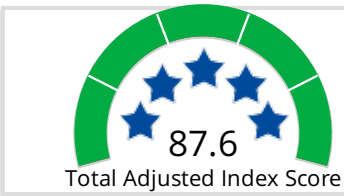
George Whittell High School

School Year 2024-2025 Nevada School Rating

School Level: High School
Grade Levels: 06-12
District: Douglas
School Address: 240 Warrior Way, Zephyr Cove, NV 89448



Total Adjusted Index Score

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

Student Race/Ethnicity

59.7% White/Caucasian
N/A% Black/African American
31.3% Hispanic/Latino
1.4% Asian
N/A% American Indian/Alaska Native
N/A% Pacific Islander
7.4% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	90 ★★★★★
2022-2023	73.8 ★★★★

Additional Student Groups

-% English Learners
-% Students with Disabilities
35.8% 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 a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

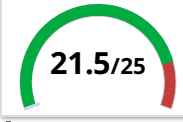
How are school star ratings determined?

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 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★

2024-2025 School Performance

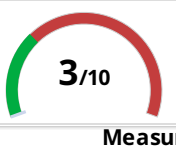


Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	44.8	30.7
ELA Proficiency	58.6	49.3
Science Proficiency	23.0	26.2

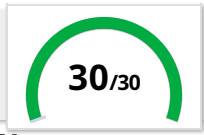
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	15.3



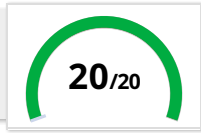
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	91.6	91.5
Chronic Absenteeism	31.3	24.4
Climate Survey Participation	75.0	N/A



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	90.6	88.1
5-Year	>95	87.1



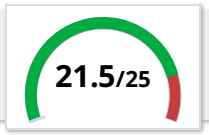
College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	83.2
Post-Secondary Preparation Completion	63.6	67.6
Advanced or CCR Diploma	-	50.8

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2023-2024.

Due to low n-size, data for measures required for rating may have been pooled over multiple years.



Academic Achievement

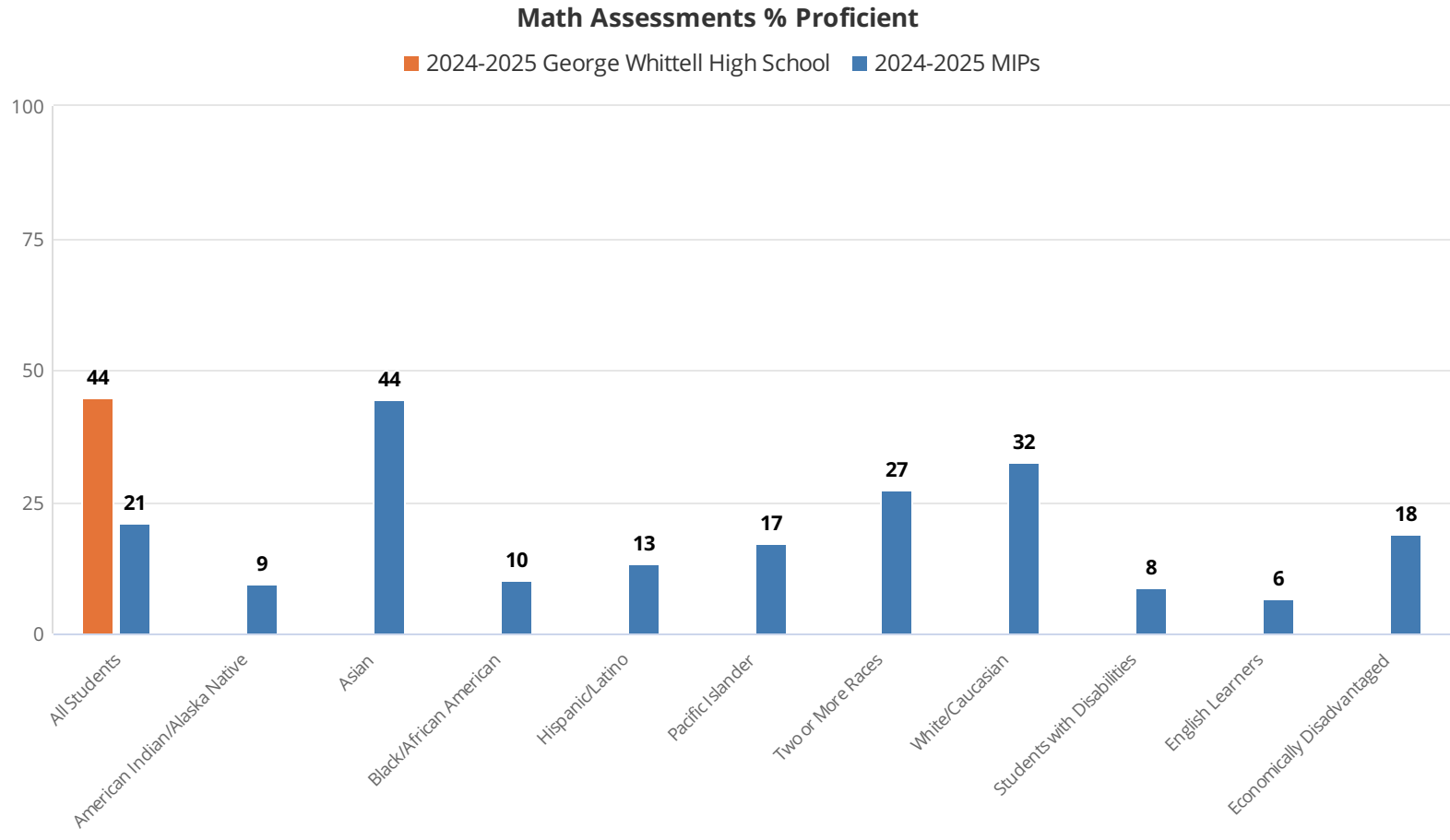
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	44.8	30.7	21	40.9	25.3	42.41
American Indian/ Alaska Native	N/A	10	9.4	N/A	9	34.09
Asian	N/A	-	44.5	-	-	57.36
Black/ African American	N/A	N/A	10.2	N/A	-	30.05
Hispanic/ Latino	-	14.7	13.4	-	13.7	33.92
Pacific Islander	N/A	N/A	17.2	N/A	-	39.35
Two or More Races	N/A	31.2	27.3	-	29	45.95
White/ Caucasian	-	36.4	32.6	46.1	29.9	52.2
Students with Disabilities	-	5.8	8.7	-	<5	24.88
English Learners	N/A	-	6.8	-	<5	24.22
Economically Disadvantaged	-	18.5	18.9	-	13.8	34.84



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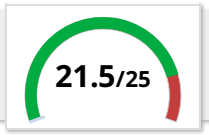
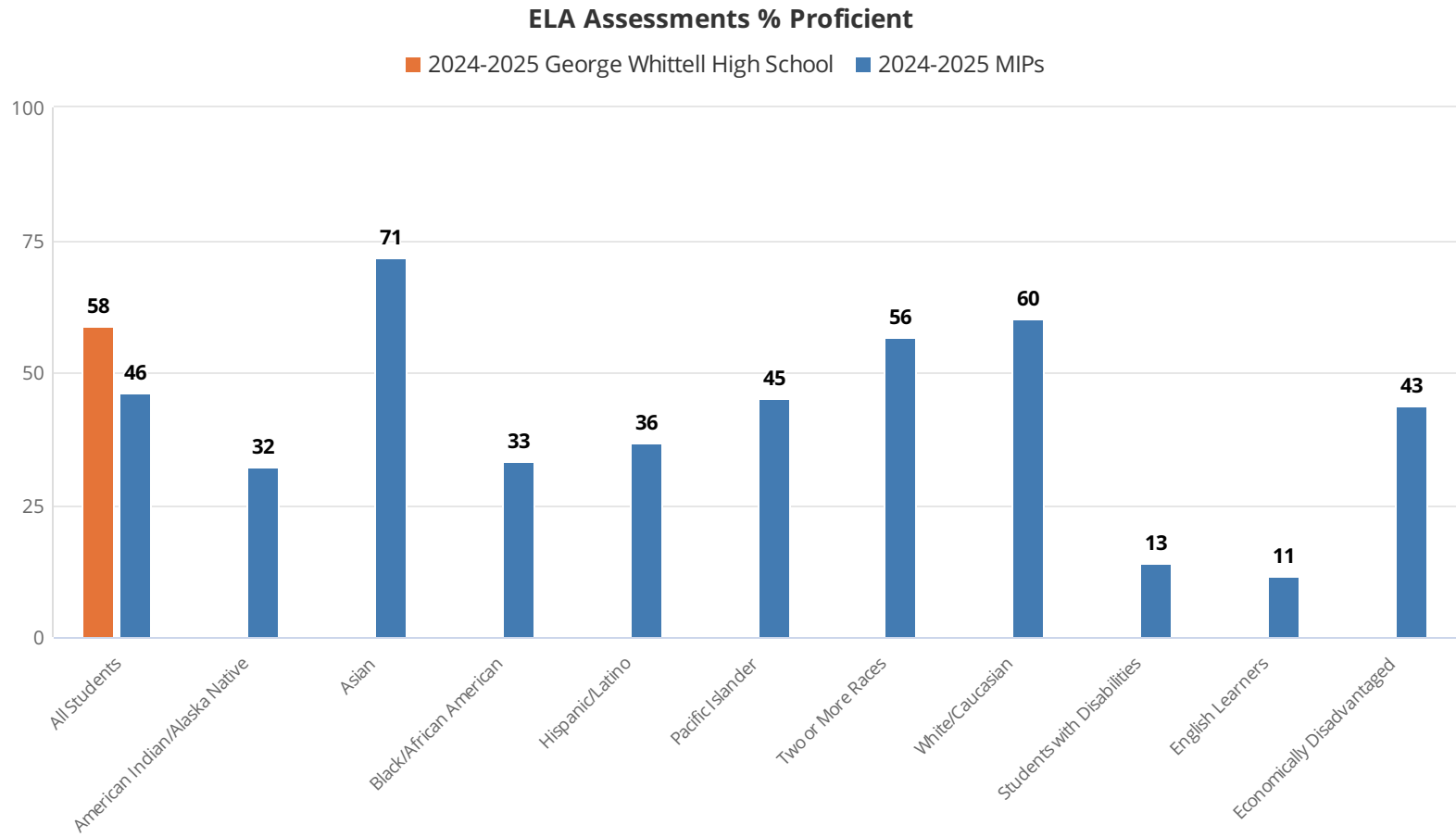


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	58.6	49.3	46.2	63.6	46.1	55.88
American Indian/ Alaska Native	N/A	30	32.1	N/A	30	45.78
Asian	N/A	-	71.6	-	-	70.08
Black/ African American	N/A	N/A	33.1	N/A	-	41.18
Hispanic/ Latino	-	37.5	36.6	-	29.8	45.55
Pacific Islander	N/A	N/A	45	N/A	-	56.06
Two or More Races	N/A	62.5	56.8	-	45.1	64.05
White/ Caucasian	-	52.8	60.3	76.9	52.7	67.63
Students with Disabilities	-	<5	13.9	-	9.7	27.73
English Learners	N/A	-	11.4	-	<5	24.17
Economically Disadvantaged	-	35.4	43.7	-	23.9	46.55



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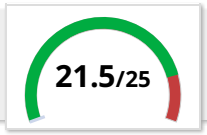
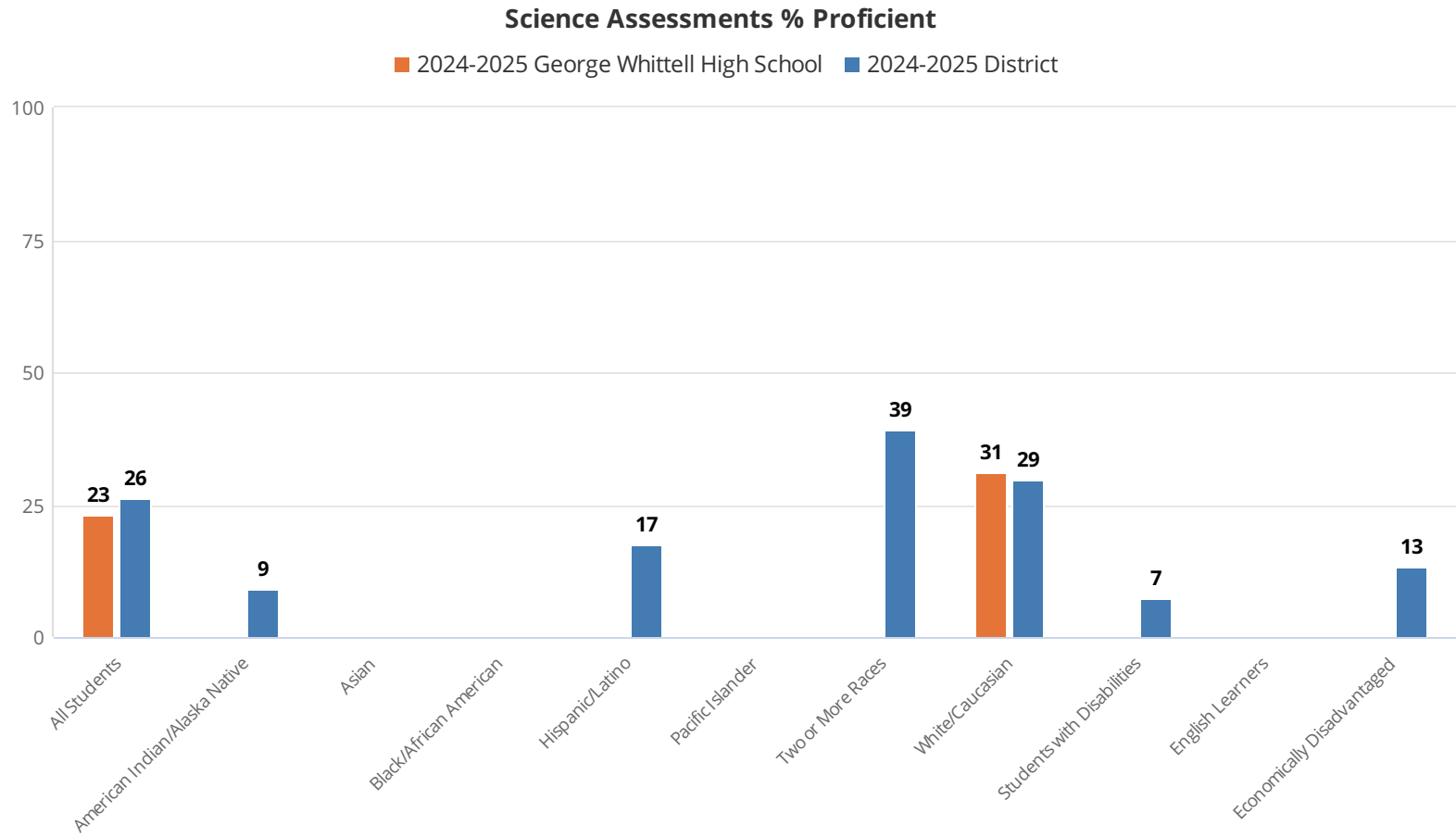


Academic Achievement

Science Proficient

Science Proficient Points Earned: 1.5/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	23	26.2	38.4	33.2
American Indian/ Alaska Native	N/A	9	N/A	-
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	17.5	-	26.5
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	39.1	-	47
White/ Caucasian	31.2	29.7	-	35.3
Students with Disabilities	-	7.3	N/A	6.9
English Learners	-	<5	-	<5
Economically Disadvantaged	-	13.4	-	20.1



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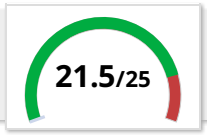

Academic Achievement

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

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	-	-	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	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	N/A	N/A	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	-	-
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.

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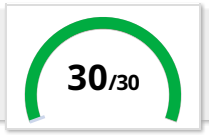


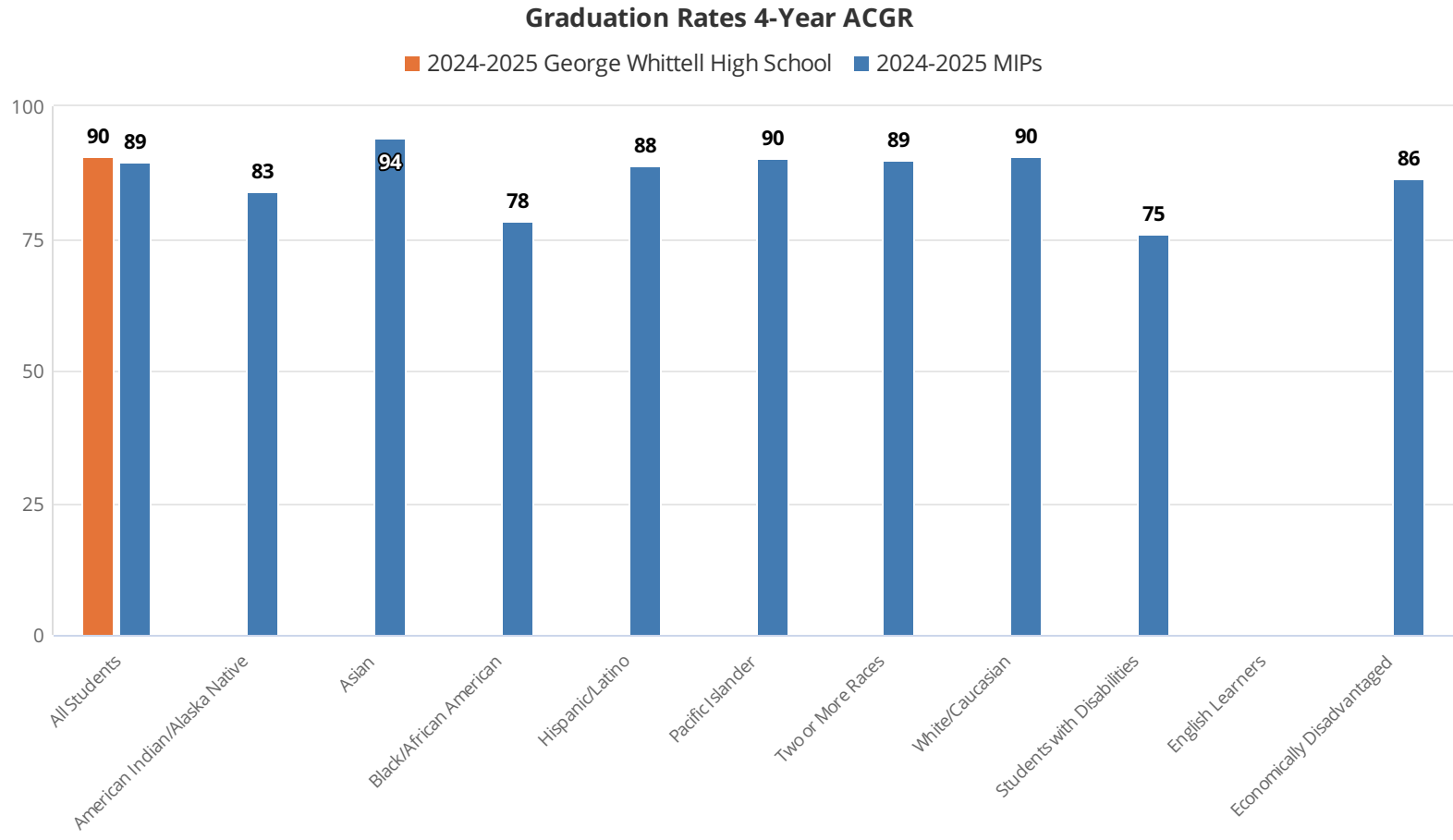
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP
All Students	90.6	88.1	89.4	>95	86	87.7
American Indian/ Alaska Native	N/A	66.6	83.9	N/A	70	81.9
Asian	N/A	-	94.2	-	-	93.9
Black/ African American	N/A	-	78.2	N/A	-	76.1
Hispanic/ Latino	-	82.4	88.7	-	86	86.9
Pacific Islander	N/A	N/A	90.3	N/A	-	88.7
Two or More Races	N/A	85.7	89.8	-	93.1	88.1
White/ Caucasian	-	91.8	90.7	93.7	86.4	89.4
Students with Disabilities	-	70.1	75.7	-	71.6	73.5
English Learners	-	84.2		N/A	71.4	
Economically Disadvantaged	-	77.1	86.3	-	75.7	84.4



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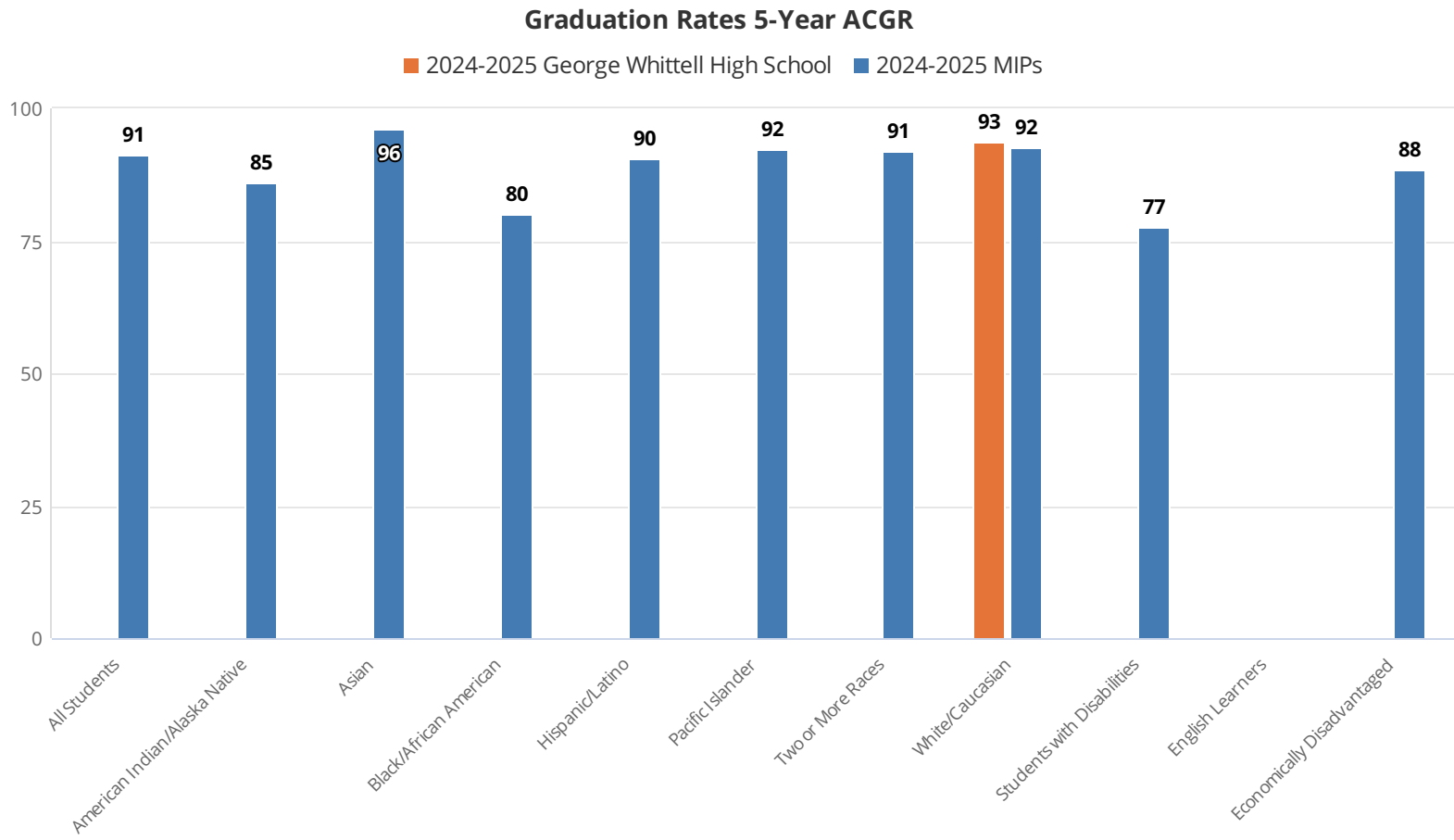
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP
All Students	>95	87.1	91.4	94.7	85.1	89.7
American Indian/ Alaska Native	N/A	70	85.9	N/A	40	83.9
Asian	-	-	96.1	-	-	95.9
Black/ African American	N/A	-	80.2	N/A	N/A	78.1
Hispanic/ Latino	-	88.1	90.7	-	78.4	88.9
Pacific Islander	N/A	-	92.3	N/A	-	90.7
Two or More Races	-	93.1	91.8	-	83.7	90.1
White/ Caucasian	93.7	87.3	92.7	>95	89.1	91.4
Students with Disabilities	-	71.6	77.7	-	66.6	75.5
English Learners	N/A	85.7		-	53.3	
Economically Disadvantaged	-	76.7	88.3	-	69.1	86.4



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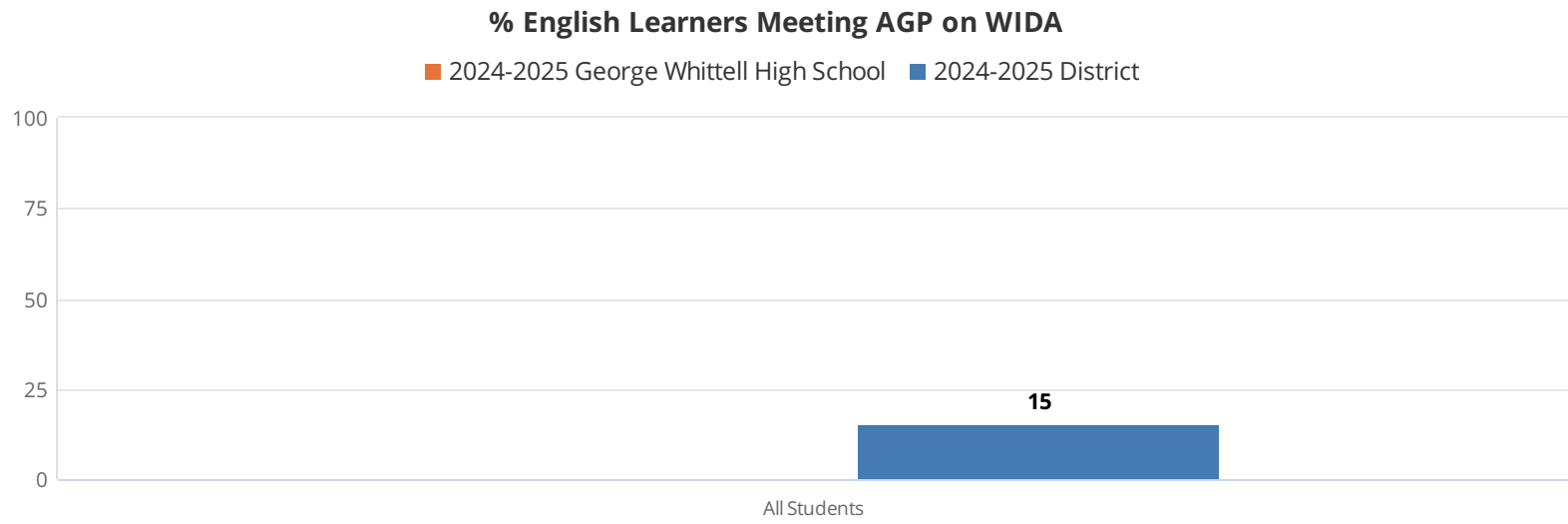
English Language

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	-	-	15.3	-	-	29.7



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

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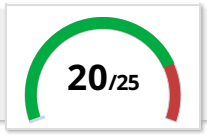

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 10/10

Groups	2025 % Participation	2025 % Participation District	2024 % Participation	2024 % Participation District
All Students	>95	83.2	-	80.8
American Indian/ Alaska Native	N/A	-	N/A	72.7
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	77.9	-	75.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	83.3	N/A	80.9
White/ Caucasian	>95	86.4	-	83.2
Students with Disabilities	N/A	50	-	66.6
English Learners	-	90.9	-	73.6
Economically Disadvantaged	-	77.8	-	67.9

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2025 % Completion	2025 % Completion District	2024 % Completion	2024 % Completion District
All Students	63.6	67.6	-	65.4
American Indian/ Alaska Native	N/A	-	N/A	72.7
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	54.6	-	58.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	66.6	N/A	61.9
White/ Caucasian	69.2	72.9	-	68.3
Students with Disabilities	N/A	31.2	-	43.3
English Learners	-	72.7	-	63.1
Economically Disadvantaged	-	55.7	-	50.4

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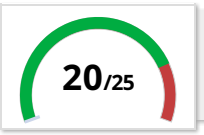
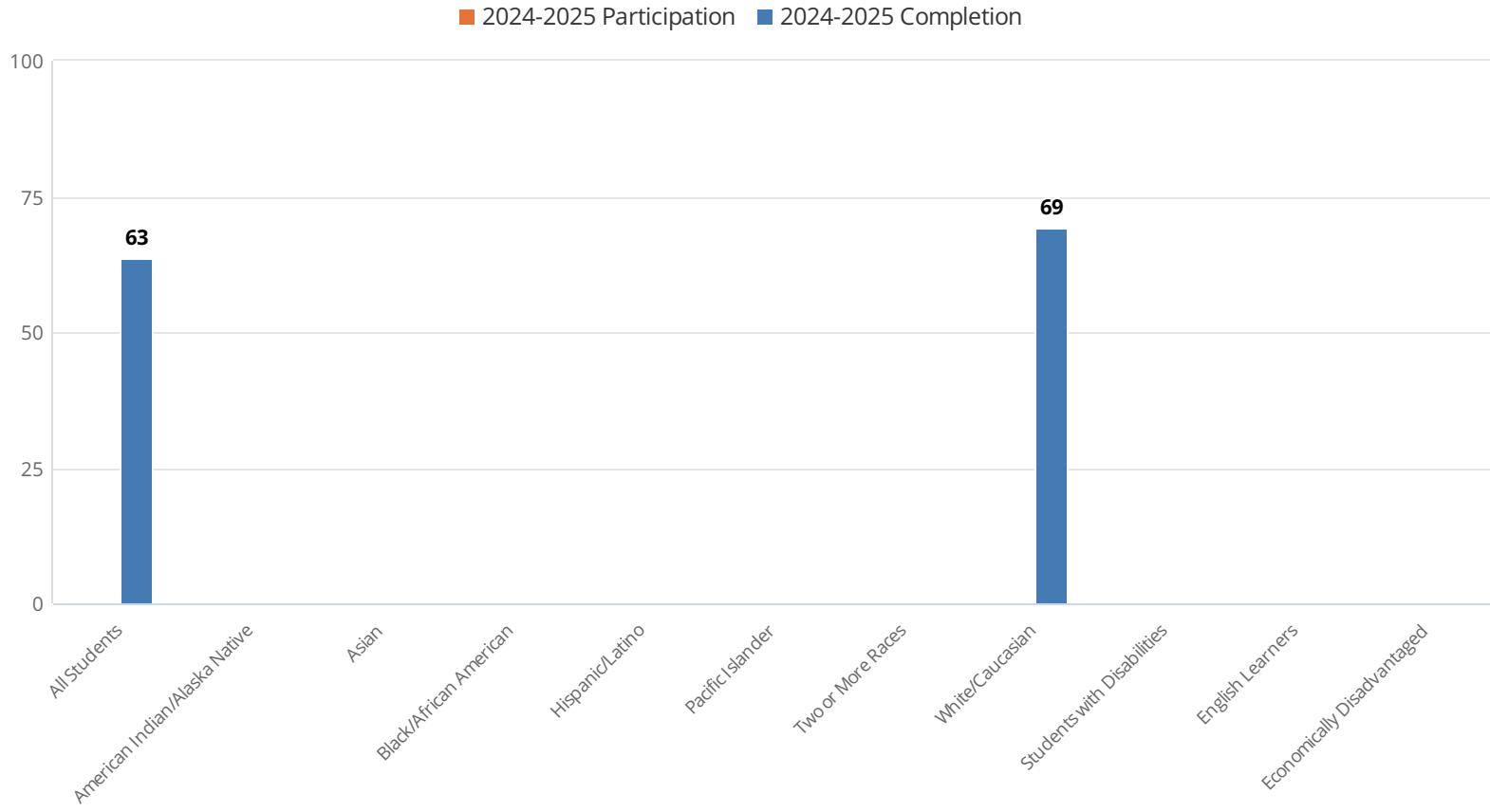


College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District
All Students	-	50.8	56.5	48.4
American Indian/ Alaska Native	N/A	33.3	N/A	35.7
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	36.1	-	43.7
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	61.1	-	50
White/ Caucasian	-	55.3	60	50
Students with Disabilities	-	15	-	7.8
English Learners	-	12.5	N/A	20
Economically Disadvantaged	-	33.1	-	32.5

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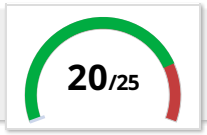
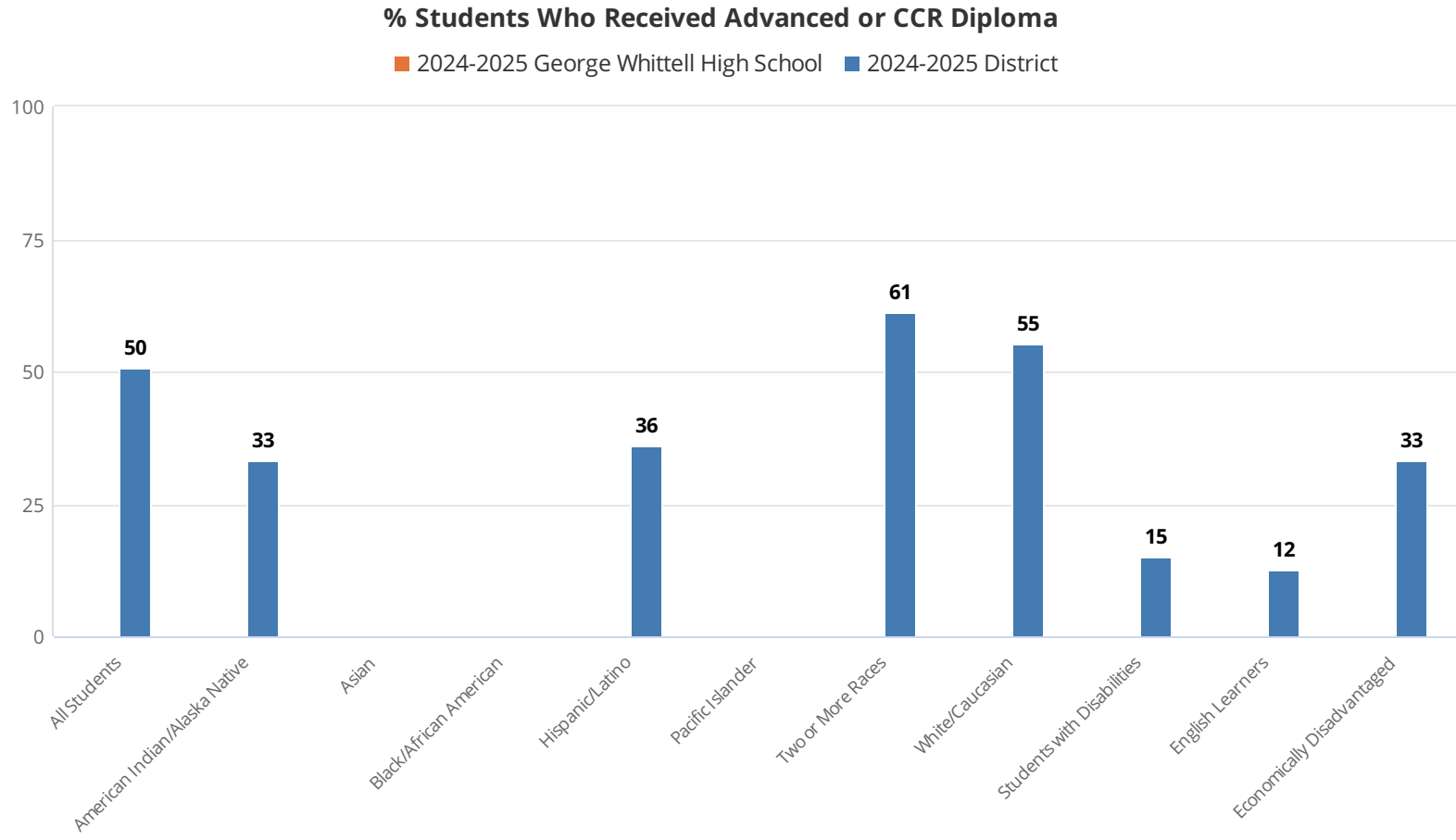


College and Career Readiness

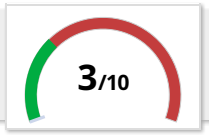


Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	>95	45.4	<5	<5	<5	<5	36.3	18.1
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	>95	61.5	<5	<5	<5	<5	38.4	7.6
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

'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 and 9th Grade Credit Sufficiency are Measures of Student Engagement. 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. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of 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.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

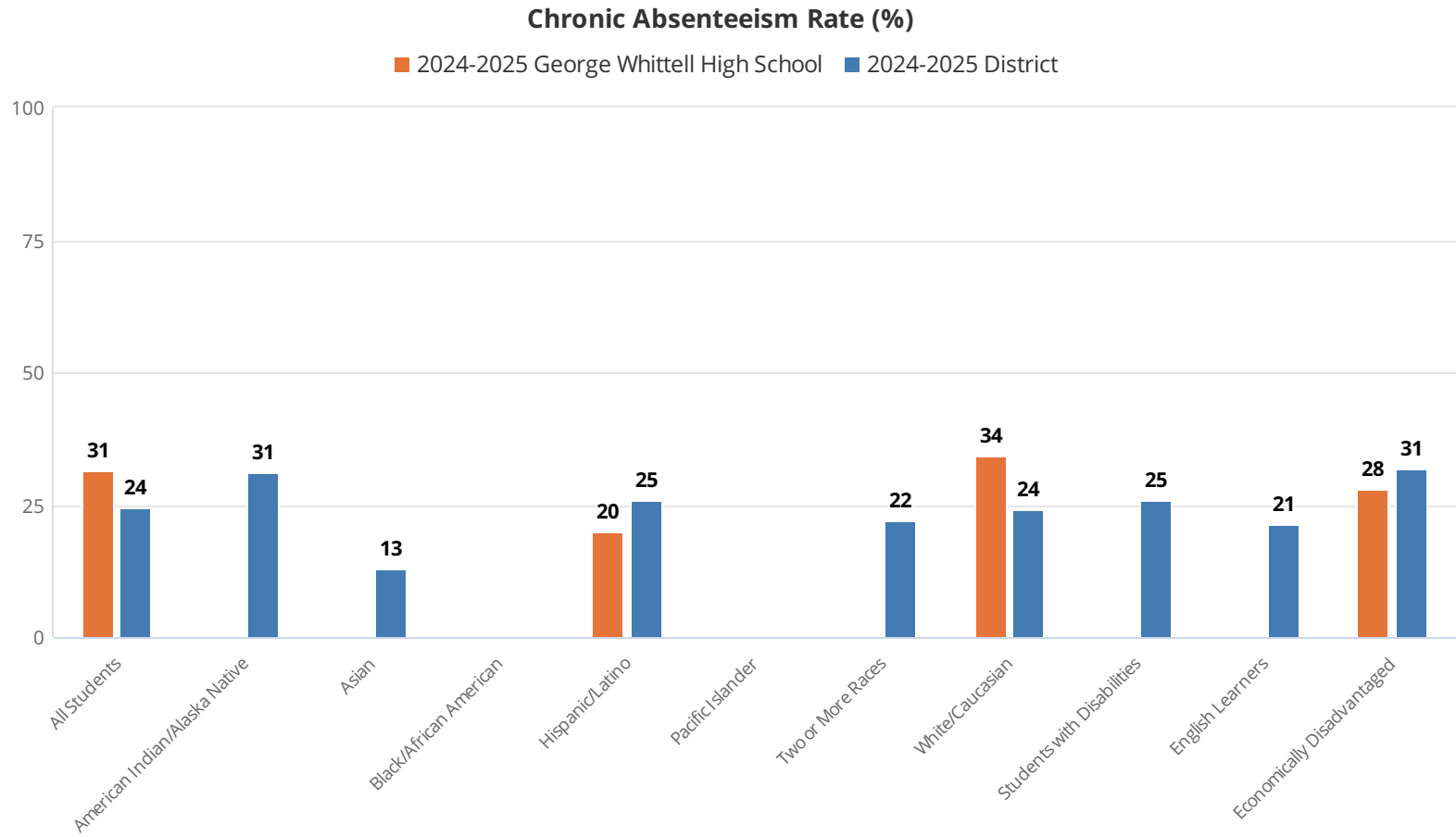
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	31.3	24.4	28.1	24.5
American Indian/ Alaska Native	N/A	31.1	N/A	35.1
Asian	-	13	-	16
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	20	25.8	18.7	26.8
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	22	-	34.3
White/ Caucasian	34.1	24.1	34.8	22.6
Students with Disabilities	-	25.9	-	24.6
English Learners	-	21.5	-	27.4
Economically Disadvantaged	28	31.9	23	35.3

All Students Chronic Absenteeism Percent Change: 11.3%

Points Earned by the Chronic Absenteeism Rate: 0/5

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

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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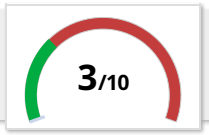
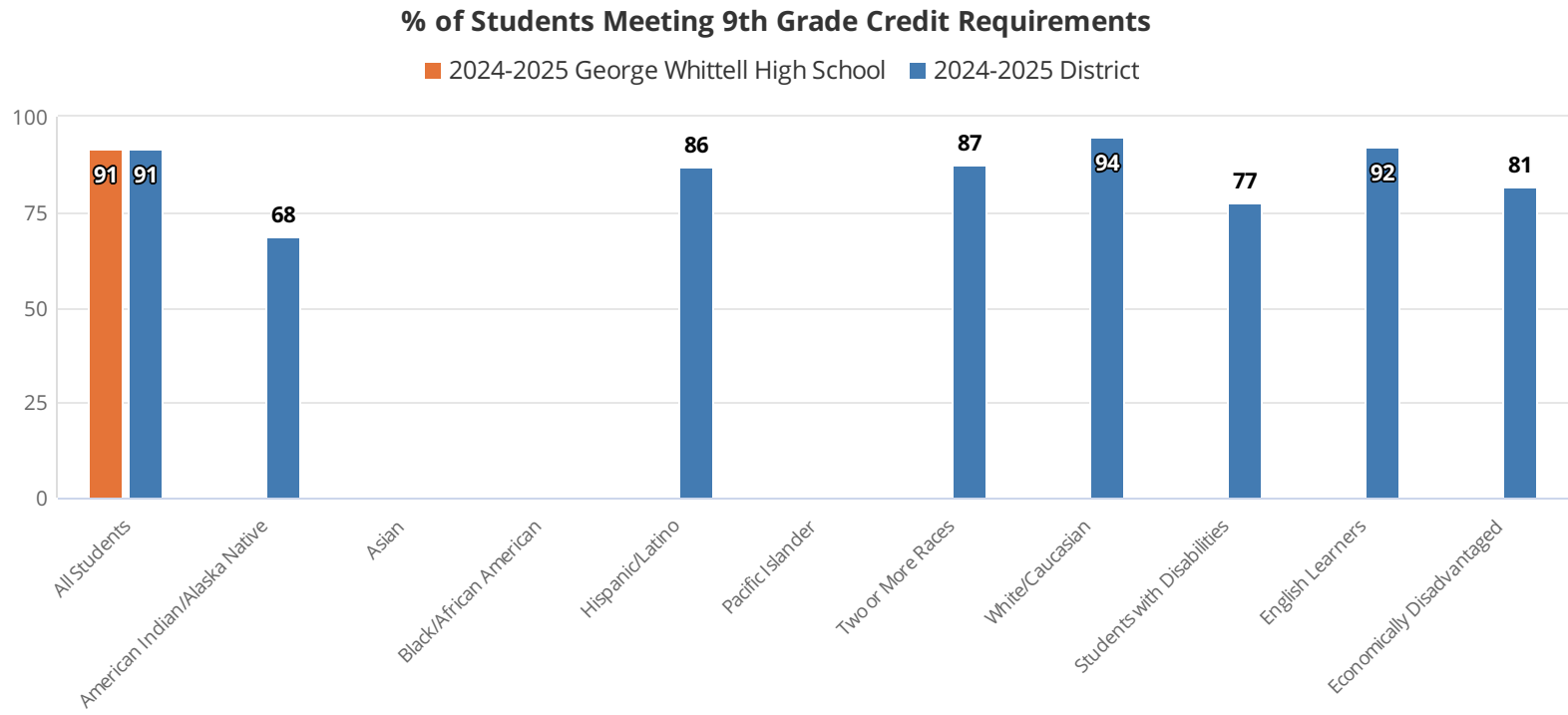


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	91.6	91.5	100	94.7
American Indian/ Alaska Native	N/A	68.7	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	86.8	-	93.2
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	87.5	-	95.2
White/ Caucasian	-	94.9	100	96.3
Students with Disabilities	N/A	77.5	-	92.5
English Learners	N/A	92.3	-	93.7
Economically Disadvantaged	-	81.8	-	91.3



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