CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, November 10, 2026

SCHOOL BOARD MEETING

LOCATION OF MEETING: **Robert Crowell Board Room**
Community Center
851 E. William Street
Carson City, Nevada

CALL BOARD WORKSHOP TO ORDER – 3:00 P.M.

1. Round table discussion among Board Members and Staff addressing the following topic: – **for discussion only; no action.**
    - Presentation and Discussion from the National Center on Education and the Economy (NCEE) represented by Ms. Janice Case regarding the Future of Education

CALL BOARD MEETING TO ORDER – 6:00 P.M.

2. Adoption of the Agenda, as submitted – **for possible action (public comment will be taken prior to any action).**
Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more agenda items for consideration, and (3) to remove an item from the agenda or delay discussion relating to an item on the agenda at any time, in or to accomplish the business on the agenda in the most efficient manner.

3. Flag Salute: **Michelle Pedersen**

4. Presentation of 2026-2027 CCSD Board Sponsored "Great American Essay Contest" Winners **– for discussion only.** **Andrew Feuling**

5. Superintendent's Report – **for information only**.
Announcements, presentations, and follow-up on inquiries made to the Superintendent:
    - Announcements

6. Board Reports/Board Member Comments – **for information only.**
    - Carson High School Activities
    - Carson High School Silver Campus Activities
    - Nevada Association of School Boards (NASB) Update
    - Announcements

7. Association Reports – **for discussion only**.

8. Public Comment – Comments will be accepted in person, or through virtual participation via email; publiccomment@carson.k12.nv.us no later than 12:30 p.m. the day of the meeting. Email for public comment must include the submitting party's full name. Email for public comment will be posted as a supplemental document and copies will be provided to the board

members. The names of those who have provided virtual public comment will be read during public comment and the emails will be included in the record, but the virtual public comment will not be read during the meeting. Comments may be made by members of the public on any matter within the authority of this Board. Please note that public comment will be taken on items marked "for possible action" before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during public comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making public comment, speakers are asked to come to the table or podium, sign in, speak into the microphone, and identify themselves for the record. Commenters are instructed to limit their comments to no more than three (3) minutes, and not simply repeat comments made by others. – **for discussion only.**

9. Discussion and Possible Action to Approve Proposed Material Reviewed by the Family Life Advisory Committee to be included in the Family Life Curriculum for the Carson City School District **– for possible action.** — **Sheila Story** **Brandon Bringhurst**

10. Informational Update on Professional Learning Communities (PLCs) in the Carson City School District **- for discussion only.** — **Lacey Carey** **Brandon Bringhurst**

11. Discussion and Possible Action on Courses Approved for Dual Credit in the Carson City School District in accordance with NRS 389.160 **– for possible action.** — **Candi Robles** **Brandon Bringhurst**

12. Discussion on Proposed Changes to the following CCSD Policy in Section 200, Programs: **First Reading** — **Candi Robles** **Brandon Bringhurst**
    - 211, Career and Technical Education (CTE)

    – for discussion only.

13. Discussion on Newly Proposed CCSD Regulation 211, Career and Technical Education (CTE) **– for discussion only.** — **Candi Robles** **Brandon Bringhurst**

14. Discussion on Proposed Changes to the following CCSD Policy in Section 200, Programs: **First Reading** — **Andrew Feuling** **Raymond Medeiros**
    - 218, Internet Safety and Technology: Acceptable and Responsible Use

    – for discussion only.

15. Discussion on Proposed Changes to the following CCSD Regulation in Section 200, Programs: — **Andrew Feuling** **Raymond Medeiros**
    - 218, Internet Safety and Technology: Acceptable and Responsible Use

    – for discussion only.

16. Discussion and Possible Action to Approve Proposed Changes to the following CCSD Policy in Section 200, Programs: **Second Reading** — **Brandon Bringhurst** **Andrew Feuling**
    - 209, Controversial Issues

    – for possible action.

17. Presentation of the 2025-2026 Nevada School Performance Framework (NSPF) Ratings for the Carson City School District **– for discussion only.** **Brandon Bringhurst**

18. Informational Update on the Preliminary 2026 Cohort Graduation Rates for the Carson City School District **– for discussion only.** **Brandon Bringhurst**

19. Approval of Consent Agenda – **for possible action (public comment will be taken prior to any action).**

ALL MATTERS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND MAY BE ACTED UPON BY THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES WITH ONE ACTION AND WITHOUT EXTENSIVE HEARING. ANY MEMBER OF THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES MAY REQUEST THAT AN ITEM BE TAKEN FROM THE CONSENT AGENDA, DISCUSSED AND ACTED UPON SEPARATELY DURING THIS MEETING.

a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment
b. Approval of Offers of Employment to Certified Staff, Notice of Non-Hires and Notice of Terminations
c. Request permission for student exemption of required vaccinations pursuant to NRS 392.437 (religious beliefs) or NRS 392.439 (medical condition)
d. Request permission for 16-year-old to withdraw from school to take the High School Equivalency Exam (HSE)
e. Approval of Board Meeting minutes; October 13, 2026

20. Informational Items **– for discussion only; no action will be taken.**

ALL MATTERS LISTED UNDER INFORMATIONAL ITEMS ARE CONSIDERED ROUTINE NON-ACTION ITEMS. ANY MEMBER OF THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES MAY REQUEST THAT AN ITEM BE TAKEN FROM INFORMATIONAL ITEMS AND DISCUSSED DURING THIS MEETING.

a. Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations.
b. Notification of Budget Transfers for the Prior Month; October 2026
c. Activities and Events:
    - Professional Learning for Staff on the following Tuesdays: November 17, December 1 and December 8; students dismiss at the following times:
        - Pre-K – 12:15 p.m.
        - High Schools – 12:50 p.m.
        - Middle Schools – 1:05 p.m.
        - Elementary Schools – 1:45 p.m.
    - No School on Wednesday, November 11, 2026; Veteran's Day Holiday
    - Wednesday, November 18, 2026, Community Connections, 6:00 p.m., Carson High School Library
    - November 23 – 27, 2026, Thanksgiving Holiday; No School
    - Friday, December 4, 2026, Silver & Snowflake Festival Tree Lighting, Capital Building, 5:30 p.m.

21. Requests for Future Agenda Topics

22. Adjournment

A copy of the agenda of this meeting has been posted before 9:00 AM on Thursday, November 5, 2026, at the following locations: 1) School Administration Office, 1402 W. King Street; 2) District Website: www.carsoncityschools.com; 3) State of Nevada website: https://notice.nv.gov .

Copies of supporting material may be requested from Mrs. Renae Cortez, Executive Administrative Assistant, at 1402 W. King Street, Carson City, NV 89703; by mail addressed to Mrs. Cortez at Carson City School District, Administrative Offices, P.O. Box 603, Carson City, NV 89702; by phone at (775) 283-2100 or by email to rcortez@carson.k12.nv.us. Copies of supporting material are available to the public at the District Office, 1402 W. King Street, Carson City, NV 89703, on the District website, www.carsoncityschools.com, and at the meeting on the date and place listed on the first page of this document.

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can. The meeting can be accessed at the following website: http://carson.org/index.aspx?page=6204

In addition, use the following link to access instructions on using YouTube subtitles to support language translation: https://link.carsoncityschools.com/translation.

BOARD OF TRUSTEES MEETING
November 10, 2026

EXECUTIVE SUMMARY

1. Workshop - Presentation and Discussion from the National Center on Education and the Economy (NCEE) represented by Ms. Janice Case regarding the Future of Education

Ms. Janice Case, a representative from the National Center on Education and the Economy (NCEE) will lead an interactive session on the future of education based on the work and research they do around the country and world. NCEE has already facilitated work of the Nevada Commission on Innovation and Excellence in Education for the past 3 years and is very familiar with the "Nevada context" of K-12 education. The purpose of the workshop is to create some interesting and intentional dialogue as we work toward a new strategic plan for the District.

4. Presentation of 2026-2027 CCSD Board Sponsored "Great American Essay Contest" Winners

Each year the Board sponsors the "Great American Essay Contest." The winners for each level; elementary, middle and high school of the Essay Contest will be recognized before the Board. The first-place winner at each level will be asked to read their essay. In addition, the winners at each level will be presented with a certificate along with a cash award. Included in board packets is a list of the winners.

9. Discussion and Possible Action to Approve Proposed Material Reviewed by the Family Life Advisory Committee to be included in the Family Life Curriculum for the Carson City School District

The Family Life Advisory Council (FLAC) met to review materials that are part of our online Health class through the APEX program. The APEX Health course is approved by the Nevada Department of Education as meeting all state standards. After review of the materials, it is the unanimous recommendation of the FLAC that the materials contained in Unit 6: Sexual Health as part of the APEX Health class be approved for use in the District. The FLAC believes that the materials align with standards and with the needs of the students in the District.

The website below contains the full health course; however, the FLAC only reviewed Unit 6: Sexual Health. The other parts of the curriculum were not part of the review process.

URL: https://www.apexvs.com/ApexUI/default.aspx
UN: FLAC_demostudent
PW: FLACdemostudent2026

10. Informational Update on the Professional Learning Communities (PLCs) in the Carson City School District

In alignment with the *Empower Carson City 2027 Strategic Plan*—specifically driving Goal 1 (Exceptional Staff) and Goal 2 (Curriculum that Matters)—Carson City School District is advancing its multi-year implementation of a high-functioning Professional Learning Community framework. This update highlights foundational progress in Year 1, including establishing District and Campus Guiding Coalitions, participating in national cohort training, and securing protected collaborative time for staff. By embedding data-based decision-making and collective responsibility into our weekly operations, we are building a sustainable system that ensures every student achieves at high levels and graduates high school prepared for college, career, and life ready.

11. Discussion and Possible Action on Courses Approved for Dual Credit in the Carson City School District in accordance with NRS 389.160

The District is completing the application process pursuant to NRS 389.160 and NRS 389.310 to expand high school student access to college coursework through Dual Credit opportunities. The proposed courses align Carson High School Career and Technical Education (CTE) Programs of Study with corresponding college courses offered through Western Nevada College (WNC), providing students opportunities to earn college credit while completing high school coursework.

The proposed Dual Credit offerings include EDU 203 – Introduction to Special Education for Teaching and Training II, and HIT 117 – Medical Terminology I and NURS 129 – Level I Basic Nursing Skills for Medical Assisting Advanced Studies.

The application follows the Nevada Department of Education's established Dual Credit submission requirements. Three required documents are included in board packets: the Letter of Intent, Memorandum of Understanding, and NDE Dual Credit Submission Form.

The District is requesting Board review and authorization to proceed with the Dual Credit application process. The final required component of the application packet is the submission of local school board meeting minutes documenting the Board's consideration of the proposed Dual Credit offerings.

This initiative strengthens the District's commitment to expanding postsecondary opportunities, supporting seamless educational transitions, and preparing students to graduate employed, enrolled, or enlisted.

12. Discussion on Proposed Changes to the following CCSD Policy in Section 200, Programs: First Reading - 211, Career and Technical Education (CTE)

The proposed revisions to Policy 211, Career and Technical Education (CTE), reflect the District's commitment to providing equitable access to high-quality CTE programs that prepare students for postsecondary education, employment, and lifelong success.

The proposed revisions align Policy 211 with Policy 104, Nondiscrimination and reorganize and update existing language to reflect current CTE practices. The accompanying Regulation 211 provides an implementation framework that translates Board policy into actionable expectations for program quality, equity and access, career guidance, work-based learning, and continuous improvement.

Both documents are informed by the Association for Career and Technical Education (ACTE) Quality CTE Program of Study Framework, a nationally recognized resource identifying the essential elements of high-quality CTE programming. The ACTE Quality CTE Program of Study Framework is included as a reference to demonstrate alignment with research-informed practices and nationally recognized standards for program quality.

Together, these documents establish a cohesive approach to CTE governance, implementation, and accountability while supporting the District's commitment to preparing students to graduate employed, enrolled, or enlisted. Suggested changes can be identified in red, and copies of the policy are included in board packets.

13. Discussion on Newly Proposed CCSD Regulation 211, Career and Technical Education (CTE)

Ms. Candi Robles, Career and Technical Education and Work-Based Learning Coordinator, Carson High School will present newly proposed CCSD Regulation 211. Regulation 211 provides the implementation and framework of Policy 211 into actionable expectations for the program. A copy of proposed regulation 211 is included in board packets.

14. Discussion on Proposed Changes to the following CCSD Policies in Section 200, Programs: First Reading - 218, Internet Safety and Technology: Acceptable and Responsible Use

Mr. Raymond Medeiros, Director of Instructional and Information Technology will present proposed revisions to Policy 218, which modernizes the District's Responsible Use of Technology and Digital Resources framework to reflect current technology, security, instructional, and operational practices. The update strengthens provisions related to information security, District oversight, personal technology, digital citizenship, student Internet safety, and care of District technology, while moving technical and operational details to applicable IT standards and procedures.

The revisions also eliminate two legacy associated forms and continue the District's existing CIPA-compliant Internet safety framework. This agenda item provides public notice of the proposed revisions and an opportunity for Board and public review

15. Discussion on Proposed Changes to the following CCSD Regulations in Section 200, Programs: 218, Internet Safety and Technology: Acceptable and Responsible Use

Mr. Medeiros will present proposed revisions to Regulation 218, which modernizes the District's Responsible Use of Technology and Digital Resources framework to reflect current technology, security, instructional, and operational practices. The update strengthens provisions related to information security, District oversight, personal technology, digital citizenship, student Internet safety, and care of District technology, while moving technical and operational details to applicable IT standards and procedures.

The revisions also eliminate two legacy associated forms and continue the District's existing CIPA-compliant Internet safety framework. This agenda item provides public notice of the proposed revisions and an opportunity for Board and public review

16. Discussion on Proposed Changes to the following CCSD Policy in Section 200, Programs: First Reading; 209, Controversial Issues

Mr. Bringhurst presented suggested changes to Policy 209, Controversial Issues during the October 27, 2026, board meeting. This meeting serves as the second reading and there were no suggested changes presented at that time. A copy of the policy is included in board packets.

17. Presentation of the 2025-2026 Nevada School Performance Framework (NSPF) Ratings for the Carson City School District

The Carson City School District is focused on empowering students with the skills, knowledge, values and opportunities to thrive. Goal 2 of our strategic plan is to provide all students Pre-K through grade 12 with rigorous curriculum, opportunity, knowledge, self-efficacy strategies and differentiated supports to ensure students will be college, career and life ready when they graduate. Mr. Brandon Bringhurst will share what the Nevada School Performance Framework (NSPF) says about our progress towards this mission.

Included in the board packet, you will find the NSPF ratings or school report cards for each school for the 24-25 school year and the 25-26 school year. The scores on these report cards are driven primarily by results from standardized tests like the SBAC, ACT and WIDA test as well as other measures such as student attendance and graduation rates.

The headline from the NSPF ratings may be the number of stars earned. While these are important, what is of greater value is what these results tell us about our progress towards empowering our students in a way that aligns with the values and expectations of this wonderful community.

18. Informational Update on the Preliminary 2026 Cohort Graduation Rates for the Carson City School District

This presentation will look at the District's graduation rates over the last several years as well as the number of non-grads and diploma types for the Class of 2026. The presented Class of 2026 graduation rates are preliminary and still have to be formally approved by the Nevada Department of Education (NDE). NDE is planning to release statewide graduation rates during the week of November 16, 2026.

NRS Information for 11-10-26 Board Meeting

Agenda Item 11. Discussion and Possible Action on Courses Approved for Dual Credit in the Carson City School District in accordance with NRS 389.160

NRS 389.160 Credit toward graduation from high school for courses taken at community college, state college or university.

1. A pupil enrolled in high school, including, without limitation, a pupil enrolled in grade 9, 10, 11 or 12 in a charter school or a pupil enrolled in a program designed to meet the requirements of an adult standard diploma, who successfully completes a course of education offered by a community college, state college or university in this State which has been approved pursuant to subsection 2, must be allowed to apply the credit received for the course so completed to the total number of credits required for graduation from the high school or the charter school in which the pupil is enrolled or the credits required for receipt of an adult standard diploma, as applicable.

2. With the approval of the State Board, the board of trustees of each county school district and the governing body of each charter school shall prescribe the courses for which credits may be received pursuant to subsection 1, including occupational courses for academic credit, and the amount of credit allowed for the completion of those courses.

3. The State Board must not unreasonably limit the number of dual credit courses in which a pupil may enroll or for which a pupil may receive credit.

(Added to NRS by 1989, 1089; A 1991, 1700; 1993, 103; 1999, 3313; 2007, 1997; 2017, 445)

M E M O R A N D U M

Carson City School District
Superintendent's Office
(775) 283-2100 Phone
(775) 283-2090 Fax

Date: **November 10, 2026**

To: **Board Members**

From: **Renae Cortez**

Subject: **Essay Contest Information for 11/10/26 Board Meeting**

Below are results of the 2026-2027 American Citizen Essay Contest.

Judges: **Tamera Turnbeaugh – Carson High School**
Ananda Campbell – Carson High School
Greg Spriggs – Eagle Valley Middle School
Laura Ricks – Bordewich Bray Elementary School
Carol Reed – Seeliger Elementary School
Lacey Carey – Fritsch Elementary School

Each of the judges narrowed the field to their top 5 choices.

Winners: **Elementary:**
1st – Shelby Gallagher, 5th grade, Fritsch Elementary School
2nd – Byrdie Geering, 5th grade, Fristch Elementary School
3rd – Genesis Fuentes-Alvarez, 5th grade, Fritsch Elementary School

Middle School:
1st – Rose Acosta, 8th grade, St. Teresa of Avila Catholic School
2nd – Gabe Sieben, 8th grade, St. Teresa of Avila Catholic School
3rd – Matthew Cooper, 7th grade, Carson Middle School

High School:
1st – Makala Heyder, 12th grade, Carson High School
2nd – Yaretzi Castillo, 11th grade, Carson High School
3rd – Zion J. King Brown, 12th grade, Carson High School

There were 131 entries. (13 – Elementary, 102 – Middle School, 16 – High School)

PROFESSIONAL LEARNING COMMUNITIES AT WORK

The 3 Big Ideas of a PLC

A Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The foundation of this framework rests upon three core principles:

BIG IDEA 1

A Focus on Learning

The fundamental purpose of the school is not simply to ensure that students are taught, but to ensure that all students learn at high levels. This shift from a focus on teaching to a focus on learning requires educators to clarify what all students must know and be able to do, regularly monitor learning, and provide timely, systematic interventions and extensions.

Core Principle: Shift from "teaching-centered" to "learning-centered."

BIG IDEA 2

A Collaborative Culture

Educators must work collaboratively and take collective responsibility for student learning. Isolation is replaced by interdependent teams operating with common goals. Teachers work together to analyze student data, share instructional practices, design assessments, and solve problems as a cohesive team rather than working as independent practitioners.

Core Principle: "Our students" rather than "my students."

BIG IDEA 3

A Results Orientation

Professional learning communities assess their effectiveness based on results—evidence of student learning—rather than intentions or activities. Teams use student achievement data and common formative assessments to drive continuous improvement, identify areas of instructional strength and growth, and evaluate the impact of their teaching strategies.

Core Principle: Continuous improvement guided by evidence of student learning.

PROFESSIONAL LEARNING COMMUNITIES AT WORK

The 4 Critical Questions of a PLC

To operationalize the 3 Big Ideas, collaborative teams systematically address four critical questions. These questions guide team planning, unit design, assessment analysis, and response to student needs throughout the school year:

QUESTION 1

What do we want all students to learn?

Collaborative teams unpack essential standards to identify the essential learning targets for each grade level or course. Teams build shared clarity around what success looks like, pacing, and the explicit skills and knowledge every student must master before moving forward.

Focus: Essential Learning Targets & Guaranteed Curriculum

QUESTION 2

How will we know if they have learned it?

Teams design and administer common formative assessments to frequently monitor student progress toward essential standards. By reviewing data collectively, educators gain immediate insights into student understanding and instructional effectiveness.

Focus: Common Formative Assessments & Shared Data Analysis

QUESTION 3

How will we respond when some students do not learn it?

When assessment data indicates students have not mastered essential learning, teams implement a systematic, timely response for intervention. Re-teaching is targeted, specific, and structured so students receive extra time and support without missing core instruction.

Focus: Targeted Intervention & Systematic Support (RTI/MTSS)

QUESTION 4

How will we extend learning for students who already know it?

For students who demonstrate early mastery or proficiency on common assessments, teams provide structured enrichment and extension opportunities. This ensures that every student continues to grow and is challenged at high levels throughout the learning process.

Focus: Enrichment, Extension & Deeper Learning

Carson High School

1111 NORTH SALIMAN ROAD • P.O. BOX 603 • CARSON CITY, NEVADA 89702 • (775) 283-1600
FAX (775) 283-1790

November 10, 2026

Dr. Victor Wakefield
Nevada Superintendent of Public Instruction
Nevada Department of Education

RE: Letter of Intent: First Amended Addendum to the Interlocal Agreement for the Delivery of Dual Credit Enrollment

Dear Dr. Wakefield,

On behalf of the Carson City School District and Carson High School, I am submitting the First Amended Addendum to the Interlocal Agreement for the Delivery of Dual Credit Enrollment entered into between the Carson City School District, on behalf of Carson High School, and the Board of Regents of the Nevada System of Higher Education, on behalf of Western Nevada College.

This amendment expands the Academic Offerings for Dual Credit to include the following courses aligned with approved Career and Technical Education (CTE) Programs of Study at Carson High School:

- CTE Teaching and Training Program of Study: EDU 203 – Introduction to Special Education.
- CTE Medical Assisting Program of Study: HIT 117 – Medical Terminology I and NURS 129 – Level I Basic Nursing Skills.

These additional academic offerings strengthen the connection between secondary CTE pathways and postsecondary education by providing students with opportunities to earn college credit while developing knowledge and skills relevant to their chosen career fields. The amendment supports our ongoing commitment to expanding equitable access to meaningful dual credit opportunities and preparing students for successful transitions to postsecondary education and the workforce.

Thank you for your consideration of this amendment and for your continued support of collaborative efforts that expand educational opportunities for Nevada students. Please feel free to contact me if additional information or documentation is needed.

Sincerely,

Candi Robles
CTE & Work-based Learning Coordinator
Carson City School District
crobles@carson.k12.nv.us

FIRST AMENDED ADDENDUM TO
INTERLOCAL AGREEMENT FOR THE DELIVERY OF DUAL ENROLLMENT COURSEWORK
(Carson High School)

This First Amended Addendum to Interlocal Agreement for the Delivery of Dual Enrollment Coursework (Amended Addendum) is entered into between Carson City School District (District) on behalf of Carson High School (School) and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC) (School and WNC each individually, a "Party" and collectively, the "Parties").

RECITALS

The District and WNC are party to that certain Interlocal Agreement for the Delivery of Dual Enrollment Coursework dated July 1, 2025 (Interlocal Agreement), and School and WNC are party to that certain Addendum to Interlocal Agreement for the Delivery of Dual Enrollment Coursework dated July 1, 2026 (Addendum).

The Parties now desire to amend the Addendum, and further amend and supplement the Interlocal Agreement, all as provided for herein.

Now therefore, in consideration of the mutual promises contained herein, the Parties agree as follows:

I. AMENDMENT TO SCHOOL AND DISTRICT OBLIGATIONS

Section II.C.7 of the Addendum is hereby replaced in its entirety with the following:

7. *The District will be responsible for the following payments to WNC:*
   a. *Except as provided in (c) below, 100% of the per course fee for students in Concurrent Enrollment courses.*
   b. *100% of tuition and fees for students in the Jump Start Program and Auto Dual Enrollment courses for up to five college courses per semester depending on when students start in the program.*
   c. *During the Spring 2027 semester only, students enrolled in HIT 117 and NURS 129 courses will be responsible for 100% of the tuition and fees incurred for such courses.*

II. AMENDMENT TO ACADEMIC OFFERINGS

Section III.B.1.a.ii of the Addendum is hereby replaced in its entirety with the following:

ii. Spring semester: EDU 203, HIT 117, NURS 129

III. REAFFIRMATION

All other provisions of the Addendum and the Interlocal Agreement remain in full force and effect, other than any provision that conflicts with the terms and spirit of this Amended Addendum, which shall be deemed to be amended appropriately in order to be consistent with this Amended Addendum. Notwithstanding the foregoing, in the event District has multiple schools participating in the Dual Enrollment Programs pursuant to the Interlocal Agreement, the terms of this Amended Addendum shall apply only to the school listed above

[Signatures on next page]

IN WITNESS WHEREOF, *the Parties have executed this Amended Addendum effective as of the date of the last signature below.*

Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College:

By _____ *Date* 10/5/26
J. Kyle Dalpe, President, or designee

On behalf of Carson High School:

By _____ *Date* 10-6-26
Superintendent or designee

By _____ *Date* 10/6/26
High School Principal or designee

COLLEGE COURSE CODE	COLLEGE COURSE CODE NUMBER	COMPLETE COLLEGE COURSE NAME	CORRESPONDING HIGH SCHOOL COURSE
EDU	203	Introduction to special Education	Teaching and Training II
HIT	117	Medical Terminology I	Medical Assist Advanced Studies
NURS	129	Level I Basic Nursing Skills	Medical Assist Advanced Studies

SCHOOL COURSES for the EXCHANGE of DATA (SCED) CODE	COLLEGE COURSE CREDIT (AMOUNT EARNED)	HIGH SCHOOL CREDIT (AMOUNT EARNED)	GPA WEIGHT APPLIED TO DUAL CREDIT COURSE	POSTSECONDARY INSTITUTION NAME (FULL NAME)
19151C0.5022	3	1	0.05	Western Nevada College
14151E0.5011	1	1	0.05	Western Nevada College
14151E0.5011	2	1	0.05	Western Nevada College

ACTE Quality CTE Program of Study Framework®

October 2018 | By: Catherine Imperatore and Alisha Hyslop

The 2018 ACTE quality framework is the latest step in ACTE's ongoing High-quality CTE Initiative—an initiative designed to answer the question "What is high-quality CTE?" During this project, we have identified a comprehensive, research-based quality CTE program of study framework and tested that framework through a recent pilot study. We are now developing resources to support use of the framework, and integrating the framework into our activities to recognize and disseminate best practices in CTE.

The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis. This voluntary tool can be used for program self-evaluation, program improvement and to encourage secondary-postsecondary collaboration. The framework's 12 elements and 92 criteria are designed to be as mutually exclusive as possible. For example, professional development that supports success across all of the quality elements is addressed under "Prepared and Effective Program Staff," not in each individual element, so it is important to review the entire framework for additional criteria that might be relevant to an element in which you are particularly interested. You can find more details and tools online at www.acteonline.org/high-quality-CTE.

1. Standards-aligned and Integrated Curriculum

This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

a. The curriculum is based on industry-validated technical standards and competencies.
b. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.
e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
f. Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.
g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.

ACTE
Quality CTE
Program of Study
Framework®

2. Sequencing and Articulation

This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.

a. The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
b. The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students' depth of knowledge and skills.
c. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
d. The program of study sequence leads to one or more recognized postsecondary credentials, including industry certifications, licenses, apprenticeship certificates, postsecondary certificates and degrees.
e. The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.
f. Students in the program of study have opportunities to earn credit that articulates to the next level of education, such as through dual or concurrent enrollment programs or stackable credentials.
g. Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.
h. The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.

3. Student Assessment

This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.

a. Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school-based and standardized, third-party assessments, as appropriate.
b. Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.
c. Assessments are valid, reliable and developed or chosen in accordance with relevant quality standards.
d. The program of study incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.
e. Assessments within the program of study provide objective information on student attainment of industry-validated technical knowledge and skills.
f. Assessments within the program of study provide objective information on student attainment of academic knowledge and skills.
g. Assessments within the program of study provide objective information on student attainment of employability knowledge and skills.
h. The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.

4. Prepared and Effective Program Staff

This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel.

a. CTE staff supporting the program of study meet appropriate state, district and/or institution certification and licensing requirements.
b. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.

c. CTE educators maintain relevant evidence-based pedagogical knowledge and skills.
d. CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality program of study, as described in ACTE's *Quality CTE Program of Study Framework*, which might include pursuit of advanced educator certification.
e. CTE staff demonstrate leadership and commitment to the profession.
f. CTE administrators ensure that other program staff have the time, resources and supports to implement each element of a high-quality program of study, as described in ACTE's *Quality CTE Program of Study Framework.*
g. CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement.

5. Engaging Instruction

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

a. Program of study instruction is driven by relevant content area standards and learning objectives.
b. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the program of study.
c. Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.
d. Instruction emphasizes the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.
e. Instruction incorporates relevant equipment, technology and materials to support learning.
f. Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.
g. Management of the educational environment builds a culture of learning and respect.

6. Access and Equity

This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).

a. The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.
b. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.
c. Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
d. Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
e. Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.
f. Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.
g. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students, including special populations.

7. Facilities, Equipment, Technology and Materials

This element addresses the alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

a. Facilities, equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.
b. Facilities, equipment, technology and materials support and align to curriculum standards and program objectives.
c. Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.
d. Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology and materials within the program of study.
e. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials.
f. The program of study maximizes student access to relevant facilities, equipment, technology and materials through partnerships and flexible delivery models.

8. Business and Community Partnerships

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

a. Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.
b. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.
c. The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.
d. Partners ensure that the program of study meets current and future workforce demand and skill needs by:
   - identifying, validating and reviewing curriculum
   - identifying appropriate assessments and recognized postsecondary credentials
   - evaluating facilities, equipment, technology and materials to ensure consistency with industry standards
e. Partners support students' and teachers' extended learning by:
   - identifying, providing and evaluating work-based learning experiences for students
   - participating in CTSO activities; for example, by serving as mentors and judges
   - offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
f. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
g. Partners support program of study sustainability by advocating for and promoting the program of study.
h. Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.

9. Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

a. Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.

b. Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.
c. Career development activities are aligned with relevant national, state and/or local standards.
d. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.
e. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.
f. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.
g. Students in the program of study have access to job search information and placement services as they near completion of the program of study.
h. Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

10. Career and Technical Student Organizations (CTSOs)

This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

a. The organization is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.
b. The organization is aligned with relevant national, state and/or local standards.
c. Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.
d. The organization provides opportunities for students to interact with business professionals.
e. The organization provides opportunities for students to participate in relevant competitive events.
f. The organization provides opportunities for students to participate in relevant community and school service activities.
g. The organization provides opportunities for students to participate in leadership development activities.
h. The organization is supervised by CTE staff with clearly defined roles.

11. Work-based Learning

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

a. A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.
b. Work-based learning experiences are aligned with relevant national, state and/or local standards.
c. Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
d. Work-based learning experiences are intentionally aligned with each student's education and career goals.

e. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.
f. Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).
g. Work-based learning experiences comply with relevant federal, state and local laws and regulations.
h. Work-based learning experiences are supervised by CTE staff with clearly defined roles.
i. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.

12. Data and Program Improvement

This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

a. All stakeholders understand why data are collected, how they will be used and their value in supporting student success.
b. Processes and supports are in place in the program of study to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.
c. In addition to data required for reporting, data aligned with program of study goals and the elements of ACTE's *Quality CTE Program of Study Framework* are collected to aid in program improvement.
d. Labor market information is used to inform program of study decision-making and support program improvement.
e. Privacy and security protections that adhere to all federal, state and local privacy laws are in place for data collection, storage, analysis and reporting.
f. Educators have access to relevant, valid and reliable aggregate data on all students participating in the program of study.
g. Educators have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps.
h. Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.
i. There is a formal process in place for the systematic and continuous use of data, including student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.

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BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT

POLICY No. 211
PROGRAM

CAREER AND TECHNICAL EDUCATION (CTE)

The Carson City School District Board of Trustees ("Board") supports the maintenance, improvement, and expansion of high-quality Career and Technical Education (CTE) programs so that students have equitable access to programs that develop academic, employability, technical, and industry-specific skills and prepare students for postsecondary education, careers, and workforce opportunities.

CTE programs should be responsive to student needs, interests, and abilities; the needs of special populations; and current and emerging workforce needs identified in collaboration with business, industry, postsecondary, and workforce partners.

The district recognizes the importance of work-based learning as administrated through NRS 389.167, the Nevada Department of Education Guide to Work-based Learning and federal agencies. Further, the district recognizes the relationship between work-based learning, career readiness, workforce development, and industry partners.

~~acknowledges that Career and Technical Education (CTE) programs should be maintained, improved and extended so that all students in the District will have access to career and technical programs which will teach employability and industry specific skills.~~

In accordance with the Board's Nondiscrimination Policy (Policy 104), the Carson City School District ("District") does not discriminate on the basis of race including hair texture and protective hairstyles such as afros, bantu knots, curls, braids, locks and twists), color, religion, creed, national origin, ancestry, disability, age, marital status, sex, sexual orientation, or gender identity or expression, service in the uniformed services, veteran services, or any other category protected by applicable state or federal law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This nondiscrimination policy covers admission or access to, participation in, and treatment or employment in its programs or activities, including career and technical education programs.

The District shall ensure that qualified students with disabilities have equitable access to and meaningful participation in Career and Technical Education (CTE) programs, courses, services, and activities through the provision of reasonable accommodations, accessible instructional materials, supports, and services in accordance with applicable federal and state laws.

The lack of English language skills will not be a barrier to admission to or participation in any District programs or activities, including career and technical education programs. The District shall provide appropriate language assistance and other supports in accordance with applicable law.

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Access to career and technical education programs or courses is not denied to otherwise qualified students with disabilities on the basis that employment opportunities in any occupation or profession may be more limited for persons with a disability than for persons without a disability.

The Board prohibits policies or procedures that limit the participation of otherwise qualified students with disabilities in its career and technical education programs.

~~Otherwise, qualified students with disabilities will not be excluded from career and technical education programs, courses, services or activities due to equipment or facilities barriers. Services to address equipment or facilities barriers include but are not limited to the use of guide dogs, providing specialized furniture arrangement in environments, providing specific seating arrangements, providing individualized desks or chairs, providing adaptive equipment, addressing environmental barriers (e.g., classroom acoustics, hearing, ventilation), and providing structural aids (wheelchair accessibility, trays, grab bars).~~

~~Supplementary aids, modified instructional material, and special services are provided to otherwise qualified students with disabilities to enable them to participate equally in career and technical education programs. Supplementary aids, modified materials, and special services include but are not limited to the use of guide dogs, tape recorders, note takers, reader services, instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and non-examples, providing visual cues, providing guided notes), test modifications, and assistive technology services and devices (materials on tape, alternate computer access).~~

~~The Board further believes that CTE programs should be responsive to the needs, interests and abilities of all students, including special populations, addressing the needs of business and industry in our community.~~

~~The Board shall be governed by the general guidelines issued by the Nevada State Board for Occupational Education and the CTE Education Division of the State Department of Education. The Superintendent shall establish a Technical Skills Advisory Committee for Career and Technical Education in compliance with federal requirements.~~

The District shall administrator CTE programs in accordance with applicable Nevada law, Nevada Department of Education requirements, and federal CTE requirements. The Superintendent or designee shall maintain the advisory technical skills committee required by Nevada Revised Statute (NRS) 388.385 and shall ensure that its membership and duties comply with applicable law.

Reference: NRS 387.050, 388.380, 388.385; other applicable provisions of NRS 388.380-388.396; Carl D. Perkins Career and Technical Education Act of 2006, as amended.

Adopted: November 1, 1977
Revised: August 29, 1979
Reviewed: January 27, 2009
Revised: October 27, 2009

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Reviewed: July 22, 2014
Revised: October 27, 2015
Revised: ??

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BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT

REGULATION No. 211
PROGRAM

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM IMPLEMENTATION AND QUALITY ASSURANCE

I. PURPOSE AND PHILOSOPHY

The Carson City School District ("District") shall implement and maintain a comprehensive system of high-quality Career and Technical Education (CTE) programs of study that prepares students for postsecondary education, advanced training, employment, and lifelong career success. CTE programs shall integrate academic knowledge, technical skills, employability skills, and authentic career-connected learning experiences aligned with Nevada CTE standards, industry expectations, and regional and state workforce needs.

The District shall use the Association for Career and Technical Education (ACTE) Quality CTE Program of Study Framework® as a guiding resource for program implementation, evaluation, and continuous improvement. Programs shall be developed, maintained, and evaluated in accordance with applicable federal and state laws, regulations, guidance, and requirements, as amended or updated.

Implementation shall emphasize:

1. Equitable access to high-quality CTE programs of study.
2. Coherent and sequential learning experiences that support student persistence and program completion.
3. Integration of academic, technical, and employability skills.
4. Meaningful career exploration, career development, and work-based learning.
5. Postsecondary alignment and opportunities for industry-recognized credentials.
6. Business, industry, postsecondary, and community partnerships.
7. Data-informed program evaluation, accountability, and continuous improvement.

II. NONDISCRIMINATION AND ACCESS

Universal Access

The District shall implement recruitment, enrollment, placement, instructional, and participation practices that provide all students with equitable access to CTE programs of study, consistent with Board Policy 104 and applicable federal and state requirements. CTE program information shall be communicated to students and families through accessible, inclusive, and unbiased recruitment and career guidance practices.

Implementation Practices

The District and schools shall:

1. Provide students and families with accessible information regarding available CTE programs of study, course sequences, program expectations, and related career and postsecondary opportunities.
2. Coordinate with school counselors, CTE educators, administrators, and student support personnel to promote informed student course selection and pathway planning.
3. Establish transparent and consistent recruitment, enrollment, and placement procedures that support equitable access to CTE programs of study.
4. Promote CTE opportunities through middle school career exploration, high school course selection, family engagement, program showcases, and career-connected events.
5. Ensure that program information and participation opportunities are communicated in accessible formats, with appropriate language assistance available in accordance with applicable requirements.

Evidence of Implementation

Evidence may include program recruitment materials, course catalogs, student course requests, enrollment and participation reports, career guidance activities, family communications, and documented recruitment strategies.

III. EQUITY AND ACCESS FOR SPECIAL POPULATIONS

Targeted Equity and Student Success

The District shall implement intentional strategies to support equitable participation, persistence, performance, and successful completion of CTE programs of study for special populations, as defined by applicable federal and state requirements, and students experiencing documented barriers to participation or success. The District shall use student needs, disaggregated program participation and performance data, and stakeholder input to identify disparities, address barriers, and develop strategies that improve student access and outcomes.

Implementation Practices

The District and schools shall:

1. Analyze CTE enrollment, participation, concentrator, completer, and performance data, as applicable, to identify disparities and opportunities for improvement among special populations and students traditionally underrepresented in specific programs of study.
2. Implement targeted recruitment, advising, and student support strategies to expand participation in high-quality CTE pathways, including nontraditional fields.
3. Coordinate with special education, English learner, counseling, and other student support services to address individual participation needs and support student persistence and completion.
4. Identify and reduce financial, transportation, scheduling, accessibility, and other barriers that may limit participation in CTE programs and related experiences.

5. Support equitable participation in Career and Technical Student Organizations (CTSOs), work-based learning, industry-recognized credential assessments, and postsecondary credit opportunities.
6. Review program sequencing and master scheduling practices to identify and address barriers to student persistence and program completion.

7. Use documented student needs, participation and performance data, and stakeholder feedback to inform targeted improvement strategies and resource allocation.

Evidence of Implementation

Evidence may include disaggregated enrollment and performance data, recruitment plans, student support strategies, participation records, program completion trends, and documentation of efforts to reduce participation barriers.

District initiatives such as financial support for CTSO leadership activities and expanded career guidance resources may serve as examples of strategies that reduce barriers to participation and support career readiness.

IV. ACCESSIBILITY AND REASONABLE ACCOMMODATIONS

The District shall provide accessible instructional environments and appropriate supports that enable qualified students with disabilities to participate meaningfully in CTE programs of study, consistent with applicable federal and state requirements and individual student needs.

Implementation Practices

The District and schools shall:

1. Coordinate with appropriate student support personnel to identify and implement required accommodations, supplementary aids, services, and instructional supports.
2. Ensure that instructional materials, assessments, equipment, technology, laboratories, and learning environments are accessible as required by law.
3. Provide CTE educators with appropriate information, training, and support necessary to implement required student accommodations.
4. Consider accessibility when purchasing equipment, selecting instructional resources, developing learning environments, and coordinating work-based learning experiences.
5. Maintain appropriate program safety expectations and essential technical competencies while providing legally required accommodations and individualized supports.
6. Review and address identified accessibility barriers in a timely manner.

Evidence of Implementation

Evidence may include accessibility reviews, documented implementation of required accommodations, professional learning records, equipment and facility evaluations, and coordination with appropriate student support personnel. Student-specific documentation shall be maintained and accessed in accordance with applicable student privacy requirements.

V. HIGH-QUALITY PROGRAMS OF STUDY

The District shall implement and maintain high-quality CTE programs of study that meet applicable Nevada Department of Education program approval, curriculum, assessment, and accountability requirements. The ACTE Quality CTE Program of Study Framework® shall serve as a resource for evaluating program quality and identifying opportunities for improvement.

Implementation Practices

A. Curriculum and Instruction

CTE programs shall:

1. Implement curriculum aligned with Nevada CTE standards and applicable academic and industry standards.
2. Maintain a coherent scope and sequence that supports progression from introductory knowledge and skills to advanced technical competencies.
3. Integrate employability skills, academic knowledge, and authentic industry applications into instruction.
4. Use engaging, relevant instructional practices that support diverse learning needs.
5. Incorporate appropriate formative, performance-based, and summative assessments to measure student learning and technical skill attainment.

B. Program Sequencing and Postsecondary Alignment

CTE programs shall:

1. Provide clearly defined course sequences and program completion expectations.
2. Coordinate with school counselors and administrators to support student enrollment, persistence, and completion.
3. Pursue opportunities for postsecondary alignment, including articulated credit, dual credit, industry-recognized credentials, and advanced training, as appropriate to the program of study and available through established partnerships.
4. Review program pathways in collaboration with postsecondary and industry partners.

C. Qualified Educators and Instructional Resources

The District shall:

1. Employ appropriately licensed and qualified CTE educators in accordance with applicable requirements.
2. Support professional learning in technical content, instructional practices, assessment, accessibility, and industry developments.
3. Maintain instructional facilities, equipment, technology, and materials appropriate to program standards and safety expectations.
4. Evaluate instructional resources and equipment needs as part of program planning and improvement.

D. Business, Industry, and Community Partnerships

CTE programs shall maintain meaningful engagement with business, industry, postsecondary, workforce development, and community partners. Partnership activities may include curriculum review, technical advisory participation, guest instruction, workplace experiences, mentorship, industry projects, equipment consultation, and identification of emerging workforce needs.

E. Career and Technical Student Organizations

CTSOs shall be supported as an integral component of high-quality CTE programs of study, where applicable. CTSO activities shall reinforce technical knowledge, employability skills, leadership development, career exploration, and authentic application of classroom learning.

The District shall support equitable opportunities for student participation in CTSO leadership development, conferences, competitions, and related career-connected experiences.

Evidence of Implementation

Evidence may include approved program documentation, curriculum maps, course sequences, instructional assessments, credential results, educator qualifications, professional learning records, equipment inventories, advisory committee documentation, postsecondary agreements, and CTSO participation records.

VI. CAREER GUIDANCE, WORK-BASED LEARNING, AND POSTSECONDARY OPPORTUNITIES

The District shall provide a coordinated system of career development and career-connected learning opportunities that supports student awareness, exploration, preparation, and transition to postsecondary education, advanced training, and employment.

A. Career Guidance and Development

The District shall:

a. Provide developmentally appropriate career exploration and guidance opportunities across grade levels.
b. Support students in identifying career interests, strengths, educational goals, and potential career pathways.
c. Provide accessible information regarding CTE programs, postsecondary options, industry-recognized credentials, and workforce opportunities.
d. Integrate career development and employability skill instruction into appropriate instructional settings.
e. Coordinate career planning among CTE educators, school counselors, administrators, students, and families. District career development resources may be used to support student career planning, reflection, and documentation of career readiness experiences.

B. Work-Based Learning

The District shall implement a coordinated work-based learning system that connects classroom instruction with authentic workplace expectations and career pathways. Work-based learning opportunities may include career awareness and exploration activities, industry tours, job shadowing, mentorships, simulated workplaces, school-based enterprises, internships, clinical experiences, CTE work experience, and other approved career-connected learning experiences.

The District and schools shall:

1. Provide developmentally appropriate work-based learning opportunities across the career development continuum.
2. Align work-based learning experiences with instructional goals, employability skills, and relevant career pathways.
3. Collaborate with business and industry partners to develop meaningful learning opportunities.
4. Implement applicable student eligibility, supervision, safety, documentation, and employer participation requirements.
5. Identify and address barriers to student participation.
6. Document student participation and learning outcomes using District-approved systems and procedures.
7. Evaluate the quality and effectiveness of work-based learning opportunities through student, educator, and partner feedback.

C. Postsecondary Opportunities

The District shall support opportunities for students to earn or pursue industry-recognized credentials, dual credit, articulated credit, and other recognized measures of academic and technical achievement, as appropriate to the program of study. Such opportunities shall be developed in collaboration with postsecondary and industry partners and aligned with applicable program requirements and student career pathways.

Evidence of Implementation

Evidence may include student career plans, career assessment results, work-based learning participation records, employer agreements, student reflections, documented employability skill development, industry-recognized credential results, and postsecondary credit participation and attainment records.

VII. DATA, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

The District shall align data collection, accountability, evaluation, and continuous improvement practices for CTE programs with applicable federal and state laws, regulations, guidance, and requirements, as amended or updated.

The District shall use relevant student outcome data, program performance measures, workforce information, and stakeholder input to evaluate the quality, equity, accessibility, and effectiveness of CTE programs of study.

Implementation Practices

The District shall establish processes to:

1. Collect and maintain accurate CTE enrollment, participation, concentrator, completer, assessment, credential, and other applicable student performance data.
2. Review student participation and outcomes using disaggregated data, as required and appropriate, to identify performance disparities and barriers to success.
3. Evaluate program alignment with Nevada CTE standards, workforce needs, and postsecondary opportunities.
4. Review the quality and effectiveness of curriculum, instruction, student assessment, work-based learning, CTSOs, career guidance, facilities, and instructional resources.
5. Gather meaningful input from students, educators, families, business and industry partners, postsecondary institutions, and other relevant stakeholders.
6. Use program evaluation findings to identify improvement priorities, establish measurable goals, and guide resource allocation.
7. Monitor progress toward improvement goals and adjust strategies based on evidence of effectiveness.
8. Complete required federal and state accountability reporting, program evaluations, and funding applications in accordance with applicable requirements.
9. Review and adapt accountability and continuous improvement practices as necessary to maintain alignment with evolving federal and state requirements.

Program Quality Review

The District shall establish a systematic process for reviewing CTE program quality using the ACTE Quality CTE Program of Study Framework® or other applicable program quality measures. Program reviews shall consider evidence related to the Framework's twelve elements and identify strengths, opportunities for improvement, and priorities for future action. Review findings shall inform District CTE planning, professional learning, instructional resource allocation, program development, and improvement strategies.

Evidence of Implementation

Evidence may include CTE enrollment and performance reports, credential attainment data, work-based learning records, CTSO participation data, program quality reviews, advisory committee feedback, labor market information, program improvement plans, and documentation of progress toward established goals.

VIII. ADMINISTRATION AND COMPLIANCE

The Superintendent or designee shall oversee the implementation of this regulation and designate appropriate administrative responsibilities for CTE program development, implementation, monitoring, and continuous improvement.

The District shall administer its CTE programs in accordance with applicable federal and state laws, regulations, guidance, and requirements, as amended or updated, including applicable Nevada Department of Education program approval, accountability, and funding requirements.

The District shall review and update administrative procedures, program evaluation practices, data collection processes, and implementation resources as necessary to maintain compliance with applicable federal and state requirements and support continuous improvement of high-quality CTE programs of study.

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Implementation and Evidence Alignment

This matrix may serve as an administrative implementation tool. Evidence measures and reporting systems may evolve over time.

Regulation Sections		**Association for Career and Technical Education (ACTE) Quality CTE Program of Study Framework®**	**Examples of District Implementation Evidence**
I.	Purpose and Philosophy	All 12 Quality Elements	Program offerings, strategic priorities, program approval records
II.	Nondiscrimination	Access and Equality; Data and Program Improvement	Course requests, recruitment materials, enrollment trends
III.	Equity and Access for Special Populations	Access and Equity; Data and Program Improvement	Disaggregated participation data, CTSO supports
IV.	Accessibility and Accommodations	Access and Equity; Facilities, Equipment, Technology, and Materials	Accessibility reviews, staff training, implementation of accommodations
V.	High-Quality Programs of Study	Curriculum; Sequencing; Assessment; Staff; Instruction; Facilities; Partnerships; CTSOs	Nevada standards alignment, program assessments, Advisory Technical Skills minutes, Nevada Industry Recognized Credential Reports, Completer and concentrator data.
VI.	Career Guidance, Work-based Learning, and Postsecondary Opportunities	Student Career Development; Work-based learning; CTSOs; Sequencing and Articulation	Academic Plans; Work-based Learning participation, CTSO participation, dual credit agreements and credit accrual, Nevada Industry Recognized Credential Reports
VII.	Data, Accountability, and Continuous Improvement	Data and Program Improvement; Access and Equity	CTE program performance data, student achievement and outcome measures, and program quality assessments.

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The Association for Career and Technical Education (ACTE) Quality CTE Program of Study Framework® is a voluntary quality-improvement resource, not a federal compliance requirement. The twelve elements and self-evaluation instrument provide a structure for local program review and improvement.

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REFERENCE DOCUMENTS

- Carson City School District Board Policy 211 — Career and Technical Education
- Carson City School District Board Policy 104 — Nondiscrimination
- Applicable federal and state CTE laws, regulations, and guidance
- Nevada Department of Education CTE Program Standards and Accountability Requirements
- ACTE Quality CTE Program of Study Framework®

Adopted: ??

BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT

POLICY No. 218
PROGRAM

~~INTERNET SAFETY AND TECHNOLOGY: ACCEPTABLE AND RESPONSIBLE USE~~
RESPONSIBLE USE OF TECHNOLOGY AND DIGITAL RESOURCES

~~It is the policy of the Board of Trustees of the Carson City School District ("District") that Information and Communications Technology ("ICT") shall be used solely for educational, instructional, District operations, and other purposes consistent with the mission of the District, including uses that further the educational objectives of the District.~~

~~Use of District ICT shall be in alignment with the District's Strategic Plan, shall comply with applicable provisions of state and federal laws and regulations, and shall not be used to transmit information in violation of any applicable law or regulation. Use of District ICT which is bullying, obscene, or disruptive to the educational processes of the District shall not be allowed.~~

~~This Policy and any implementing regulations are intended to comply with applicable state or federal law, and in the event of any conflict or inconsistency therewith, the provisions of applicable state or federal law shall control.~~

~~As used in this Policy and any implementing regulations, the term Information and Communications Technology includes any devices, networks, software, systems, services, XaaS (the delivery of anything as a service, typically over the Internet), and other technology that enable interaction with digital data, systems, and services.~~

Purpose
The Carson City School District Board of Trustees ("Board") recognizes technology as essential to teaching, learning, communication, and Carson City School District ("District") operations. The District supports the use of technology in furtherance of its educational and operational goals.

Scope
This policy applies to all authorized users of District technology and digital resources, including students, employees, contractors, volunteers, interns, and other persons granted access by the District. This policy applies regardless of physical location when District technology, accounts, networks, systems, services, or information are accessed or used.

Definition
District Technology and Digital Resources means District-owned, District-managed, District-provided, or District-authorized technology, devices, networks, systems, accounts, services, information, and other current or emerging technologies used to support District educational or operational activities.

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Responsible Use and District Oversight
All authorized users are expected to use District technology and digital resources in a lawful, responsible, secure, ethical, and appropriate manner and in accordance with applicable District policies, regulations, IT standards, and other District requirements.

The District shall maintain reasonable safeguards to protect District technology, information, students, and other users.

District technology, devices, networks, systems, accounts, services, and information are District resources and are subject to appropriate management, security, and oversight by the District.

Digital Citizenship
The District supports responsible digital citizenship and age-appropriate instruction regarding the safe, respectful, healthy, ethical, and effective use of technology, including appropriate online behavior and cyberbullying awareness and response.

Compliance and Administration
Use of District technology and digital resources is subject to compliance with this policy, its implementing regulation, applicable IT standards, and other District requirements. Failure to comply may result in restriction or loss of access and other consequences consistent with applicable law, District policies, regulations, and the user's relationship with the District.

The Superintendent or designee is authorized to develop and administer regulations, IT standards, procedures, guidance, and other measures necessary to implement this policy, protect District technology and information, and promote responsible technology use.

Governing Law
This policy and its implementing regulation shall be construed and implemented in accordance with applicable federal and state law. In the event of a conflict, applicable law shall control.

~~Reference: NRS 201.235 through 201.254; NRS 388.121 through 388.145; NRS 389.520; NRS 393.160; Administrative Regulation 218; Children's Internet Protection Act (CIPA); Children's Online Privacy Protection Act (COPPA); Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, 34CFR Part 99~~

Adopted: September 9, 1997
Revised: December 14, 2010
May 26, 2015
Reviewed: June 27, 2017
Revised: August 13, 2019
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BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT

REGULATION No. 218
PROGRAM

~~INTERNET SAFETY AND TECHNOLOGY: ACCEPTABLE AND RESPONSIBLE USE~~
RESPONSIBLE USE OF TECHNOLOGY AND DIGITAL RESOURCES

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~~Introduction~~

~~The District is committed to internet safety, and the Board of Trustees has adopted a Policy on Acceptable and Responsible Use (ARU) of Technology which is designed to prevent unauthorized access and other unlawful activities by users, prevent unauthorized disclosure of or access to sensitive information, and to comply with legislation including, but not limited to, the Children's Internet Protective Act ("CIPA"), Children's Online Privacy Protection Act ("COPPA") and Family Educational Rights and Privacy Act ("FERPA"). The District's technology, systems, and services shall be used in a responsible, ethical, and legal manner.~~

~~The ARU Policy applies when District technology, systems, and services are used on and off District property. Additionally, the ARU Policy applies when personal technology is used to access District technology, systems, and services, and when personal technology is used on District property.~~

~~Definitions~~
~~For the purpose of this Regulation the following terms are defined:~~

~~Information and Communications Technology – also known as ICT, include any devices, networks, software, systems, services, XaaS, and other technology that enable interaction with digital data, systems, and services.~~

~~XaaS – is a term that collectively refers to the delivery of everything as a service. It recognizes the vast number of products, tools, and technologies that vendors now deliver as a service over a network, typically the Internet. This includes, but not limited to, SaaS, PaaS, and IaaS.~~

~~User – includes anyone using District technology resources regardless of the physical location of the user.~~

~~School service provider – is an entity that operates a school service pursuant to a contract with the District.~~

~~Family Educational Rights and Privacy Act ("FERPA") – is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.~~

~~Children's Online Privacy and Protection Act ("COPPA") – is a federal law created to protect the privacy of children under 13.~~

~~Children's Internet Protection Act ("CIPA") – was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet.~~

~~Personally Identifiable Information ("PII") – includes but is not limited to: a student's name; the names of members of a student's family; a student's address; a students' social security number; a student's unique education identification number or biometric record, or other indirect identifiers such as a student's date of birth, place of birth, or mother's maiden name, and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify a student.~~

~~Personal Technology – is any technology that is not owned by the District.~~

~~School Official – shall mean a teacher, school library media specialist, school administrator or designee.~~

~~Authorized Users~~

~~District technology, systems, and services may be used by authorized students, employees, and other persons approved by the Superintendent or designee, such as, but not limited to, consultants, legal counsel and contractors. All users must agree to follow the District's policies and procedures and sign or electronically agree to the District's ARU Policy prior to accessing or using District technology, systems, and services, unless excused by the Superintendent or designee.~~

~~Use of the District's technology, systems and services is a privilege, not a right and may be revoked at any time and for any reason without prior notification. No user will be given access to District technology, systems, or services if such user is considered a security risk by the Superintendent or designee.~~

~~Digital Citizenship (Internet Safety)~~

~~Digital Citizenship has been defined as "the norms of appropriate, responsible technology use." The District believes that digital citizenship skills have become essential, especially in schools like ours that are using technology to transform learning. It shall be the responsibility of all District staff members to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this Regulation and CIPA.~~

~~Monitoring~~

~~The District reserves the right to monitor, inspect, copy, review, edit, delete, and store, at any time, and without prior notice, any and all usage of District technology, systems, and services and any and all information transmitted, received, or stored in connection with such usage. All such information files shall be and remain the property of the District, and no user shall have any expectation of privacy regarding such usage.~~

~~Student use of the District network and Internet will be under the direction of a teacher and monitored as any other classroom activity. However, use outside of school is the responsibility of the parent/guardian and should be monitored.~~

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~~Content Filtering~~

~~The District filters all Internet content both on and off campus for inappropriate materials with the exception of the Jim Randolph High Tech Center, which is managed by Western Nevada College ("WNC") and is not filtered by either the District or WNC.~~

~~Students are monitored and content is filtered as required by the CIPA. However, content filters are not foolproof, and the District cannot guarantee that users will never be able to access inappropriate content using District technology, systems, and services. Evading, disabling, or attempting to evade or disable a content filter installed by the District is prohibited.~~

~~General Warning; Individual Responsibility of Users~~

~~All users and in the case of minors, their parents or guardians, are advised that access to the computer network may include the potential for access to materials inappropriate for school-aged students and the workplace. Every user must take responsibility for his or her use of the District's technology, systems, and services and stay away from these sites.~~

~~All users using District technology, systems, and services are responsible for any activity that takes place on their accounts. If a user suspects a security risk or breach, the user MUST notify the District's Department of Innovation and Technology within 24 hours. Users must not show or identify the problem to peers.~~

~~Personal Safety~~

~~In using the computer network and Internet, users should not reveal personal information such as name, home address, or telephone number. Users should avoid using their surname or any other information which might allow a person to locate the user without first obtaining the permission of a school official. Users under age 18 should not arrange face-to-face meetings with anyone they "meet" on the computer network or Internet without consent of parents or guardians. Regardless of age, users should never agree to meet a person they have only communicated with on the Internet in a secluded place or private setting.~~

~~Illegal Activities~~

~~It is a violation of this Regulation to use District technology, systems, and services to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law, including the possession or distribution of obscene or pornographic materials is strictly prohibited.~~

~~Confidentiality of User Information~~

~~PII concerning students may not be disclosed or used in any way on the Internet without verifiable consent of a parent or guardian or, if the student is 18 or over, the permission of the student is obtained. Exceptions to this rule include, but are not limited to exceptions allowed by, FERPA, which permits the District to disclose PII under qualifying circumstances.~~

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~~User Privacy~~

~~A user does not have a legal expectation of privacy while using District technology, systems, and services, including, but not limited to, voice mail, telecommunications, e-mail, network, Internet and communications accessed, sent, received or stored. By using the District's technology, systems, and services, all users are consenting to have their usage monitored by the District.~~

~~Electronic communications, downloaded material, and all data stored on District technology, systems, and services, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by the Superintendent or designee at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with District policies and rules, and investigating potential misconduct. Any such search, access, or interception shall comply with all applicable laws. Users are required to return District technology upon demand, including, but not limited to, mobile phones, laptops, and tablets.~~

~~Personal Devices~~

~~If personal technology is used on District property, use of personal technology must be consistent with this Regulation. Network and Internet activity is monitored and recorded, and misuse of personal devices, on or off the District network while on District property, will be subject to normal disciplinary action.~~

~~Connecting unauthorized technology to the District network is prohibited. Unauthorized technology includes any technology that is not owned by the District. However, users, excluding students, are permitted to connect personal technology to the "CCSD Guest" network. Exceptions can be made at the discretion of the Department of Innovation and Technology.~~

~~Use of personal technology that interferes with District technology, systems, and services is prohibited from being used on District property. This includes, but is not limited to, wireless access points, printers, hot spots, routers, network switches, and servers.~~

~~District Owned Technology~~

~~District provided technology, including but not limited to, laptops computers, Chromebooks, and tablets are provided to facilitate teaching and learning, to aid in administrative duties, and to facilitate school communications. Usage must be consistent with these purposes.~~

- ~~Each user is responsible for the care and security of district technology assigned to such user.~~
- ~~District devices are configured for use on the District network. The District WILL NOT assist in connecting to home, other networks or personal peripherals.~~
- ~~Users are responsible for the confidentiality and security of personally identifiable information and other sensitive data stored by such user.~~
- ~~Verifiable consent must be obtained from the Department of Innovation and Technology to adjust or modify District technology.~~
- ~~All service, repairs and upgrades to District technology shall be performed by the Department of Innovation and Technology or designee.~~

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Damaged and Lost or Stolen Technology

The user is responsible at all times for damages incurred to technology beyond normal wear and tear. The Department of Innovation and Technology or designee will determine whether damages are normal wear and tear or from negligent or inappropriate use.

If a District device is stolen or damaged as a result of negligence or intentional misuse, the user will be responsible for repair or replacement costs.

Student:

- The District reserves the right to charge the student or parent(s) or guardian(s) up to the full cost for the repair or replacement of District technology when damage/loss occurs due to negligence or intentional misuse.
- If stolen, the incident must be reported to a school official. In addition, a police report must be filed.

Employee:

- Any costs associated with the repair or replacement of District technology as a result of user negligence will be withheld from the employee's paycheck. A payment plan may be arranged if needed.
- If stolen, the incident must be reported within 24 hours to the employee's supervisor, the Department of Innovation and Technology and a police report must be filed.

Student Technology Return

The District will collect and inspect student issued technology and accessories at the end of each school year. In addition, student issued technology and accessories (originally supplied) must be returned when requested or when students terminate enrollment or graduate. Students who are withdrawn, expelled, or terminate enrollment for any reason must return their student issued technology prior to the date of termination. Students who transfer schools within District must return their student issued technology prior to transfer. For information pertaining to Chromebooks please reference the student "Chromebook Handbook" which can be found on the District website: www.carsoncityschools.com .

Employee Technology Return

Year-round employees are not required to check-in District issued technology at the end of the school year. All other employees are required to check-in their District issued technology. School principals, site administrators, and supervisors, have the discretion to permit the continued use of District issued technology throughout the summer months. However, the Department of Innovation and Technology reserves the right to require the check-in of District issued technology at any time, and for any reason.

If an employee does not turn in District issued technology by the required date, the employee's paycheck or any monies owed to the employee by the District may be withheld until all District issued technology is returned.

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~~Data Storage~~

~~Data shall be stored locally on the user's District issued device, on a District server, or in the user's District issued OneDrive or Google Drive. In addition, users may store data on systems and services provided by school service providers. Storing data in any other location is prohibited.~~

~~Warranties/Indemnification~~

~~The District makes no warranties of any kind, expressed or implied, for the technology resources, systems, and services that it provides. The District shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the use of District technology resources, systems, and services.~~

~~The District's technology, systems, and services are available on an "as is, as available" basis.~~

~~The District is not responsible for the loss of data, delays, non-deliveries or service interruptions. The District does not endorse the content nor guarantee the accuracy or quality of information obtained using District technology, systems, and services.~~

~~By using District technology, systems, and services, users are taking full responsibility for their use or in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the District and all its employees harmless from any and all loss, costs, claims, or damages resulting from the use of District provided technology, systems, and services, including but not limited to any fees or charges incurred through purchases of goods or services by the user.~~

~~Unauthorized Use~~

~~Unauthorized Use includes, but is not limited to:~~

1. ~~The malicious attempt to vandalize, harm, or destroy information or technology, or the actual vandalism, destruction, or harm thereof, on any District technology, system, or service.~~
2. ~~Unauthorized access or attempting to gain unauthorized access to District technology, systems, or services.~~
3. ~~The improper accessing, transferring, or sharing of network resources or files of other users.~~
4. ~~The placing, transmission, distribution, or deliberate access of obscene, abusive, racist, sexist or otherwise offensive, objectionable, or unlawful information or language on any District technology, system, or service.~~
5. ~~The unauthorized use of any District technology, system, or service for commercial purposes, financial gain, personal business, or production of advertisements, business endorsements, religious or political lobbying or other reasons not pre-approved.~~
6. ~~The selling or purchasing of goods and services without the prior approval of the appropriate administrator.~~
7. ~~The incurring of any unauthorized costs of any nature chargeable to the District.~~
8. ~~Sending messages to a large number of people, or sending a large number of messages to a single person, with the intent of annoying the recipient (s) or to interrupt the Network (spamming.)~~
9. ~~Installing or downloading any unauthorized or unlicensed software or files.~~
10. ~~Setting a BIOS menu password.~~

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~~**Compliance with Governing Law**~~

~~In the event this Regulation or accompanying regulation does not address a provision in applicable state or federal law or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.~~

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Purpose and Scope

The Carson City School District ("District") recognizes technology as essential to teaching, learning, communication, and District operations and supports its use in alignment with District educational and operational goals.

This regulation applies to students, employees, contractors, volunteers, interns, and other persons authorized to use District technology and digital resources, and also applies regardless of physical location when District technology, accounts, networks, systems, services, or information are accessed or used.

Definition

District Technology and Digital Resources means District-owned, District-managed, District-provided, or District-authorized technology, devices, networks, systems, accounts, services, information, and other current or emerging technologies used to support District educational or operational activities.

Responsible Use Expectations

All authorized users are expected to use District technology and digital resources in a lawful, responsible, secure, ethical, and appropriate manner. Users shall:

1. Protect District accounts, systems, devices, and information from unauthorized access, use, disclosure, loss, or damage;

2. Respect the privacy, confidentiality, intellectual property, and rights of others;

3. Comply with District security, authentication, filtering, monitoring, data-protection, and access-control requirements and not bypass or attempt to circumvent such requirements or controls;

4. Use District-approved accounts, systems, services, and digital resources for District educational and operational activities and for the handling of District data and information;

5. Use only authorized accounts, credentials, access methods, and permissions;

6. Comply with applicable laws, District policies and regulations, applicable Information Technology ("IT") standards, and other District requirements;

7. Use technology in a manner that supports a safe, respectful, inclusive, and productive educational and work environment; and

8. Promptly report suspected security incidents, compromised accounts, lost or stolen District technology, unsafe or inappropriate digital activity, or other technology concerns to the appropriate District staff member.

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Security, Monitoring, and District Oversight

The District shall take reasonable administrative, technical, and physical measures to promote the safety and security of its technology resources and information and to protect students and other users. Such measures may include internet filtering, monitoring, logging, security scanning, access controls, and other safeguards consistent with District requirements and applicable law.

District-owned technology, District accounts, networks, systems, services, and information are District resources and are subject to management and oversight by the District. The District may access, monitor, audit, inspect, secure, preserve, restrict, suspend, or otherwise manage such resources for legitimate educational, operational, safety, security, legal, or administrative purposes.

Users have no expectation of personal privacy in their use of District-owned technology or District accounts, networks, systems, and services, subject to applicable law.

Student Internet Safety

The District shall maintain and enforce Internet safety practices and technology protection measures consistent with the Children's Internet Protection Act (CIPA). Such measures shall block or filter Internet access as required by law and shall address minors' access to inappropriate material; safety and security in electronic communications; unauthorized access and unlawful online activities; unauthorized disclosure, use, or dissemination of personal information; and measures designed to restrict minors' access to material harmful to minors.

The District shall monitor the online activities of minors and provide age-appropriate education regarding appropriate online behavior, including interactions with others through social networking and other electronic communications and cyberbullying awareness and response.

Responsible Digital Citizenship

The District supports age-appropriate instruction and the development of responsible digital citizenship, including the safe, respectful, healthy, ethical, and effective use of technology and digital resources.

Employees shall model responsible digital citizenship and provide appropriate guidance and supervision consistent with their roles.

Personal Technology

Personal technology may connect only to District networks designated for personal-device use unless specifically authorized by the Department of Innovation and Technology ("DoIT"). Any authorized connection remains subject to applicable District security, filtering, monitoring, and access-control requirements.

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Personal technology shall not be used to fulfill a technology need for teaching, learning, or operations, or to replace, supplement, or augment District-provided technology, unless permitted by applicable IT standards or specifically authorized by DoIT.

Authorization or permission to connect or use personal technology does not change its ownership or make the technology District-provided technology.

Personal technology shall not be used in a manner that interferes with, bypasses, weakens, or creates an unreasonable risk to District technology, networks, systems, services, information, or operations.

The Department of Innovation and Technology may establish IT standards, procedures, and conditions governing the connection and use of personal technology within the District environment.

Care, Loss, Damage, and Return of District Technology

Technology owned, leased, or otherwise provided by the District remains under District control and shall be cared for, secured, and returned in accordance with District requirements.

District technology shall not be modified, repaired, or serviced except as permitted by applicable IT standards or authorized by DoIT.

Users shall promptly report lost, stolen, damaged, or malfunctioning District technology and shall return District technology when requested, when it is no longer required, or upon separation from or termination of their relationship with the District.

Students, employees, and other authorized users may be held financially responsible, as permitted by law and District policy, for District technology that is lost, damaged, destroyed, or not returned when the loss or damage results from negligence, intentional misuse, unauthorized modification, failure to exercise reasonable care, or failure to return District property.

The District may establish IT standards, procedures, handbooks, and other guidance governing the care, repair, replacement, return, and financial responsibility associated with District technology.

Acknowledgement, Compliance, and Consequences

Use of District technology and digital resources is subject to compliance with this Regulation, applicable IT standards, and other District requirements.

The District may require users to acknowledge responsible-use requirements in accordance with District procedures.

Violations may result in restriction, suspension, or termination of access and may result in disciplinary, contractual, financial, or other consequences consistent with applicable law, District policies and regulations, and the user's relationship with the District.

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Administration

The Superintendent or designee is authorized to develop and administer IT standards, procedures, guidance, and other measures necessary to implement this regulation; protect District technology and information; promote responsible technology use; and respond to changes in law, technology, security risks, and educational or operational needs.

~~Reference: NRS 201.235 through 201.254; NRS 388.121 through 388.145; NRS 389.520; NRS 393.160; Children's Internet Protection Act (CIPA); Children's Online Privacy Protection Act (COPPA); Family Educational Rights and Privacy Act (FERPA).~~

Adopted: September 9, 1997
Revised: March 20, 2002
December 14, 2010
May 12, 2015
April 12, 2016
June 27, 2017
July 23, 2019
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BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT

POLICY No. 209
PROGRAM

CONTROVERSIAL ISSUES

The **Carson City School District** Board of Trustees **("Board") recognizes that the thoughtful study of controversial issues may have a legitimate educational purpose when connected to adopted curriculum, academic standards, course objectives, or current events relevant to instruction.**

Instruction involving controversial issues shall:

1. **Serve a legitimate educational purpose and be appropriate to the age, maturity, and developmental level of students;**
2. **Be aligned with adopted curriculum, academic standards, or course objectives;**
3. **Use accurate information and credible sources;**
4. **Provide opportunities for respectful, civil discussion and consideration of relevant perspectives;**
5. **Protect students from ridicule, retaliation, or compelled disclosure of personal beliefs; and**
6. **Be conducted in a manner consistent with applicable constitutional requirements, federal and state law, and Carson City School District ("District") policy.**

Employees shall not use their professional authority to compel or pressure students to adopt the employee's personal political, religious, or ideological viewpoint. When personal views are relevant to a classroom discussion, employees shall clearly distinguish personal opinion from instructional content and shall maintain professional neutrality in facilitating student discussion.

The Superintendent or designee may establish administrative procedures for implementation of this policy.

~~believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. For purposes of this policy, a controversial issue is a topic:~~

1. ~~On which opposing points of view have been promulgated by responsible opinion;~~
2. ~~Likely to arouse both support and opposition in the community;~~
3. ~~Not expressly enumerated in the curriculum guide as appropriate for the course of study; and~~

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4. Subject to interpretation as obscene, profane, doctrinaire or grossly inappropriate, each in relation to the level of maturity of the student.

When controversial issues have not been specified in the curriculum guide, the Board will permit the instructional use of only those issues which have been approved by the principal in advance of instruction.

The Board recognizes that some deviation from the assigned curriculum guide is necessary in the free exchange of the classroom. However, the Board specifies for the guidance of the Superintendent and, through administrative directive, the guidance of the staff, that any discussion of controversial issues in the classroom shall be conducted in an unprejudiced and dispassionate manner and shall not:

1. Disrupt the educational process;

2. Fail to match the maturity level of students;

3. Be unrelated to the goals of the Board and the appropriate curriculum guide; or

4. Tend toward the doctrinaire.

In the discussion of any issue, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to a point of view.

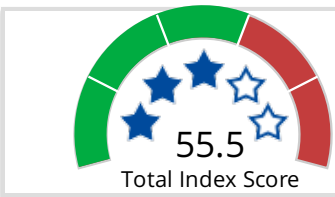
Reference: NRS 388.150
Adopted: August 29, 1979
Reviewed: July 13, 2010
Revised: ??

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Bordewich/Bray Elementary

School Year 2024-2025 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 110 S. Thompson St. Carson City, NV 89703



Total Index Score

School Type: Regular
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

43.4% White/Caucasian
0.9% Black/African American
45.8% Hispanic/Latino
1.1% Asian
4% American Indian/Alaska Native
0.3% Pacific Islander
4.2% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	41.5 ★★
2022-2023	27.5 ★★

Additional Student Groups

14.1% English Learners
18.5% Students with Disabilities
100% 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.

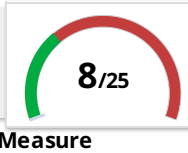
How are school star ratings determined?

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 ★★★★★

2024-2025 School Performance



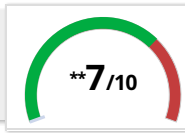
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**35.5**	36.4
Math Proficiency	35.4	38.2
ELA Proficiency	43.1	40.6
Science Proficiency	12	18.2
Read-by-Grade-3 Proficiency	39.4	39.3



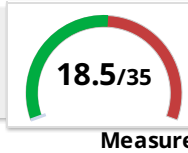
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	74.4	54.9



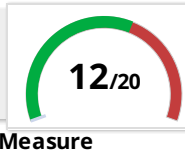
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12	17.6
Climate Survey Participation	>95	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	44	55
ELA MGP	53	49
	School Rate	**District Rate**
Met Math AGP Target	32.3	41.3
Met ELA AGP Target	55.9	51.5

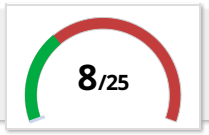


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	25.7	29.5
Prior Non-Proficient Met ELA AGP Target	48.3	43.4

** 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

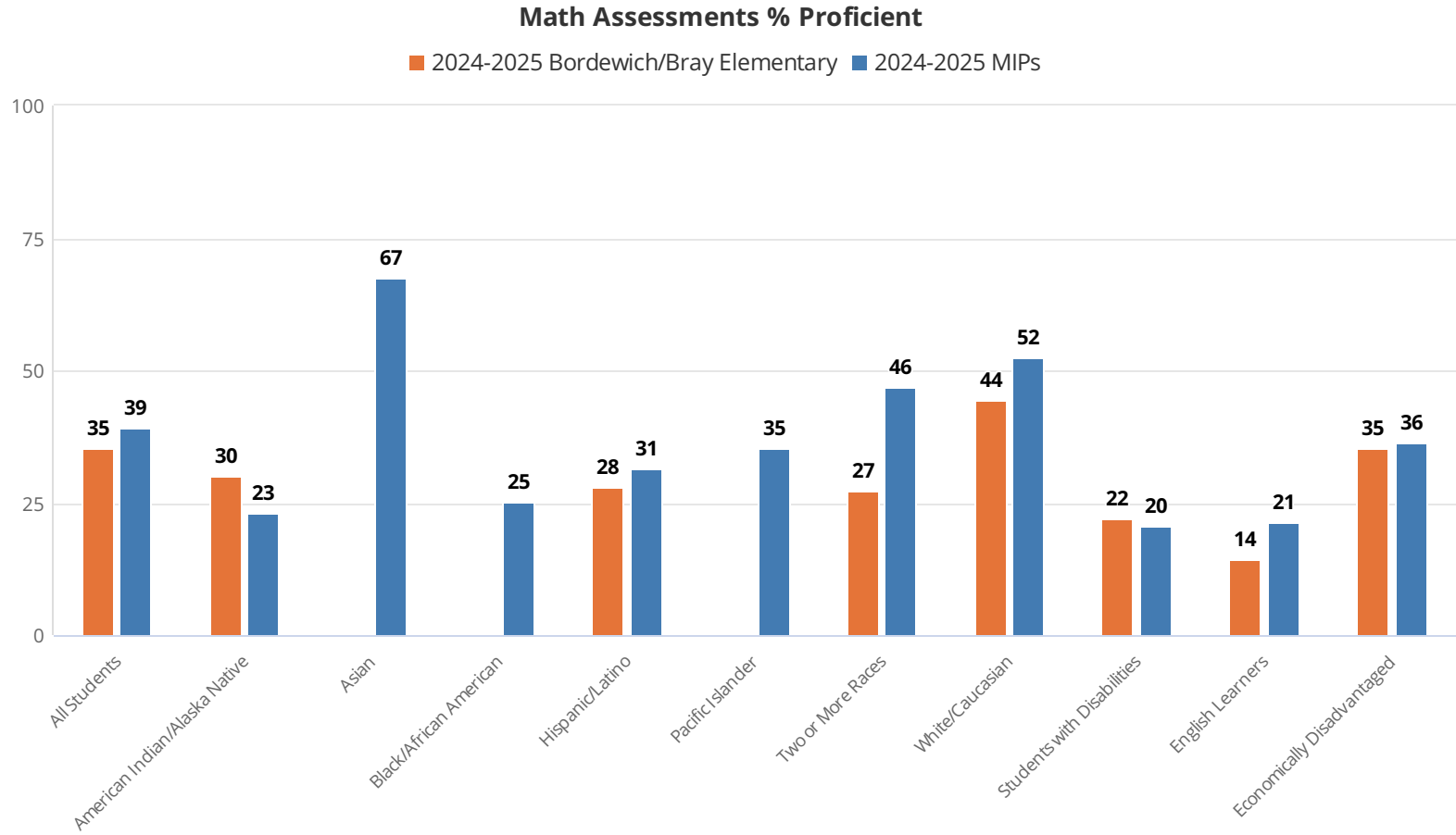
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

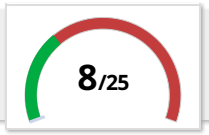
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	35.5	36.4	29.4	32.9

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	35.4	38.2	39.2	27.8	33	55.8
American Indian/ Alaska Native	30	18.5	23	9	17.2	43.7
Asian	-	78.2	67.5	N/A	62.5	73.3
Black/ African American	N/A	-	25.2	-	41.6	42
Hispanic/ Latino	28.1	27.9	31.3	23	22.7	48.2
Pacific Islander	-	-	35.3	N/A	-	55.7
Two or More Races	27.2	36	46.8	35	42	61.6
White/ Caucasian	44.3	48.4	52.4	32.9	42.1	65.1
Students with Disabilities	22.2	17.6	20.5	15.3	19	38.8
English Learners	14.2	14.2	21.5	16.6	13.7	
Economically Disadvantaged	35.4	36.6	36.3	27.8	31.1	47.7



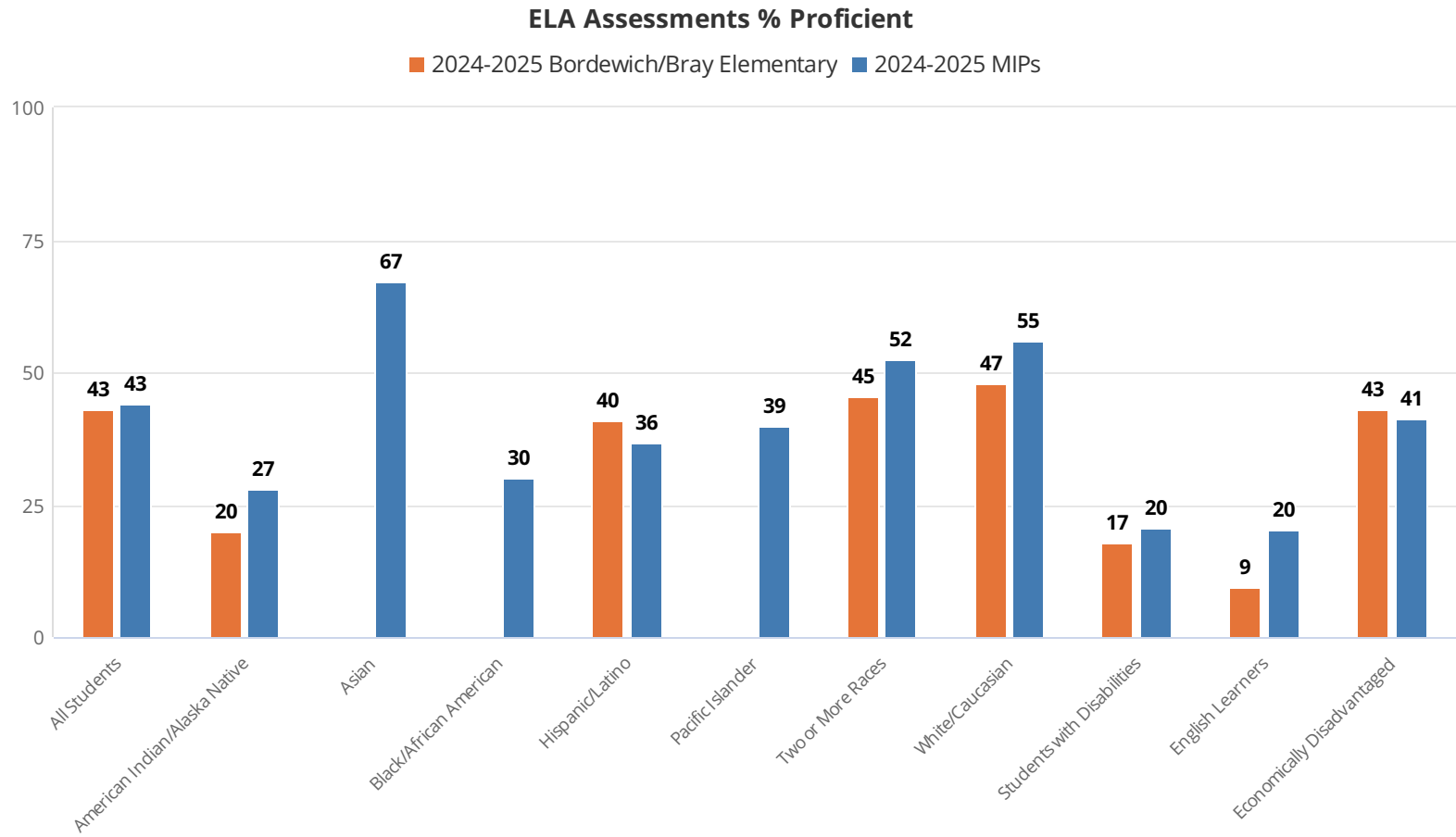
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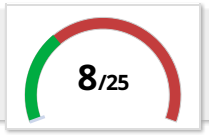
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	43.1	40.6	43.9	38.2	38.5	63.1
American Indian/ Alaska Native	20	14.8	27.9	9	20.6	50.7
Asian	-	69.5	67.3	N/A	62.5	78.9
Black/ African American	N/A	-	30.2	-	58.3	50.8
Hispanic/ Latino	40.9	29.6	36.8	38.4	28.8	55.6
Pacific Islander	-	-	39.7	N/A	-	63.9
Two or More Races	45.4	50.6	52.5	45	46.5	69.5
White/ Caucasian	47.9	50.7	55.9	39.3	46.9	72.1
Students with Disabilities	17.7	14.7	20.6	12.8	17.5	39.9
English Learners	9.5	12	20.4	16.6	11.2	
Economically Disadvantaged	43.1	37	41.3	38.2	35.6	54.4



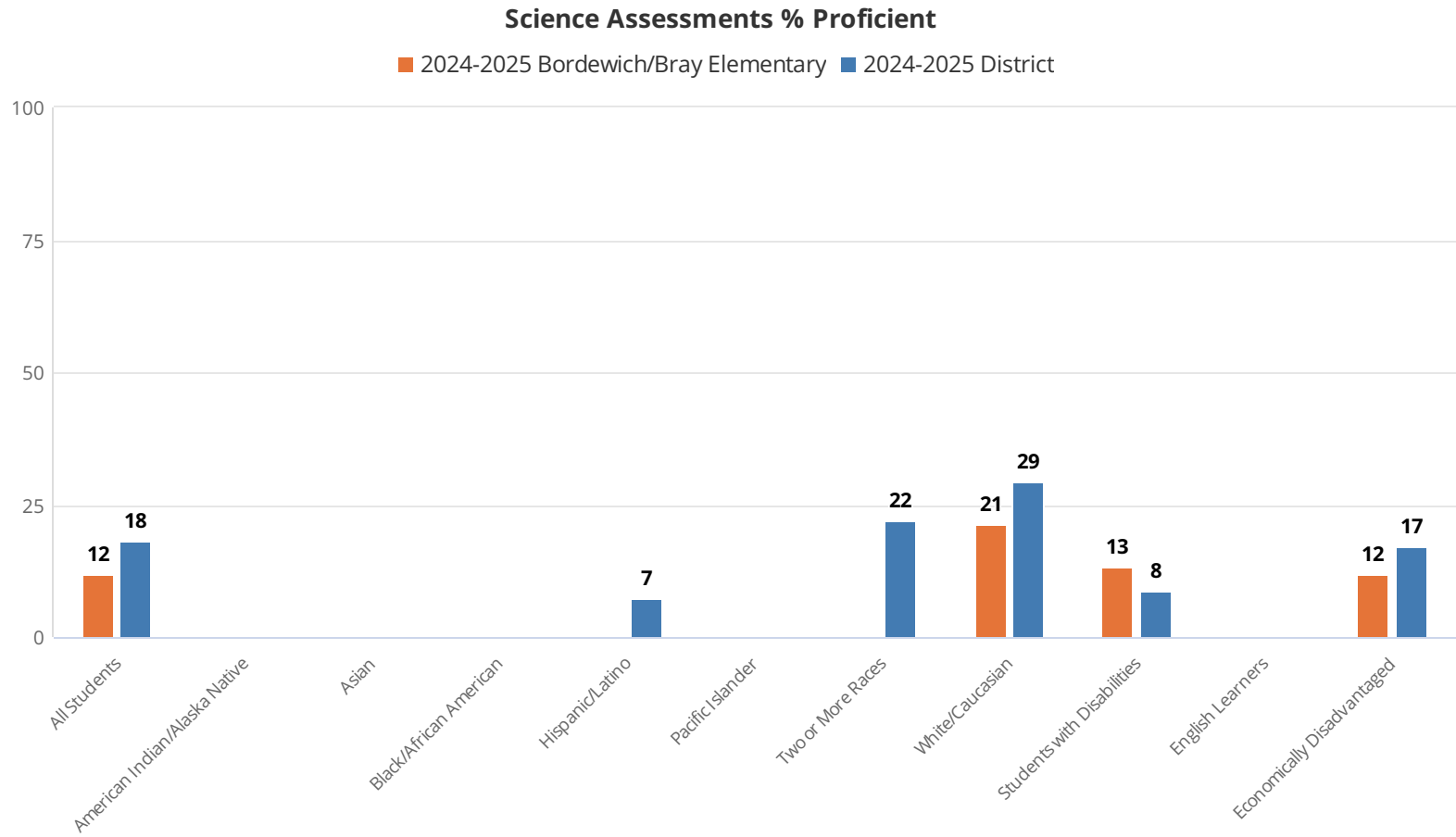
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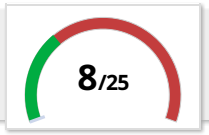
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	12	18.2	6.7	15.9
American Indian/ Alaska Native	-	-	-	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	-	-
Hispanic/ Latino	<5	7.4	<5	8.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	22.2	16.6	27.7
White/ Caucasian	21.2	29.2	7.6	21.7
Students with Disabilities	13.3	8.9	<5	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	12	17.1	6.7	14.5



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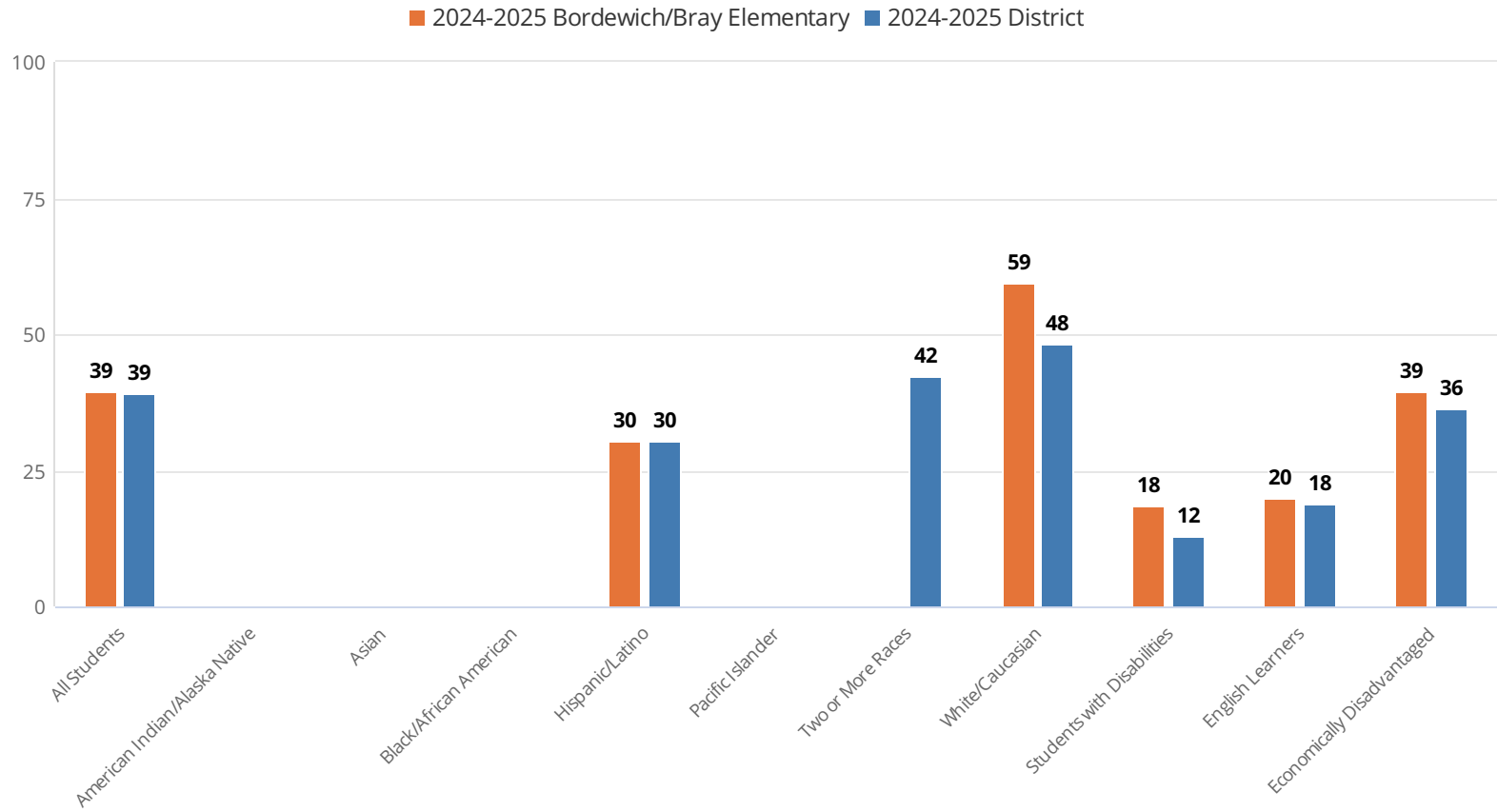
Academic Achievement

Read by Grade 3 Proficient

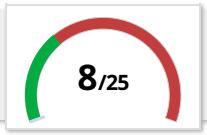
Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	39.4	39.3	45	34.5
American Indian/ Alaska Native	-	-	-	7.1
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	30.3	30.4	50	27.5
Pacific Islander	-	-	N/A	-
Two or More Races	-	42.3	-	42.4
White/ Caucasian	59.3	48.4	40.6	41
Students with Disabilities	18.7	12.9	20	20.6
English Learners	20	18.9	-	12.6
Economically Disadvantaged	39.4	36.5	45	33

Read by Grade 3 % Proficient



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Academic Achievement

Participation on State Assessments

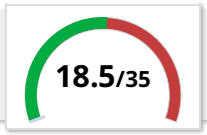
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	-	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
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%

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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	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	44	55	53	49	33	44	62.5	50
American Indian/ Alaska Native	-	53	-	37	-	29	-	53
Asian	N/A	71	N/A	49	N/A	69	N/A	76
Black/ African American	N/A	-	N/A	-	-	-	-	-
Hispanic/ Latino	43	51	57.5	46	40	44	64	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	62	-	52.5	16	34	50	50
White/ Caucasian	45	58	43	52	34	42	67	53
Students with Disabilities	47	52	35.5	37	34	47	68	43
English Learners	40	45.5	37.5	38	44	46.5	48.5	39.5
Economically Disadvantaged	44	52	53	46	33	40	62.5	49

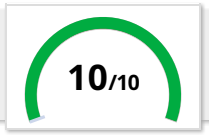
AGP Growth Data

Math AGP Points Earned: 3/7.5 **ELA AGP Points Earned: 5.5/7.5**

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	32.3	41.3	55.9	51.5	12.1	29.8	48.5	42.5
American Indian/ Alaska Native	-	29.4	-	35.2	-	7.6	-	30.7
Asian	N/A	64.2	N/A	71.4	N/A	60	N/A	60
Black/ African American	N/A	-	N/A	-	-	-	-	-
Hispanic/ Latino	29.4	31.2	55.1	43.3	10.7	22.5	46.1	33.4
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	43.4	-	69.5	7.6	33.9	61.5	50.9
White/ Caucasian	35.8	51.1	51.8	58.4	12.7	35.9	52.7	50
Students with Disabilities	25	28.9	25	29.2	9.5	19.3	33.3	23.5
English Learners	<5	14.8	25	26.8	10	15.4	10	20.5
Economically Disadvantaged	32.3	38	55.9	48.1	12.1	27.9	48.5	39.2

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

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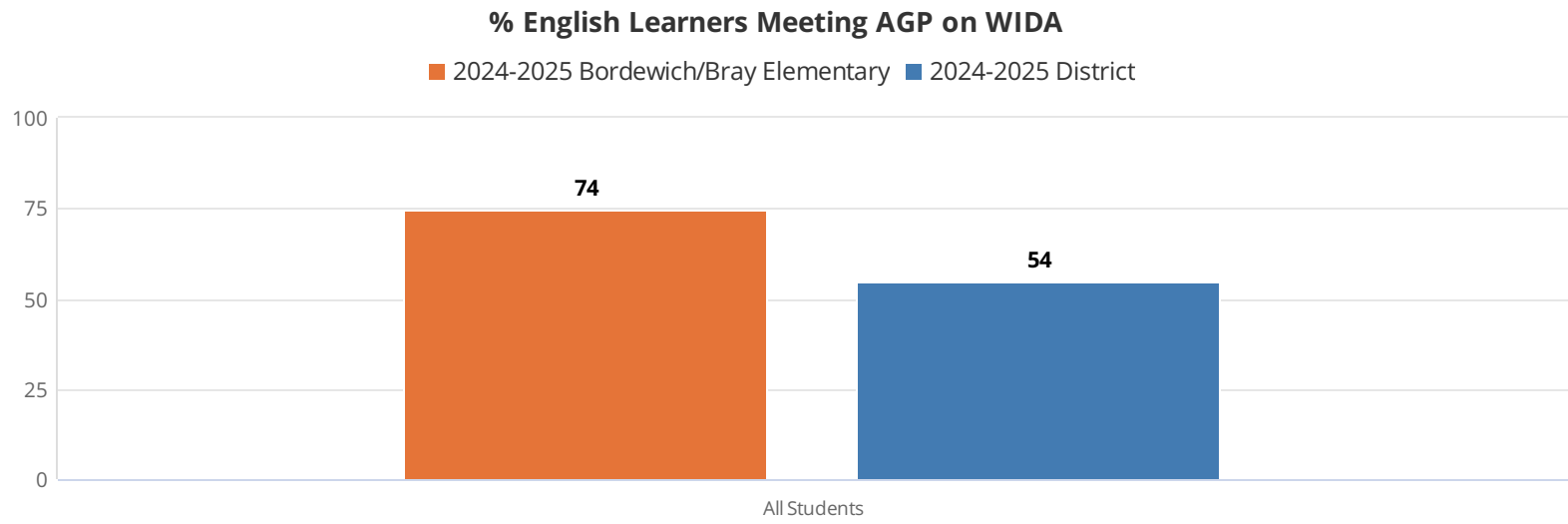


English Language

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.

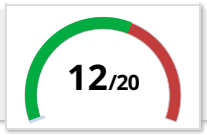
English Language Points Earned: 10/10

	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	43	74.4	54.9	35	57.1	50



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

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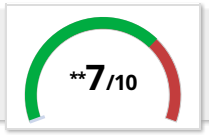
Closing Opportunity Gaps

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 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: 4/10 **ELA AGP Points Earned: 8/10**

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	25.7	29.5	48.3	43.4	7.6	20	40.1	31.6
American Indian/ Alaska Native	-	26.6	-	28.5	-	9	-	-
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	26.6	24.2	49	39.3	9.2	16.4	40	26.8
Pacific Islander	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	30.7	-	59.2	-	16.6	-	36.6
White/ Caucasian	23.5	37.2	40.6	48.5	5.7	25.3	43.2	37.4
Students with Disabilities	16.6	23.7	23.5	26.8	9.5	12.7	30	18.8
English Learners	<5	12.5	25	25	10	16.3	-	20
Economically Disadvantaged	25.7	26.2	48.3	40.8	7.6	19.4	40.1	28.8

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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

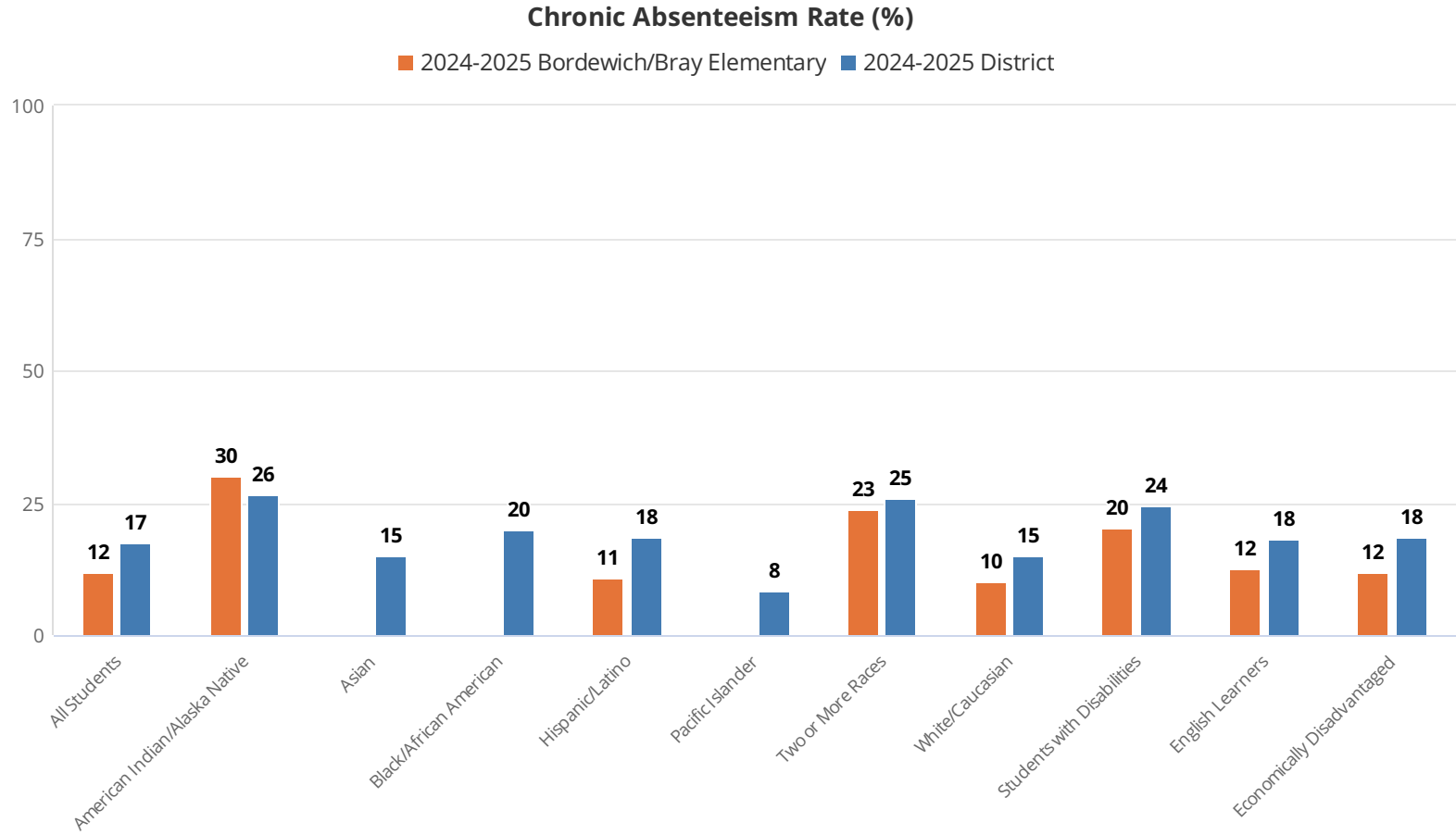
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	12	17.6	15.4	19.2
American Indian/ Alaska Native	30	26.6	20	21.4
Asian	-	15.2	-	17.9
Black/ African American	-	20	-	42.8
Hispanic/ Latino	11	18.7	11.2	19.2
Pacific Islander	-	8.3	-	-
Two or More Races	23.8	25.8	27.2	29.4
White/ Caucasian	10	15.1	17.1	17.5
Students with Disabilities	20.2	24.5	28.2	23.4
English Learners	12.6	18.2	14.5	19
Economically Disadvantaged	12	18.4	15.4	20.2

All Students Chronic Absenteeism Percent Change: -22%

Points Earned by the Chronic Absenteeism Rate: 6/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

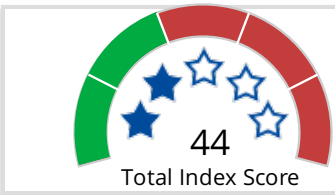


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Bordewich/Bray Elementary

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 110 S. Thompson St. Carson City, NV 89703



School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

43.2% White/Caucasian
0.5% Black/African American
44.8% Hispanic/Latino
1.9% Asian
3.9% American Indian/Alaska Native
0.3% Pacific Islander
5% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	55.5 ★★★
2023-2024	41.5 ★★

Additional Student Groups

14% English Learners
20.5% Students with Disabilities
100% 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.

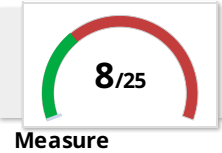
How are school star ratings determined?

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 ★★★★★

2025-2026 School Performance



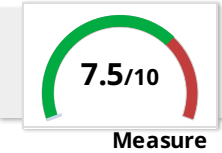
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**37**	34.6
Math Proficiency	37.2	35.2
ELA Proficiency	43	39.1
Science Proficiency	19.7	19.9
Read-by-Grade-3 Proficiency	39.5	36.5



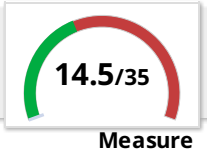
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	43.8	50.4



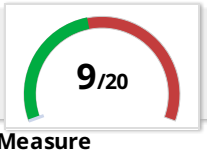
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	9.8	11.6



Growth Indicator

Measure	School Median	District Median
Math MGP	47	51.5
ELA MGP	45	47
	School Rate	**District Rate**
Met Math AGP Target	30.4	36.2
Met ELA AGP Target	49	45.1

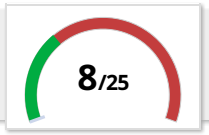


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	20	25.9
Prior Non-Proficient Met ELA AGP Target	41.3	35.5

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

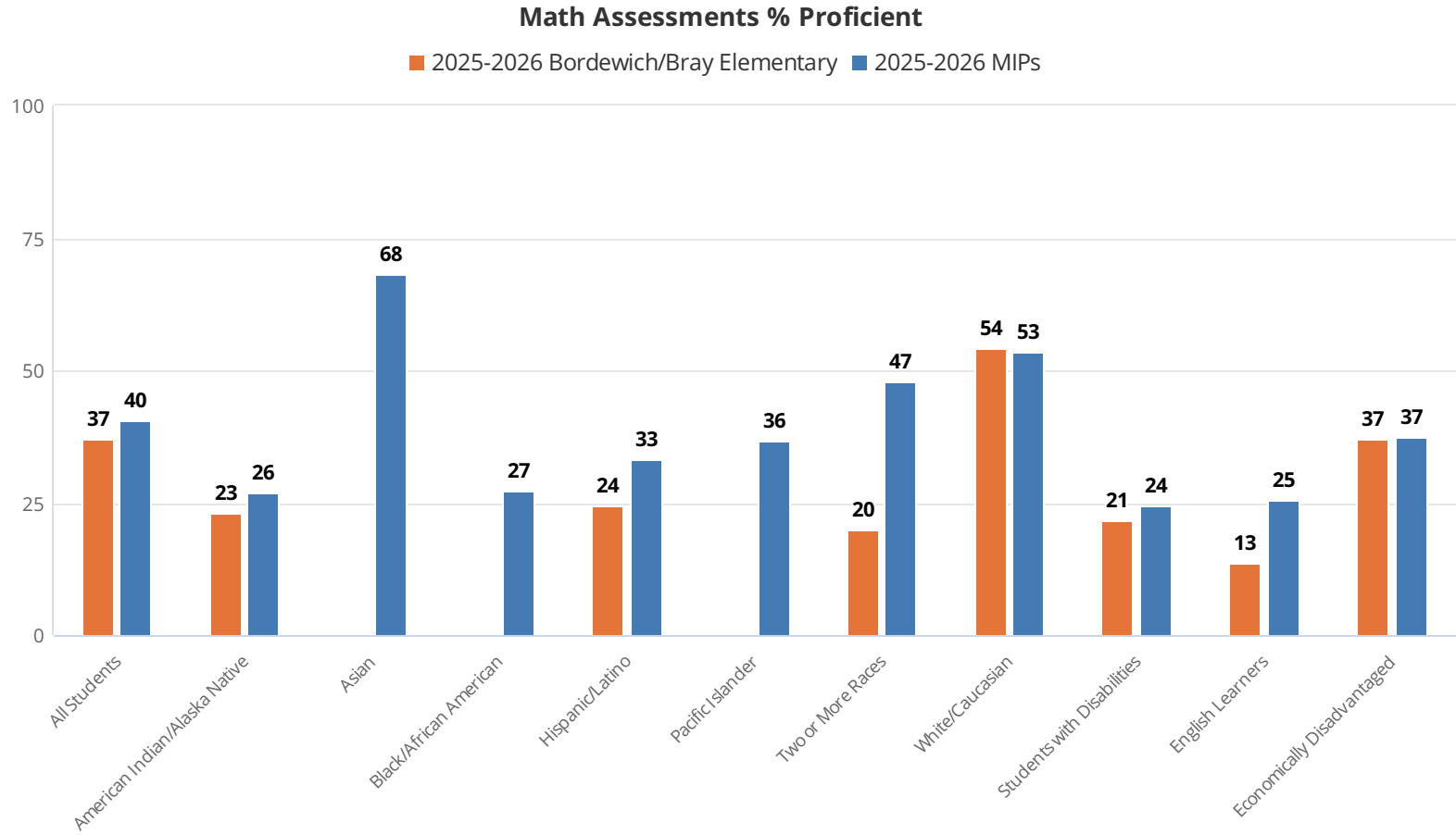
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

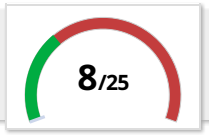
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	37	34.6	35.5	36.4

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	37.2	35.2	40.4	35.4	38.2	39.2
American Indian/ Alaska Native	23	17.5	26.8	30	18.5	23
Asian	-	56	68.2	-	78.2	67.5
Black/ African American	-	-	27.4	N/A	-	25.2
Hispanic/ Latino	24.5	25.9	33.3	28.1	27.9	31.3
Pacific Islander	-	-	36.6	-	-	35.3
Two or More Races	20	33.3	47.9	27.2	36	46.8
White/ Caucasian	54.1	45.7	53.4	44.3	48.4	52.4
Students with Disabilities	21.7	15.6	24.5	22.2	17.6	20.5
English Learners	13.7	15.4	25.4	14.2	14.2	21.5
Economically Disadvantaged	37.2	34.1	37.5	35.4	36.6	36.3



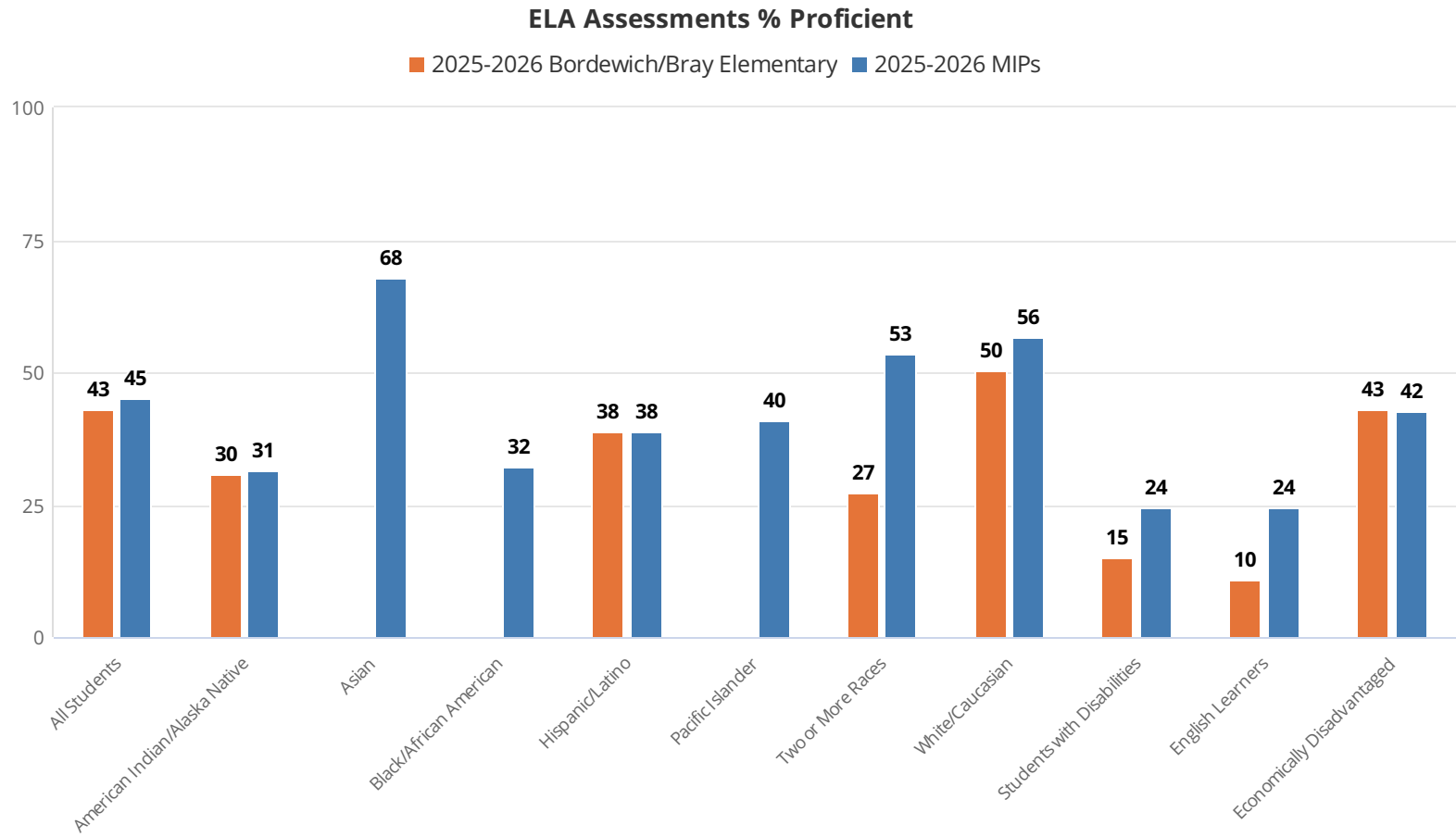
District percentages reflect the district the school was associated with when the data was collected.
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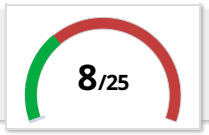
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	43	39.1	45	43.1	40.6	43.9
American Indian/ Alaska Native	30.7	17.5	31.5	20	14.8	27.9
Asian	-	68	68	-	69.5	67.3
Black/ African American	-	-	32.3	N/A	-	30.2
Hispanic/ Latino	38.8	32.2	38.7	40.9	29.6	36.8
Pacific Islander	-	-	40.9	-	-	39.7
Two or More Races	27.2	44.3	53.5	45.4	50.6	52.5
White/ Caucasian	50.4	46.3	56.8	47.9	50.7	55.9
Students with Disabilities	15.2	14.2	24.6	17.7	14.7	20.6
English Learners	10.7	12.3	24.4	9.5	12	20.4
Economically Disadvantaged	43	37	42.5	43.1	37	41.3



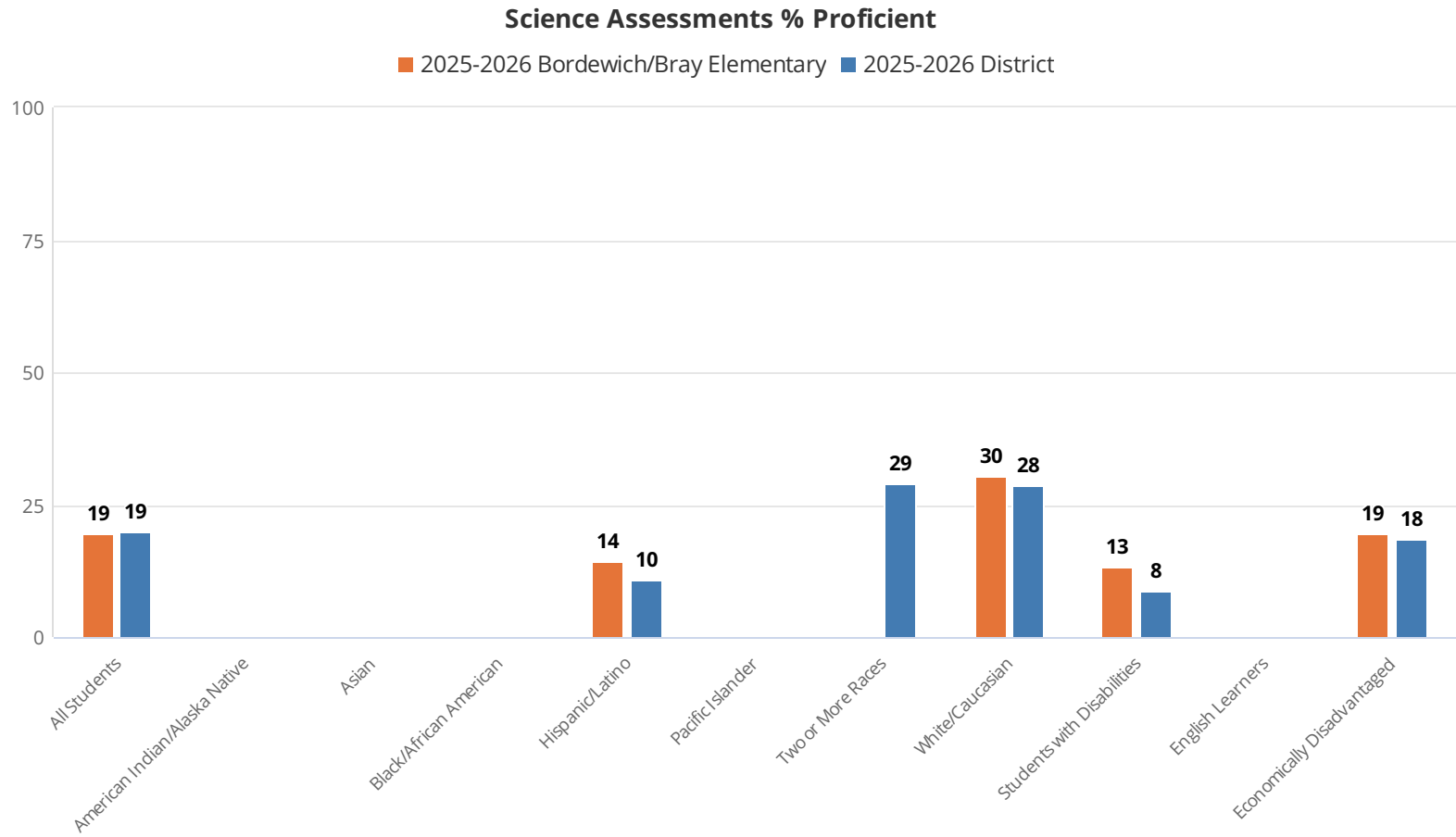
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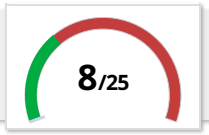
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	19.7	19.9	12	18.2
American Indian/ Alaska Native	-	<5	-	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	14.2	10.9	<5	7.4
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	29	-	22.2
White/ Caucasian	30.3	28.8	21.2	29.2
Students with Disabilities	13.3	8.8	13.3	8.9
English Learners	-	<5	-	<5
Economically Disadvantaged	19.7	18.6	12	17.1



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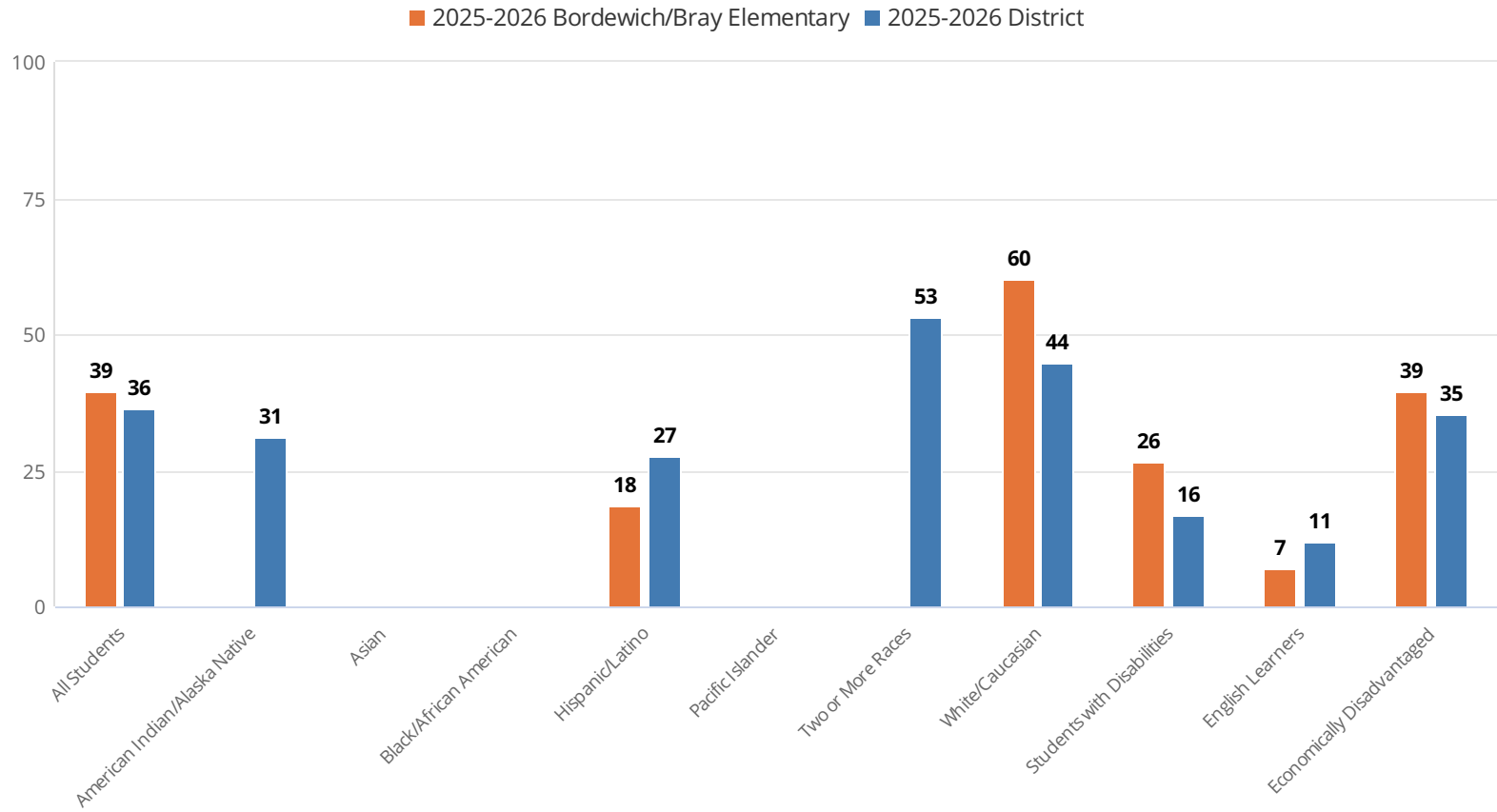
Academic Achievement

Read by Grade 3 Proficient

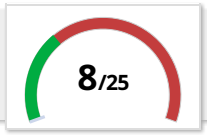
Read by Grade 3 Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	39.5	36.5	39.4	39.3
American Indian/ Alaska Native	-	31.2	-	-
Asian	-	-	-	-
Black/ African American	-	-	N/A	-
Hispanic/ Latino	18.4	27.7	30.3	30.4
Pacific Islander	N/A	-	-	-
Two or More Races	-	53.3	-	42.3
White/ Caucasian	60	44.8	59.3	48.4
Students with Disabilities	26.6	16.8	18.7	12.9
English Learners	7.1	11.9	20	18.9
Economically Disadvantaged	39.5	35.3	39.4	36.5

Read by Grade 3 % Proficient



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Academic Achievement

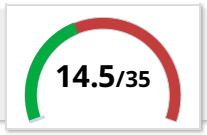
Participation on State Assessments

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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
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%

District percentages reflect the district the school was associated with when the data was collected.
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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: 4/10**

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	51.5	45	47	44	55	53	49
American Indian/ Alaska Native	-	50	-	46	-	53	-	37
Asian	-	45	-	51.5	N/A	71	N/A	49
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	49	51	44.5	46.5	43	51	57.5	46
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	-	38	-	44.5	-	62	-	52.5
White/ Caucasian	47	55	45	49	45	58	43	52
Students with Disabilities	49.5	49	32	33	47	52	35.5	37
English Learners	54	54	31	44	40	45.5	37.5	38
Economically Disadvantaged	47	49	45	48	44	52	53	46

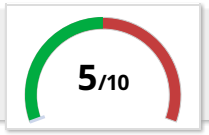
AGP Growth Data

Math AGP Points Earned: 2.5/7.5 **ELA AGP Points Earned: 4/7.5**

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	30.4	36.2	49	45.1	32.3	41.3	55.9	51.5
American Indian/ Alaska Native	-	19	-	19	-	29.4	-	35.2
Asian	-	43.7	-	75	N/A	64.2	N/A	71.4
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	25.3	28.8	48.7	39.7	29.4	31.2	55.1	43.3
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	-	28.3	-	42.5	-	43.4	-	69.5
White/ Caucasian	41.5	45.1	52.3	51.1	35.8	51.1	51.8	58.4
Students with Disabilities	16.6	22.5	25	20.7	25	28.9	25	29.2
English Learners	21.4	18.7	23	28	<5	14.8	25	26.8
Economically Disadvantaged	30.4	33.1	49	43.7	32.3	38	55.9	48.1

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

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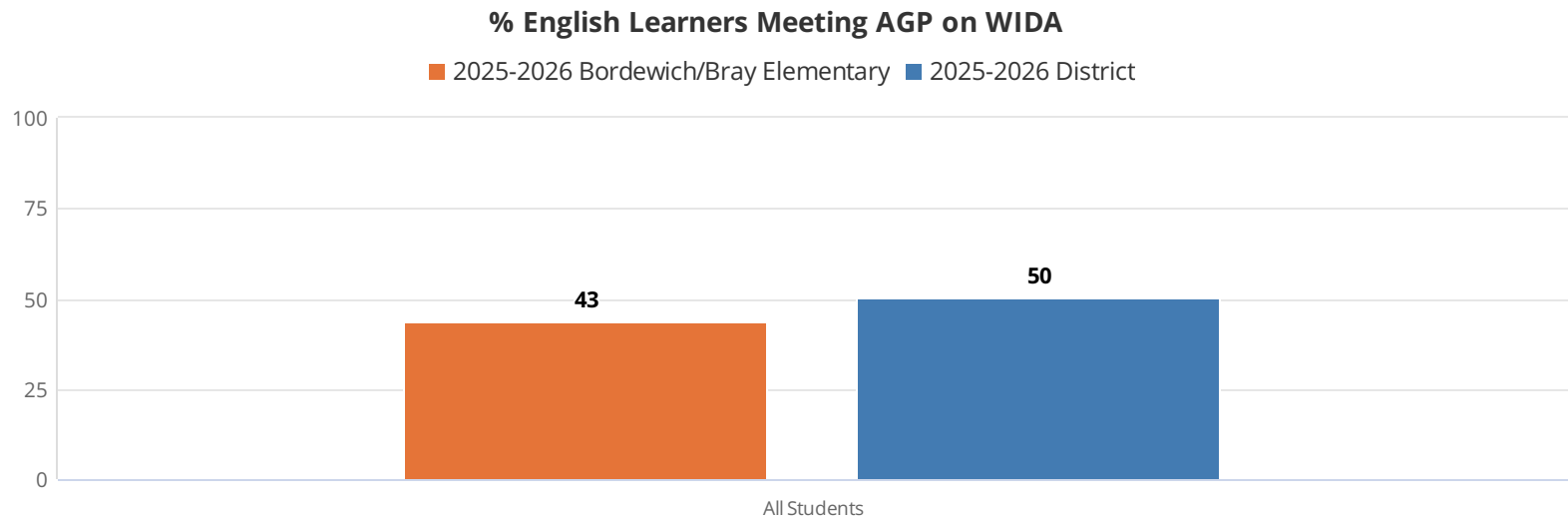


English Language

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.

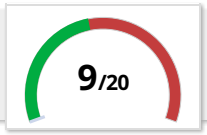
English Language Points Earned: 5/10

	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	57	43.8	50.4	43	74.4	54.9



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

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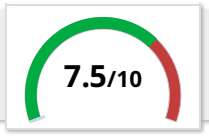
Closing Opportunity Gaps

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 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	20	25.9	41.3	35.5	25.7	29.5	48.3	43.4
American Indian/ Alaska Native	-	23.5	-	16.6	-	26.6	-	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	16.3	22.6	41.8	33.8	26.6	24.2	49	39.3
Pacific Islander	N/A	-	-	-	N/A	N/A	N/A	-
Two or More Races	-	20.5	-	27.5	-	30.7	-	59.2
White/ Caucasian	29	30.6	45.1	40	23.5	37.2	40.6	48.5
Students with Disabilities	<5	15.9	21.7	19.3	16.6	23.7	23.5	26.8
English Learners	8.3	15.3	23	28	<5	12.5	25	25
Economically Disadvantaged	20	24.3	41.3	35.5	25.7	26.2	48.3	40.8

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

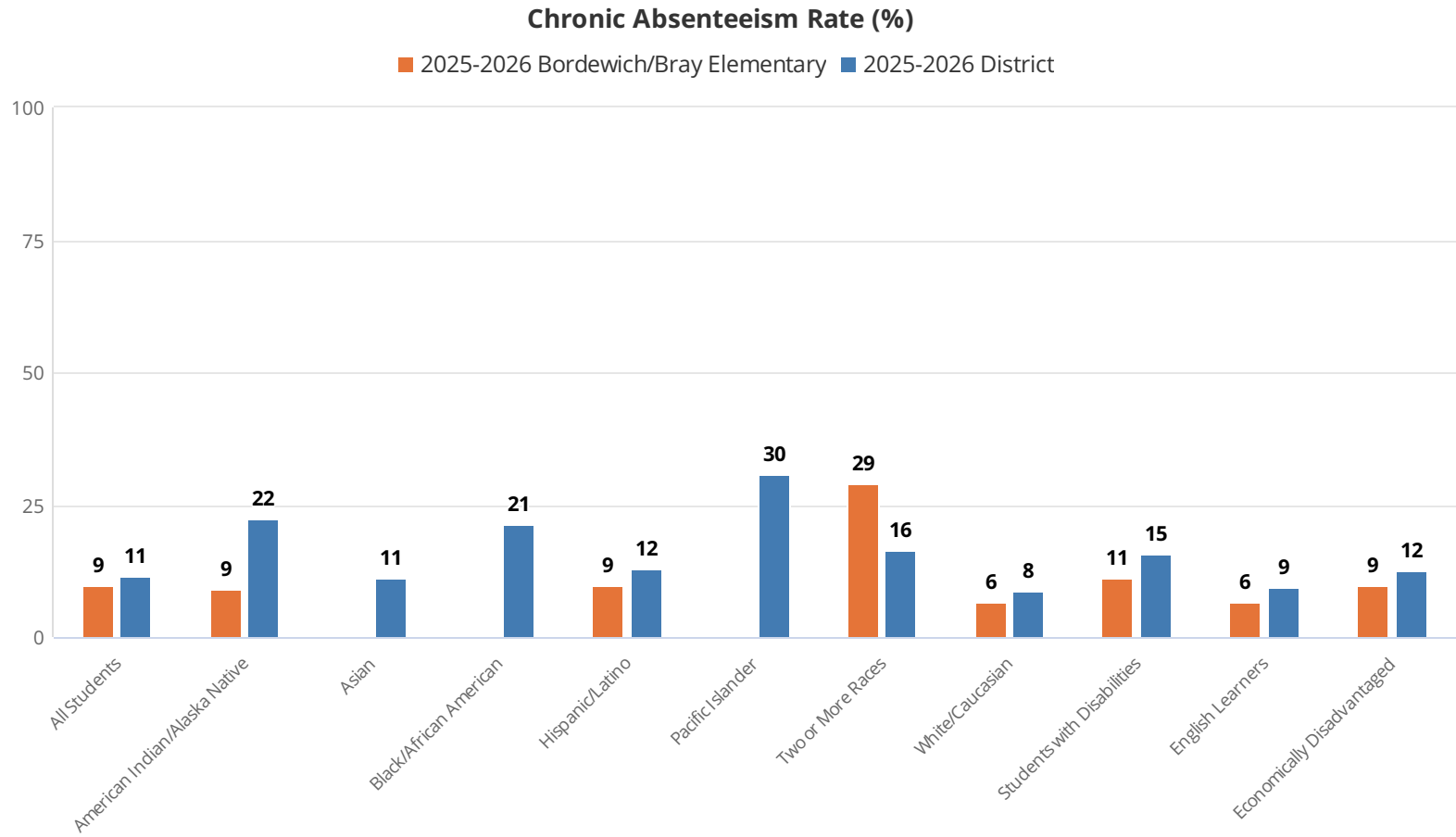
Chronic Absenteeism Points Earned: 7.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	9.8	11.6	12	17.6
American Indian/ Alaska Native	9	22.5	30	26.6
Asian	-	11.1	-	15.2
Black/ African American	-	21.4	-	20
Hispanic/ Latino	9.9	12.9	11	18.7
Pacific Islander	-	30.7	-	8.3
Two or More Races	29.1	16.4	23.8	25.8
White/ Caucasian	6.6	8.8	10	15.1
Students with Disabilities	11.2	15.8	20.2	24.5
English Learners	6.6	9.3	12.6	18.2
Economically Disadvantaged	9.8	12.6	12	18.4

All Students Chronic Absenteeism Percent Change: -18.3%

Points Earned by the Chronic Absenteeism Rate: 7.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

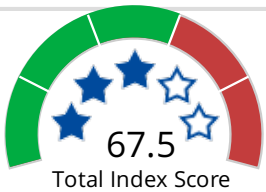


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Carson High School

School Year 2024-2025 Nevada School Rating

School Level:	High School
Grade Levels:	09-12
District:	Carson City
School Address:	1111 N. Saliman Rd. Carson City, NV 89701



Total Index Score

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

Student Race/Ethnicity

- 42% White/Caucasian
- 0.4% Black/African American
- 49.2% Hispanic/Latino
- 2.1% Asian
- 1.7% American Indian/Alaska Native
- 0.3% Pacific Islander
- 3.9% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	73.5 ★★★★
2022-2023	70.5 ★★★★

Additional Student Groups

- 11.2% English Learners
- 11.6% Students with Disabilities
- 38% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** schoool that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress 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.

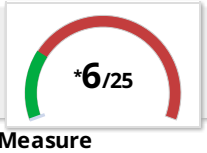
How are school star ratings determined?

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 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

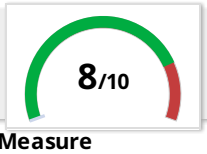
2024-2025 School Performance



Academic Achievement Indicator

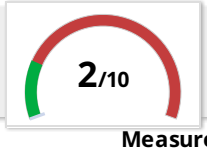
*Participation Penalty

Measure	School Rate	District Rate
Math Proficiency	22.2	22.2
ELA Proficiency	41.1	41.1
Science Proficiency	26.5	26.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	17.2	17.2



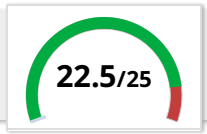
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	80.7	80.7
Chronic Absenteeism	33.8	35.5
Climate Survey Participation	84.0	N/A



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	89.4	83.1
5-Year	90.2	81.5



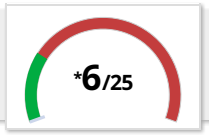
College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	70.2	70.2
Post-Secondary Preparation Completion	61.0	61.0
Advanced or CCR Diploma	46.4	46.4

* Lost 4 points from Academic Achievement because 95% assessment participation was not met.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2023-2024.



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 to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

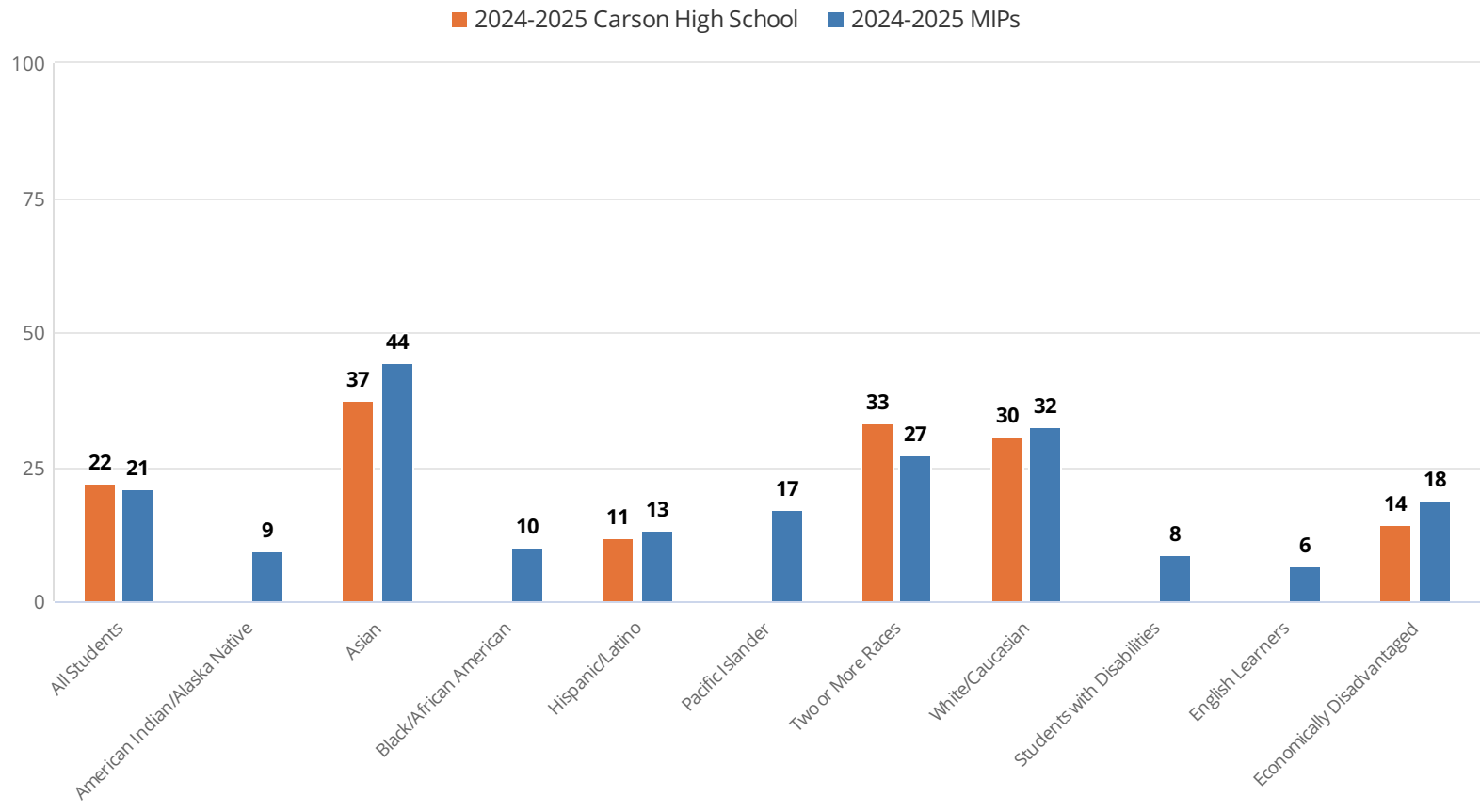
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

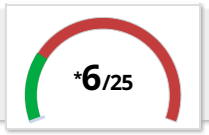
Math Proficient Points Earned: 3.5/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	22.2	22.2	21	18.8	17.9	42.41
American Indian/ Alaska Native	-	-	9.4	<5	<5	34.09
Asian	37.5	37.5	44.5	18.1	18.1	57.36
Black/ African American	-	-	10.2	-	-	30.05
Hispanic/ Latino	11.9	11.9	13.4	10.7	10.2	33.92
Pacific Islander	-	-	17.2	-	-	39.35
Two or More Races	33.3	33.3	27.3	36.3	33.3	45.95
White/ Caucasian	30.6	30.6	32.6	29.3	27	52.2
Students with Disabilities	<5	<5	8.7	5.5	<5	24.88
English Learners	<5	<5	6.8	<5	<5	24.22
Economically Disadvantaged	14.3	14.3	18.9	13.7	12.5	34.84

Math Assessments % Proficient



'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.



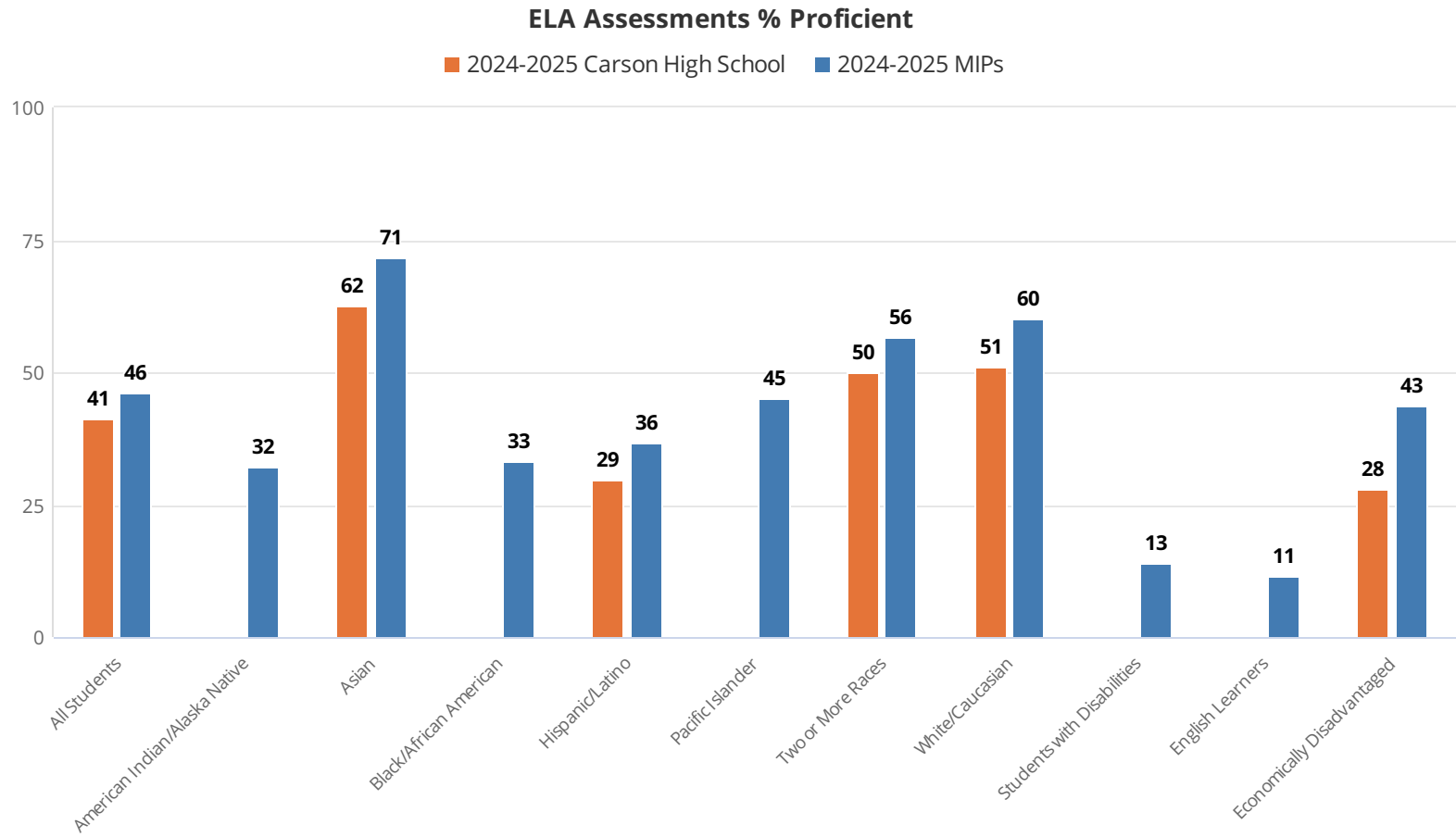
Academic Achievement

*Participation Penalty

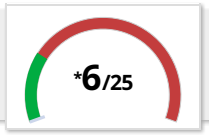
ELA Proficient

ELA Proficient Points Earned: 4.5/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	41.1	41.1	46.2	39.8	40.1	55.88
American Indian/ Alaska Native	-	-	32.1	-	27.2	45.78
Asian	62.5	62.5	71.6	50	50	70.08
Black/ African American	-	-	33.1	-	-	41.18
Hispanic/ Latino	29.6	29.6	36.6	29.8	30.3	45.55
Pacific Islander	-	-	45	-	-	56.06
Two or More Races	50	50	56.8	63.6	66.6	64.05
White/ Caucasian	51.2	51.2	60.3	53.2	51.9	67.63
Students with Disabilities	<5	<5	13.9	7.6	9.6	27.73
English Learners	<5	<5	11.4	<5	<5	24.17
Economically Disadvantaged	28.1	28.1	43.7	28	31.5	46.55



'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.



Academic Achievement

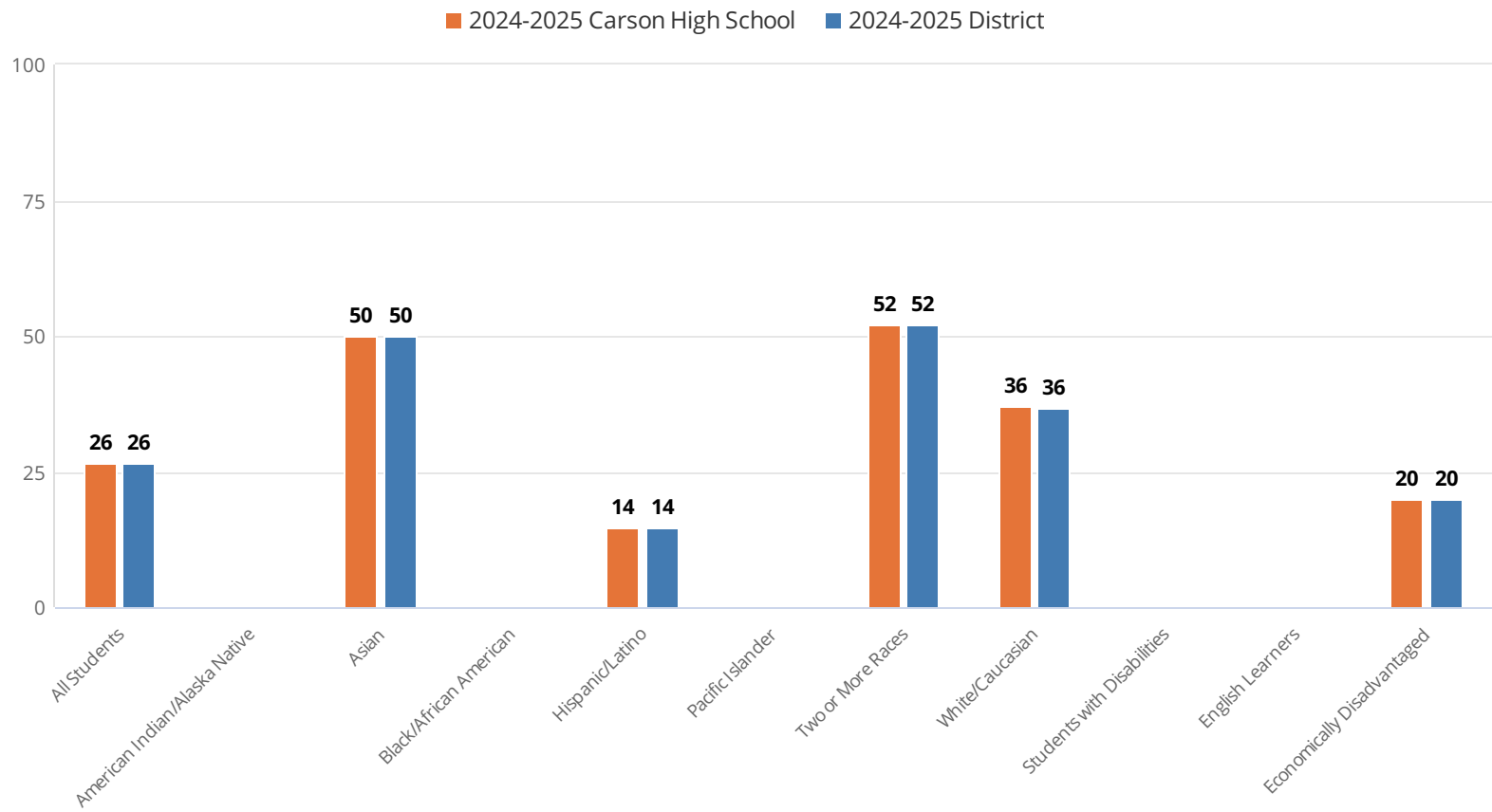
*Participation Penalty

Science Proficient

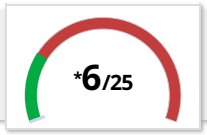
Science Proficient Points Earned: 2/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	26.5	26.4	32.7	31.7
American Indian/ Alaska Native	-	-	-	-
Asian	50	50	28.5	33.3
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	14.7	14.7	21.3	20.7
Pacific Islander	-	-	-	-
Two or More Races	52.1	52.1	60	59
White/ Caucasian	36.9	36.7	43.2	41.4
Students with Disabilities	<5	<5	10.5	11.1
English Learners	<5	<5	<5	<5
Economically Disadvantaged	20.1	20	22.6	21.5

Science Assessments % Proficient



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Academic Achievement

*Participation Penalty

Participation on State Assessments

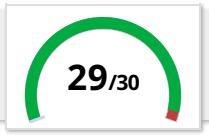
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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: 4

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	94.8%	94.8%	>=95%	>=95%
English Learners	90%	90%	91.2%	91.2%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

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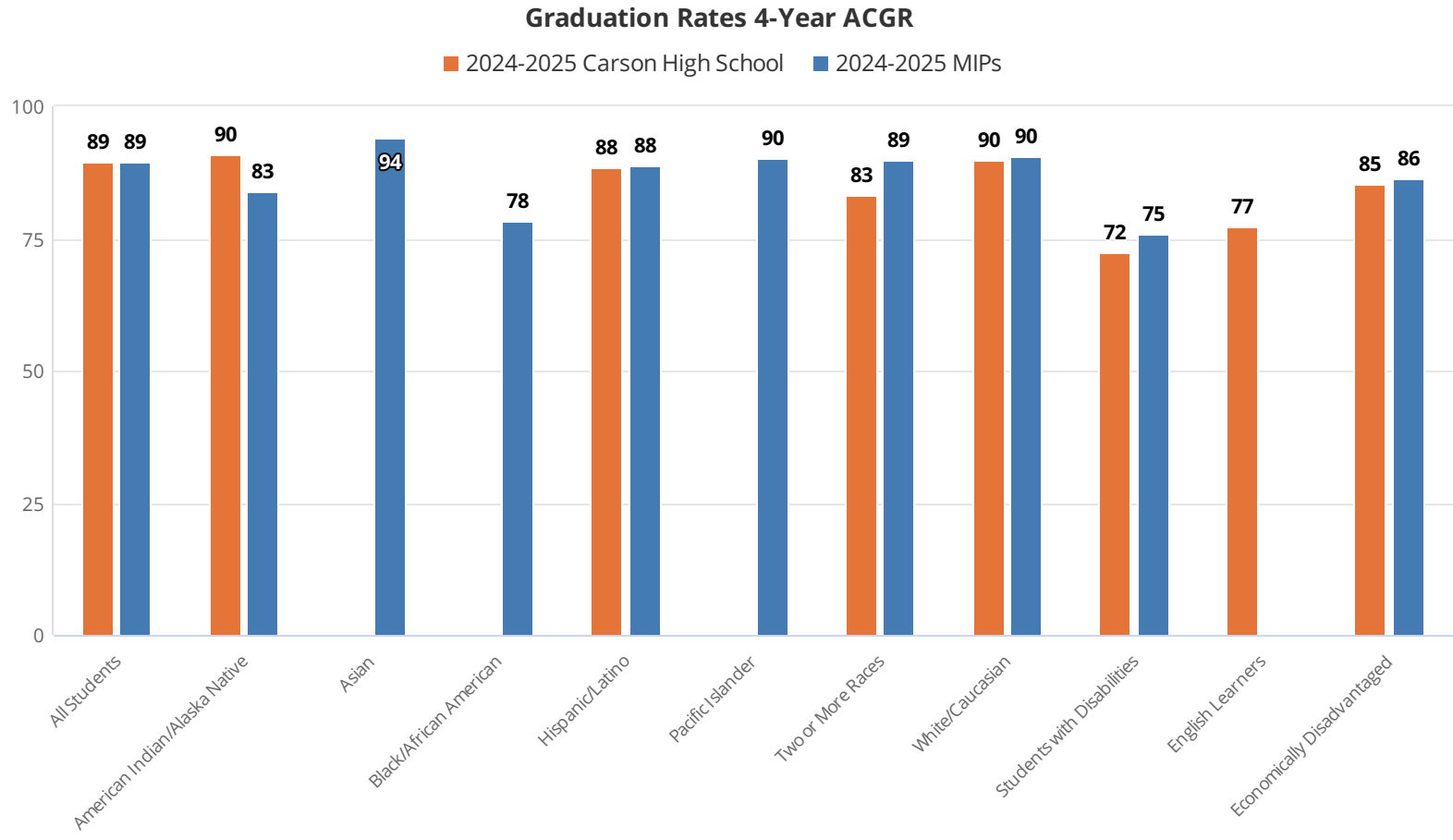
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

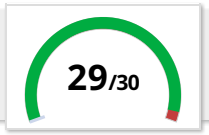
4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP
All Students	89.4	83.1	89.4	89.8	80.5	87.7
American Indian/ Alaska Native	90.9	92.3	83.9	-	54.5	81.9
Asian	>95	92.8	94.2	>95	>95	93.9
Black/ African American	-	-	78.2	-	-	76.1
Hispanic/ Latino	88.4	80.4	88.7	88.2	78.8	86.9
Pacific Islander	N/A	N/A	90.3	-	-	88.7
Two or More Races	83.3	82.6	89.8	>95	84.6	88.1
White/ Caucasian	90	84.6	90.7	91.2	82.8	89.4
Students with Disabilities	72.3	68.7	75.7	81.6	69.6	73.5
English Learners	77.1	67.5		-	7.6	
Economically Disadvantaged	85.2	77.4	86.3	85	72	84.4



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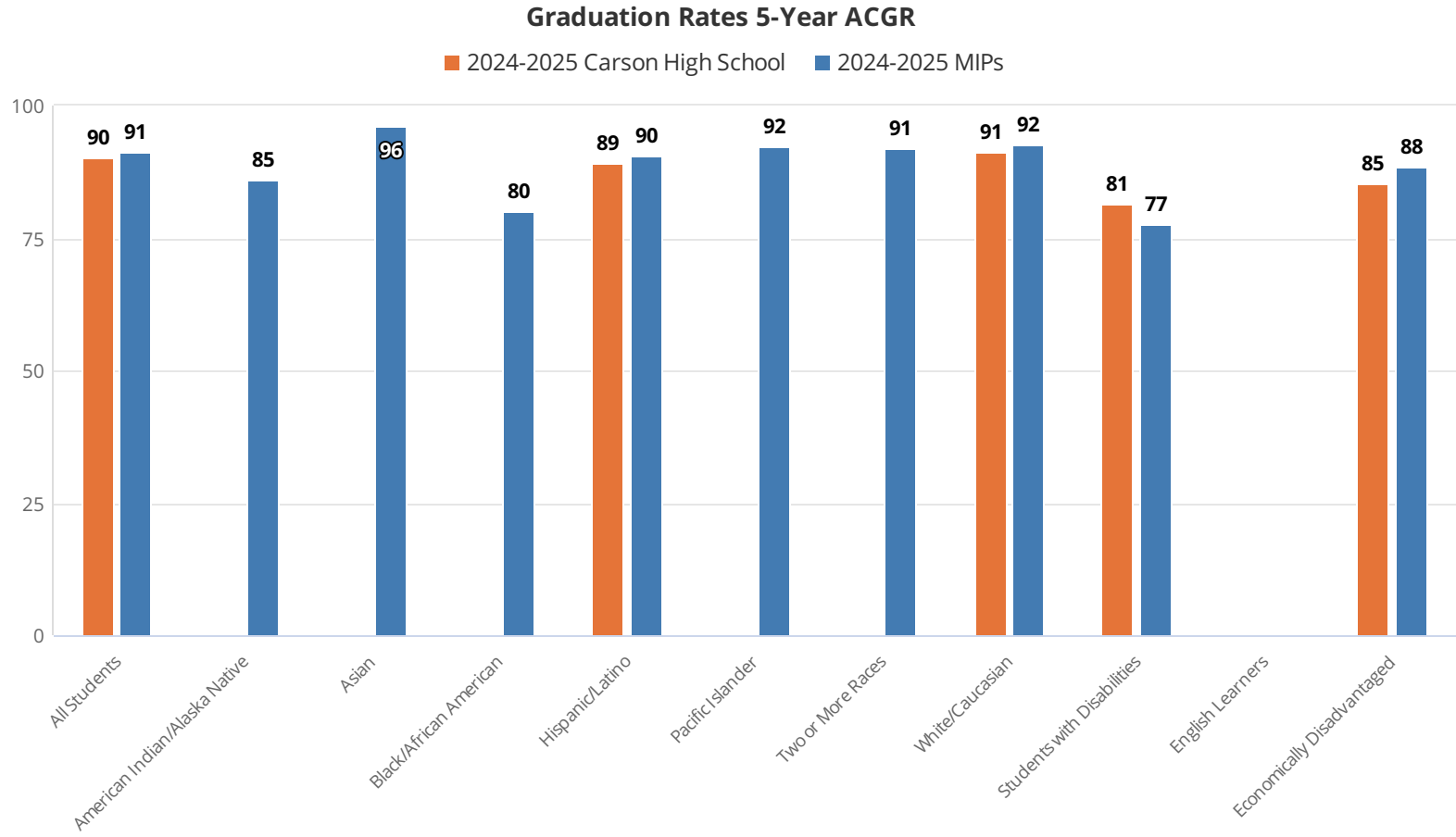


Graduation Rates

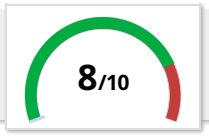
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 4/5

Groups	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP
All Students	90.2	81.5	91.4	92.6	83.9	89.7
American Indian/ Alaska Native	-	54.5	85.9	-	-	83.9
Asian	>95	>95	96.1	-	-	95.9
Black/ African American	-	-	80.2	-	-	78.1
Hispanic/ Latino	89.1	80.7	90.7	93.3	85.2	88.9
Pacific Islander	-	-	92.3	N/A	-	90.7
Two or More Races	>95	84.6	91.8	72.7	52.9	90.1
White/ Caucasian	91.2	83.1	92.7	94	85.8	91.4
Students with Disabilities	81.6	70.4	77.7	58.6	58.3	75.5
English Learners	-	18.1		-	-	
Economically Disadvantaged	85.4	73.3	88.3	88.3	77.6	86.4



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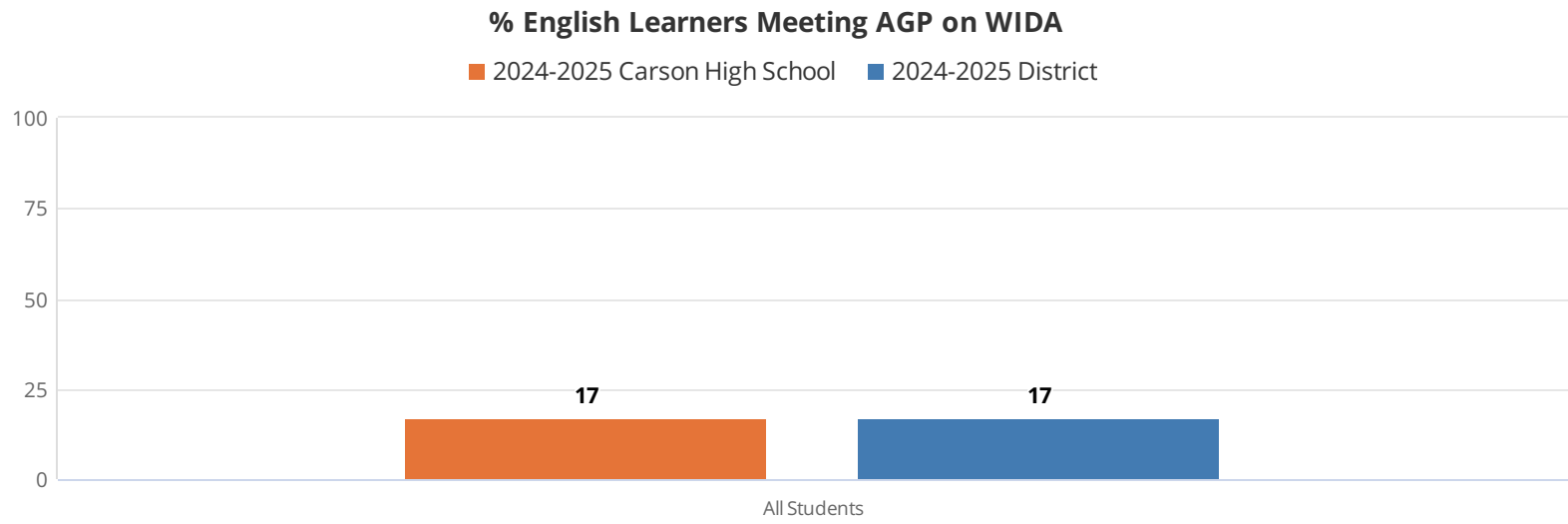


English Language

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.

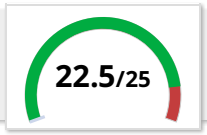
English Language Points Earned: 8/10

	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	215	17.2	17.2	191	15.7	15.3



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

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College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 8.5/10

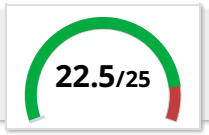
Groups	2025 % Participation	2025 % Participation District	2024 % Participation	2024 % Participation District
All Students	70.2	70.2	75.2	72.5
American Indian/ Alaska Native	40	40	61.5	50
Asian	81.8	81.8	>95	>95
Black/ African American	-	-	-	-
Hispanic/ Latino	65.6	65.6	69.3	67.4
Pacific Islander	-	-	N/A	N/A
Two or More Races	61.5	61.5	66.6	70.8
White/ Caucasian	77.3	77.3	81	77.8
Students with Disabilities	44.2	44.2	44.8	44
English Learners	40	40	40.5	40.5
Economically Disadvantaged	59.3	59.3	67.2	62.5

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

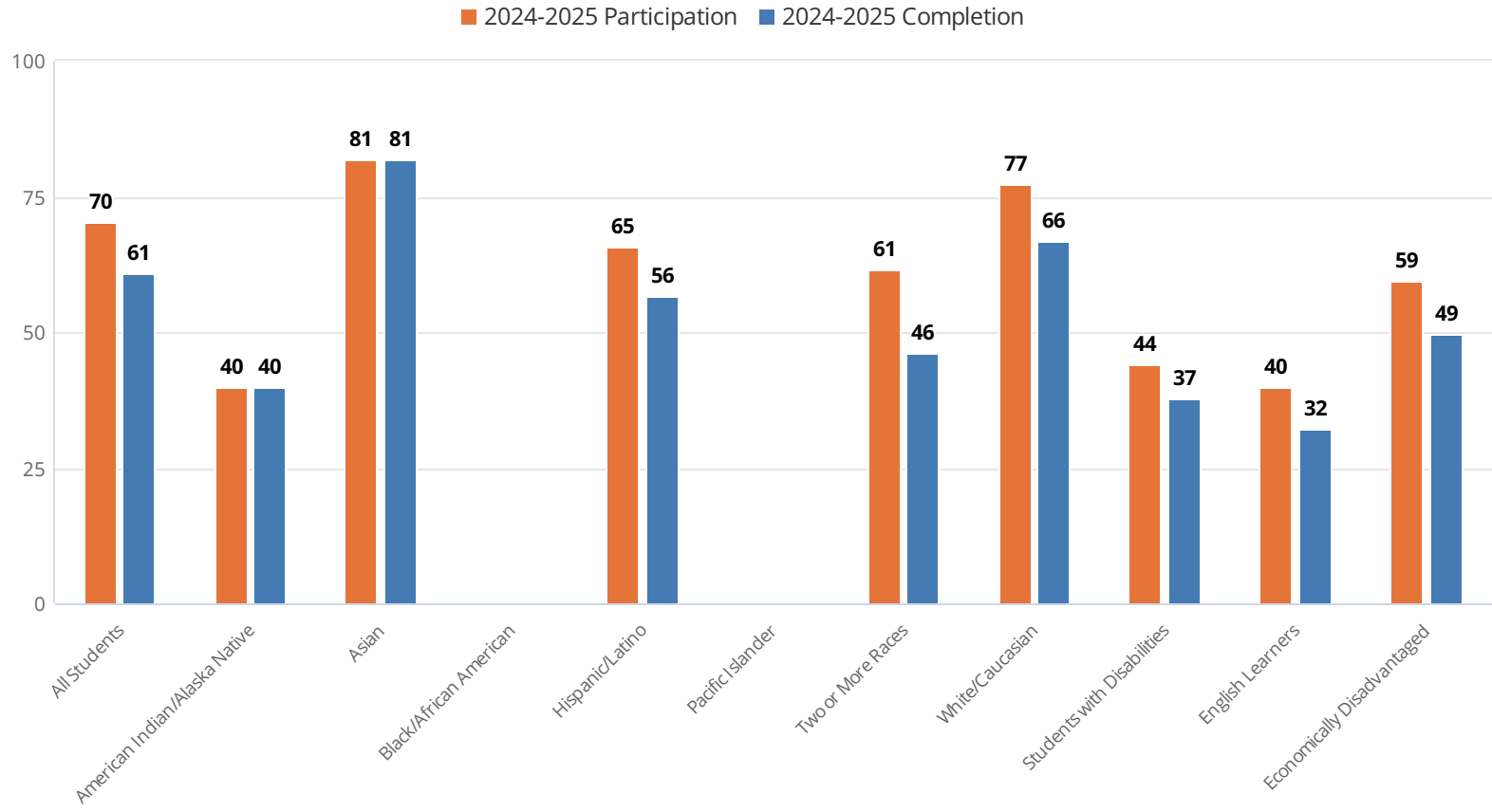
Groups	2025 % Completion	2025 % Completion District	2024 % Completion	2024 % Completion District
All Students	61	61	59.7	56.2
American Indian/ Alaska Native	40	40	46.1	37.5
Asian	81.8	81.8	>95	100
Black/ African American	-	-	-	-
Hispanic/ Latino	56.8	56.8	50	47.5
Pacific Islander	-	-	N/A	N/A
Two or More Races	46.1	46.1	66.6	58.3
White/ Caucasian	66.9	66.9	66.9	63.2
Students with Disabilities	37.7	37.7	26.5	27.1
English Learners	32	32	16.2	16.2
Economically Disadvantaged	49.7	49.7	54.7	47.4

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College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

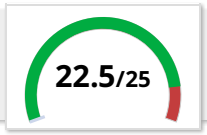


Advanced or CCR Diploma

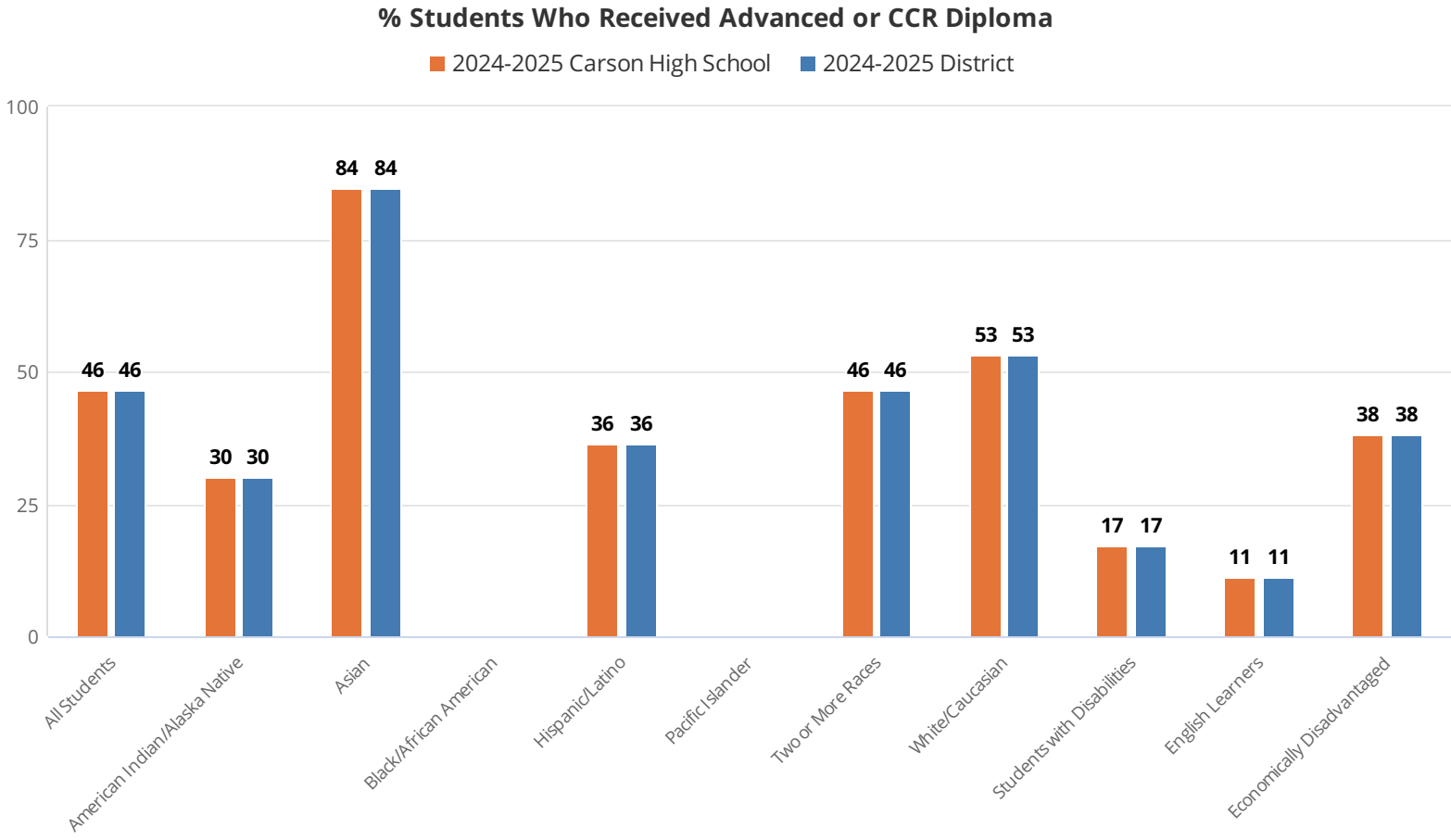
Advanced or CCR Diploma Points Earned: 4/5

Groups	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District
All Students	46.4	46.4	39.4	37.6
American Indian/ Alaska Native	30	30	-	-
Asian	84.6	84.6	80	80
Black/ African American	-	-	-	-
Hispanic/ Latino	36.4	36.4	33.1	32.1
Pacific Islander	N/A	N/A	-	-
Two or More Races	46.6	46.6	25	22.7
White/ Caucasian	53.2	53.2	46.8	43.8
Students with Disabilities	17	17	18.9	17.7
English Learners	11.1	11.1	-	-
Economically Disadvantaged	38.2	38.2	26	24.5

'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.



College and Career Readiness



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	34	25.2	11.3	8.2	<5	<5	54.4	45.1
American Indian/ Alaska Native	<5	<5	<5	<5	<5	<5	40	40
Asian	63.6	54.5	<5	<5	<5	<5	54.5	54.5
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	30.1	23.1	10.5	7	<5	<5	54.3	45.6
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	38.4	23	<5	<5	<5	<5	46.1	38.4
White/ Caucasian	39.3	28	14.4	11.3	<5	<5	55.6	44.3
Students with Disabilities	<5	<5	<5	<5	<5	<5	40.9	36
English Learners	6	6	<5	<5	<5	<5	32	26
Economically Disadvantaged	21.3	14.9	8.5	5.3	<5	<5	48.1	39

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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Student Engagement

2/10

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. 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. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of 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.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

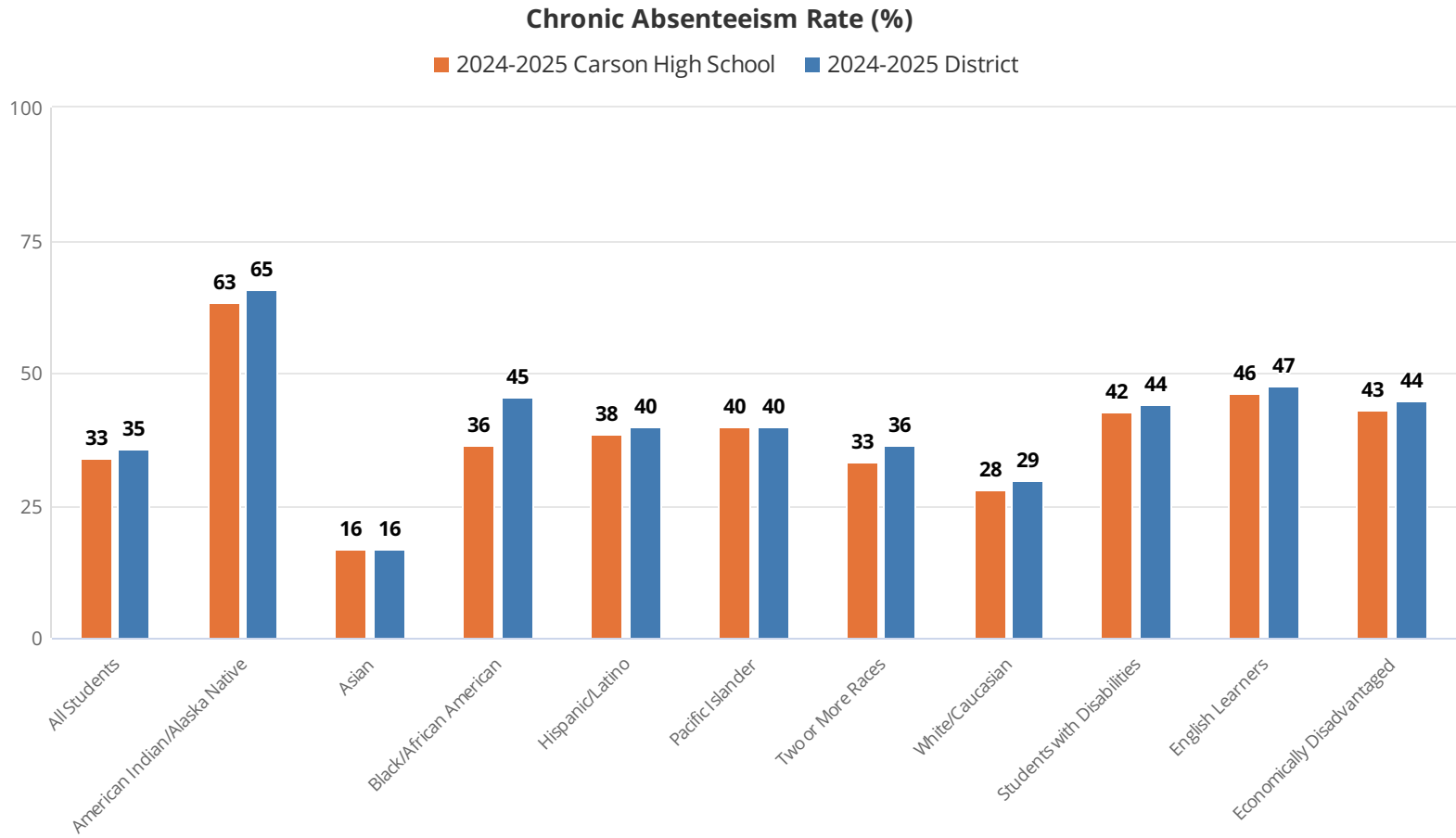
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	33.8	35.5	31.9	36.3
American Indian/ Alaska Native	63.4	65.8	48.7	53.1
Asian	16.9	16.9	18.8	18.5
Black/ African American	36.3	45.4	45.4	46.1
Hispanic/ Latino	38.4	40	35.4	39.2
Pacific Islander	40	40	-	-
Two or More Races	33.3	36.4	27	32.9
White/ Caucasian	28	29.8	28	33.3
Students with Disabilities	42.5	44	38.6	43.2
English Learners	46.2	47.5	36.7	39.8
Economically Disadvantaged	43.1	44.6	43.9	50.1

All Students Chronic Absenteeism Percent Change: 5.9%

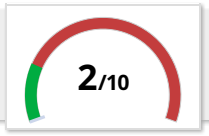
Points Earned by the Chronic Absenteeism Rate: 0/5

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

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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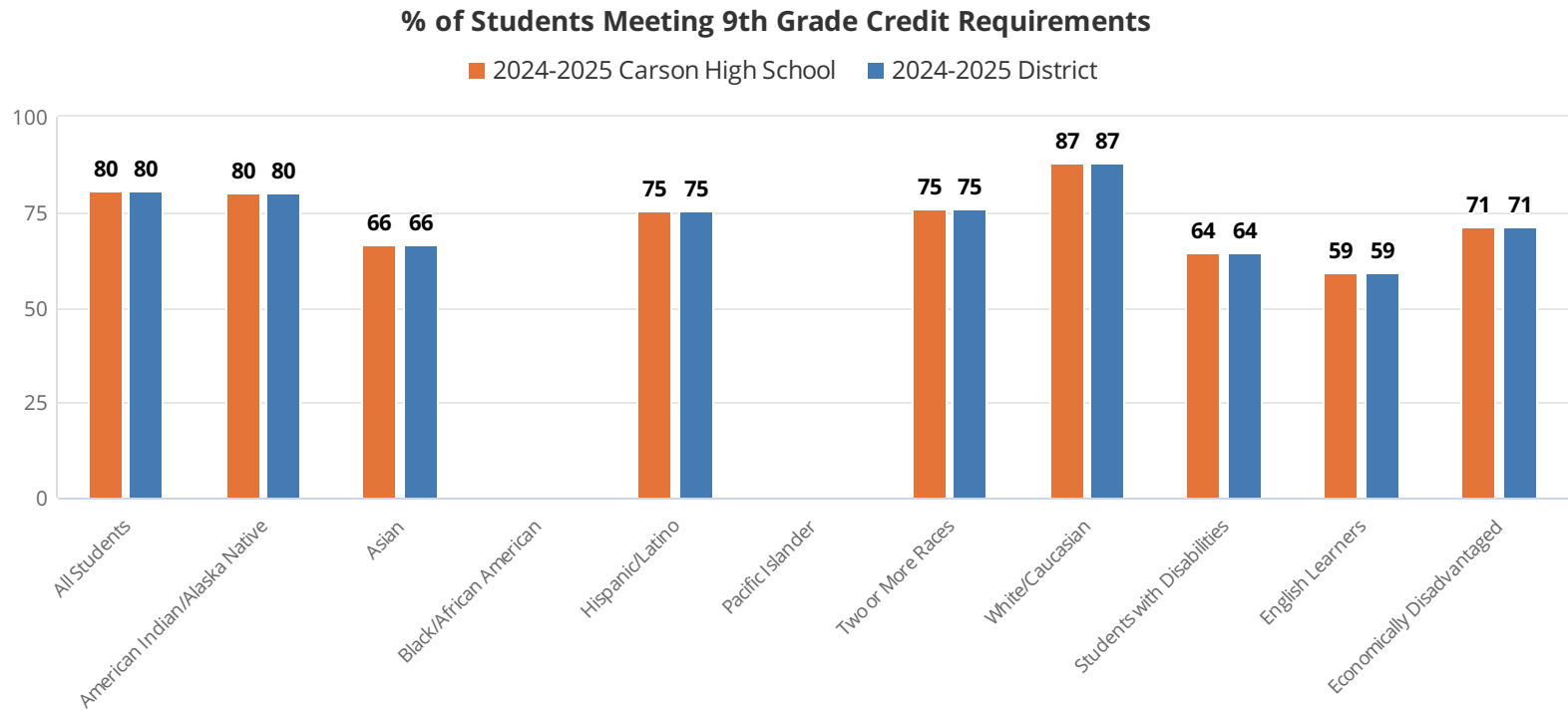


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 2/5

Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	80.7	80.7	84	83.2
American Indian/ Alaska Native	80	80	-	-
Asian	66.6	66.6	92.3	92.3
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	75.2	75.2	80.2	79.6
Pacific Islander	-	-	-	-
Two or More Races	75.8	75.8	86.9	85.1
White/ Caucasian	87.9	87.9	88.8	87.7
Students with Disabilities	64.3	64.3	66.1	68.2
English Learners	59.4	59.4	75	75.3
Economically Disadvantaged	71	71	76.2	75.3

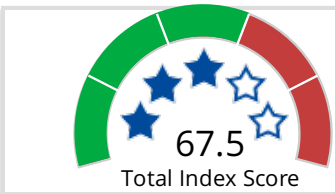


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Carson High School

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: 09-12
District: Carson City
School Address: 1111 N. Saliman Rd. Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

42.1% White/Caucasian
0.3% Black/African American
48.6% Hispanic/Latino
2.3% Asian
1.6% American Indian/Alaska Native
0.3% Pacific Islander
4.4% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	67.5 ★★★
2023-2024	73.5 ★★★★

Additional Student Groups

10.6% English Learners
11.3% Students with Disabilities
38.8% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** schoool that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress 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.

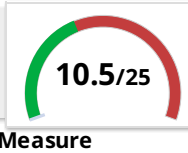
How are school star ratings determined?

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?

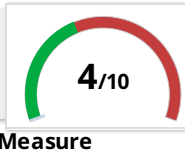
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★

2025-2026 School Performance



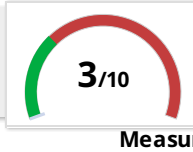
Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	24.7	24.7
ELA Proficiency	45.0	45.0
Science Proficiency	24.0	24.0



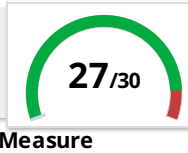
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	7.1	7.1



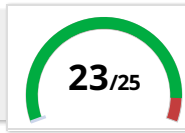
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	88.0	88.0
Chronic Absenteeism	33.7	33.7



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	88.3	83.3
5-Year	89.9	83.8



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	72.6	72.6
Post-Secondary Preparation Completion	69.6	69.6
Advanced or CCR Diploma	43.3	43.3

Graduation and diploma rates are based on the class of 2024-2025.

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

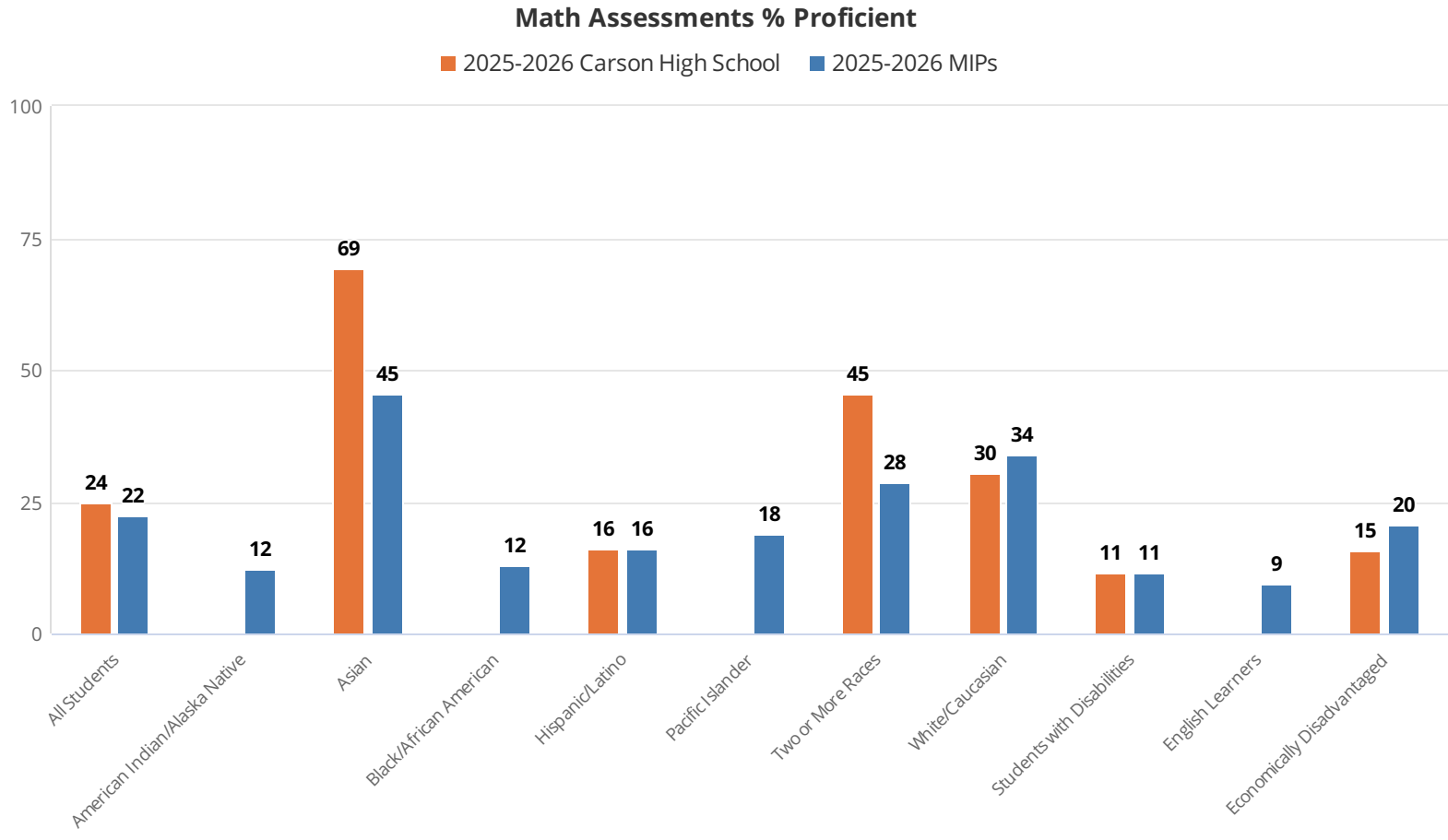
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 4/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	24.7	24.7	22.5	22.2	22.2	21
American Indian/ Alaska Native	-	-	12.1	-	-	9.4
Asian	69.2	69.2	45.6	37.5	37.5	44.5
Black/ African American	N/A	N/A	12.9	-	-	10.2
Hispanic/ Latino	16.2	16.2	16	11.9	11.9	13.4
Pacific Islander	-	-	18.9	-	-	17.2
Two or More Races	45.4	45.4	28.8	33.3	33.3	27.3
White/ Caucasian	30.4	30.4	34	30.6	30.6	32.6
Students with Disabilities	11.6	11.6	11.4	<5	<5	8.7
English Learners	<5	<5	9.6	<5	<5	6.8
Economically Disadvantaged	15.7	15.7	20.5	14.3	14.3	18.9



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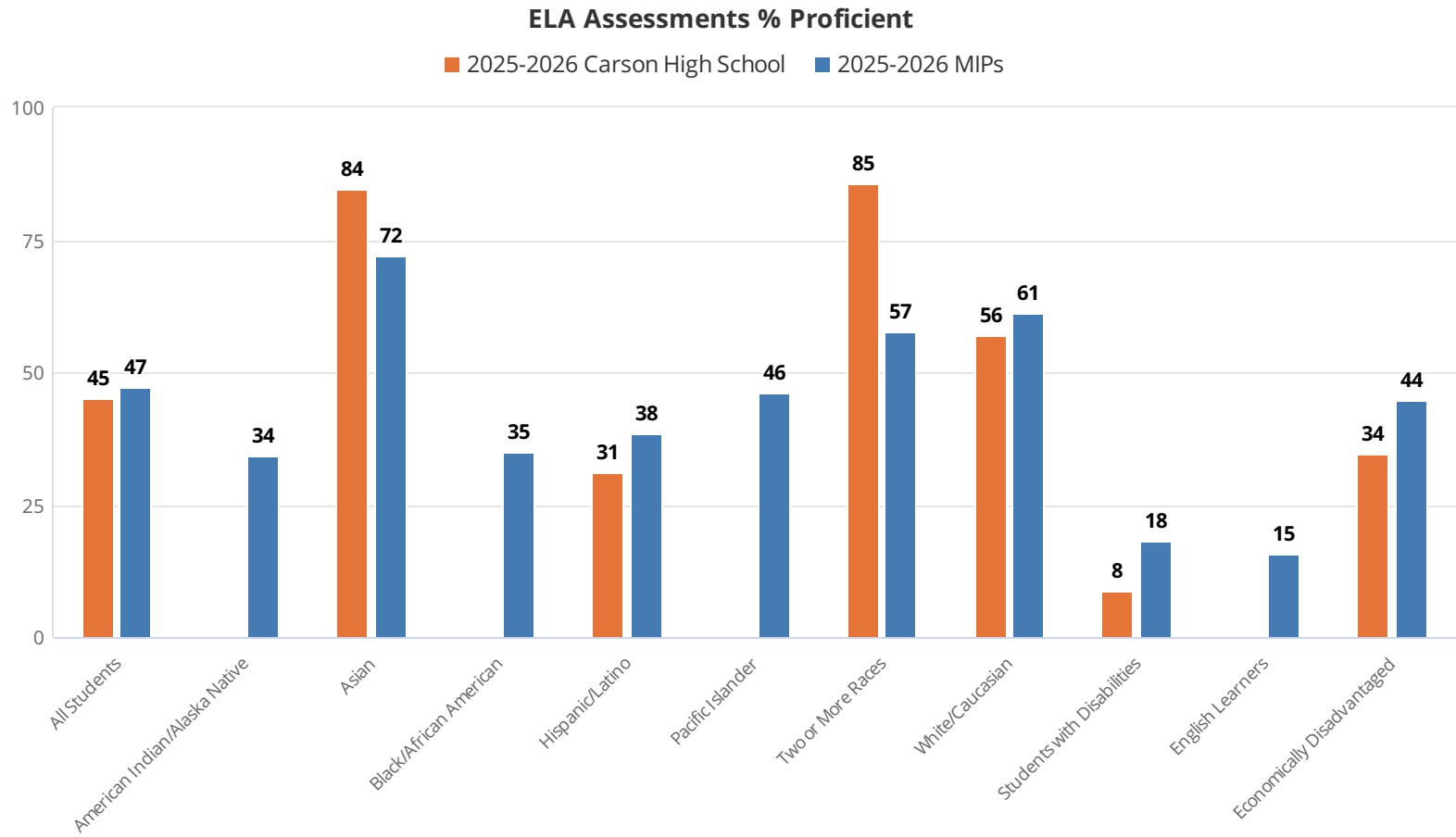


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 5/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	45	45	47.3	41.1	41.1	46.2
American Indian/ Alaska Native	-	-	34.2	-	-	32.1
Asian	84.6	84.6	72.2	62.5	62.5	71.6
Black/ African American	N/A	N/A	35.1	-	-	33.1
Hispanic/ Latino	31	31	38.5	29.6	29.6	36.6
Pacific Islander	-	-	46.1	-	-	45
Two or More Races	85.7	85.7	57.7	50	50	56.8
White/ Caucasian	56.9	56.9	61.1	51.2	51.2	60.3
Students with Disabilities	8.6	8.6	18.2	<5	<5	13.9
English Learners	<5	<5	15.8	<5	<5	11.4
Economically Disadvantaged	34.7	34.7	44.8	28.1	28.1	43.7



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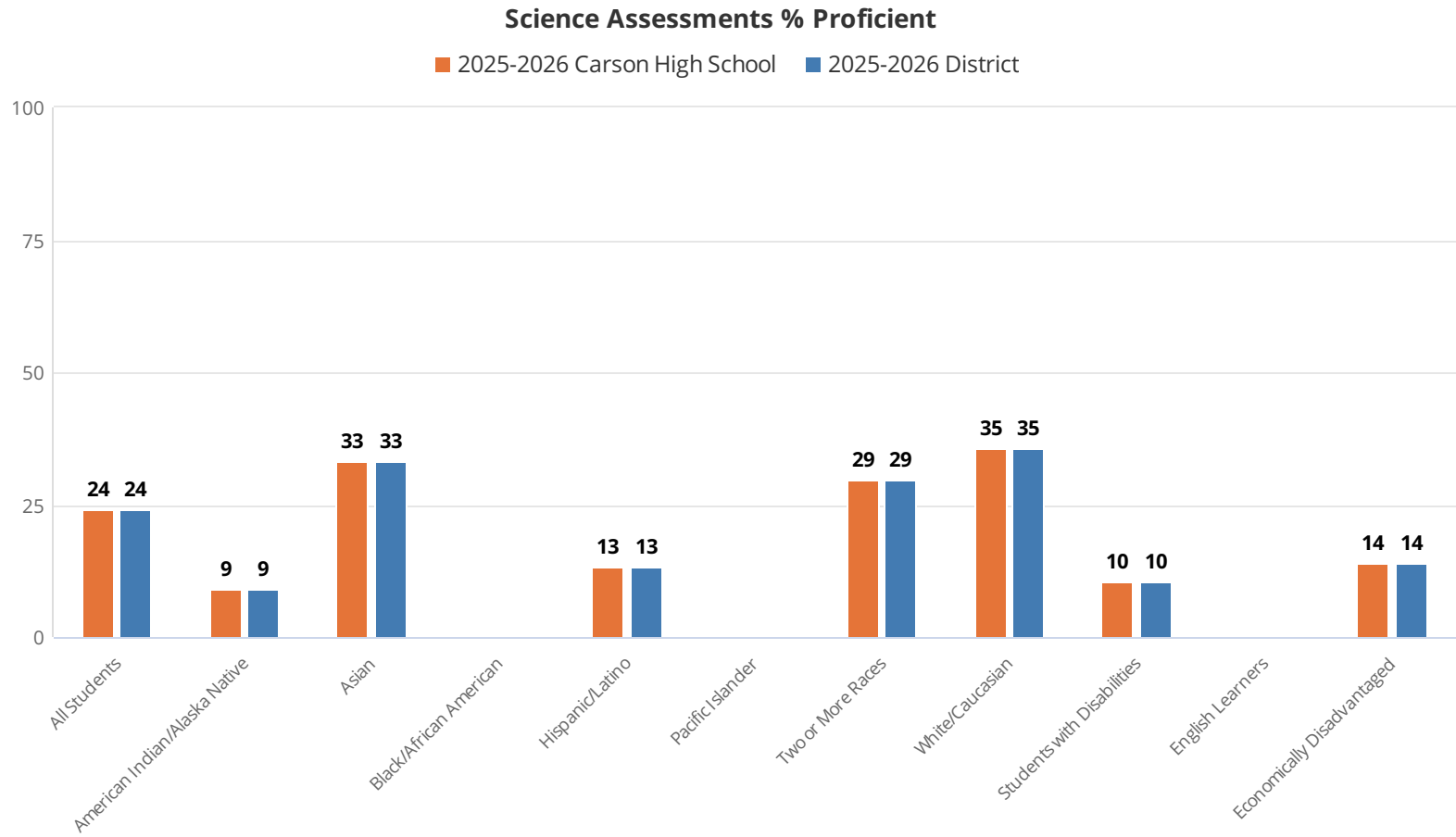


Academic Achievement

Science Proficient

Science Proficient Points Earned: 1.5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	24	24	26.5	26.4
American Indian/ Alaska Native	9	9	-	-
Asian	33.3	33.3	50	50
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	13.3	13.3	14.7	14.7
Pacific Islander	-	-	-	-
Two or More Races	29.6	29.6	52.1	52.1
White/ Caucasian	35.7	35.7	36.9	36.7
Students with Disabilities	10.6	10.6	<5	<5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	14.1	14.1	20.1	20



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Academic Achievement

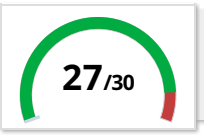
Participation on State Assessments

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.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	94.8%	94.8%
English Learners	>=95%	>=95%	90%	90%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

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

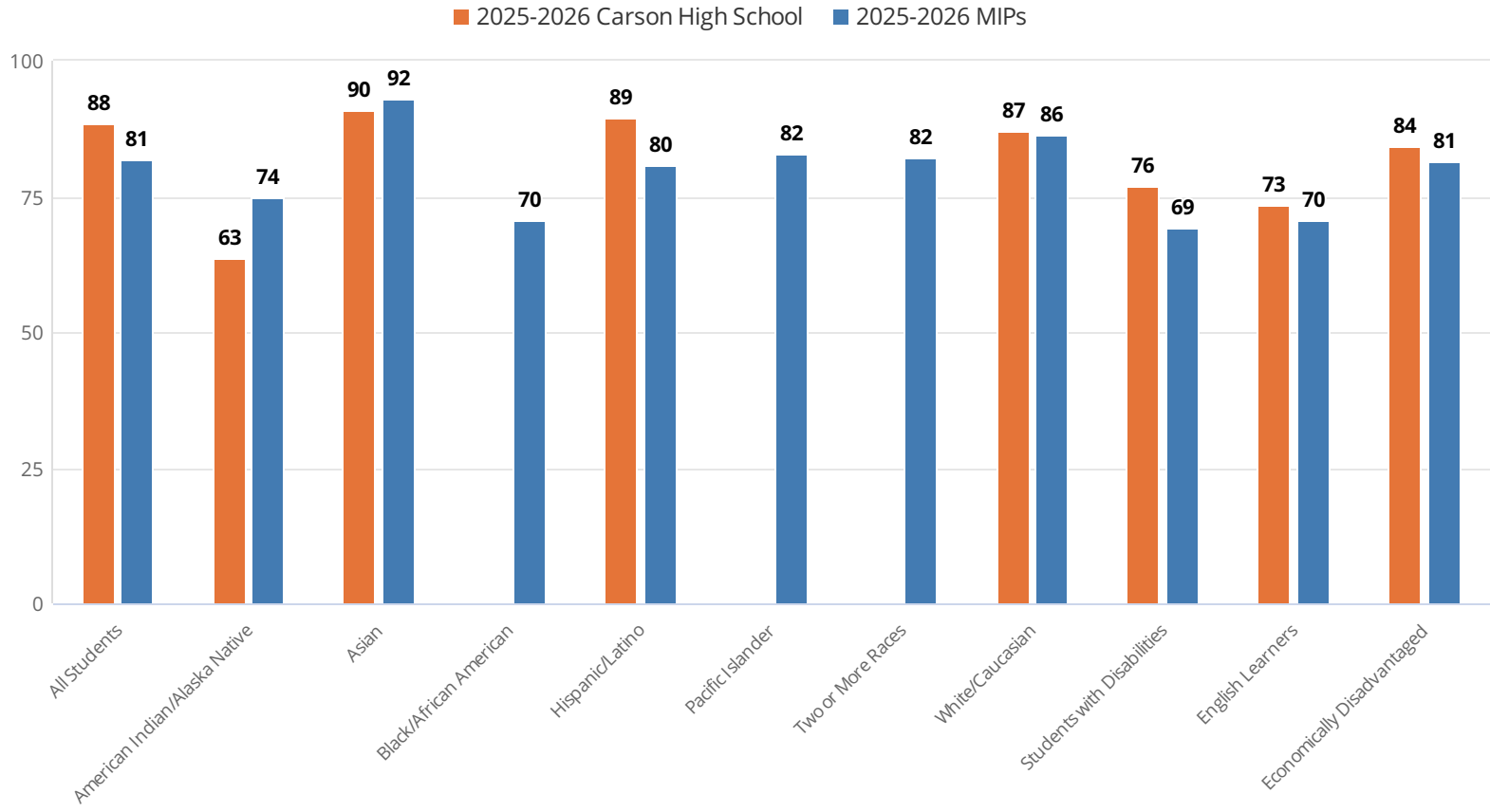
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

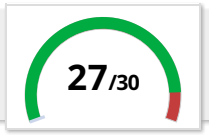
4-Year ACGR Points Earned: 23/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	88.3	83.3	81.9	89.4	83.1	89.4
American Indian/ Alaska Native	63.6	58.3	74.7	90.9	92.3	83.9
Asian	90.9	83.3	92.9	>95	92.8	94.2
Black/ African American	-	-	70.7	-	-	78.2
Hispanic/ Latino	89.6	85.9	80.6	88.4	80.4	88.7
Pacific Islander	-	-	82.7	N/A	N/A	90.3
Two or More Races	-	75	82.3	83.3	82.6	89.8
White/ Caucasian	87.2	81.4	86.4	90	84.6	90.7
Students with Disabilities	76.9	70.4	69.1	72.3	68.7	75.7
English Learners	73.3	71.7	70.6	77.1	67.5	
Economically Disadvantaged	84.3	78.4	81.5	85.2	77.4	86.3

Graduation Rates 4-Year ACGR



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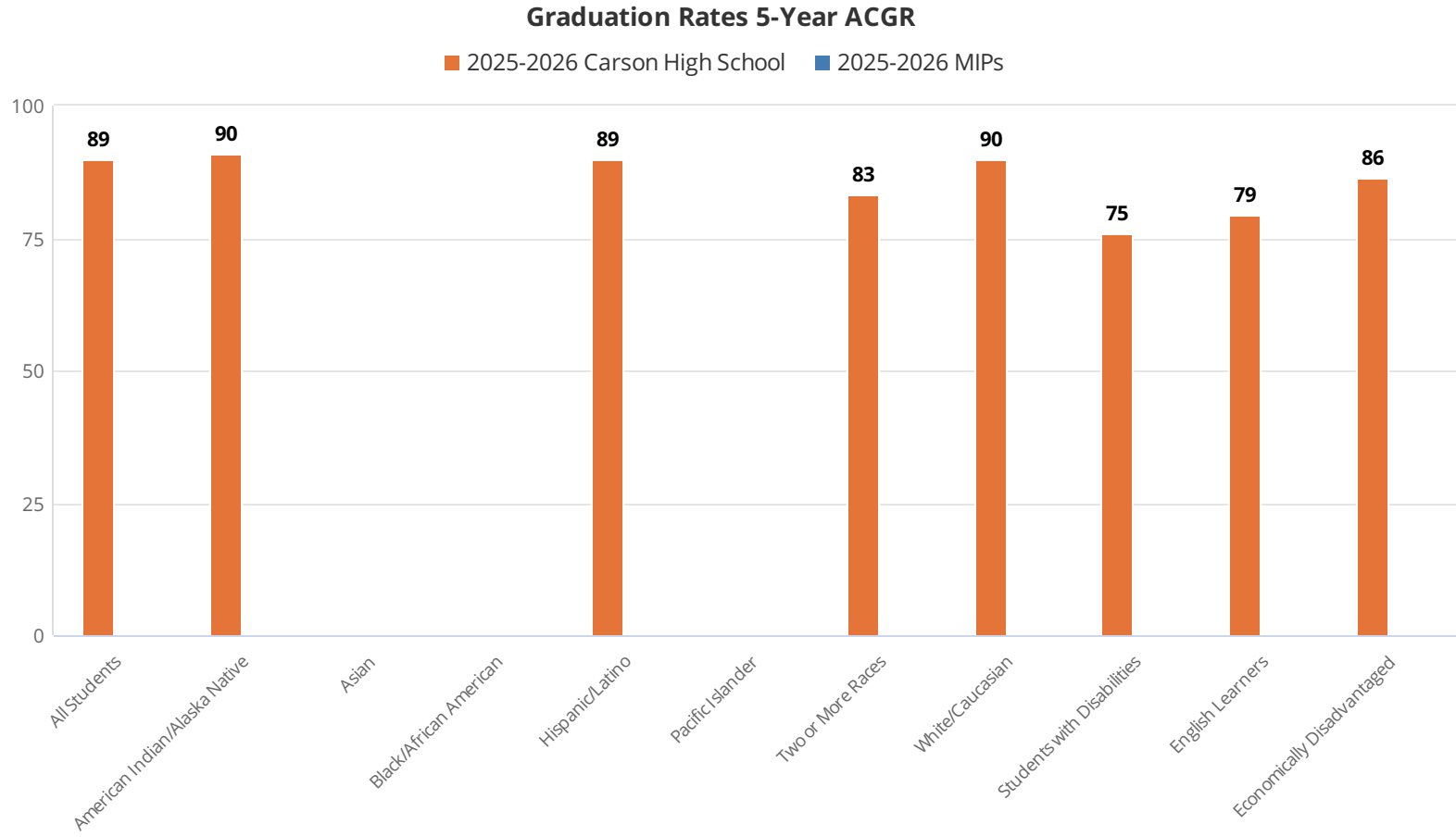


Graduation Rates

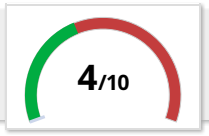
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 4/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	89.9	83.8		90.2	81.5	91.4
American Indian/ Alaska Native	90.9	92.3		-	54.5	85.9
Asian	>95	>95		>95	>95	96.1
Black/ African American	-	-		-	-	80.2
Hispanic/ Latino	89.7	82.2		89.1	80.7	90.7
Pacific Islander	N/A	N/A		-	-	92.3
Two or More Races	83.3	82.6		>95	84.6	91.8
White/ Caucasian	90	84.3		91.2	83.1	92.7
Students with Disabilities	75.8	68.7		81.6	70.4	77.7
English Learners	79.4	71		-	18.1	
Economically Disadvantaged	86.4	77.4		85.4	73.3	88.3



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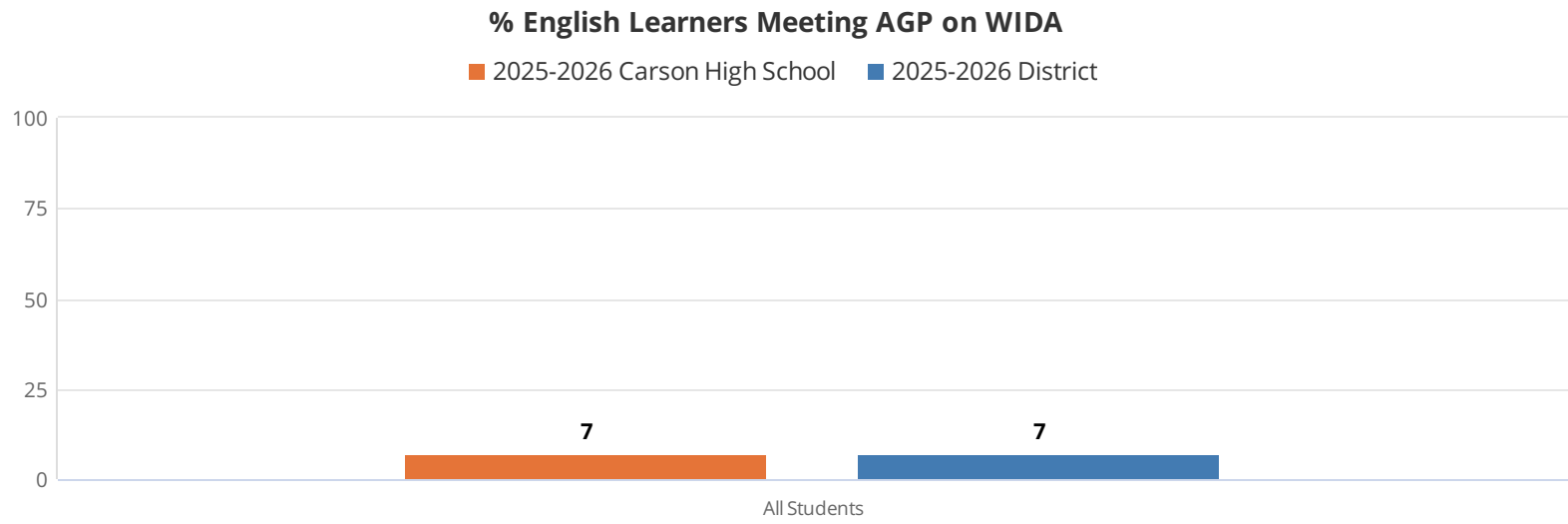


English Language

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.

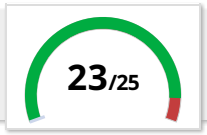
English Language Points Earned: 4/10

	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	196	7.1	7.1	215	17.2	17.2



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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College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 9/10

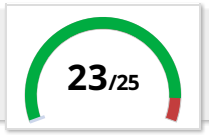
Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	72.6	72.6	70.2	70.2
American Indian/ Alaska Native	-	-	40	40
Asian	75	75	81.8	81.8
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	67.6	67.6	65.6	65.6
Pacific Islander	-	-	-	-
Two or More Races	72.7	72.7	61.5	61.5
White/ Caucasian	78.2	78.2	77.3	77.3
Students with Disabilities	47.8	47.8	44.2	44.2
English Learners	38	38	40	40
Economically Disadvantaged	66.1	66.1	59.3	59.3

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

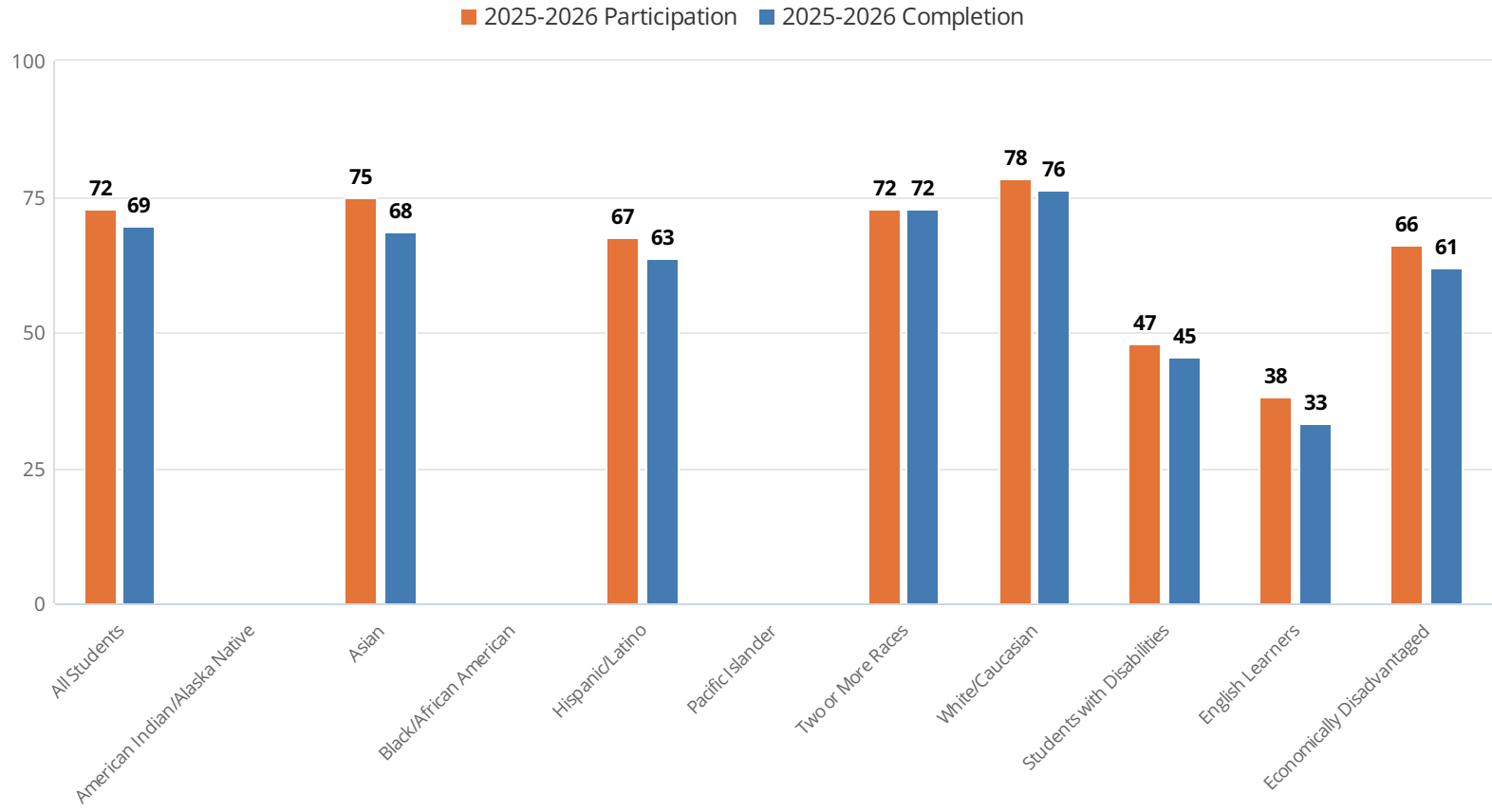
Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	69.6	69.6	61	61
American Indian/ Alaska Native	-	-	40	40
Asian	68.7	68.7	81.8	81.8
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	63.6	63.6	56.8	56.8
Pacific Islander	-	-	-	-
Two or More Races	72.7	72.7	46.1	46.1
White/ Caucasian	76.1	76.1	66.9	66.9
Students with Disabilities	45.6	45.6	37.7	37.7
English Learners	33.3	33.3	32	32
Economically Disadvantaged	61.8	61.8	49.7	49.7

District percentages reflect the district the school was associated with when the data was collected.
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College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

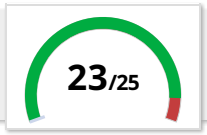


Advanced or CCR Diploma

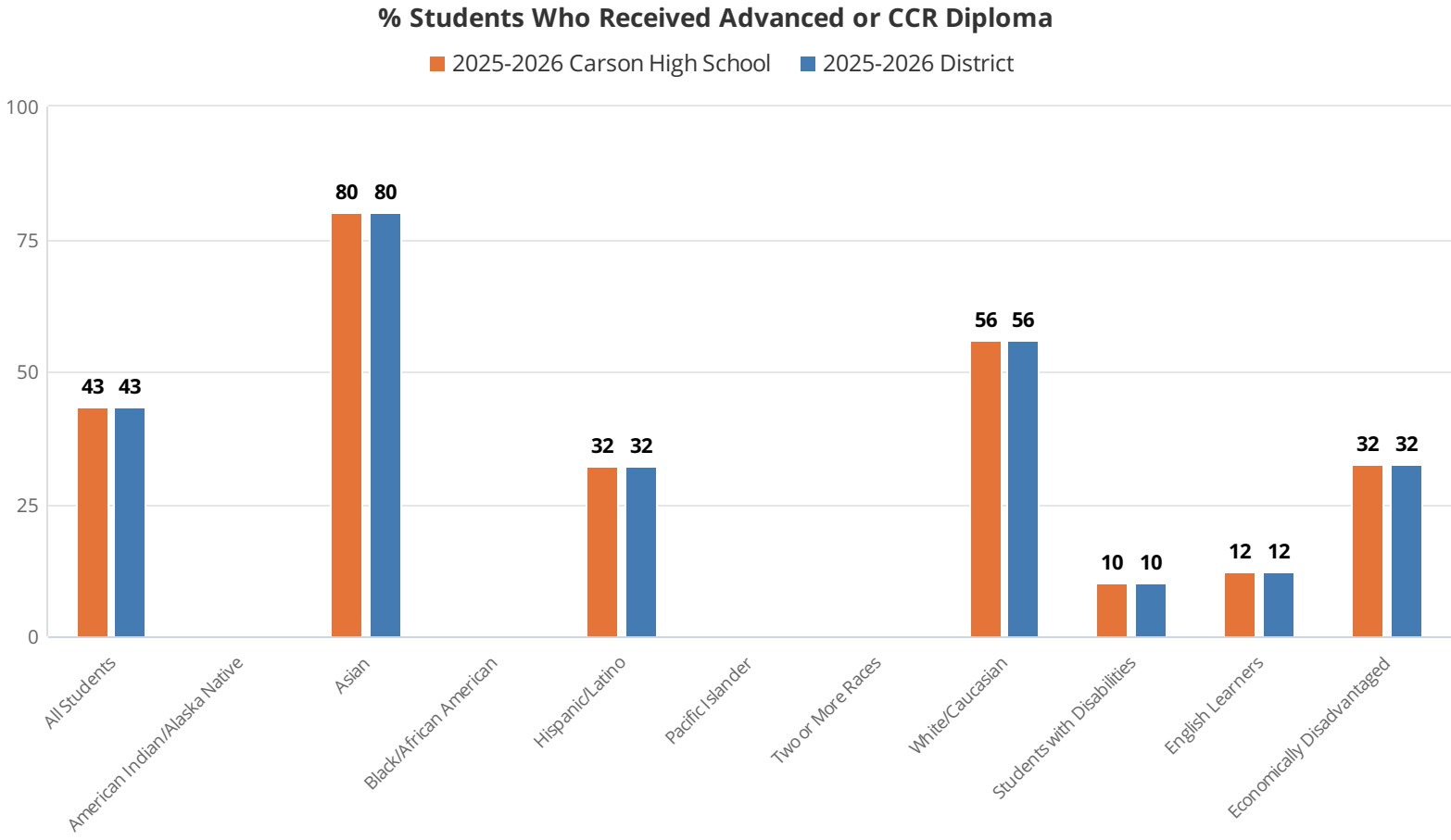
Advanced or CCR Diploma Points Earned: 4/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	43.3	43.3	46.4	46.4
American Indian/ Alaska Native	-	-	30	30
Asian	80	80	84.6	84.6
Black/ African American	-	-	-	-
Hispanic/ Latino	32.1	32.1	36.4	36.4
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	46.6	46.6
White/ Caucasian	56	56	53.2	53.2
Students with Disabilities	10	10	17	17
English Learners	12.1	12.1	11.1	11.1
Economically Disadvantaged	32.5	32.5	38.2	38.2

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College and Career Readiness

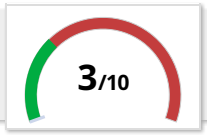


Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	41.4	29	19.2	15.6	<5	<5	52.3	52.3
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	62.5	43.7	31.2	25	<5	<5	43.7	43.7
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	32.8	23.2	19.2	14	<5	<5	45.6	45.6
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	54.5	36.3	27.2	22.7	<5	<5	45.4	45.4
White/ Caucasian	48.9	34	17.8	16.1	<5	<5	60.8	60.8
Students with Disabilities	<5	<5	8.6	<5	<5	<5	45.6	45.6
English Learners	11.9	9.5	<5	<5	<5	<5	28.5	28.5
Economically Disadvantaged	28.4	21.5	16.1	11.2	<5	<5	46.2	46.2

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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.



Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. 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. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of 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.

Chronic Absenteeism

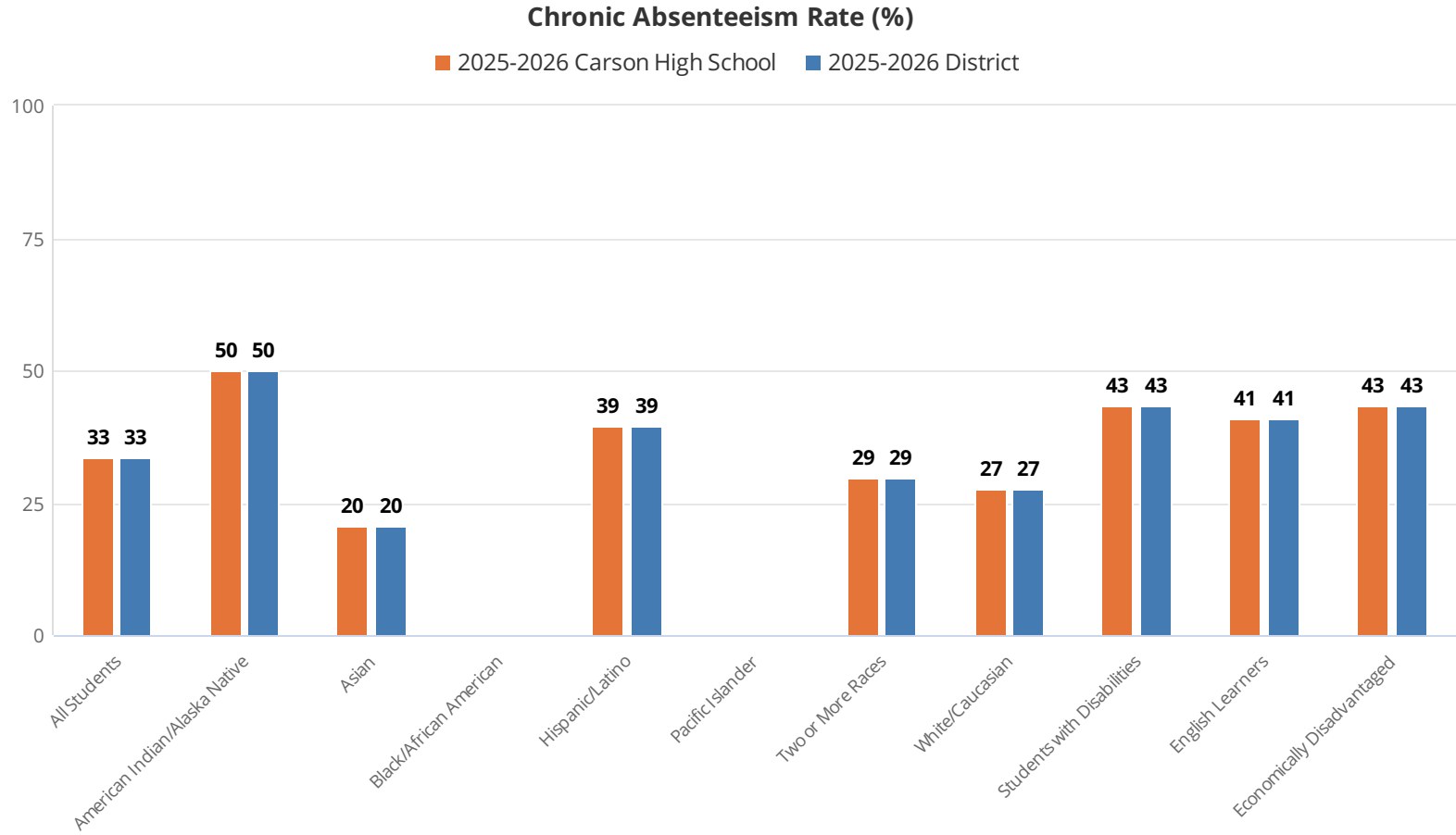
Chronic Absenteeism Points Earned: 0/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	33.7	33.7	33.8	35.5
American Indian/ Alaska Native	50	50	63.4	65.8
Asian	20.7	20.7	16.9	16.9
Black/ African American	-	-	36.3	45.4
Hispanic/ Latino	39.4	39.4	38.4	40
Pacific Islander	-	-	40	40
Two or More Races	29.7	29.7	33.3	36.4
White/ Caucasian	27.7	27.7	28	29.8
Students with Disabilities	43.3	43.3	42.5	44
English Learners	41	41	46.2	47.5
Economically Disadvantaged	43.5	43.5	43.1	44.6

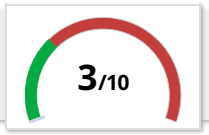
All Students Chronic Absenteeism Percent Change: -0.2%

Points Earned by the Chronic Absenteeism Rate: 0/5

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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.

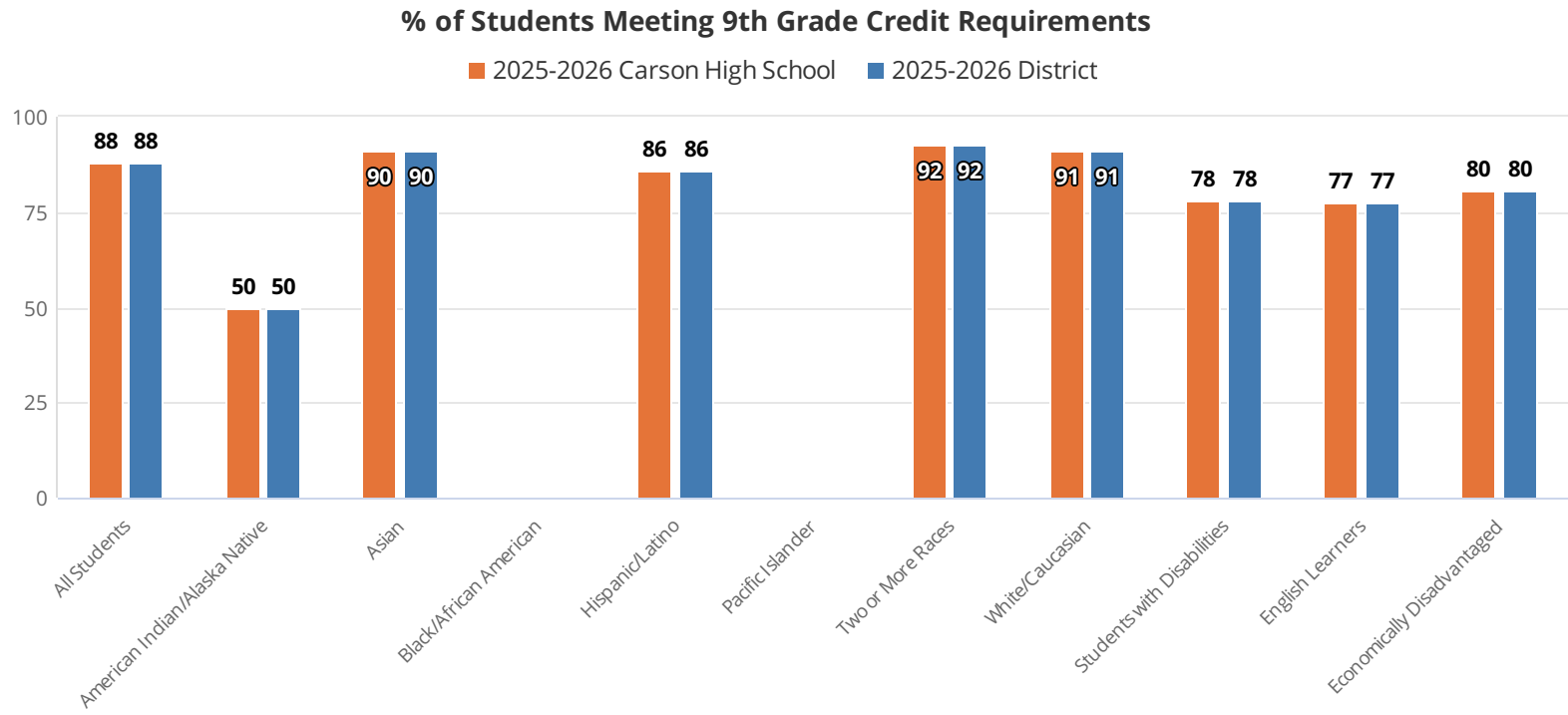


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	88	88	80.7	80.7
American Indian/ Alaska Native	50	50	80	80
Asian	90.9	90.9	66.6	66.6
Black/ African American	-	-	-	-
Hispanic/ Latino	86.1	86.1	75.2	75.2
Pacific Islander	-	-	-	-
Two or More Races	92.5	92.5	75.8	75.8
White/ Caucasian	91.1	91.1	87.9	87.9
Students with Disabilities	78.1	78.1	64.3	64.3
English Learners	77.5	77.5	59.4	59.4
Economically Disadvantaged	80.7	80.7	71	71

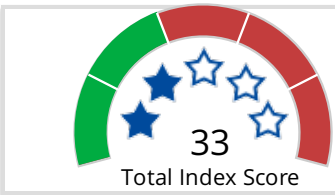


District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Carson Middle School

School Year 2024-2025 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Carson City
School Address: 1140 W. King St. Carson City, NV 89703



School Type: Regular
School Designation: Additional TSI
95% Assessment Participation: Met

Student Race/Ethnicity

43.2% White/Caucasian
1.2% Black/African American
45.1% Hispanic/Latino
0.9% Asian
2.2% American Indian/Alaska Native
0.1% Pacific Islander
7% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	37.5 ★★
2022-2023	39 ★★

Additional Student Groups

7.5% English Learners
8.8% Students with Disabilities
100% 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?

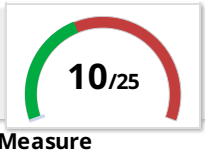
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

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 ★★★★★

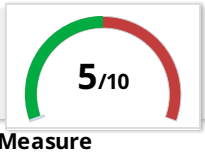
TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2024-2025 School Performance



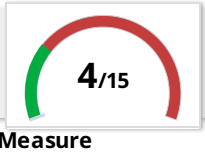
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**32.6**	32.6
Math Proficiency	30.4	27.6
ELA Proficiency	36.5	38.5
Science Proficiency	28	30



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	21.7	18.3



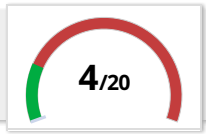
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	29.2	28.6
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	86.8	84.8
Climate Survey Participation	90	N/A



Student Growth Indicator

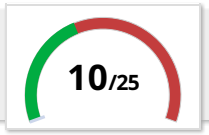
Measure	School Median	District Median
Math MGP	45	47
ELA MGP	39	41
	School Rate	**District Rate**
Met Math AGP Target	29.6	25.8
Met ELA AGP Target	36.8	39.2



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	9.1	8.8
Prior Non-Proficient Met ELA AGP Target	17.3	21.3

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.

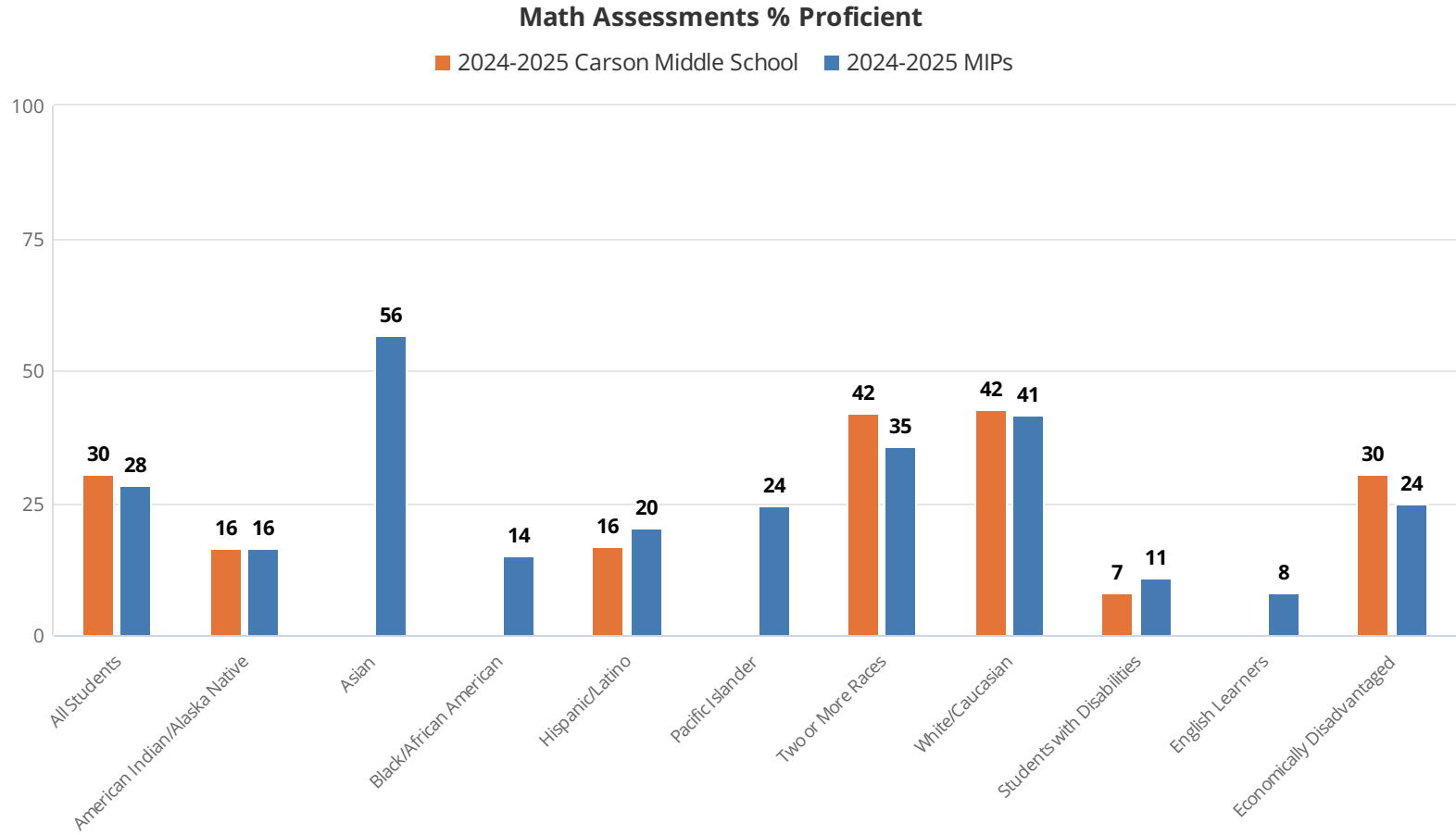
Pooled Proficiency

Pooled Proficiency Points Earned: 10/25

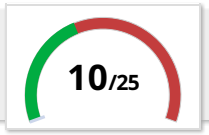
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	32.6	32.6	32.6	30.5

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	30.4	27.6	28.2	28.5	23.8	45.6
American Indian/ Alaska Native	16.6	15.6	16.6	12.5	10	38.6
Asian	-	63.1	56.6	-	42.3	64.5
Black/ African American	-	-	14.9	-	-	34.4
Hispanic/ Latino	16.7	16.9	20.3	17.8	15.2	39.4
Pacific Islander	-	-	24.5	N/A	-	45.9
Two or More Races	42.1	34	35.7	31.2	25	49.1
White/ Caucasian	42.5	37.5	41.6	38.1	32.6	54.7
Students with Disabilities	7.9	7.2	11	6	<5	30.2
English Learners	<5	<5	8.2	<5	<5	
Economically Disadvantaged	30.4	24.7	24.9	28.5	23.4	39.3



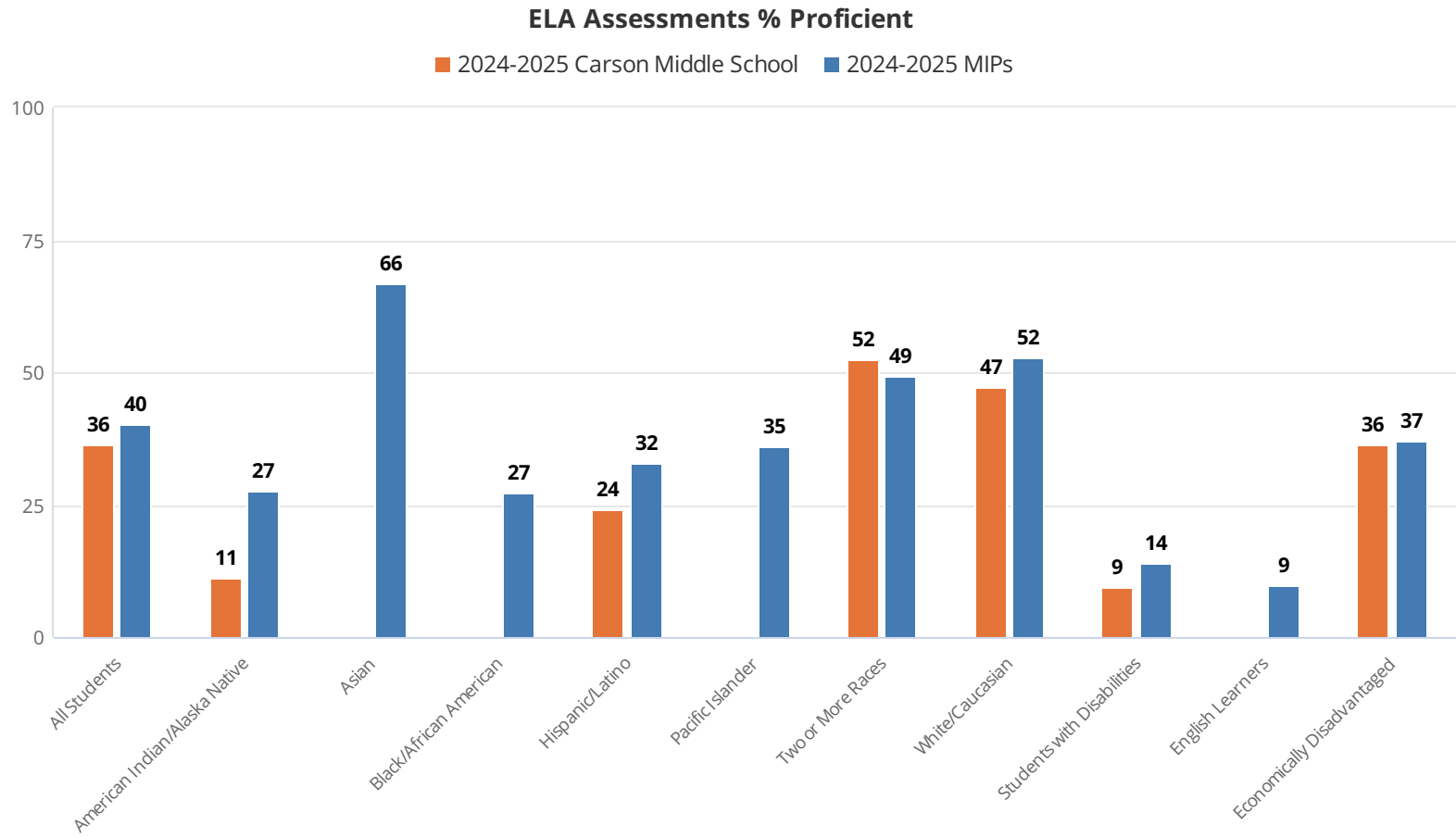
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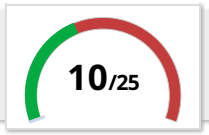
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	36.5	38.5	40.3	36.5	35.9	60.6
American Indian/ Alaska Native	11.1	21.8	27.5	31.2	27.5	51.5
Asian	-	78.9	66.8	-	66.6	79.3
Black/ African American	-	-	27.4	-	-	46.7
Hispanic/ Latino	24	28.6	32.8	25	26.5	53
Pacific Islander	-	-	35.9	N/A	-	59.9
Two or More Races	52.6	45.4	49.3	43.7	34.9	66.8
White/ Caucasian	47.3	47.7	52.8	45.3	45.2	71.1
Students with Disabilities	9.5	8.6	14.1	8.6	7.5	33.1
English Learners	<5	5.1	9.8	<5	<5	
Economically Disadvantaged	36.5	34.5	37	36.5	34.2	52.3



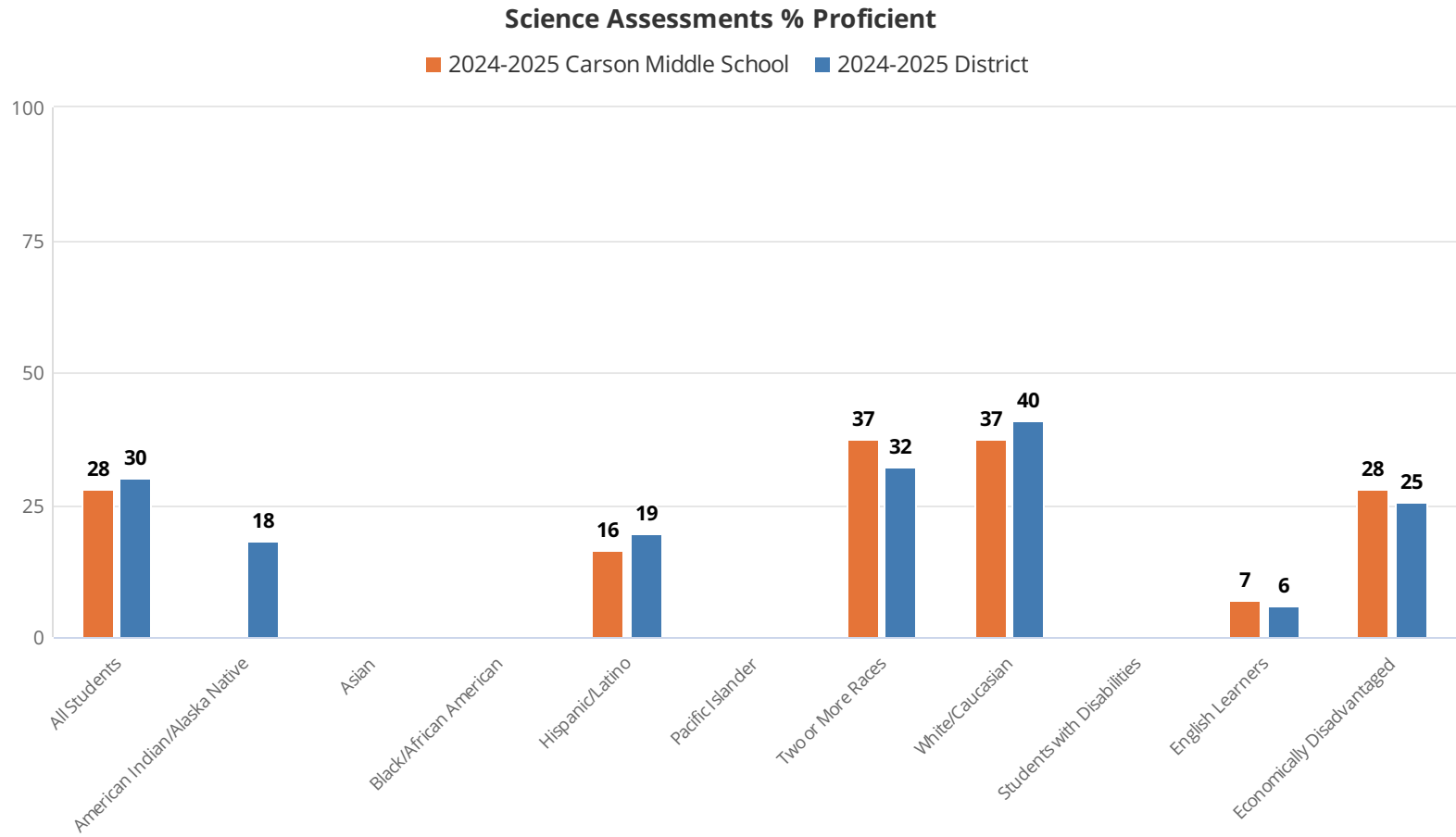
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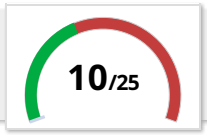
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	28	30	33.5	34.5
American Indian/ Alaska Native	-	18.1	-	-
Asian	-	-	-	50
Black/ African American	-	-	-	-
Hispanic/ Latino	16.5	19.5	27.1	26.5
Pacific Islander	-	-	N/A	N/A
Two or More Races	37.5	32.1	33.3	32.1
White/ Caucasian	37.3	40.8	40	43.2
Students with Disabilities	<5	<5	6	5.8
English Learners	7.1	6.1	<5	<5
Economically Disadvantaged	28	25.4	33.5	32



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Academic Achievement

Participation on State Assessments

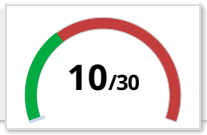
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	>=95%	>=95%	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	93.9%	93.9%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
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: 2/10**

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	45	47	39	41	44.5	42.5	44	48.5
American Indian/ Alaska Native	47.5	50	37	40	48	44.5	62	62
Asian	-	36	-	58	-	55	-	67
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	37.5	43	37	40	42.5	42	40	49
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	62	65	43	42	49.5	48	47.5	44
White/ Caucasian	50	49	40.5	43	45	41.5	46	48
Students with Disabilities	38.5	47	48.5	39	46.5	39	42	47
English Learners	34	46	49	43.5	49.5	45	47	47
Economically Disadvantaged	45	45	39	41	44.5	43	44	46

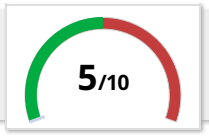
AGP Growth Data

Math AGP Points Earned: 3/5 **ELA AGP Points Earned: 1/5**

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	29.6	25.8	36.8	39.2	26.7	22.1	34	34.3
American Indian/ Alaska Native	18.7	16.6	12.5	27.5	<5	<5	35.7	22.2
Asian	-	61.1	-	73.6	-	33.3	-	57.1
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	16.1	16.5	25.2	29.7	18.4	15.4	22.8	25.6
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	37	30.4	56.6	49.3	29.5	23.3	45.4	36.3
White/ Caucasian	42.3	34.6	46.1	47.5	35	29.4	41.8	42.9
Students with Disabilities	9.6	7	11.5	9.4	7.3	5.4	10.4	13
English Learners	<5	<5	13.3	10.7	<5	<5	<5	5.9
Economically Disadvantaged	29.6	24.2	36.8	36.1	26.7	22.3	34	32.5

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

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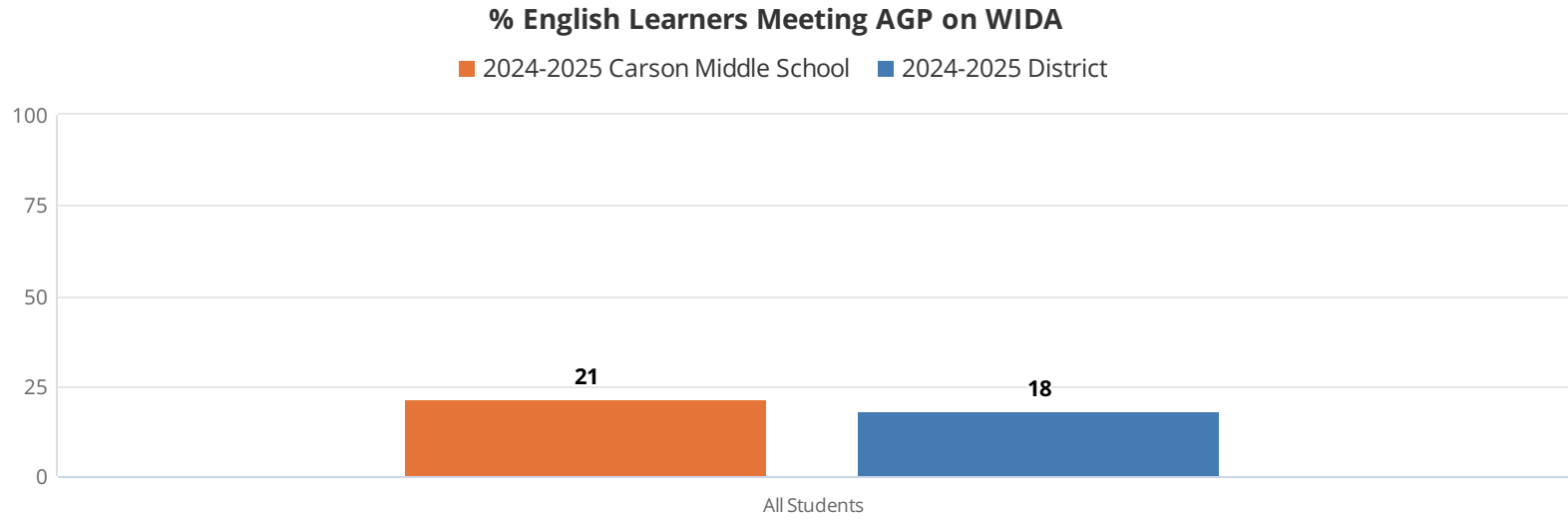


English Language

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.

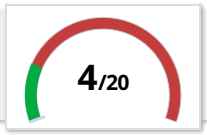
English Language Points Earned: 5/10

	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	46	21.7	18.3	48	33.3	23.8



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

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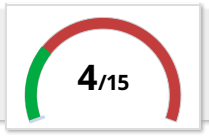


Closing Opportunity Gaps

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: 2/10		**ELA AGP Points Earned: 2/10**	
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	9.1	8.8	17.3	21.3	6.3	6.2	15.2	15.9
American Indian/ Alaska Native	14.2	8	7.6	19	<5	<5	36.3	22.7
Asian	-	-	-	-	-	<5	-	27.2
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	5.8	6.9	13.4	18.2	5.7	5.4	10	12.4
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	9.3	7.4	26.9	24.4	9.3	8.4	28	20.8
White/ Caucasian	13.8	11.9	22.7	25.3	7.2	7.4	18.5	19.9
Students with Disabilities	6.1	<5	6.6	6.8	<5	<5	6.4	10.2
English Learners	<5	<5	13.6	10.1	<5	<5	<5	5.9
Economically Disadvantaged	9.1	7.7	17.3	19.7	6.3	5.7	15.2	15.4

'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

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

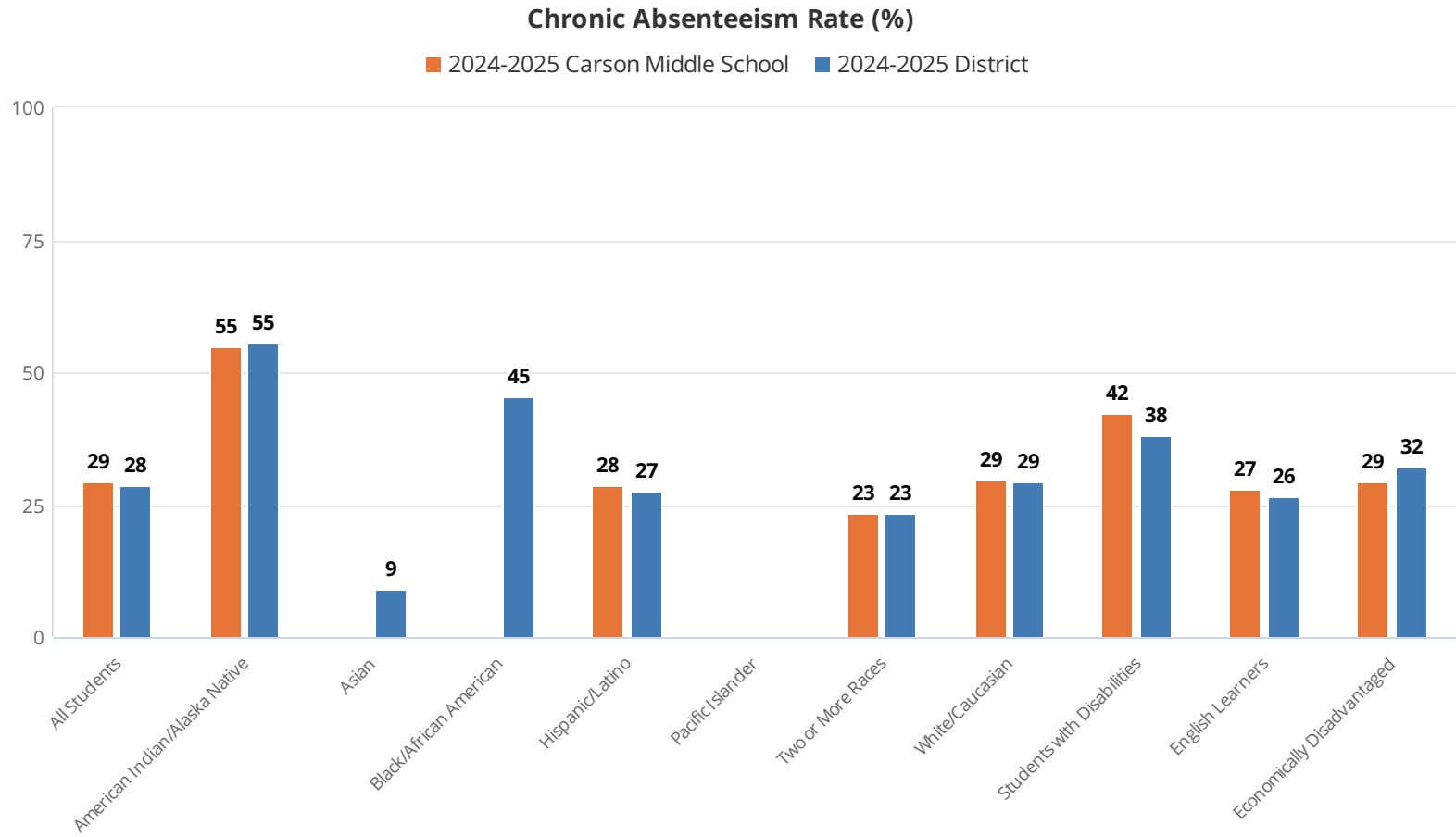
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	29.2	28.6	28.8	26.3
American Indian/ Alaska Native	55	55.5	61.1	51.6
Asian	-	9	20	13.3
Black/ African American	-	45.4	-	36.3
Hispanic/ Latino	28.6	27.6	27	25.2
Pacific Islander	-	-	N/A	-
Two or More Races	23.3	23.4	34.6	26.1
White/ Caucasian	29.7	29.3	28.2	26.7
Students with Disabilities	42.2	38.1	36.1	39.3
English Learners	27.8	26.4	27.8	26.5
Economically Disadvantaged	29.2	32.2	28.8	29.9

All Students Chronic Absenteeism Percent Change: 1.3%

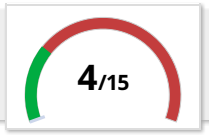
Points Earned by the Chronic Absenteeism Rate: 0/10

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

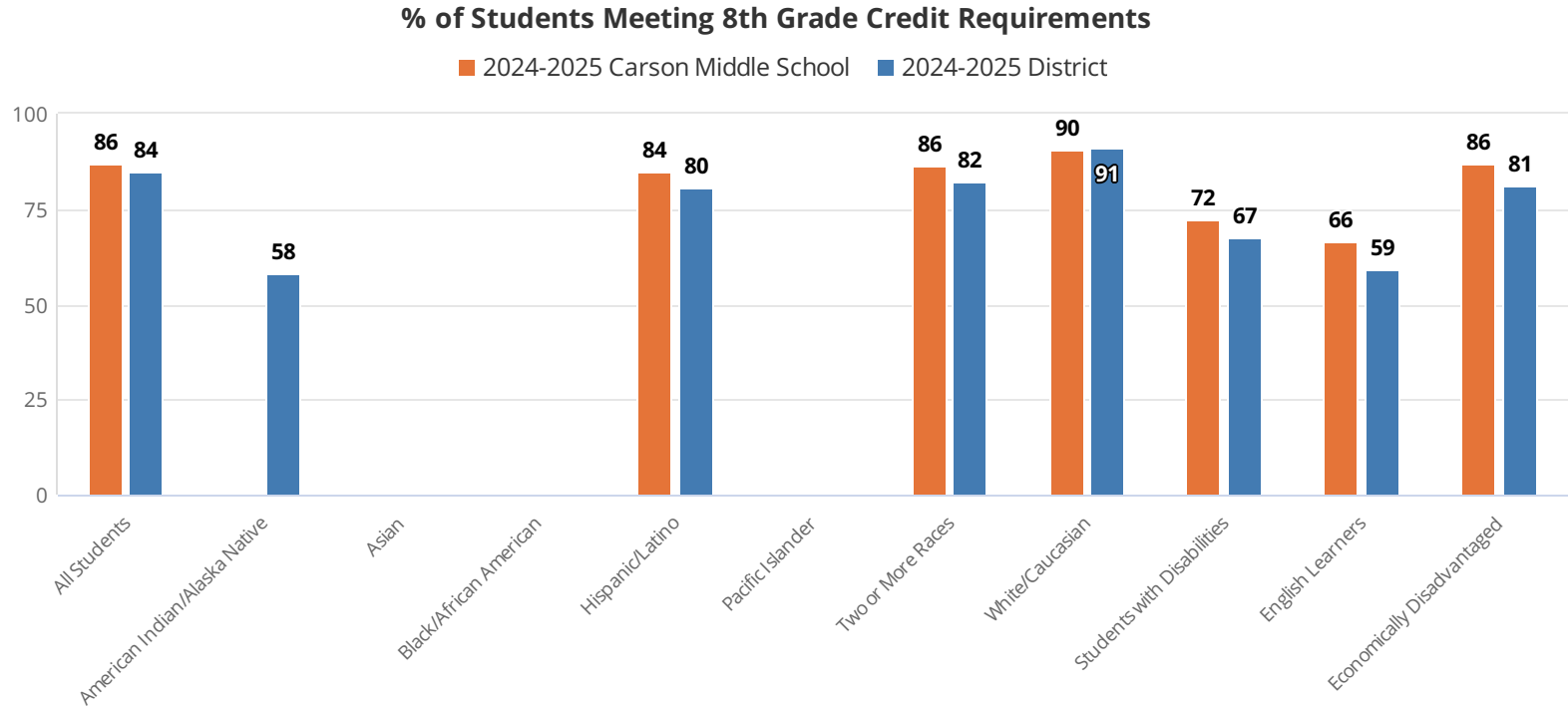
Academic Learning Plans Points Earned 2/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	>95	>95	>95	>95
Asian	-	>95	>95	>95
Black/ African American	-	>95	-	-
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	-	N/A	-
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 2/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	86.8	84.8	87.2	86.3
American Indian/ Alaska Native	-	58.3	-	-
Asian	-	-	-	>95
Black/ African American	-	-	-	-
Hispanic/ Latino	84.6	80.4	83	82.8
Pacific Islander	-	-	N/A	N/A
Two or More Races	86.6	82.1	89.4	85.7
White/ Caucasian	90.5	91.3	91	89.8
Students with Disabilities	72	67.8	86.1	70.5
English Learners	66.6	59.2	83.3	76.3
Economically Disadvantaged	86.8	81.1	87.2	84.3



'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.

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2024-2025	Summer 2028

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.

MS CSI Cut Scores	14			
Populations	**Baseline NSPF Index Score (2024-2025)**	**NSPF Index Score (2025-2026)**	**NSPF Index Score (2026-2027)**	**NSPF Index Score (2027-2028)**
American Indian/ Alaska Native	*			
Asian	*			
Black/ African American	*			
Hispanic/ Latino	13.8			
Pacific Islander	*			
Two or More Races	56.8			
White/ Caucasian	51.6			
Students with Disabilities	15.5			
English Learners	17.5			
Economically Disadvantaged	31.1			

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

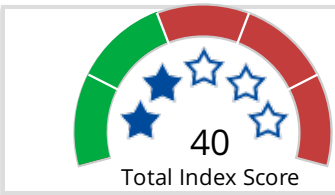
Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing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

Carson Middle School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Carson City
School Address: 1140 W. King St. Carson City, NV 89703



School Type: Regular
School Designation: Additional TSI

Student Race/Ethnicity

43.1% White/Caucasian
0.9% Black/African American
45.3% Hispanic/Latino
0.7% Asian
2.7% American Indian/Alaska Native
0.2% Pacific Islander
6.8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	33 ★★
2023-2024	37.5 ★★

Additional Student Groups

8.7% English Learners
10.5% Students with Disabilities
48.3% 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?

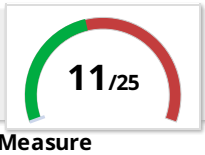
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

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 ★★★★★

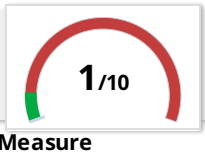
ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2025-2026 School Performance



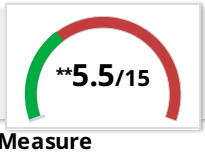
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**34.6**	31.1
Math Proficiency	29.6	24.9
ELA Proficiency	40.6	37.6
Science Proficiency	31.7	30.3



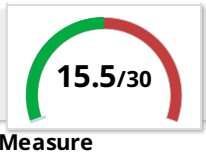
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	11.6	18.8



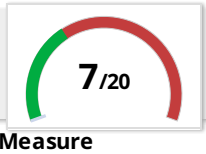
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	28	25.6
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	92.3	86.4



Student Growth Indicator

Measure	School Median	District Median
Math MGP	52	47
ELA MGP	49	49
	School Rate	**District Rate**
Met Math AGP Target	30.3	24.5
Met ELA AGP Target	40.3	37.4



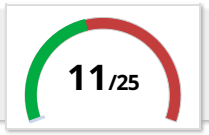
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	11.5	8.9
Prior Non-Proficient Met ELA AGP Target	20.4	18.7

** Reduction in Chronic Absenteeism (CA): Received points in Chronic Absenteeism due to the Chronic Absenteeism Reduction alternative measure.

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.

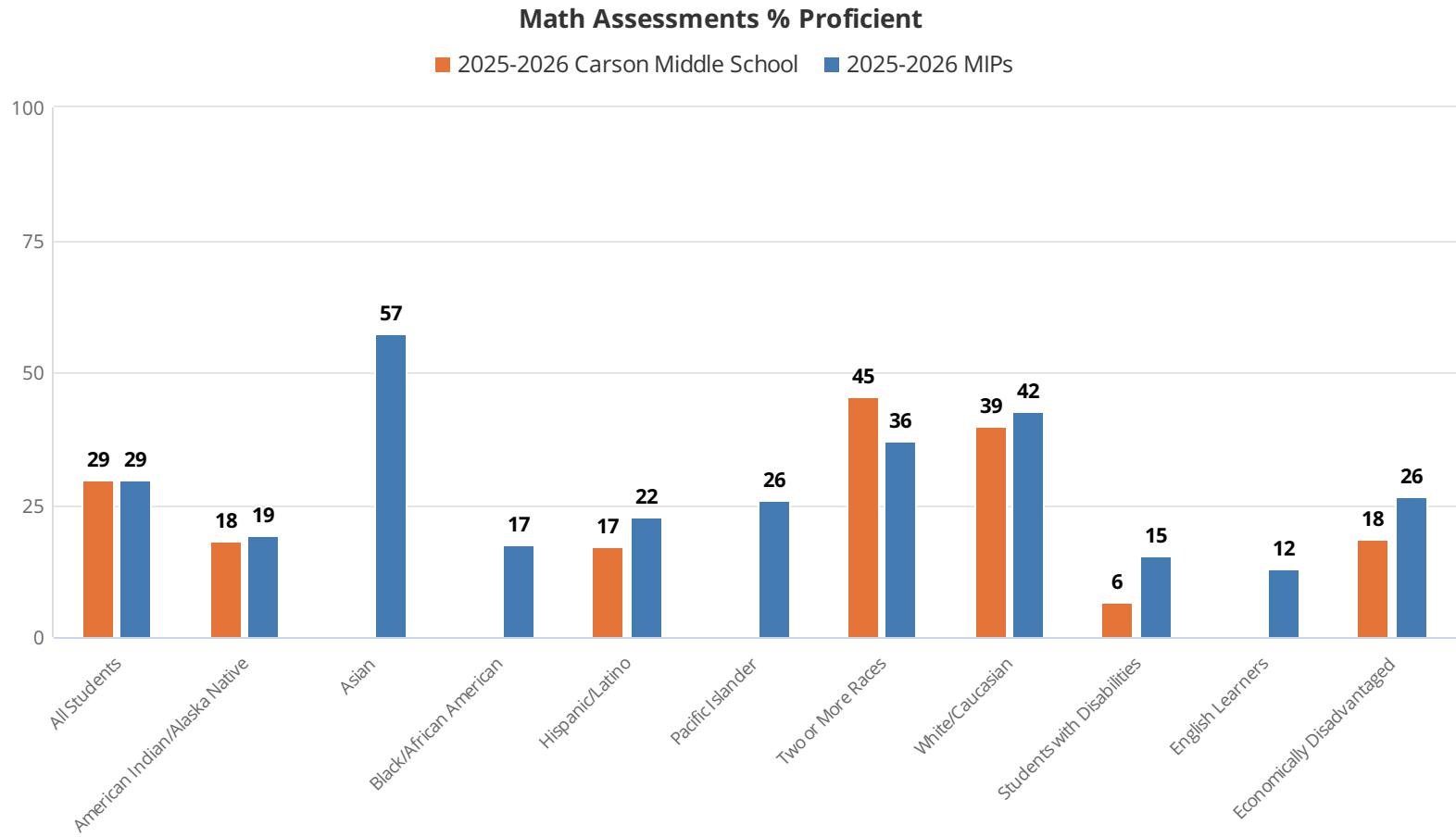
Pooled Proficiency

Pooled Proficiency Points Earned: 11/25

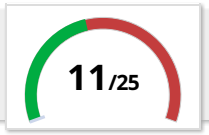
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	34.6	31.1	32.6	32.6

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	29.6	24.9	29.6	30.4	27.6	28.2
American Indian/ Alaska Native	18.1	20.6	19.1	16.6	15.6	16.6
Asian	-	43.7	57.5	-	63.1	56.6
Black/ African American	-	-	17.4	-	-	14.9
Hispanic/ Latino	17.1	14	22.7	16.7	16.9	20.3
Pacific Islander	-	-	26	-	-	24.5
Two or More Races	45.4	34.9	36.9	42.1	34	35.7
White/ Caucasian	39.7	35.1	42.8	42.5	37.5	41.6
Students with Disabilities	6.5	<5	15.5	7.9	7.2	11
English Learners	<5	<5	12.8	<5	<5	8.2
Economically Disadvantaged	18.7	15.9	26.4	30.4	24.7	24.9



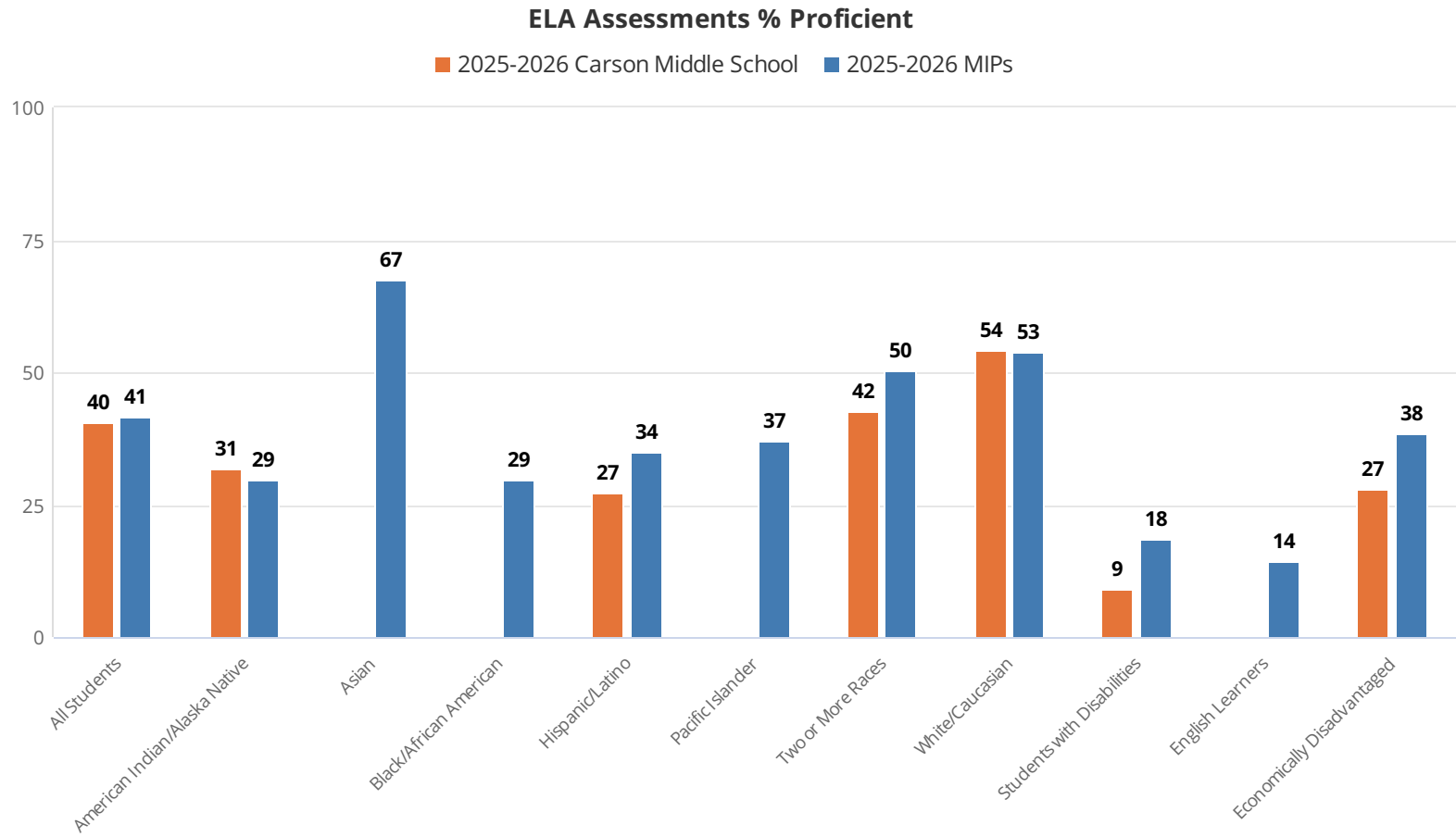
District percentages reflect the district the school was associated with when the data was collected.
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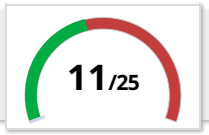
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	40.6	37.6	41.5	36.5	38.5	40.3
American Indian/ Alaska Native	31.8	37.9	29.6	11.1	21.8	27.5
Asian	-	50	67.5	-	78.9	66.8
Black/ African American	-	-	29.6	-	-	27.4
Hispanic/ Latino	27.2	26.1	34.8	24	28.6	32.8
Pacific Islander	-	-	37.2	-	-	35.9
Two or More Races	42.8	40.4	50.3	52.6	45.4	49.3
White/ Caucasian	54.1	49.1	53.8	47.3	47.7	52.8
Students with Disabilities	9.2	6.6	18.4	9.5	8.6	14.1
English Learners	<5	<5	14.3	<5	5.1	9.8
Economically Disadvantaged	27.9	26.9	38.3	36.5	34.5	37



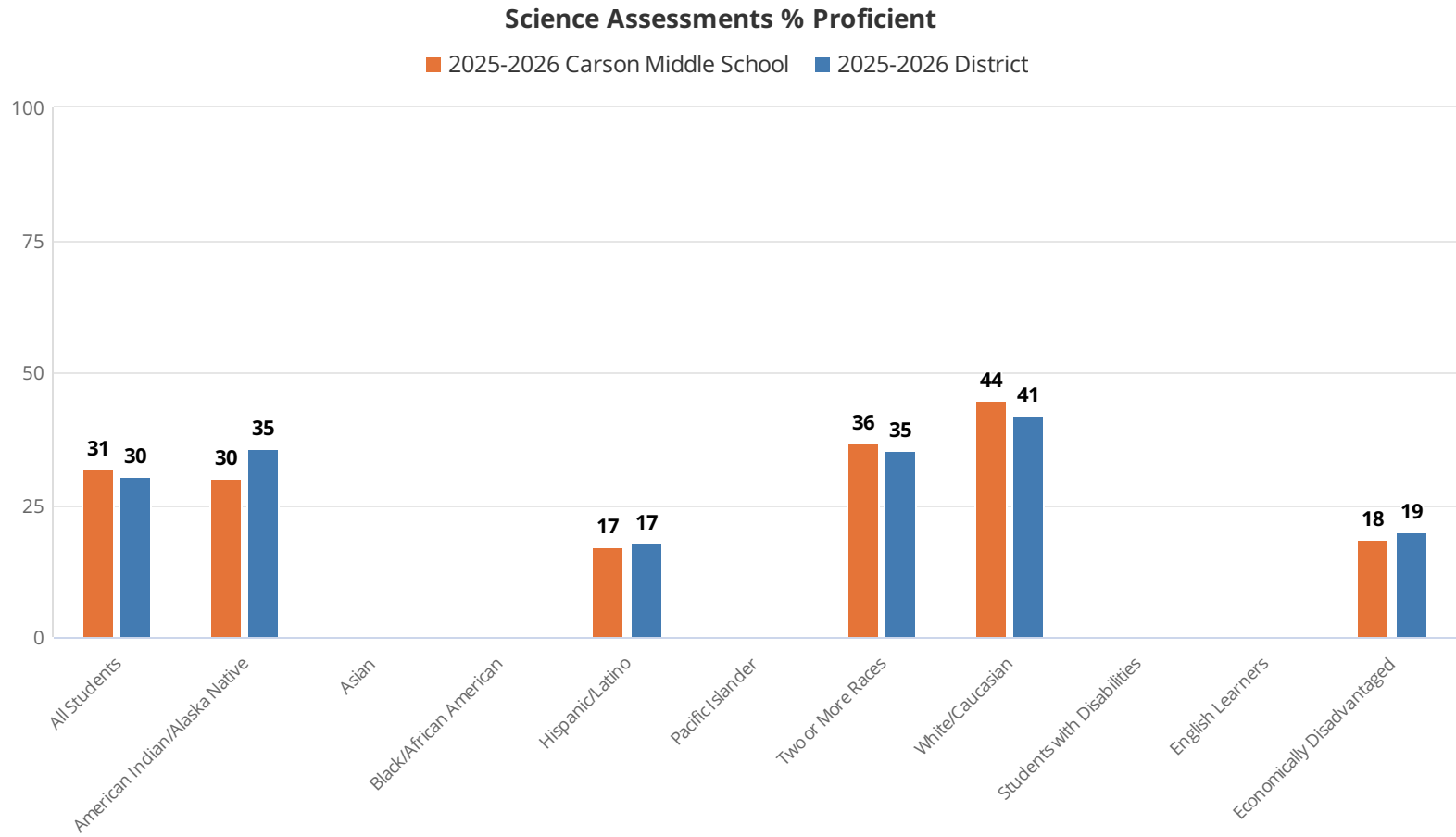
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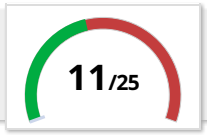
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	31.7	30.3	28	30
American Indian/ Alaska Native	30	35.7	-	18.1
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	17.3	17.7	16.5	19.5
Pacific Islander	N/A	-	-	-
Two or More Races	36.8	35.4	37.5	32.1
White/ Caucasian	44.9	41.8	37.3	40.8
Students with Disabilities	<5	<5	<5	<5
English Learners	<5	<5	7.1	6.1
Economically Disadvantaged	18.5	19.9	28	25.4



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.



Academic Achievement

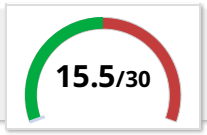
Participation on State Assessments

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	>=95%	>=95%	>=95%	>=95%
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	94.9%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	92.7%	93.9%	93.9%	93.9%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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.



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: 6/10 **ELA MGP Points Earned: 5/10**

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	52	47	49	49	45	47	39	41
American Indian/ Alaska Native	61	51	39	38	47.5	50	37	40
Asian	-	48	-	60	-	36	-	58
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	48	45	46	48	37.5	43	37	40
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	60.5	60.5	52	56	62	65	43	42
White/ Caucasian	53	49	54	50	50	49	40.5	43
Students with Disabilities	42	42	46	44	38.5	47	48.5	39
English Learners	48	42	42	41.5	34	46	49	43.5
Economically Disadvantaged	50	45	47	48	45	45	39	41

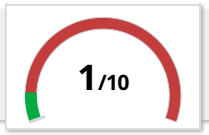
AGP Growth Data

Math AGP Points Earned: 3/5 **ELA AGP Points Earned: 1.5/5**

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	30.3	24.5	40.3	37.4	29.6	25.8	36.8	39.2
American Indian/ Alaska Native	21	24	42.1	40	18.7	16.6	12.5	27.5
Asian	-	46.1	-	46.1	-	61.1	-	73.6
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	16.3	13.3	28.3	27.1	16.1	16.5	25.2	29.7
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	48	38.1	48	44.7	37	30.4	56.6	49.3
White/ Caucasian	41.6	34.7	51.2	47.3	42.3	34.6	46.1	47.5
Students with Disabilities	8.1	<5	9.8	8.2	9.6	7	11.5	9.4
English Learners	5.2	<5	5.2	5.6	<5	<5	13.3	10.7
Economically Disadvantaged	18.6	16.3	30.6	29	29.6	24.2	36.8	36.1

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.

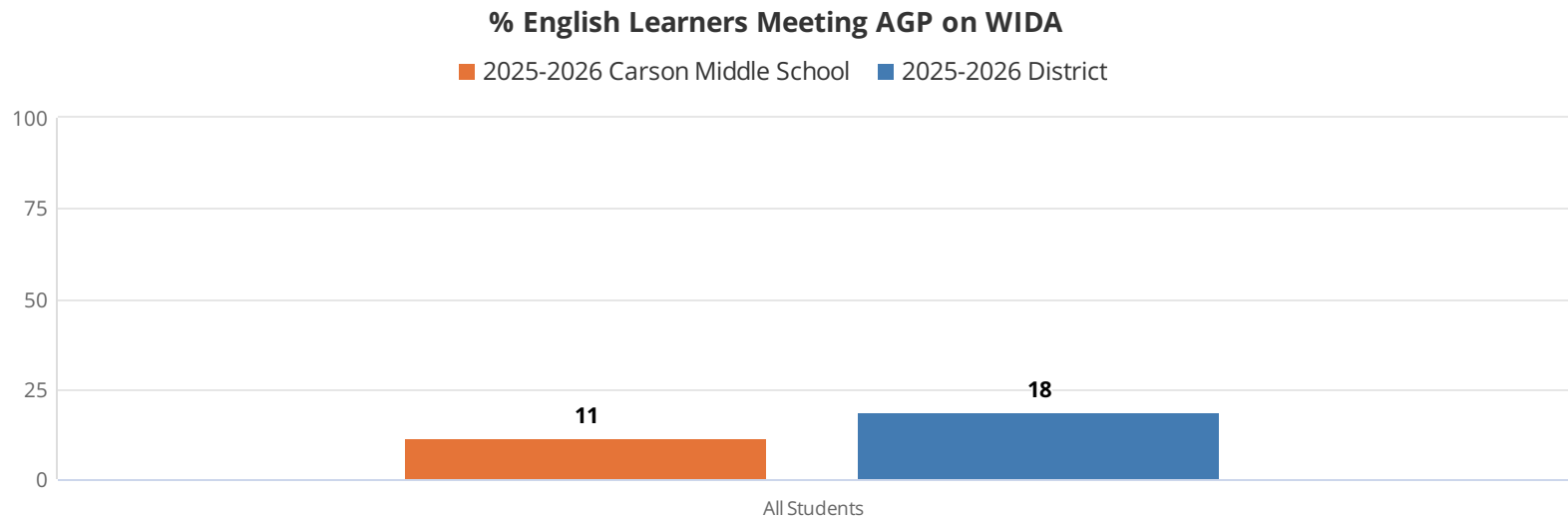


English Language

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.

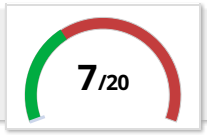
English Language Points Earned: 1/10

	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	60	11.6	18.8	46	21.7	18.3



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

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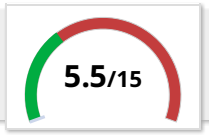
Closing Opportunity Gaps

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: 4/10 **ELA AGP Points Earned: 3/10**

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	11.5	8.9	20.4	18.7	9.1	8.8	17.3	21.3
American Indian/ Alaska Native	<5	5.5	28.5	31.2	14.2	8	7.6	19
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	6.9	5.9	17.5	15.4	5.8	6.9	13.4	18.2
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	21.4	18	23.8	23	9.3	7.4	26.9	24.4
White/ Caucasian	17.6	12.8	24.1	23.3	13.8	11.9	22.7	25.3
Students with Disabilities	<5	<5	<5	<5	6.1	<5	6.6	6.8
English Learners	5.2	<5	5.3	<5	<5	<5	13.6	10.1
Economically Disadvantaged	9.1	7.7	18.3	17.4	9.1	7.7	17.3	19.7

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

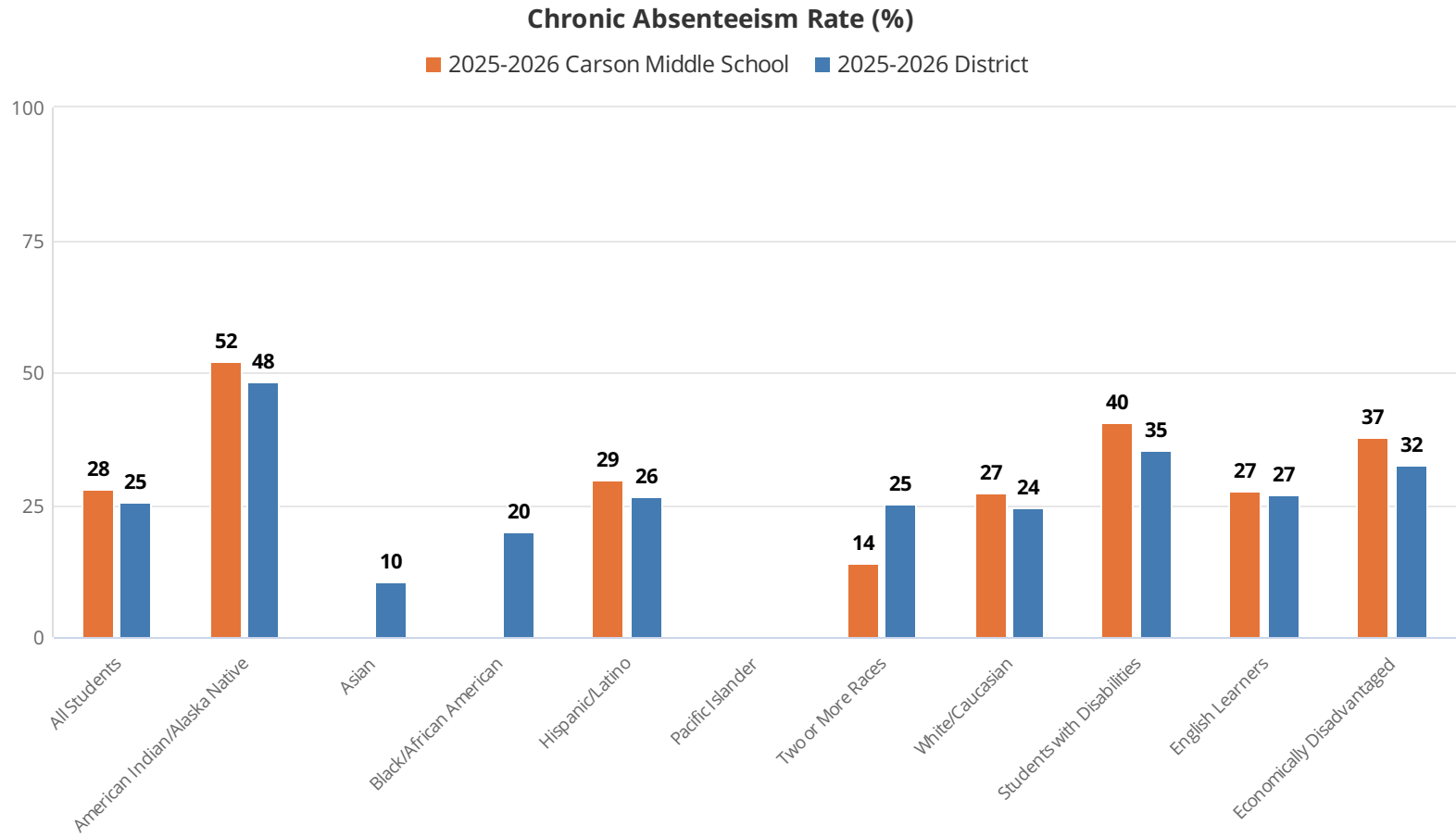
Chronic Absenteeism Points Earned: 0.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	28	25.6	29.2	28.6
American Indian/ Alaska Native	52.1	48.3	55	55.5
Asian	-	10.5	-	9
Black/ African American	-	20	-	45.4
Hispanic/ Latino	29.8	26.4	28.6	27.6
Pacific Islander	-	-	-	-
Two or More Races	14	25.2	23.3	23.4
White/ Caucasian	27.3	24.4	29.7	29.3
Students with Disabilities	40.5	35.4	42.2	38.1
English Learners	27.5	27	27.8	26.4
Economically Disadvantaged	37.8	32.4	29.2	32.2

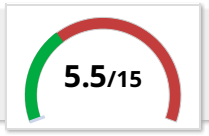
All Students Chronic Absenteeism Percent Change: -4.1%

Points Earned by the Chronic Absenteeism Rate: NA/10

Points Earned by Chronic Absenteeism Reduction Rate: 0.5/5



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Student Engagement

Academic Learning Plans

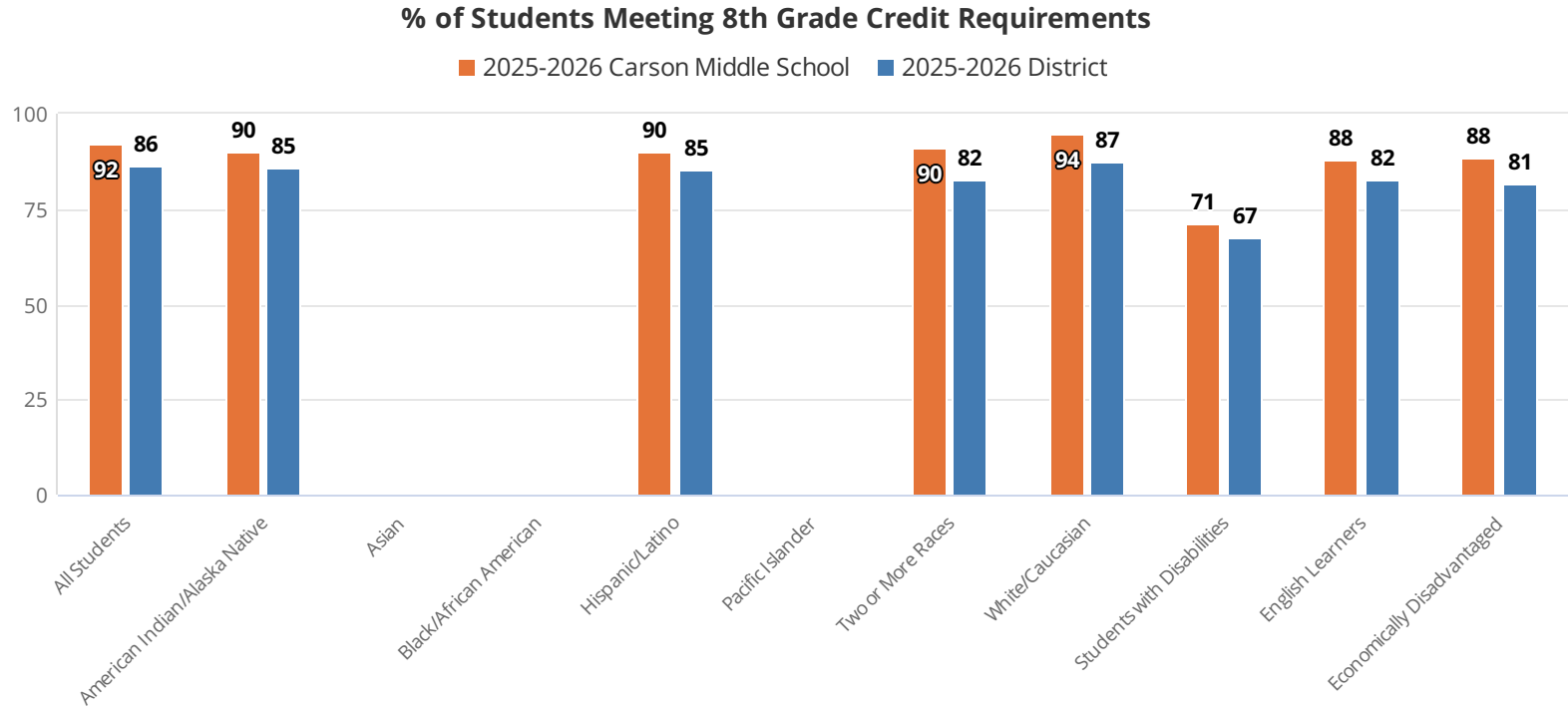
Academic Learning Plans Points Earned 2/2

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	>95	>95
Asian	-	>95	-	>95
Black/ African American	-	>95	-	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	-	-	-
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	92.3	86.4	86.8	84.8
American Indian/ Alaska Native	90	85.7	-	58.3
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	90	85.6	84.6	80.4
Pacific Islander	N/A	-	-	-
Two or More Races	90.9	82.8	86.6	82.1
White/ Caucasian	94.8	87.4	90.5	91.3
Students with Disabilities	71.4	67.6	72	67.8
English Learners	88.2	82.7	66.6	59.2
Economically Disadvantaged	88.5	81.9	86.8	81.1



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School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2024-2025	Summer 2028

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.

MS CSI Cut Scores	14	15.7		
Populations	**Baseline NSPF Index Score (2024-2025)**	**NSPF Index Score (2025-2026)**	**NSPF Index Score (2026-2027)**	**NSPF Index Score (2027-2028)**
American Indian/ Alaska Native	*	*		
Asian	*	*		
Black/ African American	*	*		
Hispanic/ Latino	13.8	21.6		
Pacific Islander	*	*		
Two or More Races	56.8	71.4		
White/ Caucasian	51.6	63.3		
Students with Disabilities	15.5	15.5		
English Learners	17.5	15.4		
Economically Disadvantaged	31.1	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.

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.

Empire Elementary

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 1260 Monte Rosa Dr.
Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

20.3% White/Caucasian
0.2% Black/African American
74.6% Hispanic/Latino
0.5% Asian
1.5% American Indian/Alaska Native
N/A% Pacific Islander
2.7% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	30.5 ★★
2023-2024	26.5 ★

Additional Student Groups

30% English Learners
15% Students with Disabilities
100% Economically Disadvantaged

What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

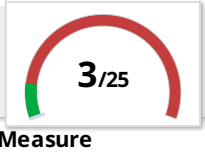
How are school star ratings determined?

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?

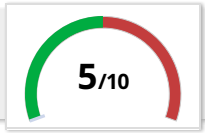
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



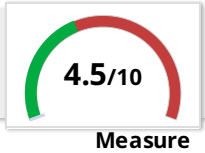
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**23.2**	34.6
Math Proficiency	20.2	35.2
ELA Proficiency	29.7	39.1
Science Proficiency	13.6	19.9
Read-by-Grade-3 Proficiency	32.3	36.5



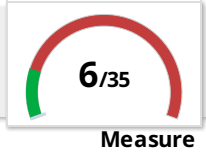
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	43.4	50.4



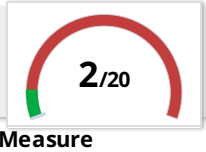
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	15.7	11.6



Growth Indicator

Measure	School Median	District Median
Math MGP	38	51.5
ELA MGP	42	47
	School Rate	**District Rate**
Met Math AGP Target	18.7	36.2
Met ELA AGP Target	28.3	45.1

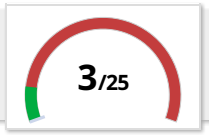


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	13.5	25.9
Prior Non-Proficient Met ELA AGP Target	23.4	35.5

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

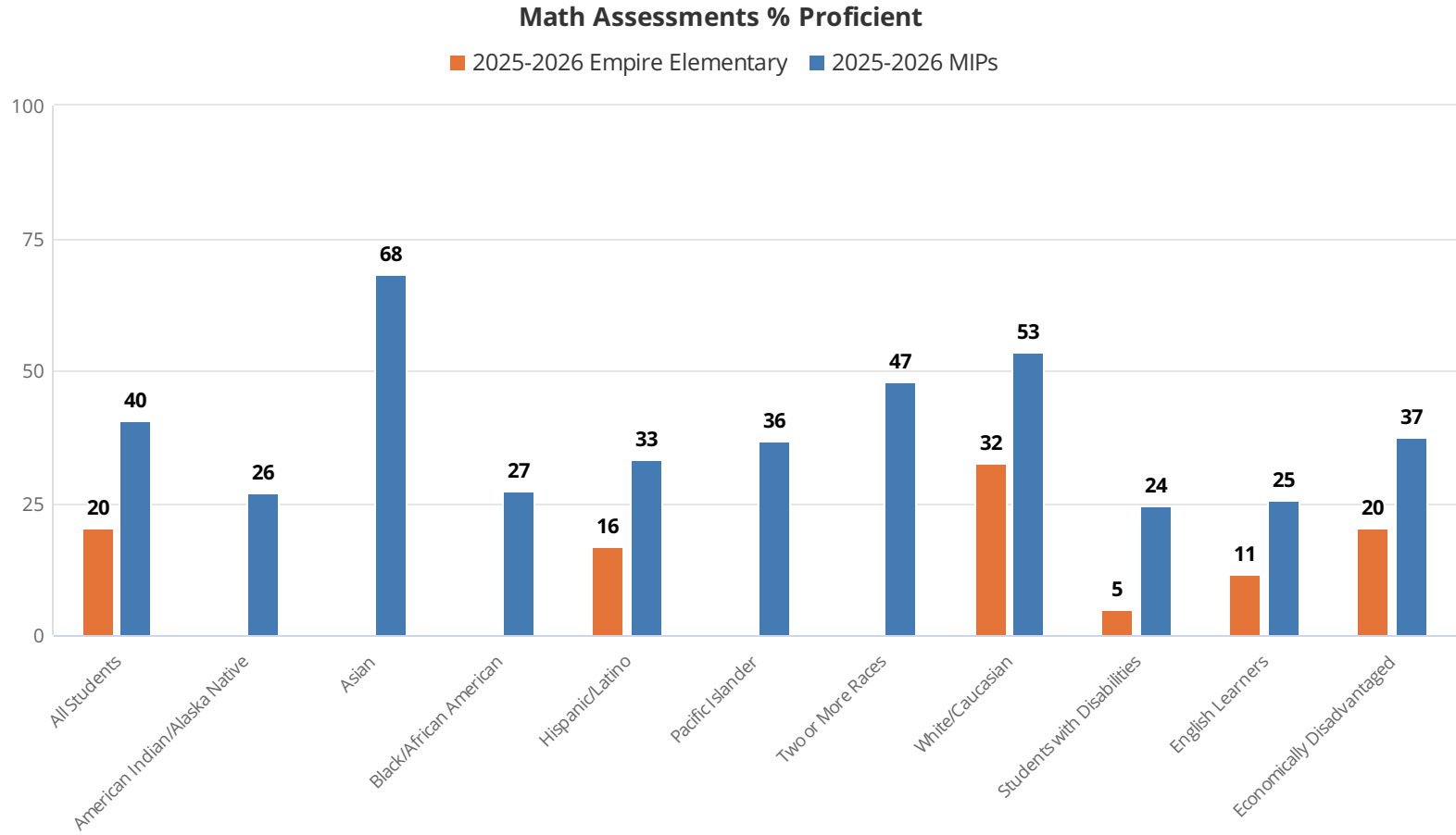
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 1/20

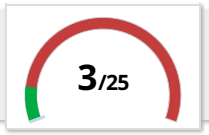
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	23.2	34.6	27.1	36.4

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	20.2	35.2	40.4	27.4	38.2	39.2
American Indian/ Alaska Native	-	17.5	26.8	-	18.5	23
Asian	N/A	56	68.2	N/A	78.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	16.9	25.9	33.3	21.9	27.9	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	-	33.3	47.9	-	36	46.8
White/ Caucasian	32.5	45.7	53.4	44.1	48.4	52.4
Students with Disabilities	5	15.6	24.5	18.7	17.6	20.5
English Learners	11.6	15.4	25.4	5	14.2	21.5
Economically Disadvantaged	20.2	34.1	37.5	27.4	36.6	36.3



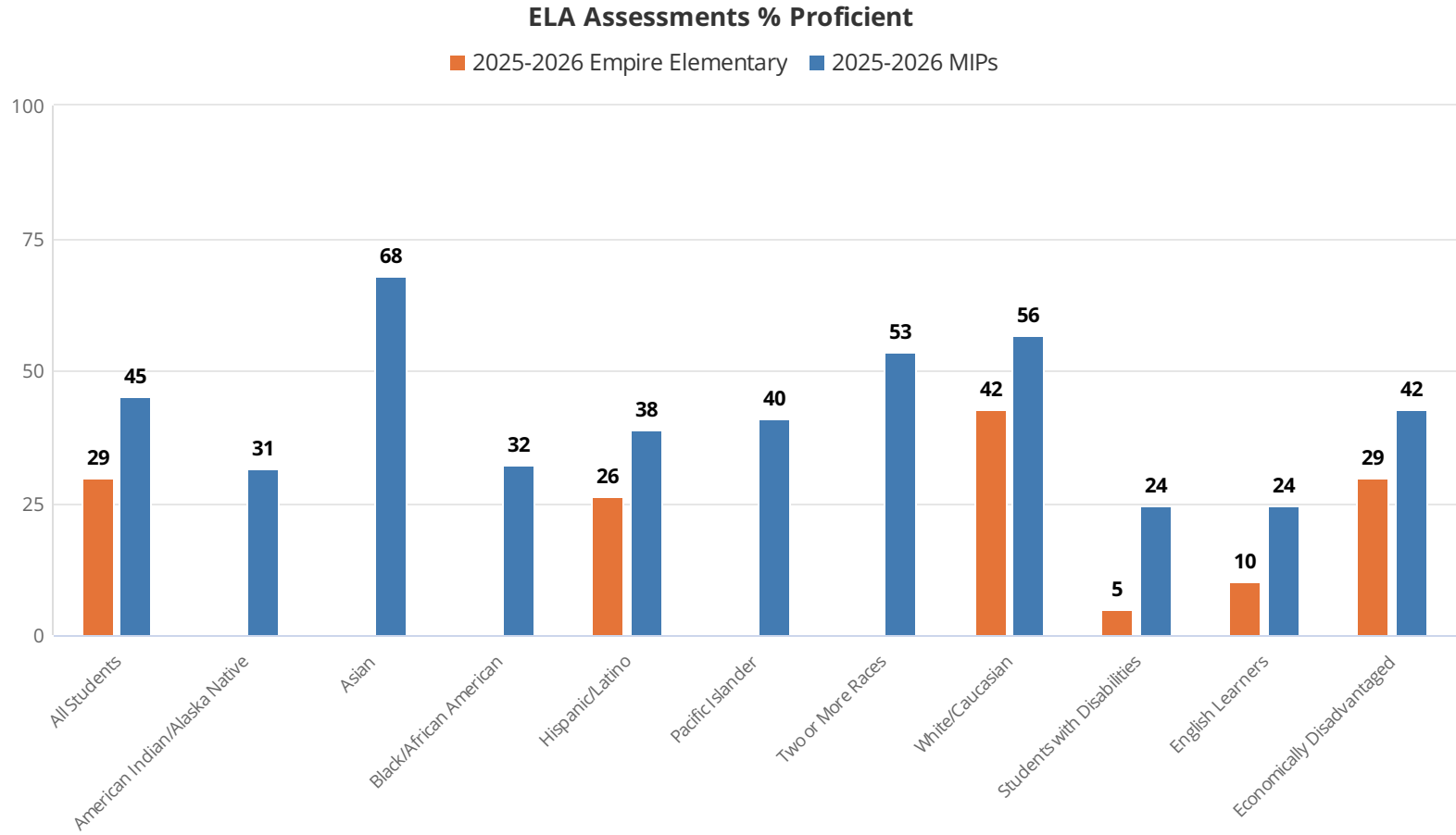
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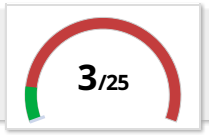
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	29.7	39.1	45	30	40.6	43.9
American Indian/ Alaska Native	-	17.5	31.5	-	14.8	27.9
Asian	N/A	68	68	N/A	69.5	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	26.1	32.2	38.7	24.8	29.6	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	-	44.3	53.5	-	50.6	52.5
White/ Caucasian	42.5	46.3	56.8	46.5	50.7	55.9
Students with Disabilities	5	14.2	24.6	6.2	14.7	20.6
English Learners	10	12.3	24.4	<5	12	20.4
Economically Disadvantaged	29.7	37	42.5	30	37	41.3



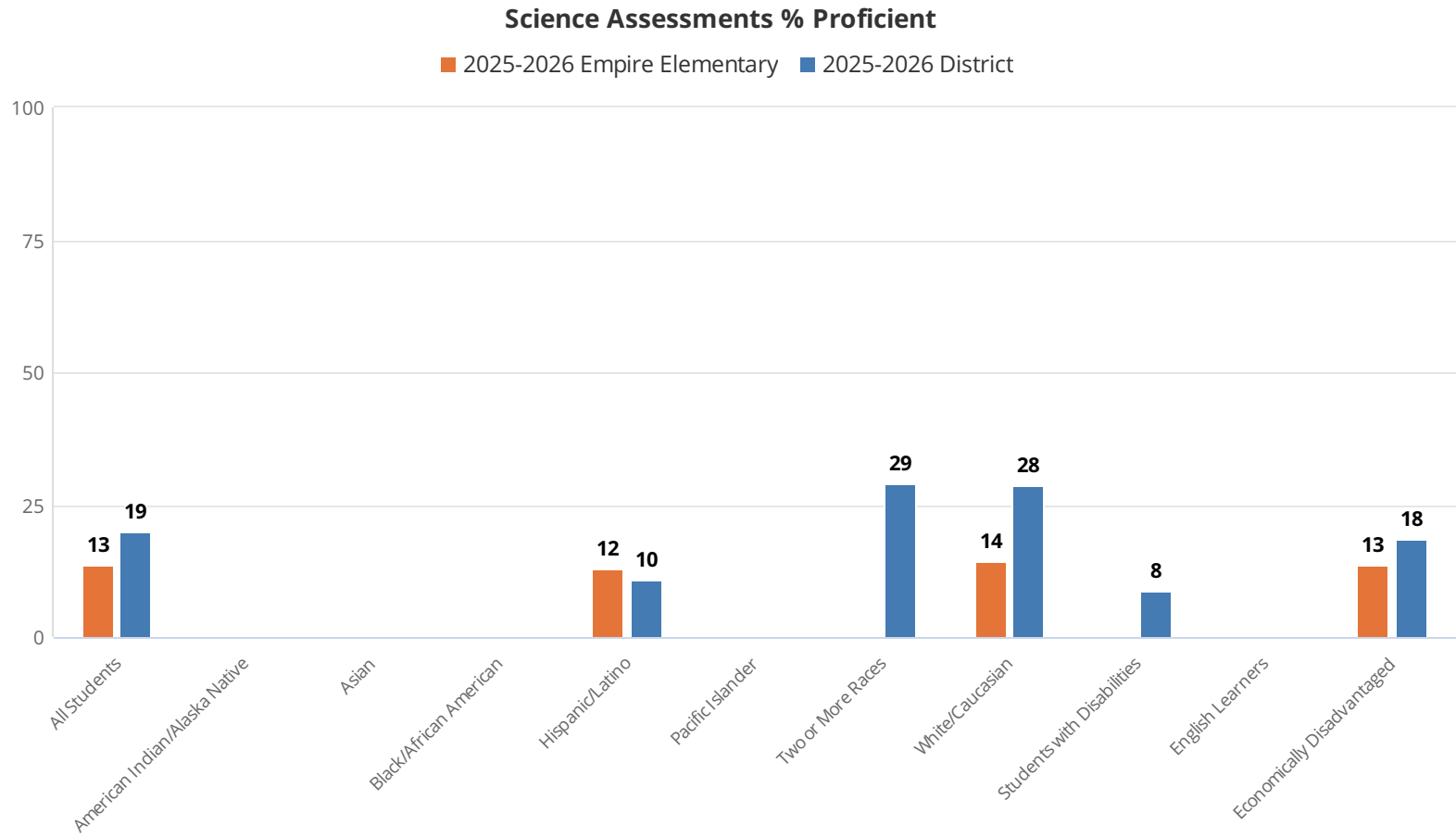
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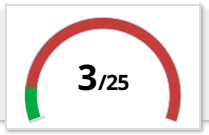
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	13.6	19.9	18.3	18.2
American Indian/ Alaska Native	-	<5	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	12.9	10.9	13.7	7.4
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	29	-	22.2
White/ Caucasian	14.2	28.8	33.3	29.2
Students with Disabilities	-	8.8	-	8.9
English Learners	<5	<5	<5	<5
Economically Disadvantaged	13.6	18.6	18.3	17.1



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.



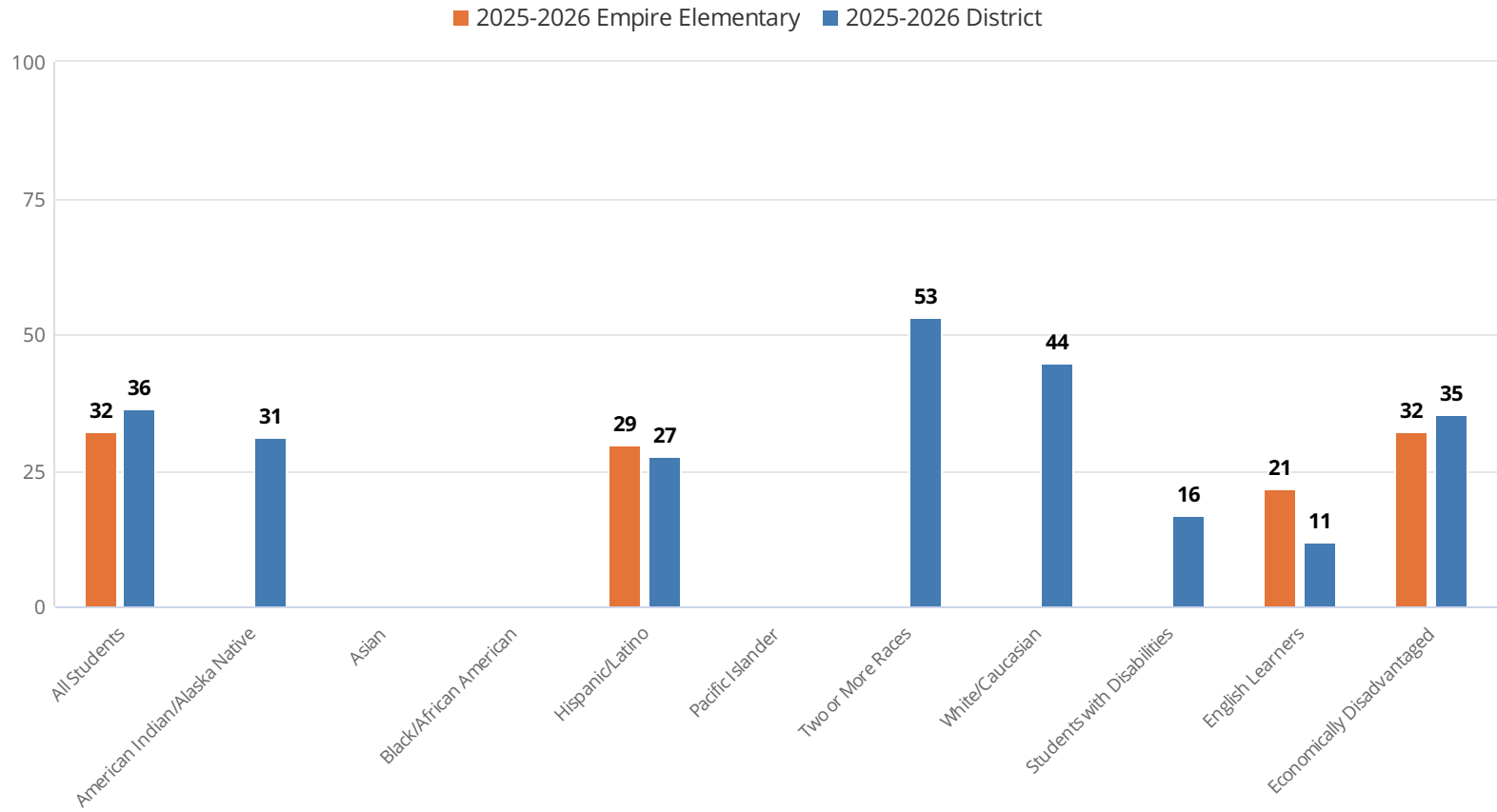
Academic Achievement

Read by Grade 3 Proficient

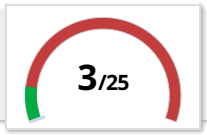
Read by Grade 3 Points Earned: 2/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	32.3	36.5	33.8	39.3
American Indian/ Alaska Native	-	31.2	-	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	29.6	27.7	29.2	30.4
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	53.3	-	42.3
White/ Caucasian	-	44.8	46.6	48.4
Students with Disabilities	-	16.8	-	12.9
English Learners	21.7	11.9	6.6	18.9
Economically Disadvantaged	32.3	35.3	33.8	36.5

Read by Grade 3 % Proficient



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

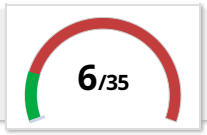
Participation on State Assessments

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	-	-	-	-
Asian	N/A	N/A	N/A	N/A
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	>=95%	>=95%	-	-
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

District percentages reflect the district the school was associated with when the data was collected.
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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: 2/10 **ELA MGP Points Earned: 3/10**

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	38	51.5	42	47	55	55	38	49
American Indian/ Alaska Native	-	50	-	46	-	53	-	37
Asian	N/A	45	N/A	51.5	N/A	71	N/A	49
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	36	51	43	46.5	55.5	51	35	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	38	-	44.5	-	62	-	52.5
White/ Caucasian	40	55	40	49	55	58	49	52
Students with Disabilities	22	49	29	33	34	52	37.5	37
English Learners	46.5	54	38.5	44	43	45.5	32	38
Economically Disadvantaged	38	49	42	48	55	52	38	46

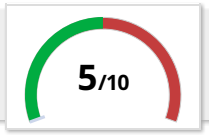
AGP Growth Data

Math AGP Points Earned: 0.5/7.5 **ELA AGP Points Earned: 0.5/7.5**

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	18.7	36.2	28.3	45.1	31.5	41.3	34.3	51.5
American Indian/ Alaska Native	-	19	-	19	-	29.4	-	35.2
Asian	N/A	43.7	N/A	75	N/A	64.2	N/A	71.4
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	15.4	28.8	25.7	39.7	29.1	31.2	27.8	43.3
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	28.3	-	42.5	-	43.4	-	69.5
White/ Caucasian	31	45.1	40	51.1	39.2	51.1	57.1	58.4
Students with Disabilities	15.3	22.5	<5	20.7	16.6	28.9	8.3	29.2
English Learners	5.2	18.7	10.5	28	9.3	14.8	11.3	26.8
Economically Disadvantaged	18.7	33.1	28.3	43.7	31.5	38	34.3	48.1

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

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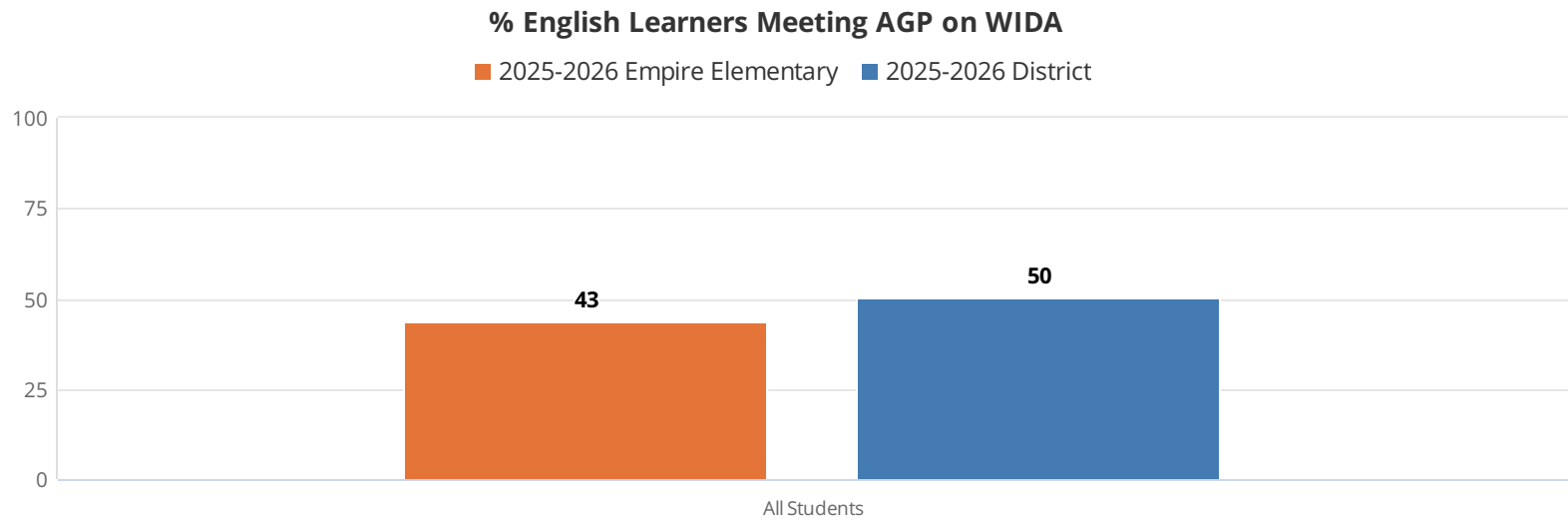


English Language

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.

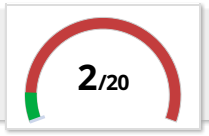
English Language Points Earned: 5/10

	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	92	43.4	50.4	83	43.3	54.9



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

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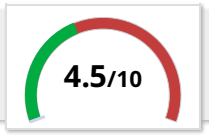


Closing Opportunity Gaps

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 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: 1/10			ELA AGP Points Earned: 1/10		
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	13.5	25.9	23.4	35.5	24.5	29.5	28.8	43.4
American Indian/ Alaska Native	-	23.5	-	16.6	-	26.6	-	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	12	22.6	21.3	33.8	22.2	24.2	22.9	39.3
Pacific Islander	N/A	-	N/A	-	N/A	N/A	N/A	-
Two or More Races	-	20.5	-	27.5	-	30.7	-	59.2
White/ Caucasian	23.5	30.6	36.8	40	31.8	37.2	52.6	48.5
Students with Disabilities	16.6	15.9	<5	19.3	10	23.7	9	26.8
English Learners	<5	15.3	11.1	28	9.7	12.5	11.3	25
Economically Disadvantaged	13.5	24.3	23.4	35.5	24.5	26.2	28.8	40.8

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

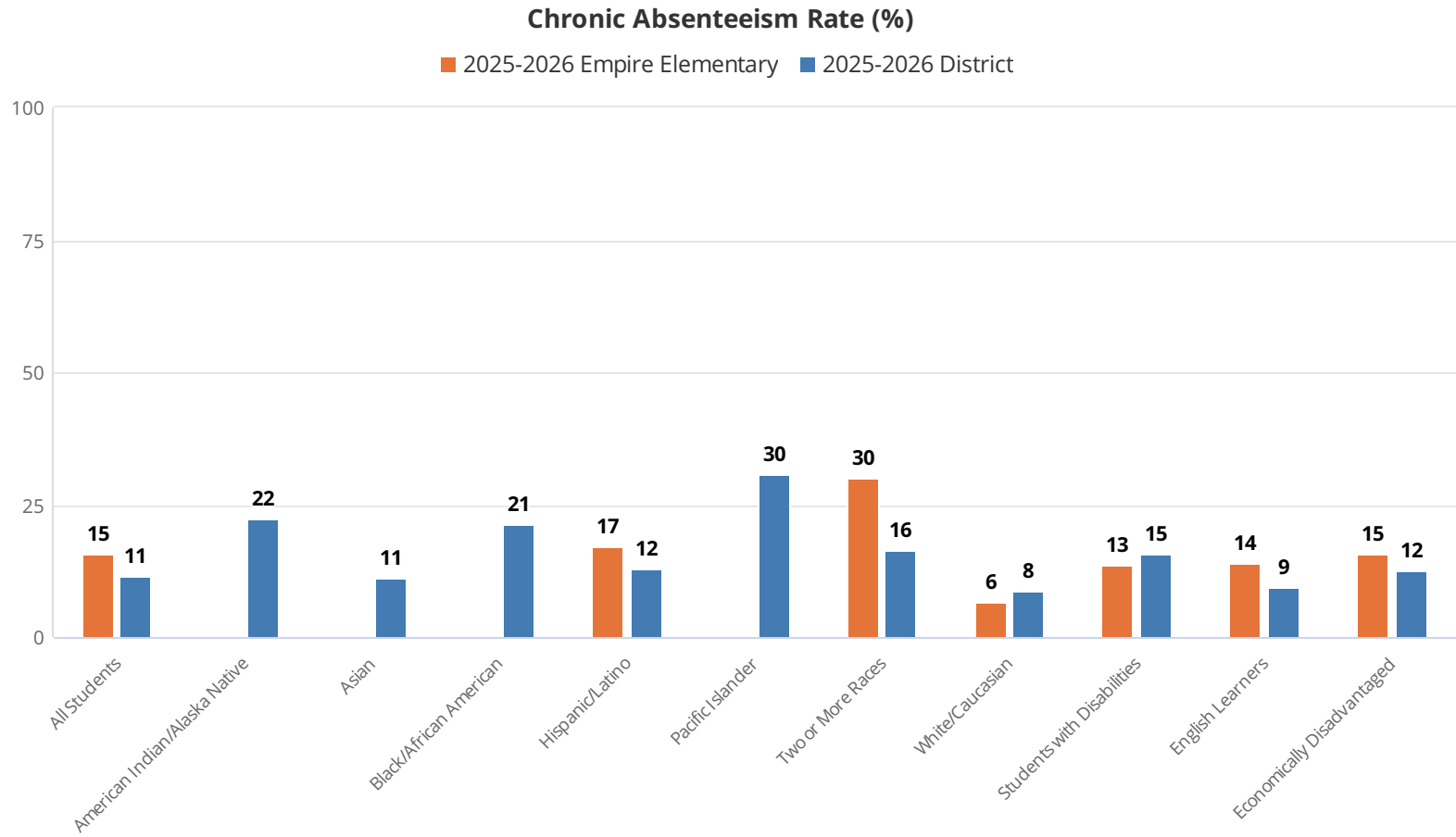
Chronic Absenteeism Points Earned: 4.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	15.7	11.6	18.1	17.6
American Indian/ Alaska Native	-	22.5	-	26.6
Asian	-	11.1	N/A	15.2
Black/ African American	-	21.4	N/A	20
Hispanic/ Latino	17.1	12.9	19.2	18.7
Pacific Islander	N/A	30.7	N/A	8.3
Two or More Races	30	16.4	41.6	25.8
White/ Caucasian	6.5	8.8	10	15.1
Students with Disabilities	13.7	15.8	17	24.5
English Learners	14	9.3	19.3	18.2
Economically Disadvantaged	15.7	12.6	18.1	18.4

All Students Chronic Absenteeism Percent Change: -13.2%

Points Earned by the Chronic Absenteeism Rate: 4.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Empire Elementary

School Year 2024-2025 Nevada School Rating

School Level:	Elementary School
Grade Levels:	PK-05
District:	Carson City
School Address:	1260 Monte Rosa Dr. Carson City, NV 89701



Total Index Score

School Type:	Regular
School Designation:	No Designation
95% Assessment Participation:	Met

Student Race/Ethnicity

20.4% White/Caucasian
N/A% Black/African American
75.9% Hispanic/Latino
N/A% Asian
0.8% American Indian/Alaska Native
N/A% Pacific Islander
2.6% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	26.5 ★
2022-2023	26 ★

Additional Student Groups

28.3% English Learners
14.6% Students with Disabilities
100% 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.

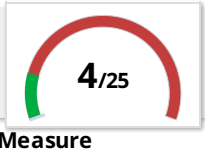
How are school star ratings determined?

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?

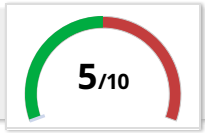
Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2024-2025 School Performance



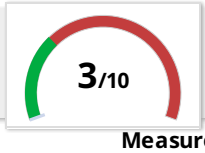
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**27.1**	36.4
Math Proficiency	27.4	38.2
ELA Proficiency	30	40.6
Science Proficiency	18.3	18.2
Read-by-Grade-3 Proficiency	33.8	39.3



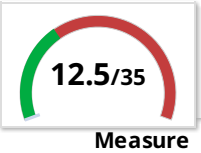
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	43.3	54.9



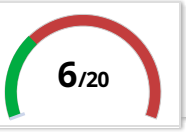
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.1	17.6
Climate Survey Participation	92	N/A



Growth Indicator

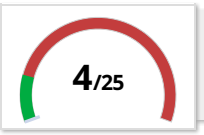
Measure	School Median	District Median
Math MGP	55	55
ELA MGP	38	49
	School Rate	**District Rate**
Met Math AGP Target	31.5	41.3
Met ELA AGP Target	34.3	51.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.5	29.5
Prior Non-Proficient Met ELA AGP Target	28.8	43.4

Climate Survey Participation is not a point-earning measure.



Academic Achievement

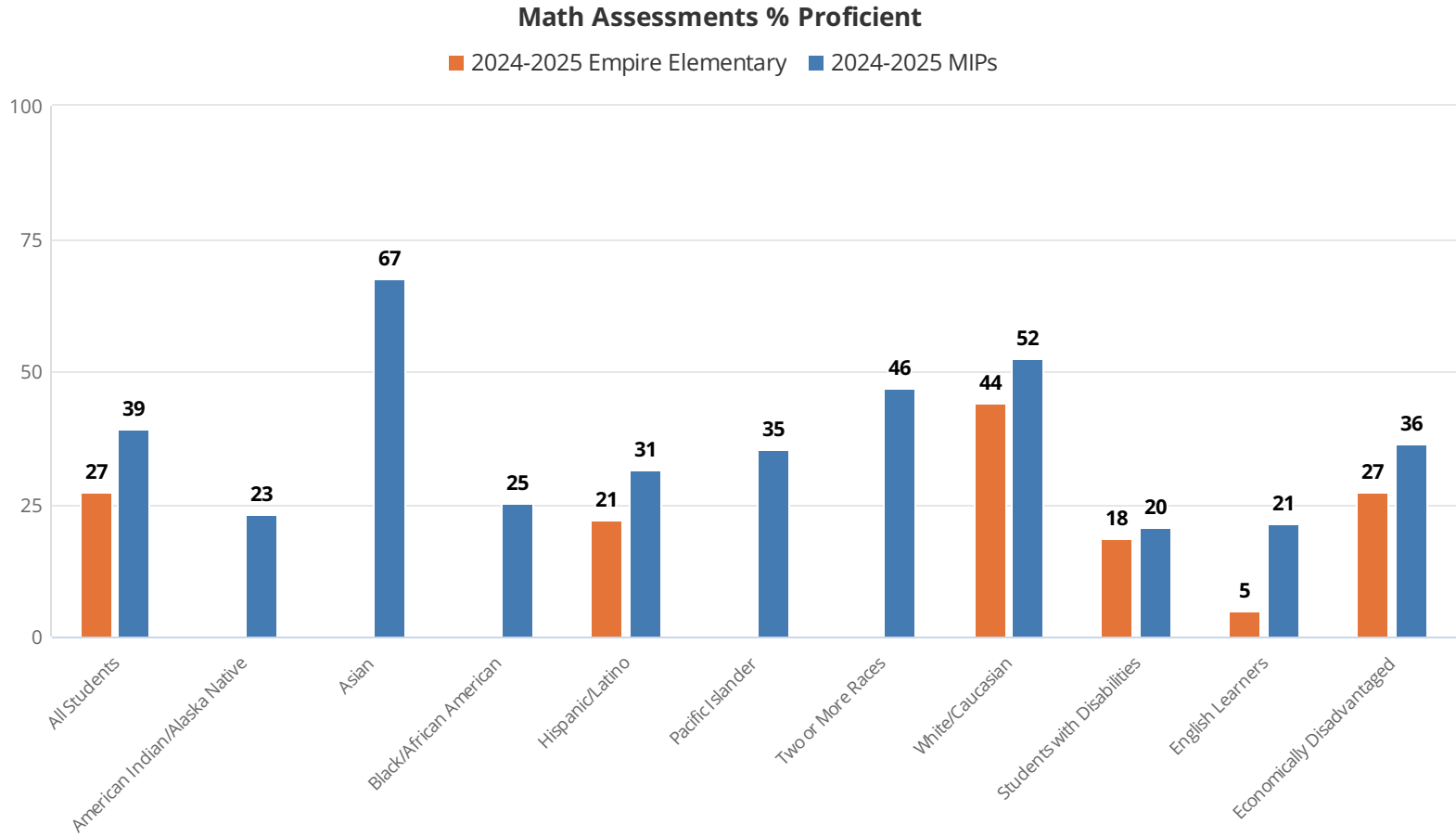
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 2/20

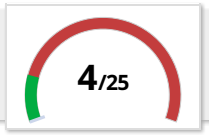
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	27.1	36.4	24.2	32.9

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	27.4	38.2	39.2	20.9	33	55.8
American Indian/ Alaska Native	-	18.5	23	-	17.2	43.7
Asian	N/A	78.2	67.5	N/A	62.5	73.3
Black/ African American	N/A	-	25.2	N/A	41.6	42
Hispanic/ Latino	21.9	27.9	31.3	21.2	22.7	48.2
Pacific Islander	N/A	-	35.3	N/A	-	55.7
Two or More Races	-	36	46.8	-	42	61.6
White/ Caucasian	44.1	48.4	52.4	18.5	42.1	65.1
Students with Disabilities	18.7	17.6	20.5	15.3	19	38.8
English Learners	5	14.2	21.5	11.1	13.7	
Economically Disadvantaged	27.4	36.6	36.3	20.9	31.1	47.7



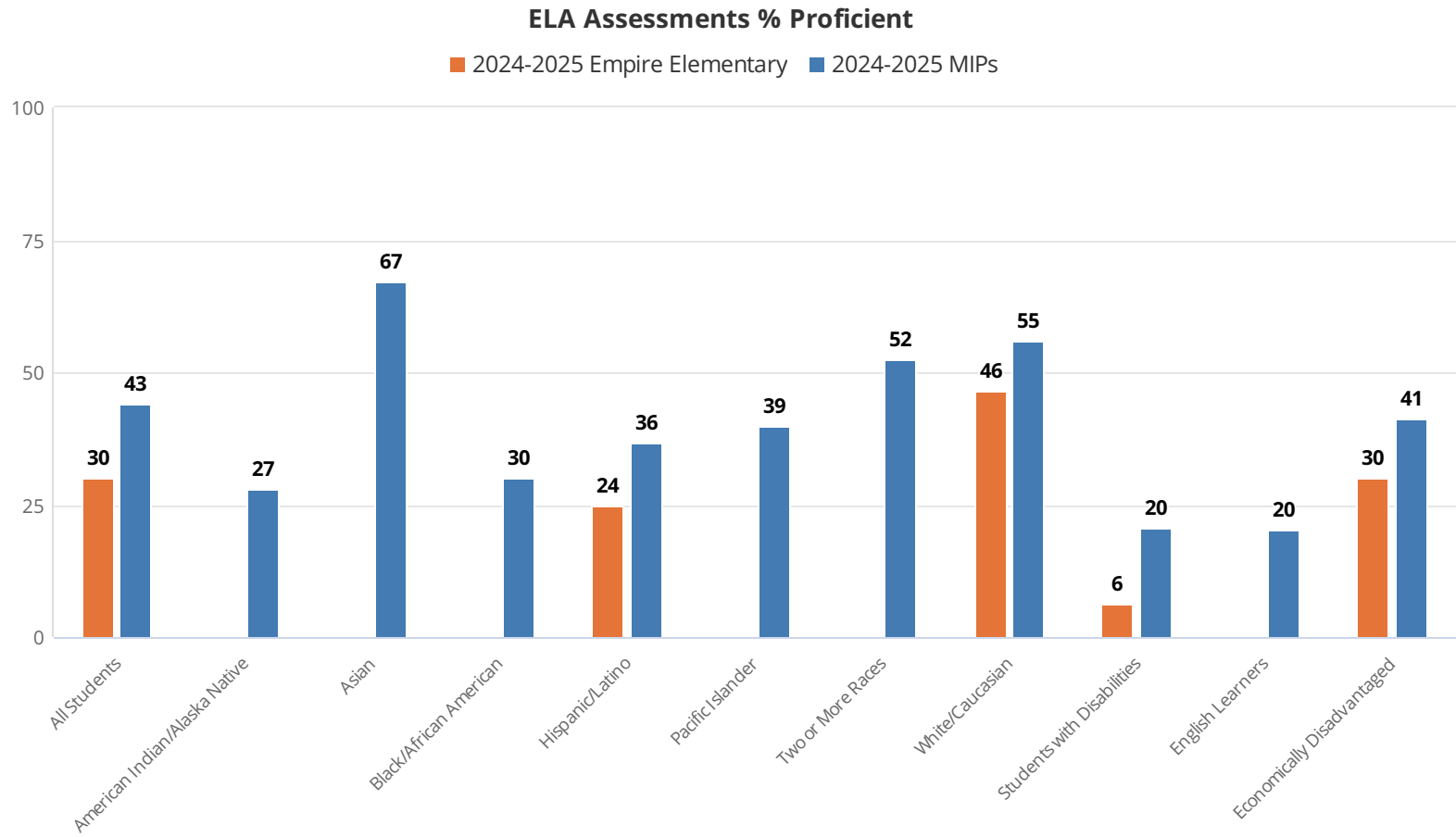
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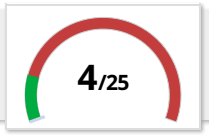
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	30	40.6	43.9	30.7	38.5	63.1
American Indian/ Alaska Native	-	14.8	27.9	-	20.6	50.7
Asian	N/A	69.5	67.3	N/A	62.5	78.9
Black/ African American	N/A	-	30.2	N/A	58.3	50.8
Hispanic/ Latino	24.8	29.6	36.8	30.1	28.8	55.6
Pacific Islander	N/A	-	39.7	N/A	-	63.9
Two or More Races	-	50.6	52.5	-	46.5	69.5
White/ Caucasian	46.5	50.7	55.9	29.6	46.9	72.1
Students with Disabilities	6.2	14.7	20.6	7.6	17.5	39.9
English Learners	<5	12	20.4	12.6	11.2	
Economically Disadvantaged	30	37	41.3	30.7	35.6	54.4



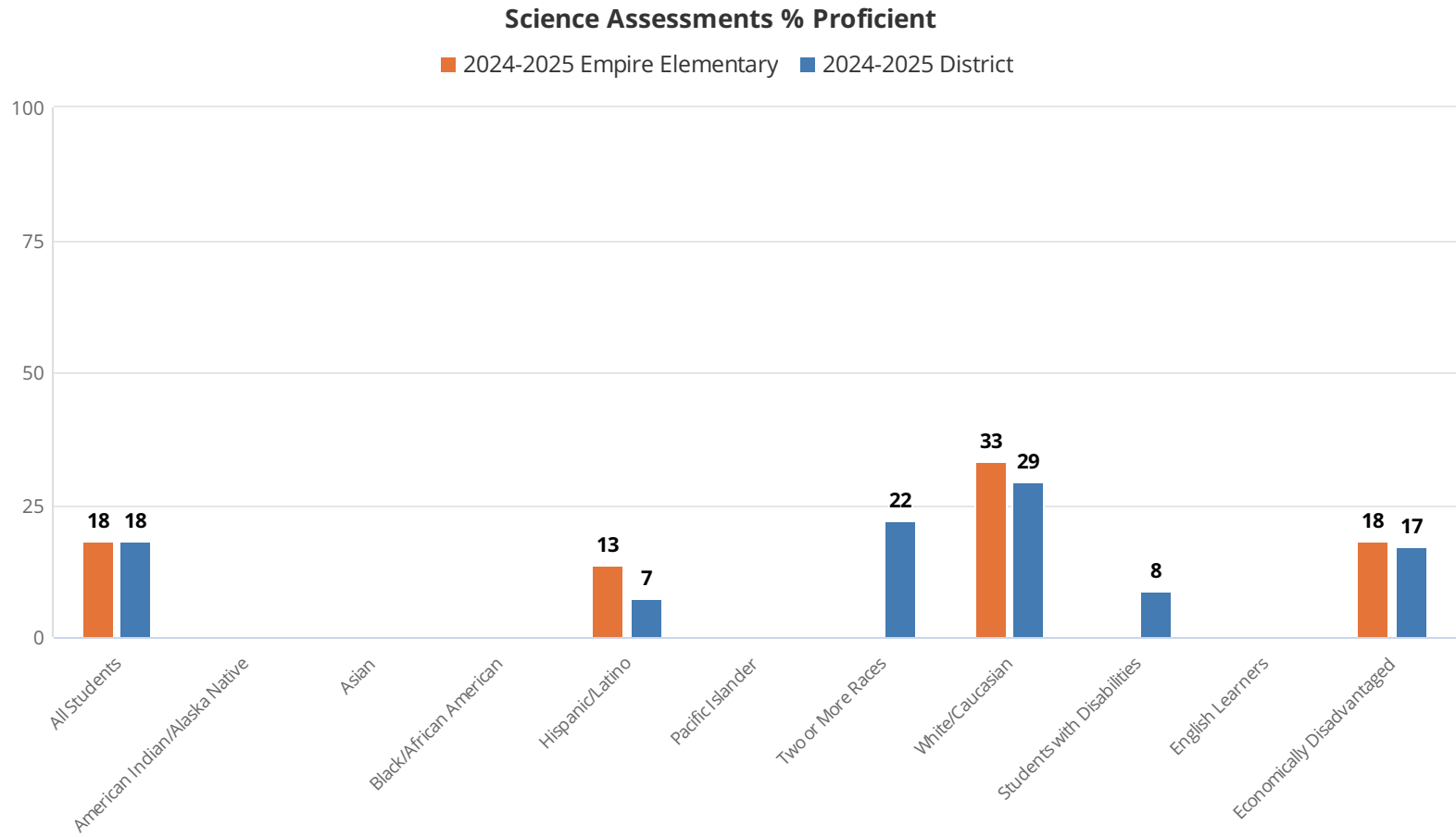
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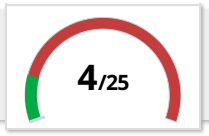
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	18.3	18.2	15.2	15.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	13.7	7.4	16.6	8.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	22.2	-	27.7
White/ Caucasian	33.3	29.2	13	21.7
Students with Disabilities	-	8.9	-	<5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	18.3	17.1	15.2	14.5



'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.

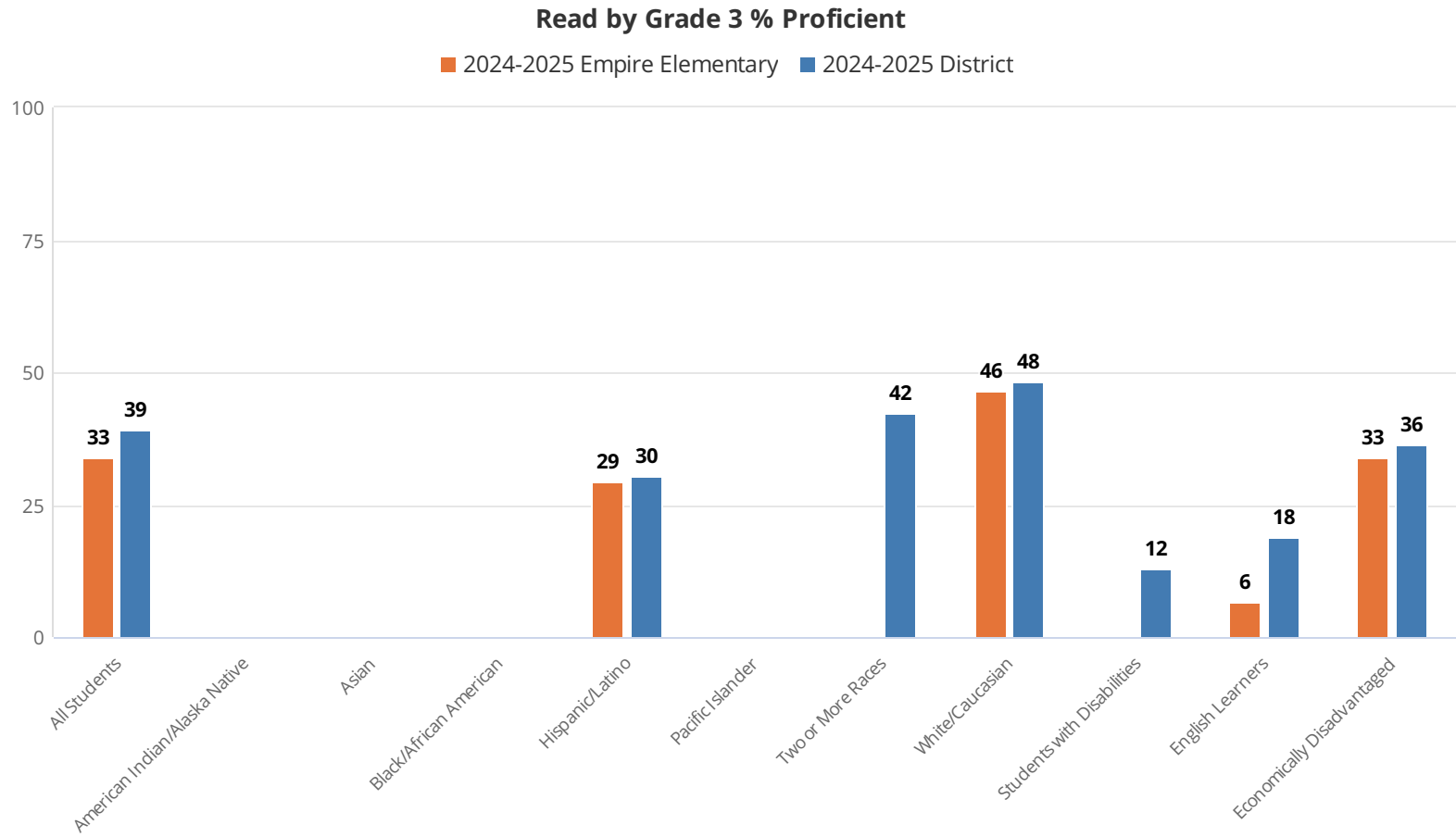


Academic Achievement

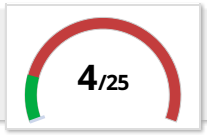
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	33.8	39.3	32.2	34.5
American Indian/ Alaska Native	-	-	-	7.1
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	29.2	30.4	31.2	27.5
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	42.3	-	42.4
White/ Caucasian	46.6	48.4	27.2	41
Students with Disabilities	-	12.9	-	20.6
English Learners	6.6	18.9	16.6	12.6
Economically Disadvantaged	33.8	36.5	32.2	33



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Academic Achievement

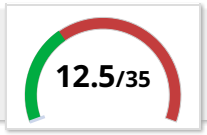
Participation on State Assessments

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. 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	-	-	-	-
Asian	N/A	N/A	N/A	N/A
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	-	-	-	-
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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 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: 7/10 **ELA MGP Points Earned: 2/10**

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	55	55	38	49	46.5	44	45.5	50
American Indian/ Alaska Native	-	53	-	37	N/A	29	N/A	53
Asian	N/A	71	N/A	49	N/A	69	N/A	76
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	55.5	51	35	46	55.5	44	50	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	62	-	52.5	-	34	-	50
White/ Caucasian	55	58	49	52	33.5	42	38.5	53
Students with Disabilities	34	52	37.5	37	-	47	-	43
English Learners	43	45.5	32	38	28	46.5	51	39.5
Economically Disadvantaged	55	52	38	46	46.5	40	45.5	49

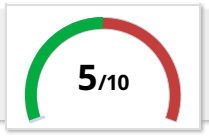
AGP Growth Data

Math AGP Points Earned: 3/7.5 **ELA AGP Points Earned: 0.5/7.5**

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	31.5	41.3	34.3	51.5	25	29.8	30.7	42.5
American Indian/ Alaska Native	-	29.4	-	35.2	N/A	7.6	N/A	30.7
Asian	N/A	64.2	N/A	71.4	N/A	60	N/A	60
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	29.1	31.2	27.8	43.3	30.2	22.5	33.3	33.4
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	43.4	-	69.5	-	33.9	-	50.9
White/ Caucasian	39.2	51.1	57.1	58.4	14.2	35.9	23.8	50
Students with Disabilities	16.6	28.9	8.3	29.2	-	19.3	-	23.5
English Learners	9.3	14.8	11.3	26.8	15.3	15.4	15.3	20.5
Economically Disadvantaged	31.5	38	34.3	48.1	25	27.9	30.7	39.2

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

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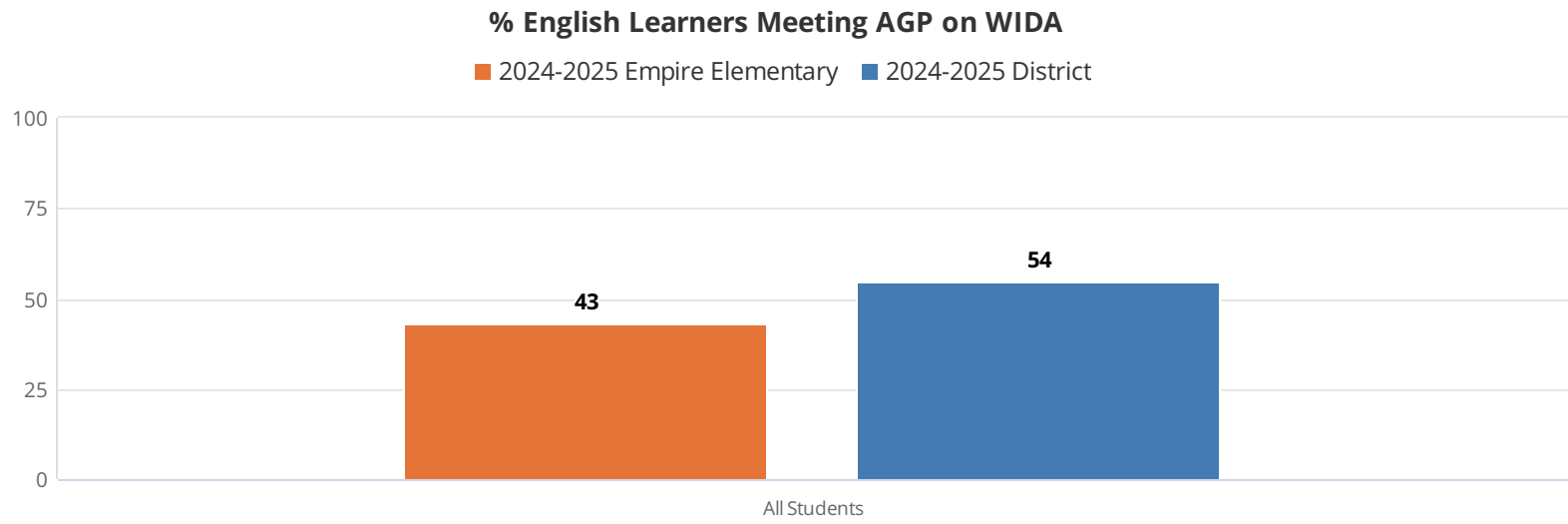


English Language

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.

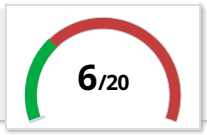
English Language Points Earned: 5/10

	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	83	43.3	54.9	94	37.2	50



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

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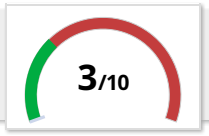
Closing Opportunity Gaps

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 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: 4/10 **ELA AGP Points Earned: 2/10**

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	24.5	29.5	28.8	43.4	20.2	20	22.6	31.6
American Indian/ Alaska Native	-	26.6	-	28.5	N/A	9	N/A	-
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	22.2	24.2	22.9	39.3	25.3	16.4	24.6	26.8
Pacific Islander	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	30.7	-	59.2	-	16.6	-	36.6
White/ Caucasian	31.8	37.2	52.6	48.5	7.6	25.3	15.3	37.4
Students with Disabilities	10	23.7	9	26.8	-	12.7	-	18.8
English Learners	9.7	12.5	11.3	25	18.1	16.3	11.4	20
Economically Disadvantaged	24.5	26.2	28.8	40.8	20.2	19.4	22.6	28.8

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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: 3/10

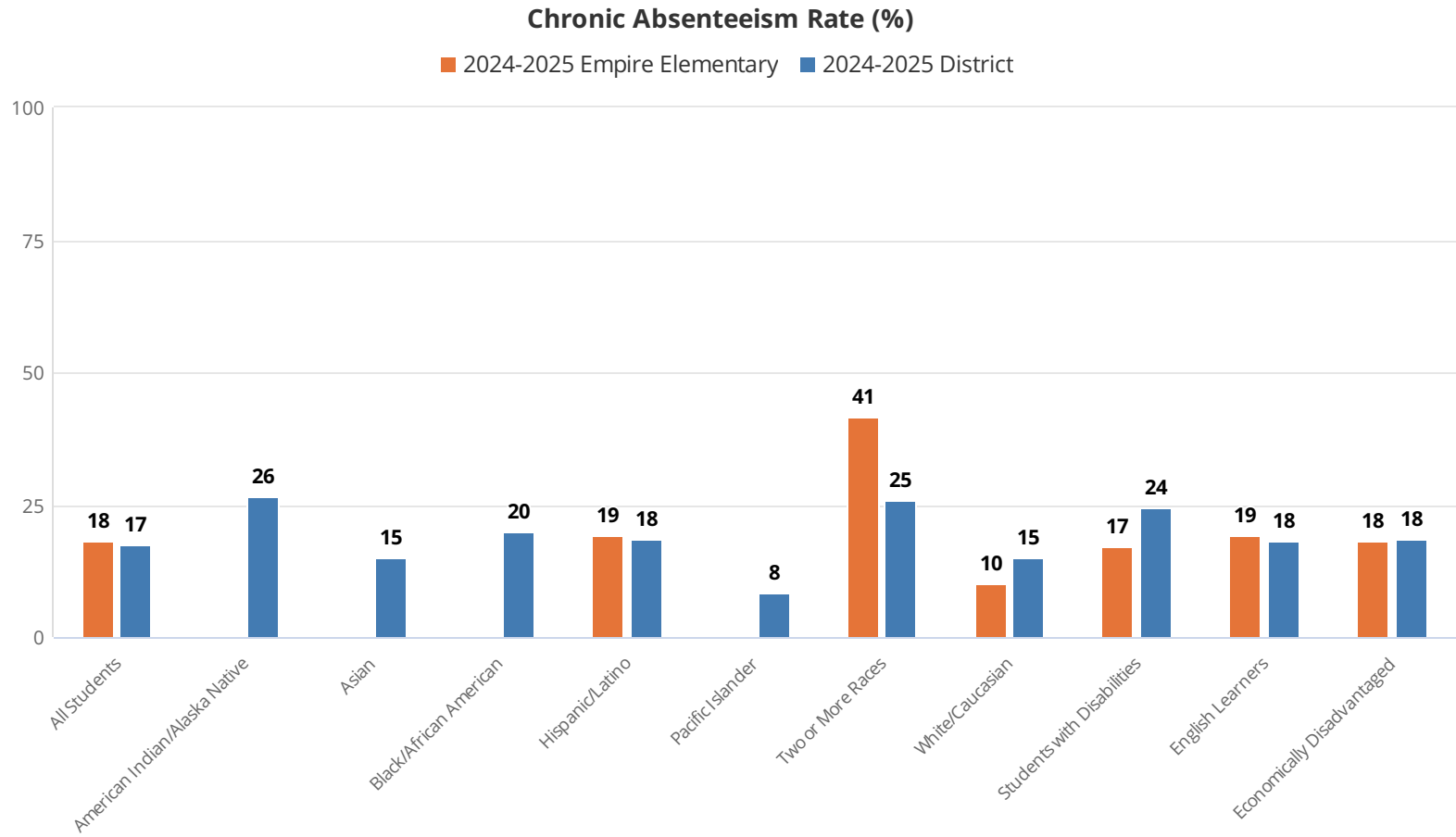
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	18.1	17.6	13.3	19.2
American Indian/ Alaska Native	-	26.6	-	21.4
Asian	N/A	15.2	N/A	17.9
Black/ African American	N/A	20	-	42.8
Hispanic/ Latino	19.2	18.7	15.1	19.2
Pacific Islander	N/A	8.3	N/A	-
Two or More Races	41.6	25.8	27.2	29.4
White/ Caucasian	10	15.1	6.5	17.5
Students with Disabilities	17	24.5	10.5	23.4
English Learners	19.3	18.2	12.9	19
Economically Disadvantaged	18.1	18.4	13.3	20.2

All Students Chronic Absenteeism Percent Change: 36%

Points Earned by the Chronic Absenteeism Rate: 3/10

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

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Eagle Valley Middle School

School Year 2024-2025 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Carson City
School Address: 4151 E. Fifth St. Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: TSI
95% Assessment Participation: Met

Student Race/Ethnicity

42.8% White/Caucasian
0.2% Black/African American
49.4% Hispanic/Latino
1.6% Asian
1.8% American Indian/Alaska Native
0.1% Pacific Islander
3.8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	33.5 ★★
2022-2023	25.5 ★

Additional Student Groups

12.9% English Learners
11.8% Students with Disabilities
46.9% 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?

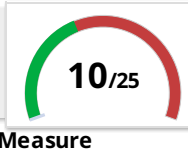
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 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 ★★★★★

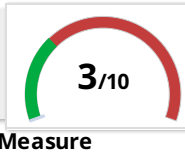
TSI designation: This school has consistently underperforming subgroups. See the TSI designation report for more information.

2024-2025 School Performance



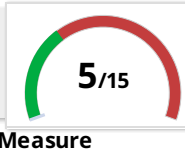
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**32.5**	32.6
Math Proficiency	24.9	27.6
ELA Proficiency	40.2	38.5
Science Proficiency	32.6	30



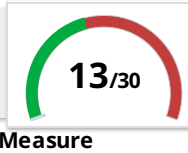
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	16.8	18.3



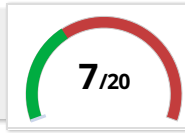
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	22.6	28.6
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	82.7	84.8
Climate Survey Participation	92	N/A



Student Growth Indicator

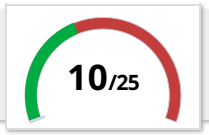
Measure	School Median	District Median
Math MGP	49	47
ELA MGP	45	41
	School Rate	**District Rate**
Met Math AGP Target	22	25.8
Met ELA AGP Target	41.5	39.2



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	8.1	8.8
Prior Non-Proficient Met ELA AGP Target	25.1	21.3

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.

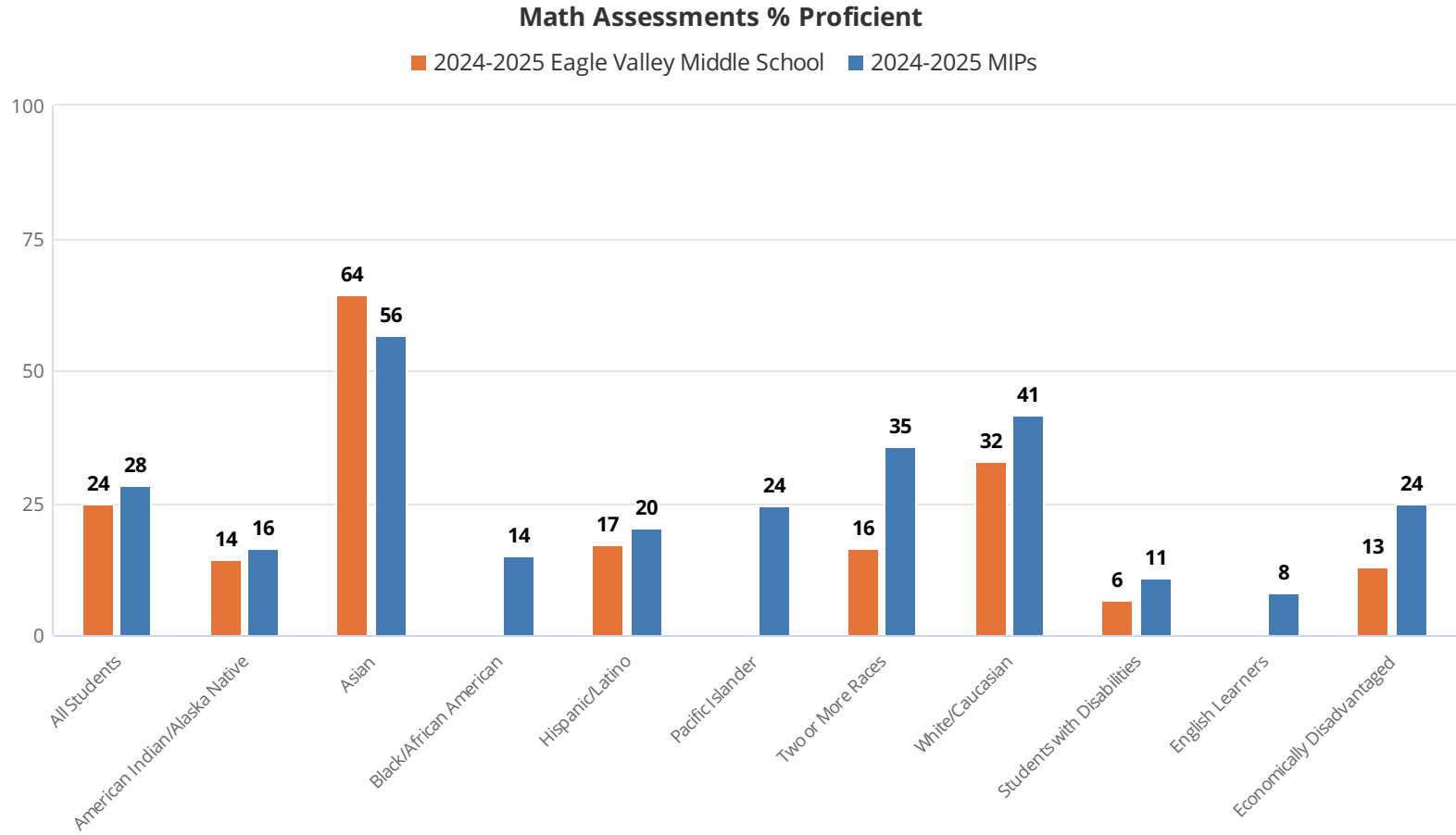
Pooled Proficiency

Pooled Proficiency Points Earned: 10/25

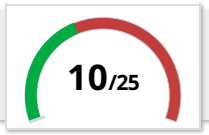
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	32.5	32.6	28.4	30.5

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	24.9	27.6	28.2	19.5	23.8	45.6
American Indian/ Alaska Native	14.2	15.6	16.6	7.6	10	38.6
Asian	64.2	63.1	56.6	50	42.3	64.5
Black/ African American	-	-	14.9	-	-	34.4
Hispanic/ Latino	17.3	16.9	20.3	13.4	15.2	39.4
Pacific Islander	N/A	-	24.5	-	-	45.9
Two or More Races	16.6	34	35.7	13.7	25	49.1
White/ Caucasian	32.9	37.5	41.6	27	32.6	54.7
Students with Disabilities	6.7	7.2	11	<5	<5	30.2
English Learners	<5	<5	8.2	<5	<5	
Economically Disadvantaged	13.1	24.7	24.9	12	23.4	39.3



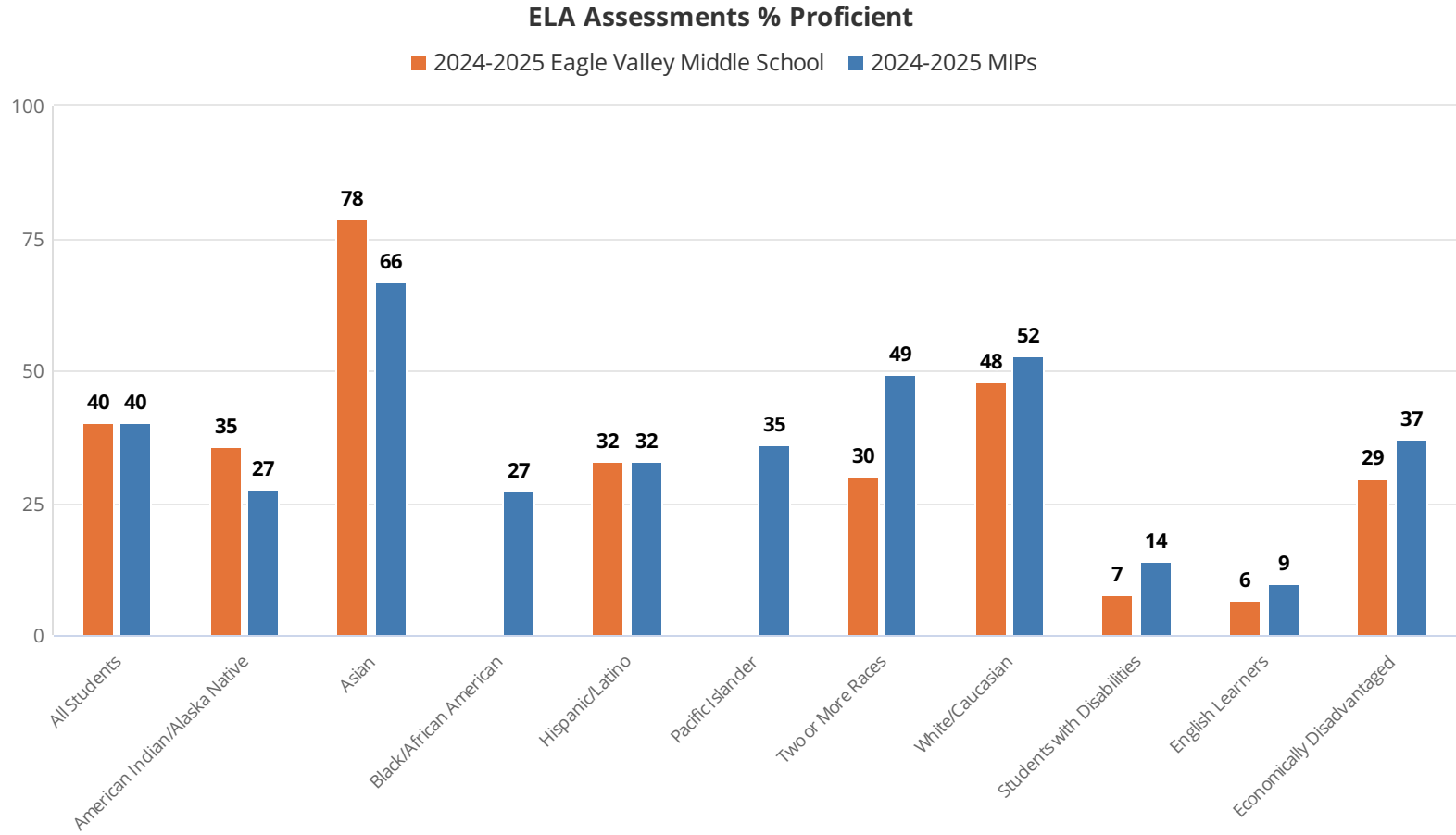
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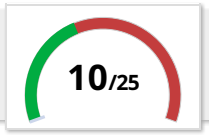
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	40.2	38.5	40.3	35.1	35.9	60.6
American Indian/ Alaska Native	35.7	21.8	27.5	25	27.5	51.5
Asian	78.5	78.9	66.8	64.7	66.6	79.3
Black/ African American	-	-	27.4	-	-	46.7
Hispanic/ Latino	32.8	28.6	32.8	28.1	26.5	53
Pacific Islander	N/A	-	35.9	-	-	59.9
Two or More Races	30	45.4	49.3	17.8	34.9	66.8
White/ Caucasian	48	47.7	52.8	44.5	45.2	71.1
Students with Disabilities	7.8	8.6	14.1	5.6	7.5	33.1
English Learners	6.5	5.1	9.8	<5	<5	
Economically Disadvantaged	29.7	34.5	37	27.3	34.2	52.3



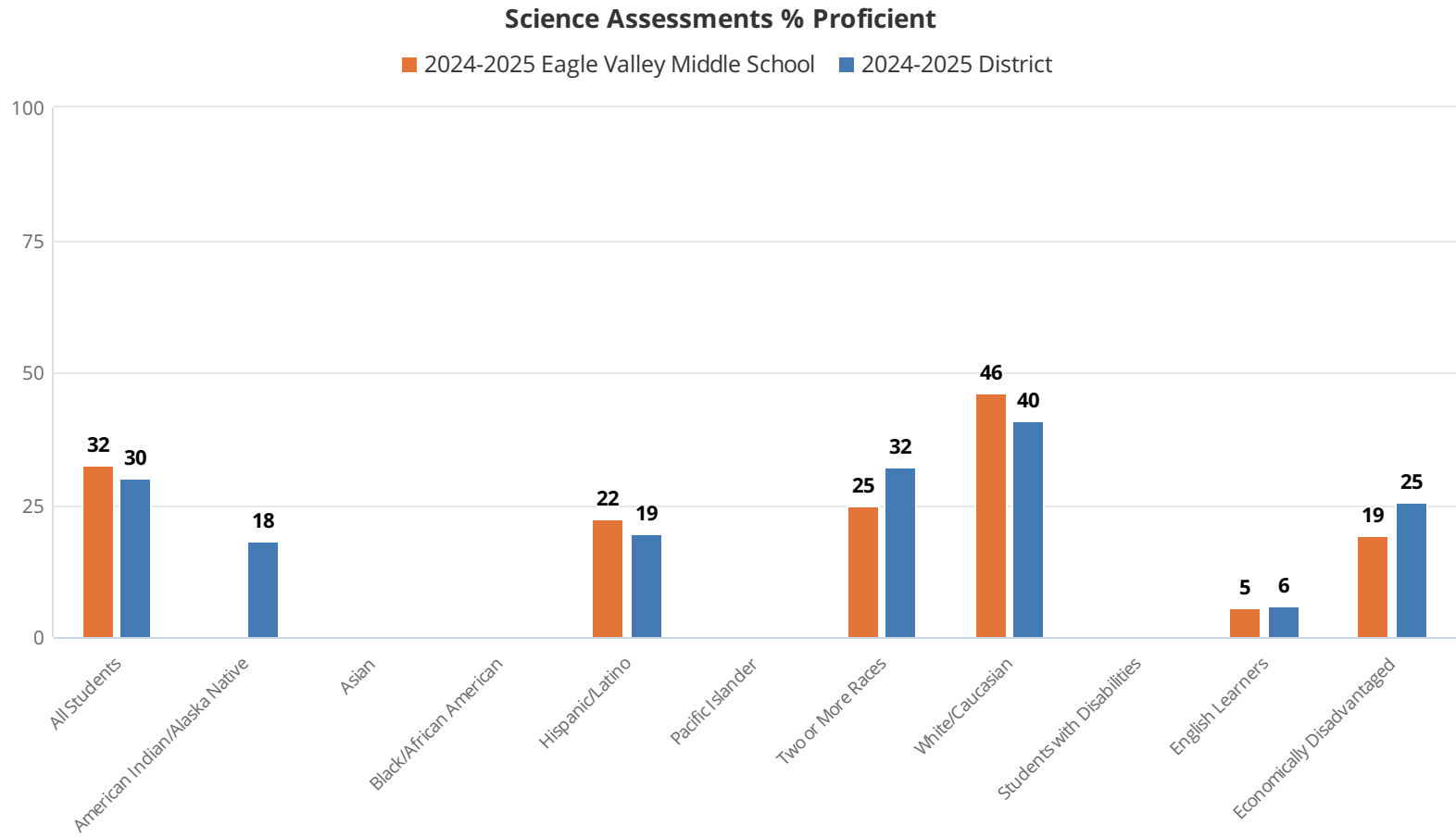
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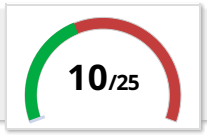
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	32.6	30	35.6	34.5
American Indian/ Alaska Native	-	18.1	-	-
Asian	-	-	-	50
Black/ African American	N/A	-	-	-
Hispanic/ Latino	22.3	19.5	26.5	26.5
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	25	32.1	-	32.1
White/ Caucasian	46.3	40.8	47.8	43.2
Students with Disabilities	<5	<5	5.7	5.8
English Learners	5.7	6.1	<5	<5
Economically Disadvantaged	19.4	25.4	28	32



'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.



Academic Achievement

Participation on State Assessments

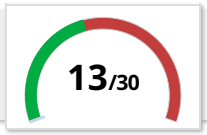
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
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%

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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: 5/10 **ELA MGP Points Earned: 4/10**

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	49	47	45	41	42	42.5	54	48.5
American Indian/ Alaska Native	61	50	42	40	45	44.5	63	62
Asian	36	36	70	58	49	55	49.5	67
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	50.5	43	44	40	42	42	55	49
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	68	65	38	42	48	48	38	44
White/ Caucasian	47.5	49	46	43	38	41.5	54	48
Students with Disabilities	50.5	47	37	39	35	39	55	47
English Learners	53	46	41.5	43.5	42.5	45	46.5	47
Economically Disadvantaged	47.5	45	46	41	40	43	54	46

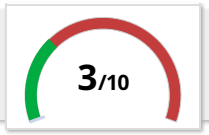
AGP Growth Data

Math AGP Points Earned: 2/5 **ELA AGP Points Earned: 2/5**

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	22	25.8	41.5	39.2	17.8	22.1	34.7	34.3
American Indian/ Alaska Native	14.2	16.6	46.1	27.5	7.6	<5	8.3	22.2
Asian	66.6	61.1	76.9	73.6	41.1	33.3	55.5	57.1
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	17.1	16.5	34.1	29.7	13	15.4	28.4	25.6
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	14.8	30.4	33.3	49.3	11.5	23.3	19.2	36.3
White/ Caucasian	26.8	34.6	48.7	47.5	23.4	29.4	44.2	42.9
Students with Disabilities	5.2	7	8	9.4	<5	5.4	14.2	13
English Learners	5.2	<5	9.5	10.7	<5	<5	9.3	5.9
Economically Disadvantaged	13.1	24.2	34.3	36.1	12	22.3	28.4	32.5

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

'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.

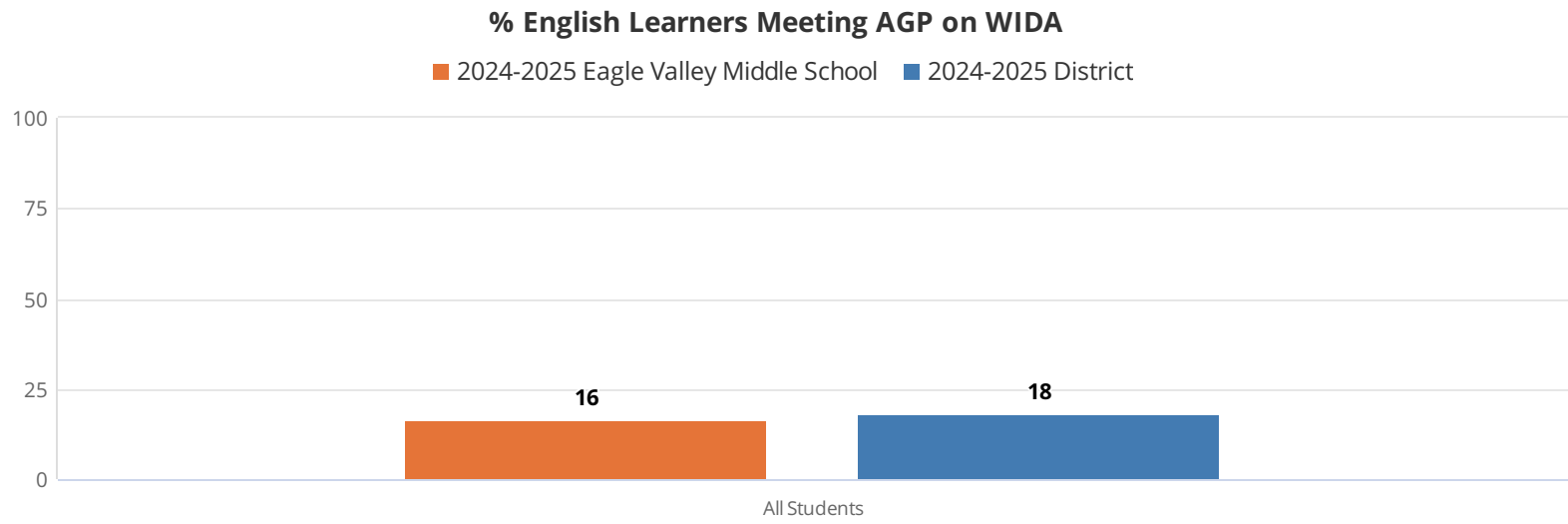


English Language

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.

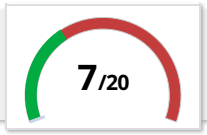
English Language Points Earned: 3/10

	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	89	16.8	18.3	85	18.8	23.8



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

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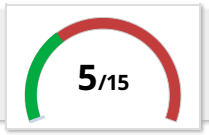
Closing Opportunity Gaps

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: 2/10 **ELA AGP Points Earned: 5/10**

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	8.1	8.8	25.1	21.3	5.9	6.2	17	15.9
American Indian/ Alaska Native	<5	8	-	19	<5	<5	10	22.7
Asian	-	-	-	-	-	<5	-	27.2
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	7.9	6.9	22.8	18.2	5	5.4	14.7	12.4
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	<5	7.4	21	24.4	<5	8.4	15	20.8
White/ Caucasian	9.5	11.9	27.3	25.3	7.8	7.4	21.5	19.9
Students with Disabilities	<5	<5	6.9	6.8	<5	<5	12.5	10.2
English Learners	<5	<5	8.6	10.1	<5	<5	9.3	5.9
Economically Disadvantaged	<5	7.7	23.7	19.7	<5	5.7	16.5	15.4

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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: 1/10

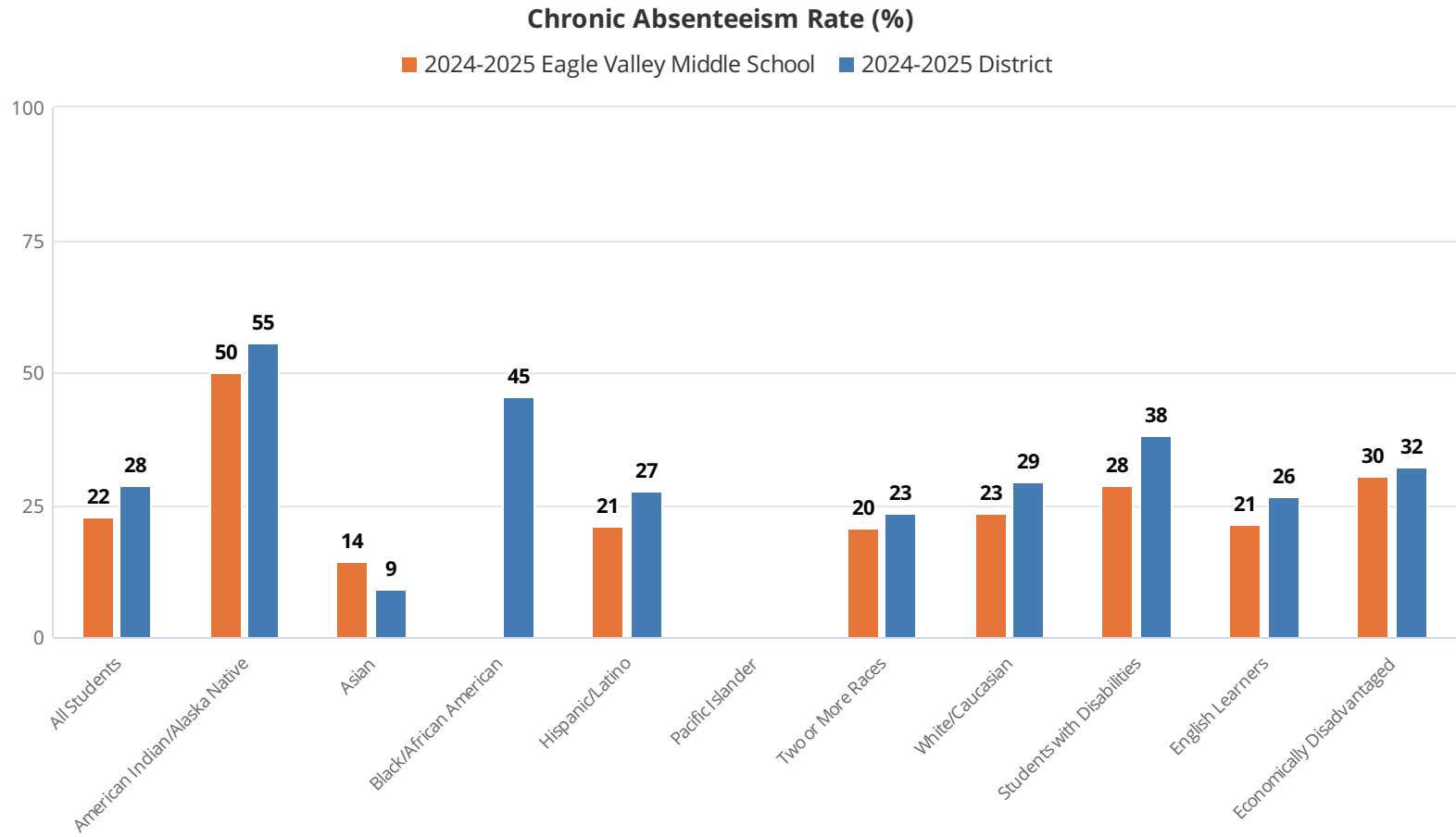
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	22.6	28.6	19.5	26.3
American Indian/ Alaska Native	50	55.5	23	51.6
Asian	14.2	9	5.2	13.3
Black/ African American	-	45.4	-	36.3
Hispanic/ Latino	21.1	27.6	20.7	25.2
Pacific Islander	N/A	-	-	-
Two or More Races	20.5	23.4	16.1	26.1
White/ Caucasian	23.4	29.3	19.3	26.7
Students with Disabilities	28.7	38.1	34.9	39.3
English Learners	21.2	26.4	20.7	26.5
Economically Disadvantaged	30.4	32.2	25.6	29.9

All Students Chronic Absenteeism Percent Change: 15.8%

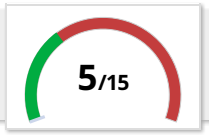
Points Earned by the Chronic Absenteeism Rate: 1/10

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

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Student Engagement

Academic Learning Plans

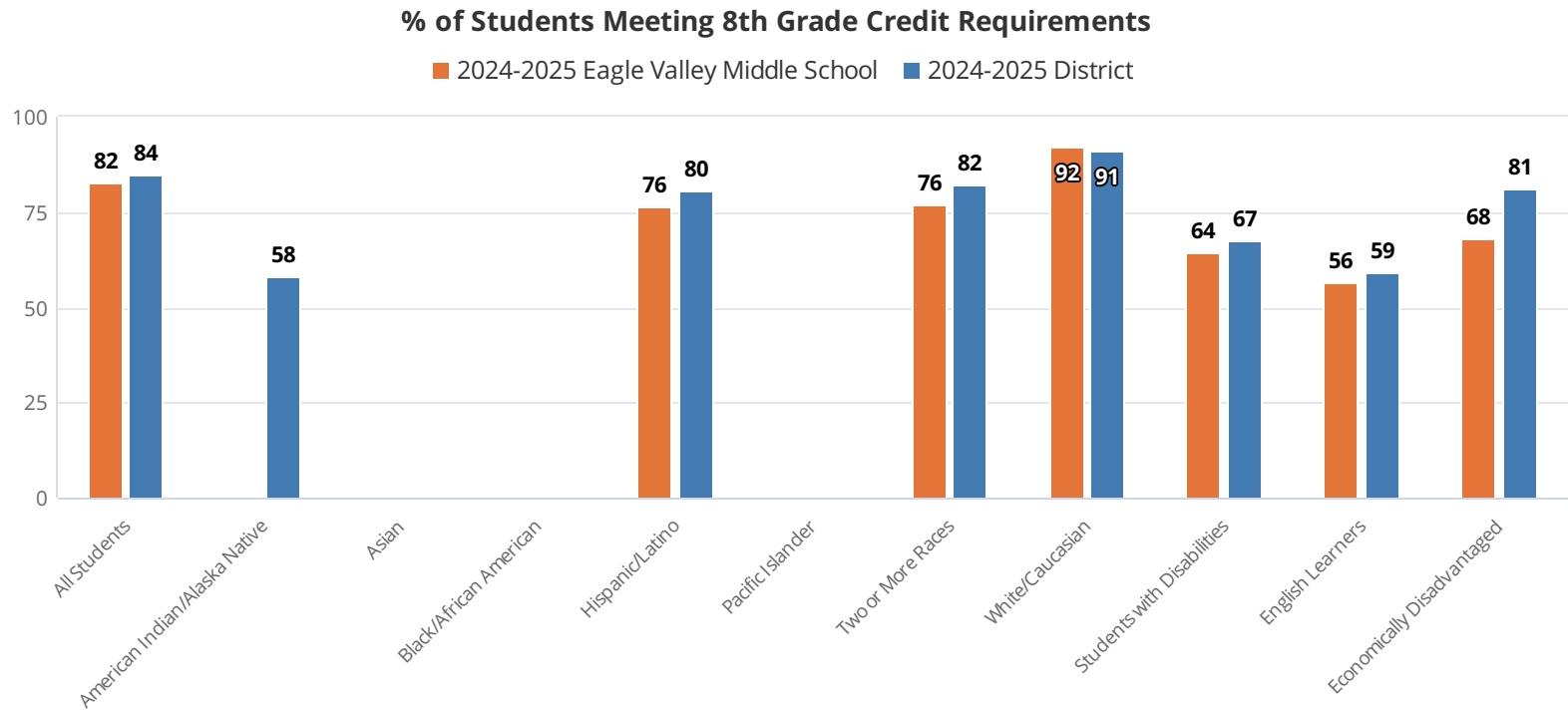
Academic Learning Plans Points Earned 2/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	>95	>95	>95	>95
Asian	>95	>95	>95	>95
Black/ African American	-	>95	-	-
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	N/A	-	-	-
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 2/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	82.7	84.8	85.1	86.3
American Indian/ Alaska Native	-	58.3	-	-
Asian	-	-	-	>95
Black/ African American	N/A	-	-	-
Hispanic/ Latino	76.7	80.4	82.4	82.8
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	76.9	82.1	-	85.7
White/ Caucasian	92.3	91.3	87.8	89.8
Students with Disabilities	64.5	67.8	57.1	70.5
English Learners	56.4	59.2	71.1	76.3
Economically Disadvantaged	68	81.1	76.5	84.3



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School Designation	NSPF Designation Year
TSI	2024-2025

What is a Targeted Support and Improvement (TSI) Designation?

Schools with a TSI designation meet the following criteria:

- One or more consistently underperforming subgroups (subgroup with n-size of at least 25 did not meet performance targets two years in a row within the Academic Achievement Indicator and two or more remaining Indicators).

A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation. TSI schools may be redesignated as CSI or ATSI schools.

Why did this school receive a TSI Designation?

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All Students	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian	Students with Disabilities	English Learners	Economically Disadvantaged
Academic Achievement											
Math Proficiency									X	X	
ELA Proficiency									X	X	
Growth											
Math MGP											
ELA MGP							X				X
Math AGP									X	X	
ELA AGP									X	X	
Math Opportunity Gaps									X	X	
ELA Opportunity Gaps										X	
EL Proficiency											
WIDA AGP											
Student Engagement											
Chronic Absenteeism											
Science Proficiency										X	
8th Grade Credit Requirements									X		
Academic Learning Plans											

Eagle Valley Middle School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Carson City
School Address: 4151 E. Fifth St. Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: Additional TSI

Student Race/Ethnicity

42.7% White/Caucasian
0.3% Black/African American
49.9% Hispanic/Latino
1.4% Asian
1.2% American Indian/Alaska Native
0.4% Pacific Islander
3.8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	38 ★★
2023-2024	33.5 ★★

Additional Student Groups

12.9% English Learners
11.8% Students with Disabilities
46% 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?

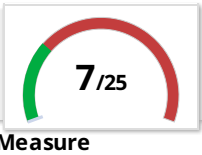
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

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 ★★★★★

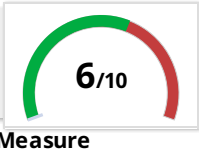
ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2025-2026 School Performance



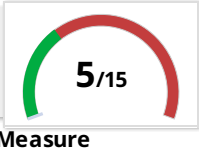
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**27.8**	31.1
Math Proficiency	20.5	24.9
ELA Proficiency	34.5	37.6
Science Proficiency	29.4	30.3



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	23.2	18.8



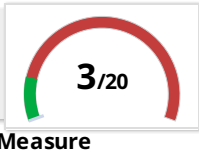
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	22.8	25.6
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	81	86.4



Student Growth Indicator

Measure	School Median	District Median
Math MGP	43	47
ELA MGP	48	49
	School Rate	**District Rate**
Met Math AGP Target	18.8	24.5
Met ELA AGP Target	34.6	37.4

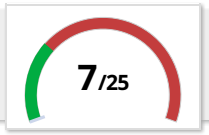


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	6.8	8.9
Prior Non-Proficient Met ELA AGP Target	17.4	18.7

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.

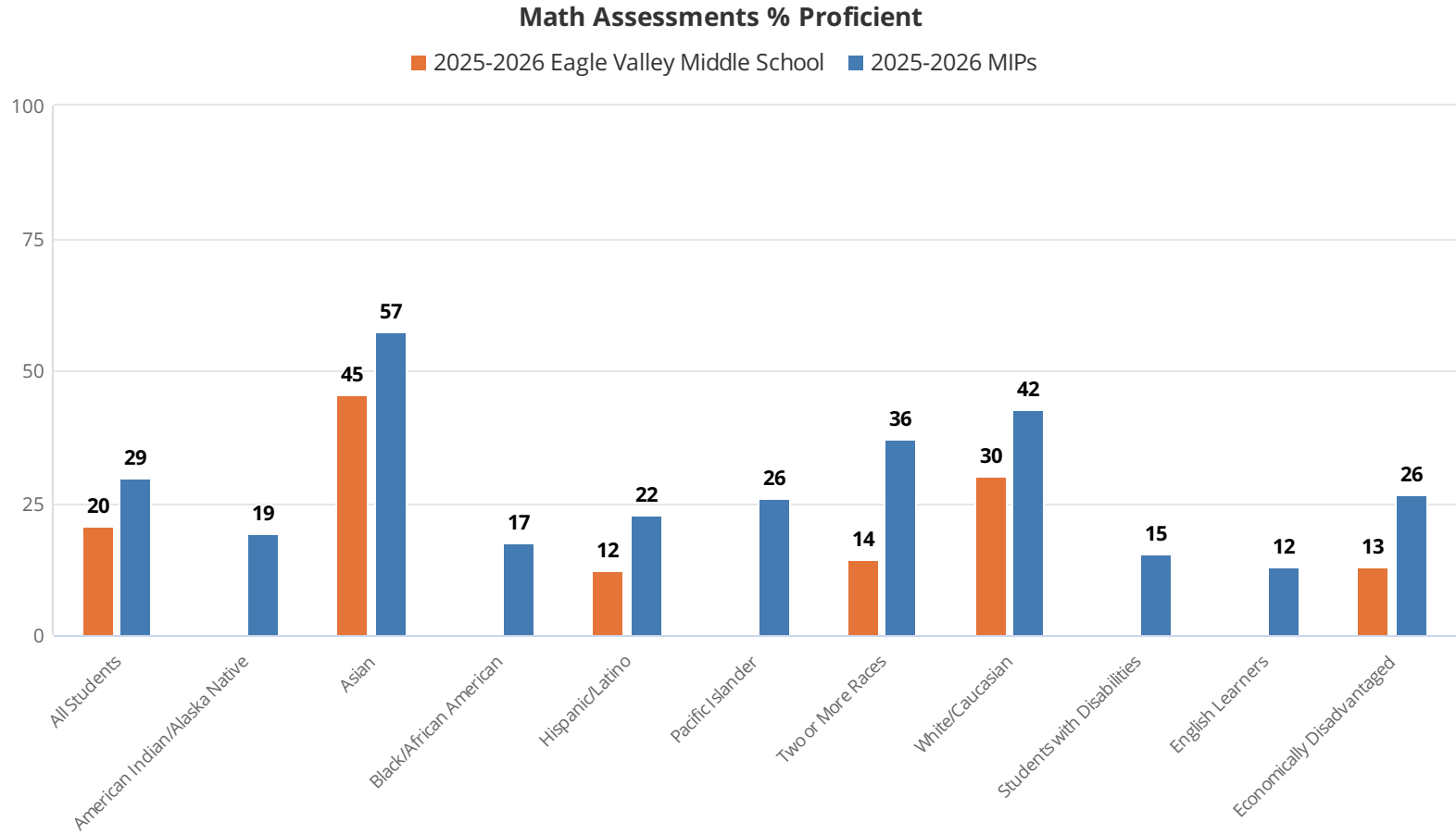
Pooled Proficiency

Pooled Proficiency Points Earned: 7/25

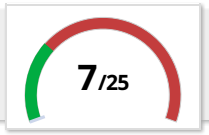
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	27.8	31.1	32.5	32.6

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	20.5	24.9	29.6	24.9	27.6	28.2
American Indian/ Alaska Native	-	20.6	19.1	14.2	15.6	16.6
Asian	45.4	43.7	57.5	64.2	63.1	56.6
Black/ African American	-	-	17.4	-	-	14.9
Hispanic/ Latino	12.1	14	22.7	17.3	16.9	20.3
Pacific Islander	-	-	26	N/A	-	24.5
Two or More Races	14.2	34.9	36.9	16.6	34	35.7
White/ Caucasian	30.1	35.1	42.8	32.9	37.5	41.6
Students with Disabilities	<5	<5	15.5	6.7	7.2	11
English Learners	<5	<5	12.8	<5	<5	8.2
Economically Disadvantaged	13.1	15.9	26.4	13.1	24.7	24.9



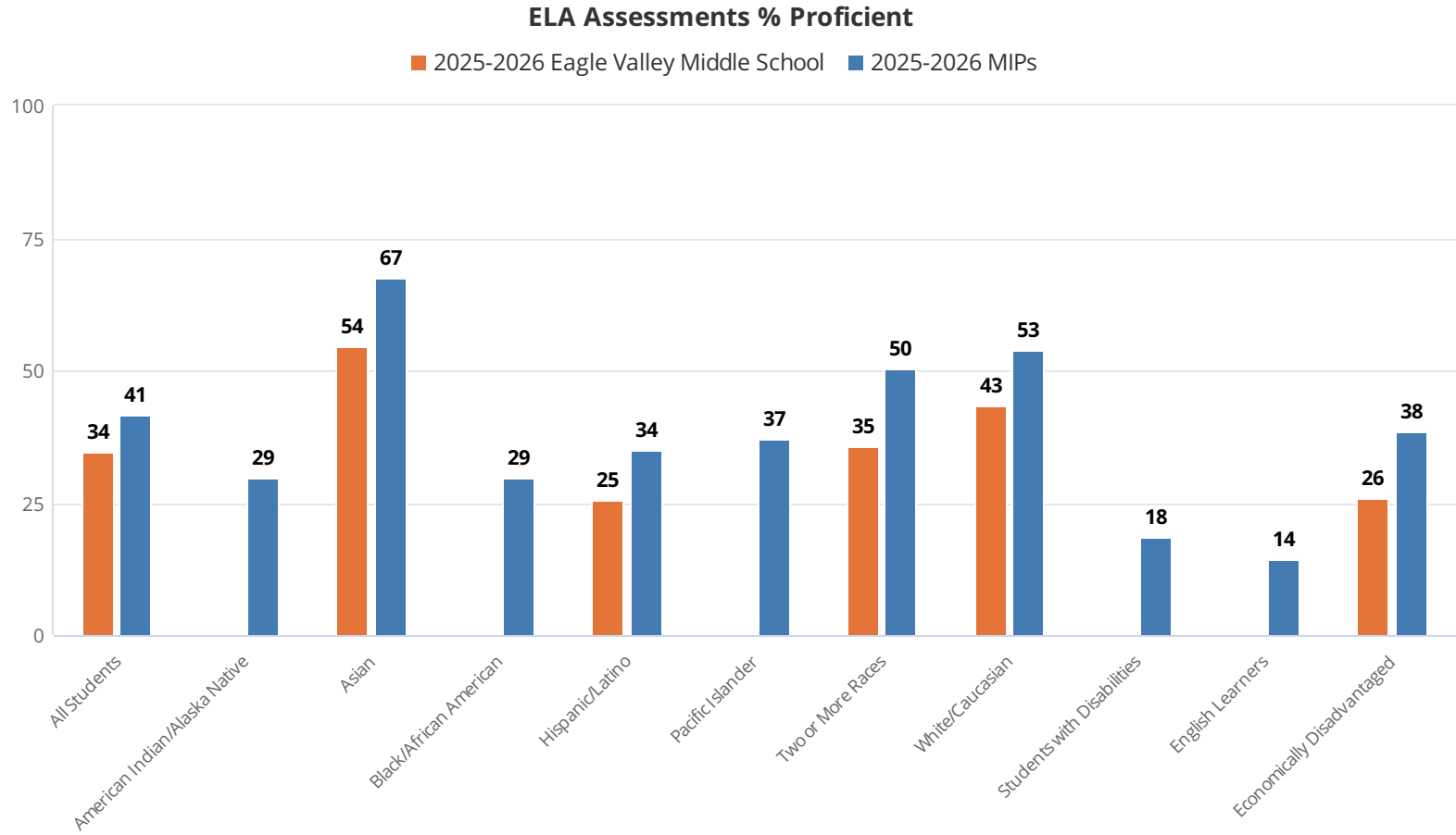
District percentages reflect the district the school was associated with when the data was collected.
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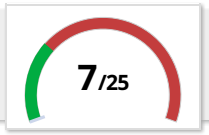
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	34.5	37.6	41.5	40.2	38.5	40.3
American Indian/ Alaska Native	-	37.9	29.6	35.7	21.8	27.5
Asian	54.5	50	67.5	78.5	78.9	66.8
Black/ African American	-	-	29.6	-	-	27.4
Hispanic/ Latino	25.4	26.1	34.8	32.8	28.6	32.8
Pacific Islander	-	-	37.2	N/A	-	35.9
Two or More Races	35.7	40.4	50.3	30	45.4	49.3
White/ Caucasian	43.5	49.1	53.8	48	47.7	52.8
Students with Disabilities	<5	6.6	18.4	7.8	8.6	14.1
English Learners	<5	<5	14.3	6.5	5.1	9.8
Economically Disadvantaged	26	26.9	38.3	29.7	34.5	37



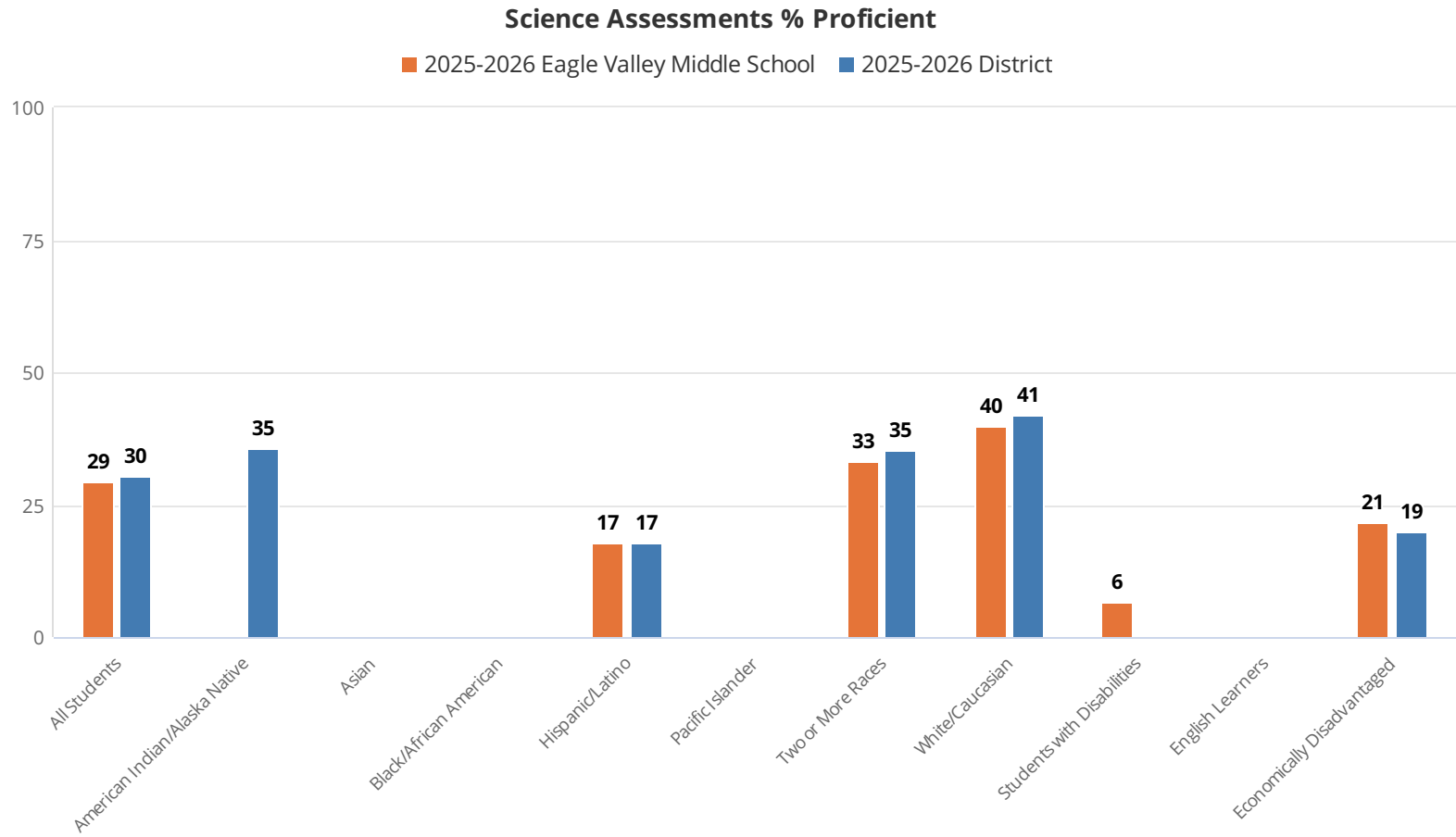
District percentages reflect the district the school was associated with when the data was collected.
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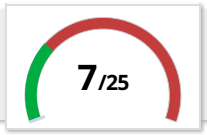
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	29.4	30.3	32.6	30
American Indian/ Alaska Native	-	35.7	-	18.1
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	17.9	17.7	22.3	19.5
Pacific Islander	-	-	N/A	-
Two or More Races	33.3	35.4	25	32.1
White/ Caucasian	40	41.8	46.3	40.8
Students with Disabilities	6.6	<5	<5	<5
English Learners	<5	<5	5.7	6.1
Economically Disadvantaged	21.6	19.9	19.4	25.4



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.



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	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
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%

District percentages reflect the district the school was associated with when the data was collected.
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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: 3/10 **ELA MGP Points Earned: 5/10**

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	43	47	48	49	49	47	45	41
American Indian/ Alaska Native	-	51	-	38	61	50	42	40
Asian	-	48	-	60	36	36	70	58
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	41	45	48	48	50.5	43	44	40
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	67	60.5	60.5	56	68	65	38	42
White/ Caucasian	44	49	47	50	47.5	49	46	43
Students with Disabilities	47.5	42	41	44	50.5	47	37	39
English Learners	36	42	39	41.5	53	46	41.5	43.5
Economically Disadvantaged	44	45	50	48	47.5	45	46	41

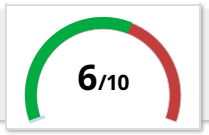
AGP Growth Data

Math AGP Points Earned: 1.5/5 **ELA AGP Points Earned: 1/5**

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	18.8	24.5	34.6	37.4	22	25.8	41.5	39.2
American Indian/ Alaska Native	-	24	-	40	14.2	16.6	46.1	27.5
Asian	-	46.1	-	46.1	66.6	61.1	76.9	73.6
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	10.8	13.3	26.3	27.1	17.1	16.5	34.1	29.7
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	19.2	38.1	42.3	44.7	14.8	30.4	33.3	49.3
White/ Caucasian	27.4	34.7	43.1	47.3	26.8	34.6	48.7	47.5
Students with Disabilities	<5	<5	6.6	8.2	5.2	7	8	9.4
English Learners	<5	<5	5.8	5.6	5.2	<5	9.5	10.7
Economically Disadvantaged	13.9	16.3	27.7	29	13.1	24.2	34.3	36.1

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

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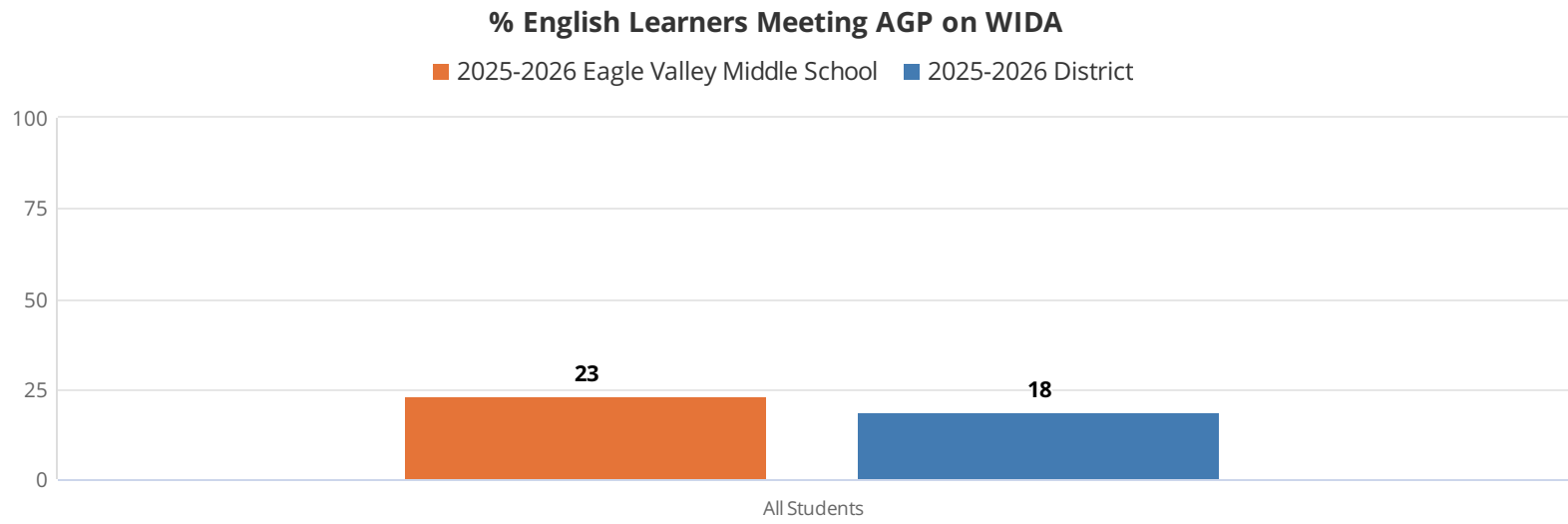


English Language

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.

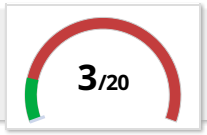
English Language Points Earned: 6/10

	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	99	23.2	18.8	89	16.8	18.3



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

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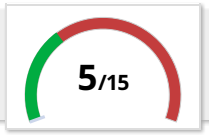
Closing Opportunity Gaps

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: 1/10 **ELA AGP Points Earned: 2/10**

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	6.8	8.9	17.4	18.7	8.1	8.8	25.1	21.3
American Indian/ Alaska Native	-	5.5	-	31.2	<5	8	-	19
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	5.2	5.9	13.9	15.4	7.9	6.9	22.8	18.2
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	13.6	18	27.7	23	<5	7.4	21	24.4
White/ Caucasian	8.6	12.8	22.1	23.3	9.5	11.9	27.3	25.3
Students with Disabilities	<5	<5	<5	<5	<5	<5	6.9	6.8
English Learners	<5	<5	<5	<5	<5	<5	8.6	10.1
Economically Disadvantaged	6.2	7.7	16.9	17.4	<5	7.7	23.7	19.7

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.



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

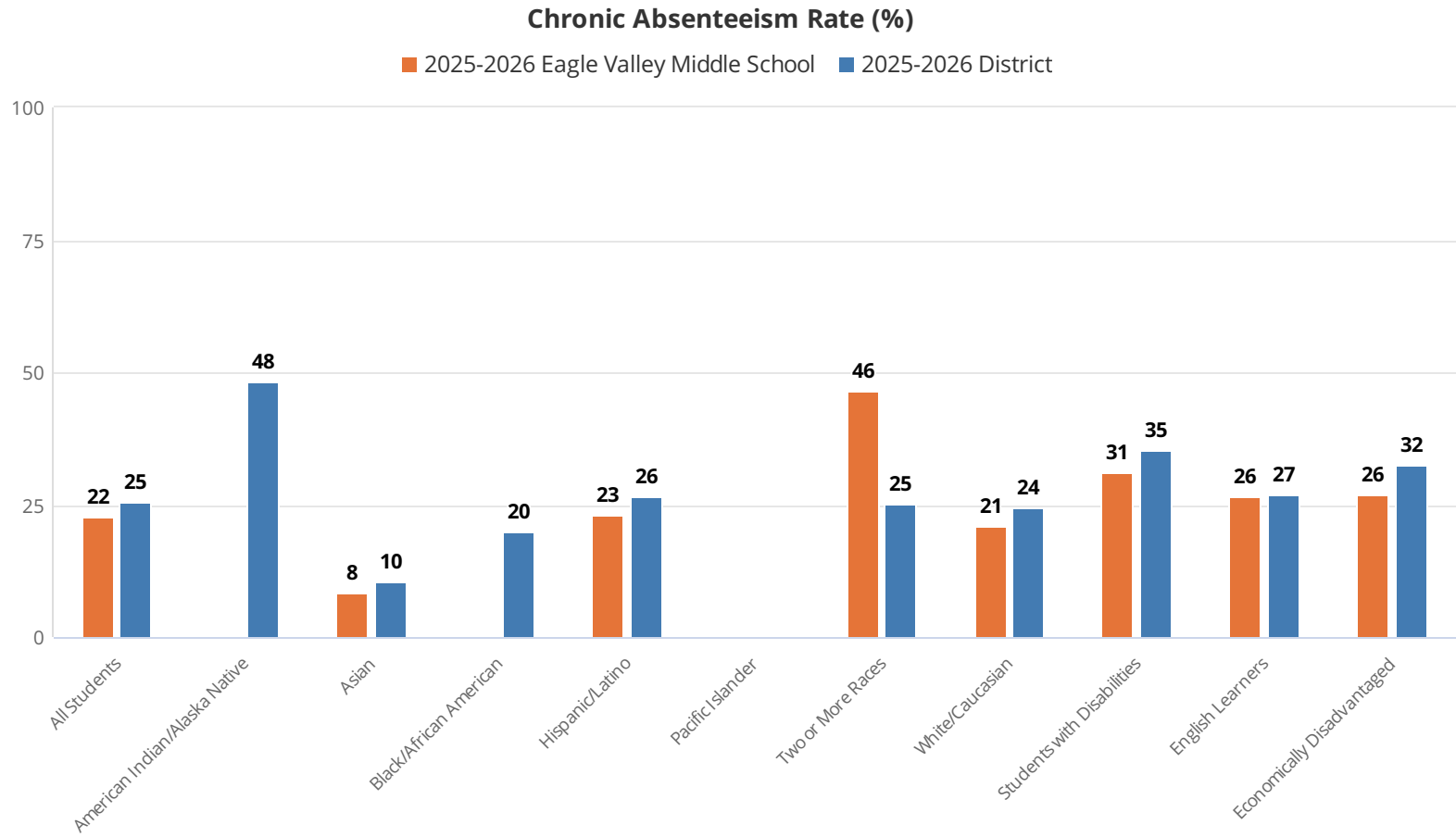
Chronic Absenteeism Points Earned: 1/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	22.8	25.6	22.6	28.6
American Indian/ Alaska Native	-	48.3	50	55.5
Asian	8.3	10.5	14.2	9
Black/ African American	-	20	-	45.4
Hispanic/ Latino	23.1	26.4	21.1	27.6
Pacific Islander	-	-	N/A	-
Two or More Races	46.6	25.2	20.5	23.4
White/ Caucasian	21.1	24.4	23.4	29.3
Students with Disabilities	31.2	35.4	28.7	38.1
English Learners	26.7	27	21.2	26.4
Economically Disadvantaged	26.8	32.4	30.4	32.2

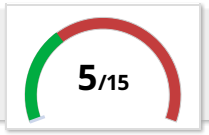
All Students Chronic Absenteeism Percent Change: 0.8%

Points Earned by the Chronic Absenteeism Rate: 1/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Student Engagement

Academic Learning Plans

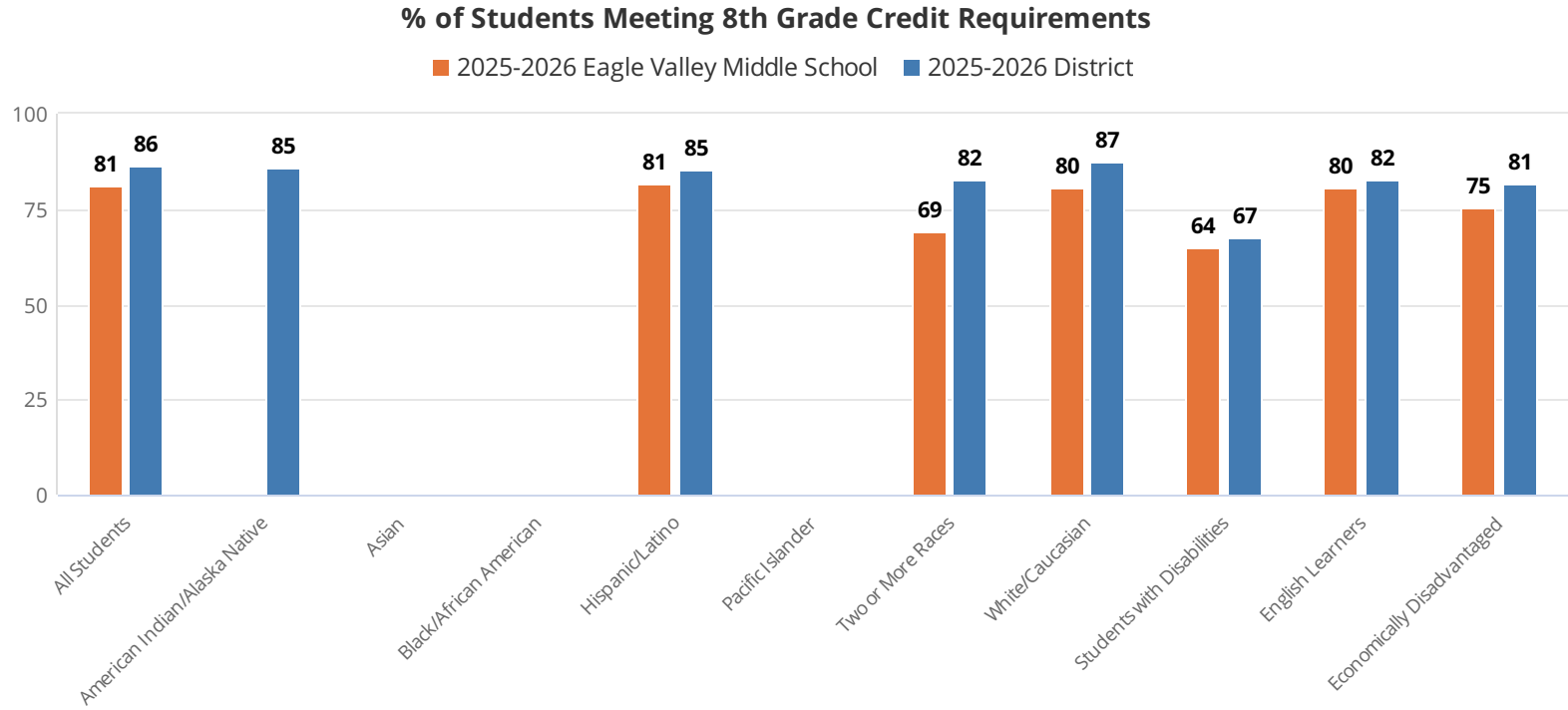
Academic Learning Plans Points Earned 2/2

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	>95
Asian	>95	>95	>95	>95
Black/ African American	-	>95	-	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	-	N/A	-
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 2/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	81	86.4	82.7	84.8
American Indian/ Alaska Native	-	85.7	-	58.3
Asian	-	-	-	-
Black/ African American	-	-	N/A	-
Hispanic/ Latino	81.9	85.6	76.7	80.4
Pacific Islander	-	-	N/A	-
Two or More Races	69.2	82.8	76.9	82.1
White/ Caucasian	80.7	87.4	92.3	91.3
Students with Disabilities	64.8	67.6	64.5	67.8
English Learners	80.4	82.7	56.4	59.2
Economically Disadvantaged	75.5	81.9	68	81.1



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School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2025-2026	Summer 2029

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.

MS CSI Cut Scores	**15.7**			
Populations	**Baseline NSPF Index Score (2025-2026)**	**NSPF Index Score (2026-2027)**	**NSPF Index Score (2027-2028)**	**NSPF Index Score (2028-2029)**
American Indian/ Alaska Native	*			
Asian	*			
Black/ African American	*			
Hispanic/ Latino	18.3			
Pacific Islander	*			
Two or More Races	44			
White/ Caucasian	41.6			
Students with Disabilities	15.5			
English Learners	18			
Economically Disadvantaged	20			

* = 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.

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.

Fremont Elementary

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 1511 Firebox Rd. Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

38.3% White/Caucasian
0.5% Black/African American
52.9% Hispanic/Latino
1.4% Asian
1.8% American Indian/Alaska Native
0.7% Pacific Islander
4.1% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	50 ★★★
2023-2024	22 ★

Additional Student Groups

18.4% English Learners
18.4% Students with Disabilities
100% 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.

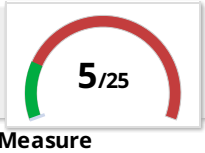
How are school star ratings determined?

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?

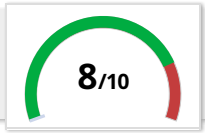
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



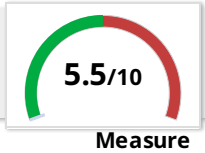
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**30.5**	34.6
Math Proficiency	36.1	35.2
ELA Proficiency	31.9	39.1
Science Proficiency	11	19.9
Read-by-Grade-3 Proficiency	30.8	36.5



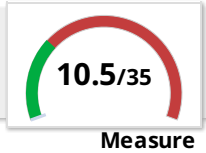
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.3	50.4



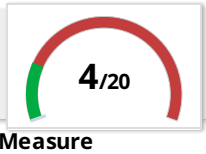
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.5	11.6



Growth Indicator

Measure	School Median	District Median
Math MGP	46	51.5
ELA MGP	41	47
	School Rate	**District Rate**
Met Math AGP Target	29.5	36.2
Met ELA AGP Target	36.6	45.1

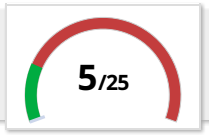


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	19.3	25.9
Prior Non-Proficient Met ELA AGP Target	29.8	35.5

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

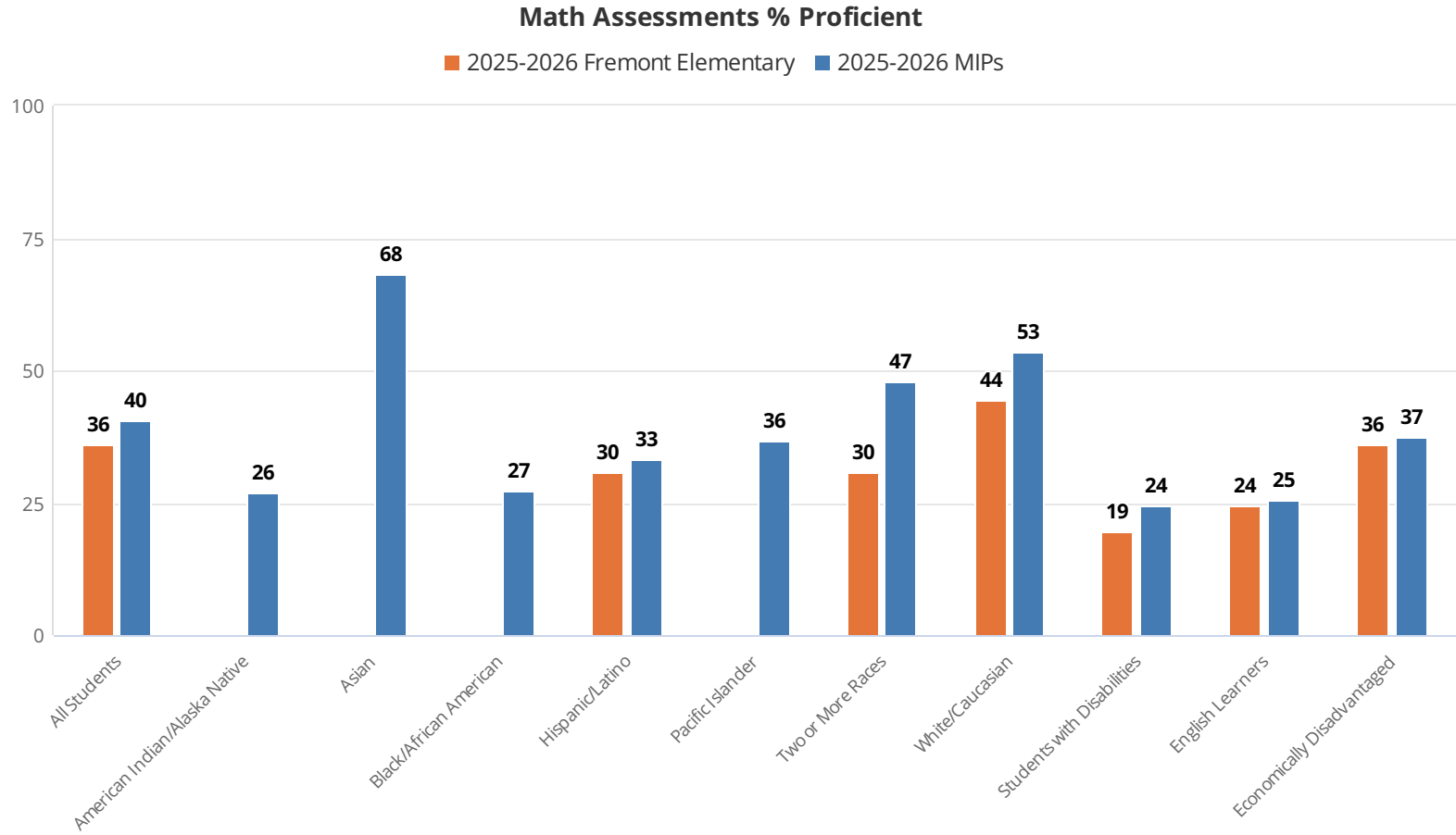
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 3/20

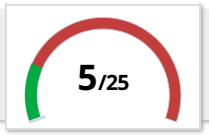
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	30.5	34.6	30.7	36.4

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	36.1	35.2	40.4	35.3	38.2	39.2
American Indian/ Alaska Native	-	17.5	26.8	-	18.5	23
Asian	-	56	68.2	-	78.2	67.5
Black/ African American	-	-	27.4	N/A	-	25.2
Hispanic/ Latino	30.9	25.9	33.3	29.4	27.9	31.3
Pacific Islander	-	-	36.6	-	-	35.3
Two or More Races	30.7	33.3	47.9	-	36	46.8
White/ Caucasian	44.5	45.7	53.4	41.2	48.4	52.4
Students with Disabilities	19.5	15.6	24.5	9.7	17.6	20.5
English Learners	24.4	15.4	25.4	22	14.2	21.5
Economically Disadvantaged	36.1	34.1	37.5	35.3	36.6	36.3



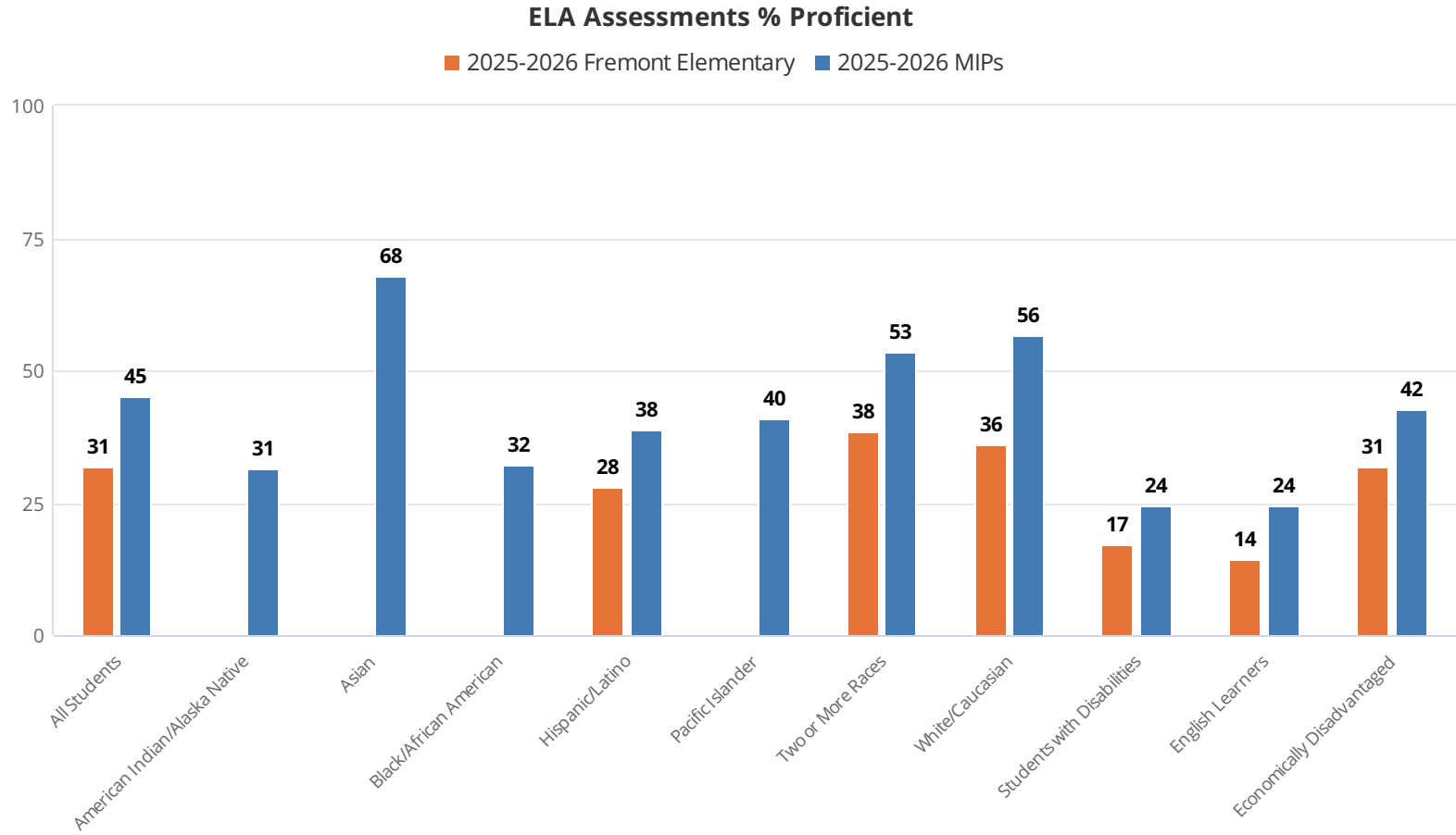
District percentages reflect the district the school was associated with when the data was collected.
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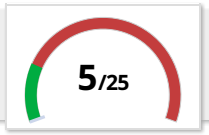
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	31.9	39.1	45	35.3	40.6	43.9
American Indian/ Alaska Native	-	17.5	31.5	-	14.8	27.9
Asian	-	68	68	-	69.5	67.3
Black/ African American	-	-	32.3	N/A	-	30.2
Hispanic/ Latino	28	32.2	38.7	25.5	29.6	36.8
Pacific Islander	-	-	40.9	-	-	39.7
Two or More Races	38.4	44.3	53.5	-	50.6	52.5
White/ Caucasian	36.1	46.3	56.8	45.8	50.7	55.9
Students with Disabilities	17.3	14.2	24.6	9.7	14.7	20.6
English Learners	14.2	12.3	24.4	16	12	20.4
Economically Disadvantaged	31.9	37	42.5	35.3	37	41.3



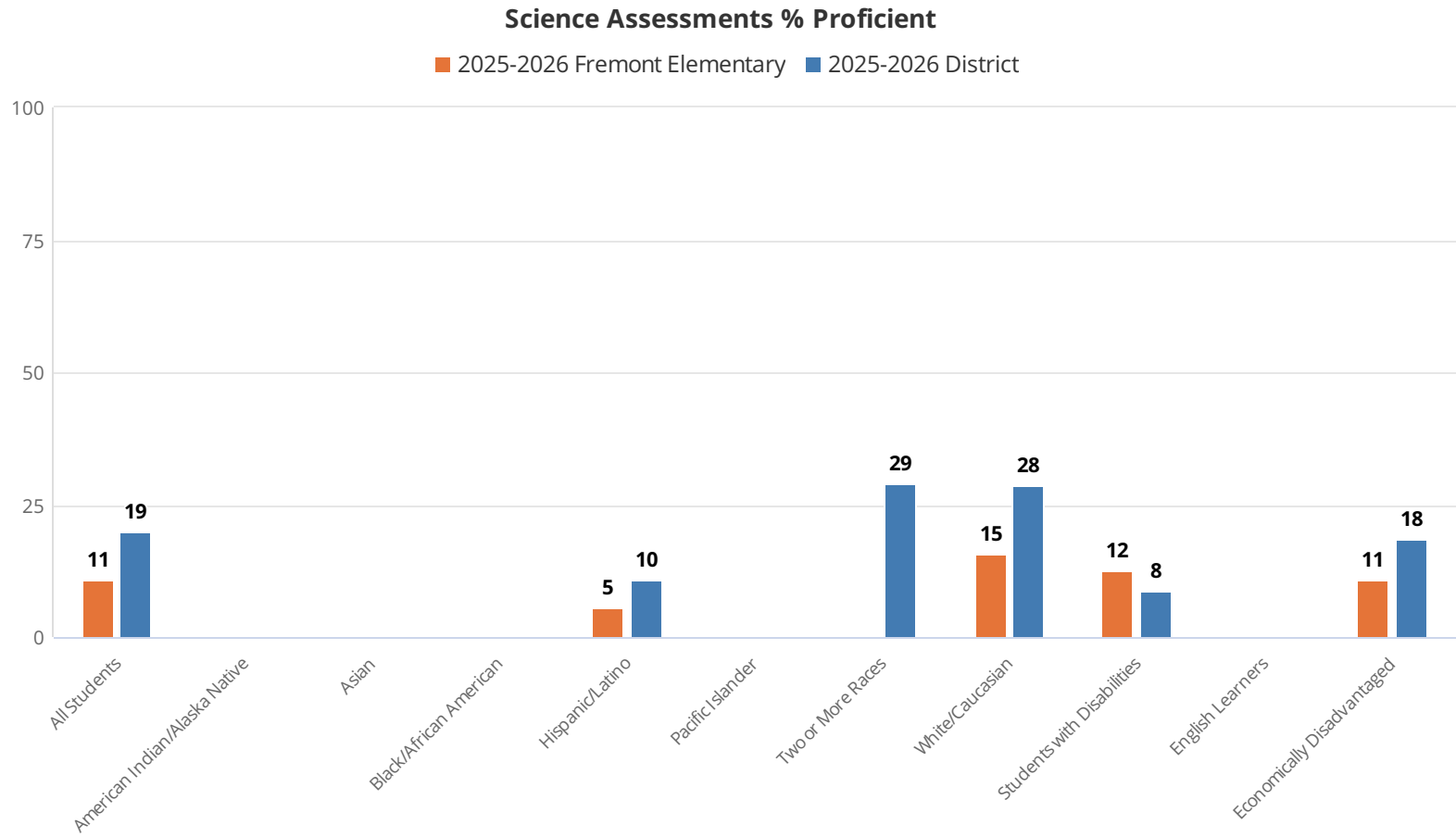
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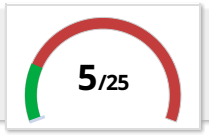
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	11	19.9	<5	18.2
American Indian/ Alaska Native	-	<5	N/A	-
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	5.7	10.9	<5	7.4
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	29	N/A	22.2
White/ Caucasian	15.7	28.8	8.8	29.2
Students with Disabilities	12.5	8.8	<5	8.9
English Learners	<5	<5	<5	<5
Economically Disadvantaged	11	18.6	<5	17.1



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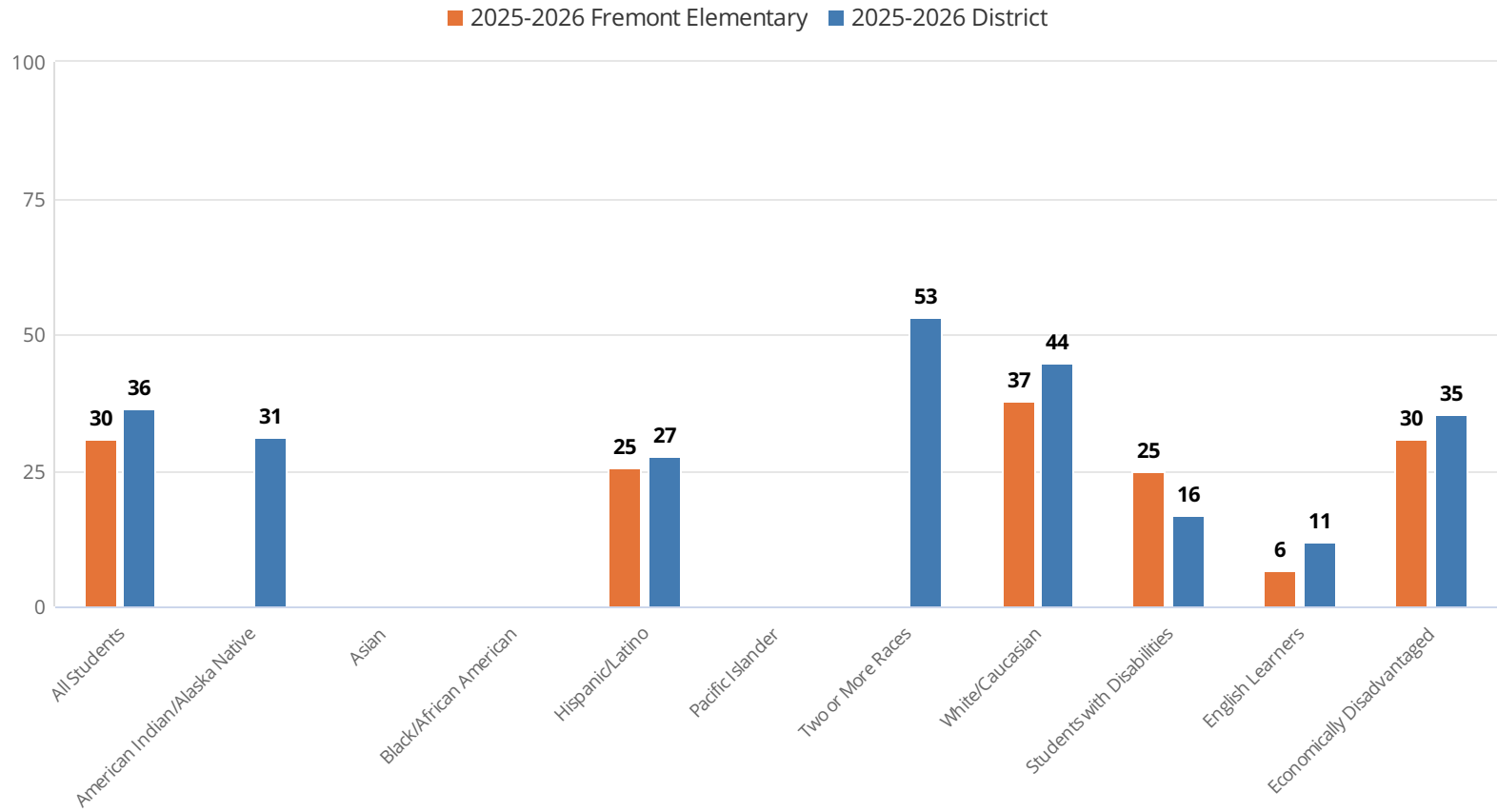
Academic Achievement

Read by Grade 3 Proficient

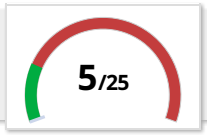
Read by Grade 3 Points Earned: 2/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	30.8	36.5	43.8	39.3
American Indian/ Alaska Native	-	31.2	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	-	-	N/A	-
Hispanic/ Latino	25.5	27.7	34.2	30.4
Pacific Islander	-	-	-	-
Two or More Races	-	53.3	-	42.3
White/ Caucasian	37.8	44.8	51.4	48.4
Students with Disabilities	25	16.8	-	12.9
English Learners	6.6	11.9	23	18.9
Economically Disadvantaged	30.8	35.3	43.8	36.5

Read by Grade 3 % Proficient



District percentages reflect the district the school was associated with when the data was collected.
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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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
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%

District percentages reflect the district the school was associated with when the data was collected.
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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: 3/10**

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	46	51.5	41	47	55.5	55	47.5	49
American Indian/ Alaska Native	-	50	-	46	-	53	-	37
Asian	-	45	-	51.5	-	71	-	49
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	49	51	43	46.5	54	51	44.5	46
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	38	-	44.5	-	62	-	52.5
White/ Caucasian	48	55	35	49	55	58	49	52
Students with Disabilities	32	49	18	33	39	52	43	37
English Learners	53.5	54	53	44	51	45.5	40	38
Economically Disadvantaged	46	49	41	48	55.5	52	47.5	46

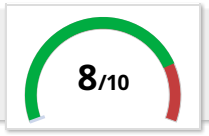
AGP Growth Data

Math AGP Points Earned: 2.5/7.5 **ELA AGP Points Earned: 1/7.5**

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	29.5	36.2	36.6	45.1	38.7	41.3	45	51.5
American Indian/ Alaska Native	-	19	-	19	-	29.4	-	35.2
Asian	-	43.7	-	75	-	64.2	-	71.4
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	27.1	28.8	33.3	39.7	35.7	31.2	44	43.3
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	28.3	-	42.5	-	43.4	-	69.5
White/ Caucasian	33.7	45.1	38.9	51.1	40	51.1	44.2	58.4
Students with Disabilities	15.7	22.5	15.7	20.7	10.5	28.9	21	29.2
English Learners	20	18.7	33.3	28	26.4	14.8	29.4	26.8
Economically Disadvantaged	29.5	33.1	36.6	43.7	38.7	38	45	48.1

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

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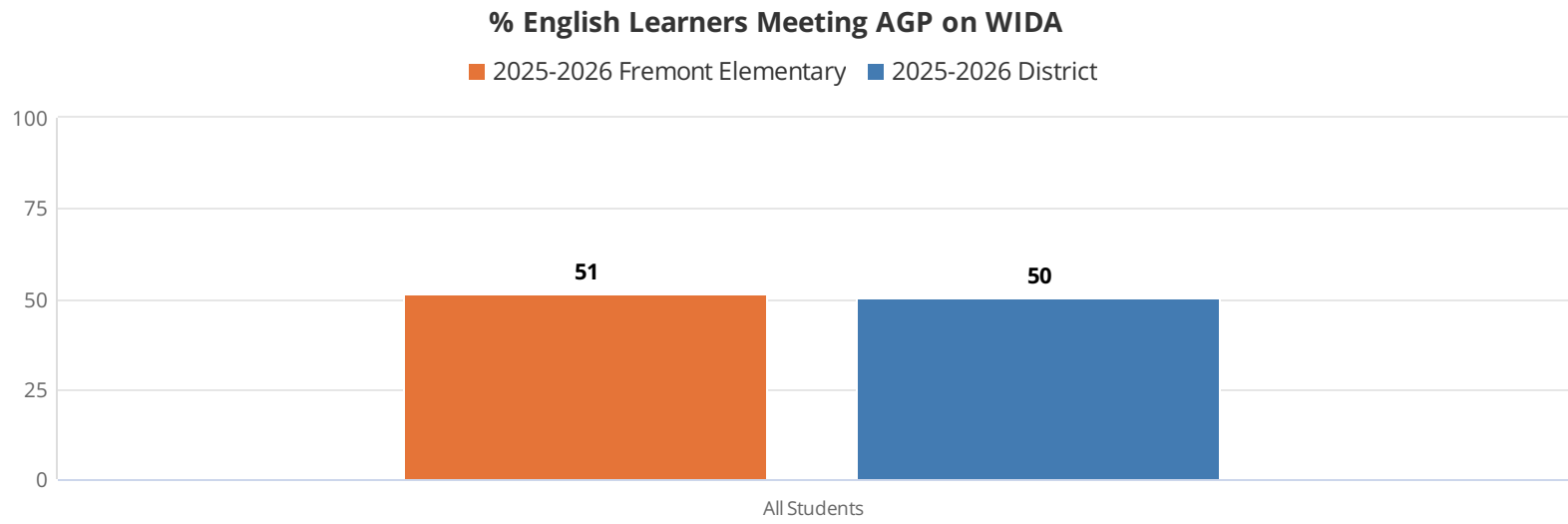


English Language

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.

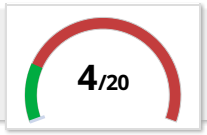
English Language Points Earned: 8/10

	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	76	51.3	50.4	77	53.2	54.9



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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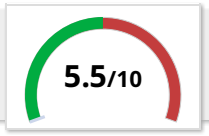


Closing Opportunity Gaps

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: 2/10		ELA AGP Points Earned: 2/10	
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	19.3	25.9	29.8	35.5	26.8	29.5	42.5	43.4
American Indian/ Alaska Native	-	23.5	-	16.6	-	26.6	-	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	18.1	22.6	33.3	33.8	27.5	24.2	40.5	39.3
Pacific Islander	-	-	-	-	N/A	N/A	-	-
Two or More Races	-	20.5	-	27.5	-	30.7	-	59.2
White/ Caucasian	21	30.6	26.1	40	25.5	37.2	43.4	48.5
Students with Disabilities	<5	15.9	<5	19.3	5.8	23.7	11.7	26.8
English Learners	16	15.3	33.3	28	21.8	12.5	27.2	25
Economically Disadvantaged	19.3	24.3	29.8	35.5	26.8	26.2	42.5	40.8

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

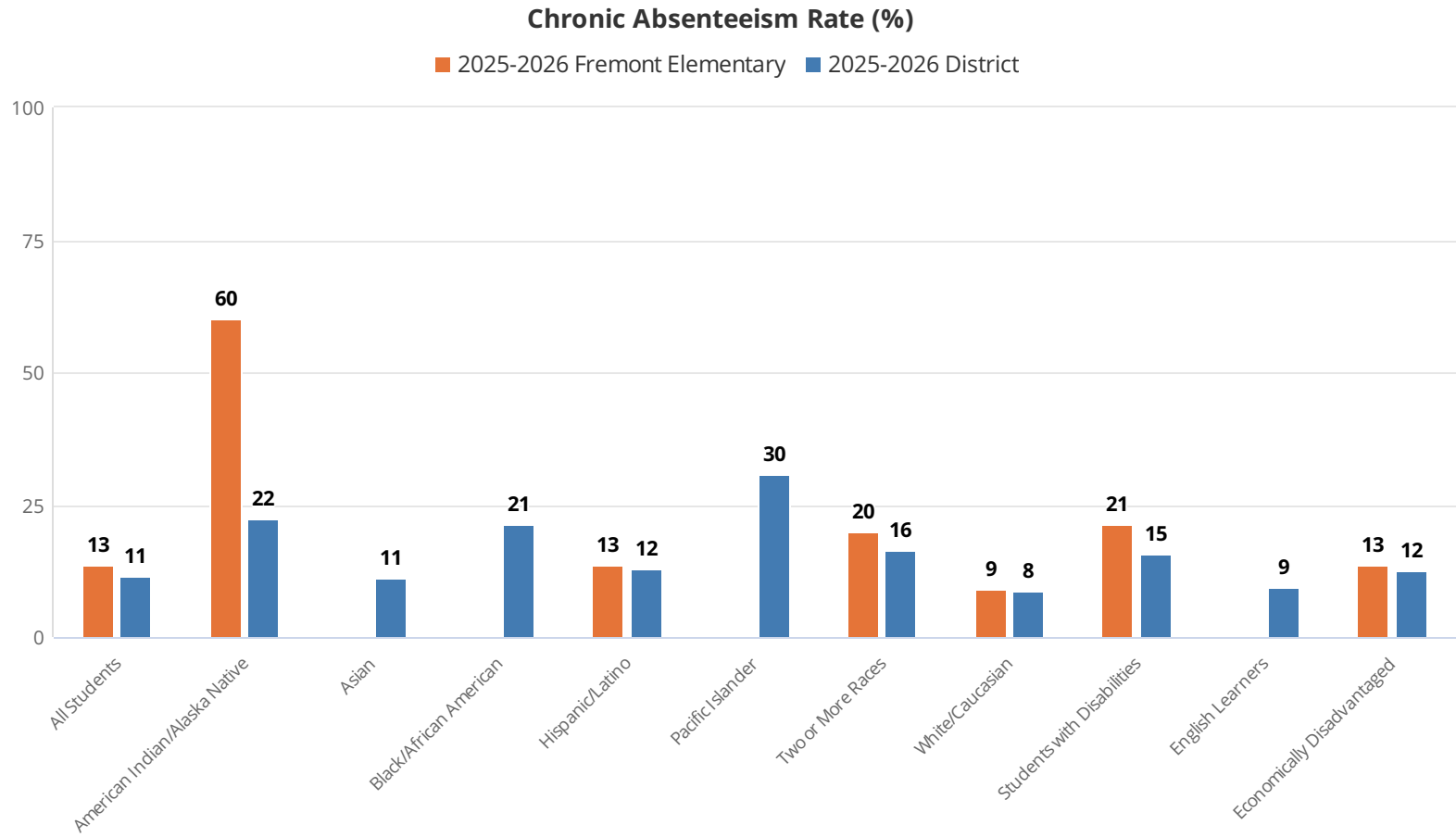
Chronic Absenteeism Points Earned: 5.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	13.5	11.6	11.9	17.6
American Indian/ Alaska Native	60	22.5	-	26.6
Asian	-	11.1	-	15.2
Black/ African American	-	21.4	N/A	20
Hispanic/ Latino	13.8	12.9	12.5	18.7
Pacific Islander	-	30.7	-	8.3
Two or More Races	20	16.4	50	25.8
White/ Caucasian	9	8.8	8.4	15.1
Students with Disabilities	21.5	15.8	17.6	24.5
English Learners	<5	9.3	6.3	18.2
Economically Disadvantaged	13.5	12.6	11.9	18.4

All Students Chronic Absenteeism Percent Change: 13.4%

Points Earned by the Chronic Absenteeism Rate: 5.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Fremont Elementary

School Year 2024-2025 Nevada School Rating

School Level:	Elementary School
Grade Levels:	PK-05
District:	Carson City
School Address:	1511 Firebox Rd. Carson City, NV 89701



Total Index Score

School Type:	Regular
School Designation:	No Designation
95% Assessment Participation:	Met

Student Race/Ethnicity

39.7% White/Caucasian
0.5% Black/African American
54.2% Hispanic/Latino
0.7% Asian
0.9% American Indian/Alaska Native
0.9% Pacific Islander
2.8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	22 ★
2022-2023	31 ★★

Additional Student Groups

20% English Learners
20% Students with Disabilities
100% 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.

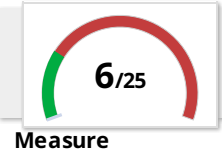
How are school star ratings determined?

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?

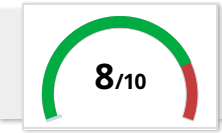
Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2024-2025 School Performance



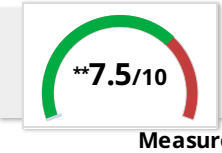
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**30.7**	36.4
Math Proficiency	35.3	38.2
ELA Proficiency	35.3	40.6
Science Proficiency	<5	18.2
Read-by-Grade-3 Proficiency	43.8	39.3



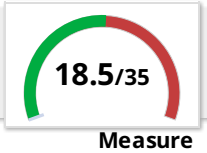
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	53.2	54.9



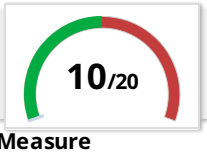
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11.9	17.6
Climate Survey Participation	93	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	55.5	55
ELA MGP	47.5	49
	School Rate	**District Rate**
Met Math AGP Target	38.7	41.3
Met ELA AGP Target	45	51.5

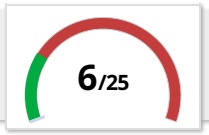


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.8	29.5
Prior Non-Proficient Met ELA AGP Target	42.5	43.4

** 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

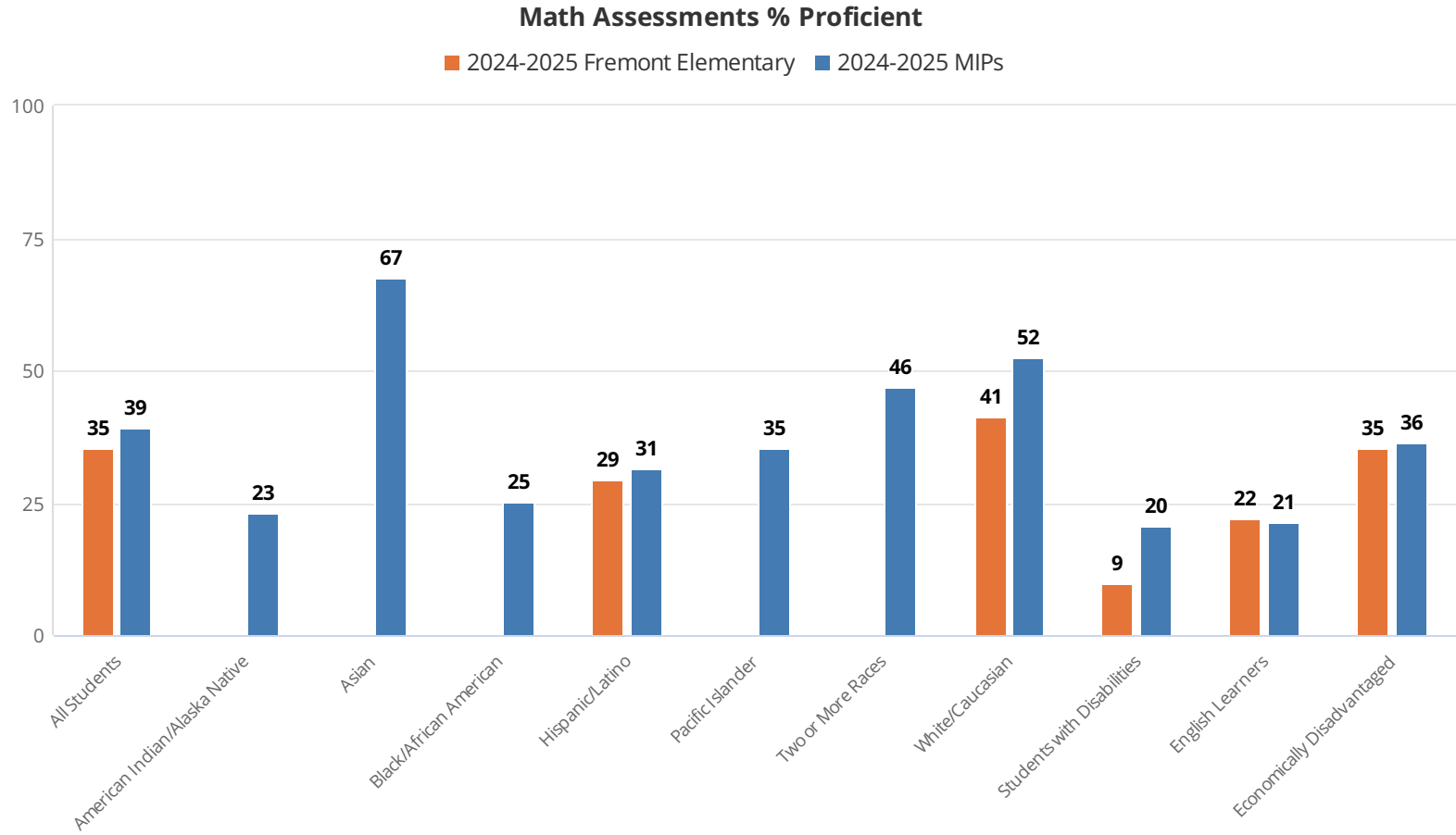
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

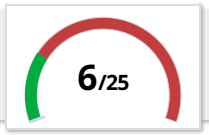
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	30.7	36.4	24.7	32.9

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	35.3	38.2	39.2	27.1	33	55.8
American Indian/ Alaska Native	-	18.5	23	-	17.2	43.7
Asian	-	78.2	67.5	-	62.5	73.3
Black/ African American	N/A	-	25.2	N/A	41.6	42
Hispanic/ Latino	29.4	27.9	31.3	19.2	22.7	48.2
Pacific Islander	-	-	35.3	-	-	55.7
Two or More Races	-	36	46.8	-	42	61.6
White/ Caucasian	41.2	48.4	52.4	35.3	42.1	65.1
Students with Disabilities	9.7	17.6	20.5	12.2	19	38.8
English Learners	22	14.2	21.5	14.2	13.7	
Economically Disadvantaged	35.3	36.6	36.3	27.1	31.1	47.7



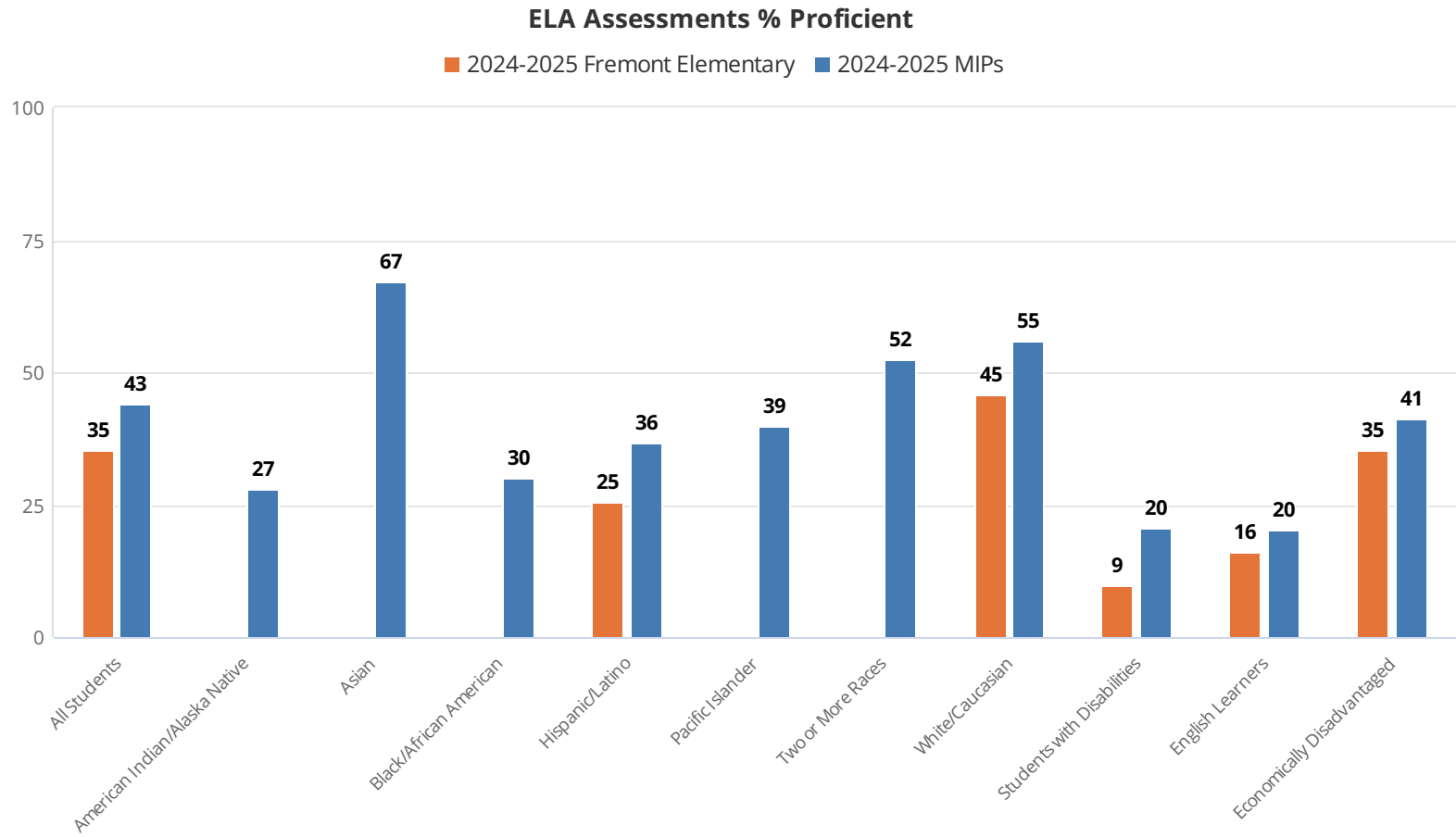
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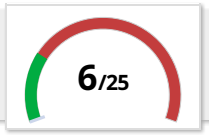
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	35.3	40.6	43.9	27.1	38.5	63.1
American Indian/ Alaska Native	-	14.8	27.9	-	20.6	50.7
Asian	-	69.5	67.3	-	62.5	78.9
Black/ African American	N/A	-	30.2	N/A	58.3	50.8
Hispanic/ Latino	25.5	29.6	36.8	22.2	28.8	55.6
Pacific Islander	-	-	39.7	-	-	63.9
Two or More Races	-	50.6	52.5	-	46.5	69.5
White/ Caucasian	45.8	50.7	55.9	33.6	46.9	72.1
Students with Disabilities	9.7	14.7	20.6	6.1	17.5	39.9
English Learners	16	12	20.4	7.1	11.2	
Economically Disadvantaged	35.3	37	41.3	27.1	35.6	54.4



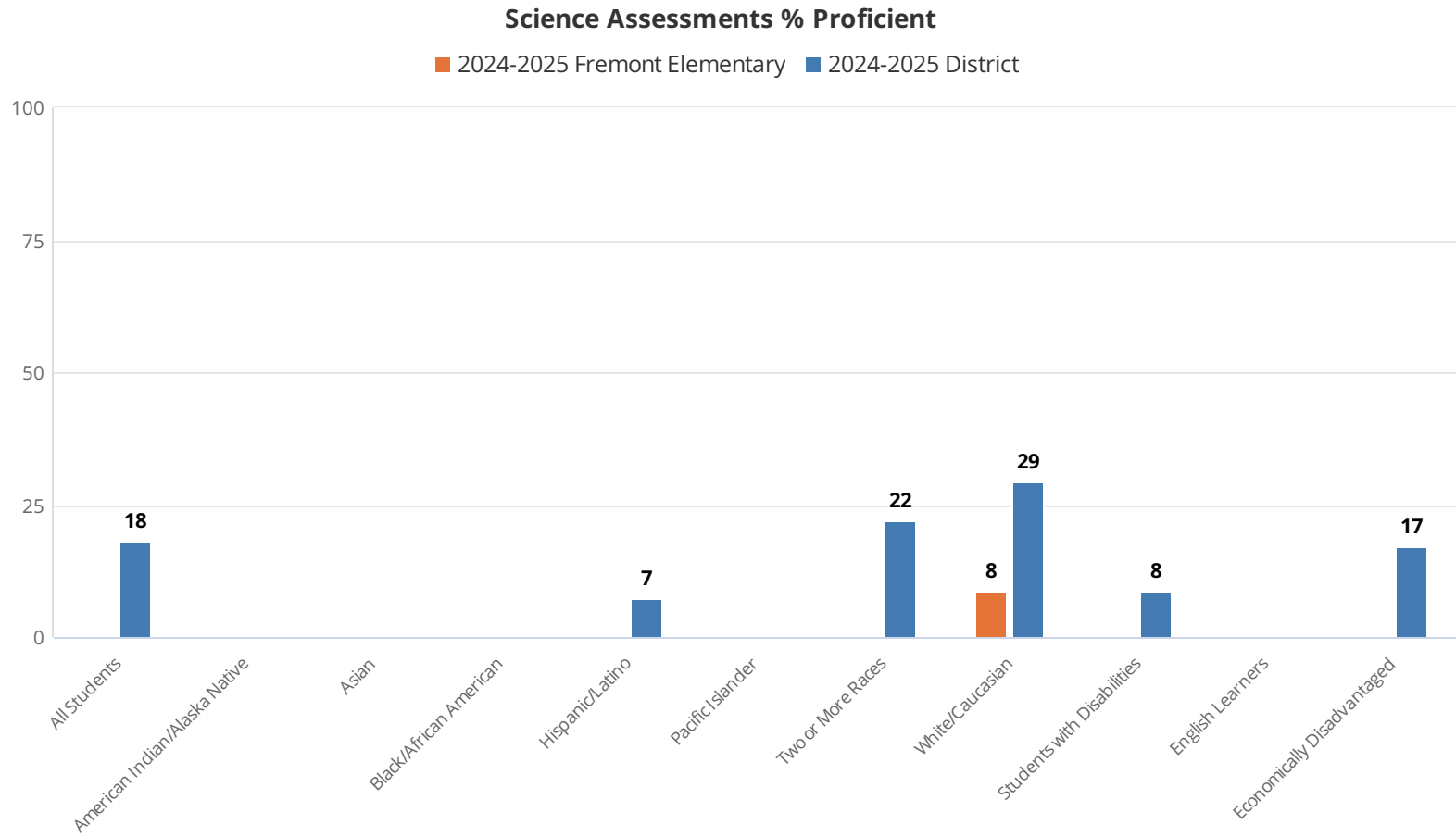
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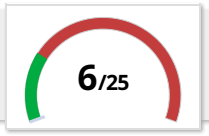
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	<5	18.2	10.9	15.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	<5	7.4	6.6	8.4
Pacific Islander	-	-	N/A	N/A
Two or More Races	N/A	22.2	-	27.7
White/ Caucasian	8.8	29.2	16.6	21.7
Students with Disabilities	<5	8.9	<5	<5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	<5	17.1	10.9	14.5



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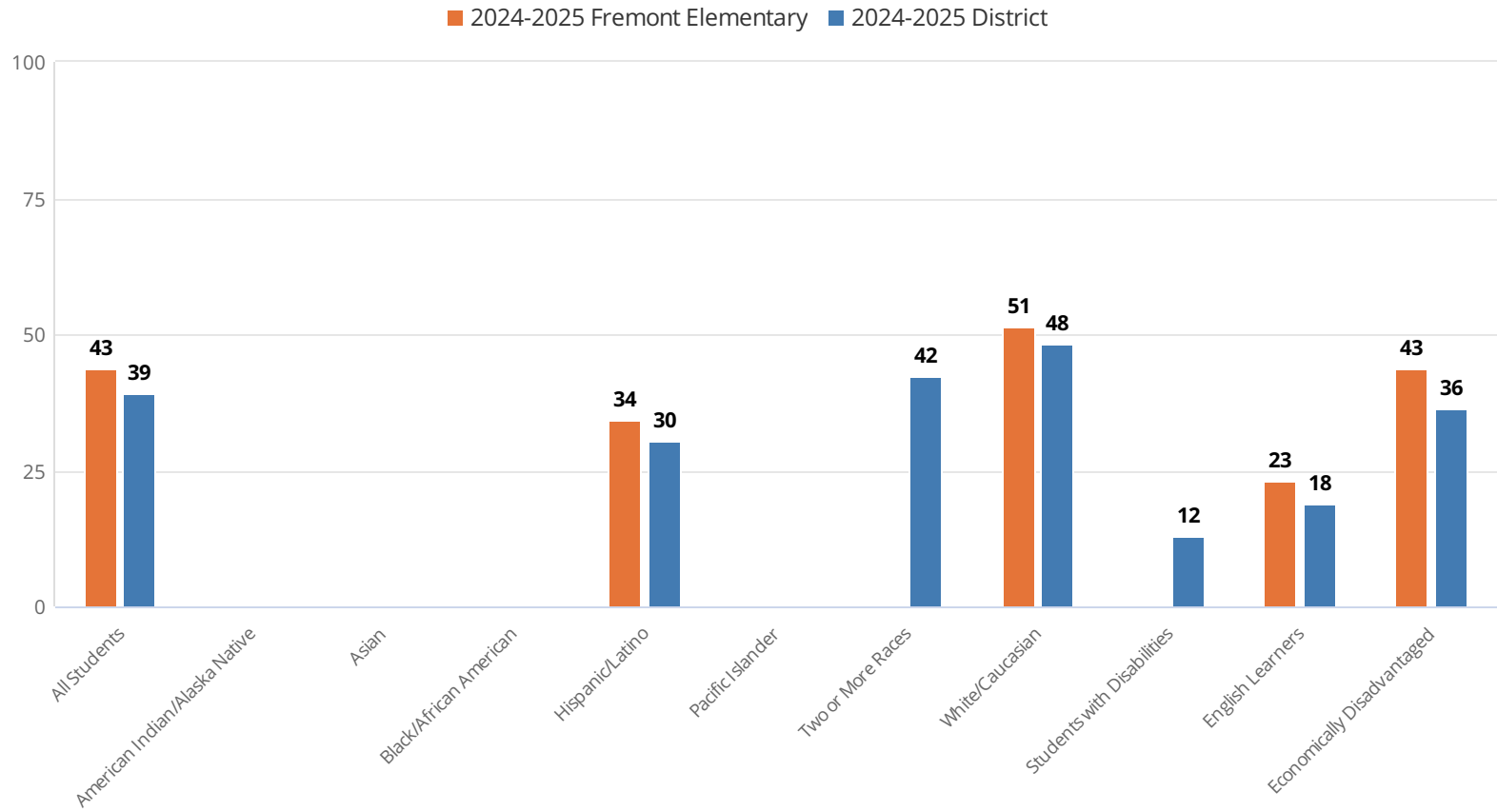
Academic Achievement

Read by Grade 3 Proficient

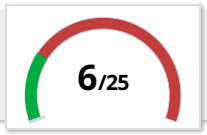
Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	43.8	39.3	19.1	34.5
American Indian/ Alaska Native	N/A	-	-	7.1
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	34.2	30.4	6.9	27.5
Pacific Islander	-	-	-	-
Two or More Races	-	42.3	-	42.4
White/ Caucasian	51.4	48.4	30.9	41
Students with Disabilities	-	12.9	11.7	20.6
English Learners	23	18.9	<5	12.6
Economically Disadvantaged	43.8	36.5	19.1	33

Read by Grade 3 % Proficient



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Academic Achievement

Participation on State Assessments

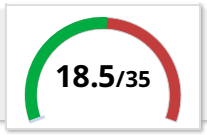
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	-	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
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%

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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: 7/10 **ELA MGP Points Earned: 4/10**

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	55.5	55	47.5	49	37	44	39	50
American Indian/ Alaska Native	-	53	-	37	N/A	29	N/A	53
Asian	-	71	-	49	-	69	-	76
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	54	51	44.5	46	40	44	40	46
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	62	-	52.5	-	34	-	50
White/ Caucasian	55	58	49	52	32	42	47	53
Students with Disabilities	39	52	43	37	37	47	28	43
English Learners	51	45.5	40	38	39	46.5	40	39.5
Economically Disadvantaged	55.5	52	47.5	46	37	40	39	49

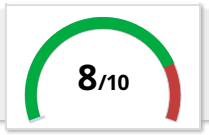
AGP Growth Data

Math AGP Points Earned: 4.5/7.5 **ELA AGP Points Earned: 3/7.5**

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	38.7	41.3	45	51.5	20.1	29.8	30.8	42.5
American Indian/ Alaska Native	-	29.4	-	35.2	N/A	7.6	N/A	30.7
Asian	-	64.2	-	71.4	-	60	-	60
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	35.7	31.2	44	43.3	17.6	22.5	25.8	33.4
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	43.4	-	69.5	-	33.9	-	50.9
White/ Caucasian	40	51.1	44.2	58.4	23.1	35.9	37.6	50
Students with Disabilities	10.5	28.9	21	29.2	<5	19.3	8.3	23.5
English Learners	26.4	14.8	29.4	26.8	9.6	15.4	22.5	20.5
Economically Disadvantaged	38.7	38	45	48.1	20.1	27.9	30.8	39.2

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

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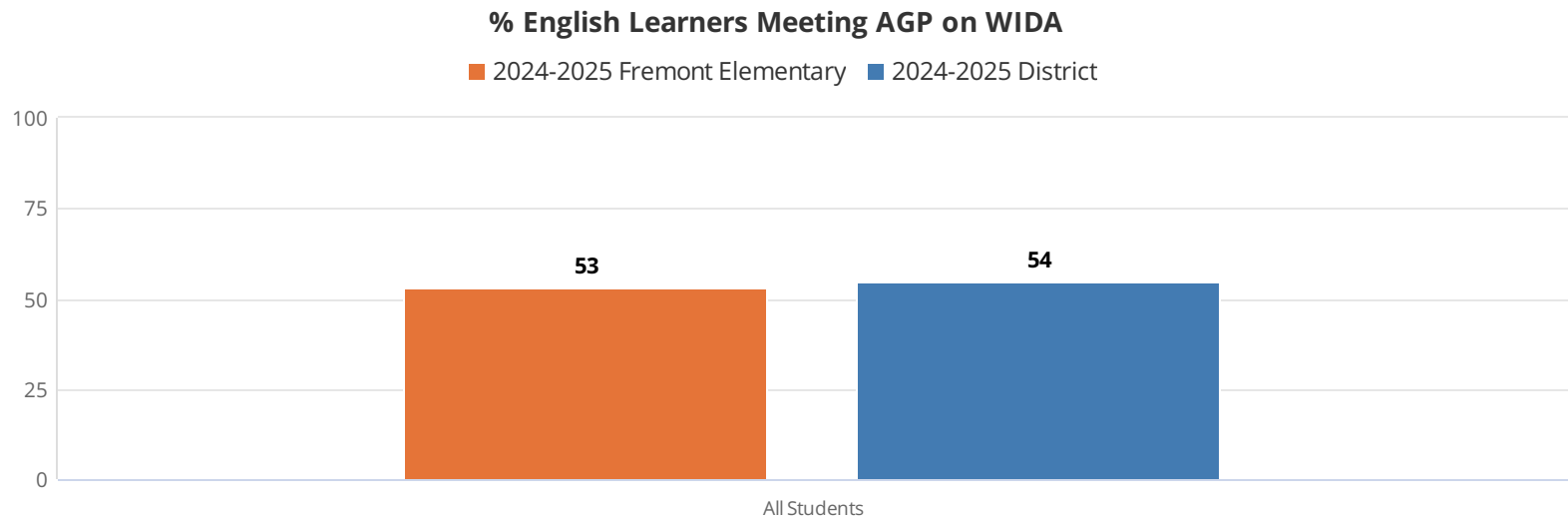


English Language

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.

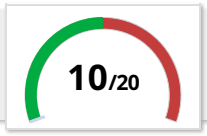
English Language Points Earned: 8/10

	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	77	53.2	54.9	79	53.1	50



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

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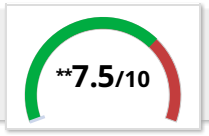
Closing Opportunity Gaps

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 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: 4/10 **ELA AGP Points Earned: 6/10**

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	26.8	29.5	42.5	43.4	13.2	20	23	31.6
American Indian/ Alaska Native	-	26.6	-	28.5	N/A	9	N/A	-
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	27.5	24.2	40.5	39.3	10.1	16.4	23.3	26.8
Pacific Islander	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Two or More Races	-	30.7	-	59.2	-	16.6	-	36.6
White/ Caucasian	25.5	37.2	43.4	48.5	18.4	25.3	23	37.4
Students with Disabilities	5.8	23.7	11.7	26.8	<5	12.7	8.3	18.8
English Learners	21.8	12.5	27.2	25	7.6	16.3	23.3	20
Economically Disadvantaged	26.8	26.2	42.5	40.8	13.2	19.4	23	28.8

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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: 7.5/10

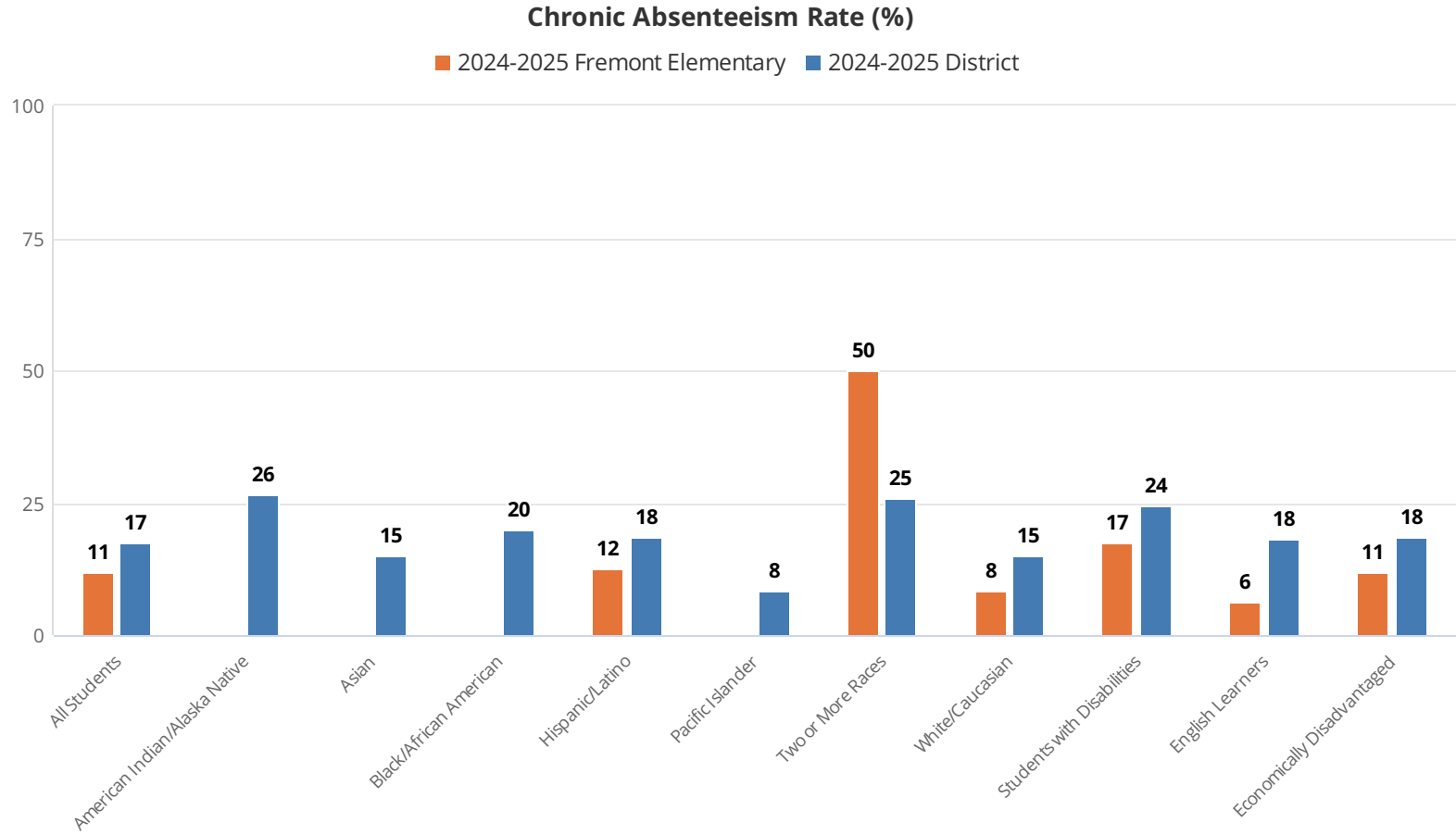
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	11.9	17.6	16.1	19.2
American Indian/ Alaska Native	-	26.6	-	21.4
Asian	-	15.2	-	17.9
Black/ African American	N/A	20	N/A	42.8
Hispanic/ Latino	12.5	18.7	15.2	19.2
Pacific Islander	-	8.3	-	-
Two or More Races	50	25.8	46.6	29.4
White/ Caucasian	8.4	15.1	14.2	17.5
Students with Disabilities	17.6	24.5	15.8	23.4
English Learners	6.3	18.2	15.9	19
Economically Disadvantaged	11.9	18.4	16.1	20.2

All Students Chronic Absenteeism Percent Change: -26%

Points Earned by the Chronic Absenteeism Rate: 6.5/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Edith W. Fritsch Elementary

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School 504 Bath St.
Address: Carson City, NV 89703



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

51.7% White/Caucasian
0.6% Black/African American
35.3% Hispanic/Latino
2.5% Asian
1.2% American Indian/Alaska Native
0.4% Pacific Islander
8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	69.5
2023-2024	55

Additional Student Groups

4.8% English Learners
12.8% Students with Disabilities
100% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

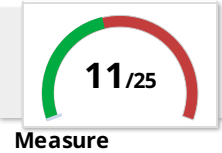
How are school star ratings determined?

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



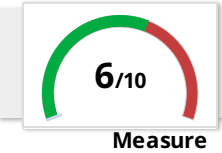
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**44.7**	34.6
Math Proficiency	46	35.2
ELA Proficiency	46.8	39.1
Science Proficiency	35.8	19.9
Read-by-Grade-3 Proficiency	33.8	36.5



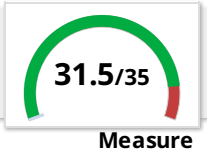
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	69.2	50.4



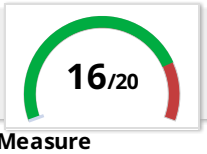
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.3	11.6



Growth Indicator

Measure	School Median	District Median
Math MGP	63	51.5
ELA MGP	63	47
	School Rate	**District Rate**
Met Math AGP Target	51.1	36.2
Met ELA AGP Target	60.1	45.1

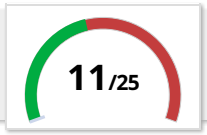


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	39	25.9
Prior Non-Proficient Met ELA AGP Target	44.1	35.5

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

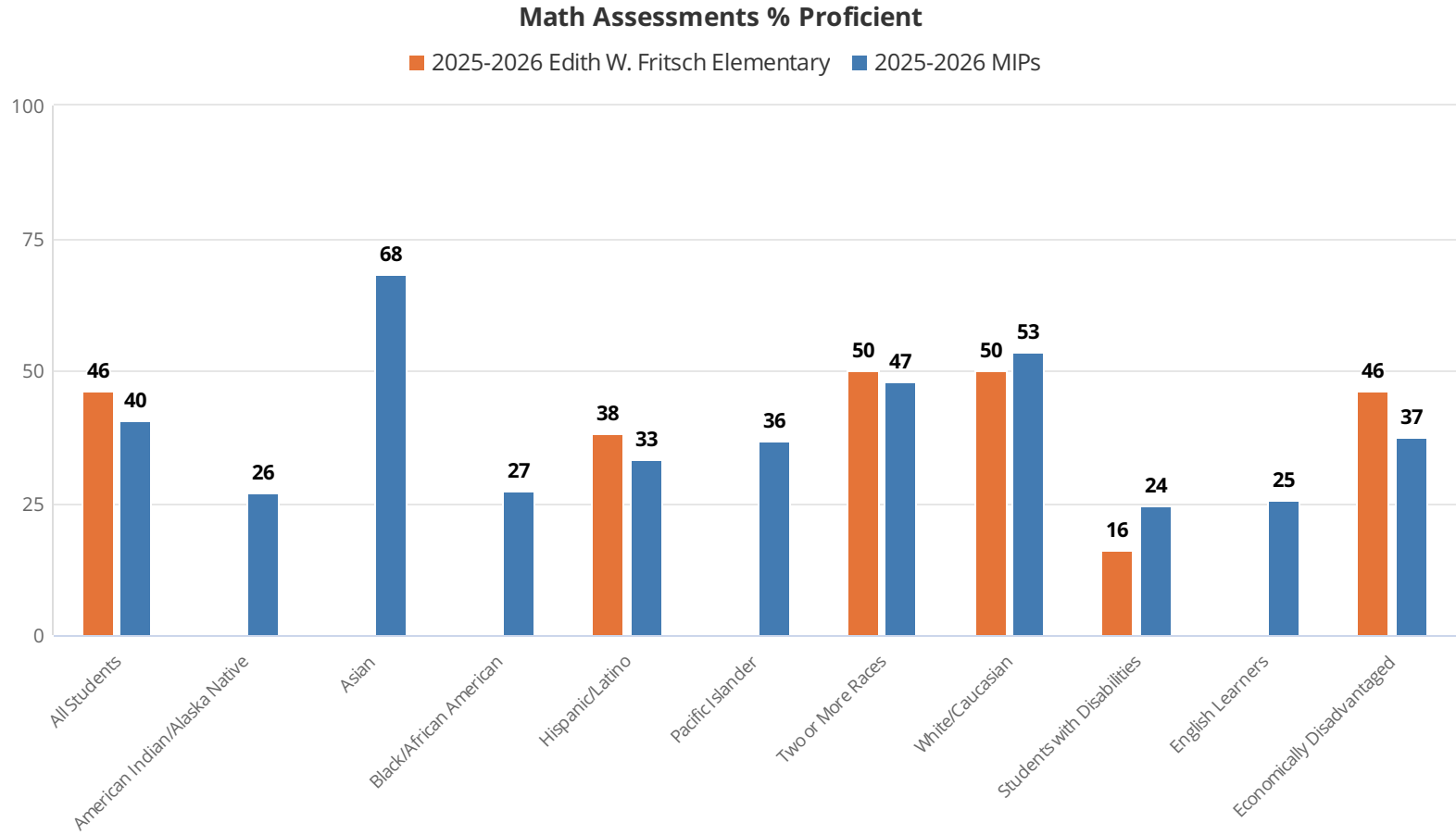
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Pooled Proficiency Points Earned: 9/20

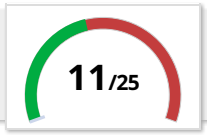
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	44.7	34.6	47.6	36.4

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	46	35.2	40.4	52.3	38.2	39.2
American Indian/ Alaska Native	-	17.5	26.8	-	18.5	23
Asian	-	56	68.2	-	78.2	67.5
Black/ African American	-	-	27.4	-	-	25.2
Hispanic/ Latino	38.2	25.9	33.3	39.4	27.9	31.3
Pacific Islander	-	-	36.6	-	-	35.3
Two or More Races	50	33.3	47.9	50	36	46.8
White/ Caucasian	50	45.7	53.4	60.1	48.4	52.4
Students with Disabilities	16.1	15.6	24.5	32.2	17.6	20.5
English Learners	-	15.4	25.4	9	14.2	21.5
Economically Disadvantaged	46	34.1	37.5	52.3	36.6	36.3



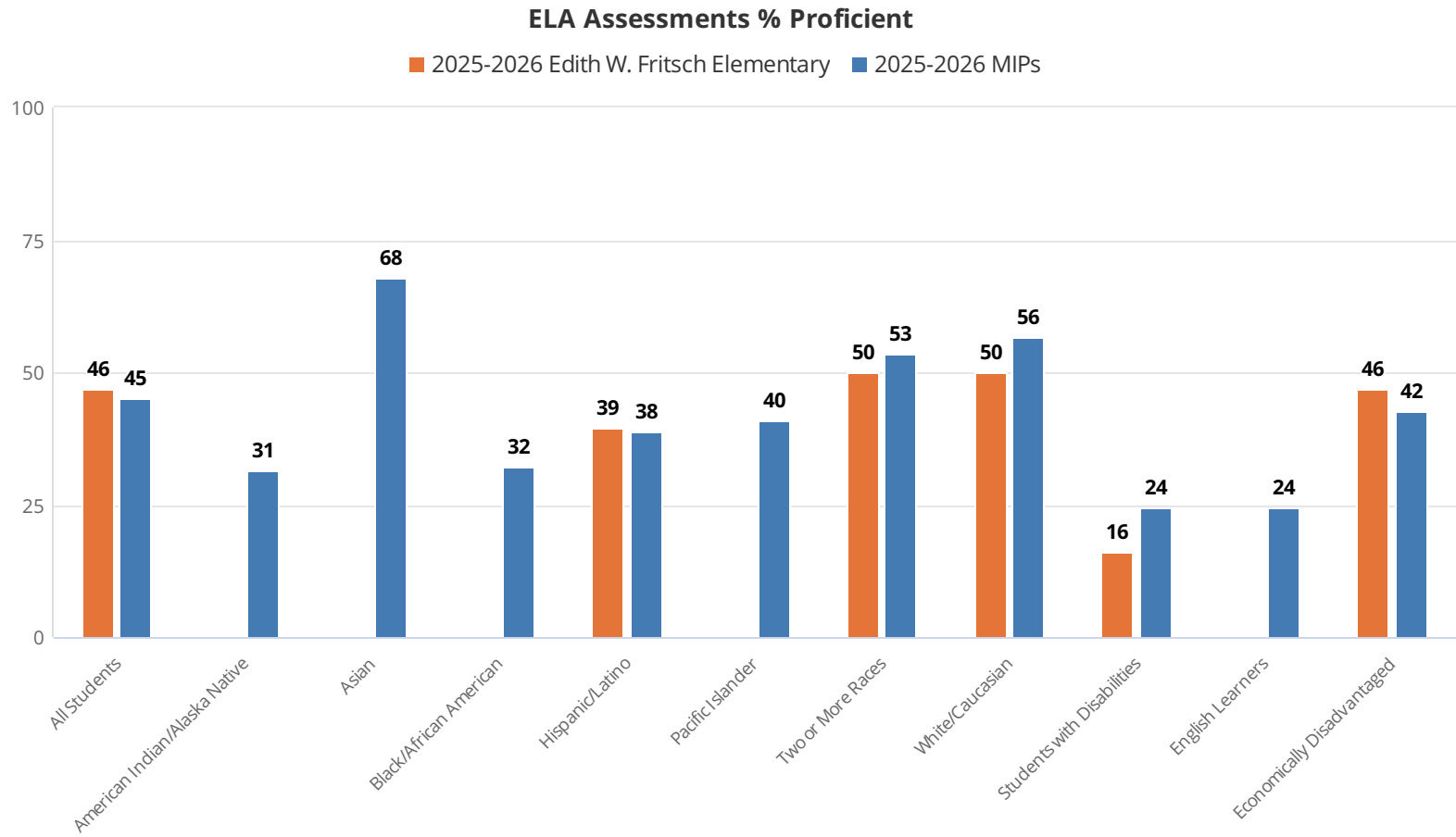
District percentages reflect the district the school was associated with when the data was collected.
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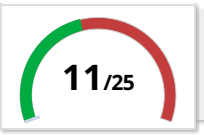
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	46.8	39.1	45	46.4	40.6	43.9
American Indian/ Alaska Native	-	17.5	31.5	-	14.8	27.9
Asian	-	68	68	-	69.5	67.3
Black/ African American	-	-	32.3	-	-	30.2
Hispanic/ Latino	39.5	32.2	38.7	34.2	29.6	36.8
Pacific Islander	-	-	40.9	-	-	39.7
Two or More Races	50	44.3	53.5	55.5	50.6	52.5
White/ Caucasian	50	46.3	56.8	52	50.7	55.9
Students with Disabilities	16.1	14.2	24.6	16.1	14.7	20.6
English Learners	-	12.3	24.4	27.2	12	20.4
Economically Disadvantaged	46.8	37	42.5	46.4	37	41.3



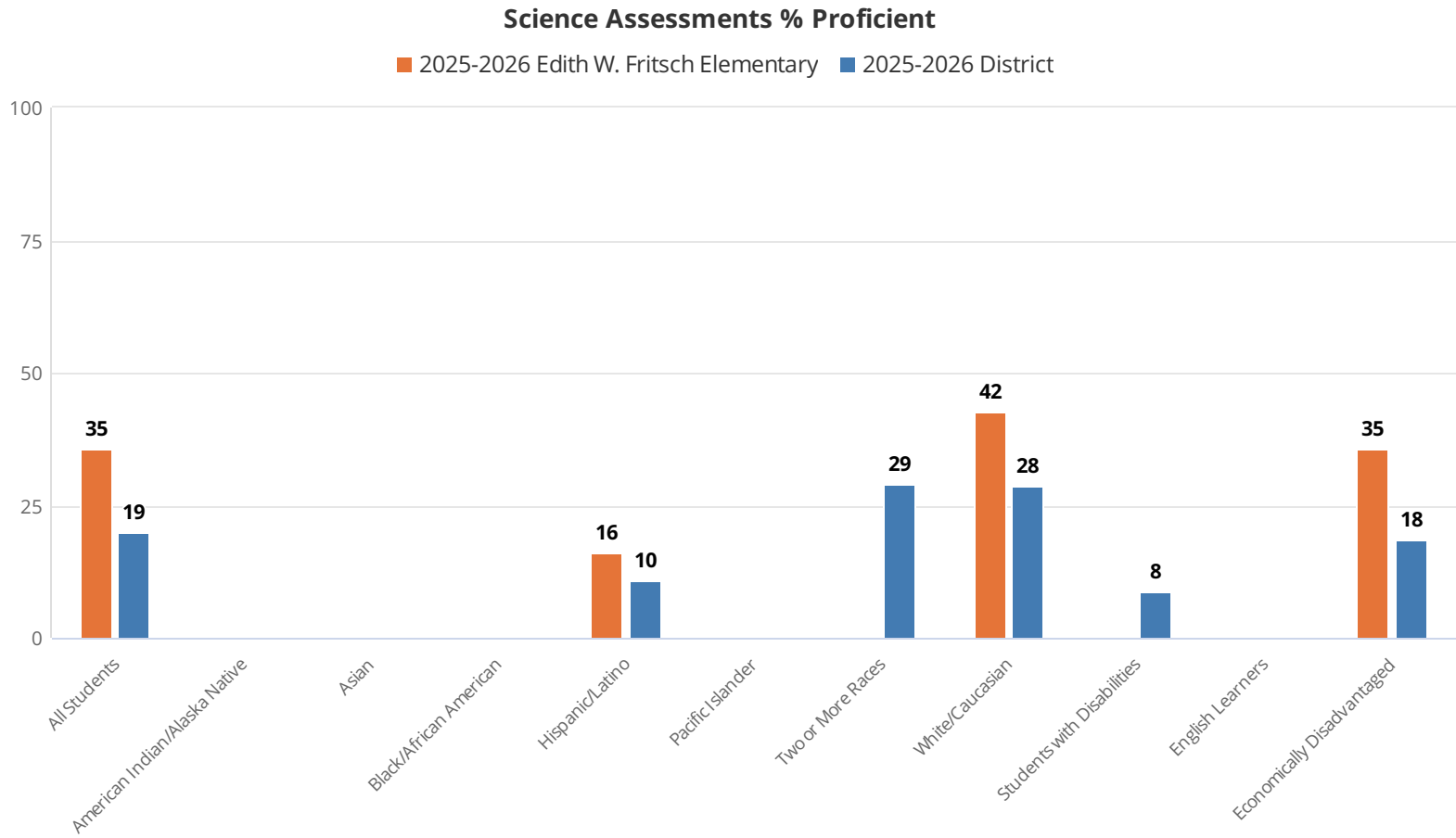
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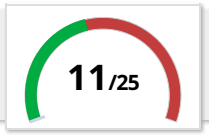
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	35.8	19.9	37.7	18.2
American Indian/ Alaska Native	-	<5	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	16.1	10.9	9	7.4
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	29	-	22.2
White/ Caucasian	42.8	28.8	48.2	29.2
Students with Disabilities	<5	8.8	<5	8.9
English Learners	-	<5	-	<5
Economically Disadvantaged	35.8	18.6	37.7	17.1



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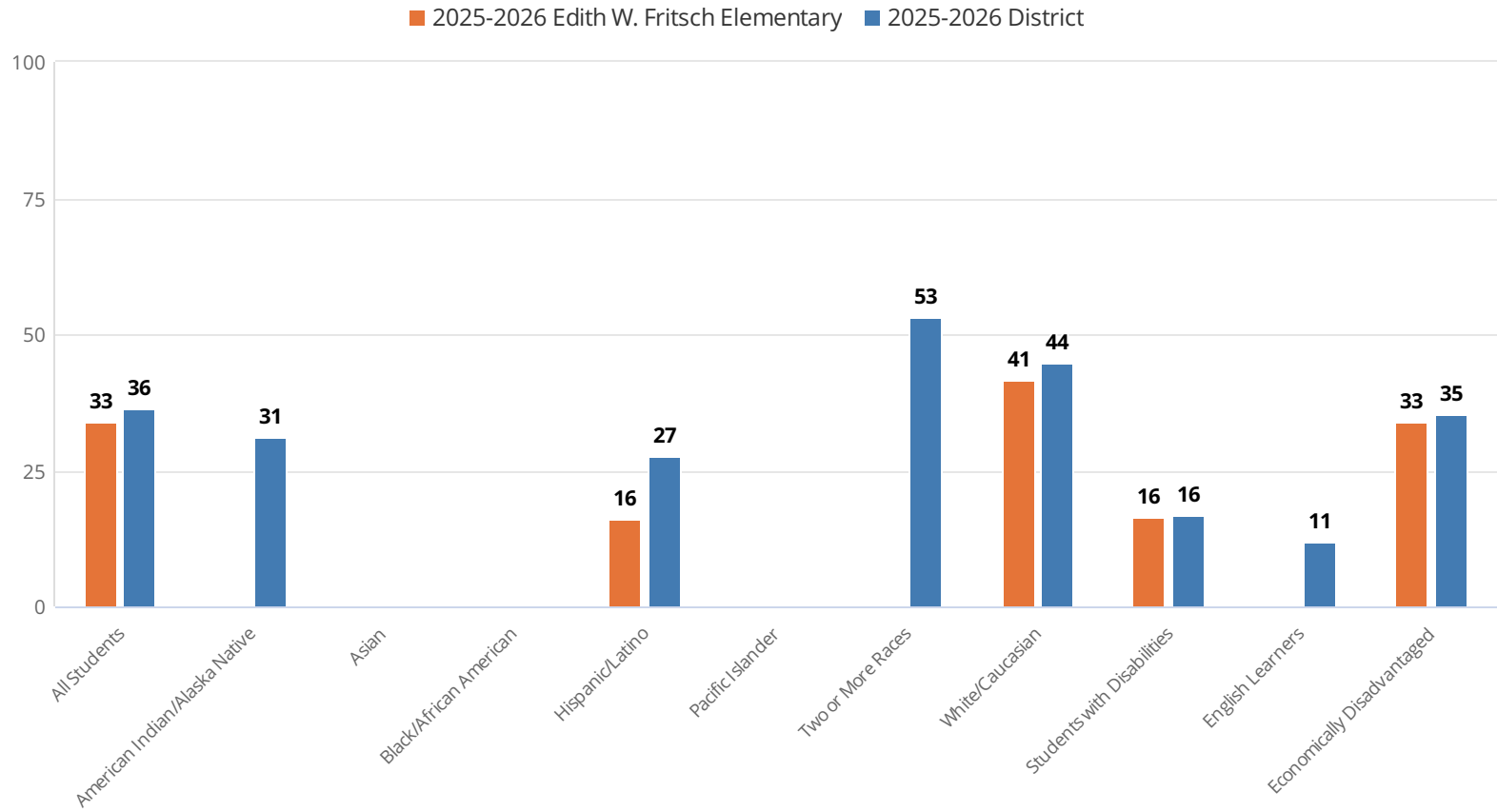
Academic Achievement

Read by Grade 3 Proficient

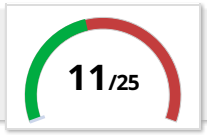
Read by Grade 3 Points Earned: 2/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	33.8	36.5	43.2	39.3
American Indian/ Alaska Native	N/A	31.2	-	-
Asian	-	-	-	-
Black/ African American	N/A	-	-	-
Hispanic/ Latino	16	27.7	41.6	30.4
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	53.3	-	42.3
White/ Caucasian	41.6	44.8	46.1	48.4
Students with Disabilities	16.6	16.8	-	12.9
English Learners	-	11.9	-	18.9
Economically Disadvantaged	33.8	35.3	43.2	36.5

Read by Grade 3 % Proficient



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

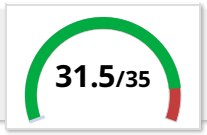
Participation on State Assessments

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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

District percentages reflect the district the school was associated with when the data was collected.
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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: 9/10 **ELA MGP Points Earned: 9/10**

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	51.5	63	47	63	55	47.5	49
American Indian/ Alaska Native	-	50	-	46	-	53	-	37
Asian	-	45	-	51.5	-	71	-	49
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	70.5	51	64.5	46.5	59	51	43	46
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	54	38	67	44.5	62	62	66	52.5
White/ Caucasian	57	55	64	49	63.5	58	51	52
Students with Disabilities	78	49	64	33	75	52	42	37
English Learners	-	54	-	44	-	45.5	-	38
Economically Disadvantaged	63	49	63	48	63	52	47.5	46

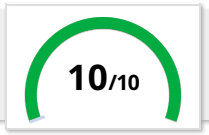
AGP Growth Data

Math AGP Points Earned: 7/7.5 **ELA AGP Points Earned: 6.5/7.5**

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	51.1	36.2	60.1	45.1	54.2	41.3	55.6	51.5
American Indian/ Alaska Native	-	19	-	19	-	29.4	-	35.2
Asian	-	43.7	-	75	-	64.2	-	71.4
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	51.7	28.8	56.8	39.7	34.6	31.2	48	43.3
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	38.4	28.3	61.5	42.5	72.7	43.4	72.7	69.5
White/ Caucasian	52.8	45.1	61.7	51.1	62.7	51.1	59.2	58.4
Students with Disabilities	61.1	22.5	50	20.7	50	28.9	37.5	29.2
English Learners	-	18.7	-	28	-	14.8	-	26.8
Economically Disadvantaged	51.1	33.1	60.1	43.7	54.2	38	55.6	48.1

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

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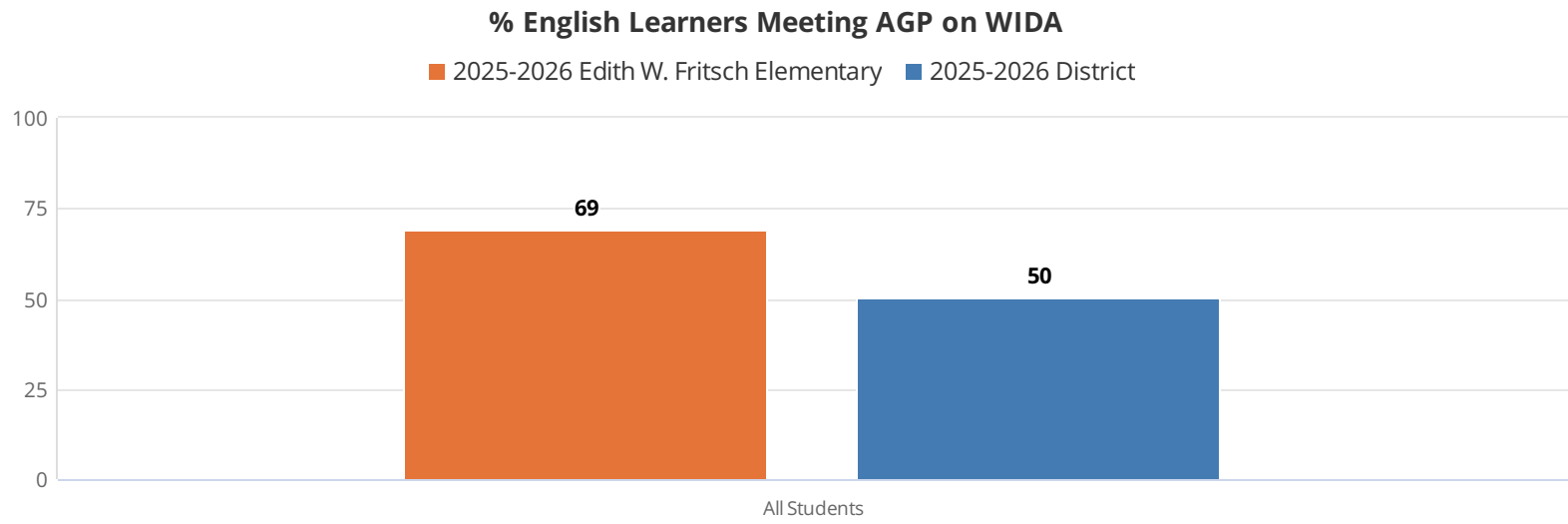


English Language

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.

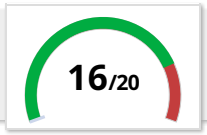
English Language Points Earned: 10/10

	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	13	69.2	50.4	20	70	54.9



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

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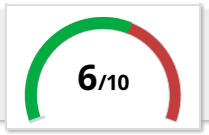
Closing Opportunity Gaps

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 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: 9/10 **ELA AGP Points Earned: 7/10**

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	39	25.9	44.1	35.5	36.1	29.5	38.1	43.4
American Indian/ Alaska Native	-	23.5	-	16.6	-	26.6	-	28.5
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	N/A	-	-	-	-
Hispanic/ Latino	51.5	22.6	46.3	33.8	30.7	24.2	40.5	39.3
Pacific Islander	N/A	-	N/A	-	N/A	N/A	N/A	-
Two or More Races	-	20.5	-	27.5	-	30.7	-	59.2
White/ Caucasian	34.2	30.6	46	40	42.2	37.2	39.2	48.5
Students with Disabilities	60	15.9	52.9	19.3	47.3	23.7	33.3	26.8
English Learners	-	15.3	-	28	-	12.5	-	25
Economically Disadvantaged	39	24.3	44.1	35.5	36.1	26.2	38.1	40.8

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

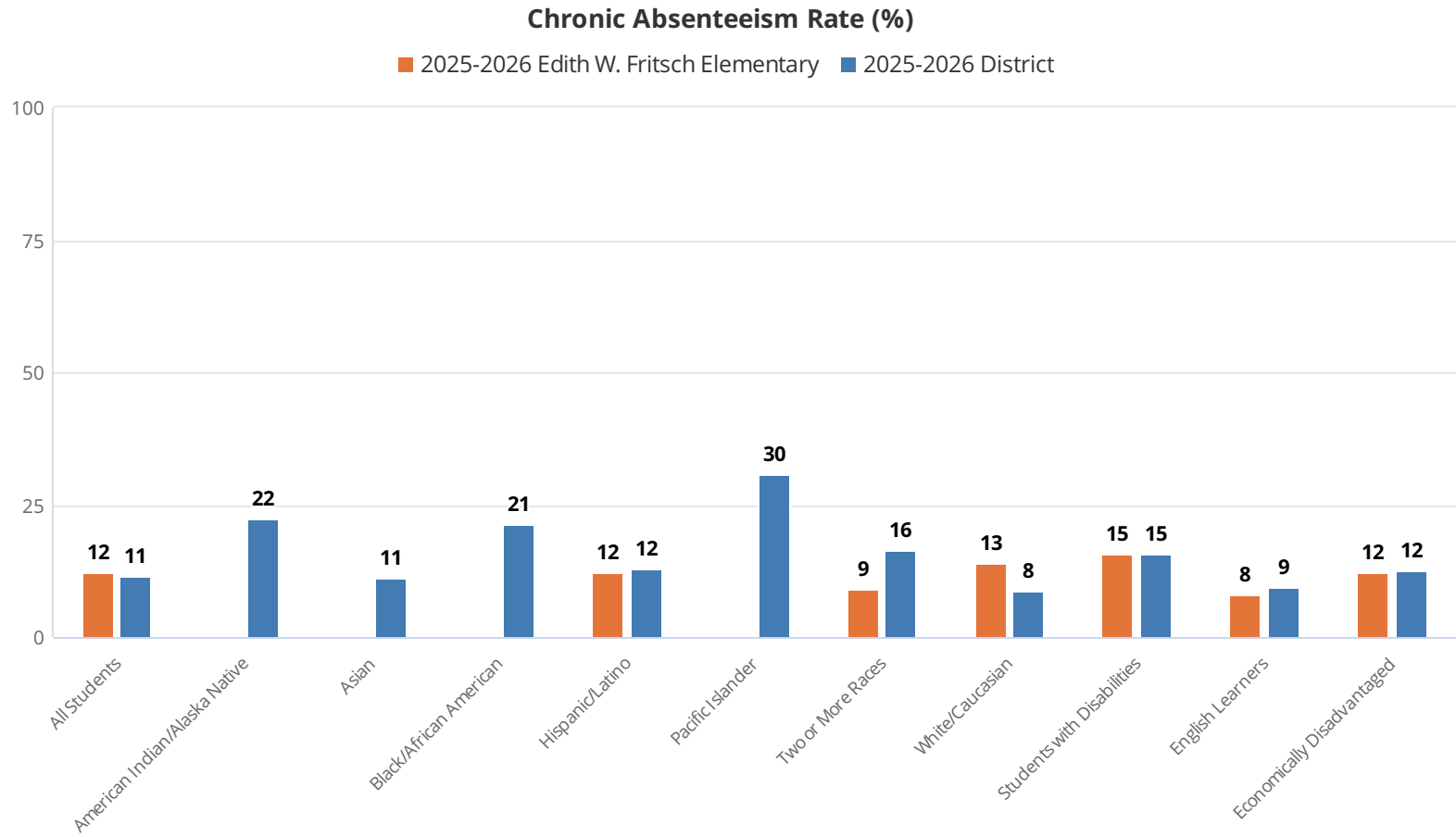
Chronic Absenteeism Points Earned: 6/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	12.3	11.6	11	17.6
American Indian/ Alaska Native	-	22.5	-	26.6
Asian	<5	11.1	-	15.2
Black/ African American	-	21.4	-	20
Hispanic/ Latino	12.2	12.9	10.3	18.7
Pacific Islander	-	30.7	-	8.3
Two or More Races	9	16.4	5.4	25.8
White/ Caucasian	13.9	8.8	12.1	15.1
Students with Disabilities	15.6	15.8	20.5	24.5
English Learners	8	9.3	13.1	18.2
Economically Disadvantaged	12.3	12.6	11	18.4

All Students Chronic Absenteeism Percent Change: 11.8%

Points Earned by the Chronic Absenteeism Rate: 6/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Edith W. Fritsch Elementary

School Year 2024-2025 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School 504 Bath St.
Address: Carson City, NV 89703



Total Index Score

School Type: Regular
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

54% White/Caucasian
1.6% Black/African American
33.6% Hispanic/Latino
1.2% Asian
1% American Indian/Alaska Native
0.4% Pacific Islander
8.2% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	55 ★★★
2022-2023	71.5 ★★★★

Additional Student Groups

6.4% English Learners
11.8% Students with Disabilities
100% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

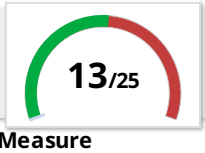
How are school star ratings determined?

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 ★★★★★

2024-2025 School Performance



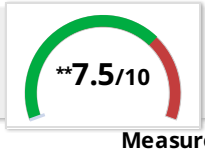
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**47.6**	36.4
Math Proficiency	52.3	38.2
ELA Proficiency	46.4	40.6
Science Proficiency	37.7	18.2
Read-by-Grade-3 Proficiency	43.2	39.3



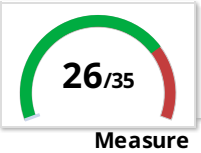
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	70	54.9



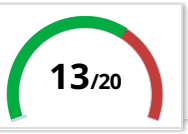
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11	17.6
Climate Survey Participation	>95	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	63	55
ELA MGP	47.5	49
	School Rate	**District Rate**
Met Math AGP Target	54.2	41.3
Met ELA AGP Target	55.6	51.5

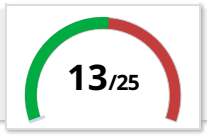


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	36.1	29.5
Prior Non-Proficient Met ELA AGP Target	38.1	43.4

** 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

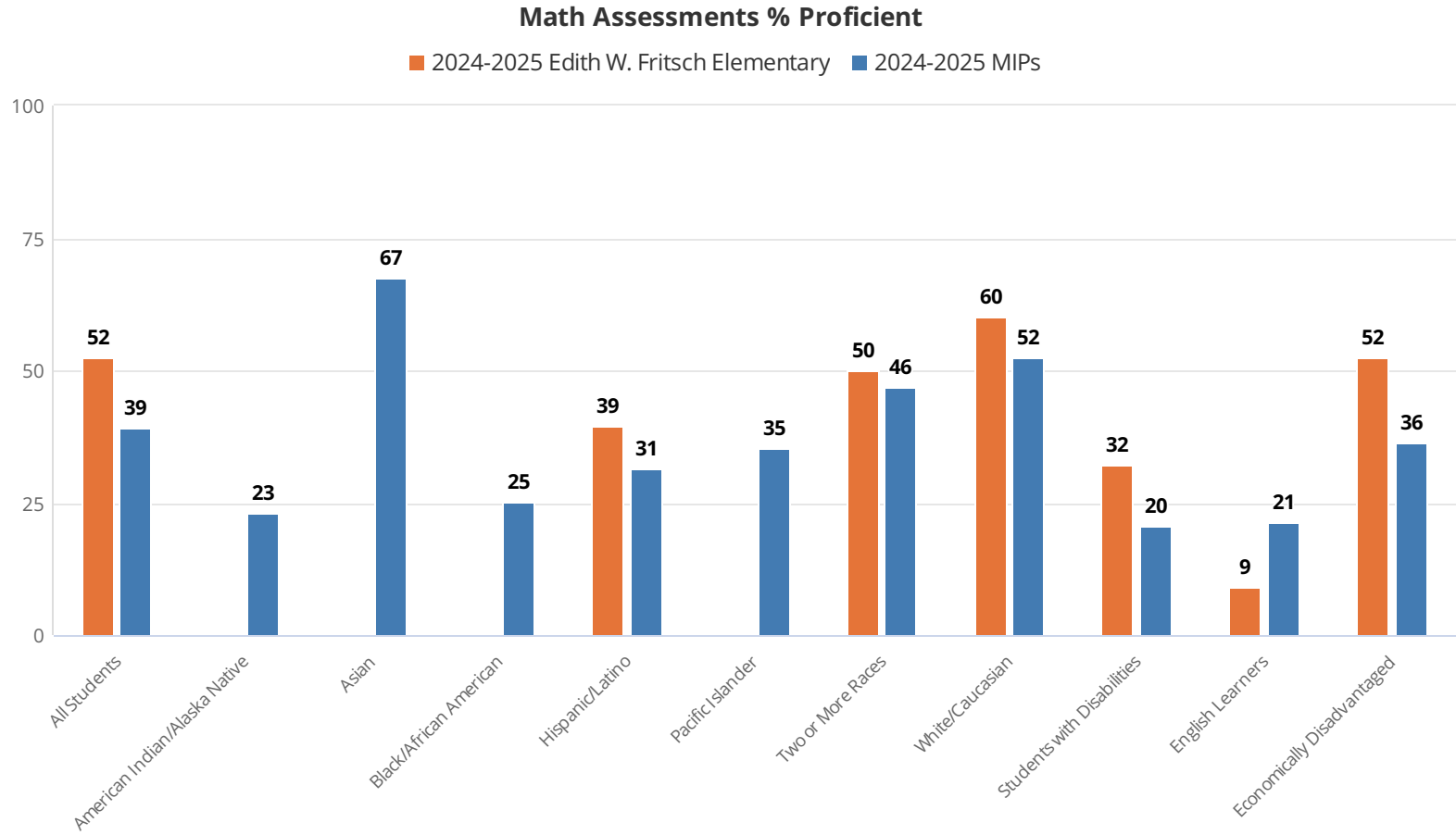
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 10/20

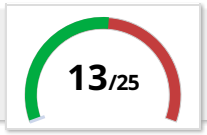
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	47.6	36.4	43.9	32.9

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	52.3	38.2	39.2	45.4	33	55.8
American Indian/ Alaska Native	-	18.5	23	-	17.2	43.7
Asian	-	78.2	67.5	-	62.5	73.3
Black/ African American	-	-	25.2	-	41.6	42
Hispanic/ Latino	39.4	27.9	31.3	26	22.7	48.2
Pacific Islander	-	-	35.3	-	-	55.7
Two or More Races	50	36	46.8	57.8	42	61.6
White/ Caucasian	60.1	48.4	52.4	54.1	42.1	65.1
Students with Disabilities	32.2	17.6	20.5	50	19	38.8
English Learners	9	14.2	21.5	<5	13.7	
Economically Disadvantaged	52.3	36.6	36.3	45.4	31.1	47.7



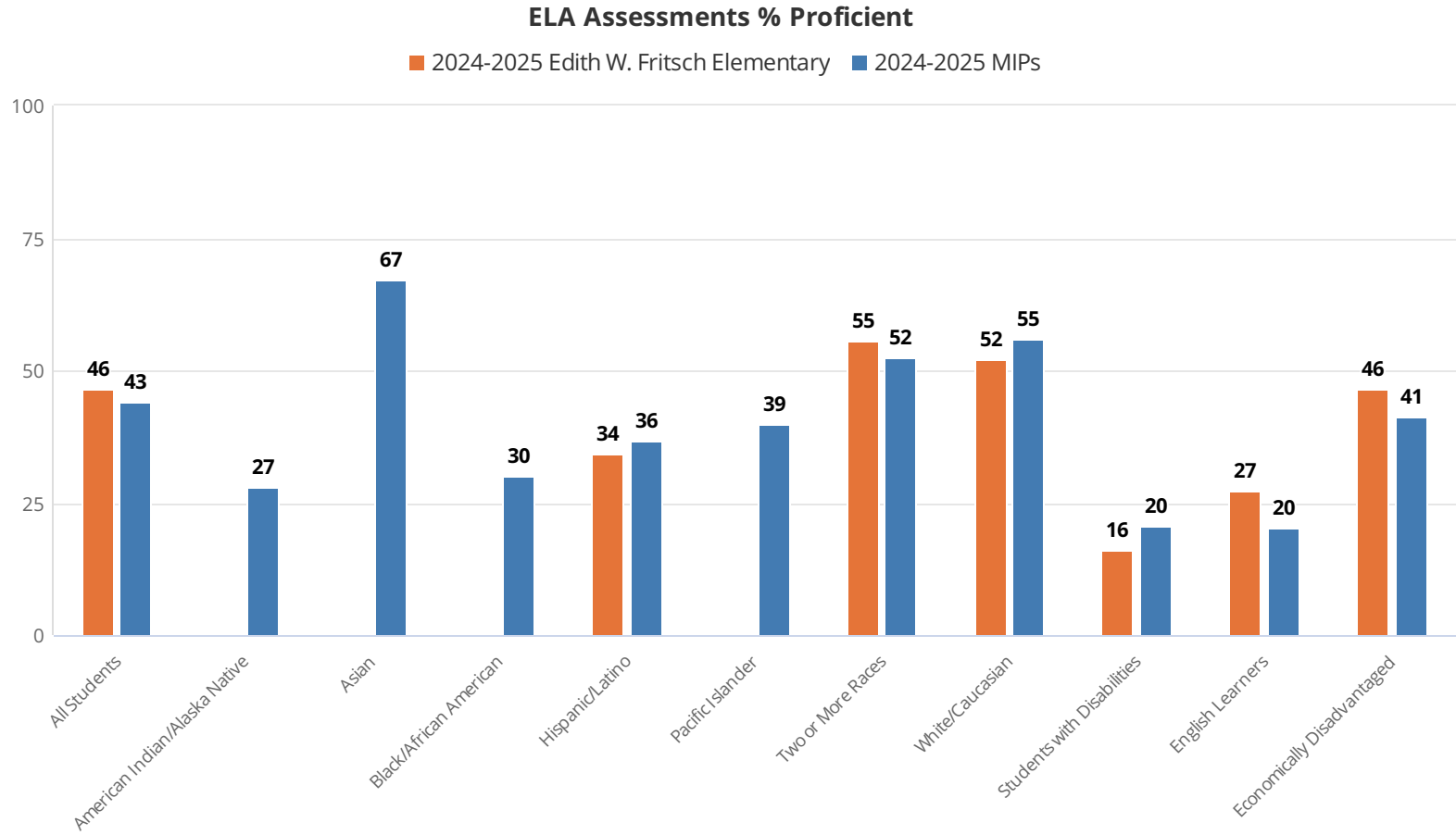
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



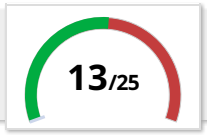
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	46.4	40.6	43.9	47.8	38.5	63.1
American Indian/ Alaska Native	-	14.8	27.9	-	20.6	50.7
Asian	-	69.5	67.3	-	62.5	78.9
Black/ African American	-	-	30.2	-	58.3	50.8
Hispanic/ Latino	34.2	29.6	36.8	33.3	28.8	55.6
Pacific Islander	-	-	39.7	-	-	63.9
Two or More Races	55.5	50.6	52.5	52.6	46.5	69.5
White/ Caucasian	52	50.7	55.9	53.7	46.9	72.1
Students with Disabilities	16.1	14.7	20.6	36.3	17.5	39.9
English Learners	27.2	12	20.4	14.2	11.2	
Economically Disadvantaged	46.4	37	41.3	47.8	35.6	54.4



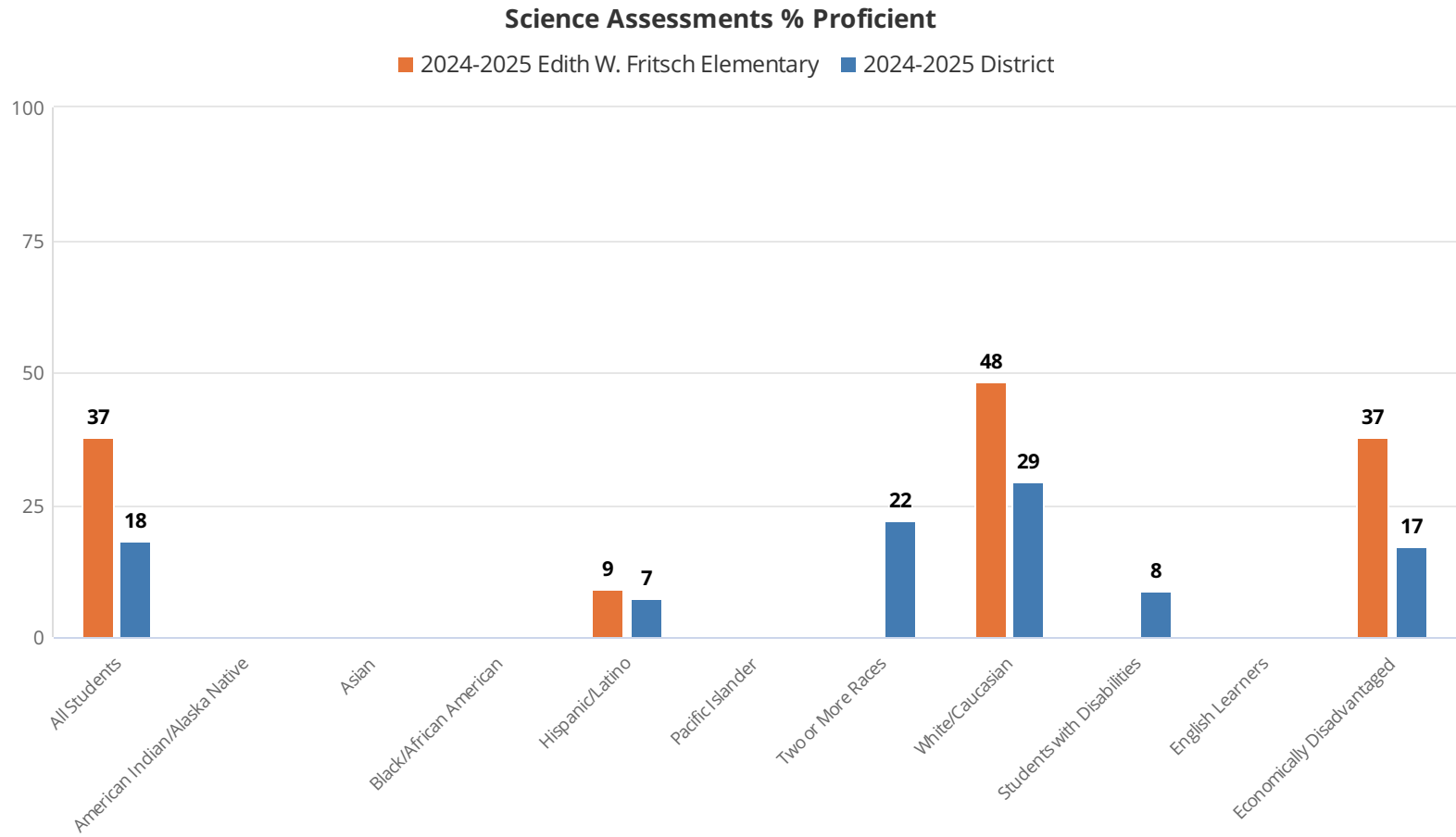
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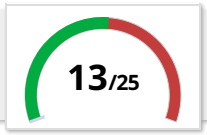
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	37.7	18.2	26.7	15.9
American Indian/ Alaska Native	-	-	N/A	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	9	7.4	8.6	8.4
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	22.2	-	27.7
White/ Caucasian	48.2	29.2	33.3	21.7
Students with Disabilities	<5	8.9	-	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	37.7	17.1	26.7	14.5



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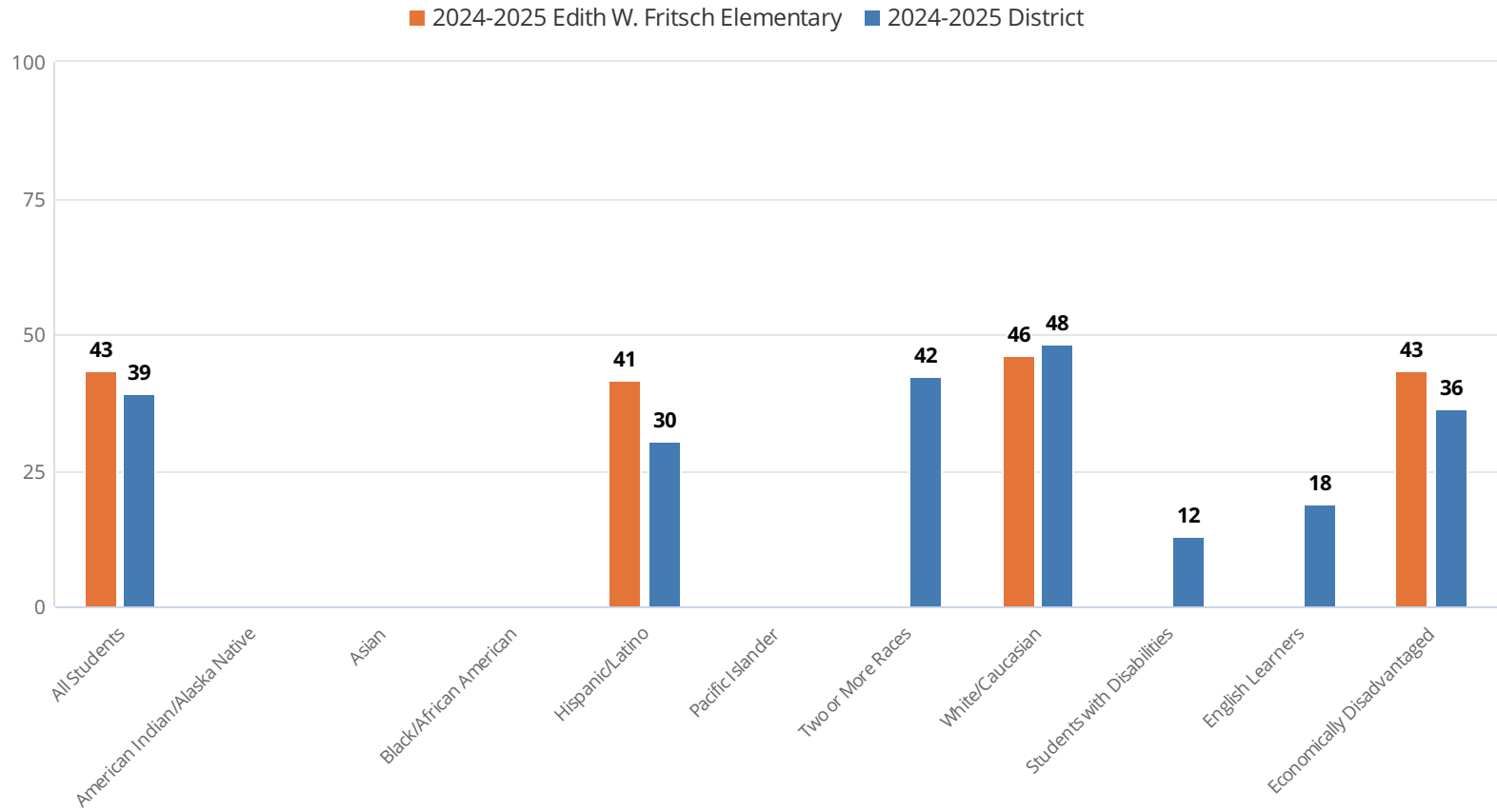
Academic Achievement

Read by Grade 3 Proficient

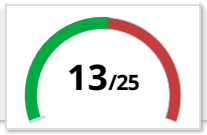
Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	43.2	39.3	45.3	34.5
American Indian/ Alaska Native	-	-	N/A	7.1
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	41.6	30.4	32.2	27.5
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	42.3	-	42.4
White/ Caucasian	46.1	48.4	53.4	41
Students with Disabilities	-	12.9	-	20.6
English Learners	-	18.9	-	12.6
Economically Disadvantaged	43.2	36.5	45.3	33

Read by Grade 3 % Proficient



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Academic Achievement

Participation on State Assessments

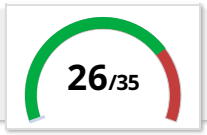
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	>=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%

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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: 9/10 **ELA MGP Points Earned: 4/10**

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	63	55	47.5	49	50	44	50.5	50
American Indian/ Alaska Native	-	53	-	37	-	29	-	53
Asian	-	71	-	49	-	69	-	76
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	59	51	43	46	48.5	44	37	46
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	62	62	66	52.5	66	34	67	50
White/ Caucasian	63.5	58	51	52	46	42	53	53
Students with Disabilities	75	52	42	37	90	47	51	43
English Learners	-	45.5	-	38	-	46.5	-	39.5
Economically Disadvantaged	63	52	47.5	46	50	40	50.5	49

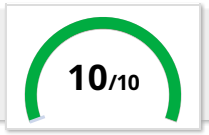
AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 5.5/7.5**

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	54.2	41.3	55.6	51.5	48.5	29.8	49.2	42.5
American Indian/ Alaska Native	-	29.4	-	35.2	-	7.6	-	30.7
Asian	-	64.2	-	71.4	-	60	-	60
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	34.6	31.2	48	43.3	31.5	22.5	34.2	33.4
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	72.7	43.4	72.7	69.5	66.6	33.9	50	50.9
White/ Caucasian	62.7	51.1	59.2	58.4	51.7	35.9	54	50
Students with Disabilities	50	28.9	37.5	29.2	53.8	19.3	38.4	23.5
English Learners	-	14.8	-	26.8	-	15.4	-	20.5
Economically Disadvantaged	54.2	38	55.6	48.1	48.5	27.9	49.2	39.2

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

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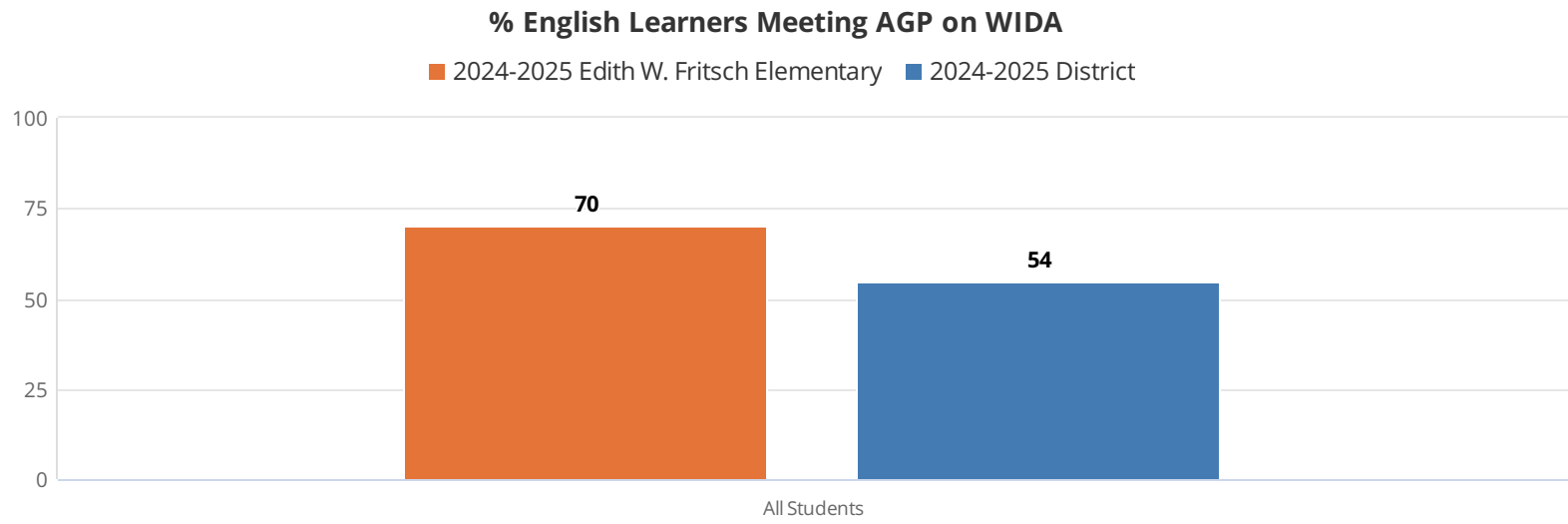


English Language

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.

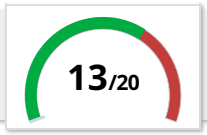
English Language Points Earned: 10/10

	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	20	70	54.9	24	91.6	50



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

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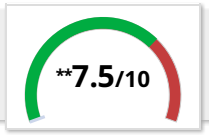
Closing Opportunity Gaps

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 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: 8/10 **ELA AGP Points Earned: 5/10**

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	36.1	29.5	38.1	43.4	36.1	20	25	31.6
American Indian/ Alaska Native	-	26.6	-	28.5	-	9	N/A	-
Asian	-	-	-	-	N/A	-	N/A	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	30.7	24.2	40.5	39.3	27.5	16.4	17.3	26.8
Pacific Islander	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	30.7	-	59.2	-	16.6	-	36.6
White/ Caucasian	42.2	37.2	39.2	48.5	41.6	25.3	33.3	37.4
Students with Disabilities	47.3	23.7	33.3	26.8	-	12.7	-	18.8
English Learners	-	12.5	-	25	-	16.3	-	20
Economically Disadvantaged	36.1	26.2	38.1	40.8	36.1	19.4	25	28.8

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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: 7.5/10

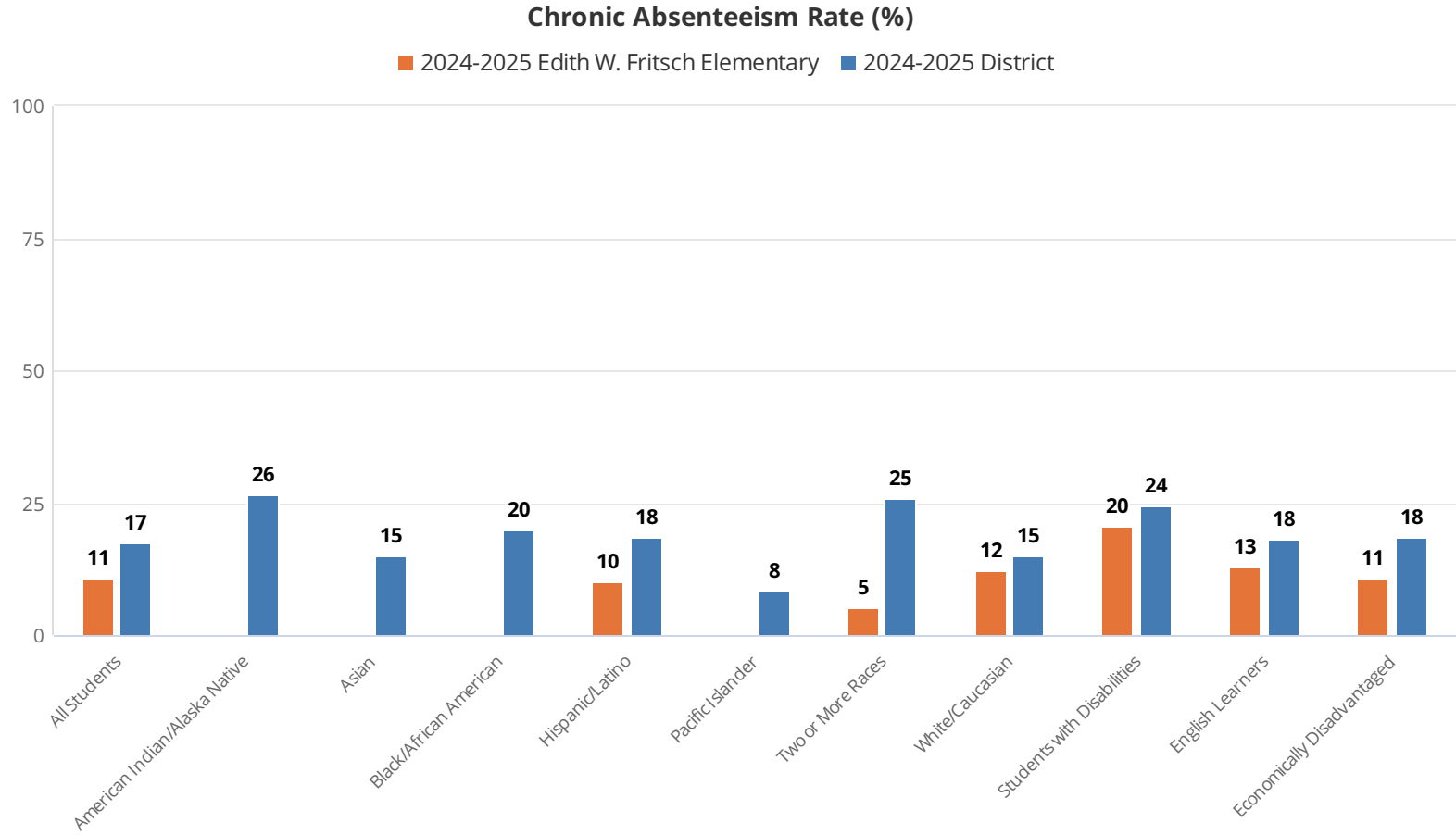
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	11	17.6	17.2	19.2
American Indian/ Alaska Native	-	26.6	-	21.4
Asian	-	15.2	-	17.9
Black/ African American	-	20	50	42.8
Hispanic/ Latino	10.3	18.7	23.4	19.2
Pacific Islander	-	8.3	-	-
Two or More Races	5.4	25.8	12.5	29.4
White/ Caucasian	12.1	15.1	13.4	17.5
Students with Disabilities	20.5	24.5	24.5	23.4
English Learners	13.1	18.2	23.5	19
Economically Disadvantaged	11	18.4	17.2	20.2

All Students Chronic Absenteeism Percent Change: -36%

Points Earned by the Chronic Absenteeism Rate: 6.5/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

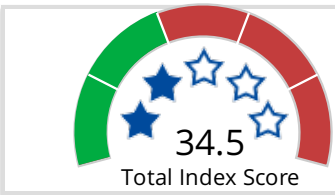


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Mark Twain Elementary

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 2111 Carriage Crest Dr. Carson City, NV 89706



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

29.3% White/Caucasian
N/A% Black/African American
62.7% Hispanic/Latino
1.8% Asian
0.8% American Indian/Alaska Native
N/A% Pacific Islander
5.1% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	36.5 ★★
2023-2024	27.5 ★★

Additional Student Groups

17.8% English Learners
13.7% Students with Disabilities
100% 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.

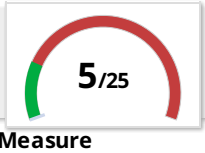
How are school star ratings determined?

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?

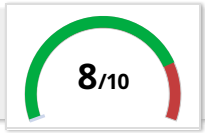
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



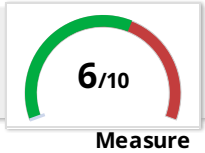
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**28.5**	34.6
Math Proficiency	28.3	35.2
ELA Proficiency	33.7	39.1
Science Proficiency	12.9	19.9
Read-by-Grade-3 Proficiency	39.7	36.5



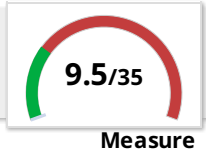
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	53.8	50.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.3	11.6



Growth Indicator

Measure	School Median	District Median
Math MGP	46.5	51.5
ELA MGP	43	47
	School Rate	**District Rate**
Met Math AGP Target	28	36.2
Met ELA AGP Target	34.6	45.1

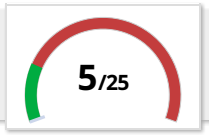


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.6	25.9
Prior Non-Proficient Met ELA AGP Target	30.4	35.5

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

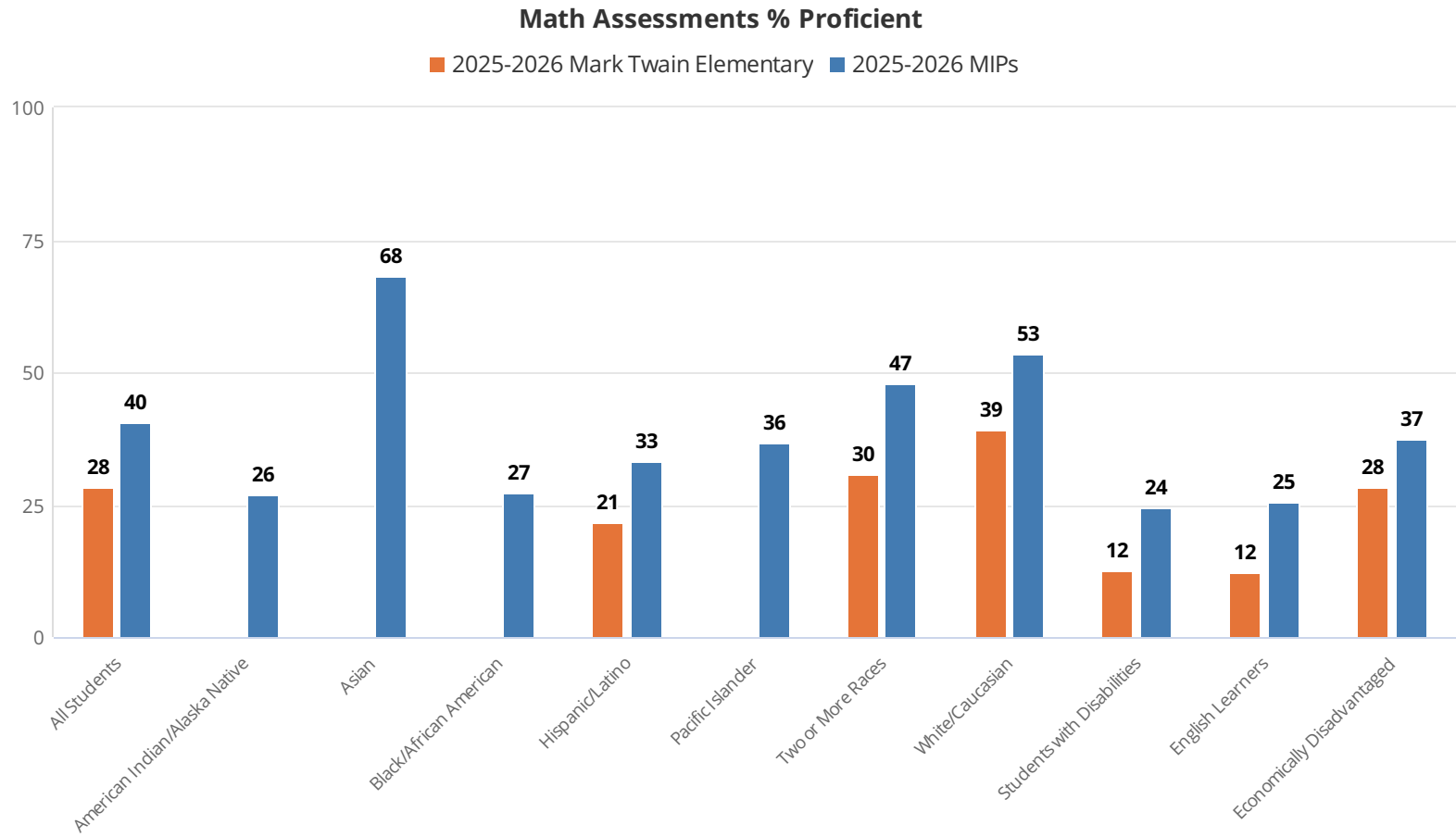
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 2/20

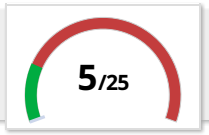
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	28.5	34.6	31.3	36.4

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	28.3	35.2	40.4	32.5	38.2	39.2
American Indian/ Alaska Native	-	17.5	26.8	-	18.5	23
Asian	-	56	68.2	-	78.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	21.6	25.9	33.3	25.9	27.9	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	30.7	33.3	47.9	46.1	36	46.8
White/ Caucasian	39.1	45.7	53.4	39.1	48.4	52.4
Students with Disabilities	12.5	15.6	24.5	9.6	17.6	20.5
English Learners	12.1	15.4	25.4	10.8	14.2	21.5
Economically Disadvantaged	28.3	34.1	37.5	32.5	36.6	36.3



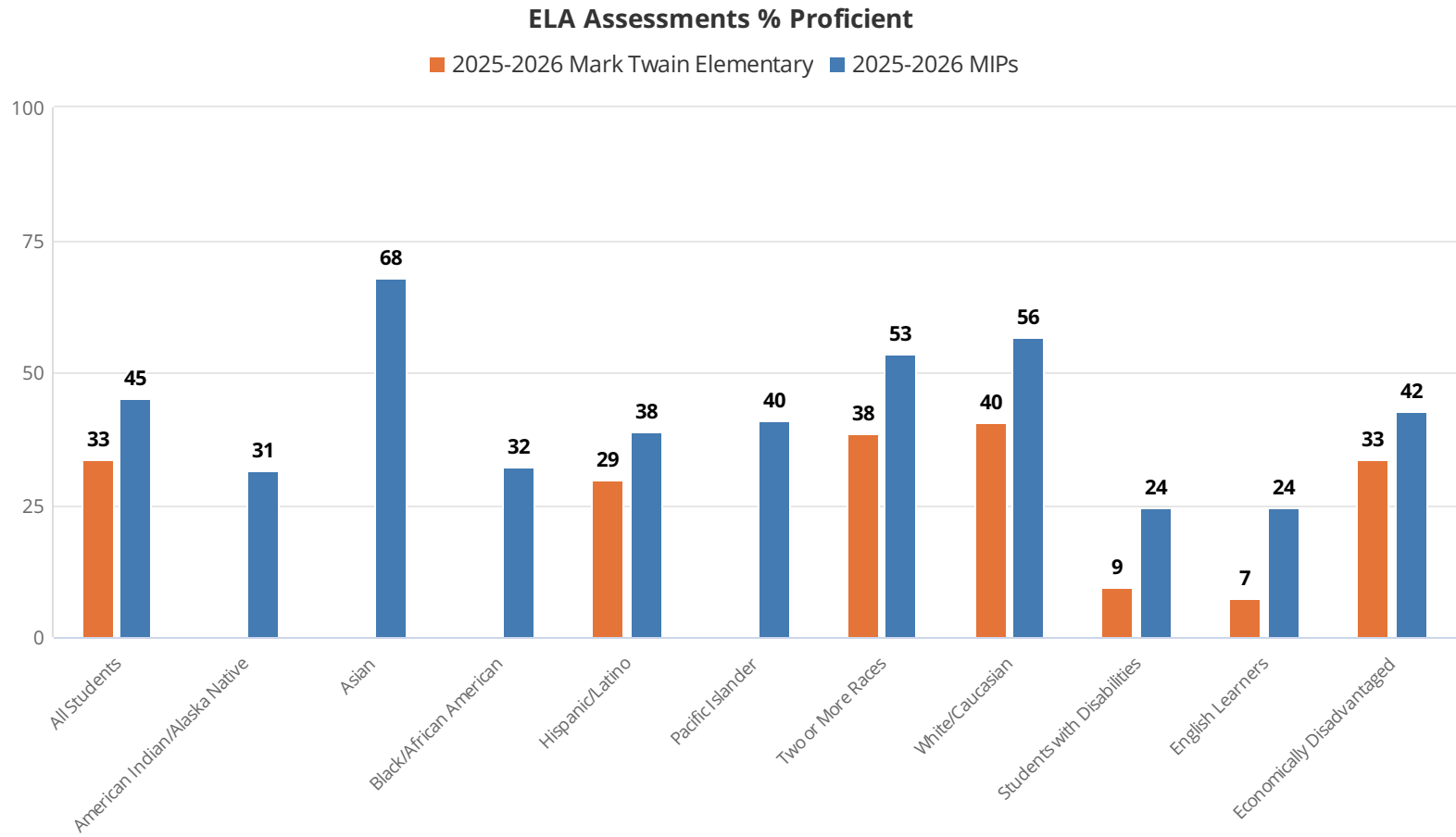
District percentages reflect the district the school was associated with when the data was collected.
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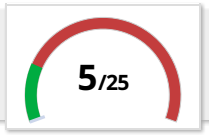
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	33.7	39.1	45	35.2	40.6	43.9
American Indian/ Alaska Native	-	17.5	31.5	-	14.8	27.9
Asian	-	68	68	-	69.5	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	29.7	32.2	38.7	26.7	29.6	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	38.4	44.3	53.5	53.8	50.6	52.5
White/ Caucasian	40.5	46.3	56.8	43.2	50.7	55.9
Students with Disabilities	9.3	14.2	24.6	6.4	14.7	20.6
English Learners	7.3	12.3	24.4	8.1	12	20.4
Economically Disadvantaged	33.7	37	42.5	35.2	37	41.3



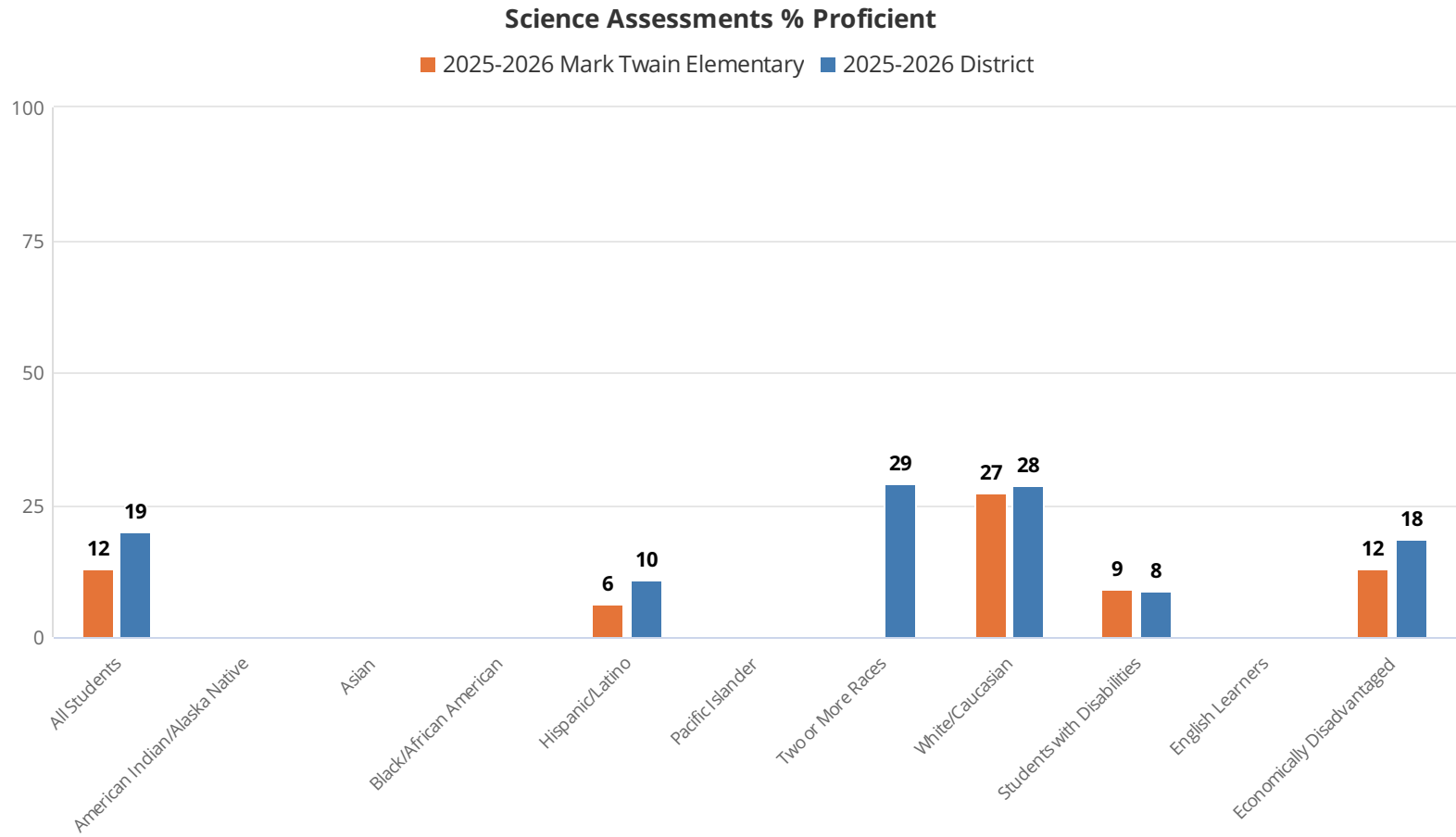
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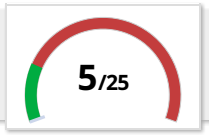
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	12.9	19.9	14.7	18.2
American Indian/ Alaska Native	-	<5	N/A	-
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	6.2	10.9	12.5	7.4
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	29	-	22.2
White/ Caucasian	27.2	28.8	17.3	29.2
Students with Disabilities	9	8.8	-	8.9
English Learners	-	<5	-	<5
Economically Disadvantaged	12.9	18.6	14.7	17.1



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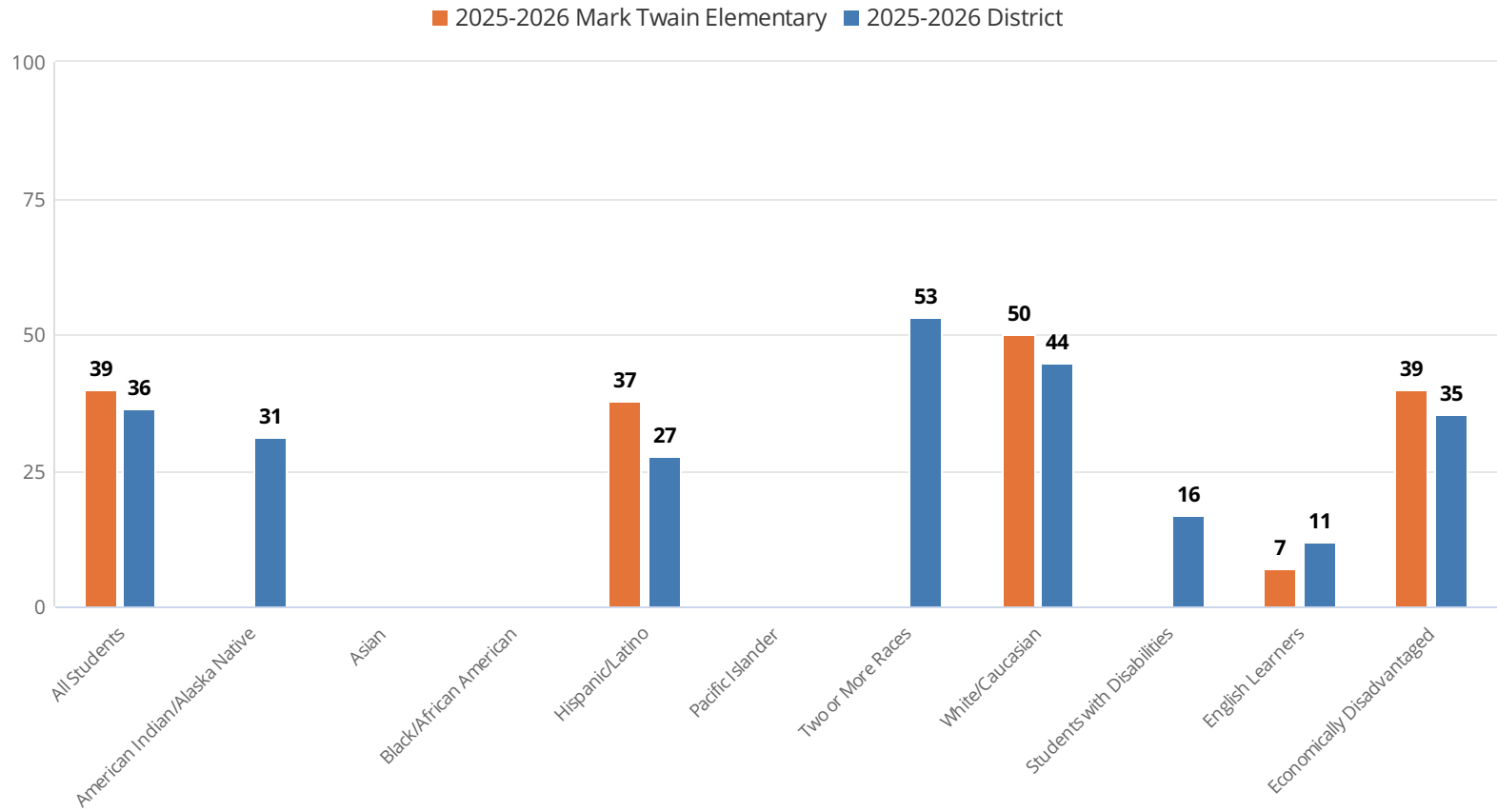
Academic Achievement

Read by Grade 3 Proficient

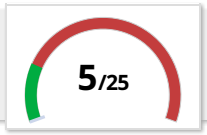
Read by Grade 3 Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	39.7	36.5	31	39.3
American Indian/ Alaska Native	-	31.2	N/A	-
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	37.7	27.7	22.4	30.4
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	53.3	-	42.3
White/ Caucasian	50	44.8	39.3	48.4
Students with Disabilities	<5	16.8	6.6	12.9
English Learners	7.1	11.9	12.5	18.9
Economically Disadvantaged	39.7	35.3	31	36.5

Read by Grade 3 % Proficient



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

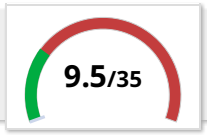
Participation on State Assessments

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

District percentages reflect the district the school was associated with when the data was collected.
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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: 3/10**

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	46.5	51.5	43	47	38	55	42.5	49
American Indian/ Alaska Native	-	50	-	46	-	53	-	37
Asian	-	45	-	51.5	-	71	-	49
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	43.5	51	44	46.5	38	51	41.5	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	38	-	44.5	46	62	36	52.5
White/ Caucasian	60	55	43	49	37.5	58	43	52
Students with Disabilities	36	49	21	33	38	52	29	37
English Learners	58	54	43	44	41.5	45.5	37.5	38
Economically Disadvantaged	46.5	49	43	48	38	52	42.5	46

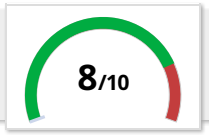
AGP Growth Data

Math AGP Points Earned: 2/7.5 **ELA AGP Points Earned: 0.5/7.5**

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	28	36.2	34.6	45.1	25	41.3	45.5	51.5
American Indian/ Alaska Native	-	19	-	19	-	29.4	-	35.2
Asian	-	43.7	-	75	-	64.2	-	71.4
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	21.7	28.8	31.5	39.7	19.5	31.2	41.4	43.3
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	28.3	-	42.5	30	43.4	60	69.5
White/ Caucasian	35.5	45.1	37.7	51.1	37.5	51.1	50	58.4
Students with Disabilities	15.7	22.5	<5	20.7	12.5	28.9	25	29.2
English Learners	22.2	18.7	22.2	28	<5	14.8	27.2	26.8
Economically Disadvantaged	28	33.1	34.6	43.7	25	38	45.5	48.1

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

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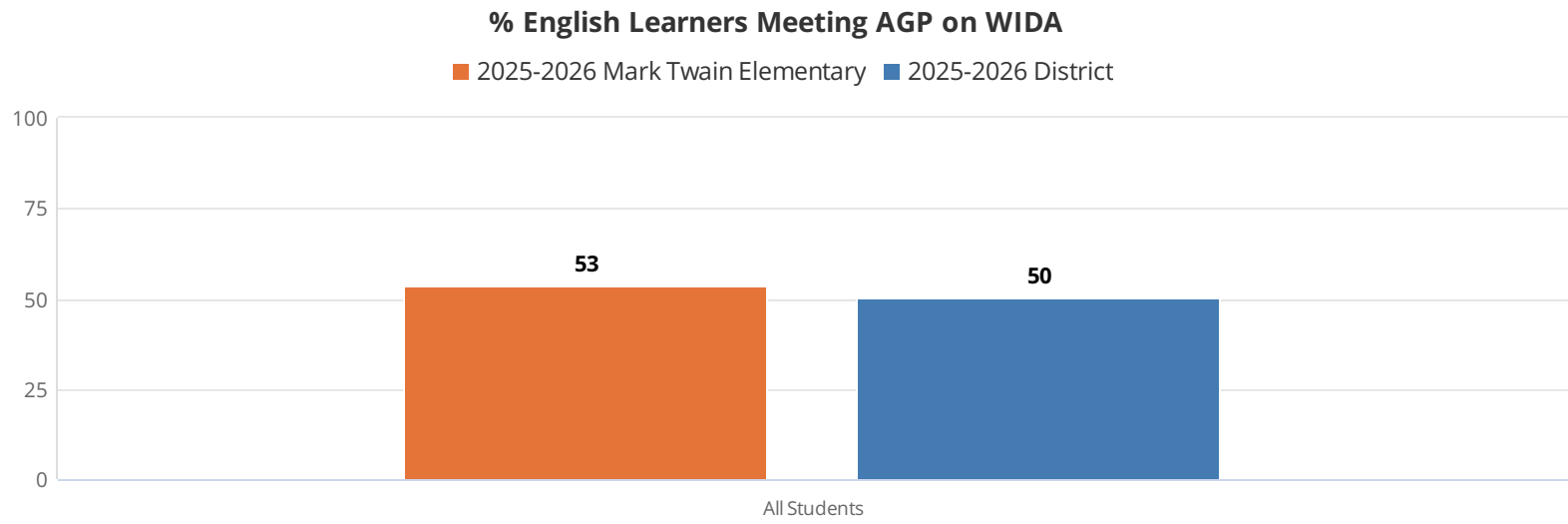


English Language

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.

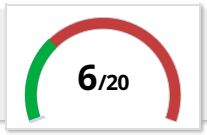
English Language Points Earned: 8/10

	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	65	53.8	50.4	63	53.9	54.9



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

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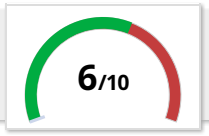
Closing Opportunity Gaps

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 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: 4/10 **ELA AGP Points Earned: 2/10**

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	26.6	25.9	30.4	35.5	12	29.5	43	43.4
American Indian/ Alaska Native	-	23.5	-	16.6	-	26.6	-	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	21.1	22.6	27.3	33.8	8.1	24.2	41.6	39.3
Pacific Islander	N/A	-	N/A	-	N/A	N/A	N/A	-
Two or More Races	-	20.5	-	27.5	-	30.7	-	59.2
White/ Caucasian	33.3	30.6	38.4	40	20.8	37.2	44.4	48.5
Students with Disabilities	13.3	15.9	<5	19.3	7.1	23.7	21.4	26.8
English Learners	20.8	15.3	23	28	5	12.5	27.2	25
Economically Disadvantaged	26.6	24.3	30.4	35.5	12	26.2	43	40.8

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

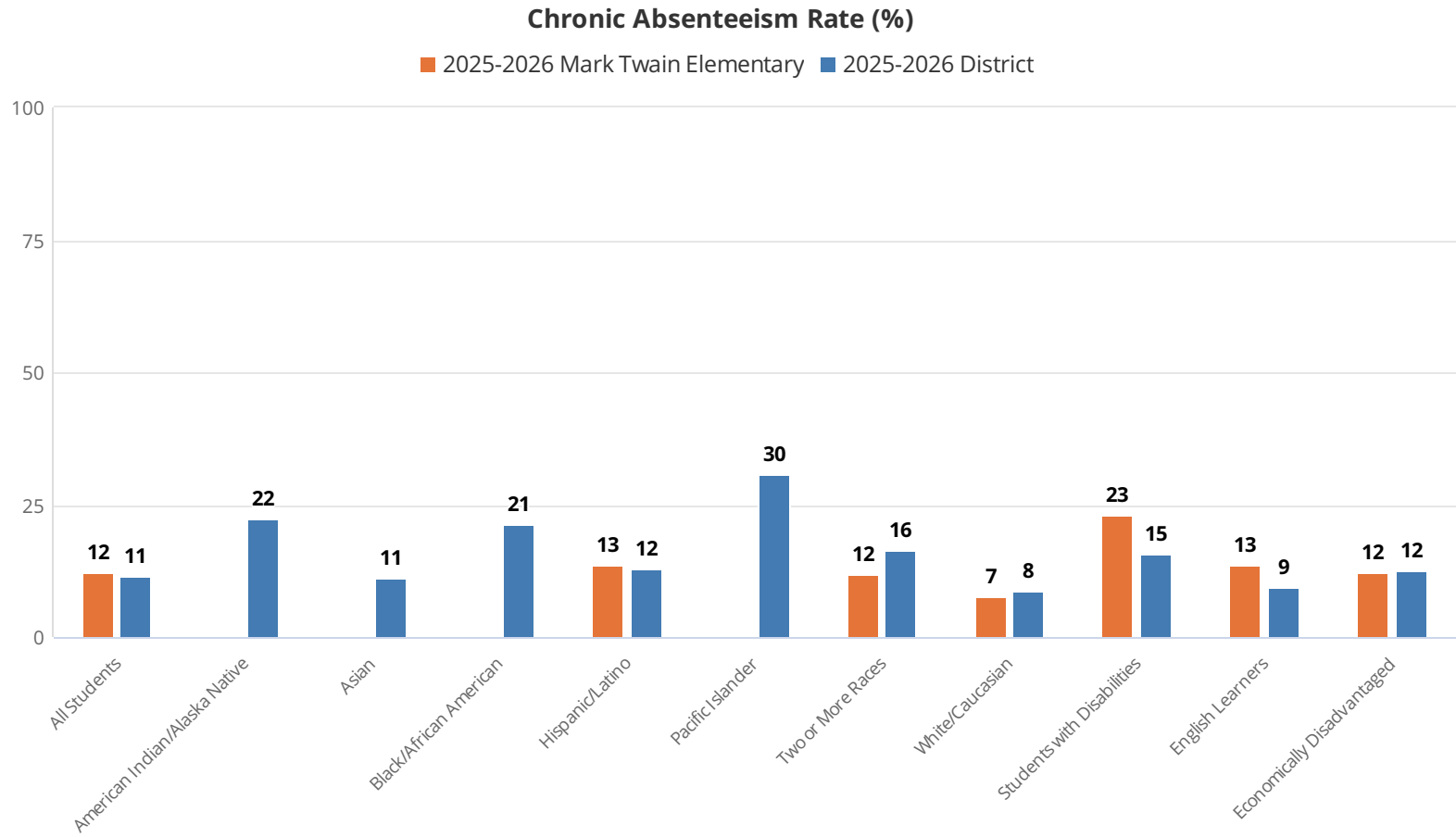
Chronic Absenteeism Points Earned: 6/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	12.3	11.6	12.6	17.6
American Indian/ Alaska Native	-	22.5	-	26.6
Asian	-	11.1	-	15.2
Black/ African American	N/A	21.4	N/A	20
Hispanic/ Latino	13.6	12.9	11.6	18.7
Pacific Islander	N/A	30.7	N/A	8.3
Two or More Races	12	16.4	12	25.8
White/ Caucasian	7.7	8.8	14.2	15.1
Students with Disabilities	23	15.8	24.2	24.5
English Learners	13.7	9.3	12.2	18.2
Economically Disadvantaged	12.3	12.6	12.6	18.4

All Students Chronic Absenteeism Percent Change: -2.3%

Points Earned by the Chronic Absenteeism Rate: 6/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

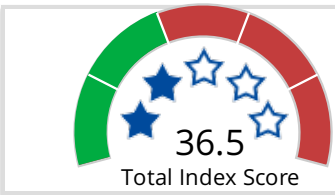


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Mark Twain Elementary

School Year 2024-2025 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 2111 Carriage Crest Dr. Carson City, NV 89706



Total Index Score

School Type: Regular
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

27.3% White/Caucasian
0.2% Black/African American
64.1% Hispanic/Latino
2% Asian
1.4% American Indian/Alaska Native
N/A% Pacific Islander
4.8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	27.5 ★★
2022-2023	56 ★★★

Additional Student Groups

18.3% English Learners
14.6% Students with Disabilities
100% 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.

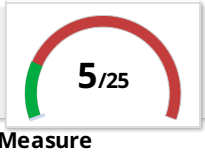
How are school star ratings determined?

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?

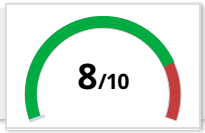
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2024-2025 School Performance



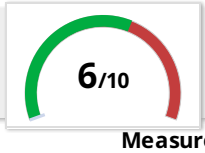
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**31.3**	36.4
Math Proficiency	32.5	38.2
ELA Proficiency	35.2	40.6
Science Proficiency	14.7	18.2
Read-by-Grade-3 Proficiency	31	39.3



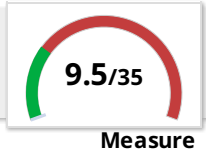
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	53.9	54.9



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.6	17.6
Climate Survey Participation	93	N/A



Growth Indicator

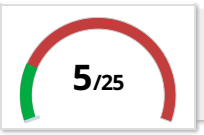
Measure	School Median	District Median
Math MGP	38	55
ELA MGP	42.5	49
	School Rate	**District Rate**
Met Math AGP Target	25	41.3
Met ELA AGP Target	45.5	51.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12	29.5
Prior Non-Proficient Met ELA AGP Target	43	43.4

Climate Survey Participation is not a point-earning measure.



Academic Achievement

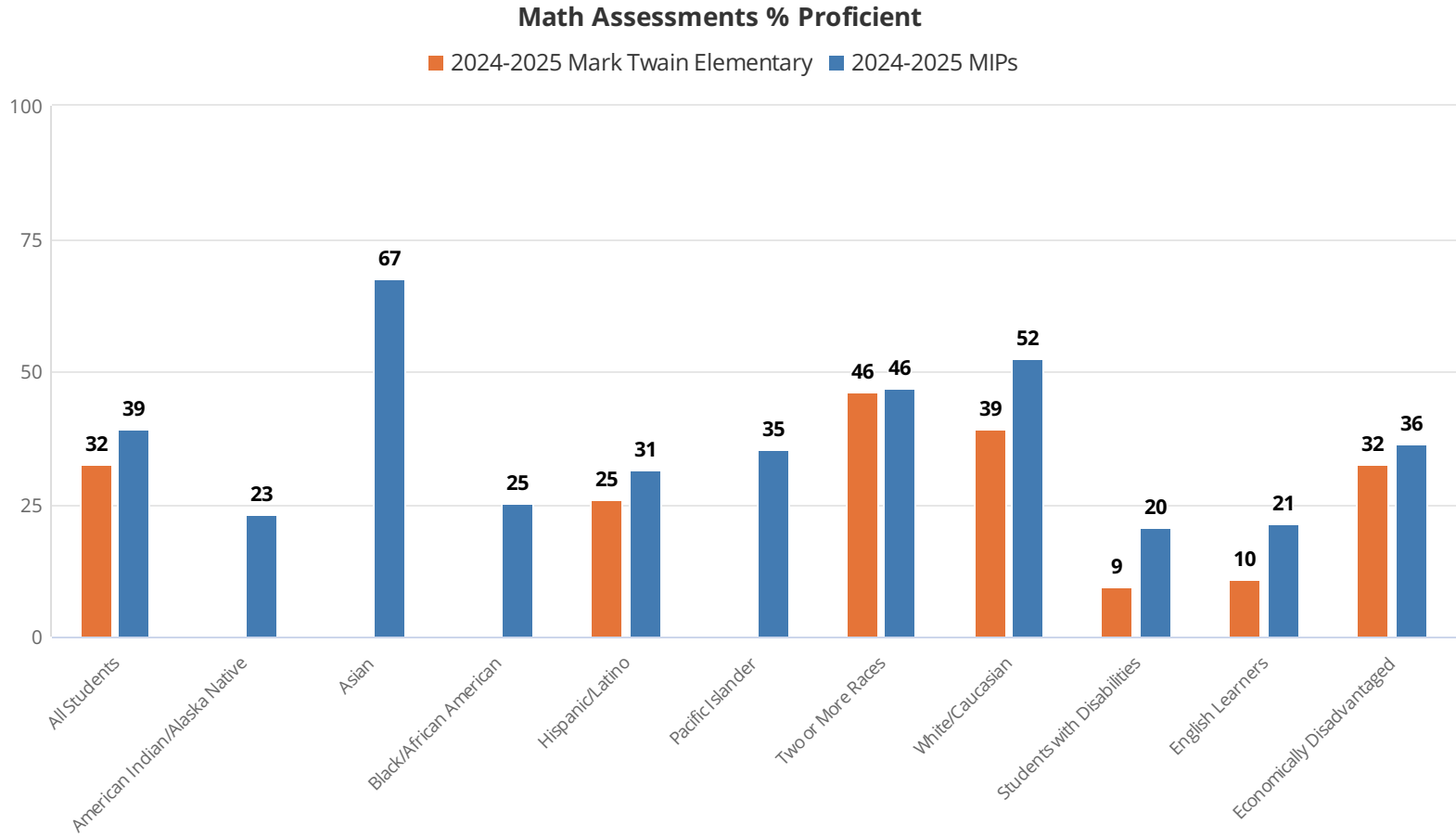
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

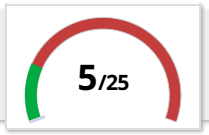
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	31.3	36.4	31.6	32.9

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	32.5	38.2	39.2	34.9	33	55.8
American Indian/ Alaska Native	-	18.5	23	-	17.2	43.7
Asian	-	78.2	67.5	-	62.5	73.3
Black/ African American	N/A	-	25.2	N/A	41.6	42
Hispanic/ Latino	25.9	27.9	31.3	23.7	22.7	48.2
Pacific Islander	N/A	-	35.3	N/A	-	55.7
Two or More Races	46.1	36	46.8	52.9	42	61.6
White/ Caucasian	39.1	48.4	52.4	51.4	42.1	65.1
Students with Disabilities	9.6	17.6	20.5	14.2	19	38.8
English Learners	10.8	14.2	21.5	11.4	13.7	
Economically Disadvantaged	32.5	36.6	36.3	34.9	31.1	47.7



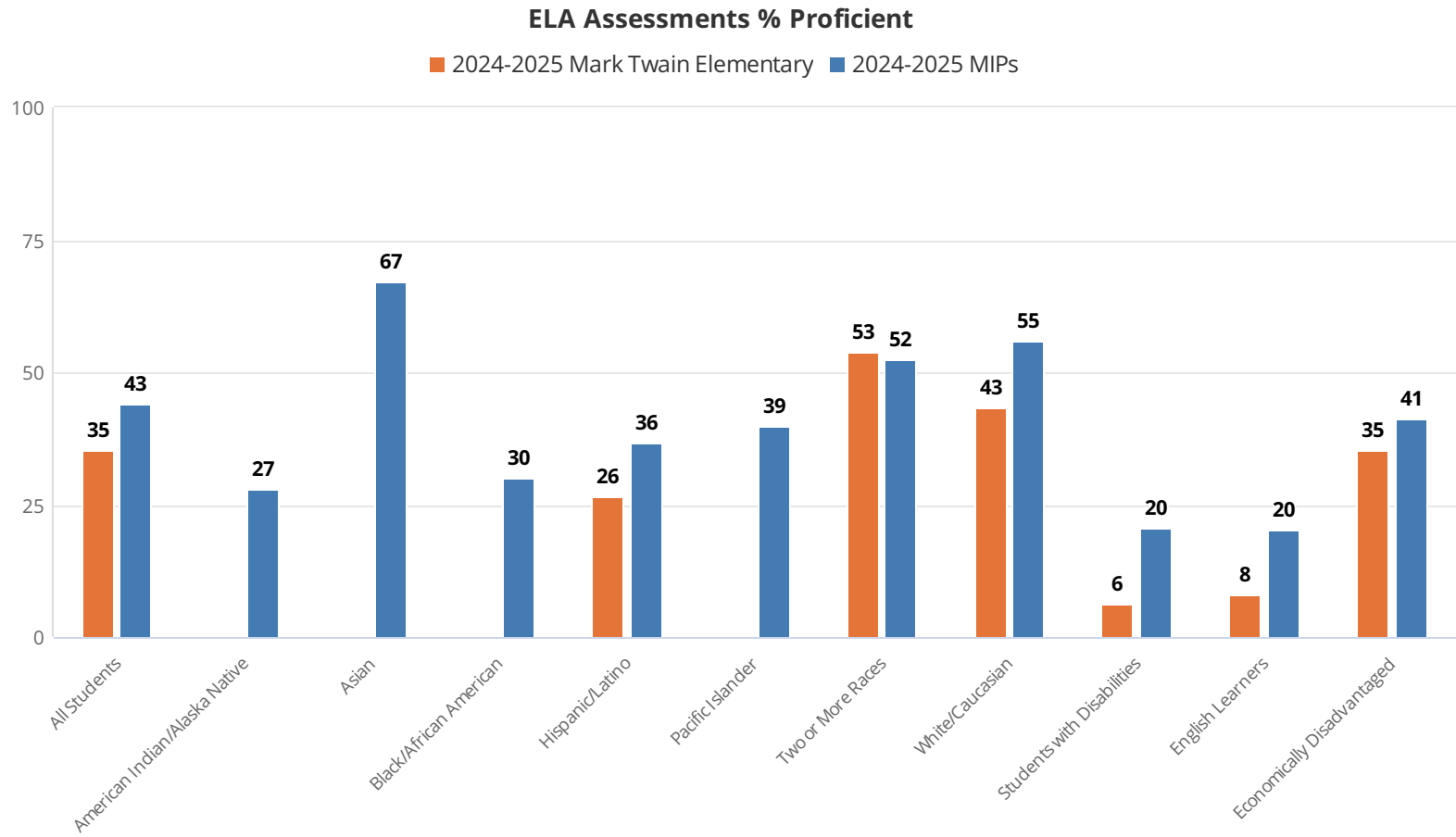
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



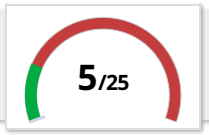
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	35.2	40.6	43.9	35.8	38.5	63.1
American Indian/ Alaska Native	-	14.8	27.9	-	20.6	50.7
Asian	-	69.5	67.3	-	62.5	78.9
Black/ African American	N/A	-	30.2	N/A	58.3	50.8
Hispanic/ Latino	26.7	29.6	36.8	26.6	28.8	55.6
Pacific Islander	N/A	-	39.7	N/A	-	63.9
Two or More Races	53.8	50.6	52.5	52.9	46.5	69.5
White/ Caucasian	43.2	50.7	55.9	50	46.9	72.1
Students with Disabilities	6.4	14.7	20.6	14.2	17.5	39.9
English Learners	8.1	12	20.4	5.7	11.2	
Economically Disadvantaged	35.2	37	41.3	35.8	35.6	54.4



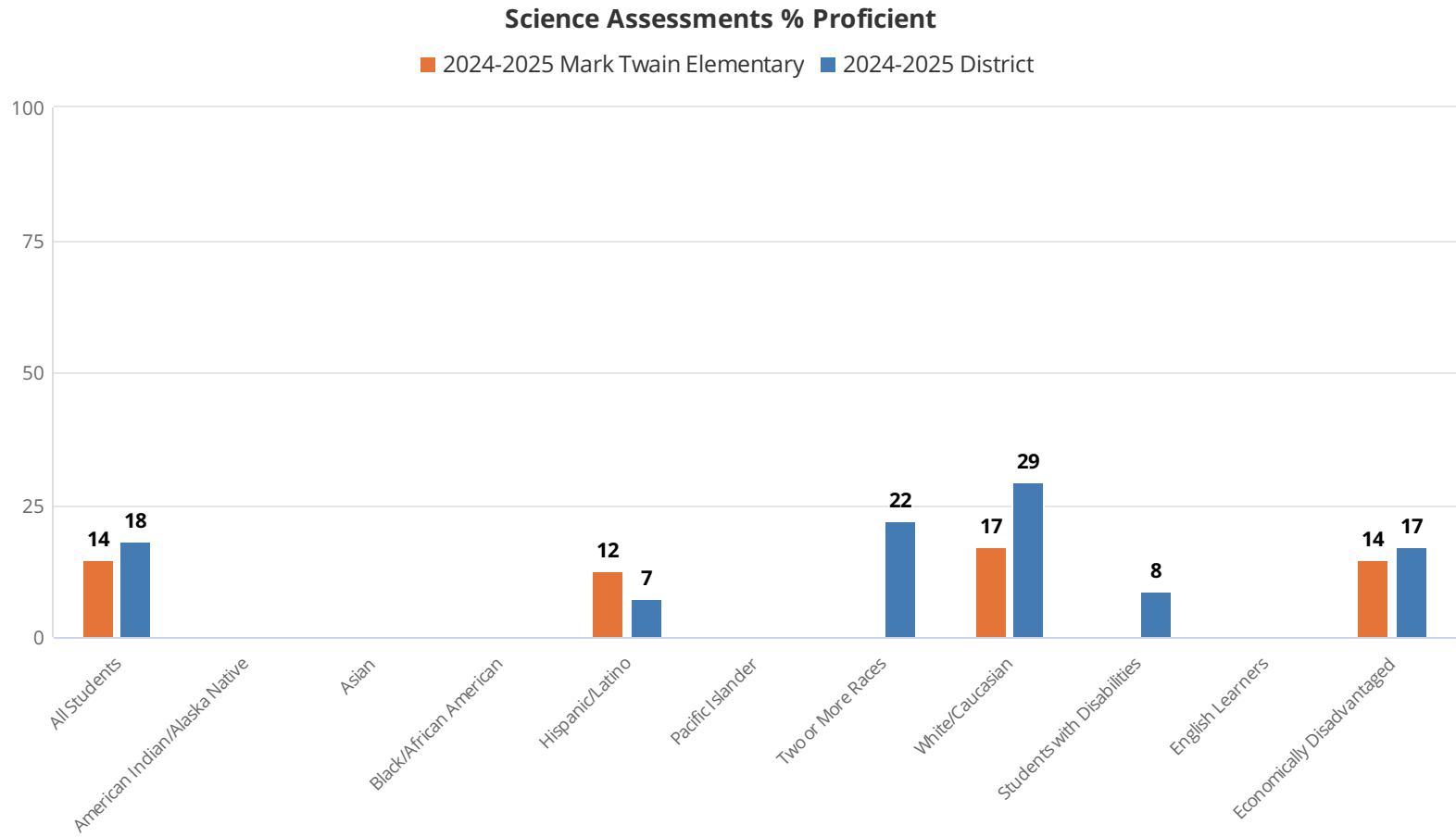
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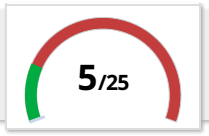
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	14.7	18.2	12.3	15.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	12.5	7.4	5.4	8.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	22.2	-	27.7
White/ Caucasian	17.3	29.2	22.2	21.7
Students with Disabilities	-	8.9	-	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	14.7	17.1	12.3	14.5



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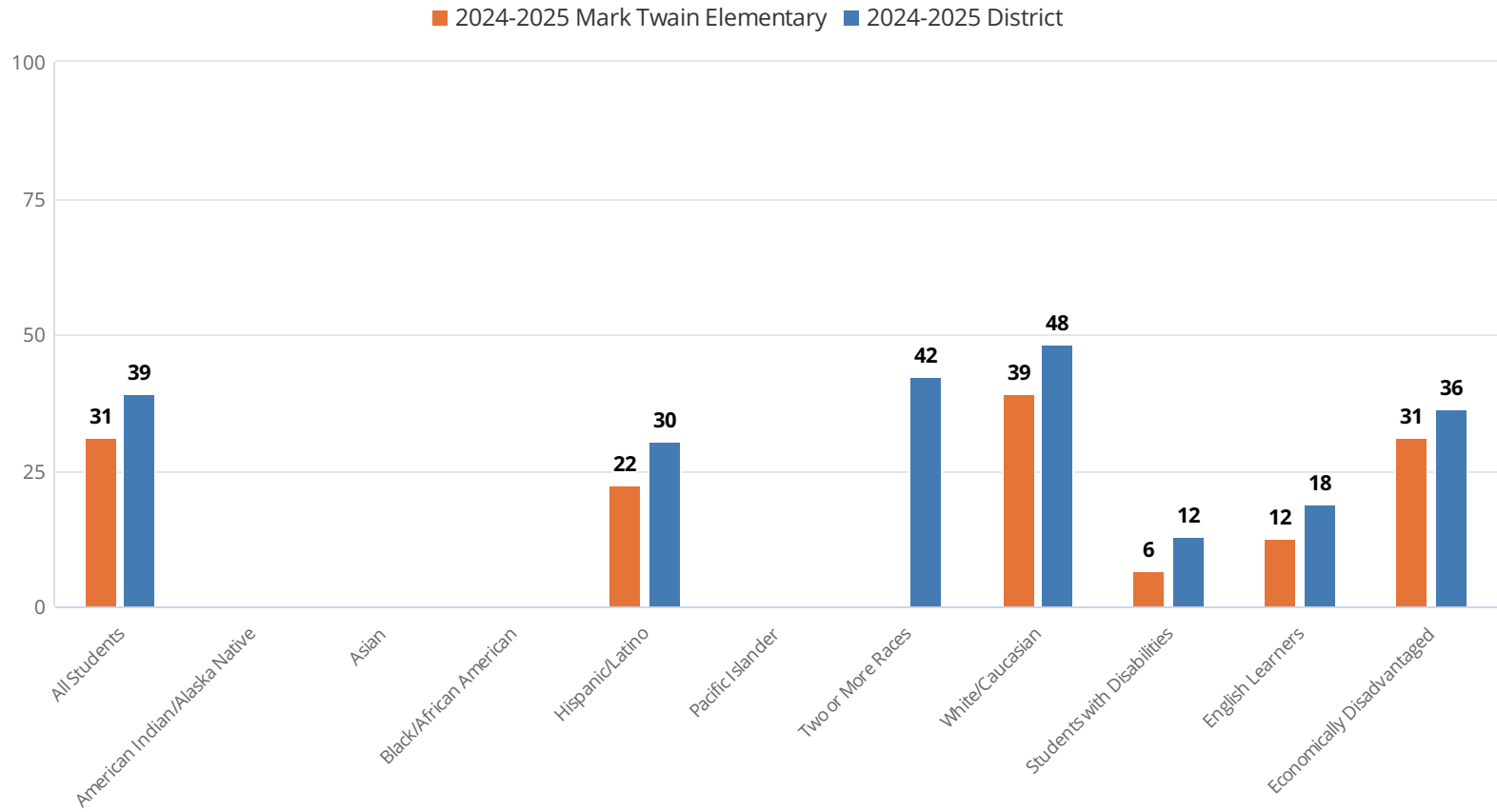
Academic Achievement

Read by Grade 3 Proficient

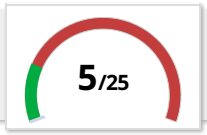
Read by Grade 3 Points Earned: 2/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	31	39.3	30.5	34.5
American Indian/ Alaska Native	N/A	-	-	7.1
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	22.4	30.4	30.2	27.5
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	42.3	-	42.4
White/ Caucasian	39.3	48.4	27.7	41
Students with Disabilities	6.6	12.9	20	20.6
English Learners	12.5	18.9	7.1	12.6
Economically Disadvantaged	31	36.5	30.5	33

Read by Grade 3 % Proficient



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Academic Achievement

Participation on State Assessments

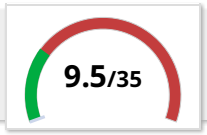
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	-	-	-	-
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	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
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: 2/10 **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	38	55	42.5	49	39	44	39	50
American Indian/ Alaska Native	-	53	-	37	N/A	29	N/A	53
Asian	-	71	-	49	-	69	-	76
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	38	51	41.5	46	42	44	35	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	46	62	36	52.5	28.5	34	66	50
White/ Caucasian	37.5	58	43	52	36	42	42	53
Students with Disabilities	38	52	29	37	37.5	47	31.5	43
English Learners	41.5	45.5	37.5	38	40	46.5	33	39.5
Economically Disadvantaged	38	52	42.5	46	39	40	39	49

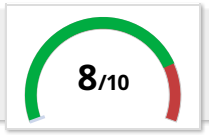
AGP Growth Data

Math AGP Points Earned: 1.5/7.5 **ELA AGP Points Earned: 3/7.5**

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	25	41.3	45.5	51.5	29.2	29.8	35.6	42.5
American Indian/ Alaska Native	-	29.4	-	35.2	N/A	7.6	N/A	30.7
Asian	-	64.2	-	71.4	-	60	-	60
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	19.5	31.2	41.4	43.3	23.1	22.5	23.1	33.4
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	30	43.4	60	69.5	40	33.9	70	50.9
White/ Caucasian	37.5	51.1	50	58.4	40	35.9	52	50
Students with Disabilities	12.5	28.9	25	29.2	5.5	19.3	5.5	23.5
English Learners	<5	14.8	27.2	26.8	9.5	15.4	14.2	20.5
Economically Disadvantaged	25	38	45.5	48.1	29.2	27.9	35.6	39.2

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

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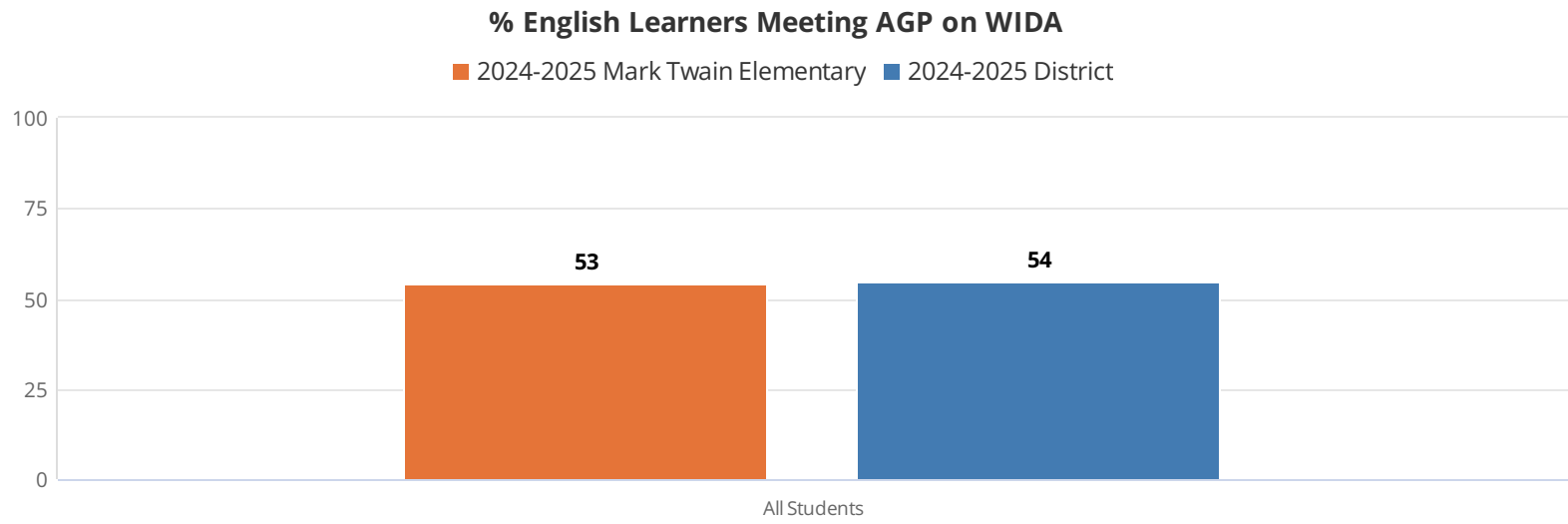


English Language

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.

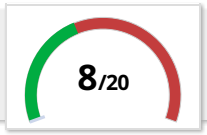
English Language Points Earned: 8/10

	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	63	53.9	54.9	66	43.9	50



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

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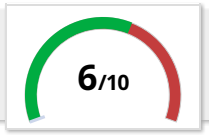
Closing Opportunity Gaps

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 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: 1/10 **ELA AGP Points Earned: 7/10**

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	12	29.5	43	43.4	16.6	20	22	31.6
American Indian/ Alaska Native	-	26.6	-	28.5	N/A	9	N/A	-
Asian	N/A	-	N/A	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	8.1	24.2	41.6	39.3	16.3	16.4	16.6	26.8
Pacific Islander	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	30.7	-	59.2	-	16.6	-	36.6
White/ Caucasian	20.8	37.2	44.4	48.5	22.2	25.3	35.7	37.4
Students with Disabilities	7.1	23.7	21.4	26.8	<5	12.7	<5	18.8
English Learners	5	12.5	27.2	25	10.5	16.3	14.2	20
Economically Disadvantaged	12	26.2	43	40.8	16.6	19.4	22	28.8

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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: 6/10

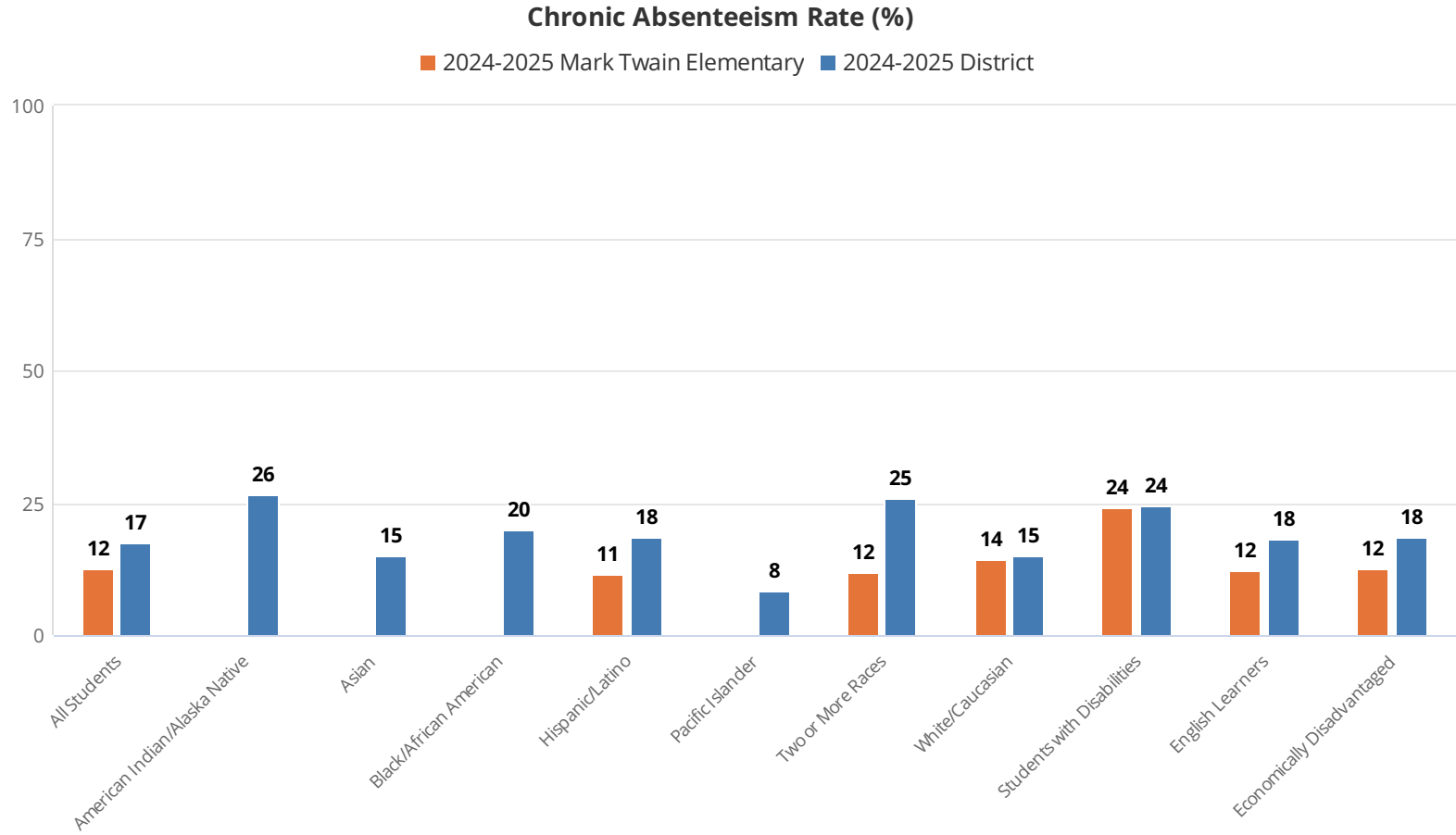
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	12.6	17.6	12.3	19.2
American Indian/ Alaska Native	-	26.6	-	21.4
Asian	-	15.2	-	17.9
Black/ African American	N/A	20	-	42.8
Hispanic/ Latino	11.6	18.7	10	19.2
Pacific Islander	N/A	8.3	N/A	-
Two or More Races	12	25.8	22.5	29.4
White/ Caucasian	14.2	15.1	13.8	17.5
Students with Disabilities	24.2	24.5	17.1	23.4
English Learners	12.2	18.2	9.3	19
Economically Disadvantaged	12.6	18.4	12.3	20.2

All Students Chronic Absenteeism Percent Change: 2.4%

Points Earned by the Chronic Absenteeism Rate: 6/10

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

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Al Seeliger Elementary

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 2800 S. Saliman Rd.
Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

48.6% White/Caucasian
0.9% Black/African American
40.2% Hispanic/Latino
1.8% Asian
3.5% American Indian/Alaska Native
0.3% Pacific Islander
4.3% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	69 ★★★★
2023-2024	59.5 ★★★

Additional Student Groups

14% English Learners
13.4% Students with Disabilities
44.3% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

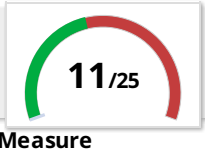
How are school star ratings determined?

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?

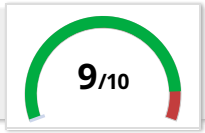
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



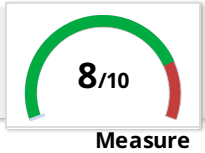
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**42.1**	34.6
Math Proficiency	44.5	35.2
ELA Proficiency	47.8	39.1
Science Proficiency	20.2	19.9
Read-by-Grade-3 Proficiency	43	36.5



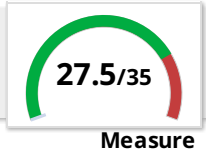
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	55.1	50.4



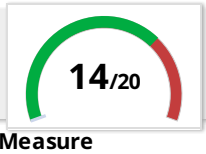
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.4	11.6



Growth Indicator

Measure	School Median	District Median
Math MGP	65	51.5
ELA MGP	49	47
	School Rate	**District Rate**
Met Math AGP Target	50	36.2
Met ELA AGP Target	55.3	45.1

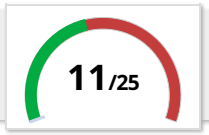


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	34.7	25.9
Prior Non-Proficient Met ELA AGP Target	44.8	35.5

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

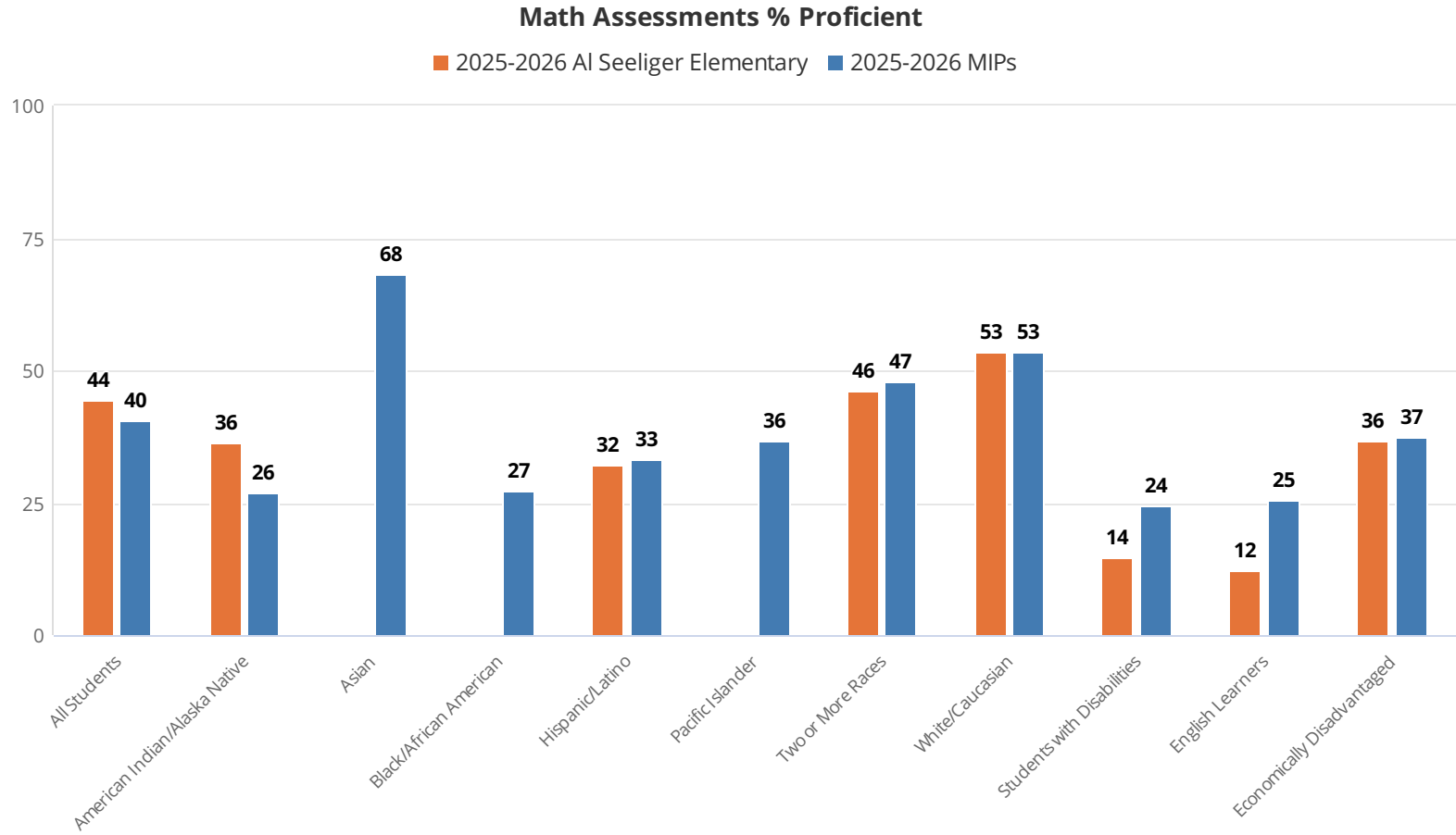
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

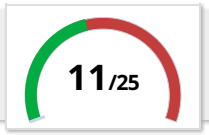
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	42.1	34.6	42.5	36.4

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	44.5	35.2	40.4	46.8	38.2	39.2
American Indian/ Alaska Native	36.3	17.5	26.8	-	18.5	23
Asian	-	56	68.2	-	78.2	67.5
Black/ African American	-	-	27.4	-	-	25.2
Hispanic/ Latino	32.2	25.9	33.3	29.3	27.9	31.3
Pacific Islander	N/A	-	36.6	-	-	35.3
Two or More Races	46.1	33.3	47.9	18.1	36	46.8
White/ Caucasian	53.4	45.7	53.4	61.7	48.4	52.4
Students with Disabilities	14.8	15.6	24.5	15	17.6	20.5
English Learners	12.1	15.4	25.4	19.4	14.2	21.5
Economically Disadvantaged	36.8	34.1	37.5	35.7	36.6	36.3



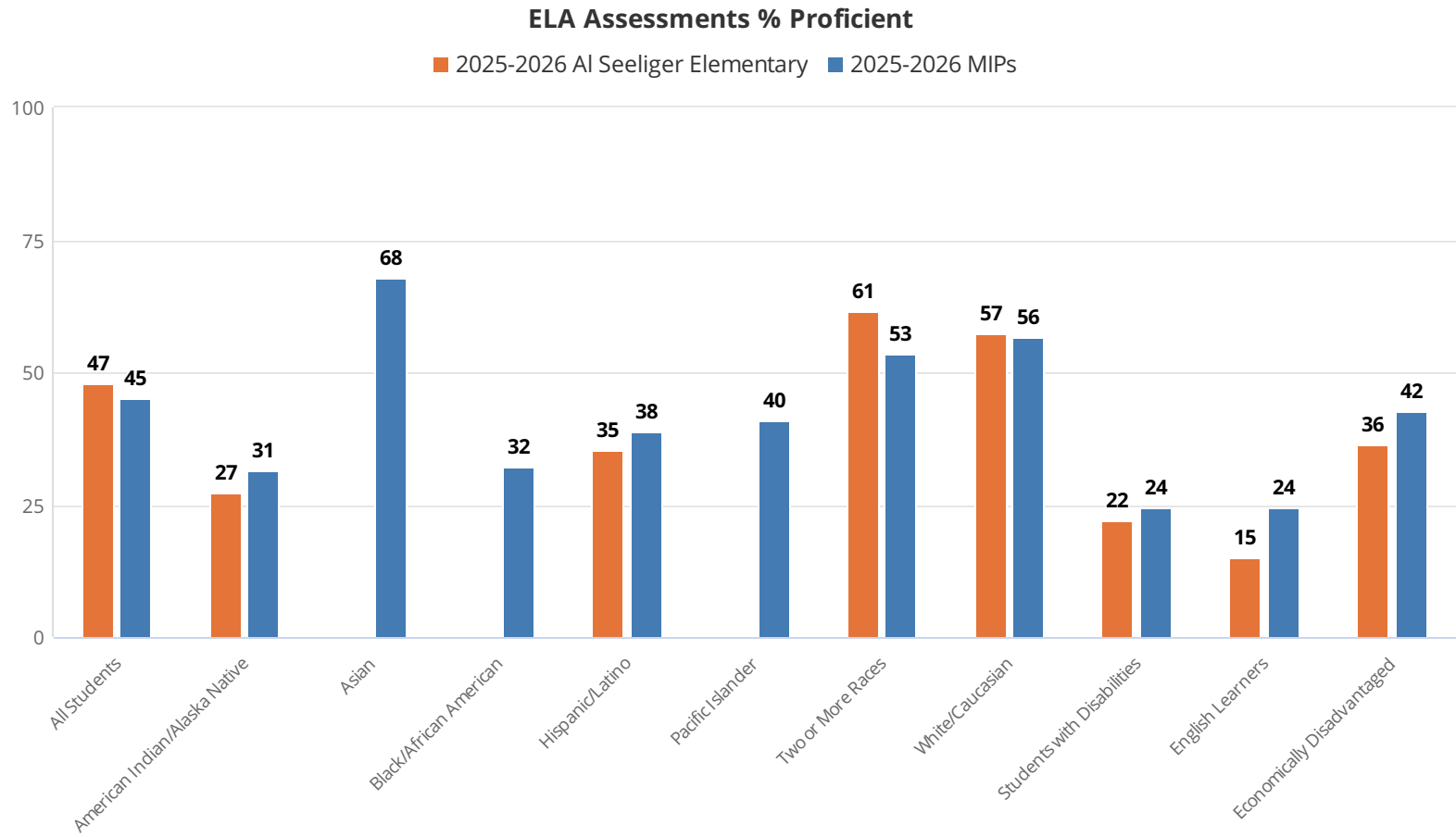
District percentages reflect the district the school was associated with when the data was collected.
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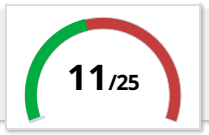
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	47.8	39.1	45	47	40.6	43.9
American Indian/ Alaska Native	27.2	17.5	31.5	-	14.8	27.9
Asian	-	68	68	-	69.5	67.3
Black/ African American	-	-	32.3	-	-	30.2
Hispanic/ Latino	35.4	32.2	38.7	27.1	29.6	36.8
Pacific Islander	N/A	-	40.9	-	-	39.7
Two or More Races	61.5	44.3	53.5	45.4	50.6	52.5
White/ Caucasian	57.3	46.3	56.8	61.4	50.7	55.9
Students with Disabilities	22.2	14.2	24.6	26.3	14.7	20.6
English Learners	15.1	12.3	24.4	16.6	12	20.4
Economically Disadvantaged	36.3	37	42.5	28.7	37	41.3



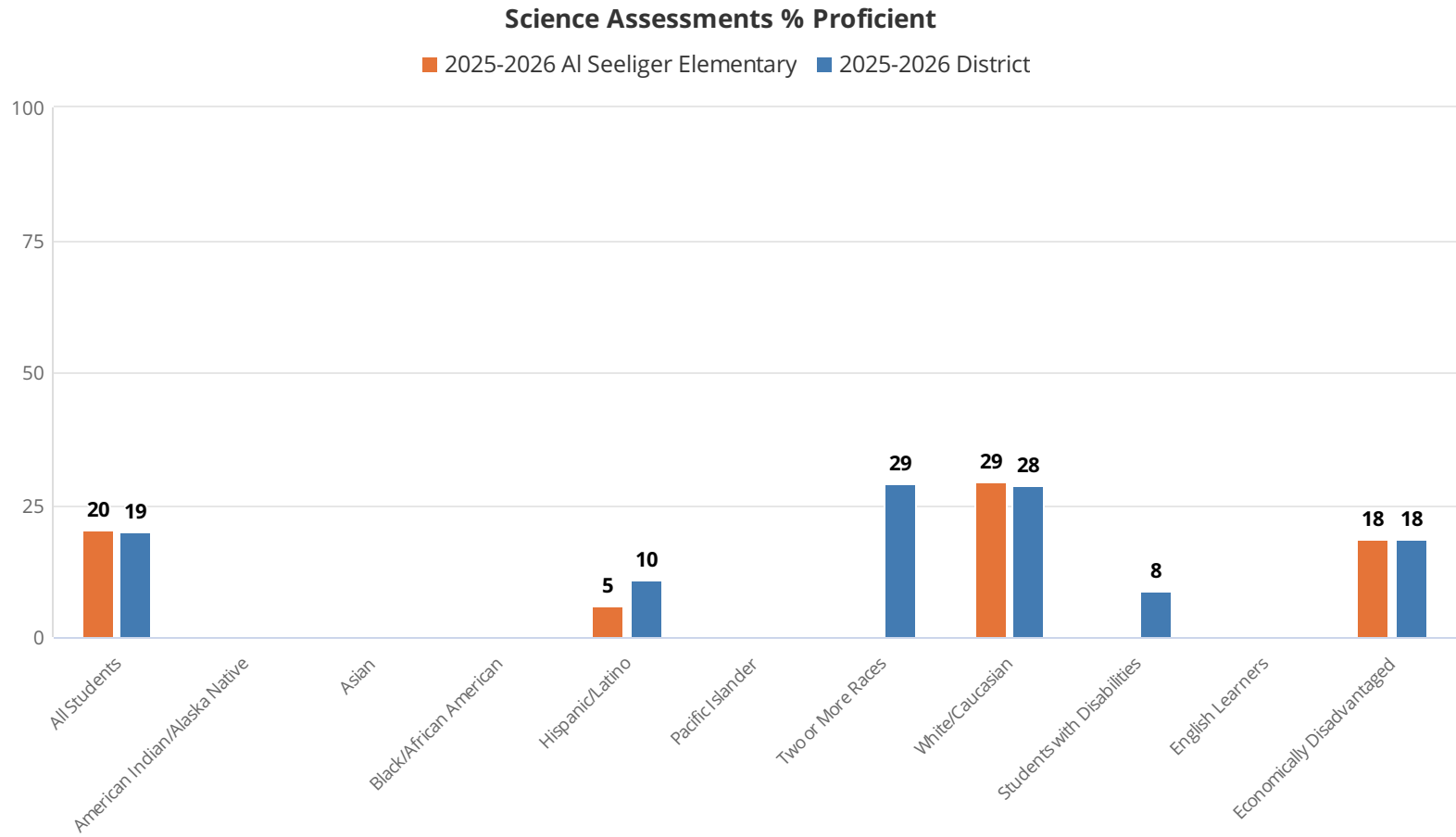
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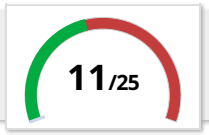
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	20.2	19.9	15	18.2
American Indian/ Alaska Native	-	<5	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	5.8	10.9	<5	7.4
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	29	-	22.2
White/ Caucasian	29.3	28.8	27.9	29.2
Students with Disabilities	-	8.8	-	8.9
English Learners	-	<5	-	<5
Economically Disadvantaged	18.4	18.6	5.2	17.1



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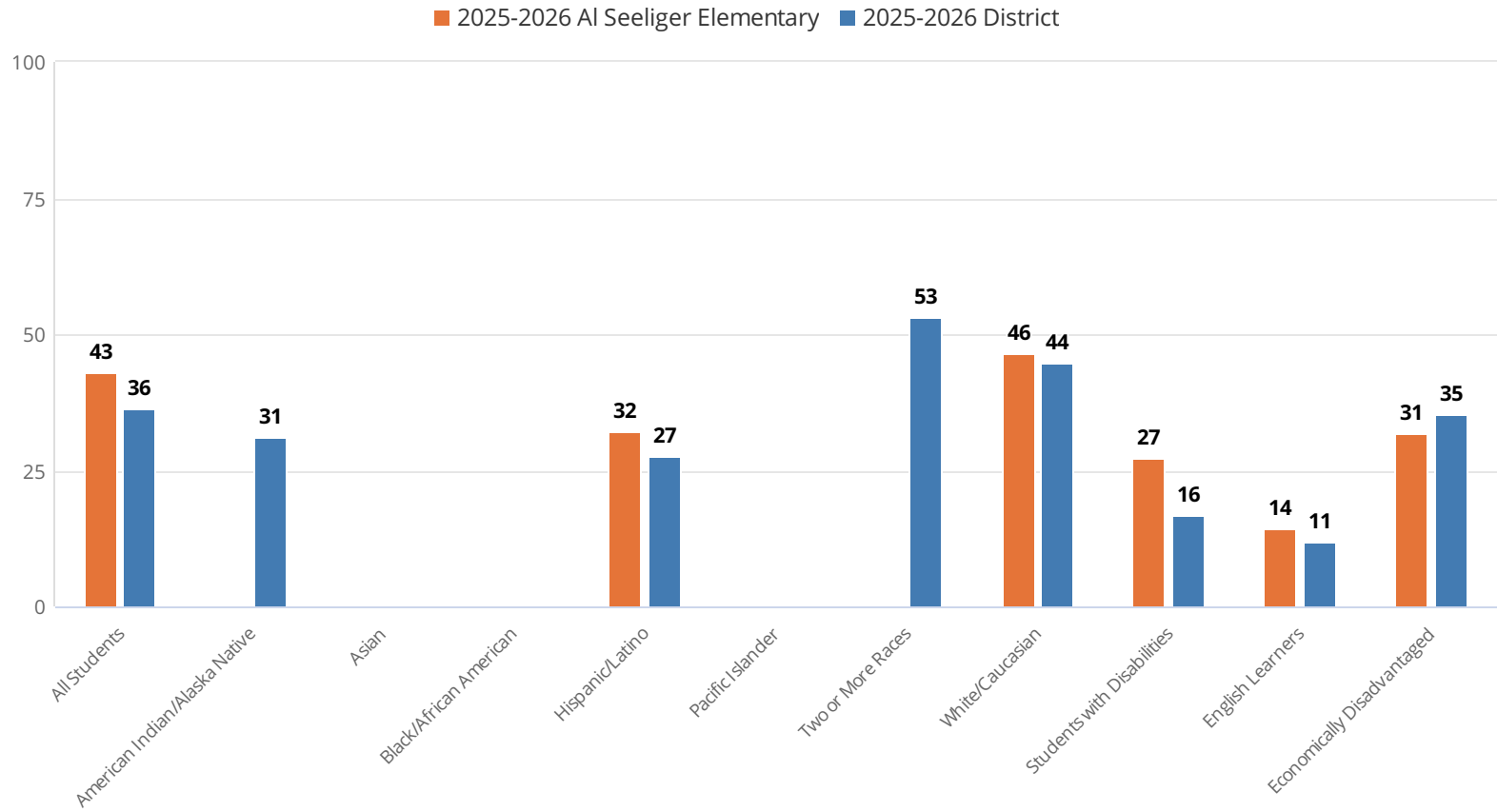
Academic Achievement

Read by Grade 3 Proficient

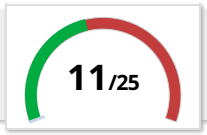
Read by Grade 3 Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	43	36.5	43.2	39.3
American Indian/ Alaska Native	-	31.2	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	32	27.7	29	30.4
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	53.3	-	42.3
White/ Caucasian	46.6	44.8	53.6	48.4
Students with Disabilities	27.2	16.8	-	12.9
English Learners	14.2	11.9	21.4	18.9
Economically Disadvantaged	31.8	35.3	25.6	36.5

Read by Grade 3 % Proficient



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Academic Achievement

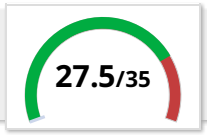
Participation on State Assessments

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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
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%

District percentages reflect the district the school was associated with when the data was collected.
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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: 10/10 **ELA MGP Points Earned: 5/10**

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	65	51.5	49	47	58	55	51.5	49
American Indian/ Alaska Native	-	50	-	46	-	53	-	37
Asian	-	45	-	51.5	-	71	-	49
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	61	51	52	46.5	56	51	44	46
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	-	38	-	44.5	-	62	-	52.5
White/ Caucasian	67	55	48	49	60	58	56.5	52
Students with Disabilities	40	49	39	33	56	52	51	37
English Learners	65	54	65	44	44.5	45.5	43	38
Economically Disadvantaged	68	49	62.5	48	56	52	45	46

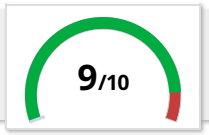
AGP Growth Data

Math AGP Points Earned: 7/7.5 **ELA AGP Points Earned: 5.5/7.5**

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	50	36.2	55.3	45.1	51.4	41.3	56.5	51.5
American Indian/ Alaska Native	-	19	-	19	-	29.4	-	35.2
Asian	-	43.7	-	75	-	64.2	-	71.4
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	40	28.8	52.3	39.7	38.3	31.2	40	43.3
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	-	28.3	-	42.5	-	43.4	-	69.5
White/ Caucasian	56.7	45.1	59.3	51.1	61	51.1	69.1	58.4
Students with Disabilities	13.3	22.5	33.3	20.7	41.6	28.9	36.3	29.2
English Learners	11.7	18.7	64.7	28	22.7	14.8	31.8	26.8
Economically Disadvantaged	42.4	33.1	59.7	43.7	45.5	38	44.7	48.1

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

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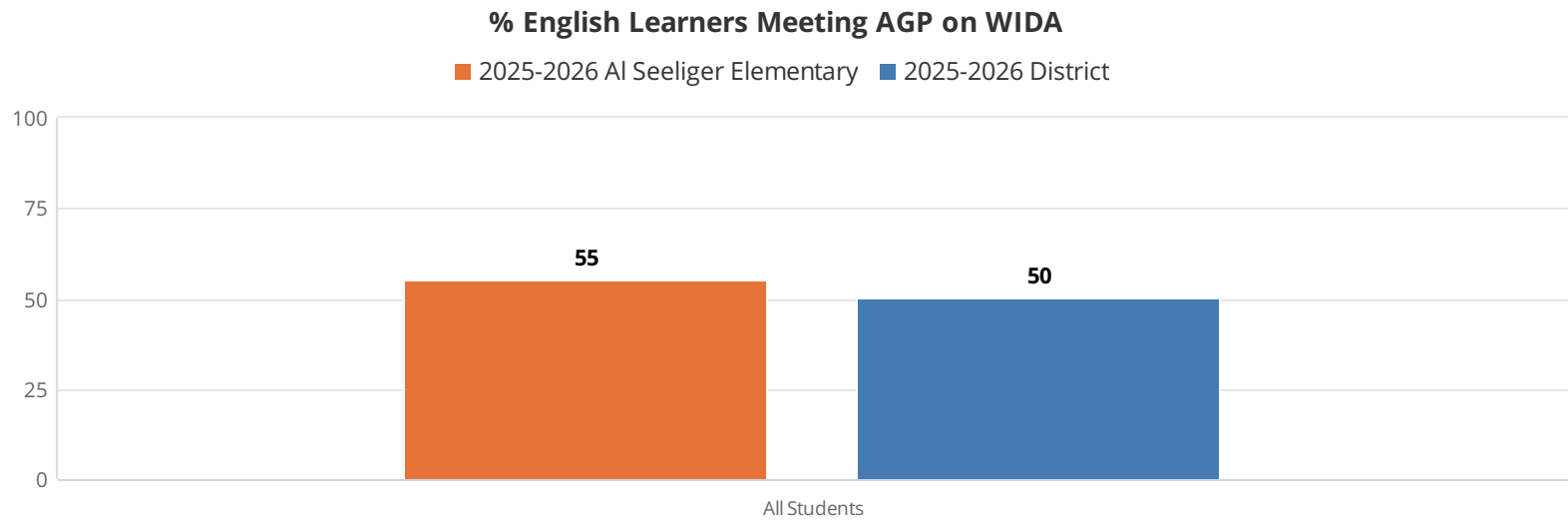


English Language

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.

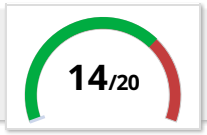
English Language Points Earned: 9/10

	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	58	55.1	50.4	59	54.2	54.9



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

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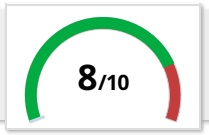


Closing Opportunity Gaps

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 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: 7/10			ELA AGP Points Earned: 7/10		
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	34.7	25.9	44.8	35.5	38.6	29.5	43.8	43.4
American Indian/ Alaska Native	-	23.5	-	16.6	-	26.6	-	28.5
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	N/A	N/A	-	-	-	-
Hispanic/ Latino	31.8	22.6	46.6	33.8	30.9	24.2	36.1	39.3
Pacific Islander	N/A	-	N/A	-	N/A	N/A	N/A	-
Two or More Races	-	20.5	-	27.5	-	30.7	-	59.2
White/ Caucasian	33.3	30.6	41.8	40	48.5	37.2	60.6	48.5
Students with Disabilities	7.6	15.9	38.4	19.3	-	23.7	-	26.8
English Learners	12.5	15.3	64.7	28	18.7	12.5	33.3	25
Economically Disadvantaged	34	24.3	56.8	35.5	36.9	26.2	35.5	40.8

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

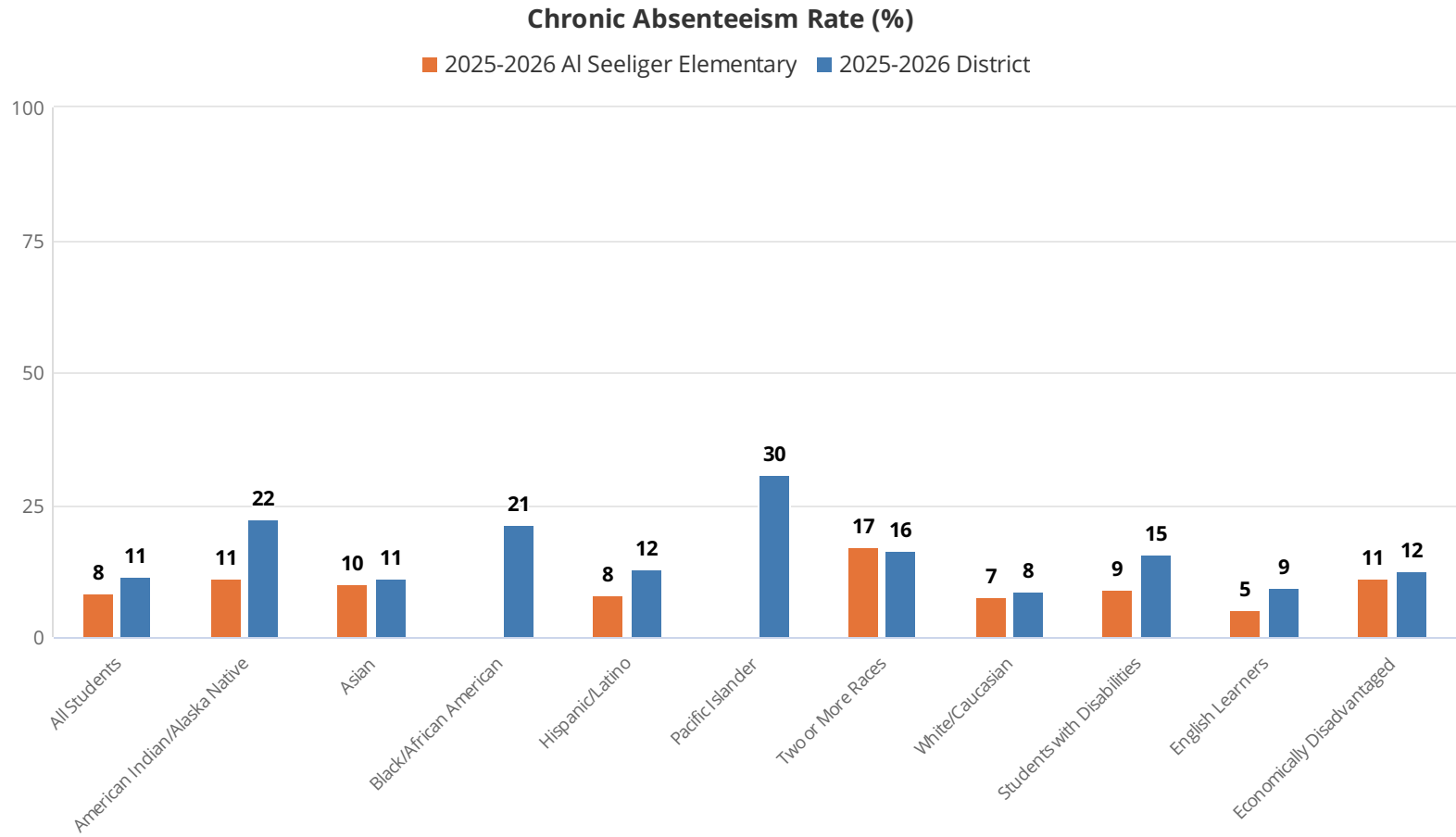
Chronic Absenteeism Points Earned: 8/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	8.4	11.6	11.2	17.6
American Indian/ Alaska Native	11.1	22.5	11.1	26.6
Asian	10	11.1	-	15.2
Black/ African American	-	21.4	-	20
Hispanic/ Latino	8.2	12.9	11.2	18.7
Pacific Islander	-	30.7	-	8.3
Two or More Races	17.3	16.4	9	25.8
White/ Caucasian	7.8	8.8	11.6	15.1
Students with Disabilities	9	15.8	9.5	24.5
English Learners	5.1	9.3	9.1	18.2
Economically Disadvantaged	11.2	12.6	12.6	18.4

All Students Chronic Absenteeism Percent Change: -25%

Points Earned by the Chronic Absenteeism Rate: 8/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Al Seeliger Elementary

School Year 2024-2025 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Carson City
School Address: 2800 S. Saliman Rd. Carson City, NV 89701



Total Index Score

School Type: Regular
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

49.1% White/Caucasian
1.3% Black/African American
40% Hispanic/Latino
1.3% Asian
3.4% American Indian/Alaska Native
0.1% Pacific Islander
4.5% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	59.5 ★★★
2022-2023	59 ★★★

Additional Student Groups

17.2% English Learners
13% Students with Disabilities
45.5% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

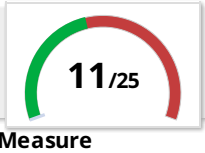
How are school star ratings determined?

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?

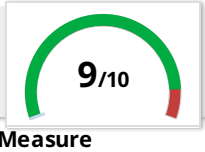
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2024-2025 School Performance



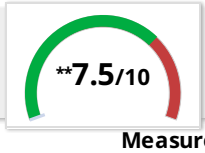
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**42.5**	36.4
Math Proficiency	46.8	38.2
ELA Proficiency	47	40.6
Science Proficiency	15	18.2
Read-by-Grade-3 Proficiency	43.2	39.3



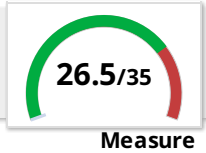
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	54.2	54.9



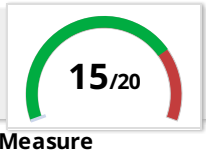
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11.2	17.6
Climate Survey Participation	>95	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	58	55
ELA MGP	51.5	49
	School Rate	**District Rate**
Met Math AGP Target	51.4	41.3
Met ELA AGP Target	56.5	51.5

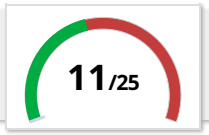


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	38.6	29.5
Prior Non-Proficient Met ELA AGP Target	43.8	43.4

** 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

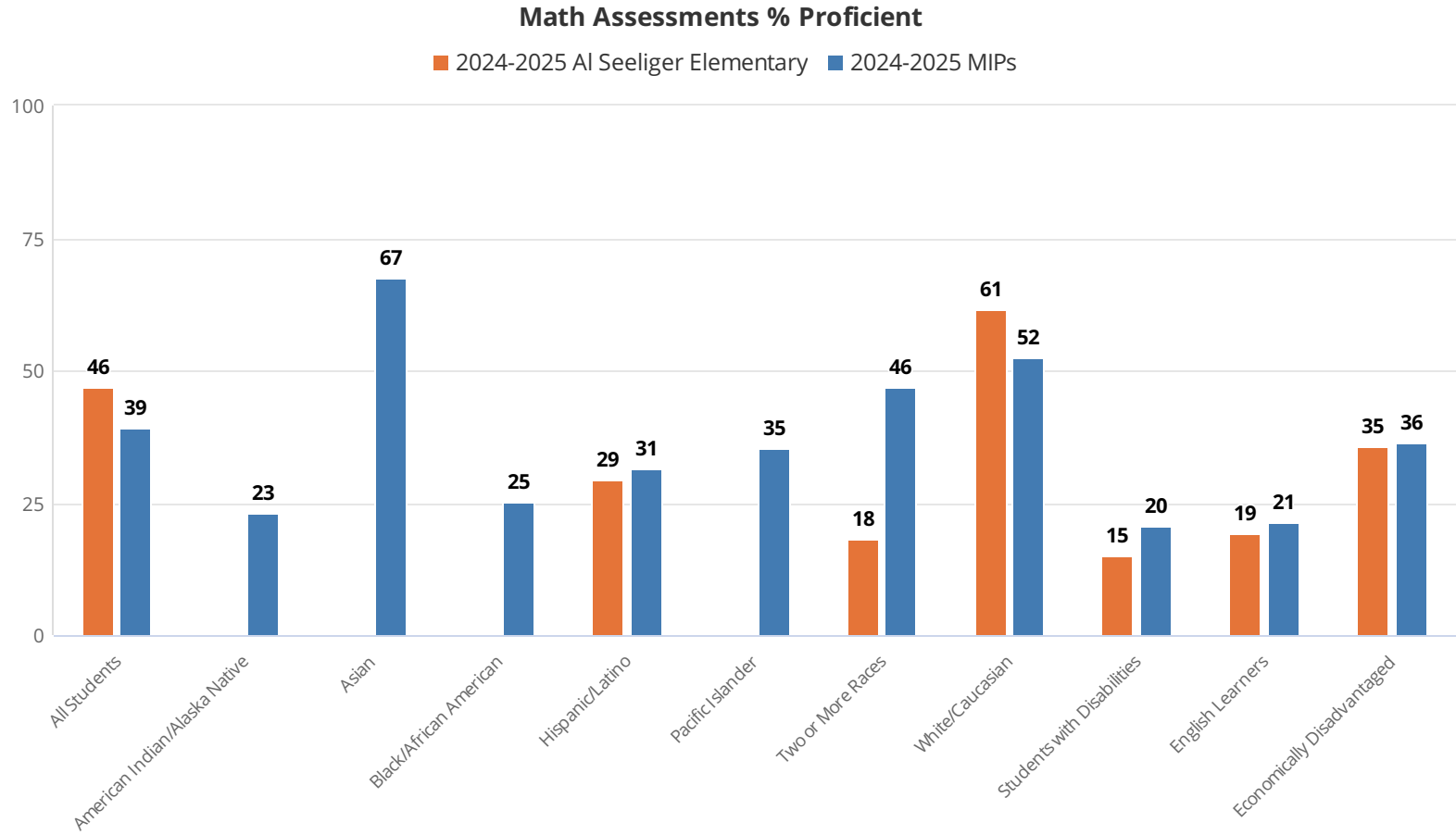
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

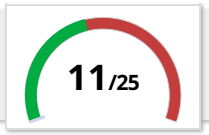
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	42.5	36.4	45.3	32.9

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	46.8	38.2	39.2	47.2	33	55.8
American Indian/ Alaska Native	-	18.5	23	-	17.2	43.7
Asian	-	78.2	67.5	-	62.5	73.3
Black/ African American	-	-	25.2	-	41.6	42
Hispanic/ Latino	29.3	27.9	31.3	31.1	22.7	48.2
Pacific Islander	-	-	35.3	-	-	55.7
Two or More Races	18.1	36	46.8	-	42	61.6
White/ Caucasian	61.7	48.4	52.4	58.8	42.1	65.1
Students with Disabilities	15	17.6	20.5	28.5	19	38.8
English Learners	19.4	14.2	21.5	25	13.7	
Economically Disadvantaged	35.7	36.6	36.3	36.4	31.1	47.7



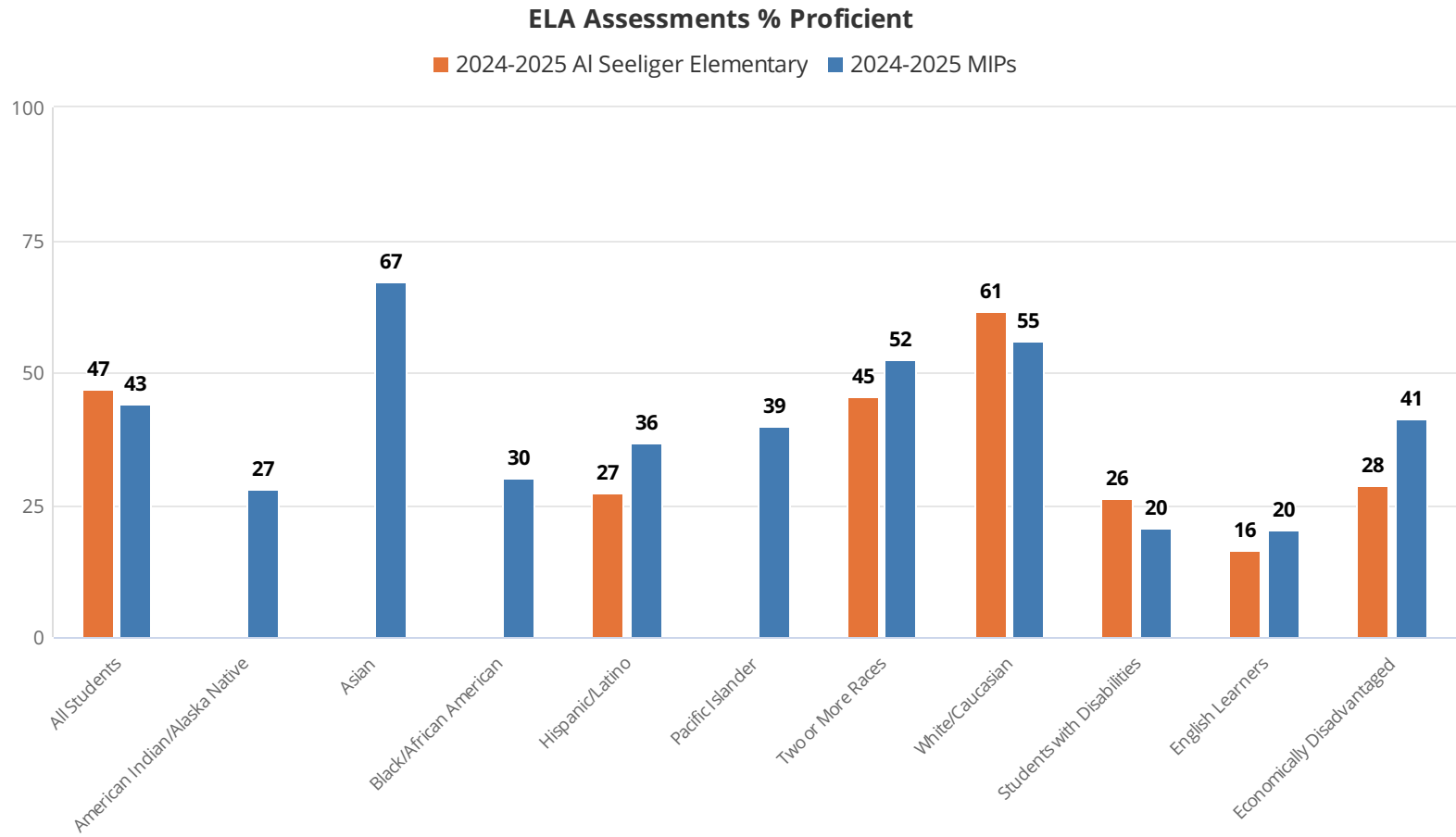
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



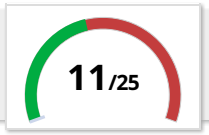
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	47	40.6	43.9	49.2	38.5	63.1
American Indian/ Alaska Native	-	14.8	27.9	-	20.6	50.7
Asian	-	69.5	67.3	-	62.5	78.9
Black/ African American	-	-	30.2	-	58.3	50.8
Hispanic/ Latino	27.1	29.6	36.8	26.6	28.8	55.6
Pacific Islander	-	-	39.7	-	-	63.9
Two or More Races	45.4	50.6	52.5	-	46.5	69.5
White/ Caucasian	61.4	50.7	55.9	62.4	46.9	72.1
Students with Disabilities	26.3	14.7	20.6	42.8	17.5	39.9
English Learners	16.6	12	20.4	13.8	11.2	
Economically Disadvantaged	28.7	37	41.3	36.4	35.6	54.4



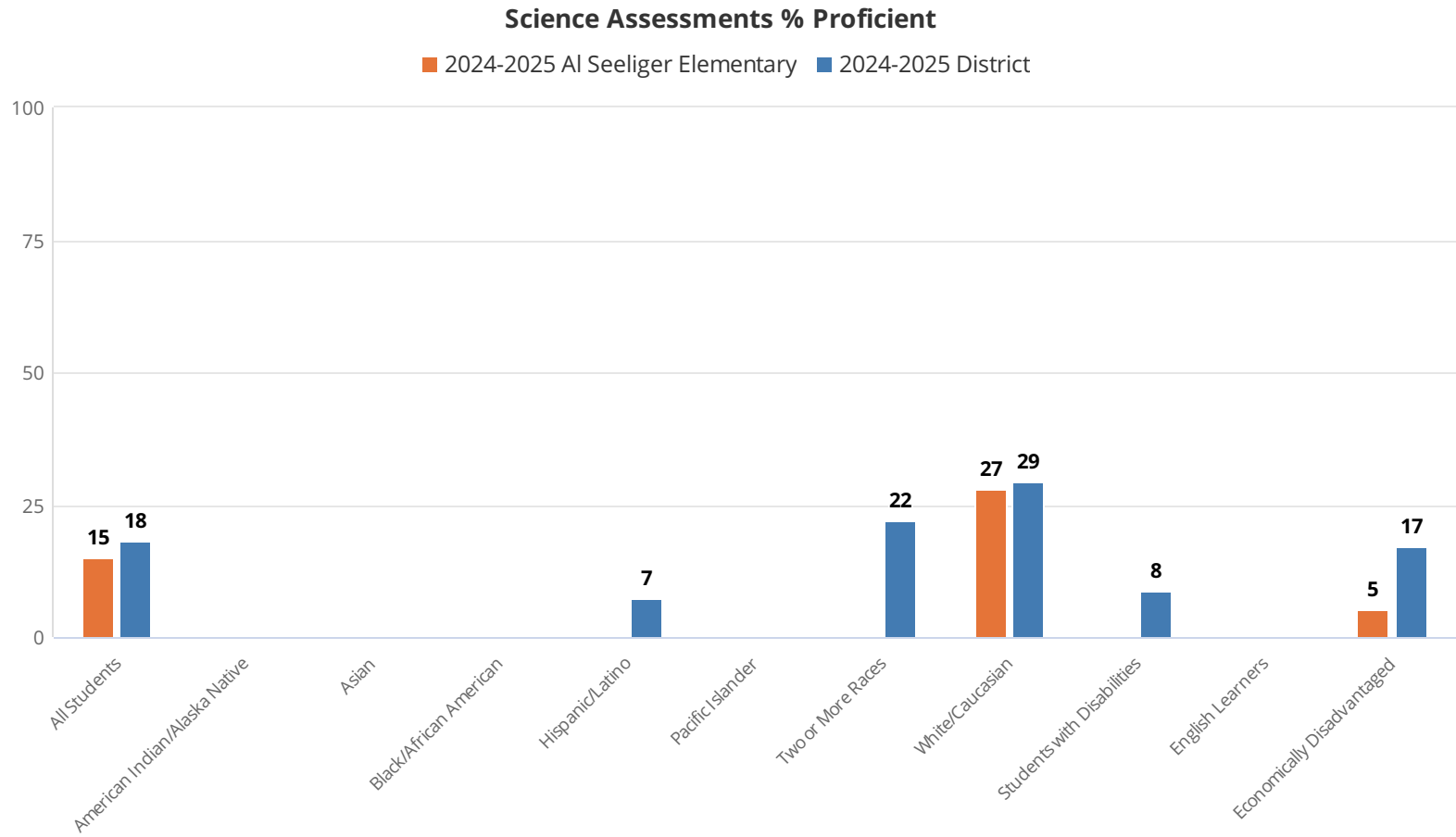
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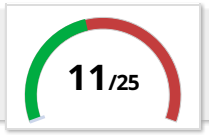
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	15	18.2	27.7	15.9
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	<5	7.4	14.8	8.4
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	22.2	-	27.7
White/ Caucasian	27.9	29.2	31.9	21.7
Students with Disabilities	-	8.9	10	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	5.2	17.1	25	14.5



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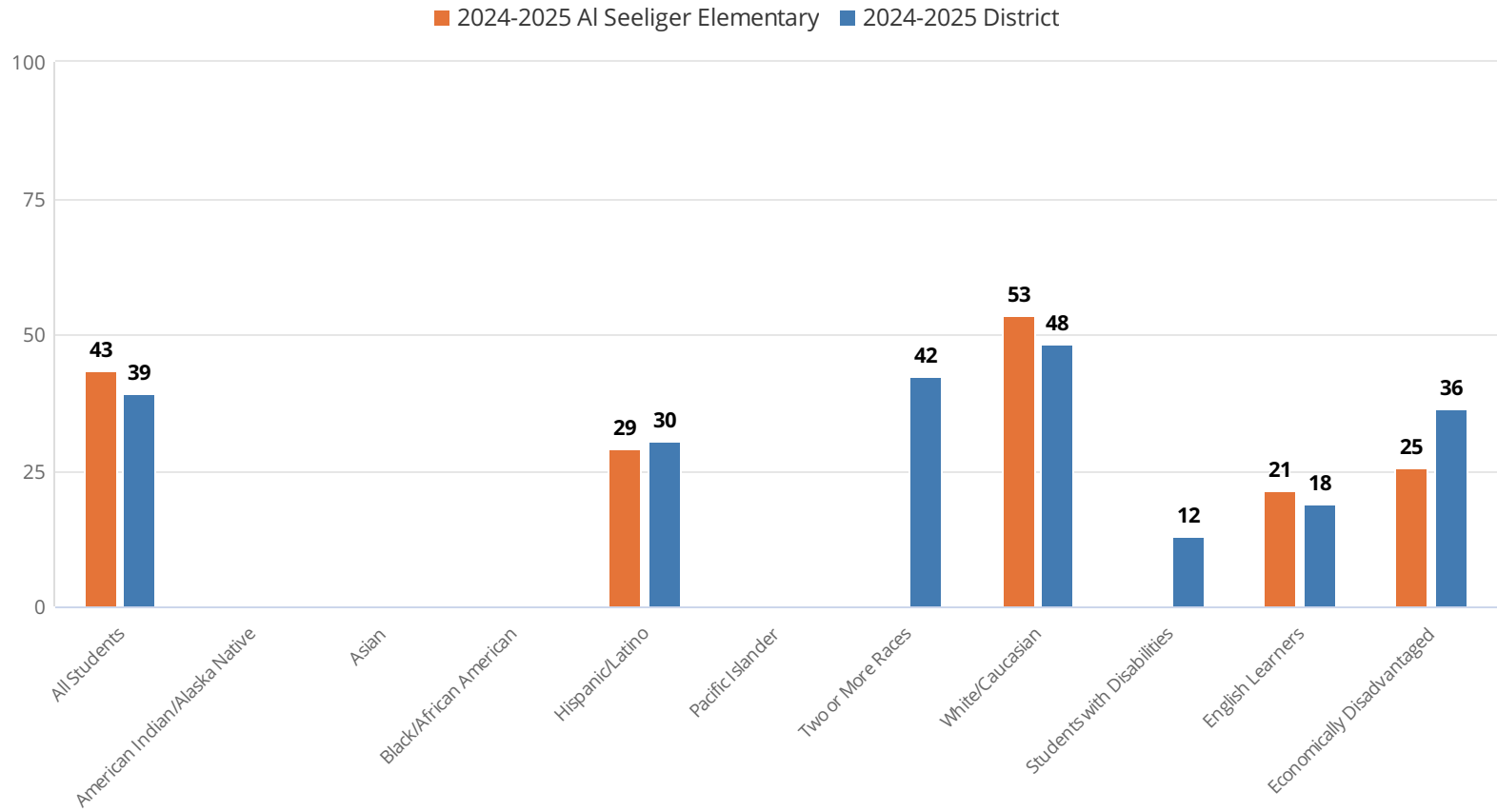
Academic Achievement

Read by Grade 3 Proficient

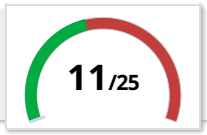
Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	43.2	39.3	37.7	34.5
American Indian/ Alaska Native	-	-	-	7.1
Asian	-	-	N/A	-
Black/ African American	-	-	-	-
Hispanic/ Latino	29	30.4	14.7	27.5
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	42.3	-	42.4
White/ Caucasian	53.6	48.4	52.9	41
Students with Disabilities	-	12.9	-	20.6
English Learners	21.4	18.9	12.5	12.6
Economically Disadvantaged	25.6	36.5	26.6	33

Read by Grade 3 % Proficient



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Academic Achievement

Participation on State Assessments

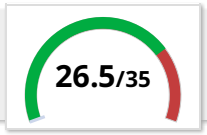
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will 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	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
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%

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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: 8/10 **ELA MGP Points Earned: 6/10**

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	58	55	51.5	49	55	44	56	50
American Indian/ Alaska Native	-	53	-	37	-	29	-	53
Asian	-	71	-	49	-	69	-	76
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	56	51	44	46	46	44	55	46
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	62	-	52.5	-	34	-	50
White/ Caucasian	60	58	56.5	52	60.5	42	58.5	53
Students with Disabilities	56	52	51	37	66	47	63	43
English Learners	44.5	45.5	43	38	65.5	46.5	60	39.5
Economically Disadvantaged	56	52	45	46	49.5	40	50.5	49

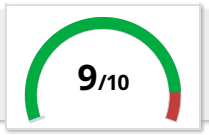
AGP Growth Data

Math AGP Points Earned: 7/7.5 **ELA AGP Points Earned: 5.5/7.5**

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	51.4	41.3	56.5	51.5	41.1	29.8	55.6	42.5
American Indian/ Alaska Native	-	29.4	-	35.2	-	7.6	-	30.7
Asian	-	64.2	-	71.4	-	60	-	60
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	38.3	31.2	40	43.3	29	22.5	47.2	33.4
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	43.4	-	69.5	-	33.9	-	50.9
White/ Caucasian	61	51.1	69.1	58.4	53.4	35.9	61.6	50
Students with Disabilities	41.6	28.9	36.3	29.2	45	19.3	55	23.5
English Learners	22.7	14.8	31.8	26.8	20	15.4	45	20.5
Economically Disadvantaged	45.5	38	44.7	48.1	35.4	27.9	45.1	39.2

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

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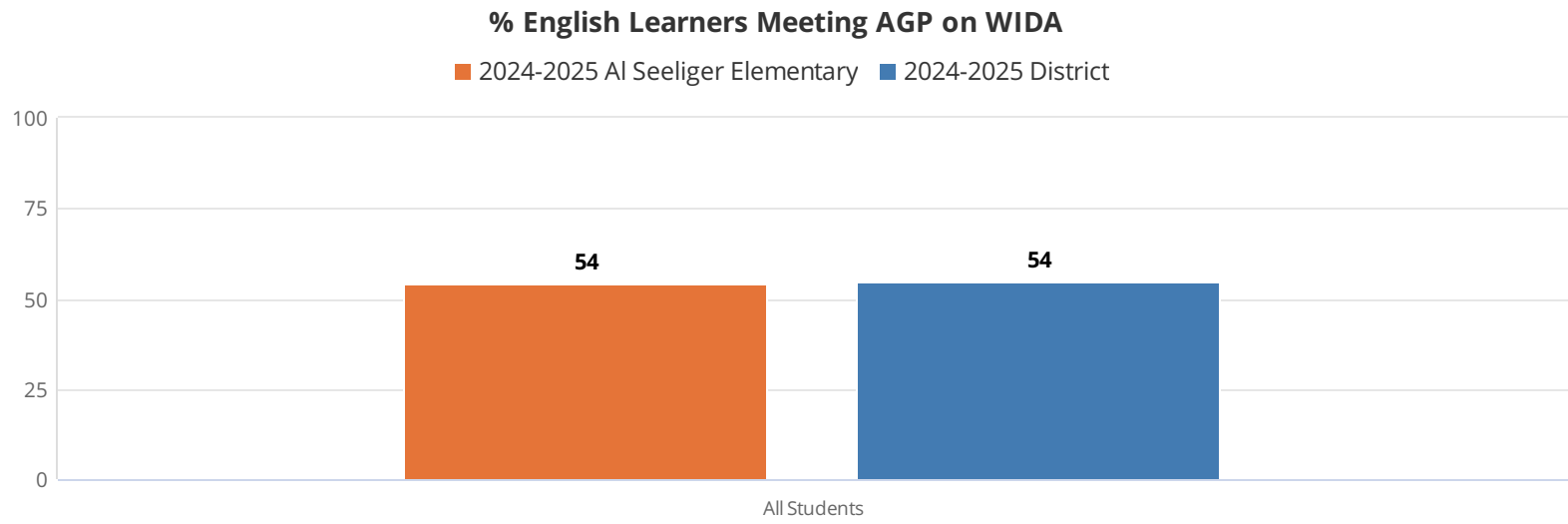


English Language

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.

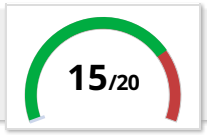
English Language Points Earned: 9/10

	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	59	54.2	54.9	58	50	50



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

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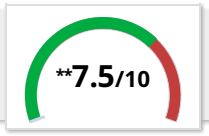
Closing Opportunity Gaps

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 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: 8/10 **ELA AGP Points Earned: 7/10**

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	38.6	29.5	43.8	43.4	26.5	20	48.8	31.6
American Indian/ Alaska Native	-	26.6	-	28.5	-	9	-	-
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	30.9	24.2	36.1	39.3	16.6	16.4	38	26.8
Pacific Islander	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	30.7	-	59.2	-	16.6	-	36.6
White/ Caucasian	48.5	37.2	60.6	48.5	42.4	25.3	58.3	37.4
Students with Disabilities	-	23.7	-	26.8	26.6	12.7	43.7	18.8
English Learners	18.7	12.5	33.3	25	21	16.3	45	20
Economically Disadvantaged	36.9	26.2	35.5	40.8	30.9	19.4	48.7	28.8

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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: 7.5/10

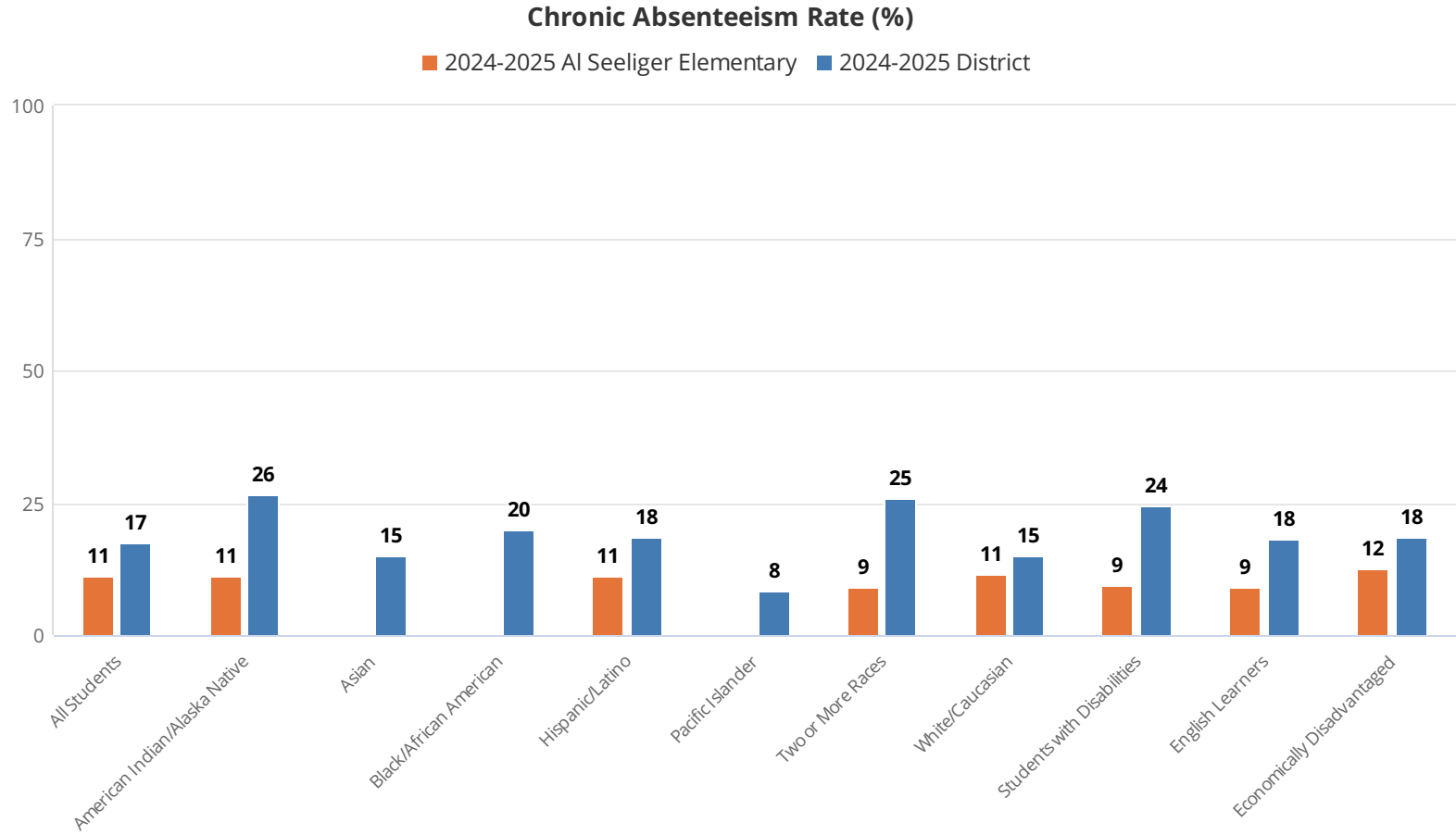
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	11.2	17.6	15.2	19.2
American Indian/ Alaska Native	11.1	26.6	16.6	21.4
Asian	-	15.2	-	17.9
Black/ African American	-	20	-	42.8
Hispanic/ Latino	11.2	18.7	14.1	19.2
Pacific Islander	-	8.3	-	-
Two or More Races	9	25.8	12	29.4
White/ Caucasian	11.6	15.1	16.1	17.5
Students with Disabilities	9.5	24.5	16.4	23.4
English Learners	9.1	18.2	15.1	19
Economically Disadvantaged	12.6	18.4	18.4	20.2

All Students Chronic Absenteeism Percent Change: -26.3%

Points Earned by the Chronic Absenteeism Rate: 6.5/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

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.

CONSENT AGENDA

ITEMS

November 10, 2026

CARSON CITY SCHOOL DISTRICT
CONSENT AGENDA ITEM SUMMARY
November 10, 2026

EMPLOYEE LEAVE REQUESTS			
Name	**Position/Subject**	**Location**	**Type of Leave**

REQUEST WITHDRAWAL TO TAKE HSE			
Name	**Grade**	**School**	
Hadassah DeDios Cayetano	12	CHS	

REQUEST VACCINATION EXEMPTION PER NRS 392.437 OR NRS 392.439			
Grade	**School**	**Medical**	**Religious**
2	Bordewich Bray		X

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

November 10, 2026

ADMINISTRATIVE STAFF

NEW HIRES					
Name	Position/Subject	Location		Hire Date	New/Replace
None					

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire

CERTIFIED STAFF

NEW HIRES					
Name	Position/Subject	Location		Hire Date	New/Replace

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire

CARSON CITY SCHOOL DISTRICT

AP

Accounts Payable Voucher

Voucher #: 92

Voucher Date: 11/05/2026
Voucher Post Date: 11/05/2026

Prepared By: All
Posted By: ISABEL ORTEGA

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $20,426.53 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward	Chief Financial & Operations Officer
Molly Walt	President
Richard Varner	Vice President
Michelle Pedersen	Clerk
Lupe Ramirez	Member
Rebecca Roberts	Member
Matt Clapham	Member
Tina Statucki	Member

Fund	Description	Amount
100	General Fund	3,507.50
235	Adult Education-Correction	5,220.00
241	State Grants - 2018	7,349.03
250	Special Education	4,350.00
500	Permanent Funds-Fixed Asset and Revolving Funds	0.00
	TOTAL	**20,426.53**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 11/05/2026 **Print** P - Printed

Accounts Payable Run Id: 92 **Accounts Payable Run** AP - NOV 5 2026

Check Number Range: 206401 to 206406 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206401	ABLE NEVADA	1,500.00	R - Regular
206402	CARSON CITY SCHOOL DISTRICT	7.50	R - Regular
206403	GED TESTING SERVICE	5,220.00	R - Regular
206404	HOLOS THERAPY	4,350.00	R - Regular
206405	LOOS, DESIREE	2,000.00	R - Regular
206406	NEVADA DEPARTMENT OF EDUCATION	7,349.03	R - Regular
	Accounts Payable Run Total	**20,426.53**	

CARSON CITY SCHOOL DISTRICT

Accounts Payable Voucher

AP

Voucher #: 93

Voucher Date: 11/10/2026
Voucher Post Date: 11/10/2026

Prepared By: All
Posted By: ISABEL ORTEGA

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $285,402.83 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward	Chief Financial & Operations Officer
Molly Walt	President
Richard Varner	Vice President
Michelle Pedersen	Clerk
Lupe Ramirez	Member
Rebecca Roberts	Member
Matt Clapham	Member
Tina Statucki	Member

Fund	Description	Amount
100	General Fund	101,223.86
230	Adult Education	127.67
241	State Grants - 2018	5,222.26
250	Special Education	78,649.23
260	Gifts and Donations	22.00
270	Local Grants	6,415.73
281	Federal Grant Funds 2027	67,402.71
285	Medicaid Funds	3,000.00
290	Food Service Funds	162.58
300	Capital Projects Funds	20,635.00
500	Permanent Funds-Fixed Asset and Revolving Funds	0.00
703	Workers Compensation	2,541.79
	TOTAL	**285,402.83**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 11/10/2026 **Print** P - Printed

Accounts Payable Run Id: 93 **Accounts Payable Run** AP - NOV 10 2026

Check Number Range: 206407 to 206506 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206407	ABARE DENITA PT	1,125.00	R - Regular
206462	ALLISON L MCCREADY	5.02	R - Regular
206409	ALLISON MACKENZIE et al	13,456.25	R - Regular
206412	BARNES & NOBLE INC.ACCT#5896295	479.25	R - Regular
206413	BENCHMARK INC	16,875.00	R - Regular
206414	BLAISDELL & SONGEY, INC	2,894.18	R - Regular
206415	BLUETRITON BRANDS, INC	51.26	R - Regular
206434	BRIAN D FOX	89.68	R - Regular
206417	BROWN, KIMBERLY	1,200.00	R - Regular
206426	CARA DILLON	214.54	R - Regular
206419	CARSON CITY UTILITIES	29,117.47	R - Regular
206420	CARSON VALLEY OIL CO.	7,621.49	R - Regular
206421	CHEMTREAT INC	2,890.10	R - Regular
206422	CI SOLUTIONS	992.00	R - Regular
206423	CLARK & ASSOCIATES OF NEVADA, INC.	3,000.00	R - Regular
206424	CRISIS PREVENTION INSTITUTE, INC.	37,240.00	R - Regular
206464	DANIEL J NARDIELLO	102.00	R - Regular
206416	DANIELLE M BOHOLST	247.00	R - Regular
206499	DARIENNE A TENORIO	14.97	R - Regular
206425	DAVIES CLAIM SOLUTIONS, LLC	2,541.79	R - Regular
206428	DONUTS TO GO	70.00	R - Regular
206460	ELIZABETH B MARTINEZ	76.08	R - Regular
206455	EMILY KUHLMAN	415.29	R - Regular
206429	ERNEST PACKAGING SOLUTIONS	317.30	R - Regular
206430	EVERWAY LLC	23,065.71	R - Regular
206431	EWING IRRIGATION PRODUCTS	491.05	R - Regular
206432	FARDELMANN, KAREN	1,450.00	R - Regular
206433	FIRST CHOICE COFFEE & WATER	621.38	R - Regular
206435	FRANK, CINDY	1,200.00	R - Regular
206436	FREED , JANITA K	1,300.00	R - Regular
206437	GAIL MURRAY CONSULTING	8,850.00	R - Regular
206438	GAITHER HIGH SCHOOL	50.00	R - Regular
206439	GILLES, KATHLEEN	780.00	R - Regular
206440	GOVCONNECTION, INC.	3,310.75	R - Regular
206445	HENRY SCHEIN INC.	702.15	R - Regular
206446	HOSA INC	176.00	R - Regular
206449	HOY, ISABEL	6,095.00	R - Regular
206447	HURZEL, JEFF	889.00	R - Regular
206448	INTERSTATE BATTERIES	166.95	R - Regular

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 11/10/2026 **Print** P - Printed

Accounts Payable Run Id: 93 **Accounts Payable Run** AP - NOV 10 2026

Check Number Range: 206407 to 206506 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206450	J.W. PEPPER	787.50	R - Regular
206451	Jamie Byrne-Killam Physiotherapy Limited	2,800.00	R - Regular
206408	JANA AILES	1,007.15	R - Regular
206411	JASON ROY BARDIN	102.00	R - Regular
206493	JERRY D SKIRVIN JR	804.25	R - Regular
206504	JESSICA L WEISSER	115.73	R - Regular
206454	JOANNA KAISER	49.02	R - Regular
206452	JOANNE L JORGENSEN	2,972.75	R - Regular
206453	JPS KILN SUPPLIES	240.00	R - Regular
206443	JUDITH A HARRIS	510.72	R - Regular
206441	KATHLEEN A GREGOVICH	14.59	R - Regular
206506	KERRY M XAVIER	401.78	R - Regular
206418	LACEY E CAREY	436.44	R - Regular
206444	Lance Hendee	574.17	R - Regular
206456	LEVEL 1 ATHLETICS, LLC	2,603.75	R - Regular
206457	LOWE'S HOME IMPROVEMENTS	20.86	R - Regular
206458	LUNDBERG, JAYNE	2,100.00	R - Regular
206459	MADSEN ROOFING AND	3,760.00	R - Regular
206474	MARIA D PEREZ OSORIO	19.23	R - Regular
206488	MARIA T SHIFFER	19.68	R - Regular
206427	MARTINA DOAN	499.32	R - Regular
206410	MARY E ALTRINGER	62.25	R - Regular
206461	MAYORAL-ORTIZ, DIANA	2,000.00	R - Regular
206486	MEGAN M SCHULER	92.80	R - Regular
206463	MICHAEL HOHL MOTORS	115.95	R - Regular
206465	NEVADA CHILLER AND BOILER	3,851.50	R - Regular
206466	NEVADA FFA ASSOCIATION	3,240.00	R - Regular
206467	NEVADA SMALL ENGINES	127.29	R - Regular
206468	NORTHERN ZONE NEVADA MUSIC ED	490.00	R - Regular
206469	NV PRESORT & MAIL MARKETING	275.31	R - Regular
206470	OCCUPATIONAL HEALTH CENTERS	79.00	R - Regular
206471	O'REILLY AUTO PARTS STORE #3498	135.56	R - Regular
206472	OVERHEAD FIRE PROTECTION INC	1,610.00	R - Regular
206473	PACIFIC STORAGE COMPANY	47.08	R - Regular
206475	PETERBILT TRUCK PARTS & EQUIPMENT	688.28	R - Regular
206476	Pleasant Grove High School	450.00	R - Regular
206477	QCS, LLC	5,176.14	R - Regular
206478	RATIONAL MIND BENDING LLC	3,000.00	R - Regular
206479	RED ROCK SPRING WATER	185.15	R - Regular

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 11/10/2026 **Print** P - Printed

Accounts Payable Run Id: 93 **Accounts Payable Run** AP - NOV 10 2026

Check Number Range: 206407 to 206506 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206480	REMSA EDUCATION	194.00	R - Regular
206481	ROBISON, KRISTIN OTRL	9,275.00	R - Regular
206482	ROCKSTAR AQUARIUM SERVICE	214.00	R - Regular
206483	SA, CANDICE	2,550.00	R - Regular
206484	SCHOOL NURSE SUPPLY	102.50	R - Regular
206485	SCHRODER, CAROLYN	600.00	R - Regular
206489	SIERRA NEVADA BASKETBALL	800.00	R - Regular
206490	SIERRA NEVADA OCCUPATIONAL	6,450.00	R - Regular
206491	SILSBY, BONNIE	150.00	R - Regular
206492	SITE SERVICES OF NEVADA LLC	180.00	R - Regular
206494	SOLUTION TREE, INC.	18,840.00	R - Regular
206495	SPEECH INTEGRATIONS LLC	5,850.00	R - Regular
206496	SUMMIT SPEECH THERAPY	8,300.00	R - Regular
206497	Sunny Hills High School	400.00	R - Regular
206498	TAHOE SUPPLY	7,006.12	R - Regular
206501	TAMARA K TURNBEAUGH	295.64	R - Regular
206487	TANYA D SCOTT	396.58	R - Regular
206500	TOBII DYNAVOX LLC	6,368.00	R - Regular
206502	UBEO BUSINESS SERVICES	4,730.19	R - Regular
206442	VERONICA HAGEN	27.00	R - Regular
206503	VESTIS SERVICES, LLC	294.37	R - Regular
206505	WELLS FARGO	730.52	R - Regular
	Accounts Payable Run Total	**285,402.83**	

CARSON CITY SCHOOL DISTRICT

Accounts Payable Voucher

Voucher #: 88 AP

Voucher Date: 10/29/2026
Voucher Post Date: 10/29/2026

Prepared By: All
Posted By: ISABEL ORTEGA

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $9,148.57 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward — Chief Financial & Operations Officer

Molly Walt — President

Richard Varner — Vice President

Michelle Pedersen — Clerk

Lupe Ramirez — Member

Rebecca Roberts — Member

Matt Clapham — Member

Tina Statucki — Member

Fund	Description	Amount
100	General Fund	2,308.57
360	Bond Issues	6,840.00
500	Permanent Funds-Fixed Asset and Revolving Funds	0.00
	TOTAL	**9,148.57**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 10/29/2026 **Print** P - Printed

Accounts Payable Run Id: 88 **Accounts Payable Run** AP - OCT 29 2026

Check Number Range: 206398 to 206400 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206398	AT&T MOBILITY	2,218.37	R - Regular
206399	HOUSTON SMITH CONSTRUCTION, INC	6,840.00	R - Regular
206400	SOUTHWEST GAS CO.	90.20	R - Regular
	Accounts Payable Run Total	**9,148.57**	

CARSON CITY SCHOOL DISTRICT

Accounts Payable Voucher

Voucher #: 86
AP

Voucher Date: 10/28/2026
Voucher Post Date: 10/28/2026

Prepared By: ISABEL ORTEGA
Posted By: ISABEL ORTEGA

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $190,081.83 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward	Chief Financial & Operations Officer
Molly Walt	President
Richard Varner	Vice President
Michelle Pedersen	Clerk
Lupe Ramirez	Member
Rebecca Roberts	Member
Matt Clapham	Member
Tina Statucki	Member

Fund	Description	Amount
100	General Fund	3,350.50
241	State Grants - 2018	900.00
260	Gifts and Donations	540.00
360	Bond Issues	185,291.33
500	Permanent Funds-Fixed Asset and Revolving Funds	0.00
	TOTAL	**190,081.83**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 10/28/2026 **Print** P - Printed

Accounts Payable Run Id: 86 **Accounts Payable Run** AP - OCT 28 2026

Check Number Range: 206393 to 206397 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206394	GILLES, KATHLEEN	900.00	R - Regular
206395	HOUSTON SMITH CONSTRUCTION, INC	185,291.33	R - Regular
206396	NELCO	777.50	R - Regular
206393	RENAE CORTEZ	540.00	R - Regular
206397	Tara Jaye Theilen	2,573.00	R - Regular
	Accounts Payable Run Total	**190,081.83**	

CARSON CITY SCHOOL DISTRICT

Accounts Payable Voucher

Voucher #: 84 Payroll Liab

Voucher Date: 10/29/2026
Voucher Post Date: 10/29/2026

Prepared By: ISABEL ORTEGA
Posted By: KAREN THOMPSON

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $600,432.48 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward — Chief Financial & Operations Officer

Molly Walt — President

Richard Varner — Vice President

Michelle Pedersen — Clerk

Lupe Ramirez — Member

Rebecca Roberts — Member

Matt Clapham — Member

Tina Statucki — Member

Fund	Description	Amount
500	Permanent Funds-Fixed Asset and Revolving Funds	600,432.48
	TOTAL	**600,432.48**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 10/29/2026 **Print** P - Printed

Accounts Payable Run Id: 84 **Accounts Payable Run** FY27 - 20261029 - PR LIAB

Check Number Range: 206376 to 206392 **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
206376	AFLAC	247.98	R - Regular
206377	CALIFORNIA STATE DISBURSEMENT UNIT	357.28	R - Regular
206378	CARSON CITY BLDG ADMINISTRATOR	345.00	R - Regular
206379	CARSON CITY SCHOOL DISTRICT	9,313.24	R - Regular
206380	CARSON CITY SCHOOL DISTRICT 5	9.00	R - Regular
000039	CARSON CITY SCHOOL DISTRICT 6	13,110.00	W - Wire Transfer
206381	CARSON CITY SCHOOLS FOUNDATION	597.50	R - Regular
000040	CCSD - 403B/457B	40,573.09	W - Wire Transfer
000041	CCSD - HSA/FSA	72,461.45	W - Wire Transfer
000042	CCSD - Unemployment	234.07	W - Wire Transfer
206382	ENDO FITNESS NV1, LLC	189.81	R - Regular
206383	FITNESS FOR 10	562.50	R - Regular
206384	KCL GROUP BENEFITS - DENTAL	55,459.21	R - Regular
206385	KCL GROUP BENEFITS - LIFE	4,737.95	R - Regular
206386	KCL GROUP BENEFITS - VISION	8,343.00	R - Regular
206387	NEVADA STATE EDUCATION	3,320.00	R - Regular
206388	NEVADA STATE TREASURER'S OFFICE	4.00	R - Regular
206389	PERS OF NEVADA	1,414.11	R - Regular
206390	PROMINENCE HEALTH PLANS	388,402.51	R - Regular
206391	State Collection and Disbursement Unit	520.00	R - Regular
206392	WESTERN INSURANCE SPECIALTIES, INC.	230.78	R - Regular
	Accounts Payable Run Total	**600,432.48**	

CARSON CITY SCHOOL DISTRICT

Tax Payment

Accounts Payable Voucher

Voucher #: 83 | **Voucher Date: 10/29/2026** | **Prepared By:** ISABEL ORTEGA

Voucher Post Date: 10/29/2026 | Posted By: KAREN THOMPSON

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $262,007.92 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward	Chief Financial & Operations Officer
Molly Walt	President
Richard Varner	Vice President
Michelle Pedersen	Clerk
Lupe Ramirez	Member
Rebecca Roberts	Member
Matt Clapham	Member
Tina Statucki	Member

Fund	Description	Amount
500	Permanent Funds-Fixed Asset and Revolving Funds	262,007.92
	TOTAL	**262,007.92**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 10/29/2026 **Print** P - Printed

Accounts Payable Run Id: 83 **Accounts Payable Run** FY27 - 20261029 - PR LIAB TAX

Check Number Range: **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
000038	Internal Revenue Service	262,007.92	W - Wire Transfer
	Accounts Payable Run Total	**262,007.92**	

Carson City School District

Payroll Voucher Report

Payroll Voucher #: 53 **Voucher Date: 10/29/2026** **Prepared By:** ISABEL ORTEGA

payroll checks *Posted By: KTHOMPSON*

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $17,626.50 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward — Chief Financial & Operations Officer

Molly Walt	President
Richard Varner	Vice President
Michelle Pedersen	Clerk
Lupe Ramirez	Member
Rebecca Robers	Member
Matt Clapham	Member
Tina Statucki	Member

Fund	Description	Amount
100	General Fund	9,980.99
240	State Grants-2020	627.36
241	State Grants - 2018	881.73
250	Special Education	5,427.12
290	Food Service Funds	709.30
	TOTAL	**17,626.50**

Printed Payroll Checks

Fiscal Year 2026-2027 — Carson City School District

Payroll Run: FY2027 - 20261029 - PAYROLL

Print Status: Printed — Voucher: 53

Check Number	Check Date	Name on Check	Amount
206369	10/29/2026	AGUILAR PINTO, EMILIO E	1,685.56
206370	10/29/2026	AKERSON, AMANDA M	913.61
206357	10/29/2026	CARTER, JOHN D	338.61
206371	10/29/2026	COUGHRAN, ANNA M	1,155.83
206364	10/29/2026	GARCIA, DIANA	1,318.81
206368	10/29/2026	GOMEZ OCHOA, OLIVIA	985.25
206374	10/29/2026	HOWARD, DAVID A	2,287.83
206375	10/29/2026	MONTES, CELIDA	1,761.10
206358	10/29/2026	MORRISON, MICHAEL R	304.12
206360	10/29/2026	MURATORE, LOUIS A	225.74
206373	10/29/2026	QUINTANA, FELIPE N	735.58
206366	10/29/2026	WILSON, MYA P	912.83
206367	10/29/2026	CULLEN, AUDREY	2,723.44
206359	10/29/2026	MURATORE, CHRISTINE M	94.06
206365	10/29/2026	HAYES, NICOLE M	75.25
206363	10/29/2026	Aceves, Layla Ashlynne	285.18
206355	10/29/2026	ADAMS, MARY C	829.80
206372	10/29/2026	SOTO NUNO, HILDA N	473.44
206361	10/29/2026	SORIANO AGUILAR, ADOLFO	413.86
206356	10/29/2026	MOSER, REBECCA M	87.79
206362	10/29/2026	SPANNINGER, CHELSEY R	18.81
		Total Printed Check Amount	**17,626.50**

CARSON CITY SCHOOL DISTRICT

Accounts Payable Voucher

Voucher #: 87 Tax payment #2

Voucher Date: 10/29/2026
Voucher Post Date: 10/29/2026

Prepared By: ISABEL ORTEGA
Posted By: KAREN THOMPSON

Carson City School District is hereby authorized to draw warrants against Carson City School District funds for the sum of $86.94 on account of obligations incurred for value received in services and for materials as shown below for period 07/01/2026 to 06/30/2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward	Chief Financial & Operations Officer
Molly Walt	President
Richard Varner	Vice President
Michelle Pedersen	Clerk
Lupe Ramirez	Member
Rebecca Roberts	Member
Matt Clapham	Member
Tina Statucki	Member

Fund	Description	Amount
500	Permanent Funds-Fixed Asset and Revolving Funds	86.94
	TOTAL	**86.94**

Accounts Payable Run Check Listing

Carson City School District

Wells Fargo Operating

Fiscal 2026-2027 **Check Date:** 10/29/2026 **Print** P - Printed

Accounts Payable Run Id: 87 **Accounts Payable Run** 20261029 - PR LIAB TAX XTRA PY

Check Number Range: **ACH Number Range:**

Check Number	A/P Check Print Name	Amount	Payment Type
000043	Internal Revenue Service	86.94	W - Wire Transfer
	Accounts Payable Run Total	**86.94**	

MINUTES OF THE MEETING OF THE
CARSON CITY SCHOOL DISTRICT
BOARD OF TRUSTEES

Tuesday, October 13, 2026 6:00 p.m.

CALL TO ORDER

The regular meeting of the Carson City School District Board of Trustees was called to order at 6:00 p.m. by President Walt in the Robert Crowell Board Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL:

Members and Staff Present
Molly Walt, President
Richard Varner, Vice President
Michelle Pedersen, Clerk
Rebecca Roberts, Member
Lupe Ramirez, Member
Matt Clapham, Member
Tina Statucki, Member
Andrew Feuling, Superintendent
Brandon Bringhurst, Chief Academic Officer
Renae Cortez, Executive Administrative Assistant
Ryan Russell, Legal Counsel

Members and Staff Present Remotely
None

Members and Staff Absent
Dan Carstens, Chief Human Resources Officer
Spencer Winward, Chief Financial & Operations Officer

ACTION TO ADOPT THE AGENDA

It was moved by Trustee Varner, seconded by Trustee Clapham, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Trustee Walt called for public comment; there was no public comment. Trustee Walt called for the vote. Motion passed 7-0.

Trustee Walt led the Pledge of Allegiance.

SUPERINTENDENT'S REPORT

Mr. Feuling welcomed everyone to the meeting, and provided the following report:

- Mr. Feuling introduced Jaiden Joaquin, Carson High School Student Body Vice President. Jaiden recognized the 2026-2027 Homecoming Court, and the students in attendance introduced themselves and highlighted their favorite activity during homecoming week.
- Shoutouts:
  - Carson Middle School administration recognized Ms. Tiffany Rankin, Leadership Teacher, AVID Coordinator, Yearbook Teacher, and CMNews advisor for her work and support at the school.
  - Fremont Elementary School recognized Ms. Heather Horigan for her efforts to make sure staff feels supported and valued each day.
  - Fritsch Elementary School recognized Ms. Alyson Haus for her work and support of the ongoing Professional Learning Community (PLC) work.
- District PLC Guiding Coalition meeting will be held on October 14, 2026 to establish a path to a model PLC District.
- A representative from the National Center on Education and the Economy (NCEE) will attend a Strategic Plan Workshop at an upcoming school board meeting.
- Mr. Feuling referred to the 2026-2027 academic calendar and provided comment on the early release days each Tuesday, along with a reminder that the elementary and middle schools will have all day parent/teacher conferences on October 21 & 22, 2026.

DRAFT

BOARD REPORTS

On behalf of Ruby Bertrand, Jaiden Joaquin reported on activities at Carson High School:

- Fall sports; volleyball, boys & girls' soccer, cross-country, and football will be completing their season.
- Volleyball team is hosting "Senior Night" on October 15, 2026, and the girls' soccer team is hosting "Senior Night" on October 13, 2026.
- Cross Country team is working with elementary students for the future runner's program.
- There are several upcoming events:
    - Choir & Musical Theater performance on October 14, 2026
    - Orchestra performance on October 20, 2026
    - Band performance on October 21, 2026
    - PSAT testing will take place on October 17, 2026
    - Indigenous Peoples Day was October 12, 2026
    - Fall pictures will be taken on October 22 & 23, 2026
    - University of Nevada, Reno (UNR) college fair will be held on October 18, 2026

Kingston Palomarez reported on activities at Carson High School Silver Campus

- The student count is up to 109 students in-seat, and 53 in the full-time online program.
- Students participated in Homecoming Spirit Week and homecoming dance; everyone had a great time.
- Students recently participated in the "Fight the Flu" campaign, and in support of Breast Cancer awareness for October, students are wearing pink on Mondays.
- Staff and students will take a cross-curricular field trip to Lone Mountain Cemetery on October 26, 2026. In partnership with Carson City Parks, park rangers will take students on a tour. Students will be provided an academic passport to complete based on the information they learn, and students will learn about careers available for park rangers. In closing, students will celebrate with a BBQ lunch and a team challenge.

There was no report on behalf of the Nevada Association of School Boards (NASB).

Trustee Varner reported on activities at the following schools:

- Bordewich Bray Elementary School
    - Parent Teacher conferences will be held on October 21 & 22, 2026; no school for students.
    - House of Altruismo is sponsoring Harvest Night on October 28, 2026 from 5:30 - 7:00PM
- Fritsch Elementary School
    - Staff is looking forward to spending time with parents during their parent/teacher conference.

Trustee Pedersen reported on activities at the following school:

- Carson High School
    - Regional competition for individual tennis players has advanced to the playoffs at Bishop Manogue High School on October 13, 2026; boys and girls singles and doubles matches.
    - Students are using the intervention period by seeking additional help from teachers.
    - Professional Learning Communities (PLCs) are inviting students for return for targeted re-teaching.
    - Students in Ms. Kelly Gustafson and Mr. Adam Hunsaker Advanced Medical Assistant and Emergency Medical Training (EMT) classes attended the Fire West convention in September 2026.

Trustee Clapham reported on activities at the following school:

- Carson Middle School
    - Students participated in the annual Week of Respect, Spirit Week and the Freedom to read Banned Books Week.
    - 6th grade students earned an additional 10 minutes of recess on October 7, 2026; there have been no 6th grade lunch detentions and minor discipline referrals.
    - 7th grade Outlaw Advisory Team is leading the school competition for earning Positive Behavior Interventions and Support (PBIS) points.

DRAFT

- 8th grade students toured Carson High School on October 7 & 8, 2026 to learn more about course offerings.

Trustee Roberts reported on activities at the following school:

- Fremont Elementary School
  - Multi-Cultural Night was held on October 13, 2026.

Trustee Ramirez reported on activities at the following school:

- Mark Twain Elementary School
  - Annual Fall Festival was a huge success and well attended.
  - Donuts and Deputies provided students the opportunity to share donuts and explore sheriff vehicles and motorcycles.
  - With the conclusion of the first quarter, students can earn a movie and popcorn celebration.
  - Lunch time awards will be presented; perfect attendance, academic success, and outstanding growth.
  - Students participated in the Carson City Schools Foundation (CCSF) 400 Championship fundraiser, which was a huge success.

Trustee Statucki reported on activities at the following schools:

- Eagle Valley Middle School
  - Girls' basketball season is coming to an end.
  - Carson Middle School and Eagle Valley Middle School had their 1st basketball legacy game at Carson High School; both 8th grade teams played.
  - 1st quarter VIP lunch will be held on October 16, 2026.
  - Student conferences will be held on October 21 & 22, 2026; no school for students.
- Seeliger Elementary School
  - 32nd annual pumpkin patch was a huge success, raising over $22,000 for the school.
  - A playground make-over will take place soon; the Parent Teacher Organization (PTO) will be fundraising towards this project.

Trustee Walt reported on activities at the following school:

- Empire Elementary School
  - Fall Festival will be held October 23, 2026 from 5:30 - 7:00PM

Trustee Walt extended congratulations to the CCSF for a successful 400 Championship fundraiser and thanked the teachers for participating in the event.

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

Trustee Walt called for public comment that was provided in person, and electronically via email, which will be included in the permanent record. Trustee Walt explained that everyone will be given three minutes to provide their comment.

Mrs. Cortez provided the names that submitted public comment via email; Geni Van Sickle, Madison Vaccaro, Anthony Vaccaro, Charlee Sparrow, Nickolas Cotsonis, Julie Salanoa, Abigail Pulido, Sara Vaccaro, Cindy Salanoa, and Penny Cotsonis. Copies were provided to the trustees and included in the permanent record.

INFORMATIONAL UPDATE ON THE SWORN PROGRAM FOR 5TH GRADE STUDENTS IN THE CARSON CITY SCHOOL DISTRICT

Mr. Feuling explained that the SWORN program began following the conclusion of the DARE program by former Principal at Fremont Elementary School, Dr. Jennifer Ward and School Resource Officer (SRO) Gage Mead. Mr. Feuling introduced Mrs. Nancy Varner, facilitator of the SWORN program who presented an update, which included a power point presentation. (A copy is included in the permanent record.)

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Mrs. Varner introduced and acknowledged Ms. Mayela Quintanilla and Ms. Gabriella Sanfilippo, Outreach Specialist, Carson City Juvenile Probation Office for their work and coordination with the program.

The presentation provided highlights of the program; positive decision-making techniques to prevent negative consequences associated with risky behavior: Pause, Think, Act. The program includes six (6) core values; peer pressure, tobacco & vaping, social media, prescription drugs, alcohol, and marijuana.

Ms. Quintanilla provided the expectations of the program, shared the attention signal, the objective of a lesson, information and key vocabulary regarding various drugs/alcohol. In addition, information was provided regarding the effects of drugs/alcohol on the body, along with several videos. Ms. Quintanilla reiterated the importance of the program.

Mrs. Varner explained that two core values; peer pressure and social media are taught by the homeroom teacher.

Following the conclusion of the presentation, Trustees Roberts and Statucki expressed their appreciation for the program and presentation, and clarified what is done if additional help is needed. Trustee Walt asked if the program should be introduced and taught at the elementary level, and commented on the importance of the program.

DISCUSSION AND POSSIBLE ACTION ON APPROVAL OF RECOMMENDATIONS OF THE BENEFITS COMMITTEE REGARDING GROUP HEALTH CARE INSURANCE PLAN DESIGN AND RENEWAL OF COVERAGE FOR THE CALENDAR YEAR, JANUARY 1, 2027 THROUGH DECEMBER 31, 2027. APPROVAL OF ANY INSURANCE COVERAGE MAY HAVE A FISCAL IMPACT UP TO THE AMOUNT CONTAINED IN THE BUDGET APPROVED BY THIS BOARD

Mr. Feuling introduced Ms. Valerie Clark, Trucordia Insurance Services, formerly Clark and Associates. Mr. Feuling thanked Ms. Clark and members of her team for the partnership and work accomplished during negotiations.

Ms. Clark commented on the number of high claims this year; loss ratio at the time of negotiations was 117%, which was a loss for the carrier. The initial proposal included a 37% rate increase. Ms. Clark sent the plan out to market for other carriers to provide a quote. After receiving another proposal, the benefits committee and the carrier began looking at redesigning the plans. Ms. Clark explained that Prominence Health has a new program; Care Connect that includes a Case/Care Manager. If necessary, staff can engage with the Case/Care Manager, which can bypass their deductible.

The plan designs were modified by increasing deductibles and copays on two of the three plans. Following several meetings with the committee, there was an agreement to keep the current High Deductible Health Plan (HDHP) Health Savings Account (HSA) plan, which has over 500 employees utilizing the plan. The other two plans were modified to increase the copays and deductibles. In addition, the committee agreed to establish another lower cost HDHP HSA plan, which is a Health Maintenance Organization (HMO) plan. Members to either HDHP HSA plan will receive $3,000 annually in their HSA plan. The final renewal was an 11% increase.

Mr. Feuling provided additional information regarding the additional HMO HSA plan; lower cost for additional family members. In addition, Ms. Clark explained that they were able to negotiate a zero primary care physician copay with various medial groups. For clarification, Mr. Feuling explained that the rates for dental, eye, and life insurance currently have a rate pass until 2028.

Following additional discussion regarding clarification with plan changes, confirmation that Carson Tahoe Health is in network for all plans, primary care physicians can see patients on the buy-up plans, along with acknowledgement of the cooperation with the association groups during negotiations, how retirees might be impacted with the changes, along with the process for notifying retirees, Trustee Walt called for a motion.

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It was moved by Trustee Varner, seconded by Trustee Statucki, **that the Carson City School District Board of Trustees accept and approve the recommendations of the Benefits Committee as submitted, for the renewal of coverage for the calendar year of January 1, 2027 through December 31, 2027, which may have a fiscal impact up to the amount contained in the budget approved by this Board.** Trustee Walt called for public comment

Mr. Brian Wallace, President, Ormsby County Education Association (OCEA) thanked Ms. Clark and her team for their work during the negotiation process, along with Ms. Bridget Gordon, Guidance Counselor, Carson High School for serving on the committee. Mr. Wallace commented on the health care system and acknowledged that this is the first time that the cost is shifting to employees for various plans.

Trustee Walt called for the vote. Motion passed 7-0.

PRESENTATION ON THE TRANSCRIPT PROJECT WITH THE UNIVERSITY OF NEVADA, RENO (UNR) AND THE CARSON CITY SCHOOL DISTRICT

Ms. Nicki Hendee and Ms. Bridget Gordon, Guidance Counselors, Carson High School introduced Dr. Steve Maples, Admissions Director, University of Nevada, Reno (UNR).

Dr. Maples provided highlights of the District's Transcript Project with UNR, which included a power point presentation. (A copy is included in the permanent record.)

Highlights for UNR:

- Identified as a Tier 1, Carnegie Research 1 University
- 62% Graduate Debt Free
    - Affordable – In-state tuition is $10,147
    - Many students receive the Millennium Scholarship
    - Scholarship Matrix - $500-$10,000 per year
    - Pack Promise for Pell Recipients guaranteeing $12,700 for books/fees/tuition
    - Foster care and Native American fee waivers
    - 82% employed within a year of graduation

Transcript Project

- An agreement began with the Class of 2024; transcripts for all junior students were provided, with parent approval.
- Transcripts are categorized in three (3) tiers
    - Tier 1 - student is admissible to UNR and can apply immediately
    - Tier 2 - student may become admissible after a successful 7th semester
    - Tier 3 - student is encouraged to begin at a Nevada community college
- Letters are sent encouraging students to apply and counselors work with students to create an application.

Nevada Bound Trip

- A full day program where prospective students have the opportunity to navigate admission information, learn about financial aid, tour dorms, etc. The trip is by invitation only to Tier 1 senior students.
- Student interest has increased and become part of the excitement and culture of the student's senior year.

Comparative data for 2025 to 2027 was provided; over a three-year trend, applications have increased by 73% and enrollment increased by 44%. In addition, benefits of the Transcript Project were provided; increased excitement about UNR, assist school counselors in discussing college options, streamline application process, etc.

Trustee Statucki shared a personal experience regarding her daughter attending and graduating from UNR.

Trustee Ramirez confirmed that information is shared with families, that Deferred Action for Childhood Arrivals (DACA) students are afforded the opportunity, and that Spanish speaking staff is available during meetings. Prior to Trustee Walt calling for a brief recess at 7:50 p.m., comments and confirmation were received that the opportunity is afforded to students attending Carson High School Silver Campus.

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Trustee Walt reconvened the meeting at 7:57 p.m. and called for the next item.

DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION CONCERNING THE FINANCING OF SCHOOL IMPROVEMENTS; DIRECTING THE CHIEF FINANCIAL AND OPERATIONS OFFICER OR THE SUPERINTENDENT TO NOTIFY THE CARSON CITY DEBT MANAGEMENT COMMISSION OF THE DISTRICT'S PROPOSAL TO ISSUE GENERAL OBLIGATION SCHOOL IMPROVEMENT BONDS IN THE MAXIMUM AGGREGATE PRINCIPAL AMOUNT OF $15,000,000; AUTHORIZING THE CHIEF FINANCIAL AND OPERATIONS OFFICER OR THE SUPERINTENDENT TO FILE AN APPLICATION WITH THE STATE OF NEVADA PERMANENT SCHOOL FUND GUARANTEE PROGRAM FOR ALL OR A PORTION OF SUCH SCHOOL IMPROVEMENT BONDS AND ALL OR A PORTION OF REFUNDING BONDS, IN THE MAXIMUM AGGREGATE PRINCIPAL AMOUNT OF $10,050,000 (FOR A TOTAL OF UP TO $25,050,000 PSF GUARANTEED BONDS); PROVIDING CERTAIN DETAILS IN CONNECTION THEREWITH; AND THE EFFECTIVE DATE

Mr. Feuling introduced Mr. Marty Johnson, President, JNA Consulting Group, LLC, Bond Advisor and Mr. Ryan Henry, Bond Counsel.

Mr. Johnson provided information on Capital Project Funding that included a power point presentation. (A copy is included in the permanent record.)

Capital Project Funding:

- Rollover authority was first approved by voters in November 2010, which has been extended twice by legislature.
- Rollover bonds can be issued if projected property tax revenues are sufficient to repay all outstanding and proposed bonds, the reserve account, which is part of the Debt Service Fund (DSF) is at least equal to 50% of the following year's debt service or 10% of the outstanding and proposed amount, and bond issuance requires approval of board members and the Debt Management Commission (DMC).
- Transfers from DSF to the Capital Improvement Fund; Pay as You Go (PAYG) are allowed as long as provisions have been made for all debt service payable in the fiscal year, and the remaining balance maintains the reserve account at the required level.
- Authority for bond issuance and/or transfers currently ends March 2035, although bond payments and tax rate can continue beyond that date.

Current Situation:

- Fiscal Year (FY) 2027 assessed value of $2.922 billion (+4.2%)
- FY 2027 revenue estimated at $10.1 million per taxation
- FY 2027 debt service is $8.2 million
- FY 2027 budgeted ending balance in the DSF $12.7 million; 120% of FY 2028 debt service
- Outstanding debt of $71.689 million
- Annual debt service is $8.2 million in FY 2027, decreasing to $2.2 million in FY 2043
- Rollover authorization; issue bonds and/or PAYG ends in March 2035

Mr. Johnson presented several colored graphs that identified the assessed value and tax revenue for the last few years, as well as debt service principal, interest and projected revenues, debt service fund balance, and paying for additional bonds. Mr. Johnson reviewed the process for issuing a bond:

- Trustees adopt a resolution notifying the DMC of the proposal, and apply for guaranty of Permanent School Fund (PSF) which is good for three (3) years
- Approval by DMC establishes the debt limit, overlapping tax rate, debt service coverage, and reserve account, which can be completed in as little as three (3) months
- PSF guaranty approval, is not required but would lower the interest rate, sale documents are created, trustees adopt a bond resolution, bonds are sold, setting the interest rate, and the bonds close, which allows for funding.

The DMC resolution notice requests the DMC to meet and consider the District's proposal; sets the maximum amount of new money at $15 million, demonstrates compliance with required findings on debt service coverage and the reserve equipment. It also directs staff to apply for a guaranty from the State Permanent School Fund (SPSF), which provides a AAA rating on the bonds, and must be approved by

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the Department of Taxation and State Board of Finance. Direction is also provided to apply for sufficient bonds to refund outstanding District bonds; no DMC approval is necessary for refunding's.

Mr. Johnson explained that additional board action to approve issuance of bonds would be completed in January or February 2027, with the bond sale and close expected in March or April 2027.

Trustee Varner asked for additional information on the current interest rate on the bonds. Mr. Johnson explained that if $15 million in bonds were issue now for 20 years, the rate would likely be around 5% vs. 1990 when a bond sale was completed for the district with an interest rate at 6.97%.

As a follow-up to Trustee Roberts questions regarding funding, the DSF, etc., Mr. Johnson provided clarification on how bond funding works, explained how debt service funds can be transferred, etc. Prior to calling for a motion to approve, Trustee Walt inquired about monitoring the loss of taxable property purchased by Carson City.

Trustee Walt called for a motion. Trustee Roberts moved to approve as presented, which was seconded by Trustee Clapham.

It was moved by Trustee Roberts, seconded by Trustee Clapham, **that the Carson City School District Board of Trustees approve as presented - the resolution concerning the financing of school improvements; Directing the Chief Financial and Operations Officer or the Superintendent to notify the Carson City Debt Management Commission of the District's proposal to issue General Obligation School Improvement Bonds in the maximum aggregate principal amount of $15,000,000; authorizing the Chief Financial and Operations Officer or the Superintendent to file an application with the State of Nevada Permanent School Fund Guarantee Program for all or a portion of such School Improvement Bonds and all or a portion of refunding bonds, in the maximum aggregate principal amount of $10,050,000 (for a total of up to $25,050,000 PSF Guaranteed Bonds); providing certain details in connection therewith; and the effective date.** Trustee Walt called for public comment.

On behalf of OCEA, Mr. Wallace expressed his appreciation to Mr. Johnson, and district staff for the ability to make capital improvements; air conditioning, etc.; good working conditions, and provide good learning conditions.

Trustee Walt called for the vote. Motion passed 7-0.

INFORMATIONAL UPDATE ON THE SUMMER CAPITAL PROJECTS IN THE CARSON CITY SCHOOL DISTRICT

Mr. Feuling introduced Mr. Mark Johnson, Capital Projects Manager. Mr. Johnson presented an update on summer capital projects in the District, which included a power point presentation. (A copy is included in the permanent record.)

Mr. Johnson provided highlights of projects completed at most school sites:

- Carson High School
  - Air Handler Replacement Project Phase I; 15 air handler units, 88 classroom valves, 3 pumps, 3 boilers, and piping, etc.
  - Secure entry at the north entrance
  - Main gym refresh
- District wide slurry seal; Seeliger Elementary School drop-off/pick-up up area, Carson High School drop-off and pick-up area, and teacher parking lot at Empire Elementary School
- Eagle Valley Middle School band room refresh
- Carson High School track and tennis court resurface
- Paint exterior at Carson Middle School, Carson High School Silver Campus and the District Office
- Mark Twain Elementary School bathroom refresh, grind and overlay drop off areas
- Carson High School concession stand bathroom refresh
- Bordewich Bray Elementary School hallway refresh

Mr. Johnson provided highlights of other summer maintenance projects; asphalt work, roof repairs, painting and sealing parking lots and playgrounds, doors and hardware, re-seal gym floors, etc.

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Mr. Feuling commented on additional charging stations for new electric buses, that will be funded by grant funds.

Trustee Varner asked for additional information regarding repairing or replacing several doors at Fritsch Elementary School. Mr. Johnson confirmed that many doors throughout the district have been replaced, and commented on the cost associated with replacing a classroom door; $2,500 or higher.

Trustee Statucki expressed her appreciation for making the sites welcoming for staff and guests.

Trustee Ramirez referred to the secure entrance at Carson High School, and confirmed that students use the main entrance to enter the school. Mr. Feuling explained that the use of the main entrance allows staff to have better control of the flow of student entry at the school.

DISCUSSION AND POSSIBLE ACTION TO APPROVE THE REVISED CAPITAL IMPROVEMENT PLAN FOR THE CARSON CITY SCHOOL DISTRICT FOR FISCAL YEARS 2027-2031

Mr. Feuling presented the revised Capital Improvement Plan (CIP) for fiscal years 2027-2031, and explained that revisions to the Capital Improvement Plan are typically presented in May and December each. The numbers have been updated to reflect Phase II of the Heating, Ventilation and Air Conditioning (HVAC) project at Carson High School.

Mr. Feuling pointed out that $1 million is included in the plan for the possible design of an auditorium at Carson High School. In addition, $30 million is included in the plan, which identifies the amount that can be bonded in 2030. Approval of the revised Capital Improvement Plan allows Mr. Johnson to begin planning work for the spring and summer of 2027. Mr. Feuling explained that additional adjustments will be brought back in December 2026 when the amended budget is presented.

Trustee Walt asked for information regarding some of the changes to the CIP from May 2026 to now.

Trustee Pedersen asked for additional information regarding projects that do not have an amount identified. Mr. Feuling explained that districtwide projects will be updated to reflect new totals and projects that will be included when the CIP is presented during the December 2026 board meeting.

Trustee Walt located the previous CIP document and reviewed changes from May 2026 to today, with the majority of the changes being at Carson High School.

Trustee Walt called for a motion. Trustee Pedersen moved to approve as presented, which was seconded by Trustee Ramirez.

It was moved by Trustee Pedersen, seconded by Trustee Ramirez, **that the Carson City School District Board of Trustees approve the revised Capital Improvement Plan for the Carson City School District for Fiscal Years 2027-2031.** Trustee Walt called for public comment; there was no public comment. Trustee Walt called for the vote. Motion passed 7-0.

DISCUSSION ON PROPOSED CHANGES TO THE FOLLOWING CCSD REGULATION IN SECTION 200, PROGRAMS: 207.1 REFFERAL PROCEDURES

Mr. Feuling explained that due to an oversight by staff, Regulation 207.1, Referral Procedures was not included with other regulations presented during the September 22, 2026 board meeting that pertained to Homebound Services. Staff recommends striking Regulation 207.1, Referral Procedures, as the District follows Nevada Revised Statute (NRS), Nevada Administrative Code (NAC) and Individual with Disabilities Education Act (IDEA).

DISCUSSION AND POSSIBLE ACTION TO APPROVE PROPOSED CHANGES TO THE FOLLOWING POLICIES IN SECTION 200, PROGRAMS: SECOND READING - 204, HOMEBOUND PROGRAM; 207, STUDENT SUPPORT SERVICES; 207.3, REPORTING AND INVESTIGATING USE OF AVERSIVE INTERVENTIONS AND PHYSICAL AND MECHANICAL RESTRAINTS ON STUDENTS WITH DISABILITIES; 208 PROGRAMS FOR STUDENTS WITH DISABILITIES

During the September 22, 2026, school board meeting Dr. Christine Lenox, Director, Student Support Services presented the above-mentioned policies for a first reading. The suggested changes presented at that time can be identified in blue. This meeting serves as the second reading.

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It was moved by Trustee Varner, seconded by Trustee Roberts, **that the Carson City School District Board of Trustees approve October 13, 2026 as the revised date on CCSD Policies 204, 207, 207.3, and 208.** Trustee Walt called for public comment; there was no public comment. Trustee Walt called for the vote. Motion passed 7-0.

DISCUSSION ON PROPOSED CHANGES TO THE FOLLOWING CCSD REGULATION IN SECTION 200, PROGRAMS: 202, DEVELOPMENT OF NEW COURSES

Mr. Brandon Bringhurst, Chief Academic Officer, presented proposed changes to CCSD Regulation 202, Development of New Courses. The changes align with current practices.

Trustee Walt asked for additional information regarding the approval of courses. Mr. Bringhurst explained that processes are in place and reviewed by the Educational Services Department.

Trustee Statucki suggested including additional language that identifies courses are approved by the Educational Services Department. Mr. Bringhurst explained that additional detail will be included in the regulation.

DISCUSSION ON PROPOSED CHANGES TO THE FOLLOWING CCSD POLICIES IN SECTION 200, PROGRAMS: FIRST READING; 201, EDUCATION RESEARCH; 202, CURRICULUM ASSESSMENT, AND 206, COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Mr. Bringhurst presented proposed changes to CCSD Policies 201, Education Research; 202, Curriculum Assessment, and 206, Comprehensive School Counseling Program.

- Policy 201: includes suggested changes provided by board members and clarifies the intent of the policy.

Trustee Walt referred to the first sentence and suggested making the language consistent with other board policies; “The Carson City School District…”, along with providing clarification on approval of information.

- Policy 202: includes suggested changes provided by the Board and clarifies the language and alignment with best practices and applicable Nevada Revised Statute (NRS).

Trustee Walt asked for additional information regarding approved and a vote by the trustees. Mr. Feuling explained that the only material required by law is the Family Life Advisory Committee (FLAC) material. Trustee Walt asked that other information be included regarding approval of material. Mr. Feuling commented on the number of curricular materials at the high school level. Trustee Statucki suggested adding another number to identify relevant information to the trustees.

- Policy 206: update language to ensure alignment and clarification.

Trustee Walt suggested adding “educational programs” in accordance with state law. Mr. Bringhurst confirmed that there are no school counselors in grades Pre-K through 5th grade, and recognized the school social workers that fulfill a different role vs. school counselors. Mr. Bringhurst provided the reasoning for including school counselors in grades 6-12.

Following additional discussion amongst staff and the trustees regarding specific laws, tracking time regarding the devotion of time for counselors, and additional grammatical corrections, etc., Trustee Walt called for the next agenda item.

DISCUSSION ON PROPOSED CHANGES TO CCSD POLICY 505, SCHOOL ASSIGNMENT WITHIN DISTRICT: FIRST READING

Mr. Bringhurst presented proposed changes to CCSD Policy 505, School Assignment within District, which is based on feedback from the Nevada Department of Education (NDE) regarding compliance with Nevada Revised Statue (NRS) 388.040, and 386.790, along with feedback from administration.

Summary of changes:

- Timeline identifies the length of time open enrollment will be open; approximately 4 weeks.
- Timeframe when open enrollment processing and placement is available.

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- Remove habitual discipline concerns.
- If necessary, students will be placed in accordance with their Individualized Education Program (IEP).
- Placement will occur in accordance with open enrollment timelines; on or before April 15.
- Update and clarification to continued placement and revocation, which includes grounds for revocation for subsequent school year.
- In accordance to NRS, applications and instructions will be available in the five most common non-English languages spoken in Nevada households.
- Timeline when school and grade-level capacity figures will be determined and published on the district website.
- Identifies annual reporting requirements

Following discussion and feedback amongst staff and board members, Mr. Bringhurst will present suggested changes when the policy is presented for a second reading at the upcoming board meeting.

DISCUSSION AND POSSIBLE ACTION TO APPROVE A LETTER FROM THE CCSD BOARD OF TRUSTEES TO LOCAL BUSINESSES REGARDING CONCERNS WITH SCHEDULING STUDENTS TO WORK DURING SCHOOL HOURS

Trustee Walt explained that the purpose and intent of the letter and requested clarification from legal counsel. Following a brief discussion, Mr. Russell suggested that the letter be re-agendized to a future board meeting, and that Trustee Walt call for public comment, as it was published as an action item.

Trustee Walt explained that in 2023, Trustee Ramirez met with Ms. Megan Newman, former Re-engagement Specialist, which is when the Chronic Absenteeism Task Force was created. In addition, Mayor Lori Bagwell started the attendance reward program; a positive way to recognize students for their attendance at school. At a recent absenteeism task force meeting, additional ways for community involvement was discussed, which included ideas of encouraging employers to reinforce the importance of attending school.

The letter presented invites businesses and community members to take a role in supporting student attendance, with employers scheduling students to work outside their school day.

No motion was provided; however, Trustee Walt called for public comment; there was no public comment.

APPROVAL OF CONSENT AGENDA

It was moved by Trustee Ramirez, seconded by Trustee Pedersen **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Trustee Walt called for public comment; there was no public comment. Trustee Walt called for the vote. Motion passed 7-0.

INFORMATIONAL ITEMS

No additional informational items were presented or discussed.

REQUEST FOR FUTURE AGENDA TOPICS

Present agenda items to Mr. Andrew Feuling or President Walt.

Trustee Walt requested the following policies and regulations be presented at the next board meeting; Policies 209, 211, 214 and Regulation 214.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, October 27, 2026.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Walt declared the meeting adjourned at 9:43 p.m.

Michelle Pedersen, Clerk

Date

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SCHOOL BOARD MEETING

November 10, 2026

Informational Items – A

Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations

Informational Items – B

Notification of budget transfers for the prior month

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

November 10, 2026

CLASSIFIED STAFF

NEW HIRES					
Name	**Position/Subject**	**Location**		**Hire Date**	**New/Replace**
Trey Maurer	Groundskeeper	Operations		11/2/2026	Replace
Erandy Cardenas Avino	Sped Para III	BB		10/28/2026	Replace
Jospeh Burgess	Bus Driver	Trans		TDB	Replace

RESIGNATIONS/RETIREMENTS					
Name	**Position/Subject**	**Location**	**Hire Date**	**Term Date**	**Resign/Retire**
Greg Short	Bus Driver (Crit. Shortage)	Transporation	8/14/2026	12/31/2026	Resign

NURSING STAFF

NEW HIRES					
Name	**Position/Subject**	**Location**		**Hire Date**	**New/Replace**
NONE					

RESIGNATIONS/RETIREMENTS					
Name	**Position/Subject**	**Location**	**Hire Date**	**Term Date**	**Resign/Retire**

EXECUTIVE STAFF

NEW HIRES				
Name	**Position/Subject**	**Location**	**Hire Date**	**New/Replace**

RESIGNATIONS/RETIREMENTS					
Name	**Position/Subject**	**Location**	**Hire Date**	**Term Date**	**Resign/Retire**

CCSD BUDGET TRANSFER REPORT

FROM 10/01/2026 TO 10/31/2026

This budget transfer report accurately reflects all budget transfers made in the above referenced date range out of the 2026-2027 fiscal year.

I certify that all budget transfers were made in accordance with the Carson City School District's regulations and policies, are properly coded and are not in excess of the budget.

Prepared By: _____ **11/03/2026**

Spencer Winward, Chief Financial and Operations Officer **Date**

Fund	Description	Amount
100	General Fund	$4,532.58
241	State Grants - 2018	$12,425.53
260	Gifts and Donations	$540.00
281	Federal Grant Funds 2027	$25,653.87
282	Federal Grant Funds 2025	$382.80
300	Capital Projects Funds	$850,000.00
360	Bond Issues	$7,130,000.00
		$8,023,534.78