



To The State Public Charter School Authority,

January 8, 2015

Alpine Academy's written charter is approaching its expiration date of August 14, 2015. According to the provisions of Section 20 of Assembly Bill (AB)205 of the 2013 Nevada Legislature the charter school must transition from a written charter (defined in NAC 386.050) to a charter contract (defined in Section 2 of AB205.) Alpine Academy's Governing Board seeks to continue operation, post-expiration of the written charter by applying to the sponsor, the State Public Charter School Authority, for a charter contract.

According to Subsection 3 of Section 20, Alpine Academy's application for a charter contract must and will include:

1. A description of the academic, financial and organizational vision and plans for the charter school for the next charter term;
2. Any information or data that the governing body of the charter school determines supports the renewal of the charter under the terms and conditions for the issuance of a charter contract;
3. A description of any improvements to the charter school already undertaken or planned.

1. Vision and Plans

Alpine Academy's vision and plan for the school's academic framework is to increase college and career readiness by:

- increasing ACT/SAT participation by 8% or more per year
- increasing college credit participation by 5% or more per year
- Increasing graduating Seniors college entrance by 7% or more per year, starting at a baseline of 50% seniors enrolling in college
- increasing teacher participation in outside professional development by 5% per year starting at a baseline of 60% teachers enrolling in outside the school professional development

Alpine Academy's, vision and plan for the school's financial framework is to increase the end of the year funds by 5% each year in a positive trend by:

- increasing the student population by 10% or more per year
- adhering closely to the school's accounting policies and procedures
- using the increase in funds to increase teacher workforce, update educational material, update technology, and to improve facilities

Alpine Academy's vision and plan for the school's organizational framework is to continue working towards 100% compliance in all indicators including:

- I. Educational Program
- II. Financial Management and Oversight
- III. Governance and Reporting
- IV. Students and Employees
- V. School Environment
- VI. Additional Obligations

2. Information and Data

Alpine Academy presents the following information and data to support the renewal of the Charter:

Academic

- Nevada School Performance Framework, School Performance Report 2012-13. Refer to Attached
- Nevada School Performance Framework, School Performance Report 2013-1014. Attached
- The Academic Profile, Charter School Performance Framework letter of standing November 2014.
- Graduation Rate. Page 3
- High School Proficiency Test Scores. Page 4
- Highly Qualified Teachers Epicenter
- Special Education Graduation Rates. Page 6
- Online Courses. www.elearn@buy.edu

Financial

- Independent Financial Audits. Epicenter

Organizational

- Original Charter has all the information regarding the Educational Program. (including all Special Education Policies) SPCSA past documents
- ELL Policy. Refer to Epicenter
- Accounting Policies. Epicenter
- Governing Bylaws. Epicenter
- Student Handbook. Attached
- Faculty Handbook. Attached
- Crisis Management Plan. Epicenter
- Commitment to Excellence. Attached

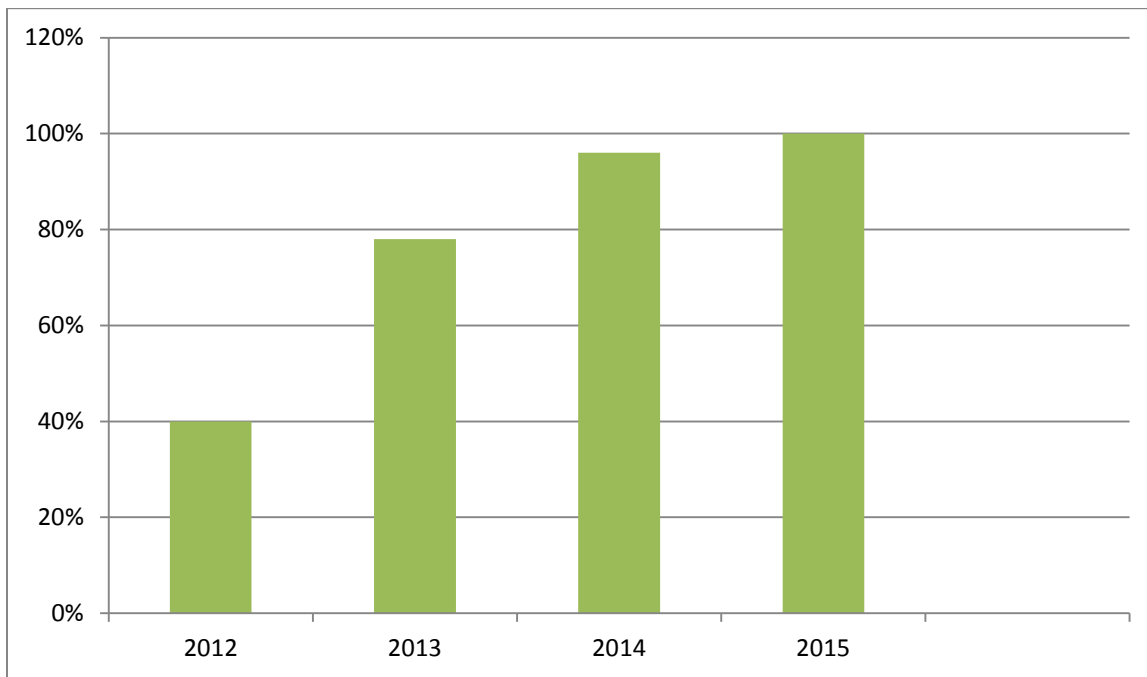
3. Description of improvements

Alpine Academy Charter High School is built on the pursuit of academic excellence. The stated mission of the school is to ensure students receive a quality education and obtain the necessary skills and knowledge needed to progress in life. The school's small size stands as its chief, unique aspect. With 24 students or less in each class, teachers are able to provide an equitable education. Students in every class are supported and challenged to strive for their best and

accomplish quality work. Alpine Academy strives for improvement each year by hiring talented, highly qualified teachers, encouraging parent involvement, modeling best classroom practices, using online diagnostic assessments to benchmark student achievement in Math and English, and by applying research based practices of other successful charter schools. The school is currently in the 6th year of operation and has made enormous strides to move from a low achieving school, struggling to simply graduate students, to a college preparatory school that encourages achievement beyond high school. Alpine has accomplished this with limited financial resources, but with an amazing work ethic and school culture that supports high levels of learning.

Academically the school advanced in the past few years from a two star school to a three star school with the Nevada School Performance Framework. The goal is to be a four star school this current year. The school also advanced in the Academic Profile of the Charter School Performance Framework every year, with the latest rating of “adequate”. One of the major improvements was Alpine Academy’s graduation rate. .Starting with a 40% graduation rate in 2012, it climbed to 78.43% in 2013, is estimated to be 96 to 100% for 2014 and 100% for 2015!

Alpine Academy’s Graduation Rate



Alpine Academy also improved each year in the 11th grade high school proficiency passing rates as follows:

Proficiency Passing Rates (Grade 11)

Year	Math	Reading	Science	Writing
2011-2012	52%	69%	62%	67%
2012-2013	82%	82%	75%	82%
2013-2014	100%	100%	82%	94%

Note: 2013-2014 Seniors passed all Proficiency Testing with a 100% pass rate.

Alpine Academy also improved the opportunities for students to learn (original charter goal) by offering a selection of courses and by adding online courses to their curriculum. The school offers these courses through Brigham Young University Independent Study. BYU provides 175 courses that are fully accredited by Northwest Accreditation commission, a division of AdvancED. The school also received approval to add Dual College Credits for juniors and seniors. Alpine Academy is working with Truckee Meadows Community College to enroll students in TMCC classes to earn college and high school credit at the same time! The school also offers Honors and Advanced Placement courses.

Another area the school has seen major improvements, is in the area of student engagement and discipline. Each year the staff reviews school data from the previous year. Measureable goals are set to improve and changes are made. The goals and class data are reviewed monthly. This year the staff set goals to be motivating, challenging, and effective. The goals are:

- **Motivating** “We will motivate students by modeling passionate learning, encouraging family and community, and by fostering a positive climate as measured by attendance, community service, and club/parent involvement.”
- **Challenging** “We will challenge students by setting high expectations of critical thinking, problem solving, and creativity through multiple avenues of expression as measured by classroom data and assessments.
- **Effective** “Student will be effective communicators, leaders, and decision makers by adopting a growth mindset and utilizing character strengths as measured by G.P.A., citizenship grades, and college entrance.”

Alpine Academy not only set goals for improvement, but implements them one by one. Parent involvement has been carefully fostered so the Parent Organization has grown over the years. This year the Parent Organization has several Family Nights planned as well as fundraisers throughout the year. They in turn provide the school with P.E. equipment, computers, and other necessities. Parents as well as other important stakeholders (students and staff) were involved in writing the School Belief Statements. Together they forged the following:

1. We believe each student fundamentally possesses the ability to meet and exceed rigorous education and character goals.
2. We believe in cultivating an intrinsic love of learning and critical thinking that prepares students to succeed in college and lead choice filled lives.

3. We believe in establishing a curriculum that supports individualized learning experiences, equitable opportunities for success, and expectations that all students achieve at high levels.
4. We believe in fostering an environment characterized by academic, intellectual, and physical safety through our culture of mutual respect, maturity, and positive relationships amongst all stakeholders.
5. We believe in guiding students to become discerning and service oriented leaders in a complex and competitive world.

All stakeholders at Alpine Academy sign a Commitment to Excellence at the beginning of the school year. (Attached) The Commitment to Excellence is a pledge for students, parents, and teachers to make college preparation a number one priority. Character education also shines throughout the school curriculum to promote positive self-worth and excellence in citizenship. The character strengths are; accountability, curiosity, gratitude, grit, kindness, optimism, self-control, social intelligence, and zest. Clubs were created to encourage community and engagement. The school offers Science Club, Book Club, Chess Club, Archery Club, Running Club, Art Club, and Flag football club. Community involvement, leadership, and service are encouraged through food drives, blood drives, community cleanup, and other service opportunities. Students are encouraged to participate in the Science Bowl and field trips to UNR or other educational entities.

The school not only offers many opportunities for students, it also offers teacher training opportunities in effective methods of teaching. (original charter goal) There is a once month three hour delay as well as two professional development days for the staff to hold professional learning community time. School and classroom data are used to drive instruction and place a relentless focus on high academic expectations. Professional development subjects include, but are not limited to: special education, Common Core, ELL, classroom management, adolescent brain development, positive psychology, autism, The Skillful Teacher, Teach Like a Champion, growth mindset, engagement strategies, reading comprehension, writing, and data training. Teachers are given opportunities for peer observations. The school received a Title II grant for professional development. With this grant, the school sent two teachers to the Nevada Mega School Conference and a special education teacher and an administrator to the National Charter School Conference last year. All four of the attendees, returned and trained the staff on how to improve practice in some of the most critical areas in education!

In addition, teachers are heavily involved in planning and preparing throughout the accreditation process. The staff is working towards accreditation and the external review team from AdvancEd will be meeting with them on April 23 and 24, 2015. Alpine Academy is confident once the team examines the whole institution—the programs, the cultural context, the community of stakeholders, they will determine how well the school meets the needs of students. The school is determined to build true capacity to improve student learning and make continuous school improvement a distinctive reality.

Further, Alpine Academy's special education department has made great strides within the last three years. Every student has graduated with a regular diploma at a 100% graduation rate for the school years 2012/13 and 2013/14. Graduation rate for the school year 2011-12 was also 100% with the exception of one student who graduated with an adjusted diploma. At Alpine Academy special education students are fully implemented in the general education classroom between 90 and 100% of the academic day. Students are able to receive services within the regular education classroom with the support of the special education teacher pushing into the classroom. Through dedicated work and effort students increase their reading comprehension scores, sometimes as much as 8 grade levels! In the past three years, student's grades improved from an average 1.5 grade point average to a 3.0 grade point average, including 97% of students passing all of their courses the first time. The Individualized Education Implementation teams provide amazing efforts to encourage and accommodate special education students, setting them up for on time graduation as well as transition to college and career.

The special education policies of the school adheres to the provisions of the IDEA and applicable Nevada special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education including special education and related services. The school also complies with the applicable requirements of Section 504, the ADA and all OCR mandate for students enrolled in Alpine Academy. The school provides planned staff development activities and participates in trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Next, Alpine Academy's Governing Board ensures the school accomplishes the student outcomes for which it was chartered, while ensuring mismanagement does not occur. The Governing Board consists of a lawyer, financial consultant, family counselor, 3 licensed teachers (including one Special Education teacher) and one parent. Together they make certain the school has sound internal control policies and that management is following them. They focus on building a culture of high achievement and allocate time in every board meeting to evaluate how well the school is performing academically and financially. The Board assesses the financials of the school and annually assesses the performance of the administrators. The Alpine Academy Governing Board has a passionate belief in the school's mission and beliefs. They have a firm understanding of the charter and are focused on results. Finally, there is a strong partnership between the board and the school administration that is built on mutual respect and trust.

The Governing Board, Administration, and staff increased the rigor of the school to become a college prep school. During the school year 2013-14 the student count decreased dramatically as many students realized the rigor and rules were too much for them. The transferring students realized Alpine Academy was not an easy charter school, but a demanding college prep school. As the community becomes more informed of the excellent education offered at Alpine Academy the school's numbers increase. The school year 2014-15 the student

population increased by 33% and the administration looks forward to giving full effort to continue this upward trend.

Furthermore, Alpine Academy has evolved into a unique public school that is allowed the freedom to be more transformative while being held accountable for advancing student achievement. The administration has created an environment in which parents can be more involved, teachers are provided the freedom to innovate and students are given the structure they need to learn. There is a relentless focus on high student achievement and conduct. Parents are encouraged to be involved in their son or daughters education. Teachers are highly qualified, receive professional development, utilize data, and are given the freedom to use their talents to help each student excel. Students are given an education that cultivates an intrinsic love of learning and critical thinking that prepares them to succeed in college and beyond. Every freshman is set up with a four year academic plan, including an Advance Diploma goal. They are given a Senior Mentor to guide them in their academics and character education. Each year, sophomores, juniors, and seniors set education goals on an Academic Goal Sheet and must include parent participation and signature.

Alpine Academy's governing board, administration, teachers, parents, and most importantly students look forward to another 6 years of outstanding growth. The school's faculty and students are aware that there are no shortcuts in academics and life. The school has a consistent history of improvement. As the written charter is approaching expiration, the governing board and all stakeholders at Alpine Academy College Preparatory High request the State Public Charter School Authority approve the charter contract.

ALPINE ACADEMY Commitment to Excellence

Student's Commitment

I fully commit to college preparation as my number-one priority in the following ways:

- I will always behave so as to protect the safety, interests, and rights of all individuals in the Alpine community.
- I will always work, think, and behave in the best way I know, and I will make whatever sacrifices necessary for me and my fellow students to learn.
- I will always make myself available to my parents and teachers, and I will address forthrightly any concerns they might have.
- I will enroll in challenging courses that will prepare me for college entrance and that will fulfill Alpine graduation requirements.
- I will actively participate in tutorials if I am not meeting or exceeding expectations in any course or if recommended by my parents or teachers.
- I will contact my teachers when I need academic assistance or if I am going to miss an appointment, class, or meeting.
- I will take courses to help me prepare for the ACT and SAT tests.
- I will seek out teachers, mentors, and friends who will guide my educational development and personal growth.
- I will maintain an active e-mail account to communicate effectively with my advisor and teachers.
- I will participate in at least one enrichment program (club) at any given time, and I will try to become outstanding in at least one such activity.
- I will follow the school's policies, including discipline and dress code, as detailed in the Alpine student handbook.
- I will follow the school's policy that any tardy, excused or unexcused, may result in disciplinary action.
- I will always listen to all my Alpine team and family members and give everyone my respect.
- I will be honest with others and myself at all times, and I will accept responsibility for my behavior and actions.
- I will serve as a positive role model when in the presence of Alpine peers or on an Alpine campus.
- I will always strive to represent my best self in all personal and professional interactions.
- I will avoid people, places, and things that I know will not help me have a successful future.
- I will actively communicate with my parents and teachers regarding my progress, difficulties, and successes.
- I will contact my advisor if I have a problem that may jeopardize my college preparation.

As a member of the Alpine community, I pledge my full and steadfast support of the Honor Code and I promise neither to lie, to cheat, nor to steal.

Failure to adhere to these commitments may cause me to lose privileges and may result in my removal from Alpine.

Signed: Name: _____

Parents'/Guardians' Commitment

We fully commit to our child's college preparation as our number-one priority in the following ways:

- We understand that our child must follow the Alpine rules as to protect the safety, interests, and rights of all individuals in the Alpine community.
- We will help our child in the best way we know how, and we will make whatever sacrifices necessary for our child to learn.
- We will make ourselves available to our child and the school, and we will address forthrightly any concerns either might have.
- We will encourage our child to enroll in challenging courses that will prepare him/her for college entrance and that will fulfill Alpine graduation requirements.
- We will always read and respond as requested to our child's academy reports.
- We will allow our child to go on Alpine field lessons, participate in internships, and visit colleges.
- We will support the school's policies, including discipline and dress code, as detailed in the Alpine student handbook.
- We will support the school's policy that any tardy, excused or unexcused, may result in disciplinary action.
- We will listen to all our Alpine team and family members and give everyone our respect.
- We and our child – not the school – are responsible for our child's behavior and actions.
- We will strive to represent our best selves in all personal and professional interactions.
- We will actively communicate with our child and his/her teachers regarding our child's progress, difficulties, and successes.
- We will contact our child's advisor if our child has a problem that may jeopardize his/her college preparation.
- We will support our child's efforts in high school both inside and outside the classroom, and we will participate in high school events when appropriate.

As members of the Alpine community, we pledge our full and steadfast support of the Honor Code and we promise neither to lie, or cheat, nor to steal.

Failure to adhere to these commitments may cause our child to lose privileges and may result in his/her removal from Alpine.

Signed:Name _____ Signed:Name _____

Teachers' Commitment

We fully commit to college preparation as our number-one priority in the following ways:

- We will always protect the safety, interests, and rights of all individuals in the Alpine community.
- We will always teach in the best way we know, and we will make whatever sacrifices necessary for our students to learn.
- We will always make ourselves available to students and parents, and we will address forthrightly any concerns they might have.
- We will ensure that our students enroll in challenging courses that will prepare them for college entrance and that will fulfill Alpine graduation requirements.
- We will sponsor Alpine events on appropriate weekdays, evenings, and weekends.
- We will support the school's policies, including discipline and dress code, as detailed in the Alpine student handbook.
- We will always strive to represent our best selves in all personal and professional interactions.
- We will actively communicate with students, parents, and fellow teachers regarding students' progress, difficulties, and successes.
- We will contact students' advisors if our students have problems that may jeopardize their college preparation.
- We will support our students' efforts in high school both inside and outside the classroom, and we will participate in high school events when appropriate.

As members of the Alpine community we pledge our full and steadfast support of the Honor Code and we promise neither to lie, to cheat, nor to steal.

Failure to adhere to these commitments may cause us to lose privileges and may result in our removal from Alpine.

Signed: Name: _____

On behalf of the entire Alpine faculty



Faculty Handbook

Introduction

Alpine Academy is dedicated to maintaining a safe educational environment that promotes learning, and fosters a supportive culture for all of the students and staff members. The following policies and procedures are posted to assist all staff in the operation of the school. Teachers and staff should read and become familiar with the information contained in this handbook and should direct any questions to the principal.

Mission:

Alpine Academy's mission is to ensure its' students receive a quality education and obtain necessary skills and knowledge needed to progress in life.

Taking Student Attendance/ Class Attendance Audits

Attendance must be posted in power school no later than 15 minutes after class begins every period. Teachers must insist that students arrive on time so that attendance may be taken accurately. Students arriving late are to have reported to the front office to be given a pass to class

Monthly attendance data will be handled by the office and accurate reporting is emphasized. Teachers must keep an updated record of students in all their classes. Because of the need for accuracy, under no circumstances should a teacher allow a student to take attendance.

Teachers will be provided an Attendance Audit every 20 school days. It is the responsibility of the teacher to verify student's attendance and return the audit signed to the office. If there are discrepancies in the audit it is the teacher's responsibility to make the corrections in their Powerschool attendance.

If the teacher cannot make the changes necessary the secretary/registrar will assist the teacher by making the changes in the administrative portion of Powerschool.

After every twenty day reporting period the secretary/registrar will run the Class Attendance Audit in Powerschool and provide a copy for the teacher to verify for accuracy and sign. Once the teacher verifies its accuracy and signs it, the signed audits are to be stored in a binder identifying the reporting period.

Signed Attendance Audits should not have written corrections. Any and all corrections must be made in Powerschool; once the errors are corrected the secretary/registrar can run the Class Attendance Audit again and have the teacher sign it for filing.

Student Tardiness

A student, who is tardy to class, should be sent to the front office to get a tardy pass. If they claim that they were delayed by another teacher, teachers can communicate with each other via the telephone, a note in their mailbox or speak to them directly. If tardiness is a chronic problem, teachers should telephone the parents. Tardiness is to also result in a loss of participation points.

Dispensing Medication

Students too ill to remain in class must request permission from their course teacher to report to the office. A parent or guardian shall be contacted and the determination made whether the student shall go home or return to class. Whenever possible, medication schedules should be arranged so all medication is given at home. Students bringing medicine to school must have on file a parental authorization and licensed health care provider prescription. Only prescription medication shall be administered at school. Over-the-counter or sample medications must be accompanied by orders from a physician or licensed health care provider. Cough drops will be treated as an over-the-counter medication. Students may not carry over the counter medications at school. Possession of drugs of any kind can lead to serious disciplinary action. Only

medication approved by the Food and Drug Administration will be accepted for administering at school.

All medications must be brought to school by the parent or guardian. Medication must be delivered to school in the container in which it was purchased (dispensed). A separate supply of medication must be kept at school. Medication shall not be transported between home and school on a daily or weekly basis. The medication label must indicate the student's name, name of medication, physician's or licensed health care provider's name, dosage (amount), time and frequency. If the medication requires equipment for administration (cup, spoon, dropper, nebulizer or insulin pump), the parent is responsible for supplying the articles labeled with the student's name.

Inhaler use - Asthmatic students who parent and physician or licensed health care provider provide their approval to the school principal in order for student to carry a metered dose inhaler while in school. The school principal or designee shall be provided a copy of the parent's and physician's approval. **Epinephrine use** - a student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization.

Alpine Academy and its employees and volunteers shall be indemnified by the parent of a student authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this paragraph. New parental authorization forms shall be requested annually or when there is a change in medication. When medication is discontinued or the end of the school year arrives, medication not taken home by the parent shall be destroyed. Special arrangements must be made if a student is self-medicating. Alpine Academy conducts health screening activities at various times during a student's school experience. Screenings include the following activities: vision screening, hearing Screening, and measurement of height and weight, with Body Mass Indexing calculations. Parents or guardians must inform the school in writing if they do not wish their student to participate in any portion of this.

Maintaining Grades for Progress Reports

Progress reports are sent at the mid-point of each quarter. These are to notify students and parents of significant achievements or possible failure. Students who drop a course will receive a "W" (withdraw) if done before the deadline. Please ensure that grades are kept current at all times.

There will be reports generated by the school eight times a year. Students will receive 4.5 week progress reports, progress reports at the nine weeks mark and a report card at the end of each semester. If a student is falling behind (grade lower than a C) teachers are to call the students parent/guardian to set up a meeting to discuss a plan of action.

Lesson Plans

Lesson plans are to be completed one week in advance. Teachers will submit their lessons plans via email to the principal. Teachers will also have their lesson plans available for review in the classroom.

Supplementary Materials

Teachers are expected to exercise their professional judgment in choosing supplementary materials for classroom use and in determining what teaching methods will be employed. If a question regarding the appropriateness of such materials or the suitability of such methods arises, the teacher will discuss this with administration. Movies cannot be R rated, unless approved by administration and signed parent permission slips are secured.

Student Hall Passes

1. Never allow a student to leave a class without a pass. Always indicate a date and time on all passes.
2. Teachers need to know who is out of their room and their location in the event of an emergency, to inform police/fire departments that the building is clear of students.
3. Students are never allowed to go to the gym from another class.

Preventative Discipline

- 1.) State all classrooms rules explicitly.
- 2.) Rehearse all rules from time to time.
- 3.) Post all rules in a place where one can
 - o SEE THE RULES
 - o USE THE RULES
 - o REMEMBER THE RULES
- 4.) Avoid any and all threats.
- 5.) Differentiate kindness from weakness.
- 6.) Ensure that all rules are precise, practical and understood.
- 7.) Ensure that discipline is not a game of chance, but one of consistency.
- 8.) Demonstrate fairness.
- 9.) Discipline with dignity.
- 10.) Catch the kids being good and recognize that behavior.

Discipline

If quality instruction is to take place in the classroom, the teacher must develop a well-disciplined class. The teacher who consciously works on group attitudes, behavior and standards, and who has well-planned, interesting lessons will not be concerned with this problem. If order does not prevail in a classroom, not only will positive learning not take place, but negative attitudes may be developed that will affect the life of the student during his school career.

- 1.) Sending a student out of the class should be a last resort measure. This action could easily undermine a teacher's authority in the classroom. Consistent firmness from the outset is mandatory.
- 2.) The administration recognizes that teachers are not necessarily psychologists. However, they should have adequate insight into the causes of behavior problems.
- 3.) The teacher who understands child growth and development will recognize patterns that might otherwise be considered to be behavior problems.
- 4.) Each individual student is to be treated with the same respect the teacher expects to receive from him/her. A pupil is quick to sense a lack of respect from the teacher and is likely to act in accordance with the manner in which he is treated.

- 5.) When a student is motivated to learn, control problems diminish. The teacher who provides motivation may be the one with the fewest discipline problems.
- 6.) A teacher should not threaten disciplinary measures unless he/she is in a position to carry these out.
- 7.) The pupil who is not receiving instruction at his proper level cannot be blamed for losing interest. He/she may find the instruction too easy or too difficult. In either case, he/she will certainly not be motivated to do his/her best, and his/her disinterest may raise a serious control problem within the classroom. In this situation, the teacher should consult the principal.
- 8.) An untidy room often contributes to a breakdown in control.
- 9.) Avoid excessive levity in the class. If carried to an excess, it becomes increasingly difficult to bring the class back to the business at hand. A noisy room disrupts adjacent classes. A quality teacher does not permit students to steer him/her away from the lesson. This contributes to a weakening in the classroom atmosphere.
- 10.) In a capsule, therefore, the Administration takes the position that a teacher who is well prepared, fair minded, whose teaching techniques are such that they stimulate positive learning, and takes the time to analyze, understand and treat each student as an individual is well on the way to becoming a master teacher. Anything less is a disservice to the students, parents, school and community.
- 11.) If a student fails to come after school for extra help, the teacher should follow up with a telephone call to the parent/guardian. No formal disciplinary action will be taken. This and other matters not requiring the intervention of the assistant principal should be handled with a telephone call to the student's parents. (With some students you may have to call home several times during the school year.) Remember that most parents appreciate teachers who take this "extra" step.

Special Education Students

Students who receive services for disabilities are to remain anonymous to the rest of the student body. Confidentiality is not only an ethical practice but also a legal matter. Students who have an individual education plan (IEP) will receive all accommodations outlined there in. A copy of the accommodations will be provided by the Special Education teacher to all teachers. Teachers are to read become familiar with the accommodations. Teachers are required to attend IEP meetings with supporting documentation. During the meetings teachers are able discuss how the student is progressing in the classes, and what they may need to work on. Teachers are not obligated to stay during the duration of the meeting. Students with an IEP are able to access the resource room for additional assistance. Students with accommodations are encouraged to utilize this resource. It is the teachers' responsibility to assist students in making the best decision concerning instruction.

School Books and Classroom Materials

Teachers and staff are responsible for the materials (books, staplers, computers, etc...) in their class-area. Textbooks should be examined for marks and or tears. Teachers are required to assign specific books to students. This will hold students more accountable for maintaining their books. At the end of the year, please report any problems with books. If a teacher is aware of a student purposefully destroying or defacing any school property, refer them to the office immediately.

Teachers are also responsible for any technology or media in the class; this includes overhead projectors, LCD's, televisions, and the mobile lab.

Mobile Lab

If a teacher wishes to use the mobile lab, they will need to sign up for the time and date. There will be a sign up sheet in the front office handled by the secretary/registrar. Students are not to eat or drink while using any of the laptops. Teachers are to assign students a specific laptop so they are held accountable.

Mobile Lab Policy for use

- Teacher reserves lab by signing up for a specific time and date as handled by the secretary/registrar.
- Once laptops are in room teachers must assign each student to use one specific lap top (by number) for the remainder of the year. Teachers must also designate at least one lap top to act as a default laptop in the event a laptop one student was using is in some way not available.
- At the end of each class, teachers are to ensure that all laptops are shut down and no problems are present i.e. software, nonfunctioning keys, etc.. If there are problems with any of the laptops the teacher must note the number of the laptop and give a brief description on sheet provided with cart
- The teacher using laptops must take the laptop cart to the next classroom where the laptops are being used. The last teacher of the day to use the cart is to take the laptop cart to the secretary/registrar
- The last teacher using the laptop cart is to ensure the secretary/registrar knows which laptops are not functioning properly.
- The secretary/registrar is to place the laptops on a separate cart and email the assistant administrator of the laptops by number and a brief description of the problem to either fix or call IT for assistance.

Staff Computers

Staff computers are to be used only by the staff. At no time are students allowed to be on a staff computer. Teachers' computers are to be used for work related to the school. The faculty is not to use computers to store personal information. Staff members are encouraged to use their z:drive to save lesson plans, worksheets, etc.. saving their work to their personal computers can expose work to be lost in the event the computer gets a virus or for any other reason. Saving work to the z:drive adds a protective layer, as the server is also backed up to a host outside of the school. Teachers can also access their z:drive from any other computer in the building.

In the event a staff computer becomes infected with a virus or is not functioning properly staff members will do as followed:

Non – virus issue:

- If capable, email the problem to Assistant Administrator. In email please explain the issue clearly and the occurrence (ex: computer locked up after repeatedly clicking the x at the upper right hand of the screen while in Microsoft Excel) and or frequency of the occurrence
- In email be sure to post what program(s) were running during time of computer issue (ex: Computer Locked up while on the internet on <http://example.com> and running Microsoft Publisher)
- If it is a problem with a program (Microsoft, LibreOffice, etc..), specify (ex: Microsoft word not able to add page numbers)
- If computer is incapacitated, please let the Assistant Administrator know immediately
- Any and all computer related issues are to be communicated via email (if possible) and are to be specific

Virus Issue

- If a teacher feels their computer may have a virus, immediately disconnect the Ethernet cable from the wall
- Do not turn computer off
- Immediately tell Assistant Administrator

Classroom Cleanliness

Clean classrooms are more conducive to a productive learning environment and the standard for the school. It is the responsibility of the teacher to ensure their classrooms are clean and ready to facilitate class. Classrooms will not have excess debris on the ground and garbage cans are to be emptied nightly.

Detention students will sometimes be available to assist teachers with cleaning their classrooms, though teachers are not to wait for detention students.

Purchase Order Procedures

- 1.)** You may not order any materials by phone or fax unless you submit a requisition form and receive approval and a Purchase Order. (Forms are available in the Main Office). Please note that all information must be completed, approval of administration obtained and total shown including shipping costs. If you plan to phone, fax order, or order online, you must note this on the requisition to ensure that we do not receive duplicate orders . All phone or fax ordering is done by the person requisitioning the items, not by the office and only with a copy of the Purchase Order.
- 2.)** All inquiries relative to purchase orders, budget accounts, etc. should be handled through administration.
- 3.)** No changes or cancellation to purchase orders should be done without notifying administration. This will ensure that all changes/cancellations are done correctly through the front office.

4.)Reimbursements Materials / Supplies

You need to get approval from administration prior to purchasing any items for which you wish to be reimbursed. You will need to have the original receipt if you paid cash, a copy of your charge account bill or the canceled check. These need to be attached to a reimbursement form* and submitted to the secretary. You are not guaranteed reimbursement without prior approval. Just a reminder, the school does not reimburse for any taxes paid as we do not pay taxes when we order materials.

Faculty Absences

In the event a staff member becomes ill and cannot arrive to work, they are to notify administration immediately. There are a specific amount of days allotted per staff member per contract. If a staff member misses more than the allotted amount of days, their salary will be deducted for the amount of time that they are absent.

All staff members are allotted an amount of personal days as well. If a staff member would like to use his/her personal days they are to notify administration well before the day they are anticipating being absent.

Faculty Punctuality Policy

Faculty members (full time) are to be at the school at 7:45A.M. Personnel who are not going to be late are to call the school and notify administration of their tardiness. Full time employees are contracted to be at the school at a minimum of 7:45 A.M. until 3:30 P.M.. If any staff member needs to leave early they must first get permission by administration. Staff members who are continually late will be subject to sanctions.

- First three offenses- Staff member will be verbally prompted to ensure they are on time to work.
- Fourth offense- A written notice will be issued
- If behavior continues administration can and may discipline the staff member with the following consequences:
 - Nonrenewal of contract
 - Poor evaluation
 - Forgo some of sick or personal leave time
 - Sent home for day(s) unpaid
 - Termination of contract

Faculty Dress Code

The faculty is to always dress at a professional standard. Generally, each Friday faculty members can where casual clothes. All faculty clothing will maintain at least the minimum requirements set for the student dress code. Faculty members who do not regularly dress in accordance with the above set policy are subject to:

- Verbal Warning
- Written warning
- Sent home without pay

These sanctions are in no particular order, the degree of the sanction will be determined by many factors including but not limited to, the amount of prior violations, prior dress code warnings, and the inappropriateness of attire.

Sexual Harassment Policy

It is the policy of Alpine Academy that all employees are responsible for ensuring that the workplace is free from sexual harassment. Because of Alpine Academy's strong disapproval of offensive or inappropriate sexual behavior at work, all employees must avoid any action or conduct which could be viewed as sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually harassing nature, when:

- submission to the harassment is made either explicitly or implicitly a term or condition of employment;
- submission to or rejection of the harassment is used as the basis for employment decisions affecting the individual; or
- the harassment has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Any employee who has a complaint of sexual harassment at work by anyone, including supervisors, co-workers, students or visitors, should first clearly inform the harasser that his/her behavior is offensive or unwelcome and request that the behavior stop. If the behavior continues, the employee must immediately bring the matter to the attention of the principal. If the immediate principal is involved in the harassing activity, the violation should be reported to a member of the governing board.

If a principal knows of an incident of sexual harassment, they shall take appropriate remedial action immediately. If the alleged harassment involves any types of threats of physical harm to the victim, the alleged harasser may be suspended with pay. During such suspension, an investigation will be conducted by Alpine Academy. If the investigation supports charges of sexual harassment, disciplinary action against the alleged harasser will take place and may include termination. If the investigation reveals that the charges were brought falsely and with malicious intent, the charging party may be subject to disciplinary action, including termination.

Communicating disciplinary concerns for Special Education students

For effective communication to take place while a special education student is being educated at the school it is imperative to keep all communications clear and consistent. For any disciplinary infractions the following procedure will allow for effective communication and the procedure is

to be implemented for all Special Education students. Email the Special Education teacher and cc the assistant administrator for the following:

- Name on the board
- Redirecting a student 2 or more times during a class period
- Redirecting a student 3 or more times in a week
- Student refusing to follow rules
- Defiant behavior
- Any serious incident
- Student refuses to work
- Student refuses to go to resource room when directed

Report the incident(s) promptly and accurately. It is the responsibility of the Special Education teacher to follow up with teachers concerning any continued behavior problem. If the behavior is not corrected in a time conducive to productive learning, the Special Education teacher will arrange a meeting with IEP team, parent, or both to create a positive behavior plan.

Emergency Procedures (Crisis Management Plan)

Emergency procedures are outlined in the Crisis Management Plan. Teachers are expected to become fluent with the policies and procedures expressed in the plan. There will be training to assist teachers in the response of such occurrences.

Teachers will be trained in CPR and First Aide to assist students if a medical emergency were to occur. Teachers are also to notify administration immediately so that the proper authorities and parent/guardians can be contacted.

Teachers are responsible for their classes during the time of a crisis and or drill. Teachers' responsibilities are outlined in the management plan. Teachers are to report any findings to administration immediately.

Teacher trainings will occur during the school year. During these trainings teachers are encouraged to provide feedback on issues that may occur during such events. Attendance books should be with teachers during all times when ever the class is away from the room (during a crisis or not).

Fire drills and other drills will be conducted throughout the year. Teachers will be notified of the time and dates of these drills during the weekly meetings. Teachers are not to discuss the times and dates of these drills with the students, this will allow the school to identify accurate times of response.

ALPINE ACADEMY
INSTRUCTIONS FOR USE OF REQUEST FOR LEAVE OF ABSENCE FORM

1. The employee completes the appropriate sections of the form and forwards it to his/her principal/supervisor. If the request is for a renewal of leave, extenuating circumstances must be explained completely. If the request is due to illness, a disabling condition, childbirth or family illness, the Certification of Health Care Provider form is to be completed by the physician and returned to The Administration Office within three weeks of the Leave Request form being completed. If certification is not received within three weeks, continued sick leave may be denied.
2. The principal/supervisor acknowledges, approves or denies the request, signs, and returns copies to the employee and The Administration Office. Responses to the questions by the physician on the Certification of Health Care Provider portion of the leave form will be reviewed by the principal/supervisor. An independent medical examination review may be required for requests exceeding 12 weeks. Based on the independent review, it may be necessary to have the employee examined by an independent provider.
- 3. For extended leaves, the school/site must hold the employee's position for his/her return.**
- 4. Requests for extension of leave must also be submitted on this leave form.**
- 5. Time and Attendance Reports should show approved leaves.**

Additional Information

6. The employee may be eligible for certain benefits under the Family and Medical Leave Act (FMLA) of 1993. FMLA entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave in a 12-month period for specified family and medical reasons. The law has provisions of employer coverage; eligibility for the law's benefits; leave entitlement; health benefits maintenance during the leave; job restoration after the leave; notice and certification of the need for FMLA leave; and protection for those who request or take FMLA leave. More information on FMLA leave can be found at the Department of Labor website by clicking the link <http://www.dol.gov/whd/regs/compliance/whdfs28.pdf>, or requested from The Administration Office.
7. If the employee has unpaid days, s/he should be aware that if s/he wishes to continue to participate in the group medical insurance program, s/he should notify The Administration Office of his/her intention to do so. If the employee does not elect to continue in the group insurance program while on a leave of absence, s/he will not be eligible for group insurance coverage until s/he returns to the School. Questions regarding insurance coverage should be directed to The Administration office at 356-1166.
8. If a request for an extension of an approved leave is denied, the employee will receive written instructions to return to the position or submit a letter of resignation.
- 9. Questions concerning leaves should be directed to the principal/supervisor.**

Unpaid days can result in a loss of accrued sick days for Certified/Pro-Tech and Administrative employees.)

***If reason is illness, disabling condition, childbirth or family illness, a Certification of Health Care Provider form is required. See Instruction 1 on the following page.**

Please note: For Classified employees on leave for more than 90 days, written notification must be submitted to your supervisor stating if you will or will not return to work. This must be submitted no later than 60 calendar days prior to the expiration of your leave. For Certified/Pro-Tech and Administrative employees on extended leave of absence, written notification must be filed with The Administration Office by March 1 of the year in which leave is effective, stating whether or not you plan to return the following school year. Failure to submit this notification will result in forfeiture of your employment with Alpine Academy.

ADMINISTRATOR’S ACKNOWLEDGEMENT OF LEAVE OF ABSENCE

If approved, I will hold a position for the employee when s/he returns.

Administrator’s Signature: _____ Date: _____

PRINCIPAL/SUPERVISOR’S APPROVAL/DENIAL OF REQUEST FOR EXTENDED LEAVE OF ABSENCE:

Approved

Denied the following reason(s):

Administrator: _____ Date: _____

FOR ADMINISTRATION USE ONLY

Hire Date _____

Probationary Post

Administrative

**ALPINE ACADEMY
CERTIFICATION OF HEALTH CARE PROVIDER**

1. Employee's Name (Please Print):

2. Patient's Name (if different from employee):

3. The attached sheet describes what is meant by a "serious health condition." Does the patient's condition¹ qualify under any of the categories described? If so, please check the applicable category.

- 1) Hospital Care
- 2) Absence plus Treatment
- 3) Pregnancy
- 4) Chronic Condition Requiring Treatment
- 5) Permanent Long-Term Condition Requiring Supervision
- 6) Multiple Treatments (Non-Chronic Conditions)
- 7) None of the above

4. Describe the medical facts which support your certification, including a brief statement as to how the medical facts meet the criteria of one of these categories:

5. a. State the approximate date the condition commenced _____

b. State the approximate date of probable duration of the condition _____,
and state the probable duration of the patient's present incapacity² if different:

c. Will it be necessary for the employee to take work only intermittently or to work on a less than full schedule as a result of the condition (including for treatment described in Item 6 below)?

Yes No

If yes, give the probable duration:

d. If the condition is a chronic condition (condition #4) or pregnancy (condition #3), state whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity:

6. a. If additional treatments will be required for the condition, provide an estimate of the probable number of such treatments:

If the patient will be absent from work or other daily activities because of treatment on an intermittent or part-time basis, also provide an estimate of the probable number and interval between such treatments, actual or estimated dates of treatment if known, and period required for recovery, if any:

b. If any of these treatments will be provided by another provider of health services (e.g., physical therapist), please state the nature of the treatments:

c. If a regimen of continuing treatment by the patient is required under your supervision, provide a general description of such regimen (e.g., prescription drugs, physical therapy requiring special equipment):

7. a. If medical leave is required for the employee's absence from work because of the employee's own condition (including absences due to pregnancy or a chronic condition), is the employee unable to perform work of any kind? Yes No

b. If able to perform some work, is the employee unable to perform any one or more of the essential functions of the employee's job (if necessary, the employee or the employer can supply you with information about the essential job functions)? Yes No

If yes, please list the essential functions the employee is unable to perform:

c. If neither a. nor b. applies, is it necessary for the employee to be absent from work for treatment?

Yes No

8. a. If leave is required to care for a family member of the employee with a serious health condition, does the patient require assistance for basic medical or personal needs or safety, or for transportation?

Yes No

b. If no, would the employee's presence to provide psychological comfort be beneficial to the patient or assist in the patient's recovery? _____

c. If the patient will need care only intermittently or on a part-time basis, please indicate the probable duration of this need:

9. To be completed by the employee needing family leave to care for a family member. State the care you will provide and an estimate of the period during which care will be provided, including a schedule if leave is to be taken intermittently or if it will be necessary for you to work less than a full schedule:

Employee Signature

Date

Name of Health Care Provider (Please Print)

Signature of Health Care Provider

Type of Practice

Date

Address

Telephone Number

A "Serious Health Condition" means an illness, injury, impairment, or physical or mental condition that involves one of the following:

1. **Hospital Care:** Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

2. **Absence Plus Treatment:**

- (a) A period of incapacity of **more than three consecutive calendar days** (including any subsequent treatment period of incapacity relating to the same condition), that also involves:
- (1) **Treatment³ two or more times** by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
 - (2) Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment⁴ under the supervision of the health care provider.

3. **Pregnancy:** Any period of incapacity due to **pregnancy**, or for **prenatal care**.

4. **Chronic Conditions Requiring Treatments:** Chronic condition which:

- (a) Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
- (b) Continues over an **extended period of time** (including recurring episodes of single underlying condition);

and

- (c) May cause **episodic** rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

5. **Permanent/Long-Term Condition Requiring Supervision:** A period of **incapacity** which is **permanent or long-term** due to a condition for which treatment may not be effective. The employee or family member must be **under the continuing supervision of, but need not be receiving active treatment by, a health care provider**. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

6. **Multiple Treatments (Non-Chronic Conditions):** Any period of absence to receive **multiple treatments** (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for **restorative surgery** after an accident or other injury, or for a condition **that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment**, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

¹Here and elsewhere on this form, the information sought relates only to the condition for which the employee is requesting leave.

²"Incapacity" is defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom.

³Treatment includes examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.

⁴A regimen of continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition. A regimen of

treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.

Alpine Academy Maternity Leave Policy

Alpine Academy employees can receive maternity leave up to 8 weeks (accrual of sick days/paid); up to 12 weeks (unpaid).

As an employee of Alpine Academy I have read, understand, and agree to abide by the policies and procedures outlined in this manual (Faculty Handbook).

Signature

Date

School Overview Report

School Year: 2012-13



Adjusted Score

Alpine Academy
(18412.3)
Title I

2 Star School:

A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Status/Growth Measure of Achievement	16.0	30	53.3%	
Reduction in Achievement Gaps	nd	N/A	N/A	
Graduation Measures	6.0	30	20.0%	
College and Career Readiness	1.0	12	8.3%	
Other Indicators	8.0	14	57.1%	
Adjusted Index Score	[Points Earned(31.00)/Points Eligible(86)] X 100 = 36.05*			
Reading/ELA Test Participation	100%		Math Test Participation	100%

This school has received an ***Adjusted Index Score** - Some schools in Nevada do not have enough students to reliably compute all of the performance measures in the Nevada School Performance Framework. These schools' ratings will be determined using an adjusted index score. The adjusted index score is a percentage of points. The percent is determined by points earned out of points eligible.

Whole School Demographics (N = 120)

IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
16.7%	2.5%	24.2%	3.3%	1.7%	1.7%	13.3%	0.8%	0.0%	79.2%

What do the performance indicators mean?

Status/Growth Measure of Achievement	Reduction in Achievement Gaps	
The Status/Growth Measure includes the percent of students who pass the State assessments as 10th graders, the percent of 11th grade students who pass the assessments by spring of the 11th grade and the Median Growth Percentile or MGP for 10th graders. The School Median Growth Percentile is a summary of student Growth Percentiles (SGP) for a school. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one test administration to the next. Separate calculations are made for Reading/ELA and Math for each of the three performance indicators.	High school achievement gaps are calculated as the difference between the subgroup proficiency rate and the statewide proficiency rate for the "all students" group. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL). Since this value is computed as a difference, negative numbers are possible. When this measure is reported as zero it means there is no difference between the proficiency of the subgroup and the statewide proficiency rate.	
Graduation Measures	College and Career Readiness	
High school graduation is a combined measure of the school's graduation rate and a subgroup graduation gap analysis. Graduation gaps are defined as the difference between each subgroup's graduation rate and the statewide graduation rate. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	This indicator represents a combination of multiple measures of College and Career Readiness. It includes the percent of students requiring remediation in Nevada colleges and universities, the percent of students earning advanced diplomas, the percent of students passing Advanced Placement exams and the percent of students participating in the ACT or the SAT.	
Other Indicators	Star Rating	Adjusted Index Score
Currently, Other Indicators is a measure of the student Average Daily Attendance or ADA for a school and the percent of 9th grade students who have earned at least five credits by the end of 9th grade.	★ ★ ★ ★ ★	at or above 77
Test Participation	★ ★ ★ ★ ☆	at or above 68 and below 77
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★ ★ ★ ☆ ☆	at or above 50 and below 68
	★ ★ ☆ ☆ ☆	at or above 32 and below 50
	★ ☆ ☆ ☆ ☆	below 32

"nd" displays when a point value is not determined due to an insufficient number of students in the group.

***** displays when data is suppressed because there are less than 10 students in the applicable group.

"NA" displays when data is either not reported or not applicable.



This school has received an ***Adjusted Index Score** - Some schools in Nevada do not have enough students to reliably compute all of the performance measures in the Nevada School Performance Framework. These schools' ratings will be determined using an adjusted index score. The adjusted index score is a percentage of points. The percent is determined by points earned out of points eligible.

Status/Growth Measures of Achievement	Reading/ELA				Math			
	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate
10th Grade % Proficient	19.0	3.0	42.1	57.03	19.0	2.0	10.5	33.58
11th Grade % Proficient	17.0	3.0	82.4	81.54	17.0	3.0	82.4	78.04
MGP - School Meeting	18.0	3.0	52.5	51.00	18.0	2.0	38.5	51.00
Points From Status/Growth	9.0				7.0			
Status/Growth Points Earned (eligible 30)	16.0							
Gap Measures *SuperGroup Used*	N Count	Points Earned	Subgroup Gap	State Subgroup Gap	N Count	Points Earned	Subgroup Gap	State Subgroup Gap
Proficiency Rate Gap - FRL (%)	**	nd	**	-4.91	**	nd	**	-3.06
Proficiency Rate Gap - IEP (%)	**	nd	**	-43.20	**	nd	**	-37.17
Proficiency Rate Gap - ELL (%)	**	nd	**	-60.04	**	nd	**	-42.83
Proficiency Rate Gap - Supergroup (%)	**	nd	**	-9.03	**	nd	**	-6.49
Points from Gap (Supergroup)	nd				nd			
Gap Points Earned (eligible N/A)	nd							
Graduation Measures *Supergroup used*	N Count	Points Earned	Subgroup Gap	State Subgroup Gap	<ul style="list-style-type: none"> Due to the unavailability of data in time for this report, NSPF reporting of Graduation Measures lags one year behind the reporting of performance indicators for Growth, Status, Achievement Gaps, and Other Indicators. 			
Graduation Gap - FRL (%)	10.0	nd	-31.8	-3.60				
Graduation Gap - IEP (%)	**	nd	**	-37.54				
Graduation Gap - ELL (%)	**	nd	**	-39.13				
Graduation Gap - Supergroup (%)	11.0	6.00	-25.4	-6.22				
	N Count	Points Earned	School Rate	State Rate				
Overall Graduation Rate %	30.0	0.00	40.0	63.08				
Graduation Points Earned (eligible 30)	6.00							
College and Career Readiness	N Count	Points Earned	Measure	State Rate	<ul style="list-style-type: none"> Due to the unavailability of data in time for this report, ACT/SAT measures, which are based on student participation, lag one year behind the reporting for the other performance indicators. 			
% of Students in NSHE Institutions Requiring Remediation	N/A	N/A	N/A	31.36				
% of Students Earning an Advanced Diploma	12.0	0.0	0.0	29.55				
% AP Proficient/College Credit	30.0	1.0	3.3	26.77				
% ACT/SAT Participation	32.0	0.0	0.0	17.97				
College/Career Readiness Points Earned (eligible 12)	1.0							
Other Indicators	N Count	Points Earned	Measure	State Rate	Star Rating	Adjusted Index Score		
% Credit Deficient	19.0	4.0	0.0	14.79	☆☆☆☆☆	at or above 77		
Average Daily Attendance Rate	N/A	4.0	89.7	92.76	☆☆☆☆☆	at or above 68 and below 77		
Other Indicators Points Earned (eligible 14)	8.0				☆☆☆☆☆	at or above 50 and below 68		
Total Points Earned	31.00				☆☆☆☆☆	at or above 32 and below 50		
Adjusted Index Score <small>[Points Earned(31.00)/Points Eligible(86)] X 100</small>	36.05*				☆☆☆☆☆	below 32		
Star Rating					☆☆☆☆☆			

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"**" displays when data is suppressed because there are less than 10 students in the applicable group.

"NA" displays when data is either not reported or not applicable.

"-" displays when calculations are not applicable.

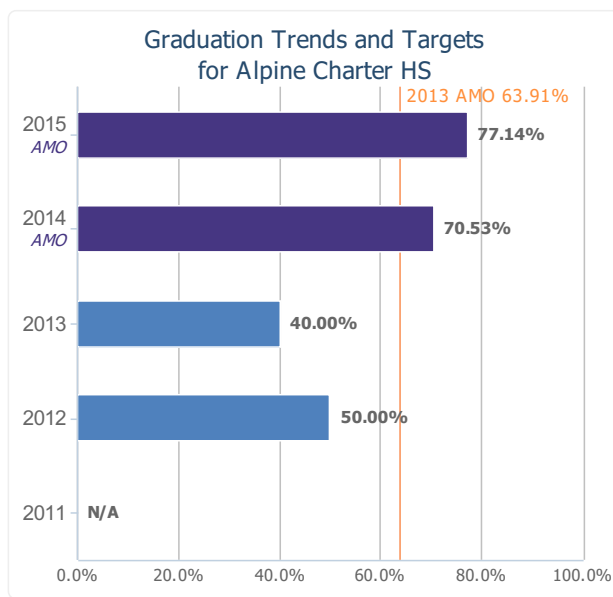
This school has received an ***Adjusted Index Score** - Some schools in Nevada do not have enough students to reliably compute all of the performance measures in the Nevada School Performance Framework. These schools' ratings will be determined using an adjusted index score. The adjusted index score is a percentage of points. The percent is determined by points earned out of points eligible.

Student Achievement Comparison by School, District, State

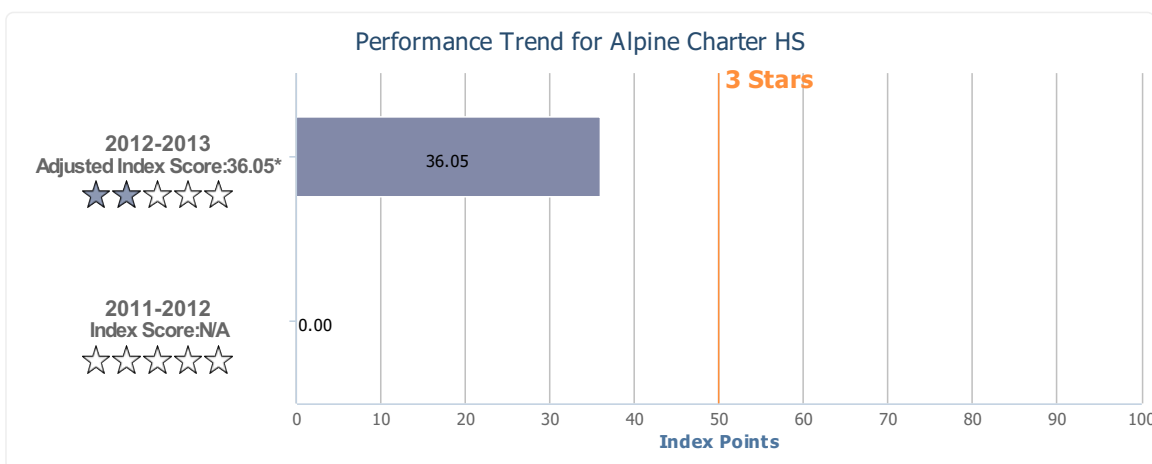
School Year	% At/Above Proficiency											
	School				District				State			
	Reading/ELA	Math	Writing	Science	Reading/ELA	Math	Writing	Science	Reading/ELA	Math	Writing	Science
2012-2013	82	82	82	75	83	70	77	71	82	78	67	65
2011-2012	69	52	67	62	73	60	69	69	76	72	74	72
2010-2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

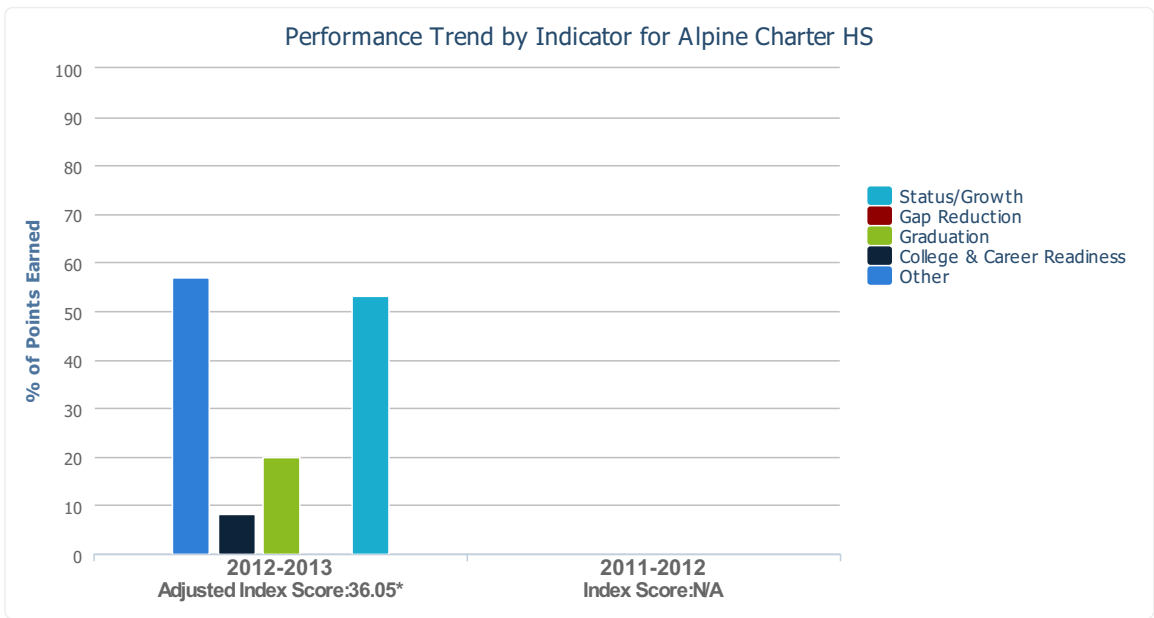
Student Achievement by Subpopulation

Subpopulation	% At/Above Proficiency						
	Year	Reading/ELA			Math		
		2013	2012	2011	2013	2012	2011
AMO	81.42	76.92	72.42	85.04	81.51	77.97	
IEP	**	**	N/A	**	**	N/A	
ELL	**	**	N/A	**	**	N/A	
FRL	**	**	N/A	**	**	N/A	
Am Indian/AK Native	**	**	N/A	**	**	N/A	
Asian	**	**	N/A	**	**	N/A	
Black/Afr American	**	**	N/A	**	**	N/A	
Hispanic/Latino	**	**	N/A	**	**	N/A	
Pacific Islander	**	**	N/A	**	**	N/A	
Two or More Races	**	**	N/A	**	**	N/A	
White/Caucasian	93	79	N/A	79	68	N/A	



Toggle Graphs





The Nevada School Performance Framework (NSPF) Trend displays the amount of index points the school earns across each component of the NSPF and the total index points earned over time.

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NSPF reporting of Graduation Measures lags one year behind the reporting of performance indicators for Growth, Status, Achievement Gaps, and Other Indicators.

ACT/SAT measures are based on student participation and lag one year behind the reporting for the other performance indicators.