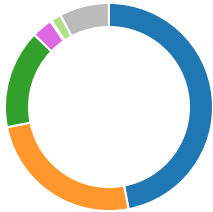


School Level: Elementary School
Grade Levels: OK-12
District: State Public Charter School Authority
School Address: 4650 Losee Road
 North Las Vegas, NV 89081



35.5
Total Index Score

School Type: *Charter SPCSA*
 School Designation: *TSI/ATSI*
 95% Assessment Participation: *Met*



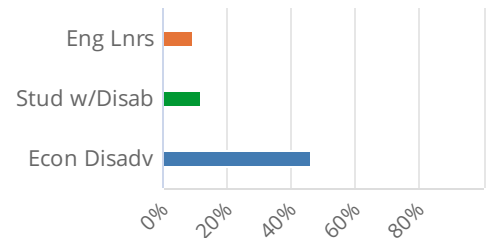
Student Race/Ethnicity

- 24.8% ■ White
- 15.3% ■ BI/Afr Am
- 46.8% ■ Hisp/Latino
- 3.2% ■ Asian
- 0.2% ■ Am Ind/AK Nat
- 1.6% ■ Pac Isl
- 7.7% ■ Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	52.5 ★★ ★
2016-2017	N/A N/A

Alternative Student Groups



What does my school rating mean?

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

How are school star ratings determined?

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

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★★
- At or above 84 ★★★★★★

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

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	39.7	54
Math Proficiency	39.6	54.5
ELA Proficiency	48.2	60.1
Science Proficiency	16.1	34.7
Read-by-Grade-3 Proficiency	43.6	56.7



Growth Indicator

Measure	School Median	District Median
Math MGP	41	55
ELA MGP	45	52
	School Rate	District Rate
Met Math AGP Target	32.3	49.7
Met ELA AGP Target	48	59.7



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	38	56.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	12.4	27.8
Math AGP Target		
Prior Non-Proficient Met	33	39.2
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.

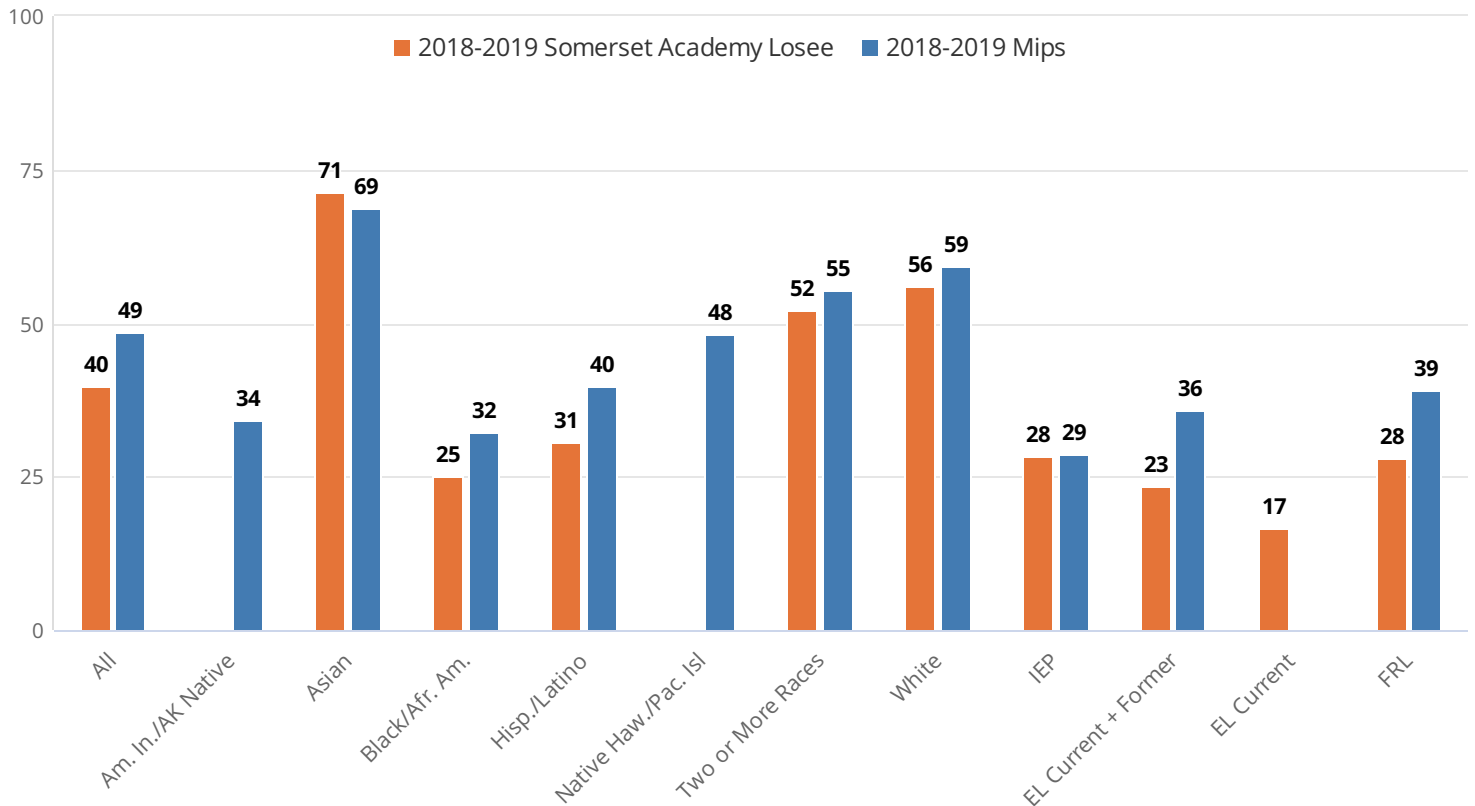
Pooled Proficiency Points Earned: 6/20

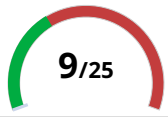
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	39.7	54	46.1	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.6	54.5	48.5	46.2	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	71.4	75.5	68.8	73.6	75.2	67.2
Black/African American	25	31.3	32.3	28.8	30.6	28.8
Hispanic/Latino	30.5	44.6	39.6	41.8	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	52	58.2	55.3	62	59	52.9
White/Caucasian	56	62.2	59.3	50	61.1	57.2
Special Education	28.3	27.3	28.6	26.6	29.2	24.8
English Learners Current + Former	23.3	42.2	35.8	30	37.4	32.4
English Learners Current	16.6	32.3		8.6	25.5	
Economically Disadvantaged	28	39.7	39	33.9	33.1	35.7

**Math Assessments
% Proficient**



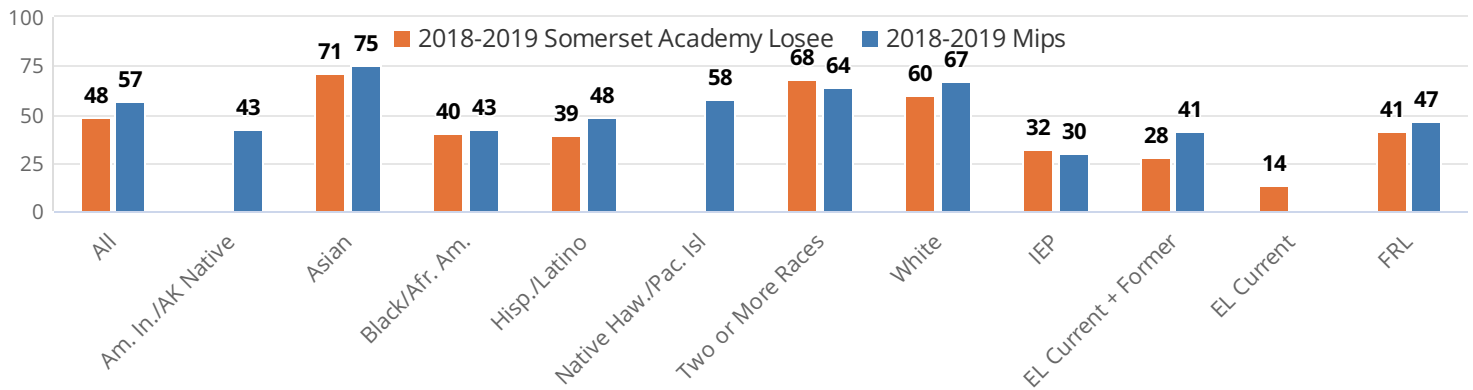


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.2	60.1	57	49.7	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	71.4	78.5	75.4	78.9	76.2	74.1
Black/African American	40.2	40.8	42.6	40	40.5	39.6
Hispanic/Latino	39.3	51.1	48.2	47.2	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	68	63.7	64.4	62.1	67.1	62.6
White/Caucasian	60.3	66.7	67.4	50	65	65.7
Special Education	32	26.6	30	24	29.3	26.3
English Learners Current + Former	28	42.2	41.4	45	38.9	38.4
English Learners Current	13.8	29.3		21.7	22.8	
Economically Disadvantaged	41.3	45.3	46.8	40.3	40.4	44

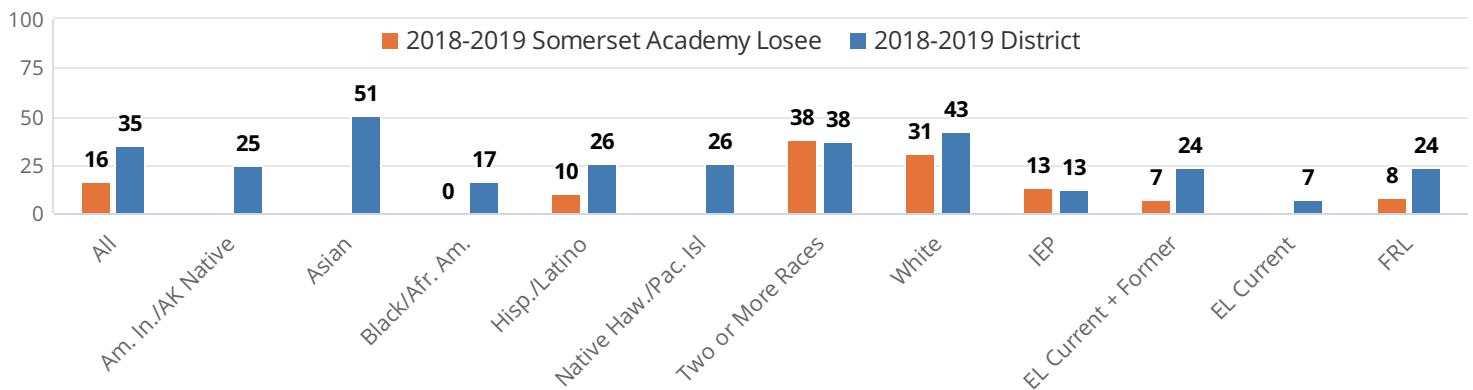
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	16.1	34.7	35	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	0	16.6	21.4	14.6
Hispanic/Latino	10	25.8	25	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	38.3	37.6	40	46.6
White/Caucasian	30.6	42.7	46.3	43.8
Special Education	13.3	12.5	20	19.4
English Learners Current + Former	7	24.1	20	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	8	23.8	21.2	17.3

Science Assessments
% Proficient





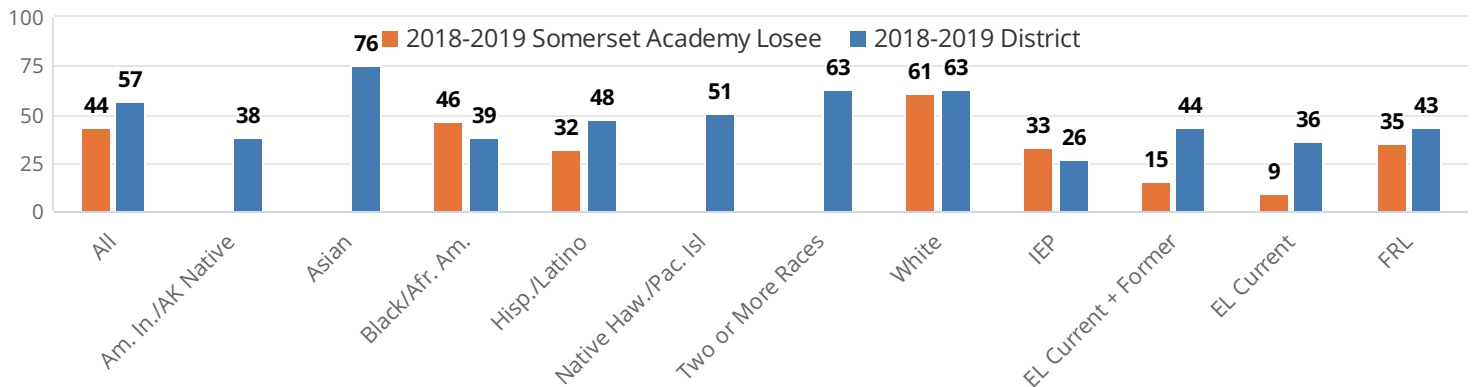
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

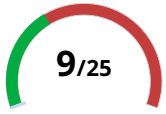
Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	43.6	56.7	40.9	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	46.1	38.5	40	34.2
Hispanic/Latino	31.5	47.5	34.6	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	60.7	62.6	41.6	62.6
Special Education	33.2	26.3	20.6	29.4
English Learners Current + Former	15.3	43.6	21.4	33
English Learners Current	9	36.1	18.1	21.8
Economically Disadvantaged	35	43.2	32.3	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 th Percentile	Student Growth Score
2nd Grade	50.8	40
1st Grade	50.4	44
Kindergarten	-	-



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	>=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. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data

Math MGP Points Earned: 3/10 ELA MGP Points Earned: 4/10

Groups	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	41	55	45	52	57.5	53	47	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	74	61.5	50	62
Black/African American	36	48	35	43.5	54	45	43	44
Hispanic/Latino	35	54	43	51	58	49	45	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	38.5	53	60.5	50	55	53	52	51.5
White/Caucasian	51.5	57	49.5	54	55.5	55	44.5	49
Special Education	48	51	36	42	48	49	31.5	40.5
English Learners Current + Former	30	59	43	53	60	49	53	52
English Learners Current	32	56	29	49	48	43.5	36	44
Economically Disadvantaged	44	53	44	47	57	46	46.5	46

AGP Growth Data

Math AGP Points Earned: 3/7.5 ELA AGP Points Earned: 3.5/7.5

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	32.3	49.7	48	59.7	47.1	48.6	45	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	72.7	69.9	72.7	70.7
Black/African American	11.5	30.1	26.8	43.5	34.2	28.8	34.2	41.3
Hispanic/Latino	23.3	43	42.8	54.2	46.3	37.8	43.2	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	45	50.2	65	59.3	57.1	51.2	57.1	60.7
White/Caucasian	48.3	56.1	57.5	65	48.6	53.7	45.9	58.7
Special Education	27	28.3	32.3	34.5	21.7	29.5	17.3	30.5
English Learners Current + Former	10.3	43.8	34.3	48.1	44	35.2	44	44.6
English Learners Current	9	34.7	18.1	37.6	0	23.3	18.1	32.2
Economically Disadvantaged	22.1	38.2	44.3	47.7	40.5	29.8	36.4	42.2

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



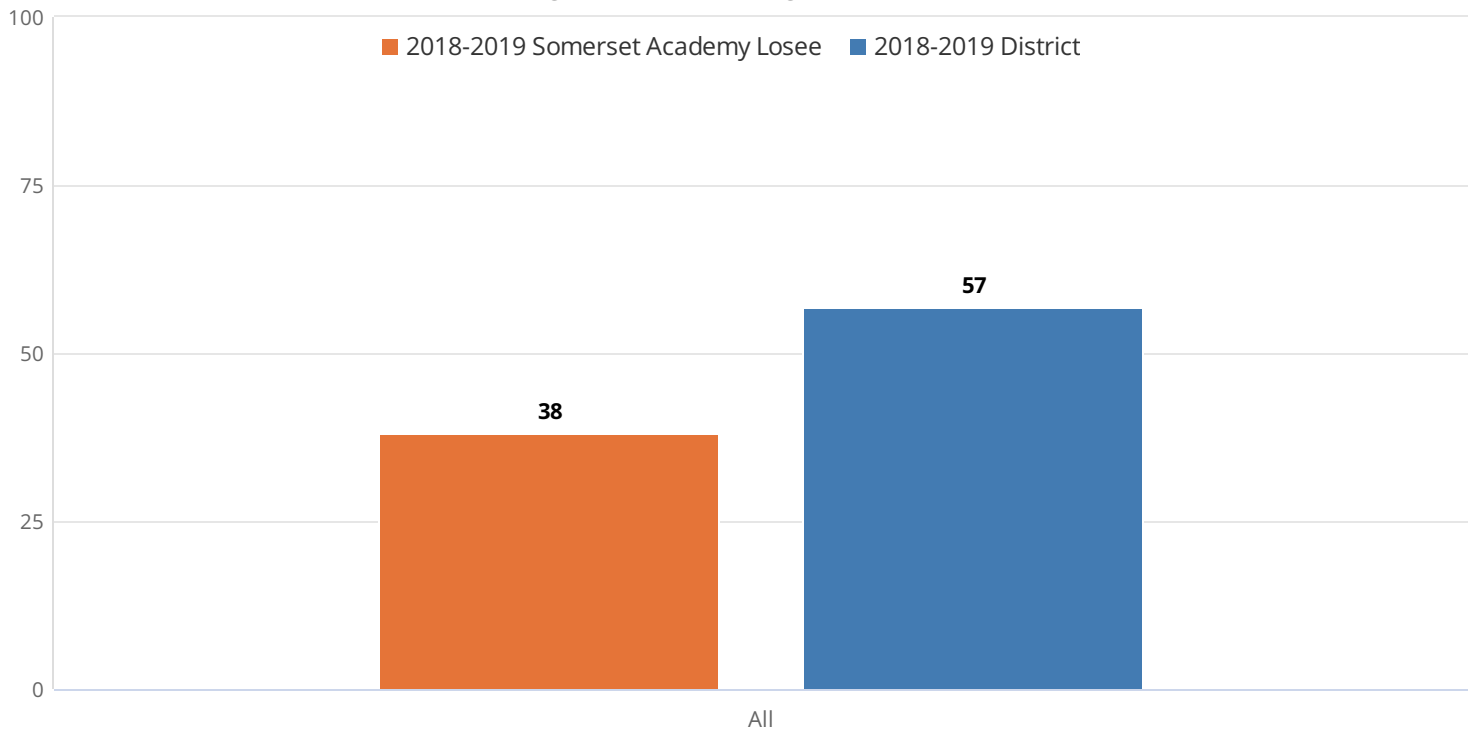
English Language

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.

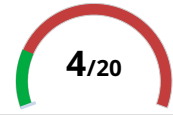
English Language Points Earned: 10/3

	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	42	38	56.7	31	35.4	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: 1/10 ELA AGP Points Earned: 3/10

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	12.4	27.8	33	39.2	30	27	26.8	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	0	20	11	26.5	30.4	16.5	20	30.3
Hispanic/Latino	10	26	32.2	37	29.4	22.6	30.6	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	22.5	32.2	46.7	45.7	29.4	31.5	22.2	38.7
Special Education	10.3	16.3	20	22.3	0	15.5	10	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	38.8	N/A	30.7	N/A
English Learners Current	5	24.1	16.6	31.6	18.1	16.8	-	31.3
Economically Disadvantaged	10.5	23	33.7	32.2	26.1	20	23.5	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.

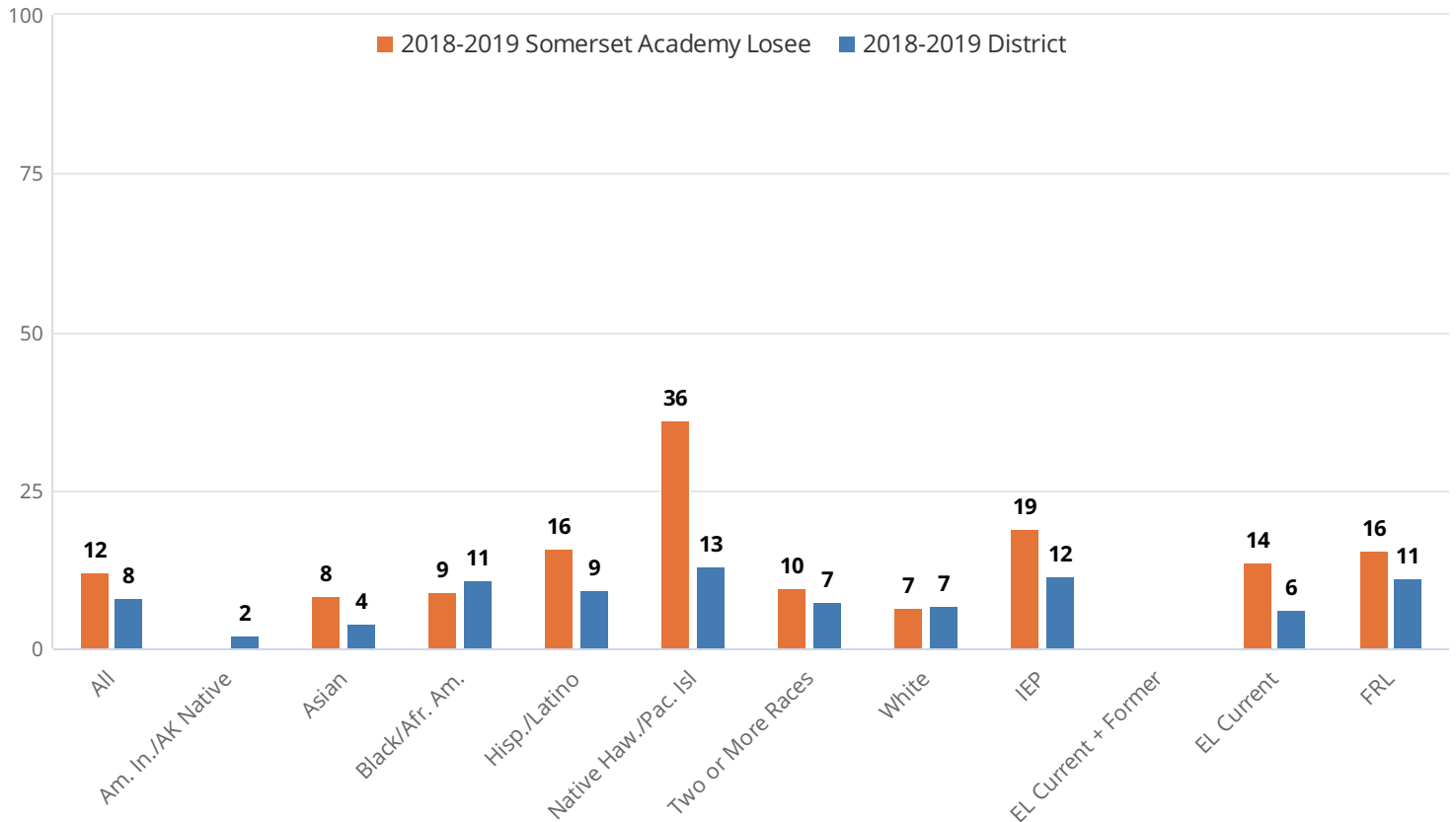
Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	12	8	8.6	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	8.3	4.2	3.3	4.9
Black/African American	9	11	11.6	14.5
Hispanic/Latino	15.8	9.4	8.5	11.5
Pacific Islander	36.2	13	25	12.6
Two or More Races	9.8	7.4	6.5	9
White/Caucasian	6.5	6.9	7.6	9
Special Education	19.1	11.5	12	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	13.8	6.2	2.6	10.4
Economically Disadvantaged	15.5	11.1	11.4	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.

An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnrr	Econ Disadv
Math Proficiency											
ELA Proficiency										X	
Science Proficiency											
Read-By-Grade-3											
Math MGP										X	
ELA MGP											
Math AGP				X						X	X
ELA AGP				X					X	X	
Math Opportunity Gaps					X				X		X
ELA Opportunity Gaps									X		
Chronic Absenteeism											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.