

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for Somerset Academy of Las Vegas

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

Issued June 26, 2025

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1. School Overview

a. Address:

- i. Aliante Campus – 6475 Valley Dr., Las Vegas NV 89084
- ii. Lone Mountain Campus – 4491 N. Rainbow Blvd., Las Vegas NV 89108
- iii. Losee Campus – 4650 Losee Rd., North Las Vegas NV 89030
- iv. North Las Vegas Campus – 385 W. Centennial Pkwy., Las Vegas NV 89084
- v. Sky Pointe Campus – 7038 Sky Pointe Dr., Las Vegas NV 89131
- vi. Skye Canyon Campus – 8151 N. Shaumber Blvd., Las Vegas NV 89166
- vii. Stephanie Campus – 50 N. Stephanie St., Henderson NV 89074

b. Campus Location and Enrollment Cap:

i. Clark County

ii. Enrollment Cap:

Aliante	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	1110	1110

Lone Mountain	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	960	960

Losee	2024–25	2025–26
Grade Levels	K – 12	K – 12
Enrollment Cap	2400	2400

North LV	2024–25	2025–26
Grade Levels	K – 5	K – 5
Enrollment Cap	750	750

Sky Pointe	2024–25	2025–26
Grade Levels	K – 12	K – 12
Enrollment Cap	2200	2200

Skye Canyon	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	960	960

Stephanie	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	950	950

c. Governing Board Members¹

- i. Chair – John Bentham
- ii. Vice Chair – LeNora Bredsgaurd
- iii. Treasurer – Matthew Hurley
- iv. Secretary – Travis Mizer
- v. Member – Renee Fairless
- vi. Member – Sarah McClellan
- vii. Member – Matthew Morris

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. 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. 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](#)).

Aliante Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 56.0 / 3-star Middle: 76.0 / 4-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 57.6 / Meets Standard Middle: 78.6 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 51.0 / 3-star Middle: 86.6 / 5-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 42.6 / Does Not Meet Standard Middle: 84.9 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

Lone Mountain Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 85.5 / 5-star Middle: 69.5 / 3-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 86.3 / Exceeds Standard Middle: 67.7 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 81.0 / 4-star Middle: 98.0 / 5-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 82.6 / Exceeds Standard Middle: 93.8 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

Losee Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 53.0 / 3-star Middle: 44.5 / 2-star High: 57.0 / 3-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 61.8 / Meets Standard Middle: 54.7 / Meets Standard High: 58.2 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 43.0 / 2-star Middle: 38.0 / 2-star High: 52.5 / 3-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 47.8 / Does Not Meet Standard Middle: 44.8 / Does Not Meet Standard High: 47.5 / Does Not Meet Standard
Four-Year Graduation Rate	Class of 2022-23: >95.0 Class of 2023-24: >95.0

CSI, TSI, or ATSI Identification	Elementary: None Middle: None High: None

North Las Vegas Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 24.5 / 1-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 30.7 / Does Not Meet Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 46.0 / 2-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 55.6 / Meets Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None

Sky Pointe Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 90.0 / 5-star Middle: 97.7 / 5-star High: 67.5 / 3-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 85.0 / Exceeds Standard Middle: 91.6 / Exceeds Standard High: 55.5 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 88.0 / 5-star Middle: 96.6 / 5-star High: 81.0 / 4-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 83.8 / Exceeds Standard Middle: 89.9 / Exceeds Standard High: 72.6 / Meets Standard
Four-Year Graduation Rate	Class of 2022-23: >95.0 Class of 2023-24: >95.0
CSI, TSI, or ATSI Identification	Elementary: None Middle: None High: None

Skye Canyon Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 91.0 / 5-star Middle: 94.4 / 5-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 85.6 / Exceeds Standard Middle: 88.6 / Exceeds Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 91.0 / 5-star Middle: 87.2 / 5-star

2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 85.6 / Exceeds Standard Middle: 84.3 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

Stephanie Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 65.5 / 3-star Middle: 85.5 / 5-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 65.3 / Meets Standard Middle: 86.3 / Exceeds Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 68.5 / 4-star Middle: 86.5 / 5-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 70.1 / Meets Standard Middle: 86.9 / 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
2022–23	Meets the Standard
2023–24	Meets the Standard

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

Year	Findings & Framework Results
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	2022-23	2023-24	2024-25
K	804	823	823
1	824	829	823
2	844	827	831
3	847	829	829
4	857	828	829
5	858	825	829
6	879	919	924
7	938	918	934
8	920	894	902
9	488	489	510
10	525	456	480
11	415	424	415
12	306	362	374
Total	9505	9423	9503

Enrollment Rates by Population:

Somerset Academy of Las Vegas Network

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	9505	4.4	13.1	32.2	38.4	0.1	10.2	1.4	4.6	32.6	12.5
2023-24	9423	4.5	14.0	30.6	38.3	0.1	10.6	1.5	4.8	30.3	12.6
2024-25	9503	4.9	13.9	29.0	39.9	0.1	10.6	1.2	4.9	>95.0	12.7

Aliante Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	1188	5.8	13.0	29.5	37.7	0.1	11.2	2.3	<5.0	24.1	13.9
2023-24	1163	6.2	12.2	28.4	38.0	0.1	12.7	2.0	<5.0	22.0	12.9
2024-25	1182	6.8	12.2	27.4	38.7	0.1	13.0	1.4	<5.0	>95.0	12.0

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.

Lone Mountain Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	1012	2.7	8.1	38.9	39.5	0.0	9.4	1.0	5.4	28.4	14.1
2023-24	993	2.6	9.0	37.4	39.4	0.2	9.3	1.8	6.8	28.7	15.7
2024-25	990	3.4	8.9	35.0	42.0	0.1	9.0	1.3	5.8	>95.0	15.9

Losee Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	2451	4.0	21.2	11.5	52.9	0.1	8.7	1.3	8.6	45.3	10.8
2023-24	2393	4.2	23.5	9.5	51.6	0.2	9.6	1.1	7.8	43.3	10.3
2024-25	2428	4.0	23.6	8.7	52.3	0.2	9.7	1.1	8.4	>95.0	10.9

North Las Vegas Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	774	5.1	28.5	13.4	39.5	0.0	12.6	0.6	5.8	49.7	12.0
2023-24	770	4.2	29.8	14.0	36.6	0.1	13.8	1.1	5.4	45.3	12.9
2024-25	764	5.3	29.5	13.7	38.3	0.1	11.9	0.9	5.7	>95.0	11.3

Sky Pointe Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	2114	3.1	7.0	50.2	28.9	0.1	9.0	1.3	<5.0	24.8	12.2
2023-24	2152	3.9	6.6	47.8	30.5	0.0	9.4	1.3	<5.0	19.7	12.4
2024-25	2172	4.1	6.5	46.0	31.7	0.0	10.1	1.2	<5.0	>95.0	13.5

Skye Canyon Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	1008	4.9	3.8	52.1	24.4	0.0	13.6	0.8	<5.0	15.6	12.3
2023-24	996	4.6	4.6	49.4	26.5	0.0	13.6	1.1	<5.0	15.6	12.4
2024-25	996	5.2	4.4	47.7	29.5	0.0	12.2	0.8	<5.0	>95.0	11.4

Stephanie Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	958	7.2	8.4	35.9	35.6	0.4	10.2	2.0	<5.0	36.4	14.7
2023-24	956	6.9	11.2	33.9	35.7	0.5	8.5	2.9	5.8	36.8	14.9
2024-25	971	7.8	11.0	30.1	38.8	0.0	9.7	2.3	6.5	>95.0	14.9

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
Clark County	16.2	95.8	14.3

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

The Authority Board has issued the following Notices to Somerset Academy of Las Vegas:

a. Academic

The Somerset Academy of Las Vegas North Las Vegas campus is currently under an Academic Notice of Concern for academic underperformance of the elementary school, as issued by the Authority Board on December 8, 2023.

The Somerset Academy of Las Vegas Losee campus is currently under Academic Notices of Concern for academic underperformance of the elementary and middle schools, as issued by the Authority Board on November 15, 2024.

b. Financial

The Authority Board has not issued any Financial Notices to Somerset Academy during the current charter term.

c. Organizational

The Authority Board has not issued any Organizational Notices to Somerset Academy during the current charter term.

d. Site Evaluations

SPCSA staff has not identified deficiencies during a site evaluation at Somerset Academy Las Vegas 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 C.

3. Summary of Overall Performance

Regarding academic performance, Somerset Academy of Las Vegas currently offers instruction at the elementary, middle, and high school levels, grades K-12, at seven campuses. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been generally consistent across campuses and school levels. Copies of the Nevada School Performance Framework and SPCSA Academic Framework reports can be found in Appendix A and B.

- The Aliante campus has good academic performance over the charter contract term, with the elementary school generally meeting state and SPCSA academic standards and the middle school above or exceeding state and SPCSA academic standards.
- The Lone Mountain campus has solid academic performance over the charter contract term, with both the elementary and middle schools generally above or exceeding state and SPCSA academic standards.
- The Losee campus has adequate academic performance over the charter contract term. The elementary and middle schools met state and SPCSA academic standards in the 2021–22 and 2022–23 school years but performance declined in the 2023–24 school year to partially meeting state standards and not meeting SPCSA academic standards. The high school has fluctuated between meeting and not meeting state and SPCSA academic standards but has achieved four-year graduation rates >95% in every year of the charter contract term.

- The North Las Vegas campus has mixed academic performance over the charter contract term, with the elementary school receiving variable scores and ratings that ranged from below to meeting academic standards. Due to academic underperformance, the elementary school is currently under an Academic Notice of Concern.
- The Sky Pointe campus has solid academic performance over the charter contract term, with both the elementary and middle schools exceeding state and SPCSA academic standards, and the high school meeting or above state and SPCSA academic standards. Additionally, the four-year graduation rate at the high school has been greater than 95% in every year of the charter contract term.
- The Skye Canyon campus has excellent academic performance over the charter contract term, with both the elementary and middle schools exceeding state and SPCSA academic standards.
- The Stephanie campus has solid academic performance over the charter contract term, with the elementary school meeting or above academic standards and the middle school exceeding state and SPCSA academic standards.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Somerset Academy Las Vegas to be strong. The school has earned a Meets the Standard rating on all of the SPCSA Financial Performance Framework rating cycles throughout the current charter term. Copies of the Financial Performance Framework reports are included as Appendix E.

The organizational health and performance of the school has been strong over the current charter term. Somerset Academy Las Vegas 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 14 site evaluations across the seven campuses of Somerset Academy Las Vegas during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a strong special education program and strong school culture for families, staff, and students. Schools within the network also face challenges regarding chronic absenteeism and academic achievement. See Appendix D for more details on the Somerset Academy of Las Vegas 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**

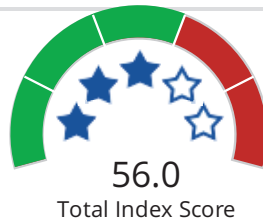
NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

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

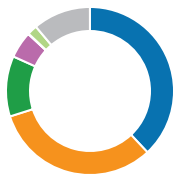
Somerset Academy Aliante

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 6475 Valley Drive
 North Las Vegas, NV 89084



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



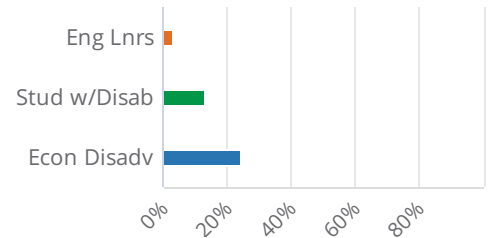
Student Race/Ethnicity

32.0% White
 11.6% BI/Afr Am
 37.9% Hisp/Latino
 5.1% Asian
 0.1% Am Ind/AK Nat
 1.9% Pac Isl
 11.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	63.0 NR
2020-2021	49.0 ★★

Additional Student Groups



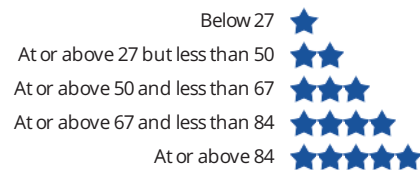
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	50.1	50.0
Math Proficiency	52.4	52.0
ELA Proficiency	54.3	54.6
Science Proficiency	31.0	29.8
Read-by-Grade-3 Proficiency	62.4	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	49.0	55.0
ELA MGP	41.5	55.0
School Rate		District Rate
Met Math AGP Target	44.0	50.8
Met ELA AGP Target	41.7	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	56.5	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.9	22.9
Climate Survey Participation	91.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	27.2	31.9
Prior Non-Proficient Met ELA AGP Target	23.9	37.1

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

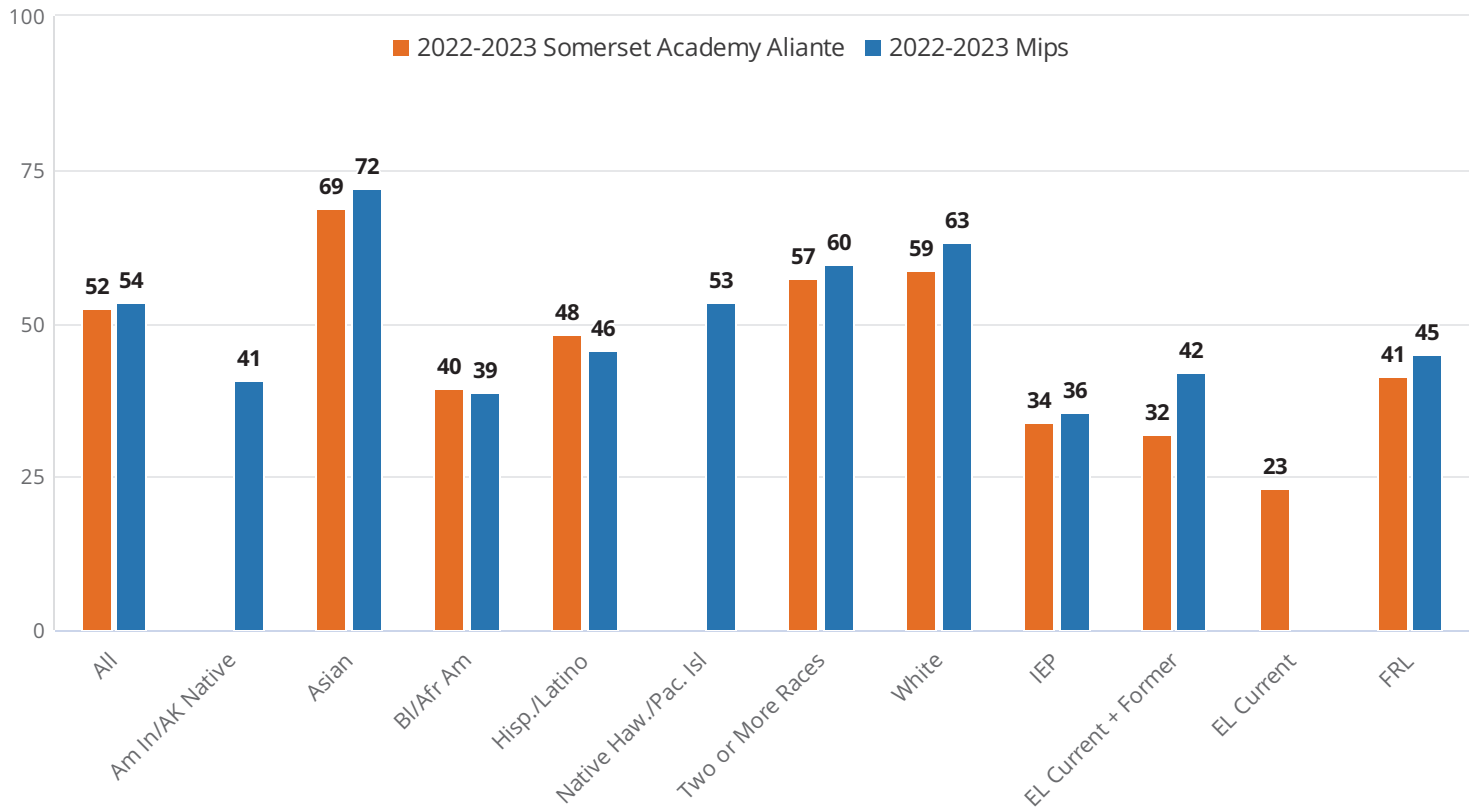
Pooled Proficiency Points Earned: 13/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	50.1	50.0	46.0	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	52.4	52.0	53.5	43.1	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	-	28.5	37.6
Asian	68.7	74.5	71.9	56.2	72.8	70.4
Black/African American	39.5	31.4	38.9	28.5	30.3	35.7
Hispanic/Latino	48.3	42.2	45.5	40.5	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	57.4	57.8	59.6	51.4	55.6	57.5
White/Caucasian	58.6	63.7	63.3	46.8	60.7	61.3
Special Education	33.8	29.1	35.5	20.4	26.3	32.1
English Learners Current + Former	32.0	38.1	42	22.8	34.9	39
English Learners Current	23.0	27.6		6.2	25.5	
Economically Disadvantaged	41.3	39.0	44.9	35.3	35.6	42

Math Assessments % Proficient

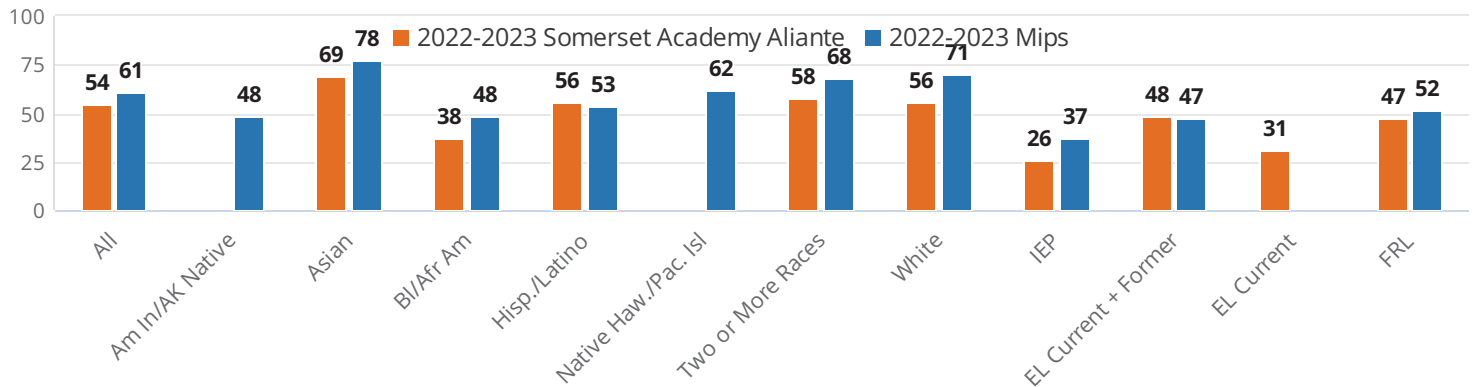




Academic Achievement

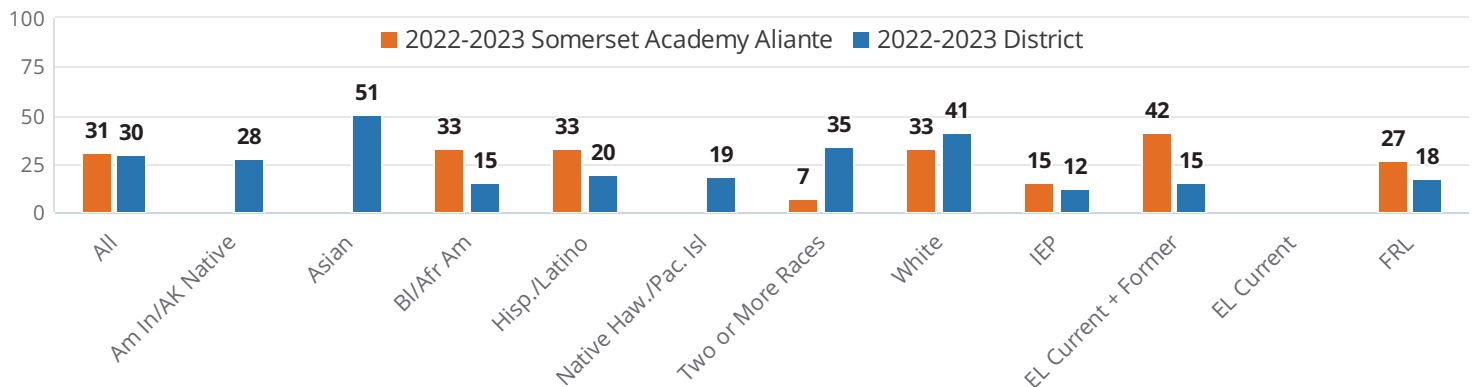
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	54.3	54.6	61.2	54.1	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	-	40.8	45.4
Asian	68.7	74.1	77.8	56.2	74.9	76.7
Black/African American	37.5	37.5	48.2	45.2	39.8	45.4
Hispanic/Latino	55.6	45.9	53.2	53.3	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	57.5	60.7	67.9	60.0	61.5	66.2
White/Caucasian	56.1	64.4	70.6	54.3	65.5	69
Special Education	26.1	27.4	36.8	24.3	25.5	33.5
English Learners Current + Former	48.0	37.6	47.2	32.0	37.4	44.4
English Learners Current	30.7	24.1		12.5	24.4	
Economically Disadvantaged	47.1	42.0	51.9	50.0	42.8	49.4

ELA Assessments
% Proficient

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	31.0	29.8	30.9	30.4
American Indian/Alaska Native	N/A	27.7	-	17.6
Asian	-	51.0	-	52.9
Black/African American	33.3	15.3	25.0	17.6
Hispanic/Latino	33.3	19.5	24.4	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	7.1	34.5	30.0	34.9
White/Caucasian	33.3	40.9	40.0	40.8
Special Education	15.3	12.2	13.0	11.6
English Learners Current + Former	41.6	15.1	-	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	27.2	17.6	25.0	19.4

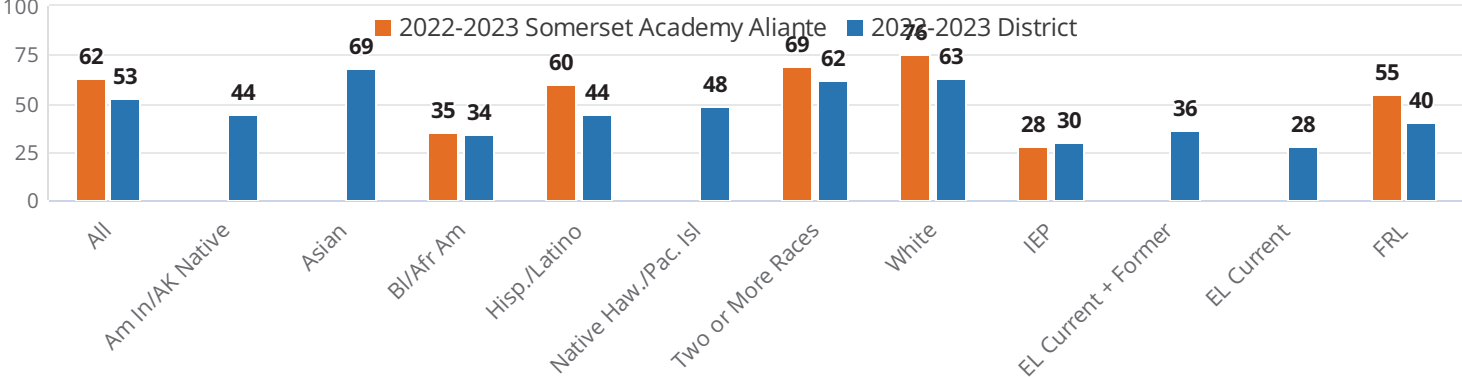
Science Assessments
% Proficient

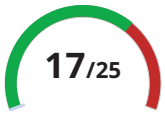
17/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	62.4	52.6	57.6	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	35.2	33.9	38.4	33.0
Hispanic/Latino	60.0	44.2	59.6	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	69.2	62.3	83.3	57.4
White/Caucasian	75.6	62.5	53.6	60.8
Special Education	27.7	29.5	32.0	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	-	27.6	-	30.7
Economically Disadvantaged	55.1	40.3	50.0	40.5

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	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: 5/10

ELA MGP Points Earned: 3/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	49.0	55.0	41.5	55.0	43.5	52.0	57.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	-	54.0	-	60.5
Asian	-	61.0	-	61.0	69.0	60.0	61.0	59.0
Black/African American	54.0	52.0	39.0	50.0	49.0	49.0	48.0	53.0
Hispanic/Latino	46.0	54.0	44.0	53.0	42.0	49.0	65.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	61.0	54.0	39.0	55.0	40.0	54.5	65.0	53.0
White/Caucasian	42.0	56.0	42.0	57.0	43.0	55.0	49.0	55.0
Special Education	42.0	49.0	46.5	51.0	38.5	46.0	55.0	43.0
English Learners Current + Former	46.0	55.0	56.0	54.0	41.5	47.0	62.0	49.0
English Learners Current	-	54.0	-	53.0	30.5	44.0	53.0	44.0
Economically Disadvantaged	47.0	54.0	39.0	53.0	41.5	49.0	52.0	49.0

AGP Growth Data

Math AGP Points Earned: 6/7.5

ELA AGP Points Earned: 2/7.5

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	44.0	50.8	41.7	52.9	42.1	53.1	61.4	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	-	45.7	-	66.6
Asian	-	66.5	-	67.6	70.0	68.8	70.0	73.9
Black/African American	45.1	38.1	38.7	42.1	35.7	41.8	51.8	55.8
Hispanic/Latino	38.0	43.8	43.8	46.9	38.8	45.0	67.0	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	52.0	52.0	40.0	56.1	34.7	59.6	73.9	62.7
White/Caucasian	45.5	58.8	37.9	58.9	46.9	59.6	52.4	65.1
Special Education	32.6	32.3	26.0	34.0	18.5	35.9	46.2	41.3
English Learners Current + Former	29.4	41.8	41.1	43.1	37.5	41.2	58.8	52.0
English Learners Current	-	33.5	-	33.8	20.0	32.5	45.4	43.1
Economically Disadvantaged	33.3	43.0	35.0	45.2	38.8	43.7	55.5	53.5

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

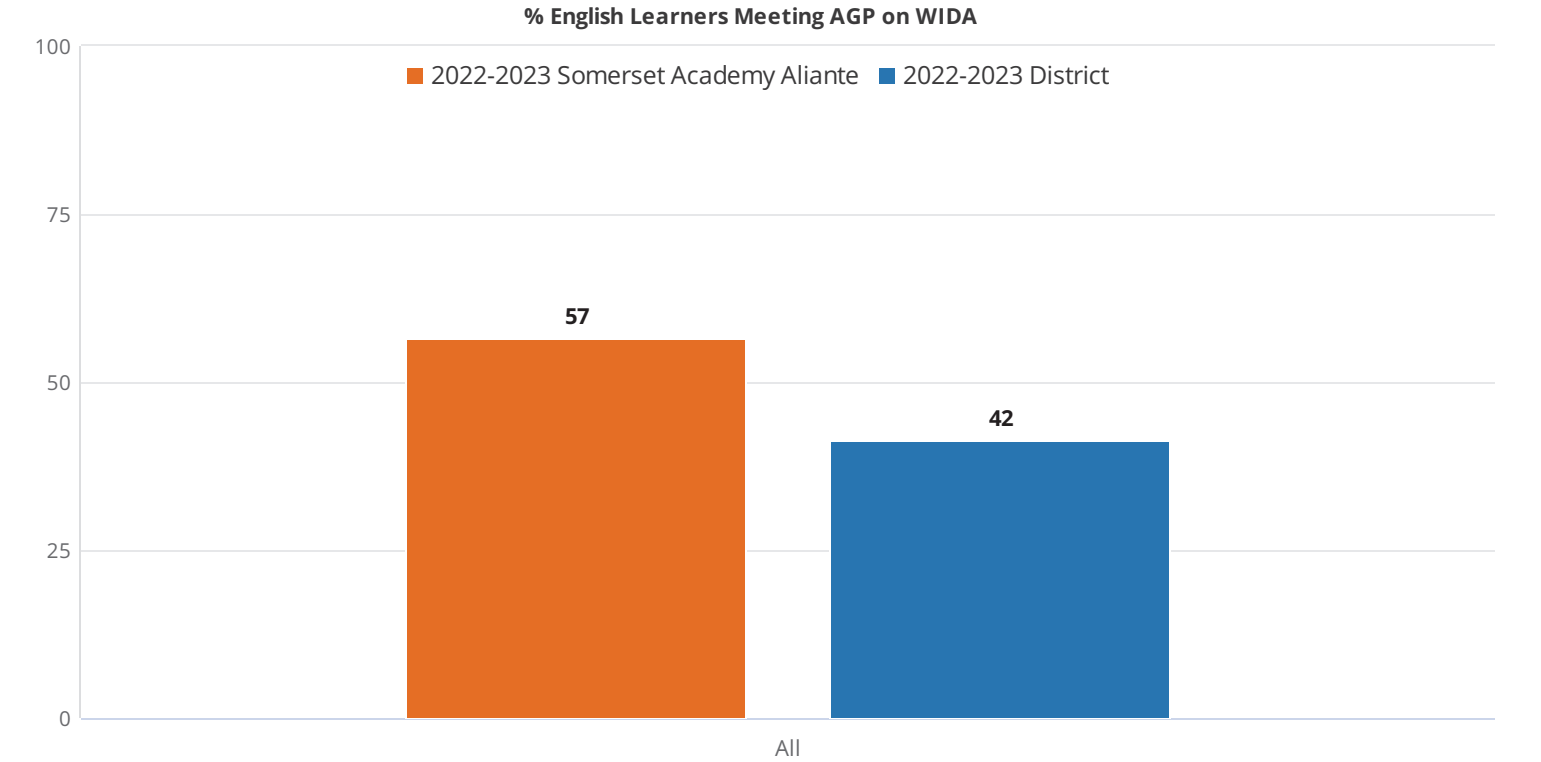
9/10

English Language

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

English Language Points Earned: 9/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	23	56.5	41.5	26	50.0	38.4



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 5/10				ELA AGP Points Earned: 1/10			
	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	27.2	31.9	23.9	37.1	31.0	40.9	55.5	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	-	40.7	N/A	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	28.5	25.9	13.3	29.9	34.7	36.1	57.1	49.4
Hispanic/Latino	25.0	29.9	31.2	34.4	28.5	36.3	60.3	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	36.3	31.3	-	40.3	21.4	44.5	71.4	55.0
White/Caucasian	22.5	37.8	15.3	42.6	35.2	47.9	42.2	55.2
Special Education	17.6	20.8	17.6	25.2	14.2	27.6	42.0	35.9
English Learners Current + Former	33.3	27.5	30.7	31.6	N/A	N/A	N/A	N/A
English Learners Current	-	25.4	-	30.3	20.0	27.6	45.4	41.7
Economically Disadvantaged	27.0	28.7	21.8	33.1	27.7	35.5	58.8	47.6



Student Engagement

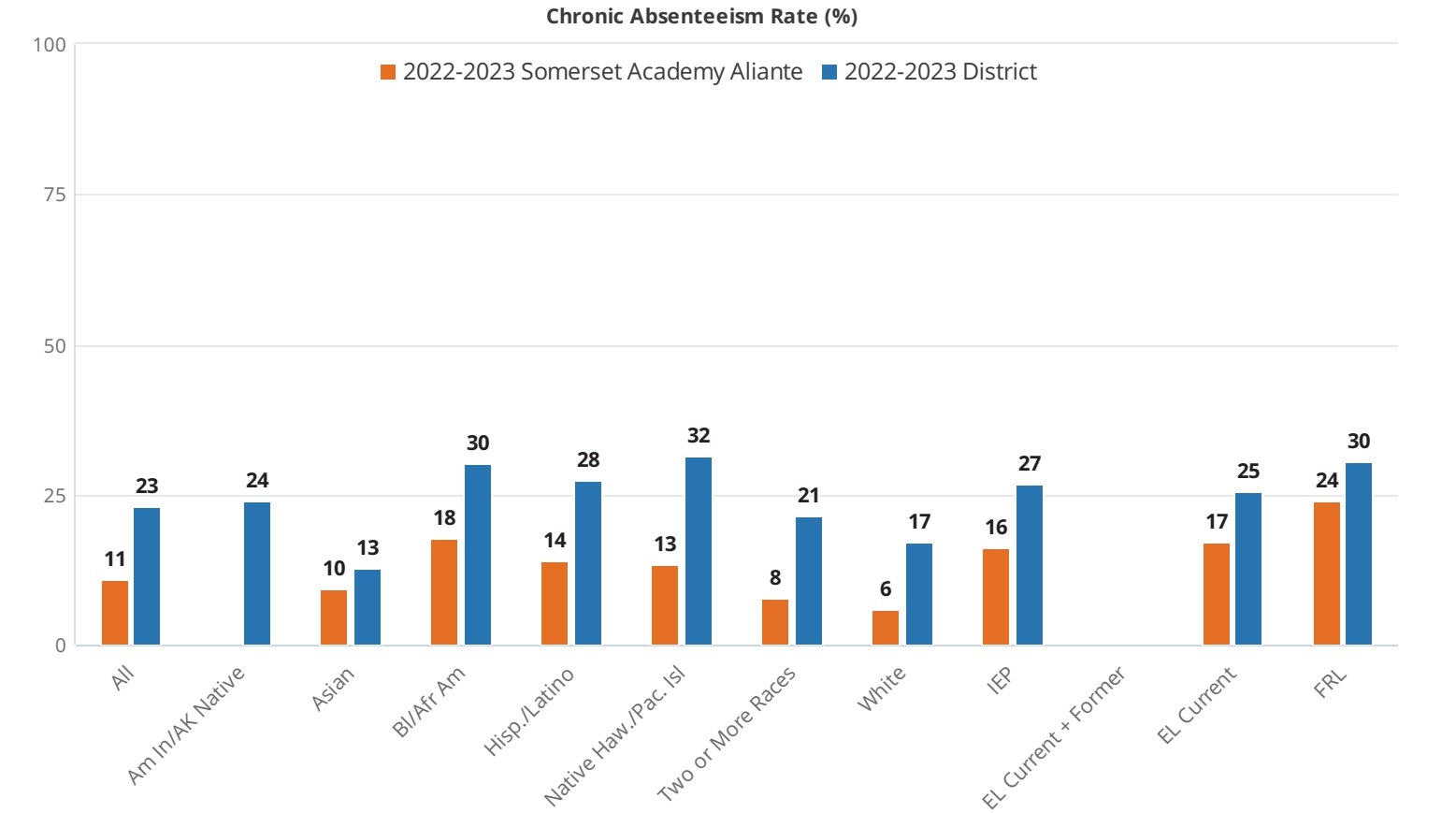
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 7/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	10.9	22.9	17.5	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	9.5	12.9	15.1	11.9
Black/African American	17.7	30.1	16.6	27.6
Hispanic/Latino	13.9	27.5	24.3	25.8
Pacific Islander	13.3	31.6	<5	32.8
Two or More Races	7.9	21.4	10.3	22.2
White/Caucasian	6.0	17.1	14.1	16.9
Special Education	16.3	26.7	19.7	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	17.2	25.4	24.3	22.6
Economically Disadvantaged	24.0	30.4	30.6	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 6475 Valley Drive

Address: North Las Vegas, NV 89084

51.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity	
29.6%	White
11.7%	Bl/Afr Am
37.4%	Hisp/Latino
6.5%	Asian
0.1%	Am Ind/AK Nat
1.5%	Pac Isl
12.9%	Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	56.0 ★★★★★
2021-2022	63.0 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

17/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	51.0	48.3
Math Proficiency	52.7	51.2
ELA Proficiency	58.5	54.6
Science Proficiency	23.4	21.2
Read-by-Grade-3 Proficiency	56.6	51.2

15/35

Growth Indicator

Measure	School Median	District Median
Math MGP	41.0	52.0
ELA MGP	45.5	54.0
	School Rate	District Rate
Met Math AGP Target	38.4	44.4
Met ELA AGP Target	48.0	54.0

9/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	54.1	48.4

3/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.8	22.5
Prior Non-Proficient Met ELA AGP Target	28.5	36.5

7/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.0	20.7
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 13/20

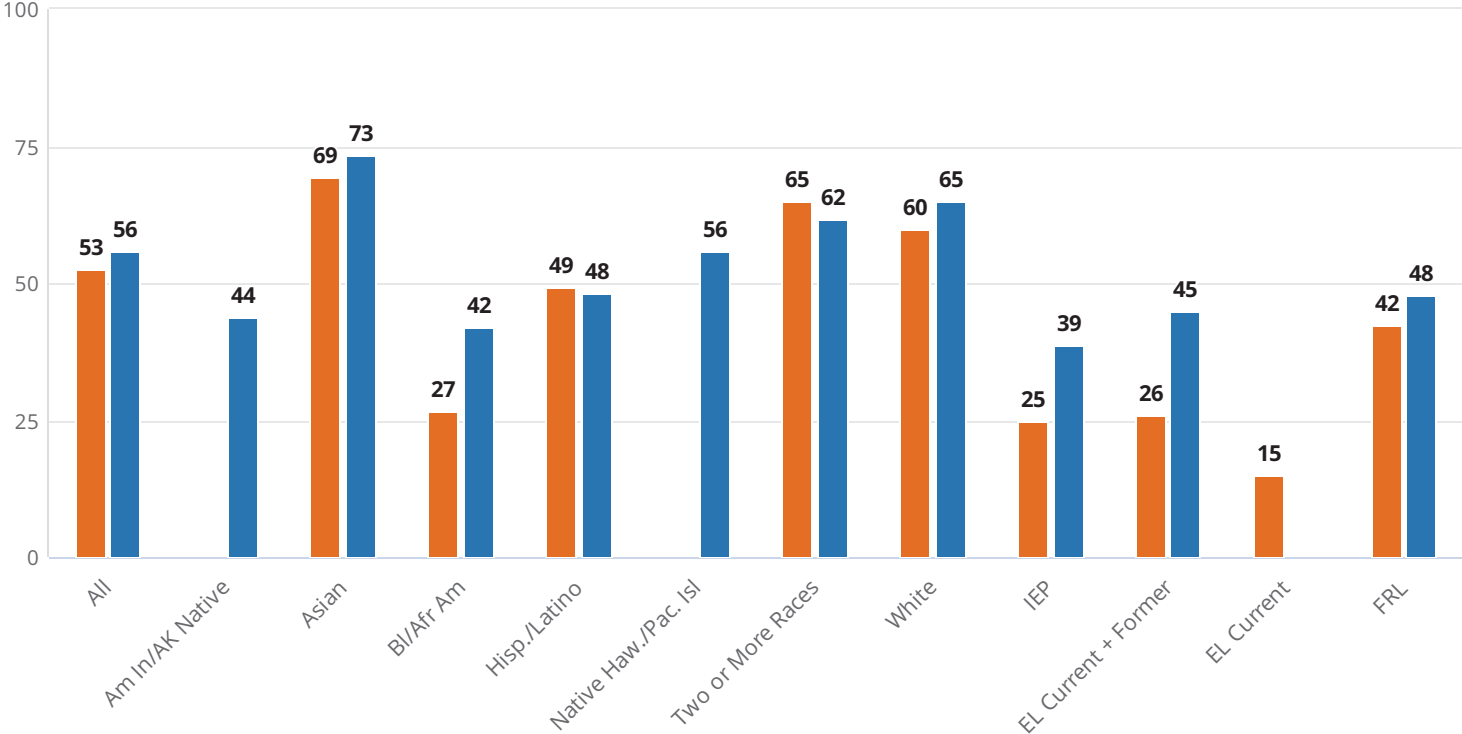
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	51.0	48.3	50.1	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	52.7	51.2	55.8	52.4	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	69.2	74.8	73.3	68.7	74.5	71.9
Black/African American	26.6	31.7	42	39.5	31.4	38.9
Hispanic/Latino	49.3	41.7	48.2	48.3	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	64.8	57.2	61.6	57.4	57.8	59.6
White/Caucasian	60.0	62.7	65.1	58.6	63.7	63.3
Special Education	25.0	26.9	38.8	33.8	29.1	35.5
English Learners Current + Former	25.8	38.7	44.9	32.0	38.1	42
English Learners Current	15.0	27.5		23.0	27.6	
Economically Disadvantaged	42.3	40.4	47.7	41.3	39.0	44.9

Math Assessments
% Proficient

2023-2024 Somerset Academy Aliante 2023-2024 Mips

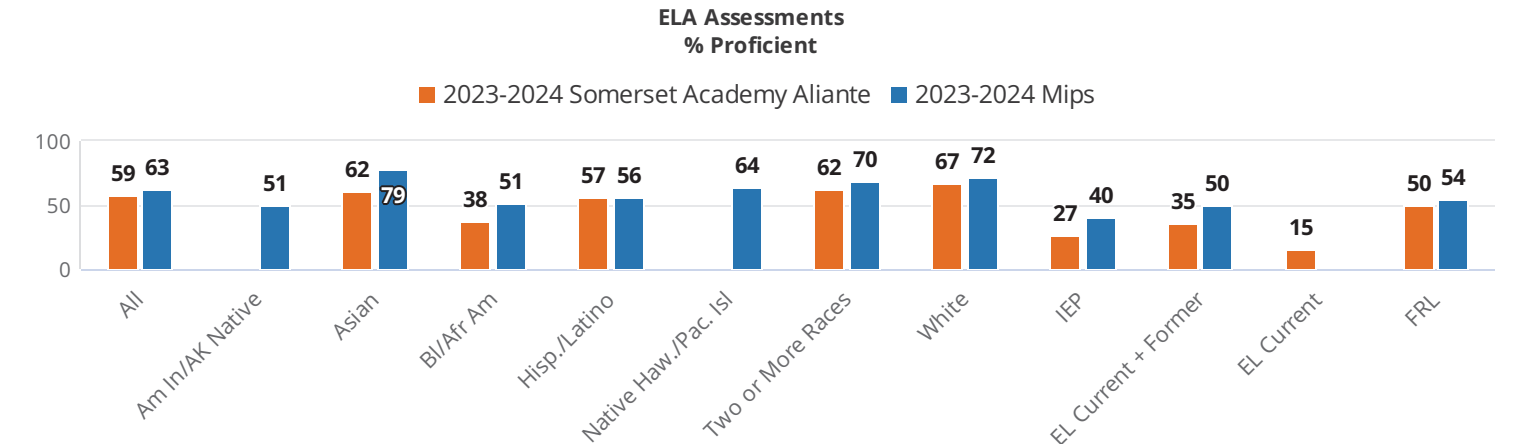




Academic Achievement

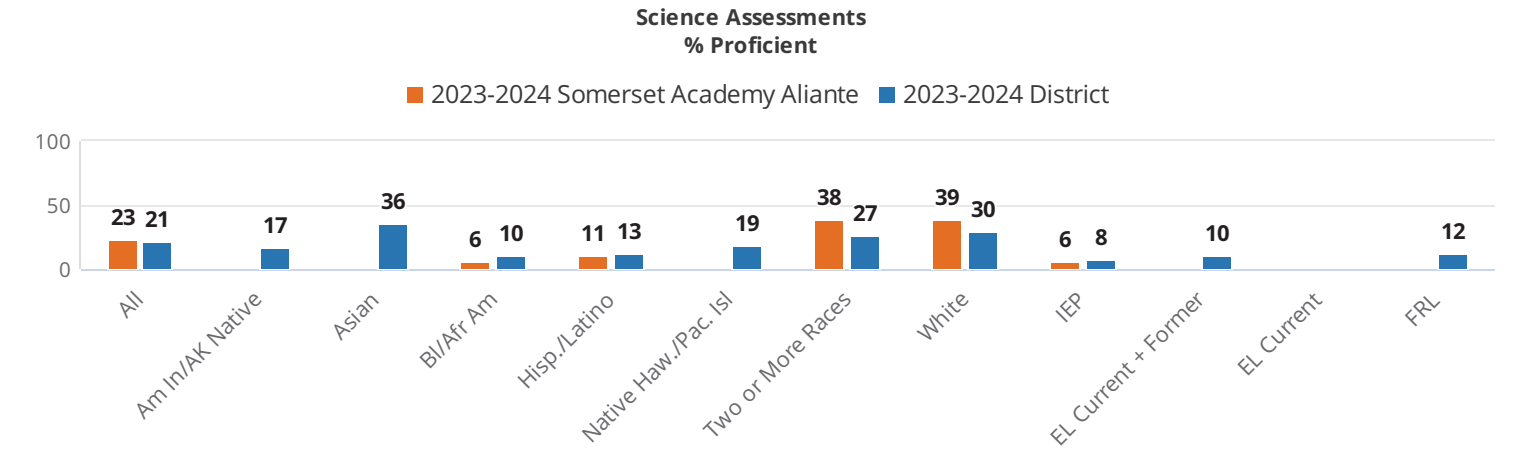
ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	58.5	54.6	63.1	54.3	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	61.5	75.3	78.9	68.7	74.1	77.8
Black/African American	37.7	36.5	50.8	37.5	37.5	48.2
Hispanic/Latino	56.5	46.0	55.6	55.6	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	62.1	60.4	69.5	57.5	60.7	67.9
White/Caucasian	67.2	65.2	72.1	56.1	64.4	70.6
Special Education	26.7	25.8	39.9	26.1	27.4	36.8
English Learners Current + Former	35.4	39.5	49.8	48.0	37.6	47.2
English Learners Current	15.0	25.3		30.7	24.1	
Economically Disadvantaged	50.0	44.1	54.4	47.1	42.0	51.9



Science Proficient

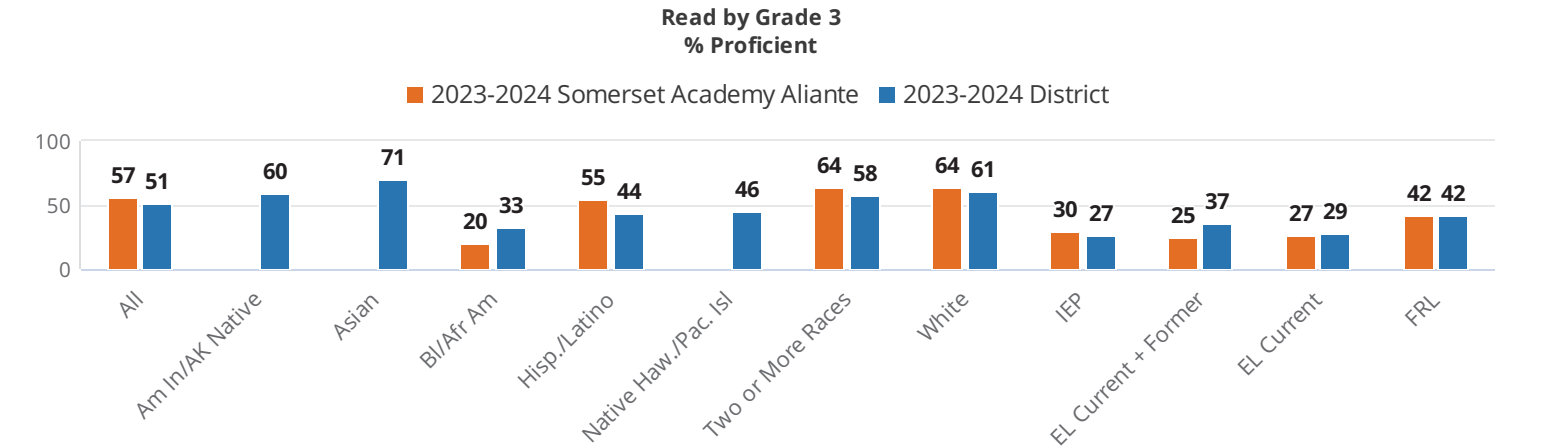
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	23.4	21.2	31.0	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	6.2	10.4	33.3	15.3
Hispanic/Latino	10.7	12.9	33.3	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	38.4	27.2	7.1	34.5
White/Caucasian	38.8	29.6	33.3	40.9
Special Education	5.8	7.6	15.3	12.2
English Learners Current + Former	-	10.4	41.6	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	<5	12.4	27.2	17.6





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	56.6	51.2	62.4	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	20.0	32.7	35.2	33.9
Hispanic/Latino	55.3	43.7	60.0	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	63.6	58.4	69.2	62.3
White/Caucasian	64.1	60.7	75.6	62.5
Special Education	30.0	27.0	27.7	29.5
English Learners Current + Former	25.0	36.6	-	36.1
English Learners Current	27.2	28.5	-	27.6
Economically Disadvantaged	41.6	42.4	55.1	40.3





Academic Achievement

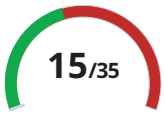
Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
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: 3/10				ELA MGP Points Earned: 4/10		
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	41.0	52.0	45.5	54.0	49.0	55.0	41.5	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	30.0	57.0	58.0	62.0	-	61.0	-	61.0
Black/African American	40.0	46.0	43.0	49.0	54.0	52.0	39.0	50.0
Hispanic/Latino	43.0	50.0	46.0	52.0	46.0	54.0	44.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	46.5	53.0	32.5	53.0	61.0	54.0	39.0	55.0
White/Caucasian	38.0	53.0	46.0	57.0	42.0	56.0	42.0	57.0
Special Education	33.0	46.0	37.0	48.0	42.0	49.0	46.5	51.0
English Learners Current + Former	28.0	53.0	44.0	53.0	46.0	55.0	56.0	54.0
English Learners Current	-	49.0	-	51.0	-	54.0	-	53.0
Economically Disadvantaged	43.5	51.0	40.0	52.0	47.0	54.0	39.0	53.0

AGP Growth Data		Math AGP Points Earned: 4.5/7.5				ELA AGP Points Earned: 3.5/7.5		
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	38.4	44.4	48.0	54.0	44.0	50.8	41.7	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	47.0	63.8	58.8	69.4	-	66.5	-	67.6
Black/African American	26.6	28.9	36.6	41.4	45.1	38.1	38.7	42.1
Hispanic/Latino	38.0	36.9	43.8	48.1	38.0	43.8	43.8	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	46.1	49.5	50.0	55.5	52.0	52.0	40.0	56.1
White/Caucasian	39.4	52.8	53.5	61.4	45.5	58.8	37.9	58.9
Special Education	22.2	27.2	25.0	32.4	32.6	32.3	26.0	34.0
English Learners Current + Former	31.5	38.8	31.5	46.0	29.4	41.8	41.1	43.1
English Learners Current	-	27.5	-	35.8	-	33.5	-	33.8
Economically Disadvantaged	33.3	36.5	46.2	46.7	33.3	43.0	35.0	45.2

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

9/10

English Language

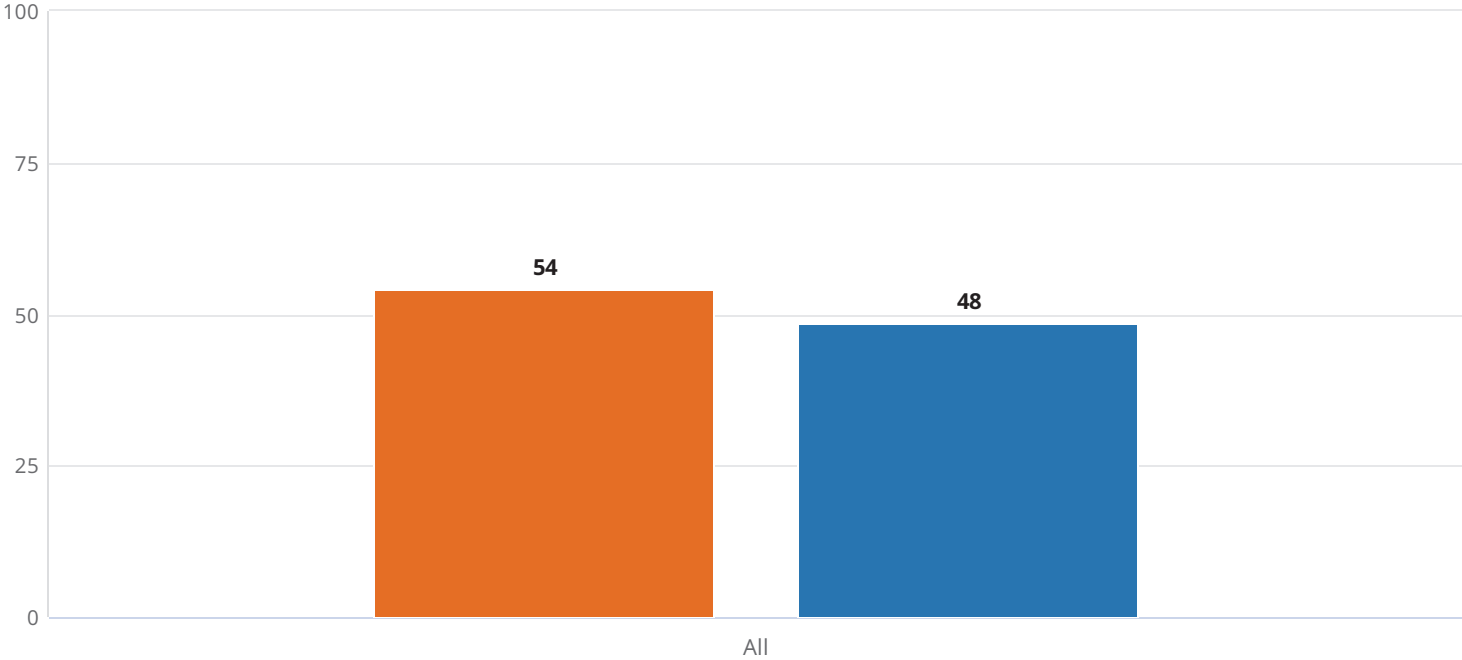
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 9/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target			Target		
ELPA	24	54.1	48.4	23	56.5	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Aliante 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: 1/10				ELA AGP Points Earned: 2/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	12.8	22.5	28.5	36.5	27.2	31.9	23.9	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	11.1	15.8	30.0	29.4	28.5	25.9	13.3	29.9
Hispanic/Latino	16.0	20.4	25.0	34.4	25.0	29.9	31.2	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	-	37.7	36.3	31.3	-	40.3
White/Caucasian	8.0	27.2	25.0	43.4	22.5	37.8	15.3	42.6
Special Education	8.0	14.6	13.3	23.4	17.6	20.8	17.6	25.2
English Learners Current + Former	25.0	23.3	20.0	34.1	33.3	27.5	30.7	31.6
English Learners Current	-	20.0	-	31.2	-	25.4	-	30.3
Economically Disadvantaged	13.7	20.8	20.8	33.4	27.0	28.7	21.8	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.

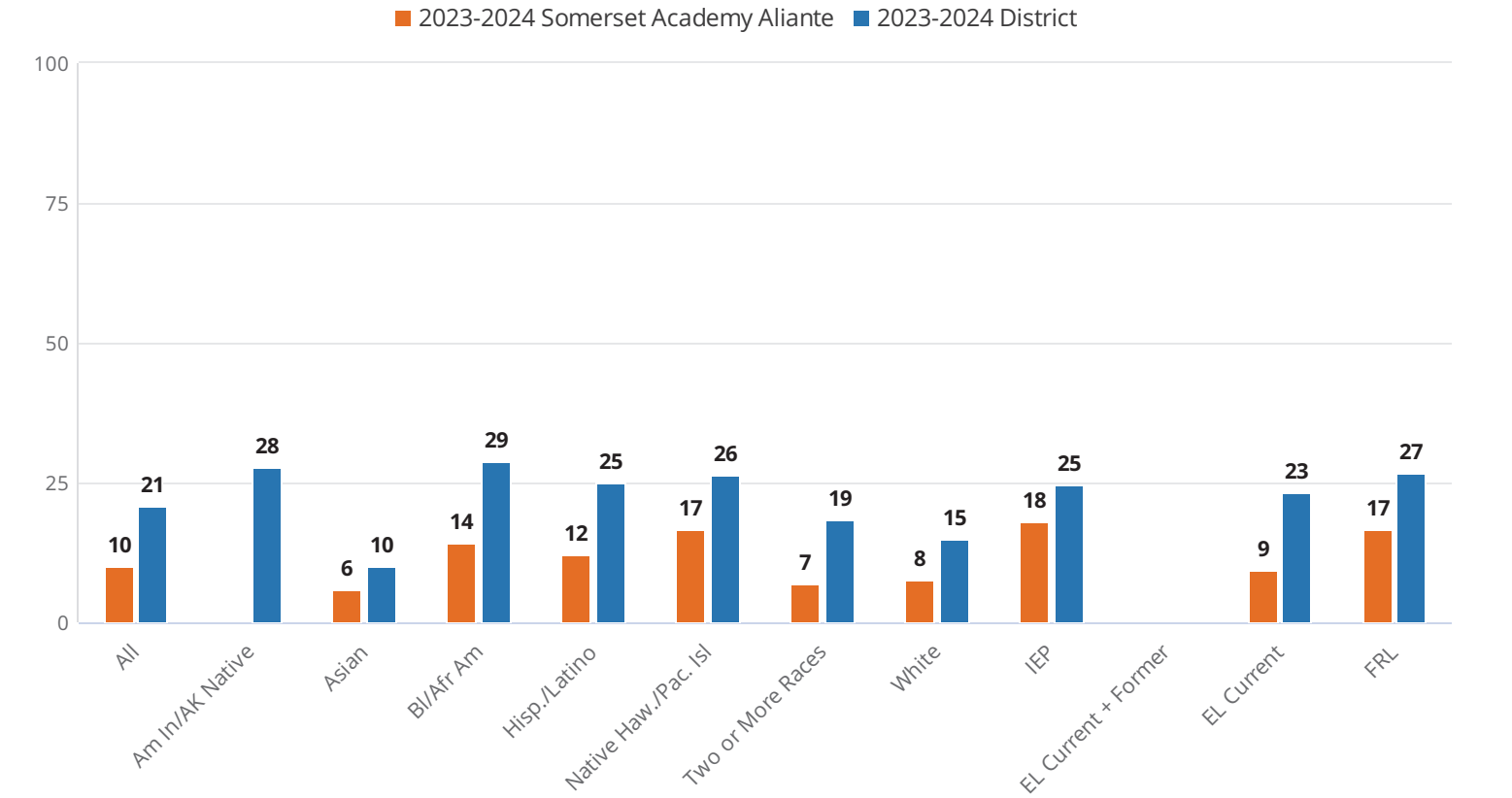
Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	10.0	20.7	10.9	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	5.8	10.0	9.5	12.9
Black/African American	14.4	28.9	17.7	30.1
Hispanic/Latino	12.1	25.0	13.9	27.5
Pacific Islander	16.6	26.3	13.3	31.6
Two or More Races	7.0	18.5	7.9	21.4
White/Caucasian	7.6	14.9	6.0	17.1
Special Education	18.2	24.7	16.3	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	9.3	23.1	17.2	25.4
Economically Disadvantaged	16.5	26.8	24.0	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

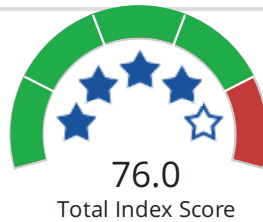


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

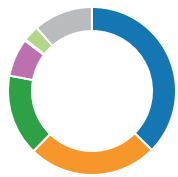
Somerset Academy Aliante

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 6475 Valley Drive
 North Las Vegas, NV 89084



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



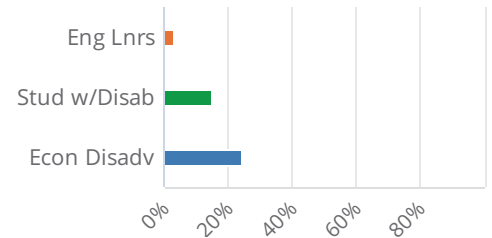
Student Race/Ethnicity

24.8% White
 15.6% BI/Afr Am
 37.3% Hisp/Latino
 7.3% Asian
 0.2% Am Ind/AK Nat
 3.1% Pac Isl
 11.4% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	80.0 NR
2020-2021	82.7 ★★★★★

Additional Student Groups



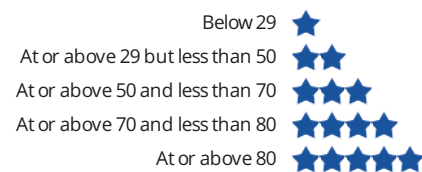
What does my school rating mean?

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	45.8	45.7
Math Proficiency	35.8	38.5
ELA Proficiency	58.5	53.4
Science Proficiency	37.6	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	10.0	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	9.5	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	93.3	92.7
Climate Survey Participation	93.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	62.0	56.0
ELA MGP	67.0	56.0
School Rate		District Rate
Met Math AGP Target	38.2	40.4
Met ELA AGP Target	58.8	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.2	18.0
Prior Non-Proficient Met ELA AGP Target	29.2	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.

18/25

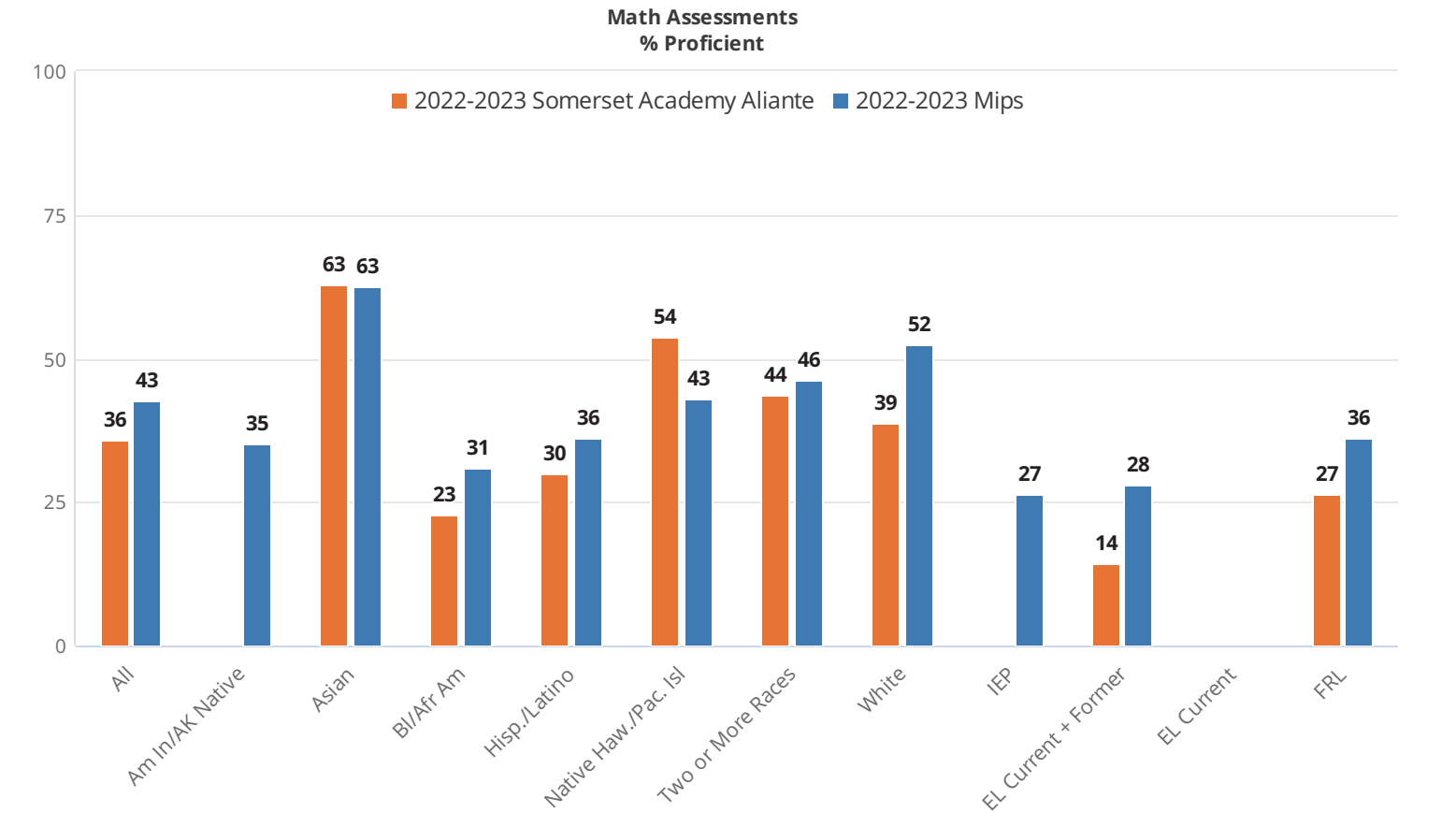
Academic Achievement

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: 18/25		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	45.8	45.7	45.6	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.8	38.5	42.7	29.5	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	N/A	36.3	31.9
Asian	62.9	62.5	62.6	59.0	62.7	60.6
Black/African American	22.8	19.4	31	20.4	18.2	27.3
Hispanic/Latino	29.9	28.3	36.2	21.2	26.4	32.8
Pacific Islander	53.8	37.9	43.1	54.5	28.3	40.1
Two or More Races	43.5	44.5	46.4	39.0	41.8	43.6
White/Caucasian	38.8	51.4	52.3	32.2	48.1	49.8
Special Education	<5	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	14.2	21.5	28	11.2	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	26.5	24.9	36.1	20.2	23.9	32.7



'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.

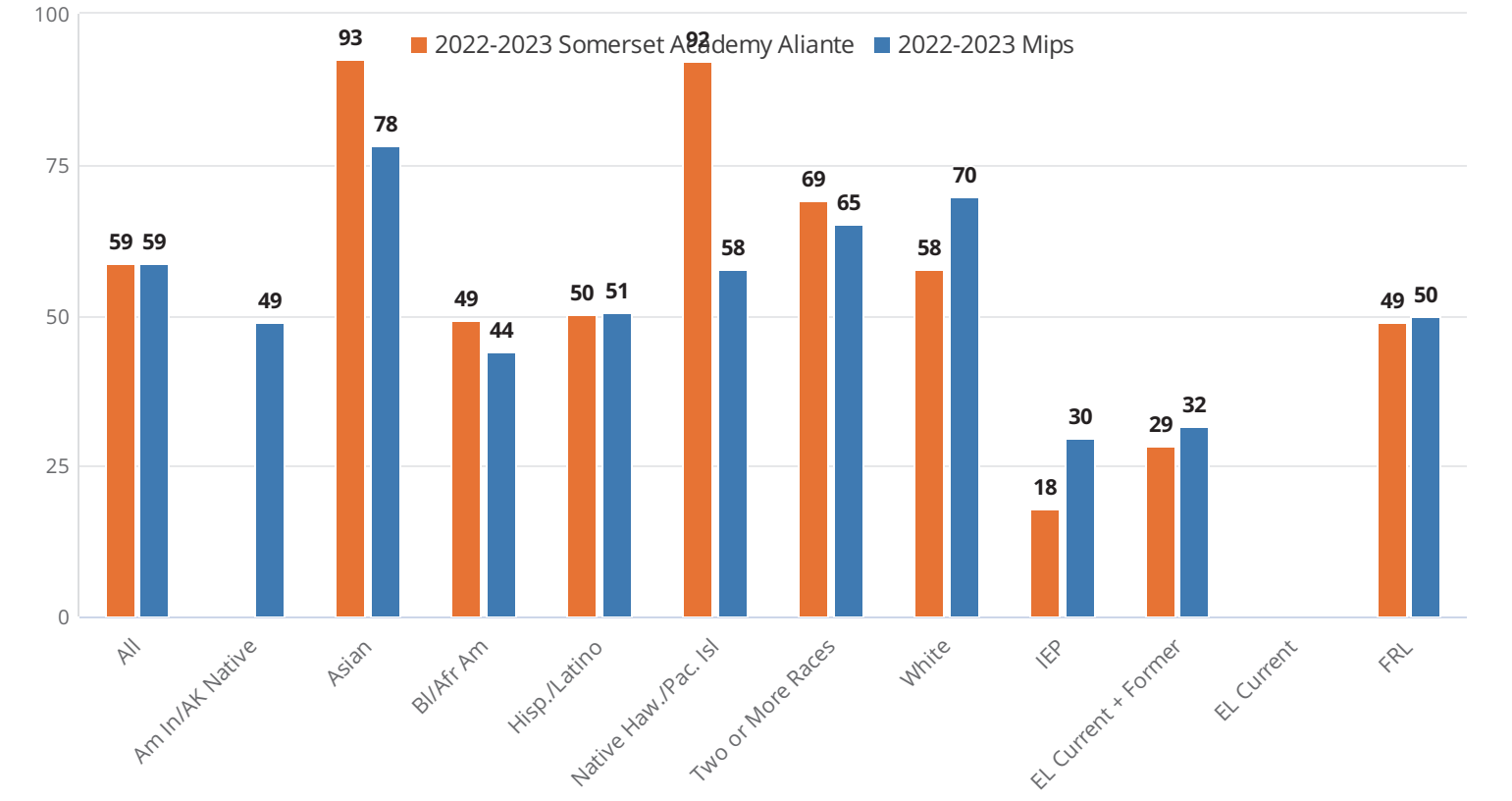
18/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	58.5	53.4	58.6	58.3	57.3	56.4
American Indian/Alaska Native	-	45.6	49	N/A	53.7	46.3
Asian	92.5	74.7	78.2	90.9	79.0	77.1
Black/African American	49.1	37.4	43.9	48.9	41.1	40.9
Hispanic/Latino	50.3	44.8	50.5	50.0	48.2	47.9
Pacific Islander	92.3	47.2	57.8	72.7	53.3	55.5
Two or More Races	69.2	60.0	65	70.7	64.6	63.2
White/Caucasian	57.7	64.0	69.6	60.2	67.2	68
Special Education	18.0	17.4	29.6	16.2	18.0	25.8
English Learners Current + Former	28.5	34.0	31.7	33.8	38.8	28.1
English Learners Current	<5	12.0		<5	16.7	
Economically Disadvantaged	48.9	40.8	49.8	51.0	45.9	47.1

ELA Assessments
% Proficient

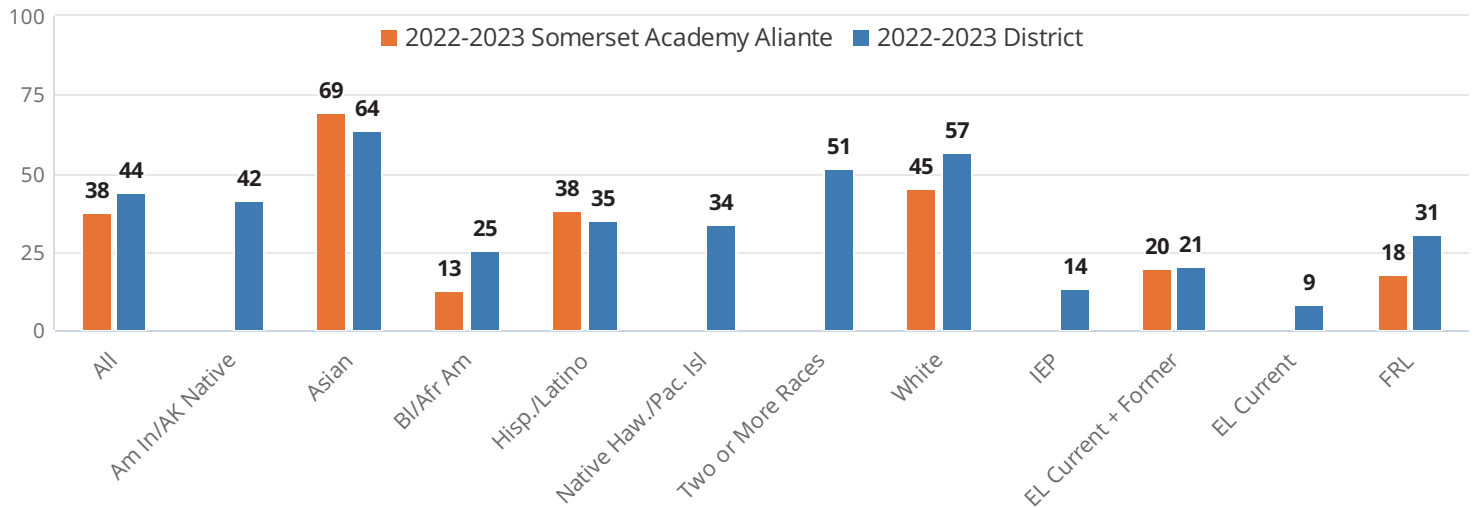




Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	37.6	43.9	56.4	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	69.2	63.5	-	63.9
Black/African American	13.0	25.3	55.5	28.3
Hispanic/Latino	38.2	34.8	47.6	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	-	51.4	91.6	53.3
White/Caucasian	45.4	56.5	51.5	57.8
Special Education	<5	13.6	-	12.0
English Learners Current + Former	20.0	20.7	-	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	18.1	30.8	46.8	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	-	-	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	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: 9/10

ELA MGP Points Earned: 10/10

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	62.0	56.0	67.0	56.0	61.0	56.0	65.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	N/A	53.5	N/A	55.5
Asian	71.5	61.0	81.5	57.0	52.5	61.0	74.5	61.0
Black/African American	61.0	51.0	57.5	55.0	66.0	52.0	70.0	54.0
Hispanic/Latino	60.0	54.0	66.0	55.0	60.0	54.0	61.0	54.0
Pacific Islander	51.0	59.0	64.0	54.0	86.5	53.5	75.0	55.0
Two or More Races	68.0	59.0	68.0	58.0	57.5	57.0	68.0	55.0
White/Caucasian	60.0	58.0	68.0	56.0	59.5	57.0	61.0	56.0
Special Education	49.0	52.0	60.0	55.0	61.0	44.0	62.5	43.0
English Learners Current + Former	55.5	54.0	63.0	56.0	59.0	54.0	53.5	54.0
English Learners Current	50.0	53.0	76.0	53.0	65.0	50.0	58.5	51.0
Economically Disadvantaged	58.0	54.0	72.0	55.0	58.0	54.0	64.0	55.0

AGP Growth Data

Math AGP Points Earned: 4/5

ELA AGP Points Earned: 4.5/5

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	38.2	40.4	58.8	52.8	35.8	40.8	66.6	60.4
American Indian/Alaska Native	-	38.8	-	50.0	N/A	37.5	N/A	64.2
Asian	65.3	62.5	88.4	72.6	54.5	63.7	86.3	77.2
Black/African American	27.2	23.7	51.8	39.6	30.4	24.7	63.0	49.7
Hispanic/Latino	28.7	30.6	52.5	44.7	29.0	31.4	59.8	52.7
Pacific Islander	46.1	40.5	84.6	48.3	70.0	36.8	70.0	59.5
Two or More Races	45.9	46.9	62.1	59.5	42.5	43.8	82.5	65.6
White/Caucasian	47.1	51.9	58.6	61.5	36.9	50.7	65.4	67.2
Special Education	8.5	15.1	23.4	22.3	15.7	12.9	36.8	26.3
English Learners Current + Former	17.8	24.3	32.1	35.3	25.0	25.2	46.4	45.5
English Learners Current	<5	10.9	9.0	16.2	10.0	12.6	30.0	28.2
Economically Disadvantaged	28.0	28.1	52.2	41.9	30.5	29.9	61.1	51.8

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

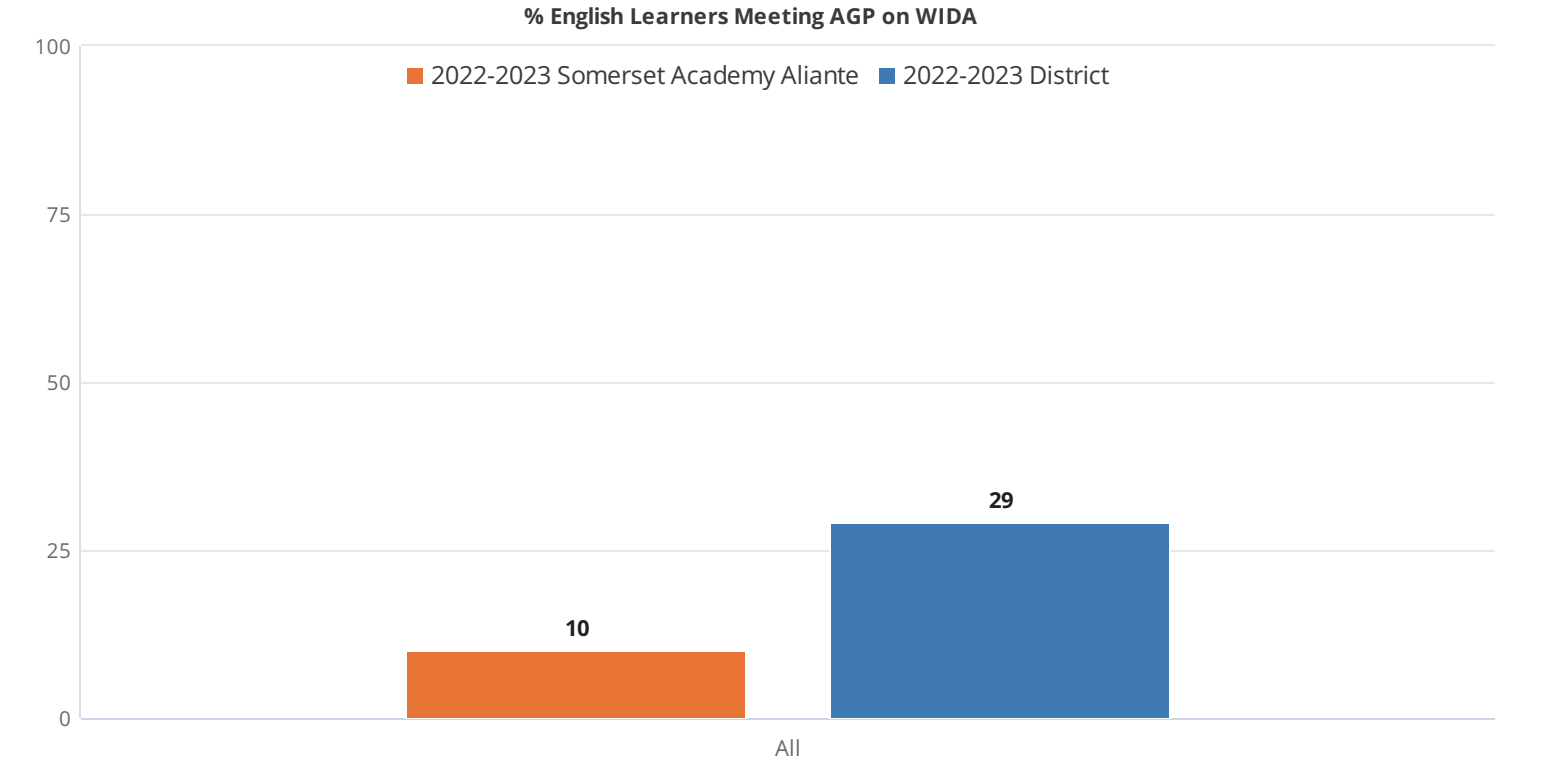
1/10

English Language

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

English Language Points Earned: 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	10	10.0	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: 9/10				ELA AGP Points Earned: 7/10			
	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	21.2	18.0	29.2	23.3	23.0	23.5	52.7	38.0
American Indian/Alaska Native	-	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	-	26.3	-	36.0	27.2	38.5	-	51.3
Black/African American	17.3	12.5	20.8	20.2	21.9	16.6	57.6	33.6
Hispanic/Latino	16.5	15.4	30.0	21.4	20.3	20.3	45.2	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	13.6	20.8	28.5	27.8	23.0	24.1	78.9	42.9
White/Caucasian	29.8	23.6	25.0	26.3	21.8	28.8	43.9	40.2
Special Education	6.5	8.5	15.3	12.4	13.5	7.8	36.8	19.6
English Learners Current + Former	<5	13.5	15.7	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	9.0	12.7	10.0	11.3	30.0	24.4
Economically Disadvantaged	14.0	14.2	27.9	20.9	18.8	19.7	43.1	35.0



Student Engagement

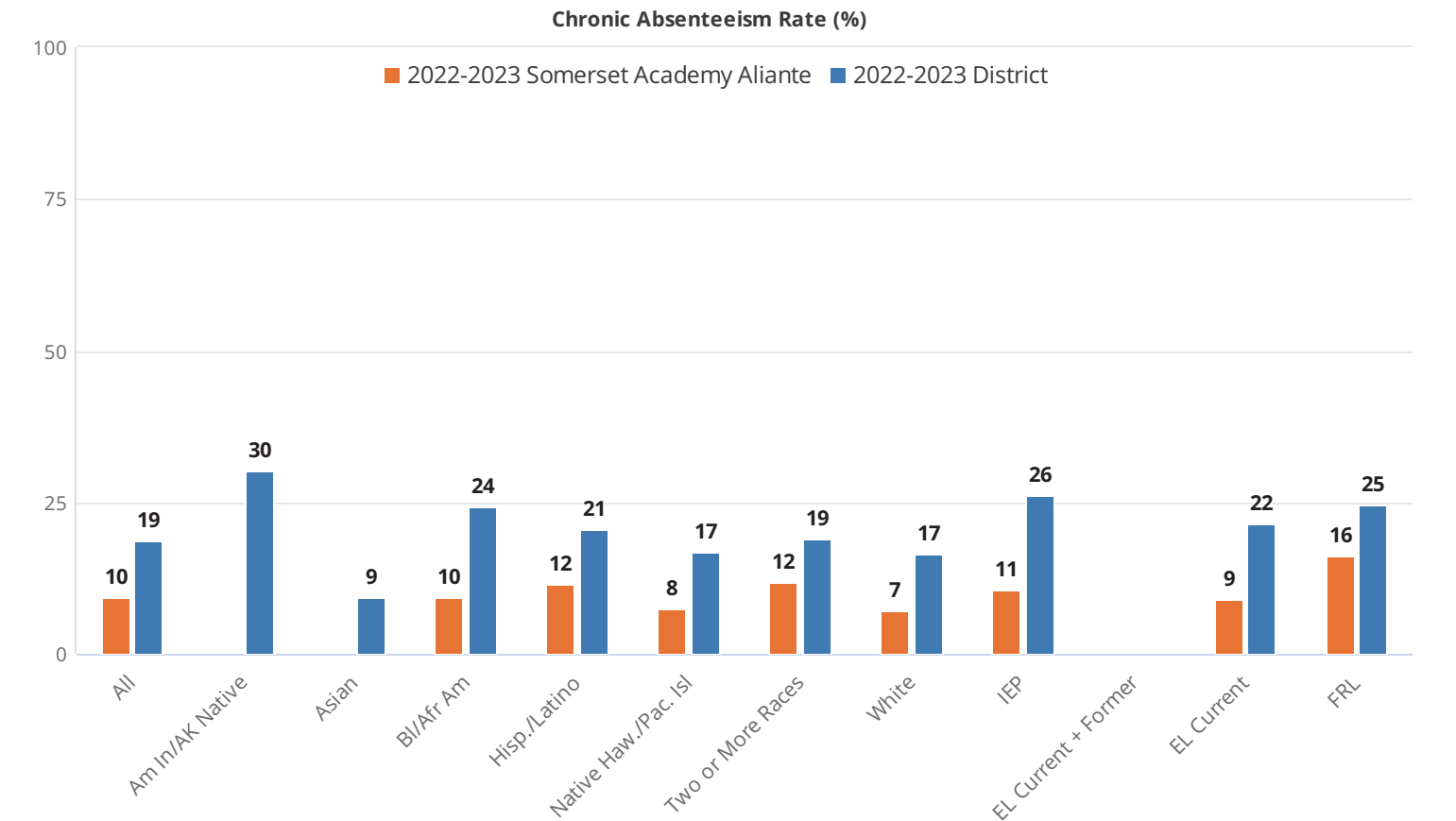
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 7.5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	9.5	18.8	20.9	18.5
American Indian/Alaska Native	-	30.1	N/A	28.9
Asian	<5	9.3	22.7	8.7
Black/African American	9.5	24.2	14.2	24.9
Hispanic/Latino	11.6	20.6	22.6	19.9
Pacific Islander	7.6	16.7	<5	22.7
Two or More Races	11.9	19.0	19.0	19.4
White/Caucasian	7.2	16.5	24.7	16.1
Special Education	10.7	26.3	18.6	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	9.0	21.6	45.4	18.3
Economically Disadvantaged	16.3	24.7	32.0	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	N/A	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

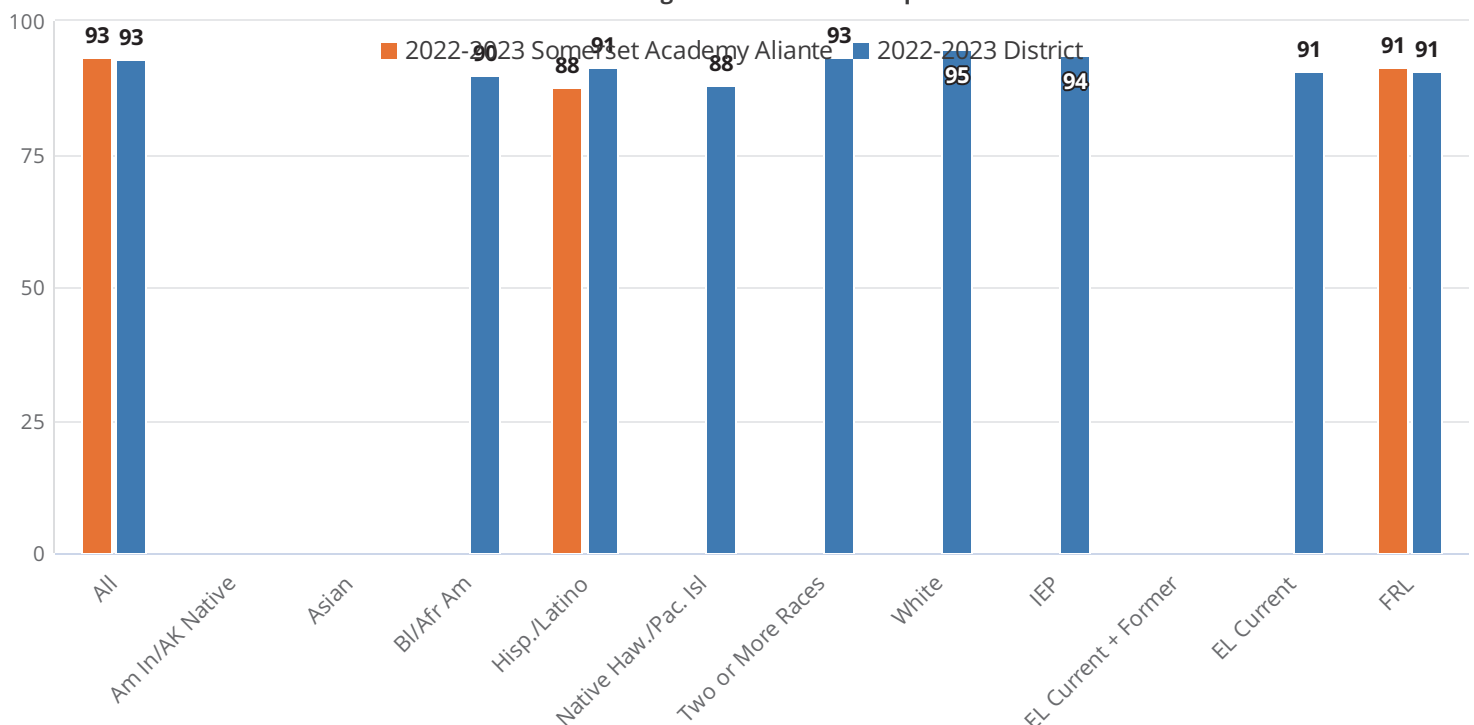
Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	93.3	92.7	>95	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	>95	>95	-	>95
Black/African American	>95	89.9	88.8	85.9
Hispanic/Latino	87.7	91.4	92.6	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	-	93.1	>95	89.2
White/Caucasian	>95	94.8	>95	93.3
Special Education	>95	93.7	-	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	91.4	90.5	93.9	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 6475 Valley Drive

Address: North Las Vegas, NV 89084

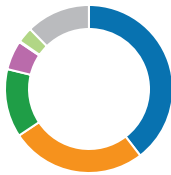


86.6
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

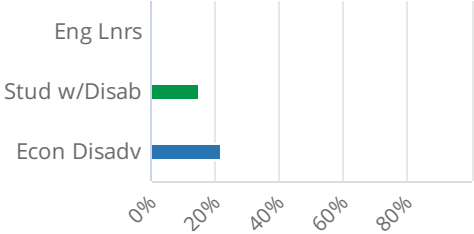


Student Race/Ethnicity
26.0% White
13.1% BI/Afr Am
39.4% Hisp/Latino
5.6% Asian
0.2% Am Ind/AK Nat
3.0% Pac Isl
12.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	76.0 ★★★★★
2021-2022	80.0 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



21/25
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	51.6	47.3
Math Proficiency	44.1	39.8
ELA Proficiency	59.5	54.2
Science Proficiency	50.0	48.8



26/30
Student Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	57.0
ELA MGP	58.0	59.0

	School Rate	District Rate
Met Math AGP Target	44.6	40.5
Met ELA AGP Target	57.6	54.7



N/A
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	27.2



**15/15
Student Engagement Indicator

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

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

21/25

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.

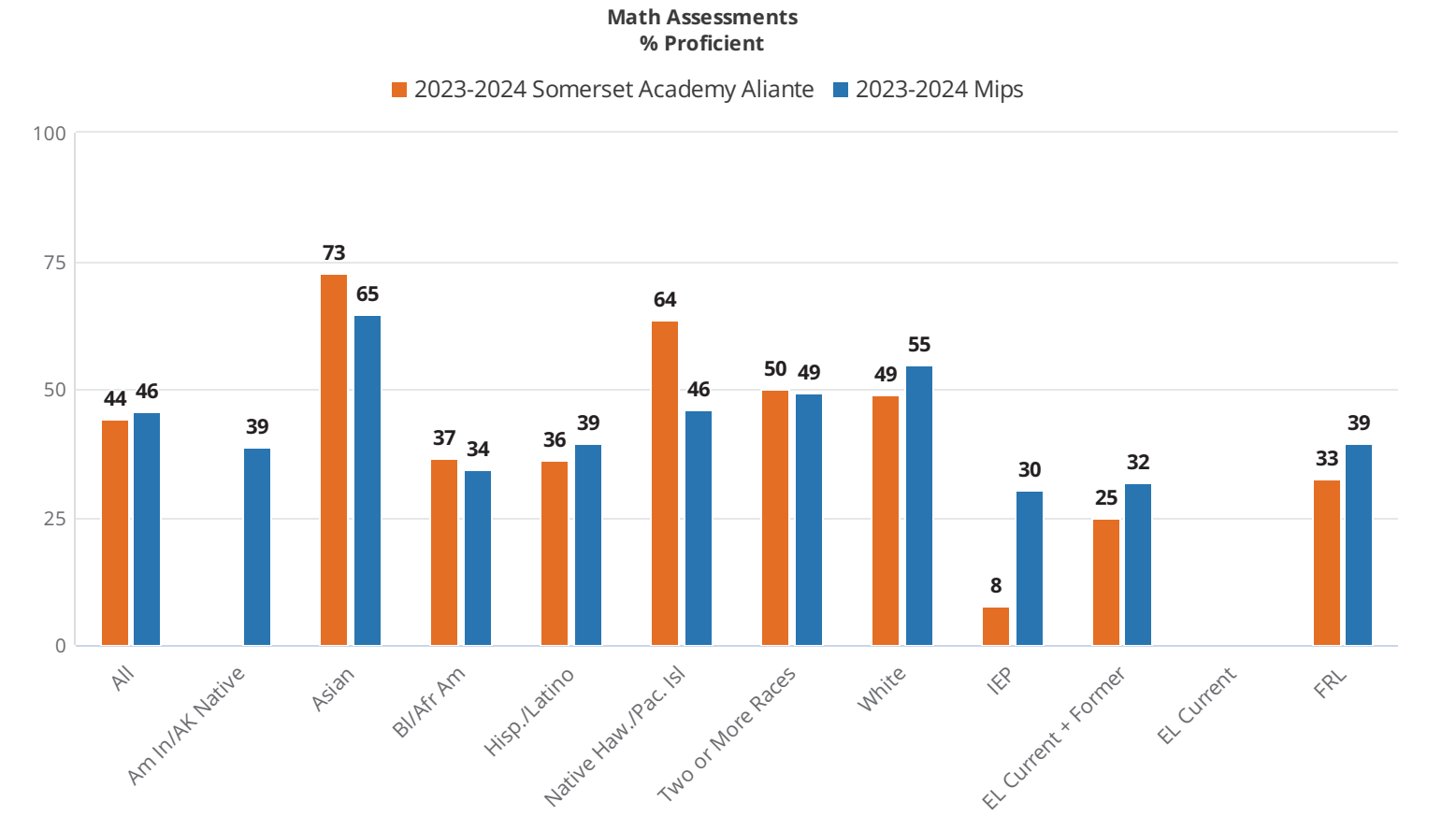
Pooled Proficiency

Pooled Proficiency Points Earned: 21/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	51.6	47.3	45.8	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	44.1	39.8	45.6	35.8	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	72.7	64.8	64.5	62.9	62.5	62.6
Black/African American	36.5	21.6	34.4	22.8	19.4	31
Hispanic/Latino	36.1	28.7	39.4	29.9	28.3	36.2
Pacific Islander	63.6	35.1	45.9	53.8	37.9	43.1
Two or More Races	50.0	47.6	49.1	43.5	44.5	46.4
White/Caucasian	48.9	54.3	54.7	38.8	51.4	52.3
Special Education	7.5	11.3	30.2	<5	11.5	26.5
English Learners Current + Former	25.0	20.5	31.6	14.2	21.5	28
English Learners Current	<5	6.2		<5	6.5	
Economically Disadvantaged	32.5	27.1	39.3	26.5	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.



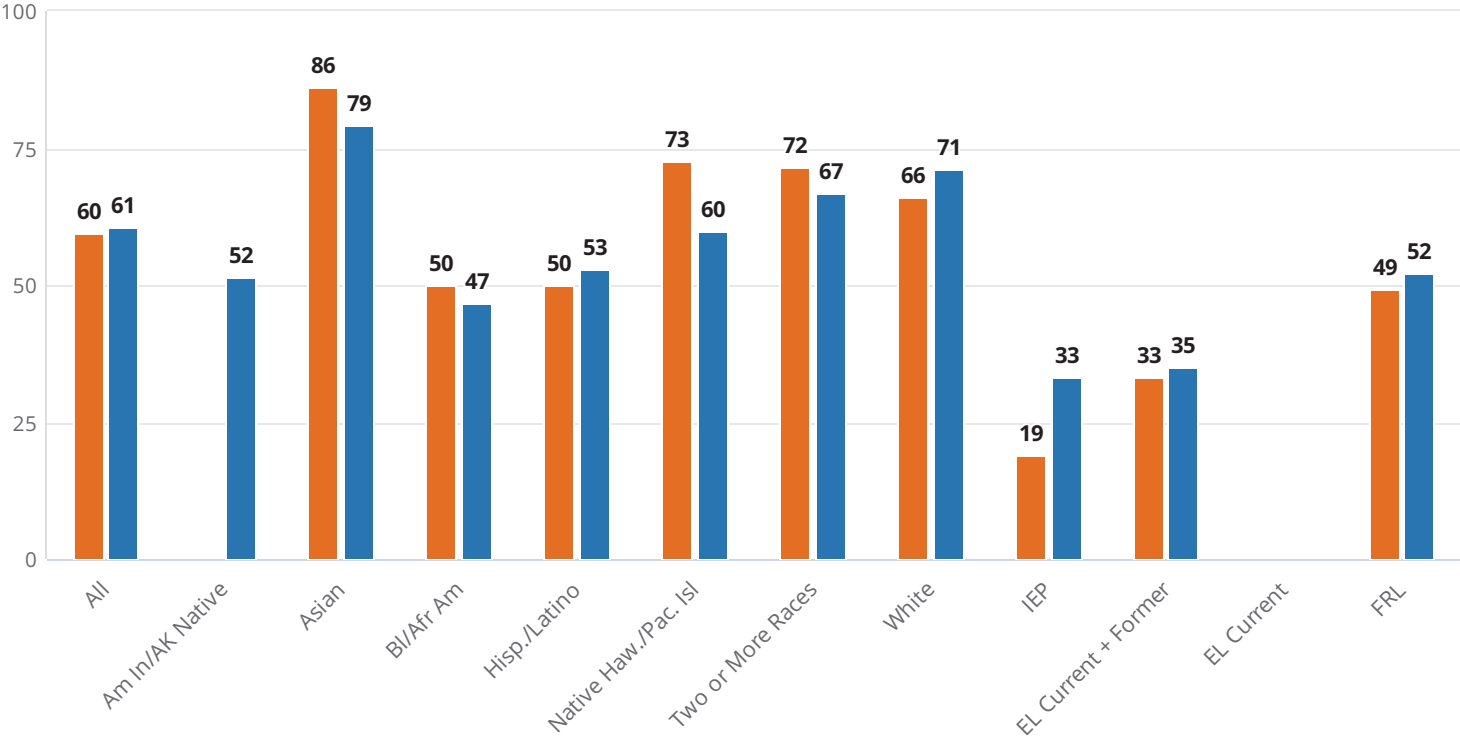
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	59.5	54.2	60.6	58.5	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	86.3	76.3	79.3	92.5	74.7	78.2
Black/African American	50.0	40.1	46.7	49.1	37.4	43.9
Hispanic/Latino	50.0	44.9	53	50.3	44.8	50.5
Pacific Islander	72.7	45.9	59.9	92.3	47.2	57.8
Two or More Races	71.7	62.1	66.8	69.2	60.0	65
White/Caucasian	65.9	65.0	71.1	57.7	64.0	69.6
Special Education	18.8	17.5	33.1	18.0	17.4	29.6
English Learners Current + Former	33.3	32.1	35.1	28.5	34.0	31.7
English Learners Current	<5	11.3		<5	12.0	
Economically Disadvantaged	49.3	42.5	52.3	48.9	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Somerset Academy Aliante 2023-2024 Mips

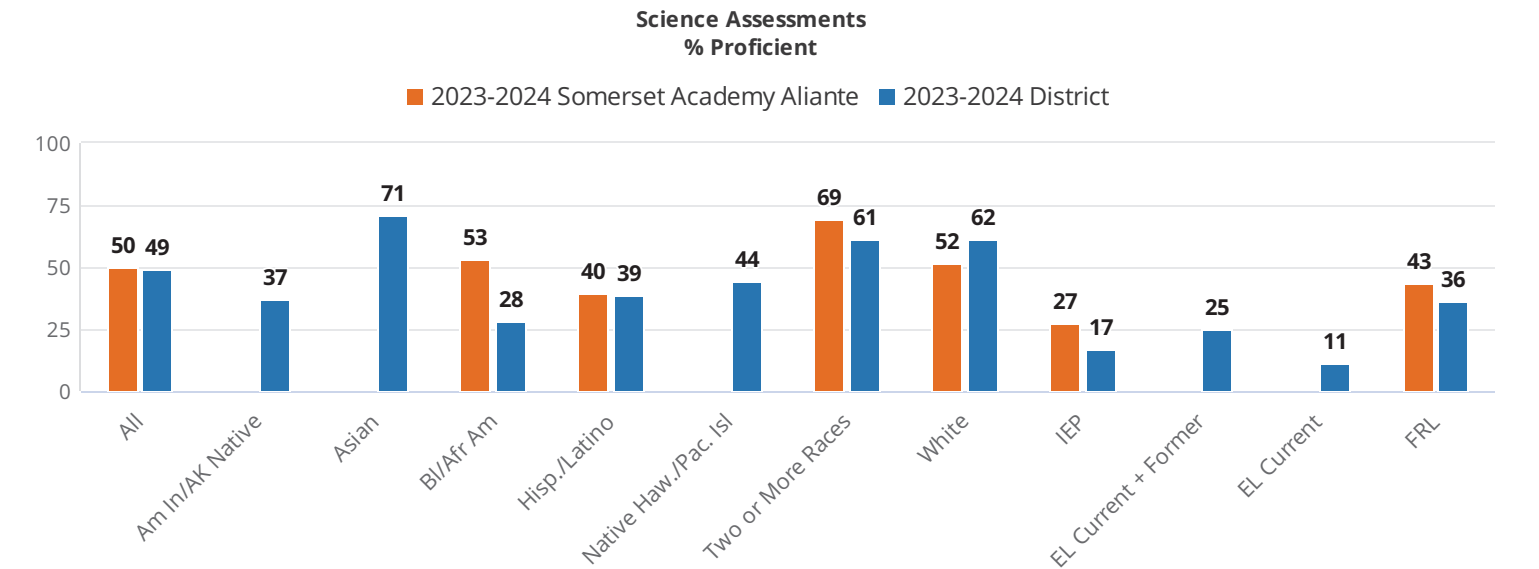


21/25

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	50.0	48.8	37.6	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	-	71.3	69.2	63.5
Black/African American	53.3	27.9	13.0	25.3
Hispanic/Latino	39.5	38.9	38.2	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	69.2	61.2	-	51.4
White/Caucasian	51.8	61.6	45.4	56.5
Special Education	27.2	16.8	<5	13.6
English Learners Current + Former	-	24.6	20.0	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	43.4	36.0	18.1	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	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
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	64.0	57.0	58.0	59.0	62.0	56.0	67.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	48.0	63.0	42.0	63.5	71.5	61.0	81.5	57.0
Black/African American	60.0	52.0	59.0	57.0	61.0	51.0	57.5	55.0
Hispanic/Latino	64.0	57.0	59.0	59.0	60.0	54.0	66.0	55.0
Pacific Islander	64.0	59.5	33.0	55.0	51.0	59.0	64.0	54.0
Two or More Races	76.5	58.0	49.0	60.0	68.0	59.0	68.0	58.0
White/Caucasian	63.0	57.0	63.0	58.0	60.0	58.0	68.0	56.0
Special Education	56.5	53.0	56.5	56.0	49.0	52.0	60.0	55.0
English Learners Current + Former	56.0	56.0	42.0	58.0	55.5	54.0	63.0	56.0
English Learners Current	50.5	56.0	30.5	55.0	50.0	53.0	76.0	53.0
Economically Disadvantaged	65.0	56.0	56.0	58.0	58.0	54.0	72.0	55.0

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 4/5		
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	44.6	40.5	57.6	54.7	38.2	40.4	58.8	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	71.4	65.1	71.4	75.9	65.3	62.5	88.4	72.6
Black/African American	37.2	24.1	49.0	42.6	27.2	23.7	51.8	39.6
Hispanic/Latino	39.5	30.4	50.3	46.4	28.7	30.6	52.5	44.7
Pacific Islander	63.6	36.9	72.7	48.6	46.1	40.5	84.6	48.3
Two or More Races	45.6	46.6	68.8	61.9	45.9	46.9	62.1	59.5
White/Caucasian	47.3	53.0	63.4	63.6	47.1	51.9	58.6	61.5
Special Education	15.3	14.6	19.2	22.8	8.5	15.1	23.4	22.3
English Learners Current + Former	25.0	23.0	29.1	35.8	17.8	24.3	32.1	35.3
English Learners Current	<5	10.1	10.0	17.2	<5	10.9	9.0	16.2
Economically Disadvantaged	36.1	29.5	46.3	44.8	28.0	28.1	52.2	41.9

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

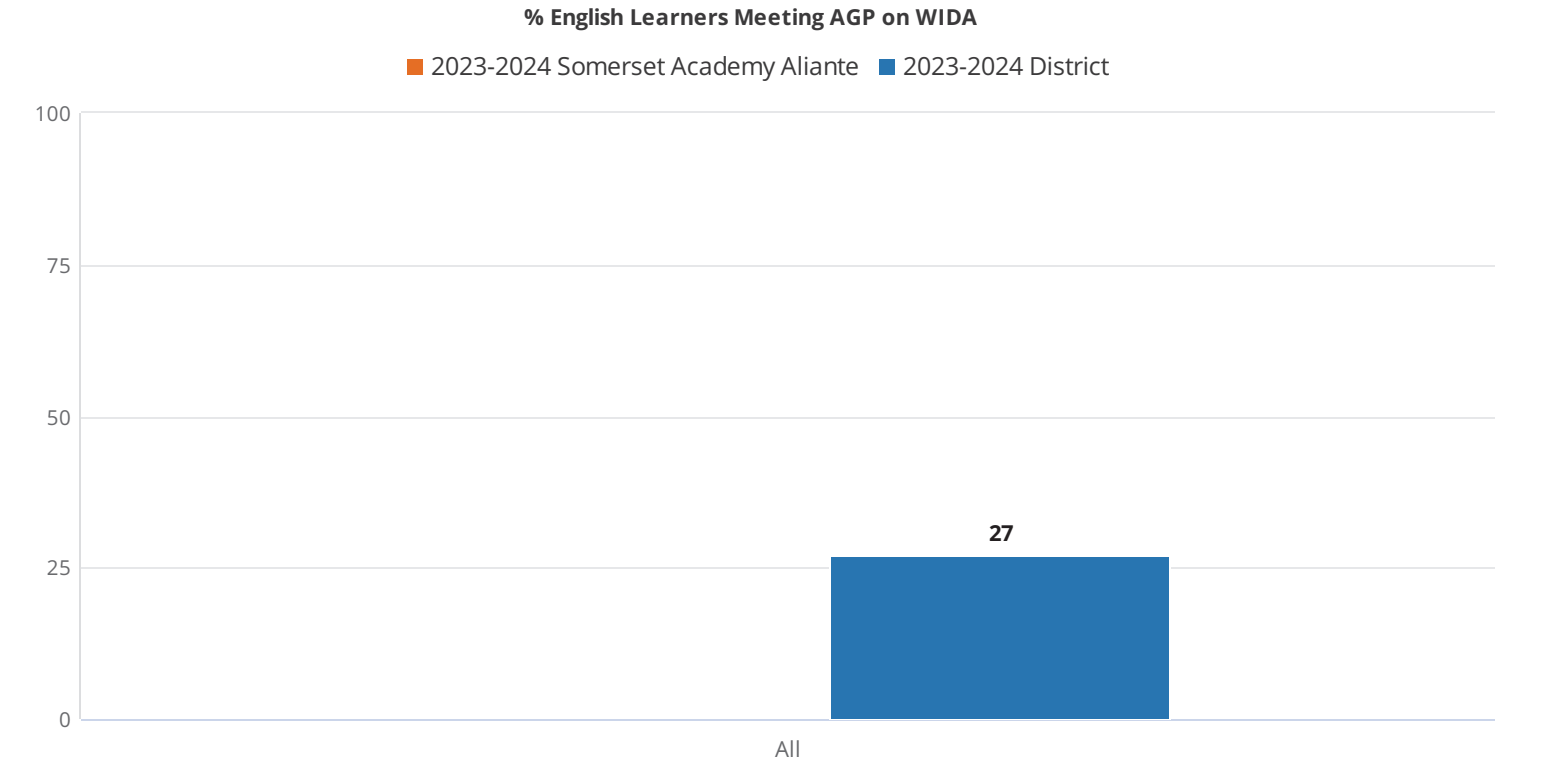
N/A

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	10	10.0	29.3



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: 9/10				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	23.4	16.3	28.6	26.0	21.2	18.0	29.2	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	-	18.9	N/A	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	18.9	10.9	18.1	21.2	17.3	12.5	20.8	20.2
Hispanic/Latino	23.7	13.5	23.8	23.6	16.5	15.4	30.0	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	25.0	19.7	38.8	32.6	13.6	20.8	28.5	27.8
White/Caucasian	28.3	22.6	39.0	30.5	29.8	23.6	25.0	26.3
Special Education	12.7	7.3	8.8	13.5	6.5	8.5	15.3	12.4
English Learners Current + Former	19.0	11.4	16.6	20.6	<5	13.5	15.7	18.6
English Learners Current	<5	7.4	10.0	13.9	<5	8.9	9.0	12.7
Economically Disadvantaged	18.9	13.6	17.5	22.8	14.0	14.2	27.9	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.

**15/15

Student Engagement

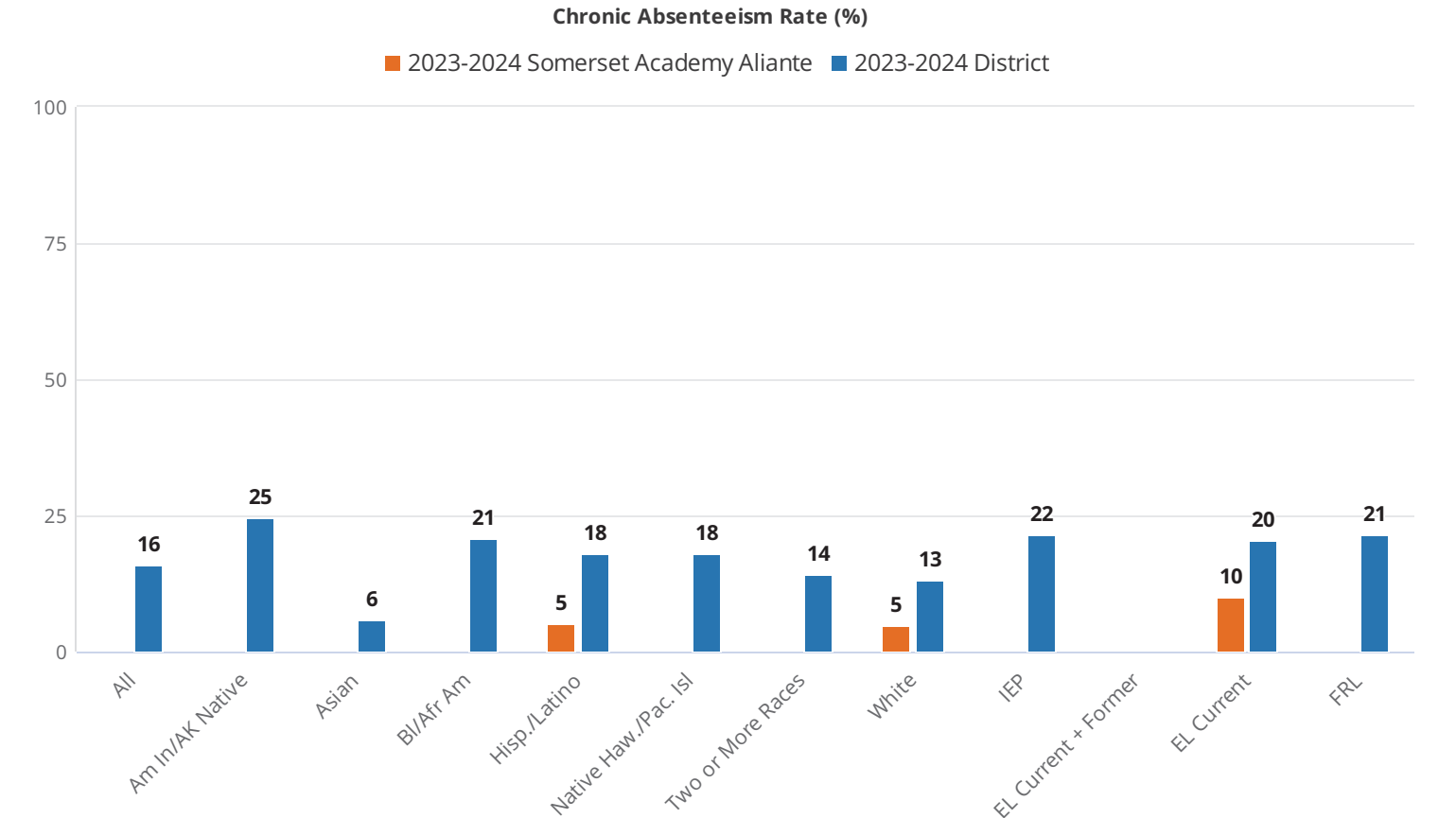
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	15.8	9.5	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	<5	6.0	<5	9.3
Black/African American	<5	21.0	9.5	24.2
Hispanic/Latino	5.2	18.2	11.6	20.6
Pacific Islander	<5	18.2	7.6	16.7
Two or More Races	<5	14.2	11.9	19.0
White/Caucasian	5.0	13.2	7.2	16.5
Special Education	<5	21.7	10.7	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.0	20.4	9.0	21.6
Economically Disadvantaged	<5	21.4	16.3	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

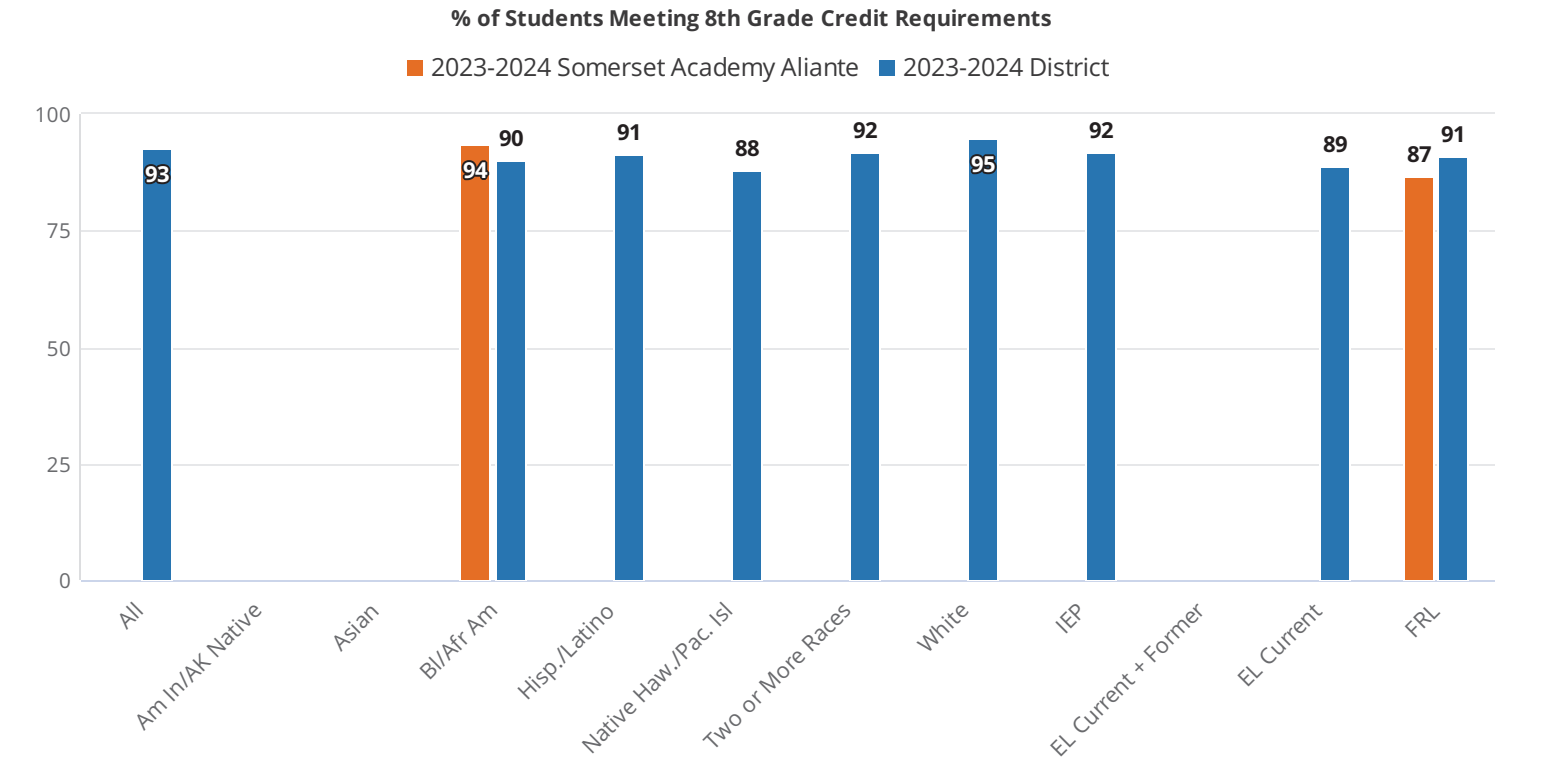




Student Engagement

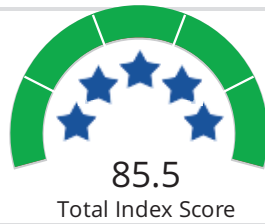
Academic Learning Plans		Academic Learning Plans Points Earned 2/2		
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95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

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 3/3		
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	93.3	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	>95	>95
Black/African American	93.7	90.2	>95	89.9
Hispanic/Latino	>95	91.4	87.7	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	>95	91.9	-	93.1
White/Caucasian	>95	94.8	>95	94.8
Special Education	-	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	86.9	91.2	91.4	90.5

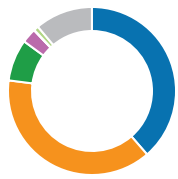


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 4491 N. Rainbow Blvd. Las Vegas, NV 89108



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



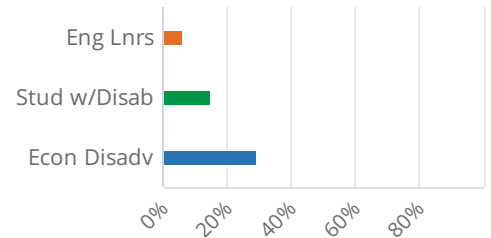
Student Race/Ethnicity

38.3% White
 8.0% BI/Afr Am
 38.5% Hisp/Latino
 2.8% Asian
 0.1% Am Ind/AK Nat
 0.9% Pac Isl
 11.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	79.0 NR
2020-2021	90.5 ★★★★★

Additional Student Groups



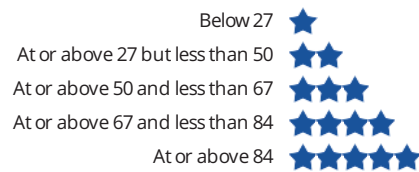
What does my school rating mean?

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	52.7	50.0
Math Proficiency	57.8	52.0
ELA Proficiency	57.5	54.6
Science Proficiency	23.4	29.8
Read-by-Grade-3 Proficiency	54.8	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	62.0	55.0
ELA MGP	66.0	55.0
School Rate		District Rate
Met Math AGP Target	59.1	50.8
Met ELA AGP Target	61.9	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	57.6	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.0	22.9
Climate Survey Participation	>95	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	36.0	31.9
Prior Non-Proficient Met ELA AGP Target	46.0	37.1

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.

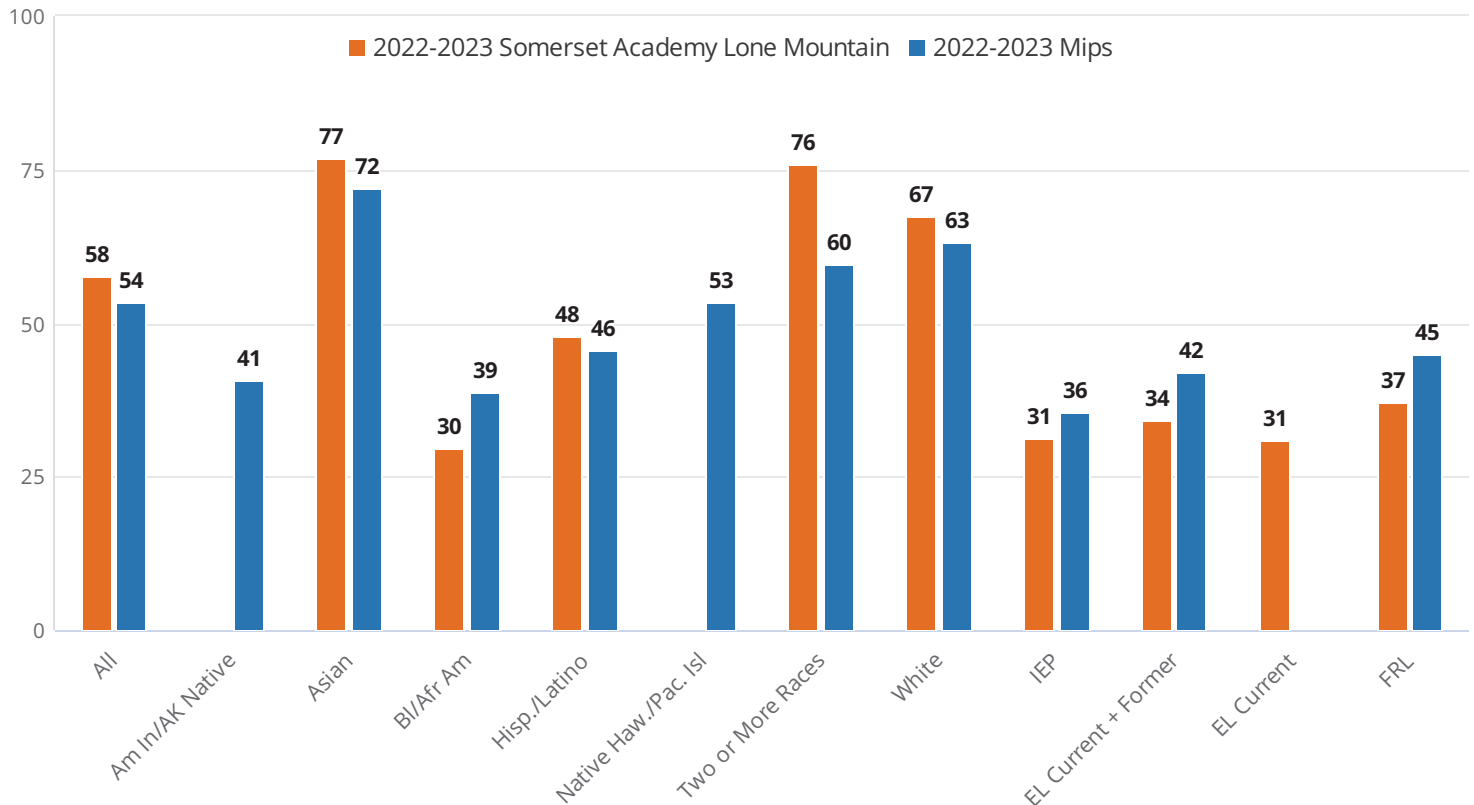
Pooled Proficiency Points Earned: 14/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	52.7	50.0	50.6	49.2

Math Proficient

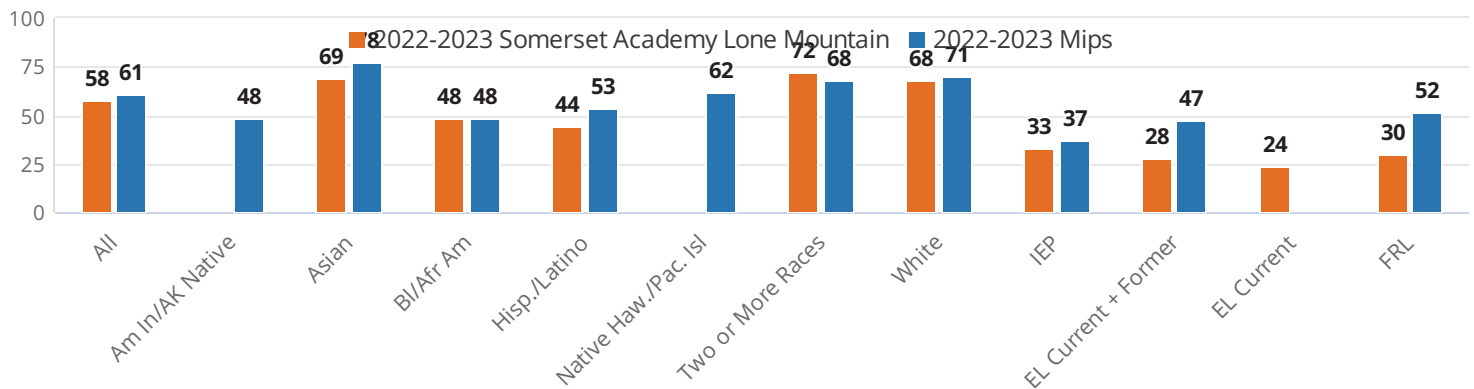
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	57.8	52.0	53.5	54.7	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	76.9	74.5	71.9	72.7	72.8	70.4
Black/African American	29.6	31.4	38.9	25.0	30.3	35.7
Hispanic/Latino	48.0	42.2	45.5	45.7	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	75.8	57.8	59.6	60.7	55.6	57.5
White/Caucasian	67.4	63.7	63.3	64.9	60.7	61.3
Special Education	31.2	29.1	35.5	21.0	26.3	32.1
English Learners Current + Former	34.3	38.1	42	48.2	34.9	39
English Learners Current	31.0	27.6		35.2	25.5	
Economically Disadvantaged	37.0	39.0	44.9	34.6	35.6	42

Math Assessments % Proficient

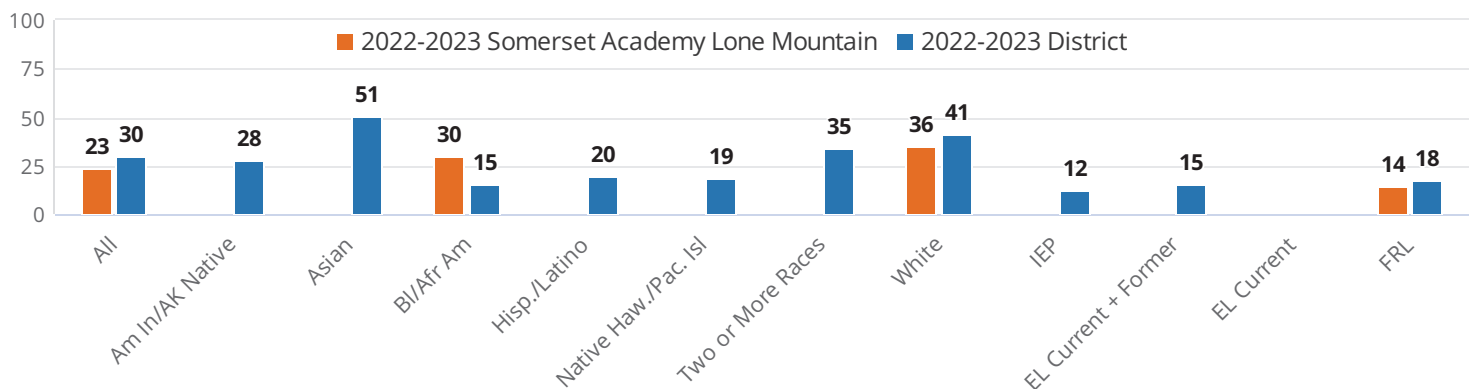


**Academic Achievement****ELA Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	57.5	54.6	61.2	57.6	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	69.2	74.1	77.8	81.8	74.9	76.7
Black/African American	48.1	37.5	48.2	33.3	39.8	45.4
Hispanic/Latino	44.0	45.9	53.2	44.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	72.4	60.7	67.9	64.2	61.5	66.2
White/Caucasian	68.2	64.4	70.6	67.9	65.5	69
Special Education	32.8	27.4	36.8	18.4	25.5	33.5
English Learners Current + Former	28.1	37.6	47.2	43.8	37.4	44.4
English Learners Current	24.1	24.1		23.5	24.4	
Economically Disadvantaged	30.3	42.0	51.9	38.4	42.8	49.4

**ELA Assessments
% Proficient****Science Proficient**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	23.4	29.8	17.4	30.4
American Indian/Alaska Native	N/A	27.7	-	17.6
Asian	-	51.0	-	52.9
Black/African American	30.0	15.3	-	17.6
Hispanic/Latino	<5	19.5	14.7	19.2
Pacific Islander	N/A	18.7	-	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	35.5	40.9	19.6	40.8
Special Education	<5	12.2	10.0	11.6
English Learners Current + Former	<5	15.1	8.3	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	14.2	17.6	6.0	19.4

**Science Assessments
% Proficient**



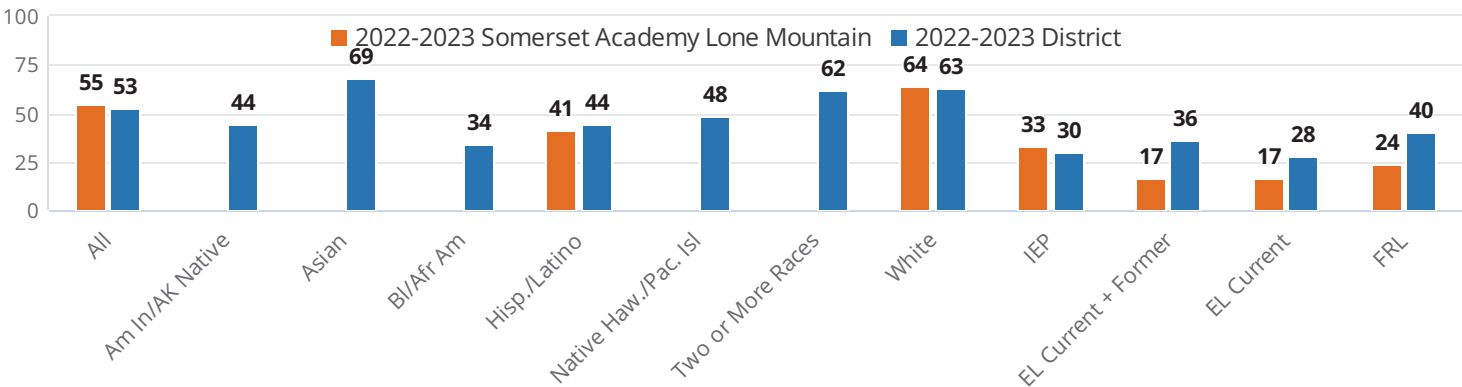
Academic Achievement

Read by Grade 3 Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	54.8	52.6	51.4	51.8
American Indian/Alaska Native	N/A	44.0	-	33.3
Asian	-	68.5	N/A	71.7
Black/African American	-	33.9	-	33.0
Hispanic/Latino	40.9	44.2	41.6	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	-	62.3	66.6	57.4
White/Caucasian	64.4	62.5	60.9	60.8
Special Education	33.3	29.5	16.6	23.7
English Learners Current + Former	16.6	36.1	-	37.1
English Learners Current	16.6	27.6	-	30.7
Economically Disadvantaged	24.1	40.3	25.0	40.5

Read by Grade 3 Points Earned: 4/5

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	-	-
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: 10/10

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	62.0	55.0	66.0	55.0	62.0	52.0	64.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	-	61.0	-	61.0	81.0	60.0	77.5	59.0
Black/African American	61.0	52.0	50.0	50.0	33.0	49.0	57.0	53.0
Hispanic/Latino	58.0	54.0	68.0	53.0	70.0	49.0	63.5	51.0
Pacific Islander	-	60.5	-	55.5	N/A	57.0	N/A	57.0
Two or More Races	62.0	54.0	51.0	55.0	49.5	54.5	58.5	53.0
White/Caucasian	66.0	56.0	70.5	57.0	56.0	55.0	72.0	55.0
Special Education	62.0	49.0	65.0	51.0	41.0	46.0	60.5	43.0
English Learners Current + Former	65.0	55.0	63.0	54.0	68.0	47.0	57.0	49.0
English Learners Current	65.5	54.0	63.0	53.0	-	44.0	-	44.0
Economically Disadvantaged	53.5	54.0	55.0	53.0	54.5	49.0	56.0	49.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 7/7.5

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	59.1	50.8	61.9	52.9	60.0	53.1	70.9	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	-	66.5	-	67.6	70.0	68.8	90.0	73.9
Black/African American	47.8	38.1	56.5	42.1	20.0	41.8	56.2	55.8
Hispanic/Latino	49.3	43.8	58.2	46.9	63.2	45.0	63.2	55.4
Pacific Islander	-	52.8	-	51.4	N/A	50.4	N/A	61.9
Two or More Races	56.5	52.0	60.8	56.1	75.0	59.6	75.0	62.7
White/Caucasian	71.7	58.8	69.2	58.9	60.6	59.6	76.4	65.1
Special Education	50.0	32.3	50.0	34.0	30.0	35.9	50.0	41.3
English Learners Current + Former	42.1	41.8	57.8	43.1	53.3	41.2	53.3	52.0
English Learners Current	43.7	33.5	56.2	33.8	-	32.5	-	43.1
Economically Disadvantaged	39.6	43.0	50.0	45.2	48.0	43.7	56.8	53.5

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

10/10

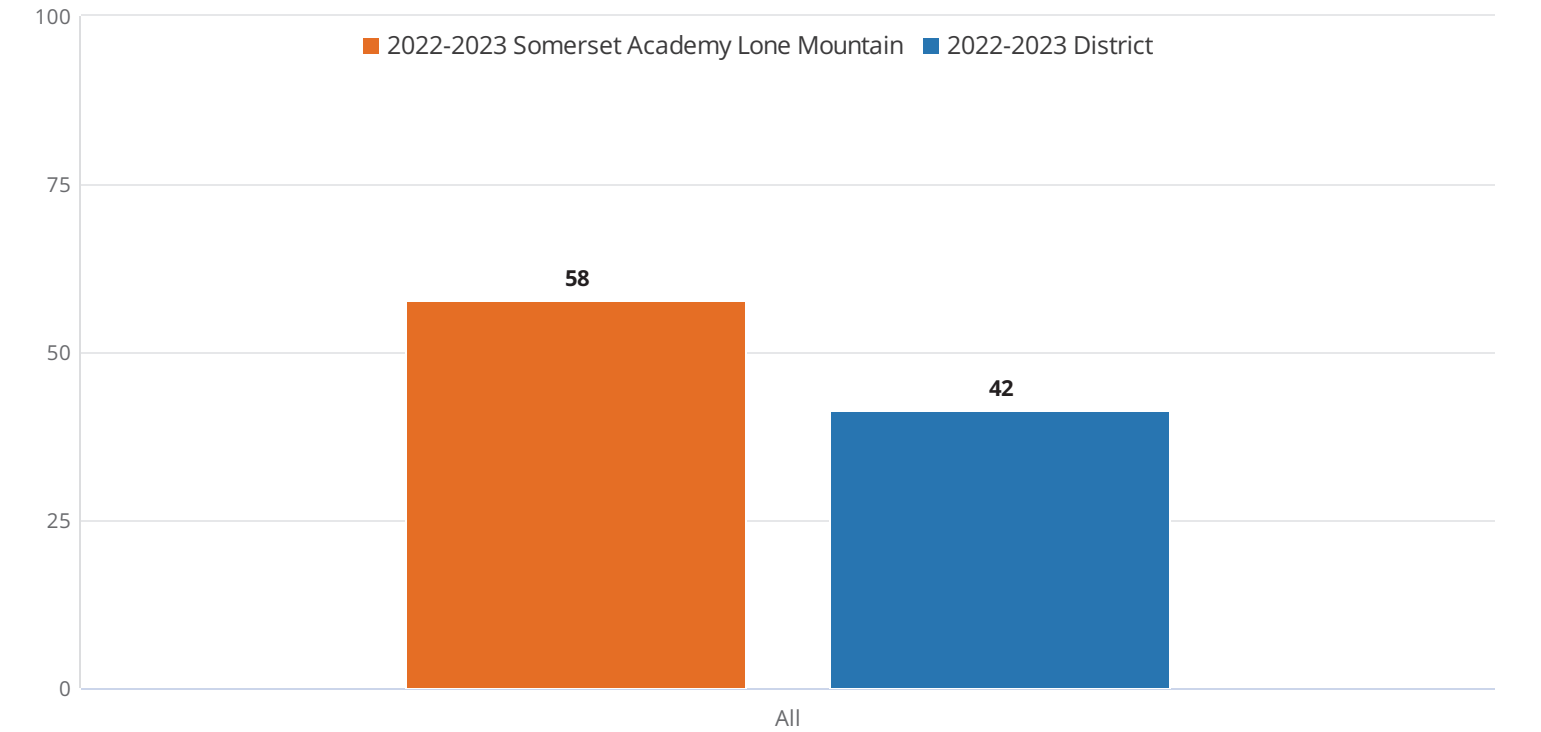
English Language

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

English Language Points Earned: 10/10

	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	26	57.6	41.5	28	25.0	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: 8/10				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	36.0	31.9	46.0	37.1	45.5	40.9	60.8	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	37.5	25.9	30.7	29.9	<5	36.1	45.4	49.4
Hispanic/Latino	31.9	29.9	50.0	34.4	52.0	36.3	57.4	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	44.0	37.8	48.2	42.6	50.0	47.9	65.2	55.2
Special Education	39.2	20.8	41.3	25.2	18.7	27.6	50.0	35.9
English Learners Current + Former	18.1	27.5	38.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	20.0	25.4	41.6	30.3	-	27.6	-	41.7
Economically Disadvantaged	30.7	28.7	39.4	33.1	34.2	35.5	48.5	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.

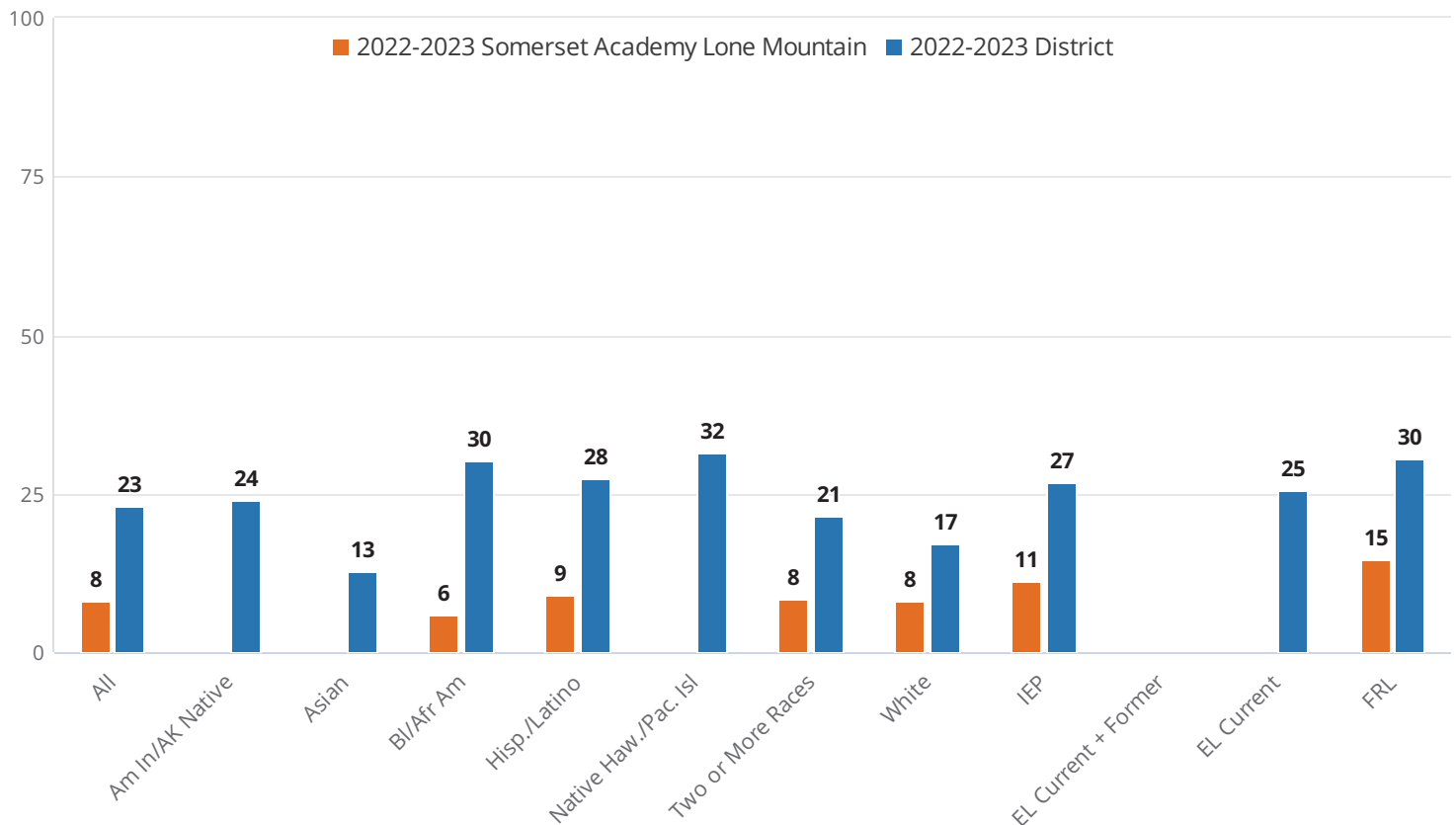
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	8.0	22.9	8.2	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	<5	12.9	5.5	11.9
Black/African American	5.8	30.1	14.2	27.6
Hispanic/Latino	8.9	27.5	8.3	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	8.3	21.4	9.5	22.2
White/Caucasian	8.2	17.1	6.8	16.9
Special Education	11.1	26.7	16.6	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	25.4	7.1	22.6
Economically Disadvantaged	14.6	30.4	14.6	29.3

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



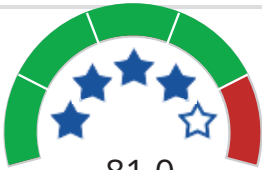
School Level: Elementary School

Grade Levels: KG-08

District: State Public Charter School Authority

School 4491 N. Rainbow Blvd.

Address: Las Vegas, NV 89108

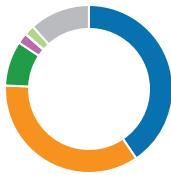


81.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

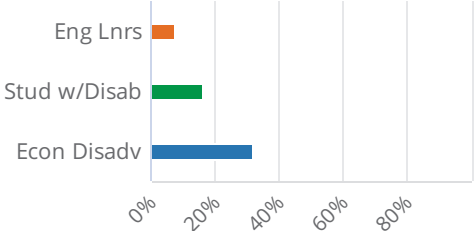


Student Race/Ethnicity
35.0% White
8.6% BI/Afr Am
40.3% Hisp/Latino
2.0% Asian
0.1% Am Ind/AK Nat
1.9% Pac Isl
11.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	85.5 ★★★★★
2021-2022	79.0 NR

Additional Student Groups



What does my school rating mean?
Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★

At or above 27 but less than 50 ★★

At or above 50 and less than 67 ★★★

At or above 67 and less than 84 ★★★★

At or above 84 ★★★★★

2023-2024 School Performance



23/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	56.4	48.3
Math Proficiency	61.1	51.2
ELA Proficiency	64.7	54.6
Science Proficiency	17.4	21.2
Read-by-Grade-3 Proficiency	70.1	51.2



30/35

Growth Indicator

Measure	School Median	District Median
Math MGP	53.0	52.0
ELA MGP	65.5	54.0

	School Rate	District Rate
Met Math AGP Target	50.9	44.4
Met ELA AGP Target	62.7	54.0



8/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.5	48.4



**10/10

Student Engagement Indicator

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



10/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.6	22.5
Prior Non-Proficient Met ELA AGP Target	41.1	36.5

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

23/25

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: 18/20

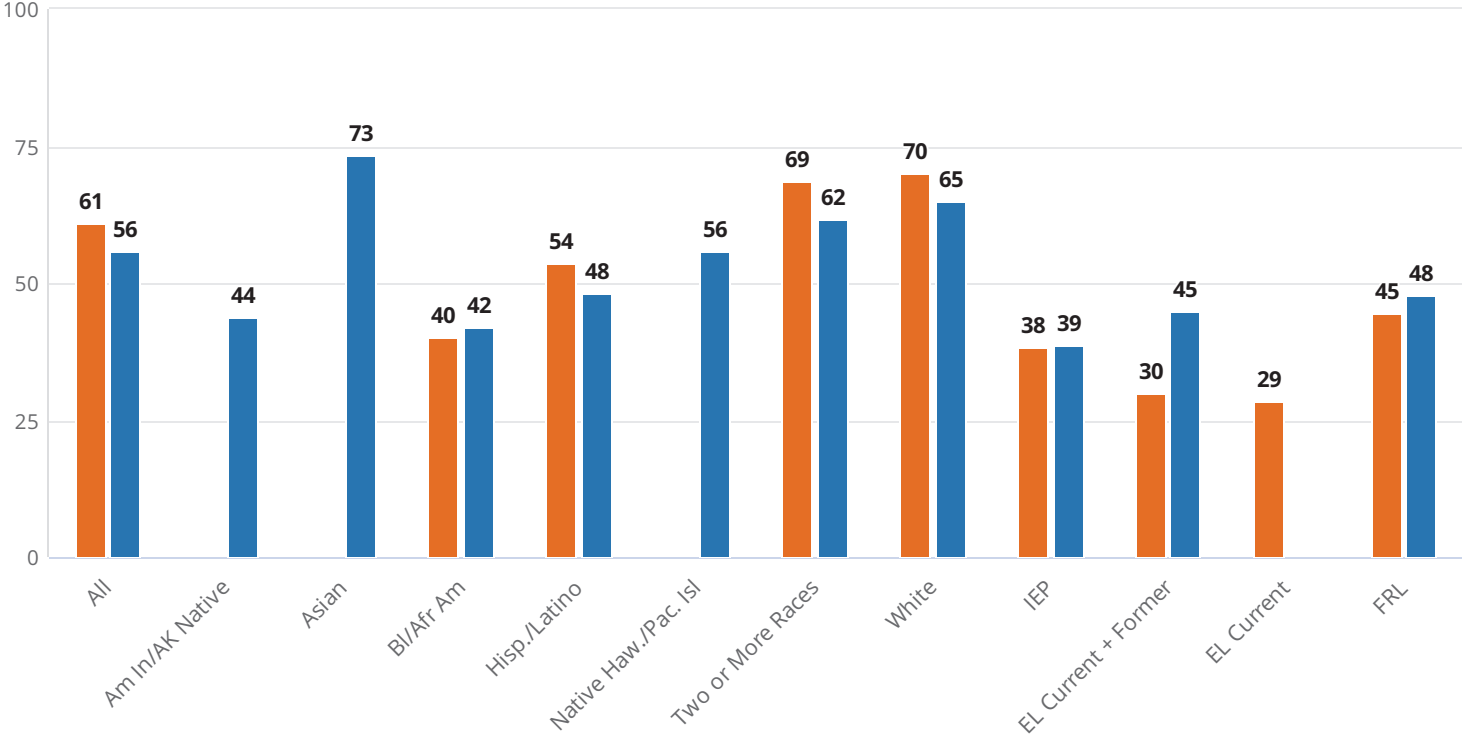
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	56.4	48.3	52.7	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	61.1	51.2	55.8	57.8	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	76.9	74.5	71.9
Black/African American	40.0	31.7	42	29.6	31.4	38.9
Hispanic/Latino	53.6	41.7	48.2	48.0	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	68.7	57.2	61.6	75.8	57.8	59.6
White/Caucasian	70.1	62.7	65.1	67.4	63.7	63.3
Special Education	38.4	26.9	38.8	31.2	29.1	35.5
English Learners Current + Former	30.0	38.7	44.9	34.3	38.1	42
English Learners Current	28.5	27.5		31.0	27.6	
Economically Disadvantaged	44.7	40.4	47.7	37.0	39.0	44.9

Math Assessments
% Proficient

2023-2024 Somerset Academy Lone Mountain 2023-2024 Mips





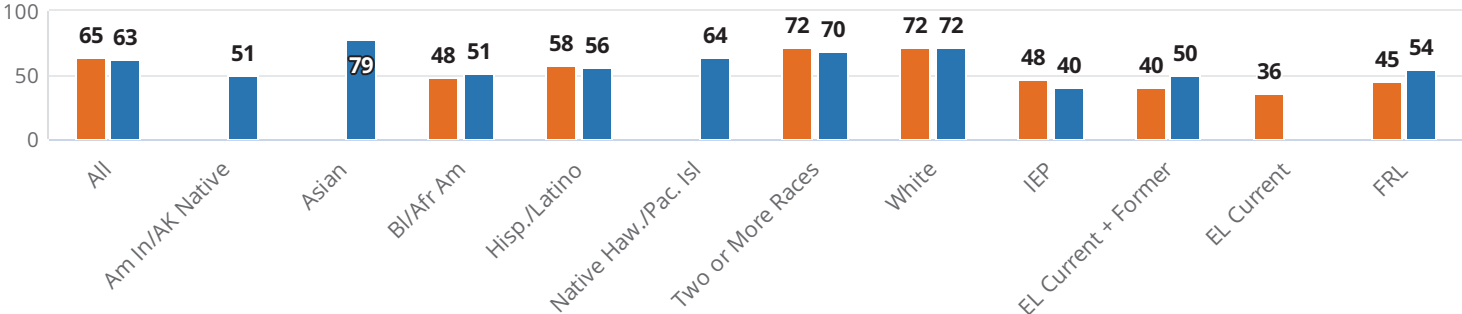
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	64.7	54.6	63.1	57.5	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	69.2	74.1	77.8
Black/African American	48.0	36.5	50.8	48.1	37.5	48.2
Hispanic/Latino	57.6	46.0	55.6	44.0	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	71.8	60.4	69.5	72.4	60.7	67.9
White/Caucasian	71.9	65.2	72.1	68.2	64.4	70.6
Special Education	47.6	25.8	39.9	32.8	27.4	36.8
English Learners Current + Former	40.0	39.5	49.8	28.1	37.6	47.2
English Learners Current	35.7	25.3		24.1	24.1	
Economically Disadvantaged	44.7	44.1	54.4	30.3	42.0	51.9

ELA Assessments
% Proficient

2023-2024 Somerset Academy Lone Mountain 2023-2024 Mips

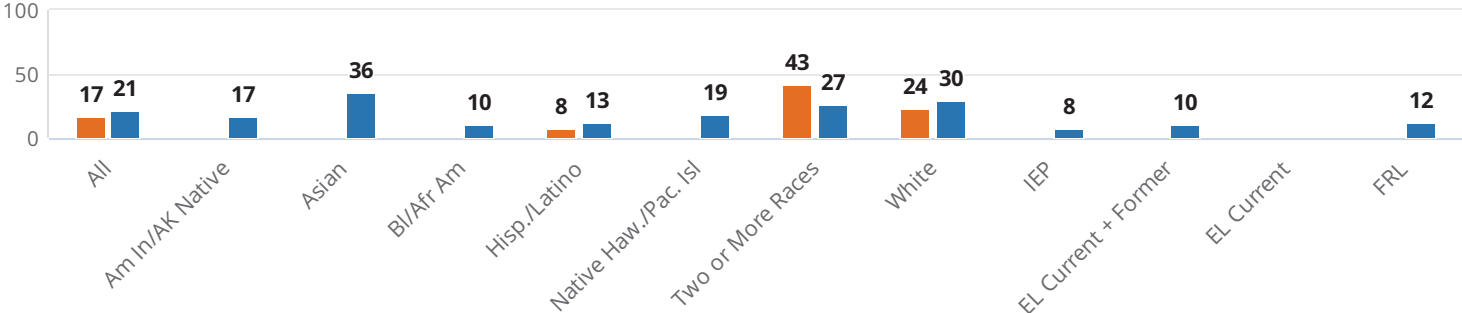


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	17.4	21.2	23.4	29.8
American Indian/Alaska Native	-	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	30.0	15.3
Hispanic/Latino	7.5	12.9	<5	19.5
Pacific Islander	N/A	19.1	N/A	18.7
Two or More Races	42.8	27.2	-	34.5
White/Caucasian	23.5	29.6	35.5	40.9
Special Education	<5	7.6	<5	12.2
English Learners Current + Former	-	10.4	<5	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	<5	12.4	14.2	17.6

Science Assessments
% Proficient

2023-2024 Somerset Academy Lone Mountain 2023-2024 District





Academic Achievement

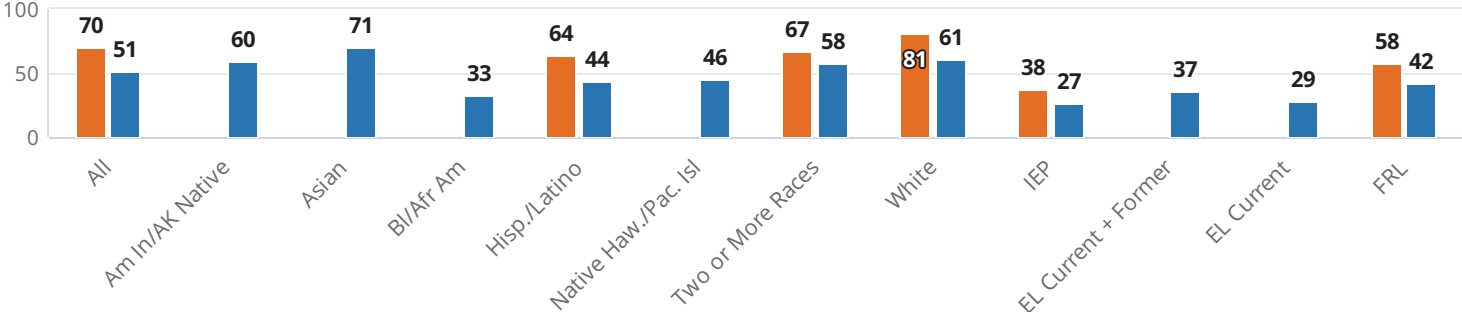
Read by Grade 3 Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	70.1	51.2	54.8	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	-	33.9
Hispanic/Latino	63.6	43.7	40.9	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	66.6	58.4	-	62.3
White/Caucasian	80.5	60.7	64.4	62.5
Special Education	37.5	27.0	33.3	29.5
English Learners Current + Former	-	36.6	16.6	36.1
English Learners Current	-	28.5	16.6	27.6
Economically Disadvantaged	57.5	42.4	24.1	40.3

Read by Grade 3 Points Earned: 5/5

Read by Grade 3
% Proficient

2023-2024 Somerset Academy Lone Mountain 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	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

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

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data		Math MGP Points Earned: 6/10				ELA MGP Points Earned: 10/10		
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	53.0	52.0	65.5	54.0	62.0	55.0	66.0	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	69.5	46.0	60.5	49.0	61.0	52.0	50.0	50.0
Hispanic/Latino	48.0	50.0	65.0	52.0	58.0	54.0	68.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	79.5	53.0	71.0	53.0	62.0	54.0	51.0	55.0
White/Caucasian	52.0	53.0	65.5	57.0	66.0	56.0	70.5	57.0
Special Education	48.5	46.0	71.5	48.0	62.0	49.0	65.0	51.0
English Learners Current + Former	50.0	53.0	50.0	53.0	65.0	55.0	63.0	54.0
English Learners Current	50.0	49.0	54.0	51.0	65.5	54.0	63.0	53.0
Economically Disadvantaged	52.5	51.0	61.5	52.0	53.5	54.0	55.0	53.0

AGP Growth Data		Math AGP Points Earned: 7/7.5				ELA AGP Points Earned: 7/7.5		
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	50.9	44.4	62.7	54.0	59.1	50.8	61.9	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	50.0	28.9	55.5	41.4	47.8	38.1	56.5	42.1
Hispanic/Latino	43.2	36.9	60.4	48.1	49.3	43.8	58.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	70.0	49.5	70.0	55.5	56.5	52.0	60.8	56.1
White/Caucasian	55.1	52.8	64.1	61.4	71.7	58.8	69.2	58.9
Special Education	31.2	27.2	60.4	32.4	50.0	32.3	50.0	34.0
English Learners Current + Former	28.5	38.8	38.0	46.0	42.1	41.8	57.8	43.1
English Learners Current	26.3	27.5	42.1	35.8	43.7	33.5	56.2	33.8
Economically Disadvantaged	39.2	36.5	46.4	46.7	39.6	43.0	50.0	45.2

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

8/10

English Language

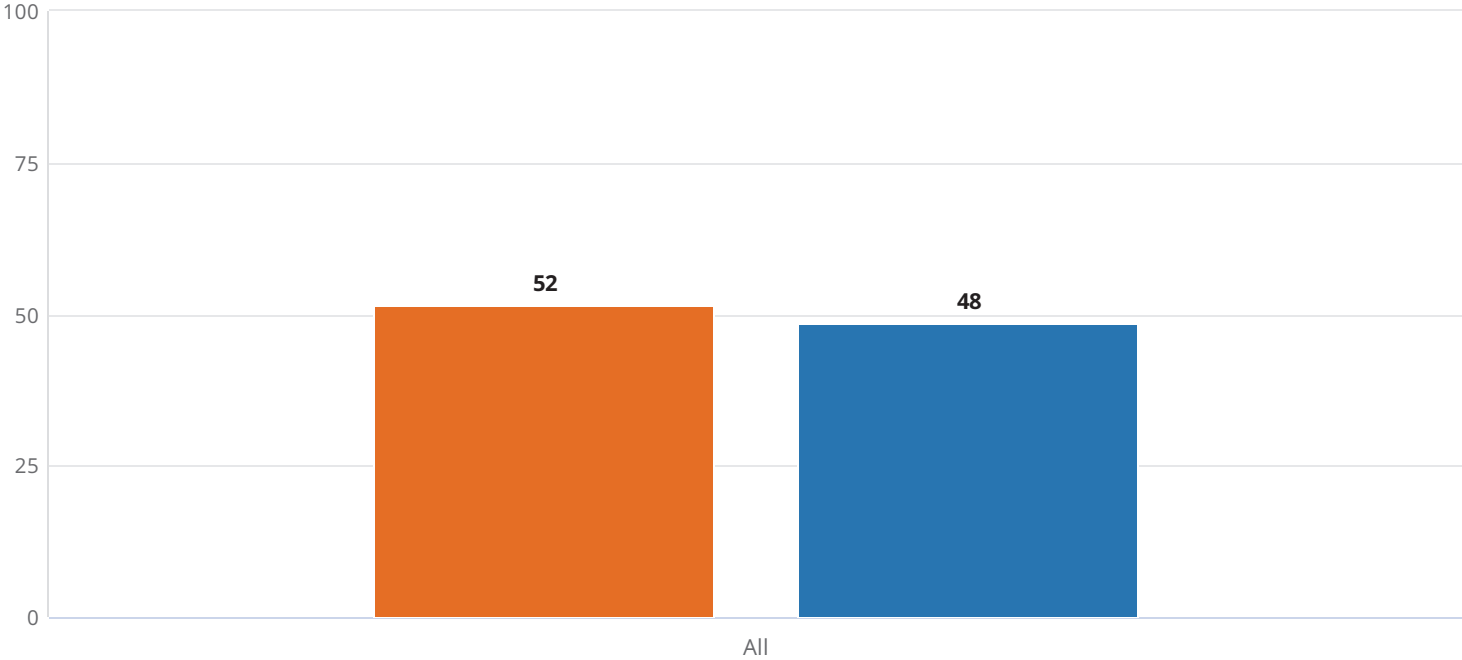
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 8/10

	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	33	51.5	48.4	26	57.6	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Lone Mountain 2023-2024 District



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 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	24.6	22.5	41.1	36.5	36.0	31.9	46.0	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	-	44.8	-	42.0	-	48.2
Black/African American	41.6	15.8	40.0	29.4	37.5	25.9	30.7	29.9
Hispanic/Latino	28.9	20.4	40.9	34.4	31.9	29.9	50.0	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	11.5	27.2	37.9	43.4	44.0	37.8	48.2	42.6
Special Education	12.9	14.6	40.6	23.4	39.2	20.8	41.3	25.2
English Learners Current + Former	21.4	23.3	35.2	34.1	18.1	27.5	38.4	31.6
English Learners Current	21.4	20.0	35.2	31.2	20.0	25.4	41.6	30.3
Economically Disadvantaged	32.3	20.8	38.4	33.4	30.7	28.7	39.4	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

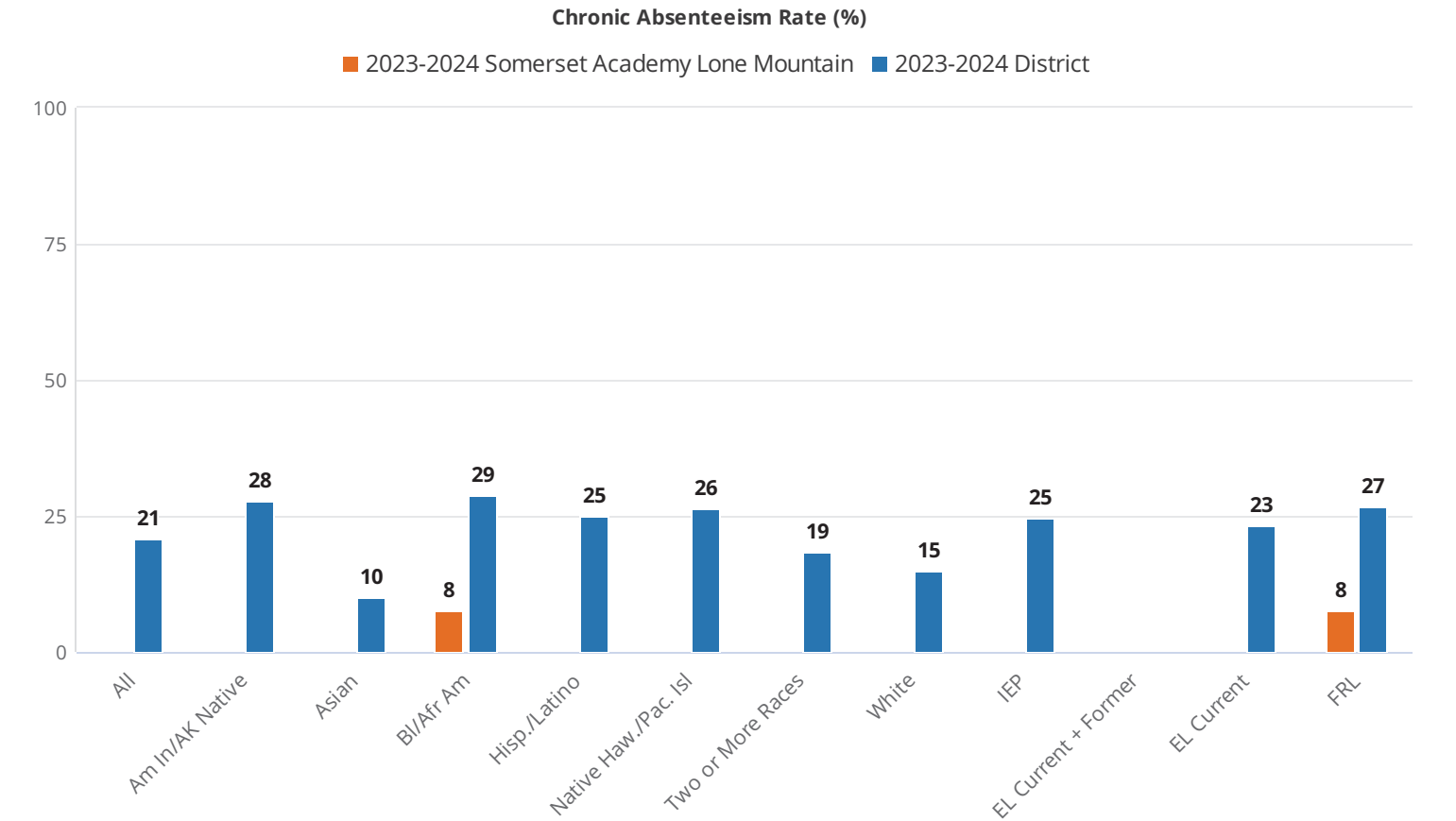
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored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

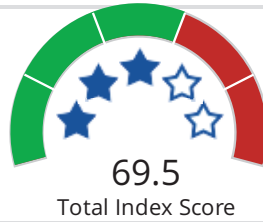
Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	8.0	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	<5	10.0	<5	12.9
Black/African American	7.6	28.9	5.8	30.1
Hispanic/Latino	<5	25.0	8.9	27.5
Pacific Islander	<5	26.3	-	31.6
Two or More Races	<5	18.5	8.3	21.4
White/Caucasian	<5	14.9	8.2	17.1
Special Education	<5	24.7	11.1	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	<5	25.4
Economically Disadvantaged	7.6	26.8	14.6	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1

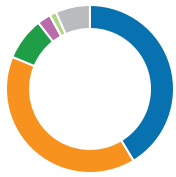


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 4491 N. Rainbow Blvd. Las Vegas, NV 89108



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



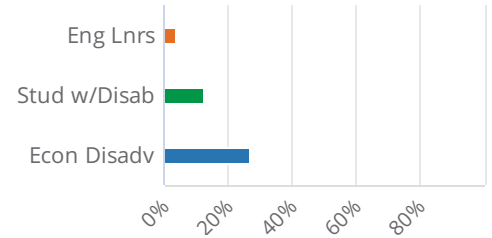
Student Race/Ethnicity

39.8% White
 8.2% BI/Afr Am
 41.2% Hisp/Latino
 2.6% Asian
 N/A% Am Ind/AK Nat
 1.3% Pac Isl
 6.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	73.5 NR
2020-2021	96.6 ★★★★★

Additional Student Groups



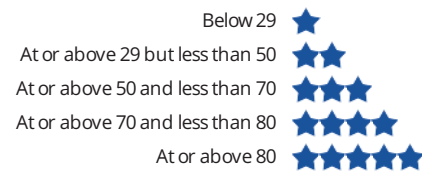
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	49.5	45.7
Math Proficiency	42.2	38.5
ELA Proficiency	56.0	53.4
Science Proficiency	52.0	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25.0	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.6	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	>95	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	60.0	56.0
ELA MGP	52.0	56.0
School Rate		District Rate
Met Math AGP Target	42.5	40.4
Met ELA AGP Target	54.8	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.4	18.0
Prior Non-Proficient Met ELA AGP Target	19.6	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.

20/25

Academic Achievement

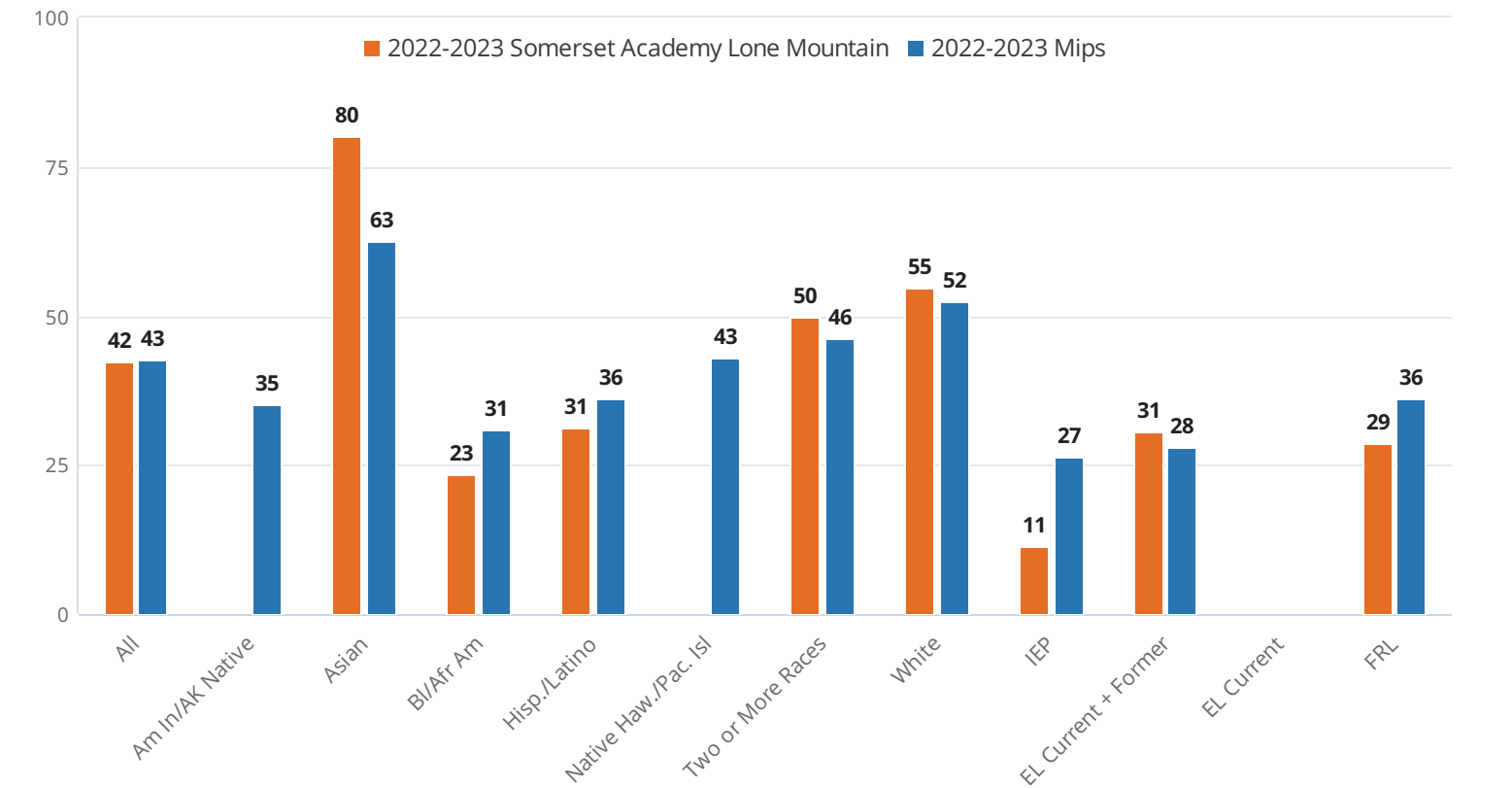
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 20/25		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	49.5	45.7	48.9	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.2	38.5	42.7	37.2	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	80.0	62.5	62.6	63.6	62.7	60.6
Black/African American	23.3	19.4	31	25.9	18.2	27.3
Hispanic/Latino	31.2	28.3	36.2	30.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	50.0	44.5	46.4	60.8	41.8	43.6
White/Caucasian	54.7	51.4	52.3	40.8	48.1	49.8
Special Education	11.3	11.5	26.5	11.3	9.7	22.7
English Learners Current + Former	30.5	21.5	28	29.2	20.1	24.2
English Learners Current	<5	6.5		5.8	7.6	
Economically Disadvantaged	28.8	24.9	36.1	23.2	23.9	32.7

Math Assessments
% Proficient



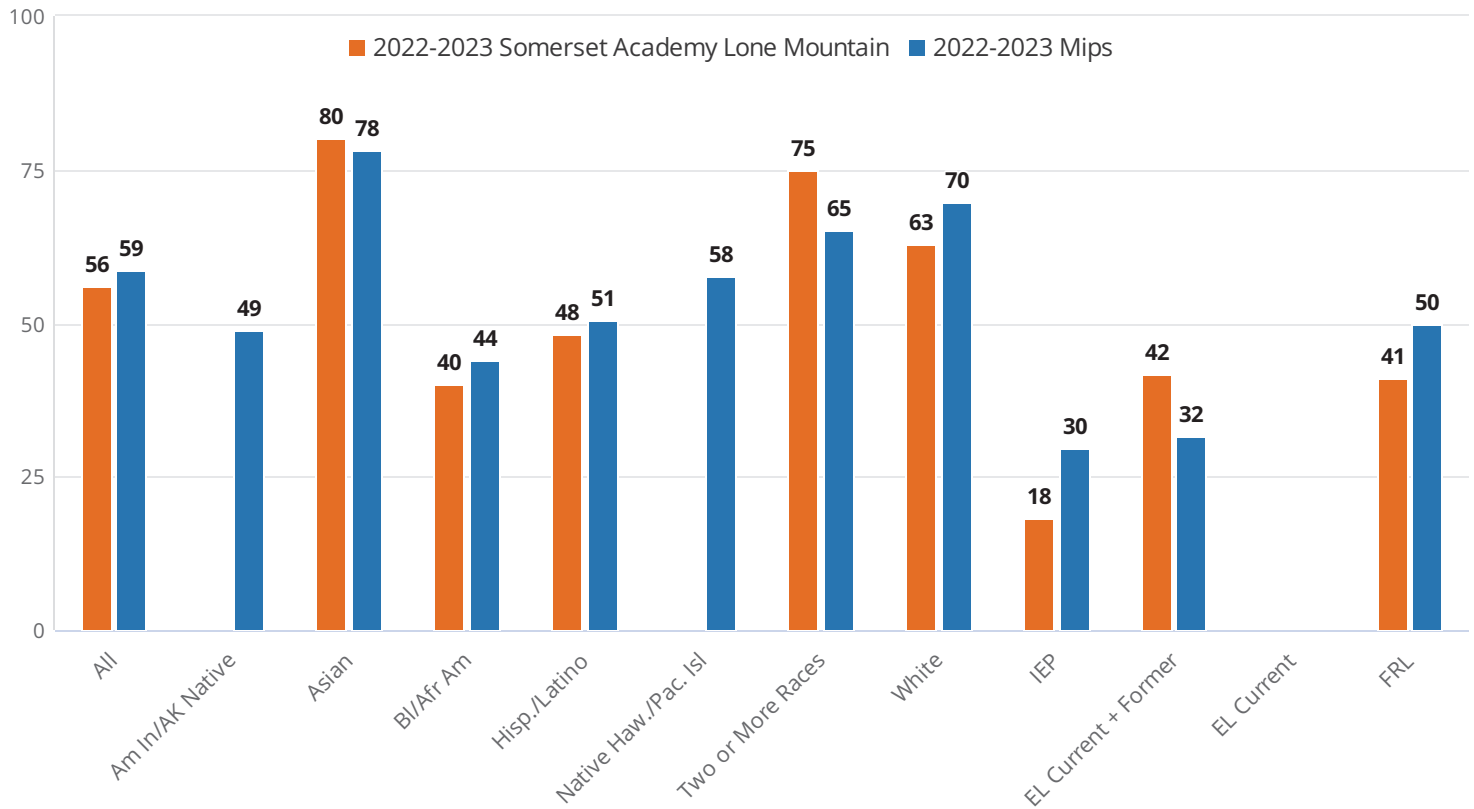
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.0	53.4	58.6	62.1	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	N/A	53.7	46.3
Asian	80.0	74.7	78.2	81.8	79.0	77.1
Black/African American	40.0	37.4	43.9	40.7	41.1	40.9
Hispanic/Latino	48.2	44.8	50.5	56.7	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	75.0	60.0	65	78.2	64.6	63.2
White/Caucasian	63.0	64.0	69.6	65.9	67.2	68
Special Education	18.1	17.4	29.6	20.4	18.0	25.8
English Learners Current + Former	41.6	34.0	31.7	46.7	38.8	28.1
English Learners Current	<5	12.0		17.6	16.7	
Economically Disadvantaged	41.2	40.8	49.8	39.5	45.9	47.1

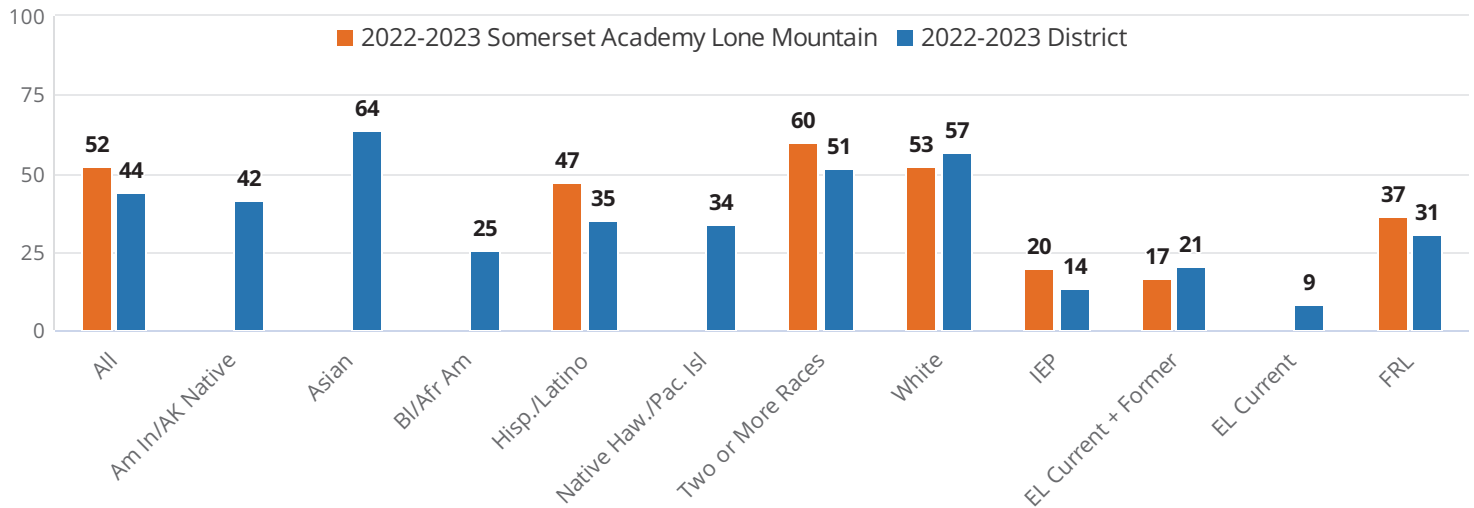
ELA Assessments
% Proficient



Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	52.0	43.9	44.6	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	30.0	28.3
Hispanic/Latino	47.2	34.8	37.2	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	60.0	51.4	-	53.3
White/Caucasian	52.5	56.5	48.9	57.8
Special Education	20.0	13.6	27.2	12.0
English Learners Current + Former	16.6	20.7	13.3	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	36.6	30.8	29.0	31.9

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	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: 6/10

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	60.0	56.0	52.0	56.0	48.5	56.0	58.0	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	60.5	61.0	41.5	57.0	-	61.0	-	61.0
Black/African American	58.0	51.0	69.0	55.0	39.0	52.0	63.0	54.0
Hispanic/Latino	52.0	54.0	50.0	55.0	48.0	54.0	56.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	62.0	59.0	49.0	58.0	50.0	57.0	52.0	55.0
White/Caucasian	65.5	58.0	54.5	56.0	51.0	57.0	64.0	56.0
Special Education	53.0	52.0	49.0	55.0	38.0	44.0	52.5	43.0
English Learners Current + Former	51.5	54.0	48.0	56.0	45.0	54.0	54.0	54.0
English Learners Current	21.0	53.0	39.0	53.0	46.0	50.0	54.0	51.0
Economically Disadvantaged	59.0	54.0	49.0	55.0	55.5	54.0	58.0	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	42.5	40.4	54.8	52.8	34.8	40.8	66.7	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	80.0	62.5	60.0	72.6	-	63.7	-	77.2
Black/African American	24.1	23.7	48.2	39.6	26.0	24.7	66.6	49.7
Hispanic/Latino	31.6	30.6	48.2	44.7	27.7	31.4	60.5	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	47.8	46.9	69.5	59.5	47.8	43.8	78.2	65.6
White/Caucasian	54.1	51.9	60.4	61.5	40.4	50.7	70.2	67.2
Special Education	14.6	15.1	24.3	22.3	12.5	12.9	30.0	26.3
English Learners Current + Former	29.4	24.3	26.4	35.3	25.8	25.2	41.9	45.5
English Learners Current	<5	10.9	<5	16.2	7.6	12.6	15.3	28.2
Economically Disadvantaged	30.7	28.1	43.9	41.9	25.0	29.9	46.5	51.8

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

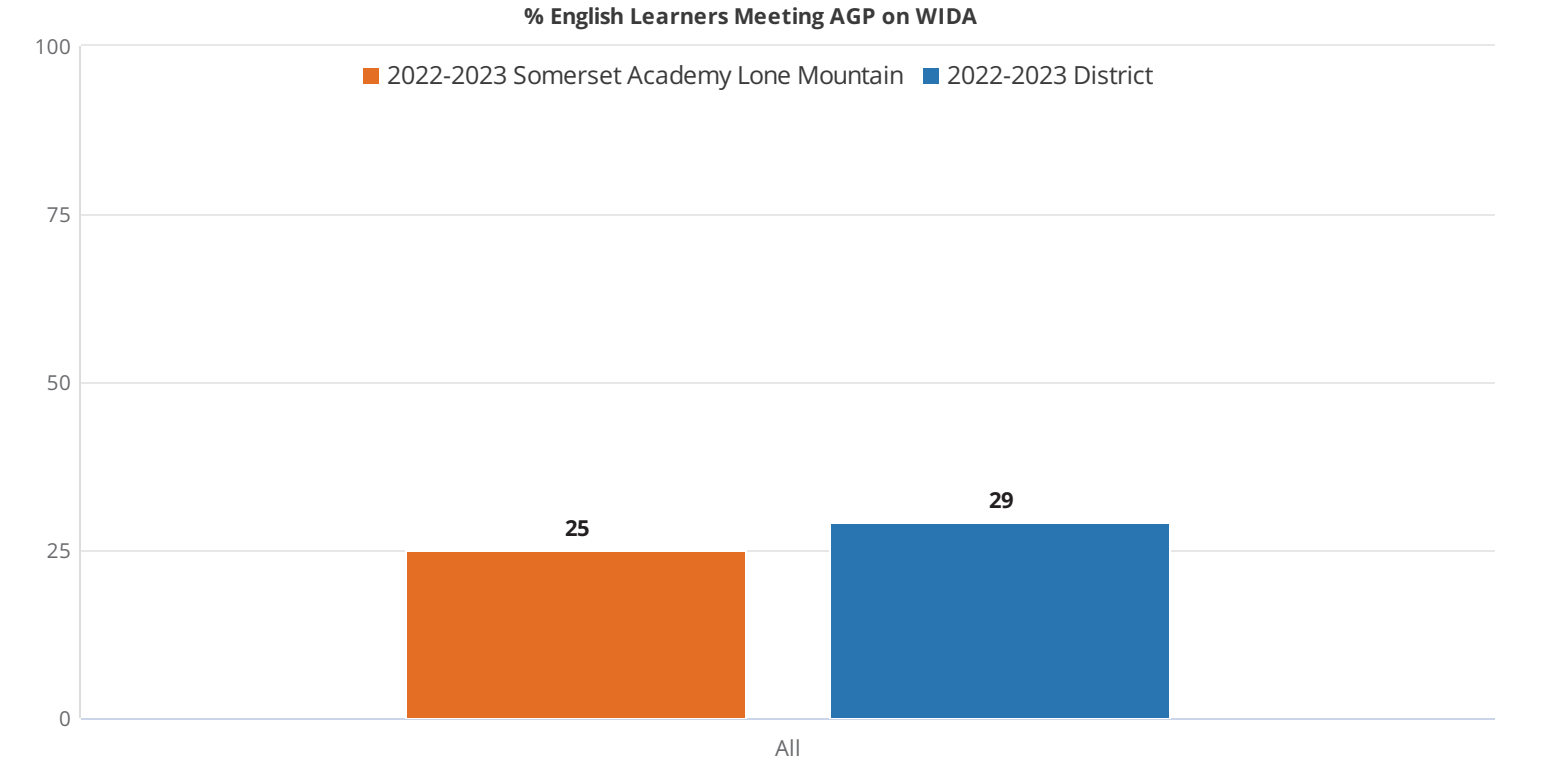
6/10

English Language

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

English Language Points Earned: 6/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	12	25.0	29.3	13	23.0	21.6



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 5/10				ELA AGP Points Earned: 3/10			
	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	14.4	18.0	19.6	23.3	13.5	23.5	40.5	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	12.5	12.5	26.3	20.2	<5	16.6	53.8	33.6
Hispanic/Latino	8.3	15.4	13.7	21.4	14.1	20.3	30.8	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	10.0	20.8	-	27.8	27.2	24.1	-	42.9
White/Caucasian	20.2	23.6	22.9	26.3	14.6	28.8	45.0	40.2
Special Education	<5	8.5	14.2	12.4	<5	7.8	22.8	19.6
English Learners Current + Former	<5	13.5	<5	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	<5	12.7	7.6	11.3	16.6	24.4
Economically Disadvantaged	11.7	14.2	20.4	20.9	12.7	19.7	22.2	35.0



Student Engagement

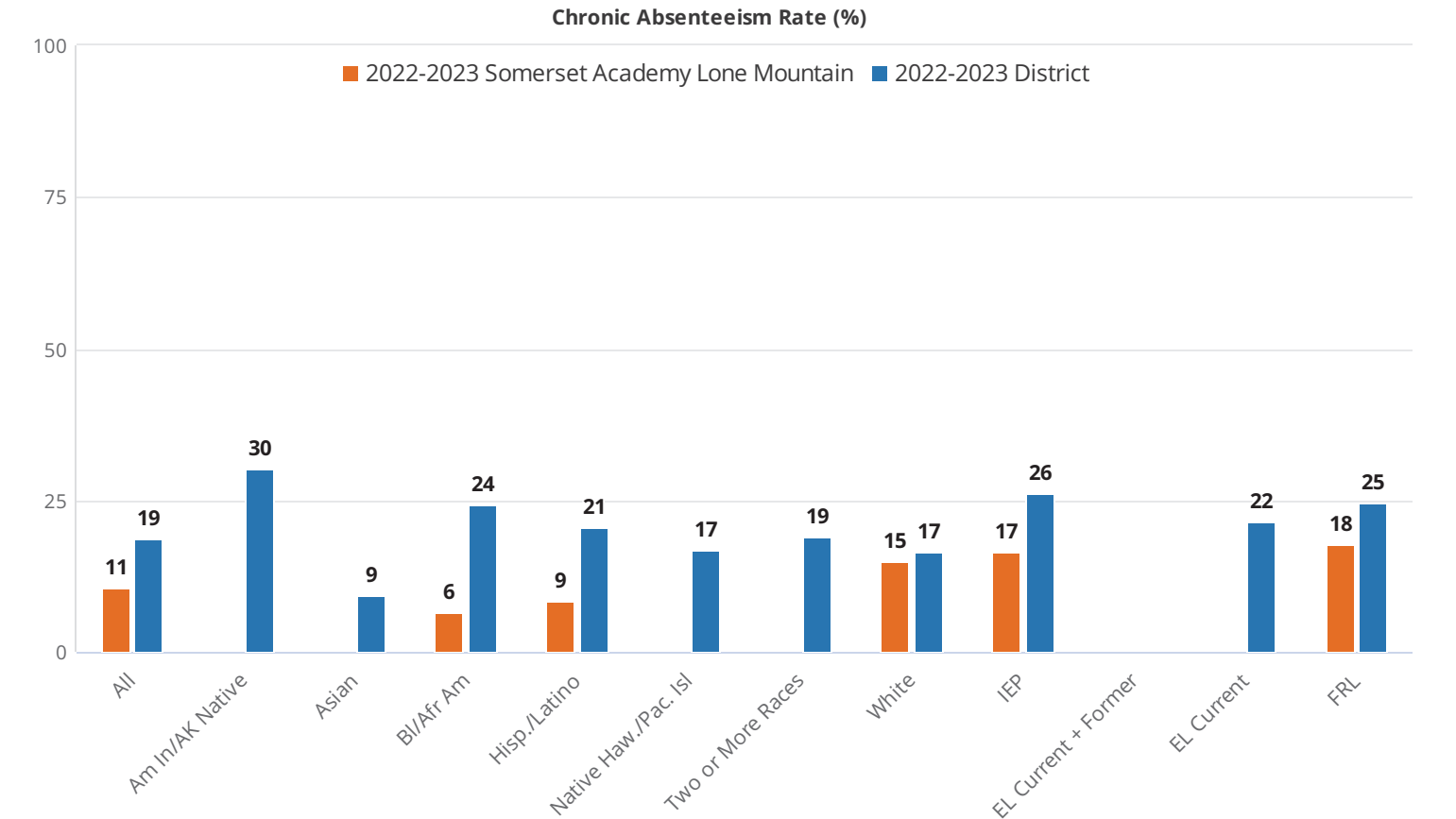
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	10.6	18.8	12.0	18.5
American Indian/Alaska Native	N/A	30.1	N/A	28.9
Asian	<5	9.3	<5	8.7
Black/African American	6.4	24.2	14.8	24.9
Hispanic/Latino	8.5	20.6	12.0	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	<5	19.0	8.3	19.4
White/Caucasian	15.1	16.5	12.8	16.1
Special Education	16.6	26.3	11.6	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	21.6	15.3	18.3
Economically Disadvantaged	17.9	24.7	17.5	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

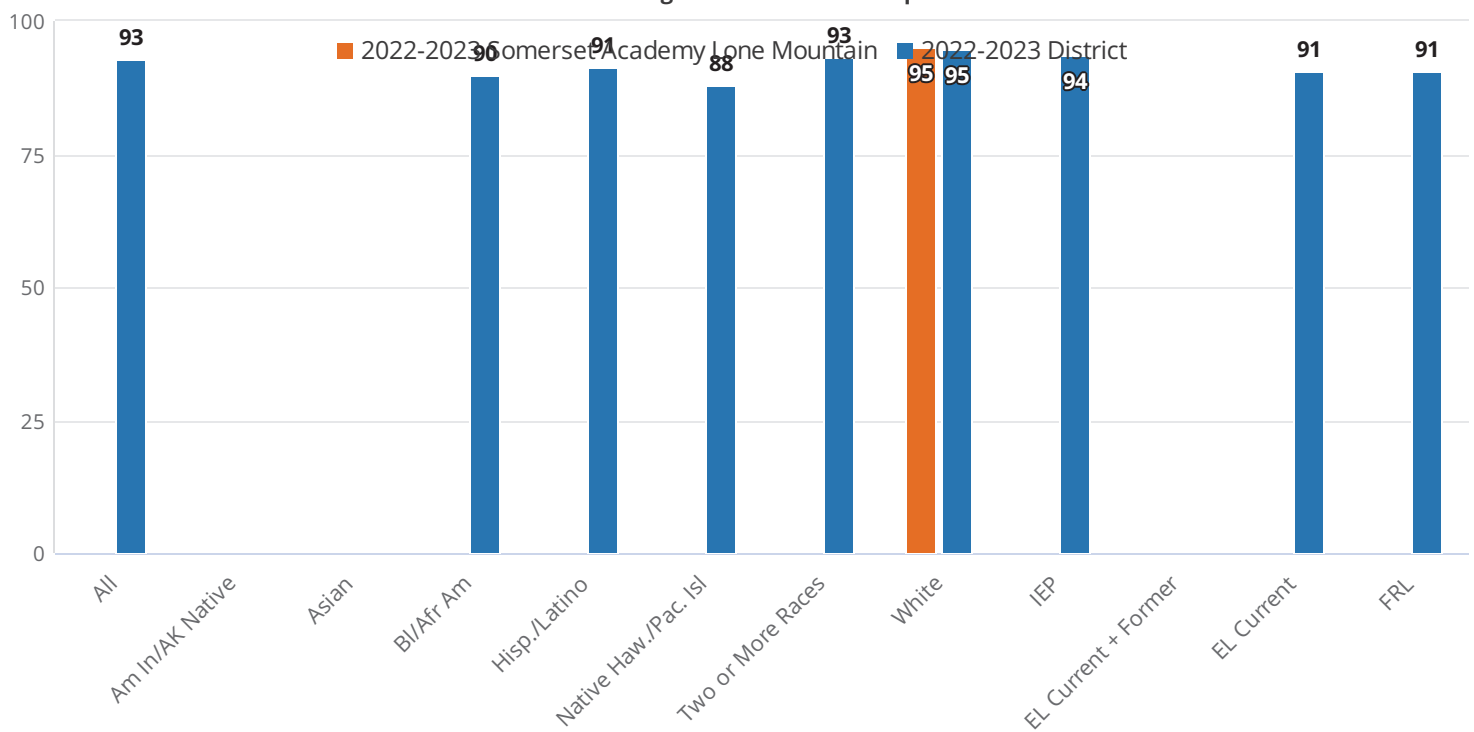
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two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

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	92.6	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	70.0	85.9
Hispanic/Latino	>95	91.4	92.3	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	>95	93.1	-	89.2
White/Caucasian	95.0	94.8	>95	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	>95	90.5	91.4	89.5

% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School

Grade Levels: KG-08

District: State Public Charter School Authority

School 4491 N. Rainbow Blvd.

Address: Las Vegas, NV 89108

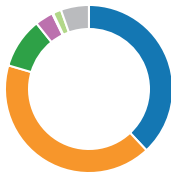


98.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

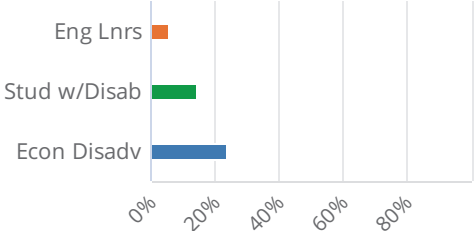


Student Race/Ethnicity
41.4% White
9.7% BI/Afr Am
37.9% Hisp/Latino
3.5% Asian
0.2% Am Ind/AK Nat
1.6% Pac Isl
5.4% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	69.5 ★★ ★
2021-2022	73.5 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



25/25
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	58.1	47.3
Math Proficiency	49.5	39.8
ELA Proficiency	66.0	54.2
Science Proficiency	60.3	48.8



30/30
Student Growth Indicator

Measure	School Median	District Median
Math MGP	68.0	57.0
ELA MGP	70.0	59.0

	School Rate	District Rate
Met Math AGP Target	47.4	40.5
Met ELA AGP Target	68.0	54.7



10/10
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	27.2



**15/15
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.5	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	>95	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

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.

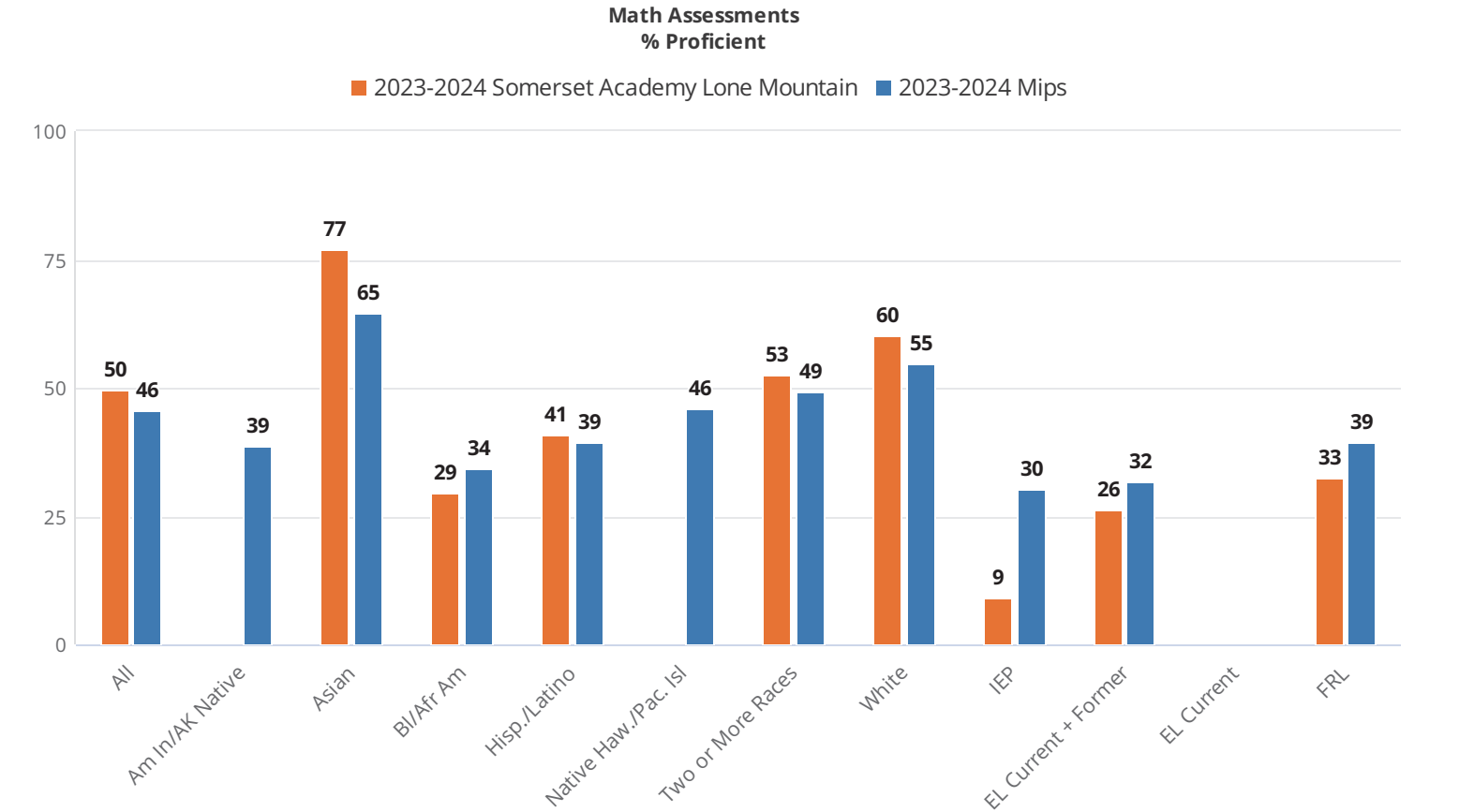
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	58.1	47.3	49.5	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	49.5	39.8	45.6	42.2	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	N/A	35.0	35.3
Asian	76.9	64.8	64.5	80.0	62.5	62.6
Black/African American	29.4	21.6	34.4	23.3	19.4	31
Hispanic/Latino	40.7	28.7	39.4	31.2	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	52.6	47.6	49.1	50.0	44.5	46.4
White/Caucasian	60.2	54.3	54.7	54.7	51.4	52.3
Special Education	9.2	11.3	30.2	11.3	11.5	26.5
English Learners Current + Former	26.1	20.5	31.6	30.5	21.5	28
English Learners Current	<5	6.2		<5	6.5	
Economically Disadvantaged	32.5	27.1	39.3	28.8	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.



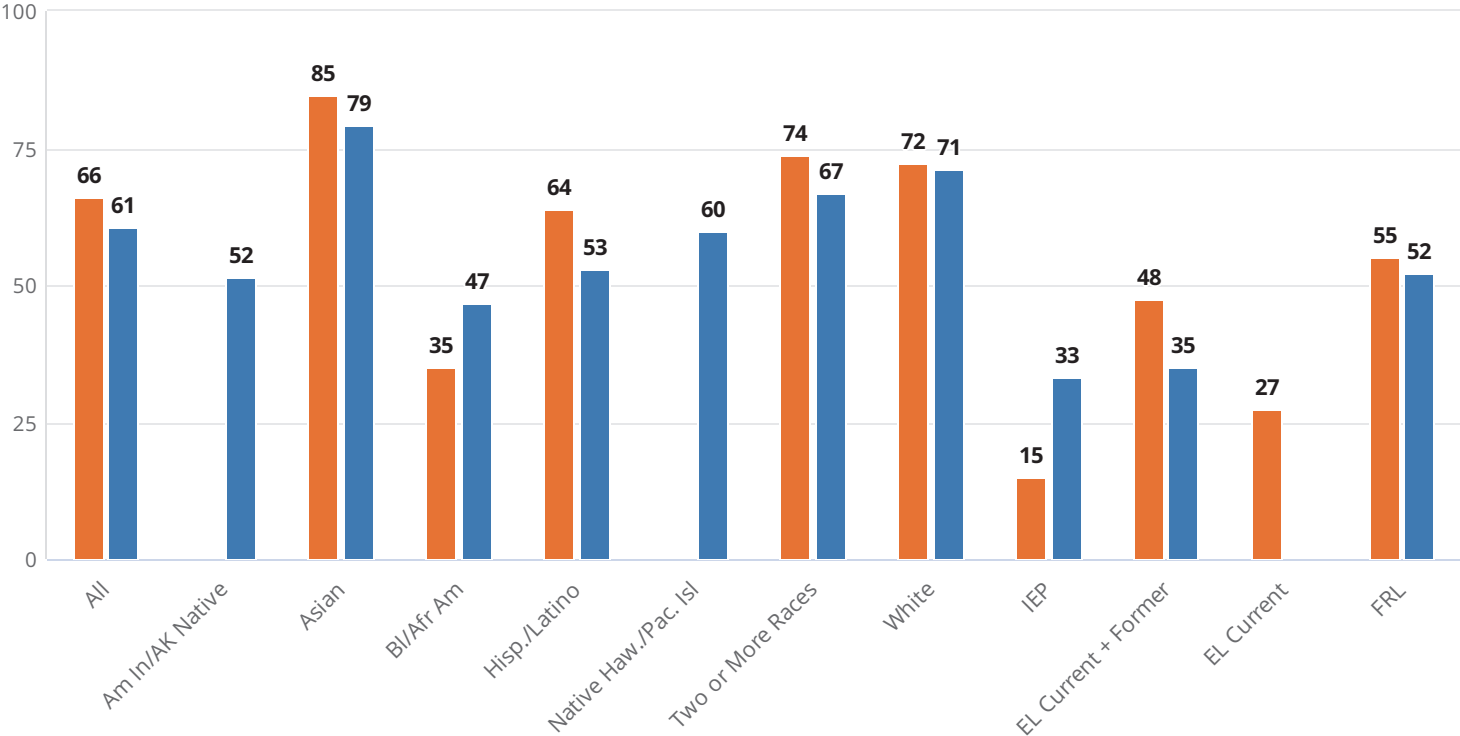
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	66.0	54.2	60.6	56.0	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	N/A	45.6	49
Asian	84.6	76.3	79.3	80.0	74.7	78.2
Black/African American	35.2	40.1	46.7	40.0	37.4	43.9
Hispanic/Latino	63.7	44.9	53	48.2	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	73.6	62.1	66.8	75.0	60.0	65
White/Caucasian	72.1	65.0	71.1	63.0	64.0	69.6
Special Education	14.8	17.5	33.1	18.1	17.4	29.6
English Learners Current + Former	47.6	32.1	35.1	41.6	34.0	31.7
English Learners Current	27.2	11.3		<5	12.0	
Economically Disadvantaged	55.0	42.5	52.3	41.2	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Somerset Academy Lone Mountain 2023-2024 Mips

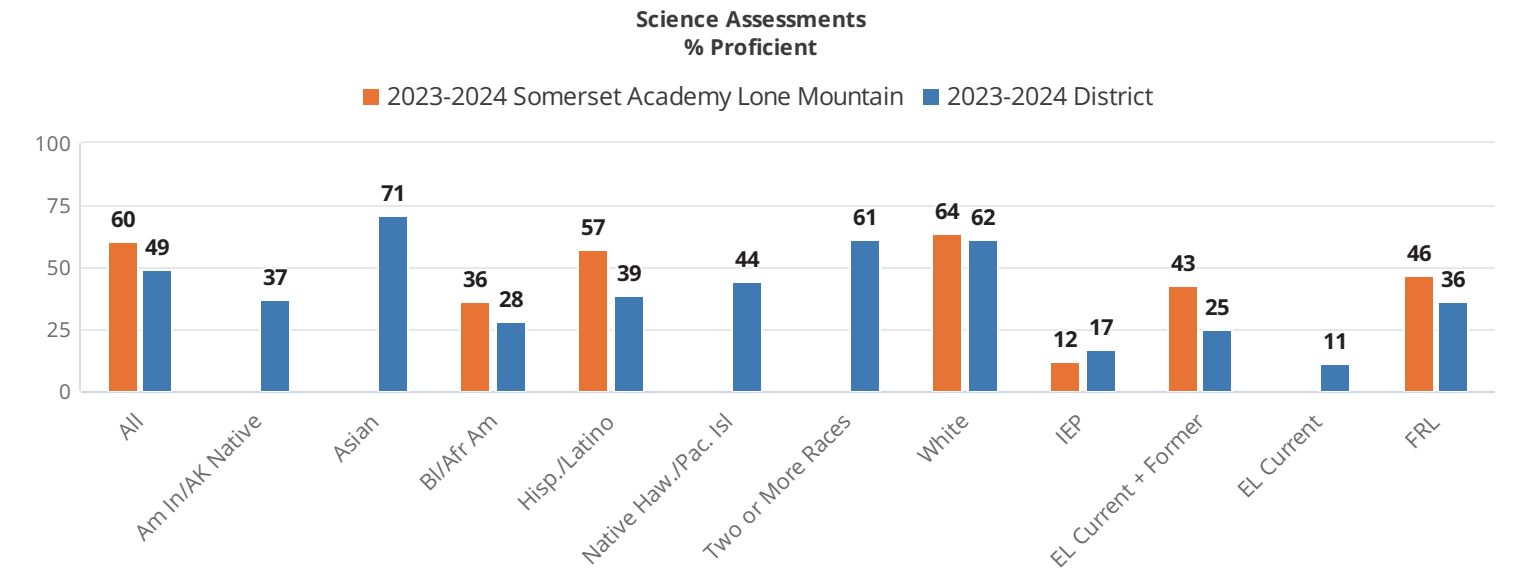


25/25

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	60.3	48.8	52.0	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	-	71.3	-	63.5
Black/African American	36.3	27.9	-	25.3
Hispanic/Latino	57.4	38.9	47.2	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	-	61.2	60.0	51.4
White/Caucasian	64.0	61.6	52.5	56.5
Special Education	11.7	16.8	20.0	13.6
English Learners Current + Former	42.8	24.6	16.6	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	46.4	36.0	36.6	30.8



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

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

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data		Math MGP Points Earned: 10/10				ELA MGP Points Earned: 10/10		
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	68.0	57.0	70.0	59.0	60.0	56.0	52.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	N/A	64.0	N/A	61.0
Asian	79.5	63.0	63.5	63.5	60.5	61.0	41.5	57.0
Black/African American	60.0	52.0	70.0	57.0	58.0	51.0	69.0	55.0
Hispanic/Latino	68.0	57.0	72.5	59.0	52.0	54.0	50.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	75.0	58.0	68.0	60.0	62.0	59.0	49.0	58.0
White/Caucasian	69.0	57.0	67.0	58.0	65.5	58.0	54.5	56.0
Special Education	59.0	53.0	71.0	56.0	53.0	52.0	49.0	55.0
English Learners Current + Former	69.0	56.0	69.0	58.0	51.5	54.0	48.0	56.0
English Learners Current	66.0	56.0	78.5	55.0	21.0	53.0	39.0	53.0
Economically Disadvantaged	70.0	56.0	71.0	58.0	59.0	54.0	49.0	55.0

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 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	47.4	40.5	68.0	54.7	42.5	40.4	54.8	52.8
American Indian/Alaska Native	-	31.0	-	47.4	N/A	38.8	N/A	50.0
Asian	75.0	65.1	83.3	75.9	80.0	62.5	60.0	72.6
Black/African American	27.2	24.1	48.4	42.6	24.1	23.7	48.2	39.6
Hispanic/Latino	41.7	30.4	65.6	46.4	31.6	30.6	48.2	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	52.6	46.6	73.6	61.9	47.8	46.9	69.5	59.5
White/Caucasian	55.0	53.0	72.4	63.6	54.1	51.9	60.4	61.5
Special Education	11.3	14.6	28.3	22.8	14.6	15.1	24.3	22.3
English Learners Current + Former	26.1	23.0	54.7	35.8	29.4	24.3	26.4	35.3
English Learners Current	<5	10.1	45.4	17.2	<5	10.9	<5	16.2
Economically Disadvantaged	39.0	29.5	59.7	44.8	30.7	28.1	43.9	41.9

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

10/10

English Language

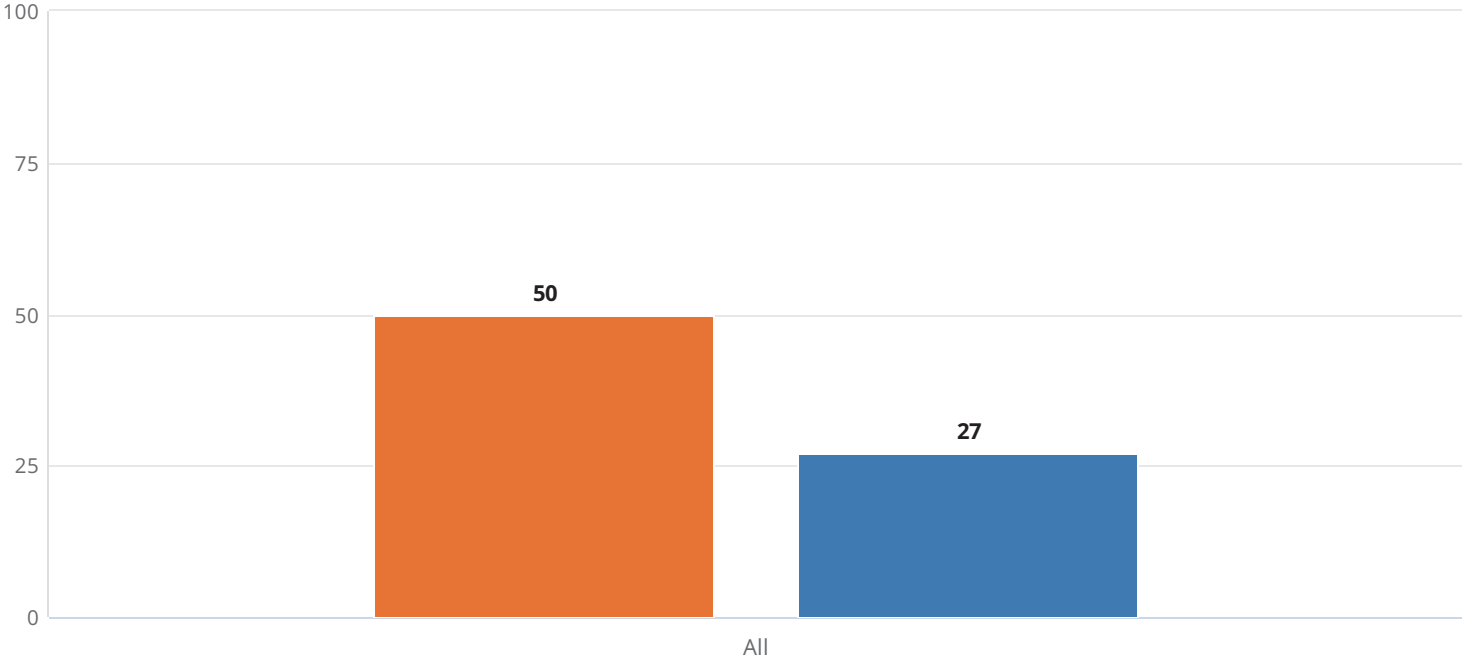
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	16	50.0	27.2	12	25.0	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Lone Mountain 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: 8/10				ELA AGP Points Earned: 10/10			
	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	20.6	16.3	41.6	26.0	14.4	18.0	19.6	23.3
American Indian/Alaska Native	-	14.6	-	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	<5	10.9	25.0	21.2	12.5	12.5	26.3	20.2
Hispanic/Latino	22.0	13.5	49.2	23.6	8.3	15.4	13.7	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	30.0	19.7	-	32.6	10.0	20.8	-	27.8
White/Caucasian	24.1	22.6	37.7	30.5	20.2	23.6	22.9	26.3
Special Education	<5	7.3	25.0	13.5	<5	8.5	14.2	12.4
English Learners Current + Former	15.6	11.4	40.7	20.6	<5	13.5	<5	18.6
English Learners Current	<5	7.4	36.8	13.9	<5	8.9	<5	12.7
Economically Disadvantaged	21.8	13.6	40.0	22.8	11.7	14.2	20.4	20.9

**15/15

Student Engagement

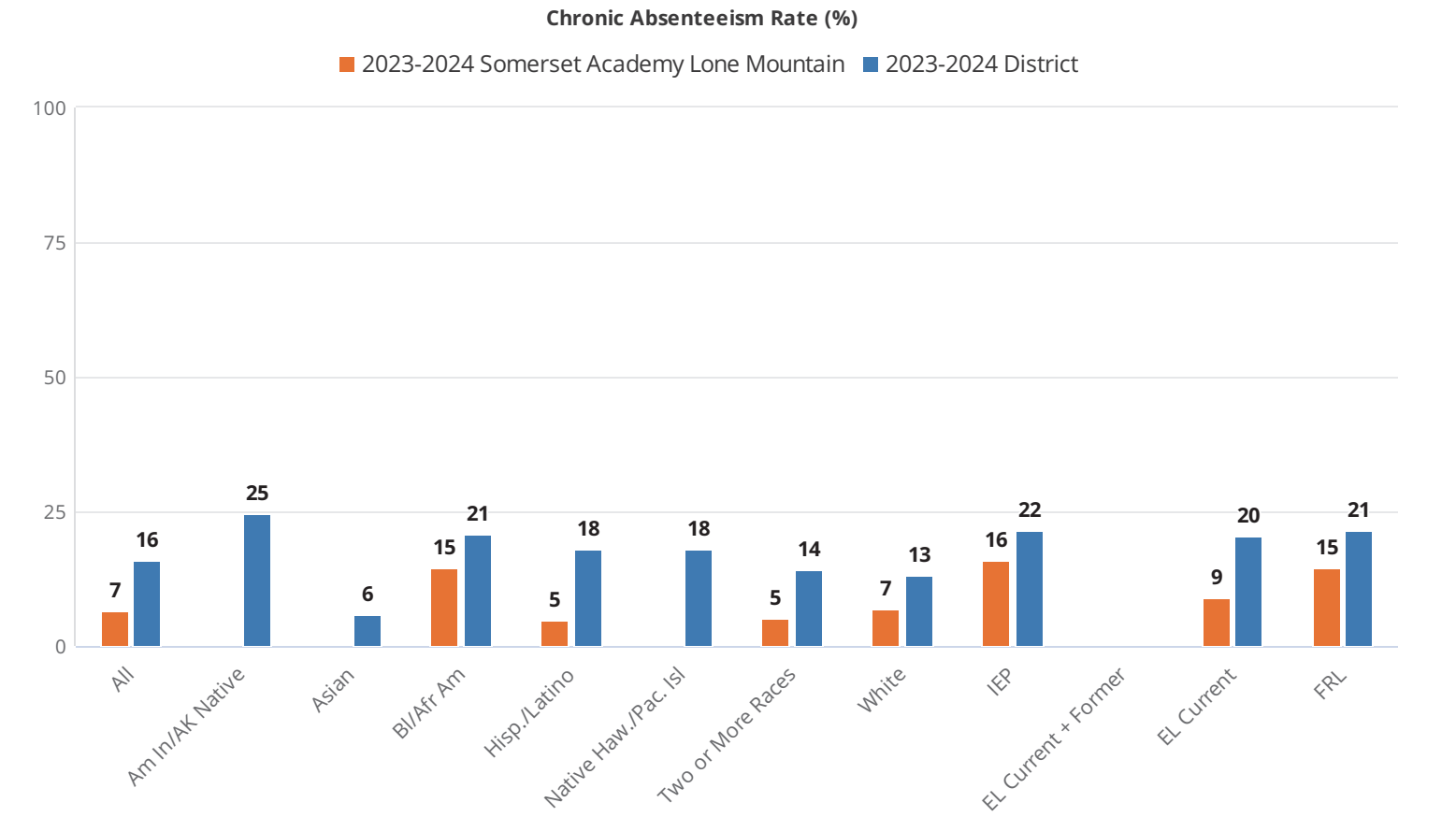
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	6.5	15.8	10.6	18.8
American Indian/Alaska Native	-	24.5	N/A	30.1
Asian	<5	6.0	<5	9.3
Black/African American	14.7	21.0	6.4	24.2
Hispanic/Latino	5.0	18.2	8.5	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	5.2	14.2	<5	19.0
White/Caucasian	7.1	13.2	15.1	16.5
Special Education	16.0	21.7	16.6	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	9.0	20.4	<5	21.6
Economically Disadvantaged	14.5	21.4	17.9	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

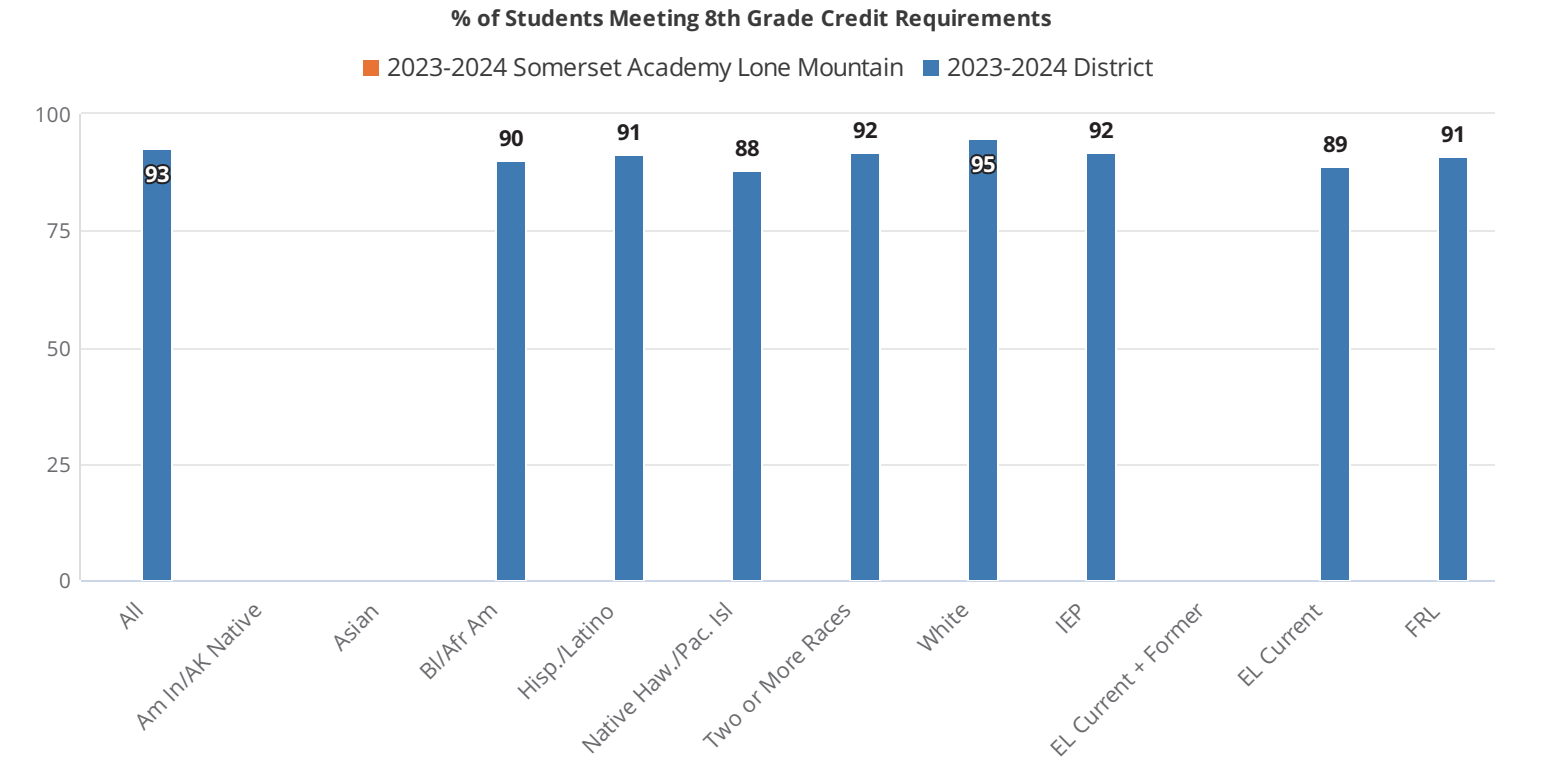




Student Engagement

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	N/A	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 3/3		
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	>95	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	-	91.9	>95	93.1
White/Caucasian	>95	94.8	95.0	94.8
Special Education	>95	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	>95	91.2	>95	90.5

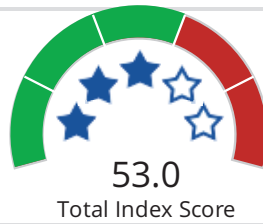


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

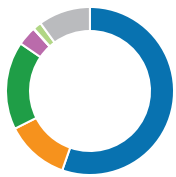
Somerset Academy Losee

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 4650 Losee Road
 North Las Vegas, NV 89081



School Type: SPCSA
School Designation: Additional TSI
**Please refer to prior year report for ATSI data*
 95% Assessment Participation: Met



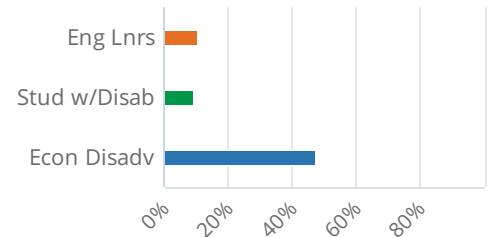
Student Race/Ethnicity

12.2% White
 16.9% BI/Afr Am
 55.2% Hisp/Latino
 3.7% Asian
 0.1% Am Ind/AK Nat
 1.6% Pac Isl
 10.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	51.0 NR
2020-2021	35.5 ★★

Additional Student Groups



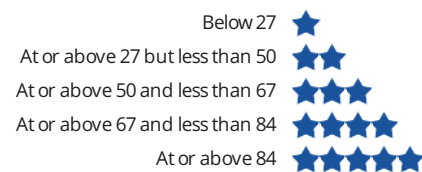
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	34.6	50.0
Math Proficiency	33.4	52.0
ELA Proficiency	42.9	54.6
Science Proficiency	13.7	29.8
Read-by-Grade-3 Proficiency	36.7	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	55.0
ELA MGP	56.0	55.0
	School Rate	District Rate
Met Math AGP Target	48.4	50.8
Met ELA AGP Target	47.3	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	31.5	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.7	22.9
Climate Survey Participation	91.0	N/A

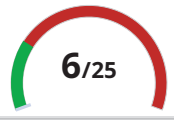


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	36.7	31.9
Prior Non-Proficient Met ELA AGP Target	39.1	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

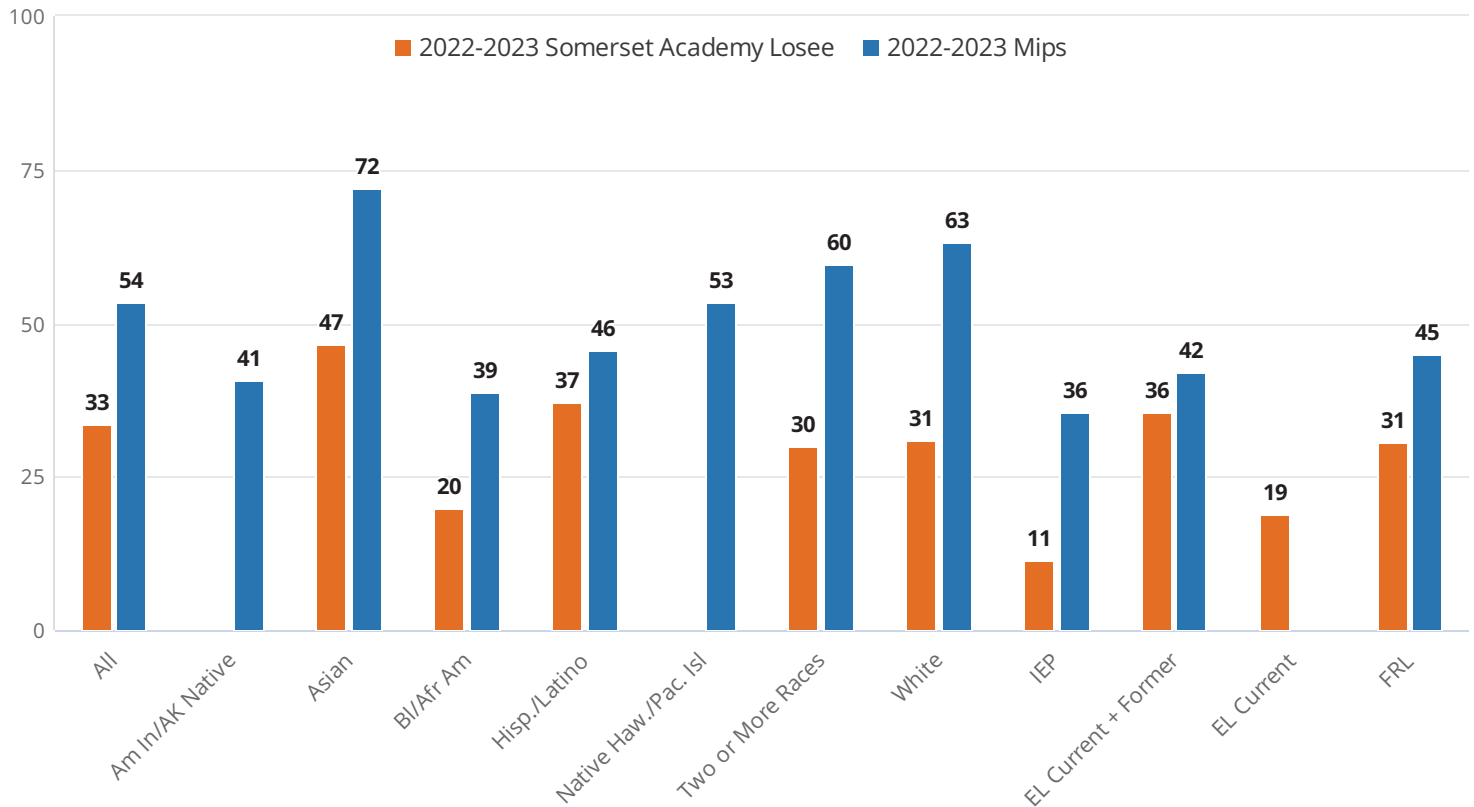
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

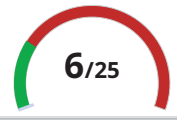
Pooled Proficiency Points Earned: 4/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	34.6	50.0	29.7	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	33.4	52.0	53.5	26.1	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	46.6	74.5	71.9	42.1	72.8	70.4
Black/African American	20.0	31.4	38.9	19.2	30.3	35.7
Hispanic/Latino	37.0	42.2	45.5	28.2	37.9	42.7
Pacific Islander	-	49.0	53.4	16.6	47.2	50.9
Two or More Races	30.0	57.8	59.6	23.8	55.6	57.5
White/Caucasian	31.1	63.7	63.3	26.5	60.7	61.3
Special Education	11.3	29.1	35.5	6.0	26.3	32.1
English Learners Current + Former	35.6	38.1	42	25.4	34.9	39
English Learners Current	18.8	27.6		14.5	25.5	
Economically Disadvantaged	30.5	39.0	44.9	25.4	35.6	42

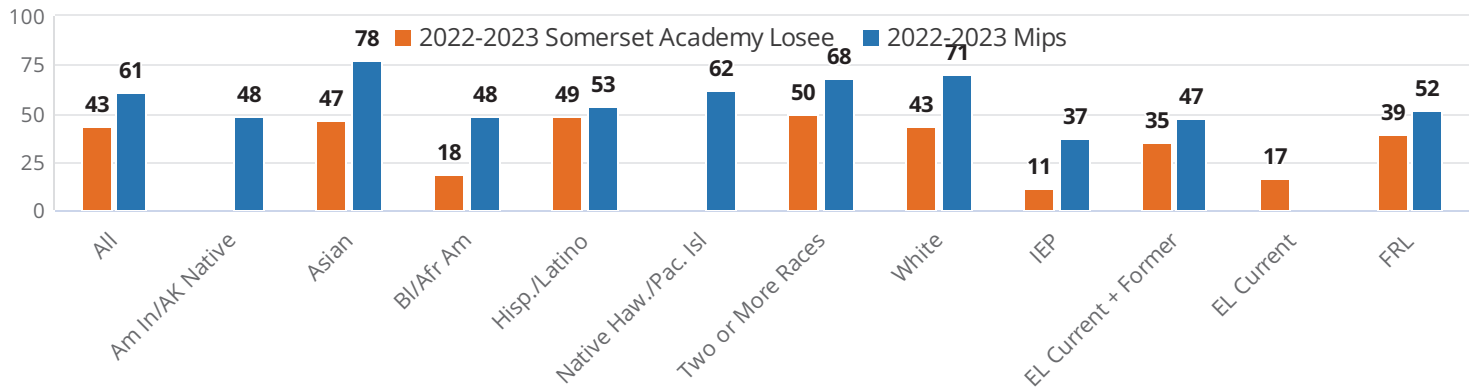
Math Assessments
% Proficient



Academic Achievement

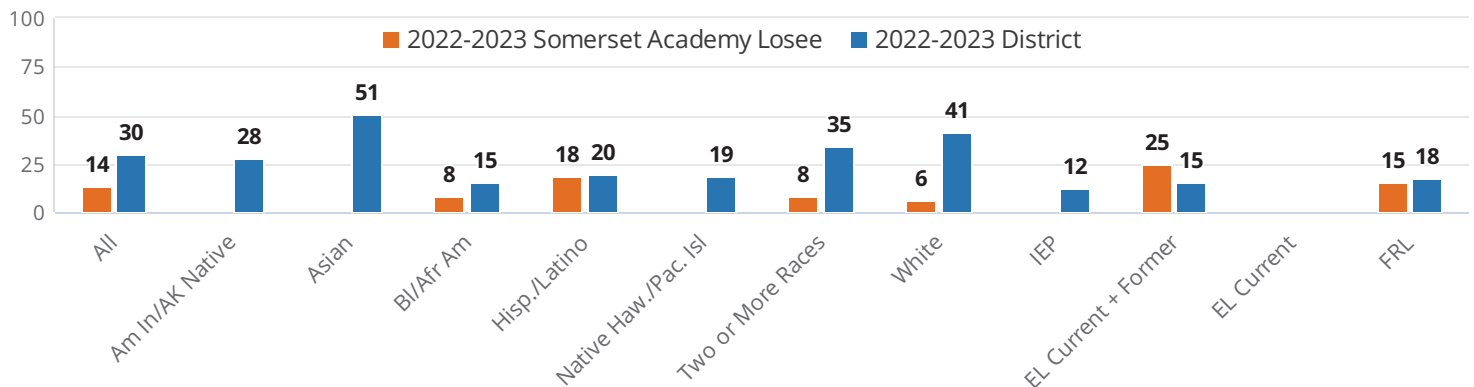
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.9	54.6	61.2	39.5	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	46.6	74.1	77.8	42.1	74.9	76.7
Black/African American	18.3	37.5	48.2	28.0	39.8	45.4
Hispanic/Latino	48.6	45.9	53.2	42.0	45.1	50.8
Pacific Islander	-	49.0	62	50.0	53.7	60
Two or More Races	50.0	60.7	67.9	40.4	61.5	66.2
White/Caucasian	43.1	64.4	70.6	42.8	65.5	69
Special Education	11.1	27.4	36.8	18.3	25.5	33.5
English Learners Current + Former	35.2	37.6	47.2	41.6	37.4	44.4
English Learners Current	16.9	24.1		26.2	24.4	
Economically Disadvantaged	39.4	42.0	51.9	38.0	42.8	49.4

ELA Assessments
% Proficient

Science Proficient

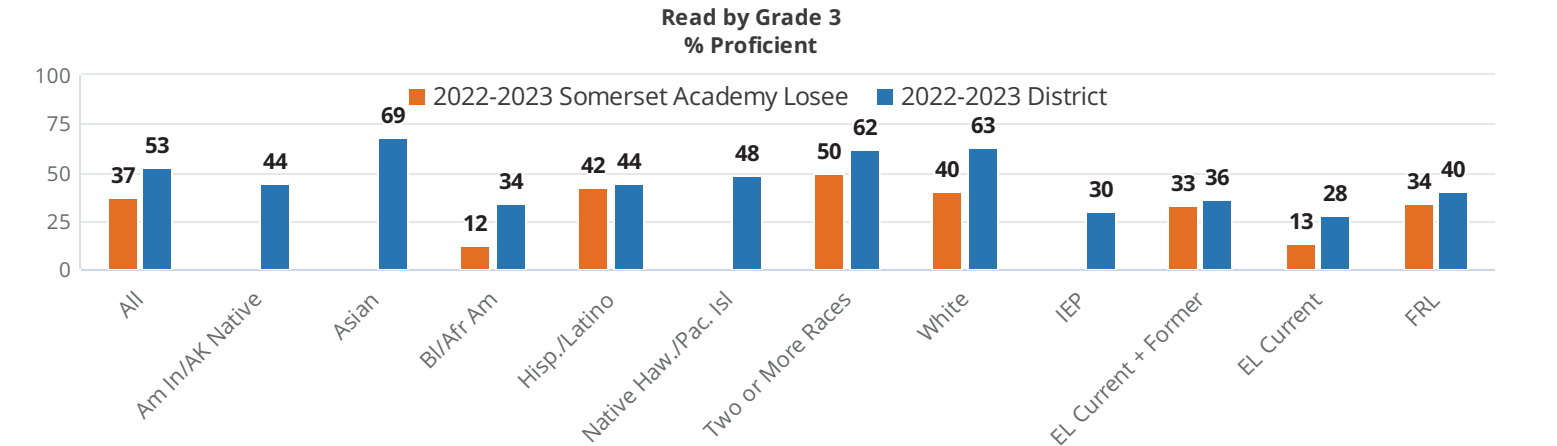
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	13.7	29.8	11.4	30.4
American Indian/Alaska Native	-	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	8.0	15.3	14.8	17.6
Hispanic/Latino	18.3	19.5	9.5	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	8.3	34.5	12.5	34.9
White/Caucasian	5.8	40.9	-	40.8
Special Education	<5	12.2	5.0	11.6
English Learners Current + Former	25.0	15.1	8.8	15.8
English Learners Current	-	<5	<5	<5
Economically Disadvantaged	15.1	17.6	11.7	19.4

Science Assessments
% Proficient

6/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 2/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	36.7	52.6	28.5	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	12.0	33.9	14.8	33.0
Hispanic/Latino	41.9	44.2	32.9	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	50.0	62.3	30.7	57.4
White/Caucasian	40.0	62.5	31.5	60.8
Special Education	-	29.5	7.6	23.7
English Learners Current + Former	33.3	36.1	25.7	37.1
English Learners Current	13.0	27.6	17.8	30.7
Economically Disadvantaged	34.2	40.3	31.9	40.5





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	94.5%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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: 9/10

ELA MGP Points Earned: 7/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	64.0	55.0	56.0	55.0	56.5	52.0	60.5	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	57.0	61.0	63.0	61.0	47.5	60.0	60.0	59.0
Black/African American	64.0	52.0	45.5	50.0	51.0	49.0	54.5	53.0
Hispanic/Latino	65.5	54.0	60.0	53.0	57.0	49.0	61.0	51.0
Pacific Islander	-	60.5	-	55.5	38.0	57.0	76.0	57.0
Two or More Races	57.5	54.0	42.5	55.0	44.0	54.5	59.0	53.0
White/Caucasian	62.0	56.0	63.0	57.0	65.0	55.0	67.0	55.0
Special Education	64.0	49.0	50.5	51.0	46.0	46.0	35.5	43.0
English Learners Current + Former	70.0	55.0	57.5	54.0	59.0	47.0	62.0	49.0
English Learners Current	67.5	54.0	62.5	53.0	56.0	44.0	59.0	44.0
Economically Disadvantaged	62.5	54.0	55.0	53.0	55.0	49.0	59.0	49.0

AGP Growth Data

Math AGP Points Earned: 6.5/7.5

ELA AGP Points Earned: 3.5/7.5

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	48.4	50.8	47.3	52.9	42.8	53.1	64.8	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	58.3	66.5	58.3	67.6	42.8	68.8	85.7	73.9
Black/African American	40.0	38.1	34.0	42.1	37.7	41.8	57.6	55.8
Hispanic/Latino	52.0	43.8	50.0	46.9	45.2	45.0	64.8	55.4
Pacific Islander	-	52.8	-	51.4	18.1	50.4	72.7	61.9
Two or More Races	41.6	52.0	41.6	56.1	34.7	59.6	56.5	62.7
White/Caucasian	42.8	58.8	52.9	58.9	53.3	59.6	70.0	65.1
Special Education	18.5	32.3	15.3	34.0	20.0	35.9	38.2	41.3
English Learners Current + Former	58.6	41.8	47.8	43.1	49.0	41.2	67.3	52.0
English Learners Current	43.3	33.5	43.3	33.8	35.4	32.5	53.3	43.1
Economically Disadvantaged	47.6	43.0	44.9	45.2	41.8	43.7	60.6	53.5

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

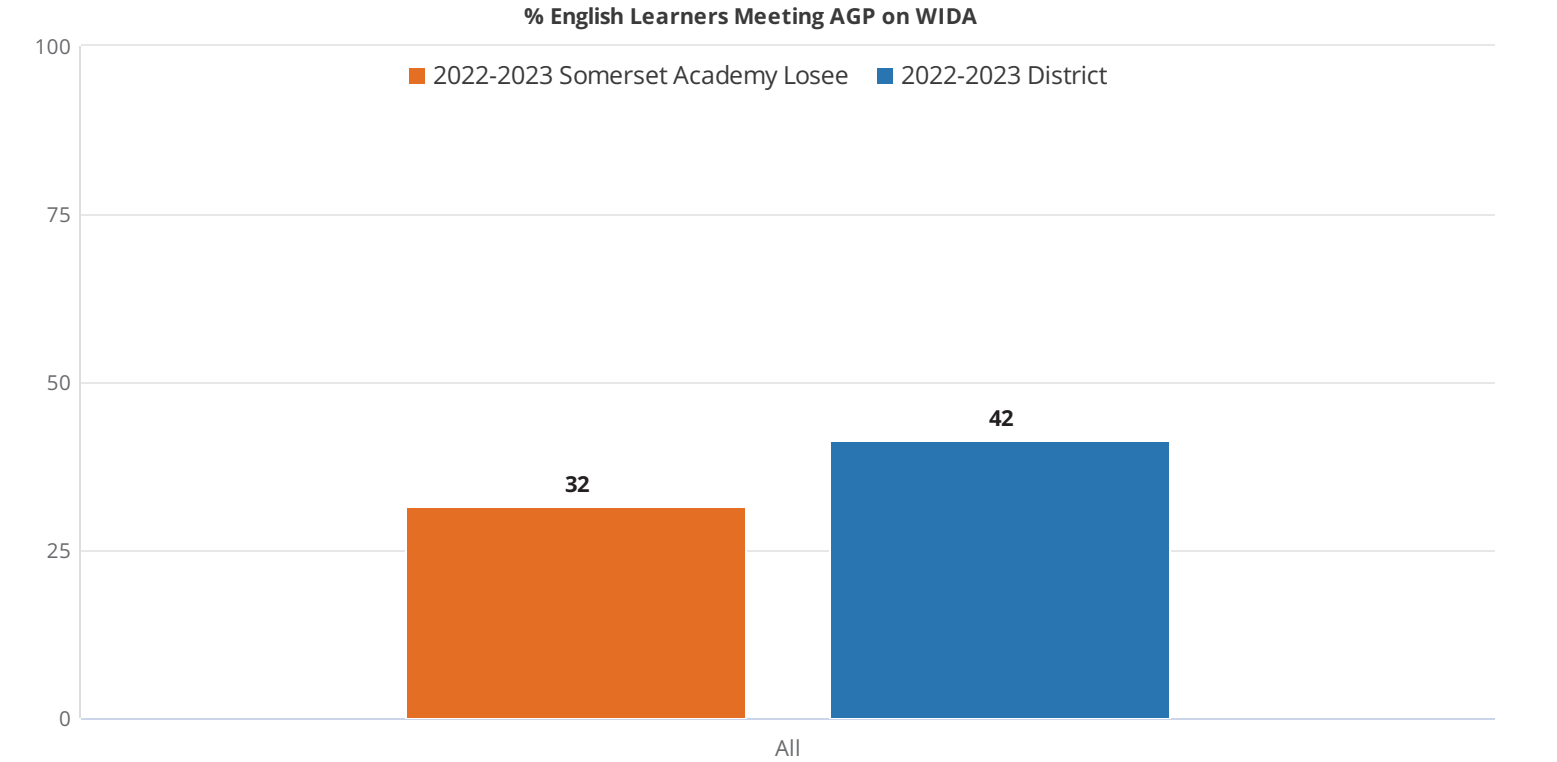
1/10

English Language

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

English Language Points Earned: 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	73	31.5	41.5	89	25.8	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: 8/10				ELA AGP Points Earned: 5/10			
	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	36.7	31.9	39.1	37.1	37.8	40.9	59.6	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	36.1	25.9	35.2	29.9	32.6	36.1	47.3	49.4
Hispanic/Latino	36.8	29.9	39.5	34.4	42.7	36.3	61.1	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	43.7	31.3	35.7	40.3	22.2	44.5	47.0	55.0
White/Caucasian	23.0	37.8	40.0	42.6	45.8	47.9	69.5	55.2
Special Education	18.5	20.8	16.6	25.2	16.1	27.6	35.4	35.9
English Learners Current + Former	46.8	27.5	42.8	31.6	N/A	N/A	N/A	N/A
English Learners Current	40.0	25.4	46.1	30.3	33.3	27.6	51.7	41.7
Economically Disadvantaged	36.9	28.7	32.5	33.1	37.0	35.5	54.6	47.6



Student Engagement

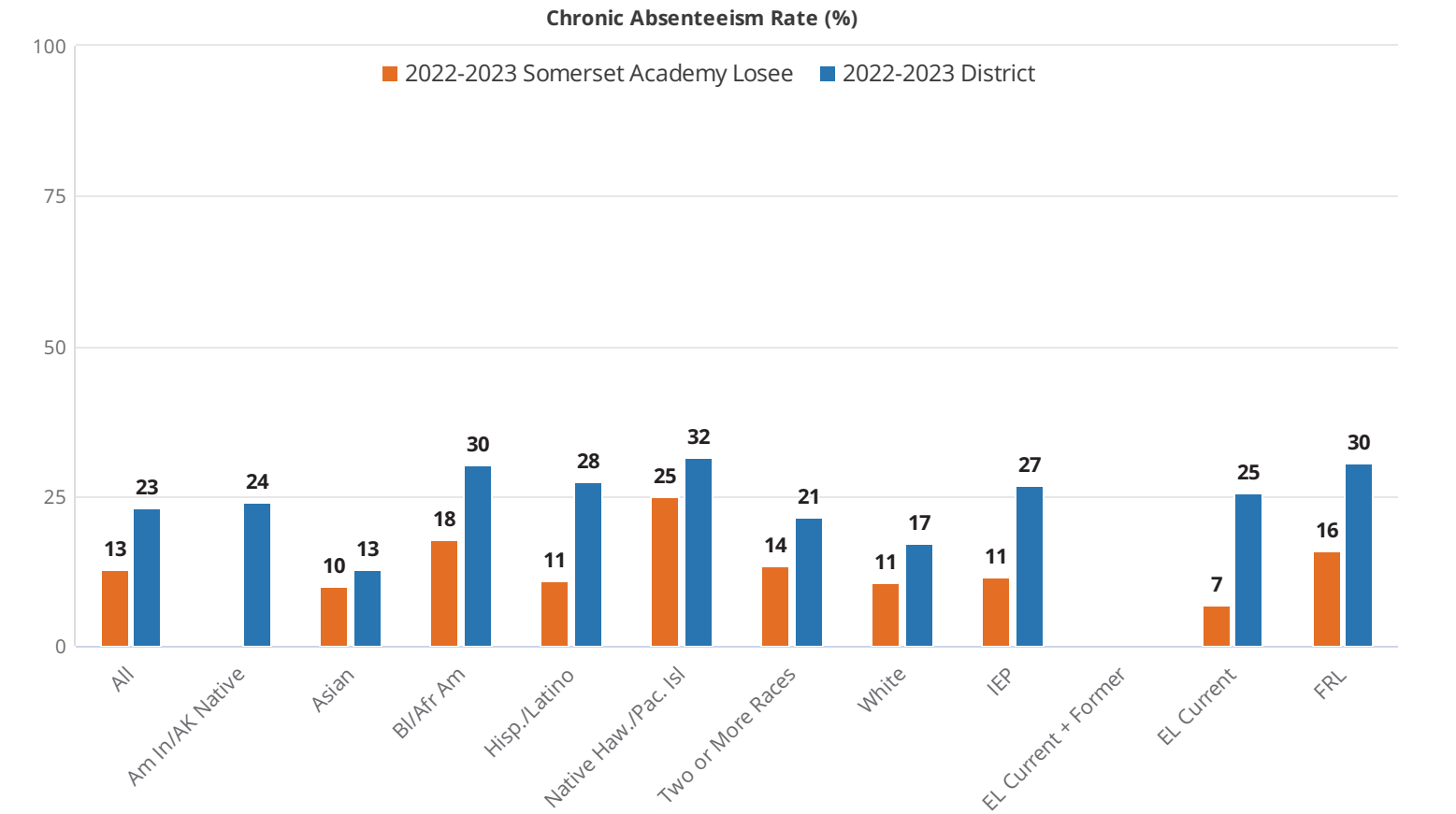
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 6/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	12.7	22.9	26.6	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	10.0	12.9	17.6	11.9
Black/African American	17.7	30.1	30.8	27.6
Hispanic/Latino	11.0	27.5	26.9	25.8
Pacific Islander	25.0	31.6	42.1	32.8
Two or More Races	13.5	21.4	31.7	22.2
White/Caucasian	10.6	17.1	14.8	16.9
Special Education	11.4	26.7	24.2	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.0	25.4	27.6	22.6
Economically Disadvantaged	16.0	30.4	31.7	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-12

District: State Public Charter School Authority

School 4650 Losee Road

Address: North Las Vegas, NV 89081

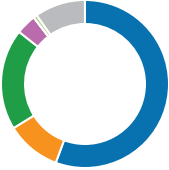


43.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

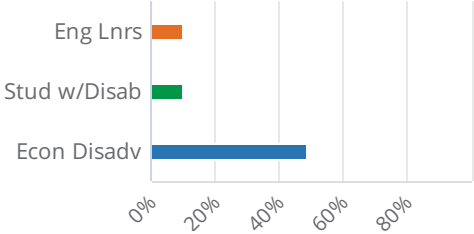


Student Race/Ethnicity
10.5% White
19.4% BI/Afr Am
55.5% Hisp/Latino
3.9% Asian
N/A% Am Ind/AK Nat
0.7% Pac Isl
9.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	53.0 ★★
2021-2022	51.0 NR

Additional Student Groups



What does my school rating mean?
Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

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



9/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.8	48.3
Math Proficiency	38.9	51.2
ELA Proficiency	46.3	54.6
Science Proficiency	15.7	21.2
Read-by-Grade-3 Proficiency	50.0	51.2



18.5/35

Growth Indicator

Measure	School Median	District Median
Math MGP	50.0	52.0
ELA MGP	54.0	54.0

	School Rate	District Rate
Met Math AGP Target	33.5	44.4
Met ELA AGP Target	46.4	54.0



7/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	49.2	48.4



3.5/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	17.2	20.7
Climate Survey Participation	91.0	N/A



5/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.8	22.5
Prior Non-Proficient Met ELA AGP Target	34.4	36.5

Climate Survey Participation is not a point-earning measure.

9/25

Academic Achievement

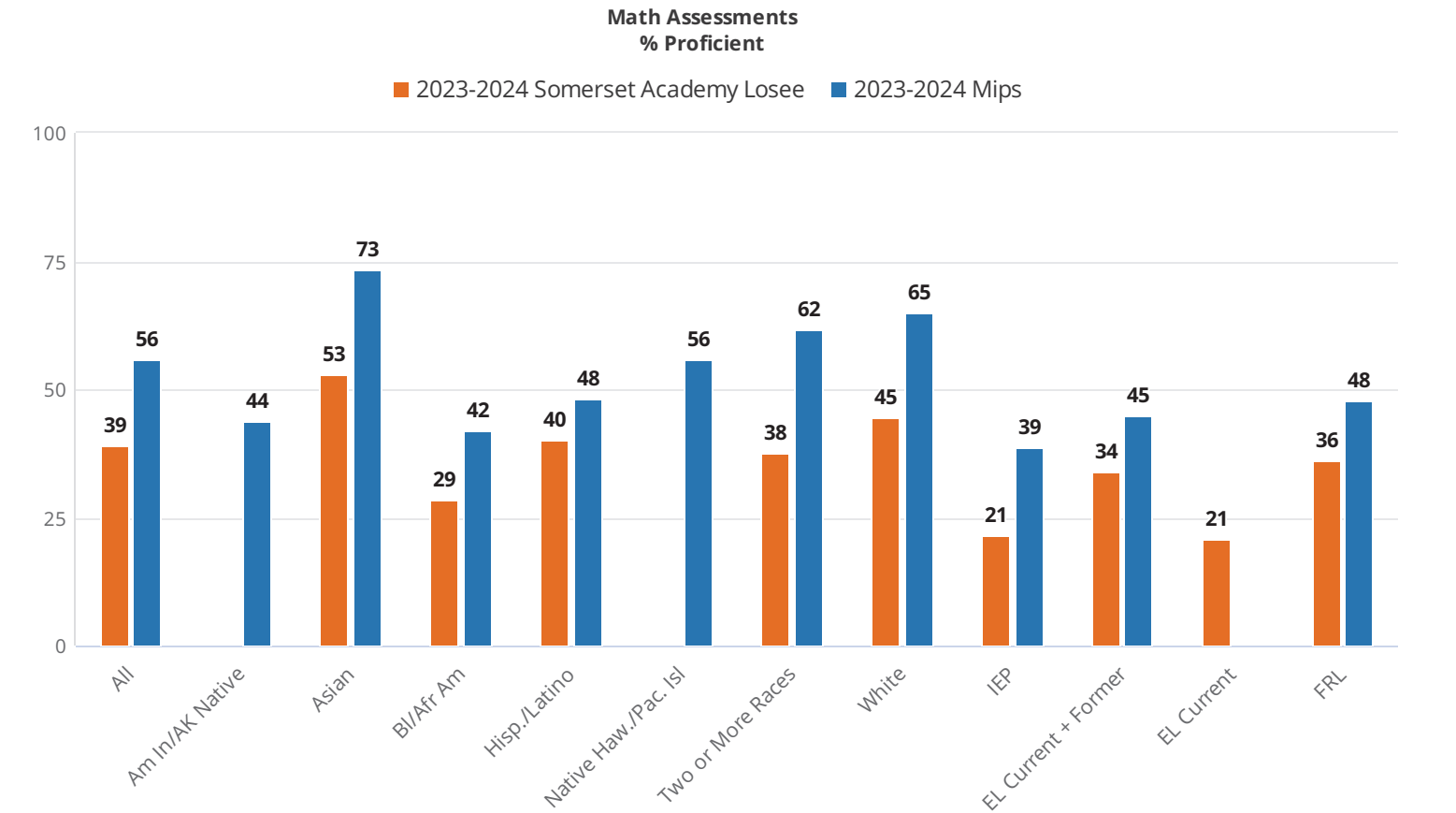
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 6/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	38.8	48.3	34.6	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	38.9	51.2	55.8	33.4	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	-	35.7	40.7
Asian	52.9	74.8	73.3	46.6	74.5	71.9
Black/African American	28.5	31.7	42	20.0	31.4	38.9
Hispanic/Latino	40.2	41.7	48.2	37.0	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	37.5	57.2	61.6	30.0	57.8	59.6
White/Caucasian	44.6	62.7	65.1	31.1	63.7	63.3
Special Education	21.4	26.9	38.8	11.3	29.1	35.5
English Learners Current + Former	33.8	38.7	44.9	35.6	38.1	42
English Learners Current	20.8	27.5		18.8	27.6	
Economically Disadvantaged	36.2	40.4	47.7	30.5	39.0	44.9



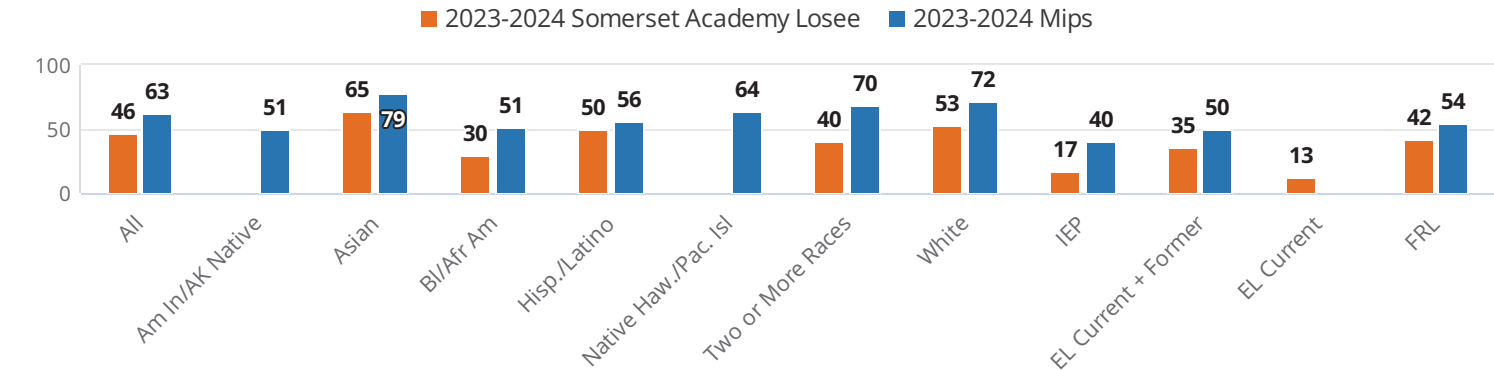


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	46.3	54.6	63.1	42.9	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	-	48.2	48.1
Asian	64.7	75.3	78.9	46.6	74.1	77.8
Black/African American	30.0	36.5	50.8	18.3	37.5	48.2
Hispanic/Latino	49.7	46.0	55.6	48.6	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	40.0	60.4	69.5	50.0	60.7	67.9
White/Caucasian	53.1	65.2	72.1	43.1	64.4	70.6
Special Education	16.6	25.8	39.9	11.1	27.4	36.8
English Learners Current + Former	35.2	39.5	49.8	35.2	37.6	47.2
English Learners Current	12.5	25.3		16.9	24.1	
Economically Disadvantaged	42.0	44.1	54.4	39.4	42.0	51.9

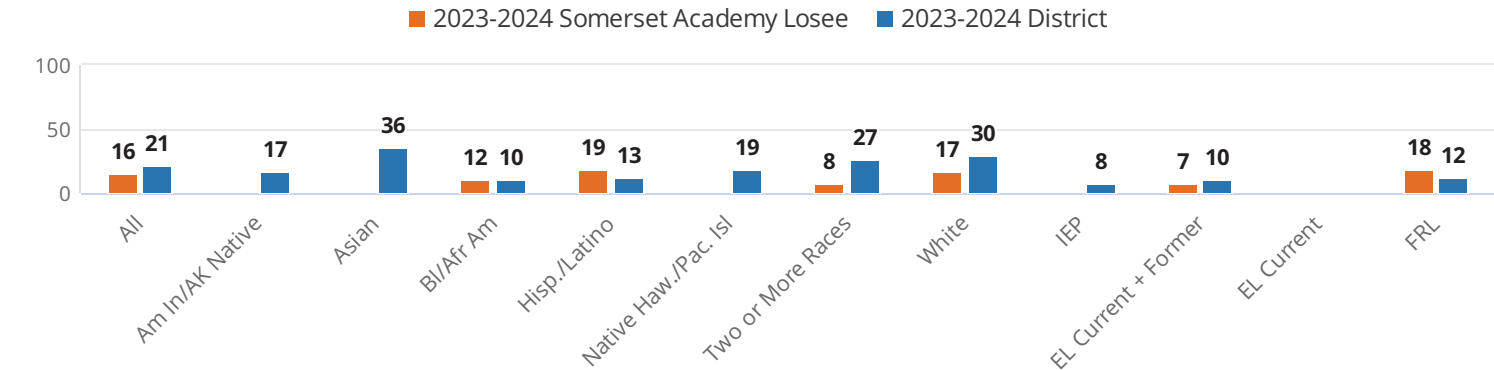
ELA Assessments
% Proficient



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	15.7	21.2	13.7	29.8
American Indian/Alaska Native	N/A	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	11.7	10.4	8.0	15.3
Hispanic/Latino	18.6	12.9	18.3	19.5
Pacific Islander	N/A	19.1	-	18.7
Two or More Races	8.3	27.2	8.3	34.5
White/Caucasian	16.6	29.6	5.8	40.9
Special Education	<5	7.6	<5	12.2
English Learners Current + Former	7.1	10.4	25.0	15.1
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	18.1	12.4	15.1	17.6

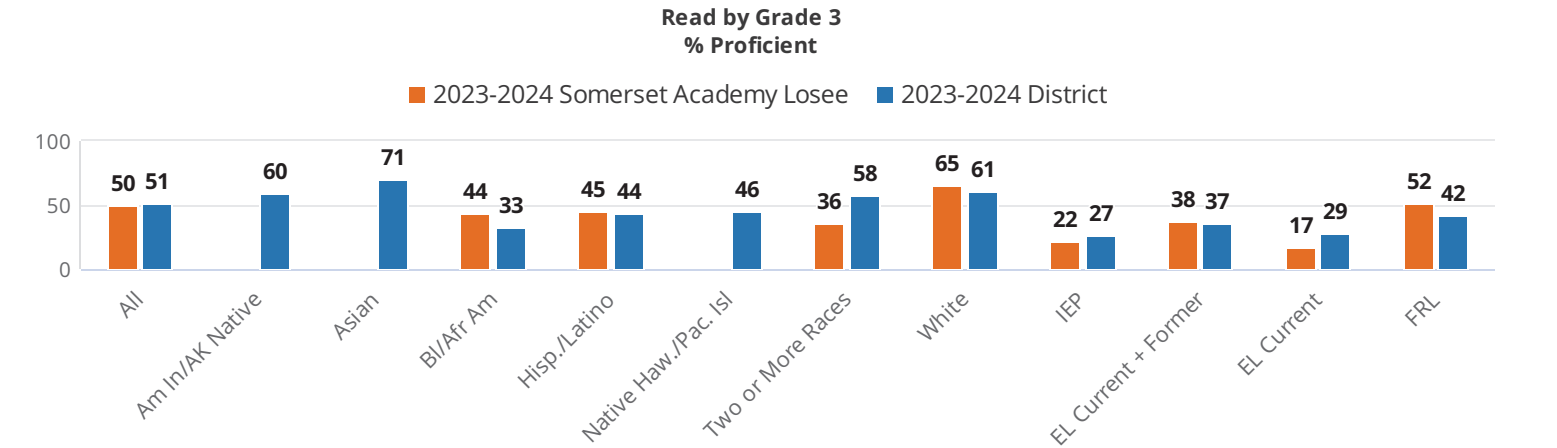
Science Assessments
% Proficient





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	50.0	51.2	36.7	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	44.0	32.7	12.0	33.9
Hispanic/Latino	45.1	43.7	41.9	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	36.3	58.4	50.0	62.3
White/Caucasian	65.0	60.7	40.0	62.5
Special Education	22.2	27.0	-	29.5
English Learners Current + Former	37.5	36.6	33.3	36.1
English Learners Current	16.6	28.5	13.0	27.6
Economically Disadvantaged	51.5	42.4	34.2	40.3





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	94.5%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

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

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data		Math MGP Points Earned: 5/10				ELA MGP Points Earned: 7/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	50.0	52.0	54.0	54.0	64.0	55.0	56.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	-	46.0	-	52.0
Asian	52.0	57.0	46.5	62.0	57.0	61.0	63.0	61.0
Black/African American	44.0	46.0	51.0	49.0	64.0	52.0	45.5	50.0
Hispanic/Latino	52.5	50.0	54.0	52.0	65.5	54.0	60.0	53.0
Pacific Islander	N/A	53.0	N/A	54.0	-	60.5	-	55.5
Two or More Races	47.5	53.0	60.0	53.0	57.5	54.0	42.5	55.0
White/Caucasian	60.0	53.0	54.5	57.0	62.0	56.0	63.0	57.0
Special Education	51.0	46.0	47.0	48.0	64.0	49.0	50.5	51.0
English Learners Current + Former	50.0	53.0	48.0	53.0	70.0	55.0	57.5	54.0
English Learners Current	44.0	49.0	42.0	51.0	67.5	54.0	62.5	53.0
Economically Disadvantaged	52.0	51.0	57.0	52.0	62.5	54.0	55.0	53.0

AGP Growth Data		Math AGP Points Earned: 3.5/7.5				ELA AGP Points Earned: 3/7.5		
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	33.5	44.4	46.4	54.0	48.4	50.8	47.3	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	-	41.3	-	48.2
Asian	40.0	63.8	40.0	69.4	58.3	66.5	58.3	67.6
Black/African American	11.1	28.9	28.8	41.4	40.0	38.1	34.0	42.1
Hispanic/Latino	36.1	36.9	51.0	48.1	52.0	43.8	50.0	46.9
Pacific Islander	N/A	42.7	N/A	51.1	-	52.8	-	51.4
Two or More Races	39.2	49.5	53.5	55.5	41.6	52.0	41.6	56.1
White/Caucasian	50.0	52.8	46.1	61.4	42.8	58.8	52.9	58.9
Special Education	26.0	27.2	21.7	32.4	18.5	32.3	15.3	34.0
English Learners Current + Former	37.2	38.8	41.1	46.0	58.6	41.8	47.8	43.1
English Learners Current	22.8	27.5	25.7	35.8	43.3	33.5	43.3	33.8
Economically Disadvantaged	27.3	36.5	43.5	46.7	47.6	43.0	44.9	45.2

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

7/10

English Language

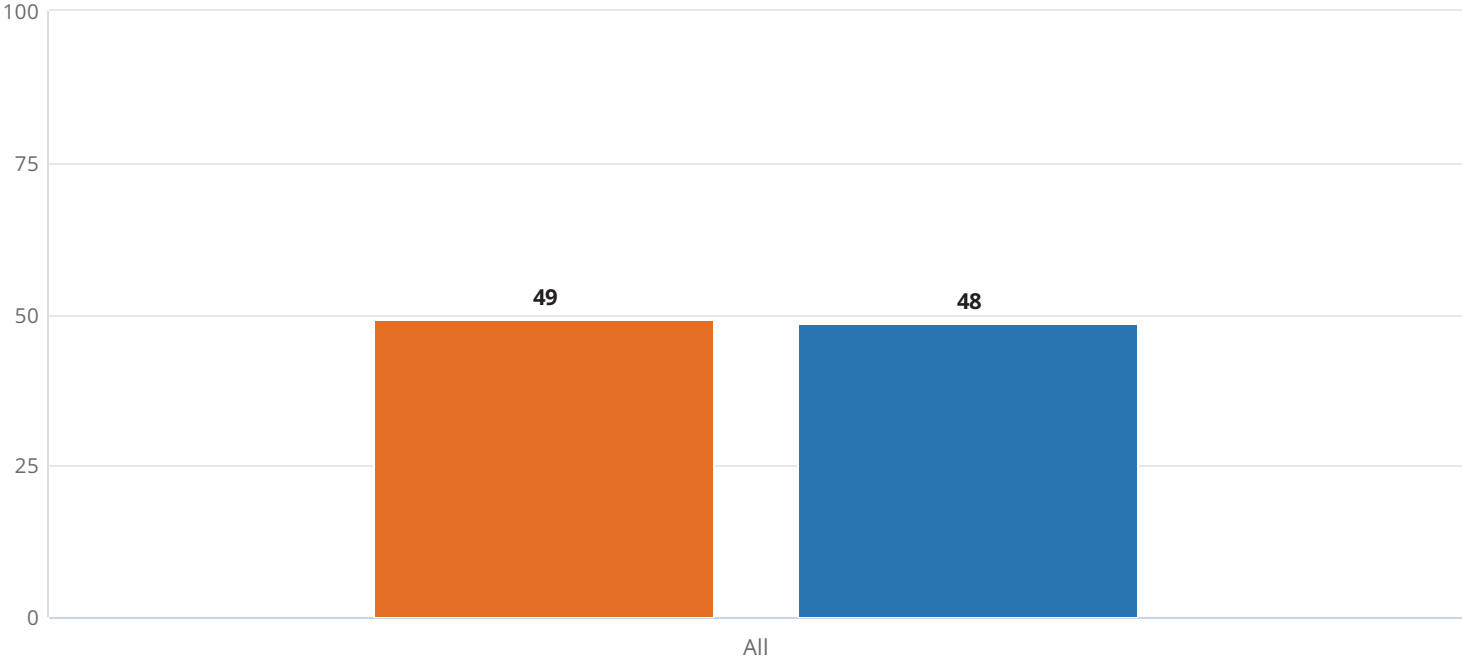
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 7/10

	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	65	49.2	48.4	73	31.5	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Losee 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: 1/10				ELA AGP Points Earned: 4/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	15.8	22.5	34.4	36.5	36.7	31.9	39.1	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	-	26.3	-	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	5.5	15.8	29.2	29.4	36.1	25.9	35.2	29.9
Hispanic/Latino	16.8	20.4	36.3	34.4	36.8	29.9	39.5	34.4
Pacific Islander	N/A	29.4	N/A	32.8	-	33.3	-	41.2
Two or More Races	25.0	26.4	40.0	37.7	43.7	31.3	35.7	40.3
White/Caucasian	23.5	27.2	31.2	43.4	23.0	37.8	40.0	42.6
Special Education	10.5	14.6	15.0	23.4	18.5	20.8	16.6	25.2
English Learners Current + Former	19.4	23.3	30.5	34.1	46.8	27.5	42.8	31.6
English Learners Current	16.6	20.0	22.5	31.2	40.0	25.4	46.1	30.3
Economically Disadvantaged	12.9	20.8	30.2	33.4	36.9	28.7	32.5	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: 3.5/10

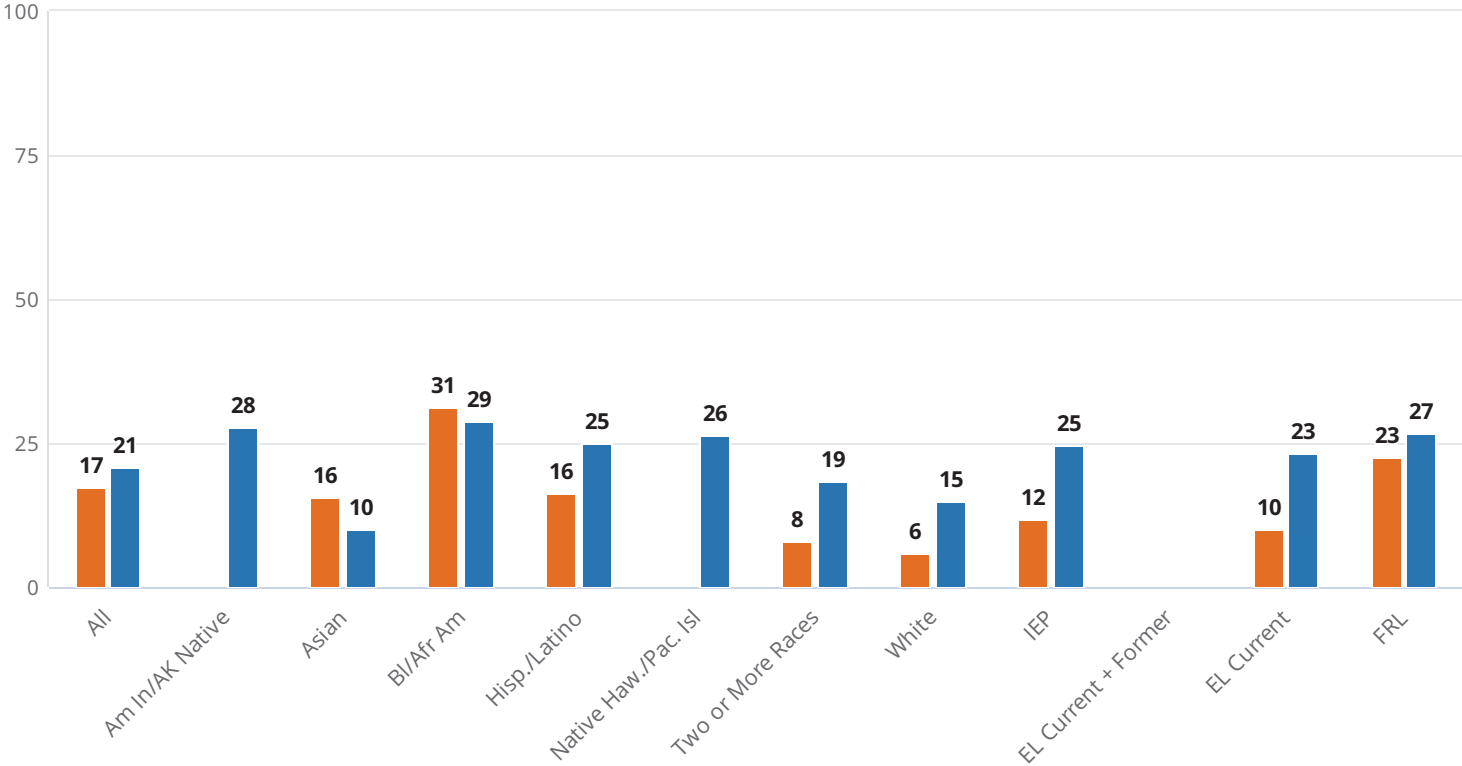
Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	17.2	20.7	12.7	22.9
American Indian/Alaska Native	N/A	27.7	-	24.0
Asian	15.6	10.0	10.0	12.9
Black/African American	31.1	28.9	17.7	30.1
Hispanic/Latino	16.2	25.0	11.0	27.5
Pacific Islander	-	26.3	25.0	31.6
Two or More Races	8.0	18.5	13.5	21.4
White/Caucasian	6.0	14.9	10.6	17.1
Special Education	11.8	24.7	11.4	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.2	23.1	7.0	25.4
Economically Disadvantaged	22.5	26.8	16.0	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

2023-2024 Somerset Academy Losee

2023-2024 District

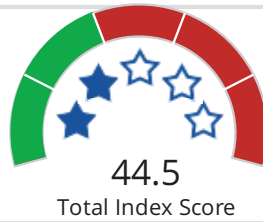


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

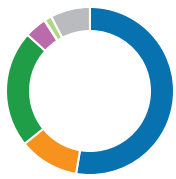
Somerset Academy Losee

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 4650 Losee Road
 North Las Vegas, NV 89081



School Type: SPCSA
School Designation: Additional TSI
**Please refer to prior year report for ATSI data*
 95% Assessment Participation: *Warning*



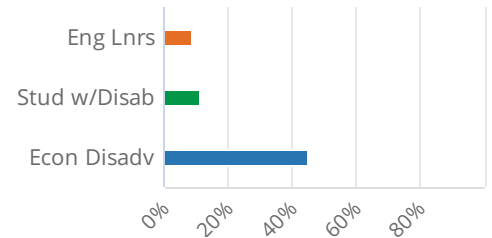
Student Race/Ethnicity

11.5% White
 22.4% BI/Afr Am
 52.5% Hisp/Latino
 4.2% Asian
 0.1% Am Ind/AK Nat
 1.4% Pac Isl
 7.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	52.0 NR
2020-2021	35.5 ★★

Additional Student Groups



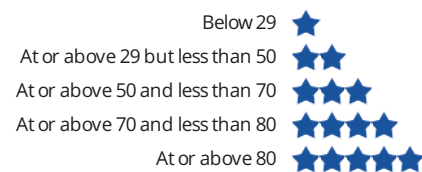
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	29.0	45.7
Math Proficiency	20.8	38.5
ELA Proficiency	37.9	53.4
Science Proficiency	27.1	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	36.6	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	16.8	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	95.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	46.0	56.0
ELA MGP	51.0	56.0
School Rate		District Rate
Met Math AGP Target	22.2	40.4
Met ELA AGP Target	39.0	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	9.4	18.0
Prior Non-Proficient Met ELA AGP Target	14.2	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

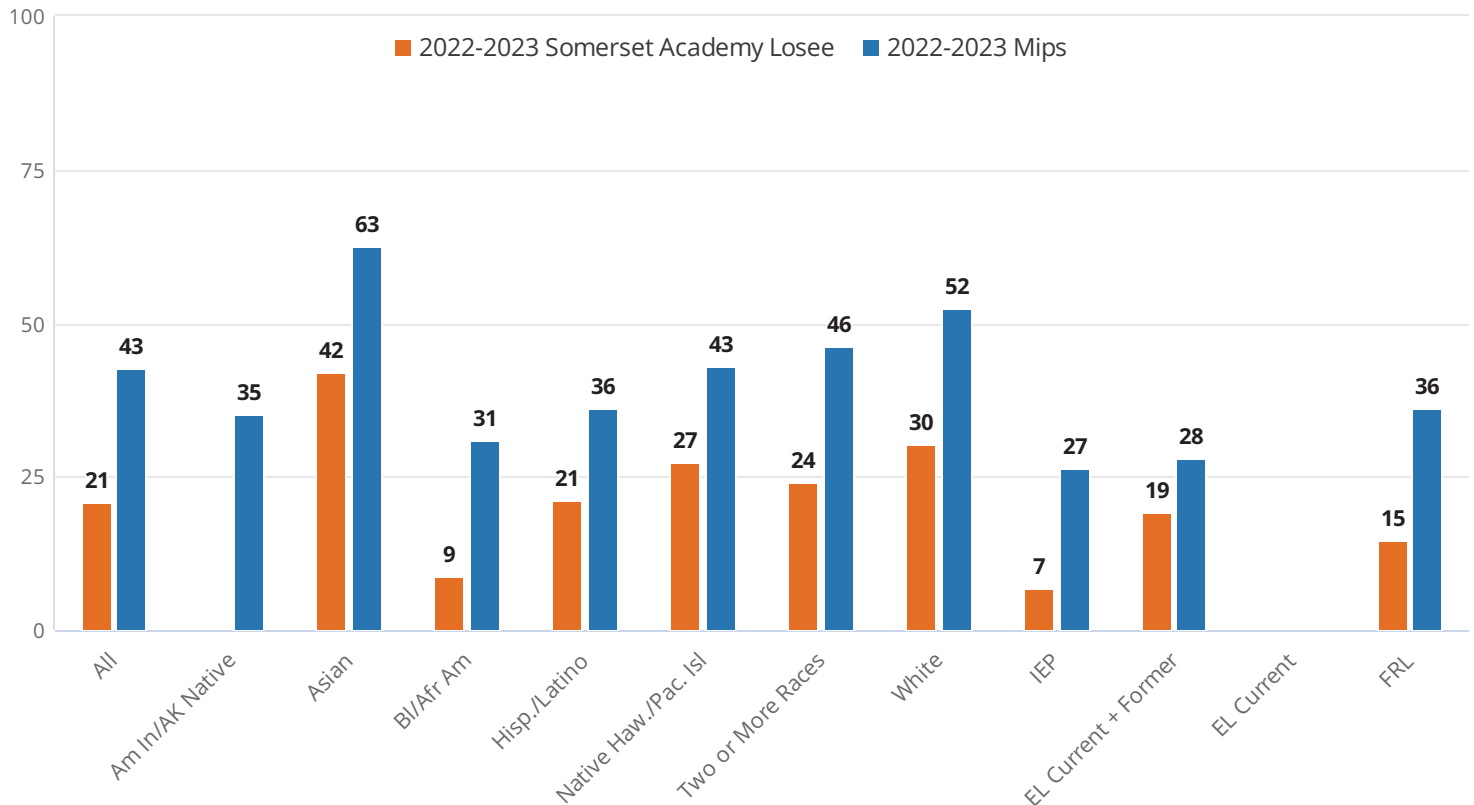
Pooled Proficiency Points Earned: 8/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	29.0	45.7	30.8	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	20.8	38.5	42.7	21.9	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	41.9	62.5	62.6	64.2	62.7	60.6
Black/African American	8.9	19.4	31	6.3	18.2	27.3
Hispanic/Latino	21.1	28.3	36.2	21.3	26.4	32.8
Pacific Islander	27.2	37.9	43.1	-	28.3	40.1
Two or More Races	24.0	44.5	46.4	23.3	41.8	43.6
White/Caucasian	30.3	51.4	52.3	33.8	48.1	49.8
Special Education	6.9	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	19.3	21.5	28	15.2	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	14.7	24.9	36.1	15.2	23.9	32.7

Math Assessments % Proficient

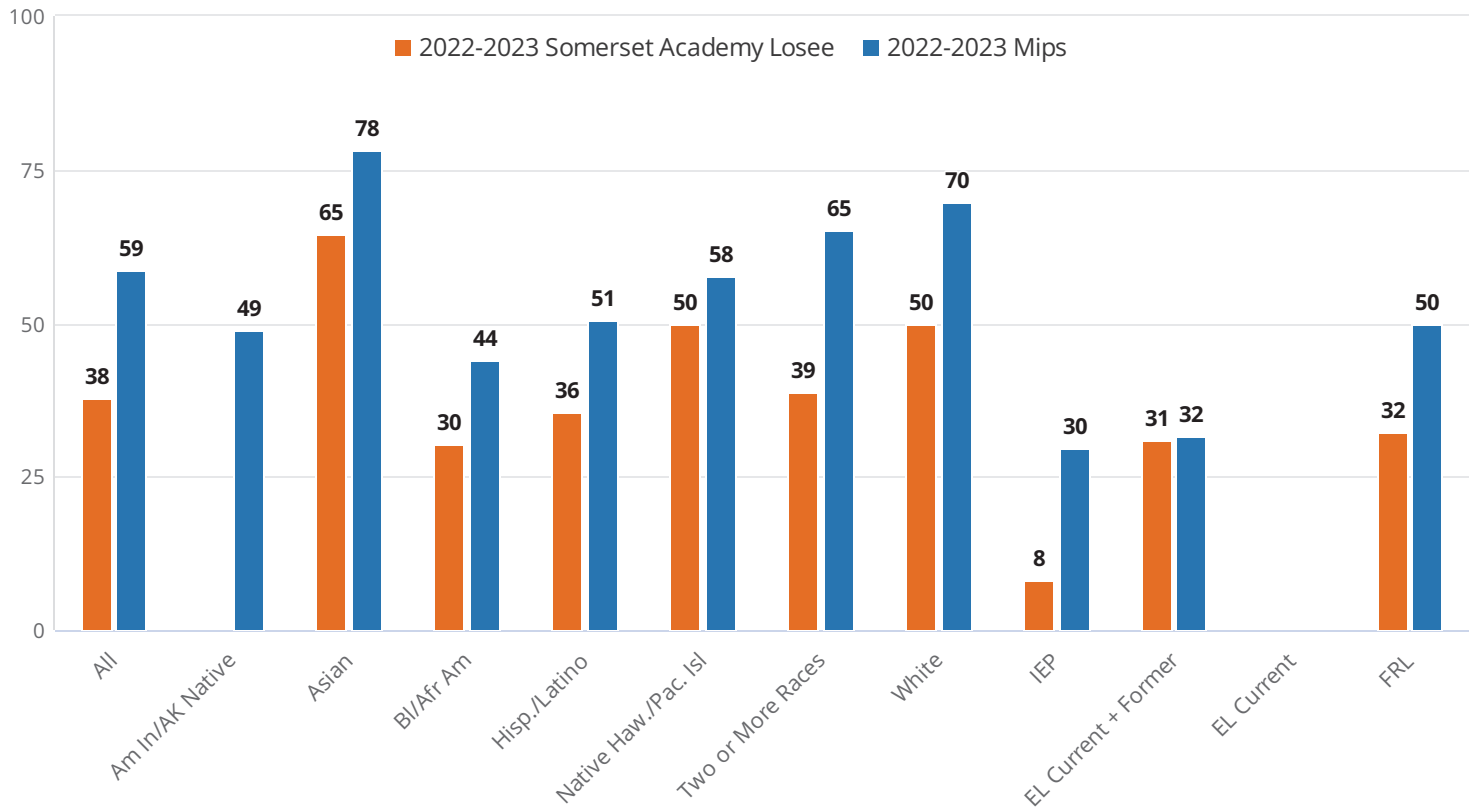




Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.9	53.4	58.6	43.5	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	64.5	74.7	78.2	64.2	79.0	77.1
Black/African American	30.2	37.4	43.9	32.2	41.1	40.9
Hispanic/Latino	35.6	44.8	50.5	41.2	48.2	47.9
Pacific Islander	50.0	47.2	57.8	-	53.3	55.5
Two or More Races	38.9	60.0	65	44.1	64.6	63.2
White/Caucasian	50.0	64.0	69.6	62.6	67.2	68
Special Education	8.3	17.4	29.6	10.2	18.0	25.8
English Learners Current + Former	31.0	34.0	31.7	30.4	38.8	28.1
English Learners Current	<5	12.0		6.9	16.7	
Economically Disadvantaged	32.3	40.8	49.8	35.8	45.9	47.1

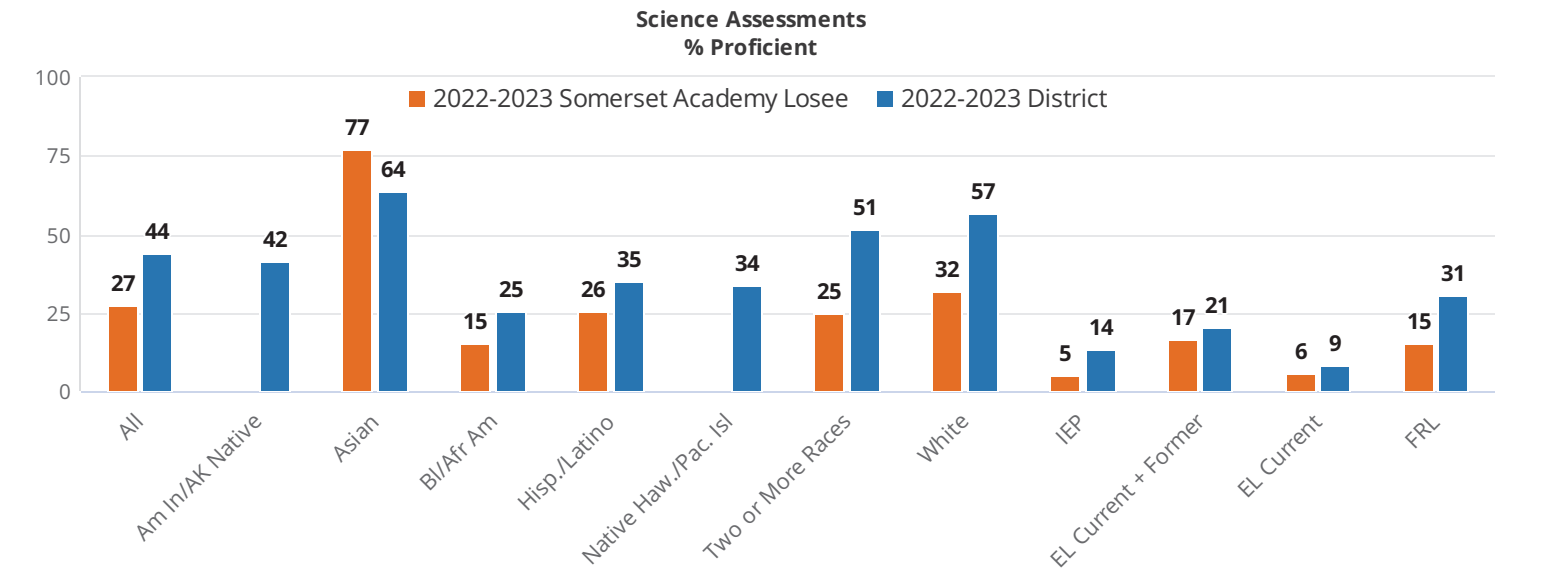
ELA Assessments
% Proficient

8/25

Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	27.1	43.9	18.6	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	76.9	63.5	-	63.9
Black/African American	15.2	25.3	<5	28.3
Hispanic/Latino	25.7	34.8	13.9	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	25.0	51.4	36.3	53.3
White/Caucasian	32.1	56.5	43.7	57.8
Special Education	5.0	13.6	11.7	12.0
English Learners Current + Former	16.6	20.7	<5	19.4
English Learners Current	5.5	8.5	<5	6.9
Economically Disadvantaged	15.1	30.8	10.0	31.9



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	>=95%	>=95%	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	93.3%	>=95%	90.3%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	93.7%	91.2%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

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

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 6/10

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	46.0	56.0	51.0	56.0	53.0	56.0	51.5	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	44.0	61.0	57.0	57.0	62.5	61.0	56.5	61.0
Black/African American	45.0	51.0	49.0	55.0	53.0	52.0	42.0	54.0
Hispanic/Latino	45.0	54.0	50.0	55.0	50.5	54.0	53.0	54.0
Pacific Islander	73.0	59.0	53.0	54.0	-	53.5	-	55.0
Two or More Races	46.0	59.0	59.0	58.0	63.0	57.0	55.0	55.0
White/Caucasian	52.0	58.0	57.0	56.0	55.0	57.0	56.0	56.0
Special Education	45.0	52.0	47.0	55.0	40.0	44.0	39.0	43.0
English Learners Current + Former	49.0	54.0	45.0	56.0	48.0	54.0	54.5	54.0
English Learners Current	47.0	53.0	38.0	53.0	41.0	50.0	44.0	51.0
Economically Disadvantaged	46.5	54.0	50.0	55.0	48.0	54.0	45.0	55.0

AGP Growth Data

Math AGP Points Earned: 2/5

ELA AGP Points Earned: 1.5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	22.2	40.4	39.0	52.8	25.5	40.8	49.7	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	41.9	62.5	67.7	72.6	58.3	63.7	75.0	77.2
Black/African American	10.9	23.7	30.2	39.6	11.1	24.7	37.8	49.7
Hispanic/Latino	22.1	30.6	37.5	44.7	25.2	31.4	46.9	52.7
Pacific Islander	36.3	40.5	50.0	48.3	-	36.8	-	59.5
Two or More Races	25.4	46.9	39.5	59.5	14.8	43.8	52.0	65.6
White/Caucasian	32.4	51.9	49.3	61.5	41.2	50.7	67.7	67.2
Special Education	8.9	15.1	10.7	22.3	13.9	12.9	20.9	26.3
English Learners Current + Former	21.6	24.3	28.2	35.3	17.7	25.2	34.6	45.5
English Learners Current	5.0	10.9	5.0	16.2	<5	12.6	8.1	28.2
Economically Disadvantaged	17.5	28.1	33.4	41.9	19.2	29.9	41.7	51.8

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

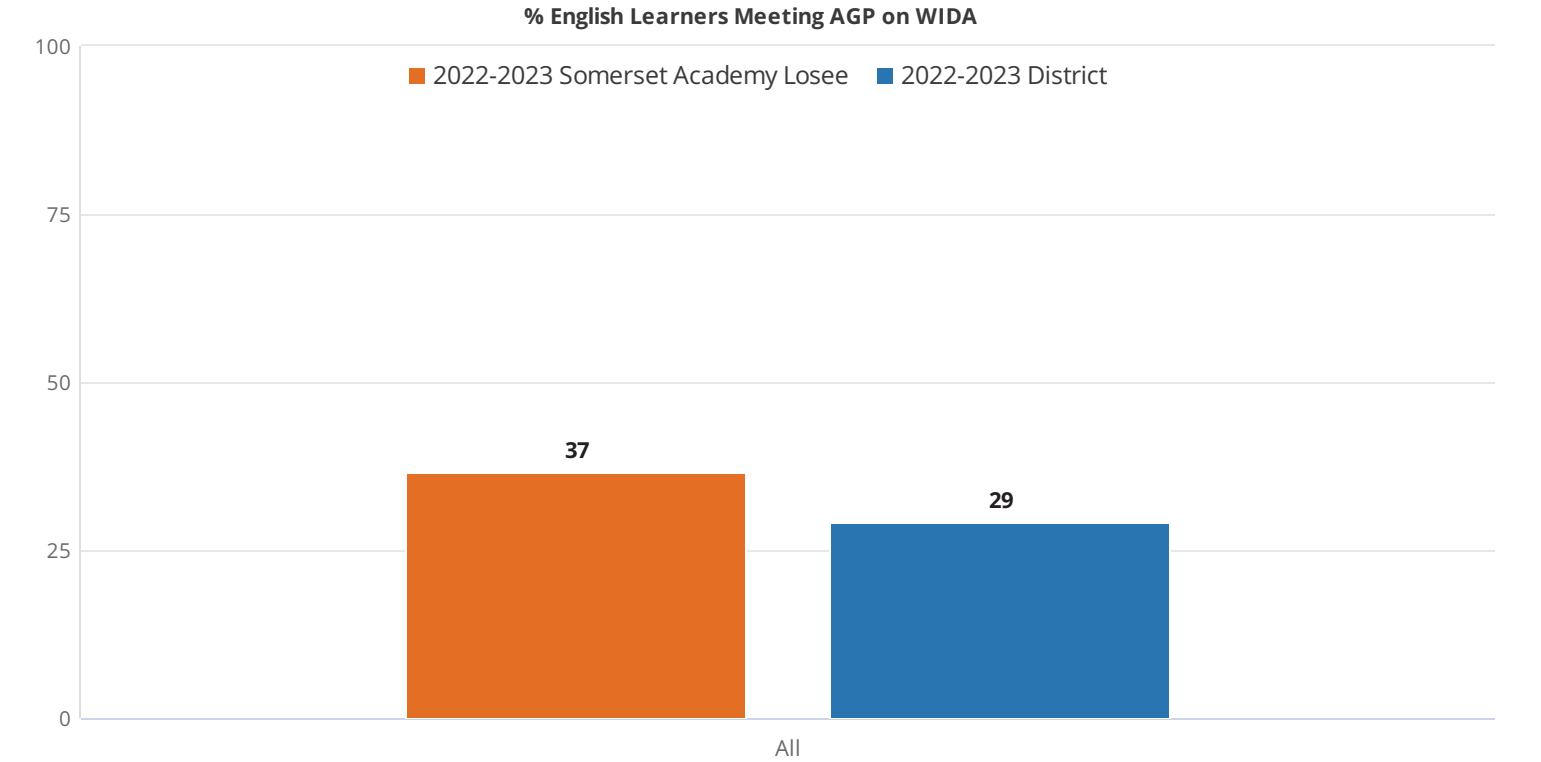
10/10

English Language

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

English Language Points Earned: 10/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP	District	Target	AGP	District
ELPA	60	36.6	29.3	39	28.2	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: 2/10				ELA AGP Points Earned: 1/10			
	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	9.4	18.0	14.2	23.3	13.1	23.5	32.3	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	6.2	26.3	27.2	36.0	-	38.5	-	51.3
Black/African American	5.7	12.5	9.7	20.2	9.3	16.6	22.8	33.6
Hispanic/Latino	11.2	15.4	16.3	21.4	13.9	20.3	30.6	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	8.5	20.8	11.5	27.8	<5	24.1	37.5	42.9
White/Caucasian	9.0	23.6	12.1	26.3	18.1	28.8	50.0	40.2
Special Education	6.3	8.5	<5	12.4	12.5	7.8	16.6	19.6
English Learners Current + Former	10.5	13.5	11.1	18.6	N/A	N/A	N/A	N/A
English Learners Current	5.0	8.9	<5	12.7	<5	11.3	8.5	24.4
Economically Disadvantaged	7.6	14.2	13.0	20.9	10.0	19.7	29.7	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.

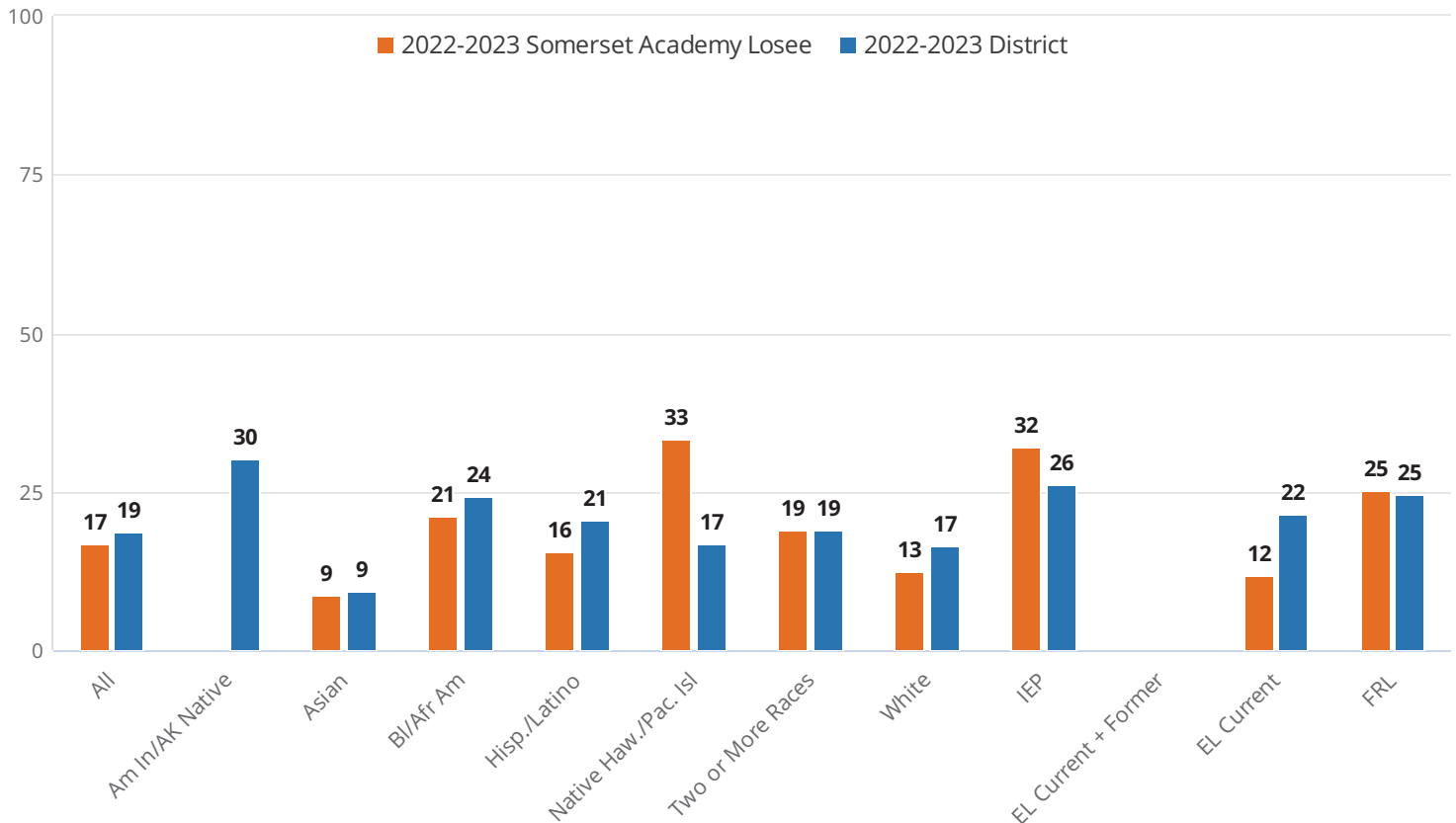
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	16.8	18.8	23.9	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	8.8	9.3	7.1	8.7
Black/African American	21.1	24.2	33.3	24.9
Hispanic/Latino	15.7	20.6	23.0	19.9
Pacific Islander	33.3	16.7	-	22.7
Two or More Races	19.0	19.0	25.8	19.4
White/Caucasian	12.5	16.5	15.9	16.1
Special Education	32.0	26.3	41.6	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.7	21.6	28.2	18.3
Economically Disadvantaged	25.1	24.7	31.0	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

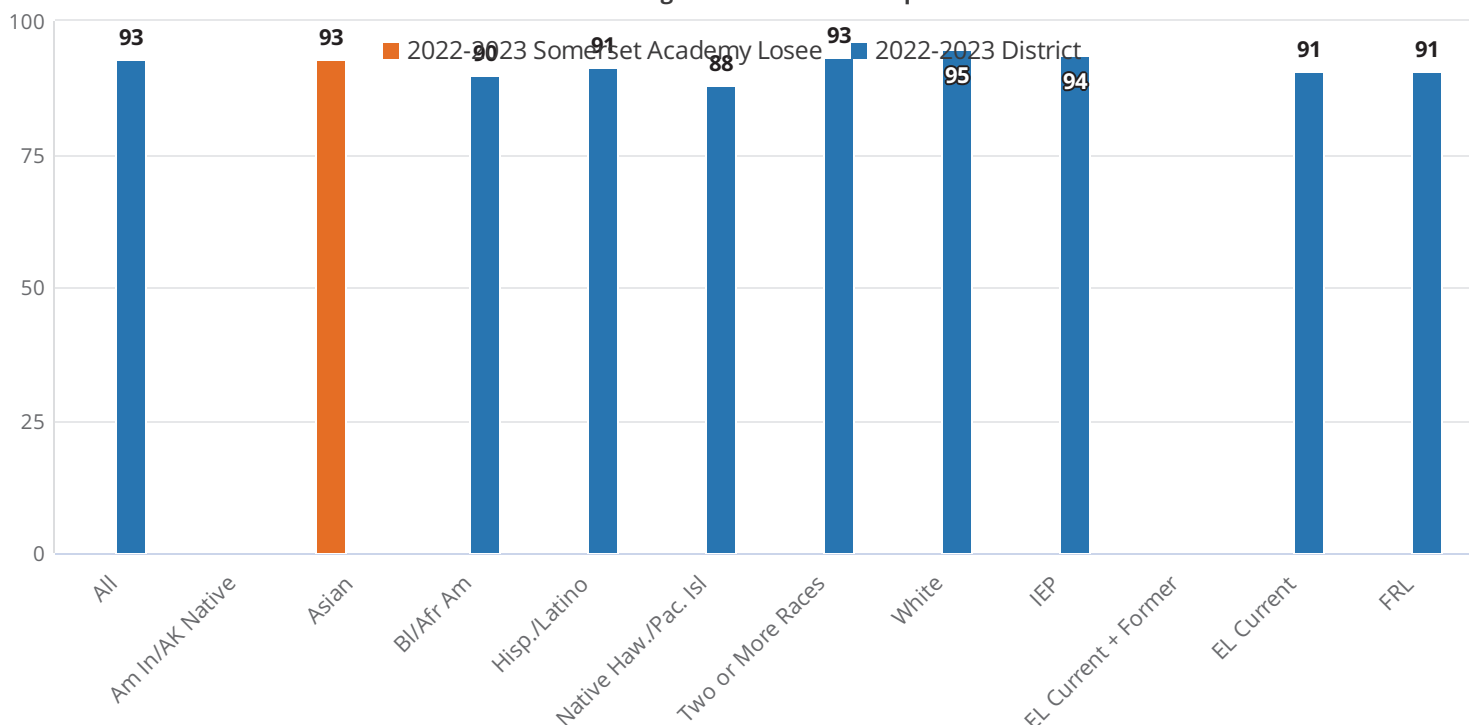
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	-	>95
Two or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

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	77.8	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	92.8	>95	-	>95
Black/African American	>95	89.9	79.3	85.9
Hispanic/Latino	>95	91.4	73.2	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	>95	93.1	83.3	89.2
White/Caucasian	>95	94.8	88.8	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	46.1	88.7
Economically Disadvantaged	>95	90.5	73.3	89.5

% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School

Grade Levels: KG-12

District: State Public Charter School Authority

School 4650 Losee Road

Address: North Las Vegas, NV 89081



38.0

Total Index Score

School Type: *SPCSA*

School Designation: *No Designation*

95% Assessment Participation: *Met*



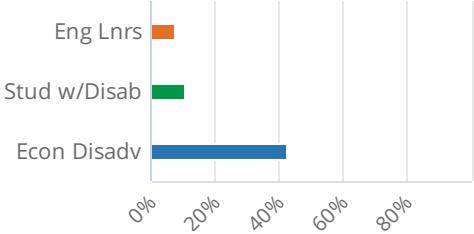
Student Race/Ethnicity

8.7%	White
25.6%	Bl/Afr Am
49.8%	Hisp/Latino
4.2%	Asian
0.3%	Am Ind/AK Nat
1.8%	Pac Isl
9.2%	Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	44.5 ★★
2021-2022	52.0 NR

Additional Student Groups



Group	Percentage
Eng Lnrs	~5%
Stud w/Disab	~10%
Econ Disadv	~45%

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

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



8/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	28.0	47.3
Math Proficiency	19.0	39.8
ELA Proficiency	35.6	54.2
Science Proficiency	31.8	48.8



10.5/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	43.0	57.0
ELA MGP	49.0	59.0

	School Rate	District Rate
Met Math AGP Target	20.3	40.5
Met ELA AGP Target	35.3	54.7



9/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	32.6	27.2



8.5/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	15.9	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	84.8	92.6
Climate Survey Participation	91.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

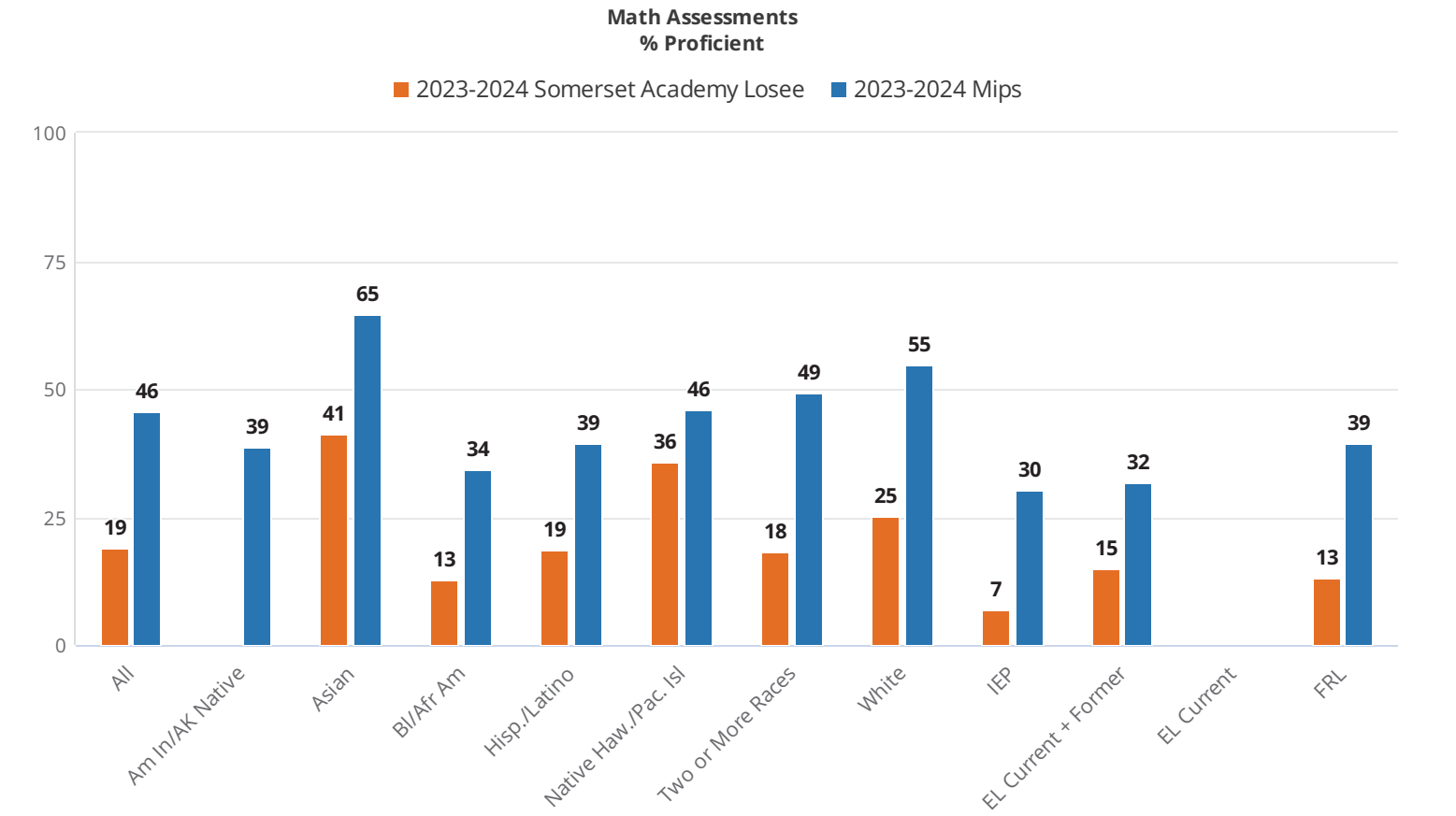
Pooled Proficiency

Pooled Proficiency Points Earned: 8/25

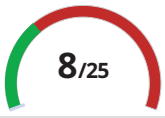
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	28.0	47.3	29.0	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	19.0	39.8	45.6	20.8	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	41.1	64.8	64.5	41.9	62.5	62.6
Black/African American	12.6	21.6	34.4	8.9	19.4	31
Hispanic/Latino	18.5	28.7	39.4	21.1	28.3	36.2
Pacific Islander	35.7	35.1	45.9	27.2	37.9	43.1
Two or More Races	18.3	47.6	49.1	24.0	44.5	46.4
White/Caucasian	25.3	54.3	54.7	30.3	51.4	52.3
Special Education	6.8	11.3	30.2	6.9	11.5	26.5
English Learners Current + Former	14.8	20.5	31.6	19.3	21.5	28
English Learners Current	<5	6.2		<5	6.5	
Economically Disadvantaged	13.3	27.1	39.3	14.7	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.



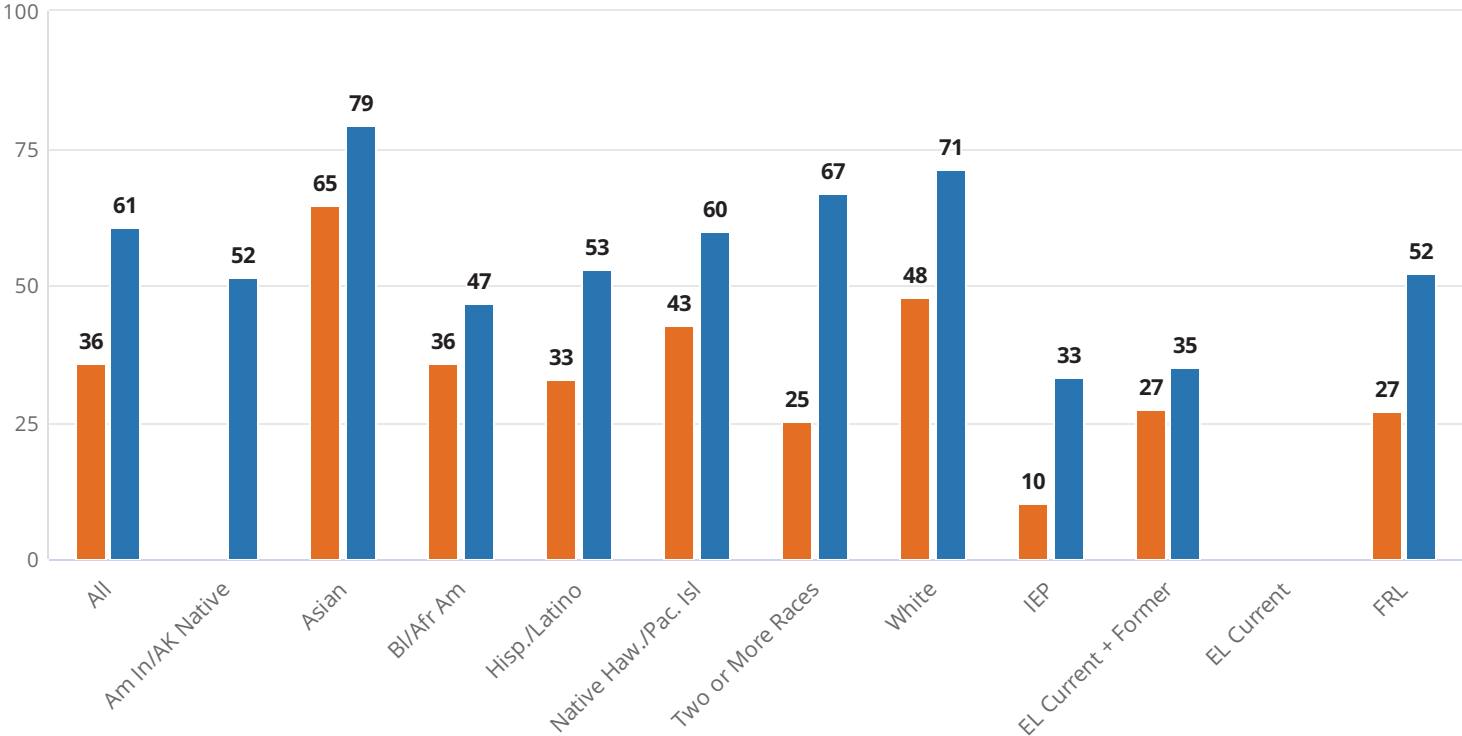
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	35.6	54.2	60.6	37.9	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	64.7	76.3	79.3	64.5	74.7	78.2
Black/African American	35.7	40.1	46.7	30.2	37.4	43.9
Hispanic/Latino	32.8	44.9	53	35.6	44.8	50.5
Pacific Islander	42.8	45.9	59.9	50.0	47.2	57.8
Two or More Races	25.3	62.1	66.8	38.9	60.0	65
White/Caucasian	47.7	65.0	71.1	50.0	64.0	69.6
Special Education	10.3	17.5	33.1	8.3	17.4	29.6
English Learners Current + Former	27.2	32.1	35.1	31.0	34.0	31.7
English Learners Current	<5	11.3		<5	12.0	
Economically Disadvantaged	27.0	42.5	52.3	32.3	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Somerset Academy Losee 2023-2024 Mips

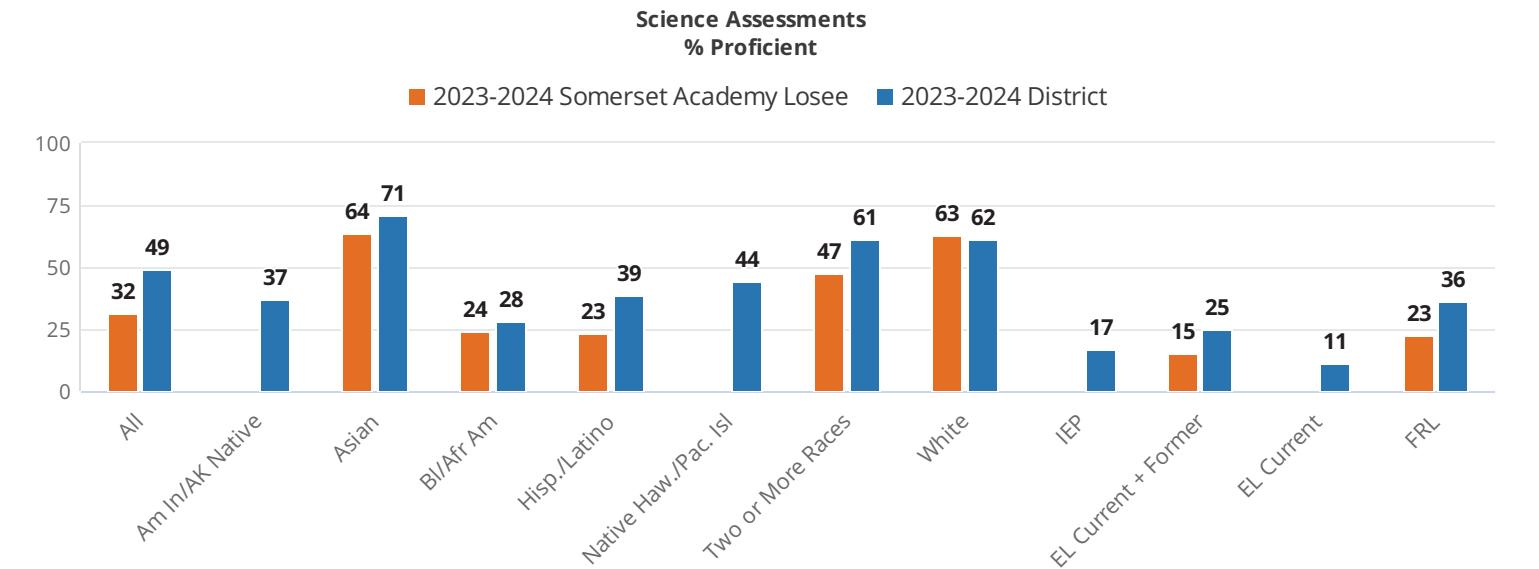




Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	31.8	48.8	27.1	43.9
American Indian/Alaska Native	-	36.8	N/A	41.6
Asian	63.6	71.3	76.9	63.5
Black/African American	24.2	27.9	15.2	25.3
Hispanic/Latino	23.2	38.9	25.7	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	47.3	61.2	25.0	51.4
White/Caucasian	62.9	61.6	32.1	56.5
Special Education	<5	16.8	5.0	13.6
English Learners Current + Former	15.0	24.6	16.6	20.7
English Learners Current	<5	11.4	5.5	8.5
Economically Disadvantaged	22.7	36.0	15.1	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	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	93.3%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	93.7%	91.2%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



10.5/30

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: 3/10				ELA MGP Points Earned: 5/10		
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	43.0	57.0	49.0	59.0	46.0	56.0	51.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	46.0	63.0	64.0	63.5	44.0	61.0	57.0	57.0
Black/African American	51.0	52.0	51.5	57.0	45.0	51.0	49.0	55.0
Hispanic/Latino	40.0	57.0	50.0	59.0	45.0	54.0	50.0	55.0
Pacific Islander	56.0	59.5	42.0	55.0	73.0	59.0	53.0	54.0
Two or More Races	37.0	58.0	47.5	60.0	46.0	59.0	59.0	58.0
White/Caucasian	41.5	57.0	44.5	58.0	52.0	58.0	57.0	56.0
Special Education	40.0	53.0	42.0	56.0	45.0	52.0	47.0	55.0
English Learners Current + Former	38.0	56.0	50.0	58.0	49.0	54.0	45.0	56.0
English Learners Current	38.0	56.0	52.0	55.0	47.0	53.0	38.0	53.0
Economically Disadvantaged	42.0	56.0	47.0	58.0	46.5	54.0	50.0	55.0

AGP Growth Data		Math AGP Points Earned: 1.5/5				ELA AGP Points Earned: 1/5		
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	20.3	40.5	35.3	54.7	22.2	40.4	39.0	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	45.1	65.1	64.5	75.9	41.9	62.5	67.7	72.6
Black/African American	14.5	24.1	33.7	42.6	10.9	23.7	30.2	39.6
Hispanic/Latino	19.0	30.4	32.3	46.4	22.1	30.6	37.5	44.7
Pacific Islander	35.7	36.9	46.1	48.6	36.3	40.5	50.0	48.3
Two or More Races	20.3	46.6	30.6	61.9	25.4	46.9	39.5	59.5
White/Caucasian	27.4	53.0	46.7	63.6	32.4	51.9	49.3	61.5
Special Education	6.0	14.6	11.2	22.8	8.9	15.1	10.7	22.3
English Learners Current + Former	15.9	23.0	27.7	35.8	21.6	24.3	28.2	35.3
English Learners Current	<5	10.1	8.1	17.2	5.0	10.9	5.0	16.2
Economically Disadvantaged	14.9	29.5	27.0	44.8	17.5	28.1	33.4	41.9

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

9/10

English Language

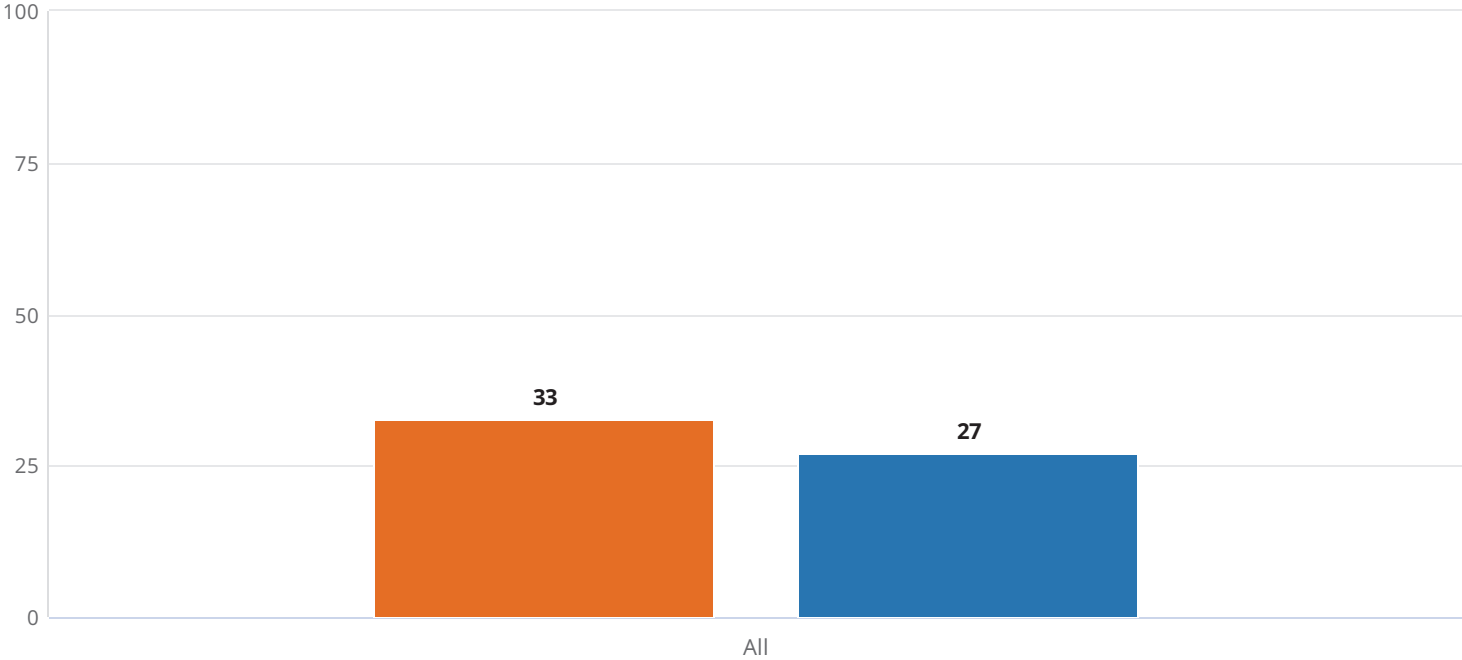
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 9/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	52	32.6	27.2	60	36.6	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Losee 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: 1/10				ELA AGP Points Earned: 1/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	7.8	16.3	13.4	26.0	9.4	18.0	14.2	23.3
American Indian/Alaska Native	-	14.6	-	26.4	N/A	18.9	N/A	23.3
Asian	17.6	29.2	28.5	37.1	6.2	26.3	27.2	36.0
Black/African American	7.2	10.9	14.5	21.2	5.7	12.5	9.7	20.2
Hispanic/Latino	7.5	13.5	13.7	23.6	11.2	15.4	16.3	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	6.2	19.7	5.4	32.6	8.5	20.8	11.5	27.8
White/Caucasian	9.7	22.6	14.2	30.5	9.0	23.6	12.1	26.3
Special Education	<5	7.3	<5	13.5	6.3	8.5	<5	12.4
English Learners Current + Former	<5	11.4	11.7	20.6	10.5	13.5	11.1	18.6
English Learners Current	<5	7.4	6.6	13.9	5.0	8.9	<5	12.7
Economically Disadvantaged	<5	13.6	8.4	22.8	7.6	14.2	13.0	20.9



Student Engagement

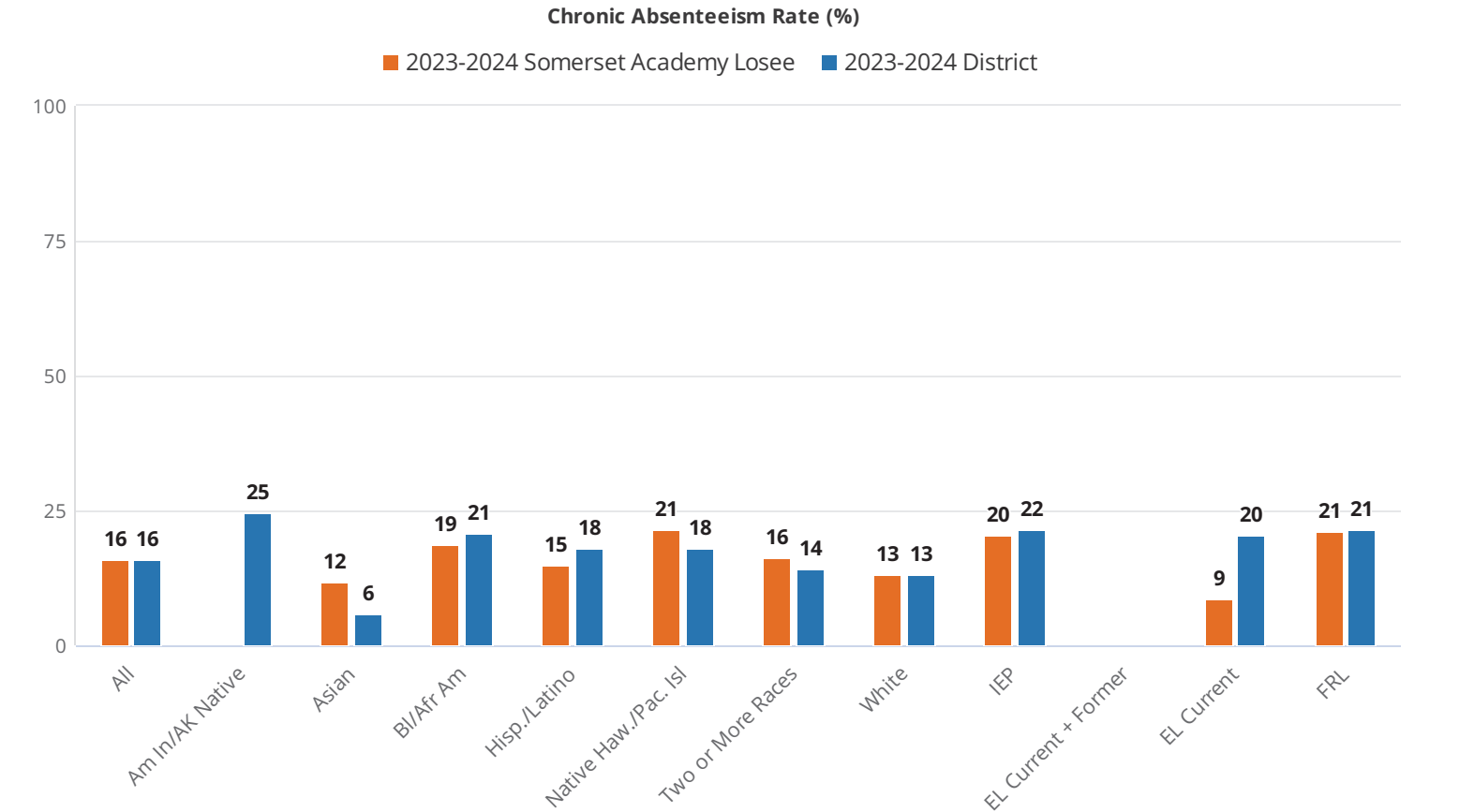
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	15.9	15.8	16.8	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	11.7	6.0	8.8	9.3
Black/African American	18.7	21.0	21.1	24.2
Hispanic/Latino	15.1	18.2	15.7	20.6
Pacific Islander	21.4	18.2	33.3	16.7
Two or More Races	16.4	14.2	19.0	19.0
White/Caucasian	13.2	13.2	12.5	16.5
Special Education	20.4	21.7	32.0	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	8.8	20.4	11.7	21.6
Economically Disadvantaged	21.2	21.4	25.1	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

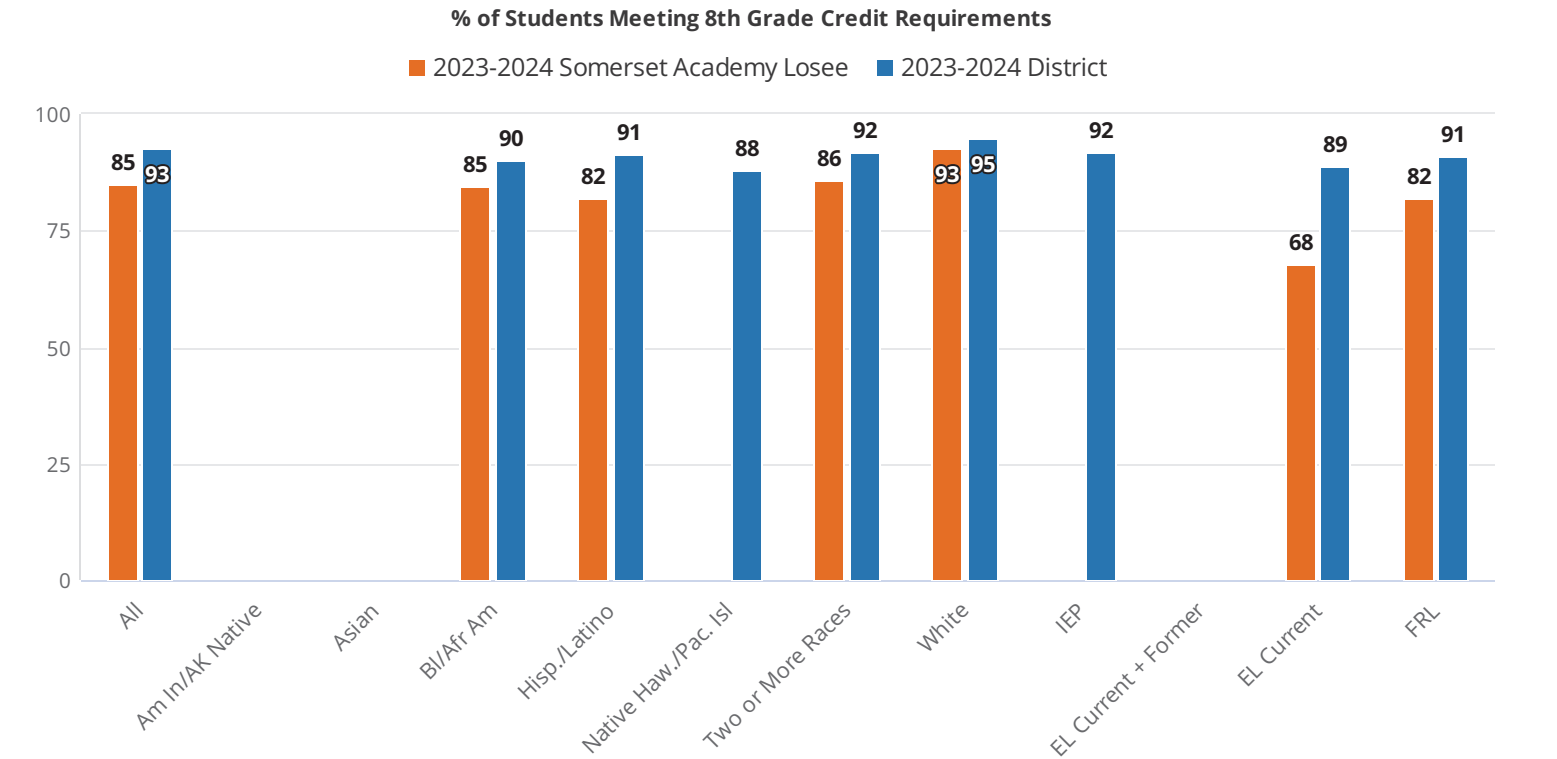




Student Engagement

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

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 2/3		
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	84.8	92.6	>95	92.7
American Indian/Alaska Native	-	>95	N/A	>95
Asian	>95	>95	92.8	>95
Black/African American	84.6	90.2	>95	89.9
Hispanic/Latino	82.0	91.4	>95	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	85.7	91.9	>95	93.1
White/Caucasian	92.5	94.8	>95	94.8
Special Education	>95	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	67.8	88.7	>95	90.5
Economically Disadvantaged	82.0	91.2	>95	90.5

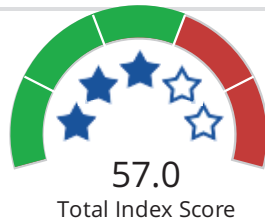


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

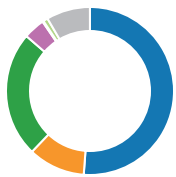
Somerset Academy Losee

School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 4650 Losee Road
 North Las Vegas, NV 89081



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



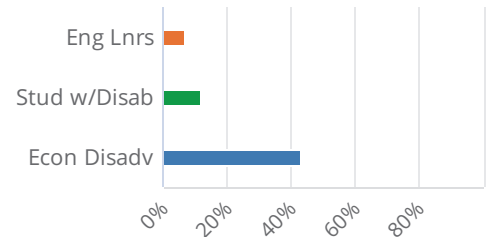
Student Race/Ethnicity

10.9% White
 24.1% BI/Afr Am
 51.0% Hisp/Latino
 4.1% Asian
 0.2% Am Ind/AK Nat
 0.9% Pac Isl
 8.4% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	49.0 NR
2020-2021	29.4 ★★

Additional Student Groups



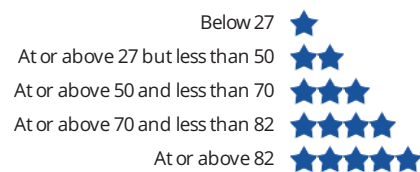
What does my school rating mean?

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. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	15.5	25.7
ELA Proficiency	41.8	54.0
Science Proficiency	7.1	26.5



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	86.0
5-Year	>95	89.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	17.6	14.6



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	47.2	76.1
Post-Secondary Preparation Completion	18.4	50.0
Advanced or CCR Diploma	45.6	53.5

Climate Survey Participation is not a point-earning measure.

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



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	90.9	92.9
Chronic Absenteeism	21.6	19.6
Climate Survey Participation	88.0	N/A



Academic Achievement

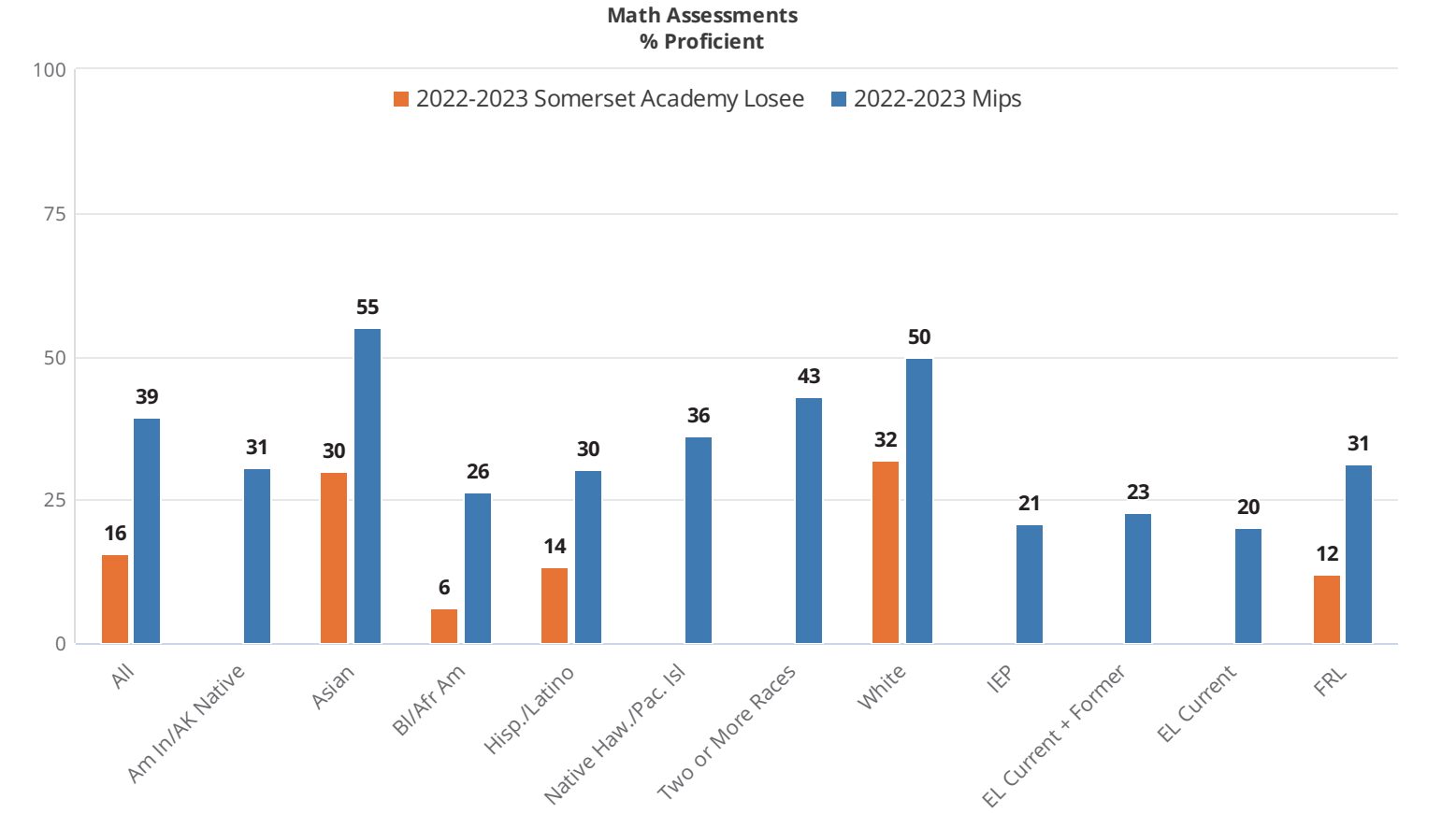
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

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

Math Proficient

Math Proficient Points Earned: 2.5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	15.5	25.7	39.38	11.7	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	N/A	-	26.96
Asian	30.0	50.2	55.12	-	55.1	52.76
Black/African American	6.3	11.0	26.37	<5	10.2	22.5
Hispanic/Latino	13.5	16.0	30.44	10.6	14.2	26.78
Pacific Islander	-	28.0	36.16	-	23.0	32.8
Two or More Races	-	35.5	43.1	-	31.9	40.11
White/Caucasian	31.8	33.6	49.68	15.7	33.8	47.04
Special Education	<5	6.2	20.93	<5	6.6	16.76
English Learners Current + Former	-	<5	22.86	<5	<5	18.8
English Learners Current	-	<5	20.23	<5	<5	16.04
Economically Disadvantaged	12.1	14.5	31.41	<5	14.6	27.8

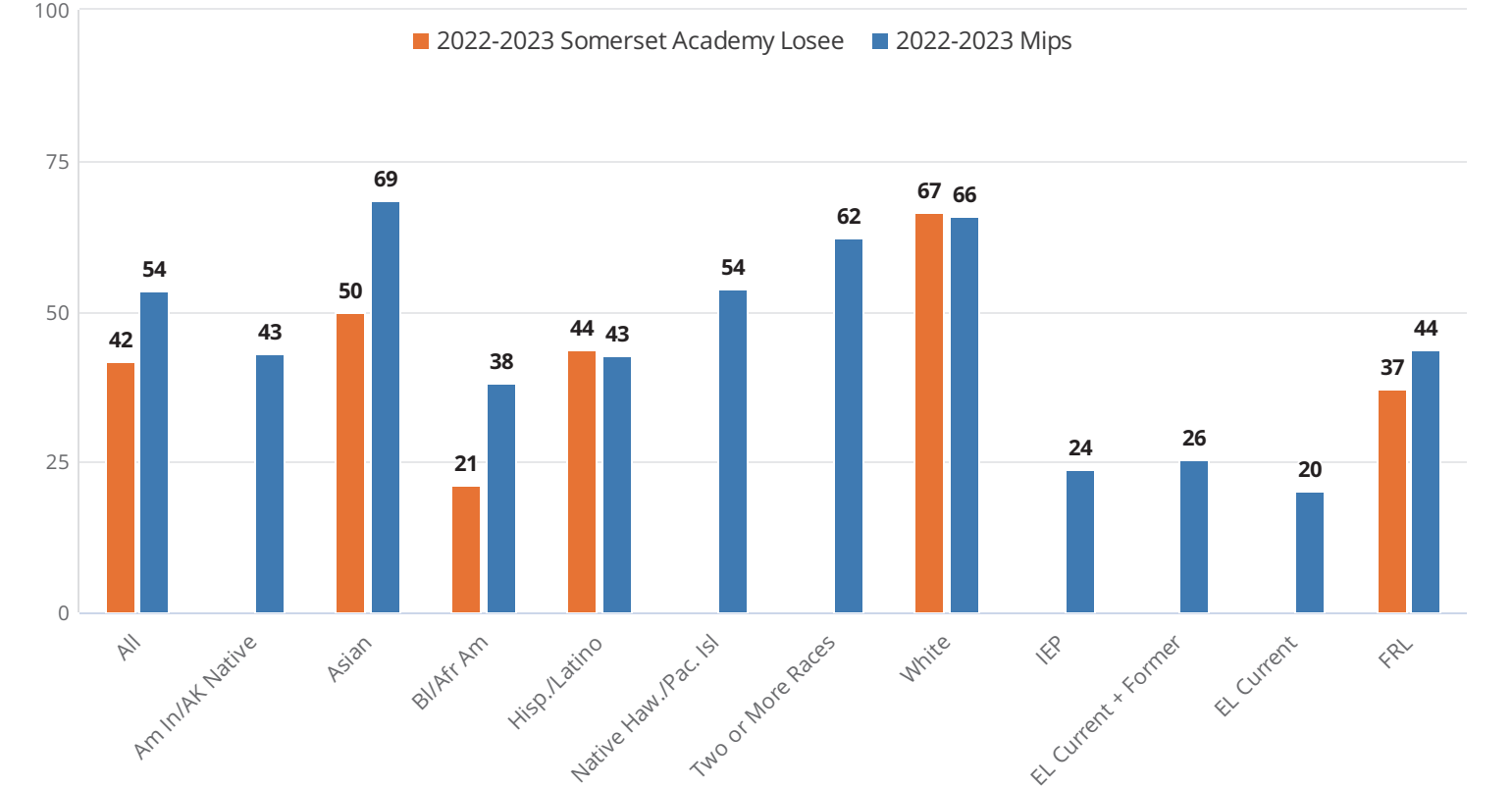


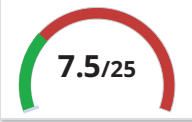


Academic Achievement

ELA Proficient				ELA Proficient Points Earned: 4.5/10		
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	41.8	54.0	53.55	31.8	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	N/A	-	39.92
Asian	50.0	75.2	68.51	-	78.7	66.85
Black/African American	21.2	34.6	38.08	29.1	40.6	34.82
Hispanic/Latino	43.6	43.8	42.69	24.3	42.3	39.67
Pacific Islander	-	56.1	53.74	-	35.8	51.31
Two or More Races	-	65.5	62.16	-	60.5	60.16
White/Caucasian	66.6	64.6	65.93	42.1	65.7	64.14
Special Education	<5	19.2	23.93	<5	16.5	19.92
English Learners Current + Former	-	10.9	25.56	<5	12.5	21.64
English Learners Current	-	6.0	20.18	<5	9.2	15.98
Economically Disadvantaged	37.0	41.8	43.73	19.6	43.4	40.77

ELA Assessments
% Proficient



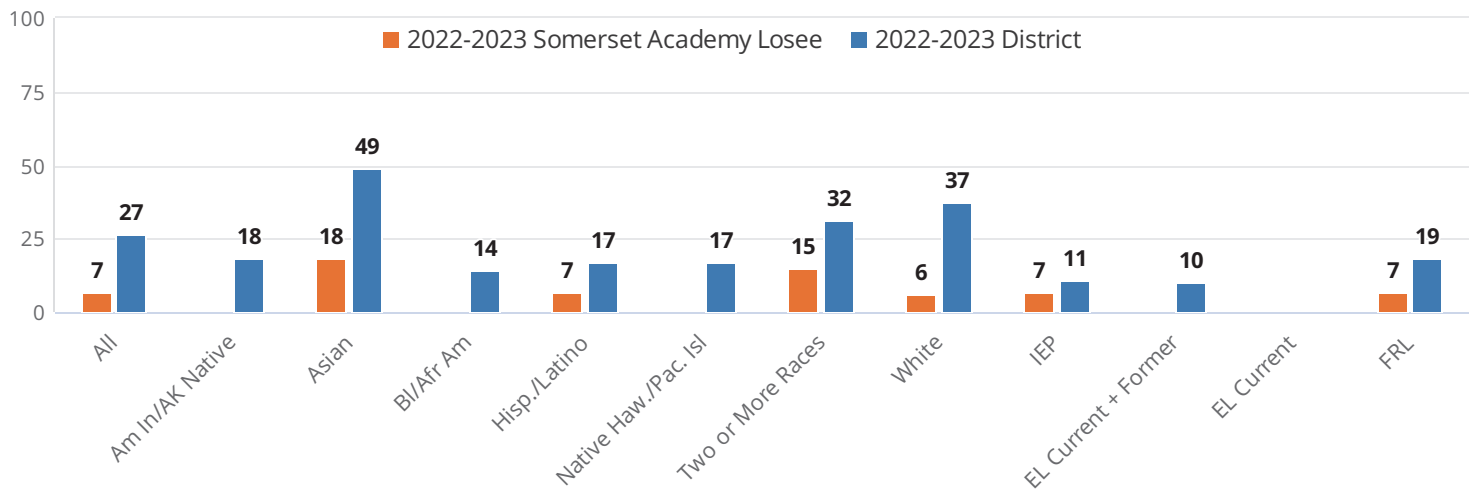


Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	7.1	26.5	19.9	31.6
American Indian/Alaska Native	-	18.1	N/A	23.0
Asian	18.1	49.3	25.0	46.9
Black/African American	<5	14.2	8.3	16.5
Hispanic/Latino	6.9	17.2	15.0	21.0
Pacific Islander	-	17.3	-	33.3
Two or More Races	14.8	31.6	27.2	39.1
White/Caucasian	6.4	37.3	50.0	43.2
Special Education	6.8	11.1	<5	10.8
English Learners Current + Former	<5	10.1	<5	11.4
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	6.9	18.7	19.0	22.1

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.

30/30

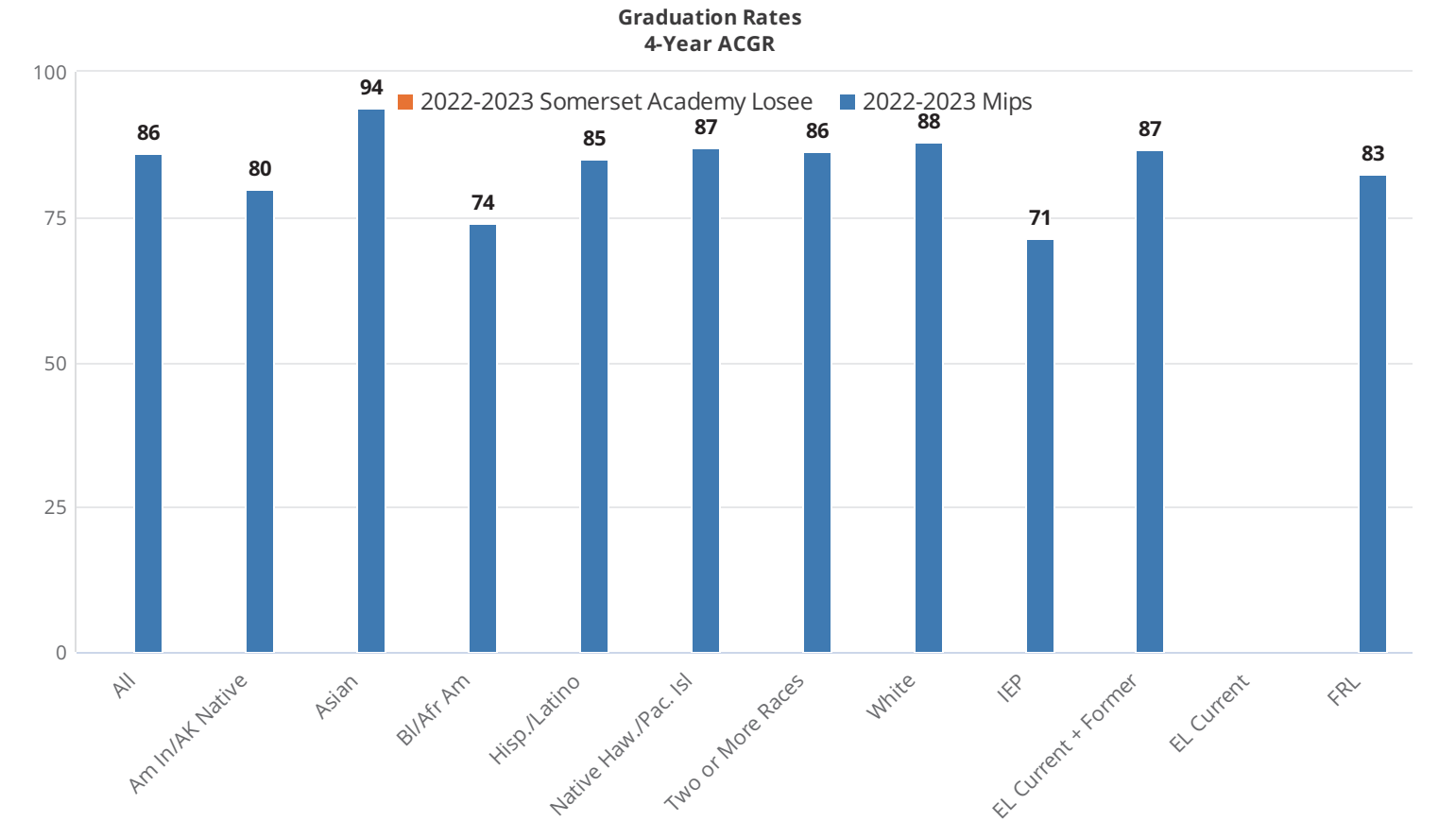
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	>95	86.0	86	>95	86.8	84.3
American Indian/Alaska Native	N/A	80.9	79.9	-	93.7	77.9
Asian	-	91.1	93.7	-	95.0	93.5
Black/African American	>95	75.0	74	>95	79.7	71.9
Hispanic/Latino	>95	84.4	85.1	94.5	83.2	83.3
Pacific Islander	N/A	89.4	87.1	-	86.1	85.5
Two or More Races	-	82.4	86.4	-	87.8	84.7
White/Caucasian	>95	90.9	88.1	>95	90.5	86.8
Special Education	>95	83.3	71.3	88.8	74.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	>95	86.6		90.0	73.3	
Economically Disadvantaged	>95	80.9	82.5	93.3	81.2	80.6



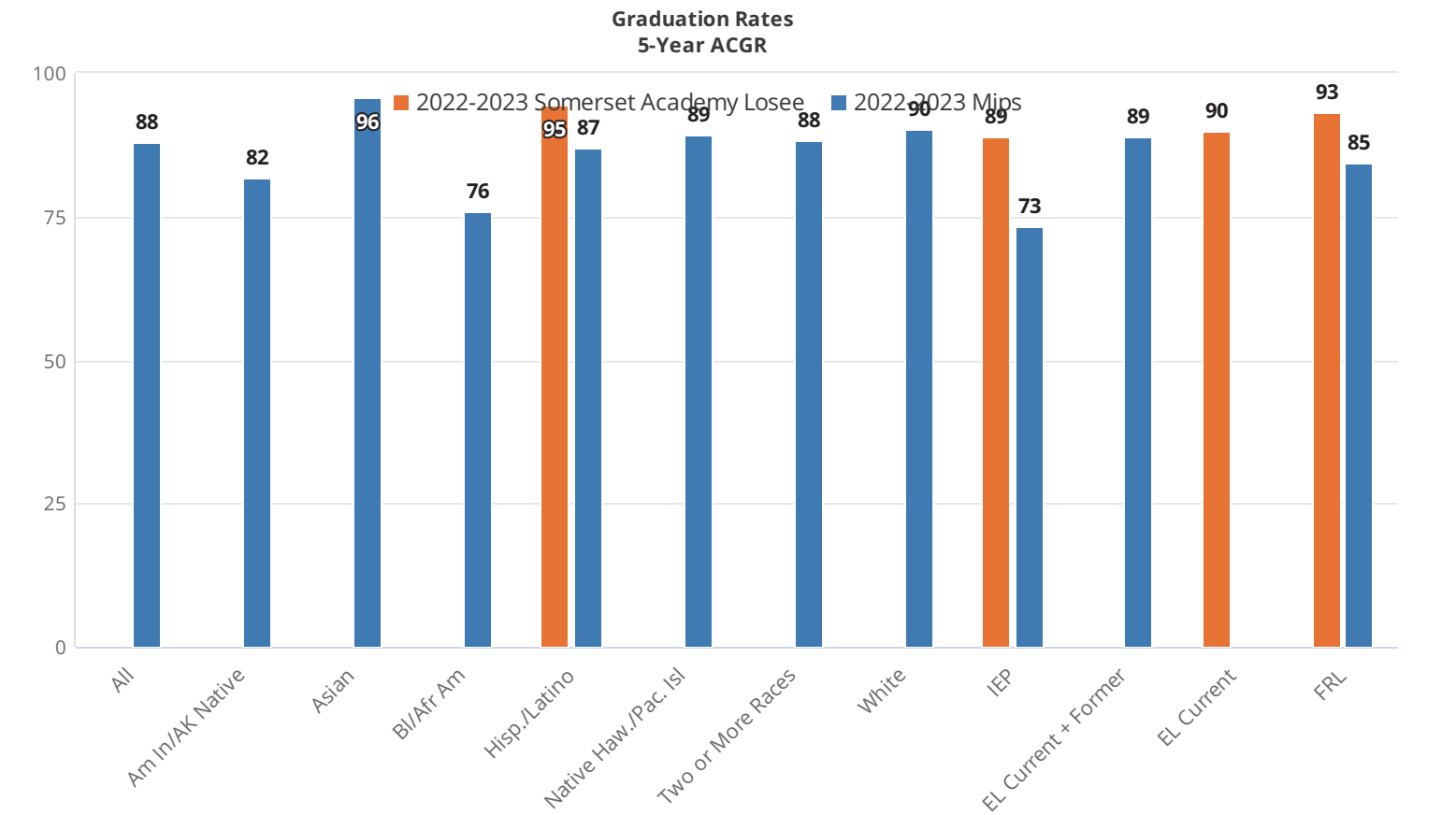
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP
All Students	>95	89.9	88	>95	87.0	86.3
American Indian/Alaska Native	-	93.7	81.9	N/A	75.0	79.9
Asian	-	>95	95.7	-	94.5	95.5
Black/African American	>95	83.7	76	>95	82.5	73.9
Hispanic/Latino	94.5	87.2	87.1	94.8	82.9	85.3
Pacific Islander	-	86.1	89.1	-	93.3	87.5
Two or More Races	-	88.6	88.4	>95	92.4	86.7
White/Caucasian	>95	92.9	90.1	>95	89.1	88.8
Special Education	88.8	79.9	73.3	-	76.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	90.0	79.4		91.6	81.4	
Economically Disadvantaged	93.3	85.4	84.5	>95	81.3	82.6



'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.

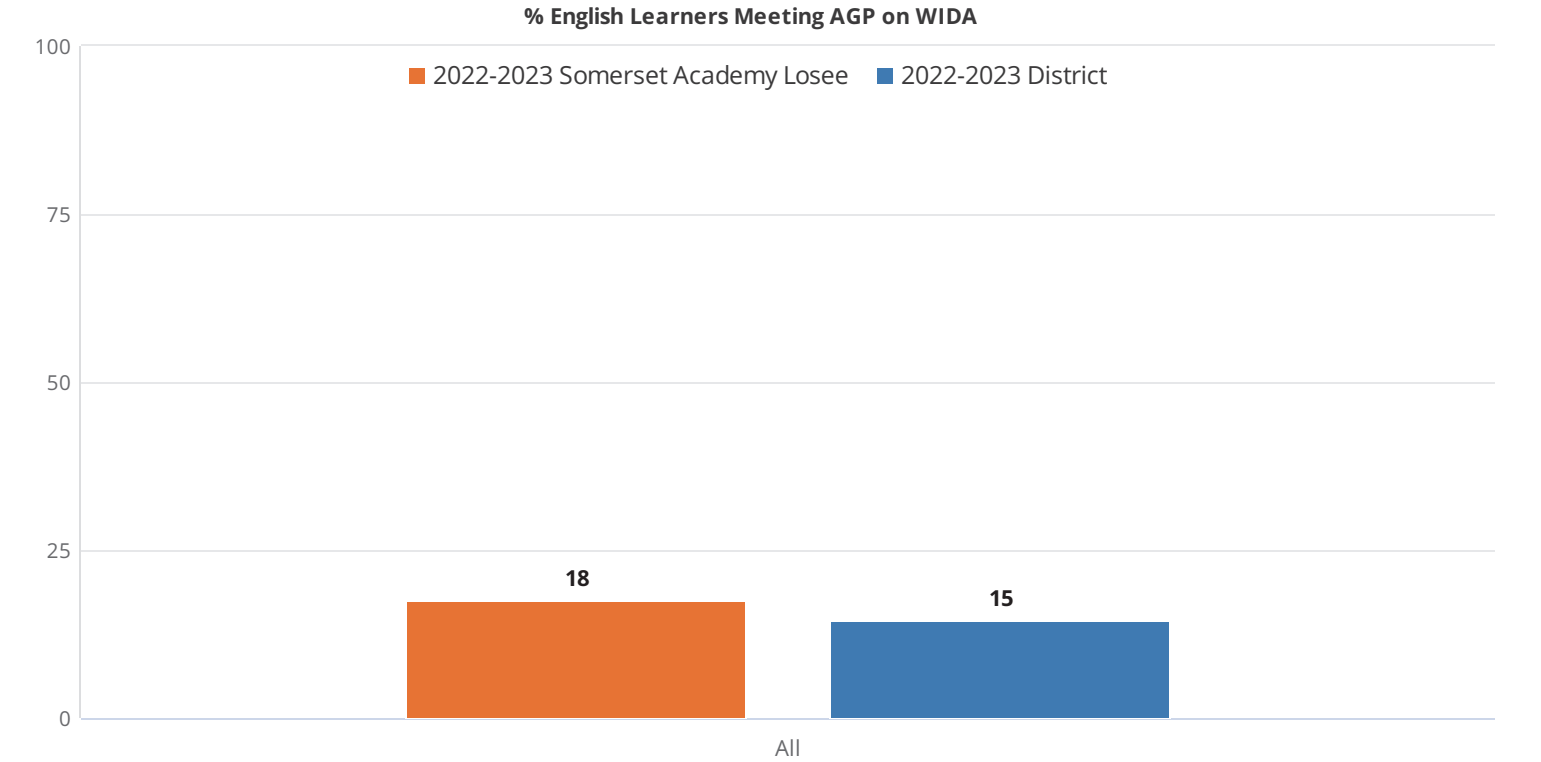
8/10

English Language

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

English Language Points Earned: 8/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	51	17.6	14.6	53	7.5	14.1



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



College and Career Readiness

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

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 1/10

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	47.2	76.1	32.7	71.5
American Indian/Alaska Native	N/A	-	N/A	64.7
Asian	-	88.2	-	81.9
Black/African American	50.0	63.5	27.5	57.9
Hispanic/Latino	47.1	74.1	27.4	69.5
Pacific Islander	-	76.1	N/A	77.1
Two or More Races	-	75.0	-	73.9
White/Caucasian	33.3	81.5	50.0	75.5
Special Education	15.3	44.9	N/A	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	8.3	58.1	27.2	60.5
Economically Disadvantaged	36.9	70.2	29.5	68.6

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 3/10

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	18.4	50.0	13.4	48.4
American Indian/Alaska Native	N/A	-	N/A	58.8
Asian	-	68.5	-	55.5
Black/African American	9.0	32.9	10.3	33.9
Hispanic/Latino	20.0	48.7	5.8	41.4
Pacific Islander	-	26.1	N/A	42.8
Two or More Races	-	50.5	-	58.2
White/Caucasian	13.3	55.8	38.4	56.2
Special Education	<5	18.6	N/A	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	31.2	<5	24.8
Economically Disadvantaged	8.6	40.5	13.6	39.6



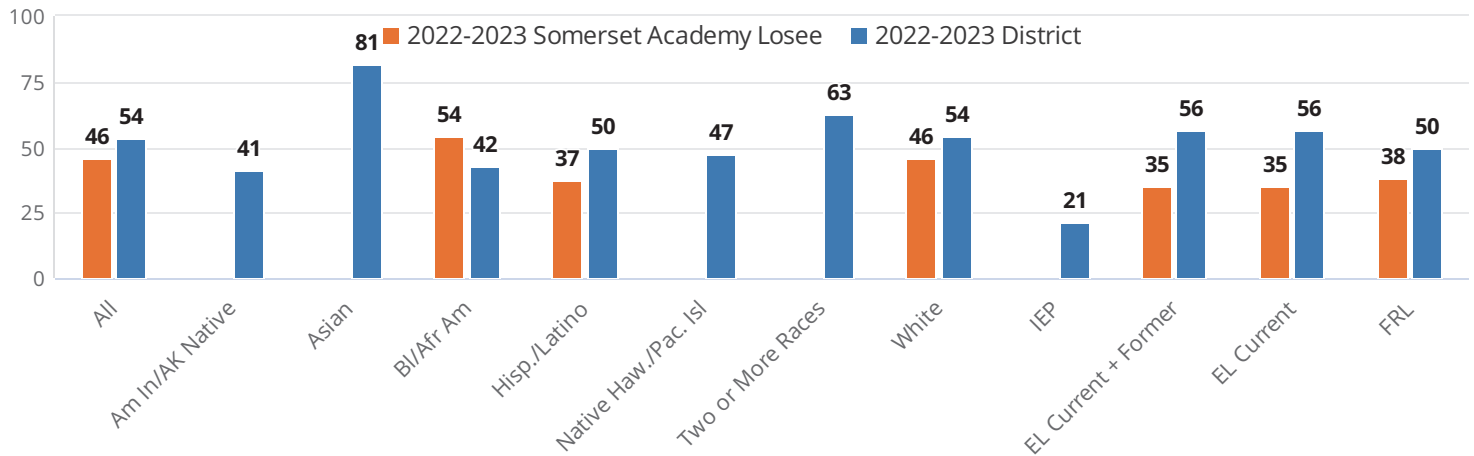
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	45.6	53.5	31.2	47.6
American Indian/Alaska Native	N/A	41.1	-	40.0
Asian	-	81.3	-	72.3
Black/African American	54.1	42.4	12.0	35.8
Hispanic/Latino	37.2	49.5	25.0	41.8
Pacific Islander	N/A	47.0	-	51.6
Two or More Races	-	62.5	-	50.0
White/Caucasian	46.1	54.3	52.6	50.5
Special Education	<5	21.3	12.5	21.8
English Learners Current + Former	35.0	56.4	27.7	43.3
English Learners Current	35.0	56.4	27.7	43.3
Economically Disadvantaged	38.1	49.8	25.0	41.9

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	26.4	15.2	<5	<5	<5	<5	25.6	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	22.7	9.0	<5	<5	<5	<5	31.8	<5
Hispanic/Latino	27.1	15.7	<5	<5	<5	<5	25.7	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	20.0	13.3	<5	<5	<5	<5	13.3	<5
Special Education	7.6	<5	<5	<5	<5	<5	15.3	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	<5	<5	<5	<5	<5	<5	8.3	<5
Economically Disadvantaged	13.0	8.6	<5	<5	<5	<5	23.9	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

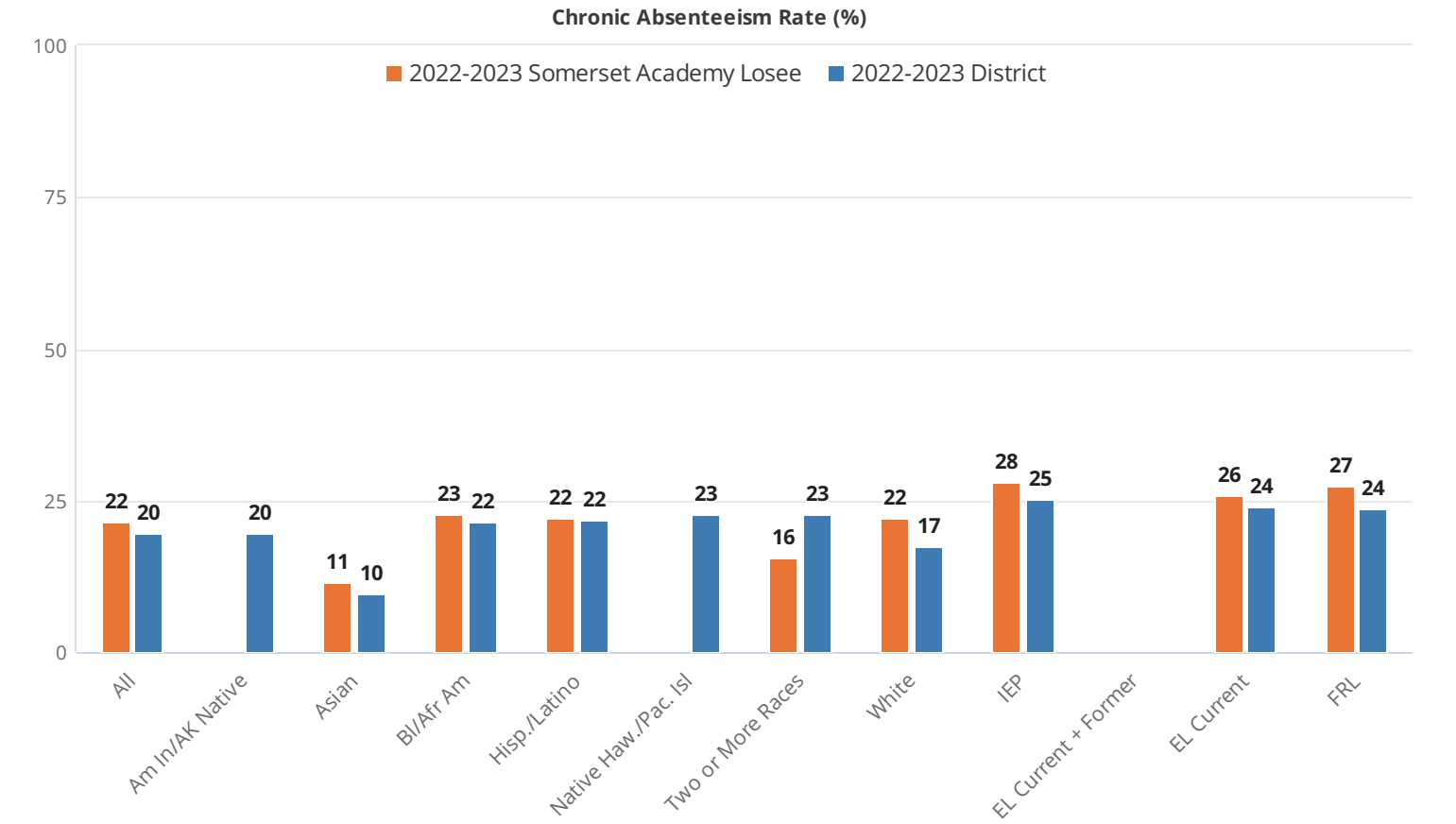
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0.5/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	21.6	19.6	23.1	17.9
American Indian/Alaska Native	-	19.5	-	19.2
Asian	11.4	9.7	12.8	9.0
Black/African American	22.6	21.5	23.5	19.3
Hispanic/Latino	22.1	21.9	21.4	19.5
Pacific Islander	-	22.7	-	22.4
Two or More Races	15.7	22.6	29.6	19.9
White/Caucasian	22.0	17.4	27.2	16.8
Special Education	27.9	25.1	21.9	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	26.0	24.1	22.8	19.0
Economically Disadvantaged	27.4	23.8	30.1	21.0

Reducing Chronic Absenteeism by 10% bonus points: NA



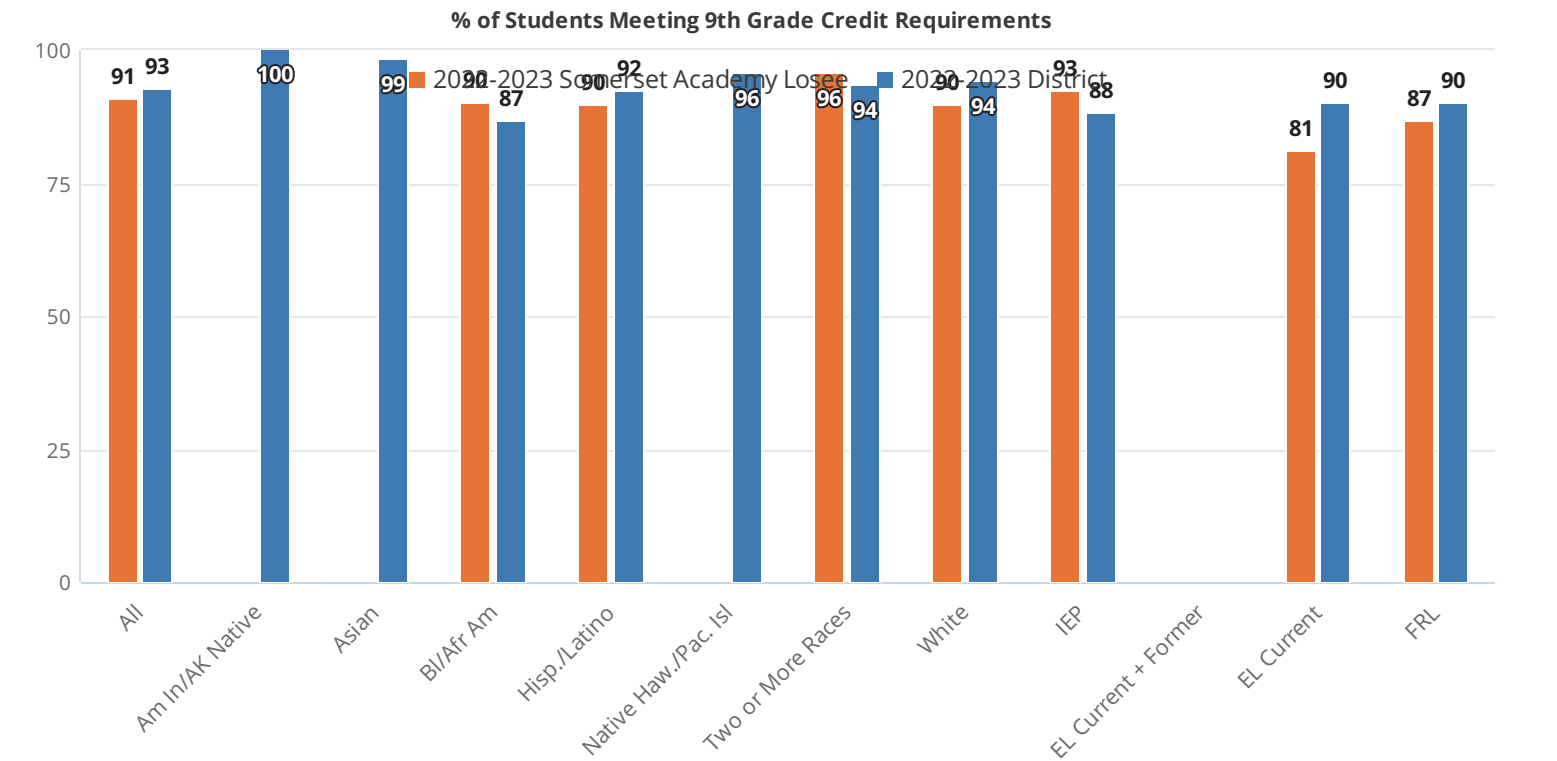


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	90.9	92.9	89.4	93.0
American Indian/Alaska Native	N/A	100.0	-	100.0
Asian	-	98.6	81.8	97.2
Black/African American	90.3	86.9	90.7	88.7
Hispanic/Latino	89.9	92.4	89.2	92.4
Pacific Islander	N/A	95.7	-	91.4
Two or More Races	95.8	93.6	92.0	93.8
White/Caucasian	90.0	94.4	86.6	94.7
Special Education	92.5	88.3	92.3	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	81.2	90.3	78.5	91.2
Economically Disadvantaged	86.7	90.2	84.6	90.5



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

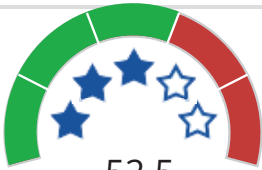
School Level: High School

Grade Levels: KG-12

District: State Public Charter School Authority

School 4650 Losee Road

Address: North Las Vegas, NV 89081

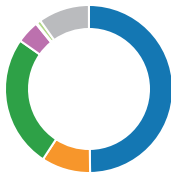


52.5
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met



Student Race/Ethnicity

9.4% White

25.4% BI/Afr Am

49.6% Hisp/Latino

4.4% Asian

0.2% Am Ind/AK Nat

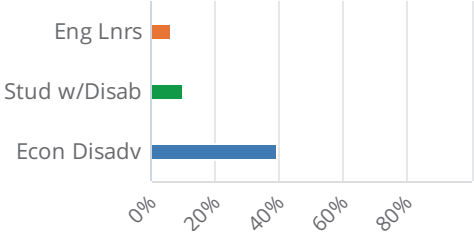
0.8% Pac Isl

9.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	57.0 ★★ ★
2021-2022	49.0 NR

Additional Student Groups



Eng Lnrs

Stud w/Disab

Econ Disadv

0% 20% 40% 60% 80%

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. Subgroups meet expectations for academic achievement or show progress 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 70 ★★★

At or above 70 and less than 82 ★★★★

At or above 82 ★★★★★

2023-2024 School Performance



4.5/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	10.3	24.1
ELA Proficiency	28.3	55.7
Science Proficiency	7.2	23.6



30/30

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	83.8
5-Year	>95	88.0



7/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	13.4	14.6



5/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	96.0	93.8
Chronic Absenteeism	19.9	19.9
Climate Survey Participation	84.0	N/A



6/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	27.9	75.1
Post-Secondary Preparation Completion	15.1	53.9
Advanced or CCR Diploma	35.4	54.3

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2022-2023.



Academic Achievement

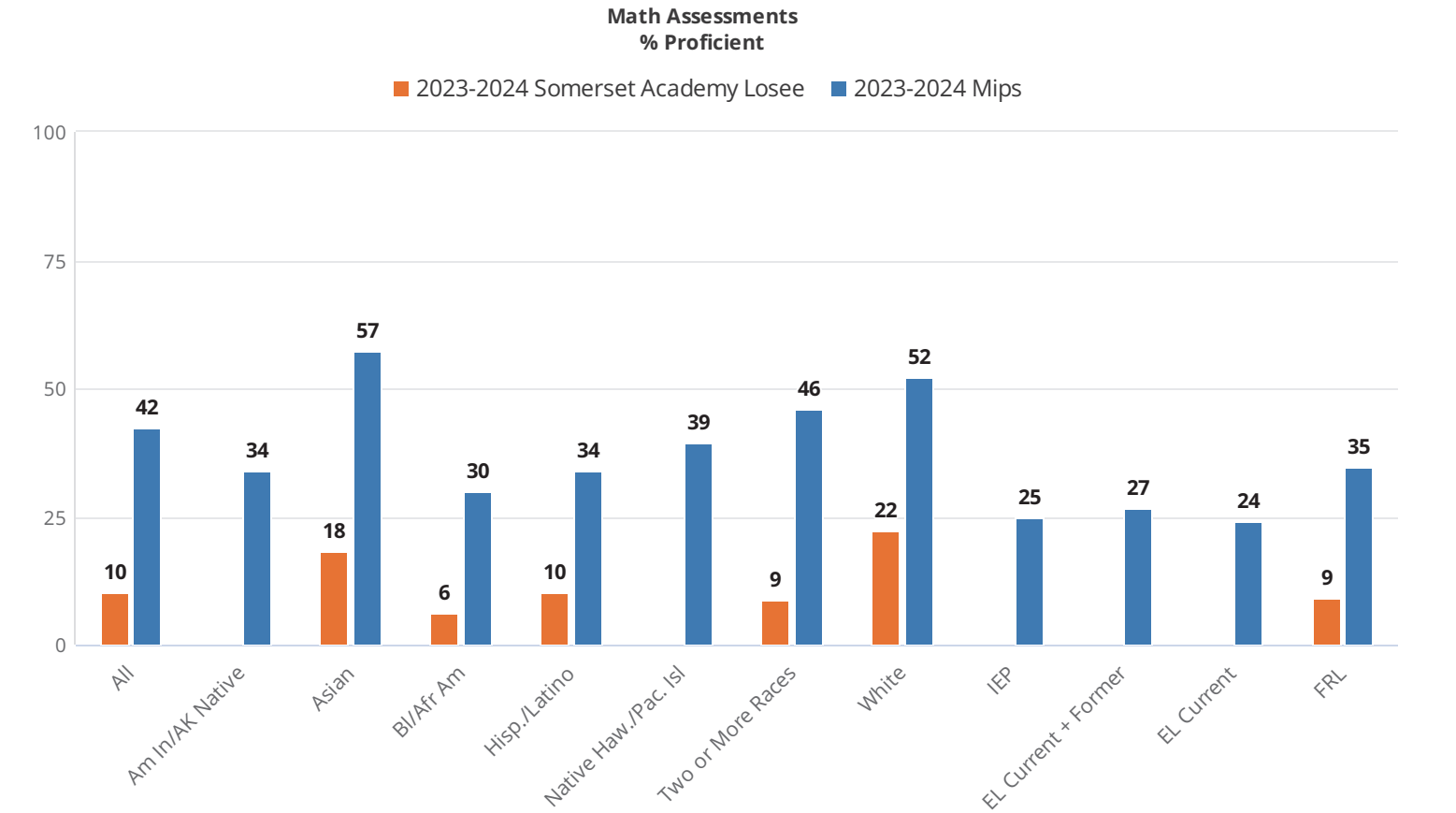
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

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

Math Proficient

Math Proficient Points Earned: 1.5/10

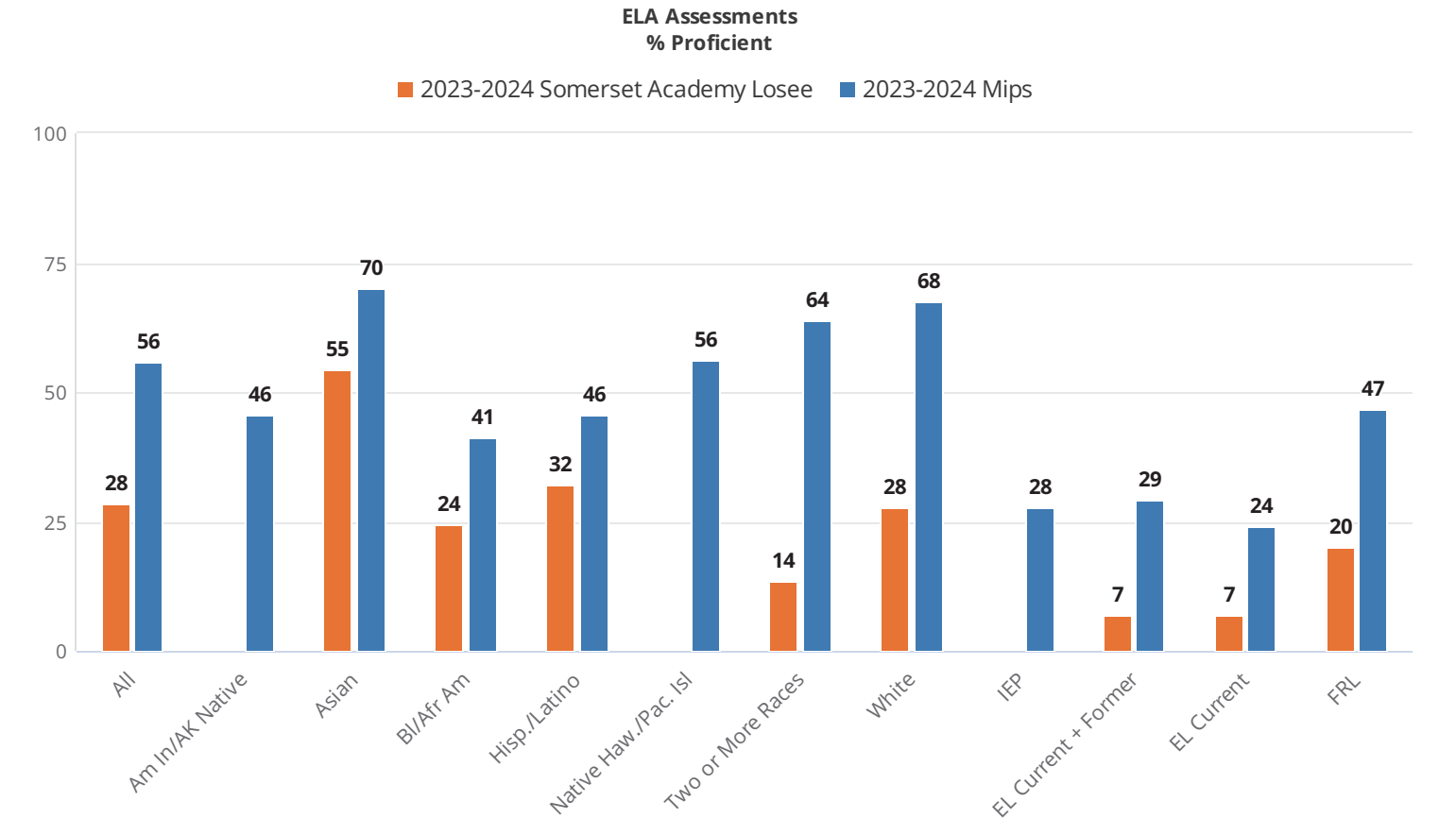
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	10.3	24.1	42.41	15.5	25.7	39.38
American Indian/Alaska Native	-	5.8	34.09	N/A	20.0	30.62
Asian	18.1	46.8	57.36	30.0	50.2	55.12
Black/African American	6.1	9.9	30.05	6.3	11.0	26.37
Hispanic/Latino	10.3	15.4	33.92	13.5	16.0	30.44
Pacific Islander	-	15.0	39.35	-	28.0	36.16
Two or More Races	8.6	33.4	45.95	-	35.5	43.1
White/Caucasian	22.2	34.4	52.2	31.8	33.6	49.68
Special Education	<5	7.1	24.88	<5	6.2	20.93
English Learners Current + Former	<5	6.6	26.71	-	<5	22.86
English Learners Current	<5	6.1	24.22	-	<5	20.23
Economically Disadvantaged	9.0	13.6	34.84	12.1	14.5	31.41





Academic Achievement

Groups	ELA Proficient Points Earned: 2.5/10					
	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	28.3	55.7	55.88	41.8	54.0	53.55
American Indian/Alaska Native	-	41.1	45.78	N/A	70.0	42.92
Asian	54.5	77.9	70.08	50.0	75.2	68.51
Black/African American	24.4	38.8	41.18	21.2	34.6	38.08
Hispanic/Latino	32.2	47.8	45.55	43.6	43.8	42.69
Pacific Islander	-	50.9	56.06	-	56.1	53.74
Two or More Races	13.6	61.1	64.05	-	65.5	62.16
White/Caucasian	27.7	66.8	67.63	66.6	64.6	65.93
Special Education	<5	18.1	27.73	<5	19.2	23.93
English Learners Current + Former	7.1	28.2	29.28	-	10.9	25.56
English Learners Current	7.1	27.4	24.17	-	6.0	20.18
Economically Disadvantaged	20.0	43.5	46.55	37.0	41.8	43.73



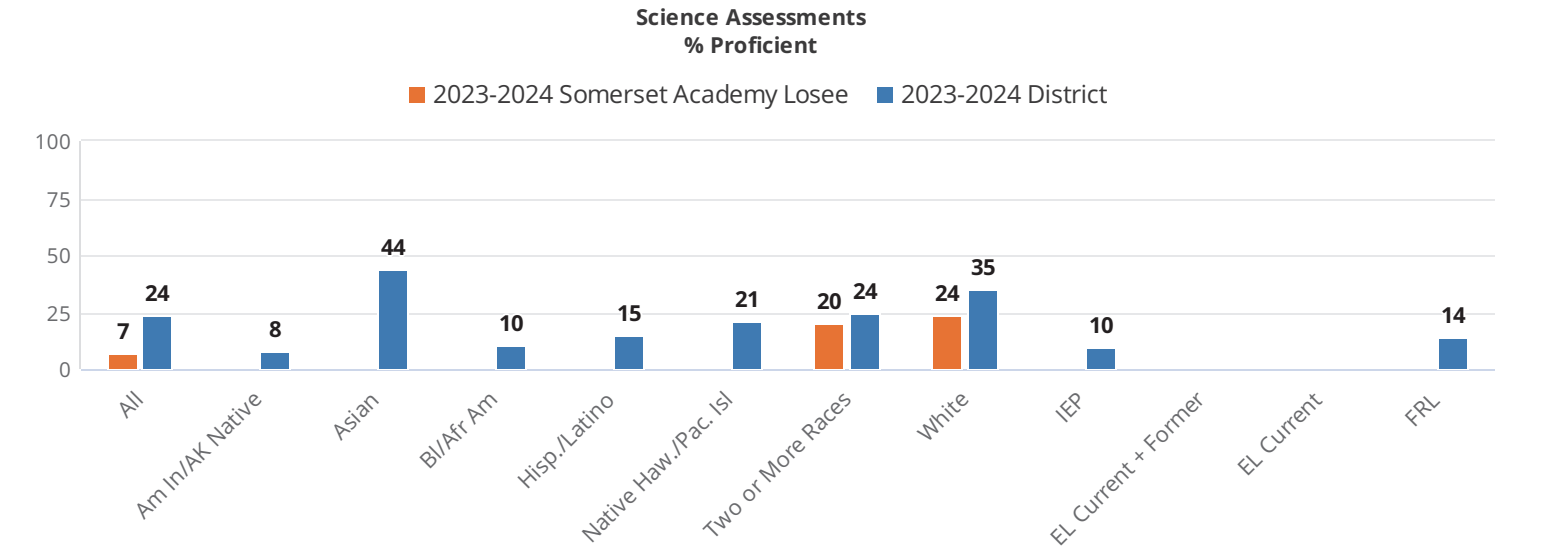
4.5/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	7.2	23.6	7.1	26.5
American Indian/Alaska Native	N/A	8.3	-	18.1
Asian	-	44.2	18.1	49.3
Black/African American	<5	10.1	<5	14.2
Hispanic/Latino	<5	15.1	6.9	17.2
Pacific Islander	N/A	21.4	-	17.3
Two or More Races	20.0	24.4	14.8	31.6
White/Caucasian	23.8	35.0	6.4	37.3
Special Education	<5	9.5	6.8	11.1
English Learners Current + Former	<5	<5	<5	10.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	<5	14.4	6.9	18.7



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.

30/30

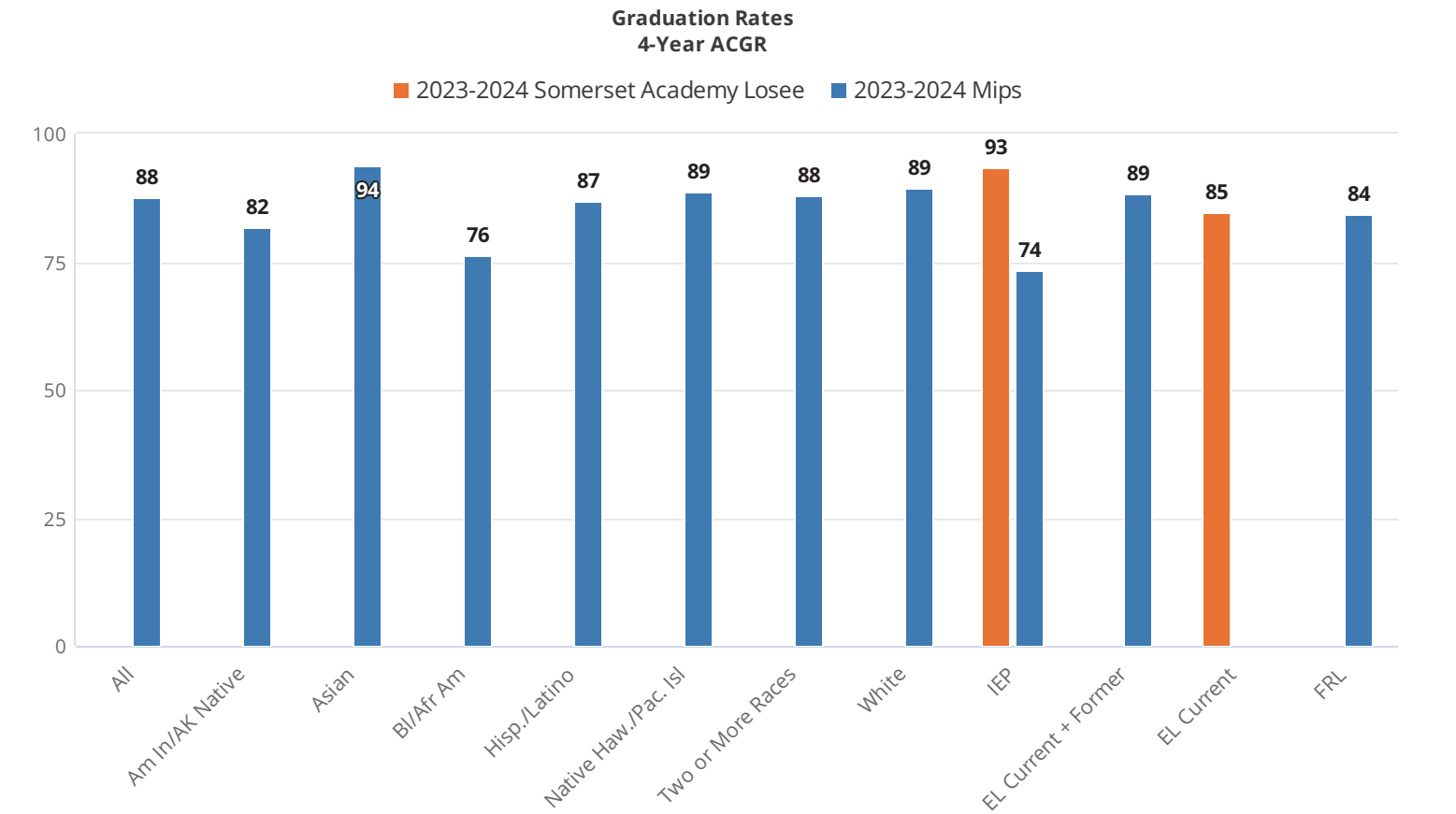
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

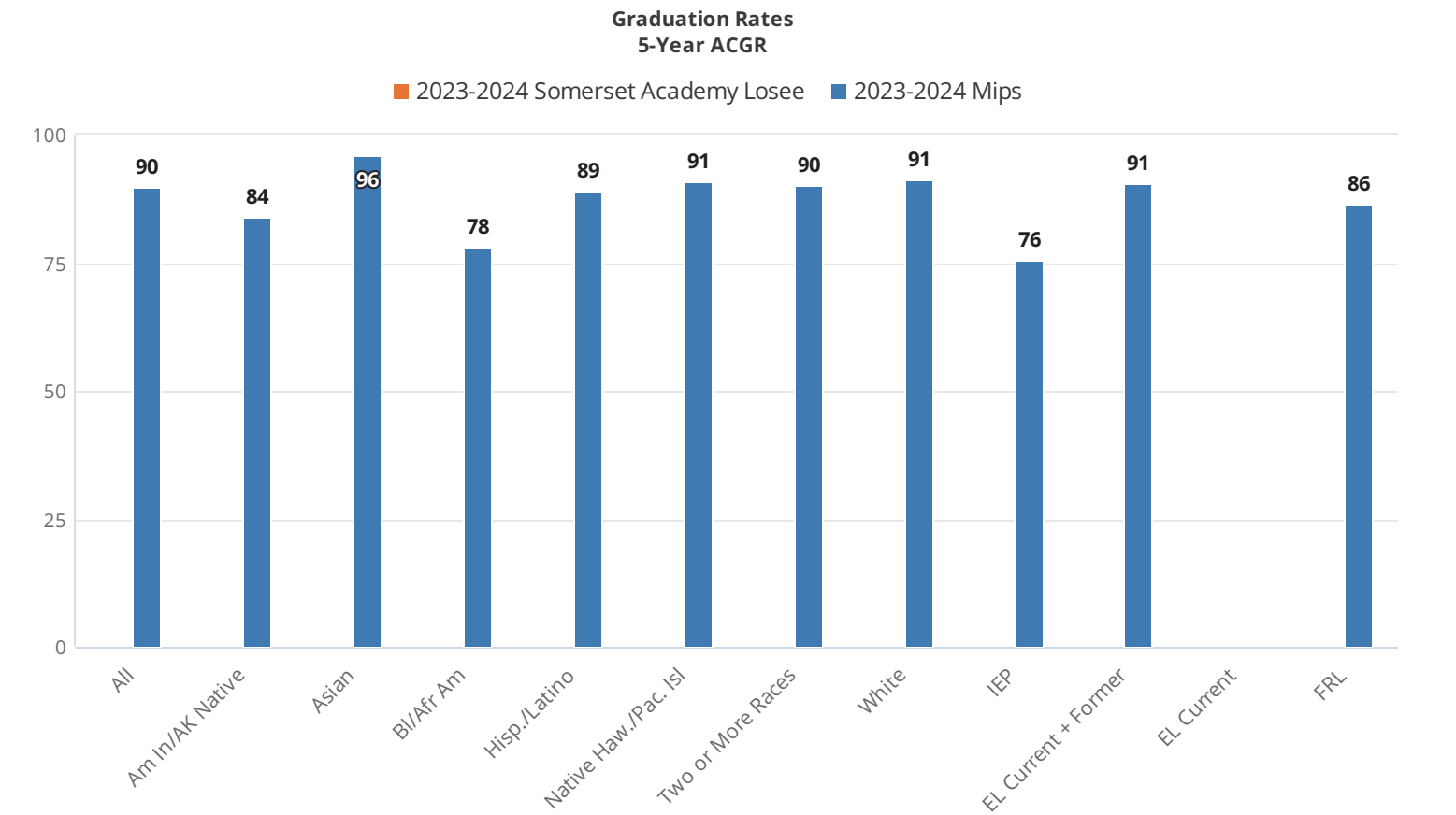
Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	>95	83.8	87.7	>95	86.0	86
American Indian/Alaska Native	N/A	-	81.9	N/A	80.9	79.9
Asian	-	>95	93.9	-	91.1	93.7
Black/African American	>95	70.4	76.1	>95	75.0	74
Hispanic/Latino	>95	81.4	86.9	>95	84.4	85.1
Pacific Islander	-	68.6	88.7	N/A	89.4	87.1
Two or More Races	-	82.4	88.1	-	82.4	86.4
White/Caucasian	>95	91.0	89.4	>95	90.9	88.1
Special Education	93.3	69.1	73.5	>95	83.3	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	84.6	92.5		>95	86.6	
Economically Disadvantaged	>95	78.2	84.4	>95	80.9	82.5



30/30

Graduation Rates

5-Year ACGR Data				5-Year Cohort Graduation Points Earned: 5/5		
Groups	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP
All Students	>95	88.0	89.7	>95	89.9	88
American Indian/Alaska Native	N/A	77.2	83.9	-	93.7	81.9
Asian	-	92.5	95.9	-	>95	95.7
Black/African American	>95	78.9	78.1	>95	83.7	76
Hispanic/Latino	>95	86.5	88.9	94.5	87.2	87.1
Pacific Islander	N/A	89.4	90.7	-	86.1	89.1
Two or More Races	-	86.0	90.1	-	88.6	88.4
White/Caucasian	>95	92.3	91.4	>95	92.9	90.1
Special Education	>95	85.7	75.5	88.8	79.9	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	-	93.1		90.0	79.4	
Economically Disadvantaged	>95	83.3	86.4	93.3	85.4	84.5



'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.



English Language

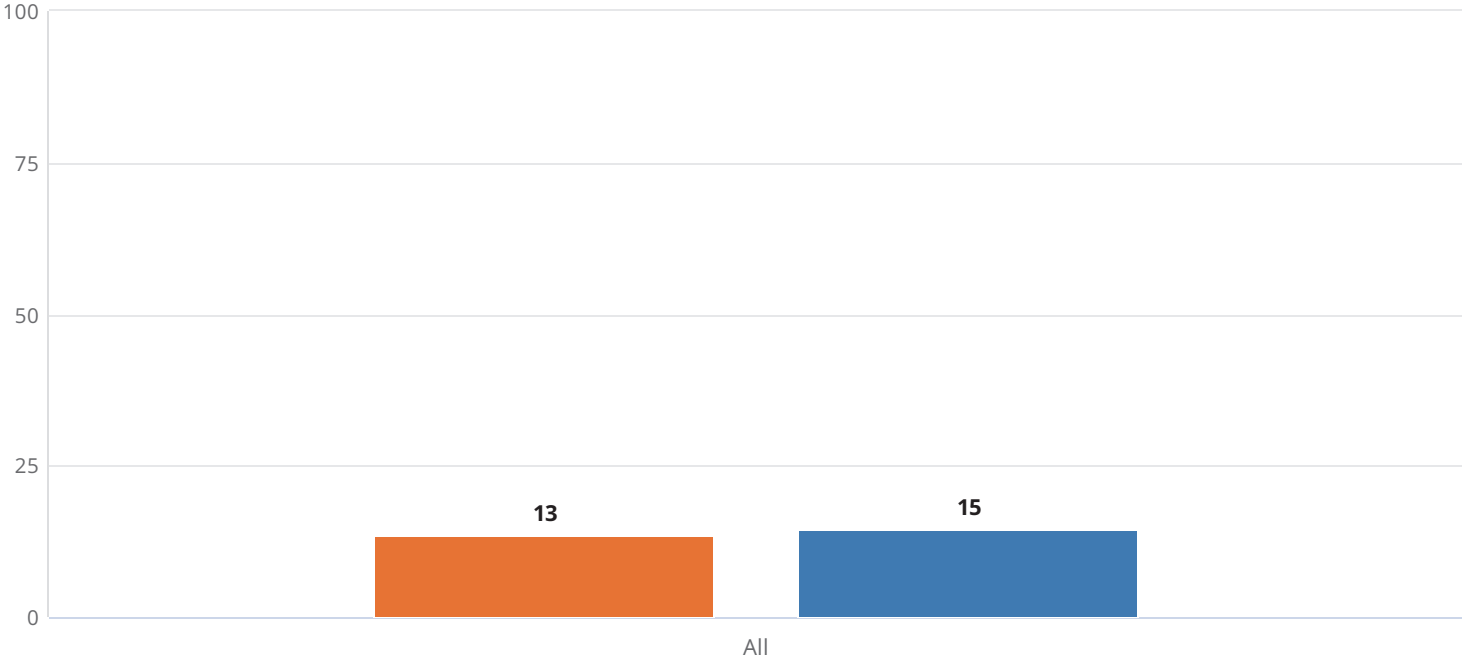
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 7/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target	AGP		Target	AGP	
ELPA	52	13.4	14.6	51	17.6	14.6

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Losee 2023-2024 District



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

6/25

College and Career Readiness

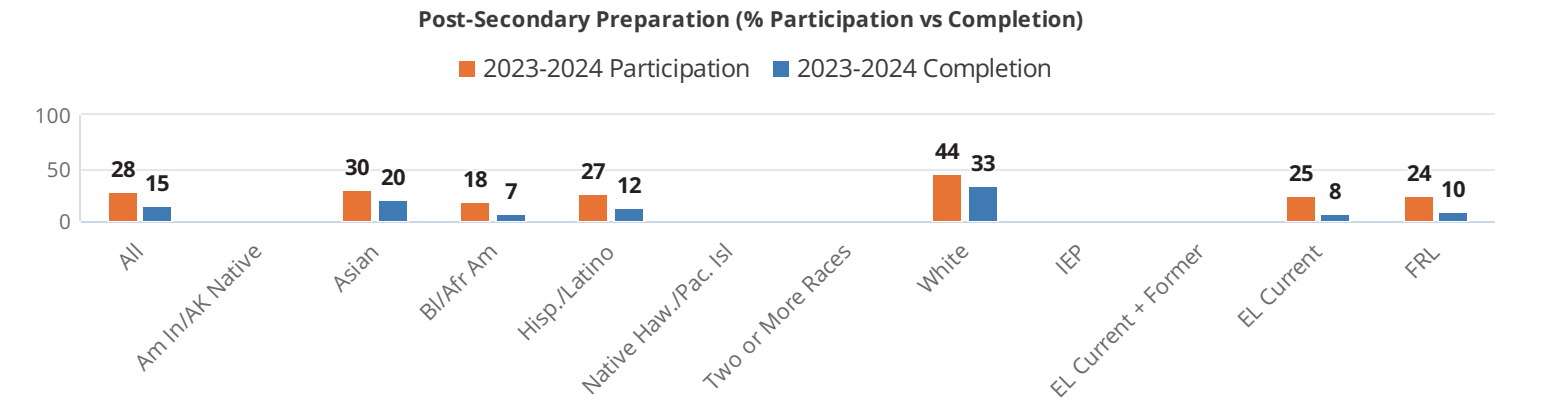
The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation		Post-Secondary Preparation Participation Points Earned: 0.5/10		
Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	27.9	75.1	47.2	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	30.0	86.4	-	88.2
Black/African American	18.1	58.2	50.0	63.5
Hispanic/Latino	26.9	70.9	47.1	74.1
Pacific Islander	-	76.3	-	76.1
Two or More Races	-	80.0	-	75.0
White/Caucasian	44.4	83.2	33.3	81.5
Special Education	<5	50.8	15.3	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	25.0	65.2	8.3	58.1
Economically Disadvantaged	24.3	68.1	36.9	70.2

Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 2.5/10		
Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	15.1	53.9	18.4	50.0
American Indian/Alaska Native	N/A	61.5	N/A	-
Asian	20.0	72.8	-	68.5
Black/African American	6.8	36.6	9.0	32.9
Hispanic/Latino	12.3	47.8	20.0	48.7
Pacific Islander	-	41.8	-	26.1
Two or More Races	-	65.1	-	50.5
White/Caucasian	33.3	62.0	13.3	55.8
Special Education	<5	25.7	<5	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	8.3	38.8	<5	31.2
Economically Disadvantaged	9.7	43.9	8.6	40.5



'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.

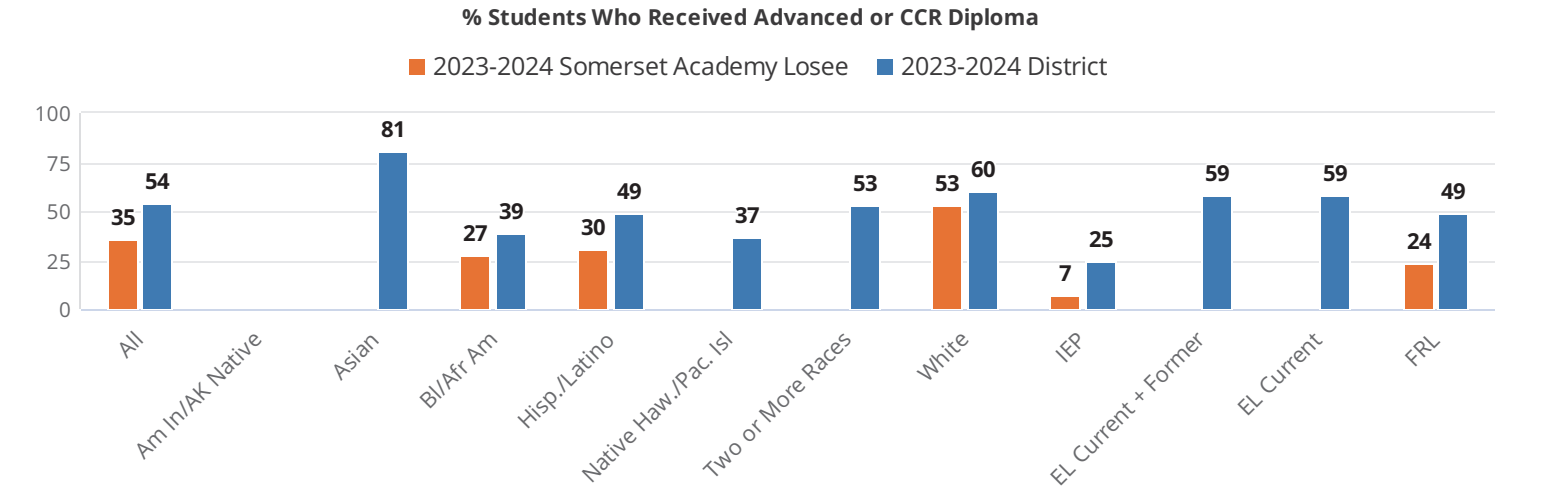


College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	35.4	54.3	45.6	53.5
American Indian/Alaska Native	N/A	-	N/A	41.1
Asian	-	81.0	-	81.3
Black/African American	27.2	38.8	54.1	42.4
Hispanic/Latino	30.4	48.8	37.2	49.5
Pacific Islander	-	37.1	N/A	47.0
Two or More Races	-	53.3	-	62.5
White/Caucasian	53.3	60.3	46.1	54.3
Special Education	7.1	24.7	<5	21.3
English Learners Current + Former	<5	58.6	35.0	56.4
English Learners Current	<5	58.6	35.0	56.4
Economically Disadvantaged	23.6	49.3	38.1	49.8



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	24.4	15.1	5.2	<5	<5	<5	<5	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	30.0	20.0	<5	<5	<5	<5	<5	<5
Black/African American	15.9	6.8	<5	<5	<5	<5	<5	<5
Hispanic/Latino	22.4	12.3	7.8	<5	<5	<5	<5	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	44.4	33.3	5.5	<5	<5	<5	<5	<5
Special Education	<5	<5	<5	<5	<5	<5	<5	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	25.0	8.3	8.3	<5	<5	<5	<5	<5
Economically Disadvantaged	18.2	9.7	8.5	<5	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

5/10

Student Engagement

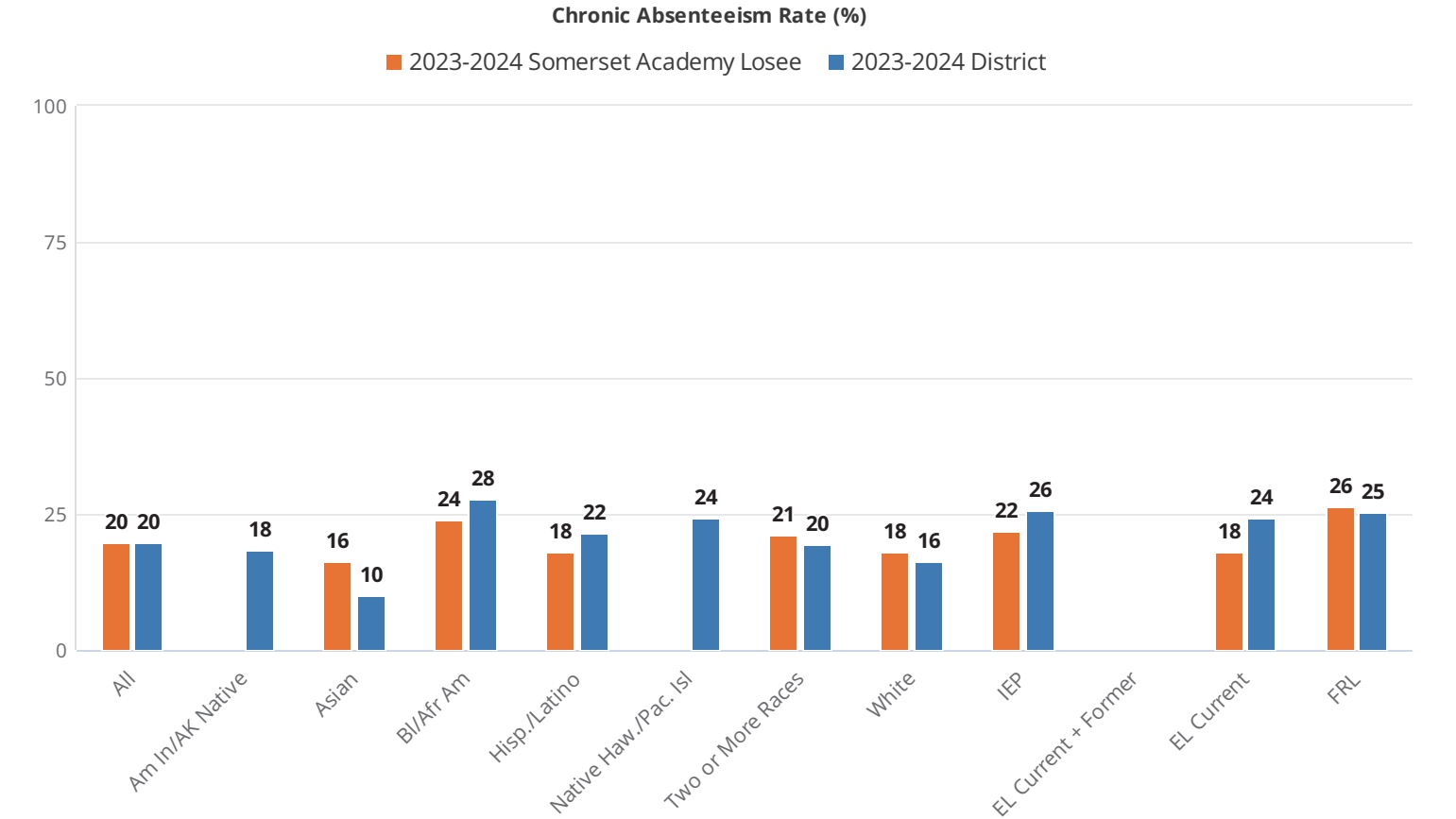
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 1/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	19.9	19.9	21.6	19.6
American Indian/Alaska Native	-	18.3	-	19.5
Asian	16.2	10.1	11.4	9.7
Black/African American	24.0	27.8	22.6	21.5
Hispanic/Latino	17.9	21.6	22.1	21.9
Pacific Islander	-	24.2	-	22.7
Two or More Races	21.2	19.6	15.7	22.6
White/Caucasian	18.1	16.2	22.0	17.4
Special Education	21.8	25.6	27.9	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	18.0	24.3	26.0	24.1
Economically Disadvantaged	26.4	25.2	27.4	23.8

Reducing Chronic Absenteeism by 10% bonus points: NA



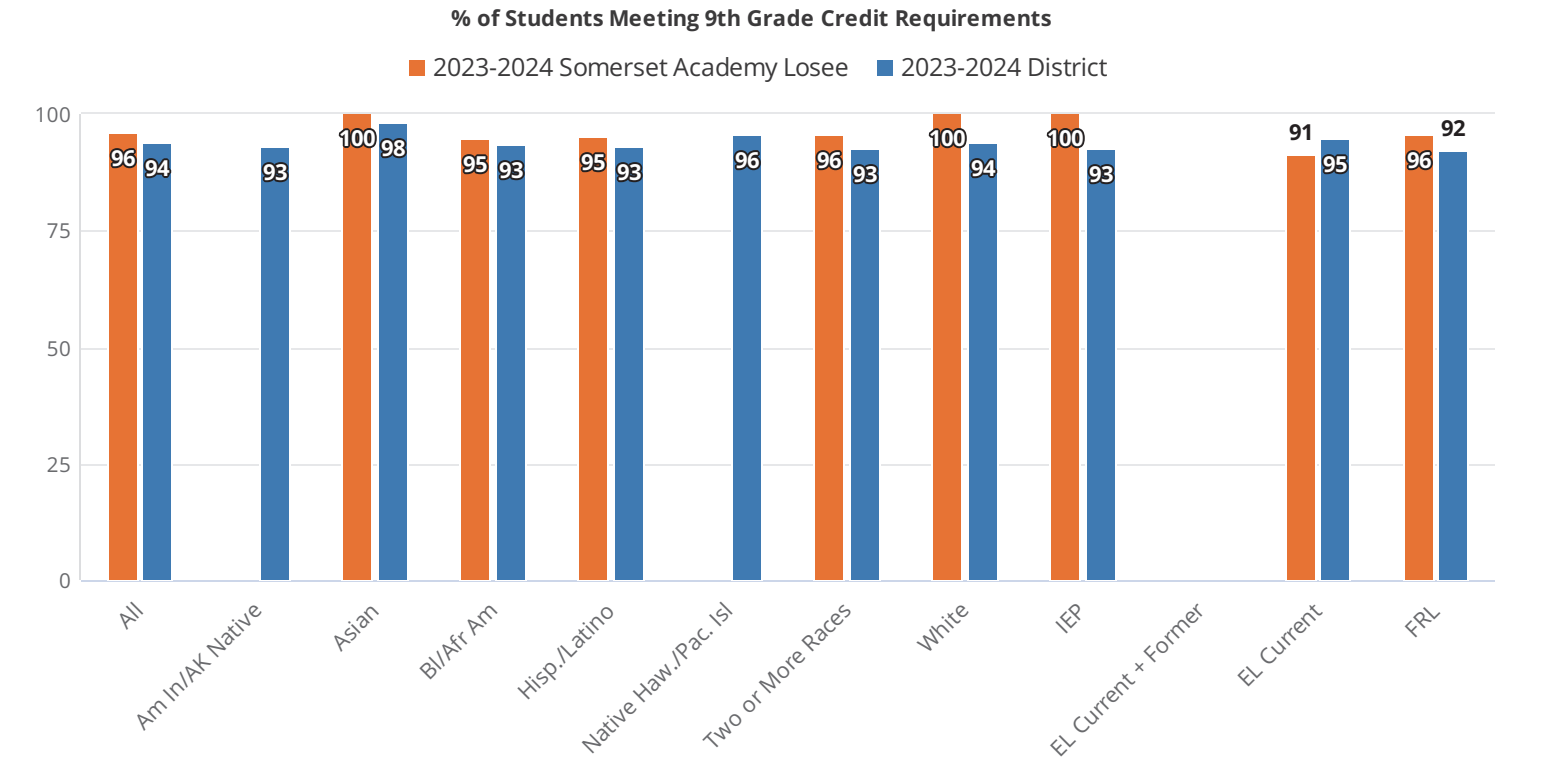


Student Engagement

9th Grade Credit Sufficiency

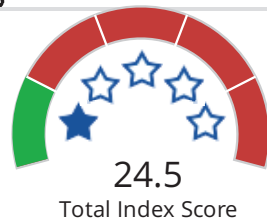
9th Grade Credit Sufficiency Points Earned 4/5

Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	96.0	93.8	90.9	92.9
American Indian/Alaska Native	N/A	93.3	N/A	100.0
Asian	100.0	98.2	-	98.6
Black/African American	95.0	93.4	90.3	86.9
Hispanic/Latino	95.4	93.3	89.9	92.4
Pacific Islander	-	95.6	N/A	95.7
Two or More Races	95.6	92.7	95.8	93.6
White/Caucasian	100.0	93.9	90.0	94.4
Special Education	100.0	92.9	92.5	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	91.3	94.8	81.2	90.3
Economically Disadvantaged	95.8	92.4	86.7	90.2

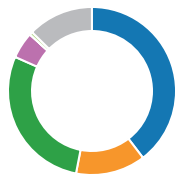


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 385 W. Centennial Parkway
 North Las Vegas, NV 89084



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



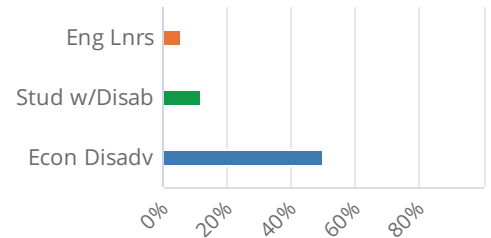
Student Race/Ethnicity

13.4% White
 28.5% BI/Afr Am
 39.5% Hisp/Latino
 5.1% Asian
 N/A% Am Ind/AK Nat
 0.6% Pac Isl
 12.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	50.5 NR
2020-2021	43.5 ★★

Additional Student Groups



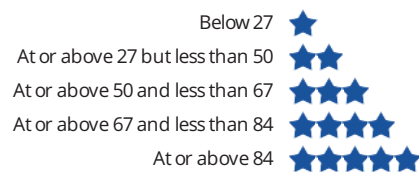
What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

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	31.1	50.0
Math Proficiency	31.5	52.0
ELA Proficiency	35.4	54.6
Science Proficiency	16.8	29.8
Read-by-Grade-3 Proficiency	37.9	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	41.0	55.0
ELA MGP	40.5	55.0
School Rate		District Rate
Met Math AGP Target	31.1	50.8
Met ELA AGP Target	34.5	52.9



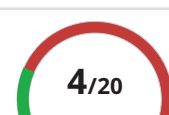
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	29.7	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	16.6	22.9
Climate Survey Participation	91.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.2	31.9
Prior Non-Proficient Met ELA AGP Target	22.5	37.1

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

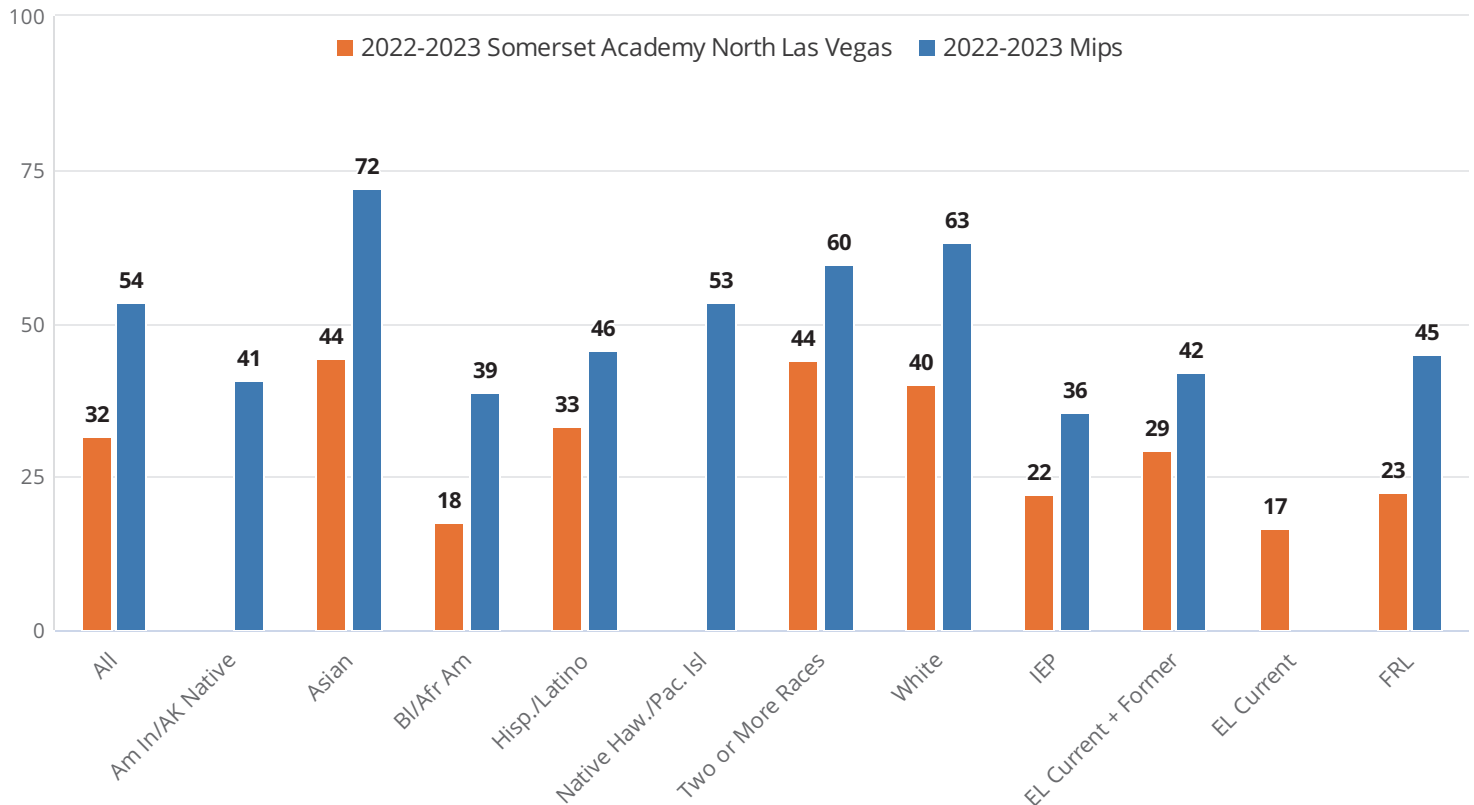
Pooled Proficiency Points Earned: 3/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	31.1	50.0	32.8	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	31.5	52.0	53.5	31.5	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	N/A	28.5	37.6
Asian	44.4	74.5	71.9	53.8	72.8	70.4
Black/African American	17.6	31.4	38.9	12.9	30.3	35.7
Hispanic/Latino	33.1	42.2	45.5	32.9	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	44.1	57.8	59.6	54.0	55.6	57.5
White/Caucasian	40.0	63.7	63.3	36.3	60.7	61.3
Special Education	22.2	29.1	35.5	18.7	26.3	32.1
English Learners Current + Former	29.4	38.1	42	40.4	34.9	39
English Learners Current	16.6	27.6		21.6	25.5	
Economically Disadvantaged	22.5	39.0	44.9	21.4	35.6	42

Math Assessments % Proficient

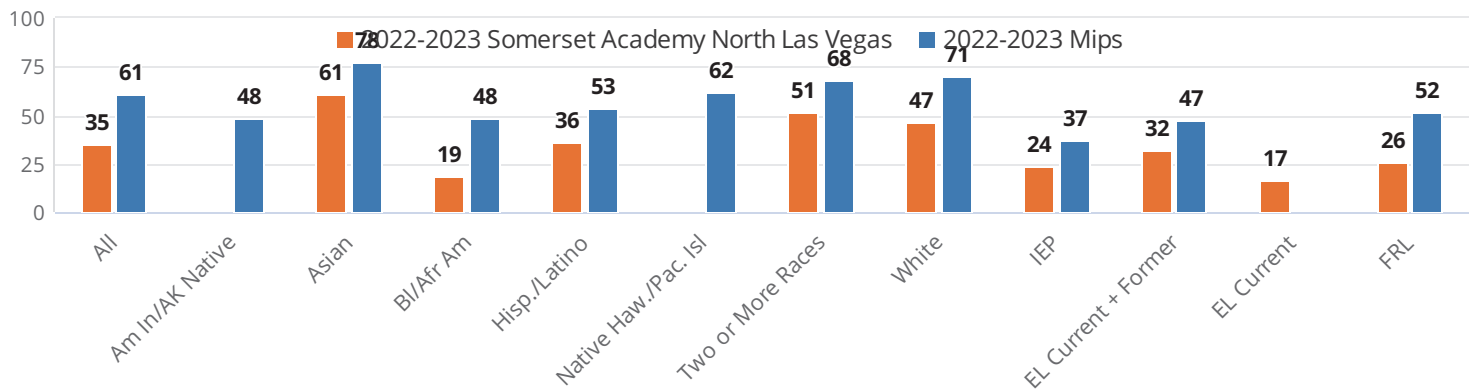




Academic Achievement

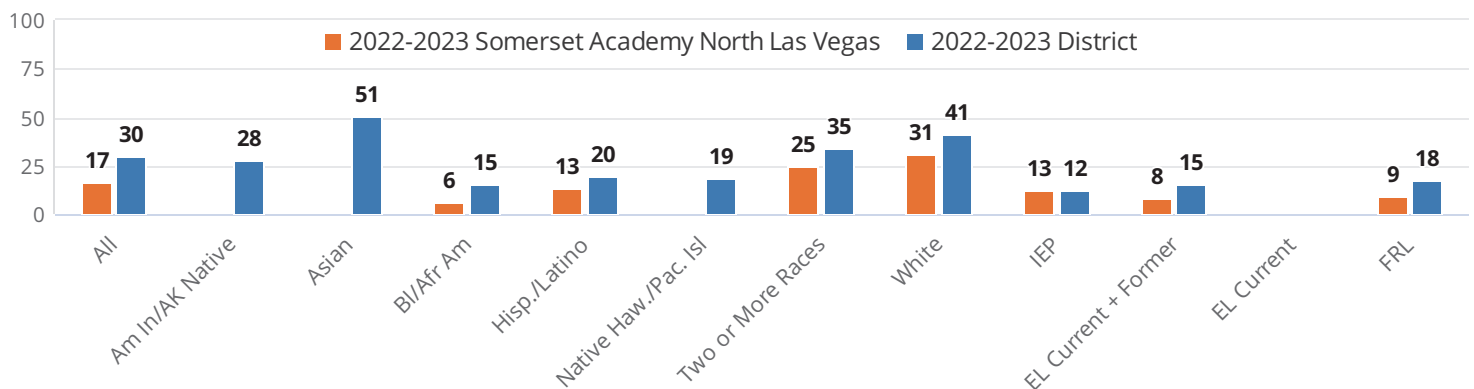
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.4	54.6	61.2	39.7	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	N/A	40.8	45.4
Asian	61.1	74.1	77.8	46.1	74.9	76.7
Black/African American	18.6	37.5	48.2	23.6	39.8	45.4
Hispanic/Latino	36.4	45.9	53.2	36.5	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	51.1	60.7	67.9	59.4	61.5	66.2
White/Caucasian	46.6	64.4	70.6	59.0	65.5	69
Special Education	24.0	27.4	36.8	27.6	25.5	33.5
English Learners Current + Former	32.3	37.6	47.2	44.5	37.4	44.4
English Learners Current	16.6	24.1		24.3	24.4	
Economically Disadvantaged	25.9	42.0	51.9	32.1	42.8	49.4

ELA Assessments
% Proficient

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	16.8	29.8	15.3	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	5.8	15.3	<5	17.6
Hispanic/Latino	12.9	19.5	14.5	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	25.0	34.5	57.1	34.9
White/Caucasian	30.7	40.9	14.8	40.8
Special Education	12.5	12.2	<5	11.6
English Learners Current + Former	8.3	15.1	20.0	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	9.4	17.6	7.5	19.4

Science Assessments
% Proficient

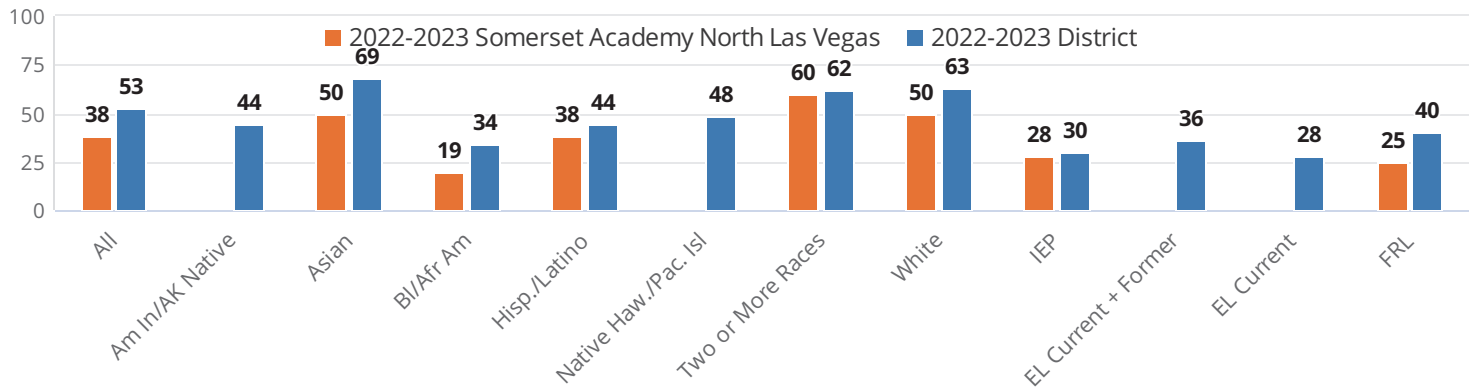


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	37.9	52.6	30.9	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	50.0	68.5	-	71.7
Black/African American	19.4	33.9	14.2	33.0
Hispanic/Latino	37.8	44.2	38.5	43.5
Pacific Islander	N/A	48.4	-	49.2
Two or More Races	60.0	62.3	46.1	57.4
White/Caucasian	50.0	62.5	27.7	60.8
Special Education	27.7	29.5	18.7	23.7
English Learners Current + Former	-	36.1	42.8	37.1
English Learners Current	-	27.6	42.8	30.7
Economically Disadvantaged	24.5	40.3	34.3	40.5

Read by Grade 3
% Proficient

5/25

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	94.6%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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: 3/10

ELA MGP Points Earned: 3/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	41.0	55.0	40.5	55.0	53.0	52.0	51.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	-	61.0	-	61.0	52.5	60.0	50.5	59.0
Black/African American	41.5	52.0	36.0	50.0	46.0	49.0	52.0	53.0
Hispanic/Latino	43.0	54.0	39.0	53.0	54.0	49.0	49.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	46.0	54.0	65.0	55.0	60.0	54.5	59.0	53.0
White/Caucasian	31.0	56.0	51.0	57.0	53.5	55.0	61.0	55.0
Special Education	39.5	49.0	28.0	51.0	55.5	46.0	52.0	43.0
English Learners Current + Former	48.0	55.0	51.0	54.0	49.0	47.0	67.5	49.0
English Learners Current	51.0	54.0	36.0	53.0	48.0	44.0	42.0	44.0
Economically Disadvantaged	43.0	54.0	36.0	53.0	45.0	49.0	49.5	49.0

AGP Growth Data

Math AGP Points Earned: 3/7.5

ELA AGP Points Earned: 0.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	31.1	50.8	34.5	52.9	44.5	53.1	56.4	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	-	66.5	-	67.6	60.0	68.8	70.0	73.9
Black/African American	24.1	38.1	23.8	42.1	31.2	41.8	54.1	55.8
Hispanic/Latino	33.9	43.8	33.0	46.9	48.0	45.0	50.4	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	32.0	52.0	56.0	56.1	50.0	59.6	57.1	62.7
White/Caucasian	24.0	58.8	40.0	58.9	45.2	59.6	69.7	65.1
Special Education	23.3	32.3	19.3	34.0	37.5	35.9	50.0	41.3
English Learners Current + Former	28.0	41.8	20.0	43.1	47.2	41.2	63.8	52.0
English Learners Current	18.7	33.5	6.2	33.8	28.5	32.5	47.6	43.1
Economically Disadvantaged	28.5	43.0	34.2	45.2	30.5	43.7	50.0	53.5

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

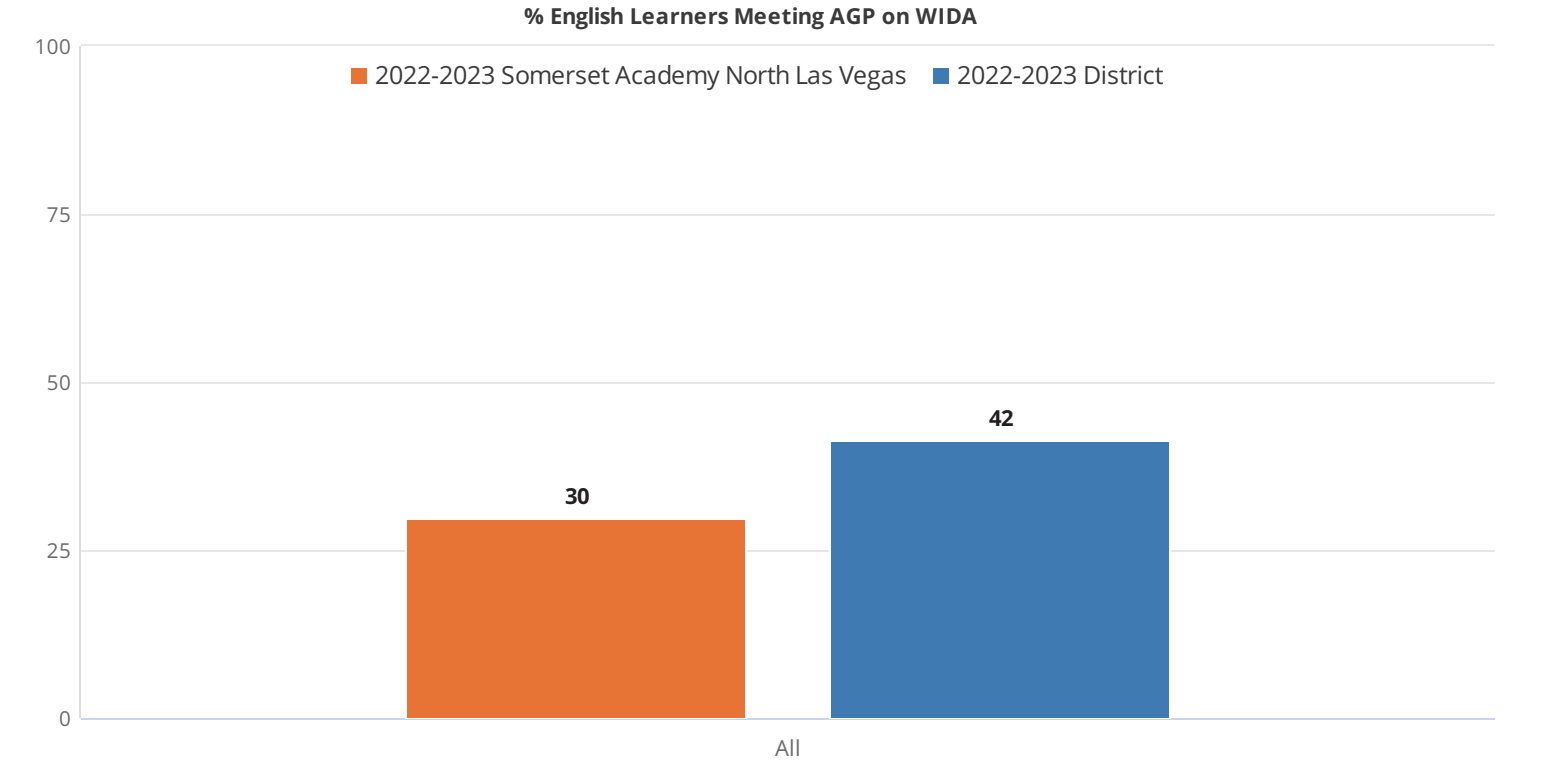
1/10

English Language

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

English Language Points Earned: 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	37	29.7	41.5	57	43.8	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: 3/10				ELA AGP Points Earned: 1/10			
	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	23.2	31.9	22.5	37.1	37.0	40.9	47.7	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	19.6	25.9	21.1	29.9	31.8	36.1	50.0	49.4
Hispanic/Latino	24.1	29.9	15.5	34.4	41.3	36.3	40.2	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	30.7	31.3	50.0	40.3	20.0	44.5	-	55.0
White/Caucasian	23.5	37.8	25.0	42.6	38.4	47.9	60.0	55.2
Special Education	13.6	20.8	12.0	25.2	31.8	27.6	42.8	35.9
English Learners Current + Former	18.7	27.5	13.3	31.6	N/A	N/A	N/A	N/A
English Learners Current	15.3	25.4	7.6	30.3	26.3	27.6	47.3	41.7
Economically Disadvantaged	23.0	28.7	26.7	33.1	27.7	35.5	44.8	47.6



Student Engagement

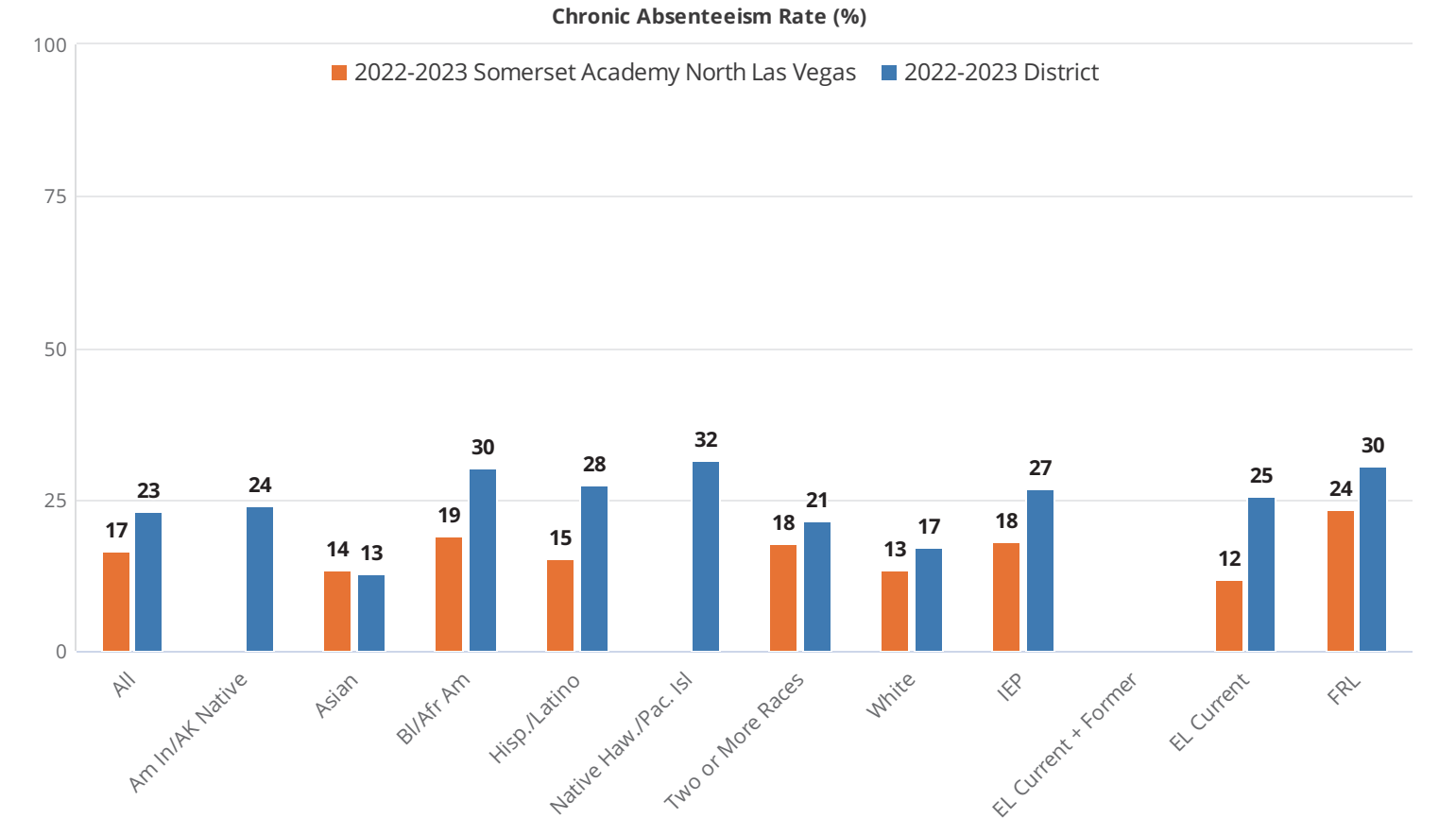
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 4/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	16.6	22.9	22.3	21.7
American Indian/Alaska Native	N/A	24.0	N/A	15.8
Asian	13.5	12.9	9.0	11.9
Black/African American	19.0	30.1	29.9	27.6
Hispanic/Latino	15.3	27.5	21.4	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	17.8	21.4	17.6	22.2
White/Caucasian	13.4	17.1	18.1	16.9
Special Education	18.1	26.7	25.0	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.7	25.4	19.2	22.6
Economically Disadvantaged	23.5	30.4	29.9	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-05

District: State Public Charter School Authority

School Address: 385 W. Centennial Parkway North Las Vegas, NV 89084

46.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

14.0%	White
29.8%	Bl/Afr Am
36.6%	Hisp/Latino
4.2%	Asian
0.1%	Am Ind/AK Nat
1.1%	Pac Isl
13.8%	Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	24.5 ★
2021-2022	50.5 NR

Additional Student Groups

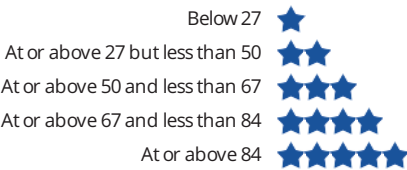
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2023-2024 School Performance

6/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	33.8	48.3
Math Proficiency	36.1	51.2
ELA Proficiency	39.4	54.6
Science Proficiency	9.8	21.2
Read-by-Grade-3 Proficiency	36.5	51.2

20/35

Growth Indicator

Measure	School Median	District Median
Math MGP	49.0	52.0
ELA MGP	60.0	54.0
	School Rate	District Rate
Met Math AGP Target	30.0	44.4
Met ELA AGP Target	51.6	54.0

10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	58.8	48.4

7/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.4	22.5
Prior Non-Proficient Met ELA AGP Target	42.2	36.5

3/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.3	20.7
Climate Survey Participation	68.0	N/A

Climate Survey Participation is not a point-earning measure.

6/25

Academic Achievement

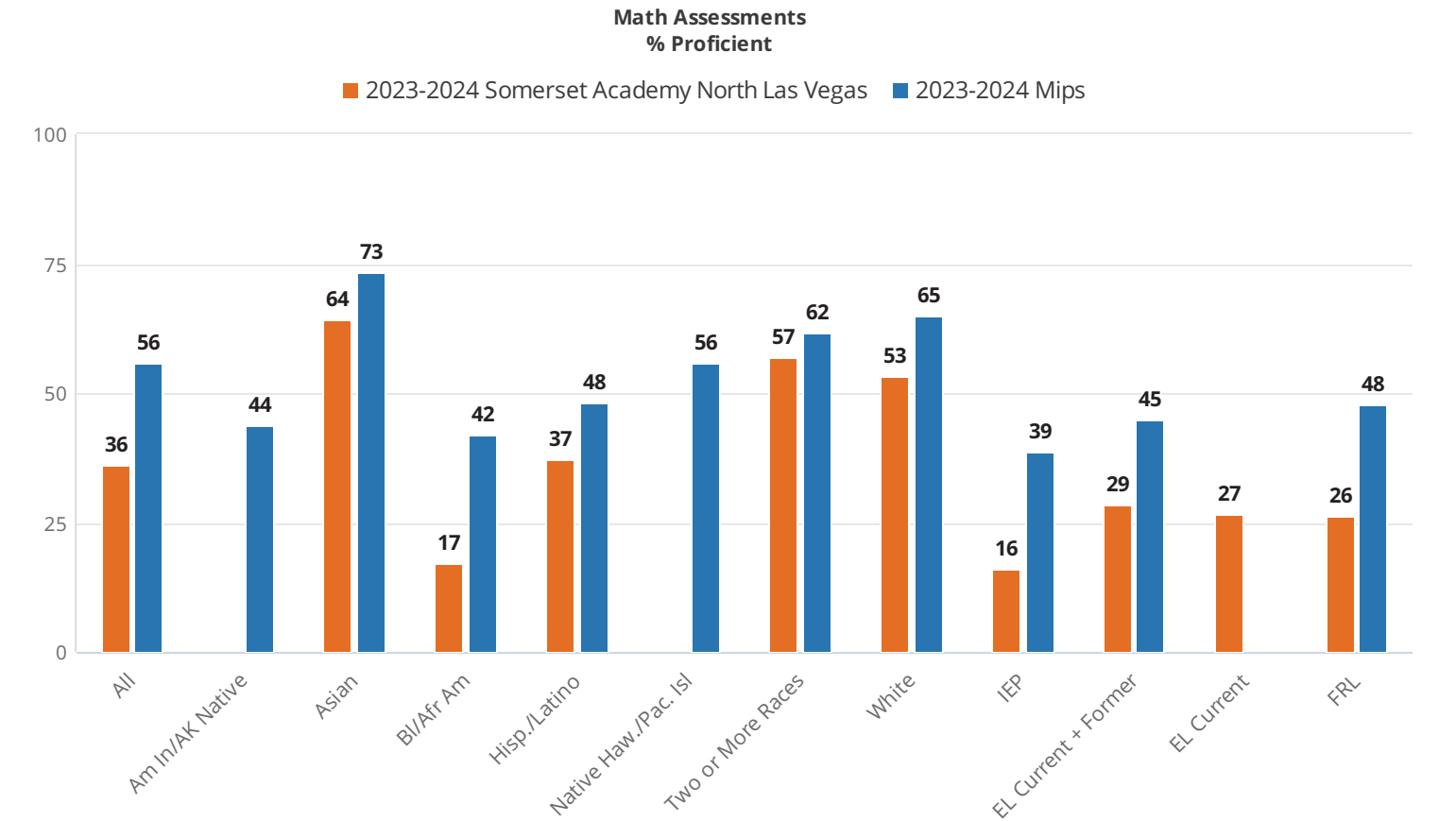
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 4/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	33.8	48.3	31.1	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	36.1	51.2	55.8	31.5	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	64.2	74.8	73.3	44.4	74.5	71.9
Black/African American	17.0	31.7	42	17.6	31.4	38.9
Hispanic/Latino	37.1	41.7	48.2	33.1	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	57.1	57.2	61.6	44.1	57.8	59.6
White/Caucasian	53.4	62.7	65.1	40.0	63.7	63.3
Special Education	16.2	26.9	38.8	22.2	29.1	35.5
English Learners Current + Former	28.5	38.7	44.9	29.4	38.1	42
English Learners Current	26.6	27.5		16.6	27.6	
Economically Disadvantaged	26.2	40.4	47.7	22.5	39.0	44.9

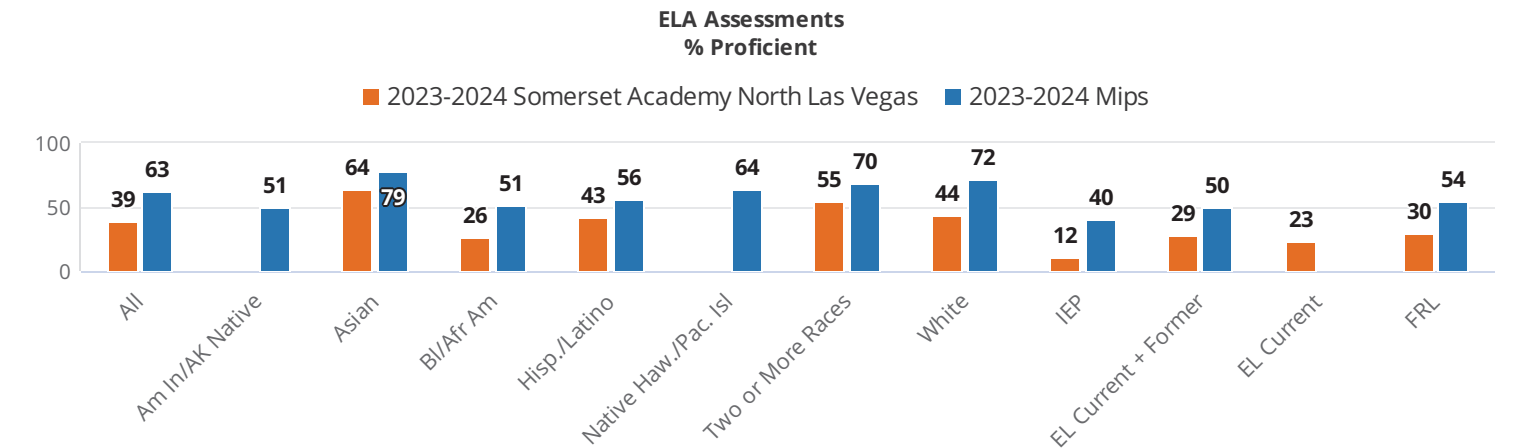




Academic Achievement

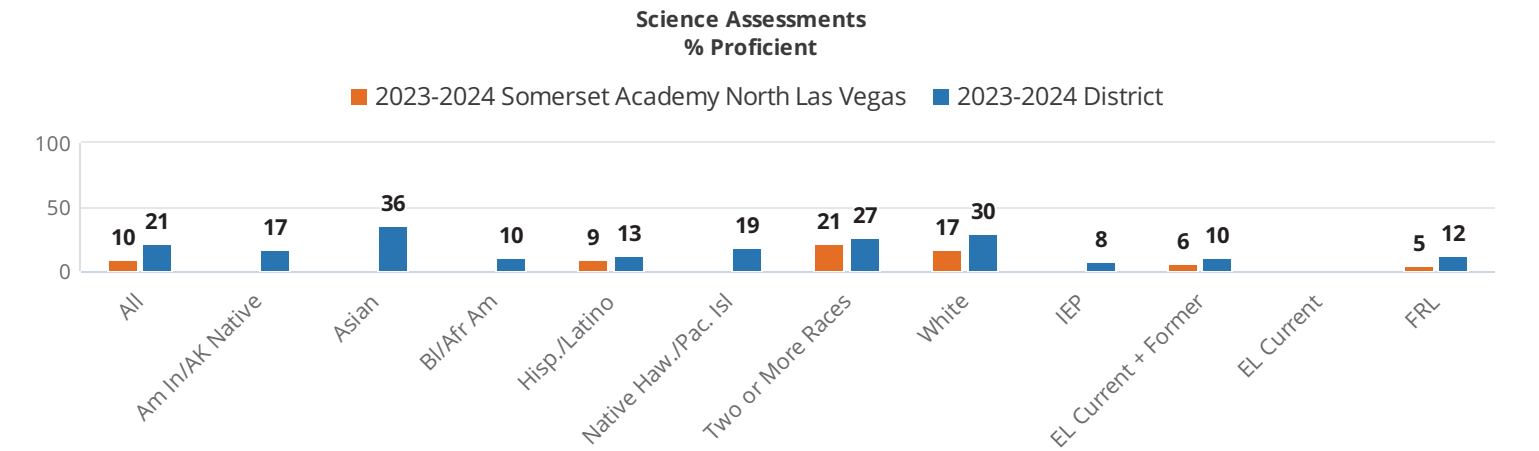
ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	39.4	54.6	63.1	35.4	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	64.2	75.3	78.9	61.1	74.1	77.8
Black/African American	26.0	36.5	50.8	18.6	37.5	48.2
Hispanic/Latino	42.5	46.0	55.6	36.4	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	54.7	60.4	69.5	51.1	60.7	67.9
White/Caucasian	44.1	65.2	72.1	46.6	64.4	70.6
Special Education	11.6	25.8	39.9	24.0	27.4	36.8
English Learners Current + Former	28.5	39.5	49.8	32.3	37.6	47.2
English Learners Current	23.3	25.3		16.6	24.1	
Economically Disadvantaged	30.0	44.1	54.4	25.9	42.0	51.9



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	9.8	21.2	16.8	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	5.8	15.3
Hispanic/Latino	9.0	12.9	12.9	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	21.4	27.2	25.0	34.5
White/Caucasian	16.6	29.6	30.7	40.9
Special Education	<5	7.6	12.5	12.2
English Learners Current + Former	5.8	10.4	8.3	15.1
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	5.3	12.4	9.4	17.6





Academic Achievement

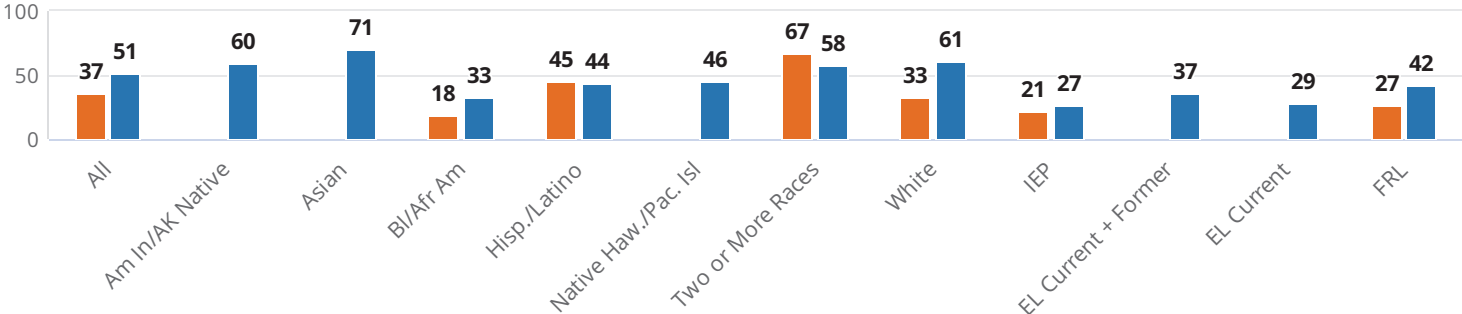
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	36.5	51.2	37.9	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	50.0	68.5
Black/African American	18.1	32.7	19.4	33.9
Hispanic/Latino	44.6	43.7	37.8	44.2
Pacific Islander	-	45.9	N/A	48.4
Two or More Races	66.6	58.4	60.0	62.3
White/Caucasian	33.3	60.7	50.0	62.5
Special Education	21.4	27.0	27.7	29.5
English Learners Current + Former	-	36.6	-	36.1
English Learners Current	-	28.5	-	27.6
Economically Disadvantaged	27.2	42.4	24.5	40.3

Read by Grade 3
% Proficient

2023-2024 Somerset Academy North Las Vegas 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	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	94.6%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

20/35

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

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data		Math MGP Points Earned: 5/10				ELA MGP Points Earned: 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	49.0	52.0	60.0	54.0	41.0	55.0	40.5	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	55.0	46.0	61.0	49.0	41.5	52.0	36.0	50.0
Hispanic/Latino	41.0	50.0	57.0	52.0	43.0	54.0	39.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	53.0	53.0	60.0	53.0	46.0	54.0	65.0	55.0
White/Caucasian	52.5	53.0	67.0	57.0	31.0	56.0	51.0	57.0
Special Education	51.0	46.0	55.5	48.0	39.5	49.0	28.0	51.0
English Learners Current + Former	41.0	53.0	62.0	53.0	48.0	55.0	51.0	54.0
English Learners Current	33.0	49.0	60.0	51.0	51.0	54.0	36.0	53.0
Economically Disadvantaged	45.0	51.0	60.0	52.0	43.0	54.0	36.0	53.0

AGP Growth Data		Math AGP Points Earned: 2.5/7.5				ELA AGP Points Earned: 4.5/7.5		
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	30.0	44.4	51.6	54.0	31.1	50.8	34.5	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	22.6	28.9	45.3	41.4	24.1	38.1	23.8	42.1
Hispanic/Latino	29.5	36.9	48.9	48.1	33.9	43.8	33.0	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	41.3	49.5	58.6	55.5	32.0	52.0	56.0	56.1
White/Caucasian	25.0	52.8	60.7	61.4	24.0	58.8	40.0	58.9
Special Education	14.2	27.2	21.4	32.4	23.3	32.3	19.3	34.0
English Learners Current + Former	30.7	38.8	50.0	46.0	28.0	41.8	20.0	43.1
English Learners Current	28.5	27.5	47.6	35.8	18.7	33.5	6.2	33.8
Economically Disadvantaged	21.6	36.5	45.9	46.7	28.5	43.0	34.2	45.2

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

10/10

English Language

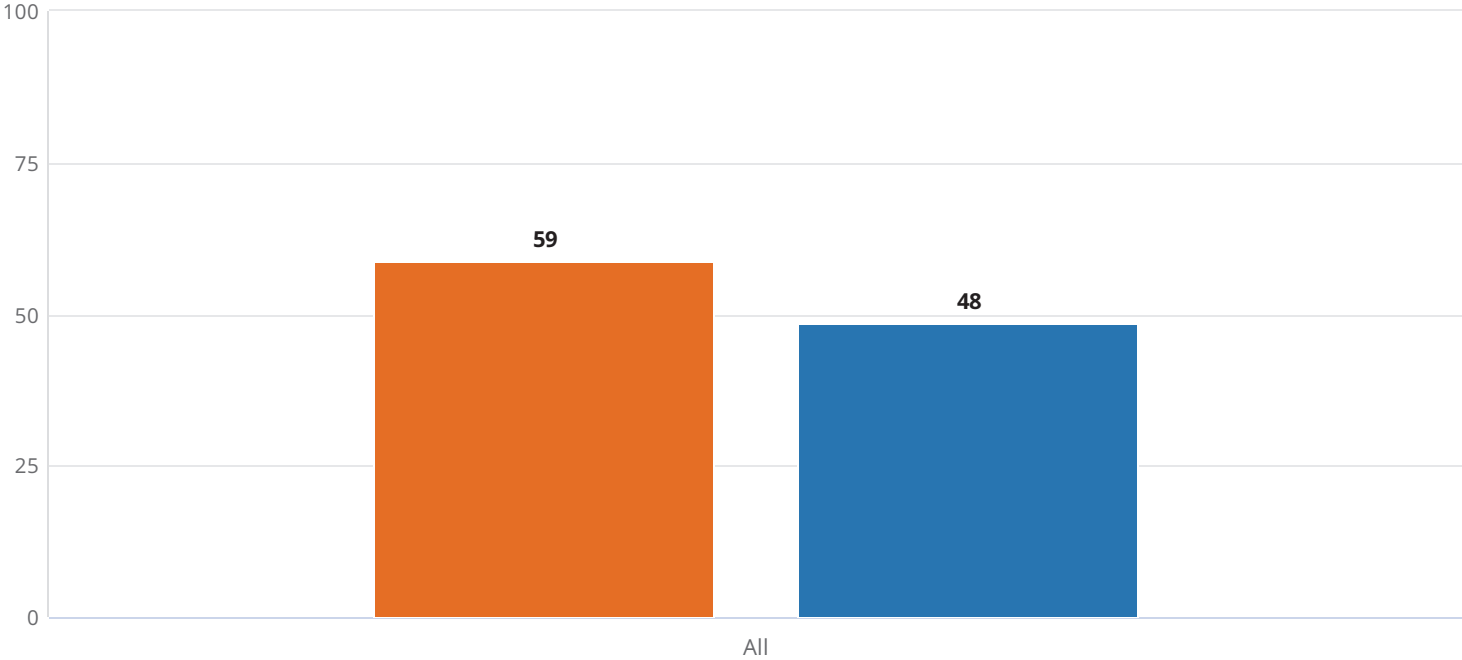
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	34	58.8	48.4	37	29.7	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy North Las Vegas 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: 1/10				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	14.4	22.5	42.2	36.5	23.2	31.9	22.5	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	9.6	15.8	37.0	29.4	19.6	25.9	21.1	29.9
Hispanic/Latino	17.4	20.4	34.4	34.4	24.1	29.9	15.5	34.4
Pacific Islander	N/A	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	26.6	26.4	62.5	37.7	30.7	31.3	50.0	40.3
White/Caucasian	<5	27.2	64.7	43.4	23.5	37.8	25.0	42.6
Special Education	7.6	14.6	18.5	23.4	13.6	20.8	12.0	25.2
English Learners Current + Former	21.0	23.3	45.0	34.1	18.7	27.5	13.3	31.6
English Learners Current	17.6	20.0	42.1	31.2	15.3	25.4	7.6	30.3
Economically Disadvantaged	10.8	20.8	38.3	33.4	23.0	28.7	26.7	33.1



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

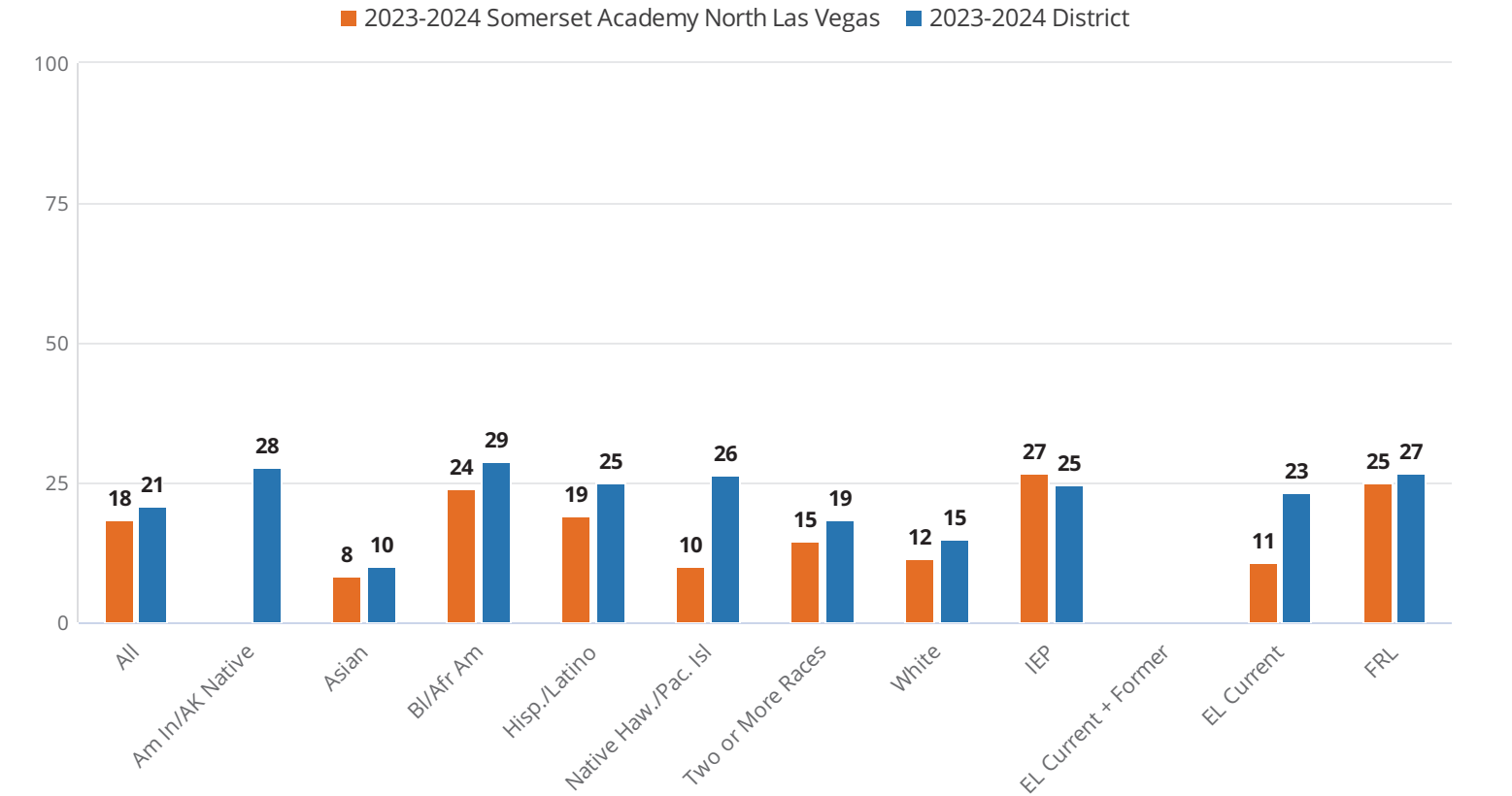
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	18.3	20.7	16.6	22.9
American Indian/Alaska Native	-	27.7	N/A	24.0
Asian	8.3	10.0	13.5	12.9
Black/African American	23.8	28.9	19.0	30.1
Hispanic/Latino	19.2	25.0	15.3	27.5
Pacific Islander	10.0	26.3	-	31.6
Two or More Races	14.5	18.5	17.8	21.4
White/Caucasian	11.6	14.9	13.4	17.1
Special Education	26.6	24.7	18.1	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.6	23.1	11.7	25.4
Economically Disadvantaged	25.0	26.8	23.5	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

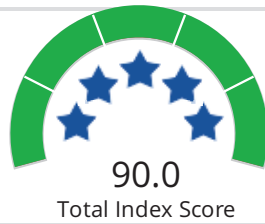


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

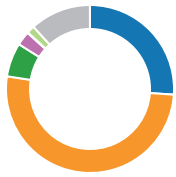
Somerset Academy Sky Pointe

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 7058 Sky Pointe Drive
 Las Vegas, NV 89131



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



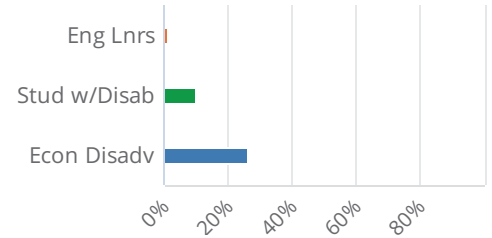
Student Race/Ethnicity

51.2% White
 6.5% BI/Afr Am
 26.0% Hisp/Latino
 2.7% Asian
 0.1% Am Ind/AK Nat
 1.5% Pac Isl
 11.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	85.5 NR
2020-2021	98.8 ★★★★★

Additional Student Groups



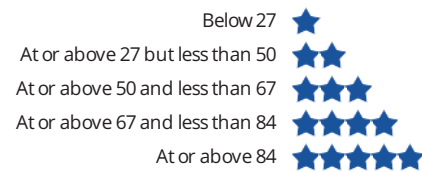
What does my school rating mean?

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	62.9	50.0
Math Proficiency	67.9	52.0
ELA Proficiency	63.7	54.6
Science Proficiency	44.8	29.8
Read-by-Grade-3 Proficiency	53.8	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	71.0	55.0
ELA MGP	67.0	55.0
	School Rate	District Rate
Met Math AGP Target	68.5	50.8
Met ELA AGP Target	69.3	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	9.0	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	22.9
Climate Survey Participation	92.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	53.2	31.9
Prior Non-Proficient Met ELA AGP Target	60.1	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.

24/25

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.

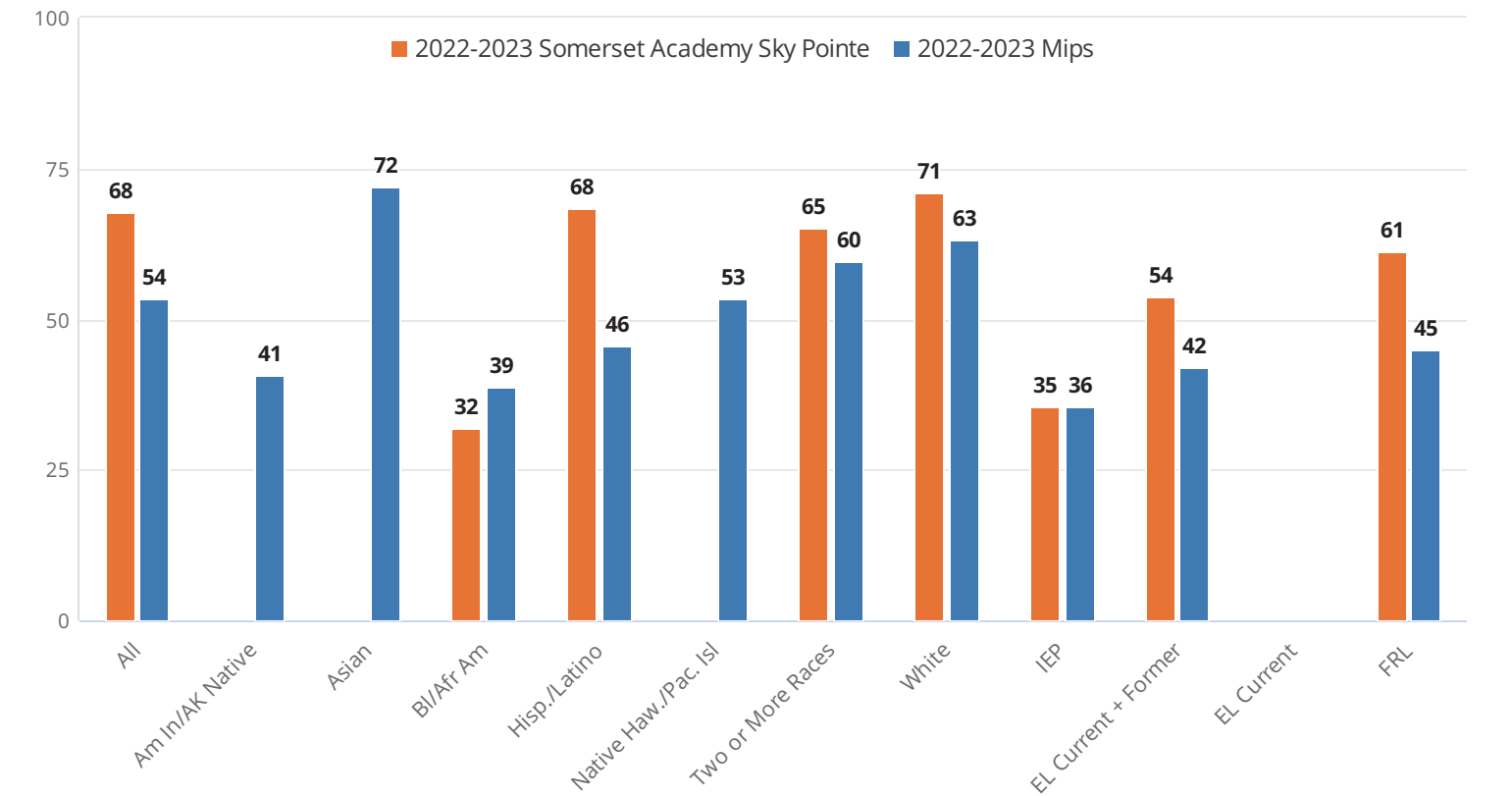
Pooled Proficiency Points Earned: 20/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	62.9	50.0	59.4	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	67.9	52.0	53.5	61.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	N/A	28.5	37.6
Asian	>95	74.5	71.9	54.5	72.8	70.4
Black/African American	32.0	31.4	38.9	45.0	30.3	35.7
Hispanic/Latino	68.4	42.2	45.5	51.6	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	65.2	57.8	59.6	57.9	55.6	57.5
White/Caucasian	71.0	63.7	63.3	68.0	60.7	61.3
Special Education	35.4	29.1	35.5	26.0	26.3	32.1
English Learners Current + Former	53.8	38.1	42	23.0	34.9	39
English Learners Current	-	27.6		18.1	25.5	
Economically Disadvantaged	61.4	39.0	44.9	48.6	35.6	42

Math Assessments
% Proficient



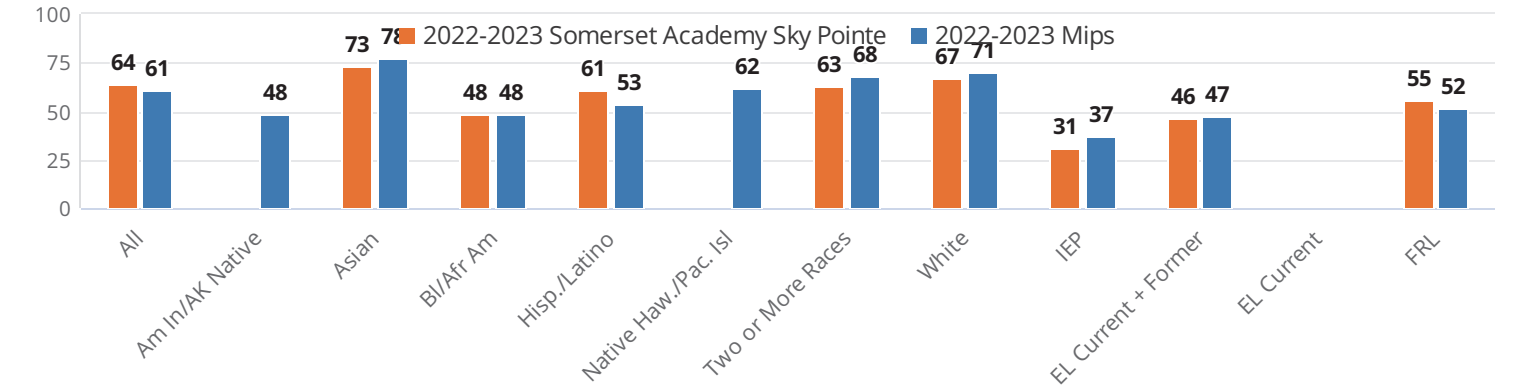
24/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	63.7	54.6	61.2	62.1	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	N/A	40.8	45.4
Asian	72.7	74.1	77.8	54.5	74.9	76.7
Black/African American	48.0	37.5	48.2	65.0	39.8	45.4
Hispanic/Latino	60.8	45.9	53.2	56.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	63.0	60.7	67.9	56.0	61.5	66.2
White/Caucasian	67.1	64.4	70.6	66.8	65.5	69
Special Education	31.2	27.4	36.8	23.9	25.5	33.5
English Learners Current + Former	46.1	37.6	47.2	23.0	37.4	44.4
English Learners Current	-	24.1		9.0	24.4	
Economically Disadvantaged	55.2	42.0	51.9	51.3	42.8	49.4

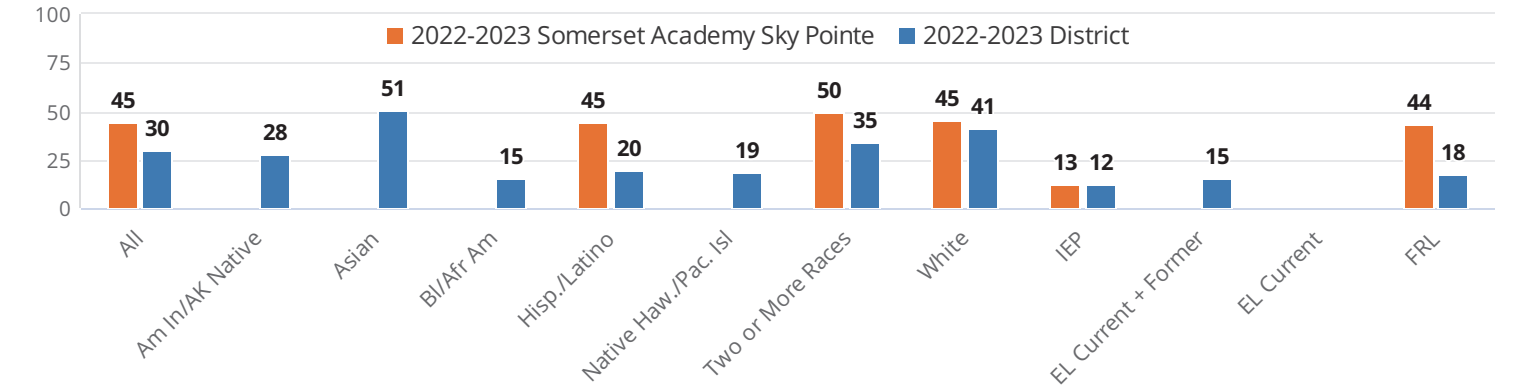
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	44.8	29.8	46.0	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	-	17.6
Hispanic/Latino	44.8	19.5	35.7	19.2
Pacific Islander	N/A	18.7	-	28.3
Two or More Races	50.0	34.5	35.0	34.9
White/Caucasian	45.0	40.9	49.2	40.8
Special Education	12.5	12.2	16.6	11.6
English Learners Current + Former	-	15.1	-	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	43.7	17.6	28.5	19.4

Science Assessments
% Proficient

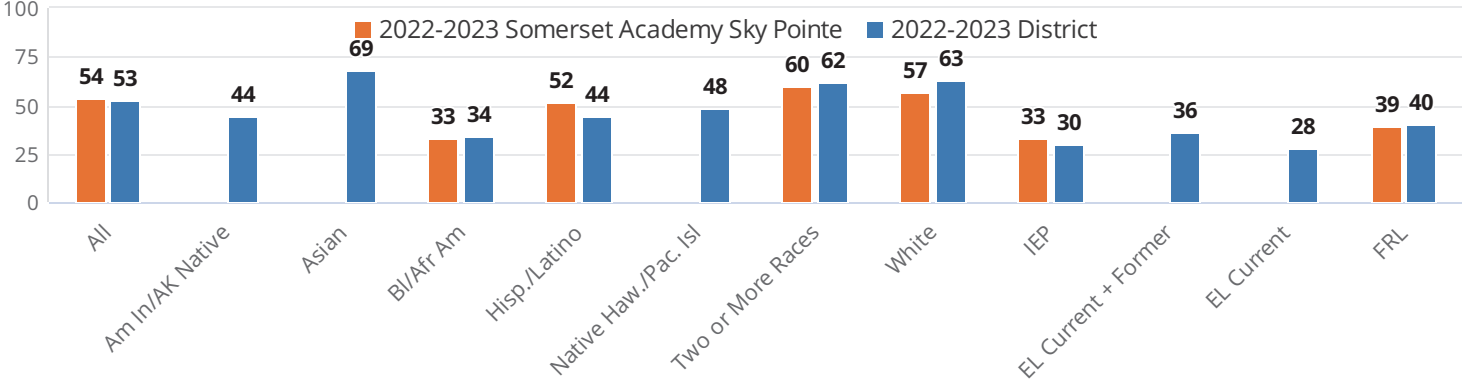


24/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	53.8	52.6	52.7	51.8
American Indian/Alaska Native	-	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	33.3	33.9	-	33.0
Hispanic/Latino	51.5	44.2	43.7	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	60.0	62.3	46.6	57.4
White/Caucasian	56.7	62.5	60.6	60.8
Special Education	33.3	29.5	23.0	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	-	27.6	-	30.7
Economically Disadvantaged	39.3	40.3	48.0	40.5

Read by Grade 3
% Proficient



24/25

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	-	-
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: 10/10

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	71.0	55.0	67.0	55.0	64.0	52.0	56.5	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	84.5	61.0	68.5	61.0	-	60.0	-	59.0
Black/African American	60.0	52.0	52.0	50.0	68.0	49.0	83.5	53.0
Hispanic/Latino	64.0	54.0	64.0	53.0	60.0	49.0	57.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	73.0	54.0	76.0	55.0	62.0	54.5	55.5	53.0
White/Caucasian	72.0	56.0	68.0	57.0	63.0	55.0	56.0	55.0
Special Education	64.0	49.0	68.0	51.0	40.0	46.0	36.0	43.0
English Learners Current + Former	63.5	55.0	59.0	54.0	-	47.0	-	49.0
English Learners Current	-	54.0	-	53.0	-	44.0	-	44.0
Economically Disadvantaged	64.0	54.0	66.0	53.0	62.0	49.0	54.0	49.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 7.5/7.5

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	68.5	50.8	69.3	52.9	62.9	53.1	68.4	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	>95	66.5	50.0	67.6	-	68.8	-	73.9
Black/African American	38.4	38.1	61.5	42.1	60.0	41.8	90.0	55.8
Hispanic/Latino	62.7	43.8	72.8	46.9	51.8	45.0	68.5	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	67.7	52.0	67.7	56.1	58.8	59.6	61.7	62.7
White/Caucasian	71.5	58.8	70.8	58.9	66.9	59.6	69.2	65.1
Special Education	40.7	32.3	51.8	34.0	25.8	35.9	29.0	41.3
English Learners Current + Former	58.3	41.8	58.3	43.1	-	41.2	-	52.0
English Learners Current	-	33.5	-	33.8	-	32.5	-	43.1
Economically Disadvantaged	63.4	43.0	63.4	45.2	51.1	43.7	62.2	53.5

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

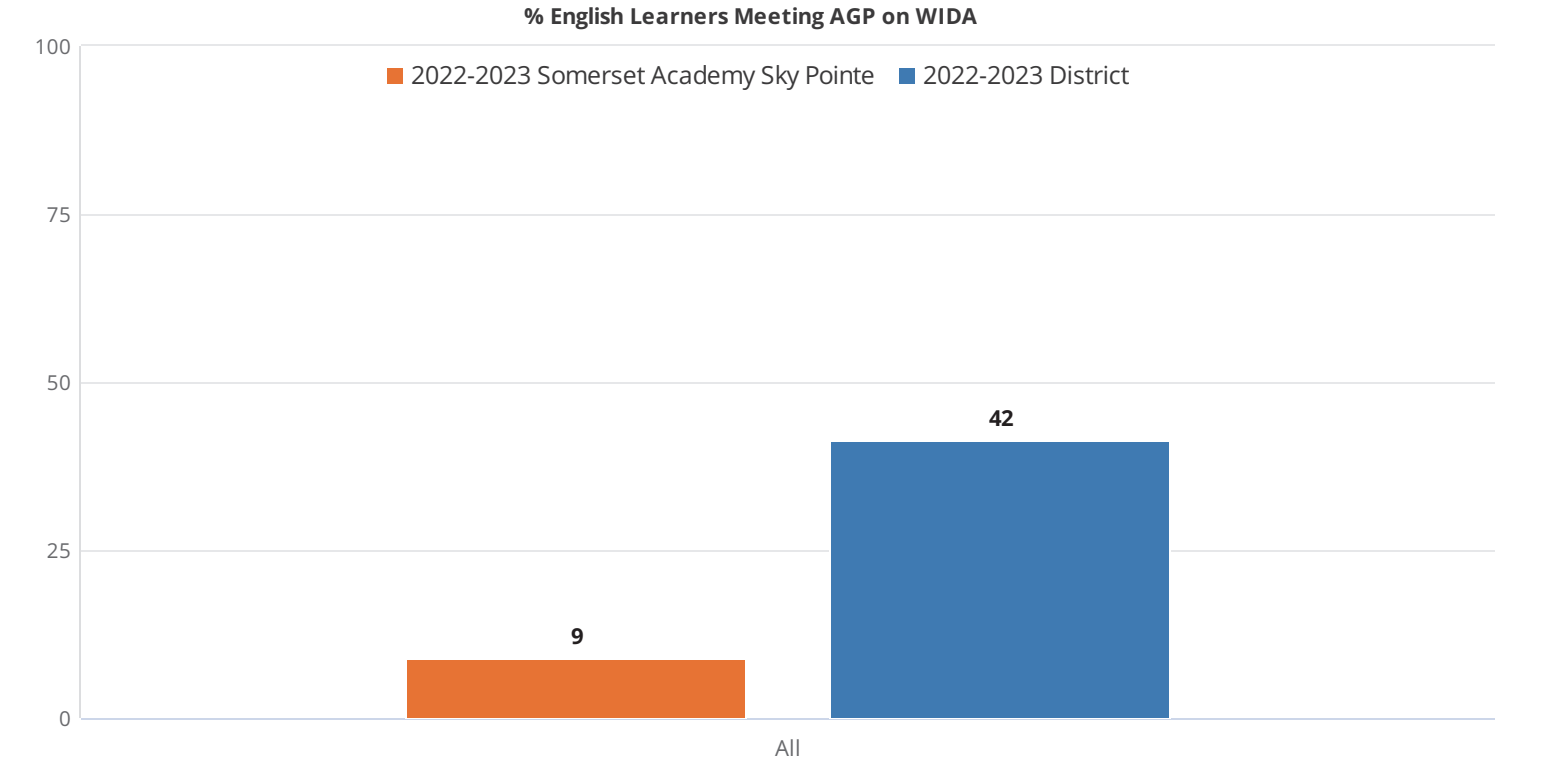


English Language

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	District
ELPA	11	9.0	41.5	14	50.0	38.4



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	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	53.2	31.9	60.1	37.1	51.6	40.9	58.1	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	-	25.9	-	29.9	-	36.1	-	49.4
Hispanic/Latino	34.7	29.9	57.1	34.4	43.2	36.3	63.6	49.2
Pacific Islander	-	33.3	-	41.2	N/A	43.2	-	54.6
Two or More Races	38.4	31.3	56.2	40.3	36.8	44.5	42.1	55.0
White/Caucasian	67.4	37.8	65.3	42.6	59.3	47.9	58.7	55.2
Special Education	27.7	20.8	47.6	25.2	15.3	27.6	28.5	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	43.4	28.7	46.6	33.1	48.3	35.5	55.1	47.6



Student Engagement

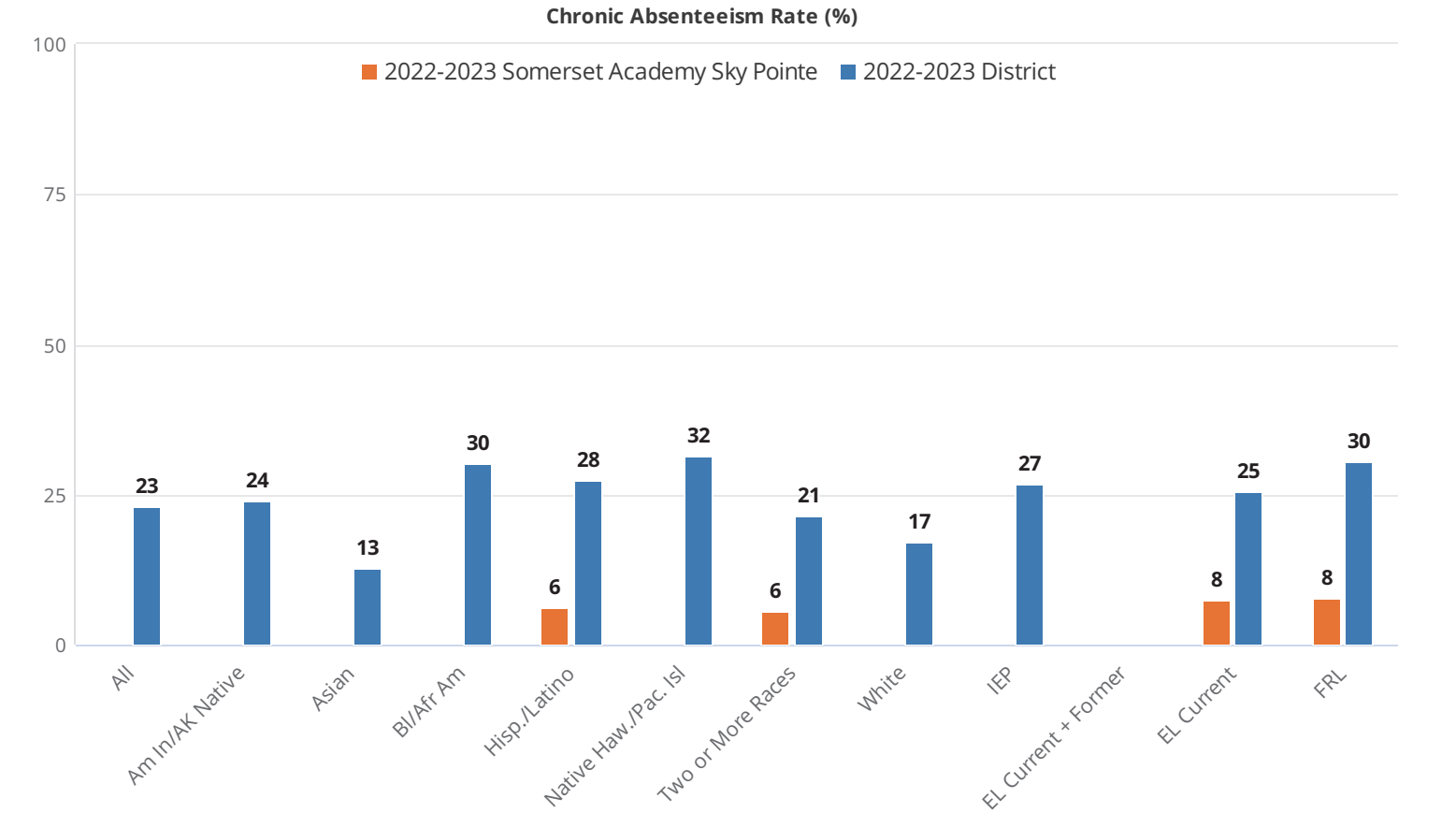
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Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	22.9	15.9	21.7
American Indian/Alaska Native	-	24.0	N/A	15.8
Asian	<5	12.9	10.0	11.9
Black/African American	<5	30.1	14.2	27.6
Hispanic/Latino	6.2	27.5	20.6	25.8
Pacific Islander	<5	31.6	-	32.8
Two or More Races	5.6	21.4	12.5	22.2
White/Caucasian	<5	17.1	15.2	16.9
Special Education	<5	26.7	15.5	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.6	25.4	20.0	22.6
Economically Disadvantaged	7.9	30.4	26.2	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-12

District: State Public Charter School Authority

School Address: 7058 Sky Pointe Drive Las Vegas, NV 89131

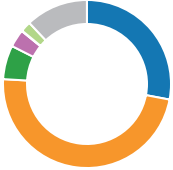


88.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met



Student Race/Ethnicity

47.8% White

6.5% BI/Afr Am

27.9% Hisp/Latino

3.4% Asian

0.1% Am Ind/AK Nat

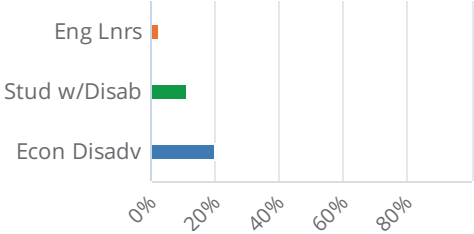
2.0% Pac Isl

12.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	90.0 ★★★★★
2021-2022	85.5 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 27 ★

At or above 27 but less than 50 ★★

At or above 50 and less than 67 ★★★

At or above 67 and less than 84 ★★★★

At or above 84 ★★★★★

2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	62.4	48.3
Math Proficiency	67.0	51.2
ELA Proficiency	66.6	54.6
Science Proficiency	35.6	21.2
Read-by-Grade-3 Proficiency	62.0	51.2



Growth Indicator

Measure	School Median	District Median
Math MGP	54.5	52.0
ELA MGP	64.0	54.0

	School Rate	District Rate
Met Math AGP Target	58.5	44.4
Met ELA AGP Target	68.3	54.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	48.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	92.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	34.3	22.5
Prior Non-Proficient Met ELA AGP Target	50.5	36.5

Climate Survey Participation is not a point-earning measure.

24/25

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: 20/20

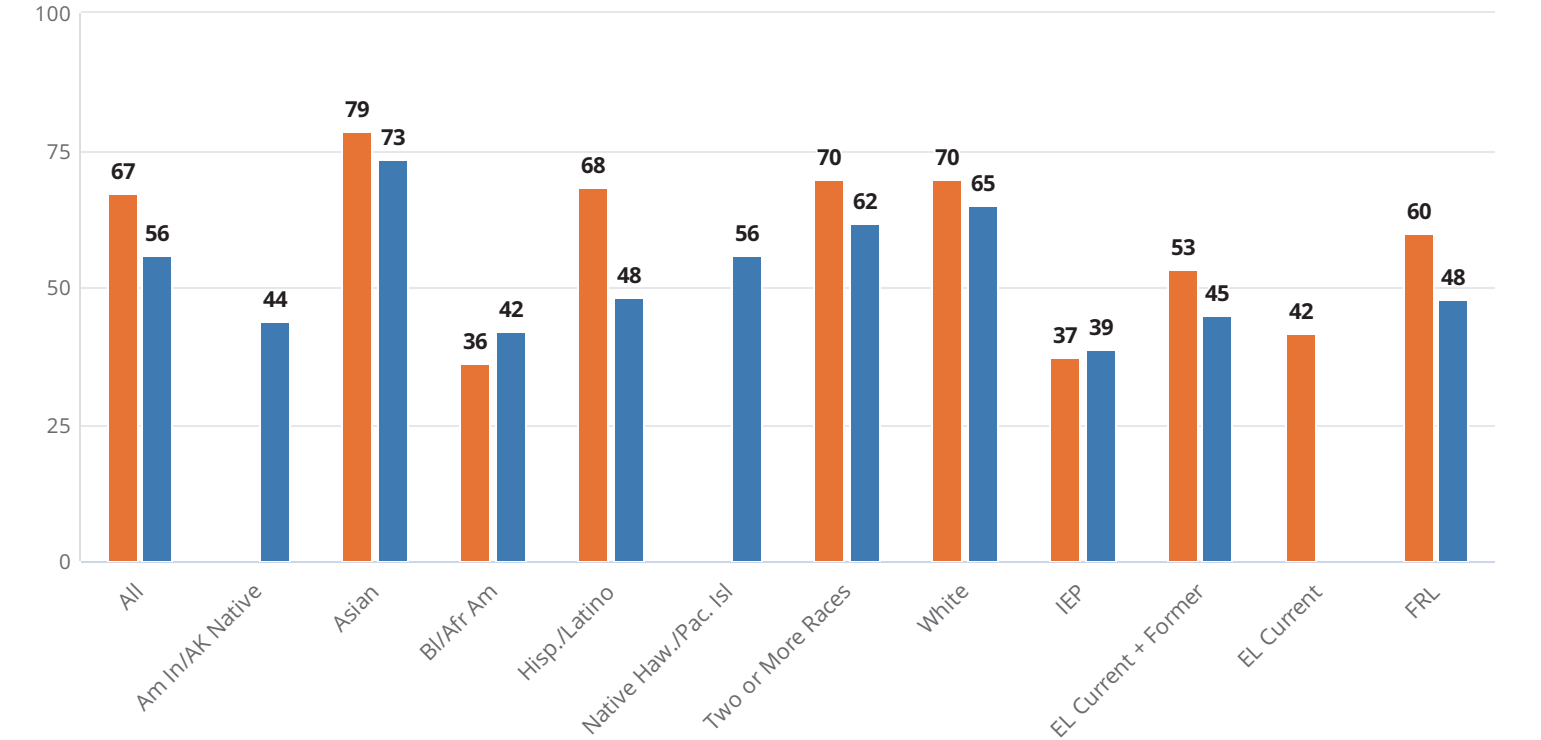
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	62.4	48.3	62.9	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	67.0	51.2	55.8	67.9	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	78.5	74.8	73.3	>95	74.5	71.9
Black/African American	36.0	31.7	42	32.0	31.4	38.9
Hispanic/Latino	68.2	41.7	48.2	68.4	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	69.7	57.2	61.6	65.2	57.8	59.6
White/Caucasian	69.7	62.7	65.1	71.0	63.7	63.3
Special Education	37.2	26.9	38.8	35.4	29.1	35.5
English Learners Current + Former	53.3	38.7	44.9	53.8	38.1	42
English Learners Current	41.6	27.5		-	27.6	
Economically Disadvantaged	60.0	40.4	47.7	61.4	39.0	44.9

Math Assessments
% Proficient

2023-2024 Somerset Academy Sky Pointe 2023-2024 Mips



24/25

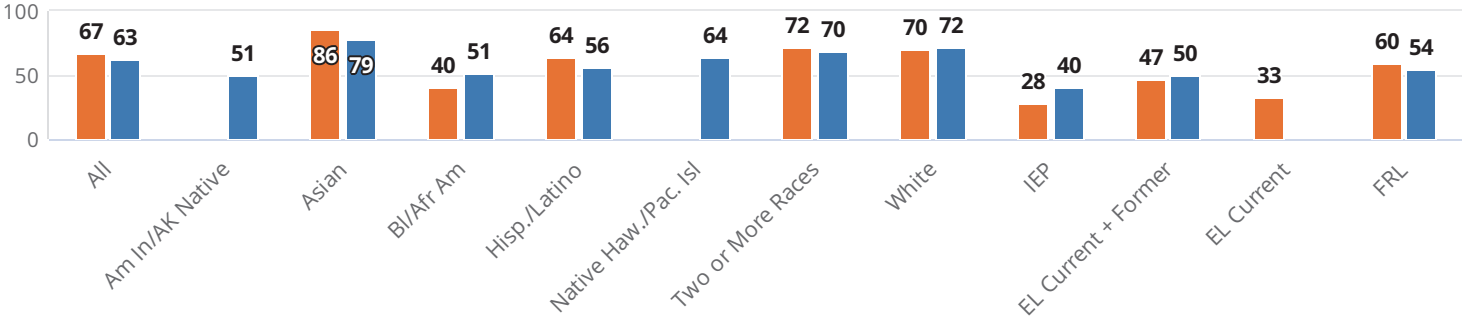
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	66.6	54.6	63.1	63.7	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	85.7	75.3	78.9	72.7	74.1	77.8
Black/African American	40.0	36.5	50.8	48.0	37.5	48.2
Hispanic/Latino	64.4	46.0	55.6	60.8	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	72.0	60.4	69.5	63.0	60.7	67.9
White/Caucasian	69.9	65.2	72.1	67.1	64.4	70.6
Special Education	27.9	25.8	39.9	31.2	27.4	36.8
English Learners Current + Former	46.6	39.5	49.8	46.1	37.6	47.2
English Learners Current	33.3	25.3	-	-	24.1	-
Economically Disadvantaged	60.0	44.1	54.4	55.2	42.0	51.9

ELA Assessments
% Proficient

2023-2024 Somerset Academy Sky Pointe 2023-2024 Mips

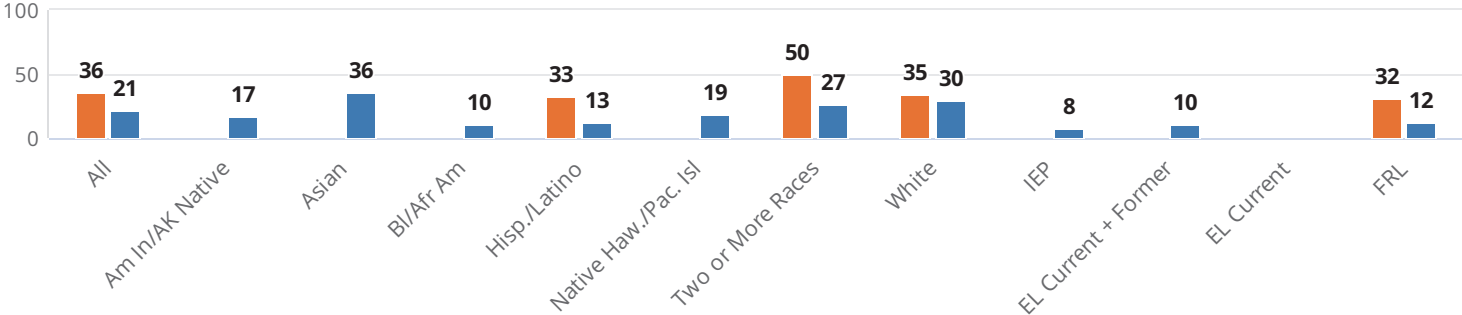


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	35.6	21.2	44.8	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	-	10.4	-	15.3
Hispanic/Latino	33.3	12.9	44.8	19.5
Pacific Islander	-	19.1	N/A	18.7
Two or More Races	50.0	27.2	50.0	34.5
White/Caucasian	34.8	29.6	45.0	40.9
Special Education	<5	7.6	12.5	12.2
English Learners Current + Former	-	10.4	-	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	31.8	12.4	43.7	17.6

Science Assessments
% Proficient

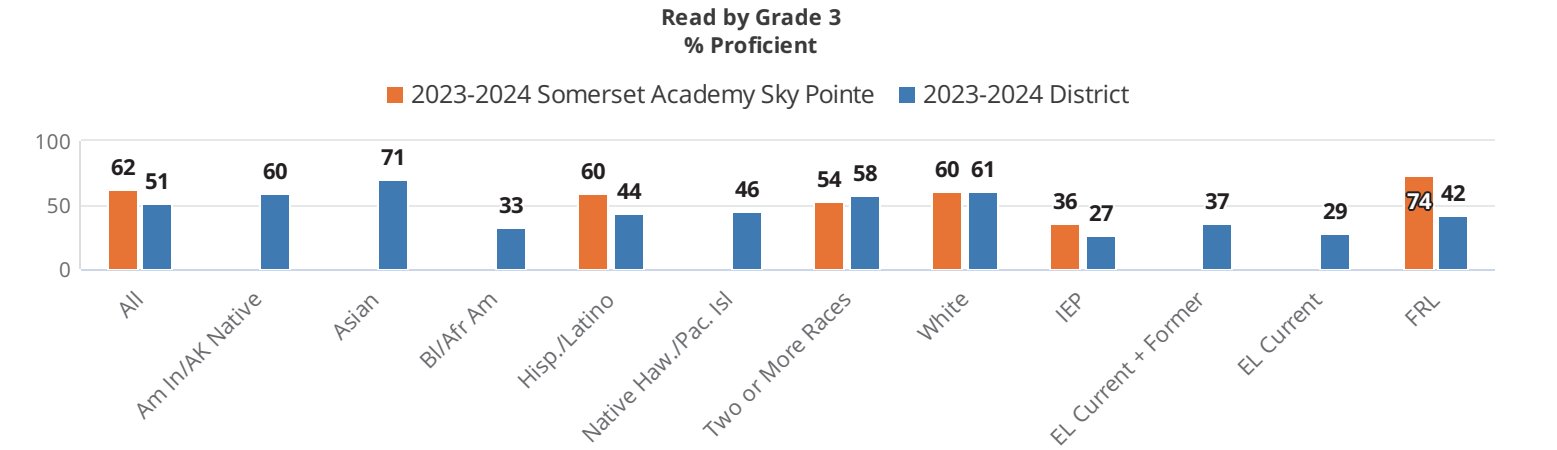
2023-2024 Somerset Academy Sky Pointe 2023-2024 District



24/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	62.0	51.2	53.8	52.6
American Indian/Alaska Native	N/A	60.0	-	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	33.3	33.9
Hispanic/Latino	60.0	43.7	51.5	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	53.8	58.4	60.0	62.3
White/Caucasian	60.3	60.7	56.7	62.5
Special Education	36.3	27.0	33.3	29.5
English Learners Current + Former	-	36.6	-	36.1
English Learners Current	-	28.5	-	27.6
Economically Disadvantaged	74.0	42.4	39.3	40.3



24/25

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=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: 7/10				ELA MGP Points Earned: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	54.5	52.0	64.0	54.0	71.0	55.0	67.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	84.5	61.0	68.5	61.0
Black/African American	53.0	46.0	47.0	49.0	60.0	52.0	52.0	50.0
Hispanic/Latino	52.0	50.0	60.0	52.0	64.0	54.0	64.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	61.5	53.0	62.5	53.0	73.0	54.0	76.0	55.0
White/Caucasian	55.0	53.0	68.0	57.0	72.0	56.0	68.0	57.0
Special Education	45.5	46.0	61.5	48.0	64.0	49.0	68.0	51.0
English Learners Current + Former	40.5	53.0	50.5	53.0	63.5	55.0	59.0	54.0
English Learners Current	-	49.0	-	51.0	-	54.0	-	53.0
Economically Disadvantaged	55.0	51.0	63.5	52.0	64.0	54.0	66.0	53.0

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7.5/7.5		
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	58.5	44.4	68.3	54.0	68.5	50.8	69.3	52.9
American Indian/Alaska Native	-	24.3	-	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	>95	66.5	50.0	67.6
Black/African American	36.8	28.9	47.3	41.4	38.4	38.1	61.5	42.1
Hispanic/Latino	59.7	36.9	61.1	48.1	62.7	43.8	72.8	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	70.0	49.5	73.3	55.5	67.7	52.0	67.7	56.1
White/Caucasian	60.0	52.8	72.3	61.4	71.5	58.8	70.8	58.9
Special Education	34.3	27.2	37.5	32.4	40.7	32.3	51.8	34.0
English Learners Current + Former	50.0	38.8	50.0	46.0	58.3	41.8	58.3	43.1
English Learners Current	-	27.5	-	35.8	-	33.5	-	33.8
Economically Disadvantaged	47.6	36.5	64.2	46.7	63.4	43.0	63.4	45.2

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



English Language

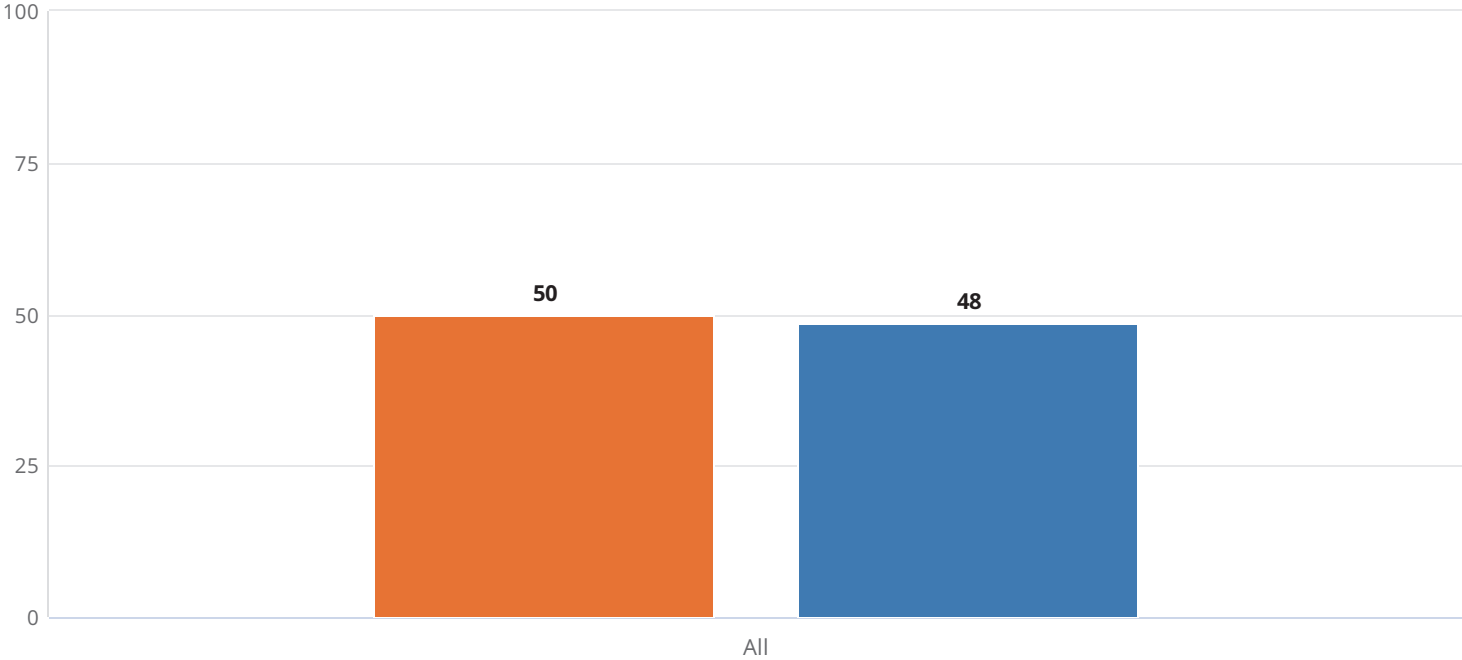
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 7/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target	AGP		Target	AGP	
ELPA	16	50.0	48.4	11	9.0	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Sky Pointe 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: 7/10				ELA AGP Points Earned: 9/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	34.3	22.5	50.5	36.5	53.2	31.9	60.1	37.1
American Indian/Alaska Native	-	12.5	-	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	-	44.8	-	42.0	-	48.2
Black/African American	15.3	15.8	27.2	29.4	-	25.9	-	29.9
Hispanic/Latino	33.3	20.4	33.3	34.4	34.7	29.9	57.1	34.4
Pacific Islander	N/A	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	60.0	37.7	38.4	31.3	56.2	40.3
White/Caucasian	42.8	27.2	60.0	43.4	67.4	37.8	65.3	42.6
Special Education	10.0	14.6	23.0	23.4	27.7	20.8	47.6	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	31.5	20.8	54.5	33.4	43.4	28.7	46.6	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.

10/10

Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

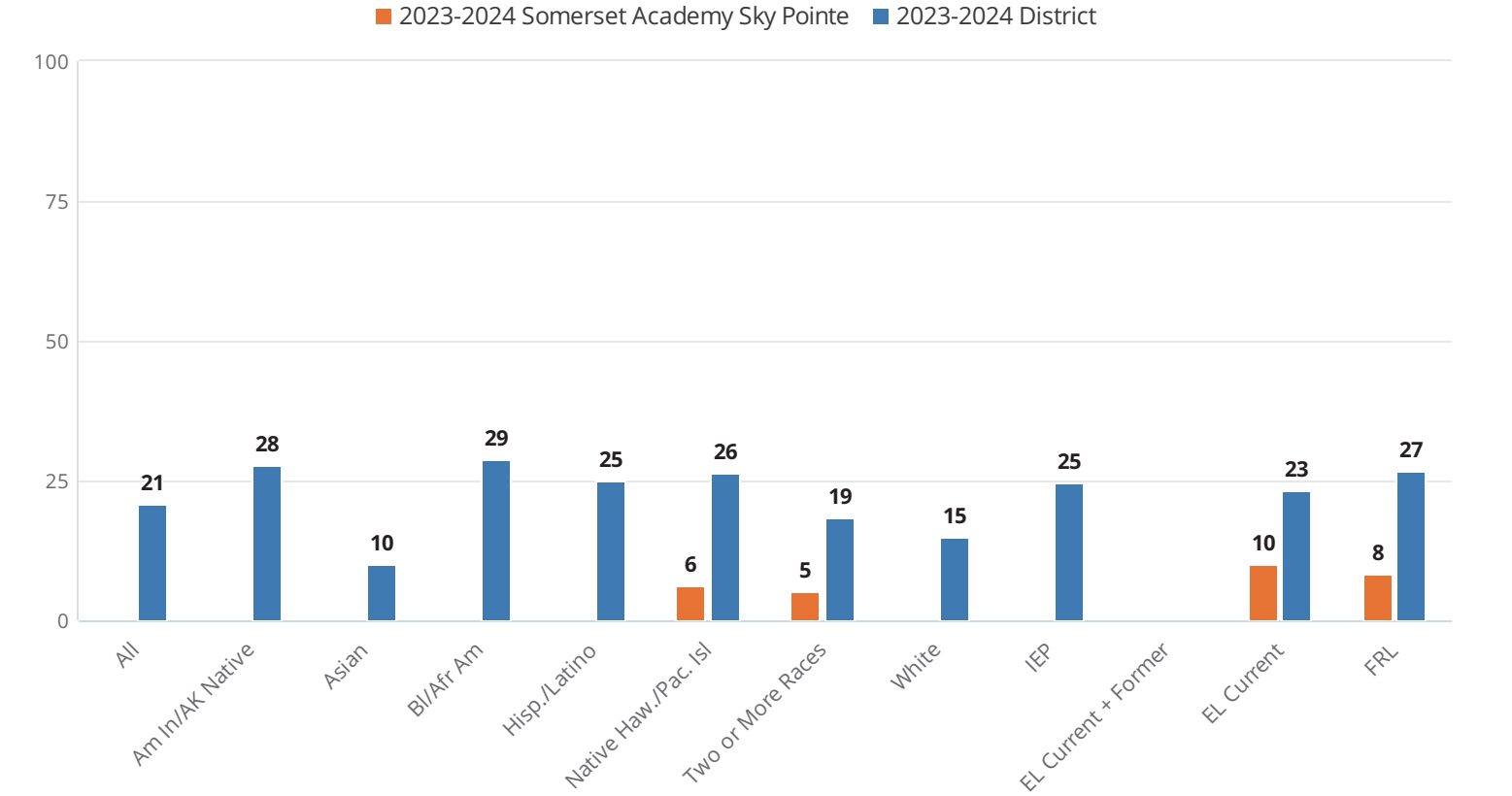
Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	<5	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	<5	10.0	<5	12.9
Black/African American	<5	28.9	<5	30.1
Hispanic/Latino	<5	25.0	6.2	27.5
Pacific Islander	6.2	26.3	<5	31.6
Two or More Races	5.3	18.5	5.6	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	<5	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.0	23.1	7.6	25.4
Economically Disadvantaged	8.3	26.8	7.9	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

2023-2024 Somerset Academy Sky Pointe

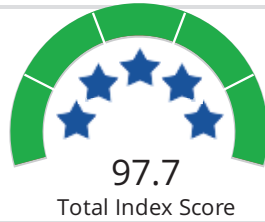
2023-2024 District



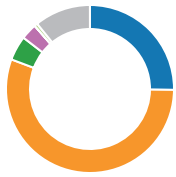
Somerset Academy Sky Pointe

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 7058 Sky Pointe Drive
 Las Vegas, NV 89131



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



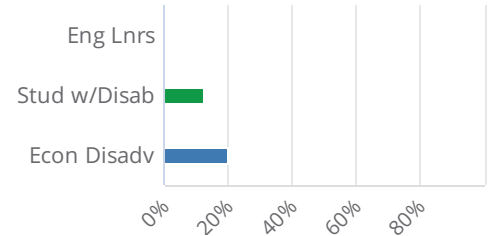
Student Race/Ethnicity

55.4% White
 4.7% BI/Afr Am
 25.1% Hisp/Latino
 3.1% Asian
 N/A% Am Ind/AK Nat
 0.6% Pac Isl
 10.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	92.2 NR
2020-2021	88.8 ★★★★★

Additional Student Groups



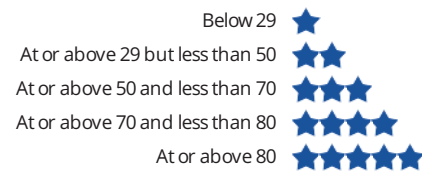
What does my school rating mean?

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	63.6	45.7
Math Proficiency	62.9	38.5
ELA Proficiency	67.4	53.4
Science Proficiency	54.6	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	73.0	56.0
ELA MGP	60.5	56.0
	School Rate	District Rate
Met Math AGP Target	65.5	40.4
Met ELA AGP Target	63.8	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	29.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	40.9	18.0
Prior Non-Proficient Met ELA AGP Target	35.2	23.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	93.8	92.7
Climate Survey Participation	84.0	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

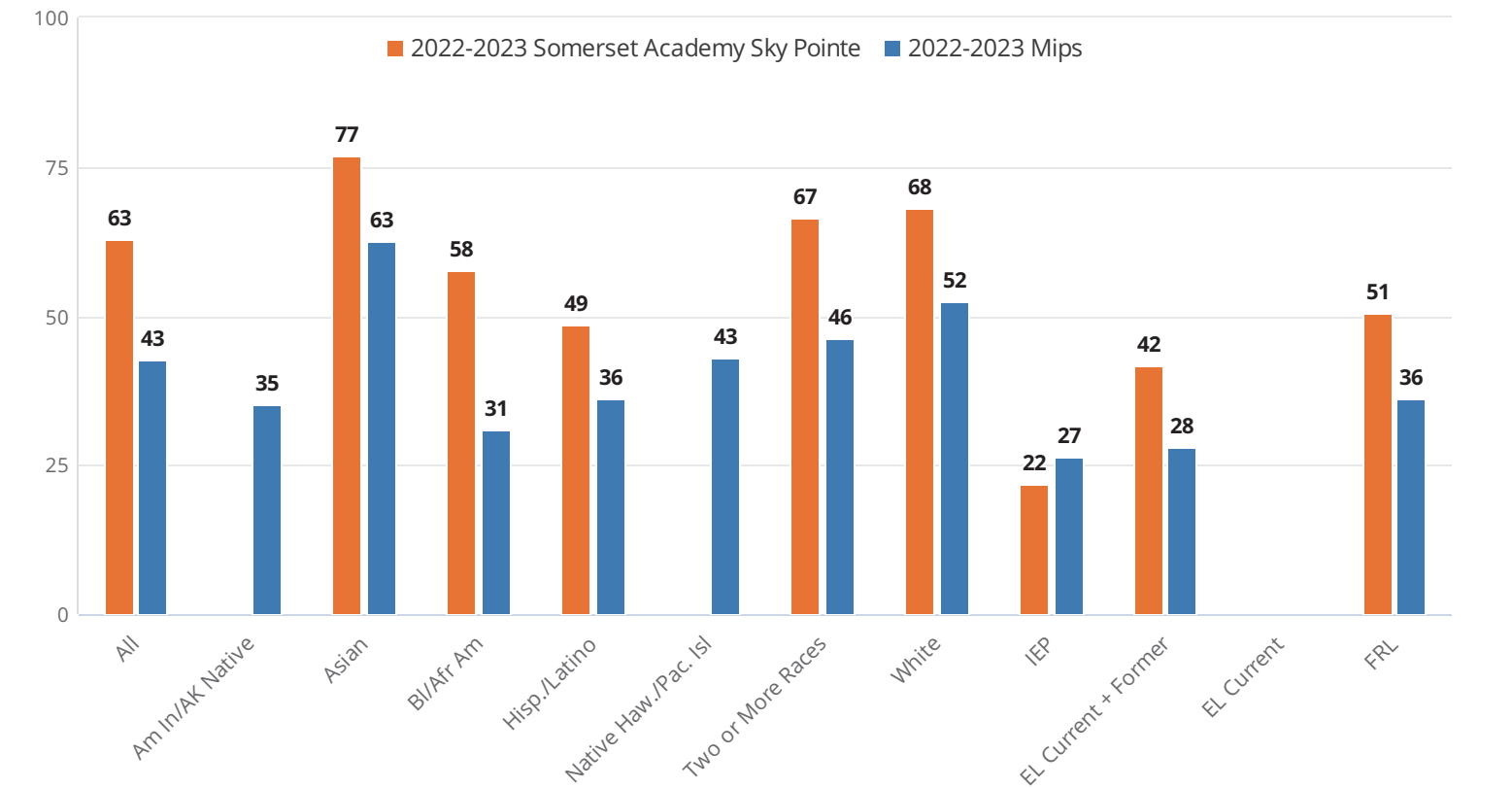
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	63.6	45.7	61.5	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	62.9	38.5	42.7	54.4	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	76.9	62.5	62.6	66.6	62.7	60.6
Black/African American	57.8	19.4	31	38.8	18.2	27.3
Hispanic/Latino	48.5	28.3	36.2	41.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	66.6	44.5	46.4	67.2	41.8	43.6
White/Caucasian	68.2	51.4	52.3	59.3	48.1	49.8
Special Education	21.7	11.5	26.5	14.2	9.7	22.7
English Learners Current + Former	41.6	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	50.6	24.9	36.1	48.6	23.9	32.7

Math Assessments
% Proficient



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

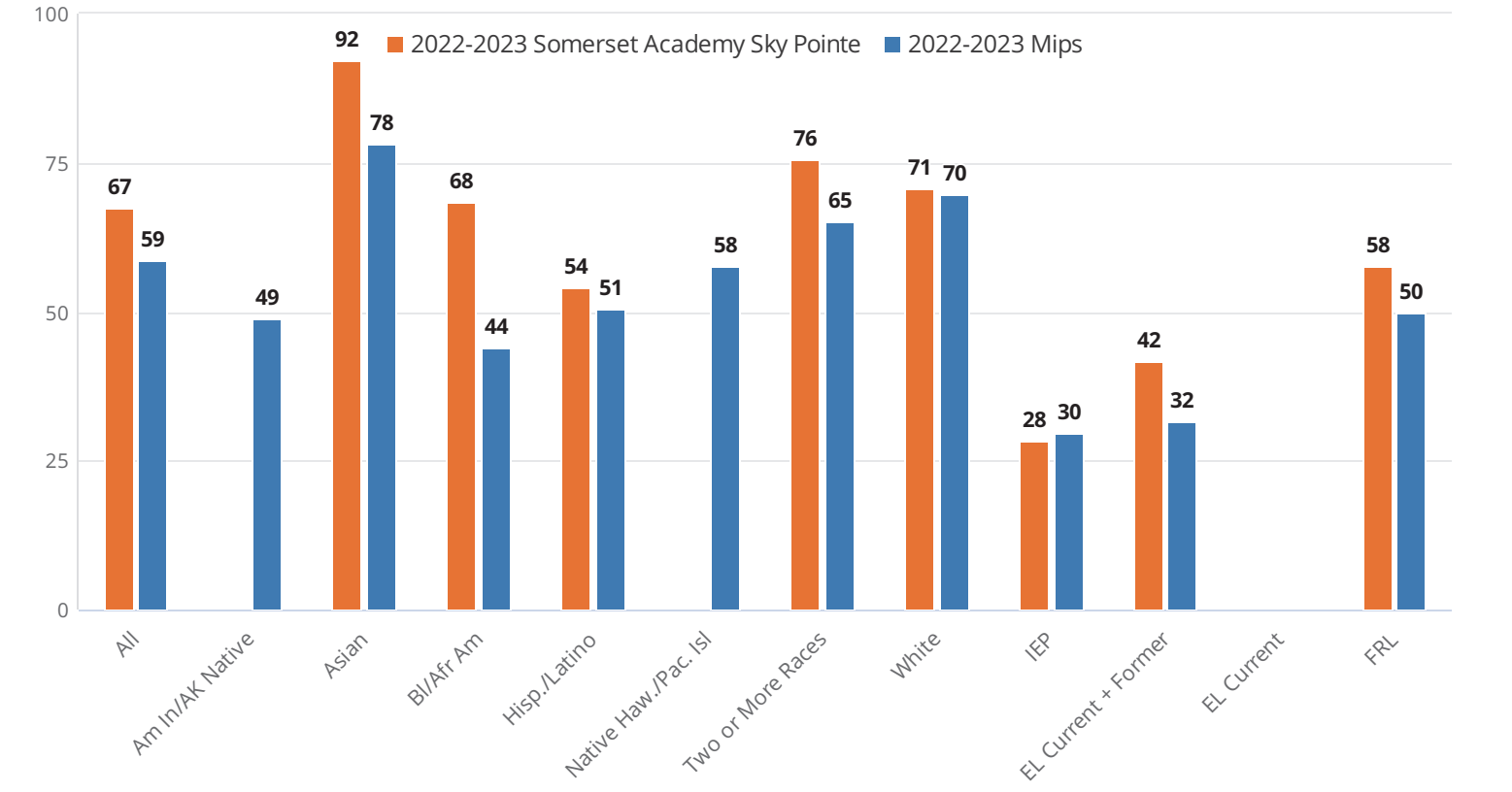
25/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	67.4	53.4	58.6	68.2	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	-	53.7	46.3
Asian	92.3	74.7	78.2	86.6	79.0	77.1
Black/African American	68.4	37.4	43.9	66.6	41.1	40.9
Hispanic/Latino	54.2	44.8	50.5	61.0	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	75.5	60.0	65	74.2	64.6	63.2
White/Caucasian	70.7	64.0	69.6	70.1	67.2	68
Special Education	28.2	17.4	29.6	20.4	18.0	25.8
English Learners Current + Former	41.6	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	57.8	40.8	49.8	63.8	45.9	47.1

ELA Assessments
% Proficient

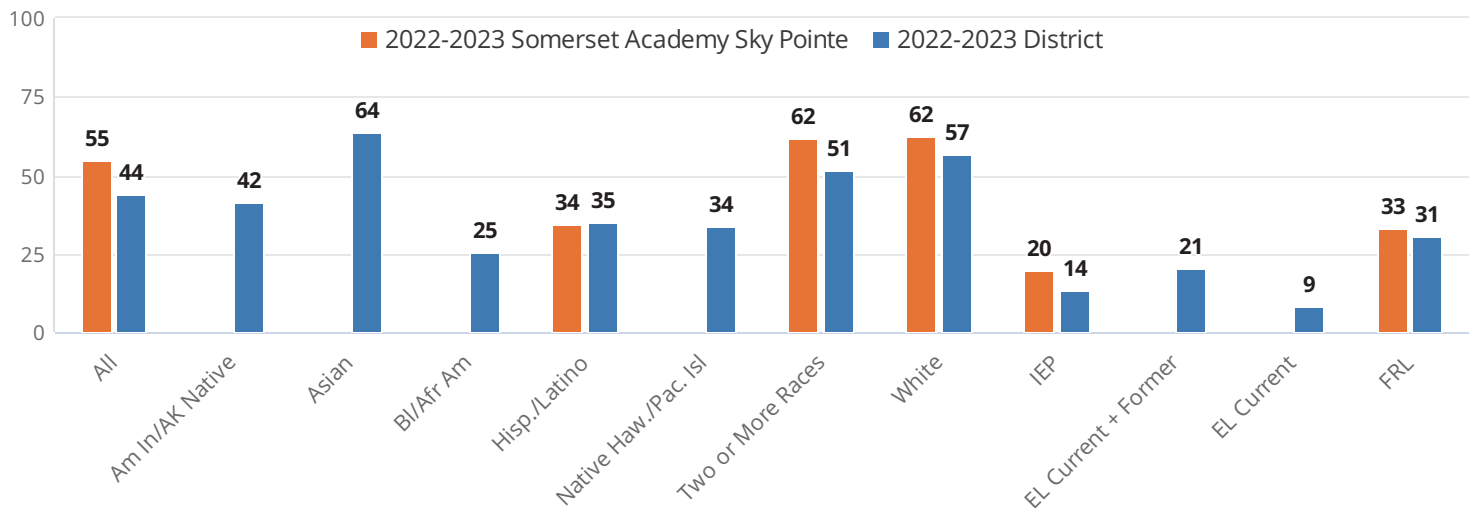




Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	54.6	43.9	62.5	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	34.2	34.8	55.7	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	61.5	51.4	69.2	53.3
White/Caucasian	62.2	56.5	65.7	57.8
Special Education	20.0	13.6	15.0	12.0
English Learners Current + Former	-	20.7	-	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	33.3	30.8	51.5	31.9

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	94.7%	>=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: 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	73.0	56.0	60.5	56.0	66.0	56.0	62.5	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	-	55.5
Asian	79.0	61.0	43.0	57.0	60.0	61.0	73.0	61.0
Black/African American	82.0	51.0	48.0	55.0	53.0	52.0	69.5	54.0
Hispanic/Latino	76.0	54.0	58.0	55.0	59.0	54.0	57.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	69.0	59.0	70.0	58.0	68.0	57.0	65.0	55.0
White/Caucasian	71.0	58.0	62.0	56.0	68.5	57.0	61.0	56.0
Special Education	69.0	52.0	70.5	55.0	38.0	44.0	38.5	43.0
English Learners Current + Former	80.5	54.0	50.5	56.0	-	54.0	-	54.0
English Learners Current	-	53.0	-	53.0	-	50.0	-	51.0
Economically Disadvantaged	74.5	54.0	58.0	55.0	65.0	54.0	60.0	55.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 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	65.5	40.4	63.8	52.8	55.3	40.8	68.3	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	-	64.2
Asian	84.6	62.5	84.6	72.6	53.8	63.7	84.6	77.2
Black/African American	68.4	23.7	63.1	39.6	43.7	24.7	68.7	49.7
Hispanic/Latino	54.8	30.6	50.0	44.7	47.6	31.4	57.5	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	68.8	46.9	75.5	59.5	67.6	43.8	77.1	65.6
White/Caucasian	68.8	51.9	67.0	61.5	58.2	50.7	70.9	67.2
Special Education	28.2	15.1	32.6	22.3	14.5	12.9	22.9	26.3
English Learners Current + Former	50.0	24.3	33.3	35.3	-	25.2	-	45.5
English Learners Current	-	10.9	-	16.2	-	12.6	-	28.2
Economically Disadvantaged	56.0	28.1	52.4	41.9	50.0	29.9	64.7	51.8

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

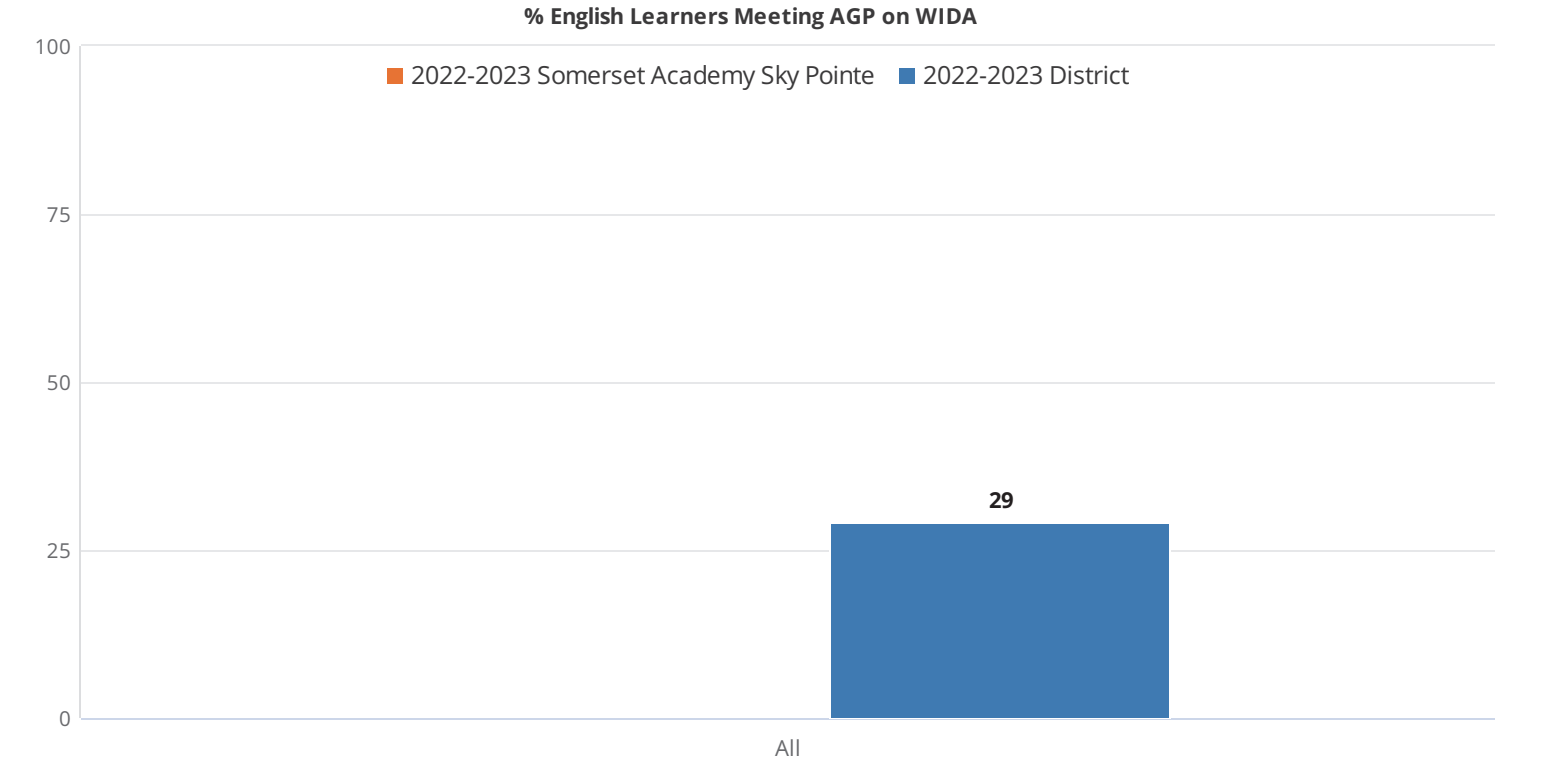
N/A

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	AGP		Target	AGP	
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: 10/10			
	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	40.9	18.0	35.2	23.3	32.6	23.5	43.0	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	-	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	45.4	12.5	-	20.2	30.7	16.6	-	33.6
Hispanic/Latino	39.7	15.4	30.0	21.4	30.9	20.3	30.7	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	41.1	20.8	43.7	27.8	43.7	24.1	64.7	42.9
White/Caucasian	40.1	23.6	34.2	26.3	31.5	28.8	43.1	40.2
Special Education	13.1	8.5	21.2	12.4	<5	7.8	17.0	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	36.0	14.2	29.4	20.9	25.6	19.7	51.2	35.0

**15/15

Student Engagement

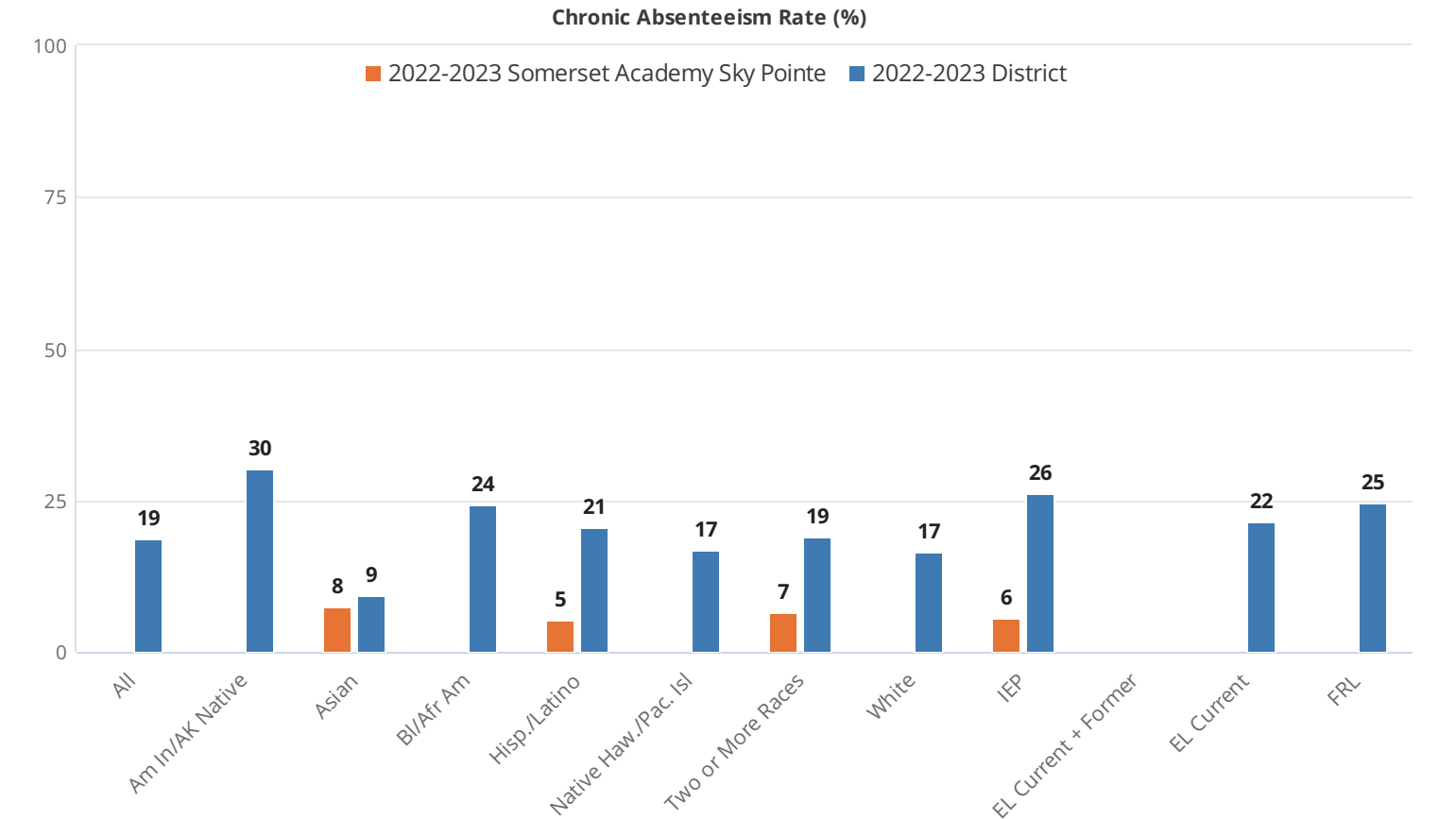
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	18.8	16.2	18.5
American Indian/Alaska Native	N/A	30.1	-	28.9
Asian	7.6	9.3	6.6	8.7
Black/African American	<5	24.2	25.0	24.9
Hispanic/Latino	5.3	20.6	17.9	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	6.5	19.0	13.8	19.4
White/Caucasian	<5	16.5	15.3	16.1
Special Education	5.5	26.3	28.8	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	21.6	-	18.3
Economically Disadvantaged	<5	24.7	27.9	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

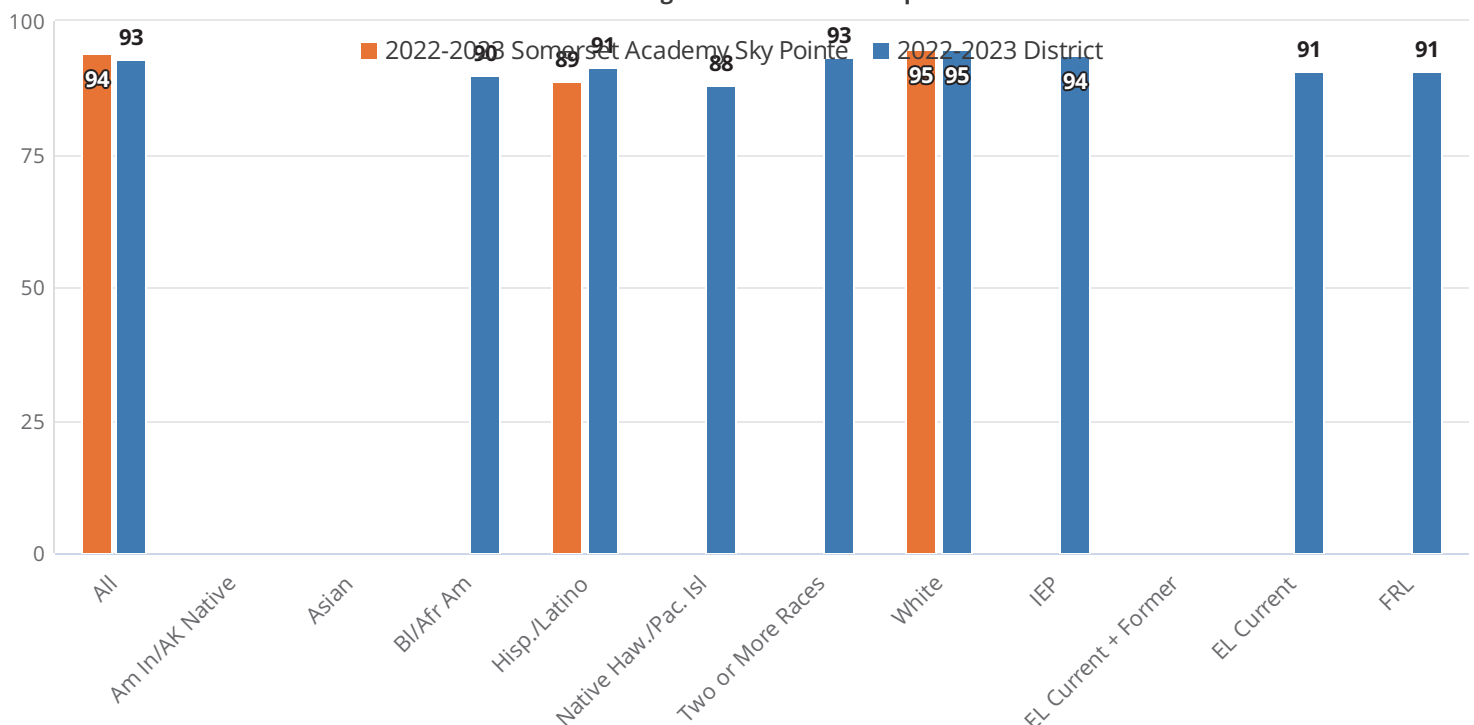
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or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

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	93.8	92.7	90.8	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	-	85.9
Hispanic/Latino	88.6	91.4	88.4	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	>95	93.1	92.8	89.2
White/Caucasian	94.6	94.8	92.3	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	>95	90.5	86.4	89.5

% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School

Grade Levels: KG-12

District: State Public Charter School Authority

School Address: 7058 Sky Pointe Drive Las Vegas, NV 89131

96.6

Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

52.4%

5.8%

26.4%

3.2%

N/A%

0.4%

11.6%

White

Bl/Afr Am

Hisp/Latino

Asian

Am Ind/AK Nat

Pac Isl

Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	97.7 ★★★★★
2021-2022	92.2 NR

Additional Student Groups

Eng Lnrs

Stud w/Disab

Econ Disadv

0%20%40%60%80%

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

25/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	61.6	47.3
Math Proficiency	57.5	39.8
ELA Proficiency	64.9	54.2
Science Proficiency	64.2	48.8

N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	27.2

15/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	92.8	92.6
Climate Survey Participation	92.0	N/A

28/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	62.0	57.0
ELA MGP	61.0	59.0

	School Rate	District Rate
Met Math AGP Target	55.7	40.5
Met ELA AGP Target	64.0	54.7

19/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.2	16.3
Prior Non-Proficient Met ELA AGP Target	33.1	26.0

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.

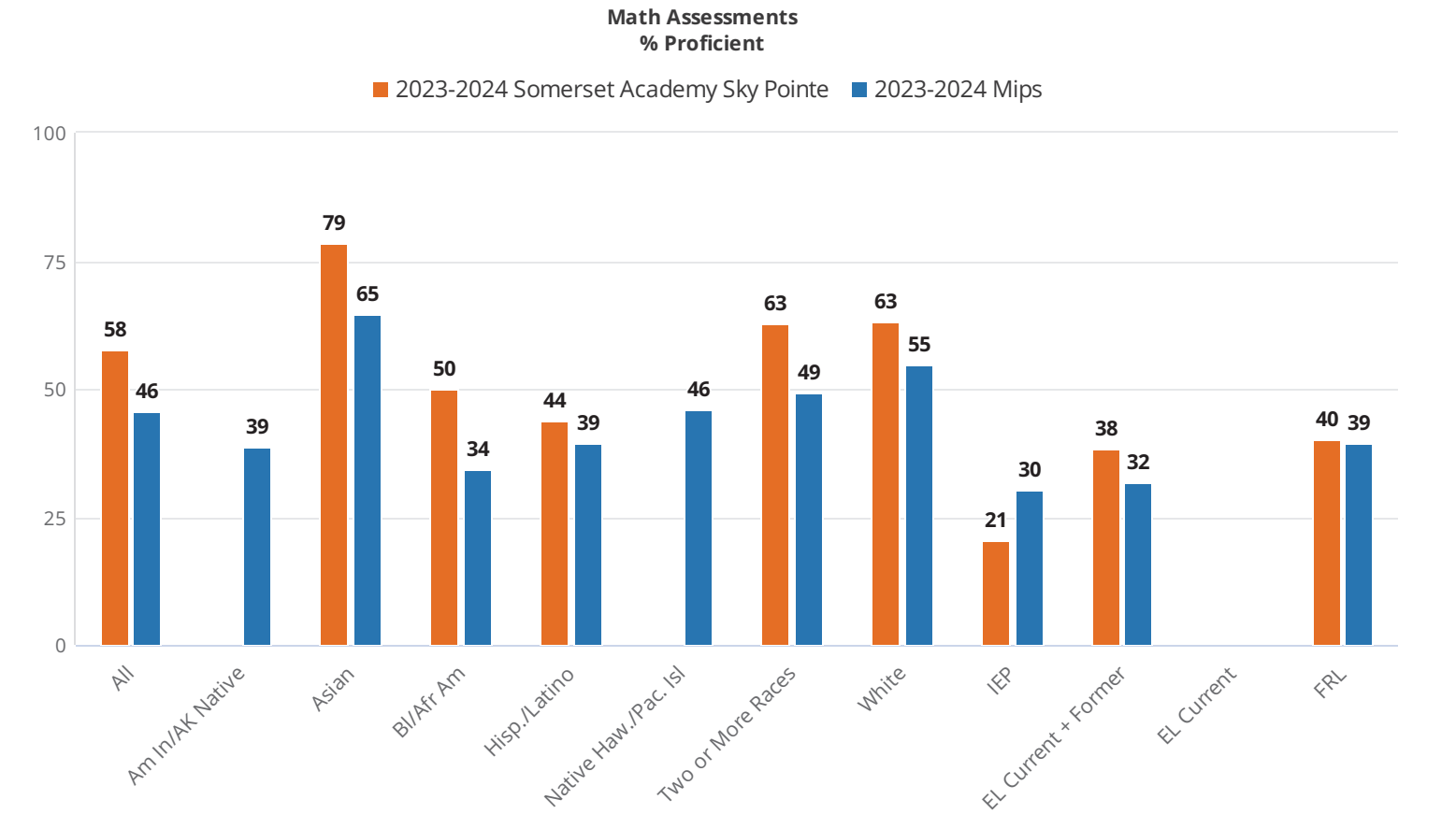
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	61.6	47.3	63.6	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	57.5	39.8	45.6	62.9	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	78.5	64.8	64.5	76.9	62.5	62.6
Black/African American	50.0	21.6	34.4	57.8	19.4	31
Hispanic/Latino	43.8	28.7	39.4	48.5	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	62.7	47.6	49.1	66.6	44.5	46.4
White/Caucasian	63.0	54.3	54.7	68.2	51.4	52.3
Special Education	20.6	11.3	30.2	21.7	11.5	26.5
English Learners Current + Former	38.4	20.5	31.6	41.6	21.5	28
English Learners Current	-	6.2		-	6.5	
Economically Disadvantaged	40.2	27.1	39.3	50.6	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.

25/25

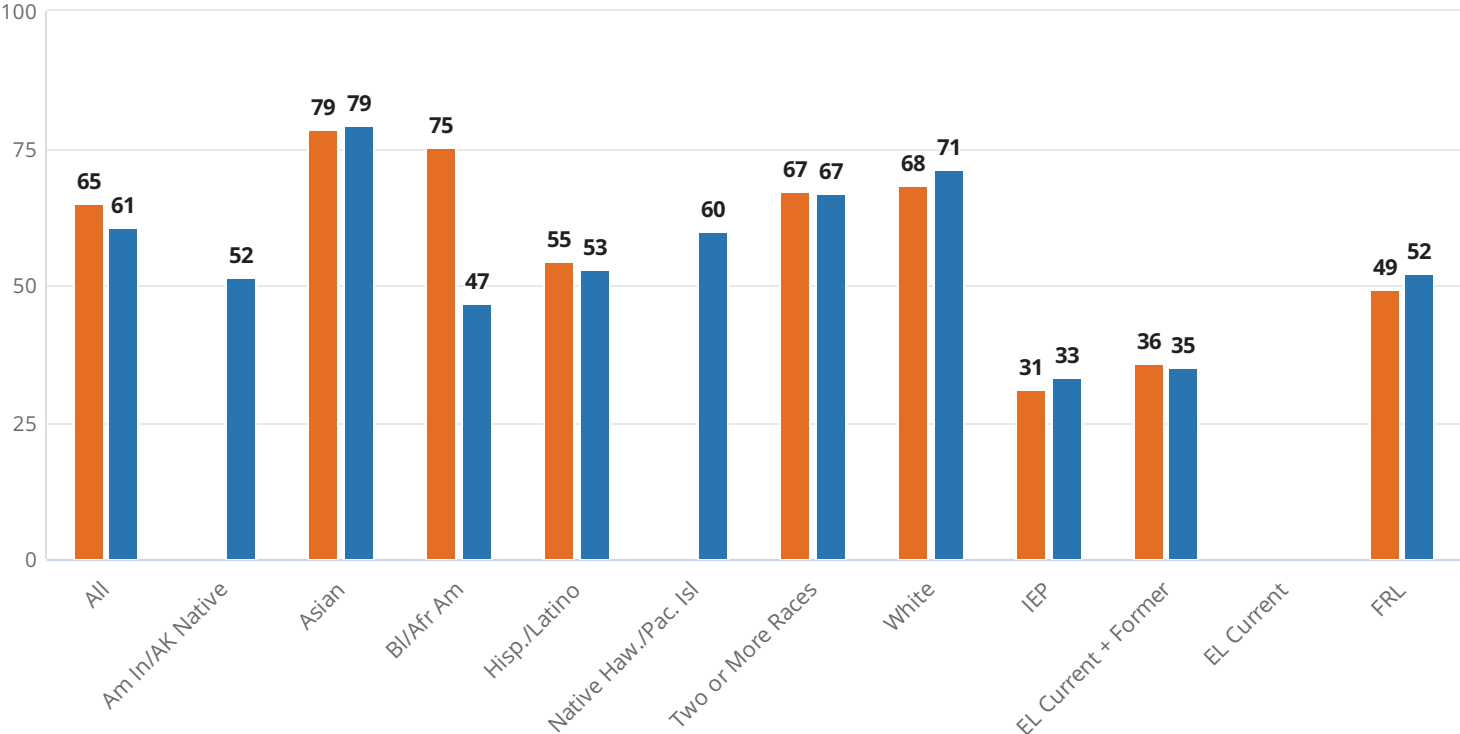
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	64.9	54.2	60.6	67.4	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	78.5	76.3	79.3	92.3	74.7	78.2
Black/African American	75.0	40.1	46.7	68.4	37.4	43.9
Hispanic/Latino	54.5	44.9	53	54.2	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	67.3	62.1	66.8	75.5	60.0	65
White/Caucasian	68.4	65.0	71.1	70.7	64.0	69.6
Special Education	31.0	17.5	33.1	28.2	17.4	29.6
English Learners Current + Former	35.7	32.1	35.1	41.6	34.0	31.7
English Learners Current	-	11.3	-	-	12.0	-
Economically Disadvantaged	49.3	42.5	52.3	57.8	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Somerset Academy Sky Pointe 2023-2024 Mips

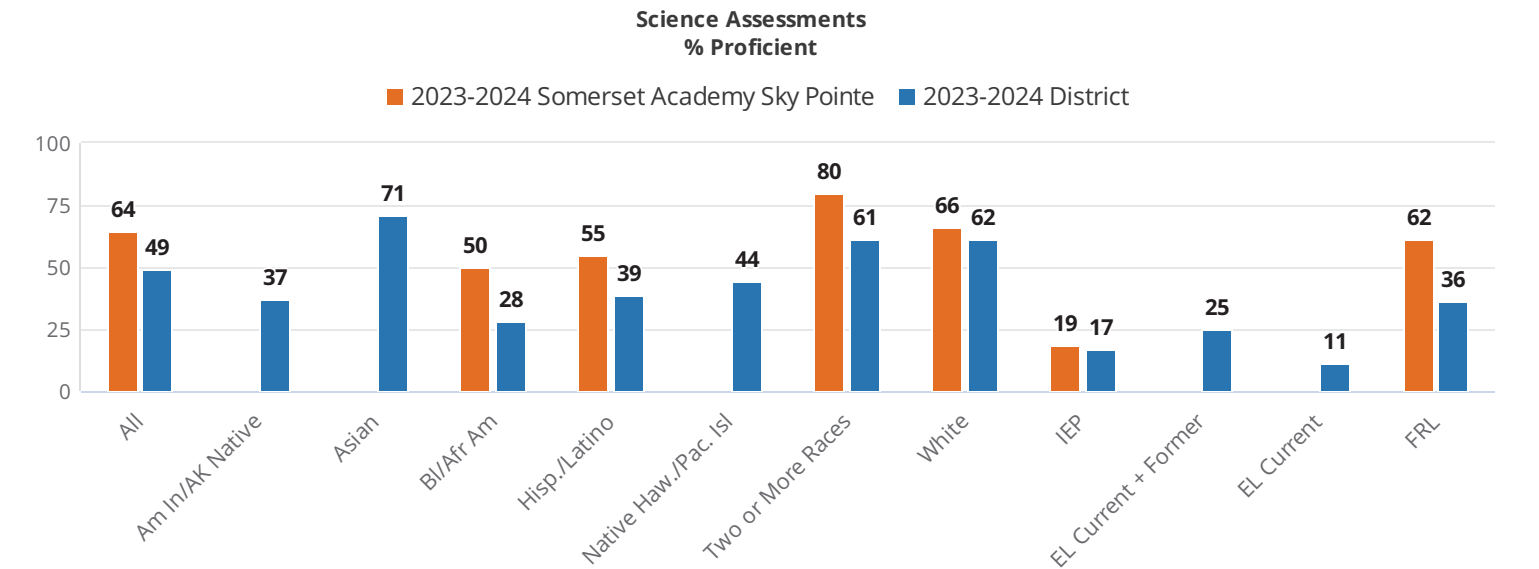


25/25

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	64.2	48.8	54.6	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	-	71.3	-	63.5
Black/African American	50.0	27.9	-	25.3
Hispanic/Latino	55.0	38.9	34.2	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	80.0	61.2	61.5	51.4
White/Caucasian	66.2	61.6	62.2	56.5
Special Education	18.7	16.8	20.0	13.6
English Learners Current + Former	-	24.6	-	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	61.5	36.0	33.3	30.8



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	Yellow indicates 95% participation requirement not met.			
	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	-	-
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: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	62.0	57.0	61.0	59.0	73.0	56.0	60.5	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	72.0	63.0	68.5	63.5	79.0	61.0	43.0	57.0
Black/African American	61.5	52.0	70.0	57.0	82.0	51.0	48.0	55.0
Hispanic/Latino	60.0	57.0	60.0	59.0	76.0	54.0	58.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	69.0	58.0	58.5	60.0	69.0	59.0	70.0	58.0
White/Caucasian	62.0	57.0	61.0	58.0	71.0	58.0	62.0	56.0
Special Education	61.5	53.0	60.5	56.0	69.0	52.0	70.5	55.0
English Learners Current + Former	29.0	56.0	58.5	58.0	80.5	54.0	50.5	56.0
English Learners Current	-	56.0	-	55.0	-	53.0	-	53.0
Economically Disadvantaged	60.0	56.0	68.5	58.0	74.5	54.0	58.0	55.0

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 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	55.7	40.5	64.0	54.7	65.5	40.4	63.8	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	78.5	65.1	78.5	75.9	84.6	62.5	84.6	72.6
Black/African American	45.8	24.1	79.1	42.6	68.4	23.7	63.1	39.6
Hispanic/Latino	42.0	30.4	57.1	46.4	54.8	30.6	50.0	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	58.8	46.6	63.4	61.9	68.8	46.9	75.5	59.5
White/Caucasian	61.6	53.0	65.8	63.6	68.8	51.9	67.0	61.5
Special Education	24.1	14.6	36.2	22.8	28.2	15.1	32.6	22.3
English Learners Current + Former	30.7	23.0	50.0	35.8	50.0	24.3	33.3	35.3
English Learners Current	-	10.1	-	17.2	-	10.9	-	16.2
Economically Disadvantaged	38.1	29.5	55.2	44.8	56.0	28.1	52.4	41.9

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

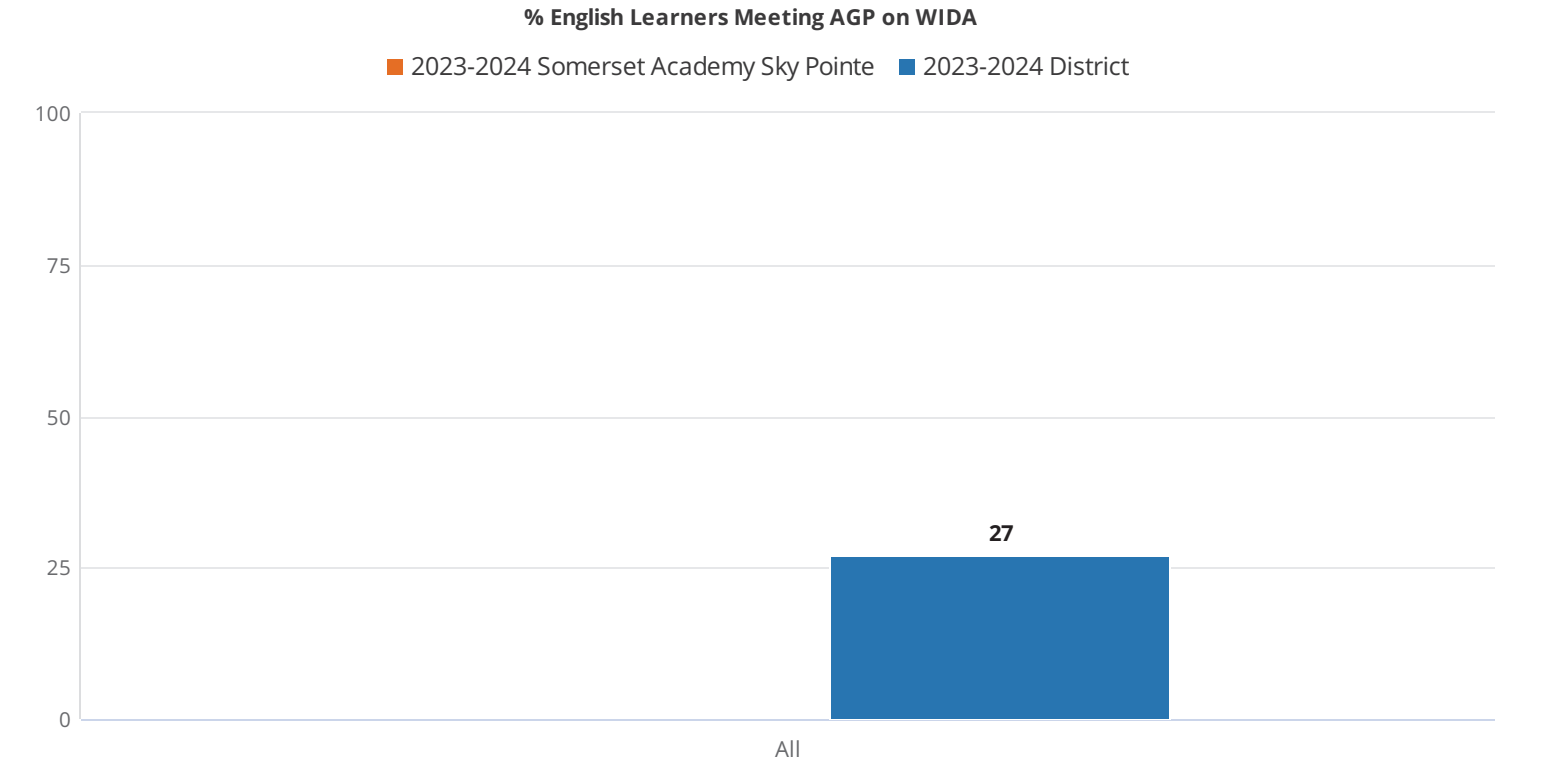
N/A

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



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: 9/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	24.2	16.3	33.1	26.0	40.9	18.0	35.2	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	26.6	10.9	-	21.2	45.4	12.5	-	20.2
Hispanic/Latino	17.7	13.5	22.4	23.6	39.7	15.4	30.0	21.4
Pacific Islander	N/A	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	25.0	19.7	31.2	32.6	41.1	20.8	43.7	27.8
White/Caucasian	27.1	22.6	37.8	30.5	40.1	23.6	34.2	26.3
Special Education	10.6	7.3	20.9	13.5	13.1	8.5	21.2	12.4
English Learners Current + Former	-	11.4	-	20.6	-	13.5	-	18.6
English Learners Current	-	7.4	-	13.9	-	8.9	-	12.7
Economically Disadvantaged	15.5	13.6	26.3	22.8	36.0	14.2	29.4	20.9

15/15

Student Engagement

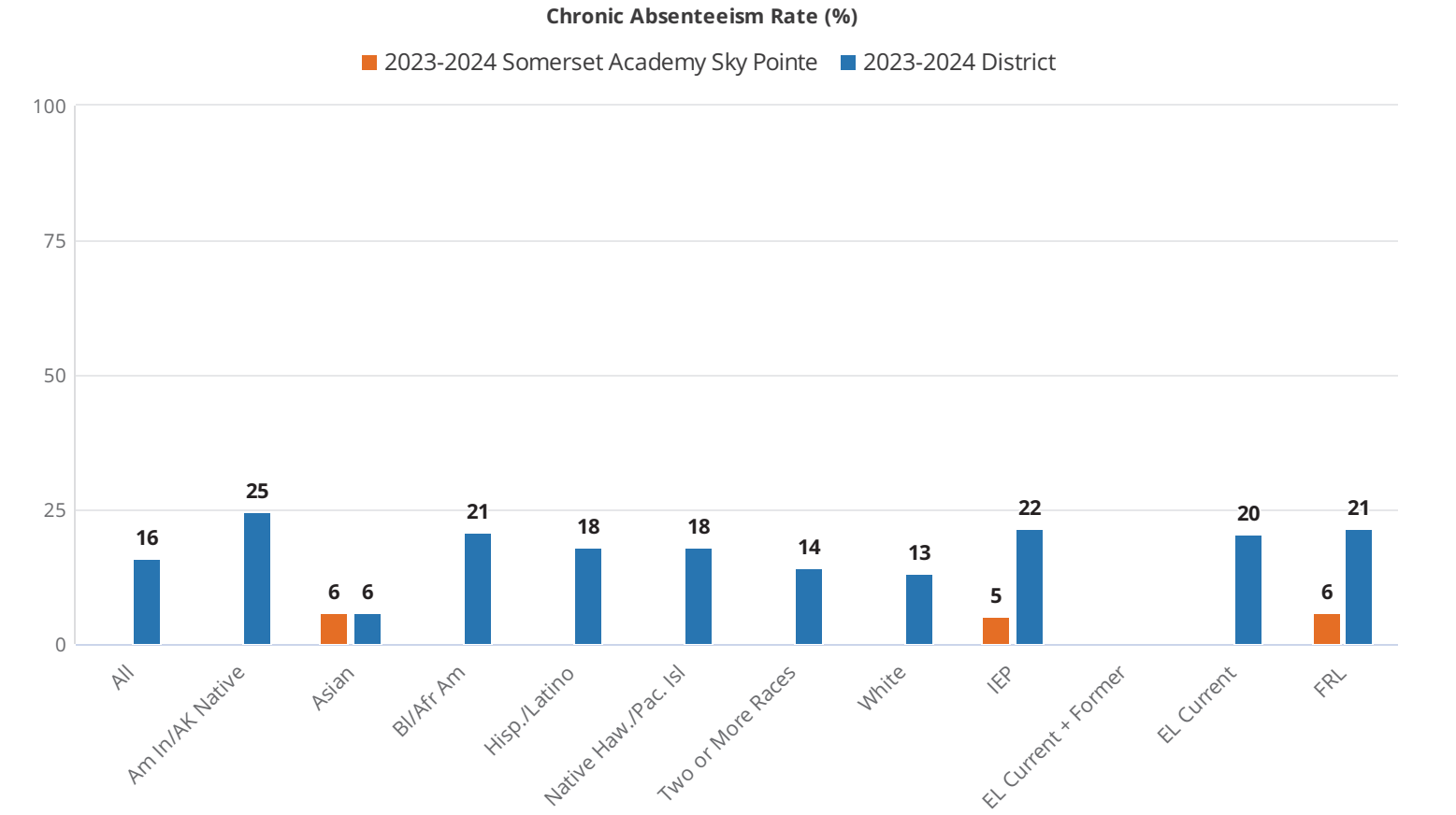
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	15.8	<5	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	5.8	6.0	7.6	9.3
Black/African American	<5	21.0	<5	24.2
Hispanic/Latino	<5	18.2	5.3	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	<5	14.2	6.5	19.0
White/Caucasian	<5	13.2	<5	16.5
Special Education	5.1	21.7	5.5	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	20.4	-	21.6
Economically Disadvantaged	6.0	21.4	<5	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

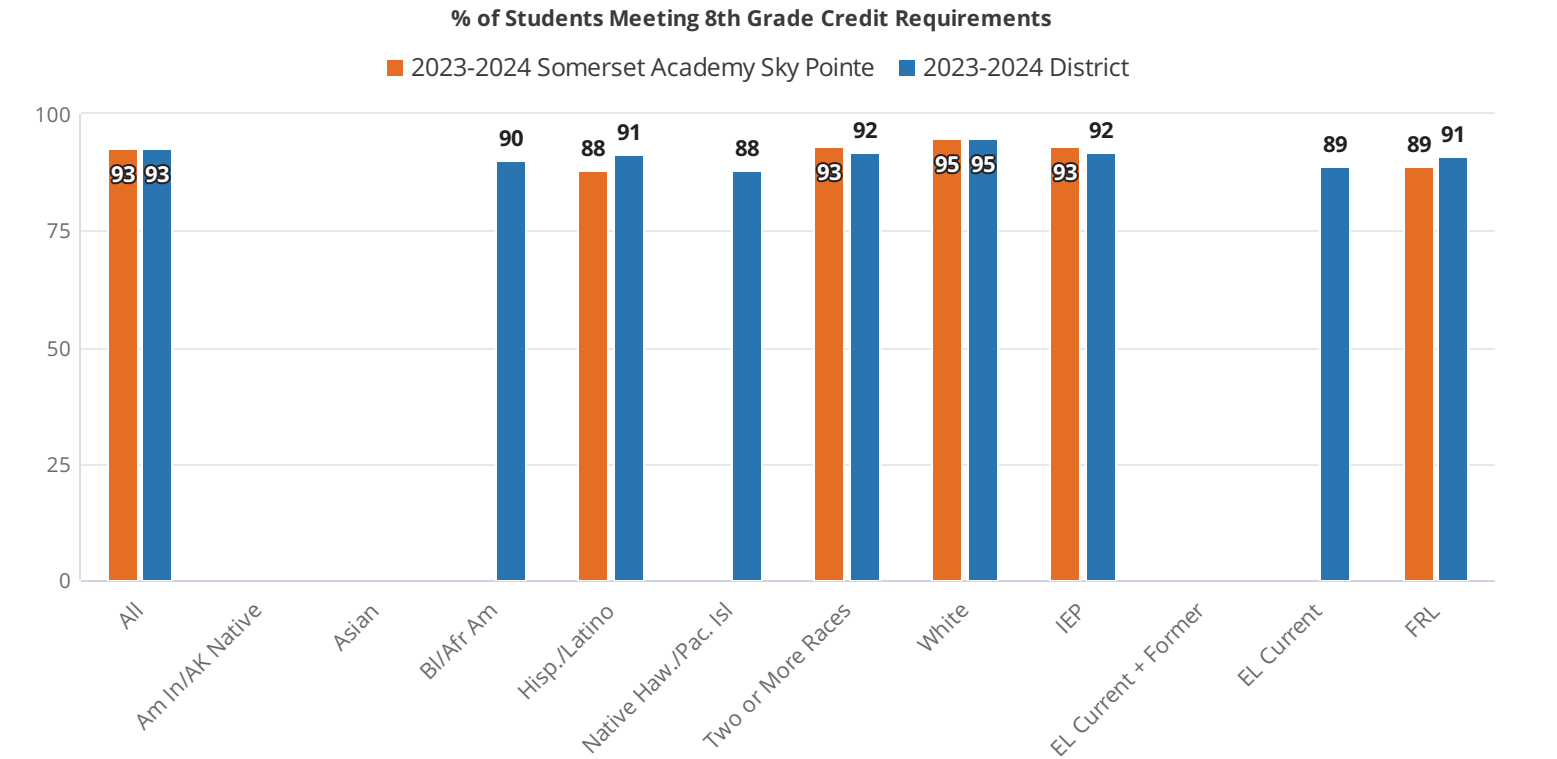


15/15

Student Engagement

Academic Learning Plans		Academic Learning Plans Points Earned 2/2		
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	>95	-	>95
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	92.8	92.6	93.8	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	>95	90.2	-	89.9
Hispanic/Latino	87.8	91.4	88.6	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	93.3	91.9	>95	93.1
White/Caucasian	95.0	94.8	94.6	94.8
Special Education	93.3	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	88.8	91.2	>95	90.5

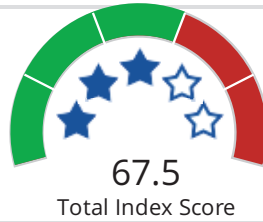


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

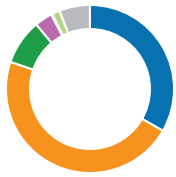
Somerset Academy Sky Pointe

School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 7058 Sky Pointe Drive
 Las Vegas, NV 89131



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



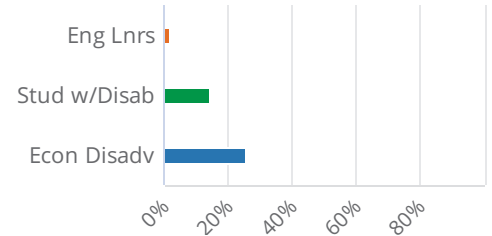
Student Race/Ethnicity

46.8% White
 8.7% BI/Afr Am
 33.2% Hisp/Latino
 3.4% Asian
 0.2% Am Ind/AK Nat
 1.5% Pac Isl
 5.9% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	66.5 NR
2020-2021	48.8 ★★

Additional Student Groups



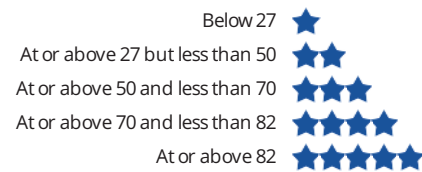
What does my school rating mean?

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. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

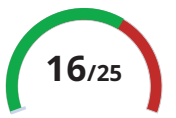
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	25.1	25.7
ELA Proficiency	59.2	54.0
Science Proficiency	28.0	26.5



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	86.0
5-Year	>95	89.9



English Language Proficiency Indicator

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



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	57.3	76.1
Post-Secondary Preparation Completion	30.3	50.0
Advanced or CCR Diploma	22.3	53.5

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

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



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	99.1	92.9
Chronic Absenteeism	6.3	19.6
Climate Survey Participation	91.0	N/A

16/25

Academic Achievement

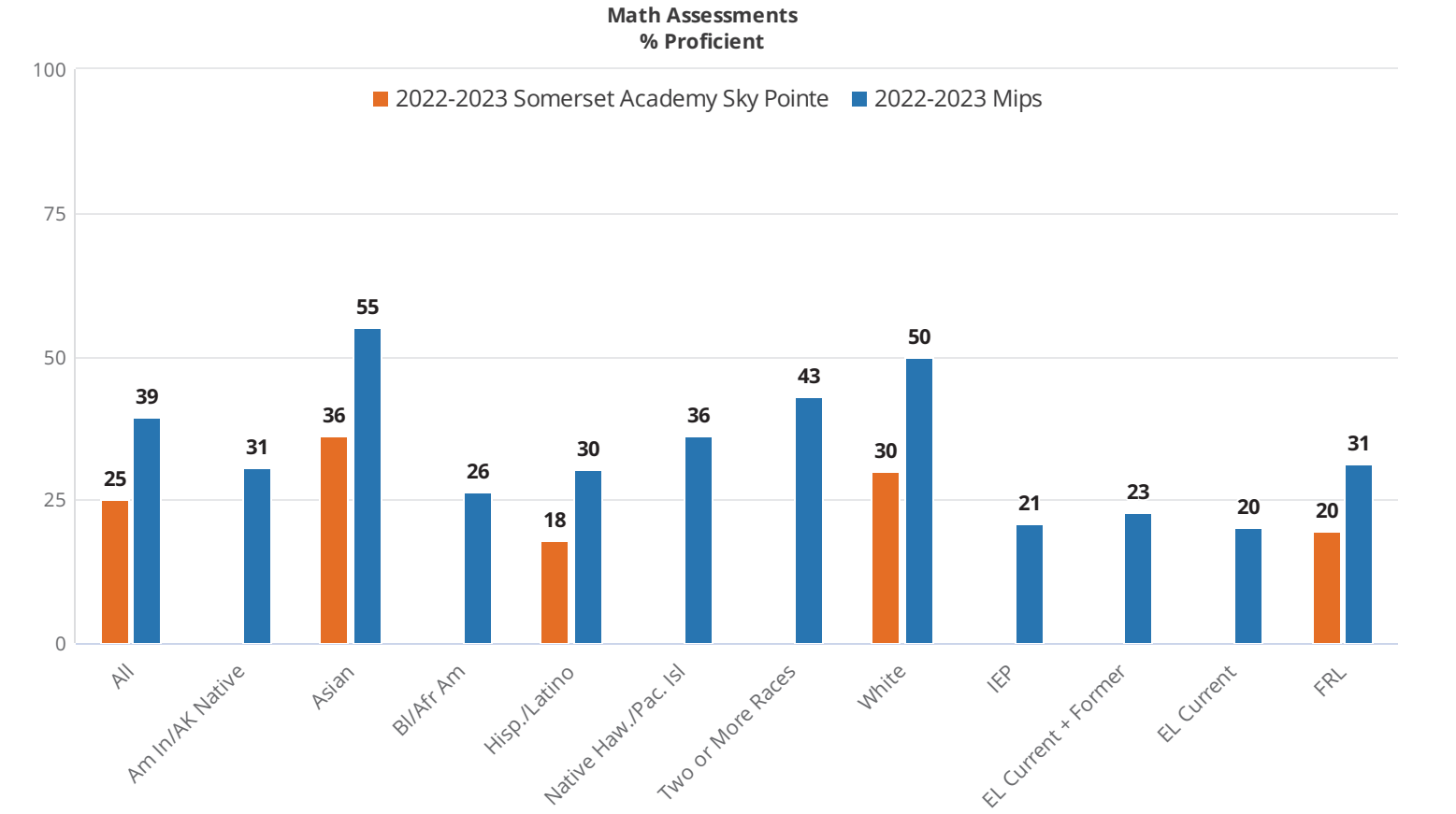
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

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

Math Proficient

Math Proficient Points Earned: 4/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	25.1	25.7	39.38	25.3	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	-	-	26.96
Asian	36.3	50.2	55.12	-	55.1	52.76
Black/African American	<5	11.0	26.37	10.5	10.2	22.5
Hispanic/Latino	18.0	16.0	30.44	8.9	14.2	26.78
Pacific Islander	-	28.0	36.16	-	23.0	32.8
Two or More Races	-	35.5	43.1	35.7	31.9	40.11
White/Caucasian	30.0	33.6	49.68	35.0	33.8	47.04
Special Education	<5	6.2	20.93	8.3	6.6	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	19.6	14.5	31.41	12.8	14.6	27.8



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

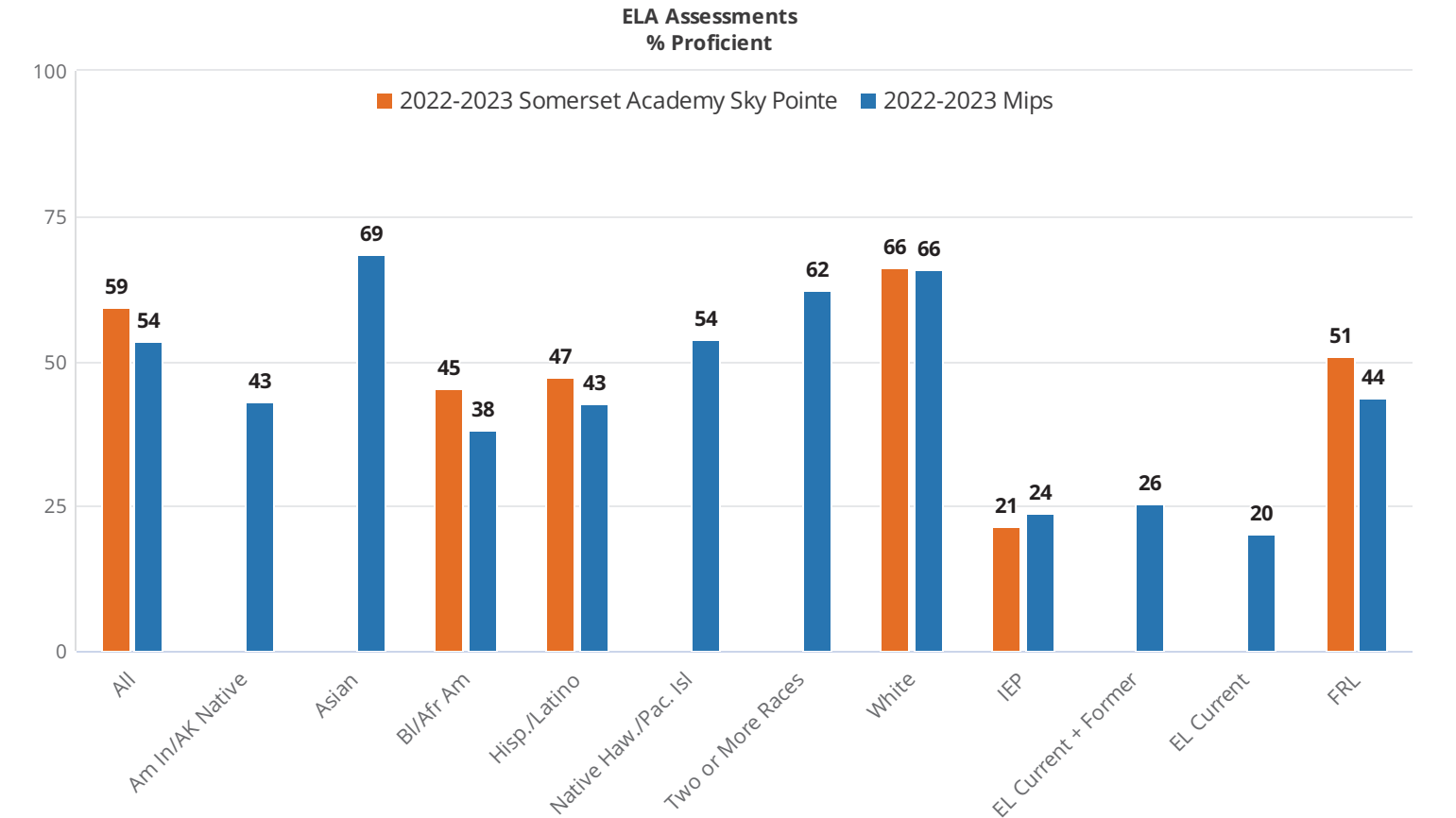
16/25

Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	59.2	54.0	53.55	55.3	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	-	-	39.92
Asian	>95	75.2	68.51	-	78.7	66.85
Black/African American	45.4	34.6	38.08	26.3	40.6	34.82
Hispanic/Latino	47.2	43.8	42.69	37.5	42.3	39.67
Pacific Islander	-	56.1	53.74	-	35.8	51.31
Two or More Races	-	65.5	62.16	78.5	60.5	60.16
White/Caucasian	66.2	64.6	65.93	68.3	65.7	64.14
Special Education	21.4	19.2	23.93	17.3	16.5	19.92
English Learners Current + Former	-	10.9	25.56	-	12.5	21.64
English Learners Current	-	6.0	20.18	-	9.2	15.98
Economically Disadvantaged	50.9	41.8	43.73	35.8	43.4	40.77



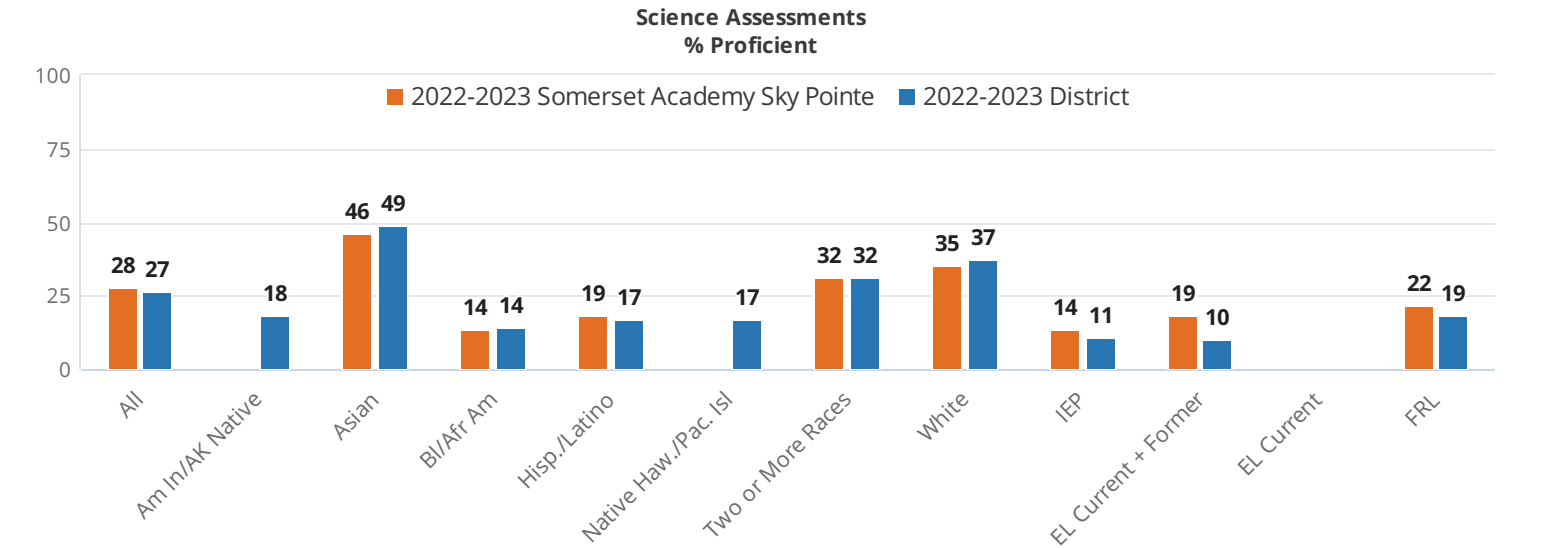
16/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	28.0	26.5	31.5	31.6
American Indian/Alaska Native	N/A	18.1	-	23.0
Asian	46.1	49.3	54.5	46.9
Black/African American	13.6	14.2	18.1	16.5
Hispanic/Latino	18.6	17.2	25.2	21.0
Pacific Islander	-	17.3	-	33.3
Two or More Races	31.5	31.6	52.3	39.1
White/Caucasian	35.1	37.3	36.4	43.2
Special Education	13.8	11.1	18.7	10.8
English Learners Current + Former	18.7	10.1	28.5	11.4
English Learners Current	-	<5	27.2	<5
Economically Disadvantaged	21.5	18.7	20.5	22.1



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.



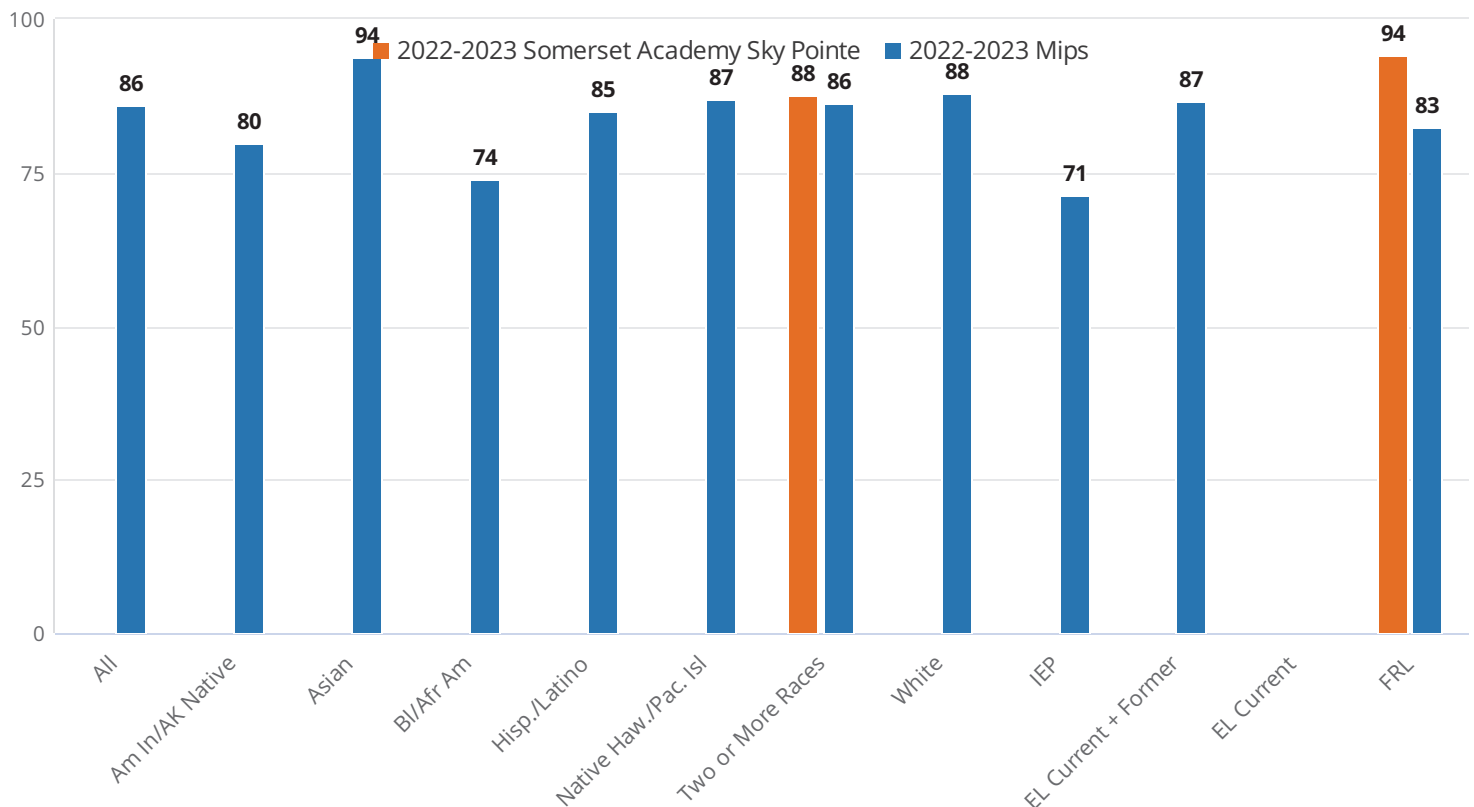
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	>95	86.0	86	>95	86.8	84.3
American Indian/Alaska Native	-	80.9	79.9	-	93.7	77.9
Asian	-	91.1	93.7	-	95.0	93.5
Black/African American	>95	75.0	74	>95	79.7	71.9
Hispanic/Latino	>95	84.4	85.1	>95	83.2	83.3
Pacific Islander	-	89.4	87.1	N/A	86.1	85.5
Two or More Races	87.5	82.4	86.4	>95	87.8	84.7
White/Caucasian	>95	90.9	88.1	>95	90.5	86.8
Special Education	>95	83.3	71.3	>95	74.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	-	86.6		>95	73.3	
Economically Disadvantaged	94.0	80.9	82.5	>95	81.2	80.6

Graduation Rates
4-Year ACGR

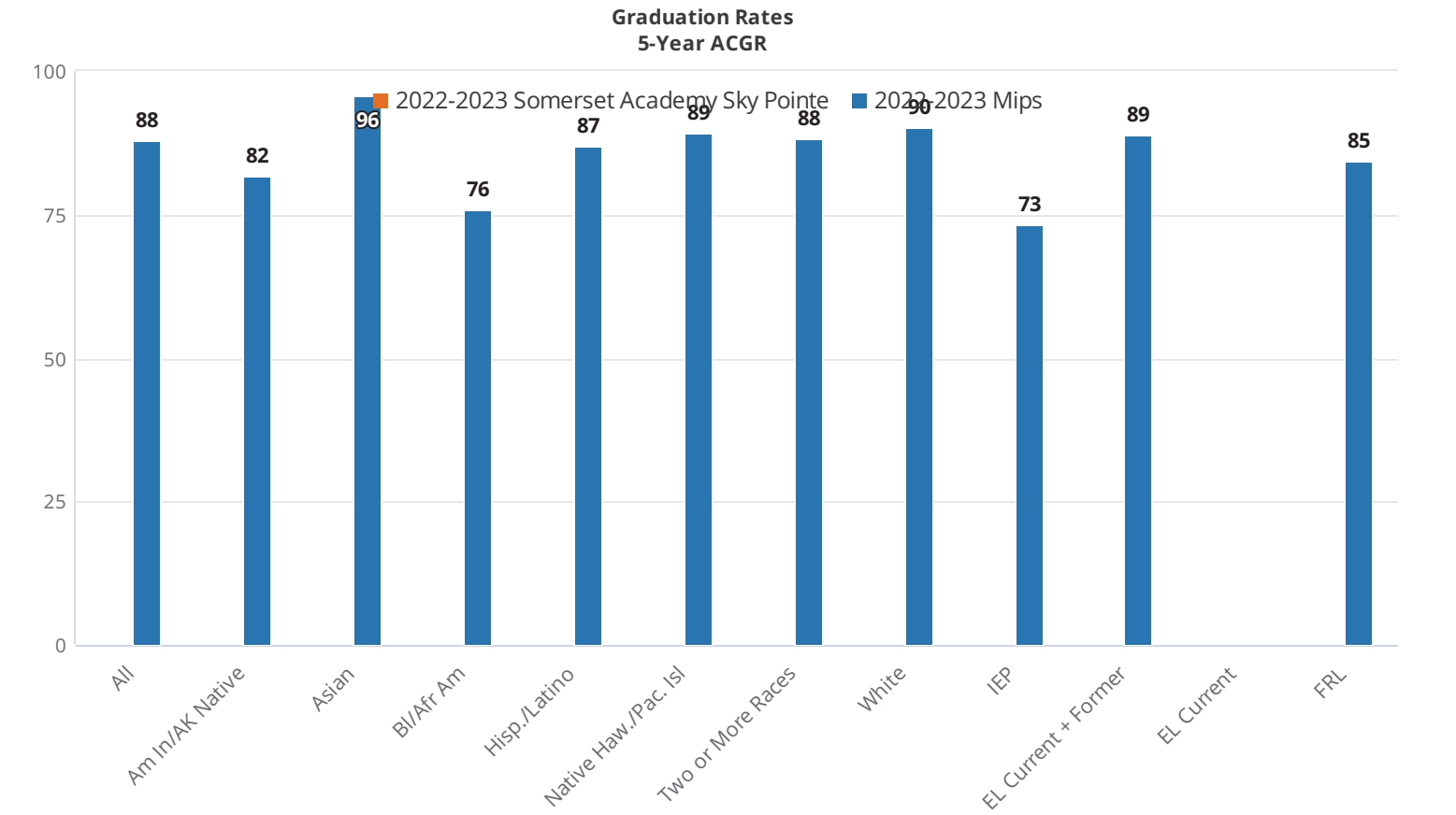
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

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



'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.

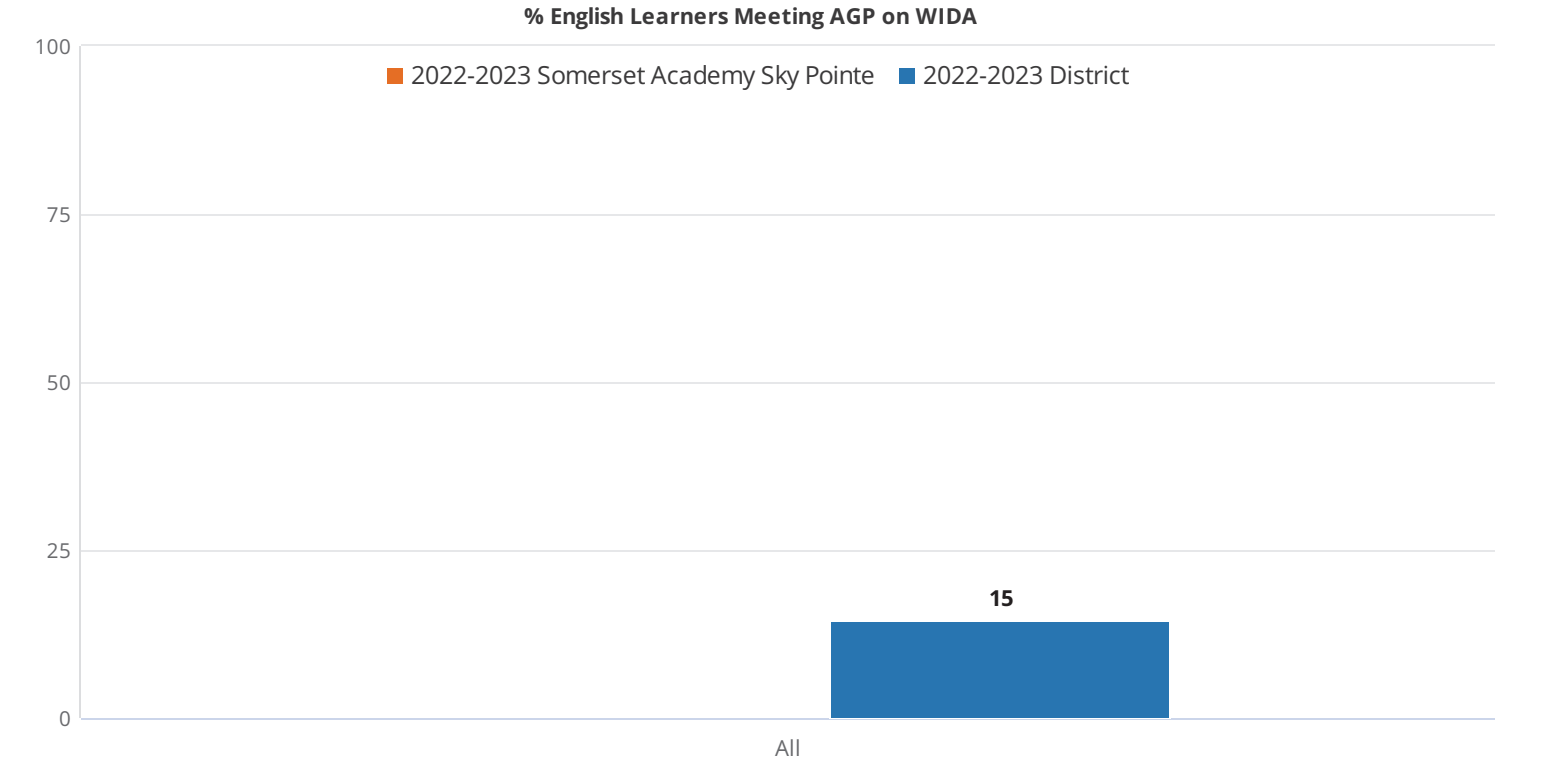
1/10

English Language

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

English Language Points Earned: 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	17	<5	14.6	15	13.3	14.1



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

**College and Career Readiness**

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

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation**Post-Secondary Preparation Participation Points Earned: 4/10**

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	57.3	76.1	38.5	71.5
American Indian/Alaska Native	N/A	-	-	64.7
Asian	-	88.2	-	81.9
Black/African American	40.0	63.5	35.2	57.9
Hispanic/Latino	40.0	74.1	36.8	69.5
Pacific Islander	-	76.1	-	77.1
Two or More Races	69.2	75.0	37.5	73.9
White/Caucasian	65.9	81.5	38.3	75.5
Special Education	33.3	44.9	-	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.1	-	60.5
Economically Disadvantaged	56.0	70.2	26.4	68.6

Post-Secondary Preparation Completion**Post-Secondary Preparation Completion Points Earned: 5.5/10**

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	30.3	50.0	22.2	48.4
American Indian/Alaska Native	N/A	-	-	58.8
Asian	-	68.5	-	55.5
Black/African American	6.6	32.9	5.8	33.9
Hispanic/Latino	18.0	48.7	21.0	41.4
Pacific Islander	-	26.1	-	42.8
Two or More Races	53.8	50.5	25.0	58.2
White/Caucasian	37.2	55.8	24.6	56.2
Special Education	<5	18.6	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	31.2	-	24.8
Economically Disadvantaged	17.0	40.5	<5	39.6



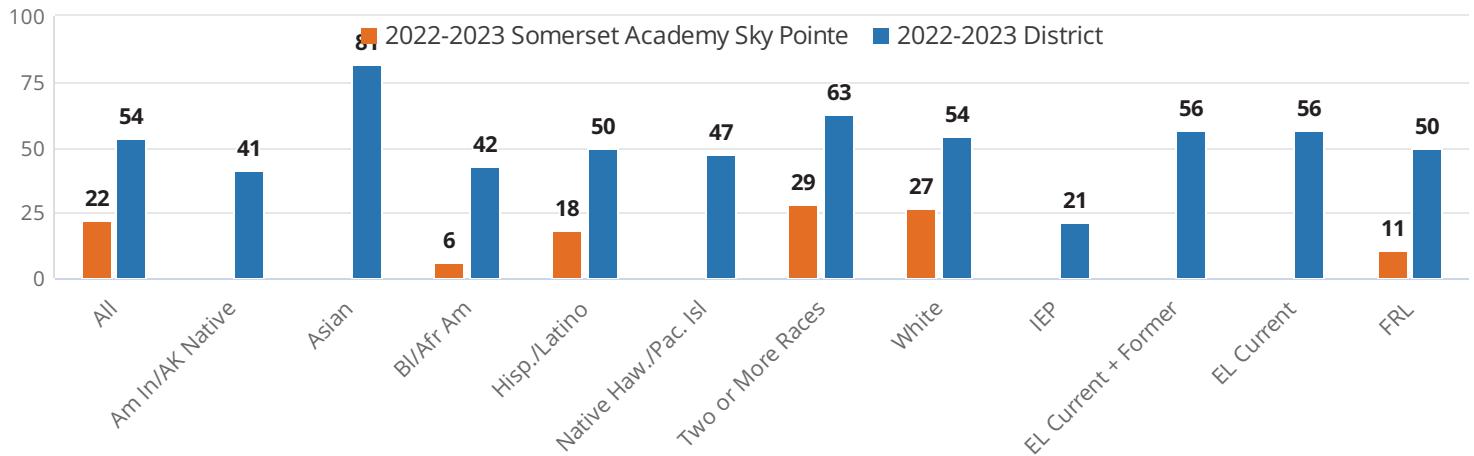
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 2/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	22.3	53.5	27.4	47.6
American Indian/Alaska Native	-	41.1	-	40.0
Asian	-	81.3	-	72.3
Black/African American	5.8	42.4	17.6	35.8
Hispanic/Latino	18.4	49.5	9.3	41.8
Pacific Islander	-	47.0	N/A	51.6
Two or More Races	28.5	62.5	60.0	50.0
White/Caucasian	27.0	54.3	35.2	50.5
Special Education	<5	21.3	9.5	21.8
English Learners Current + Former	-	56.4	20.0	43.3
English Learners Current	-	56.4	20.0	43.3
Economically Disadvantaged	10.6	49.8	20.0	41.9

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	33.7	17.9	10.1	6.7	<5	<5	30.8	11.2
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	13.3	<5	<5	<5	<5	<5	33.3	6.6
Hispanic/Latino	20.0	6.0	8.0	6.0	<5	<5	28.0	10.0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	53.8	38.4	30.7	15.3	<5	<5	30.7	30.7
White/Caucasian	41.4	24.4	9.5	6.3	<5	<5	30.8	9.5
Special Education	<5	<5	<5	<5	<5	<5	29.1	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	26.8	<5	<5	<5	<5	<5	31.7	12.1

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

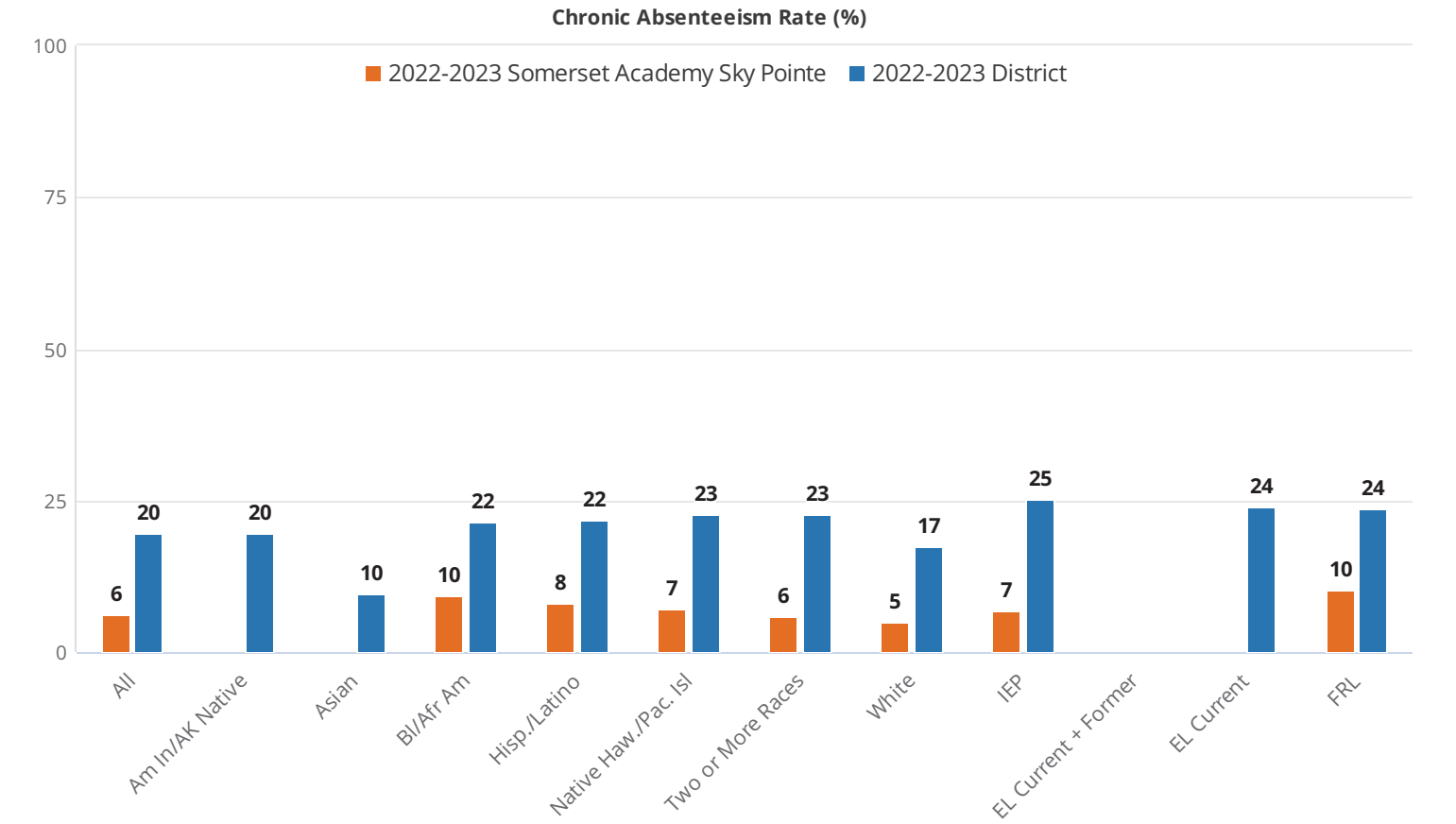
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	6.3	19.6	17.3	17.9
American Indian/Alaska Native	-	19.5	-	19.2
Asian	<5	9.7	11.4	9.0
Black/African American	9.5	21.5	11.4	19.3
Hispanic/Latino	8.1	21.9	24.2	19.5
Pacific Islander	7.1	22.7	20.0	22.4
Two or More Races	6.0	22.6	16.1	19.9
White/Caucasian	5.0	17.4	14.1	16.8
Special Education	6.7	25.1	17.5	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	24.1	26.0	19.0
Economically Disadvantaged	10.3	23.8	20.5	21.0

Reducing Chronic Absenteeism by 10% bonus points: 0.5



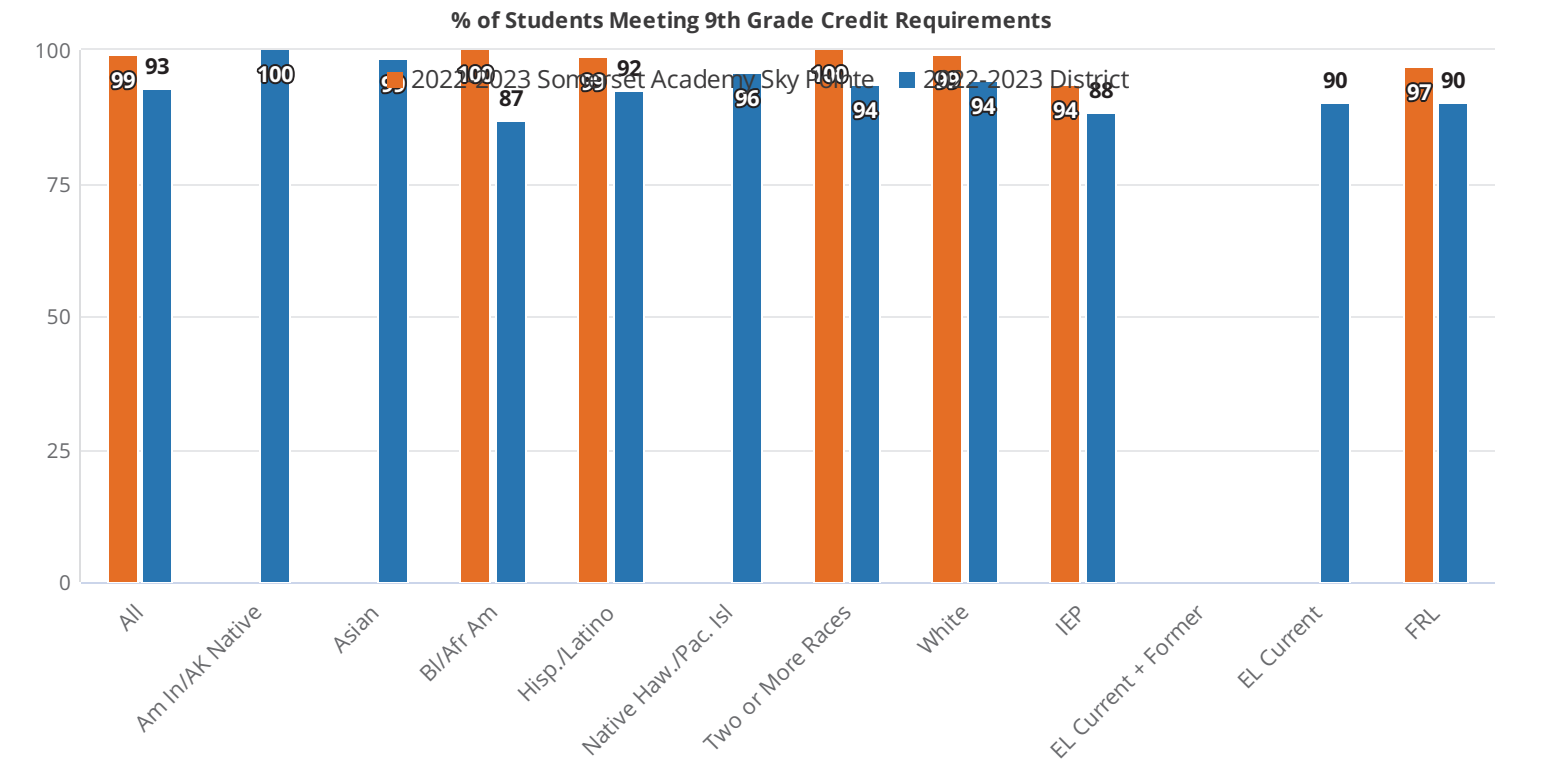
9/10

Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	99.1	92.9	98.8	93.0
American Indian/Alaska Native	-	100.0	N/A	100.0
Asian	-	98.6	100.0	97.2
Black/African American	100.0	86.9	100.0	88.7
Hispanic/Latino	98.8	92.4	96.4	92.4
Pacific Islander	-	95.7	-	91.4
Two or More Races	100.0	93.6	100.0	93.8
White/Caucasian	99.1	94.4	100.0	94.7
Special Education	93.5	88.3	97.2	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.3	-	91.2
Economically Disadvantaged	97.0	90.2	96.8	90.5



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

School Level: High School

Grade Levels: KG-12

District: State Public Charter School Authority

School 7058 Sky Pointe Drive

Address: Las Vegas, NV 89131

81.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity
45.5% White
7.2% BI/Afr Am
34.9% Hisp/Latino
4.7% Asian
0.1% Am Ind/AK Nat
1.3% Pac Isl
6.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	67.5 ★★★★★
2021-2022	66.5 NR

Additional Student Groups

Eng Lnr
Stud w/Disab
Econ Disadv

What does my school rating mean?
Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★

At or above 27 but less than 50 ★★

At or above 50 and less than 70 ★★★

At or above 70 and less than 82 ★★★★

At or above 82 ★★★★★

2023-2024 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	30.1	24.1
ELA Proficiency	69.8	55.7
Science Proficiency	28.9	23.6

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	83.8
5-Year	>95	88.0

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	9.5	14.6

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	99.2	93.8
Chronic Absenteeism	<5	19.9
Climate Survey Participation	91.0	N/A

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	75.1
Post-Secondary Preparation Completion	35.8	53.9
Advanced or CCR Diploma	44.3	54.3

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2022-2023.

17/25

Academic Achievement

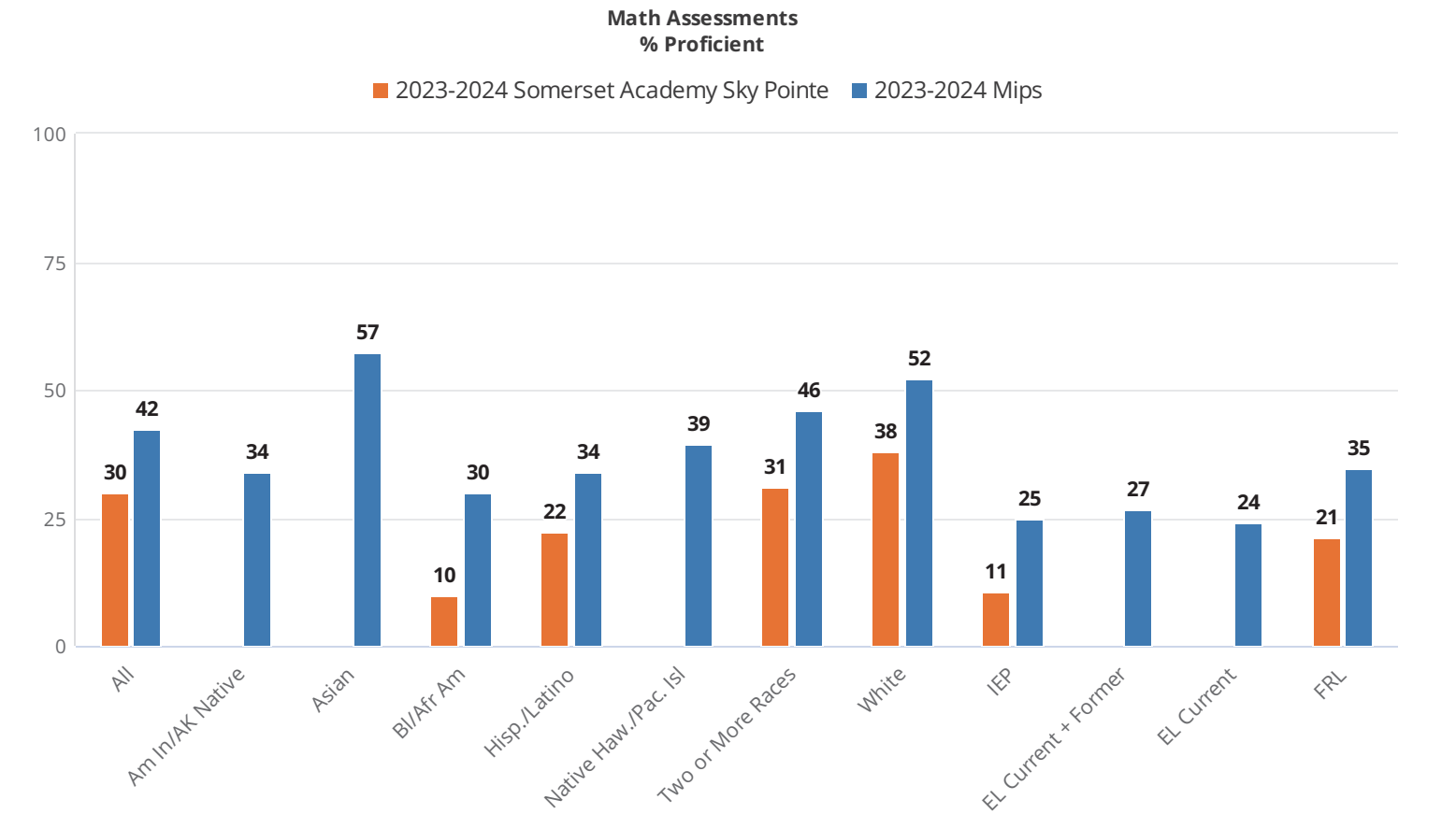
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

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

Math Proficient

Math Proficient Points Earned: 5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	30.1	24.1	42.41	25.1	25.7	39.38
American Indian/Alaska Native	N/A	5.8	34.09	N/A	20.0	30.62
Asian	-	46.8	57.36	36.3	50.2	55.12
Black/African American	10.0	9.9	30.05	<5	11.0	26.37
Hispanic/Latino	22.2	15.4	33.92	18.0	16.0	30.44
Pacific Islander	-	15.0	39.35	-	28.0	36.16
Two or More Races	31.2	33.4	45.95	-	35.5	43.1
White/Caucasian	38.0	34.4	52.2	30.0	33.6	49.68
Special Education	10.7	7.1	24.88	<5	6.2	20.93
English Learners Current + Former	-	6.6	26.71	-	<5	22.86
English Learners Current	-	6.1	24.22	-	<5	20.23
Economically Disadvantaged	21.0	13.6	34.84	19.6	14.5	31.41



'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.

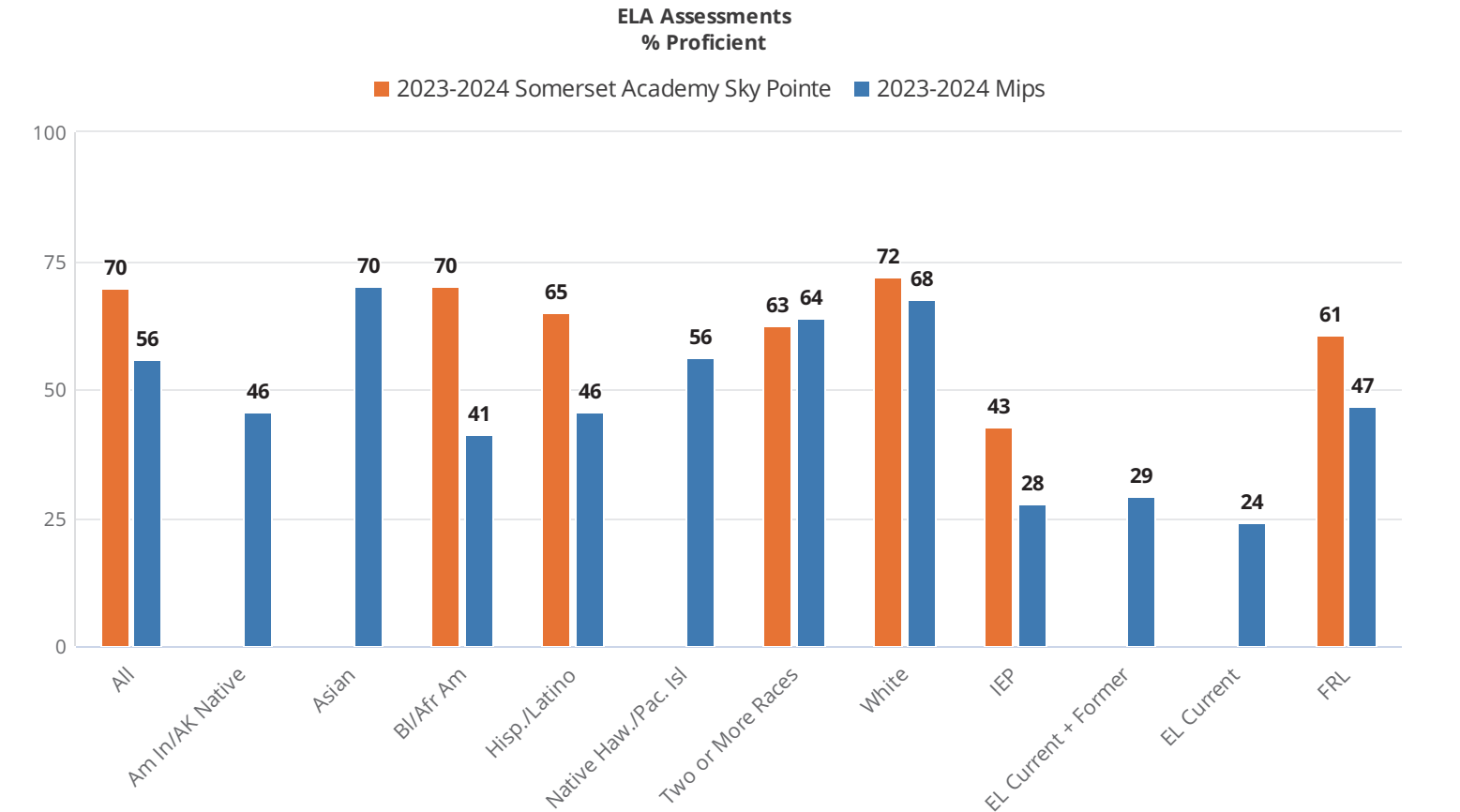


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	69.8	55.7	55.88	59.2	54.0	53.55
American Indian/Alaska Native	N/A	41.1	45.78	N/A	70.0	42.92
Asian	-	77.9	70.08	>95	75.2	68.51
Black/African American	70.0	38.8	41.18	45.4	34.6	38.08
Hispanic/Latino	65.0	47.8	45.55	47.2	43.8	42.69
Pacific Islander	-	50.9	56.06	-	56.1	53.74
Two or More Races	62.5	61.1	64.05	-	65.5	62.16
White/Caucasian	72.0	66.8	67.63	66.2	64.6	65.93
Special Education	42.8	18.1	27.73	21.4	19.2	23.93
English Learners Current + Former	-	28.2	29.28	-	10.9	25.56
English Learners Current	-	27.4	24.17	-	6.0	20.18
Economically Disadvantaged	60.5	43.5	46.55	50.9	41.8	43.73



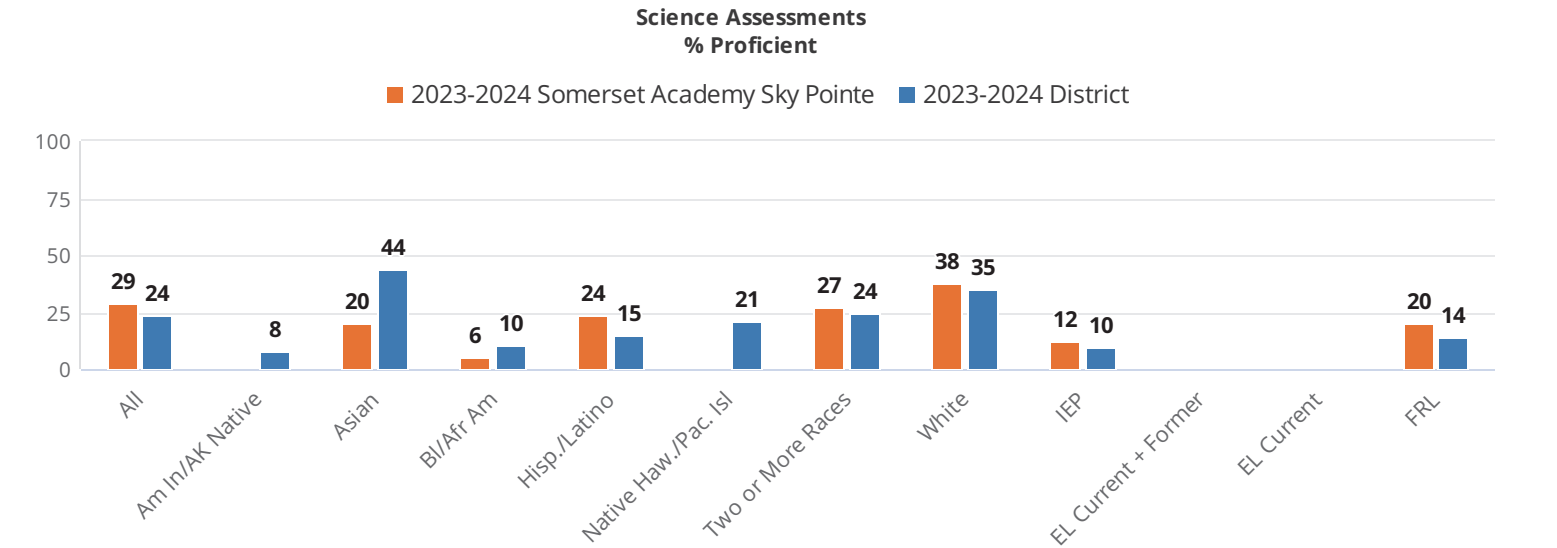
17/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	28.9	23.6	28.0	26.5
American Indian/Alaska Native	-	8.3	N/A	18.1
Asian	20.0	44.2	46.1	49.3
Black/African American	5.5	10.1	13.6	14.2
Hispanic/Latino	24.1	15.1	18.6	17.2
Pacific Islander	-	21.4	-	17.3
Two or More Races	27.2	24.4	31.5	31.6
White/Caucasian	37.5	35.0	35.1	37.3
Special Education	12.1	9.5	13.8	11.1
English Learners Current + Former	<5	<5	18.7	10.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	20.3	14.4	21.5	18.7



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.

30/30

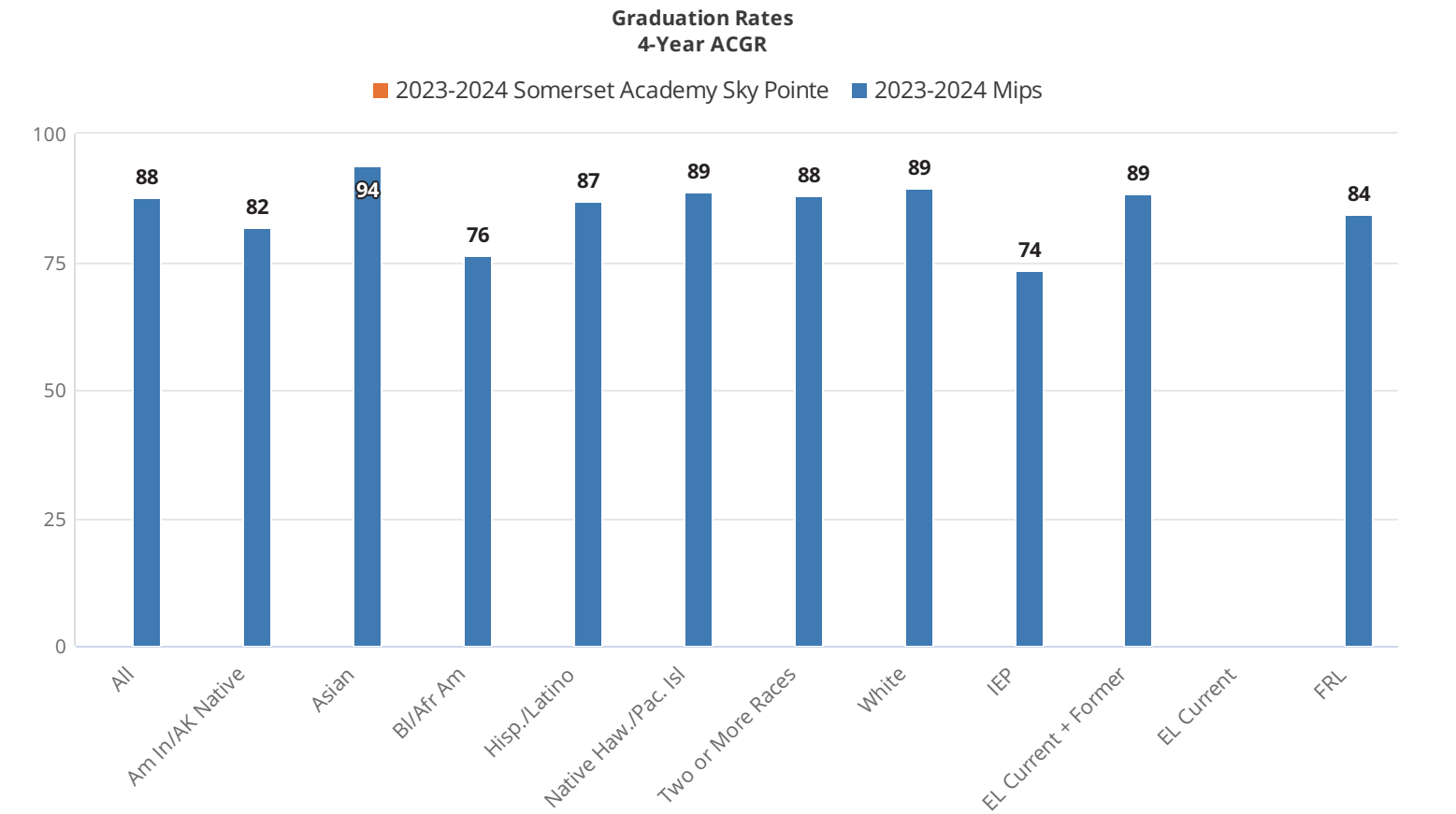
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	>95	83.8	87.7	>95	86.0	86
American Indian/Alaska Native	N/A	-	81.9	-	80.9	79.9
Asian	-	>95	93.9	-	91.1	93.7
Black/African American	>95	70.4	76.1	>95	75.0	74
Hispanic/Latino	>95	81.4	86.9	>95	84.4	85.1
Pacific Islander	-	68.6	88.7	-	89.4	87.1
Two or More Races	>95	82.4	88.1	87.5	82.4	86.4
White/Caucasian	>95	91.0	89.4	>95	90.9	88.1
Special Education	>95	69.1	73.5	>95	83.3	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	-	92.5		-	86.6	
Economically Disadvantaged	>95	78.2	84.4	94.0	80.9	82.5



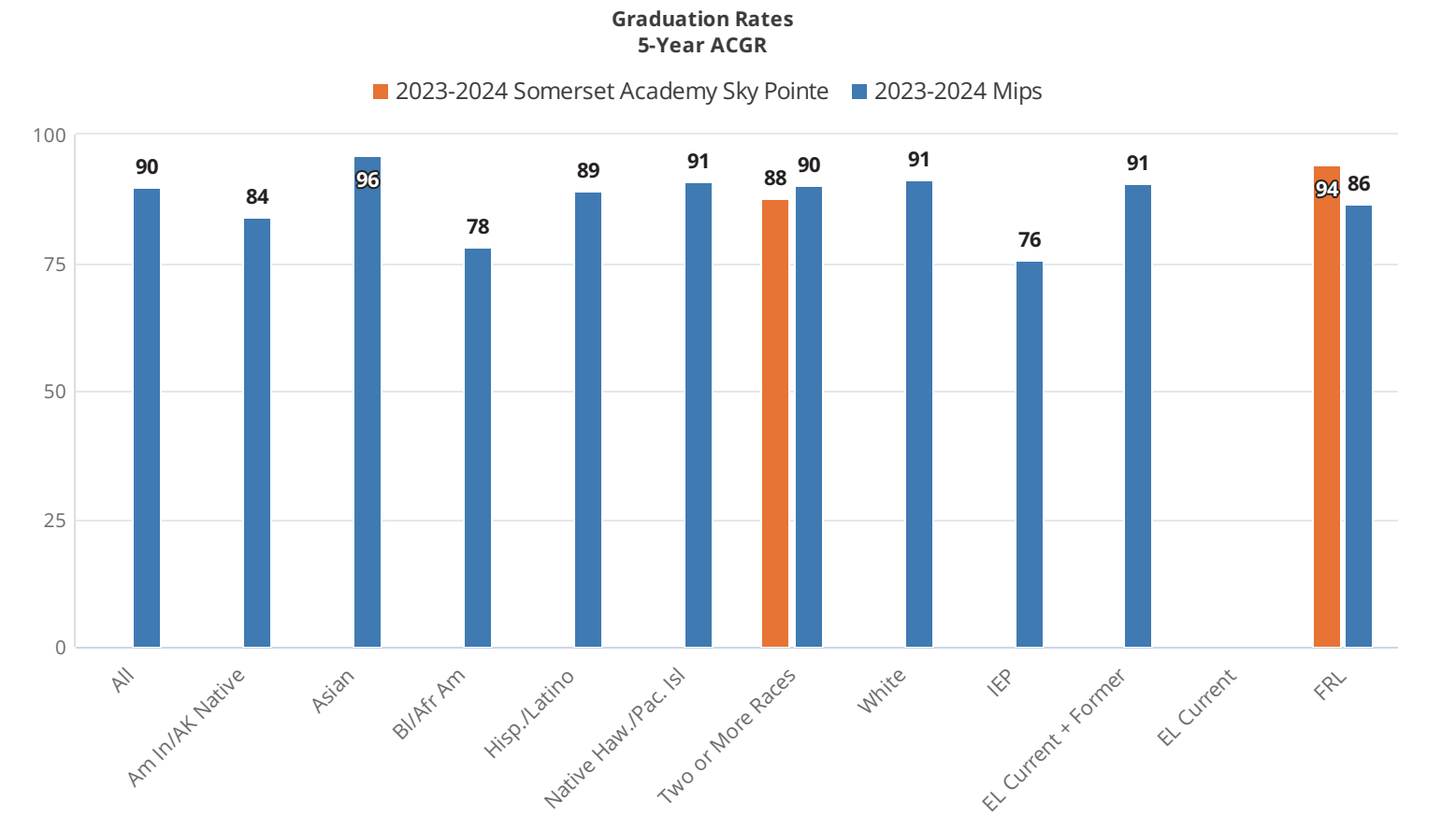
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP
All Students	>95	88.0	89.7	>95	89.9	88
American Indian/Alaska Native	-	77.2	83.9	-	93.7	81.9
Asian	-	92.5	95.9	-	>95	95.7
Black/African American	>95	78.9	78.1	>95	83.7	76
Hispanic/Latino	>95	86.5	88.9	>95	87.2	87.1
Pacific Islander	-	89.4	90.7	N/A	86.1	89.1
Two or More Races	87.5	86.0	90.1	>95	88.6	88.4
White/Caucasian	>95	92.3	91.4	>95	92.9	90.1
Special Education	>95	85.7	75.5	>95	79.9	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	-	93.1		>95	79.4	
Economically Disadvantaged	94.0	83.3	86.4	>95	85.4	84.5



'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.

5/10

English Language

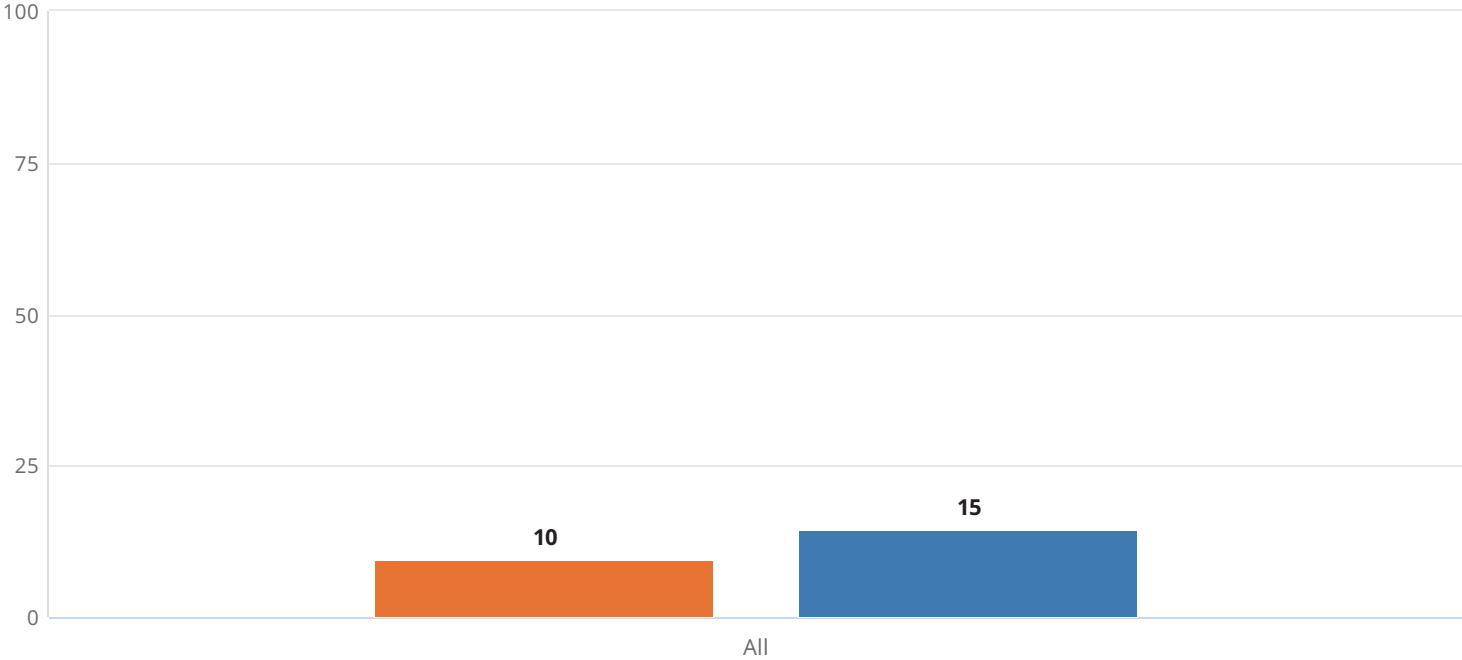
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 5/10

	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	21	9.5	14.6	17	<5	14.6

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Sky Pointe 2023-2024 District



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

20/25

College and Career Readiness

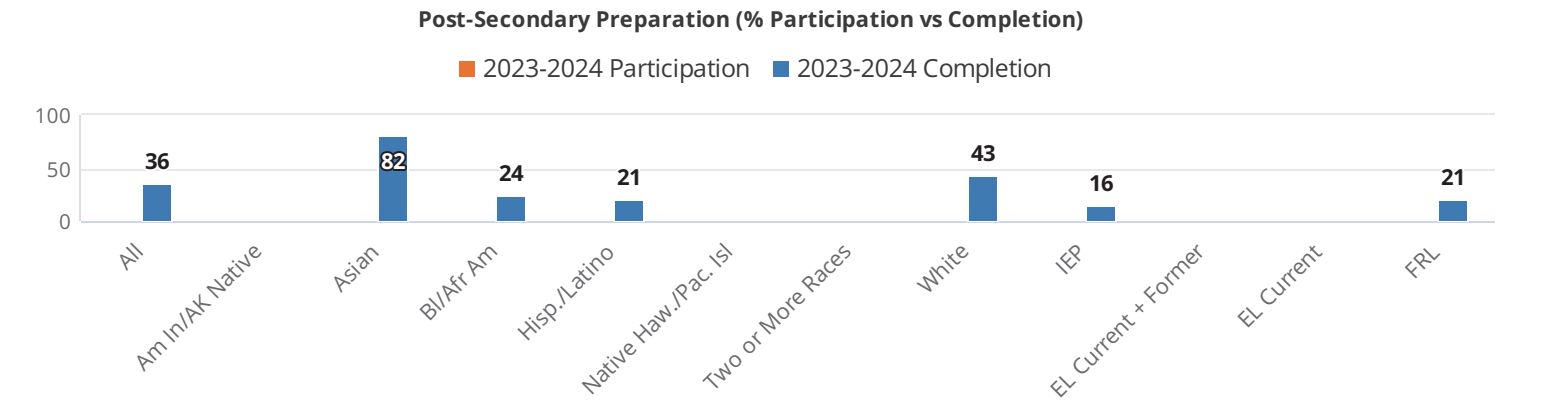
The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation		Post-Secondary Preparation Participation Points Earned: 10/10		
Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	>95	75.1	57.3	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	>95	86.4	-	88.2
Black/African American	>95	58.2	40.0	63.5
Hispanic/Latino	>95	70.9	40.0	74.1
Pacific Islander	-	76.3	-	76.1
Two or More Races	-	80.0	69.2	75.0
White/Caucasian	>95	83.2	65.9	81.5
Special Education	>95	50.8	33.3	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	65.2	-	58.1
Economically Disadvantaged	>95	68.1	56.0	70.2

Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 6/10		
Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	35.8	53.9	30.3	50.0
American Indian/Alaska Native	N/A	61.5	N/A	-
Asian	81.8	72.8	-	68.5
Black/African American	23.8	36.6	6.6	32.9
Hispanic/Latino	21.2	47.8	18.0	48.7
Pacific Islander	-	41.8	-	26.1
Two or More Races	-	65.1	53.8	50.5
White/Caucasian	43.2	62.0	37.2	55.8
Special Education	16.0	25.7	<5	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	38.8	-	31.2
Economically Disadvantaged	21.4	43.9	17.0	40.5



'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.

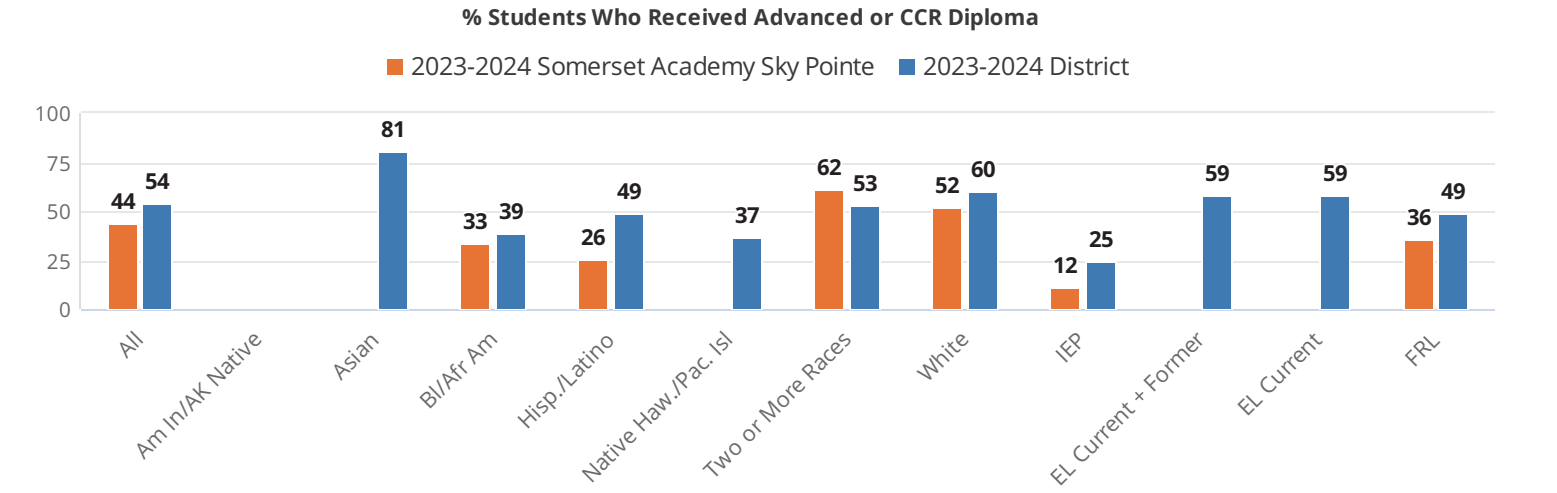
20/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	44.3	54.3	22.3	53.5
American Indian/Alaska Native	N/A	-	-	41.1
Asian	-	81.0	-	81.3
Black/African American	33.3	38.8	5.8	42.4
Hispanic/Latino	26.0	48.8	18.4	49.5
Pacific Islander	-	37.1	-	47.0
Two or More Races	61.5	53.3	28.5	62.5
White/Caucasian	52.1	60.3	27.0	54.3
Special Education	11.5	24.7	<5	21.3
English Learners Current + Former	-	58.6	-	56.4
English Learners Current	-	58.6	-	56.4
Economically Disadvantaged	36.2	49.3	10.6	49.8



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	26.6	19.0	13.5	11.4	<5	<5	89.6	16.3
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	63.6	45.4	36.3	27.2	<5	<5	81.8	36.3
Black/African American	14.2	9.5	9.5	<5	<5	<5	90.4	14.2
Hispanic/Latino	18.1	13.6	7.5	7.5	<5	<5	93.9	10.6
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	29.7	21.6	14.8	12.1	<5	<5	87.8	20.2
Special Education	12.0	<5	<5	<5	<5	<5	>95	12.0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	21.4	11.9	<5	<5	<5	<5	92.8	9.5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

9/10

Student Engagement

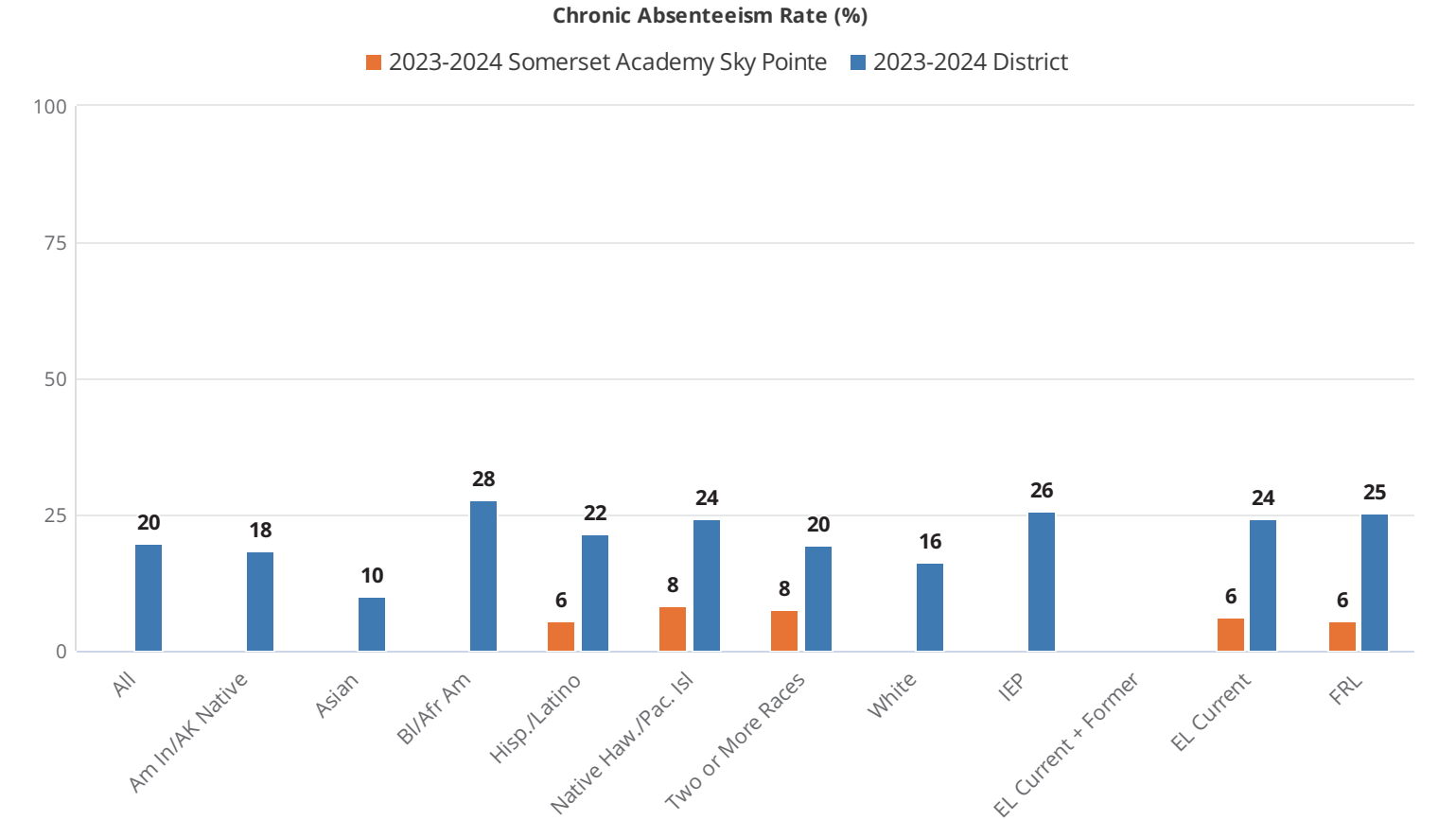
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	19.9	6.3	19.6
American Indian/Alaska Native	-	18.3	-	19.5
Asian	<5	10.1	<5	9.7
Black/African American	<5	27.8	9.5	21.5
Hispanic/Latino	5.7	21.6	8.1	21.9
Pacific Islander	8.3	24.2	7.1	22.7
Two or More Races	7.5	19.6	6.0	22.6
White/Caucasian	<5	16.2	5.0	17.4
Special Education	<5	25.6	6.7	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.2	24.3	<5	24.1
Economically Disadvantaged	5.6	25.2	10.3	23.8

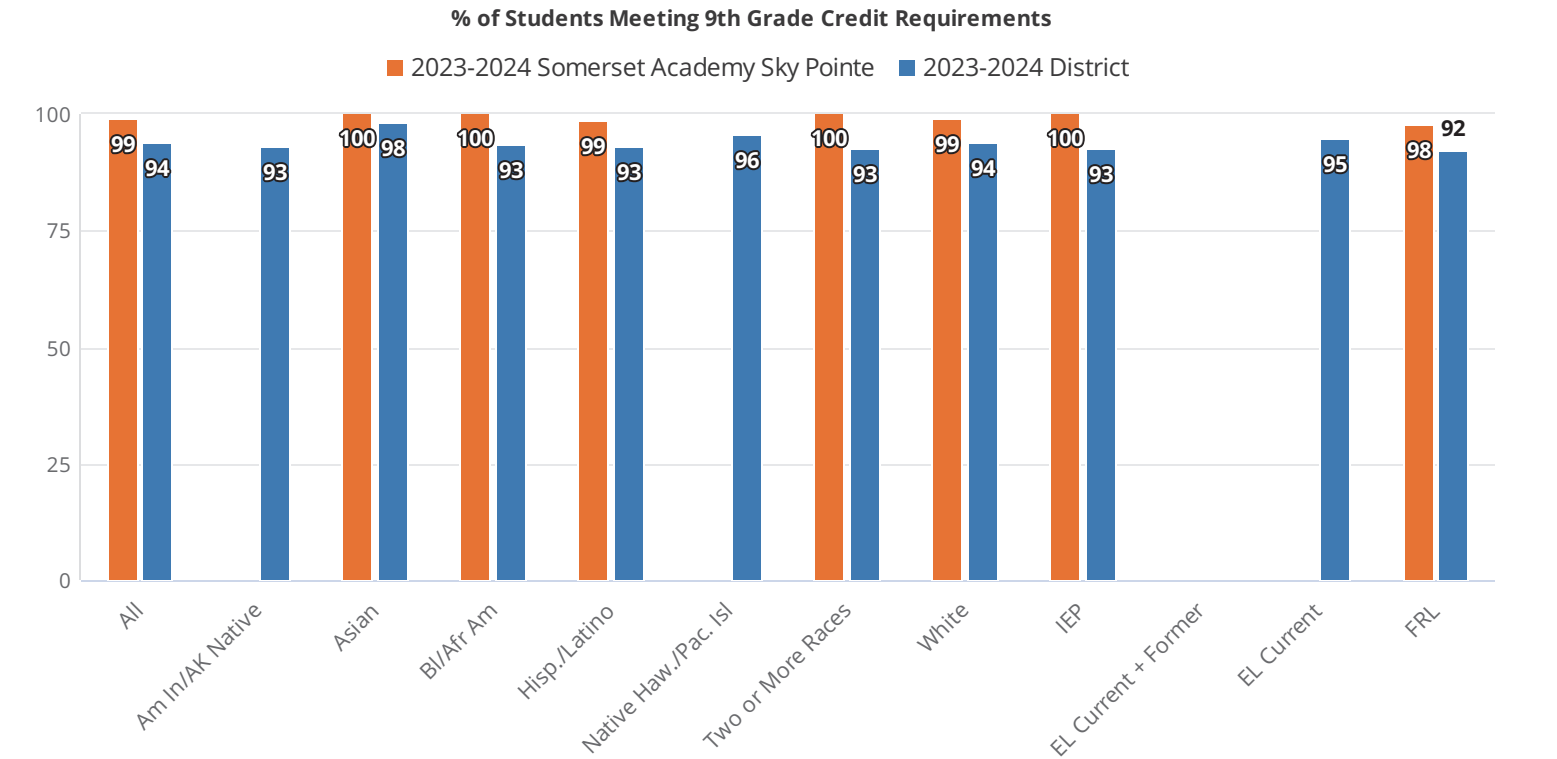
Reducing Chronic Absenteeism by 10% bonus points: 0.5





Student Engagement

9th Grade Credit Sufficiency		9th Grade Credit Sufficiency Points Earned 4/5		
Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	99.2	93.8	99.1	92.9
American Indian/Alaska Native	N/A	93.3	-	100.0
Asian	100.0	98.2	-	98.6
Black/African American	100.0	93.4	100.0	86.9
Hispanic/Latino	98.9	93.3	98.8	92.4
Pacific Islander	-	95.6	-	95.7
Two or More Races	100.0	92.7	100.0	93.6
White/Caucasian	99.0	93.9	99.1	94.4
Special Education	100.0	92.9	93.5	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	94.8	-	90.3
Economically Disadvantaged	98.0	92.4	97.0	90.2

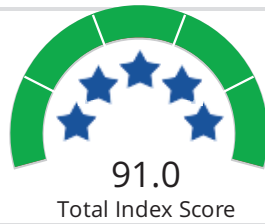


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

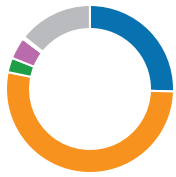
Somerset Academy Skye Canyon

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 8151 N. Shaumber Road
 Las Vegas, NV 89166



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



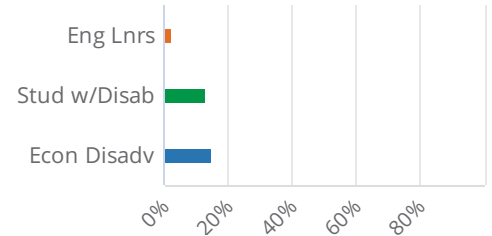
Student Race/Ethnicity

52.6% White
 2.8% BI/Afr Am
 25.4% Hisp/Latino
 4.2% Asian
 N/A% Am Ind/AK Nat
 0.4% Pac Isl
 14.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	93.0 NR
2020-2021	92.2 ★★★★★

Additional Student Groups



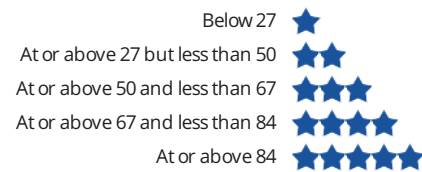
What does my school rating mean?

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	68.1	50.0
Math Proficiency	73.6	52.0
ELA Proficiency	66.4	54.6
Science Proficiency	56.3	29.8
Read-by-Grade-3 Proficiency	58.3	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	70.0	55.0
ELA MGP	69.0	55.0
	School Rate	District Rate
Met Math AGP Target	75.5	50.8
Met ELA AGP Target	70.8	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	41.6	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	22.9
Climate Survey Participation	95.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	56.1	31.9
Prior Non-Proficient Met ELA AGP Target	46.0	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**

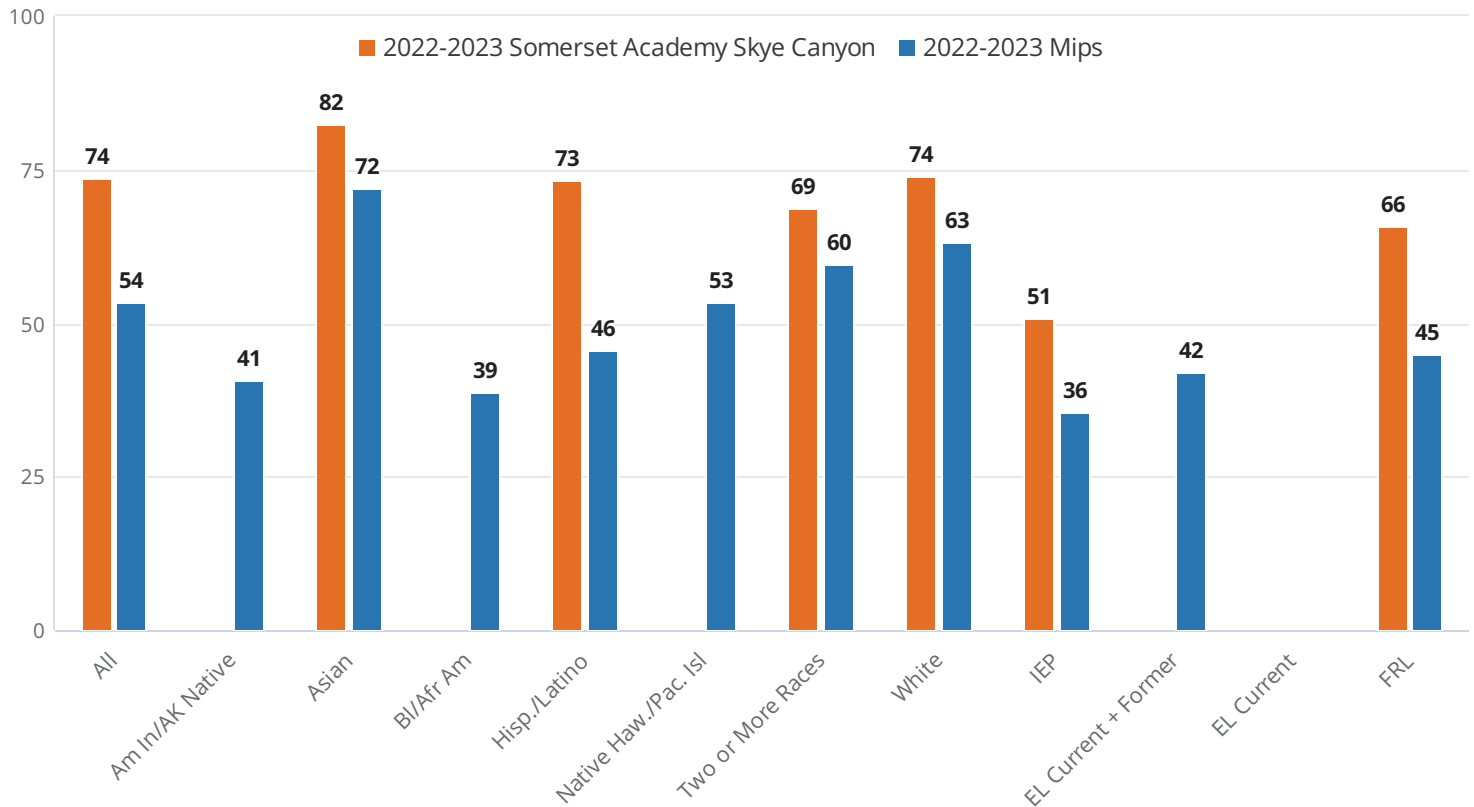
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	68.1	50.0	66.0	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	73.6	52.0	53.5	66.6	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	N/A	28.5	37.6
Asian	82.3	74.5	71.9	92.3	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	73.4	42.2	45.5	57.5	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	68.8	57.8	59.6	70.0	55.6	57.5
White/Caucasian	74.1	63.7	63.3	67.4	60.7	61.3
Special Education	50.9	29.1	35.5	28.5	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	65.9	39.0	44.9	45.6	35.6	42

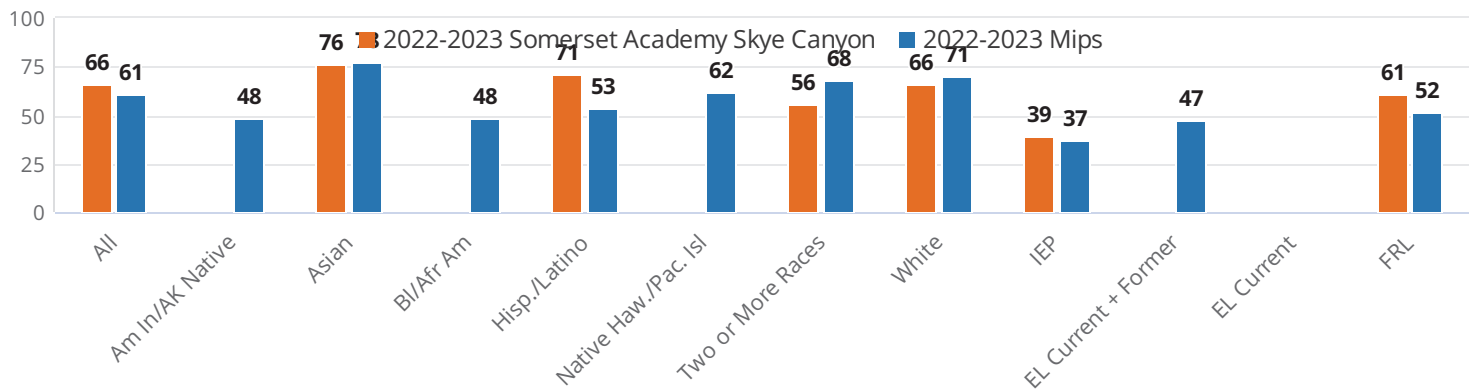
**Math Assessments
% Proficient**



Academic Achievement

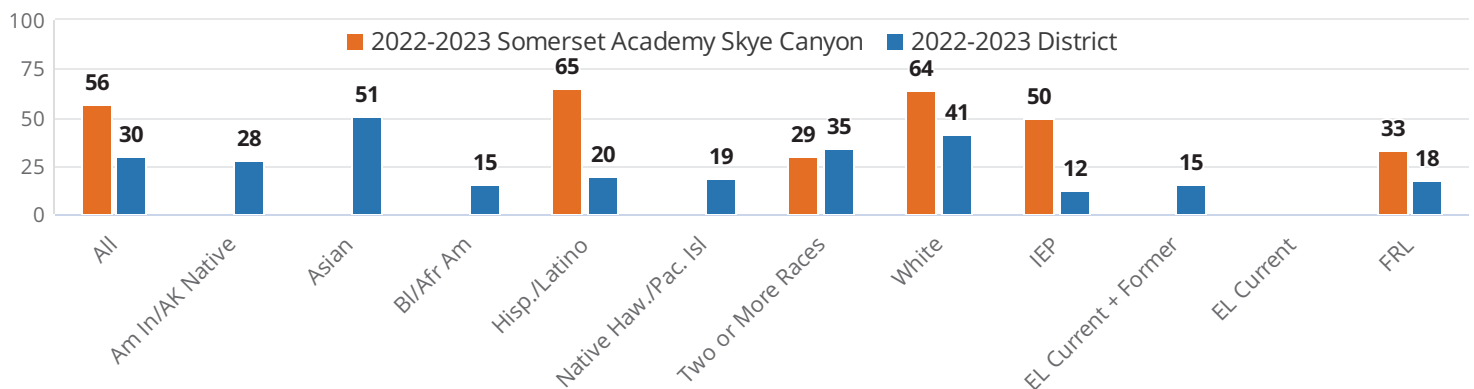
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	66.4	54.6	61.2	69.0	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	N/A	40.8	45.4
Asian	76.4	74.1	77.8	92.3	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	70.8	45.9	53.2	67.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	55.5	60.7	67.9	70.0	61.5	66.2
White/Caucasian	65.8	64.4	70.6	67.4	65.5	69
Special Education	39.2	27.4	36.8	30.6	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	61.3	42.0	51.9	60.8	42.8	49.4

ELA Assessments
% Proficient

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	56.3	29.8	55.4	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	-	17.6
Hispanic/Latino	64.5	19.5	44.4	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	29.4	34.5	63.6	34.9
White/Caucasian	63.6	40.9	63.6	40.8
Special Education	50.0	12.2	14.2	11.6
English Learners Current + Former	-	15.1	-	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	33.3	17.6	35.2	19.4

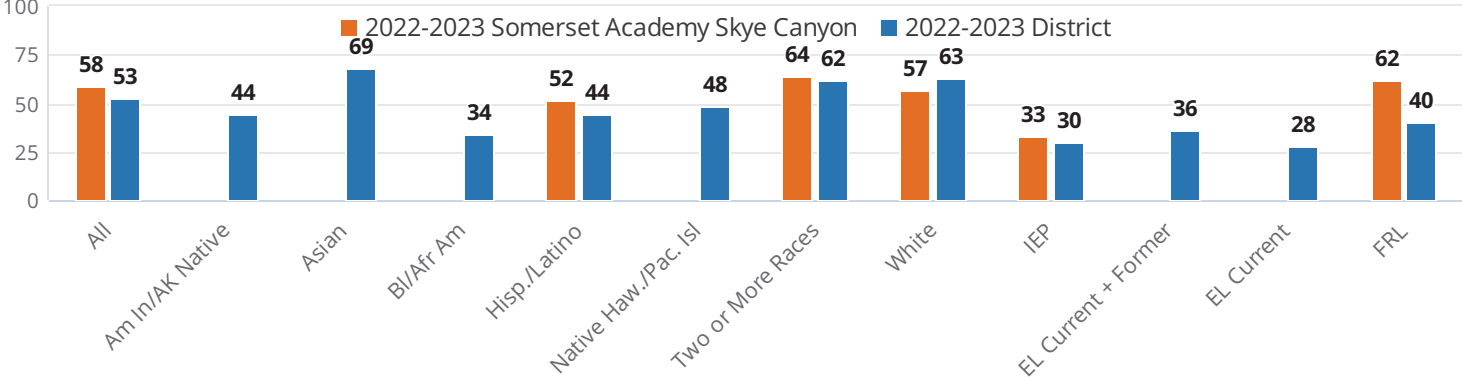
Science Assessments
% Proficient

24/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	58.3	52.6	57.5	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	-	33.9	N/A	33.0
Hispanic/Latino	51.7	44.2	57.8	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	64.2	62.3	66.6	57.4
White/Caucasian	56.8	62.5	53.9	60.8
Special Education	33.3	29.5	7.1	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	-	27.6	-	30.7
Economically Disadvantaged	61.5	40.3	57.1	40.5

Read by Grade 3
% Proficient



24/25

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
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: 10/10

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	69.0	55.0	71.0	52.0	76.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	71.0	61.0	47.0	61.0	-	60.0	-	59.0
Black/African American	-	52.0	-	50.0	-	49.0	-	53.0
Hispanic/Latino	68.5	54.0	73.0	53.0	65.5	49.0	70.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	71.0	54.0	60.0	55.0	77.5	54.5	81.5	53.0
White/Caucasian	71.5	56.0	67.5	57.0	73.0	55.0	76.0	55.0
Special Education	64.0	49.0	62.5	51.0	70.0	46.0	65.0	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	58.5	54.0	60.5	53.0	65.0	49.0	72.5	49.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 7.5/7.5

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	75.5	50.8	70.8	52.9	78.1	53.1	84.7	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	92.3	66.5	76.9	67.6	-	68.8	-	73.9
Black/African American	-	38.1	-	42.1	-	41.8	-	55.8
Hispanic/Latino	72.0	43.8	74.0	46.9	68.5	45.0	83.3	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	64.5	52.0	54.8	56.1	92.8	59.6	85.7	62.7
White/Caucasian	78.1	58.8	72.7	58.9	77.5	59.6	83.6	65.1
Special Education	63.8	32.3	47.2	34.0	65.7	35.9	74.2	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	70.0	43.0	53.3	45.2	65.6	43.7	81.2	53.5

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

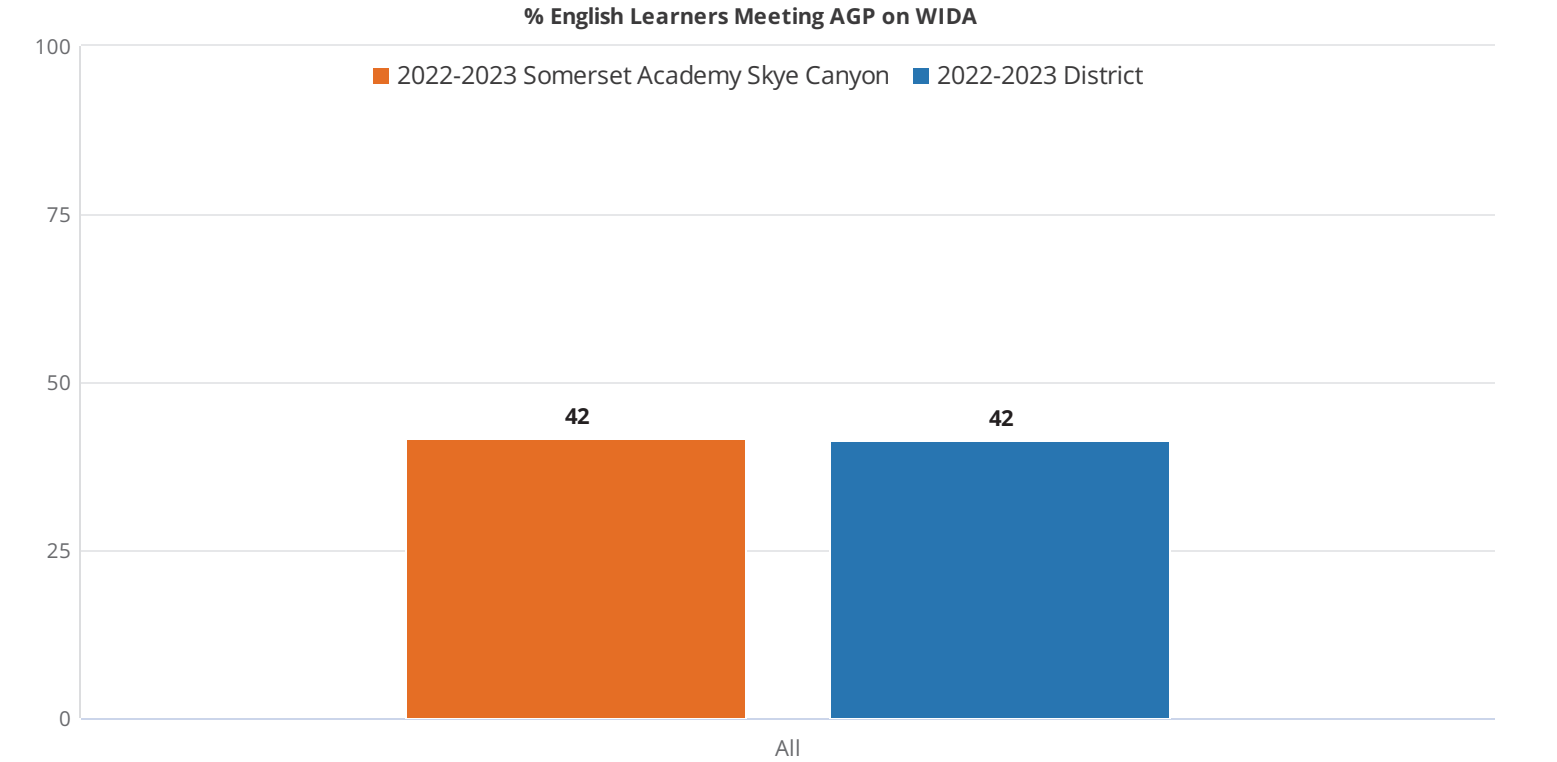
4/10

English Language

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

English Language Points Earned: 4/10

	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	12	41.6	41.5	14	50.0	38.4



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

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	56.1	31.9	46.0	37.1	70.1	40.9	78.7	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	-	42.0	-	48.2	N/A	50.6	-	63.3
Black/African American	-	25.9	-	29.9	-	36.1	-	49.4
Hispanic/Latino	61.1	29.9	50.0	34.4	62.9	36.3	82.1	49.2
Pacific Islander	-	33.3	-	41.2	N/A	43.2	-	54.6
Two or More Races	42.8	31.3	40.0	40.3	84.6	44.5	86.6	55.0
White/Caucasian	59.4	37.8	47.6	42.6	69.0	47.9	73.3	55.2
Special Education	43.4	20.8	24.0	25.2	56.0	27.6	66.6	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	62.5	28.7	30.7	33.1	57.8	35.5	73.9	47.6

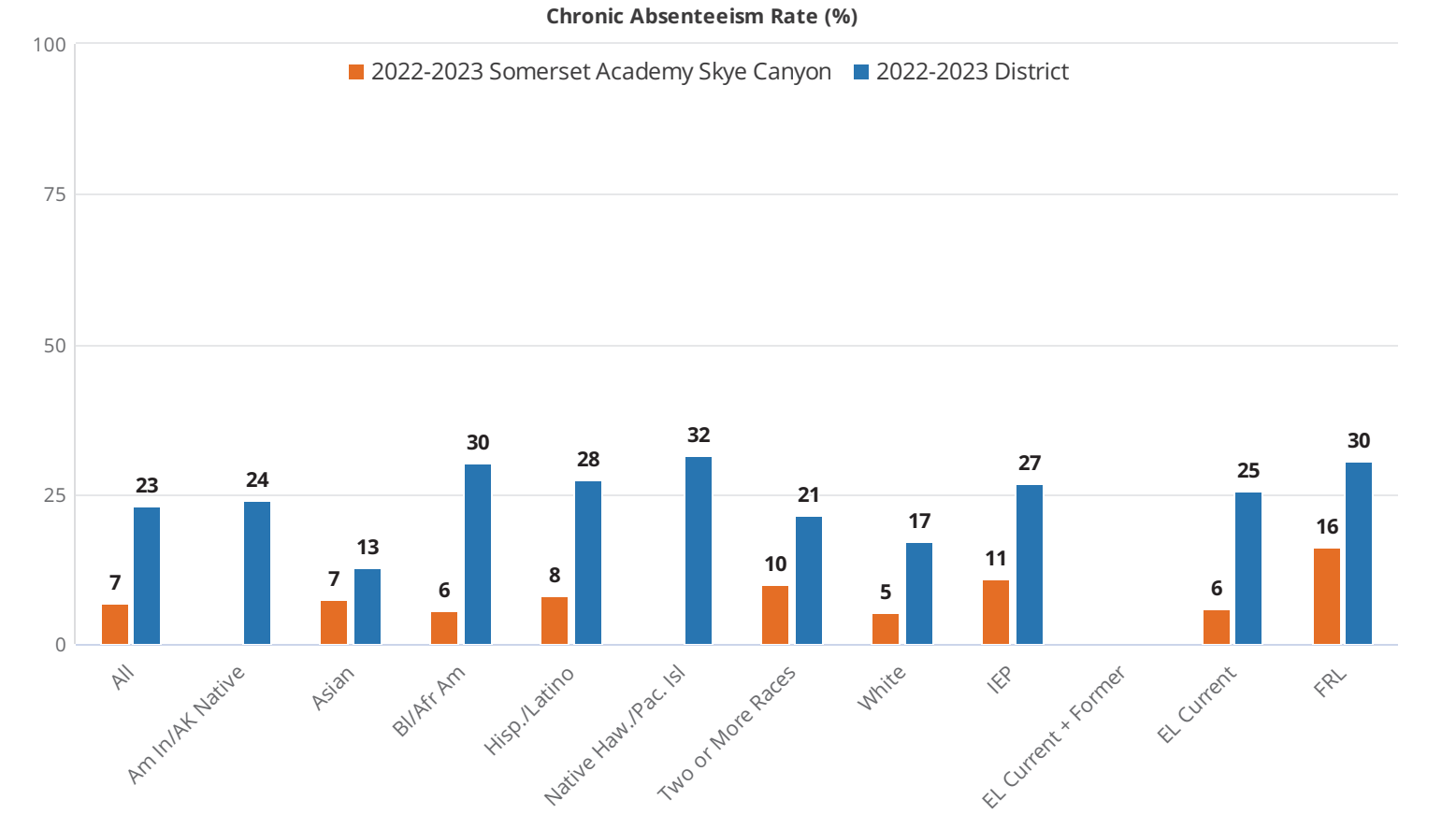


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism			Chronic Absenteeism Points Earned: 9/10	
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	6.7	22.9	10.4	21.7
American Indian/Alaska Native	N/A	24.0	-	15.8
Asian	7.4	12.9	<5	11.9
Black/African American	5.5	30.1	5.8	27.6
Hispanic/Latino	8.1	27.5	10.4	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	10.1	21.4	14.1	22.2
White/Caucasian	5.3	17.1	10.4	16.9
Special Education	10.9	26.7	15.3	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.8	25.4	11.7	22.6
Economically Disadvantaged	16.1	30.4	15.4	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: 8151 N. Shaumber Road Las Vegas, NV 89166

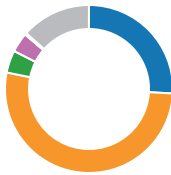


91.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

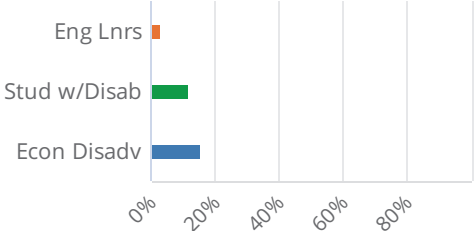


Student Race/Ethnicity
52.2% White
4.3% BI/Afr Am
25.8% Hisp/Latino
3.8% Asian
N/A% Am Ind/AK Nat
0.3% Pac Isl
13.4% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	91.0 ★★★★★
2021-2022	93.0 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 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



24/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	62.5	48.3
Math Proficiency	67.4	51.2
ELA Proficiency	66.1	54.6
Science Proficiency	37.8	21.2
Read-by-Grade-3 Proficiency	61.1	51.2



34/35

Growth Indicator

Measure	School Median	District Median
Math MGP	62.0	52.0
ELA MGP	71.0	54.0

	School Rate	District Rate
Met Math AGP Target	61.0	44.4
Met ELA AGP Target	70.0	54.0



10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	60.0	48.4



8/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.1	20.7
Climate Survey Participation	>95	N/A



15/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	29.3	22.5
Prior Non-Proficient Met ELA AGP Target	54.3	36.5

Climate Survey Participation is not a point-earning measure.

24/25

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: 20/20

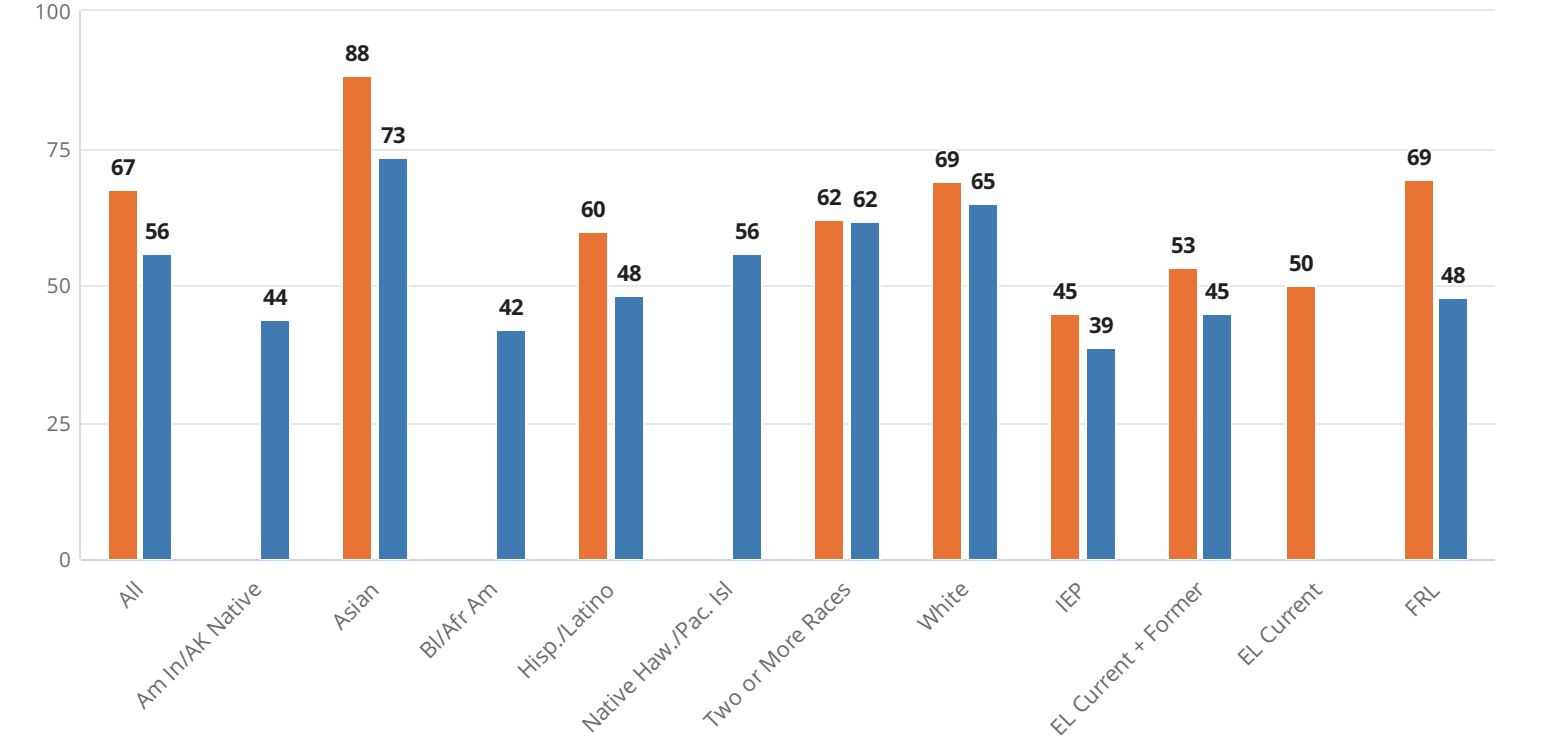
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	62.5	48.3	68.1	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	67.4	51.2	55.8	73.6	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	88.2	74.8	73.3	82.3	74.5	71.9
Black/African American	-	31.7	42	-	31.4	38.9
Hispanic/Latino	59.7	41.7	48.2	73.4	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	62.1	57.2	61.6	68.8	57.8	59.6
White/Caucasian	69.1	62.7	65.1	74.1	63.7	63.3
Special Education	44.8	26.9	38.8	50.9	29.1	35.5
English Learners Current + Former	53.3	38.7	44.9	-	38.1	42
English Learners Current	50.0	27.5		-	27.6	
Economically Disadvantaged	69.3	40.4	47.7	65.9	39.0	44.9

Math Assessments
% Proficient

2023-2024 Somerset Academy Skye Canyon 2023-2024 Mips



24/25

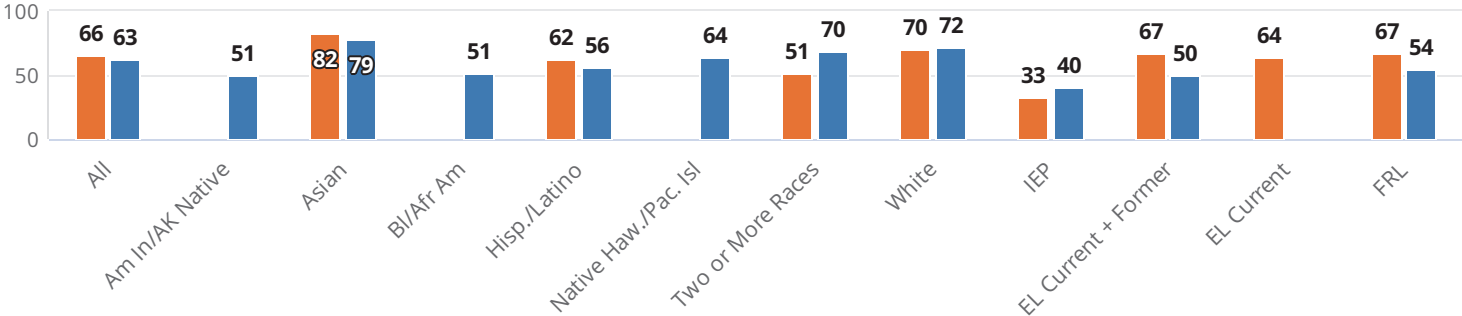
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	66.1	54.6	63.1	66.4	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	82.3	75.3	78.9	76.4	74.1	77.8
Black/African American	-	36.5	50.8	-	37.5	48.2
Hispanic/Latino	62.3	46.0	55.6	70.8	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	51.3	60.4	69.5	55.5	60.7	67.9
White/Caucasian	69.7	65.2	72.1	65.8	64.4	70.6
Special Education	32.6	25.8	39.9	39.2	27.4	36.8
English Learners Current + Former	66.6	39.5	49.8	-	37.6	47.2
English Learners Current	64.2	25.3		-	24.1	
Economically Disadvantaged	67.3	44.1	54.4	61.3	42.0	51.9

ELA Assessments
% Proficient

2023-2024 Somerset Academy Skye Canyon 2023-2024 Mips

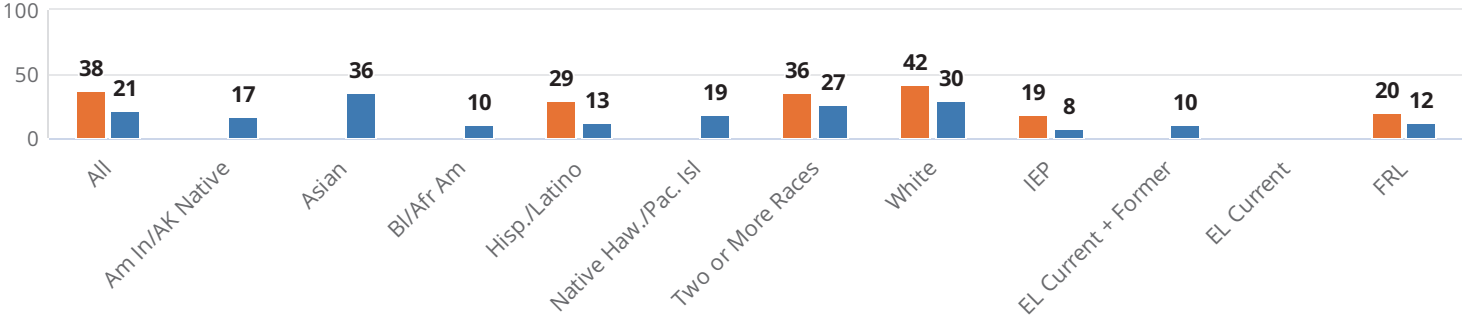


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	37.8	21.2	56.3	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	-	10.4	-	15.3
Hispanic/Latino	29.4	12.9	64.5	19.5
Pacific Islander	N/A	19.1	-	18.7
Two or More Races	35.7	27.2	29.4	34.5
White/Caucasian	41.5	29.6	63.6	40.9
Special Education	18.7	7.6	50.0	12.2
English Learners Current + Former	-	10.4	-	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	20.0	12.4	33.3	17.6

Science Assessments
% Proficient

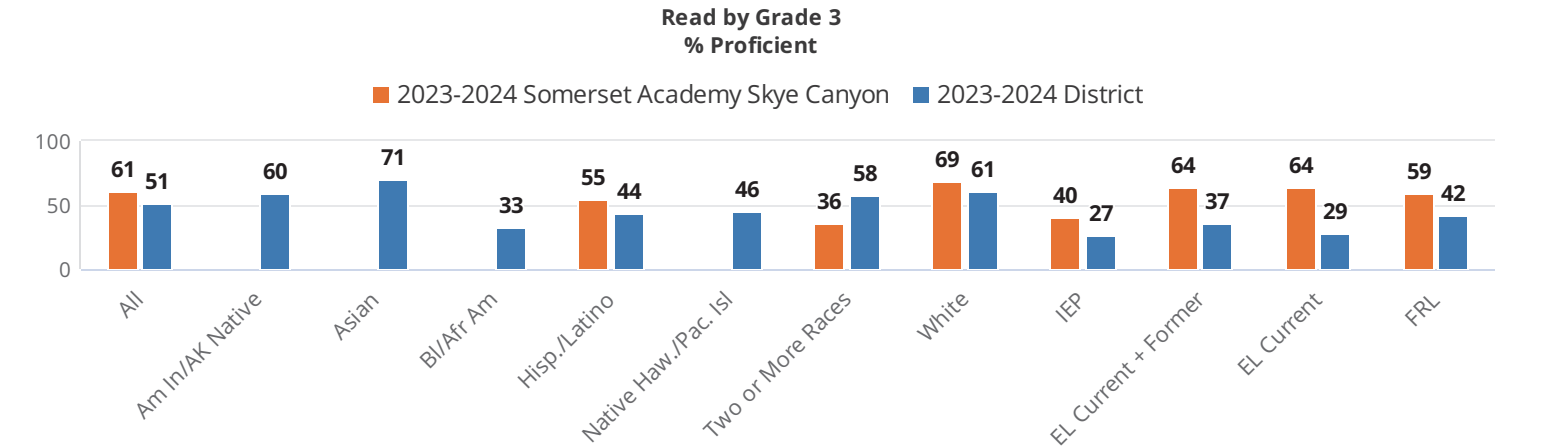
2023-2024 Somerset Academy Skye Canyon 2023-2024 District



24/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	61.1	51.2	58.3	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	-	33.9
Hispanic/Latino	54.8	43.7	51.7	44.2
Pacific Islander	N/A	45.9	-	48.4
Two or More Races	36.3	58.4	64.2	62.3
White/Caucasian	68.6	60.7	56.8	62.5
Special Education	40.0	27.0	33.3	29.5
English Learners Current + Former	63.6	36.6	-	36.1
English Learners Current	63.6	28.5	-	27.6
Economically Disadvantaged	58.8	42.4	61.5	40.3



24/25

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
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: 10/10		
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	62.0	52.0	71.0	54.0	70.0	55.0	69.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	76.0	57.0	65.0	62.0	71.0	61.0	47.0	61.0
Black/African American	-	46.0	-	49.0	-	52.0	-	50.0
Hispanic/Latino	67.0	50.0	70.0	52.0	68.5	54.0	73.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	69.5	53.0	71.0	53.0	71.0	54.0	60.0	55.0
White/Caucasian	54.0	53.0	74.0	57.0	71.5	56.0	67.5	57.0
Special Education	60.0	46.0	75.0	48.0	64.0	49.0	62.5	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	60.0	51.0	67.0	52.0	58.5	54.0	60.5	53.0

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7.5/7.5		
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	61.0	44.4	70.0	54.0	75.5	50.8	70.8	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	72.7	63.8	63.6	69.4	92.3	66.5	76.9	67.6
Black/African American	-	28.9	-	41.4	-	38.1	-	42.1
Hispanic/Latino	57.7	36.9	75.5	48.1	72.0	43.8	74.0	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	65.3	49.5	65.3	55.5	64.5	52.0	54.8	56.1
White/Caucasian	58.5	52.8	69.3	61.4	78.1	58.8	72.7	58.9
Special Education	33.3	27.2	57.5	32.4	63.8	32.3	47.2	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	50.0	36.5	68.7	46.7	70.0	43.0	53.3	45.2

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

10/10

English Language

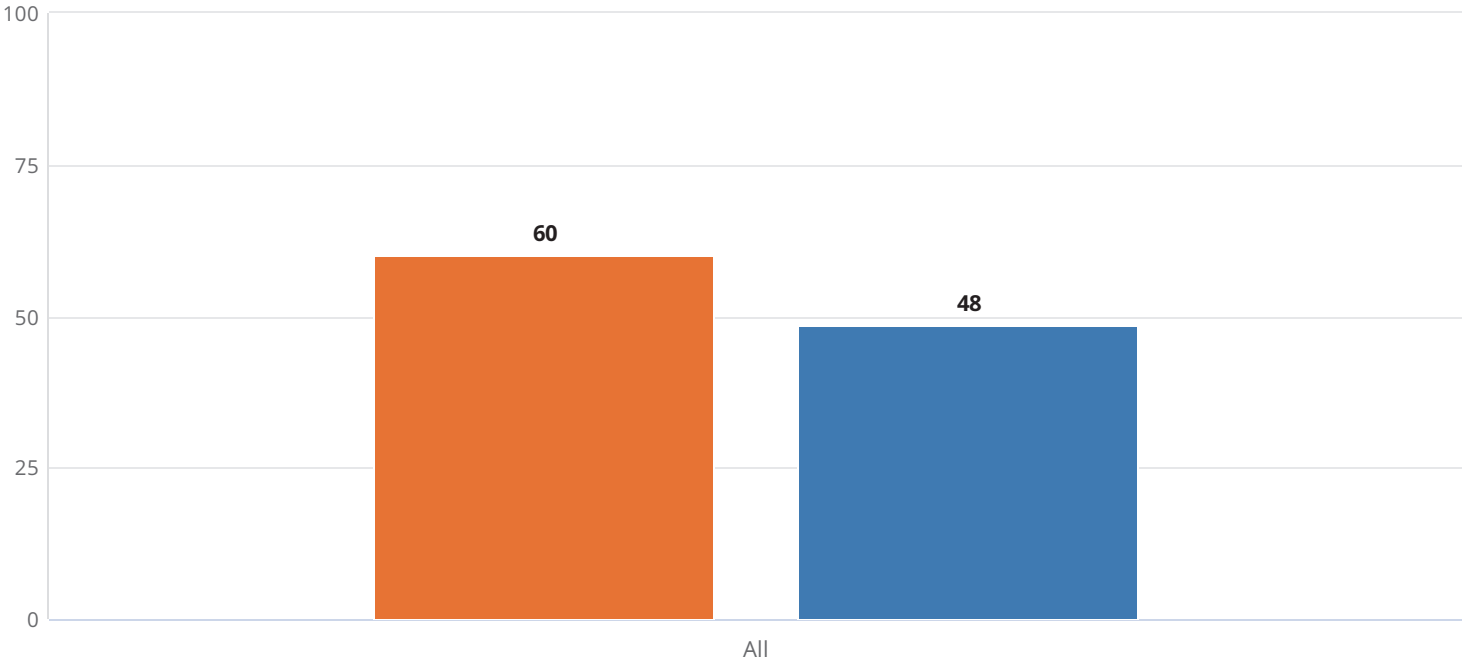
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	15	60.0	48.4	12	41.6	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Skye Canyon 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: 5/10				ELA AGP Points Earned: 10/10			
	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	29.3	22.5	54.3	36.5	56.1	31.9	46.0	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	-	15.8	-	29.4	-	25.9	-	29.9
Hispanic/Latino	29.4	20.4	59.0	34.4	61.1	29.9	50.0	34.4
Pacific Islander	N/A	29.4	N/A	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	46.1	37.7	42.8	31.3	40.0	40.3
White/Caucasian	24.1	27.2	57.1	43.4	59.4	37.8	47.6	42.6
Special Education	19.0	14.6	53.8	23.4	43.4	20.8	24.0	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	25.0	20.8	41.6	33.4	62.5	28.7	30.7	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

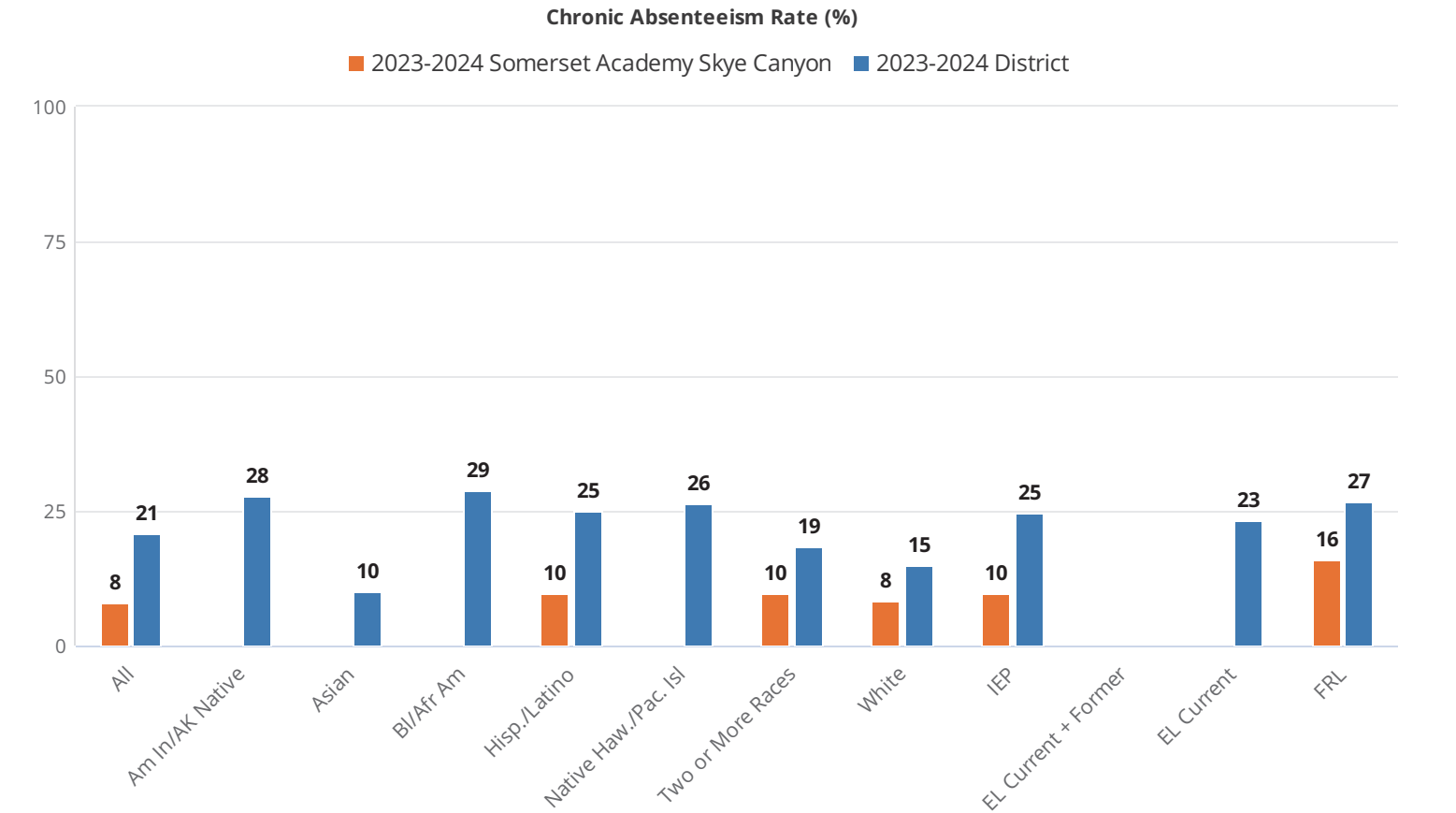
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored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

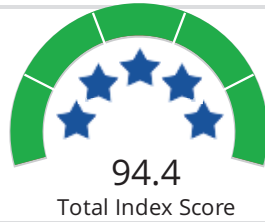
Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	8.1	20.7	6.7	22.9
American Indian/Alaska Native	N/A	27.7	N/A	24.0
Asian	<5	10.0	7.4	12.9
Black/African American	<5	28.9	5.5	30.1
Hispanic/Latino	9.6	25.0	8.1	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	9.8	18.5	10.1	21.4
White/Caucasian	8.2	14.9	5.3	17.1
Special Education	9.6	24.7	10.9	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	5.8	25.4
Economically Disadvantaged	15.8	26.8	16.1	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

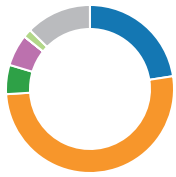


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 8151 N. Shaumber Road
 Las Vegas, NV 89166



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



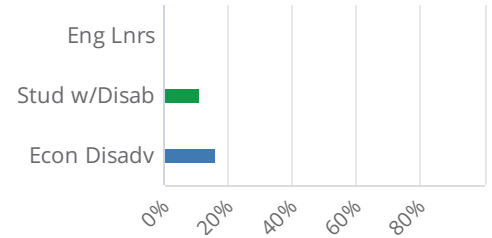
Student Race/Ethnicity

51.3% White
 5.6% BI/Afr Am
 22.5% Hisp/Latino
 6.1% Asian
 N/A% Am Ind/AK Nat
 1.6% Pac Isl
 12.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	92.2 NR
2020-2021	91.1 ★★★★★

Additional Student Groups



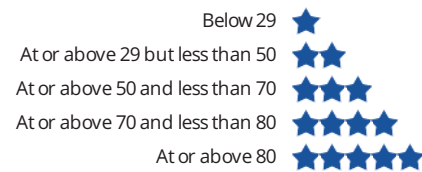
What does my school rating mean?

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	64.4	45.7
Math Proficiency	58.1	38.5
ELA Proficiency	69.4	53.4
Science Proficiency	68.3	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	56.0
ELA MGP	57.0	56.0
	School Rate	District Rate
Met Math AGP Target	57.7	40.4
Met ELA AGP Target	67.8	52.8



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	8.1	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	95.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.8	18.0
Prior Non-Proficient Met ELA AGP Target	34.4	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.

25/25

Academic Achievement

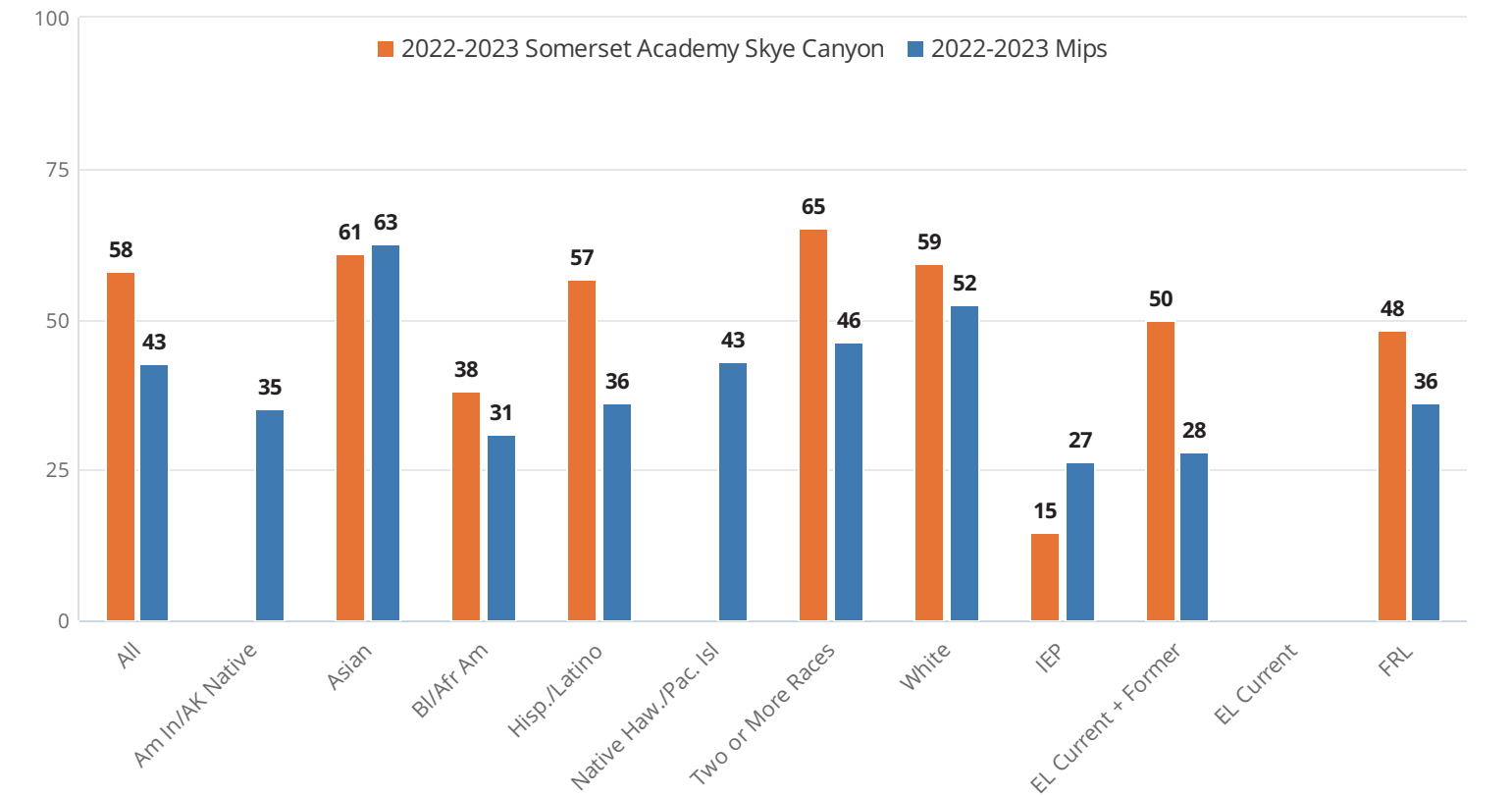
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	64.4	45.7	62.2	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	58.1	38.5	42.7	53.6	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	-	36.3	31.9
Asian	60.8	62.5	62.6	69.2	62.7	60.6
Black/African American	38.0	19.4	31	58.3	18.2	27.3
Hispanic/Latino	56.6	28.3	36.2	50.6	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	65.2	44.5	46.4	59.5	41.8	43.6
White/Caucasian	59.2	51.4	52.3	51.0	48.1	49.8
Special Education	14.6	11.5	26.5	20.0	9.7	22.7
English Learners Current + Former	50.0	21.5	28	25.0	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	48.2	24.9	36.1	49.0	23.9	32.7

Math Assessments
% Proficient



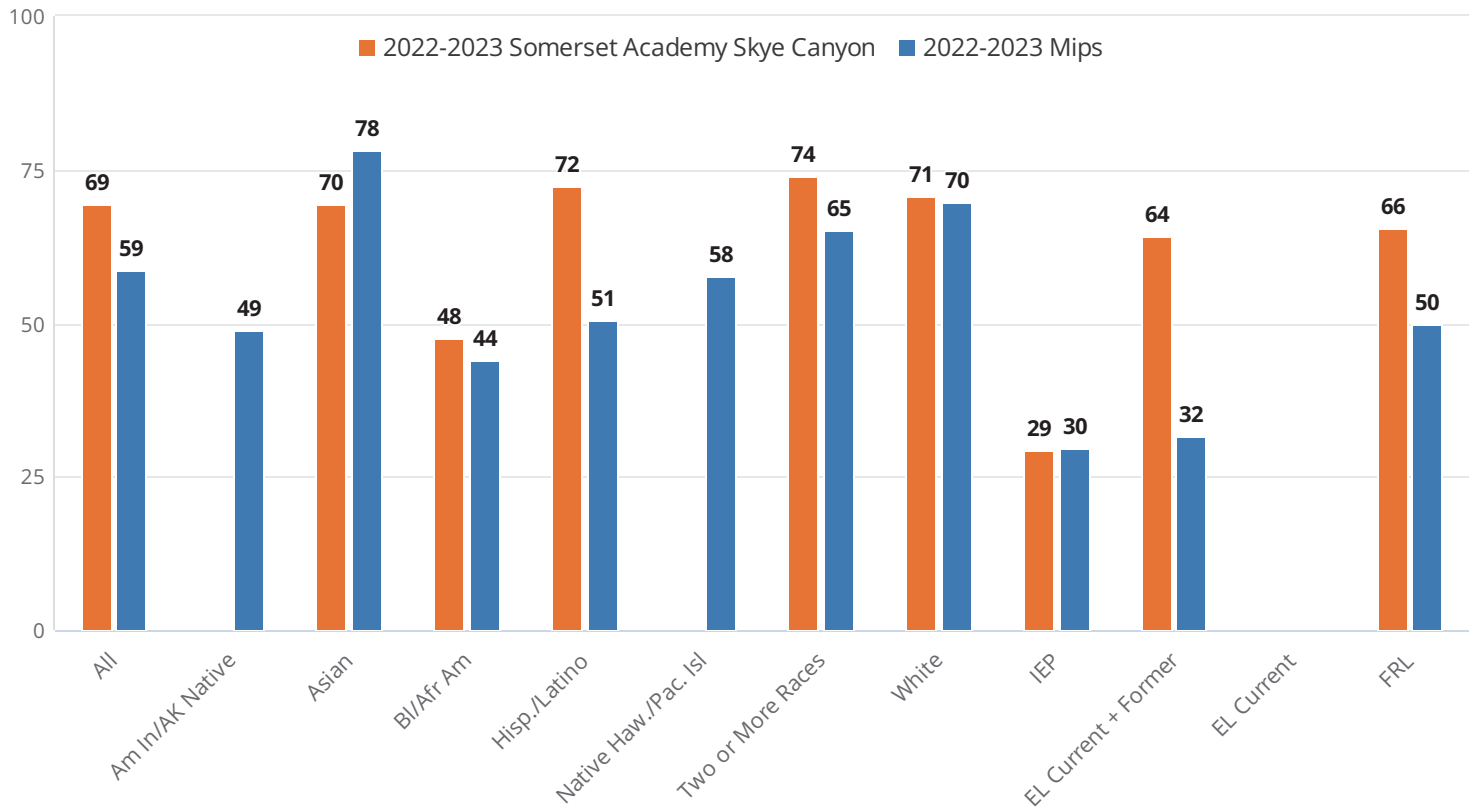
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	69.4	53.4	58.6	71.7	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	-	53.7	46.3
Asian	69.5	74.7	78.2	76.9	79.0	77.1
Black/African American	47.6	37.4	43.9	62.5	41.1	40.9
Hispanic/Latino	72.2	44.8	50.5	72.6	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	73.9	60.0	65	76.1	64.6	63.2
White/Caucasian	70.6	64.0	69.6	71.1	67.2	68
Special Education	29.2	17.4	29.6	22.8	18.0	25.8
English Learners Current + Former	64.2	34.0	31.7	33.3	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	65.5	40.8	49.8	63.6	45.9	47.1

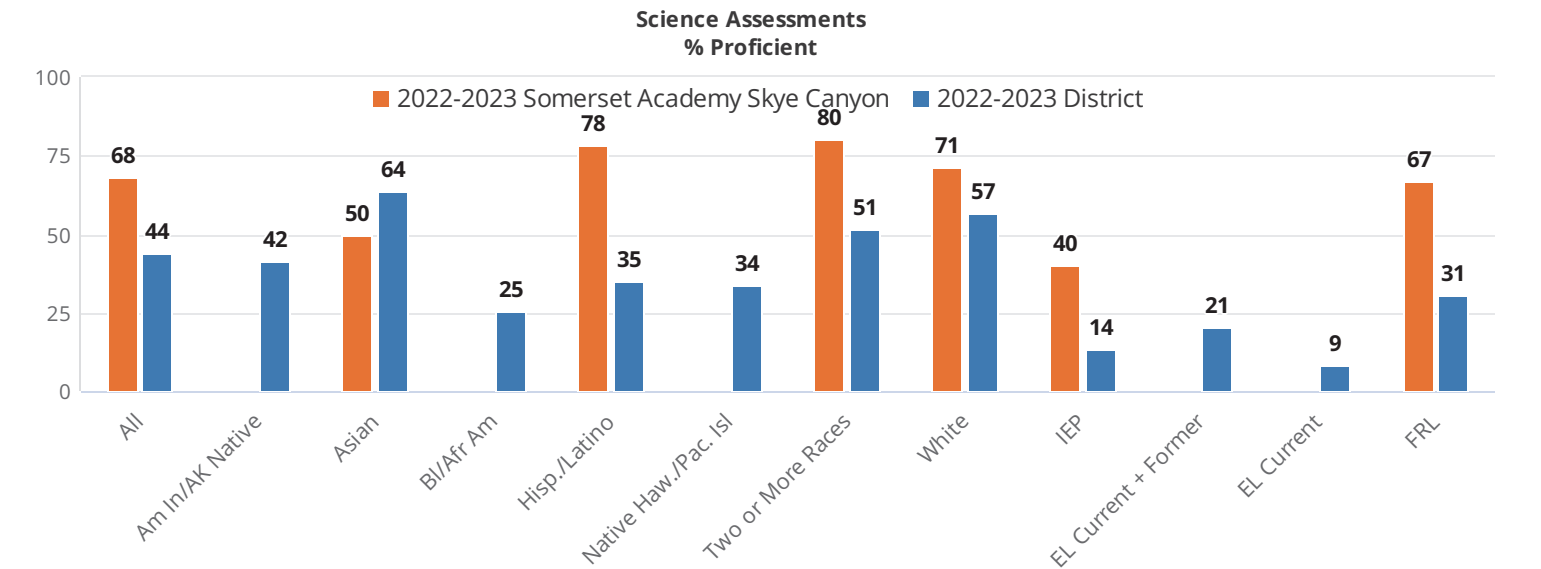
ELA Assessments
% Proficient

25/25

Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	68.3	43.9	59.1	44.9
American Indian/Alaska Native	N/A	41.6	-	52.6
Asian	50.0	63.5	-	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	78.2	34.8	46.4	33.7
Pacific Islander	N/A	33.7	-	40.5
Two or More Races	80.0	51.4	63.6	53.3
White/Caucasian	71.4	56.5	62.0	57.8
Special Education	40.0	13.6	36.3	12.0
English Learners Current + Former	-	20.7	-	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	66.6	30.8	31.5	31.9



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
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: 9/10

ELA MGP Points Earned: 7/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	64.0	56.0	57.0	56.0	61.0	56.0	58.0	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	-	53.5	-	55.5
Asian	59.0	61.0	56.0	57.0	70.0	61.0	66.0	61.0
Black/African American	68.0	51.0	55.0	55.0	58.0	52.0	47.0	54.0
Hispanic/Latino	64.0	54.0	72.0	55.0	60.5	54.0	51.5	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	71.0	59.0	59.0	58.0	69.0	57.0	60.0	55.0
White/Caucasian	60.0	58.0	53.0	56.0	60.0	57.0	62.0	56.0
Special Education	64.0	52.0	73.0	55.0	41.5	44.0	47.5	43.0
English Learners Current + Former	56.0	54.0	61.0	56.0	80.5	54.0	53.5	54.0
English Learners Current	-	53.0	-	53.0	-	50.0	-	51.0
Economically Disadvantaged	64.5	54.0	65.5	55.0	57.0	54.0	56.5	55.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 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	57.7	40.4	67.8	52.8	53.7	40.8	68.5	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	-	37.5	-	64.2
Asian	60.8	62.5	73.9	72.6	72.0	63.7	72.0	77.2
Black/African American	38.0	23.7	52.3	39.6	50.0	24.7	59.0	49.7
Hispanic/Latino	62.0	30.6	69.6	44.7	48.5	31.4	63.2	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	68.8	46.9	71.1	59.5	59.4	43.8	75.6	65.6
White/Caucasian	55.2	51.9	68.5	61.5	53.1	50.7	70.2	67.2
Special Education	14.6	15.1	39.0	22.3	20.5	12.9	32.3	26.3
English Learners Current + Former	46.1	24.3	69.2	35.3	16.6	25.2	41.6	45.5
English Learners Current	-	10.9	-	16.2	-	12.6	-	28.2
Economically Disadvantaged	51.7	28.1	67.2	41.9	46.0	29.9	56.0	51.8

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

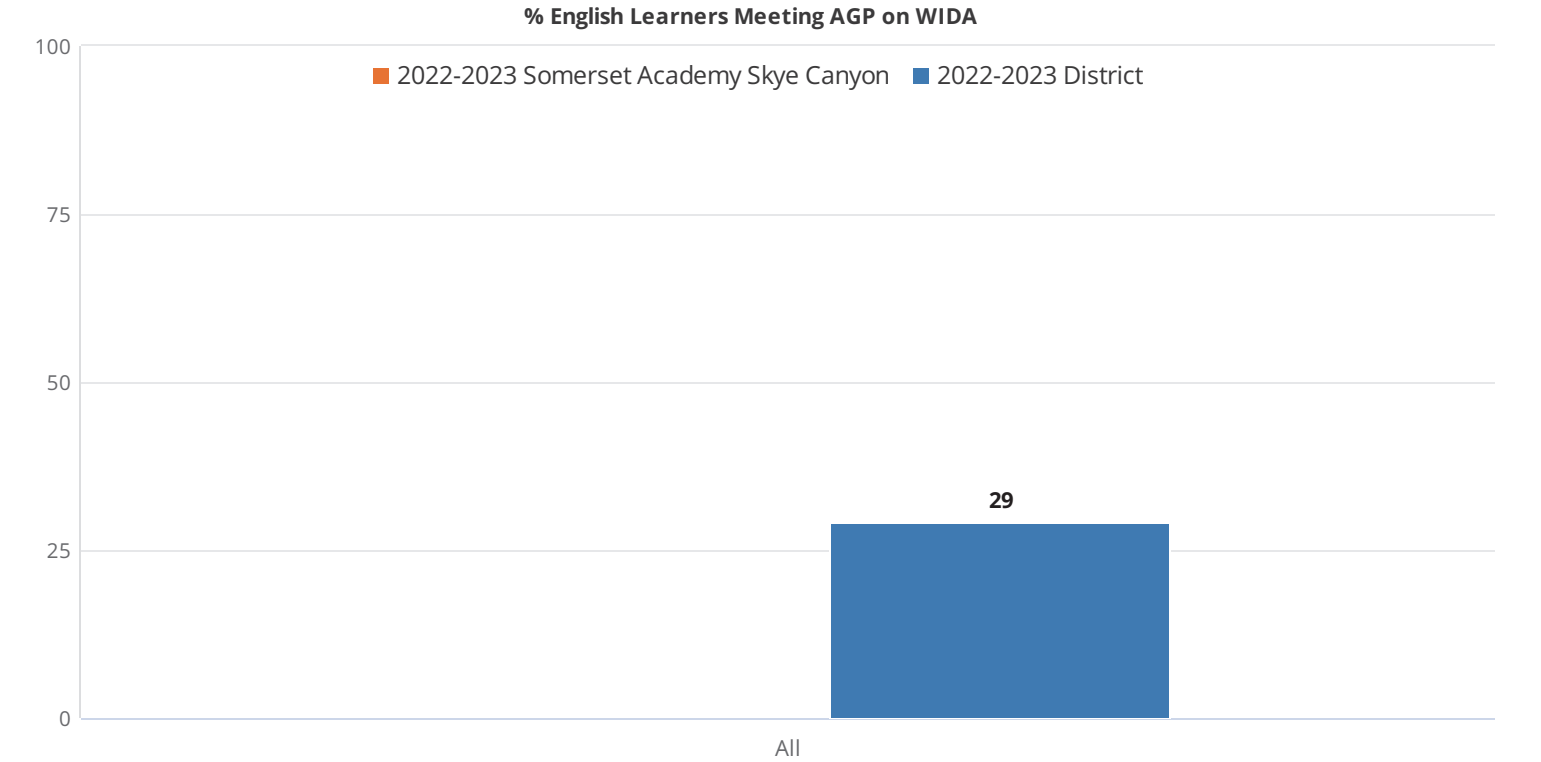
N/A

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	AGP		Target	AGP	
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: 10/10			
	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	26.8	18.0	34.4	23.3	29.1	23.5	42.3	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	-	25.0	-	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	<5	12.5	-	20.2	25.0	16.6	-	33.6
Hispanic/Latino	37.8	15.4	31.8	21.4	27.5	20.3	34.7	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	23.0	20.8	-	27.8	40.0	24.1	50.0	42.9
White/Caucasian	25.3	23.6	32.6	26.3	28.2	28.8	40.7	40.2
Special Education	8.5	8.5	30.3	12.4	<5	7.8	19.2	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	15.3	14.2	50.0	20.9	20.6	19.7	36.3	35.0

**14/15

Student Engagement

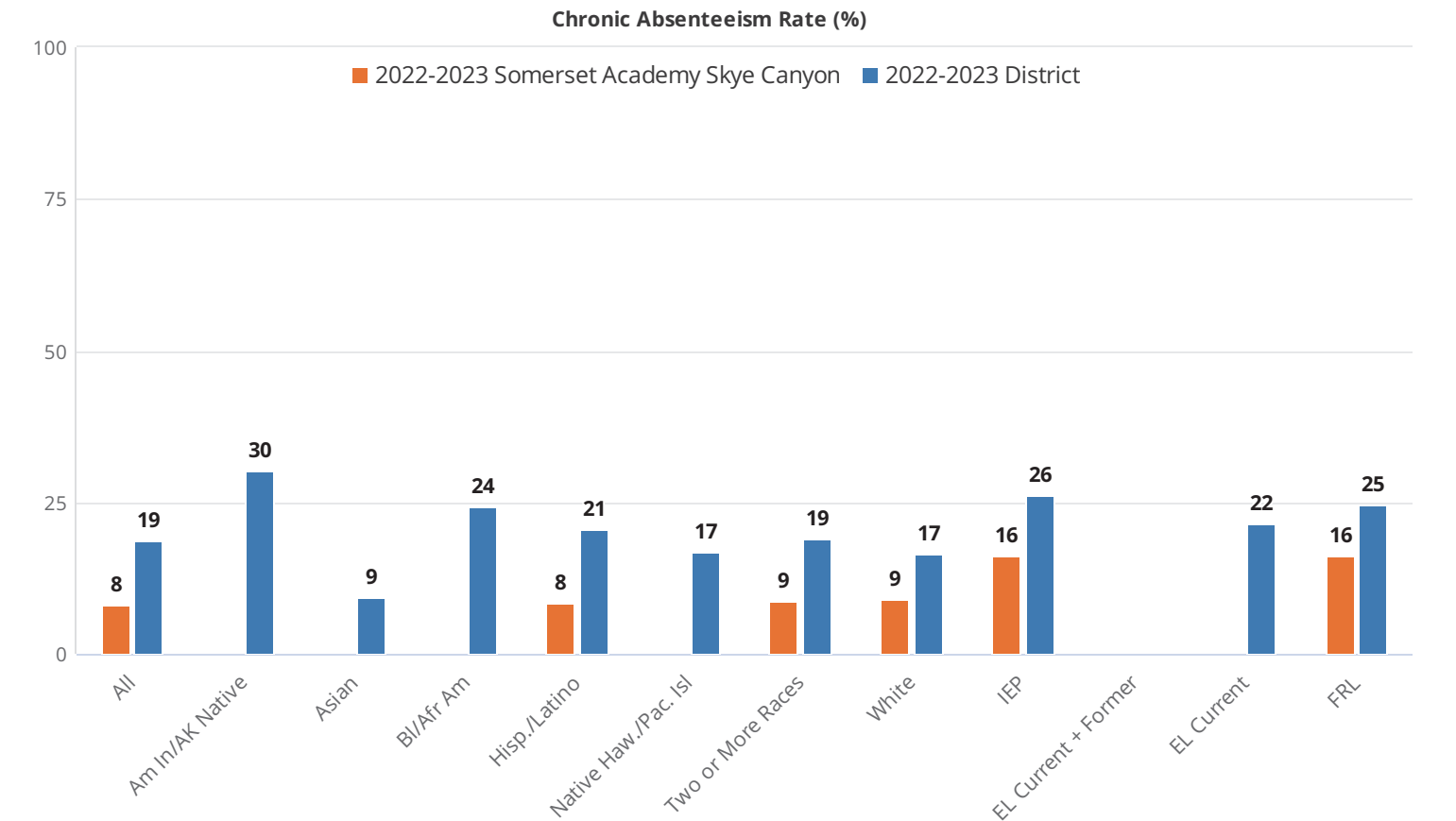
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. 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: 8/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	8.1	18.8	12.8	18.5
American Indian/Alaska Native	N/A	30.1	-	28.9
Asian	<5	9.3	11.5	8.7
Black/African American	<5	24.2	12.5	24.9
Hispanic/Latino	8.3	20.6	15.5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	8.6	19.0	8.8	19.4
White/Caucasian	9.0	16.5	13.2	16.1
Special Education	16.2	26.3	21.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	21.6	-	18.3
Economically Disadvantaged	16.3	24.7	26.1	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	N/A	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	>95	-	>95
Economically Disadvantaged	>95	>95	>95	>95

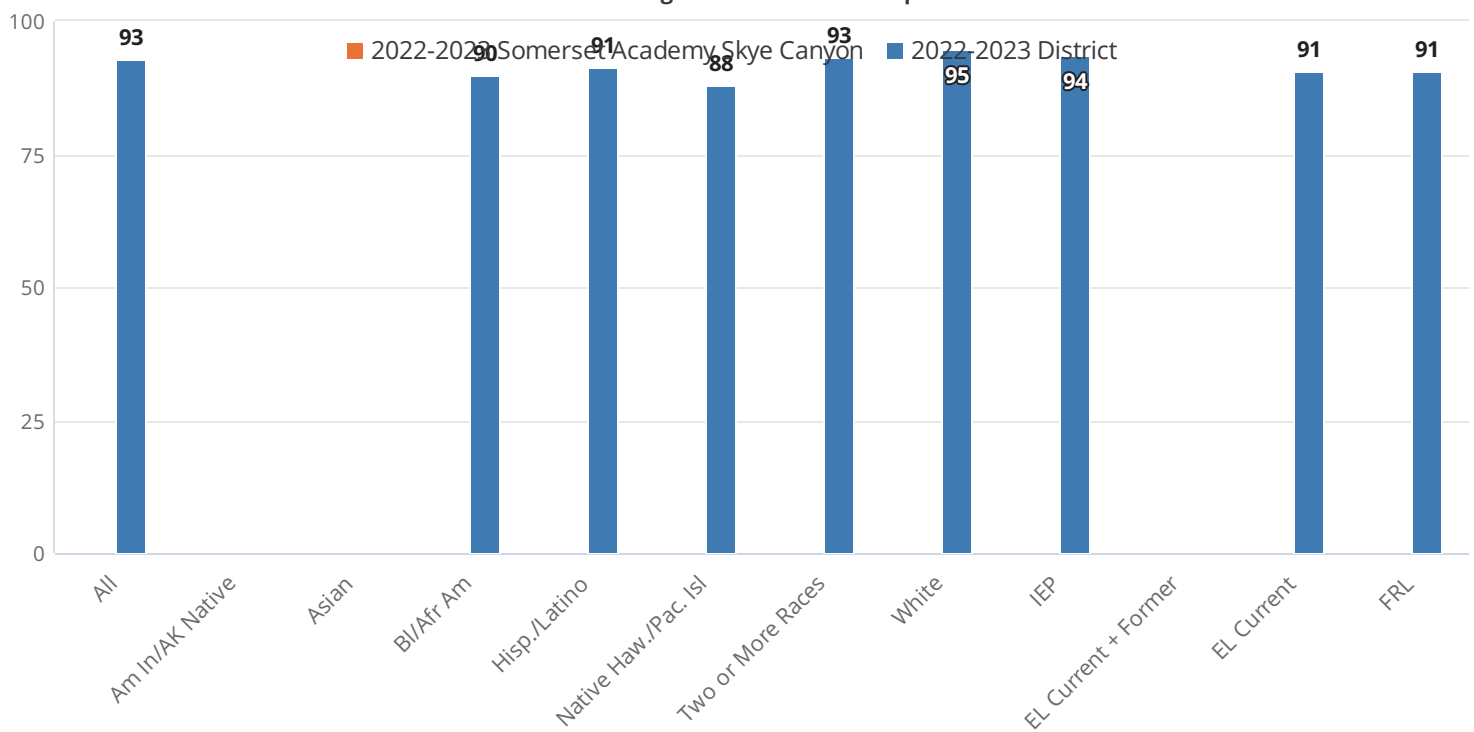
Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	N/A	>95	-	>95
Asian	>95	>95	-	>95
Black/African American	-	89.9	-	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	N/A	88.1	-	93.3
Two or More Races	>95	93.1	90.9	89.2
White/Caucasian	>95	94.8	>95	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	>95	90.5	>95	89.5

NAC 389.445 Credit Requirements Points Earned 3/3

% of Students Meeting 8th Grade Credit Requirements

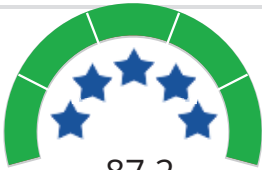


School Level: Middle School

Grade Levels: KG-08

District: State Public Charter School Authority

School Address: 8151 N. Shaumber Road Las Vegas, NV 89166

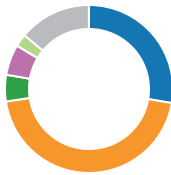


87.2
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

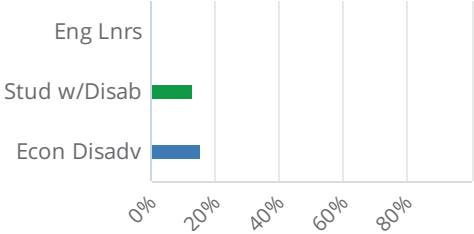


Student Race/Ethnicity
44.8% White
5.1% BI/Afr Am
27.6% Hisp/Latino
5.9% Asian
N/A% Am Ind/AK Nat
2.4% Pac Isl
13.9% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	94.4 ★★★★★
2021-2022	92.2 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	62.4	47.3
Math Proficiency	57.8	39.8
ELA Proficiency	68.9	54.2
Science Proficiency	56.6	48.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	51.5	57.0
ELA MGP	55.0	59.0

	School Rate	District Rate
Met Math AGP Target	52.5	40.5
Met ELA AGP Target	64.9	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	15.7	16.3
Prior Non-Proficient Met ELA AGP Target	35.3	26.0



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.2	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	94.0	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.

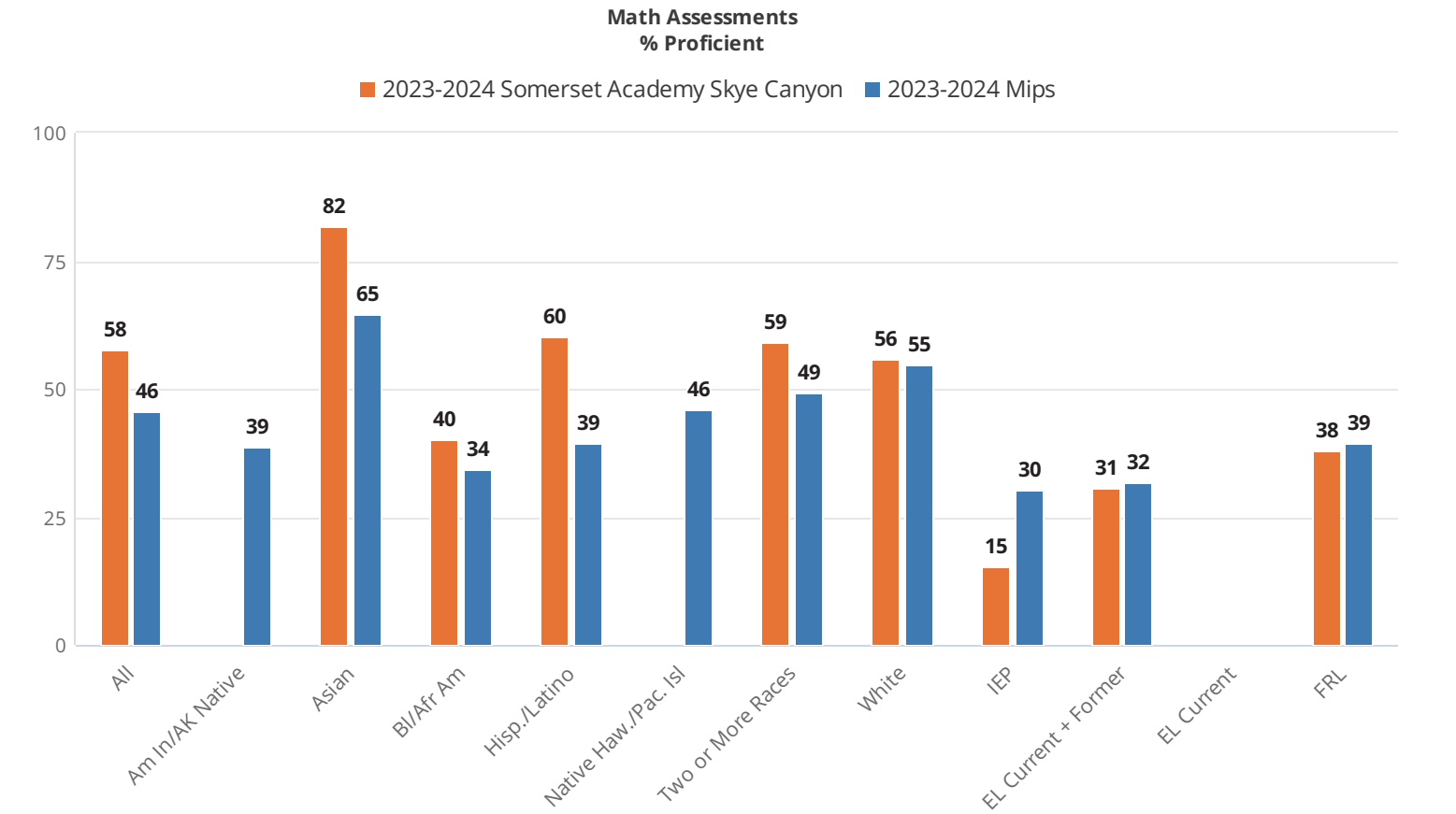
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	62.4	47.3	64.4	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	57.8	39.8	45.6	58.1	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	81.8	64.8	64.5	60.8	62.5	62.6
Black/African American	40.0	21.6	34.4	38.0	19.4	31
Hispanic/Latino	60.3	28.7	39.4	56.6	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	59.1	47.6	49.1	65.2	44.5	46.4
White/Caucasian	55.9	54.3	54.7	59.2	51.4	52.3
Special Education	15.2	11.3	30.2	14.6	11.5	26.5
English Learners Current + Former	30.7	20.5	31.6	50.0	21.5	28
English Learners Current	-	6.2		-	6.5	
Economically Disadvantaged	37.9	27.1	39.3	48.2	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.

25/25

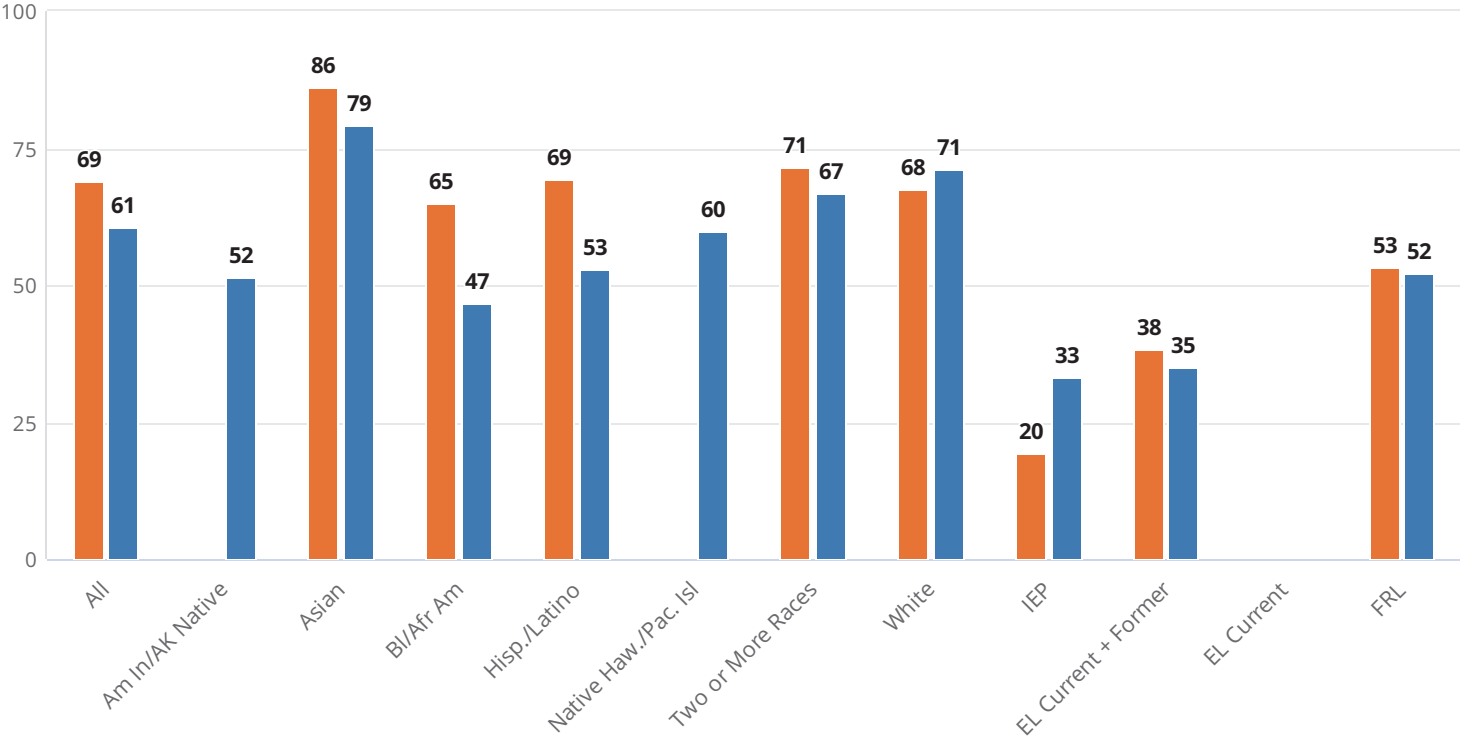
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	68.9	54.2	60.6	69.4	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	86.3	76.3	79.3	69.5	74.7	78.2
Black/African American	65.0	40.1	46.7	47.6	37.4	43.9
Hispanic/Latino	69.3	44.9	53	72.2	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	71.4	62.1	66.8	73.9	60.0	65
White/Caucasian	67.7	65.0	71.1	70.6	64.0	69.6
Special Education	19.5	17.5	33.1	29.2	17.4	29.6
English Learners Current + Former	38.4	32.1	35.1	64.2	34.0	31.7
English Learners Current	-	11.3	-	-	12.0	-
Economically Disadvantaged	53.4	42.5	52.3	65.5	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Somerset Academy Skye Canyon 2023-2024 Mips

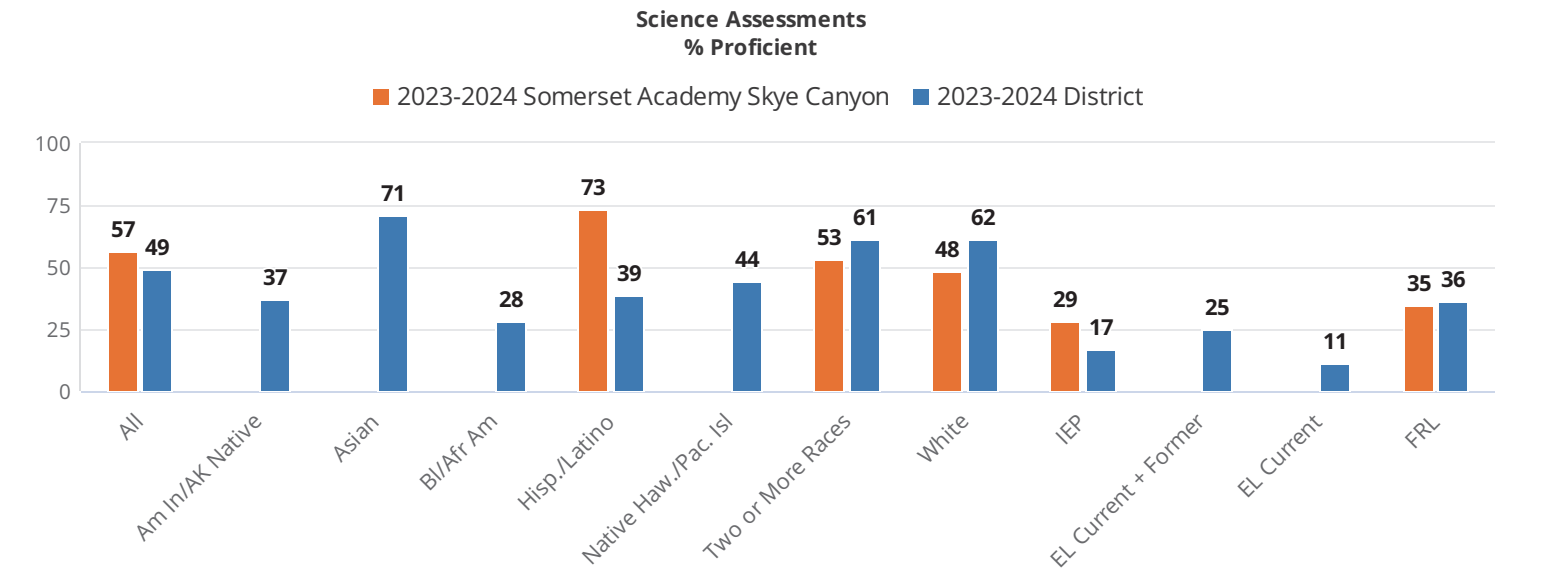


25/25

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	56.6	48.8	68.3	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	-	71.3	50.0	63.5
Black/African American	-	27.9	-	25.3
Hispanic/Latino	73.0	38.9	78.2	34.8
Pacific Islander	-	44.1	N/A	33.7
Two or More Races	53.3	61.2	80.0	51.4
White/Caucasian	48.3	61.6	71.4	56.5
Special Education	28.5	16.8	40.0	13.6
English Learners Current + Former	-	24.6	-	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	35.0	36.0	66.6	30.8



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
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: 6/10				ELA MGP Points Earned: 7/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	51.5	57.0	55.0	59.0	64.0	56.0	57.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	57.0	63.0	80.0	63.5	59.0	61.0	56.0	57.0
Black/African American	68.0	52.0	63.0	57.0	68.0	51.0	55.0	55.0
Hispanic/Latino	55.0	57.0	55.0	59.0	64.0	54.0	72.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	50.5	58.0	66.0	60.0	71.0	59.0	59.0	58.0
White/Caucasian	47.5	57.0	52.5	58.0	60.0	58.0	53.0	56.0
Special Education	58.0	53.0	52.0	56.0	64.0	52.0	73.0	55.0
English Learners Current + Former	45.0	56.0	85.0	58.0	56.0	54.0	61.0	56.0
English Learners Current	-	56.0	-	55.0	-	53.0	-	53.0
Economically Disadvantaged	50.5	56.0	52.5	58.0	64.5	54.0	65.5	55.0

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 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	52.5	40.5	64.9	54.7	57.7	40.4	67.8	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	72.7	65.1	>95	75.9	60.8	62.5	73.9	72.6
Black/African American	42.1	24.1	63.1	42.6	38.0	23.7	52.3	39.6
Hispanic/Latino	54.4	30.4	62.3	46.4	62.0	30.6	69.6	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	54.3	46.6	71.7	61.9	68.8	46.9	71.1	59.5
White/Caucasian	49.3	53.0	62.0	63.6	55.2	51.9	68.5	61.5
Special Education	15.5	14.6	20.0	22.8	14.6	15.1	39.0	22.3
English Learners Current + Former	23.0	23.0	53.8	35.8	46.1	24.3	69.2	35.3
English Learners Current	-	10.1	-	17.2	-	10.9	-	16.2
Economically Disadvantaged	39.6	29.5	50.0	44.8	51.7	28.1	67.2	41.9

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

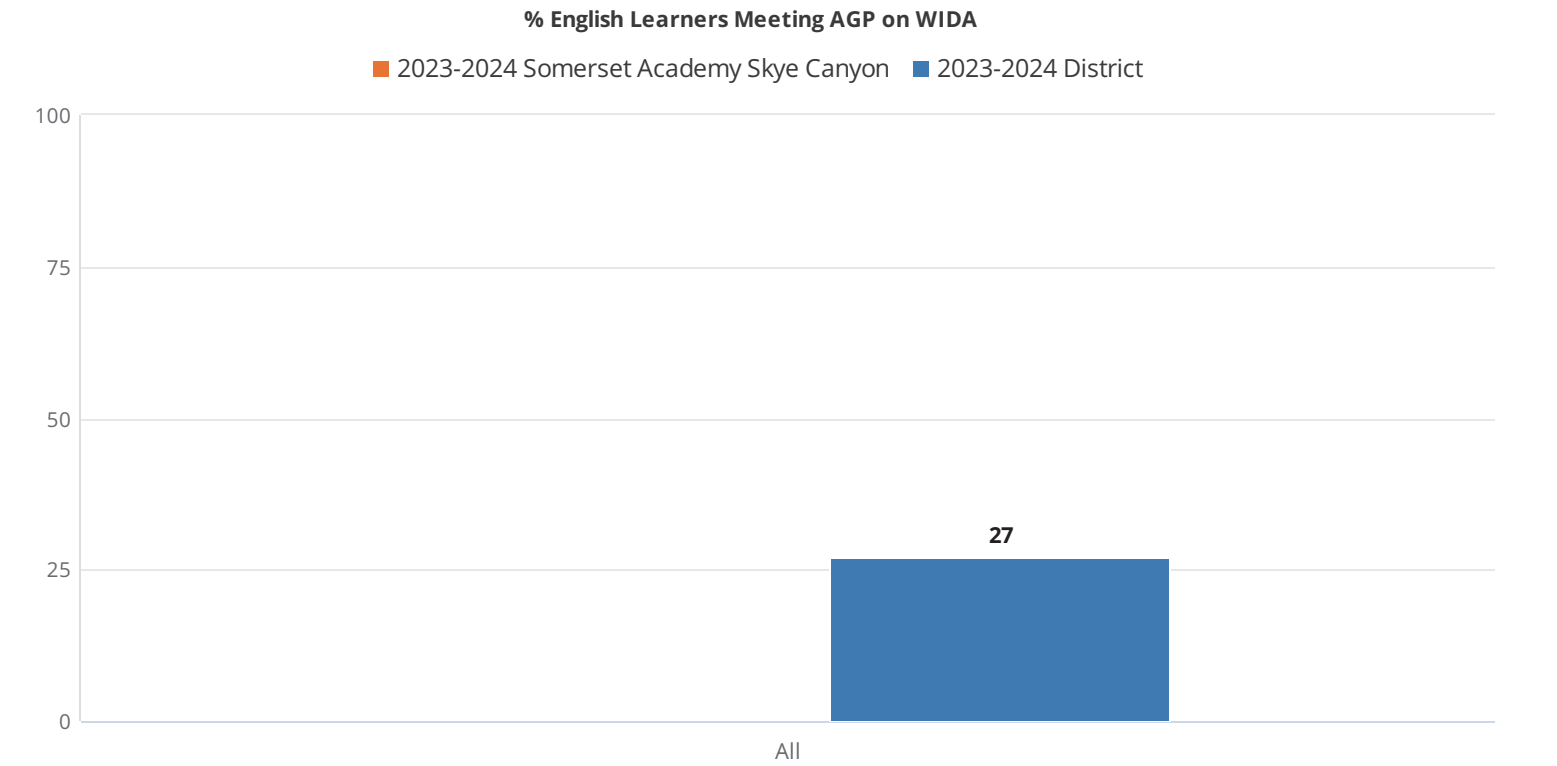
N/A

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



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 10/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	15.7	16.3	35.3	26.0	26.8	18.0	34.4	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	8.3	10.9	-	21.2	<5	12.5	-	20.2
Hispanic/Latino	19.5	13.5	16.0	23.6	37.8	15.4	31.8	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	5.8	19.7	52.9	32.6	23.0	20.8	-	27.8
White/Caucasian	16.1	22.6	33.9	30.5	25.3	23.6	32.6	26.3
Special Education	<5	7.3	10.8	13.5	8.5	8.5	30.3	12.4
English Learners Current + Former	-	11.4	-	20.6	-	13.5	-	18.6
English Learners Current	-	7.4	-	13.9	-	8.9	-	12.7
Economically Disadvantaged	11.7	13.6	24.1	22.8	15.3	14.2	50.0	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

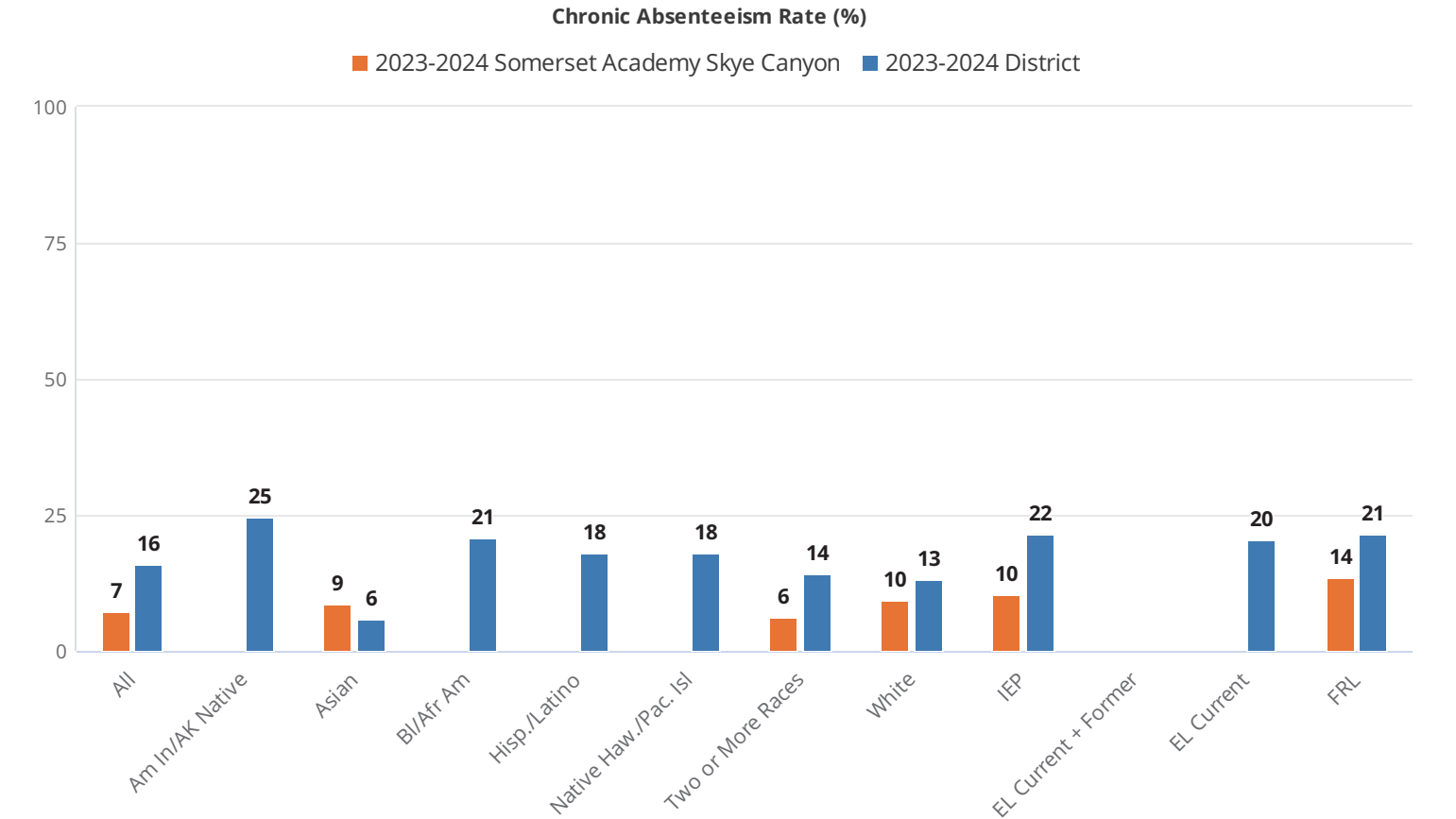
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 8.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	7.2	15.8	8.1	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	8.6	6.0	<5	9.3
Black/African American	<5	21.0	<5	24.2
Hispanic/Latino	<5	18.2	8.3	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	6.1	14.2	8.6	19.0
White/Caucasian	9.5	13.2	9.0	16.5
Special Education	10.4	21.7	16.2	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	20.4	-	21.6
Economically Disadvantaged	13.5	21.4	16.3	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

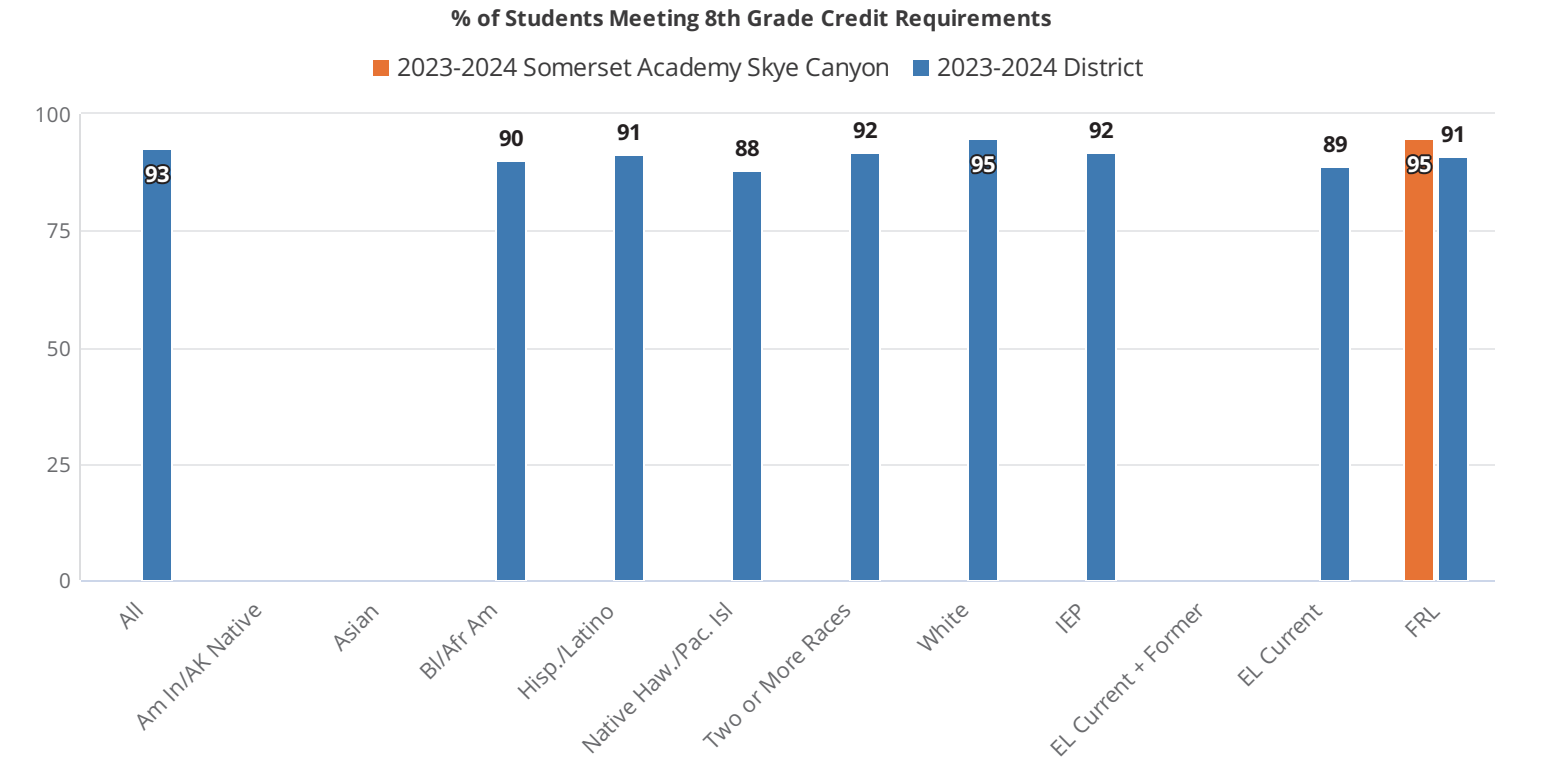




Student Engagement

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

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	>95	>95
Black/African American	-	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	N/A	88.1
Two or More Races	>95	91.9	>95	93.1
White/Caucasian	>95	94.8	>95	94.8
Special Education	>95	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	95.0	91.2	>95	90.5

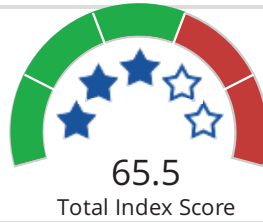


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

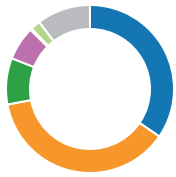
Somerset Academy Stephanie

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 50 N Stephanie Street
 Henderson, NV 89074



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



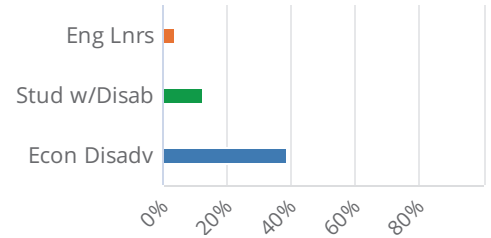
Student Race/Ethnicity

37.4% White
 8.9% BI/Afr Am
 34.5% Hisp/Latino
 6.5% Asian
 0.3% Am Ind/AK Nat
 1.9% Pac Isl
 10.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	48.0 NR
2020-2021	89.0 ★★★★★

Additional Student Groups



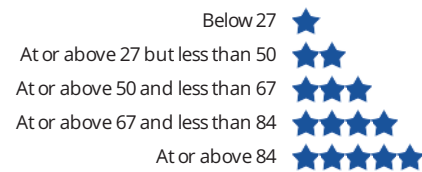
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	52.1	50.0
Math Proficiency	50.6	52.0
ELA Proficiency	54.6	54.6
Science Proficiency	48.9	29.8
Read-by-Grade-3 Proficiency	57.5	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	59.0	55.0
ELA MGP	61.0	55.0
School Rate		District Rate
Met Math AGP Target	54.5	50.8
Met ELA AGP Target	57.2	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	18.7	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.4	22.9
Climate Survey Participation	86.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	29.8	31.9
Prior Non-Proficient Met ELA AGP Target	35.1	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**

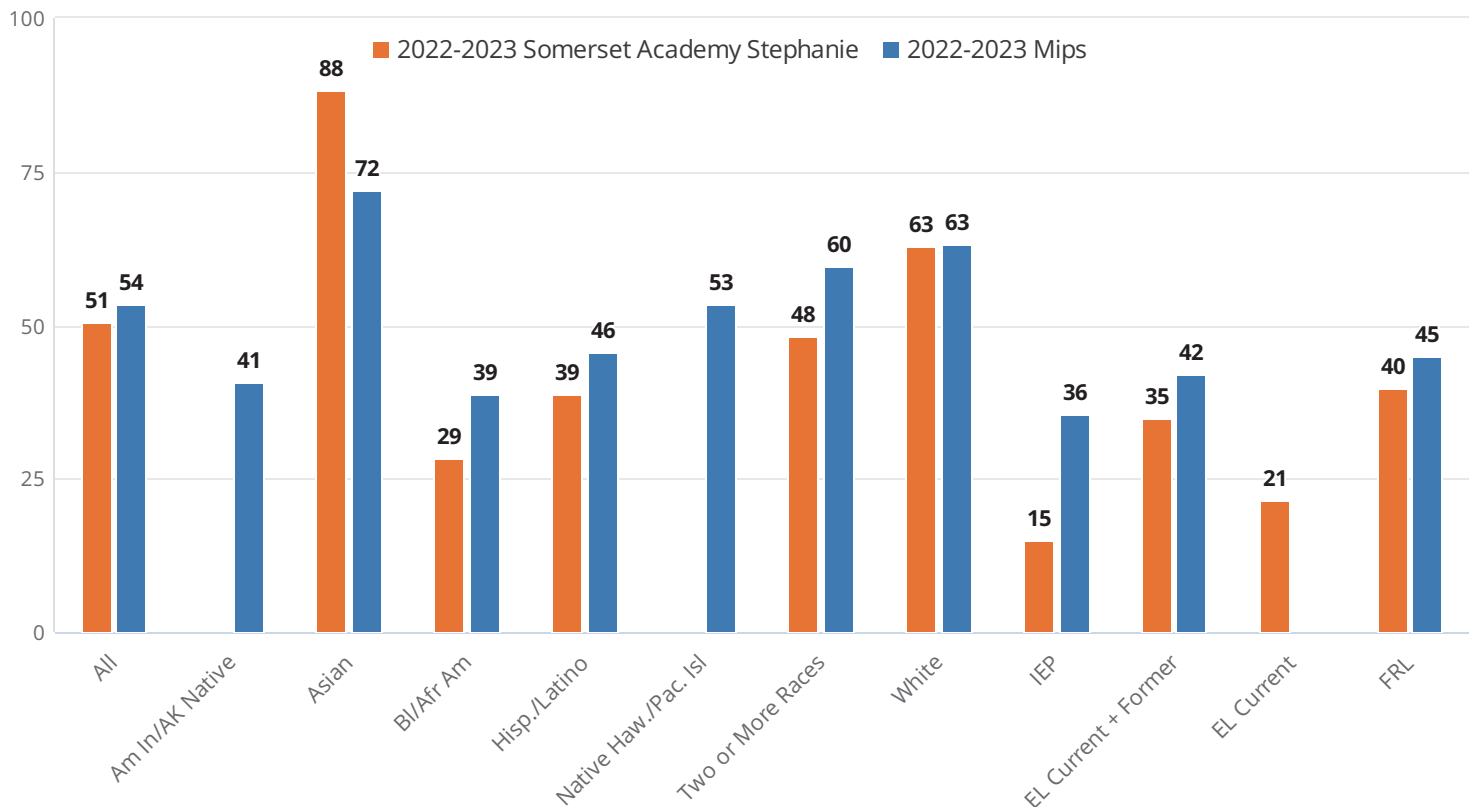
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 14/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	52.1	50.0	42.3	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	50.6	52.0	53.5	43.1	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	88.2	74.5	71.9	64.7	72.8	70.4
Black/African American	28.5	31.4	38.9	20.8	30.3	35.7
Hispanic/Latino	38.8	42.2	45.5	39.7	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	48.1	57.8	59.6	32.2	55.6	57.5
White/Caucasian	62.8	63.7	63.3	51.2	60.7	61.3
Special Education	15.0	29.1	35.5	17.6	26.3	32.1
English Learners Current + Former	35.0	38.1	42	32.0	34.9	39
English Learners Current	21.4	27.6		18.7	25.5	
Economically Disadvantaged	39.8	39.0	44.9	32.1	35.6	42

**Math Assessments
% Proficient**

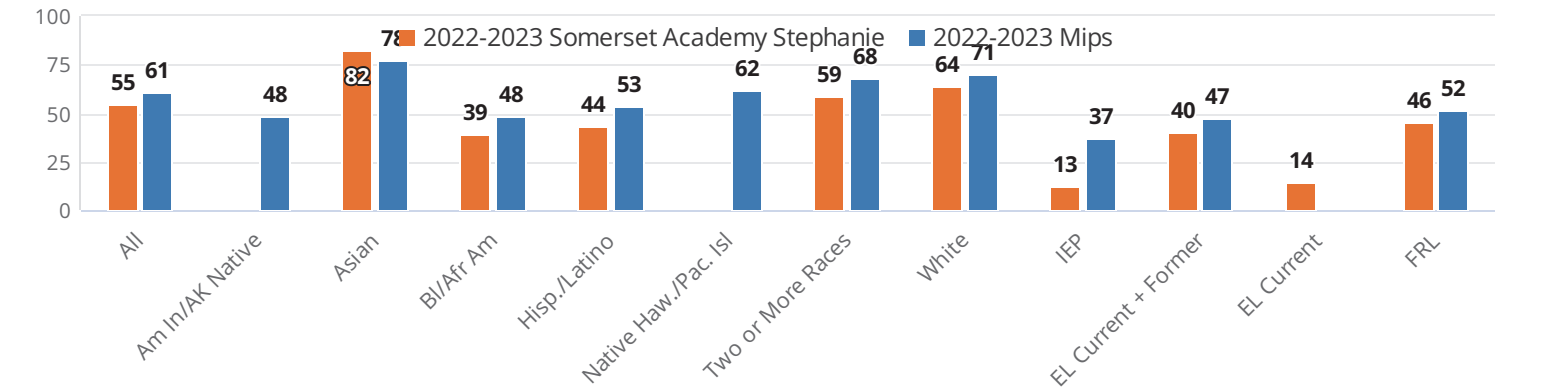


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	54.6	54.6	61.2	49.1	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	82.3	74.1	77.8	70.5	74.9	76.7
Black/African American	39.2	37.5	48.2	37.5	39.8	45.4
Hispanic/Latino	43.5	45.9	53.2	39.7	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	59.2	60.7	67.9	51.6	61.5	66.2
White/Caucasian	63.7	64.4	70.6	55.3	65.5	69
Special Education	12.5	27.4	36.8	21.5	25.5	33.5
English Learners Current + Former	40.0	37.6	47.2	27.4	37.4	44.4
English Learners Current	14.2	24.1		12.5	24.4	
Economically Disadvantaged	45.7	42.0	51.9	41.3	42.8	49.4

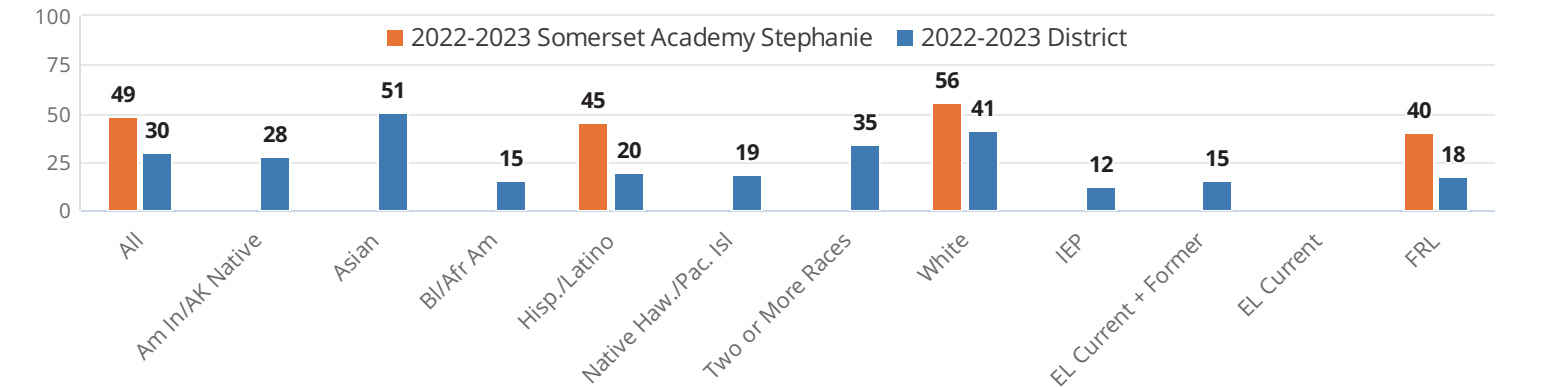
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	48.9	29.8	19.1	30.4
American Indian/Alaska Native	-	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	-	17.6
Hispanic/Latino	45.4	19.5	<5	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	55.5	40.9	24.0	40.8
Special Education	-	12.2	<5	11.6
English Learners Current + Former	-	15.1	-	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	40.0	17.6	14.2	19.4

Science Assessments
% Proficient

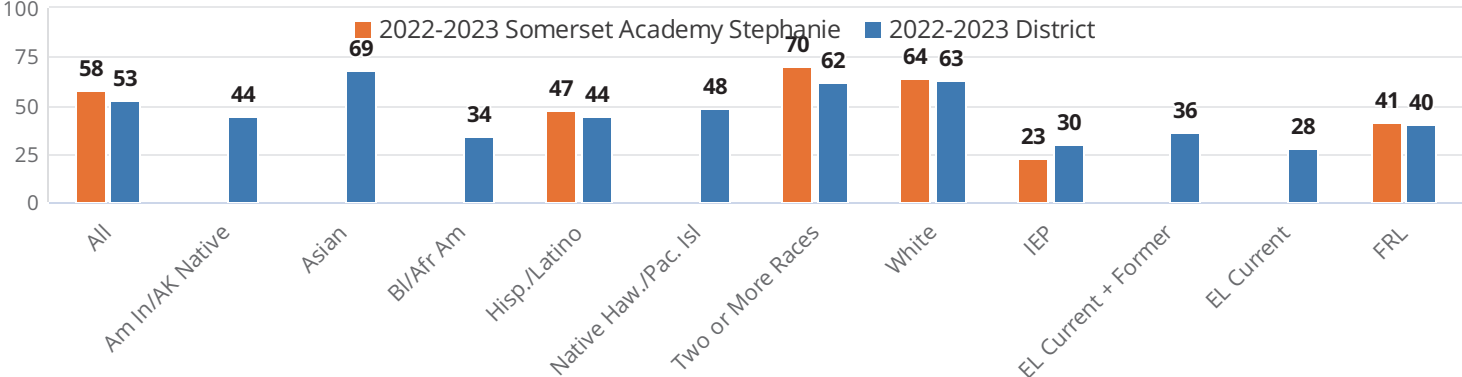




Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	57.5	52.6	47.4	51.8
American Indian/Alaska Native	-	44.0	N/A	33.3
Asian	-	68.5	60.0	71.7
Black/African American	-	33.9	-	33.0
Hispanic/Latino	47.2	44.2	39.3	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	70.0	62.3	50.0	57.4
White/Caucasian	63.6	62.5	60.0	60.8
Special Education	23.0	29.5	35.7	23.7
English Learners Current + Former	-	36.1	25.0	37.1
English Learners Current	-	27.6	10.0	30.7
Economically Disadvantaged	41.4	40.3	33.3	40.5

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	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: 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	59.0	55.0	61.0	55.0	49.0	52.0	42.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	79.0	61.0	67.0	61.0	-	60.0	-	59.0
Black/African American	46.5	52.0	52.0	50.0	59.0	49.0	53.0	53.0
Hispanic/Latino	50.0	54.0	51.0	53.0	53.0	49.0	38.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	72.0	54.0	58.0	55.0	40.0	54.5	40.0	53.0
White/Caucasian	65.0	56.0	69.0	57.0	49.5	55.0	39.5	55.0
Special Education	48.0	49.0	39.0	51.0	29.0	46.0	32.0	43.0
English Learners Current + Former	50.5	55.0	61.0	54.0	-	47.0	-	49.0
English Learners Current	45.0	54.0	44.5	53.0	-	44.0	-	44.0
Economically Disadvantaged	65.5	54.0	66.5	53.0	58.0	49.0	43.0	49.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 6/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	54.5	50.8	57.2	52.9	47.4	53.1	48.8	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	81.8	66.5	90.9	67.6	-	68.8	-	73.9
Black/African American	25.0	38.1	37.5	42.1	38.4	41.8	46.1	55.8
Hispanic/Latino	41.7	43.8	46.2	46.9	42.1	45.0	43.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	58.8	52.0	58.8	56.1	47.6	59.6	47.6	62.7
White/Caucasian	67.1	58.8	65.6	58.9	52.7	59.6	51.3	65.1
Special Education	32.0	32.3	12.0	34.0	18.1	35.9	24.2	41.3
English Learners Current + Former	43.7	41.8	50.0	43.1	-	41.2	-	52.0
English Learners Current	40.0	33.5	20.0	33.8	-	32.5	-	43.1
Economically Disadvantaged	52.7	43.0	58.3	45.2	46.0	43.7	50.0	53.5

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

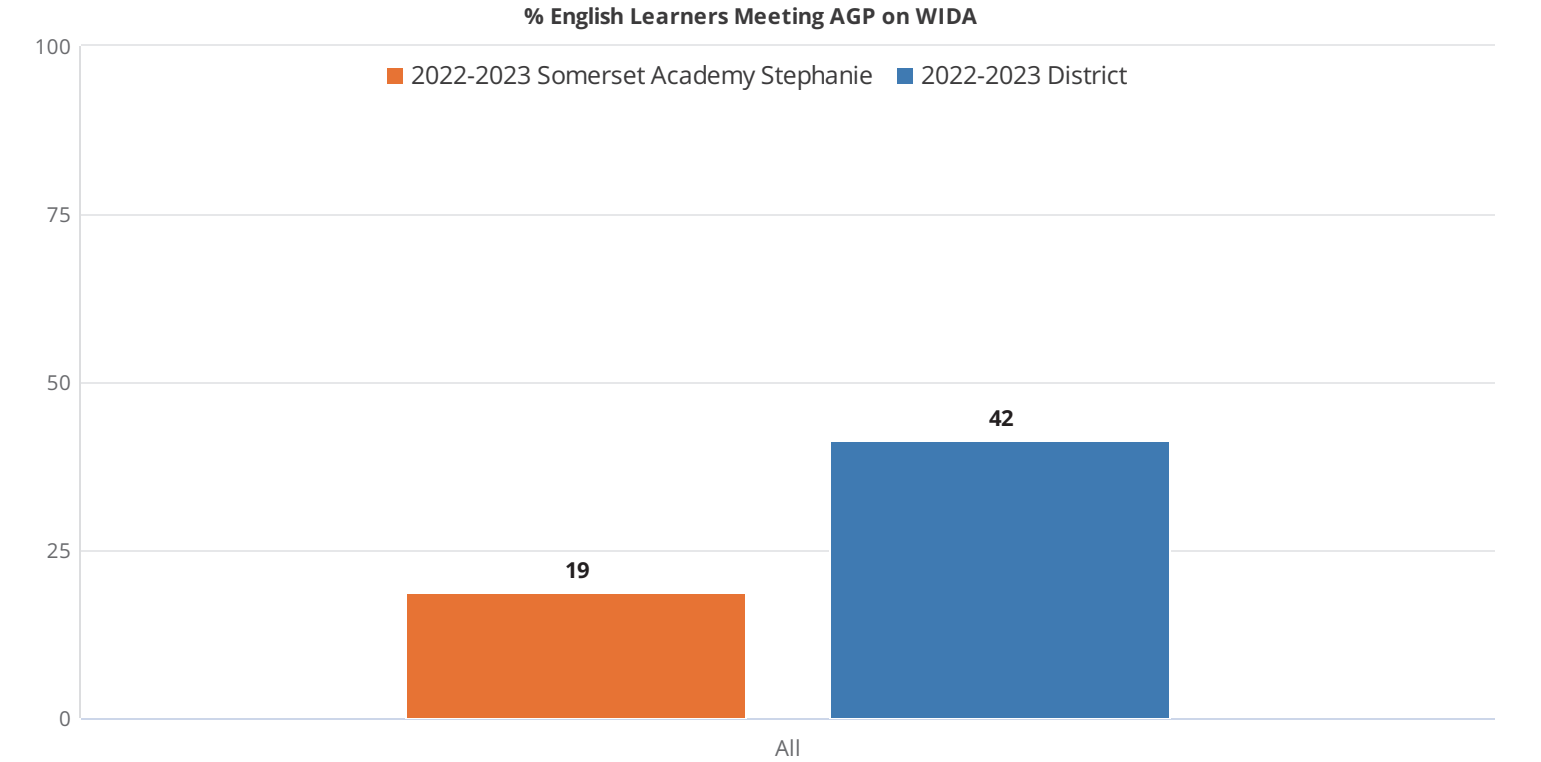


English Language

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	District
ELPA	16	18.7	41.5	18	38.8	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: 5/10				ELA AGP Points Earned: 4/10			
	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	29.8	31.9	35.1	37.1	38.7	40.9	44.2	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	9.0	25.9	10.0	29.9	38.4	36.1	40.0	49.4
Hispanic/Latino	20.5	29.9	26.3	34.4	32.5	36.3	37.1	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	N/A	54.6
Two or More Races	36.3	31.3	-	40.3	40.0	44.5	58.3	55.0
White/Caucasian	34.6	37.8	44.8	42.6	38.4	47.9	47.2	55.2
Special Education	23.8	20.8	<5	25.2	13.3	27.6	21.4	35.9
English Learners Current + Former	30.0	27.5	30.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	-	25.4	-	30.3	-	27.6	-	41.7
Economically Disadvantaged	36.1	28.7	43.5	33.1	42.8	35.5	44.8	47.6



Student Engagement

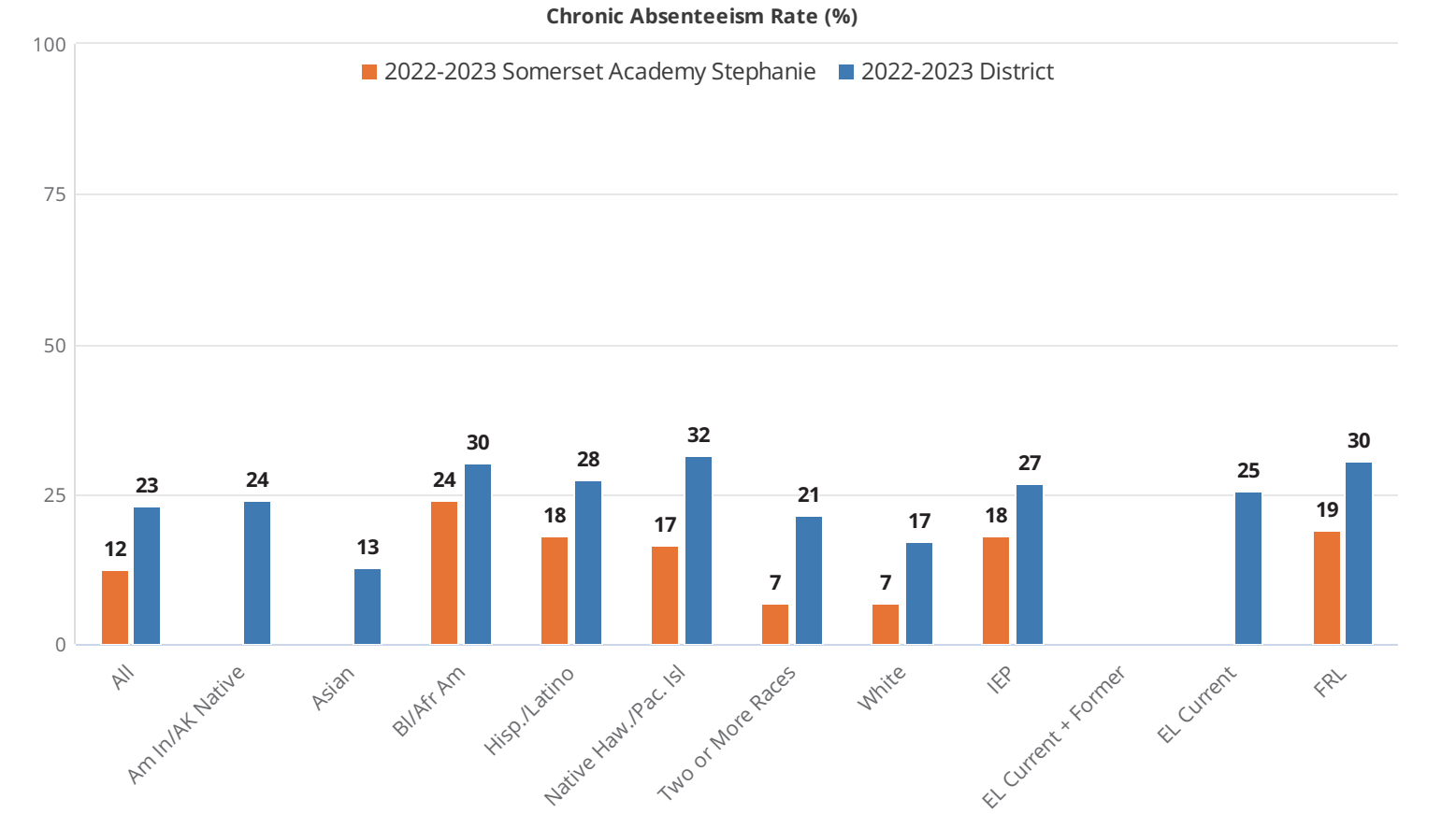
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 6/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	12.4	22.9	22.1	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	<5	12.9	<5	11.9
Black/African American	24.0	30.1	29.2	27.6
Hispanic/Latino	18.1	27.5	26.6	25.8
Pacific Islander	16.6	31.6	60.0	32.8
Two or More Races	6.7	21.4	23.0	22.2
White/Caucasian	6.8	17.1	18.1	16.9
Special Education	18.1	26.7	26.8	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	25.4	14.2	22.6
Economically Disadvantaged	19.1	30.4	30.5	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: 50 N Stephanie Street Henderson, NV 89074



68.5

Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met



Student Race/Ethnicity

36.7% White

10.8% BI/Afr Am

34.0% Hisp/Latino

6.8% Asian

0.3% Am Ind/AK Nat

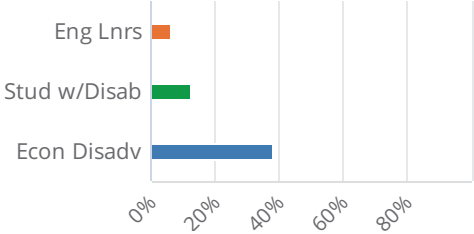
2.4% Pac Isl

8.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	65.5 ★★ ★
2021-2022	48.0 NR

Additional Student Groups



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27

★

At or above 27 but less than 50

★★

At or above 50 and less than 67

★★★

At or above 67 and less than 84

★★★★

At or above 84

★★★★★

2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	53.3	48.3
Math Proficiency	53.3	51.2
ELA Proficiency	60.6	54.6
Science Proficiency	30.9	21.2
Read-by-Grade-3 Proficiency	50.5	51.2



Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	52.0
ELA MGP	61.0	54.0

	School Rate	District Rate
Met Math AGP Target	55.1	44.4
Met ELA AGP Target	61.5	54.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	31.8	48.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.0	20.7
Climate Survey Participation	86.0	N/A

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	31.0	22.5
Prior Non-Proficient Met ELA AGP Target	37.5	36.5

Climate Survey Participation is not a point-earning measure.

18/25

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: 15/20

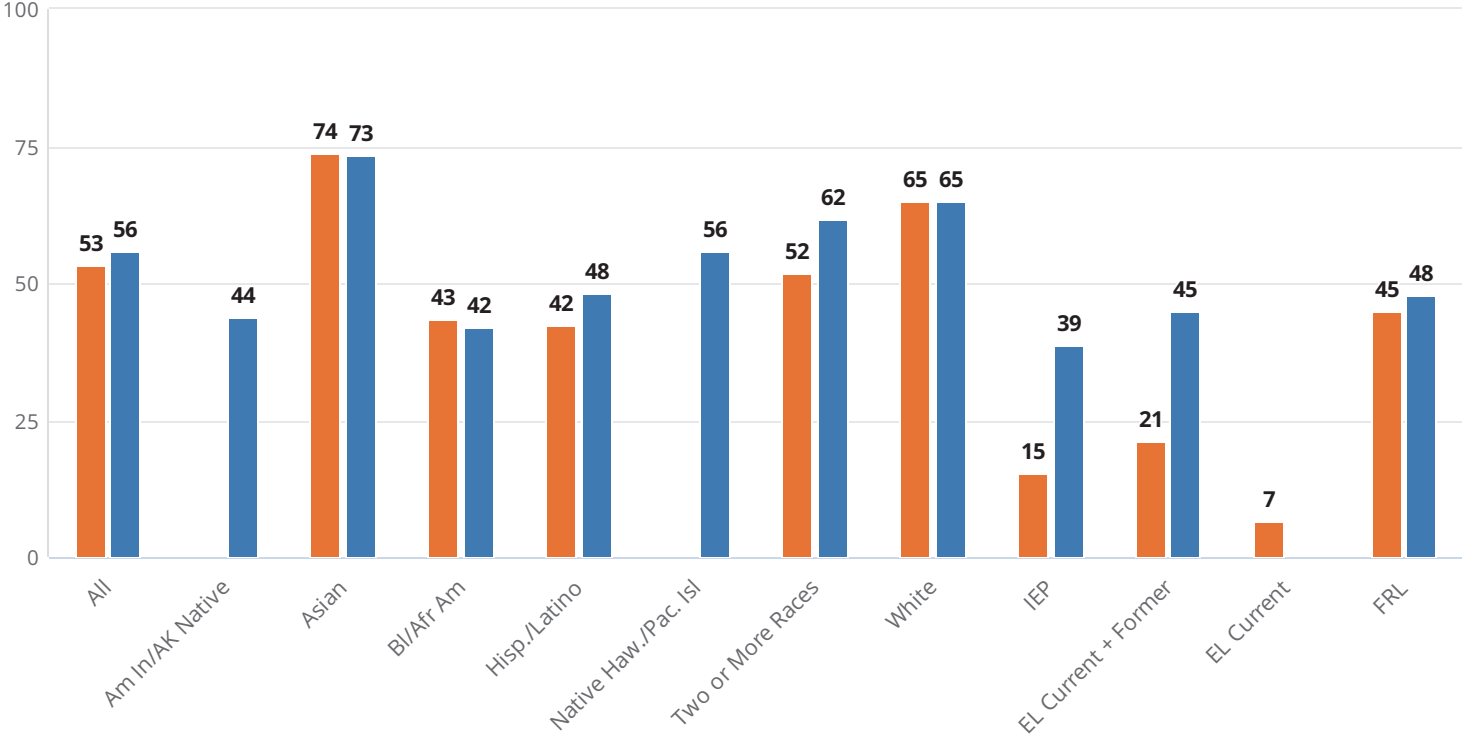
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	53.3	48.3	52.1	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	53.3	51.2	55.8	50.6	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	73.6	74.8	73.3	88.2	74.5	71.9
Black/African American	43.4	31.7	42	28.5	31.4	38.9
Hispanic/Latino	42.4	41.7	48.2	38.8	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	52.0	57.2	61.6	48.1	57.8	59.6
White/Caucasian	65.1	62.7	65.1	62.8	63.7	63.3
Special Education	15.2	26.9	38.8	15.0	29.1	35.5
English Learners Current + Former	21.0	38.7	44.9	35.0	38.1	42
English Learners Current	6.6	27.5		21.4	27.6	
Economically Disadvantaged	44.9	40.4	47.7	39.8	39.0	44.9

Math Assessments
% Proficient

2023-2024 Somerset Academy Stephanie 2023-2024 Mips

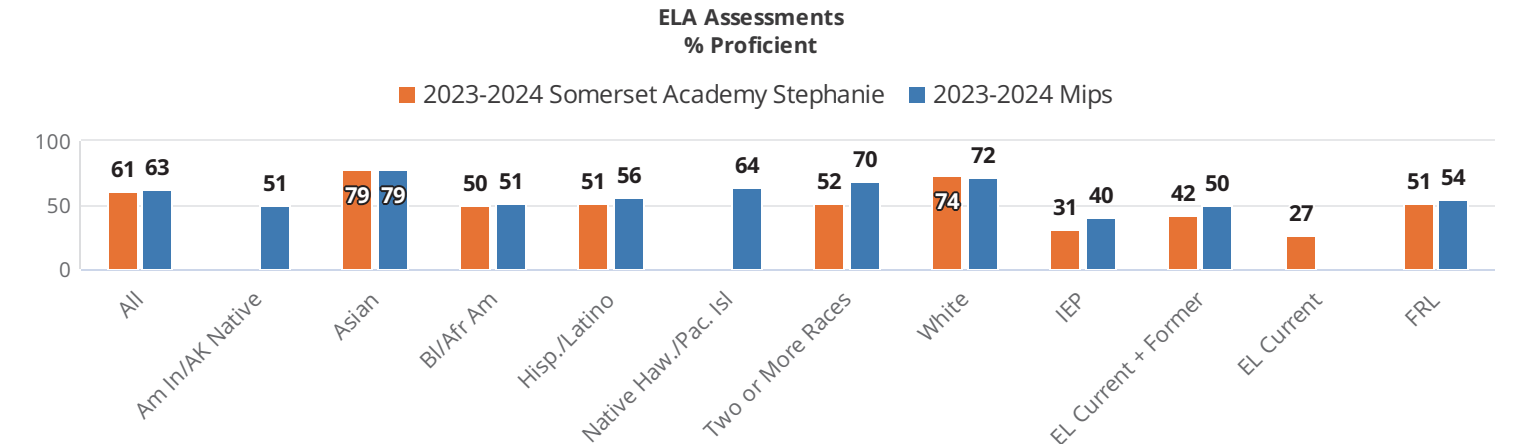




Academic Achievement

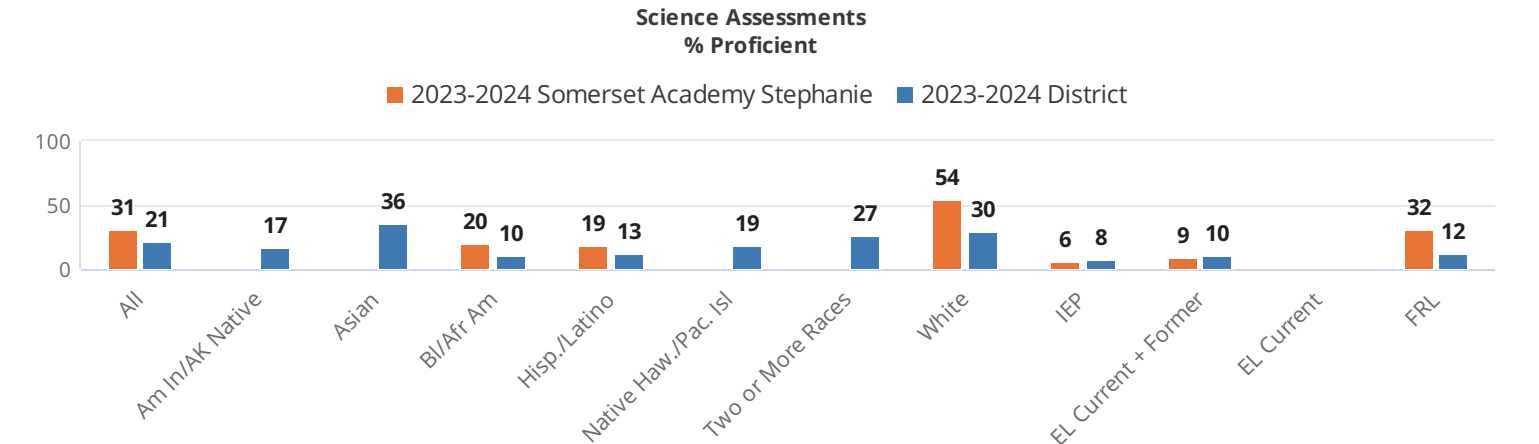
ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	60.6	54.6	63.1	54.6	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	78.9	75.3	78.9	82.3	74.1	77.8
Black/African American	50.0	36.5	50.8	39.2	37.5	48.2
Hispanic/Latino	50.9	46.0	55.6	43.5	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	52.0	60.4	69.5	59.2	60.7	67.9
White/Caucasian	74.1	65.2	72.1	63.7	64.4	70.6
Special Education	31.1	25.8	39.9	12.5	27.4	36.8
English Learners Current + Former	42.1	39.5	49.8	40.0	37.6	47.2
English Learners Current	26.6	25.3		14.2	24.1	
Economically Disadvantaged	50.9	44.1	54.4	45.7	42.0	51.9



Science Proficient

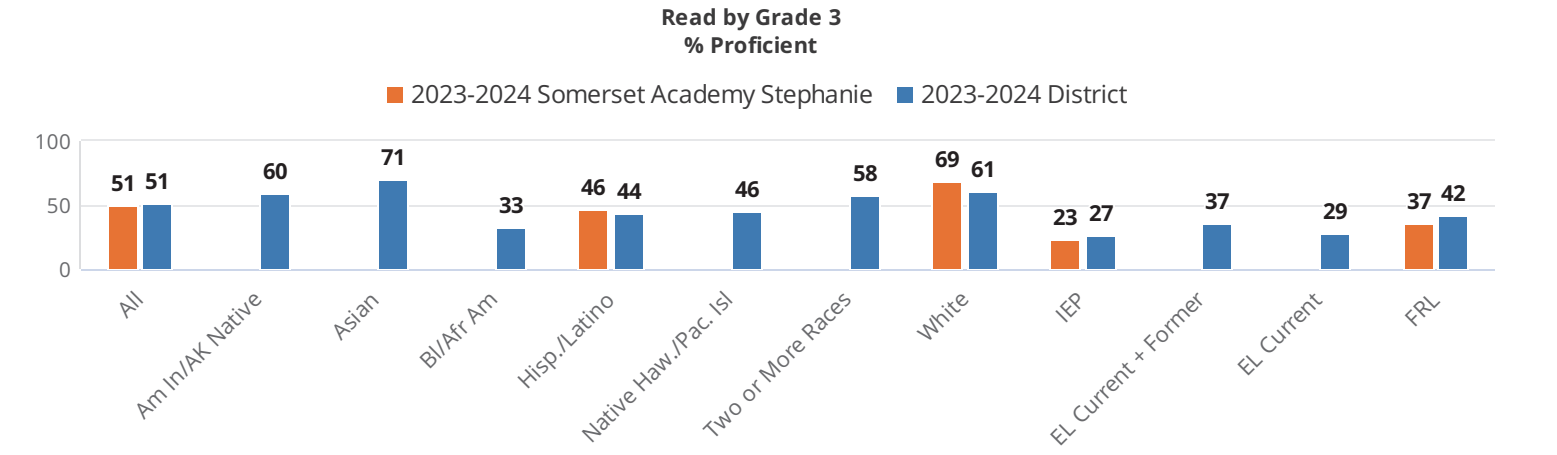
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	30.9	21.2	48.9	29.8
American Indian/Alaska Native	N/A	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	20.0	10.4	-	15.3
Hispanic/Latino	19.3	12.9	45.4	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	54.2	29.6	55.5	40.9
Special Education	5.8	7.6	-	12.2
English Learners Current + Former	9.0	10.4	-	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	31.5	12.4	40.0	17.6



18/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	50.5	51.2	57.5	52.6
American Indian/Alaska Native	N/A	60.0	-	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	-	33.9
Hispanic/Latino	46.3	43.7	47.2	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	70.0	62.3
White/Caucasian	68.5	60.7	63.6	62.5
Special Education	23.0	27.0	23.0	29.5
English Learners Current + Former	-	36.6	-	36.1
English Learners Current	-	28.5	-	27.6
Economically Disadvantaged	36.6	42.4	41.4	40.3





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



32.5/35

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: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	64.0	52.0	61.0	54.0	59.0	55.0	61.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	-	46.0	-	52.0
Asian	48.0	57.0	42.0	62.0	79.0	61.0	67.0	61.0
Black/African American	57.5	46.0	57.0	49.0	46.5	52.0	52.0	50.0
Hispanic/Latino	66.5	50.0	63.5	52.0	50.0	54.0	51.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	67.0	53.0	58.0	53.0	72.0	54.0	58.0	55.0
White/Caucasian	65.5	53.0	66.0	57.0	65.0	56.0	69.0	57.0
Special Education	54.0	46.0	58.0	48.0	48.0	49.0	39.0	51.0
English Learners Current + Former	44.0	53.0	58.0	53.0	50.5	55.0	61.0	54.0
English Learners Current	47.0	49.0	58.0	51.0	45.0	54.0	44.5	53.0
Economically Disadvantaged	69.0	51.0	59.0	52.0	65.5	54.0	66.5	53.0

AGP Growth Data		Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7/7.5		
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	55.1	44.4	61.5	54.0	54.5	50.8	57.2	52.9
American Indian/Alaska Native	-	24.3	-	50.0	-	41.3	-	48.2
Asian	71.4	63.8	57.1	69.4	81.8	66.5	90.9	67.6
Black/African American	38.8	28.9	58.8	41.4	25.0	38.1	37.5	42.1
Hispanic/Latino	46.8	36.9	54.6	48.1	41.7	43.8	46.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	61.1	49.5	44.4	55.5	58.8	52.0	58.8	56.1
White/Caucasian	60.5	52.8	75.0	61.4	67.1	58.8	65.6	58.9
Special Education	30.3	27.2	34.3	32.4	32.0	32.3	12.0	34.0
English Learners Current + Former	38.4	38.8	38.4	46.0	43.7	41.8	50.0	43.1
English Learners Current	30.0	27.5	30.0	35.8	40.0	33.5	20.0	33.8
Economically Disadvantaged	55.6	36.5	50.0	46.7	52.7	43.0	58.3	45.2

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

1/10

English Language

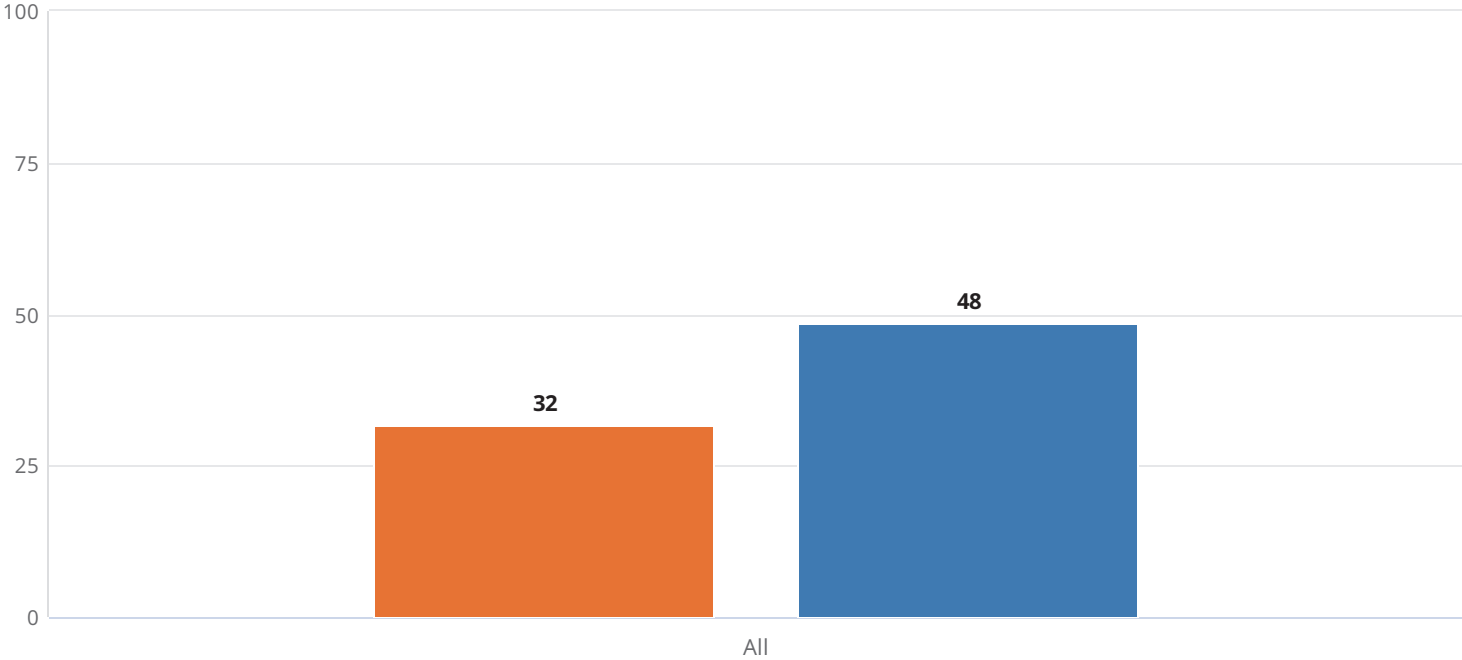
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 1/10

	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	22	31.8	48.4	16	18.7	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Stephanie 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: 6/10				ELA AGP Points Earned: 5/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	31.0	22.5	37.5	36.5	29.8	31.9	35.1	37.1
American Indian/Alaska Native	-	12.5	-	40.9	-	26.3	-	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	-	15.8	-	29.4	9.0	25.9	10.0	29.9
Hispanic/Latino	32.5	20.4	36.5	34.4	20.5	29.9	26.3	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	-	37.7	36.3	31.3	-	40.3
White/Caucasian	30.4	27.2	53.8	43.4	34.6	37.8	44.8	42.6
Special Education	21.4	14.6	22.2	23.4	23.8	20.8	<5	25.2
English Learners Current + Former	30.0	23.3	36.3	34.1	30.0	27.5	30.0	31.6
English Learners Current	-	20.0	30.0	31.2	-	25.4	-	30.3
Economically Disadvantaged	32.5	20.8	28.5	33.4	36.1	28.7	43.5	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

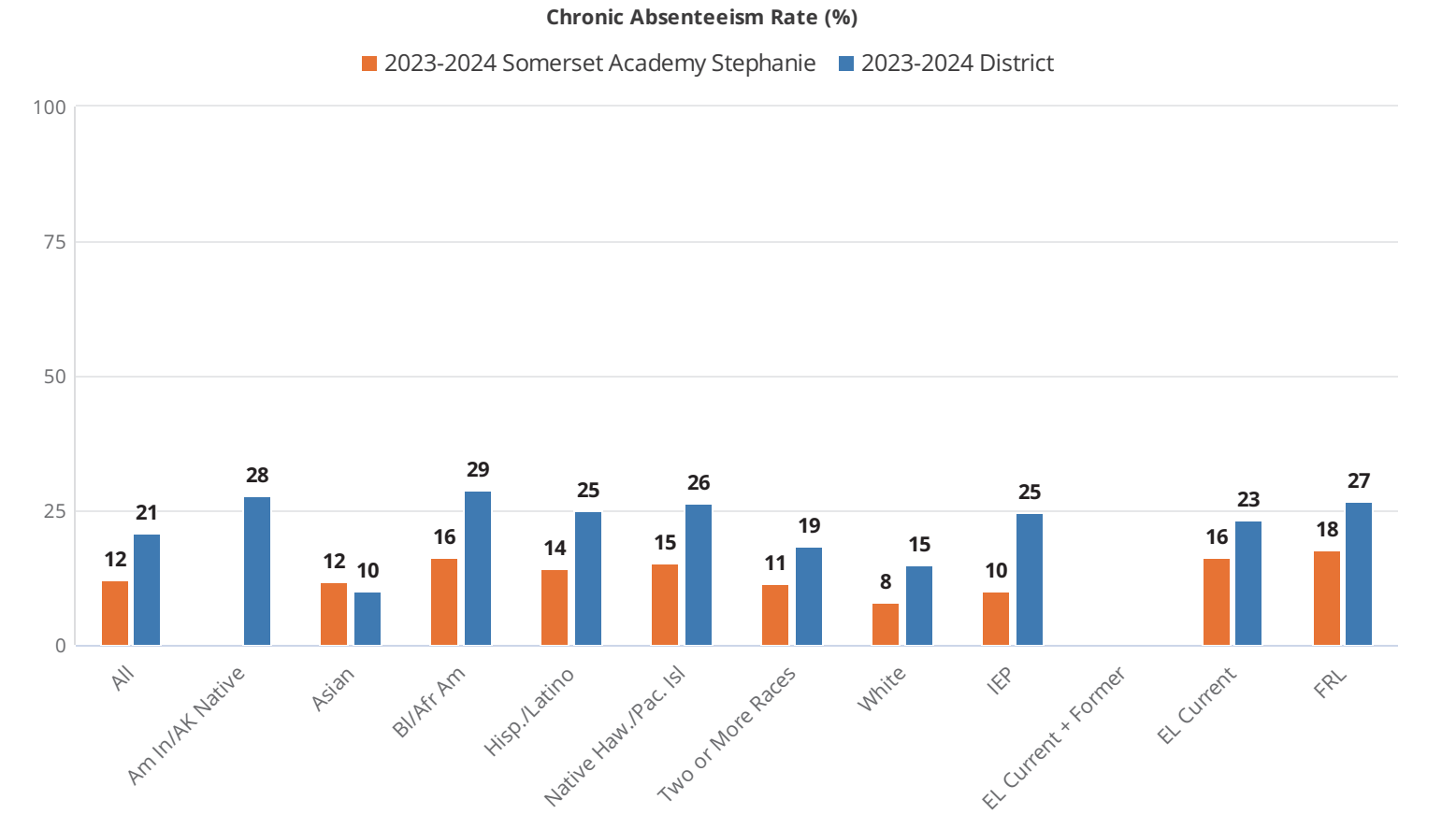
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 6/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	12.0	20.7	12.4	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	11.9	10.0	<5	12.9
Black/African American	16.3	28.9	24.0	30.1
Hispanic/Latino	14.4	25.0	18.1	27.5
Pacific Islander	15.3	26.3	16.6	31.6
Two or More Races	11.3	18.5	6.7	21.4
White/Caucasian	8.1	14.9	6.8	17.1
Special Education	10.1	24.7	18.1	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	16.2	23.1	<5	25.4
Economically Disadvantaged	17.8	26.8	19.1	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

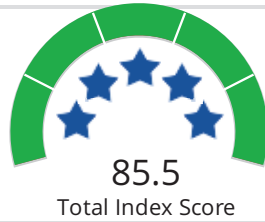


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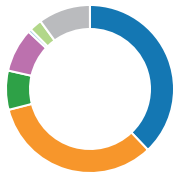
Somerset Academy Stephanie

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 50 N Stephanie Street
 Henderson, NV 89074



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



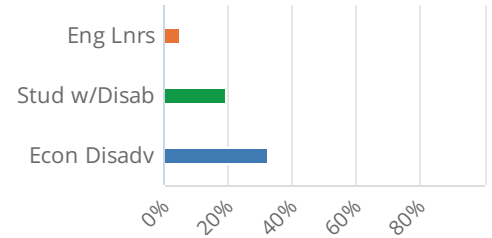
Student Race/Ethnicity

33.0% White
 7.5% BI/Afr Am
 37.8% Hisp/Latino
 8.4% Asian
 0.6% Am Ind/AK Nat
 2.4% Pac Isl
 10.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	72.5 NR
2020-2021	86.1 ★★★★★

Additional Student Groups



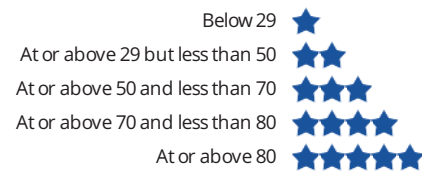
What does my school rating mean?

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	49.2	45.7
Math Proficiency	40.2	38.5
ELA Proficiency	58.3	53.4
Science Proficiency	48.4	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	70.0	56.0
ELA MGP	69.0	56.0
	School Rate	District Rate
Met Math AGP Target	46.6	40.4
Met ELA AGP Target	60.7	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	35.7	29.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.1	18.0
Prior Non-Proficient Met ELA AGP Target	32.0	23.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.0	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	89.1	92.7
Climate Survey Participation	>95	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

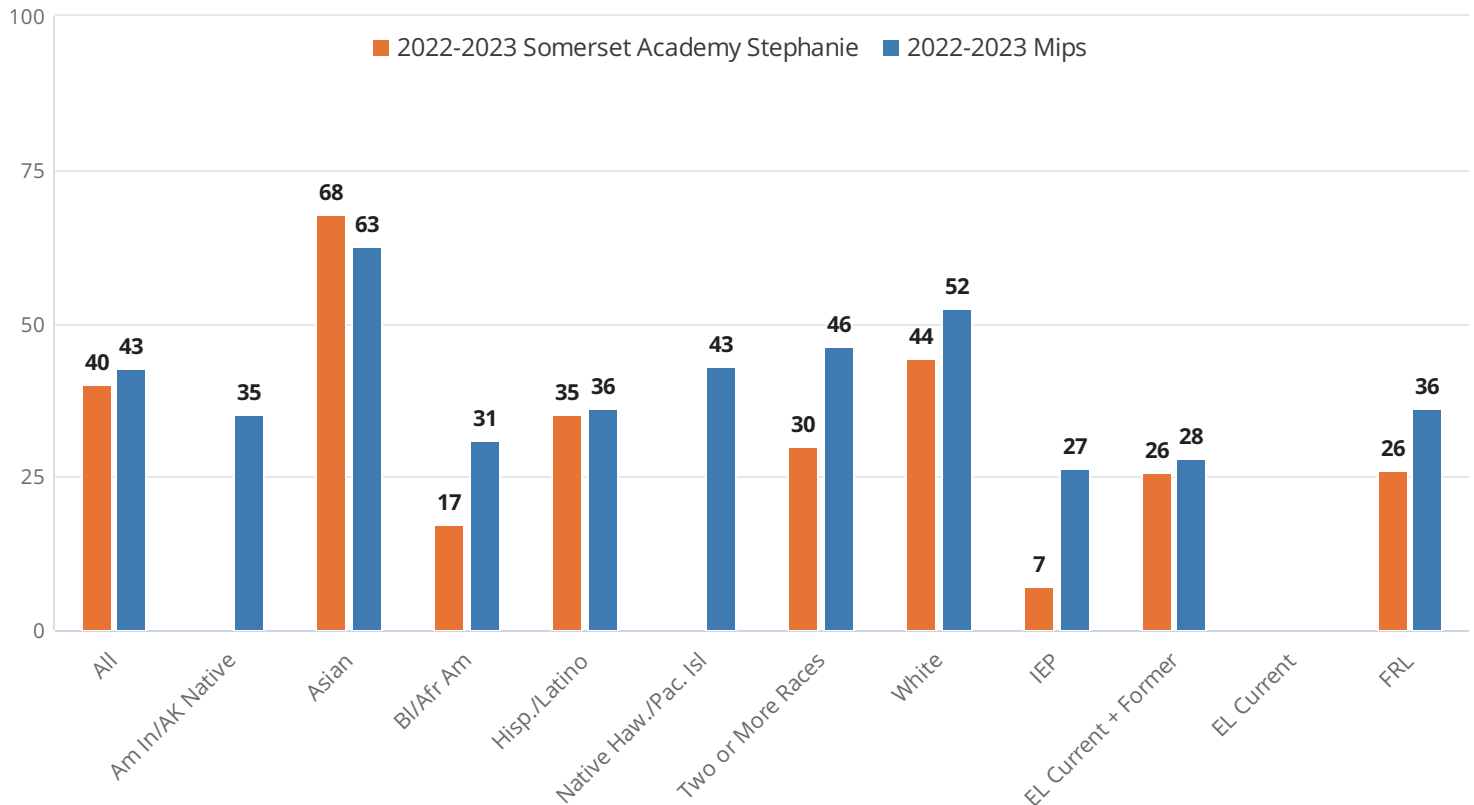
Pooled Proficiency Points Earned: 20/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	49.2	45.7	47.4	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	40.2	38.5	42.7	31.2	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	67.8	62.5	62.6	52.6	62.7	60.6
Black/African American	17.3	19.4	31	16.6	18.2	27.3
Hispanic/Latino	35.1	28.3	36.2	30.3	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	30.0	44.5	46.4	26.8	41.8	43.6
White/Caucasian	44.3	51.4	52.3	33.3	48.1	49.8
Special Education	7.2	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	25.7	21.5	28	19.4	20.1	24.2
English Learners Current	<5	6.5		7.6	7.6	
Economically Disadvantaged	25.9	24.9	36.1	23.8	23.9	32.7

**Math Assessments
% Proficient**

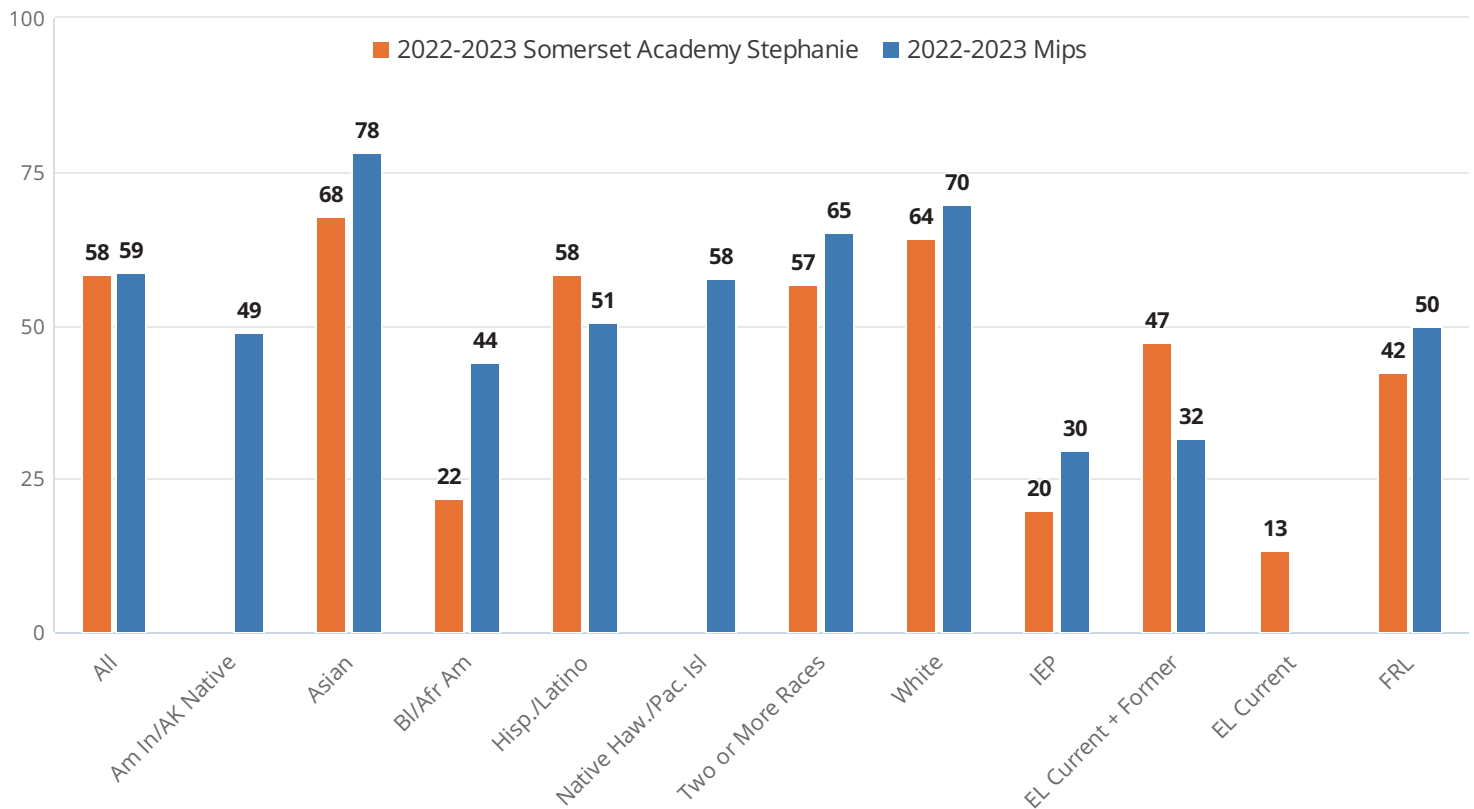




Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	58.3	53.4	58.6	60.6	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	67.8	74.7	78.2	63.1	79.0	77.1
Black/African American	21.7	37.4	43.9	43.3	41.1	40.9
Hispanic/Latino	58.4	44.8	50.5	63.9	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	56.6	60.0	65	58.5	64.6	63.2
White/Caucasian	64.1	64.0	69.6	62.1	67.2	68
Special Education	20.0	17.4	29.6	18.0	18.0	25.8
English Learners Current + Former	47.2	34.0	31.7	58.4	38.8	28.1
English Learners Current	13.3	12.0		38.4	16.7	
Economically Disadvantaged	42.3	40.8	49.8	55.0	45.9	47.1

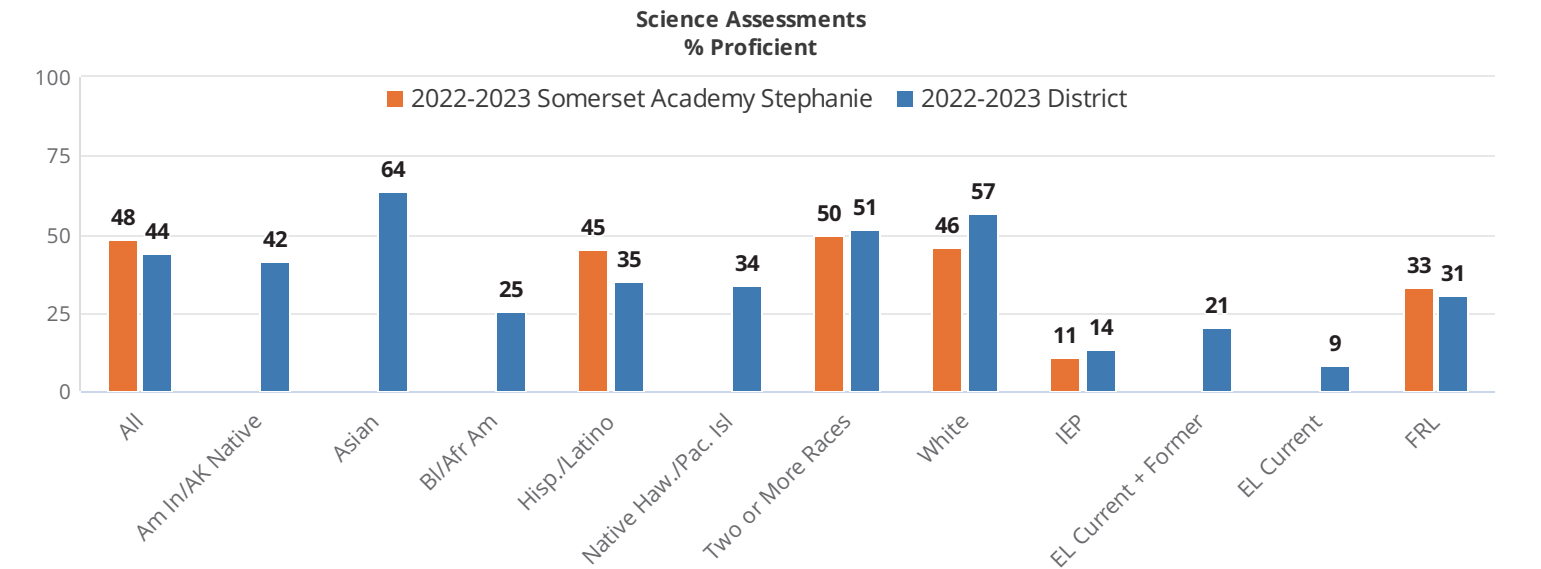
ELA Assessments
% Proficient

20/25

Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	48.4	43.9	56.4	44.9
American Indian/Alaska Native	N/A	41.6	-	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	33.3	28.3
Hispanic/Latino	45.4	34.8	57.4	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	50.0	51.4	62.5	53.3
White/Caucasian	45.9	56.5	64.5	57.8
Special Education	11.1	13.6	7.6	12.0
English Learners Current + Former	-	20.7	-	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	33.3	30.8	55.8	31.9



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	>=95%	>=95%	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	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: 10/10

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	56.0	69.0	56.0	49.0	56.0	59.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	79.0	61.0	62.0	57.0	86.0	61.0	68.0	61.0
Black/African American	57.5	51.0	74.0	55.0	52.5	52.0	60.0	54.0
Hispanic/Latino	70.0	54.0	65.0	55.0	45.0	54.0	62.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	73.0	59.0	77.0	58.0	55.0	57.0	46.0	55.0
White/Caucasian	72.0	58.0	70.0	56.0	49.0	57.0	56.0	56.0
Special Education	59.0	52.0	71.0	55.0	48.0	44.0	38.5	43.0
English Learners Current + Former	74.5	54.0	64.0	56.0	54.5	54.0	69.5	54.0
English Learners Current	51.5	53.0	60.0	53.0	-	50.0	-	51.0
Economically Disadvantaged	64.0	54.0	69.0	55.0	54.0	54.0	62.0	55.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 4.5/5

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	46.6	40.4	60.7	52.8	34.7	40.8	65.3	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	80.0	62.5	80.0	72.6	90.9	63.7	72.7	77.2
Black/African American	16.6	23.7	27.7	39.6	18.1	24.7	50.0	49.7
Hispanic/Latino	43.2	30.6	60.0	44.7	31.6	31.4	68.6	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	31.0	46.9	58.6	59.5	36.3	43.8	57.5	65.6
White/Caucasian	50.9	51.9	62.7	61.5	33.9	50.7	65.0	67.2
Special Education	11.7	15.1	23.5	22.3	10.8	12.9	30.4	26.3
English Learners Current + Former	35.2	24.3	45.7	35.3	27.2	25.2	72.7	45.5
English Learners Current	7.1	10.9	13.3	16.2	-	12.6	-	28.2
Economically Disadvantaged	32.6	28.1	48.4	41.9	31.5	29.9	63.4	51.8

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

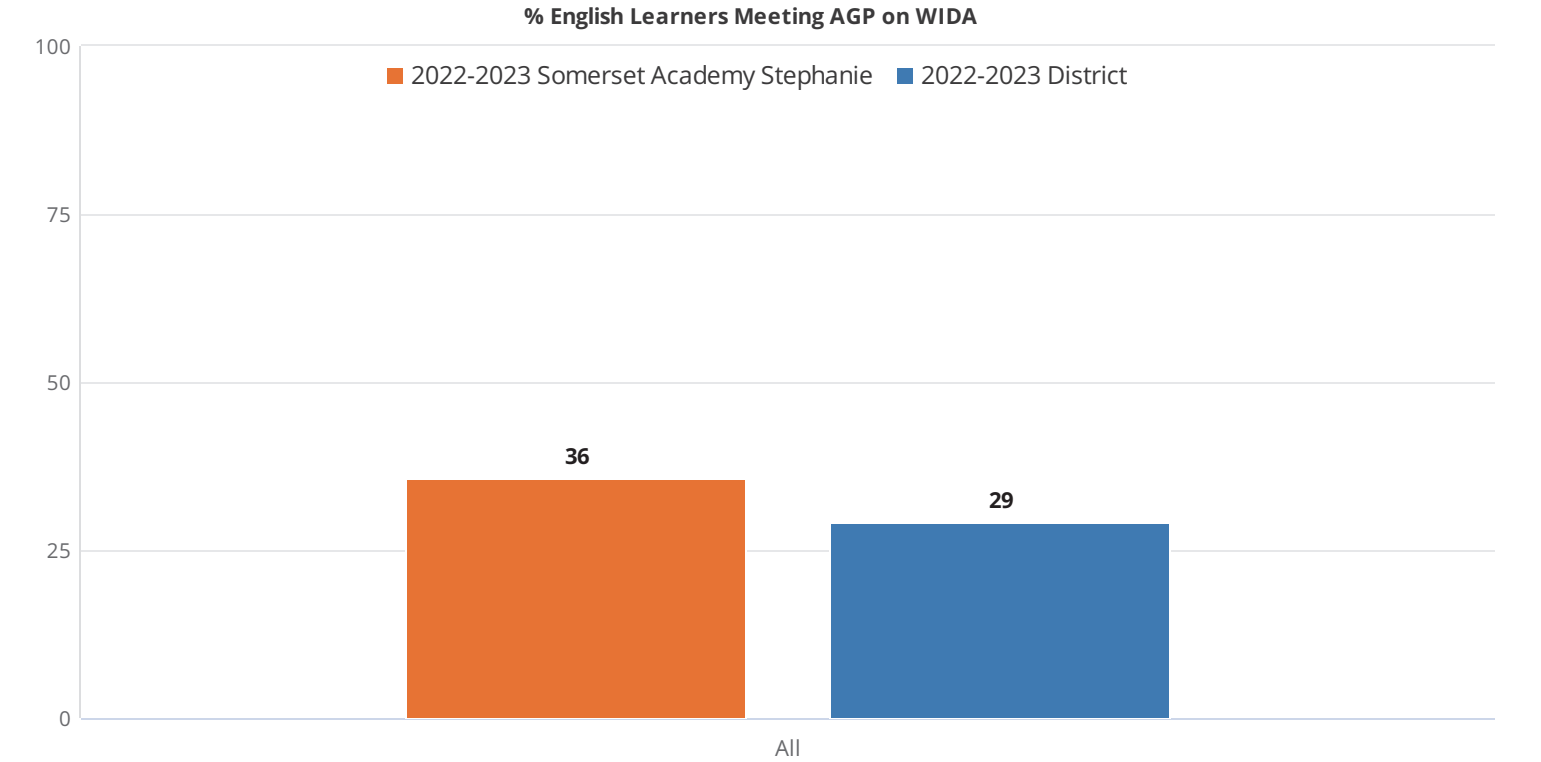
9/10

English Language

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

English Language Points Earned: 9/10

	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	14	35.7	29.3	12	41.6	21.6



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 9/10			
	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	26.1	18.0	32.0	23.3	20.8	23.5	41.4	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	-	25.0	N/A	52.0
Asian	60.0	26.3	-	36.0	-	38.5	-	51.3
Black/African American	<5	12.5	13.3	20.2	14.2	16.6	25.0	33.6
Hispanic/Latino	26.0	15.4	31.1	21.4	21.1	20.3	44.4	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	17.3	20.8	21.4	27.8	20.0	24.1	35.7	42.9
White/Caucasian	30.4	23.6	36.9	26.3	16.1	28.8	38.2	40.2
Special Education	10.0	8.5	17.7	12.4	9.3	7.8	21.6	19.6
English Learners Current + Former	25.0	13.5	26.6	18.6	N/A	N/A	N/A	N/A
English Learners Current	7.1	8.9	10.0	12.7	-	11.3	-	24.4
Economically Disadvantaged	15.2	14.2	22.0	20.9	19.4	19.7	44.4	35.0



Student Engagement

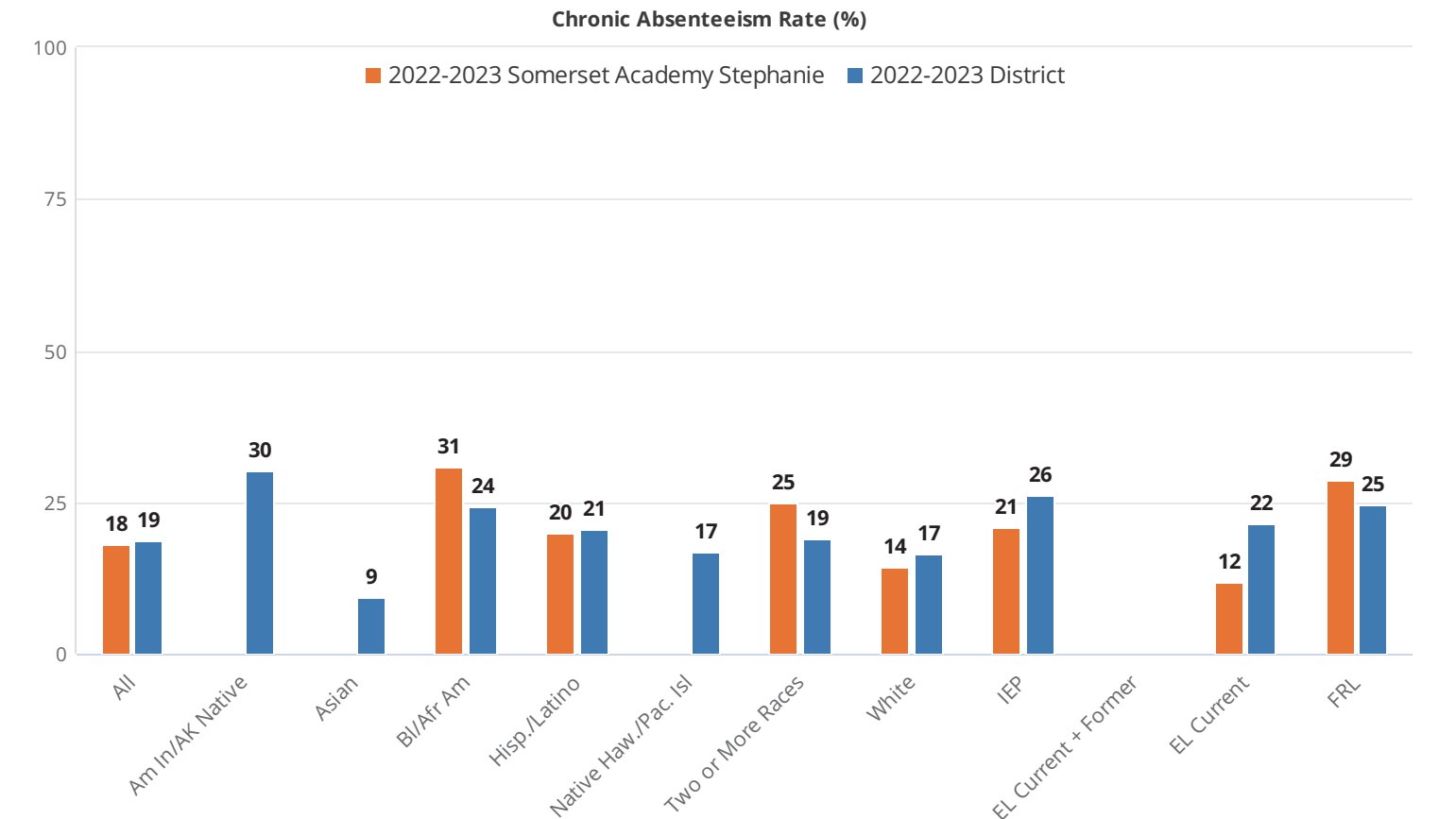
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

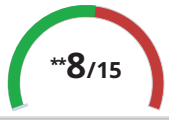
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	18.0	18.8	24.7	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	<5	9.3	<5	8.7
Black/African American	30.7	24.2	37.9	24.9
Hispanic/Latino	20.0	20.6	28.2	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	25.0	19.0	16.6	19.4
White/Caucasian	14.2	16.5	25.0	16.1
Special Education	20.8	26.3	38.4	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.7	21.6	36.3	18.3
Economically Disadvantaged	28.6	24.7	29.8	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	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

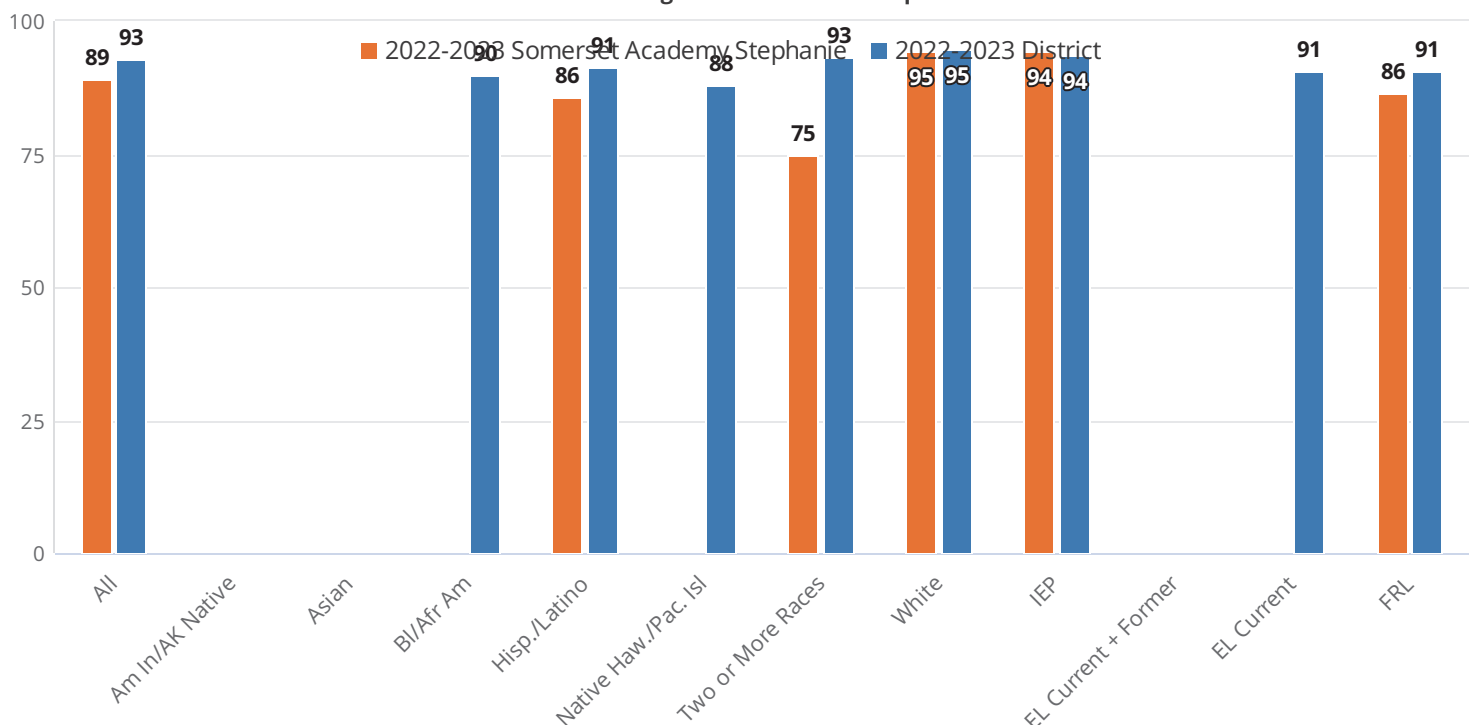
Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	89.1	92.7	88.1	91.1
American Indian/Alaska Native	N/A	>95	-	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	88.8	85.9
Hispanic/Latino	85.7	91.4	87.5	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	75.0	93.1	82.3	89.2
White/Caucasian	94.5	94.8	93.7	93.3
Special Education	94.4	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	86.4	90.5	88.5	89.5

NAC 389.445 Credit Requirements Points Earned 2/3

% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School

Grade Levels: KG-08

District: State Public Charter School Authority

School Address: 50 N Stephanie Street Henderson, NV 89074

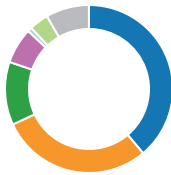


86.5
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met



Student Race/Ethnicity

29.1% White

12.1% BI/Afr Am

38.7% Hisp/Latino

6.9% Asian

0.8% Am Ind/AK Nat

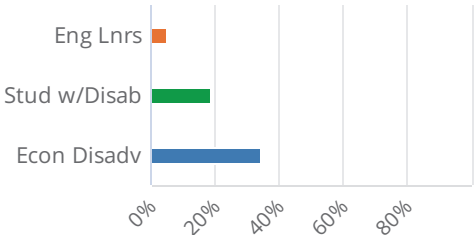
3.7% Pac Isl

8.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	85.5 ★★★★★
2021-2022	72.5 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	58.2	47.3
Math Proficiency	45.2	39.8
ELA Proficiency	66.9	54.2
Science Proficiency	70.0	48.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	67.5	57.0
ELA MGP	73.5	59.0

	School Rate	District Rate
Met Math AGP Target	46.7	40.5
Met ELA AGP Target	70.0	54.7



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	17.6	27.2



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11.4	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	73.9	92.6
Climate Survey Participation	>95	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.
Climate Survey Participation is not a point-earning measure.

25/25

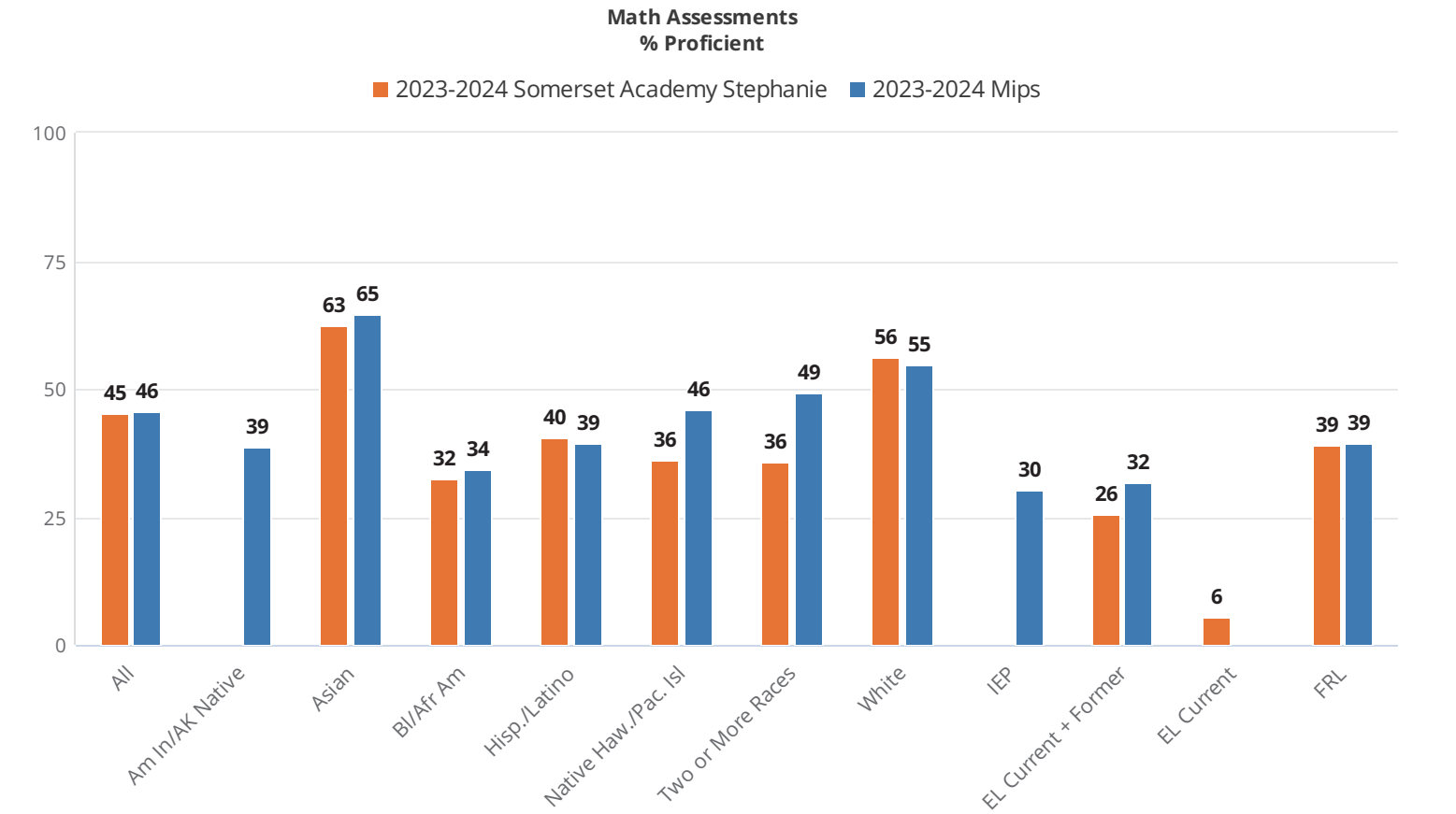
Academic Achievement

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	58.2	47.3	49.2	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	45.2	39.8	45.6	40.2	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	62.5	64.8	64.5	67.8	62.5	62.6
Black/African American	32.3	21.6	34.4	17.3	19.4	31
Hispanic/Latino	40.4	28.7	39.4	35.1	28.3	36.2
Pacific Islander	36.3	35.1	45.9	-	37.9	43.1
Two or More Races	35.7	47.6	49.1	30.0	44.5	46.4
White/Caucasian	56.2	54.3	54.7	44.3	51.4	52.3
Special Education	<5	11.3	30.2	7.2	11.5	26.5
English Learners Current + Former	25.7	20.5	31.6	25.7	21.5	28
English Learners Current	5.5	6.2		<5	6.5	
Economically Disadvantaged	38.9	27.1	39.3	25.9	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.

25/25

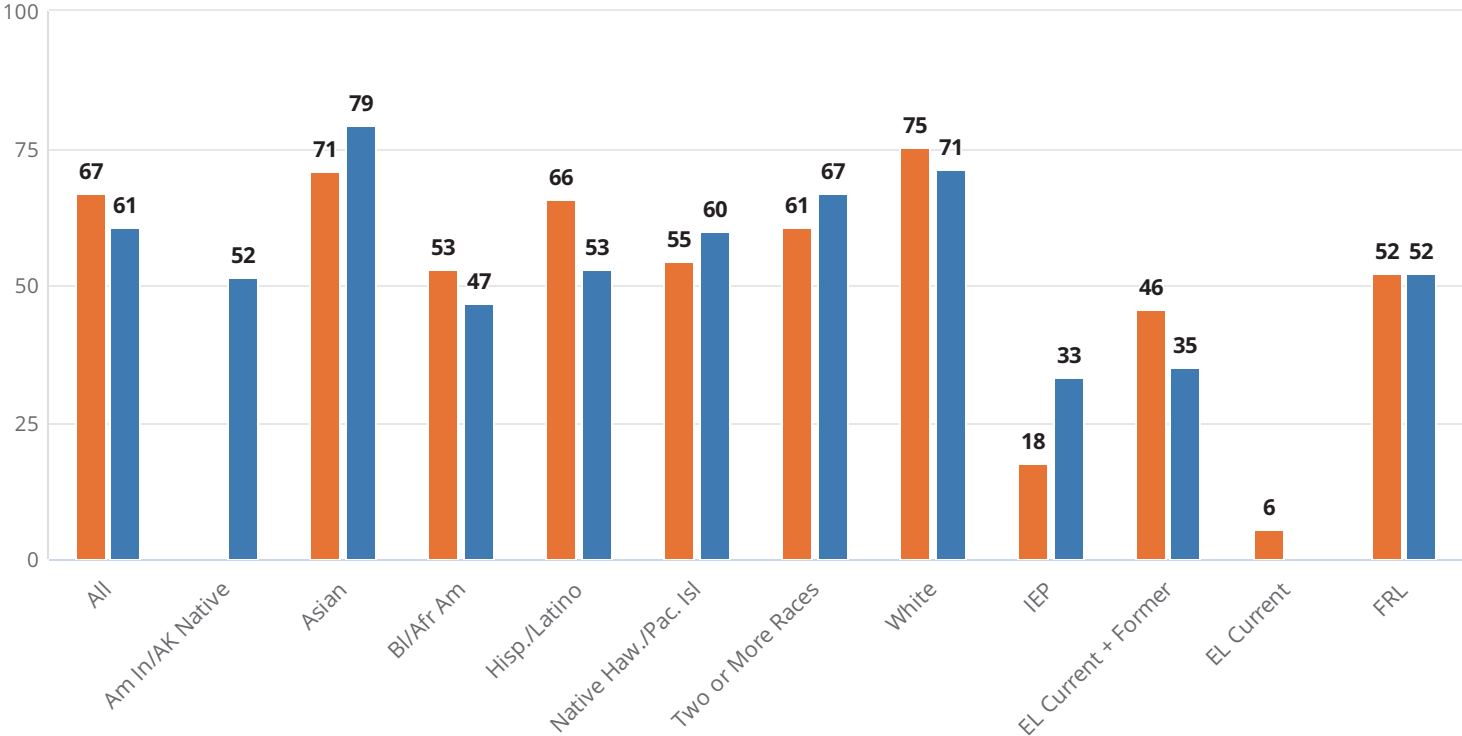
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	66.9	54.2	60.6	58.3	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	70.8	76.3	79.3	67.8	74.7	78.2
Black/African American	52.9	40.1	46.7	21.7	37.4	43.9
Hispanic/Latino	65.6	44.9	53	58.4	44.8	50.5
Pacific Islander	54.5	45.9	59.9	-	47.2	57.8
Two or More Races	60.7	62.1	66.8	56.6	60.0	65
White/Caucasian	75.0	65.0	71.1	64.1	64.0	69.6
Special Education	17.7	17.5	33.1	20.0	17.4	29.6
English Learners Current + Former	45.7	32.1	35.1	47.2	34.0	31.7
English Learners Current	5.5	11.3		13.3	12.0	
Economically Disadvantaged	52.2	42.5	52.3	42.3	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Somerset Academy Stephanie 2023-2024 Mips

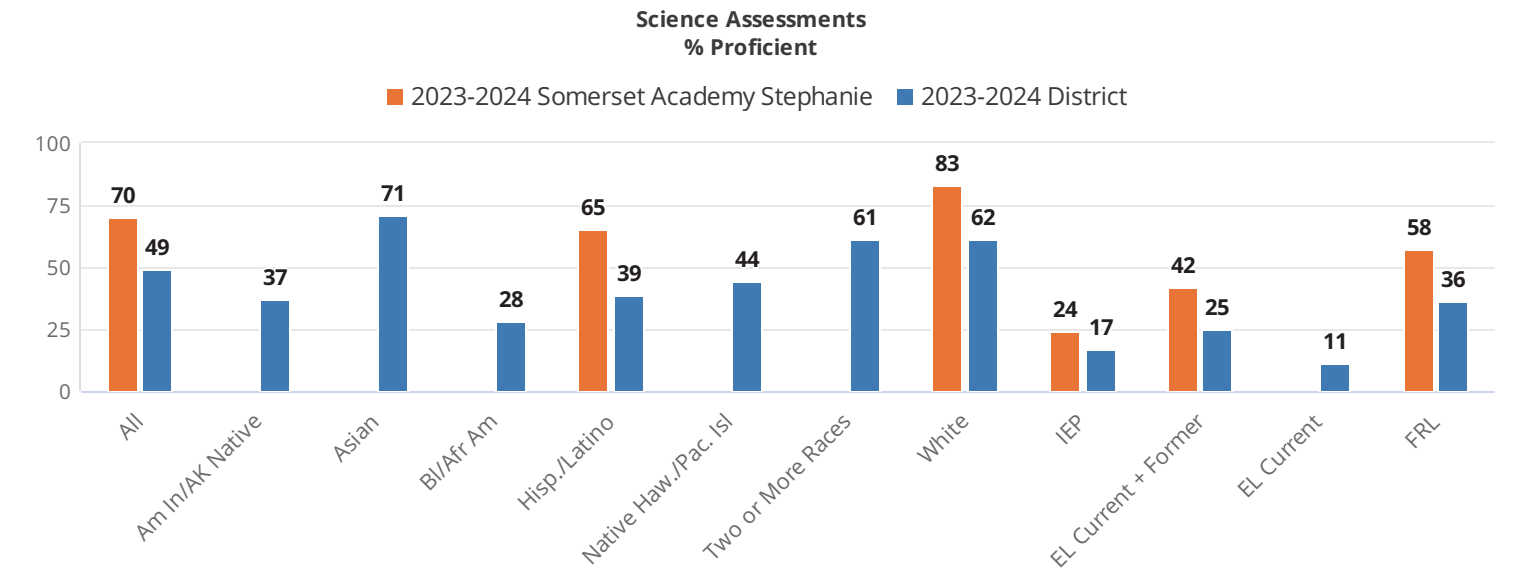


25/25

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	70.0	48.8	48.4	43.9
American Indian/Alaska Native	-	36.8	N/A	41.6
Asian	-	71.3	-	63.5
Black/African American	-	27.9	-	25.3
Hispanic/Latino	65.3	38.9	45.4	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	-	61.2	50.0	51.4
White/Caucasian	83.3	61.6	45.9	56.5
Special Education	23.8	16.8	11.1	13.6
English Learners Current + Former	41.6	24.6	-	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	57.5	36.0	33.3	30.8



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
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: 10/10		
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	67.5	57.0	73.5	59.0	70.0	56.0	69.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	69.5	63.0	71.5	63.5	79.0	61.0	62.0	57.0
Black/African American	61.0	52.0	71.5	57.0	57.5	51.0	74.0	55.0
Hispanic/Latino	70.0	57.0	74.0	59.0	70.0	54.0	65.0	55.0
Pacific Islander	53.0	59.5	54.5	55.0	-	59.0	-	54.0
Two or More Races	68.0	58.0	81.5	60.0	73.0	59.0	77.0	58.0
White/Caucasian	64.0	57.0	73.0	58.0	72.0	58.0	70.0	56.0
Special Education	48.0	53.0	66.0	56.0	59.0	52.0	71.0	55.0
English Learners Current + Former	64.0	56.0	65.0	58.0	74.5	54.0	64.0	56.0
English Learners Current	62.5	56.0	52.5	55.0	51.5	53.0	60.0	53.0
Economically Disadvantaged	73.0	56.0	72.0	58.0	64.0	54.0	69.0	55.0

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 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	46.7	40.5	70.0	54.7	46.6	40.4	60.7	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	68.1	65.1	77.2	75.9	80.0	62.5	80.0	72.6
Black/African American	31.2	24.1	56.2	42.6	16.6	23.7	27.7	39.6
Hispanic/Latino	43.0	30.4	71.7	46.4	43.2	30.6	60.0	44.7
Pacific Islander	40.0	36.9	40.0	48.6	-	40.5	-	48.3
Two or More Races	36.0	46.6	69.2	61.9	31.0	46.9	58.6	59.5
White/Caucasian	55.9	53.0	73.1	63.6	50.9	51.9	62.7	61.5
Special Education	8.6	14.6	25.4	22.8	11.7	15.1	23.5	22.3
English Learners Current + Former	23.5	23.0	51.4	35.8	35.2	24.3	45.7	35.3
English Learners Current	5.5	10.1	16.6	17.2	7.1	10.9	13.3	16.2
Economically Disadvantaged	40.1	29.5	55.1	44.8	32.6	28.1	48.4	41.9

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

3/10

English Language

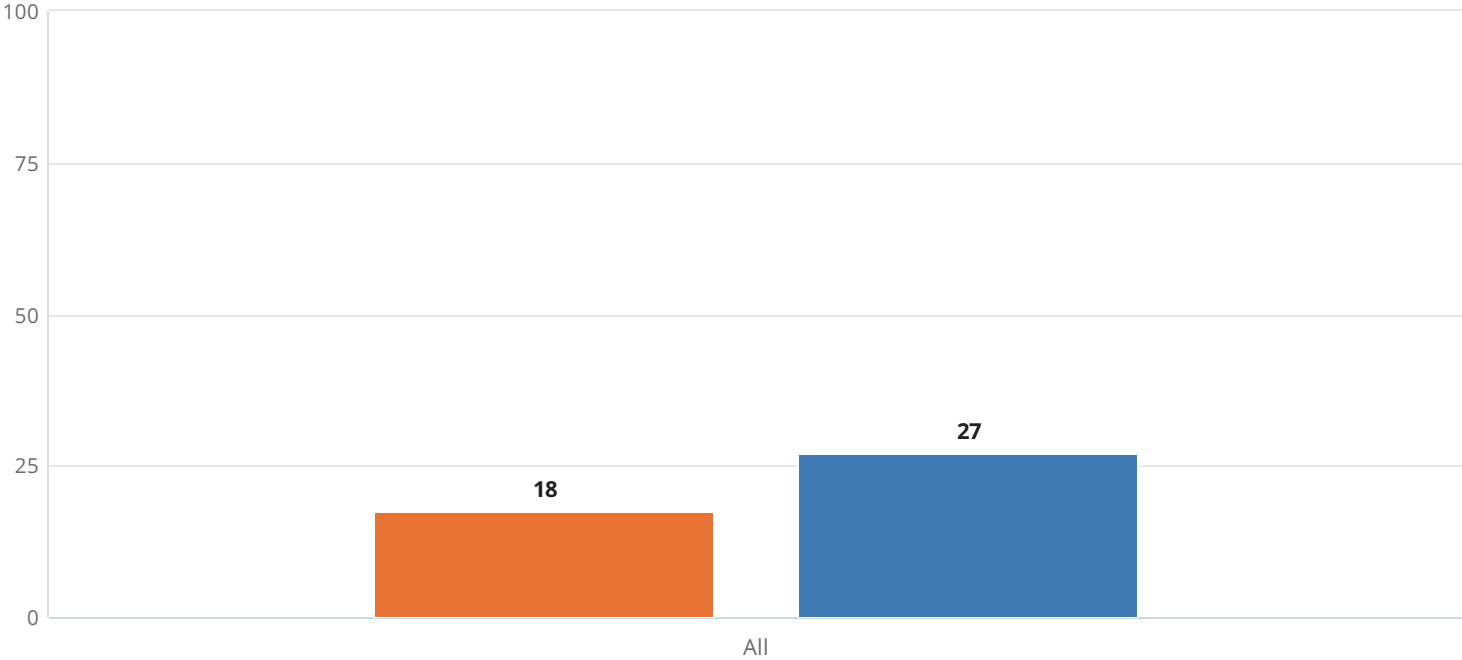
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 3/10

	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	17	17.6	27.2	14	35.7	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Somerset Academy Stephanie 2023-2024 District



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

A green circular progress indicator with a red segment at the bottom, showing 18/20 completion.

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: 8/10				ELA AGP Points Earned: 10/10			
	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	20.0	16.3	39.8	26.0	26.1	18.0	32.0	23.3
American Indian/Alaska Native	-	14.6	-	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	60.0	26.3	-	36.0
Black/African American	16.0	10.9	40.0	21.2	<5	12.5	13.3	20.2
Hispanic/Latino	17.9	13.5	40.0	23.6	26.0	15.4	31.1	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	13.3	19.7	27.2	32.6	17.3	20.8	21.4	27.8
White/Caucasian	27.0	22.6	41.9	30.5	30.4	23.6	36.9	26.3
Special Education	<5	7.3	15.6	13.5	10.0	8.5	17.7	12.4
English Learners Current + Former	7.6	11.4	22.2	20.6	25.0	13.5	26.6	18.6
English Learners Current	5.5	7.4	17.6	13.9	7.1	8.9	10.0	12.7
Economically Disadvantaged	18.3	13.6	30.0	22.8	15.2	14.2	22.0	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

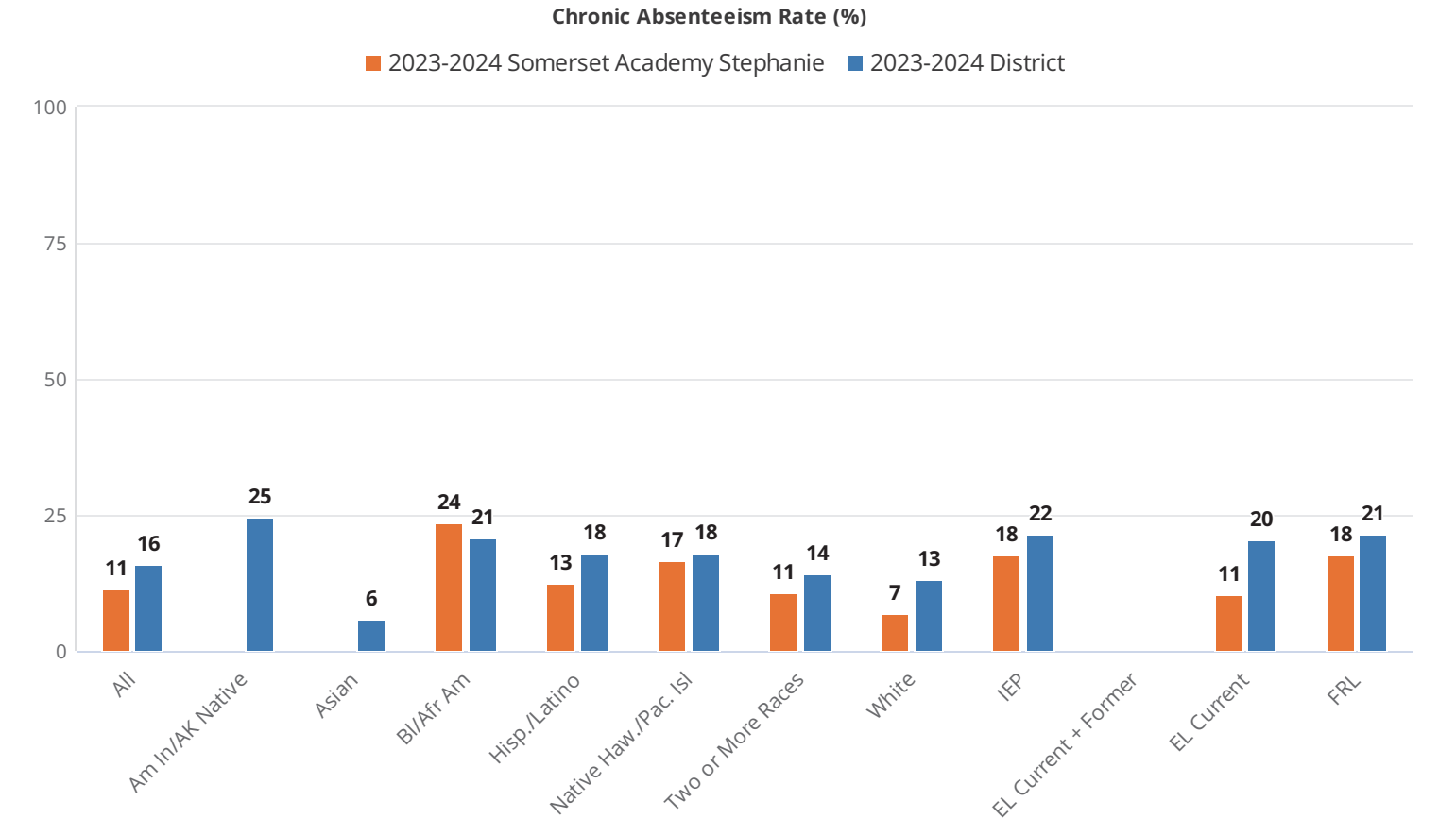
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 6.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	11.4	15.8	18.0	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	<5	6.0	<5	9.3
Black/African American	23.6	21.0	30.7	24.2
Hispanic/Latino	12.5	18.2	20.0	20.6
Pacific Islander	16.6	18.2	-	16.7
Two or More Races	10.7	14.2	25.0	19.0
White/Caucasian	7.0	13.2	14.2	16.5
Special Education	17.6	21.7	20.8	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.5	20.4	11.7	21.6
Economically Disadvantaged	17.7	21.4	28.6	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

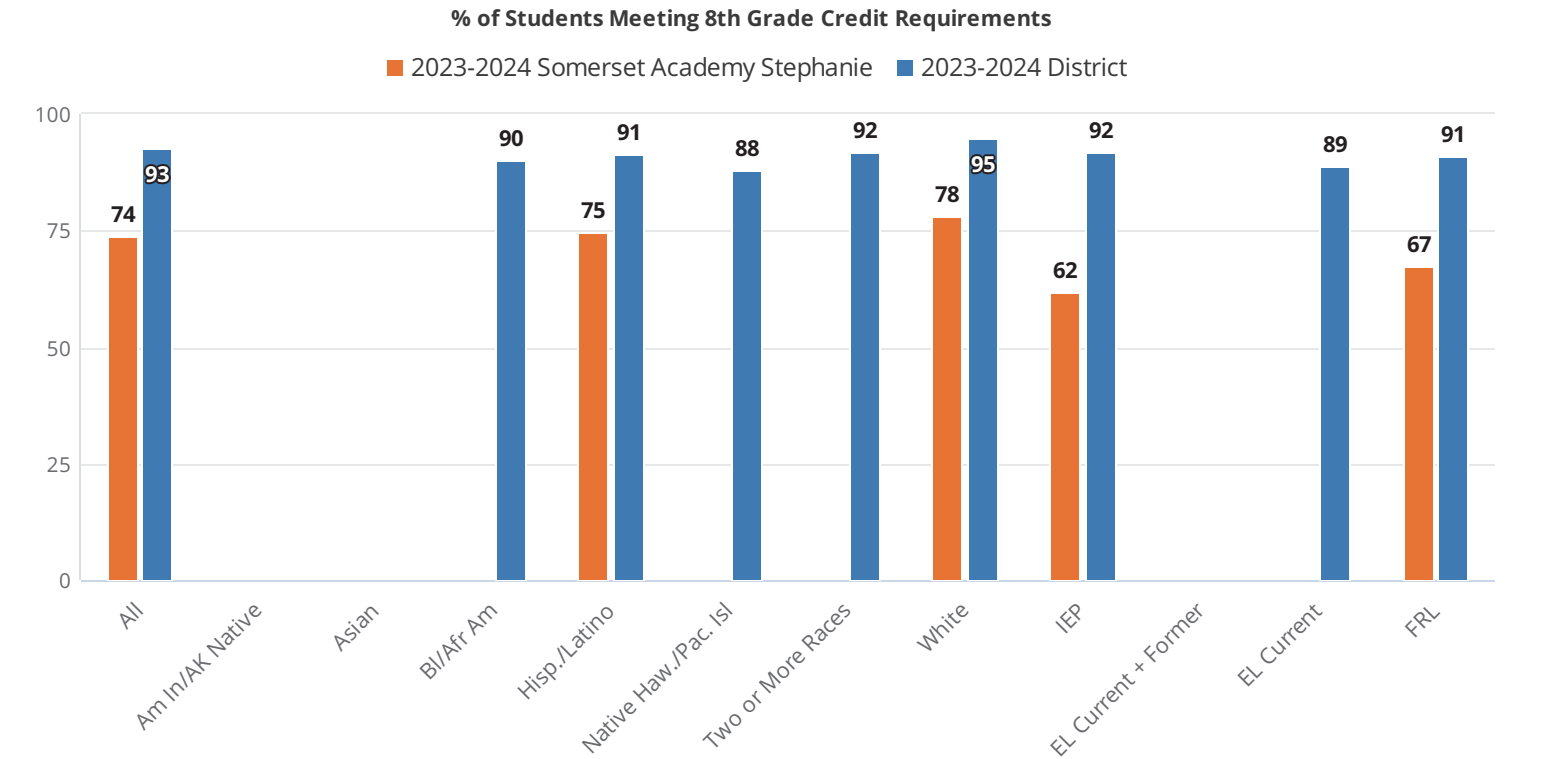




Student Engagement

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
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>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	94.7	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 1/3		
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	73.9	92.6	89.1	92.7
American Indian/Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	90.2	-	89.9
Hispanic/Latino	74.5	91.4	85.7	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	-	91.9	75.0	93.1
White/Caucasian	78.3	94.8	94.5	94.8
Special Education	61.9	91.9	94.4	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	67.4	91.2	86.4	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.

**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



2022-23 School Year: SPCSA Academic Performance Framework

Somerset Academy of Las Vegas Aliante 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: 6475 Valley Dr, N Las Vegas, NV, 89084

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

Validation Day Enrollment: 778

Grades Served: K-5

NSPF Rating: 3

Comparison District: Clark

Comparison School: Triggs ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

57.6
MEETS STANDARD

PRIOR YEAR RATING

57.8
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).

33.6/60

Sixty percent of the school's 2022-23 NSPF score (56) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

17/25

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)

7/10

NSPF score difference of 17.1 between school (56 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

10/15

NSPF score difference of 14.5 between school (56 points) and comparison school (41.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 45.9% (prior year) to 45.7% (current year).



Math non-proficiency decreased from 56.9% (prior year) to 47.6% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

7/15

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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 13.1%.

1/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 18.5%.

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

Somerset Academy of Las Vegas Aliante ES

[How to Print](#)

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

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 6475 Valley Dr, N Las Vegas, NV, 89084

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

Validation Day Enrollment: 775

Grades Served: K-5

NSPF Rating: 3

Comparison District: Clark

Comparison School: Triggs ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

42.6

DOES NOT MEET STANDARD

PRIOR YEAR RATING

57.6

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).

30.6/60

Sixty percent of the school's 2023-24 NSPF score (51) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

7/25

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)

5/10

NSPF score difference of 11 between school (51 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

2/15

NSPF score difference of -1.5 between school (51 points) and comparison school (52.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 45.7% (prior year) to 41.5% (current year).
- ☒ Math non-proficiency decreased from 47.6% (prior year) to 47.3% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

5/15

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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

3/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 14.6%.

1/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19%.

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

Somerset Academy of Las Vegas Aliante 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
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- ☐ CASLV Eastgate MS
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- ☐ CASLV Windmill MS
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- ☐ 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: 6475 Valley Dr, N Las Vegas, NV, 89084

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

Validation Day Enrollment: 410

Grades Served: 6-8

NSPF Rating: 4

Comparison District: Clark

Comparison School: Saville MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

78.6
MEETS STANDARD

PRIOR YEAR RATING

81
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).

45.6/60

Sixty percent of the school's 2022-23 NSPF score (76) 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 35.5 between school (76 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 38.5 between school (76 points) and comparison school (37.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 41.7% (prior year) to 41.5% (current year).



Math non-proficiency decreased from 70.5% (prior year) to 64.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

8/15

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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

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

Somerset Academy of Las Vegas Aliante 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
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- ☐ CASLV Windmill MS
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- ☐ 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: 6475 Valley Dr, N Las Vegas, NV, 89084

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

Validation Day Enrollment: 388

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Saville MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

84.9
EXCEEDS STANDARD

PRIOR YEAR RATING

78.6
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).

51.9/60

Sixty percent of the school's 2023-24 NSPF score (86.6) 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 46 between school (86.6 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 38.6 between school (86.6 points) and comparison school (48 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 41.5% (prior year) to 40.5% (current year).
- ☒ Math non-proficiency decreased from 64.2% (prior year) to 55.9% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

8/15

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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 15 to $< 20\%$ compared to district Gr6-8 IEP rate of 13.2%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 14.8%.

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

2022-23 Clear Filters

Somerset Academy of Las Vegas Lone Mountain ES

[How to Print](#)

- ☐ 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
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- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
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- ☐ CASLV Windmill MS
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- ☐ 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: 4491 N Rainbow Blvd, Las Vegas, NV, 89108

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

Validation Day Enrollment: 636

Grades Served: K-5

NSPF Rating: 5

Comparison District: Clark

Comparison School: Deskin ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

86.3
EXCEEDS STANDARD

PRIOR YEAR RATING

80.4
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).

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 46.6 between school (85.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 64.5 between school (85.5 points) and comparison school (21 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency increased from 42.4% (prior year) to 42.5% (current year).



Math non-proficiency decreased from 45.3% (prior year) to 42.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

10/15

Indicator bonus points for: EL.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 13.1%.

2/5

School EL rate of ≥ 5 to $< 10\%$ compared to district GrK-5 EL rate of 18.5%.

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

Somerset Academy of Las Vegas Lone Mountain ES

How to Print

- 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
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- CASLV Nellis AFB ES
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- 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

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 4491 N Rainbow Blvd, Las Vegas, NV, 89108
Website: <https://www.somersetlonemountain.org/>
Validation Day Enrollment: 624
Grades Served: K-5
NSPF Rating: 4
Comparison District: Clark
Comparison School: Deskin ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

82.6
EXCEEDS STANDARD

PRIOR YEAR RATING
86.3
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).

48.6/60
Sixty percent of the school's 2023-24 NSPF score (81) 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 41 between school (81 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
15/15
NSPF score difference of 52.5 between school (81 points) and comparison school (28.5 points).

OVERALL SCORE/RATING TABLE

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

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 42.5% (prior year) to 35.3% (current year).
- Math non-proficiency decreased from 42.2% (prior year) to 38.9% (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 ≥30 to <40% compared to district GrK-5 FRL rate of >95.0%.

5/5
School IEP rate of ≥15 to <20% compared to district GrK-5 IEP rate of 14.6%.

2/5
School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19%.

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

2022-23 Clear Filters

Somerset Academy of Las Vegas Lone Mountain MS

[How to Print](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
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- ☐ 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: 4491 N Rainbow Blvd, Las Vegas, NV, 89108

Website: <https://www.somersetlonemountain.org/>
Validation Day Enrollment: 376

Grades Served: 6-8

NSPF Rating: 3

Comparison District: Clark

Comparison School: Leavitt MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

67.7
MEETS STANDARD

PRIOR YEAR RATING

78.1
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).

41.7/60

Sixty percent of the school's 2022-23 NSPF score (69.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

18/25

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)

10/10

NSPF score difference of 29 between school (69.5 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

8/15

NSPF score difference of 12 between school (69.5 points) and comparison school (57.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 37.9% (prior year) to 44% (current year).
- ✓ Math non-proficiency decreased from 62.8% (prior year) to 57.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

8/15

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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

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

Somerset Academy of Las Vegas Lone Mountain MS

[How to Print](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
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- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 4491 N Rainbow Blvd, Las Vegas, NV, 89108

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

Validation Day Enrollment: 369

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Leavitt MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

93.8
EXCEEDS STANDARD

PRIOR YEAR RATING

67.7
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).

58.8/60

Sixty percent of the school's 2023-24 NSPF score (98) 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 57.4 between school (98 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 53.5 between school (98 points) and comparison school (44.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 44% (prior year) to 34% (current year).
- ☒ Math non-proficiency decreased from 57.8% (prior year) to 50.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

10/15

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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 13.2%.

3/5

School EL rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 EL rate of 14.8%.

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

Somerset Academy of Las Vegas Losee 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: 4650 Losee Rd, N Las Vegas, NV, 89081

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

Validation Day Enrollment: 806

Grades Served: K-5

NSPF Rating: 3

Comparison District: Clark

Comparison School: Tartan ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

61.8
MEETS STANDARD

PRIOR YEAR RATING

58.6
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).

31.8/60

Sixty percent of the school's 2022-23 NSPF score (53) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

21/25

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 14.1 between school (53 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 31.5 between school (53 points) and comparison school (21.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 60.5% (prior year) to 57.1% (current year).



Math non-proficiency decreased from 73.9% (prior year) to 66.6% (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)

3/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

3/5

School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 13.1%.

3/5

School EL rate of ≥ 10 to $< 15\%$ compared to district GrK-5 EL rate of 18.5%.

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

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 4650 Losee Rd, N Las Vegas, NV, 89081
Website: <https://www.somersetlosee.org/>
Validation Day Enrollment: 778
Grades Served: K-5
NSPF Rating: 2
Comparison District: Clark
Comparison School: Tartan ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

47.8
DOES NOT MEET STANDARD

PRIOR YEAR RATING
61.8
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.

Somerset Academy of Las Vegas Losee ES How to Print

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

25.8/60
Sixty percent of the school's 2023-24 NSPF score (43) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 57.1% (prior year) to 53.7% (current year).
- Math non-proficiency decreased from 66.6% (prior year) to 61.1% (current year).

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

13/25
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)
3/10
NSPF score difference of 3 between school (43 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
10/15
NSPF score difference of 15 between school (43 points) and comparison school (28 points).

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)

3/5
School FRL rate of ≥40 to <50% compared to district GrK-5 FRL rate of >95.0%.

3/5
School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 14.6%.

3/5
School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19%.

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

Somerset Academy of Las Vegas Losee 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: 4650 Losee Rd, N Las Vegas, NV, 89081

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

Validation Day Enrollment: 807

Grades Served: 6-8

NSPF Rating: 2

Comparison District: Clark

Comparison School: Findlay MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

54.7
MEETS STANDARD

PRIOR YEAR RATING

60.2
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).

26.7/60

Sixty percent of the school's 2022-23 NSPF score (44.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

18/25

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)

3/10

NSPF score difference of 4 between school (44.5 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 30.5 between school (44.5 points) and comparison school (14 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency increased from 56.5% (prior year) to 62.1% (current year).
- ☒ Math non-proficiency increased from 78.1% (prior year) to 79.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

10/15

0 bonus points in indicator.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6%.

3/5

School EL rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 EL rate of 13.8%.

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 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
- Doral Fire Mesa MS

Somerset Academy of Las Vegas Losee MS

How to Print

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 4650 Losee Rd, N Las Vegas, NV, 89081

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

Validation Day Enrollment: 791

Grades Served: 6-8

NSPF Rating: 2

Comparison District: Clark

Comparison School: Findlay MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

44.8

DOES NOT MEET STANDARD

PRIOR YEAR RATING

54.7

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).

22.8/60

Sixty percent of the school's 2023-24 NSPF score (38) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

12/25

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)

1/10

NSPF score difference of -2.6 between school (38 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15

NSPF score difference of 17 between school (38 points) and comparison school (21 points).

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

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ⊗ ELA non-proficiency increased from 62.1% (prior year) to 64.4% (current year).
- ⊗ Math non-proficiency increased from 79.2% (prior year) to 81% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

10/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5

School FRL rate of ≥40 to <50% compared to district Gr6-8 FRL rate of >95.0%.

4/5

School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 13.2%.

3/5

School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 14.8%.

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

Microsoft Power BI

< 1 of 2 >

https://app.powerbigov.us/view?r=eyJrJoiZjUzZGlxMmQtNjNjY00NmM5LTlhYTtyZTdmNjdkMTdkOTk5liwidCI6ImU0YTM0MGU2LWI4OWUtNGU2OC04ZWZhLTE1NDRkMjcwMzk4MCI9

1/1



2022-23 School Year: SPCSA Academic Performance Framework

Somerset Academy of Las Vegas Losee HS

[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
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- ☐ 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: 4650 Losee Rd, N Las Vegas, NV, 89081

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

Validation Day Enrollment: 838

Grades Served: 9-12

NSPF Rating: 3

Comparison District: Clark

Comparison School: Mojave HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

58.2
MEETS STANDARD

PRIOR YEAR RATING

47.4
DOES NOT MEET 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).

34.2/60

Sixty percent of the school's 2022-23 NSPF score (57) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

13/25

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)

1/10

NSPF score difference of -2.6 between school (57 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

12/15

NSPF score difference of 19 between school (57 points) and comparison school (38 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 68.2% (prior year) to 58.2% (current year).



Math non-proficiency decreased from 88.3% (prior year) to 84.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

11/15

0 bonus points in indicator.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district Gr9-12 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 IEP rate of 10.4%.

3/5

School EL rate of ≥ 5 to $< 10\%$ compared to district Gr9-12 EL rate of 13.2%.

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

Somerset Academy of Las Vegas Losee HS

[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
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- ☐ 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: 4650 Losee Rd, N Las Vegas, NV, 89081

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

Validation Day Enrollment: 824

Grades Served: 9-12

NSPF Rating: 3

Comparison District: Clark

Comparison School: Mojave HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

47.5

DOES NOT MEET STANDARD

PRIOR YEAR RATING

58.2

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).

31.5/60

Sixty percent of the school's 2023-24 NSPF score (52.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

7/25

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)

0/10

NSPF score difference of -5.6 between school (52.5 points) and comparison district (58.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15

NSPF score difference of 8.5 between school (52.5 points) and comparison school (44 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 58.2% (prior year) to 71.7% (current year).
- Math non-proficiency increased from 84.5% (prior year) to 89.7% (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 ≥ 30 to $< 40\%$ compared to district Gr9-12 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 IEP rate of 10.5%.

3/5

School EL rate of ≥ 5 to $< 10\%$ compared to district Gr9-12 EL rate of 13.5%.

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

2022-23 Clear Filters

Somerset Academy of Las Vegas North Las Vegas ES

[How to Print](#)

- ☐ 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: 385 W Centennial Pkwy, N Las Vegas, NV, 89084

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

Validation Day Enrollment: 774

Grades Served: K-5

NSPF Rating: 1

Comparison District: Clark

Comparison School: Duncan ES, Hayden ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

30.7
DOES NOT MEET STANDARD

PRIOR YEAR RATING

58.3
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).

14.7/60

Sixty percent of the school's 2022-23 NSPF score (24.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

7/25

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)

0/10

NSPF score difference of -14.4 between school (24.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15

NSPF score difference of 9.3 between school (24.5 points) and comparison school (15.2 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

⊗ ELA non-proficiency increased from 60.3% (prior year) to 64.6% (current year).

▬ Math non-proficiency was unchanged from 68.5% (prior year) to 68.5% (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)

3/5

School FRL rate of ≥40 to <50% compared to district GrK-5 FRL rate of >95.0%.

4/5

School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 13.1%.

2/5

School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 18.5%.

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



2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

Somerset Academy of Las Vegas North Las Vegas ES

[How to Print](#)

- ☐ 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: 385 W Centennial Pkwy, N Las Vegas, NV, 89084

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

Validation Day Enrollment: 770

Grades Served: K-5

NSPF Rating: 2

Comparison District: Clark

Comparison School: Duncan ES, Hayden ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

55.6
MEETS STANDARD

PRIOR YEAR RATING

30.7
DOES NOT MEET 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).

27.6/60

Sixty percent of the school's 2023-24 NSPF score (46) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

19/25

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)

4/10

NSPF score difference of 6 between school (46 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 32.5 between school (46 points) and comparison school (13.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 64.6% (prior year) to 60.6% (current year).
- ☒ Math non-proficiency decreased from 68.5% (prior year) to 63.9% (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)

3/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 14.6%.

2/5

School EL rate of ≥ 5 to $< 10\%$ compared to district GrK-5 EL rate of 19%.

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

Somerset Academy of Las Vegas Sky Pointe 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: 7038 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Validation Day Enrollment: 776

Grades Served: K-5

NSPF Rating: 5

Comparison District: Clark

Comparison School: Rhodes ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

85
EXCEEDS STANDARD

PRIOR YEAR RATING

83.3
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).

54/60

Sixty percent of the school's 2022-23 NSPF score (90) 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 51.1 between school (90 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 55 between school (90 points) and comparison school (35 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 37.9% (prior year) to 36.3% (current year).



Math non-proficiency decreased from 38.8% (prior year) to 32.1% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

6/15

Indicator bonus points for: FRL.

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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

3/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 13.1%.

1/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 18.5%.

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

Somerset Academy of Las Vegas Sky Pointe ES

[How to Print](#)

2023-24 [Clear Filters](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Rainbow MS
- ☐ 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: 7038 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Validation Day Enrollment: 780

Grades Served: K-5

NSPF Rating: 5

Comparison District: Clark

Comparison School: Rhodes ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

83.8
EXCEEDS STANDARD

PRIOR YEAR RATING

85
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).

52.8/60

Sixty percent of the school's 2023-24 NSPF score (88) 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 between school (88 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 58.5 between school (88 points) and comparison school (29.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 36.3% (prior year) to 33.4% (current year).
- ☒ Math non-proficiency increased from 32.1% (prior year) to 33% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

6/15

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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

3/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 14.6%.

1/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19%.

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

Somerset Academy of Las Vegas Sky Pointe 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: 7058 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Validation Day Enrollment: 442

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Cadwallader MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

91.6
EXCEEDS STANDARD

PRIOR YEAR RATING

88.3
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).

58.6/60

Sixty percent of the school's 2022-23 NSPF score (97.7) 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 57.2 between school (97.7 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 41.2 between school (97.7 points) and comparison school (56.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 31.8% (prior year) to 32.6% (current year).
- ✓ Math non-proficiency decreased from 45.6% (prior year) to 37.1% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

8/15

Indicator bonus points for: FRL.

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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

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

Somerset Academy of Las Vegas Sky Pointe MS

[How to Print](#)

- ☐ 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
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- ☐ CASLV Nellis AFB MS
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- ☐ CASLV Tamarus ES
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- ☐ CASLV Windmill MS
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- ☐ 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: 7058 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Validation Day Enrollment: 465

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Cadwallader MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

89.9
EXCEEDS STANDARD

PRIOR YEAR RATING

91.6
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).

57.9/60

Sixty percent of the school's 2023-24 NSPF score (96.6) 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 56 between school (96.6 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 38.6 between school (96.6 points) and comparison school (58 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency increased from 32.6% (prior year) to 35.1% (current year).
- ☒ Math non-proficiency increased from 37.1% (prior year) to 42.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

7/15

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 $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 13.2%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 14.8%.

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

2022-23 Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
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- ☐ 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: 7058 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Validation Day Enrollment: 896

Grades Served: 9-12

NSPF Rating: 3

Comparison District: Clark

Comparison School: Arbor View HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

55.5
MEETS STANDARD

PRIOR YEAR RATING

53.9
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).

40.5/60

Sixty percent of the school's 2022-23 NSPF score (67.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

7/25

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)

4/10

NSPF score difference of 7.9 between school (67.5 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

3/15

NSPF score difference of 1 between school (67.5 points) and comparison school (66.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 44.7% (prior year) to 40.8% (current year).



Math non-proficiency increased from 74.7% (prior year) to 74.9% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

8/15

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 ≥ 20 to $< 30\%$ compared to district Gr9-12 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 IEP rate of 10.4%.

2/5

School EL rate of $< 5\%$ compared to district Gr9-12 EL rate of 13.2%.

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

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 7058 Sky Pointe Dr, Las Vegas, NV, 89131
Website: <https://mshs.somersetskypointe.org/>
Validation Day Enrollment: 907
Grades Served: 9-12
NSPF Rating: 4
Comparison District: Clark
Comparison School: Arbor View HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

72.6
MEETS STANDARD

PRIOR YEAR RATING
55.5
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.

Somerset Academy of Las Vegas Sky Pointe HS How to Print

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

48.6/60
Sixty percent of the school's 2023-24 NSPF score (81) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 40.8% (prior year) to 30.2% (current year).
- Math non-proficiency decreased from 74.9% (prior year) to 69.9% (current year).

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)
9/10
NSPF score difference of 22.9 between school (81 points) and comparison district (58.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
6/15
NSPF score difference of 6.5 between school (81 points) and comparison school (74.5 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

9/15
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 ≥20 to <30% compared to district Gr9-12 FRL rate of >95.0%.

5/5
School IEP rate of ≥10 to <15% compared to district Gr9-12 IEP rate of 10.5%.

2/5
School EL rate of <5% compared to district Gr9-12 EL rate of 13.5%.

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

Somerset Academy of Las Vegas Skye Canyon 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: 8151 N Shaumber Rd, Las Vegas, NV, 89166

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

Validation Day Enrollment: 636

Grades Served: K-5

NSPF Rating: 5

Comparison District: Clark

Comparison School: Divich ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

85.6
EXCEEDS STANDARD

PRIOR YEAR RATING

86.8
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).

54.6/60

Sixty percent of the school's 2022-23 NSPF score (91) 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 52.1 between school (91 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 32.5 between school (91 points) and comparison school (58.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 31% (prior year) to 33.6% (current year).
- ✓ Math non-proficiency decreased from 33.4% (prior year) to 26.4% (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 $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 13.1%.

1/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 18.5%.

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

Somerset Academy of Las Vegas Skye Canyon ES

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 8151 N Shaumber Rd, Las Vegas, NV, 89166
Website: <https://www.somersetskyecanyon.org/>
Validation Day Enrollment: 624
Grades Served: K-5
NSPF Rating: 5
Comparison District: Clark
Comparison School: Divich ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

85.6
EXCEEDS STANDARD

PRIOR YEAR RATING
85.6
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).

54.6/60
Sixty percent of the school's 2023-24 NSPF score (91) 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 51 between school (91 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
14/15
NSPF score difference of 24.5 between school (91 points) and comparison school (66.5 points).

OVERALL SCORE/RATING TABLE

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

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 33.6% (prior year) to 33.9% (current year).
- Math non-proficiency increased from 26.4% (prior year) to 32.6% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

6/15
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 >95.0%.

3/5
School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 14.6%.

1/5
School EL rate of <5% compared to district GrK-5 EL rate of 19%.

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

Somerset Academy of Las Vegas Skye Canyon 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: 8151 N Shaumber Rd, Las Vegas, NV, 89166

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

Validation Day Enrollment: 372

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Escobedo MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

88.6
EXCEEDS STANDARD

PRIOR YEAR RATING

88.3
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).

56.6/60

Sixty percent of the school's 2022-23 NSPF score (94.4) 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 53.9 between school (94.4 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 67.9 between school (94.4 points) and comparison school (26.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 28.3% (prior year) to 30.6% (current year).
- ✓ Math non-proficiency decreased from 46.4% (prior year) to 41.9% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

7/15

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 $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

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

Somerset Academy of Las Vegas Skye Canyon MS

[How to Print](#)

- ☐ 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: 8151 N Shaumber Rd, Las Vegas, NV, 89166

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

Validation Day Enrollment: 372

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Escobedo MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

84.3
EXCEEDS STANDARD

PRIOR YEAR RATING

88.6
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).

52.3/60

Sixty percent of the school's 2023-24 NSPF score (87.2) 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 46.6 between school (87.2 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 56.2 between school (87.2 points) and comparison school (31 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency increased from 30.6% (prior year) to 31.1% (current year).
- ☒ Math non-proficiency increased from 41.9% (prior year) to 42.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

7/15

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 $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 13.2%.

2/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 14.8%.

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

Somerset Academy of Las Vegas Stephanie 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
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- ☐ 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: 50 N Stephanie St, Henderson, NV, 89074

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

Validation Day Enrollment: 628

Grades Served: K-5

NSPF Rating: 3

Comparison District: Clark

Comparison School: Kesterson ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

65.3

MEETS STANDARD

PRIOR YEAR RATING

39.8

DOES NOT MEET 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).

39.3/60

Sixty percent of the school's 2022-23 NSPF score (65.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

17/25

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)

10/10

NSPF score difference of 26.6 between school (65.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15

NSPF score difference of 9.5 between school (65.5 points) and comparison school (56 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 50.9% (prior year) to 45.4% (current year).
- ☒ Math non-proficiency decreased from 56.9% (prior year) to 49.4% (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.

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 ≥ 30 to $< 40\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 13.1%.

2/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 18.5%.

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

Somerset Academy of Las Vegas Stephanie ES

[How to Print](#)

2023-24 [Clear Filters](#)

- ☐ 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
- ☐ Doral Fire Mesa MS

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 50 N Stephanie St, Henderson, NV, 89074

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

Validation Day Enrollment: 610

Grades Served: K-5

NSPF Rating: 4

Comparison District: Clark

Comparison School: Kesterson ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

70.1
MEETS STANDARD

PRIOR YEAR RATING

65.3
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).

41.1/60

Sixty percent of the school's 2023-24 NSPF score (68.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

20/25

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 28.5 between school (68.5 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

10/15

NSPF score difference of 14.5 between school (68.5 points) and comparison school (54 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 45.4% (prior year) to 39.4% (current year).



Math non-proficiency decreased from 49.4% (prior year) to 46.7% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

9/15

Indicator bonus points for: EL.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥ 30 to $< 40\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 14.6%.

2/5

School EL rate of ≥ 5 to $< 10\%$ compared to district GrK-5 EL rate of 19%.

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

2022-23 Clear Filters

Somerset Academy of Las Vegas Stephanie MS

[How to Print](#)

- ☐ 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: 50 N Stephanie St, Henderson, NV, 89074

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

Validation Day Enrollment: 330

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Clark

Comparison School: Burkholder MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

86.3
EXCEEDS STANDARD

PRIOR YEAR RATING

78.5
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 between school (85.5 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 56.5 between school (85.5 points) and comparison school (29 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 39.4% (prior year) to 41.7% (current year).
- ✓ Math non-proficiency decreased from 68.8% (prior year) to 59.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

10/15

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 ≥ 30 to $< 40\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

5/5

School IEP rate of ≥ 15 to $< 20\%$ compared to district Gr6-8 IEP rate of 12.6%.

3/5

School EL rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 EL rate of 13.8%.

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

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- 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
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- 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

Somerset Academy of Las Vegas Stephanie MS

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 50 N Stephanie St, Henderson, NV, 89074
Website: <https://www.somersetstephanie.org/>
Validation Day Enrollment: 346
Grades Served: 6-8
NSPF Rating: 5
Comparison District: Clark
Comparison School: Burkholder MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

86.9
EXCEEDS STANDARD

PRIOR YEAR RATING
86.3
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).

51.9/60

Sixty percent of the school's 2023-24 NSPF score (86.5) 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 45.9 between school (86.5 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
15/15
NSPF score difference of 56 between school (86.5 points) and comparison school (30.5 points).

OVERALL SCORE/RATING TABLE

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

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ✓ ELA non-proficiency decreased from 41.7% (prior year) to 33.1% (current year).
- ✓ Math non-proficiency decreased from 59.8% (prior year) to 54.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

10/15

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 ≥30 to <40% compared to district Gr6-8 FRL rate of >95.0%.

5/5

School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 13.2%.

3/5

School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 14.8%.

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

Appendix C: Academic 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) 687-9113

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

Via Electronic Mail

December 18, 2023

Travis Mizer, Board President
Somerset Academy North Las Vegas
385 W. Centennial Parkway
North Las Vegas, Nevada 89084

Notice of Concern Due to Academic Underperformance

Dear Mr. Mizer:

As you are aware, Somerset Academy North Las Vegas's elementary school program received a 1-star rating under the Nevada Department of Education's Nevada School Performance Framework and a Does Not Meet Standard Rating under the SPCSA's Academic Performance Framework for the 2022-2023 school year. As you are also aware, the State Public Charter School Authority voted at its November 3, 2023, Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Somerset Academy of Las Vegas'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 ensuring charter school autonomy. Under the Charter School Performance Framework, there are three progressive levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3 within the Intervention Ladder.

Please note that the Authority is also requiring that Somerset Academy North Las Vegas include an academic goal in the School Performance Plan. This academic goal should measurably impact student academic performance. SPCSA staff will closely review the School Performance Plan for the 2023-24 school year.

Additionally, SPCSA staff will monitor the school's adherence to [NRS 388A.367](#) which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Somerset Academy North Las Vegas will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

A handwritten signature in blue ink that reads "M. Mackedon". The signature is fluid and cursive, with the first name "M." and the last name "Mackedon" clearly visible.

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Mindi Palomeque, Principal, Somerset Academy North Las Vegas
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, 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) 687-9113

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

Via Electronic Mail

November 22, 2024

Travis Mizer, Board President
Somerset Academy of Las Vegas
4650 Losee Road
North Las Vegas, Nevada 89081

Notices of Concern Due to Academic Underperformance

Dear Travis Mizer:

As you are aware, Somerset Academy of Las Vegas Losee's elementary and middle school programs received a 2-star rating under the Nevada Department of Education's Nevada School Performance Framework and a Below Standard rating under the SPCSA's Academic Performance Framework for the 2023 – 2024 school year. As you are also aware, the State Public Charter School Authority voted at its November 15, 2024, board meeting to issue two Notices of Concern based on the foregoing academic underperformance.

These Notices of Concern serves as a reminder that the SPCSA's Performance Framework, which is incorporated into Somerset Academy of Las Vegas'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 ensuring charter school autonomy. Under the SPCSA's Performance Framework, there are three progressive levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3 within the Intervention Ladder.

Please note that the Authority is also requiring that Somerset Academy of Las Vegas include an academic goal in the School Performance Plan. This academic goal should measurably impact student academic performance. SPCSA staff will closely review the School Performance Plan for the 2024 – 2025 school year. The school will also be scheduled for a site evaluation for the 2024 – 2025 school year. If one is not already scheduled, please expect SPSCA staff to reach out and coordinate an appropriate date in the spring.

Additionally, SPCSA staff has been monitoring the school's adherence to [NRS 388A.367](#) which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and

solicit feedback for continued growth and improvement based on the statewide accountability rating system. The school has appropriately notified families of performance.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Somerset Academy of Las Vegas will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

A handwritten signature in blue ink that reads "M. Mackedon". The signature is fluid and cursive, with the first name "M." and the last name "Mackedon" clearly visible.

Melissa Mackedon

Executive Director, State Public Charter School Authority

cc: Jessica Scobell, Principal, Somerset Academy of Las Vegas Losee
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority

Appendix D: Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Aliante

Evaluation Date: 1/17/2023

Initial Draft Report Date: 3/10/2023

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

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Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	7
Classroom Observation Totals	11
Organizational Performance.....	15
Site Evaluation Findings	17

Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/17/2023 at Somerset Academy of Las Vegas – Aliante. 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 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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

Somerset Academy of Las Vegas – Aliante is located in Las Vegas, Nevada in a facility at 6475 Valley Drive. The school serves 1,188 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

ACADEMIC PERFORMANCE

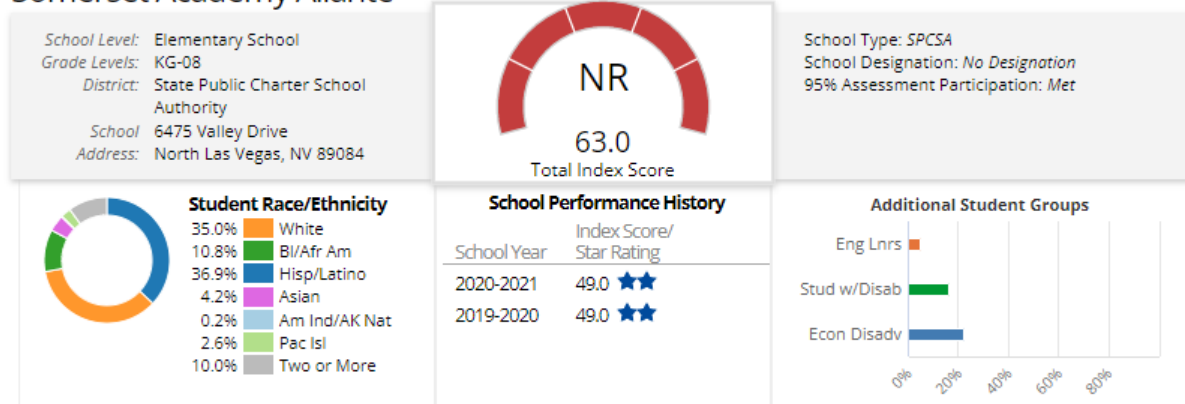
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy Aliante

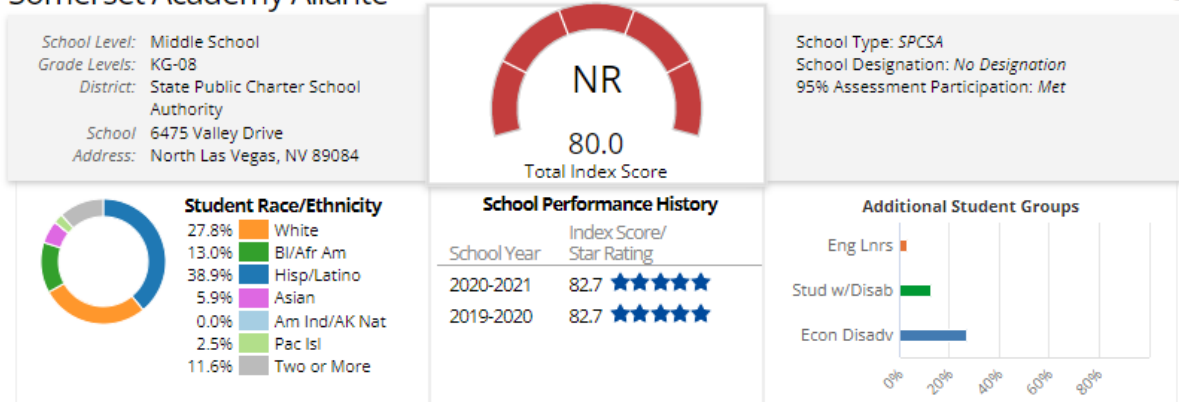
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy Aliante

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	56.2	72.8	70.4			
Black/African American	28.5	30.3	35.7			
Hispanic/Latino	40.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	51.4	55.6	57.5			
White/Caucasian	46.8	60.7	61.3			
Special Education	20.4	26.3	32.1			
English Learners Current + Former	22.8	34.9	39			
English Learners Current	6.2	25.5				
Economically Disadvantaged	35.3	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	54.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	56.2	74.9	76.7			
Black/African American	45.2	39.8	45.4			
Hispanic/Latino	53.3	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	60.0	61.5	66.2			
White/Caucasian	54.3	65.5	69			
Special Education	24.3	25.5	33.5			
English Learners Current + Former	32.0	37.4	44.4			
English Learners Current	12.5	24.4				
Economically Disadvantaged	50.0	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	29.5	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	59.0	62.7	60.6			
Black/African American	20.4	18.2	27.3			
Hispanic/Latino	21.2	26.4	32.8			
Pacific Islander	54.5	28.3	40.1			
Two or More Races	39.0	41.8	43.6			
White/Caucasian	32.2	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	11.2	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	20.2	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	58.3	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	90.9	79.0	77.1			
Black/African American	48.9	41.1	40.9			
Hispanic/Latino	50.0	48.2	47.9			
Pacific Islander	72.7	53.3	55.5			
Two or More Races	70.7	64.6	63.2			
White/Caucasian	60.2	67.2	68			
Special Education	16.2	18.0	25.8			
English Learners Current + Former	33.8	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	51.0	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

12/25 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 13.9 between school (63 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

6/15 NSPF score difference of 7 between school (63 points) and comparison school (56 points).

Middle School

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 35.3 between school (80 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 25 between school (80 points) and comparison school (55 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15 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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 15 to $< 20\%$ compared to district GrK-5 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15 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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	5	30 minutes
Students	11	30 minutes
School Leadership	4	45 minutes
Staff	10	30 minutes

Governing Board¹:

- The board of directors for Somerset Academy of Las Vegas hold meetings once every other month and as often as needed to execute² their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Academy of Las Vegas
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school's ability to self-govern. The board is current on each school's initiatives. One board member said, "Some schools have designated personnel who contact parents, some schools have personnel that will email home, others have created incentives at school." Another board member indicated one approach the board has taken. "We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday."
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, Somerset Academy of Las Vegas- Lone Mountain, Somerset Academy of Las Vegas – North Las Vegas, Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas – Stephanie.

FOCUS GROUP SUMMARY continued

- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. “The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Members of the parent and family focus group reported changes taking place during this school year. Some family members said they appreciated the school and are pleased with communication and overall operations. A few parents were disappointed in the number of staff leaving the campus to work elsewhere. One parent commented, “There was high teacher turnover especially in third through fifth grade levels.” One family member was not pleased with the quality and look of the bathrooms. A third parent said, “The paint is peeling off and it is a plain brown color. There has been some destruction of bathroom facilities at the middle school level according to focus group participants. This has been handled by school leaders through a ‘blanket punishment’ for all middle school students which includes limited access to use the bathroom.”
- Several family members said they appreciate the safety measures which have been implemented at the school. One person remarked, “I feel very positive here and I know my child is safe. This is important especially after the Texas shooting. The teachers here are of high quality.” One parent explained her appreciation of the communication with regard to her children. She said, “Both my kids have special needs and both receive highly individualized support. My son for example, is allowed to pick what he is working on academically and socially and we sign progress reports on a regular basis. I am very active with my other child’s teacher and we work together to hold him accountable. Both the classroom teacher and the school leaders work closely with our family when my son has behavior issues, we work it out.”
- According to several members of the focus group, parent teacher conferences were held either in person or by Zoom, depending on the preference of the family. Families said they spoke with teachers about their child’s MAP³ scores. One family member appreciated the teacher’s suggestions on how to assist her child with reading comprehension at home. Another family member explained, “The classroom teacher helped me understand how my son is developing both socially and academically and I appreciated that.”
- Family members shared suggestions for improvement at Somerset Aliante. One person suggested that at the middle school level, conferences should be offered with all content area teachers. Another parent would like to be invited to positive award ceremony assemblies. A few parents would like to see the school leadership team as more approachable at the middle school level and have direct access to the school leader in certain circumstances. One family member felt that a serious behavior situation could have been taken care of at the school with more communication for the parents and students involved in a situation. Another family member was unhappy about the way the middle school is at times, negative toward students as a group rather than pointing out the students who are following rules and working toward academic achievement. This family member stated that she did not like group punishment, and singling out students who have broken a rule, such as straying from the dress

³ MAP is an acronym for Measures of Academic Progress, which is a normed computerized adaptive test administered to participants about three times per year. It is a tool which helps pinpoint strengths and weaknesses to help educators understand and respond to student achievement.

code. She suggested positive reinforcement and celebrating the many middle school students who are working to be leaders each day.

Students:

- Students said they like coming to school. One student said, “I like to come to school and there are many cool things such as clubs and activities.” Another student shared, “I like to talk to my friends, socialize, and learn more. I want good grades and I want to go to college.” Several students indicated they like their teachers. One student commented, “My teacher is creative and helps make learning fun.” Another student said, “My teacher puts us in groups and I don’t feel ashamed if I don’t understanding something.” Students said that should they get confused during class time, teachers ask for thumbs up for understanding and thumbs down if more instruction or explanation would help.
- Students reported not only do students like their teachers, but they also appreciate the way teachers at the school get to know the students and develop relationships. Several students commented that their teachers can tell when a student is having difficulty. A student commented, “My teacher can tell if I am confused about something just by looking at my face and she offers me help to understand right away. I like this.” Another student said, “I have a strong bond with a sixth-grade teacher and know I can talk to her if I get upset.” One student said, “If I want some help understanding something, I know I can go to the teacher’s desk and get support without hesitation.”
- Students had suggestions for improving the school. One student said, “I would change the actions of some of the students here. Some other students make fun of me because of my teeth.” Another student suggested, “I would like more special classes such as physical education, music, Spanish, and technology.” A middle school student suggested the leaders at the school refrain from singling out students who have broken the dress code because it is embarrassing to all students. Another middle school student felt the dress code was too strict.

Leadership:

- School leaders spoke about the increase in the index rating at the elementary school level from 49 to 63. The school leader said, “The continuity at the school in terms of leadership has been helpful. In addition, I looked for things that didn’t support our team and eliminated them. For example, it used to be required for bulletin boards to be changed each month. Now I let teachers know that this is not necessary because it doesn’t directly support teachers and students.” She said that lesson planning has improved. “We have tried to help facilitate strong lesson plans. We hired instructional aides to support students and teachers. We have focused on bringing back strong forms of differentiated instruction and changed our math curriculum.”
- The school leader said she believes that staff feel supported. She commented, “I think staff have a better understanding of the i-Ready⁴ data which makes planning easier. We have one on one meetings with the staff and teachers are able to understand and talk about the relevance of the i-Ready achievement data. In the past, students with special needs were placed in one of the grade level classrooms. Now students are spread out and resource teachers and instructional aides provide strong support. It is ownership by all.”
- Leaders spoke about improvements. Leaders have created a place where parents and families can go to privately get assistance filling out the FRL (Free and Reduced Lunch) paperwork. Grades three through five are using a simplified writing program for the second year. The use of a single math

⁴ i-Ready is an on-line learning system allowing students to work and progress at their individual level.

curriculum in grades kindergarten through seventh grade was reported. Leaders said they believe this helps align the curriculum and learning targets more effectively than in the past. A walk to read model has been implemented in grades k-5 and operates much like a power hour, allowing both remediation and accelerated learning to take place at students' independent level.

FOCUS GROUP SUMMARY continued

- Leaders said that all middle school staff are highly qualified within their specific subject area. Aliante school leaders have hired an in-house substitute teacher and all instructional aides are encouraged to obtain their substitute teaching licenses.
- One of the highlights having taken place during this school year include the continuation of Math 360. Leaders explained, "This is a method of teaching math where classroom white boards contain math problems and students go and solve the mathematical problems. Then students explain their problem solving to peers." Another highlight shared by school leaders is the way that parent meetings are held. They are now held on line and recorded so that families can go and view the meeting later. School leaders were excited to say, "There has been an increase in multi-cultural events. For example, we had a Mariachi band performance, and students from the Losee campus performing African dances."

Staff:

- Staff at the Aliante campus said they have noticed a great deal of improvement in student behavior this school year compared to the previous year. In addition, several staff members said students are more capable of working collaboratively and there is less tension within classrooms. One teacher commented, "This year is so much better than last. The school structures, and participation levels of students are much better." Another staff member shared, "I like that I'm noticing higher levels of students with positive self-esteem and greater confidence."
- Staff reported they are working together to improve overall student achievement. One staff member commented, "We are working hard on this. Our school leader goes over the student testing outcomes. Afterwards, we meet together to figure out how to re-teach, provide small group instruction, and design instruction focused on a needed skill for a group of students." Teachers said they have several ways to help students focus on learning. One person said, "We activate prior knowledge so students know about the topic before we begin." Another person added, "We ask review questions before we move on to a new concept." One teacher said, "We go over the objective and state that this is what we are learning. It helps to explain to students why we should learn a given skill. For example, learning about how to tell time and exchange money is needed for success in life."
- Members of the staff focus group said that during the last professional development session they learned more about how to use i-Ready. Several members said they are implementing the new information in their classrooms. Other teachers commented that Somerset network offers yearlong math training. One teacher explained, "We were shown new ways to start the math lesson and shared creative ideas for teaching math. We meet for fifth grade math across all Somerset campuses." One teacher said, "I'm in year two of letters training. We have bi-weekly meetings and these are geared toward certain grade levels."
- The staff shared that they are appreciative of the instructional coaches at the school. Several members of the staff noted that coaches provide helpful feedback and insight. One person said that the coach leaves notes after observing. A teacher commented, "Our coach is positive and I appreciate discussing ideas and ways to improve." Another staff member shared, "We have a coach who is really good with power hour and helps us use our small group instructional time effectively."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 27 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 10	Total: 16	Total: 1	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 11	Total: 16	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 12	Total: 15	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 13	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	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: 3	Total: 22	Total: 0	Total: 0	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 8	Total: 17	Total: 1	Total: 0	Total: 1

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 24	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable.

1. In one elementary classroom, the teacher pulled a small group of students and provided targeted interventions on phonemic awareness.
2. In several lower elementary classrooms, students participated in reading intervention time. In each lower elementary classroom observed, two teachers pulled small groups and provided targeted intervention on phonemic awareness and phonics.
3. Students in middle school were observed working in groups of four to create an example of a natural disaster diagram. Students were discussing and getting ready to present, and the teacher was completely ready with directions and what students will do. Students not presenting were asked to write down two things they learned from presenters.
4. A middle school classroom teacher was lecturing and included students. One student explained photosynthesis from last year, very well. The students appeared comfortable and the teacher was passionate about the topic.
5. Site evaluators observed Somerset Aliante to have strong grade-level alignment. For example, one grade level was working on math strategies. In this classroom, as in several other classrooms in this grade level, students shared math strategies. The teacher led discussion on math strategies for given problems. Students came to the board and shared their thinking.
6. Students in this classroom were given directions to go to a center. Students knew where to go and then the teacher worked with a small group of students in classroom on math.
7. Students in one class were highly engaged in the math lesson. The teacher was highly effective in engaging the students and encouraging academic language.
8. In an ELA class, the teacher had the students do the reading out loud and were asked to explain. Students called on who will be the next to read. Students appeared to pay attention. The teacher asked, "What is the main idea about?" Then students added on to each other's ideas and the teacher restated what students said.
9. During observations, there were four students and one teacher in a pull-out resource room setting. Three students worked independently and were productive. The teacher worked one on one with a student and they worked on sounding out the "sh" sound. The teacher had the student practice different sounds with letters. This was a calm positive teacher. She offered a great deal of feedback to the one student.
10. In this classroom students were highly engaged and learned about Martin Luther King Junior. They talked about the "I Have a Dream" speech. The teacher used talking and watching a short video to engage students and to introduce the topic.
11. In one resource elementary classroom, students worked in groups to create sentences.
12. In a middle school science classroom, students presented their group projects. Other students took notes and the teacher explained there would be a gallery walk and discussion afterwards.
13. The teacher led a discussion about math equations in this middle school math class. Students stood to answer questions and to explain their answer and thinking.
14. In an early elementary classroom, students were asked to turn and talk to each other to explain their answers and to qualify it with why or why not. All students were participating and highly engaged.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	As presented during the leadership presentation, Somerset Aliante implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). Classroom observations indicated students with an IEP or learning English as a new language have supports.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The Somerset board complies with applicable laws, bylaws, and the charter. Board members have undergone training and open meeting law requirements met.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Staff and student records are stored in a secure location.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's office.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Summary of recommendations from most recent site evaluation	The previous site evaluation conducted by the SPCSA was on April 27, 2022. The recommendations provided at the last site evaluation were: 1. Continue to increase the number of students enrolled and considered a member of the special population category as Free and Reduced Lunch. 2. Include a goal setting process with regard to what it is the student is trying to learn or achieve on a daily basis. 3. Review several aspects of math instruction and outcomes. 4. The Somerset board should examine their method of evaluating their EMO.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	1. Somerset Academy has reviewed and has implemented a weighted lottery, which gives priority to the students identified as a member of the special population category as Free and Reduced Lunch (FRL). 2. Somerset includes student goal setting regarding lesson objectives. 3. Math instruction has been strengthened. 4. The Somerset board has modified their method of evaluation the EMO, and the board has voted and approved this more thorough evaluation process.
SPCSA staff assessment based upon findings during site evaluation	1. The Somerset Aliante board has reviewed a weighted lottery to give priority to students identified as a member of a special population such as Free and Reduced Lunch (FRL). 2. Somerset Aliante has increased the emphasis of student goal setting within the context of lesson objectives as observed during classroom observations and as indicated on the classroom rubric portion of this report. (Pages 11-13) 3. Math instruction has improved greatly. A comprehensive K-7 math curriculum has been implemented. Math 360, (a unique method of student centered math) is on-going, and several math classrooms were rated, "Distinguished" per the classroom rubric on pages 11-13 of this report. 4. The Somerset board has modified their method of evaluating their EMO, Academica Nevada, and this process is currently being implemented at all Somerset Academy of Las Vegas schools.

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 are described within the body of the report and summarized here.

- It is important to acknowledge the academic success of Somerset Aliante as a major strength. In grades k-5, the academic outcomes of students as measured by the Nevada School Performance (NSPF) have risen significantly. Though star ratings were not awarded this year, the index score was calculated at 63, which is an increase of 14 index points. Within grades 6-8, the middle school's index score was calculated at 80. Both the elementary and the middle school index scores are calculated and set on a state-wide rating system of 1-100 index points. It is clear that student academic growth and achievement have become a focus at Somerset Aliante. The regular education and special education staff collaborate regularly. Student progress and additional instructional needs are discussed routinely. The school leaders and instructional coaches push into professional learning community meetings (PLCs) with each grade level and middle school content teachers once a month. Staff is provided support to implement best teaching practices. Individual student data is analyzed. Each teacher at Aliante meets one on one with Principal Manning twice a year to analyze their i-Ready data and discuss the performance of their students. This increase within the elementary school is a major strength at the Somerset Aliante campus.
- Somerset Aliante has a strong instructional program. An indicator of this is found on page 12 of this report within the *Instructional* portion of the classroom rubric. Of 27 classrooms observed, 12 were determined to be "Distinguished" in the area of lesson purpose. The Distinguished rating indicates that 12 classrooms had lessons which connected with student's life experiences and were imaginative. Evaluators noted that students' were contributing to lessons, and explaining concepts to peers which leads to high levels of intellectually engaged students. Another indicator of an improved instructional program is found within the school-wide process of grade level and departmentalized planning. Classroom environments have, overall become more inviting, welcoming, and positive thus allowing students to engage in higher levels of learning within classrooms.
- The Special Education set of procedures, services, and instructional methods have improved since the last site evaluation. A full time school leader has been employed to oversee and monitor all services within this area. Family and staff members commented on improved one to one instruction, and individualized support for students with special needs. School leaders have implemented a more robust internal process for identifying, tracking, and monitoring the accommodations and progress of students with special needs. The Aliante Campus held a training workshop on dyslexia in October 2022. The school literacy specialist has provided support with understanding the characteristics of proficient readers versus readers with dyslexia. The school teams work collaboratively to review changes to the initial, revision, annual or 3-year evaluations of those students with an IEP.

- The Somerset Aliante campus staff and school leaders meet on a regular basis to discuss the status of safety on campus. During this time, suggestions have been made to increase and improve measures. The school leader was responsive and acted based on this discussion. During this school year a blank lock has been installed on classroom doors, allowing teachers to lock classrooms more quickly and efficiently should this become necessary. An emergency buzzer has been installed and doors are all locked and provide a single point of entry into the campus, a more secure and safe measure. A film has been placed on the front windows of the school allowing increased safety. A new red fence was installed around the perimeter of the playground which provides a more private and secure playground area for students. These added safety measures are indicative of a school with an awareness of the importance of student and staff safety and the school leader is to be commended for her ability to be proactive where safety is concerned.
- One of the recommendations from Somerset Aliante's most recent site evaluation in April of 2022 was to place a greater emphasis on math instruction. Although all subject matter content was impacted by the COVID pandemic, math was one of the most difficult to teach in a virtual setting. The Aliante campus has improved math instruction significantly. Rather than several forms of math curricula, the school leaders and staff implemented i-Ready Math, a research-based curriculum. This program has provided differentiated instruction to students and has empowered teachers to meet the needs of students more effectively. In addition, the staff at the school have implemented Math 360, which is a teaching strategy designed to support transparent learning and intellectual engagement in math. As indicated on the classroom comment page 14, regarding additional information observed within Somerset Aliante classrooms there were instances of teachers using Math 360 to engage and provide a platform for students to solve math problems and share their thinking and learning with others.

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.

- A focus on sustained academic growth in the area of proficiency is a challenge. The school has made great strides in improving the overall index score to 63; however, proficiency remains a challenge.
- The need for Somerset Aliante to fully implement restorative justice practices remains. Although Aliante has made initial efforts to fully implement restorative justice practices, the program still requires a stronger result. Additional time may be needed to strengthen positive adult and student relationships, particularly within the middle school.

RECOMMENDATIONS

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

- Continue to build “communal” social capital and “relational trust” for students in the middle school setting. This bonding of youth to classroom teachers, peers, and school leaders through trusting and sustained relationships provides protective factors to students from academic failure and may add to improved chronic absenteeism rates. Continue to research ways to build upon and implement Somerset Aliante’s school-wide behavior management efforts. Be intentional about middle school feedback from students and parents, and work to celebrate the students who are the role models within these grades. Build upon the positive culture at all grade levels at the Somerset Aliante campus.
- Consider the development of a parent focus group at the Aliante Campus. Enlist middle school parents in sharing feedback with regard to student progress, student emotional well-being, and ideas for positive reinforcement of model behavior. This may support school leaders in explaining the differences between elementary and middle school as well as provide parental perspective on topics of importance such as discipline, communication, parent-teacher conferences, understanding MAP data, and the importance of school attendance.
- Page six of this reports provides an analysis of the SPCSA Academic Performance Framework. The Diversity Comparison Results indicate that the Aliante Somerset elementary and middle schools received an 8 out of 15 possible points. Further analysis reveals that both the elementary and middle school have 1 of 5 points within the number of FRL, Free and Reduced Lunch students enrolled as compared to the numbers at the local school district. Within the EL or English Language Learner analysis, a 2 of 5 possible points are indicated and have potential for improvement. It is important to note that in both elementary and middle school levels, a full 5 of 5 points in the area of number of students within the number of students with an IEP Individual Education Plan enrolled as compared to the local school district. This portion of the analysis, the number of IEP students enrolled is excellent. It is recommended that the school leaders and members of the board continue to review the school’s recruitment and enrollment plan and to reflect on this work. It may help to discover ways to bolster the two above mentioned categories of enrolled students through marketing efforts and through the possible implementation of a weighted lottery. The SPCSA understands this will not change quickly, however the SPCSA hopes to see improvement in these numbers over time. It is important to note that Somerset Academy has created and implanted a Recruitment and Enrollment plan and will be asked to share updates with the SPCSA on the results of this plan later this year.
- With strong and rapid growth in the areas of math instructional and math index scores, it is recommended school leaders, staff, students, and parents, place a focus on sustainability of these improvements. The math instructional outcomes may be due to initial actions taken in response to a purposeful plan which includes the 360 math ⁵instructional model, the new math curriculum, and the focus on a strong monitoring of daily instructional best practices and outcomes. To sustain the vast improvements in the area of overall student math achievement it is recommended that the school team employ an on-going emphasis on operational aspects including routine PLC meetings, data monitoring discussions, continued support from school leaders, educational consultant, and instructional coaches. It is recommended that future professional development continue to be well

⁵ 360 math is a math teaching strategy where math problems are written on white boards around the classroom (360) and students go to the white board and solve problems.

planned to best meet the needs of instructional staff and to provide instructional staff with a means to experience even greater growth as classroom and content teachers and experts in math instruction.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset Academy of Las Vegas – Aliante during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Somerset Academy of Las Vegas – Aliante during this site evaluation.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Aliante Campus Site Evaluation Report: November 12, 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

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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 conducts 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.

Middle school star rating

One notable strength of Somerset Academy Aliante middle school is its achievement of 86 points on the NSPF¹ Star system, based on the most recent data from 2023-2024. This score corresponds to a 5-star rating. The school improved its score by 10 index points, and its low chronic absenteeism rate of just 3.6% for middle school students further contributes to the high score.

High teacher clarity

Classroom observations show that Somerset Academy Aliante is home to many teachers who demonstrate high clarity in their instruction. Teacher clarity helps students gauge their progress through success criteria and intentional and deliberate feedback. Somerset Academy Aliante teachers effectively define learning intentions and success criteria while also providing opportunities for students to engage through formative assessments. This approach was consistently observed in the school's classrooms.

Student leadership opportunity

Somerset Academy Aliante offers middle school students a unique leadership opportunity through Executive Lighthouse which is part of the Leader in Me² curricula. According to both school leaders and students, this group functions as the student council, taking on responsibilities such as organizing events, coordinating fundraisers, and assisting students in developing leadership skills.

Strong student and staff culture

Somerset Academy Aliante fosters a positive and supportive culture for students and staff. In focus groups conducted by the SPCSA site evaluation team, parents and students praised teachers for their active involvement in students' lives and for cultivating a safe environment where trust and communication are prioritized. Additionally, staff retention rates are high, and morale is strong.

Science proficiency in middle school

Somerset Academy Aliante's relative strength is its science instruction. According to the NSPF, the school has a science proficiency rate of 50% in middle school, which is above the district average of 21%. On the day of the site evaluation, classroom observations showed that science instruction seemed to provide standards-based instruction with high student engagement.

Fully certified special education teachers

The Individuals with Disabilities Education Act (IDEA), the federal law governing the education of students with disabilities, mandates that special education teachers possess the necessary content knowledge and skills to support students with disabilities. All of Somerset Aliante's special education teachers are fully certified and licensed, further highlighting the school's strengths.

¹ Nevada Educator performance framework. Nevada's system for rating schools.

² *Leader in Me* is a comprehensive pre-kindergarten through grade twelve framework that nurtures student leadership, fosters a culture of trust, and boosts academic success.

Site Evaluation Findings: Challenges

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

Proficiency trending down in elementary school

One challenge is that Somerset Academy Aliante's elementary school proficiency is progressing downward. The school has decreased its index score from 56 in the 2022-23 school year to 51 in the 2023-24 school year.

High academic standards in elementary school

Another challenge is the difficulty of maintaining consistently high academic standards in the elementary school. While middle school teachers have successfully set high expectations for their students through effective vertical alignment³, contributing to a 5-star rating for the 2023-24 school year, this approach has not yet been fully applied or transferred to the elementary level.

Annual growth percentile

In recent years, Somerset Academy Aliante has strongly emphasized providing high-quality, tier-1 instruction. While this approach resulted in academic progress, it also left the needs of some high and low-performing students unmet. As a result, the school's annual growth percentile in the elementary grades has declined.

Chronic absenteeism in elementary grades

Somerset Academy Aliante Elementary School is challenged with chronic absenteeism. An overwhelming body of research demonstrates chronic absenteeism's negative short- and long-term consequences on academic achievement. Chronically absent students are missing critical instruction time and are at the most significant risk of falling behind and dropping out. There is a discrepancy in chronic absenteeism numbers between elementary school, with 10% of students chronically absent, and in middle school, with only 3.6% of students chronically absent.

³ Vertical alignment refers to the coherence and connection of educational standards, curriculum, and instruction across different grade levels.

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.

Closing Opportunity Gaps

SPCSA staff recommend that the Somerset Academy Aliante leadership team focus on closing opportunity gaps. According to the 2023-24 NSPF, the school earned three index points out of 20. The school's Adequate Growth Percentile⁴ (AGP) for math is 12.8, compared to the district average of 22.5, and their AGP for English language arts (ELA) is 28, compared to the district average of 36. This is especially crucial for fourth and fifth graders, as they will be the student populations that will show growth on this measure in elementary school on the Nevada CRT, Smarter Balanced Assessment Consortium (SBAC) in the Spring of 2025. It is essential for the team of teachers and leaders to continuously evaluate the data and adjust student groups in real-time as students demonstrate progress to foster further growth.

Differentiated professional development

Another recommendation by the SPCSA is to consider implementing measures to differentiate professional development for staff members. Some ideas include staff surveys for areas of need, finding topics based on classroom observations, and analyzing student data to find topics with the greatest leverage for high student achievement. When learning opportunities for staff are tailored to individual needs, they are more likely to engage with the material, improve their skills, and contribute more effectively to the organization's goals, resulting in enhanced performance and job satisfaction.

High student expectations

It is recommended that Somerset Academy Aliante continue to educate teachers about the importance of having high expectations for students. Teachers are encouraged to allow the students to do the "heavy lifting" of the learning. Some possible options include completing book studies such as *Visible Learning* by John Hattie (2008) and having a deep understanding of vertical alignment to align the instruction to the Nevada Academic Content Standards to avoid watering the content down.

Effective instructional coaching

It is recommended that instructional coaches be used more intentionally to maximize their impact. An effective instructional coach plays a critical role in enhancing teaching practices and improving student outcomes in schools. Some suggestions may include implementing structured observational cycles, developing vertical alignment with teachers across grade levels, and deeply analyzing claims data to identify trends and areas for improvement. Additionally, instructional coaches may want to collaborate closely with teachers to provide targeted, ongoing professional development and offer personalized support that aligns with the specific needs of both educators and students. This holistic approach can

⁴ Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

foster a culture of continuous improvement and ensure that best practices are consistently applied across the school.

Common language

SPCSA staff recommend that as the leadership at Somerset Academy Aliante continue to roll out their MTSS expectations, the school implements common language usage across grade levels and among leadership in regard to student expectations on campus. Establishing a common school language around MTSS⁵ (Multi-Tiered System of Support) expectations is one researched- based methodology for creating consistency and clarity across all stakeholders- teachers, staff, students, and families. This will help ensure continuity within the school culture.

⁵ MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Somerset Aliante during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Somerset Aliante 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 ⁶	2
Family Members, Parents, and Guardians	8
Faculty and Staff	14
School Leadership	5
Students	13

⁶ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Law by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academics, the charter network's Educational Management Organization, and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academics's effectiveness. A member shared that the governance board is pleased with their EMO¹⁰ overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member in the focus group emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion in the focus group then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

Focus Group Summary: Family Members, Parents, and Guardians

Family members participating in the focus group said the best things about Somerset Academy Aliante are that teachers are invested in the students' success as well as social emotional status. They said that teachers are humble enough to direct students to the teacher to where they will best learn. One parent stated, “My child’s teacher has taken my child to another teacher and said, ‘This teacher is really great at knowing this subject, and this teacher can help you best in understanding this subject.’ And my child excelled. The teacher connected my child – that was great.” Parents also indicated that the staff is accountable and take their jobs seriously and professionally.

One parent said the staff knows parents and students by name. Another parent agreed and said parents feel very welcome when they step on campus. The communication level between parents and teachers is fluid and easy, “We can text teachers and communicate quite rapidly.” One parent said they had a friend who had their student transferred to another charter school and transferred back in less than a month because the friend felt more special at Somerset Academy Aliante. Parents in the focus group said they thought they were the special family at Aliante and were laughing when they learned that other families were also ‘the favored family’. One parent said when a concern arose, leadership took care of it in real time, and it was managed so quickly. This created trust and a bond between the families.

Parents were asked if they had any suggestions for improving the school. Several parents stated they would like time at lunch for their children to interact more with their peers. Families collectively agreed that students eat lunch and then leave immediately, and they would like to see this change.

Parents agreed there is a sense of personal community at the school, where it feels like everyone is part of the same team. This is supported by the multiple volunteer opportunities available, although sometimes it is the same families who participate. However, the school provides alternative ways for those who cannot volunteer in person to contribute, such as donating items or sending things in with their children. This inclusive approach allows all families to be involved in supporting the school, strengthening the sense of community.

Focus Group Summary: Faculty and Staff

The group of 14 staff members shared their insights on staff morale. Several noted that staff morale is good, and the school administration is supportive and approachable when any issues arise. One member shared that the administration assisted the staff member when dealing with an upset parent by clarifying the school's discipline policy.

A portion of the focus group discussion concentrated on the success of middle schools and how it can be extended to elementary school classrooms. One teacher said raising expectations at the elementary level to prepare students for the following grades has been a vital thrust this year. Another shared that working on vertical alignment by having conversations and weekly meetings is an emphasis. The group also stated that teachers observed teachers from different grade levels and focused on differentiated teaching strategies. Lastly, teachers fill out a document listing what strategies were observed, the essential questions of the lesson, and what practices could be implemented in their classrooms.

The group was asked to discuss small-group instruction and differentiated learning initiatives and whether there were any implementation challenges. A staff member stated that students who have identified needs based on data receive small-group instruction in math, reading, and science. Additionally, the school uses iReady⁷, an online teaching and assessment platform, to support students' individualized learning needs. The group also mentioned Paw Power, the school's tier-2 forty-minute instructional block using iReady and a walk-to-read model, generally referring to students with similar learning needs walking to their intervention group. One teacher said he uses heterogeneous groupings so students can utilize peers when completing group tasks to blend prior knowledge, infuse academic expertise with what they already know, and count on their peers to strengthen their work. No implementation challenges were noted during the discussion.

The group discussion concluded with a conversation to elaborate on the school's Multi-Tiered Systems of Supports (MTSS). One member stated that team members can request additional services using a staff form, and another briefly discussed their Response to Intervention⁸ Process (RTI).

⁷ i-Ready provides individualized interactive lessons that address the learning needs of each student.

⁸ Response to Intervention (RTI) is a school-based strategy that helps identify and support students who are struggling academically or behaviorally

Focus Group Summary: School Leadership

Leadership at Somerset Academy Aliante indicated the school has earned the prestigious Purple Star designation, recognizing its strong support for military-connected families, as well as the Governor's designation as a STEM⁹ school, reflecting its commitment to fostering innovation and excellence in science, technology, engineering, and mathematics education. These recognitions highlight the school's dedication to providing a well-rounded, inclusive, and forward-thinking education for all students.

Leadership reported strength in that the middle school received a 5-star rating and earned 84 points on the SPCSA Academic Framework using the 2023-24 most recent data. The success is attributed to many factors, including high teacher expectations for students, 25/25 points on the geographical comparisons indicator, and decreasing chronic absenteeism from 8% in the 2022-23 school year to only 3% in the 2023-24 school year.

Leadership at Somerset Academy Aliante reported the elementary school has earned 51 points on the NSPF Star System, using the 2023-24 most recent data. This score equates to a 3-star rating. It is a drop in the index score from 2022-23, which was 56 points. When asked, leadership stated the root cause for the decline is a lack of high teacher expectations. They elaborated that ensuring teachers understand high expectations is a good thing and that it is being communicated to staff that students should be doing the "heavy lifting" of the learning.

Another challenge for the 3-star rating communicated by leadership is the need to refine differentiation in kindergarten through fourth grade. Leadership at Somerset Academy Aliante is focused on improving differentiation this year to close the opportunity gap and ensure student success. They reported the school continues to have three full-time literacy coaches on staff, focusing on differentiation and small-group instruction. The coaches use i-Ready¹⁰, MAP¹¹, and Amplify¹² assessment data to guide instruction and inform RTI¹³ strategies.

Staff consistency is strong, with a 90% retention rate since the last site evaluation. The special education team, consisting of seven teachers and eight aides, is fully licensed, and they participate in all weekly professional development sessions. This ongoing professional development ensures that staff are continually refining their skills and staying up to date with best practices. Additionally, the school's commitment to supporting staff retention through mentorship programs and a positive work environment contributes to a stable and experienced team, which directly benefits student outcomes and creates a cohesive, collaborative atmosphere within the school.

⁹ STEM stands for science, technology, engineering, and math.

¹⁰ iReady is a computer- adaptive program for English language arts and math with personalized learning pathways.

¹¹ Measures of Academic Progress is a diagnostic assessment measuring reading and math skills.

¹² Amplify assessments measure student progress in the Amplify Reading curriculum.

¹³ Response to Intervention

Student-led parent conferences have been introduced for grades five and above this school year. Conferences in this format increases student ownership. By leading the conference, students have taken responsibility for their learning. Students reflect on their strengths and areas for improvement, set goals, and foster a sense of accountability and ownership over their academic progress.

Focus Group Summary: Students

Thirteen students participated in the focus group on the day of the site evaluation. Students conveyed that there are trusted adults on campus they can talk with when they have a concern or a problem. One student said, "It is a welcoming school, and I have very good teachers." Many group members shared the same sentiment and felt safe at school. Also, the students were asked to discuss when they needed help in the classroom or needed help understanding the assignment. Many shared they ask the teacher or peers for assistance. One student stated, "My teachers offer after-school tutoring if I feel embarrassed to get help in class or there isn't time."

The students discussed their improved academic skills since attending Somerset Academy Aliante. One student mentioned, "Writing because my teacher would always help me and tell me to write details and paragraphs." One student shared that he has improved in writing because the teacher makes the assignment clear by providing step-by-step directions, which helps him improve as a writer. Another shared, "Math and science, I like how the learning is interactive, like in forces and motions and doing an egg drop experiment."

Somerset Academy Aliante emphasizes small-group instruction, and the students shared their thoughts about learning in small groups. One student said, "I like to work with small groups. It's usually more helpful because you can ask someone if you don't get it". Another student said they liked it because "we don't fight over the answers." Group members highlighted that listening to their peers' responses made the learning more interesting.

The student focus group discussion concluded with students reflecting on recommendations for the school. Several emphasized their aspirations to consider Student Lighthouse¹⁴ for the elementary grade levels. One stated that a later start time would be appreciated, and another shared the desire for less homework.

¹⁴ In the Leader in Me program, a Student Lighthouse refers to a group of students selected to actively promote leadership within their school.

Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 8 middle school 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 29	TOTAL: 0	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 teachers' 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: 1	TOTAL: 26	TOTAL: 3	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 8 middle school 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 3	TOTAL: 24	TOTAL: 3	TOTAL: 0	TOTAL: 1
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 2	TOTAL: 17	TOTAL: 10	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 8 middle school 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: 3	TOTAL:22	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	TOTAL: 21	TOTAL: 4	TOTAL: 0	TOTAL: 5

Classroom Observations and Additional Comments

In a third-grade ELA classroom, the teacher led a lesson on answering close reading questions (e.g., "Why did Caesar want to seize Egypt?"). Then, students used their activity books to write answers to text-dependent questions. The teacher's explanations of content were purely procedural, without indicating how students can think strategically.

In one middle school math class, students chatted at their tables while the instructor walked students through a word problem on the whiteboard. The instructor read the word problem, wrote the equation, and talked through the problem. The students sat passively. This was a missed learning opportunity for students to attempt puzzling out the equation themselves or working with their tablemates.

Students were locating tier-2 vocabulary words within a text they were about to read by pointing at it within the text and putting their thumbs up. The teacher was closely watching and monitoring, giving immediate feedback.

In one robotics classroom, students worked in groups of three to four to build a clawbot utilizing instructions and working on a team. When complete, the clawbot had a programmable brain that students could program to move. Students were to answer questions in their notebooks regarding the process of working with their teammates, direct questions about programming the clawbot, and questions regarding the following instructions. Students worked collegially, saying 'please' and 'thank you' to their teammates.

Students in an upper elementary classroom were planning an essay about how they can make a difference by helping others in different areas of the school. The teacher asked them to share and give feedback to their partners. Students gave intentional feedback on classmates' ideas.

In one middle school social studies class students took turns reading paragraphs about the American colonies and the lead-up to the Boston tea party. Students readily volunteered to read and were excited to read to the class. Students had their texts open in front of them, and the text was also projected onto the whiteboard. The instructor explained political terms and vocabulary between the paragraphs and asked open-ended questions of students. Students discussed easily with the teacher.

Students were practicing the "ck" sound at the end of words. The students had mirrors in their hands to check that their mouths were forming the sound correctly. Students supplied several words together with the sound. The teacher allowed all students to participate.

Students were working in small groups during Paw Power time. One group practiced letter sounds with a teacher, one was blending and writing consonant vowel consonant (CVC) words with a teacher, one was creating letters with Playdough, and one was working on iReady. The classroom environment was calm and supportive. Students were observed to be highly engaged.

Students interpreted ratios, compared ratios, and wrote ratios correctly in one middle school math class when solving mathematical word problems. They solved the problems individually, then volunteered to go to the board to show and explain their thoughts on solving each problem to the class. The teacher verified each answer and clarified whether the students were correct or incorrect. This was a missed learning opportunity for the students to validate other students' thinking and discuss if they solved the problem in another way.

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 strengthen communal social capital and relational trust among middle school students, teachers, and leaders, enhance school-wide behavior management strategies, seek actionable feedback from students and parents, celebrate role models, and foster a positive culture across all grades at Somerset Aliante.	Leadership at Somerset Aliante reports that Leader in Me lessons are incorporated into all classrooms on a quarterly basis. In addition, students participate in Executive Lighthouse (formerly Student Council) in alignment with the Leader In Me philosophy and are looked to as leaders in choosing initiatives for the middle school.	SPCSA finds that Somerset Aliante has satisfied this recommendation.
Consider the development of a parent focus group to enlist feedback about student progress, emotional well-being, and ideas for positive reinforcement of behaviors.	Leadership reported holding monthly principal/family meetings on zoom. An average of 30 families attend live, and others watch the recording if they are not able to attend.	SPCSA finds that Somerset Aliante has satisfied this recommendation.
Continue to review the school's recruitment and enrollment plan to help bolster Free and Reduced Lunch (FRL) numbers in elementary and middle school as well as with EL students.	Somerset Academy is reviewing a weighted lottery, which would give priority to the students identified as a member of the special population category as Free and Reduced Lunch (FRL).	SPCSA finds that Somerset Aliante continues to work on this recommendation.
Focus on the sustainability of strong and rapid growth in math instructional and index scores: 1. Routine Professional Learning Communities (PLC) Meetings 2. Data monitoring and discussions	Increase in math proficiency in middle school from 35% to 44% over the past school year. Routine PLC meetings take place and data-based decision making is the focus of these meetings.	SPCSA finds that Somerset Aliante has satisfied this recommendation.

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.



Nevada State Public Charter School Authority

Site Evaluation Report: **Somerset Academy Lone Mountain**

Evaluation Date: 1/24/2023

Initial Draft Report Date: Click or tap to enter a date.

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/24/2023 at Somerset Academy Lone Mountain (Lone Mountain). 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 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 Organizational 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

Somerset Academy Lone Mountain (Lone Mountain) is located in Las Vegas, Nevada in a facility at 4491 N. Rainbow. The school serves 1,012 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is. "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters development of accountable 21st century learners in a safe and enriching environment."

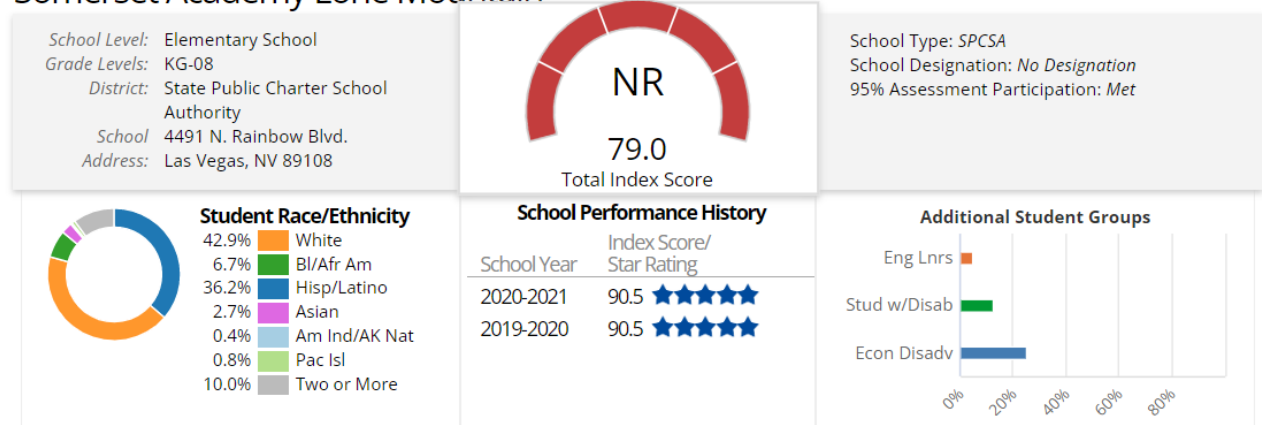
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

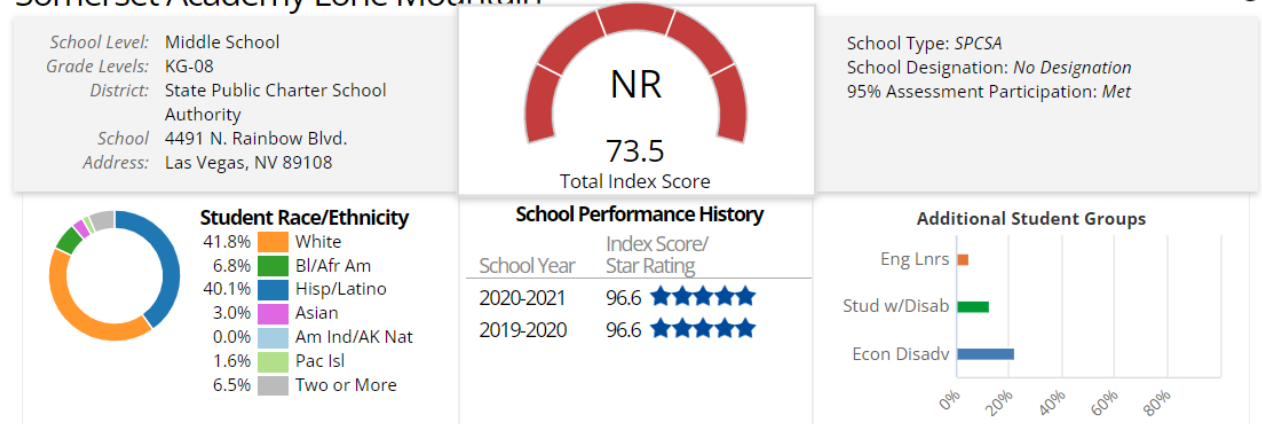
Elementary School Somerset Academy Lone Mountain

School Year 2021-2022 Nevada School Rating



Middle School Somerset Academy Lone Mountain

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	54.7	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	72.7	72.8	70.4			
Black/African American	25.0	30.3	35.7			
Hispanic/Latino	45.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	60.7	55.6	57.5			
White/Caucasian	64.9	60.7	61.3			
Special Education	21.0	26.3	32.1			
English Learners Current + Former	48.2	34.9	39			
English Learners Current	35.2	25.5				
Economically Disadvantaged	34.6	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	57.6	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	81.8	74.9	76.7			
Black/African American	33.3	39.8	45.4			
Hispanic/Latino	44.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	64.2	61.5	66.2			
White/Caucasian	67.9	65.5	69			
Special Education	18.4	25.5	33.5			
English Learners Current + Former	43.8	37.4	44.4			
English Learners Current	23.5	24.4				
Economically Disadvantaged	38.4	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	54.7	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	72.7	72.8	70.4			
Black/African American	25.0	30.3	35.7			
Hispanic/Latino	45.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	60.7	55.6	57.5			
White/Caucasian	64.9	60.7	61.3			
Special Education	21.0	26.3	32.1			
English Learners Current + Former	48.2	34.9	39			
English Learners Current	35.2	25.5				
Economically Disadvantaged	34.6	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	57.6	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	81.8	74.9	76.7			
Black/African American	33.3	39.8	45.4			
Hispanic/Latino	44.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	64.2	61.5	66.2			
White/Caucasian	67.9	65.5	69			
Special Education	18.4	25.5	33.5			
English Learners Current + Former	43.8	37.4	44.4			
English Learners Current	23.5	24.4				
Economically Disadvantaged	38.4	42.8	49.4			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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 29.9 between school (79 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 36.5 between school (79 points) and comparison school (42.5 points).

Middle School

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 29.9 between school (79 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 36.5 between school (79 points) and comparison school (42.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15 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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15 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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	11	30 minutes
School Leadership	5	30 minutes
Staff	13	30 minutes

Governing Board¹:

- The board of directors for Somerset Academy of Las Vegas hold meetings once every other month and as often as needed to execute² their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school's ability to self-govern. The board is current on each school's initiatives. One board member said, "Some schools have designated personnel who contact parents, some schools have personnel that will email home, others have created incentives at school." Another board member indicated one approach the board has taken. "We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday."
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. "The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools." The lead principal and his

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, Somerset Academy of Las Vegas- Lone Mountain, Somerset Academy of Las Vegas – North Las Vegas, Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas – Stephanie.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

team obtain the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Families shared many adults at Lone Mountain know the students by name. “I was surprised and impressed that adults who don’t even teach my children know my children by name.” Parents indicated the adults at the school know students by name including their interests, and where they are going to school once they go to high school. One parent said, “they make it their mission to personalize and make people feel welcome.” The word *amazing* was used often during the focus group to describe faculty, staff, and administration.
- Parents shared their child/ren frequently brings home the language of the classroom in the form of new vocabulary, concepts, or questions. Several parents shared how students are excited to talk about their learning when they are excited about the learning. One parent said her child packed her backpack, her lunch, and her homework claiming, “I am being proactive. She was mirroring the language of the mission statement; ‘be proactive, think with the end in mind, and put first things first.’ I was impressed.”
- Parents explained Lone Mountain teachers are good at communicating school events and information about their children’s academic progress. Electronic communication such as email, software applications, and the school’s website compliment hard copies of information that are brought home for families to review. Parents of elementary students indicated a weekly folder comes home containing important dates, spelling words, tests, quizzes, and other class information. Parents went on to explain that beginning in fourth grade, “students are weaned off of relying on teachers communicating with parents. They make students responsible for knowing when projects are due and advocating for themselves. So, when the children begin middle school, they are taking responsibility for their learning and when things are due.” Another parent explained fifth grade students have planners and students write down what is due each week. “The students are supposed to reach out to the teacher when they are absent, ask for what they will be missing, what is due, etc.” Parents receive mails regarding student performance and ways to support students in their academic work. One parent reported, “The teacher called home on a Sunday and let us know our child was on a streak with her i-Ready program but was falling a bit behind. The teacher said she didn’t want my child to lose her streak and wanted to communicate with the family.” The parent appreciated the personal touch.

Students:

- Students said their teachers know them very well. A few students indicated some of the teachers attend the students’ extracurricular activities. Students shared that they enjoy the efforts that teachers take in “knowing our names, our families, what we like, and what we don’t like.” One student explained the principal and teachers “get to know our interests and they will share that on the school’s social media.” Several students described teachers being glad when students return from being absent. One student said, “When we travel and come back, teachers and the principal know where we went and ask about our travels. That’s pretty cool.”
- Students feel respected when they receive focused attention from the teacher. Students appreciate, “when the teacher works with us one-on-one.” Students value small group instruction and

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

intervention time, as well as being “told what we did well academically.” Several students mentioned receiving compliments on their academic logic and thinking. Elementary students especially enjoy their teacher reading to them.

- Students reported knowing how assignments and projects will be graded prior to completing the assignment. One student indicated, “Sometimes we get checklists. On some assignments we just know how many points the assignment or quiz will be.” Projects can extend to school-wide events. For example, middle school students are preparing for a history fair and will invite families. “Sixth grade is focusing on ancient civilizations. Seventh grade is doing colonial America, and eighth grade is researching American history since World War I.” Students said they were provided grading rubrics in advance so they know precisely how they will be scored.

Leadership:

- Leadership shared a few challenges at the Lone Mountain campus. During the focus group, participants shared, “One challenge our school has struggled with is reaching our vulnerable students: English Learners, students with an Individualized Education Plan (IEP), or students on a free and reduced lunch program (FRL). With our vulnerable student population continuing to grow, we have had to provide our teachers and staff members with the tools and resources necessary to best support this student population.” Resources to support the specialized populations enrolled at Lone Mountain have been challenging.
- The leadership team explained their English language learner (EL) population has grown from <5% to 5.4%. “EL students work closely with the EL Coordinator during designated time slots throughout the week.” As the EL population has grown, focused attention to the EL population has become a priority according to Lone Mountain leadership. “We have an emphasis on literacy and writing. Intentional activities allowing students to practice speaking proficiency is now included in instruction.” Leadership went on, stating that students record their speaking and listen to their voice as part of their speaking practice. Instructional strategies are beneficial for both the EL population and general education students include activating prior knowledge on a unit, sentence frames, and graphic organizers. According to leadership, all teachers at Lone Mountain have received professional development (PD) on EL strategies.” PD on WIDA³ has included implementation of the WIDA domain rubrics and the “can do language descriptors⁴.” Finally, it was shared that teachers at Lone Mountain use the WIDA language descriptors as a tool for common language. Leadership closely monitors math and language growth this year, targeting where students are growing and where students are challenged.
- School leadership provided details on services to support students with an IEP. It was explained that students who have an Individualized Education Plan (IEP) participate in modified inclusion, push-in and push-out services, and that there is intensive intervention for students three to four academic levels below grade level. Intensive intervention takes the place of students’ electives. The special education (SPED) department created an IEP at a glance to assist general education teachers in streamlining

³ World-Class Instructional Design and Assessment (WIDA) is a series of English language proficiency assessments for Kindergarten through Grade 12.

⁴ Can Do Descriptors describe what learners can do with language across different content areas.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

accommodations. SPED teachers meet with general education teachers and conduct a sixth month review of student progress toward IEP goals and objectives. Families receive quarterly progress reports.

- Leadership described efforts to connect with families and explain why completing the FRL application is important to obtaining school funding, school resources, and how these resources help students. Efforts to connect with families has assisted in greater numbers of the FRL application form being returned to the school. The application is provided in English and Spanish with sections highlighted that need to be filled out. School personnel will telephone families if portions of the application are left incomplete or not completed properly.
- Leadership reported quickly pivoting to meet students' need, adjusting instruction, lessons, and individualized academic attention as needed. The school meets students where they are and focuses on growth. "Every student is on an intervention program and receives targeted instruction during intervention time. Middle school students are supported in mathematics during the intervention and enrichment block titled WIN (What I Need) time. During WIN, students are placed with peers who are at a similar academic level. "We extended the school day by 15 minutes to build in an extended WIN time from 30 minutes to 45 minutes."
- Chronic absenteeism has been a concern for a few years at Lone Mountain according to leadership. COVID added to attendance challenges. There is attention to boosting attendance and addressing chronic absenteeism. Family communication and contact is of primary importance according to school leadership. The registrar provides administration a list of who has been absent and telephone calls are made to families. School personnel speak with parents about the correlation between in-class time and success in learning. "We ask parents to come up with an action plan to address the connection between attendance and learning." Prior to the COVID pandemic, attendance was a school- wide goal. Now that COVID lock-down has been lifted, leadership shared that the school is considering making attendance a school-wide goal again.

Staff:

- Staff reported using formative feedback with students daily. Faculty said they use Kagan strategies to reinforce "discussion norms and reinforce good behavior" in class and in the common areas. One teacher said, "I model conflict- resolution when I can. We listen to other people's feelings in class. 90% of the time it's a misunderstanding. Teachers said they work diligently in their classes for students to understand why a behavior may not be appropriate rather than just saying they are sorry. Several teachers conveyed encouraging positive behavior response by providing stickers, check marks, house points.
- Staff described using formative feedback with students daily. Several instructors said during math classes, assignments are graded as a class "so students can see where their error was in the moment." Students can then volunteer to write their thinking on the whiteboard, showing their work and receiving feedback from peers and the instructor. If the class is below 75% on a quiz, "we will revisit and then take another quiz." Teachers offered several examples of utilizing formative assessment in their daily classes. One teacher said if an activity or assignment did not go so well, "I ask the whole class, 'what happened?' Students are honest and forthcoming as to what they think happened." Another teacher asks students to repeat or restate the question allows him/her to know if the students are understanding the task.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Several teachers said restating someone else's comments is a good life skill. "It reinforces active listening." Other teachers shared they find it helpful to relate academic concepts to outside the classroom. A few faculty in the focus group shared students use portfolios to collect their classwork over time. Students are then asked to reflect on their efforts and growth in a particular academic area in writing. "I ask them questions such as, 'what grade would you give yourself and why?' or 'what you would change and why?' I also ask them to review their peers' portfolios ask and answer the prompt 'what did you see that a peer did that you would add next time to your own work?'" One teacher said, "It is important to stay positive and encouraging. For example, I like to say, 'that was a great answer' or 'that was a good effort.'" Another teacher agreed and said, "I like to model appropriate feedback and good verbal responses. For example, 'that was a good topic sentence.'" Faculty said WIN time in particular allows targeted feedback on student growth.

- Students have the opportunity to provide feedback to their peers regarding their work and academic understanding. Teachers reported implementing activities such as think-pair-share, should partners, table groups, and popcorning so students can speak to each other about the learning and explain concepts. One teacher explained, "I also wait for students to ask for help rather than run over and assist them." Several teachers agreed with this statement, indicating it was a good way to teach students to problem-solve and trust in their own abilities before asking for help.
- Morale is high amongst faculty and staff at Lone Mountain. Faculty said they genuinely respect and like each other. "We receive notes of encouragement that are heartfelt and appreciated from school leaders." Teachers shared they especially appreciate the "Woot-Woot wagon" that comes around with treats just for teachers. Teachers feel that each person on staff will help them as needed. Faculty reported feeling very comfortable speaking with administration. The principal was commended for being a good leader from those in the focus group. "He is a leader, not a boss. Teacher retention is strong because teachers are supported and appreciated. We work together as a team." Many said the principal was the best principal in which they have worked. "He is a good communicator. He does everything in the best interest of kids, He listens to teachers." One teacher said, "I have seen 93% growth in my students' math skills from the beginning of the year. It is because administration supports teachers." Several teachers agreed with this statement indicating, "Teachers are autonomous and respected." Teachers explained leadership is very good at providing PD. PD is reimbursed if teachers have to pay out of pocket for a particular workshop or training session. Teacher led PD is also offered. "A teacher may say, 'hey, this is what is working in my classroom. Come on over and watch and we can talk about it.'" Several teachers indicated the Ron Clark Academy (RCA)⁵ Approach undergirds much of the philosophy at the school. "Leadership makes RCA a priority." Teachers said their participation in RCA PD "was life changing. It was very emotional."

⁵ The Ron Clark Academy is a non-profit school known for its success in creating a loving, dynamic learning environment that promotes academic excellence and fosters leadership (Ronclarkacademy.com).

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 28 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
Establishing a Culture for Learning	Total: 15	Total: 12	Total: 1	Total: 0	Total: 0
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 15	Total: 12	Total: 0	Total: 0	Total: 1

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 1	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 14	Total: 13	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	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: 4	Total: 17	Total: 3	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 8	Total: 17	Total: 2	Total: 0	Total: 1

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 12	Total: 12	Total: 4	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 9	Total: 16	Total: 1	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable.

1. In one sixth grade math class, students divided fractions. The teacher emphasized mathematic vocabulary. Students were asked to explain their reasoning orally. The teacher made connections between the vocabulary and solving equations. The teacher explained how this knowledge would assist in taking the SBAC.
2. In one middle level science class, students watched a video on erosion. The instructor asked students to stand and state one item they learned from the video. The teacher confirmed or re-directed the student statements. A student then reviewed the objectives and the class responded as to where and when the class addressed the objectives.
3. In one upper elementary math class, students explained how they solved multiplication equations using mathematical vocabulary. While some students were at the board writing out their solutions, the rest of the class worked in their math workbooks. Students were partially engaged and there was a lot of down time for those who were not writing on the white board.
4. In one upper elementary math class, student read word problems and created mathematical equations to solve the word problem. Students worked with partners. Then students were randomly selected to come to the board, show their work, and explain their logic in solving the problem. The instructor then explained how to solve the equation to the whole class.
5. In one middle school math class, students independently created explicit equations for a quadratic function. Students were also provided an opportunity to speak with a shoulder partner about their work and understanding of how to create the explicit equation with the information provided. The teacher then asked student volunteers to show and explain their work on the white board. Students encouraged volunteers and celebrated their explanations.
6. In one early elementary classroom, students rotated through four centers; i-Ready, math, partner read, and writing sentences on whiteboards. Students were engaged and clearly understood classroom expectations. Students asked for assistance from peers prior to asking for assistance from the instructor. The teacher circulated the room, checking for understanding, and monitoring student progress.
7. In one English language arts middle school classroom, students presented research on a topic for the class. The presenter created questions to ask the audience at the end of the presentation. Students also critiqued the presentation, highlighting critical feedback on resources used, information provided, voice inflection, eye contact, and pacing.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Lone Mountain implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Lone Mountain protects the rights of students by ensuring student files are kept in a secure location. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student files are digitized in infinite campus. Hard files have been sent to Academica for storage. SPED files are kept under lock and key in the special education facilitator's office.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Self-Assessment of the implementation of prior recommendations by school staff	• Continue to focus on increasing the number of students within the FRL category at both the elementary and the middle school levels. The population of English Language Learners at the elementary level should also be a focus of improvement. • Consider making an operational change to the lunch system. Students voiced a request during the student focus group regarding the House system, saying they would like to eat lunch as a whole school instead of eating with only their houses during lunch time. • It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Lone Mountain uses a weighted lottery, giving priority to students identified as a member of a special population category (FRL, IEP, or EL). This school year, Lone Mountain hired an EL Coordinator/Interventionist and her main responsibility to closely monitor the EL students. • Students now sit with their class, not with their house. • A new evaluation system for Lone Mountain's management company, Academica Nevada, has been developed and put into practice. Yearly, the Somerset lead principal and staff develop a questionnaire, distribute it to Somerset schools, collect the results, and compile the responses. This data is then coordinated and presented to the governing board.
SPCSA staff assessment based upon findings during site evaluation	Lone Mountain leadership believes that recommendations from the 2020- 2021 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations is ongoing. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address growing the specialized needs population to align with the SPCSA's mission "ensuring equitable access for students from all backgrounds and value the voices of all members of our community."

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 are described within the body of the report and summarized here.

- The leadership at Lone Mountain is perceived to be a strength by SPCSA staff. Lone Mountain ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported they are working to address academic growth and proficiency scores. Leadership reported student academic growth is a primary focus this academic year. Intentional emphasis on math skills through concentrated training, PD, and PLC time this year undergird student academic growth. “Principal support positively influences both professional learning communities and collective responsibility, which in turn, affects student math achievement via group-level teacher expectations” (Park, Lee, Cook, 2018). Leadership shared they are addressing chronic absenteeism by educating families on the correlation between in-class attendance and academic success. Leadership explained they utilize multiple media platforms to communicate with families concerning student progress and school events. These include computer applications such as Class Dojo, Infinite Campus, as well as email, text messages, the school newsletter, and the school website. Effective leadership is demonstrated by Lone Mountain’s leadership team as they consistently and purposefully utilize data to inform instructional and curricular decisions.
- Lone Mountain’s use of data to make instructional and curricular decisions is a strength observed by SPCSA staff. Lone Mountain’s attention to student academic growth is evident with the interventions observed throughout the site evaluation classroom observation process. The site evaluation team observed push-in and push-out activities, and small group instructions throughout classroom observations. Lone Mountain’s support personnel include an EL coordinator, a SPED coordinator, and restorative justice coordinator. A one-page “SPED snapshot” was designed and applied school-wide for those teaching students with an IEP. The “SPED snapshot” provides a quick reference of student’s education plan and accommodations for ease of implementation.
- Lone Mountain strives for a student-centered approach to learning and instruction aligned with Ron Clark Academy (RCA), including the use of school-wide accountable talk and the house system. SPCSA staff observed student voice, student confidence, and student leadership modeled during the site evaluation. Examples of students taking leadership roles include second grade students leading morning announcements and the pledge of allegiance. Announcements include a portion of the mission statement to focus on for the day. Students are also highlighted by name and receive house points during the morning announcements. There are numerous opportunities for students to practice leadership skills, including Leadership Day in which students lead and manage the school. Adults are present and assist when necessary.
- Lone Mountain has strong family engagement. The school communicates regularly and consistently with the message that “parents are partners in student learning.” The family focus group described frequent contact between the school and families. The student and family focus groups reported the school takes a genuine interest in the students and their families and this builds morale. Strong family engagement allowed the school day an extension by 15 minutes to incorporate WIN time. As leadership said, “A strong family culture has been established. We have a high level of parent involvement. Our Parent University program has provided families with essential information they can

benefit from to further support their student at home. Having a strong partnership with parents allows our school to best support students to the highest degree.” Parent University brings parents to the school and orients families with at home instructional strategies. Parent University also introduces parents to with standards-based instruction, common school-wide vocabulary, and the assessments students will take that academic year. Parent university is designed to really allow families to support their students.

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.

- Leadership indicated chronic absenteeism is an ongoing challenge. Leadership has increased efforts to educate families on the correlation with in-class seat time and student success. Leadership and the governing board continue to communicate and strategize ways in which to lessen chronic absenteeism.
- Leadership reported Lone Mountain has challenges increasing the number of diverse students who receive free and reduced lunch (FRL), are English learners, and/or learners with special needs. Lone Mountain continues to strategize ways in which to address this challenge. School leadership indicated, “One challenge our school has struggled with is reaching our vulnerable students: with proper resources. With our vulnerable student population continuing to grow, we have had to provide our teachers and staff members with the tools and resources necessary to best support this student population. Finding the funding to provide these resources is challenging.”
- School leadership indicated school-wide math proficiency rates are a concern and an area of focus this year. “44% of our elementary students are considered proficient in mathematics based on our i-Ready winter diagnostic assessment. 40.5% of our middle school students are considered proficient in mathematics based on our i-Ready winter diagnostic assessment.” Leadership strives to provide an academic learning environment which challenges students to demonstrate academic growth. Leadership reported teachers collaborate and develop ways to improve student achievement through structured intervention time and WIN time to meet the needs of students.

RECOMMENDATIONS

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

- According to the SPCSA’s student enrollment data, FRL has increased at Lone Mountain from 21.4% in academic year 2021-2022 to 28.4% in the 2022-2023 year. Although Lone Mountain has increased their FRL enrollment numbers, they are below the SPCSA’s average of 46.4%. While IEP student enrollment has grown from 12.5% to 14.1%. Lone Mountain has increased their EL enrollment numbers from <5% to 5.4% but is still below the SPCSA average of 9.2%. The SPCSA’s strategic plan includes “access to high-quality schools for all of Nevada’s students”. There is a commitment to “ensuring equitable access for students from all backgrounds and value the voices of all members of our community” within the SPCSA’s mission and vision statement. The SPCSA site evaluation team recommend Lone Mountain continue efforts to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). SPCSA staff can be available to discuss next steps with school leadership and the governing board if desired. As many schools in the SPCSA portfolio are prioritizing this work.

- SPCSA staff recommend Lone Mountain continue efforts in addressing chronic absenteeism. Create a formalized plan to address chronic absenteeism and continue educating parents on the correlation between attendance and learning success. Chronic absenteeism for elementary school is 8% and 12% at middle-school. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016).
- SPCSA staff recommend Lone Mountain continue building methods and strategies that increase student performance and achievement. Strategies such as Total Physical Response (TPR), increased student voice during the learning process, and raising Depth of Knowledge (DOK) Questions, as well as increasing the use of accountable talk during class time will build student agency. Increase intentional interventions to under-resourced communities, and continue to build undergirding for EL scaffolds, writing, and speaking skills. “Successful learning experiences that focus on high-order competencies are critically important for students to improve their academic performance and thus narrow the achievement gap” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020).

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Lone Mountain during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Lone Mountain during this site evaluation.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Lone Mountain Campus

Site Evaluation Report: November 19, 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

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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 conducts 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.

Excellence in teaching and learning

Academic achievement is a strength at Somerset Academy Lone Mountain. According to the 2023-24 Nevada School Performance Framework¹ (NSPF) Report, Somerset Academy Lone Mountain middle school is a five-star rated school with a 98 index score, and the elementary school is a four-star rated school with an 81 index score. These ratings indicate that the school is performing well compared to other schools in the state, reflecting their commitment to academic excellence. Somerset Academy Lone Mountain's leadership team has prioritized high-quality education with a strong focus on teacher development and high-quality curricular resources, specifically adopting four new curricula, serving as a strength for Somerset Academy Lone Mountain.

Student-Centered Learning

The leadership team reported Somerset Academy Lone Mountain's has successfully focused on personalized education. The school provided opportunities like WIN² (What I Need) Time for tailored academic support in areas such as Leader in Me³ and i-Ready⁴ lessons, catering to students' needs. Implementing Leader in Me programs have equipped students with social and emotional skills, fostering engagement and accountability. The leadership team provided examples of students requesting to teach lessons within the classroom and teachers respecting those requests. This student-led instruction has been a success, with students demonstrating proficiency and pride in leading the classes, allowing teachers to facilitate lessons. The site evaluation team members observed student-centered classrooms in which students directed the learning, a testament to the school's effective educational strategies.

Leadership and building human capacity

The school leader is a human capacity builder, and the SPCSA site evaluation team recognizes this as a strength. Strategically knowing how to build culture and climate through human capital illustrates creative governance for student-centered learning, which is a robust leadership skill. The leader's efforts have significantly improved the school's culture and climate, fostering a more inclusive and supportive environment for student-centered learning. Human capital is needed to train, coach, and support personnel, along with time and effort to coach and support personnel. Building a talent pool from within allows the organization to invest in personnel who value the same mission and vision and choose to grow with that organization professionally. Somerset Academy Lone Mountain should be commended for developing a consistent student-centered culture and climate in which students can thrive in their

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).

² WIN (What I Need) Time is the allotted Somerset Academy Lone Mountain dedicated intervention and enrichment block time.

³ Founded on the belief that everyone has the potential to lead, *Leader in Me* is a comprehensive PK–12 framework that nurtures student leadership, fosters a culture of trust, and boosts academic success.

⁴ i-Ready provides individualized interactive lessons that address the learning needs of each student.

learning. The leadership at Somerset Academy Lone Mountain demonstrates a high level of commitment and professionalism, an area of strength.

Promotion of a supportive teaching culture

According to the leadership team, Somerset Academy Lone Mountain has an approximate 97% teacher retention rate. Those who leave have left due to moving out of state. Somerset Academy Lone Mountain reported strong teacher mentorship coaching, providing non-evaluative conversation and coaching that permits teachers to feel genuinely supported and their voices heard. The leadership team conducts weekly walk-through classroom observation rotations.

Strong teacher-student relationships

The school has promoted strong relationships between teachers and students, focusing on professional development for staff that emphasizes improving engagement, building rapport, and increasing academic success, as reported by the school leadership.

Community engagement and citizenship

Somerset Academy Lone Mountain's area of strength is community engagement and citizenship.

According to the leadership team, the school has actively involved students in community service and citizenship through various programs and leadership opportunities, which align with the school's vision of cultivating influential leaders, good character, and a desire to render service.

Robust board support

Robust board support at Somerset Academy Lone Mountain is exemplified by a dedicated liaison who ensures personalized attention and consistent communication. This long-standing commitment from the board provides the school with tailored resources, guidance, and support that meet its unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of the school's distinct culture and challenges.

Site Evaluation Findings: Challenges

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

Supporting vulnerable students

Somerset Academy Lone Mountain continues to be challenged in effectively supporting vulnerable students, including English language⁵ (EL) learners, students with Individualized Education Programs⁶ (IEPs), and those with 504 Plans⁷. The school's populations of students with IEPs increased from 14% to 18% over the past school year.

Increasing math proficiency rates

The Somerset Academy Lone Mountain leadership team reported that the school-wide math proficiency rates decreased in grades four and eight, according to the Smarter Balanced Assessment Consortium⁸ (SBAC) data. To address the challenge, the leadership team stated that targeted supports have been implemented for all students during What-I-Need (WIN) Time⁹ to improve mathematical skills. Math blocks have also been restructured in the elementary school to transition to a more student-centered, small-group format.

⁵ English language (EL) learners, or EL learners, are students who are not yet able to communicate fluently or learn effectively in English.

⁶ An Individualized Education Program (IEP) is a legal document provided under Federal law that is used for children in public schools who need special education.

⁷ A 504 plan is part of an antidiscrimination law in the United States.¹ It helps provide resources for children with disabilities.

⁸ SBAC stands for Smarter Balanced Assessment Consortium, a group of states that created online tests to measure student progress in English language arts (ELA) and math.

⁹ WIN Time is the allotted Somerset Academy Lone Mountain dedicated intervention and enrichment block time.

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.

Evacuation plans in all classrooms

On the day of the site evaluation, a few classrooms did not display the evacuation plan. The SPCSA recommends that Somerset Academy Lone Mountain ensure all classrooms have the evacuation plan displayed in clear view near the classroom exit door.

Sustaining and improving performance

SPCSA staff strongly recommends that Somerset Academy Lone Mountain concentrate on growth, increasing the star rating in the elementary grades, and maintaining the five-star rating in middle school. The significance of maintaining these high ratings cannot be overstated, as it is a testament to the school's commitment to excellence. Continued improvement requires innovation in curriculum, instruction, teacher preparedness and training, and student support systems. As stated in their leadership presentation, the school must maintain the level of excellence that helped the elementary school achieve a high four-star rating, and the middle school to sustain a five-star rating. A specific area of focus can be the continued support and development of staff to maintain high performance. Coaching cycles organized to ensure rigorous lessons and classroom observations designed to provide meaningful teacher feedback can serve as a foundation for teacher development.

Foundational to continuous innovation will be a regular reflection on instructional practices and a steadfast commitment to staying ahead of educational trends. This commitment is crucial as it reassures that the school is prepared for continued growth. Addressing the needs of all students is essential. Within their growing vulnerable population, the challenge is ensuring that all students benefit equally from the school's success. Continuous efforts in differentiated instruction, interventions, student-led classrooms, and personalized learning are essential to sustaining and improving performance.

Increase enrollment diversity

The SPCSA aims to increase the diversity of sponsored schools, specifically historically underserved student groups- free and reduced lunch¹⁰ (FRL), English learners (EL), and students with individualized education programs (IEP). The SPCSA site evaluation team recommends Lone Mountain continue efforts to increase enrollment of diverse student groups.

¹⁰ FRL-a designation given to students in the United States who are eligible to receive either free or reduced-price school meals based on their family income falling below certain federal poverty guidelines.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Somerset Academy Lone Mountain during this site evaluation.

Site Evaluation Findings: Deficiencies

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

No deficiencies were identified for Somerset Academy Lone Mountain 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 ¹¹	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	7
Students	12

¹¹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Laws by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academics, the charter network's Educational Management Organization¹² (EMO), and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academics's effectiveness. A member shared that the governance board is pleased with their EMO overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

¹² An Education Management Organization (EMO) is a term of art describing a for-profit entity that manages schools.

Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a four or five-star NSPF status and in good standing on all SPCSA-issued frameworks within their charter's third and fifth years undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.
2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Lone Mountain fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no family focus group was held.

Focus Group Summary: Faculty and Staff

Schools operating with a four or five-star NSPF status and in good standing on all SPCSA-issued frameworks within their charter's third and fifth years undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Lone Mountain fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no faculty and staff focus group was held.

Focus Group Summary: School Leadership

The principal and his leadership team provided a detailed overview of the site evaluation presentation and the status of their school's focus on growth and sustainability, noting the school's strengths and challenges. Regarding strengths, the team emphasized that much of the school's success is attributed to Somerset Academy Lone Mountain's strong culture and climate. One team member shared that 97 % of the teachers returned despite the newly adjusted pay scale of the local school district. The teachers who did not return moved out of state. A member shared that trust, and an open-door philosophy are essential to teacher retention and sustaining a strong culture and climate. The principal and his team further elaborated that the leadership team values listening to the teacher's voice. They reiterated the school's commitment to open communication, which has been evident in the process of adopting new curricula and other critical decisions. This commitment to open communication has been essential in the school's positive culture, keeping everyone informed and involved in the school's operations, and ensuring that all stakeholders feel included.

Central to ensuring a strong culture and climate is the team's commitment to developing staff capacity. They do this through coaching cycles involving instructional leaders supporting teacher development through observation, feedback, setting personalized goals, model teaching practices, and opportunities for observation of exemplary teachers. The team commented on the importance of providing individualized support to develop teachers' instructional practices. For instance, a few members stated that delivering customized professional development sessions to address a specific teacher's needs is foundational so teachers can provide high-quality instruction to meet the needs of all students.

The team has concentrated on meeting the school's challenges, particularly students' unique learning needs. Team members explicitly discuss WIN Time, the school's dedicated intervention block to address students individualized academic needs. One leader stated that there is a continual focus on using data to provide the necessary instruction for each student. For instance, the team reviews data trends and adjusts student groupings or curricular delivery methods. The group's emphasis on using individualized support to address their challenges in supporting vulnerable students and increasing math proficiency rates is a testament to our confidence in our data-driven approach to student learning.

Focus Group Summary: Students

Twelve students from grades three to eight compromised the student focus group. The group was asked to share recent successes at the school. One student said she felt good when they received good grades, and another shared that he completed the SBAC at a Level 3 (proficient) but didn't think he was going to do that well. Other responses mentioned included improved skills in long division, completing a science project, and receiving exemplary marks on a recent project.

The group was asked how their teachers and staff helped them become better students. One shared that he had difficulty in third grade, but his teachers helped him by placing him in a specialized classroom, which helped him with transitioning and small group work. Many members emphasized how their teachers helped them complete difficult tasks by breaking down the assignment. One student said, "I had a complex project due, and I talked to the teacher, and she broke it down in ways that my friends and I could understand." Another shared how an administrator helped him calm down when he got angry, which made him do better in completing his assignments.

Many of the group members shared that they feel safe at school, and all participants said they have a staff member they can go to if they have any problems or concerns. Students gave examples of teachers with whom they felt comfortable speaking and who listened empathetically to their personal concerns.

The participants were asked to share what challenges, if any, hinder their learning. One student said that sometimes, extraneous talking from classmates impedes the teacher's teaching. Another shared that sometimes, there is a group of students who like to talk and disrupt class, and that gets annoying after a while.

The discussion concluded by asking students to share their recommendations for the school leaders. Several students shared that they like i-Ready, but the lessons could be shorter and sometimes too easy. One student discussed surveying the students for their feedback. Another said she would like to see the teachers supported with a short break when they are having a "rough moment." One student shared how he would like to have sports equipment updated.

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 12 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 23	TOTAL: 1	TOTAL: 0	TOTAL: 1
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 teachers' 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: 22	TOTAL: 2	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 12 middle school 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 5	TOTAL: 23	TOTAL: 0	TOTAL: 0	
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 2	TOTAL: 17	TOTAL: 5	TOTAL: 0	

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 12 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: 8	TOTAL: 19	TOTAL: 2	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 4	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

In a lower elementary classroom, students changed one letter in a consonant-vowel-consonant (CVC) word to create a new word. They were chosen one at a time to move the letter on a board in front of the class. There was a missed opportunity for all students to participate in the activity with whiteboards.

In one middle-level science class, students reviewed for a test on rocketry, including usage of academic vocabulary such as apogee, tangent, adjacent, and hypotenuse. Other concepts that were reviewed included how to determine altitude, use tangent tables, use trigonometry tables, and determine how high the rocket flew.

In a middle school academic development class for students with individualized educational programs, the students worked in a small, guided reading group focused on progressing through their chapter book. The teacher asked the group text-dependent comprehension questions on the story's details. The students took turns reading.

The students worked in small groups in an upper elementary classroom focused on WIN Time. Two adults led two small groups while other students worked on Amplify vocabulary or IXL¹³ unit five. Students were highly engaged and on task. The classroom environment was well structured.

In a middle school math class, the students learned how to construct functions to model linear relationships. They were highly engaged in referencing the slide presentation and their notebooks. Students were allowed to display their thinking by going up to the board.

In an upper elementary ELA classroom, the students answered text-dependent questions facilitated by the teacher. The students were given many opportunities to discuss their responses with the class as the teacher asked clarifying questions. The instruction was well-paced, with high student engagement levels.

One student led the class in multiplication and division problems, while the teacher acted as a facilitator. All other students participated by counting with her and using their hands. They also referred to charts to help them around the room.

Students in a leadership class created posters and flyers to display schoolwide for December events in small groups. They worked in small groups of three to four on laptops and poster paper, paying attention to spelling, color, dates, timeframes, contact information, communication with team members, accuracy, and readability. The instructor walked through the classroom, providing feedback and encouragement.

¹³ The IXL platform is a personalized digital learning space that covers K-12 curriculum and is used by more than 14 million students.

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
The SPCSA site evaluation team recommend Somerset Academy Lone Mountain continue efforts to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education programs (IEPs).	The administration reported that the Community Eligibility Provision (CEP) ¹⁴ had recognized schools as 100% eligible for free lunch and breakfast. Our EL population is currently 5.7% due to students testing out and a large 8th-grade population departure. Current IEP enrollment is 18%, an increase of 3.9%.	The SPCSA recognizes the efforts of the school's leadership team and its board to continue increasing the enrollment of diverse student groups. The school increased enrollment of students with individualized education plans. Continued efforts will require a team approach with all stakeholders.
SPCSA staff recommend Somerset Academy Lone Mountain continue efforts in addressing chronic absenteeism. Create a formalized plan to address chronic absenteeism and continue educating parents on the correlation between attendance and learning success.	The administration is working with the registrar to communicate with parents of students with absences, and the school has made absenteeism % a wildly important goal monitored monthly. In the 2023-24 school year, it was 5.4%.	The SPCSA acknowledges the school's dedication to reducing chronic absenteeism rates, as demonstrated by current NSPF data. The school's commitment to a data-based approach and transparent communication with the school community is crucial for ongoing improvement, ensuring everyone is involved and informed.
SPCSA staff recommend Somerset Academy Lone Mountain continue building methods and strategies that increase student performance and achievement.	The school has created two Leader-in-Me classes and emphasized achieving Lighthouse status across all grades. These programs inherently increase student voice, impacting student achievement, and teachers are evaluated on classroom leadership roles.	The SPCSA commends the school's effort to refine methods and strategies to support increased student performance and achievement. The leadership team's capacity to support teacher efficacy and maintain a positive school culture will be essential for continuous improvement.

¹⁴ The Community Eligibility Provision (CEP) allows eligible schools to serve free breakfast and lunch to all students regardless of income. CEP has been shown to increase participation in school meals and supports a whole child approach to learning.

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.



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Losee

Evaluation Date: 1/18/2023

Initial Draft Report Date: 3/30/2023

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/18/2023 at Somerset Academy Losee. 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. This evaluation occurred as part of year one of the new term and previously issued Site Evaluation strong recommendation. The strong recommendation was issued during the previous school year. The Authorizing team is required to conduct a follow-up site evaluation. This evaluation is designed to review targeted areas of concern. An analysis that addresses the academic success of the school and the effectiveness and viability of the school organization has taken place.

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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

Somerset Academy Losee is located in North Las Vegas, Nevada in a facility at 4650 Losee Rd. The school serves 2,451 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of Somerset Losee is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy Losee



Middle School

Somerset Academy Losee



High School

Somerset Academy Losee



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	26.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	42.1	72.8	70.4			
Black/African American	19.2	30.3	35.7			
Hispanic/Latino	28.2	37.9	42.7			
Pacific Islander	16.6	47.2	50.9			
Two or More Races	23.8	55.6	57.5			
White/Caucasian	26.5	60.7	61.3			
Special Education	6.0	26.3	32.1			
English Learners Current + Former	25.4	34.9	39			
English Learners Current	14.5	25.5				
Economically Disadvantaged	25.4	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	42.1	74.9	76.7			
Black/African American	28.0	39.8	45.4			
Hispanic/Latino	42.0	45.1	50.8			
Pacific Islander	50.0	53.7	60			
Two or More Races	40.4	61.5	66.2			
White/Caucasian	42.8	65.5	69			
Special Education	18.3	25.5	33.5			
English Learners Current + Former	41.6	37.4	44.4			
English Learners Current	26.2	24.4				
Economically Disadvantaged	38.0	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.9	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	64.2	62.7	60.6			
Black/African American	6.3	18.2	27.3			
Hispanic/Latino	21.3	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	23.3	41.8	43.6			
White/Caucasian	33.8	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	15.2	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	15.2	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.5	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	64.2	79.0	77.1			
Black/African American	32.2	41.1	40.9			
Hispanic/Latino	41.2	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	44.1	64.6	63.2			
White/Caucasian	62.6	67.2	68			
Special Education	10.2	18.0	25.8			
English Learners Current + Former	30.4	38.8	28.1			
English Learners Current	6.9	16.7				
Economically Disadvantaged	35.8	45.9	47.1			

High School

Math Proficient

Math Proficient Points Earned: 2/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	11.7	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	<5	10.2	22.5			
Hispanic/Latino	10.6	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	15.7	33.8	47.04			
Special Education	<5	6.6	16.76			
English Learners Current + Former	<5	<5	18.8			
English Learners Current	<5	<5	16.04			
Economically Disadvantaged	<5	14.6	27.8			

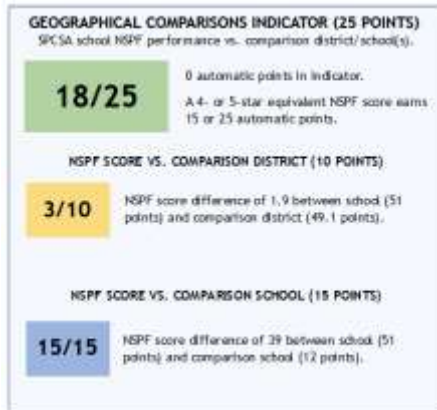
ELA Proficient

ELA Proficient Points Earned: 3/10

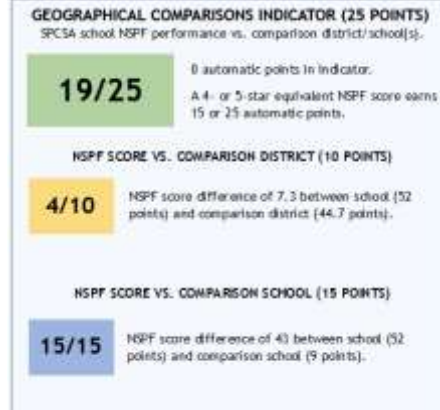
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.8	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	29.1	40.6	34.82			
Hispanic/Latino	24.3	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	42.1	65.7	64.14			
Special Education	<5	16.5	19.92			
English Learners Current + Former	<5	12.5	21.64			
English Learners Current	<5	9.2	15.98			
Economically Disadvantaged	19.6	43.4	40.77			

SPCSA Academic Performance Framework Geographic Comparison Report

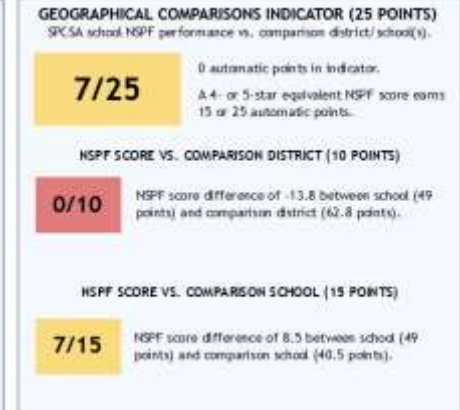
Elementary School



Middle School

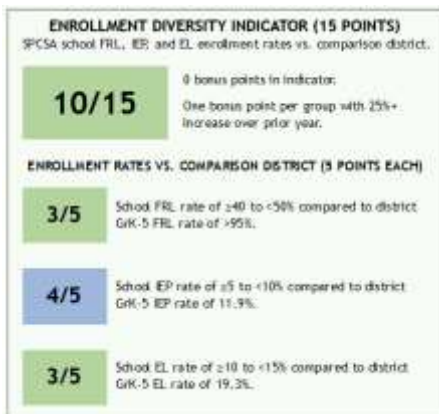


High School

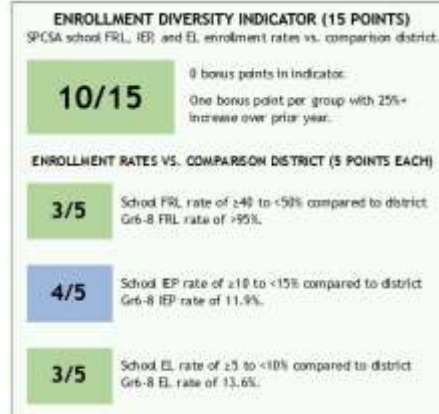


SPCSA Academic Performance Framework Diversity Comparison Results

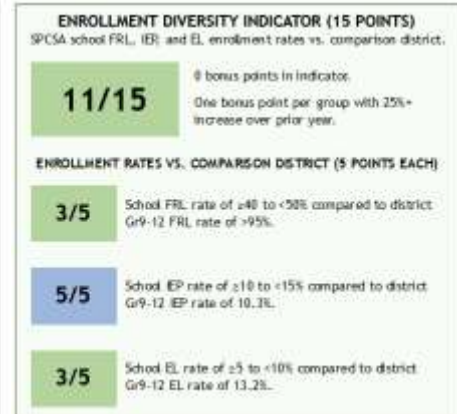
Elementary School



Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	8	30 minutes
Students	12	30 minutes
School Leadership	15	45 minutes
Staff	11	30 minutes

Governing Board¹:

- The board of directors for Somerset Charter schools “meet once every other month and as often as needed to execute” their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance.
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “some schools have designated personnel who contact parents, some schools have personnel that will email home, and others have created incentives at school.” Another board member indicated one approach the board has taken, “We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica, is evaluated yearly. “The lead principal for Somerset Charter Schools develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Nevada charter; Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, ; Somerset Academy of Las Vegas- Lone Mountain, ; Somerset Academy of Las Vegas – North Las Vegas, ; Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas - Stephanie

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- The parent/family focus group at Somerset Losee was comprised of participants with children and young people in a range of grade levels between kindergarten through seniors in high school. Family members spoke about their children bringing home information about the learning taking place at school. Families said this was a common occurrence. One parent laughed and said, “My son tries to stump me and bring something home at least once or twice a week to try to tell me something I need to know. For example, he is taking Human Geography and asks me questions to see if I know about it. Of course, I don’t, and he tells me the answer and all about the topic.”
- Families with students enrolled in elementary grades reported they are in constant contact with their child’s teacher. Communication takes place by email, phone, and other online platforms. Families with students at the middle and high school said their updates and communication do not take place as often. One parent commented, “I can understand why the elementary communication would be more often and it is better than the middle and high school communication as students become more independent and take on some of their own responsibility for grades and teacher communication.”
- All of the members of the focus group commented about the quality of the teacher-to-student relationships. One parent shared, “The teachers and faculty here truly care about the well-being of the child. There is such a momentous team at this school.” Another parent added, “A teacher-aide at the school personally worked with my son every day on both academics and as a man. I can’t express how much this has meant to our family.” Another parent said, “I’m a basketball mom and I’m here at the school for practices and games. The teachers are always there for the students and so supportive.” One parent was impressed with the close-knit community at the school. He stated, “It honestly feels like a family here. I don’t worry about sending my kids to this school. I feel like whatever might happen, the school will handle it.”
- Family members spoke about the school leader as well. One parent said that the school principal helps her second-grade daughter practice her spelling words for a few minutes on some mornings before school. Another parent added, “The school leader somehow knows each student by name. If something is going on at the school, the school leader will send a mass email message to let us know what is happening and how it will be handled. She holds monthly virtual meetings for parents too and is by far the best of all the principals we have ever had.”
- Families brought up their appreciation for the administration at the school for having the first ever home football game. One family member shared, “The first game was a bit rough because there were so many attendees that the line to get through the gate wrapped around the school. But by the time the second home game took place, the school leaders listened to suggestions and streamlined the process for getting through the larger gate and to seats.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Another parent said, “What is amazing is the ability of the school leaders to adapt and change operations quickly to make things better for the next game.” A third parent added, “It is the human side that people get here. I see students hugging their teachers at both football and basketball games. Students thank teachers for coming.” One more parent remarked, “There were so many parents and faculty at the first home game, it made me cry. Everyone was wearing the t-shirts, and they knew how much it meant to the boys.”

Students

- Students shared that they feel connected to the activities in the classroom when the teacher tries to have all the students involved in a given activity. One high school student explained, “Everybody comes together and figures it out and most the time no one gets left behind.” Students also spoke to the levels of respect between students and teachers. One person said, “I feel respected when I’m talking, and everyone listens. I like when we can teach and learn from each other.” Students said they feel safe sharing ideas with each other when students can share answers, and everyone is capable of understanding and listening to the viewpoints of each other. I like talking to my history teacher because we talk about sports and football.” Another student said, “My teacher knows my facial expression and body language and knows when something is up. I know they care because [the teachers] pull me aside and tell me they are concerned that I am distracted. I know I can express my emotions to the teacher like I would a family or friend.”
- Some of the high school students spoke about the importance of being a good role model to others. One student said, “As someone who does sports, I know that others look at you and watch. I feel it important to do my part in setting examples for others and to show how to be good to others and be better people. Sometimes my teacher wants us to talk to a neighbor or a group and this is a good way to hear others’ ideas about a subject and to get a point of view others have to share.” Another high school student added, “I’m trying to improve the overall school environment. I make a point of speaking with people I don’t know, and my friends do this too.”
- Students shared information about grades and levels of learning. One younger student shared, “I know how I’m doing because the teacher will come to talk to me, tell me my grade, and tell me how to improve.” Another middle school student said, “I know I’m doing good because teachers know me and what I want in life. They tell me I’m doing well.” A high school student shared, “I have to keep my grades up to participate in sports. I like that the teachers don’t yell at me but will talk to me privately after class if I don’t get the work done. I know the teacher is trying to help me.” One other student mentioned, “My English teacher will call my home and tell my family what I’m doing well.”
- Students had suggestions for improvements at the school. One student said, “There are certain things that could be fixed. “My friends and I try hard not to let one group be against another and to make sure people feel welcome here. We hold people accountable for their words. I think we can bring people together, but we have a ways to go.” One of the high school students said, “We’ve got to change the logo on the gym floor. It looks like a lion from a Disney movie instead of a fierce-looking animal with fangs. Other basketball teams come and see the logo and tease us about it.” Another student remarked, “It is on us students to make everyone feel welcome and comfortable here. I’m proud to be here and part of this school!”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership

- The leadership team at the Somerset Losee campus is large as the school has an elementary, middle, and high school on site. Leadership reported that there are different groups meeting together across several Somerset campuses. One person explained, “The principals meet monthly and Assistant Principals come together as well as the school counselors. The coaches collaborate every six weeks. All of this is an important factor in working at a Somerset campus and it provides a sense of community.”
- Several school leaders at the Losee campus said student expectations were rolled out at the beginning of the school year. Visual slides were presented to show students how to behave in different parts of the school building including the hallways, bathrooms, and lunchroom.
- One member of the leadership team said, “We had some challenges at the beginning of the year and our dean made positive phone calls to parents. We have worked to create strong relationships with our students and families and don’t want to focus on what has been done wrong, but what is going well.” Another school leader said, “We have cultural expectations and some of our high school role models come into the assembly and give a speech about what this looks like in terms of how students treat teachers and each other.”
- School leaders said professional development at the school has been robust. One member of the leadership team said, “We have new learning all the time. We had some people from Florida come in and present information about direct instruction for our teachers. We feel our teachers have the capacity to improve instruction and we are excited about our growth in this area.”
- The school leaders said some of the new families to the middle school from the North Las Vegas campus were a bit uncertain about attending the Losee campus. Now, the families know they can expect to hear from school leaders about school activities and how things are going with their students. The school leader commented, “Although some families were uncertain about attending Losee, most now like the change. Some of this is in part to students coming home and telling parents they like the school and the positive culture. We have invited parents to school assemblies and the families participate in meaningful school events such as the holiday food drive.”

Staff

- Staff shared ways in which they engage students and promote student voice through group discussions and questioning during class time. Several staff shared they use the system to randomize student selections to participate in lessons. One staff member said, “Using a randomizer allows us to hold students accountable in their learning. They know there is a chance that their name will be called so they are more engaged.” Another staff member said, “We ask questions and ask students to share their thinking.”
- Staff described multiple methods used to determine if a student understands the lesson. One staff said, “I summarize the lessons at the end of instruction.” Another staff member said, “I give reflections after each lesson.” One more staff explained, “The curriculum includes quick

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

checks and assessments throughout the lessons.”

- Staff shared factors that attribute to the high staff morale at Somerset Losee. A staff member said, “We encourage each other! We are like a big family.” Several teachers shared leadership is very supportive in helping us strengthen our skills. Staff members explained they collaborate weekly and receive coaching and support whenever they need it.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 31 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
Establishing a Culture for Learning	Total: 15	Total: 16	Total: 0	Total: 0	Total: 0
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 13	Total: 17	Total: 0	Total: 0	Total: 1

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 16	Total: 15	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 17	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	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: 8	Total: 19	Total: 0	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 10	Total: 17	Total: 0	Total: 0	Total: 4

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 20	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	Total: 22	Total: 1	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

1. In one high school resource classroom, students worked on highlighting key details in a text and answering questions.
2. In one art classroom, students drew art for black history month from their perspectives.
3. In one middle school science classroom, the teacher called students to the board to highlight important scientific facts need to answer proposed questions.
4. In one classroom ELA class, students were engaged in reading text-dependent questions and the teacher facilitated and kept things moving quickly. She provided feedback to students each step of the way.
5. In one middle school classroom, students took a quiz independently. The teacher sat at his desk and did not circulate the classroom. The teacher encouraged students to complete the quiz and to work on an online learning path. Students talked even though the quiz was going on. Students were observed to be distracted and off-task.
6. In a high school science classroom, students took notes, used academic language, and answered high-level questions while the teacher provided immediate feedback. Students were highly engaged.
7. In an elementary classroom, students read independently. The teacher circulated around the room providing feedback and helping students sound out words.
8. In one elementary classroom, students used tools to measure the area of plane figures. Students were observed to be engaged in the activity.
9. In an elementary classroom, students participated in group discussions facilitated by the classroom teacher.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Somerset Losee implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Somerset Losee protects the rights of students by ensuring student files are kept in a secure location. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student files are digitized in infinite campus. Hard files have been sent to Academica for storage. Special education files are kept under lock and key in the special education facilitator's office.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually

		checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Self-Assessment of the implementation of prior recommendations by school staff	Recommendations: • It is recommended that Somerset Board partner with an external organization such as Charter Board Partners or National Charter School Institute to provide in-depth board training to ensure that board members understand their roles and are not reliant on a paid service provider to do so. • Consider implementing additional methods to identify students who may be confused or struggling during class instructional timeframes. • SPCSA staff recommend Somerset Losee pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. • It is recommended that Somerset Losee improves communication with families. Strong Recommendation: • Evaluate Academica Nevada to ensure the EMO is effective and functioning to support the school.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	Recommendations: • Somerset board members receive ongoing training. • Somerset Losee has provided staff with professional development opportunities and coaching from Instructional Strategists. • Somerset Losee has positions to support behavioral, academic, and SEL needs of students. • Somerset Losee has bolstered communication with families through infinite campus, email, etc. Strong Recommendations: • A new evaluation system for Somerset's management company, Academica Nevada, has been developed and put into practice. Yearly, the Somerset lead principal and staff develop a questionnaire, distribute it to Somerset schools, collect the results, and compile the responses. This data is then coordinated and presented to the governing board.
SPCSA staff assessment based upon findings during site evaluation	Somerset Losee leadership believes that recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations are ongoing. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address growing the specialized needs population to align with the following goals of the SPCSA's Strategic Plan: • Provide Families with Access to High-Quality Schools • Ensure that every SPCSA student succeeds - including those from historically underserved student groups. • Increase the diversity of students served by SPCSA schools

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 are described within the body of the report and summarized here.

- Somerset Losee was observed by SPCSA staff to have a strong school culture. Staff were observed to have positive relationships with students. Student focus group participants shared that the teachers are very supportive and take the time to get to know them. Several family focus group participants shared that the staff knows their child's name, attends sporting events and games, and makes positive phone calls home. One family member said, "The staff at this school really care about the student's well-being. They put on a fundraiser for the winter holidays. They provided gifts to students in need. I can't thank the school enough for everything they have done for my child."
- SPCSA site evaluators observed Somerset Losee to have a strong leadership team. Leadership members reported several ways they provide support to staff, such as PD, coaching, training, targeted feedback, etcetera. The leadership team demonstrated flexibility in accommodating families. Leadership reported that they changed the schedule to allow arrival times to overlap because secondary students bring younger siblings to school. Leadership reported that tardiness has decreased in the upper-grade levels since changing the arrival times. Leadership reported, "The older students now have ample time to drop off their younger siblings and walk to class."
- SPCSA staff observed Somerset Losee display patterns of continuous improvement. For example, Leadership reported several data points that affirm their test scores moving in an upward trajectory. Leadership shared bolstered coaching, increased master teachers, upgraded technology, improved SPED and EL supports and services, and improved staff turnover. Leadership reported various ways they are working to close opportunity gaps. SPCSA staff observed strong interventions and supports to meet the needs of all students, such as Power hour, pull out and push in SPED and EL services, and small group instruction.

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.

- Chronic absenteeism continues to be a challenge for Somerset Losee. According to the 2021 - 22 NSPF, Somerset Losee's chronic absenteeism is 26.6 percent at the elementary level, 23.8 percent at the middle school level, and 23.1 percent at the high school level. Leadership recalled several instances they have worked to improve chronic absenteeism at Somerset Losee. One leadership member explained, "A parent emailed me and said that if I can't figure out transportation, I'm going to have to pull her out of this school. I found a way to get her a bus pass and her child's attendance has improved." Another member of the leadership added, "We changed the start time for secondary students to accommodate elementary drop-off. We also communicated the changes to families."
- The math, science, and English language arts (ELA) student proficiency is a challenge for Somerset Losee. According to the 2021 - 22 NSPF, Somerset Losee's student proficiency at the elementary level is 26.1 percent in math, 39.5 percent in ELA, and 11.4 percent in science. Somerset Losee's index score at the elementary level is 51 and meets the standard as the school would have been rated as a three-star school had ratings been issued. Somerset Losee's student proficiency at the middle school level is 21.8 percent in math, 43.5 percent in ELA, and 18.6 percent in science. Somerset Losee's index score at the middle school level is 52 and meets the standard as the school would have been rated as a three-star school had ratings been issued. Somerset Losee's student proficiency at the high school level is 11.6 percent in math, 31.8 percent in ELA, and 19.8 percent in science. Somerset Losee's index score at the middle school level is 49 and does not meet the standard as the school would have been rated as a two-star school had ratings been issued. Although each level displays challenges with low student proficiency rates, the high school level poses a greater concern as the index score of 49 does not meet the standard.

RECOMMENDATIONS

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

- SPCSA staff recommends Somerset Losee develops a plan to improve chronic absenteeism at the elementary, middle, and high school levels. The plan may include calling families and providing family workshops to explain chronic absenteeism and the importance of attending school. As noted in the challenges section on page 21 of this report, chronic absenteeism is high at all three grade levels at the school – elementary, middle, and high. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP³ codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Somerset Losee make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommends school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository. The following websites below may be of support in the planning process.
 - <https://www.attendanceworks.org/chronic-absence/the-problem/>
 - <https://www2.ed.gov/datastory/chronicabsenteeism.html>
 - https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism/
- SPCSA staff recommends that Somerset Losee create a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 19 of the report, Somerset Losee's ELA, math, and science proficiency rates are low in math, ELA, and science. As a result, Somerset Losee's NSPF index score has been negatively impacted at the high school level and does not meet the standard. Somerset Losee earned an index score of 49 at the high school level for the 2021 – 2022 school year, which is the equivalent of a two-star rating. Without improvement during the 2022 – 23 school year, this puts the school at an increased risk for SPCSA intervention.
- SPCSA staff observed high-quality direct instruction. According to the Classroom Observation Rubric beginning on page 12 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguish, SPCSA staff recommends that Somerset Losee develop a plan to increase student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

³ The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset Losee during this site evaluation. The SPCSA evaluation team noted progress in several areas compared to the previous site evaluation, and the previous strong recommendation has been addressed.

DEFICIENCIES

There were no deficiencies identified for Somerset Losee during this site evaluation.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Losee Campus Site Evaluation Report: November 7, 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

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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 conducts 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.

School culture

Somerset Academy Losee's strength is its school culture. The focus groups' common theme was the school's positive and welcoming culture. For instance, the family focus group participants highlighted the family-type atmosphere, a key element that fosters a high sense of inclusion and respect on campus. The students echoed the theme, attributing their success to the school's positive culture.

Graduation rate

One of Somerset Academy Losee's Strengths is its graduation rates. According to the 2023-24 Nevada School Performance Framework¹ (NSPF), their graduation rate is above 95 percent, exceeding the district rate of 83 percent. This not only showcases the school's commitment to student success but also its unwavering support for students to graduate, earning the school a maximum of 30 points in the graduation rates section of the NSPF.

English language support

Another strength of Somerset Academy Losee is its support for English language learners. The school has consistently helped these students meet adequate growth percentiles² (AGPs) on the World-class Instructional Design and Assessment³ (WIDA). The NSPF reflects this success, with the elementary school earning seven out of ten points, the middle school earning nine out of ten points, and the high school earning seven out of ten points in the English Language Proficiency Indicator. This means that students who meet their growth targets are on track to become proficient in English and exit English language status in five years, a testament to the school's commitment to diversity and inclusion.

Literacy instruction in primary grades

According to SPCSA classroom observations, the primary grade levels demonstrated sound literacy instruction. The teachers used curricular resources with fidelity. Additionally, the school leadership is committed to having their teachers attend Language Essential for Teachers of Reading and Spelling⁴ (LETRS) training, which is a testament to their dedication to improving literacy instruction. Several staff

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).

² Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

³ WIDA, or the World-class Instructional Design and Assessment, is a consortium of states in the U.S. that are dedicated to the design, and implementation of standards, and opportunities for English language learners.

⁴ LETRS stands for Language Essentials for Teachers of Reading and Spelling. It is a professional learning course for instructors of reading, spelling, and related language skills which provides educators with in-depth knowledge and tools that they can use with any reading program.

members, who are lead trainers for LETRS, play a crucial role in ensuring the effectiveness of the training. Lastly, according to the NSPF, the school's percentage of third graders who read at grade level is within the district average, which can serve as the basis for increased success for Somerset Academy Losee.

Advanced placement and dual enrollment courses

Somerset Academy Losee offers 14 Advanced Placement (AP) courses, including European history, statistics, computer science, and pre-calculus. The school's dual enrollment options allow high school students to take college courses and earn college credit before graduation, a strength for the school and its stakeholders.

Academic state champions

Another strength at Somerset Academy Losee campuses are the high grades of its student-athletes, which, according to school leaders, earned the school the title of Academic State Champions. The school's Grade Point Average (GPA) of 3.09 earned them the title in the 4A division and highlighted the school's dedication to ensuring student-athletes remain committed to their academic responsibilities.

Proactive multi-tiered systems of supports team approach

Another strength of Somerset Academy Losee is its proactive team approach to implementing a school-wide Multi-Tiered Systems of Supports⁵ (MTSS) to address student academic, social, and emotional needs. In educational support, the school has licensed staff dedicated to response-to-intervention⁶ (RTI) plans for students needing detailed intervention plans. The staff member creates the plan with a multidisciplinary team and provides services after school, so it does not interfere with the student's schedule. Student progress is monitored regularly. Regarding social and emotional support, the school employs a skillful team of counselors, social workers, and clinical mental health professionals who use trauma-informed practices to support the needs of families and students.

Facility

Somerset Academy Losee's facilities are clean, well-maintained, and welcoming. The school has three full-service kitchens, a track and field facility, and a football stadium.

Robust board support

Robust board support at Somerset Academy Losee is exemplified by a dedicated liaison who ensures personalized attention and consistent communication. This long-standing commitment from the board provides the school with tailored resources, guidance, and support that meet its unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of the school's distinct culture and challenges.

⁵ MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

⁶ Response to Intervention (RTI) is a school-based strategy that helps identify and support students who are struggling academically or behaviorally.

Site Evaluation Findings: Challenges

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

Academic achievement

Academic achievement is a challenge for Somerset Academy Losee. According to the 2023-24 NSPF data, the school's proficiency rates are lower than the district's. For instance, in the elementary school, the pooled proficiency of 38 percent is below the district rate of 48; in the middle school, 28 percent is below the district rate of 47; and the high school rates in math, English, and science are below the districts. The site evaluation team observed lessons that needed more rigorous tasks and opportunities for students to display their reasoning. The school leadership discussed their focus on improving overall instruction at the Losee campus, including Tier-1, 2, and 3 instruction for all students. They also emphasized their commitment to reflective practices, which can support continuous improvement and increase student success.

Chronic absenteeism

Somerset Academy Losee is challenged with chronic absenteeism. An overwhelming body of research demonstrates chronic absenteeism's negative short and long-term consequences on academic achievement. Chronically absent students are missing critical instruction time and are at the most significant risk of falling behind and dropping out. The school's leadership team is actively working to decrease the rates of absent students, especially at the elementary school level, where the rates have increased by more than four percent over the last year, according to the 2023-24 NSPF Report.

Student discourse

According to previous recommendations from the last site evaluation, there is a significant potential for improvement in student discourse at Somerset Academy Losee. The classrooms observed had minimal opportunities for student discussions. Increasing student discourse in classrooms presents an opportunity for growth and development, and the school is committed to making the necessary changes to enhance student discourse.

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.

Improve Tier-1 instruction

The SPCSA staff recommends Somerset Academy Losee continue developing and refining its comprehensive plan to improve Tier-1 instruction. The school's leadership team, as the driving force behind this initiative, is crucial in considering several essential resources for effective core instruction, including Teach Like a Champion, which is designed to provide educators with techniques, a shared vocabulary, and a practice framework that equips them to achieve dramatic results with their students. Two focus areas for the school to target to improve Tier-1 instruction are ensuring that learning tasks have high cognitive demands for diverse learners and ensuring all students engage in meaning-making through discourse and other strategies. The leadership team may refer to the [Nevada Teacher Instructional Practice Standards and Indicators](#)⁷, specifically standards two and three and its indicators.

Improving core instruction aligns with the school's mission, which states, "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

Improve Tier-2 and 3 small group intervention instruction

According to the 2023-24 NSPF report, Somerset Academy Losee Elementary and Middle School measures in both the growth and closing the gap indicators are below the district rates. The SPCSA recommends that the Somerset Academy Losee leadership team continue providing extra support and high-quality, differentiated instruction. This can make a substantial difference for students with learning gaps facing significant academic challenges. Utilizing student performance data to provide concentrated instruction--including one-on-one or small group instruction, peer tutoring, or access to specialized resources like educational software--can outline personalized strategies and goals to help students bridge their learning gaps in the classroom. This collaborative problem-solving and shared decision-making, led by the leadership team, can ensure that students receive the support they require for academic growth. With these strategies, the school can improve the median and adequate growth percentiles in the NSPF, closing achievement gaps for their students.

Decrease chronic absenteeism rates

The SPCSA recommends that Somerset Academy Losee improve the chronic absenteeism rates. The leadership team may find helpful strategies on the Nevada Department of Education website, including

⁷ The Nevada Instructional Practices Standards list rubrics with standards and indicators that guide educators to provide high-quality instruction.

support and engage in community-wide, cross-sector efforts to eliminate chronic absenteeism among students within the community by addressing its underlying causes. Communicate regularly to all staff, students, and their families about the importance of daily attendance and the availability of any support services that can help keep students in school and on track to success. Also, accurate reporting regarding Senate Bill 249⁸ is noteworthy. Accurate reporting ensures that students absent for behavioral health-related reasons are excused from attendance, preventing them from being counted against the school's chronic absenteeism rate.

Evacuation plans in all classrooms

On the day of the site evaluation, a few classrooms did not display the evacuation plan. The SPCSA recommends that Somerset Academy Losee ensure all classrooms have the evacuation plan displayed in clear view near the classroom exit door.

⁸ Senate Bill 249 was signed into law which allow mental and behavioral health professionals to excuse student absences from school and gives every student three mental health days.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Somerset Academy Losee during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There are no deficiencies for Somerset Academy Losee 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 ⁹	2
Family Members, Parents, and Guardians	6
Faculty and Staff	14
School Leadership	28
Students	13

⁹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Laws by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academics, the charter network's Educational Management Organization¹⁰ (EMO), and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academics's effectiveness. A member shared that the governance board is pleased with their EMO overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

¹⁰ An Education Management Organization (EMO) is a term of art describing a for-profit entity that manages schools.

Focus Group Summary: Family Members, Parents, and Guardians

The family focus group members expressed appreciation for the administration and staff's efforts to create a positive school culture. The group shared their value of the sense of community and family, highlighting prior schools that their children attended; they did not have that, mainly because of the overcrowding and high enrollment. One member added, "I feel welcomed here, and the teachers care." Another stated that he often volunteers, and the school's value of inclusion is evident in the diverse student body and the sense of belonging it fosters.

The discussion also included the group's value for their children's academic progress. A participant stated, "I see a huge increase in her knowledge. Learning is enjoyable. It makes the kids want to participate." Another parent shared his value for the honors and Advanced Placement courses the school offers, which all his children participate in. In addition to academics, a parent discussed the school's support for the student's social and emotional needs, sharing her deep gratitude for the school's therapeutic and mental health professionals.

The group was asked to discuss the school's communication with parents, and they agreed that the school communicates effectively with them through emails and phone calls. In the area of attendance, a parent stated that if their child is absent, they receive a phone call. Another parent said, "You receive a call if your child misses a class." The group also stated that when they have concerns, the school communicates with them promptly and is available to problem-solve issues.

The focus group members were asked to share suggestions the school could consider. The group highlighted that arrival and dismissal are hectic, compounded by the school's location on a busy street. Specifically, students are walking to and from school with minimal adult supervision. The group acknowledged that the school's leaders have been proactive and taken steps, including working with local law enforcement officials to support student safety and working with the city to add crossing guards.

Focus Group Summary: Faculty and Staff

Fourteen staff members from varying roles participated in the focus group. When discussing recent school success, a group member highlighted the recent addition of an Advanced Placement precalculus course and the increase in students passing advanced-level classes. Staff members also emphasized the positive behaviors displayed by their students and their appreciation for the overall student behavior on campus, which they saw as a clear sign of a positive and healthy school culture. Several staff members attributed having a kindergarten to 12-grade campus to supporting students' feelings of long-term connectedness.

Participants discussed the school's focus areas for improvement and their framework for professional learning communities¹¹ (PLCs). For school improvement, members mentioned the importance of promoting attendance with incentives and communicating with families. Additional topics included prioritizing LETRS training and improving students' overall reading skills, the school's response to intervention (RTI) meetings to address student needs, and a focus on improving writing skills and math achievement. Regarding PLCs, the group stressed the importance of regular meetings, where teams meet every other week to review data and instructional strategies, underscoring the urgency and commitment to these meetings. One member emphasized the importance of collaborating effectively with colleagues to ensure students learn the content.

During the discussion, the participants shared their suggestions for the school. One member proposed that more elective choices for students could be beneficial. Another suggested a stronger emphasis on elementary and middle school sports programs, which could benefit the entire school community. A special education staff member highlighted the challenge of servicing students in shared classrooms, underscoring the need for additional learning spaces.

¹¹ Professional Learning Communities (PLCs) are a group of educators who meet regularly to share ideas and improve their teaching practices.

Focus Group Summary: School Leadership

The leadership team provided a detailed overview of the school's improvement plan, with multiple school leaders representing diverse backgrounds in curriculum, educational leadership, and mental health. The school's improvement efforts include adding intervention groups to address learning gaps and additional staff with curricular expertise to provide guidance and leadership. The principal shared that a dedicated math strategist is designated to train instructional assistants, and the school also added extra literacy instructional assistants in the middle school.

The team also highlighted the school's efforts to increase the staff capacity to improve literacy instruction by having over ten staff members trained in Language Essential for Teachers of Reading and Spelling (LETRS), which is aligned with the science of reading and develops teaching practices proven to be effective in preventing and remediating reading difficulties for students of every age, including special education, English language learners, and students needing focused interventions.

The team, which included professionals with expertise in mental health, highlighted the school's Multi-tiered Systems of Support (MTSS) for students with social and emotional needs. Team members shared the school's framework and their use of trauma-informed practices, social-emotional learning groups, and restorative practices, often referring to Adverse Childhood experiences¹² (ACEs) as a tool to ensure students' needs are met. A focus group member emphasized the school's philosophy of restorative practices to ensure students understand the consequences of their choices and their negative impacts versus punitive measures that lead to further alienation.

Other topics discussed were chronic absenteeism and the school's efforts, which positively impacted middle and high school but not elementary school. A member emphasized the ongoing communication with parents, stressing the importance of attendance. The team also shared the school's challenge in transitioning new students to middle school, mainly supporting their assimilation with peer groups. The principal shared, "The staff provides extra attention to new students to ensure they are included."

¹² Adverse Childhood Experiences (ACEs) are potentially traumatic events that can occur during a child's life, from 0 to 17 years old.

Focus Group Summary: Students

Thirteen students participated in the student focus group on the day of the site evaluation, ranging in grades three through twelve. When asked what they would tell a friend interested in attending Somerset Academy Losee, many students said everyone on campus is friendly and welcoming. One student said, “When I saw a new student come here, he came in with a bad attitude. I noticed that within one week, his attitude had turned around.” Another stated, “I think highly of this school because the teachers and administration are so kind and supportive. Just because the school is K-12 doesn’t mean that it is not still fun.”

Some of the high school students at Somerset Academy Losee acknowledged that dual enrollment classes help them plan and prepare for their future. One student echoed more positives about the program: “Dual enrollment classes fit in perfectly with my schedule. I am currently taking two classes at CSN¹³, and if I pass, I will get my college credits.” The student said she wanted to be a nurse. “Somerset Losee has prepared me for what happens after school. I get to learn a lot about the human body, and teachers and leaders talk with me about what college will fit me best.”

Football players reported that the football program is doing well and that coaches support them in all areas of life. This support includes academic and career guidance. It was agreed upon that students at Somerset Losee are succeeding in sports that they may have failed in some public schools. One student effused, “The school has expanded so much since we were younger. The football field is one of the additions.” Another student shared that the school is the Academic State Champions in the 4A Division, with a grade point average of 3.09. A student said, “The coaches will not let you play if your grades are not good.”

The students were asked to share what they were learning in their classes. Responses included learning about majority and electoral votes, human anatomy and body functions, math concepts, and writing projects.

The entire student focus group shared the thought that the environment at Somerset Losee is calmer than other schools they came from. They said the school feels welcoming and treats people well at this charter school. One student commented, “The academics are the best thing about Somerset Losee.” Another student shared that the school has a great counseling team, stressing that they are always open to talking, listening, and finding multiple solutions to help students.

¹³ College of Southern Nevada (CSN) is a public institution in Las Vegas, Nevada. The school utilizes a semester-based academic year. The student-faculty ratio is 21-to-1. The highest degree offered at College of Southern Nevada is an associate degree.

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 6 middle school, and 9 high school 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 22	TOTAL: 4	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 teachers' 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: 1	TOTAL: 22	TOTAL: 6	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 6 middle school, and 9 high school 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 0	TOTAL: 21	TOTAL: 7	TOTAL: 0	TOTAL: 2
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 1	TOTAL: 10	TOTAL: 11	TOTAL: 0	TOTAL: 8

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 6 middle school, and 9 high school 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: 3	TOTAL: 18	TOTAL: 9	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 18	TOTAL: 8	TOTAL: 0	TOTAL: 4

Classroom Observations and Additional Comments

In a high school ELA classroom, the teacher discussed narrative plot structure, conflict, and resolution as the students took notes. The teacher did not check for student understanding and asked probing questions without engaging student responses.

In a middle school ELA classroom, the students independently worked on chapter comprehension checks on their desks. The students seemed to be working to complete the tasks; however, the teacher did not actively monitor the student's progress or status on the quality of their work.

In a high school social studies classroom, the teacher lectured about the Persian Wars and referenced slides presented on the screen. The students sat and listened but were not asked any questions to demonstrate their thinking.

In an upper elementary science class, students sat and listened to the teacher explain the assignment. They began the assignment which involved cutting out informational cards and creating a food web. After explaining the assignment, the teacher stopped and asked, "Why are we doing this?" One student said, "To understand which animals eat which and to find out what happened to the dinosaurs."

Students in a small intervention group were reading decodable sentences from an explicit phonics program. The teacher gave students a chance to read it quietly on their own first, give a thumbs-up, and then read it as a group. They discussed the punctuation at the end of the sentence and any changes in voice caused by the punctuation.

Students encoded sentences in small groups. The students were given an opportunity to write the sentence themselves first, then they wrote it again with the teacher, decoding together as they went. The students were highly engaged. The teacher had excellent pacing to decode and encode but did not go too slow to keep their attention the whole time.

In a high school math class, the students reviewed math equations. The teacher displayed the math problems on the screen and provided explicit instructions on solving the equations. The students were engaged and actively participated by asking questions and following along on their worksheets. The teacher consistently checked for student understanding.

The teacher assessed one student using nonsense words to check for decoding. Other students were working on i-Ready¹⁴ on computers or writing narrative stories in their notebooks while looking at a mentor text. All students were highly engaged in their work.

¹⁴ i-Ready provides individualized interactive lessons that address the learning needs of each student.

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
SPCSA staff recommends Somerset Academy Losee develops a plan to improve chronic absenteeism at the elementary, middle, and high school levels.	As noted in their leadership presentation slides, the leadership team recognizes the need to decrease chronic absenteeism. The school actively engages parents on the importance of daily attendance and the negative impacts of missing school. Efforts have led to reduced rates at the middle and high school levels. However, rates have not decreased in elementary school.	The SPCSA staff recognizes the concentrated effort by the school's leadership to decrease chronic absenteeism at the middle and high school levels, which is lower than the district average. However, the elementary rate of 12.7 from the previous year increased to 17.2, according to the most recent NSPF data. Moving forward, it is essential that the school's leadership leverage effective strategies that were used to decrease absent rates at the middle and high school levels to impact the elementary level. Reducing the rates of chronically absent students can directly affect the school's goal of increasing academic achievement and improve the school's star rating.
SPCSA staff recommends that Somerset Academy Losee create a robust plan to increase student proficiency rates.	The leadership team shared the details of the school's plan to improve student proficiency rates, which included a dedicated math strategist in the elementary school and ELA double-blocked intervention groups in the middle school. The team acknowledges the significance of improving proficiency rates.	Somerset Academy Losee's leadership team devised an improvement plan presented at a board meeting. This plan, which focuses on specific grade levels, staff, service minutes, and programs, underscores the school's commitment to improving academic proficiency. The SPCSA staff recognizes the vital work needed for improvement. The detailed plan may serve as a building block to increase student academic proficiency if executed at a high level and embedding the necessary academic rigor.

SPCSA staff recommends that Somerset Academy Losee develop a plan to increase student voice in the classroom.	The school leadership team reports that they understand the importance of increasing classroom student discourse and know the benefits of more classroom discussion.	The SPCSA staff recognizes the essence of increasing student discourse in the classroom, which fosters a more inclusive learning environment and encourages students to practice their oral language skills. The SPCSA continues to recommend that the school improve its approach to increasing student discourse opportunities.

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.



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy North Las Vegas

Evaluation Date: 1/19/2023

Initial Draft Report Date: 2/27/2023

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/19/2023 at Somerset Academy North Las Vegas, (NLV). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the charter portfolio during the first, third, and fifth year of operation. This evaluation occurred due to a previously issued Notice of Breech and Site Evaluation Deficiency. Both notices were issued during the previous school year. The Authorizing team is required to conduct a follow-up site evaluation. This evaluation is designed to review targeted areas of concern. An analysis that addresses the academic success of the school and the effectiveness and viability of the school organization has taken place.

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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

Somerset Academy North Las Vegas is located in North Las Vegas, Nevada in a facility at 385 W. Centennial Parkway. The school serves 774 students (as of the most recent Validation Day) in kindergarten through 5th grade. The mission of name of school is: "We will create an engaging environment where all are committed to lifelong learning, leadership, and excellence."

ACADEMIC PERFORMANCE

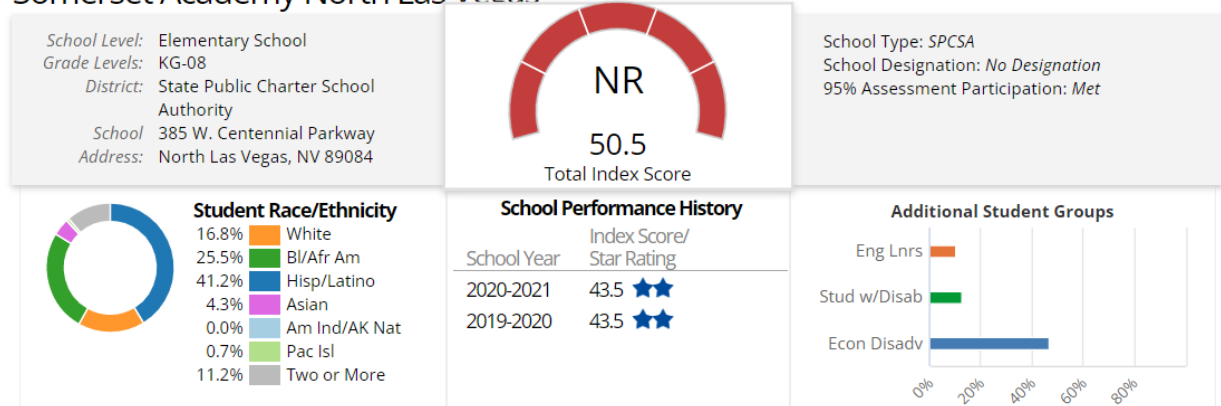
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy North Las Vegas

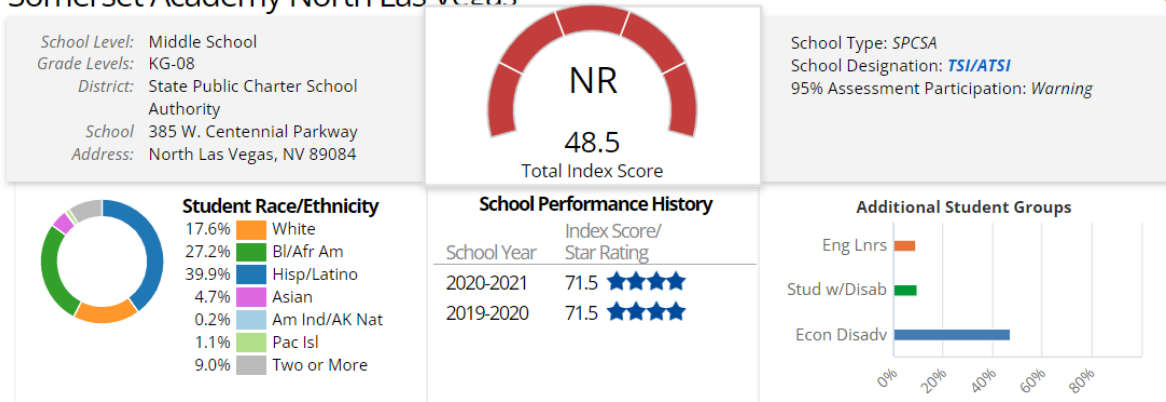
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy North Las Vegas

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.5	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	53.8	72.8	70.4			
Black/African American	12.9	30.3	35.7			
Hispanic/Latino	32.9	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	54.0	55.6	57.5			
White/Caucasian	36.3	60.7	61.3			
Special Education	18.7	26.3	32.1			
English Learners Current + Former	40.4	34.9	39			
English Learners Current	21.6	25.5				
Economically Disadvantaged	21.4	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.7	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	46.1	74.9	76.7			
Black/African American	23.6	39.8	45.4			
Hispanic/Latino	36.5	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	59.4	61.5	66.2			
White/Caucasian	59.0	65.5	69			
Special Education	27.6	25.5	33.5			
English Learners Current + Former	44.5	37.4	44.4			
English Learners Current	24.3	24.4				
Economically Disadvantaged	32.1	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	57.1	62.7	60.6			
Black/African American	10.8	18.2	27.3			
Hispanic/Latino	16.1	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	42.4	41.8	43.6			
White/Caucasian	30.5	48.1	49.8			
Special Education	7.1	9.7	22.7			
English Learners Current + Former	13.7	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	14.7	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	42.2	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	70.0	79.0	77.1			
Black/African American	38.3	41.1	40.9			
Hispanic/Latino	36.4	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	51.6	64.6	63.2			
White/Caucasian	47.5	67.2	68			
Special Education	7.1	18.0	25.8			
English Learners Current + Former	32.0	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	35.8	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

17/25 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)

2/10 NSPF score difference of 1.4 between school (50.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 36 between school (50.5 points) and comparison school (14.5 points).

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

18/25 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)

3/10 NSPF score difference of 3.8 between school (48.5 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 39.5 between school (48.5 points) and comparison school (9 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

11/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.

3/5 School EL rate of ≥ 10 to $< 15\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

12/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 IEP rate of 11.9%.

4/5 School EL rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	5	30 minutes
Students	9	30 minutes
School Leadership	7	30 minutes
Staff	10	30 minutes

Governing Board¹:

- The board of directors for Somerset Academy of Las Vegas hold meetings once every other month and as often as needed to execute² their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school's ability to self-govern. The board is current on each school's initiatives. One board member said, "Some schools have designated personnel who contact parents, some schools have personnel that will email home, others have created incentives at school." Another board member indicated one approach the board has taken. "We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday."
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, Somerset Academy of Las Vegas- Lone Mountain, Somerset Academy of Las Vegas – North Las Vegas, Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas – Stephanie.

FOCUS GROUP SUMMARY continued

- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. “The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families

- Families noted changes at the school since the start of the new school year in August of 2022. Several parents like the new scheduled learning time of 8:00 am to 2:45 pm. Parents reported this is better than the previous longer day, especially for young children. Many of the families said they are happy to have the school in the new fewer grade level configuration of kindergarten through fifth grade, rather than through eighth grade. Family members explained their appreciation of the small more intimate feel of the school with fewer grade levels of kindergarten through fifth grade. Families reported the campus is more welcoming and inclusive this school year.
- Family members said their children look forward to coming to school each day. One person said, “My daughter loves it here and the other children are very welcoming. She has a disability and I see the attention from the school staff toward her.” Another parent said, “My son loves his teacher and has developed many friendships. I am amazed at the energy and responsiveness the teacher offers to all of the students in my son’s classroom.”
- Several family members were in attendance for the parent teacher conferences this school year. Many parents explained that they appreciate the information shared about their child from the classroom teacher included both social and academic aspects. One person said she attended via Zoom and it went very well with information that was useful. Another family member said that her child’s current teacher is not very approachable and provides only short brief answers to parent questions, such as, “Okay, we will work on it.” This parent would like this particular member of the teaching staff to be a bit more responsive and communicative. Another parent described conferences as extremely productive because her young son has trouble paying attention at times. She appreciated the help and thoughtfulness of the teacher in coming up with a behavior plan to work on in partnership with the family to guide her student to success.
- Family members said that the school leaders are more visible to students this year. One parent said, “The staff here are very friendly and ask me how I’m doing. They know my child’s name.” Parents would like to see more communication in terms of being informed if their young child went to the nurse during the school day, as they do not like discovering this after the fact from the child after the school day has come to an end. Another family member admitted to hearing a teacher in the school yell at the students on several occasions when she comes to the school. The parent said, “It makes me feel uncomfortable and sad to hear this. I hear this one teacher each time I come to the building on my way to help out in my child’s classroom.” Parents were asked about suggestions for improving the school overall, and responded by saying they would like to see the students have more opportunity to move throughout the day and take part in physical education on a daily basis.

Students:

- Students shared they like attending Somerset North Las Vegas for several reasons. One student commented, “I like seeing my sisters and friends.” Another student said he likes his teacher. He said, “She is funny.” One younger student said, “My teacher tries to make learning fun and I like that after sixteen positive marks from my teacher, I can get a Student of the Month award.” Students commented they feel welcome at school. One student said, “I like how they decorated the school this year and how colorful it is.” Another student said, “I feel welcome here because the school looks so clean and I hear laughter in other classrooms and the hallways.”
- Students talked about learning at school. Several students said that during certain times of the day they learn using the i-Ready online program and in small groups of about six students. One student described the Reading Rodeo, which is held daily, “We line up in the hallway and go to a different classroom. If the day before you were in the first rotation, then the next day you are in the last group to see the teacher.” Students said they set goals for themselves at school. One student said, “I want to go to college and get straight A’s” Another student explained, “My goal is to have perfect attendance and play basketball.” Students said grade checks are conducted each week for those on competitive teams such as softball and cheerleading.
- Students made suggestions for improvement. Some students would like to have lockers because books are heavy to carry in between classes. A few students were concerned about the way some students treat others. One student suggested, “It would be nice to have an adult have talks with both students when a problem happens and get it worked out.” Students would like to have a music class and an opportunity to have PE inside of the school on hot days. One student would like to see the garden improved and have other students stop removing the sticks (which indicate the type of plant) from individual plants.

Leadership:

- School leaders spoke about changes to improve the levels of student achievement and proficiency at Somerset North Las Vegas. The school leader said, “We have Reading Rodeo, which is small group learning for focused instruction. We implemented Core Knowledge ELA Curriculum in grades kindergarten through fifth and are strategically using MAP³ results to make on the spot analysis of student learning.” Another leader explained, “We have hired instructional assistants in classrooms to support student learning.” School leaders added that they are focused on having highly skilled and qualified teachers in each classroom. In addition, leader said that individual student progress monitoring is now done by the classroom teachers. Leaders said this has been implemented so that teachers are well informed about the nuances of each student’s growth and the testing and monitoring one on one is more informative than having another staff member conduct the analysis. The school leader commented, “We offer math tutoring, and our grade level teams meet each week to plan, discuss data, and have collaborative teaching conversations. We hired an Educational Consultant to work with our first- year teachers. He is a retired school leader and serves as a new teacher mentor. He talks to teachers in a non-threatening way, spends time with our coaches, and has been such a great addition.”

³ MAP-Measures of Academic Progress is a computer-adaptive assessment utilized to measure student growth to inform and personalize instruction.

FOCUS GROUP SUMMARY continued

- In terms of student behavior and conduct, school leaders said staff were trained in class behavior management strategies, CHAMPS⁴, and PBIS⁵. The school leader said, “We want our students and teachers to feel welcome, honored and to have clear expectations. Each classroom has expectations for behavior posted.” Members of the focus group said the North Las Vegas campus has an SST (Stallion Support Team) to review academic and behavior information and interventions take place according to student need. For example, small groups with the counselor to support grief social skills, self-esteem, and positive discipline.
- The school leader said that staff uses i-Ready⁶ data to inform instruction. She said, “Using i-Ready data teachers can view the test and lesson results for each student and can adjust the instructional level path on the i-Ready system if a student has already mastered a set of content. We don’t overdo i-Ready and do not set home expectations for working on this learning. Instead, students work on their i-Ready lessons at school when they are not meeting with a teacher in a small group during the Reading Rodeo time each day.” Other members of the leadership explained they facilitate i-Ready competitions for students to incentivize lessons passed. One leader said, “These competitions are between grade levels and during the last competition, second grade won. Students celebrated with an award. It is exciting to see the academic growth taking place this school year.”
- The school leader said she and the leadership team have worked very hard to make the school more inviting to all and to strengthen the overall culture. She said, “The building is welcoming and there is a sense of pride. We have new paint and lighting and all windows allow the maximum amount of natural light into the building. The previous damage to the school has been repaired and new decals are strategically placed on visible areas of the school. Each teacher was provided a budget to spruce up individual classrooms.” The school leader said she gave a mid-year survey to staff and the results show most staff see improvement. The leadership team is working to build trust and show that they will act on suggestions from staff. Small thank-you items and notes of appreciation to staff are provided each week to express and acknowledge the hard work and dedication the staff engages in each day.

Staff:

- Staff shared several changes to the campus this year which included the Reading Rodeo⁷, fewer mundane expectations, more focus on high quality instruction, and an improved building in terms of appearance. One person commented, “The building is warm, bright, kid-friendly, with decorations. It feels like a school. Without the middle school there are fewer extreme behaviors. The focus is on supporting all student learning and we have many more supports to do so.”
- Staff spoke about the MTSS⁸ process and said it has improved since last year. One teacher remarked, “I don’t see kids running around the hall this year and I have not had to take classroom behavior problems to the school leaders.”

⁴ CHAMPS is a system of expectations that work with any set of rules, rewards, or consequences. The acronym stands for C-Conversations, H-Help, A-Activity, M-Movement, P-Participation, S-Success.

⁵ PBIS-Positive Behavioral Interventions and Support is a systematic program designed to build a positive culture and community in classrooms and schools.

⁶ I-Ready is an student individualized assessment and instructional tool.

⁷ Reading Rodeo is a term used to describe a time when students work in small groups with teachers to receive literacy instruction.

⁸ MTSS- Multi-Tiered System of Supports is a framework schools use with a tiered infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.-

FOCUS GROUP SUMMARY continued

Another teacher commented, "I have had to call for school leader support once this year and they came quickly to diffuse the situation with the student. We feel like a team and support each other. Sometimes kids just need a break and a chance to calm down."

- Teachers were asked about the new school educational consultant. One teacher commented, "He has come to our PLC meeting to see how it is run. We talked about data, and teaching logistics. He works with new teachers as well and observes them every so often. He will provide feedback about teaching and guide us to improve in areas that our leader would want to see during a walk-through or a formal observation of our teaching practice" The consultant asks us questions such as, 'what are other ways you can handle this?', 'have you thought about using other Kagan strategies or engagement strategies such as partner talk?' He doesn't tell us what to do, but asks questions so that we can process and think about how to improve."
- Teachers talked about engagement and asking high level questions. One teacher commented, "One thing I have done is to include vocabulary words to go along with the content. We talk about the words, what they mean and create a body movement to help students remember and to get students out of their seats." Another teacher said, "I've tried to improve the learning process and include learning games, relay races, different music, and relating new learning to students' lives such as current events." Several teachers spoke about ways they have increased the levels of student engagement in learning. Teachers spoke about hands on science experiments and having students complete long division problems on the classroom white boards. In addition, instructional staff spoke about using mental math, trivia games, and ways to engage readers during read-aloud by asking questions ahead of time so that students will listen to find the answer. One teacher commented about strategic questioning and said, "A good thing about the new reading program is they provide questions ahead of time which is have been engaging and challenging to students." A second teacher said, "I use differentiated questions and ask the students to turn and talk to a neighbor or table group to later share with the entire class."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 26 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 15	Total: 11	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 15	Total: 11	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 13	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	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: 2	Total: 24	Total: 0	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	Total: 21	Total: 1	Total: 0	Total: 0

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 14	Total: 10	Total: 2	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 10	Total: 13	Total: 0	Total: 0	Total: 3

Additional information about the classroom observations shared here when applicable.

1. In this early grade classroom, students were in one group of five with a teacher and worked on sounding out and reading sight words. In another group of six, students were with another teacher speaking and writing words. Eight other students were working on computers at their developmental level on i-Ready.
2. In several lower elementary classrooms, students participated in small group differentiated instruction rotations. Co-teachers pulled small groups and provided targeted interventions.
3. In this early grade classroom, students worked in two small groups of five each. The remainder of the class worked on computers and wore ear phones. A third adult made sure students were connected to computers and were engaged.
4. This early elementary classroom teacher checks writing of students one by one and provides detailed individual feedback. The teacher works quickly and oversees the others taking part in writing. Another adults looks over and sends students to teacher when appropriate.
5. In a early grade classroom students practiced word sounds in a whole group setting. Students were engaged, teacher voice was easy to hear, several forms of feedback were provided.
6. In an upper elementary classroom, students were learning about mixtures in science. The teacher provided an assortment of Depth of Knowledge (DOK) questions prior to the experiment. She reminded students to take notes. Her voice was easy to understand and she kept the pace moving. Students were engaged and learning was interesting.
7. In an art class, the teacher had a routine for passing out materials and students eagerly awaited being called upon to get their materials and begin. The art room was decorated with imagination and was highly inviting to students.
8. In a classroom students learned about the muscular system and the teacher posed examples or strong and weak details. Students were asked to move to one side of the room either left or right depending on if the detail was weak or strong. Teacher provided immediate feedback to students.
9. In a second grade class students were rewarded for passing i-Ready lessons. Students were enthusiastic for themselves and clapped for other students too. There were table captains to pass out math journals and this classroom atmosphere is positive.
10. In an upper elementary classroom, students took turns reading aloud. The instructor asked text-dependent questions.
11. In an elementary classroom, students work with a teacher in small reading group, another teacher in a small writing group and others worked on i-Ready lessons independently. There are high levels of student engagement.
12. In a mid-level elementary classroom, the teacher uses a loud and demanding voice to direct students as to what procedure to follow.
13. Students in an upper elementary class were asked to discuss their thoughts about new learning which took place the prior day.
14. In an early elementary classroom, young students followed teacher directions and successfully transitioned from learning on a carpet area to individual desks. Students appear calm and happy.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	As presented during the leadership presentation, Somerset North Las Vegas implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). Classroom observations indicated students with an IEP or learning English as a new language have supports.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The Somerset board complies with governance requirements with applicable laws, bylaws, and the charter. Board members have undergone training and open meeting law requirements met.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Staff and student records are stored in a secure location
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's office.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Summary of recommendations, strong recommendations, and deficiencies from most recent site evaluation

The previous site evaluation was conducted on 10/6/21.

Recommendations:

1. It is recommended that teachers within the Elementary and Middle school be given ample time to develop an in-depth understanding of the discipline they teach.
2. It is recommended that several teachers dedicate professional learning time to cultivate classroom management skills.
3. It is recommended that Elementary teachers enlist best practices geared toward higher levels of student engagement.
4. School leader/s develop trusting relationships with members of the staff and minimize extra expectations when possible.

Deficiency:

1. At the Elementary school level improve:
 - A. Classroom Management
 - B. Classroom Tier 1 Instruction

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.

1. To lead to greater levels of understanding the curriculum: Instructional coaches at the K-2, 3-5 and a math K-5 Instructional coach as well as a K-5 data coach.
 2. To cultivate improved classroom management: coaches provide modeling and support for improved classroom management. Leader in Me Training and implementation, restorative justice circles.
 3. For improved engagement in the classroom: implementation of high yield engagement strategies such as hands-on activities and student speaking opportunities as well as relationship building took place.
 4. Leadership team/new school leader- clear expectations and open door policy.
1. Deficiency

	A. Classroom Management: • 3 instructional coaches and 1 data coach hired • MTSS through the SPCSA • Leadership team provides weekly newsletter with instructional and behavior management strategies and ideas • Classroom visits and observations • Implemented school-wide positive behavior intervention supports B. Classroom Instruction: • Reading-small group instruction implemented • Core Knowledge Language Arts curriculum and training implemented • Ready Math curriculum and training • Explicit Phonics, Depth of Knowledge questioning, structured literacy, EL strategies,/dyslexia training, effective centers -training in each • Coaches help with lesson plans, and provide lesson feedback as well as modeling of best practices in instruction • Educational consultant works with first year teachers • Grade level meetings: working toward a PLC model
SPCSA staff assessment based upon findings during site evaluation.	All four of the recommendations from above have been addressed. Each is formally addressed within the strengths, challenges, and recommendation section of this report. The Deficiency has been fully addressed as measured by the Elementary school index score, and the improvements to both the learning environment and classroom instruction as noted in the classroom observation rubric and the written notes about the observations on page 12 of this report. <u>No Deficiencies remain in place at this time.</u>

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 are described within the body of the report and summarized here.

- Several changes have been implemented to improve the quality of instruction at the Somerset North Las Vegas campus. There is an urgency among school leaders and teaching staff to implement methods to increase student achievement. To this end, staff has added a single curriculum-Core Knowledge, for all grades to better implement English Language Arts instruction. Staff uses i-Ready data to track and provide student interventions and to incentivize students to pass lessons. Data from i-Ready is used to create small group instruction and provide instructional interventions. Leaders, staff, and students reported improved levels of student engagement and the evaluators rated 14 of 26 classrooms as “Distinguished” in the area of student intellectual engagement in learning. An emphasis on student movement has been noted and was observed on the day of the evaluation. In addition, staff spoke about improved lesson pacing and evaluators took note of several instances of high levels of student engagement due in part to excellent lesson plan and pacing at a given grade level.
- A new school leader was hired last spring of 2022. A welcoming and positive school environment has been created in addition to a more positive school culture. Teachers reported having high levels of job satisfaction during the staff focus group. The school leader has removed extra expectations such as decorating a bulletin board each month, and instead rallied the staff to focus time and effort on outstanding instruction and high levels of student learning. The school leader requested feedback from the staff at mid-year and staff reported that they support the new leader and feel dedicated to their students and the families. The small group instruction, and increased numbers of instructional aides as well as four coaches and one educational consultant have provided strong levels of support to teachers and students. The school building has been transformed and has a new improved atmosphere. There is new paint and lighting throughout the building. New school decals are strategically placed and visible and the school is maintained in a clean and orderly fashion. A new custodian was hired and each teacher was given a budget to spruce up their classrooms to begin the new school year. The families, staff, and students take pride in the school.
- The professional learning at the North Las Vegas campus has been thoughtful. Learning topics were selected to strategically address previous concerns. There was ample evidence that new learning was implemented within the classroom settings per pages 11-14 of this report. Of the 26 classrooms rated, 15 were rated “Distinguished” in the area of Classroom Learning Environment, and 15 were rated “Distinguished” in the area of Creating a Culture for Learning. Other ratings indicate 13 classrooms were rated “Distinguished” in the area of student awareness of learning goals and 12 were rated “Distinguished” in the area of students understanding the purpose for learning. Professional Development topics included small group reading, Core Knowledge, Ready Math, Explicit Phonics, Dyslexia, effective centers, positive behavior intervention supports and MTSS through the SPCA.

- Strong levels of support for both students and teachers has been provided during this school year. These include a grades K-2 instructional coach, as well as a grades 3-5 instructional coach, a data coach and a math coach. An educational consultant has been hired and provides strong support to all staff with a focus on first year teachers. It is important to note that coaches help with lesson planning, provide lesson feedback, and model best practices in instruction. School leaders, the educational consultant, and the coaches attend select PLC meetings to provide guidance and support and to answer questions for grade level teams. School staff are working toward a strong PLC model. The leadership team provides a weekly newsletter with instructional and behavior management strategies and ideas which is designed as another way to support Distinguished classroom practices.

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.

- The North Las Vegas campus is operating under a Deficiency issued during the previous 21-22 school year due primarily to classroom management issues as well as the need to improve Tier 1 instruction. The school has developed a plan to address this and have been implementing the plan since spring of 2022. The plan addresses changes to instructional methods and classroom environment and management, but remains an ongoing priority for the school.
- Chronic absenteeism continues to be a challenge at this school. It is important to note that members of the leadership team and school staff are focusing on improvement in this area.
- A focus on continued improvement in student proficiency and higher levels of student achievement continue to be a challenge at this campus. It is noted that significant instructional improvements were observed during the classroom observational portion of this evaluation.
- Continued efforts to bring levels of positive student experiences within the classroom to higher levels as measured through positive reinforcement of rules, re-teaching expectations, and adults modeling calm and kind behaviors is still a challenge. It is important to note that significant improvements in this area have taken place; however, this area remains a challenge in terms of a few individual members of the teaching staff. In addition, sustainability of improvements is a challenge.

RECOMMENDATIONS

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

- Continue to work on strategies to improve chronic absenteeism. The North Las Vegas campus chronic absenteeism rate is high as compared to the SPCSA average. Chronic school absenteeism has been identified as a precursor to undesirable outcomes in adolescence, including academic failure, school dropout, and juvenile delinquency. Consider creating a task force or working group that focuses on key educational strategies to improve school attendance. Some schools have encountered success by tapping community resources, celebrities, mentors, and businesses to encourage students as early as kindergarten to go to school more regularly.
- It is recommended that the Somerset North Las Vegas campus continue to pursue Multi-Tiered System of Support practices. The supports have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address academic and classroom management concerns. This continued school-wide effort may result in improvements to classroom environments, lower levels of chronic absenteeism, and a continued emphasis on positive relationships between families, students, staff, and school leaders.
- Continue efforts to sustain and build upon instructional best practices. Significant improvements within a short period of time have taken place. Continue to monitor instruction and provide high levels of support and coaching. As this school year comes to an end and another begins, continue to retain highly motivated and skilled instructional staff. SPCSA evaluators recommend the previous deficiency be removed, however, it is suggested that school leaders and staff continue to implement both instructional and behavioral supports to reach sustainability and progress in these areas.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset North Las Vegas during this site evaluation.

DEFICIENCIES

The previous deficiency has been resolved at this time. SPCSA staff did not identify any new deficiencies for Somerset North Las Vegas during this site evaluation.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: North Las Vegas Campus

Site Evaluation Report: November 6, 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

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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 conducts 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.

Improved index score on the Nevada report card

One area of strength for Somerset Academy North Las Vegas is the improved index score on the 2023-24 Smarter Balanced Assessment Consortium¹ (SBAC) test. According to the Nevada School Performance Framework² (NSPF), the school's star rating for the 2023-24 school year improved from a one-star rating of 24.5 index score from the previous year to a two-star rating with an index score of 46. In the Growth Indicator section, the school improved its score from 9.5 out of a possible 35 in 2022-23 to 20 out of a possible 35 in 2023-24. This improvement indicates Somerset Academy North Las Vegas's commitment to improving instruction to address student growth. Specifically, the school's median growth percentile³ (MGP) improved from 41 to 49 in math and 40 to 60 in English Language Arts (ELA).

The SPCSA formally acknowledges the significant increase, contributing to their overall gain of 21.5 index points from the previous year and nearly achieving a three-star rating. This recent success is a testament to Somerset Academy North Las Vegas's dedication to continuous improvement, laying the groundwork for the potential for greater achievements in the future.

Focus on improving academic instruction by the school's leadership team

Somerset Academy North Las Vegas's emphasis on improved academic instruction is a relative strength. The school employs four instructional coaches assigned to specific grade levels to support teacher development organized to enhance instructional practices. Also, the school added a math response to intervention⁴ (RTI) interventionist and Tier-3⁵ (ELA) interventionist as part of their improvement plan presented to their board at a recent board meeting. This comprehensive improvement plan included the creation of two math and ELA class sections to close achievement gaps and ensure Tier-1⁶ teaching is happening across the grade levels. Additionally, student achievement data has been utilized to differentiate small-group instruction in ELA and math. Lastly, teachers are offered research-based professional learning opportunities based on current data trends designed to improve instruction.

¹ SBAC stands for Smarter Balanced Assessment Consortium, a group of states that created online tests to measure student progress in English language arts (ELA) and math.

² The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).

³ The median growth percentile (MGP) is a metric that summarizes how well a group of students is growing compared to other groups.

⁴ Response to Intervention (RTI) is a school-based strategy that helps identify and support students who are struggling academically or behaviorally.

⁵ Tier-3 instruction is a highly individualized and intensive intervention for students who are struggling academically, socially, emotionally, or behaviorally.

⁶ Tier-1 instruction is the foundational teaching and learning strategies that are provided to all students in a grade level. It's also known as core instruction or universal support.

Departmentalization

A strength of Somerset Academy is its use of departmentalization⁷ in grades three, four, and five, which allowed teachers to specialize in teaching a specific content area versus having to teach multiple subjects. A staff member emphasized that focusing on teaching one content area, like math, as compared to various subject areas, has significantly decreased the workload, which allowed her to concentrate intensely on that subject. Another benefit to departmentalization is that it provides an efficient framework with added flexibility to create intervention groups to support student learning in targeted areas. A leadership team member commented that grade-level teams have aligned schedules, which allow for the quick implementation of targeted student group interventions with minimal wasted transition time.

Use of curricular resources and educational tools

Somerset Academy North Las Vegas focuses on using its curricular resources--specifically, Core Knowledge of Language Arts⁸ (CKLA) and 360-degree math⁹--with high fidelity, which is a strength for the school. A leadership team member discussed that the CKLA program offers research skills and real-life vocabulary. The school highlights the end of each unit with an activity. For instance, a unit focusing on teaching the human body parts culminated with a themed celebration allowing students to wear scrubs and masks, and classrooms transformed into operation rooms reinforcing relevancy. The school also utilizes an observe-for-success tool to document classroom observation data to ensure teachers are supported and practices are aligned. Lastly, a leadership team member created a standards tracker based on the Smarter Balanced Assessment Consortium (SBAC) and the Common Core State Standards¹⁰ (CCSS) to ensure student's progress for specific standards is measurable and tracked, so teachers can make instructional adjustments to meet the needs of each student.

Instructional coaches

Somerset Academy North Las Vegas has concentrated on continually improving instruction on its campus, and one strength is its instructional coaches. There are four coaches. Three coaches are assigned to support grades K to two, and one coach supports grades three to five. Their roles of supporting teachers are comprehensive, and include modeling lessons, co-teaching, observing and providing feedback, assisting with curriculum implementation and lesson plan design, providing professional development, data analysis, and planning for intervention groups.

The administration's ability to build capacity

The principal of Somerset Academy North Las Vegas has a natural ability to develop the staff's skills effectively, which is an asset to the school community. A leadership team member shared her story of

⁷ Departmentalization in elementary school is a classroom structure where teachers specialize in one or more subjects and teach those subjects to multiple groups of students.

⁸ Core Knowledge Language Arts (CKLA) is a language arts curriculum that helps students develop skills in reading, writing, listening, and speaking.

⁹ 360-degree math is a highly structured approach to teaching math. The elements of this approach are based on social, neurological, and educational research.

¹⁰ The Common Core State Standards (CCSS) are a set of academic expectations for students in English language arts and math from kindergarten through 12th grade. The standards are designed to help students be prepared for college and careers.

wanting to leave the field of teaching a few years ago. The principal reached out to her with a detailed plan of empowerment, and currently, she is an instructional leader on the campus, sharing her skill sets to lead grade-level teams. The principal effectively leverages the individual skill sets of staff and encourages them to lead professional development in areas of expertise, allowing staff members to build their capacity and contribute to the school's improvement efforts.

English language proficiency

An area of strength for Somerset Academy North Las Vegas is its English language learners' high rates of meeting their adequate growth percentiles¹¹ (AGPs). The school's percentage of students meeting their AGPs on the World-Class Instructional Design and Assessment¹² (WIDA) is 58.8, above the district rate of 48.4, which earned the school 10 out of 10 points in the English Language Proficiency Indicator in the 2023-24 NSPF. The prior year 2023, the school's AGP was at 29.7, which earned 1 point out of a possible 10. The SPCSA recognizes the school's effort, which is a testament to the student's hard work, and highlights the school's leadership's commitment to supporting the language needs of English language learners that they have made such significant progress. Students meeting their growth targets should be on track to become proficient in English and exit English language learner status in five years.

Multi-tiered support system-Project AWARE

Somerset Academy North Las Vegas's strength is its commitment to implementing a multi-tiered support system¹³ (MTSS). Every Student Succeeds Act (ESSA) instructs schools to adopt MTSS as a comprehensive continuum of evidence-based, systemic practices to support a rapid response to student needs. The school participates in Project AWARE¹⁴ (Advancing Wellness and Resiliency in Education), a five-year grant program focused on increased awareness and access to mental health professionals, clinical health specialists, and related community partnerships for SPCSA schools. Based on a public health model, this partnership implements mental health-related promotion, awareness, prevention, intervention, and resilience activities to ensure that students have access to and are connected to appropriate and effective behavioral health services. The school's proactive approach, along with Project AWARE's resources, allows the school to provide tiered services for students.

Staff and student retention rates

School leadership reports that only six teachers departed from the previous year, marking the lowest rates in years. Staff retention is a strength of Somerset Academy North Las Vegas. Retaining quality school personnel can contribute to school stability. U.S. Secretary of Education Miguel Cardona emphasizes how crucial teacher retention is as teacher shortages continue nationwide. The Somerset North Las Vegas leadership team recognizes the importance of retaining qualified staff and providing

¹¹ Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

¹² WIDA, or the World-class Instructional Design and Assessment, is a consortium of states in the U.S. that are dedicated to the design, and implementation of standards, and opportunities for English language learners.

¹³ MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

¹⁴ The purpose of Project AWARE is to develop a sustainable infrastructure for school-based mental health programs and services.

them with professional development. Regarding student retention, the leadership team discussed that student retention has also decreased, adding to stability in the student population.

School culture

Somerset Academy North Las Vegas's positive school culture is an area of strength. Every focus group highly emphasized the school community's connectedness and its value of respect. The leadership team has focused on building a positive school culture with high academic and social expectations for students and staff.

Diversity

The diversity of the students and staff, with their varying characteristics, backgrounds, skills, and traits, is a strength; it provides the school with unique perspectives and promotes a sense of inclusion and community.

Clean and safe facility

Somerset Academy of North Las Vegas has a clean, well-kept, safe facility, which helps the school support its mission of creating an engaging environment.

Robust board support

Robust board support at Somerset Academy North Las Vegas is exemplified by a dedicated liaison for the school, which ensures personalized attention and consistent communication. This long-standing commitment from the board provides the school with tailored resources, guidance, and support that meet its unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of the school's distinct culture and challenges.

Site Evaluation Findings: Challenges

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

Chronic absenteeism

Chronic absenteeism continues to be a challenge for Somerset Academy North Las Vegas. According to the most recent Nevada School Performance Framework's (NSPF) student engagement indicator, the school's chronic absenteeism is 18.3 percent, up from 16.6 percent the previous year. Reducing the rate ensures students receive consistent access to quality instruction. The NSPF rewards schools with an additional point for demonstrating an improvement of at least ten percent over the prior year's performance for chronic absenteeism in the student engagement indicator of the NSPF. It is important to note that members of the leadership team and school staff are focusing on improvement in this area.

Filling achievement gaps

Somerset Academy North Las Vegas faces the challenge of addressing achievement gaps¹⁵, particularly in math and science. The NSPF report's closing opportunity gap' section shows that the school's AGP rate in math is 14.2, below the district average of 22.5, and has declined from the previous year. The school's science proficiency rate in the academic achievement indicator section is 9.8, below the district rate of 21.2. As stakeholders, the school's leadership team plays a crucial role in addressing these issues and ensuring the academic success of all students.

Parent involvement at academic events

Another challenge noted by the leadership team is parental involvement at academic events. The leadership team appreciates parent attendance at non-academic events but wants to increase participation at events featuring academic achievements.

¹⁵ Achievement gaps are disparities in academic performance between groups of students, such as those grouped by race, ethnicity, gender, or socioeconomic class.

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.

Tier-1 instruction

The SPCSA staff recommends that the Somerset North Las Vegas leadership team continue to build upon their recent improvement efforts, as reflected in the most recent NSPF report. Utilizing all the support of the Somerset Academy charter umbrella, including their educational consultants, will be essential. A commitment to continuous improvement and securing sustainable systems and structures that promote high-quality Tier-1 instruction can be a foundation for academic progress for the students of Somerset Academy North Las Vegas.

Tier-2 and 3 closing achievement gaps

The SPCSA staff recommends that the Somerset North Las Vegas leadership team continue to refine Tier-2 and Tier-3 small group instruction to close achievement gaps, which are disparities in academic performance between different groups of students. Instructional teams can identify learning gaps through regular assessment and data analysis. Closing achievement gaps can improve the school's star ratings on the NSPF, explicitly increasing the math AGPs of prior non-proficient students and raising the school's science proficiency rates from 9.8 toward the district rate of 21.2.

Reducing chronic absenteeism

Another SPCSA recommendation is to decrease the rates of chronically absent students at the Somerset Academy North Las Vegas campus. 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. As noted on its website, the school may consider leveraging its Family University Program to engage families in discussions on the importance of school attendance. Family University offers a variety of courses, workshops, training, and coaching to help families with their children's academic, emotional, and social development. This inspiring program has helped families nationwide to equip parents with knowledge and skills to become proactive in their children's learning. Also, referring to Senate Bill 249¹⁶, which ensures students absent for behavioral health-related reasons may be excused from attendance, helps confirm accurate attendance records.

¹⁶ Senate Bill 249 was signed into law which allow mental and behavioral health professionals to excuse student absences from school and gives every student three mental health days.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Somerset Academy North Las Vegas during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies in Somerset Academy North Las Vegas 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 ¹⁷	2
Family Members, Parents, and Guardians	12
Faculty and Staff	12
School Leadership	7
Students	8

¹⁷ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Laws by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academics, the charter network's Educational Management Organization¹⁸ (EMO), and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academics's effectiveness. A member shared that the governance board is pleased with their EMO overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

¹⁸ An Education Management Organization (EMO) is a term of art describing a for-profit entity that manages schools.

Focus Group Summary: Family Members, Parents, and Guardians

Twelve family members participated in the family focus group. They discussed their child's recent success and its positive impact; responses included making the honor roll, enjoying school, feeling safer, and increasing academic skills. One parent emphasized her child's unbelievable academic jump and commended the school for having high expectations. Another parent discussed how her child is pushed and challenged. A parent mentioned that her daughter loves school and does not want to miss any days.

The families noted their appreciation for the school and its staff. A participant shared that the school has a strong sense of community with caring teachers who communicate regularly. One parent shared, "Teachers make things very engaging." Another participant added that the teachers are accessible and promptly respond to emails and ClassDojo¹⁹ messages.

The participants were asked to share how the school communicates its attendance policy and expectations to them. The group strongly agreed that the administration clearly and effectively emphasizes the significance of daily attendance. Group members conveyed that when students miss school, the school communicates promptly and in multiple forms, such as emails and phone calls. The group also discussed how they could help the administration support the school's effort to encourage families and their children to attend school regularly.

Members of the focus group mentioned several recommendations for the school's leadership team to consider. A few parents mentioned increased volunteer opportunities for families in the classroom, and assisting with field trips would be valued. Several discussed their wishes to have a kindergarten to 8th-grade campus. A few parents discussed having virtual options for all school-related events, and several addressed the need to receive updated communication on the types of school programs available as the school year progresses.

¹⁹ ClassDojo is an online platform and app that helps teachers, students, and families connect and collaborate in the classroom.

Focus Group Summary: Faculty and Staff

The participants of the staff focus group conveyed their insights regarding the school's improvement efforts. A theme that emerged is the administration's commitment to supporting staff, specifically ensuring their workload is manageable. A staff member shared, "I've been here for six years, and we have more licensed teachers than in the past; the overwhelming workload that we have been expected to do as teachers has decreased. I feel like our admin and coaches are supportive". Another staff member shared that the administration takes the time to support teachers and feels they invest in their educators.

The group was asked to share and reflect on the progress they have noticed in their professional practices. Group members discussed the instructional coaches' positive impact on improving their teaching. A staff member stated, "I like how the coaches teach us to teach the standard and to extend it." Another staff member shared that watching other teachers teach has helped her become a better teacher. Several staff members shared their appreciation for not having to supervise lunch or recess, allowing more time for them to focus on their teaching.

Participants discussed the school's focus areas, which include intervention groups to address learning gaps and their PLC process. Members shared that the school's meticulous use of data ensures that small-group interventions are provided to address learning gaps. Regarding the PLC process, meetings are collaborative and supported by instructional coaches. Also, there is an emphasis on departmentalization in grades three, four, and five, which has allowed teachers to focus on teaching one content area.

Members of the focus group discussed the school's MTSS and positive behavioral interventions for students. A few members emphasized the importance of establishing rapport with their students, positively impacting their teaching. A few emphasized the school's effort to support students by conducting weekly meetings to discuss student concerns. The group mentioned that the School Support Team²⁰ (SST) is crucial in assisting their students and addressing their social and emotional needs.

²⁰ A Student Support Team (SST) is a group of educators, administrators, and other staff that regularly meet to help students who are struggling or at risk.

Focus Group Summary: School Leadership

The school leadership provided a comprehensive review of the school's improvement efforts. Despite the gains in their most recent Nevada Report Card, the leadership team's commitment to sustaining successes and making necessary adjustments for continued improvements is a beacon of hope for the school's future. The group emphasized the importance of vertical alignment²¹ to ensure high levels of rigor and accountability in teaching the grade-level standards. The school's provision of four instructional coaches, one for grades three, four, and five, and a coach for every primary grade (K-2), is a testament to their dedication to supporting teachers and refining their instructional practices.

The principal, a firm believer in the power of a positive school culture, is dedicated to building staff capacity. She believes promoting a healthy school culture is vital for the school's sustainability. It is the belief of the leadership team that building staff and teacher capacity is foundational to the leadership team's belief. A few members stated, "Our goal is to make the teachers experts." The team has implemented specific strategies such as modeling lessons, coaching cycles, data analysis, and regular professional development sessions. A typical pattern at the school is professional development provided by teachers who have excelled at implementing these strategies. The school leader discussed her value of empowering each staff member to grow and reach their highest potential.

When asked to provide an update on chronic absenteeism, the leadership team shared their efforts, which included same-day phone calls to families stressing the importance of attendance, emails, messages on class dojo, and school-wide and classroom incentives. A school leader also discussed conducting detailed data analysis on trends, including when students miss instruction.

The school leadership shared their efforts to improve the implementation of MTSS. Academic tiered supports are clearly defined and unique to each learner. Behavioral and social-emotional supports are provided based on individual needs. The group emphasized using restorative circles and the importance of trauma-informed practices²² (TIPs).

²¹ Vertical alignment is a teaching method that ensures students learn skills and knowledge in a logical order, from basic to advanced, as they progress through school.

²² Trauma-informed practices (TIPs) are a set of policies and actions that help students who have experienced trauma and aim to prevent re-traumatization.

Focus Group Summary: Students

Eight students participated in the focus group at Somerset Academy North Las Vegas. When asked how teachers help make you a better person, one student replied, “When I was struggling and didn’t know the math, my teacher helped me so now I can do it better.” Another student spoke about how his teacher helped him paraphrase something, commenting that asking for help is okay. Students expressed they feeling comfortable going to their teachers for academic and emotional help. Many students said their teachers know them well. One student mentioned, “You can always ask the teachers for help in case you don’t understand. The teachers here care about us, and they will always take their time to show you the right way. They push us. They help us do hard things.”

Students talked excitedly about their passion for the methods used in 360-degree math. They indicated they could speak to the other students next to them during that instructional time if they didn’t understand the concept. One student said, “We get to stand up. We can check our work with other students and see if they got the same answer, and we get to discuss the math.” The SPCSA site evaluation team observed highly engaged students learning about math with the 360-degree method in classrooms.

Students indicated that they felt safe and that coming to school was important. They referenced that their teachers and leaders frequently discuss ensuring they get to school daily. Students discussed how they need to be at school to take notes and tests. One student replied, “Our attendance matters. If I don’t come to school, I may miss something important.”

If students were the principal for the day, they had several ideas about how they could make Somerset Academy North Las Vegas a little better. Several indicated they would like more dress-up days, as they already get to do in some class celebrations. A student said, “I would make clubs. There are sports, but no book clubs, leadership clubs, or game clubs.”

Some 5th graders in the focus group discussed their concerns about where they will attend school starting next year, as Somerset Academy North Las Vegas is a K-5 school. A few stated they are on the waiting list for other Somerset schools, such as Somerset Academy Sky Pointe and Somerset Academy Losee. They are really hoping to be admitted so they can continue the positive path in their education they started at Somerset Academy North Las Vegas.

Classroom Environment and Instruction Observation Rubric

A total of 31 elementary school 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 24	TOTAL: 3	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 teachers' 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: 2	TOTAL: 26	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 31 elementary school 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 1	TOTAL: 26	TOTAL: 2	TOTAL: 0	TOTAL: 2
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 1	TOTAL: 20	TOTAL: 8	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 31 elementary school 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: 1	TOTAL: 20	TOTAL: 9	TOTAL: 1	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 4	TOTAL: 15	TOTAL: 7	TOTAL: 0	TOTAL: 5

Classroom Observations and Additional Comments

There were 24 students and one teacher in this mid-level elementary classroom. Before handing out a minute math test, the teacher used CHAMPS to prep students. The teacher has a positive relationship with her students and is comfortable taking the test.

In a 5th-grade ELA classroom, the teacher provided instruction focused on standard Reading Literature (RL) 5.1. The teacher introduced the standard by asking the students what the standard wanted them to do. One student answered, "To quote from the text accurately." The students were highly engaged as the teacher introduced the assignment, which was displayed on the screen. The teacher's pacing, use of academic vocabulary, and checking for student understanding were highly effective.

Several instances of mathematical academic vocabulary were used in one classroom. Some examples were communicative property, factors, products, labeling, and strategies. Students were able to refer to these as they worked.

Students in one lower elementary class were encoding consonant, vowel, consonant (CVC) words by blending sounds. The teacher asked if students could do the task independently, and most were engaged in completing it.

In an upper elementary grade classroom, the students engaged in a teacher-led discussion on artifacts. The teacher introduced the task effectively using questioning techniques and reviewing expectations displayed on the board. The teacher also provided the context of the task, reviewing previous assignments.

Students practiced the election and voting process by choosing their favorite character in a story on a ballot. They tallied the results on a chart together. Two teachers did SEL check-ins very fast with students who were angry about something. The check-ins were respectful and quiet, and the teacher's clarity was excellent.

In an upper elementary math class, the students were actively working on a group challenge math problem. All students were highly engaged as the teacher walked around the room checking on student work and providing high-quality feedback on improvement.

Students were highly engaged in an i-Ready²³ math assignment. Each student was learning on their individualized path. As they needed strategies for solving math problems, students wrote with a marker to work problems out and pulled out various math tools, such as a number line, without being prompted by the teacher. All students were engaged in the learning. One student stated she was working on a math question.

²³ i-Ready provides individualized interactive lessons that address the learning needs of each student.

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 work on strategies to improve chronic absenteeism.	The Somerset North Las Vegas leadership team has actively worked to reduce chronic absenteeism. Their efforts include regularly communicating with families on the importance of attendance, same day follow up phone calls to students who miss school, examining required daily instructional minutes to meet attendance guidelines, attendance incentives, and conferencing with families. Noted are the rates: 2022-23 16.6%, 2023-24 18.3%.	The SPCSA staff understands the gravity of the issue and recognizes the school's effort to decrease chronic absenteeism. The plans shared to address the problem can serve as the foundation for decreasing absent student rates moving forward.
It is recommended that the Somerset North Las Vegas campus continue to pursue Multi-Tiered System of Support practices. The supports have the potential to provide staff access to Tier-1, 2, and 3 training and resources to address academic and classroom management concerns.	The school leadership team's commitment to implementing a school-wide MTSS is evident in their participation in the Project AWARE Grant. This external support and their emphasis on improvement have allowed them to focus on a streamlined system that ensures students receive tiered behavioral and academic support. The team has outlined comprehensive behavioral services, including trauma-informed and restorative practices, and detailed their tiered academic supports, which are crucial for student success.	The SPCSA acknowledges Somerset Academy North Las Vegas's commitment to implementing a school-wide MTSS for all students, and their much-improved MTSS. Their improved tiered support system ensures students receive timely assistance and provides a framework for the school staff and families to work together systematically. The partnership with Project AWARE is time-limited for five years. Thus, the school must prepare sustainability measures after the grant expires. This forward-thinking approach can ensure the school has the internal capacity to sustain infrastructure to support school-based mental health programs and services, thereby maintaining progress.

Continue efforts to sustain and build upon instructional best practices.	The leadership team provided a detailed outline of their instructional focus, emphasizing using curricular resources, data-informed decisions, and coaching cycles to improve instructional practices.	The SPCSA recognizes the unwavering commitment of the Somerset Academy North Las Vegas leadership team and its stakeholders to improving instructional practices. The school's improvement efforts have significantly enhanced the NSPF from a 1-star 24.5 index score to a 2-star 46 index, four points shy of a three-star rating. The SPCSA emphasized building upon the success and implementing sustainability measures to ensure an upward trajectory. Essential to sustainability will be the continued development of the staff and retaining highly qualified teachers, institutional coaches, and leaders.

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.



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Sky Pointe

Evaluation Date: 1/25/2023

Initial Draft Report Date: 3/28/2023

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/25/2023 at Somerset Academy Sky Pointe (Somerset Sky Pointe). 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 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 Organizational 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

Somerset Academy Sky Pointe is located in Las Vegas, Nevada in a facility at 7038 Sky Pointe Drive. The school serves 2,114 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of name of school is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

ACADEMIC PERFORMANCE

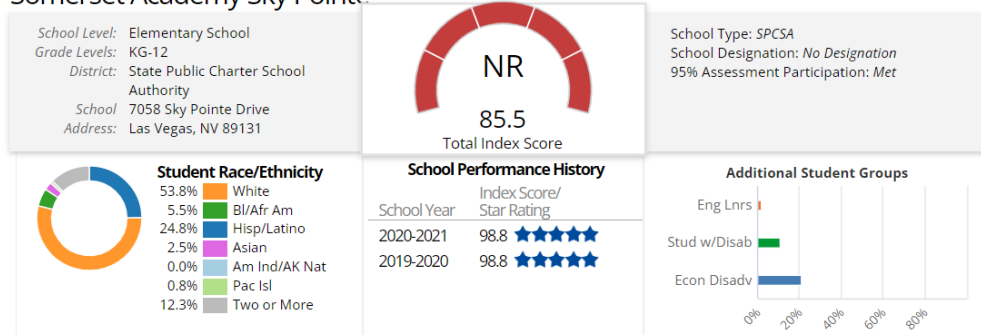
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy Sky Pointe

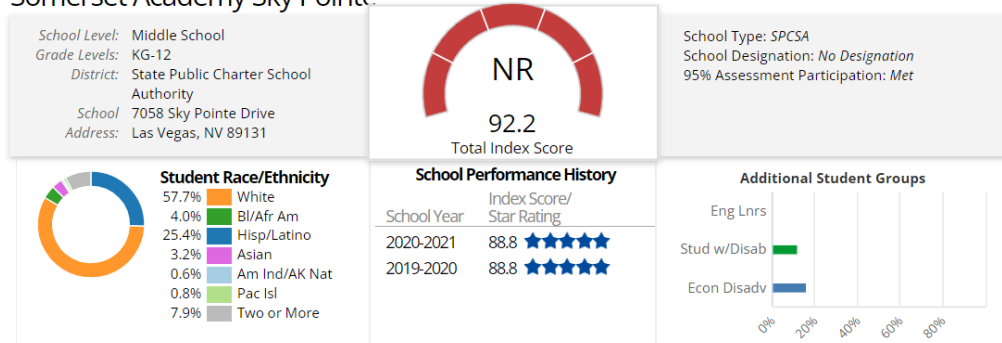
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy Sky Pointe

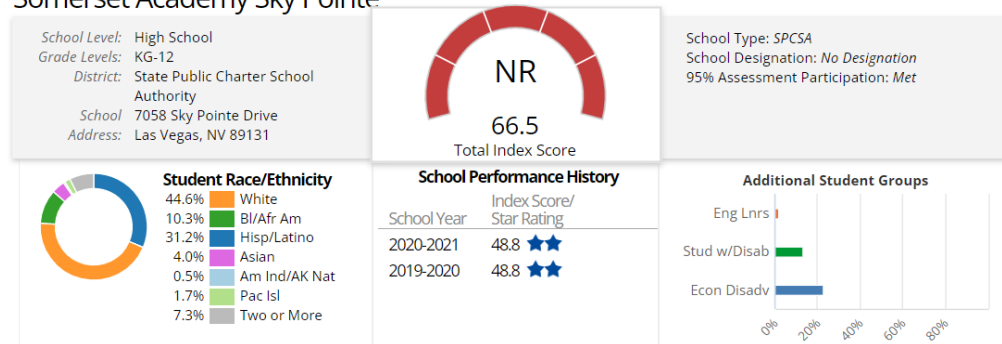
School Year 2021-2022 Nevada School Rating



High School

Somerset Academy Sky Pointe

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	61.2	49.2	51.1				
American Indian/Alaska Native	-	28.5	37.6				
Asian	54.5	72.8	70.4				
Black/African American	45.0	30.3	35.7				
Hispanic/Latino	51.6	37.9	42.7				
Pacific Islander	-	47.2	50.9				
Two or More Races	57.9	55.6	57.5				
White/Caucasian	68.0	60.7	61.3				
Special Education	26.0	26.3	32.1				
English Learners Current + Former	23.0	34.9	39				
English Learners Current	18.1	25.5					
Economically Disadvantaged	48.6	35.6	42				

ELA Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	62.1	55.4	59.2				
American Indian/Alaska Native	-	40.8	45.4				
Asian	54.5	74.9	76.7				
Black/African American	65.0	39.8	45.4				
Hispanic/Latino	56.1	45.1	50.8				
Pacific Islander	-	53.7	60				
Two or More Races	56.0	61.5	66.2				
White/Caucasian	66.8	65.5	69				
Special Education	23.9	25.5	33.5				
English Learners Current + Former	23.0	37.4	44.4				
English Learners Current	9.0	24.4					
Economically Disadvantaged	51.3	42.8	49.4				

Middle School

Math Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	54.4	36.5	39.7				
American Indian/Alaska Native	-	36.3	31.9				
Asian	66.6	62.7	60.6				
Black/African American	38.8	18.2	27.3				
Hispanic/Latino	41.4	26.4	32.8				
Pacific Islander	-	28.3	40.1				
Two or More Races	67.2	41.8	43.6				
White/Caucasian	59.3	48.1	49.8				
Special Education	14.2	9.7	22.7				
English Learners Current + Former	-	20.1	24.2				
English Learners Current	-	7.6					
Economically Disadvantaged	48.6	23.9	32.7				

ELA Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	68.2	57.3	56.4				
American Indian/Alaska Native	-	53.7	46.3				
Asian	86.6	79.0	77.1				
Black/African American	66.6	41.1	40.9				
Hispanic/Latino	61.0	48.2	47.9				
Pacific Islander	-	53.3	55.5				
Two or More Races	74.2	64.6	63.2				
White/Caucasian	70.1	67.2	68				
Special Education	20.4	18.0	25.8				
English Learners Current + Former	-	38.8	28.1				
English Learners Current	-	16.7					
Economically Disadvantaged	63.8	45.9	47.1				

High School

Math Proficient				Math Proficient Points Earned: 4.5/10		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	25.3	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	10.5	10.2	22.5			
Hispanic/Latino	8.9	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	35.7	31.9	40.11			
White/Caucasian	35.0	33.8	47.04			
Special Education	8.3	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	12.8	14.6	27.8			

ELA Proficient				ELA Proficient Points Earned: 9.5/10		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	55.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	26.3	40.6	34.82			
Hispanic/Latino	37.5	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	78.5	60.5	60.16			
White/Caucasian	68.3	65.7	64.14			
Special Education	17.3	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	35.8	43.4	40.77			

SPCSA Academic Performance Framework

Geographic Comparison Report

Elementary School

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 36.4 between school (85.5 points) and comparison district (49.1 points).
NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)	
15/15	NSPF score difference of 26 between school (85.5 points) and comparison school (59.5 points).

Middle School

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 47.5 between school (92.2 points) and comparison district (44.7 points).
NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)	
14/15	NSPF score difference of 24.7 between school (92.2 points) and comparison school (67.5 points).

High School

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)	
3/10	NSPF score difference of 3.7 between school (66.5 points) and comparison district (62.8 points).
NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)	
3/15	NSPF score difference of 0.5 between school (66.5 points) and comparison school (66 points).

SPCSA Academic Performance Framework

Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)	
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.	
7/15	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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95\%$.
4/5	School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.
1/5	School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

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 Gr6-8 FRL rate of $> 95\%$.
4/5	School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 11.9%.
2/5	School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.6%.

High School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)	
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.	
8/15	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 ≥ 20 to $< 30\%$ compared to district Gr9-12 FRL rate of $> 95\%$.
5/5	School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 IEP rate of 10.3%.
2/5	School EL rate of $< 5\%$ compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	10	30 minutes
School Leadership	12	30 minutes
Staff	13	30 minutes

Governing Board¹:

- The board of directors for Somerset Charter schools “meet once every other month and as often as needed to execute” their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “some schools have designated personnel who contact parents, some schools have personnel that will email home, others have created incentives at school.” Another board member indicated one approach the board has taken, “We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica, is evaluated yearly. “The lead principal for Somerset Charter Schools develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Nevada charter; Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, ; Somerset Academy of Las Vegas- Lone Mountain, ; Somerset Academy of Las Vegas – North Las Vegas, ; Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe , and Somerset Academy of Las Vegas – Stephanie.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Parents reported their children being eager to share the activities they participate in at school as well as what they are learning. Parents in the focus group said their children use the vocabulary of the classroom and describe in detail what they are learning. One parent of a high school student said their child usually begins their learning conversations by asking, “Hey, did you know...?” and then will tell the parents what they have learned. Parents indicated that on Friday they receive packets of assignments and can see what the students learned that week. Parents of middle-schoolers and high schoolers said their children complete more academic work on computers rather than on paper, so they do not see as many paper copies of assignments coming home from their older students. Families indicated the school communicates through a variety of media, including, the school’s website and weekly newsletter, email, text blasts, as well as software applications such as Class Dojo. Many parents said the amount and quality of information from teachers through Class Dojo was mixed. “Some of my children’s teachers are consistent with communication and I know what is happening and what dates are coming up that are important. Some of the other children have teachers that don’t use Class Dojo at all.” A few parents agreed and described their disappointment with communication in selecting electives for middle-school students. “Selecting electives could have been communicated better. Parents weren’t fully aware of how students chose and what the electives were; or even when students chose their classes,” one parent reported while several others nodded in agreement. Another parent said, “The school even created a few interventions were created and we weren’t notified. I thought communication could have been facilitated better.”
- Parents said it was very important to them that they trust those who are caring for their children. Parents described feeling comfortable on campus and appreciated the ways in which the school bridged parental concerns. “Teachers make an effort to support students to feel safe, comfortable, and emotionally okay.” Parents appreciate they can volunteer and help and see their child’s classroom. Parents said there is “an all-hands-on deck approach” to campus responsibilities. One parent reported, “The principal will direct traffic, administration will focus on the children’s needs and, not their own personal conversations, with adults. The focus is on the children.”
- Parents readily expressed appreciation for the sporting opportunities offered to all grades at Somerset Sky Pointe. Parents mentioned their children participate in basketball, baseball, soccer, and football. One parent said, “If enough people are interested, the school will create the team to accommodate the students’ desires.” Another parent said, “I like the ability children have to make multi-age friends when on a sports team. Those communication skills and relationships are important and will serve them well in life.” Families value the middle-school mentoring program that partners eighth graders with sixth graders to assist them in acclimating to middle-school. Other extra-curricular activities offered by Somerset Sky Pointe according to parents include the school leadership program, called Lighthouse, dance, violin, and cheer.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students said they learned about the school-wide expectations as well as classroom behavioral expectations at the beginning of the year. “We received a syllabus, and the teachers went over the expectations. We also have visual reminders posted in the classrooms.” A second student said, “Throughout the year, we also review the rules of behavior. If our class is warned that we are misbehaving, the teacher will go over the rules with the whole class.”
- Students were asked to describe how and when they demonstrate ownership of their learning during class time. High school students in the focus group indicated, “We don’t really get to take ownership of our learning in the advanced placement classes. We listen to a lot of lectures.” Many students agreed this was not just something happening in advanced placement classes. One student said, “There is one teacher that allows us to volunteer and lead a class session in high school.” Students in the focus group were vocal in sharing they felt there are many activities or lessons that are very teacher directed and/or busy work. “Most teachers create slides and then read from the slides.” Some students said they get to share information with their peers “only on special occasions.” One student said, “It would be nice if we could have more of a voice in decision making.” Every student in the focus group agreed with this statement. A second student shared, “I am on student council, and we do not have a voice in decisions. As a representative of the students, I can’t represent students when we don’t get a voice in shared governance.”
- Students said they feel respected in class when teachers keep students engaged in the instruction and did not speak in a condescending or sarcastic manner. Several students agreed with this statement and also valued being treated like adults. Another student said, “I feel respected and seen when teachers set boundaries but are also sympathetic when life events happen.” Several students expressed gratitude for teachers who allow students to share their opinions. “I like when we can lead or get to talk about what we are learning.” Students reported feeling comfortable talking in class as well as sharing personal things with their teachers.
- Expectations for projects and assignments are distributed to students so they are aware of the directions and any grading rubrics according to students in the focus group. Students said assignment/project guidelines are distributed in print or can be found electronically. Students in elementary classes reported using writing rubrics. Students shared that if they were struggling with understanding something, “the teacher will take students to one side and work with us.” Another student said, “The teacher will work with us one on one or in small groups, or we can stay in during recess and work on something.” The students did share during the focus group they would appreciate more feedback on written assignments. Many said they often only receive a score rather than detail as to what they did well and what they could improve upon. Many students also suggested it would be beneficial if they received greater and more in-depth feedback on their progress rather than just a grade at the end of a unit or final exam.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- Somerset Sky Pointe leadership reported having a strong mentoring program aligned to the Charlotte Danielson framework³. This framework is also used to evaluate teachers. According to school leadership, instructional mentors meet with teachers 60 minutes per week, assist with lesson planning, observe mentee's teaching, and provide suggestions to enhance classroom learning. Mentors receive training and PD on the Danielson framework before becoming a mentor. According to leadership, "Training workshops take place throughout the year for teachers to understand and use the curriculum that is aligned with the Nevada Academic Content Standards (NVACS). Somerset Sky Pointe supports Professional Learning Communities (PLCs) designed to unwrap standards and ensure teachers have an in-depth understanding of standards."
- Leadership described how teachers foster academic talk in the classroom. The principal said, "Somerset Sky Pointe is a Leader in Me school. We emphasize students to be leaders of their own learning." Another member of the leadership team indicated the culture of the school underscores "the end in mind and students in each classroom know the daily objective and can explain the concept." Leadership went on to note that students in each class participate in analyzing texts, leading classroom discussion, leading instruction, and creating questions for their peers. Somerset Sky Pointe "embeds peer collaboration within classes; including peer editing and using academic language in providing critical feedback to peers." One member of the leadership team explained, "There is a lot of cross-curricular understanding of concepts and academic language with social studies classes and English language arts, also, with science and math. The academic vocabulary becomes part of the conversation."
- Leadership continues developing ways in which to communicate school information to families. Along with software platforms such as Class Dojo, Infinite Campus, emails, electronic newsletters, and the school website, Somerset Sky Pointe has developed a podcast. As one member of the leadership team explained, "We interview students about what they are doing in school, what activities they participate in, and how these conversations align to our 13 behaviors of high trust leaders." The Leader in Me (LIM) character education program focuses on personal responsibility and building leadership skills through character competence based on the 13 behaviors. Covey's *Seven Habits of Highly Effective People* is also a resource used school-wide to frame behavioral expectations and build personal responsibility and leadership skills. Leadership stated that podcasts are one medium for promoting the school and communicating with families or prospective families, and that they are broadcasted on Fridays. Leadership also schedules Parent University and invites families to attend and participate in workshops geared to home support of learners. For example, one Parent University informed families on how to access and navigate Padlets⁴ from the Somerset Sky Pointe website. Another Parent University session underscored the importance of school attendance and impact on student success.

Staff:

- Faculty reported encouraging students to use academic vocabulary in their discourse throughout the day with peers and adults. Teachers said they "model using the language and encourage students to use the language at home." Those who teach English language arts (ELA), and social studies see cross-curricular

³ The Charlotte Danielson Framework is a rubric tool used to identify the aspects of a teacher's responsibilities that promote improved student learning. There are four domains to the framework: planning and preparation, the classroom environment, instruction, and professional responsibilities.

⁴ Padlet is an electronic multi-media platform space in which the author can create and develop the 'notice board' with words, images, videos, or URL links. Each Padlet can be made public, private, or shared with a specific group.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

academic language being used between their classes. Teachers of science and math said they also see students using cross-curricular academic language in their subject areas.

- Teachers said they utilize their physical space on campus in creative ways. One teacher shared, “We sometimes use floor space to work with students in small groups or we get pushed into the hall.” Another teacher offered, “When we get pushed into the hall it makes it challenging to manage on-task behavior.” Aides also reported when they take small groups into the hallways for pull-out sessions, stating, “It is very distracting when there are fire drills or classes are moving from one classroom to another. Bathrooms are also close by and the noise from those spaces can be disruptive. Monitoring our small groups and these common areas is demanding.” High school teachers said they are pressed for room with science labs. “Often the lab groups spill out into the hall and that can distract learners in other classrooms.” Many teachers in the focus group shared moving desks in the classroom to maximize learning groups create poor traffic flow.
- Teachers were asked to describe staff morale. One teacher said, “We have the best school ever.” Another teacher shared, “The teachers at Somerset Sky Pointe don’t speak badly about the students. The focus here is on ‘how can we make it better?’” Several teachers described administration considers who will work best on a team and then will group folks “together to collaborate and work together.” Teachers appreciate the opportunity to highlight staff and faculty weekly. Teachers in the focus group did say that one thing that brings morale down is veteran teachers pay. “Veteran teachers are making less than new teachers and we feel the disparity.” Members of the faculty and staff focus group also mentioned pay for aides was very low. Improvement in pay and being comparable to others in the profession would be beneficial according to focus group participants.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 27 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
Establishing a Culture for Learning	Total: 14	Total: 8	Total: 3	Total: 1	Total: 1
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 13	Total: 9	Total: 3	Total: 1	Total: 1

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 8	Total: 16	Total: 2	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	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: 3	Total: 15	Total: 0	Total: 2	Total: 7
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 1	Total: 2	Total: 3

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 11	Total: 6	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 9	Total: 15	Total: 1	Total: 1	Total: 1

Additional information about the classroom observations shared here when applicable

- In one high school physical education class, students stretched their bodies, mirroring a video. The teacher also demonstrated the movement. One student walked among the class assisting peers as needed.
- In a few high school science classes, student engagement was scattered. Some students had completed the assigned activity and chatted with peers while other students continued to work on the task. Those still working appeared distracted by the side conversations. The timing and pacing of the activities were uneven and led to a loss of instructional time for some students.
- In one elementary classroom, students listened to the teacher read a passage. The teacher then asked fact based, fill in the blank questions in which students responded as a whole class. The teacher walked the room as s/he read aloud. Several students were off-task and distracted. One student rummaged through his desk, another rocked back and forth on his chair, banging the desk behind him with the chair. A few students had their heads down. Two other students hummed at low levels. The teacher did not re-direct the disruptive or off-task behavior.
- In one high school dance class, students practiced a routine. Students took turns assisting their peers in correct posture, coordinated movement, and used academic vocabulary to identify dance moves. The teacher referred to a rubric after each section of the dance to let students know which areas needed focused attention, facial expressions, larger gestures, more pronounced back arch, etc.
- In one middle school classroom, students created a hidden message using the Cuneiform alphabet. Students worked in groups to decode their messages.
- Students in one elementary classroom took notes while watching an informational video on the earth's axis. Students then took turns sharing one fact from their notes with the whole class. Students used academic vocabulary when raising their hands to share. Students stood to speak.
- In several targeted intervention sessions students were highly engaged with their learning. The students were eager to share with the teacher their thoughts and were quick to advocate for themselves when they didn't understand a concept or the directions.
- In one middle school classroom, the teacher struggled with classroom management. Students shouted out and disregarded the teacher's instructions. The teacher asked low-level fact-based questions. Many of the students wanted to share the answer and arrived at the answer quickly. Others could not answer the question. Many students were disengaged, off-task, and even said 'no' to the teacher when an attempt was made to redirect off-task behavior.
- In one middle level class, pairs of students solved multi-step algebraic equations, using mathematical specific vocabulary to label and identify the steps of the problem. The objective and essential question was listed on the whiteboard. The teacher circulated the room, answering student questions.
- In one middle school classroom, several students remained off-task despite the instructor repeatedly warning the students to stop "talking, singing, and using their chrome books inappropriately." A few students leaned back in their chairs and had their feet on the tables. One student kept rocking his chair back and forth and fell backward. Students were tasked with watching a video independently and then were directed as a whole class to watch a video. It was unclear as to why the students were watching the videos or what they were to do with any information detailed in the videos. Students talked with their table mates through both videos about things unrelated to instruction.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Somerset Sky Pointe implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Somerset Sky Pointe protects the rights of students by ensuring student files are kept in a secure location. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student files are digitized in infinite campus. Hard files have been sent to Academica for storage. Students' IEP ⁵ or 504 plan files are kept under lock and key.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located cots, a

⁵ IEP is an initialism for Individualized Education Plan.

		refrigerator, and a receptacle for disposing of sharp objects in each nurse's area. Somerset Sky Pointe has a nurse's area in each of their three buildings; one for elementary classes, one for middle-school, and one for high-school.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Self-Assessment of the implementation of prior recommendations by school staff	• Continue to focus on increasing the number of students qualifying for free and reduced price lunch (FRL) and/or classified as English Language Learners (EL) at the elementary, middle, and high school levels so as to be more representative of the community Somerset Skye pointe serves. • Examine the current method of evaluating the EMO, Academica Nevada, to ensure a comprehensive and objective evaluation tool is in place to guide the board in assessing achievement, improving effectiveness, and ensuring that the EMO functions as effectively as possible. • Consider increasing the number of classroom discussions taking place at the school so as to promote peer-to-peer dialogue in classrooms. • To better meet the needs of EL learners, consider offering instructional staff members the opportunity to engage in an EL standards framework as provided by the Nevada Department of Education.
Evidence the school can provide to support the implementation of previous recommendations.	• Leadership indicated Somerset Sky Pointe is continuing to work on increasing enrollment and resources for specialized populations. A new evaluation system for Somerset Sky Pointe's EMO, Academica Nevada, has been developed and put into practice. Yearly, the Somerset lead principal and staff develop a questionnaire, distribute it to Somerset schools, collect the results, and compile the responses. This data is then coordinated and presented to the governing board. • Training has been provided to teachers to promote peer-to-peer interactions, along with the implementation of Kagan strategies and how to utilize small groups during lessons. Coaches have also visited classrooms and modeled how to use these strategies for teachers. • Teachers have been offered EL training opportunities. Somerset Sky Pointe has provided on-site staff trainings and purchased curricula to support EL students. After school tutoring is also available.
Reason's school believes additional time will be needed to fully address the recommended items, if any.	• Somerset Sky Pointe leadership believes that recommendations from the 2020- 2021 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations is ongoing. • With the exception of serving a more representative student population, SPCSA staff agrees with this assessment and concluded that the board, leadership team, and staff have developed a more robust evaluation for Academica Nevada and have increased student-level discourse in classrooms. The school should continue to prioritize the current Recruitment & Enrollment plan developed prior to the 2022 – 23 school year.

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 are described within the body of the report and summarized here.

- The Somerset Sky Pointe leadership team is focused on student academic gains and creating robust targeted interventions during the 2022-2023 academic year to increase student learning. Coaching protocols, professional development, and wrap-around services have been developed and implemented for targeted support. SPCSA staff observed students interacting with teachers comfortably, readily asking for help or clarity, and advocating for themselves when they did not understand content or instruction. Learning goals and daily objectives were visibly posted in the majority of classrooms SPCSA staff observed on the day of the site evaluation. A purposeful use of instructional time and transitions were observed to be clearly planned, well designed, and implemented in most of the classrooms the site evaluation team observed.
- Educating families with tools and skills on how they can assist learners at home is a strength at Somerset Sky Pointe. Leadership scheduled Parent University and invites families to attend and participate in workshops geared to home support of learners. For example, one Parent University informed families on how to access and navigate Padlets from the Somerset Sky Pointe website. Leadership curates and builds academic resource Padlets that can be used at home to support learning. Leadership regulates the Padlet landing page that anyone can access from the Somerset Sky Pointe website. Teachers and specialists may suggest a resource to leadership, who vets the resource to ensure it aligns to the school's mission, is student and family friendly, and aligns to the standards. Another Parent University session underscored the importance of school attendance and impact on student success.
- The school culture is strong at Somerset Sky Pointe. Somerset Sky Pointe school culture begins by acclimating students to the LIM character education program. LIM undergirds personal responsibility and building leadership skills through character competence based on 13 behaviors. Somerset Sky Pointe also folds in Covey's *Seven Habits of Highly Effective People* with the LIM program beginning in primary grades. According to leadership, teachers, and parents, students use data folders to track their academic data and lead parent teacher conferences on their learning. Students set learning goals in conversation with their instructors. LIM is embedded within each content area and found in every class lesson. SPCSA staff observed reference to the LIM behaviors during classroom observations. Daily objectives written on the board included language of the 13 trust behaviors. Students demonstrated speaking comfortably in the classroom.
- The special education faculty have created a document titled 'SPED at a glance' to assist general education teachers with student accommodations. General education teachers are provided a one-page 'SPED at a glance' document individuated to each student's IEP. Teachers find the one-page document conducive to academic preparation for students with special needs, rather than reading through a student's entire IEP written for special education personnel.

- Somerset Sky Pointe offers high school students two pathways to graduation, a career and technical education (CTE) focus and a dual credit Associate Arts degree (AA) in partnership with College of Southern Nevada (CSN). Students in CTE may choose to pursue routes in Teaching and Training, Graphic Design, Video Production, or Sports Medicine. Middle-school students can begin taking CTE classes in middle-school. Somerset Sky Pointe added more advanced placement courses to their high school offerings, bringing the content areas of AP offerings to biology, calculus, language and composition, literature and composition, world history, U.S. History, government, psychology, physics, computer science, American government, statistics, and Spanish. Dual credit programs are offered for sophomore, junior, and senior high school students in partnership with CSN and University of Nevada, Las Vegas (UNLV). Within one academic year, the dual credit program has grown from 50 students enrolled to 100 student participants.

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.

- Leadership reported challenges with chronic absenteeism at Somerset Sky Pointe. Somerset Sky Pointe's chronic absenteeism is 16% at the elementary level and 17% at the middle-school level, and 16% at the high school level. While leadership has strategized ways in which to communicate and educate parents on the benefits to being in school and how attendance correlates to academic success, chronic absenteeism is a challenge.
- Somerset Sky Pointe struggles with space constraints, sometimes resulting in limited instructional space for pull out interventions and small group work. As a result, Sky Pointe staff has had to make strategic decisions to accommodate student needs. Students in the focus group indicated theater students and band students share a space for rehearsal. Neither group has optimal room in which to practice. Leadership said they would like to offer more academic opportunities, but space is limited.
- School leadership indicates that although they are fully staffed for the 2022-2023 academic year, finding science, math, and special education licensed qualified teachers is a challenge. Leadership is acutely aware of Somerset Sky Pointe's high school math and science proficiency scores and report diligence in focusing attention on student academic growth in these areas.
- Somerset Sky Pointe has challenges with increasing the number of FRL, EL, and IEP students. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at Somerset Sky Pointe from 20.7% to 24.8%. Although Somerset Sky Pointe has increased their FRL enrollment numbers, they are still below the SPCSA's average of 46.4%. Somerset Sky Pointe's EL population is below five percentage, lower than the SPCSA's average of 9.2%. Somerset Sky Pointe utilizes a weighted lottery. The governing board and school leadership continue to discuss ways in which to encourage families within specialized populations to apply and has also implemented a Recruitment and Enrollment Plan as directed by the SPCSA Governing Board dated March 4, 2022.

RECOMMENDATIONS

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

- As Somerset Sky Pointe continues efforts to increase student academic growth and proficiency ratings, SPCSA staff recommend utilizing student engagement strategies in a more intentional and meaningful

manner. The principal reported during the leadership focus group, “Sky Pointe is a Leader in Me school. We emphasize students to be leaders of their own learning” (p. 11 of this report). Student ownership is evident when students can articulate what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future. (National Institute for Excellence in Teaching, 2021). By increasing student voice through peer-to-peer conversations, student presentations, student lead classroom discussions, and students learning how to ask and respond to high-level questions (Bloom’s taxonomy, Costa’s levels of Questioning) student engagement may further solidify learning intentions (Brookhart, 2007).

- SPCSA staff recommend Somerset Sky Pointe create school-wide common practices in providing students feedback regarding their learning progress on class assignments and projects. Many students in the student focus group indicated they would like more feedback from teachers on their learning progress. “Providing information, via teacher feedback and student self-assessment, about the location of current student work in relation to the goal” and supporting students in taking the steps to move closer to the learning goal has “profound effects on student motivation, learning, and educational decisions” (Brookhart, Moss, Long, and 2009).
- SPCSA staff recommend Somerset Sky Pointe continue educating families on the importance of being present at school. Leadership understands “student absenteeism data and the ramifications of chronic absenteeism on student achievement” (Spradin, Cierniak, Shi, and Chen, 2012). The school leadership team has implemented several means of communicating how “regular school attendance is an important factor in school success” (Rothman, 2001). The leadership team telephones families when an absence occurs and requests medical documentation to ensure absences can be verified as a medical necessity and thus excused. Leadership also requires parents to attend a meeting at the school, informing them of Nevada state attendance laws and how “poor attendance patterns predict poorer grades” (Morrissey, Hutchinson, and Winsler (2014). Please continue efforts to increase student school attendance and educating families on the “direct correlation between good attendance and student achievement” (Dekalb, 1999).
- SPCSA staff recommend Somerset Sky Pointe prioritize improving student enrollment to be more representative of the local district and the SPCSA following the 2023 -2024 Recruitment and Enrollment Plan submitted to the SPCSA. The school should pay particular attention to FRL, and EL populations. Validation Day numbers indicate Somerset Sky Pointe serves 24.8% FRL students, and less than five percent of enrolled students are identified as EL students. Somerset Sky Pointe should continue to focus on strategic methods to increase these numbers through the weighted lottery and leverage the current Recruitment and Enrollment Plan as approved by the Somerset Board in 2022.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset Sky Pointe during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Somerset Sky Pointe during this site evaluation.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Sky Pointe Campus Site Evaluation Report: November 14, 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

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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 conducts 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.

High star rankings

Somerset Academy Sky Pointe boasts a 5-star rating for its elementary and middle schools and a 4-star rating for its high school. The middle school is currently ranked 6th in the state for the 2023-24 school year, according to the Nevada School Performance Framework¹ (NSPF) ratings. The high school, with an index score of 81 points for the 2023-24 school year, is just one point shy of a 5-star rating. Over the past year, the high school's rating improved from 3-star to 4-star. Academic performance at the high school is strong, with an English language arts (ELA) proficiency rate of 69.8%, well above the district average of 55.7%. Additionally, the graduation rate is nearly 100%, compared to the district's rate of 83.8%.

Intentional planning and teacher clarity

Leadership at Somerset Academy Sky Pointe reported they clearly communicate with teachers that lesson planning is where the “heavy lifting” should happen so that teachers are unwrapping content in a thoughtful, clear manner and questions for students are carefully curated. In addition, teacher clarity is high while teaching, as indicated by SPCSA classroom observations on pages 16 and 17 of this report. Teacher clarity is a process that enables teachers to communicate aspects of instruction to their students in simple and plain language. In John Hattie's 2009 book Visible Learning, he reports that teacher clarity has an effect size of 0.75².

Robust special education program

Somerset Academy Sky Pointe has a robust special education program. The high school serves a special education population of 17% overall, with 25% in ninth grade alone. To ensure students with an individualized education plan (IEP) receive necessary support, the school has introduced an innovative co-teaching model, where a licensed teacher and a special education teacher work together in both middle and high school classrooms. The special education teacher is primarily embedded in the classroom, providing support throughout most of the class time. Additionally, the school offers opportunities for special education students to develop life skills by having them work in the school office.

Rigorous expectations

Site evaluators highlighted as a strength that students at Somerset Academy Sky Pointe are encouraged to complete rigorous assignments independently, even in the early grades. This approach helps build students' stamina and capability over time, enabling them to handle increasingly demanding work in higher grades.

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Student Succeeds Act (ESSA).

² Effect sizes higher than 0.4 have a positive impact on student achievement.

Low chronic absenteeism numbers

Another strength at Somerset Academy Sky Pointe is the low chronic absenteeism rates in elementary, middle, and high school. In addition to educating families on the benefits of being at school, leaders have implemented incentives for students to attend school regularly. This work has translated into numbers. The chronic absenteeism percentage in elementary is 3.8%, middle school is only 2.8%, and high school is 4.4%, compared with the SPCSA average of 21%.

Advanced placement and career and technical pathways opportunities

Somerset Academy Sky Pointe is a college preparatory school that offers accelerated classes in math, English language arts, science, and social studies for both middle school and high school. The school offers 13 advanced placement courses, including American government, statistics, and chemistry.

Somerset Academy Sky Pointe has many students passing advanced placement (AP) exams with scores of three, four, or five³, as reported by school leadership. The school requires that students take the exam when they take an AP class, which is not always true of students taking these classes in other schools.

- There are an increased number of students enrolling in AP classes. This is due in part to the high level of questioning in all classrooms. Students are encouraged to take the courses and realize they can achieve at these levels due to the increased rigor in regular sections of classes.
- For students interested in career technical pathways⁴ (CTE), Somerset Academy Sky Pointe offers teaching and training, graphic design, video production, and sports medicine. Students can begin taking CTE classes in middle school. Several students are graduating from 12th grade with their associate's degree.

Strong ELA curriculum

The CKLA curriculum for ELA was adopted and implemented four years ago at Somerset Academy Sky Pointe through a thorough vetting process involving school leaders and teachers. The curriculum is highly rated for its effectiveness in building students' background knowledge, as noted by Ed Reports. For instance, first-grade students explore topics such as Mesopotamia, an ancient region in southwestern Asia, among other content-rich subjects. CKLA offers a comprehensive approach to reading, writing, speaking, and listening, which helps develop students' knowledge and skills over the course of their education. With a 98% retention rate in elementary school, Somerset Academy Sky Pointe has observed the long-term impact of this curriculum, as both leadership and teachers report significant growth in students' knowledge due to the depth of background information it provides.

³ AP scores are a range from one to five. A score of three, four, or five is considered a high level of competency in the subject area.

⁴ Career-focused experiential learning programs, sometimes called Career and Technical Education (CTE), provide students with opportunities to explore careers.

Site Evaluation Findings: Challenges

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

Space constraints

Somerset Academy Sky Pointe struggles with space constraints, sometimes resulting in limited instructional space for pull-out interventions and small group work. Two additional classrooms are currently under construction.

Finding qualified teachers

Leadership at Somerset Academy Sky Pointe indicated that although they are fully staffed for the 2024-25 academic year, finding science, math, and special education licensed, qualified teachers remain a challenge.

Meeting special education needs

As noted in their leadership site evaluation presentation, Somerset Sky Point faces a challenge in the increased enrollment of special education students, especially at the high school level. Providing individualized instruction for students with special needs poses a challenge with limited classroom spaces and a shortage of dual-certified teachers to teach general and special education courses. Noteworthy is the school's proactive approach to exploring creative teaching models within the school's and state's compliance framework to ensure students' unique needs are met.

EL proficiency rates

Somerset Academy Sky Pointe's high school English Language proficiency rates are below district rates at 9.5%, compared with the SPCSA rate of 14.6%. However, it is noteworthy that the school did improve its rates from the previous year, 2022-23, which were less than 5%.

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.

Space constraints

Although the school is currently under construction for two new elementary rooms, space is still a concern. One recommendation is to continue exploring ways with the Somerset governing board to creatively strategize meeting the space constraints on campus, partly due to an increase in students requiring tier-2 and tier-3 behavior interventions and an increased number of students qualifying for special education services.

Increasing classroom proficiency to distinguished levels

Another recommendation is that classroom observations by the SPCSA indicate that raising the level of teacher proficiency in more classrooms, from highly proficient to distinguished, would be beneficial. One potential strategy to achieve this is the implementation of extended discourse. This approach emphasizes increasing student engagement by encouraging them to take a more active role in their learning, which is closely tied to promoting deeper student discussions and writing across all content areas. Effective student discourse involves interactive dialogue that externalizes thinking and focuses on making meaning from the learning experience. It can include activities such as making arguments, explaining concepts, critiquing ideas, and using logic and evidence to support or challenge claims. Possible strategies for supporting this shift include ongoing coaching, modeling of best practices, continued professional development and aligning teaching methods with the Charlotte Danielson evaluation framework, ensuring greater accountability among teachers similar to the Somerset Academy Sky Pointe evaluation tool.

Prioritize improving student enrollment to be more representative of the local district

As discussed during the site evaluation, the SPCSA recognizes the ongoing efforts of Somerset Academy Sky Pointe's leadership team to diversify enrollment. However, the SPCSA staff recommends that the school continue to monitor and improve overall diversity to be more representative of the local district and the SPCSA. Somerset Academy Sky Pointe has 51 EL students currently enrolled, which is 2.3% of the school's population.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Somerset Academy Sky Pointe by the SPCSA during this site visit.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Somerset Academy Sky Pointe by the SPCSA during this site visit.

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 ⁵	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	10
Students	11

⁵ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Law by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academica, the charter network's Educational Management Organization, and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academica's effectiveness. A member shared that the governance board is pleased with their EMO¹⁰ overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member in the focus group emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion in the focus group then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

Focus Group Summary: Family Members, Parents, and Guardians

Somerset Academy Sky Pointe fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no family focus group was held.

Focus Group Summary: Faculty and Staff

Somerset Academy Sky Pointe fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no faculty and staff focus group was held.

Focus Group Summary: School Leadership

Ten Somerset Academy Sky Pointe leadership team members met to discuss the school. They explained the types of support offered to all students and that student achievement drives decision-making at all levels of Somerset Academy Sky Pointe.

In response to being asked about their SEL⁶ Survey results with the State of Nevada, which indicated some low levels of students' emotional safety, leaders mentioned they felt the data was unreliable because students were not provided with a rationale or background for responding to the survey. They reported that they proactively give another SEL Survey to their students through the Leader in Me⁷ program. Leadership triangulated the data in the survey carefully to be sure they were in touch with the social-emotional needs of their students and responded based on the data to support their students.

Leadership at Somerset Academy Sky Pointe shared that they use the Charlotte Danielson model as their teacher evaluation form. Within the model, for a teacher to earn high scores, a teacher must work on teaching students to make rubrics for their learning. The leadership has worked with several teachers in this process through professional development and one-on-one coaching. One example is the GATE⁸ teacher co-created a rubric with her students for metacognition to use as they evaluate their understanding of content.

The leaders at Somerset Academy Sky Pointe outlined their approach to supporting students exhibiting tier 2 and tier 3 behaviors. They have established a dedicated behavior team that includes teachers, one of whom has recently completed a 40-hour course in tiered behavior support, along with an elementary counselor and a special education teacher. This team collaborates to develop formal behavior intervention plans and has conducted two targeted professional development sessions for staff this year. Additionally, the team creates behavior contracts for students as needed and meet monthly to track documented behaviors on campus. Leadership also pairs teachers working with high-needs students with mentor teachers for further support.

Leadership at Somerset Academy Sky Pointe highlighted the robust intervention system they have in place for both elementary and middle school students. Their instructional aides play a key role, with many having completed LETRS⁹ training alongside classroom teachers. Many of these aides are former teachers or are currently pursuing teaching credentials. Additionally, a dedicated instructional aide supports each grade level, and the school has a full-time aide in every kindergarten class.

⁶ Social Emotional Learning

⁷ *Leader in Me* is a PK–12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive.

⁸ GATE stands for gifted and talented education.

⁹ LETRS is an intensive course that teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Focus Group Summary: Students

The student focus group began by examining students' perceptions of respect and safety at the Somerset Academy Sky Pointe campus. Several group members conveyed that students at the school have mutual respect and are civil to each other and staff. A student shared, "It is not judgmental here." One student said there is respect at their school for the most part, stating, "Yes, sometimes students respect one another, but sometimes some students don't let some students play with others." Generally, the students said the school is a safe and respectful learning environment with very supportive staff members. All group members stated they felt very safe at school and could rely on staff for assistance if there were any severe concerns. A student said, "The teachers make rules to protect us, and I like that."

The discussion included reasons why the students enjoy attending Somerset Academy Sky Pointe. One student said, "I can be myself here. I feel special. I feel welcomed, and the staff notices my accomplishments." Another student discussed the school's capacity to make the campus a fun place, sharing, "They offer fun activities. They have special days like reading week when we get to wear special clothes, like the fun run." Another student shared, "It's fun to participate in those activities." Other group members expressed that the teachers are excellent, and the school is a place where they can make friends. Additional comments included a student-athlete stating that playing basketball for the school allows him to be a leader. A few shared that the CTE Program enhances their school experience.

Somerset Academy Sky Pointe Academy provides students with diverse classroom learning opportunities. One elementary student shared that they are learning how to find the volume of a prism. Another student mentioned they are focused on practicing concepts they learned from AP world history. A third student stated that she is learning a lot from the Great American Challenge¹⁰. One student leader who participates in student government stressed that much of her learning has served her well leading and planning events. The skills she has learned have allowed her to practice her communication, delegation, and leadership skills, not only with peers but with adults.

¹⁰ Great American Challenge is a program that brings to light the birth of our nation and the struggles of our history, instilling pride as students honor and respect the foundation of our country, as students memorize various things like The Gettysburg Address and all 46 presidents by name in order.

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary, 8 middle, and 8 high school 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 25	TOTAL: 2	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 teachers' 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: 1	TOTAL: 25	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary, 8 middle, and 8 high school 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 3	TOTAL: 23	TOTAL: 0	TOTAL: 0	TOTAL: 3
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 3	TOTAL: 19	TOTAL: 2	TOTAL: 0	TOTAL: 5

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary, 8 middle, and 8 high school 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: 4	TOTAL: 16	TOTAL: 9	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 3	TOTAL: 20	TOTAL: 3	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

In one high school math class, students completed perpendicular and parallel lines equations. They were allowed to work individually or in pairs. Once completed, the teacher went over the equations and the answers on the whiteboard. There was a missed opportunity for the students to demonstrate their work, explain their thinking, or validate each other's thinking.

In one classroom, the teacher asked students what the main idea was on two pages of the text displayed. Although the teacher asked higher-level questions, she only called on one student at a time. Students missed an opportunity to reread and share the text with partners or table groups to increase engagement.

In one primary classroom, the teacher asked, "What did you mean by that?" after a student answered a question. The teacher used higher-level questioning with students.

Students led the presentation and discussion on World War I, using evidence and reasoning to point out the strengths and limitations of the challenges that countries and people faced during wartime. They were to consider identity, institutions, religion, language, social class, geography, culture, and society.

One group of students was focused on learning explicit phonics sounds through phonemic awareness exercises and by manipulating letter cards. The lesson had a strong sense of urgency, and all students remained engaged and on task throughout. The students were actively involved and took the lead in the learning process.

In one upper elementary classroom, students were deeply engaged in the lesson's critical thinking. As the teacher posed higher-level questions, students worked through a math story problem with the opportunity to articulate their next steps to their peers. The transition to this activity was seamless, allowing for a smooth and effective learning experience.

Students in one lower elementary classroom reviewed new vocabulary words for a decodable text. The teacher read the story aloud while the students followed the text on the screen. She stopped and asked comprehension questions along the way, modeling her thinking process while reading.

The teacher had very high standards for her students. When responding to questions, each student rephrased the question into a statement and then had them answer. All students clearly knew the classroom expectations.

Students were working on various IEP goals in one classroom with five different adults. Each student was highly encouraged. All adults were patient and helped students stay on task.

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
Develop a plan to increase student voice and engagement in the classroom: • Increase professional development on strategies for student- led classrooms . • Ask and answer high level questioning in classrooms. • Students articulating what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future.	Leadership reports they have worked with teachers on student engagement strategies by implementing professional development and unwrapping learning targets along with success criteria so that students are beginning to co-create it.	SPCSA staff finds this recommendation has been met with satisfactory progress; however, the SPCSA team has included more recommendations for student discourse found on page seven of this report.
Create school-wide common practices in providing students feedback regarding their learning progress on class assignments and projects.	Somerset Academy Sky Pointe has worked with its staff on the importance of educator feedback and strategies to do so. Students are more involved in the process through metacognition and the platform (My Education Data) which students and parents can see their child/children's educational data in one spot and stay informed.	SPCSA staff finds this recommendation has been met with satisfactory progress.
Continue educating families on the importance of being present at school.	Somerset Academy Sky Pointe has reduced its chronic absenteeism numbers to 5% or less in elementary, middle, and high school.	SPCSA staff finds this recommendation has been met with satisfactory progress.
Prioritize improving student enrollment to be more representative of the local district and the SPCSA through the weighted lottery and leveraging the current recruitment and enrollment plan.	The school reports diverse wait lists in 9th and 10th grades.	The SPCSA recognizes the ongoing efforts of Somerset Academy Sky Pointe's leadership team to diversify enrollment. However, the SPCSA staff is recommending that the school continue to

		monitor and improve overall diversity to be more representative of the local district and the SPCSA.

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.



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Skye Canyon

Evaluation Date: 1/26/2023

Initial Draft Report Date: 4/6/2023

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/26/2023 at Somerset Academy of Las Vegas Skye Canyon. 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 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 takeaways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational 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

Somerset Academy Skye Canyon is located in Las Vegas, Nevada in a facility at 8151 N. Shaumber Road. The school serves 1,008 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Somerset Skye Canyon is: "Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy Skye Canyon

School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy Skye Canyon

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	69.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	92.3	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	67.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	70.0	61.5	66.2			
White/Caucasian	67.4	65.5	69			
Special Education	30.6	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	60.8	42.8	49.4			

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	66.6	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	92.3	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	57.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	70.0	55.6	57.5			
White/Caucasian	67.4	60.7	61.3			
Special Education	28.5	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	45.6	35.6	42			

Middle School

Math Proficient

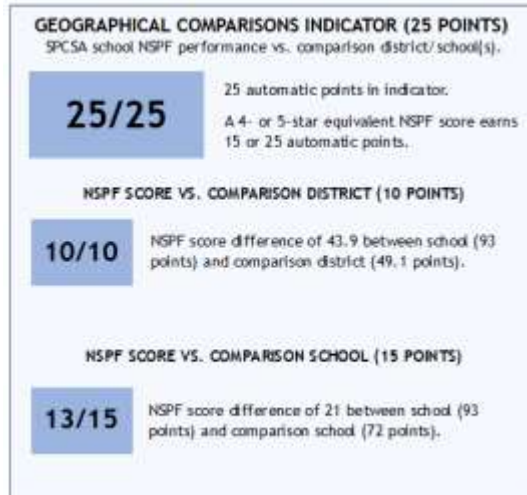
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	53.6	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	69.2	62.7	60.6			
Black/African American	58.3	18.2	27.3			
Hispanic/Latino	50.6	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	59.5	41.8	43.6			
White/Caucasian	51.0	48.1	49.8			
Special Education	20.0	9.7	22.7			
English Learners Current + Former	25.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	49.0	23.9	32.7			

ELA Proficient

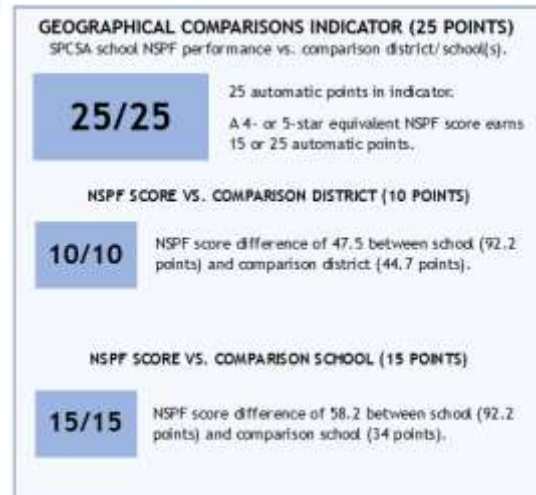
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	71.7	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	76.9	79.0	77.1			
Black/African American	62.5	41.1	40.9			
Hispanic/Latino	72.6	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	76.1	64.6	63.2			
White/Caucasian	71.1	67.2	68			
Special Education	22.8	18.0	25.8			
English Learners Current + Former	33.3	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	63.6	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

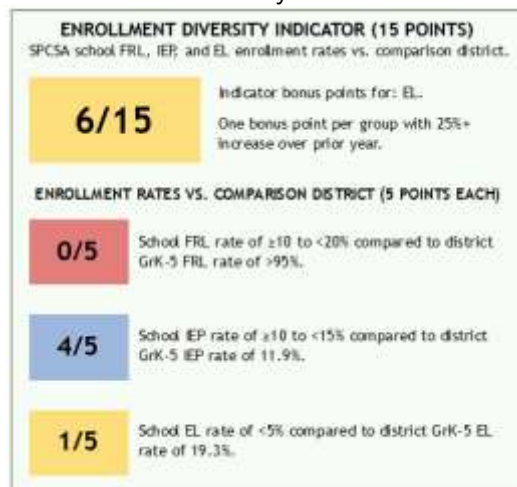


Middle School

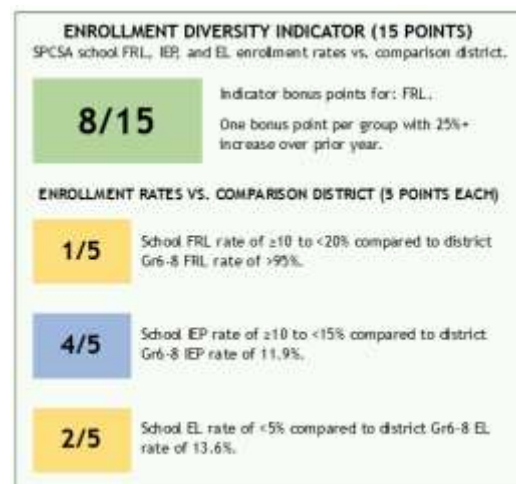


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	10	30 minutes
School Leadership	12	30 minutes
Staff	13	30 minutes

Governing Board¹:

- The board of directors for Somerset Academy of Las Vegas holds meetings “once every other month and as often as needed to execute” their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance.
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “some schools have designated personnel who contact parents, some schools have personnel that will email home, and others have created incentives at school.” Another board member indicated one approach the board has taken, “We have strategically moved certain dates like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. “The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain the results, compile the results, and present the results in a report. “The governing board

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, Somerset Academy of Las Vegas – North Las Vegas, Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas - Sky Pointe, and Somerset Academy of Las Vegas – Stephanie.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Parents shared why they chose Somerset Skye Canyon, given that the Somerset network offers multiple campuses. One parent explained, “The location of the campus played a major role in my decision to send my child to Somerset Skye Canyon.” Another parent said, “I saw this campus being built and wanted my child to have the experience of attending a new school.”
- Families shared several instances of when and how the school contacted them. One parent said, “The school contacts families regularly via email, weekly newsletters, and online platforms.” Another family said, “Whenever I email the teachers and principal, they get back to me right away.” Several family members voiced that they are highly satisfied with the level of communication that Somerset Skye Canyon provides.
- Families shared they are invited to participate in school events, but responses were somewhat mixed with others feeling like more opportunities to be on campus would be welcomed. One family member said, “We have been invited to attend the fall festival, award ceremonies, and career days.” Another parent explained, “Since COVID-19, the school hasn’t had any class parties where parents are invited to attend, and I don’t like it.”

Students:

- Participants in the student focus group shared how they learned about Somerset Skye Canyon. One student said, “I live by the school and saw the school being built. I couldn’t wait to attend!” Another student said, “My older siblings and cousins went here so I came here to be with my family.”
- Students took turns sharing various concepts they are currently learning in their classes. Several students shared concepts they are learning, such as unit properties, distributive property, pre-geometry, Greek mythology, the Constitution, government structures, planetary system, thermal energy, essay writing, informational texts, and podcasts.
- Participants in the student focus group described the behavior in the middle school hallways and at lunch to be loud and crowded. One student said, “Some kids cannot get to class as early as they would like due to the traffic in the hallways. With so many classes getting out at the same time, it makes it difficult to get to classes on time.” Another student said, “Seventh grade has two different lunches this year. Last year there was only one lunch, and we were able to see all of our friends. Now, one lunch for the seventh grade is in the middle of the fourth period. We go to lunch in the middle of the fourth period and go back to the fourth period after lunch. Now that there are two different lunches for seventh grade, we don’t get to see all our friends. I also don’t like leaving in the middle of my fourth-period class for lunch because it interrupts my learning.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- In the previous 2021 – 2022 site evaluation report, it was recommended that Somerset Skye Canyon continue to work on analyzing the [Nevada Academic Content Standards](#). Leadership reported that they are working to address this, and evidence is displayed in the classrooms. One member of leadership explained, “Objectives and essential questions are either written on the board or beamed onto the board. Objectives should be visible at all times so students can refer back to them throughout the day. The essential question should align to the objective. In addition, formative assessments are provided through the lesson to assess students’ level of understanding.”
- The leadership team provided an update on the progress of their plan to increase student enrollment in specialized populations so as to align with the SPCSA’s strategic plan more closely, which commits to increasing the diversity within sponsored schools so that they are more representative of the communities they serve. One member of leadership explained, “The recruitment and enrollment plan made us hyper-focused on reaching out purposefully. We recognize that our school is in a privileged geographic location. The weighted lottery didn’t go beyond the area because the school does not provide transportation. We’ve created mailer postcards and selected areas that are less privileged.”
- Leadership shared how Somerset Skye Canyon has utilized [ESSER](#) funds to support students. One member of leadership explained, “We spent ESSER funds on technology. For example, we have a Chrome cart in every classroom and provide teachers with a dual screen. We have also used ESSER funds to provide summer school for two consecutive years.”

Staff:

- As previously noted in the 2021 – 2022 site evaluation report, it was recommended that this school continues to work on analyzing the NVACS. One staff member stated, “We have had professional development to help content teaching staff better understand the NVACS.” Another staff member explained, “During one professional development, we discussed the difference between the priority standards versus the nonpriority standards.” A third staff member shared, “We also get to observe our colleagues teaching the NVACS.” Several content teaching staff reported that they would like more focused professional development on strategies and activities that can be used that aligns with the NVACS. A staff member communicated, “We know how to unpack the NVACS, but we want to know what this looks like in the classroom.”
- Several staff members reported that administrators visit classrooms to conduct formal observations. One staff member shared, “Administrators will also come in when asked.” Another staff member explained, “The feedback relates back to the Charlotte Danielson framework³. The feedback connects to the domains and is explained in detail.”

³ The Danielson Framework for Teaching was developed by Charlotte Danielson as a tool to identify the aspects of a teacher's responsibilities that have been documented through research as promoting improved student learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Staff reported they foster academic talk in the classroom. One staff member shared, “I make sure that students understand the vocabulary words in the essential questions.” Another staff member explained, “I model the academic language daily during instruction.” A third teacher shared, “I build a community where it is okay for students to correct each other.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 25 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 15	Total: 9	Total: 0	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 16	Total: 8	Total: 0	Total: 0	Total: 1

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 17	Total: 7	Total: 0	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 22	Total: 2	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	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: 4	Total: 17	Total: 0	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 11	Total: 11	Total: 0	Total: 1	Total: 2

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 13	Total: 11	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 9	Total: 15	Total: 0	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable.

1. In one middle school social studies classroom, students used laptops to complete the end-of-the-class period assessment.
2. In one elementary music classroom, students learned what voice to use in different situations.
3. In one middle school math class, students wrote and solved multi-step linear equations by using the distributive property.
4. In one resource classroom, teachers worked with students in small groups for targeted interventions. Students were comfortable in asking for help and sharing their ideas and questions with teachers.
5. Teachers worked with small groups in targeted intervention according to students' IEPs. Students completed class work, asking teachers for assistance and clarification when needed. Teachers re-directed students when they became distracted or began asking questions unrelated to the activity.
6. In one upper elementary classroom, students worked independently on laptops answering science questions on how a mixture and a solution can be separated.
7. In one elementary classroom, students created visual representations of mathematical equations that divided whole numbers by fractions. The teacher asked students to create a story problem to accompany their visual depictions. Students were encouraged to share their story problems with the whole class.
8. In one Spanish classroom, the teacher had students recite words in Spanish and English.
9. In one middle school classroom, students worked cooperatively in small groups to problem solve.
10. In one elementary classroom, students worked independently to complete tasks. The teacher worked with students one on one to provide targeted support.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Somerset Skye Canyon implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Somerset Skye Canyon protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students with an Individualized Education Plan (IEP) or learning English as a new language (ELs) have supports. Students were observed interacting with peers or supported one on one with an aide or a teacher. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in secured offices.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located cots, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's

		areas. There is a nurse's area for the entire school building.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Summary of recommendations from most recent Site Evaluation	• Continue to work on analyzing the NVACS standards. • Student learning and achievement can be improved by reviewing and implementing a more robust and consistent process for sharing learning targets and criteria for success. • It is recommended that the Somerset Board examine its current method of evaluating the Education Management Organization (EMO), Academica Nevada.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Grade level/department meet weekly, examining and discussing student work in alignment with the NVACS. Teachers concentrate on unwrapping math standards in the 2023-2024 school year. • Assistant Principal Dayne and Math Specialist Russell attended an RPDP⁴ event entitled "Teacher Clarity", which covered learning targets, learning intentions, success criteria, and standards. This content was delivered and is being piloted within three grade-level groups. All objectives were visible in classrooms at all times either by being written on the board or beamed from a computer. • The Somerset Board evaluated the EMO by creating a survey which was distributed to all Somerset leadership by the lead principal. Results were collated and shared within Somerset leadership and the governing board prior to discussing results with the EMO.
SPCSA staff assessment based upon findings during site evaluation	Somerset Skye Canyon leadership believes that recommendations from the 2020- 2021 Site Evaluation have been addressed. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic needs of students using data to inform decisions.

⁴ RPDP is an initialism for the Southern Nevada Regional Professional Development Program. The RPDP offers professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

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 are described within the body of the report and summarized here.

- The math, science, and English language arts (ELA) student proficiency rate is improving at Somerset Sky Canyon. According to the 2021 - 22 NSPF, Somerset Sky Canyon's student proficiency at the elementary level is 66.5% in math, 69% in ELA, and 55.3% in science. Somerset Sky Canyon's index score at the elementary level is 93 and exceeds the standard as the school would have been rated as a five-star school had ratings been issued. Somerset Sky Canyon's student proficiency at the middle school level is 53.6% in math, 71.7% in ELA, and 59.1% in science. Somerset Sky Canyon's index score at the middle school level is 92 and exceeds the standard as the school would have been rated as a five-star school had ratings been issued.
- Somerset Sky Canyon has improved its implementation of the NVACS as observed through the site evaluation process. Leadership reported they shifted their focus to priority standards as a result of post-pandemic academic concerns. One leadership member explained, "We made it a goal to unwrap standards school-wide, but we are still in the process of doing so. We developed a process to unwrap the standards with a high focus on math." Leadership reported that staff are expected to post learning objectives on the board. SPCSA staff observed teaching staff refer back to the learning objectives throughout the lesson.
- SPCSA staff observed Somerset Sky Canyon to have a strong continuous improvement system for staff. Leadership reported that they have implemented a Teacher Mentor Program, observations, and weekly grade-level meetings to provide venues to share best practices and support each other at the school.
- Somerset Sky Canyon provides several supports to meet the needs of students, including students with an Individual Educational Plan (IEP), students who have been identified as English Learners (EL), and/or students with opportunity gaps. One leadership member explained, "We have data chats and utilize the data to guide our instruction. We analyze data to create and monitor Multi-Tiered System of Support (MTSS) plans." Leadership reported that the Special Education (SPED) department provides teachers with an IEP at a glance document for each student on an IEP and thoroughly reviews the details of the IEP with teachers. A member of leadership shared, "We utilize service delivery logs. Everyone who provides SPED minutes have to indicate that minutes, accommodations, and/or modifications were provided." Another member of leadership communicated, "We train staff on EL strategies. We review the [Nevada English Language Development Standards](#) and follow state protocols for WIDA access." Staff reported they attend several training sessions to support specialized student groups. One staff member shared, "Our meetings are collaborative, and we discuss ways to meet the needs of all students."

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.

- Chronic absenteeism is a challenge for Somerset Skye Canyon. According to the 2021 - 22 NSPF, Somerset Skye Canyon's chronic absenteeism is 10.4% at the elementary level and 12.8% at the middle school level. Staff reported ways they are addressing chronic absenteeism through phone calls home to families and incentives for attendance.
- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Somerset Skye Canyon. Only 15.6% of students qualify for the FRL designation and less than five percent of students are EL as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing recommendation by SPCSA staff for Somerset Skye Canyon. Somerset Skye Canyon was required by the SPCSA to develop and successfully submitted a [Recruitment and Enrollment Plan](#) by September 30, 2022.

RECOMMENDATIONS

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

- It is recommended that Somerset Skye Canyon continues to work on improving chronic absenteeism. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP⁵ codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Somerset Skye Canyon make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommends school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository.
- SPCSA staff recommend Somerset Skye Canyon continue to prioritize improving student enrollment to be more representative of the local district and the SPCSA following the 2022 -2023 Recruitment and Enrollment Plan submitted to the SPCSA. Recruitment and enrollment plans must contain specific strategies aimed at serving a student population that is representative of the school's local community, particularly with regard to the population of students qualifying for free or reduced-price lunch. Leadership reported they meet regularly to review and revise the recruitment and enrollment plan to monitor the progress and outcomes of the plan.
- SPCSA staff observed high levels of strong standards-based instruction and student engagement. According to the Classroom Observation Rubric beginning on page 11 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguish, SPCSA staff recommends that Somerset Skye Canyon develops a plan to bolster student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset Skye Canyon during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Somerset Skye Canyon during this site evaluation.

⁵ The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Skye Canyon Campus Site Evaluation Report: November 20th, 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

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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 conducts 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.

Explicit instruction and high teacher clarity

The SPCSA team observed the Somerset Academy Skye Canyon staff as giving explicit instruction and having high teacher clarity. This was evident in many of their well-structured lessons, clear communication of objectives, and consistent use of formative assessments to guide student understanding. In many of the classrooms observed by SPCSA site evaluation team members, teachers were observed effectively modeling tasks, providing step-by-step guidance, and checking for understanding, ensuring students grasped key concepts. The supportive learning environment fostered engagement with students confidently asking questions and receiving timely, constructive feedback. This approach highlighted the school's commitment to high academic standards and student success.

Strong English language arts curriculum

The team at Somerset Academy Skye Canyon was the first of the Somerset network to adopt the CKLA¹ curriculum for English language arts (ELA), based on a thorough vetting process by Somerset Academy Skye Canyon leaders and teachers. The CKLA curriculum is rated strong in building students' background knowledge, as found on Ed Reports⁵. For example, students in the first grade are learning about topics such as Mesopotamia, an ancient region of land in southwestern Asia, among other content-rich topics. All the content in CKLA is deeply rich in reading, writing, speaking, and listening, which builds students' schema over the years they attend the school. Somerset Academy Skye Canyon has a high student retention rate in elementary school, 93%, and for middle school, 91%, for the 2023-24 school year, so the deep background knowledge is building over time in students. The leadership and teachers have reported seeing a payoff in students' knowledge and comprehension levels because of the curriculum. Their middle school also uses the Amplify curriculum for ELA, which has many of the same strengths.

Star ratings

Somerset Academy Skye Canyon has consistently earned 5-star ratings for both its elementary and middle schools for the last six consecutive rating cycles. Even during the 2020-2021 COVID period, when star ratings were not assigned, the school would have received a 5-star rating if they had been issued by the state. Currently, the elementary school holds an index score of 91 points, while the middle school has a score of 87 points, both out of 100 points, according to the latest NSPF² findings.

Strong leadership and instructional coaching team

The leadership team at Somerset Academy Skye Canyon has been working together since the school's inception, fostering strong collaboration and a deep sense of unity. This close-knit team has effectively capitalized on each other's strengths while addressing areas of need. They provide robust support to teachers by organizing peer observations, modeling best practices, analyzing data during PLCs³, and

¹ Core Knowledge Language Arts (CKLA) is a comprehensive language arts curriculum program for students. While teaching skills in reading, writing, listening, and speaking, Core Knowledge Language Arts (CKLA) also builds students' knowledge and vocabulary in literature, history, geography, and science.

² NSPF stands for Nevada School Performance Framework.

³ PLCs are Professional Learning Communities.

offering carefully selected, research-backed resources. These resources include Kagan⁴ strategies, classroom management techniques, writing instruction, training in Depths of Knowledge⁵ (DOK) questioning, and writing programs like Step-Up to Writing⁶ for kindergarten through fifth grade and Amplify⁷ for sixth through eighth grades. With 90% of the leadership team having been with the school since its opening, they also engage in frequent book studies, within the leadership group and with teachers, to continue fostering professional growth and a shared vision.

CARES (Coaching and Retaining Educators for Success) mentor program

The CARES mentor program at Somerset Academy Skye Canyon is designed to support new staff members, whether new to the Somerset system or new to the Skye Canyon campus, which is an additional strength for the school. Along with monthly mentor/mentee meetings, participants also attend monthly professional development (PD) sessions with members of the leadership team. Now in its second year, the program aims to help integrate teachers into the school community and foster their professional growth. The program is guided by the principles in the book *Onboarding Teachers* by Nancy Frey and includes the option for teachers to video record themselves for self-reflection and further development.

Low chronic absenteeism

Somerset Academy Skye Canyon's chronic absenteeism is below 10% in elementary and middle school. The middle school rate decreased in 2023- 2024 from 8% to 7.2%. This is significantly below the SPCSA rate of 21%.

Strong special education support for students

Another strength of the Somerset Skye Canyon team is strong special education support for students. Leadership reported that meetings with regular education teachers were held throughout the school year after completing initial, revision, or annual IEP⁸ meetings or following a three-year re-evaluation IEP. In addition, special education teachers participate in monthly PLC⁹ meetings for each grade level and department, where student progress and needs are discussed in detail. The special education team has four out of five licensed staff members and has worked together for three consecutive years at Somerset Academy Skye Canyon. Three of the teachers originally started as paraprofessionals at the school and obtained their licensure together.

Robust board support

Robust board support at Somerset Academy Skye Canyon is exemplified through a dedicated liaison for each school, ensuring personalized attention and consistent communication. This long-standing commitment from the board provides each campus with tailored resources, guidance, and support that

⁴ Kagan strategies refer to a set of cooperative learning techniques designed to promote student engagement, interaction, and collaboration in the classroom., developed by Dr. Spencer Kagan.

⁵ Depth of Knowledge (DOK) is a framework developed by Normal Webb in 1997. This system organizes prompts, situations, and tasks into four distinct levels of rigor. As students' progress from one to the next, they face challenges that demand them to apply their cognitive thinking skills more deeply.

⁶ Step Up to Writing is a comprehensive writing program that helps students improve their writing skills.

⁷ Amplify ELA is a blended literacy curriculum designed specifically for grades 6–8. It enables teachers to teach skills through texts and develop their students' muscles for building meaning through reading.

⁸ Individualized Education Plan

⁹ PLC stands for professional learning communities.

meet their unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of each school's distinct culture and challenges.

Site Evaluation Findings: Challenges

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

Closing achievement gaps

One challenge at Somerset Academy Skye Canyon is closing academic achievement gaps for high- and low-achieving students. This gap presents a unique challenge in providing the necessary support and enrichment to meet the diverse needs of students at both ends of the academic spectrum.

Strengthening teachers' knowledge of the Nevada Academic Content Standards

The leadership team continues to work on strengthening teachers' knowledge of the Nevada Academic Content Standards. Leadership sees varying levels of familiarity with the standards among teachers as a challenge.

Specialized populations

Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on individual education programs (IEPs) in greater numbers is a challenge for Somerset Academy Skye Canyon.

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.

Science proficiency

The SPCSA recommends that Somerset Academy Skye Canyon focus on improving student proficiency in science at the elementary school level. Currently, the science proficiency rate for elementary students is 37.8%, a decrease from 56.3% achieved in the 2023-2024 school year.

Increase instances of student discourse within classrooms

There was moderate evidence of students contributing to lessons by participating and explaining concepts to their peers on the evaluation day, as observed by the SPCSA site evaluation team. Three classrooms rated distinguished out of 23 observed classrooms (see page 19 of this report). This may be an area for growth. For example, in several instances of observed classrooms, students were asked a question and just one student was called upon to respond. SPCSA staff suggest that the school consider adding student discourse best practices to bolster levels of academic growth.

SPCSA staff recommend Somerset Academy Skye Canyon create ways in which to elevate student voice during class time. The site evaluation team observed classes for a minimum of 15 minutes. In 32.8% of the classes observed, the teacher spoke the entirety of the observed time, or the teacher spoke more than the students during the observed time. To elevate student voice in the classroom:

- Consider video recording teachers and asking them to time how often they are taking center stage.
- Consider partnering a master teacher who maximizes student voice and have them co-teach. There are seven models of co-teaching. (*Co-teaching to improve student outcomes*. Friend, 2019).
- Gradual release model- “I do, you do, we do” practices elevate student voice and engagement and undergird inquiry-based learning. As teachers allow students to speak more than the instructor, “students take ownership of their own learning” (Classroom Environment and Instruction Observation Rubric, p. 13 of this report). When teachers elevate student voice, instructors 1) determine how intellectually engaged students are with the lesson, 2) gauge students’ appropriate usage of academic vocabulary, 3) comprehend students’ understanding of concepts or goals of the lesson 4) formatively assess students’ mastery of learning, 5) assess students’ reasoning and higher-order thinking, (Classroom Environment and Instruction Observation Rubric, p. 13 of this report). Further, cultivating high levels of student engagement provides the teacher with guidelines for lesson pacing and student differentiation.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Somerset Academy Skye Canyon during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Somerset Academy Skye Canyon 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 ¹⁰	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	7
Students	10

¹⁰ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Law by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academica, the charter network's Educational Management Organization, and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academica's effectiveness. A member shared that the governance board is pleased with their EMO¹⁰ overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member in the focus group emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion in the focus group then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Skye Canyon fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no family focus group was held.

Focus Group Summary: Faculty and Staff

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Skye Canyon fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no faculty focus group was held.

Focus Group Summary: School Leadership

On the day of the focus group at Somerset Academy Skye Canyon, seven members of the leadership team participated. In an effort to align school-wide instructional best practices and rigor, leaders shared that instructional coaches have ensured all teachers have observed three different colleagues during their coaching cycles. Topics covered during these cycles include rigor, questioning techniques, Kagan strategies, collaborative methodology, writing, Amplify¹¹ English language arts (ELA), and vertical alignment with the NVACS¹². Leaders also reported that they partner with the Regional Professional Development Program (RPDP) in Nevada to provide further professional development for staff on unwrapping content standards and other best teaching practices.

Leadership reported notable improvements in Tier-2 interventions at Somerset Academy Skye Canyon, with a clear emphasis on selecting the most effective materials for teachers to utilize. I-Ready reports help identify students in need of math interventions, while the University of Florida Literacy Institute's explicit phonics¹³ program (UFLI) and Word Connections¹⁴ are used to assess and support middle school students requiring reading interventions. Middle school and fifth grade students participate in 40 minutes of intervention twice a week, integrated into their elective period. Kindergarten through fourth grades conduct intervention 5 days a week for 30-minutes most of the time, taking special scheduling into consideration. In addition to these structured interventions, tutoring is available, providing ongoing support to meet the diverse needs of students.

Leadership at Somerset Academy Skye Canyon shared details with the SPCSA team about their Cares mentoring program, designed to support new staff members. Under this program, new employees are paired with more experienced mentors and meet once a month for guidance and support. Professional development (PD) is also provided monthly, led by instructional coaches, with sessions tailored to the needs of the staff. The PD centered around strategies from the book *Onboarding Teachers* provides new educators tools and knowledge necessary to thrive in the school environment, fostering and promoting a supportive, collaborative culture within the school.

Leadership spoke to the fact that teachers at Somerset Academy Skye Canyon are comfortable analyzing WIDA¹⁵ data and collaborating with coaches to develop effective strategies for supporting English Language Learners (ELLs). The BrainPOP¹⁶ EL program is aligned with WIDA standards, providing targeted resources to enhance language development. In addition, there is an ongoing effort to revamp the curriculum with a focus on the Science of Reading¹⁷, ensuring that literacy instruction is grounded in evidence-based practices that support all learners, particularly those in need of additional language and

¹¹ Amplify is a comprehensive language arts curriculum program for students in grades 6-8.

¹² Nevada Academic Content Standards

¹³ Explicit phonics instruction involves teaching students the relationships between letters and sounds.

¹⁴ Word Connections is a reading program for students in grades 6-8.

¹⁵ WIDA stands for world-class instructional design and assessment.

¹⁶ Brainpop is a video platform designed for teaching.

¹⁷ The *Science of Reading* refers to a body of research that focuses on how the brain learns to read and the most effective instructional methods for teaching reading.

reading support. The leadership team reported that this comprehensive approach ensures that teachers are equipped with the tools and strategies needed to promote student success.

Focus Group Summary: Students

Ten students participated in the student focus group, and most of the participants within the focus group indicated they feel safe at school and have a staff member they can turn to if they have a problem. One student shared that a middle school teacher checks in with students during class and notices when students aren't doing well. Another stated that a teacher utilizes pressure passes, allowing students to access the pass when they need a break. Other group members conveyed that the school has a counselor app on school computers, allowing students to schedule appointments with the counseling department. One student shared, "It indicates a level of urgency. The counselors and the adults on campus don't judge, they understand things from our point of view".

The group shared that the Somerset Academy Skye Canyon teachers are respected by their students. A few students emphasized that the students demonstrate respect to their teachers because the teachers are kind, friendly, and respectful. Members of the group highlighted that the teachers ask the students for feedback on improving lessons and assignments.

The students discussed their favorite subjects or classes and explained why. One student stated that science is their favorite subject because the teacher had a positive attitude, "I can walk out knowing I learned something that day." Another student shared that social studies is his favorite because the teacher works through everything with the class and ensures that students understand the assignment. Other responses included history, math, and reading classes.

A portion of the session focused on the students' thoughts regarding extracurricular activities. Responses included band, sewing, chess club, language clubs, robotics, computer science, stock investment, computer coding, crafts, and sports. Several students shared their appreciation for the school's extracurricular activities, allowing them to participate in group activities with other students.

The SPCSA staff asked the group to share their personal learning goals. Several students shared that they set their own learning goals, and teachers check the goals and encourage the students to push themselves to reach or surpass them. One student shared that academic goals are set on i-Ready¹⁸, which is to improve scores on assignments and tests. Another student shared recently learning to play the trumpet to learn four songs. Lastly, a student commented on a goal of becoming a better hiker to prepare for an upcoming hiking trip.

¹⁸ *i-Ready* is an online program for reading and mathematics that helps determine the needs of students, personalize their learning, and monitor progress throughout the school year.

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 middle school 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 22	TOTAL: 0	TOTAL: 0	TOTAL: 1
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 teachers' 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: 0	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 middle school 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: 18	TOTAL: 4	TOTAL: 0	TOTAL: 0
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: 17	TOTAL: 4	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 middle school 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: 3	TOTAL: 14	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	TOTAL: 19	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In one elementary-level class, students utilized their Chromebooks to complete a model of an animal habitat that included the animal's needs to survive. Once completed, students presented their models to a peer.

In one middle-level class, the teacher engaged the class in a whole-class discussion by asking the students contextual reading questions. Students responded by answering out loud. Students were clearly comfortable in the classroom dialogue, as they did not get loud or raise their hands but respectfully called out and shared answers when a thought occurred to them. Students took notes during the dialogue.

Students were finding data from a graph. The teacher called on one student at a time, missing an opportunity for students to work in pairs or groups to support one another and deepen their understanding.

The teacher reviewed CHAMPS¹⁹ expectations before students worked in partnerships to read decodable text using a new phonics sound they were learning. There was high student engagement.

Students in one lower elementary class created a story problem based on one student's suggestion. The teacher helped stretch the thinking by asking how they could solve the problem using addition instead of subtraction. While entering another lesson on phonics in the same classroom, students wrote the sounds on the boards they practiced yesterday to access their prior knowledge before encountering new learning.

In one elementary classroom, students watched a video about interpreting data on a graph. The teacher asked students to work with a student at their table to make observations about a graph that was in their books. All students were engaged and working hard. The teacher gave the students adequate time to make their observations and write about them.

In an upper elementary ELA classroom, the students participated in a close reading activity (close reading is a careful and purposeful technique focusing on understanding a text's more profound meaning) as they learned about earthquakes and tsunamis. The teacher emphasized using strong verbs as the students wrote their responses to a text-dependent question on their whiteboards. The students were also allowed to share their responses with a peer. The teacher led the instruction, and an additional adult supported the learning process. Students displayed high levels of engagement.

Middle school students learned about dividing fractions using the (SIR) Same, inverse, reciprocal method. The teacher provided direct instruction, breaking down step by step to solve a problem displayed on the interactive screen. The students actively followed along, writing in their notebooks as the teacher asked clarifying questions. The pacing was

¹⁹ CHAMPS is a behavior/ work expectation system that stands for expected conversation, help, activity, movement, participation, and success.

appropriate, and the lesson progressed from the I do, teacher model phase to the we do, student practice phase.

In an elementary primary resource classroom, a small group of students learned about dependent clauses. The teacher used the online learning platform BrainPOP, providing explicit instruction and frequent checks for understanding. The students were also provided opportunities for guided practice and individualized support.

Learning intentions and success criteria were clearly displayed and referred to throughout the small group lesson. The teacher asked, "What was our success criteria?"

Students worked in partners to use drawings and equations to make sense of the words in problems. The teacher asked them to pair up with an even number, if they were odd and vice versa.

The teacher utilized the school's CKLA curriculum in an upper elementary classroom to lead a close reading activity. The teacher introduced the lesson by reviewing vocabulary words. During this lesson phase, students were provided many opportunities to share responses with the whole group.

In a middle school math classroom, the teacher delivered a lesson on fractions.

Middle school students learned about fossils and the movement of the earth's plates. They also reviewed vocabulary words and had opportunities to lead the review in two groups in front of the entire class.

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
SPCSA staff recommended that Somerset Academy Skye Canyon continues to work on improving chronic absenteeism.	Leadership at Somerset Academy Skye Canyon reported they have completed each step listed in the recommendation and are using appropriate codes which may lower the school's chronic absenteeism rate and result in more points in the NSPF. Both the elementary and middle school are below 10% chronically absent.	SPCSA staff finds this recommendation has been met with satisfactory progress.
SPCSA staff recommended Somerset Academy Skye Canyon continue to prioritize improving student enrollment to be more representative of the local district.	The board focus group at Somerset Academy Skye Canyon reported that diversifying extracurricular activities was discussed in recruiting a more diverse student body. The leadership focus group commented on their efforts to increase special education enrollments, especially now they have certified special education teachers.	SPCSA staff recommend the school continues to work on this recommendation.
SPCSA staff recommended that Somerset Academy Skye Canyon develop a plan to bolster student voice in the classroom.	Leadership at Somerset Academy Skye Canyon reported working on this recommendation through professional development with teachers.	SPCSA staff recommend the school continue to work on this recommendation, as outlined on page seven of this report.

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.



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Stephanie

Evaluation Date: 1/31/2023

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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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/31/2023 at Somerset Academy Stephanie. 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 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 Organizational 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

Somerset Academy Stephanie is located in Henderson, Nevada in a facility at 50 N. Stephanie Street. The school serves 958 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to provide equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

ACADEMIC PERFORMANCE

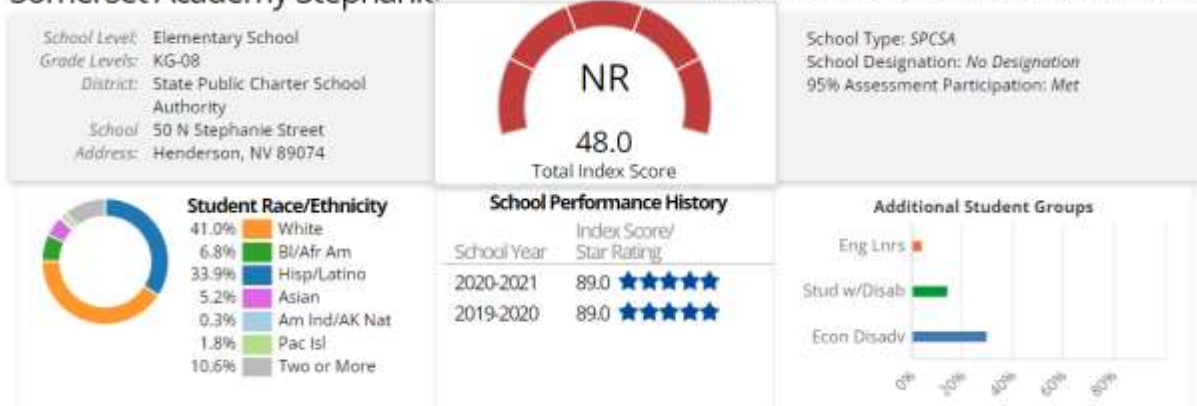
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy Stephanie

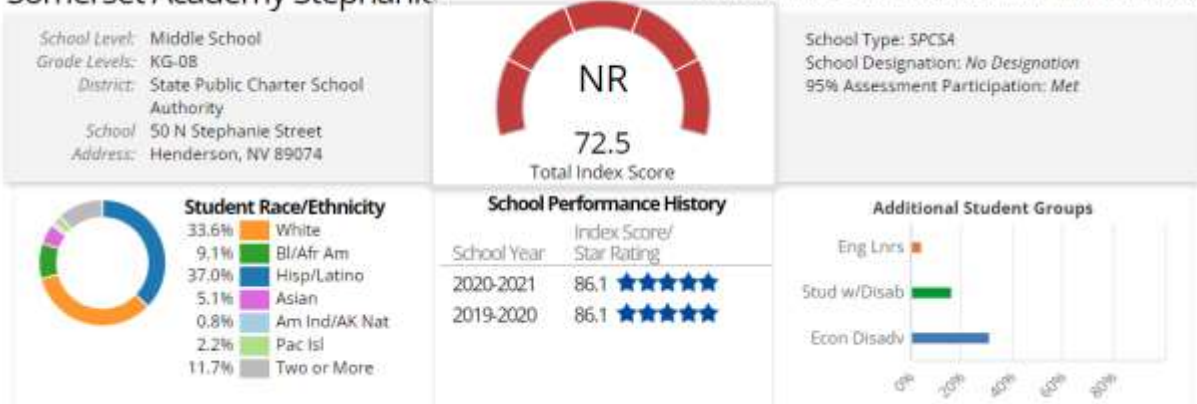
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy Stephanie

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	64.7	72.8	70.4			
Black/African American	20.8	30.3	35.7			
Hispanic/Latino	39.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	32.2	55.6	57.5			
White/Caucasian	51.2	60.7	61.3			
Special Education	17.6	26.3	32.1			
English Learners Current + Former	32.0	34.9	39			
English Learners Current	18.7	25.5				
Economically Disadvantaged	32.1	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	70.5	74.9	76.7			
Black/African American	37.5	39.8	45.4			
Hispanic/Latino	39.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	51.6	61.5	66.2			
White/Caucasian	55.3	65.5	69			
Special Education	21.5	25.5	33.5			
English Learners Current + Former	27.4	37.4	44.4			
English Learners Current	12.5	24.4				
Economically Disadvantaged	41.3	42.8	49.4			

Middle School

Math Proficient

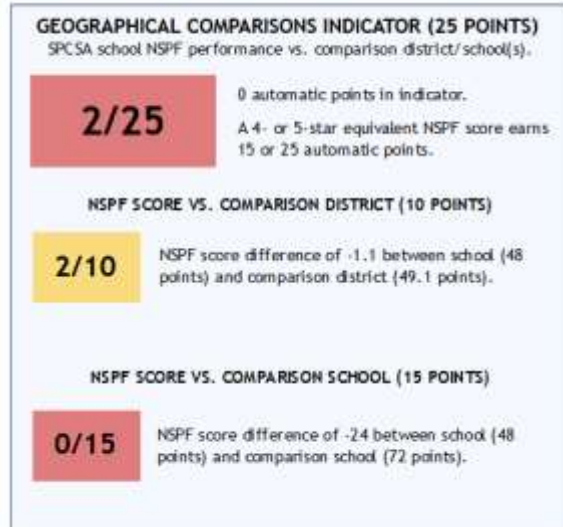
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	52.6	62.7	60.6			
Black/African American	16.6	18.2	27.3			
Hispanic/Latino	30.3	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	26.8	41.8	43.6			
White/Caucasian	33.3	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	19.4	20.1	24.2			
English Learners Current	7.6	7.6				
Economically Disadvantaged	23.8	23.9	32.7			

ELA Proficient

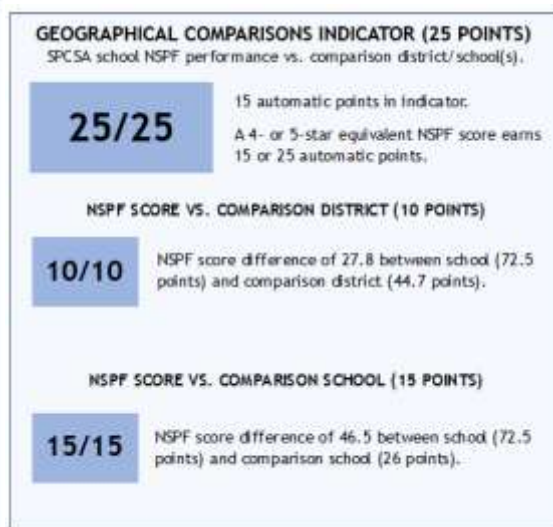
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	60.6	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	63.1	79.0	77.1			
Black/African American	43.3	41.1	40.9			
Hispanic/Latino	63.9	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	58.5	64.6	63.2			
White/Caucasian	62.1	67.2	68			
Special Education	18.0	18.0	25.8			
English Learners Current + Former	58.4	38.8	28.1			
English Learners Current	38.4	16.7				
Economically Disadvantaged	55.0	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

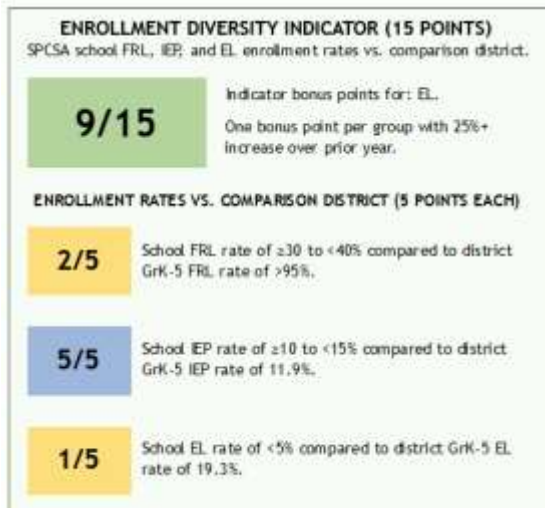


Middle School

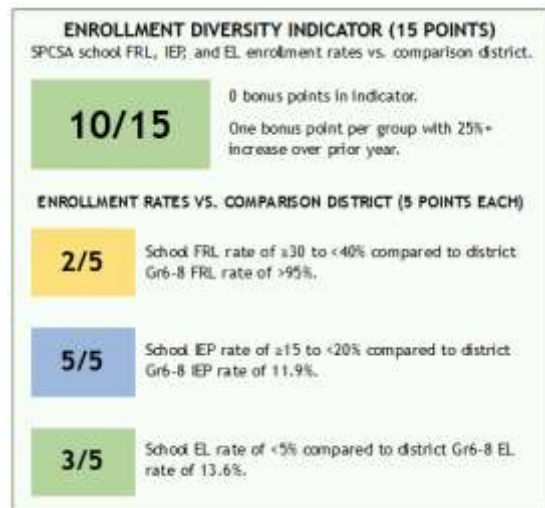


SPCSA Academic Performance Framework Diversity Comparison Result

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	10	30 minutes
School Leadership	5	30 minutes
Staff	14	30 minutes

Governing Board¹:

- The board of directors for Somerset Charter schools “meet once every other month and as often as needed to execute” their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance.
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “Some schools have designated personnel who contact parents, some schools have personnel that will email home, and others have created incentives at school.” Another board member indicated one approach the board has taken, “We have strategically moved certain dates like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica, is evaluated yearly. “The lead principal for Somerset Charter Schools develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Nevada charter; Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, ; Somerset Academy of Las Vegas- Lone Mountain, ; Somerset Academy of Las Vegas – North Las Vegas, ; Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas - Stephanie

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Families reported that the school communicates with families often. A participant from the family focus group shared, “I speak to the health office quite frequently. If my child has to go to the health office they call me.” One family member participant said, “My child is in the Special Education (SPED) program and has an aid that stays with her all day. The SPED director contacts me and sends pictures. This school has the best SPED program.” Another family member said, “The school sends a weekly newsletter, the elementary and secondary teachers send newsletters, and they post updates and events on social media outlets.”
- Several parents shared that they hear their child using academic language at home often. One parent shared, “My child comes home every day telling me what she learned at school.” Another parent said, “My daughter has a speech delay and didn’t talk for a long time. She is now using the language she learned from school to communicate at home.”
- Family members reported they are invited to participate in school events. A family member participant said, “The Parent Teacher Organization (PTO) at this school is phenomenal. Our PTO organizes events like the Fall Festival and father/daughter/mother/son dances.” Another family member said, “A school event that I love is the uniform exchange. People bring their gently used uniforms and sell them for less. Participants can also get credit to purchase new uniforms if they donate their gently used clothes.” One more family member explained, “The school has different optional volunteering opportunities for the parent’s busy schedules. Whether it’s volunteer time in the school, sending home things to cut out, or online wish list purchases.”

Students:

- Students reported they are provided with several opportunities to speak with peers, lead a discussion, and explain their thoughts to others in the class. One student said, “We have accountability partners and discuss our thinking with them often.” Another student explained, “We get assigned tasks and present to the class.” One more student shared, “My teacher calls on students to come to the board to explain our thinking to the class.”
- Students shared they were made aware of the expectations for behavior at the beginning of the school year. A student shared, “We have a CHAMPS³ board to remind us of the expectations for each activity. The students lead their class in reviewing the CHAMPS expectations throughout the day.”
- Several students said they feel comfortable asking for help in class. One student said, “Our teacher asks who needs help after the lesson and will meet with us to review the lesson in a small group.” One more student shared, “First, I ask other students for help and if they don’t know then I ask my teacher.”

³ CHAMPS is a proactive approach to classroom management. The acronym stands for Conversation, Help, Activity, Movement, Participation and Success. The teacher must address these different elements before starting any activities to ensure smoother lessons and effective learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- Leadership reported several ways they are addressing chronic absenteeism. One member of leadership shared, “We have implemented school-wide incentives for attendance. Each classroom fills in a letter on the party time attendance chart when all students are present. Students are excited that they’ll get to attend a party once all the letters are filled in. Students are motivated to attend school.” Another member of leadership reported, “We also call home if students are absent. Our staff educates families on the importance of attending school.”
- In the previous site evaluation report, it was noted that there were few classrooms rated as distinguished. This resulted in a recommendation to elicit more student-generated higher-level questions and student-led activities. Leadership reported several ways they are addressing this recommendation, such as providing coaching, mentorship, and training to staff. One leadership member explained, “We have provided professional development to increase higher-level thinking. For example, we trained staff on the depth of knowledge levels⁴ and Bloom’s Taxonomy⁵. We have seen a lot of growth in our teacher’s instruction which has resulted in positive outcomes in their data.”
- Leadership reported ways they are working to increase student proficiency in efforts to achieve higher NSPF index scores for Somerset Stephanie, with a high focus at the elementary level. Leadership explained, “We are tracking interim data with a data specialist for projected star ratings. The data specialist trains teachers on how to analyze their student data to look for deficits. We’ve also implemented IEP at a glance documents to provide teachers with a snapshot of students’ IEPs.”

Staff:

- Staff reported they foster academic language in the classroom often. One staff member said, “I use sentence stems to help students develop academic language within sentences.” Another staff member shared, “I use online educational platforms and post responses to facilitate student discourse.” One more staff member explained, “I model academic language in the classroom.” Several teachers reported they use structures for cooperative learning.
- In the previous 2021 site evaluation report, it was recommended that staff at this school work to increase student voice in the classroom. Several staff shared professional development opportunities they have had around student voice or student-led instruction. A staff member shared, “We have had professional development opportunities for cooperative learning best practices.” One staff member communicated, “The Leader in Me⁶ program is not as prominent here at this campus. I would like to bolster the leadership program here as this will help with increasing student voice in the classrooms.”

⁴ Depth of knowledge (DOK) refers to the level of understanding required to answer a question or perform an activity. This concept is most often applied to the thinking that students do during assessments and other standards-driven evaluations.

⁵ Bloom's taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods. Specific learning outcomes can be derived from the taxonomy, though it is most commonly used to assess learning on a variety of cognitive levels.

⁶ Leader in Me is an evidence-based, social-emotional learning process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on secular principles and practices of personal, interpersonal, and organizational effectiveness.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Several staff explained some of the ways staff members work together to meet the needs of all students, including students with an Individualized Educational Plan (IEP), English learners, and students with opportunity gaps. One staff member shared, “We meet every week to discuss interventions and supports for students.” Another staff member explained, “The special education teachers provide services for students with an IEP and work with general education teachers on making accommodations and modifications for students.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 28 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 11	Total: 14	Total: 1	Total: 1	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 2	Total: 0	Total: 0

Classroom Instruction					
	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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 10	Total: 15	Total: 0	Total: 0	Total: 3
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 9	Total: 17	Total: 1	Total: 0	Total: 1
Quality and purpose of questions	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: 3	Total: 13	Total: 3	Total: 2	Total: 7
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 3	Total: 15	Total: 1	Total: 4	Total: 5

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 9	Total: 11	Total: 8	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 4	Total: 20	Total: 0	Total: 1	Total: 3

1. In one elementary classroom, students read a text as a whole group. The teacher asked higher-level questions about the text. Students completed written responses on their individual activities.
2. In one special education pull-out classroom, the teacher provided interventions to three students. A teacher redirected students with challenging behavior using a positive approach.
3. In one middle school classroom, students were called individually to present to the whole class a slide deck on themselves. The slides included information on the Myers-Briggs personality sorter. Students explained the traits and indicated whether they felt they identified with the Myers-Briggs results. While students spoke, the rest of the class took notes on each of the presentations.
4. In one elementary classroom, students transitioned between centers for individual work. Students were off-task and transitions were slow and chaotic.
5. In one elementary classroom, students rotated among centers working on various math tasks. One center was a small group where the teacher interacted with a small group of students. In other groups, students interacted with their peers' explaining concepts and completing worksheets. Several students were off-task, writing on tables, copying off others' papers, and having non-academic conversations.
6. In one middle school classroom, students were off task as SPCSA site evaluators entered the room. The teacher sat at her desk and redirected students.
7. In one middle school classroom, students talked over the teacher and other students. One student slammed their chair on the table. Another student kept squeaking his/her shoe on the floor making it distracting for many students to hear. Students had their laptops open, and some were playing games on their computers rather than focusing on learning. The instructor stayed in one area of the classroom and did not walk the room.
8. In one elementary classroom, students were talking amongst themselves during the last several minutes of class. There was no instruction observed as students talked, walked around the room, sat on tables, and displayed other off-task behaviors.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Somerset Stephanie utilizes the Envisions 2020 mathematics curriculum which is aligned with Nevada Academic Content Standards for tier I instruction in mathematics. The curriculum combines problem-based learning and visual learning to deepen students' conceptual understanding. Envision includes various research-based instructional strategies like 3-Act Math modeling tasks.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student files are digitized in Infinite Campus. Hard files have been sent to Academics for storage. Special education files are kept under lock and key in the special education facilitator's office.

Indicator 5: School Environment	Measure 5b: • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Self-Assessment of the implementation of prior recommendations by school staff

- According to the observational rubric, section II, (Classroom Instruction on pages 14 and 15), there were few “Distinguished” ratings recorded on the day of the evaluation. It is recommended that Somerset Stephanie elicits more student-generated higher-level questions and student-led activities.
- It is recommended that classroom teachers focus on making academic learning targets and success criteria clearer to students.
- It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica.
- Prioritize improving the special population of students within the Free and Reduced Lunch category to be more representative of the local district and the SPCSA.

Evidence the school can provide to support the implementation of previous recommendations.

- Leadership reported they provided training, coaching, and mentoring to staff.
- Somerset Stephanie staff utilizes common board configuration (CBC) to post objectives and learning targets. Teachers strengthened their ability to close a lesson to include reviewing the learning targets.
- The Somerset Board evaluated the Education Management Organization (EMO) by creating a survey which was distributed to all Somerset leadership by the lead principal. Results were collated and shared within Somerset leadership and the governing board prior to discussing results with the EMO.
- The Somerset network has implemented a weighted lottery. Leadership at Somerset Stephanie reported that half of the EL student population has exited and passed all four WIDA domains.

Reason's school believes additional time will be needed to fully address the recommended items, if any.

Somerset Stephanie leadership believes that recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized population gaps are ongoing, and while the school serves a more representative population than other Somerset campuses, additional work and efforts are needed to further close these gaps.

SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address growing the specialized needs population to align with the following goals of the SPCSA's Strategic Plan:

- Provide Families with Access to High-Quality Schools
- Ensure that every SPCSA student succeeds - including those from historically underserved student groups.
- Increase the diversity of students served by SPCSA schools

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 are described within the body of the report and summarized here.

- SPCSA staff found Somerset Stephanie's SPED program to be strong in terms of implementation and providing required student services. SPCSA staff observed strong interventions in resource classrooms and strong push in interventions. It was observed by SPCSA staff that Somerset Stephanie has a strong SPED team. For example, SPCSA observed SPED staff calmly deescalating a situation with a student displaying challenging behaviors. The SPED staff were able to redirect the student back to instruction.
- Somerset Stephanie has created a strong school culture for families, staff, and students. SPCSA staff observed staff preparing for the student of the month awards. Students in the focus group shared their excitement about the Student of the Month awards. One student said, "I felt so happy when I was chosen to be the student of the month!" Participants from the family focus group reported that the positive school culture and the variety of extra-curricular activities are the reasons they stay at Somerset Stephanie. One parent explained, "Somerset Stephanie offers field trips for every grade, sports, Family Fitness Night, field days, dances, Fall Festival, club activities, and tutoring."
- Somerset Stephanie has demonstrated strength in its ability to make data-based decisions. Leadership reported several ways they utilize data to make instructional and curricular decisions, such as analyzing data to identify deficiencies and organize differentiated small groups. One member of leadership disclosed, "We have intentional data analysis meetings to design tiered-level instructional groups."

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.

- Chronic absenteeism continues to be a challenge for Somerset Stephanie. According to the 2021 - 22 NSPF, Somerset Stephanie's chronic absenteeism is 22.1 percent at the elementary level and 24.6 percent at the middle school level. Leadership recalled several instances when they worked to improve chronic absenteeism at Somerset Stephanie, such as school-wide attendance incentives and phone calls home.
- The math, science, and English language arts (ELA) student proficiency is a challenge for Somerset Stephanie. According to the 2021 - 22 NSPF, Somerset Stephanie's student proficiency at the elementary level is 43.1 percent in math, 49.1 percent in ELA, and 19.1 percent in science. Somerset Stephanie's index score at the elementary level is 48 and does not meet the standard as the school would have been rated as a two-star school had ratings been issued. Somerset Stephanie's student proficiency at the middle school level is 31.1 percent in math, 60.6 percent in ELA, and 56.3 percent in science. Somerset Stephanie's index score at the middle school level is 72.5 and meets the standard as the school would have been rated as a three-star school had ratings been issued. Although each level displays challenges with low student proficiency rates, the elementary school level poses a greater concern as the index score of 48 does not meet the standard.
- SPCSA staff observed student engagement to be a challenge at Somerset Stephanie. According to the Intellectual Engagement in Learning section of the Classroom Observation Rubric on page 11 of this report, eight classrooms were scored in the basic category. SPCSA staff observed some inconsistencies with classroom management and disruptive behaviors. Additionally, SPCSA staff observed the pacing of the lessons to be lagging in some classrooms which led to off-task behaviors during instructional time.
- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Somerset Stephanie. 36.4% of students qualify for the FRL designation and less than five percent of students are EL as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing recommendation by SPCSA staff for Somerset Stephanie.

RECOMMENDATIONS

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

- SPCSA staff recommend Somerset Stephanie develop a plan to improve chronic absenteeism at the elementary and middle school levels. The plan may include calling families and providing family workshops to explain chronic absenteeism and the importance of attending school. As noted in the challenges section on page 19 of this report, chronic absenteeism is high at the elementary and middle school levels. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP⁷ codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Somerset Stephanie make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommend school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository. The following websites below may be of support in the planning process.
 - <https://www.attendanceworks.org/chronic-absence/the-problem/>
 - <https://www2.ed.gov/datastory/chronicabsenteeism.html>
 - https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism/
- SPCSA staff recommend that Somerset Stephanie create a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 19 of the report, Somerset Stephanie's ELA, math, and science proficiency rates are low in math, ELA, and science. As a result, Somerset Stephanie's NSPF index score has been negatively impacted at the elementary school level and does not meet the standard. Somerset Stephani earned an index score of 48 at the elementary level for the 2021 – 2022 school year, which is the equivalent of a two-star rating. Without improvement during the 2022 – 23 school year, this puts the school at an increased risk for SPCSA intervention.
- In alignment with the SPCSA's strategic plan to increase the diversity of students served by SPCSA schools, SPCSA staff recommends that Somerset Stephanie continues to work on increasing the enrollment of specialized student groups. This includes students who receive free or reduced-priced lunch, English learners, or students on an Individualized Educational Plan (IEP). Somerset Stephanie may benefit from reflecting on prior efforts to implement the marketing and recruitment plan to support this effort. SPCSA staff will continue to expect Somerset Stephanie to increase the enrollment of specialized student groups in the coming years.
- SPCSA staff observed some inconsistencies with student engagement. According to the Classroom Observation Rubric beginning on page 11 of this report, eight classrooms were rated as basic in the Intellectual Engagement in Learning section. In efforts to move more classrooms from basic to distinguished, SPCSA staff recommend that Somerset Stephanie develop a plan to increase student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

⁷ The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset Stephanie during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Somerset Stephanie during this site evaluation.



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Stephanie Campus Site Evaluation Report: November 13, 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

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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 conducts 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.

NSPF Star ratings

According to the Nevada School Performance Framework¹ (NSPF), academic performance at the Somerset Academy Stephanie campus is a notable strength. The elementary school consistently maintained a 4-star rating. The middle school, while holding a 5-star rating, demonstrated significant improvement with an increase in its index score from 64.5 in the fall of 2023 to 69.5 in the fall of 2024. English language arts (ELA) proficiency in elementary and middle school, 60% and 66%, respectively, are well above the district average of 54% for the 2023-24 school year. This indicates strong school-wide instruction and student performance in phonics, reading comprehension, and writing.

Staff retention

Somerset Academy Stephanie has strong staff retention. This has increased from 70% in the 2022-23 school year to 86% in the 2023-24 school year. Teacher retention enhances the quality of education, fosters a positive school environment, and contributes to better outcomes for students and staff.

Intentional data-based decision making

Over the past two years, Somerset Academy Stephanie has made gradual, data-driven personnel adjustments. Leadership analyzed various performance metrics and matched them with each teachers' strengths. If a teacher was not meeting expectations, teachers were reassigned and placed according to their strengths. Additionally, the school departmentalized fourth and fifth grades based on historical data that verified it would be more effective for students. Teachers who were not fully committed to the school's culture of improvement were provided with coaching and, in some cases, transitioned out of the school.

Strong special education program

Somerset Academy Stephanie is proud of its robust special education program, which serves 17% of the student population. The school fosters strong collaboration within its special education team with co-teaching and push-in models that allow for extended time with students. To support and retain special education teachers, school leaders reported that they model lessons and provide ongoing guidance. Previously, according to school leaders, special education students were missing out on Tier-1 instruction, but now they are actively engaged in it while still addressing their Individualized Education Program² (IEP) goals.

Middle school science proficiency rate

The middle school science proficiency rate is 70%, surpassing the district average of 48%. Additionally, various subgroups' proficiency rates were higher than the district: the Hispanic subgroup was 65%

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Student Succeeds Act (ESSA).

² An Individualized Education Program (IEP) is a legal document provided under federal law that is used for children in public schools who need special education. It outlines the specialized instruction they receive.

compared to the district subgroup rate of 38%, and the English language³ (EL) learner's subgroup rate of 41% exceeded the district subgroup rate of 24%. The data indicates strong science proficiency within these groups, a strength for Somerset Stephanie.

³ English language (EL) learner.

Site Evaluation Findings: Challenges

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

Loss of qualified teachers

One challenge for Somerset Academy Stephanie has been losing qualified teachers to other schools with the ability to offer a more attractive salary. As a result, the school faces the ongoing challenge of maintaining a stable and experienced teaching staff, which can impact the consistency and quality of education provided to students.

Teachers assigned to highest-leverage roles

Somerset Academy Stephanie is actively working to address the challenge of ensuring that teachers are assigned to the most appropriate roles based on their skills and expertise. By continuously evaluating staff performance and student outcomes through data-driven analysis, the school is making more informed decisions about teacher placement.

EL proficiency rates

Another challenge for Somerset Academy Stephanie is its EL learner proficiency rates. The elementary school earned only 1/10 points on the Nevada Educator Performance Framework (NSPF) for the 2023-2024 school year and an Adequate Growth Percentile⁴ (AGP) of 31.8%, compared to the district rate of 48.4%. The challenge exists in middle school as well, earning 3/10 points and an AGP of 17.6%, compared to the district rate of 27.2%.

Parking space

As observed by the site evaluation team, parking space is limited at Somerset Academy Stephanie. This contributes to inconvenience, increased traffic congestion, and accessibility issues.

Science proficiency rate in elementary school

The elementary science proficiency rate at Somerset Academy Stephanie stands at 30.9%, which is notably higher than the district average of 21.2%. However, when examining the school's performance over time, the Nevada School Performance Framework (NSPF) data reveals a decline in proficiency from the previous year, 2022- 23, when the rate was 48.9%. This drop suggests a need for further analysis to identify factors that may have contributed to the decrease and targeted strategies to address and reverse this trend.

⁴ Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

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.

Chronic absenteeism

It is noted that Somerset Stephanie made excellent progress in decreasing chronic absenteeism from 22.1% in elementary school grades and 24.6% in middle school grades to 12% and 11.4% respectively. SPCSA staff recommend that Somerset Stephanie continue to decrease chronic absenteeism to be below 10% for both elementary and middle school grades. Some suggestions for improvement include continuing to educate parents on the academic and social effects of not attending school regularly and having targeted meetings with families who are on trend to be chronically absent.

English language proficiency indicator

SPCSA staff recommends Somerset Academy Stephanie continue to work on increasing numbers on the English language proficiency indicator of the NSPF. According to leadership, Somerset Academy Stephanie have strong practices and systems in place to serve their high English learner (EL) population of students. Several trainings were given last year on EL instructional strategies, focusing on collaborative learning structures such as Kagan⁵, TPR (Total Physical Response), and using realia⁶. This school year, leadership reported that Somerset Academy Stephanie is working in partnership with the Southern Nevada Regional Professional Development Program (RPDP) on EL instructional strategies and techniques as well as how to use the WIDA⁷ report to inform instruction. Teachers collaboratively plan with the administration to ensure lesson scaffolding and modifications meet the needs of all EL students on campus. Leadership develops a monthly EL newsletter internally for teachers, highlighting various strategies teachers can use to be informed. The school also offers targeted tutoring and interventions using the Lexia⁸ English program.

Increasing student voice

Continue to work on increasing student voice within classrooms, as student voice is a strong factor in contributing to productive, equitable classrooms. The Classroom Environment and Instruction Observation Rubric demonstrates an opportunity for more classrooms to move from highly proficient to distinguished in student engagement (page 19 of this report). To elevate student voice in the classroom:

- Consider video recording teachers and asking them to notice and time how often they take center stage.
- Consider partnering a master teacher who maximizes student voice and have them co-teach.
- Consider utilizing the gradual release model- “I do, you do, we do”. This practice elevates student voice and engagement, as well as undergird inquiry-based learning.

⁵ Kagan are structures created by Dr. Spencer Kagan to increase student engagement and discourse in the classroom.

⁶ Realia refers to authentic objects from real life that are used in the classroom to teach specific concepts.

⁷ **WIDA**, or the World-class Instructional Design and Assessment, is a consortium of states in the U.S. that are dedicated to the design, and implementation of standards, and opportunities for English language learners.

⁸ Lexia English is an adaptive blended learning speaking and listening program that supports students’ English language development through academic conversations.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Somerset Academy Stephanie during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Somerset Academy Stephanie 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 ⁹	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	4
Students	10

⁹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Law by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academics, the charter network's Educational Management Organization, and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academics's effectiveness. A member shared that the governance board is pleased with their EMO¹⁰ overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member in the focus group emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion in the focus group then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

¹⁰ Education Management Organization

Focus Group Summary: Family Members, Parents, and Guardians

Due to the visit being abbreviated, there was no family member focus group held.

Focus Group Summary: Faculty and Staff

Due to the visit being abbreviated, there was no faculty and staff focus group held.

Focus Group Summary: School Leadership

Four Somerset Stephanie leadership team members met to discuss the school on the day of the site evaluation.

Leadership attributed the rise in proficiency rates for ELA in both elementary and middle school to several important factors. While the school initially used the *Wonders* curriculum¹¹, they determined that switching to Wit and Wisdom¹², which aligns more closely with the NVACS¹³ and the science of reading, would be a better fit. The leadership team followed a thorough adoption process of the new curriculum, including observations, a year-long pilot, and eventually approval from the Somerset network board. As a result, the transition was made in the 2023-24 school year. Additionally, as part of the rise in math proficiency scores, they noted that two former middle school math teachers that were teaching other subjects, who were highly effective, were moved, contributing further to the improvement.

Leadership highlighted that staff changes were implemented to create a more effective team of teachers. Teachers' performance was regularly assessed through data analysis, and adjustments were made as needed, with less effective staff being reassigned or replaced. The decision to departmentalize, based on previous data, also played a key role in tailoring instruction to better meet students' needs.

Another significant factor leadership reported was addressing the school culture by minimizing negative influences from teachers who were resistant to coaching, fostering a more positive and collaborative environment. Members of the leadership team emphasized the importance of listening to feedback from teachers and maintaining a positive-to-negative ratio, which helped shift the overall mindset toward continuous improvement. By promoting open communication and encouraging a growth mindset, leadership was able to create a more supportive atmosphere where staff were more receptive to development opportunities. This focus on a positive culture contributed to a stronger sense of teamwork and accountability, ultimately benefiting both staff and students.

When asked about the chronic absenteeism plan developed by Somerset Academy Stephanie leaders for both elementary and middle school levels, leadership outlined a multifaceted approach. To actively engage families, the school has been holding regular parent meetings to discuss the importance of attendance and to provide support for families facing challenges. In addition, weekly attendance reports are closely monitored to identify patterns and intervene early when needed. Classroom incentives have been implemented to encourage regular attendance, rewarding students for their consistency and commitment to learning. School leaders also emphasized the importance of proactive communication, with staff members calling families to discuss attendance concerns and offer assistance when necessary. To further motivate students, participation in extra-curricular activities has been directly tied to

¹¹ Wonders is an evidence-based K–5 ELA program that empowers students to actively participate in learning and exploration.

¹² Wit & Wisdom is a comprehensive K–8 English language arts curriculum crafted to help students build the knowledge and skills they need to be successful readers, exceptional writers, and effective communicators.

¹³ Nevada Academic Content Standards

maintaining good attendance, ensuring students understand the connection between engagement in school and their ability to take part in enriching activities. Despite these efforts, chronic absenteeism has seen an increase, with the elementary school's rate rising to 12%, up from 6.7%, and the middle school's rate climbing to 11%, up from 8%. This uptick highlights the ongoing challenge of addressing absenteeism, but according to leadership, the school remains committed to refining and expanding its strategies to reduce these rates moving forward.

One significant strength that leadership was that it was reported by Academica that Somerset Academy Stephanie had the greatest gains in science out of all the Academica schools.

Focus Group Summary: Students

The focus group students shared that they feel physically and emotionally safe and welcomed at Somerset Academy Stephanie. They expressed their trust in the adults at the school, particularly their teachers and school counselor, when it comes to addressing their concerns or problems.

Students were asked to share what they liked best about how their teachers teach them when learning complex concepts or skills. One student shared that he likes learning complex tasks: "I can ask for help, and my teacher guides me. My teacher teaches me different strategies if we are having difficulty". One student stated that some teachers use videos or songs to help them remember. Another student said, "My teacher comforted us and said it would get easier the more we worked on it."

Students stated that family members participate in many school activities including such events as the fall festival, school dances, foam parties, field trips, and parties during the holidays. Students also said many parents are active in the Parent-Teacher Organization (PTO) and volunteer for field days and assisting helping in classroom craft activities. Many extracurricular opportunities offer a chance for students to try out sports or craft and see if they like them. These events provide parents with opportunities to see their children interact with their school peers. Sports such as soccer, volleyball, flag football, cheerleading, and cross-country were mentioned alongside clubs such as the computer game Minecraft, leadership, and chess.

The focus group concluded by having students reflect on any possible changes they would propose. Several students conveyed that more room in school hallways is essential, as they often find hallways crowded during the transition between classes, making it difficult to move from class to class. Additional responses included more playground equipment, like bigger bases for kickball. One student expressed the desire to go outside during lunch instead of being dismissed altogether, noting sometimes, students eat slower or feel rushed to eat.

Classroom Environment and Instruction Observation Rubric

A total of 25 elementary and 5 middle school 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. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 23	TOTAL: 3	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 teachers' 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: 2	TOTAL: 23	TOTAL: 2	TOTAL: 2	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 25 elementary and 5 middle school 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: 1	TOTAL: 2
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: 19	TOTAL: 3	TOTAL: 1	TOTAL: 6

Classroom Environment and Instruction Observation Rubric

A total of 25 elementary and 5 middle school 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: 25	TOTAL: 0	TOTAL: 2	TOTAL: 1
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	TOTAL: 14	TOTAL: 5	TOTAL: 5	TOTAL: 5

Classroom Observations and Additional Comments

Students were working on a Must Do/ May Do menu board independently as the teacher played a sight word game with a small group of students. They were highly motivated to play the game and were able to color in a circle each time they read a word correctly. After the menu choices, the students all worked together to clean the classroom for two minutes before lunchtime. The teacher's tone throughout the classroom visit was kind and calm. Students knew what was expected of them.

The students were noisy and disruptive while working on i-Ready¹⁴, with about half of them off-task. One student repeatedly shouted, "What are you looking at?" at another student. Despite several attempts by the teacher to quiet the class and regain control, the students did not respond to her requests. She addressed various students sternly on two occasions, reminding them not to throw items and to stay in their seats. Overall, the class remained out of control throughout the entire observation.

Students were encouraged to use their individual strengths when delineating the tasks in their small groups in one elementary class. The teacher encouraged students to think about, "Who is good about taking notes, organizing time, key points, keeping things in manageable steps?" Students were excited to get started in their groups.

In a middle-level computer science and integrated technology class, students were highly engaged in utilizing their problem-solving skills in debugging code in the Java computer language. While the class worked on i-Ready math on their computers, the teacher assessed various students on their letter names. The environment was conducive to learning and most students were on task. The teacher praised students in a calm manner. She spoke with one student about how much she had improved since the beginning of the year in her letter- naming knowledge.

In a third-grade ELA classroom, students were engaged in completing their vocabulary words from the text that they were reading. Students actively worked with a partner to complete the tasks as three adults walked around the room, checking on students and providing feedback, such as "Please elaborate, tell me more."

In a fifth-grade classroom, the students engaged in a leader-in-me lesson, answering the question, "I can make choices that help me live my personal mission." The lesson allowed students to get to know their peers, and all students were highly engaged.

In a seventh-grade math class, students worked in interactive groups throughout the room, solving math problems. The students were highly engaged as the teacher checked their progress around the room. The activity structure included groups presenting their problem-solving methods to the whole group, with the entire group asking them questions to explain their answers. Another adult assisted.

¹⁴ i-Ready provides individualized interactive lessons that address the learning needs of each student.

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
Develop a plan to address chronic absenteeism in both ES and MS.	Chronic absenteeism decreased from 22.1% in elementary school grades and 24.6% in middle school to 12% and 11.4% respectively.	SPCSA staff recommends that Somerset Stephanie decrease chronic absenteeism to below 5% for both elementary school and middle school.
Create a robust plan to improve student proficiency rates.	NSPF star rating proficiency in elementary school increased from 2 to 4 stars and from 4 to 5 stars in middle school.	SPCSA staff find that Somerset Stephanie has fulfilled this recommendation.
Continue to work on increasing the enrollment of specialized student groups.	Continued to give two-to-one priority for enrollment of Free and reduced lunch (FRL) students, daily social media marketing, including diverse students in images/videos. Registered Behavior Technician (RBT) programs recommend Somerset Stephanie to their clients.	SPCSA staff find Somerset Stephanie continues to work on this recommendation.
Develop a plan to increase student voice within the classroom.	Kagan training for staff and increased professional development on student engagement strategies.	While strides have been made, SPCSA staff find Somerset Stephanie continues to work on this recommendation.

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 E: SPCSA Financial Performance Framework Results for 2022–23 and 2023–24

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



Somerset Academy of Las Vegas

Address: 4650 Losee Rd, North Las Vegas, NV 89081
Website: <https://www.somersetacademyoflasvegas.com/>
Enrollment: 9423
Grades Served: K-12

2022-23 Fiscal Year: Financial Performance Framework

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

2022-23

2021-22

Meets the Standard

Meets the Standard

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

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

3. ENROLLMENT FORECAST ACCURACY

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

Meets 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?

- 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
 - ☐ Signature Preparatory

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.			
Sommerset Academy of Las Vegas		2023-24	2022-23
Address: 4650 Losee Road, North Las Vegas, NV 89081 Website: http://sommersetacademyoflasvegas.com/ Enrollment: 9503 Grades Served: KG - 12		Meets the Standard	Meets the Standard
1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY 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 Meets 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 F: SPCSA Organizational Performance Framework Results
for 2022–23 and 2023–24



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...

Somerset Academy of Las Vegas

Address: 4650 Losee Road, North Las Vegas, NV 89081

Website: <http://somerseacademyoflasvegas.com/>

Enrollment: 9423

Grades Served: K-12

2022-23

2021-22

Meets Standards

96.00

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

16 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...

Somerset Academy of Las Vegas

Address: 4650 Losee Rd, North Las Vegas, NV 89081
 Website: <https://www.somersetacademyoflasvegas.com/>
 Enrollment: 9423
 Grades Served: K-12

2023-24

2022-23

Meets Standard

Meets Standards

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

100.00

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.