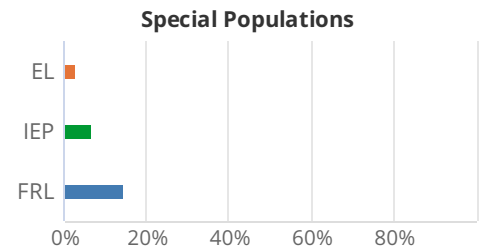
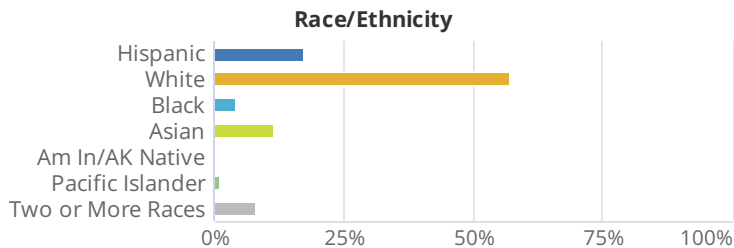


School Year 2017-2018 Nevada School Rating for Coronado High School



School Type: Regular
 School Level: High School
 Grade Levels: 09-12
 District: Clark
 Website:

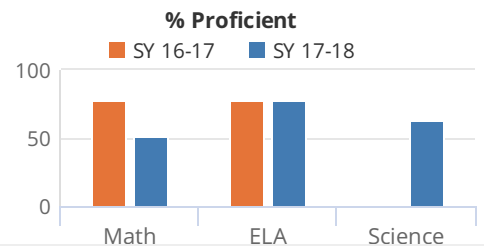
Total Index Score: 89.5
 School Designation:
 1001 Coronado Center Dr.
 Henderson, NV 89052
 Phone: 702-799-6800



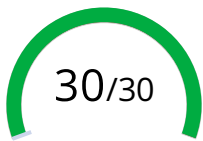
Academic Achievement



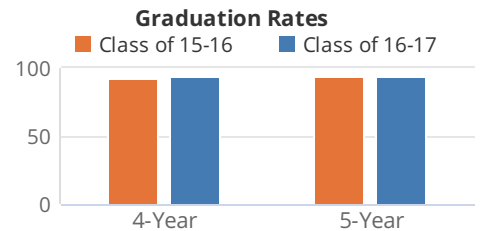
	% Proficient	% District
CCR Math	51.7	24.4
CCR ELA	77.5	44.5
Nevada High School Science	63.8	34.3



Graduation



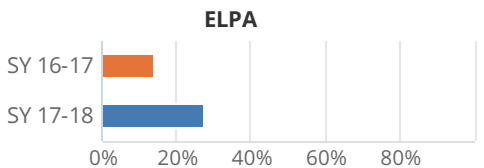
	Graduation Rate	% School	% District
4-Year	94.6	94.6	83.2
5-Year	94.8	94.8	78.3



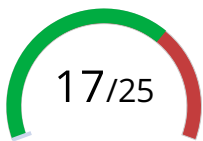
English Language Proficiency



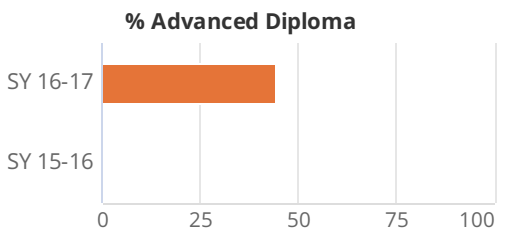
	% of EL Meeting AGP	% District
ELPA	27.2	20.4



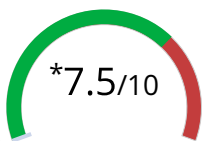
College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	61.7	63.2
Post-Secondary Preparation Completion	41.7	32.8
Advanced Diploma	44.6	26.1

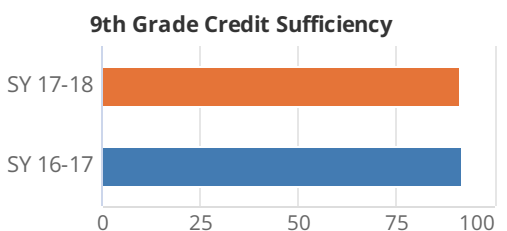


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	91.2	88.2
Chronic Absenteeism	14.4	28.0
Climate Survey	84.7	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
Asian	68.8	47.65	83.7	63.27	81.7	N/A
Black/African American	21	14.12	60.5	27.78	35.7	N/A
Hispanic/Latino	31.7	18.87	62.5	33.15	48.3	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	62	33.64	80	55.86	70	N/A
White/Caucasian	55.7	41.31	81.9	60.26	66.5	N/A
Special Education	4.4	7.77	26.8	11.27	23	N/A
English Learners Current + Former	20	10.02	39.1	13.18	35.4	N/A
English Learners Current	0	6.96	20	6.9	33.3	N/A
Economically Disadvantaged	29.4	20.01	60.2	34.37	41.1	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	97.3	93.1	98.4	95.1
Black/African American	83.3	67.7	87.5	69.7
Hispanic/Latino	94.5	79.7	88.5	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	95.5	81.3	95.6	83.3
White/Caucasian	95.2	84.2	96.1	86.2
Special Education	83.7	64.7	61.7	66.7
English Learners Current + Former	85.7	81.7	86.2	83.7
Economically Disadvantaged	91	76.8	86.5	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	21.4
Asian	78	59.7	64.3	50.8
Black/African American	58.3	20.8	17.1	11.2
Hispanic/Latino	52	34.9	29.5	18.2
Pacific Islander	-	-	-	20.8
Two or More Races	66	39.6	34.3	28
White/Caucasian	61.6	41.7	48.7	36.3
Special Education	23	0	22.3	10.9
English Learners Current + Former	N/A	N/A	50	19.2
English Learners Current	-	-	50	19.2
Economically Disadvantaged	48.6	28	34.6	20.2

Student Engagement

	% 9 th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	85.8	27.7	41.7
Asian	95	96.2	7.1	10.6
Black/African American	64.7	79	23.3	39.5
Hispanic/Latino	87.8	87.7	18.1	30.8
Pacific Islander	100	92.4	22.2	29
Two or More Races	86.4	88.2	16.9	27.3
White/Caucasian	93.6	91.5	13.4	22
Special Education	87.5	81.1	24.7	39.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	80.3	84.9	31.7	35.7
Economically Disadvantaged	80.3	84.9	27	34.3

***95% Participation on State Assessments**

	% Math	% ELA
All Students	99.2	99.2
American Indian/Alaska Native	-	-
Asian	96.9	96.9
Black/African American	100	100
Hispanic/Latino	100	100
Pacific Islander	-	-
Two or More Races	100	100
White/Caucasian	99.3	99.3
Special Education	100	100
English Learners Current + Former	100	100
English Learners Current	100	100
Economically Disadvantaged	98.9	98.9

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	75.6	56.1	0	0	0	0	17	6
Black/African American	41.6	16.6	0	0	0	0	45.8	4.1
Hispanic/Latino	39.8	29.2	0	0	0	0	23.5	9.7
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	47.1	28.3	0	0	0	0	26.4	15
White/Caucasian	49.7	33.8	0.6	0	0	0	23.3	10.3
Special Education	0	0	0	0	0	0	23	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	35.5	21.5	0.9	0	0	0	23.3	8.4

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

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