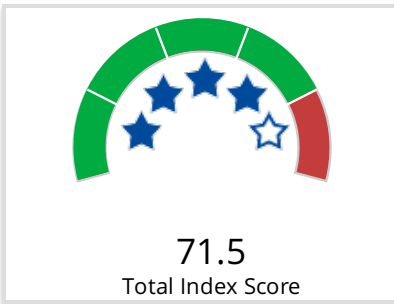
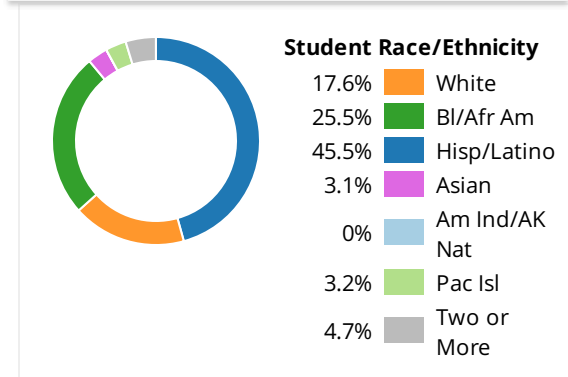


School Level: Middle School
Grade Levels: OK-08
District: State Public Charter School Authority
School Address: 385 W. Centennial Parkway
 North Las Vegas, NV 89084

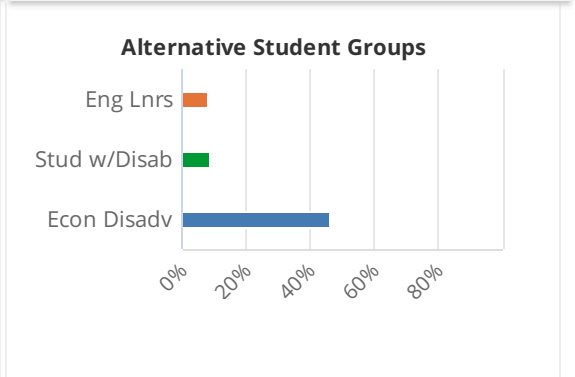


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2017-2018	57.1 ★★★★★
2016-2017	N/A N/A



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.

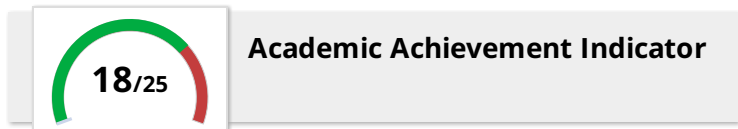
How are school star ratings determined?

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.

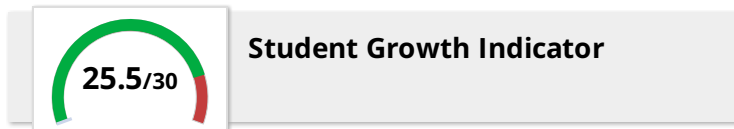
How are star ratings determined based on total index score?

- 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 ★★★★★★

2018-2019 School Performance



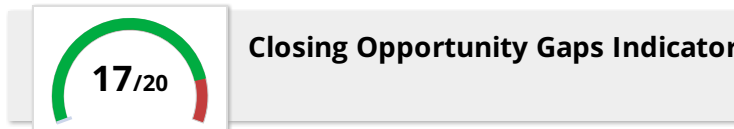
Measure	School Rate	District Rate
Pooled Proficiency	44.1	50.2
Math Proficiency	40.2	42.6
ELA Proficiency	48.5	59.6
Science Proficiency	42.7	44.7



Measure	School Median	District Median
Math MGP	74	58
ELA MGP	54	56
	School Rate	District Rate
Met Math AGP Target	47.2	44.3
Met ELA AGP Target	51.6	61.3

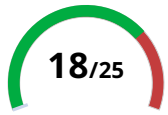


Measure	School Rate	District Rate
Met EL AGP Target	14.1	38.3



Measure	School Rate	District Rate
Prior Non-Proficient Met	33.3	21.8
Math AGP Target		
Prior Non-Proficient Met	29.6	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



Academic Achievement

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

Pooled Proficiency

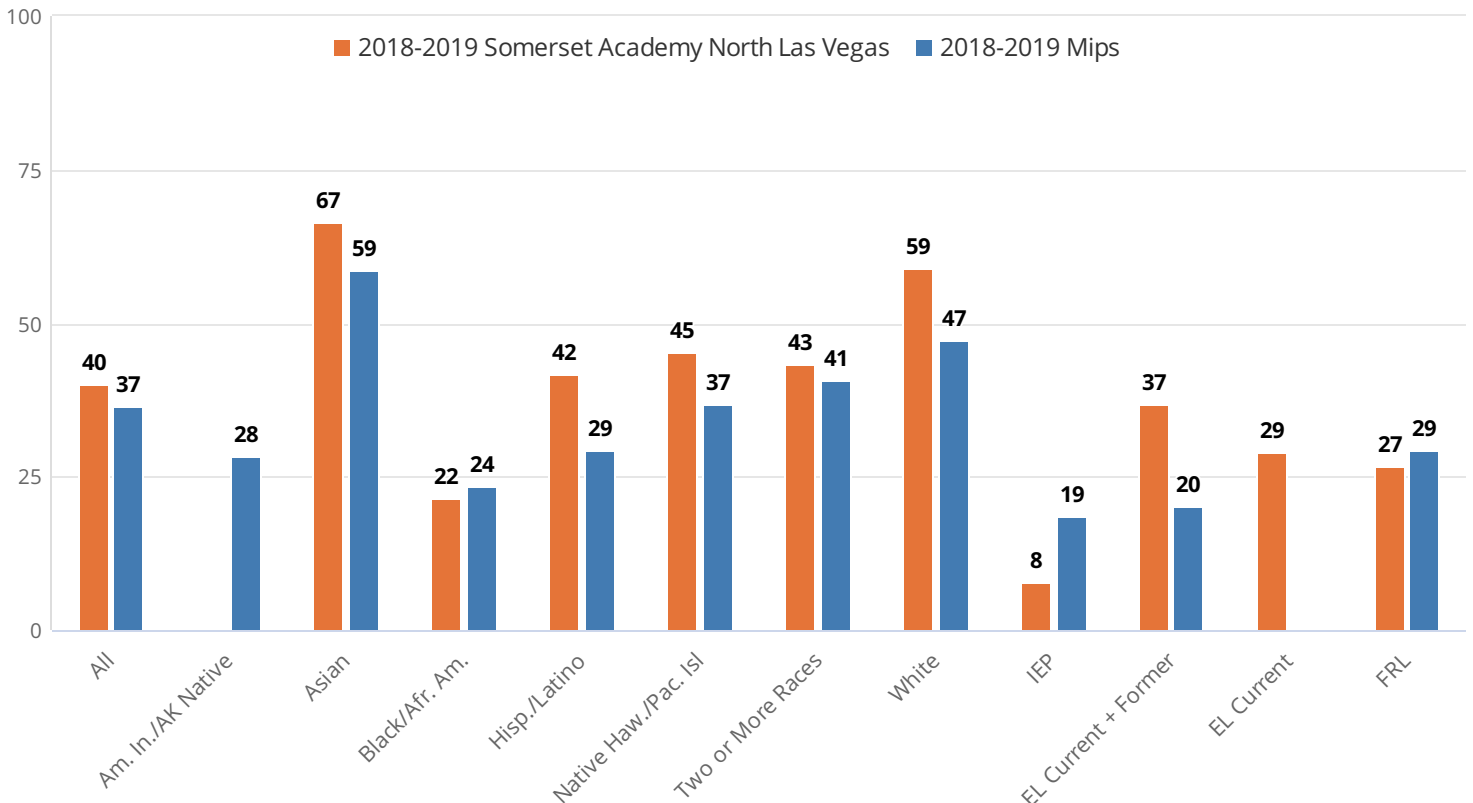
Pooled Proficiency Points Earned: 18/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	44.1	50.2	37.4	46.3

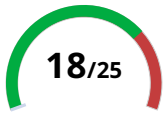
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	66.5	66.2	58.6	53.3	64.1	56.4
Black/African American	21.6	24.1	23.5	15.4	17.7	19.5
Hispanic/Latino	41.7	31.8	29.3	22.5	26.1	25.5
Pacific Islander	45.3	44.8	36.9	50	34.9	33.6
Two or More Races	43.3	47.2	40.6	38.8	41.5	37.5
White/Caucasian	59	51.2	47.1	46.9	44.4	44.4
Special Education	7.7	12	18.6	14.7	11.5	14.3
English Learners Current + Former	36.8	26.8	20.2	17.6	22.2	16
English Learners Current	29	12.5		18.3	8.5	
Economically Disadvantaged	26.8	29	29.2	24.2	21.7	25.5

**Math Assessments
% Proficient**



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

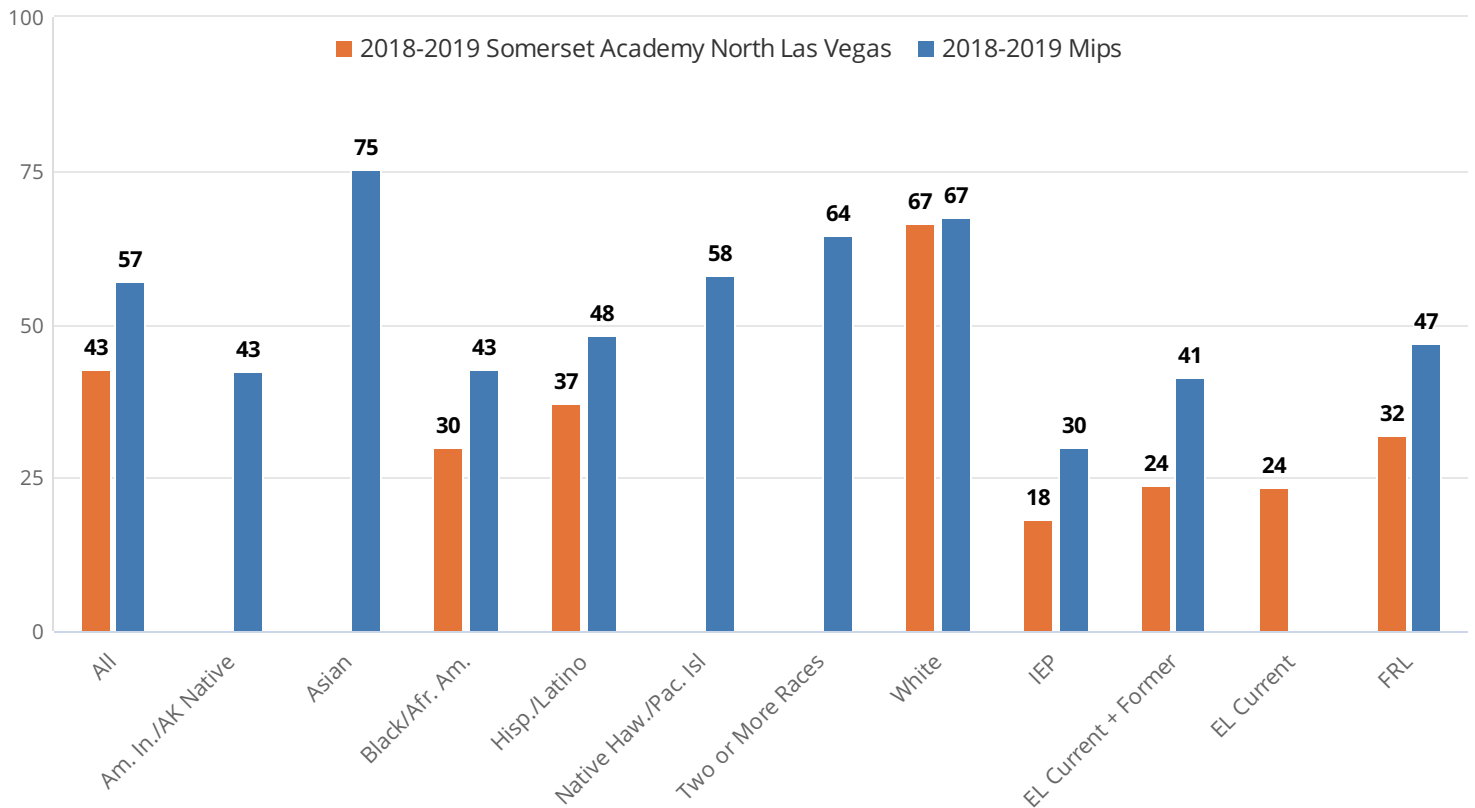


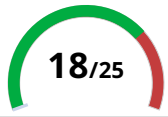
Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	59.6	57	43.3	56.1	54.7
American Indian/Alaska Native	-	61.2	42.5	-	57.1	39.5
Asian	83.2	78.4	75.4	73.3	77.3	74.1
Black/African American	31.1	40.1	42.6	32.1	38.4	39.6
Hispanic/Latino	48.2	50.2	48.2	33.7	46.3	45.5
Pacific Islander	63.6	61.1	57.9	60	53.2	55.7
Two or More Races	60.7	66.7	64.4	47.2	61	62.6
White/Caucasian	63.6	67.7	67.4	60.2	63.5	65.7
Special Education	10.5	19.8	30	17.6	20.7	26.3
English Learners Current + Former	44.2	42.7	41.4	19.6	34.8	38.4
English Learners Current	25.8	22		20.4	15.8	
Economically Disadvantaged	37.2	46.3	46.8	34.3	41.5	44

**ELA Assessments
% Proficient**

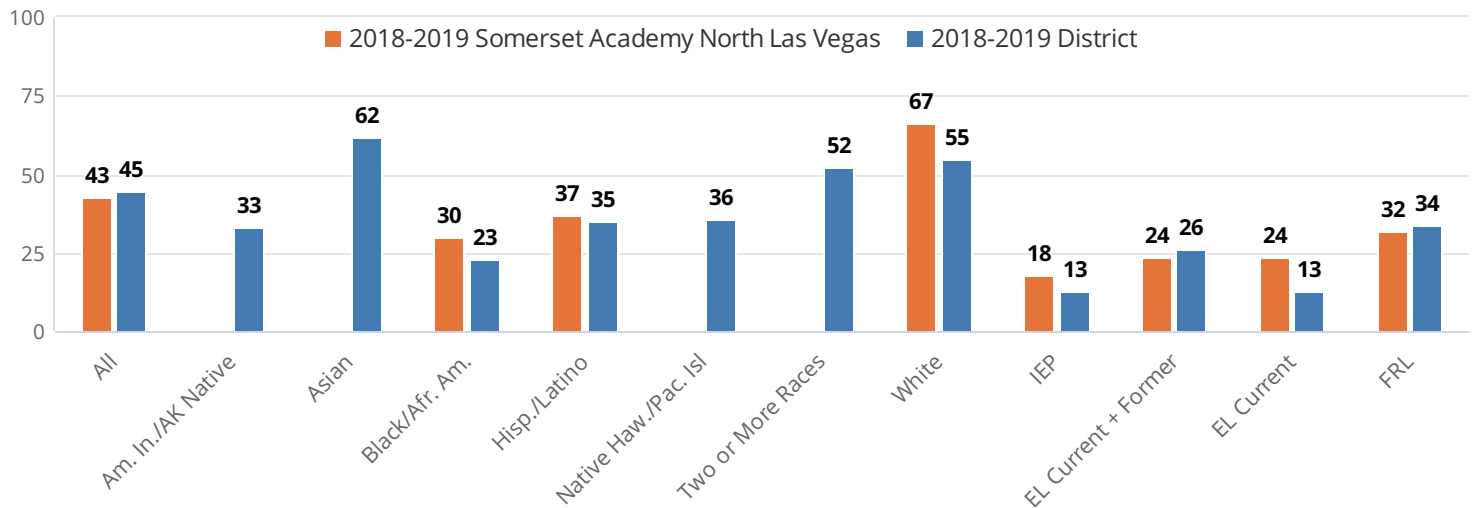




Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	42.7	44.7	40.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	30	23.1	28.5	25
Hispanic/Latino	37.2	35.2	22.2	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	43.7	51.6
White/Caucasian	66.5	54.5	66.6	54
Special Education	18.1	13	-	14.6
English Learners Current + Former	23.8	26	6.6	25.7
English Learners Current	23.5	12.6	6.6	9.3
Economically Disadvantaged	32	33.7	27.2	30.7

Science Assessments
% Proficient

Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=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	>=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.

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

MGP Growth Data

Math MGP Points Earned: 10/10 **ELA MGP Points Earned: 7/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	74	58	54	56	41	52	50	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	81	63	68.5	57	53	62	35	62
Black/African American	66	53	45.5	51	34	45	48	50.5
Hispanic/Latino	76	59	59	57	39	54	48	52
Pacific Islander	75.5	63	67.5	57	35	51.5	47.5	49.5
Two or More Races	72	56	70	54	46	53	53	55
White/Caucasian	80	58	57	56	48.5	49	54	53
Special Education	46	55	50	55	24	44	41	50
English Learners Current + Former	78	64	58	64	48.5	59	37	54
English Learners Current	50	61	48	62	52.5	57	38	53
Economically Disadvantaged	65	59	52.5	57	38	53	47.5	52

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 3.5/5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	47.2	44.3	51.6	61.3	28.2	37.7	43.3	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	66.5	65.9	75	78.5	53.3	66.5	66.6	78
Black/African American	31.1	27.5	37.2	44.2	12.6	20.1	31.6	39.5
Hispanic/Latino	47.2	35.5	50.8	53.6	22.2	30.1	35.1	47.2
Pacific Islander	50	47.2	60	59.7	30	35.3	60	53.1
Two or More Races	61.8	47.1	61.8	66.2	34.2	42.7	42.8	61.3
White/Caucasian	63.2	51.8	66.5	68.4	44.5	44	60.8	62.2
Special Education	14.6	16.8	14.6	25.3	18.1	14.5	27.2	23.6
English Learners Current + Former	43.1	32.7	47	48.3	18	31.3	17.6	40
English Learners Current	29.6	17.3	25.8	28.1	18.7	14.8	18.3	20.1
Economically Disadvantaged	35.7	33.3	40.2	50.3	22.3	25.8	32.9	42.2

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



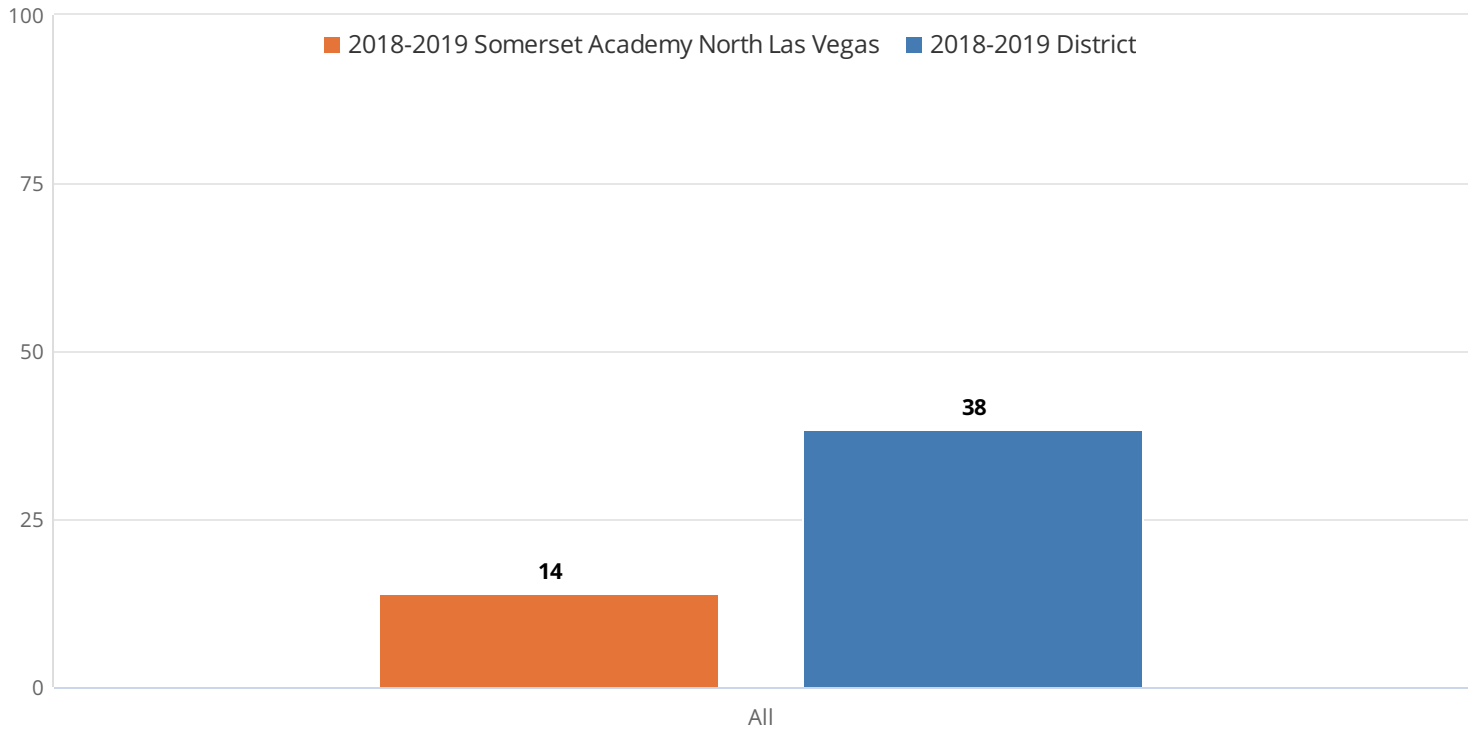
English Language

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

English Language Points Earned: 2/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	21	14.1	38.3	26	30.7	32.4

% English Learners Meeting AGP on WIDA



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

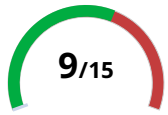


Closing Opportunity Gaps

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

Math AGP Points Earned: 10/10 ELA AGP Points Earned: 7/10

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	33.3	21.8	29.6	32.7	15.7	19	23.1	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	22.3	15	22	22	8.4	10.9	21.7	23.3
Hispanic/Latino	36	21.5	31.6	31.1	9.8	17.1	19.3	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	46.6	19.8	40	32.8	25	21	0	32
White/Caucasian	42.7	24.8	40	38.3	27.6	21.5	38.1	33.2
Special Education	9.5	9.6	10.3	16.8	3.5	6.4	22.2	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	9	N/A	10	N/A
English Learners Current	9.5	12.5	13	22.1	10	13.8	10.8	16.8
Economically Disadvantaged	24.3	19.5	23.3	29.1	10.8	16	24.3	23.5



Student Engagement

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

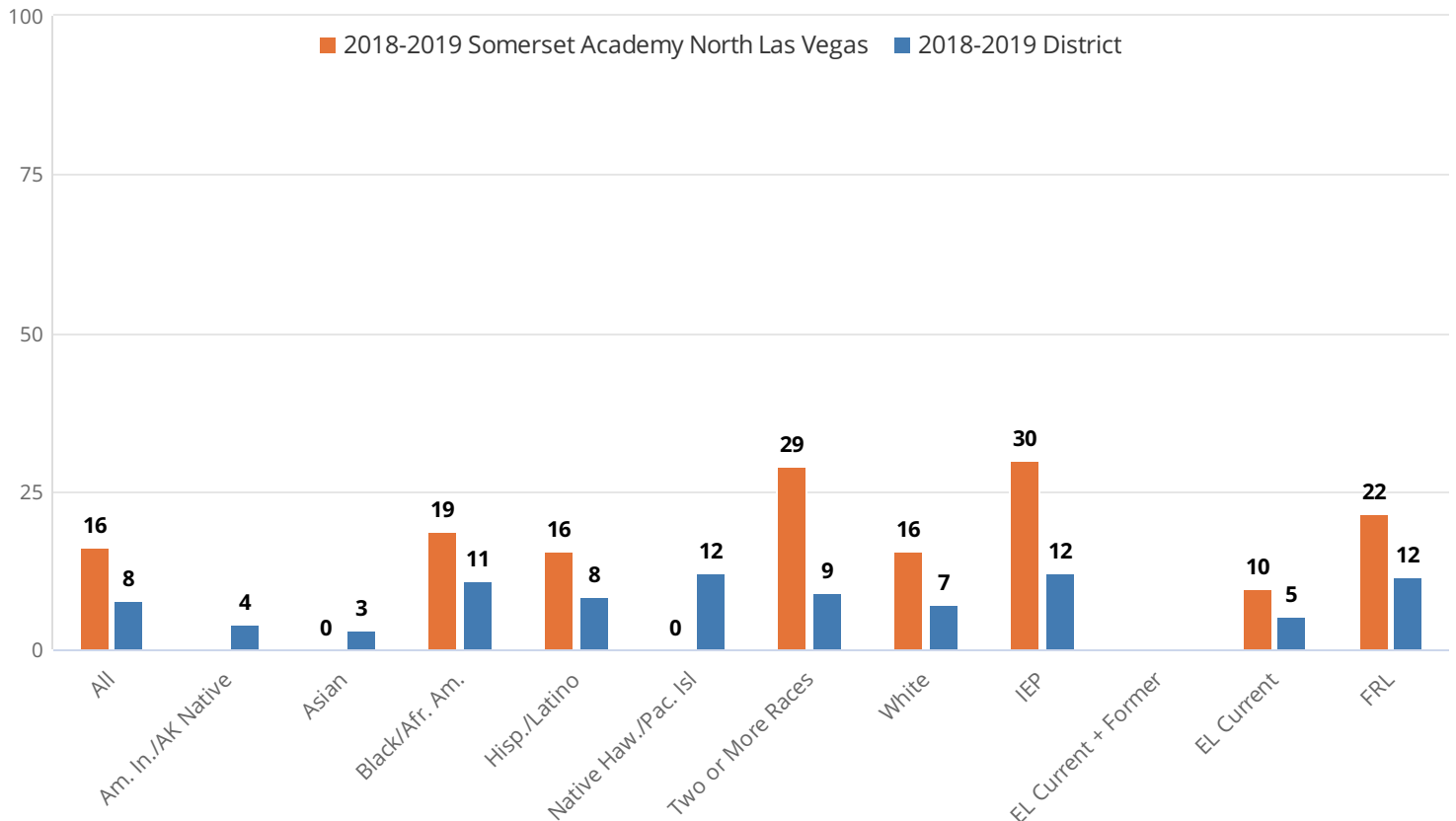
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16.1	7.9	9.9	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	0	3	0	3.6
Black/African American	18.6	11	10.3	12.9
Hispanic/Latino	15.5	8.4	9	11.7
Pacific Islander	0	12	0	11.9
Two or More Races	29.1	8.9	14.6	12
White/Caucasian	15.6	7.2	11.9	10.9
Special Education	30	12.1	11.6	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	9.6	5.2	7.5	8.5
Economically Disadvantaged	21.5	11.5	12.5	14.3

Reducing Chronic Absenteeism by 10% bonus points: 0

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

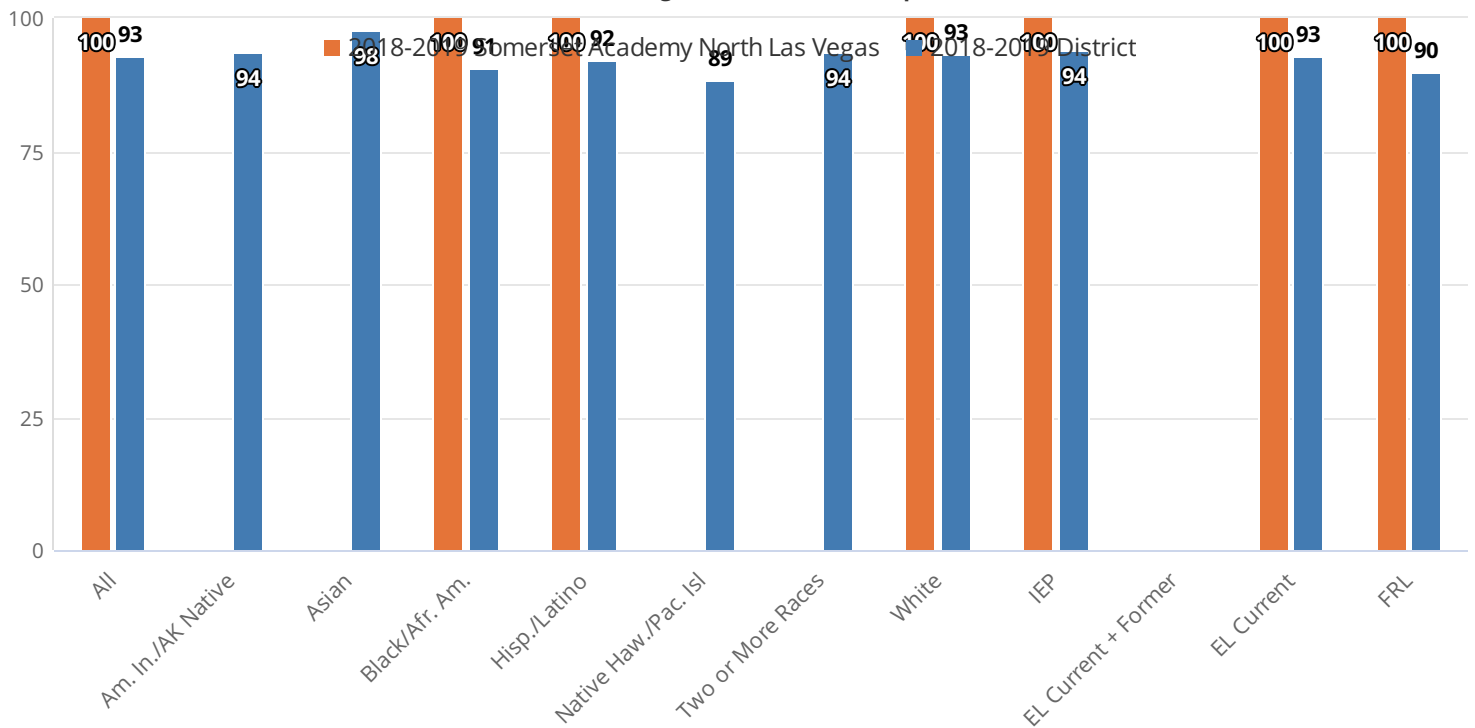
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	-	98.4
Black/African American	100	99.2	100	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	100	99.5	-	95.9
Two or More Races	100	99.7	-	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	98.5	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	N/A	91.5
American Indian/Alaska Native	-	93.7	N/A	85
Asian	-	97.9	N/A	99.4
Black/African American	100	90.5	N/A	85.4
Hispanic/Latino	100	92.2	N/A	89.4
Pacific Islander	-	88.5	N/A	91
Two or More Races	-	93.7	N/A	91.7
White/Caucasian	100	93.2	N/A	93.4
Special Education	100	93.9	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	92.7	N/A	85.6
Economically Disadvantaged	100	89.7	N/A	85.6

% of Students Meeting 8th Grade Credit Requirements



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