

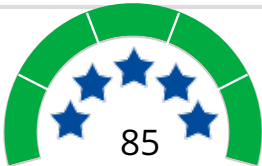
School Level: Middle School

Grade Levels: 06-08

District: Clark

School 10155 Marnie St

Address: Las Vegas, NV 89178



85
Total Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

27.5% White/Caucasian

13.3% Black/African American

28.4% Hispanic/Latino

14% Asian

0.3% American Indian/Alaska Native

2.4% Pacific Islander

13.7% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	94 ★★★★★
2023-2024	86 ★★★★★

Additional Student Groups

4% English Learners

12.8% Students with Disabilities

100% Economically Disadvantaged

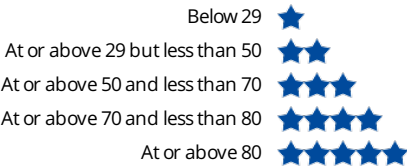
What does my school rating mean?

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?



2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	59	34.4
Math Proficiency	56.6	28.9
ELA Proficiency	63.1	41
Science Proficiency	53.4	31.3



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	21.7	23.7



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	14.7	18.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	90.8	81.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	74	49
ELA MGP	58	49

	School Rate	District Rate
Met Math AGP Target	59.8	29.7
Met ELA AGP Target	61.6	40.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	28.9	11.5
Prior Non-Proficient Met ELA AGP Target	28	16.9

District percentages reflect the district the school was associated with when the data was collected.

[Click here](#) to learn more about the NSPF.

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

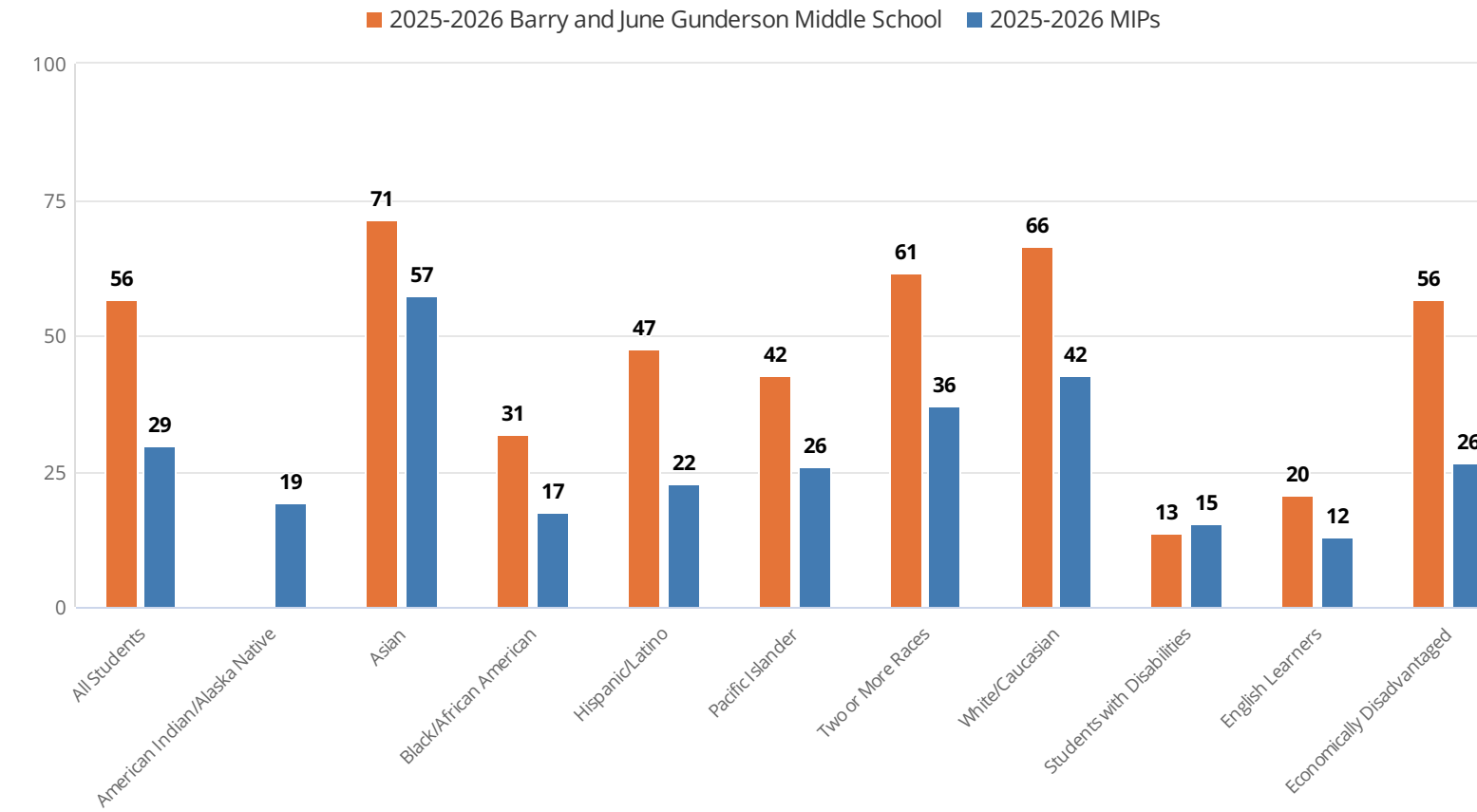
Pooled Proficiency Points Earned: 25/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	59	34.4	59.3	35.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	56.6	28.9	29.6	53	27.4	28.2
American Indian/ Alaska Native	-	17	19.1	-	21.1	16.6
Asian	71.4	58.1	57.5	63.1	56.2	56.6
Black/ African American	31.9	14.2	17.4	26.9	13	14.9
Hispanic/ Latino	47.7	20.9	22.7	43.7	19.3	20.3
Pacific Islander	42.8	28.3	26	51.4	25.7	24.5
Two or More Races	61.6	38.4	36.9	55.5	36.4	35.7
White/ Caucasian	66.5	47.1	42.8	66.6	46.8	41.6
Students with Disabilities	13.8	6.3	15.5	15.4	6.1	11
English Learners	20.6	<5	12.8	21.2	<5	8.2
Economically Disadvantaged	56.6	29.3	26.4	53	27.6	24.9

Math Assessments % Proficient



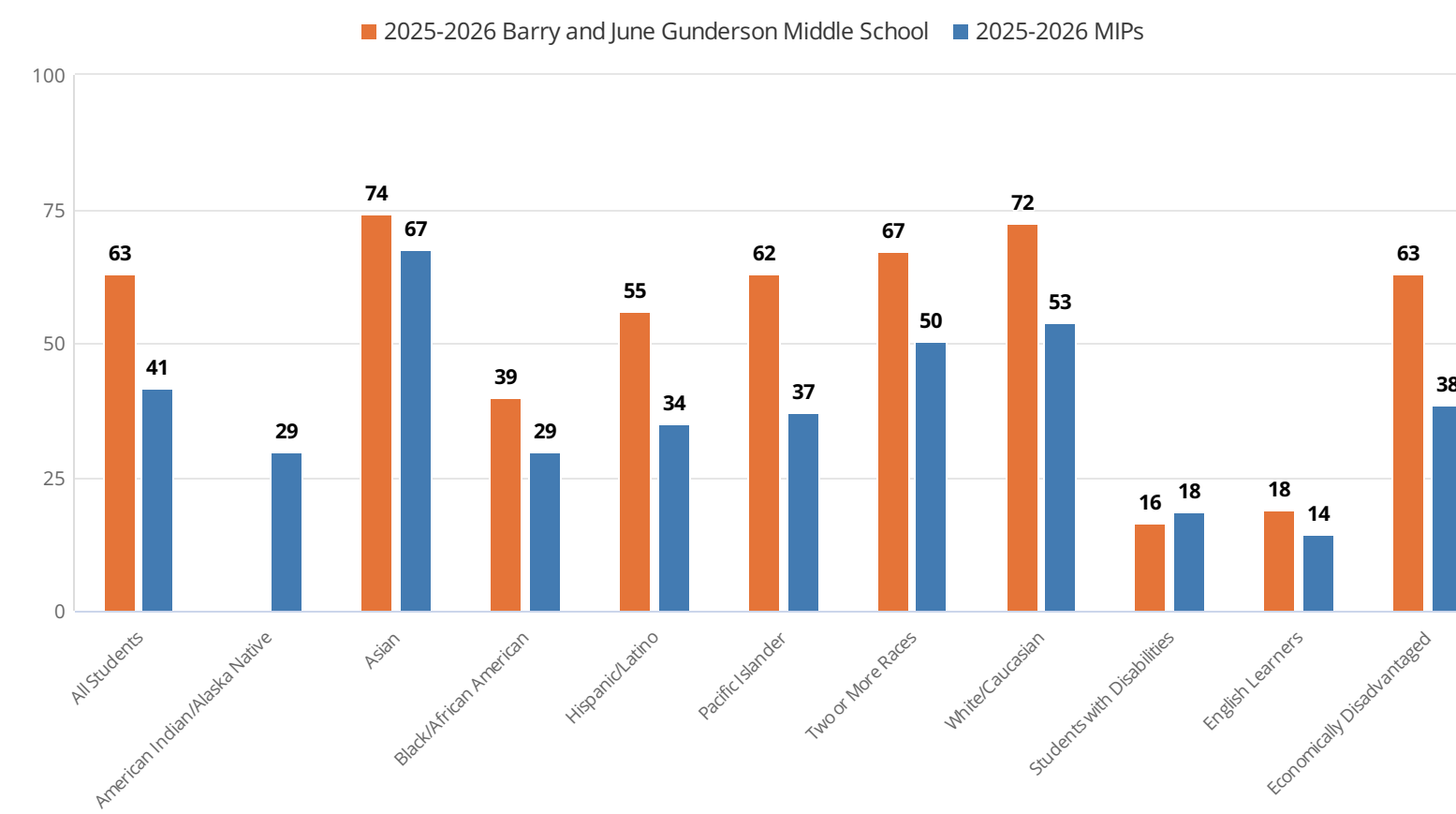
25/25

Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	63.1	41	41.5	66.1	42.9	40.3
American Indian/ Alaska Native	-	28	29.6	-	32.2	27.5
Asian	74.2	65.4	67.5	73.3	68	66.8
Black/ African American	39.7	26.5	29.6	41.1	28.7	27.4
Hispanic/ Latino	55.8	33.9	34.8	62.5	35.8	32.8
Pacific Islander	62.8	40.9	37.2	62.8	42.5	35.9
Two or More Races	67.3	51.3	50.3	69	53.5	49.3
White/ Caucasian	72.3	57.9	53.8	75.2	60.4	52.8
Students with Disabilities	16.3	9.5	18.4	18.2	10.2	14.1
English Learners	18.9	6.1	14.3	27.2	8.4	9.8
Economically Disadvantaged	63.1	41.5	38.3	66.1	43	37

ELA Assessments % Proficient



25/25

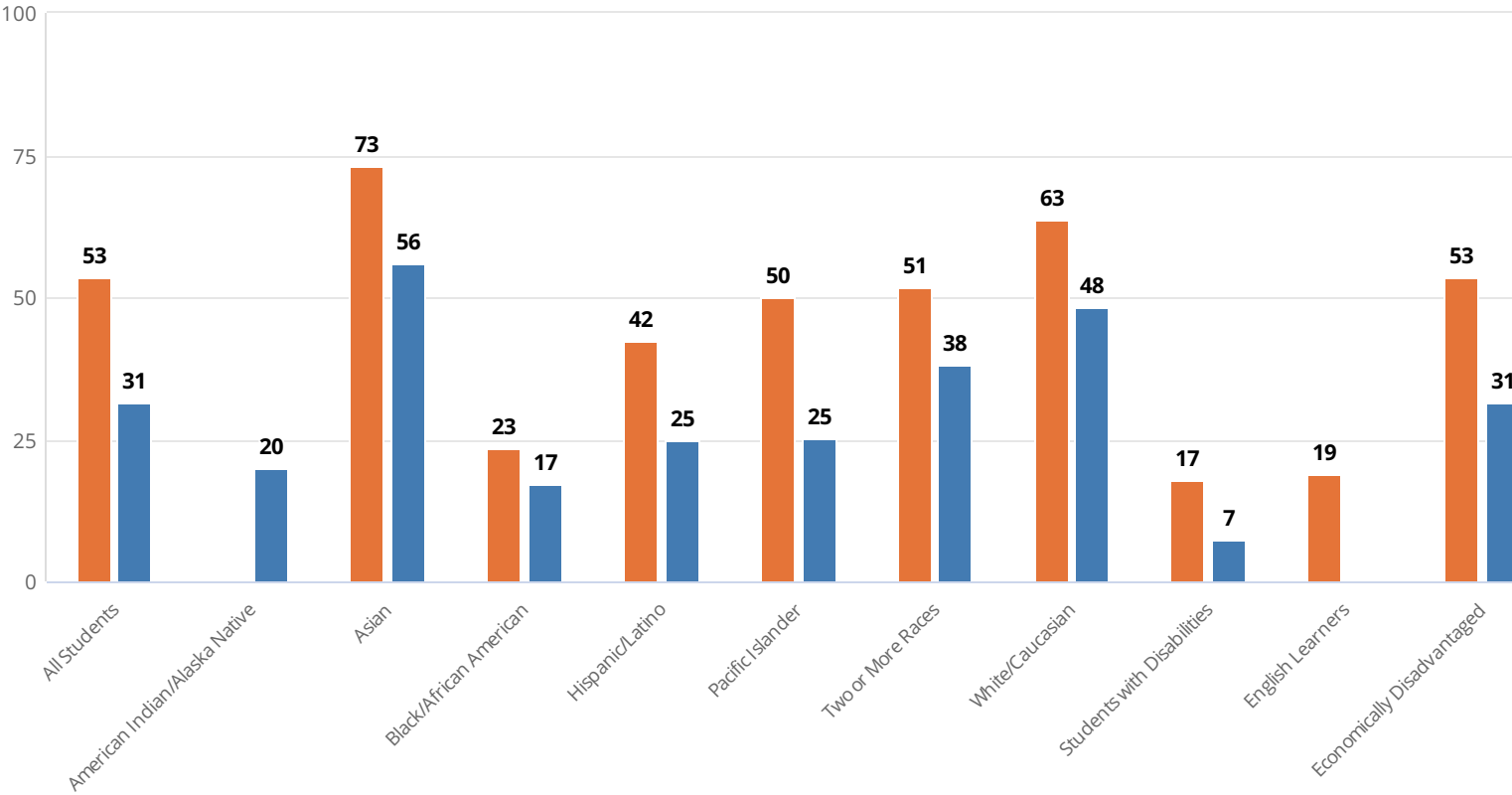
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	53.4	31.3	57.7	34.6
American Indian/ Alaska Native	-	20	-	22
Asian	73	56	60	58
Black/ African American	23.4	17.1	22.2	19.7
Hispanic/ Latino	42.4	25	50.7	27.8
Pacific Islander	50	25.2	68.7	30.8
Two or More Races	51.6	38.1	68.4	44.3
White/ Caucasian	63.5	48.4	73.3	53.6
Students with Disabilities	17.7	7.3	25	7.8
English Learners	19	<5	<5	5.7
Economically Disadvantaged	53.4	31.6	57.7	34.7

Science Assessments % Proficient

2025-2026 Barry and June Gunderson Middle School 2025-2026 District





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.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	>=95%	>=95%	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=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: 8/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	74	49	58	49	72	50	62	49
American Indian/ Alaska Native	-	50	-	48	-	46	-	49
Asian	76.5	58	59	56	79	58	63	57
Black/ African American	70	46	57	46	65	48	57	46
Hispanic/ Latino	74	48	56	48	69	49	66	48
Pacific Islander	70.5	50	58.5	48	70.5	48	50	50
Two or More Races	72	51	61	50	72	52	61	51
White/ Caucasian	74	51	58.5	50	70	54	60	51
Students with Disabilities	49.5	43	52	43	64	46	54	41
English Learners	58.5	45	51	44	69	48	64	45
Economically Disadvantaged	74	49	58	49	72	51	62	49

AGP Growth Data**Math AGP Points Earned: 5/5****ELA AGP Points Earned: 5/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	59.8	29.7	61.6	40.8	55.6	28.9	70.3	46.1
American Indian/ Alaska Native	-	21.9	-	29.8	-	22.6	-	39.1
Asian	75	58.4	72	64.7	66.4	56.9	77.6	70.3
Black/ African American	37.3	16.1	41.4	27.9	28.5	15.2	46.9	33
Hispanic/ Latino	50.8	22.1	56.1	34.6	48.1	21.5	68.3	39.8
Pacific Islander	46.8	28.2	56.2	40.1	47	26.7	64.7	48.3
Two or More Races	64.1	38.3	65.4	49.6	58.7	36.8	71.8	54.6
White/ Caucasian	68.7	46.3	68.5	55.1	66.8	46.1	77	61.3
Students with Disabilities	16.8	8.2	20.8	13.3	18.6	8.5	26.3	16.3
English Learners	29.1	6.5	16.6	9.9	28.8	7	35.5	14.5
Economically Disadvantaged	59.8	30	61.6	41.2	55.6	29.1	70.3	46.1

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

District percentages reflect the district the school was associated with when the data was collected.

'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

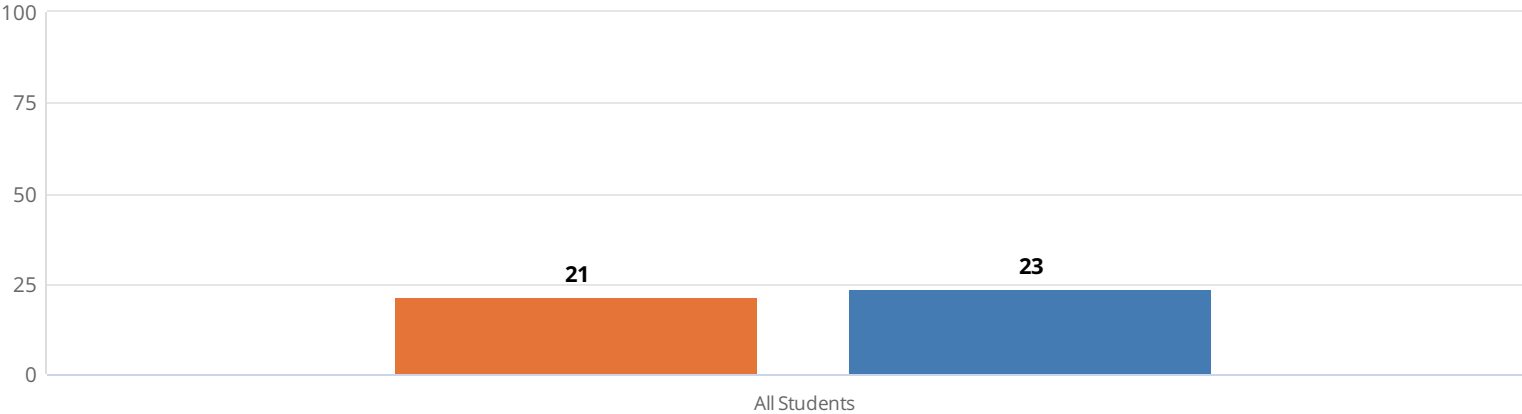
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 5/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	46	21.7	23.7	55	41.8	27.5

% English Learners Meeting AGP on WIDA

2025-2026 Barry and June Gunderson Middle School 2025-2026 District



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



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: 7/10			
	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	28.9	11.5	28	16.9	25.6	11.9	43.2	24.5
American Indian/ Alaska Native	-	10.7	-	12.6	-	12.2	-	24.7
Asian	47.2	23.1	25	25.9	29.8	22.1	43.7	37.4
Black/ African American	21.4	7.7	22	12.8	15.8	7.8	35.3	19.3
Hispanic/ Latino	26.4	10.1	27.2	16	23.8	10.5	46.2	23.1
Pacific Islander	27.7	12.4	20	17.2	15.7	10.9	23	29.1
Two or More Races	25.3	14.1	29	21.2	22.8	14.6	47.7	28.5
White/ Caucasian	32	17.2	35.2	22.2	35.3	18.2	44.9	31.5
Students with Disabilities	7.3	<5	11.1	7.9	9.4	<5	15.8	11.3
English Learners	23.2	<5	13.1	8.5	20.4	5.5	27.4	12.9
Economically Disadvantaged	28.9	11.6	28	17.1	25.6	11.9	43.2	24.4



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

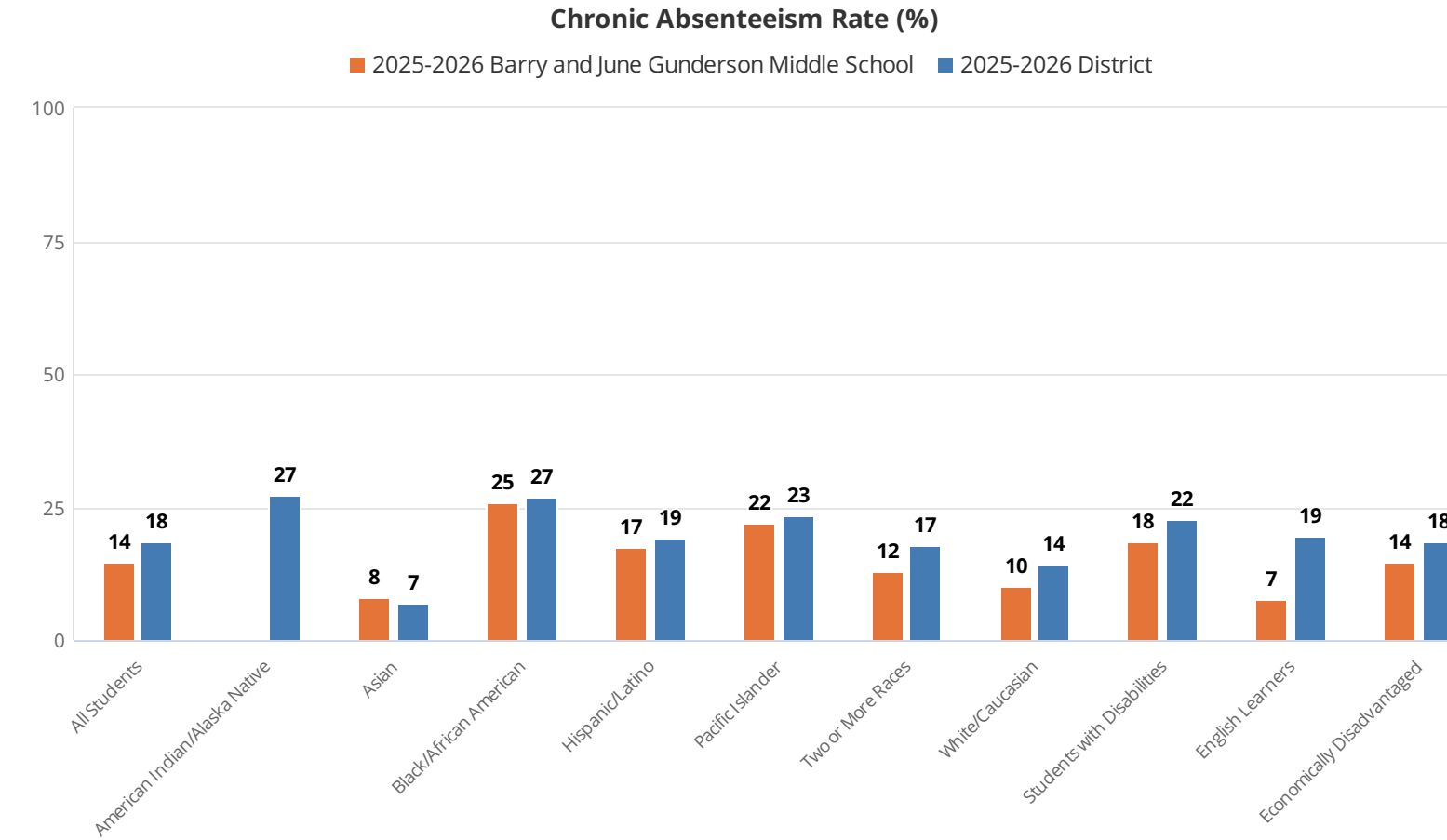
Chronic Absenteeism Points Earned: 5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	14.7	18.7	14.8	24.1
American Indian/ Alaska Native	-	27.1	-	26.4
Asian	8.2	7.1	7.5	9.2
Black/ African American	25.9	27	21.4	33.3
Hispanic/ Latino	17.4	19.2	17	24.9
Pacific Islander	22.2	23.4	14.2	29.9
Two or More Races	12.9	17.7	15	22.6
White/ Caucasian	10.2	14.3	13.2	19
Students with Disabilities	18.5	22.6	16.3	29.4
English Learners	7.8	19.7	16.6	26.4
Economically Disadvantaged	14.7	18.7	14.8	24.1

All Students Chronic Absenteeism Percent Change: -0.6%

Points Earned by the Chronic Absenteeism Rate: 5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



**Student Engagement****Academic Learning Plans****Academic Learning Plans Points Earned 2/2**

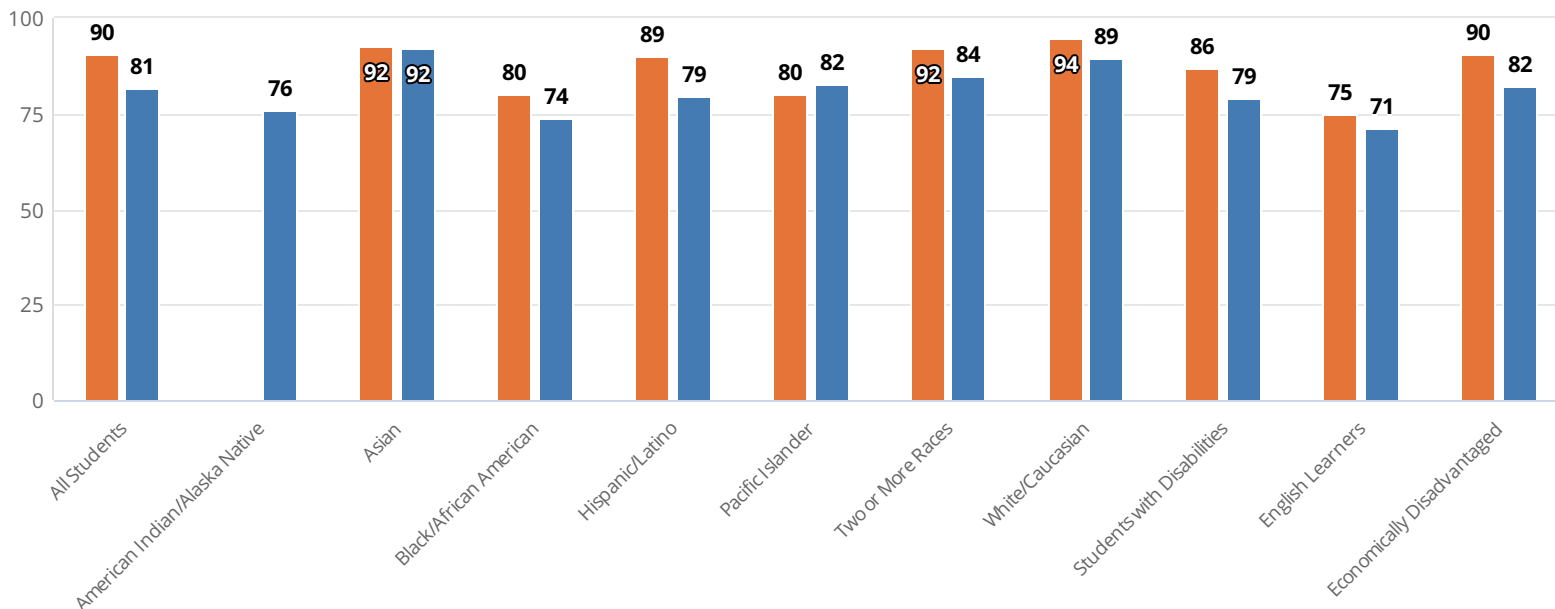
Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements**NAC 389.445 Credit Requirements Points Earned 3/3**

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	90.8	81.8	89	80.2
American Indian/ Alaska Native	-	76.1	-	72.6
Asian	92.5	92.3	93.5	88.2
Black/ African American	80	74	92	75
Hispanic/ Latino	89.9	79.5	84.2	77.7
Pacific Islander	80	82.6	82.3	80.7
Two or More Races	92.3	84.6	83.6	83
White/ Caucasian	94.9	89.4	93.9	87.5
Students with Disabilities	86.9	79.2	>95	>95
English Learners	75	71	72	68.9
Economically Disadvantaged	90.8	82.2	89	80.5

% of Students Meeting 8th Grade Credit Requirements

■ 2025-2026 Barry and June Gunderson Middle School ■ 2025-2026 District



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