
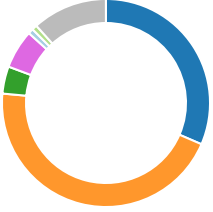


<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 1841 Whitney Mesa Drive Henderson, NV 89014</p>	 <p><b>59.4</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>44.7% White</li> <li>4.2% BI/Afr Am</li> <li>31.3% Hisp/Latino</li> <li>6% Asian</li> <li>0.8% Am Ind/AK Nat</li> <li>0.8% Pac Isl</li> <li>11.6% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>68 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	68 ★★★★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p> 
School Year	Index Score/Star Rating							
2017-2018	68 ★★★★★							
2016-2017	N/A N/A							

### 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.

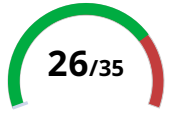
### How are star ratings determined based on total index score?

- 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 ★★★★★

### 2018-2019 School Performance


 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	45.3	54
Math Proficiency	44.2	54.5
ELA Proficiency	49.3	60.1
Science Proficiency	36.6	34.7
Read-by-Grade-3 Proficiency	50	56.7


 **Growth Indicator**

Measure	School Median	District Median
Math MGP	71	55
ELA MGP	52	52


	School Rate	District Rate
Met Math AGP Target	50.8	49.7
Met ELA AGP Target	45.3	59.7

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	37.1	27.8
Math AGP Target		
Prior Non-Proficient Met	14.1	39.2
ELA AGP Target		

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	11.8	8
Climate Survey Participation	96.6	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.

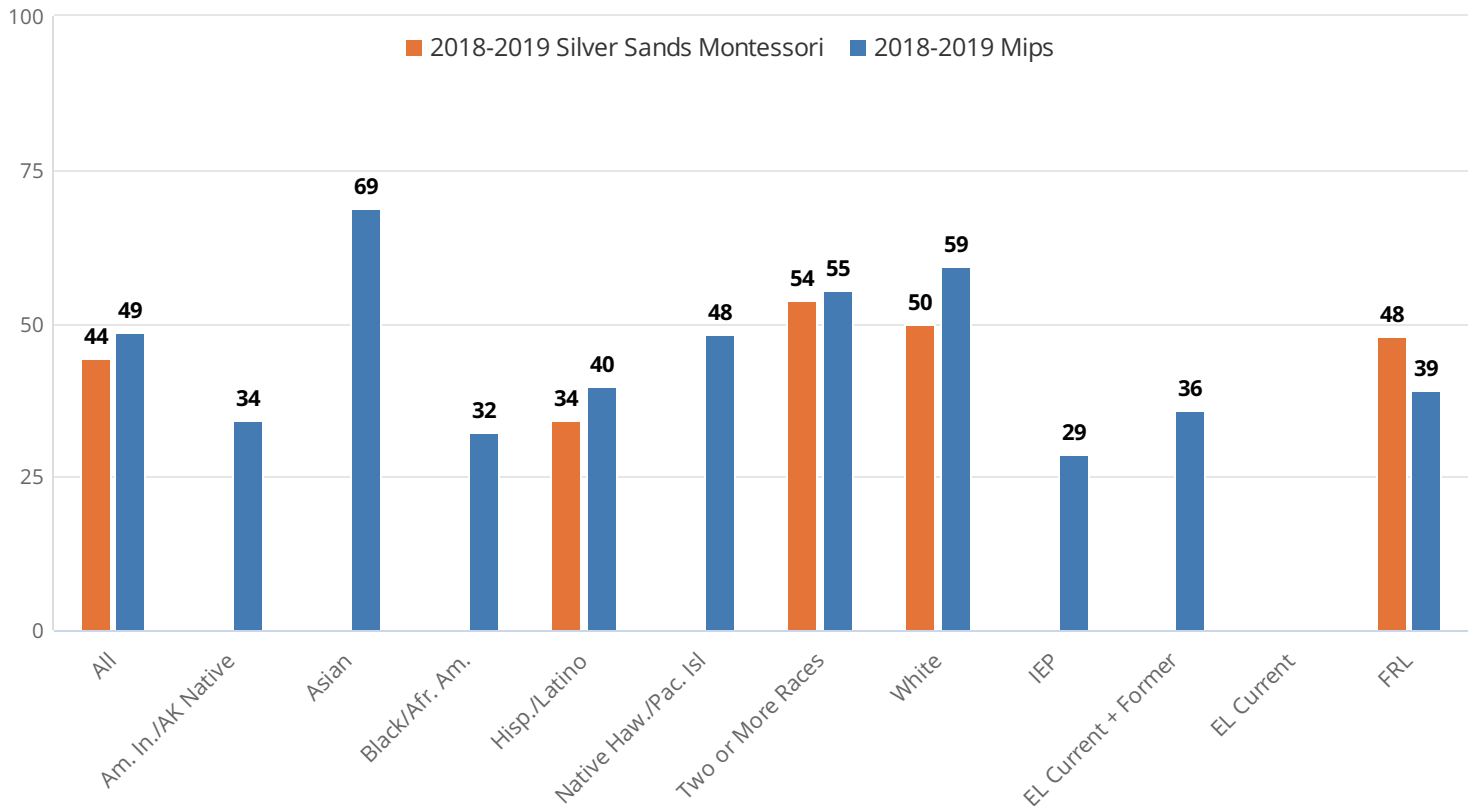
**Pooled Proficiency Points Earned: 9/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	45.3	54	41.2	52.9

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	44.2	54.5	48.5	36.1	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	34.3	44.6	39.6	15.1	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	53.7	58.2	55.3	38.8	59	52.9
White/Caucasian	50	62.2	59.3	51.2	61.1	57.2
Special Education	-	27.3	28.6	-	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	48	39.7	39	33.3	33.1	35.7

**Math Assessments  
% Proficient**



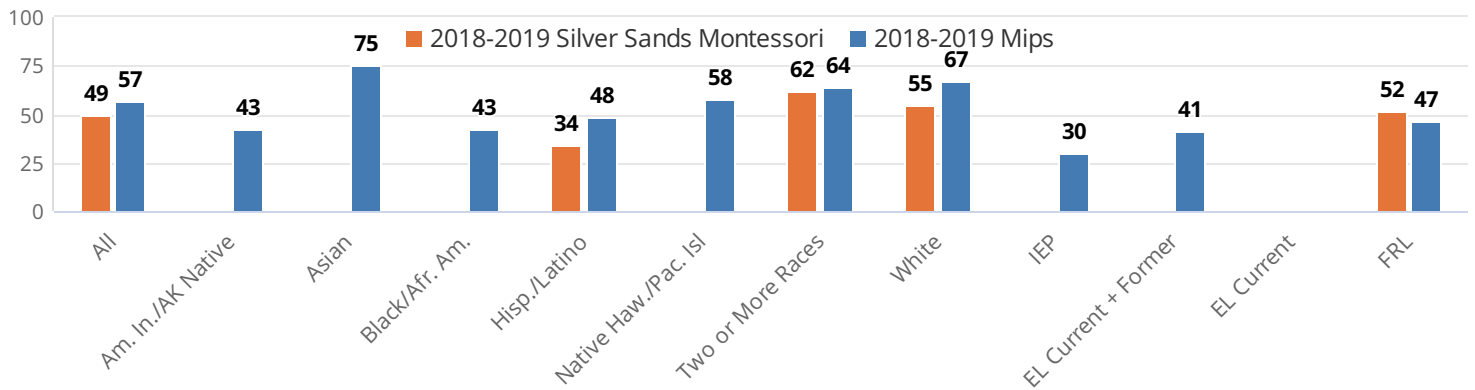


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	49.3	60.1	57	51.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	34.3	51.1	48.2	39.3	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	61.5	63.7	64.4	55.6	67.1	62.6
White/Caucasian	54.7	66.7	67.4	63.4	65	65.7
Special Education	-	26.6	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	52	45.3	46.8	50	40.4	44

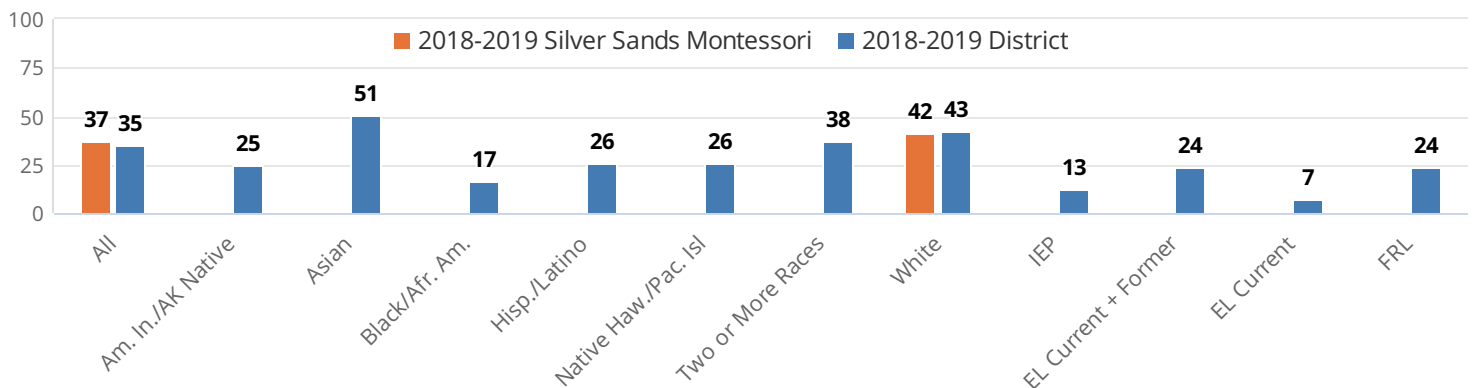
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	36.6	34.7	25.6	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	-	25.8	15.3	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	41.6	42.7	-	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	-	23.8	-	17.3

Science Assessments  
% Proficient





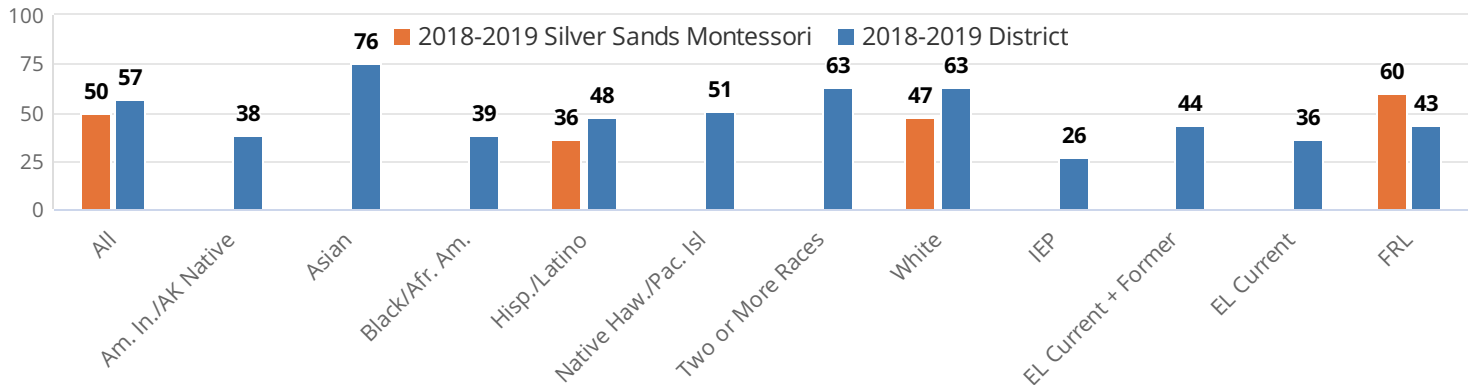
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	50	56.7	45.4	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	36.2	47.5	40	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	47.2	62.6	43.7	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	60	43.2	-	37.5

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	57.1	39
1st Grade	60.9	39
Kindergarten	N/A	N/A



## 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	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



## Student Growth

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

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

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

## MGP Growth Data

Math MGP Points Earned: 10/10 ELA MGP Points Earned: 6/10

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	71	55	52	52	72	53	46	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	60	54	56	51	72	49	49	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	-	50	78.5	53	44.5	51.5
White/Caucasian	76	57	46	54	70	55	45	49
Special Education	-	51	-	42	-	49	-	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	76.5	53	44	47	-	46	-	46

## AGP Growth Data

Math AGP Points Earned: 7/7.5 ELA AGP Points Earned: 3/7.5

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	50.8	49.7	45.3	59.7	52.1	48.6	53.5	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	41.1	43	41.1	54.2	43.4	37.8	52.1	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	-	59.3	64.2	51.2	42.8	60.7
White/Caucasian	60.7	56.1	47.7	65	56	53.7	64	58.7
Special Education	-	28.3	-	34.5	-	29.5	-	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	50	38.2	50	47.7	-	29.8	-	42.2

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



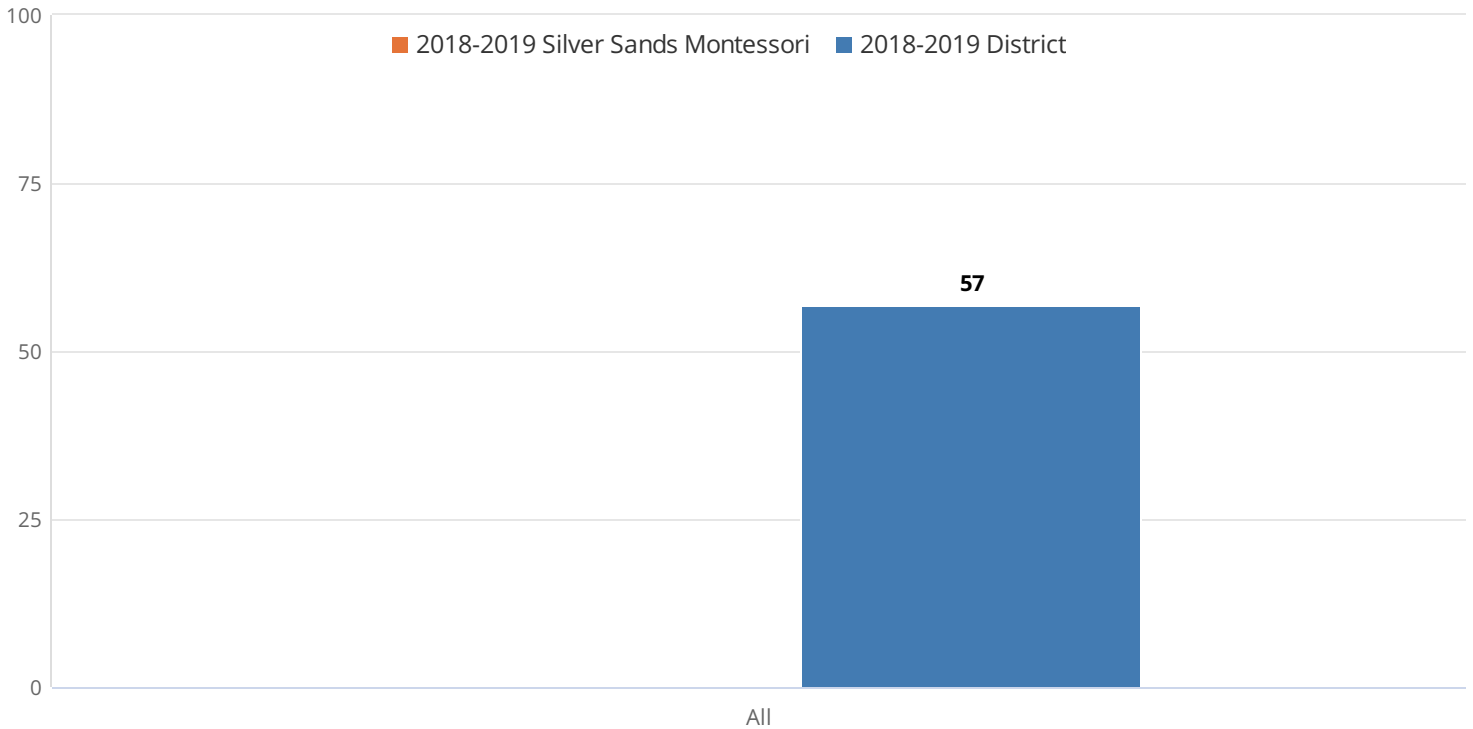
English Language

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 English language 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/NA

	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	-	-	56.7	N/A	N/A	42.5

% 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.

**Math AGP Points Earned: 8/10      ELA AGP Points Earned: 1/10**

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	37.1	27.8	14.1	39.2	48.8	27	37.8	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	23	26	10	37	44.4	22.6	37.5	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	80	31.1	-	41.3
White/Caucasian	46.1	32.2	20	45.7	-	31.5	-	38.7
Special Education	-	16.3	-	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	-	23	-	32.2	-	20	-	29.8





**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.

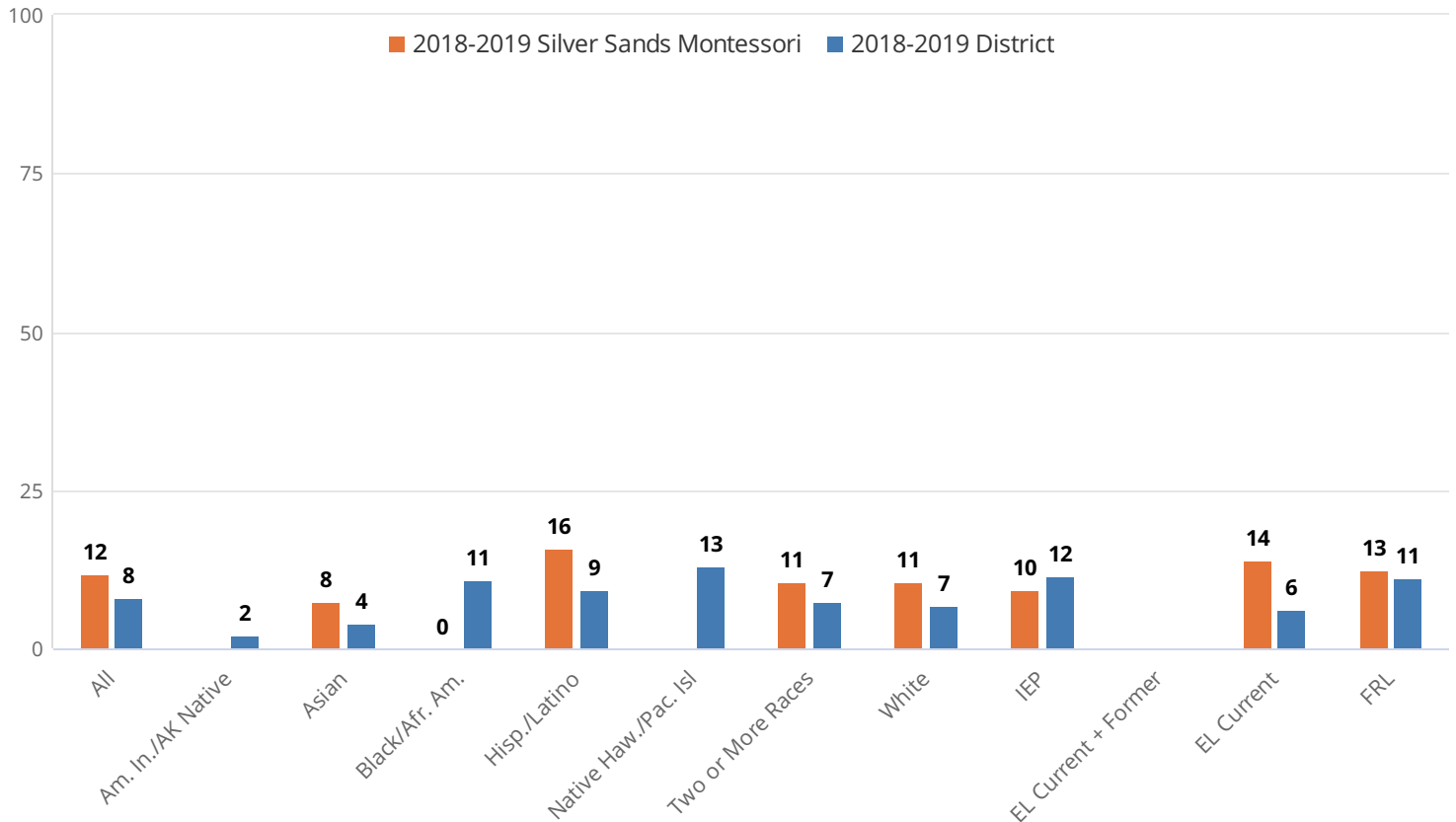
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 6.5/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	11.8	8	10.3	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	7.5	4.2	23	4.9
Black/African American	0	11	0	14.5
Hispanic/Latino	15.9	9.4	14.6	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	10.6	7.4	9.7	9
White/Caucasian	10.5	6.9	7.7	9
Special Education	9.5	11.5	10.3	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	14.1	6.2	-	10.4
Economically Disadvantaged	12.5	11.1	12.6	15.9

**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.