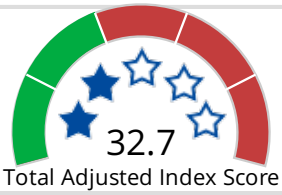
C. C. Meneley Elementary School

School Year 2024-2025 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School 1446 Muir Dr
Address: Gardnerville, NV 89460



Total Adjusted Index Score

School Type: Regular
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

58.9% White/Caucasian
0.5% Black/African American
27.5% Hispanic/Latino
N/A% Asian
7.9% American Indian/Alaska Native
N/A% Pacific Islander
4.9% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	32.5 ★★
2022-2023	22.5 ★

Additional Student Groups

3% English Learners
20.6% Students with Disabilities
40.2% Economically Disadvantaged

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2024-2025 School Performance



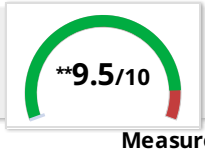
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**34.8**	43.1
Math Proficiency	28.5	42.7
ELA Proficiency	38.9	49.3
Science Proficiency	41.3	25.9
Read-by-Grade-3 Proficiency	34.4	48.7



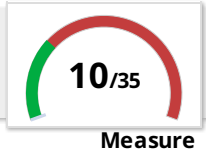
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	51.6



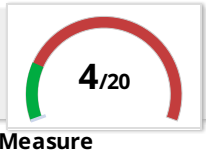
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.3	13.5
Climate Survey Participation	95	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	36.5	41
ELA MGP	44	49
	School Rate	**District Rate**
Met Math AGP Target	29.8	36.1
Met ELA AGP Target	40.7	52.4

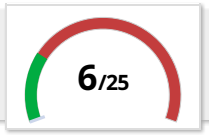


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	18	22.1
Prior Non-Proficient Met ELA AGP Target	28.7	40.6

** 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.



Academic Achievement

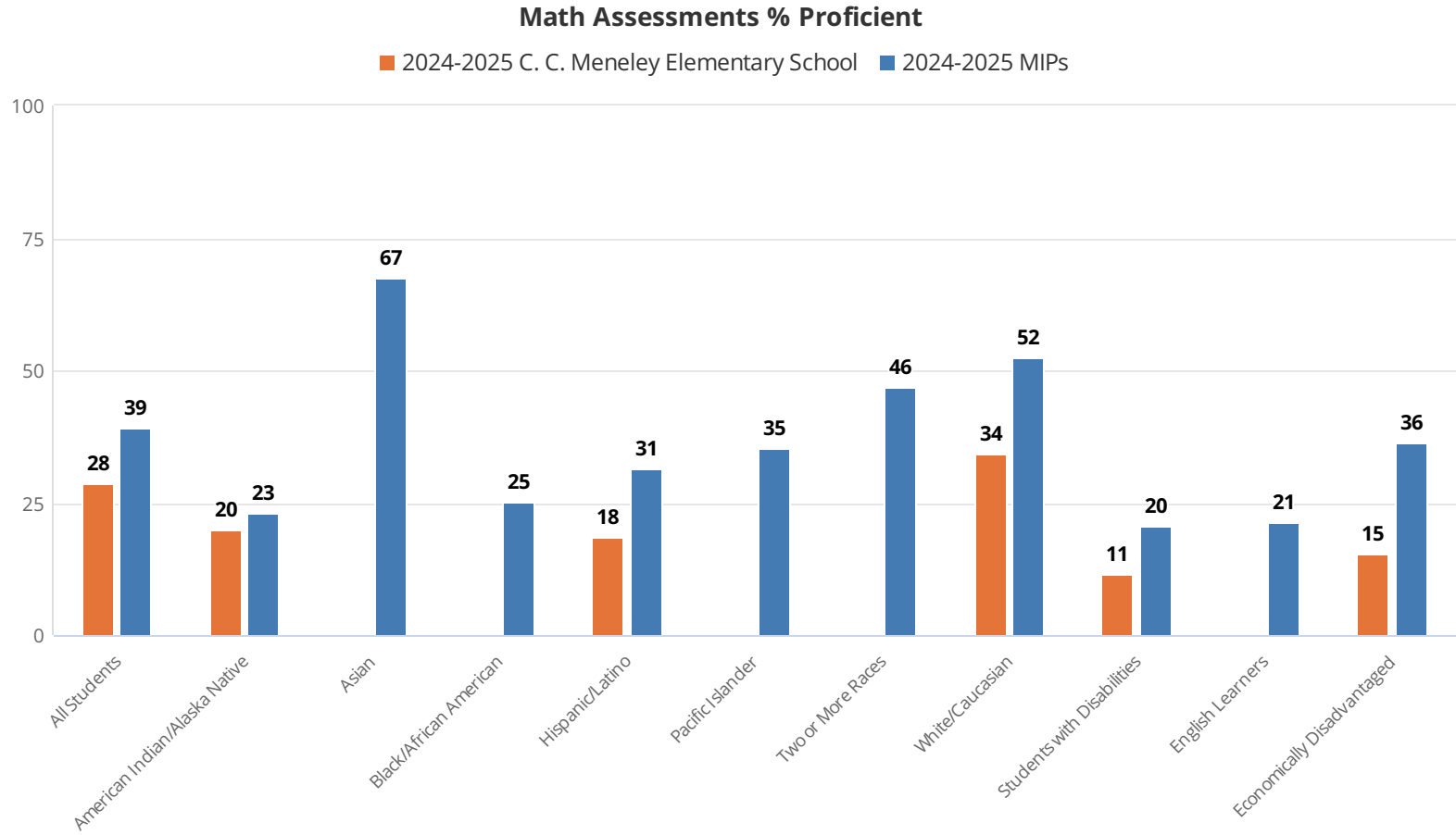
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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 Points Earned: 4/20

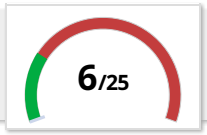
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	34.8	43.1	27.7	39.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	28.5	42.7	39.2	26	40.3	55.8
American Indian/ Alaska Native	20	16	23	23.5	28.5	43.7
Asian	N/A	69.2	67.5	-	60	73.3
Black/ African American	-	-	25.2	-	-	42
Hispanic/ Latino	18.7	31.5	31.3	13.3	26.5	48.2
Pacific Islander	N/A	-	35.3	N/A	-	55.7
Two or More Races	-	42.3	46.8	-	52.7	61.6
White/ Caucasian	34.4	47.5	52.4	31	44.4	65.1
Students with Disabilities	11.5	22.8	20.5	<5	20.2	38.8
English Learners	-	13.7	21.5	-	10.1	
Economically Disadvantaged	15.4	26.5	36.3	19.4	25	47.7



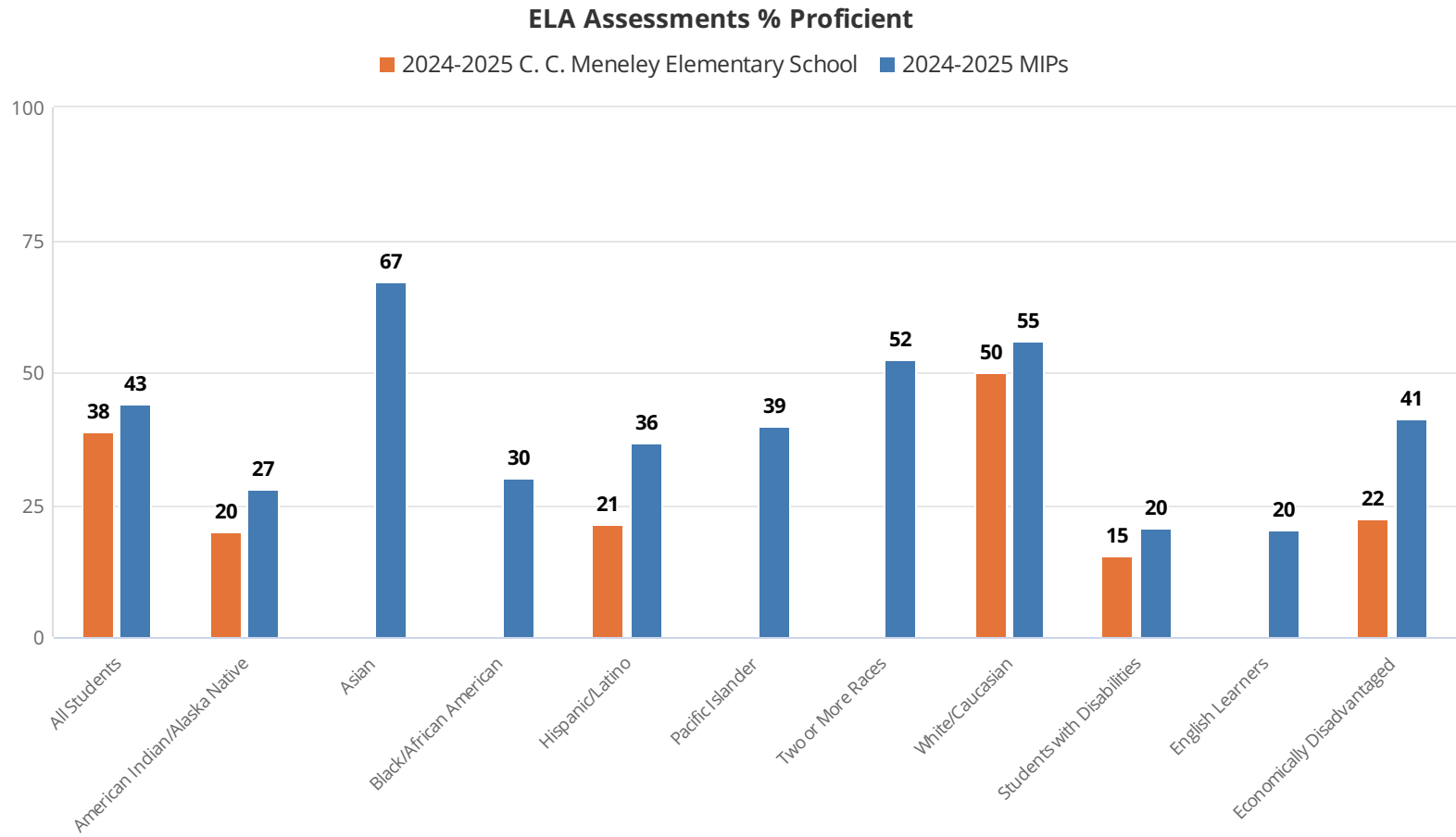
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



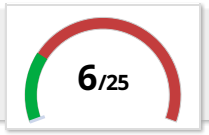
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	38.9	49.3	43.9	34.6	46	63.1
American Indian/ Alaska Native	20	24	27.9	23.5	28.5	50.7
Asian	N/A	69.2	67.3	-	60	78.9
Black/ African American	-	-	30.2	-	-	50.8
Hispanic/ Latino	21.2	36.5	36.8	26.6	36.7	55.6
Pacific Islander	N/A	-	39.7	N/A	-	63.9
Two or More Races	-	50.8	52.5	-	43.6	69.5
White/ Caucasian	50	54.6	55.9	41	50	72.1
Students with Disabilities	15.3	22.1	20.6	8.8	19.1	39.9
English Learners	-	13.7	20.4	-	6.7	
Economically Disadvantaged	22.5	32.7	41.3	28.3	32.5	54.4



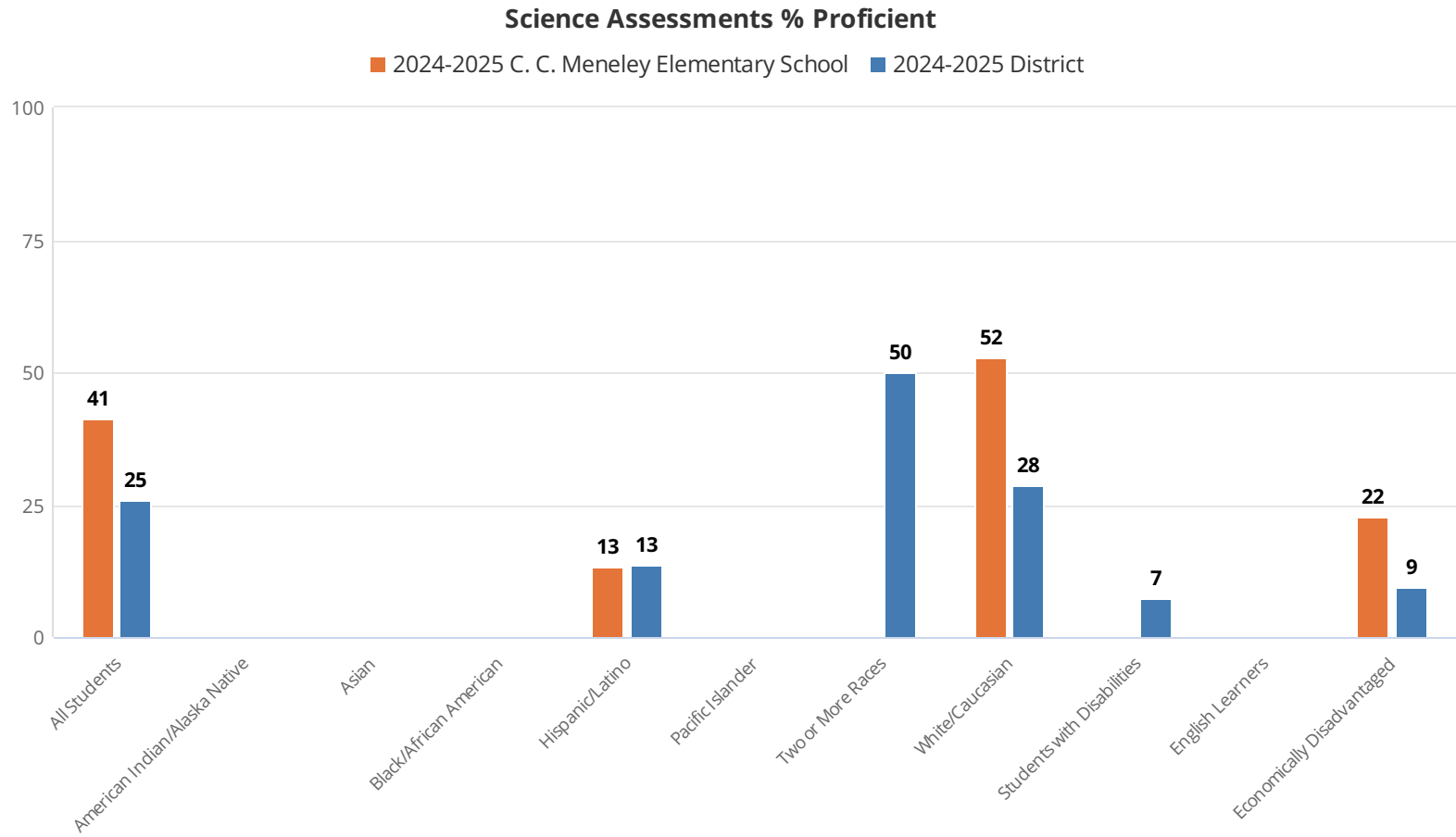
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



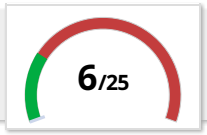
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	41.3	25.9	12	16.6
American Indian/ Alaska Native	-	-	-	-
Asian	N/A	-	-	-
Black/ African American	-	-	N/A	-
Hispanic/ Latino	13.3	13.6	14.2	14.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	50	-	5
White/ Caucasian	52.9	28.6	14.7	18.7
Students with Disabilities	-	7.5	<5	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	22.7	9.4	<5	6.2



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



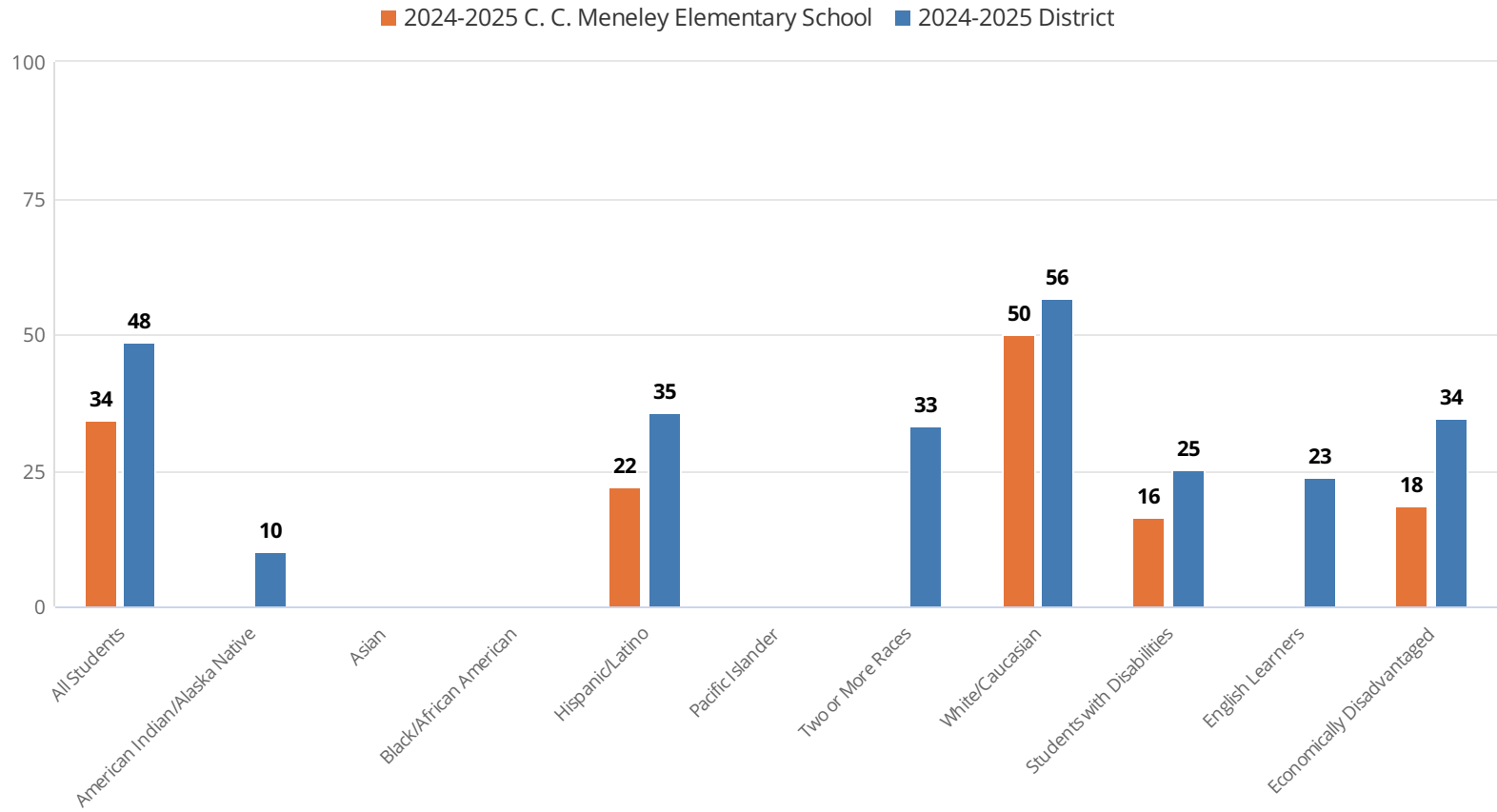
Academic Achievement

Read by Grade 3 Proficient

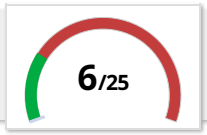
Read by Grade 3 Points Earned: 2/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	34.4	48.7	30	41.7
American Indian/ Alaska Native	-	10	-	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	22.2	35.6	21.4	34.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	33.3	-	50
White/ Caucasian	50	56.6	33.3	43.4
Students with Disabilities	16.6	25.3	-	15
English Learners	-	23.8	N/A	13.3
Economically Disadvantaged	18.5	34.6	27.2	25

Read by Grade 3 % Proficient



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

Participation on State Assessments

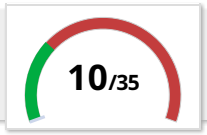
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	>=95%	>=95%	-	-
Asian	N/A	N/A	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



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: 2/10 **ELA MGP Points Earned: 4/10**

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	36.5	41	44	49	47	46.5	41	48
American Indian/ Alaska Native	26	20.5	35	32	41	41	29	35
Asian	N/A	-	N/A	-	-	46	-	49
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	35.5	41	37	48	47	43	48	47
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	39	-	52.5	-	47	-	59
White/ Caucasian	42	42	45	48	48	48	40	49
Students with Disabilities	34.5	41	57.5	53	42	47.5	36.5	46
English Learners	-	37	-	49	-	42	-	44
Economically Disadvantaged	34.5	38	47	46.5	41	39	38	40

AGP Growth Data

Math AGP Points Earned: 2.5/7.5 **ELA AGP Points Earned: 1.5/7.5**

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	29.8	36.1	40.7	52.4	24.3	33.5	34.9	44.3
American Indian/ Alaska Native	41.6	35.7	33.3	28.5	18.1	21.4	36.3	35.7
Asian	N/A	-	N/A	-	-	27.2	-	45.4
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	10	30	27.5	47.9	12.9	26.5	35.4	35.5
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	38.2	-	58.8	-	38.4	-	46.1
White/ Caucasian	38.1	37.9	47.2	54.4	30.1	36.5	36.9	47.8
Students with Disabilities	21.4	23	28.5	38.5	<5	17.7	19.2	27.1
English Learners	-	21.2	-	30.3	-	14.2	-	11.9
Economically Disadvantaged	21.4	24	28.5	43	15.5	19.8	31.1	31.6

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

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

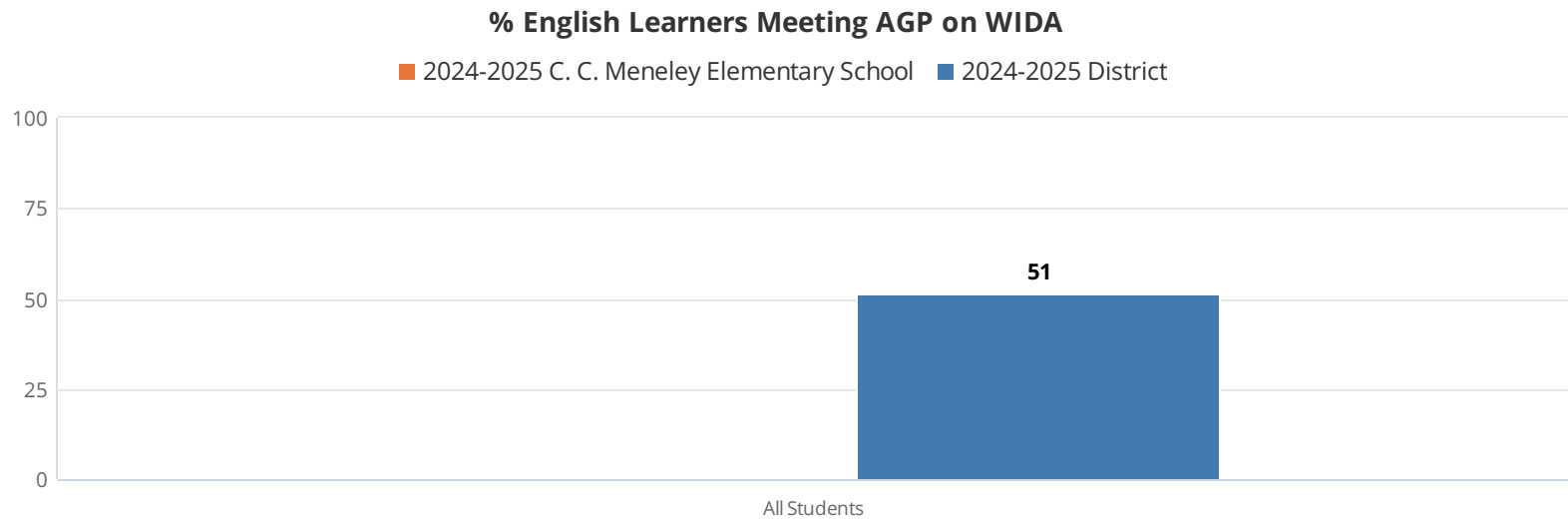


English Language

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.

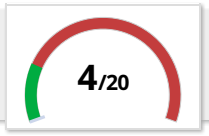
English Language Points Earned: NA/10

	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	-	-	51.6	10	70	50



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

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

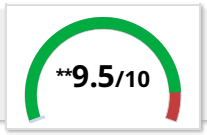


Closing Opportunity Gaps

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 Adequate Growth Percentile 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.

			Math AGP Points Earned: 2/10			ELA AGP Points Earned: 2/10		
Groups	**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	18	22.1	28.7	40.6	<5	15.6	23.2	28.8
American Indian/ Alaska Native	-	20	-	20	-	<5	30	25
Asian	N/A	-	N/A	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	7.6	19.1	20.8	33	<5	14.9	26.3	23.8
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	9	-	26.6	-	19	-	20
White/ Caucasian	26.4	24.8	36.6	46.2	<5	16.5	23	32.7
Students with Disabilities	15.3	12.6	23	29.3	<5	10.2	12.5	16
English Learners	-	16.6	-	32.2	-	12.5	-	12.5
Economically Disadvantaged	12.1	16.9	21.2	35.4	5.5	9.3	25.7	23

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure 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. 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.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

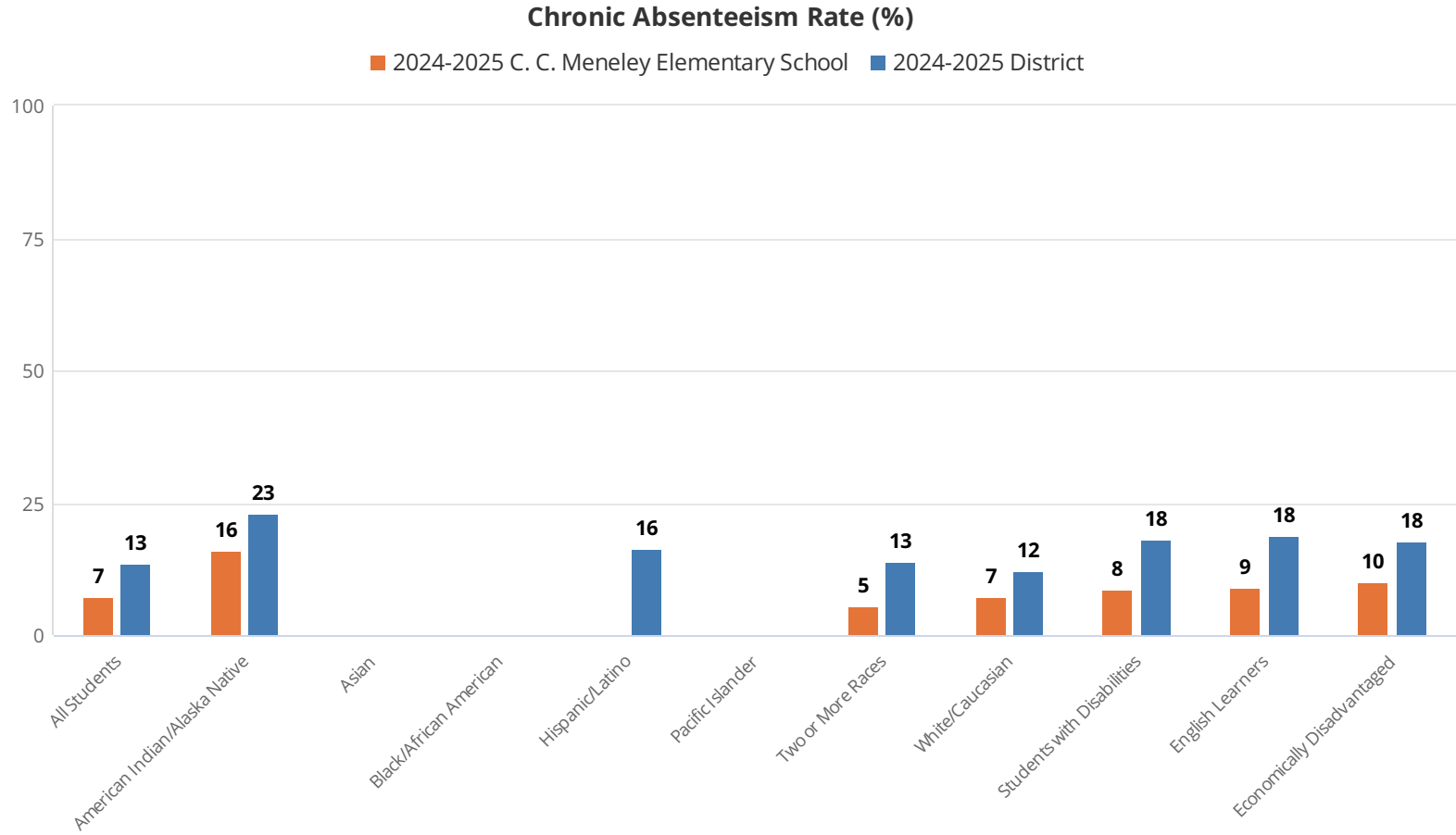
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	7.3	13.5	10.6	14.4
American Indian/ Alaska Native	16.1	23	14.2	16.2
Asian	N/A	<5	-	13.7
Black/ African American	-	-	-	-
Hispanic/ Latino	<5	16.3	11.4	17.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	5.5	13.9	9	18.8
White/ Caucasian	7.2	12.2	9.3	12.8
Students with Disabilities	8.6	18.1	13.2	18
English Learners	9	18.8	21.4	16.9
Economically Disadvantaged	10	18	14.6	18.7

All Students Chronic Absenteeism Percent Change: -31.1%

Points Earned by the Chronic Absenteeism Rate: 8.5/10

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

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.