

School Level: Elementary School

Grade Levels: PK-05

District: Douglas

School 701 Jacks Valley Road

Address: Carson City, NV 89705



30.5
Total Index Score

School Type: Regular

School Designation: Additional TSI

95% Assessment Participation: Met

Student Race/Ethnicity

56.8% White/Caucasian

0.2% Black/African American

35.7% Hispanic/Latino

2.7% Asian

0.8% American Indian/Alaska Native

N/A% Pacific Islander

3.5% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	34 ★★
2022-2023	33 ★★

Additional Student Groups

10.4% English Learners

19.7% Students with Disabilities

43.9% 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 ★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2024-2025 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	32.2	43.1
Math Proficiency	32.9	42.7
ELA Proficiency	38.1	49.3
Science Proficiency	15.9	25.9
Read-by-Grade-3 Proficiency	41.8	48.7



Growth Indicator

Measure	School Median	District Median
Math MGP	25.5	41
ELA MGP	42	49

	School Rate	District Rate
Met Math AGP Target	15.4	36.1
Met ELA AGP Target	44.5	52.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	44.8	51.6



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	7.6	22.1
Prior Non-Proficient Met ELA AGP Target	31.7	40.6



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	9.7	13.5
Climate Survey Participation	84	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.



Academic Achievement

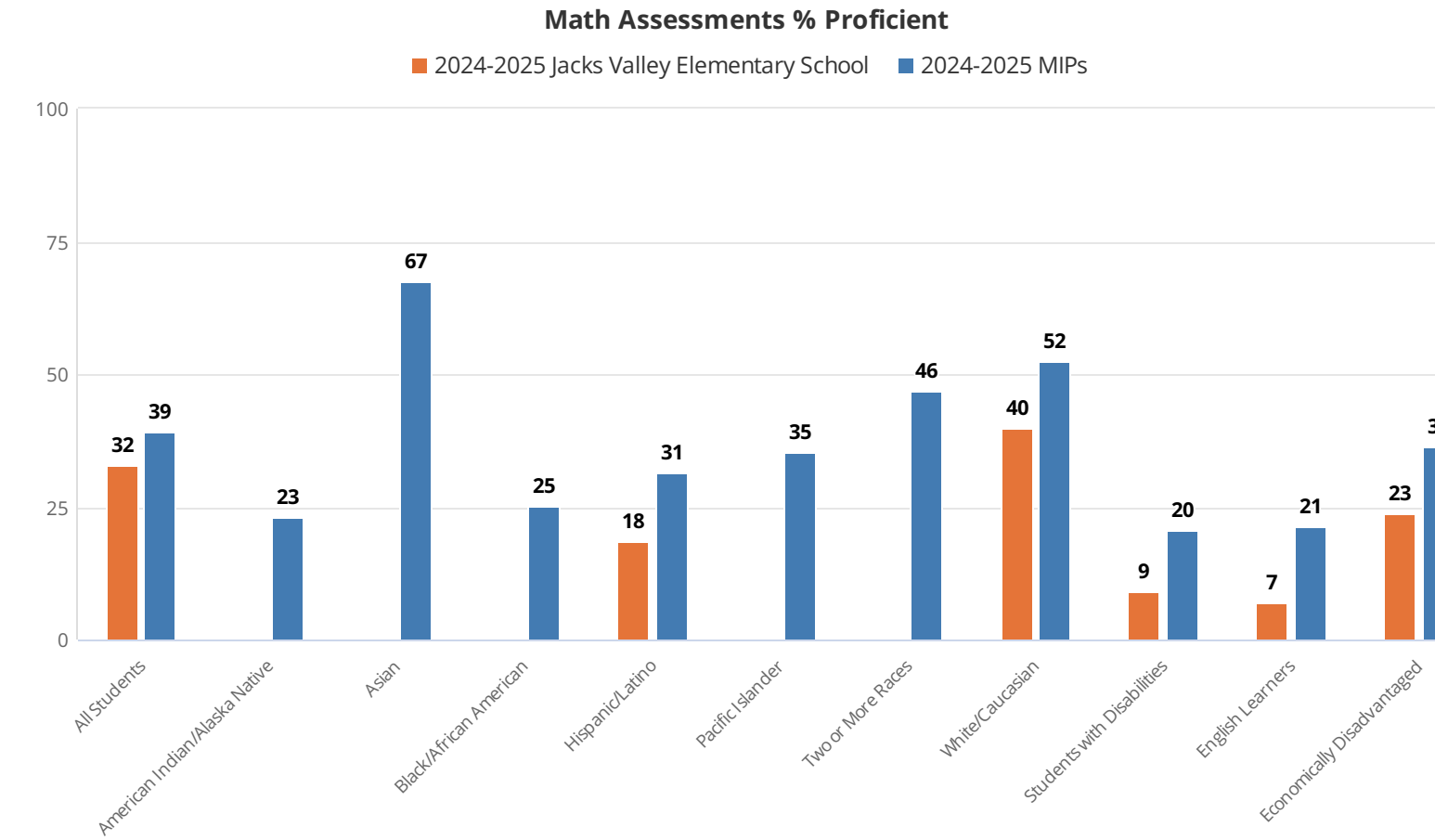
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

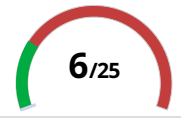
Pooled Proficiency Points Earned: 3/20

	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	32.2	43.1	35.4	39.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	32.9	42.7	39.2	32.8	40.3	55.8
American Indian/ Alaska Native	-	16	23	N/A	28.5	43.7
Asian	-	69.2	67.5	-	60	73.3
Black/ African American	N/A	-	25.2	N/A	-	42
Hispanic/ Latino	18.5	31.5	31.3	10.2	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	40	47.5	52.4	43.2	44.4	65.1
Students with Disabilities	9	22.8	20.5	11.1	20.2	38.8
English Learners	7.1	13.7	21.5	9	10.1	
Economically Disadvantaged	23.7	26.5	36.3	22.6	25	47.7





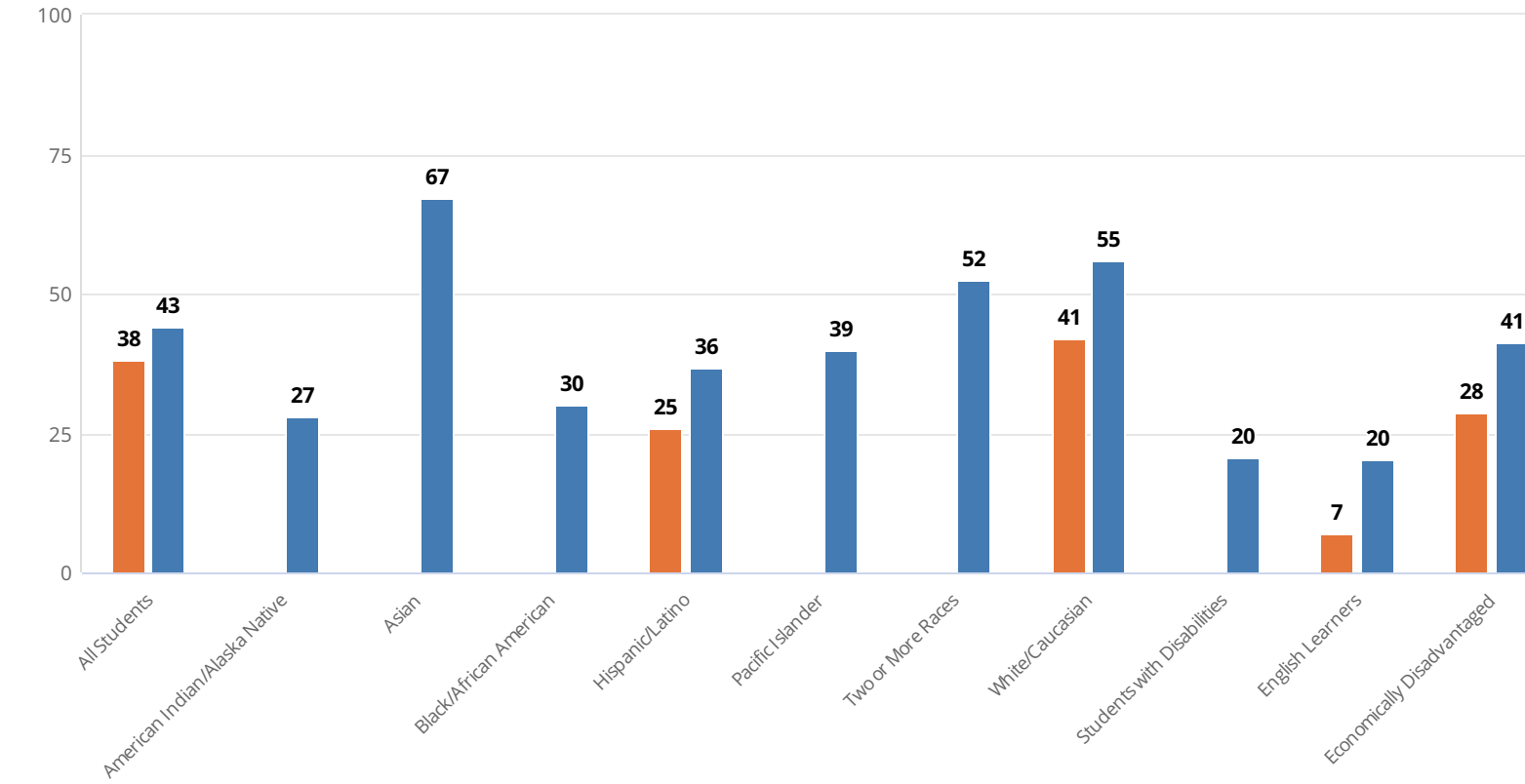
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	38.1	49.3	43.9	41.2	46	63.1
American Indian/ Alaska Native	-	24	27.9	N/A	28.5	50.7
Asian	-	69.2	67.3	-	60	78.9
Black/ African American	N/A	-	30.2	N/A	-	50.8
Hispanic/ Latino	25.9	36.5	36.8	24.4	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	41.9	54.6	55.9	48.1	50	72.1
Students with Disabilities	<5	22.1	20.6	7.4	19.1	39.9
English Learners	7.1	13.7	20.4	9	6.7	
Economically Disadvantaged	28.7	32.7	41.3	28.3	32.5	54.4

ELA Assessments % Proficient

2024-2025 Jacks Valley Elementary School 2024-2025 MIPs





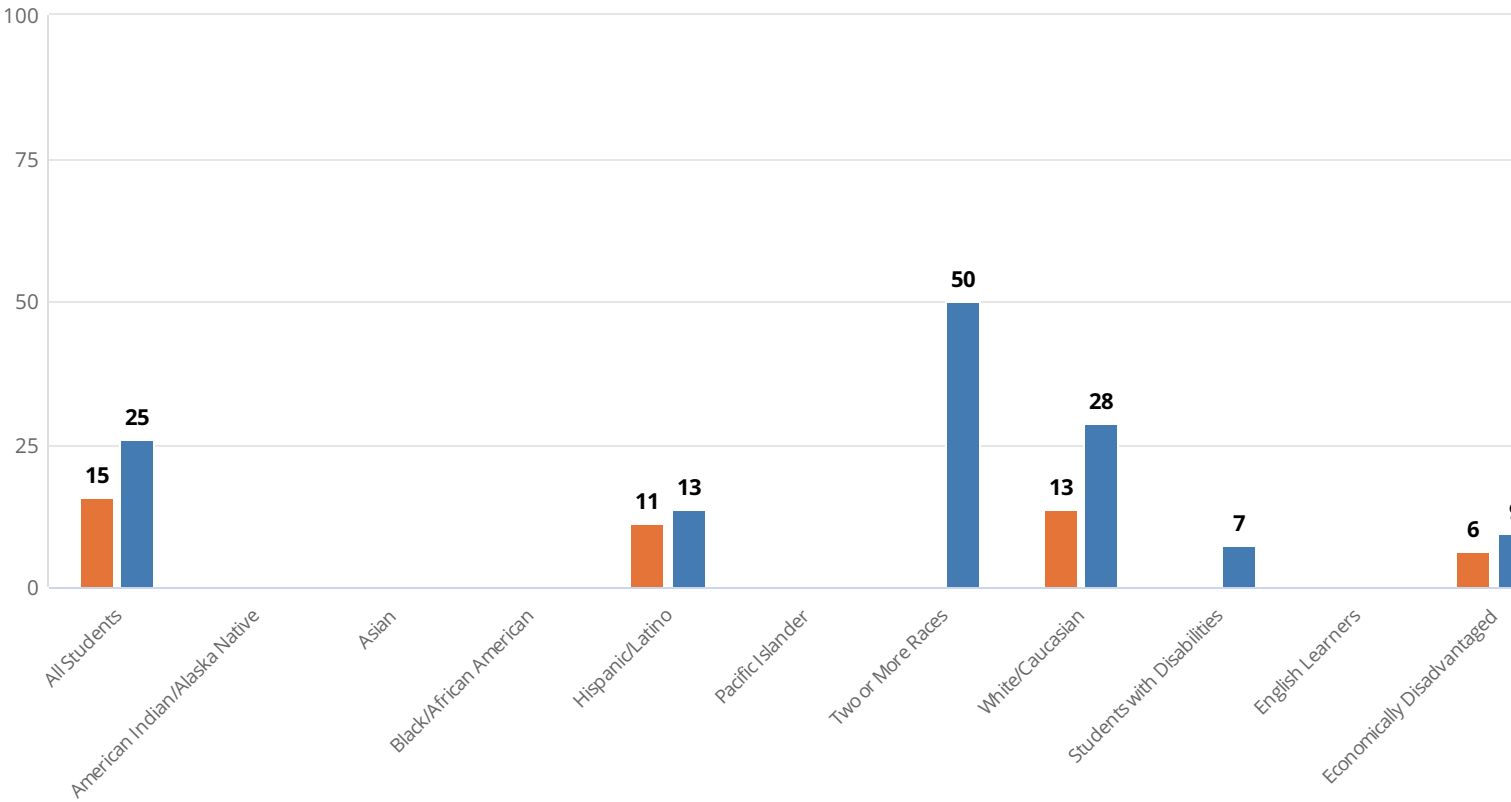
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	15.9	25.9	23.6	16.6
American Indian/ Alaska Native	-	-	N/A	-
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	11.1	13.6	16.6	14.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	50	-	5
White/ Caucasian	13.5	28.6	22.7	18.7
Students with Disabilities	<5	7.5	-	<5
English Learners	-	<5	N/A	<5
Economically Disadvantaged	6.4	9.4	23	6.2

Science Assessments % Proficient

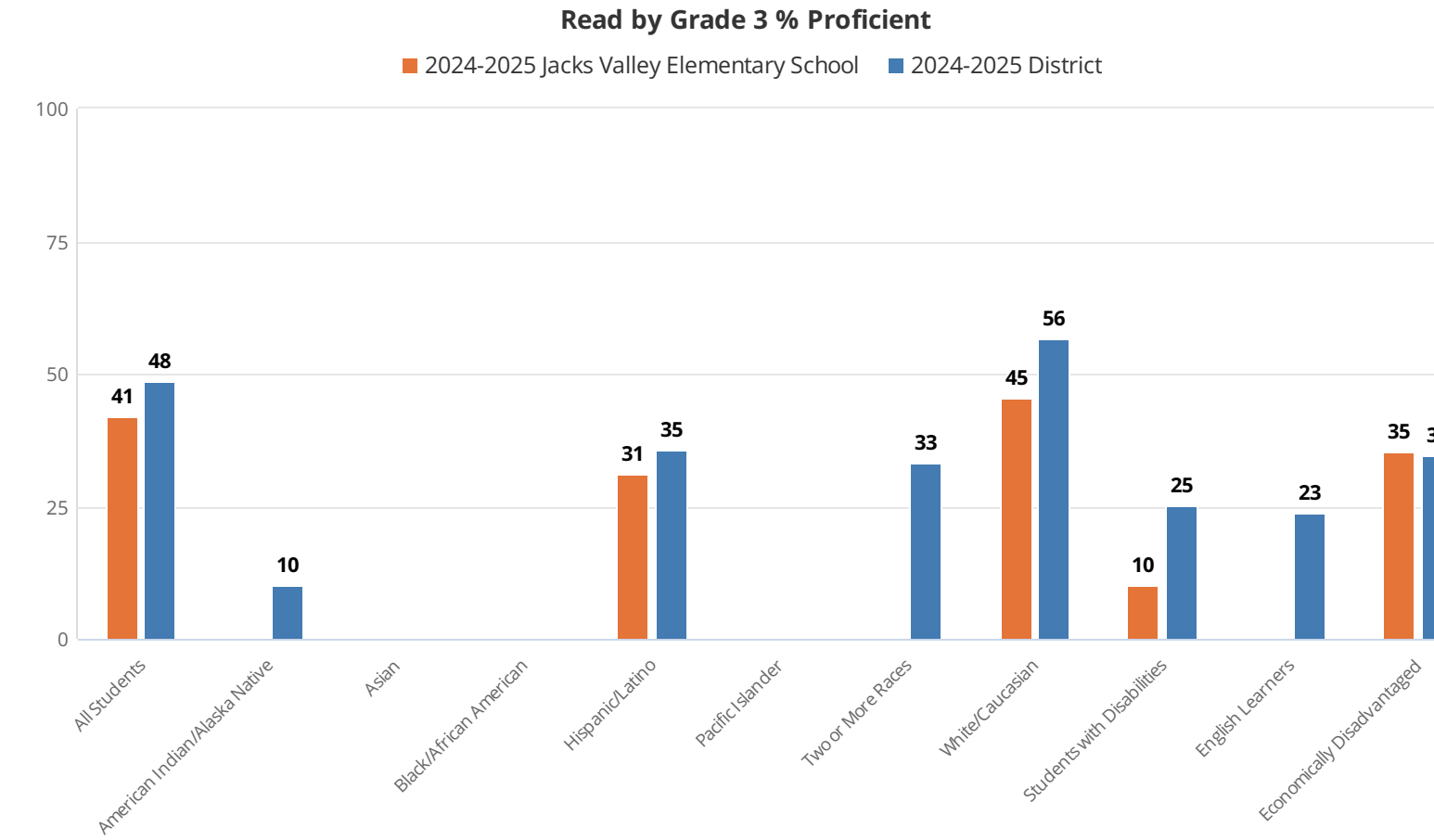
2024-2025 Jacks Valley Elementary School 2024-2025 District





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	41.8	48.7	40.4	41.7
American Indian/ Alaska Native	N/A	10	N/A	-
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	31.2	35.6	-	34.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	33.3	-	50
White/ Caucasian	45.4	56.6	43.3	43.4
Students with Disabilities	10	25.3	-	15
English Learners	-	23.8	-	13.3
Economically Disadvantaged	35.4	34.6	26.6	25





Academic Achievement

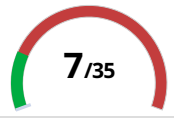
Participation on State Assessments

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
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A
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	94.4%	>=95%	93.3%	93.3%
English Learners	-	-	-	-
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: 1/10

ELA MGP Points Earned: 3/10

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	25.5	41	42	49	34	46.5	44.5	48
American Indian/ Alaska Native	N/A	20.5	N/A	32	N/A	41	N/A	35
Asian	-	-	-	-	-	46	-	49
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	34	41	38	48	32	43	47	47
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	39	-	52.5	-	47	-	59
White/ Caucasian	23.5	42	42.5	48	36.5	48	37.5	49
Students with Disabilities	30.5	41	40	53	58.5	47.5	45.5	46
English Learners	-	37	-	49	-	42	-	44
Economically Disadvantaged	21.5	38	43.5	46.5	32	39	32	40

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 2.5/7.5

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	15.4	36.1	44.5	52.4	21.8	33.5	35.4	44.3
American Indian/ Alaska Native	N/A	35.7	N/A	28.5	N/A	21.4	N/A	35.7
Asian	-	-	-	-	-	27.2	-	45.4
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	13.5	30	40.5	47.9	15.7	26.5	26.3	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	15.1	37.9	45.4	54.4	29.1	36.5	37.5	47.8
Students with Disabilities	<5	23	13.6	38.5	22.2	17.7	16.6	27.1
English Learners	-	21.2	-	30.3	-	14.2	-	11.9
Economically Disadvantaged	12.5	24	43.7	43	13.1	19.8	23.6	31.6

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

5/10

English Language

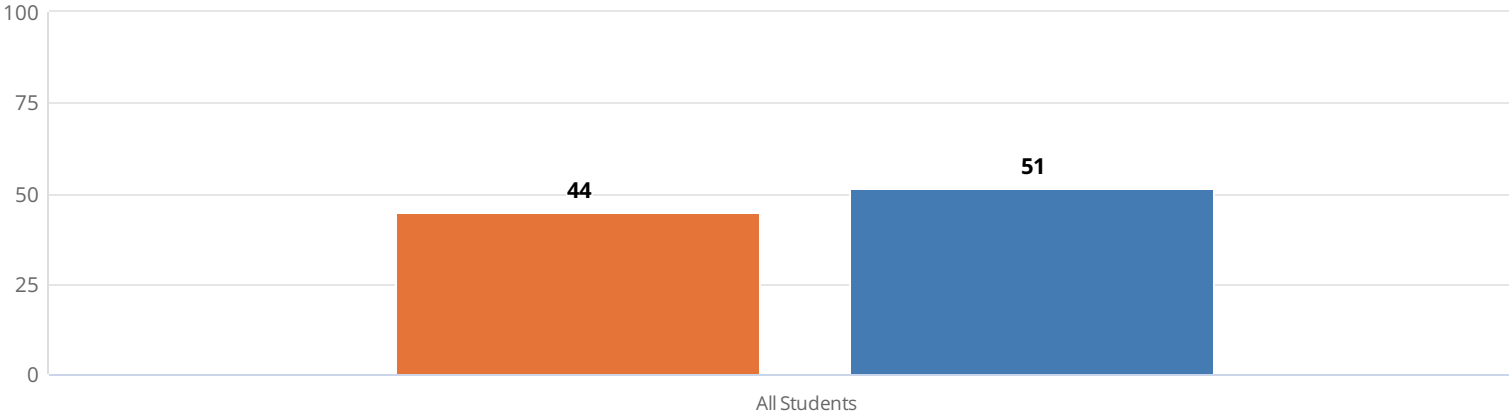
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

	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	29	44.8	51.6	24	70.8	50

% English Learners Meeting AGP on WIDA

2024-2025 Jacks Valley Elementary School 2024-2025 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 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.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 3/10			
	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	7.6	22.1	31.7	40.6	11.4	15.6	19.6	28.8
American Indian/ Alaska Native	N/A	20	N/A	20	N/A	<5	N/A	25
Asian	-	-	-	-	-	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	10	19.1	28.5	33	13.3	14.9	12	23.8
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	9	-	26.6	-	19	-	20
White/ Caucasian	6	24.8	33.3	46.2	12	16.5	25	32.7
Students with Disabilities	<5	12.6	13.6	29.3	18.7	10.2	11.7	16
English Learners	-	16.6	-	32.2	-	12.5	-	12.5
Economically Disadvantaged	8.1	16.9	35.1	35.4	11.1	9.3	18.1	23



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.

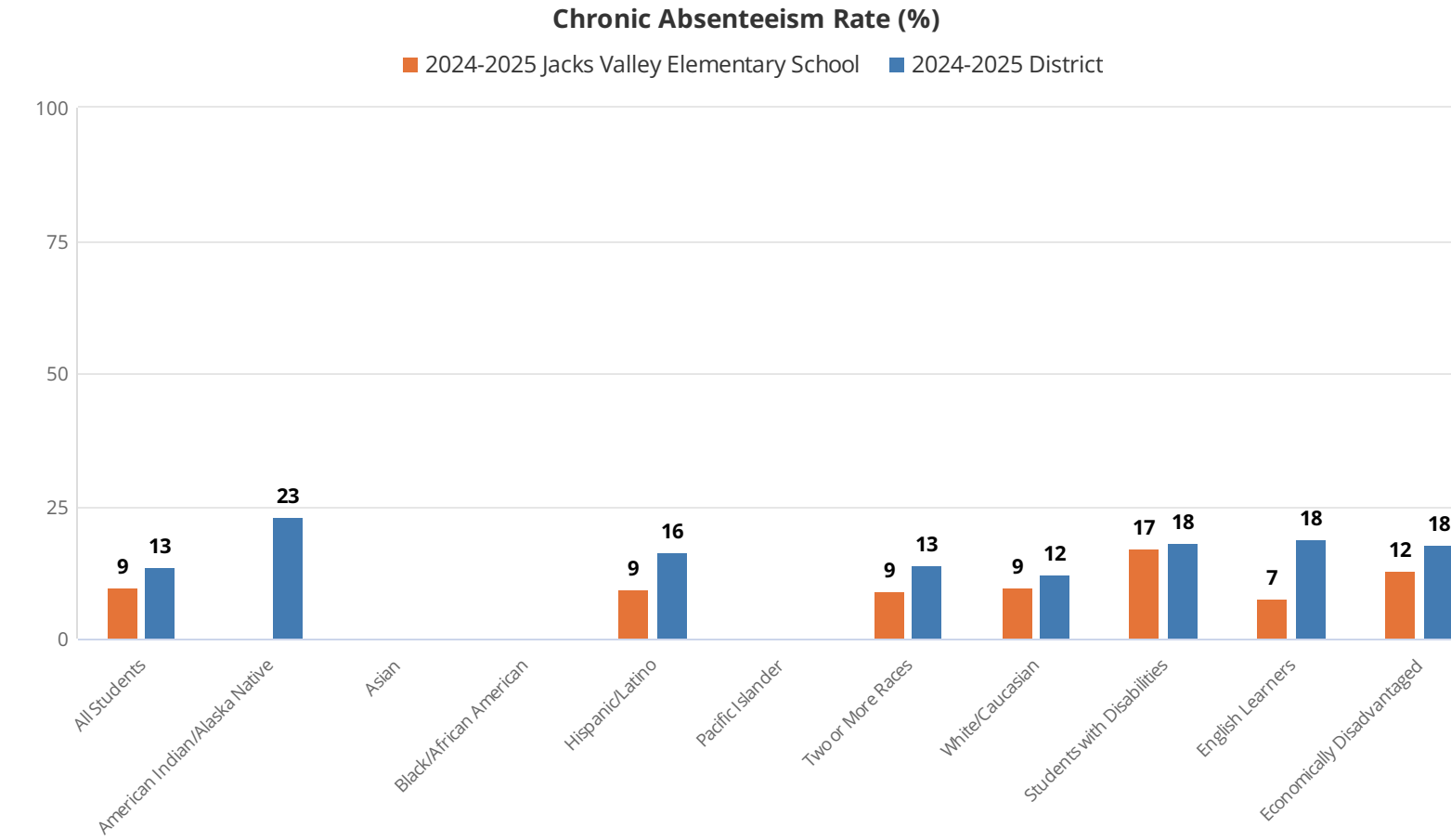
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8.5/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	9.7	13.5	11.1	14.4
American Indian/ Alaska Native	-	23	-	16.2
Asian	-	<5	18.1	13.7
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	9.5	16.3	13.2	17.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	9	13.9	7.6	18.8
White/ Caucasian	9.9	12.2	9.7	12.8
Students with Disabilities	17.2	18.1	11.8	18
English Learners	7.8	18.8	11.7	16.9
Economically Disadvantaged	12.8	18	14.8	18.7

All Students Chronic Absenteeism Percent Change: -12.6%

Points Earned by the Chronic Absenteeism Rate: 7.5/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2022-2023	Summer 2026

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	10.5	10.7	15	
Populations	Baseline NSPF Index Score (2022-2023)	NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)
American Indian/ Alaska Native	*	*	*	
Asian	*	*	*	
Black/ African American	*	*	*	
Hispanic/ Latino	13.5	17	19.4	
Pacific Islander	*	*	*	
Two or More Races	*	*	*	
White/ Caucasian	24.4	33.7	30	
Students with Disabilities	*	*	*	
English Learners			*	
Economically Disadvantaged	8.4	13.3	23.3	

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Blank cells within this table for the English Learner (EL) population are a result of revised Nevada School Performance Framework (NSPF) business rules for the 2023-24 school year. Because the identification criteria for EL students has been updated, data for this population before the 2024-25 school year can not be provided.