

# Shelley Berkley Elementary School

School Year 2018-2019 Nevada School Rating

**School Level:** Elementary School  
**Grade Levels:** PK-05  
**District:** Clark  
**School Address:** 9850 Copper Edge Road  
 Las Vegas, NV 89148



**Student Race/Ethnicity**  
 28.8% White  
 16.1% Bl/Afr Am  
 23.8% Hisp/Latino  
 12.6% Asian  
 0.1% Am Ind/AK  
 Nat  
 0.9% Pac Isl  
 17.1% Two or  
 More

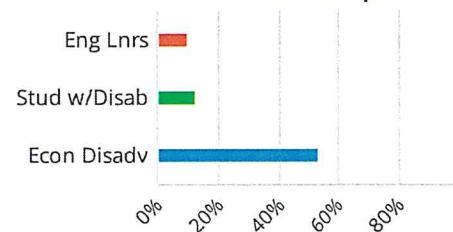


## School Performance History

School Year	Index Score/Star Rating
2017-2018	55
2016-2017	N/A N/A

**School Type:** Regular  
**School Designation:** No Designation  
**95% Assessment Participation:** Met

## Alternative Student Groups



## What does my school rating mean?

**Three-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.

## 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. This index score is associated with a one- to five-star school rating.

## 2018-2019 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	48.5	42.1
Math Proficiency	46	41.8
ELA Proficiency	58.3	49.1
Science Proficiency	28.5	22.5
Read-by-Grade-3 Proficiency	47.7	46.2



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	52.2	50.6

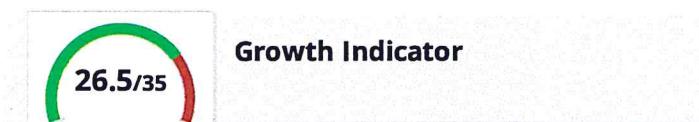


### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.5	14.3
Climate Survey Participation	95.8	N/A

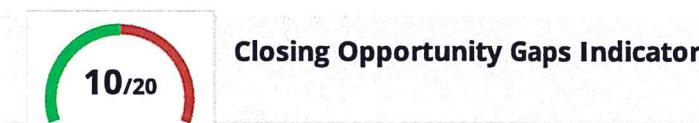
## How are star ratings determined based on total index score?

Below 27	
At or above 27 but less than 50	
At or above 50 and less than 67	
At or above 67 and less than 84	
At or above 84	



### Growth Indicator

Measure	School Median	District Median
Math MGP	52	49
ELA MGP	60	50
<b>School Rate</b>	<b>School Median</b>	<b>District Rate</b>
Met Math AGP Target	41.5	38.1
Met ELA AGP Target	61.7	52.3



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	24	20.3
Math AGP Target		
Prior Non-Proficient Met	41.1	34.6
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



### Academic Achievement

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). 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.

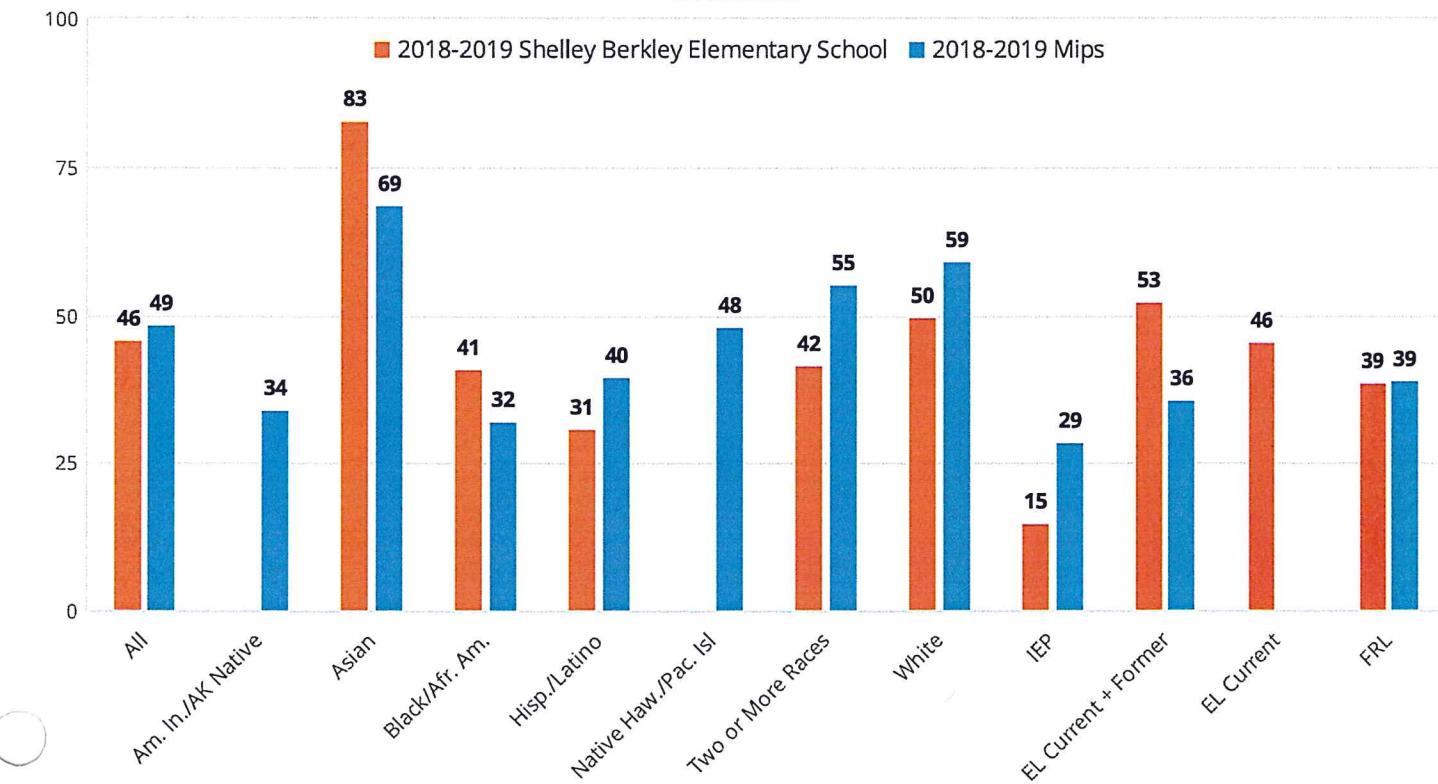
### Pooled Proficiency Points Earned: 11/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	48.5	42.1	43.6	41.9

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46	41.8	48.5	39.1	41.6	45.8
American Indian/Alaska Native	-	31.3	34.3	-	36.5	30.9
Asian	82.9	67.9	68.8	68.7	67.7	67.2
Black/African American	41	23	32.3	23.2	23	28.8
Hispanic/Latino	31.1	35.7	39.6	29.1	34.4	36.5
Pacific Islander	-	45.8	48.3	-	44.9	45.6
Two or More Races	41.6	48.2	55.3	34.8	47.8	52.9
White/Caucasian	50	58.6	59.3	48	58.7	57.2
Special Education	15	14.5	28.6	18.1	14.5	24.8
English Learners Current + Former	52.6	32.7	35.8	57.1	30.3	32.4
English Learners Current	45.7	22.1	-	53.3	22.2	-
Economically Disadvantaged	38.8	35.6	39	29.6	34.6	35.7

### Math Assessments % Proficient



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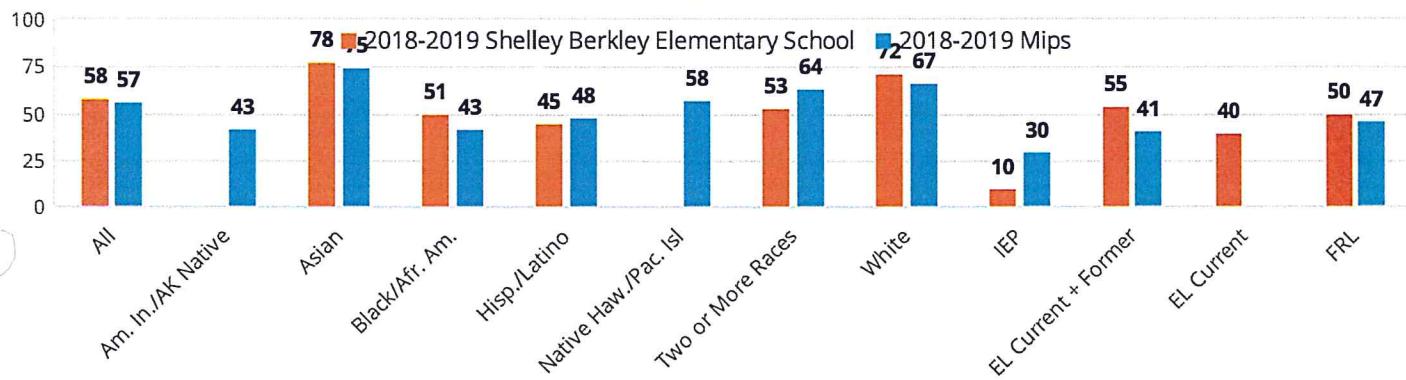


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.3	49.1	57	54.5	49	54.7
American Indian/Alaska Native	-	41.6	42.5	-	42.5	39.5
Asian	78	70	75.4	75	71.5	74.1
Black/African American	50.7	31.6	42.6	32.5	31.2	39.6
Hispanic/Latino	45.3	43.2	48.2	47.2	41.8	45.5
Pacific Islander	-	50.6	57.9	-	52.6	55.7
Two or More Races	53.2	56.7	64.4	53.5	57	62.6
White/Caucasian	71.9	65	67.4	67.5	66.2	65.7
Special Education	10	15.1	30	22.7	15.6	26.3
English Learners Current + Former	54.7	38.2	41.4	54.2	34.6	38.4
English Learners Current	40	22.8	-	46.6	21.8	-
Economically Disadvantaged	50.2	42.8	46.8	42	42.1	44

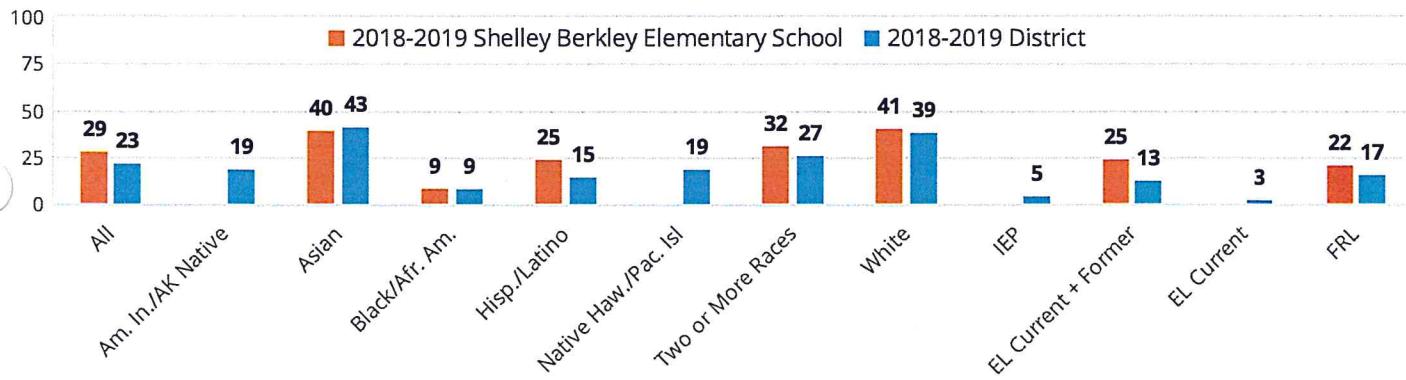
### ELA Assessments % Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	28.5	22.5	19.1	21.8
American Indian/Alaska Native	-	19.3	-	17.9
Asian	40	42.7	-	41.7
Black/African American	9	9.3	6.6	8.5
Hispanic/Latino	25	15.4	13.6	14.6
Pacific Islander	-	19.3	-	19.2
Two or More Races	31.8	27	-	28.4
White/Caucasian	41.2	39	30	37.5
Special Education	-	5.2	-	4.9
English Learners Current + Former	25	13.3	10	12.5
English Learners Current	-	2.6	-	1.6
Economically Disadvantaged	22	16.8	15.7	16

### Science Assessments % Proficient



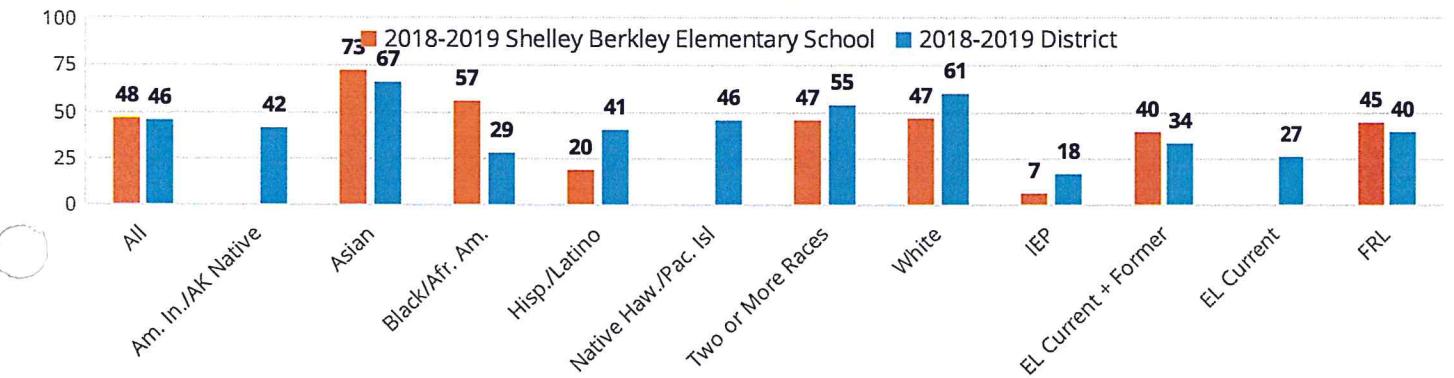


### Academic Achievement

#### Read by Grade 3 Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	47.7	46.2	49.4	46.6
American Indian/Alaska Native	-	42.1	-	42.4
Asian	73.2	67	63.6	67.5
Black/African American	56.5	29.1	20	30.3
Hispanic/Latino	20	41.2	44.4	39.5
Pacific Islander	-	46.2	-	49.5
Two or More Races	46.6	54.8	50	53.7
White/Caucasian	47.2	61.2	59.2	63.9
Special Education	7	17.6	-	17.4
English Learners Current + Former	40	34.2	57.1	30.4
English Learners Current	-	26.8	53.8	25.4
Economically Disadvantaged	45.2	40.2	36.9	39.5

#### Read by Grade 3 Points Earned: 3/5



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	55.3	38
1st Grade	66.3	32
Kindergarten	-	-



### Academic Achievement

#### 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: 0

##### Groups

Yellow indicates 95% participation requirement not met.

	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

**Student 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

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.

**MGP Growth Data**

**Math MGP Points Earned: 6/10    ELA MGP Points Earned: 8/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	52	49	60	50	38	50	58	51
American Indian/Alaska Native	-	50	-	48	-	46	-	39
Asian	68	59	61	59	49	60	74	61
Black/African American	40.5	44	38	46	33	44	54	45
Hispanic/Latino	48.5	48	57	50	38	49	60	51
Pacific Islander	-	53	-	49	-	54	-	51
Two or More Races	61	51	60	50	31	50	57	51
White/Caucasian	57	53	72	52	40.5	52	53.5	53
Special Education	35	41	27	41	33	42	42	38
English Learners Current + Former	57	49	54	51	45.5	49	77	52
English Learners Current	47	47	52	48	42	47	74.5	49
Economically Disadvantaged	48.5	48	58	49	34	48	56	50

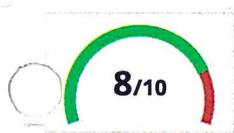
**AGP Growth Data**

**Math AGP Points Earned: 5.5/7.5    ELA AGP Points Earned: 7/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	41.5	38.1	61.7	52.3	36	38	58.1	50.6
American Indian/Alaska Native	-	33.5	-	41.3	-	33	-	39.2
Asian	64	61.7	72	70.7	50	60.3	85	70.5
Black/African American	23.3	23	38.7	38.3	25.8	23.1	35.4	37.1
Hispanic/Latino	37	32.7	55.5	48.2	27.6	32.8	63.8	46.2
Pacific Islander	-	41	-	51.7	-	42.7	-	53.2
Two or More Races	41.3	43.3	58.5	57.7	34.7	41.7	52.1	55.2
White/Caucasian	47.5	51.1	80.2	64.2	45.6	50.2	60.8	61
Special Education	4.2	14.5	8.5	23.3	16.6	15	41.6	21.6
English Learners Current + Former	45.1	31.8	58	46	38.8	31.3	83.3	43.7
English Learners Current	47.6	21.3	52.2	33.3	28.5	22.6	78.5	33
Economically Disadvantaged	32.2	33.1	52.6	48	28.2	33	53.2	45.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.





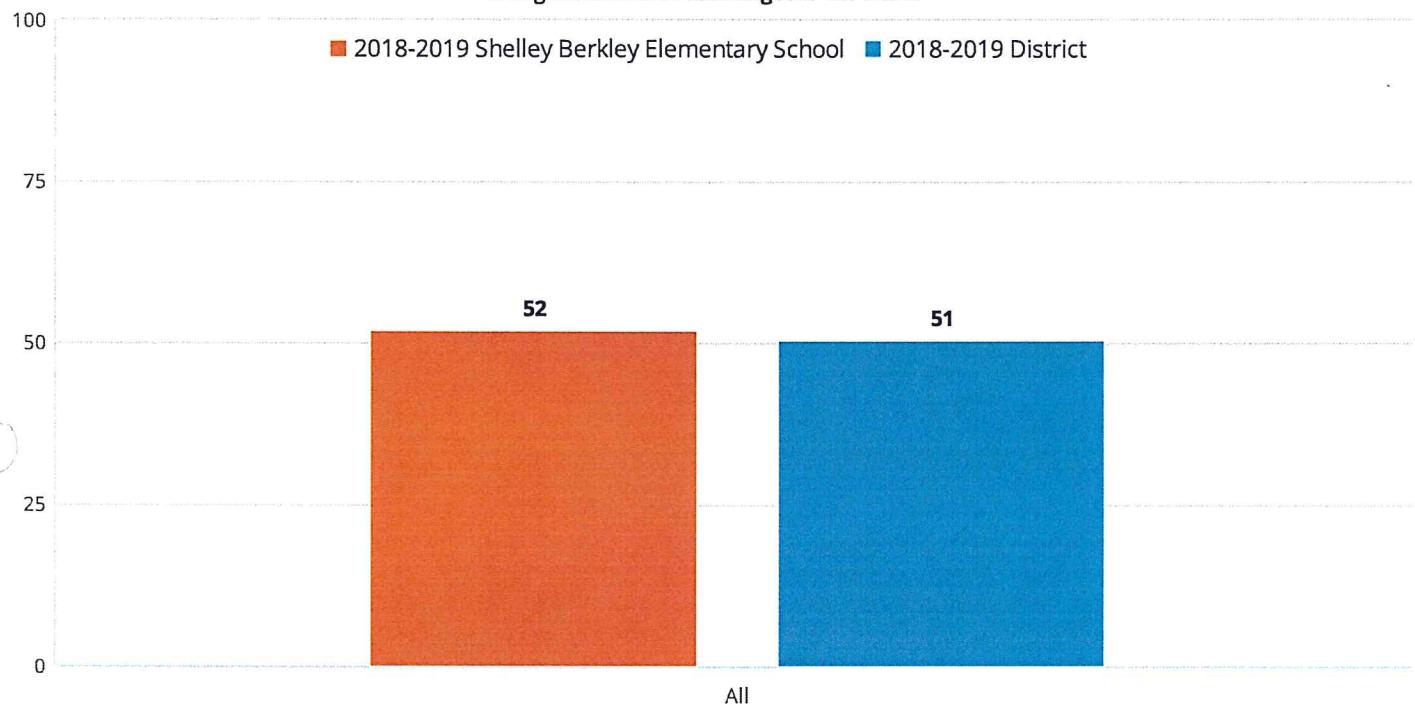
## English Language

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 English language 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: 10/8

2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA 42	52.2	50.6	42	57.1	48.5

## % English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



### Closing Opportunity Gaps

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 target. 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.

Groups	Math AGP Points Earned: 4/10					ELA AGP Points Earned: 6/10		
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	24	20.3	41.1	34.6	19.7	22.3	37.8	34.7
American Indian/Alaska Native	-	23.3	-	32.6	-	17.5	-	24
Asian	-	33.6	-	46.6	-	35.5	-	46.8
Black/African American	8.5	14.5	23.8	27.3	11.7	15.1	25	27.6
Hispanic/Latino	21	19.3	37.5	34.3	14.8	21.6	44	34.7
Pacific Islander	-	25.8	-	32.8	-	26.5	-	38
Two or More Races	23	23.6	30	38.2	33.3	24.3	33.3	35
White/Caucasian	35.3	27.3	68	40.6	23.5	28.3	28.5	39.2
Special Education	5	8.1	10	17	18.1	10.3	16.6	18
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	75	N/A
English Learners Current	20	15.6	38.3	29.6	-	18.8	70	31.3
Economically Disadvantaged	20.6	19.1	37.8	33.2	13.3	20.6	31.8	33.3



### Student Engagement

Chronic absenteeism is a measure of Student Engagement. 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

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	13.5	14.3	14.2	16.3
American Indian/Alaska Native	-	21	-	24.3
Asian	4.2	6.4	7.5	7.5
Black/African American	25.6	22.3	16.8	26
Hispanic/Latino	11.5	13.8	18	15.2
Pacific Islander	-	19.1	9	20.4
Two or More Races	10	14.5	17.1	17.4
White/Caucasian	13.5	11.5	10.6	13.3
Special Education	24.1	21.6	20.9	23.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.3	11.8	10	12.7
Economically Disadvantaged	19.1	16.3	19.2	18.6

### Reducing Chronic Absenteeism by 10% Points Earned: NA

#### Chronic Absenteeism Rate (%)

