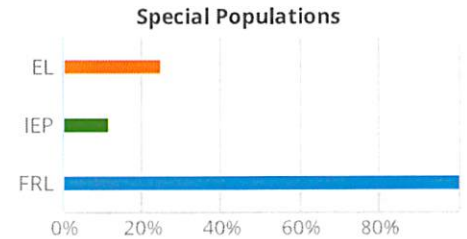
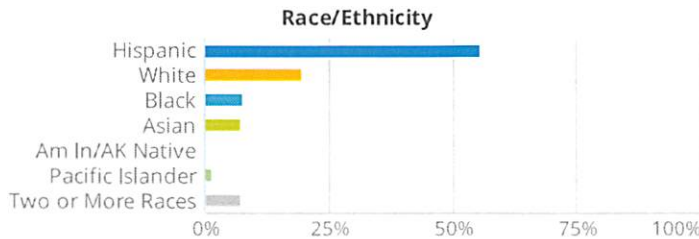


School Year 2017-2018 Nevada School Rating for Mervin Iverson Elementary School



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

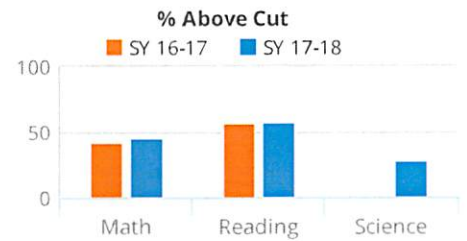
Total Index Score: 58.5
 School Designation:
 1575 S. Hollywood Blvd
 Las Vegas, NV 89142
 Phone: 702-799-7260



Academic Achievement



	% Above Cut	% District
Math CRT	46.1	41.6
ELA CRT	57.5	49.0
Science CRT	27.8	21.8
<i>Pooled Average</i>	48.4	41.9
Read by Grade 3	57.6	46.6



Student Growth



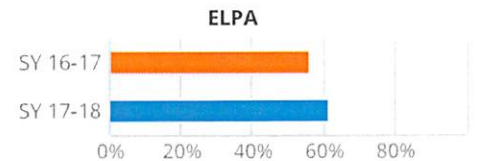
	% SY 17-18
Math CRT MGP	42.0
ELA CRT MGP	48.5
Math CRT AGP	35.9
ELA CRT AGP	52.8



English Language



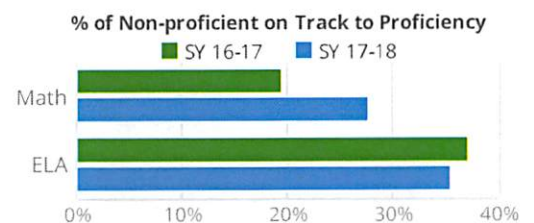
	% of EL Meeting AGP	% District
ELPA	61.1	48.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	27.7	27.7
ELA CRT	35.5	35.5



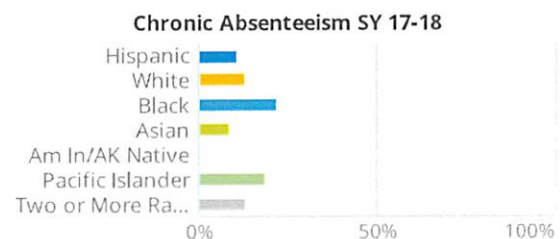
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	12.6	16.3

	% Participation	Met Target
Climate Survey	90.3	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	-	36.5	30.9	-	42.5	39.5	-	17.9	N/A
Asian	59.4	67.7	67.2	78.3	71.5	74.1	46.6	41.7	N/A
Black/African American	23.6	23	28.8	26.3	31.2	39.6	6.2	8.5	N/A
Hispanic/Latino	41.5	34.4	36.5	55	41.8	45.5	20	14.6	N/A
Pacific Islander	80	44.9	45.6	100	52.6	55.7	-	19.2	N/A
Two or More Races	40.6	47.8	52.9	53.1	57	62.6	30.8	28.4	N/A
White/Caucasian	60.4	58.7	57.2	66.2	66.2	65.7	59	37.5	N/A
Special Education	28.2	14.5	24.8	30.7	15.6	26.3	21.4	4.9	N/A
English Learners Current + Former	36.9	30.3	32.4	50.7	34.6	38.4	14.6	12.5	N/A
English Learners Current	27.2	22.2		36.3	21.8		10.5	1.6	N/A
Economically Disadvantaged	46.1	34.6	35.7	57.5	42.1	44	27.7	16	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	42.4
Asian	64.2	67.5
Black/African American	30	30.3
Hispanic/Latino	54.6	39.5
Pacific Islander	-	49.5
Two or More Races	50	53.7
White/Caucasian	70.5	63.9
Special Education	27.2	17.4
English Learners Current + Former	42.8	30.4
English Learners Current	34.8	25.4
Economically Disadvantaged	57.6	39.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	78	67	63.6	81.8
Black/African American	33	42.5	7.6	30.7
Hispanic/Latino	43.5	47.5	35.8	51.3
Pacific Islander	-	-	-	-
Two or More Races	45	40	27.2	45.4
White/Caucasian	32	58	35.2	58.8
Special Education	36	41	28.5	32.1
English Learners Current + Former	42	48	35.6	50.5
English Learners Current	41	49	27.7	38.8
Economically Disadvantaged	42	48.5	35.9	52.8

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	72.7	-
Black/African American	5.2	15.7
Hispanic/Latino	30.2	40.2
Pacific Islander	-	-
Two or More Races	8.3	-
White/Caucasian	23.5	31.2
Special Education	15	21
English Learners Current + Former	30.3	38.2
English Learners Current	22.5	30.7
Economically Disadvantaged	24.7	32.9

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	24.3
Asian	8.4	7.5
Black/African American	22.2	26
Hispanic/Latino	10.8	15.2
Pacific Islander	18.7	20.4
Two or More Races	13.6	17.4
White/Caucasian	12.9	13.3
Special Education	14.6	23.4
English Learners Current + Former	N/A	N/A
English Learners Current	8.3	12.7
Economically Disadvantaged	12.6	18.6

What does my school rating mean?

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