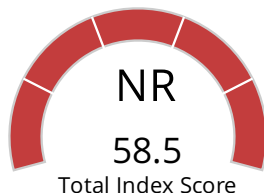


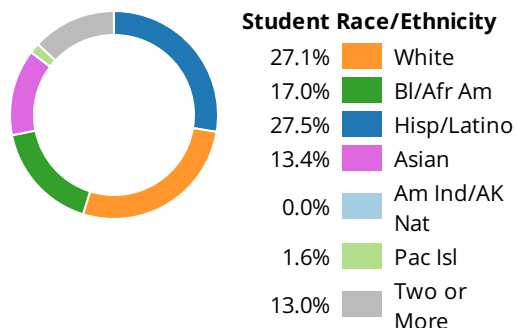
Berkley, Shelley ES

School Year 2021-2022 Nevada School Rating

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



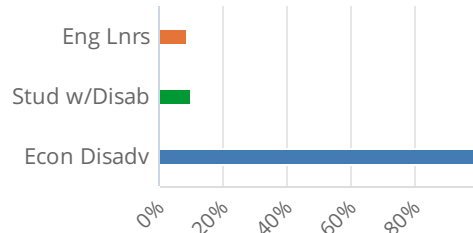
School Type: *Regular*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2020-2021	64.0 ★★★★★
2019-2020	64.0 ★★★★★

Additional Student Groups



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
Pooled Proficiency	38.7	33.5
Math Proficiency	36.8	31.4
ELA Proficiency	47.2	41.1
Science Proficiency	19.2	17.3
Read-by-Grade-3 Proficiency	41.6	39.5



Growth Indicator

Measure	School Median	District Median
Math MGP	54.5	55.0
ELA MGP	57.0	52.0
School Rate		District Rate
Met Math AGP Target	55.4	45.7
Met ELA AGP Target	58.1	55.1



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	45.6	33.2



Closing Opportunity Gaps Indicator

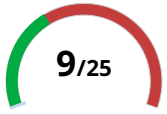
Measure	School Rate	District Rate
Prior Non-Proficient Met	41.9	37.9
Math AGP Target		
Prior Non-Proficient Met	43.9	47.6
ELA AGP Target		



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	33.6	34.4
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

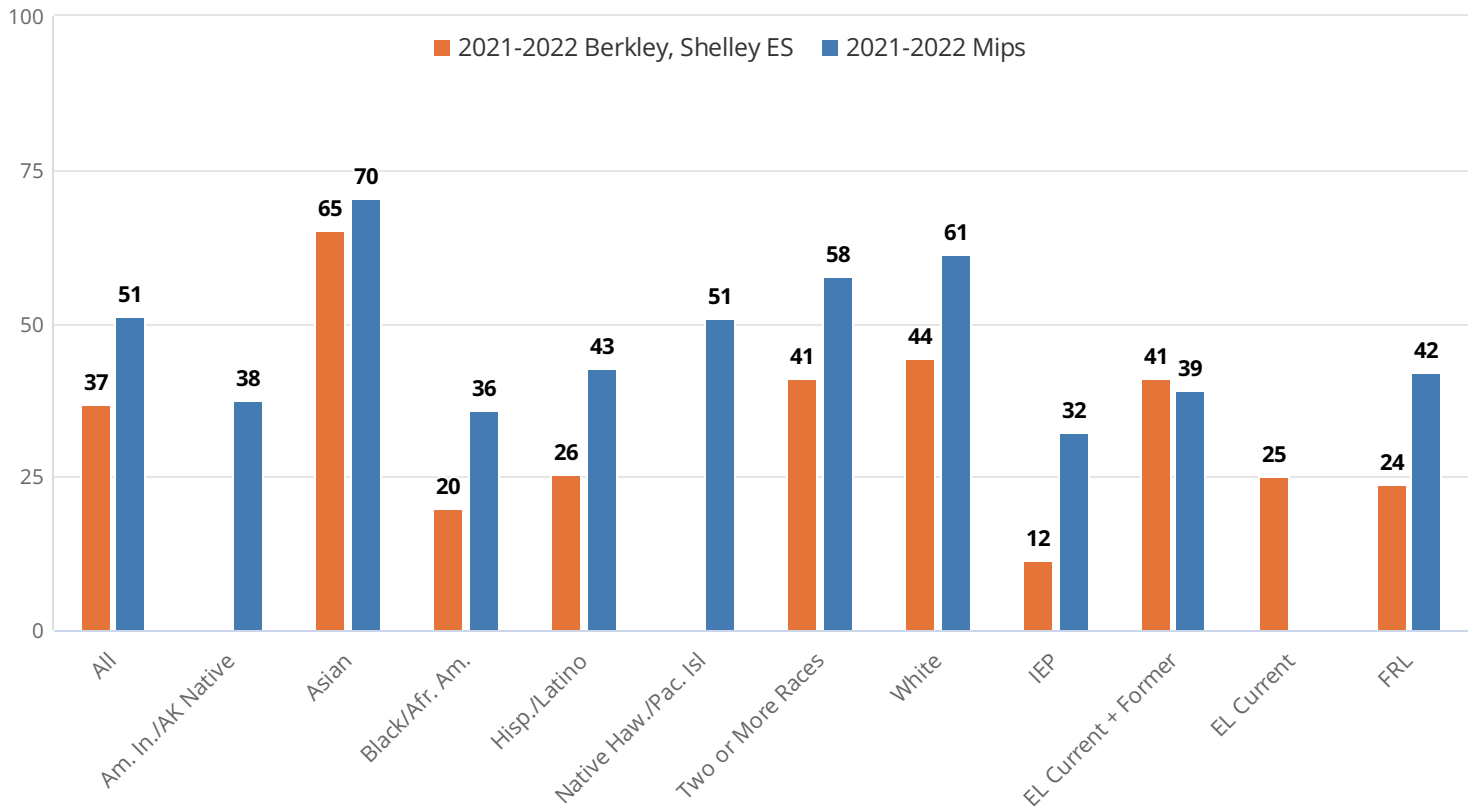
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 6/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	38.7	33.5		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	36.8	31.4	51.1			
American Indian/Alaska Native	-	22.3	37.6			
Asian	65.0	57.4	70.4			
Black/African American	20.0	16.0	35.7			
Hispanic/Latino	25.5	24.1	42.7			
Pacific Islander	-	29.8	50.9			
Two or More Races	41.0	39.3	57.5			
White/Caucasian	44.4	50.0	61.3			
Special Education	11.5	12.8	32.1			
English Learners Current + Former	40.9	21.2	39			
English Learners Current	25.0	14.2				
Economically Disadvantaged	23.8	20.9	42			

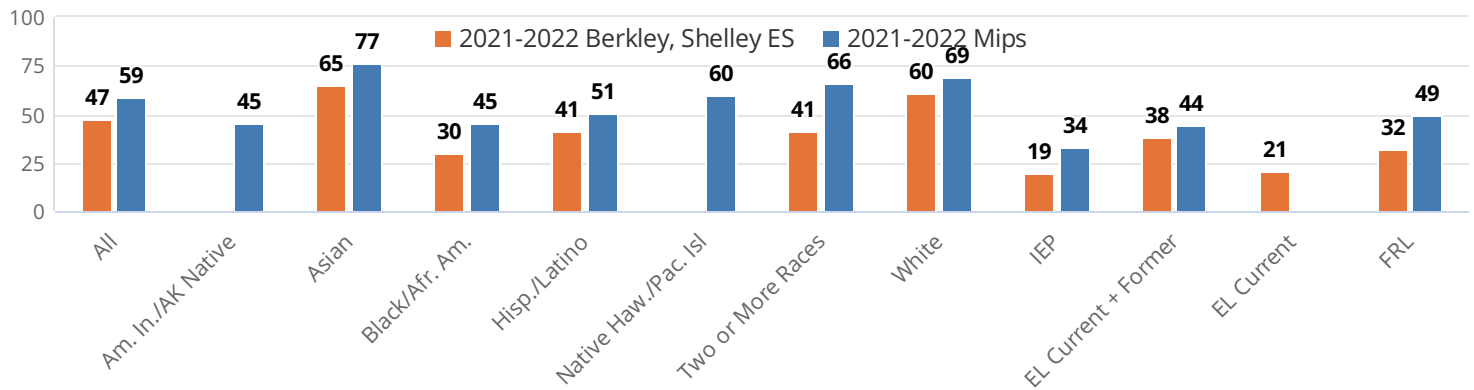
Math Assessments
% Proficient



Academic Achievement

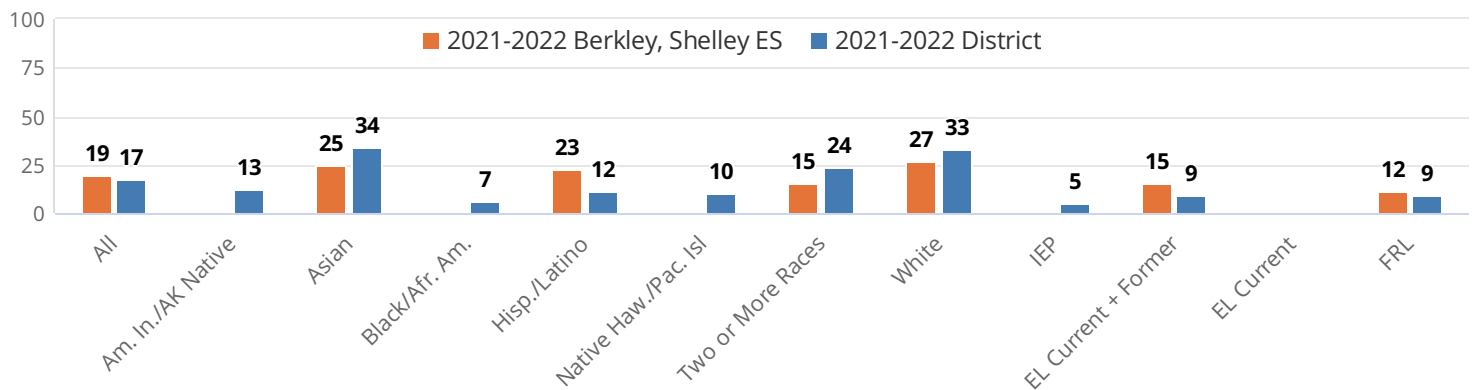
ELA Proficient

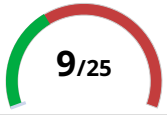
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	47.2	41.1	59.2			
American Indian/Alaska Native	-	31.1	45.4			
Asian	65.0	64.1	76.7			
Black/African American	30.0	25.4	45.4			
Hispanic/Latino	41.4	34.8	50.8			
Pacific Islander	-	38.6	60			
Two or More Races	41.0	50.4	66.2			
White/Caucasian	60.4	58.0	69			
Special Education	19.2	14.5	33.5			
English Learners Current + Former	38.0	28.6	44.4			
English Learners Current	20.8	17.9				
Economically Disadvantaged	31.7	30.0	49.4			

ELA Assessments
% Proficient

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	19.2	17.3		
American Indian/Alaska Native	-	12.8		
Asian	25.0	33.6		
Black/African American	<5	6.6		
Hispanic/Latino	22.7	11.5		
Pacific Islander	-	10.1		
Two or More Races	15.3	24.1		
White/Caucasian	26.6	32.6		
Special Education	<5	5.1		
English Learners Current + Former	15.3	9.2		
English Learners Current	-	<5		
Economically Disadvantaged	11.6	9.3		

Science Assessments
% Proficient

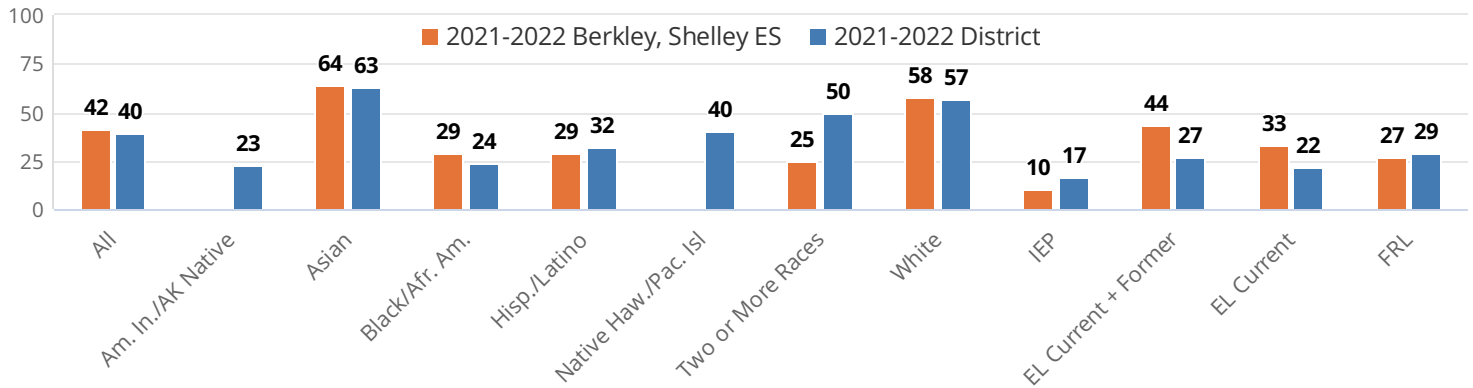


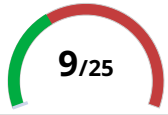
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	41.6	39.5		
American Indian/Alaska Native	-	23.1		
Asian	64.2	62.9		
Black/African American	28.5	24.0		
Hispanic/Latino	29.0	32.3		
Pacific Islander	-	40.2		
Two or More Races	25.0	49.8		
White/Caucasian	57.5	56.7		
Special Education	10.0	16.7		
English Learners Current + Former	43.7	26.5		
English Learners Current	33.3	21.5		
Economically Disadvantaged	26.6	28.7		

Read by Grade 3
% Proficient

**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:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=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: 7/10****ELA MGP Points Earned: 7/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	54.5	55.0	57.0	52.0				
American Indian/Alaska Native	-	56.5	-	54.0				
Asian	46.0	63.0	43.5	61.0				
Black/African American	45.0	48.0	59.0	45.0				
Hispanic/Latino	51.0	53.0	51.0	52.0				
Pacific Islander	-	52.0	-	51.0				
Two or More Races	79.0	56.0	61.0	54.0				
White/Caucasian	76.0	60.0	65.0	56.0				
Special Education	-	42.0	-	38.0				
English Learners Current + Former	75.5	53.0	72.0	52.0				
English Learners Current	-	51.0	-	49.0				
Economically Disadvantaged	60.0	51.0	57.0	49.0				

AGP Growth Data**Math AGP Points Earned: 7.5/7.5****ELA AGP Points Earned: 6/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	55.4	45.7	58.1	55.1				
American Indian/Alaska Native	-	34.6	-	53.8				
Asian	50.0	63.3	62.5	69.8				
Black/African American	36.8	32.7	47.3	43.1				
Hispanic/Latino	52.5	41.0	51.2	52.1				
Pacific Islander	-	42.6	-	53.5				
Two or More Races	73.3	51.4	73.3	59.7				
White/Caucasian	65.7	58.2	65.7	64.2				
Special Education	-	24.5	-	31.8				
English Learners Current + Former	90.0	38.7	70.0	50.1				
English Learners Current	-	31.5	-	42.9				
Economically Disadvantaged	48.9	37.3	55.1	48.2				

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



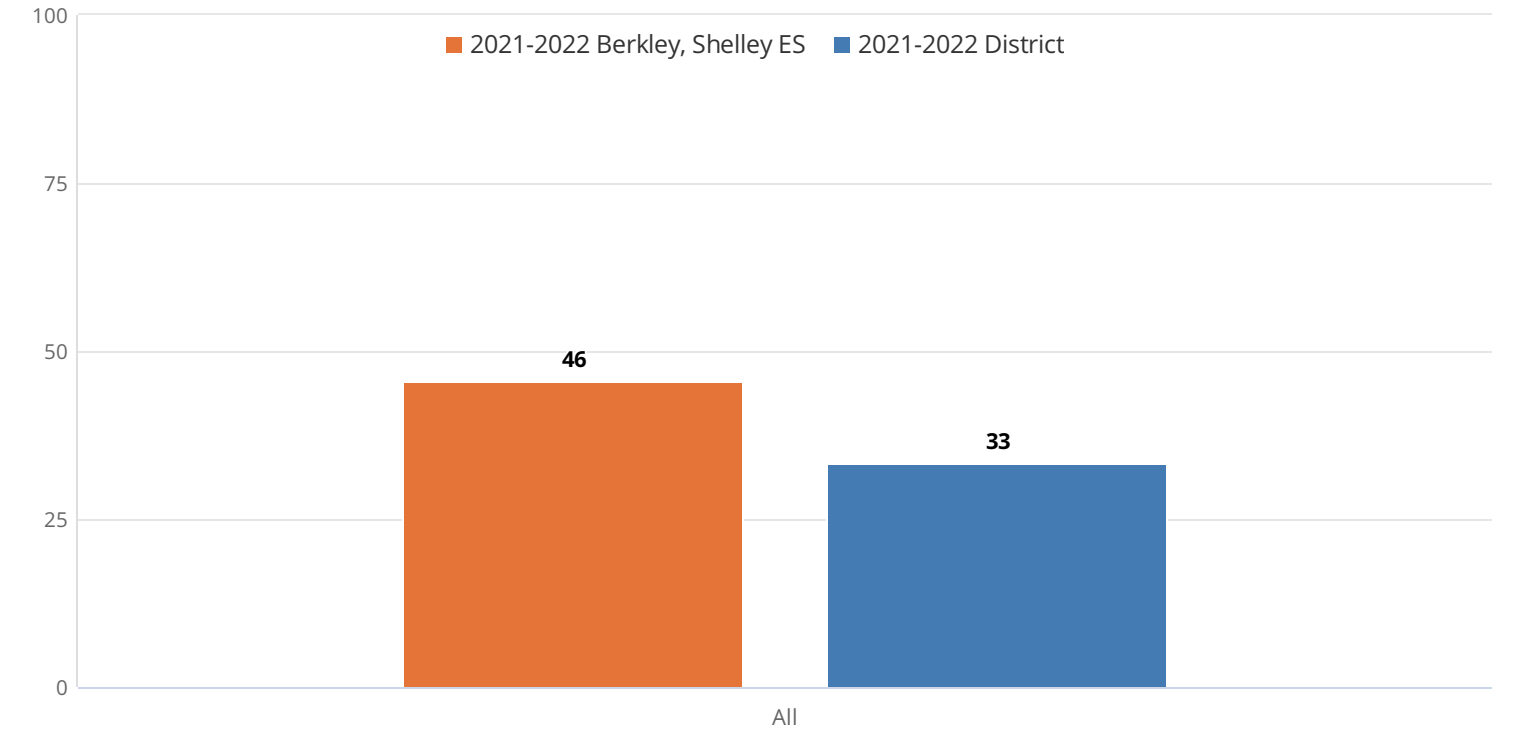
English Language

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: 6/10

	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	46	45.6	33.2			

% 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: 9/10				ELA AGP Points Earned: 7/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	41.9	37.9	43.9	47.6				
American Indian/Alaska Native	-	33.3	-	52.4				
Asian	-	50.3	-	59.2				
Black/African American	20.0	29.1	30.7	38.2				
Hispanic/Latino	43.3	36.0	43.4	47.2				
Pacific Islander	-	35.8	-	49.0				
Two or More Races	-	42.6	-	51.5				
White/Caucasian	55.5	47.6	53.8	53.7				
Special Education	-	20.6	-	27.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	29.9	-	42.0				
Economically Disadvantaged	36.8	33.3	40.0	43.5				



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

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	33.6	34.4		
American Indian/Alaska Native	-	43.3		
Asian	15.9	19.4		
Black/African American	38.7	41.6		
Hispanic/Latino	45.7	36.3		
Pacific Islander	-	42.8		
Two or More Races	35.5	33.8		
White/Caucasian	24.1	26.6		
Special Education	35.3	39.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	30.6	32.1		
Economically Disadvantaged	33.6	34.5		

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

