

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for
Pinecrest Academy of Northern Nevada

Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 26, 2025

CHARTER SCHOOL RENEWAL REPORT CONTENTS

1. School Overview.....	3
a. Address:	3
b. Campus Location and Enrollment Cap:	3
c. Governing Board Members.....	3
d. Academic Data Overview - NRS 388A.285(1)(a)	3
e. Financial Data Overview - NRS 388A.285(1)(a)	4
f. Organizational Data Overview - NRS 388A.285(1)(a).....	4
g. Enrollment History.....	4
2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)	5
a. Academic	5
b. Financial.....	6
c. Organizational.....	6
d. Site Evaluations	6
3. Summary of Overall Performance	6
4. Requirements for the Renewal Application – NRS 388A.285 (1)(c)	7
5. Criteria to be Used for Making a Renewal Decision – NRS 388A.285 (1)(d)	8
Appendix A: Nevada School Performance Framework Star Rating Descriptors / Score Ranges and School Reports	
Appendix B: SPCSA Academic Performance Framework Rating Descriptors / Score Ranges and School Reports	
Appendix C: Site Evaluation Reports	
Appendix D: SPCSA Financial Performance Framework Results for 2020–21, 2021–22, 2022–23, and 2023–24	
Appendix E: Site Financial Performance Framework Notices of Concern	
Appendix F: SPCSA Organizational Performance Framework Results for 2020–21, 2021–22, 2022–23, and 2023–24	

1. School Overview

- a. Address:
- 1150 Silent Sparrow Dr, Sparks, NV 89441

- b. Campus Location and Enrollment Cap:

- Washoe County
- Enrollment Cap:

	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	988	988

- c. Governing Board Members¹

- Chair – Janelle Ordal
- Vice Chair – Steve Albrecht
- Treasurer – Jace Glover
- Member – A’Keia Sanders
- Member – Cressida Sasse
- Member – Dale Erquiaga
- Member – Frank Perez
- Member – Lauren Conner

- d. Academic Data Overview - NRS 388A.285(1)(a)²

Academic data available for the current charter term are displayed below, including:

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. Due to COVID-19, 2018–19 NSPF data were applied to the 2019–20 and 2020–21 school years, and for the 2021–22 school year, only NSPF index scores were calculated. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. Due to COVID-19 and a lack of NSPF ratings, the SPCSA did not publish Academic Framework ratings for the 2020–21 school year. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.
- Four-year graduation rates for high school campuses with graduating classes.
- If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.³

¹ Board Member information based on Epicenter Board Center

² For schools applying for a third charter term and beyond, NAC 388A.415 provides that the SPCSA will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

³ Low-performing school identifications required of NDE under federal law ([20 USC §6311](#)).

2021–22 NSPF Index Score	Elementary: 79.0 Middle: 71.6
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: 77.4 / Meets Standard Middle: 66.9 / Meets Standard
2022–23 NSPF Index Score / Star Rating	Elementary: 82.0 / 4-star Middle: 85.5 / 5-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 80.2 / Exceeds Standard Middle: 85.3 / Exceeds Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 57.5 / 3-star Middle: 89.4 / 5-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 48.5 / Does Not Meet Standard Middle: 84.6 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2020–21	Meets the Standard
2021–22	Notice of Concern
2022–23	Notice of Concern
2023–24	Notice of Concern

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2020–21	Meets Standard
2021–22	Meets Standard
2022–23	Meets Standard
2023–24	Meets Standard

g. Enrollment History

The grade count and student group enrollment rate data below are from the NDE October validation day for the last five school years, or the years within the current charter contract.⁴

Total Enrollment (Number of Students) by Grade Across All Existing Campuses:

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K	98	103	100	99	100
1	103	104	103	100	102
2	95	107	107	111	108
3	103	108	108	106	107
4	90	109	108	111	110
5	80	108	107	108	110
6	63	97	131	132	132
7	53	67	97	130	135
8	0	65	66	100	129
Total	685	868	927	997	1033

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2020-21	685	1.6	1.6	65.6	20.7	2.9	7.0	0.4	<5.0	17.2	12.4
2021-22	868	1.4	1.9	65.5	19.8	3.3	7.4	0.3	<5.0	14.6	12.9
2022-23	927	1.9	1.2	65.4	19.3	3.4	7.8	0.6	<5.0	15.5	12.2
2023-24	997	1.8	0.9	64.6	20.0	4.2	7.8	0.5	<5.0	18.2	14.7
2024-25	1033	2.3	0.9	63.6	21.6	3.6	7.2	0.4	<5.0	15.7	15.1

2024–25 Enrollment Rates for State, SPCSA, and Local County School District:

Entity	ELL %	FRL %	IEP %
State of Nevada	14.4	85.0	14.1
SPCSA	10.3	63.9	10.7
Washoe County	14.8	62.5	16.0

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Pinecrest Academy of Northern Nevada:

a. Academic

The Authority Board has not issued any Academic Notices to Pinecrest Academy of Northern Nevada during the current charter term.

⁴ Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; IEP – students with an Individualized Education Program. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

b. Financial

Pinecrest Academy of Northern Nevada is currently under a Financial Notice of Concern for not meeting financial performance requirements.

- The Financial Notice of Concern was issued by the Authority Board for FY2022 on August 25, 2023. The Notice was maintained, but not elevated, for FY 2023 on March 1, 2024, and FY2024 on April 18, 2025.

c. Organizational

The Authority Board has not issued any Organizational Notices to Pinecrest Academy of Northern Nevada during the current charter term.

d. Site Evaluations

SPCSA staff has not identified deficiencies during a site evaluation at Pinecrest Academy of Northern Nevada during the current charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to [NRS 388A.285](#)(1)(b) and can be found in Appendix E.

3. **Summary of Overall Performance**

Regarding academic performance, Pinecrest Academy of Northern Nevada currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been relatively consistent, with both the elementary and middle schools generally meeting or exceeding state and SPCSA academic standards. Copies of the NSPF and SPCSA Academic Performance Framework ratings are included as Appendices A and B.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Pinecrest Academy of Northern Nevada to be improving. The school has maintained a Financial Notice of Concern, primarily due to the bond structure for the school's facility, which has a significant impact on the school's Debt to Asset ratio indicator. Copies of the Financial Performance Framework reports are included as Appendix D.

The organizational health and performance of the school has been strong over the current charter term. Pinecrest Academy of Northern Nevada earned a Meets Standard rating on all of the SPCSA Organizational Performance Framework rating cycles throughout the current charter term. Copies of the Organizational Performance Framework reports are included as Appendix F.

Finally, SPCSA staff has conducted two site evaluations of Pinecrest Academy of Northern Nevada during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including strong academic performance at the middle school, powerful community partnerships, and high levels of student engagement and discourse. The most recent site evaluation from 2024–25 identified increasing FRL and EL enrollments numbers as a challenge the school will have to continue to work through in the future charter term. See Appendix C for more details on the Pinecrest Academy of Northern Nevada site evaluations.

4. Requirements for the Renewal Application – [NRS 388A.285 \(1\)\(c\)](#)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2025⁵. This template will be provided to schools no later than July 31, 2025.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision, but the SPCSA will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

⁵ [NRS 388A.285 \(3\)](#)

5. Criteria to be Used for Making a Renewal Decision – [NRS 388A.285 \(1\)\(d\)](#)

Renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with [NAC 388A.415](#)(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

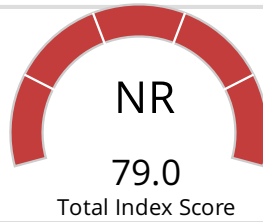
Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in [NRS 388A.285](#)(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

Appendix A: Nevada School Performance Framework Star Rating
Descriptors / Score Ranges and School Reports

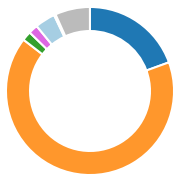
NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥ 27 to <50 Middle: ≥ 29 to <50
3 Stars	An adequate school meeting state academic standards.	Elementary: ≥ 50 to <67 Middle and high: ≥ 50 to <70
4 Stars	A commendable school above state academic standards.	Elementary: ≥ 67 to <84 Middle: ≥ 70 to <80 High: ≥ 70 to <82
5 Stars	A superior school exceeding state academic standards.	Elementary: ≥ 84 to 100 Middle: ≥ 80 to 100 High: ≥ 82 to 100

School Level: Elementary School
Grade Levels: KG-07
District: State Public Charter School Authority
School Address: 1150 Silent Sparrow Drive Sparks, NV 89441



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



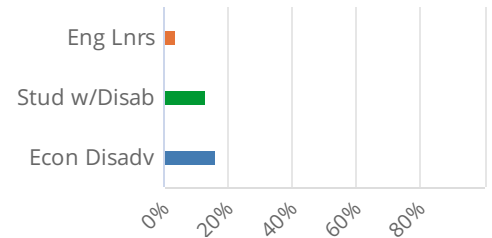
Student Race/Ethnicity

65.8% White
 1.8% BI/Afr Am
 19.4% Hisp/Latino
 1.8% Asian
 3.9% Am Ind/AK Nat
 0.3% Pac Isl
 6.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	N/A N/A
2019-2020	N/A N/A

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

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.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	53.8	49.2
Math Proficiency	55.5	49.2
ELA Proficiency	52.3	55.4
Science Proficiency	53.3	30.4
Read-by-Grade-3 Proficiency	33.6	51.8



Growth Indicator

Measure	School Median	District Median
Math MGP	63.0	52.0
ELA MGP	50.0	53.0
School Rate		District Rate
Met Math AGP Target	65.4	53.1
Met ELA AGP Target	60.0	61.2



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	66.6	38.4



Student Engagement Indicator

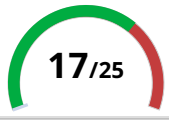
Measure	School Rate	District Rate
Chronic Absenteeism	14.1	21.7
Climate Survey Participation	91.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	54.8	40.9
Prior Non-Proficient Met ELA AGP Target	51.0	52.2

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.

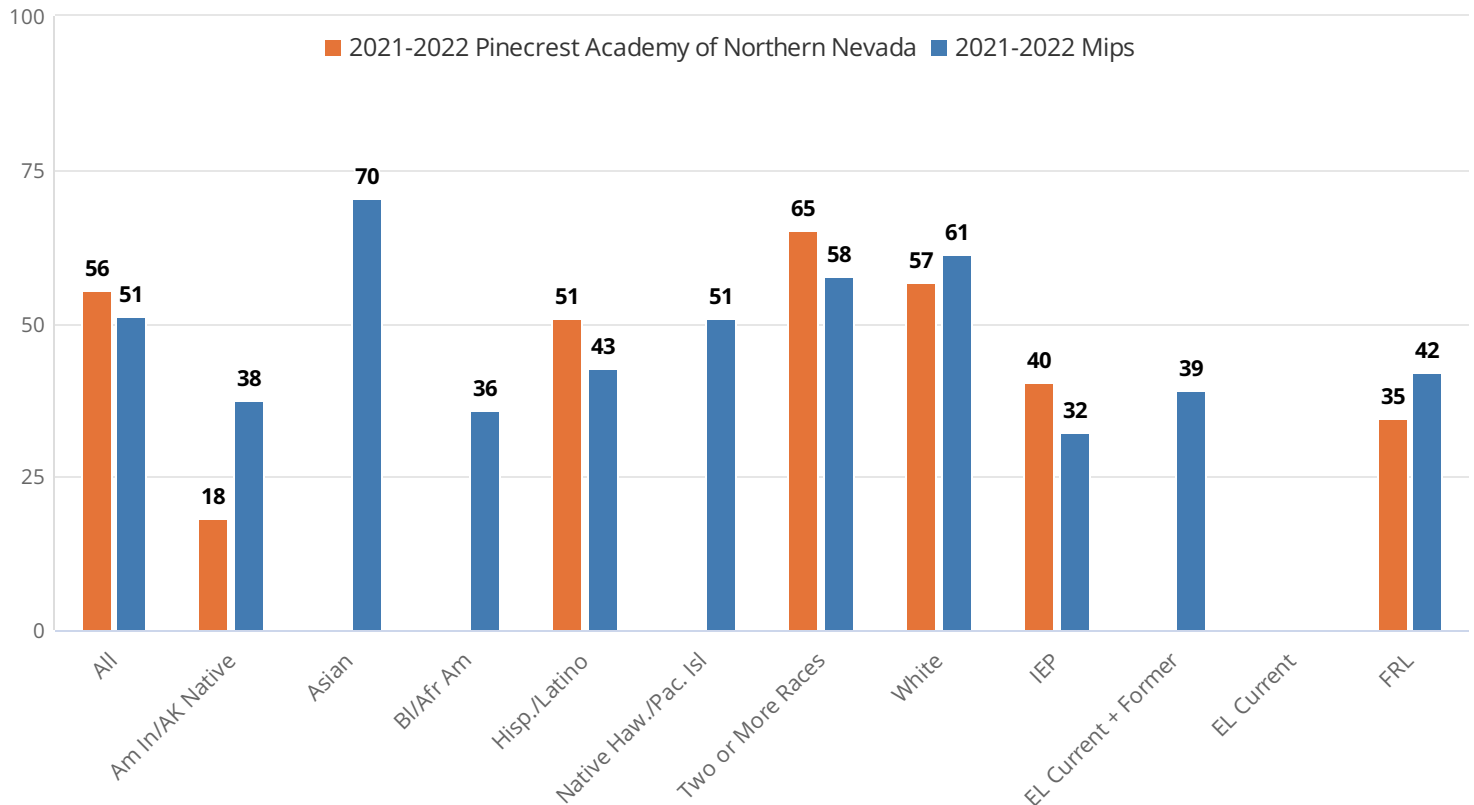
Pooled Proficiency Points Earned: 15/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	53.8	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	55.5	49.2	51.1			
American Indian/Alaska Native	18.1	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	50.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	65.2	55.6	57.5			
White/Caucasian	56.6	60.7	61.3			
Special Education	40.4	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	34.5	35.6	42			

Math Assessments % Proficient



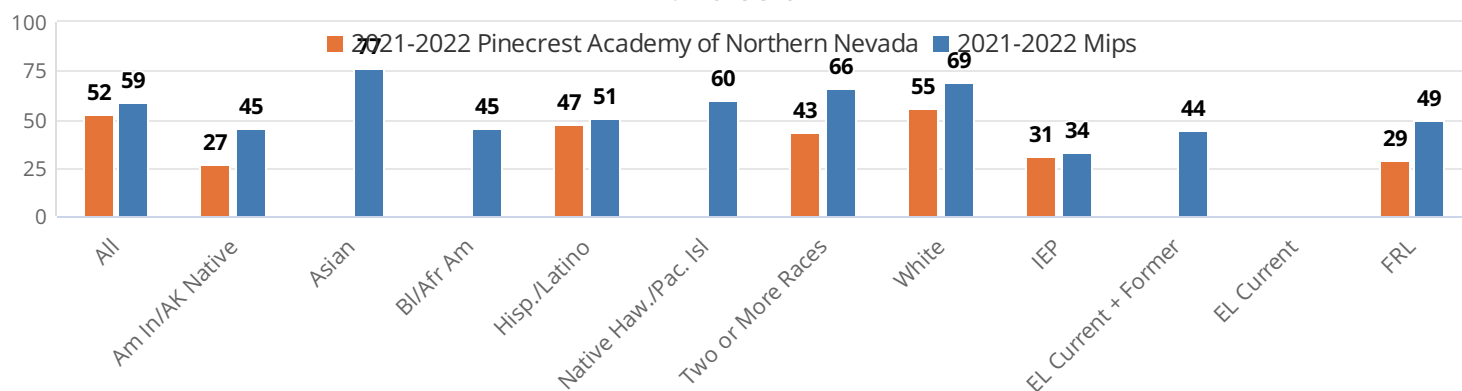


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	52.3	55.4	59.2			
American Indian/Alaska Native	27.2	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	47.4	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	43.4	61.5	66.2			
White/Caucasian	55.2	65.5	69			
Special Education	30.9	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	29.0	42.8	49.4			

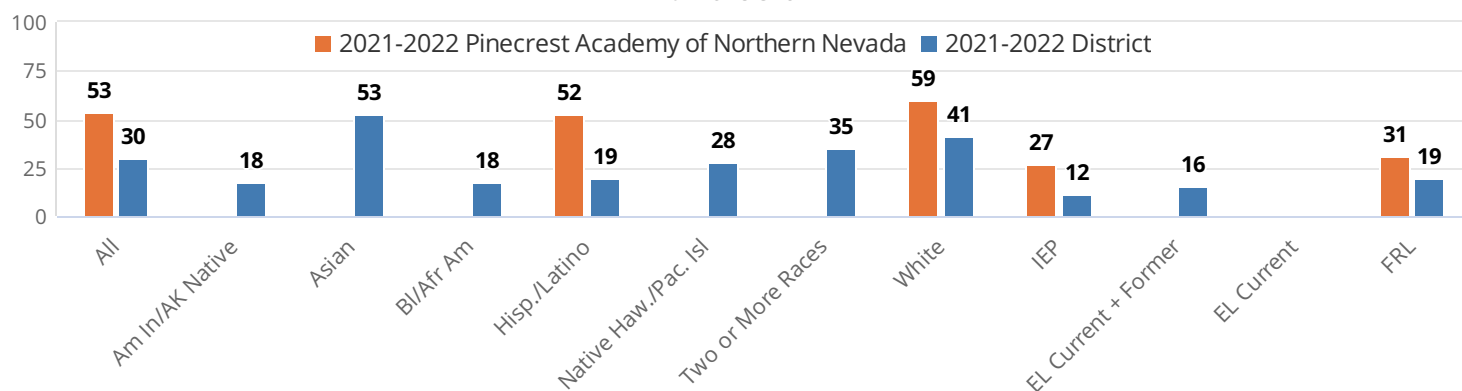
ELA Assessments % Proficient

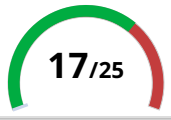


Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	53.3	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	-	17.6		
Hispanic/Latino	52.1	19.2		
Pacific Islander	N/A	28.3		
Two or More Races	-	34.9		
White/Caucasian	59.3	40.8		
Special Education	26.6	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	31.2	19.4		

Science Assessments % Proficient





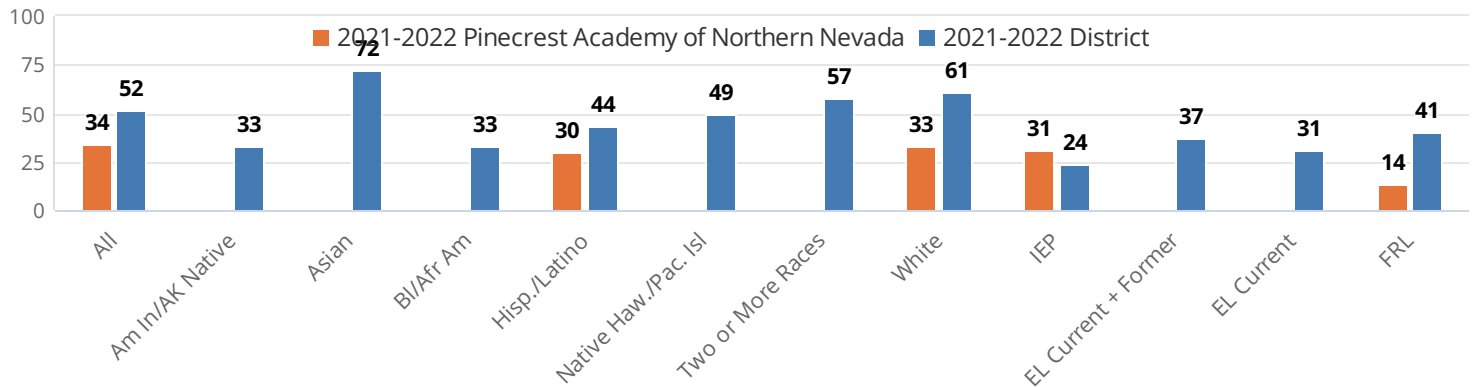
Academic Achievement

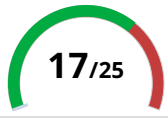
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	33.6	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	-	33.0		
Hispanic/Latino	30.0	43.5		
Pacific Islander	-	49.2		
Two or More Races	-	57.4		
White/Caucasian	32.8	60.8		
Special Education	30.7	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	13.6	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:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=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: 5/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	63.0	52.0	50.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	-	60.0	-	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	55.0	49.0	48.0	51.0				
Pacific Islander	N/A	57.0	N/A	57.0				
Two or More Races	51.0	54.5	45.0	53.0				
White/Caucasian	68.0	55.0	50.0	55.0				
Special Education	68.0	46.0	45.0	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	49.0	49.0	45.0	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 6.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	65.4	53.1	60.0	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	-	68.8	-	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	56.4	45.0	52.6	55.4				
Pacific Islander	N/A	50.4	N/A	61.9				
Two or More Races	73.3	59.6	53.3	62.7				
White/Caucasian	70.2	59.6	61.7	65.1				
Special Education	65.5	35.9	44.8	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	54.5	43.7	48.4	53.5				

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



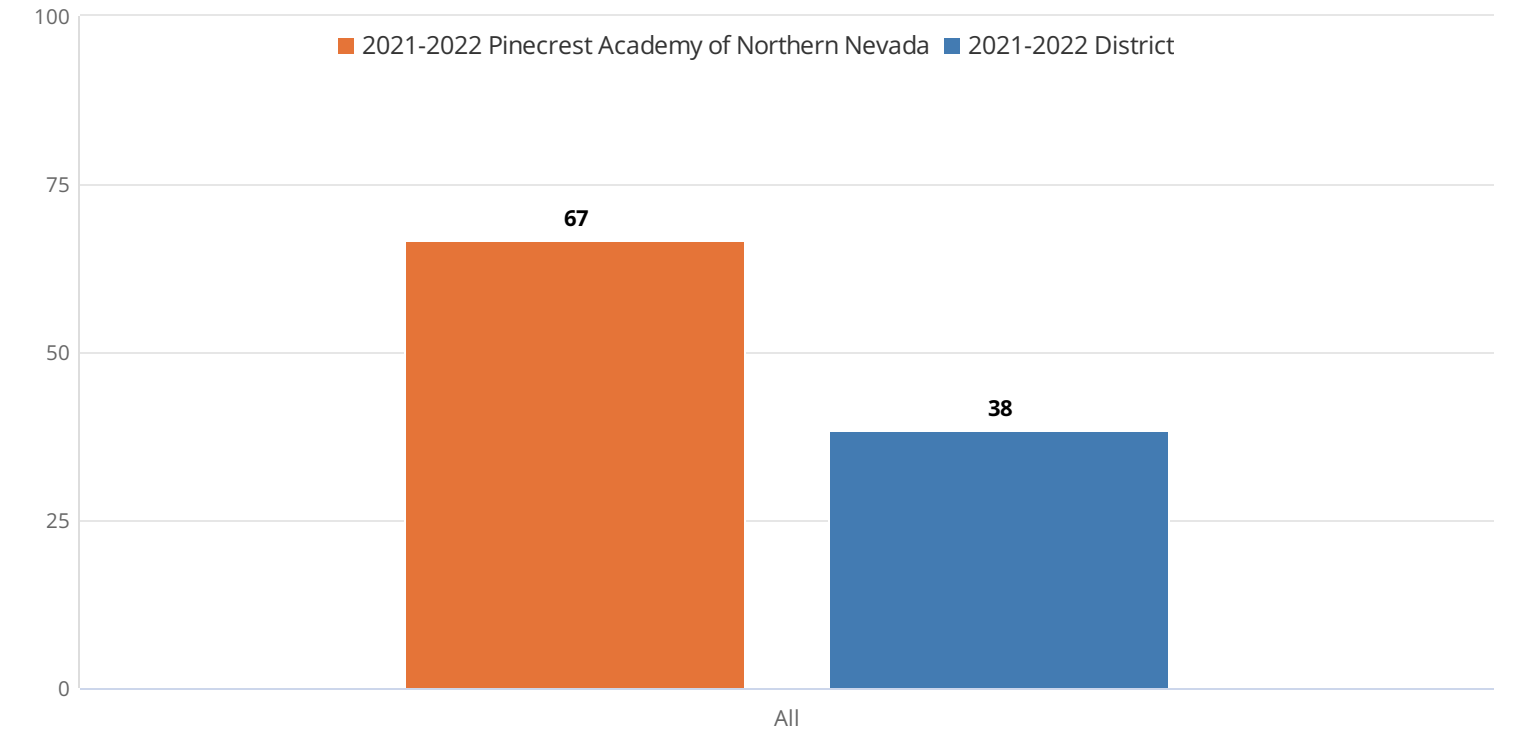
English Language

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: 10/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	15	66.6	38.4			

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their 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: 9/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	54.8	40.9	51.0	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	50.0	36.3	59.0	49.2				
Pacific Islander	N/A	43.2	N/A	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	63.3	47.9	43.8	55.2				
Special Education	56.5	27.6	47.3	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	50.0	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.

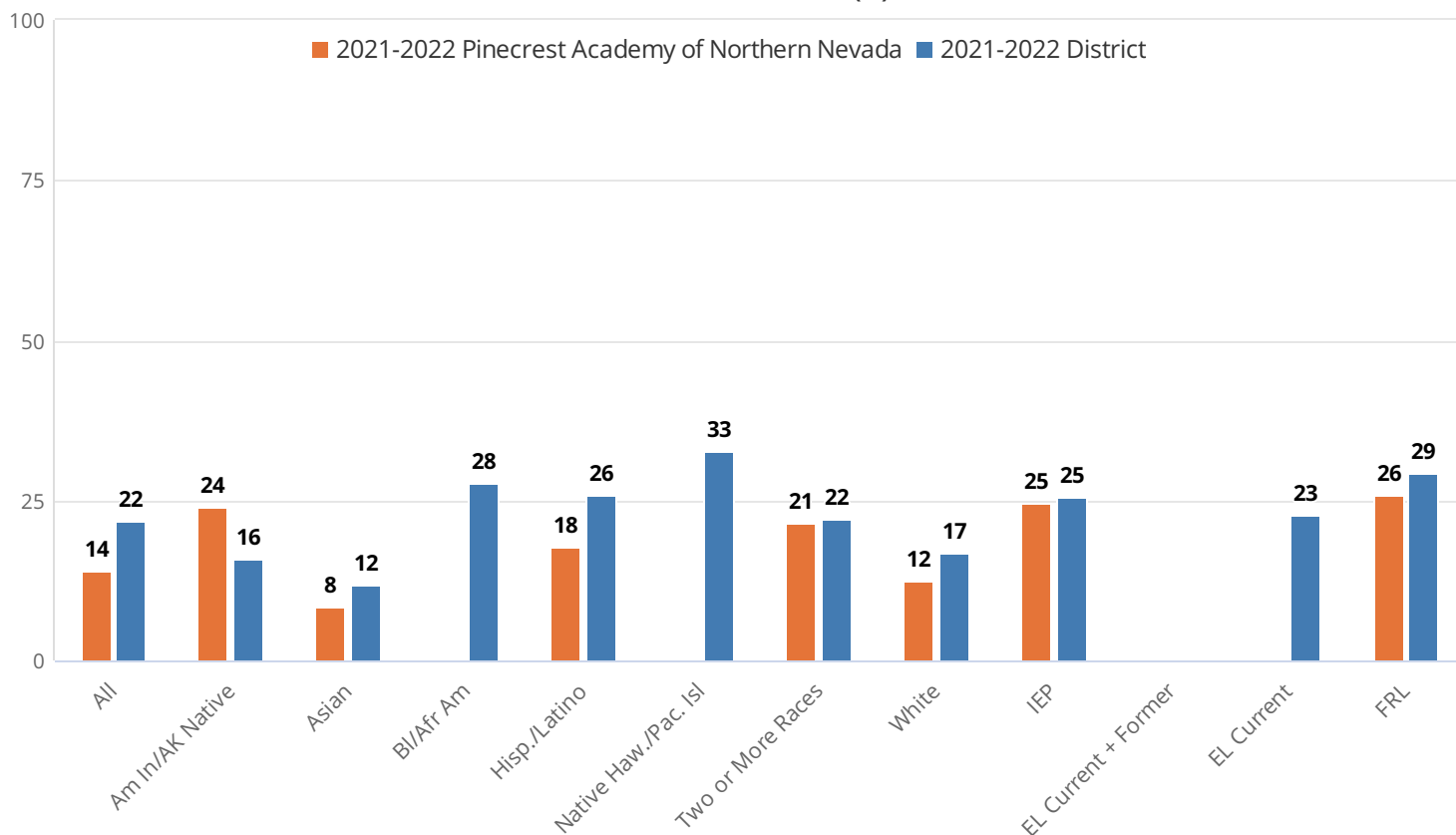
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/10

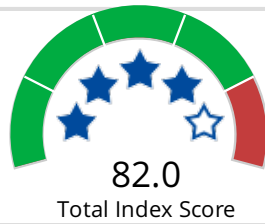
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	14.1	21.7		
American Indian/Alaska Native	24.0	15.8		
Asian	8.3	11.9		
Black/African American	<5	27.6		
Hispanic/Latino	17.7	25.8		
Pacific Islander	-	32.8		
Two or More Races	21.4	22.2		
White/Caucasian	12.4	16.9		
Special Education	24.7	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	22.6		
Economically Disadvantaged	25.9	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA

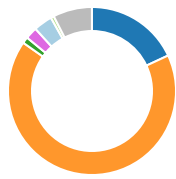
Chronic Absenteeism Rate (%)



School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1150 Silent Sparrow Drive Sparks, NV 89441



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



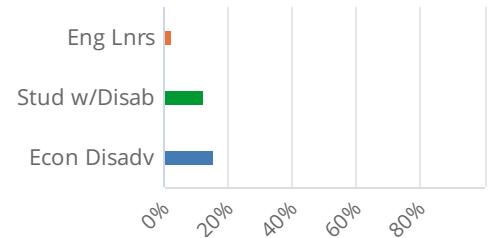
Student Race/Ethnicity

66.5% White
 1.2% BI/Afr Am
 18.0% Hisp/Latino
 2.3% Asian
 3.6% Am Ind/AK Nat
 0.6% Pac Isl
 7.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	79.0 NR
2020-2021	N/A N/A

Additional Student Groups



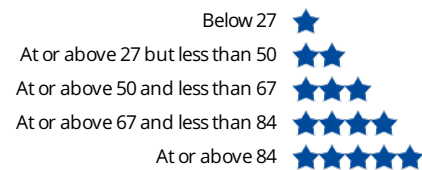
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	57.2	50.0
Math Proficiency	58.5	52.0
ELA Proficiency	56.2	54.6
Science Proficiency	56.0	29.8
Read-by-Grade-3 Proficiency	49.0	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	70.0	55.0
ELA MGP	63.5	55.0
School Rate		District Rate
Met Math AGP Target	64.5	50.8
Met ELA AGP Target	59.5	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	7.6	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.9	22.9
Climate Survey Participation	N/A	N/A

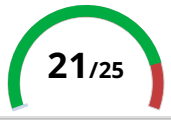


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	51.0	31.9
Prior Non-Proficient Met ELA AGP Target	47.1	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.

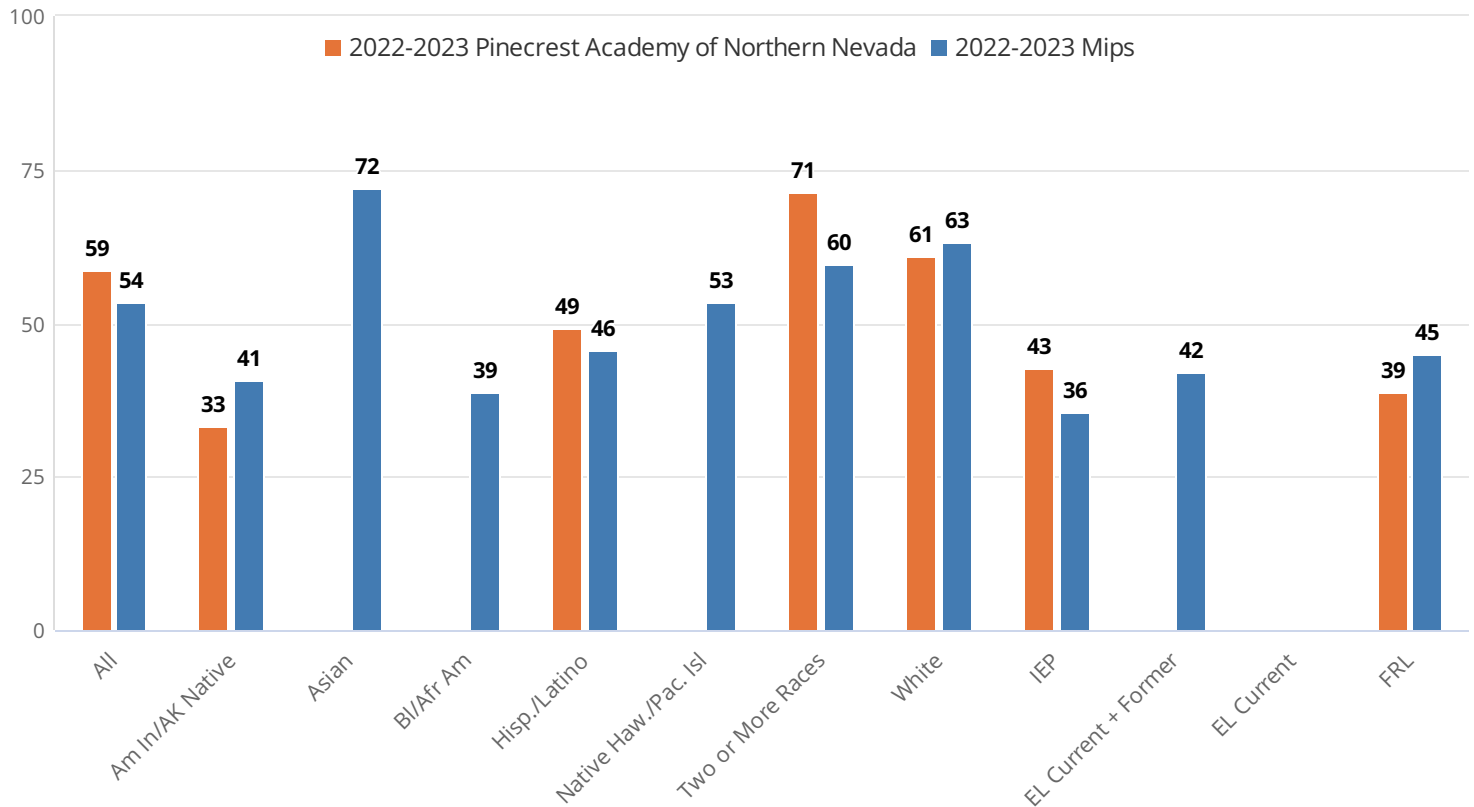
Pooled Proficiency Points Earned: 18/20

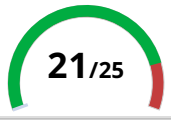
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	57.2	50.0	53.8	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	58.5	52.0	53.5	55.5	49.2	51.1
American Indian/Alaska Native	33.3	35.7	40.7	18.1	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	49.1	42.2	45.5	50.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	71.4	57.8	59.6	65.2	55.6	57.5
White/Caucasian	61.0	63.7	63.3	56.6	60.7	61.3
Special Education	42.8	29.1	35.5	40.4	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	38.6	39.0	44.9	34.5	35.6	42

Math Assessments % Proficient

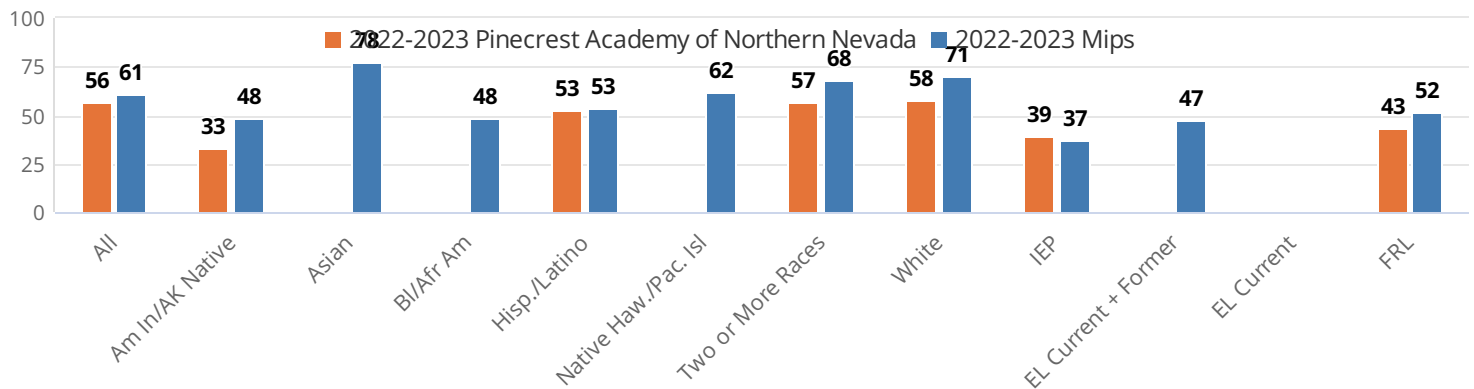




Academic Achievement

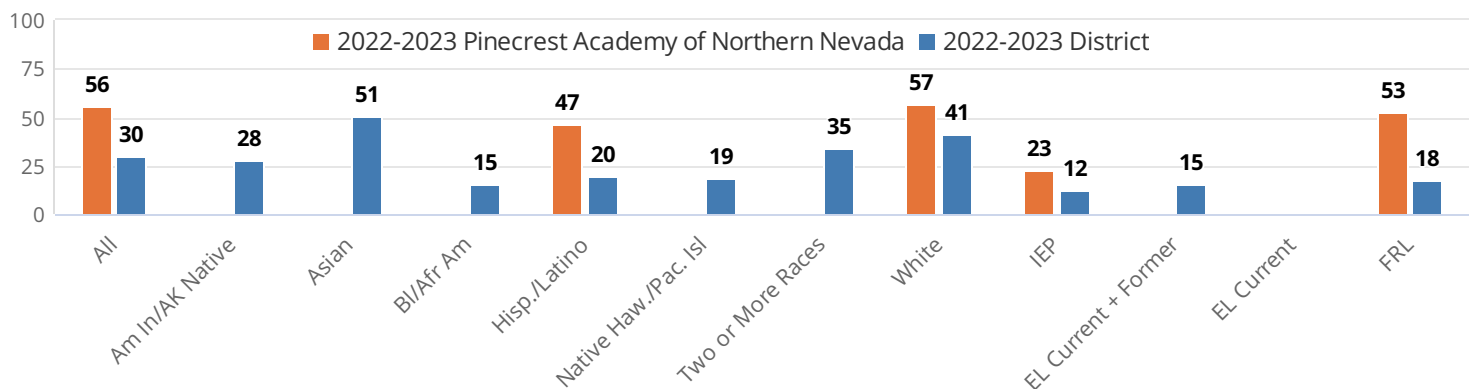
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.2	54.6	61.2	52.3	55.4	59.2
American Indian/Alaska Native	33.3	48.2	48.1	27.2	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	52.6	45.9	53.2	47.4	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	57.1	60.7	67.9	43.4	61.5	66.2
White/Caucasian	57.5	64.4	70.6	55.2	65.5	69
Special Education	38.7	27.4	36.8	30.9	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	43.1	42.0	51.9	29.0	42.8	49.4

ELA Assessments
% Proficient

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	56.0	29.8	53.3	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	-	51.0	-	52.9
Black/African American	N/A	15.3	-	17.6
Hispanic/Latino	46.6	19.5	52.1	19.2
Pacific Islander	-	18.7	N/A	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	57.1	40.9	59.3	40.8
Special Education	23.0	12.2	26.6	11.6
English Learners Current + Former	-	15.1	-	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	52.9	17.6	31.2	19.4

Science Assessments
% Proficient



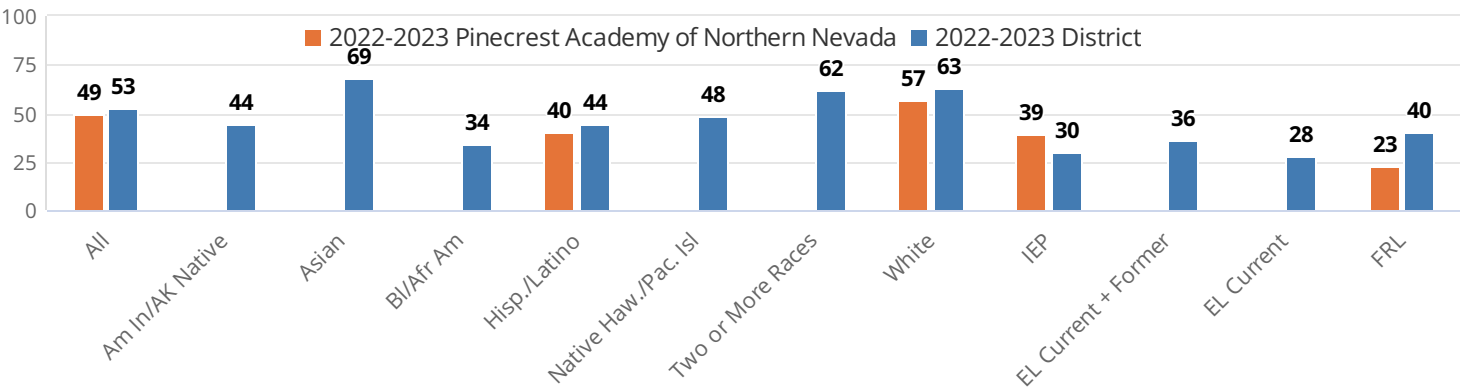
Academic Achievement

Read by Grade 3 Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	49.0	52.6	33.6	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	N/A	68.5	-	71.7
Black/African American	-	33.9	-	33.0
Hispanic/Latino	40.0	44.2	30.0	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	-	62.3	-	57.4
White/Caucasian	56.7	62.5	32.8	60.8
Special Education	39.1	29.5	30.7	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	-	27.6	-	30.7
Economically Disadvantaged	23.0	40.3	13.6	40.5

Read by Grade 3 Points Earned: 3/5

Read by Grade 3
% Proficient





Academic Achievement

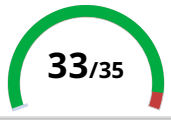
Participation on State Assessments

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	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
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
English Learners Current	-	-	-	-
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: 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	70.0	55.0	63.5	55.0	63.0	52.0	50.0	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	-	52.0	-	50.0	-	49.0	-	53.0
Hispanic/Latino	77.0	54.0	56.5	53.0	55.0	49.0	48.0	51.0
Pacific Islander	-	60.5	-	55.5	N/A	57.0	N/A	57.0
Two or More Races	70.0	54.0	87.0	55.0	51.0	54.5	45.0	53.0
White/Caucasian	70.0	56.0	63.0	57.0	68.0	55.0	50.0	55.0
Special Education	70.0	49.0	67.0	51.0	68.0	46.0	45.0	43.0
English Learners Current + Former	-	55.0	-	54.0	-	47.0	-	49.0
English Learners Current	-	54.0	-	53.0	-	44.0	-	44.0
Economically Disadvantaged	65.0	54.0	68.0	53.0	49.0	49.0	45.0	49.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 6.5/7.5

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	64.5	50.8	59.5	52.9	65.4	53.1	60.0	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	-	38.1	-	42.1	-	41.8	-	55.8
Hispanic/Latino	58.3	43.8	55.5	46.9	56.4	45.0	52.6	55.4
Pacific Islander	-	52.8	-	51.4	N/A	50.4	N/A	61.9
Two or More Races	69.2	52.0	84.6	56.1	73.3	59.6	53.3	62.7
White/Caucasian	67.4	58.8	56.8	58.9	70.2	59.6	61.7	65.1
Special Education	52.0	32.3	48.0	34.0	65.5	35.9	44.8	41.3
English Learners Current + Former	-	41.8	-	43.1	-	41.2	-	52.0
English Learners Current	-	33.5	-	33.8	-	32.5	-	43.1
Economically Disadvantaged	51.6	43.0	54.8	45.2	54.5	43.7	48.4	53.5

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

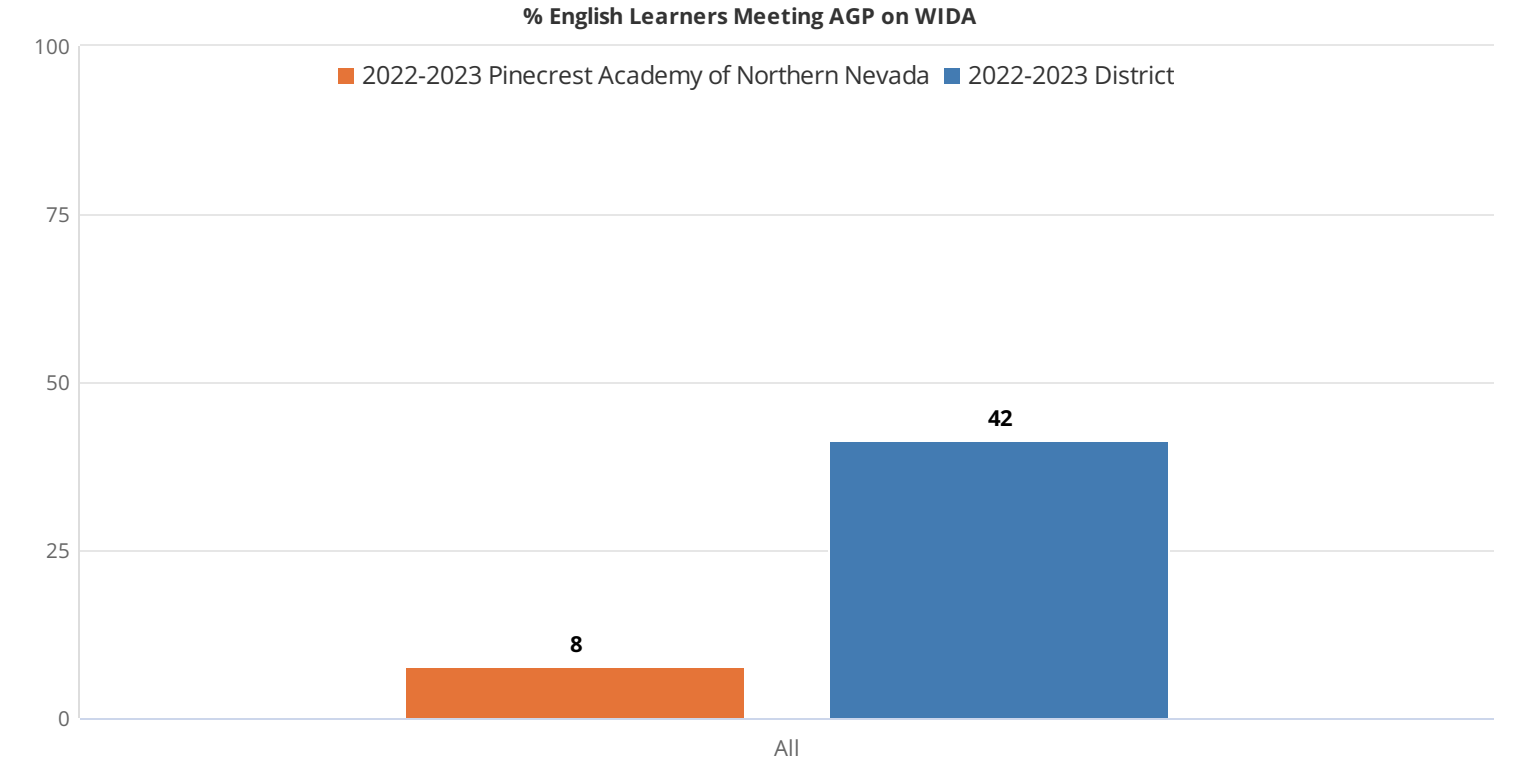


English Language

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: 1/10

	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	13	7.6	41.5	15	66.6	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: 10/10				ELA AGP Points Earned: 8/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	51.0	31.9	47.1	37.1	54.8	40.9	51.0	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	N/A	42.0	-	48.2	-	50.6	-	63.3
Black/African American	-	25.9	-	29.9	-	36.1	-	49.4
Hispanic/Latino	47.3	29.9	47.6	34.4	50.0	36.3	59.0	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	56.9	37.8	42.8	42.6	63.3	47.9	43.8	55.2
Special Education	42.1	20.8	42.1	25.2	56.5	27.6	47.3	35.9
English Learners Current + Former	-	27.5	-	31.6	N/A	N/A	N/A	N/A
English Learners Current	-	25.4	-	30.3	-	27.6	-	41.7
Economically Disadvantaged	35.0	28.7	47.3	33.1	50.0	35.5	42.8	47.6



Student Engagement

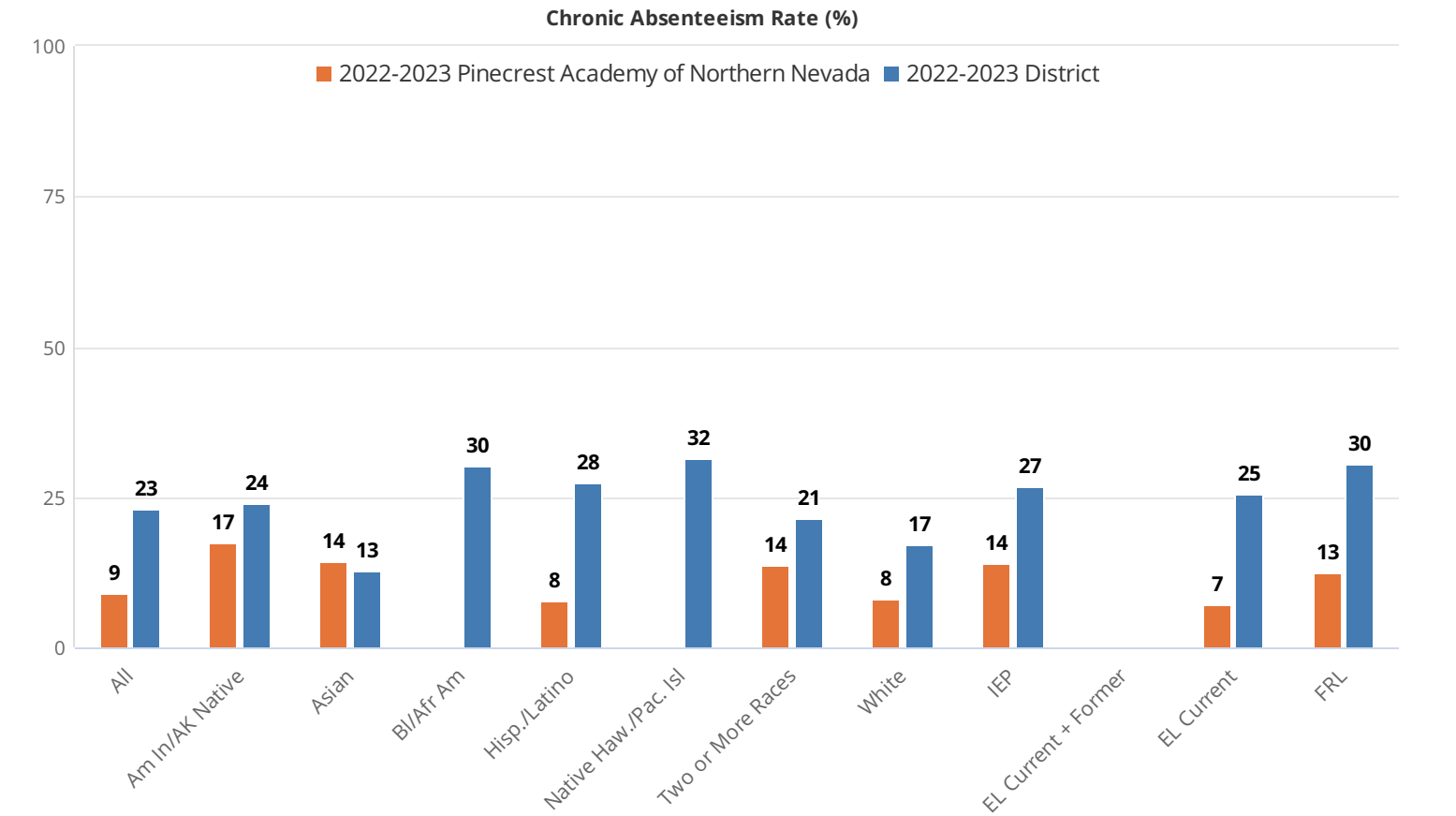
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 8/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	8.9	22.9	14.1	21.7
American Indian/Alaska Native	17.3	24.0	24.0	15.8
Asian	14.2	12.9	8.3	11.9
Black/African American	-	30.1	<5	27.6
Hispanic/Latino	7.9	27.5	17.7	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	13.6	21.4	21.4	22.2
White/Caucasian	8.0	17.1	12.4	16.9
Special Education	14.1	26.7	24.7	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.1	25.4	-	22.6
Economically Disadvantaged	12.5	30.4	25.9	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1



'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-08

District: State Public Charter School Authority

School Address: 1150 Silent Sparrow Drive Sparks, NV 89441

57.5
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity	
64.8%	White
1.1%	Bl/Afr Am
19.3%	Hisp/Latino
1.8%	Asian
4.7%	Am Ind/AK Nat
0.4%	Pac Isl
7.5%	Two or More

School Performance History	
School Year	Index Score/Star Rating
2022-2023	82.0 ★★★★★
2021-2022	79.0 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 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

12/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	44.6	48.3
Math Proficiency	47.7	51.2
ELA Proficiency	49.0	54.6
Science Proficiency	22.4	21.2
Read-by-Grade-3 Proficiency	39.4	51.2

22.5/35

Growth Indicator

Measure	School Median	District Median
Math MGP	47.0	52.0
ELA MGP	60.0	54.0
	School Rate	District Rate
Met Math AGP Target	40.3	44.4
Met ELA AGP Target	55.1	54.0

4/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	41.6	48.4

9/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	19.2	22.5
Prior Non-Proficient Met ELA AGP Target	44.1	36.5

**10/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	20.7
Climate Survey Participation	87.0	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.

12/25

Academic Achievement

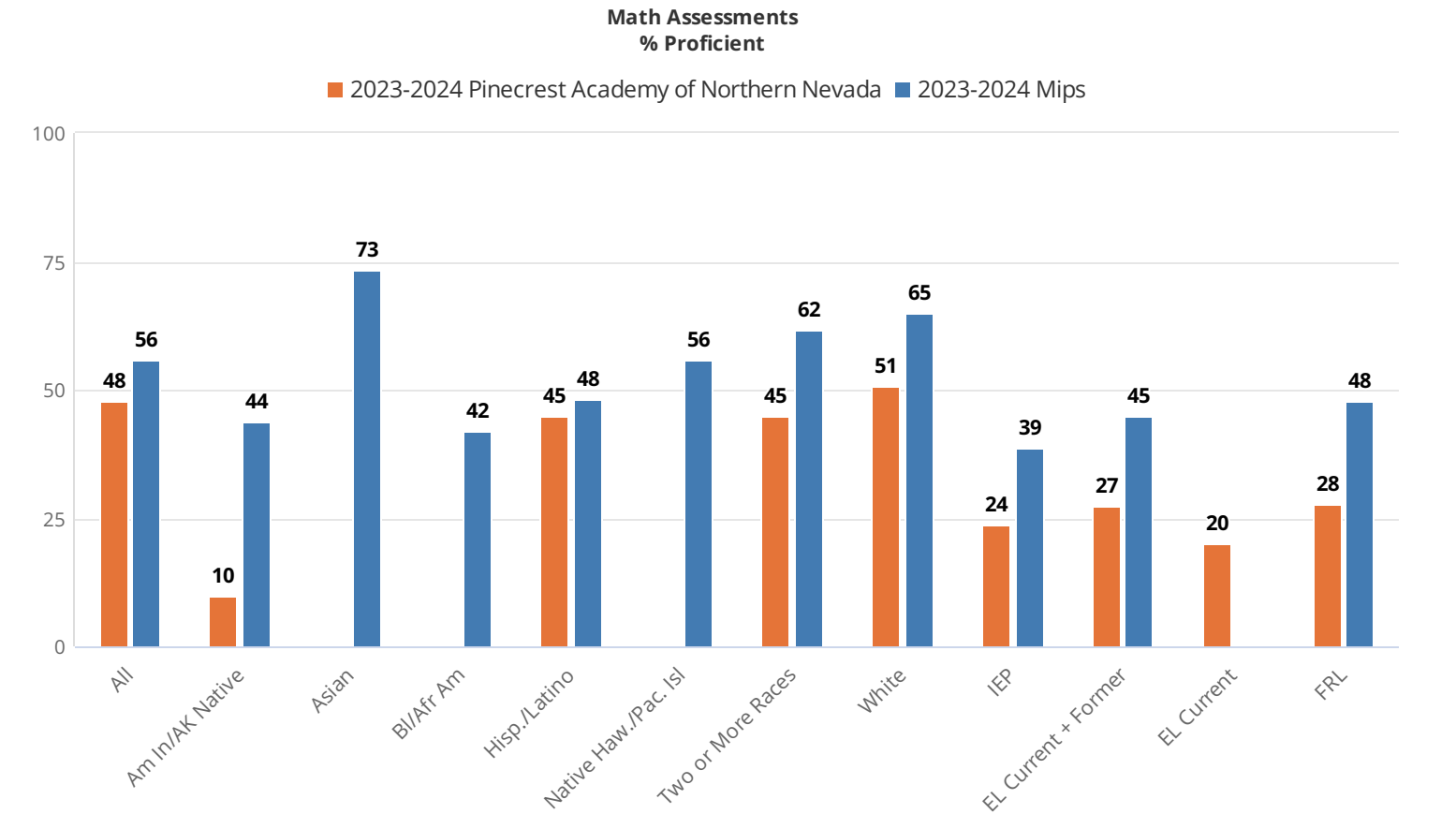
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 9/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	44.6	48.3	57.2	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	47.7	51.2	55.8	58.5	52.0	53.5
American Indian/Alaska Native	10.0	40.7	43.7	33.3	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	-	31.7	42	-	31.4	38.9
Hispanic/Latino	45.0	41.7	48.2	49.1	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	45.0	57.2	61.6	71.4	57.8	59.6
White/Caucasian	50.7	62.7	65.1	61.0	63.7	63.3
Special Education	23.6	26.9	38.8	42.8	29.1	35.5
English Learners Current + Former	27.2	38.7	44.9	-	38.1	42
English Learners Current	20.0	27.5		-	27.6	
Economically Disadvantaged	27.6	40.4	47.7	38.6	39.0	44.9



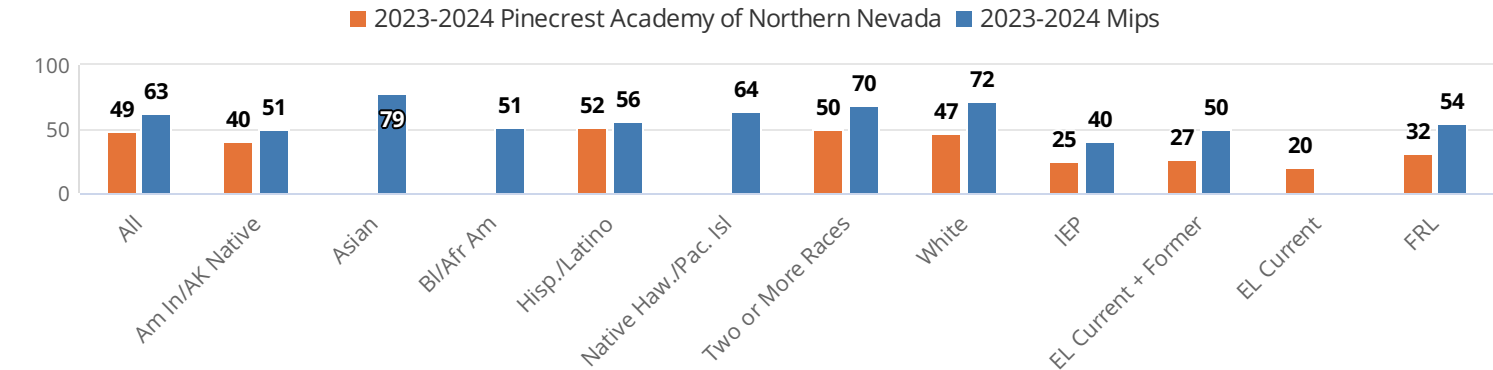


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	49.0	54.6	63.1	56.2	54.6	61.2
American Indian/Alaska Native	40.0	57.4	50.7	33.3	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	-	36.5	50.8	-	37.5	48.2
Hispanic/Latino	52.1	46.0	55.6	52.6	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	50.0	60.4	69.5	57.1	60.7	67.9
White/Caucasian	47.2	65.2	72.1	57.5	64.4	70.6
Special Education	25.4	25.8	39.9	38.7	27.4	36.8
English Learners Current + Former	27.2	39.5	49.8	-	37.6	47.2
English Learners Current	20.0	25.3	-	-	24.1	-
Economically Disadvantaged	31.9	44.1	54.4	43.1	42.0	51.9

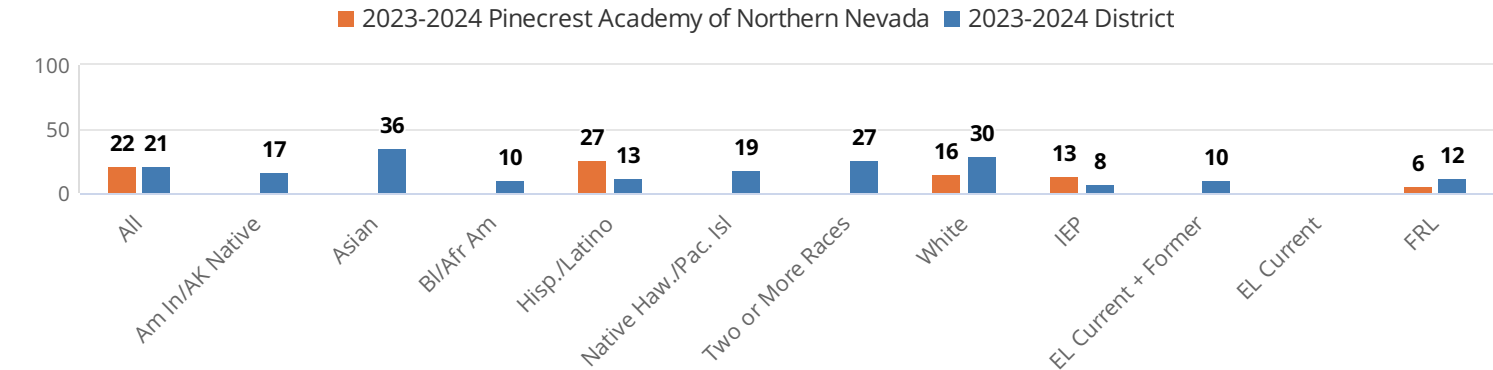
ELA Assessments
% Proficient



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	22.4	21.2	56.0	29.8
American Indian/Alaska Native	-	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	-	10.4	N/A	15.3
Hispanic/Latino	26.9	12.9	46.6	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	16.4	29.6	57.1	40.9
Special Education	13.3	7.6	23.0	12.2
English Learners Current + Former	-	10.4	-	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	6.2	12.4	52.9	17.6

Science Assessments
% Proficient



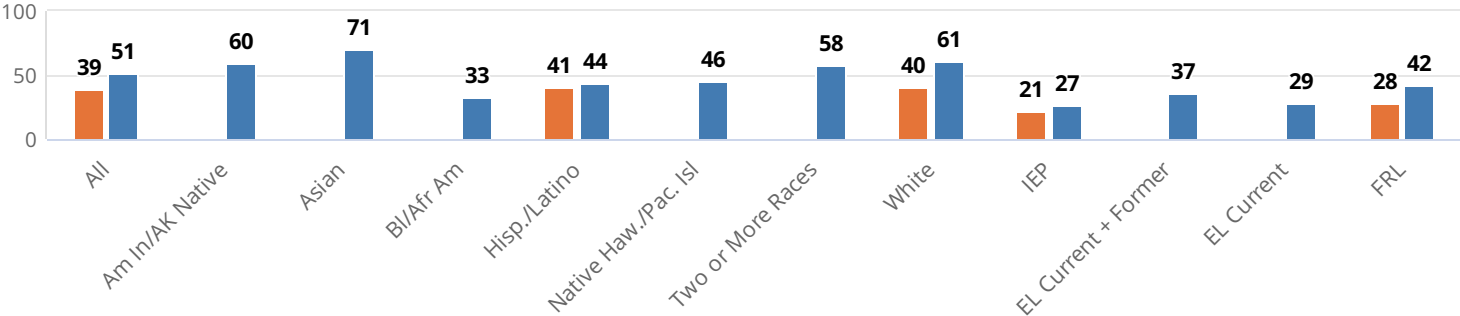


Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	39.4	51.2	49.0	52.6
American Indian/Alaska Native	-	60.0	-	44.0
Asian	-	71.0	N/A	68.5
Black/African American	-	32.7	-	33.9
Hispanic/Latino	40.9	43.7	40.0	44.2
Pacific Islander	N/A	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	40.0	60.7	56.7	62.5
Special Education	21.4	27.0	39.1	29.5
English Learners Current + Former	-	36.6	-	36.1
English Learners Current	-	28.5	-	27.6
Economically Disadvantaged	27.7	42.4	23.0	40.3

Read by Grade 3
% Proficient

2023-2024 Pinecrest Academy of Northern Nevada 2023-2024 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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
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: 4/10

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	47.0	52.0	60.0	54.0	70.0	55.0	63.5	55.0
American Indian/Alaska Native	-	40.0	-	57.5	-	46.0	-	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	-	46.0	-	49.0	-	52.0	-	50.0
Hispanic/Latino	47.0	50.0	60.0	52.0	77.0	54.0	56.5	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	60.0	53.0	60.0	53.0	70.0	54.0	87.0	55.0
White/Caucasian	50.0	53.0	58.5	57.0	70.0	56.0	63.0	57.0
Special Education	35.0	46.0	60.0	48.0	70.0	49.0	67.0	51.0
English Learners Current + Former	-	53.0	-	53.0	-	55.0	-	54.0
English Learners Current	-	49.0	-	51.0	-	54.0	-	53.0
Economically Disadvantaged	52.0	51.0	46.0	52.0	65.0	54.0	68.0	53.0

AGP Growth Data

Math AGP Points Earned: 5/7.5

ELA AGP Points Earned: 5.5/7.5

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	40.3	44.4	55.1	54.0	64.5	50.8	59.5	52.9
American Indian/Alaska Native	-	24.3	-	50.0	-	41.3	-	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	-	28.9	-	41.4	-	38.1	-	42.1
Hispanic/Latino	38.2	36.9	57.4	48.1	58.3	43.8	55.5	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	50.0	49.5	57.1	55.5	69.2	52.0	84.6	56.1
White/Caucasian	42.0	52.8	55.5	61.4	67.4	58.8	56.8	58.9
Special Education	16.2	27.2	43.2	32.4	52.0	32.3	48.0	34.0
English Learners Current + Former	-	38.8	-	46.0	-	41.8	-	43.1
English Learners Current	-	27.5	-	35.8	-	33.5	-	33.8
Economically Disadvantaged	33.3	36.5	40.7	46.7	51.6	43.0	54.8	45.2

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



English Language

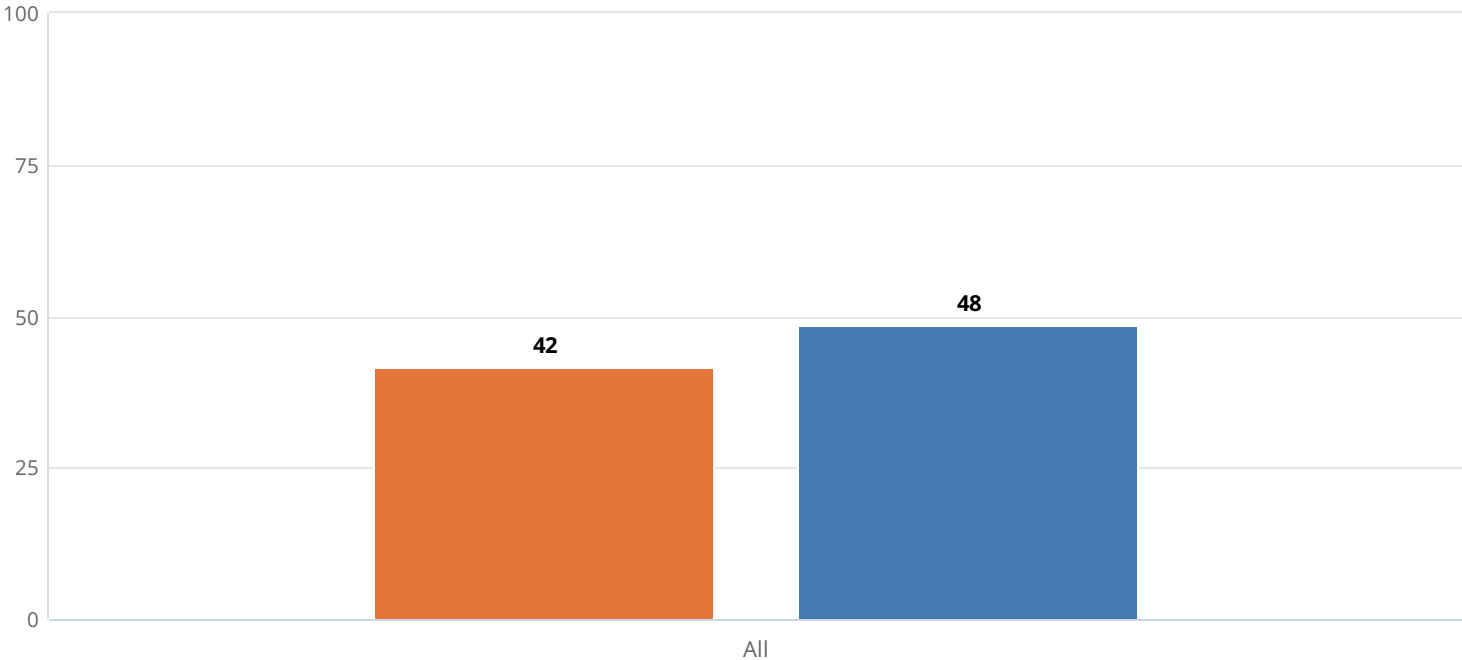
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 4/10

	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	12	41.6	48.4	13	7.6	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Pinecrest Academy of Northern Nevada 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: 7/10			
	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	19.2	22.5	44.1	36.5	51.0	31.9	47.1	37.1
American Indian/Alaska Native	-	12.5	-	40.9	-	26.3	-	28.5
Asian	-	36.7	-	44.8	N/A	42.0	-	48.2
Black/African American	-	15.8	-	29.4	-	25.9	-	29.9
Hispanic/Latino	23.8	20.4	45.4	34.4	47.3	29.9	47.6	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	16.6	27.2	43.5	43.4	56.9	37.8	42.8	42.6
Special Education	<5	14.6	38.4	23.4	42.1	20.8	42.1	25.2
English Learners Current + Former	-	23.3	-	34.1	-	27.5	-	31.6
English Learners Current	-	20.0	-	31.2	-	25.4	-	30.3
Economically Disadvantaged	17.6	20.8	27.7	33.4	35.0	28.7	47.3	33.1

'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 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.

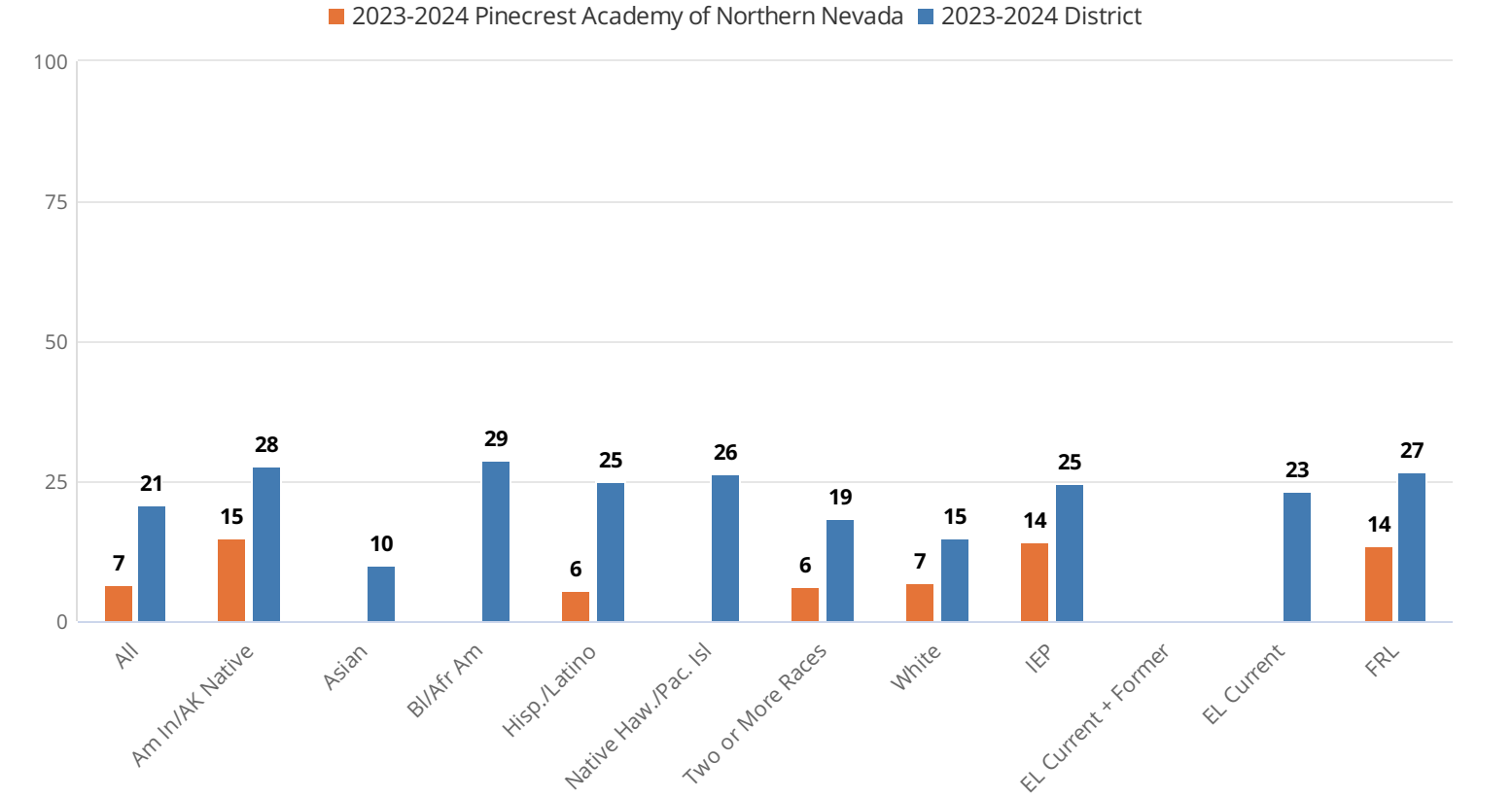
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	6.7	20.7	8.9	22.9
American Indian/Alaska Native	14.8	27.7	17.3	24.0
Asian	<5	10.0	14.2	12.9
Black/African American	-	28.9	-	30.1
Hispanic/Latino	5.6	25.0	7.9	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	6.3	18.5	13.6	21.4
White/Caucasian	6.8	14.9	8.0	17.1
Special Education	14.4	24.7	14.1	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	7.1	25.4
Economically Disadvantaged	13.7	26.8	12.5	30.4

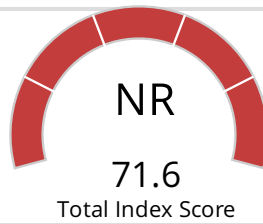
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

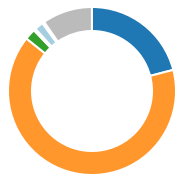


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: KG-07
District: State Public Charter School Authority
School Address: 1150 Silent Sparrow Drive Sparks, NV 89441



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



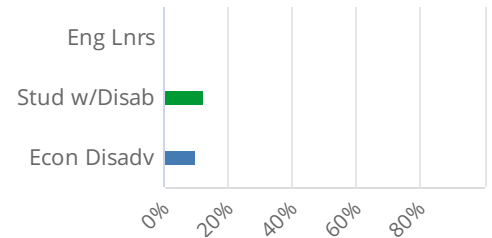
Student Race/Ethnicity

64.6% White
 2.1% BI/Afr Am
 20.9% Hisp/Latino
 0.4% Asian
 1.7% Am Ind/AK Nat
 0.4% Pac Isl
 9.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	N/A N/A
2019-2020	N/A N/A

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

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.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	47.2	46.6
Math Proficiency	44.3	36.5
ELA Proficiency	50.2	57.3
Science Proficiency	46.7	44.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	16.0	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	90.6	91.1
Climate Survey Participation	91.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	57.0	56.0
ELA MGP	42.0	55.0
School Rate		District Rate
Met Math AGP Target	45.0	40.8
Met ELA AGP Target	53.3	60.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.6	23.5
Prior Non-Proficient Met ELA AGP Target	31.9	38.0

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

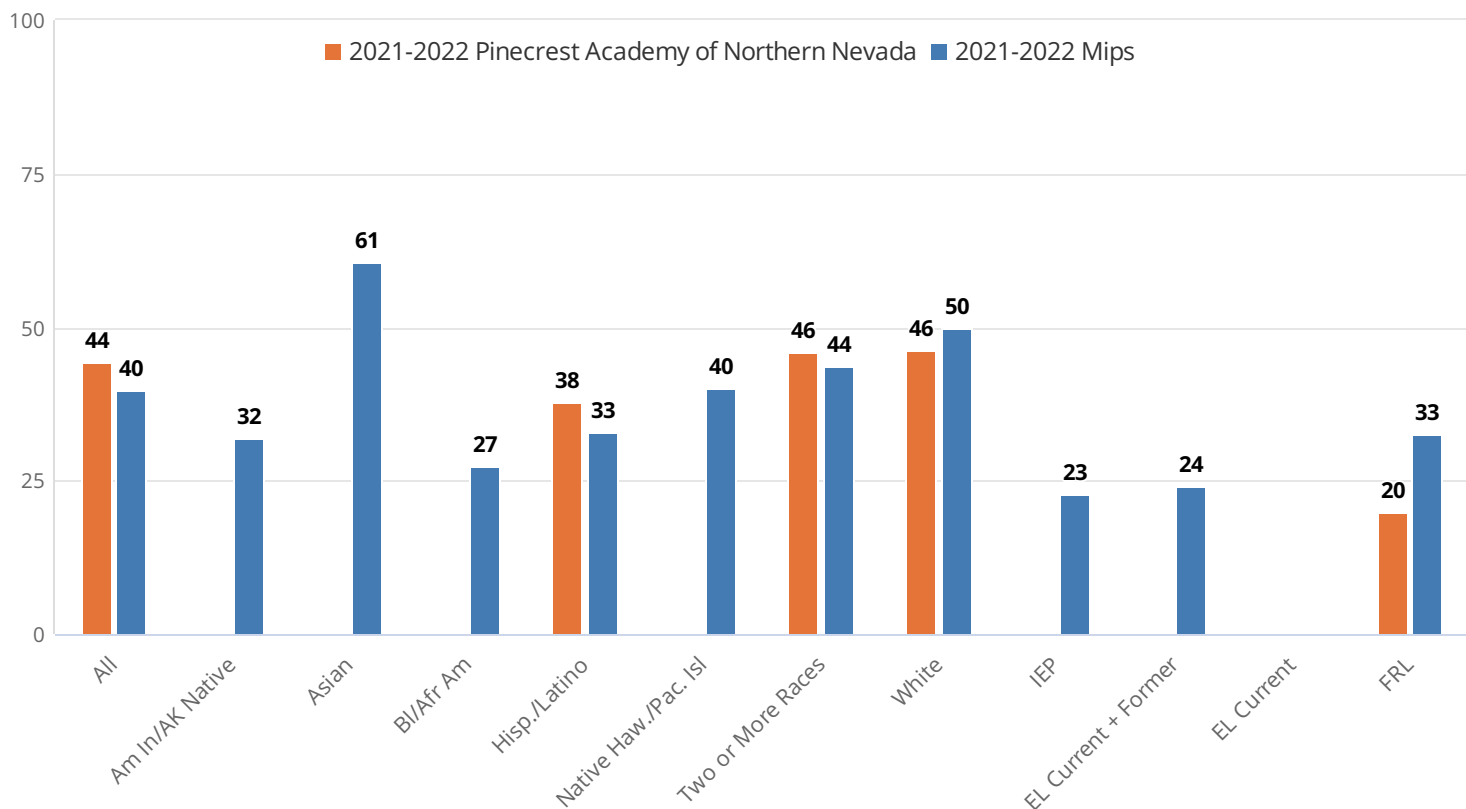
Pooled Proficiency Points Earned: 19/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	47.2	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.3	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	37.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	45.8	41.8	43.6			
White/Caucasian	46.1	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	20.0	23.9	32.7			

Math Assessments % Proficient



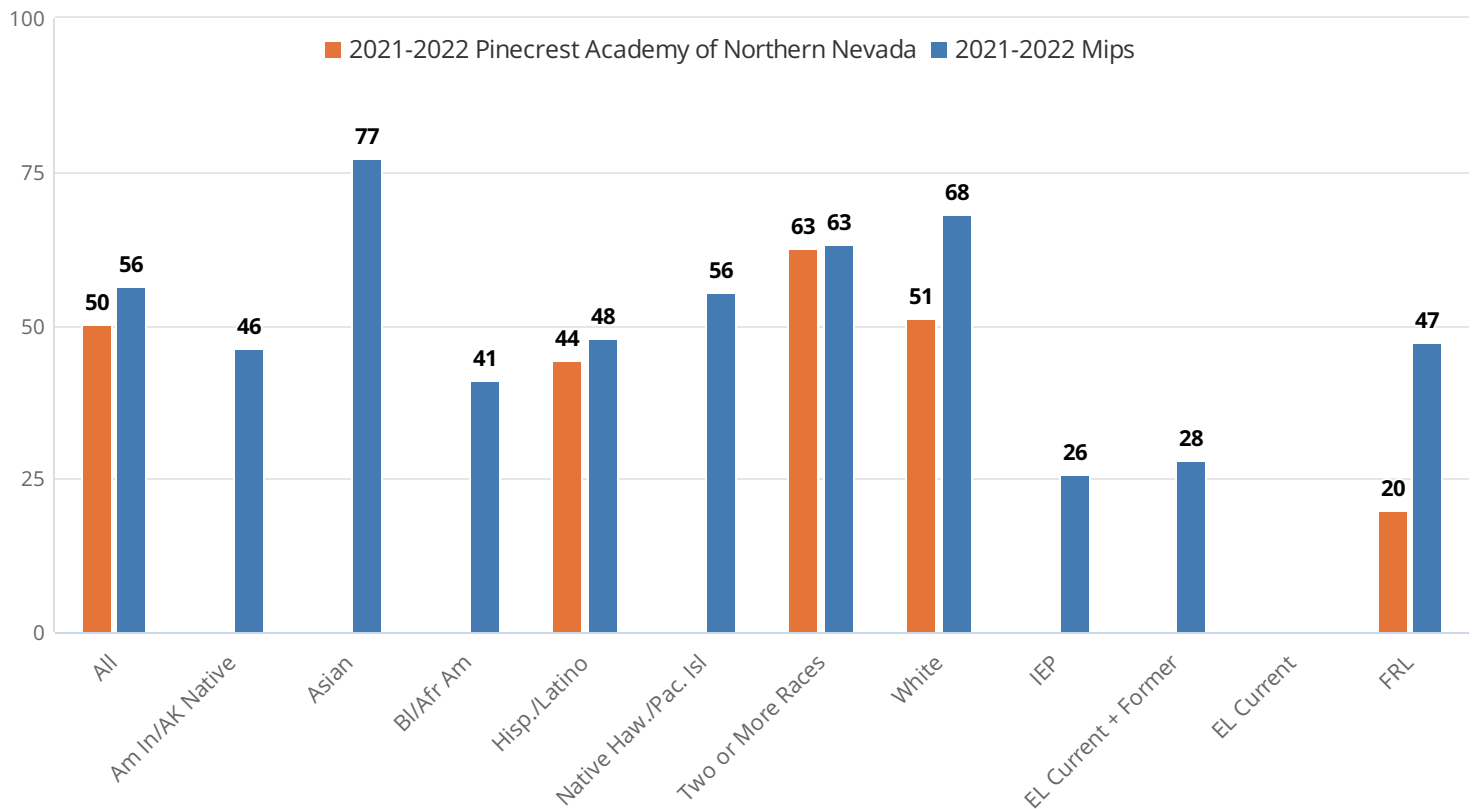


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	50.2	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	44.4	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	62.5	64.6	63.2			
White/Caucasian	51.0	67.2	68			
Special Education	<5	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	20.0	45.9	47.1			

ELA Assessments % Proficient



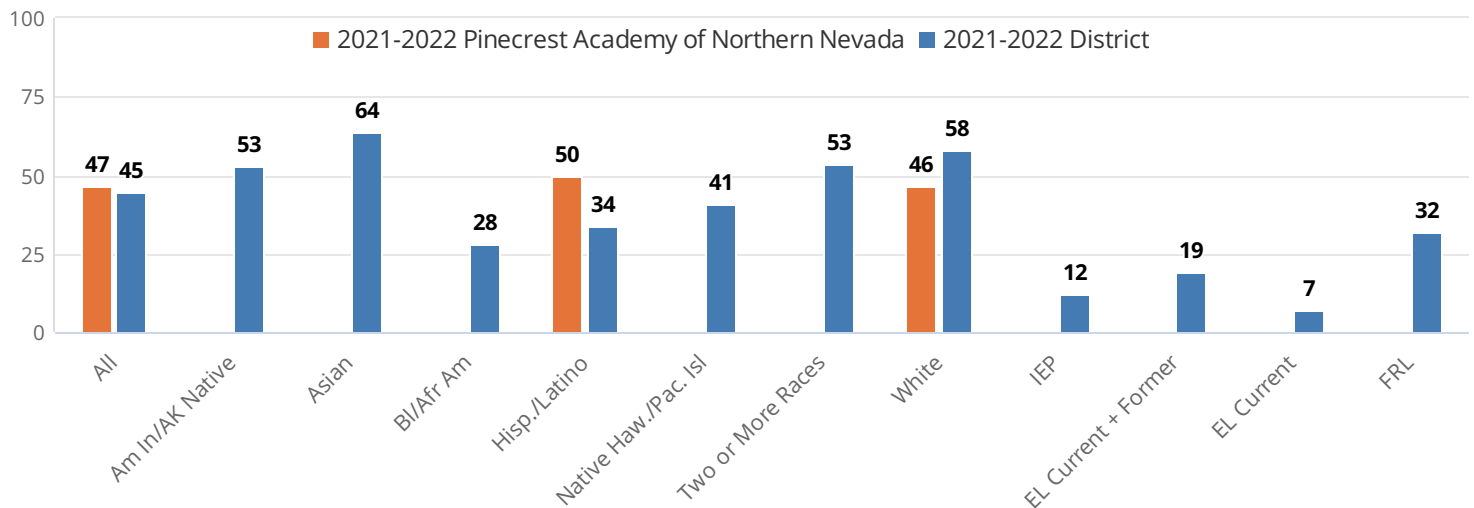


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	46.7	44.9		
American Indian/Alaska Native	N/A	52.6		
Asian	-	63.9		
Black/African American	-	28.3		
Hispanic/Latino	50.0	33.7		
Pacific Islander	N/A	40.5		
Two or More Races	-	53.3		
White/Caucasian	46.3	57.8		
Special Education	-	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	N/A	6.9		
Economically Disadvantaged	-	31.9		

Science Assessments % Proficient



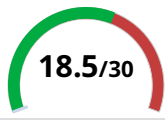
Participation on State Assessments

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:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Studentss	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=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: 3/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	57.0	56.0	42.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	-	61.0	-	61.0				
Black/African American	-	52.0	-	54.0				
Hispanic/Latino	56.0	54.0	41.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	59.0	57.0	47.0	55.0				
White/Caucasian	59.0	57.0	42.0	56.0				
Special Education	47.0	44.0	38.0	43.0				
English Learners Current + Former	-	54.0	-	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	59.0	54.0	47.0	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 3.5/5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	45.0	40.8	53.3	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	-	63.7	-	77.2				
Black/African American	-	24.7	-	49.7				
Hispanic/Latino	39.5	31.4	51.1	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	34.7	43.8	65.2	65.6				
White/Caucasian	48.5	50.7	52.9	67.2				
Special Education	8.6	12.9	17.3	26.3				
English Learners Current + Former	-	25.2	-	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	33.3	29.9	29.4	51.8				

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

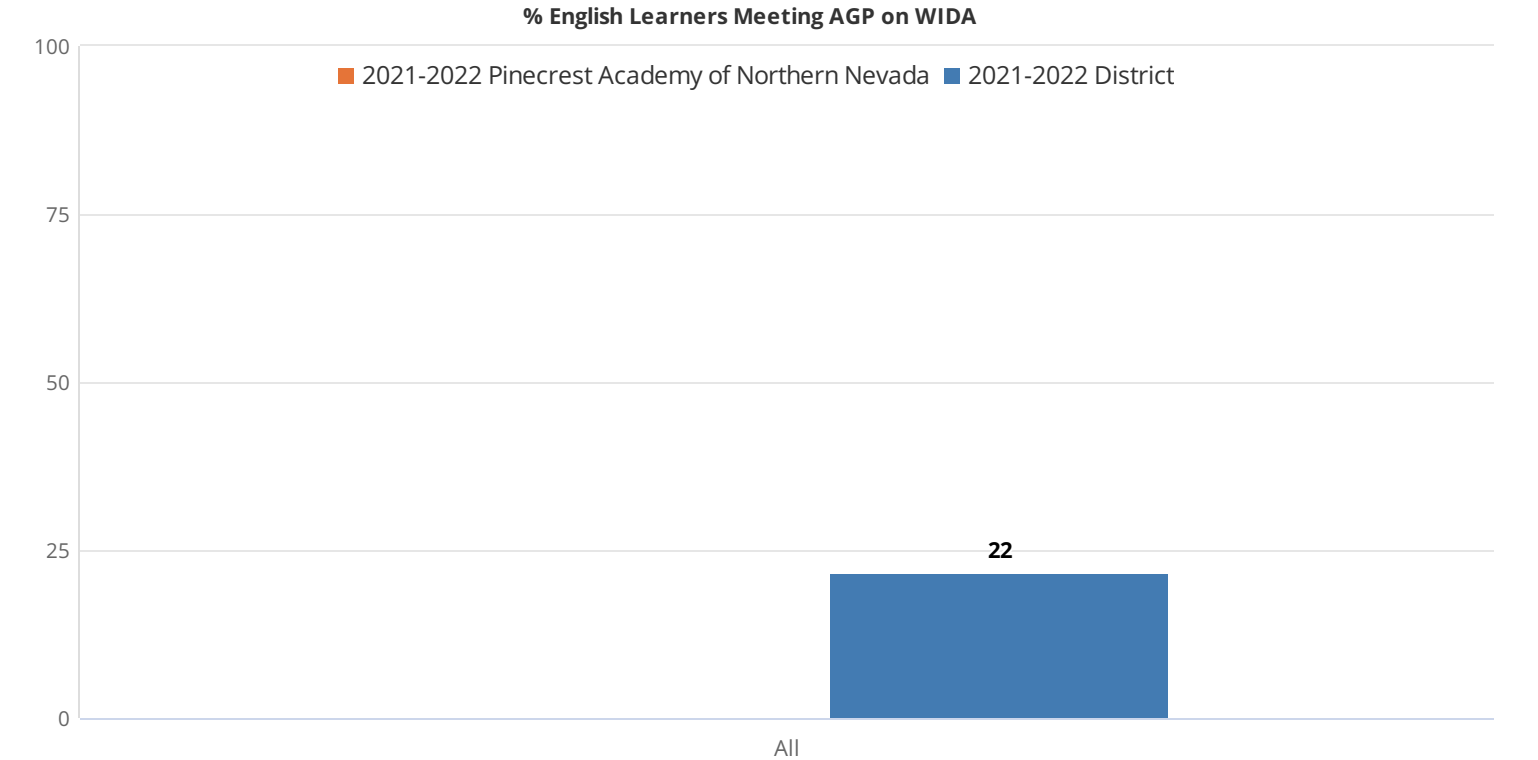
N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	-	-	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: 10/10				ELA AGP Points Earned: 8/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	26.6	23.5	31.9	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	N/A	38.5	N/A	51.3				
Black/African American	-	16.6	-	33.6				
Hispanic/Latino	29.0	20.3	33.3	35.8				
Pacific Islander	N/A	24.8	N/A	44.5				
Two or More Races	23.0	24.1	-	42.9				
White/Caucasian	26.0	28.8	28.5	40.2				
Special Education	<5	7.8	14.2	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	29.4	19.7	25.0	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.

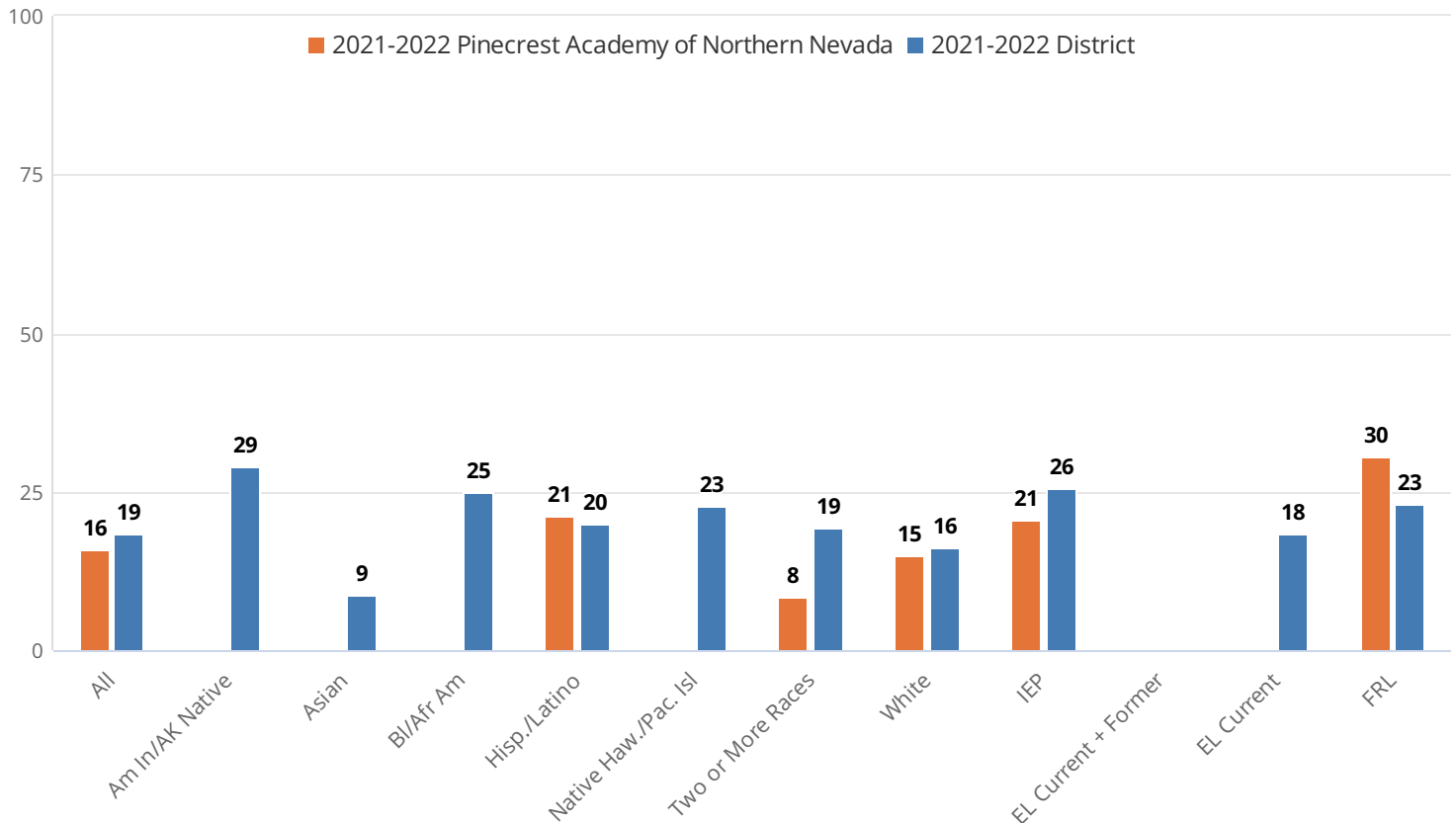
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	16.0	18.5		
American Indian/Alaska Native	-	28.9		
Asian	-	8.7		
Black/African American	-	24.9		
Hispanic/Latino	21.2	19.9		
Pacific Islander	-	22.7		
Two or More Races	8.3	19.4		
White/Caucasian	14.8	16.1		
Special Education	20.6	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	30.4	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

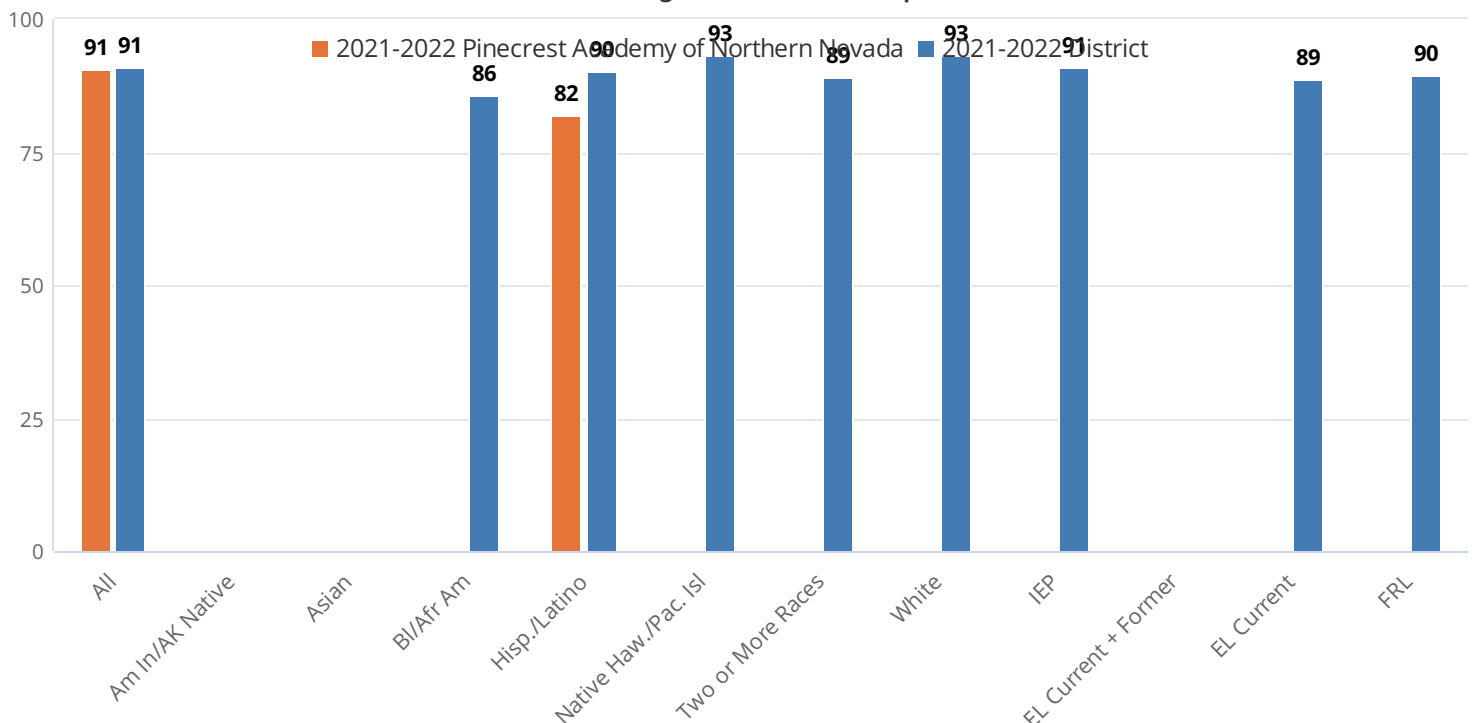
Academic Learning Plans

Groups	2022 % Academic Learning Plans	2022 % District	Academic Learning Plans Points Earned 2/2	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95			
American Indian/Alaska Native	-	>95			
Asian	-	>95			
Black/African American	-	>95			
Hispanic/Latino	>95	>95			
Pacific Islander	-	>95			
Two or More Races	>95	>95			
White/Caucasian	>95	>95			
Special Education	>95	>95			
English Learners Current + Former	N/A	N/A			
English Learners Current	-	>95			
Economically Disadvantaged	>95	>95			

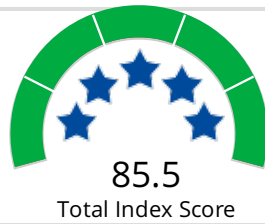
NAC 389.445 Credit Requirements

Groups	2022 % Credit Requirements Met	2022 % District	NAC 389.445 Credit Requirements Points Earned 3/3	2021 % Credit Requirements Met	2021 % District
All Students	90.6	91.1			
American Indian/Alaska Native	N/A	>95			
Asian	-	>95			
Black/African American	-	85.9			
Hispanic/Latino	81.8	90.3			
Pacific Islander	N/A	93.3			
Two or More Races	-	89.2			
White/Caucasian	>95	93.3			
Special Education	-	91.0			
English Learners Current + Former	N/A	N/A			
English Learners Current	N/A	88.7			
Economically Disadvantaged	-	89.5			

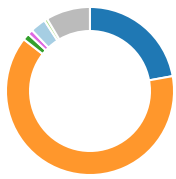
% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1150 Silent Sparrow Drive Sparks, NV 89441



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



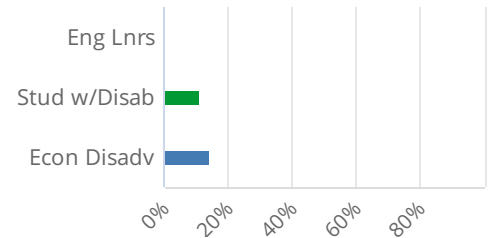
Student Race/Ethnicity

63.2% White
 1.3% BI/Afr Am
 22.1% Hisp/Latino
 1.0% Asian
 3.0% Am Ind/AK Nat
 0.6% Pac Isl
 8.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	71.6 NR
2020-2021	N/A N/A

Additional Student Groups



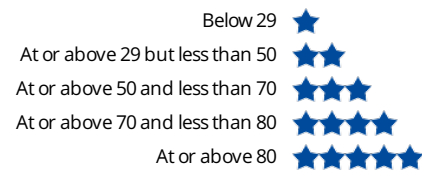
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	54.4	45.7
Math Proficiency	53.2	38.5
ELA Proficiency	55.7	53.4
Science Proficiency	53.9	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.3	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	N/A	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	58.0	56.0
ELA MGP	58.0	56.0
	School Rate	District Rate
Met Math AGP Target	51.3	40.4
Met ELA AGP Target	53.5	52.8

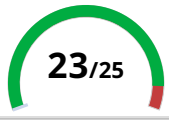


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.6	18.0
Prior Non-Proficient Met ELA AGP Target	30.3	23.3

** 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

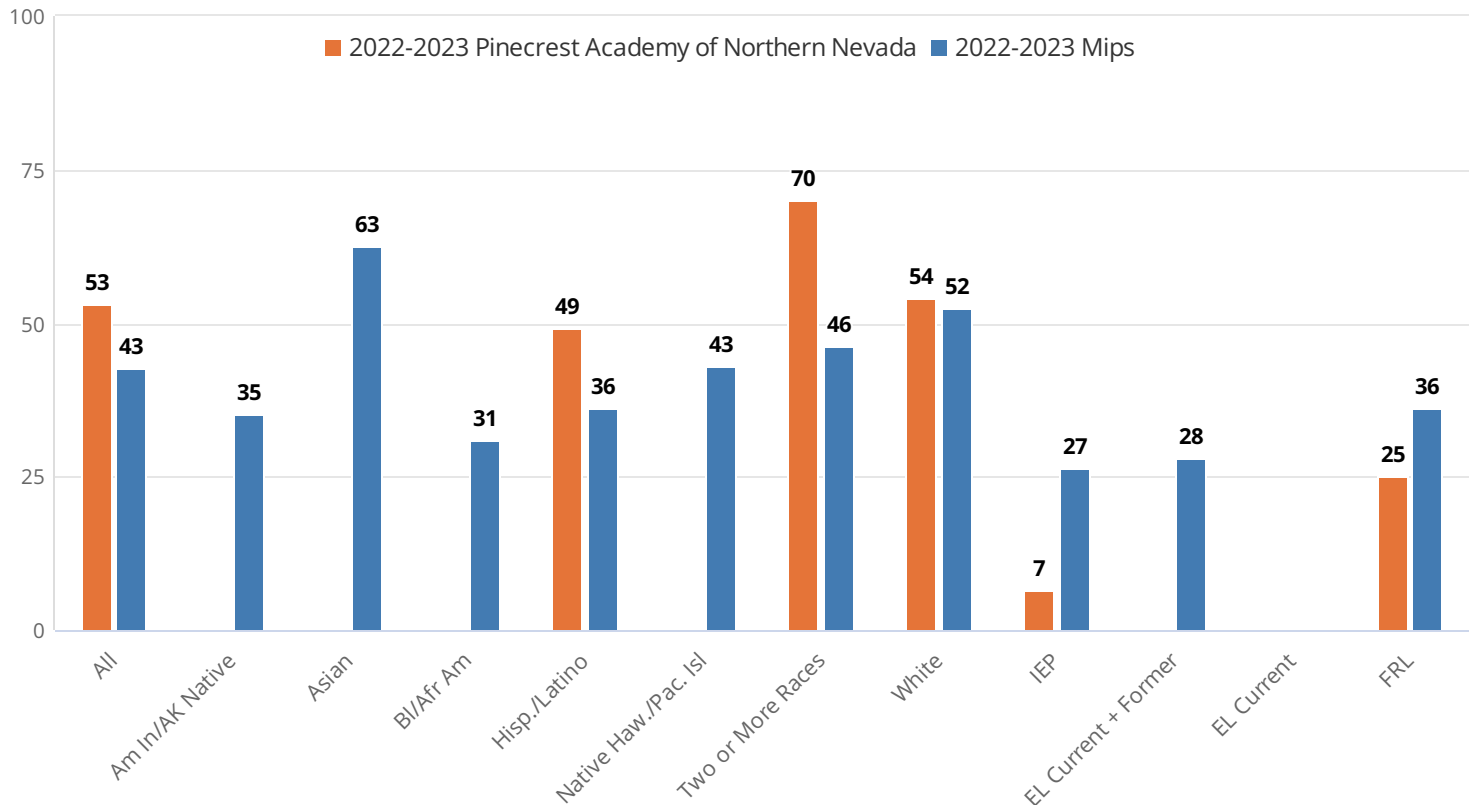
Pooled Proficiency Points Earned: 23/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.4	45.7	47.2	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	53.2	38.5	42.7	44.3	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	-	19.4	31	-	18.2	27.3
Hispanic/Latino	49.2	28.3	36.2	37.7	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	70.0	44.5	46.4	45.8	41.8	43.6
White/Caucasian	54.2	51.4	52.3	46.1	48.1	49.8
Special Education	6.6	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	25.0	24.9	36.1	20.0	23.9	32.7

Math Assessments % Proficient



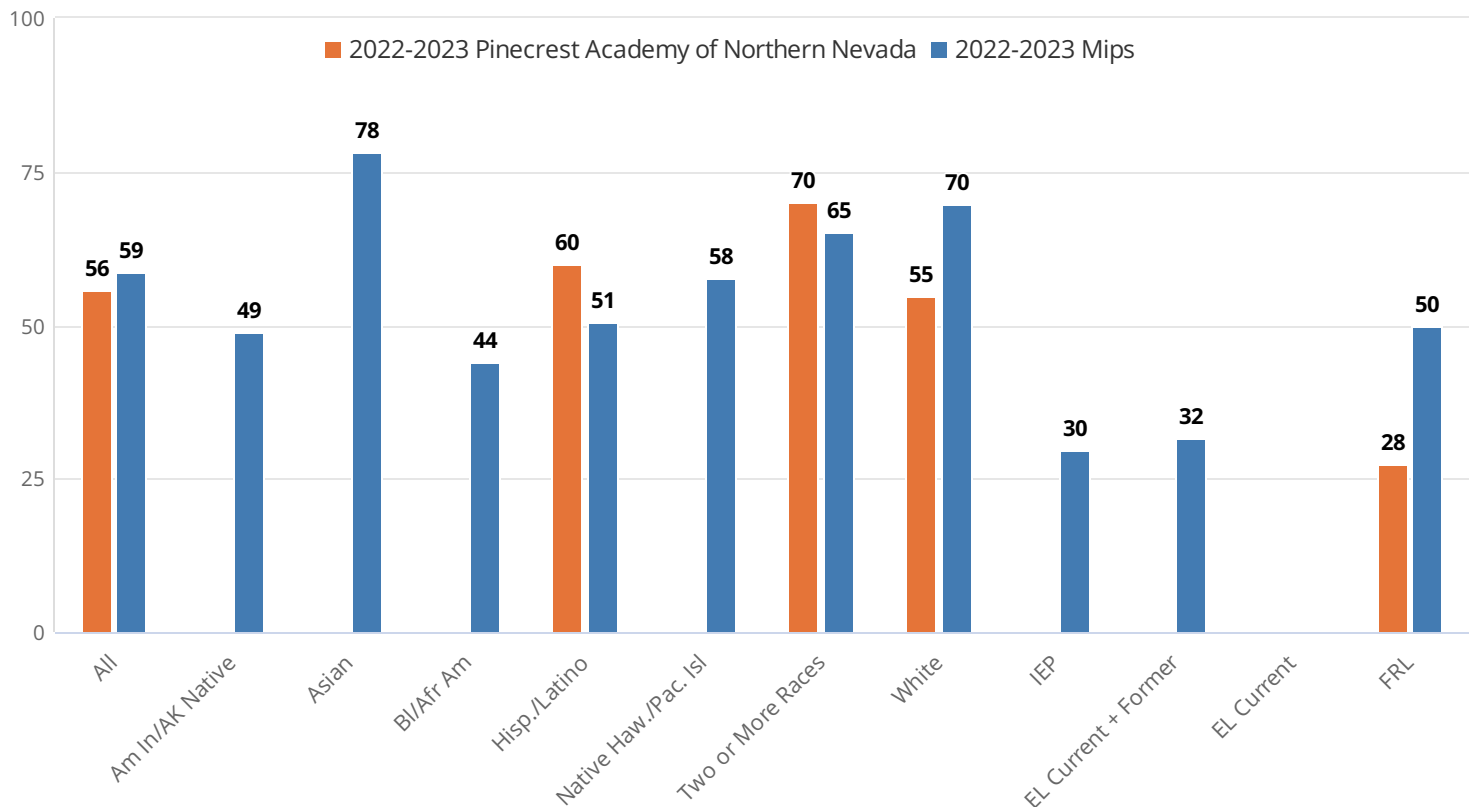


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	55.7	53.4	58.6	50.2	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	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	60.0	44.8	50.5	44.4	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	70.0	60.0	65	62.5	64.6	63.2
White/Caucasian	54.8	64.0	69.6	51.0	67.2	68
Special Education	<5	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	27.5	40.8	49.8	20.0	45.9	47.1

ELA Assessments % Proficient

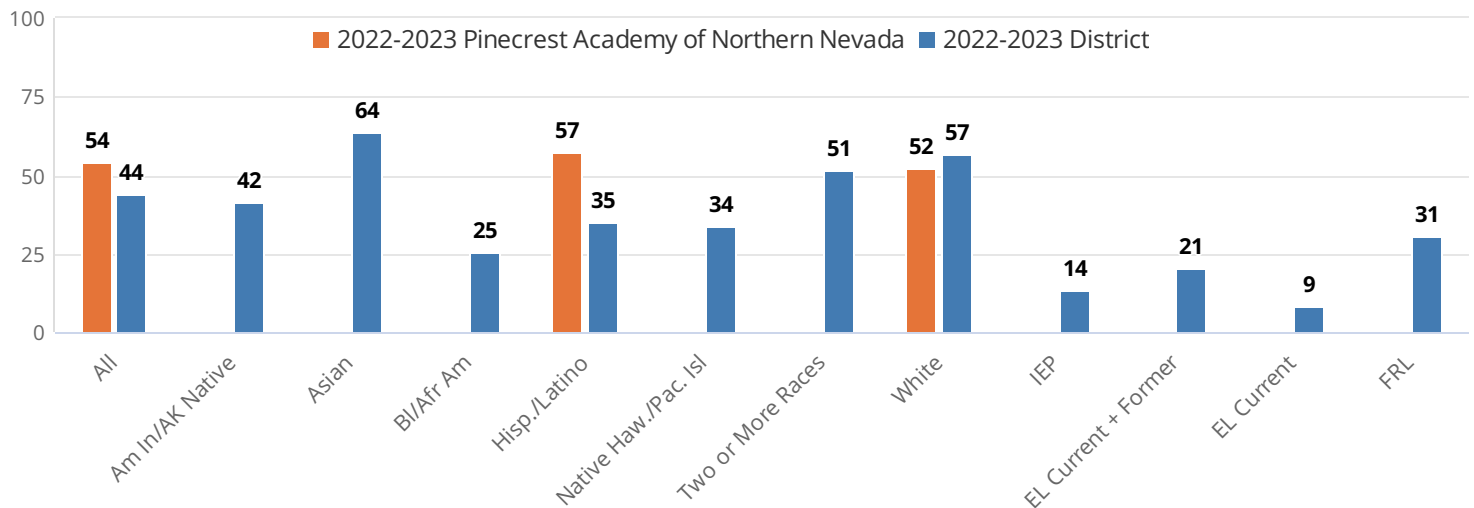




Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	53.9	43.9	46.7	44.9
American Indian/Alaska Native	-	41.6	N/A	52.6
Asian	N/A	63.5	-	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	57.1	34.8	50.0	33.7
Pacific Islander	-	33.7	N/A	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	52.3	56.5	46.3	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	-	20.7	-	19.4
English Learners Current	-	8.5	N/A	6.9
Economically Disadvantaged	-	30.8	-	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	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
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
English Learners Current	-	-	-	-
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	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	58.0	56.0	58.0	56.0	57.0	56.0	42.0	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	-	51.0	-	55.0	-	52.0	-	54.0
Hispanic/Latino	62.0	54.0	69.0	55.0	56.0	54.0	41.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	55.0	59.0	73.5	58.0	59.0	57.0	47.0	55.0
White/Caucasian	58.5	58.0	55.0	56.0	59.0	57.0	42.0	56.0
Special Education	56.0	52.0	61.0	55.0	47.0	44.0	38.0	43.0
English Learners Current + Former	-	54.0	-	56.0	-	54.0	-	54.0
English Learners Current	-	53.0	-	53.0	-	50.0	-	51.0
Economically Disadvantaged	49.0	54.0	58.0	55.0	59.0	54.0	47.0	55.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 3.5/5

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	51.3	40.4	53.5	52.8	45.0	40.8	53.3	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	-	23.7	-	39.6	-	24.7	-	49.7
Hispanic/Latino	47.6	30.6	55.5	44.7	39.5	31.4	51.1	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	66.6	46.9	66.6	59.5	34.7	43.8	65.2	65.6
White/Caucasian	52.9	51.9	52.9	61.5	48.5	50.7	52.9	67.2
Special Education	6.8	15.1	13.7	22.3	8.6	12.9	17.3	26.3
English Learners Current + Former	-	24.3	-	35.3	-	25.2	-	45.5
English Learners Current	-	10.9	-	16.2	-	12.6	-	28.2
Economically Disadvantaged	25.6	28.1	33.3	41.9	33.3	29.9	29.4	51.8

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

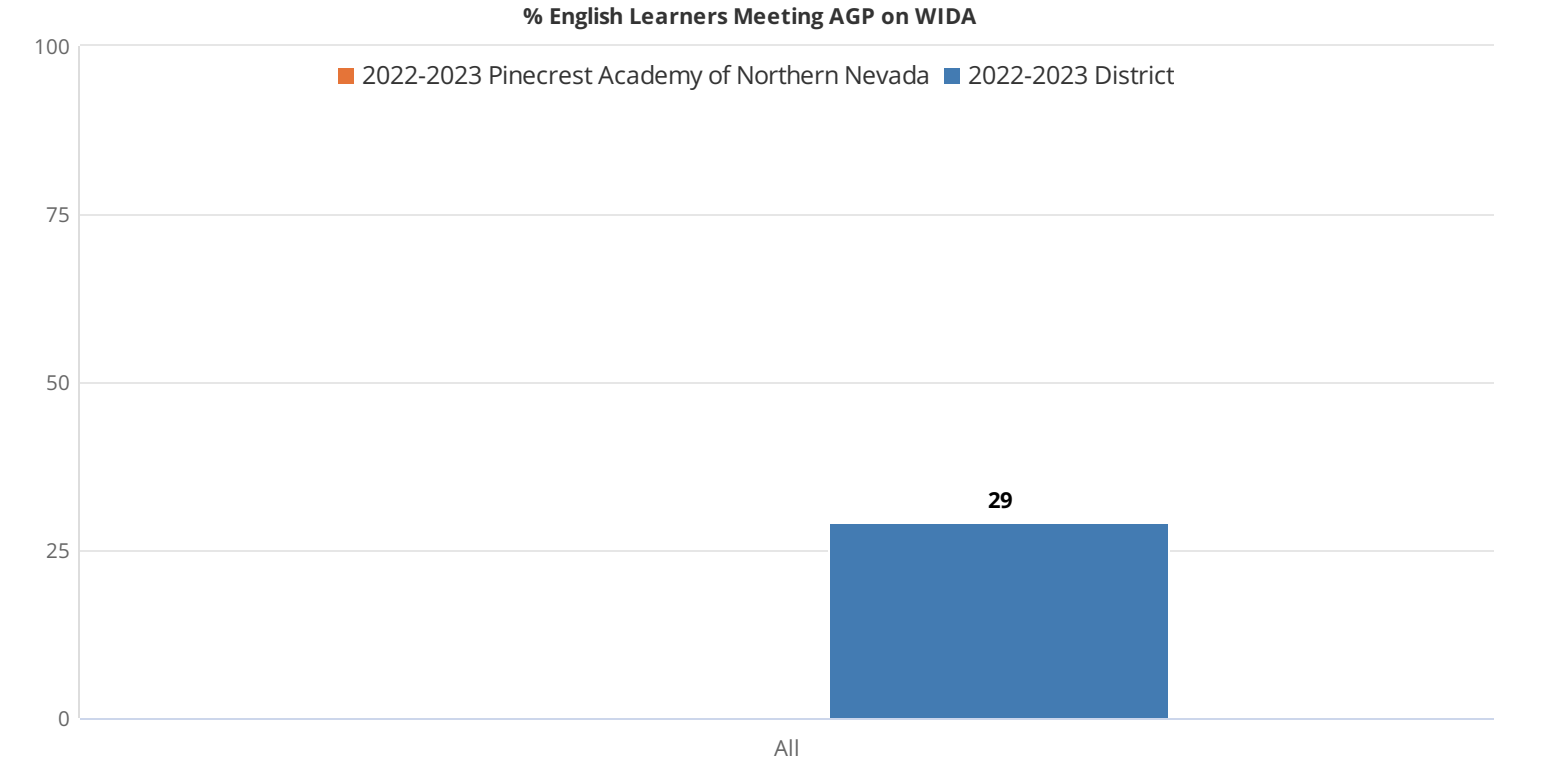
N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	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			Target		
ELPA	-	-	29.3	-	-	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: 10/10				ELA AGP Points Earned: 8/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	26.6	18.0	30.3	23.3	26.6	23.5	31.9	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	N/A	26.3	N/A	36.0	N/A	38.5	N/A	51.3
Black/African American	-	12.5	-	20.2	-	16.6	-	33.6
Hispanic/Latino	29.4	15.4	37.9	21.4	29.0	20.3	33.3	35.8
Pacific Islander	-	20.5	-	20.4	N/A	24.8	N/A	44.5
Two or More Races	-	20.8	50.0	27.8	23.0	24.1	-	42.9
White/Caucasian	25.6	23.6	26.3	26.3	26.0	28.8	28.5	40.2
Special Education	7.1	8.5	14.2	12.4	<5	7.8	14.2	19.6
English Learners Current + Former	-	13.5	-	18.6	N/A	N/A	N/A	N/A
English Learners Current	-	8.9	-	12.7	-	11.3	-	24.4
Economically Disadvantaged	14.2	14.2	15.3	20.9	29.4	19.7	25.0	35.0



Student Engagement

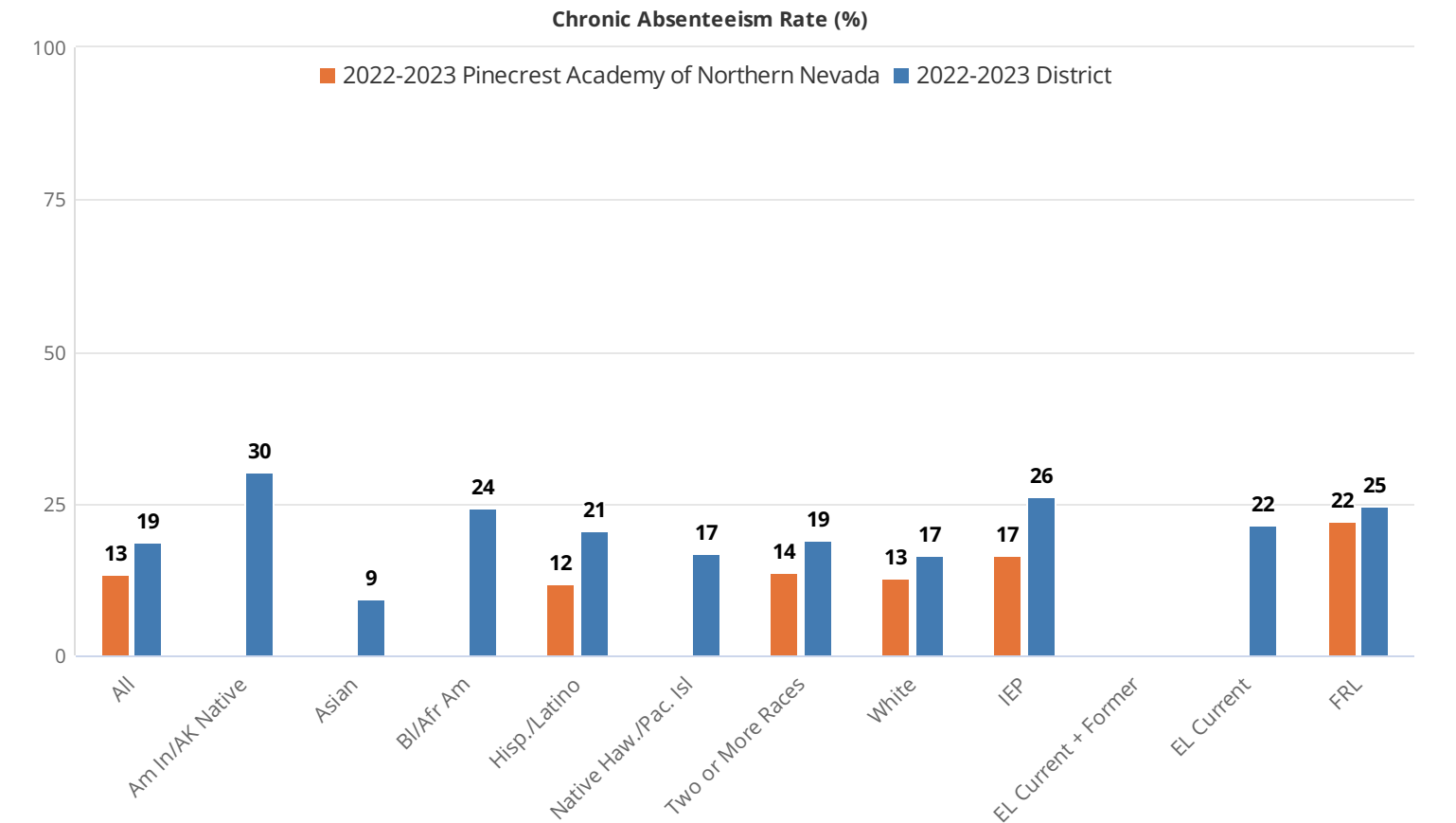
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 5.5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	13.3	18.8	16.0	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	-	24.2	-	24.9
Hispanic/Latino	11.9	20.6	21.2	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	13.6	19.0	8.3	19.4
White/Caucasian	12.9	16.5	14.8	16.1
Special Education	16.6	26.3	20.6	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	21.6	-	18.3
Economically Disadvantaged	22.2	24.7	30.4	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1





Student Engagement

Academic Learning Plans

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
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
Economically Disadvantaged	>95	>95	>95	>95

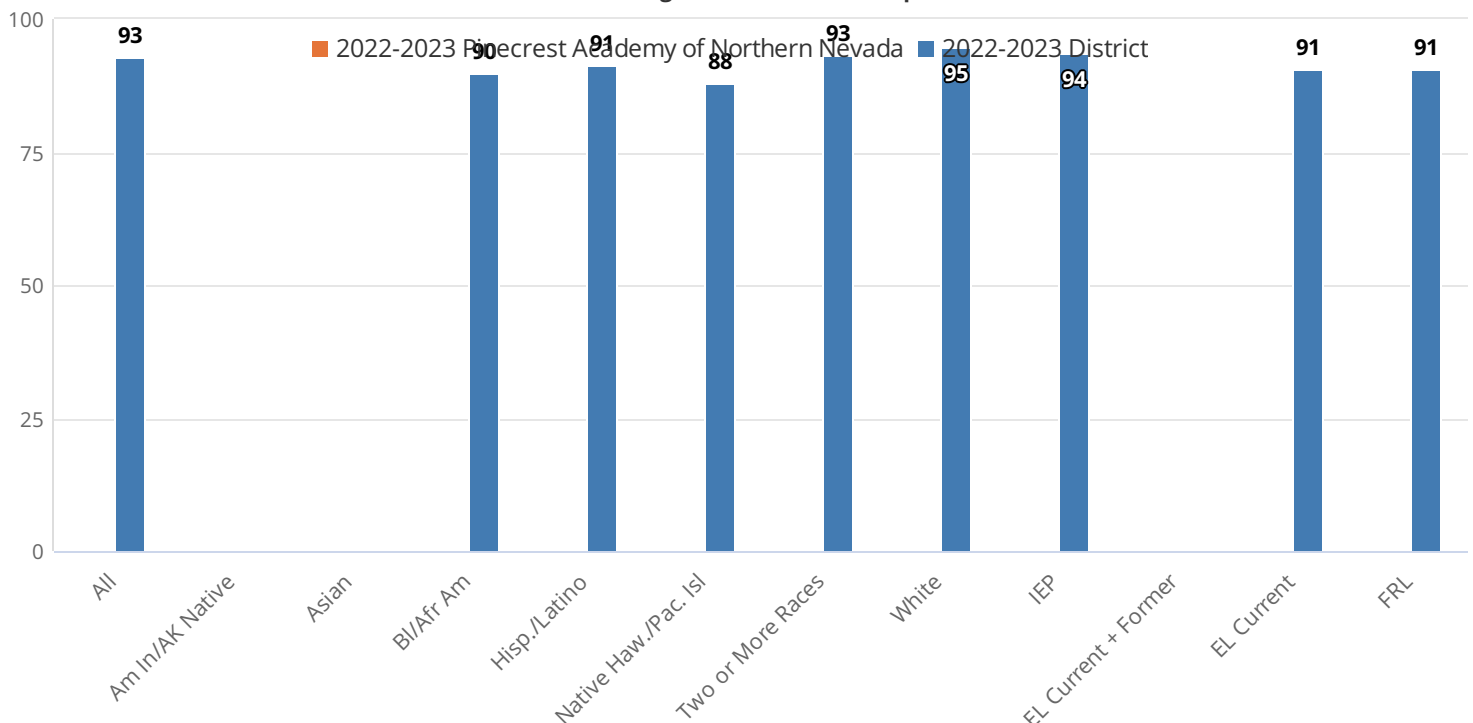
Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	90.6	91.1
American Indian/Alaska Native	-	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	-	89.9	-	85.9
Hispanic/Latino	>95	91.4	81.8	90.3
Pacific Islander	-	88.1	N/A	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	>95	94.8	>95	93.3
Special Education	-	93.7	-	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	N/A	88.7
Economically Disadvantaged	-	90.5	-	89.5

NAC 389.445 Credit Requirements Points Earned 3/3

% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School

Grade Levels: KG-08

District: State Public Charter School Authority

School Address: 1150 Silent Sparrow Drive Sparks, NV 89441

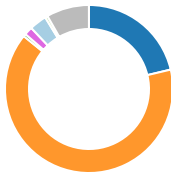


89.4
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

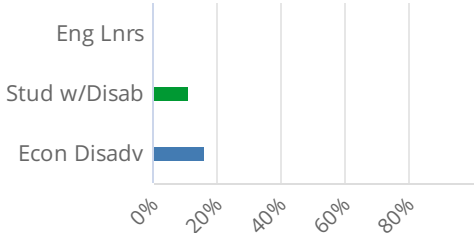


Student Race/Ethnicity
64.3% White
0.5% BI/Afr Am
21.2% Hisp/Latino
1.6% Asian
3.3% Am Ind/AK Nat
0.5% Pac Isl
8.2% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	85.5 ★★★★★
2021-2022	71.6 NR

Additional Student Groups



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 ★★★★★

2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	58.8	47.3
Math Proficiency	56.8	39.8
ELA Proficiency	60.9	54.2
Science Proficiency	58.3	48.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	61.0	57.0
ELA MGP	59.0	59.0

	School Rate	District Rate
Met Math AGP Target	54.6	40.5
Met ELA AGP Target	58.7	54.7



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	27.2



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.3	16.3
Prior Non-Proficient Met ELA AGP Target	27.3	26.0



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.8	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	74.0	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.

25/25

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.

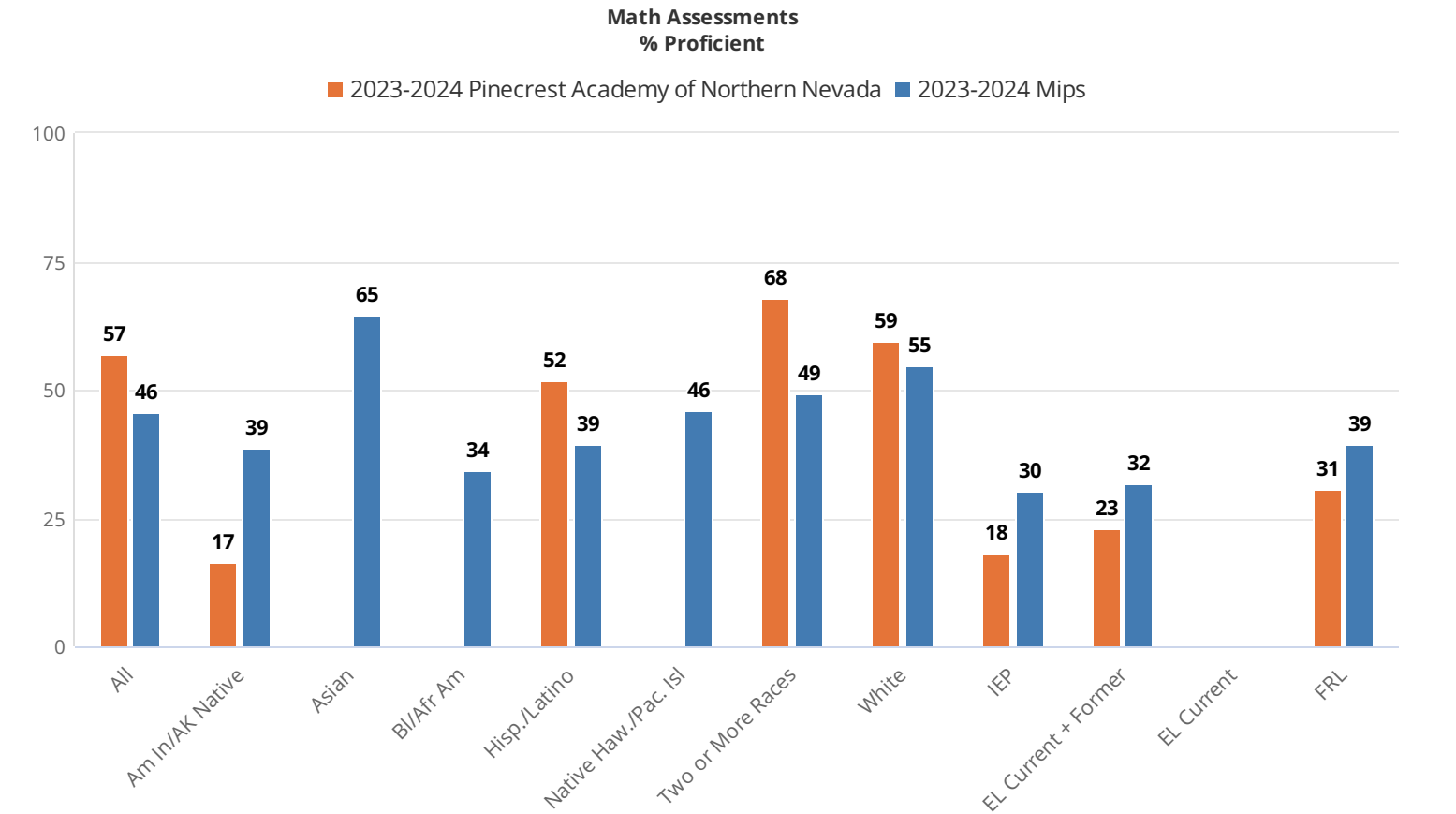
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	58.8	47.3	54.4	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	56.8	39.8	45.6	53.2	38.5	42.7
American Indian/Alaska Native	16.6	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	-	21.6	34.4	-	19.4	31
Hispanic/Latino	52.0	28.7	39.4	49.2	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	67.8	47.6	49.1	70.0	44.5	46.4
White/Caucasian	59.4	54.3	54.7	54.2	51.4	52.3
Special Education	18.1	11.3	30.2	6.6	11.5	26.5
English Learners Current + Former	23.0	20.5	31.6	-	21.5	28
English Learners Current	-	6.2		-	6.5	
Economically Disadvantaged	30.6	27.1	39.3	25.0	24.9	36.1



'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.



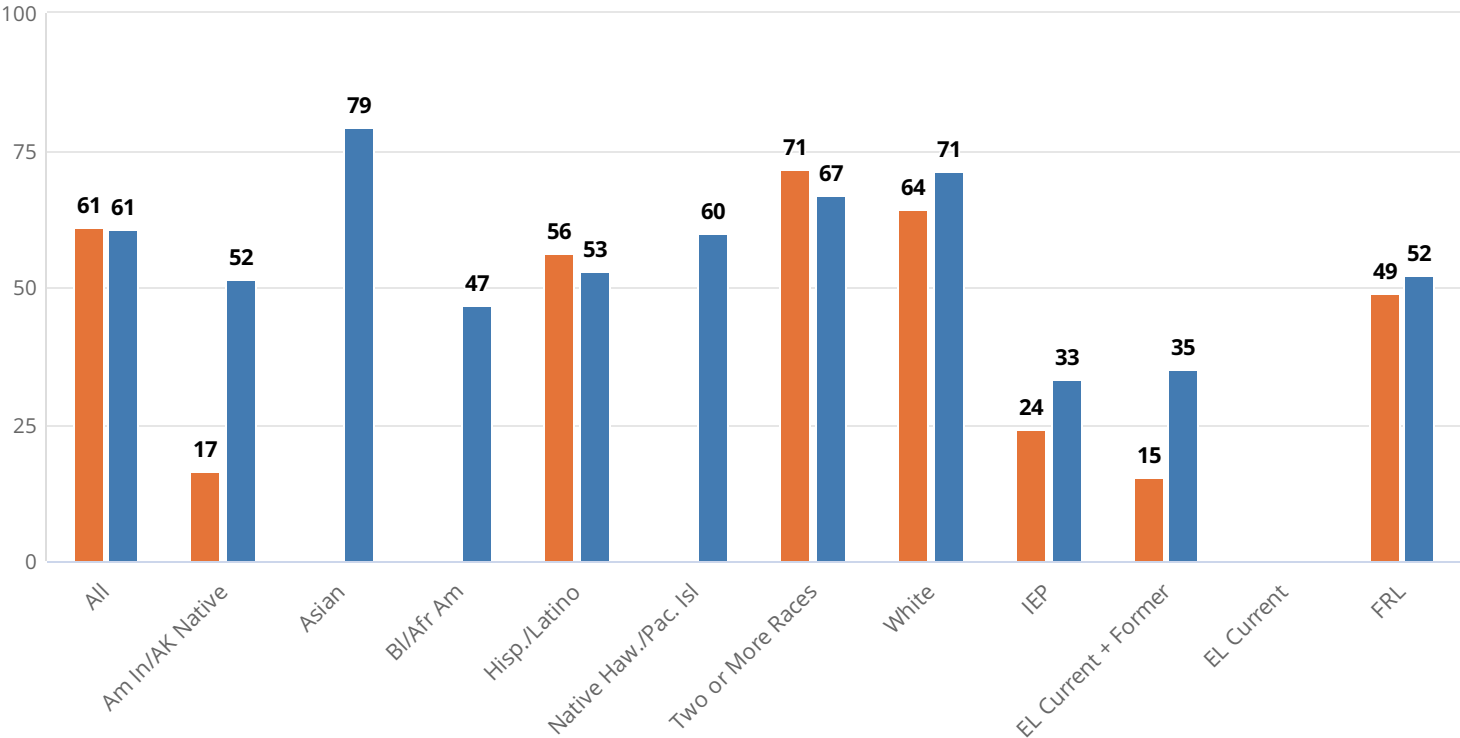
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	60.9	54.2	60.6	55.7	53.4	58.6
American Indian/Alaska Native	16.6	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	-	40.1	46.7	-	37.4	43.9
Hispanic/Latino	56.1	44.9	53	60.0	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	71.4	62.1	66.8	70.0	60.0	65
White/Caucasian	64.1	65.0	71.1	54.8	64.0	69.6
Special Education	24.2	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	15.3	32.1	35.1	-	34.0	31.7
English Learners Current	-	11.3	-	-	12.0	-
Economically Disadvantaged	48.9	42.5	52.3	27.5	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Pinecrest Academy of Northern Nevada 2023-2024 Mips

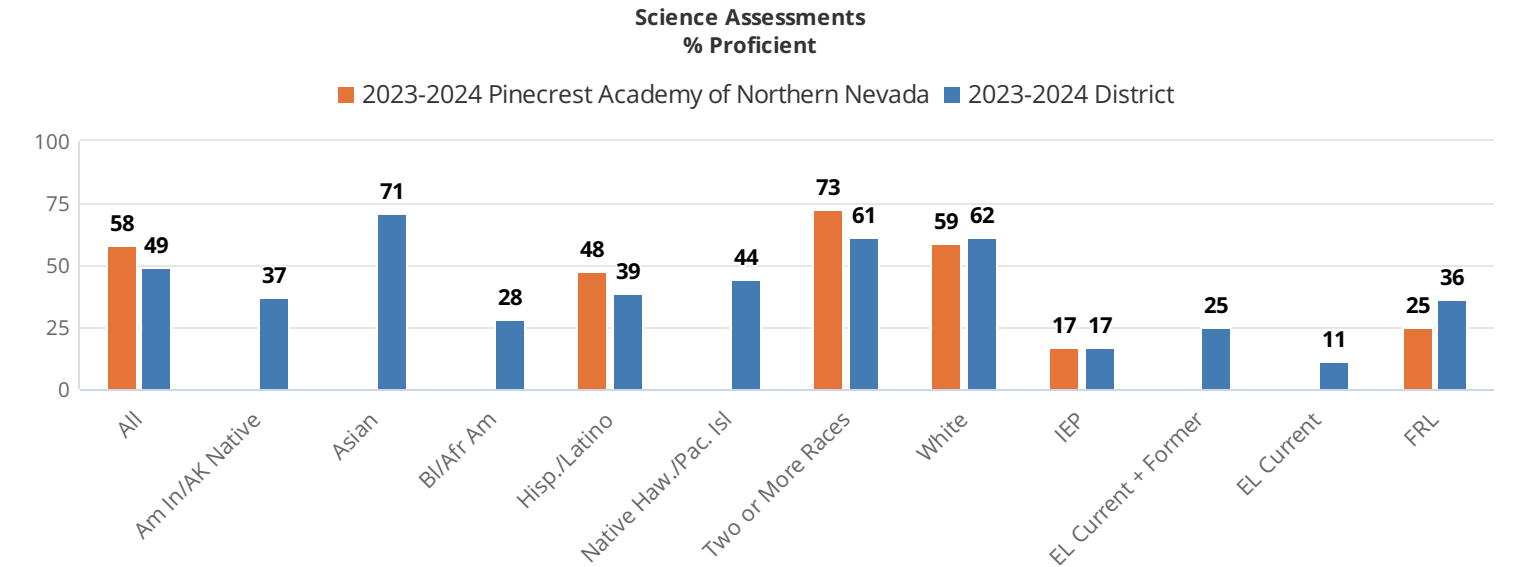




Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	58.3	48.8	53.9	43.9
American Indian/Alaska Native	-	36.8	-	41.6
Asian	N/A	71.3	N/A	63.5
Black/African American	N/A	27.9	-	25.3
Hispanic/Latino	47.6	38.9	57.1	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	72.7	61.2	-	51.4
White/Caucasian	59.0	61.6	52.3	56.5
Special Education	16.6	16.8	-	13.6
English Learners Current + Former	-	24.6	-	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	25.0	36.0	-	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	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
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: 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	61.0	57.0	59.0	59.0	58.0	56.0	58.0	56.0
American Indian/Alaska Native	59.5	61.0	51.5	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	-	52.0	-	57.0	-	51.0	-	55.0
Hispanic/Latino	71.5	57.0	56.5	59.0	62.0	54.0	69.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	59.0	58.0	57.5	60.0	55.0	59.0	73.5	58.0
White/Caucasian	59.0	57.0	62.0	58.0	58.5	58.0	55.0	56.0
Special Education	65.0	53.0	50.5	56.0	56.0	52.0	61.0	55.0
English Learners Current + Former	69.0	56.0	55.0	58.0	-	54.0	-	56.0
English Learners Current	-	56.0	-	55.0	-	53.0	-	53.0
Economically Disadvantaged	56.0	56.0	55.0	58.0	49.0	54.0	58.0	55.0

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 4.5/5		
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	54.6	40.5	58.7	54.7	51.3	40.4	53.5	52.8
American Indian/Alaska Native	25.0	31.0	16.6	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	-	24.1	-	42.6	-	23.7	-	39.6
Hispanic/Latino	55.5	30.4	61.1	46.4	47.6	30.6	55.5	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	65.3	46.6	69.2	61.9	66.6	46.9	66.6	59.5
White/Caucasian	54.9	53.0	59.4	63.6	52.9	51.9	52.9	61.5
Special Education	25.0	14.6	21.8	22.8	6.8	15.1	13.7	22.3
English Learners Current + Former	38.4	23.0	23.0	35.8	-	24.3	-	35.3
English Learners Current	-	10.1	-	17.2	-	10.9	-	16.2
Economically Disadvantaged	35.4	29.5	52.0	44.8	25.6	28.1	33.3	41.9

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

N/A

English Language

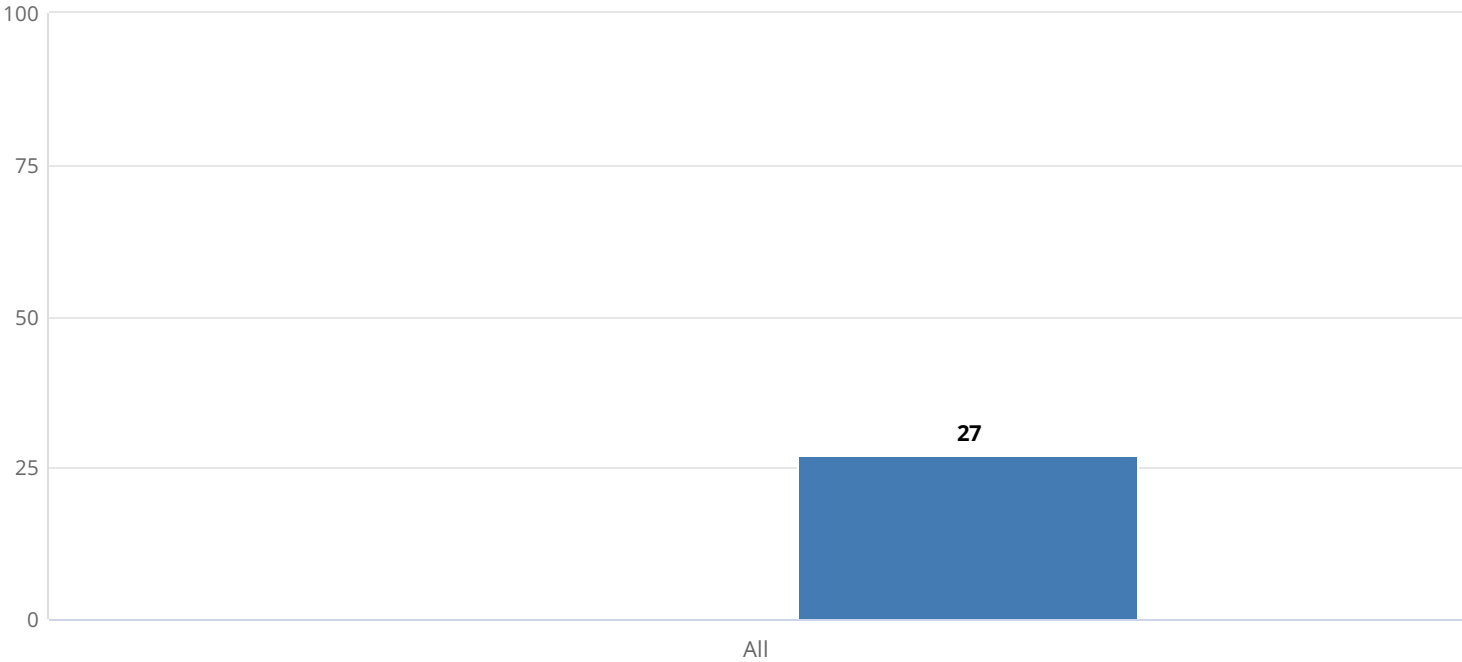
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	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	-	-	27.2	-	-	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Pinecrest Academy of Northern Nevada 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: 10/10				ELA AGP Points Earned: 6/10			
	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	24.3	16.3	27.3	26.0	26.6	18.0	30.3	23.3
American Indian/Alaska Native	10.0	14.6	-	26.4	-	18.9	-	23.3
Asian	-	29.2	-	37.1	N/A	26.3	N/A	36.0
Black/African American	-	10.9	-	21.2	-	12.5	-	20.2
Hispanic/Latino	27.5	13.5	27.5	23.6	29.4	15.4	37.9	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	50.0	27.8
White/Caucasian	24.7	22.6	30.7	30.5	25.6	23.6	26.3	26.3
Special Education	20.6	7.3	11.5	13.5	7.1	8.5	14.2	12.4
English Learners Current + Former	27.2	11.4	25.0	20.6	-	13.5	-	18.6
English Learners Current	-	7.4	-	13.9	-	8.9	-	12.7
Economically Disadvantaged	15.1	13.6	33.3	22.8	14.2	14.2	15.3	20.9

'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.



Student Engagement

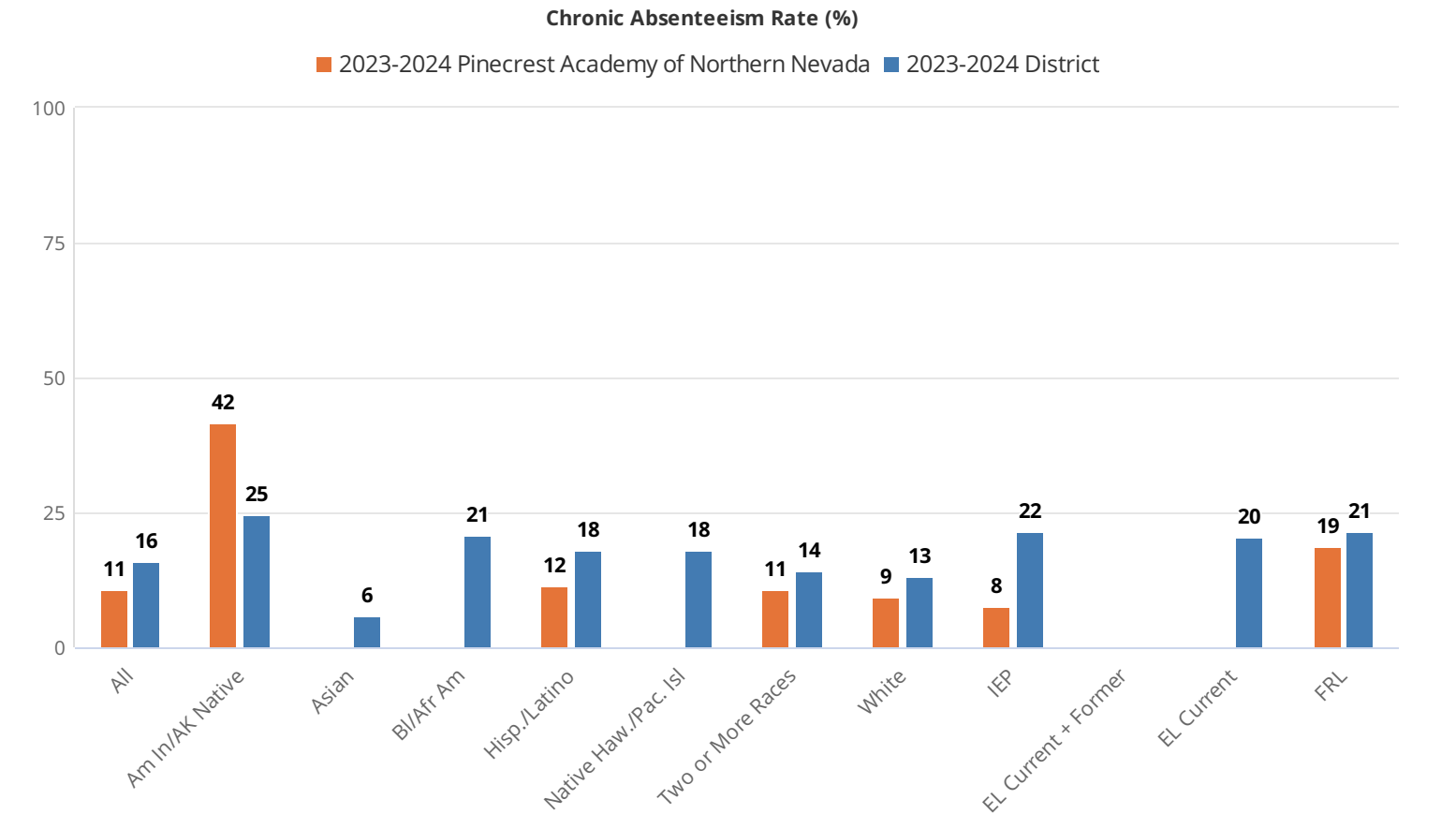
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	10.8	15.8	13.3	18.8
American Indian/Alaska Native	41.6	24.5	-	30.1
Asian	-	6.0	-	9.3
Black/African American	-	21.0	-	24.2
Hispanic/Latino	11.5	18.2	11.9	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	10.7	14.2	13.6	19.0
White/Caucasian	9.4	13.2	12.9	16.5
Special Education	7.6	21.7	16.6	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	20.4	-	21.6
Economically Disadvantaged	18.9	21.4	22.2	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

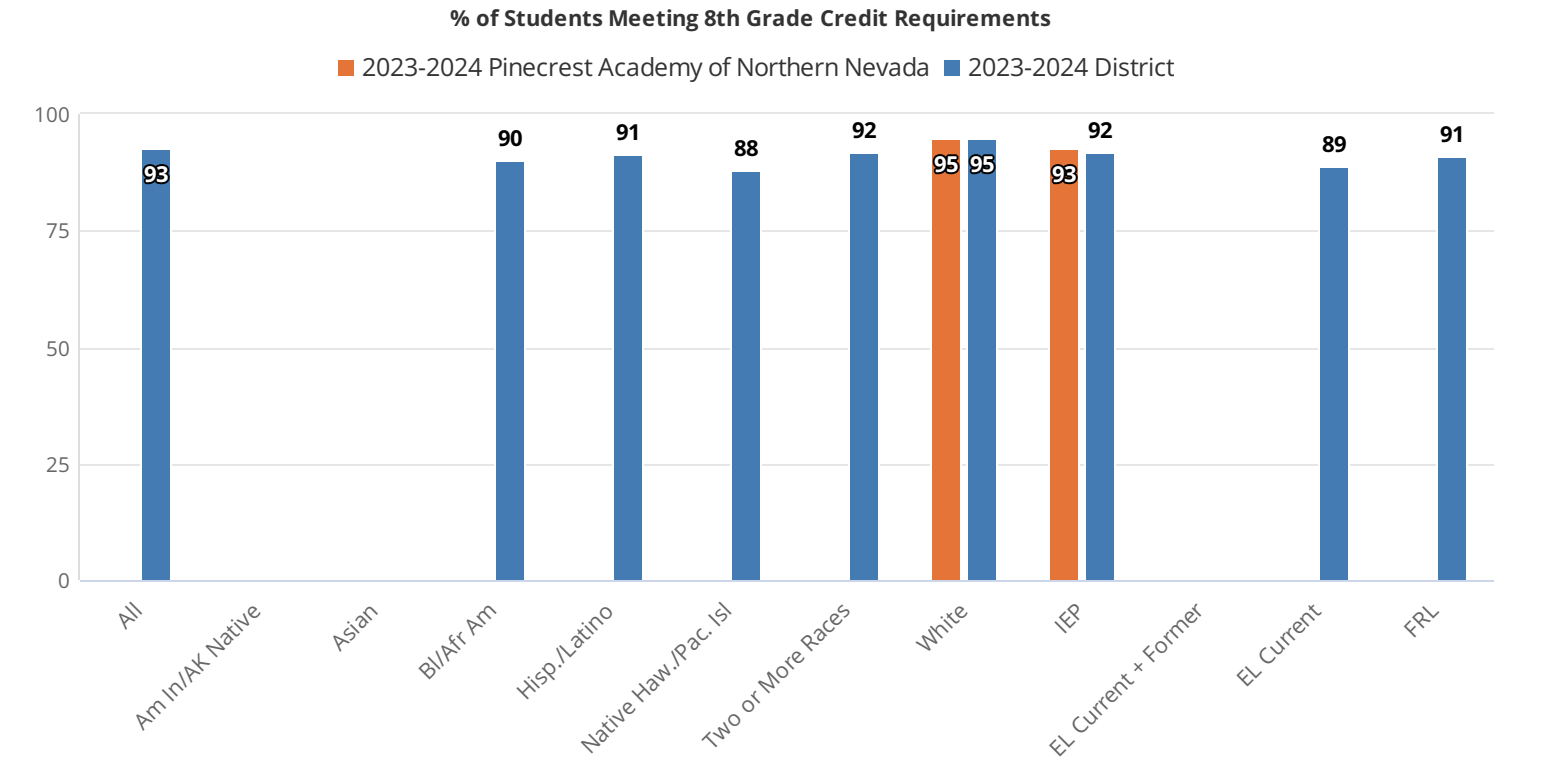




Student Engagement

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	>95	>95	-	>95
Asian	-	>95	-	>95
Black/African American	-	>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
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	N/A	>95	N/A	>95
Black/African American	N/A	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	>95	91.9	-	93.1
White/Caucasian	95.0	94.8	>95	94.8
Special Education	92.8	91.9	-	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	>95	91.2	-	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.



2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Northern Nevada ES

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

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

Oct. 1 2020 Enrollment: 569

2020-21 Grades Served: K-5

2020-21 NSPF Rating: N/A

Comparison District: Washoe

2020-21 Comparison School: Taylor ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

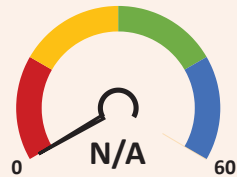
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

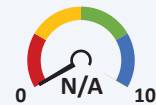
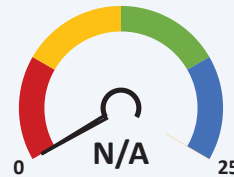
60% of charter school score in Nevada school ratings (NSPF).



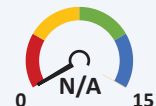
This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	55.8	▼	×
	IEP	≥10 and <15	13.7	▼	×
	EL	<5	18.2	▼	×

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	50.8	Lacks 2 years of Math data
N/A	43.4	Lacks 2 years of ELA data

**Appendix B: SPCSA Academic Performance Framework Rating
Descriptors / Score Ranges and School Reports**

SPCSA Academic Performance Framework rating descriptors and score ranges, summarized per the most recent [SPCSA Academic Performance Framework Manual](#).

SPCSA Academic Performance Framework Rating	SPCSA Academic Performance Framework Rating Descriptor	SPCSA Academic Performance Framework Score Range
Below Standard	A school below SPCSA academic standards.	<20
Does Not Meet Standard	A school not meeting SPCSA academic standards.	≥ 20 to <50
Meets Standard	A school meeting SPCSA academic standards.	≥ 50 to <80
Exceeds Standard	A school exceeding SPCSA academic standards.	≥ 80 to 100



2021-22 School Year: SPCSA Academic Performance Framework

2021-22 Clear Filters

Pinecrest Academy of Northern Nevada ES

[How to Print](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

Website: <https://www.pinecrestnnv.org/>
Validation Day Enrollment: 639

Grades Served: K-5

NSPF Rating: N/A

Comparison District: Washoe

Comparison School: Taylor ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

77.4
MEETS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

47.4/60

Sixty percent of the school's 2021-22 NSPF score (79) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

22/25

15 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10

NSPF score difference of 30.2 between school (79 points) and comparison district (48.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

12/15

NSPF score difference of 19.6 between school (79 points) and comparison school (59.4 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency increased from 43.4% (prior year) to 47.7% (current year).



Math non-proficiency decreased from 50.8% (prior year) to 44.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥ 10 to $< 20\%$ compared to district GrK-5 FRL rate of 54.2%.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 13.4%.

2/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 18%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
-----------------------	--------------------------------------	--------------------------------------	------------------------------



2022-23 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Northern Nevada ES

[How to Print](#)

2022-23 [Clear Filters](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

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

Validation Day Enrollment: 633

Grades Served: K-5

NSPF Rating: 4

Comparison District: Washoe

Comparison School: Taylor ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

80.2
EXCEEDS STANDARD

PRIOR YEAR RATING

77.4
MEETS STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

49.2/60

Sixty percent of the school's 2022-23 NSPF score (82) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

25/25

15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10

NSPF score difference of 40.1 between school (82 points) and comparison district (41.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 26.5 between school (82 points) and comparison school (55.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 47.7% (prior year) to 43.8% (current year).
- ☒ Math non-proficiency decreased from 44.5% (prior year) to 41.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

6/15

0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥ 10 to $< 20\%$ compared to district GrK-5 FRL rate of 59.6%.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 14.4%.

1/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 17.6%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
-----------------------	--------------------------------------	--------------------------------------	------------------------------



2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

Pinecrest Academy of Northern Nevada ES

How to Print

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

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

Validation Day Enrollment: 635

Grades Served: K-5

NSPF Rating: 3

Comparison District: Washoe

Comparison School: Taylor ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

48.5

DOES NOT MEET STANDARD

PRIOR YEAR RATING

80.2

EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

34.5/60

Sixty percent of the school's 2023-24 NSPF score (57.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

ELA non-proficiency increased from 43.8% (prior year) to 51% (current year).

Math non-proficiency increased from 41.5% (prior year) to 52.3% (current year).

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

6/25

0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

6/10

NSPF score difference of 13.1 between school (57.5 points) and comparison district (44.4 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -19 between school (57.5 points) and comparison school (76.5 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15

Indicator bonus points for: IEP.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥10 to <20% compared to district GrK-5 FRL rate of 58.4%.

5/5

School IEP rate of ≥15 to <20% compared to district GrK-5 IEP rate of 15.5%.

1/5

School EL rate of <5% compared to district GrK-5 EL rate of 17.5%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

OVERALL SCORE/RATING TABLE			
<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND			
<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED



2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Northern Nevada MS

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

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

Oct. 1 2020 Enrollment: 116

2020-21 Grades Served: 6-7

2020-21 NSPF Rating: N/A

Comparison District: Washoe

2020-21 Comparison School: Shaw MS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

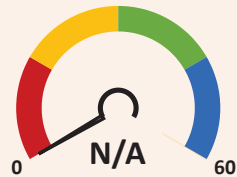
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

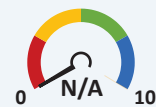
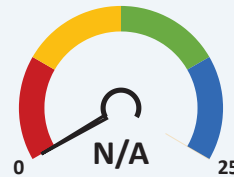
60% of charter school score in Nevada school ratings (NSPF).



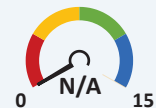
This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	47.8	▼	×
	IEP	≥10 and <15	14.1	▼	×
	EL	<5	11	▼	×

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	61.7	Lacks 2 years of Math data
N/A	44.7	Lacks 2 years of ELA data



2021-22 School Year: SPCSA Academic Performance Framework

2021-22 Clear Filters

Pinecrest Academy of Northern Nevada MS

[How to Print](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS
- ☐ Doral W Pebble ES
- ☐ Doral W Pebble MS
- ☐ DP Agassi ES

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

Website: <https://www.pinecrestnnv.org/>
Validation Day Enrollment: 229

Grades Served: 6-8

NSPF Rating: N/A

Comparison District: Washoe

Comparison School: Shaw MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

66.9
MEETS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

42.9/60

Sixty percent of the school's 2021-22 NSPF score (71.6) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

15/25

15 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

8/10

NSPF score difference of 20.6 between school (71.6 points) and comparison district (51 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

2/15

NSPF score difference of -0.9 between school (71.6 points) and comparison school (72.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency increased from 44.7% (prior year) to 49.8% (current year).



Math non-proficiency decreased from 61.7% (prior year) to 55.7% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

9/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥10 to <20% compared to district Gr6-8 FRL rate of 46.1%.

4/5

School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 14.4%.

3/5

School EL rate of <5% compared to district Gr6-8 EL rate of 11.3%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
-----------------------	-------------------------------	-------------------------------	-----------------------



2022-23 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Northern Nevada MS

[How to Print](#)

2022-23 [Clear Filters](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

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

Validation Day Enrollment: 294

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Washoe

Comparison School: Shaw MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

85.3
EXCEEDS STANDARD

PRIOR YEAR RATING

66.9
MEETS STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

51.3/60

Sixty percent of the school's 2022-23 NSPF score (85.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

25/25

25 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10

NSPF score difference of 45.4 between school (85.5 points) and comparison district (40.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 36 between school (85.5 points) and comparison school (49.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 49.8% (prior year) to 44.3% (current year).
- ☒ Math non-proficiency decreased from 55.7% (prior year) to 46.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

9/15

Indicator bonus points for: FRL EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥ 10 to $< 20\%$ compared to district Gr6-8 FRL rate of 57.3%.

3/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 14.1%.

3/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 11.3%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
-----------------------	--------------------------------------	--------------------------------------	------------------------------



2023-24 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Northern Nevada MS

[How to Print](#)

2023-24 [Clear Filters](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence HS
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA HS
- ☐ CIVICA MS
- ☐ Democracy Prep ES
- ☐ Democracy Prep HS
- ☐ Democracy Prep MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 1150 Silent Sparrow Dr, Sparks, NV, 89441

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

Validation Day Enrollment: 362

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Washoe

Comparison School: Shaw MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

84.6
EXCEEDS STANDARD

PRIOR YEAR RATING

85.3
EXCEEDS STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

53.6/60

Sixty percent of the school's 2023-24 NSPF score (89.4) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

25/25

25 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10

NSPF score difference of 48.8 between school (89.4 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 37.9 between school (89.4 points) and comparison school (51.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 44.3% (prior year) to 39.1% (current year).
- ☒ Math non-proficiency decreased from 46.8% (prior year) to 43.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

6/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥ 10 to $< 20\%$ compared to district Gr6-8 FRL rate of 55.5%.

3/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 14.4%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 12%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
-----------------------	--------------------------------------	--------------------------------------	------------------------------

Appendix C: Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report
Pinecrest Academy of Northern Nevada
Evaluation Date: 11/05/2020
Report Date: 12/9/2020

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Introduction and School Background	3
Academic Performance.....	4
Focus Group Summaries	7
Classroom Observation Totals.....	12
Organizational Performance.....	17
Site Evaluation Findings	19

Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on November 5, 2020 at Pinecrest Academy of Northern Nevada. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Pinecrest Academy of Northern Nevada is located in Sparks, Nevada in a facility at 1150 Silent Sparrow Drive. The school serves 685 students (as of the most recent Validation Day in October 2020) in Kindergarten through seventh grade. The mission of Pinecrest Academy of Northern Nevada is: "To provide an innovative challenging curriculum in a loving environment that furthers a philosophy of respect and high expectations for all students."

ACADEMIC PERFORMANCE

Pinecrest Academy of Northern Nevada Nevada School Performance Framework 2019

Pinecrest Academy of Northern Nevada is a newly opened campus. There are no performance ratings at this time.

Pinecrest Academy of Northern Nevada
Math and ELA Results
Nevada School Performance Framework
2019

N/A

SPCSA Academic Performance Framework
Geographic Comparison Report

N/A

SPCSA Academic Performance Framework
Diversity Comparison Result

N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	3	30 minutes
Parents/Families	6	30 minutes
Students	7	30 minutes
School Leadership	3	30 minutes
Staff	5	30 minutes

Governing Board:

- When asked about the school's key design elements, board members said they want to prepare their students for college and a career. They said they support their school leader in meeting this mission by assisting the leadership team where they can. Board members also said the instructional model is data driven and the school incorporates the STEAM model to connect with the core content. The school is cognizant of the Nevada Academic Content Standards and as a board, they ensure the school continues to focus on meeting those standards. Board members said they toured the Pinecrest schools in Las Vegas and came away impressed and wanted to bring that type of model to the northern Nevada area.
- Board members said they also spend time ensuring the mission of the school is consistent with the culture they would like to set. They work with the leadership team to ensure this culture meets the standards the board expects through constant communication with leaders at the school. Furthermore, the board shared that the school leader was intentionally hired because the leader had the same vision as board members of what PANN would like in operation.
- When board members were asked how much they were kept up-to-date regarding the academic progress of the school, they responded that they meet at least monthly and there is a standing item on the agenda to discuss the academic progress of the school. Board members further explained that the school leader provides an explanation about how the school has taken steps to ensure students don't lose academic progress during the pandemic. Board members said the school leader is open to feedback and works with them to identify strengths and weaknesses that need to be addressed at the school level.
- Board members spoke about both the experience they brought to this board by serving on other charter school boards and training to take place in December in which they plan to participate. The board members also said they went through their bylaws, policies and procedures, and other board documents meticulously in the first months before the school had even opened. Board members said they recently completed an initial evaluation of their EMO and the process went smoothly. Board members shared that their EMO is very responsive to the needs of the school and that they have been impressed with the results thus far. Board members also spoke about the evaluation process that is detailed in their charter contract for the school leader as well. Board members went on to say that the evaluation rubric is tied to the school's mission, student achievement, organizational leaders, and the ethical standards of the leader.

¹Three members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

- One member of the board said that the Free and Reduced Lunch population was not where they wanted it to be and this is a challenge that they continue to work on and try and meet. Board members said they are continuing to reach out and work with the community to increase their special populations. Board members said the pandemic had disrupted their outreach and made it more difficult to engage these communities, but they look forward to continuing that in-person engagement once the COVID situation improves. They spoke about their partnership with the Boys and Girls Club and how important that partnership is, and will continue to be, to effectively draw families from other areas of the city. Board members also spoke about the partnerships they have had with the Reno Sparks Indian Colony and Hungry Valley Reservation and how that has been beneficial to both parties.
- The focus group board members spoke about losing some students when Washoe County School District decided to have full, in-person instruction. However, now that PANN can allow more in-person instruction, the board shared that they have been able to reenroll students who had left at the beginning of the year. Board members went on to say that it was exciting to see that students still had interest in PANN once PANN was able to facilitate the families' schedules with more in-person instruction. Board members also said they were excited to see PANN is becoming more and more a part of the community in Spanish Springs and they look forward to seeing future growth.

Parents/Families:

- Parents were asked about the relationships between the teachers and students, and how they felt about that aspect of the school. One parent said, "The relationships are very positive, and the teachers have gone above and beyond to help my children out even in the unique circumstances everyone is experiencing right now." Another parent said, "I have really appreciated the connection my students have with their teachers. They didn't experience that at schools they previously attended."
- The family group reported that PANN has done a great job ensuring the teachers create a bond with the students. One parent spoke about how teachers worked with her child, whereas in another school they just said it was a behavioral issue. One parent did say that one of the teachers is too quick to mute the students and felt as if their child's questions weren't being answered because they were muted. Another parent added that overall, the relationships have been wonderful and, while there may have been issues at the beginning of the year with the virtual aspect of the school, the school has done a great job addressing the issues and since then things have been going much smoother.
- When parents were asked about activities the school had done since the beginning of the year, parents spoke about the October Trunk or Treat event. Parents said the school did a great job and ensured the safety of the students by providing hand sanitizer, face masks, and other items. One parent said their child had a great time and they were very pleased with the event. Parents said that overall communication between themselves and the school has been really great, going on to say that the school is very responsive which has been appreciated. One parent said they would like to get communication via email instead of having to scroll through social media to find the information for which they are looking.
- Parents said they appreciate that the school is very welcoming, and they have found that to be refreshing. They said the school truly cares about their wellbeing of all children which isn't always the case at other schools. The pick-up and drop-offs are run very well and organized. Another parent said the special class offerings have been great. Those offerings were one of the main reasons they chose to have their child attend the school.

Students:

- Students were asked what they liked about PANN considering the ongoing COVID-19 pandemic. Students said they like a lot of things about the school, including how organized the schedule is for the students. Students indicated that they can still interact with their classmates even though some of their peers are participating virtually. Students said they really like the math and reading classes. Students were also asked what they liked about PANN being a new school and they spoke about how nice everyone is. Students said they enjoyed being able to play with their friends and being able to socialize with their friends after being stuck at home for so long. Another student said they like that the school has P.E. every day. Students also said they like that there is a Spanish class and they enjoy learning a new language. Students complimented the teachers and their ability to teach students both virtually and in person at the same time. Students were asked what makes them excited about coming to school and they said they like being able to come to the school a few days per week. They spoke highly of the online aspect of the school and they said it was much better than what they did at the end of last year.
- Students were then asked about the academics of the school and how aware they were of their progression through their lessons. Students said that some assessments give them their grade right away which helps them know how they did. Other students said Infinite Campus is a good way to know how well they are doing in classes. They can log in and see their grades right away, even if they aren't physically at the school. If a student doesn't do well the first time around, some of the assignments can be made up. Teachers also help when students don't understand something. Students said that Stemscores enable them to see their grades through that system. It helps them see in real-time how well they are doing, and it allows them to make-up some assignments to bring their grade up.
- When asked if they felt they were learning this year, students said they felt like they are. Some students have seen their grades go up compared to their old school which has been exciting. Other students said they are seeing improvement in their Algebra class and are beginning to understand the rules of math. Students also talked about some of the specific things they were learning, ranging from Spanish and math to history and landmarks. Students were asked about how classroom discussions were at PANN. Students said they have had good discussions even using Zoom. They tried using virtual whiteboards and "Draw" through Zoom which has helped kids who are learning at home be a part of the class, as if they were there physically. Students also said they help one another a lot and they like being there for their classmates if they can't make it to a class.
- When students were asked if they felt respected in their classrooms, they said they felt respected and teachers don't let other students be rude to one another. One student said that sometimes their class can be a little "chatty," but they aren't mean to one another.
- When asked if there was anything students wanted the SPCSA to know, they spoke about the safety of the school and how everyone had to wear masks except during lunch and P.E. One student did say that, in certain classes, they wished the grades were made available more quickly for them to be able to see. Another student said they would like to see Zoom lessons at a slower pace. They said they feel rushed and it is more difficult to learn sometimes. Instead of going through a lot of lessons, they would like to see each lesson slow down so they can better understand it. Another student said they would like to see a few more breaks in the classes because it is hard to concentrate. They said the 90-minute classes were especially hard to stay focused the entire time.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team explained that they use a variety of curriculum which are all standards based. In addition, they are monitoring growth and supplement learning with individualized, digital instruction called i-Ready. The i-Ready data is collected and assists the school in meeting the needs of all students because the data helps determine the academic programming. The inclusive model requires the school to support students with special needs in a variety of ways. For this reason, each grade level of general education and SPED team use the same academic platforms via Clever¹ to bridge gaps for each student while still delivering the Tier 1 and modified instruction.
- School leaders reported that they have designed and implemented several culturally responsive practices. These include Spanish informational sessions for parents, a Spanish speaking parent liaison, a dedicated ELL coordinator, and a culturally responsive, teacher training approach to instruction for Native American cultural awareness using NK 360².
- The school leader provided a summary of the professional learning taking place at PANN this year. This includes i-Ready, the Pinecrest Instructional Model, best practices in virtual learning, SEL and mental health, Leader in Me, FERPA, as well as PLC meetings. School leaders said that the Pinecrest sister schools have supported them and work closely with leaders from the Las Vegas schools. This includes putting together checklists to help with the opening of the new school, sharing instructional documents, and helping the PANN leaders prepare for the new year. When asked about the specific training that had been completed for online instruction, the leadership team said they participated in training and focused a lot on the operational aspects of distance learning. Leaders coached for teachers in the hybrid model in order to help simultaneously teach their students virtually and in the classroom.
- The leadership team shared that they see many strengths at the school. Some of these included experienced school leaders, flexible hybrid and in-person learning schedule, highly adaptive and responsive staff, involved parent community and well designed, daily SEL components embedded into daily instruction.

Staff:

- Staff was asked about how they have adapted their teaching to the online setting through COVID-19. Staff said it has provided them with new opportunities to use technology with the students. They also said the Google Classroom has worked well, and they have been able to stay connected with the students virtually. Another staff member said the new environment has helped them specialize their teaching for the day. It has allowed them to focus on the “meat” of what the lesson is and that has allowed them to specialize exactly what the students need to learn with each new lesson. Staff was asked how engagement has been in the online platform and they said it has actually been pretty good. According to staff, sometimes it can be difficult when trying to manage a whole class virtually, especially when trying to ensure there is 100% engagement. There is a lack of control about what is going on at the student’s home during the lessons and that can be difficult at times.

¹ Clever is a personalized learning platform that has been designed to use technology to save teachers time and personalize learning. The software has been created to empower the teacher and create new ways to learn by offering a single sign-on portal.

² NK 360 is an education initiative created to transform teaching and learning about Native Americans. This is a program implemented through the Smithsonian and in partnership with the National Museum of the American Indian.

FOCUS GROUP SUMMARY continued

- Staff was asked how leadership has engaged them for feedback and they said that leadership is doing the best they can. Staff shared that they understand opening a new school during a pandemic is rough on any administrator, and the administrators have been working hard. Staff also noticed the leadership of the school is how calm they have remained throughout all of the different stresses that have presented themselves, and that has helped staff maintain their own calm. The administrators have an “open door policy” and staff also communicate via Slack, Whats App, and phone calls. According to staff, the leadership team is also very responsive to staff ideas and implement new ideas when approached. Another staff member said they did not receive this type of support at their previous school, and it has been much appreciated in this new position.
- When asked about their understanding of high-quality instruction and frequent monitoring of students, staff said that, during COVID, trying to maintain focus on foundational skills is really important. This is done through formative assessments and focusing on the social and emotional needs of the students. Staff also said they have been trying to catch students up who have lost instruction through the pandemic which has been a challenge. They are using “Kahoot” which is a type of formative assessment technology. There are some limitations with technology though and staff said they do miss being able to use physical items like paper, pencil, and whiteboards to help guide students through lessons. Staff also said they try to use hand signals to gauge understanding in the online environment.
- Staff was asked if they administered the MAP test at the beginning of the year and they confirmed the MAP testing had been implemented at the beginning of the year. Students were given the choice to come to the school or to take the test virtually. Staff was able to proctor the exam through innovative ways using different computers to ensure students took the tests themselves and did not get help from their parents. Staff also said that 5th grade took the i-Ready at the beginning of the year for math and reading.
- Staff was asked about students with special needs and what ways the school supports those students this year. Staff said giving special needs students the option to come to the school four days a week has been instrumental in helping address those student’s needs. Students are able to keep track of their work better and stay on course with their lessons. The staff also complimented the SPED liaisons who have really helped the general education teachers immensely. Differentiated instruction was also mentioned, and this is something staff has done to help special needs students. The SPED teacher meets with students via Zoom frequently and sends items home with the students who may not have those items at home. Staff said they are all provided copies of the IEP’s and they work with the SPED team to help track the goals contained within the IEP’s. Overall, staff said they are enjoying working at PANN and are extremely happy to be part of the team. They have received the help and support they need, and, from the beginning, leadership has always reinforced to staff to make sure that whatever they are doing, to first ensure that it is for the students.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 25 minutes each on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 5	Total: 7	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 4	Total: 8	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 2	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 2	Total: 8	Total:	Total:	Total: 2

II. CLASSROOM INSTRUCTION

Area 5	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 3	Total: 6	Total:	Total:	Total: 3
Area 6	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 6	Total: 2	Total:	Total: 4
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 8	Total:	Total:	Total: 4

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
		Total: 4	Total: 8	Total:	Total:	Total:
	B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
		Total: 4	Total: 7	Total:	Total:	Total: 1
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
		Total: 2	Total: 7	Total:	Total:	Total: 3
	B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
		Total: 2	Total: 7	Total:	Total:	Total: 3

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area # 5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 5
- ☒ The explanation of the content is imaginative: 6

Evidence of questioning and discussion techniques: Area # 6

- ☒ Questions are planned ahead of time and tied to learning target(s): 6
- ☒ Teacher questions are open ended: 7
- ☒ Teacher allows time for students to answer — 3 seconds or more: 4
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 8
- ☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
- ☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 7

Evidence of engaging students in learning area: Area # 7

- ☒ Active learning is taking place (rather than just listening or viewing): 4
- ☒ Students are using reasoning and critical thinking: 6
- ☒ The lesson is rigorous and includes cognitively complex tasks: 1
- ☒ Students engage in several types of activities during the lesson including:
 - ☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☐ Discussing ☐ Creating ☐ Problem Solving
- ☐ Cooperative groups:
- ☐ Student-led classroom:
- ☒ Technology is integrated into learning/outcomes: 7
- ☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area # 8

- ☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 5
- ☒ Students incorporate the feedback by revising their work: 4
- ☒ Students receive frequent and meaningful feedback regarding their work: 4
- ☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 5

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook or legal stationery. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings present.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Pinecrest Academy of Northern Nevada is a newly opened K-7 th grade school with about 710 students. The school leaders and instructional staff make a point of upholding the mission statement through implementation of quality curriculum, and by providing all learners a respectful and challenging school environment.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	PANN complies with applicable education requirements such as teaching the NVACS and maintaining high expectations of all students for high levels of academic performance.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	PANN offers a full continuum of Special Education services with a full inclusion mode. Sped and General Ed teachers work together to monitor progress toward IEP goals and objectives.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school offers sheltered instruction strategies across all classrooms.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The school conducts safety checks on a routine basis and makes improvements as the need demands. Virtual learning participation is monitored closely, and on-line aspect is maintained in a confidential manner.
3b	The school holds management accountable.	School Presentation	All school leaders are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	PANN has implemented several culturally responsive practices with an effort to protect the rights of all students. Some examples include making personal connections, soliciting opinions, celebrating each other, culturally inclusive curricular content, and restorative justice practices.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	PANN takes proactive measures such as routine drills for safety, safe voice, and secure monitoring of virtual classrooms.

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of Strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

1. Although the Pinecrest Academy of Northern Nevada staff has opened its school during a challenging time, the leaders, instructional staff, and support staff, have made a point of working collaboratively with each other and with each student to meet the needs of all learners on a very individual basis. Some examples include thoughtful hybrid instruction, Implementation of Power Hour, looking into fine-tuned support for 8 students with Dyslexia, meeting with the Hungry Valley Tribe and working with students with special needs. In addition, EL learners are specifically supported by testing, monitoring, and adjusting instructional strategies to best teach in the areas of speaking, listening, reading, and writing. The school employs a Spanish speaker-liaison who works to connect with families and to gain information about their background knowledge to best build and sustain relationships. There are 13 Students with Special Needs who are each being educated in the full inclusion model.
2. Another wide-spread challenge at many schools at this time relates to how school's respond when students struggle and lag behind due to barriers with distance and hybrid learning platforms. For this newly opened school, it appears as if the teachers are focused on creating relevant lessons that relate to student's backgrounds. In addition, the instructional staff appeared to be passionate about what they were teaching and clearly communicated enthusiasm for both students and lessons. In both the observed lessons and the student, teacher, and family focus groups, there was a pattern of trust. Students vocalized that their teachers really care about them as individuals. During observations teachers appeared calm, believable, convincing, and capable of persuading students that they- the students-can be successful. For example, when students struggle with understanding material or need a boost of confidence, the teachers were right there to guide students and give encouragement. This positive bond between the teacher and student promotes a supportive classroom which nurtures learning and growth in students. The outcome at PANN has resulted in teachers and classroom environments that offer students and families a personalized and flexible approach to learning. There is a friendly, home-like environment at PANN. School staff appears to have worked hard to be positive and think about things from the viewpoint of students using, humor, caring, and thoughtfulness.
3. In the necessary and rapid move to distance and remote learning this school year, the PANN staff has worked tirelessly to find ways to re-create classrooms and implement best practices at the school. The tasks students complete, whether synchronously or asynchronously, should foster learning and the staff at PANN seem to have tapped into the importance of providing students a rationale for why the learning is happening. This has resulted in student's and family members ability to clearly explain higher level concepts after the lesson has taken place. This became most apparent during the Family Focus Group, when parents shared their joy at witnessing their student talking about a concept as it relates to real life. During observations of virtual classrooms, the SPCSA team made note of several best practices taking place during instructional time. These include instructors giving scholars meaningful feedback, active learning taking place, and students using critical thinking. It is clear that the distance learning format has an emphasis on making sure the reason for the learning is well-known by students, a very important best practice.

4. The leadership team at PANN has high expectations for themselves and all staff and as experience in opening and developing a charter school. They appear to put a focus on building relationships with parents, community members, staff, and students. Leaders collaborate with the Pinecrest Academy of Nevada schools located in the southern part of the state. The leadership team has established several high expectations for all staff at the school including school-wide vision, putting students first, ensuring the needs of GATE and Students with Special Needs are met, being reflective and ensuring all instruction is standards based. Although the school is newly opened, the staff is expected to track behavioral and academic data for any struggling student and respond accordingly.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. PANN is in its' first year of operation with 705 currently enrolled students in grades K-7 transferred from 72 different public, private, homeschool and charter schools.
2. The school is operating under a hybrid learning model due to the COVID-19 pandemic.
3. The school is operating with new staff and has the challenge of creating new cultural norms and operational shifts, all within the current COVID 19 pandemic.
4. According to board members, the school is not serving the number of students eligible for Free and Reduced lunch that it had intended. Board members said they are continuing to reach out, and work with, the community to increase their special populations. It is important to note that board members said the pandemic has disrupted their outreach and made it more difficult to engage communities, but they look forward to continuing that in-person engagement once the COVID situation improves.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. Prioritize improving student diversity so as to be more representative of the local district and the SPCSA. With regard to student populations, the school should pay particular attention to these special populations: FRL, Special Education, and English Language Learners. Validation Day numbers indicate that the school serves only 17.2% of students that qualify for Free or Reduced Lunch, and only 3.2% of students that are classified as English Language Learners, well below the averages for Washoe County, SPCSA as well as the state. These also fall short of the commitments made by the PANN Board at the time of authorization. The PANN Board should continue to focus on strategic methods to increase these numbers during the 21-22 school year through the already-approved Weighted Lottery. PANN should also continue to take efforts to ensure that the school faculty and staff are also representative of the communities they serve.
2. The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful, and intentional with this platform. We suggest continuing your outstanding efforts to use what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown (*Fisher, Frey & Hattie, 2020*) that the following best practices apply.
 - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
 - Learning accelerates when the student, not the teacher, is taught to be in control of learning.
 - There needs to be a diversity of instructional approaches
 - Well-designed peer learning impacts understanding.
 - Feedback in a high-trust environment must be integrated into the learning cycle.(*Fisher et al.,2020*)

This recommendation is provided so that PANN would consider using newly published materials based on Hattie's 2020 research to strengthen the on-line instruction even more than it is now.

DEFICIENCIES

There were no deficiencies for Pinecrest Academy of Northern Nevada identified during this evaluation.



Nevada State Public Charter School Authority

Pinecrest Academy of Northern Nevada Site Evaluation Report: October 30, 2024

State Public Charter School Authority
775-687-9174
PO Box 19983
Carson City, Nevada 89721
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

Table of Contents

Executive Summary	3
Site Evaluation Findings: Strengths.....	4
Site Evaluation Findings: Challenges	6
Site Evaluation Findings: Recommendations	7
Site Evaluation Findings: Strong Recommendations	8
Site Evaluation Findings: Deficiencies.....	9
Focus Group Participation Data.....	10
Focus Group Summary: Governing Board	11
Focus Group Summary: Family Members, Parents, and Guardians.....	12
Focus Group Summary: Faculty and Staff.....	13
Focus Group Summary: School Leadership	14
Focus Group Summary: Students	15
Classroom Environment and Instruction Observation Rubric	16
Classroom Observations and Additional Comments	19
Measures of Progress from Previous Site Evaluation.....	22
Operational Compliance Checks.....	24
Appendix A	25

Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Top performing middle school

Pinecrest Academy of Northern Nevada (PANN) middle school has been designated as a five-star school for the second year in a row. An upward trend (within the five-star school category) has been established. The index score was 85.5 for 2022- 23 and climbed to 89.4 for the 2023-24 school year. A five-star school is recognized as a superior school, exceeding expectations for all students and subgroups on every indicator with little or no exception. The State of Nevada Department of Education describes: “A five-star school demonstrates superior academic performance and growth with no opportunity gaps.”¹ PANN Middle School is to be commended and recognized for this distinguished performance over the last two years.

STEAM (Science, Technology, Engineering, Art, Math) approach to learning

Students attending PANN have an integrated and consistent approach to learning through STEAM education. STEAM education is a holistic, interdisciplinary approach to learning that combines science, technology, engineering, arts, and mathematics. The program harnesses the natural symbiosis between these disciplines to foster creative problem-solving, collaboration, and critical thinking. Because the program is offered at PANN beginning in kindergarten and continues to eighth grade, students learn to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. The elementary-level teachers at PANN partner with the STEAM teacher to integrate STEAM lessons daily. Additionally, kindergarten through fourth-grade students participate in weekly integrated lessons in the dedicated STEAM lab. In middle school, each student must take at least one course in the STEAM area, including twenty-one different options in either technical arts, performing arts, or visual arts.

Strong school environment

Students, staff, and families feel safe, valued, and supported. Students reported, “People at this school will accept you for who you are.” Students shared they can trust their current teacher, previous teacher, coach, or leadership team member should they have a personal problem. The staff emphasized their commitment to finding and implementing the best solutions for students. During the staff focus group, the school culture was described as supportive and strong in assisting families and students. Staff said they feel comfortable reaching out to the school leader for personal or academic concerns, and staff retention was strong, with all but two staff remaining at the school from one school year to the next. One staff member commented, “We are a dedicated group, often coming in early or staying late, and our dedication to students contributes to the school’s identity.” Parents reported feeling welcome at the school and indicated that teachers do an excellent job forming relationships with them. One parent stated that the school administration knows every student’s name, indicating a deep knowledge of students.

¹ Nevada Report Card star rating system at the NevadaReportCard.com

Powerful community partnerships

PANN has developed powerful community partnerships. For example, school leaders created a parent advisory group and a Parent-Teacher Organization (PTO). The PTO worked to involve a greater number of parents in participating in the school-wide community fundraisers as well as on-site school community events such as Trunk-or-Treat (which is open to the greater community as well as those attending PANN). Leaders have partnered with the Boys and Girls Club and offer strong levels of access to before and after-school care. The school partners with the local tribal counsel and a group of STEAM teachers went to the Reno Indian Colony Head Start Program to present information about STEAM at PANN. The school welcomed several additional Native American students as they entered kindergarten this 2024- 25 school year. One family member stated, “Our school feels safe, and police officers from the community come and have lunch with students. “These community partnerships are a strength at PANN.

High levels of student engagement and discourse

PANN classroom observations on the day of the evaluation included 28 observations. There were 23 classrooms rated “Highly Proficient” and one rated “Distinguished” in Using Questioning and Discussion Strategies. This equates to several instances of teachers at PANN using open-ended questions and inviting students to think or offer multiple possible answers. Students were observed being actively engaged in discussion. In the area of student engagement, there were 22 classrooms rated “Highly Proficient” and two rated “Distinguished”. This means that all or most students were engaged in the learning and lesson and most student responses or approaches encouraged higher order thinking as part of completing learning tasks. In addition, the pacing of the lessons provided students with the time needed to be intellectually engaged. Please note “Additional Classroom Comments” within this report for several specific examples of engagement and discourse at PANN.

Building robust behavioral support systems

At PANN, there was a proactive and thoughtful approach to supporting students, families, and staff in preventing behavioral issues and resolving conflict before actions escalate. The school leadership team received a stipend for the bullying prevention program. A purposeful focus on staffing and student support as well as increasing student-to-student conflict resolution has taken place, and the outcomes are paying off. School leaders reported that there have been very few cases of bullying during this school year since this has been initiated. In addition, PANN has a new state-of-the-art DON'T QUIT fitness center that was gifted to them through the National Foundation for Governors' Fitness Councils. PANN was one of three schools in Nevada to win the \$100,000 fitness center. They are the only winner located in northern Nevada. These fitness centers were given to schools that focus on physical education as much as academics. PANN offers middle schoolers many physical programs to promote physical and mental well-being, including dance, yoga, personal fitness programs, sports teams, and P.E. opportunities.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations have been listed here.

Early primary literacy

One challenge at PANN is the decrease in early elementary literacy achievement levels. This took place in kindergarten through second grade. A change in the “Read by Grade Three” data shows a significant decrease in student achievement. With 49 points on the NSPF rating category in 2022-23, totals dropped by ten points to 39 for the 2023-24 school year.

Elementary growth & achievement

The elementary growth and achievement data for the 2023-24 school year decreased from the previous 2022- 23 school year. School leaders believe this drop was due to a change in the elementary literacy curriculum that took place during the 2023-24 school year.

Increasing FRL and ELL enrollment numbers

PANN continues to be challenged to increase the number of students qualifying as free and reduced lunch (FRL) and English language learners (ELL) overall. The school leadership team continues to address this challenge.

Physical space

The school leadership team reported that space on the PANN campus is tight, and the school team struggles to accommodate the needed room for all that is taking place at PANN. The SPCSA team agrees. Due to limited classroom availability, some teachers shared classroom space with others. The school is currently making good use of the space it has by holding small group instruction within the hallways.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Work on increasing FRL and ELL percentages of students

It is recommended that PANN continue to create an upward trend for enrollment in the FRL and ELL percentages. Continue to increase the number of community events that are attended by large numbers of those speaking Spanish. Consider holding an event in Spanish for new and interested family members.

Continue strong implementation of the new ELA curriculum

Continue implementing the American Reading Company² curriculum, monitoring achievement outcomes, and being sensitive to possible gaps the curriculum may. Continue to support teachers as they become more familiar and seasoned with the new English Language Arts curriculum as the movement from the first year of implementation to the second takes place.

Increase the science proficiency results as measured on the CRT

Continue to focus on the existing strong levels of STEAM education at PANN. Continue to employ and implement the Stem Scopes curriculum, hands-on science activities, and integration of subject matter to realize substantial growth in science as measured by the CRT³ summative test.

Ensure the return to the previous model of power hour is sustained

Continue to be reflective of reasons for the dip in achievement at the elementary level last year. Since members of the leadership team shared their data and believe that a part of the decline last year was due to a change in the way the power hour was implemented, the SPCSA team agrees with school leaders that the previous model appeared to work in a more robust manner. Continue to implement this change and monitor it closely during this school year.

² American Reading Company is a publisher of English language arts curriculum.

³ CRT: Criterion Reference Test

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no Strong Recommendations identified for Pinecrest Academy of Northern Nevada during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no Deficiencies identified for Pinecrest Academy of Northern Nevada during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁴	3
Family Members, Parents, and Guardians	15
Faculty and Staff	15
School Leadership	4
Students	7

⁴ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three members of the PANN board met on the day of the evaluation. Board members reported that they have a full board of seven members. This complete representation allows for diverse perspectives and a more effective decision-making process. The group was asked to describe what measures they have taken over the last year to improve the diversification of students from special groups, such as students learning to speak English and students qualifying for free and reduced lunch, also known as Title I. One board member said, “I can speak for part of that. As a board, we are seeking to let families from other neighborhoods outside this area know about the school. We made the decision to purchase additional vehicles this year, and this has allowed us to better expand transportation for some students who live a little bit farther away.”

Board members were asked to explain their perspectives on the overall drop in student achievement, according to the Nevada School Performance Ratings at the elementary school level. One person said, “I would be happy to address this. The leadership team took responsibility for the decrease. They explained to us that the new reading program implemented during the previous 2023-24 school year had an impact in the lowered outcomes. We have seen the mid-year data from our i-Ready⁵ program diagnostics, and the trajectory is trending in a more positive direction. Our board is confident that we will see an increase in test scores this year.” A second board member commented, “We discussed this topic at our last board meeting. Our principal will continue to update us. We take this seriously and make sure we continue to make progress; it will be a team effort.”

One board member expressed admiration for the beauty of the campus, highlighting the stunning murals that adorn it. However, board members emphasized the importance of engaging with the school to create a more significant impact. They expressed a desire to establish a dedicated space for sports, literacy programs, and a high school to better serve the community’s needs.

The board evaluates the school leader, with the lead principal supported by a comprehensive written evaluation of her performance. They maintain regular communication with the principal and appreciate her knowledgeable and informative approach, reinforcing their confidence in her leadership abilities. Board members are thrilled about the grassroots quality of education at the school, with one member enthusiastically stating, “I’m really excited about that.” Another board member shared, “I get to hear about the exciting things happening at the school from my daughters. They are involved in programs like STEAM, and the school integrates relevant topics such as mining, which is significant in Nevada, into their learning.” They also noted the impressive level of family involvement, emphasizing that attendance at the school is a choice that reflects the community’s commitment to education.

⁵ i-ready is an online program offering tools to support student achievement in math and reading.

Focus Group Summary: Family Members, Parents, and Guardians

Parents at PANN reported feeling welcome at the school. They indicated that teachers do a wonderful job of forming relationships with them. In addition, one parent stated that the school administration knows every student's name in the school, indicating a deep knowledge of students. Another parent said, "I can talk with the school leaders. Anytime I have initiated a report, administration follows up on it right away." Another parent reported having some issues regarding her child's behavior in school. The administration team worked with her and her child by scheduling meetings and initiatives to support the child at school.

Children are content and flourishing at PANN, according to family members. Parents highlighted several reasons for this satisfaction, including the strong affection students have for their teachers and the availability of unique electives, such as STEAM⁶ and Spanish at all grade levels. Additionally, GATE⁷ classes are provided for qualifying students. Parents noted that their children enjoy working on projects in the STEAM room and that fifth graders benefit from rotating among different teachers, which enhances their learning as each teacher specializes in their subject. Family members said they appreciate high levels of critical thinking and problem-solving opportunities for student involvement. Some parents shared that they find themselves researching academic subject matter topics so that they are knowledgeable when discussing academic facts and details with their children. Some family members reported their children exploring and learning about diverse cultures, including Native American history. Furthermore, families said they strongly support the opportunities for public speaking at PANN and believe these help students build presentation skills and confidence for a strong future.

Parents indicated they have a few suggestions for improvement for PANN. They said they would like longer lunches for students and more than one recess in the lower grades. A few family members explained they believe younger students need additional time within the school day to move their bodies.

According to members in this focus group, the overall communication from individual teachers and from school leaders is effective. Some family members felt communication is not always clear for those family members new to the school. These family members communicated that the first year at PANN is difficult for some to adapt to the ways things are done. Some routines are just known by those who have attended, and new family members are not informed of these items. Family members would like to have this addressed to aid both the school and new families in the future.

⁶ STEAM stands for science, technology, engineering, art, and math.

⁷ GATE stands for Gifted and Talented Education

Focus Group Summary: Faculty and Staff

Fifteen staff members met on the day of the evaluation to discuss the school. Staff described the school climate as friendly and supportive, highlighting positive relationships with administrators. One long-term staff member emphasized staff commitment to finding and implementing the best solutions for students. The school culture was described as supportive, particularly in assisting families and students. Staff said they feel comfortable reaching out the school leader for personal or academic concerns. One staff member commented, “We are a dedicated group, often coming in early or staying late, and our dedication to students contributes to the school’s identity”.

The staff highlighted teaching science. One person said, “I like our STEAM teachers because they collaborate with our regular education teachers to align topics between the regular education classroom and the STEAM classroom. Our science teachers are talented at engaging our students in science and real-world issues.” One of the science teachers in the group commented, “I like the opportunity to teach science at this school, and our school leaders encourage us. The leaders tell us to try new things and branch out with our ideas if we think it would be meaningful to our students.”

When staff were asked about how the school team has responded to the recent reduction in the index score at the elementary level, staff overwhelmingly said it was taken very seriously. One person commented, “It has been intense. We started a new English Language Arts program last year and with any new program, it will take time for teachers and students to fully learn and understand the new curricular program. I see improvements this year, since we are in the second year of ARC (American Reading Program).” Staff said there is an emphasis on instructional intervention, and both the reading and math power hours have increased in the number of minutes. Another staff member explained, “We must fill the holes in students’ learning, and we are looking at cross curricular ways of achieving this. For example, we teach infuse reading skills within the subjects of science and math. We also focus on helping students with understanding what they have read while participating during social studies and science.”

The effectiveness of the school’s leaders and instructional coaches were discussed. A staff member said, “One thing I appreciate here is our leadership team. They will come and observe me teaching. I immediately receive a text from the leader or coach with great feedback. The feedback is helpful and constructive.” Another staff member said they believe the coaching staff is truly talented in providing honest feedback regarding teaching and, at the same time, modeling or providing resources to support improvement in teaching.

Focus Group Summary: School Leadership

Four members of the leadership group expressed a commitment to innovation and responsiveness to student needs, emphasizing collaboration through Academica⁸, personalized instruction, and weekly data discussions. They highlighted a strong school culture but said they face challenges such as limited physical space. One leader remarked, “We have some teachers needing to use elementary classrooms, and tight parking.” There is ongoing work to diversify campus demographics.

The school leaders pointed out that the levels of academic performance in reading and math were disappointing, with noted drops in early literacy and science; this is part of a wider trend affecting fifth graders statewide. The school utilizes strategies like increased discourse, informational writing, and spiral reviews to boost performance.

Support structures included co-teachers for math and ELA, as well as targeted programs like Head Start and the Boys and Girls Club. School leaders reported that there is a focus on ELL students, though exiting challenges remain. One leader commented, “Our school’s approach to handling behavioral issues has evolved from a bullying report system to a broader student concern report, allowing for better identification of issues.” Leaders said that overall, the school is data-driven and aims to improve student support and achievement.

The school leaders said PANN continues to try to improve and increase student diversity through a weighted lottery system, which is five to one. Leaders indicated they were the first charter in the state to implement this type of lottery. School leaders reported having amazing improvement in lowering the number of students considered chronically absent. A leader said, “We use an early warning monitoring system on Infinite Campus⁹ to be immediately aware of late or absent students, and we follow up accordingly.”

School leaders reported that pacing guides, regular classroom visits, and standards alignment are consistently implemented at all levels. The school leader said, “We hold daily power hour sessions in math and English language arts. This year is a little bit different because we hold remediation classes when the other students are taking part in specials classes, such as music, computers, and physical education.”

⁸ Academica is a for-profit education company that provides services and support to schools, including public charter schools, private schools, colleges, and non-profit organizations.

⁹ Infinite Campus is an information system which provides access to checking grades, assignments, and attendance status.

Focus Group Summary: Students

Students at PANN indicated they have many opportunities to work in small groups during class time. In advanced algebra, they collaborate in groups of four to five to support each other. One student said, “It’s easier to listen to your teammates in a smaller setting. In symphony, we often work in groups as well. We sometimes have group activities in math, and more teachers come in to assist students who need extra help.” Another student indicated. “I find that working in smaller groups helps me focus better. Being in a group allows us to learn from each other and progress more quickly.”

If a student faces an issue at home or school, students said they can talk to any trusted adult on campus. For example, they might contact a favorite teacher from the previous year or speak with a principal. They can also inform their current teacher if they need extra help. Since they play sports, they also find their coaches trustworthy; the coaches are considered great people.

Students at PANN stated that if a friend were considering coming to this school, they would advise being yourself. One student replied, “People at this school will accept you for who you are, as most students are nice and welcoming. New students will likely find a group of peers who share similar interests.” One student mentioned that the school and the teachers are very friendly. Another indicated, “It’s important to make good connections and surround yourself with positive people.” One student joined the basketball team and loved it, so she would encourage her friends to participate in sports teams as well.

If given the chance to make changes, students said they would address several concerns. They feel that one teacher sometimes expects them to learn independently. They would like a more extensive playground, more playground equipment, and additional field space in the area currently occupied by a parking lot. Another suggestion was to allow students additional free-dress days; these days are typically offered when students participate in fundraisers. The students believe the school should expand to include high school, as the hallways often feel overcrowded. They also suggested removing some lockers since not all students use them and to save on space concerns. Additionally, students at PANN wish for a more extended lunch and recess period—30 minutes instead of the current 15 minutes—allowing students to choose how they want to spend that time. They would also prefer to have tetherball available instead of the Buddy Bench¹⁰ and believe that student input should be considered before making such changes.

¹⁰ Buddy Bench is a bench at the school designed for students to sit with others and develop friendships.

Classroom Environment and Instruction Rubric

A total of 24 elementary and 4 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.	Talk between the teacher and students and among students is uniformly respectful.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.	This criterion was not observed or rated.
	When necessary, students respectfully correct one another.	The teacher successfully responds to disrespectful behavior among students.	The teacher attempts to respond to disrespectful behavior among students with uneven results.	Students' body language indicates feelings of hurt, discomfort, or insecurity.	
	Students participate without fear of put-downs or ridicule from either the teacher or other students.	Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.	The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher displays no familiarity with, or care about, individual students.	
	The teacher respects and encourages students' efforts.	The teacher makes general connections with individual students.			
	TOTAL: 3	TOTAL: 24	TOTAL: 1	TOTAL: 0	TOTAL: 0

Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teacher's energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 25	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Rubric

A total of 24 elementary and 4 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.

	TOTAL: 1	TOTAL: 25	TOTAL: 1	TOTAL: 0	TOTAL: 1
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 23	TOTAL: 3	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Rubric

A total of 24 elementary and 4 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 21	TOTAL: 5	TOTAL: 0	TOTAL: 0

Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work.	The teacher makes the standards of high-quality work clear to students.	There is little evidence that the students understand how the work is evaluated.	The teacher does not indicate what quality work looks like.	
	The teacher uses multiple strategies to monitor student understanding.	The teacher elicits evidence of student understanding.	The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.	The teacher makes no effort to determine whether students understand the lesson.	
	Students monitor their own understanding.	Students are invited to assess their own work and make improvements.	Feedback to students is vague.	Students receive no feedback, or feedback is global or directed to one student.	
	Feedback comes from many sources.	Feedback includes specific and timely guidance.			
	TOTAL: 3	TOTAL: 20	TOTAL: 4	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

In one elementary class, students completed a phonics worksheet about a spelling pattern. Students followed along with the teacher and filled in the blanks. There was a missed opportunity for students to internalize the phonics pattern by encoding the words themselves.

In an early-grade classroom, students were learning about the word love. They were asked to share one thing they love to do. After sharing a response, the teacher used a talking piece and had students pass it to the next student (shoulder partner, face partner). Responses included seeing the salmon run, visiting the park with their family, and camping. The teacher then focused on spelling the word love three times using multiple modalities. The students followed along and then transitioned to their writing folders to write the three words they previously learned. The instruction was well-paced, and all students were very engaged. The teacher provided consistent visual support and monitored students as they worked on their writing.

In an early-grade classroom, the teacher provided instruction on the writing portion of an ELA lesson. All students were engaged and on task, specifically seated and writing in their writing journals. The teacher provided explicit instruction in leading students in writing a sentence, providing cues for finger spacing, hearing the sound, associating the sound with a letter, and writing in upper- or lower-case letters as she modeled for the students on the board. The teacher actively monitored student learning and ensured all students were following along.

In a middle-grade classroom, the students participated in a resource scavenger hunt, picking books that might serve as resources for their first topic. All students recorded important information in their notebooks using their resource list. The students were highly engaged, and the teacher guided the activity effectively.

One teacher described vocabulary in Spanish with lower elementary students. Although they talked about the new vocabulary in a video, students were disengaged with the content. There was a missed opportunity to engage students in discourse by having them answer true/ false vocabulary questions in groups or with partners. The standards were clearly posted in the classroom.

Students began learning with a writing prompt in an early middle school classroom. Students were intellectually engaged and worked productively. The teacher roamed around the classroom, supporting students on an individual basis.

Students choose a book on the ecosystem they were studying and writing about. The standard was posted on the whiteboard, and the teacher discussed it with students so they knew what they would be learning. The teacher had firm boundaries and excellent classroom management. Students shared what they knew about scavenger hunts with their face partners to access their prior knowledge. Students were practicing skills in their ELA Power Hour.¹¹ The teacher dictated sentences about the sounds for the day, and students wrote them quickly on their marker boards. They held up the boards for the teacher to visually check. Students were engaged in the lesson and had a sense of urgency regarding the learning.

The students learned about the American Revolution in an upper middle school-grade social studies classroom. They read the text, answered text-dependent questions, and were allowed to work collaboratively. Two adults were in the classroom supporting the learning process, checking on student progress, and providing feedback. The students were highly engaged and highly committed to completing the assignment.

In an upper elementary school music specials classroom, the students were learning to play guitar as they learned the song *Ghost of Tom*. The teacher actively provided feedback on chord fingering and strumming, and the students were all engaged.

In an elementary classroom, the teacher read a nonfiction book about animals aloud to the class. Approximately 70% of students listened and engaged with the content. The teacher did not ask comprehension questions to check for understanding during the reading.

The teacher clarified her question to a student to ensure he described the process instead of just answering it at a low level. Students identified pages where they could find text evidence to support their answers. The teacher read a text to students. There was possibly a missed opportunity for students to read the text independently or in partnerships.

In an elementary classroom, students were highly engaged. They worked on individual assignments while they sat in table groups. Students wrote, researched, and discussed the topic together.

¹¹ Power Hour is a time designated at the school for students to work on specific skills related to core content such as math or reading.

Students were fully engaged in choosing vocabulary from the text, describing what the word meant to their group, and writing a sentence with the word. They found the place in the text that supported their understanding of the meaning.

The students engaged in a resource scavenger hunt activity in a mid-elementary grade classroom. The activity was well structured, with high levels of engagement, and students focused on completing the assignment.

In a middle school math class, students were discussing a quiz, and the teacher worked with two students who had been absent. These students used whiteboards to learn as the teacher supported them in understanding a math concept. The teacher used open-ended questions, observed what students did on their whiteboards, and responded effectively, reinforcing or correcting for high levels of understanding. The students learned letter sounds (o, u or ou) in a middle elementary-level classroom. Their task was to hold up the correct letter card as the teacher provided the letter sound. The teacher then transitioned to a leading consonant vowel consonant pattern (CVC) mini lesson focused on beginning sounds using non-sense words.

In a middle school science class, the students studied geological time scales of the earth's history. They worked in small groups and displayed high levels of engagement and independence. The teacher actively monitored all groups, checked their progress, and provided feedback as the students completed their geological scale.

A teacher in an upper elementary class worked through math word problems with students. Students were seated at desks with a workbook and listening to the teacher. One student was confused, and the teacher explained the solution to her in front of the class.

In a STEAM classroom, students made catapults. The teacher set up a small-scale castle, and the students tested the catapult's ability to hit it. Once students were satisfied with the way the catapult worked, they could elect to enter the "competition" with the teacher recording how many hits (to the castle) out of five attempts the student would get.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Continue to prioritize and improve student diversity within two special populations, students qualifying for Free or Reduced-Price Lunch and Students with Disabilities (IEP).	School reports a lottery for FRL, and for ELL specific programs. Added six cars to transport students. Boys and Girls club transportation A route comes from Fernly NV, addition of dual language, in in kindergarten this year there are higher number of Native American population. The school continues to build strong relationships with the tribal council.	According to the SPCSA Academic Performance Framework for the 22- 2023 school year: (most recent data) Elementary School: Enrollment: 633 Diversity Indicator FRL, IEP, and EL School earned 6/15 points 1/5 FRL, 4/5 IEP, 1/5 ELL The FRL rate was >10 to<20% compared to district FRL rate EL rate of >5% compared to the district rate. Middle School: Enrollment: 294 Diversity Indicator FRL, IEP, and EL School earned 9/15 points 1/5 FRL,3/5 IEP,3/5 EL FRL rate was >10-<20t >10 to <15% compared to district

		EL rate was <5% compared to district. SPCSA staff have determined that considerable work is still needed in this area.
Continue to monitor and work toward the school goal of improved chronic absenteeism.	School response: PANN reduced chronic absenteeism percentages by 3% at the elementary and the middle school. PANN team works on building relationships with the families.	SPCSA agrees that chronic absenteeism rates have improved. PANN has 12.4%, District has 21.1% and State is 25.9%
Continue to use climate surveys to inform ongoing planning and ensure learning environments continue to be safe and supportive for students and teachers.	School response: PANN continues to use climate surveys to inform ongoing planning and has improved the learning environments for students and teachers.	Students, staff, and families clearly feel they are safe, valued, and supported. Students in the focus group shared they can trust their current teacher, a previous teacher, a coach, or a member of the leadership team should they have a personal problem. The staff emphasized their commitment to finding and implementing the best solutions for students. During the staff focus group, the school culture was described as supportive, particularly in assisting families and students. Staff said they feel comfortable reaching out to the school leader for personal or academic concerns.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix D: SPCSA Financial Performance Framework Results for
2020–21, 2021–22, 2022–23, and 2023–24



2020-21 Fiscal Year: Financial Performance Framework

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

Pinecrest Academy of Northern Nevada

Address: 1150 Silent Sparrow Dr., Sparks, NV 89441
Website: <https://www.pinecrestnnv.org/>
Enrollment: 685
Grades Served: K-8

2020-21

Meets the Standard

2019-20

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	3. ENROLLMENT VARIANCE - Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenant(s) or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW #N/A 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?

* Enrollment Variance ratings were not reported for the 2020-21 school year.

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy
- ☒ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori School
- ☐ Somerset Academy of Las Vegas



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

Pinecrest Academy of Northern Nevada

Address: 1150 Silent Sparrow Dr, Sparks, NV 89441
Website: <https://www.pinecrestnnv.org/>
Enrollment: 868
Grades Served: K-8

2021-22

2020-21

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

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

Does Not Meet Standard

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

6. DEBT TO ASSET RATIO

Falls Far Below 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?

* Enrollment Forecast Accuracy ratings were not reported for the 2021-22 school year.

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Eagle Schools of Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Cactus Park
- ☐ Pinecrest Academy
- ☒ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Sage Collegiate

 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.		2022-23 Fiscal Year: Financial Performance Framework	
Pinecrest Academy of Northern Nevada Address: 1150 Silent Sparrow Dr, Sparks, NV 89441 Website: https://www.pinecrestnnv.org/ Enrollment: 997 Grades Served: K-8		2022-23 Notice of Concern	2021-22 Notice of Concern
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 Falls Far Below 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?

- Name
- ☐ (Blank)
 - ☐ Alpine Academy
 - ☐ Amplus
 - ☐ Battle Born Academy
 - ☐ Beacon Academy of Nevada
 - ☐ CIVICA Nevada Career & Collegiate Acad.
 - ☐ Coral Academy of Science
 - ☐ Democracy Prep
 - ☐ Discovery Charter School
 - ☐ Doral Academy of Nevada
 - ☐ Doral Academy of Northern Nevada
 - ☐ Elko Institute for Academic Achievement
 - ☐ Equipo Academy
 - ☐ Explore Academy
 - ☐ Founders Classical Academy of Las Vegas
 - ☐ Freedom Classical Academy
 - ☐ Futuro Academy
 - ☐ Honors Academy of Literature
 - ☐ Imagine Schools at Mountain View
 - ☐ Leadership Academy of Nevada
 - ☐ Learning Bridge Charter School
 - ☐ Legacy Traditional School
 - ☐ Mater Academy of Nevada
 - ☐ Mater Academy of Northern Nevada
 - ☐ Nevada Connections Academy
 - ☐ Nevada Prep
 - ☐ Nevada Rise
 - ☐ Nevada State High School
 - ☐ Nevada State High School - Meadowood
 - ☐ Nevada Virtual Charter School
 - ☐ Oasis Academy
 - ☐ pilotED Schools - Cactus Park Elementary
 - ☐ Pinecrest Academy of Nevada
 - ☒ Pinecrest Academy of Northern Nevada
 - ☐ Quest Academy
 - ☐ Sage Collegiate Public Charter School

Nevada State Public Charter School Authority		2023-24 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.		2023-24	2022-23
Pinecrest Academy of Northern Nevada		Notice of Concern	Notice of Concern
Address: 1150 Silent Sparrow Dr., Sparks, NV 89441 Website: https://www.pinecrestnv.org/ Enrollment: 1033 Grades Served: KG - 08			
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 Falls Far Below 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?

Appendix E: Site Financial Performance Framework Notices of Concern



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 684-8020

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

August 29, 2023

Pinecrest Academy of Northern Nevada
Board Chair Mr. Perez
School Leader Ms. Austin
1780 N. Betty Lane
Las Vegas, NV 89106

Re: Final FY22 Financial Performance Ratings and Notice of Concern

Dear Mr. Perez and Ms. Austin:

As you know, preliminary Financial Performance Framework results were provided to you on July 31, 2023. These results were formally adopted by the State Public Charter School Authority (SPCSA) on August 25, 2023, thus finalizing your school's Financial Performance Framework ratings for the 2021-22 school year.

A copy of these results can be found attached to this letter.

Please note that the SPCSA board issued a Notice of Concern to Pinecrest Academy of Northern Nevada under the Financial Performance Framework and directed Pinecrest Academy of Northern Nevada to develop a financial performance improvement plan in collaboration with SPCSA staff. The plan is to be submitted to SPCSA staff no later than September 15, 2023.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Pinecrest Academy of Northern Nevada's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy.

Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school as well as next steps in order to meet the September 15, 2023, deadline. SPCSA staff can be available as early as September 5, 2023.

Please confirm receipt of this email and provide 2-3 dates and times that may work for this initial conversation.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael", followed by a stylized flourish.

Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority
Attachment 1: Financial Performance Framework Rating, SYE22

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Danny Peltier, Management Analyst III, State Public Charter School Authority
Molly Burkhardt, Management Analyst II, State Public Charter School Authority



STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103
Carson City, Nevada 89706-7972
(775) 687-9174 · Fax (775) 684-8020

500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

May 2, 2025

Pinecrest Academy of Northern Nevada
Board President Janelle Ordal
1150 Silent Sparrow Dr.
Sparks, NV 89441

RE: FY 2024 Notice of Concern

Dear Ms. Ordal:

On April 18, 2025 the SPCSA Board voted to issue to Pinecrest Academy of Northern Nevada a *Notice of Concern* under the Financial Performance Framework (FPF), based on the financial performance ratings resulting from its FY 2024 audited financial statements. Accordingly, Pinecrest Academy of Northern Nevada is required to develop a Financial Improvement Plan (FIP), to be submitted via Epicenter no later than May 30, 2025. Upon receipt, SPCSA staff will review Pinecrest Academy of Northern Nevada's FIP and reach out directly to discuss any further or more detailed concerns.

Pinecrest Academy of Northern Nevada's FIP shall serve as a roadmap to fully and timely remediate the concerns identified by the annual FPF rating process, and shall contain the following:

1. **A HOLISTIC PLAN NARRATIVE** identifying root cause(s) *why* Pinecrest Academy of Northern Nevada's audited financial performance yielded the sub-standard results cited in the *Notice of Concern* determination, and specifically *how* it will address said causes (including *what* steps will be taken, *when*, and by *whom*) to remediate cited concerns and return to full compliance with FPF standards by a realistic, school-specified date;
2. **12-MONTH CASH FLOW STATEMENT (PROJECTED)** including revenue, expenses, and resultant operating cash flow, exclusive of non-cash items (e.g., depreciation). Inputs and assumptions used in projected cash flow statement shall be consistent with those used in submitted budget projections, with any discrepancies identified and reconciled *prior* to submission; any justifiable updates to such inputs and/or assumptions may be made by submitting updated budget projections with monthly cash flow submission, as necessary. Projected revenue and expenses shall be conservatively based on:
 - A. Actual per pupil funding amounts established by the most recent Governor-approved biennial state K12 education funding bill (e.g., SB 503 (2023)); and

B. *Certified Q3 FY 2025 Average Daily Enrollment (ADE)* counts, broken out by grade level and school site (to be included with FIP);

The FPF establishes financial performance standards as indicators of a charter school's financial health and sustainability. Compliance with the FPF is required as a condition of continued operation as an SPCSA-sponsored charter school. Failure to sufficiently uphold FPF standards results in a recommendation to the SPCSA Board that a school be subject to the additional scrutiny of the FPF intervention ladder.

Please note that a *Notice of Concern* typically represents the initial action step on the FPF intervention ladder. Worsening financial performance and sustainability ratings may result in escalation to a *Notice of Breach*. Continued severe financial performance and sustainability concerns may escalate further to a *Notice of Intent to Revoke* a school's operating contract, per the termination criteria defined in NRS 388A.330.

A *Notice of Concern* is intended to communicate clear expectations, fact-based oversight, and timely feedback to charter school leaders, while simultaneously protecting charter school autonomy. Such notices should serve to focus Pinecrest Academy of Northern Nevada's attention and efforts to address the financial performance and sustainability concerns identified in the annual FPF ratings in a timely and sustained manner, to prevent the need for further action by the SPCSA, and thus justify the public's continued confidence in funding public charter schools.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around success, thus improving their opportunity to experience lives of sufficiency, meaning, and richness, and to constructively contribute to our shared success as human society.

Sincerely,



Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Jami Austin, Principal, Pinecrest Academy of Northern Nevada
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Nate Hanson, Financial Performance Manager, State Public Charter School Authority



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 684-8020

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

March 18, 2024

Pinecrest Academy of Northern Nevada
Board Chair Mr. Frank Perez
1150 Silent Sparrow Dr.
Sparks, NV 89441

Re: Final FY23 Financial Performance Ratings and Notice of Concern

Dear Mr. Perez:

As you are aware, the SPCSA Board voted to maintain the existing Notice of Concern for Pinecrest Academy of Northern Nevada under the Financial Performance Framework and directed Pinecrest Academy of Northern Nevada to develop a financial performance improvement plan in collaboration with SPCSA staff.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Pinecrest Academy of Northern Nevada's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under [NRS 388A.330](#).

Pinecrest Academy of Northern Nevada's financial performance improvement plan should contain the following:

- A narrative that explains how and why the school is in its current financial position AND what steps the school plans to take to meet standards on the framework metrics.
- A financial forecast for the next five years or the remainder of your charter contract, whichever is greater. The forecast should include reasonable enrollment projections and indicate when the school anticipates meeting standards on the framework metrics.
- 12-month cash flow statement, including enrollment based on the spring 2023 enrollment cycle, revenue, expenses, and resulting operating cash flow.



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 684-8020

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

August 29, 2023

Pinecrest Academy of Northern Nevada
Board Chair Mr. Perez
School Leader Ms. Austin
1780 N. Betty Lane
Las Vegas, NV 89106

Re: Final FY22 Financial Performance Ratings and Notice of Concern

Dear Mr. Perez and Ms. Austin:

As you know, preliminary Financial Performance Framework results were provided to you on July 31, 2023. These results were formally adopted by the State Public Charter School Authority (SPCSA) on August 25, 2023, thus finalizing your school's Financial Performance Framework ratings for the 2021-22 school year.

A copy of these results can be found attached to this letter.

Please note that the SPCSA board issued a Notice of Concern to Pinecrest Academy of Northern Nevada under the Financial Performance Framework and directed Pinecrest Academy of Northern Nevada to develop a financial performance improvement plan in collaboration with SPCSA staff. The plan is to be submitted to SPCSA staff no later than September 15, 2023.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Pinecrest Academy of Northern Nevada's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy.

Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school as well as next steps in order to meet the September 15, 2023, deadline. SPCSA staff can be available as early as September 5, 2023.

Please confirm receipt of this email and provide 2-3 dates and times that may work for this initial conversation.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael", followed by a stylized flourish.

Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority
Attachment 1: Financial Performance Framework Rating, SYE22

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Danny Peltier, Management Analyst III, State Public Charter School Authority
Molly Burkhardt, Management Analyst II, State Public Charter School Authority



STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103
Carson City, Nevada 89706-7972
(775) 687-9174 · Fax (775) 684-8020

500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

May 2, 2025

Pinecrest Academy of Northern Nevada
Board President Janelle Ordal
1150 Silent Sparrow Dr.
Sparks, NV 89441

RE: FY 2024 Notice of Concern

Dear Ms. Ordal:

On April 18, 2025 the SPCSA Board voted to issue to Pinecrest Academy of Northern Nevada a *Notice of Concern* under the Financial Performance Framework (FPF), based on the financial performance ratings resulting from its FY 2024 audited financial statements. Accordingly, Pinecrest Academy of Northern Nevada is required to develop a Financial Improvement Plan (FIP), to be submitted via Epicenter no later than May 30, 2025. Upon receipt, SPCSA staff will review Pinecrest Academy of Northern Nevada's FIP and reach out directly to discuss any further or more detailed concerns.

Pinecrest Academy of Northern Nevada's FIP shall serve as a roadmap to fully and timely remediate the concerns identified by the annual FPF rating process, and shall contain the following:

1. **A HOLISTIC PLAN NARRATIVE** identifying root cause(s) *why* Pinecrest Academy of Northern Nevada's audited financial performance yielded the sub-standard results cited in the *Notice of Concern* determination, and specifically *how* it will address said causes (including *what* steps will be taken, *when*, and by *whom*) to remediate cited concerns and return to full compliance with FPF standards by a realistic, school-specified date;
2. **12-MONTH CASH FLOW STATEMENT (PROJECTED)** including revenue, expenses, and resultant operating cash flow, exclusive of non-cash items (e.g., depreciation). Inputs and assumptions used in projected cash flow statement shall be consistent with those used in submitted budget projections, with any discrepancies identified and reconciled *prior* to submission; any justifiable updates to such inputs and/or assumptions may be made by submitting updated budget projections with monthly cash flow submission, as necessary. Projected revenue and expenses shall be conservatively based on:
 - A. *Actual per pupil funding amounts* established by the most recent Governor-approved biennial state K12 education funding bill (e.g., SB 503 (2023)); and

The financial performance improvement plan is to be submitted to SPCSA staff via Epicenter no later than **April 19, 2024**. SPCSA staff will review the school's financial performance improvement plan and reach out directly to discuss any ongoing concerns.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,



Melissa Mackedon

Executive Director, State Public Charter School Authority

cc: Jami Austin, Principal, Pinecrest Academy of Northern Nevada
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Mike Dang, Manager of Financial Performance, State Public Charter School Authority

Appendix F: SPCSA Organizational Performance Framework Results
for 2020–21, 2021–22, 2022–23, and 2023–24



Nevada State Public
Charter School
Authority

2020-21 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.

Pinecrest Academy of Northern Nevada

Address: 1150 Silent Sparrow Dr., Sparks, NV 89441

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

Enrollment: 685

Grades Served: K-8

2020-21

100.00
Meets Standard

2019-20

N/A

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



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.

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Career & Collegiate ..
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ..
- ☐ Elko Institute for Academic ..
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle ..
- ☐ Honors Academy of Literatur
- ☐ Imagine School at Mountain ..
- ☐ Leadership Academy of Nev..
- ☐ Learning Bridge Charter Sch..
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ..
- ☐ Nevada Connections Academ
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - ..
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy of Nevada
- ☒ Pinecrest Academy of North..
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori

Pinecrest Academy of Northern Nevada

Address: 1150 Silent Sparrow Dr., Sparks, NV 89441
 Website: <https://www.pinecrestnnv.org/>
 Enrollment: 868
 Grades Served: K-8

2021-22

97.00
 Meets Standards

2020-21

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.



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.

- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and C...
- ☐ Coral Academy of Science-L...
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ...
- ☐ Elko Institute for Academic ...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literatur...
- ☐ Imagine School at Mountain ...
- ☐ Leadership Academy of Nev...
- ☐ Learning Bridge Charter Sch...
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ...
- ☐ Nevada Connections Academ...
- ☐ Nevada Prep Charter School
- ☐ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-M...
- ☐ Nevada Virtual Charter Scho...
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park ...
- ☐ Pinecrest Academy of Nevada
- ☒ Pinecrest Academy of North...
- ☐ Quest Academy
- ☐ Sage Collegiate Public Chart...

Pinecrest Academy of Northern Nevada

Address: 1150 Silent Sparrow Dr., Sparks, NV 89441

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

Enrollment: 997

Grades Served: K-8

2022-23

2021-22

Meets Standards

95.00

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

15 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.



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.

- ☐ (Blank)
- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and Coll...
- ☐ Coral Academy of Science-Las V...
- ☐ Democracy Prep Nevada
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Ne...
- ☐ Eagle Charter School
- ☐ Elko Institute for Academic Ach...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literature
- ☐ Imagine Schools at Mountain V...
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional Schools
- ☐ Mater Academy
- ☐ Mater Academy of Northern N...
- ☐ Nevada Connections Academy
- ☐ Nevada Prep Charter School
- ☐ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-Mea...
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park Ele...
- ☐ Pinecrest Academy
- ☒ Pinecrest Academy of Northern...

Pinecrest Academy of Northern Nevada

Address: 1150 Silent Sparrow Dr, Sparks, NV 89441

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

Enrollment: 997

Grades Served: K-8

2023-24

2022-23

Meets Standard

Meets Standards

100.00

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

20 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.