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October 2, 2025

State Charter Governing Board
State Public Charter School Authority
500 E. Warm Springs Rd., Suite 116
Las Vegas, NV 89119-4344

Re: Good Cause Exemption Request to Amend Charter School Contract

To State Public Charter School Authority,

Mater Academy of Nevada (Mater) respectfully requests a good cause exemption from the current amendment cycle to submit a Request for Amendment (RFA) of its Charter School Contract with the State Public Charter School Authority (SPCSA).

This out-of-cycle amendment seeks the Authority's approval of Mater's request to increase student enrollment at the East and Cactus Park campuses. This request is part of Mater's effort to meet the needs of underserved students in the community. The Mater Governing Board has approved the enrollment increases, along with the request to seek a good cause exemption to submit this RFA.¹

Mater sincerely appreciates the support of the SPCSA staff as it respectfully seeks the approval of this good cause exemption and the granting of its underlying application to amend the charter agreement to increase enrollment at Mater's East and Cactus Park campuses. We look forward to working with the SPCSA staff to address any questions or concerns.

Sincerely,

Lisa Satory

Lisa Satory
Board Chair, Mater Academy of Nevada
lisa.satory@materlv.org

¹ Please see [Attachment 1](#) with the pertinent Board Agenda and Meeting Minutes demonstrating that the proposed enrollment increases and good cause exemption request were submitted and approved by Mater's Governing Board on August 8, 2025 following a public meeting held pursuant to NRS Chapter 241.



Nevada State Public Charter School Authority

Mater Academy of Nevada's Request for Amendment to Charter Contract

For charter schools seeking to make changes for which a Request for Amendment is required, contact SPCSA staff regarding the amendment application and other required documentation.

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Table of Contents

Amendment Process Overview and Timeline	iii
Introduction	iv
Eligibility	iv
Types of Amendment	iv
Requirements When Submitting a Request for Amendment	v
Notice of Intent	v
Application Submission Requirements	v
Evaluation Process	v
Evaluators	v
Evaluation Areas	v
Application for Amendment.....	1
Application Coversheet.....	1
Executive Summary	2
Eligibility	2
Amendment Synopsis	3
School Community	4
Financial Impact.....	6
Enrollment.....	7
Current Enrollment Cap	7
Proposed Enrollment Cap	7
Facilities	8
Additional Questions by Amendment Type	9
Add new grade level offerings	9
Eliminate grade level(s) or other educational services	9
Acquire/construct a new facility; occupy a new or additional facility; or, occupy a temporary facility	10
Add distance education program components	11
Management Organizations	12
Other Amendments.....	13
Additional amendment-specific questions	14
List of Attachments	15

Amendment Process Overview and Timeline

ACTIVITY	RESPONSIBLE PARTY	TIME FRAME
Notice of Intent to submit Request for Amendment	Charter School	Spring Cycle: Due No Later than March 1 Fall Cycle: Due No Later than September 1
Request for Amendment (RFA)	Charter School	Spring Cycle: Due Between April 1 – 15 Fall Cycle: Due Between October 1 – 15
Tentative Board Meetings for Possible Action	SPCSA Staff and Authority Board	Spring Cycle: June Fall Cycle: December or January

* For charter schools submitting outside of the amendment cycle, the charter school will be required to submit a Good Cause Exemption Request that is approved by the charter school's board, along with the amendment application. Amendments may be submitted anytime throughout the school year if the Authority Board grants the good cause exemption request.

Introduction

Eligibility

To be eligible for consideration of a contract amendment, a school must submit a complete and accurate Request for Amendment following the requirements, directions, and deadlines stated herein. For SPCSA staff to recommend the approval of a Request for Amendment, the school should be in good standing in all three domains of the Authority's academic¹, financial, and organizational performance frameworks, and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation.

For charter schools seeking to expand (i.e., adding a new campus, increasing grade levels, or raising their enrollment cap), strong applications typically include multiple years of meeting or exceeding state standards as defined by the Nevada Department of Education (NDE). Please note that charter school expansion requests must be submitted at least nine months before the proposed implementation date.

Ineligible schools may include, but are not limited to, schools that operate an elementary, middle, or high school with a 1- or 2- star Nevada School Performance Framework (NSPF) rating and/or receive a Does Not Meet Standard or Below Standard rating on the SPCSA Academic Performance Framework; schools that operate an elementary, middle, or high school program that is a priority or focus school; schools that operate high schools with graduation rates below 60%; schools with compliance issues, including participation warnings or penalties on the NSPF; and schools with financial or organizational framework deficiencies. A school that does not have at least one independent financial audit and one year of academic performance data is ineligible to apply for an expansion amendment.²

Types of Amendment

Requests for contract amendments that must be approved by the SPCSA board generally fall into one of the following categories, as outlined in [NRS 388A](#) and [NAC 388A](#).

- Enrollment adjustment:
 - Expand enrollment in existing grade levels
 - Expand enrollment in new grade levels
 - Reduce enrollment in existing grade levels
 - Eliminate a grade level or other educational service
- Add/adjust educational program components:
 - Distance education
 - Dual credit
- Management Organizations:
 - Entering into a new contract
 - Terminating the current contract

¹ A charter school that is rated in the lowest 5% of public schools, receives a 1- or 2-star rating, or has a graduation rate of less than 67% is eligible to apply for certain amendments identified in [NRS 388A.367](#).

² Except if the Authority approved the school as an EMO replication of a high performing charter school in another state, or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state.

- Facilities:
 - Acquire/construct a new facility
 - Occupy a new or additional facility
 - Occupy a temporary facility
 - Consolidate existing locations
 - Closure of a campus within a charter network
- Other:
 - Change the mission statement, vision, or goals
 - Change the name of the school
 - Change conditions in the original or most recent contract
 - Transportation

If a charter school's governing body seeks to amend its contract in a manner not explicitly listed above, it must submit a written request to the sponsor for a determination of whether the proposed change constitutes a material or nonmaterial amendment.

Requirements When Submitting a Request for Amendment

Notice of Intent

Any school interested in an amendment to its current charter contract must submit a Notice of Intent as part of the Fall or Spring Cycle. If the amendment is submitted outside of those cycles, it must include a Good Cause Exemption Request.

Application Submission Requirements

- Amendment requests must be developed using the templates provided.
- Completeness Check: Amendment requests will be vetted for completeness, including the submission of required attachments and confirmation of eligibility for the request.

Evaluation Process

Evaluators

Requests for charter contract amendments are evaluated by SPCSA staff.

Evaluation Areas

Evaluators will only recommend approval of a requested amendment if the school:

- Meets the eligibility requirements listed above.
- Meets the requirements of the completeness check.
- Provides a plan to implement the proposed changes to the school that is both comprehensive and feasible.
- Clearly demonstrates the financial feasibility of the proposed amendment.
- Presents a sufficiently detailed timeline for the implementation of the proposed changes.

Application for Amendment

Application Coversheet

Name of Charter School	Mater Academy of Nevada		
Application Contact Information			
Full Name	Renee Fairless		
Role at School	Lead Principal, Principal of Mater East, Acting Principal of Cactus Park		
Phone	(702) 462-9361		
Email	renee.fairless@materlv.org		
Amendment Sought (<i>select all that apply</i>)			
Enrollment adjustment			
☐ Expand enrollment in existing grade levels	☒		
☐ Expand enrollment in new grade levels	☐		
☐ Reduce enrollment in existing grade levels	☐		
☐ Eliminate a grade level or other educational service	☐		
Add/adjust educational program components			
☐ Distance education	☐		
☐ Dual credit	☐		
Management Organizations			
☐ Entering into a new contract	☐		
☐ Terminating the current contract	☐		
Facilities			
☐ Acquire/construct a new facility	☐		
☐ Occupy a new or additional facility	☐		
☐ Occupy a temporary facility	☐		
☐ Consolidate existing locations	☐		
☐ Closure of a campus within a charter network	☐		
Other			
☐ Change the mission statement, vision, or goals	☐		
☐ Change the name of the school	☐		
☐ Change conditions in the original or most recent contract	☐		
☐ Transportation	☐		
Acknowledgement			
☒	The board of the charter school has approved this request. Attach the agenda and minutes from the applicable board meeting. See <i>Attachment 1 – Board Agenda & Meeting Minutes</i> .		
Authorization			
School Leader Name	Renee Fairless		
Signature	 Renee Fairless (Oct 9, 2025 07:28:19 PDT)		
Board Chair Name	Lisa Satory		
Signature	 Lisa Satory (Oct 9, 2025 12:01:48 PDT)		

Executive Summary

This section must be completed by all applicants, regardless of the type of amendment requested. All attachments in this section are required.

Eligibility

1. Statement of Eligibility. Please include the past three years of academic (by campus, if applicable), financial, and organizational ratings, which demonstrate eligibility.

Mater Academy of Nevada (Mater) has met the State Public Charter School Authority's (SPCSA) academic, financial, and organizational performance standards in each of the past three years, with two exceptions. As detailed below, the Mater network received a Financial Notice of Concern for the 2022-23 fiscal year, and the Mater East elementary school did not meet academic performance standards in the 2021-22 school year. Aside from these two exceptions, Mater has consistently demonstrated strong performance across all frameworks. The academic, financial, and organizational ratings by campus for the past three years are provided in *Attachment 2 – Performance Framework Ratings* in support of this Request for Amendment (RFA).

2. If the school does NOT meet the eligibility criteria, please provide a detailed explanation justifying the request and include any supporting evidence that demonstrates the school's readiness or compelling need for the proposed amendment.

Mater Financial Improvements

Mater acknowledges that the network did not meet all SPCSA financial performance eligibility criteria for the 2022-23 fiscal year. While the school met standards in prior years (2019-20, 2020-21, and 2021-22), it was issued a Financial Notice of Concern in FY 2022-23 after meeting only four of the eight performance indicators. This dip in performance was primarily due to the impact of non-cash PERS GASB 68 pension-related expenses, as noted by SPCSA staff. Independent auditors also cited deficiencies related to account reconciliations, interest accruals, unused leave accounting, and outdated capital assets.

In response, Mater's Governing Board, in collaboration with Academica Nevada, took swift corrective action to strengthen financial operations. Key improvements included refining budget forecasting, enhancing cash management protocols, increasing the frequency of financial reviews, and updating internal financial policies and procedures. The board also prioritized expanding financial literacy among school leaders to ensure effective budget management at the campus level.

Mater's commitment to transparency, accountability, and continuous improvement is evident in its response to the Notice of Concern and its subsequent financial rebound. Regular financial audits and internal evaluations ensure that compliance and best practices are maintained across the network. As a result of these efforts, Mater improved its financial performance and once again met SPCSA financial metrics in FY 2023-24. These corrective actions demonstrate the network's readiness and financial resilience, supporting its request for the proposed amendment despite not meeting eligibility in one prior year.

Mater East Academic Improvements

While the Mater East elementary school did not meet the SPCSA's academic performance standards in the 2021-22 school year, earning a framework index score of 30.9, the school has demonstrated substantial and sustained improvement over the subsequent years. In 2022-23, Mater East increased its score by over 70% to 52.6, successfully meeting academic performance standards. This upward trend continued into 2023-24, with the school achieving a remarkable 77.2, an additional 47% gain from the prior year. In the latest NSPF ratings for the 2024-25 school year, the Mater East elementary school achieved a 5-star rating with a score of 85.0! This consistent growth reflects the effectiveness of the school's academic interventions, leadership, and commitment to student achievement.

Amendment Synopsis

1. **Statement of Need.** Clearly explain the circumstances prompting this amendment request. Include relevant data, facts, or events that support the need for the proposed change.

Mater respectfully requests an enrollment cap increase for its East and Cactus Park campuses in response to growing demand from families seeking access to a high-performing, tuition-free public charter school. As of October 1, 2025, there are more than 2,600 students on the waitlist to attend Mater's East campus and 13 students are waitlisted for the Cactus Park campus,³ a clear indication that current seat availability at each campus falls short of meeting community needs.

Mater's mission is rooted in expanding educational opportunities for all students, particularly those from historically underserved backgrounds. Both campuses are situated in communities with substantial populations of FRL-eligible, English Language Learner (ELL), and IEP students. An increase in enrollment capacity will enable Mater to better serve these at-risk student groups through inclusive recruitment strategies, providing them with access to rigorous academic programming, character development, and family engagement practices that distinguish the Mater network.

2. **Statement of Request.** List and describe each specific amendment the school is seeking and outline how the proposed changes modify the current charter contract.

Mater Academy of Nevada seeks approval from the SPCSA to amend its charter contract to increase the current student enrollment caps at two of its campuses:

- **Mater East:** Increase the enrollment cap from 2,209 to 2,443 students (approximately 10.6%)
- **Mater Cactus Park:** Increase the enrollment cap from 486 to 504 students (approximately 3.7%)

³ Although the current Cactus Park waitlist appears modest, it must be viewed in the context of the school's recent transition from pilotED to the Mater network on July 1, 2025. In just three months, enrollment climbed 37.5% (from 349 to 480 students) driven by Mater's brand recognition, aligned K-8 academic model, and the visibility that comes from a family of established sister campuses. As awareness of the Mater affiliation continues to grow among families and community partners, we expect demand to keep rising. Simply put, the enrollment surge we have already seen reflects early-stage momentum, not a one-time bump. With continued outreach and network-driven referrals, Cactus Park is well-positioned to exceed its current enrollment cap as additional families learn that the campus now delivers the same proven Mater educational model.

These modest adjustments remain aligned with the facilities' capacity, existing staffing models, and programmatic design, and will allow more families to benefit from Mater's strong academic and operational performance.

3. **Rationale.** Explain how the proposed amendment(s) directly address the identified needs or issues described in the Statement of Need. Support your explanation with evidence or anticipated benefits to students, staff, or the school community.

This enrollment amendment directly addresses the urgent demand for more student seats at both the East and Cactus Park campuses. The waitlist numbers, totaling more than 2,600 students, demonstrate a persistent and unmet need, particularly among families from underserved communities. The proposed increases will allow more students to benefit from Mater's academic excellence, comprehensive student support systems, and safe, structured learning environments.

Financially, the enrollment increase will generate additional per-pupil revenue, which in turn will help maintain the Mater network's strong fiscal position and enable reinvestment in staffing, classroom resources, and student services. Mater remains committed to expanding access to high-quality education, and these modest increases will directly support that goal by extending opportunities to more students who are already actively seeking admission.

4. **Timeline.** Provide a detailed timeline for planning and implementing the proposed changes. You may include the timeline as a written narrative or attach a separate document (e.g., project plan, milestone chart, or Gantt chart).

Mater respectfully requests that the proposed enrollment cap increases take effect immediately upon SPCSA approval, with full implementation planned for the 2026-27 school year. Internal planning has begun, including facility readiness, staffing forecasts, and enrollment projections, to ensure that both campuses can accommodate the additional students without disruption to academic programming or operational quality.

The following milestones support this implementation timeline:

- **Fall 2025:** Internal planning, stakeholder communications, and facility readiness confirmed
- **Winter 2025:** New student enrollment begins based on updated capacity
- **Ongoing:** Monitor enrollment trends, staffing needs, and academic outcomes to ensure seamless integration of additional students

School Community

1. **Stakeholder Notice.** Identify the stakeholder groups (i.e., students, families, staff, partner organizations, etc.) impacted by the proposed amendment(s).

The proposed enrollment increase directly impacts several key stakeholder groups, most notably the K-5 students currently on the Cactus Park campus waitlist and the more than 2,600 students on the East campus waitlist. These students and their families have actively sought access to Mater Academy's high-quality, tuition-free public education. Expanding enrollment at these two campuses would enable more families to benefit from the school's rigorous academics and supportive culture.

Mater also recognizes the impact on teachers and school staff. However, this expansion presents an opportunity to strategically grow the team while maintaining the school's commitment to manageable student-teacher ratios. With strong systems already in place for onboarding, training, and supporting educators, Mater is well-positioned to add capacity while preserving its academic standards and collaborative work environment.

Other stakeholder groups include community partners, local childcare and preschool providers, higher education institutions, and the broader community. These partners benefit from expanded access to Mater's educational programs, which contribute to long-term academic achievement and community wellbeing.

2. Summarize the history of communications with these stakeholders regarding the proposed amendment(s).

To avoid creating premature expectations, Mater Academy has not yet engaged in direct outreach to students or families on the East or Cactus Park waitlists regarding this proposed enrollment cap increase. While the demand is clearly evidenced by the significant waitlists of more than 2,600 students at both campuses, the schools have determined it would be more appropriate to defer formal communications until the SPCSA formally approves the request.

Internally, school leaders and members of the Governing Board have engaged in preliminary discussions about the operational and staffing implications of a potential enrollment increase. These conversations have focused on ensuring Mater's ability to maintain academic quality, support staff workloads, and uphold its strong performance across all campuses if the amendment is granted. Once a decision is made, Mater will proactively communicate with all impacted stakeholder groups to ensure transparency and a smooth implementation process.

3. Stakeholder Impact. Explain how each stakeholder group is expected to be affected by the proposed amendment(s).

Students and Families: The enrollment cap increase will allow more students from the waitlist to access Mater's strong academic programs and safe, inclusive learning environment. Families will benefit from the ability to enroll multiple children in a high-quality public charter school, improving convenience and educational consistency.

Teachers and Staff: While the proposed increase means more students, it also brings expanded resources, hiring opportunities, and additional support structures. Staff will benefit from growth-driven professional development, opportunities for advancement, and increased peer collaboration across grades and departments.

Community Partners: Local organizations that collaborate with Mater on enrichment, after-school programs, and support services will benefit from a larger student population with whom to engage.

Preschool and Childcare Providers: Providers who refer families to Mater for K-5 education will gain additional placement opportunities for their graduating children, improving continuity of care and academic readiness.

Broader Community: Increased access to high-performing public schools contributes to neighborhood stability, parent satisfaction, and improved educational outcomes. As enrollment expands strategically, Mater remains committed to managing growth in a way that strengthens its relationship with the community it serves.

Financial Impact

If the proposed amendment(s) will not impact the school's financials, please state "No anticipated financial impact" and proceed to the next section.

1. Describe the anticipated financial impact of the proposed amendment(s).

The proposed enrollment cap increases at Mater East and Mater Cactus Park are expected to have a positive financial impact on the Mater Academy of Nevada network.

- a. What are the anticipated costs associated with the proposed amendment(s)?

The enrollment increases are modest in scale and will not require any major capital investments, facility expansions, or additional infrastructure. Anticipated costs include minor adjustments, such as the purchase of additional classroom materials and supplies, as well as a possible limited increase in instructional or support staff. These operational adjustments are well within the schools' existing capabilities.

- b. What is the school's plan to fund these costs (e.g., grant funding, budget reallocation, increased revenue)?

Mater anticipates covering the associated costs through increased per-pupil funding generated by the additional student enrollment. No grant funding or budget reallocation is required. The increased revenue will not only cover any marginal costs incurred but also support the overall financial sustainability of both campuses.

- c. How will the proposed amendment(s) impact the school's current and projected budget projections?

The enrollment increases will result in a net revenue gain for the school, strengthening both the current and long-term budget outlooks. Mater has already run financial models reflecting the proposed changes, and those models indicate that both campuses will continue to meet or exceed all financial performance metrics under the SPCSA's Financial Performance Framework. These modest enrollment adjustments are fiscally responsible and consistent with Mater's mission to expand access while maintaining strong financial health.

2. Attach the school's board-approved budget for the current school year, including a cash flow statement.

See *Attachment 3 – Current Budget*.

3. Attach the school's projected budget for the school years in which the proposed amendment(s) will be implemented.

See *Attachment 4 – Projected Budget*.

Enrollment

Complete only the current enrollment table if the proposed amendment does not contemplate a change in the school's or campus' current enrollment cap.

Current Enrollment Cap

- a. Please complete the following table to show the school's current enrollment cap. Add rows for applicable grades. Add columns for the applicable charter term.

Table 1. Current Enrollment Caps

Total Student Enrollment		
Grade	Mater East 2025-26	Mater Cactus Park 2025-26
PreK	-	-
K	124	82
1	124	106
2	129	72
3	129	95
4	134	72
5	134	59
6	153	-
7	153	-
8	153	-
9	301	-
10	292	-
11	215	-
12	168	-
Total	2,209	486

Proposed Enrollment Cap

- b. Please complete the following table to show the planned changes to the school's enrollment cap. Add rows for applicable grades. Add columns for the applicable charter term.

If the proposed amendment(s) will not change the school's current enrollment cap, please state "No change to enrollment cap" and leave this table blank.

Table 2. Proposed Enrollment Caps

Total Student Enrollment		
Grade	Mater East 2026-27	Mater Cactus Park 2026-27
PreK	-	-
K	130	100
1	135	100
2	135	76
3	140	76

Total Student Enrollment		
Grade	Mater East 2026-27	Mater Cactus Park 2026-27
4	140	76
5	140	76
6	160	-
7	160	-
8	160	-
9	320	-
10	295	-
11	278	-
12	250	-
Total	2,443	504

Facilities

1. Describe the current school facility, including:

The Mater East and Mater Cactus Park campuses are well-equipped to support the modest enrollment increases requested in this amendment.

- a. The number of students and staff the facility can accommodate.

The East facility comfortably accommodated nearly 2,400 students within its 10% increased enrollment cap and over 200 staff members across multiple school buildings that serve grades K-12. The Cactus Park facility is designed to serve over 500 K-5 students with a staff of roughly 45. Both campuses were intentionally designed with capacity buffers to absorb reasonable enrollment growth without requiring new construction or major capital improvements.

- b. Whether the proposed amendment will impact the school's facility needs (e.g., expansion, relocation, renovation). If yes, explain the nature and scope of the impact.

The proposed enrollment increases of an additional 234 students at East and 18 students at Cactus Park will not require expansion, relocation, or renovation. Each campus has sufficient classroom space and infrastructure to integrate additional students without compromising safety, accessibility, or program delivery. Staffing adjustments, if needed, will be minimal and budgeted for in advance of implementation.

2. Explain how the current facility aligns, or does not align, with the school's academic, operational, and enrollment needs in terms of physical space. Include considerations such as classroom space, specialized instructional areas, outdoor areas, and accessibility.

The current facilities at both campuses effectively support the schools' academic programs and operational priorities. Classrooms are equipped to accommodate differentiated instruction, and specialized instructional areas, i.e., science labs, resource rooms, and SPED/ELL support spaces, are available to meet the diverse needs of students.

Each campus also includes dedicated recreation space, technology infrastructure, and ADA-compliant accessibility features. The modest increases in enrollment will not disrupt classroom configurations or access to services, nor will they strain shared spaces such as cafeterias or multipurpose rooms.

In short, the current facilities remain fully aligned with Mater’s educational mission and capable of supporting the proposed enrollment increases without compromising the quality of instruction or school operations.

Additional Questions by Amendment Type

If the proposed amendment(s) do not apply to a particular section, please indicate “Not applicable” and proceed to the next section.

Add new grade level offerings

Not applicable.

- 1. Attach the curriculum and courses to be offered at the school for all additional grades included in the proposed amendment.
- 2. Please provide the following documents as attachments:
 - a. Daily and/or weekly instructional schedule for students in the newly proposed or expanded grade levels.
 - b. Daily and/or weekly schedule for teachers serving those grade levels.
- 3. Please complete the following table to outline the school’s planned assessment schedule for new or expanded grades. Be sure to include both formative and summative assessments. Add rows as needed.

Assessment Name	Formative/ Summative	Grades Tested	Testing Window

- 4. Please describe the required qualifications for teachers who will serve in each newly proposed or expanded grade band.

Eliminate grade level(s) or other educational services

Not applicable.

- 1. Provide a detailed explanation of the rationale for eliminating the specified instructional program, grade level, or educational service. Include relevant data, trends, or operational considerations (e.g., low enrollment, staffing challenges, strategic realignment) that support the decision.

Acquire/construct a new facility; occupy a new or additional facility; or, occupy a temporary facility

Not applicable.

1. Explain how the proposed facility will meet the school's identified needs, including instructional space, enrollment growth, specialized programs, or operational requirements.
2. Describe the school's capacity and experience in acquiring, developing, or renovating school facilities. Include any relevant examples of managing build-outs, tenant improvements, or construction timelines.
3. Identify the entity responsible for acquiring and maintaining the school facility. Describe the nature of that entity's relationship with the school and any affiliated management organization. If the school's management organization or affiliated entity, such as a foundation, will provide capital or financial support, please identify the extent of capital support the organization is prepared to offer the school.
4. List any individuals or organizations that may have a financial interest in the current or proposed facility. Describe the nature of each relationship, including potential conflicts of interest or ownership stakes with the current and/or proposed facility.

Please provide the following documents as attachments to support your proposed facility amendment. If any required document is not available at the time of submission, please note that after the corresponding requirement below, and include an anticipated date on which the document can be provided. If a document is not applicable, please note "N/A" with a brief explanation.

5. The physical address of the proposed facility and supporting documentation verifying the location, including the Assessor's Parcel Number (APN) and a copy of the corresponding Assessor's Parcel Map.
6. Attach a copy of the current deed on the property (if the school owns the facility) or the proposed lease or rental agreement, including any additional square footage to be leased.
7. Attach a copy of the proposed purchase and sale agreement or lease or rental agreement, if not included in Item 6.
8. Attach a copy of the proposed facility's floor plan and all documentation required under [NAC 388A.315](#) (Request to occupy new or additional facility). Include a table or narrative describing the square footage of the proposed facility and an assurance that final versions of these documents will be submitted as required.
9. Include conditioned space square footage and total campus acreage.
10. Full contact information for the current property owner of the proposed facility and any proposed landlord.
11. Disclosure of any relationships between the current property owner or landlord and any school-affiliated individuals or entities, including, but not limited to, any relative of a board member or employee within the third degree of consanguinity or affinity; and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school.

12. Attach a copy of the Certificate of Occupancy.
13. Attach documentation demonstrating that the proposed facility complies with all applicable building, safety, health, sanitation, and fire prevention codes.
14. Attach the most recent project schedule showing milestone dates, such as Certificates of Occupancy and any other government permits, waivers, modifications, or variations which may be required, with anticipated completion dates.
15. If the school is managing the tenant improvements, provide documentation that the governing body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with [NAC 388A.315](#). If the landlord or owner is under contract to deliver the facilities ready for occupancy, then indicate “N/A.”
16. Attach a copy of the school’s traffic flow plan, including diagrams or exhibits illustrating the planned traffic flows during the arrival and dismissal times and the designated drop-off and pick-up areas.

Add distance education program components

Not applicable.

1. Describe your plans for obtaining the necessary approvals from the Nevada Department of Education (NDE) for the distance education program and associated courses. If any approvals have already been granted, attach the relevant documentation.
2. Describe the credit system the school will use for distance education courses, including how credit hours are awarded and tracked.
3. Explain how the school will monitor and verify student participation and course completion. Include strategies for tracking attendance and ensuring meaningful engagement in a virtual setting.
4. Explain how the school will ensure students complete and submit coursework and participate in all required assessments.
5. Explain how the school will conduct parent-teacher conferences in a virtual or blended setting, including the format, frequency, and expectations for participation.
6. Describe how the school will administer all mandated assessments, as well as any internal exams, in a secure and proctored environment.
7. Describe the academic and non-academic supports available to distance education students. Include how frequently students will interact with teachers and what supports are provided for social-emotional needs.
8. Describe how the school will ensure that students with disabilities, English learner students, gifted students, and homeless or migrant students receive appropriate services and accommodations in the distance learning environment.
9. Describe the criteria for student eligibility to enroll in the distance education program and describe the process for reviewing and accepting applicants.

Management Organizations

If the requested amendment(s) do not include a change to a management organization relationship, please indicate “Not applicable” and proceed to the next section.

Entering into a new contract

Not applicable.

If your proposed amendment involves entering into a new agreement with a Charter Management Organization (CMO) or Educational Management Organization (EMO), please respond to the items below and provide all required attachments.

1. Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as an attachment.
2. Describe the academic, organizational, and financial performance of each school affiliated with the CMO/EMO.
3. List any charter school contracts that have been terminated by either the CMO/EMO or the school’s governing board. Include the reasons for termination and indicate whether the cause was for a “material breach.”
4. List any revocations, non-renewals, conditional renewals, or voluntary withdrawals/non-openings of affiliated schools. Explain the circumstances and contributing factors.
5. Describe any formal authorizer interventions in the past three years due to performance deficiencies or compliance violations. Summarize how the issues were addressed or resolved.
6. Provide the CMO/EMO’s five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following information regardless of school location: proposed years of opening, number and types of schools (models and grade levels served), any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
7. Describe how the CMO/EMO supports affiliated schools in assessing readiness for expansion and provide evidence that the CMO/EMO has the organizational capacity and infrastructure to effectively support additional schools. If applicable, attach a copy of the organization’s “greenlighting” tool or decision rubric.
8. Describe the specific resources the CMO/EMO will use to support new schools. Include specific timelines for deploying these resources to ensure high-quality implementation.
9. Attach organizational charts for the current network and the network with the proposed school. Charts should include all national operations and delineate the roles, reporting lines, and relationships among the governing board, staff, advisory bodies, and any external partners that will

play a role in managing the schools. Indicate the CMO/EMO's role and how its personnel fit within the structure of the proposed school, including oversight by the governing board.

10. Identify key members of the CMO/EMO leadership team and describe their roles and responsibilities.
11. Explain how and why this CMO/EMO was selected to support the school.
12. Describe the relationship between the school's governing board and the CMO/EMO. Include the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, and the board's plan to retain autonomy and oversight of school operations.
13. Describe the services the CMO/EMO will provide, including the associated costs and fees. Attach the proposed services agreement, and highlight any substantive revisions or changes from prior draft agreements, if applicable.
14. Describe how the governing board will evaluate the performance of the CMO/EMO. The evaluation plan should align with the contract's terms.
15. Disclose any existing or potential conflicts of interest between the school's governing board and the CMO/EMO, including, without limitation, past or current employment relationships, familial relationships within the third degree of consanguinity or affinity, or financial or contractual ties to any parent company, subsidiary, or related entity.
16. Provide documentation of the CMO/EMO's for-profit or non-profit status, and evidence that it is authorized to do business in Nevada.

Terminating the current contract

Not applicable.

1. Explain the board's rationale for terminating the existing contract with the CMO/EMO. Include relevant context, such as performance concerns, strategic realignment, or governance considerations. Attach the board agenda and meeting minutes where this matter was formally discussed and approved.
2. Attach a copy of the formal notice of termination issued to the CMO/EMO. This notice should reflect the terms required under the current agreement, including timelines, transition clauses, and any financial or legal provisions.
3. Attach a crosswalk identifying the current responsibilities held by the CMO/EMO and the individuals or positions within the school who will assume those responsibilities after the termination. Clearly indicate the staff member or role accountable for each area of responsibility to ensure continuity of operations.

Other Amendments

1. Mission, Vision, or Goals

Not applicable.

If you are proposing changes to the school’s mission statement, vision, or goals, please complete the following table. Delete any rows that do not apply.

	Current	Proposed	Rationale
Mission			
Vision			
Goals			

2. Contract Conditions

Not applicable.

If you are requesting a change to a specific condition in the original or most recent charter contract:

- State the contract language of the condition to be amended.
- Clearly explain the requested change to the condition.
- Provide the rationale for the change and attach up to four pages of supporting evidence, if necessary.

3. Transportation

Not applicable.

- Describe the school’s current transportation plan, including services provided to students with IEPs/504 plans and any general education transportation offered.
- Detail the proposed changes to transportation services. Ensure that any financial implications of these changes are reflected in the Financial Impact section of the application.

Additional amendment-specific questions

Questions in this section pertain to any discussions between SPCSA staff and school representatives regarding the proposed amendment request. Questions may be added as applicable.

Not applicable.

List of Attachments

Provide a list of attachments included as part of the amendment application. List and label each required attachment.

1. Board Agenda & Meeting Minutes
2. Performance Framework Ratings
3. Current Budget
4. Projected Budget



NOTICE OF PUBLIC MEETING of the Board of Directors of Mater Academy of Nevada

Notice is hereby given that the Board of Directors of Mater Academy of Nevada, a public charter school, will conduct a public meeting on August 8th, 2025, beginning at 11:00 a.m. via Zoom. The public is invited to attend.

Join Zoom Meeting

<https://us02web.zoom.us/j/89224010676>

Meeting ID: 892 2401 0676; or via phone at 1-346-248-7799

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Mater Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically disabled persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicanv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas, NV 89119, via email at annette.christensen@academicanv.com, or by visiting the school's website at <https://www.materacademynv.org>. For copies of the meeting audio, please email annette.christensen@academicanv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

Attachment 1 - Board Agenda & Meeting Minutes



The vision of Mater Academy of Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross cultural competence.

Board of Directors

Lisa Satory – Board Chair

Dan Triana – Board Vice Chair

Mary Beth Scow – Board Secretary

Robert Anderson– Board Treasurer

Patricia Fernandez– Board Member

Renee Fairless – Lead Principal, East Las Vegas and Interim Principal, Cactus Park

Amy Gronna – Principal, Bonanza

Olivia Carbajal – Principal, Mountain Vista

Meeting of the Board of Directors

August 8, 2025

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. CONSENT AGENDA (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes of the July 16, 2025 Board Meeting



- b. Approval of the use of iReady Reading as the Read By Grade 3 Early Literacy Assessment
- c. Acceptance of Grant Funds Awarded to Mater Academy for the 2025/2026 School Year from the Following:
 - FY26 EXN Special Education (IDEA, Part B)
 - FY26 McKinney-Vento
 - FY26 Nevada Ready State Pre-K
 - FY26 Special Education (IDEA, Part B)
 - FY26 Special Education EC (IDEA, Part B, Sec 619)
 - FY26 State CTE Allocation
 - FY26 Title I, Part A
 - FY26 Title III, English Learner
 - FY26 Title III Immigrant
 - FY26 Title IV, Part A
 - FY26 Transportation Funding
 - FY26 21st Century Cohort 7
 - FY26 21st Century Cohort 8

4. ACTION & DISCUSSION ITEMS

(Action may be taken on those items denoted "For Possible Action")

- a. Review and Approval of the Allocation for Teacher Raises Based on Assembly Bill 398 (For Possible Action)
- b. Discussion and Possible Action to Approve a New Vended Meals Agreement for Mater Cactus Park for the 2025/2026 School Year, with the Option to Renew for up to Four Years (For Possible Action)
- c. Discussion and Approval of Submitting a Good Cause Exemption Letter and Charter Amendment to Increase Enrollment (For Possible Action)
- d. Review and Approval of a Contractor and Budget for the Mater East Locker/Restroom Building (For Possible Action)

5. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been

Attachment 1 - Board Agenda & Meeting Minutes



specifically included on an agenda as an item upon which action will be taken.)

6. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Mater Bonanza Campus – 4760 East Bonanza Road, Las Vegas, NV 89110
- 2) Mater East Las Vegas Campus – 3900 E. Bonanza Road, Las Vegas, NV 89110
- 3) Mater Mountain Vista Campus – 3445 Mountain Vista St., Las Vegas, NV 89121
- 4) Academica Nevada – 6630 Surrey Street, Las Vegas, NV 89119
- 5) <https://materacademynv.org>
- 6) <https://notices.nv.gov>

MINUTES
of the virtual meeting of the
BOARD OF DIRECTORS of MATER ACADEMY OF NEVADA
August 8, 2025

The Board of Directors of Mater Academy of Nevada held a virtual meeting on August 8, 2025 at 11:00 a.m. via Zoom.

1. Call to Order and Roll Call

Board Vice-Chair Dan Triana called the meeting to order at 11:02 a.m. with a quorum present. In attendance were Board members Mary Beth Scow, Patricia Fernandez, Robert Anderson (arrived at 11:07 a.m.), and Dan Triana.

Board member Lisa Satory was not present.

Also present were Principals Renee Fairless, Amy Gronna, and Olivia Carbajal. Academica representatives Gayle Jefferson, Paul Ballou, Gary McClain, Shane Goodsell, Trevor Goodsell, Rachel Law, Ryan Reeves, and Annette Christensen were also in attendance.

Open Meeting Law Public Comment Statement

2. Public Comment and Discussion

There were no public comments.

3. Consent Agenda

- a. **Approval of Minutes of the July 16, 2025 Board Meeting**
- b. **Approval of the use of iReady Reading as the Read By Grade 3 Early Literacy Assessment**
- c. **Acceptance of Grant Funds Awarded to Mater Academy for the 2025/2026 School Year from the Following:**
 - **FY26 EXN Special Education (IDEA, Part B)**
 - **FY26 McKinney-Vento**
 - **FY26 Nevada Ready State Pre-K**
 - **FY26 Special Education (IDEA, Part B)**
 - **FY26 Special Education EC (IDEA, Part B, Sec 619)**
 - **FY26 State CTE Allocation**
 - **FY26 Title I, Part A**
 - **FY26 Title III, English Learner**
 - **FY26 Title III Immigrant**
 - **FY26 Title IV, Part A**
 - **FY26 Transportation Funding**
 - **FY26 21st Century Cohort 7**

- **FY26 21st Century Cohort 8**

Member Scow moved to approve the consent agenda. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

4. Action & Discussion Items

a. Review and Approval of the Allocation for Teacher Raises Based on Assembly Bill 398

Mr. Trevor Goodsell presented information regarding teacher raises based on Assembly Bill 398. He explained that while the state only increased per-pupil funding by \$2, the bill allowed the school to avoid the 1.6% salary reductions that would have otherwise been necessary to maintain current staffing levels. He detailed that employees received a 3% salary increase with additional raises awarded based on position and performance evaluations for the FY25 school year. Additional targeted salary adjustments were made to ensure compensation remained competitive with current market benchmarks.

Mr. Goodsell reported working extensively with all principals to finalize the allocation plan, which resulted in most staff receiving raises of more than 3%. The total allocation from the state was \$1,791,000, of which they used \$1,787,000. Mr. Goodsell mentioned that the State Public Charter School Authority indicated there would likely be slightly less funding next year due to charter school growth and additional schools opening.

Member Triana asked if the contribution included the PERS increase, to which Mr. Goodsell confirmed that while this allocation was separate from PERS, no staff saw reductions because of PERS increases. Principal Amy Gronna expressed appreciation on behalf of all principals for Mr. Goodsell's work to support the staff. Principal Renee Fairless emphasized the significant time Mr. Goodsell spent working with Mater Academy specifically, helping them understand how to communicate these changes and ensuring alignment with state expectations. She noted that the raises were particularly meaningful for teachers who had recently become fully credentialed, especially given the competitive environment and teacher shortages.

Mr. Goodsell added that the plan would be submitted to the charter authority by the following Friday and would need approval from the interim finance committee, likely in October.

Member Fernandez moved to approve the allocation for teacher raises based on Assembly Bill 398. Member Scow seconded the motion, and the Board voted unanimously to approve.

b. Discussion and Possible Action to Approve a New Vended Meals Agreement for Mater Cactus Park for the 2025/2026 School Year, with the Option to Renew for up to Four Years

Ms. Rachel Law explained that after a lengthy process, they had selected Fit Eats as the food vendor for Mater Cactus Park - the same vendor that will serve the other three Mater schools. She noted that the company had won the bid by a significant margin, and while they are a new company, they have been performing well so far. The contract includes an option to renew after the first year or to seek new bids if the service is unsatisfactory. Ms. Law mentioned this was the final piece needed to get Mater's sponsor application approved.

Member Scow moved to approve the food vendor Fit Eats for Cactus Park. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

c. Discussion and Approval of Submitting a Good Cause Exemption Letter and Charter Amendment to Increase Enrollment

Mr. Goodsell explained that they were seeking to increase enrollment at Mater East to 2,450 students, allowing them to go 10% above or below that number. He noted that they were retaining many eighth graders transitioning to high school, creating a need for increased enrollment capacity. Similarly, they proposed increasing Cactus Park's enrollment to 505 students.

Principal Fairless elaborated that at Mater East, they have an extremely large waitlist, with a particular challenge accommodating sibling priority enrollments. She explained that in some grade levels, such as fourth grade, there could be 20 children waiting with priority enrollment status. The increase would help address these needs without significantly impacting class sizes - for example, potentially increasing kindergarten classes from 26 to 27 students. She noted that even some staff members currently have children who cannot attend the school due to capacity constraints.

Member Triana asked about the timeline for implementation. Mr. Paul Ballou explained that, while they could submit through the normal amendment cycle (with a September 1 deadline), they were pursuing a good cause exemption that could be filed at any time. He noted that the authority typically requires enrollment expansions to be filed eight months in advance of implementation, but given the demonstrated demand through waitlists, they hoped for consideration.

Principal Fairless described the current teacher-student ratios, explaining they varied by grade level and subject - from 17-18 students in AP and dual enrollment classes to around 35 in some core high school classes. Elementary ratios ranged from 26-27 in K-3 to 29-30 in grades 4-5. She emphasized that the enrollment increase would particularly help keep siblings together, which is a valued aspect of their school community. Member Triana acknowledged that, while

high demand is a good problem to have, it remains challenging. He noted the promising preliminary star ratings as a positive factor in considering the request.

Member Scow moved to approve going forward with the request of submitting a good cause exemption letter and charter amendment to increase enrollment at Mater East. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

d. Review and Approval of a Contractor and Budget for the Mater East Locker/Restroom Building

Mr. Gary McLean presented information on the Mater East locker room bid process. Due to the project exceeding the \$100,000 threshold, they conducted a public bid process. While five or six general contractors attended the mandatory pre-bid meeting, only two submitted bids: DC Building Group and Sutton Construction, with DC Building Group providing the lowest responsive bid. Mr. McLean explained that they had initially planned a larger footprint but scaled back due to budget concerns. The project team is now requesting a significant contingency to potentially work with DC Building Group on value engineering to increase the building size, add storage, and include washer/dryer hookups. The total requested budget was \$1,821,336.

Mr. Goodsell added that when the bonds were issued, approximately \$1.7 million in project funds were set aside for this purpose. At most, this would require about \$100,000 from the school's operating budget, and the bond payments would not increase. Principal Fairless explained the necessity of the project, noting that the campus currently lacks accessible bathroom facilities for outdoor sporting events. The only restrooms currently available require going inside the main gym and across to the locker rooms, which are very small and were designed for a much smaller student population. The new building would provide restroom access for baseball, football, soccer, and other outdoor events, eliminating the need for porta potties (including ADA-compliant ones) that they currently rent.

Member Fernandez expressed support, noting she attends most games and has observed the need firsthand.

Member Fernandez moved to approve the contract and budget for the Mater East locker restroom building. Member Scow seconded the motion, confirming the contract would go to DC Building Group. The Board voted unanimously to approve.

5. Public Comment and Discussion

There were no public comments.

6. Adjournment

The meeting was adjourned at 11:29 a.m.

Approved on: _____

Secretary of the Board of Directors

Mater Academy of Nevada

DRAFT

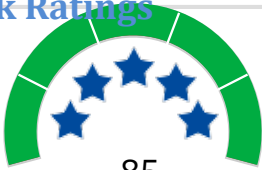
School Level: Elementary School

Grade Levels: PK-08

District: State Public Charter School Authority

School: 4760 East Bonanza Road

Address: Las Vegas, NV 89110



85
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

2% White/Caucasian

3.7% Black/African American

92.8% Hispanic/Latino

0.2% Asian

N/A% American Indian/Alaska Native

0.1% Pacific Islander

0.9% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	39 ★★
2022-2023	54 ★★★

Additional Student Groups

44.9% English Learners

6.2% Students with Disabilities

100% Economically Disadvantaged

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 27 ★

At or above 27 but less than 50 ★★

At or above 50 and less than 67 ★★★

At or above 67 and less than 84 ★★★★

At or above 84 ★★★★★

2024-2025 School Performance



14/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	48.3	53.2
Math Proficiency	54.8	55.7
ELA Proficiency	53	59.6
Science Proficiency	15.3	26.6
Read-by-Grade-3 Proficiency	47.7	57.4



33/35

Growth Indicator

Measure	School Median	District Median
Math MGP	67	55
ELA MGP	59	55

	School Rate	District Rate
Met Math AGP Target	57.6	51.4
Met ELA AGP Target	65.4	63.2



9/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	55.7	55.3



19/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	40.3	31.2
Prior Non-Proficient Met ELA AGP Target	59.3	51.8

Climate Survey Participation is not a point-earning measure.



10/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	16.4
Climate Survey Participation	91	N/A



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 Points Earned: 11/20

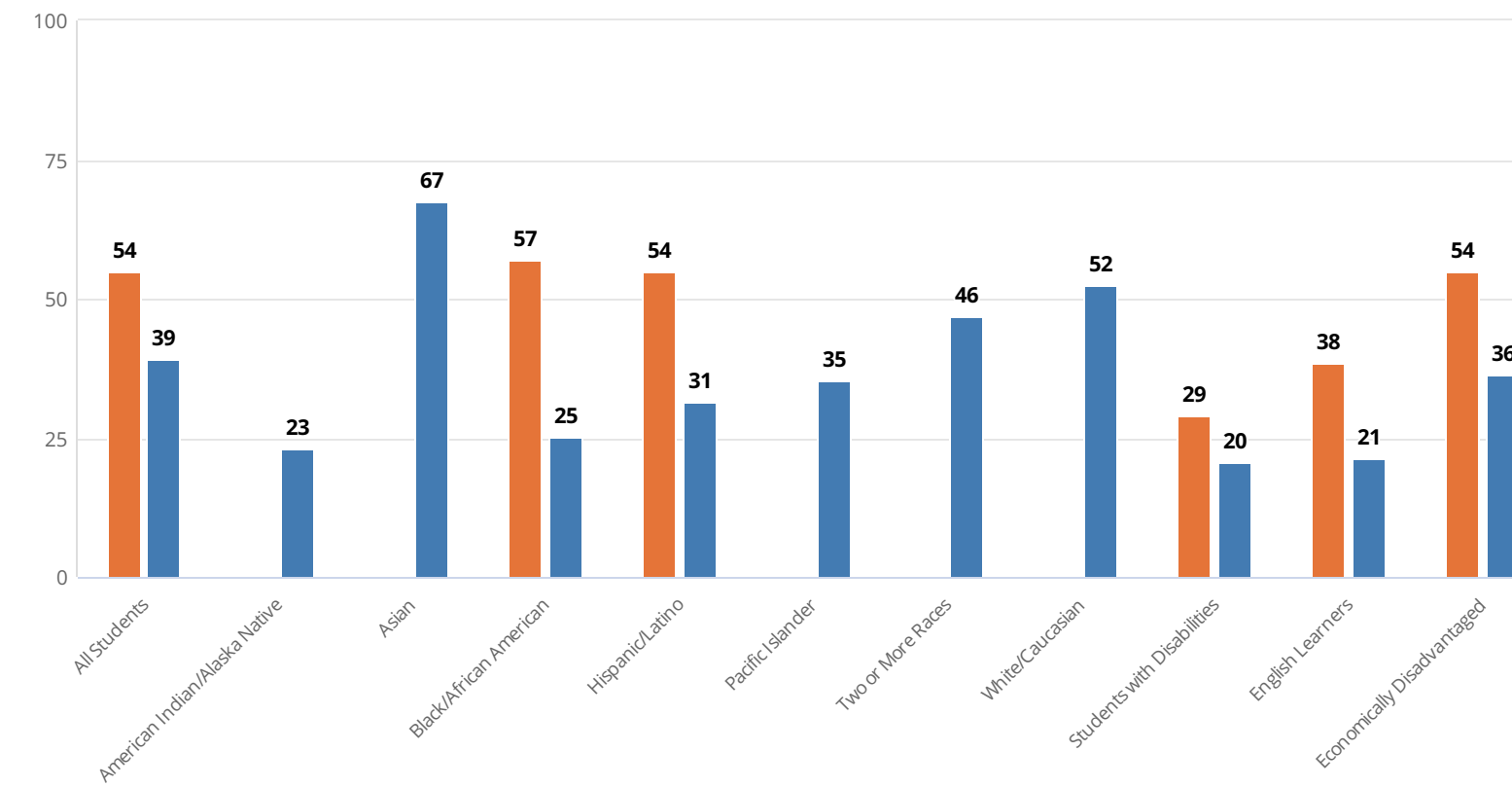
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	48.3	53.2	35.7	48.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	54.8	55.7	39.2	39.8	51.2	55.8
American Indian/ Alaska Native	N/A	48.2	23	N/A	40.7	43.7
Asian	-	78.2	67.5	-	74.8	73.3
Black/ African American	57.1	35.8	25.2	37.5	31.7	42
Hispanic/ Latino	54.8	47.5	31.3	40.4	41.7	48.2
Pacific Islander	-	49.2	35.3	-	45.9	55.7
Two or More Races	-	61.3	46.8	-	57.2	61.6
White/ Caucasian	-	66.8	52.4	-	62.7	65.1
Students with Disabilities	29.1	28.6	20.5	13.6	26.9	38.8
English Learners	38.4	30.6	21.5	26.5	27.5	
Economically Disadvantaged	54.8	49.4	36.3	39.8	40.4	47.7

Math Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs





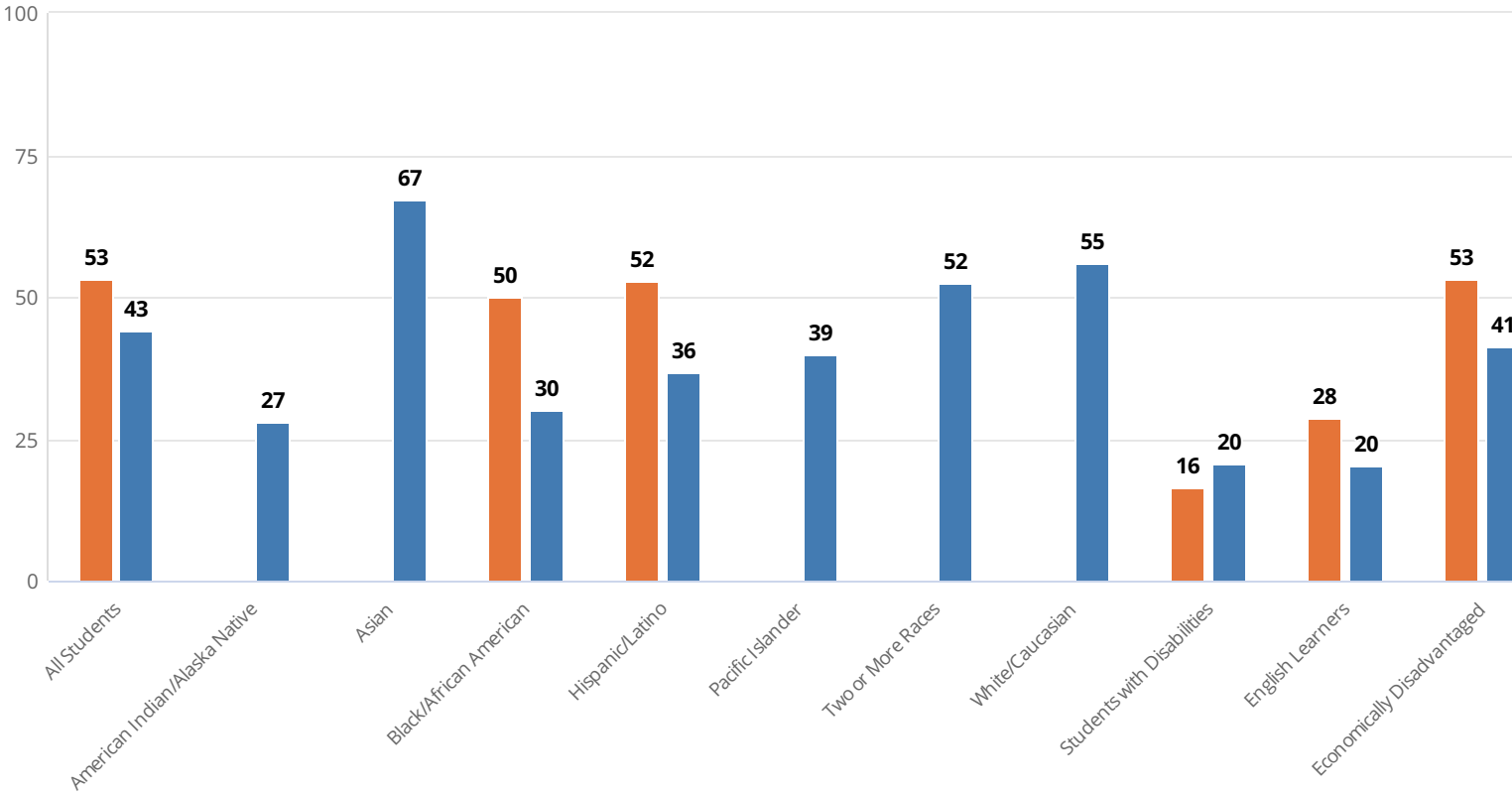
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	53	59.6	43.9	40.7	54.6	63.1
American Indian/ Alaska Native	N/A	48.2	27.9	N/A	57.4	50.7
Asian	-	79.5	67.3	-	75.3	78.9
Black/ African American	50	44.2	30.2	41.6	36.5	50.8
Hispanic/ Latino	52.9	52.1	36.8	39.7	46	55.6
Pacific Islander	-	54.8	39.7	-	48.3	63.9
Two or More Races	-	63.4	52.5	-	60.4	69.5
White/ Caucasian	-	69.2	55.9	-	65.2	72.1
Students with Disabilities	16.6	29	20.6	13.6	25.8	39.9
English Learners	28.6	30.7	20.4	25.8	25.3	
Economically Disadvantaged	53	53.6	41.3	40.7	44.1	54.4

ELA Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs





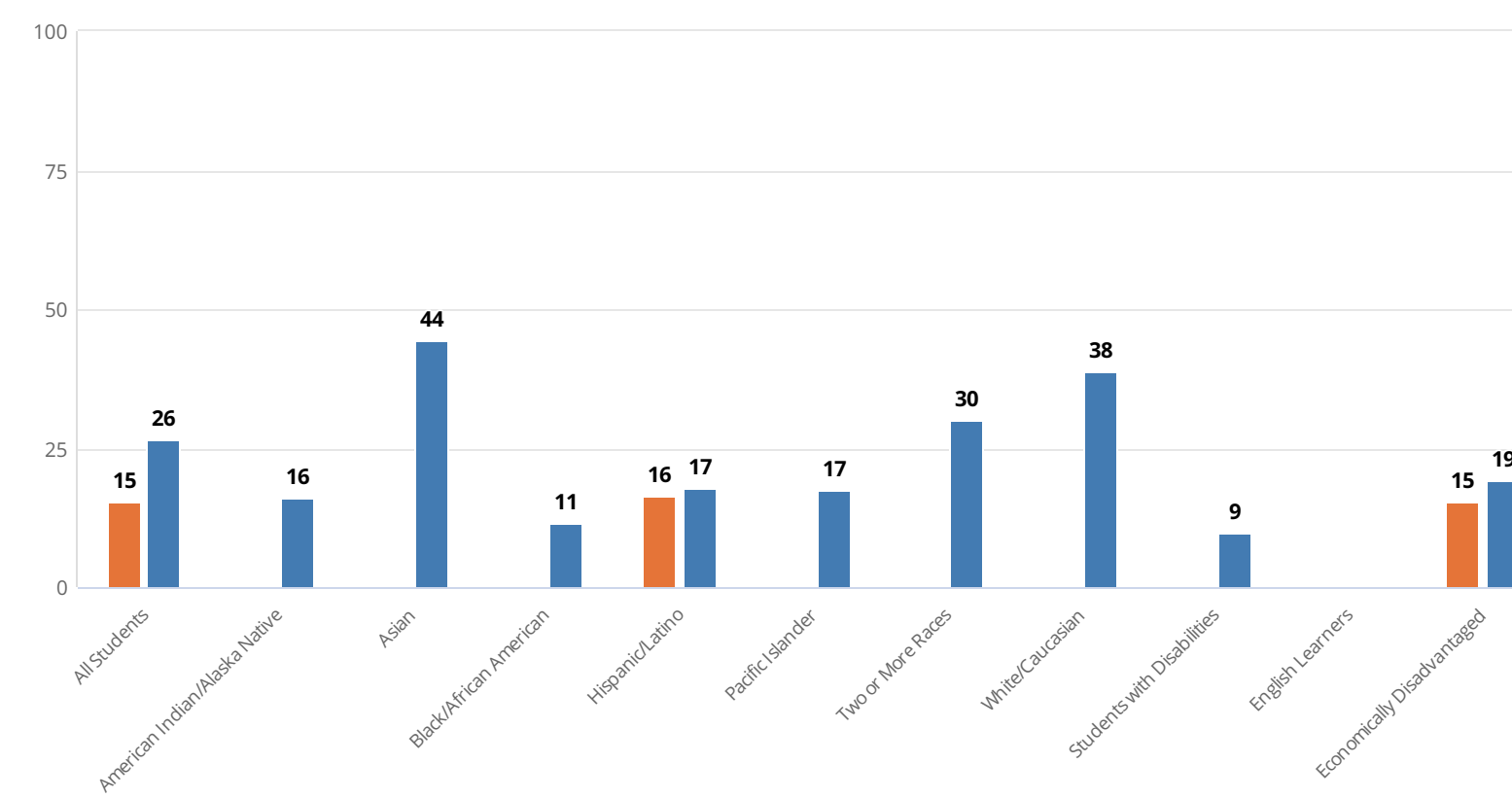
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	15.3	26.6	8.9	21.2
American Indian/ Alaska Native	N/A	16	N/A	16.6
Asian	N/A	44.4	-	35.5
Black/ African American	-	11.6	<5	10.4
Hispanic/ Latino	16.5	17.9	8.5	12.9
Pacific Islander	N/A	17.6	N/A	19.1
Two or More Races	N/A	30	-	27.2
White/ Caucasian	-	38.8	-	29.6
Students with Disabilities	-	9.8	<5	7.6
English Learners	<5	<5	<5	<5
Economically Disadvantaged	15.3	19.4	8.9	12.4

Science Assessments % Proficient

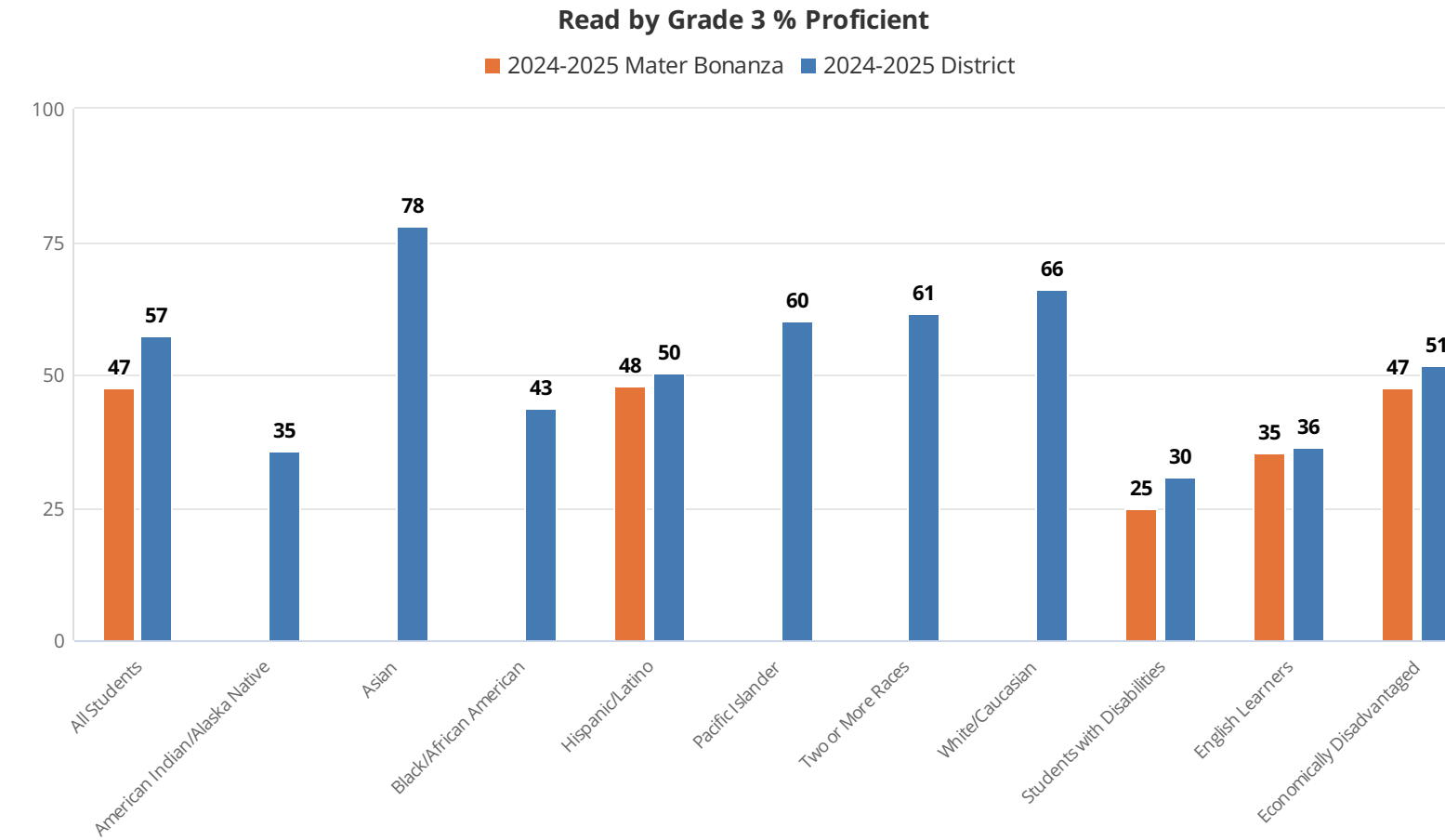
2024-2025 Mater Bonanza 2024-2025 District





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	47.7	57.4	40	51.2
American Indian/ Alaska Native	N/A	35.7	N/A	60
Asian	-	78	N/A	71
Black/ African American	-	43.6	-	32.7
Hispanic/ Latino	48	50.2	40	43.7
Pacific Islander	N/A	60	-	45.9
Two or More Races	-	61.5	-	58.4
White/ Caucasian	N/A	66.2	-	60.7
Students with Disabilities	25	30.7	-	27
English Learners	35.4	36.4	30.3	28.5
Economically Disadvantaged	47.7	51.7	40	42.4





14/25

Academic Achievement

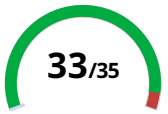
Participation on State Assessments

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/ African American	-	-	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 8/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	67	55	59	55	47	52	41	54
American Indian/ Alaska Native	N/A	63	N/A	46	N/A	40	N/A	57.5
Asian	N/A	57	N/A	60.5	-	57	-	62
Black/ African American	53	49	60.5	52	44	46	41	49
Hispanic/ Latino	67.5	55	58.5	54	47	50	44.5	52
Pacific Islander	-	52.5	-	55	N/A	53	N/A	54
Two or More Races	-	56	-	53	-	53	-	53
White/ Caucasian	-	56	-	57	-	53	-	57
Students with Disabilities	42	51	57	49	37	46	47	48
English Learners	72	58	51	54	43.5	49	38.5	51
Economically Disadvantaged	67	55	59	55	47	51	41	52

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7.5/7.5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	57.6	51.4	65.4	63.2	34.3	44.4	34.3	54
American Indian/ Alaska Native	N/A	66.6	N/A	61.5	N/A	24.3	N/A	50
Asian	N/A	67	N/A	74.4	-	63.8	-	69.4
Black/ African American	60	34.2	60	54.3	36.8	28.9	31.5	41.4
Hispanic/ Latino	57	46.6	65.5	59	34.8	36.9	35.4	48.1
Pacific Islander	-	44.7	-	60	N/A	42.7	N/A	51.1
Two or More Races	-	53.5	-	64.7	-	49.5	-	55.5
White/ Caucasian	-	59.2	-	68.8	-	52.8	-	61.4
Students with Disabilities	27.2	31.7	36.3	43.8	15.7	27.2	15.7	32.4
English Learners	42.1	35.6	47.3	47.3	22.6	27.5	25	35.8
Economically Disadvantaged	57.6	47.6	65.4	60.3	34.3	36.5	34.3	46.7

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

9/10

English Language

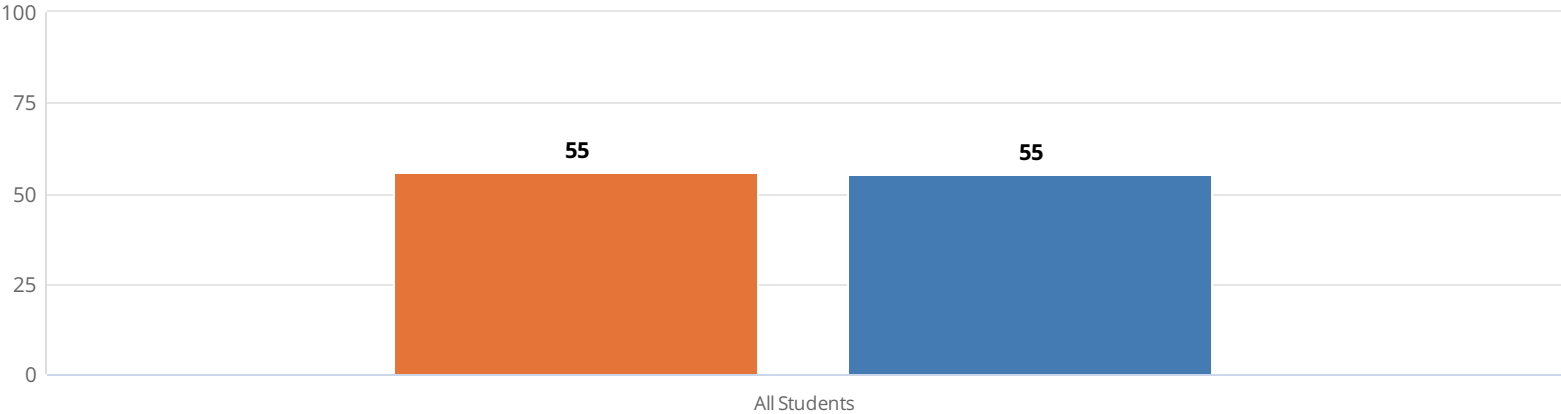
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	244	55.7	55.3	243	48.9	48.4

% English Learners Meeting AGP on WIDA

2024-2025 Mater Bonanza 2024-2025 District



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



19/20

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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	40.3	31.2	59.3	51.8	16.6	22.5	22.3	36.5
American Indian/ Alaska Native	N/A	47.6	N/A	46.6	N/A	12.5	N/A	40.9
Asian	N/A	37.1	N/A	59	N/A	36.7	N/A	44.8
Black/ African American	-	22.3	-	46.4	36.3	15.8	45.4	29.4
Hispanic/ Latino	39.8	30.2	59.6	50	14.6	20.4	20.5	34.4
Pacific Islander	N/A	24.2	N/A	54.4	N/A	29.4	N/A	32.8
Two or More Races	-	32.9	-	52.6	-	26.4	-	37.7
White/ Caucasian	-	38.7	-	57.7	-	27.2	-	43.4
Students with Disabilities	20	21.4	30	37.7	12.5	14.6	6.2	23.4
English Learners	37.3	28.9	48.5	44.4	14	20	15	31.2
Economically Disadvantaged	40.3	29.6	59.3	50.7	16.6	20.8	22.3	33.4

10/10

Student Engagement

Chronic absenteeism is a measure 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. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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.

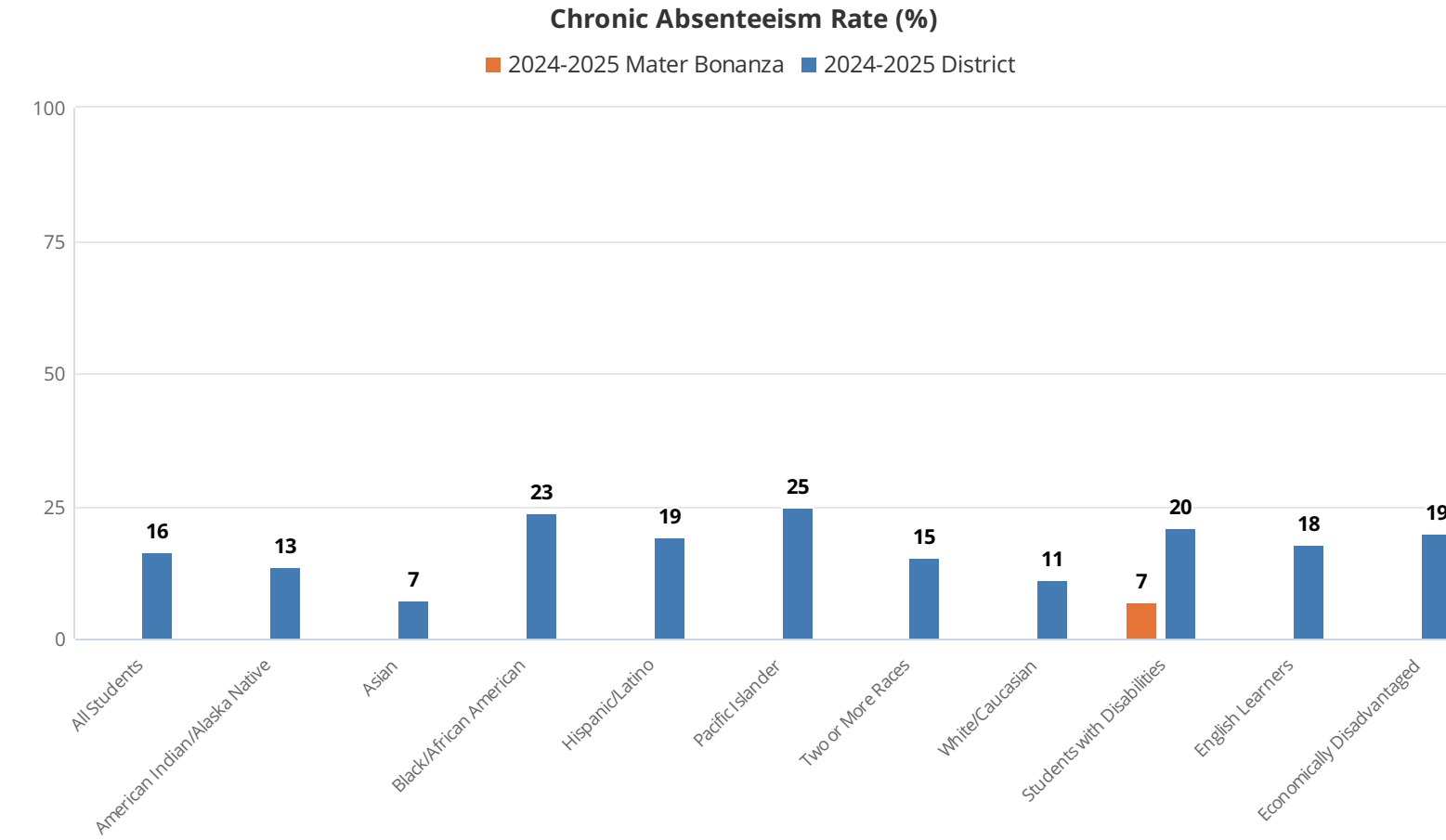
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	16.4	<5	20.7
American Indian/ Alaska Native	N/A	13.5	N/A	27.7
Asian	-	7.5	-	10
Black/ African American	<5	23.7	5.4	28.9
Hispanic/ Latino	<5	19.3	<5	25
Pacific Islander	-	25	-	26.3
Two or More Races	-	15.5	-	18.5
White/ Caucasian	<5	11.3	<5	14.9
Students with Disabilities	7.1	20.9	<5	24.7
English Learners	<5	18	<5	23.1
Economically Disadvantaged	<5	19.9	<5	26.8

All Students Chronic Absenteeism Percent Change: 143.7%

Points Earned by the Chronic Absenteeism Rate: 10/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



School Level: Middle School

Grade Levels: PK-08

District: State Public Charter School Authority

School Address: 4760 East Bonanza Road Las Vegas, NV 89110



80
Total Index Score

School Type: SPCSA

School Designation: TSI

95% Assessment Participation: Met

Student Race/Ethnicity

2.9% White/Caucasian

5.3% Black/African American

87.5% Hispanic/Latino

0.7% Asian

N/A% American Indian/Alaska Native

0.7% Pacific Islander

2.6% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	56 ★★★★★
2022-2023	52.5 ★★★★★

Additional Student Groups

26% English Learners

11.1% Students with Disabilities

100% Economically Disadvantaged

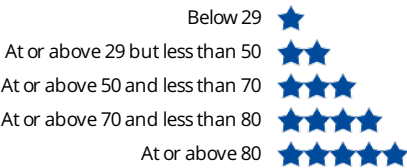
What does my school rating mean?

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?



TSI designation: This school has consistently underperforming subgroups. See the TSI designation report for more information.

2024-2025 School Performance



15/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	40	52
Math Proficiency	28.3	43.6
ELA Proficiency	52	60.7
Science Proficiency	39.3	50.8



24/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	57	56
ELA MGP	67	59
	School Rate	District Rate
Met Math AGP Target	30.1	44.3
Met ELA AGP Target	57.6	64



10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	37.5	28.5



16/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.9	18.5
Prior Non-Proficient Met ELA AGP Target	40.1	39.2



15/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	13.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	94.7
Climate Survey Participation	79	N/A

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: 15/25

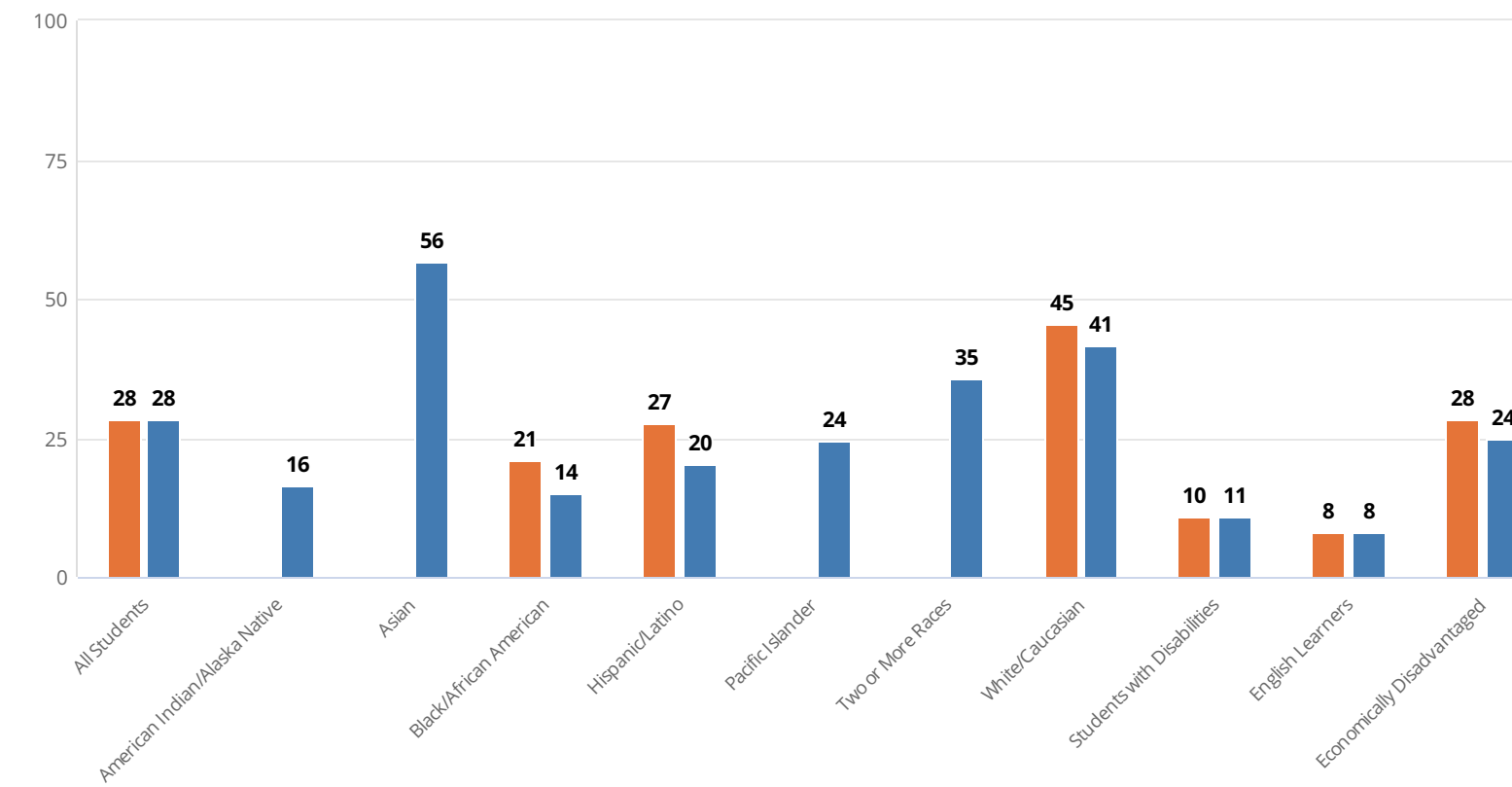
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	40	52	31.9	47.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	28.3	43.6	28.2	25	39.8	45.6
American Indian/ Alaska Native	N/A	31.5	16.6	-	25	38.6
Asian	-	70	56.6	-	64.8	64.5
Black/ African American	21	25.5	14.9	10	21.6	34.4
Hispanic/ Latino	27.6	33.2	20.3	24.8	28.7	39.4
Pacific Islander	-	38.6	24.5	-	35.1	45.9
Two or More Races	-	49.3	35.7	-	47.6	49.1
White/ Caucasian	45.4	57.1	41.6	33.3	54.3	54.7
Students with Disabilities	10.8	14.2	11	<5	11.3	30.2
English Learners	8	8.1	8.2	7.3	6.2	
Economically Disadvantaged	28.3	36.2	24.9	25.1	27.1	39.3

Math Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs





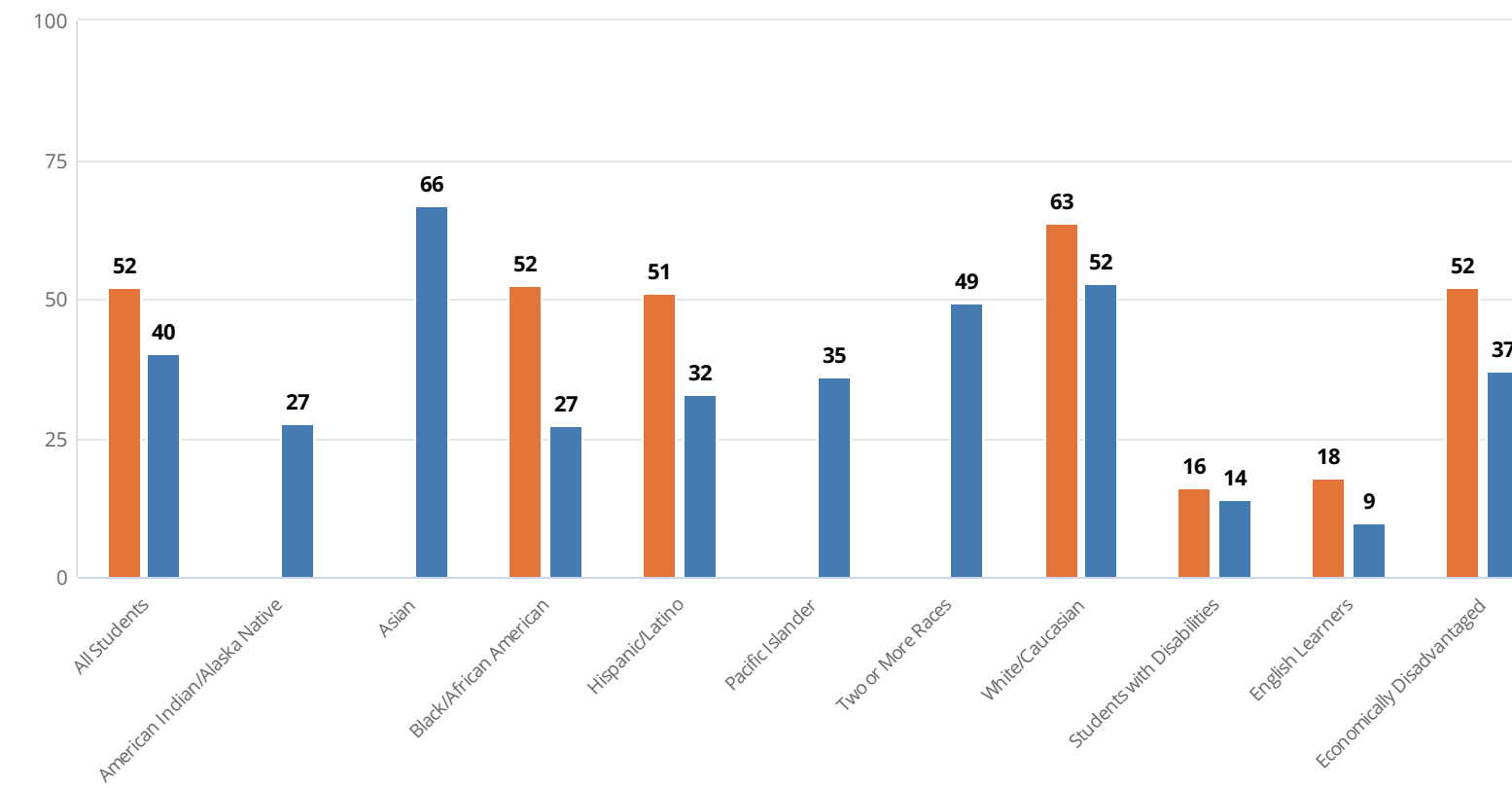
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	52	60.7	40.3	38	54.2	60.6
American Indian/ Alaska Native	N/A	52.6	27.5	-	48.4	51.5
Asian	-	81.1	66.8	-	76.3	79.3
Black/ African American	52.6	46.7	27.4	25	40.1	46.7
Hispanic/ Latino	51.2	53	32.8	38.6	44.9	53
Pacific Islander	-	60.3	35.9	-	45.9	59.9
Two or More Races	-	66.5	49.3	-	62.1	66.8
White/ Caucasian	63.6	69.9	52.8	41.6	65	71.1
Students with Disabilities	16.2	22.3	14.1	<5	17.5	33.1
English Learners	18	18.2	9.8	10	11.3	
Economically Disadvantaged	52	53.9	37	38.1	42.5	52.3

ELA Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs





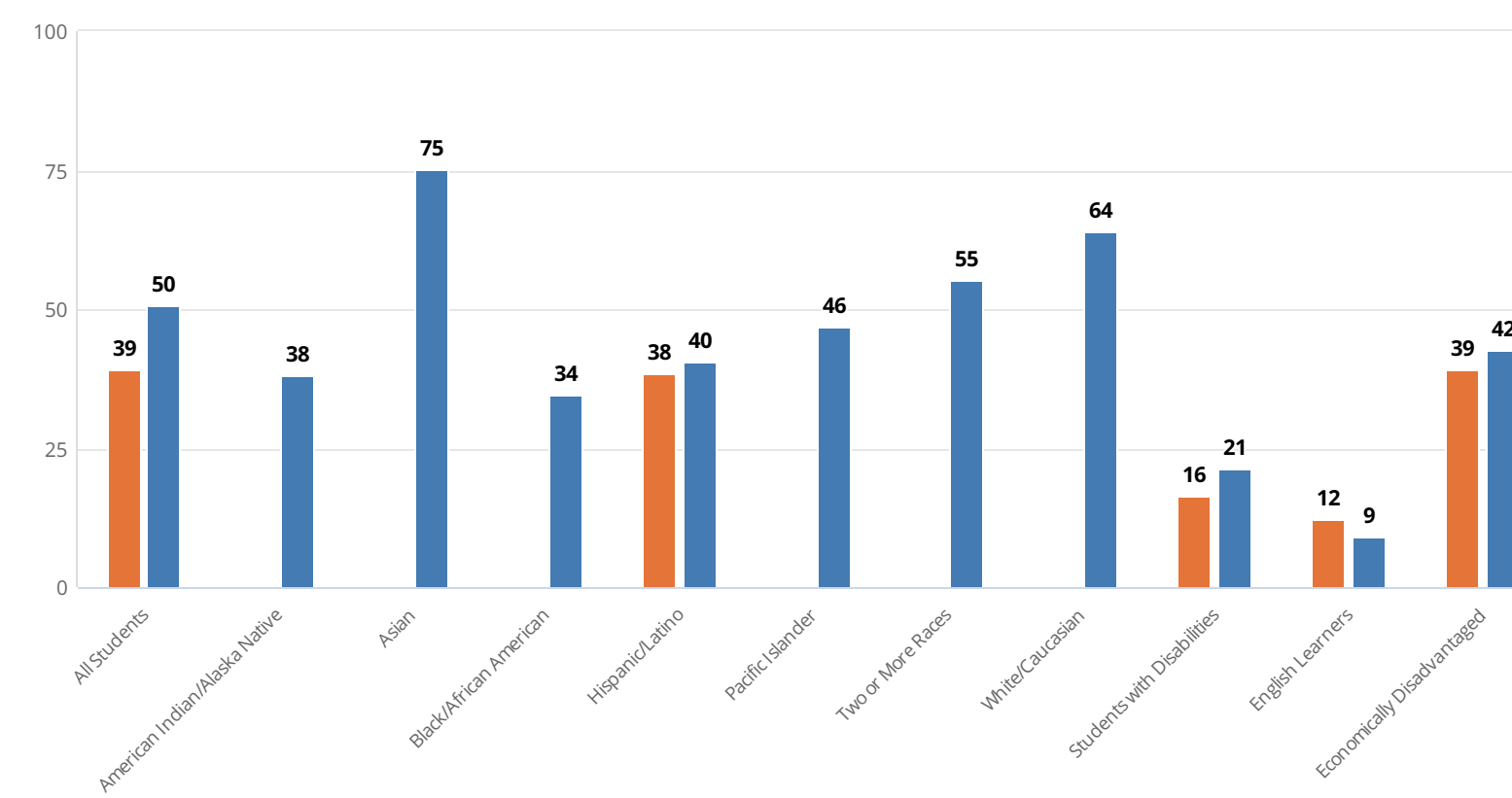
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	39.3	50.8	34.7	48.8
American Indian/ Alaska Native	N/A	38	-	36.8
Asian	-	75.3	N/A	71.3
Black/ African American	-	34.6	-	27.9
Hispanic/ Latino	38.5	40.6	35.1	38.9
Pacific Islander	-	46.9	N/A	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	-	61.6
Students with Disabilities	16.6	21.2	25	16.8
English Learners	12.1	9	11.1	11.4
Economically Disadvantaged	39.3	42.8	35	36

Science Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 District





Academic Achievement

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 7/10				ELA MGP Points Earned: 10/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	57	56	67	59	57	57	59	59
American Indian/ Alaska Native	N/A	56	N/A	59.5	-	61	-	61
Asian	-	62	-	64	-	63	-	63.5
Black/ African American	52	53	89	58.5	54.5	52	49.5	57
Hispanic/ Latino	57	56	66	59	58	57	60	59
Pacific Islander	-	57	-	64	-	59.5	-	55
Two or More Races	-	55	-	60	-	58	-	60
White/ Caucasian	65	56	46	58	50	57	51.5	58
Students with Disabilities	55	51	70	51	54	53	56	56
English Learners	61.5	53	60	60	58	56	54.5	55
Economically Disadvantaged	57	56	67	59	57	56	59.5	58

AGP Growth Data		Math AGP Points Earned: 3/5				ELA AGP Points Earned: 4/5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	30.1	44.3	57.6	64	24.1	40.5	39.1	54.7
American Indian/ Alaska Native	N/A	33.3	N/A	51.8	-	31	-	47.4
Asian	-	68.5	-	82.2	-	65.1	-	75.9
Black/ African American	26.3	28.6	73.6	53.3	20	24.1	25	42.6
Hispanic/ Latino	29.1	34.8	55.4	57.1	24.3	30.4	39.6	46.4
Pacific Islander	-	38.7	-	65.9	-	36.9	-	48.6
Two or More Races	-	49.8	-	69	-	46.6	-	61.9
White/ Caucasian	36.3	56	63.6	71.3	<5	53	41.6	63.6
Students with Disabilities	16.2	17.1	27	29.7	7.3	14.6	9.7	22.8
English Learners	12	11	25	27.8	8.4	10.1	10.3	17.2
Economically Disadvantaged	30.1	38	57.6	58.7	24.1	29.5	39.2	44.8

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

10/10

English Language

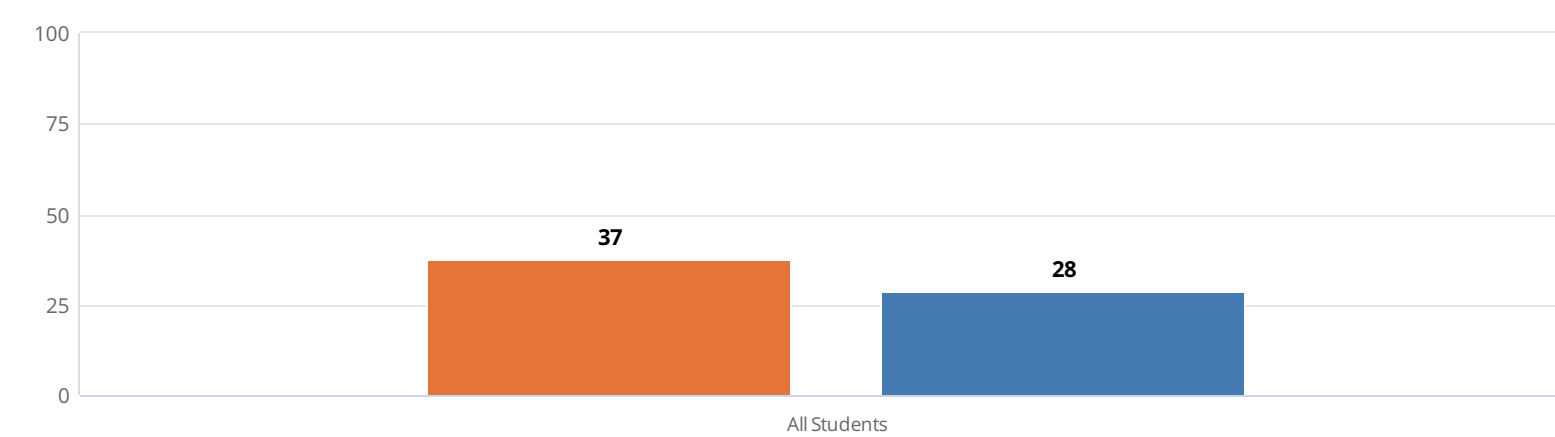
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 10/10

	2025 number of ELs With AGP	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District
	Target			Target		
ELPA	96	37.5	28.5	97	34	27.2

% English Learners Meeting AGP on WIDA

2024-2025 Mater Bonanza 2024-2025 District



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.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	15.9	18.5	40.1	39.2	8.8	16.3	16.2	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	-	14.6	N/A	26.4
Asian	N/A	29.4	N/A	55.3	N/A	29.2	N/A	37.1
Black/ African American	21.4	13.1	71.4	35.5	11.7	10.9	11.7	21.2
Hispanic/ Latino	15.3	16.8	37.1	36.4	8.7	13.5	16.6	23.6
Pacific Islander	N/A	17.1	-	43.5	N/A	12	-	25.8
Two or More Races	-	20.8	-	45.5	-	19.7	-	32.6
White/ Caucasian	-	23.7	-	42.8	-	22.6	-	30.5
Students with Disabilities	13.8	9.5	25	21.1	5	7.3	5.4	13.5
English Learners	9.3	8.6	21.9	25	5	7.4	7.2	13.9
Economically Disadvantaged	15.9	17.2	40.1	37.2	8.8	13.6	16.3	22.8

15/15

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. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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.

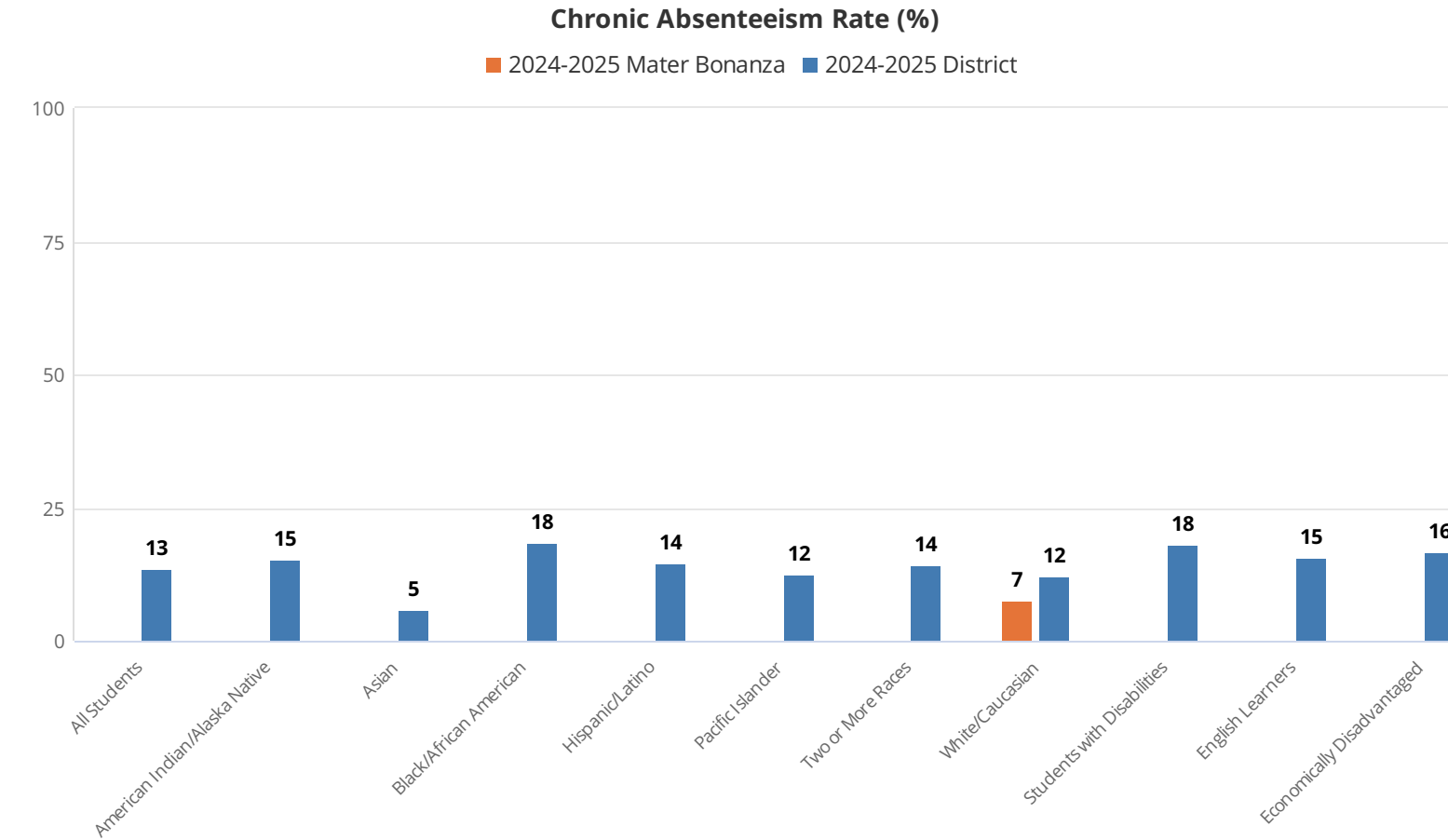
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	13.7	<5	15.8
American Indian/ Alaska Native	-	15.5	N/A	24.5
Asian	-	5.8	-	6
Black/ African American	<5	18.5	<5	21
Hispanic/ Latino	<5	14.7	<5	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	-	14.5	-	14.2
White/ Caucasian	7.6	12.4	-	13.2
Students with Disabilities	<5	18.3	<5	21.7
English Learners	<5	15.9	<5	20.4
Economically Disadvantaged	<5	16.7	<5	21.4

All Students Chronic Absenteeism Percent Change: 0%

Points Earned by the Chronic Absenteeism Rate: 10/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA
Points Earned by Chronic Absenteeism Reduction Rate: NA/5

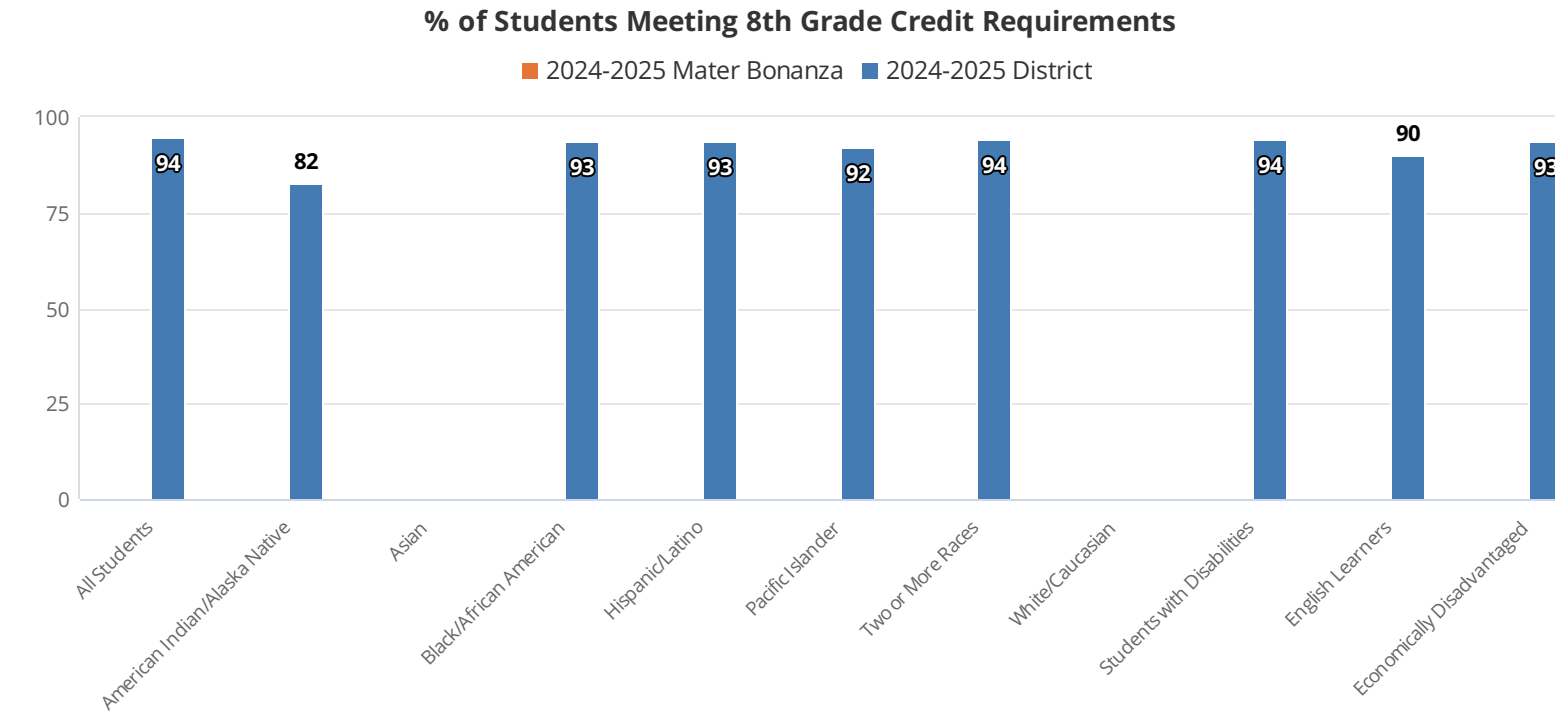


15/15

Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/ Caucasian	>95	>95	-	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	94.7	>95	92.6
American Indian/ Alaska Native	-	82.6	N/A	>95
Asian	-	>95	N/A	>95
Black/ African American	-	93.5	-	90.2
Hispanic/ Latino	>95	93.6	>95	91.4
Pacific Islander	-	92.4	N/A	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	-	94.8
Students with Disabilities	>95	94.3	>95	91.9
English Learners	>95	90.1	>95	88.7
Economically Disadvantaged	>95	93.9	>95	91.2



School Designation	NSPF Designation Year
TSI	2024-2025

What is a Targeted Support and Improvement (TSI) Designation?

Schools with a TSI designation meet the following criteria:

- One or more consistently underperforming subgroups (subgroup with n-size of at least 25 did not meet performance targets two years in a row within the Academic Achievement Indicator and two or more remaining Indicators).

A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation. TSI schools may be redesignated as CSI or ATSI schools.

Why did this school receive a TSI Designation?

The table below shows the reason(s) the school received a TSI designation. An “X” marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All Students	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian	Students with Disabilities	English Learners	Economically Disadvantaged
Academic Achievement											
Math Proficiency										X	
ELA Proficiency									X	X	
Growth											
Math MGP											
ELA MGP											
Math AGP										X	
ELA AGP									X	X	
Math Opportunity Gaps											
ELA Opportunity Gaps											
EL Proficiency											
WIDA AGP											
Student Engagement											
Chronic Absenteeism											
Science Proficiency										X	
8th Grade Credit Requirements											
Academic Learning Plans											

School Level:Elementary School Grade Levels:PK-12 District:State Public Charter School Authority School3900 E. Bonanza Rd. Address:Las Vegas, NV 89110	Flame Network Ratings 85 Total Index Score	School Type:SPCSA School Designation:No Designation 95% Assessment Participation:Met						
Student Race/Ethnicity 2.1% White/Caucasian 9.1% Black/African American 84.3% Hispanic/Latino 0.8% Asian N/A% American Indian/Alaska Native 0.5% Pacific Islander 2.9% Two or More Races	School Performance History <table><tr><th>School Year</th><th>Index Score/Star Rating</th></tr><tr><td>2023-2024</td><td>67★★★★★</td></tr><tr><td>2022-2023</td><td>41★★</td></tr></table>	School Year	Index Score/Star Rating	2023-2024	67★★★★★	2022-2023	41★★	Additional Student Groups 44.7% English Learners 10.4% Students with Disabilities 100% Economically Disadvantaged
School Year	Index Score/Star Rating							
2023-2024	67★★★★★							
2022-2023	41★★							

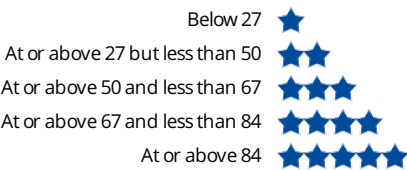
What does my school rating mean?

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?



2024-2025 School Performance

13/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	47.5	53.2
Math Proficiency	47.8	55.7
ELA Proficiency	54.7	59.6
Science Proficiency	25.5	26.6
Read-by-Grade-3 Proficiency	49.3	57.4

34/35

Growth Indicator

Measure	School Median	District Median
Math MGP	67	55
ELA MGP	63	55
	School Rate	District Rate
Met Math AGP Target	58.5	51.4
Met ELA AGP Target	67.7	63.2

8/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	52.5	55.3

20/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	43.3	31.2
Prior Non-Proficient Met ELA AGP Target	55.4	51.8

10/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	16.4
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.

13/25

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 Points Earned: 10/20

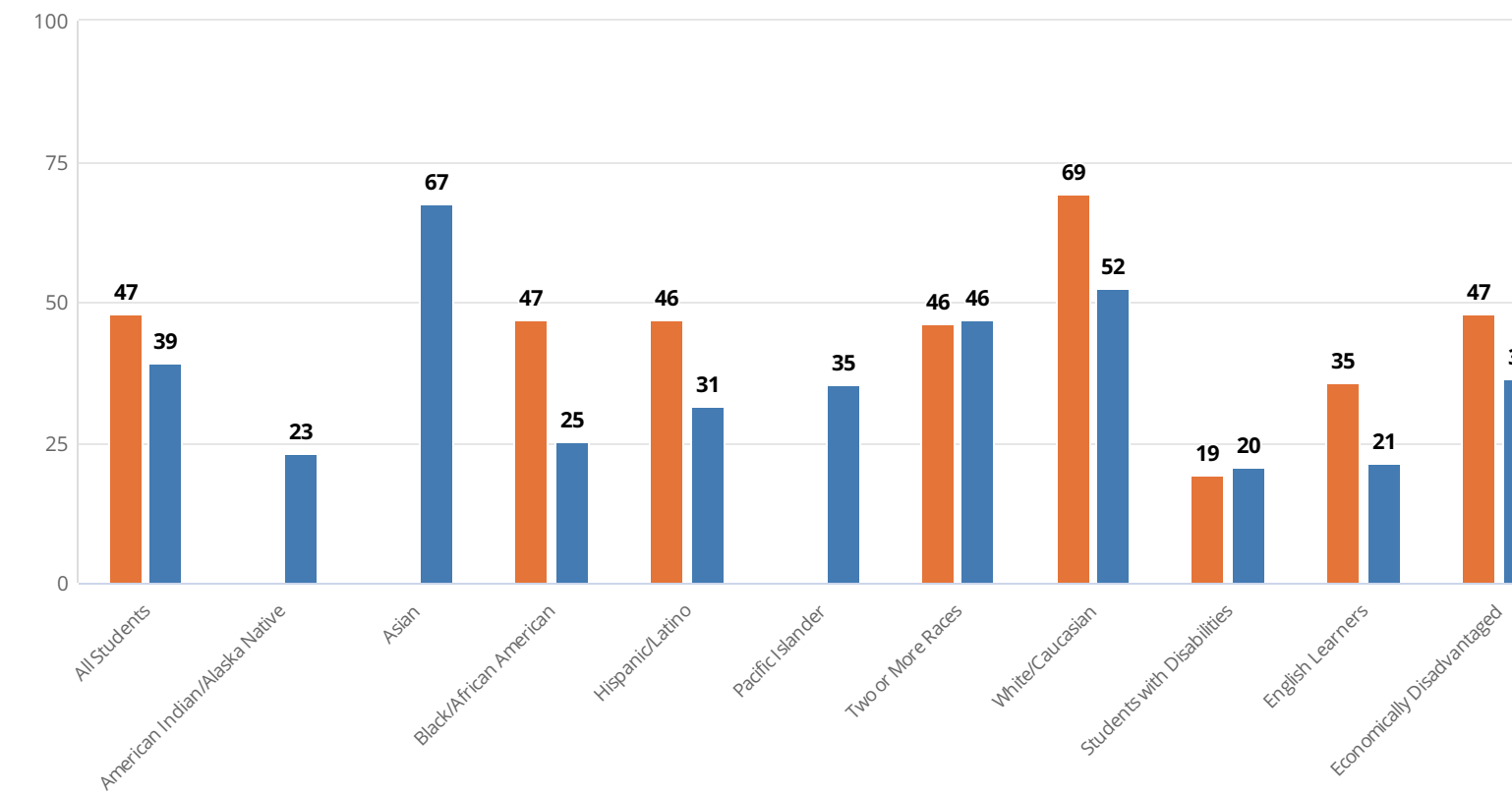
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	47.5	53.2	37.1	48.3

Math Proficient

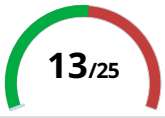
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	47.8	55.7	39.2	37.5	51.2	55.8
American Indian/ Alaska Native	-	48.2	23	N/A	40.7	43.7
Asian	-	78.2	67.5	-	74.8	73.3
Black/ African American	47	35.8	25.2	30.3	31.7	42
Hispanic/ Latino	46.7	47.5	31.3	37.5	41.7	48.2
Pacific Islander	-	49.2	35.3	-	45.9	55.7
Two or More Races	46.1	61.3	46.8	36.3	57.2	61.6
White/ Caucasian	69.2	66.8	52.4	72.7	62.7	65.1
Students with Disabilities	19.1	28.6	20.5	19	26.9	38.8
English Learners	35.6	30.6	21.5	32	27.5	
Economically Disadvantaged	47.8	49.4	36.3	37.5	40.4	47.7

Math Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs



'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.



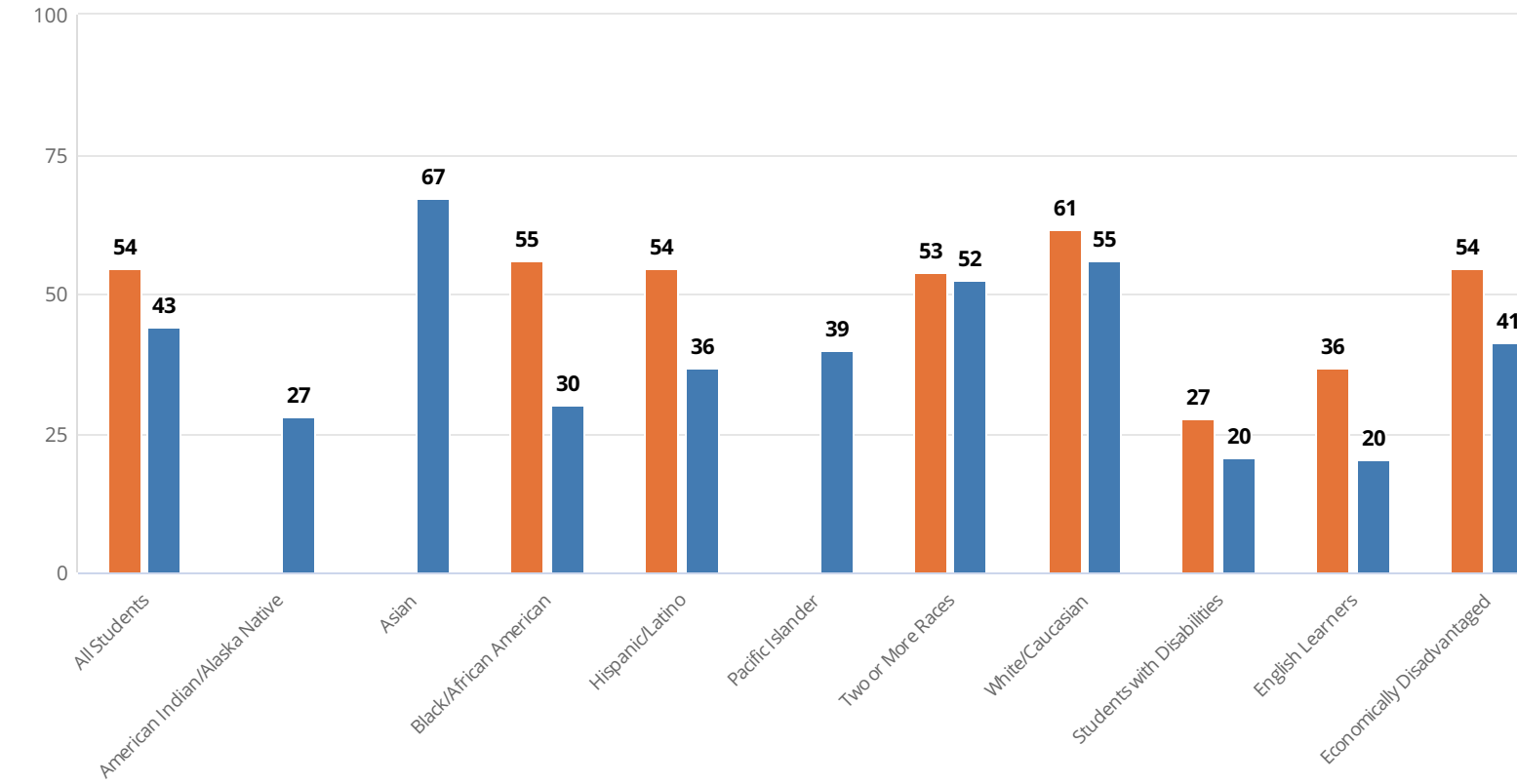
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	54.7	59.6	43.9	46.1	54.6	63.1
American Indian/ Alaska Native	-	48.2	27.9	N/A	57.4	50.7
Asian	-	79.5	67.3	-	75.3	78.9
Black/ African American	55.8	44.2	30.2	45.4	36.5	50.8
Hispanic/ Latino	54.7	52.1	36.8	44.9	46	55.6
Pacific Islander	-	54.8	39.7	-	48.3	63.9
Two or More Races	53.8	63.4	52.5	63.6	60.4	69.5
White/ Caucasian	61.5	69.2	55.9	81.8	65.2	72.1
Students with Disabilities	27.6	29	20.6	16.6	25.8	39.9
English Learners	36.6	30.7	20.4	37.2	25.3	
Economically Disadvantaged	54.7	53.6	41.3	46.1	44.1	54.4

ELA Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs





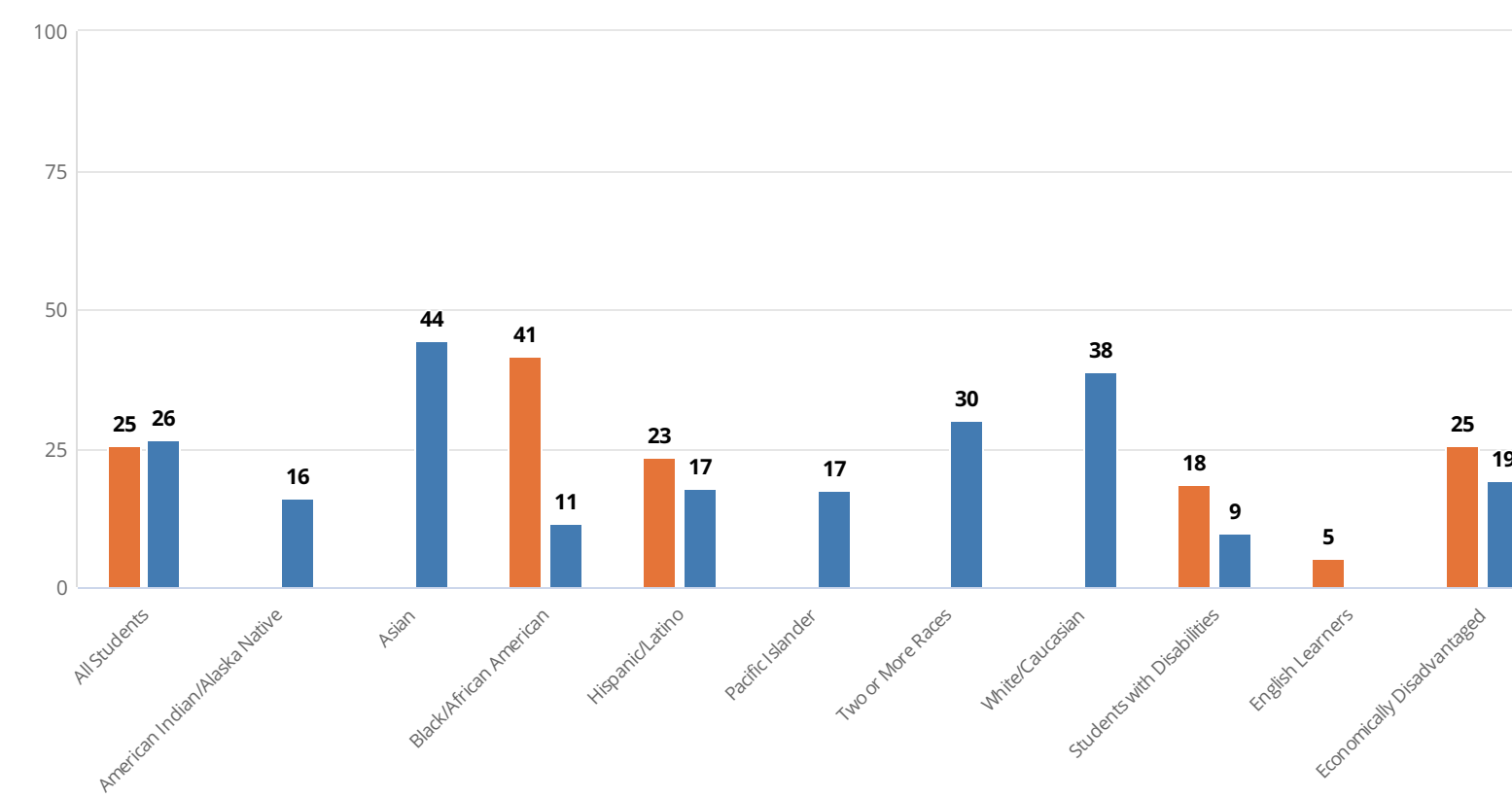
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	25.5	26.6	10.6	21.2
American Indian/ Alaska Native	N/A	16	N/A	16.6
Asian	-	44.4	-	35.5
Black/ African American	41.6	11.6	7.1	10.4
Hispanic/ Latino	23.5	17.9	10.2	12.9
Pacific Islander	-	17.6	-	19.1
Two or More Races	-	30	-	27.2
White/ Caucasian	-	38.8	-	29.6
Students with Disabilities	18.7	9.8	25	7.6
English Learners	5.2	<5	<5	<5
Economically Disadvantaged	25.5	19.4	10.6	12.4

Science Assessments % Proficient

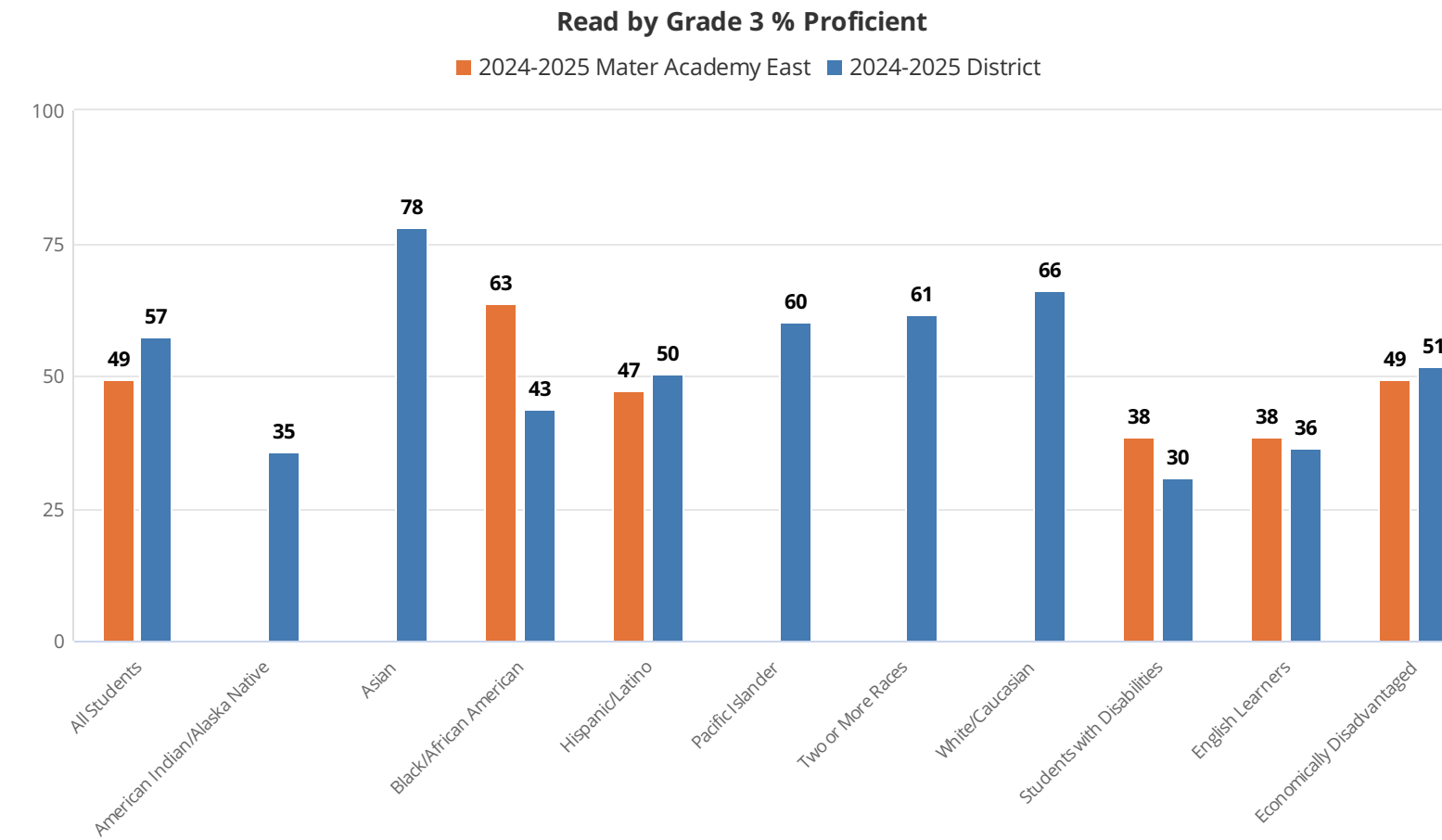
2024-2025 Mater Academy East 2024-2025 District





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	49.3	57.4	42	51.2
American Indian/ Alaska Native	-	35.7	N/A	60
Asian	-	78	-	71
Black/ African American	63.6	43.6	-	32.7
Hispanic/ Latino	47.2	50.2	41.6	43.7
Pacific Islander	-	60	-	45.9
Two or More Races	-	61.5	-	58.4
White/ Caucasian	-	66.2	-	60.7
Students with Disabilities	38.4	30.7	17.6	27
English Learners	38.4	36.4	38	28.5
Economically Disadvantaged	49.3	51.7	42	42.4





Academic Achievement

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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 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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 9/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	67	55	63	55	58	52	62	54
American Indian/ Alaska Native	N/A	63	N/A	46	N/A	40	N/A	57.5
Asian	-	57	-	60.5	-	57	-	62
Black/ African American	68	49	58	52	62	46	54.5	49
Hispanic/ Latino	67	55	63	54	59	50	62	52
Pacific Islander	-	52.5	-	55	-	53	-	54
Two or More Races	-	56	-	53	-	53	-	53
White/ Caucasian	78.5	56	61.5	57	-	53	-	57
Students with Disabilities	72	51	62	49	25	46	44	48
English Learners	69	58	57	54	58.5	49	64	51
Economically Disadvantaged	67	55	63	55	58	51	62	52

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7.5/7.5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	58.5	51.4	67.7	63.2	40.1	44.4	57.1	54
American Indian/ Alaska Native	N/A	66.6	N/A	61.5	N/A	24.3	N/A	50
Asian	-	67	-	74.4	-	63.8	-	69.4
Black/ African American	57.1	34.2	61.9	54.3	37.5	28.9	54.1	41.4
Hispanic/ Latino	58.5	46.6	69.2	59	40.2	36.9	56.2	48.1
Pacific Islander	-	44.7	-	60	-	42.7	-	51.1
Two or More Races	-	53.5	-	64.7	-	49.5	-	55.5
White/ Caucasian	70	59.2	50	68.8	-	52.8	-	61.4
Students with Disabilities	53.5	31.7	53.5	43.8	25	27.2	33.3	32.4
English Learners	49.5	35.6	54.2	47.3	32.6	27.5	52.1	35.8
Economically Disadvantaged	58.5	47.6	67.7	60.3	40.1	36.5	57.1	46.7

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



English Language

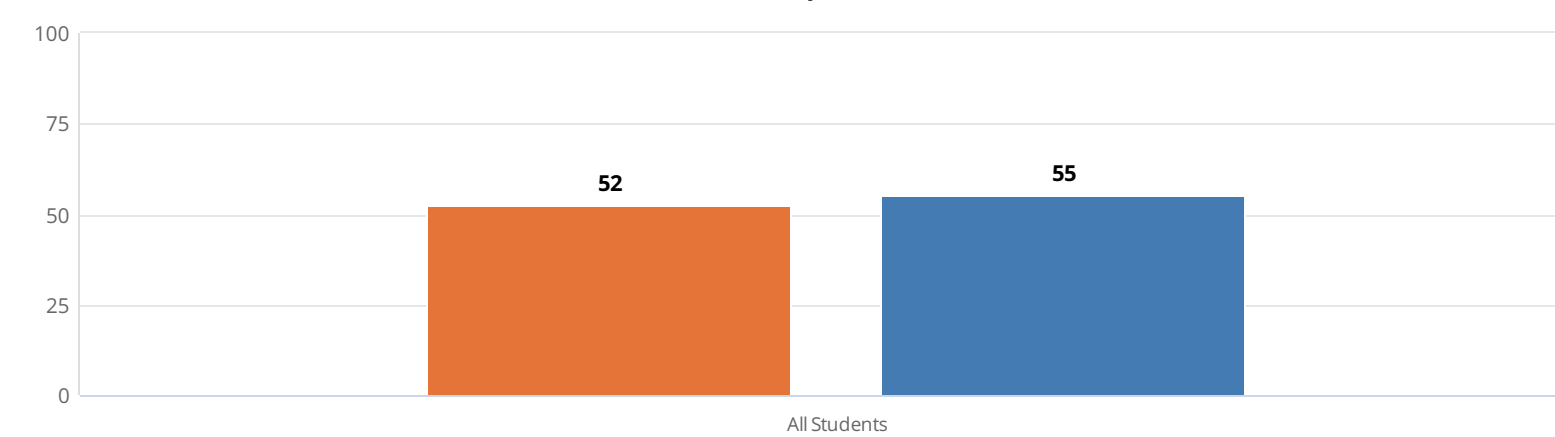
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 8/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	318	52.5	55.3	333	51	48.4

% English Learners Meeting AGP on WIDA

2024-2025 Mater Academy East 2024-2025 District



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	43.3	31.2	55.4	51.8	25.9	22.5	49.2	36.5
American Indian/ Alaska Native	N/A	47.6	N/A	46.6	N/A	12.5	N/A	40.9
Asian	-	37.1	-	59	-	36.7	-	44.8
Black/ African American	38.4	22.3	58.3	46.4	23.5	15.8	40	29.4
Hispanic/ Latino	43.9	30.2	57	50	26	20.4	49.4	34.4
Pacific Islander	-	24.2	-	54.4	-	29.4	-	32.8
Two or More Races	-	32.9	-	52.6	-	26.4	-	37.7
White/ Caucasian	-	38.7	-	57.7	-	27.2	-	43.4
Students with Disabilities	47.8	21.4	47.8	37.7	14.2	14.6	28.5	23.4
English Learners	40	28.9	48.8	44.4	26.2	20	49.5	31.2
Economically Disadvantaged	43.3	29.6	55.4	50.7	25.9	20.8	49.2	33.4

'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.



10/10

Student Engagement

Chronic absenteeism is a measure 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. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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: 10/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	16.4	<5	20.7
American Indian/ Alaska Native	-	13.5	N/A	27.7
Asian	-	7.5	-	10
Black/ African American	7	23.7	6	28.9
Hispanic/ Latino	<5	19.3	<5	25
Pacific Islander	-	25	-	26.3
Two or More Races	7.6	15.5	<5	18.5
White/ Caucasian	<5	11.3	<5	14.9
Students with Disabilities	7.5	20.9	<5	24.7
English Learners	<5	18	<5	23.1
Economically Disadvantaged	<5	19.9	<5	26.8

All Students Chronic Absenteeism Percent Change: 119%

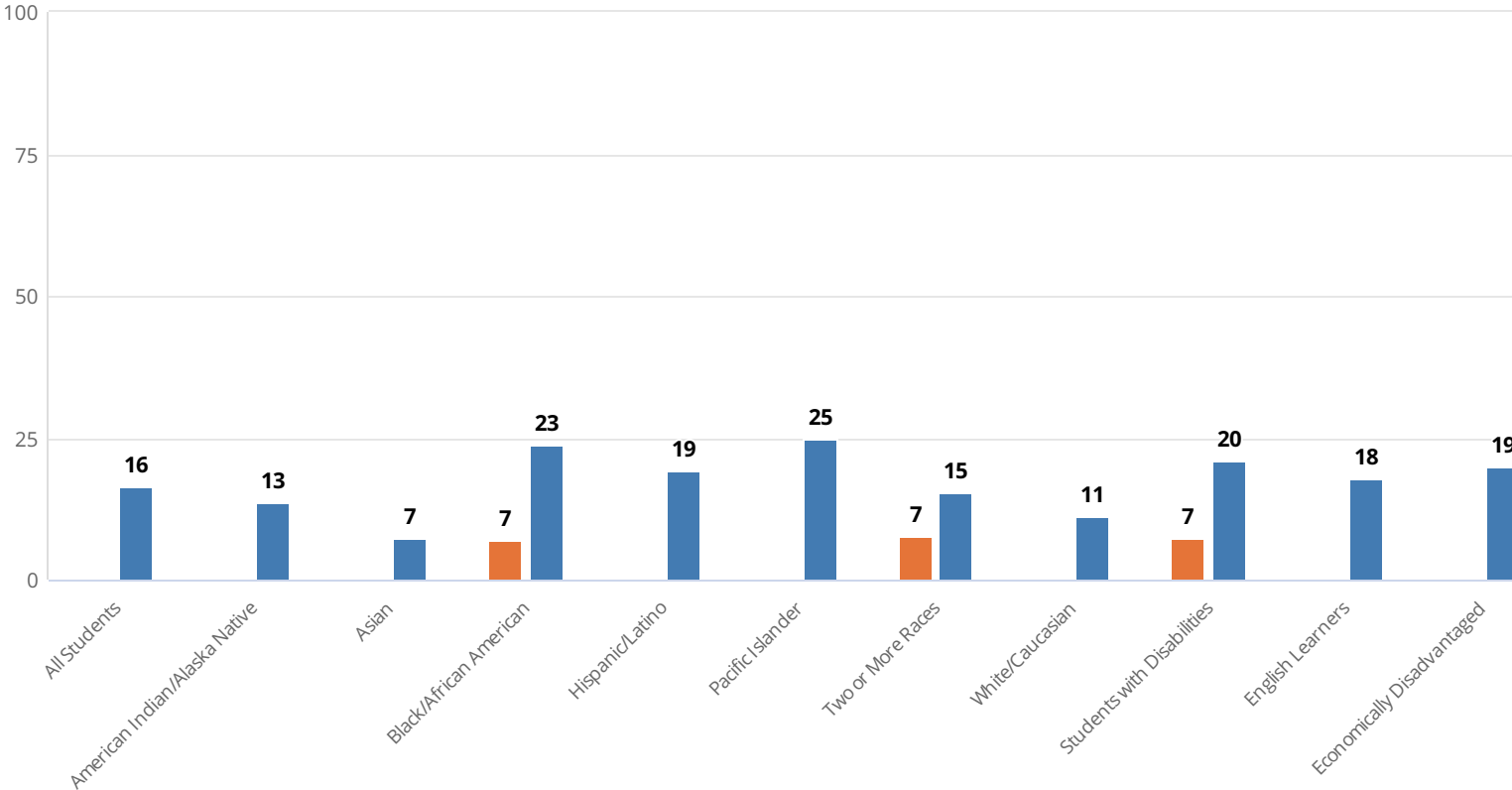
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

Chronic Absenteeism Rate (%)

2024-2025 Mater Academy East 2024-2025 District



School Level: Middle School Grade Levels: PK-12 District: State Public Charter School Authority School 3900 E. Bonanza Rd. Address: Las Vegas, NV 89110	70.5 Total Index Score	School Type: SPCSA School Designation: No Designation 95% Assessment Participation: Met						
Student Race/Ethnicity 1.6% White/Caucasian 9.8% Black/African American 83.5% Hispanic/Latino 1% Asian 0.2% American Indian/Alaska Native 0.2% Pacific Islander 3.6% Two or More Races	School Performance History <table><tr><th>School Year</th><th>Index Score/Star Rating</th></tr><tr><td>2023-2024</td><td>53 ★★★★★</td></tr><tr><td>2022-2023</td><td>50.5 ★★★★★</td></tr></table>	School Year	Index Score/Star Rating	2023-2024	53 ★★★★★	2022-2023	50.5 ★★★★★	Additional Student Groups 31.8% English Learners 9.4% Students with Disabilities 100% Economically Disadvantaged
School Year	Index Score/Star Rating							
2023-2024	53 ★★★★★							
2022-2023	50.5 ★★★★★							

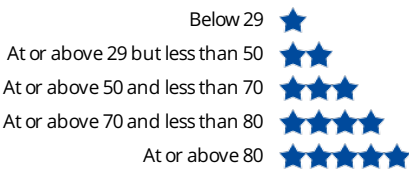
What does my school rating mean?

Four-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.

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?



2024-2025 School Performance

12/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	36.9	52
Math Proficiency	26.3	43.6
ELA Proficiency	51.2	60.7
Science Proficiency	25.4	50.8

6/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	24.5	28.5

15/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	13.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	94.7
Climate Survey Participation	>95	N/A

23.5/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	54	56
ELA MGP	66	59
	School Rate	District Rate
Met Math AGP Target	25.2	44.3
Met ELA AGP Target	55.8	64

14/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.5	18.5
Prior Non-Proficient Met ELA AGP Target	35.1	39.2

Climate Survey Participation is not a point-earning measure.

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: 12/25

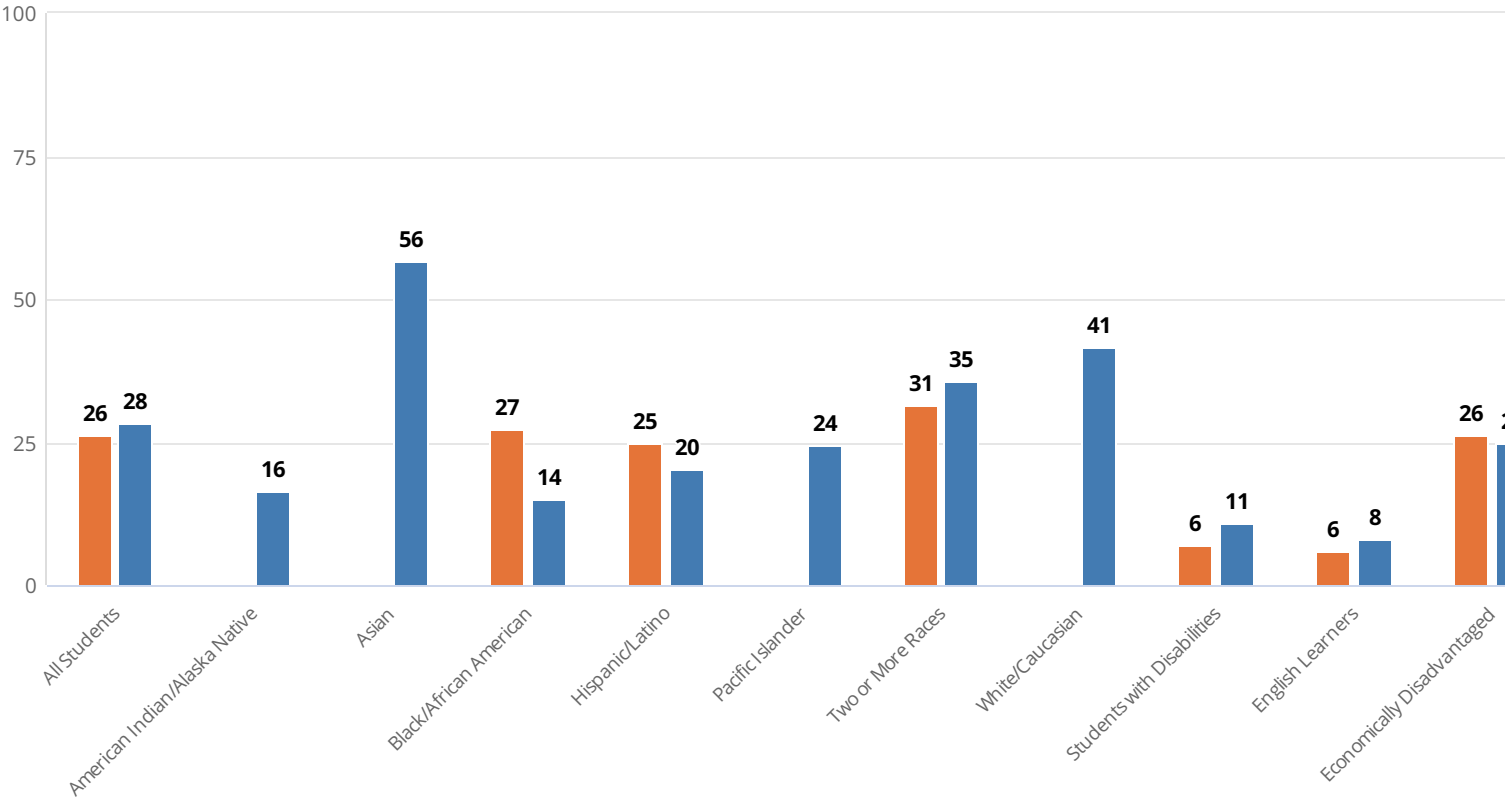
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	36.9	52	29.9	47.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	26.3	43.6	28.2	21.8	39.8	45.6
American Indian/ Alaska Native	-	31.5	16.6	N/A	25	38.6
Asian	-	70	56.6	-	64.8	64.5
Black/ African American	27.4	25.5	14.9	25.5	21.6	34.4
Hispanic/ Latino	25	33.2	20.3	21.2	28.7	39.4
Pacific Islander	-	38.6	24.5	-	35.1	45.9
Two or More Races	31.5	49.3	35.7	21	47.6	49.1
White/ Caucasian	-	57.1	41.6	25	54.3	54.7
Students with Disabilities	6.9	14.2	11	8.6	11.3	30.2
English Learners	6	8.1	8.2	6.4	6.2	
Economically Disadvantaged	26.3	36.2	24.9	21.8	27.1	39.3

Math Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs



'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.



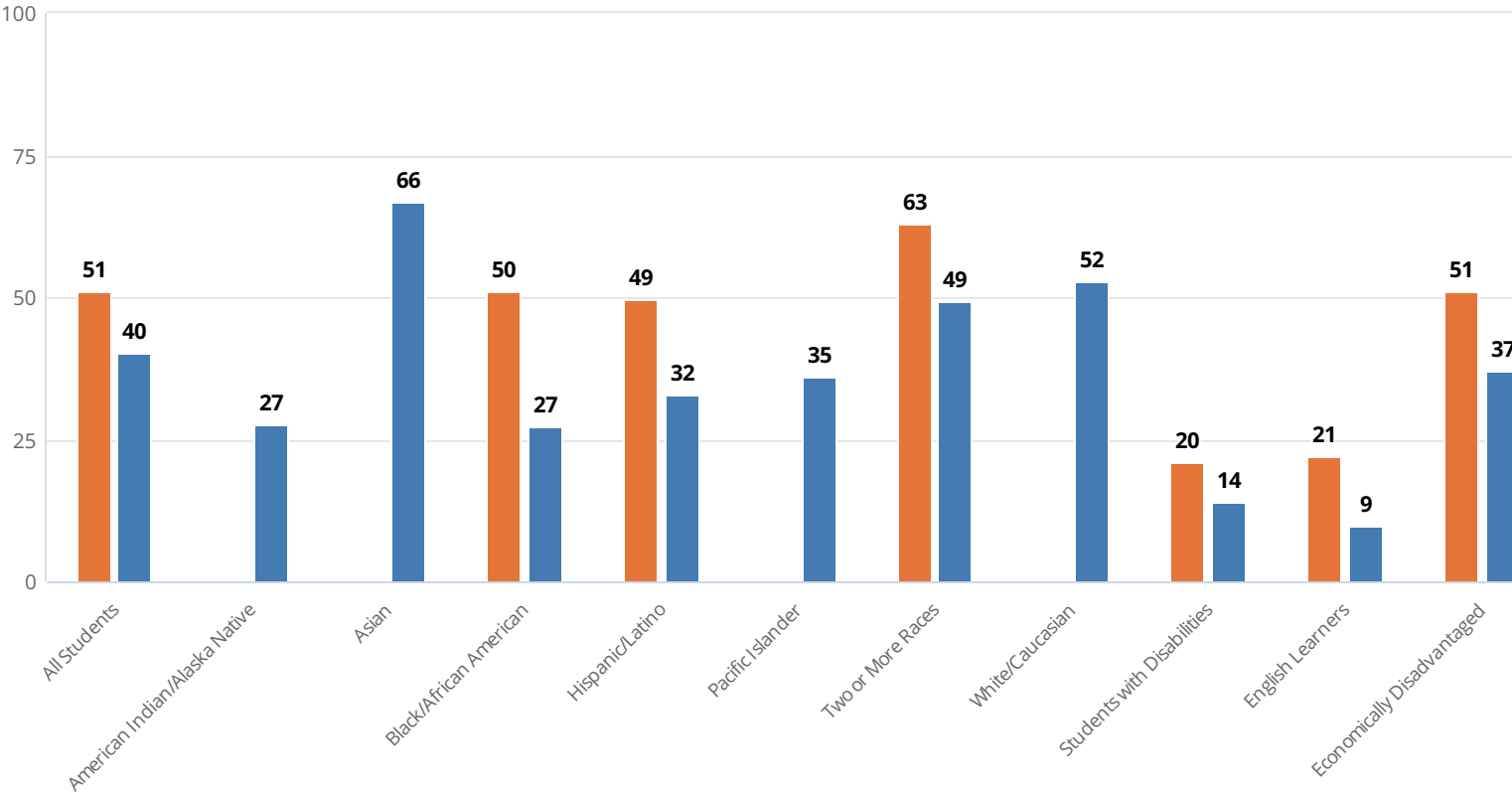
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	51.2	60.7	40.3	39.5	54.2	60.6
American Indian/ Alaska Native	-	52.6	27.5	N/A	48.4	51.5
Asian	-	81.1	66.8	-	76.3	79.3
Black/ African American	50.9	46.7	27.4	53.1	40.1	46.7
Hispanic/ Latino	49.7	53	32.8	37.7	44.9	53
Pacific Islander	-	60.3	35.9	-	45.9	59.9
Two or More Races	63.1	66.5	49.3	31.5	62.1	66.8
White/ Caucasian	-	69.9	52.8	50	65	71.1
Students with Disabilities	20.9	22.3	14.1	6.5	17.5	33.1
English Learners	21.9	18.2	9.8	15.3	11.3	
Economically Disadvantaged	51.2	53.9	37	39.5	42.5	52.3

ELA Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs





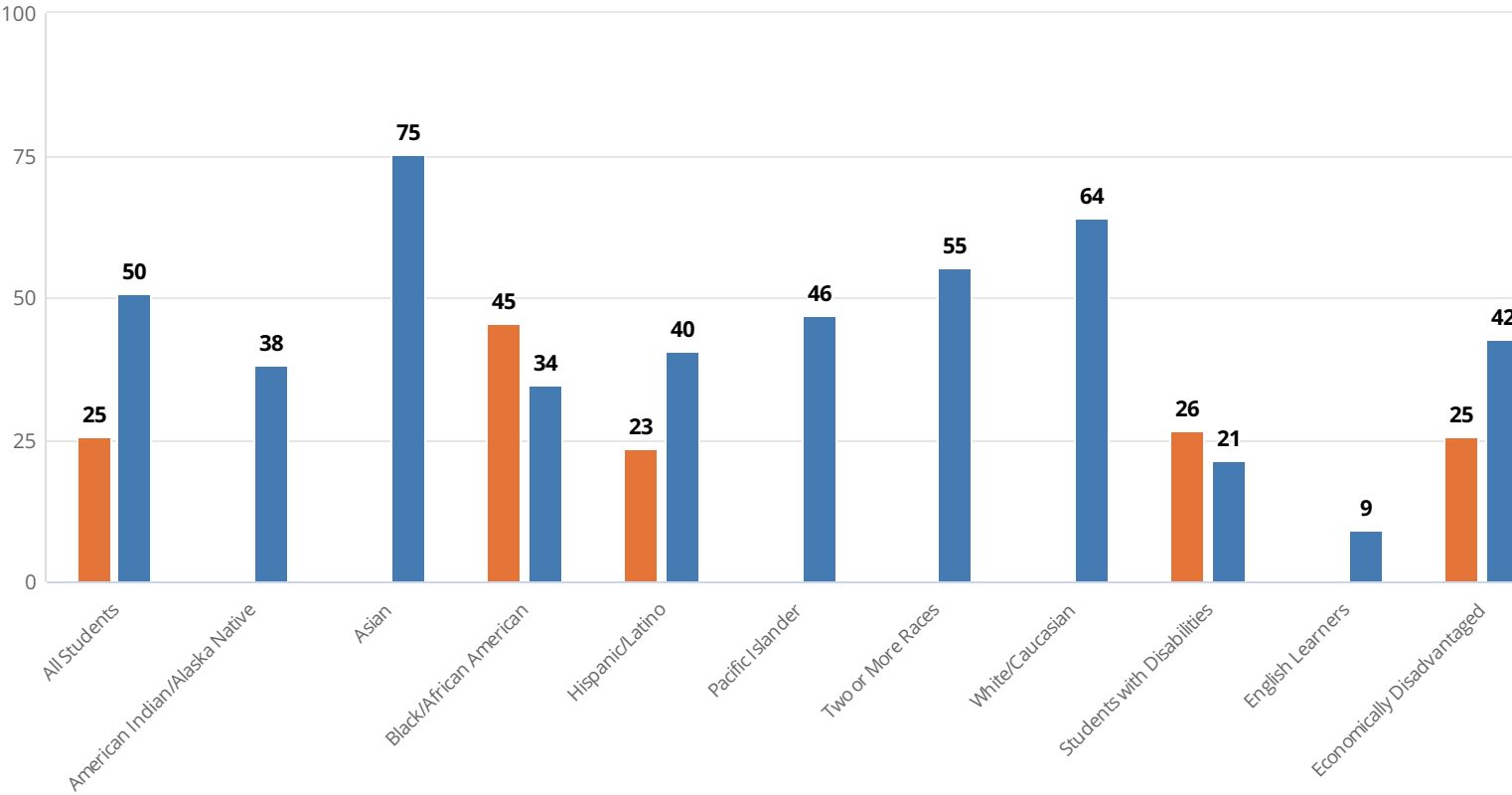
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	25.4	50.8	25.9	48.8
American Indian/ Alaska Native	N/A	38	N/A	36.8
Asian	N/A	75.3	N/A	71.3
Black/ African American	45.4	34.6	30	27.9
Hispanic/ Latino	23.4	40.6	25.1	38.9
Pacific Islander	N/A	46.9	-	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	-	61.6
Students with Disabilities	26.6	21.2	7.1	16.8
English Learners	<5	9	7.6	11.4
Economically Disadvantaged	25.4	42.8	25.9	36

Science Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 District





Academic Achievement

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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 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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 7/10				ELA MGP Points Earned: 10/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	54	56	66	59	60	57	62	59
American Indian/ Alaska Native	-	56	-	59.5	N/A	61	N/A	61
Asian	-	62	-	64	-	63	-	63.5
Black/ African American	43	53	63.5	58.5	56	52	61.5	57
Hispanic/ Latino	53.5	56	67	59	60	57	62	59
Pacific Islander	-	57	-	64	-	59.5	-	55
Two or More Races	52.5	55	59.5	60	57	58	52	60
White/ Caucasian	-	56	-	58	79	57	71	58
Students with Disabilities	58	51	55	51	54	53	47	56
English Learners	53	53	62	60	54.5	56	59.5	55
Economically Disadvantaged	54	56	66	59	60	56	62	58

AGP Growth Data		Math AGP Points Earned: 2.5/5				ELA AGP Points Earned: 4/5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	25.2	44.3	55.8	64	22.3	40.5	42.6	54.7
American Indian/ Alaska Native	-	33.3	-	51.8	N/A	31	N/A	47.4
Asian	-	68.5	-	82.2	-	65.1	-	75.9
Black/ African American	26.5	28.6	54	53.3	26	24.1	54.3	42.6
Hispanic/ Latino	24	34.8	54.9	57.1	22.1	30.4	41.2	46.4
Pacific Islander	-	38.7	-	65.9	-	36.9	-	48.6
Two or More Races	27.7	49.8	66.6	69	15.7	46.6	31.5	61.9
White/ Caucasian	-	56	-	71.3	25	53	58.3	63.6
Students with Disabilities	10.2	17.1	25.6	29.7	11.9	14.6	9.5	22.8
English Learners	6.9	11	31	27.8	11.1	10.1	22.3	17.2
Economically Disadvantaged	25.2	38	55.8	58.7	22.3	29.5	42.6	44.8

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



English Language

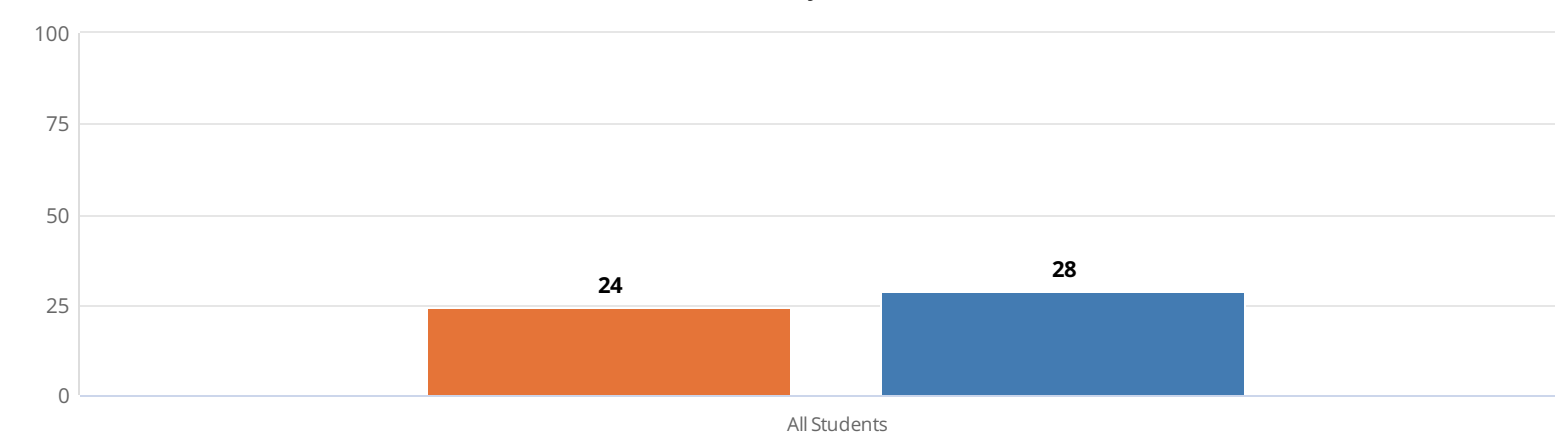
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 6/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	155	24.5	28.5	141	14.8	27.2

% English Learners Meeting AGP on WIDA

2024-2025 Mater Academy East 2024-2025 District



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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	12.5	18.5	35.1	39.2	11.8	16.3	20.9	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	N/A	14.6	N/A	26.4
Asian	-	29.4	N/A	55.3	-	29.2	-	37.1
Black/ African American	18.9	13.1	26.9	35.5	12.5	10.9	20	21.2
Hispanic/ Latino	11.3	16.8	35.4	36.4	11.9	13.5	20.7	23.6
Pacific Islander	-	17.1	-	43.5	-	12	-	25.8
Two or More Races	8.3	20.8	-	45.5	6.2	19.7	9	32.6
White/ Caucasian	-	23.7	-	42.8	20	22.6	-	30.5
Students with Disabilities	5.5	9.5	17.6	21.1	<5	7.3	5.2	13.5
English Learners	5.2	8.6	26	25	9.7	7.4	15.4	13.9
Economically Disadvantaged	12.5	17.2	35.1	37.2	11.8	13.6	20.9	22.8

'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.

15/15

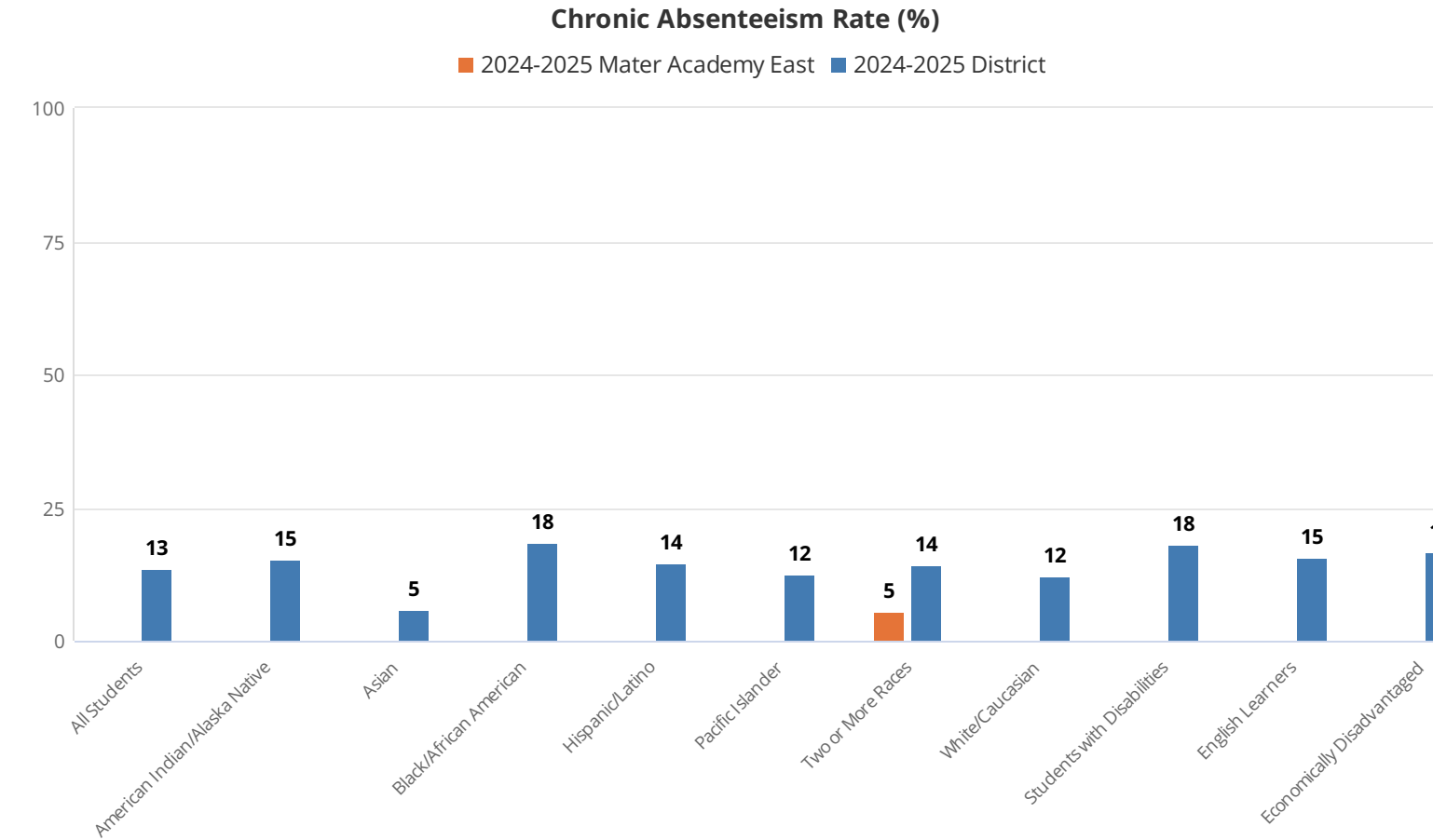
Student Engagement

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. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	13.7	<5	15.8
American Indian/ Alaska Native	-	15.5	N/A	24.5
Asian	-	5.8	-	6
Black/ African American	<5	18.5	11.7	21
Hispanic/ Latino	<5	14.7	<5	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	5.5	14.5	5.2	14.2
White/ Caucasian	-	12.4	8.3	13.2
Students with Disabilities	<5	18.3	6.2	21.7
English Learners	<5	15.9	<5	20.4
Economically Disadvantaged	<5	16.7	<5	21.4

All Students Chronic Absenteeism Percent Change: 4.7%

Points Earned by the Chronic Absenteeism Rate: 10/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



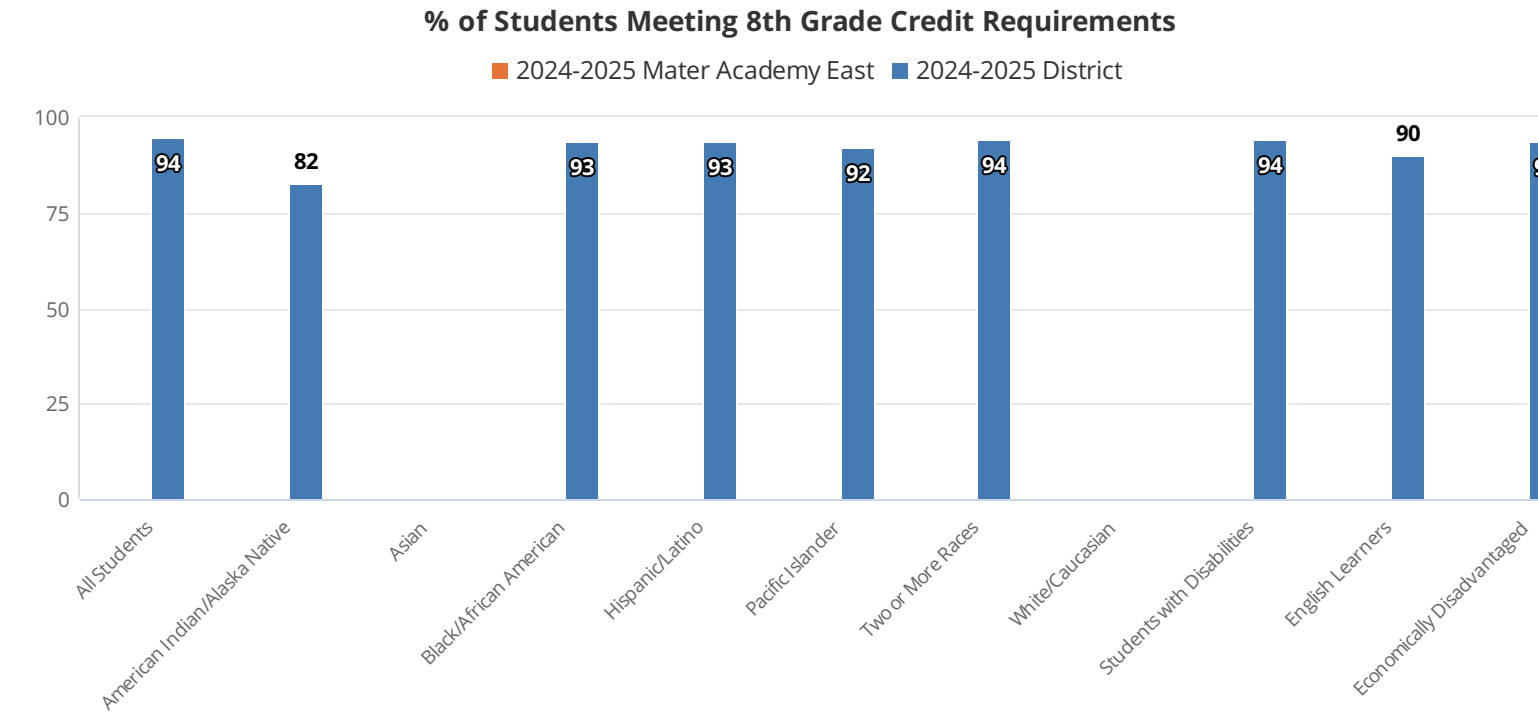
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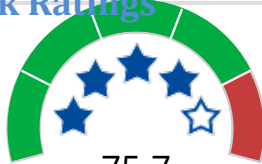
15/15

Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	-	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	94.7	>95	92.6
American Indian/ Alaska Native	N/A	82.6	N/A	>95
Asian	N/A	>95	N/A	>95
Black/ African American	-	93.5	92	90.2
Hispanic/ Latino	>95	93.6	>95	91.4
Pacific Islander	N/A	92.4	-	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	-	94.8
Students with Disabilities	>95	94.3	>95	91.9
English Learners	>95	90.1	>95	88.7
Economically Disadvantaged	>95	93.9	>95	91.2



School Level: High School Grade Levels: PK-12 District: State Public Charter School Authority School 3900 E. Bonanza Rd. Address: Las Vegas, NV 89110	Performance Framework Rating  75.7 Total Adjusted Index Score	School Type: SPCSA School Designation: No Designation 95% Assessment Participation: Met						
Student Race/Ethnicity 3.5% White/Caucasian 12.2% Black/African American 79.2% Hispanic/Latino 0.9% Asian 0.3% American Indian/Alaska Native 0.5% Pacific Islander 3.1% Two or More Races	School Performance History <table><tr><th>School Year</th><th>Index Score/Star Rating</th></tr><tr><td>2023-2024</td><td>60.7 NR</td></tr><tr><td>2022-2023</td><td>40 NR</td></tr></table>	School Year	Index Score/Star Rating	2023-2024	60.7 NR	2022-2023	40 NR	Additional Student Groups 26.1% English Learners 11.2% Students with Disabilities 100% Economically Disadvantaged
School Year	Index Score/Star Rating							
2023-2024	60.7 NR							
2022-2023	40 NR							

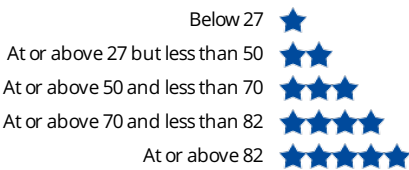
What does my school rating mean?

Four-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's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator.

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?



2024-2025 School Performance

7.5/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	12.4	25.2
ELA Proficiency	45.9	56.9
Science Proficiency	9.7	23.5

25/25

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	83.3
5-Year	N/A	86.2



6/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	10.6	17.3

24/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	73.0
Post-Secondary Preparation Completion	>95	59.7
Advanced or CCR Diploma	45.8	54.7

Climate Survey Participation is not a point-earning measure.
Graduation and diploma rates are based on the class of 2023-2024.



9.5/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	95.6
Chronic Absenteeism	5.9	19.3
Climate Survey Participation	95.0	N/A



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.

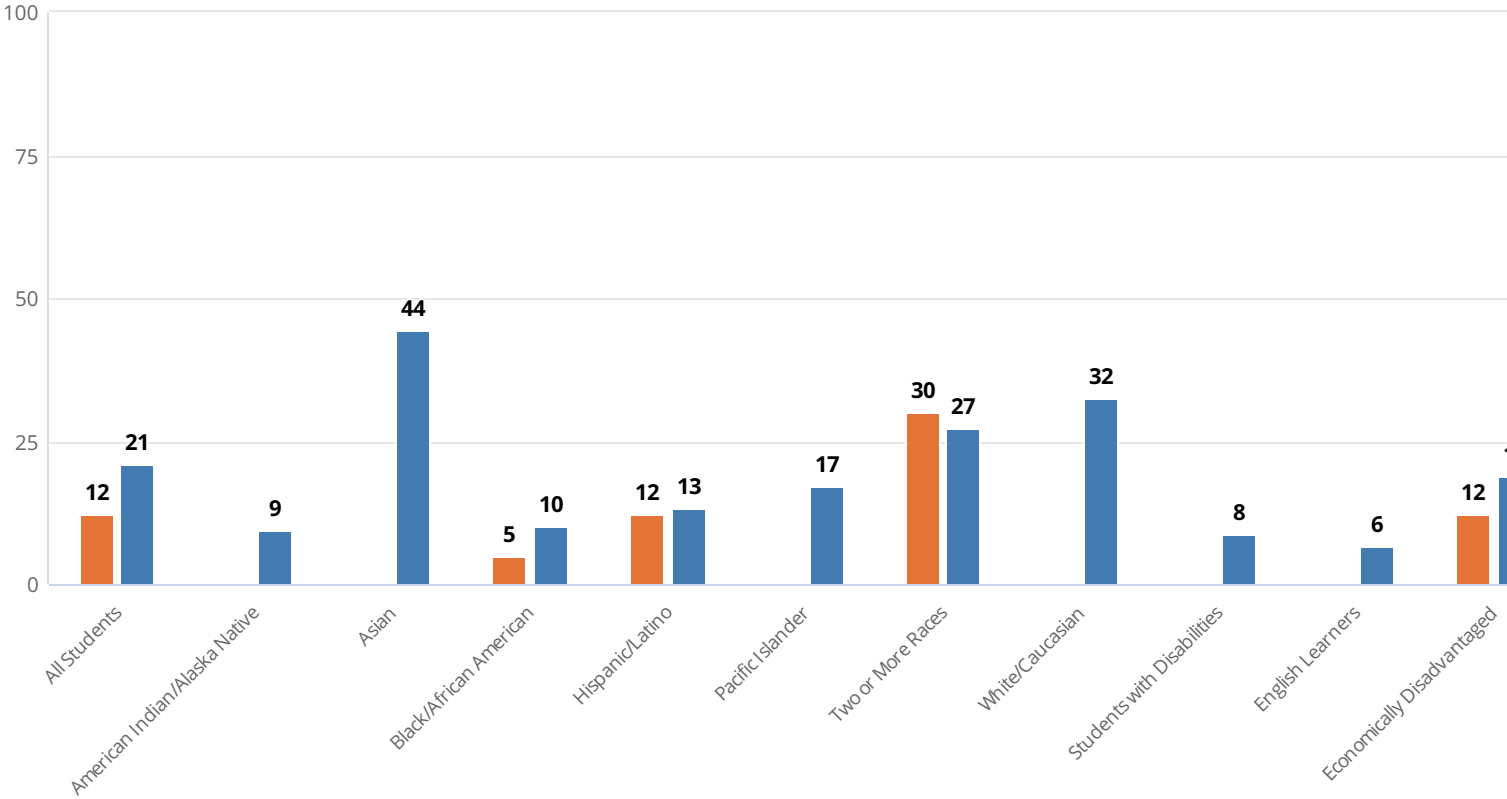
Math Proficient

Math Proficient Points Earned: 2/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	12.4	25.2	21	9	24.1	42.41
American Indian/ Alaska Native	-	14.2	9.4	-	5.8	34.09
Asian	-	55.7	44.5	-	46.8	57.36
Black/ African American	5	8.4	10.2	<5	9.9	30.05
Hispanic/ Latino	12.3	15.3	13.4	9.5	15.4	33.92
Pacific Islander	N/A	25.9	17.2	-	15	39.35
Two or More Races	30	27.9	27.3	-	33.4	45.95
White/ Caucasian	-	38.6	32.6	16.6	34.4	52.2
Students with Disabilities	<5	5.6	8.7	<5	7.1	24.88
English Learners	<5	<5	6.8	8.5	6.1	24.22
Economically Disadvantaged	12.4	18.9	18.9	9	13.6	34.84

Math Assessments % Proficient

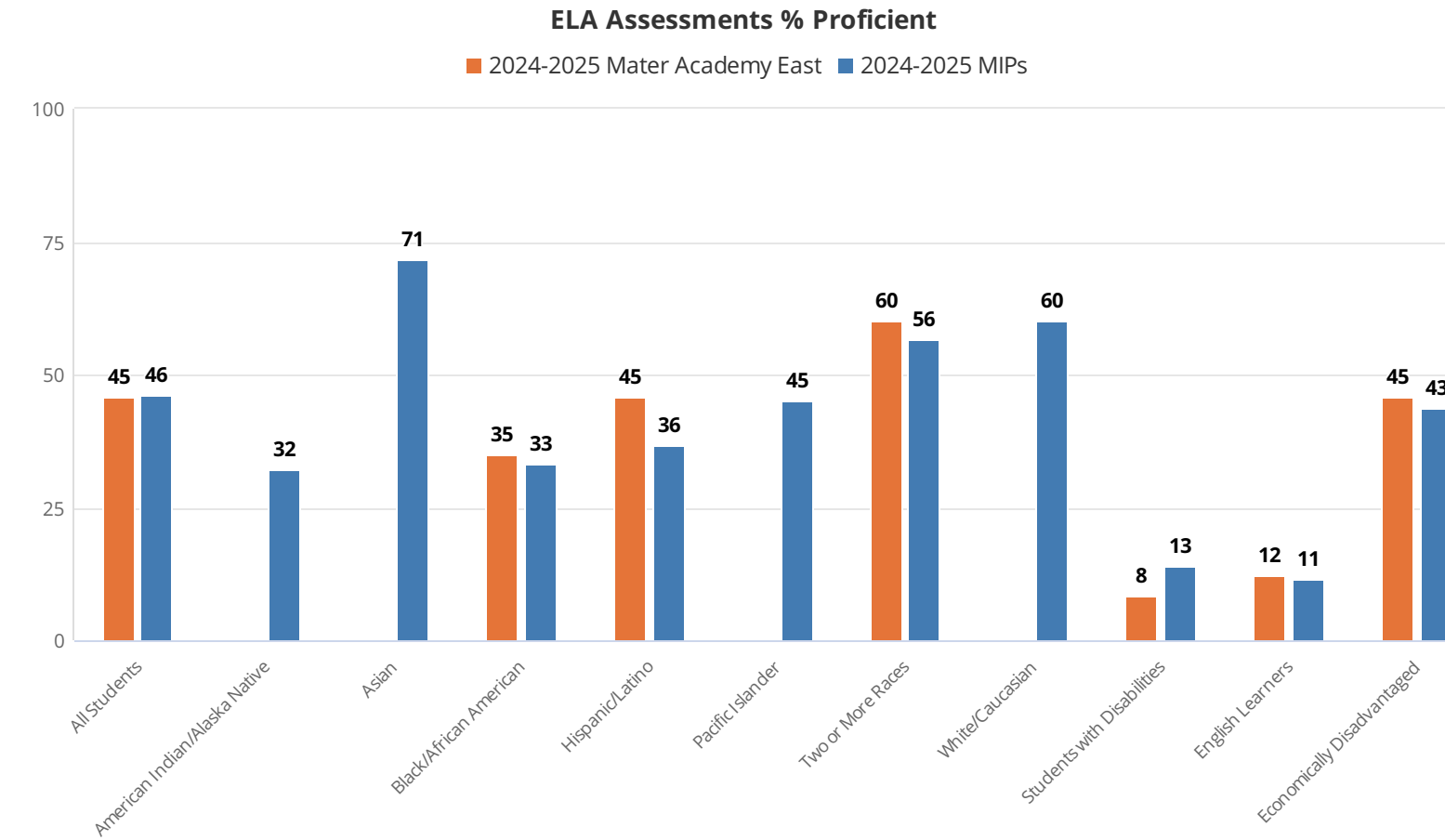
2024-2025 Mater Academy East 2024-2025 MIPs





Academic Achievement

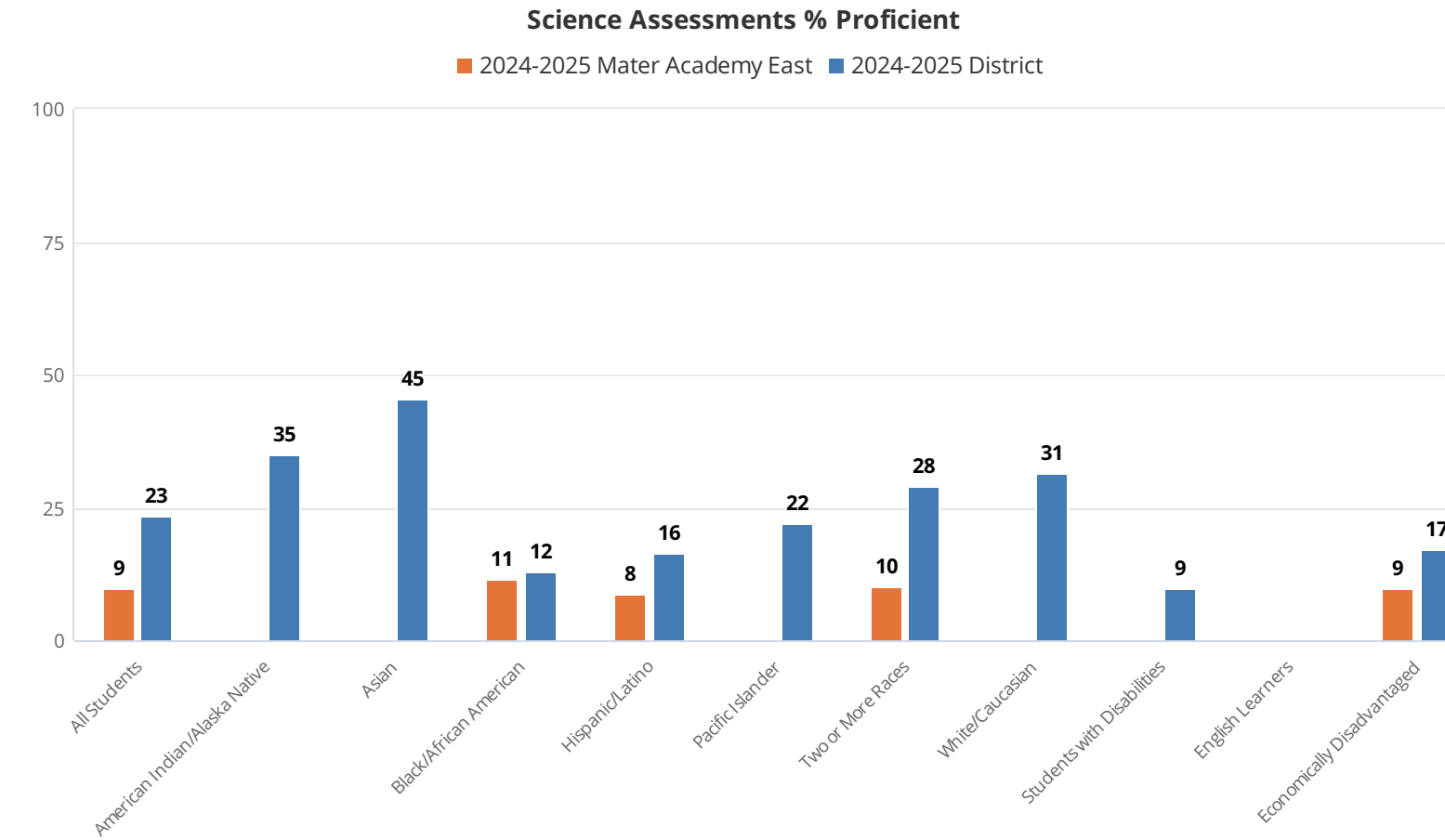
ELA Proficient				ELA Proficient Points Earned: 5/10		
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	45.9	56.9	46.2	49.7	55.7	55.88
American Indian/ Alaska Native	-	28.5	32.1	-	41.1	45.78
Asian	-	86.2	71.6	-	77.9	70.08
Black/ African American	35	39.2	33.1	46.4	38.8	41.18
Hispanic/ Latino	45.8	46.8	36.6	49.6	47.8	45.55
Pacific Islander	N/A	55.5	45	-	50.9	56.06
Two or More Races	60	61.6	56.8	-	61.1	64.05
White/ Caucasian	-	70.7	60.3	58.3	66.8	67.63
Students with Disabilities	8.5	22.4	13.9	<5	18.1	27.73
English Learners	12.1	13.1	11.4	48.4	27.4	24.17
Economically Disadvantaged	45.9	47.8	43.7	49.7	43.5	46.55

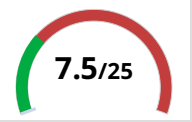




Academic Achievement

Science Proficient		Science Proficient Points Earned: 0.5/5		
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	9.7	23.5	9	23.6
American Indian/ Alaska Native	-	35	N/A	8.3
Asian	-	45.5	-	44.2
Black/ African American	11.7	12.8	<5	10.1
Hispanic/ Latino	8.7	16.4	8.2	15.1
Pacific Islander	-	22	-	21.4
Two or More Races	10	28.9	-	24.4
White/ Caucasian	-	31.4	-	35
Students with Disabilities	<5	9.9	<5	9.5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	9.7	17.3	9	14.4





Academic Achievement

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



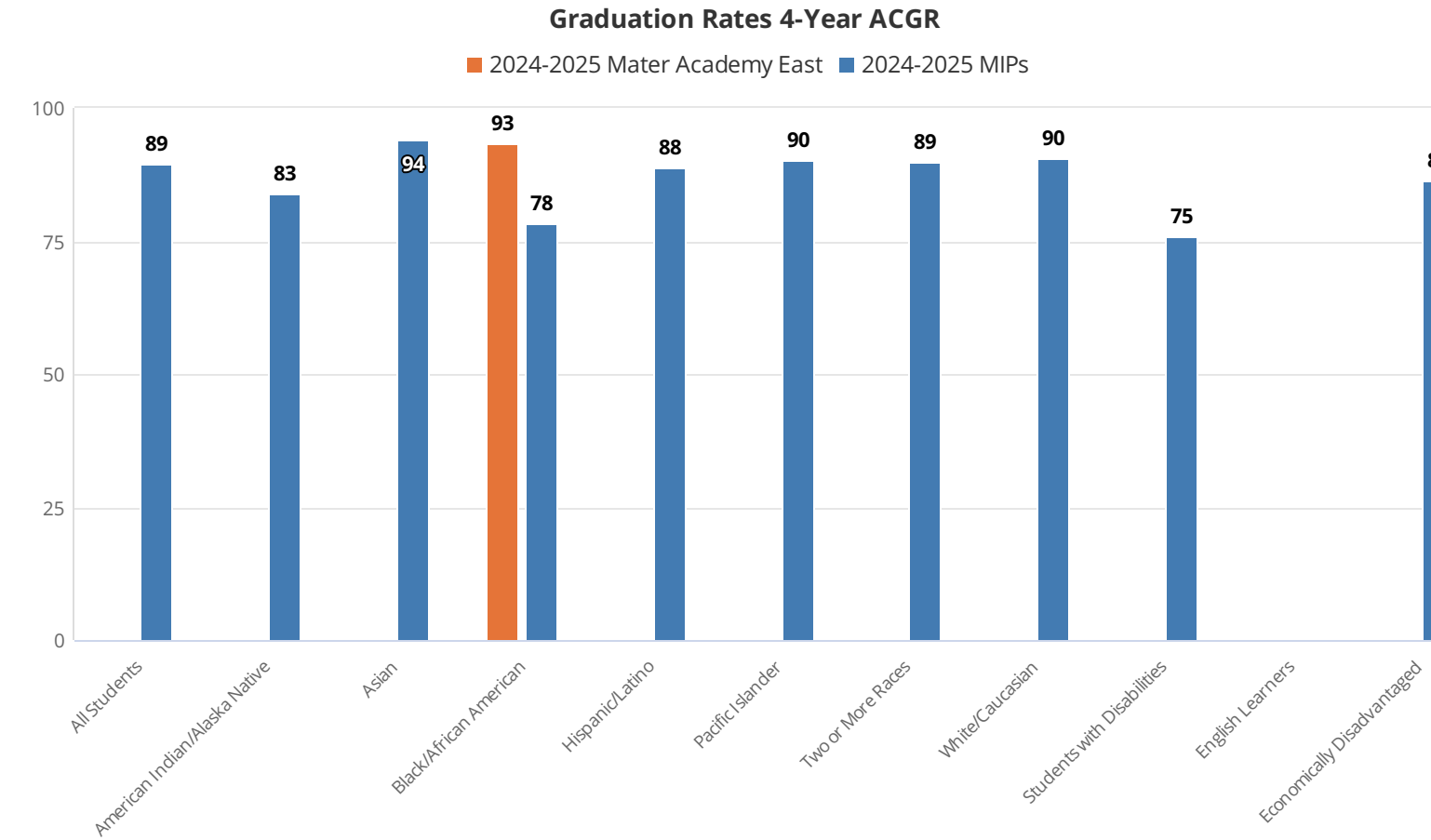
Graduation Rates

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: 25/25

Groups	2024	2024	2024	2023	2023	2023
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	>95	83.3	89.4	N/A	83.8	87.7
American Indian/ Alaska Native	N/A	92.3	83.9	N/A	-	81.9
Asian	-	>95	94.2	N/A	>95	93.9
Black/ African American	93.3	71.6	78.2	N/A	70.4	76.1
Hispanic/ Latino	>95	78.4	88.7	N/A	81.4	86.9
Pacific Islander	N/A	84.2	90.3	N/A	68.6	88.7
Two or More Races	-	84.1	89.8	N/A	82.4	88.1
White/ Caucasian	-	91.5	90.7	N/A	91	89.4
Students with Disabilities	>95	73.4	75.7	N/A	69.1	73.5
English Learners	N/A	89.7		N/A	92.5	
Economically Disadvantaged	>95	78.3	86.3	N/A	78.2	84.4

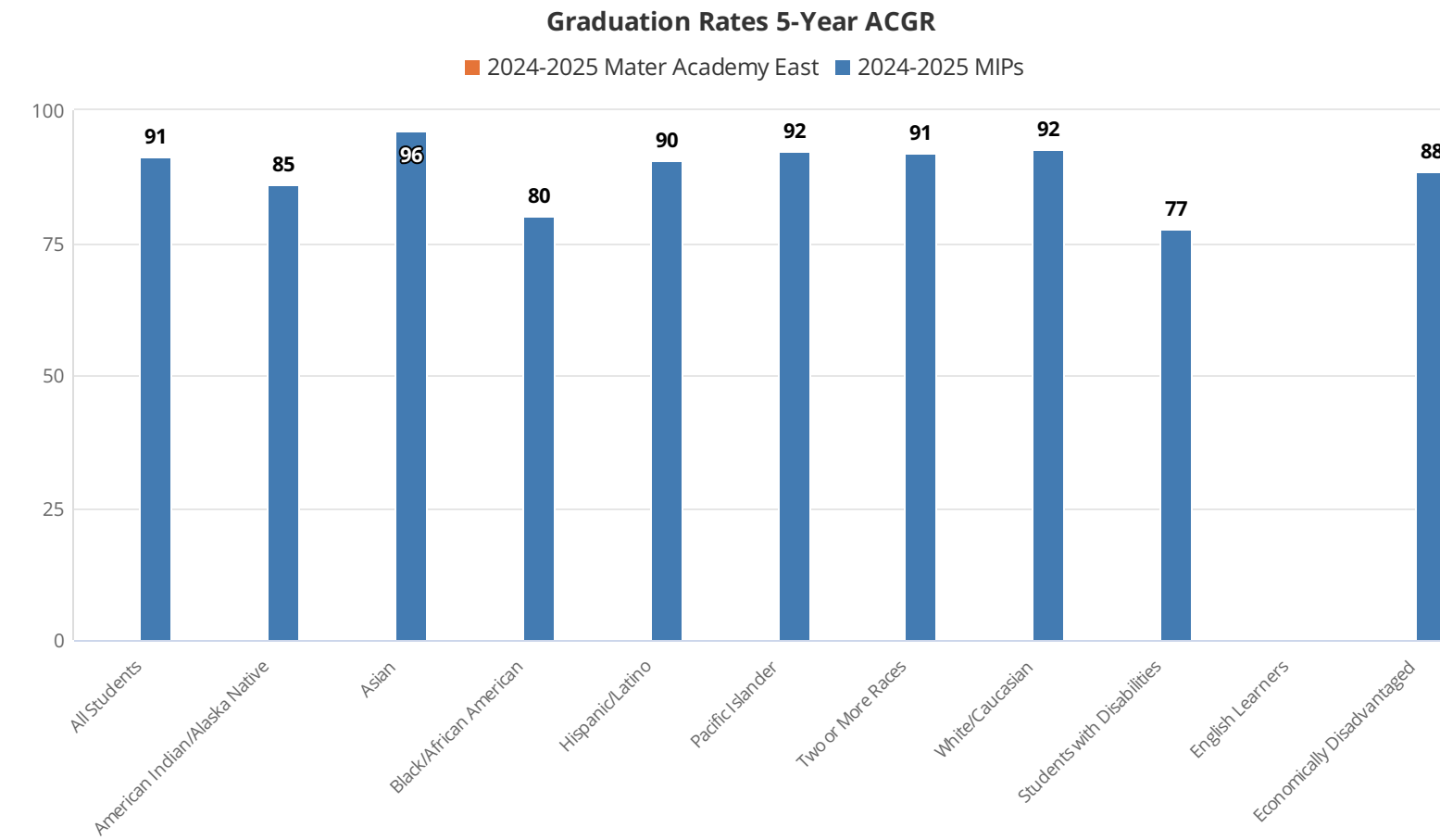




25/30

Graduation Rates

5-Year ACGR Data			5-Year Cohort Graduation Points Earned: NA/5			
Groups	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP
All Students	N/A	86.2	91.4	N/A	88	89.7
American Indian/ Alaska Native	N/A	-	85.9	N/A	77.2	83.9
Asian	N/A	>95	96.1	N/A	92.5	95.9
Black/ African American	N/A	77.2	80.2	N/A	78.9	78.1
Hispanic/ Latino	N/A	82.7	90.7	N/A	86.5	88.9
Pacific Islander	N/A	76	92.3	N/A	89.4	90.7
Two or More Races	N/A	86.2	91.8	N/A	86	90.1
White/ Caucasian	N/A	92.5	92.7	N/A	92.3	91.4
Students with Disabilities	N/A	75.2	77.7	N/A	85.7	75.5
English Learners	N/A	93.6		N/A	93.1	
Economically Disadvantaged	N/A	81.6	88.3	N/A	83.3	86.4





English Language

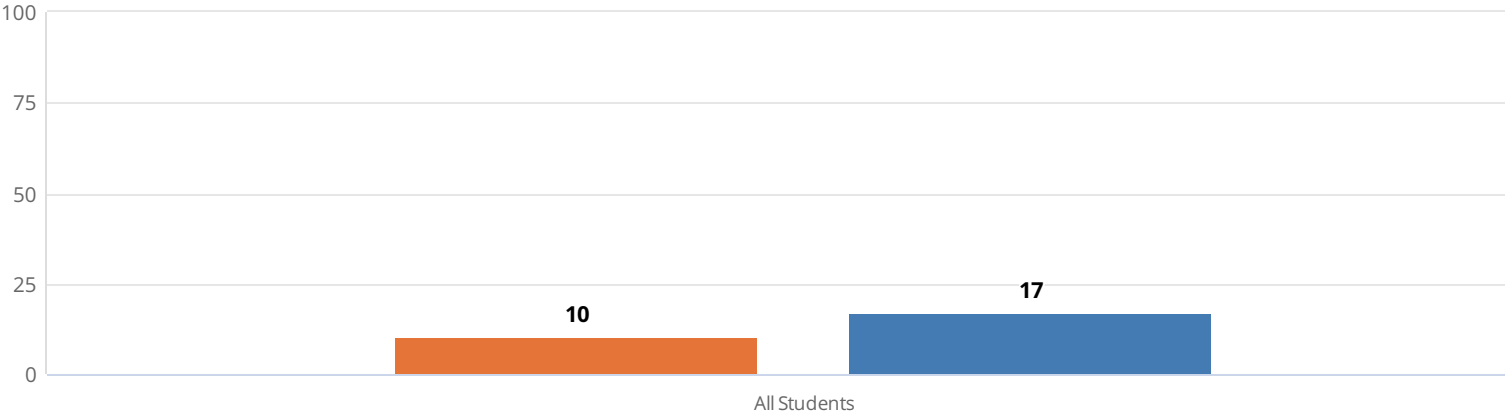
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 6/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	263	10.6	17.3	216	<5	14.6

% English Learners Meeting AGP on WIDA

2024-2025 Mater Academy East 2024-2025 District



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

24/25

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: 10/10		
Groups	2025 % Participation	2025 % Participation District	2024 % Participation	2024 % Participation District
All Students	>95	73	>95	75.1
American Indian/ Alaska Native	-	64.7	N/A	92.3
Asian	-	85.8	-	86.4
Black/ African American	93.5	61.7	92.3	58.2
Hispanic/ Latino	>95	70.7	>95	70.9
Pacific Islander	-	59.6	N/A	76.3
Two or More Races	-	76	-	80
White/ Caucasian	-	79	90	83.2
Students with Disabilities	>95	45.5	94.4	50.8
English Learners	>95	58.9	94.7	65.2
Economically Disadvantaged	>95	69	>95	68.1

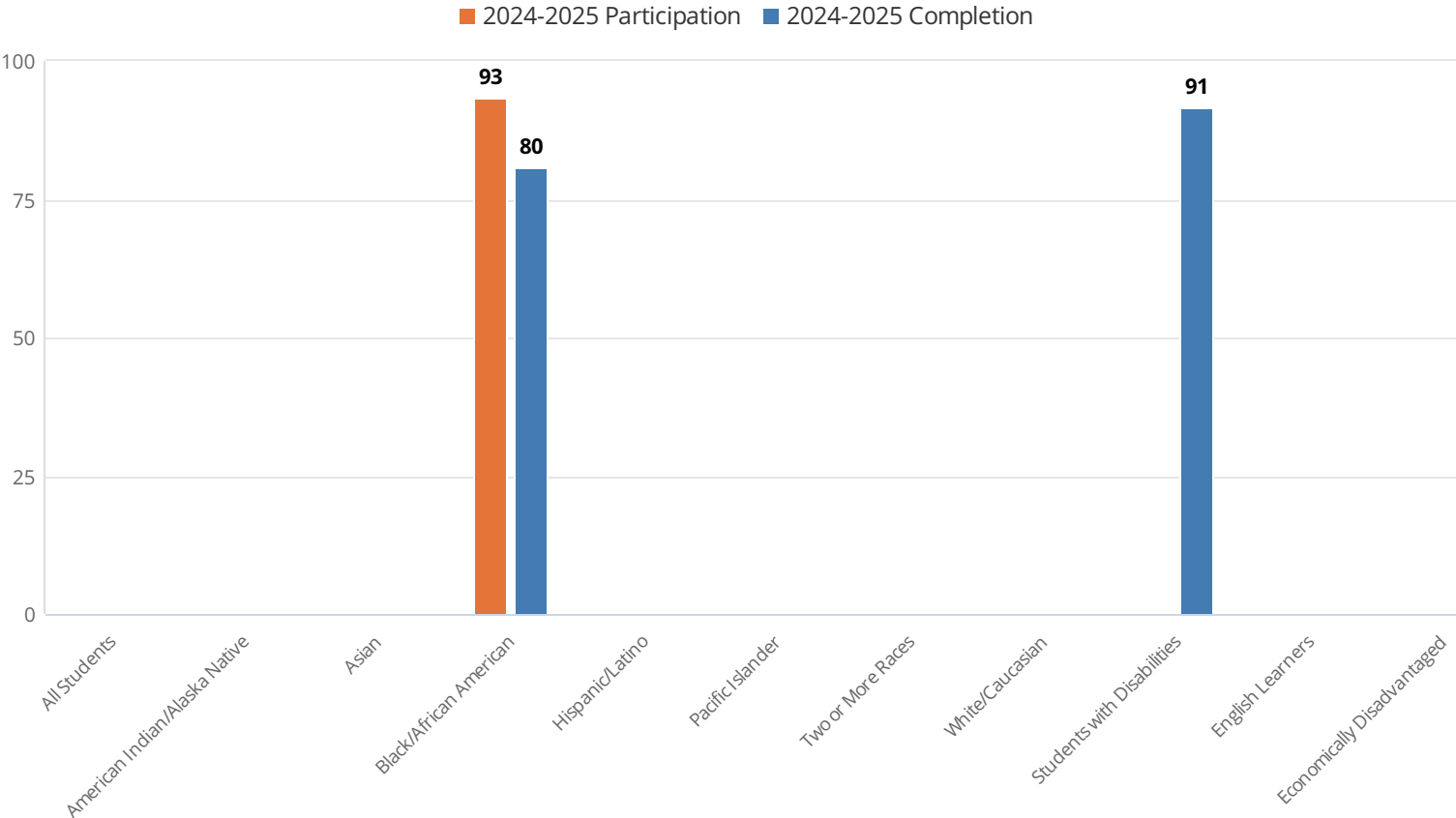
Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 10/10		
Groups	2025 % Completion	2025 % Completion District	2024 % Completion	2024 % Completion District
All Students	>95	59.7	92.5	53.9
American Indian/ Alaska Native	-	52.9	N/A	61.5
Asian	-	76.6	-	72.8
Black/ African American	80.6	43.1	92.3	36.6
Hispanic/ Latino	>95	56.3	92.5	47.8
Pacific Islander	-	46.7	N/A	41.8
Two or More Races	-	61.7	-	65.1
White/ Caucasian	-	69.2	90	62
Students with Disabilities	91.6	33	88.8	25.7
English Learners	>95	41.8	92.1	38.8
Economically Disadvantaged	>95	52.5	92.5	43.9

'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.

24/25

College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

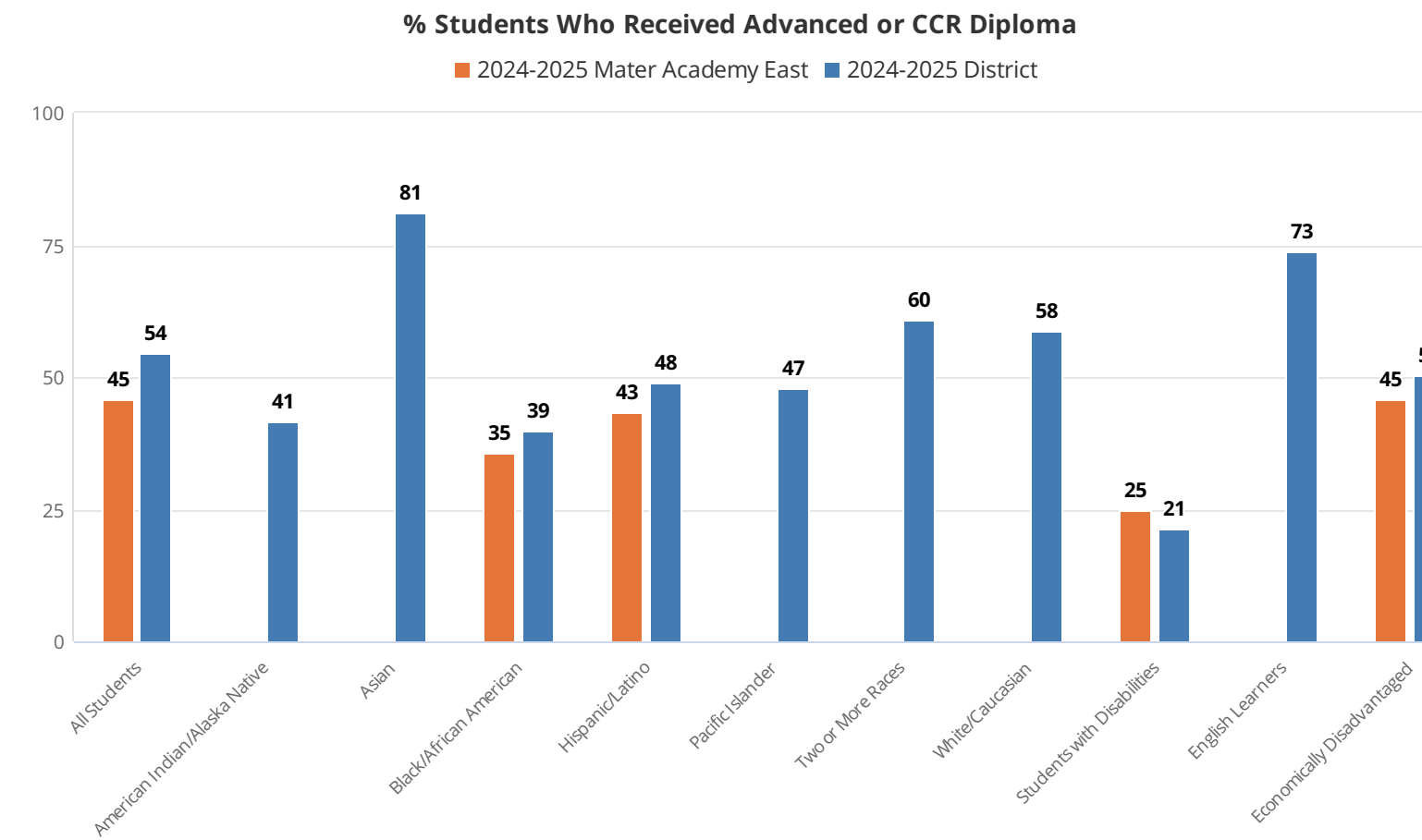


Advanced or CCR Diploma		Advanced or CCR Diploma Points Earned: 4/5		
Groups	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District
All Students	45.8	54.7	N/A	54.3
American Indian/ Alaska Native	N/A	41.6	N/A	-
Asian	-	81	N/A	81
Black/ African American	35.7	39.8	N/A	38.8
Hispanic/ Latino	43.5	48.9	N/A	48.8
Pacific Islander	N/A	47.9	N/A	37.1
Two or More Races	-	60.8	N/A	53.3
White/ Caucasian	-	58.7	N/A	60.3
Students with Disabilities	25	21.2	N/A	24.7
English Learners	N/A	73.7	N/A	58.6
Economically Disadvantaged	45.8	50.3	N/A	49.3

'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.

24/25

College and Career Readiness



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	25.7	10.6	66.5	60.1	<5	<5	89.3	83.9
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/ African American	29	6.4	77.4	58	<5	<5	83.8	74.1
Hispanic/ Latino	25.4	11.7	63.3	58.8	<5	<5	90.8	87.5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	<5	<5	20.8	16.6	<5	<5	>95	91.6
English Learners	6.6	<5	44.4	37.7	<5	<5	>95	>95
Economically Disadvantaged	25.7	10.6	66.5	60.1	<5	<5	89.3	83.9

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

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. 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 can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 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. 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: 4.5/5

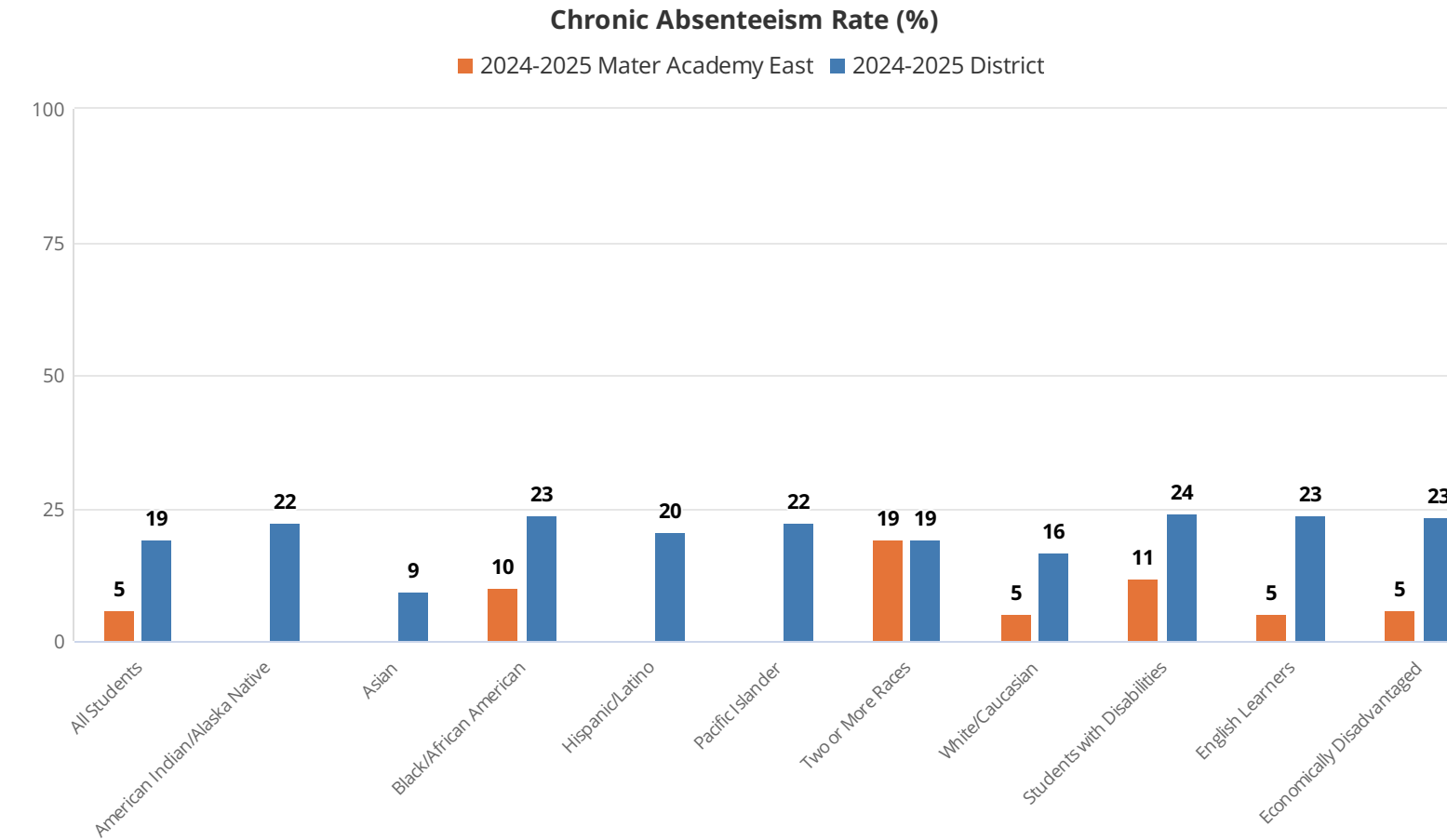
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	5.9	19.3	5.9	19.9
American Indian/ Alaska Native	-	22.5	-	18.3
Asian	<5	9.6	<5	10.1
Black/ African American	10.2	23.9	8.3	27.8
Hispanic/ Latino	<5	20.8	<5	21.6
Pacific Islander	-	22.3	-	24.2
Two or More Races	19.4	19.1	14.8	19.6
White/ Caucasian	5.2	16.9	5.5	16.2
Students with Disabilities	11.8	24.1	11.5	25.6
English Learners	5.2	23.9	5.7	24.3
Economically Disadvantaged	5.9	23.6	5.9	25.2

All Students Chronic Absenteeism Percent Change: 0%

Points Earned by the Chronic Absenteeism Rate: 4.5/5

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5





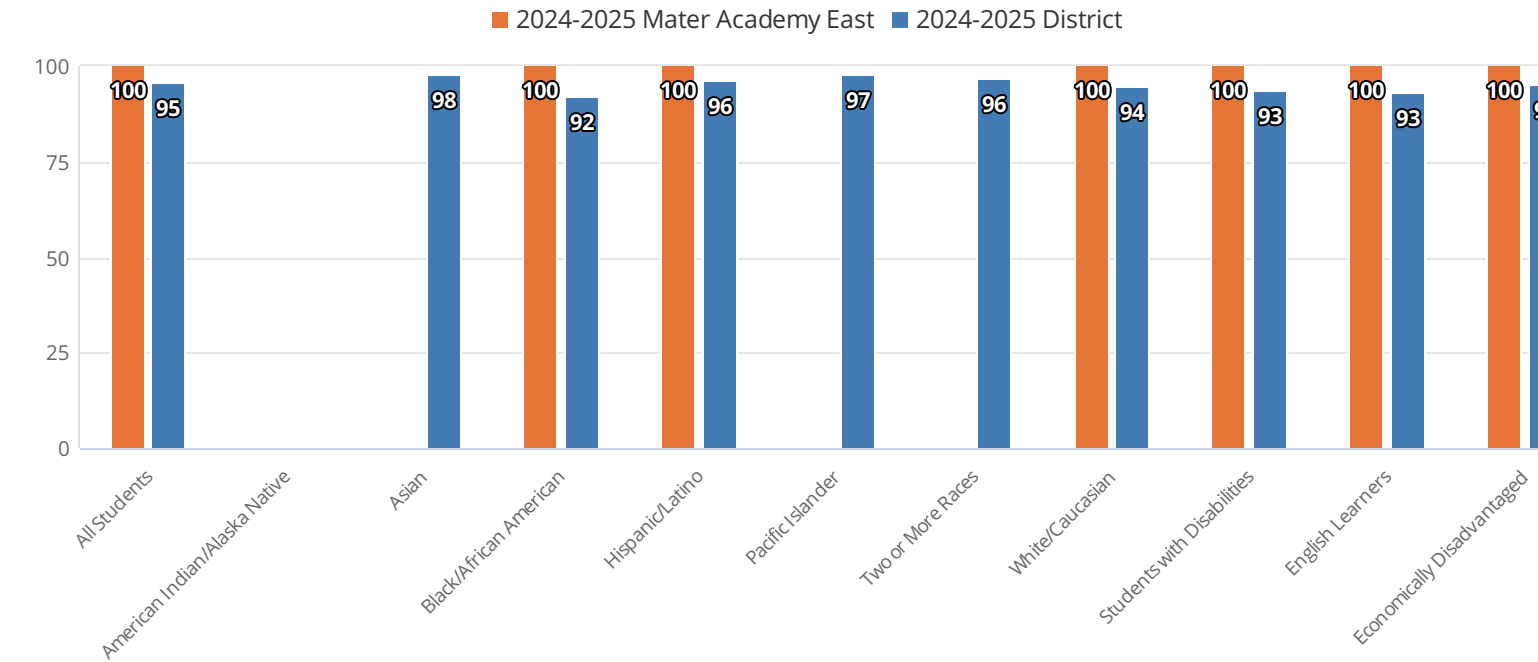
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	100	95.6	100	93.8
American Indian/ Alaska Native	N/A	-	-	93.3
Asian	-	98.1	-	98.2
Black/ African American	100	92.2	100	93.4
Hispanic/ Latino	100	96.2	100	93.3
Pacific Islander	-	97.9	-	95.6
Two or More Races	-	96.9	-	92.7
White/ Caucasian	100	94.8	-	93.9
Students with Disabilities	100	93.9	100	92.9
English Learners	100	93.2	100	94.8
Economically Disadvantaged	100	95.5	100	92.4

% 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.

School Level: Elementary School Grade Levels: PK-08 District: State Public Charter School Authority School Address: 3445 Mountain Vista Street Las Vegas, NV 89121	Performance Framework Rating
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What does my school rating mean?

Four-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.

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 67

★★★

At or above 67 and less than 84

★★★★

At or above 84

★★★★★

2024-2025 School Performance

17/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	50.9	53.2
Math Proficiency	53.6	55.7
ELA Proficiency	55.2	59.6
Science Proficiency	30.2	26.6
Read-by-Grade-3 Proficiency	51.8	57.4

30.5/35

Growth Indicator

Measure	School Median	District Median
Math MGP	58	55
ELA MGP	58.5	55
	School Rate	District Rate
Met Math AGP Target	52.2	51.4
Met ELA AGP Target	62.3	63.2

10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	64.4	55.3

15/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	30.2	31.2
Prior Non-Proficient Met ELA AGP Target	50.4	51.8

**10/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	16.4
Climate Survey Participation	>95	N/A

** 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 Points Earned: 13/20

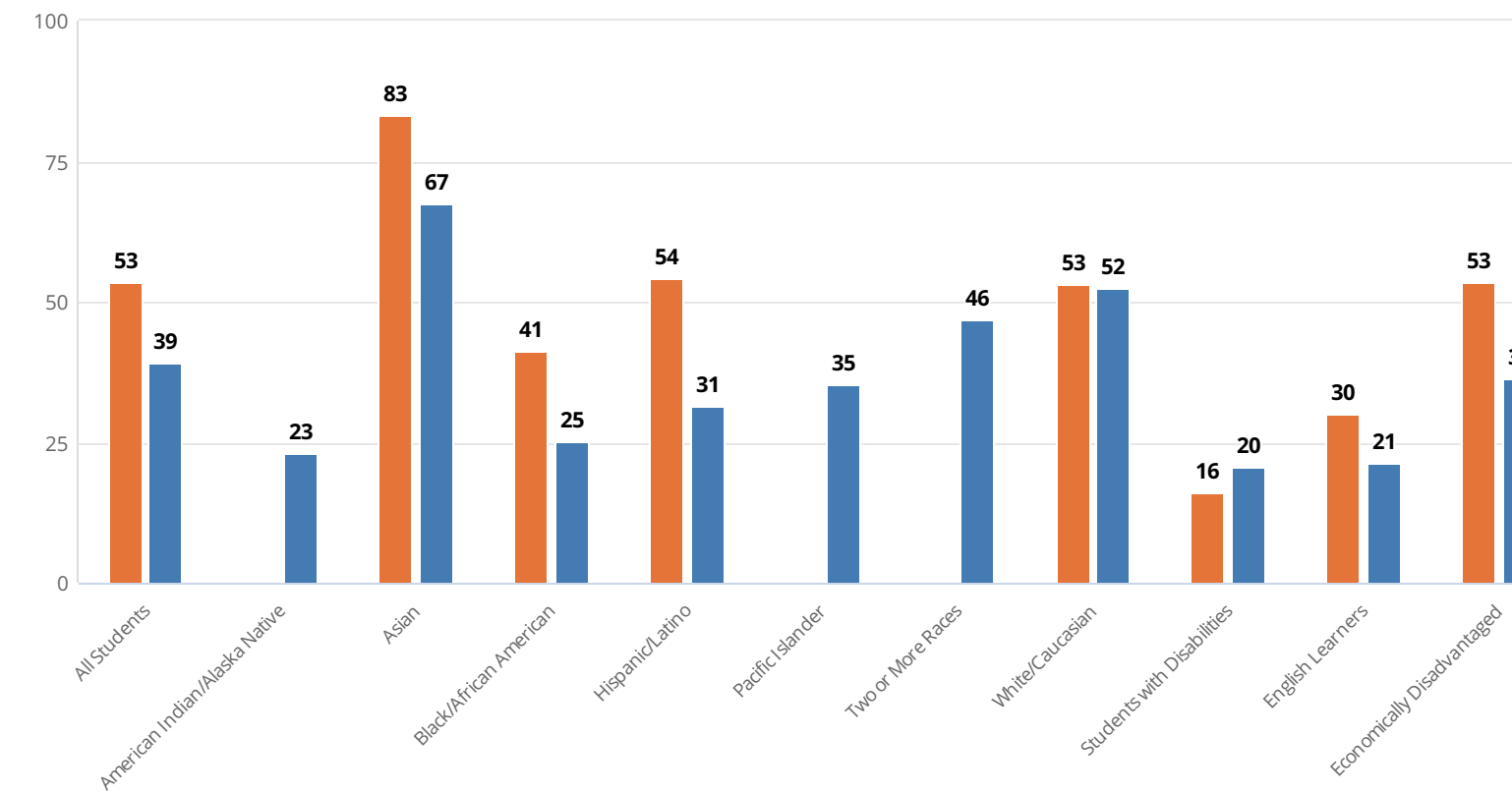
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	50.9	53.2	45.7	48.3

Math Proficient

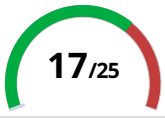
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	53.6	55.7	39.2	54.6	51.2	55.8
American Indian/ Alaska Native	-	48.2	23	-	40.7	43.7
Asian	83.3	78.2	67.5	-	74.8	73.3
Black/ African American	41.1	35.8	25.2	41.6	31.7	42
Hispanic/ Latino	54.1	47.5	31.3	55.4	41.7	48.2
Pacific Islander	-	49.2	35.3	-	45.9	55.7
Two or More Races	-	61.3	46.8	-	57.2	61.6
White/ Caucasian	53.3	66.8	52.4	59	62.7	65.1
Students with Disabilities	16.2	28.6	20.5	22.2	26.9	38.8
English Learners	30	30.6	21.5	39.8	27.5	
Economically Disadvantaged	53.6	49.4	36.3	54.6	40.4	47.7

Math Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 MIPs



'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.



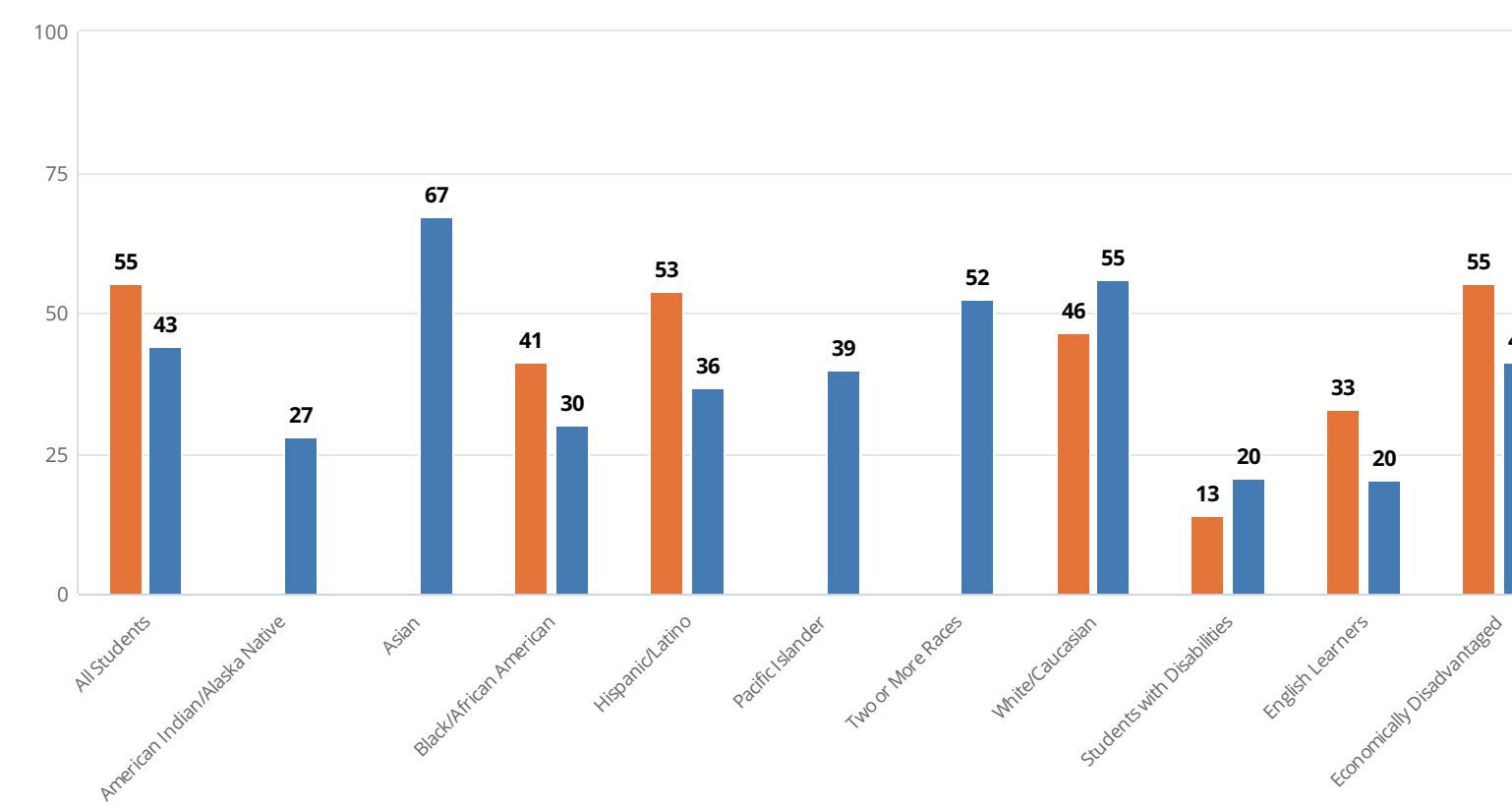
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	55.2	59.6	43.9	45.6	54.6	63.1
American Indian/ Alaska Native	-	48.2	27.9	-	57.4	50.7
Asian	>95	79.5	67.3	-	75.3	78.9
Black/ African American	41.1	44.2	30.2	33.3	36.5	50.8
Hispanic/ Latino	53.7	52.1	36.8	45.2	46	55.6
Pacific Islander	-	54.8	39.7	-	48.3	63.9
Two or More Races	-	63.4	52.5	-	60.4	69.5
White/ Caucasian	46.6	69.2	55.9	45.4	65.2	72.1
Students with Disabilities	13.9	29	20.6	11.1	25.8	39.9
English Learners	33	30.7	20.4	27.5	25.3	
Economically Disadvantaged	55.2	53.6	41.3	45.6	44.1	54.4

ELA Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 MIPs





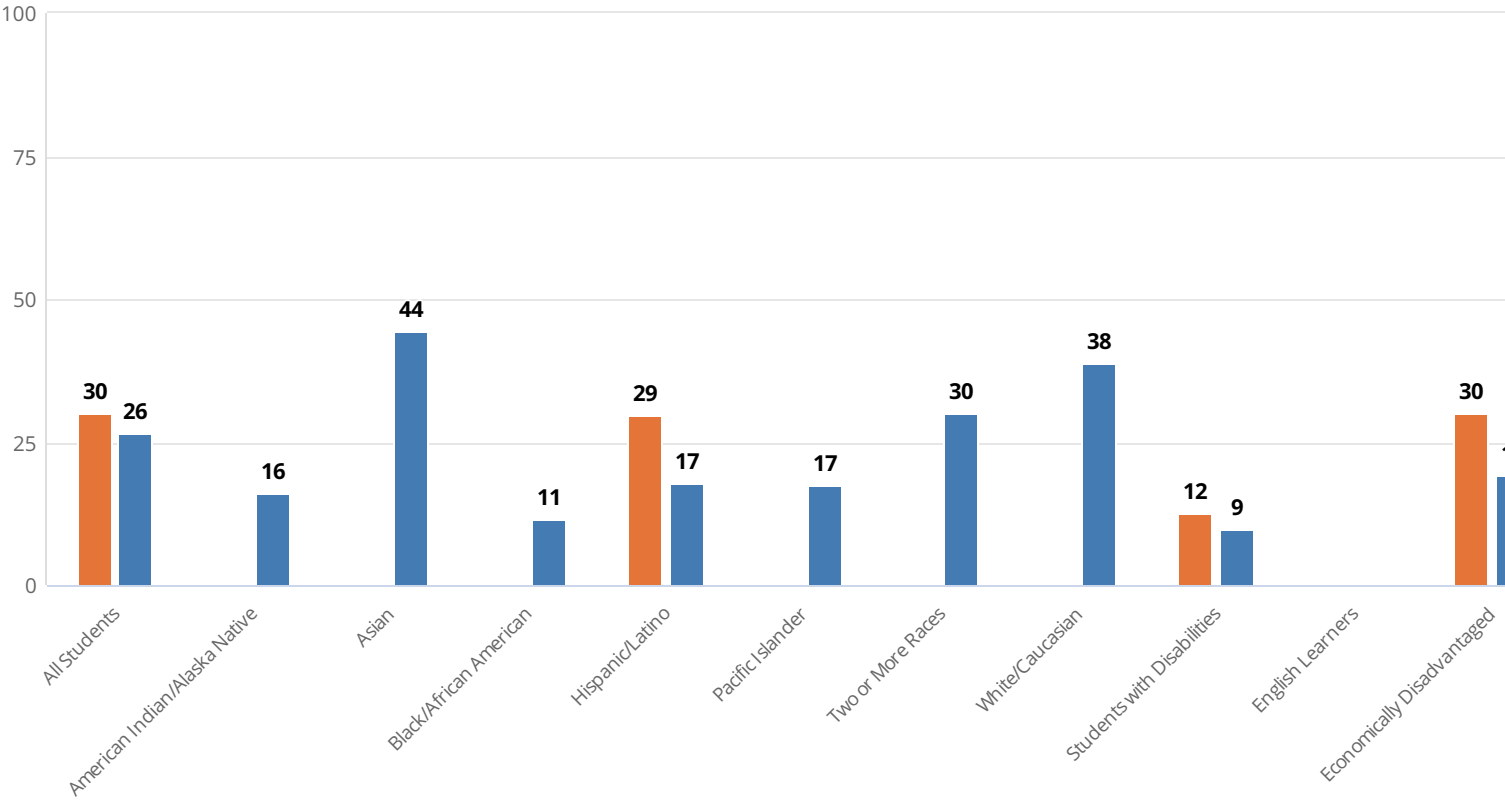
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	30.2	26.6	19.6	21.2
American Indian/ Alaska Native	-	16	N/A	16.6
Asian	-	44.4	-	35.5
Black/ African American	-	11.6	<5	10.4
Hispanic/ Latino	29.8	17.9	23.2	12.9
Pacific Islander	-	17.6	N/A	19.1
Two or More Races	-	30	-	27.2
White/ Caucasian	-	38.8	20	29.6
Students with Disabilities	12.5	9.8	<5	7.6
English Learners	<5	<5	<5	<5
Economically Disadvantaged	30.2	19.4	19.6	12.4

Science Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 District

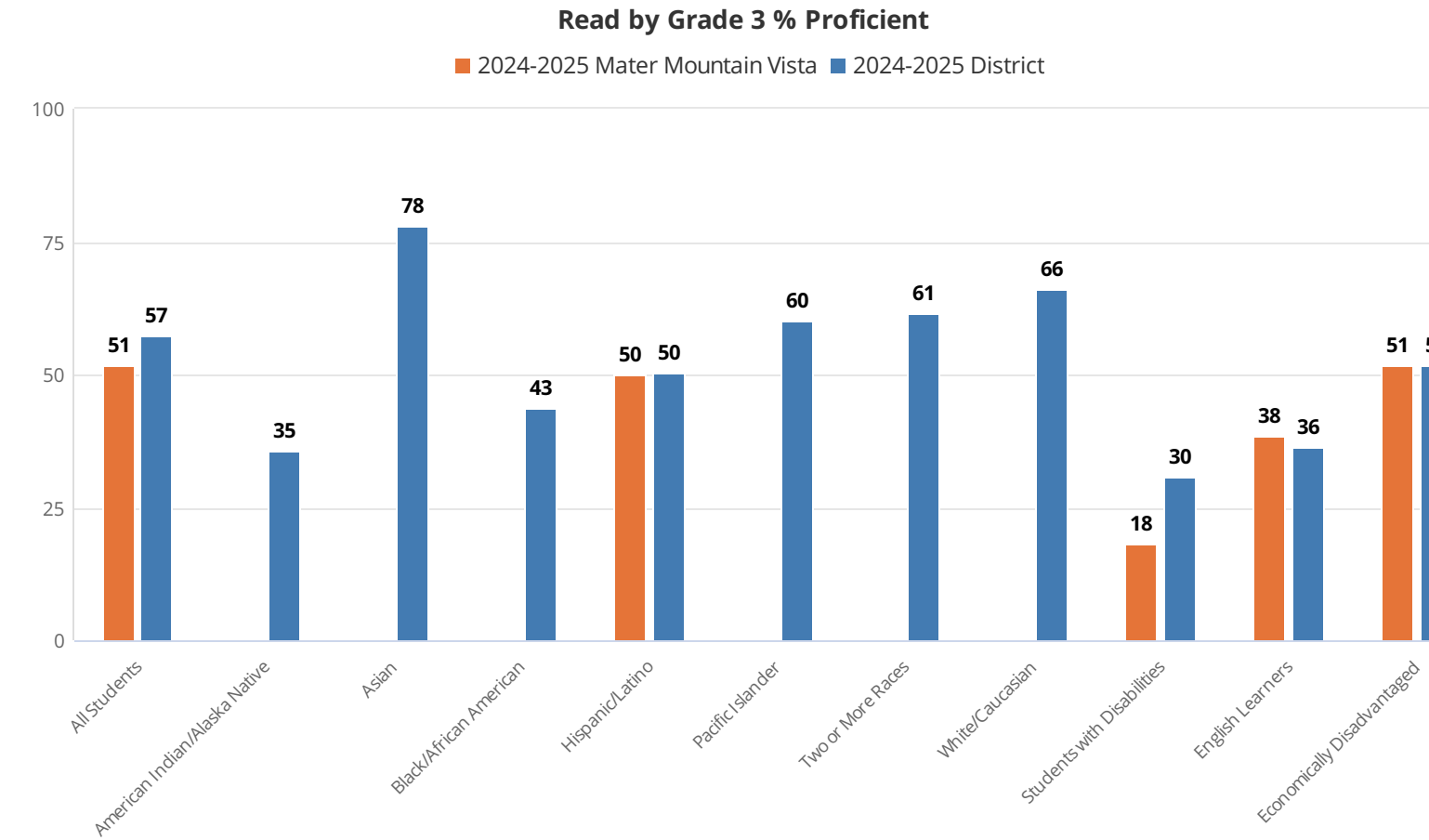


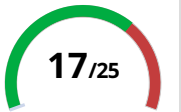
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	51.8	57.4	36	51.2
American Indian/ Alaska Native	N/A	35.7	N/A	60
Asian	-	78	-	71
Black/ African American	-	43.6	-	32.7
Hispanic/ Latino	50	50.2	36.8	43.7
Pacific Islander	-	60	N/A	45.9
Two or More Races	-	61.5	-	58.4
White/ Caucasian	-	66.2	-	60.7
Students with Disabilities	18.1	30.7	7.1	27
English Learners	38.5	36.4	30.1	28.5
Economically Disadvantaged	51.8	51.7	36	42.4





Academic Achievement

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 8/10				ELA MGP Points Earned: 8/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	58	55	58.5	55	72	52	54	54
American Indian/ Alaska Native	-	63	-	46	-	40	-	57.5
Asian	-	57	-	60.5	-	57	-	62
Black/ African American	60.5	49	50	52	63	46	46	49
Hispanic/ Latino	58	55	58	54	71	50	53.5	52
Pacific Islander	-	52.5	-	55	-	53	-	54
Two or More Races	-	56	-	53	-	53	-	53
White/ Caucasian	66	56	48	57	85	53	58	57
Students with Disabilities	68	51	46.5	49	51	46	41	48
English Learners	61	58	50	54	73	49	52.5	51
Economically Disadvantaged	58	55	58.5	55	72	51	54	52

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7/7.5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	52.2	51.4	62.3	63.2	67.4	44.4	54.8	54
American Indian/ Alaska Native	-	66.6	-	61.5	-	24.3	-	50
Asian	-	67	-	74.4	-	63.8	-	69.4
Black/ African American	41.6	34.2	50	54.3	53.3	28.9	33.3	41.4
Hispanic/ Latino	53.8	46.6	61.6	59	66.8	36.9	55.4	48.1
Pacific Islander	-	44.7	-	60	-	42.7	-	51.1
Two or More Races	-	53.5	-	64.7	-	49.5	-	55.5
White/ Caucasian	63.6	59.2	72.7	68.8	66.6	52.8	61.1	61.4
Students with Disabilities	33.3	31.7	40	43.8	23.5	27.2	23.5	32.4
English Learners	36.6	35.6	43.6	47.3	54.1	27.5	40.2	35.8
Economically Disadvantaged	52.2	47.6	62.3	60.3	67.4	36.5	54.8	46.7

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

10/10

English Language

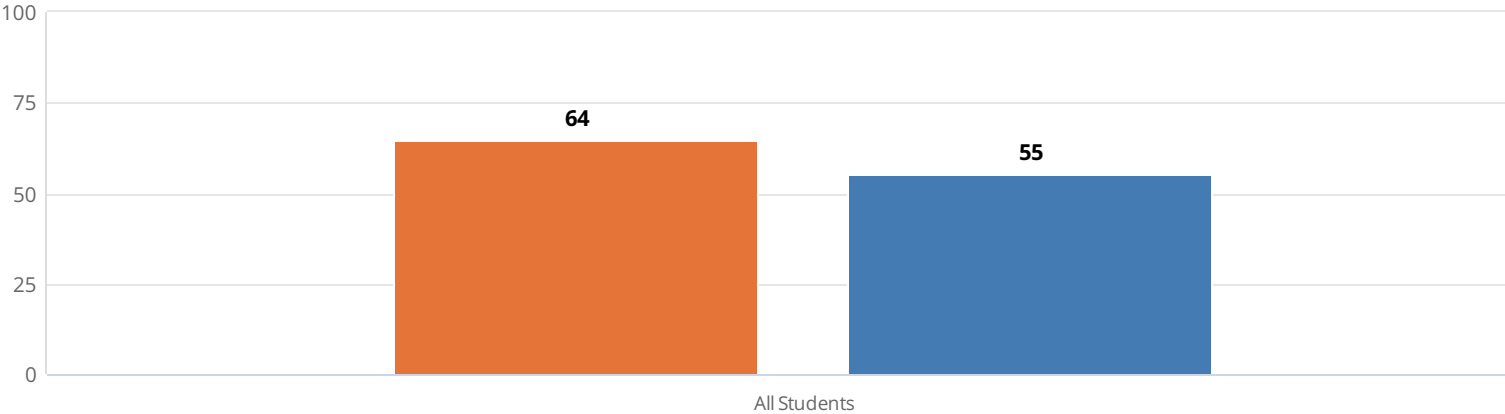
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 10/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	245	64.4	55.3	263	55.5	48.4

% English Learners Meeting AGP on WIDA

2024-2025 Mater Mountain Vista 2024-2025 District



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 9/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	30.2	31.2	50.4	51.8	52.7	22.5	38.4	36.5
American Indian/ Alaska Native	-	47.6	-	46.6	-	12.5	-	40.9
Asian	-	37.1	-	59	-	36.7	-	44.8
Black/ African American	-	22.3	-	46.4	-	15.8	20	29.4
Hispanic/ Latino	32.9	30.2	50.4	50	48.7	20.4	39.5	34.4
Pacific Islander	-	24.2	N/A	54.4	-	29.4	N/A	32.8
Two or More Races	-	32.9	-	52.6	-	26.4	-	37.7
White/ Caucasian	-	38.7	-	57.7	70	27.2	-	43.4
Students with Disabilities	24	21.4	37.9	37.7	18.7	14.6	20	23.4
English Learners	28.5	28.9	37.5	44.4	48	20	34.4	31.2
Economically Disadvantaged	30.2	29.6	50.4	50.7	52.7	20.8	38.4	33.4

'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 is a measure 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. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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.

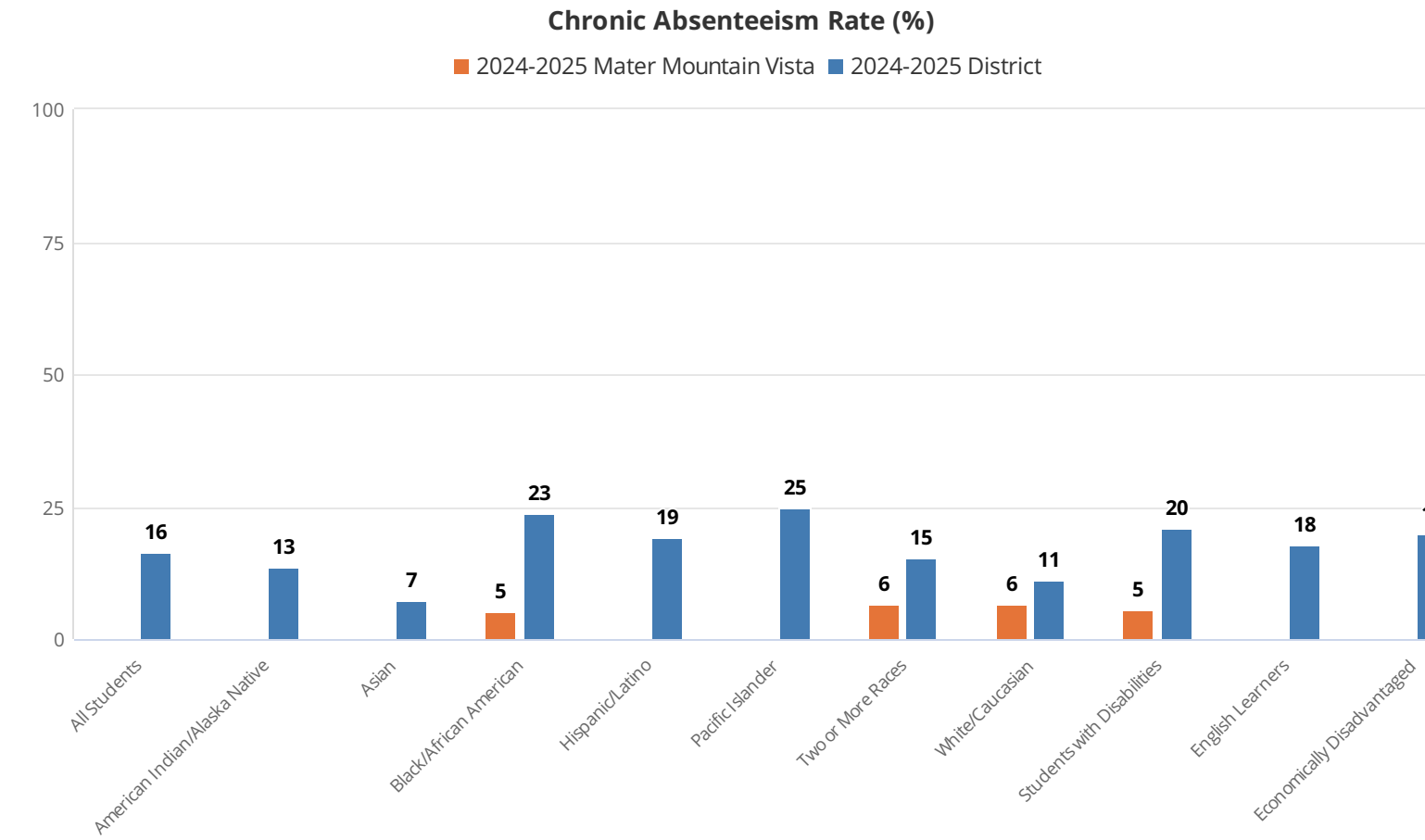
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	16.4	<5	20.7
American Indian/ Alaska Native	-	13.5	-	27.7
Asian	<5	7.5	<5	10
Black/ African American	5.2	23.7	9.5	28.9
Hispanic/ Latino	<5	19.3	<5	25
Pacific Islander	-	25	-	26.3
Two or More Races	6.6	15.5	11.7	18.5
White/ Caucasian	6.8	11.3	<5	14.9
Students with Disabilities	5.7	20.9	<5	24.7
English Learners	<5	18	<5	23.1
Economically Disadvantaged	<5	19.9	<5	26.8

All Students Chronic Absenteeism Percent Change: -16.2%

Points Earned by the Chronic Absenteeism Rate: 10/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



School Level: Middle School Grade Levels: PK-08 District: State Public Charter School Authority School Address: 3445 Mountain Vista Street Las Vegas, NV 89121	Framework Ratings </
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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 ★★★★★

2024-2025 School Performance					
 Academic Achievement Indicator			 Student Growth Indicator		
Measure	School Rate	District Rate	Measure	School Median	District Median
Pooled Proficiency	50.9	52	Math MGP	51.5	56
Math Proficiency	40.2	43.6	ELA MGP	71	59
ELA Proficiency	61.1	60.7		School Rate	District Rate
Science Proficiency	52.7	50.8	Met Math AGP Target	41.8	44.3
			Met ELA AGP Target	68.2	64
 English Language Proficiency Indicator			 Closing Opportunity Gaps Indicator		
Measure	School Rate	District Rate	Measure	School Rate	District Rate
Met EL AGP Target	36.3	28.5	Prior Non-Proficient Met Math AGP Target	18.4	18.5
			Prior Non-Proficient Met ELA AGP Target	48.7	39.2
 Student Engagement Indicator					
Measure	School Rate	District Rate			
Chronic Absenteeism	<5	13.7			
Academic Learning Plans	>95	>95			
8th Grade Credit Requirements	>95	94.7			
Climate Survey Participation	>95	N/A			

** 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: 21/25

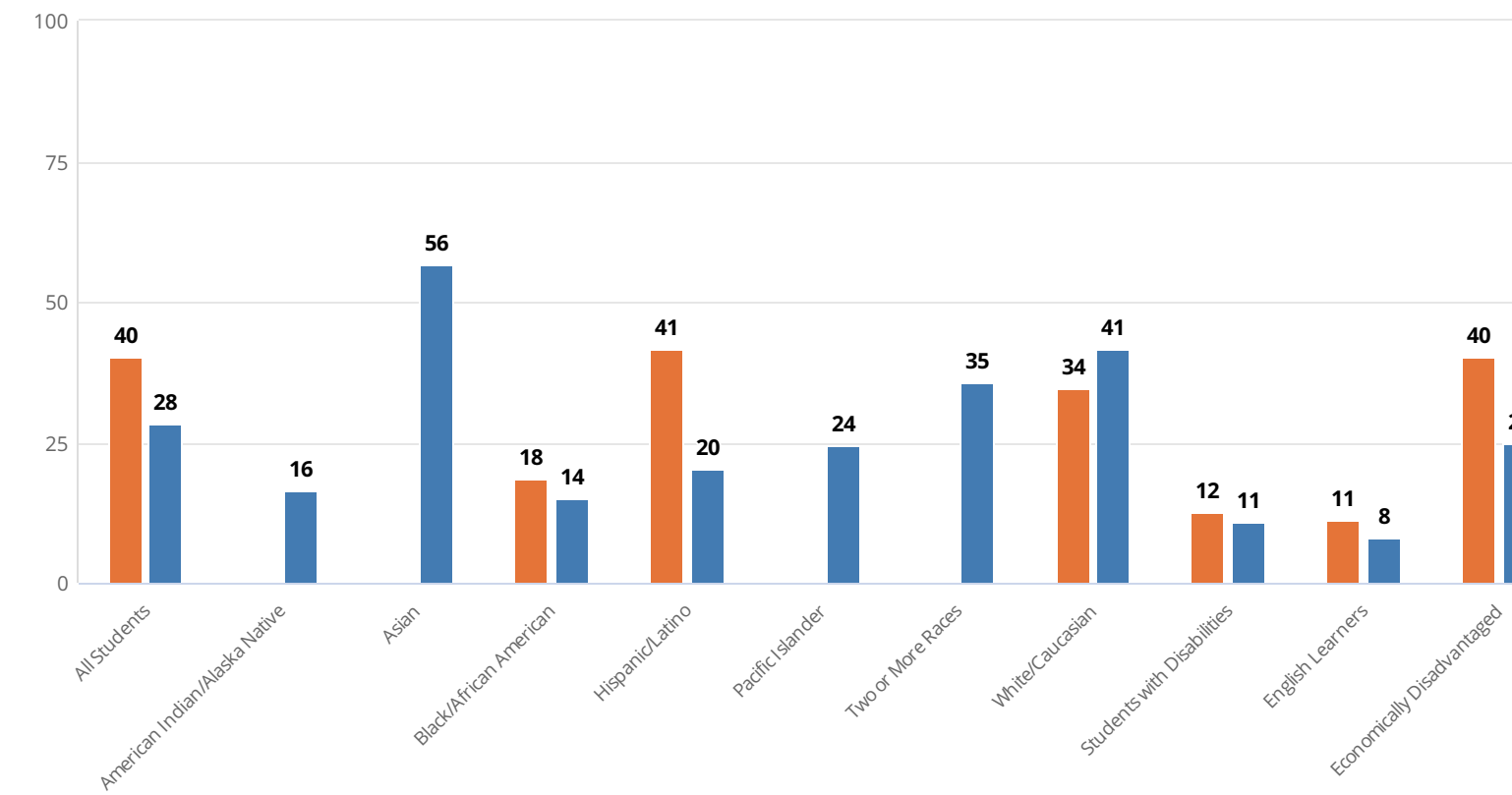
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	50.9	52	42.4	47.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	40.2	43.6	28.2	33.5	39.8	45.6
American Indian/ Alaska Native	N/A	31.5	16.6	-	25	38.6
Asian	-	70	56.6	-	64.8	64.5
Black/ African American	18.5	25.5	14.9	18.5	21.6	34.4
Hispanic/ Latino	41.7	33.2	20.3	32.9	28.7	39.4
Pacific Islander	-	38.6	24.5	-	35.1	45.9
Two or More Races	-	49.3	35.7	40	47.6	49.1
White/ Caucasian	34.7	57.1	41.6	34.7	54.3	54.7
Students with Disabilities	12.5	14.2	11	<5	11.3	30.2
English Learners	11.2	8.1	8.2	6	6.2	
Economically Disadvantaged	40.2	36.2	24.9	33.6	27.1	39.3

Math Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 MIPs



'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.



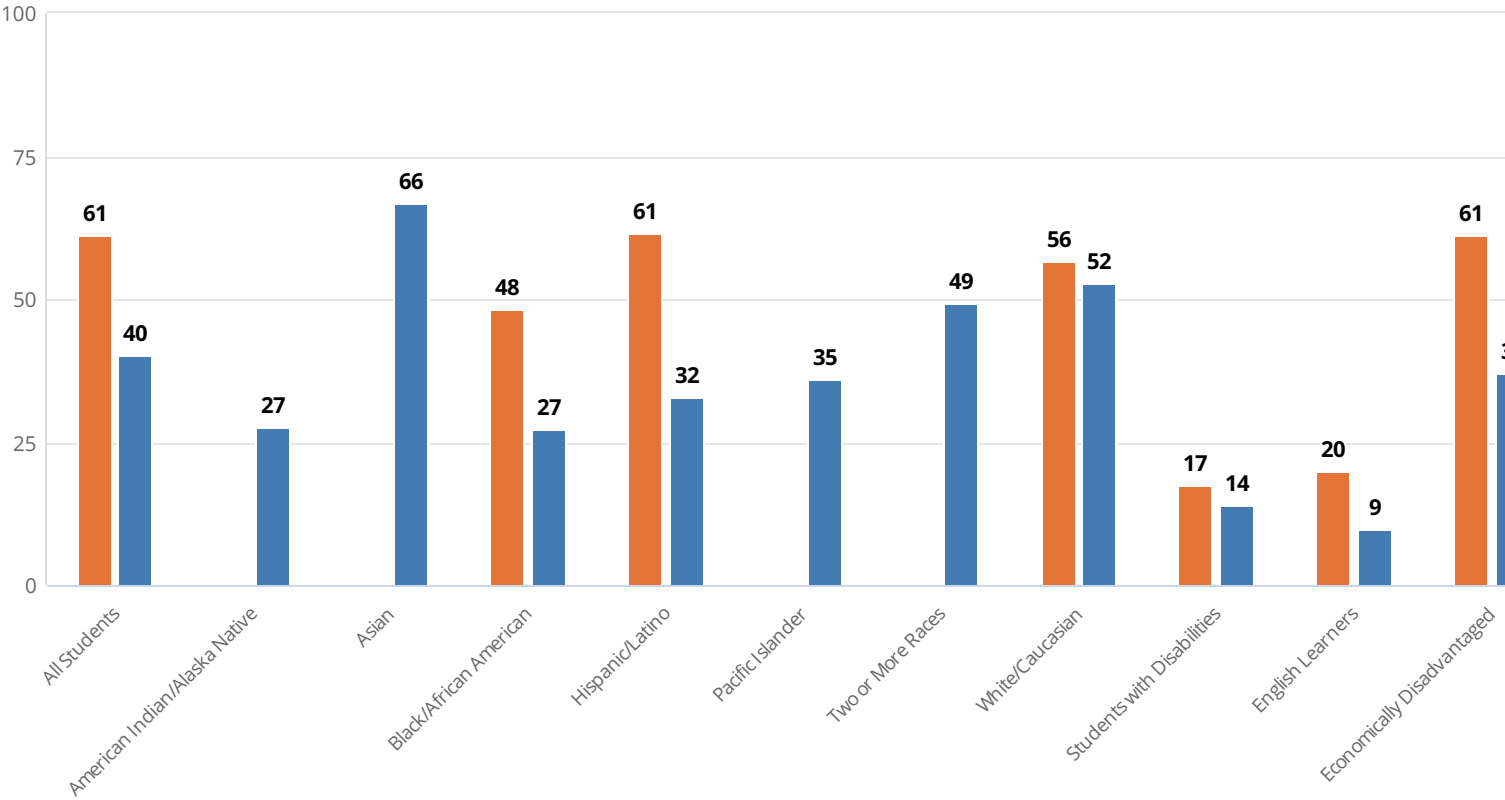
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	61.1	60.7	40.3	49.1	54.2	60.6
American Indian/ Alaska Native	N/A	52.6	27.5	-	48.4	51.5
Asian	-	81.1	66.8	-	76.3	79.3
Black/ African American	48.1	46.7	27.4	44.4	40.1	46.7
Hispanic/ Latino	61.5	53	32.8	49.1	44.9	53
Pacific Islander	-	60.3	35.9	-	45.9	59.9
Two or More Races	-	66.5	49.3	40	62.1	66.8
White/ Caucasian	56.5	69.9	52.8	47.8	65	71.1
Students with Disabilities	17.5	22.3	14.1	8.6	17.5	33.1
English Learners	20	18.2	9.8	13.2	11.3	
Economically Disadvantaged	61.1	53.9	37	49	42.5	52.3

ELA Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 MIPs



'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.

21/25

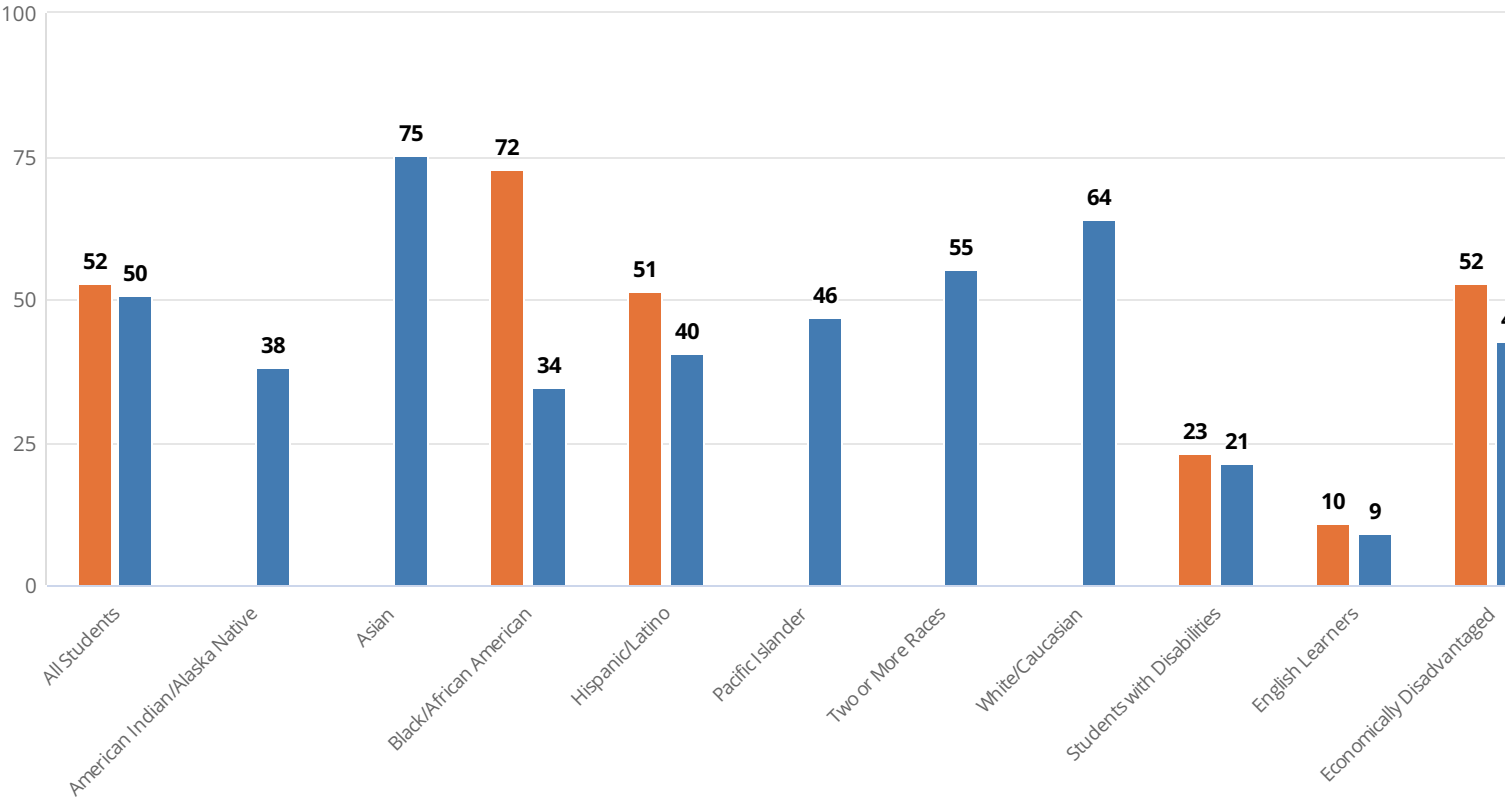
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	52.7	50.8	49.1	48.8
American Indian/ Alaska Native	N/A	38	-	36.8
Asian	-	75.3	-	71.3
Black/ African American	72.7	34.6	16.6	27.9
Hispanic/ Latino	51.4	40.6	52.1	38.9
Pacific Islander	-	46.9	N/A	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	-	61.6
Students with Disabilities	23	21.2	-	16.8
English Learners	10.7	9	13.3	11.4
Economically Disadvantaged	52.7	42.8	49.1	36

Science Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 District



'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

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 6/10				ELA MGP Points Earned: 10/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	51.5	56	71	59	54	57	64	59
American Indian/ Alaska Native	N/A	56	N/A	59.5	-	61	-	61
Asian	-	62	-	64	-	63	-	63.5
Black/ African American	45	53	58	58.5	54	52	68	57
Hispanic/ Latino	53	56	72	59	54	57	64	59
Pacific Islander	-	57	-	64	-	59.5	-	55
Two or More Races	-	55	-	60	34	58	54	60
White/ Caucasian	48	56	71	58	47	57	65	58
Students with Disabilities	47	51	60	51	50	53	47	56
English Learners	56.5	53	62.5	60	60	56	58	55
Economically Disadvantaged	51.5	56	71	59	54	56	63.5	58

AGP Growth Data		Math AGP Points Earned: 4.5/5				ELA AGP Points Earned: 5/5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	41.8	44.3	68.2	64	36	40.5	50.6	54.7
American Indian/ Alaska Native	N/A	33.3	N/A	51.8	-	31	-	47.4
Asian	-	68.5	-	82.2	-	65.1	-	75.9
Black/ African American	19.2	28.6	57.6	53.3	14.8	24.1	44.4	42.6
Hispanic/ Latino	43.5	34.8	68.7	57.1	36.2	30.4	51.3	46.4
Pacific Islander	-	38.7	-	65.9	-	36.9	-	48.6
Two or More Races	-	49.8	-	69	50	46.6	40	61.9
White/ Caucasian	34.7	56	60.8	71.3	34.7	53	43.4	63.6
Students with Disabilities	18.4	17.1	23.6	29.7	8.6	14.6	<5	22.8
English Learners	15.3	11	30.7	27.8	8.4	10.1	15.6	17.2
Economically Disadvantaged	41.8	38	68.2	58.7	36.1	29.5	50.5	44.8

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

10/10

English Language

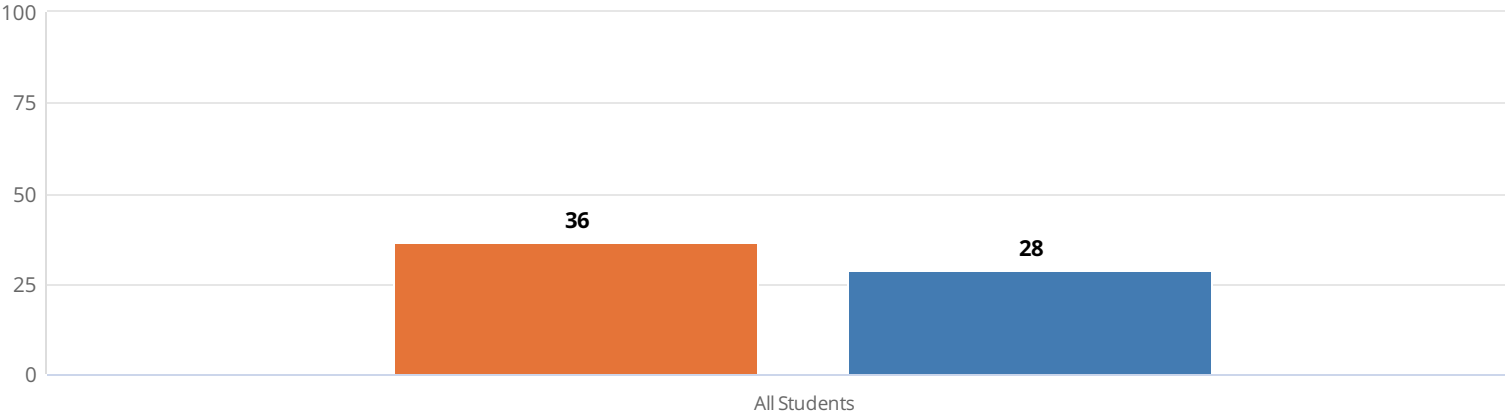
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 10/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	77	36.3	28.5	85	42.3	27.2

% English Learners Meeting AGP on WIDA

2024-2025 Mater Mountain Vista 2024-2025 District



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.

Groups	Math AGP Points Earned: 7/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	18.4	18.5	48.7	39.2	15.4	16.3	21.6	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	-	14.6	-	26.4
Asian	-	29.4	N/A	55.3	N/A	29.2	N/A	37.1
Black/ African American	<5	13.1	28.5	35.5	<5	10.9	14.2	21.2
Hispanic/ Latino	19.8	16.8	50.3	36.4	16.6	13.5	25	23.6
Pacific Islander	-	17.1	-	43.5	-	12	-	25.8
Two or More Races	-	20.8	-	45.5	-	19.7	-	32.6
White/ Caucasian	15.3	23.7	38.4	42.8	13.3	22.6	7.1	30.5
Students with Disabilities	11.7	9.5	17.6	21.1	8.6	7.3	<5	13.5
English Learners	11.1	8.6	28.9	25	5	7.4	9.4	13.9
Economically Disadvantaged	18.4	17.2	48.7	37.2	15.5	13.6	21.1	22.8

'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.



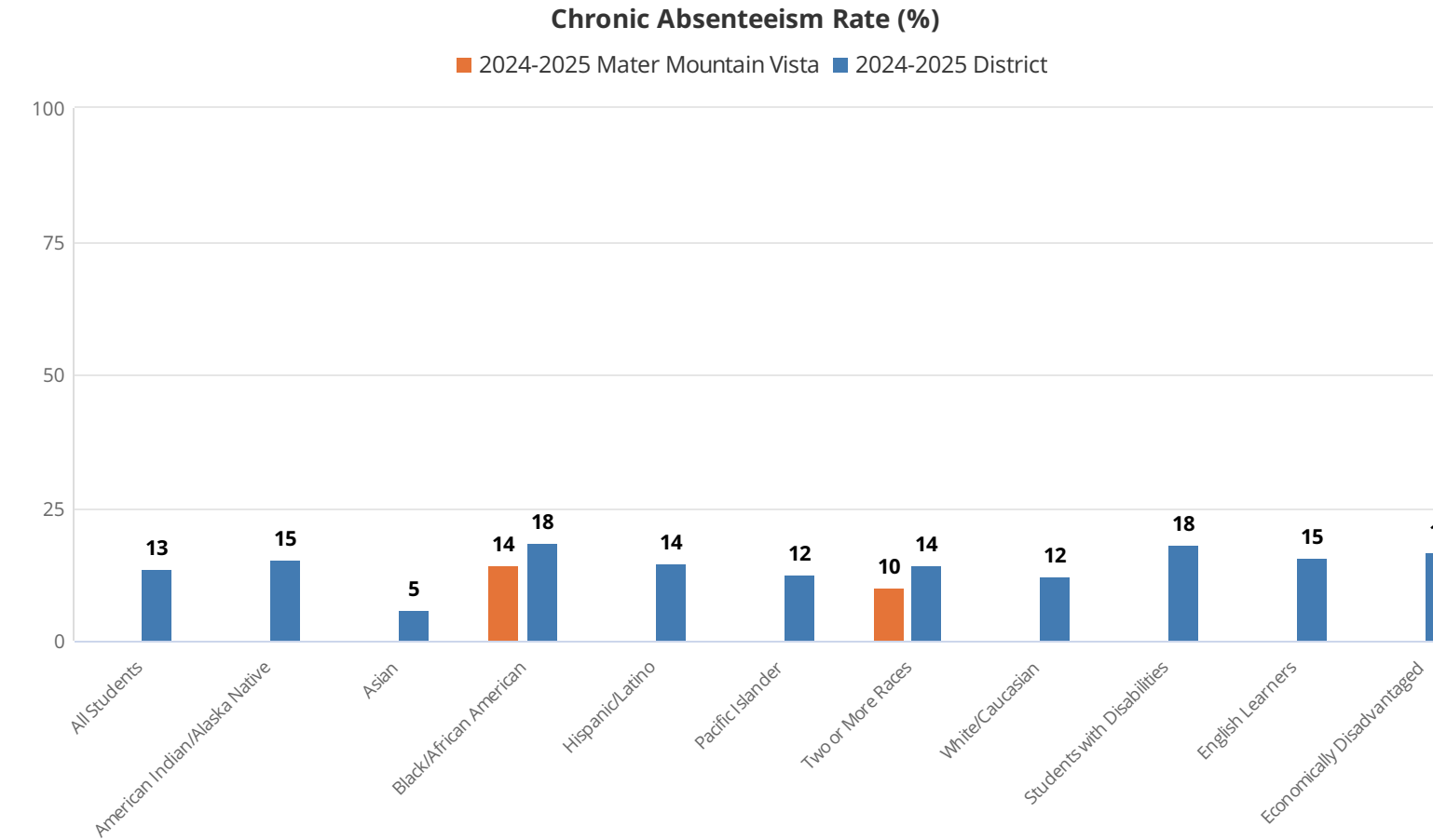
Student Engagement

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. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	13.7	6.7	15.8
American Indian/ Alaska Native	N/A	15.5	-	24.5
Asian	-	5.8	-	6
Black/ African American	14.2	18.5	21.8	21
Hispanic/ Latino	<5	14.7	<5	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	10	14.5	9	14.2
White/ Caucasian	<5	12.4	16.6	13.2
Students with Disabilities	<5	18.3	9.3	21.7
English Learners	<5	15.9	6.8	20.4
Economically Disadvantaged	<5	16.7	6.7	21.4

All Students Chronic Absenteeism Percent Change: -41.7%

Points Earned by the Chronic Absenteeism Rate: 10/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



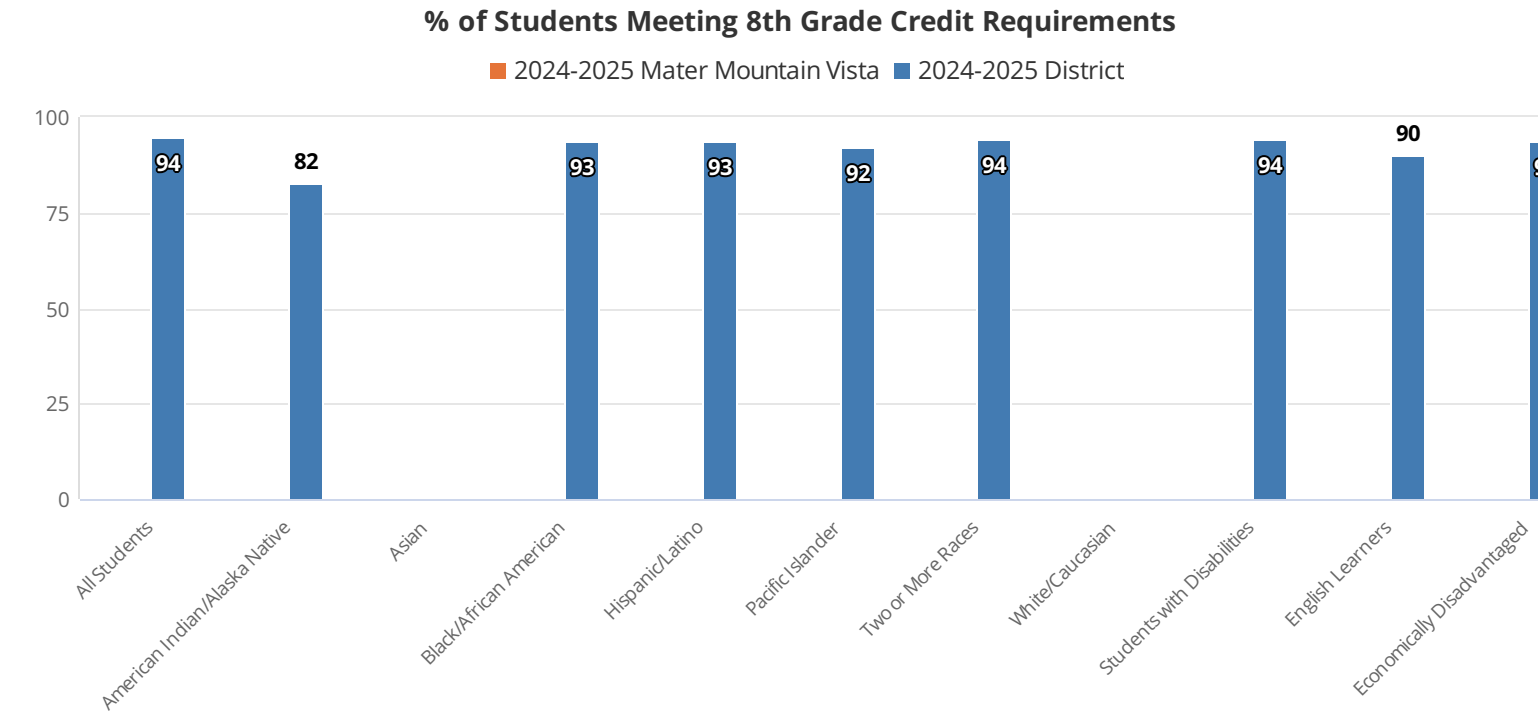
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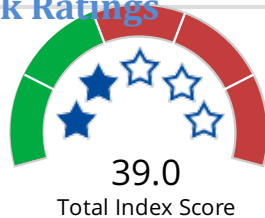
Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	>95	-	>95
Asian	-	>95	-	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

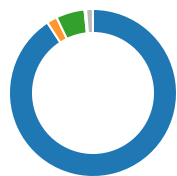
NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	94.7	>95	92.6
American Indian/ Alaska Native	N/A	82.6	-	>95
Asian	-	>95	-	>95
Black/ African American	>95	93.5	92.3	90.2
Hispanic/ Latino	>95	93.6	>95	91.4
Pacific Islander	-	92.4	N/A	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	>95	94.8
Students with Disabilities	>95	94.3	-	91.9
English Learners	>95	90.1	>95	88.7
Economically Disadvantaged	>95	93.9	>95	91.2



School Level: Elementary School
Grade Levels: PK-08
District: State Public Charter School Authority
School Address: 4760 East Bonanza Road
 Las Vegas, NV 89110



School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



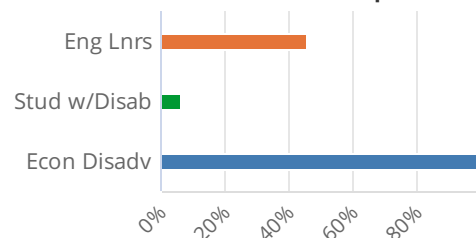
Student Race/Ethnicity

2.0% White
 5.5% BI/Afr Am
 90.5% Hisp/Latino
 0.2% Asian
 N/A% Am Ind/AK Nat
 0.1% Pac Isl
 1.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	54.0 ★★
2021-2022	48.5 NR

Additional Student Groups



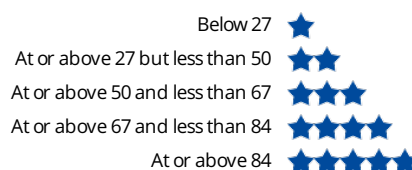
What does my school rating mean?

Two-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.

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?



2023-2024 School Performance



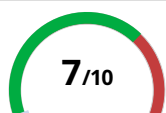
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	35.7	48.3
Math Proficiency	39.8	51.2
ELA Proficiency	40.7	54.6
Science Proficiency	8.9	21.2
Read-by-Grade-3 Proficiency	40.0	51.2



Growth Indicator

Measure	School Median	District Median
Math MGP	47.0	52.0
ELA MGP	41.0	54.0
	School Rate	District Rate
Met Math AGP Target	34.3	44.4
Met ELA AGP Target	34.3	54.0



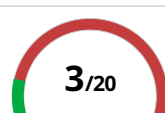
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	48.9	48.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	94.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.6	22.5
Prior Non-Proficient Met ELA AGP Target	22.3	36.5

** 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 Points Earned: 5/20

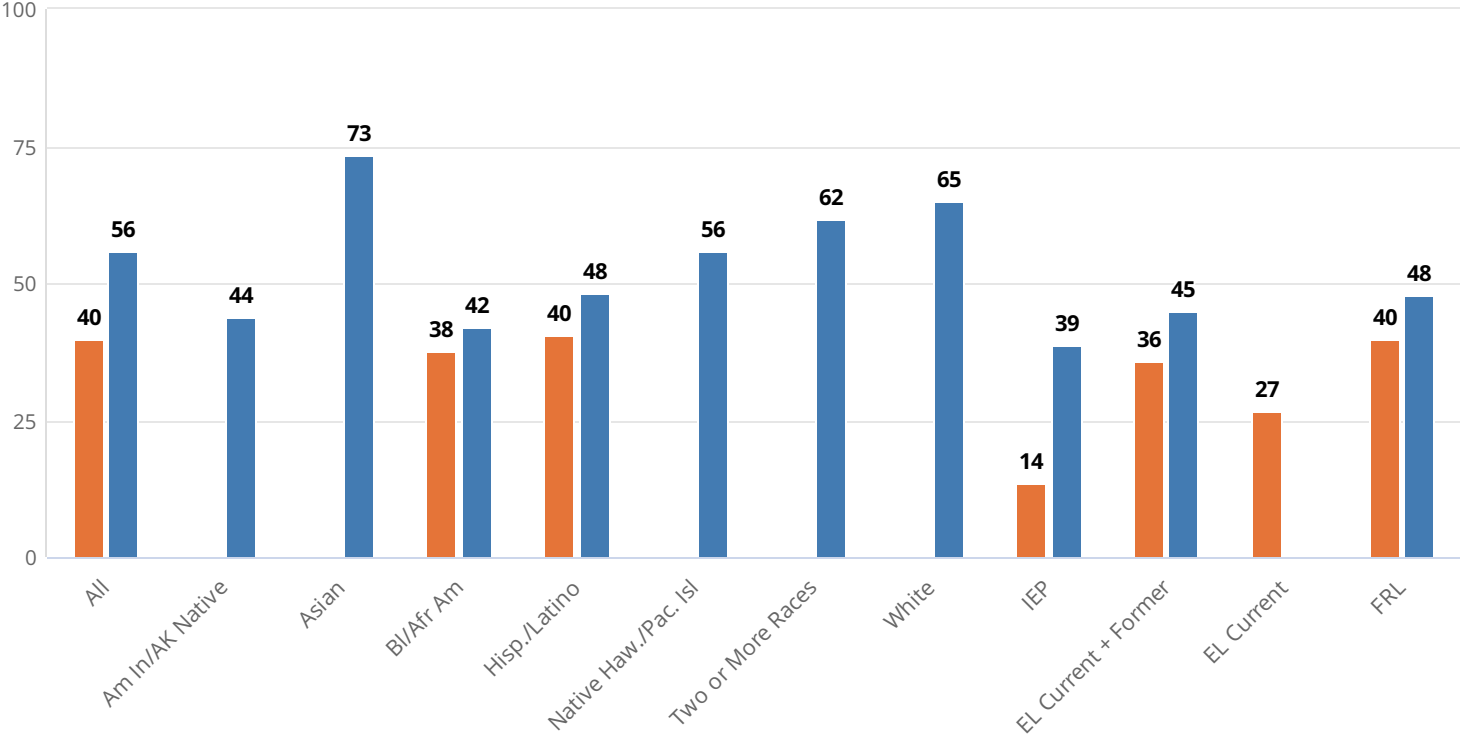
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	35.7	48.3	37.4	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	39.8	51.2	55.8	40.7	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	37.5	31.7	42	32.2	31.4	38.9
Hispanic/Latino	40.4	41.7	48.2	41.0	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	-	57.2	61.6	-	57.8	59.6
White/Caucasian	-	62.7	65.1	53.3	63.7	63.3
Special Education	13.6	26.9	38.8	14.2	29.1	35.5
English Learners Current + Former	35.6	38.7	44.9	34.9	38.1	42
English Learners Current	26.5	27.5		30.0	27.6	
Economically Disadvantaged	39.8	40.4	47.7	40.7	39.0	44.9

Math Assessments
% Proficient

2023-2024 Mater Bonanza 2023-2024 Mips



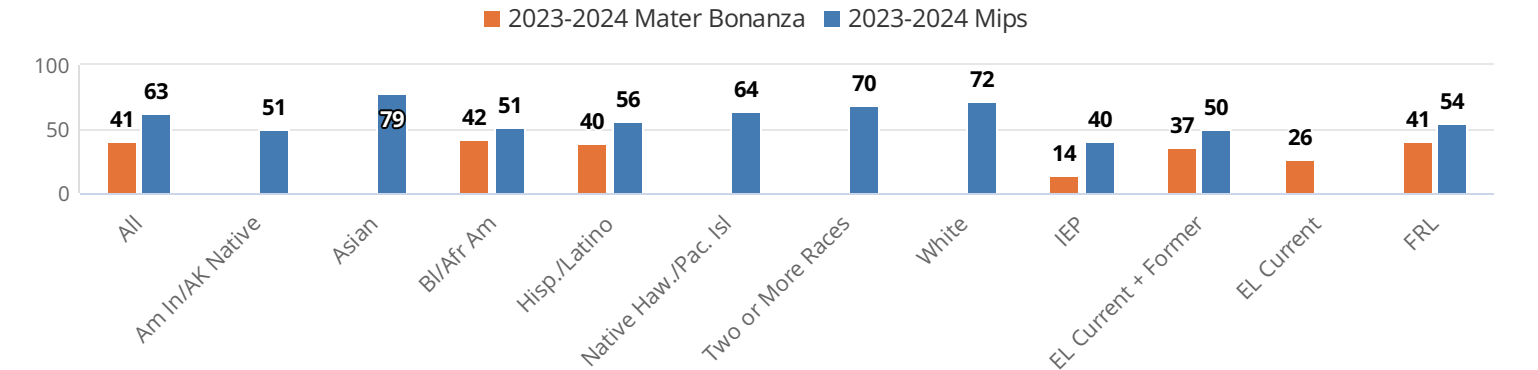


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	40.7	54.6	63.1	43.5	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	41.6	36.5	50.8	29.0	37.5	48.2
Hispanic/Latino	39.7	46.0	55.6	44.1	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	-	60.4	69.5	-	60.7	67.9
White/Caucasian	-	65.2	72.1	53.3	64.4	70.6
Special Education	13.6	25.8	39.9	21.4	27.4	36.8
English Learners Current + Former	36.5	39.5	49.8	35.5	37.6	47.2
English Learners Current	25.8	25.3		29.2	24.1	
Economically Disadvantaged	40.7	44.1	54.4	43.5	42.0	51.9

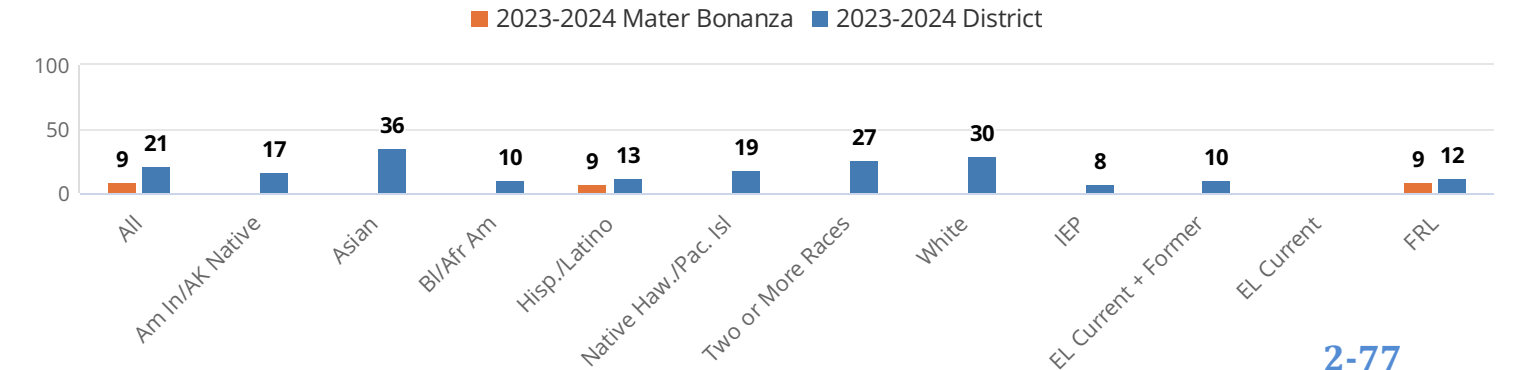
ELA Assessments
% Proficient



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	8.9	21.2	8.5	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	-	15.3
Hispanic/Latino	8.5	12.9	7.1	19.5
Pacific Islander	N/A	19.1	-	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	-	29.6	-	40.9
Special Education	<5	7.6	9.0	12.2
English Learners Current + Former	<5	10.4	5.6	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	8.9	12.4	8.5	17.6

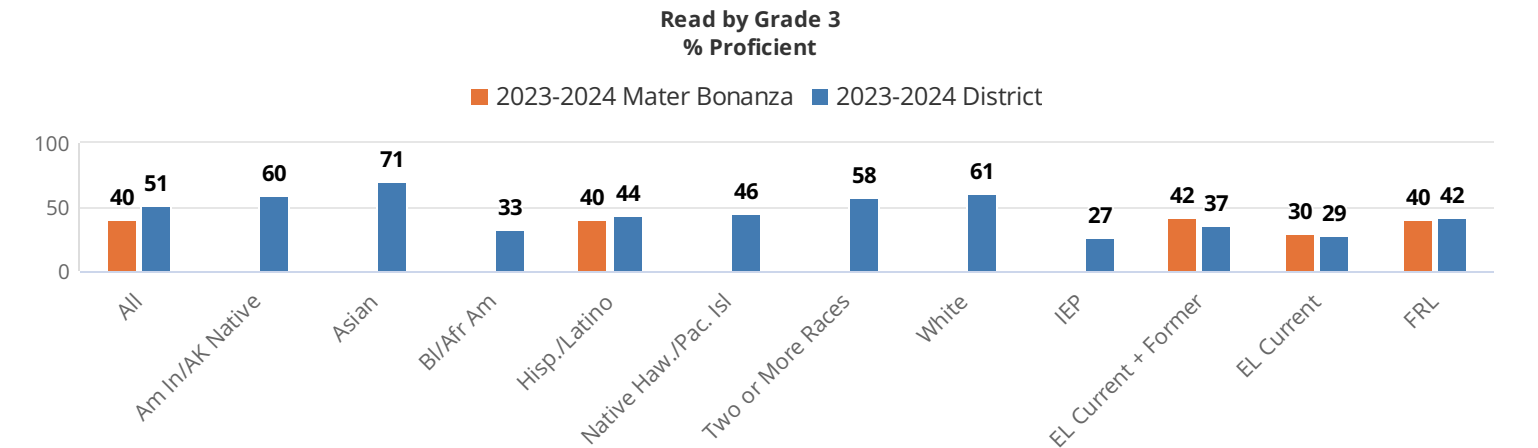
Science Assessments
% Proficient



8/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	40.0	51.2	50.4	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	N/A	71.0	N/A	68.5
Black/African American	-	32.7	36.3	33.9
Hispanic/Latino	40.0	43.7	51.0	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	N/A	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	-	27.0	-	29.5
English Learners Current + Former	42.0	36.6	43.8	36.1
English Learners Current	30.3	28.5	40.7	27.6
Economically Disadvantaged	40.0	42.4	50.4	40.3





Academic Achievement

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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 4/10				ELA MGP Points Earned: 3/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	47.0	52.0	41.0	54.0	56.5	55.0	56.5	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	44.0	46.0	41.0	49.0	59.0	52.0	68.5	50.0
Hispanic/Latino	47.0	50.0	44.5	52.0	52.0	54.0	55.0	53.0
Pacific Islander	N/A	53.0	N/A	54.0	-	60.5	-	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	-	53.0	-	57.0	65.5	56.0	55.0	57.0
Special Education	37.0	46.0	47.0	48.0	29.0	49.0	43.0	51.0
English Learners Current + Former	46.0	53.0	43.0	53.0	49.5	55.0	57.0	54.0
English Learners Current	43.5	49.0	38.5	51.0	53.0	54.0	58.5	53.0
Economically Disadvantaged	47.0	51.0	41.0	52.0	56.5	54.0	56.5	53.0

AGP Growth Data		Math AGP Points Earned: 3.5/7.5				ELA AGP Points Earned: 0.5/7.5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	34.3	44.4	34.3	54.0	41.0	50.8	44.3	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	36.8	28.9	31.5	41.4	40.0	38.1	45.0	42.1
Hispanic/Latino	34.8	36.9	35.4	48.1	39.7	43.8	43.8	46.9
Pacific Islander	N/A	42.7	N/A	51.1	-	52.8	-	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	-	52.8	-	61.4	50.0	58.8	50.0	58.9
Special Education	15.7	27.2	15.7	32.4	14.2	32.3	23.8	34.0
English Learners Current + Former	30.8	38.8	33.0	46.0	32.1	41.8	39.2	43.1
English Learners Current	22.6	27.5	25.0	35.8	25.5	33.5	33.7	33.8
Economically Disadvantaged	34.3	36.5	34.3	46.7	41.0	43.0	44.3	45.2

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



English Language

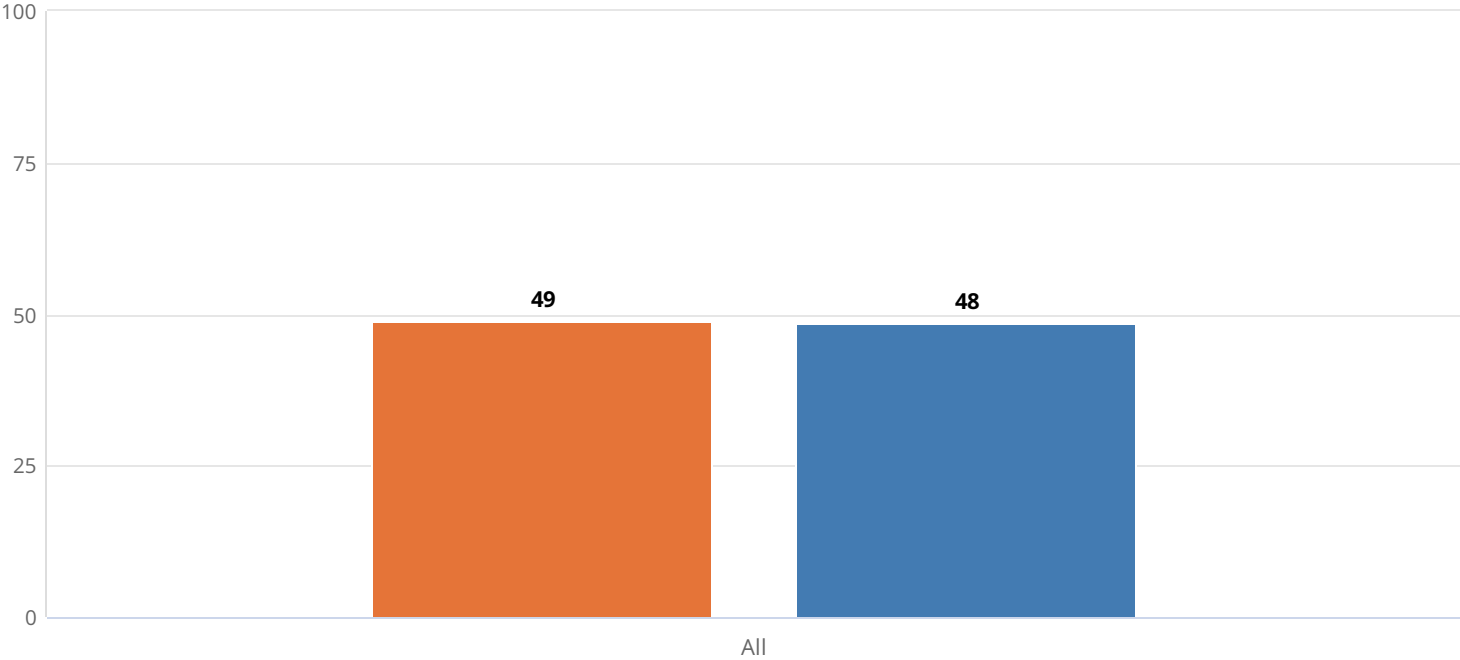
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 7/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target			Target		
ELPA	243	48.9	48.4	243	51.0	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Mater Bonanza 2023-2024 District



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 1/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	16.6	22.5	22.3	36.5	24.2	31.9	30.9	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	N/A	44.8	N/A	42.0	N/A	48.2
Black/African American	36.3	15.8	45.4	29.4	33.3	25.9	33.3	29.9
Hispanic/Latino	14.6	20.4	20.5	34.4	22.8	29.9	30.3	34.4
Pacific Islander	N/A	29.4	N/A	32.8	N/A	33.3	N/A	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	-	27.2	-	43.4	-	37.8	-	42.6
Special Education	12.5	14.6	6.2	23.4	5.5	20.8	11.1	25.2
English Learners Current + Former	15.1	23.3	21.9	34.1	17.8	27.5	31.0	31.6
English Learners Current	14.0	20.0	15.0	31.2	15.3	25.4	31.3	30.3
Economically Disadvantaged	16.6	20.8	22.3	33.4	24.2	28.7	30.9	33.1



Student Engagement

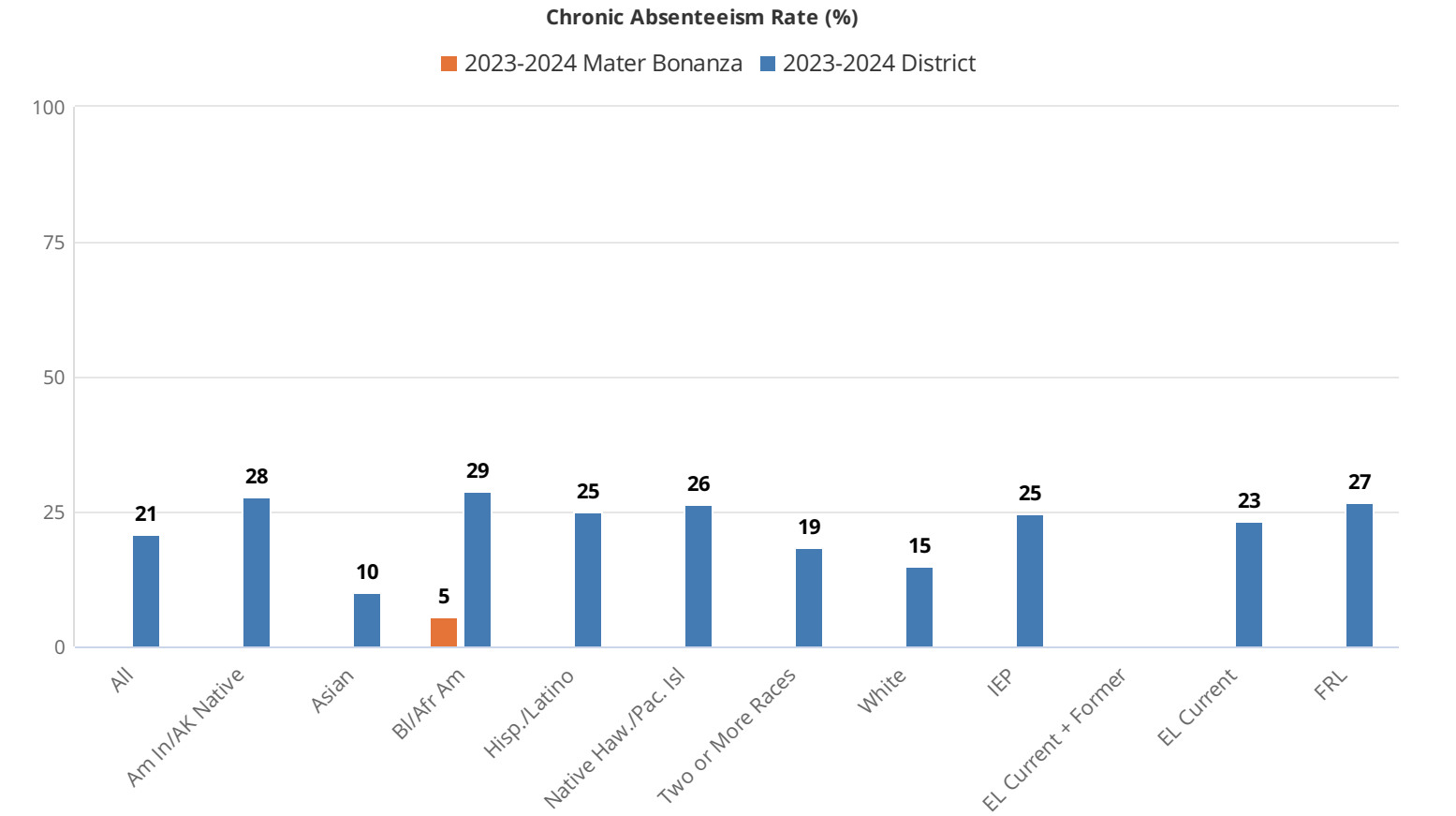
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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. 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: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	<5	22.9
American Indian/Alaska Native	N/A	27.7	N/A	24.0
Asian	-	10.0	-	12.9
Black/African American	5.4	28.9	<5	30.1
Hispanic/Latino	<5	25.0	<5	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	-	18.5	7.1	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	6.6	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	5.8	25.4
Economically Disadvantaged	<5	26.8	<5	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1



School Level: Middle School

Grade Levels: PK-08

District: State Public Charter School Authority

School Address: 4760 East Bonanza Road Las Vegas, NV 89110

56.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

2.4% White

5.3% BI/Afr Am

88.4% Hisp/Latino

0.5% Asian

0.2% Am Ind/AK Nat

0.8% Pac Isl

2.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	52.5 ★★☆☆
2021-2022	47.0 NR

Additional Student Groups

Eng Lnrs	~35%
Stud w/Disab	~10%
Econ Disadv	~95%

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 ★★★★★

2023-2024 School Performance

9/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	31.9	47.3
Math Proficiency	25.0	39.8
ELA Proficiency	38.0	54.2
Science Proficiency	34.7	48.8

19/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	57.0	57.0
ELA MGP	59.0	59.0

	School Rate	District Rate
Met Math AGP Target	24.1	40.5
Met ELA AGP Target	39.1	54.7

9/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	34.0	27.2

**15/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	80.0	N/A

4/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	8.8	16.3
Prior Non-Proficient Met ELA AGP Target	16.2	26.0

** 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.

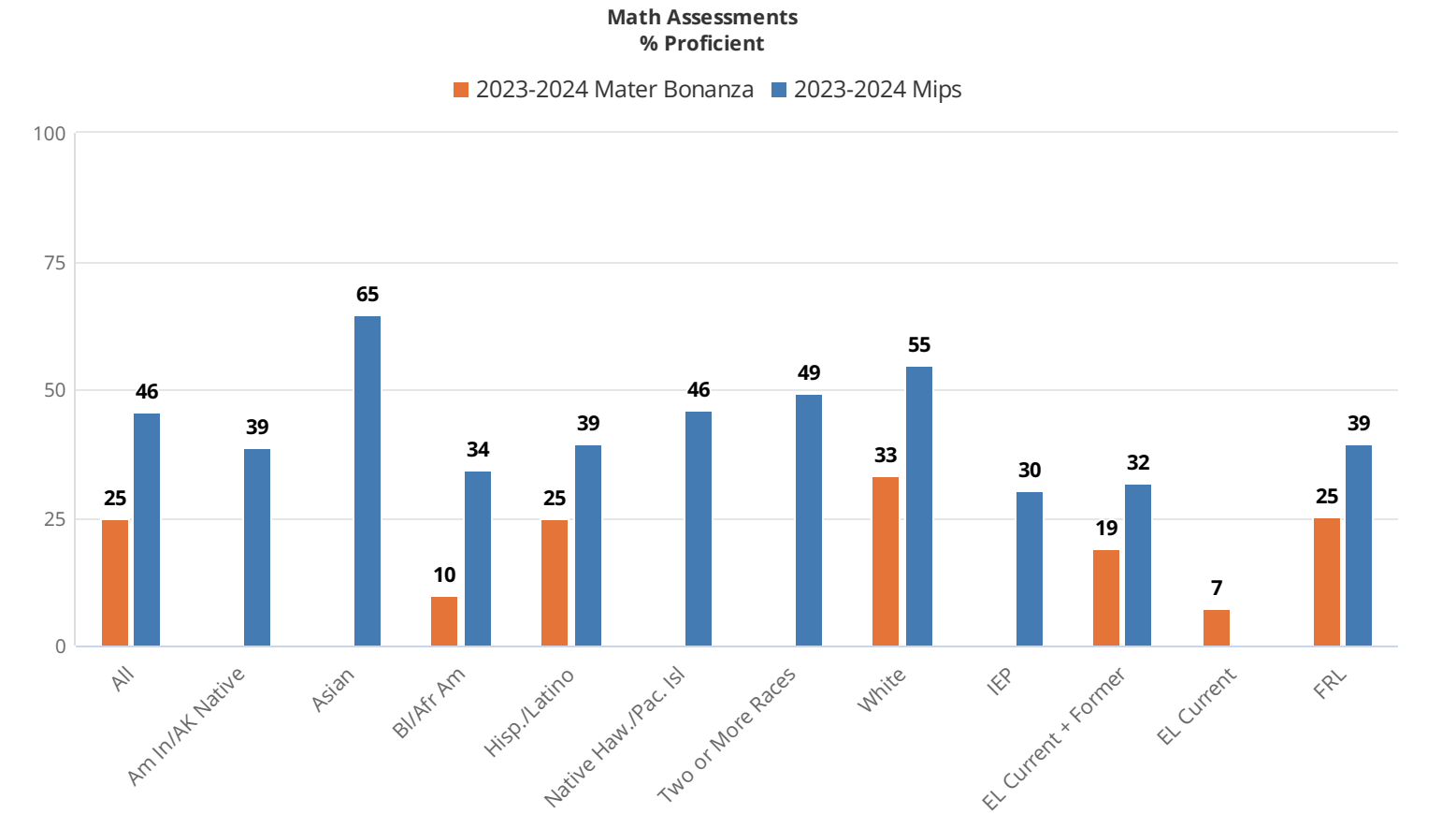
Pooled Proficiency

Pooled Proficiency Points Earned: 9/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	31.9	47.3	26.7	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	25.0	39.8	45.6	22.0	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	10.0	21.6	34.4	9.0	19.4	31
Hispanic/Latino	24.8	28.7	39.4	21.6	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	-	47.6	49.1	-	44.5	46.4
White/Caucasian	33.3	54.3	54.7	-	51.4	52.3
Special Education	<5	11.3	30.2	<5	11.5	26.5
English Learners Current + Former	18.8	20.5	31.6	18.0	21.5	28
English Learners Current	7.3	6.2		<5	6.5	
Economically Disadvantaged	25.1	27.1	39.3	22.0	24.9	36.1





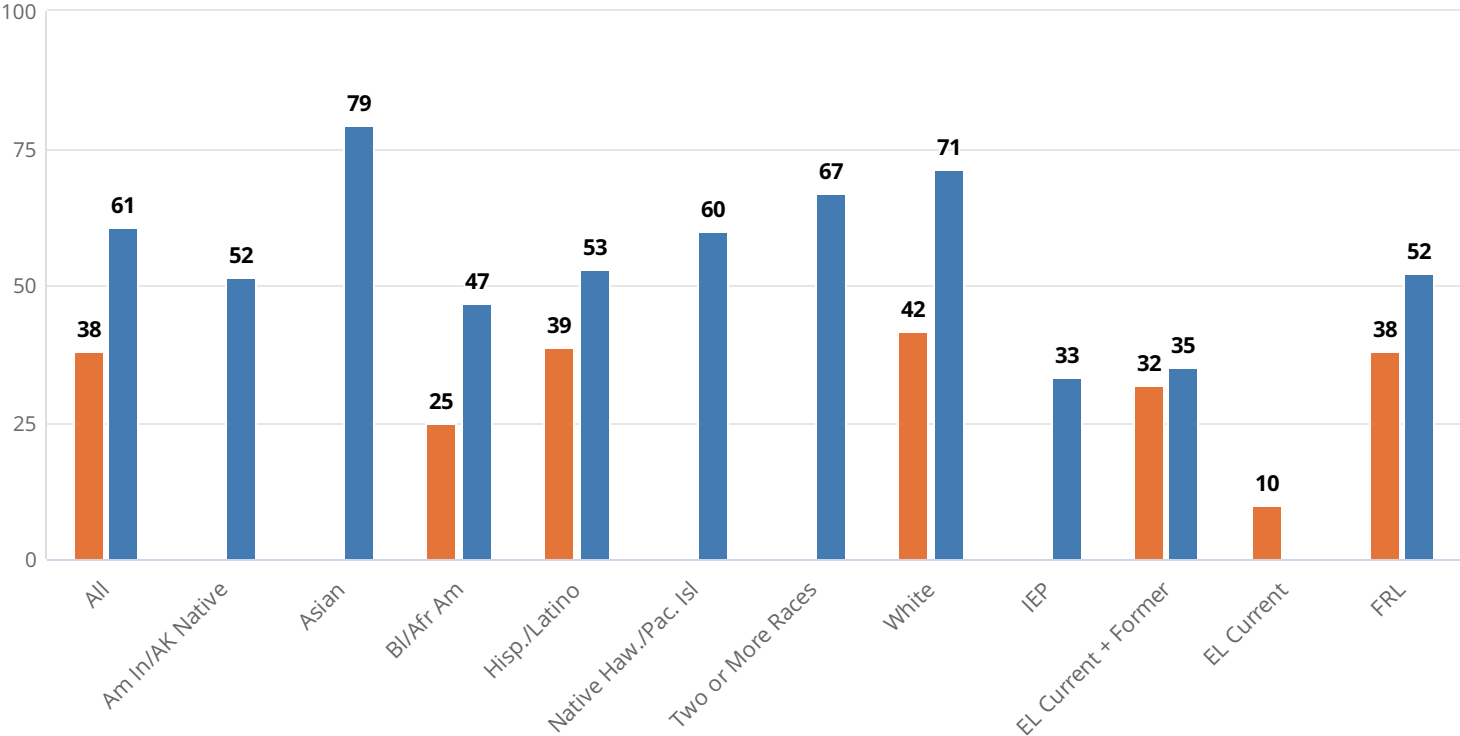
Academic Achievement

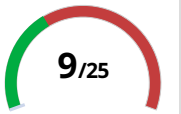
ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	38.0	54.2	60.6	35.0	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	25.0	40.1	46.7	27.2	37.4	43.9
Hispanic/Latino	38.6	44.9	53	33.9	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	-	62.1	66.8	-	60.0	65
White/Caucasian	41.6	65.0	71.1	-	64.0	69.6
Special Education	<5	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	31.6	32.1	35.1	31.9	34.0	31.7
English Learners Current	10.0	11.3		8.7	12.0	
Economically Disadvantaged	38.1	42.5	52.3	35.0	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Mater Bonanza 2023-2024 Mips

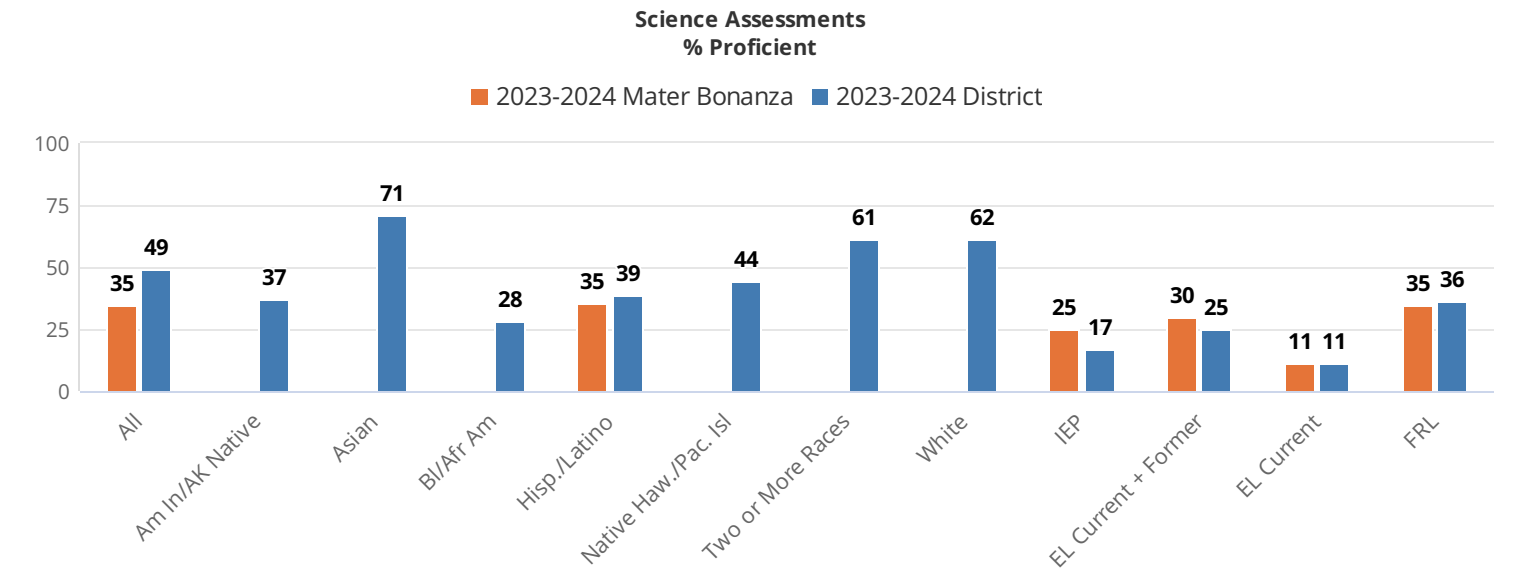




Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	34.7	48.8	15.3	43.9
American Indian/Alaska Native	-	36.8	-	41.6
Asian	N/A	71.3	-	63.5
Black/African American	-	27.9	-	25.3
Hispanic/Latino	35.1	38.9	14.2	34.8
Pacific Islander	N/A	44.1	-	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	25.0	16.8	<5	13.6
English Learners Current + Former	30.1	24.6	10.7	20.7
English Learners Current	11.1	11.4	<5	8.5
Economically Disadvantaged	35.0	36.0	15.3	30.8



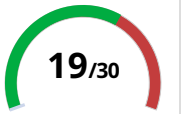
Participation on State Assessments

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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 7/10				ELA MGP Points Earned: 8/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	57.0	57.0	59.0	59.0	50.5	56.0	61.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	54.5	52.0	49.5	57.0	53.5	51.0	45.5	55.0
Hispanic/Latino	58.0	57.0	60.0	59.0	50.0	54.0	61.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	-	58.0	-	60.0	-	59.0	-	58.0
White/Caucasian	50.0	57.0	51.5	58.0	-	58.0	-	56.0
Special Education	54.0	53.0	56.0	56.0	46.0	52.0	65.0	55.0
English Learners Current + Former	59.0	56.0	57.0	58.0	51.0	54.0	64.0	56.0
English Learners Current	58.0	56.0	54.5	55.0	53.0	53.0	60.0	53.0
Economically Disadvantaged	57.0	56.0	59.5	58.0	50.5	54.0	61.0	55.0

AGP Growth Data		Math AGP Points Earned: 2.5/5				ELA AGP Points Earned: 1.5/5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	24.1	40.5	39.1	54.7	22.9	40.4	37.4	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	20.0	24.1	25.0	42.6	<5	23.7	31.8	39.6
Hispanic/Latino	24.3	30.4	39.6	46.4	22.9	30.6	36.3	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	-	46.6	-	61.9	-	46.9	-	59.5
White/Caucasian	<5	53.0	41.6	63.6	-	51.9	-	61.5
Special Education	7.3	14.6	9.7	22.8	7.8	15.1	10.5	22.3
English Learners Current + Former	19.6	23.0	31.7	35.8	19.2	24.3	36.6	35.3
English Learners Current	8.4	10.1	10.3	17.2	10.0	10.9	12.0	16.2
Economically Disadvantaged	24.1	29.5	39.2	44.8	22.9	28.1	37.4	41.9

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

9/10

English Language

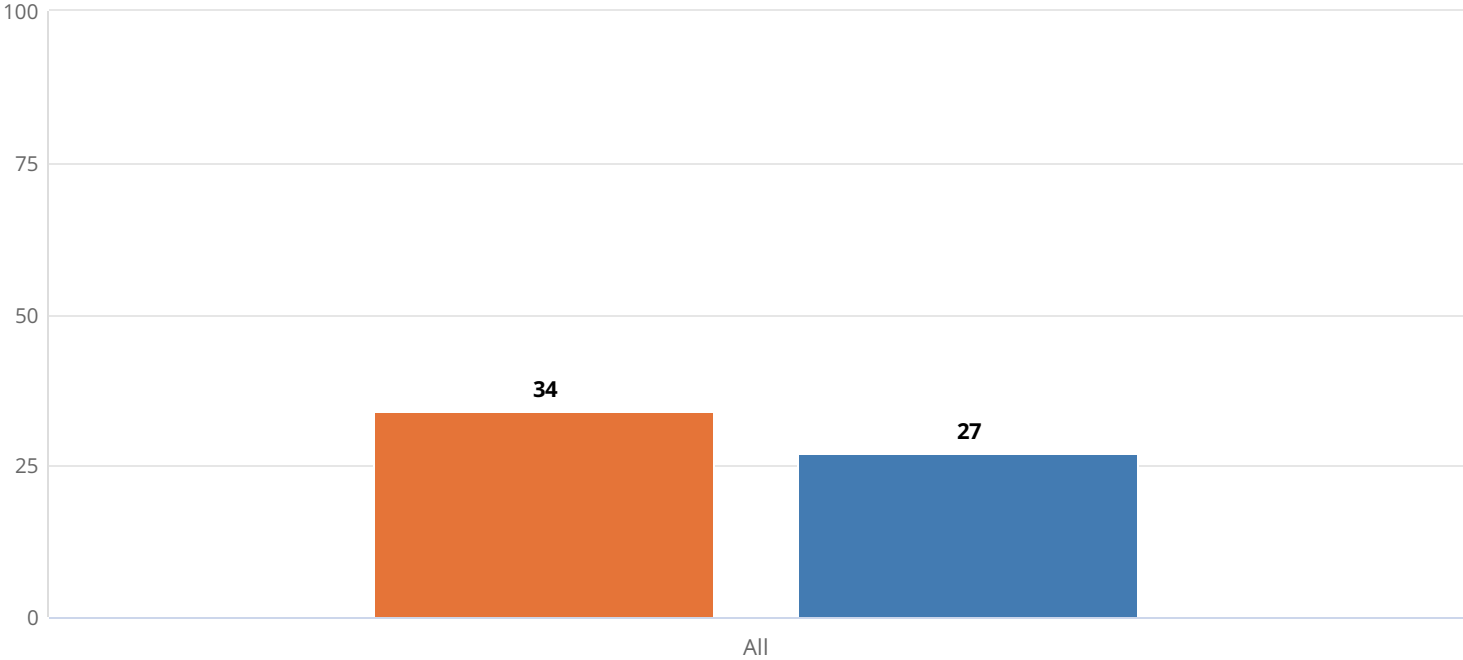
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

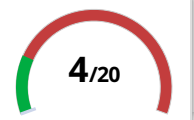
	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	97	34.0	27.2	99	34.3	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Mater Bonanza 2023-2024 District



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.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 2/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	8.8	16.3	16.2	26.0	12.2	18.0	15.2	23.3
American Indian/Alaska Native	-	14.6	N/A	26.4	-	18.9	-	23.3
Asian	N/A	29.2	N/A	37.1	-	26.3	N/A	36.0
Black/African American	11.7	10.9	11.7	21.2	<5	12.5	14.2	20.2
Hispanic/Latino	8.7	13.5	16.6	23.6	13.1	15.4	15.0	21.4
Pacific Islander	N/A	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	-	22.6	-	30.5	-	23.6	-	26.3
Special Education	5.0	7.3	5.4	13.5	7.8	8.5	11.1	12.4
English Learners Current + Former	8.5	11.4	13.0	20.6	11.7	13.5	17.7	18.6
English Learners Current	5.0	7.4	7.2	13.9	9.2	8.9	9.0	12.7
Economically Disadvantaged	8.8	13.6	16.3	22.8	12.2	14.2	15.2	20.9



Student Engagement

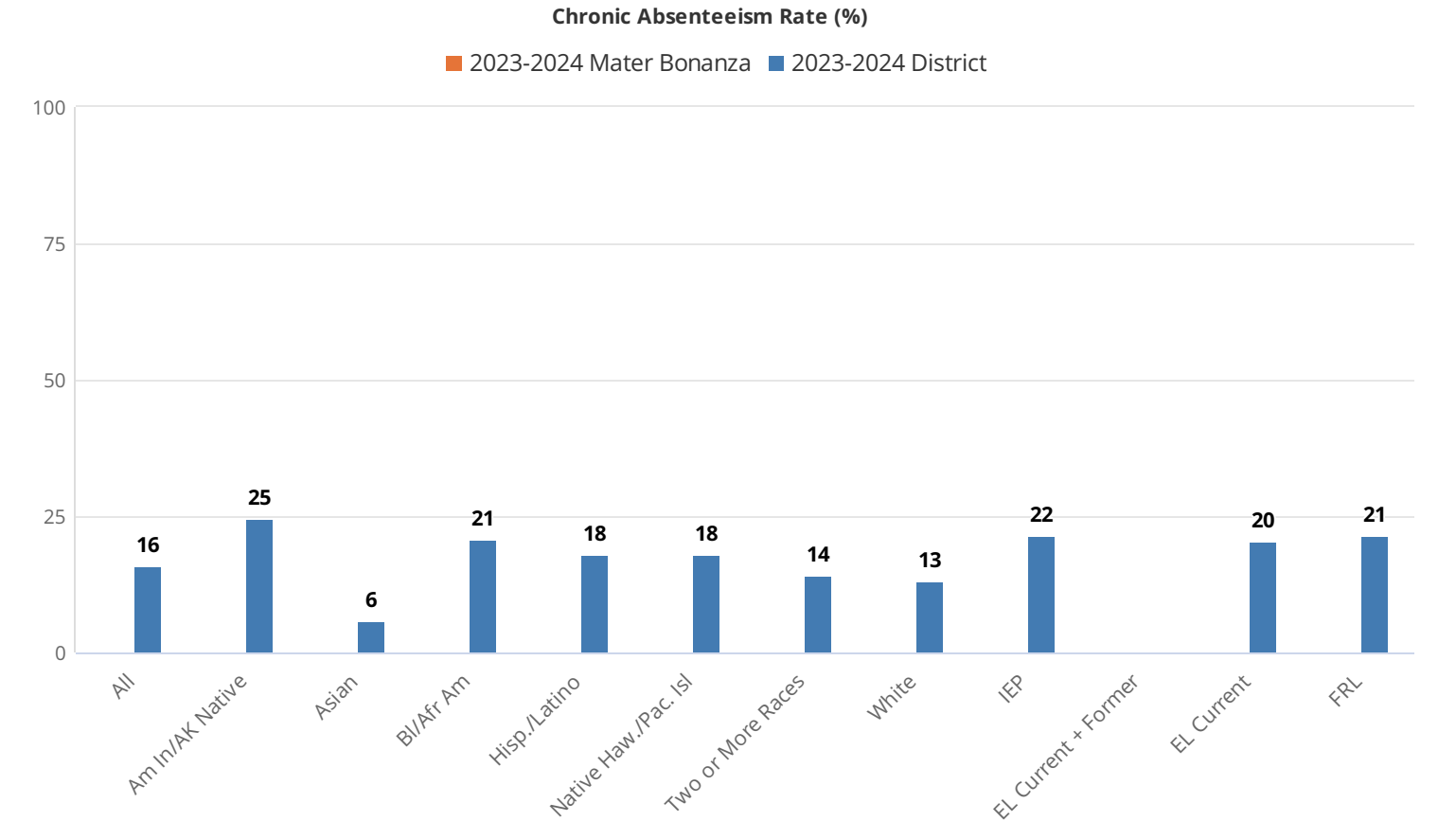
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	15.8	<5	18.8
American Indian/Alaska Native	N/A	24.5	-	30.1
Asian	-	6.0	-	9.3
Black/African American	<5	21.0	9.0	24.2
Hispanic/Latino	<5	18.2	<5	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	-	14.2	-	19.0
White/Caucasian	-	13.2	-	16.5
Special Education	<5	21.7	6.9	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	20.4	<5	21.6
Economically Disadvantaged	<5	21.4	<5	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

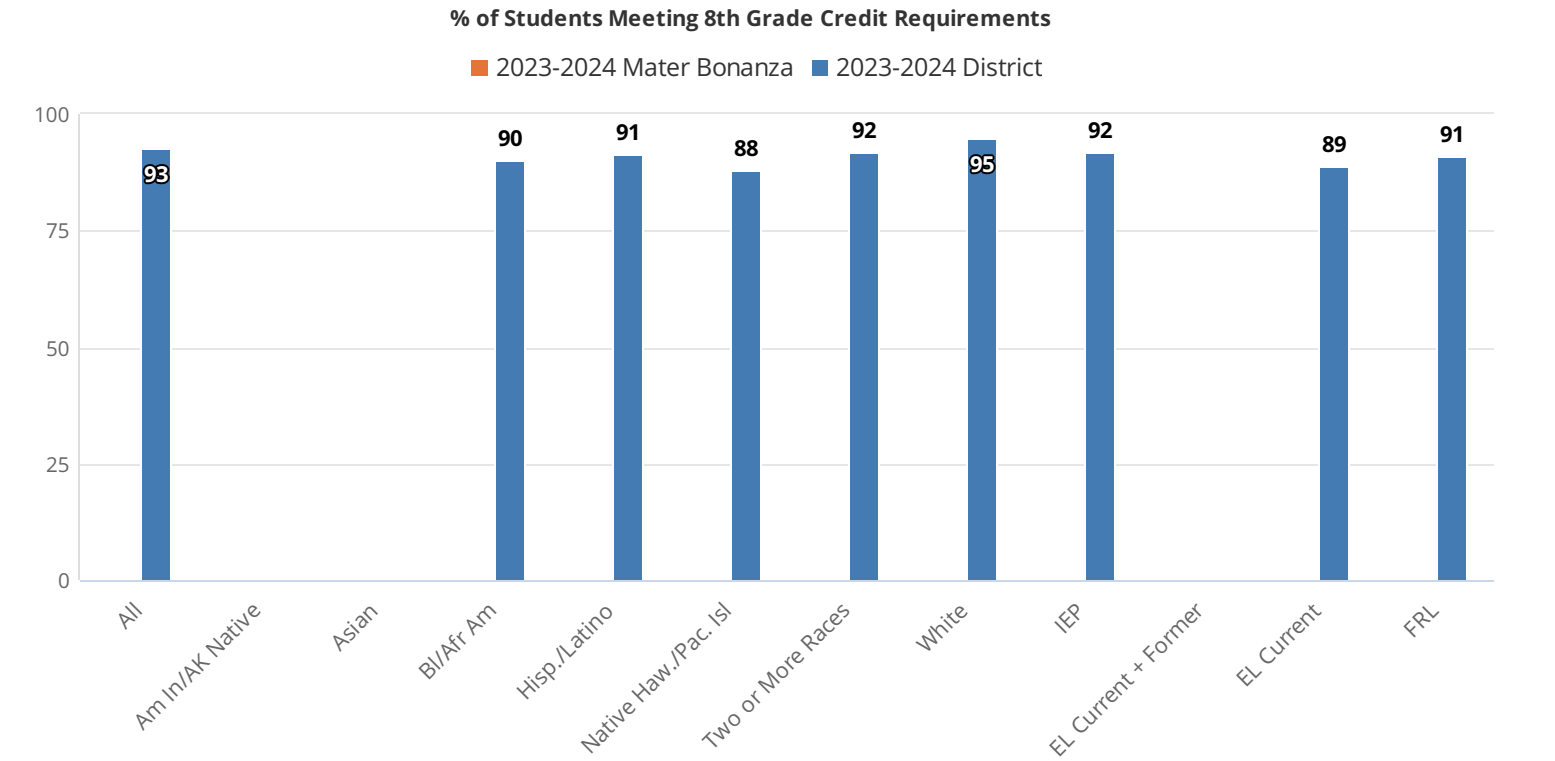




Student Engagement

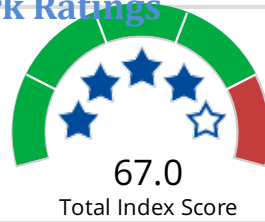
Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	-	>95
Asian	N/A	>95	-	>95
Black/African American	-	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	N/A	87.8	-	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	-	94.8	-	94.8
Special Education	>95	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	88.7	>95	90.5
Economically Disadvantaged	>95	91.2	>95	90.5

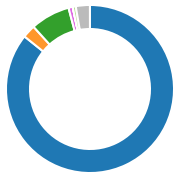


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110



School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



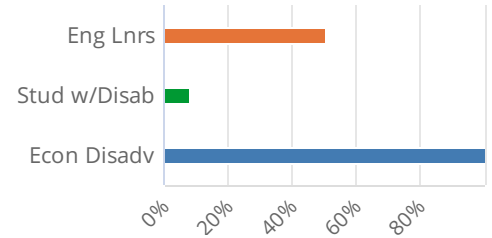
Student Race/Ethnicity

2.5% White
 7.6% BI/Afr Am
 85.6% Hisp/Latino
 0.8% Asian
 N/A% Am Ind/AK Nat
 0.6% Pac Isl
 2.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	41.0 ★★
2021-2022	26.5 NR

Additional Student Groups



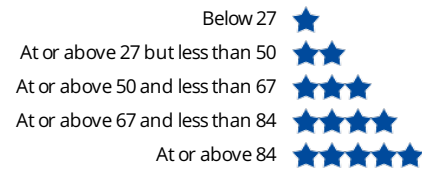
What does my school rating mean?

Four-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.

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?



2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.1	48.3
Math Proficiency	37.5	51.2
ELA Proficiency	46.1	54.6
Science Proficiency	10.6	21.2
Read-by-Grade-3 Proficiency	42.0	51.2



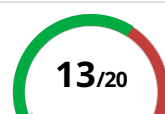
Growth Indicator

Measure	School Median	District Median
Math MGP	58.0	52.0
ELA MGP	62.0	54.0
	School Rate	District Rate
Met Math AGP Target	40.1	44.4
Met ELA AGP Target	57.1	54.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.0	48.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	25.9	22.5
Prior Non-Proficient Met ELA AGP Target	49.2	36.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	>95	N/A

** 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 Points Earned: 5/20

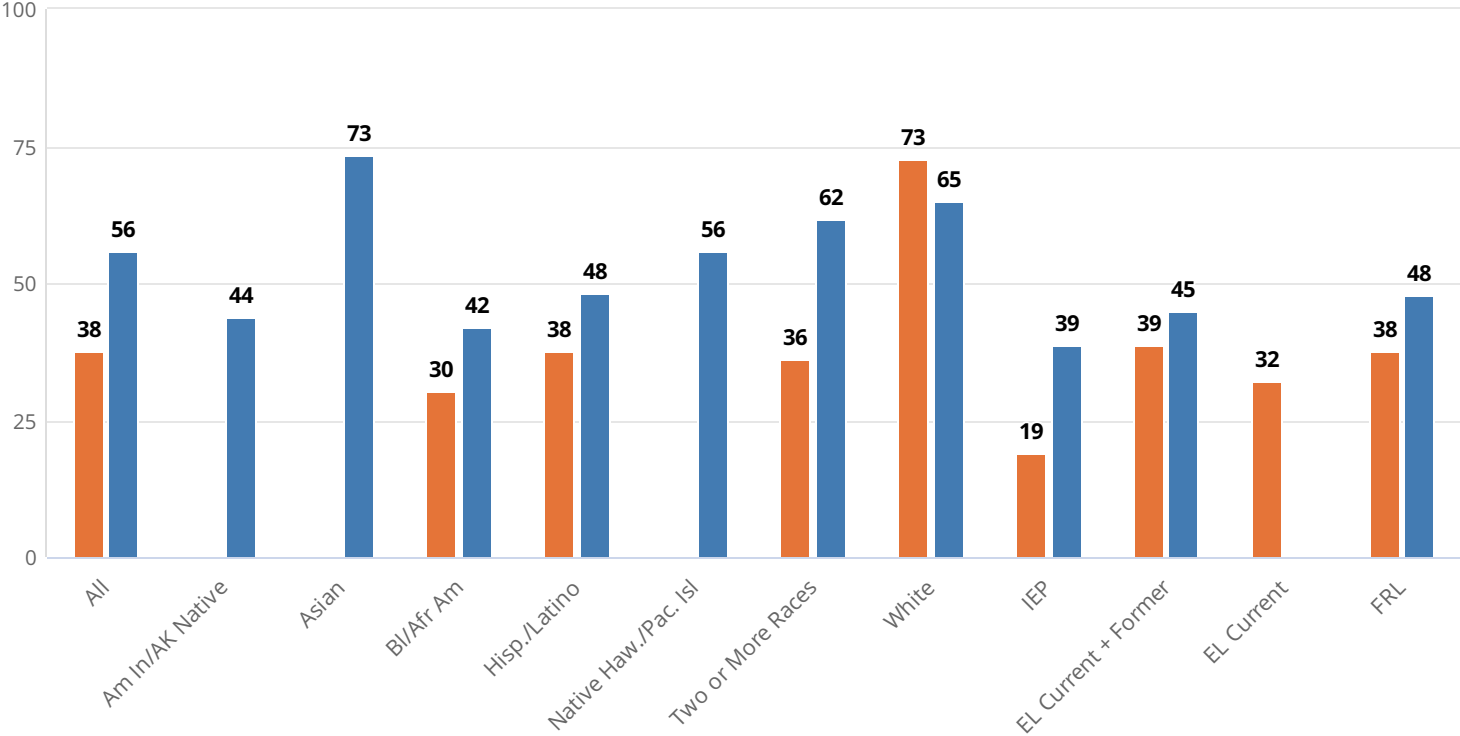
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	37.1	48.3	30.3	50.0

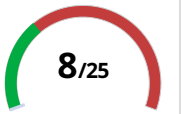
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	37.5	51.2	55.8	34.5	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	30.3	31.7	42	27.9	31.4	38.9
Hispanic/Latino	37.5	41.7	48.2	34.3	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	36.3	57.2	61.6	33.3	57.8	59.6
White/Caucasian	72.7	62.7	65.1	68.7	63.7	63.3
Special Education	19.0	26.9	38.8	11.9	29.1	35.5
English Learners Current + Former	38.7	38.7	44.9	34.9	38.1	42
English Learners Current	32.0	27.5		28.9	27.6	
Economically Disadvantaged	37.5	40.4	47.7	34.5	39.0	44.9

Math Assessments
% Proficient

2023-2024 Mater Academy East 2023-2024 Mips



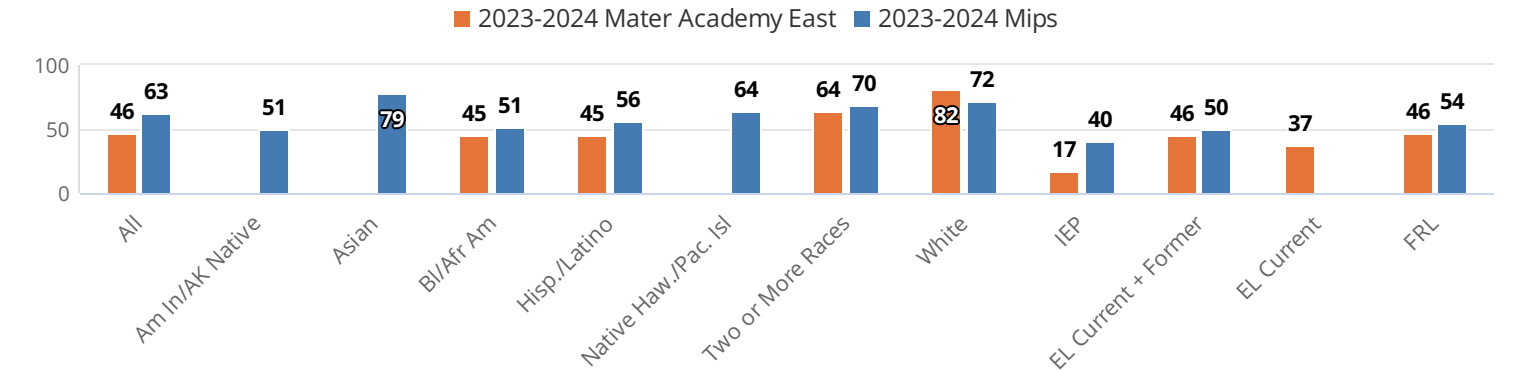


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	46.1	54.6	63.1	31.9	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	45.4	36.5	50.8	37.2	37.5	48.2
Hispanic/Latino	44.9	46.0	55.6	29.5	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	63.6	60.4	69.5	50.0	60.7	67.9
White/Caucasian	81.8	65.2	72.1	62.5	64.4	70.6
Special Education	16.6	25.8	39.9	9.7	27.4	36.8
English Learners Current + Former	45.9	39.5	49.8	28.2	37.6	47.2
English Learners Current	37.2	25.3		21.1	24.1	
Economically Disadvantaged	46.1	44.1	54.4	31.9	42.0	51.9

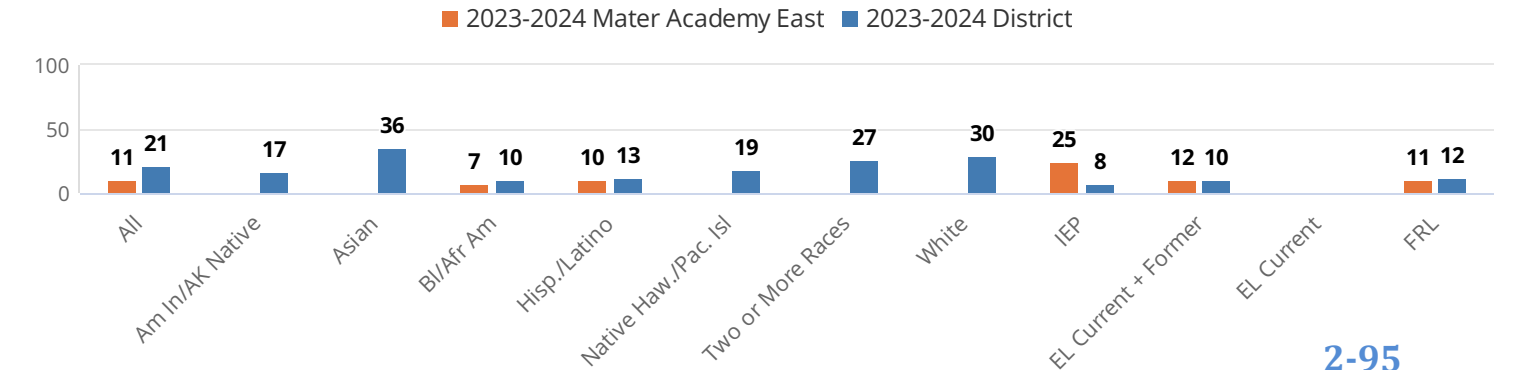
ELA Assessments
% Proficient



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	10.6	21.2	12.8	29.8
American Indian/Alaska Native	N/A	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	7.1	10.4	5.5	15.3
Hispanic/Latino	10.2	12.9	14.4	19.5
Pacific Islander	-	19.1	N/A	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	-	29.6	-	40.9
Special Education	25.0	7.6	6.2	12.2
English Learners Current + Former	11.6	10.4	11.1	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	10.6	12.4	12.8	17.6

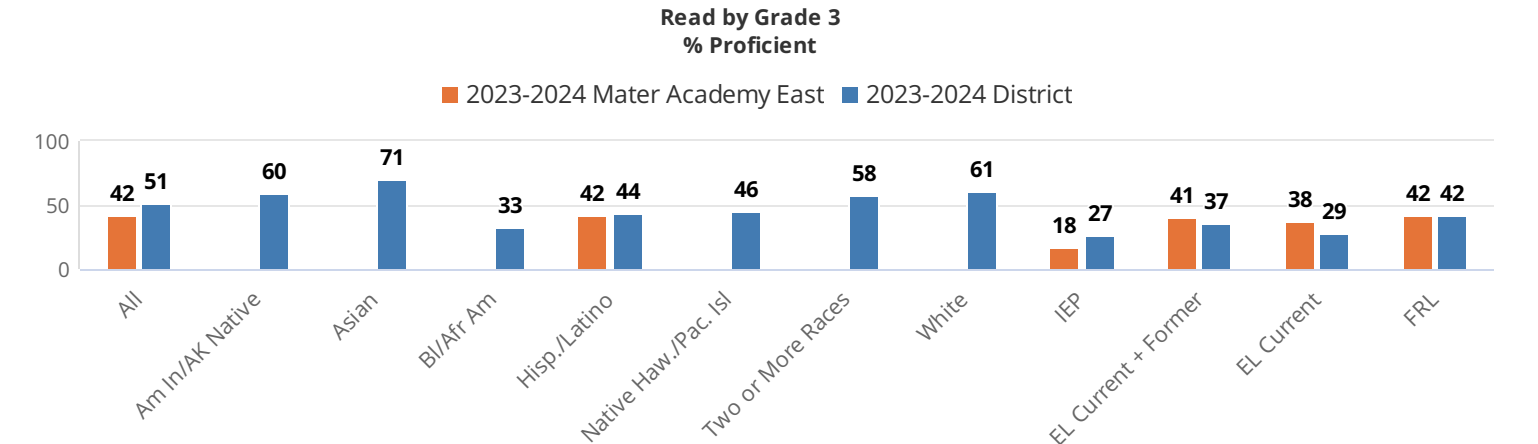
Science Assessments
% Proficient





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	42.0	51.2	34.0	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	60.0	33.9
Hispanic/Latino	41.6	43.7	29.2	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	17.6	27.0	<5	29.5
English Learners Current + Former	40.8	36.6	32.1	36.1
English Learners Current	38.0	28.5	31.7	27.6
Economically Disadvantaged	42.0	42.4	34.0	40.3





Academic Achievement

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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 8/10				ELA MGP Points Earned: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	58.0	52.0	62.0	54.0	52.0	55.0	43.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	-	46.0	-	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	62.0	46.0	54.5	49.0	50.0	52.0	41.0	50.0
Hispanic/Latino	59.0	50.0	62.0	52.0	51.0	54.0	43.5	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	-	53.0	-	57.0	-	56.0	-	57.0
Special Education	25.0	46.0	44.0	48.0	46.5	49.0	45.5	51.0
English Learners Current + Former	59.0	53.0	63.0	53.0	49.0	55.0	43.0	54.0
English Learners Current	58.5	49.0	64.0	51.0	45.0	54.0	42.0	53.0
Economically Disadvantaged	58.0	51.0	62.0	52.0	52.0	54.0	43.0	53.0

AGP Growth Data		Math AGP Points Earned: 5/7.5				ELA AGP Points Earned: 6/7.5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	40.1	44.4	57.1	54.0	37.4	50.8	29.0	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	-	41.3	-	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	37.5	28.9	54.1	41.4	24.2	38.1	27.2	42.1
Hispanic/Latino	40.2	36.9	56.2	48.1	37.3	43.8	29.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	-	52.8	-	61.4	-	58.8	-	58.9
Special Education	25.0	27.2	33.3	32.4	23.0	32.3	19.2	34.0
English Learners Current + Former	40.5	38.8	57.4	46.0	36.1	41.8	26.3	43.1
English Learners Current	32.6	27.5	52.1	35.8	26.7	33.5	18.8	33.8
Economically Disadvantaged	40.1	36.5	57.1	46.7	37.4	43.0	29.0	45.2

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



English Language

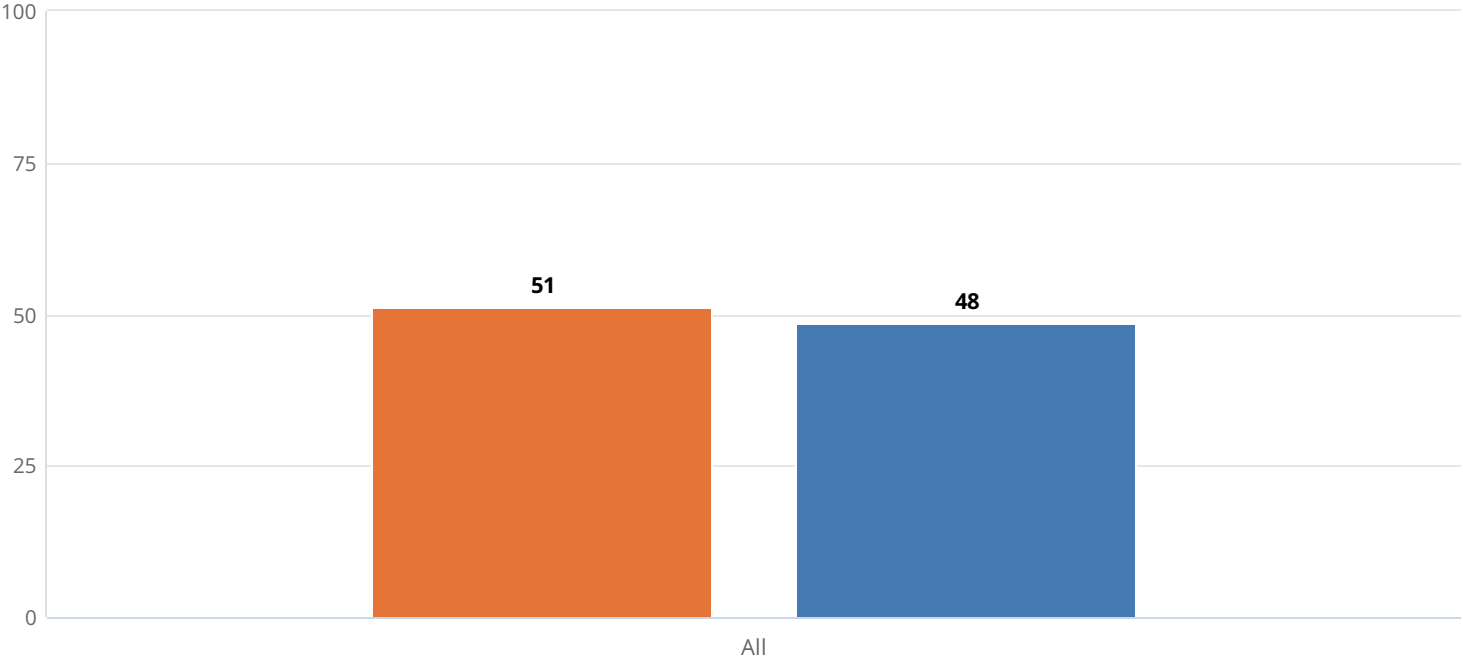
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 8/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	333	51.0	48.4	321	50.7	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Mater Academy East 2023-2024 District



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 9/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	25.9	22.5	49.2	36.5	26.1	31.9	21.5	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	-	26.3	-	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	23.5	15.8	40.0	29.4	16.0	25.9	23.8	29.9
Hispanic/Latino	26.0	20.4	49.4	34.4	26.5	29.9	20.5	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	-	27.2	-	43.4	-	37.8	-	42.6
Special Education	14.2	14.6	28.5	23.4	16.6	20.8	8.6	25.2
English Learners Current + Former	26.6	23.3	52.9	34.1	24.3	27.5	19.0	31.6
English Learners Current	26.2	20.0	49.5	31.2	21.9	25.4	17.2	30.3
Economically Disadvantaged	25.9	20.8	49.2	33.4	26.1	28.7	21.5	33.1



**10/10

Student Engagement

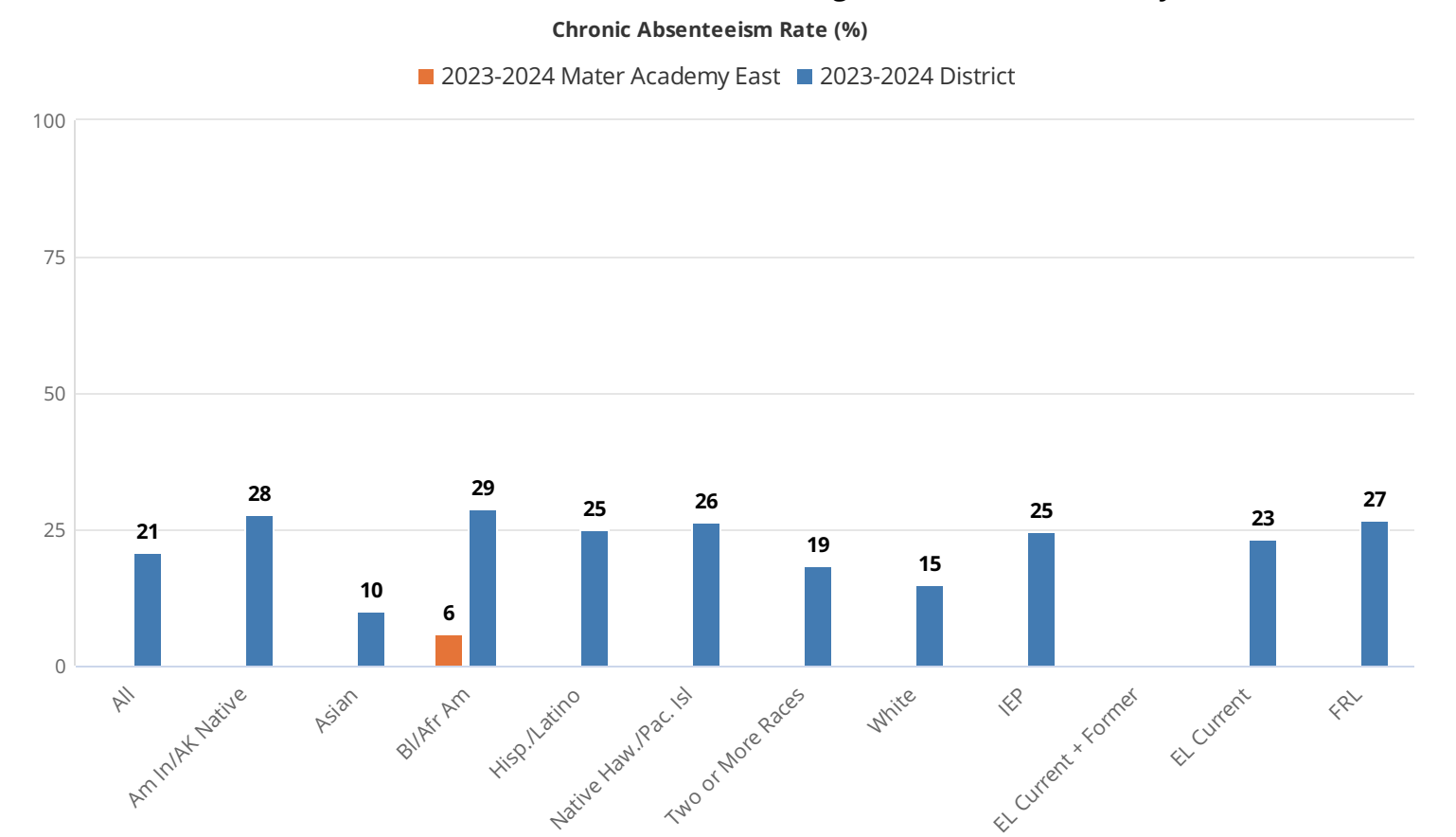
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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. 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: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	6.7	22.9
American Indian/Alaska Native	N/A	27.7	-	24.0
Asian	-	10.0	-	12.9
Black/African American	6.0	28.9	12.3	30.1
Hispanic/Latino	<5	25.0	5.2	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	<5	18.5	21.7	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	11.2	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	<5	25.4
Economically Disadvantaged	<5	26.8	6.7	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1

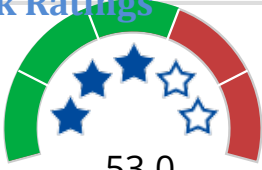


School Level: Middle School

Grade Levels: KG-12

District: State Public Charter School Authority

School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110

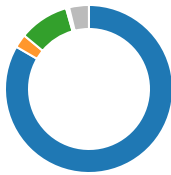


53.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

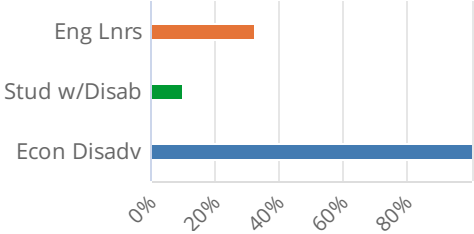


Student Race/Ethnicity
2.6% White
9.6% BI/Afr Am
83.3% Hisp/Latino
0.2% Asian
N/A% Am Ind/AK Nat
0.4% Pac Isl
3.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	50.5 ★★☆☆
2021-2022	46.0 NR

Additional Student Groups



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 ★★★★★

8/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	29.9	47.3
Math Proficiency	21.8	39.8
ELA Proficiency	39.5	54.2
Science Proficiency	25.9	48.8

21/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	60.0	57.0
ELA MGP	62.0	59.0
	School Rate	District Rate
Met Math AGP Target	22.3	40.5
Met ELA AGP Target	42.6	54.7

2/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	14.8	27.2

**15/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	>95	N/A

** 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.

7/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math	11.8	16.3
AGP Target		
Prior Non-Proficient Met ELA	20.9	26.0
AGP Target		



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.

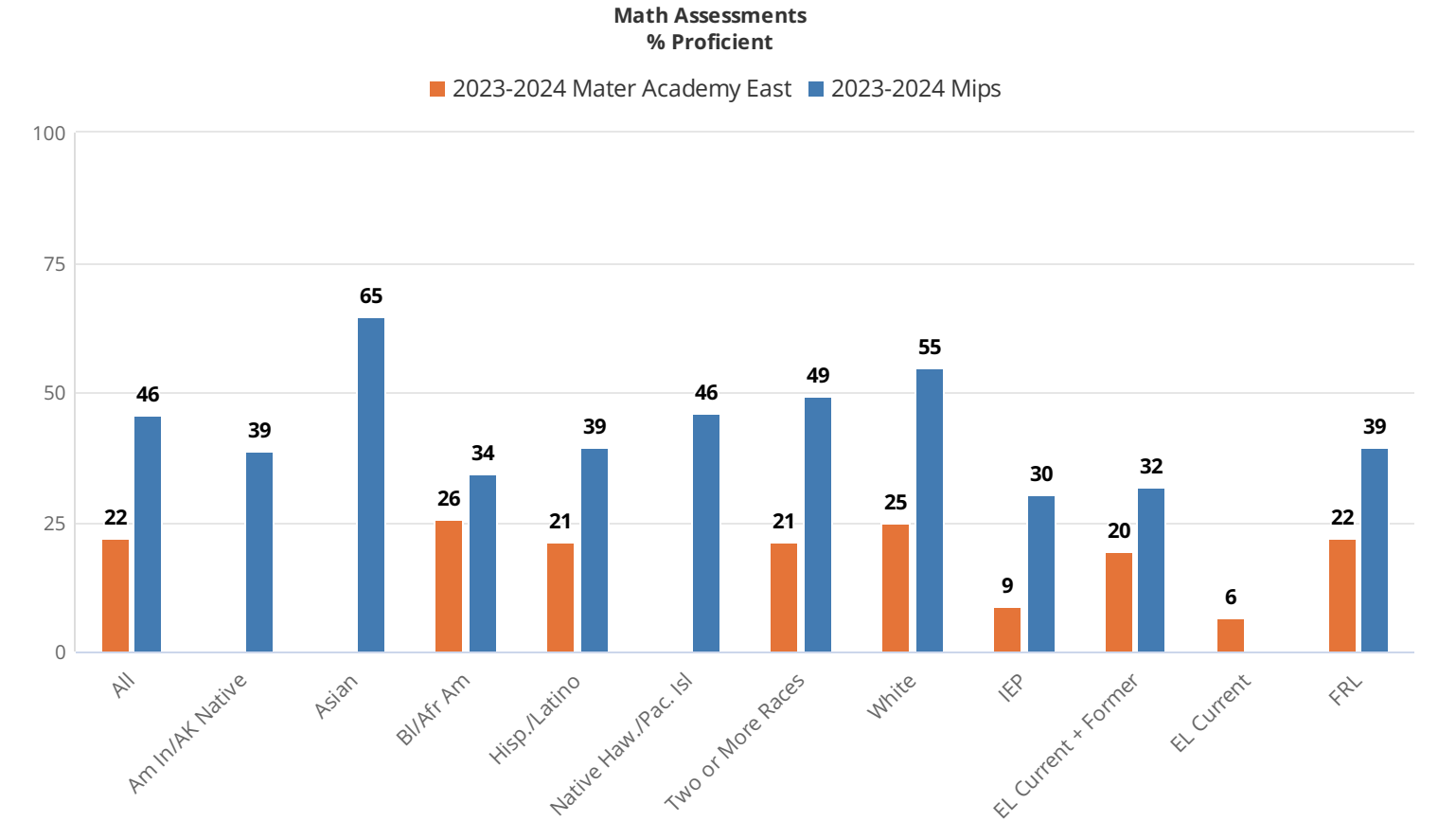
Pooled Proficiency

Pooled Proficiency Points Earned: 8/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	29.9	47.3	25.8	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	21.8	39.8	45.6	17.9	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	-	64.8	64.5	N/A	62.5	62.6
Black/African American	25.5	21.6	34.4	27.0	19.4	31
Hispanic/Latino	21.2	28.7	39.4	16.5	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	21.0	47.6	49.1	13.3	44.5	46.4
White/Caucasian	25.0	54.3	54.7	30.7	51.4	52.3
Special Education	8.6	11.3	30.2	5.4	11.5	26.5
English Learners Current + Former	19.5	20.5	31.6	14.6	21.5	28
English Learners Current	6.4	6.2		5.6	6.5	
Economically Disadvantaged	21.8	27.1	39.3	17.9	24.9	36.1



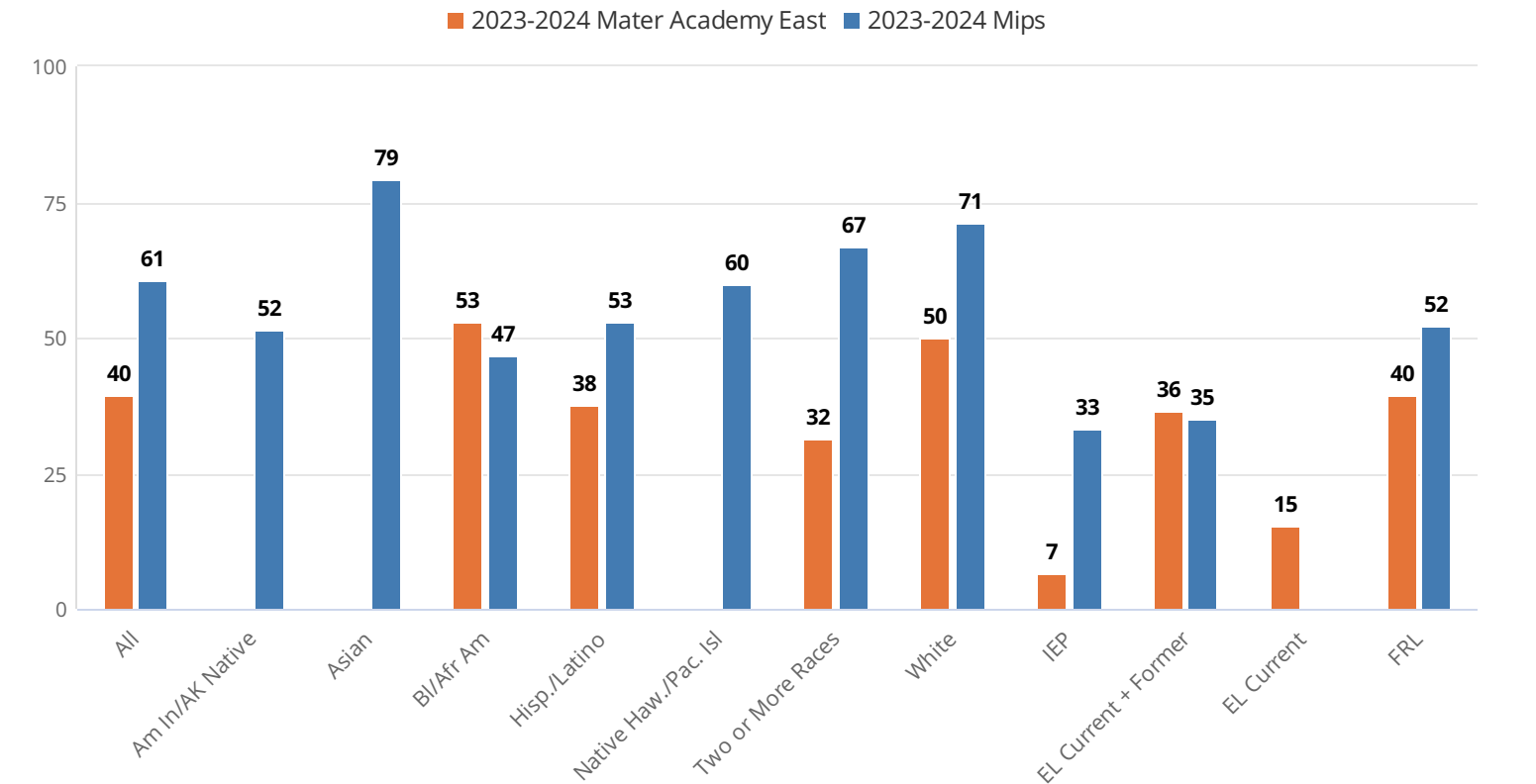


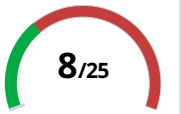
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	39.5	54.2	60.6	35.0	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	-	76.3	79.3	N/A	74.7	78.2
Black/African American	53.1	40.1	46.7	37.5	37.4	43.9
Hispanic/Latino	37.7	44.9	53	34.5	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	31.5	62.1	66.8	33.3	60.0	65
White/Caucasian	50.0	65.0	71.1	46.1	64.0	69.6
Special Education	6.5	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	36.4	32.1	35.1	31.0	34.0	31.7
English Learners Current	15.3	11.3		14.1	12.0	
Economically Disadvantaged	39.5	42.5	52.3	35.0	40.8	49.8

ELA Assessments
% Proficient

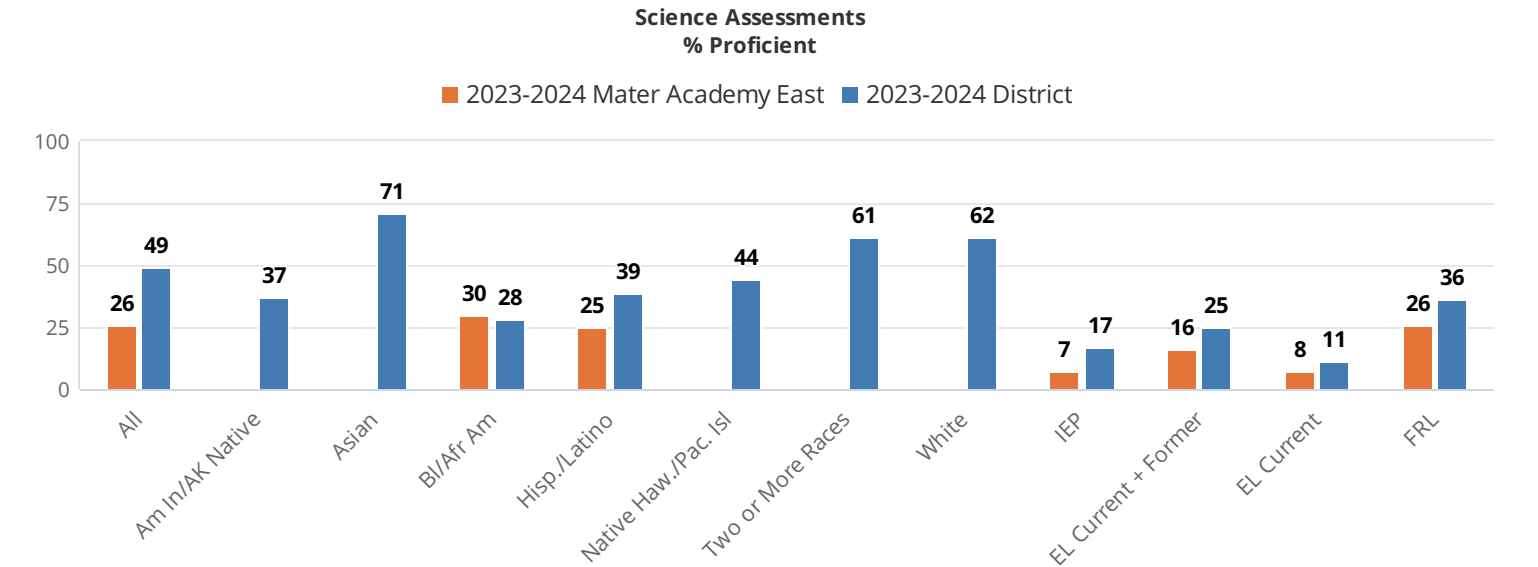




Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	25.9	48.8	21.8	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	N/A	71.3	N/A	63.5
Black/African American	30.0	27.9	22.2	25.3
Hispanic/Latino	25.1	38.9	21.4	34.8
Pacific Islander	-	44.1	N/A	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	7.1	16.8	<5	13.6
English Learners Current + Former	16.2	24.6	12.9	20.7
English Learners Current	7.6	11.4	6.5	8.5
Economically Disadvantaged	25.9	36.0	21.8	30.8



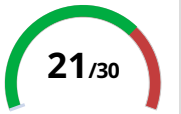
Participation on State Assessments

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Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	N/A	N/A
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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.

Groups	Math MGP Points Earned: 8/10					ELA MGP Points Earned: 9/10		
	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	60.0	57.0	62.0	59.0	53.0	56.0	55.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	-	63.0	-	63.5	N/A	61.0	N/A	57.0
Black/African American	56.0	52.0	61.5	57.0	52.0	51.0	53.0	55.0
Hispanic/Latino	60.0	57.0	62.0	59.0	53.0	54.0	55.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	57.0	58.0	52.0	60.0	61.0	59.0	35.0	58.0
White/Caucasian	79.0	57.0	71.0	58.0	62.0	58.0	61.0	56.0
Special Education	54.0	53.0	47.0	56.0	41.0	52.0	39.0	55.0
English Learners Current + Former	56.0	56.0	65.0	58.0	53.0	54.0	53.0	56.0
English Learners Current	54.5	56.0	59.5	55.0	55.0	53.0	51.0	53.0
Economically Disadvantaged	60.0	56.0	62.0	58.0	53.0	54.0	55.0	55.0

Groups	Math AGP Points Earned: 2/5					ELA AGP Points Earned: 2/5		
	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	22.3	40.5	42.6	54.7	20.7	40.4	36.0	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	-	65.1	-	75.9	N/A	62.5	N/A	72.6
Black/African American	26.0	24.1	54.3	42.6	25.5	23.7	36.1	39.6
Hispanic/Latino	22.1	30.4	41.2	46.4	19.4	30.6	36.1	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	15.7	46.6	31.5	61.9	15.3	46.9	30.7	59.5
White/Caucasian	25.0	53.0	58.3	63.6	46.1	51.9	38.4	61.5
Special Education	11.9	14.6	9.5	22.8	5.7	15.1	11.4	22.3
English Learners Current + Former	20.5	23.0	41.1	35.8	16.4	24.3	30.9	35.3
English Learners Current	11.1	10.1	22.3	17.2	9.3	10.9	15.9	16.2
Economically Disadvantaged	22.3	29.5	42.6	44.8	20.7	28.1	36.0	41.9

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



English Language

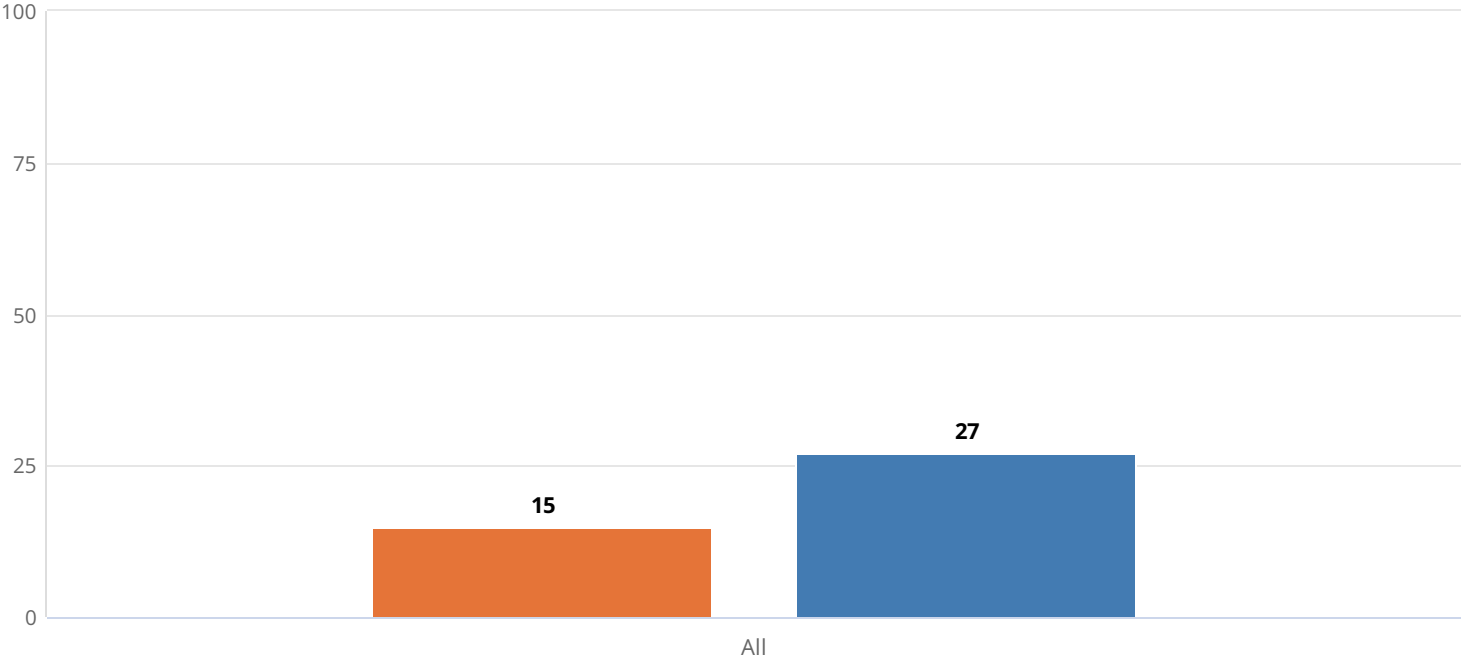
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 2/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	141	14.8	27.2	125	34.4	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Mater Academy East 2023-2024 District



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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 3/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	11.8	16.3	20.9	26.0	14.0	18.0	22.0	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	N/A	26.3	N/A	36.0
Black/African American	12.5	10.9	20.0	21.2	15.3	12.5	17.2	20.2
Hispanic/Latino	11.9	13.5	20.7	23.6	13.1	15.4	22.7	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	6.2	19.7	9.0	32.6	8.3	20.8	20.0	27.8
White/Caucasian	20.0	22.6	-	30.5	45.4	23.6	-	26.3
Special Education	<5	7.3	5.2	13.5	<5	8.5	11.7	12.4
English Learners Current + Former	11.4	11.4	23.2	20.6	11.8	13.5	19.2	18.6
English Learners Current	9.7	7.4	15.4	13.9	7.4	8.9	13.2	12.7
Economically Disadvantaged	11.8	13.6	20.9	22.8	14.0	14.2	22.0	20.9



Student Engagement

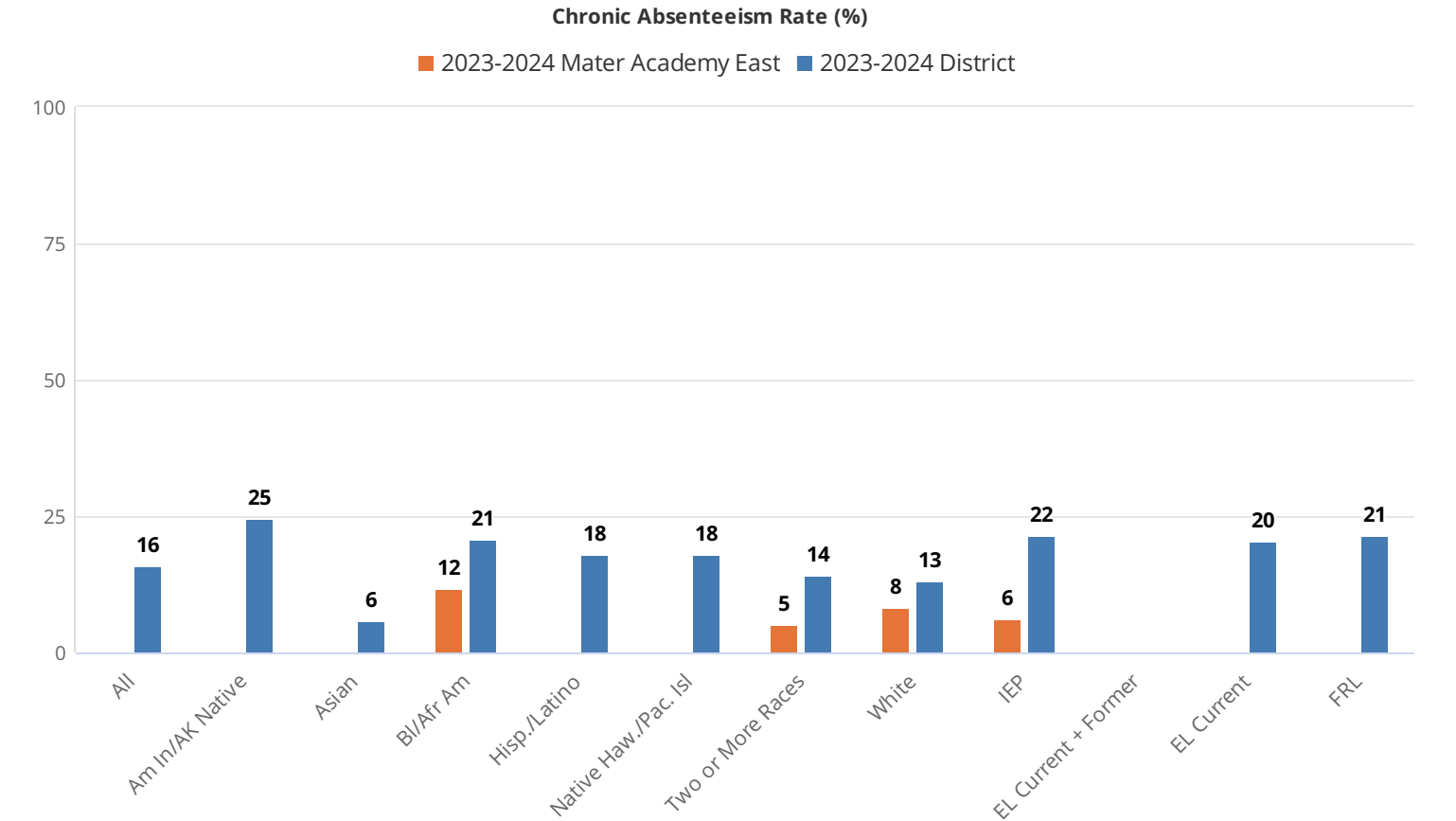
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	15.8	10.7	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	-	6.0	N/A	9.3
Black/African American	11.7	21.0	13.4	24.2
Hispanic/Latino	<5	18.2	10.2	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	5.2	14.2	6.2	19.0
White/Caucasian	8.3	13.2	13.3	16.5
Special Education	6.2	21.7	12.5	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	20.4	11.1	21.6
Economically Disadvantaged	<5	21.4	10.7	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

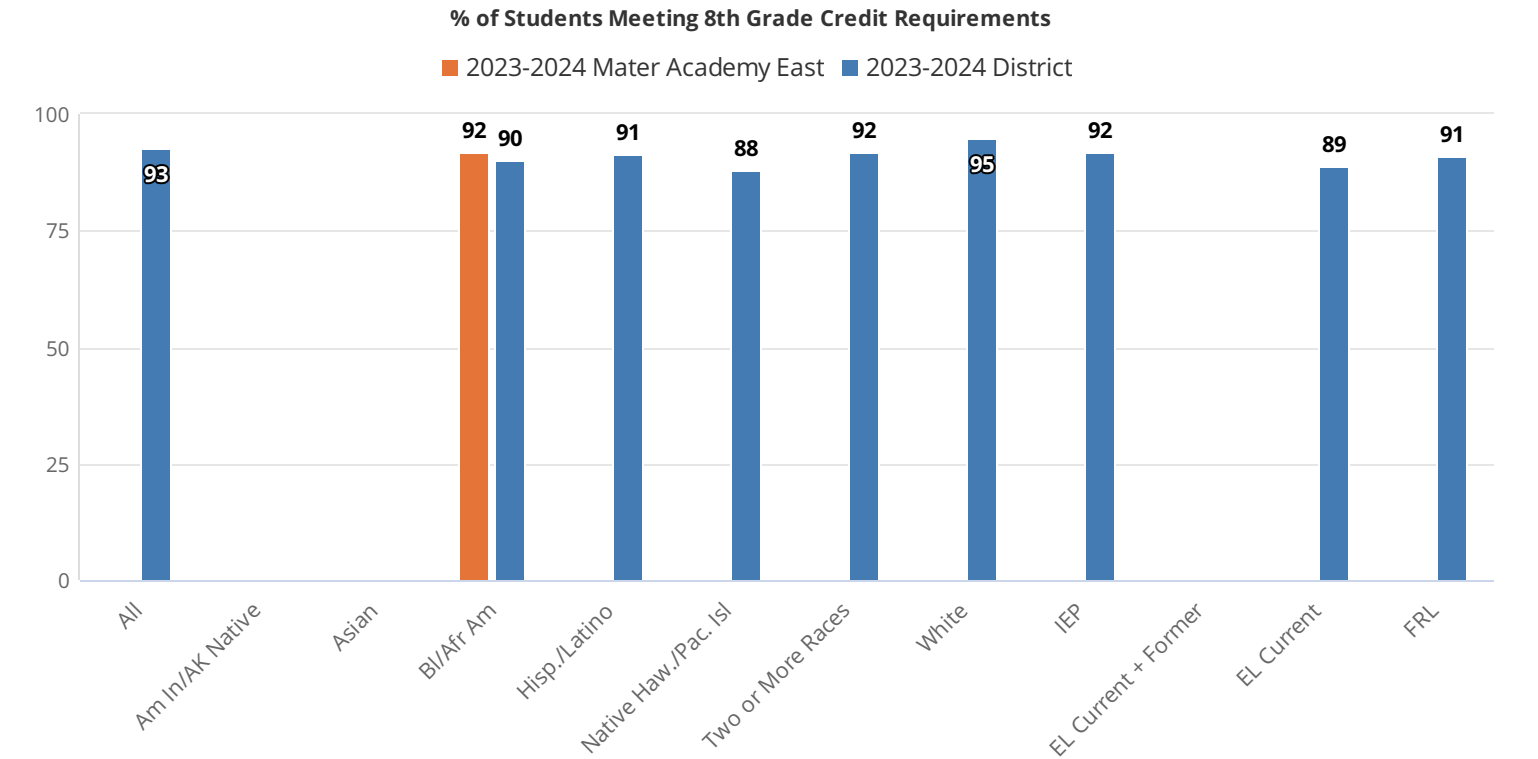




Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	N/A	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/African American	92.0	90.2	94.7	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	N/A	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	-	94.8	-	94.8
Special Education	>95	91.9	91.6	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	88.7	92.1	90.5
Economically Disadvantaged	>95	91.2	>95	90.5



School Level: High School

Grade Levels: KG-12

District: State Public Charter School Authority

School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110

NR

60.7

Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

3.8% White

10.0% BI/Afr Am

80.8% Hisp/Latino

1.1% Asian

0.4% Am Ind/AK Nat

0.7% Pac Isl

2.9% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	40.0 NR
2021-2022	58.0 NR

Additional Student Groups

Eng Lnrs

Stud w/Disab

Econ Disadv

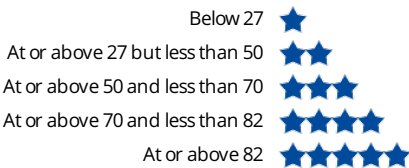
What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

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?



2023-2024 School Performance

8.5/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	9.0	24.1
ELA Proficiency	49.7	55.7
Science Proficiency	9.0	23.6

N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	83.8
5-Year	N/A	88.0

1/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	<5	14.6

**10/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	93.8
Chronic Absenteeism	5.9	19.9
Climate Survey Participation	91.0	N/A

20/25

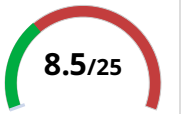
College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	75.1
Post-Secondary Preparation Completion	92.5	53.9
Advanced or CCR Diploma	N/A	54.3

** 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 2022-2023.



Academic Achievement

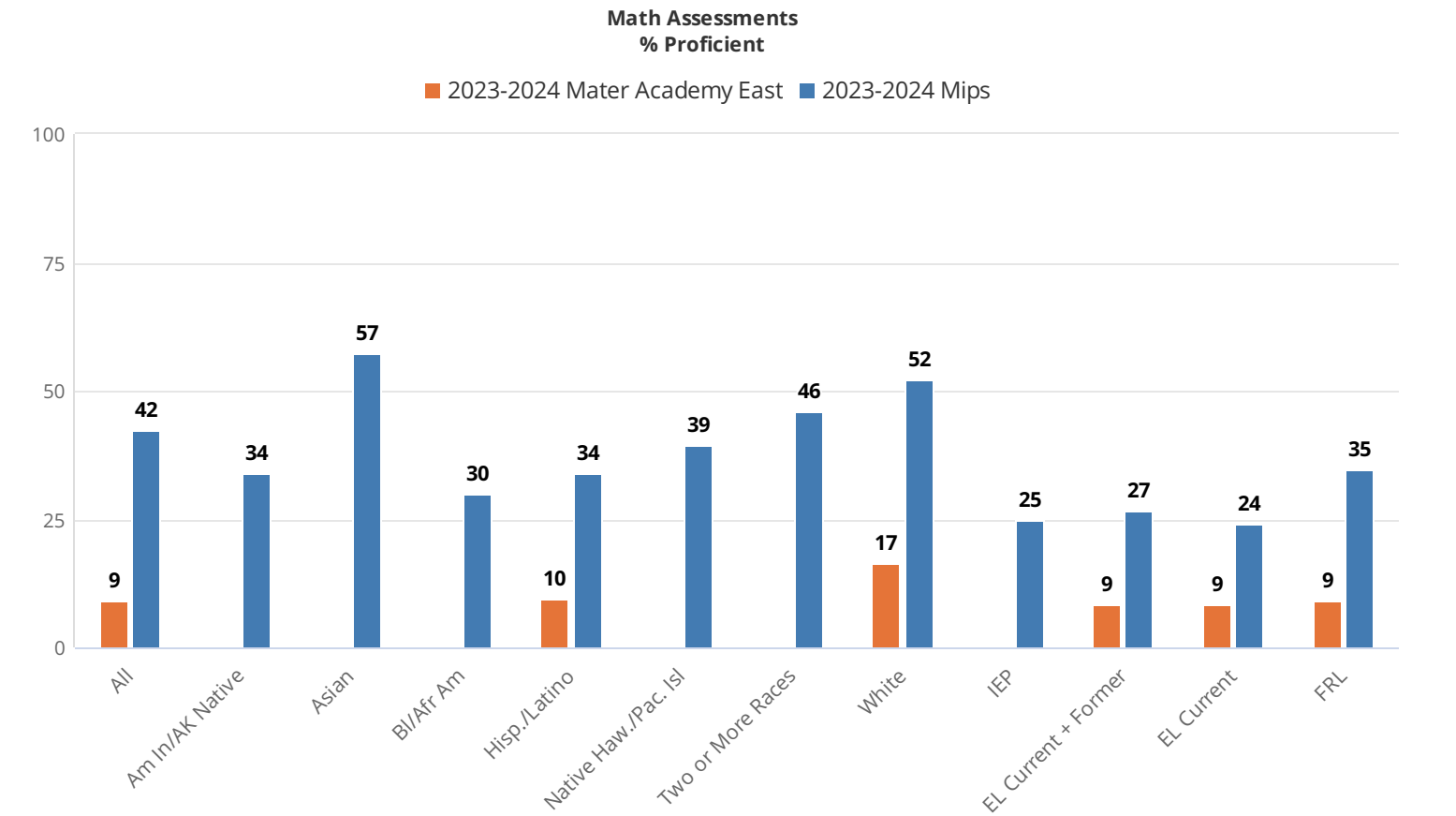
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 1.5/10

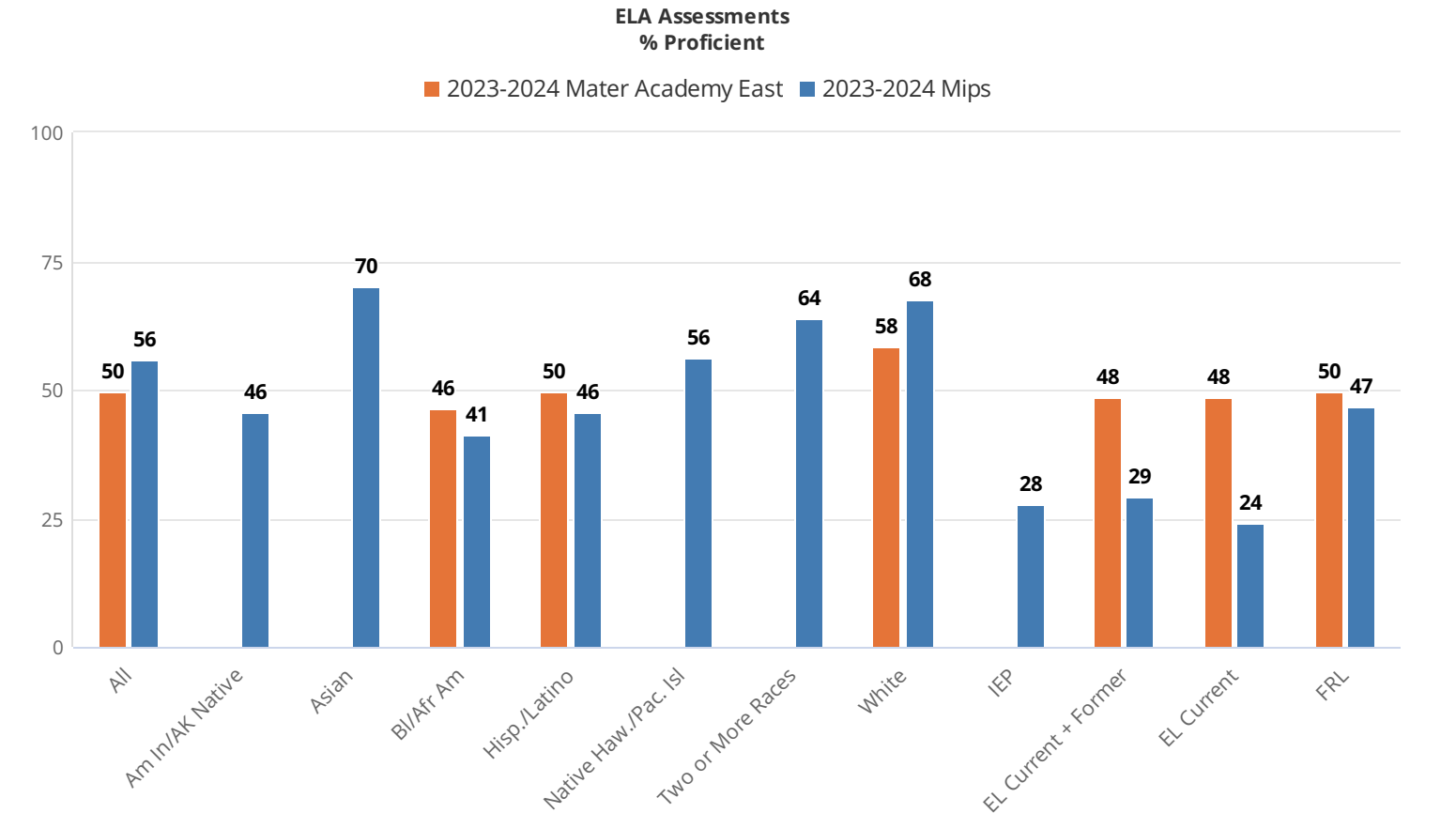
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	9.0	24.1	42.41	5.8	25.7	39.38
American Indian/Alaska Native	-	5.8	34.09	N/A	20.0	30.62
Asian	-	46.8	57.36	-	50.2	55.12
Black/African American	<5	9.9	30.05	7.1	11.0	26.37
Hispanic/Latino	9.5	15.4	33.92	<5	16.0	30.44
Pacific Islander	-	15.0	39.35	N/A	28.0	36.16
Two or More Races	-	33.4	45.95	-	35.5	43.1
White/Caucasian	16.6	34.4	52.2	16.6	33.6	49.68
Special Education	<5	7.1	24.88	<5	6.2	20.93
English Learners Current + Former	8.5	6.6	26.71	<5	<5	22.86
English Learners Current	8.5	6.1	24.22	<5	<5	20.23
Economically Disadvantaged	9.0	13.6	34.84	5.8	14.5	31.41

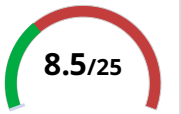




Academic Achievement

ELA Proficient				ELA Proficient Points Earned: 6.5/10		
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	49.7	55.7	55.88	31.3	54.0	53.55
American Indian/Alaska Native	-	41.1	45.78	N/A	70.0	42.92
Asian	-	77.9	70.08	-	75.2	68.51
Black/African American	46.4	38.8	41.18	21.4	34.6	38.08
Hispanic/Latino	49.6	47.8	45.55	30.3	43.8	42.69
Pacific Islander	-	50.9	56.06	N/A	56.1	53.74
Two or More Races	-	61.1	64.05	-	65.5	62.16
White/Caucasian	58.3	66.8	67.63	50.0	64.6	65.93
Special Education	<5	18.1	27.73	<5	19.2	23.93
English Learners Current + Former	48.4	28.2	29.28	9.5	10.9	25.56
English Learners Current	48.4	27.4	24.17	<5	6.0	20.18
Economically Disadvantaged	49.7	43.5	46.55	31.3	41.8	43.73



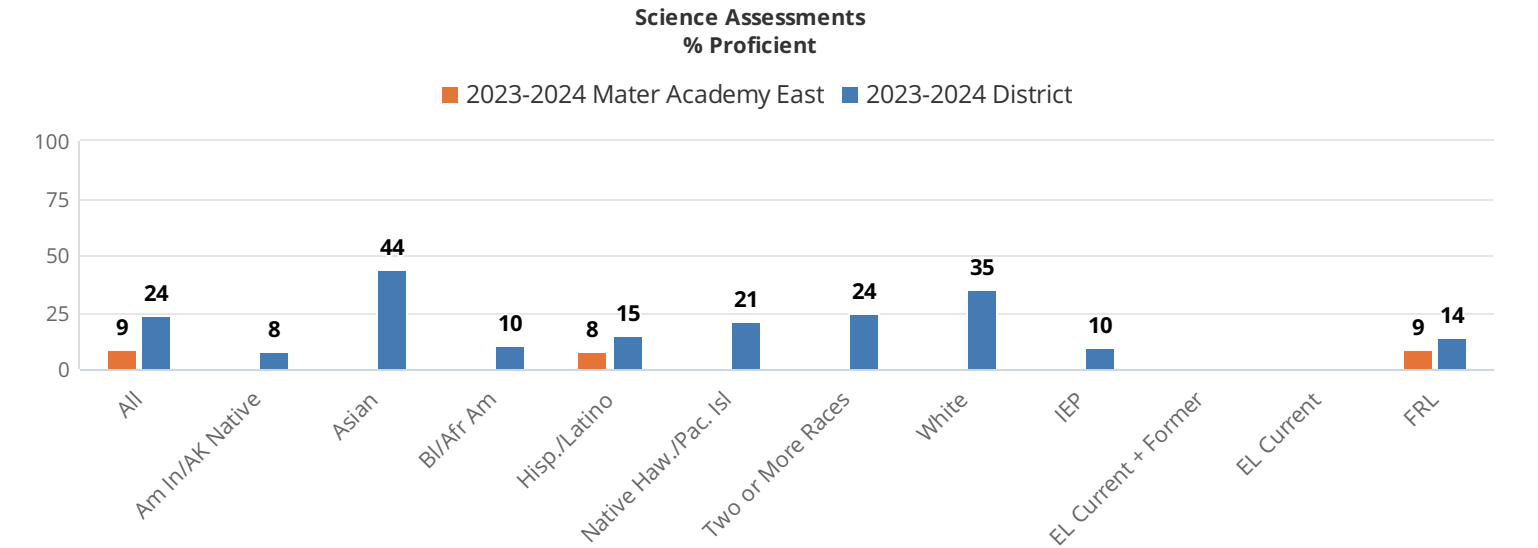


Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	9.0	23.6	13.0	26.5
American Indian/Alaska Native	N/A	8.3	N/A	18.1
Asian	-	44.2	-	49.3
Black/African American	<5	10.1	<5	14.2
Hispanic/Latino	8.2	15.1	15.3	17.2
Pacific Islander	-	21.4	-	17.3
Two or More Races	-	24.4	-	31.6
White/Caucasian	-	35.0	23.0	37.3
Special Education	<5	9.5	<5	11.1
English Learners Current + Former	<5	<5	12.1	10.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	9.0	14.4	13.0	18.7



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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

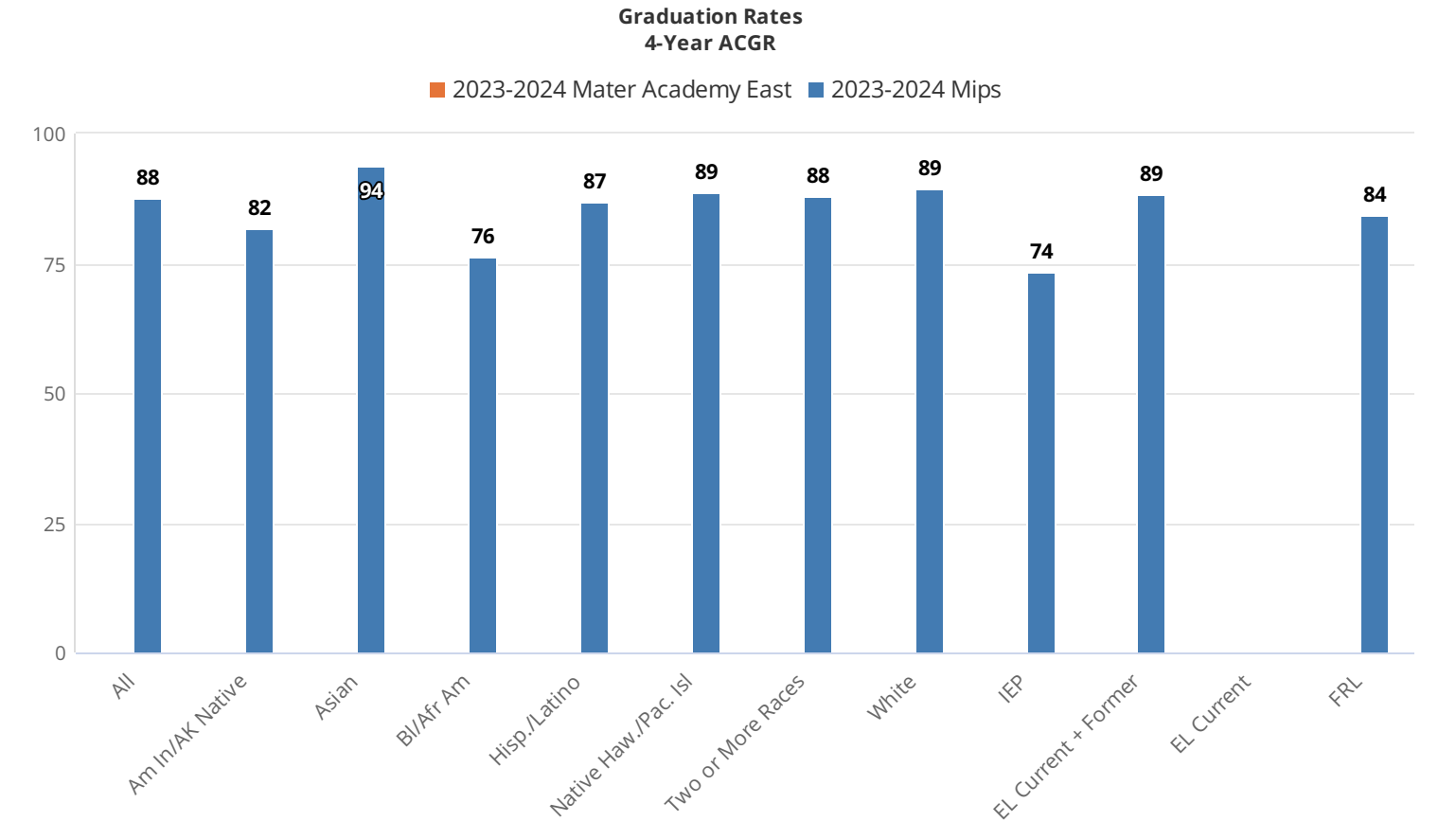


Graduation Rates

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 Data4-Year ACGR Points Earned: NA/25

Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	N/A	83.8	87.7	N/A	86.0	86
American Indian/Alaska Native	N/A	-	81.9	N/A	80.9	79.9
Asian	N/A	>95	93.9	N/A	91.1	93.7
Black/African American	N/A	70.4	76.1	N/A	75.0	74
Hispanic/Latino	N/A	81.4	86.9	N/A	84.4	85.1
Pacific Islander	N/A	68.6	88.7	N/A	89.4	87.1
Two or More Races	N/A	82.4	88.1	N/A	82.4	86.4
White/Caucasian	N/A	91.0	89.4	N/A	90.9	88.1
Special Education	N/A	69.1	73.5	N/A	83.3	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	N/A	92.5		N/A	86.6	
Economically Disadvantaged	N/A	78.2	84.4	N/A	80.9	82.5



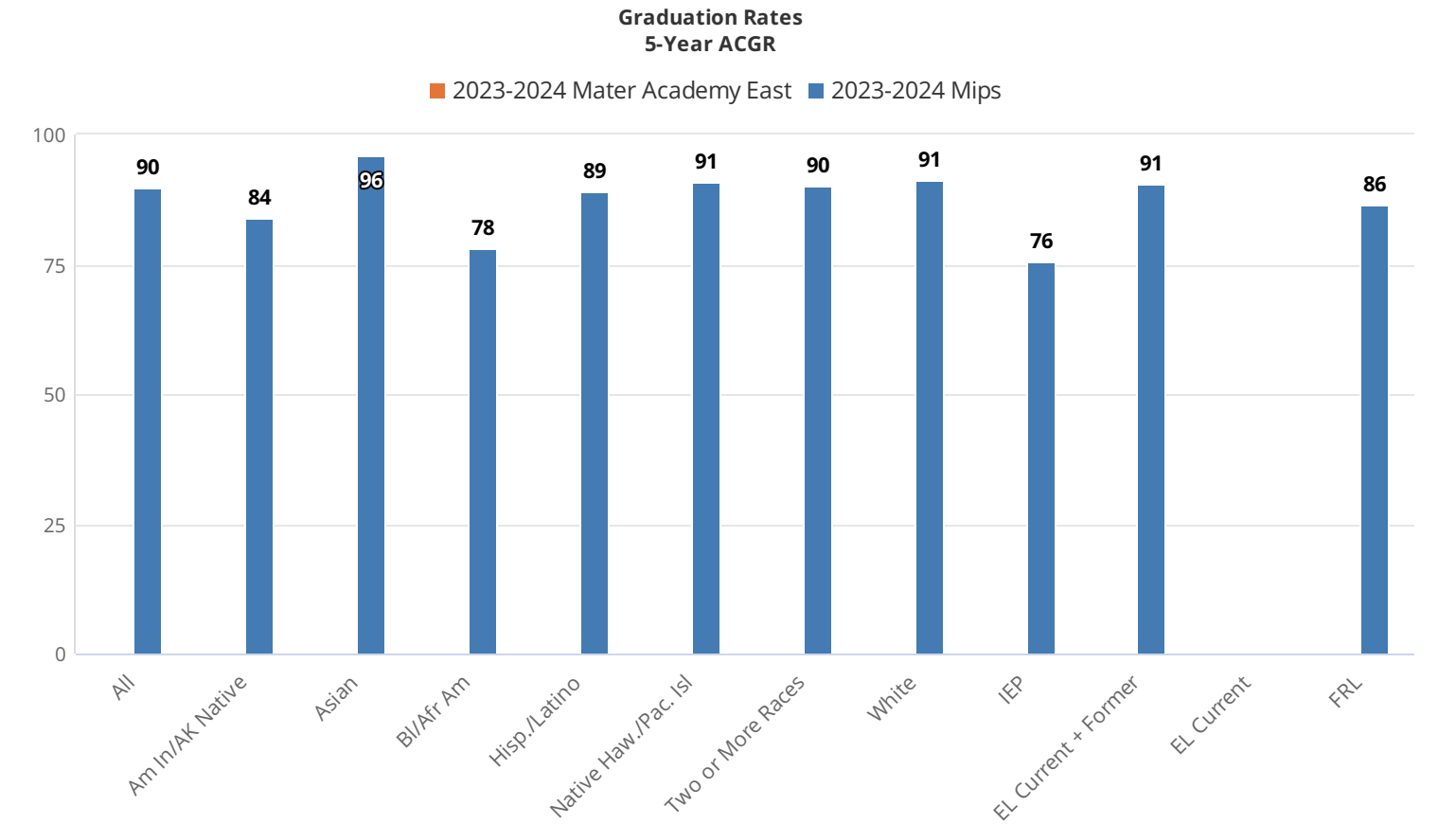
N/A

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2023	2023	2023	2022	2022	2022
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	88.0	89.7	N/A	89.9	88
American Indian/Alaska Native	N/A	77.2	83.9	N/A	93.7	81.9
Asian	N/A	92.5	95.9	N/A	>95	95.7
Black/African American	N/A	78.9	78.1	N/A	83.7	76
Hispanic/Latino	N/A	86.5	88.9	N/A	87.2	87.1
Pacific Islander	N/A	89.4	90.7	N/A	86.1	89.1
Two or More Races	N/A	86.0	90.1	N/A	88.6	88.4
White/Caucasian	N/A	92.3	91.4	N/A	92.9	90.1
Special Education	N/A	85.7	75.5	N/A	79.9	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	N/A	93.1		N/A	79.4	
Economically Disadvantaged	N/A	83.3	86.4	N/A	85.4	84.5





English Language

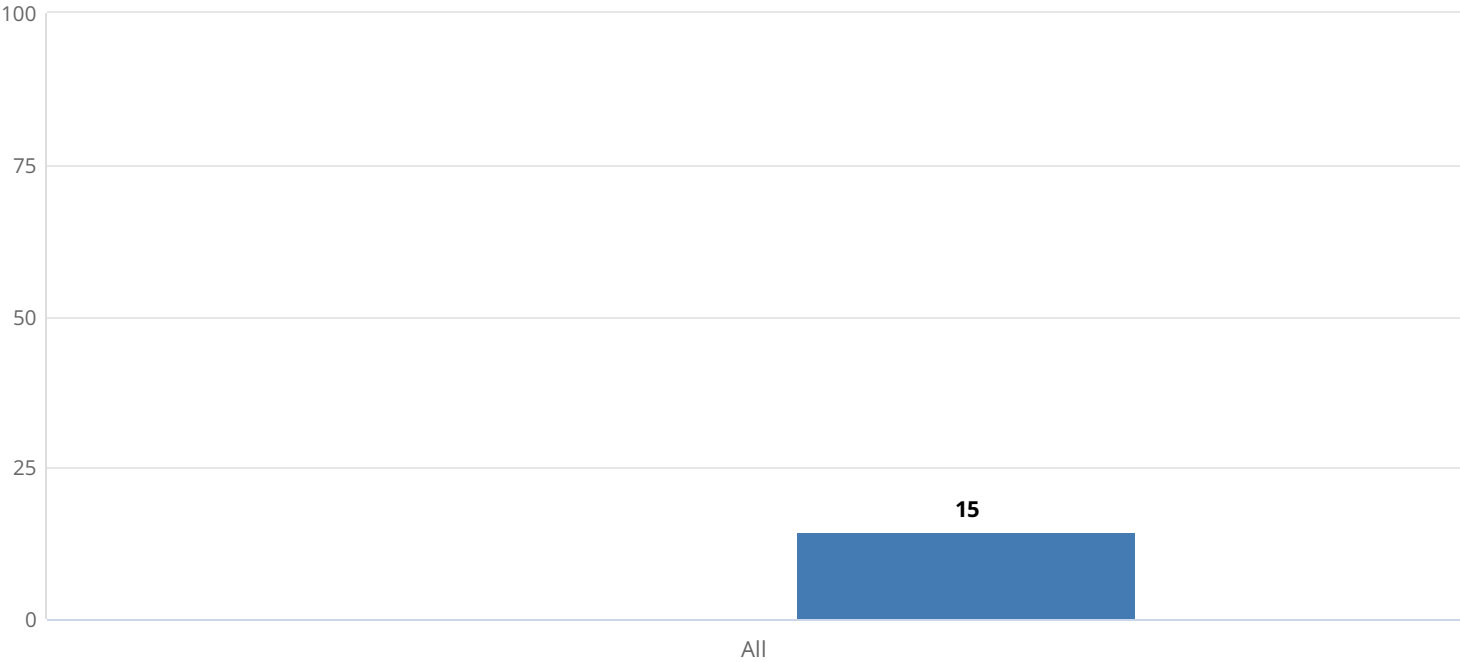
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 1/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	216	<5	14.6	147	10.8	14.6

% English Learners Meeting AGP on WIDA

2023-2024 Mater Academy East 2023-2024 District



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



College and Career Readiness

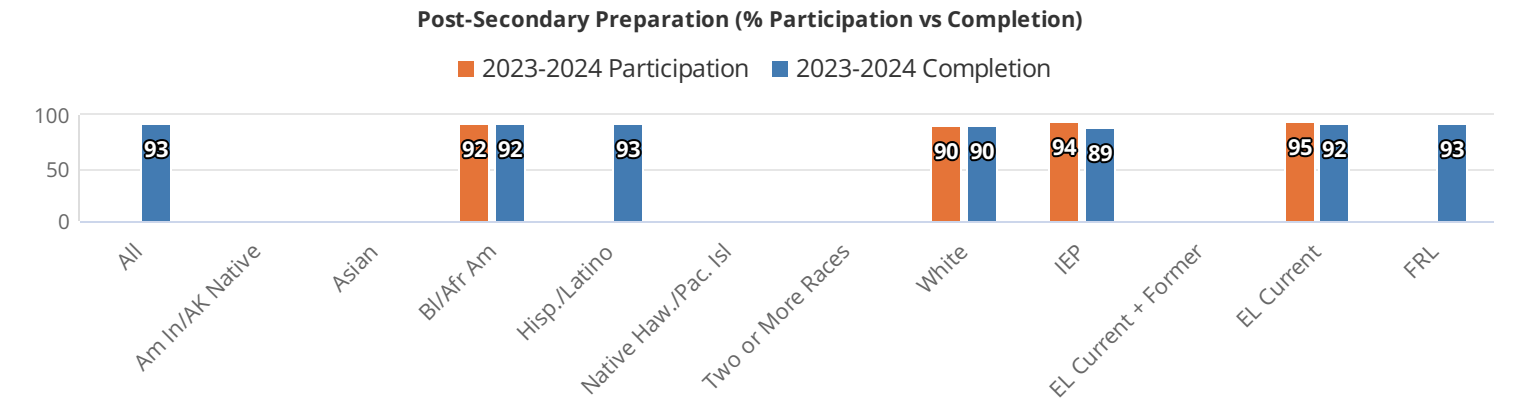
The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- 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: 10/10		
Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	>95	75.1	N/A	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	-	86.4	N/A	88.2
Black/African American	92.3	58.2	N/A	63.5
Hispanic/Latino	>95	70.9	N/A	74.1
Pacific Islander	N/A	76.3	N/A	76.1
Two or More Races	-	80.0	N/A	75.0
White/Caucasian	90.0	83.2	N/A	81.5
Special Education	94.4	50.8	N/A	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	94.7	65.2	N/A	58.1
Economically Disadvantaged	>95	68.1	N/A	70.2

Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 10/10		
Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	92.5	53.9	N/A	50.0
American Indian/Alaska Native	N/A	61.5	N/A	-
Asian	-	72.8	N/A	68.5
Black/African American	92.3	36.6	N/A	32.9
Hispanic/Latino	92.5	47.8	N/A	48.7
Pacific Islander	N/A	41.8	N/A	26.1
Two or More Races	-	65.1	N/A	50.5
White/Caucasian	90.0	62.0	N/A	55.8
Special Education	88.8	25.7	N/A	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	92.1	38.8	N/A	31.2
Economically Disadvantaged	92.5	43.9	N/A	40.5



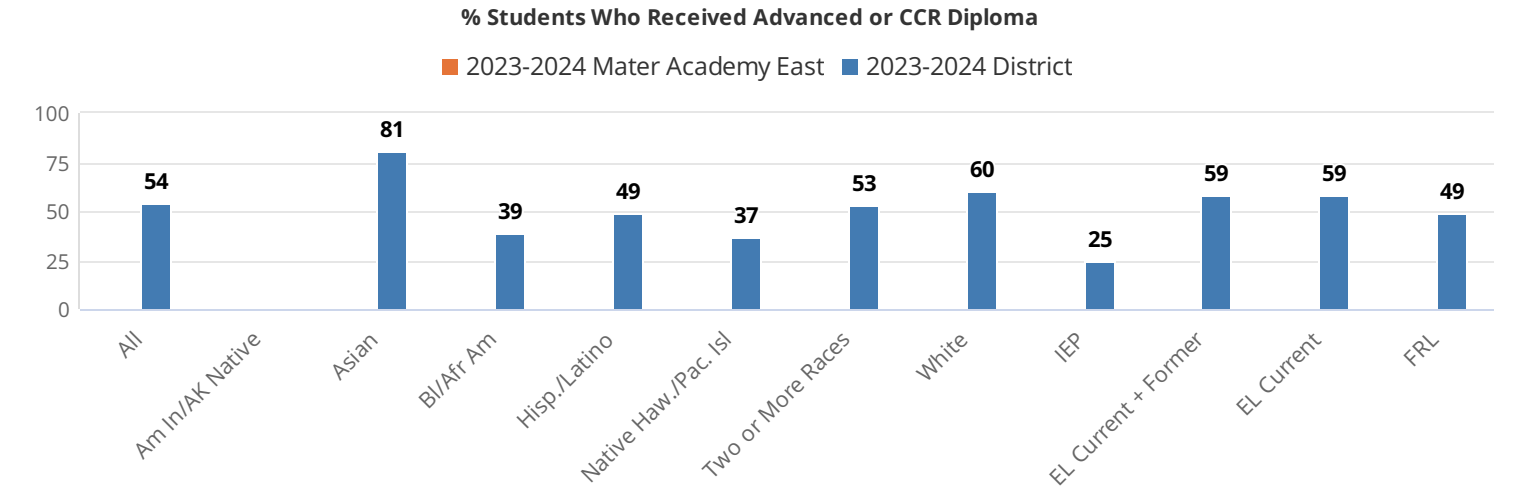
20/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	N/A	54.3	N/A	53.5
American Indian/Alaska Native	N/A	-	N/A	41.1
Asian	N/A	81.0	N/A	81.3
Black/African American	N/A	38.8	N/A	42.4
Hispanic/Latino	N/A	48.8	N/A	49.5
Pacific Islander	N/A	37.1	N/A	47.0
Two or More Races	N/A	53.3	N/A	62.5
White/Caucasian	N/A	60.3	N/A	54.3
Special Education	N/A	24.7	N/A	21.3
English Learners Current + Former	N/A	58.6	N/A	56.4
English Learners Current	N/A	58.6	N/A	56.4
Economically Disadvantaged	N/A	49.3	N/A	49.8



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	33.7	10.1	73.6	60.8	<5	<5	81.0	75.0
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	23.0	23.0	69.2	61.5	<5	<5	69.2	61.5
Hispanic/Latino	34.1	6.6	72.5	58.3	<5	<5	85.8	80.0
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	40.0	30.0	80.0	70.0	<5	<5	60.0	50.0
Special Education	<5	<5	50.0	33.3	<5	<5	77.7	72.2
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	26.3	<5	57.8	42.1	<5	<5	92.1	89.4
Economically Disadvantaged	33.7	10.1	73.6	60.8	<5	<5	81.0	75.0

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.



10/10

Student Engagement

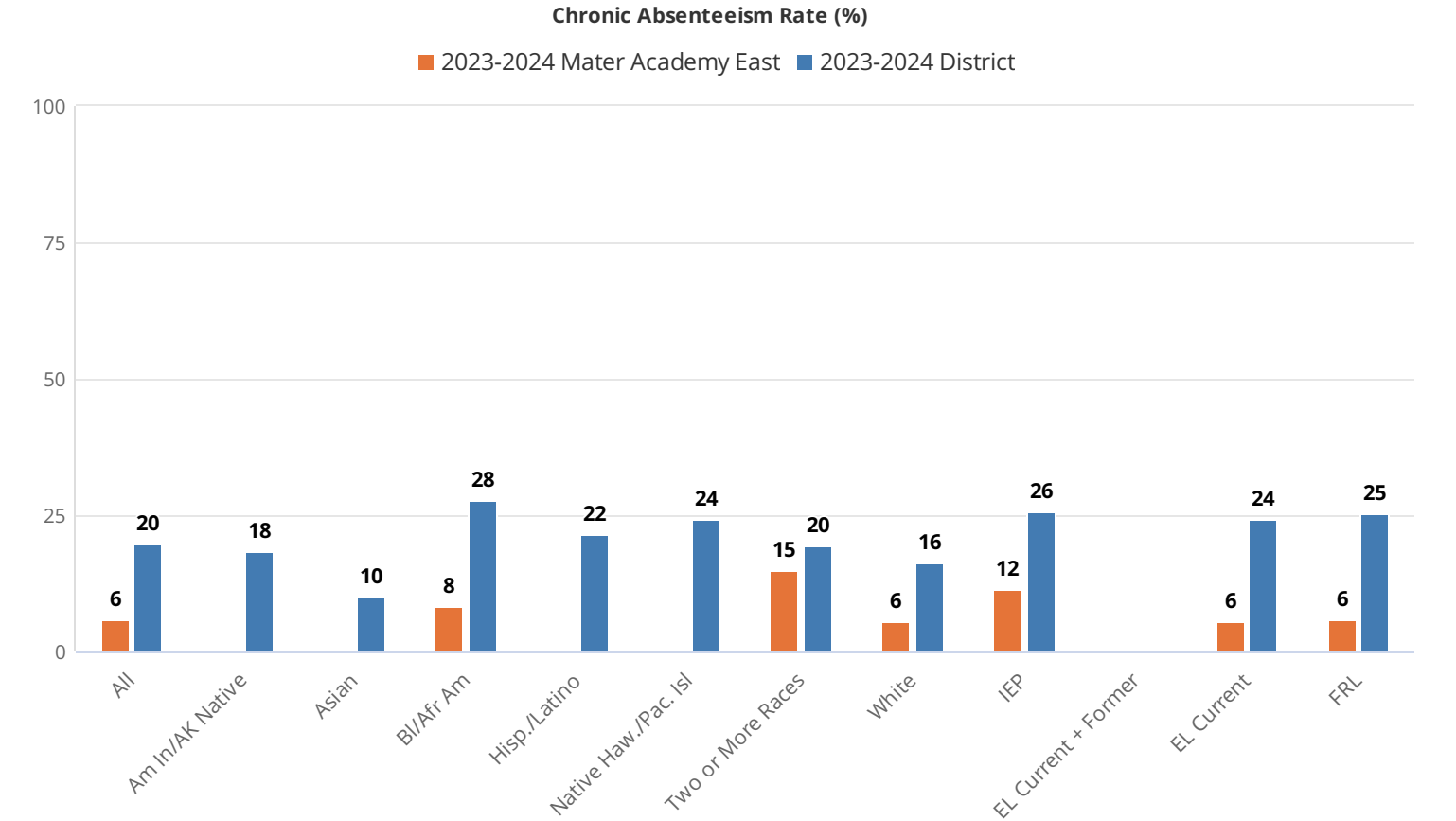
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 4.5/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	5.9	19.9	10.8	19.6
American Indian/Alaska Native	-	18.3	-	19.5
Asian	<5	10.1	-	9.7
Black/African American	8.3	27.8	15.2	21.5
Hispanic/Latino	<5	21.6	10.1	21.9
Pacific Islander	-	24.2	-	22.7
Two or More Races	14.8	19.6	5.2	22.6
White/Caucasian	5.5	16.2	9.3	17.4
Special Education	11.5	25.6	15.1	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.7	24.3	11.0	24.1
Economically Disadvantaged	5.9	25.2	10.8	23.8

Reducing Chronic Absenteeism by 10% bonus points: 0.5





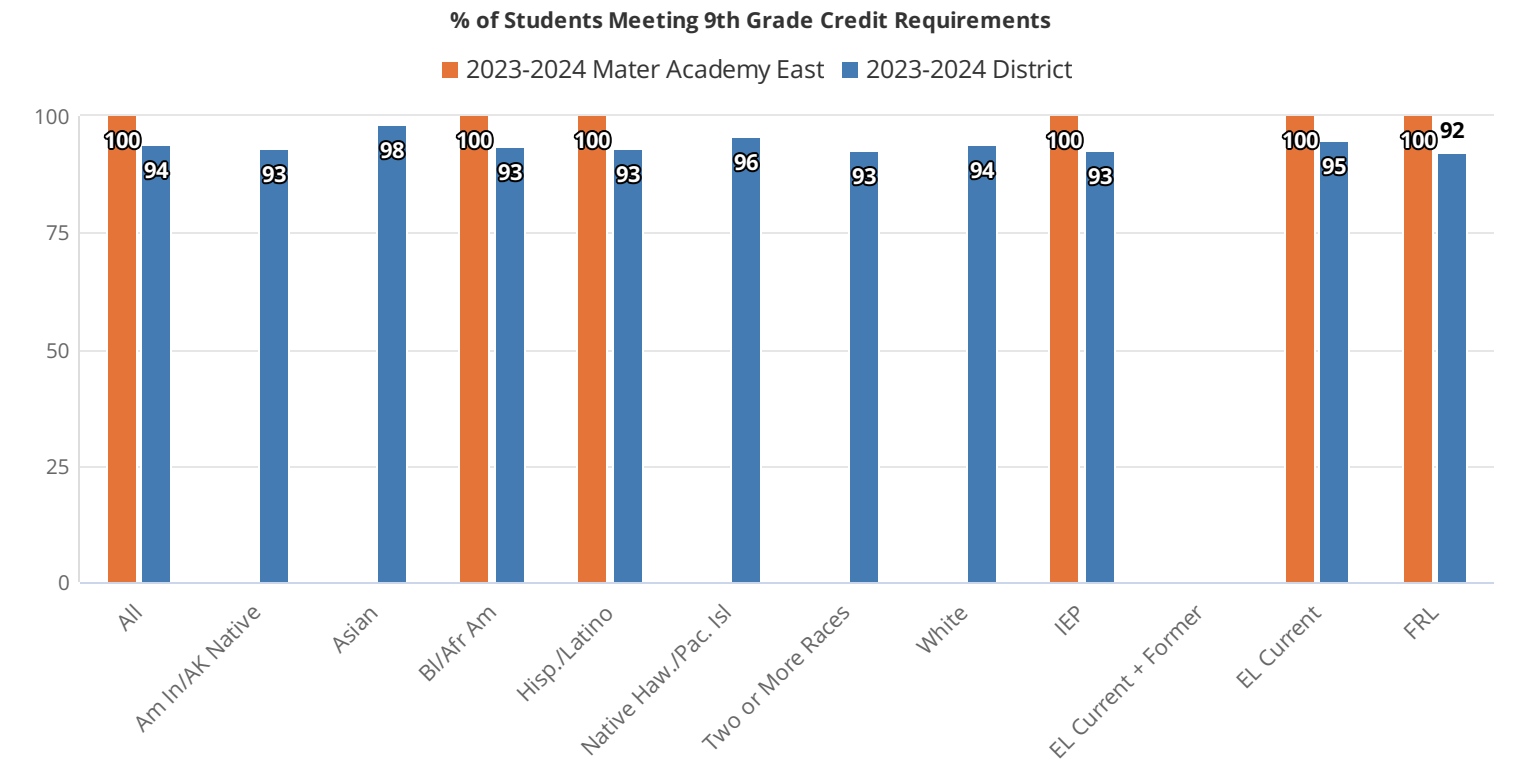
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Student Engagement

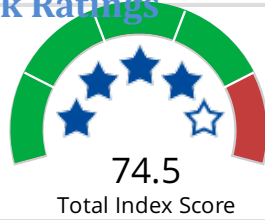
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

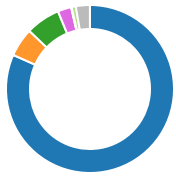
Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	100.0	93.8	98.4	92.9
American Indian/Alaska Native	-	93.3	-	100.0
Asian	-	98.2	-	98.6
Black/African American	100.0	93.4	100.0	86.9
Hispanic/Latino	100.0	93.3	98.5	92.4
Pacific Islander	-	95.6	-	95.7
Two or More Races	-	92.7	-	93.6
White/Caucasian	-	93.9	-	94.4
Special Education	100.0	92.9	97.2	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100.0	94.8	98.8	90.3
Economically Disadvantaged	100.0	92.4	98.4	90.2



School Level: Elementary School
Grade Levels: PK-08
District: State Public Charter School Authority
School Address: 3445 Mountain Vista Street
 Las Vegas, NV 89121



School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: Met



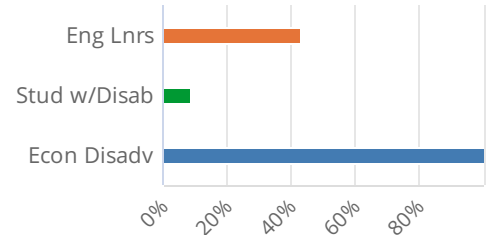
Student Race/Ethnicity

5.5% White
 6.6% BI/Afr Am
 81.4% Hisp/Latino
 2.6% Asian
 0.1% Am Ind/AK Nat
 0.8% Pac Isl
 2.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	64.5 ★★☆☆
2021-2022	61.0 NR

Additional Student Groups



What does my school rating mean?

Four-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.

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 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	45.7	48.3
Math Proficiency	54.6	51.2
ELA Proficiency	45.6	54.6
Science Proficiency	19.6	21.2
Read-by-Grade-3 Proficiency	36.0	51.2



Growth Indicator

Measure	School Median	District Median
Math MGP	72.0	52.0
ELA MGP	54.0	54.0
	School Rate	District Rate
Met Math AGP Target	67.4	44.4
Met ELA AGP Target	54.8	54.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	55.5	48.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	>95	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	52.7	22.5
Prior Non-Proficient Met ELA AGP Target	38.4	36.5

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.

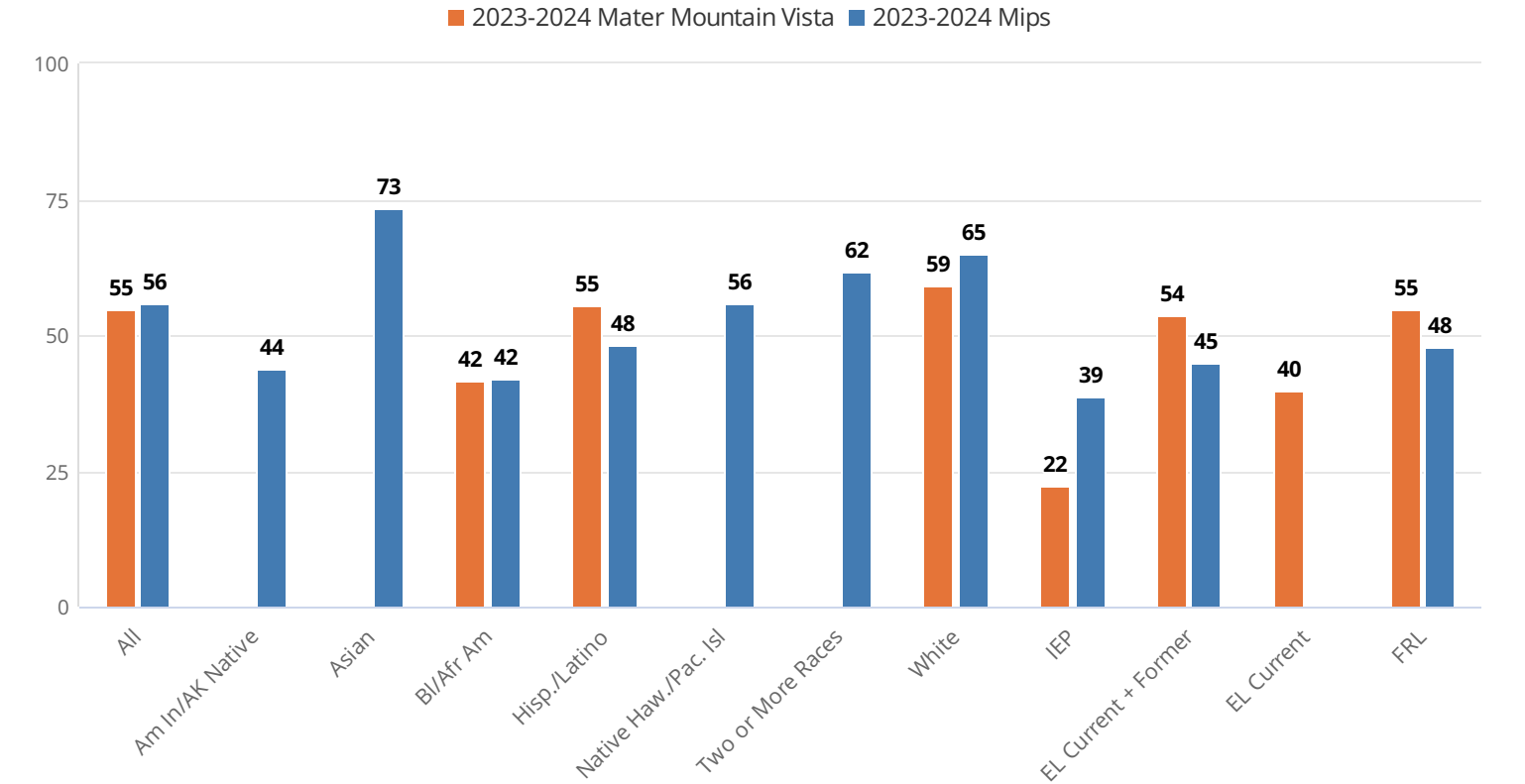
Pooled Proficiency Points Earned: 9/20

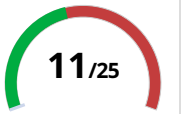
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	45.7	48.3	41.6	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	54.6	51.2	55.8	47.9	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	41.6	31.7	42	44.0	31.4	38.9
Hispanic/Latino	55.4	41.7	48.2	48.3	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	-	57.2	61.6	46.1	57.8	59.6
White/Caucasian	59.0	62.7	65.1	40.9	63.7	63.3
Special Education	22.2	26.9	38.8	15.3	29.1	35.5
English Learners Current + Former	53.7	38.7	44.9	46.8	38.1	42
English Learners Current	39.8	27.5		34.6	27.6	
Economically Disadvantaged	54.6	40.4	47.7	47.9	39.0	44.9

Math Assessments
% Proficient



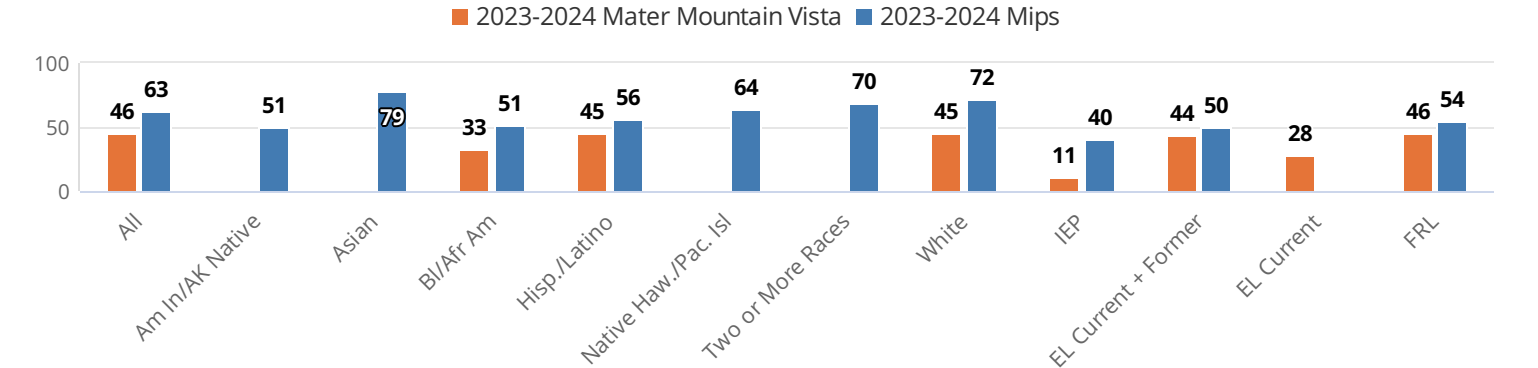


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	45.6	54.6	63.1	45.4	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	33.3	36.5	50.8	36.0	37.5	48.2
Hispanic/Latino	45.2	46.0	55.6	44.6	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	-	60.4	69.5	46.1	60.7	67.9
White/Caucasian	45.4	65.2	72.1	50.0	64.4	70.6
Special Education	11.1	25.8	39.9	17.9	27.4	36.8
English Learners Current + Former	43.7	39.5	49.8	39.5	37.6	47.2
English Learners Current	27.5	25.3		25.0	24.1	
Economically Disadvantaged	45.6	44.1	54.4	45.4	42.0	51.9

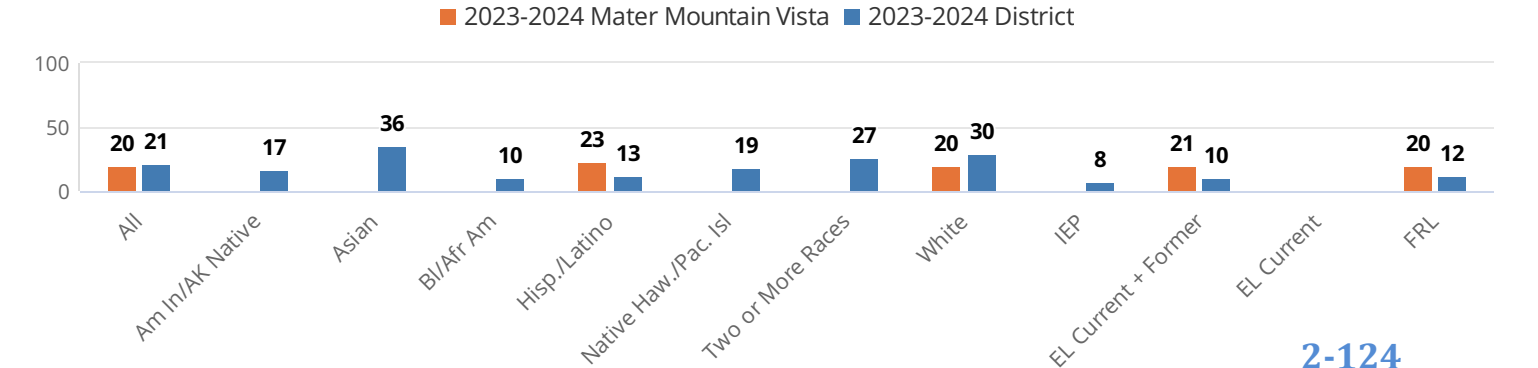
ELA Assessments
% Proficient



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	19.6	21.2	11.2	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	-	15.3
Hispanic/Latino	23.2	12.9	9.3	19.5
Pacific Islander	N/A	19.1	-	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	20.0	29.6	-	40.9
Special Education	<5	7.6	<5	12.2
English Learners Current + Former	20.6	10.4	6.5	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	19.6	12.4	11.2	17.6

Science Assessments
% Proficient

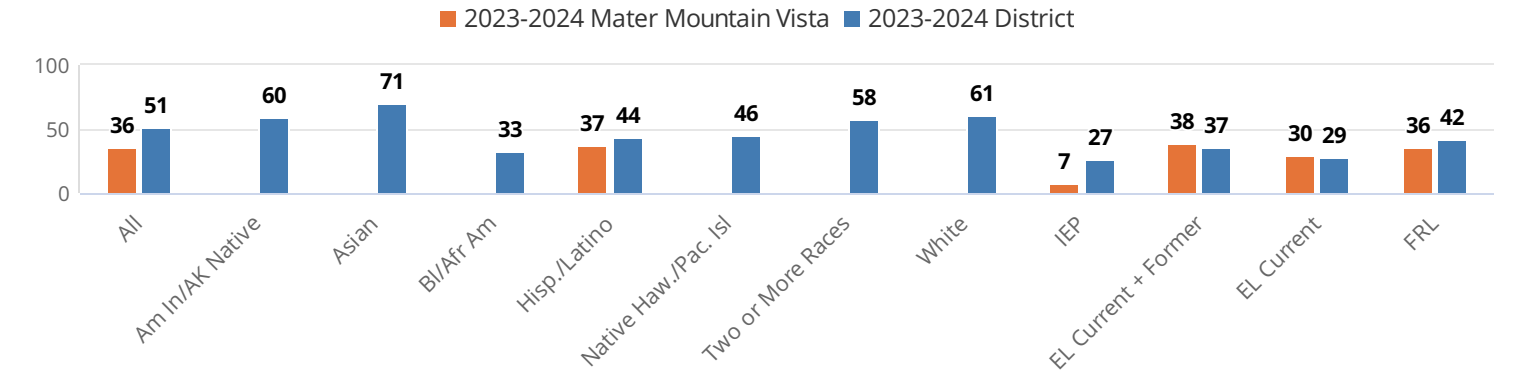




Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 2/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	36.0	51.2	45.7	52.6
American Indian/Alaska Native	N/A	60.0	-	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	-	33.9
Hispanic/Latino	36.8	43.7	45.0	44.2
Pacific Islander	N/A	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	7.1	27.0	27.2	29.5
English Learners Current + Former	38.3	36.6	39.6	36.1
English Learners Current	30.1	28.5	24.4	27.6
Economically Disadvantaged	36.0	42.4	45.7	40.3

Read by Grade 3
% Proficient





Academic Achievement

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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

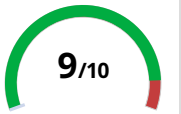
- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 7/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	72.0	52.0	54.0	54.0	64.0	55.0	55.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	63.0	46.0	46.0	49.0	63.0	52.0	74.0	50.0
Hispanic/Latino	71.0	50.0	53.5	52.0	66.0	54.0	56.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	85.0	53.0	58.0	57.0	42.0	56.0	40.5	57.0
Special Education	51.0	46.0	41.0	48.0	45.0	49.0	33.0	51.0
English Learners Current + Former	72.0	53.0	52.0	53.0	63.5	55.0	54.5	54.0
English Learners Current	73.0	49.0	52.5	51.0	63.0	54.0	54.5	53.0
Economically Disadvantaged	72.0	51.0	54.0	52.0	64.0	54.0	55.0	53.0

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 5/7.5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	67.4	44.4	54.8	54.0	54.1	50.8	46.3	52.9
American Indian/Alaska Native	-	24.3	-	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	53.3	28.9	33.3	41.4	47.0	38.1	52.9	42.1
Hispanic/Latino	66.8	36.9	55.4	48.1	55.0	43.8	46.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	66.6	52.8	61.1	61.4	57.1	58.8	35.7	58.9
Special Education	23.5	27.2	23.5	32.4	12.5	32.3	25.0	34.0
English Learners Current + Former	66.3	38.8	52.4	46.0	55.1	41.8	43.9	43.1
English Learners Current	54.1	27.5	40.2	35.8	47.3	33.5	34.2	33.8
Economically Disadvantaged	67.4	36.5	54.8	46.7	54.1	43.0	46.3	45.2

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



English Language

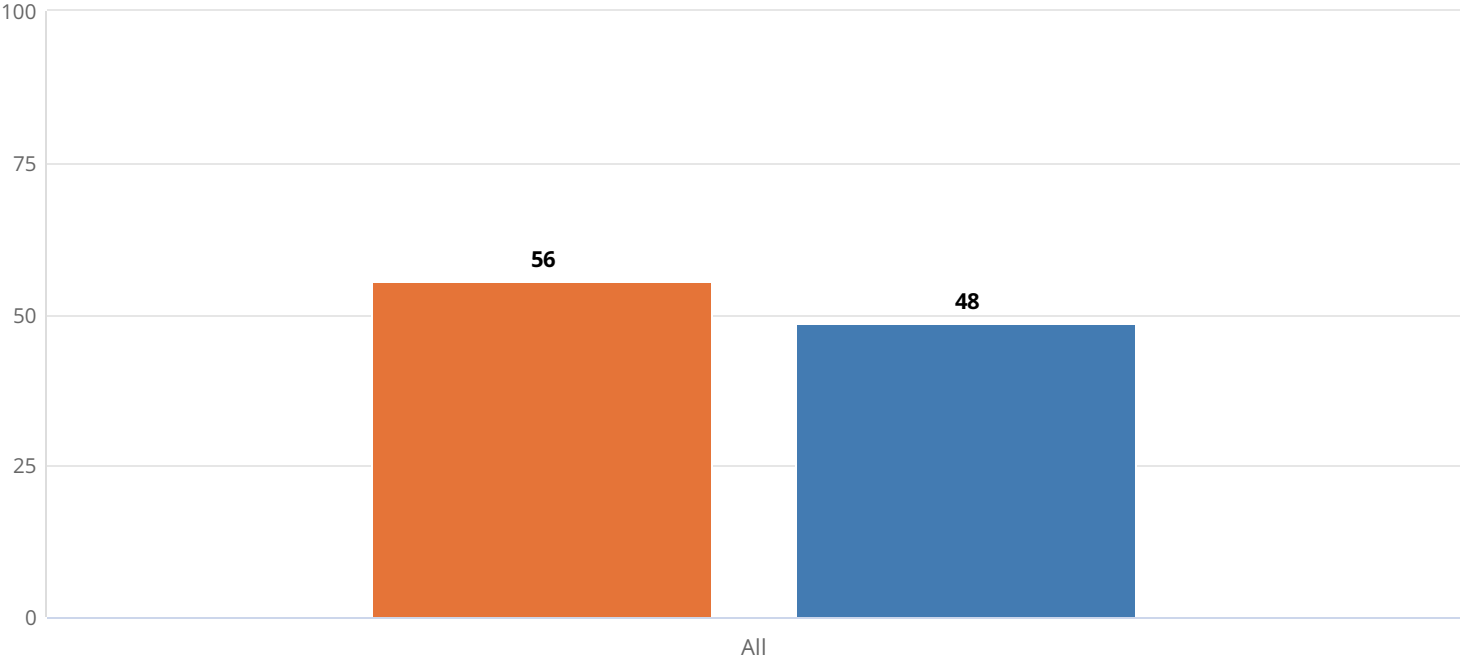
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target	AGP		Target	AGP	
ELPA	263	55.5	48.4	227	53.3	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Mater Mountain Vista 2023-2024 District



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 5/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	52.7	22.5	38.4	36.5	31.8	31.9	34.1	37.1
American Indian/Alaska Native	-	12.5	-	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	-	15.8	20.0	29.4	30.0	25.9	50.0	29.9
Hispanic/Latino	48.7	20.4	39.5	34.4	32.9	29.9	31.9	34.4
Pacific Islander	-	29.4	N/A	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	70.0	27.2	-	43.4	-	37.8	-	42.6
Special Education	18.7	14.6	20.0	23.4	15.0	20.8	14.2	25.2
English Learners Current + Former	50.8	23.3	38.5	34.1	30.7	27.5	31.0	31.6
English Learners Current	48.0	20.0	34.4	31.2	26.9	25.4	27.5	30.3
Economically Disadvantaged	52.7	20.8	38.4	33.4	31.8	28.7	34.1	33.1



Student Engagement

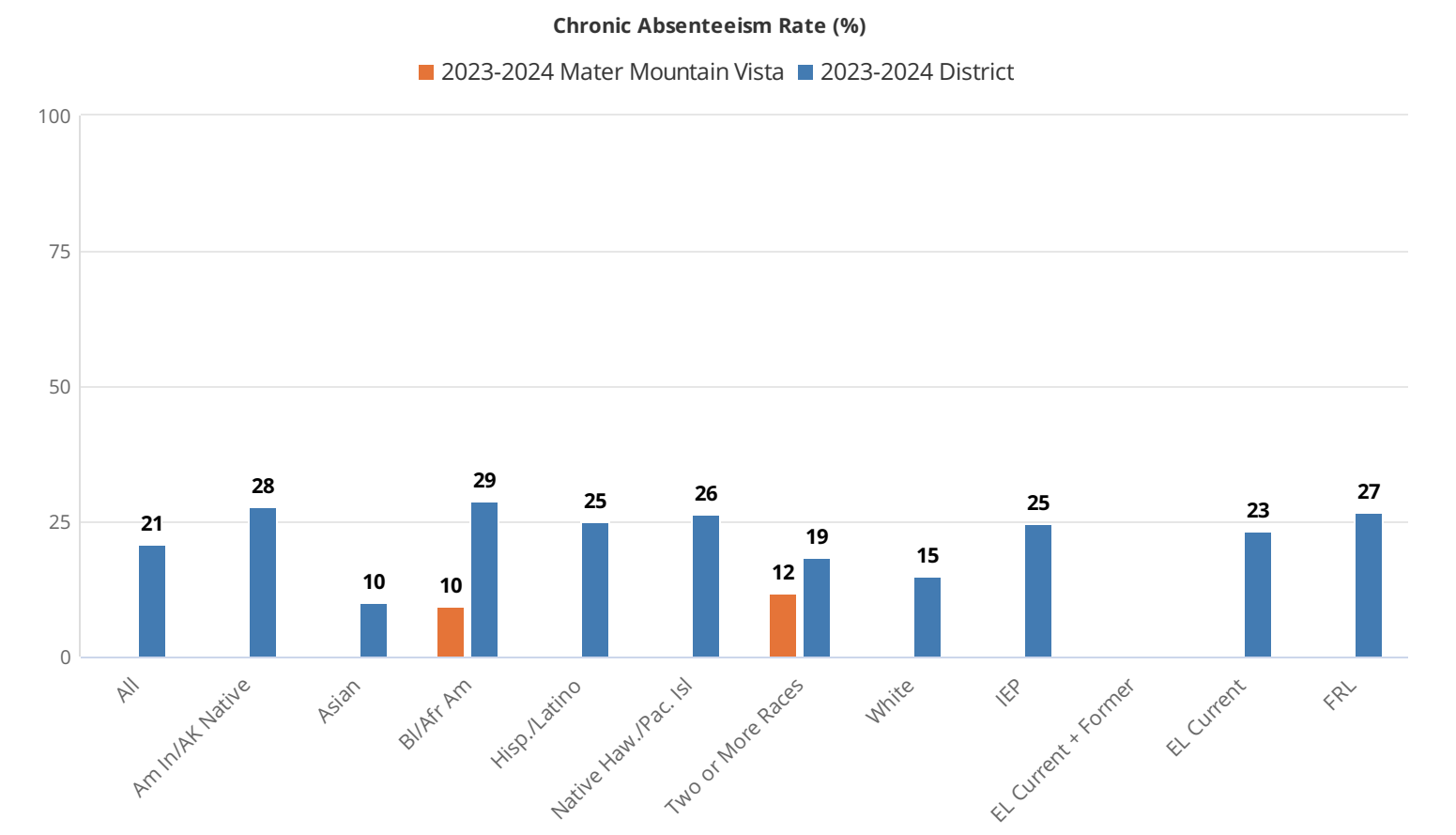
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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. 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

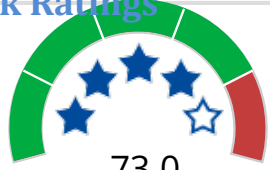
Chronic Absenteeism Points Earned: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	<5	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	<5	10.0	<5	12.9
Black/African American	9.5	28.9	<5	30.1
Hispanic/Latino	<5	25.0	<5	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	11.7	18.5	<5	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	<5	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	<5	25.4
Economically Disadvantaged	<5	26.8	<5	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

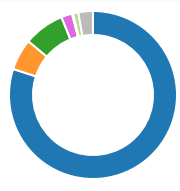


School Level: Middle School
Grade Levels: PK-08
District: State Public Charter School Authority
School Address: 3445 Mountain Vista Street Las Vegas, NV 89121



73.0
Total Index Score

School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



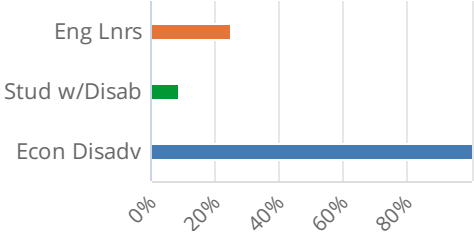
Student Race/Ethnicity

- 6.0% White
- 7.8% BI/Afr Am
- 79.7% Hisp/Latino
- 2.1% Asian
- 0.2% Am Ind/AK Nat
- 1.0% Pac Isl
- 2.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	64.5 ★★☆☆
2021-2022	85.5 NR

Additional Student Groups



What does my school rating mean?

Four-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.

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	★★★★★

2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	42.4	47.3
Math Proficiency	33.5	39.8
ELA Proficiency	49.1	54.2
Science Proficiency	49.1	48.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	42.3	27.2



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	>95	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	54.0	57.0
ELA MGP	64.0	59.0
	School Rate	District Rate
Met Math AGP Target	36.0	40.5
Met ELA AGP Target	50.6	54.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.4	16.3
Prior Non-Proficient Met ELA AGP Target	21.6	26.0

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.

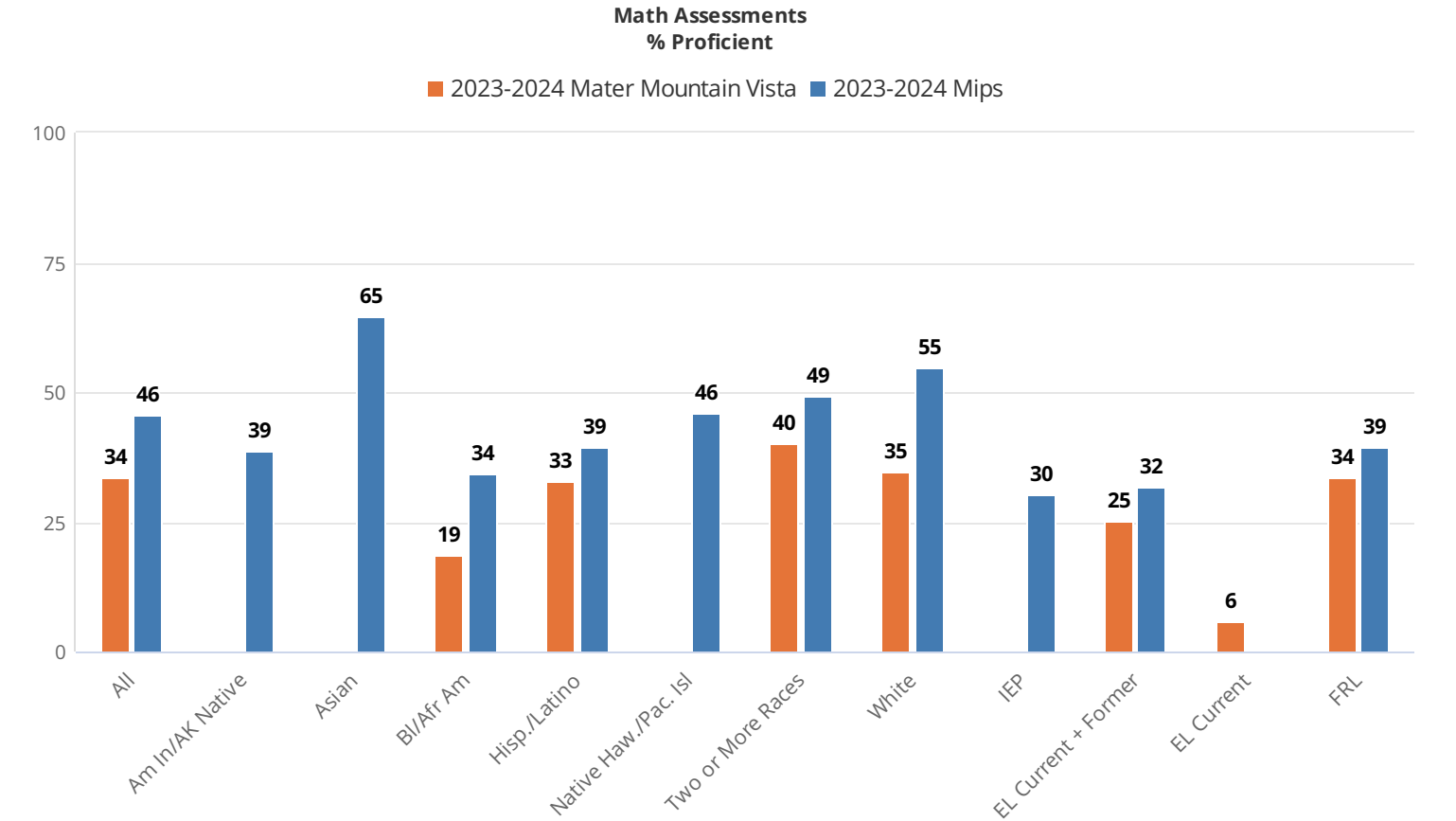
Pooled Proficiency

Pooled Proficiency Points Earned: 17/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	42.4	47.3	43.6	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	33.5	39.8	45.6	34.7	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	18.5	21.6	34.4	21.2	19.4	31
Hispanic/Latino	32.9	28.7	39.4	35.2	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	40.0	47.6	49.1	33.3	44.5	46.4
White/Caucasian	34.7	54.3	54.7	36.3	51.4	52.3
Special Education	<5	11.3	30.2	8.0	11.5	26.5
English Learners Current + Former	25.2	20.5	31.6	28.8	21.5	28
English Learners Current	6.0	6.2		<5	6.5	
Economically Disadvantaged	33.6	27.1	39.3	34.7	24.9	36.1



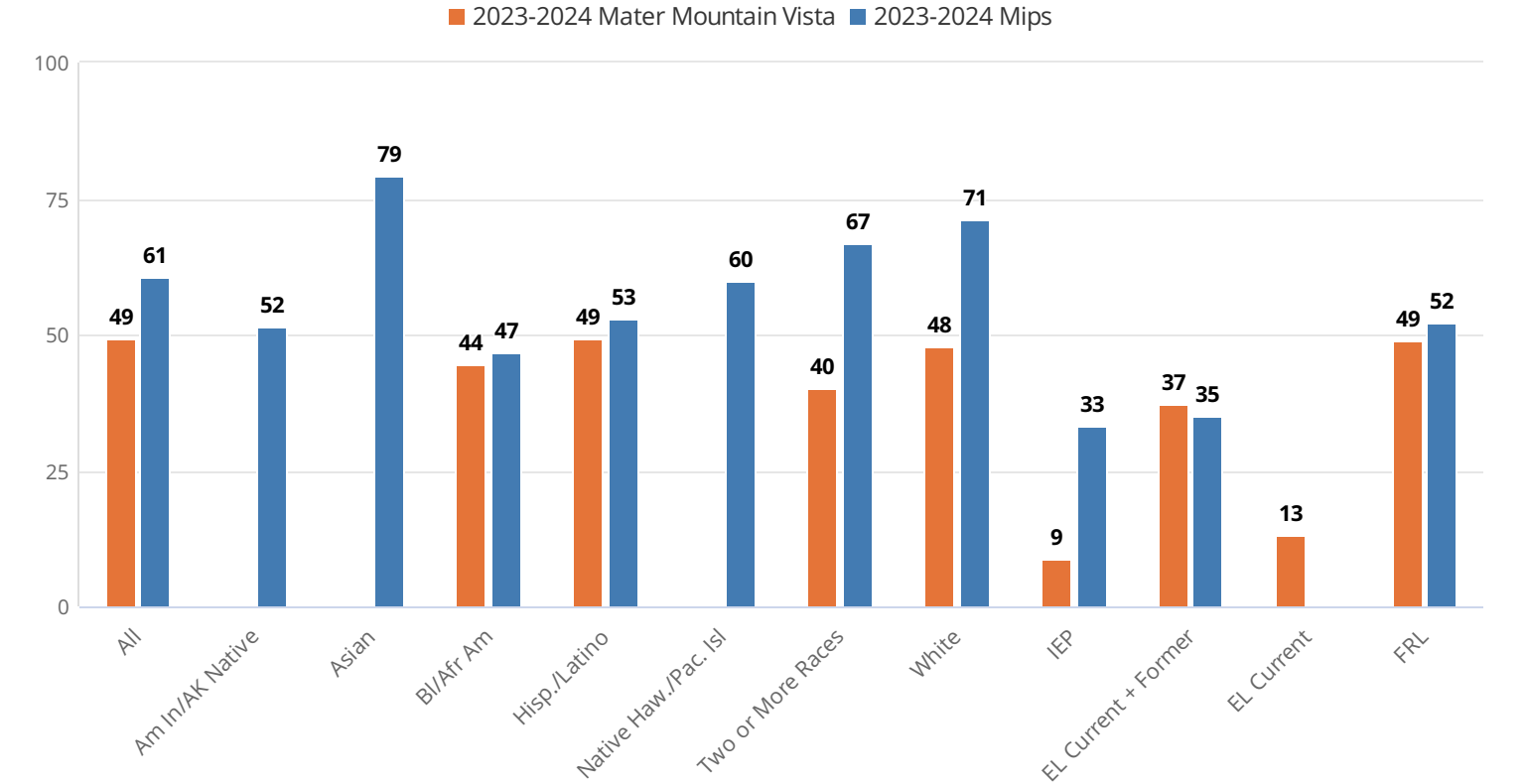


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	49.1	54.2	60.6	51.9	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	44.4	40.1	46.7	45.4	37.4	43.9
Hispanic/Latino	49.1	44.9	53	53.0	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	40.0	62.1	66.8	50.0	60.0	65
White/Caucasian	47.8	65.0	71.1	40.9	64.0	69.6
Special Education	8.6	17.5	33.1	12.0	17.4	29.6
English Learners Current + Former	37.1	32.1	35.1	46.7	34.0	31.7
English Learners Current	13.2	11.3		10.4	12.0	
Economically Disadvantaged	49.0	42.5	52.3	51.9	40.8	49.8

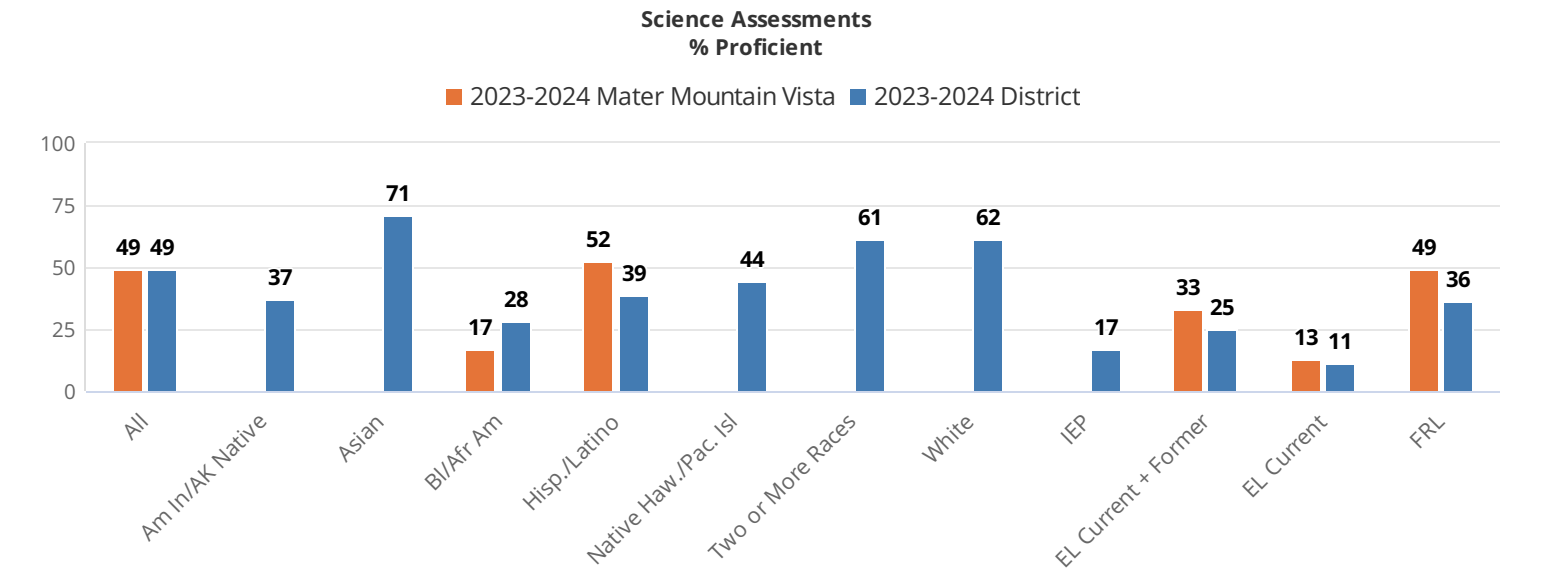
ELA Assessments
% Proficient



Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	49.1	48.8	45.6	43.9
American Indian/Alaska Native	-	36.8	-	41.6
Asian	-	71.3	-	63.5
Black/African American	16.6	27.9	-	25.3
Hispanic/Latino	52.1	38.9	46.8	34.8
Pacific Islander	N/A	44.1	-	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	-	16.8	-	13.6
English Learners Current + Former	32.7	24.6	34.9	20.7
English Learners Current	13.3	11.4	12.5	8.5
Economically Disadvantaged	49.1	36.0	45.6	30.8



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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 7/10				ELA MGP Points Earned: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	54.0	57.0	64.0	59.0	54.0	56.0	57.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	54.0	52.0	68.0	57.0	57.5	51.0	52.0	55.0
Hispanic/Latino	54.0	57.0	64.0	59.0	54.0	54.0	56.5	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	34.0	58.0	54.0	60.0	64.0	59.0	61.0	58.0
White/Caucasian	47.0	57.0	65.0	58.0	66.5	58.0	63.0	56.0
Special Education	50.0	53.0	47.0	56.0	47.0	52.0	51.0	55.0
English Learners Current + Former	57.0	56.0	63.0	58.0	51.0	54.0	57.0	56.0
English Learners Current	60.0	56.0	58.0	55.0	51.5	53.0	52.0	53.0
Economically Disadvantaged	54.0	56.0	63.5	58.0	54.0	54.0	57.0	55.0

AGP Growth Data		Math AGP Points Earned: 4/5				ELA AGP Points Earned: 3/5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	36.0	40.5	50.6	54.7	37.4	40.4	51.8	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	14.8	24.1	44.4	42.6	28.1	23.7	43.7	39.6
Hispanic/Latino	36.2	30.4	51.3	46.4	37.4	30.6	52.2	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	50.0	46.6	40.0	61.9	45.4	46.9	54.5	59.5
White/Caucasian	34.7	53.0	43.4	63.6	36.3	51.9	50.0	61.5
Special Education	8.6	14.6	<5	22.8	17.3	15.1	13.0	22.3
English Learners Current + Former	28.3	23.0	41.7	35.8	30.3	24.3	46.2	35.3
English Learners Current	8.4	10.1	15.6	17.2	<5	10.9	15.3	16.2
Economically Disadvantaged	36.1	29.5	50.5	44.8	37.4	28.1	51.8	41.9

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

10/10

English Language

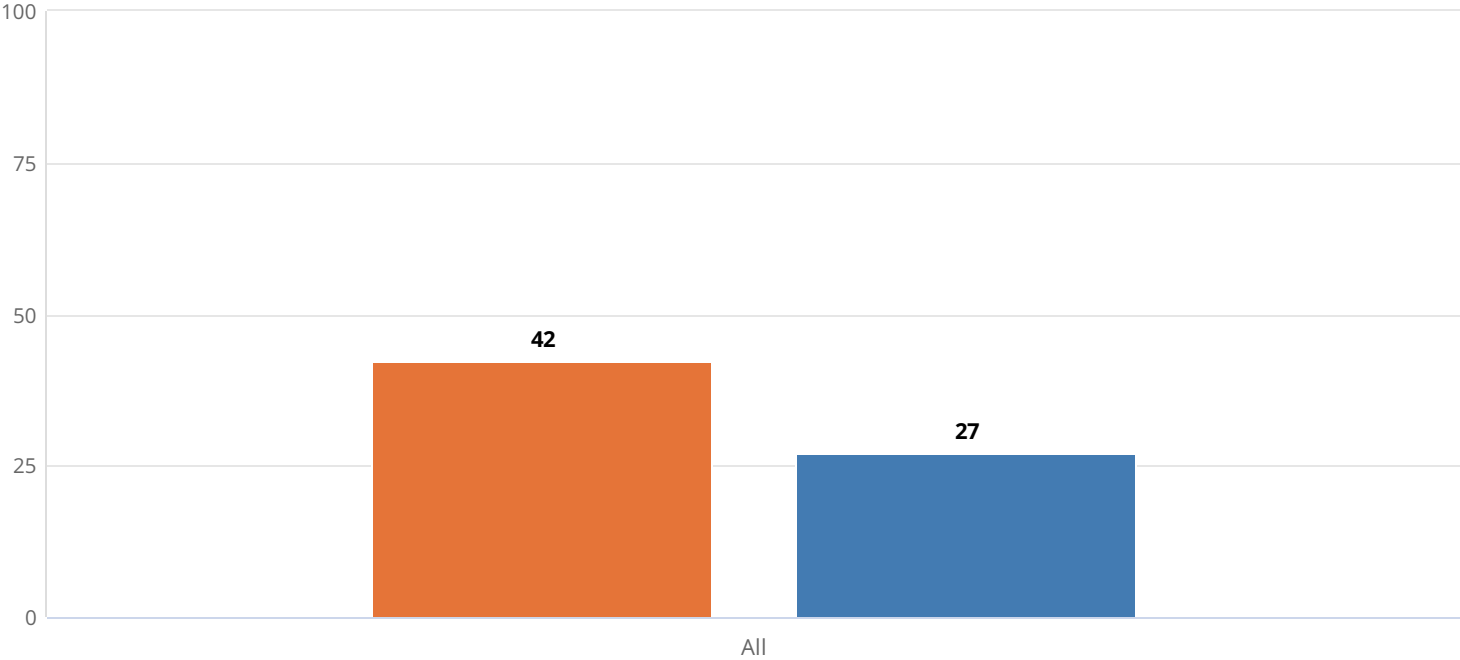
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 10/10

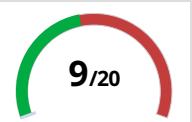
	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	85	42.3	27.2	64	14.0	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Mater Mountain Vista 2023-2024 District



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.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 3/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	15.4	16.3	21.6	26.0	13.1	18.0	22.2	23.3
American Indian/Alaska Native	-	14.6	-	26.4	-	18.9	-	23.3
Asian	N/A	29.2	N/A	37.1	N/A	26.3	N/A	36.0
Black/African American	<5	10.9	14.2	21.2	8.3	12.5	21.0	20.2
Hispanic/Latino	16.6	13.5	25.0	23.6	14.1	15.4	24.1	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	13.3	22.6	7.1	30.5	13.3	23.6	15.3	26.3
Special Education	8.6	7.3	<5	13.5	10.0	8.5	<5	12.4
English Learners Current + Former	15.2	11.4	22.3	20.6	11.4	13.5	24.0	18.6
English Learners Current	5.0	7.4	9.4	13.9	<5	8.9	10.1	12.7
Economically Disadvantaged	15.5	13.6	21.1	22.8	13.1	14.2	22.2	20.9

Student Engagement

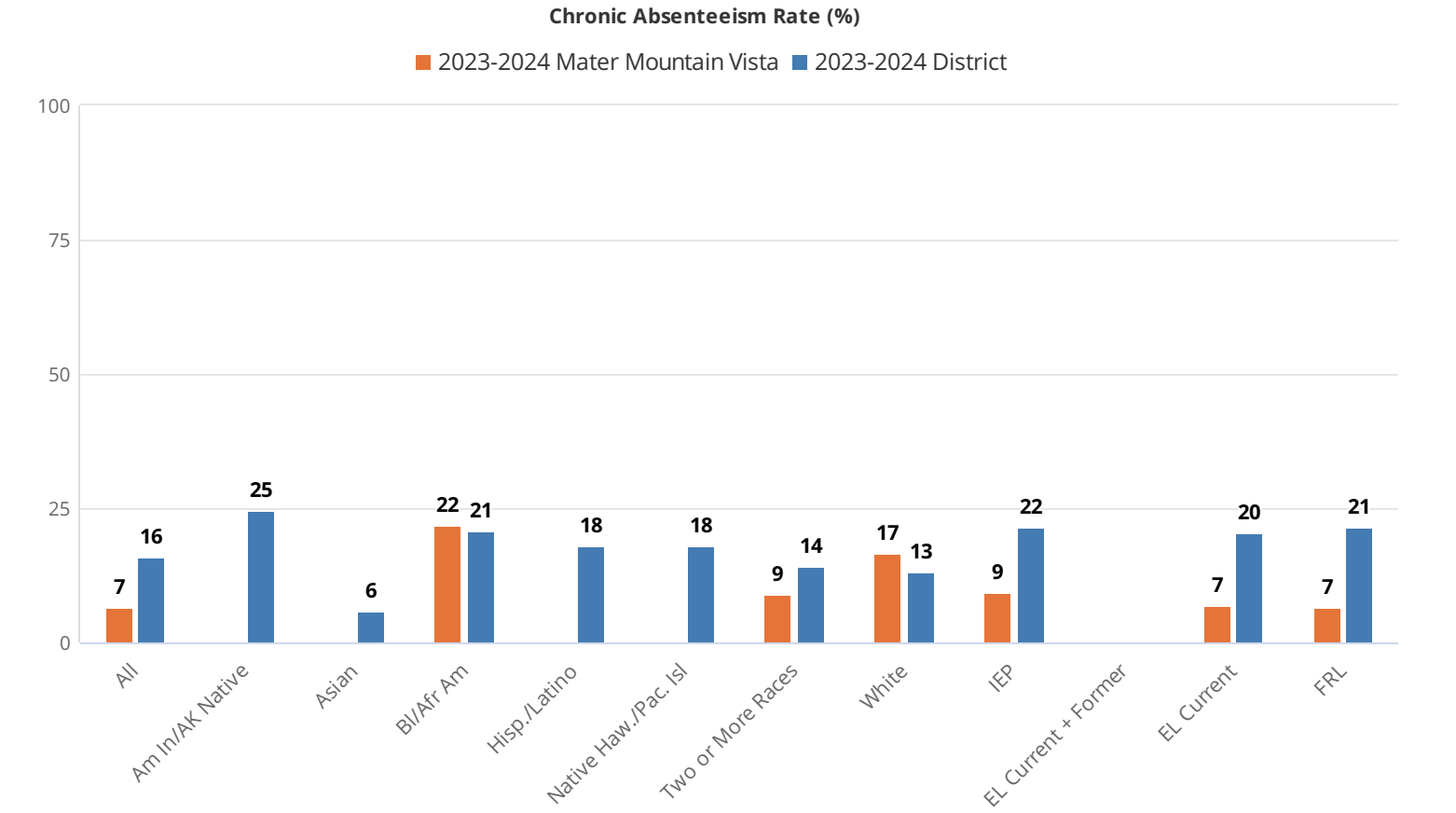
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 9/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	6.7	15.8	<5	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	-	6.0	-	9.3
Black/African American	21.8	21.0	<5	24.2
Hispanic/Latino	<5	18.2	<5	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	9.0	14.2	7.6	19.0
White/Caucasian	16.6	13.2	<5	16.5
Special Education	9.3	21.7	<5	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.8	20.4	<5	21.6
Economically Disadvantaged	6.7	21.4	<5	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

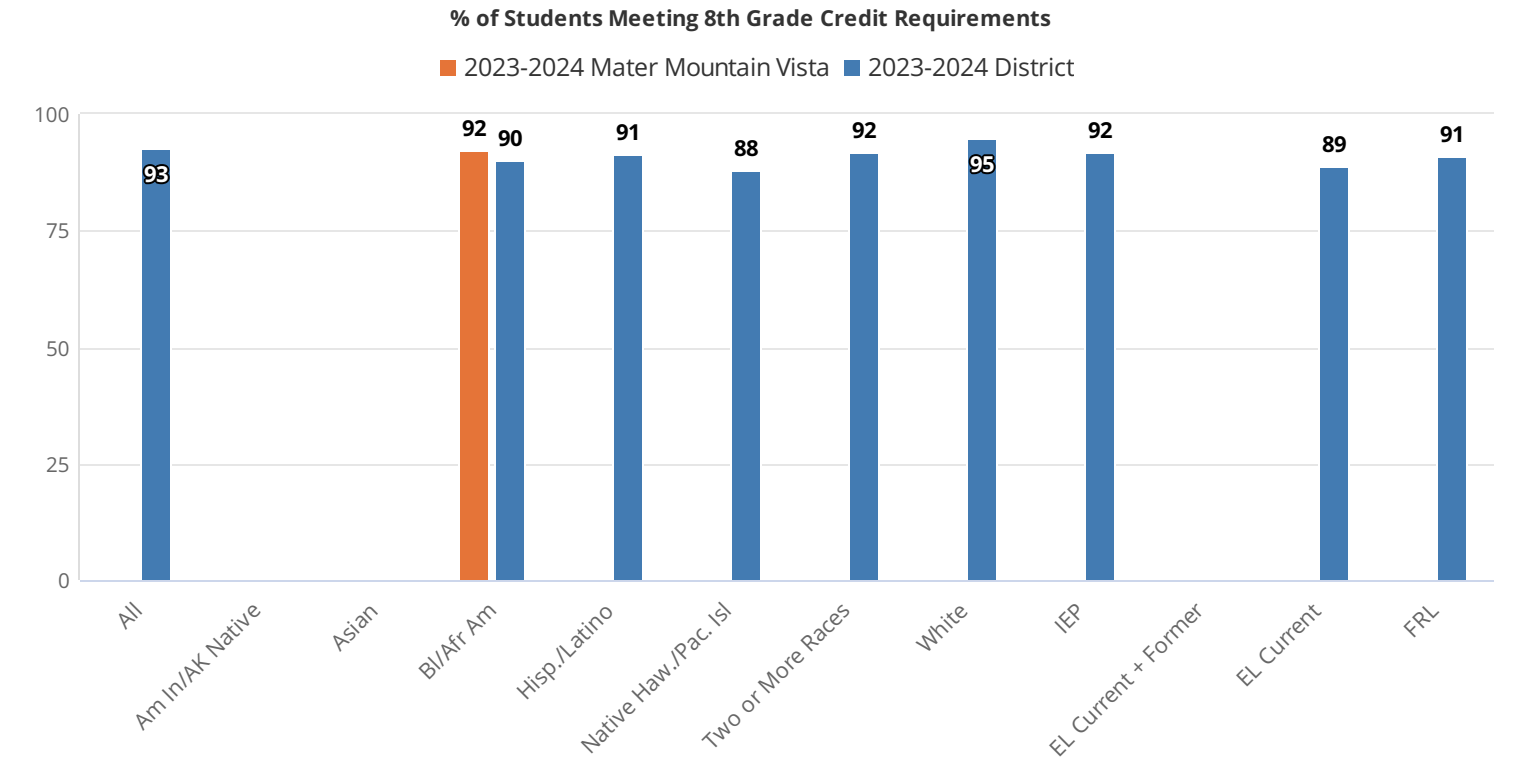




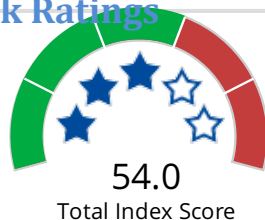
Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

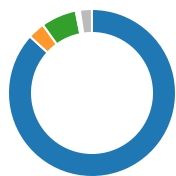
NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	92.3	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	N/A	87.8	-	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	>95	94.8	-	94.8
Special Education	-	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	88.7	91.3	90.5
Economically Disadvantaged	>95	91.2	>95	90.5



School Level: Elementary School
Grade Levels: PK-08
District: State Public Charter School Authority
School Address: 4760 East Bonanza Road Las Vegas, NV 89110



School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



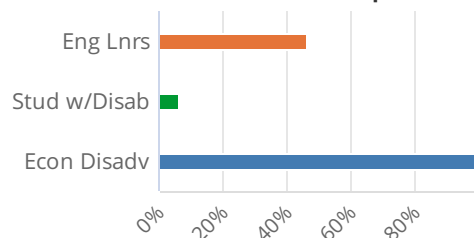
Student Race/Ethnicity

3.3% White
 6.8% BI/Afr Am
 86.5% Hisp/Latino
 0.4% Asian
 N/A% Am Ind/AK Nat
 0.4% Pac Isl
 2.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	48.5 NR
2020-2021	52.0 ★★

Additional Student Groups



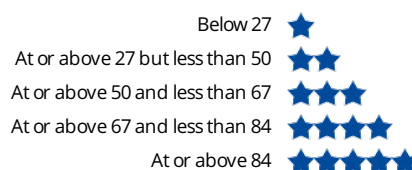
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.4	50.0
Math Proficiency	40.7	52.0
ELA Proficiency	43.5	54.6
Science Proficiency	8.5	29.8
Read-by-Grade-3 Proficiency	50.4	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	56.5	55.0
ELA MGP	56.5	55.0
School Rate		District Rate
Met Math AGP Target	41.0	50.8
Met ELA AGP Target	44.3	52.9



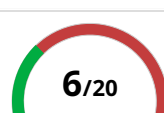
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.0	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	22.9
Climate Survey Participation	93.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.2	31.9
Prior Non-Proficient Met ELA AGP Target	30.9	37.1

** 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

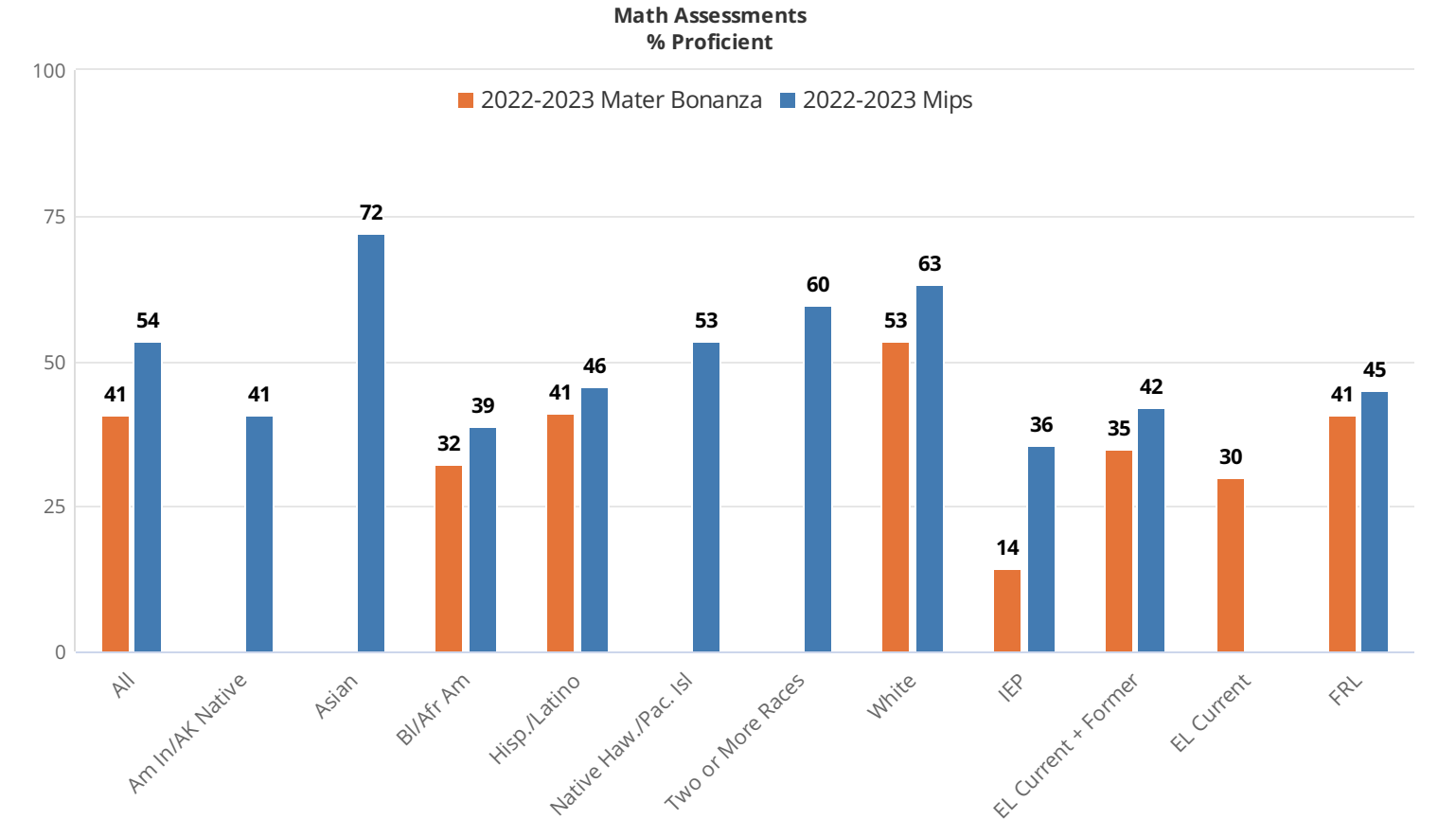
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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 Points Earned: 5/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	37.4	50.0	35.2	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	40.7	52.0	53.5	34.6	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	N/A	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	32.2	31.4	38.9	20.8	30.3	35.7
Hispanic/Latino	41.0	42.2	45.5	35.0	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	53.3	63.7	63.3	44.4	60.7	61.3
Special Education	14.2	29.1	35.5	13.7	26.3	32.1
English Learners Current + Former	34.9	38.1	42	33.2	34.9	39
English Learners Current	30.0	27.6		26.3	25.5	
Economically Disadvantaged	40.7	39.0	44.9	34.4	35.6	42

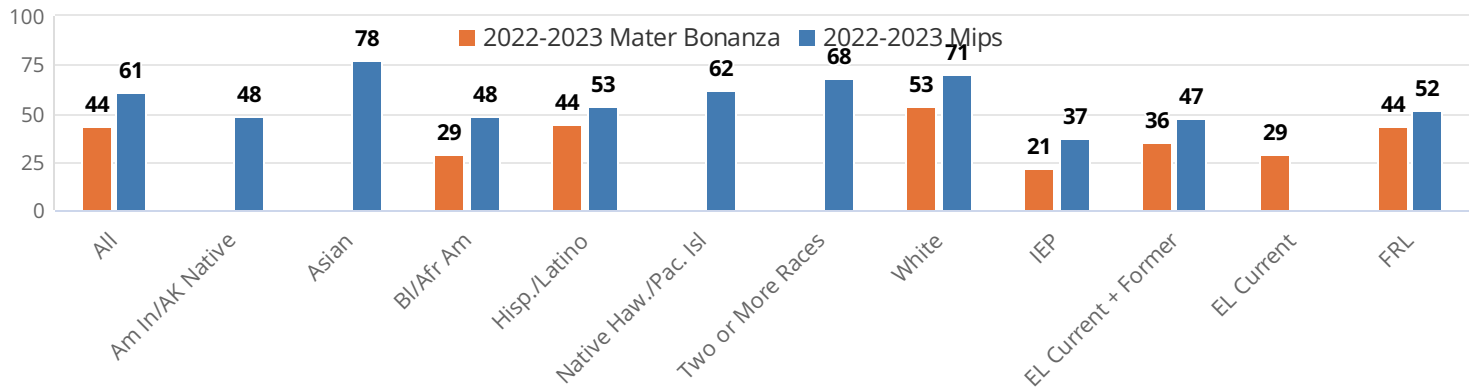




Academic Achievement

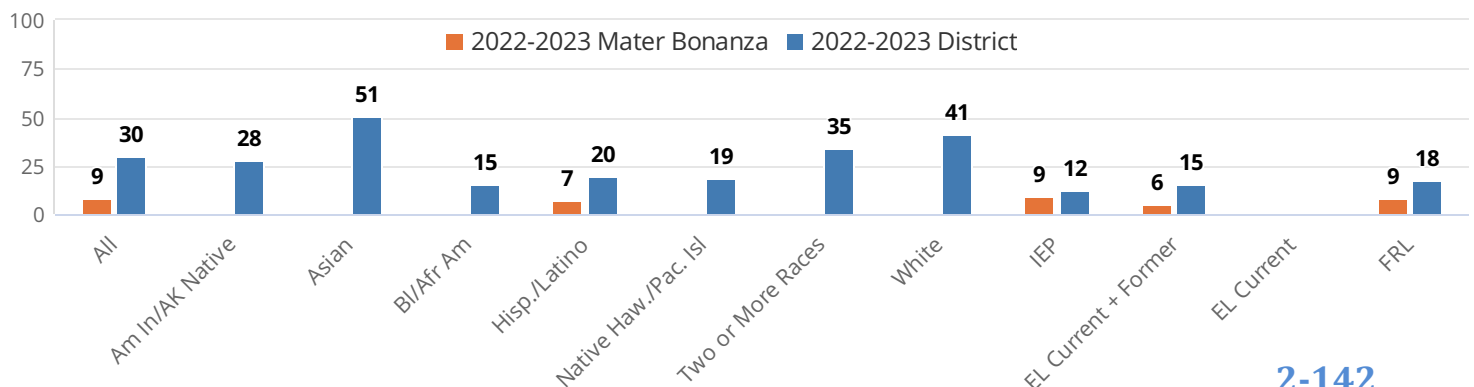
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	43.5	54.6	61.2	41.0	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	N/A	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	29.0	37.5	48.2	29.1	39.8	45.4
Hispanic/Latino	44.1	45.9	53.2	39.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	53.3	64.4	70.6	61.1	65.5	69
Special Education	21.4	27.4	36.8	20.6	25.5	33.5
English Learners Current + Former	35.5	37.6	47.2	39.4	37.4	44.4
English Learners Current	29.2	24.1		29.4	24.4	
Economically Disadvantaged	43.5	42.0	51.9	41.1	42.8	49.4

ELA Assessments
% Proficient

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	8.5	29.8	20.5	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	-	17.6
Hispanic/Latino	7.1	19.5	18.9	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	-	34.5	N/A	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	9.0	12.2	-	11.6
English Learners Current + Former	5.6	15.1	16.1	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	8.5	17.6	20.5	19.4

Science Assessments
% Proficient

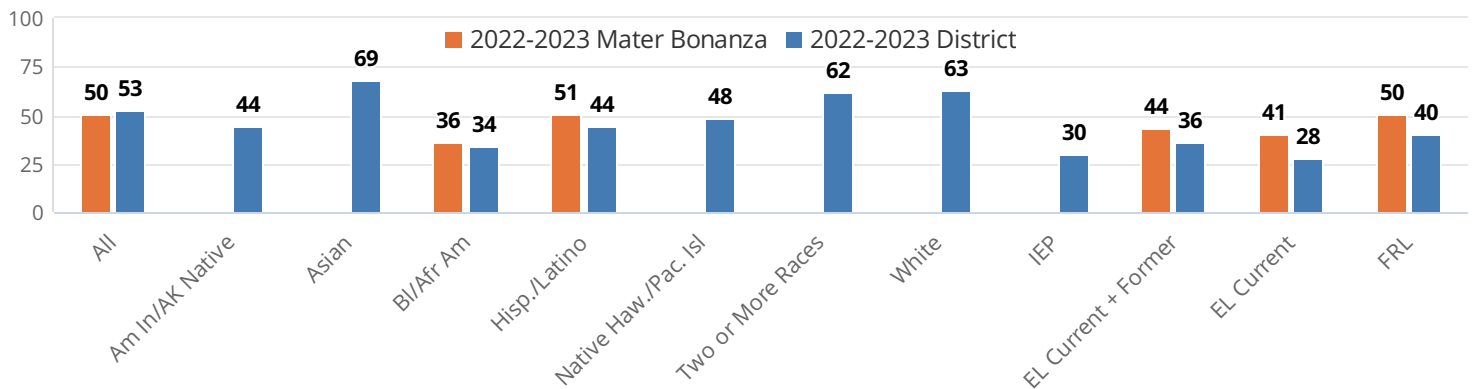


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	50.4	52.6	47.0	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	N/A	68.5	-	71.7
Black/African American	36.3	33.9	20.0	33.0
Hispanic/Latino	51.0	44.2	49.3	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	N/A	62.3	-	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	43.8	36.1	46.2	37.1
English Learners Current	40.7	27.6	44.0	30.7
Economically Disadvantaged	50.4	40.3	47.0	40.5

Read by Grade 3
% Proficient



Academic Achievement

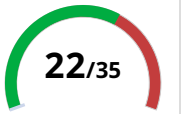
Participation on State Assessments

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 7/10				ELA MGP Points Earned: 7/10		
Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	56.5	55.0	56.5	55.0	46.0	52.0	44.5	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	59.0	52.0	68.5	50.0	45.0	49.0	23.5	53.0
Hispanic/Latino	52.0	54.0	55.0	53.0	44.5	49.0	43.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	65.5	56.0	55.0	57.0	72.0	55.0	74.0	55.0
Special Education	29.0	49.0	43.0	51.0	51.0	46.0	29.0	43.0
English Learners Current + Former	49.5	55.0	57.0	54.0	37.0	47.0	43.0	49.0
English Learners Current	53.0	54.0	58.5	53.0	36.0	44.0	44.0	44.0
Economically Disadvantaged	56.5	54.0	56.5	53.0	46.0	49.0	45.0	49.0

AGP Growth Data		Math AGP Points Earned: 5.5/7.5				ELA AGP Points Earned: 2.5/7.5		
Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	41.0	50.8	44.3	52.9	39.7	53.1	48.5	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	40.0	38.1	45.0	42.1	14.2	41.8	28.5	55.8
Hispanic/Latino	39.7	43.8	43.8	46.9	37.6	45.0	47.0	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	50.0	58.8	50.0	58.9	75.0	59.6	75.0	65.1
Special Education	14.2	32.3	23.8	34.0	26.3	35.9	21.0	41.3
English Learners Current + Former	32.1	41.8	39.2	43.1	34.8	41.2	45.8	52.0
English Learners Current	25.5	33.5	33.7	33.8	32.0	32.5	44.0	43.1
Economically Disadvantaged	41.0	43.0	44.3	45.2	39.4	43.7	48.7	53.5

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

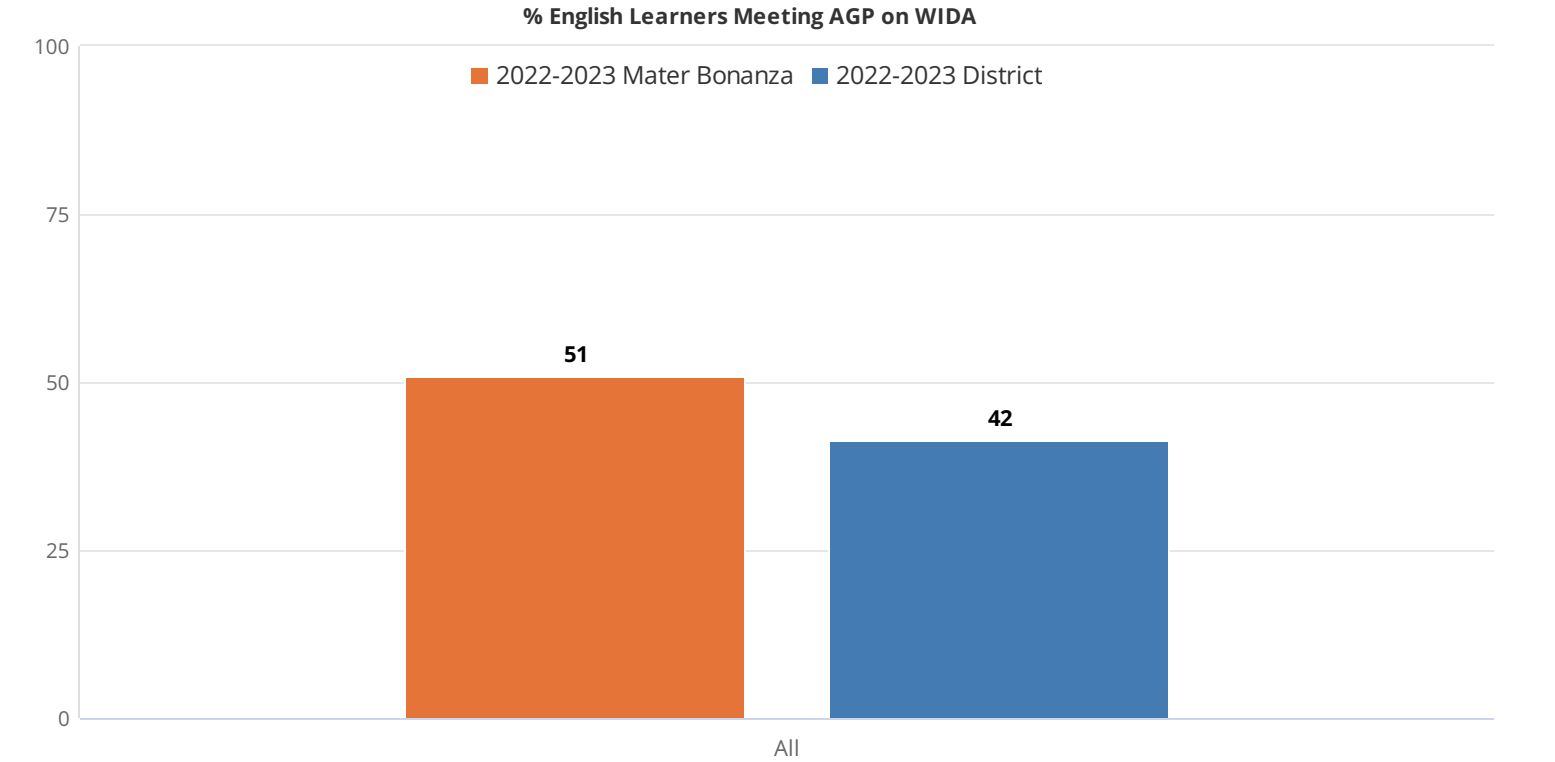


English Language

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: 8/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	243	51.0	41.5	230	40.0	38.4



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 2/10			
	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	24.2	31.9	30.9	37.1	30.9	40.9	42.5	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	N/A	42.0	N/A	48.2	-	50.6	N/A	63.3
Black/African American	33.3	25.9	33.3	29.9	16.6	36.1	30.0	49.4
Hispanic/Latino	22.8	29.9	30.3	34.4	28.3	36.3	41.1	49.2
Pacific Islander	N/A	33.3	N/A	41.2	-	43.2	-	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	5.5	20.8	11.1	25.2	22.2	27.6	18.7	35.9
English Learners Current + Former	17.8	27.5	31.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	15.3	25.4	31.3	30.3	26.4	27.6	42.4	41.7
Economically Disadvantaged	24.2	28.7	30.9	33.1	30.4	35.5	42.8	47.6

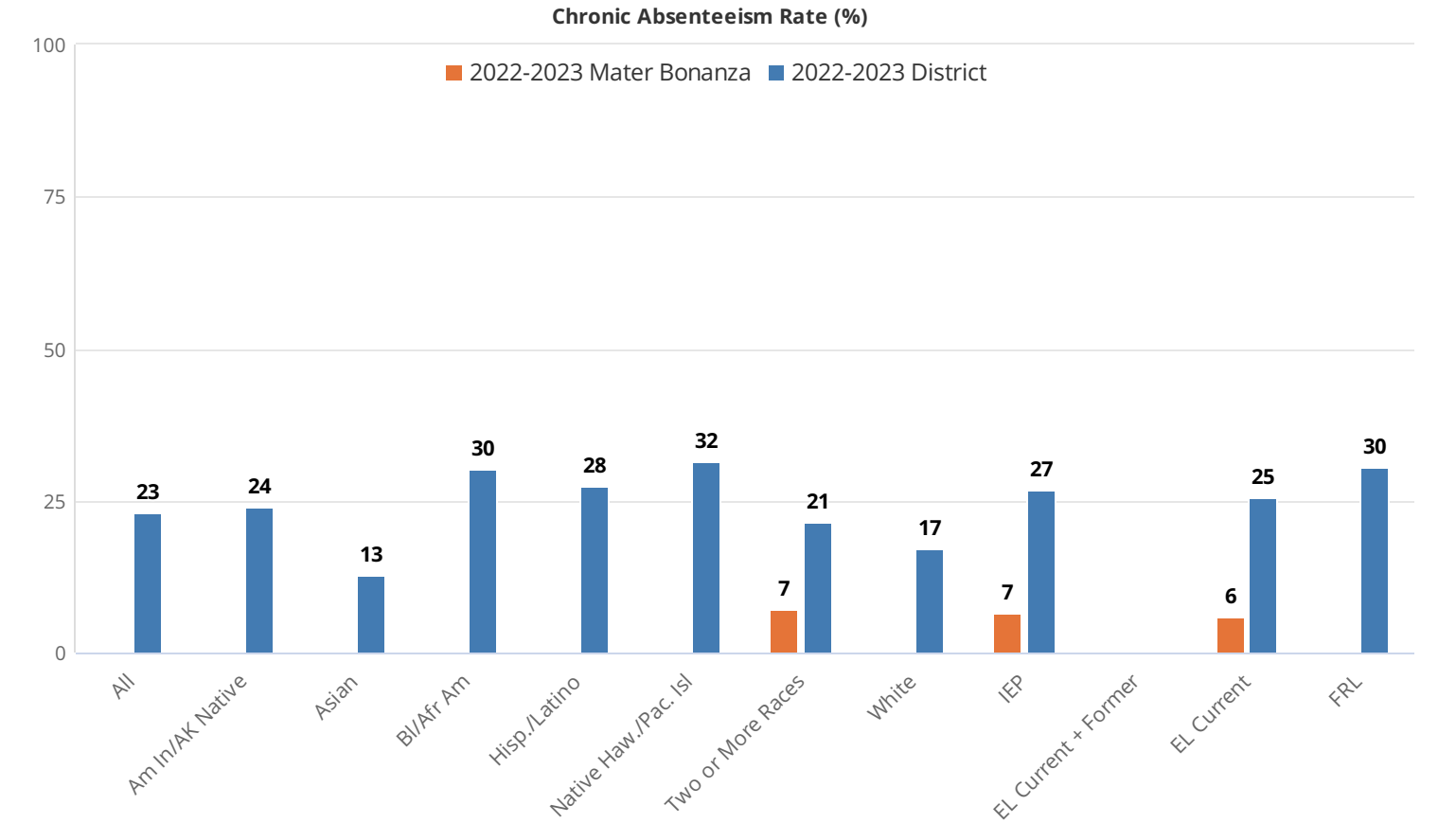


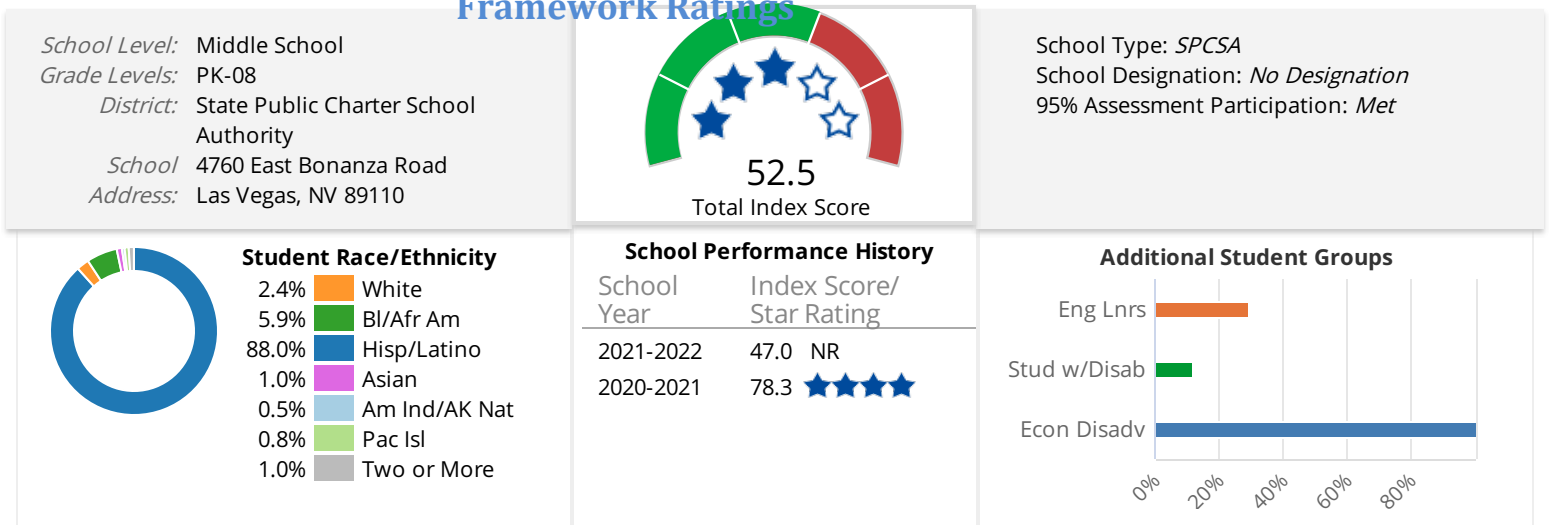
Student Engagement

Chronic absenteeism is a measure 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. 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: 10/10	
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	22.9	8.2	21.7
American Indian/Alaska Native	N/A	24.0	N/A	15.8
Asian	-	12.9	-	11.9
Black/African American	<5	30.1	20.9	27.6
Hispanic/Latino	<5	27.5	7.4	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	7.1	21.4	7.1	22.2
White/Caucasian	<5	17.1	<5	16.9
Special Education	6.6	26.7	6.3	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.8	25.4	6.6	22.6
Economically Disadvantaged	<5	30.4	8.2	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1





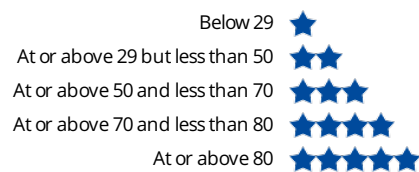
What does my school rating mean?

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.

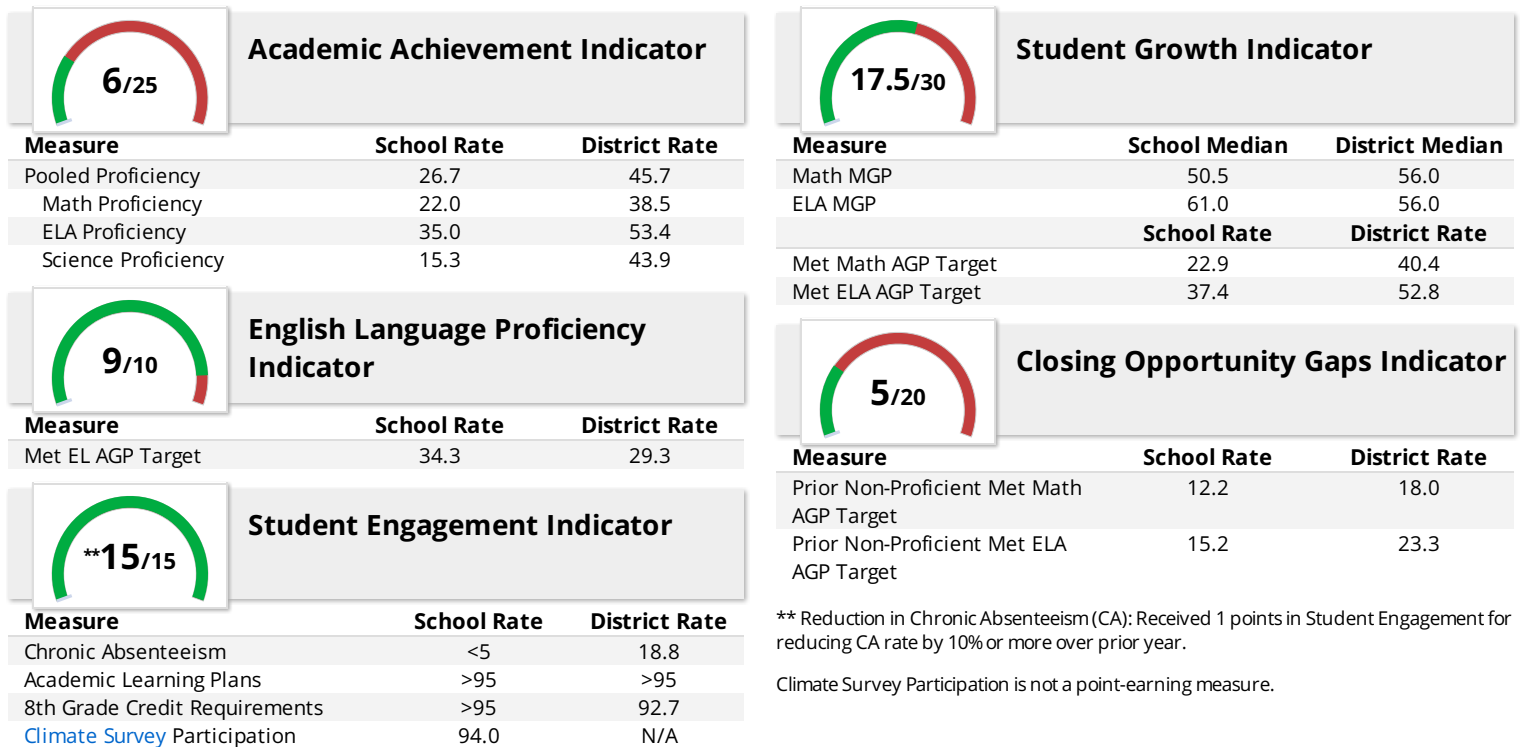
How are school star ratings determined?

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?

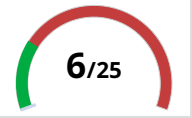


2022-2023 School Performance



** 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.

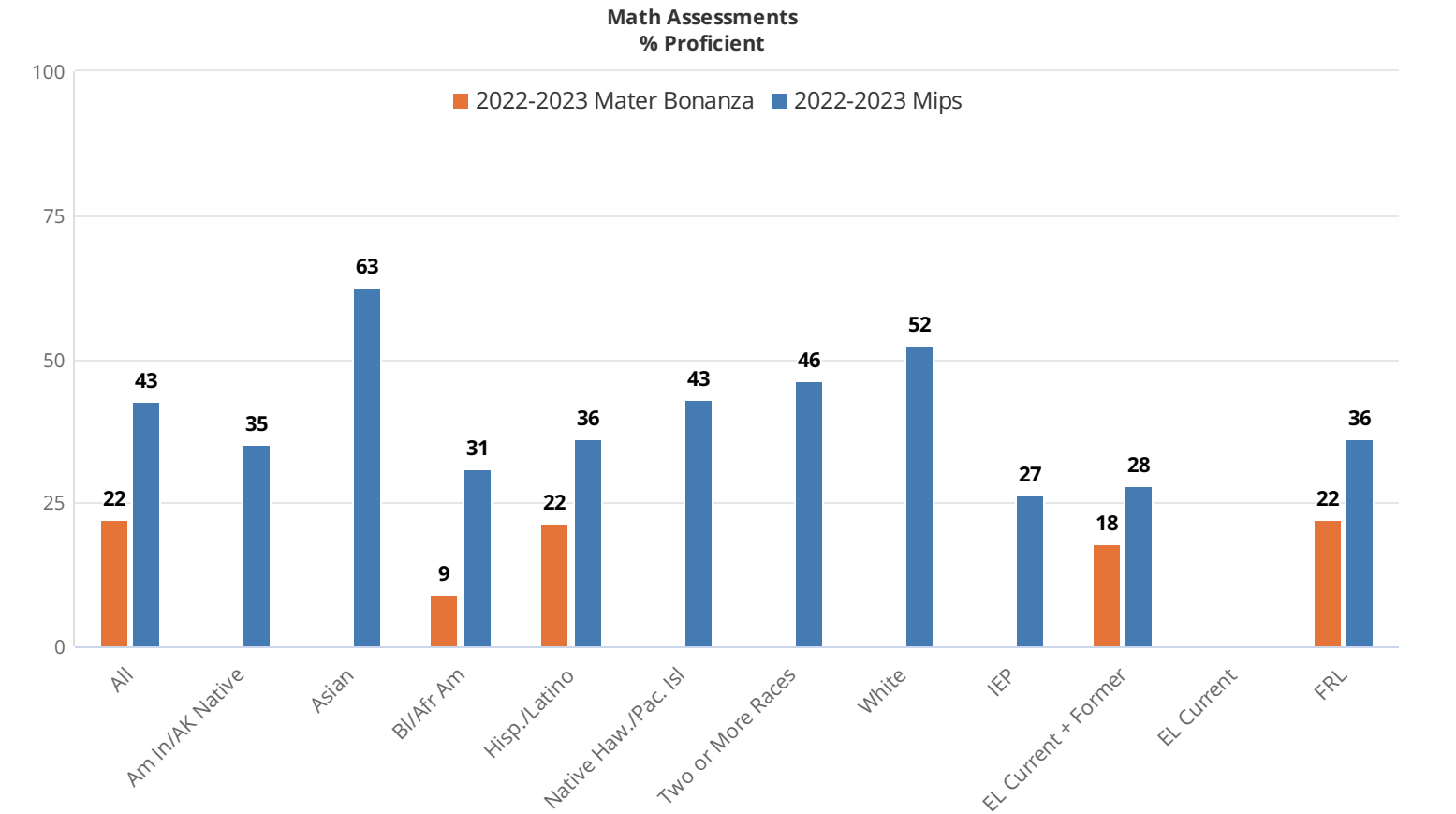


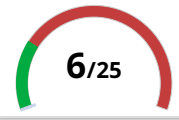
Academic Achievement

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Pooled Proficiency			Pooled Proficiency Points Earned: 6/25	
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	26.7	45.7	24.8	46.6

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.0	38.5	42.7	15.7	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	9.0	19.4	31	<5	18.2	27.3
Hispanic/Latino	21.6	28.3	36.2	15.9	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	<5	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	18.0	21.5	28	14.5	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	22.0	24.9	36.1	15.7	23.9	32.7

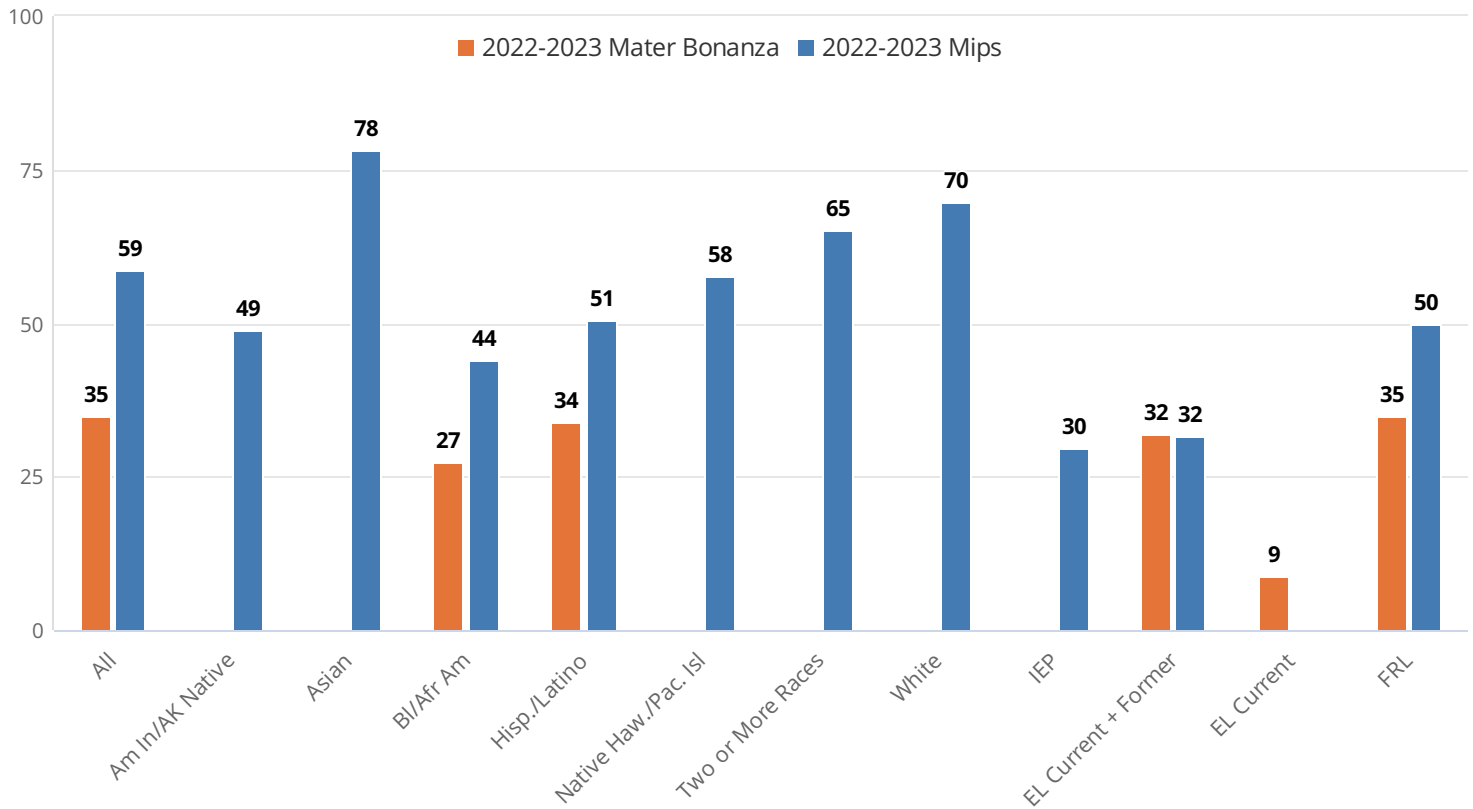


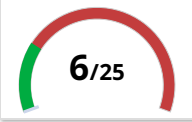


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.0	53.4	58.6	36.4	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	27.2	37.4	43.9	19.0	41.1	40.9
Hispanic/Latino	33.9	44.8	50.5	36.9	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	<5	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	31.9	34.0	31.7	33.6	38.8	28.1
English Learners Current	8.7	12.0		16.1	16.7	
Economically Disadvantaged	35.0	40.8	49.8	36.4	45.9	47.1

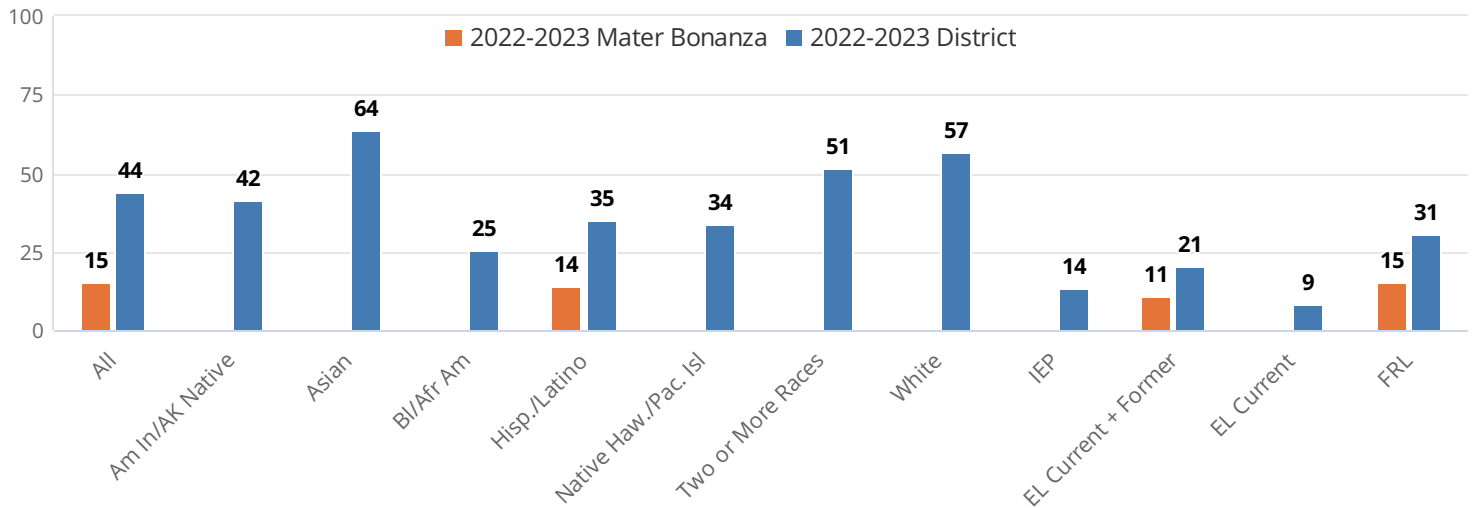
ELA Assessments
% Proficient



Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.3	43.9	17.3	44.9
American Indian/Alaska Native	-	41.6	N/A	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	14.2	34.8	17.1	33.7
Pacific Islander	-	33.7	N/A	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	<5	13.6	<5	12.0
English Learners Current + Former	10.7	20.7	17.7	19.4
English Learners Current	<5	8.5	<5	6.9
Economically Disadvantaged	15.3	30.8	17.3	31.9

Science Assessments
% Proficient

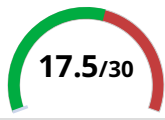
Participation on State Assessments

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 5/10

ELA MGP Points Earned: 9/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	50.5	56.0	61.0	56.0	52.0	56.0	48.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	53.5	51.0	45.5	55.0	32.0	52.0	60.5	54.0
Hispanic/Latino	50.0	54.0	61.0	55.0	52.5	54.0	47.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	-	59.0	-	58.0	-	57.0	-	55.0
White/Caucasian	-	58.0	-	56.0	-	57.0	-	56.0
Special Education	46.0	52.0	65.0	55.0	52.0	44.0	43.5	43.0
English Learners Current + Former	51.0	54.0	64.0	56.0	51.0	54.0	45.0	54.0
English Learners Current	53.0	53.0	60.0	53.0	50.0	50.0	39.0	51.0
Economically Disadvantaged	50.5	54.0	61.0	55.0	52.0	54.0	48.0	55.0

AGP Growth Data

Math AGP Points Earned: 2/5

ELA AGP Points Earned: 1.5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	22.9	40.4	37.4	52.8	20.1	40.8	40.4	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	<5	23.7	31.8	39.6	<5	24.7	40.0	49.7
Hispanic/Latino	22.9	30.6	36.3	44.7	20.8	31.4	40.6	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	-	46.9	-	59.5	-	43.8	-	65.6
White/Caucasian	-	51.9	-	61.5	-	50.7	-	67.2
Special Education	7.8	15.1	10.5	22.3	<5	12.9	11.1	26.3
English Learners Current + Former	19.2	24.3	36.6	35.3	21.1	25.2	34.8	45.5
English Learners Current	10.0	10.9	12.0	16.2	13.3	12.6	20.8	28.2
Economically Disadvantaged	22.9	28.1	37.4	41.9	20.1	29.9	40.4	51.8

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

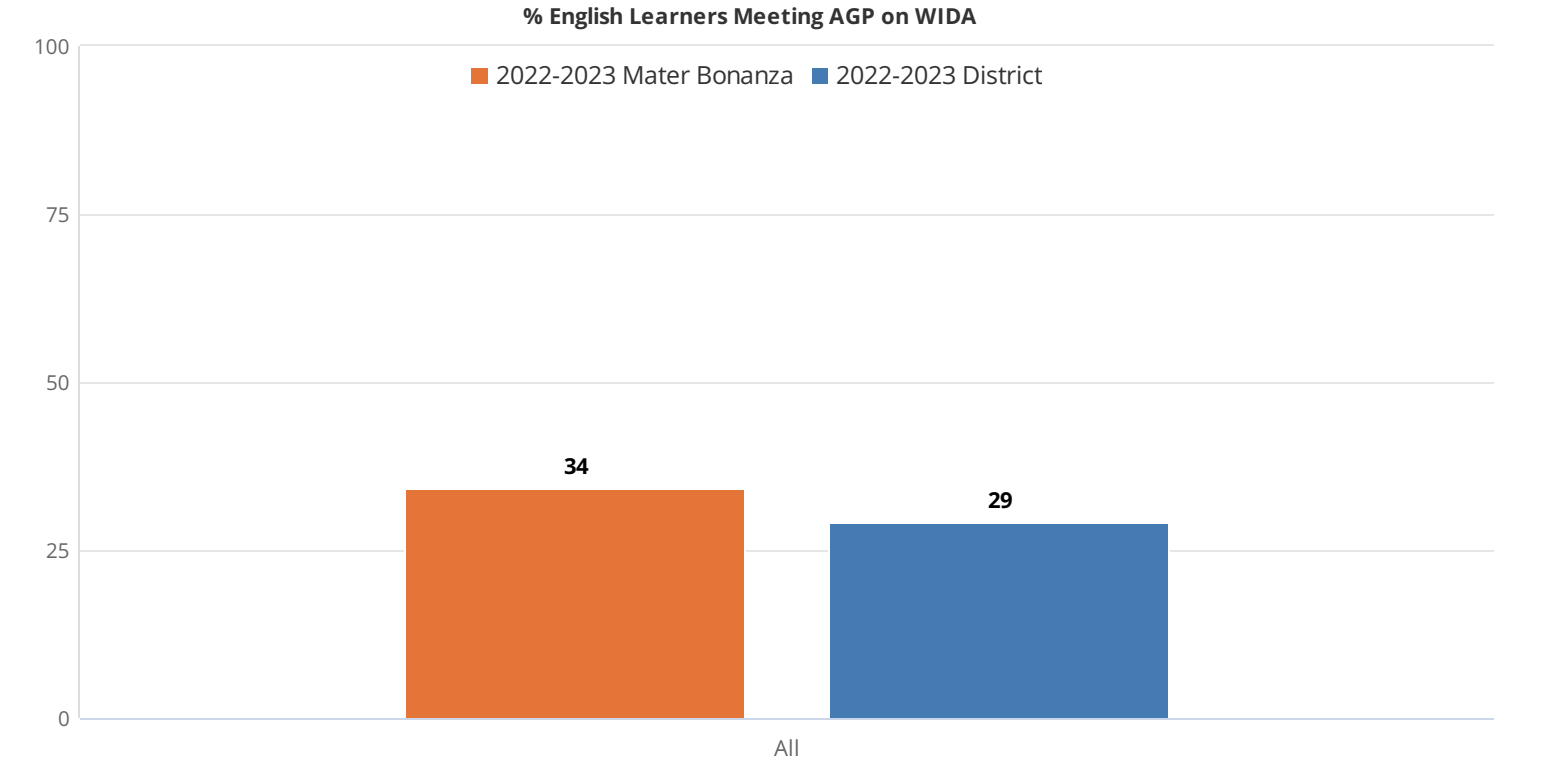


English Language

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: 9/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP	District	Target	AGP	District
ELPA	99	34.3	29.3	84	19.0	21.6



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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 1/10			
	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	12.2	18.0	15.2	23.3	12.4	23.5	29.3	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	-	26.3	N/A	36.0	-	38.5	N/A	51.3
Black/African American	<5	12.5	14.2	20.2	<5	16.6	33.3	33.6
Hispanic/Latino	13.1	15.4	15.0	21.4	13.0	20.3	29.3	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	-	23.6	-	26.3	-	28.8	-	40.2
Special Education	7.8	8.5	11.1	12.4	<5	7.8	11.1	19.6
English Learners Current + Former	11.7	13.5	17.7	18.6	N/A	N/A	N/A	N/A
English Learners Current	9.2	8.9	9.0	12.7	12.5	11.3	18.3	24.4
Economically Disadvantaged	12.2	14.2	15.2	20.9	12.4	19.7	29.3	35.0

Mater Bonanza



Student Engagement

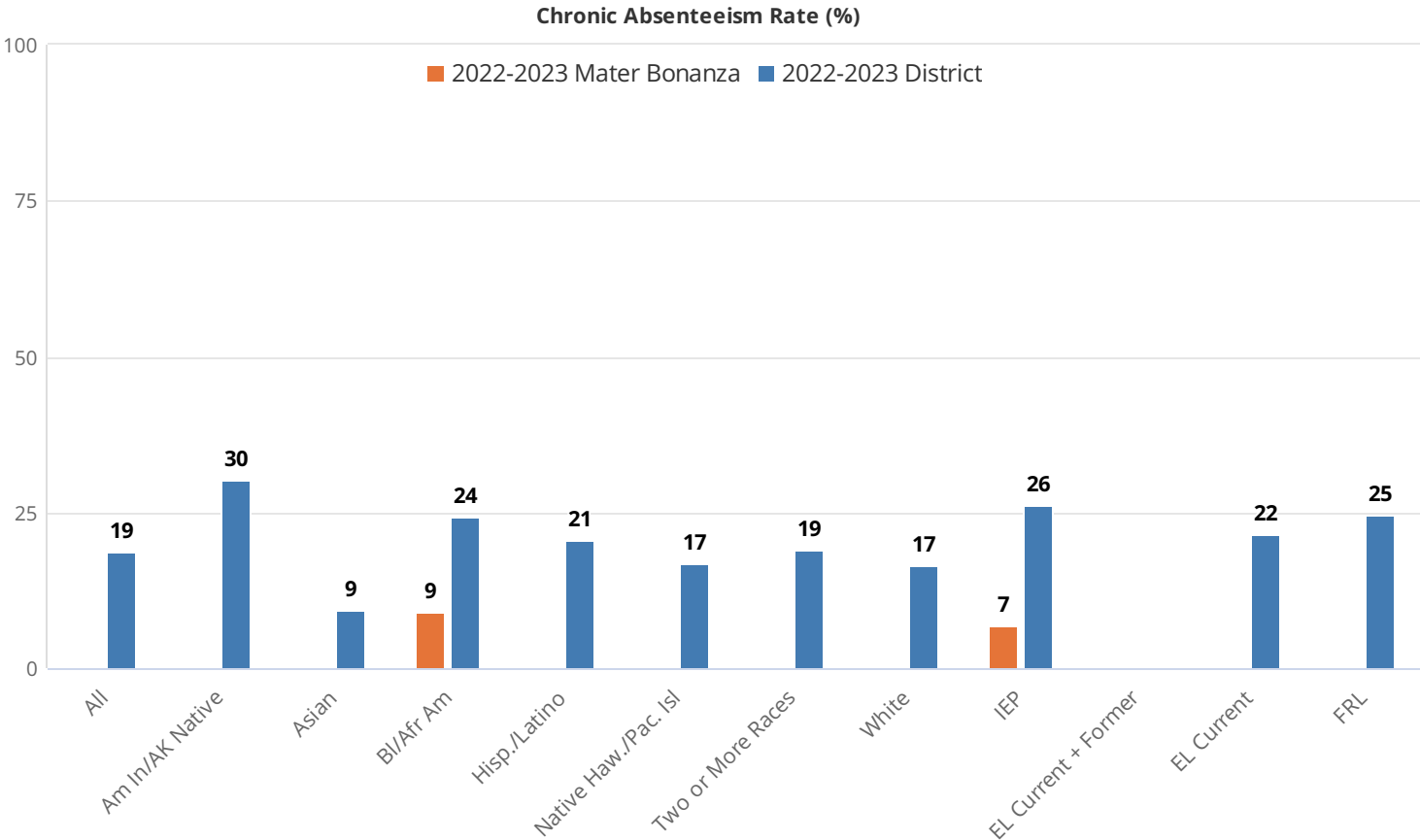
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	18.8	6.7	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	9.0	24.2	28.5	24.9
Hispanic/Latino	<5	20.6	<5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	-	19.0	-	19.4
White/Caucasian	-	16.5	10.0	16.1
Special Education	6.9	26.3	10.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	21.6	<5	18.3
Economically Disadvantaged	<5	24.7	6.7	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

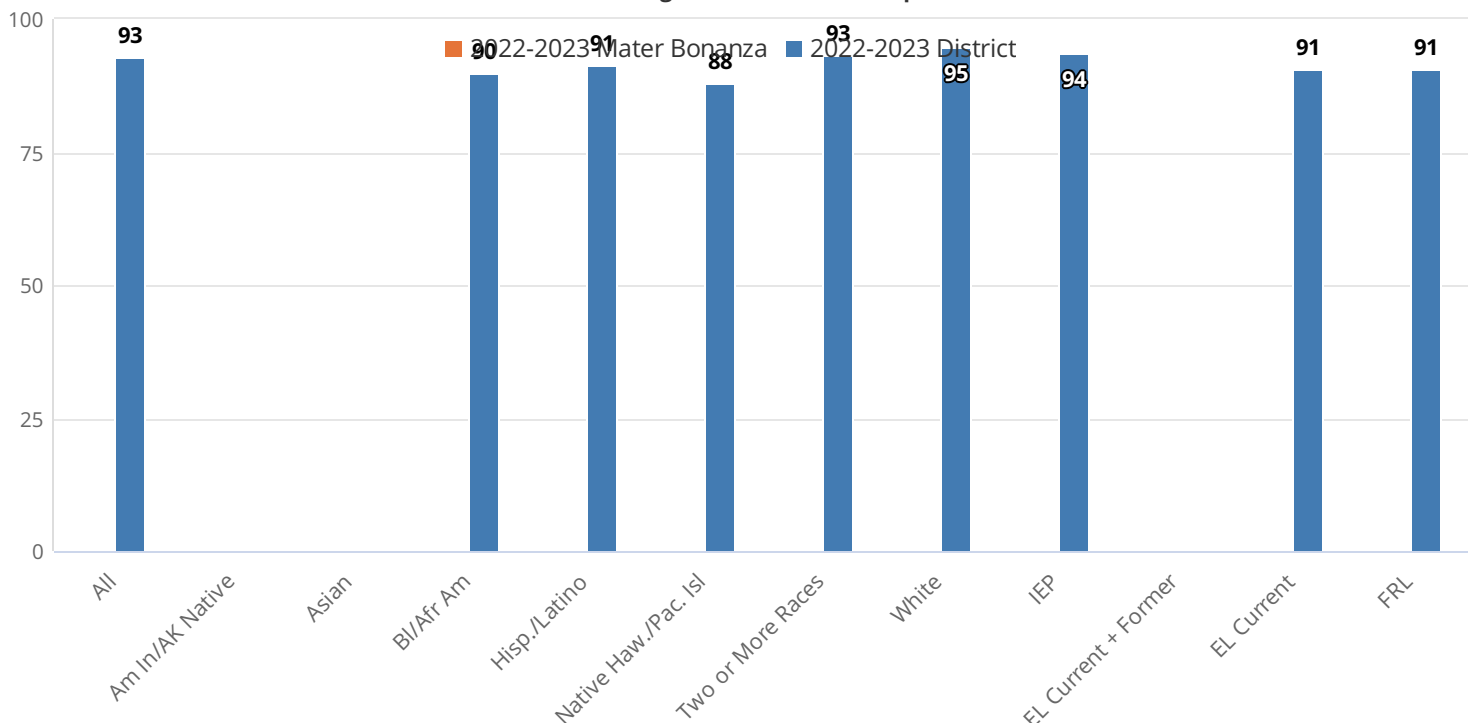
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

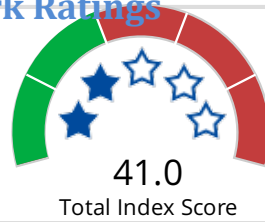
NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	-	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	-	88.1	N/A	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	>95	88.7
Economically Disadvantaged	>95	90.5	>95	89.5

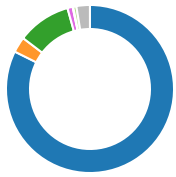
% of Students Meeting 8th Grade Credit Requirements



School Level: Elementary School
Grade Levels: KG-11
District: State Public Charter School Authority
School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110



School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



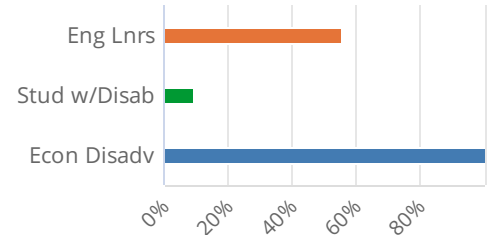
Student Race/Ethnicity

3.0% White
 10.3% BI/Afr Am
 82.1% Hisp/Latino
 1.0% Asian
 0.1% Am Ind/AK Nat
 0.6% Pac Isl
 2.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	26.5 NR
2020-2021	N/A N/A

Additional Student Groups



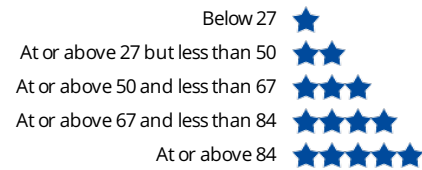
What does my school rating mean?

Two-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.

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?

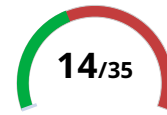


2022-2023 School Performance



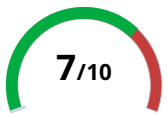
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	30.3	50.0
Math Proficiency	34.5	52.0
ELA Proficiency	31.9	54.6
Science Proficiency	12.8	29.8
Read-by-Grade-3 Proficiency	34.0	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	52.0	55.0
ELA MGP	43.0	55.0
School Rate		District Rate
Met Math AGP Target	37.4	50.8
Met ELA AGP Target	29.0	52.9



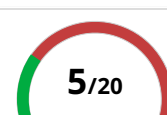
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.7	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	22.9
Climate Survey Participation	>95	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.1	31.9
Prior Non-Proficient Met ELA AGP Target	21.5	37.1

** 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.

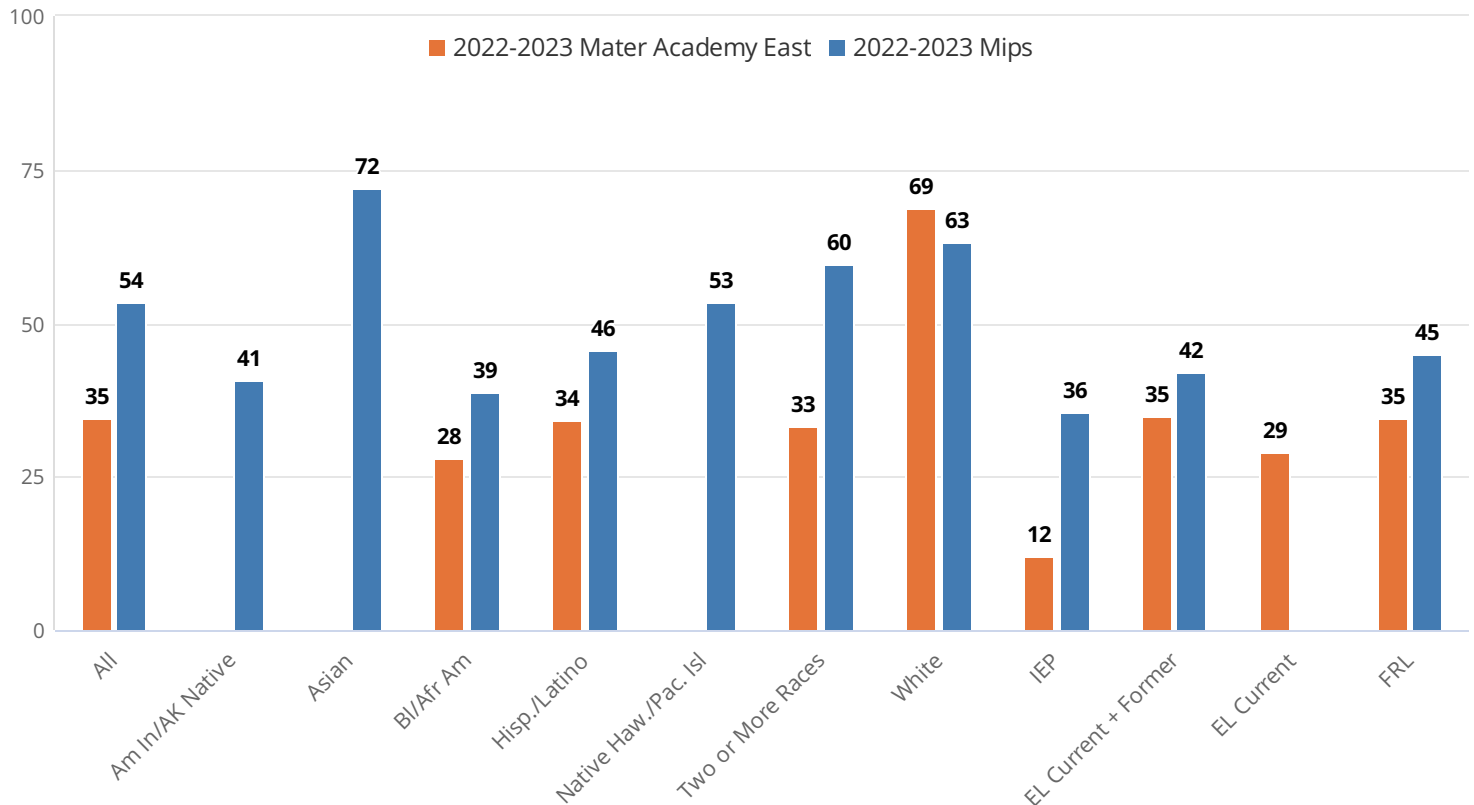
Pooled Proficiency Points Earned: 3/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.3	50.0	28.3	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	34.5	52.0	53.5	26.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	27.9	31.4	38.9	33.3	30.3	35.7
Hispanic/Latino	34.3	42.2	45.5	25.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	33.3	57.8	59.6	40.0	55.6	57.5
White/Caucasian	68.7	63.7	63.3	20.0	60.7	61.3
Special Education	11.9	29.1	35.5	10.0	26.3	32.1
English Learners Current + Former	34.9	38.1	42	27.4	34.9	39
English Learners Current	28.9	27.6		19.1	25.5	
Economically Disadvantaged	34.5	39.0	44.9	26.6	35.6	42

Math Assessments % Proficient



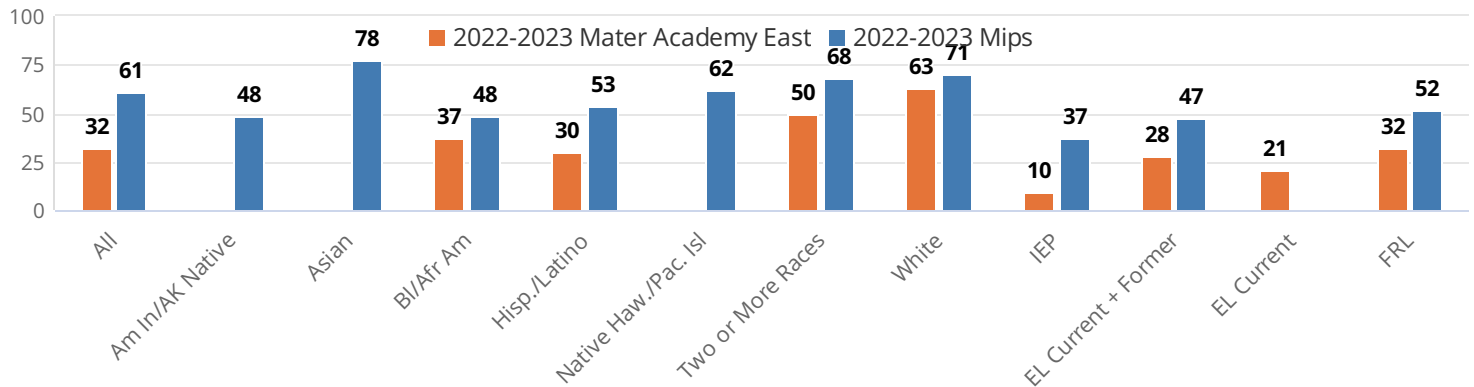


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	31.9	54.6	61.2	33.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	37.2	37.5	48.2	45.2	39.8	45.4
Hispanic/Latino	29.5	45.9	53.2	31.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	50.0	60.7	67.9	40.0	61.5	66.2
White/Caucasian	62.5	64.4	70.6	50.0	65.5	69
Special Education	9.7	27.4	36.8	10.0	25.5	33.5
English Learners Current + Former	28.2	37.6	47.2	30.6	37.4	44.4
English Learners Current	21.1	24.1		18.0	24.4	
Economically Disadvantaged	31.9	42.0	51.9	33.3	42.8	49.4

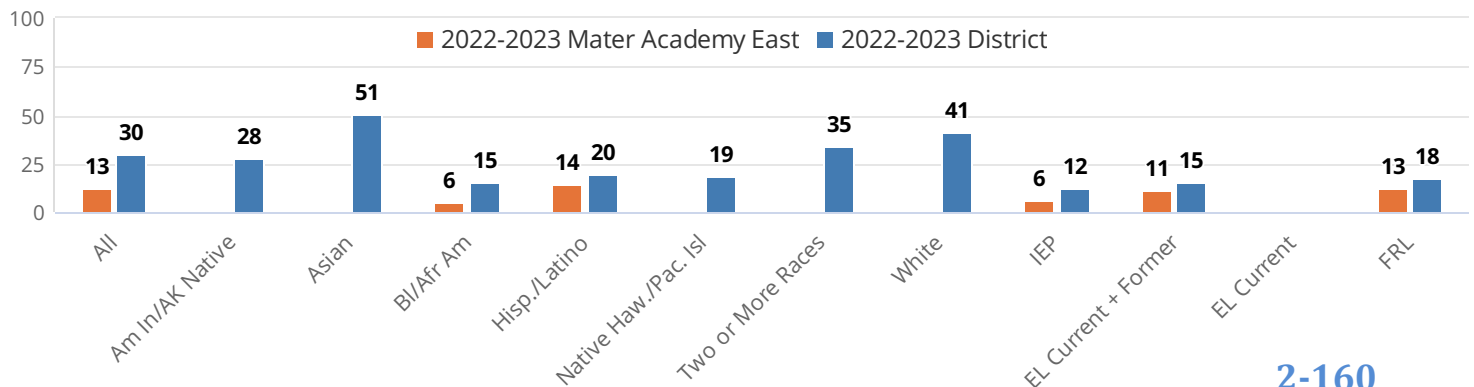
ELA Assessments % Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	12.8	29.8	19.8	30.4
American Indian/Alaska Native	-	27.7	N/A	17.6
Asian	-	51.0	N/A	52.9
Black/African American	5.5	15.3	54.5	17.6
Hispanic/Latino	14.4	19.5	16.9	19.2
Pacific Islander	N/A	18.7	N/A	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	6.2	12.2	8.3	11.6
English Learners Current + Former	11.1	15.1	15.9	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	12.8	17.6	19.8	19.4

Science Assessments % Proficient





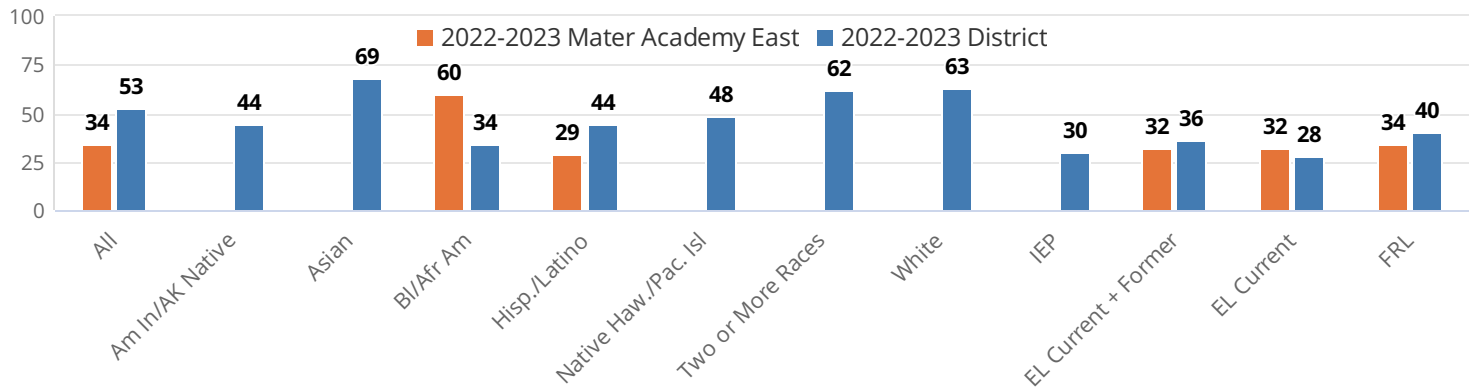
Academic Achievement

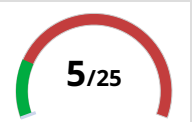
Read by Grade 3 Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	34.0	52.6	34.6	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	60.0	33.9	40.0	33.0
Hispanic/Latino	29.2	44.2	32.5	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	-	62.3	-	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	<5	29.5	<5	23.7
English Learners Current + Former	32.1	36.1	30.4	37.1
English Learners Current	31.7	27.6	25.0	30.7
Economically Disadvantaged	34.0	40.3	34.6	40.5

Read by Grade 3 Points Earned: 2/5

Read by Grade 3 % Proficient





Academic Achievement

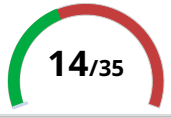
Participation on State Assessments

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 6/10

ELA MGP Points Earned: 3/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	52.0	55.0	43.0	55.0	36.0	52.0	39.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	50.0	52.0	41.0	50.0	39.0	49.0	36.0	53.0
Hispanic/Latino	51.0	54.0	43.5	53.0	32.0	49.0	39.0	51.0
Pacific Islander	-	60.5	-	55.5	N/A	57.0	N/A	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	-	56.0	-	57.0	-	55.0	-	55.0
Special Education	46.5	49.0	45.5	51.0	32.0	46.0	35.0	43.0
English Learners Current + Former	49.0	55.0	43.0	54.0	31.0	47.0	37.0	49.0
English Learners Current	45.0	54.0	42.0	53.0	27.0	44.0	31.5	44.0
Economically Disadvantaged	52.0	54.0	43.0	53.0	36.0	49.0	39.0	49.0

AGP Growth Data

Math AGP Points Earned: 4.5/7.5

ELA AGP Points Earned: 0.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	37.4	50.8	29.0	52.9	25.1	53.1	41.4	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	24.2	38.1	27.2	42.1	29.1	41.8	29.1	55.8
Hispanic/Latino	37.3	43.8	29.2	46.9	24.3	45.0	41.1	55.4
Pacific Islander	-	52.8	-	51.4	N/A	50.4	N/A	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	-	58.8	-	58.9	-	59.6	-	65.1
Special Education	23.0	32.3	19.2	34.0	21.0	35.9	31.5	41.3
English Learners Current + Former	36.1	41.8	26.3	43.1	22.5	41.2	38.7	52.0
English Learners Current	26.7	33.5	18.8	33.8	16.8	32.5	28.8	43.1
Economically Disadvantaged	37.4	43.0	29.0	45.2	25.1	43.7	41.4	53.5

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

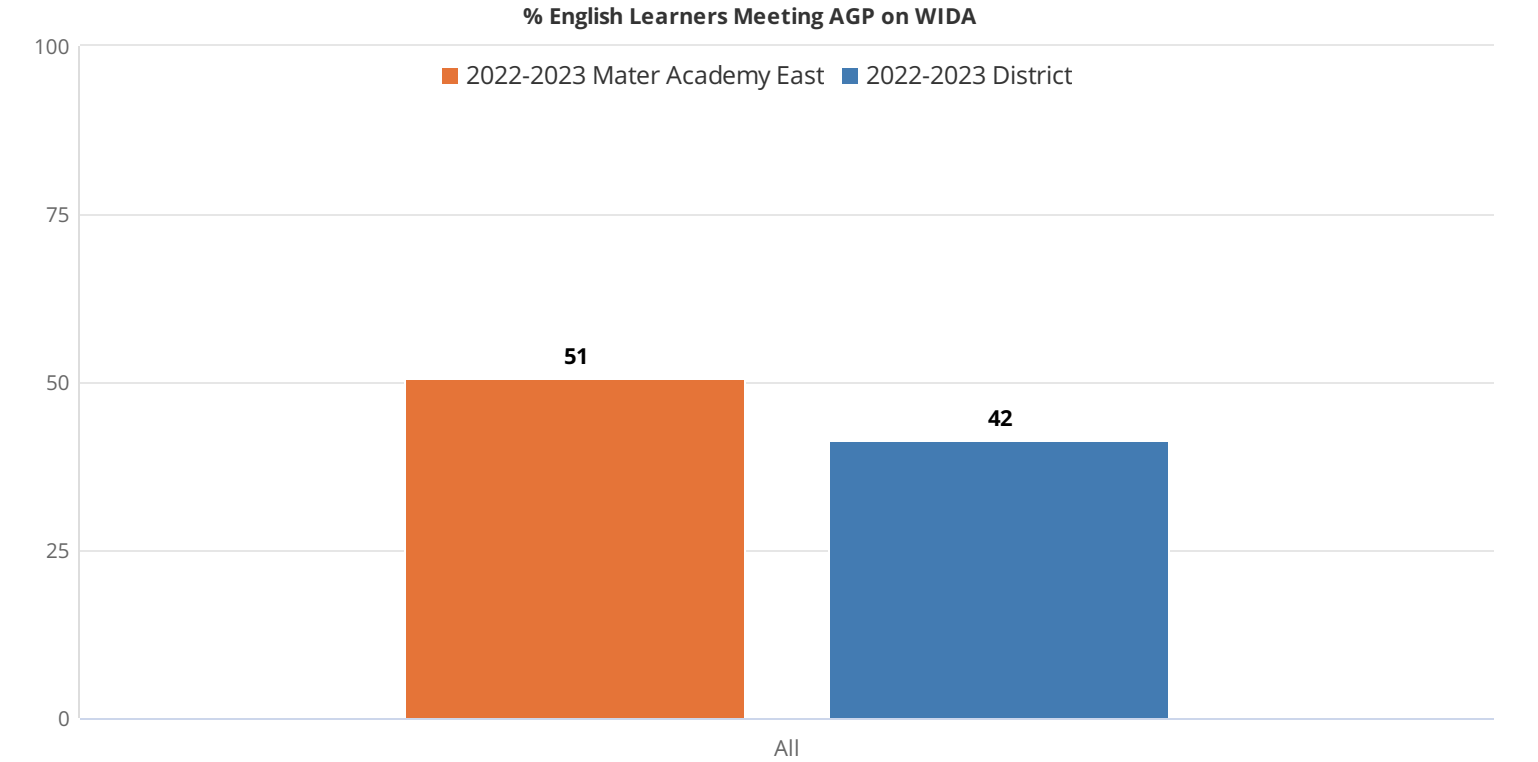


English Language

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: 7/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	321	50.7	41.5	289	28.3	38.4



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 Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 1/10			
	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	26.1	31.9	21.5	37.1	17.7	40.9	36.3	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	16.0	25.9	23.8	29.9	29.4	36.1	30.7	49.4
Hispanic/Latino	26.5	29.9	20.5	34.4	15.1	36.3	34.1	49.2
Pacific Islander	-	33.3	-	41.2	N/A	43.2	N/A	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	16.6	20.8	8.6	25.2	16.6	27.6	29.4	35.9
English Learners Current + Former	24.3	27.5	19.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	21.9	25.4	17.2	30.3	12.6	27.6	28.2	41.7
Economically Disadvantaged	26.1	28.7	21.5	33.1	17.7	35.5	36.3	47.6



Student Engagement

Chronic absenteeism is a measure 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. 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.

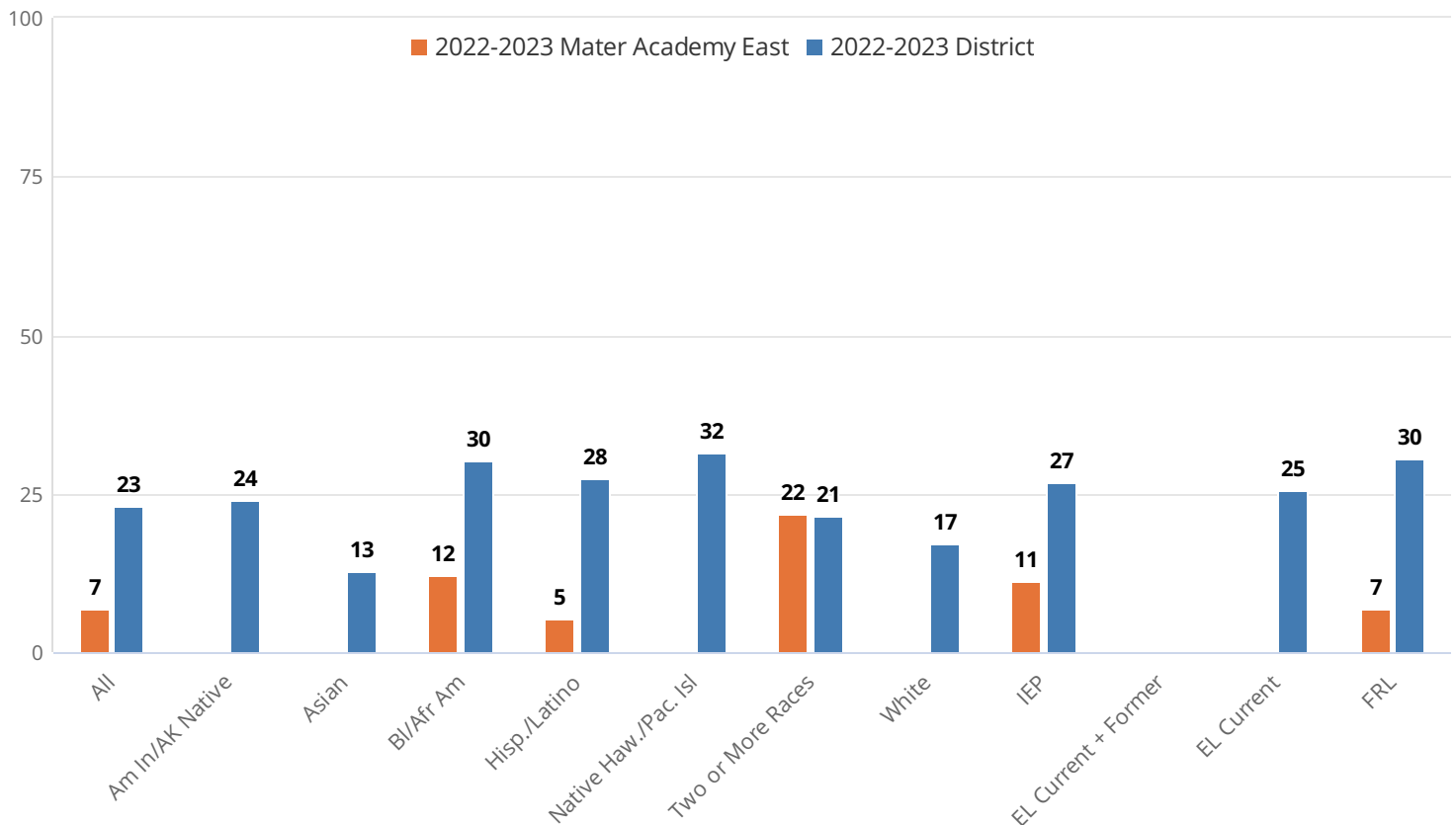
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

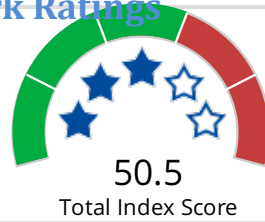
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	6.7	22.9	8.1	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	-	12.9	-	11.9
Black/African American	12.3	30.1	8.0	27.6
Hispanic/Latino	5.2	27.5	7.6	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	21.7	21.4	25.0	22.2
White/Caucasian	<5	17.1	8.6	16.9
Special Education	11.2	26.7	20.5	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	25.4	6.4	22.6
Economically Disadvantaged	6.7	30.4	8.1	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

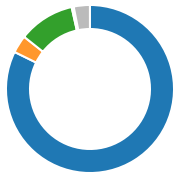
Chronic Absenteeism Rate (%)



School Level: Middle School
Grade Levels: KG-11
District: State Public Charter School Authority
School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110



School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



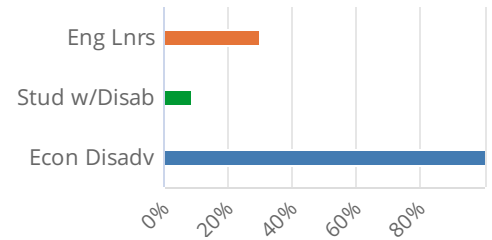
Student Race/Ethnicity

3.4% White
 10.8% BI/Afr Am
 82.1% Hisp/Latino
 0.2% Asian
 N/A% Am Ind/AK Nat
 0.2% Pac Isl
 3.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	46.0 NR
2020-2021	N/A N/A

Additional Student Groups



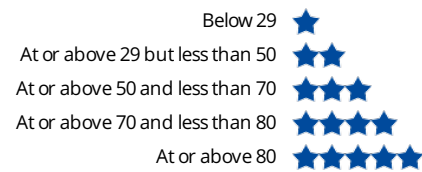
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	25.8	45.7
Math Proficiency	17.9	38.5
ELA Proficiency	35.0	53.4
Science Proficiency	21.8	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	34.4	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.7	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	>95	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	53.0	56.0
ELA MGP	55.0	56.0
Measure	School Rate	District Rate
Met Math AGP Target	20.7	40.4
Met ELA AGP Target	36.0	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.0	18.0
Prior Non-Proficient Met ELA AGP Target	22.0	23.3

Climate Survey Participation is not a point-earning measure.

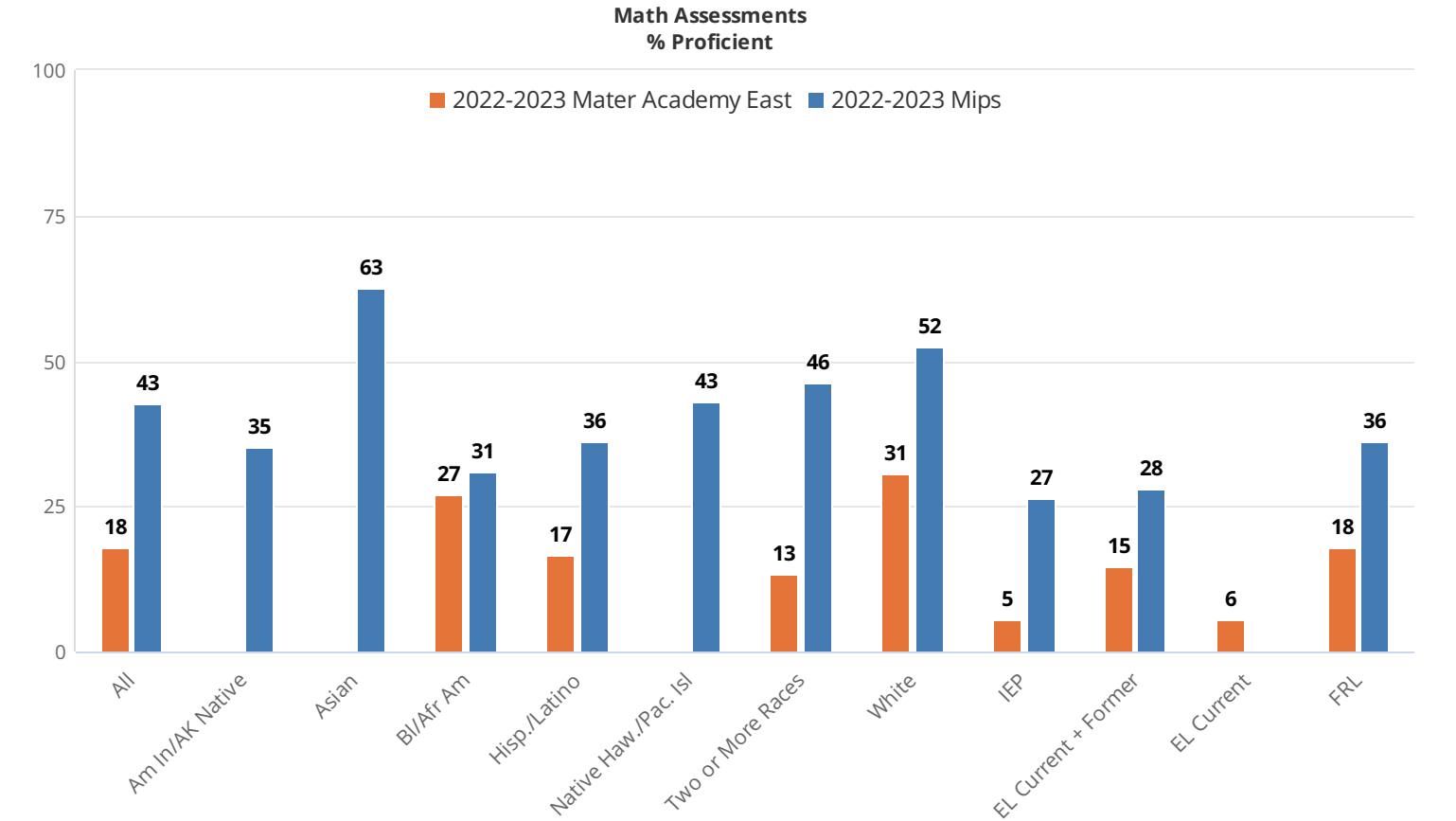


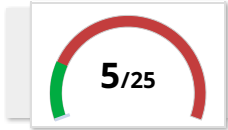
Academic Achievement

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: 5/25		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	25.8	45.7	26.1	46.6

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	17.9	38.5	42.7	14.9	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	N/A	62.5	62.6	-	62.7	60.6
Black/African American	27.0	19.4	31	8.8	18.2	27.3
Hispanic/Latino	16.5	28.3	36.2	15.1	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	13.3	44.5	46.4	7.6	41.8	43.6
White/Caucasian	30.7	51.4	52.3	25.0	48.1	49.8
Special Education	5.4	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	14.6	21.5	28	11.6	20.1	24.2
English Learners Current	5.6	6.5		<5	7.6	
Economically Disadvantaged	17.9	24.9	36.1	14.9	23.9	32.7



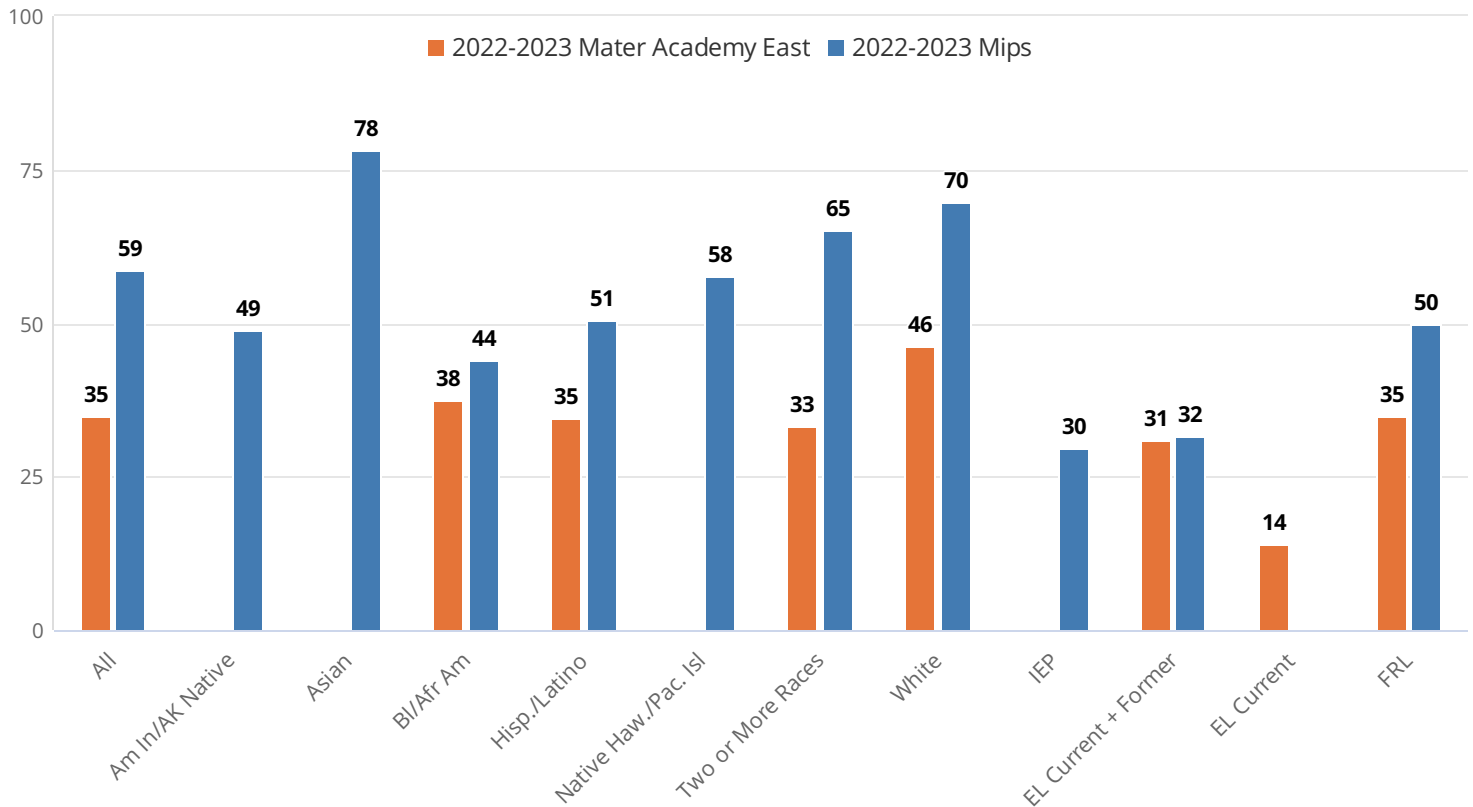


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.0	53.4	58.6	37.2	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	N/A	53.7	46.3
Asian	N/A	74.7	78.2	-	79.0	77.1
Black/African American	37.5	37.4	43.9	40.0	41.1	40.9
Hispanic/Latino	34.5	44.8	50.5	35.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	33.3	60.0	65	28.5	64.6	63.2
White/Caucasian	46.1	64.0	69.6	65.0	67.2	68
Special Education	<5	17.4	29.6	7.1	18.0	25.8
English Learners Current + Former	31.0	34.0	31.7	33.6	38.8	28.1
English Learners Current	14.1	12.0		16.3	16.7	
Economically Disadvantaged	35.0	40.8	49.8	37.2	45.9	47.1

ELA Assessments % Proficient



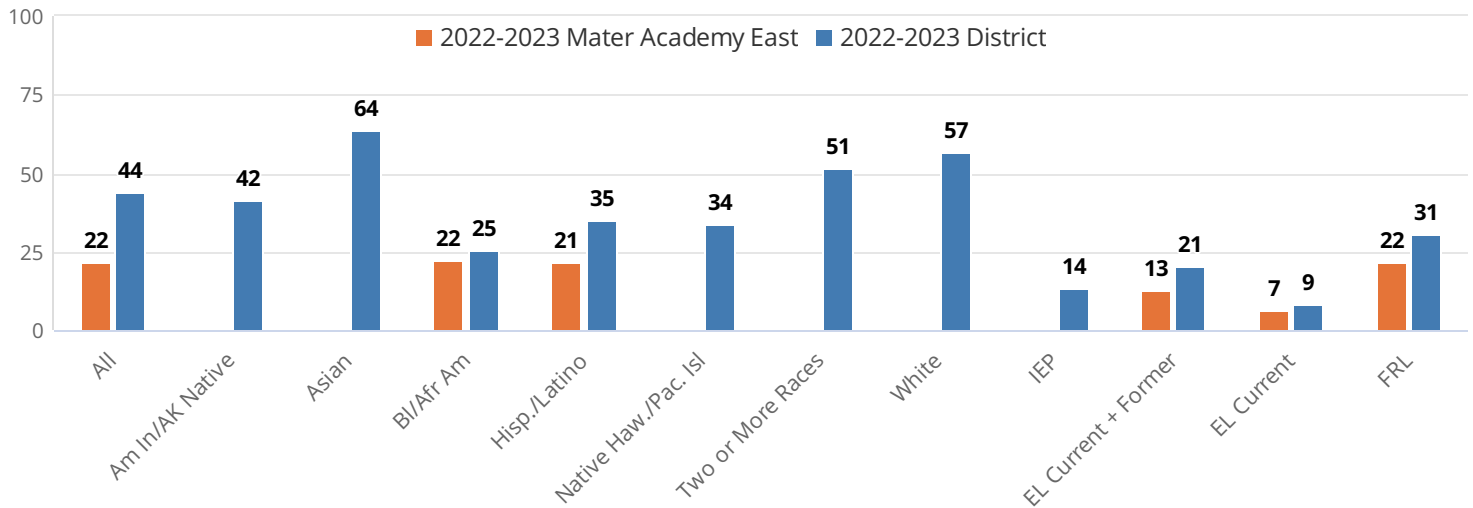


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	21.8	43.9	26.4	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	N/A	63.5	-	63.9
Black/African American	22.2	25.3	30.7	28.3
Hispanic/Latino	21.4	34.8	22.9	33.7
Pacific Islander	N/A	33.7	-	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	<5	13.6	5.8	12.0
English Learners Current + Former	12.9	20.7	17.3	19.4
English Learners Current	6.5	8.5	8.5	6.9
Economically Disadvantaged	21.8	30.8	26.4	31.9

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 6/10

ELA MGP Points Earned: 7/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	53.0	56.0	55.0	56.0	41.0	56.0	48.0	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	N/A	61.0	N/A	57.0	-	61.0	-	61.0
Black/African American	52.0	51.0	53.0	55.0	41.0	52.0	54.0	54.0
Hispanic/Latino	53.0	54.0	55.0	55.0	41.5	54.0	49.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	61.0	59.0	35.0	58.0	38.0	57.0	39.0	55.0
White/Caucasian	62.0	58.0	61.0	56.0	48.0	57.0	45.0	56.0
Special Education	41.0	52.0	39.0	55.0	28.0	44.0	31.5	43.0
English Learners Current + Former	53.0	54.0	53.0	56.0	40.0	54.0	49.0	54.0
English Learners Current	55.0	53.0	51.0	53.0	43.0	50.0	54.0	51.0
Economically Disadvantaged	53.0	54.0	55.0	55.0	41.0	54.0	48.0	55.0

AGP Growth Data

Math AGP Points Earned: 1.5/5

ELA AGP Points Earned: 1/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	20.7	40.4	36.0	52.8	17.2	40.8	42.7	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	N/A	62.5	N/A	72.6	-	63.7	-	77.2
Black/African American	25.5	23.7	36.1	39.6	10.2	24.7	48.7	49.7
Hispanic/Latino	19.4	30.6	36.1	44.7	17.5	31.4	41.5	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	15.3	46.9	30.7	59.5	9.0	43.8	33.3	65.6
White/Caucasian	46.1	51.9	38.4	61.5	31.5	50.7	57.8	67.2
Special Education	5.7	15.1	11.4	22.3	5.2	12.9	10.5	26.3
English Learners Current + Former	16.4	24.3	30.9	35.3	12.8	25.2	37.7	45.5
English Learners Current	9.3	10.9	15.9	16.2	6.0	12.6	29.8	28.2
Economically Disadvantaged	20.7	28.1	36.0	41.9	17.2	29.9	42.7	51.8

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

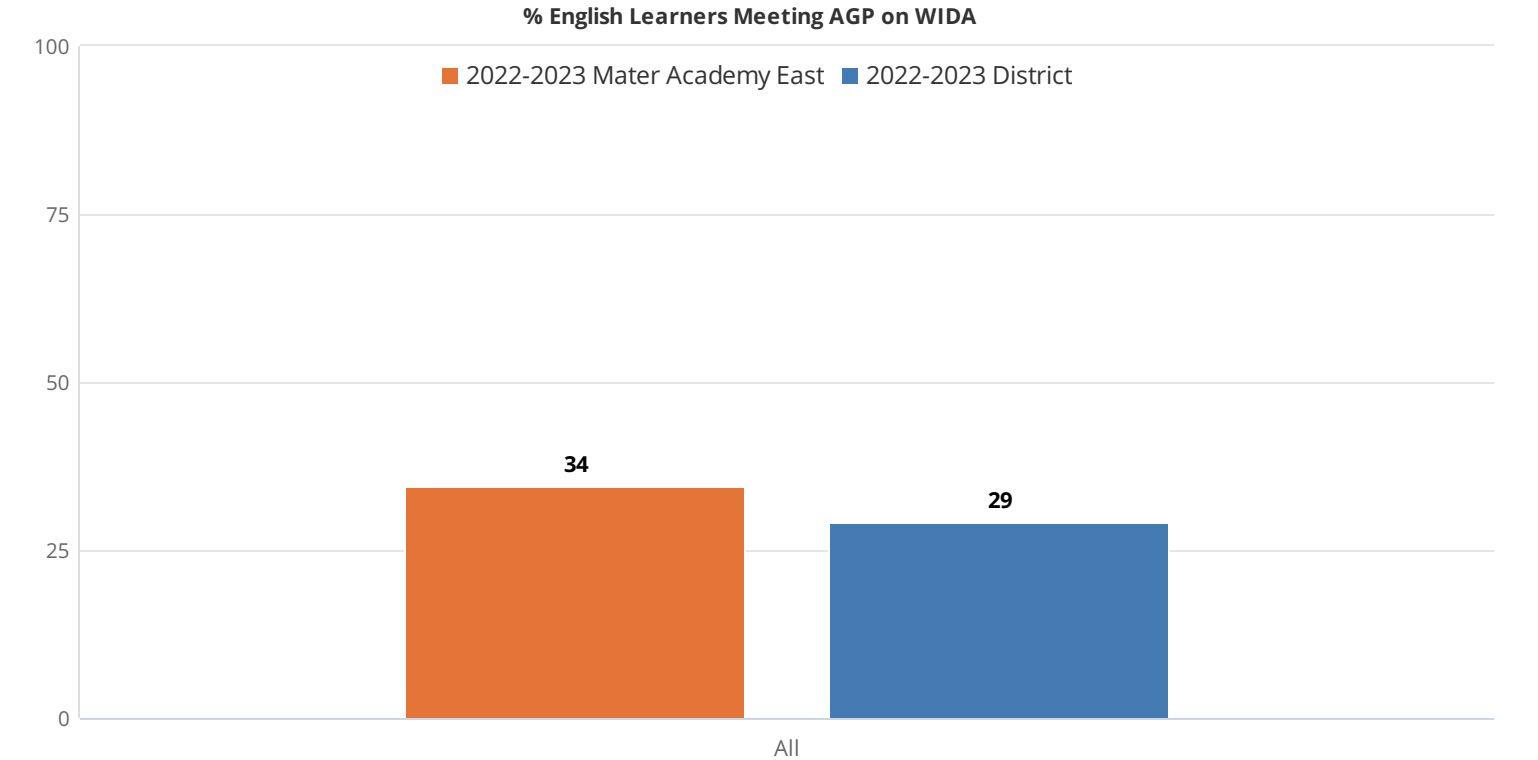


English Language

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: 9/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	125	34.4	29.3	88	17.0	21.6



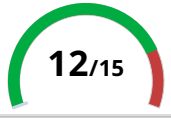
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



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.

Groups	Math AGP Points Earned: 5/10				ELA AGP Points Earned: 4/10			
	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	14.0	18.0	22.0	23.3	12.6	23.5	29.5	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	N/A	26.3	N/A	36.0	N/A	38.5	N/A	51.3
Black/African American	15.3	12.5	17.2	20.2	9.3	16.6	26.9	33.6
Hispanic/Latino	13.1	15.4	22.7	21.4	12.8	20.3	31.4	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	8.3	20.8	20.0	27.8	-	24.1	-	42.9
White/Caucasian	45.4	23.6	-	26.3	28.5	28.8	-	40.2
Special Education	<5	8.5	11.7	12.4	<5	7.8	11.1	19.6
English Learners Current + Former	11.8	13.5	19.2	18.6	N/A	N/A	N/A	N/A
English Learners Current	7.4	8.9	13.2	12.7	<5	11.3	26.3	24.4
Economically Disadvantaged	14.0	14.2	22.0	20.9	12.6	19.7	29.5	35.0



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.

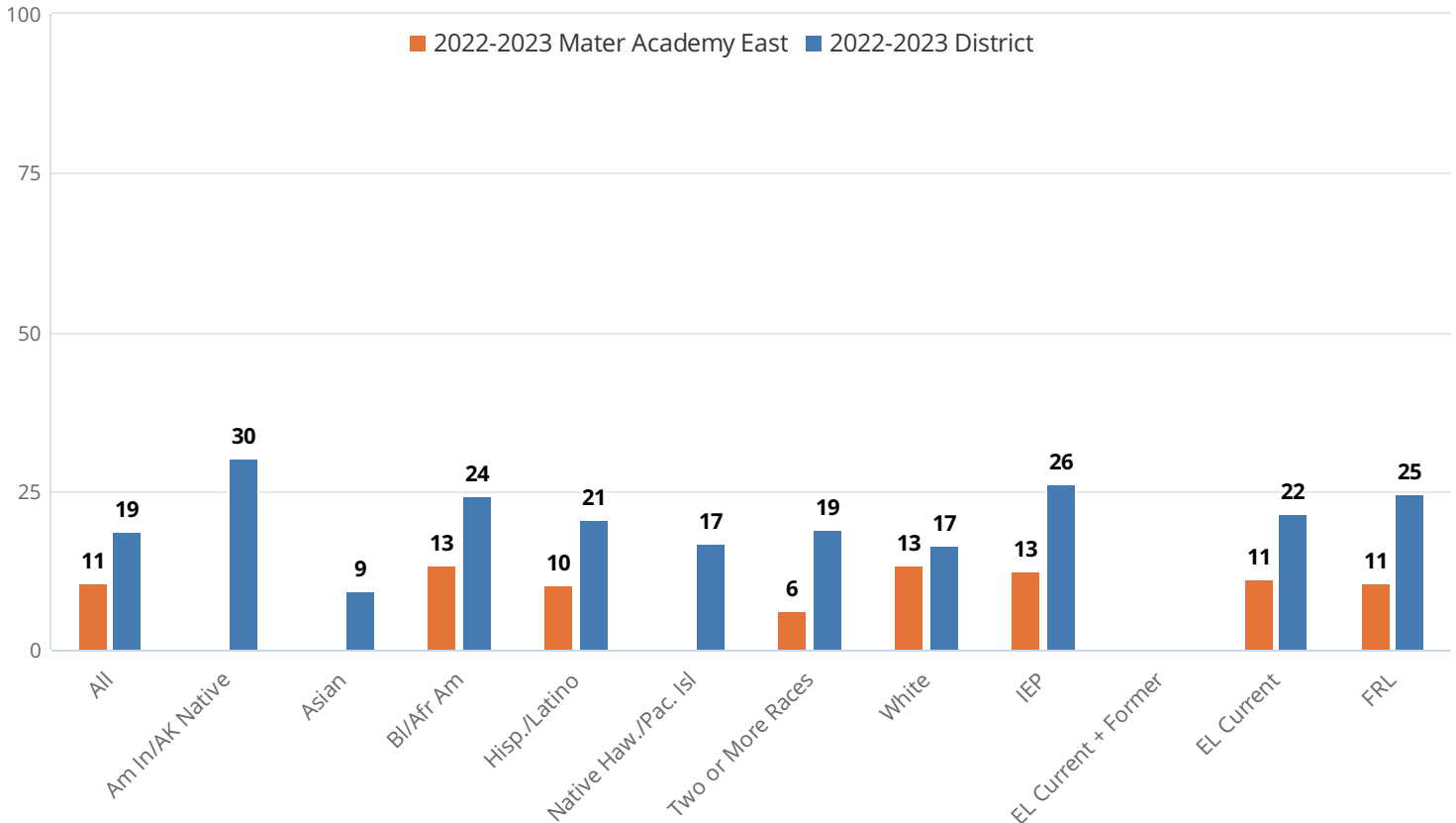
Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	10.7	18.8	<5	18.5
American Indian/Alaska Native	N/A	30.1	N/A	28.9
Asian	N/A	9.3	-	8.7
Black/African American	13.4	24.2	<5	24.9
Hispanic/Latino	10.2	20.6	<5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	6.2	19.0	<5	19.4
White/Caucasian	13.3	16.5	<5	16.1
Special Education	12.5	26.3	9.5	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.1	21.6	<5	18.3
Economically Disadvantaged	10.7	24.7	<5	23.1

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

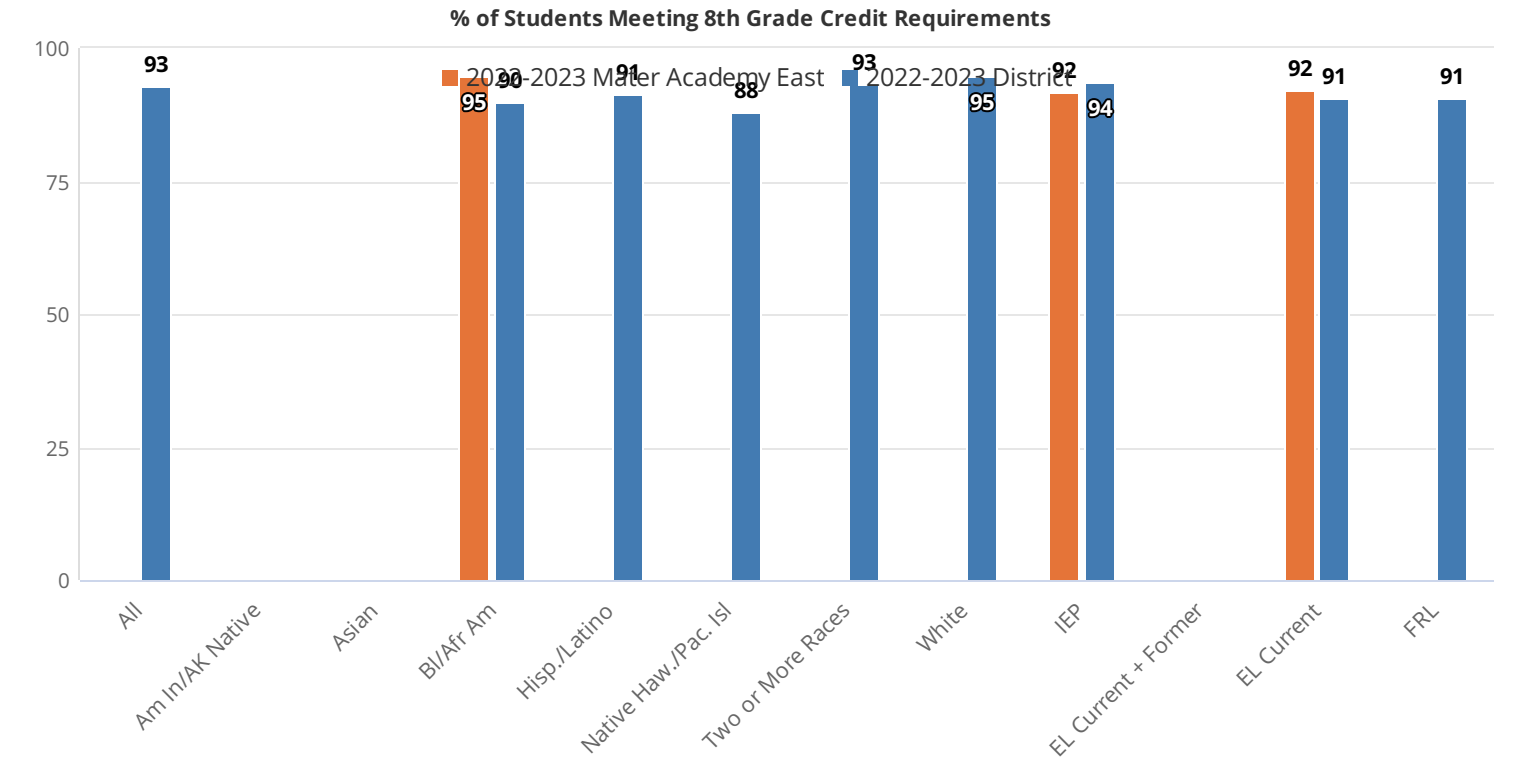


12/15

Student Engagement

Academic Learning Plans		Academic Learning Plans Points Earned 2/2		
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 3/3		
Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	94.7	89.9	>95	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	N/A	88.1	-	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	91.6	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	92.1	90.5	>95	88.7
Economically Disadvantaged	>95	90.5	>95	89.5



School Level: High School

Grade Levels: KG-11

District: State Public Charter School Authority

School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110



NR

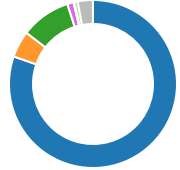
40.0

Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met



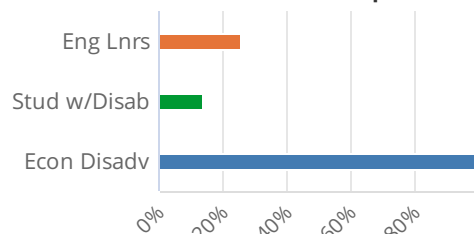
Student Race/Ethnicity

- 5.1% White
- 9.6% BI/Afr Am
- 80.0% Hisp/Latino
- 1.2% Asian
- 0.1% Am Ind/AK Nat
- 0.7% Pac Isl
- 2.9% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	58.0 NR
2020-2021	N/A N/A

Additional Student Groups



Eng Lnrs

Stud w/Disab

Econ Disadv

What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

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 ★★★★★

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	5.8	25.7
ELA Proficiency	31.3	54.0
Science Proficiency	13.0	26.5



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	86.0
5-Year	N/A	89.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	10.8	14.6

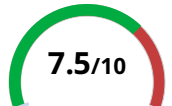


College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	76.1
Post-Secondary Preparation Completion	N/A	50.0
Advanced or CCR Diploma	N/A	53.5

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	98.4	92.9
Chronic Absenteeism	10.8	19.6
Climate Survey Participation	88.0	N/A



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.

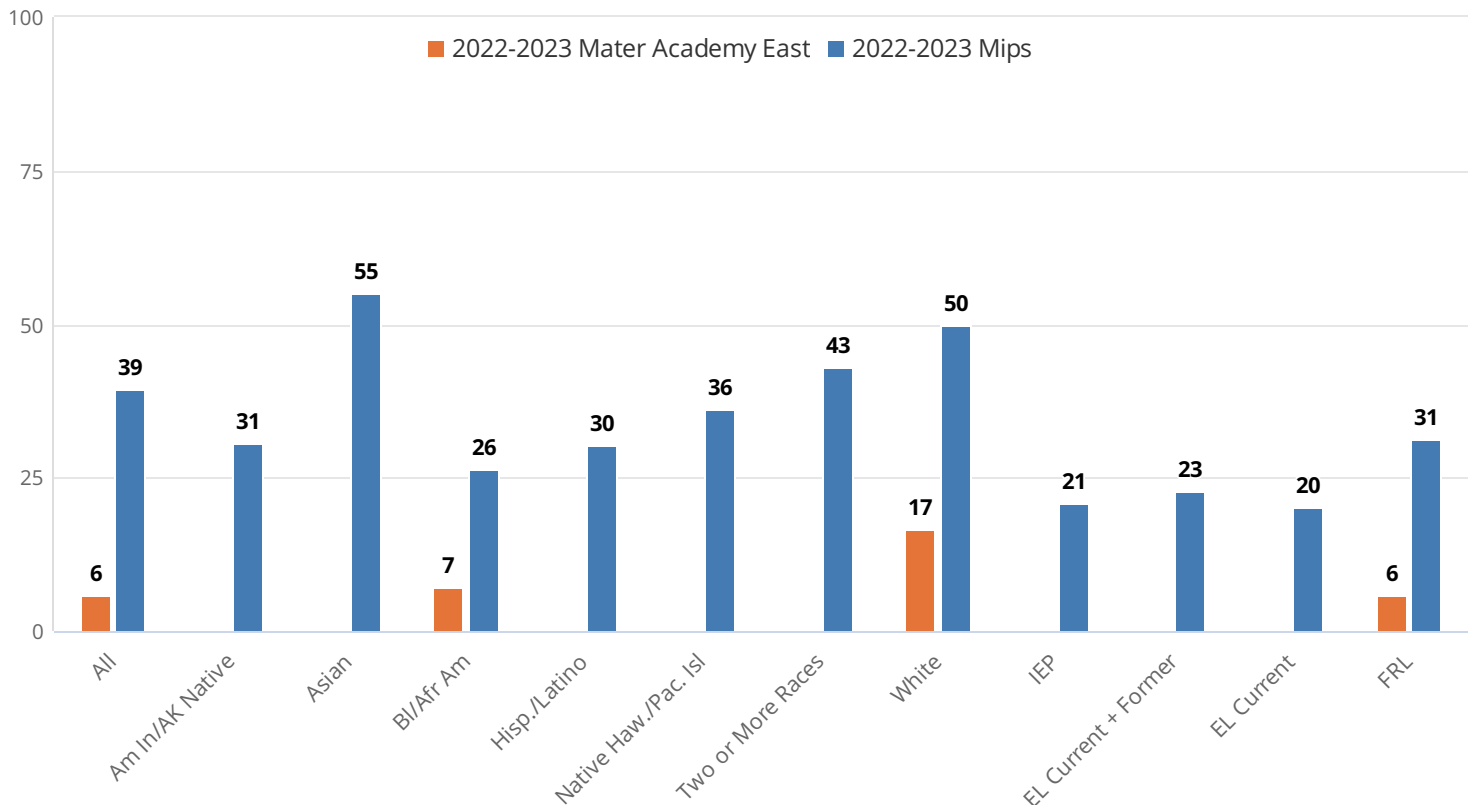
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 1/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	5.8	25.7	39.38	N/A	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	N/A	-	26.96
Asian	-	50.2	55.12	N/A	55.1	52.76
Black/African American	7.1	11.0	26.37	N/A	10.2	22.5
Hispanic/Latino	<5	16.0	30.44	N/A	14.2	26.78
Pacific Islander	N/A	28.0	36.16	N/A	23.0	32.8
Two or More Races	-	35.5	43.1	N/A	31.9	40.11
White/Caucasian	16.6	33.6	49.68	N/A	33.8	47.04
Special Education	<5	6.2	20.93	N/A	6.6	16.76
English Learners Current + Former	<5	<5	22.86	N/A	<5	18.8
English Learners Current	<5	<5	20.23	N/A	<5	16.04
Economically Disadvantaged	5.8	14.5	31.41	N/A	14.6	27.8

Math Assessments % Proficient





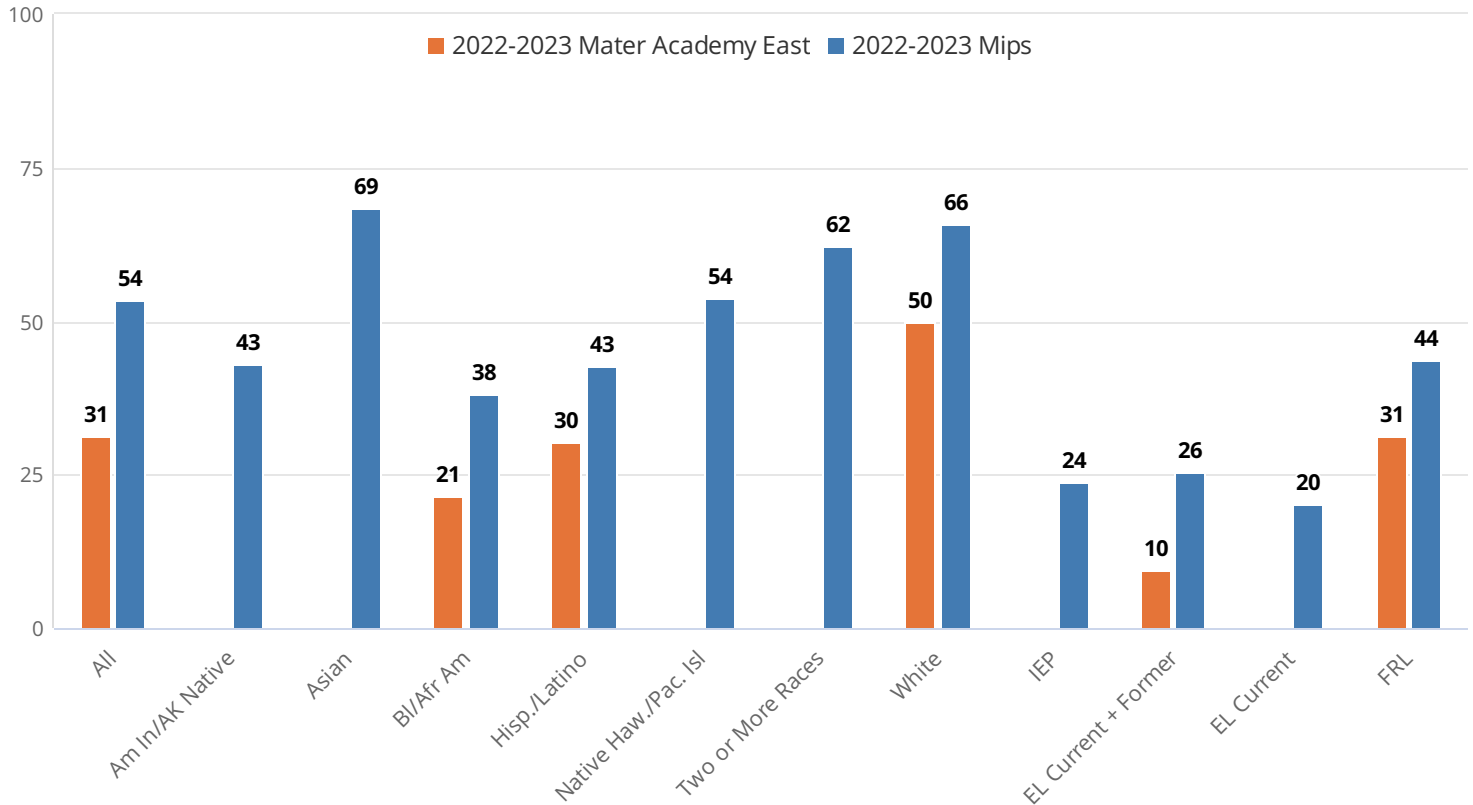
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 3/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	31.3	54.0	53.55	N/A	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	N/A	-	39.92
Asian	-	75.2	68.51	N/A	78.7	66.85
Black/African American	21.4	34.6	38.08	N/A	40.6	34.82
Hispanic/Latino	30.3	43.8	42.69	N/A	42.3	39.67
Pacific Islander	N/A	56.1	53.74	N/A	35.8	51.31
Two or More Races	-	65.5	62.16	N/A	60.5	60.16
White/Caucasian	50.0	64.6	65.93	N/A	65.7	64.14
Special Education	<5	19.2	23.93	N/A	16.5	19.92
English Learners Current + Former	9.5	10.9	25.56	N/A	12.5	21.64
English Learners Current	<5	6.0	20.18	N/A	9.2	15.98
Economically Disadvantaged	31.3	41.8	43.73	N/A	43.4	40.77

ELA Assessments % Proficient



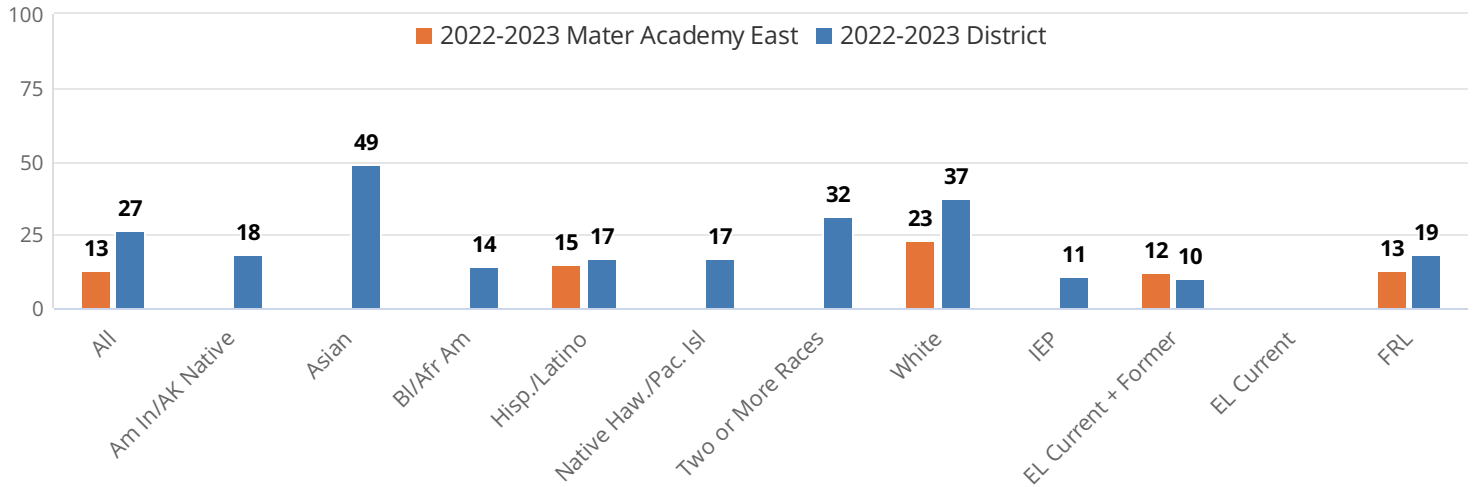
Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	13.0	26.5	14.1	31.6
American Indian/Alaska Native	N/A	18.1	N/A	23.0
Asian	-	49.3	-	46.9
Black/African American	<5	14.2	11.1	16.5
Hispanic/Latino	15.3	17.2	12.9	21.0
Pacific Islander	-	17.3	N/A	33.3
Two or More Races	-	31.6	-	39.1
White/Caucasian	23.0	37.3	30.0	43.2
Special Education	<5	11.1	<5	10.8
English Learners Current + Former	12.1	10.1	8.6	11.4
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	13.0	18.7	14.1	22.1

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	N/A	N/A
Black/African American	-	-	N/A	N/A
Hispanic/Latino	>=95%	>=95%	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/Caucasian	-	-	N/A	N/A
Special Education	>=95%	>=95%	N/A	N/A
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	N/A	N/A
Economically Disadvantaged	>=95%	>=95%	N/A	N/A

Yellow indicates 95% participation requirement not met.



Graduation Rates

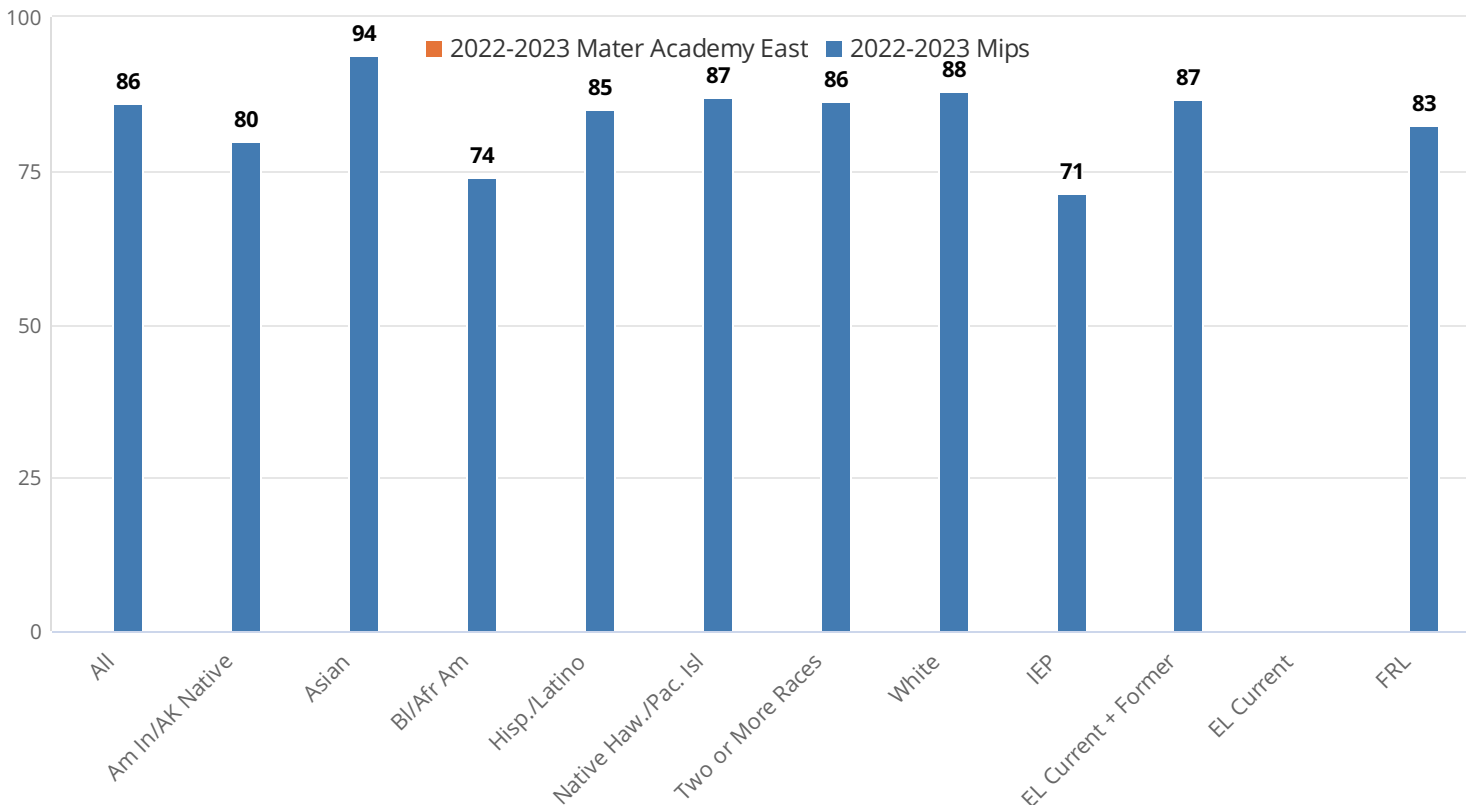
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are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

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	N/A	86.0	86	N/A	86.8	84.3
American Indian/Alaska Native	N/A	80.9	79.9	N/A	93.7	77.9
Asian	N/A	91.1	93.7	N/A	95.0	93.5
Black/African American	N/A	75.0	74	N/A	79.7	71.9
Hispanic/Latino	N/A	84.4	85.1	N/A	83.2	83.3
Pacific Islander	N/A	89.4	87.1	N/A	86.1	85.5
Two or More Races	N/A	82.4	86.4	N/A	87.8	84.7
White/Caucasian	N/A	90.9	88.1	N/A	90.5	86.8
Special Education	N/A	83.3	71.3	N/A	74.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	N/A	86.6		N/A	73.3	
Economically Disadvantaged	N/A	80.9	82.5	N/A	81.2	80.6

Graduation Rates 4-Year ACGR



N/A

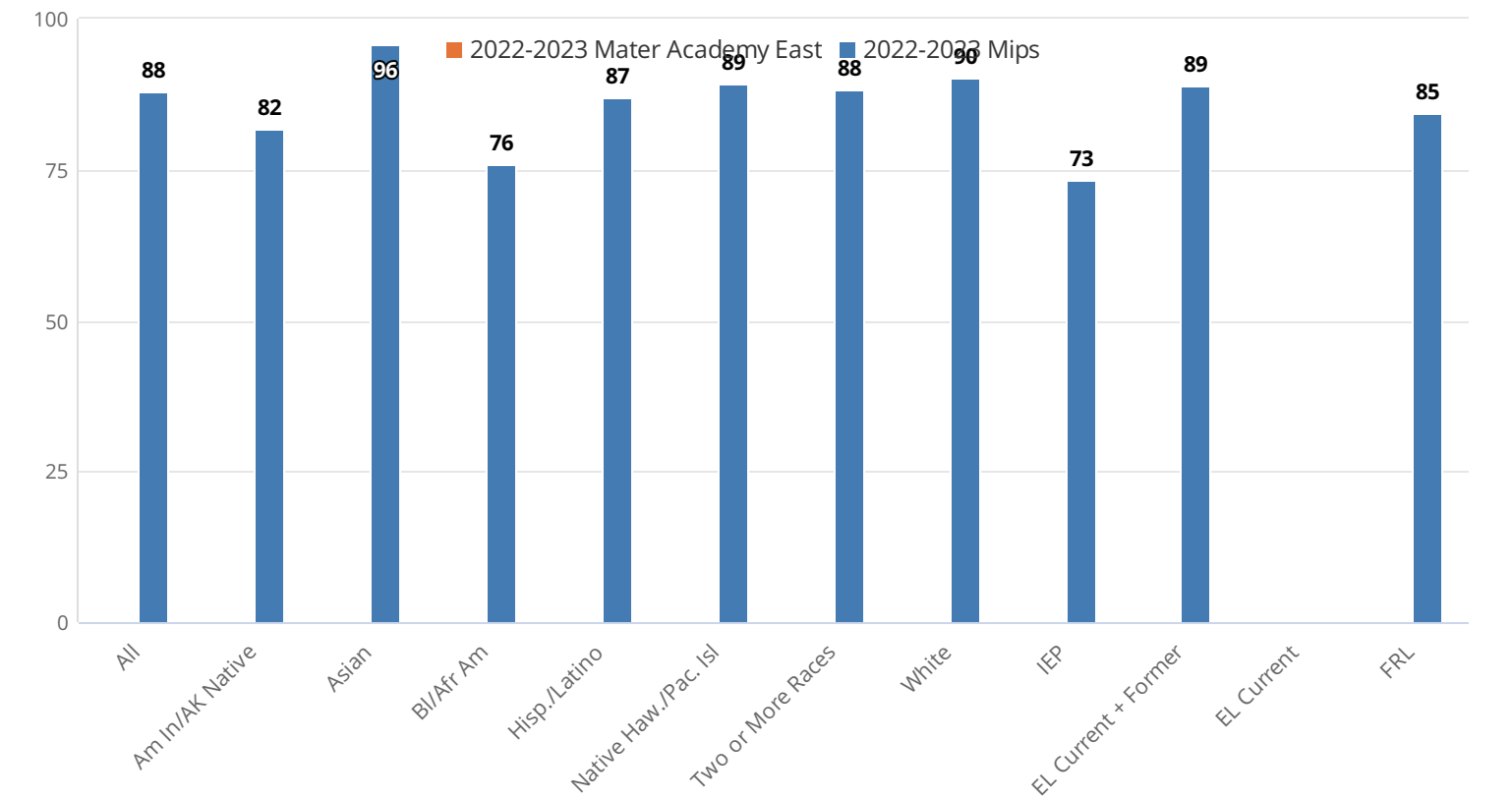
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2022	2022	2022	2021	2021	2021
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	89.9	88	N/A	87.0	86.3
American Indian/Alaska Native	N/A	93.7	81.9	N/A	75.0	79.9
Asian	N/A	>95	95.7	N/A	94.5	95.5
Black/African American	N/A	83.7	76	N/A	82.5	73.9
Hispanic/Latino	N/A	87.2	87.1	N/A	82.9	85.3
Pacific Islander	N/A	86.1	89.1	N/A	93.3	87.5
Two or More Races	N/A	88.6	88.4	N/A	92.4	86.7
White/Caucasian	N/A	92.9	90.1	N/A	89.1	88.8
Special Education	N/A	79.9	73.3	N/A	76.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	N/A	79.4		N/A	81.4	
Economically Disadvantaged	N/A	85.4	84.5	N/A	81.3	82.6

Graduation Rates
5-Year ACGR



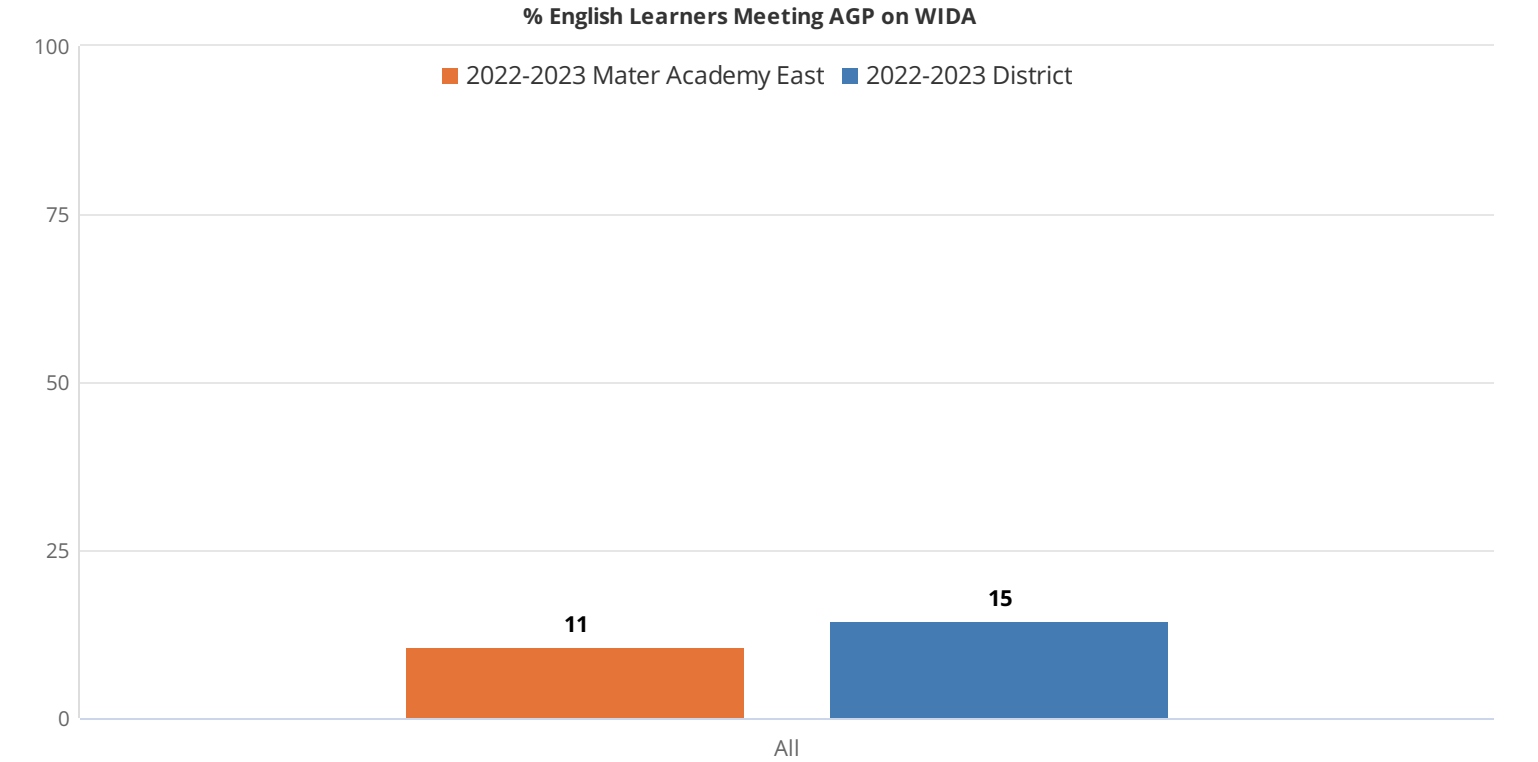


English Language

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: 6/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	147	10.8	14.6	91	8.7	14.1



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: NA/10

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	N/A	76.1	N/A	71.5
American Indian/Alaska Native	N/A	-	N/A	64.7
Asian	N/A	88.2	N/A	81.9
Black/African American	N/A	63.5	N/A	57.9
Hispanic/Latino	N/A	74.1	N/A	69.5
Pacific Islander	N/A	76.1	N/A	77.1
Two or More Races	N/A	75.0	N/A	73.9
White/Caucasian	N/A	81.5	N/A	75.5
Special Education	N/A	44.9	N/A	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	58.1	N/A	60.5
Economically Disadvantaged	N/A	70.2	N/A	68.6

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	N/A	50.0	N/A	48.4
American Indian/Alaska Native	N/A	-	N/A	58.8
Asian	N/A	68.5	N/A	55.5
Black/African American	N/A	32.9	N/A	33.9
Hispanic/Latino	N/A	48.7	N/A	41.4
Pacific Islander	N/A	26.1	N/A	42.8
Two or More Races	N/A	50.5	N/A	58.2
White/Caucasian	N/A	55.8	N/A	56.2
Special Education	N/A	18.6	N/A	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	31.2	N/A	24.8
Economically Disadvantaged	N/A	40.5	N/A	39.6

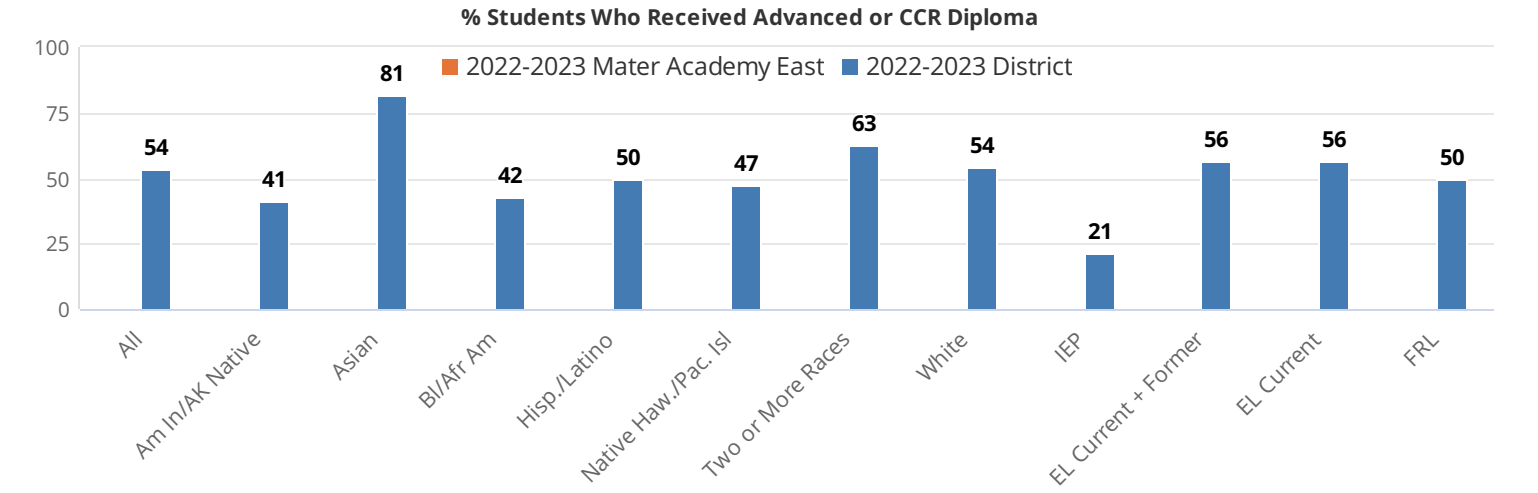
N/A

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	N/A	53.5	N/A	47.6
American Indian/Alaska Native	N/A	41.1	N/A	40.0
Asian	N/A	81.3	N/A	72.3
Black/African American	N/A	42.4	N/A	35.8
Hispanic/Latino	N/A	49.5	N/A	41.8
Pacific Islander	N/A	47.0	N/A	51.6
Two or More Races	N/A	62.5	N/A	50.0
White/Caucasian	N/A	54.3	N/A	50.5
Special Education	N/A	21.3	N/A	21.8
English Learners Current + Former	N/A	56.4	N/A	43.3
English Learners Current	N/A	56.4	N/A	43.3
Economically Disadvantaged	N/A	49.8	N/A	41.9



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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

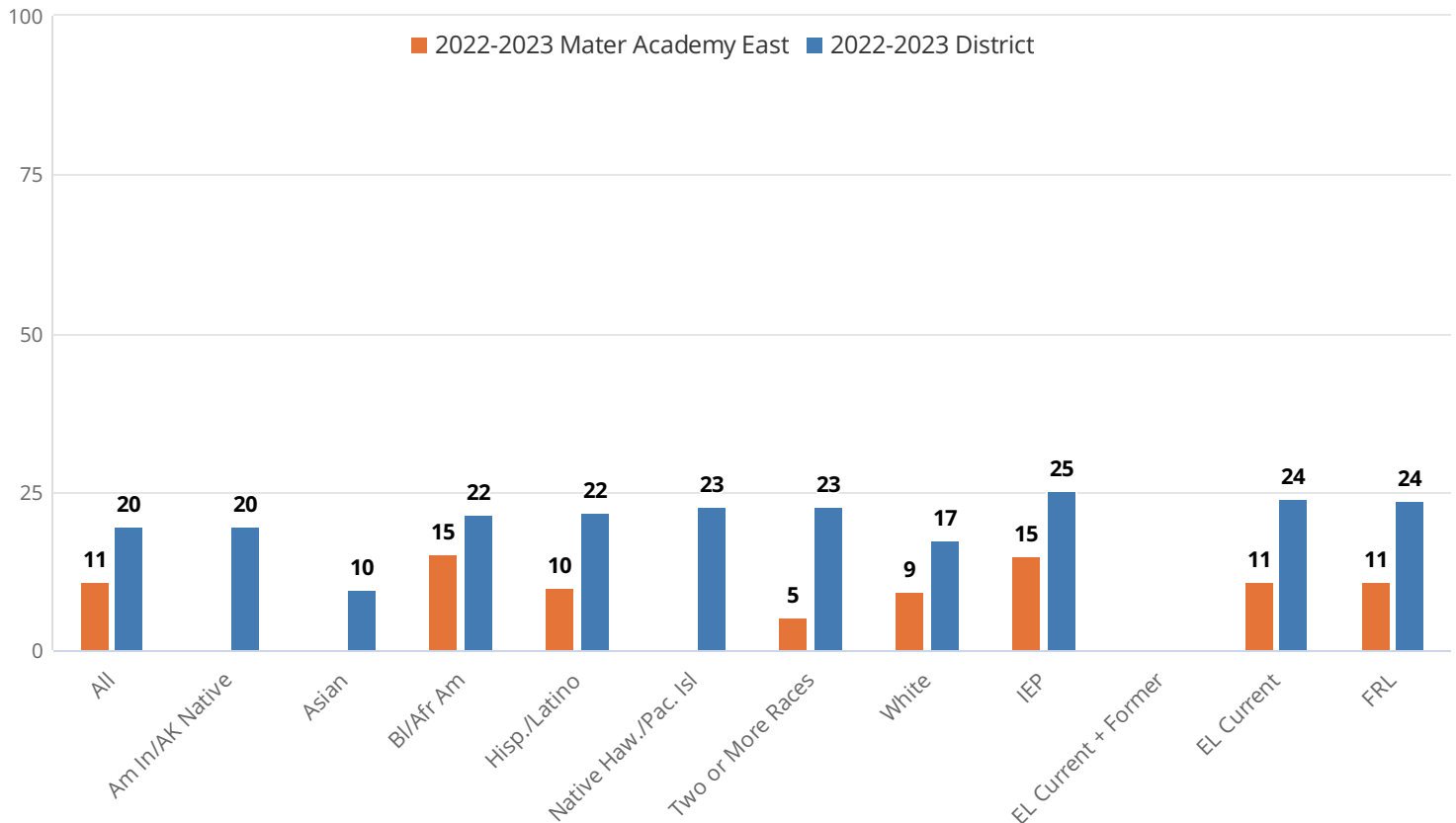
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3.5/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	10.8	19.6	7.8	17.9
American Indian/Alaska Native	-	19.5	N/A	19.2
Asian	-	9.7	-	9.0
Black/African American	15.2	21.5	8.0	19.3
Hispanic/Latino	10.1	21.9	8.3	19.5
Pacific Islander	-	22.7	-	22.4
Two or More Races	5.2	22.6	-	19.9
White/Caucasian	9.3	17.4	<5	16.8
Special Education	15.1	25.1	<5	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.0	24.1	5.0	19.0
Economically Disadvantaged	10.8	23.8	7.8	21.0

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)



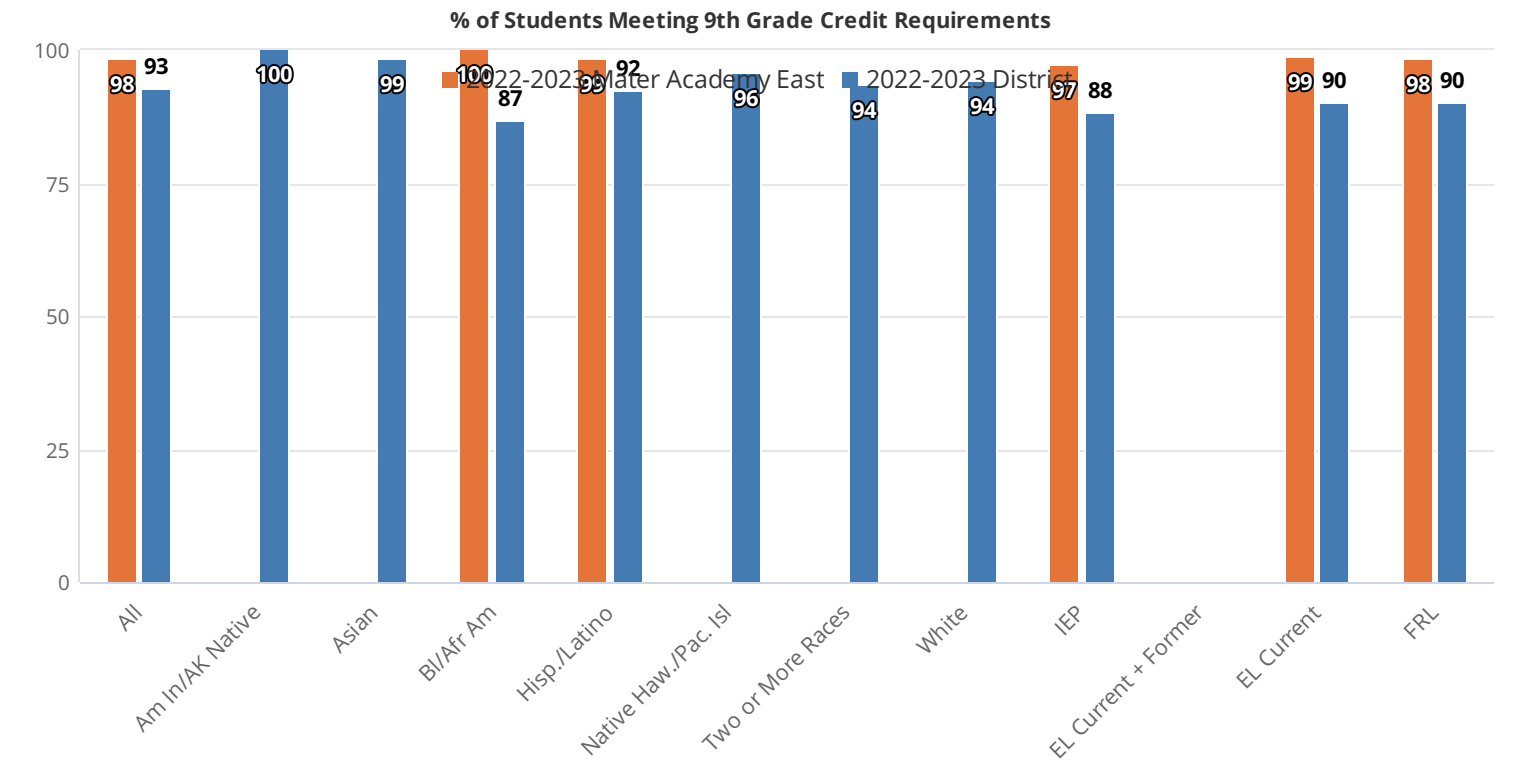


Student Engagement

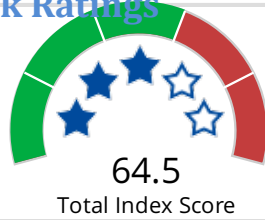
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

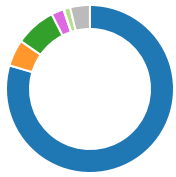
Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	98.4	92.9	100.0	93.0
American Indian/Alaska Native	-	100.0	N/A	100.0
Asian	-	98.6	-	97.2
Black/African American	100.0	86.9	100.0	88.7
Hispanic/Latino	98.5	92.4	100.0	92.4
Pacific Islander	-	95.7	-	91.4
Two or More Races	-	93.6	-	93.8
White/Caucasian	-	94.4	100.0	94.7
Special Education	97.2	88.3	100.0	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	98.8	90.3	100.0	91.2
Economically Disadvantaged	98.4	90.2	100.0	90.5



School Level: Elementary School
Grade Levels: PK-08
District: State Public Charter School Authority
School Address: 3445 Mountain Vista Street
 Las Vegas, NV 89121



School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: Met



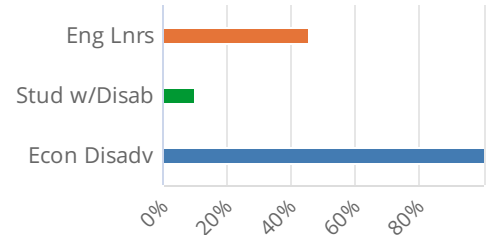
Student Race/Ethnicity

5.1% White
 7.8% BI/Afr Am
 79.3% Hisp/Latino
 2.4% Asian
 0.1% Am Ind/AK Nat
 1.2% Pac Isl
 3.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	61.0 NR
2020-2021	80.5 ★★★★★

Additional Student Groups



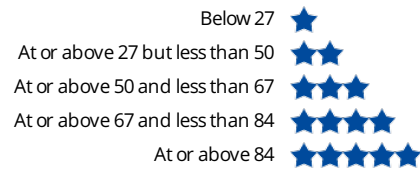
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	41.6	50.0
Math Proficiency	47.9	52.0
ELA Proficiency	45.4	54.6
Science Proficiency	11.2	29.8
Read-by-Grade-3 Proficiency	45.7	52.6



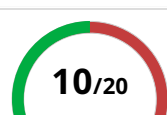
Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	55.0
ELA MGP	55.0	55.0
School Rate		District Rate
Met Math AGP Target	54.1	50.8
Met ELA AGP Target	46.3	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	53.3	41.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	31.8	31.9
Prior Non-Proficient Met ELA AGP Target	34.1	37.1



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	22.9
Climate Survey Participation	93.0	N/A

** 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.

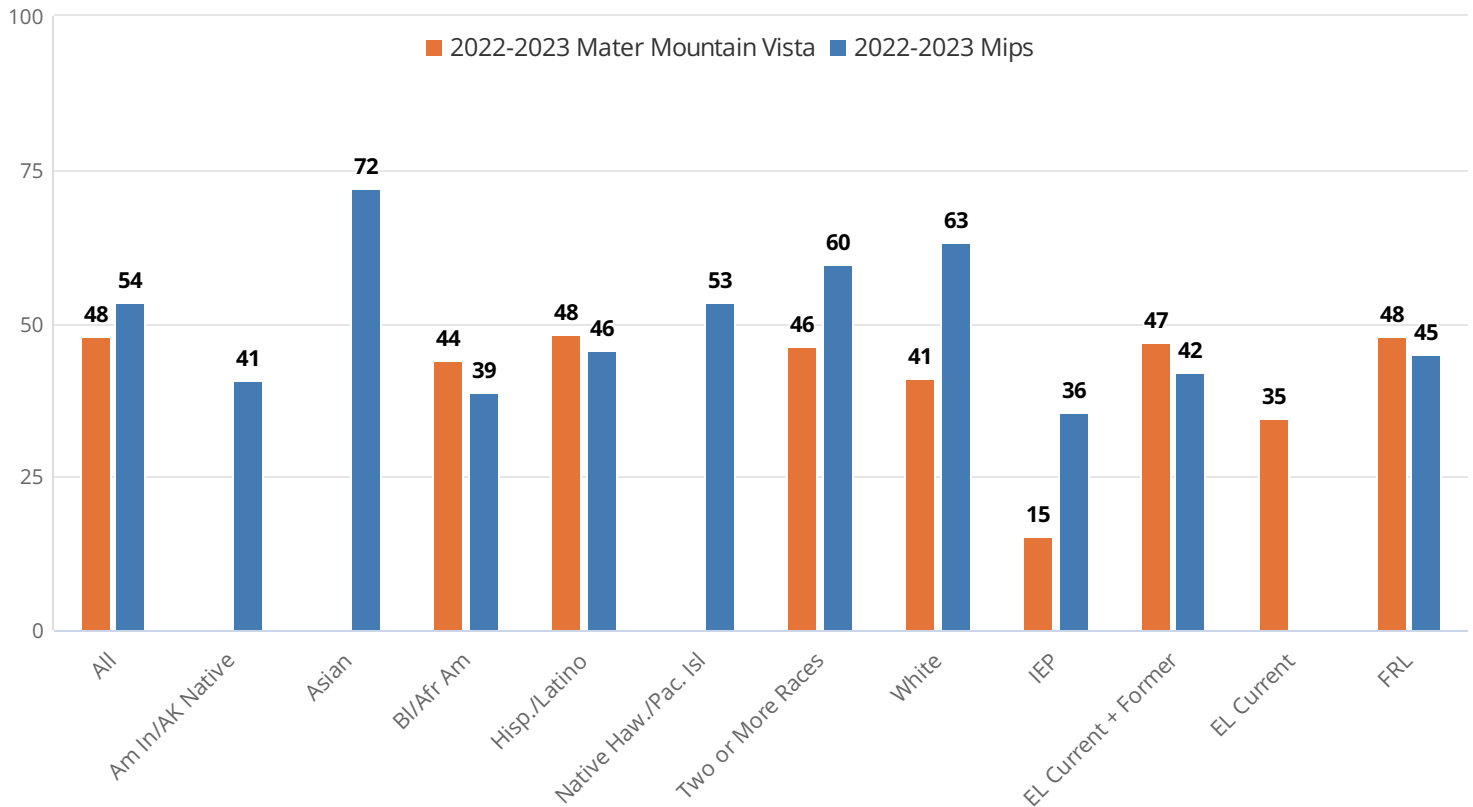
Pooled Proficiency Points Earned: 7/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	41.6	50.0	40.7	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	47.9	52.0	53.5	45.4	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	N/A	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	44.0	31.4	38.9	37.9	30.3	35.7
Hispanic/Latino	48.3	42.2	45.5	47.7	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	46.1	57.8	59.6	38.4	55.6	57.5
White/Caucasian	40.9	63.7	63.3	34.7	60.7	61.3
Special Education	15.3	29.1	35.5	24.3	26.3	32.1
English Learners Current + Former	46.8	38.1	42	47.6	34.9	39
English Learners Current	34.6	27.6		31.8	25.5	
Economically Disadvantaged	47.9	39.0	44.9	45.4	35.6	42

Math Assessments % Proficient



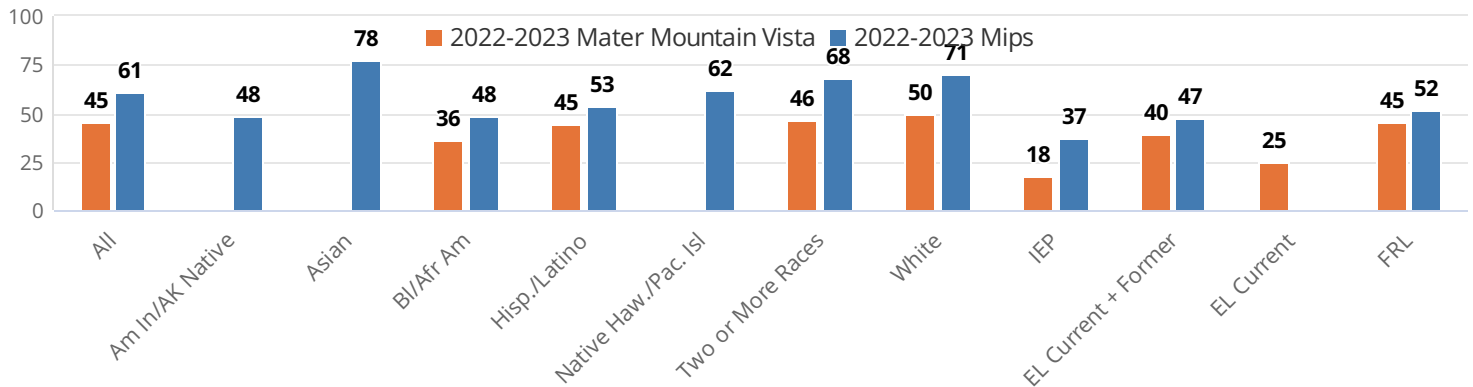


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	45.4	54.6	61.2	41.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	N/A	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	36.0	37.5	48.2	20.6	39.8	45.4
Hispanic/Latino	44.6	45.9	53.2	42.7	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	46.1	60.7	67.9	38.4	61.5	66.2
White/Caucasian	50.0	64.4	70.6	52.1	65.5	69
Special Education	17.9	27.4	36.8	13.5	25.5	33.5
English Learners Current + Former	39.5	37.6	47.2	42.6	37.4	44.4
English Learners Current	25.0	24.1		24.6	24.4	
Economically Disadvantaged	45.4	42.0	51.9	41.3	42.8	49.4

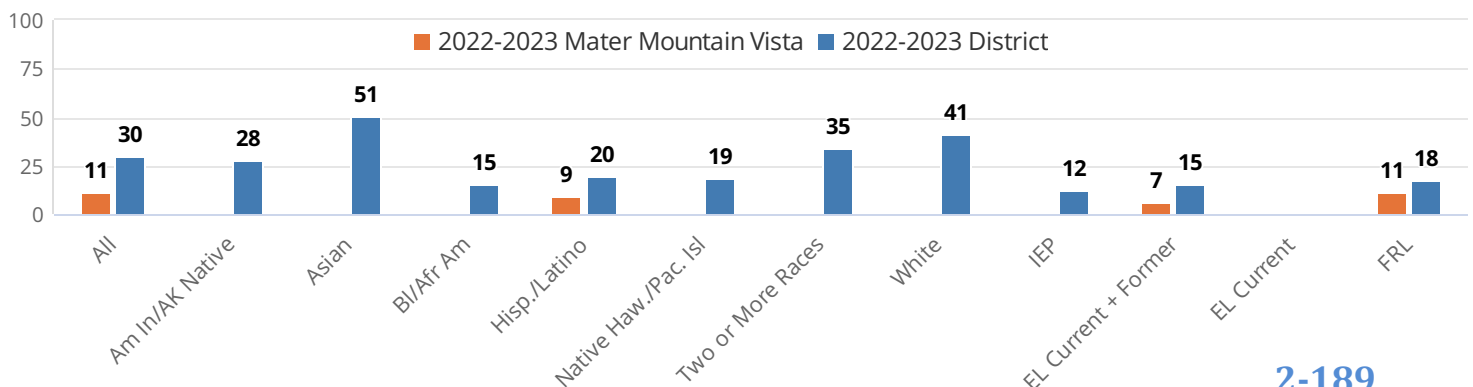
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	11.2	29.8	25.0	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	27.2	17.6
Hispanic/Latino	9.3	19.5	23.1	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	<5	12.2	<5	11.6
English Learners Current + Former	6.5	15.1	20.5	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	11.2	17.6	25.0	19.4

Science Assessments
% Proficient





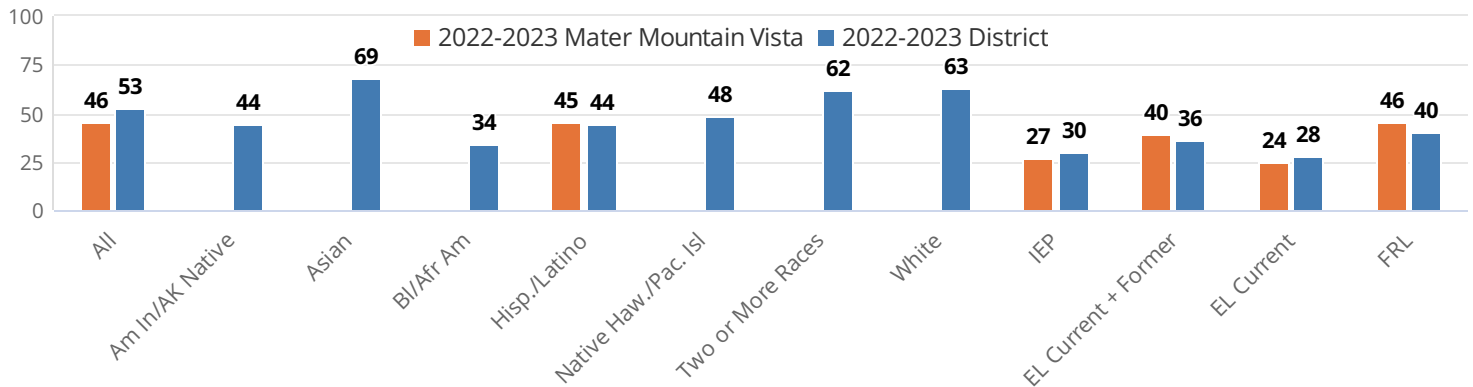
Academic Achievement

Read by Grade 3 Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	45.7	52.6	43.8	51.8
American Indian/Alaska Native	-	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	-	33.9	9.0	33.0
Hispanic/Latino	45.0	44.2	47.4	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	-	62.3	-	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	27.2	29.5	9.0	23.7
English Learners Current + Former	39.6	36.1	46.5	37.1
English Learners Current	24.4	27.6	40.8	30.7
Economically Disadvantaged	45.7	40.3	43.8	40.5

Read by Grade 3 Points Earned: 3/5

Read by Grade 3 % Proficient





Academic Achievement

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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: 9/10

ELA MGP Points Earned: 7/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	64.0	55.0	55.0	55.0	49.0	52.0	49.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	63.0	52.0	74.0	50.0	25.0	49.0	30.0	53.0
Hispanic/Latino	66.0	54.0	56.0	53.0	48.5	49.0	49.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	42.0	56.0	40.5	57.0	57.0	55.0	62.0	55.0
Special Education	45.0	49.0	33.0	51.0	47.0	46.0	37.0	43.0
English Learners Current + Former	63.5	55.0	54.5	54.0	48.0	47.0	49.0	49.0
English Learners Current	63.0	54.0	54.5	53.0	44.0	44.0	41.0	44.0
Economically Disadvantaged	64.0	54.0	55.0	53.0	49.0	49.0	49.0	49.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 3/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	54.1	50.8	46.3	52.9	49.5	53.1	51.7	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	47.0	38.1	52.9	42.1	35.2	41.8	47.0	55.8
Hispanic/Latino	55.0	43.8	46.2	46.9	51.2	45.0	52.8	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	57.1	58.8	35.7	58.9	46.1	59.6	61.5	65.1
Special Education	12.5	32.3	25.0	34.0	26.0	35.9	26.0	41.3
English Learners Current + Former	55.1	41.8	43.9	43.1	50.0	41.2	51.5	52.0
English Learners Current	47.3	33.5	34.2	33.8	37.6	32.5	36.4	43.1
Economically Disadvantaged	54.1	43.0	46.3	45.2	49.5	43.7	51.7	53.5

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

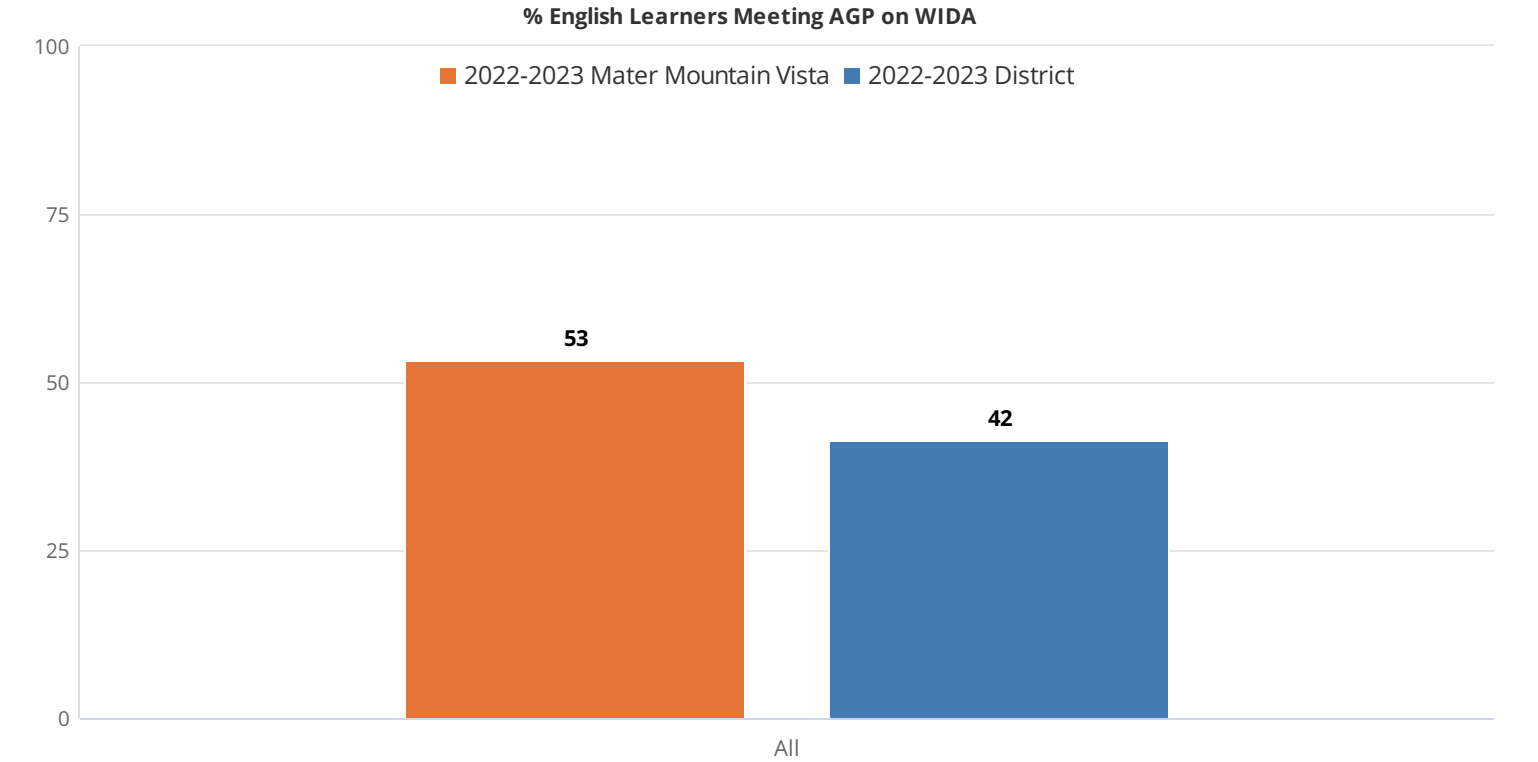


English Language

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: 8/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	227	53.3	41.5	218	50.0	38.4



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 Adequate Growth Percentile target. 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 AGP Points Earned: 6/10

ELA AGP Points Earned: 4/10

Groups	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	31.8	31.9	34.1	37.1	34.8	40.9	42.0	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	-	42.0	-	48.2	N/A	50.6	-	63.3
Black/African American	30.0	25.9	50.0	29.9	21.4	36.1	33.3	49.4
Hispanic/Latino	32.9	29.9	31.9	34.4	38.1	36.3	42.7	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	15.0	20.8	14.2	25.2	19.0	27.6	15.7	35.9
English Learners Current + Former	30.7	27.5	31.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	26.9	25.4	27.5	30.3	32.3	27.6	36.9	41.7
Economically Disadvantaged	31.8	28.7	34.1	33.1	34.8	35.5	42.0	47.6



Student Engagement

Chronic absenteeism is a measure 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. 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.

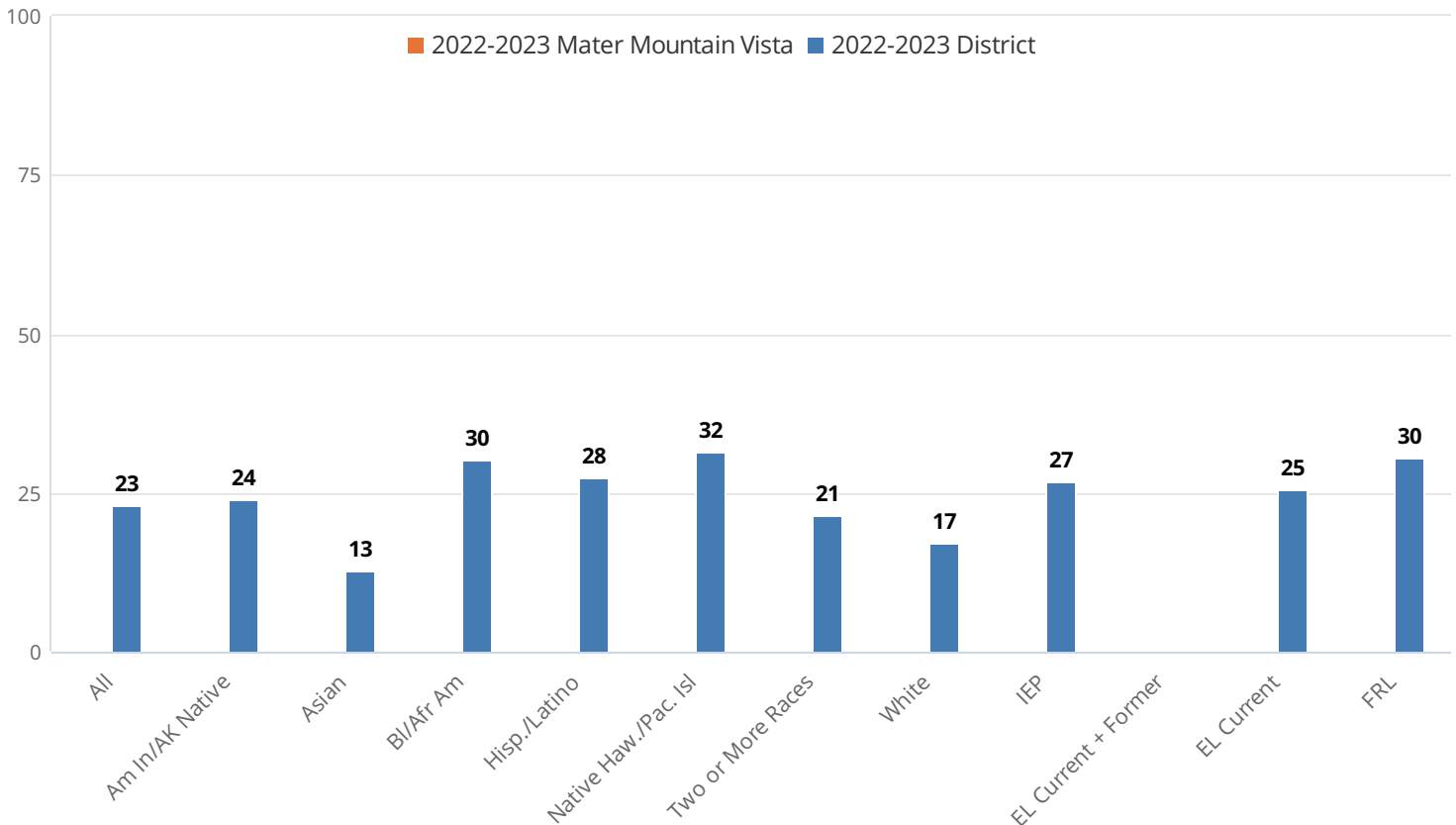
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

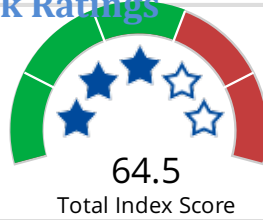
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	22.9	<5	21.7
American Indian/Alaska Native	-	24.0	N/A	15.8
Asian	<5	12.9	<5	11.9
Black/African American	<5	30.1	<5	27.6
Hispanic/Latino	<5	27.5	<5	25.8
Pacific Islander	-	31.6	<5	32.8
Two or More Races	<5	21.4	<5	22.2
White/Caucasian	<5	17.1	5.2	16.9
Special Education	<5	26.7	<5	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	25.4	<5	22.6
Economically Disadvantaged	<5	30.4	<5	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

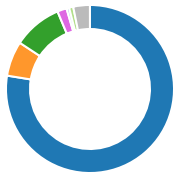
Chronic Absenteeism Rate (%)



School Level: Middle School
Grade Levels: PK-08
District: State Public Charter School Authority
School Address: 3445 Mountain Vista Street
 Las Vegas, NV 89121



School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



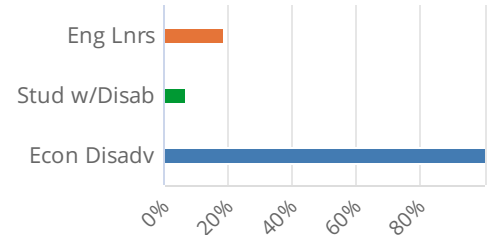
Student Race/Ethnicity

6.7% White
 9.4% BI/Afr Am
 77.4% Hisp/Latino
 1.8% Asian
 0.5% Am Ind/AK Nat
 0.8% Pac Isl
 3.2% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	85.5 NR
2020-2021	91.5 ★★★★★

Additional Student Groups



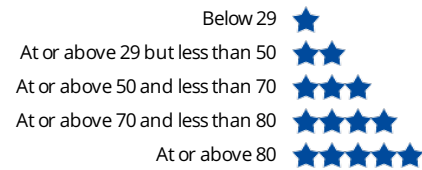
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	43.6	45.7
Math Proficiency	34.7	38.5
ELA Proficiency	51.9	53.4
Science Proficiency	45.6	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	14.0	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	87.0	N/A



Student Growth Indicator

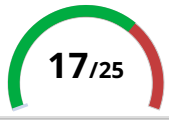
Measure	School Median	District Median
Math MGP	54.0	56.0
ELA MGP	57.0	56.0
School Rate		District Rate
Met Math AGP Target	37.4	40.4
Met ELA AGP Target	51.8	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	13.1	18.0
Prior Non-Proficient Met ELA AGP Target	22.2	23.3

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

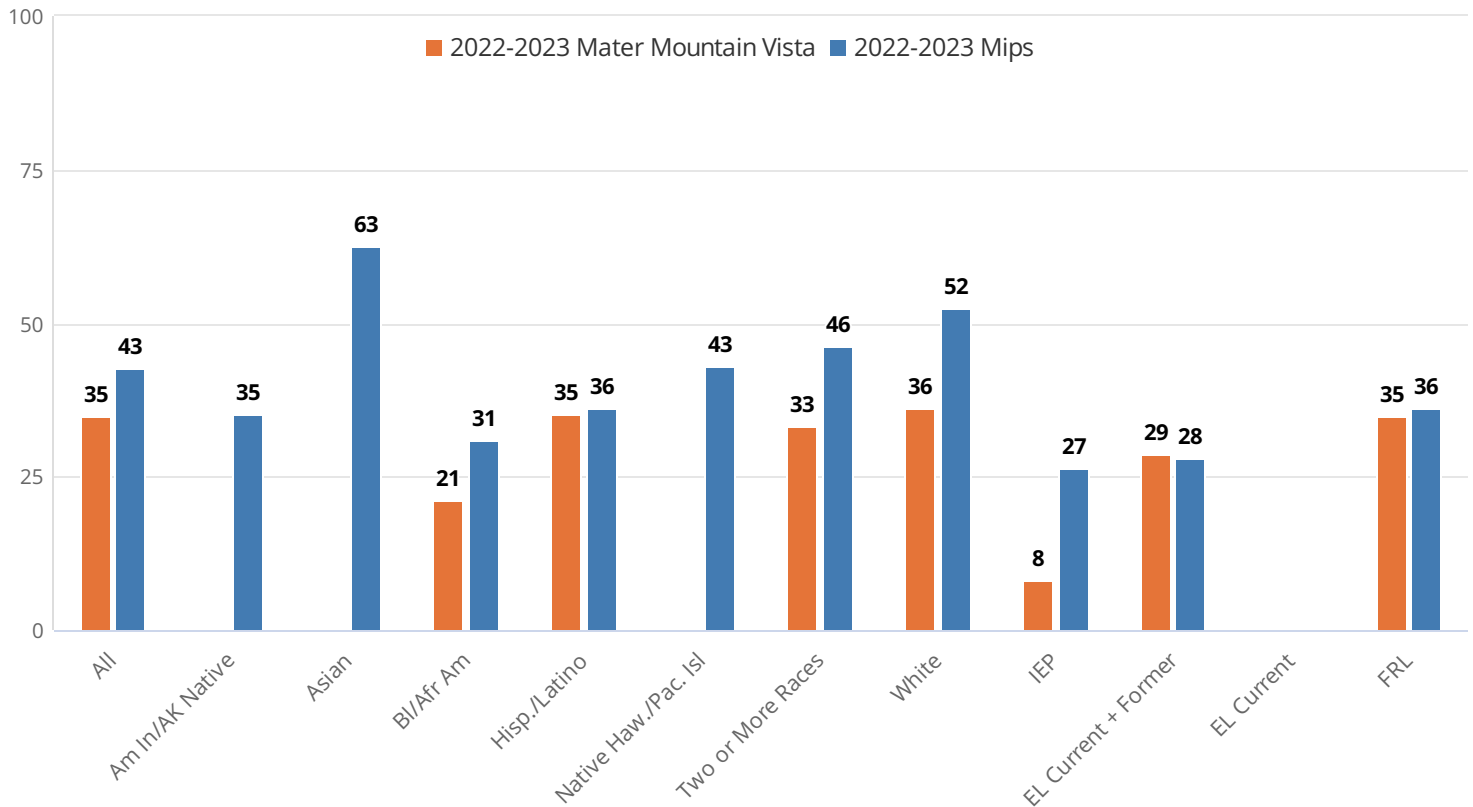
Pooled Proficiency Points Earned: 17/25

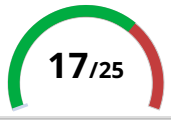
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	43.6	45.7	44.6	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	34.7	38.5	42.7	35.3	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	21.2	19.4	31	13.7	18.2	27.3
Hispanic/Latino	35.2	28.3	36.2	35.0	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	33.3	44.5	46.4	46.1	41.8	43.6
White/Caucasian	36.3	51.4	52.3	47.8	48.1	49.8
Special Education	8.0	11.5	26.5	7.4	9.7	22.7
English Learners Current + Former	28.8	21.5	28	35.4	20.1	24.2
English Learners Current	<5	6.5		11.2	7.6	
Economically Disadvantaged	34.7	24.9	36.1	35.3	23.9	32.7

Math Assessments % Proficient



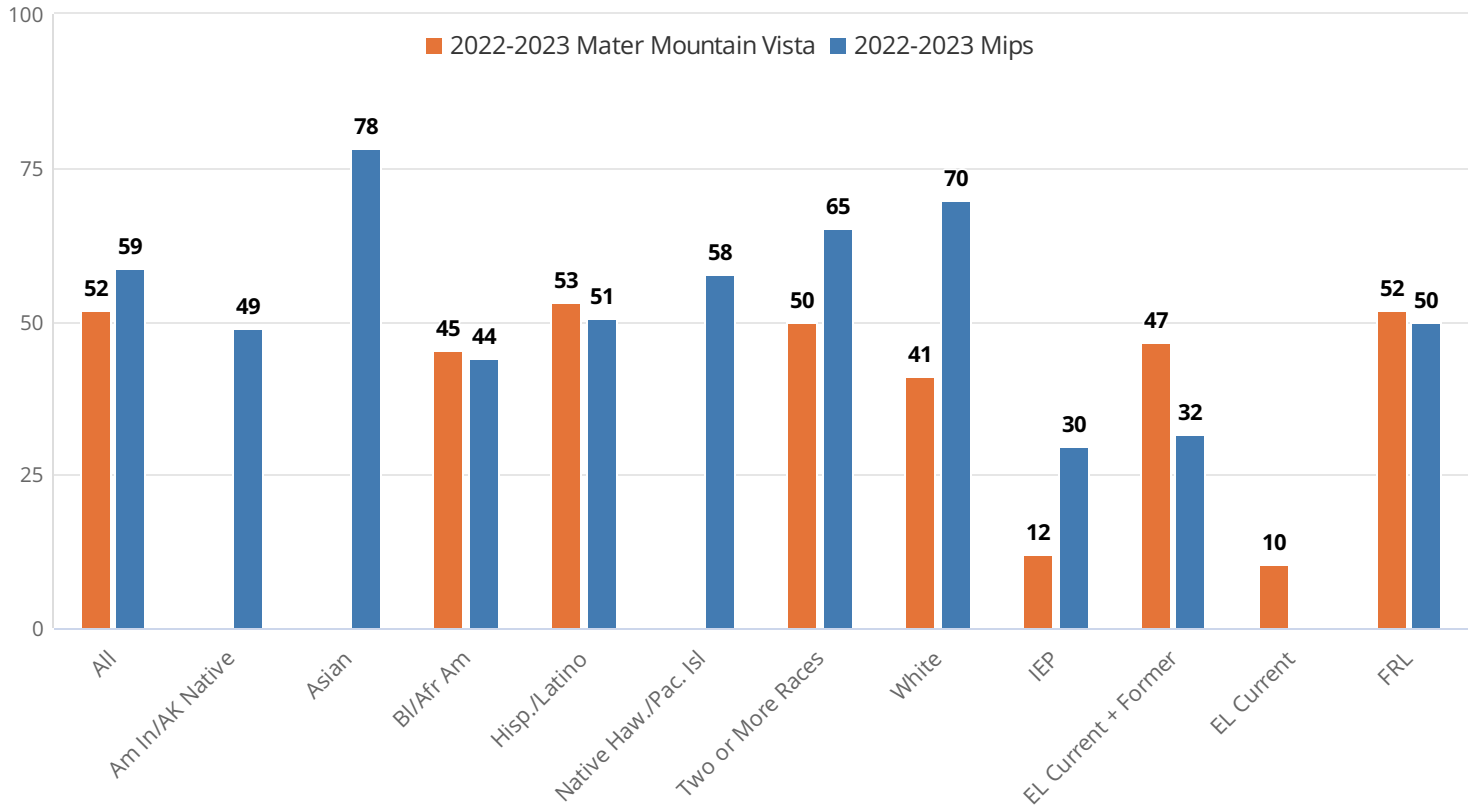


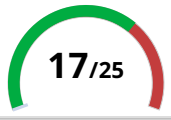
Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	51.9	53.4	58.6	57.5	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	45.4	37.4	43.9	37.9	41.1	40.9
Hispanic/Latino	53.0	44.8	50.5	58.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	50.0	60.0	65	61.5	64.6	63.2
White/Caucasian	40.9	64.0	69.6	56.5	67.2	68
Special Education	12.0	17.4	29.6	11.1	18.0	25.8
English Learners Current + Former	46.7	34.0	31.7	58.5	38.8	28.1
English Learners Current	10.4	12.0		26.2	16.7	
Economically Disadvantaged	51.9	40.8	49.8	57.5	45.9	47.1

ELA Assessments
% Proficient



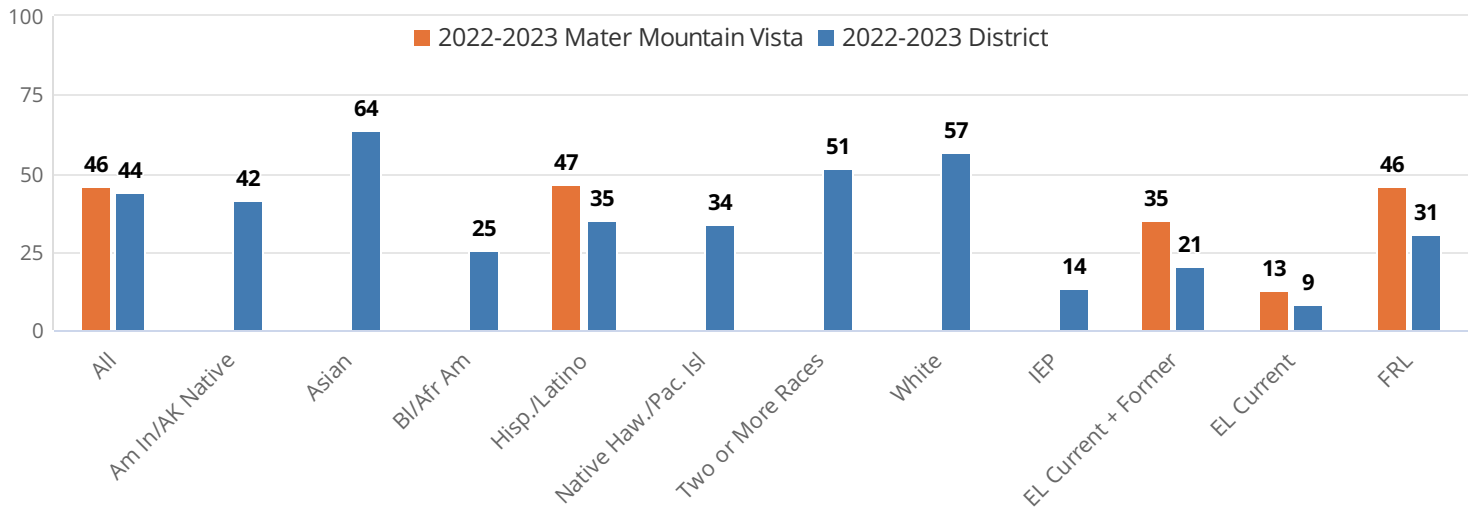


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	45.6	43.9	34.1	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	27.2	28.3
Hispanic/Latino	46.8	34.8	31.5	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	-	13.6	<5	12.0
English Learners Current + Former	34.9	20.7	27.1	19.4
English Learners Current	12.5	8.5	7.6	6.9
Economically Disadvantaged	45.6	30.8	34.1	31.9

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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. This is the minimum SGP a student must meet or exceed to be on track to target.

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

Groups	Math MGP Points Earned: 7/10				ELA MGP Points Earned: 7/10			
	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	54.0	56.0	57.0	56.0	57.0	56.0	59.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	57.5	51.0	52.0	55.0	66.5	52.0	52.5	54.0
Hispanic/Latino	54.0	54.0	56.5	55.0	57.0	54.0	62.0	54.0
Pacific Islander	-	59.0	-	54.0	N/A	53.5	N/A	55.0
Two or More Races	64.0	59.0	61.0	58.0	61.5	57.0	59.5	55.0
White/Caucasian	66.5	58.0	63.0	56.0	57.0	57.0	52.0	56.0
Special Education	47.0	52.0	51.0	55.0	40.0	44.0	35.5	43.0
English Learners Current + Former	51.0	54.0	57.0	56.0	55.5	54.0	63.0	54.0
English Learners Current	51.5	53.0	52.0	53.0	45.0	50.0	47.0	51.0
Economically Disadvantaged	54.0	54.0	57.0	55.0	57.0	54.0	59.0	55.0

AGP Growth Data

Groups	Math AGP Points Earned: 4/5				ELA AGP Points Earned: 3.5/5			
	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	37.4	40.4	51.8	52.8	39.3	40.8	61.7	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	28.1	23.7	43.7	39.6	15.3	24.7	53.8	49.7
Hispanic/Latino	37.4	30.6	52.2	44.7	38.5	31.4	60.9	52.7
Pacific Islander	-	40.5	-	48.3	N/A	36.8	N/A	59.5
Two or More Races	45.4	46.9	54.5	59.5	50.0	43.8	66.6	65.6
White/Caucasian	36.3	51.9	50.0	61.5	60.8	50.7	65.2	67.2
Special Education	17.3	15.1	13.0	22.3	<5	12.9	13.6	26.3
English Learners Current + Former	30.3	24.3	46.2	35.3	37.8	25.2	60.1	45.5
English Learners Current	<5	10.9	15.3	16.2	18.1	12.6	30.4	28.2
Economically Disadvantaged	37.4	28.1	51.8	41.9	39.3	29.9	61.7	51.8

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

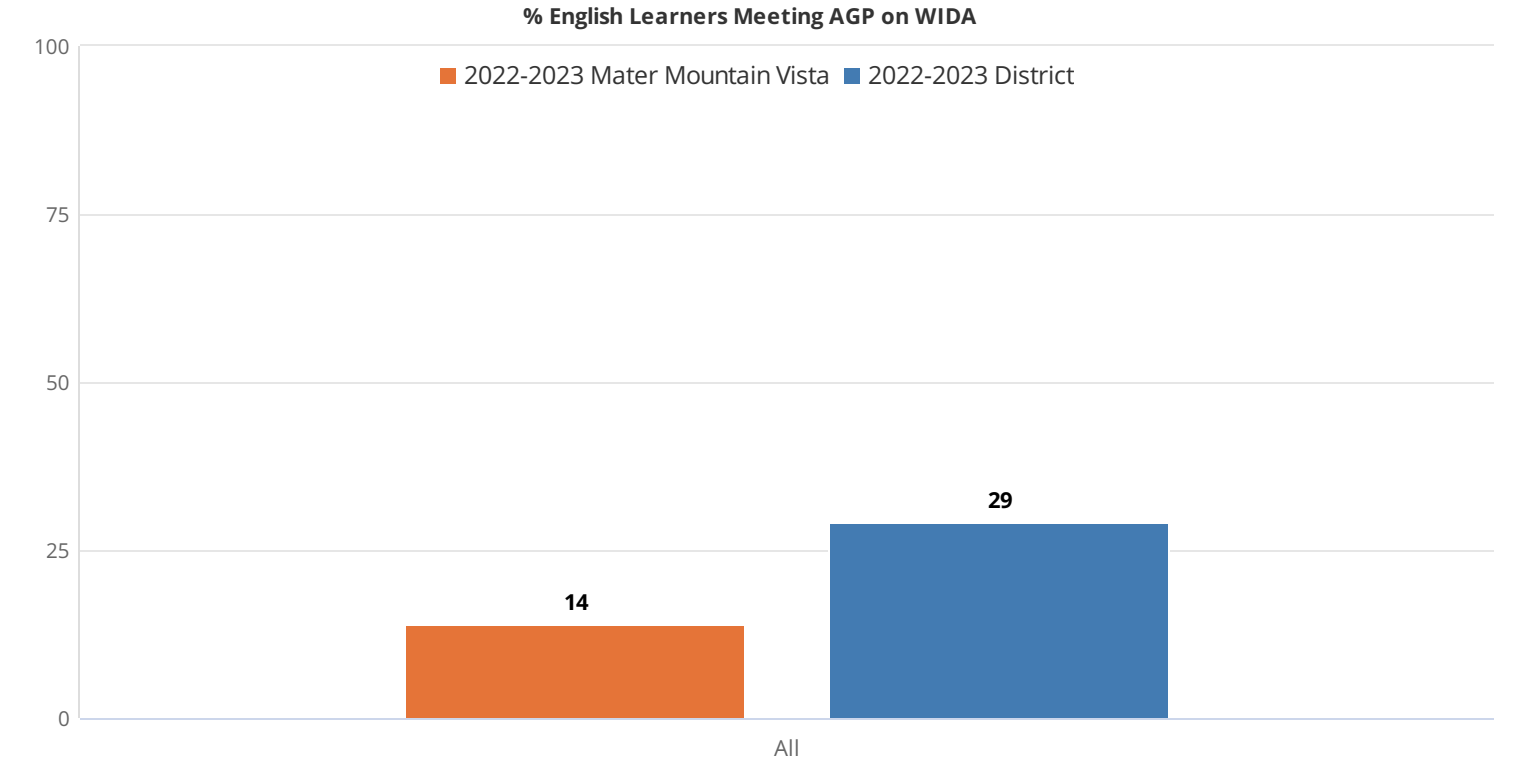


English Language

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: 2/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	64	14.0	29.3	60	31.6	21.6



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: 4/10

Groups	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	13.1	18.0	22.2	23.3	25.4	23.5	38.4	38.0
American Indian/Alaska Native	-	18.9	-	23.3	N/A	25.0	N/A	52.0
Asian	N/A	26.3	N/A	36.0	-	38.5	-	51.3
Black/African American	8.3	12.5	21.0	20.2	13.0	16.6	25.0	33.6
Hispanic/Latino	14.1	15.4	24.1	21.4	24.7	20.3	40.5	35.8
Pacific Islander	-	20.5	-	20.4	N/A	24.8	N/A	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	13.3	23.6	15.3	26.3	50.0	28.8	-	40.2
Special Education	10.0	8.5	<5	12.4	<5	7.8	14.2	19.6
English Learners Current + Former	11.4	13.5	24.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	10.1	12.7	17.4	11.3	24.1	24.4
Economically Disadvantaged	13.1	14.2	22.2	20.9	25.4	19.7	38.4	35.0



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.

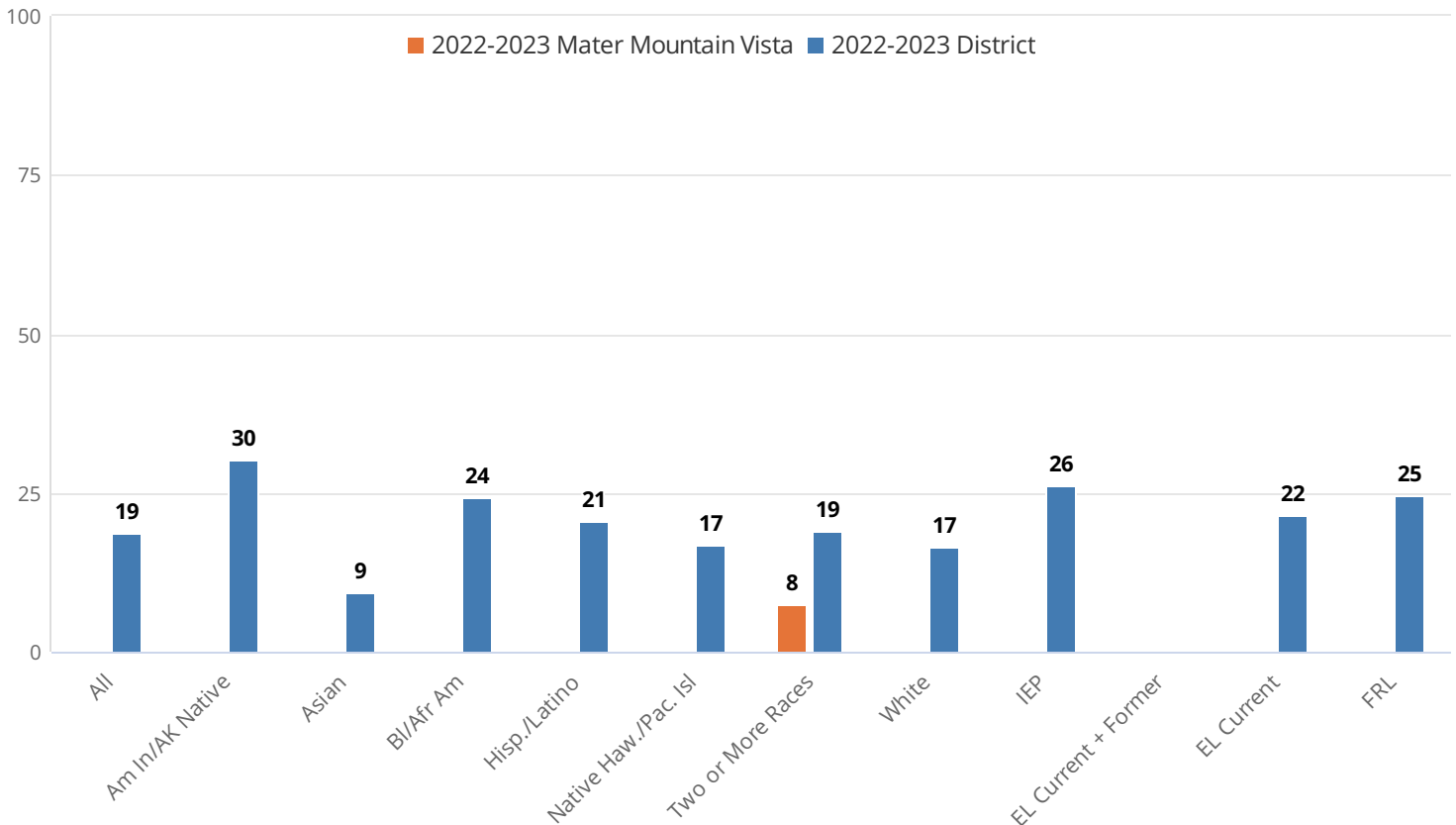
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	18.8	<5	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	<5	24.2	<5	24.9
Hispanic/Latino	<5	20.6	<5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	7.6	19.0	<5	19.4
White/Caucasian	<5	16.5	<5	16.1
Special Education	<5	26.3	<5	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	21.6	<5	18.3
Economically Disadvantaged	<5	24.7	<5	23.1

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

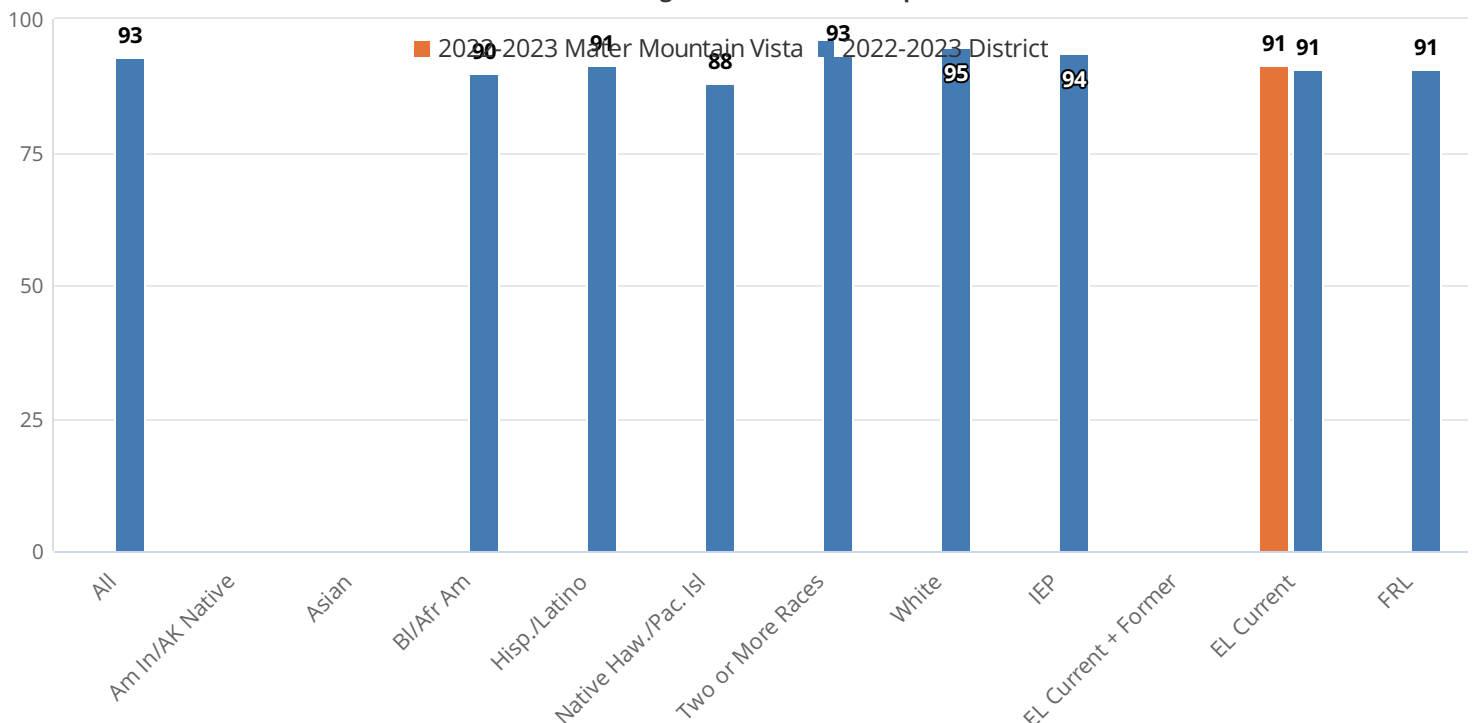
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	>95	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	91.3	90.5	>95	88.7
Economically Disadvantaged	>95	90.5	>95	89.5

% of Students Meeting 8th Grade Credit Requirements



Attachment 2 - Performance Framework Reports



Nevada State Public
Charter School
Authority

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2023-24 Fiscal Year: Financial Performance Framework

Mater Academy of Nevada

Address: 3445 S Mountain Vista St, Las Vegas, NV 89121
Website: <http://www.materacademynv.org/>
Enrollment: 4708
Grades Served: PK - 12

2023-24

Meets the Standard

2022-23

Notice of Concern

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

Meets Standard

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Does Not Meet Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Attachment 2 - Performance Framework Reports



Nevada State Public
Charter School
Authority

2022-23 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Mater Academy of Nevada

Address: 4315 Boulder Hwy, Las Vegas, NV 89121

Website: <https://www.materacademynv.org/>

Enrollment: 4581

Grades Served: K-11

2022-23

2021-22

Notice of Concern

Meets the Standard

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Does Not Meet Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

Meets Standard

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Falls Far Below Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Does Not Meet Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Does Not Meet Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Attachment 2 - Performance Framework Reports



Nevada State Public
Charter School
Authority

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2021-22 Fiscal Year: Financial Performance Framework

Mater Academy of Nevada

Address: 4315 Boulder Hwy, Las Vegas, NV 89121

Website: <https://www.materacademynv.org/>

Enrollment: 3704

Grades Served: K-11

2021-22

2020-21

Meets the Standard

Meets the Standard

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

Not Rated

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Does Not Meet Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Attachment 2 - Performance Framework Reports

2023-24 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Mater Academy

Address: 3445 S Mountain Vista St, Las Vegas, NV 89121

Website: <https://www.materacademynv.org/>

Enrollment: 4581

Grades Served: K-8

2023-24

Meets Standard

98.00

2022-23

Meets Standards

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

18 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

Attachment 2 - Performance Framework Reports

2022-23 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

		2022-23	2021-22		
Mater Academy		Meets Standards 98.00	Meets Standard	SCORING TABLE	
Address: 4315 Boulder Hwy, Las Vegas, NV 89121 Website: http://www.materacademynv.org/ Enrollment: 4581 Grades Served: K-11					
EDUCATION PROGRAM 20 out of 20 This section addresses the school's adherence to the material terms of its proposed education program.	FINANCIAL MANAGEMENT 18 out of 20 This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	GOVERNANCE & REPORTING 20 out of 20 This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	STUDENTS & EMPLOYEES 20 out of 20 This section addresses the school's compliance with a variety of laws related to students and employees.	SCHOOL ENVIRONMENT 20 out of 20 This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.	

Attachment 2 - Performance Framework Reports

2021-22 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2021-22

2020-21

Mater Academy

Address: 4315 Boulder Hwy, Las Vegas, NV 89121

Website: <http://www.materacademynv.org/>

Enrollment: 3704

Grades Served: K-11

97.00

Meets Standards

Meets
Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

17 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

Attachment 3 - Current Budget

Mater Academy - System		25-26 (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		4,973
Kinder		413
1st Grade		435
2nd Grade		441
3rd Grade		443
4th Grade		439
5th Grade		439
6th Grade		408
7th Grade		408
8th Grade		404
9th Grade		320
10th Grade		295
11th Grade		278
12th Grade		250
Total Students (FTEs)		4,973

		FY26 (Proposed)	FY26 (Approved)	Variance
Wages	37.54%	25,320,255	23,503,535	1,816,720
Benefits	21.01%	14,171,096	13,026,077	1,145,019
Material Supplies	3.74%	2,524,444	2,333,997	190,447
Purchased Services	7.47%	5,036,279	4,466,263	570,016
General Operations	13.07%	8,817,952	8,453,297	364,655
Building/Maintenance	6.14%	4,139,766	3,952,091	187,675
Rent/Bond	9.86%	6,650,194	5,616,413	1,033,781
Sub-Total	98.82%	66,659,986	61,351,673	5,308,313
Contingency	1.18%	795,209	1,149,776	(354,566)
Total Expenditures	100.00%	67,455,196	62,501,449	4,953,747

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
SPED Count	-	529	-	-	-	-	529
EL Count	1,495	-	-	-	-	-	1,495
GATE Count	-	-	-	-	-	-	-
At-Risk	26	-	-	-	-	-	26
FRL %	-	-	4	-	-	-	400%
Teaching Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Classroom Teachers	173	-	-	-	-	-	173.00
SPED Teachers	-	25	-	-	-	-	24.50
Art Teacher	5	-	-	-	-	-	5.00
Music	6	-	-	-	-	-	6.00
PE Teacher	6	-	-	-	-	-	6.00
Technology (STEM)	4	-	-	-	-	-	4.00
Spanish / Language	4	-	-	-	-	-	4.00
Additional Elective Teachers	12	-	-	-	-	-	12.00
Gate Teacher	-	-	-	-	-	-	-
Total Teaching Staff	210.00	24.50	-	-	-	-	234.50
Admin & Support Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Principal	4	-	-	-	-	-	4.00
Assistant Principal	12	1	-	-	-	-	13.00
ELL Coordinator	3	-	-	-	-	-	3.00
Dean	-	-	-	-	-	-	-
Curriculum Coach	9	-	-	-	-	-	8.50
School Counselor	9	-	-	-	-	-	9.00
Social Worker/ Mental Health	4	-	-	-	-	-	4.00
Office Manager/Banker	9	-	-	-	-	-	9.00
Registrar	4	-	-	-	-	-	4.00
Clinic Aide/ FASA	5	-	-	-	-	-	5.00
Receptionist	9	-	-	-	-	-	9.00
Teacher Assistants	37	27	-	-	4	-	67.00
Custodial / Security	20	-	-	-	-	-	20.00
Cafeteria Personel	-	-	16	-	-	-	16.00
Parent Engagement Coordinator	-	-	-	-	-	-	-
SPED Facilitator	1	3	-	-	-	-	3.50
Speech Pathologist	-	3	-	-	-	-	3.00
School Psychologist	-	4	-	-	-	-	4.00
OT / PT	-	-	-	-	-	-	-
School Nurse	1	-	-	-	-	-	1.00
On Campus Sub	6	-	-	-	-	-	6.00
Other: IT	3	-	-	-	-	-	3.00
Total Admin & Support Staff	135.00	37.50	16.00	-	3.50	-	192.00
Total # Teachers	258.50	51.00	-	-	3.50	-	234.50
Total # Admin & Support	86.50	11.00	16.00	-	-	-	192.00
Total Staff	345.00	62.00	16.00	-	3.50	-	426.50

Revenues	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Per Pupil (PCFP Funding)	46,825,768	-	-	-	-	-	46,825,768
ELL	6,331,325	-	-	-	-	-	6,331,325
GATE	-	-	-	-	-	-	-
At-Risk	85,644	-	-	-	-	-	85,644
Aux	1,290,000	-	-	-	-	-	1,290,000
Local SPED	-	680,323	-	-	-	-	680,323
State SPED	-	1,798,600	-	-	-	-	1,798,600
Federal SPED	-	480,915	-	-	-	-	480,915
Interest Income	120,000	-	-	-	-	-	120,000
Grants	-	-	-	-	1,993,322	-	1,993,322
Donations	-	-	-	-	-	-	-
Student Generated (SGF)	-	-	-	-	-	2,250,000	2,250,000
NSLP - Breakfast	-	-	1,625,970	-	-	-	1,625,970
NSLP - Lunch	-	-	2,282,536	-	-	-	2,282,536
Total Revenues	54,652,737	2,959,838	3,908,505	-	1,993,322	2,250,000	65,764,402

Use of other funds	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total
Use of beginning Funds	-	-	-	-	-	-	-
Borrowings	-	-	-	-	-	-	-
Project Funds	-	-	-	1,700,000	-	-	1,700,000
Total Use of Other Funds	-	-	-	1,700,000.00	-	-	1,700,000.00

Attachment 3 - Current Budget

Personnel Expenditures	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Admin & Support							
Principal	669,000	-	-	-	-	-	669,000
Asst. Principal	1,068,550	118,450	-	-	-	-	1,187,000
School Counselor	630,750	-	-	-	-	-	630,750
Social Worker/Mental Health	325,100	-	-	-	-	-	325,100
Student Support	-	-	-	-	-	-	-
Office Mgr. & Registrar	919,300	-	-	-	-	-	919,300
Office Asst / Receptionist	480,580	-	-	-	-	-	480,580
Parent Engagement Corr.	50,000	-	-	-	-	-	50,000
Custodial/Security	862,520	-	10,800	-	-	-	873,320
NSLP Personnel	-	-	562,615	-	-	-	562,615
SPED OT / PT	-	-	-	-	-	-	-
SPED Facilitator	-	264,710	-	-	-	-	264,710
Speech Path	-	195,000	-	-	-	-	195,000
School Psych	-	360,000	-	-	-	-	360,000
School Nurse	90,700	-	-	-	-	-	90,700
IT	215,200	-	-	-	-	-	215,200
Total Wages - Support	5,311,700	938,160	573,415	-	-	-	6,823,275
PERS - 36.75%	1,894,537	344,774	210,730	-	-	-	2,450,041
Ins/ Taxes / Other Benefits	867,708	132,951	134,173	-	-	-	1,134,833
Retention	102,000	2,000	8,000	-	-	-	112,000
Holiday	20,502	250	1,308	-	-	-	22,060
Stipends/Bonus	-	-	-	-	-	-	-
Tuition Reimbursements	9,500	-	-	-	-	-	9,500
Total Benefits - Support	2,894,248	479,975	354,211	-	-	-	3,728,434

Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Instructional Coach	652,800	-	-	-	-	-	652,800
ELL Coordinator	239,500	-	-	-	-	-	239,500
Teachers	13,765,500	-	-	-	-	-	13,765,500
SPED Teachers	-	1,609,500	-	-	-	-	1,609,500
Instructional Asst.	1,137,640	799,440	-	-	103,600	-	2,040,680
On Campus Sub	189,000	-	-	-	-	-	189,000
Total Wages - Instruction	15,984,440	2,408,940	-	-	103,600	-	18,496,980
PERS - 36.75%	5,874,282	885,285	-	-	38,073	-	6,797,640
Ins/ Taxes / Other Benefits	2,545,708	462,093	-	-	16,835	-	3,024,636
Retention	315,250	54,250	-	-	-	-	369,500
Holiday	70,239	8,361	-	-	286	-	78,886
Stipends	125,000	-	-	-	-	-	125,000
Tuition Reimbursements	47,000	-	-	-	-	-	47,000
Total Benefits - Support	8,977,479	1,409,989	-	-	55,194	-	10,442,662

Material & Supplies - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Consumables	1,147,500	-	-	-	-	-	1,147,500
Dual Enrollment - Student Fees/Textbooks	250,000	-	-	-	-	-	250,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	112,500	-	-	-	-	-	112,500
Classroom Supplies	174,055	-	-	-	-	-	174,055
Copier Supplies	109,406	-	-	-	-	-	109,406
SPED Supplies	-	92,575	-	-	-	-	92,575
Total	1,793,461	92,575	-	-	-	-	1,886,036

Material & Supplies - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Office Supplies	155,190	-	-	-	-	-	155,190
Copier Supplies	14,919	-	-	-	-	-	14,919
Nursing Supplies	39,784	-	-	-	-	-	39,784
Athletics/Extra Curricular	155,000	-	-	-	-	-	155,000
Custodial Supplies	273,515	-	-	-	-	-	273,515
Total	638,408	-	-	-	-	-	638,408

Attachment 3 - Current Budget

Purchased Services - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	150,500	-	-	-	6,500	-	157,000
Contracted Services: SPED	-	319,750	-	-	-	-	319,750
Contracted Services: Substitute Services	261,450	52,553	-	-	-	-	314,003
Contracted Services:	-	-	-	-	-	-	-
Affiliation Fee - Inc.	234,129	-	-	-	-	-	234,129
Affiliation Fee - Professional Development	234,129	-	-	-	-	-	234,129
Professional Development	-	-	-	-	-	-	-
Total	880,208	372,303	-	-	6,500	-	1,259,010

Purchased Services - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	15,000	-	-	-	-	-	15,000
Contracted Services:	35,000	-	-	-	-	-	35,000
Management Fee (Academica Nevada)	2,461,635	-	-	-	-	-	2,461,635
Payroll Services	214,000	-	-	-	-	-	214,000
Audit/Tax	105,000	-	-	-	-	-	105,000
Legal Fees	142,500	-	-	-	-	-	142,500
IT Services	218,812	-	-	-	-	-	218,812
IT Set-up Fees	-	-	-	-	-	-	-
State Administrative Fee	585,322	-	-	-	-	-	585,322
Total	3,777,269	-	-	-	-	-	3,777,269

General Operations - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Communications (phone & Internet)	67,440	-	-	-	-	-	67,440
Postage	4,500	-	-	-	-	-	4,500
Website	26,000	-	-	-	-	-	26,000
Copier / Printing	195,500	-	-	-	-	-	195,500
Infinite Campus	34,065	-	-	-	-	-	34,065
Insurances	728,000	-	-	-	-	-	728,000
NSLP - Breakfast	-	-	1,464,750	-	-	-	1,464,750
NSLP - Lunch	-	-	1,995,273	-	-	-	1,995,273
Advertising/Marketing	21,000	-	-	-	-	-	21,000
Travel	5,000	-	-	-	-	-	5,000
Background and Fingerprinting	5,000	-	-	-	-	-	5,000
Dues and Fees	80,350	-	-	-	-	-	80,350
Contracted Services: Graduation	65,000	-	-	-	-	-	65,000
Loan Repayments	-	-	-	-	-	-	-
Cap Lease - Interest	-	-	-	-	-	-	-
Cap Lease - Principal	-	-	-	-	-	-	-
Cap Lease - Buyout	-	-	-	-	1,840,074	-	1,840,074
SGF Expenditures	-	-	-	-	-	2,250,000	2,250,000
Misc. Purchases	36,000	-	-	-	-	-	36,000
Contingencies/Other Purchases	795,209	-	-	-	-	-	795,209
Total	2,063,064	-	3,460,023	-	1,840,074	2,250,000	9,613,161

Facilities - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Electricity	640,000	-	-	-	-	-	640,000
Natural Gas	30,000	-	-	-	-	-	30,000
Water / Sewer	256,000	-	-	-	-	-	256,000
Garbage/Disposal	130,000	-	-	-	-	-	130,000
Fire and Security alarms	41,500	-	-	-	-	-	41,500
Contracted Janitorial Services	576,385	-	-	-	-	-	576,385
Facility Maintenance/ Repairs/ Capital Outlay	525,000	-	-	1,700,000	-	-	2,225,000
Snow removal	-	-	-	-	-	-	-
Lawn Care	87,872	-	-	-	-	-	87,872
AC Maintenance & Repair	153,009	-	-	-	-	-	153,009
Total	2,439,766	-	-	1,700,000	-	-	4,139,766

Total Expenditures Before Building Payments	44,760,042	5,701,942	4,387,649	1,700,000	2,005,368	2,250,000	60,805,002
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Building Payments	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Scheduled Lease Payment	1,033,781	-	-	-	-	-	1,033,781
Scheduled Bond Payment - Principal	1,432,500	-	-	-	-	-	1,432,500
Scheduled Bond Payment - Interest	4,183,913	-	-	-	-	-	4,183,913
HOA/Parking/ Other	-	-	-	-	-	-	-
Total Rent / Bond Pymts	6,650,194	-	-	-	-	-	6,650,194

Net Surplus (Loss)	3,242,501	(2,742,104)	(479,144)	-	(12,046)	-	9,207
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Mater Academy - System	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
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Attachment 3 - Current Budget

Mater Academy - Mtn Vista		25-26 (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		1,028
Kinder		104
1st Grade		111
2nd Grade		111
3rd Grade		111
4th Grade		111
5th Grade		110
6th Grade		124
7th Grade		124
8th Grade		122
9th Grade		-
10th Grade		-
11th Grade		-
12th Grade		-
Total Students (FTEs)		1,028

		FY26 (Proposed)	FY26 (Approved)	Variance
Wages	40.67%	5,682,250	5,679,585	2,665
Benefits	23.68%	3,309,278	2,863,629	445,649
Material Supplies	2.96%	414,009	387,226	26,783
Purchased Services	7.05%	984,934	1,002,081	(17,147)
General Operations	13.49%	1,885,554	1,581,578	303,976
Building/Maintenance	3.62%	505,645	481,175	24,470
Rent/Bond	7.28%	1,016,513	1,017,994	(1,481)
Sub-Total	98.75%	13,798,183	13,013,268	784,915
Contingency	1.25%	174,234	209,283	(35,049)
Total Expenditures	100.00%	13,972,417	13,222,551	749,866

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
SPED Count		117					117
EL Count	355						355
GATE Count	-						-
At-Risk	3						3
FRL %			100.00%				100%
Teaching Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Classroom Teachers	36.00						36.00
SPED Teachers	-	5.00					5.00
Art Teacher	1.00						1.00
Music	1.00						1.00
PE Teacher	1.00						1.00
Technology (STEM)	1.00						1.00
Spanish / Language	1.00						1.00
Additional Elective Teachers	4.00						4.00
Gate Teacher	-						-
Total Teaching Staff	45.00	5.00	-	-	-	-	50.00
Admin & Support Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Principal	1.00						1.00
Assistant Principal	3.00						3.00
ELL Coordinator	1.00						1.00
Dean							-
Curriculum Coach	2.00						2.00
School Counselor	2.00						2.00
Social Worker/ Mental Health	2.00						2.00
Office Manager/Banker	2.00						2.00
Registrar	1.00						1.00
Clinic Aide/ FASA	1.00						1.00
Receptionist	2.00						2.00
Teacher Assistants	11.00	5.00					16.00
Custodial / Security	4.00						4.00
Cafeteria Personel			3.00				3.00
Parent Engagement Coordinator							-
SPED Facilitator	0.50	1.00					1.50
Speech Pathologist		1.00					1.00
School Psychologist		0.50					0.50
OT / PT							-
School Nurse							-
On Campus Sub	2.00						2.00
Other: IT	1.00						1.00
Total Admin & Support Staff	35.50	7.50	3.00	-	-	-	46.00
Total # Teachers	59.00	10.00	-	-	-	-	50.00
Total # Admin & Support	21.50	2.50	3.00	-	-	-	46.00
Total Staff	80.50	12.50	3.00	-	-	-	96.00

Revenues	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Per Pupil (PCFP Funding)	9,679,648						9,679,648
ELL	1,503,425						1,503,425
GATE	-						-
At-Risk	9,882						9,882
Aux	275,000						275,000
Local SPED		171,816					171,816
State SPED		397,800					397,800
Federal SPED		105,981					105,981
Interest Income	40,000						40,000
Grants					375,803		375,803
Donations						-	-
Student Generated (SGF)						300,000	300,000
NSLP - Breakfast			482,177				482,177
NSLP - Lunch			650,474				650,474
Total Revenues	11,507,955	675,597	1,132,651	-	375,803	300,000	13,992,006

Use of other funds	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total
Use of beginning Funds							-
Borrowings							-
Project Funds							-
Total Use of Other Funds	-	-	-	-	-	-	-

Attachment 3 - Current Budget

Personnel Expenditures	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Admin & Support							
Principal	162,000						162,000
Asst. Principal	192,550						192,550
School Counselor	158,000						158,000
Social Worker/Mental Health	118,000						118,000
Student Support	-						-
Office Mgr. & Registrar	224,000						224,000
Office Asst / Receptionist	110,740						110,740
Parent Engagement Corr.							-
Custodial/Security	161,280						161,280
NSLP Personnel			102,240				102,240
SPED OT / PT							-
SPED Facilitator		92,700					92,700
Speech Path		65,000					65,000
School Psych		46,000					46,000
School Nurse							-
IT	88,400						88,400
Total Wages - Support	1,214,970	203,700	102,240	-	-	-	1,520,910
PERS - 36.75%	446,501	74,860	37,573	-	-	-	558,934
Ins/ Taxes / Other Benefits	208,930	27,125	23,567	-	-	-	259,622
Retention	28,000	-	1,500	-	-	-	29,500
Holiday	5,098	-	245	-	-	-	5,344
Stipends							-
Tuition Reimbursements	1,500						1,500
Total Benefits - Support	690,030	101,985	62,886	-	-	-	854,900

Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Instructional Coach	154,500						154,500
ELL Coordinator	85,000						85,000
Teachers	3,037,500						3,037,500
SPED Teachers		337,500					337,500
Instructional Asst.	332,640	151,200		-	-	-	483,840
On Campus Sub	63,000						63,000
Total Wages - Instruction	3,672,640	488,700	-	-	-	-	4,161,340
PERS - 36.75%	1,349,695	179,597	-	-	-	-	1,529,292
Ins/ Taxes / Other Benefits	585,094	93,564	-	-	-	-	678,658
Retention	81,500	12,500	-	-	-	-	94,000
Holiday	17,167	1,761	-	-	-	-	18,928
Stipends	125,000						125,000
Tuition Reimbursements	8,500						8,500
Total Benefits - Support	2,166,956	287,422	-	-	-	-	2,454,378

Material & Supplies - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Consumables	236,250						236,250
Dual Enrollment - Student Fees/Textbooks							-
Cash instead of Zion Lease - Curriculum/Tech/Furniture							-
Classroom Supplies	35,980						35,980
Copier Supplies	22,616						22,616
SPED Supplies		20,475					20,475
Total	294,846	20,475	-	-	-	-	315,321

Material & Supplies - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Office Supplies	30,840						30,840
Copier Supplies	3,084						3,084
Nursing Supplies	8,224						8,224
Athletics/Extra Curricular							-
Custodial Supplies	56,540						56,540
Total	98,688	-	-	-	-	-	98,688

Attachment 3 - Current Budget

Purchased Services - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	13,000						13,000
Contracted Services: SPED		51,400					51,400
Contracted Services: Substitute Services	33,525	10,725	-	-	-	-	44,250
Contracted Services:							-
Affiliation Fee - Inc.	48,398						48,398
Affiliation Fee - Professional Development	48,398						48,398
Professional Development							-
Total	143,321	62,125	-	-	-	-	205,446

Purchased Services - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	5,000						5,000
Contracted Services:							-
Management Fee (Academica Nevada)	508,860						508,860
Payroll Services	44,400						44,400
Audit/Tax	22,500						22,500
Legal Fees	32,500						32,500
IT Services	45,232						45,232
IT Set-up Fees	-						-
State Administrative Fee	120,996						120,996
Total	779,488	-	-	-	-	-	779,488

General Operations - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Communications (phone & Internet)	12,600						12,600
Postage	1,000						1,000
Website	6,500						6,500
Copier / Printing	39,000						39,000
Infinite Campus	7,042						7,042
Insurances	119,000						119,000
NSLP - Breakfast	-		427,500				427,500
NSLP - Lunch	-		566,559				566,559
Advertising/Marketing	5,000						5,000
Travel	1,000						1,000
Background and Fingerprinting	1,000						1,000
Dues and Fees	16,050						16,050
Contracted Services:							-
Loan Repayments							-
Cap Lease - Pymts	-						-
Cap Lease - Buyout							-
Grant/Title Exp					375,803		375,803
SGF Expenditures						300,000	300,000
Misc. Purchases	7,500						7,500
Contingencies/Other Purchases	174,234						174,234
Total	389,925	-	994,059	-	375,803	300,000	2,059,787

Facilities - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Electricity	107,500						107,500
Natural Gas	-						-
Water / Sewer	55,000						55,000
Garbage/Disposal	35,000						35,000
Fire and Security alarms	7,500						7,500
Contracted Janitorial Services	104,195						104,195
Facility Maintenance/ Repairs/ Capital Outlay	140,000						140,000
Snow removal	-						-
Lawn Care	22,296						22,296
AC Maintenance & Repair	34,154						34,154
Total	505,645	-	-	-	-	-	505,645

Total Expenditures Before Building Payments	9,956,509	1,164,407	1,159,185	-	375,803	300,000	12,955,904
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Building Payments							
Scheduled Lease Payment	-						-
Scheduled Bond Payment - Principal	297,500						297,500
Scheduled Bond Payment - Interest	719,013						719,013
HOA/Parking/ Other	-						-
Total Rent / Bond Pymts	1,016,513	-	-	-	-	-	1,016,513

Net Surplus (Loss)	534,933	(488,810)	(26,534)	-	-	-	19,589
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0.18%

Mater Academy - Mtn Vista	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
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Attachment 3 - Current Budget

Mater Academy - Bonanza		25-26 (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		1,028
Kinder		104
1st Grade		111
2nd Grade		111
3rd Grade		111
4th Grade		111
5th Grade		110
6th Grade		124
7th Grade		124
8th Grade		122
9th Grade		-
10th Grade		-
11th Grade		-
12th Grade		-
Total Students (FTEs)		1,028

		FY26 (Proposed)	FY26 (Approved)	Variance
Wages	40.92%	5,532,850	5,532,413	437
Benefits	22.87%	3,092,122	2,812,735	279,387
Material Supplies	3.06%	414,009	380,775	33,234
Purchased Services	7.48%	1,011,789	1,024,396	(12,607)
General Operations	13.31%	1,799,135	1,422,916	376,219
Building/Maintenance	3.71%	501,475	611,655	(110,180)
Rent/Bond	7.28%	984,800	981,900	2,900
Sub-Total	98.64%	13,336,180	12,766,790	569,390
Contingency	1.36%	183,913	289,481	(105,568)
Total Expenditures	100.00%	13,520,094	13,056,271	463,823

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
SPED Count		117					117
EL Count	355						355
GATE Count	-						-
At-Risk	3						3
FRL %			100.00%				100%
Teaching Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Classroom Teachers	36.00						36.00
SPED Teachers	-	4.00					4.00
Art Teacher	1.00						1.00
Music	1.00						1.00
PE Teacher	1.00						1.00
Technology (STEM)	1.00						1.00
Spanish / Language	1.00						1.00
Additional Elective Teachers	4.00						4.00
Gate Teacher	-						-
Total Teaching Staff	45.00	4.00	-	-	-	-	49.00
Admin & Support Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Principal	1.00						1.00
Assistant Principal	4.00						4.00
ELL Coordinator	1.00						1.00
Dean							-
Curriculum Coach	1.50						1.50
School Counselor	2.00						2.00
Social Worker/ Mental Health	1.00						1.00
Office Manager/Banker	2.00						2.00
Registrar	1.00						1.00
Clinic Aide/ FASA	1.00						1.00
Receptionist	2.00						2.00
Teacher Assistants	11.00	5.50					16.50
Custodial / Security	3.00						3.00
Cafeteria Personnel			3.00				3.00
Parent Engagement Coordinator							-
SPED Facilitator		1.00					1.00
Speech Pathologist		1.00					1.00
School Psychologist		0.50					0.50
OT / PT							-
School Nurse							-
On Campus Sub	1.00						1.00
Other: IT	1.00						1.00
Total Admin & Support Staff	32.50	8.00	3.00	-	-	-	43.50
Total # Teachers	58.50	9.50	-	-	-	-	49.00
Total # Admin & Support	19.00	2.50	3.00	-	-	-	43.50
Total Staff	77.50	12.00	3.00	-	-	-	92.50

Revenues	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Per Pupil (PCFP Funding)	9,679,648						9,679,648
ELL	1,503,425						1,503,425
GATE	-						-
At-Risk	9,882						9,882
Aux	275,000						275,000
Local SPED		149,254					149,254
State SPED		397,800					397,800
Federal SPED		105,981					105,981
Interest Income	40,000						40,000
Grants					366,413		366,413
Donations						-	-
Student Generated (SGF)						400,000	400,000
NSLP - Breakfast			444,110				444,110
NSLP - Lunch			484,825				484,825
Total Revenues	11,507,955	653,035	928,936	-	366,413	400,000	13,856,339

Use of other funds	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total
Use of beginning Funds							-
Borrowings							-
Project Funds							-
Total Use of Other Funds	-	-	-	-	-	-	-

Attachment 3 - Current Budget

Personnel Expenditures	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Admin & Support							
Principal	162,000						162,000
Asst. Principal	368,000						368,000
School Counselor	71,000						71,000
Social Worker/Mental Health	135,000						135,000
Student Support							-
Office Mgr. & Registrar	252,800						252,800
Office Asst / Receptionist	109,440						109,440
Parent Engagement Corr.							-
Custodial/Security	120,960						120,960
NSLP Personnel			102,240				102,240
SPED OT / PT							-
SPED Facilitator		92,700					92,700
Speech Path		65,000					65,000
School Psych		46,000					46,000
School Nurse							-
IT	65,000						65,000
Total Wages - Support	1,284,200	203,700	102,240	-	-	-	1,590,140
PERS - 36.75%	471,944	74,860	37,573	-	-	-	584,376
Ins/ Taxes / Other Benefits	194,153	27,122	23,567	-	-	-	244,842
Retention	28,000	-	1,500	-	-	-	29,500
Holiday	5,076	-	245	-	-	-	5,321
Stipends							-
Tuition Reimbursements	1,500						1,500
Total Benefits - Support	700,672	101,982	62,886	-	-	-	865,540

Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Instructional Coach	101,000						101,000
ELL Coordinator	77,250						77,250
Teachers	2,970,000						2,970,000
SPED Teachers		264,000					264,000
Instructional Asst.	332,640	166,320		-	-	-	498,960
On Campus Sub	31,500						31,500
Total Wages - Instruction	3,512,390	430,320	-	-	-	-	3,942,710
PERS - 36.75%	1,290,803	158,143	-	-	-	-	1,448,946
Ins/ Taxes / Other Benefits	574,287	87,359	-	-	-	-	661,646
Retention	78,750	11,500	-	-	-	-	90,250
Holiday	15,614	1,627	-	-	-	-	17,240
Stipends							-
Tuition Reimbursements	8,500						8,500
Total Benefits - Support	1,967,954	258,628	-	-	-	-	2,226,583

Material & Supplies - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Consumables	236,250						236,250
Dual Enrollment - Student Fees/Textbooks							-
Cash instead of Zion Lease - Curriculum/Tech/Furniture							-
Classroom Supplies	35,980						35,980
Copier Supplies	22,616						22,616
SPED Supplies		20,475					20,475
Total	294,846	20,475	-	-	-	-	315,321

Material & Supplies - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Office Supplies	30,840						30,840
Copier Supplies	3,084						3,084
Nursing Supplies	8,224						8,224
Athletics/Extra Curricular							-
Custodial Supplies	56,540						56,540
Total	98,688	-	-	-	-	-	98,688

Attachment 3 - Current Budget

Purchased Services - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	13,000						13,000
Contracted Services: SPED		51,400					51,400
Contracted Services: Substitute Services	65,025	8,580	-	-	-	-	73,605
Contracted Services:							-
Affiliation Fee - Inc.	48,398						48,398
Affiliation Fee - Professional Development	48,398						48,398
Professional Development							-
Total	174,821	59,980	-	-	-	-	234,801

Purchased Services - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	5,000						5,000
Contracted Services:							-
Management Fee (Academica Nevada)	508,860						508,860
Payroll Services	44,400						44,400
Audit/Tax	22,500						22,500
Legal Fees	30,000						30,000
IT Services	45,232						45,232
IT Set-up Fees	-						-
State Administrative Fee	120,996						120,996
Total	776,988	-	-	-	-	-	776,988

General Operations - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Communications (phone & Internet)	12,600						12,600
Postage	1,000						1,000
Website	6,500						6,500
Copier / Printing	39,000						39,000
Infinite Campus	7,042						7,042
Insurances	119,000						119,000
NSLP - Breakfast	-		393,750				393,750
NSLP - Lunch	-		422,280				422,280
Advertising/Marketing	5,000						5,000
Travel	1,000						1,000
Background and Fingerprinting	1,000						1,000
Dues and Fees	17,050						17,050
Contracted Services:							-
Loan Repayments							-
Cap Lease - Pymts	-						-
Cap Lease - Buyout							-
Grant/Title Exp					366,413		366,413
SGF Expenditures						400,000	400,000
Misc. Purchases	7,500						7,500
Contingencies/Other Purchases	183,913						183,913
Total	400,605	-	816,030	-	366,413	400,000	1,983,048

Facilities - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Electricity	107,500						107,500
Natural Gas	-						-
Water / Sewer	55,000						55,000
Garbage/Disposal	35,000						35,000
Fire and Security alarms	7,500						7,500
Contracted Janitorial Services	102,365						102,365
Facility Maintenance/ Repairs/ Capital Outlay	140,000						140,000
Snow removal	-						-
Lawn Care	20,736						20,736
AC Maintenance & Repair	33,374						33,374
Total	501,475	-	-	-	-	-	501,475

Total Expenditures Before Building Payments	9,712,640	1,075,085	981,156	-	366,413	400,000	12,535,294
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Building Payments	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Scheduled Lease Payment	-						-
Scheduled Bond Payment - Principal	295,000						295,000
Scheduled Bond Payment - Interest	689,800						689,800
HOA/Parking/ Other	-						-
Total Rent / Bond Pymts	984,800	-	-	-	-	-	984,800

Net Surplus (Loss)	810,515	(422,050)	(52,220)	-	-	-	336,245
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3.01%

Mater Academy - Bonanza	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
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Attachment 3 - Current Budget

Mater Academy - East		25-26 (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		2,443
Kinder		130
1st Grade		135
2nd Grade		135
3rd Grade		140
4th Grade		140
5th Grade		140
6th Grade		160
7th Grade		160
8th Grade		160
9th Grade		320
10th Grade		295
11th Grade		278
12th Grade		250
Total Students (FTEs)		2,443

		FY26 (Proposed)	FY26 (Approved)	Variance
Wages	34.85%	11,559,870	11,402,616	157,254
Benefits	19.27%	6,390,702	5,708,153	682,549
Material Supplies	4.52%	1,499,979	1,315,212	184,767
Purchased Services	7.11%	2,356,886	2,297,025	59,861
General Operations	13.16%	4,363,487	3,575,962	787,525
Building/Maintenance	8.88%	2,944,970	3,038,200	(93,230)
Rent/Bond	10.90%	3,615,100	2,963,955	651,145
Sub-Total	98.68%	32,730,994	30,301,123	2,429,871
Contingency	1.32%	437,062	1,076,773	(639,711)
Total Expenditures	100.00%	33,168,056	31,377,896	1,790,160

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
SPED Count		264					264
EL Count	721						721
GATE Count	-						-
At-Risk	20						20
FRL %			100.00%				100%
Teaching Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Classroom Teachers	83.00						83.00
SPED Teachers	-	13.00					13.00
Art Teacher	3.00						3.00
Music	3.00						3.00
PE Teacher	3.00						3.00
Technology (STEM)	2.00						2.00
Spanish / Language	2.00						2.00
Additional Elective Teachers	4.00						4.00
Gate Teacher	-						-
Total Teaching Staff	100.00	13.00	-	-	-	-	113.00
Admin & Support Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Principal	1.00						1.00
Assistant Principal	5.00						5.00
ELL Coordinator	1.00						1.00
Dean							-
Curriculum Coach	4.00						4.00
School Counselor	5.00						5.00
Social Worker/ Mental Health							-
Office Manager/Banker	3.00						3.00
Registrar	2.00						2.00
Clinic Aide/ FASA	3.00						3.00
Receptionist	4.00						4.00
Teacher Assistants	11.50	13.00					24.50
Custodial / Security	11.00						11.00
Cafeteria Personnel			9.00				9.00
Parent Engagement Coordinator							-
SPED Facilitator		1.00					1.00
Speech Pathologist		1.00					1.00
School Psychologist		1.00					1.00
OT / PT							-
School Nurse	1.00						1.00
On Campus Sub	3.00						3.00
Other: IT	1.00						1.00
Total Admin & Support Staff	55.50	16.00	9.00	-	-	-	80.50
Total # Teachers	116.50	26.00	-	-	-	-	113.00
Total # Admin & Support	39.00	3.00	9.00	-	-	-	80.50
Total Staff	155.50	29.00	9.00	-	-	-	193.50

Revenues	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Per Pupil (PCFP Funding)	23,003,288						23,003,288
ELL	3,053,435						3,053,435
GATE	-						-
At-Risk	65,880						65,880
Aux	660,000						660,000
Local SPED		359,253					359,253
State SPED		897,600					897,600
Federal SPED		239,137					239,137
Interest Income	40,000						40,000
Grants					862,572		862,572
Donations						-	-
Student Generated (SGF)						1,500,000	1,500,000
NSLP - Breakfast			558,310				558,310
NSLP - Lunch			888,846				888,846
Total Revenues	26,822,603	1,495,990	1,447,157	-	862,572	1,500,000	32,128,322

Use of other funds	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total
Use of beginning Funds							-
Borrowings							-
Project Funds				1,700,000			1,700,000
Total Use of Other Funds	-	-	-	1,700,000	-	-	1,700,000

Attachment 3 - Current Budget

Personnel Expenditures	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Admin & Support							
Principal	215,000						215,000
Asst. Principal	508,000						508,000
School Counselor	401,750						401,750
Social Worker/Mental Health							-
Student Support							-
Office Mgr. & Registrar	305,000						305,000
Office Asst / Receptionist	223,440						223,440
Parent Engagement Corr.	50,000						50,000
Custodial/Security	472,180						472,180
NSLP Personnel			293,760				293,760
SPED OT / PT							-
SPED Facilitator		79,310					79,310
Speech Path		65,000					65,000
School Psych		98,000					98,000
School Nurse	90,700						90,700
IT	61,800						61,800
Total Wages - Support	2,327,870	242,310	293,760	-	-	-	2,863,940
PERS - 36.75%	797,980	89,049	107,957	-	-	-	994,985
Ins/ Taxes / Other Benefits	384,634	32,552	75,119	-	-	-	492,305
Retention	42,750	-	4,500	-	-	-	47,250
Holiday	7,261	-	736	-	-	-	7,996
Stipends							-
Tuition Reimbursements	5,000						5,000
Total Benefits - Support	1,237,624	121,601	188,311	-	-	-	1,547,537

Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Instructional Coach	317,300						317,300
ELL Coordinator	77,250						77,250
Teachers	6,608,000						6,608,000
SPED Teachers		858,000					858,000
Instructional Asst.	347,760	393,120		-	-	-	740,880
On Campus Sub	94,500						94,500
Total Wages - Instruction	7,444,810	1,251,120	-	-	-	-	8,695,930
PERS - 36.75%	2,735,968	459,787	-	-	-	-	3,195,754
Ins/ Taxes / Other Benefits	1,166,405	242,364	-	-	-	-	1,408,770
Retention	154,000	27,250	-	-	-	-	181,250
Holiday	28,481	3,910	-	-	-	-	32,391
Stipends							-
Tuition Reimbursements	25,000						25,000
Total Benefits - Support	4,109,854	733,311	-	-	-	-	4,843,165

Material & Supplies - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Consumables	562,500						562,500
Dual Enrollment - Student Fees/Textbooks	250,000						250,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	112,500						112,500
Classroom Supplies	85,505						85,505
Copier Supplies	53,746						53,746
SPED Supplies		46,200					46,200
Total	1,064,251	46,200	-	-	-	-	1,110,451

Material & Supplies - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Office Supplies	73,290						73,290
Copier Supplies	7,329						7,329
Nursing Supplies	19,544						19,544
Athletics/Extra Curricular	155,000						155,000
Custodial Supplies	134,365						134,365
Total	389,528	-	-	-	-	-	389,528

Attachment 3 - Current Budget

Purchased Services - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	24,500						24,500
Contracted Services: SPED		122,150					122,150
Contracted Services: Substitute Services	120,000	27,885	-	-	-	-	147,885
Contracted Services:							-
Affiliation Fee - Inc.	115,016						115,016
Affiliation Fee - Professional Development	115,016						115,016
Professional Development							-
Total	374,533	150,035	-	-	-	-	524,568

Purchased Services - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	5,000						5,000
Contracted Services: Crossing Guards	35,000						35,000
Management Fee (Academica Nevada)	1,209,285						1,209,285
Payroll Services	108,000						108,000
Audit/Tax	30,000						30,000
Legal Fees	50,000						50,000
IT Services	107,492						107,492
IT Set-up Fees	-						-
State Administrative Fee	287,541						287,541
Total	1,832,318	-	-	-	-	-	1,832,318

General Operations - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Communications (phone & Internet)	28,800						28,800
Postage	2,000						2,000
Website	6,500						6,500
Copier / Printing	100,000						100,000
Infinite Campus	16,735						16,735
Insurances	450,000						450,000
NSLP - Breakfast	-		495,000				495,000
NSLP - Lunch	-		774,180				774,180
Advertising/Marketing	6,000						6,000
Travel	2,000						2,000
Background and Fingerprinting	2,000						2,000
Dues and Fees	35,200						35,200
Contracted Services: Graduation	65,000						65,000
Loan Repayments	-						-
Cap Lease - Pymts	-						-
Cap Lease - Buyout	-						-
Grant/Title Exp					862,572		862,572
SGF Expenditures						1,500,000	1,500,000
Misc. Purchases	17,500						17,500
Contingencies/Other Purchases	437,062						437,062
Total	1,168,797	-	1,269,180	-	862,572	1,500,000	4,800,549

Facilities - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Electricity	360,000						360,000
Natural Gas	30,000						30,000
Water / Sewer	130,000						130,000
Garbage/Disposal	60,000						60,000
Fire and Security alarms	21,000						21,000
Contracted Janitorial Services	337,650						337,650
Facility Maintenance/ Repairs/ Capital Outlay	205,000			1,700,000			1,905,000
Snow removal	-						-
Lawn Care	35,840						35,840
AC Maintenance & Repair	65,480						65,480
Total	1,244,970	-	-	1,700,000	-	-	2,944,970

Total Expenditures Before Building Payments	21,194,556	2,544,577	1,751,251	1,700,000	862,572	1,500,000	29,552,956
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Building Payments							
Scheduled Lease Payment	-						-
Scheduled Bond Payment - Principal	840,000						840,000
Scheduled Bond Payment - Interest	2,775,100						2,775,100
HOA/Parking/ Other	-						-
Total Rent / Bond Pymts	3,615,100	-	-	-	-	-	3,615,100

Net Surplus (Loss)	2,012,947	(1,048,587)	(304,095)	-	-	-	660,265
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2.53%

Mater Academy - East	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
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Attachment 3 - Current Budget

Mater Academy - Cactus Park		25-26 (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		474
Kindergarten		75
1st Grade		78
2nd Grade		84
3rd Grade		81
4th Grade		77
5th Grade		79
6th Grade		-
7th Grade		-
8th Grade		-
9th Grade		-
10th Grade		-
11th Grade		-
12th Grade		-
Total Students (FTEs)		474

		FY26 (Proposed)	FY26 (Approved)	Variance
Wages	34.01%	1,872,160	-	1,872,160
Benefits	18.40%	1,012,831	-	1,012,831
Material Supplies	3.46%	190,447	-	190,447
Purchased Services	12.22%	672,670	-	672,670
General Operations	9.71%	534,491	-	534,491
Building/Maintenance	3.41%	187,675	-	187,675
Rent/Bond	18.78%	1,033,781	-	1,033,781
Sub-Total	100.00%	5,504,055	-	5,504,055
Contingency	0.00%	-	-	-
Total Expenditures	100.00%	5,504,055	-	5,504,055

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
SPED Count		31					31
EL Count	64						64
GATE Count	-						-
At-Risk	-						-
FRL %			100.00%				100%
Teaching Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Classroom Teachers	18.00						18.00
SPED Teachers	-	2.50					2.50
Art Teacher	-						-
Music	1.00						1.00
PE Teacher	1.00						1.00
Technology (STEM)	-						-
Spanish / Language	-						-
Additional Elective Teachers	-						-
Gate Teacher	-						-
Total Teaching Staff	20.00	2.50	-	-	-	-	22.50
Admin & Support Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Principal	1.00						1.00
Assistant Principal	-						-
ELL Coordinator	-						-
Dean/School Support	-						-
Curriculum Coach	1.00						1.00
School Counselor	-						-
Social Worker/ Mental Health	-						-
Office Manager/Banker	1.00						1.00
Registrar	-						-
Clinic Aide/ FASA	-						-
Receptionist	1.00						1.00
Teacher Assistants	1.50	3.00			3.50		8.00
Custodial / Security	1.00						1.00
Cafeteria Personel	-						-
Parent Engagement Coordinator	-						-
SPED Facilitator	-						-
Speech Pathologist	-						-
School Psychologist	-						-
OT / PT	-						-
School Nurse	-						-
On Campus Sub	-						-
Other: IT	-						-
Total Admin & Support Staff	6.50	3.00	-	-	3.50	-	13.00
Total # Teachers	22.50	5.50	-	-	3.50	-	22.50
Total # Admin & Support	4.00	-	-	-	-	-	13.00
Total Staff	26.50	5.50	-	-	3.50	-	35.50

Revenues	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Per Pupil (PCFP Funding)	4,463,184						4,463,184
ELL	271,040						271,040
GATE	-						-
At-Risk	-						-
Aux	80,000						80,000
Local SPED							-
State SPED		105,400					105,400
Federal SPED		29,816					29,816
Interest Income							-
Grants					153,248		153,248
Donations							-
Student Generated (SGF)						50,000	50,000
NSLP - Breakfast			141,372				141,372
NSLP - Lunch			258,390				258,390
Total Revenues	4,814,224	135,216	399,762	-	153,248	50,000	5,552,450

Use of other funds	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total
Use of beginning Funds							-
Borrowings							-
Project Funds							-
Total Use of Other Funds	-	-	-	-	-	-	-

Attachment 3 - Current Budget

Personnel Expenditures	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Admin & Support							
Principal	130,000						130,000
Asst. Principal	-						-
School Counselor							-
Social Worker/Mental Health							-
Student Support							-
Office Mgr. & Registrar	50,000						50,000
Office Asst / Receptionist	36,960						36,960
Parent Engagement Corr.							-
Custodial/Security	27,600		10,800				38,400
NSLP Personnel							-
SPED OT / PT							-
SPED Facilitator							-
Speech Path							-
School Psych							-
School Nurse							-
IT							-
Total Wages - Support	244,560	-	10,800	-	-	-	255,360
PERS - 36.75%	89,876	-	3,969	-	-	-	93,845
Ins/ Taxes / Other Benefits	41,575	-	1,620	-	-	-	43,195
Retention	-	-	-	-	-	-	-
Holiday	2,604	-	-	-	-	-	2,604
Stipends	-						-
Tuition Reimbursements	1,500						1,500
Total Benefits - Support	135,555	-	5,589	-	-	-	141,144
Instruction							
Instructional Coach	80,000				-		80,000
ELL Coordinator							-
Teachers	1,150,000						1,150,000
SPED Teachers		150,000					150,000
Instructional Asst.	44,400	88,800	-	-	103,600	-	236,800
On Campus Sub	-						-
Total Wages - Instruction	1,274,400	238,800	-	-	103,600	-	1,616,800
PERS - 36.75%	468,342	87,759	-	-	38,073	-	594,174
Ins/ Taxes / Other Benefits	207,090	38,805	-	-	16,835	-	262,730
Retention	-	-	-	-	-	-	-
Holiday	8,813	683	-	-	286	-	9,782
Stipends	-						-
Tuition Reimbursements	5,000						5,000
Total Benefits - Instruction	689,245	127,247	-	-	55,194	-	871,686
Material & Supplies - Instruction							
Consumables	112,500						112,500
Dual Enrollment - Student Fees/Textbooks							-
Cash instead of Zion Lease - Curriculum/Tech/Furniture							-
Classroom Supplies	16,590						16,590
Copier Supplies	10,428						10,428
SPED Supplies		5,425					5,425
Total	139,518	5,425	-	-	-	-	144,943
Material & Supplies - Support							
Office Supplies	14,220						14,220
Copier Supplies	1,422						1,422
Nursing Supplies	3,792						3,792
Athletics/Extra Curricular							-
Custodial Supplies	26,070						26,070
Total	45,504	-	-	-	-	-	45,504

Attachment 3 - Current Budget

Purchased Services - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	100,000				6,500		106,500
Contracted Services: SPED		94,800					94,800
Contracted Services: Substitute Services	42,900	5,363	-	-	-	-	48,263
Contracted Services:							-
Affiliation Fee - Inc.	22,316						22,316
Affiliation Fee - Professional Development	22,316						22,316
Professional Development							-
Total	187,532	100,163	-	-	6,500	-	294,194

Purchased Services - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	-						-
Contracted Services:							-
Management Fee (Academica Nevada)	234,630						234,630
Payroll Services	7,200						7,200
Audit/Tax	30,000						30,000
Legal Fees	30,000						30,000
IT Services	20,856						20,856
IT Set-up Fees	-						-
State Administrative Fee	55,790						55,790
Total	378,476	-	-	-	-	-	378,476

General Operations - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Communications (phone & Internet)	13,440						13,440
Postage	500						500
Website	6,500						6,500
Copier / Printing	17,500						17,500
Infinite Campus	3,247						3,247
Insurances	40,000						40,000
NSLP - Breakfast	-		148,500				148,500
NSLP - Lunch	-		232,254				232,254
Advertising/Marketing	5,000						5,000
Travel	1,000						1,000
Background and Fingerprinting	1,000						1,000
Dues and Fees	12,050						12,050
Contracted Services:							-
Loan Repayments							-
Cap Lease - Pymts	-						-
Cap Lease - Buyout							-
Grant/Title Exp					-		-
SGF Expenditures						50,000	50,000
Misc. Purchases	3,500						3,500
Contingencies/Other Purchases							-
Total	103,737	-	380,754	-	-	50,000	534,491

Facilities - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Electricity	65,000						65,000
Natural Gas							-
Water / Sewer	16,000						16,000
Garbage/Disposal							-
Fire and Security alarms	5,500						5,500
Contracted Janitorial Services	32,175						32,175
Facility Maintenance/ Repairs/ Capital Outlay	40,000		-				40,000
Snow removal							-
Lawn Care	9,000						9,000
AC Maintenance & Repair	20,000						20,000
Total	187,675	-	-	-	-	-	187,675

Total Expenditures Before Building Payments	3,386,202	471,634	397,143	-	165,294	50,000	4,470,274
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Building Payments							
Scheduled Lease Payment	1,033,781						1,033,781
Scheduled Bond Payment - Principal	-						-
Scheduled Bond Payment - Interest	-						-
HOA/Parking/ Other	-						-
Total Rent / Bond Pymts	1,033,781	-	-	-	-	-	1,033,781

Net Surplus (Loss)	394,241	(336,418)	2,619	-	(12,046)	-	48,395
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1.02%

Mater Academy - Cactus Park	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
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Attachment 3 - Current Budget

Mater Academy - Ex Office		25-26 (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		-
Kinder		
1st Grade		
2nd Grade		
3rd Grade		
4th Grade		
5th Grade		
6th Grade		
7th Grade		
8th Grade		
9th Grade		
10th Grade		-
11th Grade		-
12th Grade		-
Total Students (FTEs)		-

		FY26 (Proposed)	FY26 (Approved)	Variance
Wages	52.16%	673,125	673,125	-
Benefits	28.37%	366,163	362,782	3,382
Material Supplies	0.46%	6,000	6,000	-
Purchased Services	0.77%	10,000	10,000	-
General Operations	18.23%	235,286	392,622	(157,336)
Building/Maintenance	0.00%	-	-	-
Rent/Bond	0.00%	-	-	-
Sub-Total	100.00%	1,290,574	1,444,529	(153,955)
Contingency	0.00%	-	-	-
Total Expenditures	100.00%	1,290,574	1,444,529	(153,955)

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
SPED Count							-
EL Count							-
GATE Count							-
At-Risk							-
FRL %							6%
Teaching Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Classroom Teachers							-
SPED Teachers							-
Art Teacher							-
Music							-
PE Teacher							-
Technology (STEM)							-
Spanish / Language							-
Additional Elective Teachers							-
Gate Teacher							-
Total Teaching Staff	-	-	-	-	-	-	-
Admin & Support Staff	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Principal							-
Assistant Principal		1.00					1.00
ELL Coordinator							-
Dean							-
Curriculum Coach							-
School Counselor							-
Social Worker/ Mental Health	1.00						1.00
Office Manager/Banker	1.00						1.00
Registrar							-
Clinic Aide/ FASA							-
Receptionist							-
Teacher Assistants	2.00						2.00
Custodial / Security	1.00						1.00
Cafeteria Personel			1.00				1.00
Parent Engagement Coordinator							-
SPED Facilitator							-
Speech Pathologist							-
School Psychologist		2.00					2.00
OT / PT							-
School Nurse							-
On Campus Sub							-
Other: IT							-
Total Admin & Support Staff	5.00	3.00	1.00	-	-	-	9.00
Total # Teachers	2.00	-	-	-	-	-	-
Total # Admin & Support	3.00	3.00	1.00	-	-	-	9.00
Total Staff	5.00	3.00	1.00	-	-	-	9.00

Revenues	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Per Pupil (PCFP Funding)							-
ELL							-
GATE							-
At-Risk							-
Aux							-
Local SPED							-
State SPED							-
Federal SPED							-
Interest Income							-
Grants					235,286		235,286
Donations							-
Student Generated (SGF)							-
NSLP - Breakfast							-
NSLP - Lunch							-
Total Revenues	-	-	-	-	235,286	-	235,286

Use of other funds	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total
Use of beginning Funds							-
Borrowings							-
Project Funds							-
Total Use of Other Funds	-	-	-	-	-	-	-

Attachment 3 - Current Budget

Personnel Expenditures	Operating	SPED	NSLP	Other	Titles/Grants	SGF	Total (25-26)
Admin & Support							
Principal							-
Asst. Principal		118,450					118,450
School Counselor							-
Social Worker/Mental Health	72,100						72,100
Student Support							-
Office Mgr. & Registrar	87,500						87,500
Office Asst / Receptionist							-
Parent Engagement Corr.							-
Custodial/Security	80,500						80,500
NSLP Personnel			64,375				64,375
SPED OT / PT							-
SPED Facilitator							-
Speech Path							-
School Psych		170,000					170,000
School Nurse							-
IT							-
Total Wages - Support	240,100	288,450	64,375	-	-	-	592,925
PERS - 36.75%	88,237	106,005	23,658	-	-	-	217,900
Ins/ Taxes / Other Benefits	38,416	46,152	10,300	-	-	-	94,868
Retention	3,250	2,000	500	-	-	-	5,750
Holiday	463	250	82	-	-	-	795
Stipends/Bonus	-						-
Tuition Reimbursements							-
Total Benefits - Support	130,366	154,407	34,540	-	-	-	319,313
Instruction							
Instructional Coach							-
ELL Coordinator							-
Teachers							-
SPED Teachers							-
Instructional Asst.	80,200					-	80,200
On Campus Sub							-
Total Wages - Instruction	80,200	-	-	-	-	-	80,200
PERS - 36.75%	29,474	-	-	-	-	-	29,474
Ins/ Taxes / Other Benefits	12,832	-	-	-	-	-	12,832
Retention	1,000	3,000	-	-	-	-	4,000
Holiday	164	382	-	-	-	-	545
Stipends/Bonus							-
Tuition Reimbursements							-
Total Benefits - Support	43,469	3,382	-	-	-	-	46,851
Material & Supplies - Instruction							
Consumables							-
Dual Enrollment - Student Fees/Textbooks							-
Cash instead of Zion Lease - Curriculum/Tech/Furniture							-
Classroom Supplies	-						-
Copier Supplies	-						-
SPED Supplies		-					-
Total	-	-	-	-	-	-	-
Material & Supplies - Support							
Office Supplies	6,000						6,000
Copier Supplies	-						-
Nursing Supplies	-						-
Athletics/Extra Curricular							-
Custodial Supplies	-						-
Total	6,000	-	-	-	-	-	6,000

Attachment 3 - Current Budget

Purchased Services - Instruction	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services	-						-
Contracted Services: SPED							-
Contracted Services: Substitute Services							-
Contracted Services:							-
Affiliation Fee - Inc.							-
Affiliation Fee - Professional Development							-
Professional Development							-
Total	-	-	-	-	-	-	-
Purchased Services - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Contracted Services: Other Professional Services							-
Contracted Services:							-
Management Fee (Academica Nevada)							-
Payroll Services	10,000						10,000
Audit/Tax							-
Legal Fees							-
IT Services							-
IT Set-up Fees							-
State Administrative Fee							-
Total	10,000	-	-	-	-	-	10,000
General Operations - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Communications (phone & Internet)							-
Postage							-
Website							-
Copier / Printing							-
Infinite Campus							-
Insurances							-
NSLP - Breakfast							-
NSLP - Lunch							-
Advertising/Marketing							-
Travel							-
Background and Fingerprinting							-
Dues and Fees							-
Contracted Services:							-
Loan Repayments							-
Cap Lease - payments							-
Cap Lease - Buyout							-
Grants Exp					235,286		235,286
SGF Expenditures							-
Misc. Purchases							-
Contingencies/Other Purchases							-
Total	-	-	-	-	235,286	-	235,286
Facilities - Support	Operating	SPED	NSLP	Other	Title/Grants	SGF	Total (25-26)
Electricity							-
Natural Gas							-
Water / Sewer							-
Garbage/Disposal							-
Fire and Security alarms							-
Contracted Janitorial Services							-
Facility Maintenance/ Repairs/ Capital Outlay				-			-
Snow removal							-
Lawn Care							-
AC Maintenance & Repair							-
Total	-	-	-	-	-	-	-
Total Expenditures Before Building Payments	510,135	446,239	98,915	-	235,286	-	1,290,574
Building Payments							
Scheduled Lease Payment							-
Scheduled Bond Payment - Principal							-
Scheduled Bond Payment - Interest							-
HOA/Parking/ Other							-
Total Rent / Bond Pymts	-	-	-	-	-	-	-
Net Surplus (Loss)	(510,135)	(446,239)	(98,915)	-	-	-	(1,055,288)
Mater Academy - Ex Office	Operating	SPED	NSLP	Other	Titles/Grants	SGF	#DIV/0! Total (25-26)

Attachment 3 - Current Budget



Nevada Department of Taxation
3850 Arrowhead Dr., 2nd Floor
Carson City, NV 89706

MATER ACADEMY
of Nevada

Mater Academy of Nevada _____ herewith submits the FINAL budget for the
fiscal year ending **June 30, 2026**

This budget contains 55,213,060 State Education Fund revenues including Debt Service totaling \$ 6650194
totaling \$ _____

The property tax rates computed herein are based on preliminary data. If the final state computed revenue limitation permits, the tax rate will be increased by an amount not to exceed 1%. If the final computation requires, the tax rate will be lowered.

This budget contains 0 governmental fund types with estimated expenditures of \$ 0 and
0 proprietary funds with estimated expenses of \$ 0

Copies of this budget have been filed for public record and inspection in the offices enumerated in NRS 354.596 (Local Government Budget and Finance Act).

CERTIFICATION

I, _____
(Printed Name)

(Title)
certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed: _____

Dated: _____

Phone: _____

APPROVED BY THE GOVERNING BOARD
Only necessary for **FINAL** Budget
(Signature by DocuSign is acceptable)

SCHEDULED PUBLIC HEARING:

(Must be held from May 19, 2025 to May 31, 2025 this year)

Date and Time: _____

Publication Date: _____

Place: _____

Page: _____
Schedule 1

LGF-F005
V2025.1

3-19

Attachment 3 - Current Budget

SUMMARY OF PROPERTY TAX BASE

(A) Assessed Valuation (excluding Net Proceeds of Mines)	_____	(B2) Tax from Net Proceeds unavailable for Appropriation 2025/26 2024-2025 \$ _____
(B1) Net Proceeds of Mines (AV)	_____	
(C) TOTAL ASSESSED VALUE	_____	
(D)		

TOTAL EMPLOYEE INFORMATION

	ACTUAL YEAR Ending 06/30/24	ESTIMATED Ending 06/30/25	Budgeted YEAR Ending 06/30/26
FTE Total employees	357.00	380.16	426.50
FTE Classroom teachers	148	153.00	173.00
Total Enrollment	4390	4467	4973

(E) ENROLLMENT

	ACTUAL YEAR Ending 06/30/24	ESTIMATED *ADE Ending 06/30/25	Budgeted *ADE YEAR Ending 06/30/26
Subtotal	4,390.00	4,467.00	4,973.00
<u>Deduct</u> students transported into Nevada from out-of-state	_____	_____	_____
<u>Add</u> students transported to another state	_____	_____	_____
Total WEIGHTED enrollment	4,390.00	4,467.00	4,973.00

Fill in Blue Areas

(F)

STATE EDUCATION FUNDING

Adjusted Base per Pupil Funding	
Adjusted Base per Pupil Amount for	\$9,416.00
Estimated Weighted Average Daily Enrollment	4,973
Total Adjusted Base per Pupil Funding	\$ 46,825,768
Weighted Funding	
At-Risk Weighted Funding	\$ 85,644
English Learners Weighted Funding	\$ 6,331,325
Gifted & Talented Weighted Funding	\$ -
Total Weighted Funding	\$ 6,416,969
Local Special Education Funding	680,323
	\$ -
Auxiliary Funding	
Auxiliary - Transportation	
Auxiliary - Special Transportation	\$ 1,290,000
Auxiliary - Food Services	
Total Auxiliary Funding	\$ 1,290,000
Total Funding from State Education Fund	\$ 55,213,060

School District _____

* ADE = Average Daily Enrollment

Page: _____
Schedule B- 1

Attachment 3 - Current Budget

REVENUE		(1)	(2)	(3)	(4)
		ACTUAL PRIOR YEAR ENDING 06/30/24	ESTIMATED CURRENT YEAR ENDING 06/30/25	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED
1000	LOCAL SOURCES				
1100	Tax Revenue				
1110	Property Taxes				
1111	Net Proceeds of Mines				
1112	Net Proceeds of Mines - Prior Year				
1120	School Support Taxes				
1150	Residential Construction Tax				
1190	Other Taxes				
1191	Franchise Taxes				
1192	Governmental Services Tax				
1200	Local Gov Units - Not School Districts				
1300	Tuition				
1400	Transportation Fees				
1500	Earnings on Investments		150,000	155,000	120,000
1600	Food Service Revenue				
1611	Daily Sales - School Lunch				
1612	Daily Sales - School Breakfast				
1613	Daily Sales - Special Milk				
1614	Daily Sales - After-School Program				
1700	District Activities Revenue				
1800	Community Service Activities				
1900	Other Revenues	-	1,800,000	2,200,000	2,250,000
1910	Rentals				
1920	Donations		-	-	-
1950/60	Services Provided other Governments				
1990	Miscellaneous	2,156,897	12,632,325	1,700,000	1,700,000
TOTAL LOCAL SOURCES		2,156,897	14,582,325	4,055,000	4,070,000
3000	REVENUE FROM STATE SOURCES				
	State Education Funding				
3110	Distributive School Fund	51,310,454	48,656,706	50,001,477	54,532,737
3115	Special Education - DSA Funding	2,294,228	2,356,343	2,622,523	2,478,923
3200	Restricted Funding/Grants-in-Aid Rev				
3210	Special Transportation				
3220	Adult High School Diploma				
3230	Class Size Reduction				
3800	In Lieu of Taxes				
3900	For/on behalf of School District				
TOTAL STATE SOURCES		53,604,682	51,013,049	52,624,000	57,011,660
4000	FEDERAL SOURCES				
4100	Unrestricted - Direct Fed Gov't				
4200	Unrestricted - State Agency				
4300	Restricted - Direct				
4500	Restricted - State Agency	13518997	4103506	5957252.409	6382742.409
4800	Revenue in Lieu of Taxes				
4900	Revenue for-on behalf of School District				
TOTAL FEDERAL SOURCES		13518997	4103506	5957252.409	6382742.409

School District
Fund - Budgeted Resources

Page: _____
Schedule BB-5

Attachment 3 - Current Budget

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/24	(2) ESTIMATED CURRENT YEAR ENDING 06/30/25	(3) (4) BUDGET YEAR ENDING 06/30/26	
			TENTATIVE APPROVED	FINAL APPROVED
5000 OTHER FINANCING SOURCES				
5100 Issuance of Bonds				
5110 Bond Principal				
5120 Premium/Discount of Bond Sale				
5200 Transfers from Other Funds				
5300 Gain/Loss on Disposal of Assets				
5400 Loan Proceeds (> 12 months)				
5500 Capital lease Proceeds	68,721,287			
5600 Other Long-Term Debt Proceeds				
TOTAL OTHER FINANCING SOURCES	68,721,287	-	-	-
8000 OPENING FUND BALANCE				
Reserved Opening Balance (NPM)	6,428,157			
Opening Balance (Other)				
TOTAL OPENING FUND BALANCE	6,428,157	-		
Prior Period Adjustments				
Residual Equity Transfers				
TOTAL ALL RESOURCES	138,001,863	69,698,880	62,636,252	67,464,402

 _____ School District
 Fund - Budgeted Resources

Page: _____
 Schedule BB-6

Attachment 3 - Current Budget

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/24	(2) ESTIMATED CURRENT YEAR ENDING 06/30/25	(3) (4) BUDGET YEAR ENDING 06/30/26	
			TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries	16,706,059	15,536,070	15,435,800	16,887,480
200 Benefits	6,163,464	7,955,005	8,809,680	9,705,917
300/400/500 Purchased Services	1,872,745	470,000	509,240	681,503
600 Supplies	1,627,382	1,987,580	3,707,375	3,679,129
700 Property				
800/900 Miscellaneous & Other	150,596	10,969,100	110,000	101,000
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 Other Direct Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
100 TOTAL REGULAR PROGRAMS	26,520,246	36,917,755	28,572,095	31,055,028
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries	2,403,935	2,279,060	2,279,210	2,429,210
200 Benefits	713,892	1,083,105	1,191,171	1,286,274
300/400/500 Purchased Services	344,555	335,025	224,950	319,750
600 Supplies	21,170	75,400	87,150	92,575
700 Property				
800/900 Miscellaneous & Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 Other Direct Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
200 TOTAL SPECIAL PROGRAMS	3483552	3,772,590	3782481.274	4127808.894

 _____ School District
 _____ Fund - Expenditures by Program, Function, and Object

Page: _____
 Schedule BB-7

Attachment 3 - Current Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/24	ESTIMATED CURRENT YEAR ENDING 06/30/25	BUDGET YEAR ENDING 06/30/26	
			TENTATIVE APPROVED	FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES				
2100 Student Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2100 SUBTOTAL		-	-	
2200 Instruction Staff Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2200 SUBTOTAL		-	-	-
2300 General Administration				
100 Salaries	2,088,393	1,437,994	1,618,820	1,705,780
200 Benefits	620,732	683,395	846,035	903,216
300/400/500 Purchased Services	1,704,272	1,813,000	2,235,000	2,285,000
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2300 SUBTOTAL	4,413,397	3,934,389	4,699,855	4,893,996
2400 School Administration				
100 Salaries	4,658,722	2,787,360	2,731,850	2,861,850
200 Benefits	1,384,710	1,324,670	1,427,732	1,515,358
300/400/500 Purchased Services				
600 Supplies		229,449	289,437	319,299
700 Property				
800/900 Miscellaneous & Other				
2400 SUBTOTAL	6,043,432	4,341,479	4,449,019	4,696,507
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services	4,889,683	2,941,056	3,094,189	3,385,302
600 Supplies				
700 Property				
800/900 Miscellaneous & Other		420,524	436,223	468,258
2500 SUBTOTAL	4,889,683	3,361,580	3,530,412	3,853,560

_____ School District
 _____ Fund - Expenditures by Program, Function, and Object

Page: _____
 Schedule BB-12

Attachment 3 - Current Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/24	ESTIMATED CURRENT YEAR ENDING 06/30/25	BUDGET YEAR ENDING 06/30/26 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/26 FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries	963,874	875,120	875,240	873,320
200 Benefits	286,492	415,894	457,422	462,426
300/400/500 Purchased Services	70,998,041	5,851,094	4,640,091	5,901,547
600 Supplies	220,779	232,284	247,445	273,515
700 Property				
800/900 Miscellaneous & Other				
2600 SUBTOTAL	72,469,185	7,374,392	6,220,198	7,510,807
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2700 SUBTOTAL				
2900 Other Support (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 SUBTOTAL				
TOTAL SUPPORT SERVICES				
NONINSTRUCTIONAL SERVICES				
3100 Food Services Operations				
100 Salaries	321,291	502,135	562,615	562,615
200 Benefits	95,497	238,636	294,036	297,906
300/400/500 Purchased Services	5,360,474	3,109,500	3,079,269	3,460,023
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
3100 SUBTOTAL	5,777,262	3,850,271	3,935,920	4,320,544
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
4100 SUBTOTAL				

 _____ School District
 _____ Fund - Expenditures by Program, Function, and Object

Page: _____
 Schedule BB-13

Attachment 3 - Current Budget

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/24	(2) ESTIMATED CURRENT YEAR ENDING 06/30/25	(3) (4) BUDGET YEAR ENDING 06/30/26	
			TENTATIVE APPROVED	FINAL APPROVED
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other	863,060	525,654	545,279	585,322
4900 SUBTOTAL	863,060	525,654	545,279	585,322
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION				
6200 Other Fund Transfers				
910 Interfund Transfer				
000 TOTAL UNDISTRIBUTED EXPENDITURES	124,459,818	64,078,109	55,735,260	61,043,573
TOTAL ALL EXPENDITURES				
6300 Contingency (not to exceed 3% of Total Expenditures)		157,537	1,149,776	795,209
8000 ENDING FUND BALANCE	124,459,818	65,653,646	56,885,036	61,838,783
Reserved NPM Per NRS 387.1235				
Ending Balance (Other)				
TOTAL ENDING FUND BALANCE	7,291,437	86,250	134,803	9,207
TOTAL APPLICATIONS				

_____ School District
 _____ Fund - Expenditures by Program, Function, and Object

Page: _____
 Schedule BB-14A

Attachment 3 - Current Budget

AVAILABLE RESOURCES	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/26	
	ACTUAL PRIOR YEAR ENDING 06/30/24	ESTIMATED CURRENT YEAR ENDING 06/30/25	TENTATIVE APPROVED	FINAL APPROVED
5000 COMBINED BONDS				
1110 Property Taxes				
1190 Other Resources:				
1500 Earnings on Investments				
Subtotal				
Opening Fund Balance				
Subtotal - Combined Bonds				
MEDIUM-TERM FINANCING				
1110 Property Taxes				
1190 Other Resources:				
Opening Fund Balance				
Subtotal - Loans				
TOTAL AVAILABLE FINANCING				
5000 FUND EXPENDITURES				
COMBINED BONDS				
831 Principal	1,216,915	542,500	1,432,500	1,432,500
832 Interest	5,033,693	3,416,484	4,183,913	4,183,913
Reserves (Include Unappropriated Balance)				
Subtotal - Combined Bonds	6,250,608	3,958,984	5,616,413	5,616,413
MEDIUM-TERM FINANCING				
831 Principal				
832 Interest				
Reserves (Include Unappropriated Balance)				
Subtotal - MTF				

 _____ School District
 _____ Debt Service Fund

Page: _____
 Schedule CC

Attachment 3 - Current Budget

ALL EXISTING OR PROPOSED
GENERAL OBLIGATION BONDS, REVENUE BONDS
MEDIUM-TERM FINANCING, CAPITAL LEASES AND
SPECIAL ASSESSMENT BONDS

* - Type

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing

6 - Medium-Term Financing - Lease Purchase

- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF BOND OR LOAN List and Subtotal By Fund	(2) *	(3) TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2025	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/26		(11) (9)+(10) TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:							\$	\$	\$	\$
21-22 Lease - #16	7	48	332,317	04/02/22	03/02/26	2.75%	\$ 65,730	\$	\$	\$ -
21-22 Lease - #17	7	48	549,432	01/26/23	12/26/26	3.65%	\$ 222,297	\$	\$	\$ -
2018 Bond			14,630,000	12/01/18	12/01/48		\$ 24,127,525	\$ 719,013	\$ 297,500	\$ 1,016,513
2020 Bond			15,235,000	11/01/20	12/01/50		\$ 25,301,750	\$ 689,800	\$ 295,000	\$ 984,800
2024 Bond			55,845,000	10/01/24	12/01/54		\$ 107,418,600	\$ 2,775,100	\$ 840,000	\$ 3,615,100
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
							\$	\$	\$	\$
TOTAL ALL DEBT SERVICE							\$	\$	\$	\$

SCHEDULE C-1 INDEBTEDNESS

_____ School District

Page: _____
SCHEDULE C-1

Attachment 4 - Projected Budget

Mater Academy - System

Financial Forecast

Fiscal Year	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029	Projected 2029-2030
Actual/Projected Enrollment ⁽¹⁾	5,074	5,086	5,091	5,095
Average State Revenue per Student	\$ 11,884	\$ 12,121	\$ 12,318	\$ 12,520
Average Federal Revenue per Student	1,277	1,303	1,313	1,321

Revenues

State Revenue	\$60,299,984	\$61,648,503	\$62,709,053	\$63,790,450
Federal Revenue	6,479,738	6,629,406	6,683,915	6,728,585
Other Revenue	285,000	285,000	285,000	285,000
Total Revenues	\$ 67,064,722	\$ 68,562,909	\$ 69,677,968	\$ 70,804,035

Expenses

Salaries and Wages	\$ 27,106,764	\$ 27,426,986	\$ 27,597,022	\$ 27,884,977
Benefits and Related	15,553,079	16,162,527	16,724,845	17,323,246
Materials Equipment and Supplies	2,724,912	2,859,318	2,978,074	3,071,140
Purchased Services	5,143,723	5,278,573	5,410,255	5,526,082
General Operations and Other ⁽⁶⁾	5,049,933	5,293,326	5,519,507	5,588,852
Facilities and Building Expenditures	2,545,541	2,641,583	2,716,003	2,796,416
Total Expenses ⁽²⁾	\$ 58,123,952	\$ 59,662,313	\$ 60,945,706	\$ 62,190,713

Net Available for Debt Service	\$ 8,940,770	\$ 8,900,596	\$ 8,732,262	\$ 8,613,322
Lease Payment	-	-	-	-
Series 2018A&B Principal	312,500	327,500	345,000	365,000
Series 2018A&B Interest	704,881	690,038	674,481	657,206
Series 2020A&B Principal	305,000	317,500	332,500	345,000
Series 2020A&B Interest	678,000	665,800	653,100	639,800
Series 2024A&B Principal	887,500	932,500	980,000	1,030,000
Series 2024A&B Interest	2,729,875	2,685,500	2,638,875	2,589,875
Series 2025A&B Principal	87,500	182,500	195,000	207,500
Series 2025A&B Interest	1,141,663	1,135,100	1,121,413	1,108,350
Total Net Debt Service Payments ⁽³⁾	\$ 6,846,919	\$ 6,936,438	\$ 6,940,369	\$ 6,942,731

Debt Service Coverage (Annual Debt Service)	1.31 x	1.28 x	1.26 x	1.24 x
--	---------------	---------------	---------------	---------------

Maximum Annual Debt Service ⁽⁴⁾	\$ 6,908,594	\$ 6,908,594	\$ 6,908,594	\$ 6,908,594
Debt Service Coverage (MADS)	1.29 x	1.29 x	1.26 x	1.25 x

Days Cash on Hand Calculation

Beginning Cash - All Funds	\$ 12,229,671	\$ 14,323,522	\$ 16,287,681	\$ 18,079,574
Surplus / (Deficit) Net of Debt Service	2,093,851	1,964,159	1,791,893	1,670,591
Ending Unrestricted Cash ⁽⁵⁾	14,323,522	16,287,681	18,079,574	19,750,165
Days Cash on Hand	87	97	105	113

Assumptions:

Average Annual Growth Rates:

State Revenue per Student: 1.50%

Federal Revenue per Student: 0.90%

Salary & Wages Expense: 1.00%

Footnotes:

1. Provided by Academy. FY 2026 based on budgeted enrollment, not actual enrollment.

2. Depreciation excluded from total expenses.