
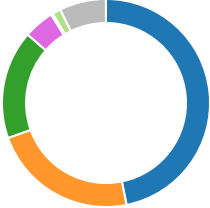
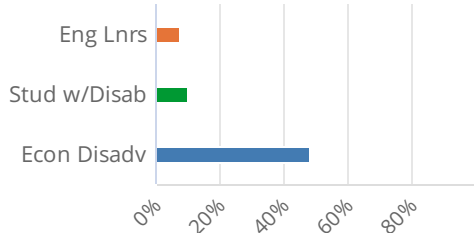


<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4650 Losee Road North Las Vegas, NV 89081</p>	 <p>35.5 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>TSI/ATSI</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"> 22.6% White 16.8% BI/Afr Am 46.6% Hisp/Latino 4.7% Asian 0.3% Am Ind/AK Nat 1.3% Pac Isl 7.2% Two or More 	<p>School Performance History</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>53.5 ★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	53.5 ★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	53.5 ★★							
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 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 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

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

 **10/25** **Academic Achievement Indicator**


Measure	School Rate	District Rate
Pooled Proficiency	33.6	50.2
Math Proficiency	23.1	42.6
ELA Proficiency	43.7	59.6
Science Proficiency	34.5	44.7

 **8.5/30** **Student Growth Indicator**

Measure	School Median	District Median
Math MGP	36	58
ELA MGP	40	56
	School Rate	District Rate
Met Math AGP Target	20.6	44.3
Met ELA AGP Target	44.7	61.3

 **1/10** **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	8.5	38.3

 **3/20** **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	7.9	21.8
Math AGP Target		
Prior Non-Proficient Met	16.8	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

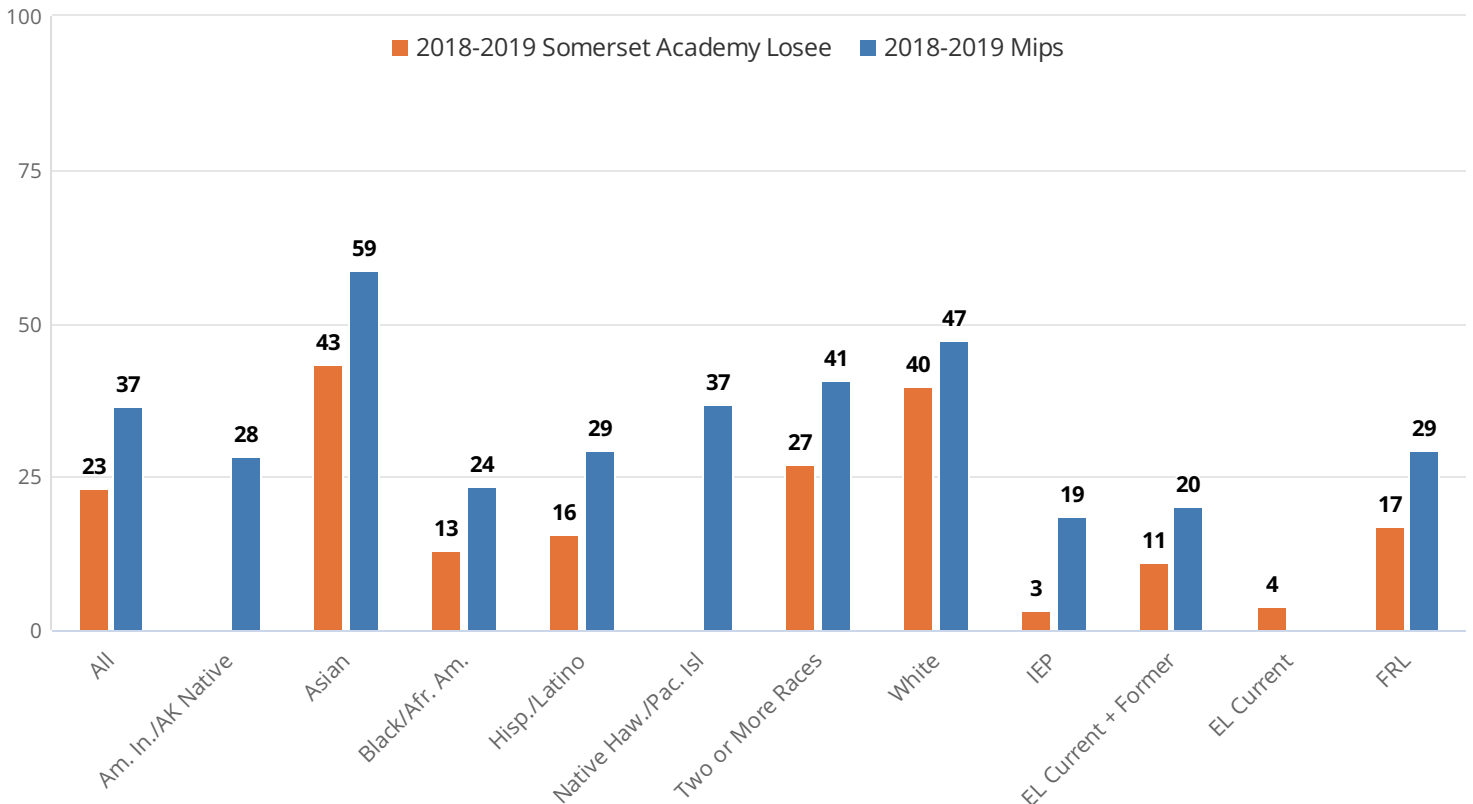
Pooled Proficiency Points Earned: 10/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	33.6	50.2	36.5	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	23.1	42.6	36.5	24.8	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	43.2	66.2	58.6	38.1	64.1	56.4
Black/African American	13	24.1	23.5	14.7	17.7	19.5
Hispanic/Latino	15.5	31.8	29.3	15.2	26.1	25.5
Pacific Islander	-	44.8	36.9	40	34.9	33.6
Two or More Races	27.1	47.2	40.6	28.2	41.5	37.5
White/Caucasian	39.6	51.2	47.1	42.5	44.4	44.4
Special Education	3.3	12	18.6	11.2	11.5	14.3
English Learners Current + Former	11	26.8	20.2	18.1	22.2	16
English Learners Current	4	12.5		3.3	8.5	
Economically Disadvantaged	16.8	29	29.2	20	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.

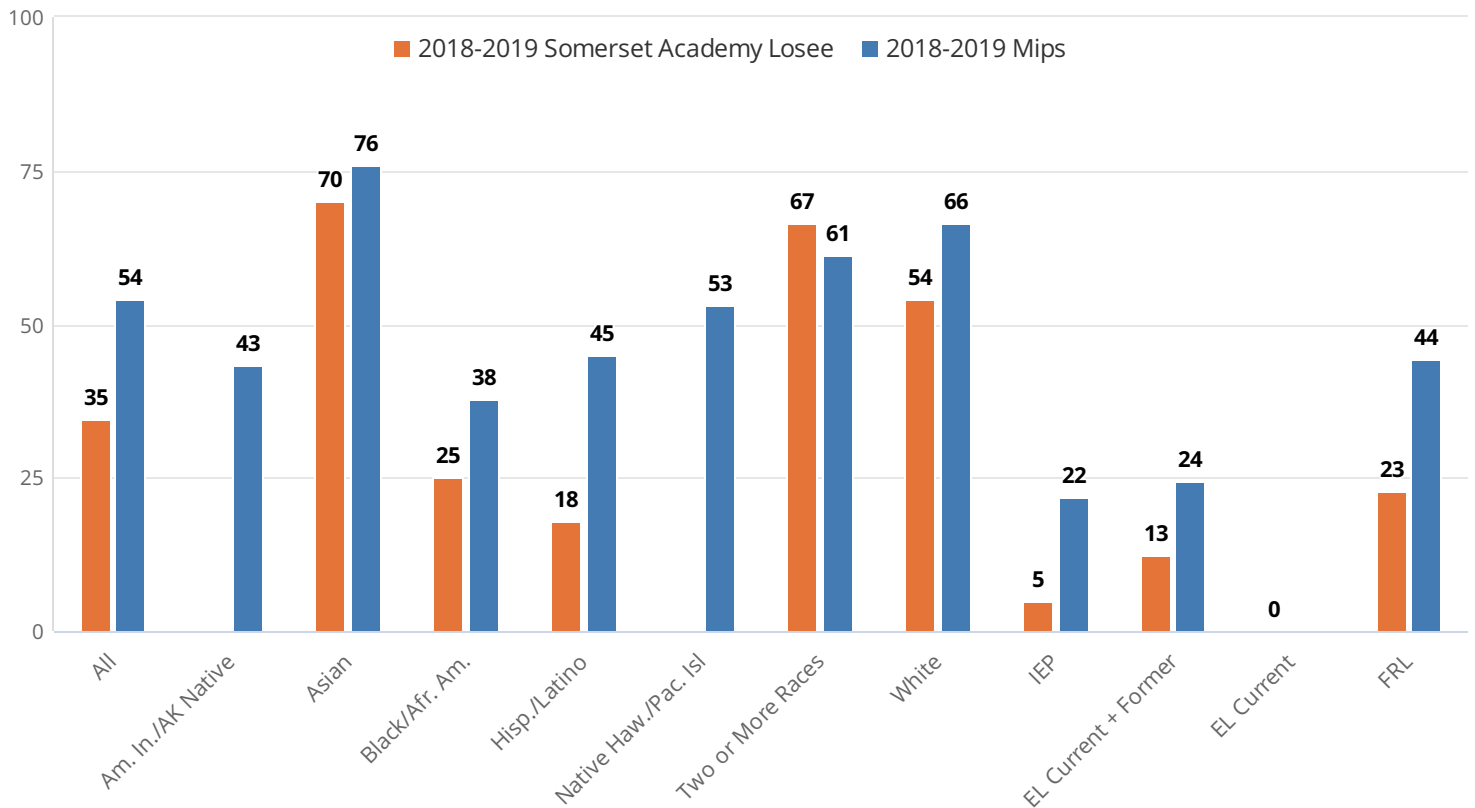


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.7	59.6	54.1	47	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	66.5	78.4	75.9	61.8	77.3	74.6
Black/African American	28.3	40.1	37.8	34.4	38.4	34.5
Hispanic/Latino	36.1	50.2	45.1	38.7	46.3	42.2
Pacific Islander	-	61.1	53.2	50	53.2	50.7
Two or More Races	50	66.7	61.3	61.5	61	59.2
White/Caucasian	63.2	67.7	66.3	62.1	63.5	64.6
Special Education	8.4	19.8	21.9	20	20.7	17.8
English Learners Current + Former	29.6	42.7	24.3	38.1	34.8	20.3
English Learners Current	12.5	22		16.6	15.8	
Economically Disadvantaged	30.8	46.3	44.4	40.5	41.5	41.4

ELA Assessments
% Proficient



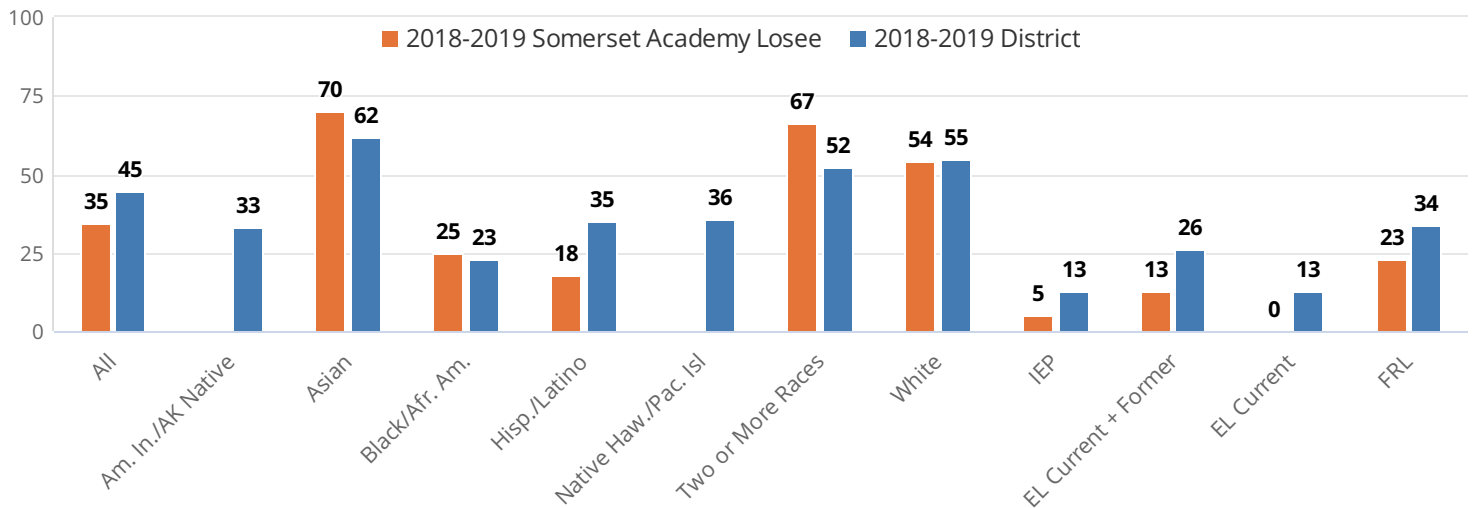


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	34.5	44.7	39.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	70	62	-	62.2
Black/African American	25	23.1	24.3	25
Hispanic/Latino	17.8	35.2	30	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	66.5	52.2	72.7	51.6
White/Caucasian	54.1	54.5	60	54
Special Education	5	13	13.6	14.6
English Learners Current + Former	12.5	26	30	25.7
English Learners Current	0	12.6	8.3	9.3
Economically Disadvantaged	22.8	33.7	33.8	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	>=95%	>=95%	>=95%	>=95%
Black/African American	94.2%	>=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: 2/10 ELA MGP Points Earned: 3/10

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	36	58	40	56	37	52	47	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	36	63	41	57	31.5	62	63	62
Black/African American	37.5	53	40	51	33.5	45	44.5	50.5
Hispanic/Latino	37.5	59	39.5	57	40.5	54	45.5	52
Pacific Islander	-	63	-	57	42.5	51.5	41	49.5
Two or More Races	28.5	56	40	54	33	53	49	55
White/Caucasian	32	58	43	56	36	49	46	53
Special Education	41	55	29.5	55	25.5	44	46.5	50
English Learners Current + Former	30	64	39	64	42.5	59	49	54
English Learners Current	30	61	35	62	40	57	60	53
Economically Disadvantaged	35	59	39	57	38	53	41	52

AGP Growth Data

Math AGP Points Earned: 1.5/5 ELA AGP Points Earned: 2/5

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	20.6	44.3	44.7	61.3	24.1	37.7	46.6	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	42.2	65.9	69.2	78.5	35	66.5	70	78
Black/African American	12.6	27.5	31.8	44.2	12.1	20.1	37.7	39.5
Hispanic/Latino	14.6	35.5	37.7	53.6	17.1	30.1	38.5	47.2
Pacific Islander	-	47.2	-	59.7	40	35.3	50	53.1
Two or More Races	19	47.1	52.2	66.2	31.5	42.7	57.8	61.3
White/Caucasian	33.2	51.8	60.2	68.4	37.5	44	58.5	62.2
Special Education	3.5	16.8	5	25.3	10.2	14.5	22	23.6
English Learners Current + Former	10.9	32.7	34.2	48.3	23	31.3	42.3	40
English Learners Current	2.7	17.3	16.1	28.1	7.4	14.8	25.9	20.1
Economically Disadvantaged	16.6	33.3	33.7	50.3	20.1	25.8	38.7	42.2

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



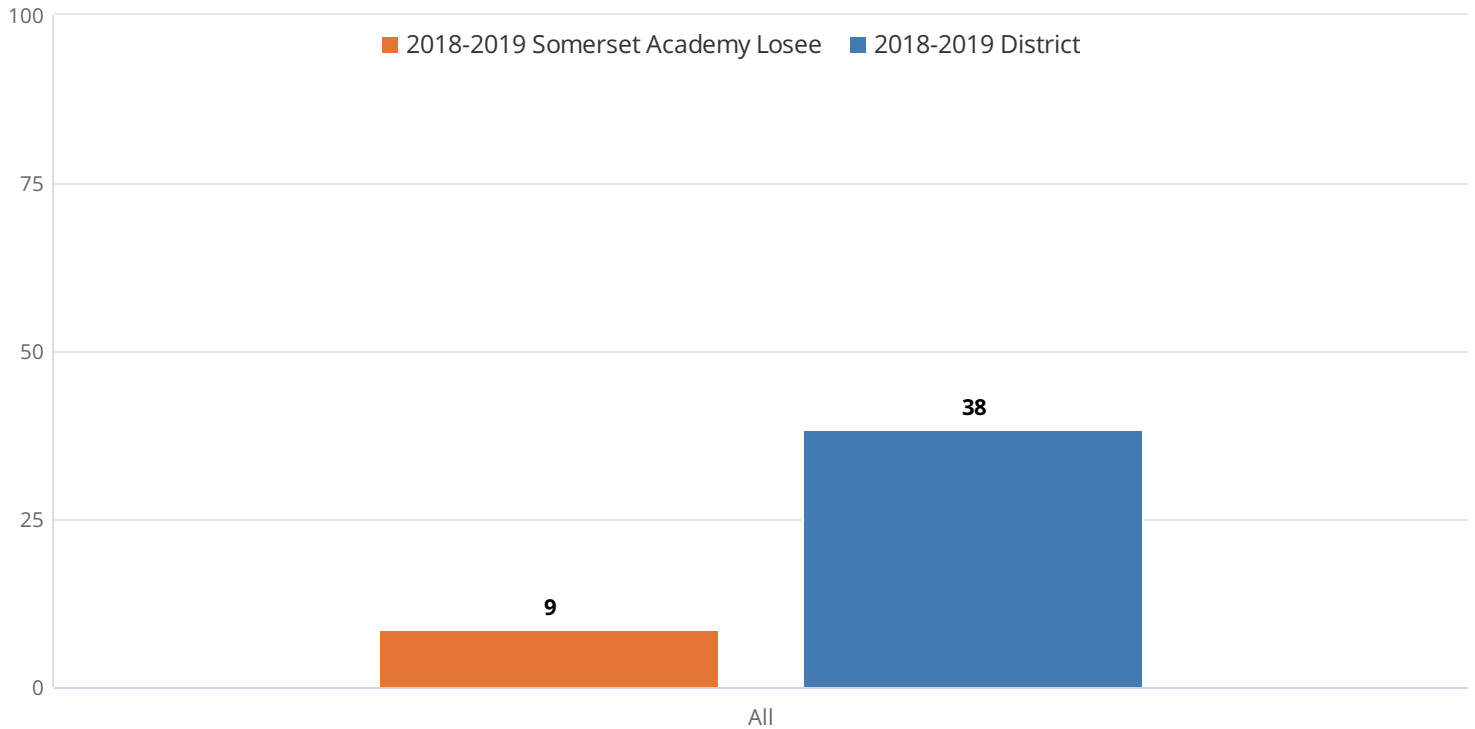
English Language

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: 1/10

	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	23	8.5	38.3	25	28	32.4

% English Learners Meeting AGP on WIDA



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

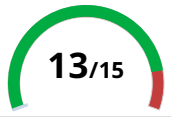


Closing Opportunity Gaps

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: 1/10 ELA AGP Points Earned: 2/10

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	7.9	21.8	16.8	32.7	9.8	19	27.1	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	7.5	28.6	-	40.2	0	35.6	-	44.6
Black/African American	4.2	15	13.6	22	1.6	10.9	22.9	23.3
Hispanic/Latino	6.2	21.5	12.5	31.1	11.1	17.1	24.1	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	3.7	19.8	20	32.8	23.8	21	23	32
White/Caucasian	16.8	24.8	28.8	38.3	10.7	21.5	32.6	33.2
Special Education	0	9.6	1.8	16.8	1.9	6.4	8.6	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	11.7	N/A	28.9	N/A
English Learners Current	0	12.5	6.7	22.1	6.9	13.8	26	16.8
Economically Disadvantaged	5.2	19.5	11.3	29.1	7	16	18.9	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.

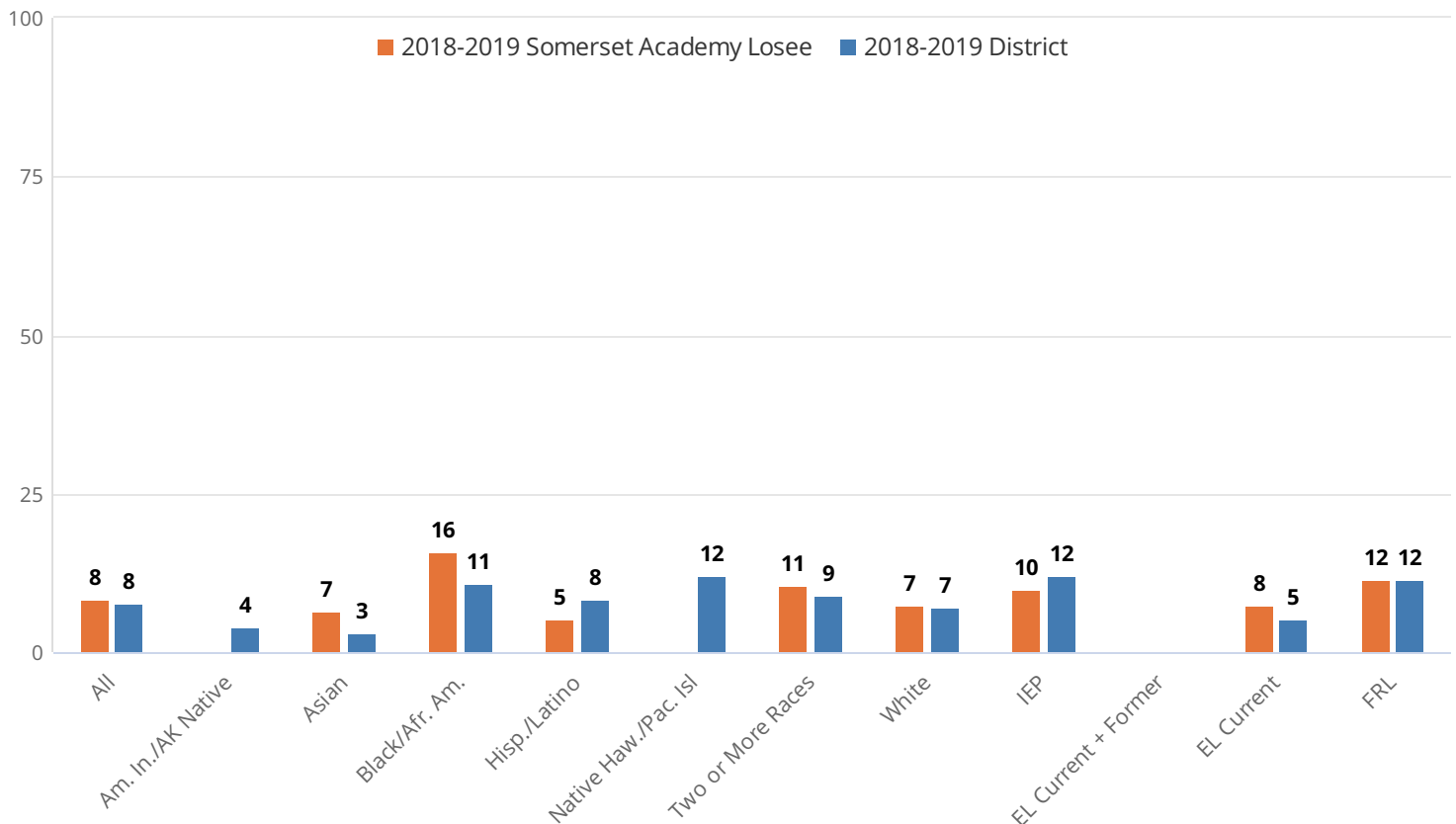
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	8.3	7.9	7.7	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	6.5	3	18.1	3.6
Black/African American	16	11	7.8	12.9
Hispanic/Latino	5.4	8.4	6.4	11.7
Pacific Islander	-	12	30	11.9
Two or More Races	10.5	8.9	12.1	12
White/Caucasian	7.4	7.2	5.4	10.9
Special Education	10	12.1	6.8	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.5	5.2	2.9	8.5
Economically Disadvantaged	11.5	11.5	8	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

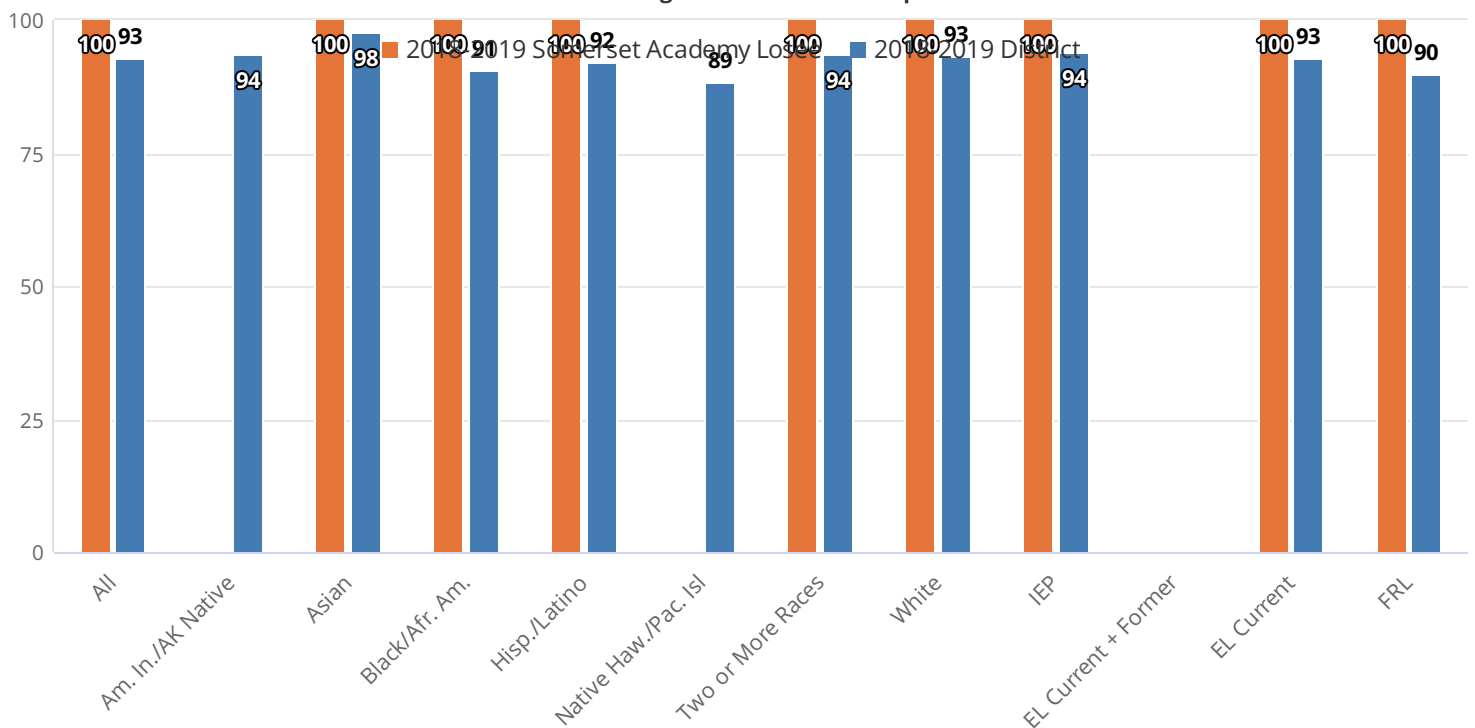
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	99.4	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	100	99.2	100	96.3
Hispanic/Latino	100	99.5	98.7	97.5
Pacific Islander	-	99.5	100	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	98.4	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	98.5	98.3	98.2
Economically Disadvantaged	100	99.4	98.3	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	98.3	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	100	97.9	-	99.4
Black/African American	100	90.5	100	85.4
Hispanic/Latino	100	92.2	95.9	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	100	93.7	100	91.7
White/Caucasian	100	93.2	100	93.4
Special Education	100	93.9	95.4	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	92.7	95.1	85.6
Economically Disadvantaged	100	89.7	95.1	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.

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 Lnr	Econ Disadv
Math Proficiency				X	X				X	X	
ELA Proficiency									X		
Science Proficiency											
Math MGP							X	X		X	
ELA MGP									X		
Math AGP				X	X				X	X	
ELA AGP									X		
WIDA AGP											
Math Opportunity Gaps				X	X		X		X		X
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

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.