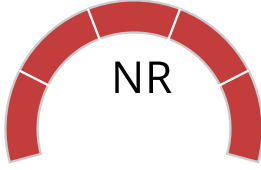
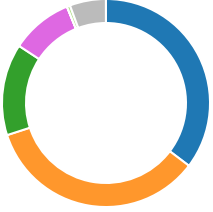
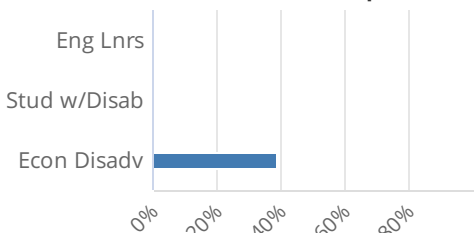


<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> 11-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 850 South Durango, Ste 100 Las Vegas, NV 89145</p>	 <p>NR</p> <p>90.6 Total Index Score</p>	<p>School Type: <i>SPCSA</i></p> <p>School Designation: <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"> 34.6% White 14.2% BI/Afr Am 35.2% Hisp/Latino 9.6% Asian 0.0% Am Ind/AK Nat 0.5% Pac Isl 5.6% 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>2020-2021</td> <td>93.1 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>93.1 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	93.1 ★★★★★	2019-2020	93.1 ★★★★★	<p>Additional Student Groups</p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	93.1 ★★★★★							
2019-2020	93.1 ★★★★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.


How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

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.


2021-2022 School Performance

 **Academic Achievement Indicator**


Measure	School Rate	District Rate
Math Proficiency	15.4	25.2
ELA Proficiency	56.3	54.3
Science Proficiency	N/A	31.6

 **Graduation Rates Indicator**


Measure	School Rate	District Rate
4-Year	>95	86.8
5-Year	>95	87.0

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	14.1

 **College and Career Readiness Indicator**

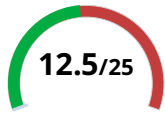
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	71.5
Post-Secondary Preparation Completion	93.8	48.4
Advanced or CCR Diploma	69.6	47.6

 **Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	93.0
Chronic Absenteeism	<5	17.9
Climate Survey Participation	78.0	N/A

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



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.

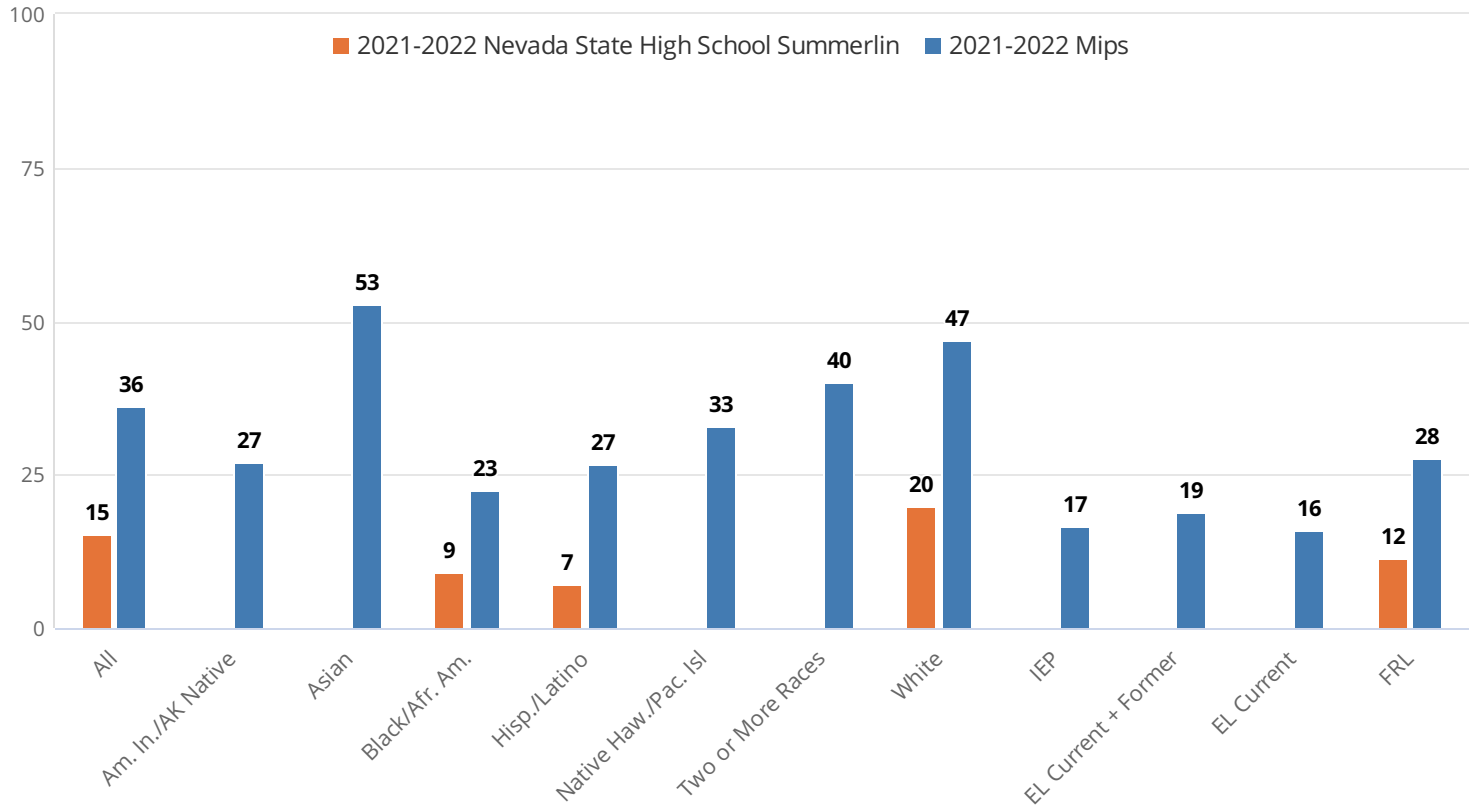
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 2.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	15.4	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	9.0	10.2	22.5			
Hispanic/Latino	7.1	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	20.0	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	11.5	14.6	27.8			

**Math Assessments
% Proficient**





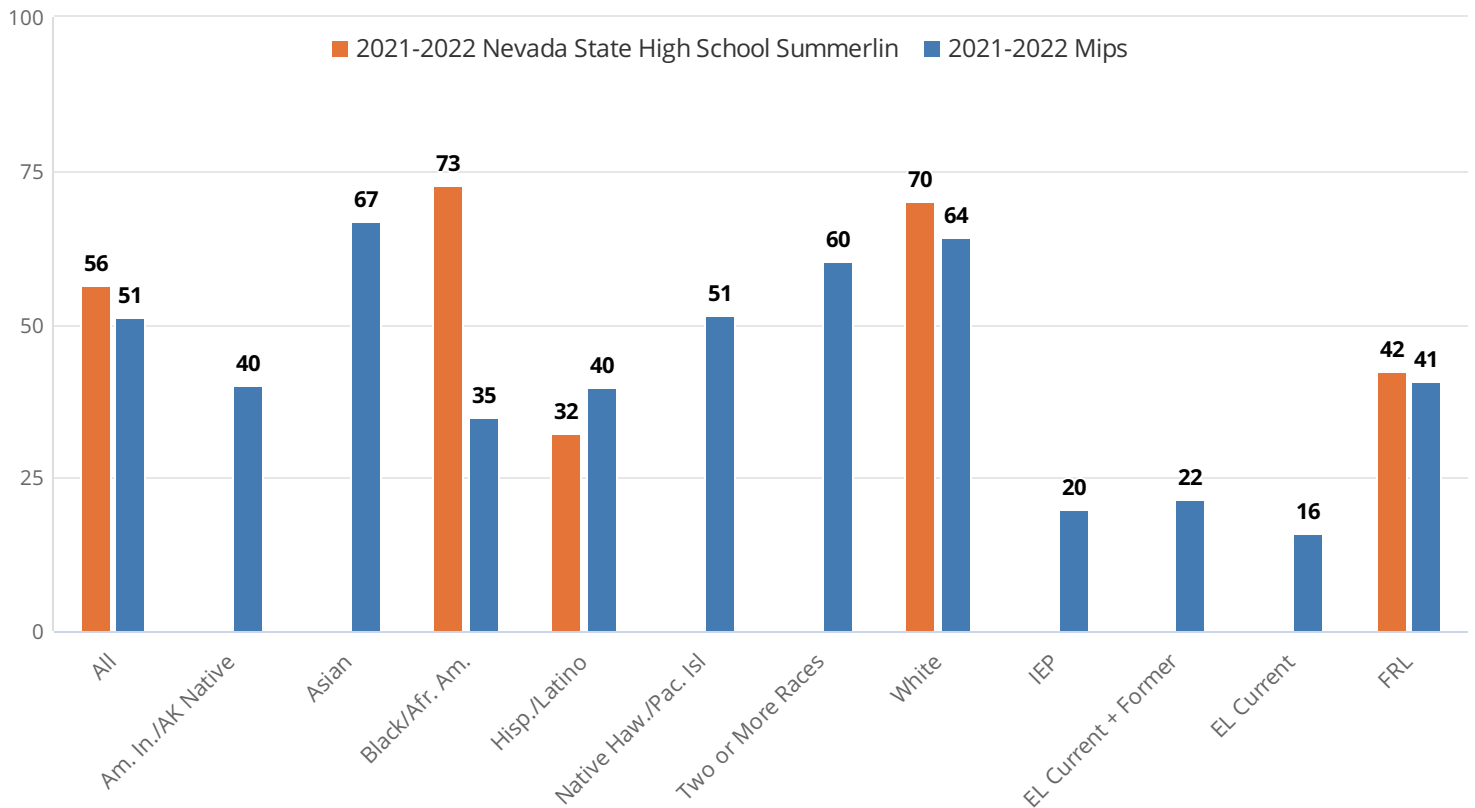
Academic Achievement

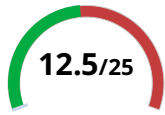
ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	56.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	72.7	40.6	34.82			
Hispanic/Latino	32.1	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	70.0	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	42.3	43.4	40.77			

ELA Assessments
% Proficient





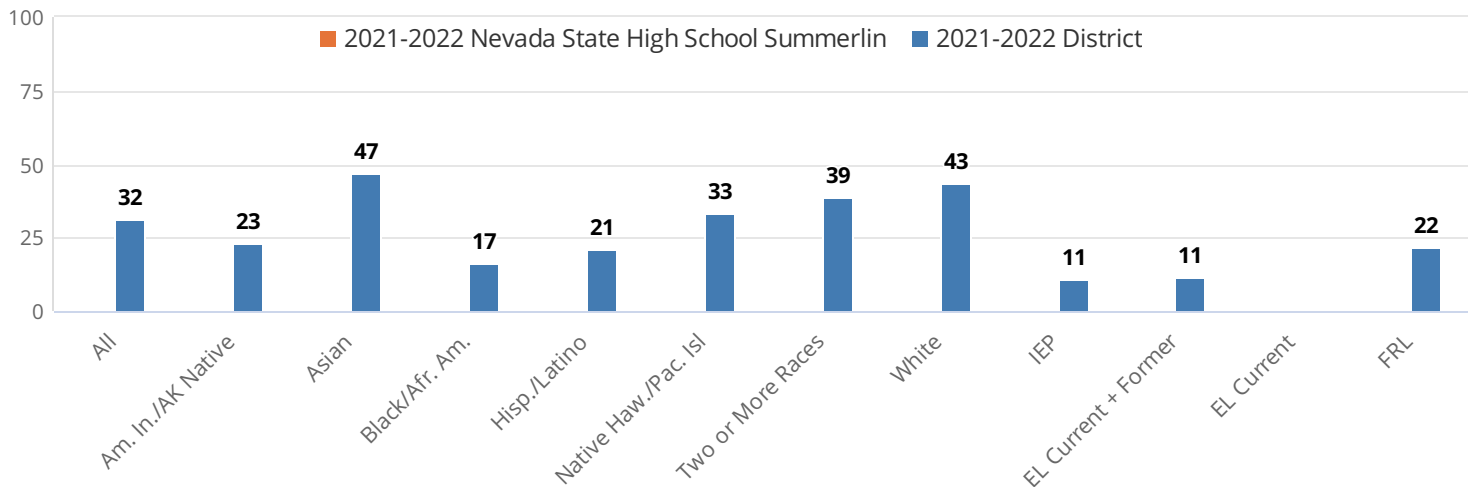
Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	N/A	31.6		
American Indian/Alaska Native	N/A	23.0		
Asian	N/A	46.9		
Black/African American	N/A	16.5		
Hispanic/Latino	N/A	21.0		
Pacific Islander	N/A	33.3		
Two or More Races	N/A	39.1		
White/Caucasian	N/A	43.2		
Special Education	N/A	10.8		
English Learners Current + Former	N/A	11.4		
English Learners Current	N/A	<5		
Economically Disadvantaged	N/A	22.1		

**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:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=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%		

Yellow indicates 95% participation requirement not met.



Graduation Rates

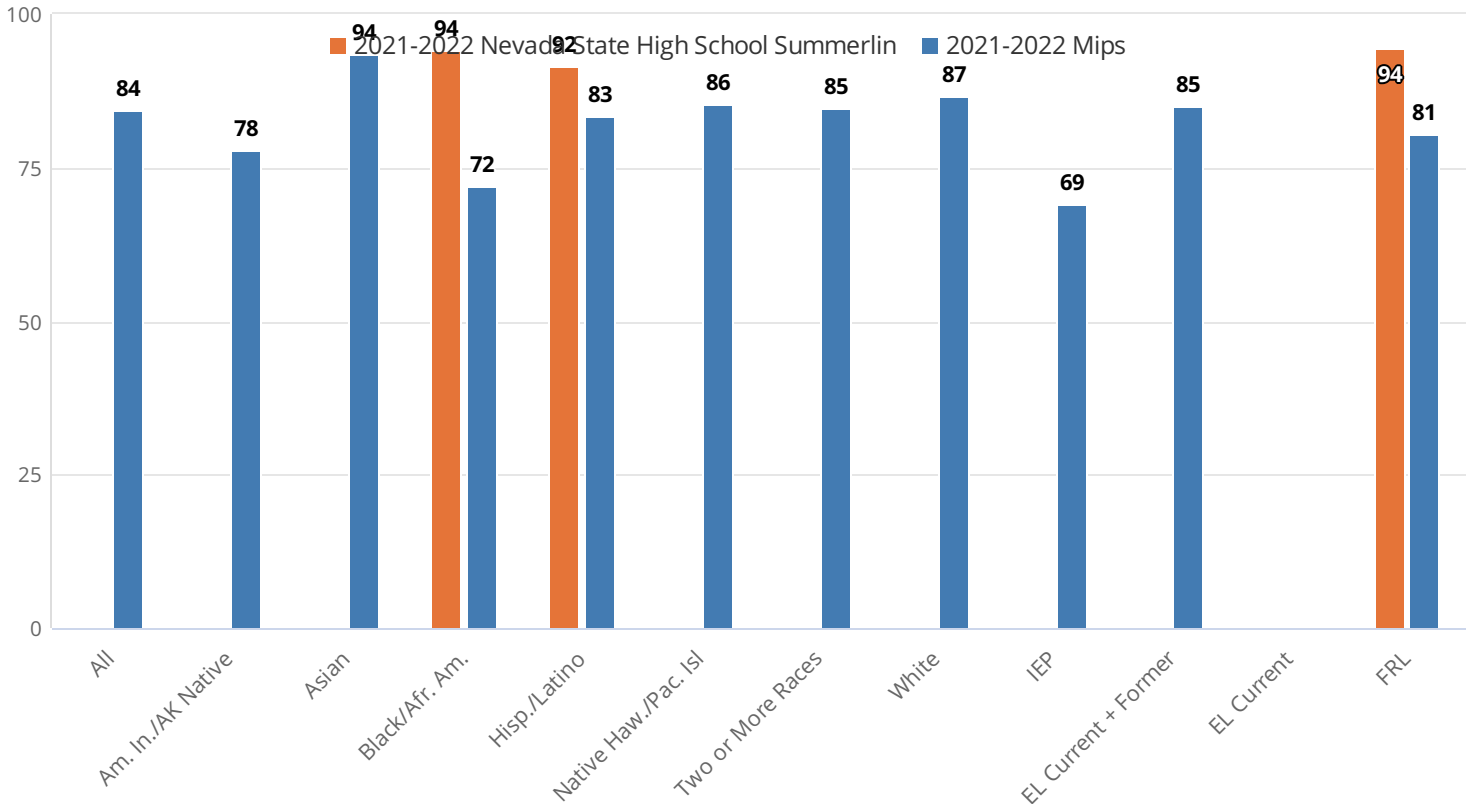
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are 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: 25/25

Groups	2021	2021	2021	2020	2020	2020
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	>95	86.8	84.3			
American Indian/Alaska Native	-	93.7	77.9			
Asian	>95	95.0	93.5			
Black/African American	94.1	79.7	71.9			
Hispanic/Latino	91.6	83.2	83.3			
Pacific Islander	-	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	>95	90.5	86.8			
Special Education	-	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	-	73.3				
Economically Disadvantaged	94.4	81.2	80.6			

Graduation Rates
4-year ACGR





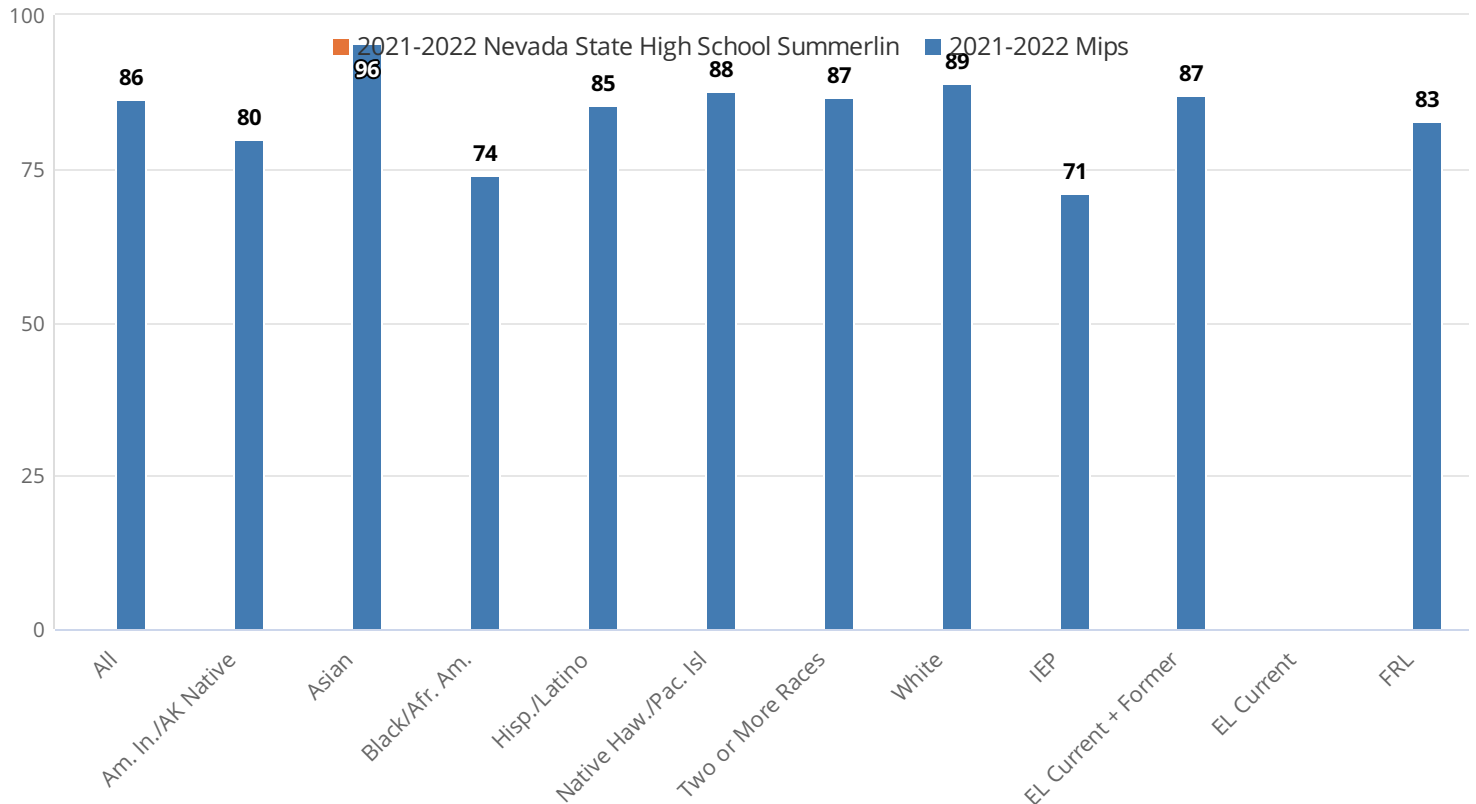
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2021	2021	2021	2020	2020	2020
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	>95	87.0	86.3			
American Indian/Alaska Native	-	75.0	79.9			
Asian	-	94.5	95.5			
Black/African American	>95	82.5	73.9			
Hispanic/Latino	>95	82.9	85.3			
Pacific Islander	-	93.3	87.5			
Two or More Races	>95	92.4	86.7			
White/Caucasian	>95	89.1	88.8			
Special Education	-	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	-	81.4				
Economically Disadvantaged	>95	81.3	82.6			

**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.



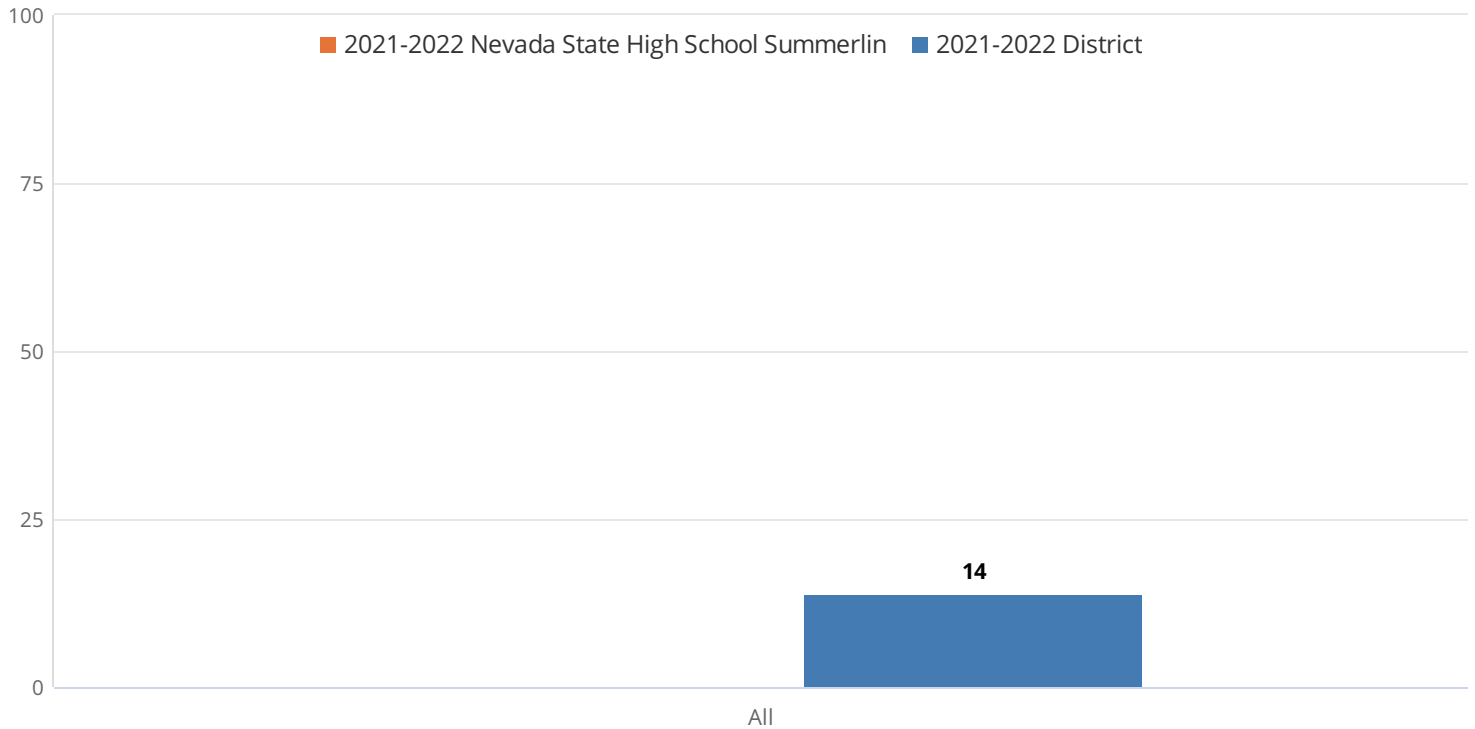
English Language

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: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	14.1			

% 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: 10/10**

Groups	2022	2022	2021	2021
	% Participation	% Participation District	% Participation	% Participation District
All Students	>95	71.5		
American Indian/Alaska Native	-	64.7		
Asian	-	81.9		
Black/African American	92.3	57.9		
Hispanic/Latino	>95	69.5		
Pacific Islander	-	77.1		
Two or More Races	-	73.9		
White/Caucasian	>95	75.5		
Special Education	-	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	60.5		
Economically Disadvantaged	>95	68.6		

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

Groups	2022	2022	2021	2021
	% Completion	% Completion District	% Completion	% Completion District
All Students	93.8	48.4		
American Indian/Alaska Native	-	58.8		
Asian	-	55.5		
Black/African American	76.9	33.9		
Hispanic/Latino	93.5	41.4		
Pacific Islander	-	42.8		
Two or More Races	-	58.2		
White/Caucasian	>95	56.2		
Special Education	-	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	24.8		
Economically Disadvantaged	89.7	39.6		

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '1' indicates data not presented for groups fewer than 10.



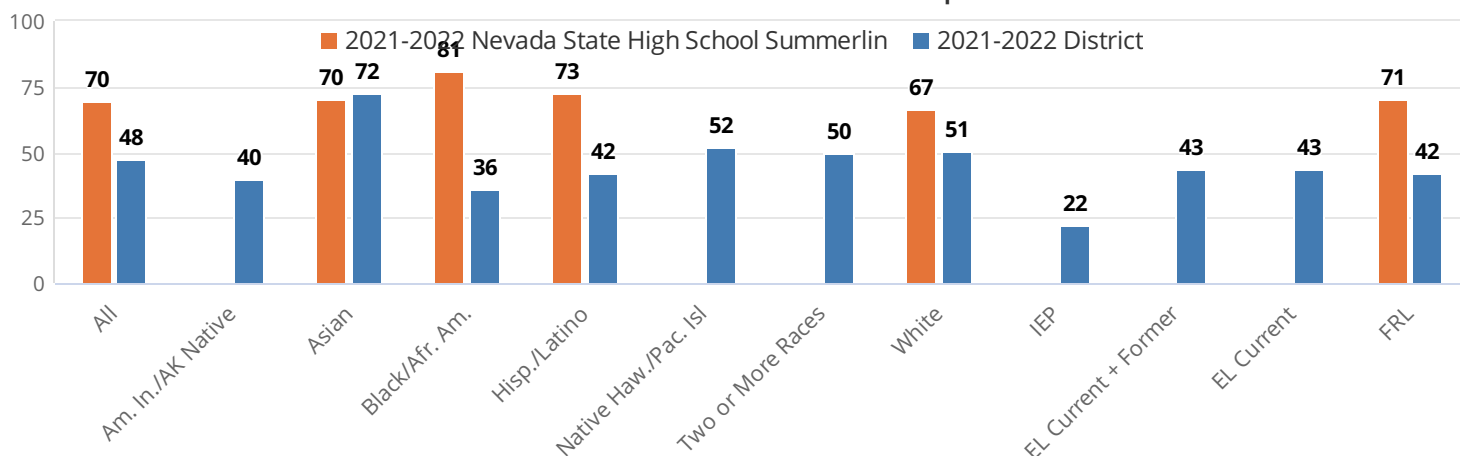
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	69.6	47.6		
American Indian/Alaska Native	-	40.0		
Asian	70.0	72.3		
Black/African American	81.2	35.8		
Hispanic/Latino	72.7	41.8		
Pacific Islander	-	51.6		
Two or More Races	-	50.0		
White/Caucasian	66.6	50.5		
Special Education	-	21.8		
English Learners Current + Former	-	43.3		
English Learners Current	-	43.3		
Economically Disadvantaged	70.5	41.9		

% 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	30.9	<5	>95	93.8	5.1	<5	17.5	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	7.6	<5	92.3	76.9	7.6	<5	7.6	<5
Hispanic/Latino	29.0	<5	>95	93.5	<5	<5	9.6	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	31.5	<5	>95	>95	<5	<5	26.3	<5
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	30.7	<5	>95	89.7	7.6	<5	12.8	<5

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.

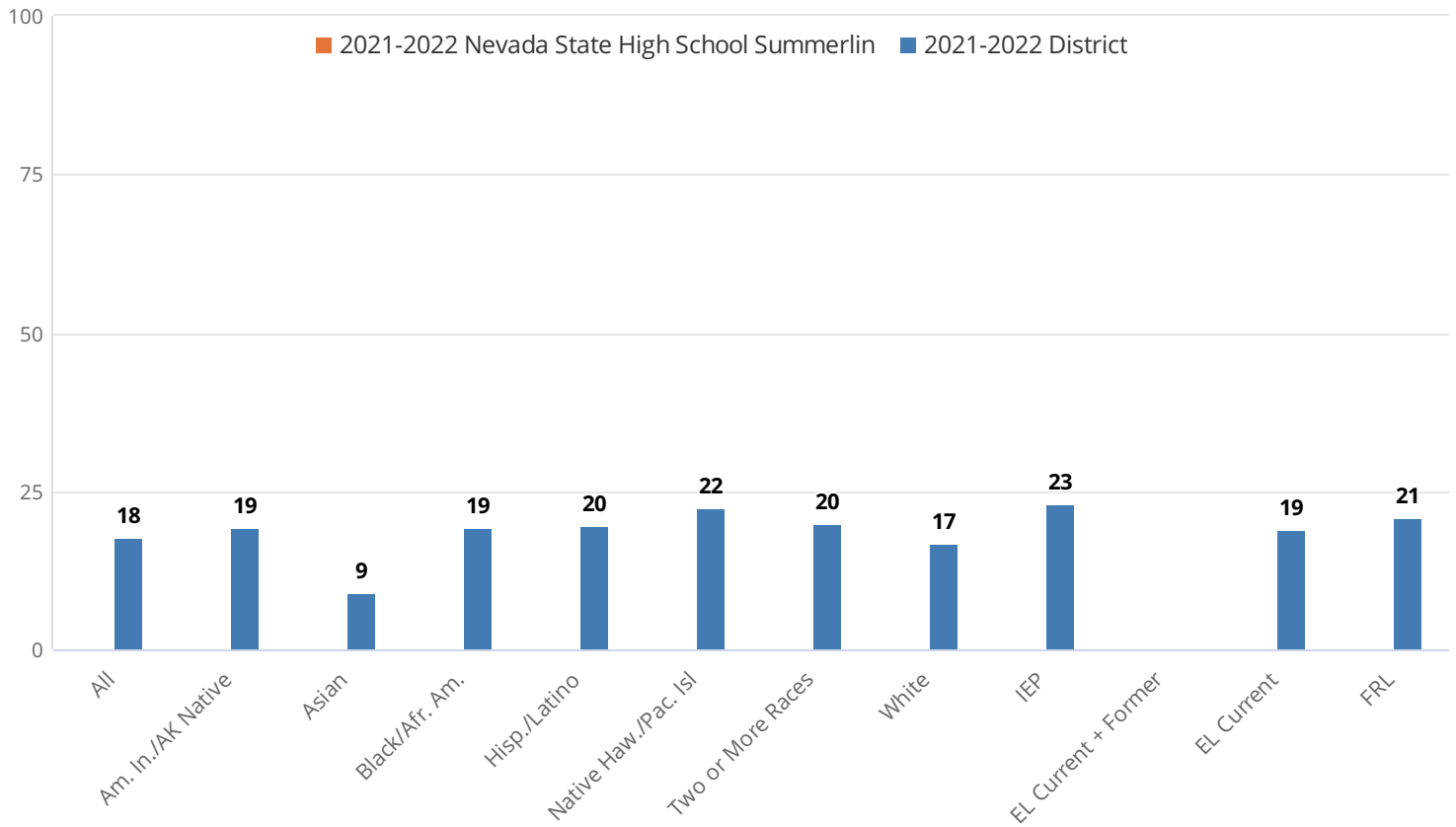
Chronic Absenteeism

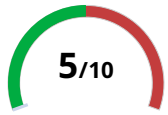
Chronic Absenteeism Points Earned: 5/5

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	<5	17.9		
American Indian/Alaska Native	-	19.2		
Asian	<5	9.0		
Black/African American	<5	19.3		
Hispanic/Latino	<5	19.5		
Pacific Islander	-	22.4		
Two or More Races	<5	19.9		
White/Caucasian	<5	16.8		
Special Education	-	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	19.0		
Economically Disadvantaged	<5	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





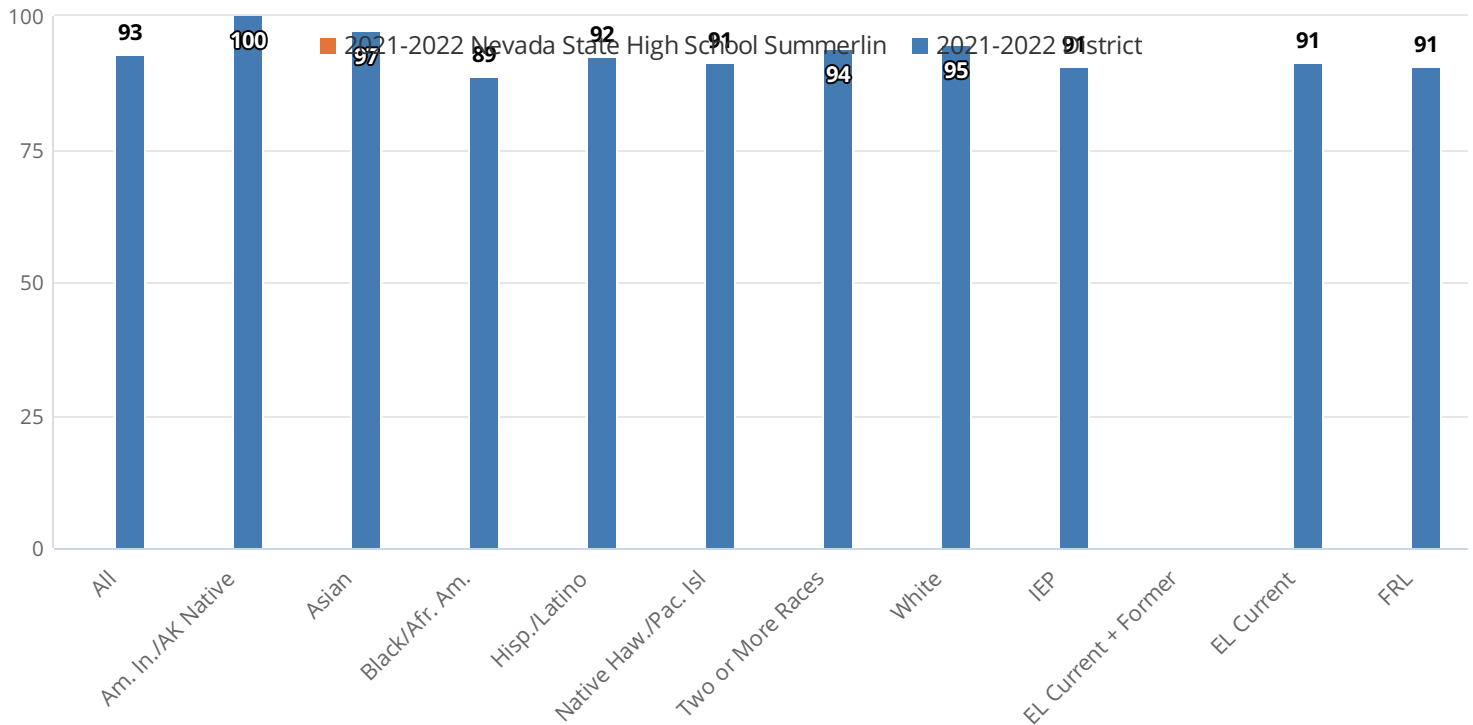
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2022 % 9 th Grade Credit Sufficiency	2022 % 9 th Grade Credit Sufficiency District	2021 % 9 th Grade Credit Sufficiency	2021 % 9 th Grade Credit Sufficiency District
All Students	N/A	93.0		
American Indian/Alaska Native	N/A	100.0		
Asian	N/A	97.2		
Black/African American	N/A	88.7		
Hispanic/Latino	N/A	92.4		
Pacific Islander	N/A	91.4		
Two or More Races	N/A	93.8		
White/Caucasian	N/A	94.7		
Special Education	N/A	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	91.2		
Economically Disadvantaged	N/A	90.5		

% 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.