
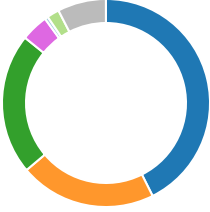
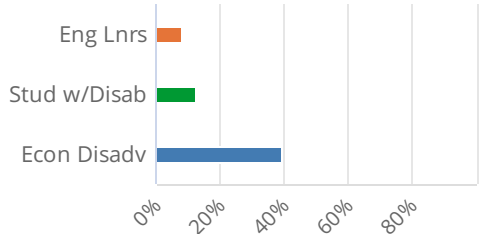


<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> OK-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4650 Losee Road North Las Vegas, NV 89081</p>	 <p>29.4 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 21.1% White 21.8% BI/Afr Am 42.3% Hisp/Latino 4.2% Asian 0.5% Am Ind/AK Nat 1.9% Pac Isl 7.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>38.1</td> <td>NR</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	38.1	NR	2016-2017	N/A	N/A	<p>Alternative Student Groups</p>  <ul style="list-style-type: none"> Eng Lnrs Stud w/Disab Econ Disadv
School Year	Index Score	Star Rating									
2017-2018	38.1	NR									
2016-2017	N/A	N/A									

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 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. A 2 star school in consecutive years is subject to state intervention.


How are school star ratings determined?

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

How are star ratings determined based on total index score?


- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★

2018-2019 School Performance




Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	18.5	25.8
ELA Proficiency	31.6	53.8
Science Proficiency	14.6	28.8




Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	70.4	70.0
5-Year	N/A	69.0




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	12.5	24.3



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	39.7	46.2
Post-Secondary Preparation Completion	4.4	32.8
Advanced or CCR Diploma	48.0	29.6



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	90.5	90.7
Chronic Absenteeism	14.4	10.3
Climate Survey Participation	84.1	N/A

Climate Survey Participation is not a point-earning measure.
Graduation and diploma rates are based on the class of 2017-18.



Academic Achievement

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

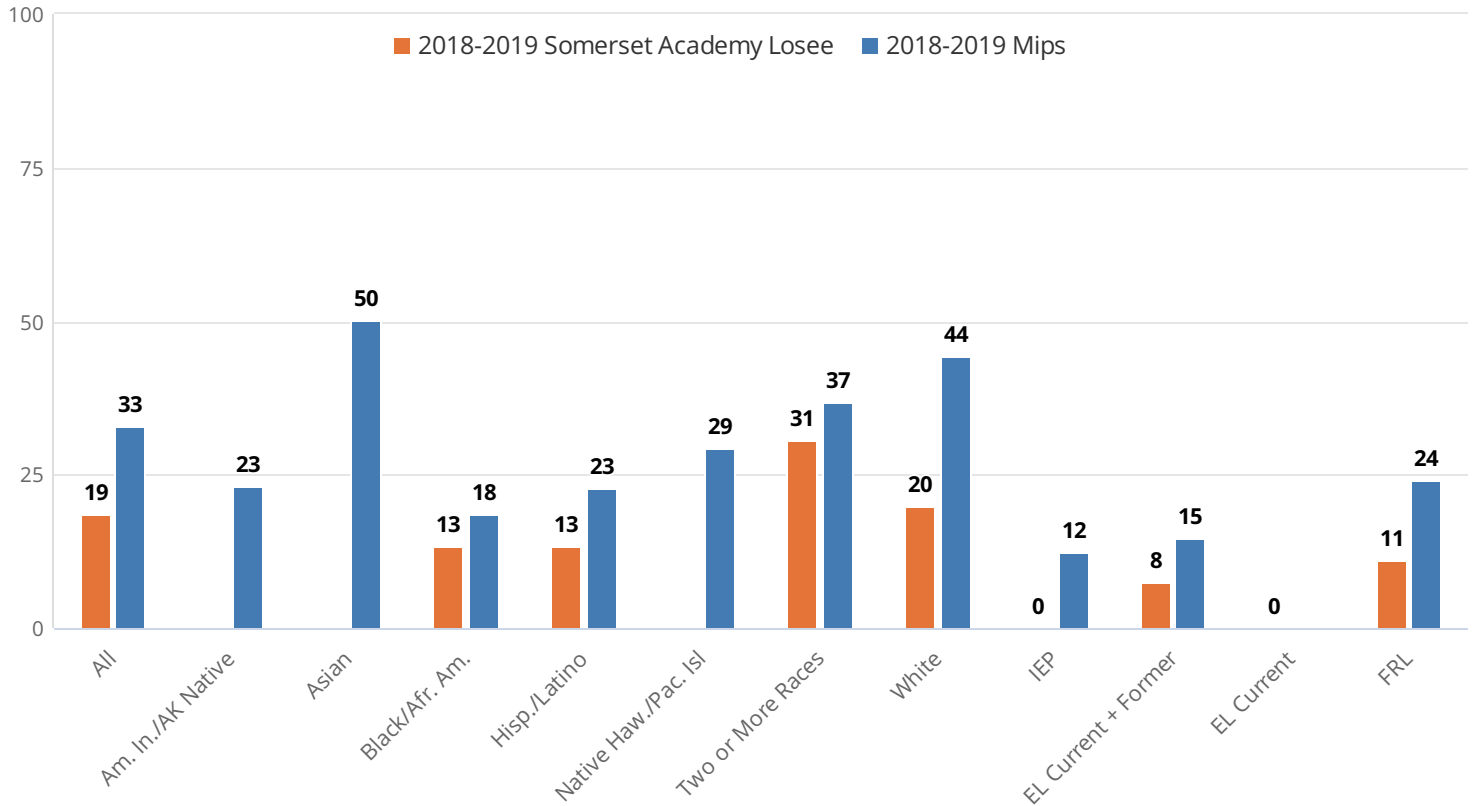
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 3/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	18.5	25.8	32.83	16.4	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	13.3	7.5	18.42	0	6.2	14.12
Hispanic/Latino	13.3	18.5	22.93	23.3	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	30.6	26	36.96	-	26.1	33.64
White/Caucasian	20	32	44.25	23.5	28.4	41.31
Special Education	0	6	12.38	0	2.2	7.77
English Learners Current + Former	7.5	5	14.52	-	10.9	10.02
English Learners Current	0	0	-	-	2.4	6.96
Economically Disadvantaged	11	14.5	24	0	13.3	20.01

**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.



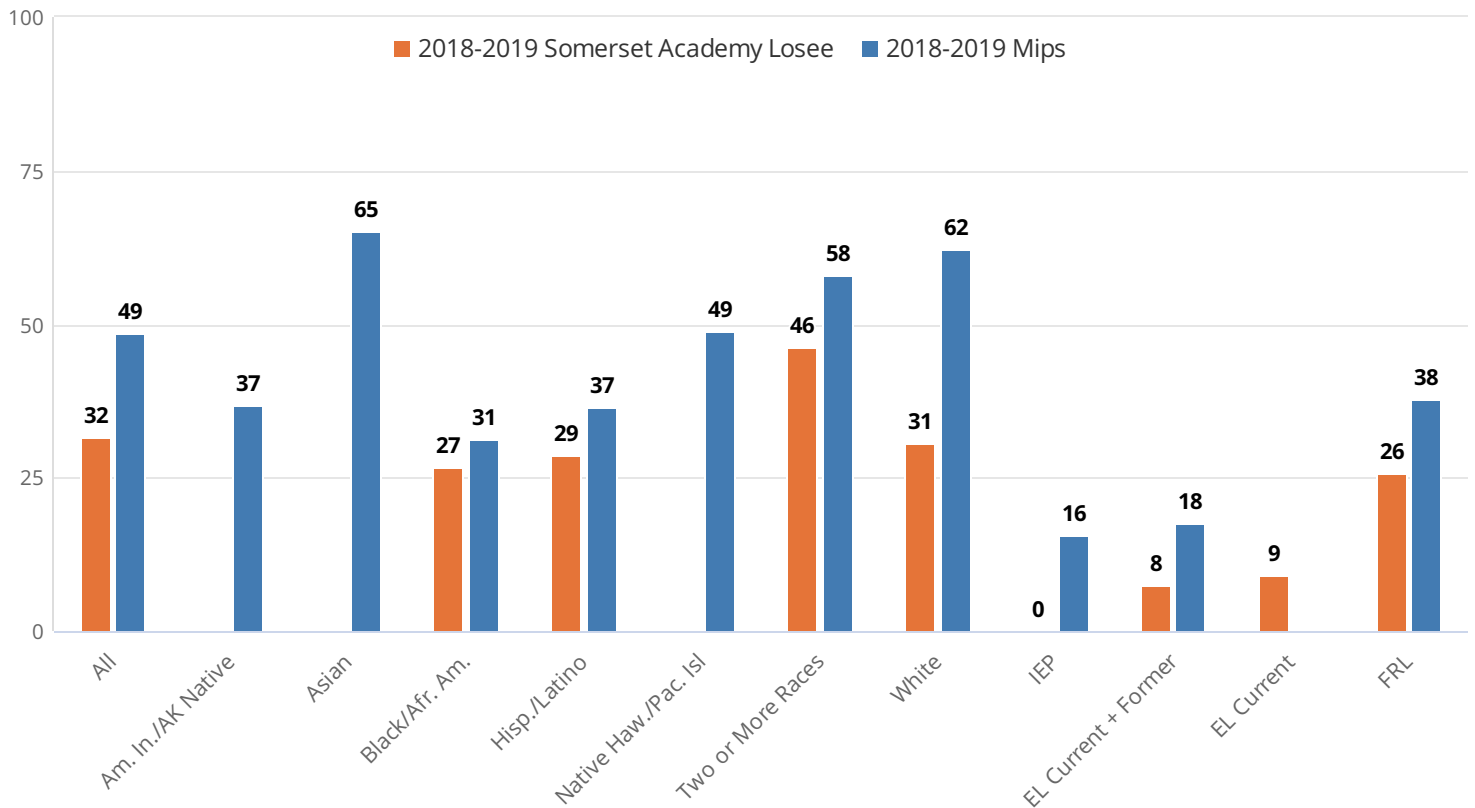
Academic Achievement

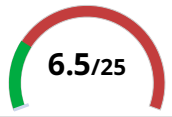
ELA Proficient

ELA Proficient Points Earned: 3/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.6	53.8	48.54	26	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	26.6	32.7	31.39	12.5	21.6	27.78
Hispanic/Latino	28.8	47.2	36.5	36.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	46.1	62.5	58.07	-	46.9	55.86
White/Caucasian	30.5	59.7	62.25	17.6	50	60.26
Special Education	0	18.8	15.71	10	9	11.27
English Learners Current + Former	7.5	18.1	17.52	-	21.8	13.18
English Learners Current	9	10.5	-	-	9.7	6.9
Economically Disadvantaged	25.6	41.8	37.66	4.7	31.2	34.37

**ELA Assessments
% Proficient**





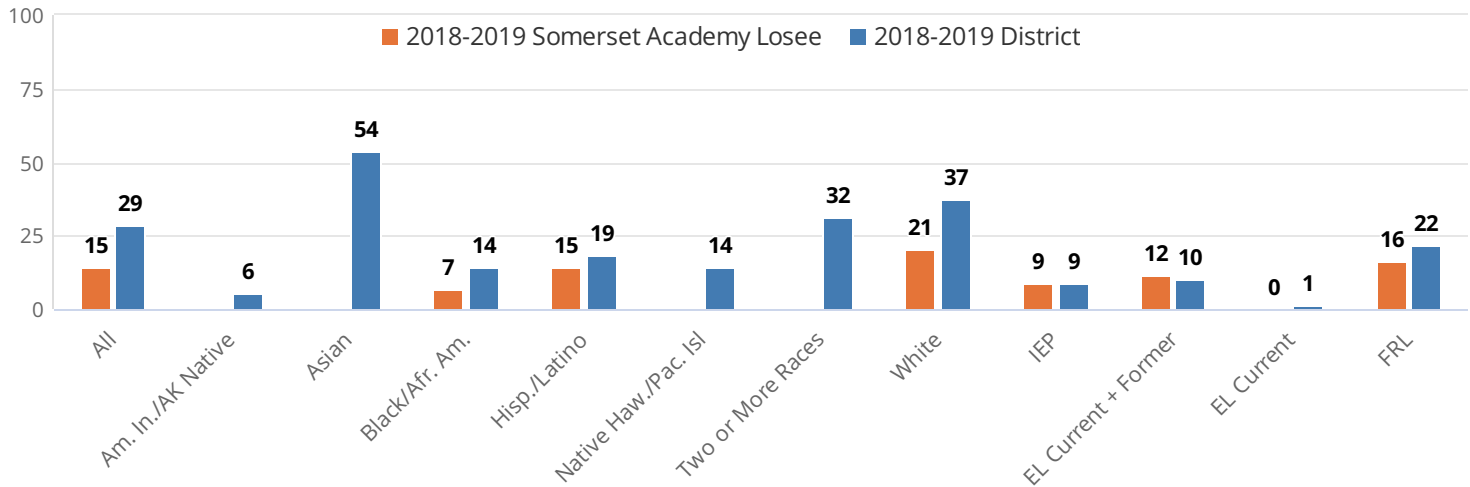
Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	14.6	28.8	5	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	6.7	14	-	18.7
Hispanic/Latino	14.6	18.5	-	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	20.5	37.2	-	39.7
Special Education	8.8	9	-	12.9
English Learners Current + Former	11.5	9.9	-	8.5
English Learners Current	0	1.1	-	4.1
Economically Disadvantaged	16.3	21.8	-	26.4

**Science Assessments
% Proficient**



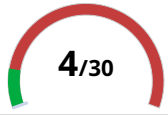
Participation on State Assessments

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

Participation Penalty: 0

Groups	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%	-	-
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



Graduation Rates

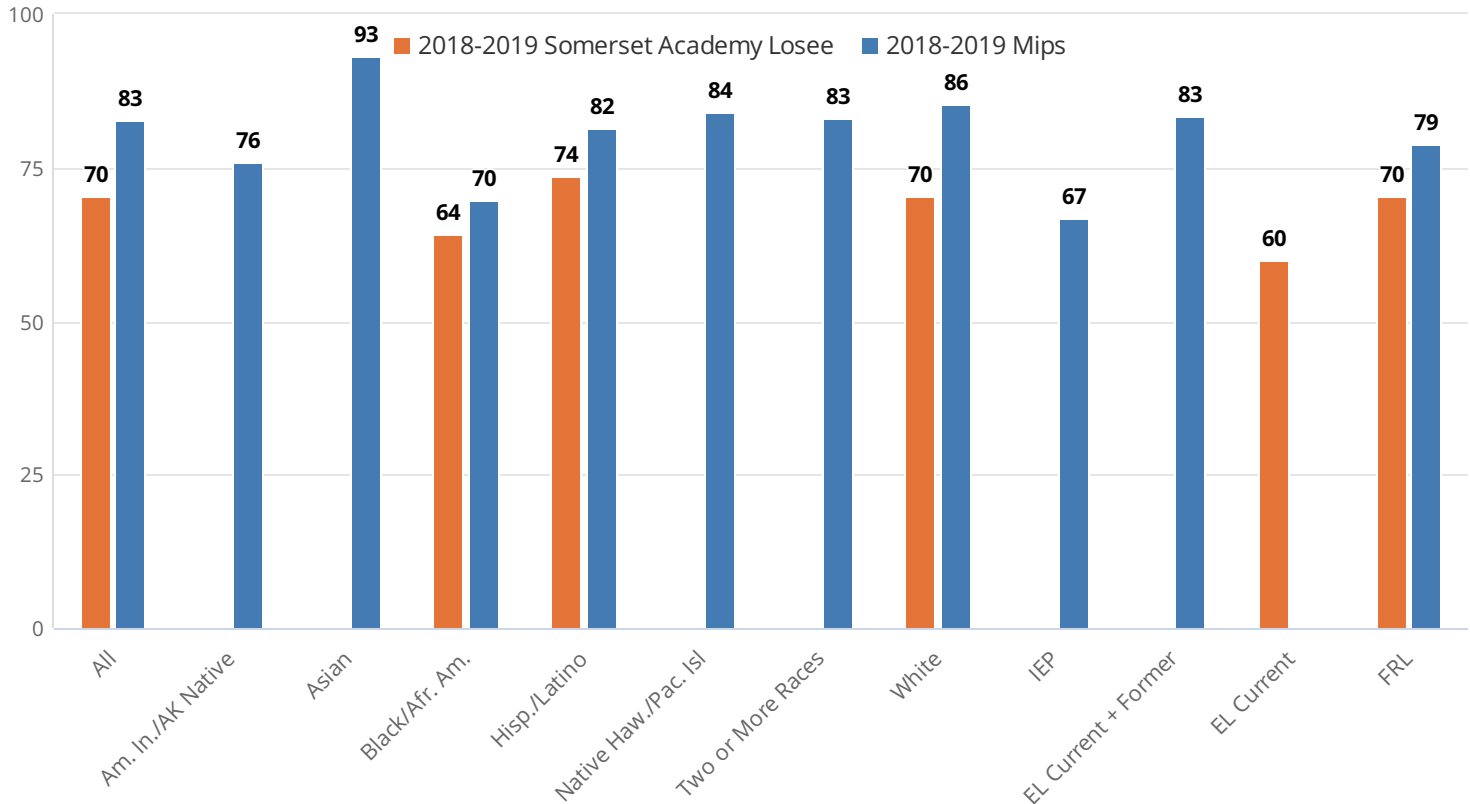
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are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

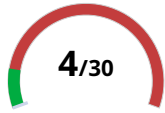
4-Year ACGR Data

4-Year ACGR Points Earned: 4/25

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	70.4	70	82.6	N/A	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	N/A	35.2	73.9
Asian	-	82.7	93.3	N/A	84.1	93.1
Black/African American	64.2	59.6	69.8	N/A	58.5	67.7
Hispanic/Latino	73.5	68.9	81.5	N/A	59.5	79.7
Pacific Islander	-	63.2	83.9	N/A	46.6	82.3
Two or More Races	-	68.9	83	N/A	66.3	81.3
White/Caucasian	70.2	71.9	85.5	N/A	68.6	84.2
Special Education	-	61.7	66.9	N/A	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	60	68.4		N/A	62.2	
Economically Disadvantaged	70.2	65	78.7	N/A	56.5	76.8

Graduation Rates
4-year ACGR





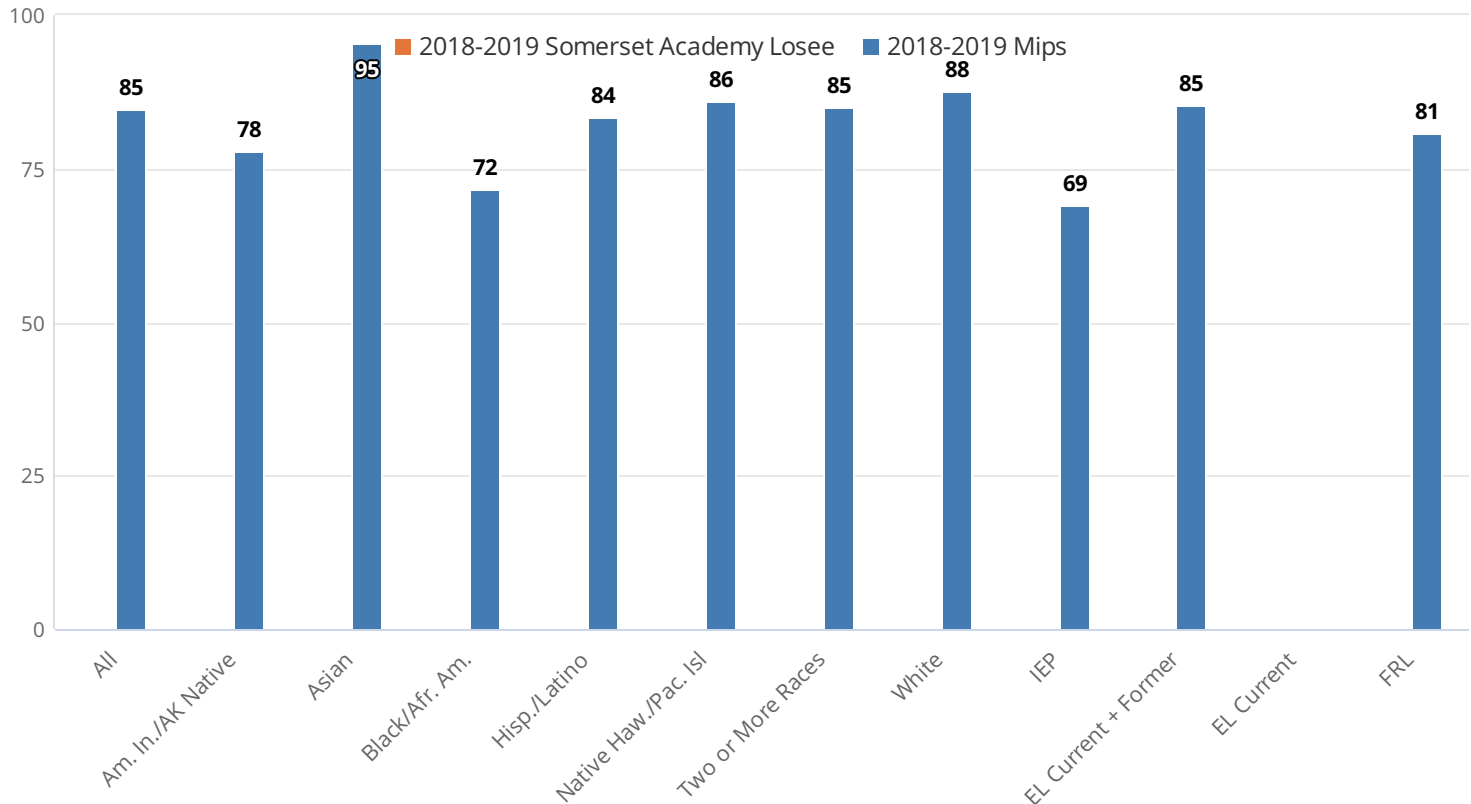
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018		2017			
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	69	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	N/A	-	75.9
Asian	N/A	80.9	95.3	N/A	84.6	95.1
Black/African American	N/A	67.4	71.8	N/A	54	69.7
Hispanic/Latino	N/A	64.4	83.5	N/A	70.1	81.7
Pacific Islander	N/A	52	85.9	N/A	69.2	84.3
Two or More Races	N/A	72	85	N/A	54.2	83.3
White/Caucasian	N/A	71	87.5	N/A	68.1	86.2
Special Education	N/A	56.2	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64		N/A	52	
Economically Disadvantaged	N/A	61.3	80.7	N/A	58.5	78.8

Graduation Rates
5-year ACGR



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



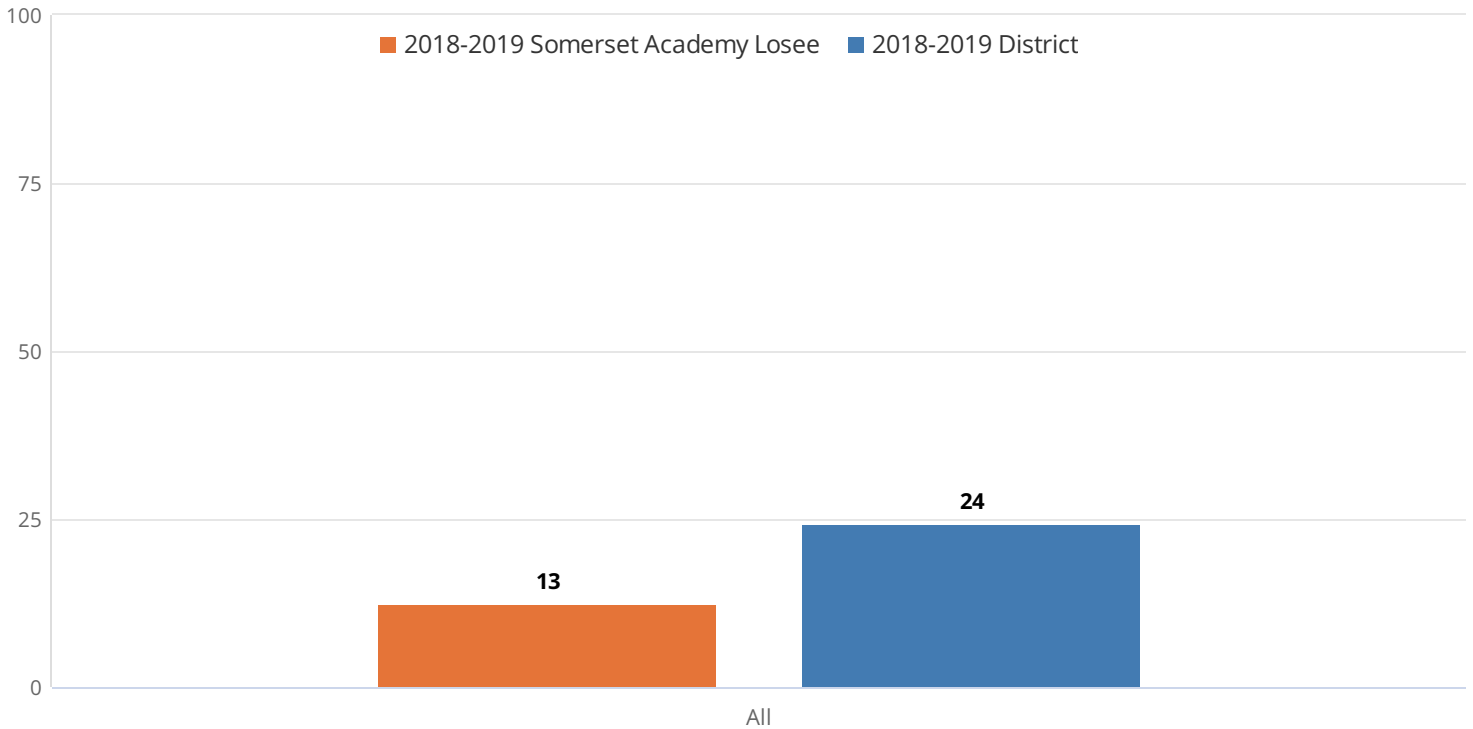
English Language

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

English Language Points Earned: 7/10

	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	40	12.5	24.3	35	17.1	26.8

% English Learners Meeting AGP on WIDA



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



College and Career Readiness

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

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

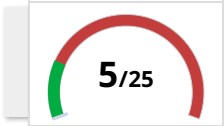
Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to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

Post-Secondary Preparation Participation Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	39.7	46.2	52	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	18.6	27.5	-	25.6
Hispanic/Latino	53.5	48.6	28.5	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	28.5	46.2	57.8	37.6
Special Education	9	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	20	40	-	28.1

Post-Secondary Preparation Completion Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	4.4	32.8	12	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	0	20.1	-	13.1
Hispanic/Latino	10.6	30.8	0	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	0	33.2	26.3	25.6
Special Education	0	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	0	28.8	-	18



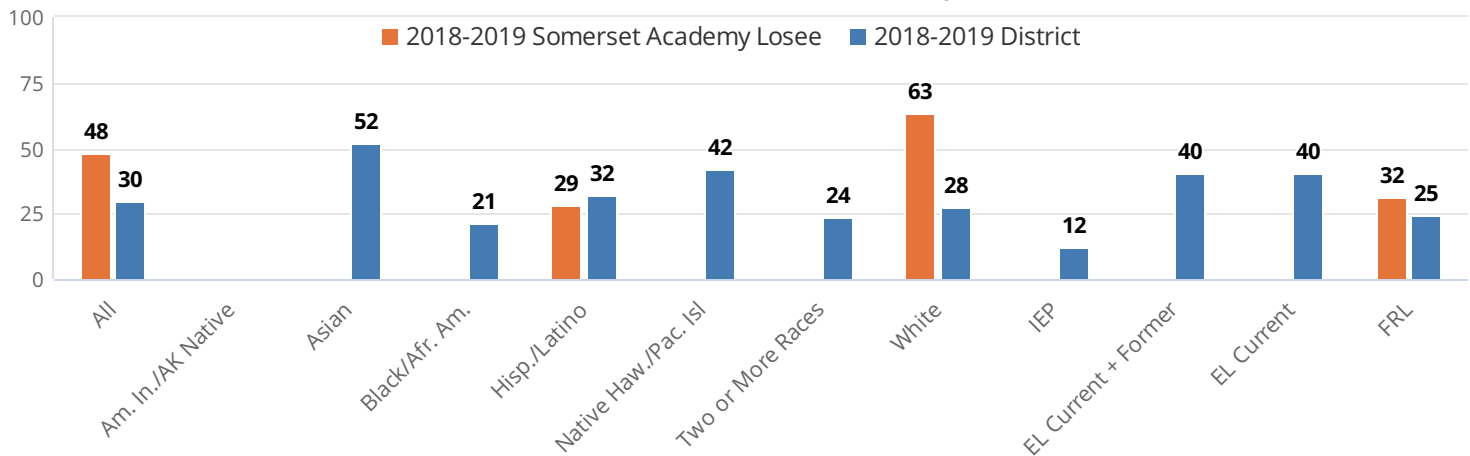
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	48	29.6	N/A	23.4
American Indian/Alaska Native	-	-	N/A	-
Asian	-	52.2	N/A	46.2
Black/African American	-	21.3	N/A	20
Hispanic/Latino	28.5	32.2	N/A	14.8
Pacific Islander	-	42.1	N/A	14.2
Two or More Races	-	23.8	N/A	27.9
White/Caucasian	63.1	27.5	N/A	24.5
Special Education	-	12.3	N/A	9.8
English Learners Current + Former	-	40.3	N/A	27.5
English Learners Current	-	40.3	N/A	27.5
Economically Disadvantaged	31.5	24.6	N/A	18.2

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	39.7	4.4	0	4.4	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	18.6	0	0	0	0	0	0	0
Hispanic/Latino	53.5	10.6	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	28.5	0	0	0	0	0	0	0
Special Education	9	0	0	0	0	0	0	0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	0	0	0	0	0	0	0

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



Student Engagement

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

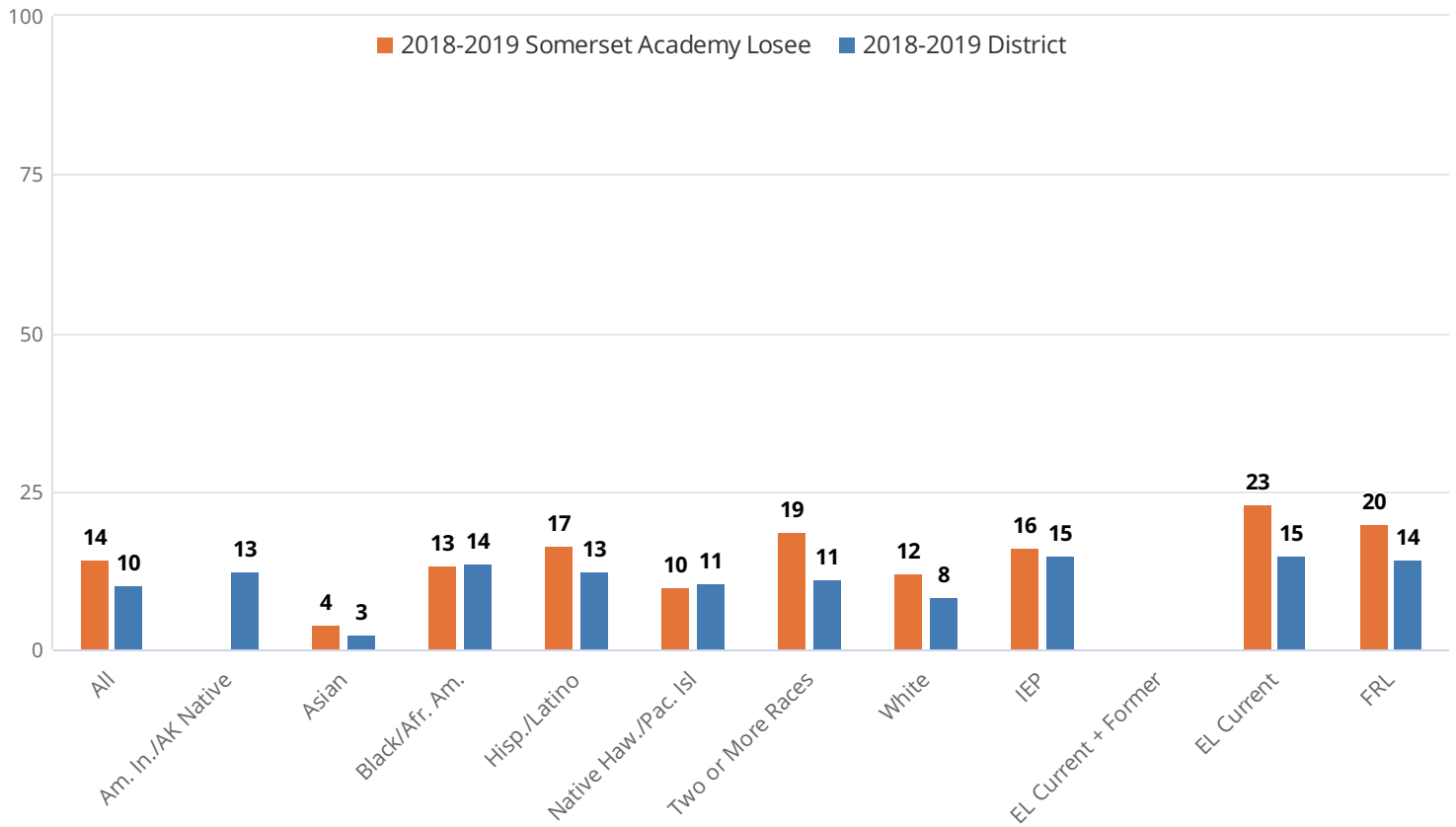
Chronic Absenteeism

Chronic Absenteeism Points Earned: 2.5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	14.4	10.3	14.9	21
American Indian/Alaska Native	-	12.6	-	30
Asian	4	2.6	0	11.9
Black/African American	13.3	13.8	11.2	27
Hispanic/Latino	16.5	12.5	17.9	24.2
Pacific Islander	10	10.5	0	25
Two or More Races	18.6	11.1	13.1	20.7
White/Caucasian	12.3	8.4	16.9	18.3
Special Education	16.1	15.1	16	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	23	15	20	29.3
Economically Disadvantaged	19.8	14.3	13.8	27.7

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





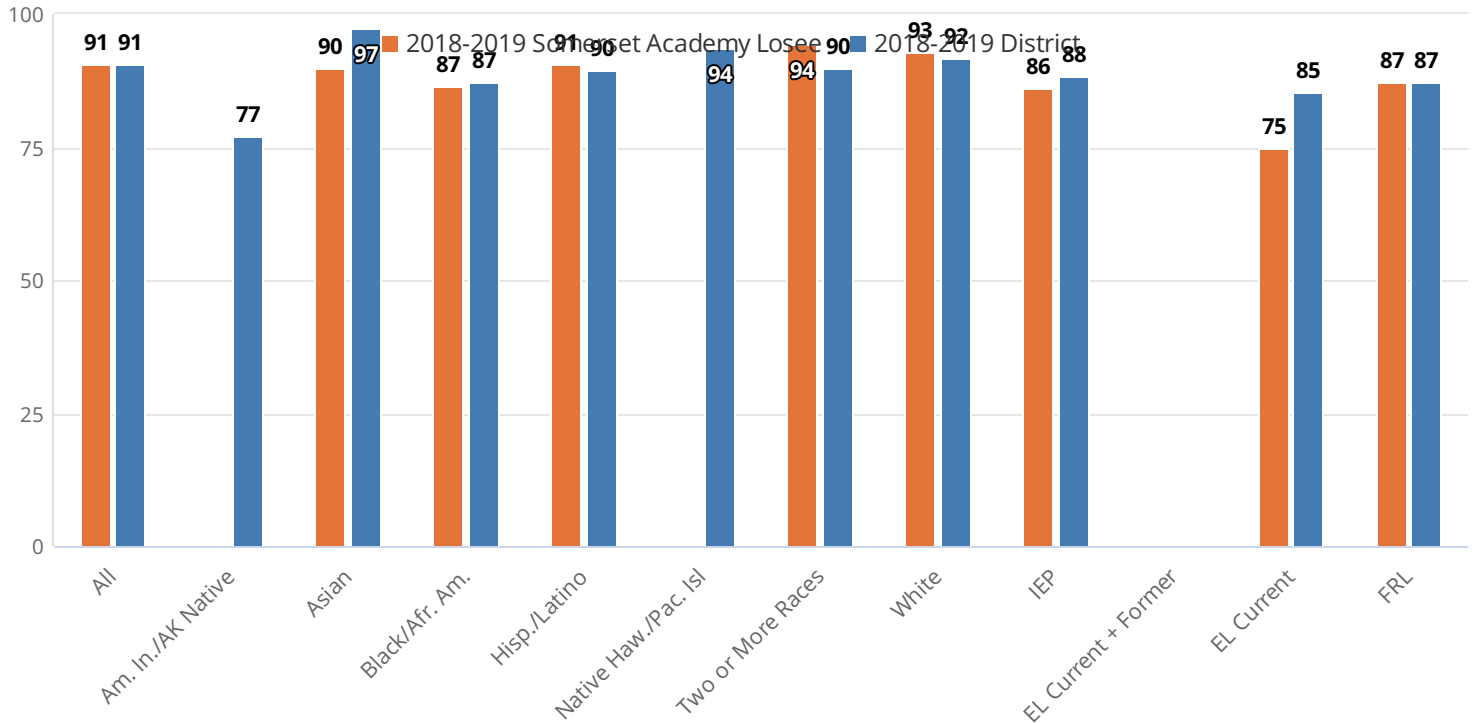
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2019 % 9 th Grade Credit Sufficiency	2019 % 9 th Grade Credit Sufficiency District	2018 % 9 th Grade Credit Sufficiency	2018 % 9 th Grade Credit Sufficiency District
All Students	90.5	90.7	86.5	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	90	97.2	100	94.7
Black/African American	86.5	87.2	88.3	82.6
Hispanic/Latino	90.7	89.5	83.3	87
Pacific Islander	-	93.7	100	86.4
Two or More Races	94.4	89.7	84.6	88.6
White/Caucasian	93	91.7	87.7	87.8
Special Education	86.2	88.2	89.2	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	75	85.4	85.9	82.4
Economically Disadvantaged	87.2	87.2	85.9	82.4

% of Students Meeting 9th 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.