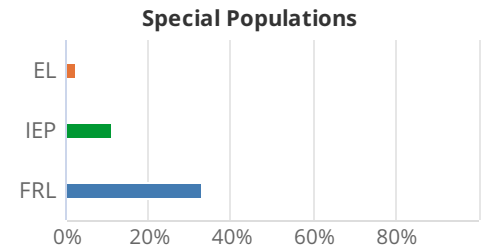
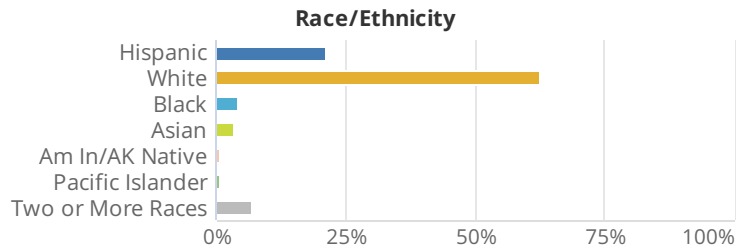


School Year 2016-2017 Nevada School Rating for Jack & Terry Mannion Middle School



Jack & Terry Mannion Middle School
 Todd C. Petersen, Principal
 Grade Levels: 06-08
 Website:
 School Level: Middle School

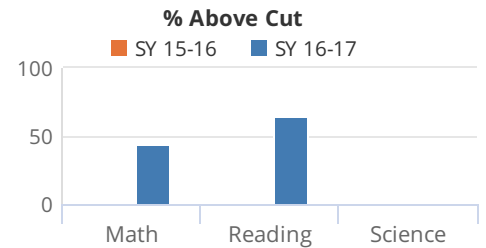
155 E. Paradise Hills Dr.
 Henderson, NV 89002
 Phone: 702-799-3020



Academic Achievement



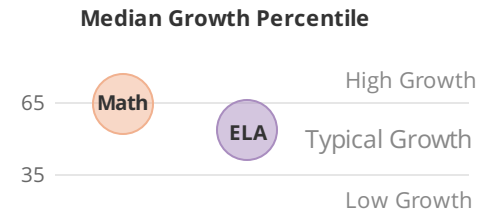
	% Above Cut	District
Math CRT	43.6	24.3
ELA CRT	64.9	45.1
Science CRT		
Math I End of Course	100.0	97.2
<i>Pooled Average</i>	57.2	37.6



Student Growth



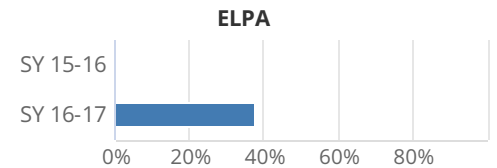
	SY 16-17
Math CRT MGP	64.0
ELA CRT MGP	53.0
Math CRT AGP	44.3
ELA CRT AGP	66.2



English Language



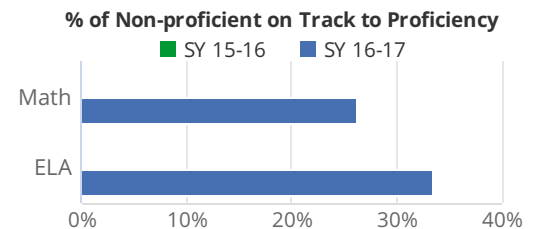
	% of EL Meeting AGP	District
ELPA	37.5	18.9



Closing Opportunity Gaps



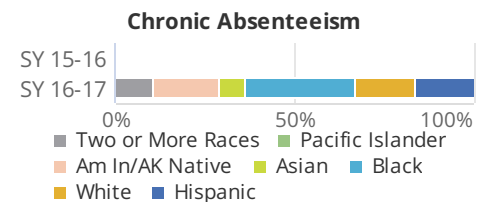
Non-proficient	% Meeting AGP
Math CRT	26.3
ELA CRT	33.5



Student Engagement



	School	District
Chronic Absenteeism	9.0	16.8
Academic Learning Plans	96.4	97.5
NAC 389.445 Requirements	91.9	86.3
	% Participation	Met Target
Climate Survey	87.6	YES



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	21.5	20.6	-	43.8	37.3
Asian	56.1	50.4	54.1	77.5	71.2	73.3
Black/African American	-	10	15.2	35.5	26.9	31.1
Hispanic/Latino	34.3	17.1	21.6	58.2	36.4	39.2
Pacific Islander	-	25.2	30.1	-	44.6	48.1
Two or More Races	44.9	30.4	34.2	62.3	53.9	57.1
White/Caucasian	49	39.3	41.4	68.9	61.9	62.7
Special Education	8.6	4	9.8	9.9	7	13.5
English Learners Current + Former	34.3	14	11.6	47.6	28.2	16.1
English Learners Current	-	4.2		-	7.7	
Economically Disadvantaged	26	16.5	21.5	45	34.9	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	84	62	61.5	74.4
Black/African American	61	61	18	45.4
Hispanic/Latino	64	55	38.6	58
Pacific Islander	-	-	-	-
Two or More Races	66	52	43.8	62
White/Caucasian	62.5	51	47.7	70
Special Education	42	37	11.8	16.9
English Learners Current + Former	69	53	42.3	50.8
English Learners Current	68.5	53	25	28.5
Economically Disadvantaged	60	57	30.6	53.3

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	64.7	-
Black/African American	20.5	25.9
Hispanic/Latino	24.1	31.4
Pacific Islander	-	-
Two or More Races	25	26.4
White/Caucasian	26.3	36
Special Education	10.7	13.4
English Learners Current + Former	20.8	29.1
English Learners Current	18.1	22.7
Economically Disadvantaged	20.9	32.1

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	10	19.2
Asian	4	5
Black/African American	17.1	27.2
Hispanic/Latino	9	16.8
Pacific Islander	-	17.8
Two or More Races	5.8	17.2
White/Caucasian	9	14
Special Education	16.8	26.6
English Learners Current + Former	N/A	N/A
English Learners Current	9.2	18.2
Economically Disadvantaged	14.8	20.7

What does my school rating mean?

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

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 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

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 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 80

at or above 70, below 80

at or above 50, below 70

at or above 29, below 50

below 29