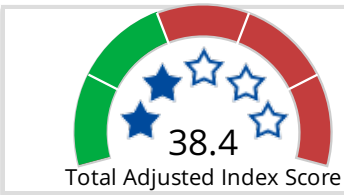
Douglas Nevada Online

School Year 2024-2025 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Douglas
School Address: 1680 Bently Parkway Minden, NV 89423



Total Adjusted Index Score

School Type: Alternative
School Designation: No Designation
95% Assessment Participation: Penalty

Student Race/Ethnicity

40% White/Caucasian
N/A% Black/African American
40% Hispanic/Latino
N/A% Asian
N/A% American Indian/Alaska Native
N/A% Pacific Islander
20% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	31.3 ★★
2022-2023	65 ★★★

Additional Student Groups

N/A% English Learners
-% Students with Disabilities
-% 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.

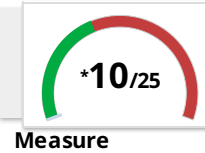
How are school star ratings determined?

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 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 ★★★★★

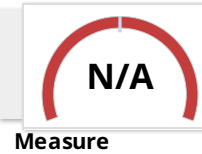
2024-2025 School Performance



Academic Achievement Indicator

*Participation Penalty

Measure	School Rate	District Rate
Pooled Proficiency	**41.6**	39.1
Math Proficiency	-	32.1
ELA Proficiency	-	47.2
Science Proficiency	-	35.7



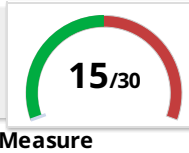
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	39.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	92.3	20.5
Academic Learning Plans	-	>95
8th Grade Credit Requirements	-	82
Climate Survey Participation	N/A	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	16	49
ELA MGP	65	46
	School Rate	**District Rate**
Met Math AGP Target	10	31.3
Met ELA AGP Target	54.5	46.7



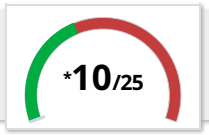
Closing Opportunity Gaps Indicator

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

* Lost 6 points from Academic Achievement because 95% assessment participation was not met.

Climate Survey Participation is not a point-earning measure.

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



Academic Achievement

*Participation Penalty

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.

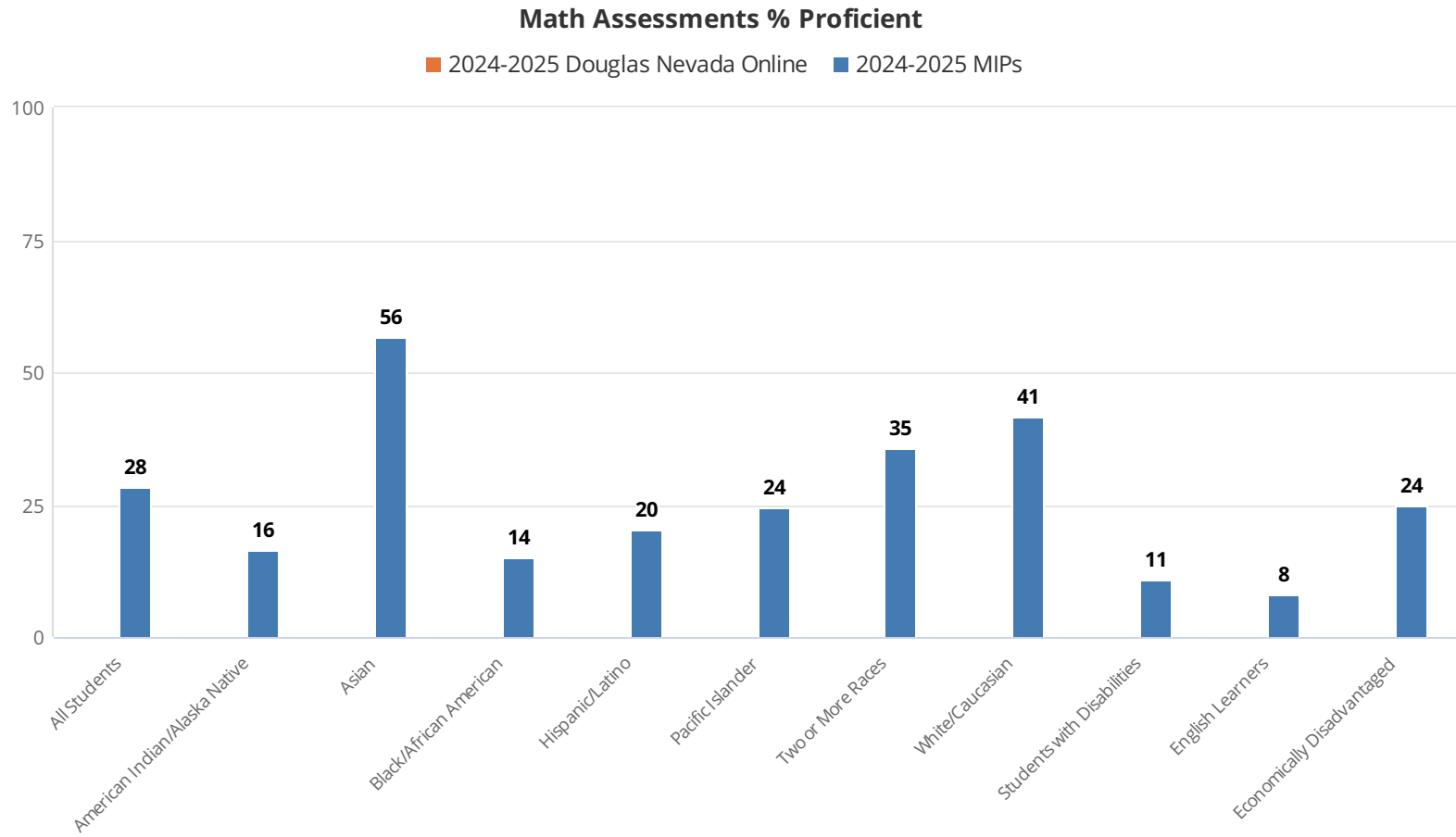
Pooled Proficiency

Pooled Proficiency Points Earned: 16/25

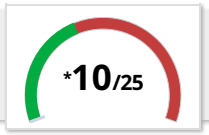
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	41.6	39.1	31.5	31.8

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	-	32.1	28.2	-	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	-	25.4	20.3	-	15.8	39.4
Pacific Islander	N/A	-	24.5	N/A	-	45.9
Two or More Races	<5	36.9	35.7	-	40.8	49.1
White/ Caucasian	-	34.7	41.6	-	32.2	54.7
Students with Disabilities	<5	6.3	11	N/A	8.7	30.2
English Learners	N/A	<5	8.2	N/A	5.5	
Economically Disadvantaged	-	15.9	24.9	-	13.3	39.3



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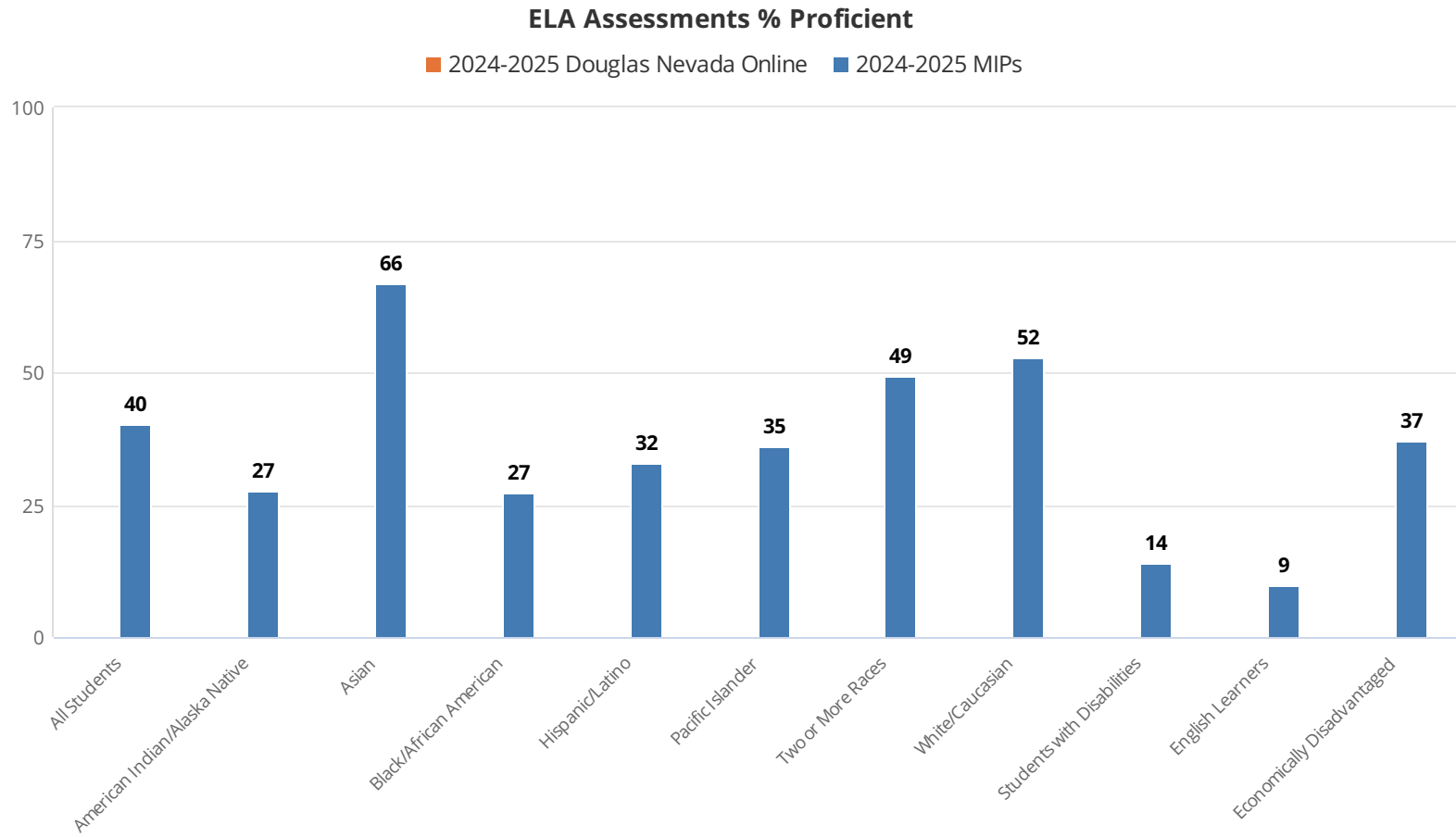


Academic Achievement

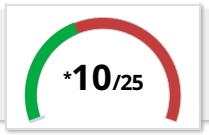
*Participation Penalty

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	-	47.2	40.3	-	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	-	44.4	32.8	-	27	53
Pacific Islander	N/A	-	35.9	N/A	-	59.9
Two or More Races	<5	53	49.3	-	47.8	66.8
White/ Caucasian	-	48.7	52.8	-	40.4	71.1
Students with Disabilities	<5	12.5	14.1	-	7.8	33.1
English Learners	N/A	6.6	9.8	N/A	<5	
Economically Disadvantaged	-	32.4	37	-	23.4	52.3



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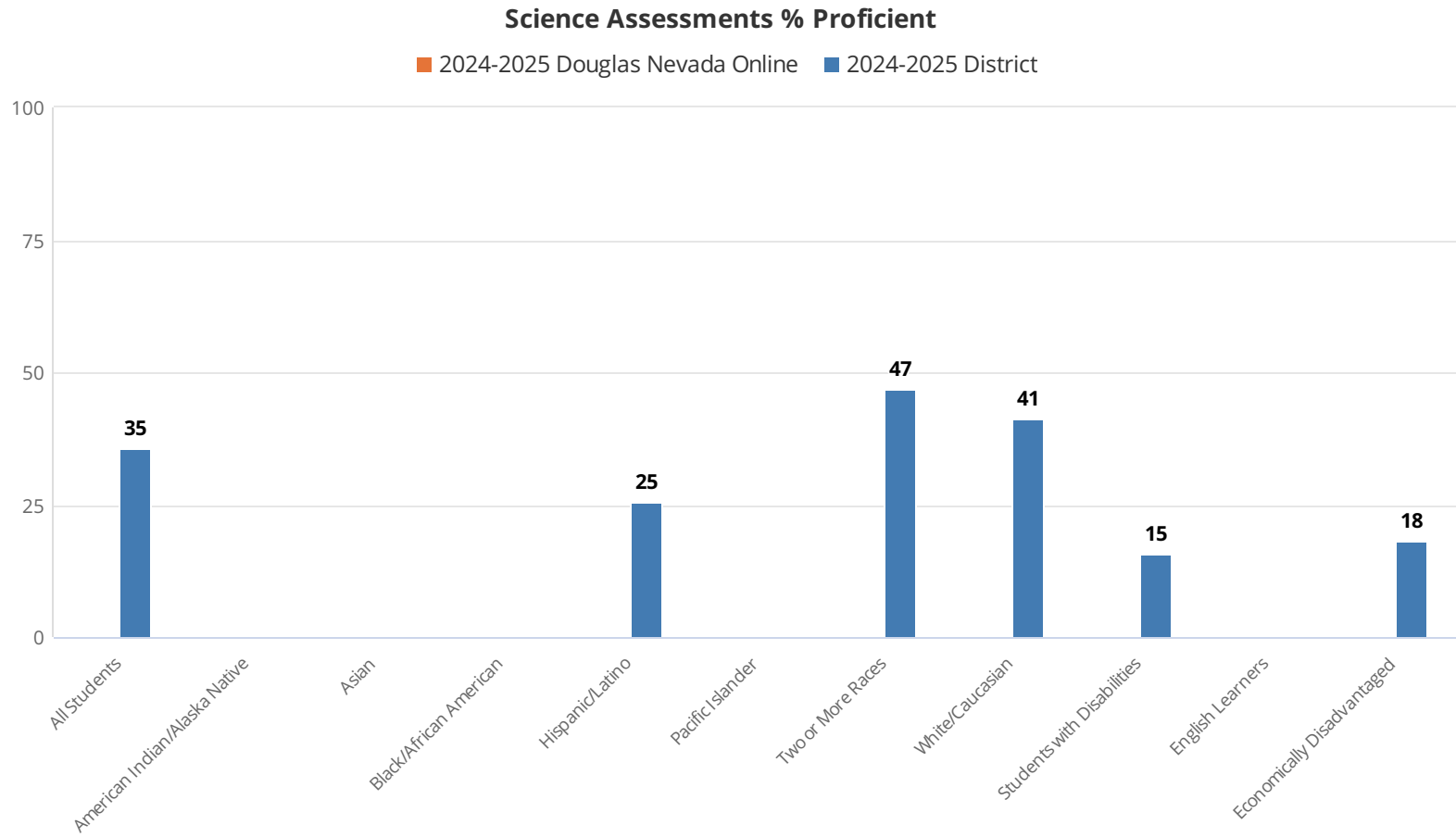


Academic Achievement

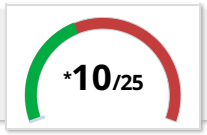
*Participation Penalty

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	-	35.7	-	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	N/A	47	-	47.3
White/ Caucasian	-	41.2	-	33.3
Students with Disabilities	N/A	15.7	N/A	<5
English Learners	N/A	<5	N/A	12.5
Economically Disadvantaged	-	18.1	-	23.6



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Academic Achievement

*Participation Penalty

Participation on State Assessments

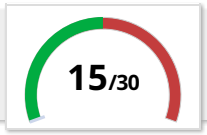
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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: 6

Yellow indicates 95% participation requirement not met.

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	-	-	-	-
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	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	-	-	-	-

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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: 10/10**

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	16	49	65	46	44	50	60.5	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	-	47.5	-	46	-	46	-	41
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	48	N/A	48	N/A	53	N/A	34
White/ Caucasian	-	49	-	44.5	-	53	-	37
Students with Disabilities	N/A	47	N/A	44	-	52	-	39
English Learners	N/A	55	N/A	45	N/A	50	N/A	48.5
Economically Disadvantaged	-	49	-	45	-	48.5	-	36.5

AGP Growth Data

Math AGP Points Earned: 0.5/5 **ELA AGP Points Earned: 3.5/5**

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	10	31.3	54.5	46.7	15.3	27.5	50	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	-	26.5	-	43.8	-	18.1	-	26.4
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	28.8	N/A	53.3	N/A	40.2	N/A	31.3
White/ Caucasian	-	33.6	-	47.7	-	31.6	-	38
Students with Disabilities	N/A	8.2	N/A	19.1	-	10	-	9
English Learners	N/A	17.1	N/A	14.2	N/A	6.4	N/A	<5
Economically Disadvantaged	-	16.6	-	33.6	-	13.3	-	22.2

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

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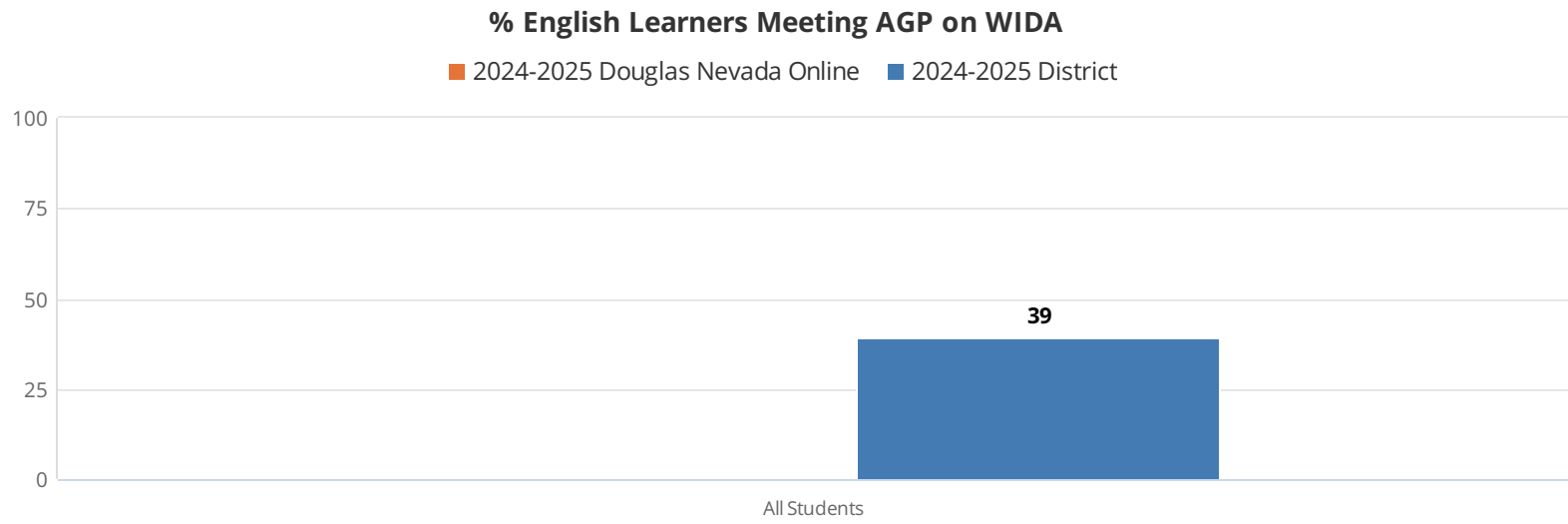


English Language

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	N/A	N/A	39.3	N/A	N/A	19.3



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

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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.

Math AGP Points Earned: NA/10 **ELA AGP Points Earned: NA/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	-	14.9	-	30.6	-	11.7	-	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	-	16	-	28.5	-	11	-	11.2
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	15.1	N/A	31.4	N/A	25.6	N/A	6.8
White/ Caucasian	-	14.6	-	31.3	-	12	-	15.6
Students with Disabilities	N/A	<5	N/A	16.3	N/A	<5	N/A	<5
English Learners	N/A	14.7	N/A	14.2	N/A	<5	N/A	<5
Economically Disadvantaged	-	10.1	-	25.5	-	6.7	-	10.1

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Student Engagement

0/15

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: 0/10

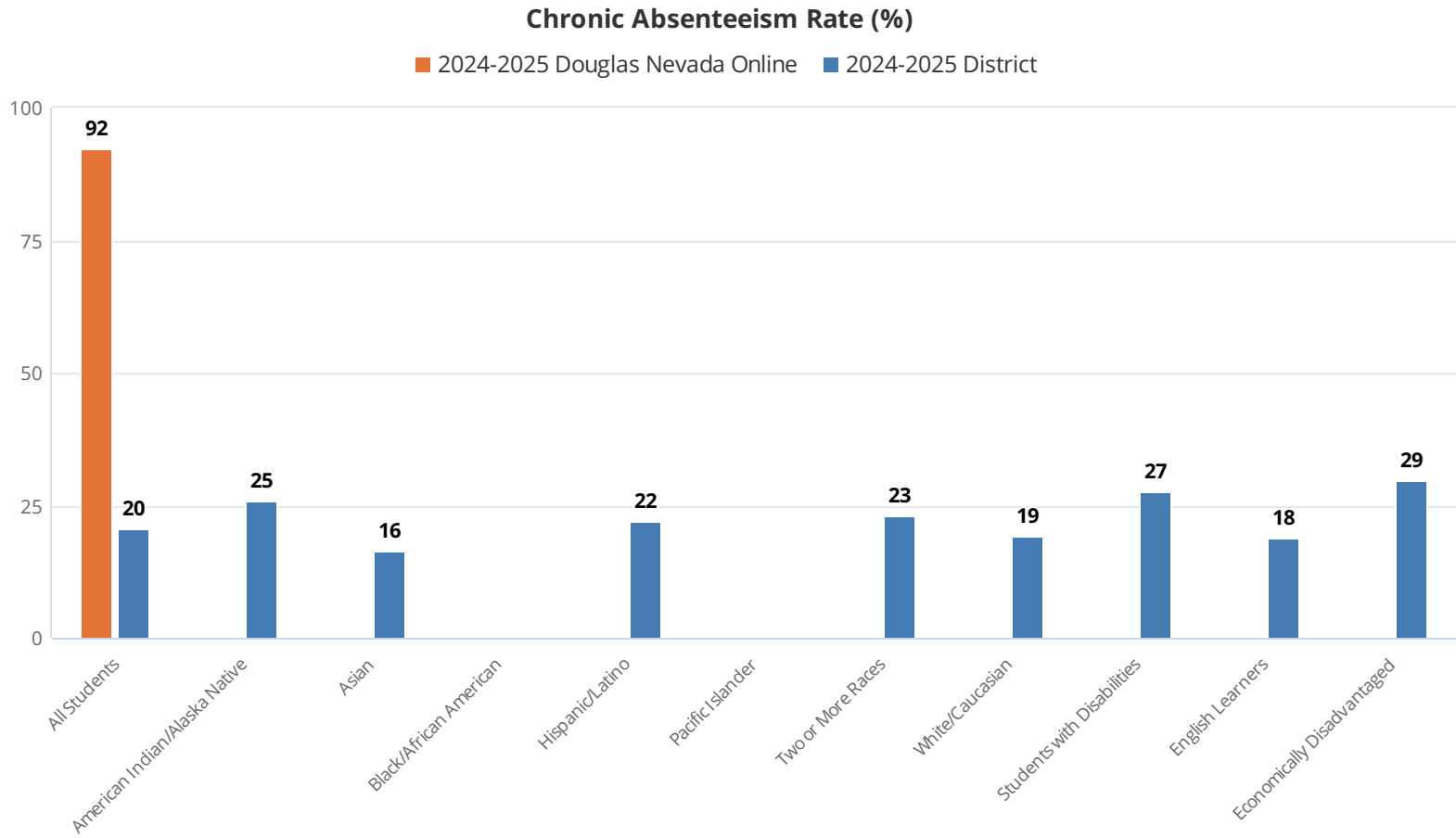
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	92.3	20.5	50	19.3
American Indian/ Alaska Native	N/A	25.9	N/A	39
Asian	N/A	16.6	N/A	10
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	22.1	-	20.2
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	23.2	-	18.4
White/ Caucasian	-	19.3	-	18.2
Students with Disabilities	-	27.7	-	27
English Learners	-	18.9	N/A	22.5
Economically Disadvantaged	-	29.8	-	29.4

All Students Chronic Absenteeism Percent Change: 84.6%

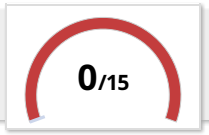
Points Earned by the Chronic Absenteeism Rate: 0/10

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

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.



Student Engagement

Academic Learning Plans

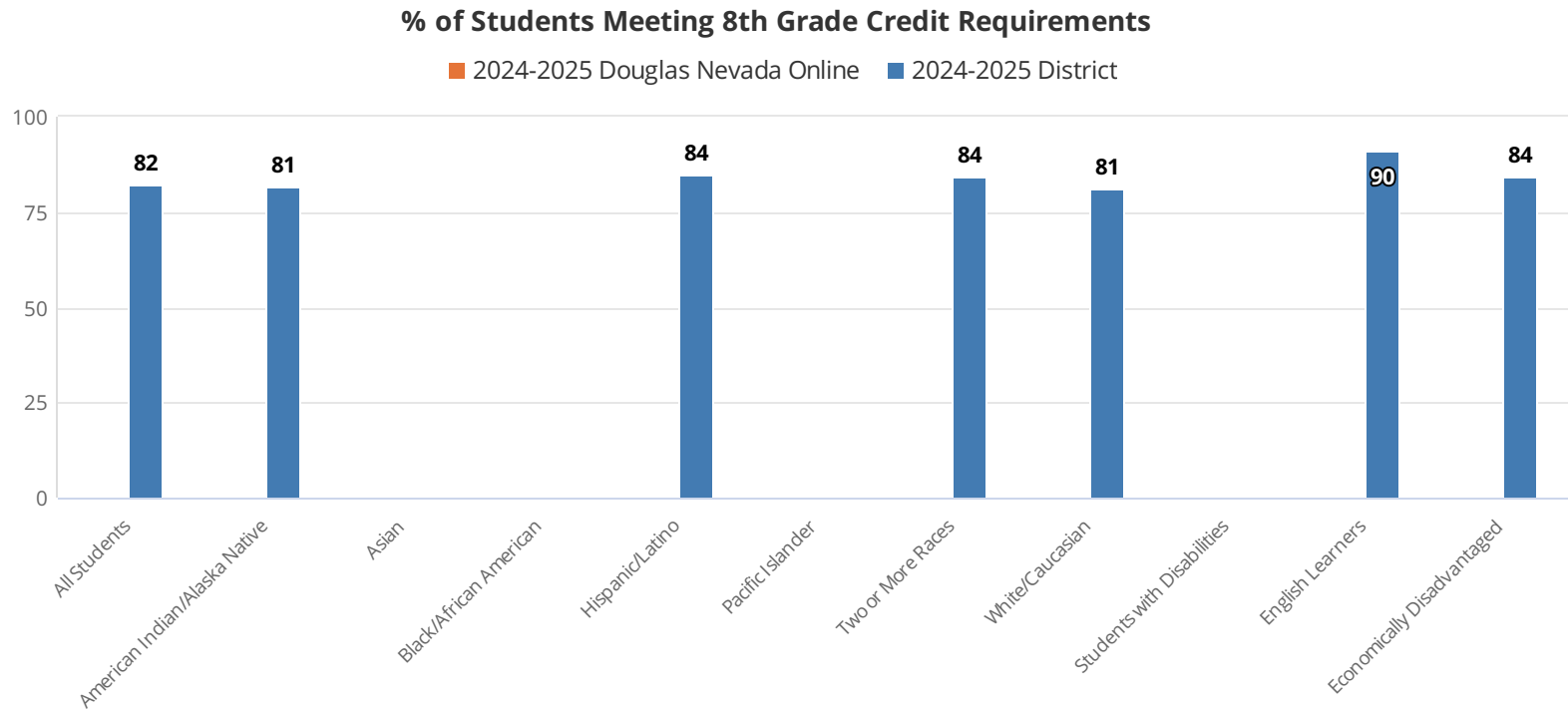
Academic Learning Plans Points Earned NA/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	-	>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	-	>95	-	>95
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	>95	-	>95
White/ Caucasian	-	>95	-	>95
Students with Disabilities	-	>95	-	>95
English Learners	N/A	>95	N/A	>95
Economically Disadvantaged	-	>95	-	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	-	82	-	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	-	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



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