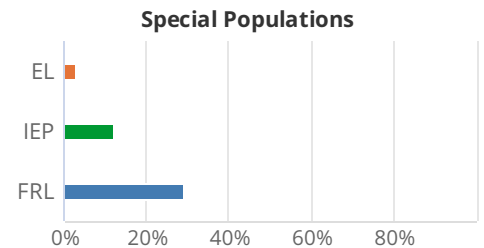
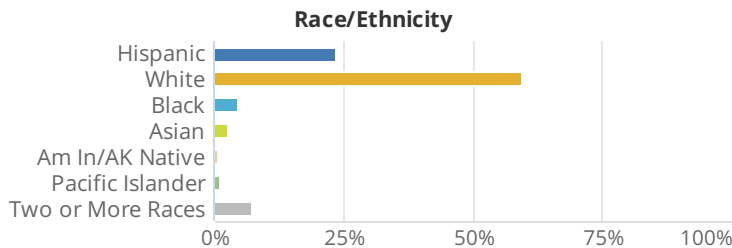


School Year 2017-2018 Nevada School Rating for Jack & Terry Mannion Middle School

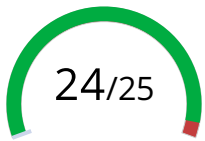


School Type: Regular
 School Level: Middle School
 Grade Levels: 06-08
 District: Clark
 Website:

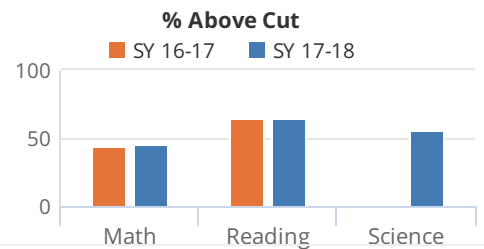
Total Index Score: 81
 School Designation: TSI/ATSI
 155 E. Paradise Hills Dr.
 Henderson, NV 89002
 Phone: 702-799-3020



Academic Achievement



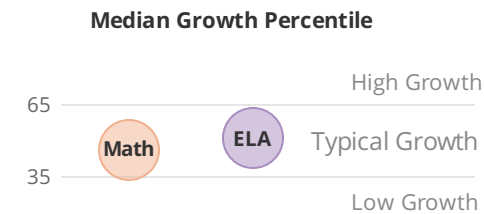
	% Above Cut	% District
% Math CRT	45.3	30.3
% ELA CRT	64.6	45.7
% Science CRT	55.3	36.7
% Pooled Average	55.0	37.8



Student Growth



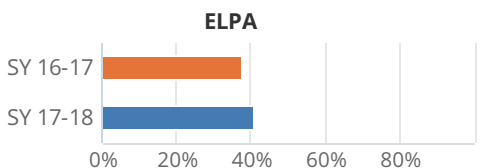
	% SY 17-18
Math CRT MGP	46.0
ELA CRT MGP	51.0
Math CRT AGP	44.7
ELA CRT AGP	65.0



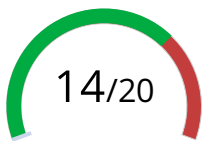
English Language



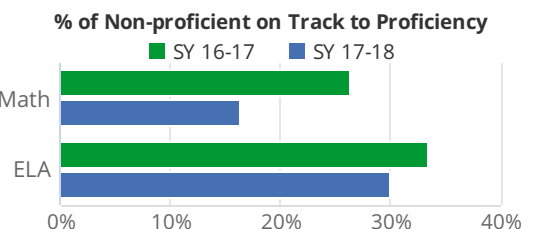
	% of EL Meeting AGP	% District
ELPA	40.9	31.9



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~16%	16.4
ELA CRT	~30%	30

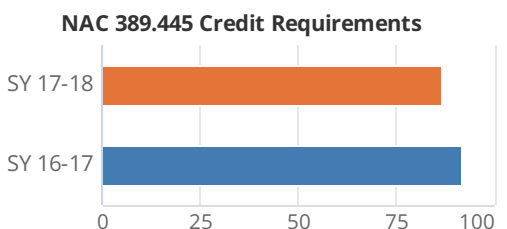


Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	10.0	19.3
Academic Learning Plans	99.9	95.4
NAC 389.445 Credit Requirements	86.9	83.3
	% Participation	Met Target
Climate Survey	82.6	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	45.4	26.6	24.6	54.5	44	40.5	-	31.5	N/A
Asian	64	58.6	56.4	82	72.3	74.6	66.6	59.2	N/A
Black/African American	12.9	12.9	19.5	35.4	27.5	34.5	17.6	18.2	N/A
Hispanic/Latino	34.6	21.7	25.5	58.6	37	42.2	42.9	27.8	N/A
Pacific Islander	31.2	31.8	33.6	56.2	49.4	50.7	-	33.1	N/A
Two or More Races	45.9	37.5	37.5	65.7	55.4	59.2	43.2	44.1	N/A
White/Caucasian	51.1	46.9	44.4	68.3	62.7	64.6	63.7	54.9	N/A
Special Education	6	4	14.3	11.5	7.3	17.8	9.6	6.5	N/A
English Learners Current + Former	33.3	16.3	16	46.6	27.3	20.3	22.7	13.3	N/A
English Learners Current	11.1	4.2		14.8	6.5		0	5.1	N/A
Economically Disadvantaged	28.1	21.1	25.5	48.2	35.8	41.4	39.7	26.6	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	52.5	65	61.1	88.8
Black/African American	39	48	9.4	39.6
Hispanic/Latino	44	49	36.4	58.8
Pacific Islander	30	52	23	76.9
Two or More Races	38.5	47.5	47.1	65
White/Caucasian	47	51	49.2	67.9
Special Education	43	45	7.3	12
English Learners Current + Former	48	57	32.1	51.7
English Learners Current	48	47	13	21.7
Economically Disadvantaged	45	48.5	31	50.5

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	20	-
Black/African American	2.3	16.1
Hispanic/Latino	14.6	25.4
Pacific Islander	-	-
Two or More Races	18.3	34.2
White/Caucasian	18.6	32.4
Special Education	4.7	9
English Learners Current + Former	18.6	25.8
English Learners Current	16	28.5
Economically Disadvantaged	16.9	29.1

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	15.3	28.1	100	92.9	-	77.6
Asian	4.1	5.7	100	93.4	94.4	93.7
Black/African American	18.8	32.4	98.6	94.7	80.9	73.1
Hispanic/Latino	12.2	18.6	100	96.1	81.5	81.4
Pacific Islander	30	21.8	100	94.4	-	84.3
Two or More Races	7	19.6	100	93.5	85.2	84.3
White/Caucasian	8.5	15.8	100	95.4	89.7	89.4
Special Education	16.4	28.7	100	95.4	66.6	73.1
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	14.7	20.5	99.7	95.4	79.1	78.8
Economically Disadvantaged	17.4	23.4	99.7	95.4	79.1	78.8

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

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.

Targeted Support and Improvement Designation (TSI): A school that meets the subgroup minimum n-size of 25, is not a CSI school and has consistently underperforming subgroups within the Academic Achievement Indicator (indicator flagged two years in a row) or has two or more of the same remaining indicators are flagged for two years in a row is designated as TSI school.

Additional Targeted Support and Improvement Designation (Additional TSI): Additional Targeted Support and Improvement Designation (Additional TSI): A school in which the performance of any subgroup of students, on its own, would lead to identification for CSI and the performance of any one subgroup on any one measure is at or below the cut performance level (based on the "all student" group performance on all measures of the highest (top of the 5th percentile), is identified for Additional TSI (ATSI). ATSI schools are a subset of Targeted Support and Improvement (TSI) 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, Academic Learning Plans, NAC 389.445 Credit Requirements 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.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

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

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.