

School Level: Elementary School

Grade Levels: PK-05

District: Douglas

School 699 Long Valley Rd

Address: Gardnerville, NV 89460



62.2
Total Adjusted Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

70.1% White/Caucasian

0.3% Black/African American

21.3% Hispanic/Latino

N/A% Asian

0.6% American Indian/Alaska Native

N/A% Pacific Islander

7.4% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	79.4 ★★★★★
2023-2024	55.5 ★★★★

Additional Student Groups

3.7% English Learners

21.6% Students with Disabilities

45.4% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. 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 ★★★★★

2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	43.3	44.8
Math Proficiency	41.7	43.2
ELA Proficiency	56.3	54.8
Science Proficiency	13.3	20.9
Read-by-Grade-3 Proficiency	62	56.1



Growth Indicator

Measure	School Median	District Median
Math MGP	63.5	52
ELA MGP	51.5	53

	School Rate	District Rate
Met Math AGP Target	45.9	39.2
Met ELA AGP Target	54	55.2



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	59.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	28.8	23.4
Prior Non-Proficient Met ELA AGP Target	47.8	47.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	14.7	12.2

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

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

12/25

Academic Achievement

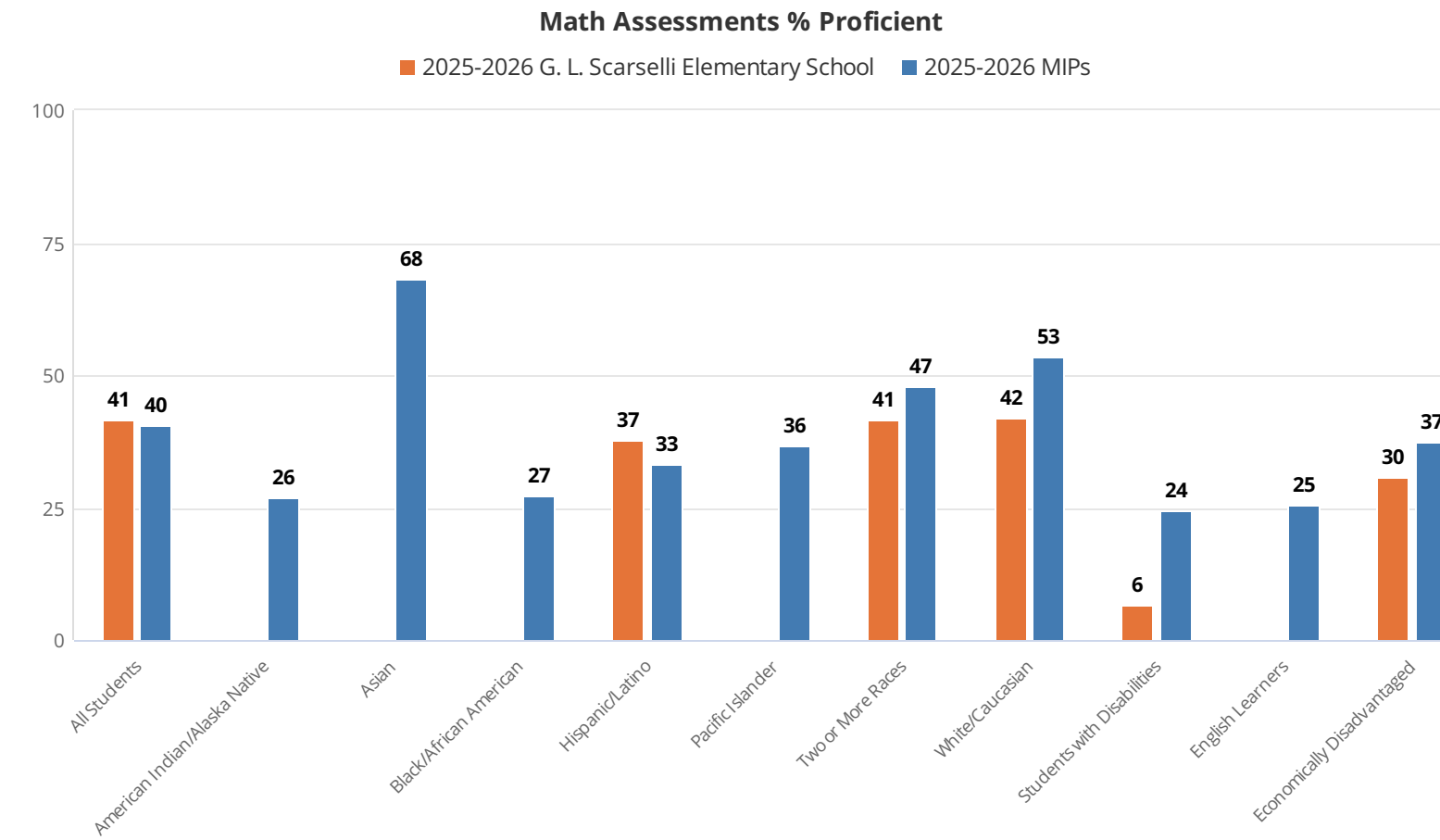
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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 Points Earned: 8/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	43.3	44.8	44.4	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	41.7	43.2	40.4	43.1	42.7	39.2
American Indian/ Alaska Native	-	19	26.8	-	16	23
Asian	N/A	84.6	68.2	N/A	69.2	67.5
Black/ African American	-	-	27.4	-	-	25.2
Hispanic/ Latino	37.8	34.5	33.3	33.3	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	41.6	37	47.9	-	42.3	46.8
White/ Caucasian	42	47.1	53.4	46.3	47.5	52.4
Students with Disabilities	6.7	20.2	24.5	10.8	22.8	20.5
English Learners	-	17.7	25.4	-	13.7	21.5
Economically Disadvantaged	30.7	28.8	37.5	30.1	26.5	36.3



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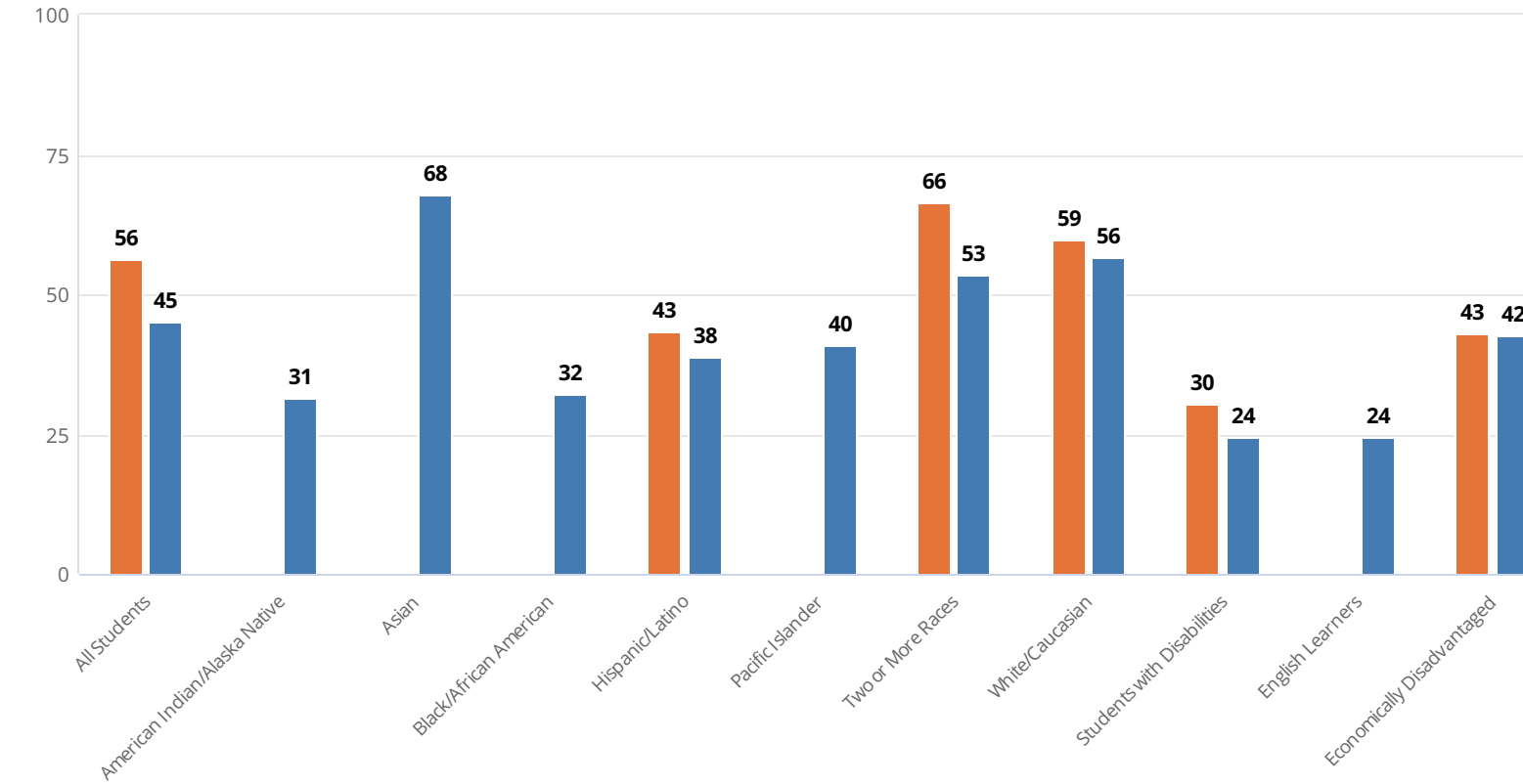
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	56.3	54.8	45	50.9	49.3	43.9
American Indian/ Alaska Native	-	23.8	31.5	-	24	27.9
Asian	N/A	84.6	68	N/A	69.2	67.3
Black/ African American	-	-	32.3	-	-	30.2
Hispanic/ Latino	43.2	44.5	38.7	42.4	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	66.6	53.2	53.5	-	50.8	52.5
White/ Caucasian	59.8	59.4	56.8	53.6	54.6	55.9
Students with Disabilities	30.5	25.9	24.6	10.8	22.1	20.6
English Learners	-	17.7	24.4	-	13.7	20.4
Economically Disadvantaged	43	39.6	42.5	38	32.7	41.3

ELA Assessments % Proficient

2025-2026 G. L. Scarselli Elementary School 2025-2026 MIPs



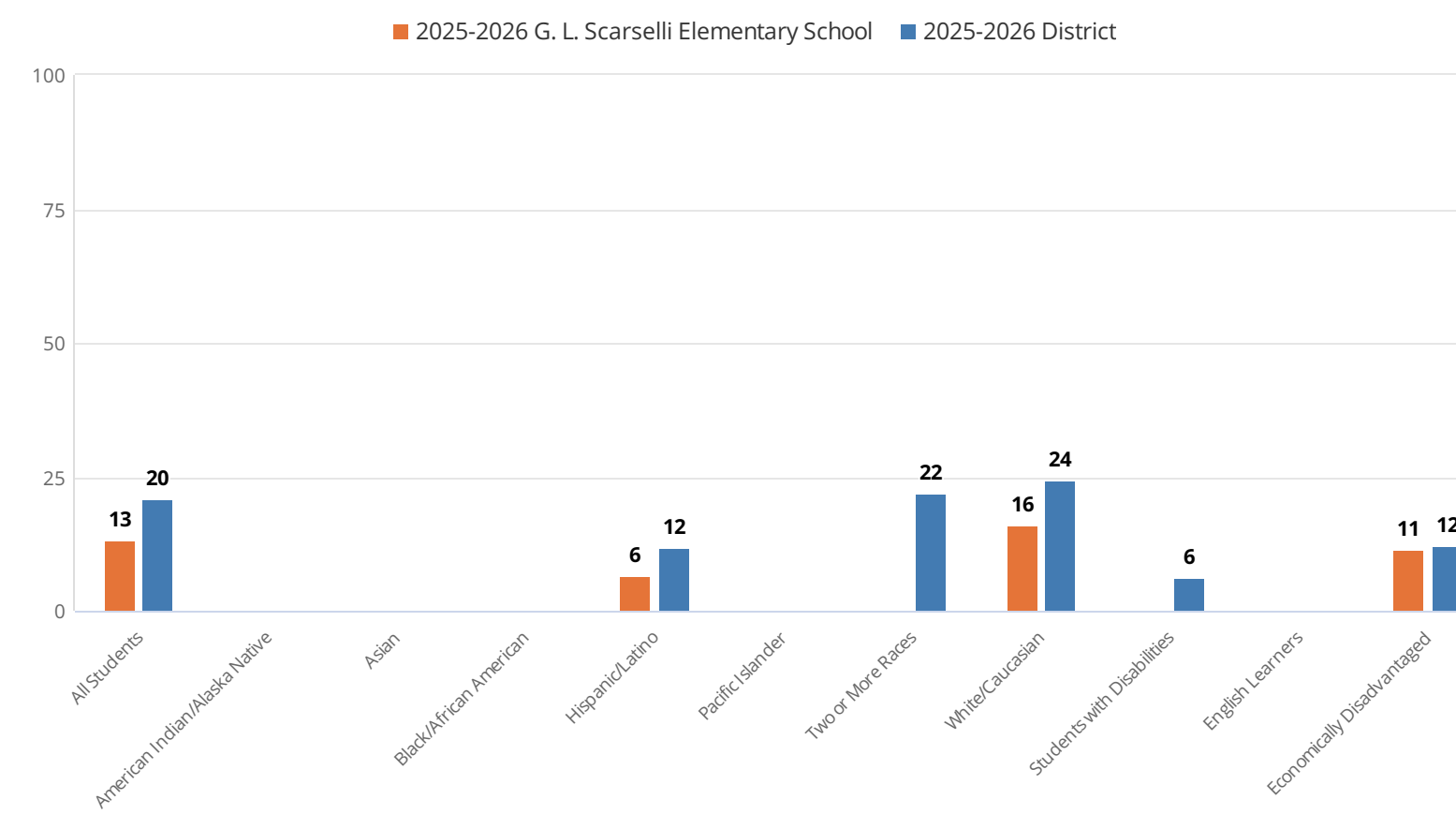


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	13.3	20.9	27.6	25.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	6.6	12	18.1	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	16.2	24.5	31.2	28.6
Students with Disabilities	<5	6.2	-	7.5
English Learners	-	-	-	<5
Economically Disadvantaged	11.5	12.2	14.2	9.4

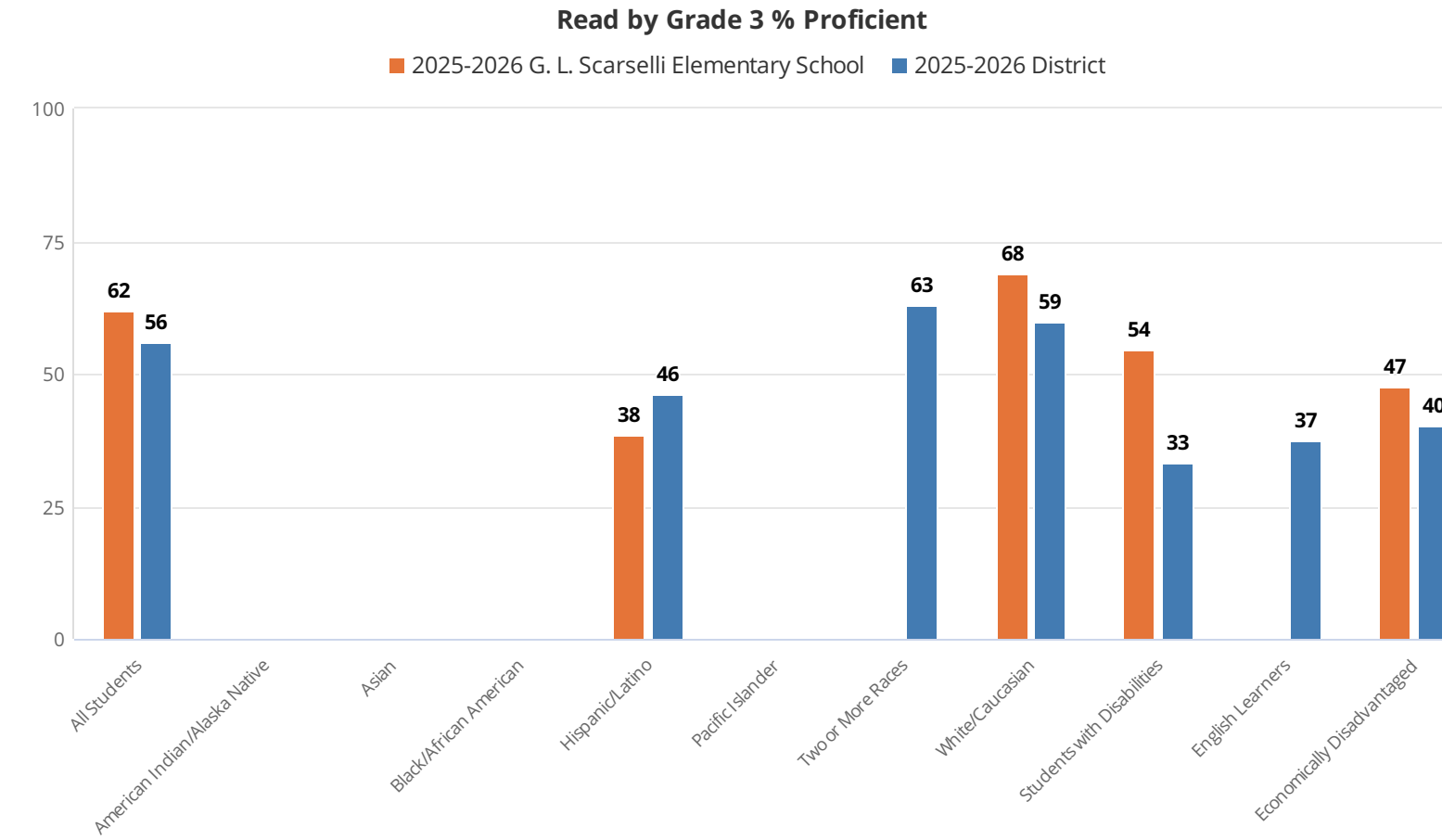
Science Assessments % Proficient



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Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	62	56.1	45.6	48.7
American Indian/ Alaska Native	N/A	-	-	10
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	38.4	46.1	-	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	68.9	59.7	48.5	56.6
Students with Disabilities	54.5	33.3	-	25.3
English Learners	-	37.5	N/A	23.8
Economically Disadvantaged	47.6	40.1	27.7	34.6



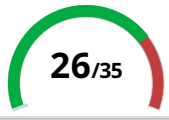


Academic Achievement

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	N/A	N/A	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	91.6%	88.8%	93.1%	93.1%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	94.4%	>=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: 9/10****ELA MGP Points Earned: 6/10**

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	63.5	52	51.5	53	65	41	69	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	-	-	-	-	N/A	-	N/A	-
Hispanic/ Latino	63	55.5	38	52.5	56.5	41	67.5	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	68	52	53	54	65	42	70	48
Students with Disabilities	54	48.5	56	44	64	41	74	53
English Learners	-	63.5	-	53.5	-	37	-	49
Economically Disadvantaged	51	46.5	45	52	50	38	72	46.5

AGP Growth Data**Math AGP Points Earned: 6/7.5****ELA AGP Points Earned: 5/7.5**

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	45.9	39.2	54	55.2	47.5	36.1	63.3	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	-	-	-	-	N/A	-	N/A	-
Hispanic/ Latino	47.6	37.1	47.6	50	50	30	58.3	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	47.2	41.1	55.5	58.5	46.4	37.9	67.6	54.4
Students with Disabilities	7.6	19.1	38.4	34	23.5	23	70.5	38.5
English Learners	-	36.6	-	36.6	-	21.2	-	30.3
Economically Disadvantaged	34.8	28.4	48.8	46.7	43.9	24	63.4	43

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.

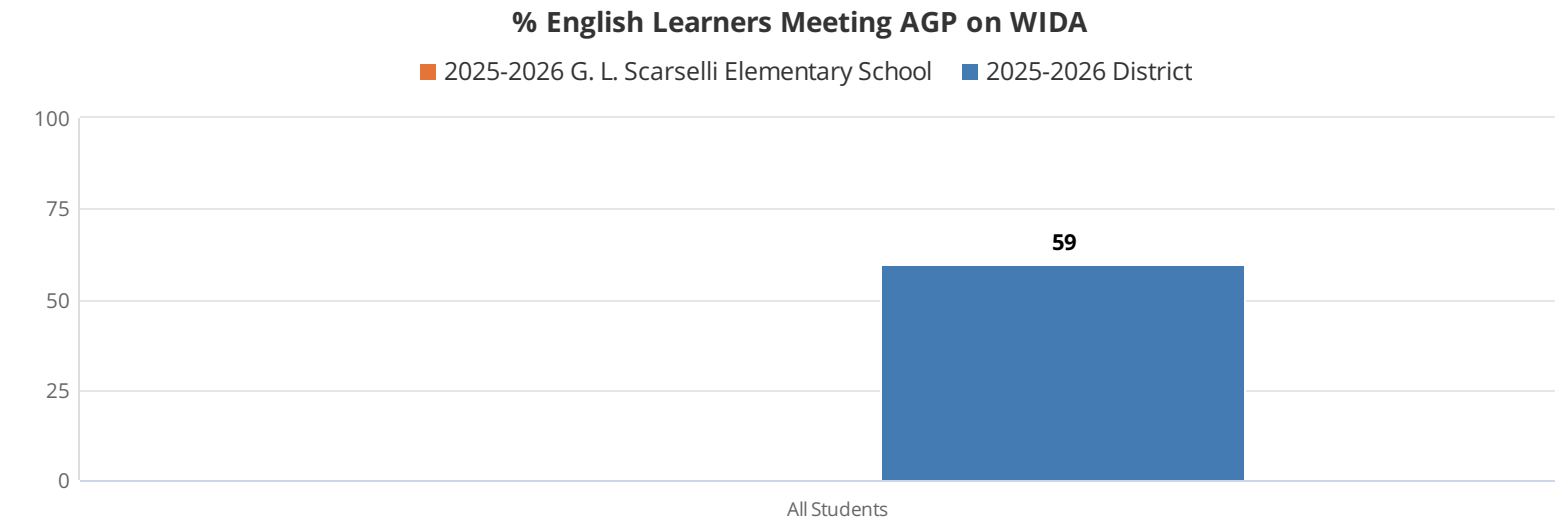
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English Language

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

	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	-	-	59.4	-	-	51.6



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: 5/10				ELA AGP Points Earned: 8/10			
	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	28.8	23.4	47.8	47.4	39.2	22.1	63.1	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	28.5	22.3	-	46.6	46.6	19.1	50	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	28.5	24.5	45.7	50	35	24.8	70.7	46.2
Students with Disabilities	7.6	12.1	38.4	32.4	14.2	12.6	71.4	29.3
English Learners	-	33.3	-	44	-	16.6	-	32.2
Economically Disadvantaged	29	20.9	48	42.2	30.7	16.9	59.2	35.4



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: 5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	14.7	12.2	11.9	13.5
American Indian/ Alaska Native	-	9.6	-	23
Asian	N/A	9.5	N/A	<5
Black/ African American	-	-	-	-
Hispanic/ Latino	20	14.7	16.2	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	19	12	10	13.9
White/ Caucasian	11.9	11.2	10.3	12.2
Students with Disabilities	19.6	14.3	13.8	18.1
English Learners	9	15.4	16.6	18.8
Economically Disadvantaged	18.4	16	11.8	18

All Students Chronic Absenteeism Percent Change: 23.5%

Points Earned by the Chronic Absenteeism Rate: 5/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5

