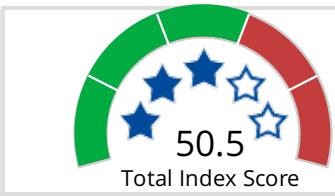
Jacks Valley Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 701 Jacks Valley Road
Carson City, NV 89705



School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

55.8% White/Caucasian
N/A% Black/African American
35.5% Hispanic/Latino
2.6% Asian
0.2% American Indian/Alaska Native
N/A% Pacific Islander
5.5% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	30.5 ★★
2023-2024	34 ★★

Additional Student Groups

10.8% English Learners
20.2% Students with Disabilities
43.5% 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.

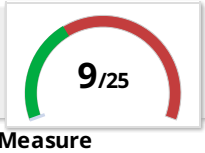
How are school star ratings determined?

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



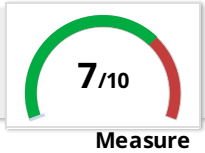
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**36.4**	44.8
Math Proficiency	33.5	43.2
ELA Proficiency	45.7	54.8
Science Proficiency	15.9	20.9
Read-by-Grade-3 Proficiency	59.5	56.1



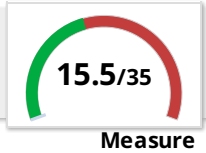
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	61.5	59.4



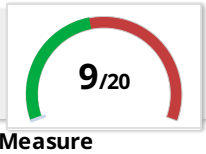
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.1	12.2



Growth Indicator

Measure	School Median	District Median
Math MGP	47	52
ELA MGP	51.5	53
	School Rate	**District Rate**
Met Math AGP Target	29.4	39.2
Met ELA AGP Target	46.8	55.2

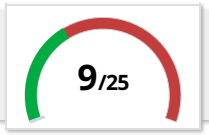


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.8	23.4
Prior Non-Proficient Met ELA AGP Target	40.3	47.4

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

Click here to learn more about the NSPF.



Academic Achievement

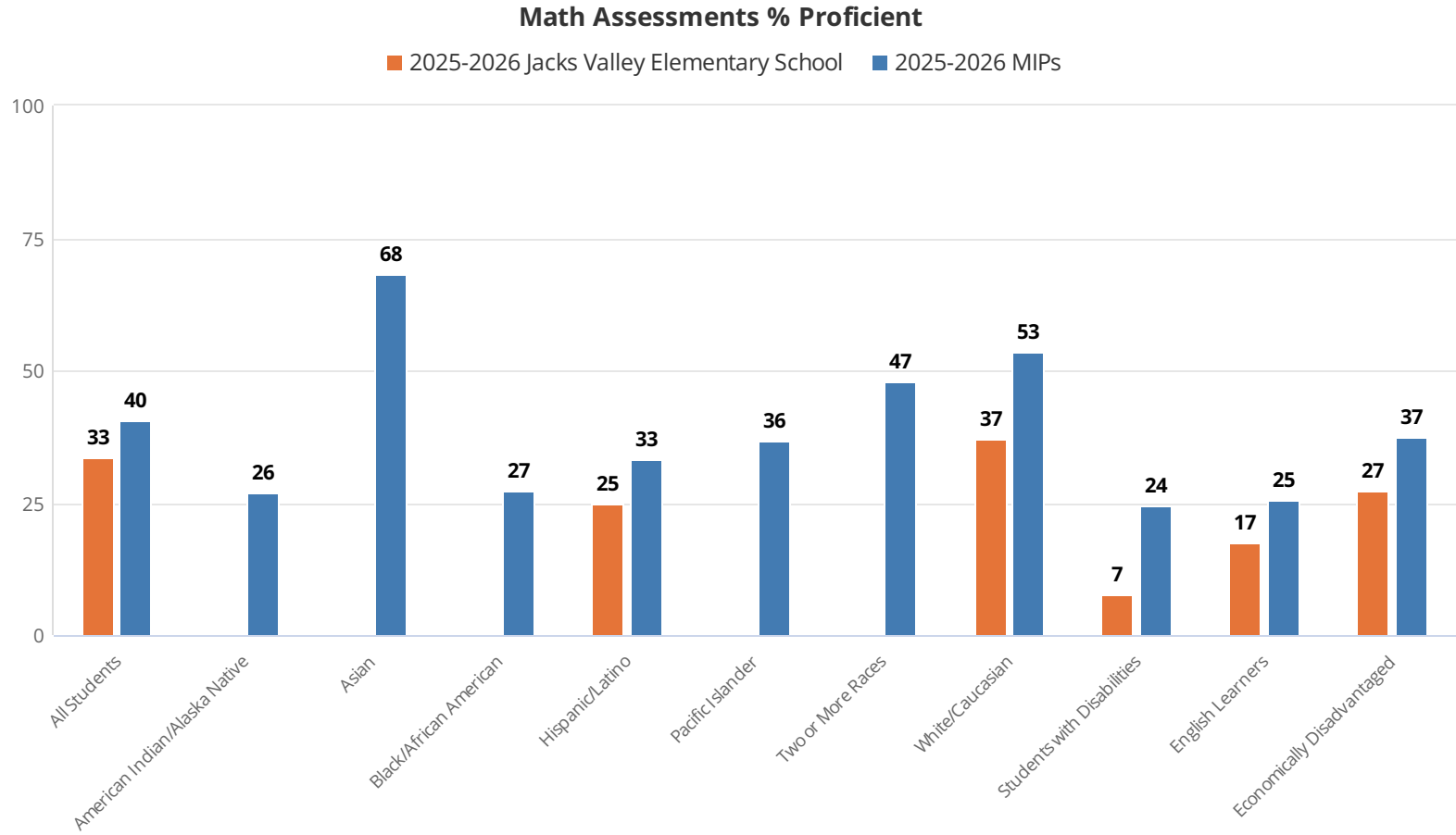
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 5/20

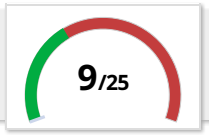
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	36.4	44.8	32.2	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	33.5	43.2	40.4	32.9	42.7	39.2
American Indian/ Alaska Native	N/A	19	26.8	-	16	23
Asian	-	84.6	68.2	-	69.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	25	34.5	33.3	18.5	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	-	37	47.9	-	42.3	46.8
White/ Caucasian	37.1	47.1	53.4	40	47.5	52.4
Students with Disabilities	7.7	20.2	24.5	9	22.8	20.5
English Learners	17.6	17.7	25.4	7.1	13.7	21.5
Economically Disadvantaged	27.4	28.8	37.5	23.7	26.5	36.3



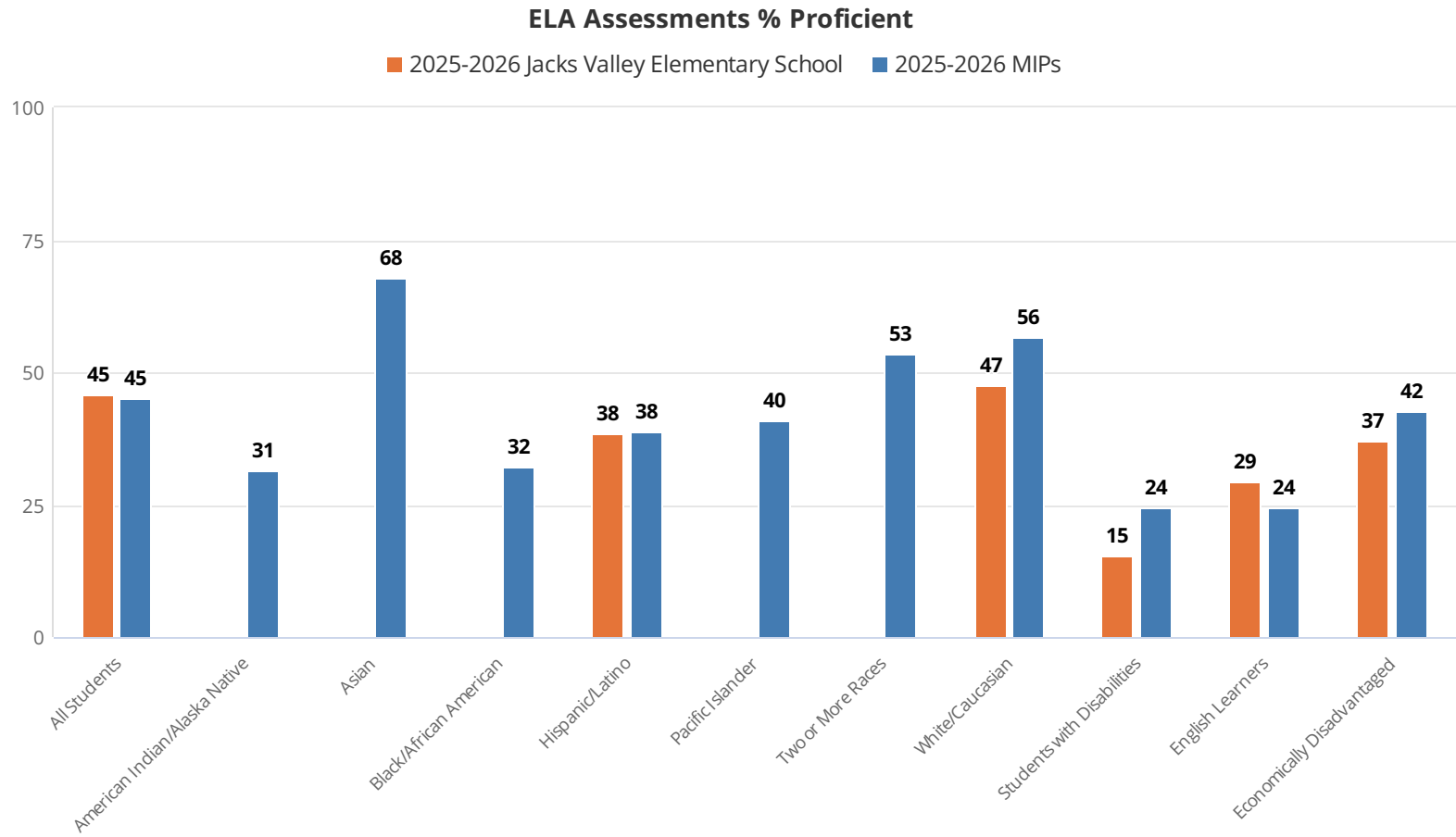
District percentages reflect the district the school was associated with when the data was collected.
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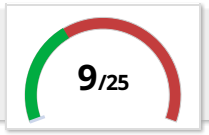
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	45.7	54.8	45	38.1	49.3	43.9
American Indian/ Alaska Native	N/A	23.8	31.5	-	24	27.9
Asian	-	84.6	68	-	69.2	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	38.4	44.5	38.7	25.9	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	-	53.2	53.5	-	50.8	52.5
White/ Caucasian	47.4	59.4	56.8	41.9	54.6	55.9
Students with Disabilities	15.5	25.9	24.6	<5	22.1	20.6
English Learners	29.4	17.7	24.4	7.1	13.7	20.4
Economically Disadvantaged	37	39.6	42.5	28.7	32.7	41.3



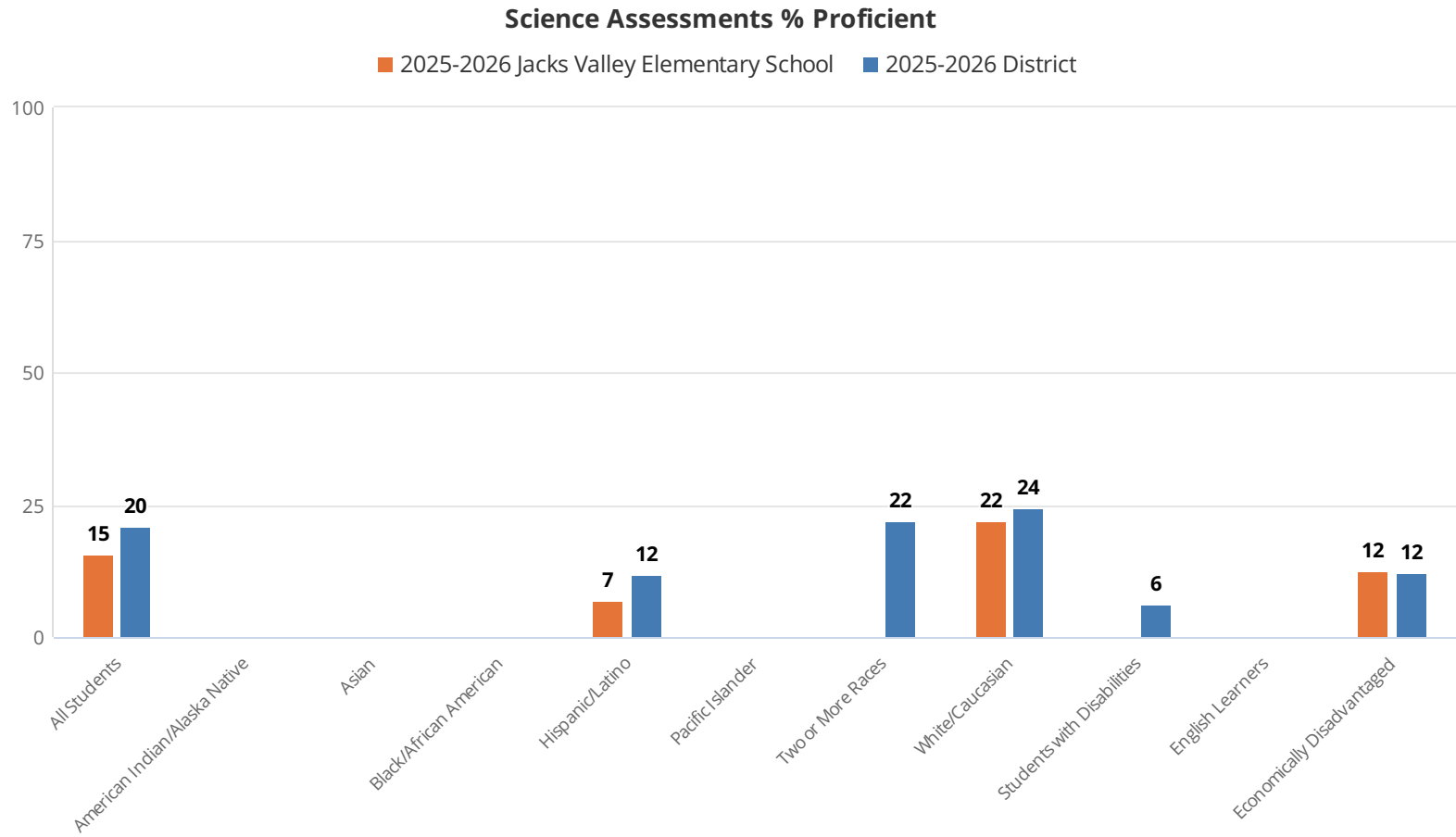
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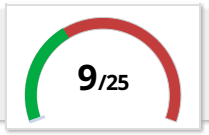
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	15.9	20.9	15.9	25.9
American Indian/ Alaska Native	N/A	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	7.1	12	11.1	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	22.2	24.5	13.5	28.6
Students with Disabilities	-	6.2	<5	7.5
English Learners	-	-	-	<5
Economically Disadvantaged	12.5	12.2	6.4	9.4



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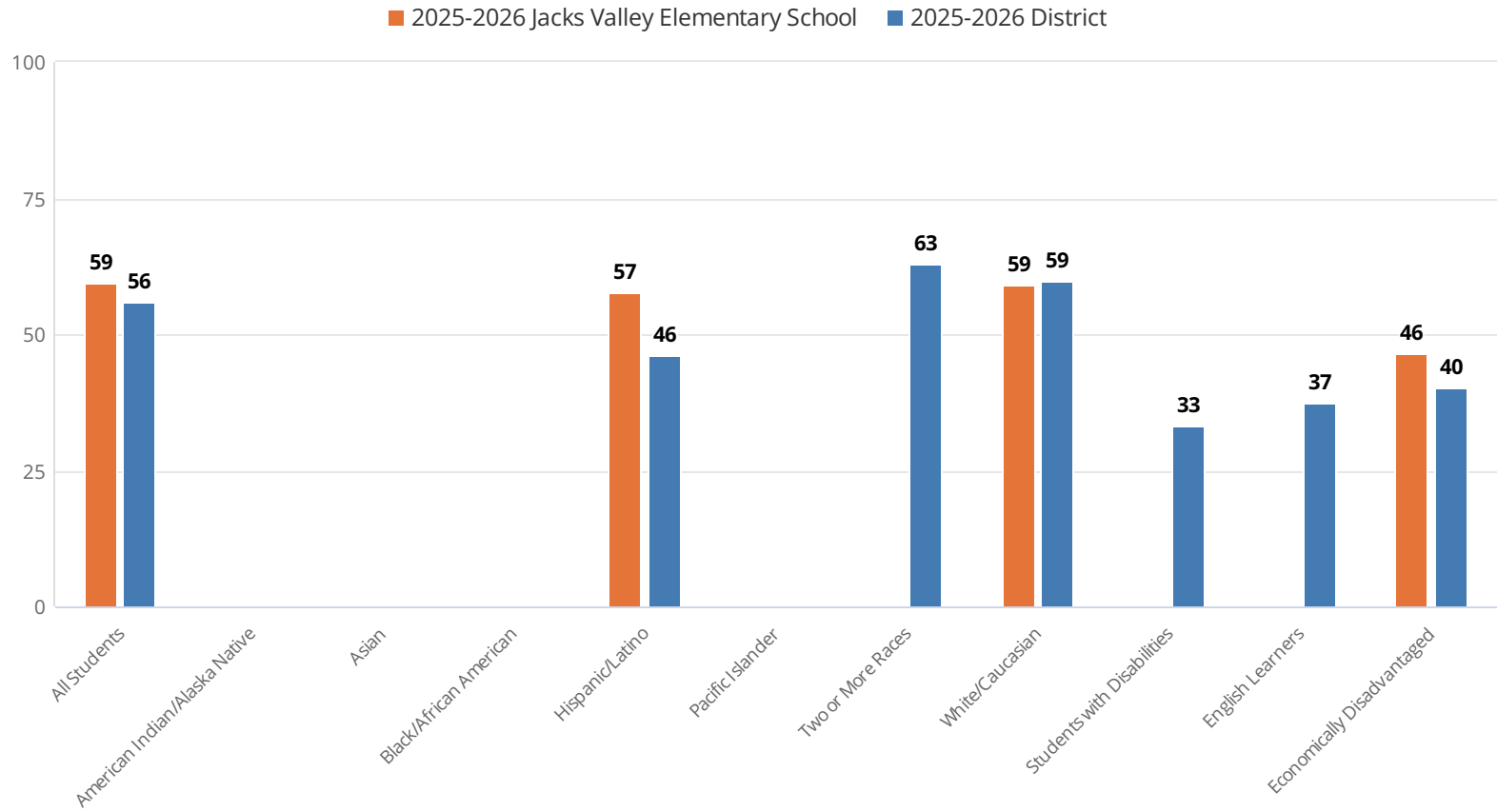
Academic Achievement

Read by Grade 3 Proficient

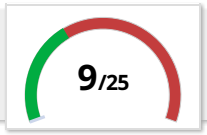
Read by Grade 3 Points Earned: 4/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	59.5	56.1	41.8	48.7
American Indian/ Alaska Native	N/A	-	N/A	10
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	57.8	46.1	31.2	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	63.1	-	33.3
White/ Caucasian	59	59.7	45.4	56.6
Students with Disabilities	-	33.3	10	25.3
English Learners	-	37.5	-	23.8
Economically Disadvantaged	46.6	40.1	35.4	34.6

Read by Grade 3 % Proficient



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Academic Achievement

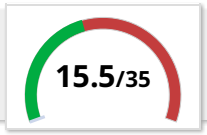
Participation on State Assessments

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.

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	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	90%	90%	94.4%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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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: 4/10 **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	47	52	51.5	53	25.5	41	42	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	53	55.5	59	52.5	34	41	38	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	44	52	48.5	54	23.5	42	42.5	48
Students with Disabilities	52.5	48.5	43	44	30.5	41	40	53
English Learners	65	63.5	67	53.5	-	37	-	49
Economically Disadvantaged	47	46.5	48.5	52	21.5	38	43.5	46.5

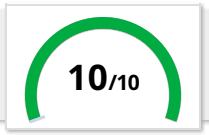
AGP Growth Data

Math AGP Points Earned: 2.5/7.5 **ELA AGP Points Earned: 3/7.5**

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	29.4	39.2	46.8	55.2	15.4	36.1	44.5	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	32.2	37.1	38.7	50	13.5	30	40.5	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	25.4	41.1	50	58.5	15.1	37.9	45.4	54.4
Students with Disabilities	27.7	19.1	44.4	34	<5	23	13.6	38.5
English Learners	54.5	36.6	36.3	36.6	-	21.2	-	30.3
Economically Disadvantaged	28.8	28.4	41.3	46.7	12.5	24	43.7	43

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

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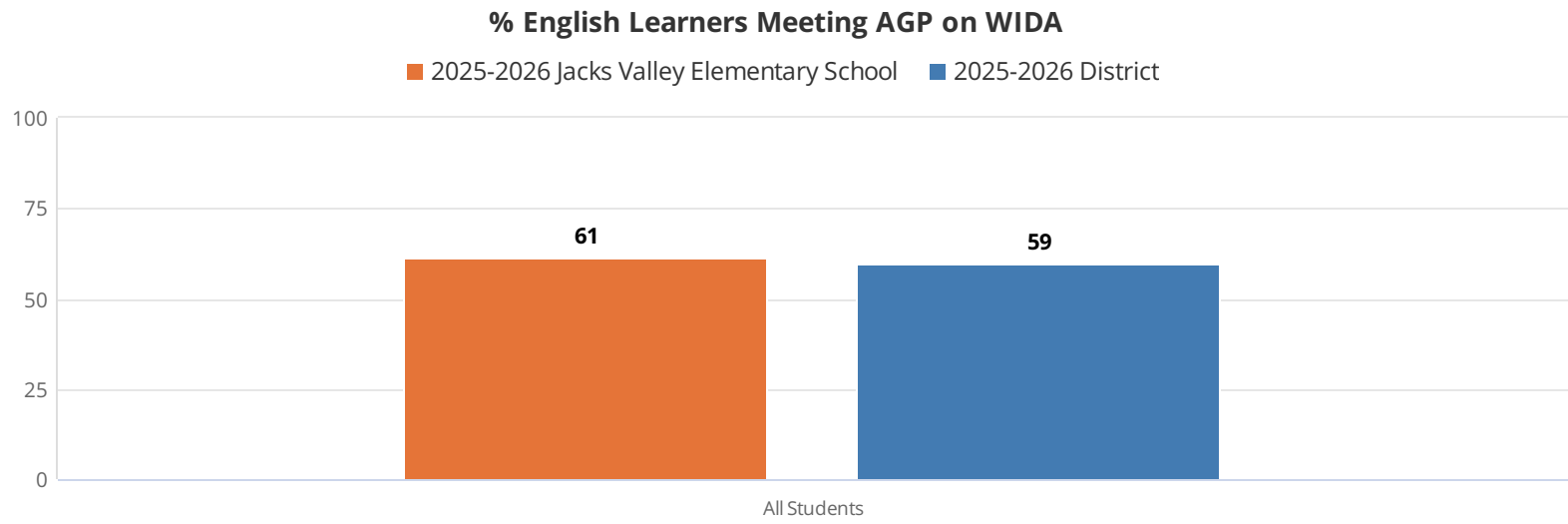


English Language

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.

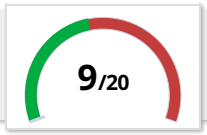
English Language Points Earned: 10/10

	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	26	61.5	59.4	29	44.8	51.6



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.
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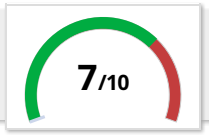
Closing Opportunity Gaps

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 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.

Math AGP Points Earned: 3/10 **ELA AGP Points Earned: 6/10**

Groups	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	23.8	23.4	40.3	47.4	7.6	22.1	31.7	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	28	22.3	36	46.6	10	19.1	28.5	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	N/A	9	-	26.6
White/ Caucasian	18.1	24.5	39.3	50	6	24.8	33.3	46.2
Students with Disabilities	26.6	12.1	37.5	32.4	<5	12.6	13.6	29.3
English Learners	50	33.3	40	44	-	16.6	-	32.2
Economically Disadvantaged	29.4	20.9	37.1	42.2	8.1	16.9	35.1	35.4

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

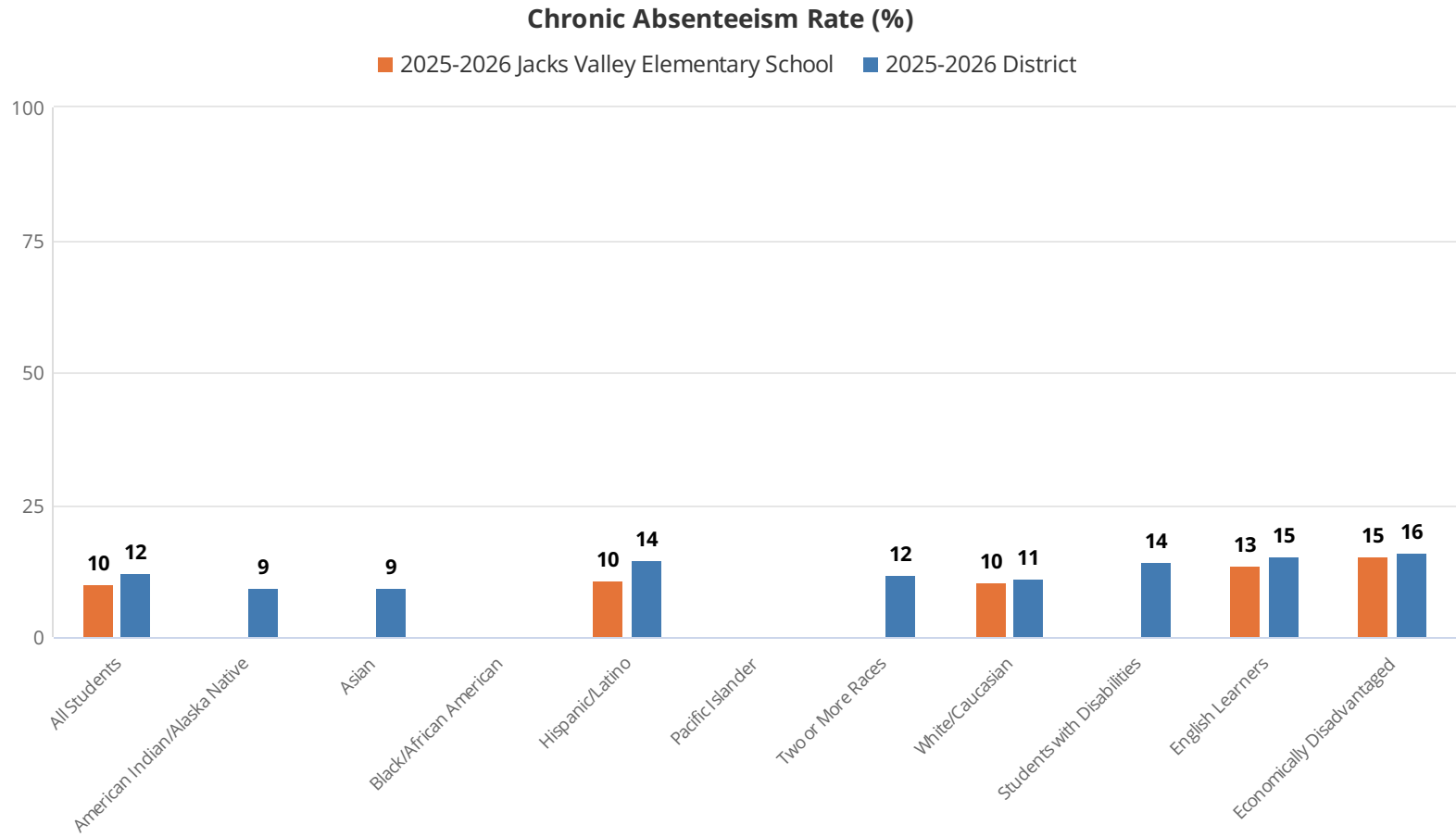
Chronic Absenteeism Points Earned: 7/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	10.1	12.2	9.7	13.5
American Indian/ Alaska Native	-	9.6	-	23
Asian	-	9.5	-	<5
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	10.8	14.7	9.5	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	<5	12	9	13.9
White/ Caucasian	10.6	11.2	9.9	12.2
Students with Disabilities	<5	14.3	17.2	18.1
English Learners	13.8	15.4	7.8	18.8
Economically Disadvantaged	15.5	16	12.8	18

All Students Chronic Absenteeism Percent Change: 4.1%

Points Earned by the Chronic Absenteeism Rate: 7/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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