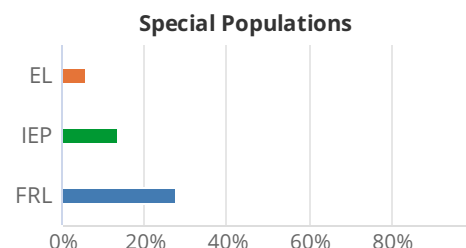
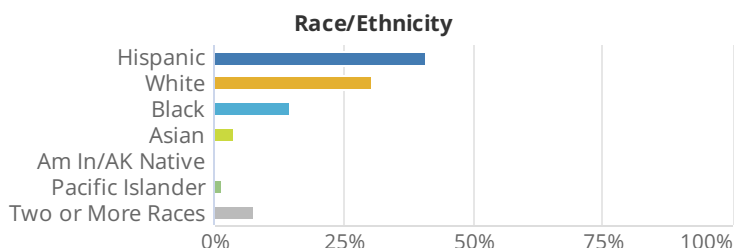


School Year 2017-2018 Nevada School Rating for Somerset Academy Losee



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: <http://www.somersetlosee.org/>

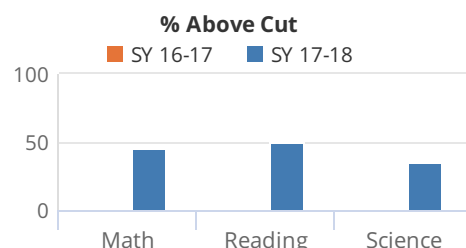
Total Index Score: 51
 School Designation:
 4650 Losee Road
 North Las Vegas, NV 89081
 Phone: 702-902-5466



Academic Achievement



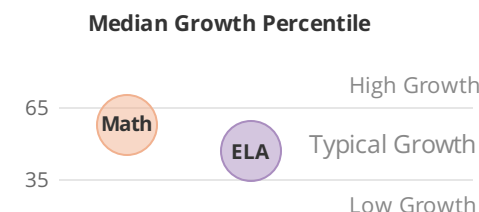
	% Above Cut	% District
Math CRT	46.2	52.8
ELA CRT	49.7	58.6
Science CRT	35	35.3
<i>Pooled Average</i>	46.1	52.9
Read by Grade 3	40.9	56.2



Student Growth



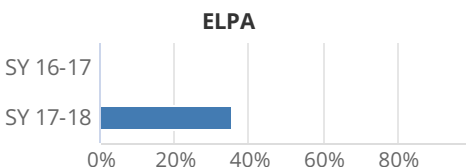
	% SY 17-18
Math CRT MGP	57.5
ELA CRT MGP	47.0
Math CRT AGP	46.6
ELA CRT AGP	45.0



English Language



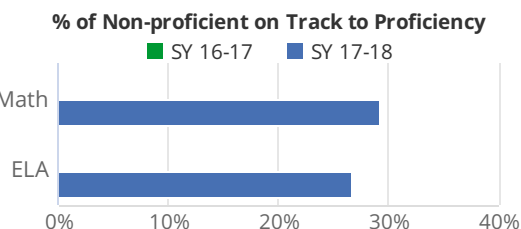
	% of EL Meeting AGP	% District
ELPA	35.4	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	29.2	29.2
ELA CRT	26.8	26.8



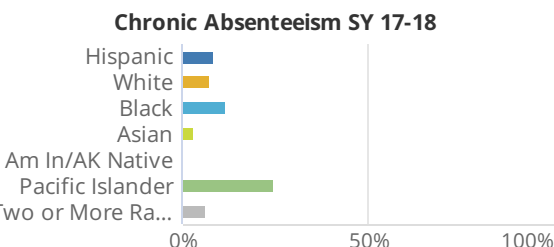
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	8.6	10.1

	% Participation	Met Target
Climate Survey	88.7	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	73.6	75.2	67.2	78.9	76.2	74.1	-	49.2	N/A
Black/African American	28.8	30.6	28.8	40	40.5	39.6	21.4	14.6	N/A
Hispanic/Latino	41.8	40.2	36.5	47.2	48	45.5	25	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	62	59	52.9	62.1	67.1	62.6	40	46.6	N/A
White/Caucasian	50	61.1	57.2	50	65	65.7	46.3	43.8	N/A
Special Education	26.6	29.2	24.8	24	29.3	26.3	20	19.4	N/A
English Learners Current + Former	30	37.4	32.4	45	38.9	38.4	20	15.2	N/A
English Learners Current	8.6	25.5		21.7	22.8		-	4.8	N/A
Economically Disadvantaged	33.9	33.1	35.7	40.3	40.4	44	21.2	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	40	34.2
Hispanic/Latino	34.6	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	41.6	62.6
Special Education	20.6	29.4
English Learners Current + Former	21.4	33
English Learners Current	18.1	21.8
Economically Disadvantaged	32.3	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	74	50	72.7	72.7
Black/African American	54	43	34.2	34.2
Hispanic/Latino	58	45	45.3	43.2
Pacific Islander	-	-	-	-
Two or More Races	55	52	57.1	57.1
White/Caucasian	55.5	44.5	48.6	45.9
Special Education	48	31.5	21.7	17.3
English Learners Current + Former	60	53	40	44
English Learners Current	48	36	0	18.1
Economically Disadvantaged	57	46.5	40.5	36.4

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	30.4	20
Hispanic/Latino	27.4	30.6
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	29.4	22.2
Special Education	0	10
English Learners Current + Former	33.3	30.7
English Learners Current	18.1	-
Economically Disadvantaged	23.8	23.5

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	3.3	4.9
Black/African American	11.6	14.5
Hispanic/Latino	8.5	11.5
Pacific Islander	25	12.6
Two or More Races	6.5	9
White/Caucasian	7.6	9
Special Education	12	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	2.6	10.4
Economically Disadvantaged	11.4	15.9

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

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 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 State 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).

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 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 status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of 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

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 included within Student Engagement section.

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 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 student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from 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.

Closing Opportunity Gaps/Equity

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. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

at or above 84

at or above 67, below 84

at or above 50, below 67

at or above 27, below 50

below 27