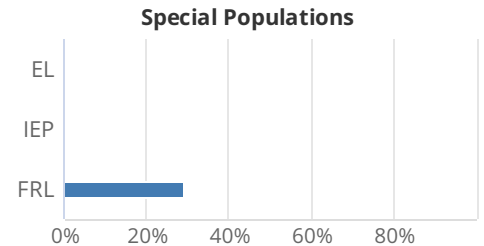
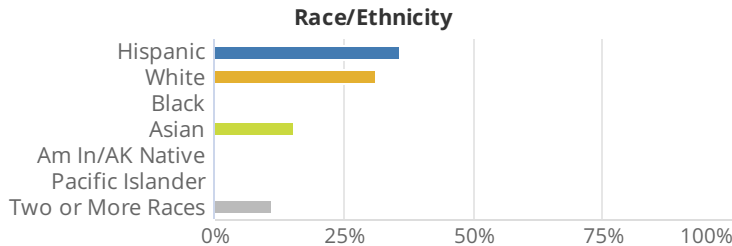


# School Year 2017-2018 Nevada School Rating for Nevada State High School Summerlin

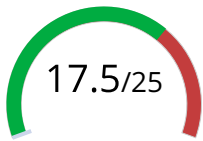


School Type: Charter SPCSA  
 School Level: High School  
 Grade Levels: 11-12  
 District: State Public Charter School Authority  
 Website: [www.earlycollegenv.com](http://www.earlycollegenv.com)

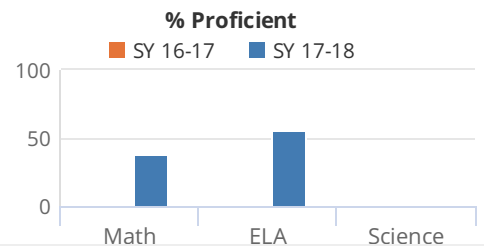
Total Index Score: 96.88  
 School Designation:  
 850 S. Durango Dr. Ste. 100  
 Las Vegas, NV 89145  
 Phone: 702-953-2600



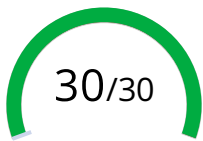
## Academic Achievement



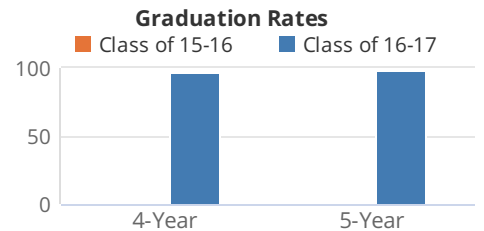
	% Proficient	% District
CCR Math	37.8	23.8
CCR ELA	55.5	44.5
Nevada High School Science	N/A	33.1



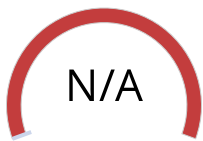
## Graduation



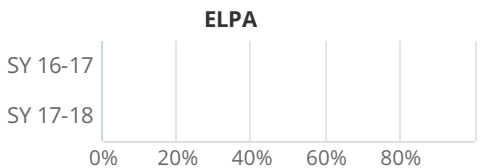
Graduation Rate	% School	% District
4-Year	97.4	65.2
5-Year	98.7	66.9



## English Language Proficiency



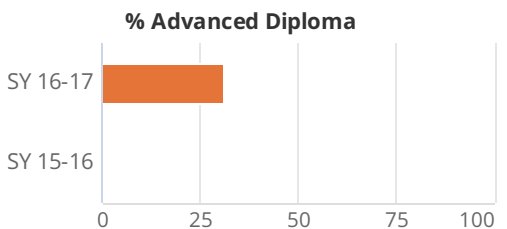
	% of EL Meeting AGP	% District
ELPA	-	26.8



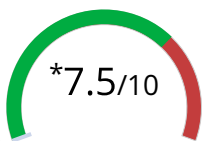
## College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	100	38.3
Post-Secondary Preparation Completion	98.5	24.7
Advanced Diploma	30.9	23.4

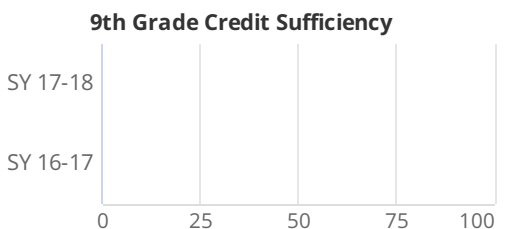


## Student Engagement



\*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	N/A	87.3
Chronic Absenteeism	1.1	21.0
Climate Survey	99.3	YES



**Academic Achievement**

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	N/A	N/A
Asian	-	47.65	-	63.27	N/A	N/A
Black/African American	-	14.12	-	27.78	N/A	N/A
Hispanic/Latino	35.7	18.87	28.5	33.15	N/A	N/A
Pacific Islander	-	25.54	-	46.05	N/A	N/A
Two or More Races	-	33.64	-	55.86	N/A	N/A
White/Caucasian	40	41.31	90	60.26	N/A	N/A
Special Education	-	7.77	-	11.27	N/A	N/A
English Learners Current + Former	-	10.02	-	13.18	N/A	N/A
English Learners Current	-	6.96	-	6.9	N/A	N/A
Economically Disadvantaged	17.6	20.01	31.2	34.37	N/A	N/A

**Graduation Rates**

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	100	93.1	100	95.1
Black/African American	93.7	67.7	100	69.7
Hispanic/Latino	96	79.7	97.8	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	100	81.3	-	83.3
White/Caucasian	97.7	84.2	100	86.2
Special Education	-	64.7	-	66.7
English Learners Current + Former	100	81.7	-	83.7
Economically Disadvantaged	96.8	76.8	98.7	78.8

**College and Career Readiness**

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	100	100	42.8	46.2
Black/African American	-	-	26.6	20
Hispanic/Latino	100	100	18.7	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	32.1	27.9
White/Caucasian	100	100	36.3	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	61.5	27.5
English Learners Current	-	-	61.5	27.5
Economically Disadvantaged	100	94.4	26	18.2

**Student Engagement**

	% 9 <sup>th</sup> Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	N/A	87.5	-	30
Asian	N/A	94.7	0	11.9
Black/African American	N/A	82.6	0	27
Hispanic/Latino	N/A	87	0	24.2
Pacific Islander	N/A	86.4	-	25
Two or More Races	N/A	88.6	4.7	20.7
White/Caucasian	N/A	87.8	2	18.3
Special Education	N/A	79	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	82.4	-	29.3
Economically Disadvantaged	N/A	82.4	0	27.7

**\*95% Participation on State Assessments**

	% Math	% ELA
All Students	100	100
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

**Post-Secondary Preparation Program Information**

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	40	0	100	100	0	0	0	0
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	9.5	0	100	100	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	21.7	0	100	100	0	0	0	0
Special Education	-	-	-	-	-	-	-	-
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	5.5	0	100	94.4	0	0	0	0

## What does my school rating mean?

**5 Star school:** Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

## What do the performance indicators mean?

### Academic Achievement-Student Proficiency

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 assessment scores.

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners 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 Learner status in five years.

### Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-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 attendance matters and chronic absenteeism places students at risk of academic failure. 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.

### Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

### Graduation

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 lags one year behind the other accountability data in the school rating system.

### 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
- completing post-secondary preparation programs
- earning an Advanced Diploma\*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

### Star Rating



### Index Score

at or above 82  
at or above 70, below 82  
at or above 50, below 70  
at or above 27, below 50  
below 27