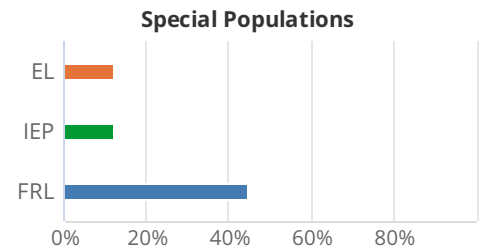
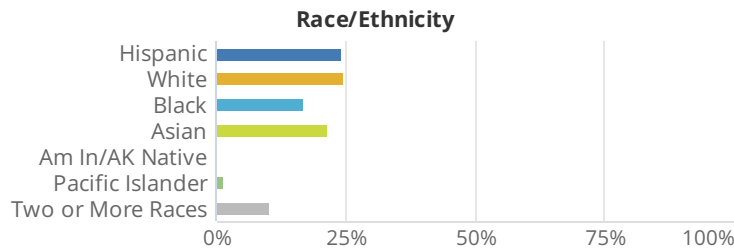


School Year 2017-2018 Nevada School Rating for Lucille S Rogers Elementary School



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

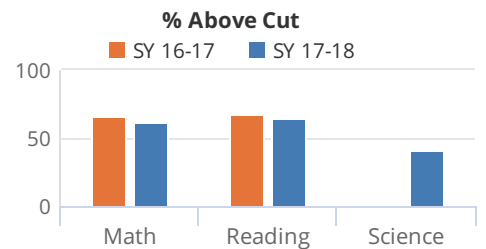
Total Index Score: 77
School Designation:
5535 S. Riley St.
Las Vegas, NV 89148
Phone: 702-799-6870



Academic Achievement



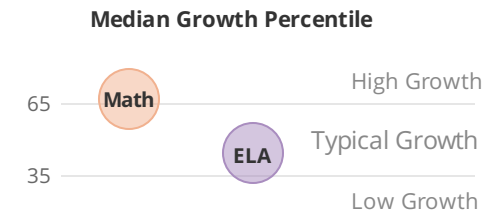
	% Above Cut	% District
Math CRT	62.3	41.6
ELA CRT	64.6	49.0
Science CRT	40.5	21.8
<i>Pooled Average</i>	60.5	41.9
Read by Grade 3	64.9	46.6



Student Growth



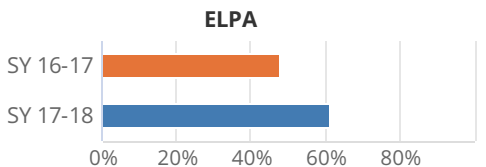
	% SY 17-18
Math CRT MGP	66.0
ELA CRT MGP	44.0
Math CRT AGP	63.9
ELA CRT AGP	57.4



English Language



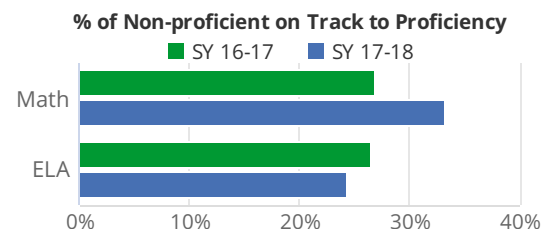
	% of EL Meeting AGP	% District
ELPA	61.1	48.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	33.3	
ELA CRT	24.3	

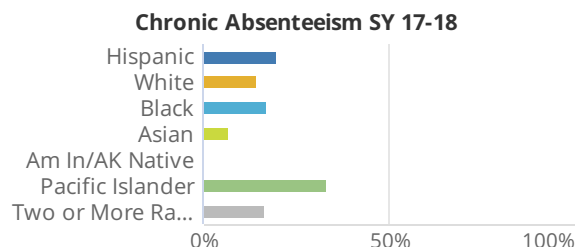


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	15.3	16.3
	% Participation	Met Target
Climate Survey	86.3	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	82.4	67.7	67.2	79.1	71.5	74.1	55.5	41.7	N/A
Black/African American	51.6	23	28.8	46.6	31.2	39.6	26.6	8.5	N/A
Hispanic/Latino	48.8	34.4	36.5	52.3	41.8	45.5	25	14.6	N/A
Pacific Islander	-	44.9	45.6	-	52.6	55.7	-	19.2	N/A
Two or More Races	57.7	47.8	52.9	64.4	57	62.6	33.2	28.4	N/A
White/Caucasian	62.9	58.7	57.2	71.2	66.2	65.7	42.3	37.5	N/A
Special Education	18.9	14.5	24.8	10.8	15.6	26.3	0	4.9	N/A
English Learners Current + Former	61.5	30.3	32.4	57.6	34.6	38.4	45.1	12.5	N/A
English Learners Current	47.8	22.2		39.1	21.8		-	1.6	N/A
Economically Disadvantaged	50.2	34.6	35.7	53.5	42.1	44	33.3	16	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	42.4
Asian	84	67.5
Black/African American	40	30.3
Hispanic/Latino	57.6	39.5
Pacific Islander	-	49.5
Two or More Races	64.2	53.7
White/Caucasian	73.8	63.9
Special Education	14.2	17.4
English Learners Current + Former	54.1	30.4
English Learners Current	50	25.4
Economically Disadvantaged	54.1	39.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	72	50	84.1	69.8
Black/African American	53.5	58.5	47	52.9
Hispanic/Latino	65	42	52.7	40
Pacific Islander	-	-	-	-
Two or More Races	60	38	59.2	55.5
White/Caucasian	63.5	42	62.8	61.2
Special Education	23	17	17.3	21.7
English Learners Current + Former	71	63	65.3	59.1
English Learners Current	71	31	47.3	21
Economically Disadvantaged	58.5	42.5	55.1	49.1

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	63.6	36.3
Black/African American	15.3	28.5
Hispanic/Latino	32	20
Pacific Islander	-	-
Two or More Races	50	-
White/Caucasian	23.5	22.2
Special Education	14.2	13.3
English Learners Current + Former	47.3	36.8
English Learners Current	38.4	25
Economically Disadvantaged	29.4	18.5

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	24.3
Asian	6.9	7.5
Black/African American	17.3	26
Hispanic/Latino	20.1	15.2
Pacific Islander	33.3	20.4
Two or More Races	16.8	17.4
White/Caucasian	14.5	13.3
Special Education	23.5	23.4
English Learners Current + Former	N/A	N/A
English Learners Current	13.8	12.7
Economically Disadvantaged	20.9	18.6

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