

School Level: Middle School

Grade Levels: 06-12

District: Douglas

School 240 Warrior Way

Address: Zephyr Cove, NV 89448

93.3

Total Adjusted Index Score

School Type: Regular

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

73.6% White/Caucasian

N/A% Black/African American

20.8% Hispanic/Latino

N/A% Asian

N/A% American Indian/Alaska Native

N/A% Pacific Islander

5.5% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	80 ★★★★★
2022-2023	58.3 ★★★★

Additional Student Groups

-% English Learners

-% Students with Disabilities

29.1% Economically Disadvantaged

What does my school rating mean?

Five-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.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29 ★

At or above 29 but less than 50 ★★

At or above 50 and less than 70 ★★★

At or above 70 and less than 80 ★★★★

At or above 80 ★★★★★

2024-2025 School Performance

25/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	65.6	39.1
Math Proficiency	60.8	32.1
ELA Proficiency	71	47.2
Science Proficiency	64.2	35.7

29/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	76	49
ELA MGP	61	46

	School Rate	District Rate
Met Math AGP Target	69.2	31.3
Met ELA AGP Target	66.1	46.7

N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	39.3

**10/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	16.9	20.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	82
Climate Survey Participation	92	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.
Climate Survey Participation is not a point-earning measure.

20/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	45.7	14.9
Prior Non-Proficient Met ELA AGP Target	48.1	30.6

25/25

Academic Achievement

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

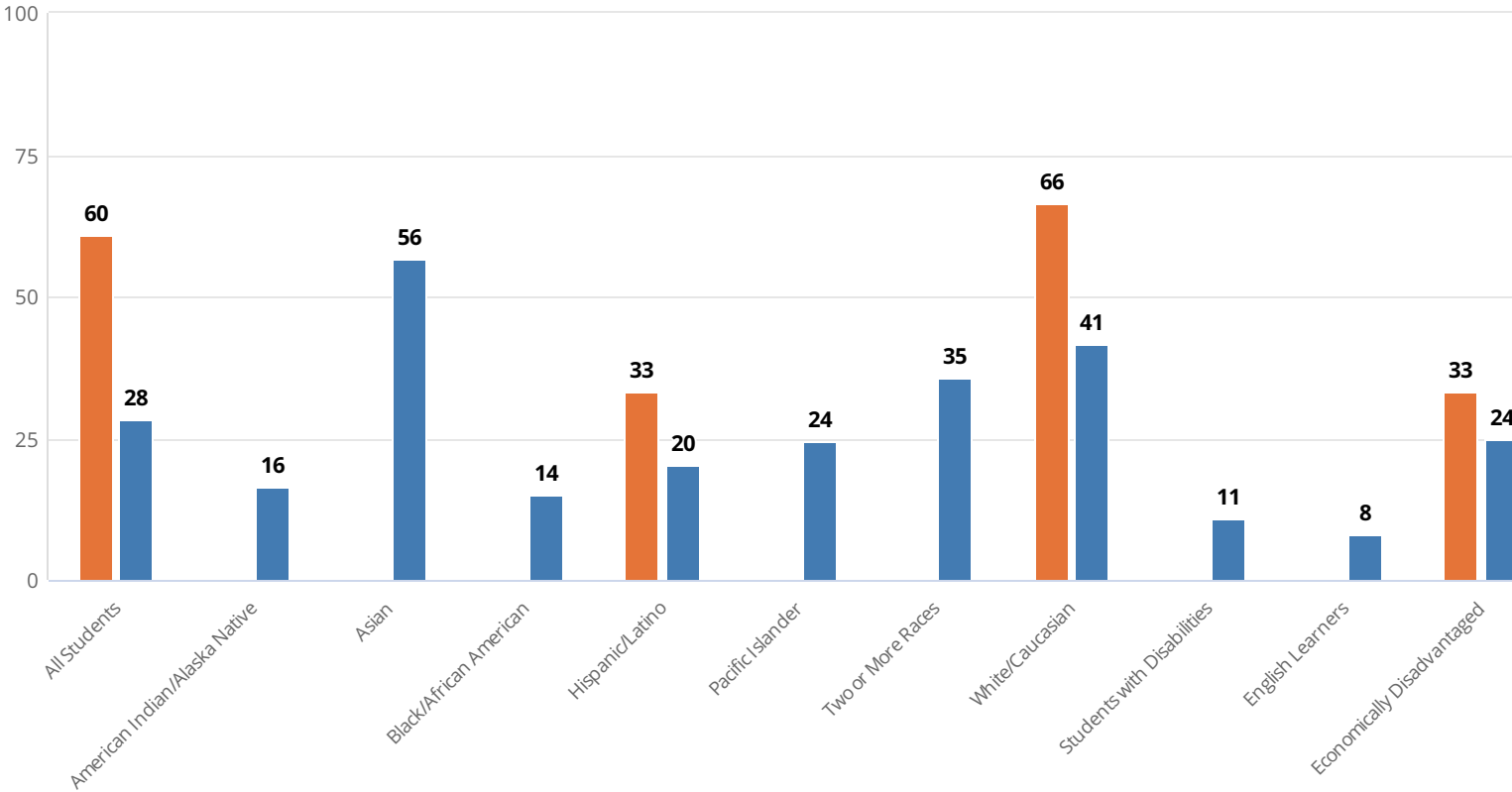
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	65.6	39.1	53.4	31.8

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	60.8	32.1	28.2	46.9	27.8	45.6
American Indian/ Alaska Native	N/A	15.3	16.6	N/A	8.5	38.6
Asian	N/A	50	56.6	N/A	36.8	64.5
Black/ African American	N/A	-	14.9	N/A	-	34.4
Hispanic/ Latino	33.3	25.4	20.3	21	15.8	39.4
Pacific Islander	N/A	-	24.5	N/A	-	45.9
Two or More Races	-	36.9	35.7	-	40.8	49.1
White/ Caucasian	66.6	34.7	41.6	55.8	32.2	54.7
Students with Disabilities	-	6.3	11	-	8.7	30.2
English Learners	-	<5	8.2	N/A	5.5	
Economically Disadvantaged	33.3	15.9	24.9	16.6	13.3	39.3

Math Assessments % Proficient

2024-2025 George Whittell High School 2024-2025 MIPs



25/25

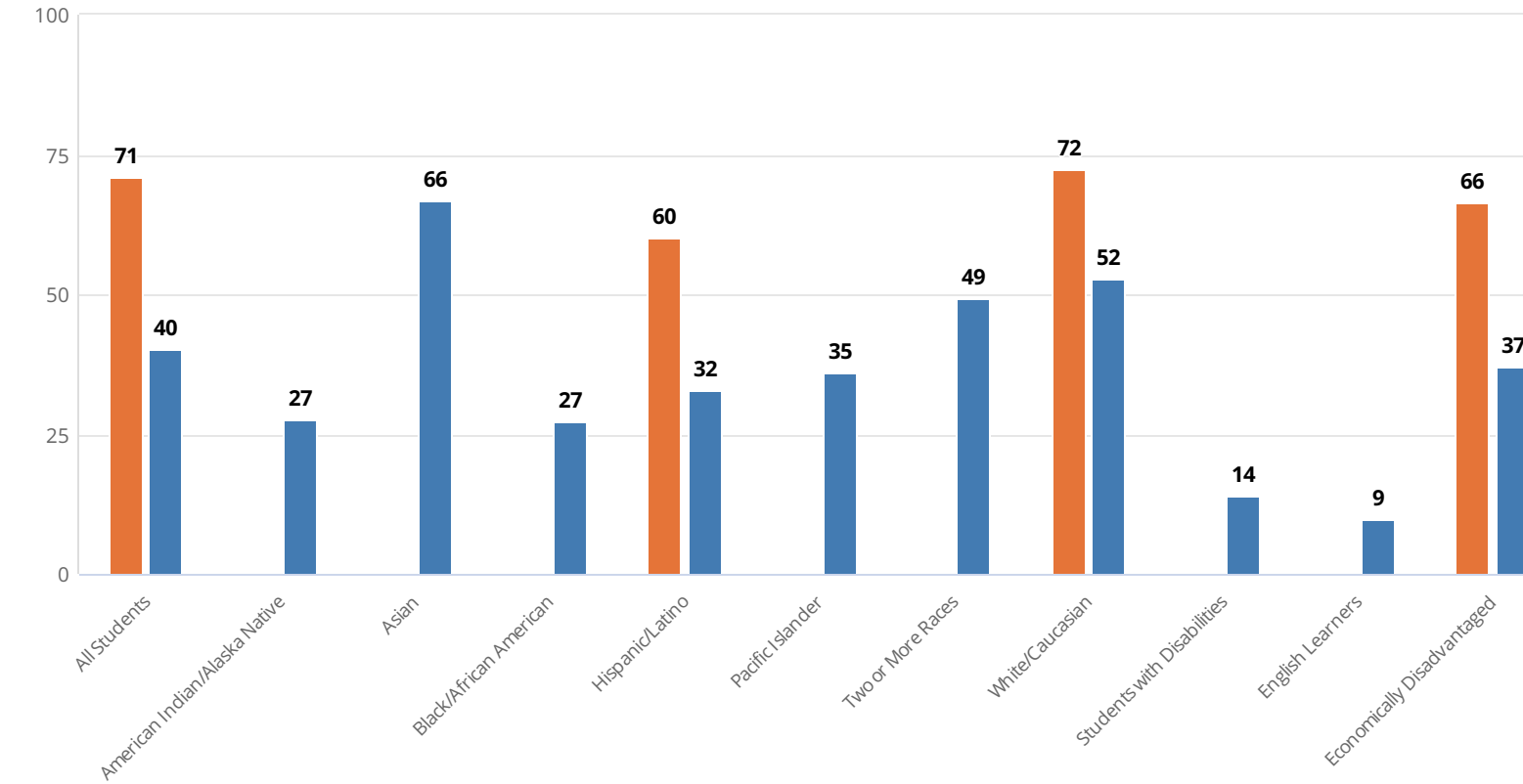
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	71	47.2	40.3	65.1	36.4	60.6
American Indian/ Alaska Native	N/A	19.2	27.5	N/A	8.3	51.5
Asian	N/A	56.2	66.8	N/A	47.3	79.3
Black/ African American	N/A	-	27.4	N/A	-	46.7
Hispanic/ Latino	60	44.4	32.8	52.6	27	53
Pacific Islander	N/A	-	35.9	N/A	-	59.9
Two or More Races	-	53	49.3	-	47.8	66.8
White/ Caucasian	72.5	48.7	52.8	67.4	40.4	71.1
Students with Disabilities	-	12.5	14.1	-	7.8	33.1
English Learners	-	6.6	9.8	N/A	<5	
Economically Disadvantaged	66.6	32.4	37	50	23.4	52.3

ELA Assessments % Proficient

2024-2025 George Whittell High School 2024-2025 MIPs



25/25

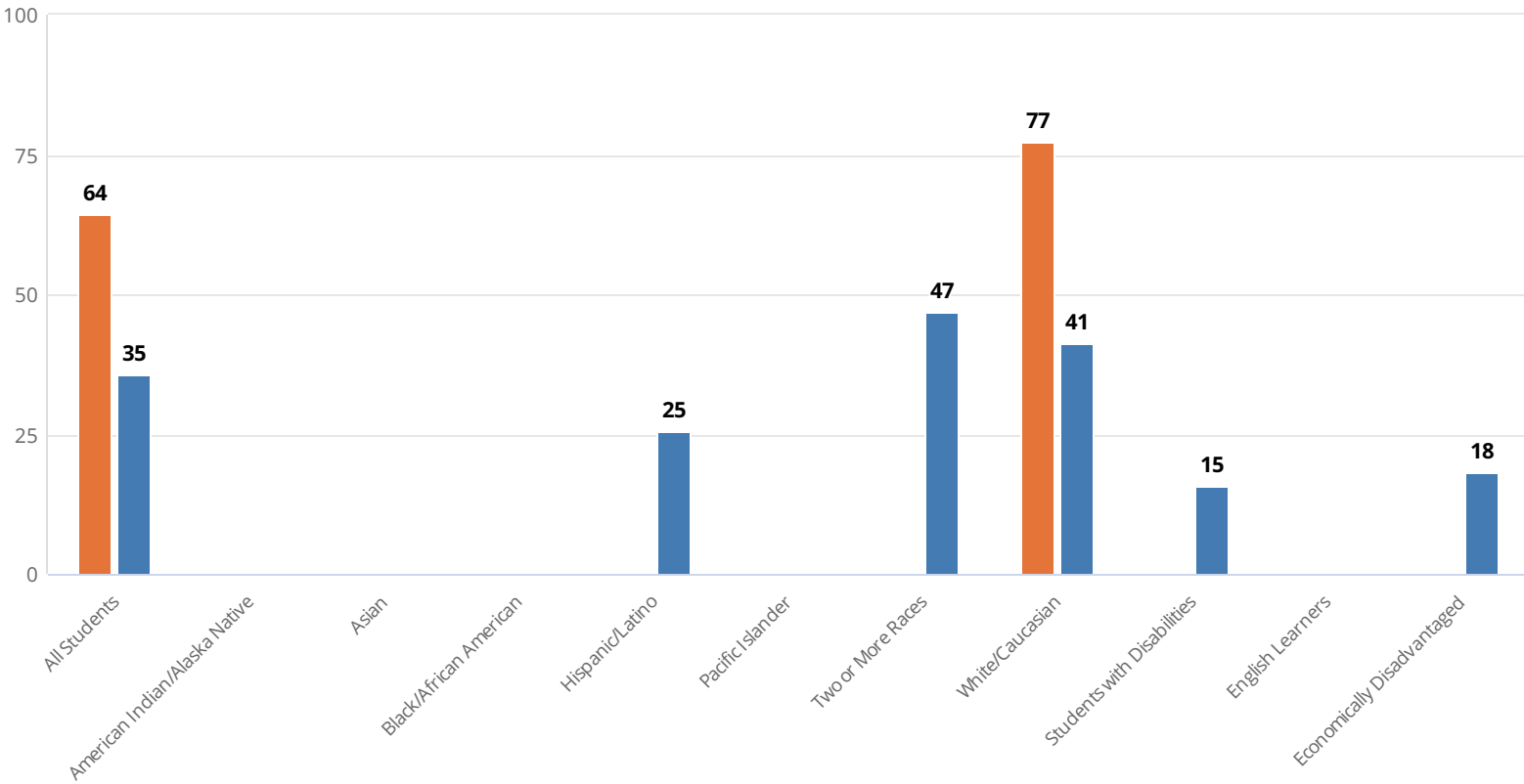
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	64.2	35.7	25	30.6
American Indian/ Alaska Native	N/A	<5	N/A	6.6
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	-	25.5	-	24.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	47	N/A	47.3
White/ Caucasian	77.2	41.2	-	33.3
Students with Disabilities	-	15.7	N/A	<5
English Learners	N/A	<5	N/A	12.5
Economically Disadvantaged	-	18.1	-	23.6

Science Assessments % Proficient

2024-2025 George Whittell High School 2024-2025 District



25/25

Academic Achievement

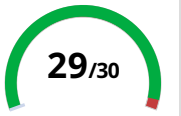
Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data		Math MGP Points Earned: 10/10				ELA MGP Points Earned: 9/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	76	49	61	46	62	50	58	37
American Indian/ Alaska Native	N/A	43.5	N/A	52	N/A	39	N/A	38.5
Asian	N/A	50.5	N/A	56	N/A	58	N/A	17
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	67	47.5	55.5	46	56.5	46	58.5	41
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	48	-	48	-	53	-	34
White/ Caucasian	79.5	49	65	44.5	64.5	53	57	37
Students with Disabilities	-	47	-	44	-	52	-	39
English Learners	-	55	-	45	N/A	50	N/A	48.5
Economically Disadvantaged	59	49	60	45	64	48.5	49	36.5

AGP Growth Data		Math AGP Points Earned: 5/5				ELA AGP Points Earned: 5/5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	69.2	31.3	66.1	46.7	49.2	27.5	63.4	33.5
American Indian/ Alaska Native	N/A	16.6	N/A	36	N/A	<5	N/A	<5
Asian	N/A	50	N/A	50	N/A	23.5	N/A	52.9
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	42.8	26.5	42.8	43.8	27.7	18.1	44.4	26.4
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	28.8	-	53.3	-	40.2	-	31.3
White/ Caucasian	75	33.6	70.8	47.7	54.7	31.6	69	38
Students with Disabilities	-	8.2	-	19.1	-	10	-	9
English Learners	-	17.1	-	14.2	N/A	6.4	N/A	<5
Economically Disadvantaged	50	16.6	55.5	33.6	18.1	13.3	45.4	22.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

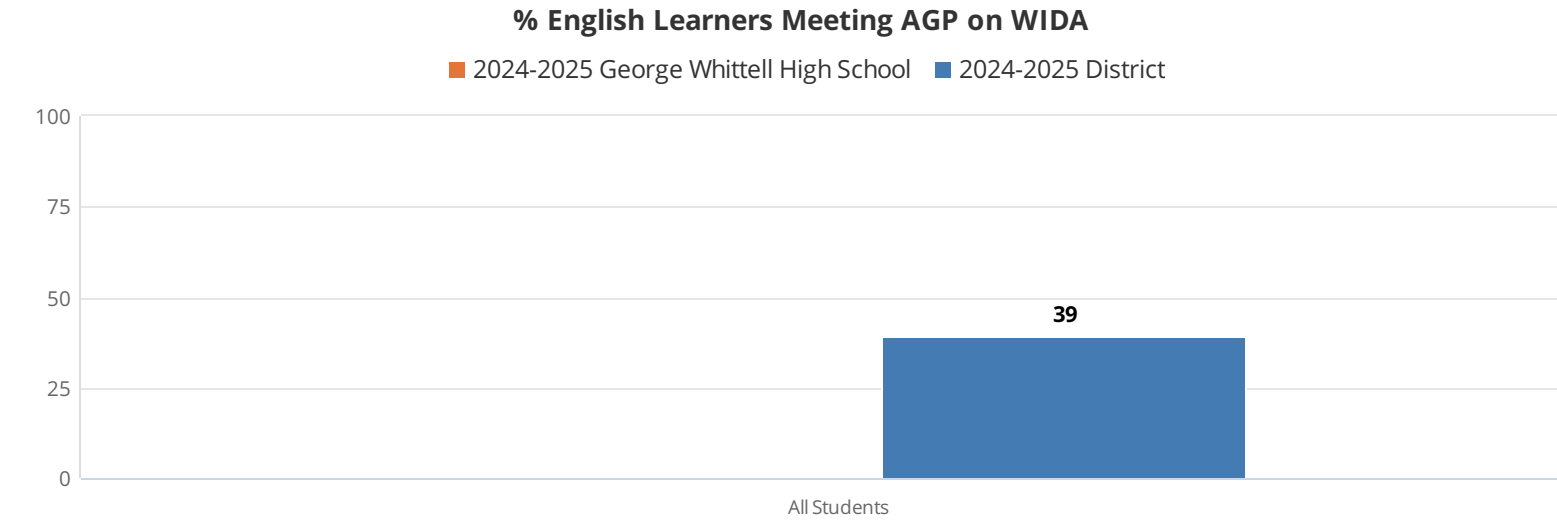
N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	-	-	39.3	N/A	N/A	19.3



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



20/20

Closing Opportunity Gaps

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	45.7	14.9	48.1	30.6	22.8	11.7	30.4	13
American Indian/ Alaska Native	N/A	5.2	N/A	35	N/A	<5	N/A	<5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	27.2	16	-	28.5	7.1	11	27.2	11.2
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	15.1	N/A	31.4	-	25.6	N/A	6.8
White/ Caucasian	52.1	14.6	60	31.3	30	12	33.3	15.6
Students with Disabilities	-	<5	-	16.3	-	<5	-	<5
English Learners	-	14.7	-	14.2	N/A	<5	N/A	<5
Economically Disadvantaged	30.7	10.1	-	25.5	-	6.7	-	10.1



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect 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. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/10

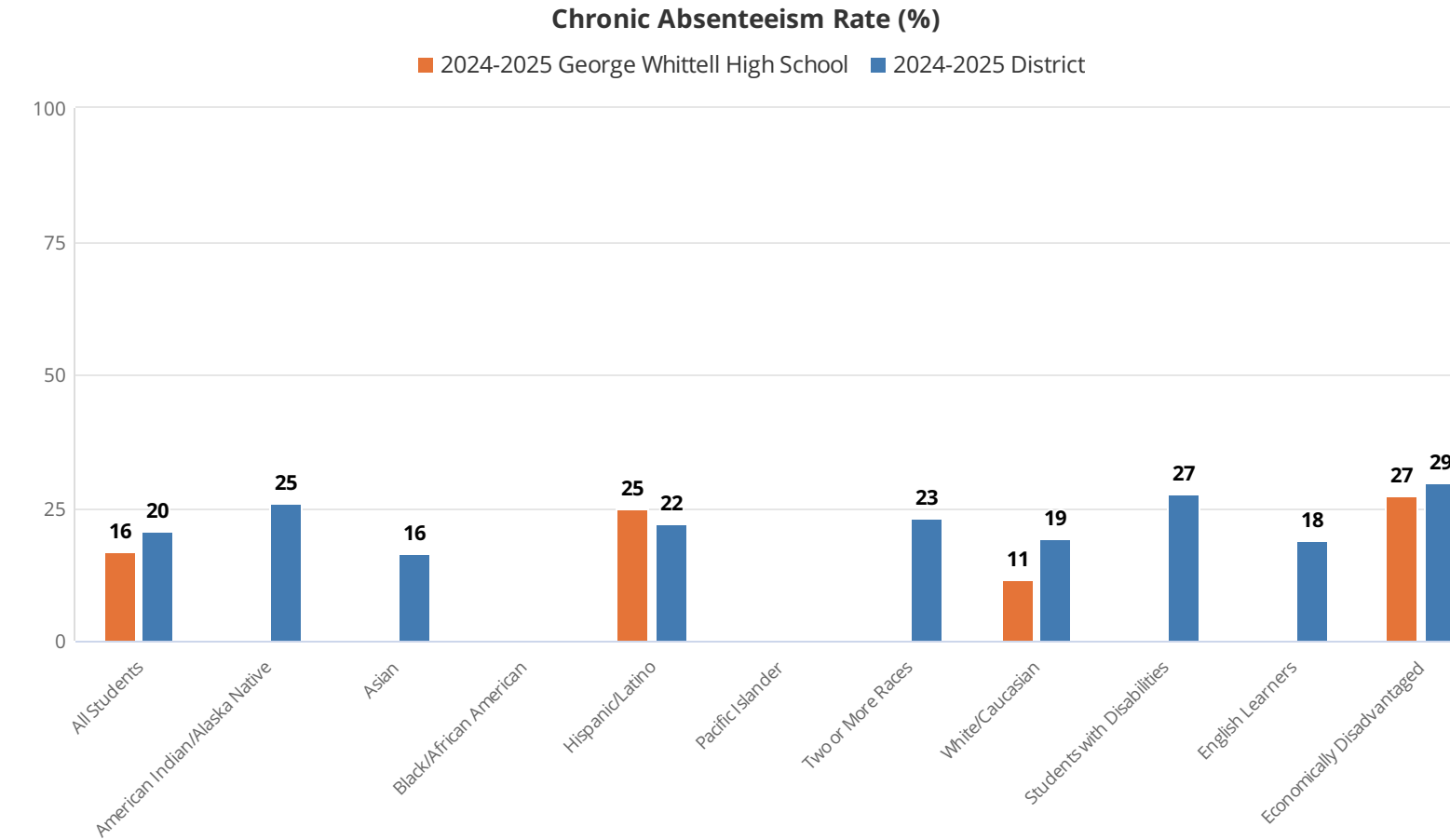
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	16.9	20.5	20.5	19.3
American Indian/ Alaska Native	N/A	25.9	N/A	39
Asian	N/A	16.6	N/A	10
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	25	22.1	26.3	20.2
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	23.2	-	18.4
White/ Caucasian	11.5	19.3	13.9	18.2
Students with Disabilities	-	27.7	-	27
English Learners	-	18.9	N/A	22.5
Economically Disadvantaged	27.2	29.8	25	29.4

All Students Chronic Absenteeism Percent Change: -17.5%

Points Earned by the Chronic Absenteeism Rate: 4/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5





Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	93.7	>95	>95	>95
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	>95	-	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	-	>95	-	>95
English Learners	-	>95	N/A	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	82	78.5	93.3
American Indian/ Alaska Native	N/A	81.8	N/A	70.5
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	-	84.8	-	92.7
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	84.2	-	>95
White/ Caucasian	>95	81.1	-	94.6
Students with Disabilities	-	>95	N/A	>95
English Learners	N/A	90.9	N/A	93.7
Economically Disadvantaged	-	84.1	-	89.9

% of Students Meeting 8th Grade Credit Requirements

2024-2025 George Whittell High School 2024-2025 District

