# School Year 2017-2018 Nevada School Rating for
Shelley Berkley Elementary School

School Type: Regular
School Level: Elementary School
Grade Levels: PK-05
District: Clark
Website:

Total Index Score: 55
School Designation:
9850 Copper Edge Road
Las Vegas, NV 89148
Phone: 702-799-2525

Race/Ethnicity

Special Populations

Academic Achievement

11/25
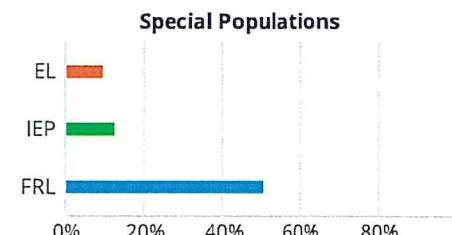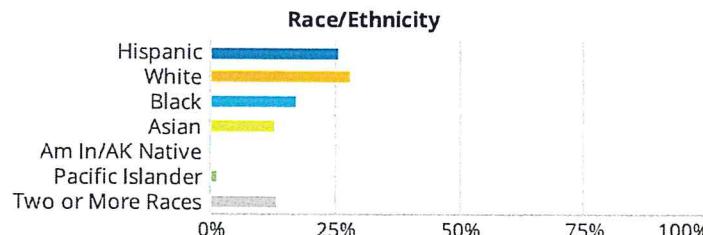
	% Above Cut	% District
Math CRT	39.1	41.6
ELA CRT	54.5	49.0
Science CRT	19.1	21.8
Pooled Average	43.6	41.9
Read by Grade 3	49.4	46.6

% Above Cut
SY 16-17 | SY 17-18

Student Growth

20/35
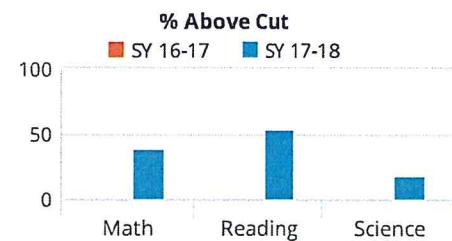
	% SY 17-18
Math CRT MGP	38.0
ELA CRT MGP	58.0
Math CRT AGP	36.0
ELA CRT AGP	58.1

Median Growth Percentile

English Language

10/10

	% of EL Meeting AGP	% District
ELPA	57.1	48.5

ELPA

Closing Opportunity Gaps

7/20
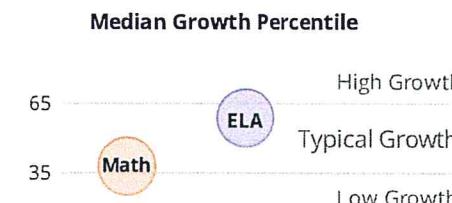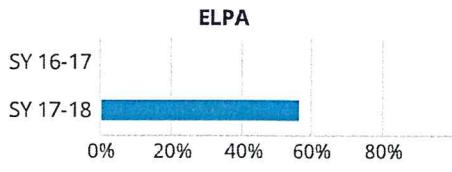
	% Non-proficient % Meeting AGP
Math CRT	19.7
ELA CRT	37.8

% of Non-proficient on Track to Proficiency
SY 16-17 | SY 17-18

Student Engagement

***7**/10
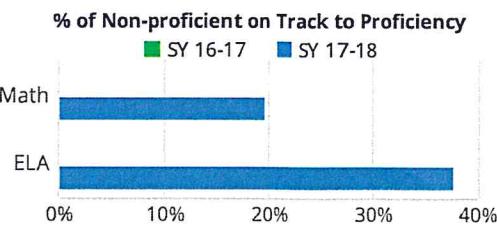
*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	14.2	16.3

	% Participation	Met Target
Climate Survey	87.6	YES

Chronic Absenteeism SY 17-18
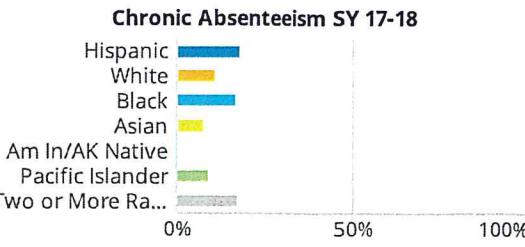
Student CRT Proficiency

| | % Above the Cut | | | | | | | | |
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	36.5	30.9	-	42.5	39.5	-	17.9	N/A
Asian	68.7	67.7	67.2	75	71.5	74.1	-	41.7	N/A
Black/African American	23.2	23	28.8	32.5	31.2	39.6	6.6	8.5	N/A
Hispanic/Latino	29.1	34.4	36.5	47.2	41.8	45.5	13.6	14.6	N/A
Pacific Islander	-	44.9	45.6	-	52.6	55.7	-	19.2	N/A
Two or More Races	34.8	47.8	52.9	53.5	57	62.6	-	28.4	N/A
White/Caucasian	48	58.7	57.2	67.5	66.2	65.7	30	37.5	N/A
Special Education	18.1	14.5	24.8	22.7	15.6	26.3	-	4.9	N/A
English Learners Current + Former	57.1	30.3	32.4	54.2	34.6	38.4	10	12.5	N/A
English Learners Current	53.3	22.2		46.6	21.8		-	1.6	N/A
Economically Disadvantaged	29.6	34.6	35.7	42	42.1	44	15.7	16	N/A

Grade 3 ELA

| | % Above the Cut | |
	% ELA	% District
American Indian/Alaska Native	-	42.4
Asian	63.6	67.5
Black/African American	20	30.3
Hispanic/Latino	44.4	39.5
Pacific Islander	-	49.5
Two or More Races	50	53.7
White/Caucasian	59.2	63.9
Special Education	-	17.4
English Learners Current + Former	57.1	30.4
English Learners Current	53.8	25.4
Economically Disadvantaged	36.9	39.5

Student Growth

| | Student Growth Percentile | | | |
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	49	74	50	85
Black/African American	33	54	25.8	35.4
Hispanic/Latino	38	60	27.6	63.8
Pacific Islander	-	-	-	-
Two or More Races	31	57	34.7	52.1
White/Caucasian	40.5	53.5	45.6	60.8
Special Education	33	42	16.6	41.6
English Learners Current + Former	45.5	77	38.8	83.3
English Learners Current	42	74.5	28.5	78.5
Economically Disadvantaged	34	56	28.2	53.2

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	11.7	25
Hispanic/Latino	14.8	44
Pacific Islander	-	-
Two or More Races	33.3	33.3
White/Caucasian	23.5	28.5
Special Education	18.1	16.6
English Learners Current + Former	-	75
English Learners Current	-	70
Economically Disadvantaged	13.3	31.8

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	24.3
Asian	7.5	7.5
Black/African American	16.8	26
Hispanic/Latino	18	15.2
Pacific Islander	9	20.4
Two or More Races	17.1	17.4
White/Caucasian	10.6	13.3
Special Education	20.9	23.4
English Learners Current + Former	N/A	N/A
English Learners Current	10	12.7
Economically Disadvantaged	19.2	18.6

What does my school rating mean?

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

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