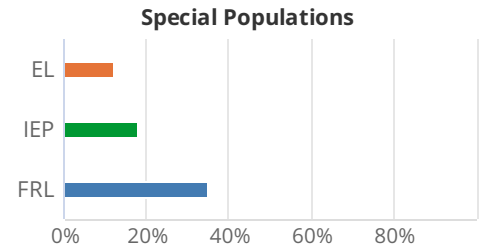
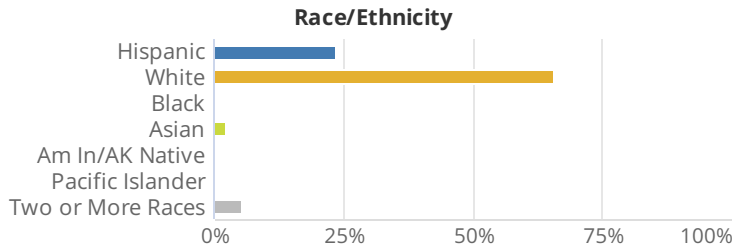


# School Year 2017-2018 Nevada School Rating for Gardnerville Elementary School

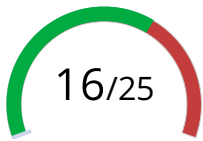


School Type: Regular  
School Level: Elementary School  
Grade Levels: PK-05  
District: Douglas  
Website:

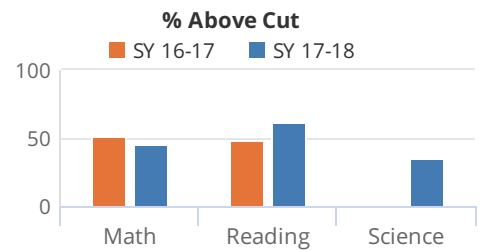
Total Index Score: 75  
School Designation:  
1290 Toler Avenue  
Gardnerville, NV 89410  
Phone: 775-782-5117



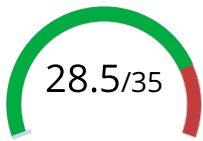
## Academic Achievement



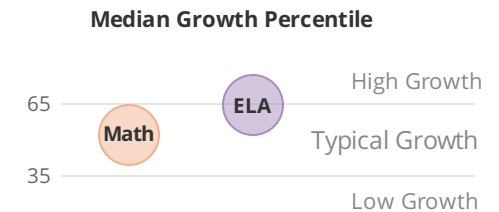
	% Above Cut	% District
Math CRT	45.3	52.1
ELA CRT	62.0	58.7
Science CRT	36	35
<i>Pooled Average</i>	50.9	52.5
Read by Grade 3	50.9	55.5



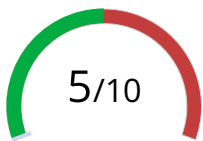
## Student Growth



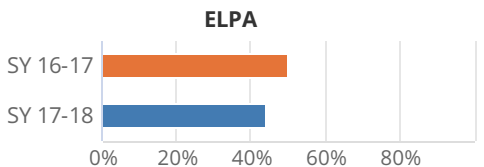
	% SY 17-18
Math CRT MGP	52.0
ELA CRT MGP	64.0
Math CRT AGP	44.8
ELA CRT AGP	70.3



## English Language



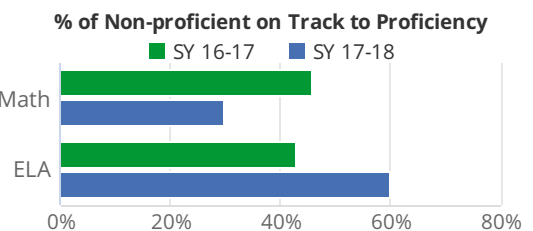
	% of EL Meeting AGP	% District
ELPA	44.1	47.3



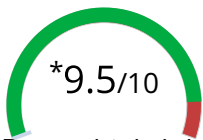
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~30%	30.0
ELA CRT	~30%	60.0



## Student Engagement

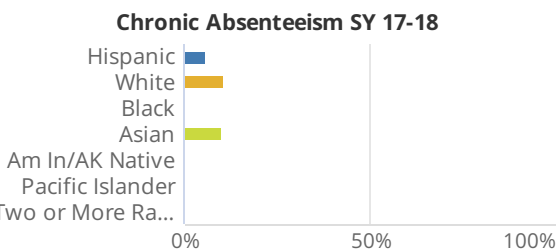


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	9.6	12.3

	% Participation	Met Target
Climate Survey	92.7	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	-	27.2	30.9	-	30.3	39.5	-	-	N/A
Asian	-	53.8	67.2	-	61.5	74.1	-	-	N/A
Black/African American	-	-	28.8	-	-	39.6	-	-	N/A
Hispanic/Latino	36.5	38.4	36.5	48.7	44.3	45.5	20	23.7	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	53.8	55.3	52.9	69.2	63	62.6	-	39.2	N/A
White/Caucasian	48.5	57.4	57.2	66.6	64.4	65.7	40	39.7	N/A
Special Education	25.9	21.1	24.8	37	24.6	26.3	-	14.5	N/A
English Learners Current + Former	30.4	27.6	32.4	21.7	26.8	38.4	-	15.6	N/A
English Learners Current	16.6	18.5		11.1	16.4		-	0	N/A
Economically Disadvantaged	41.6	38.5	35.7	61.1	46.1	44	33.3	22.2	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	16.6
Asian	-	-
Black/African American	-	-
Hispanic/Latino	42.8	42.6
Pacific Islander	-	-
Two or More Races	-	58.8
White/Caucasian	54.2	60.4
Special Education	-	28.1
English Learners Current + Former	-	31.1
English Learners Current	-	26.1
Economically Disadvantaged	42.8	43

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	51	57	33.3	55.5
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	55.5	66	52	77
Special Education	54	55	29.4	52.9
English Learners Current + Former	77	51	35.7	35.7
English Learners Current	74	51	20	30
Economically Disadvantaged	54.5	69	42	68

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	17.6	47
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	39.1	66.6
Special Education	26.6	76.4
English Learners Current + Former	16.6	42.8
English Learners Current	9	45.4
Economically Disadvantaged	35.4	58

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	20.2
Asian	10	16.1
Black/African American	-	15.3
Hispanic/Latino	6.1	13.4
Pacific Islander	-	0
Two or More Races	0	8.7
White/Caucasian	11	11.8
Special Education	8.6	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	4.6	7
Economically Disadvantaged	12.9	16.9

## What does my school rating mean?

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## 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