Lyon County School District

Report on the Assessment Results for the 2025/2026 School Year

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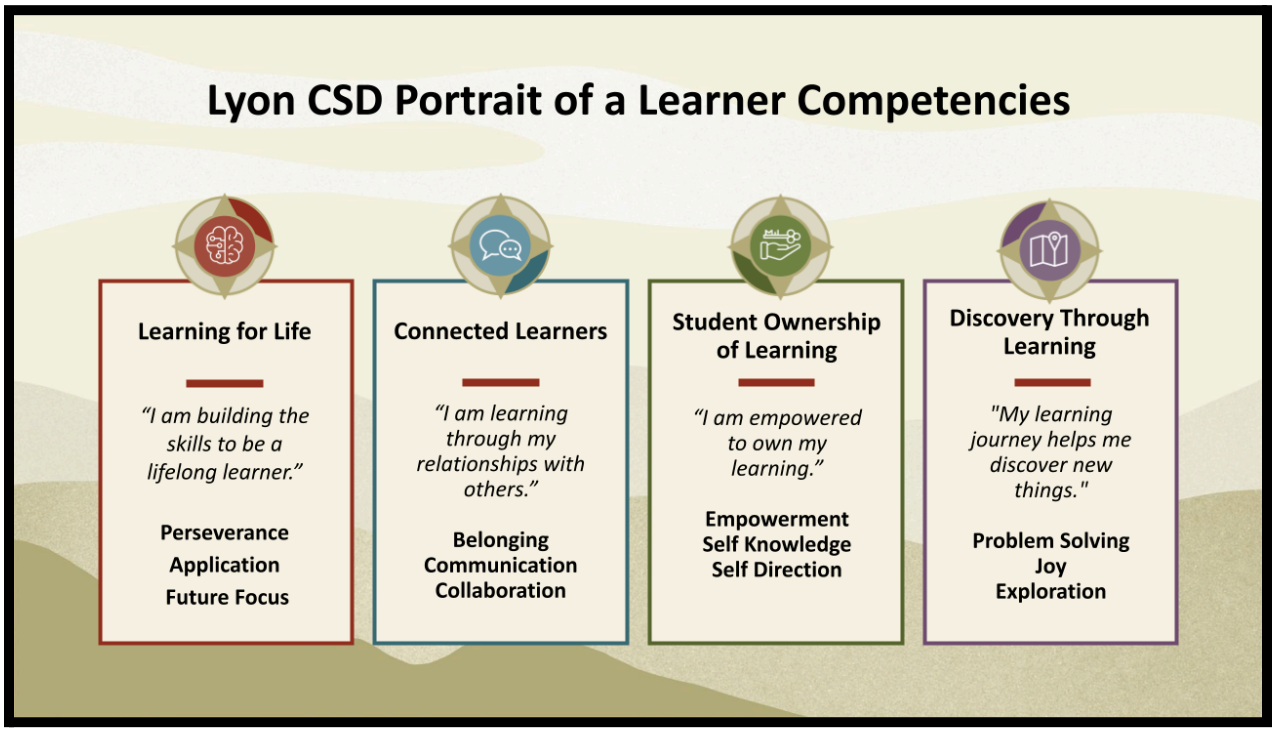
Mission & Vision

Mission:

The Mission Of Lyon County School District Is To Graduate All Students To Be Career And Life Successful.

Vision:

Lyon County School District fosters learning for life, empowers connected learners, promotes ownership of learning, and encourages discovery learning for success in a rapidly evolving world.





Philosophy of Assessment

Assessment FOR Learning

- Assessment for learning should fundamentally change how students perceive evaluation; terms like "assessment," "evaluation," or "grading" should not provoke feelings of anxiety, vulnerability, or frustration. Traditionally, assessment *of* learning methods—often summative—have been used in education primarily to hold students accountable for mastering content by a fixed deadline (Stiggins, 2005). These summative assessments force a proficient/not proficient dichotomy (Dufour, 2016). This narrow pass/fail outcome can actively discourage continued learning and cement a limiting cognitive belief system of either success or failure.

- In sharp contrast to traditional methods, Lyon County School District mandates that assessment be used FOR learning, directly aligning with our guiding domain: “Student Ownership of Learning.” This approach eliminates proficiency deadlines, allowing students continuous opportunities to improve. It functions as a diagnostic tool, providing both the teacher and student with the precise information needed to determine the appropriate next steps in the learning process (Dufour, 2016). Assessment, therefore, should be utilized as a confidence builder, a motivator for sustained learning, and a celebration of unprecedented achievement gains (Stiggins, 2005).

  To accomplish this, educators must employ assessment to help students understand (Dufour, 2016):

  1. The achievement targets they are striving for.
  2. Their current standing relative to that expectation and the progress they have already made.
  3. How to effectively close the gap between their current performance and the target.
  4. Celebrate gains made over time.

Portrait of a Learner and Assessments

Lyon County School District views assessments as tools to empower students and foster ownership of their learning. The purpose of assessment is not accountability, but to provide students with meaningful opportunities to reflect on their progress.

Students demonstrate ownership of their learning by:

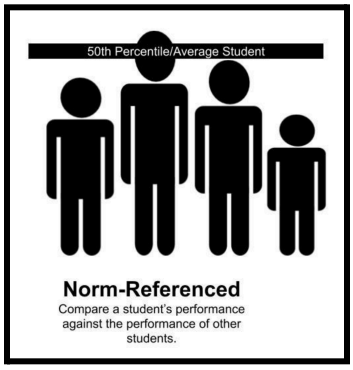
- ***Independently monitoring*** *their progress and determining the most effective next steps.*
- ***Exploring and selecting*** *learning paths that align with their personal goals and interests.*
- ***Evaluating*** *their own understanding and taking purposeful action to meet their objectives.*
- ***Identifying*** *their learning needs and advocating for them by proactively seeking support.*
- ***Clearly articulating*** *what they are learning and why it matters in the context of their coursework.*
- ***Utilizing*** *their individual strengths and skills to advance their own education.*
- ***Applying mindfulness*** *and coping strategies when encountering stress or challenging situations.*
- ***Actively engaging*** *and participating in lessons and projects.*
- ***Promptly identifying*** *challenging areas in their learning and seeking timely support.*
- ***Independently pursuing*** *learning options that are optimally challenging for their current knowledge and skill level.*
- ***Using evidence*** *of their learning to set specific, timely, and appropriate goals.*
- ***Demonstrating*** *enthusiasm and a genuine desire to learn.*



Systems of Assessment

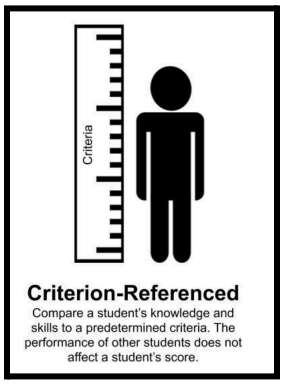
Overview of assessment types.

Norm-Referenced Assessment

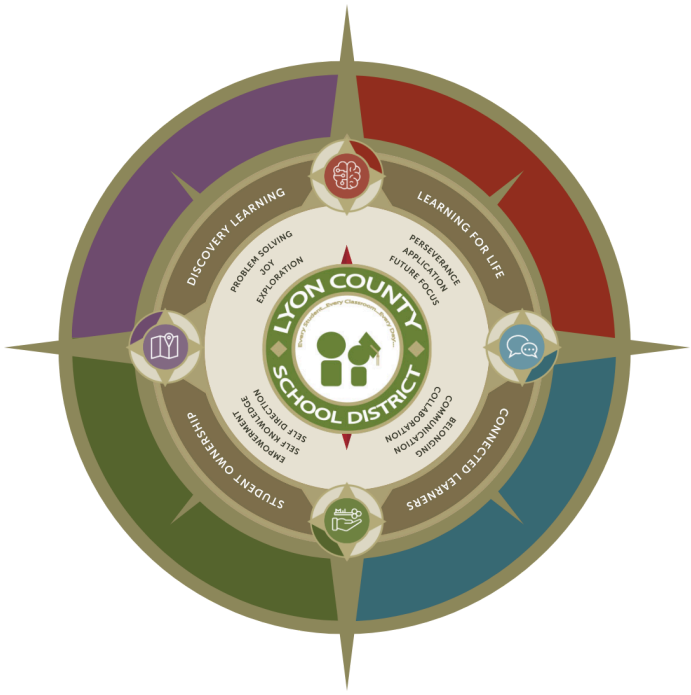


- A norm-referenced assessment allows a view to compare a student's performance against the performance of other students on a state or national level. To complete this task, the assessment will assess students on a skill level above and below grade level. A norm-referenced assessment allows the view to compare a student to another student of the same age and to another student in a different city, state, and/or country.
    - Types of Lyon County School District norm-referenced assessments
        - *Measure of Academic Progress* (MAP)

Criterion-Referenced Assessment



- A criterion-referenced assessment compares a student's knowledge and skill to identified criteria. The predetermined criteria could be based on required grade-level skills. The student performance is not compared to students in other cities, states, and/or countries. A criterion-referenced assessment allows the view to see what skills a student has developed and where they have grown over time.
    - Types of Lyon County School District criterion-referenced assessments
        - Smarter Balanced Assessment Criterion (SBAC)
        - American College Testing (ACT)
        - Career and Technical Education (CTE)
        - World-class Instructional Design and Assessment (WIDA)
        - iReady



Lyon County Assessment

List of Yearly Assessments:

Source	Assessment	#/Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Federal	National Assessment Of Educational Progress (NAEP)	1														
State	Smarter Balanced Assessment Consortium (SBAC)	1														
State	Kindergarten Entrance Assessment (KEA)	1														
State	Nevada Science Assessment	1														
State	College And Career Readiness Assessment *(American College Test (ACT) + Writing)*	1														
State	English Language Proficiency Assessment (WIDA) *Based On English Language Learner (ELL) Status*	1														
State	Career And Technical Education Assessment (CTE) *Based On CTE Enrollment/NCRC*	2														
LCSD	Advanced Placement (AP) *AP Course Enrollment*	1														
LCSD	Measure Of Academic Progress (MAP) In Reading & Math	3														
LCSD	iReady Diagnostic Assessment *(Reading & Math)*	3														
LCSD	High School Final Exams	2														
LCSD	School Site Common Assessments	Unknown	**As Utilized By Schools And Departments**													
LCSD	Formative Interim Assessments *Identified By The Site MTSS Team.*	Unknown														

- [List of standardized assessments by state]

Smarter Balanced Assessment Consortium

Smarter Balanced Assessment Consortium Overview:

- The Smarter Balanced Assessment Consortium (SBAC) is a public agency that provides standardized testing for students in the United States. These tests are designed to measure student progress in key areas like mathematics and English language arts/literacy, aligning with the Common Core State Standards. The goal of the SBAC is to provide teachers, schools, and parents with a clear understanding of student performance, helping to guide instruction and improve learning outcomes.

Smarter Balanced Assessment Consortium Claims:

- Smarter Balanced Assessment Consortium claims are broad statements that outline the outcomes achieved with mastery of the standards. Each claim contains a variety of assessment targets that clarify the knowledge and specific skills spanning multiple standards.

    - **ELA Claims**
        - **Reading**: Students can comprehend a range of complex texts independently.
        - **Writing**: Students can produce effective and well-grounded writing for a range of purposes and audiences.
        - **Speaking and Listening**: Students can employ effective speaking and listening skills for a range of purposes and audiences.
        - **Research/Inquiry**: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
        - **Claim Descriptors**

    - **Math Claims**
        - **Concepts & Procedures:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
        - **Problem Solving**: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
        - **Communicating Reasoning:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
        - **Modeling & Data Analysis**: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

SBAC Practice Tests

- Create an SBAC Test
- 3rd Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 4th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 5th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 6th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 7th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 8th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task

- Summative Family Report

American College Testing

American College Testing Overview:

- The ACT, which stands for American College Testing, is a standardized test used for college admissions in the United States. It's designed to measure high school students' general educational development and their ability to complete college-level work.

- The test consists of four sections: English, Mathematics, Reading, and Science. There's also an optional Writing section. Each section is scored individually on a scale from 1 to 36, and those scores are then averaged to get a composite score. The test is known for its tight time constraints, which can make it a bit challenging.

- The state of Nevada sets a proficiency score of 21 on the ACT exam. A score of 21 on the ACT places a student approximately in the 64th percentile of all test takers. This means a student with a score of 21 has performed better than about 64% of all students who took the ACT.

American College Testing - Assessments

- **ACT English test** puts an examinee in the position of a writer who makes decisions to revise and edit a text. Short texts and essays in different genres provide a variety of rhetorical situations. Passages are chosen for their appropriateness in assessing writing and language skills and to reflect students' interests and experiences.

- **ACT mathematics test** assesses the skills students typically acquire in courses taken through grade 11. The material covered on the test emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation are not required.

- **ACT reading test** measures the ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. The test questions focus on the mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas. Specifically, questions will ask you to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; analyze the author's or narrator's voice and method; analyze claims and evidence in arguments; and integrate information from multiple texts.

- **ACT science test** measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test presents several authentic scientific scenarios, each followed by a number of multiple-choice test questions. The content of the test includes biology, chemistry, Earth/space sciences (e.g., geology, astronomy, and meteorology), and physics. The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

- **The optional ACT writing test** is an essay test that measures writing skills taught in high school English classes and entry level college composition courses. The test consists of one writing prompt that describes a complex issue and provides three different perspectives on the issue. You are asked to read the prompt and write an essay in which you develop your own perspective on the issue. Your essay must analyze the relationship between your own perspective and one or more other perspectives. You may adopt one of the perspectives given in the prompt as your own, or you may introduce one that is completely different from those given.

- Practice ACT
- Example of individual student profile report

- ## Readiness Standards
    - English
    - Reading
    - Mathematics
    - Science

Comprehending the Data

- **Breakdown of Scaled Scores and Correct Answers per Assessment:** The report below provides a breakdown of the number of correct answers a student must receive corresponding to the scaled score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	74-75	59-60	40	40	36
35	71-73	57-58	38-39	—	35
34	70	55-56	37	39	34
33	69	54	36	38	33
32	68	53	34-35	—	32
31	67	51-52	33	37	31
30	66	49-50	32	36	30
29	64-65	47-48	31	—	29
28	63	45-46	30	35	28
27	61-62	42-44	—	34	27
26	59-60	39-41	29	32-33	26
25	56-58	37-38	28	31	25
24	53-55	34-36	26-27	29-30	24
23	50-52	32-33	25	26-28	23
22	47-49	31	23-24	24-25	22
21	44-46	29-30	22	22-23	21
20	41-43	27-28	20-21	20-21	20
19	39-40	25-26	19	18-19	19
18	37-38	22-24	18	17	18
17	35-36	19-21	16-17	15-16	17
16	32-34	16-18	15	14	16
15	29-31	13-15	14	13	15
14	26-28	10-12	12-13	11-12	14
13	24-25	8-9	11	10	13
12	22-23	7	10	9	12
11	19-21	5-6	8-9	8	11
10	16-18	4	7	7	10
9	13-15	—	6	6	9
8	11-12	3	5	5	8
7	9-10	—	—	4	7
6	7-8	2	4	3	6
5	6	—	3	—	5
4	4-5	1	2	2	4
3	3	—	—	1	3
2	2	—	1	—	2
1	0-1	0	0	0	1

Comprehending the Data *(Continued)*

- **Average ACT Score by State Graduating Class 2024:** The table below classifies states by the percentage of ACT-tested high school graduates, including the average Composite score and percentage meeting ACT College and Career Readiness Benchmarks by subject.



The table below classifies states by the percent of ACT-tested high school graduates, including the average Composite score and average ACT section scores. A best practice is to examine a cohort of states with percentages of tested students similar to your state, as modeled by the blue shading on the below table. The blue shading represents those states who tested nearly all of their 2025 graduates (90% and greater) with the ACT through statewide testing programs.

STATE	ESTIMATED % OF GRADUATES TESTED*	AVERAGE COMPOSITE SCORE	AVERAGE ENGLISH SCORE	AVERAGE MATH SCORE	AVERAGE READING SCORE	AVERAGE SCIENCE SCORE
Alabama	100	18.0	17.3	17.3	18.4	18.3
Kentucky	100	18.4	17.7	17.8	19.0	18.6
Louisiana	100	18.3	17.7	17.5	18.7	18.6
Mississippi	100	17.7	17.0	17.3	18.3	17.8
Nebraska	100	19.2	18.2	18.9	19.6	19.4
Nevada	100	17.2	16.0	16.8	17.8	17.6
Oklahoma	100	17.5	16.7	16.8	18.0	17.9
Tennessee	100	18.8	18.3	18.2	19.2	18.8
Wyoming	100	19.1	18.0	18.6	19.8	19.4
Arizona	99	17.7	16.8	17.7	17.9	18.0
Montana	98	19.4	18.4	19.1	19.9	19.7
Wisconsin	95	19.4	18.4	19.2	19.6	19.8
Arkansas	92	18.5	17.9	17.7	19.1	19.0
North Carolina	91	18.3	16.8	18.2	19.1	18.7
Utah	91	20.0	19.2	19.4	20.6	20.2
North Dakota	82	19.4	18.1	19.4	19.9	19.9
Kansas	73	19.1	17.9	18.7	20.0	19.4
Ohio	72	18.8	17.4	18.7	19.5	19.2
Missouri	70	19.8	18.7	19.2	20.7	20.0
Hawaii	68	17.5	16.1	17.3	18.3	17.9
Minnesota	68	20.6	19.1	20.4	21.4	21.1
South Dakota	60	21.0	19.8	20.7	21.8	21.2
Iowa	41	21.0	19.9	20.3	22.1	21.3
Florida	39	19.6	18.9	18.9	20.7	19.5
South Carolina	35	18.7	17.4	18.1	19.6	19.0
Georgia	23	21.4	20.6	20.7	22.4	21.4

Page 1 of 2

AVERAGE ACT® TEST SCORES BY STATE GRADUATING CLASS OF 2025

STATE	ESTIMATED % OF GRADUATES TESTED*	AVERAGE COMPOSITE SCORE	AVERAGE ENGLISH SCORE	AVERAGE MATH SCORE	AVERAGE READING SCORE	AVERAGE SCIENCE SCORE
Texas	22	19.3	18.1	19.0	20.0	19.6
West Virginia	19	20.2	19.7	19.1	21.4	20.1
Illinois	16	23.1	22.8	22.6	23.7	22.8
Oregon	13	20.8	19.8	20.1	21.9	20.9
District of Columbia	10	27.6	27.9	26.0	29.1	27.0
Alaska	9	19.7	18.2	19.4	20.8	19.9
New Jersey	9	24.6	24.5	24.1	25.3	24.2
Colorado	8	24.7	24.3	23.9	25.7	24.3
Idaho	8	23.3	22.5	22.6	24.5	23.0
New Mexico	8	20.6	19.6	19.7	22.0	20.8
New York	8	25.9	25.3	25.4	26.7	25.7
Massachusetts	7	26.4	26.0	25.7	27.3	26.0
Connecticut	6	27.1	27.2	26.1	28.0	26.4
Indiana	6	23.5	22.6	23.3	24.5	23.3
Maryland	6	24.9	24.7	23.6	26.2	24.5
Vermont	6	23.9	23.2	22.8	25.5	23.6
Virginia	6	25.2	25.0	23.8	26.5	24.9
Michigan	5	24.6	24.4	23.9	25.4	24.3
Pennsylvania	5	24.5	24.0	23.8	25.4	24.2
Washington	5	24.8	24.4	24.0	26.0	24.4
California	4	26.4	26.3	25.7	27.4	25.8
Rhode Island	4	25.4	25.2	24.4	26.6	24.9
Delaware	3	25.2	24.8	24.0	26.8	24.7
New Hampshire	3	25.9	25.4	25.0	27.1	25.5
Maine	1	25.4	25.2	23.8	27.0	25.2
National	36	19.4	18.4	18.9	20.0	19.6

*Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates.*
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MR039462

Comprehending the Data *(Continued)*

- **ACT Score National Ranks:** The table below classifies states by the percentage of ACT-tested high school graduates, including the average Composite score and percentage meeting ACT College and Career Readiness Benchmarks by subject.

- **How to use the table:** Using the leftmost column, find the row for one of your content area test scores or your Composite score. Next, find the national rank in the column corresponding to that test. For example, the national rank for a Composite score of 22 is 74. This means that 74 percent of recent high school graduates who took the ACT achieved a Composite score of 22 or lower. Similarly, the national rank for a STEM score of 26 is 87. Thus, 87 percent of recent high school graduates who took the ACT achieved a STEM score of 26 or lower Measure of Academic Progress

	ACT Score National Ranks						
Score	English	Math	Reading	Science	Composite	STEM	**Score**
36	100	100	100	100	100	100	**36**
35	99	99	98	99	99	99	**35**
34	97	99	97	99	99	99	**34**
33	96	98	95	98	98	98	**33**
32	95	97	93	97	97	97	**32**
31	94	96	91	96	96	96	**31**
30	93	95	89	95	94	95	**30**
29	92	94	87	93	93	94	**29**
28	90	93	85	92	91	92	**28**
27	88	91	83	91	89	90	**27**
26	87	88	81	89	86	88	**26**
25	84	84	78	86	83	85	**25**
24	81	81	75	82	80	81	**24**
23	77	77	71	77	77	77	**23**
22	74	74	66	70	72	73	**22**
21	70	71	61	65	68	69	**21**
20	64	68	56	60	63	64	**20**
19	58	64	51	54	58	58	**19**
18	54	60	47	48	52	52	**18**
17	50	53	42	41	47	45	**17**
16	46	45	37	34	41	36	**16**
15	41	33	33	27	34	27	**15**
14	34	21	28	19	28	17	**14**
13	28	11	22	14	20	10	**13**
12	23	6	16	10	13	5	**12**
11	18	3	10	6	6	2	**11**
10	11	2	5	3	2	1	**10**
9	6	1	2	2	1	1	**9**
8	3	1	1	1	1	1	**8**
7	2	1	1	1	1	1	**7**
6	1	1	1	1	1	1	**6**
5	1	1	1	1	1	1	**5**
4	1	1	1	1	1	1	**4**
3	1	1	1	1	1	1	**3**
2	1	1	1	1	1	1	**2**
1	1	1	1	1	1	1	**1**
Mean	18.4	19.0	20.0	19.5	19.1	19.5	
SD	7.0	5.7	7.1	5.8	6.1	5.5	

Note: These ranks are reported as "US Rank" on ACT score reports during the 2026-2027 reporting year (September 2026 through August 2027). The ranks are based on ACT-tested high school graduates of 2024, 2025, and 2026.

Measure of Academic Progress - Overview:

- Measure of Academic Progress is an adaptive, computerized assessment system used to monitor student progress in key academic areas, such as reading, math, and science. It adjusts the difficulty of questions based on a student's response to previous questions. The results from MAP tests provide educators with valuable data about a student's knowledge, skills, and areas for improvement. This information can help teachers personalize learning, set goals, and track student growth over time.

- Measure of Academic Progress assessments are unique in that they adapt to your student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers, without overwhelming students whose skills are below grade level. The MAP tests are aligned with Common Core standards, which makes it a helpful tool in preparing students for state-level tests. They are also used to measure growth over time, providing detailed insight into where students are excelling and where they may need extra help. MAP tests are typically administered three times per school year: fall, winter, and spring. This allows teachers to monitor progress and make data-informed decisions to improve teaching and learning. Lastly, MAP results are norm-referenced, which means they compare a student's scores with other students across the nation.

Measure of Academic Progress - Comprehending the Data:

- Practice Assessment

- Example of an individual student profile report with longitudinal data graph

Measure of Academic Progress - Sample Questions Based on Score

Mathematics 6+

map GROWTH



225

200

190

175

150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

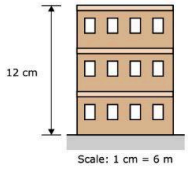
Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

Geometry

Students solve problems involving area, circumference, surface area, volume, and angle measure. Students understand congruence and similarity in terms of transformations and apply theorems involving properties of circles and right triangles.

201–210

Use the scale drawing of the building to answer the question.

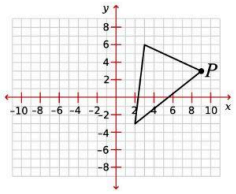


What is the actual height of the building?

A. 2 m
B. 6 m
✓**C.** 72 m
D. 144 m

211–220

Use the graph to answer the question.



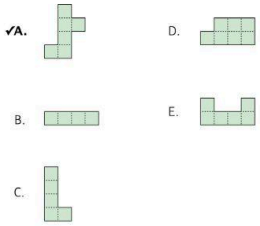
The triangle is reflected across the y-axis and then reflected across the x-axis. P' is the image of P after both reflections.

What are the coordinates of P''?

A. (-9, -9)
C. (-7, -9)
✓**B.** (-9, -3)
D. (-7, -3)

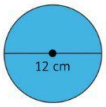
221–230

Which net can be folded along the dotted lines to make a closed cube?



231-240

The area, A, of the circle can be found using the formula $A = \pi r^2$, where r is the radius.

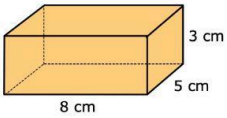


What is the approximate area of the circle? Use 3.14 for π.

A. 18.8 cm²
B. 37.7 cm²
✓**C.** 113.0 cm²
D. 452.2 cm²

241-250

Use the diagram to answer the question.

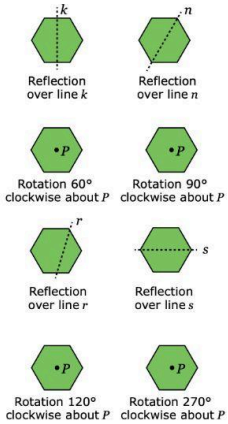


What is the surface area of this rectangular solid?

A. 79 cm²
B. 110 cm²
C. 120 cm²
D. 128 cm²
✓**E.** 158 cm²

above 250

Choose <u>all</u> the transformations that carry the regular hexagon onto itself.



Operations and Algebraic Thinking

Students apply and extend previous understandings of arithmetic to algebraic expressions, equations, and inequalities. Students model relationships between quantities using functions and compare, interpret, and build functions in different representations.

201–210

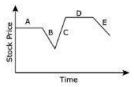
Simplify:

$5 + (2 + 3^2) - 1$

A. 12
✓B. 15
C. 17
D. 29

211–220

The graph shows the change in price of a stock over time.



Identify the time intervals for which the stock price increased, decreased, or remained constant.

Move the intervals to the appropriate column in the table.

Stock Price Increased	Stock Price Decreased	Stock Price Remained Constant

A B C D E

221–230

Solve:

$\frac{x}{4} - 31 = 108$

A. $x = 232$
B. $x = 401$
C. $x = 463$
✓D. $x = 556$

231-240

Move numbers into the boxes to represent 64 using an exponent.

□□ = 64

2 3 4 16 32 60

241-250

Use the system of equations to answer the question.

$2x + 2y = 6$
$y = x - 5$

What is the solution to the system of equations?

A. (1, 2)
B. (1, -4)
C. (2, 1)
✓D. (4, -1)

above 250

The length of a certain moon's orbit is approximately 1.5×10^{11} meters. The diameter of a certain star is approximately 1.5×10^{9} meters.

How many times greater is the distance of the moon's orbit compared to the diameter of the star? Enter the answer in the box.

_____ **times greater**

The Real and Complex Number Systems

Students apply and extend previous understandings of operations to real and complex number systems by solving problems involving ratios, rates, proportions, rational numbers, irrational numbers, complex numbers, and the coordinate plane.

201–210

The sign shows the cost of a bag of apples at Hank's Fruit Stand.

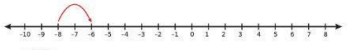


What is the unit price?

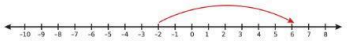
✓A. $0.85 per apple
B. $0.90 per apple
C. $1.10 per apple
D. $1.18 per apple

211–220

Which number line shows how to find the sum of -8 + (-2)?

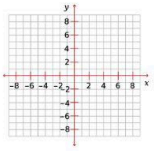
A.

✓B.

C.

D.


221–230

Move the point to the coordinates (-5, 6).



231-240

Simone makes pies. She uses $3\frac{1}{2}$ pounds of bananas to make 12 servings of banana pie.

How many pounds of bananas does Simone need to make 48 servings of banana pie?

A. 4
B. 6
C. 10
✓D. 14

241-250

Move the numbers to the boxes to order them from least to greatest value.

least [ ], [ ], [ ], [ ], [ ] greatest

$12\frac{1}{3}$ 18.5 $\sqrt{51}$ 51.2 $\sqrt{225}$

above 250

Which is equivalent to $2 + 3\sqrt{-12}$?

A. $8i\sqrt{3}$
B. $-i\sqrt{12}$
C. $-4i\sqrt{12}$
✓D. $2 + 6i\sqrt{3}$
E. $2 - 3i\sqrt{12}$

Statistics and Probability

Students summarize, represent, and interpret data, including measures of center and variability, and investigate patterns of association in bivariate data. Students understand and evaluate random processes and compute probabilities of events in a uniform probability model.

201–210

Ivan places these five blocks into a bag.



Ivan picks one block without looking.

What is the probability that the block Ivan picks has a number on it?

A. $\frac{1}{5}$

B. $\frac{1}{3}$

C. $\frac{2}{5}$

✓**D.** $\frac{3}{5}$

E. $\frac{2}{3}$

211–220

This list shows the number of points Julia scored in each of her last seven basketball games.

10, 14, 16, 12, 14, 14, 11

What is the mean number of points Julia scored?

A. 10

✓**B.** 13

C. 14

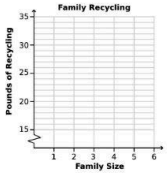
D. 16

221–230

The table shows family size and recycling information for several different families.

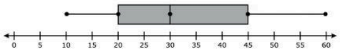
Move the points onto the graph to make a scatter plot of the data.

Family Size	Pounds of Recycling
3	19
4	22
2	22
5	32
3	28
3	18
5	34



231-240

Use the box plot to answer the question.



What is the median of the data?

A. 20

✓**B.** 30

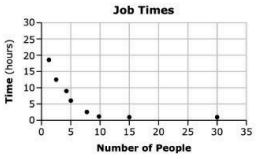
C. 32.5

D. 35

E. 45

241-250

The scatter plot shows data about the number of people who are working on a job and the amount of time needed to complete the job.



What type of relationship is shown between the number of people and time?

A. positive and linear

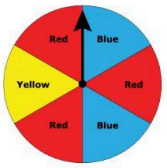
B. negative and linear

C. positive and nonlinear

✓**D.** negative and nonlinear

above 250

A student spins the spinner 50 times and records the results in the table.



Red	Blue	Yellow
28	12	10

Move symbols into the boxes to correctly complete the inequalities comparing the experimental probability and theoretical probability for each color.

Experimental *P* (Red) ☐ Theoretical *P* (Red)

Experimental *P* (Blue) ☐ Theoretical *P* (Blue)

Experimental *P* (Yellow) ☐ Theoretical *P* (Yellow)

< = >

17

Reading

map GROWTH



225
200
190
175
150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

READING | VOCABULARY: ACQUISITION AND USE

Vocabulary: Acquisition and Use

Students recognize and understand word relationships and structures. They use context clues and reference materials to decipher word meaning and nuance.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the words.

ball
doll
puzzle
top

To which group do these words belong?

1. animals
2. colors
3. places
✓ **4.** toys

161–170

Use the sentences and the glossary to answer the question.

Dinah and her sister went to the **market**. They saw many kinds of **produce**. Dinah wanted peas. Her sister wanted strawberries.

Glossary
market a place to sell food
produce fruits and vegetables

What is another kind of produce?

✓ **1.** apples
2. cookies
3. money
4. trees

171–180

Read the sentences.

Jackie couldn't believe how much fun she had on the field trip. She kept replaying the day's events in her mind on the bus ride back to school.

In the word replaying, what does the prefix re- mean?

1. after
✓ **2.** again
3. not
4. two

181–190

Read the paragraph and dictionary entries.

Mrs. Franz had just given her students a piece of clay the size of her hand. She told them to create something. *(Passage continues.)*

Dictionary

scuba (**skoo**-buh) *n.* equipment used to breathe underwater
scullery (**skuhl**-er-ee) *n.* a small room near the kitchen
sculpture (**skuhlp**-chur) *n.* an object created by carving or molding
scum (**skuhm**) *n.* a covering on the surface of a liquid

Based on the information in the paragraph, what is the meaning of the word sculpture?

1. slimy film
2. large pantry
✓ **3.** piece of art
4. swimming gear

191–200

Read the sentences.

Lightning _____ the trunk of the lilac tree.
I was _____ by the beauty of the sunset.

Which word can be used in both sentences?

1. bent
2. flashed
✓ **3.** struck
4. surprised

201–210

Which set of words all have the same root word?

1. extra, relax, index
2. contain, restrain, plain
3. here, everywhere, there
✓ **4.** knowledge, unknown, knowing

211–220

Read the sentence.

Although the storm outside was ferocious, Nate left the comfort of the cabin and trudged toward home.

Which word best matches the connotative meaning of ferocious as it is used in the sentence?

1. barbaric
2. inhuman
✓ **3.** intense
4. untamed

221–230

Read the sentence and dictionary entry.

The lives saved when the volcano exploded vindicated the expensive early warning system.

Dictionary

vindicate (**vin**-di-keyt) *v.*
1. to free from an accusation
2. to justify based on evidence
3. to defend against opposition
4. to claim for oneself or for someone else

Which definition of vindicate is used in the sentence?

1. definition 1
✓ **2.** definition 2
3. definition 3
4. definition 4

above 230

Based on an understanding of Latin roots, what is the meaning of ambidextrous?

1. walks quickly
2. before the flood
3. lives on land and in water
✓ **4.** can use both hands equally well

READING | INFORMATIONAL TEXT: KEY IDEAS AND DETAILS

Informational Text: Key Ideas and Details

Students read and comprehend informational texts, making inferences and predictions, drawing conclusions, and citing textual support. They determine the central idea, analyze the development of arguments, and summarize.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the passage.

Many kinds of dogs live in the world. Some have been around for a long time.
(Passage continues.)

What do Mudis like?

1. other dogs
2. sleeping all day
3. living in the city
✓ **4.** having work to do

161–170

Read the directions.

Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.

What type of day is needed to make mud pies?

✓ **1.** a sunny day
2. a rainy day
3. a snowy day
4. a cloudy day

171–180

Read the paragraph.

A hen lays about one egg a day. A chick takes three weeks to be born from an egg.
(Passage continues.)

When do chicks start peeping?

1. after one week
2. after two weeks
✓ **3.** after three weeks
4. after four weeks

181–190

Read the passages.

Passage 1

Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods—or bolls—are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.

Passage 2

Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. *(Passage continues.)*

What are both passages about?

1. clothes
✓ **2.** cotton
3. flowers
4. plants

191–200

Read the paragraph.

Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals such as rabbits and chickens, too.
(Passage continues.)

What does the weasel do when it gets more food than it needs?

1. It eats until it is sick.
✓ **2.** It stores the food for later.
3. It lets the food go to waste.
4. It shares the food with others.

201–210

Read the paragraph.

Platinum is a silver-white metal that is even more valuable than gold. It will not corrode or tarnish as many metals do when exposed to air. It can be used as a catalyst* in processes that change harmful pollutants into nonpollutants.
(Passage continues.)

*catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself

According to the passage, why is platinum valued by jewelers?

1. It is rarer than gold.
✓ **2.** It is good for gem settings.
3. It can be used as a catalyst.
4. It is produced in many countries.

211–220

Read the passage.

Benjamin Franklin: More than a Writer

Many people today use bifocals, eyeglasses that aid people's vision for objects both near and far away. Some people use cast-iron wood-burning stoves to heat their homes. *(Passage continues.)*

Which aspect of the passage best supports the idea that Franklin was a creative visionary?

1. the danger associated with Franklin's famous kite-flying experiment
2. the mention of Franklin's role in writing the Declaration of Independence
✓ **3.** the example of the wide range of inventions that Franklin developed
4. the similarities between today's bifocals and the bifocals that Franklin invented

221–230

Read the passage.

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago. *(Passage continues.)*

(from "Inaugural Address" by John F. Kennedy)

Which statement best expresses the main idea of the passage?

1. Well-equipped armies will fight to defend freedom.
2. Global alliances are the key to freedom for all people.
✓ **3.** The responsibilities of freedom rest with the individual.
4. The past generations have secured freedom for the future.

above 230

Read the passage.

The efficiency of a book is like that of a man, in one important respect: its attitude toward its subject is the first source of its power. A book may be full of good ideas well expressed, but if its writer views his subject from the wrong angle even his excellent advice may prove to be ineffective. *(Passage continues.)*

(from The Art of Public Speaking by J. Berg Esenwein and Dale Carnegie)

Which conclusion about becoming an effective speaker can be drawn from the passage?

1. Effective speaking is the result of study followed by earnest practice.
2. Effective speaking requires training in and adherence to a specific set of rules.
✓ **3.** Effective speaking requires self-discipline and personal conviction about the topic.
4. Effective speaking is the result of practicing the speeches and styles of noted speakers.

Informational Text: Language, Craft, Structure

Students analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the chart.

Favorite Sports			
Baseball	**Basketball**	**Soccer**	**Swimming**
Neha Max Jessica	Samuel	Javier Sarah Brandon Codey	Addison Julia

Which sport do the most children like?

✓**1.** soccer
2. baseball
3. basketball
4. swimming

161–170

Read the chart.

Music	Piano	Drum	Bass	Guitar
Jazz	X	X	X	
Pop	X	X		X
Rock		X	X	X
Country		X	X	X

Which two types of music have the most instruments in common?

1. jazz and pop
2. pop and rock
3. country and jazz
✓**4.** country and rock

171–180

Read the passage.

The best place to go on vacation is Florida. There are beautiful beaches, large hotels, good restaurants, and interesting shops. *(Passage continues.)*

What is the author's opinion of Florida?

1. Florida has no variety.
2. The weather is too hot.
✓**3.** Florida is a great place to visit.
4. Only boaters will enjoy Florida.

181–190

Read the passage.

[1] One of the most famous bad guys in history was Robin Hood. [2] People think he lived in England and hid in the forest with his friends. *(Passage continues.)*

Which sentence reveals the author's opinion of Robin Hood?

1. sentence 2
2. sentence 3
3. sentence 4
✓**4.** sentence 5

191–200

Read the passage.

There are many differences between the ancient Olympics and the games of today. In ancient times, the games were held only during the summer, but today the games are held during summer and winter. *(Passage continues.)*

Which organizational structure is used in this passage?

1. cause and effect
2. sequence of events
3. order of importance
✓**4.** compare and contrast

201–210

Read the passages.

Review 1

Happy Birthday, Maudie is a delightful movie. The characters are believable, and the plot is a tender love story. *(Passage continues.)*

Review 2

Don't bother to see Happy Birthday, Maudie. It's a sappy movie about a girl who lets everyone push her around. *(Passage continues.)*

Based on the descriptions in the two reviews, on which topic are the two reviewers most likely to agree?

1. the quality of the plot
✓**2.** the details of the setting
3. the overall quality of the movie
4. the main character's personality

211–220

Read the passage.

A Unique Creature: The Thorny Devil

The thorny devil is a very interesting and unusual creature. From its name, one might guess that it is large and scary. *(Passage continues.)*

Which explanation is the most likely reason the author includes a chapter heading in this passage?

1. to explain background information about the subject
✓**2.** to provide an idea of what the selection will be about
3. to present information about key vocabulary terms
4. to supply reasons why this is an interesting subject

221–230

Read the report excerpt.

Over the last century, the amount of precipitation has increased significantly across eastern parts of North America. *(Passage continues.)*

(from "Adaptation Options for Climate-Sensitive Ecosystems and Resources" by the U.S. Environmental Protection Agency)

Which feature of this text most assures the validity of the information?

1. the vocabulary
2. the author's tone
✓**3.** the use of citations
4. the use of percents

above 230

Read the text written by a company that organizes scientific research into a database.

Our Mission: Our database of more than 3,000 articles of documented investigations is an easy-to-use tool for scientific research. Users may look for a general topic or narrow their search through the use of three topic code parameters. *(Passage continues.)*

Topic Code Parameters	Description
Social Context	Who conducted the research? Where was it conducted?
Method	How was the research conducted? What procedures were used?
Findings	What was observed? What results were achieved?

How does the chart complement the text?

1. It summarizes the text.
✓**2.** It provides detail not in the text.
3. It serves to contrast information in the text.
4. It provides a transition between the two parts of the text.

Literary Text: Language, Craft, Structure

Students analyze the structure of literary texts and evaluate the author's craft and purpose. They interpret figurative language and analyze literary devices.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the story.

Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack. *(Passage continues.)*

What does Maria do first?

1. She puts on her coat.
2. ✓ She eats her breakfast.
3. She walks to the bus stop.
4. She puts her book in her backpack.

161–170

Read the poem.

The Movie

The movie theater
is cool and dark.
I can't wait
for the movie to start. *(Poem continues.)*

Which word tells how the theater sounds?

1. cool
2. dark
3. ✓ loud
4. soft

171–180

Read the passage.

Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face first. *(Passage continues.)*

What do Mike and Dave do right after playing outside?

1. They race down the hill.
2. They fall asleep on the couch.
3. ✓ They have grilled cheese and soup.
4. They pull their sleds up the big hill.

181–190

Read the passage.

Scott opened his eyes and looked at the clock. He pulled the blankets over his head to keep the sun out. He yawned and closed his eyes. He just wanted to go back to sleep.

What does the author's description tell the reader about Scott?

1. He is lazy.
2. ✓ He is tired.
3. He is scared.
4. He is hungry.

191–200

Read the passage.

Laura's teacher asked to see the science project. "But Mrs. Thompson, I forgot it was due today!" Laura said. Then Laura asked if she could call her mom. "Mom, can you bring my science project to school? It's due today!" She listened to her mother for a moment. *(Passage continues.)*

How do readers learn about Laura?

1. from what Laura looks like
2. from what other characters say
3. ✓ from what Laura says to others
4. from descriptions of Laura's feelings

201–210

Read the passage.

The clouds lifted, and the pilot sighted the tower of The City Airport. He had already radioed ahead that he was arriving. *(Passage continues.)*

What is the best title for this passage?

1. A Pilot's Life
2. ✓ A Safe Landing
3. The City Airport
4. One Cloudy Night

211–220

Read the passage.

Many years ago, a young man named Takoda decided to go on foot to Dark Mountain, a three-day journey from his village. Two days into his journey, he paused for nourishment in a narrow valley. *(Passage continues.)*

How does the setting contribute to Takoda's main problem in the story?

1. He is unable to see clearly through dust from the valley floor.
2. He is unable to find shelter from threatening weather on the valley floor.
3. The valley does not provide him with the nourishment he needs for his journey.
4. ✓ The valley does not provide him with an easy way to avoid the buffalo stampede.

221–230

Read the poem.

It sifts from leaden sieves,
It powders all the wood,
It fills with alabaster wool
The wrinkles of the road. *(Poem continues.)*

(from "The Snow" by Emily Dickinson)

How does the use of alliteration in line 13 build meaning in the poem?

1. It highlights the eeriness of the snow's frosty appearance.
2. It emphasizes the images of destruction caused by the snow.
3. ✓ It accentuates the completeness of the snow's coverage, layer by layer.
4. It contrasts the quietness of the fallen snow with the sounds of harvest.

above 230

Read the poem.

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all, *(Poem continues.)*

(from "Hope" by Emily Dickinson)

Which statement best expresses the meaning of the extended metaphor that compares hope to a bird throughout the poem?

1. ✓ Hope is a constant presence and gives people comfort.
2. Hope flies away like a bird during storms and difficult times.
3. Hope is demanding, like a bird that constantly needs to be cared for.
4. Hope tries to sing songs that are uplifting but forgets the words to them.

READING | LITERARY TEXT: KEY IDEAS AND DETAILS

Literary Text: Key Ideas and Details

Students read and comprehend literary texts, make inferences and predictions, and draw conclusions. They determine key ideas, analyze the development of themes and ideas, and summarize.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the story.

Mother was ready. She had streamers and balloons. She baked a cake. She invited Sandy's friends. She asked them not to tell Sandy. Sandy would come home from school. Her friends would shout when she turned on the lights!

What is Sandy's mother planning?

1. Sandy's first day at school
2. a picnic in the backyard
3. ✓ Sandy's surprise party
4. a trip to the bakery

161–170

Read the passage.

I can't wait for winter vacation to start! Every day feels like a holiday! I love to have snowball fights with my friends and make snowmen in the yard. *(Passage continues.)*

Which word best describes how the author feels about winter vacation?

1. calm
2. ✓ excited
3. nervous
4. tired

171–180

Read the paragraph.

Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake. *(Passage continues.)*

What does Gordon like to do best?

1. swim in the lake
2. fish for perch and trout
3. read books on the boat deck
4. ✓ steer the boat around the lake

181–190

Read the passage.

The wind whipped the tops of the trees so they looked like they were dancing. Clouds raced across the sky. Leaves and bits of paper swirled around. *(Passage continues.)*

Which sentence best tells what the story is about?

1. ✓ There is a big rainstorm coming.
2. They are having fun in the snow.
3. There is a double rainbow in the sky.
4. They are cleaning up after a big storm.

191–200

Read the passage.

Molly stared out the bus window with blank eyes. Next to her, a woman pulled herself up. She got off at the next stop. Molly looked over and saw that the woman had left something on the seat. *(Passage continues.)*

What was Molly's first reaction when she picked up the wallet?

1. to look at the pictures
2. to call after the woman
3. to stare out the bus window
4. ✓ to turn it in to the bus driver

201–210

Read the passage.

Celina's eye glanced around in disgust. Everywhere she looked there was trash. A crushed aluminum soda can discarded over here. An empty crumpled-up chip bag tossed over there. It made her red with rage. Celina finally took a deep breath and slowly trudged into the grocery store.

"Hey, Celina, what's wrong?" the owner of the store, Mrs. Jones, asked. *(Passage continues.)*

Which is the most likely theme of this passage?

1. Kids are usually very smart.
2. It is better to follow than lead.
3. People litter without knowing it.
4. ✓ Everyone can make a difference.

211–220

Read the passage.

He lived on the bank of a mighty river, broad and deep, which was always silently rolling on to a vast undiscovered ocean. It had rolled on, ever since the world began. It had changed its course sometimes, and turned into new channels, leaving its old ways dry and barren. *(Passage continues.)*

(from "Nobody's Story" by Charles Dickens)

What is a central idea of this passage?

1. It is hard to swim against the tide.
2. The river supports life on its banks.
3. Earth will continue to circle around the Sun.
4. ✓ The flow of the river to the ocean is unchanging.

221–230

Read the passage.

Bernadou clung to his home with a dogged devotion. He would not go from it to fight unless compelled, but for it he would have fought like a lion. *(Passage continues.)*

(from "A Leaf in the Storm" by Marie Louise de la Rameé)

Based on the passage, which statement about Bernadou is most likely true?

1. Bernadou had traveled to the capital of his country many times.
2. Bernadou was a drifter, never spending much time in any one place.
3. ✓ Bernadou would fight with loyalty and fierceness for any good cause.
4. Bernadou felt a strong connection to his hometown, but not his country.

above 230

Read the passage.

Elizabeth Bennet had been obliged, by the scarcity of gentlemen, to sit down for two dances; and during part of that time, Mr. Darcy had been standing near. *(Passage continues.)*

(from Pride and Prejudice by Jane Austen)

How is Elizabeth Bennet influenced by the dialogue between Mr. Darcy and Mr. Bingley?

1. Because Elizabeth overhears Mr. Darcy's insulting comments, she insists on sitting alone rather than dance with him.
2. Elizabeth discovers that Mr. Darcy's refusal to dance is due to his shy nature and forgives his behavior.
3. ✓ Despite believing that Mr. Darcy is impolite and self-important, Elizabeth maintains an upbeat attitude.
4. Elizabeth develops a new, playful sense of humor around Mr. Darcy to draw him out of his foul mood.

World-Class Instructional Design and Assessment

World-class Instructional Design and Assessment (WIDA)

- The WIDA, or World-Class Instructional Design and Assessment, is a series of English language proficiency assessments. It's designed to measure the progress of students who are learning English as a second language (ESL students).
- The WIDA test suite includes several assessments, but the most commonly used ones are the ACCESS for ELLs (English Language Learners) and the W-APT (WIDA-ACCESS Placement Test). Lyon County School District currently uses the ACCESS for ELL assessment
- ACCESS for ELLs is an annual summative assessment that measures students' English language proficiency in four domains: Listening, Speaking, Reading, and Writing.
- Scores range from 1.0-6.0. A score below 5.0 generally indicates the student is in need of English language support, while a score of 5.0 or above signifies the student is English proficient. In the State of Nevada, a student must score a 4.5 to be considered language proficient.
- Practice Assessment

Career and Technical Education

Career and Technical Education Overview:

- Career and Technical Education (CTE) certifications are stackable credentials that students can earn while still in high school. They're designed to provide students with the skills and knowledge necessary for specific jobs or industries.

- The exact certifications available can vary widely from school to school, but they often include areas like health care, information technology, skilled trades, culinary arts, and automotive technology, among others.

- Earning a CTE certification can give students stackable credentials in their chosen field, allowing them to jump straight into work after high school or giving them a leg up in post-secondary technical education programs.

- Additionally, CTE programs can often provide valuable real-world experience through internships, apprenticeships, or hands-on projects. They can also help students make more informed decisions about their career paths.

- Workplace Readiness Skill Practice Test

- **Resources**
    - Sample Assessment
        - Go to http://www.techfluency.org/esess/
            - Make the following entries into the four blanks:
                - Organization: Nevada CTE
                - First Name: sample
                - Last Name: sample
                - Password: sample

iReady

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iReady - Diagnostic

- iReady Diagnostic is an adaptive assessment tool designed to provide teachers with insights into a student's academic skills, identify areas where they're struggling, and measure growth throughout the school year.
    - Here's a quick summary:
        - **Adaptive**: The test adjusts its difficulty based on the student's performance, making it personalized.
        - **Insights**: It provides detailed reports on students' skills in reading and math, identifying both strengths and weaknesses.
        - **Progress Monitoring**: It allows teachers to track student growth over time, helping in evaluating the effectiveness of teaching strategies.
        - **Personalized Instruction**: Based on the diagnostic results, iReady offers personalized learning paths for each student to address their skill gaps.

    - What is iReady?
    - iReady Diagnostic Report Explanation
    - Reviewing Diagnostic Data
    - Practice Diagnostic



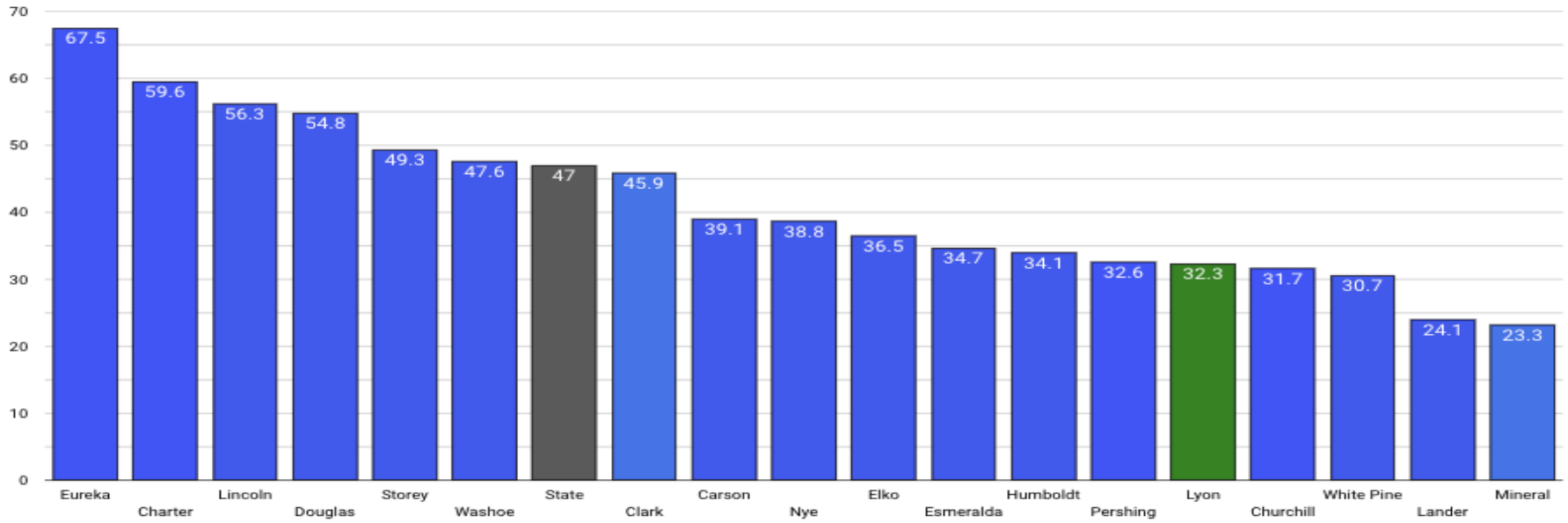
Historical Data

Nevada Report Card Data (*SBAC/ACT*)

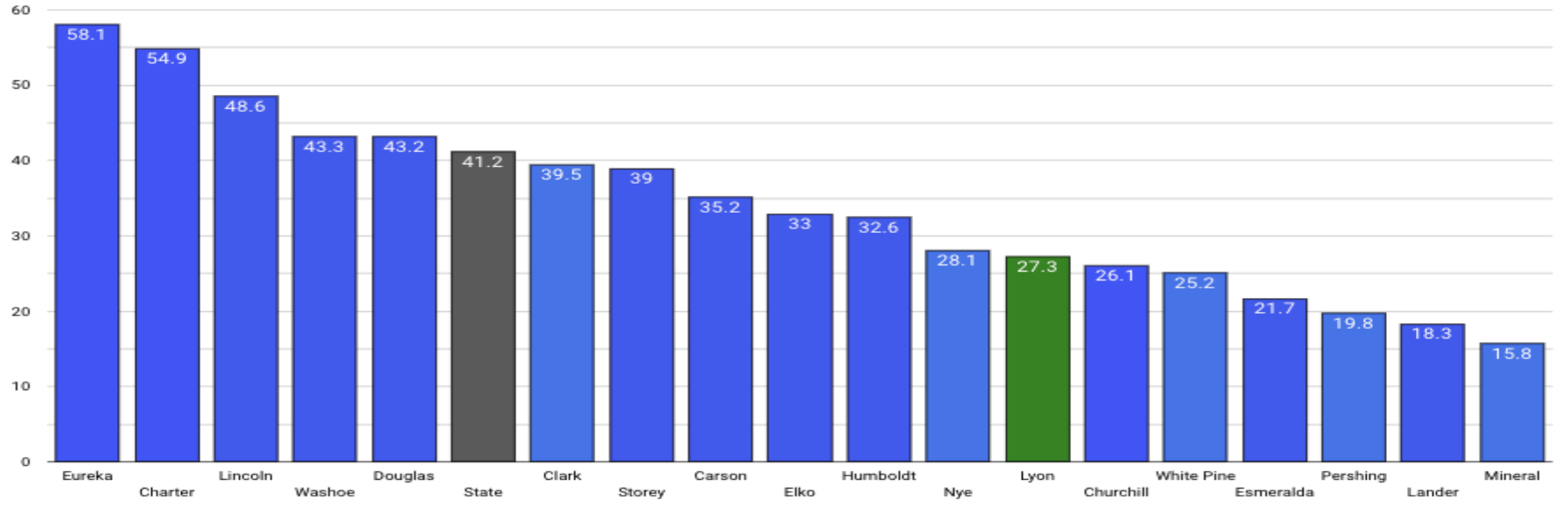
Nevada Report Card 2025/2026									
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism
District	Total Enrollment	ELA ELEM.	ELA MID	ELA HIGH	Math ELEM.	Math MID	Math HIGH		
State	469,276	47	42.7	50.3	41.2	30.8	22.6	85.4	25.5
Lyon	8,918	32.3	28.1	32.9	27.3	19.7	15.6	85.7	36.6
Carson	7,213	39.1	37.6	45	35.2	29.4	24.7	83.3	26.3
Churchill	3,098	31.7	25.4	48.9	26.1	16	16.5	85.9	31.9
Clark	288,326	45.9	41	51.3	39.5	28.9	22.6	86.6	27
Douglas	4,731	54.8	43	58.2	43.2	33	34.4	85.9	19.2
Elko	9,226	36.5	28.1	45.5	33	19.3	20.8	82.9	29
Esmeralda	69	34.7	31.2	<5	21.7	25	<5	-	17.9
Eureka	300	67.5	57.1	59	58.1	35.7	45.4	>95%	15.9
Humboldt	3,157	34.1	31.9	44.9	32.6	27.7	17.2	90.7	30.7
Lander	1,047	24.1	18	49.1	18.3	11	20.3	>95	34.5
Lincoln	945	56.3	50.7	42.6	48.6	29.5	19.7	92.5	15.1
Mineral	509	23.3	26.3	37	15.8	<5	11.1	>95	28
Nye	5,723	38.8	31.3	42.5	28.1	17.4	11.8	84.4	29.4
Pershing	647	32.6	26.6	27.6	19.8	14	10	>95	7.2
Charter	70,534	59.6	57	55.3	54.9	44	23.4	82.6	17.2
Storey	408	49.3	44	70	39	28.1	30	>95	24.5
Washoe	62,990	47.6	41.8	51.2	43.3	31.5	27.1	83.3	27.5
White Pine	1,227	30.7	28.9	53.4	25.2	24.7	23.4	93	27.4

Source: http://nevadareportcard.nv.gov/DI/nv/2023

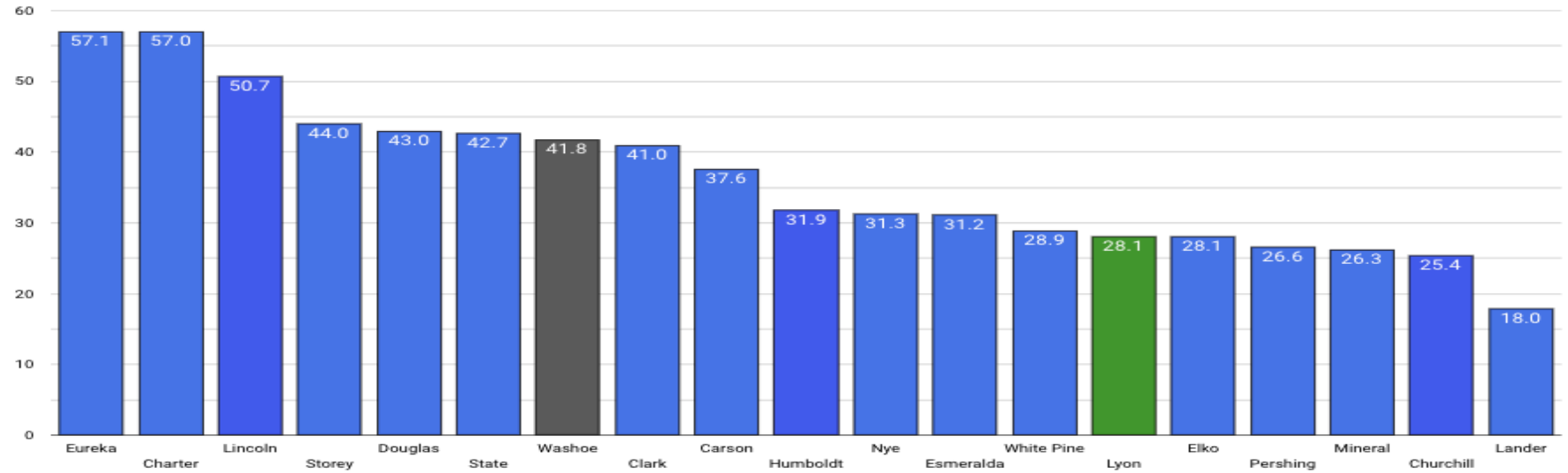
Elementary ELA Proficiency Scores - 2026



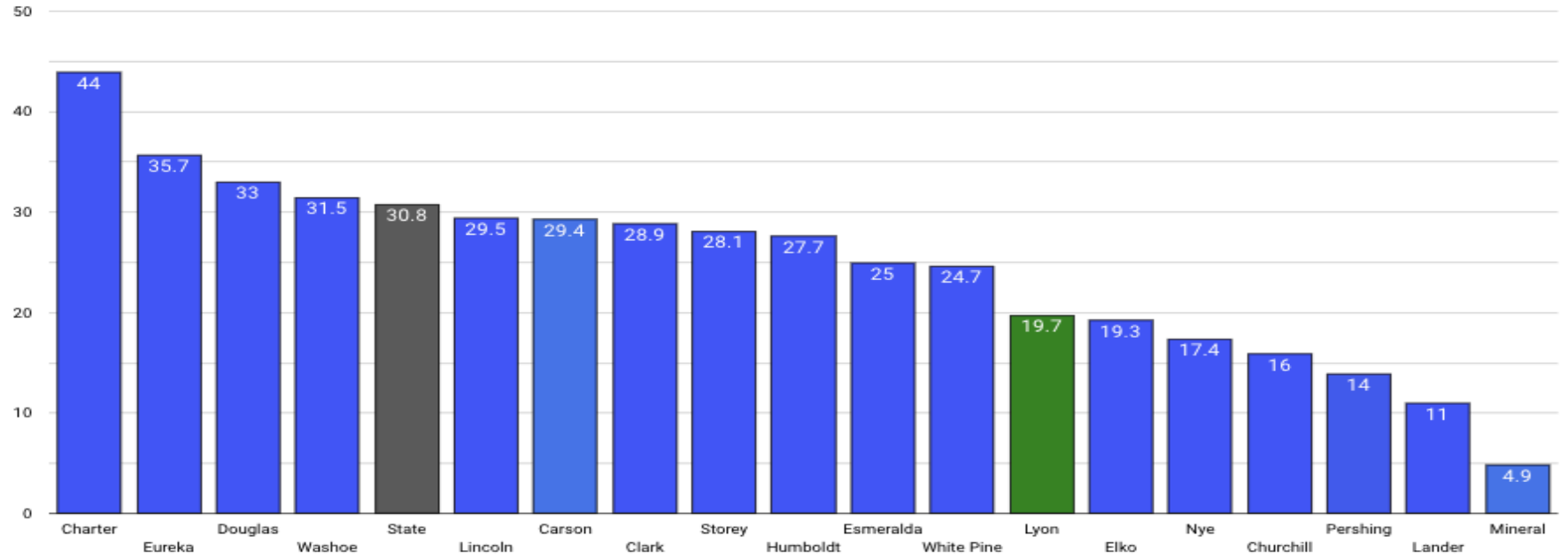
Elementary Math Proficiency Scores - 2026



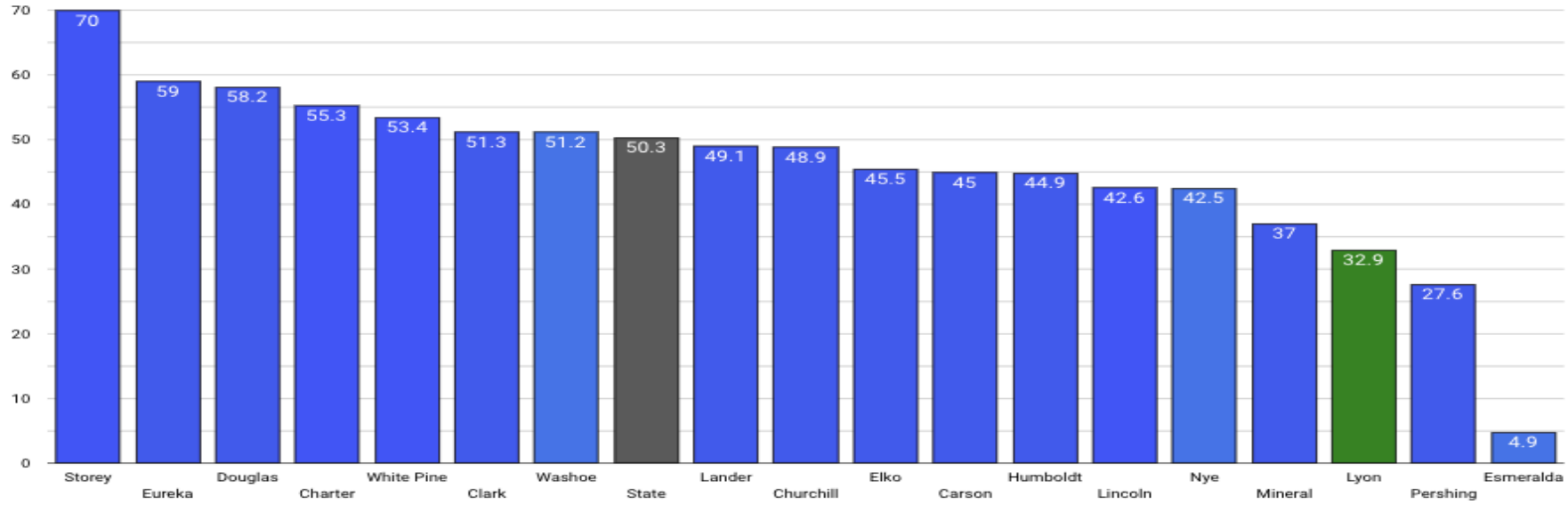
Middle School ELA Proficiency Scores - 2026



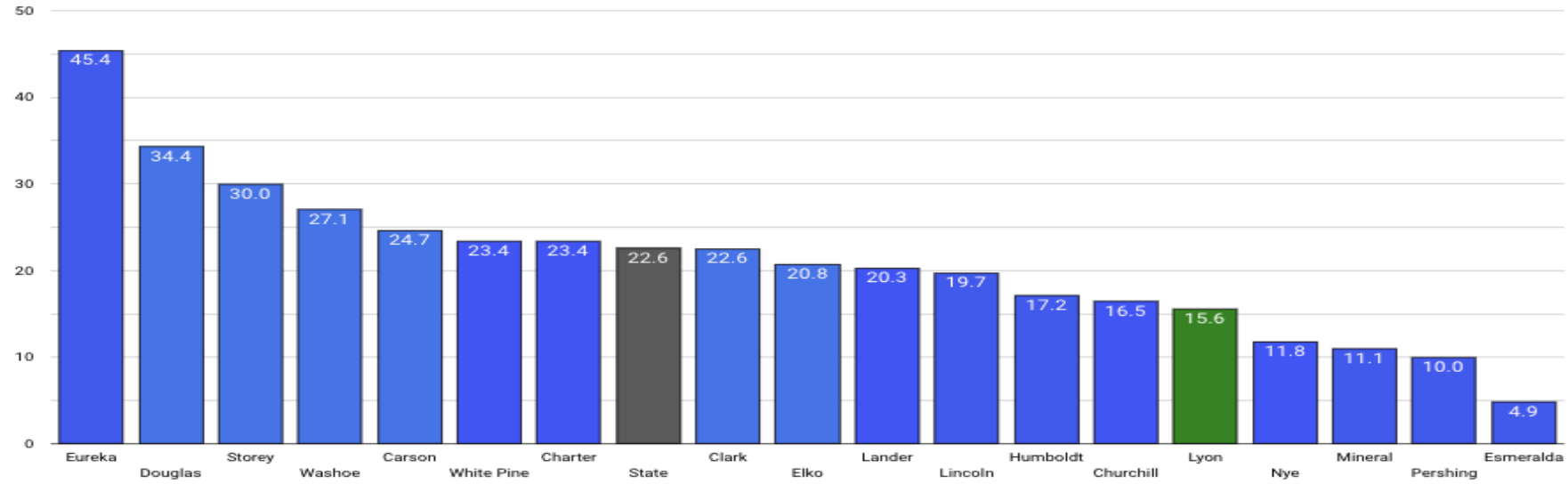
Middle School Math Proficiency Scores - 2026



High School ELA Proficiency Scores - 2026



High School Math Proficiency Scores - 2026



2025/2026 Nevada Report Card Data										
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	Total Enrollment	ELEM.	MID	HIGH	ELEM.	MID	HIGH			
State	469,276	47	42.7	50.3	41.2	30.8	22.6	85.4	25.5	
Lyon	8,918	32.3	28.11	32.9	27.3	19.7	15.6	85.7	36.6	
Carson	7,213	39.1	37.6	45	35.2	29.4	24.7	83.3	26.3	
Churchill	3,098	31.7	25.4	48.9	26.1	16	16.5	85.9	31.9	
Clark	288,326	45.9	41	51.3	39.5	28.9	22.6	86.6	27	
Douglas	4,731	54.8	43	58.2	43.2	33	34.4	85.9	19.2	
Elko	9,226	36.5	28.1	45.5	33	19.3	20.8	82.9	29	
Esmeralda	69	34.7	31.2	4.9	21.7	25	4.9	-	17.9	
Eureka	300	67.5	57.1	59	58.1	35.7	45.4	>95%	15.9	
Humboldt	3,157	34.1	31.9	44.9	32.6	27.7	17.2	90.7	30.7	
Lander	1,047	24.1	18	49.1	18.3	11	20.3	>95	34.5	
Lincoln	945	56.3	50.7	42.6	48.6	29.5	19.7	92.5	15.1	
Mineral	509	23.3	26.3	37	15.8	4.9	11.1	>95	28	
Nye	5,723	38.8	31.3	42.5	28.1	17.4	11.8	84.4	29.4	
Pershing	647	32.6	26.6	27.6	19.8	14	10	>95	7.2	
Charter	70,534	59.6	57	55.3	54.9	44	23.4	82.6	17.2	
Storey	408	49.3	44	70	39	28.1	30	>95	24.5	
Washoe	62,990	47.6	41.8	51.2	43.3	31.5	27.1	83.3	27.5	
White Pine	1,227	30.7	28.9	53.4	25.2	24.7	23.4	93	27.4	

2024/2025 Nevada Report Card Data										
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	Total Enrollment	ELEM.	MID	HIGH	ELEM.	MID	HIGH			
State	477,563	46.4	44.4	47.2	41.1	29.4	21.1	81.6	26.6	
Lyon	9,169	29.7	28.3	29	25.5	19.2	12.7	87.6	35	
Carson	7,404	40.6	38.5	41.1	38.2	27.6	22.2	83.1	26	
Churchill	3,221	34	26.9	28.3	25.9	15	7.6	84.1	28.9	
Clark	301,697	45.6	42.9	48.9	39.6	27.4	21.1	81.5	26.9	
Douglas	4,927	49.3	47.2	49.3	42.7	32.1	30.7	88.1	18.9	
Elko	9,539	36.6	29.3	40.8	34.1	20.6	15.6	82.9	31.5	
Esmeralda	75	13.6	10.5	<5	8.6	10.5	<5	-	43.2	
Eureka	310	62.5	60.5	60	50	47.3	28	>95%	20.3	
Humboldt	3,233	37	41	35.3	33.1	29.4	15.3	92.6	28.7	
Lander	1,059	27.8	15.4	46.1	26.1	9	20.2	90.7	34.9	
Lincoln	958	56.2	59.2	33.3	50.4	31.1	19	>95	19.3	
Mineral	534	22.6	27.5	15.3	16.1	<5	<5	76.7	31.4	
Nye	5,745	33.3	34.2	27.6	27.7	16.9	12	86.1	25.3	
Pershing	666	33.7	24	40.3	25.8	14.5	9.6	94.7	<5	
Charter	63,609	59.6	60.7	56.9	55.7	43.6	25.2	83.3	16.3	
Storey	392	54.2	38.4	64.5	45.2	28.8	22.5	77.4	23.3	
Washoe	63,559	47.9	42.8	43.9	44	30.3	24.3	81.9	25.7	
White Pine	1,260	27.8	31	51.1	25.7	29.6	21.5	91.2	24.5	

2023/2024 Nevada Report Card Data										
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	Total Enrollment	ELEM.	MID	HIGH	ELEM.	MID	HIGH			
State	479,578	42.8	39.1	45.2	38	26.8	19.4	81.39	25.9	
Lyon	9,057	31.6	26.5	27.2	27.9	19.8	9.5	86.4	38.5	
Carson	7,484	38.5	35.9	40.1	33	23.8	17.9	80.56	27.6	
Churchill	3,283	33.3	25.9	37.6	28.5	11.8	13,6	84.16	31.1	
Clark	304,568	42.2	37.8	46.6	36.7	24.9	19.4	81.5	31.3	
Douglas	5,032	46	36.4	46.1	40.3	27.8	25.3	86.1	20.5	
Elko	9,888	35	29.1	37.8	31.5	19.4	12.2	83.52	31.8	
Esmeralda	89	<5	20	33.3	<5	10.5	33.3	-	42.9	
Eureka	325	64.1	50	48.4	47.8	32.7	32.3	>95%	24.1	
Humboldt	3,349	34	36.3	41.8	32.3	24.2	21	93.72	31.3	
Lander	1,077	28.2	25.3	47.6	21.5	11.9	23.8	90.91	36.5	
Lincoln	959	49.7	48.5	30.7	51.6	38	7.2	>95	22	
Mineral	594	23.7	21.5	37.9	17.8	7.5	10.3	74.29	36.3	
Nye	5,657	33.8	39	31.2	26.2	18.5	6.6	80	28.3	
Pershing	657	20.5	28.4	33.3	20.2	13.6	5.4	>95	19.5	
Charter	61,883	54.6	54.2	55.7	51.2	39.8	24.1	83.82	21.1	
Storey	400	56.8	39.5	51.4	47.7	25	25.7	>95	29.2	
Washoe	63,777	44.7	38.9	43.3	40.2	28.7	23.6	81.42	28.1	
White Pine	1282	27.5	32.1	24.5	31.9	28	8.4	87.37	28.3	

Source: http://nevadareportcard.nv.gov/DI/nv/2023

2022/2023 Nevada Report Card Data									
	ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
State	40.7	40.7	45.5	31.1	31.1	19.6	81.72	34.9	$11,300
Lyon	30.8	26.6	33.5	29.4	17.9	10.4	84.57	38.1	$12,419
Carson	41.4	35.4	43.4	37.4	27.6	20.1	83.42	28.8	$12,195
Churchill	32.7	30.9	48.8	27.7	15.6	19	79.75	33.1	$12,278
Clark	40.6	38.3	46	33.6	23.8	19.4	81.31	38.3	$11,624
Douglas	50	43.6	46.7	40.6	27.7	26.6	84.07	24.3	$12,882
Elko	37	33.2	38.7	32.4	20.6	16.9	80.43	34.3	$13,007
Esmeralda	12.5	29.4	50	20	11.1	<5%	-	36.5	$37,519
Eureka	63	35.5	45.4	62	37.2	31.8	>95%	25.7	$32,137
Humboldt	32.2	39.2	36.5	33.1	28.9	11	94.34	34.7	$14,547
Lander	36	14.6	53.3	24.6	10.3	6.4	85.53	39.2	$15,300
Lincoln	51.4	45.1	45.5	52.6	26.1	22.8	>95%	23.5	$18,148
Mineral	25.2	16.4	24.3	11.9	<5%	<5%	65.71	37.3	$16,979
Nye	32.1	30.7	33.7	26.2	21.8	8.2	80.66	35.2	$14,356
Pershing	35.3	28.4	43.2	18.6	10.4	15.3	>95%	20.8	$16,532
Public Charter	54.6	53.4	54	52	38.5	25.7	86.07	23	$7,897
Storey	44.4	44.4	60	48.7	28.8	24	88.24	35.8	$20,772
Washoe	43.3	39.9	45.6	40.2	27.7	22	84.36	31	$10,827
White Pine	23.1	31.4	36.6	27.1	29.7	23.6	89.77	32.2	$16,116

Source: http://nevadareportcard.nv.gov/DI/nv/2023

2021/2022 Nevada Report Card Data									
	ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
State	44.1	45.1	45.7	36	25.6	21.2	81.3	36	$10,112
Lyon	36.2	31.9	36.3	33	19.3	15.2	87.98	39.2	$11,284
Carson	43.9	46.9	42	40.3	29.2	17.8	85.71	33	$11,505
Churchill	38.6	36.7	44.7	31.7	16.5	16.2	79.91	29	$11,599
Clark	41.1	41.9	44	31.4	22.2	19.7	80.94	40.6	$10,178
Douglas	51.1	45.5	52.5	43	28.3	25.8	84.53	22.6	$12,242
Elko	38.6	37.2	39.7	32.6	18.2	17.3	79.7	42	$12,134
Esmeralda	5.2	28.5	25	26.3	10.7	25		39.5	$29,329
Eureka	60.9	63	70.5	52.3	34.7	35.2	73.33	27.2	$34,593
Humboldt	36.8	42.5	36.6	31.7	27.4	11.1	94.23	47.8	$14,273
Lander	33.8	29.1	36.6	29.8	12	<5	66.67	36.4	$13,733
Lincoln	48.3	53.3	40.6	53.2	35.3	26.6	>95	13.9	$18,297
Mineral	38	18.5	<5	16.7	9	<5	88.89	44.9	$15,781
Nye	34.6	35.2	34.9	25.9	18.4	9.3	83.09	37.8	$12,856
Pershing	33.5	38.8	30.2	20.2	13.6	11.6	94.12	27.1	$17,534
Public Charter	55.4	57.3	54.3	49.2	36.5	25.2	86.89	21.8	$7,243
Storey	39.2	51.5	61.3	44	29.8	34	>95	40.5	$17,108
Washoe	45.9	45.3	50.1	40.1	27.7	26.6	82.48	25.5	$10,220
White Pine	29.6	41.8	36.5	25.9	26.8	13	83.76	38.4	$15,413

Nevada Assessment Types

		ELA Proficency			Math Proficency			Grad Rate	9-12	3-8
		ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
2025-26	State	47	42.7	50.3	41.2	30.8	22.61	85.4	ACT	SBAC
	Lyon	32.3	28.11	32.9	27.3	19.7	15.6	85.7		
2024-25	State	46.4	44.4	47.2	41.1	29.4	21.1	81.6		
	Lyon	29.7	28.3	29	25.5	19.2	12.7	87.6		
2023-24	State	42.8	39.1	45.2	38	26.8	19.4	81.39		
	Lyon	31.6	26.5	27.2	27.9	19.8	9.5	86.41		
2022-23	State	40.7	40.7	45.5	31.1	31.1	19.6	81.72		
	Lyon	30.8	26.6	33.5	29.4	17.9	10.4	84.57		
2021-22	State	44.1	45.1	45.7	36	25.6	21.2	81.31		
	Lyon	36.2	31.9	36.3	33	19.3	15.2	87.98		
2020-21	State	40.3	43.6	46.8	28.7	24.2	22.6	82.57		
	Lyon	34.3	34.9	36.1	24.5	18.1	18.8	86.58		
2019-20	State							84.1		
	Lyon							86.46		
2018-19	State	50.3	48.9	47.6	43.8	33.2	26.3	83.16		
	Lyon	42.1	42	43.3	36.7	30	24.9	84.76		
2017-18	State	50.1	47.8	45.6	43.4	32.4	26.3	80.85		
	Lyon	44.2	41.3	44.4	40.3	30.6	29.1	83.59		
2016-17	State	48.6	47	See EOC	42.1	26.9	See EOC	73.55	EOC	
	Lyon	45	41.5	See EOC	40.9	29.7	See EOC	81.3		
2015-16	State	47.9	45.27	See EOC	38.37	25.7	See EOC	71.3		
	Lyon	48.3	47.1	See EOC	40.6	36.9	See EOC	82.4		
2014-15	State			82			76.4	71.3	HSPE	CRT
	Lyon			85.5			80.6	74.7		
2013-14	State			77.5			77.5	69.8		
	Lyon			81.7			79	79.3		

		Group	Year	Number Enrolled	Number Tested	% Proficient	% Above Target	Level 1	Level 2	Level 3	Level 4
EOC	**ELA I**	State	2015-2016	22065	22065	68.7	TBD	31.3	28.7	24.6	15.4
		Lyon	2015-2016	576	532	76.5	TBD	23.5	34.6	26.5	15.4
		State	2016-2017	28892	28892	68.2	TBD	31.8	23.3	24.5	20.4
		Lyon	2016-2017	547	521	78.5	TBD	21.5	24.8	30.5	23.2
	ELA II	State	2015-2016	19110	19110	69.5	TBD	30.5	26.6	34.5	8.4
		Lyon	2015-2016	577	531	80.8	TBD	19.2	33.9	41.8	5.1
		State	2016-2017	36716	36716	72.3	TBD	27.7	23.2	33.1	16
		Lyon	2016-2017	613	589	78.4	TBD	21.6	26.7	39.4	12.4
	ELA III	State	2015-2016	19110	19110	69.5	TBD	30.5	26.6	34.5	8.4
		Lyon	2015-2016	577	531	80.8	TBD	19.2	33.9	41.8	5.1
		State	2016-2017	36716	36716	72.3	TBD	27.7	23.2	33.1	16
		Lyon	2016-2017	613	589	78.4	TBD	21.6	26.7	39.4	12.4
	MATH I	State	2015-2016	38214	38214	73.8	TBD	26.2	39.8	26.6	7.3
		Lyon	2015-2016	566	516	80.8	TBD	19.2	39.3	35.1	6.4
		State	2016-2017	46262	46262	74	TBD	26	40.7	25.7	7.6
		Lyon	2016-2017	798	764	82.2	TBD	17.8	42.1	32.3	7.7
	MATH II	State	2015-2016	32818	32818	33	TBD	67	14.3	11.8	6.9
		Lyon	2015-2016	562	537	33.7	TBD	66.3	19.4	10.2	4.1
		State	2016-2017	37665	37665	40.5	TBD	59.5	15.1	16.8	8.6
		Lyon	2016-2017	570	536	46.3	TBD	53.7	18.5	20.1	7.6



Current Data

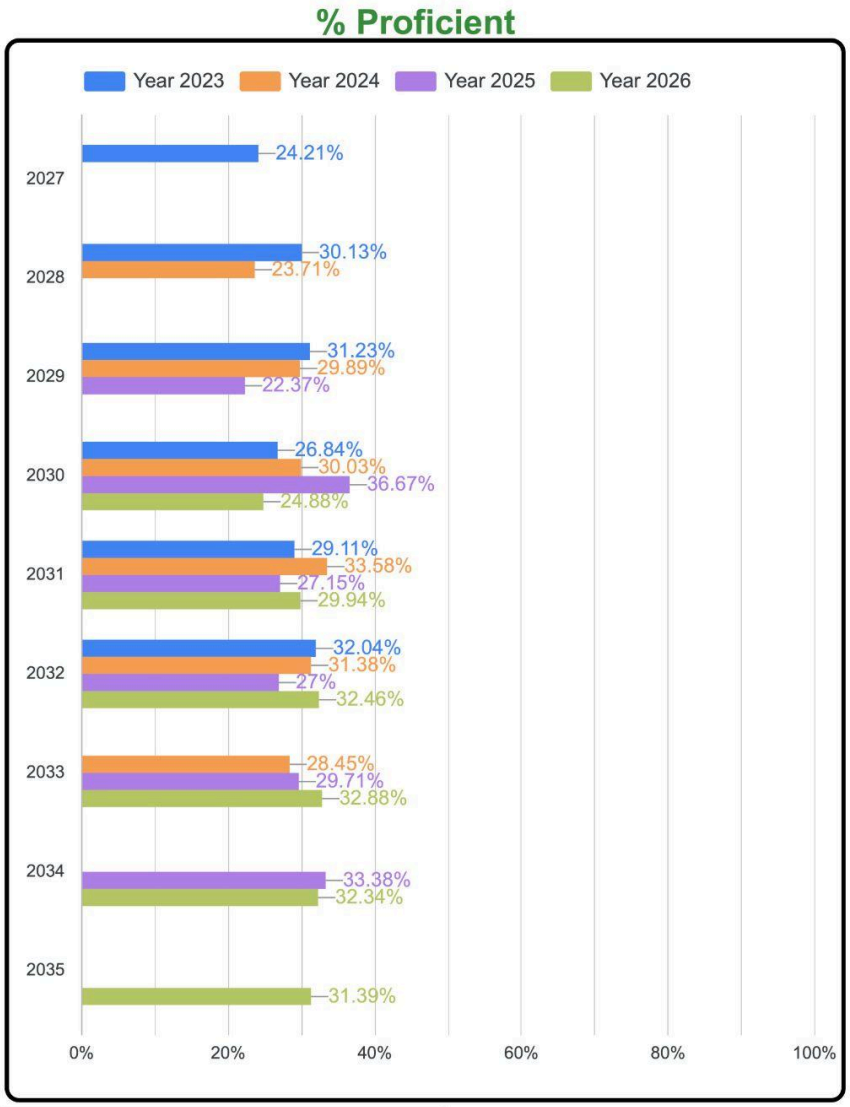
Smarter Balanced Assessment Consortium

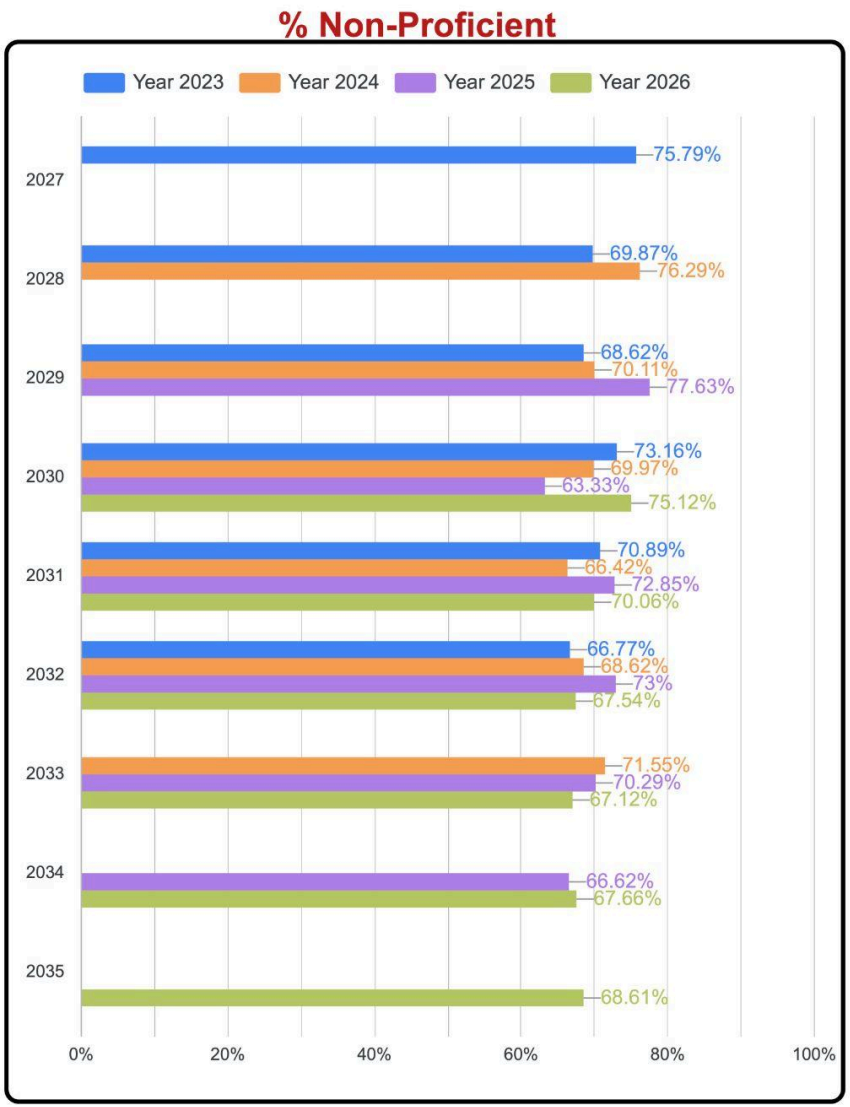
ELA District Achievement Summary

School Year	Grade	N	Emergent	Approaches	Meets	Exceeds	Total Proficient	% Proficient
2026	3	634	40%	28%	19%	13%	200	32%
2025	3	663	42%	24%	23%	10%	220	33%
2024	3	689	43%	29%	20%	9%	196	28%
2023	3	671	39%	27%	20%	12%	215	32%
2026	4	640	44%	24%	20%	12%	205	32%
2025	4	690	46%	24%	18%	12%	206	30%
2024	4	666	46%	23%	21%	11%	209	31%
2023	4	687	52%	19%	17%	13%	200	29%
2026	5	668	44%	23%	23%	10%	221	33%
2025	5	662	48%	24%	22%	6%	181	27%
2024	5	679	45%	22%	24%	10%	228	34%
2023	5	626	53%	20%	18%	9%	168	27%
2026	6	685	39%	29%	25%	7%	222	32%
2025	6	675	44%	29%	20%	7%	183	27%
2024	6	626	42%	28%	22%	8%	188	30%
2023	6	666	42%	27%	23%	8%	208	31%
2026	7	687	43%	28%	24%	6%	205	30%
2025	7	629	34%	29%	29%	7%	232	37%
2024	7	639	47%	23%	25%	5%	191	30%
2023	7	634	45%	25%	24%	6%	191	30%
2026	8	612	47%	28%	17%	8%	153	25%
2025	8	618	50%	28%	18%	4%	135	22%
2024	8	620	48%	29%	19%	5%	147	24%
2023	8	632	46%	30%	20%	4%	153	24%

School

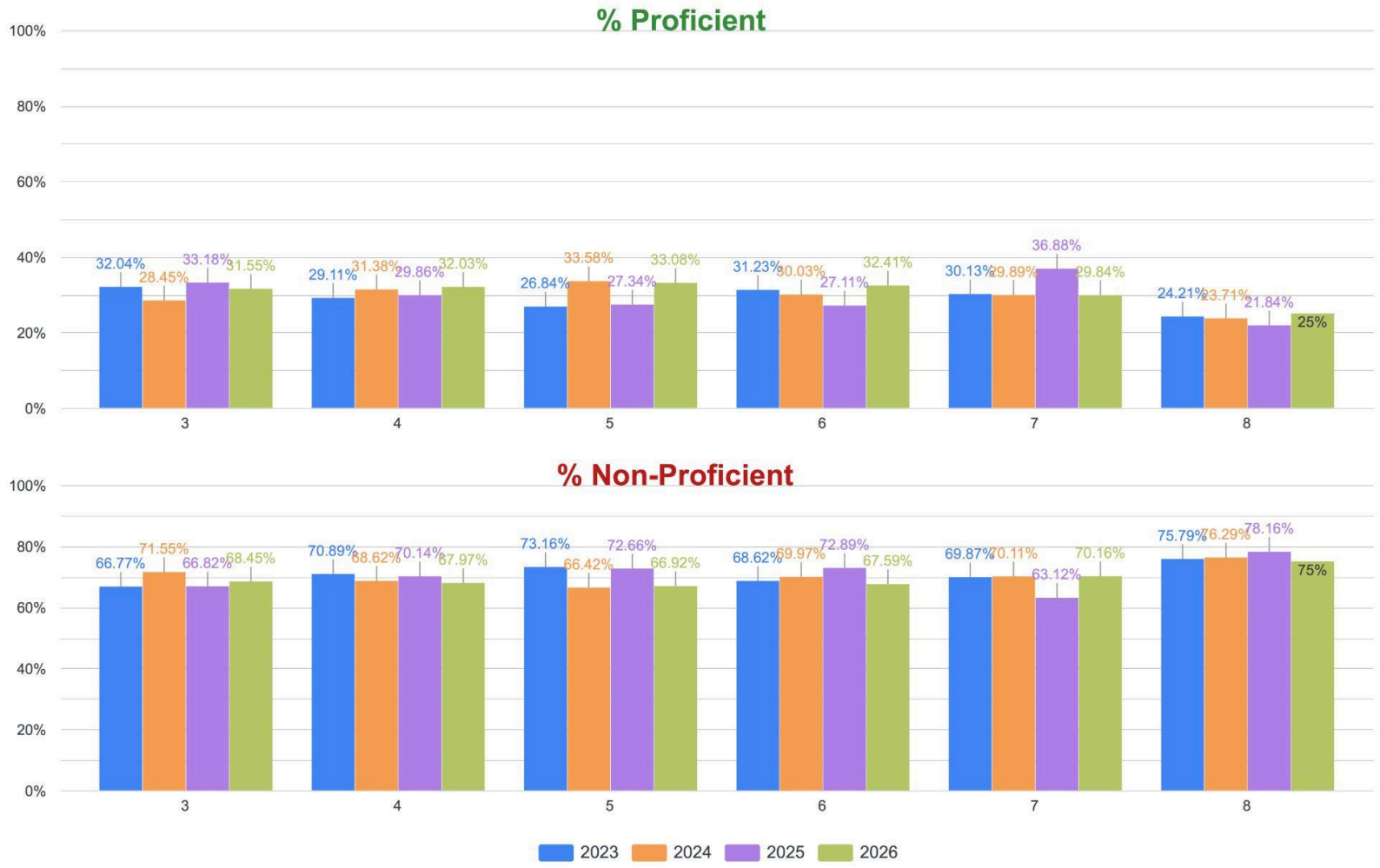
ELA District Cohort Achievement Summary





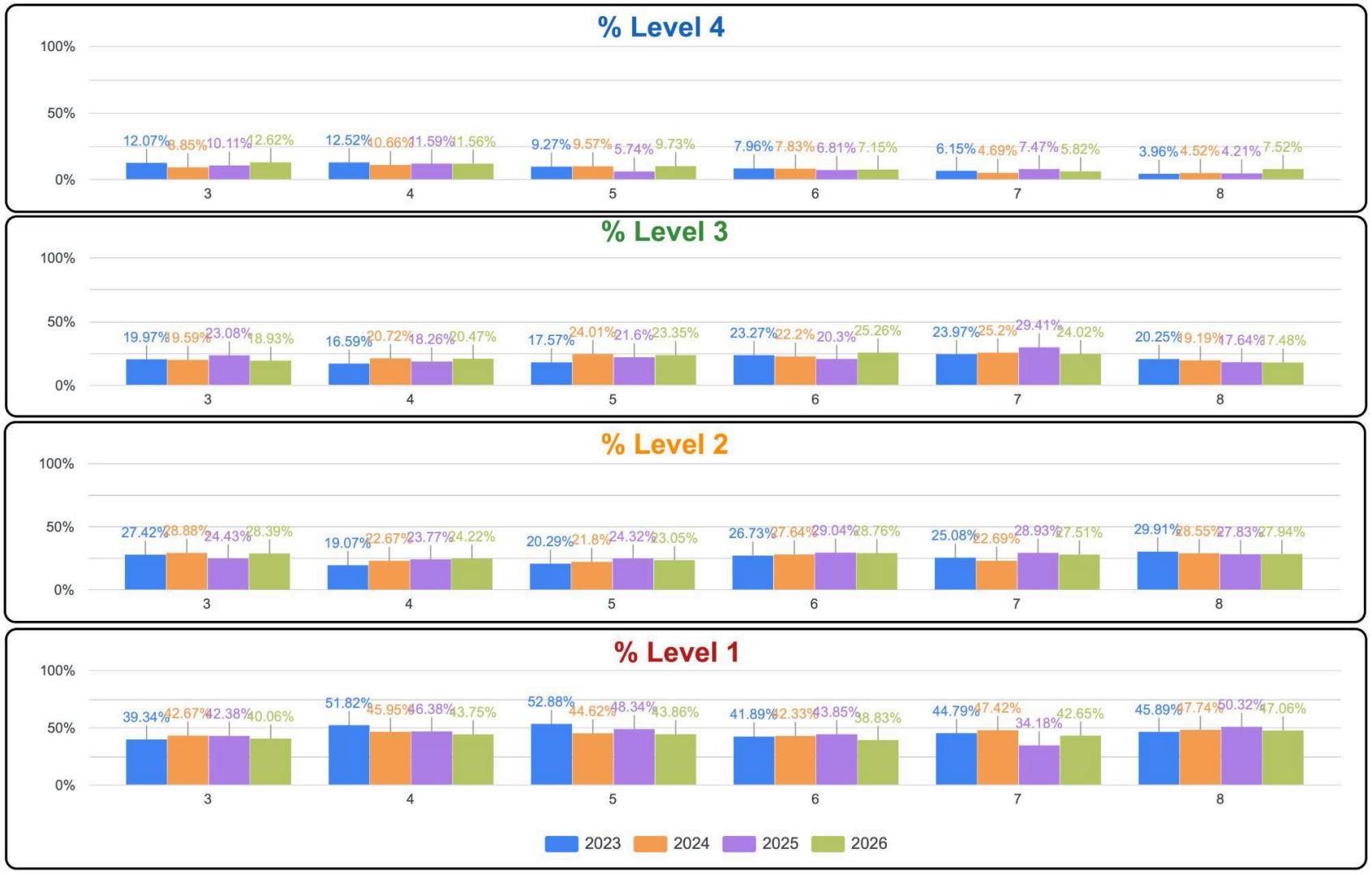
School

ELA District Achievement Summary



School

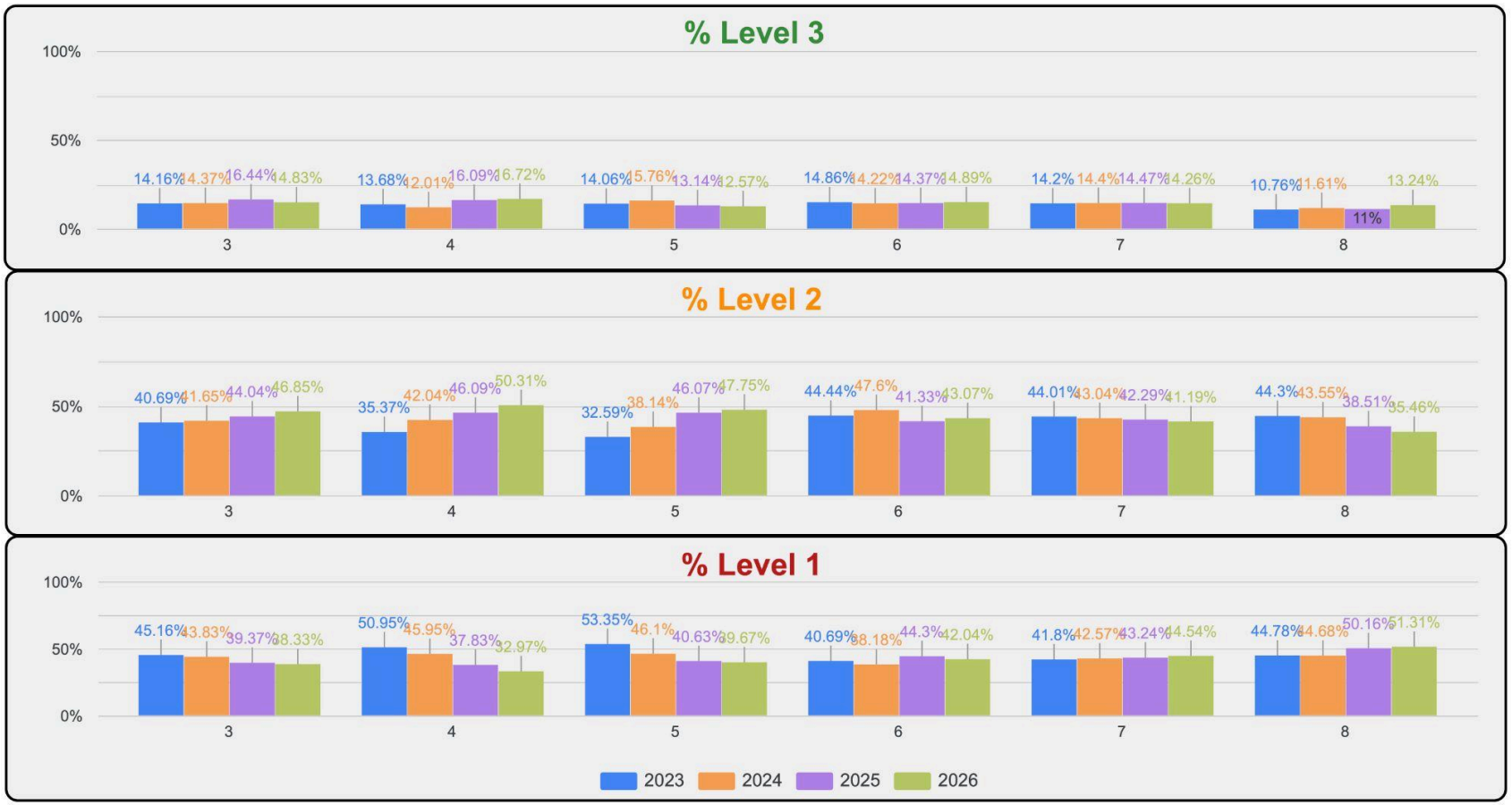
ELA District Achievement Summary



School

ELA District Claim Summary

ELA Claim 1: Reading and Listening.



The data for the 2023 and 2024 school years includes Claims 3 and 4. However, these two claims are not tracked in the 2025 and 2026 school years.

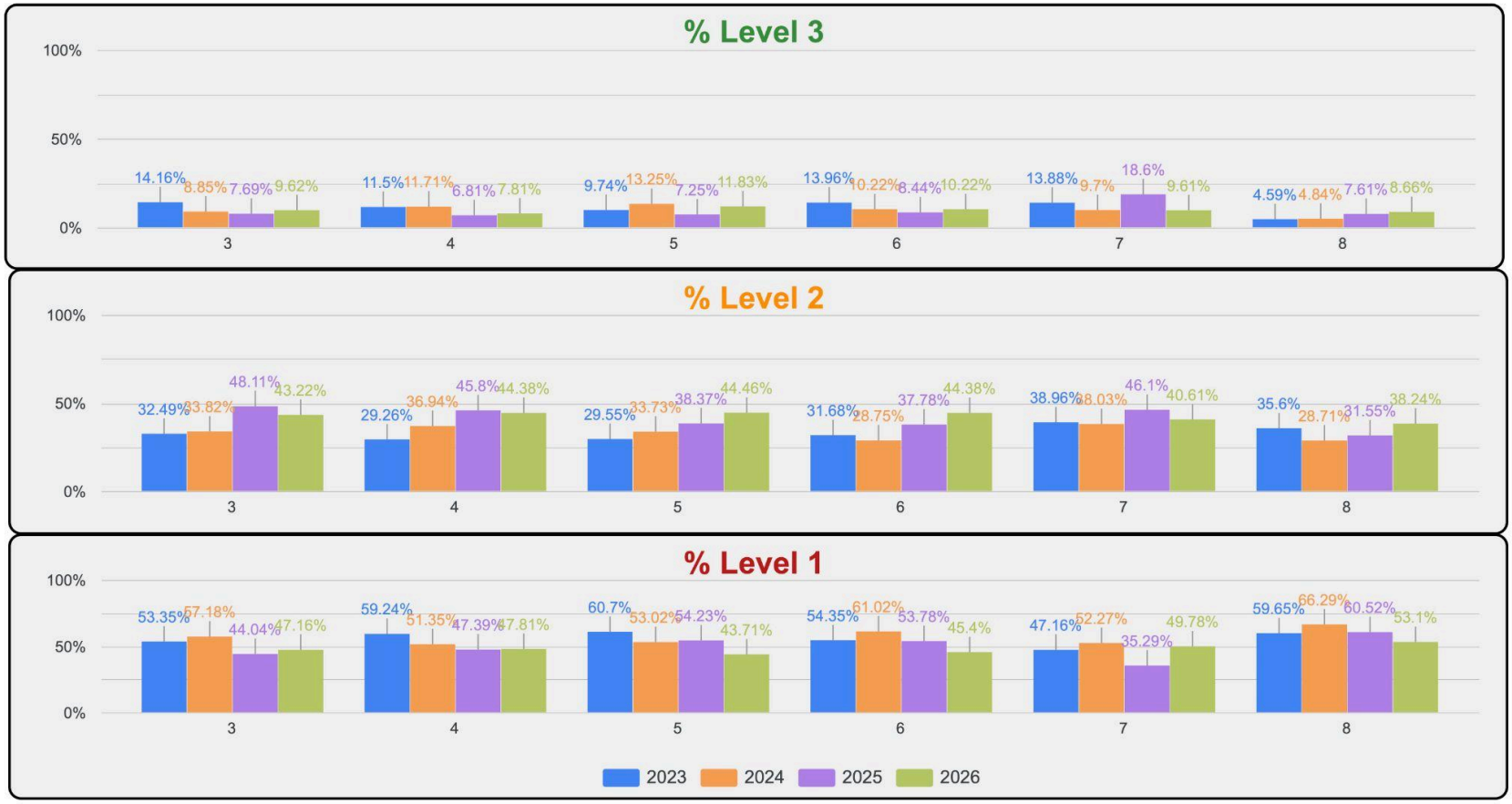
Claims for 2023 & 2024
- Claim 1 - Reading
- Claim 2 - Writing
- Claim 3 - Speaking/Listening
- Claim 4 - Research/Inquiry

Claims for 2025 & 2026
- Claim 1 - Reading & Listening
- Claim 2 - Writing & Research

School

ELA District Claim Summary

ELA Claim 2: Writing and Research



The data for the 2023 and 2024 school years includes Claims 3 and 4. However, these two claims are not tracked in the 2025 and 2026 school years.

Claims for 2023 & 2024
- Claim 1 - Reading
- Claim 2 - Writing
- Claim 3 - Speaking/Listening
- Claim 4 - Research/Inquiry

Claims for 2025 & 2026
- Claim 1 - Reading & Listening
- Claim 2 - Writing & Research

School

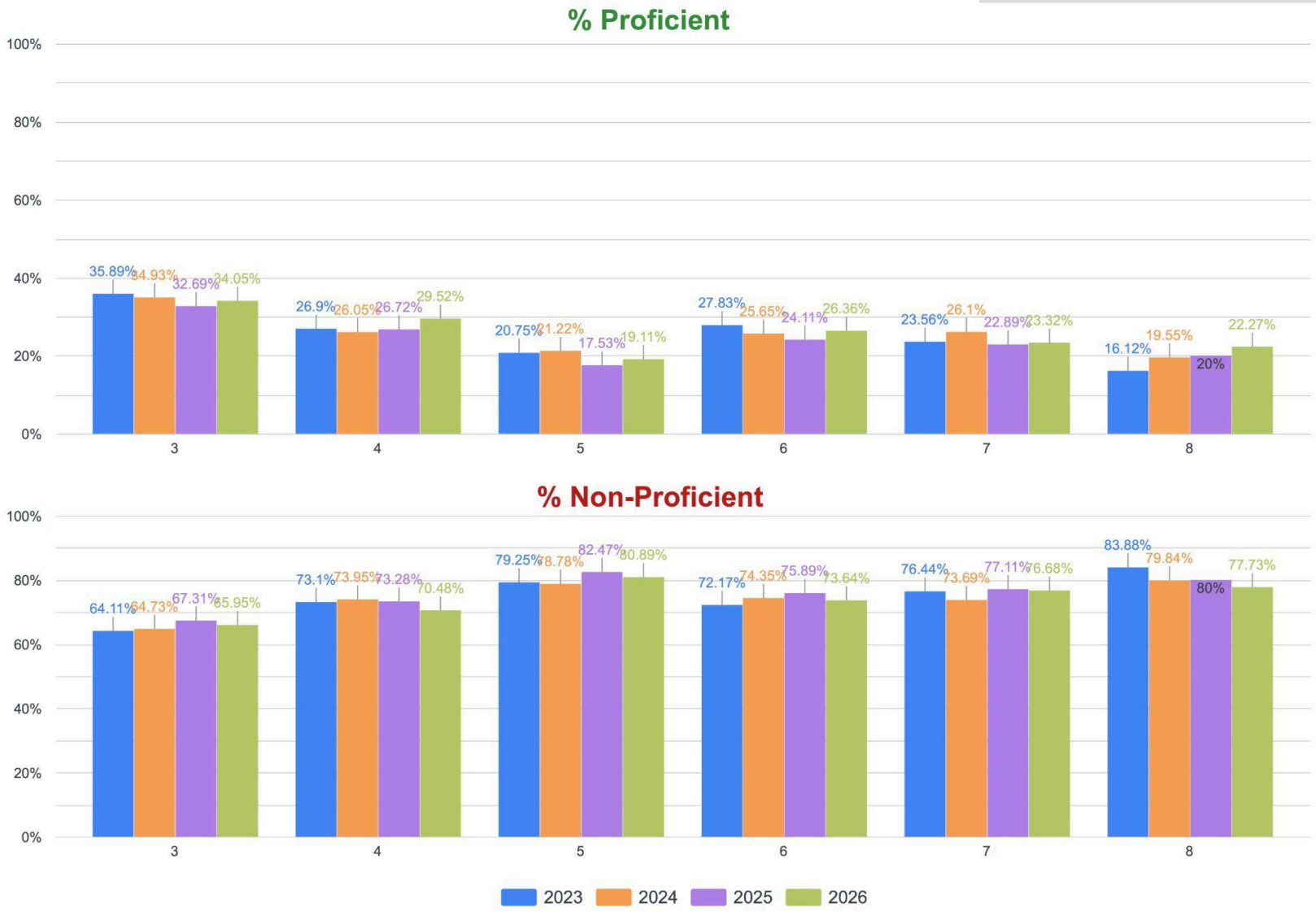
MATH District Achievement Summary

School

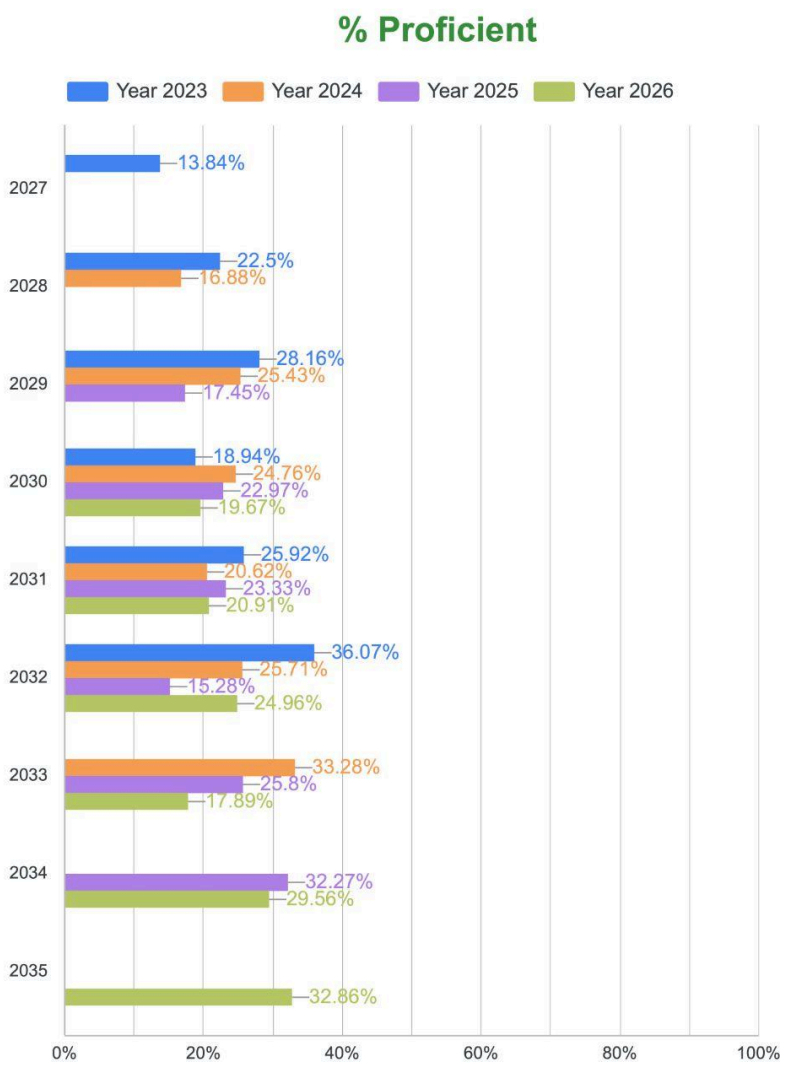
School Year	Grade	N	Emergent	Approaches	Meets	Exceeds	Total Proficient	% Proficient
2026	3	558	41%	25%	24%	10%	190	34%
2025	3	566	42%	25%	24%	9%	185	33%
2024	3	584	41%	24%	23%	12%	204	35%
2023	3	574	38%	26%	25%	11%	206	36%
2026	4	559	37%	33%	20%	10%	165	30%
2025	4	580	35%	38%	19%	7%	155	27%
2024	4	572	38%	35%	18%	8%	149	26%
2023	4	565	39%	34%	19%	8%	152	27%
2026	5	518	53%	28%	13%	6%	99	19%
2025	5	519	54%	28%	11%	7%	91	18%
2024	5	523	50%	29%	12%	9%	111	21%
2023	5	482	53%	27%	13%	7%	100	21%
2026	6	550	46%	27%	18%	9%	145	26%
2025	6	531	50%	26%	15%	9%	128	24%
2024	6	499	46%	28%	16%	10%	128	26%
2023	6	539	45%	28%	17%	11%	150	28%
2026	7	536	53%	24%	14%	9%	125	23%
2025	7	485	50%	27%	15%	8%	111	23%
2024	7	498	49%	24%	17%	9%	130	26%
2023	7	505	50%	27%	14%	10%	119	24%
2026	8	476	57%	20%	12%	10%	106	22%
2025	8	480	58%	22%	13%	7%	96	20%
2024	8	491	58%	22%	11%	8%	96	20%
2023	8	490	58%	26%	10%	7%	79	16%

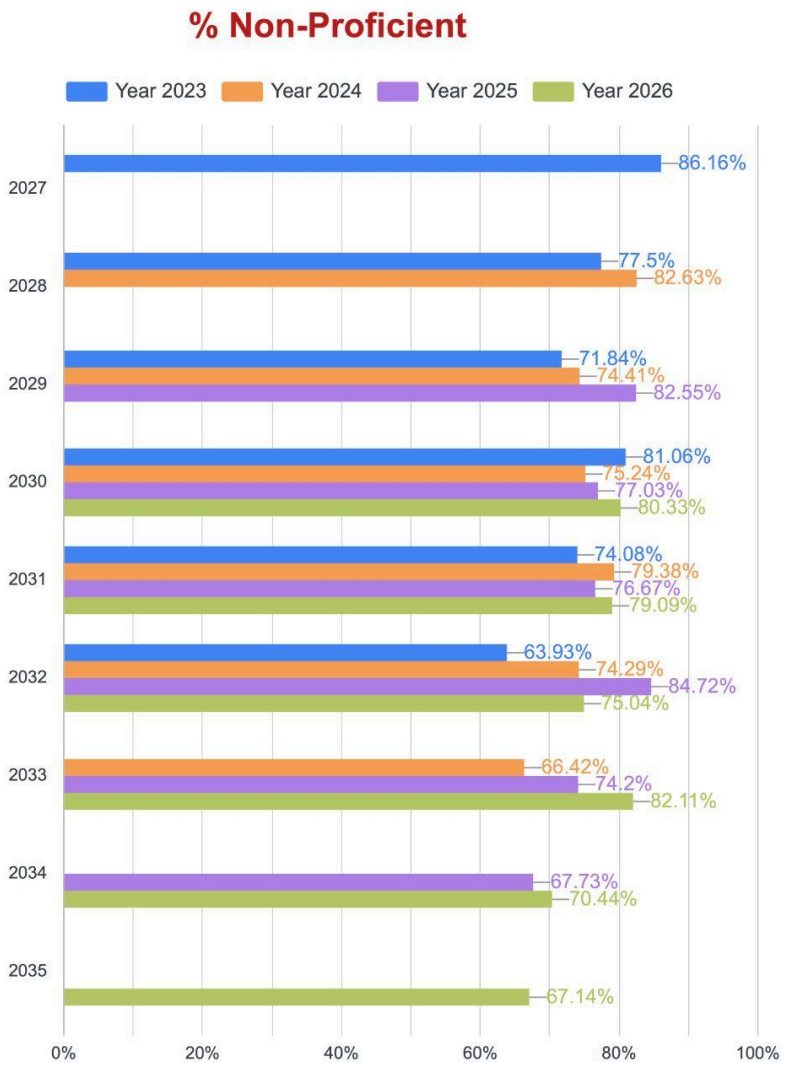
MATH District Achievement Summary

School



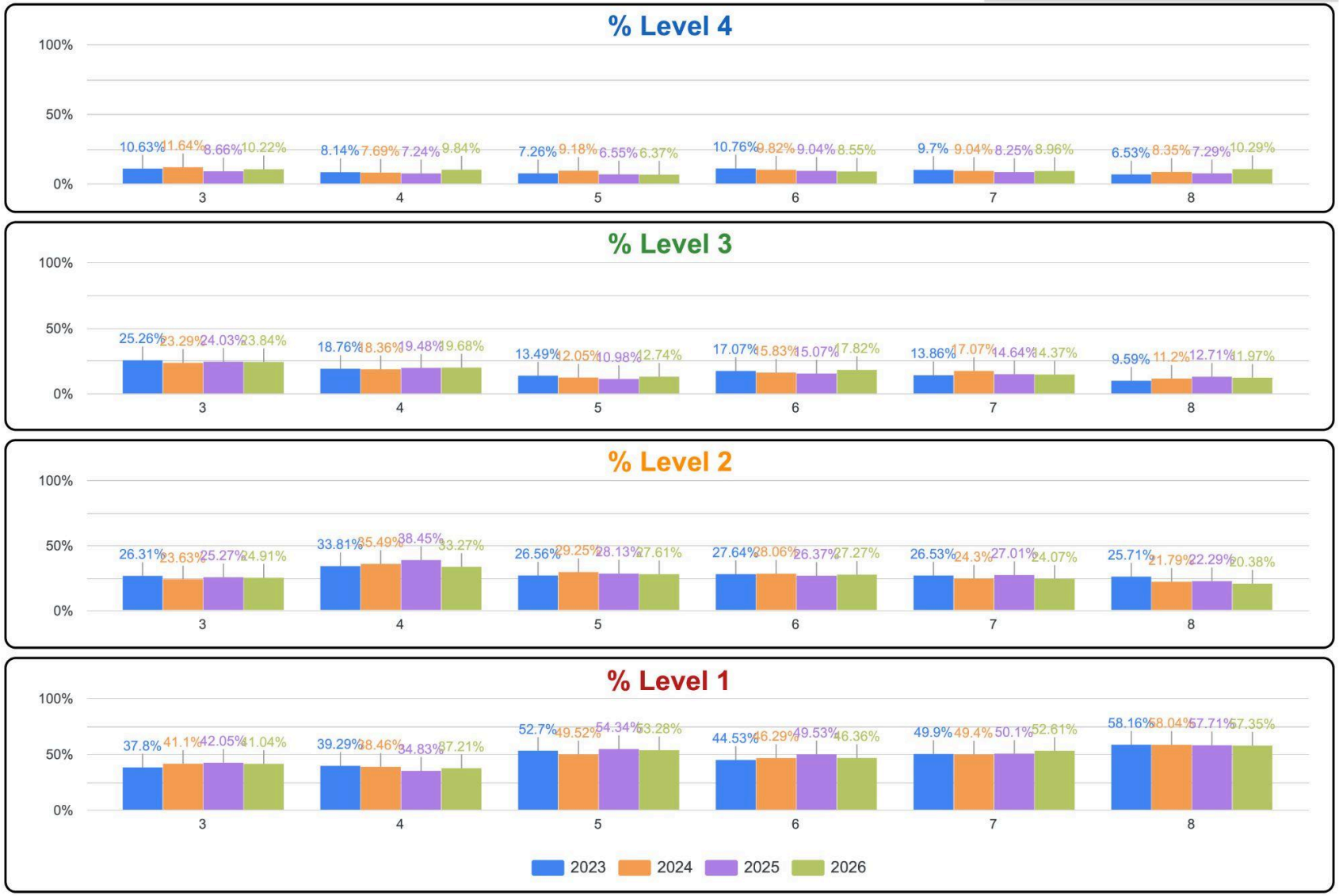
MATH District Cohort Achievement Summary





MATH District Achievement Summary

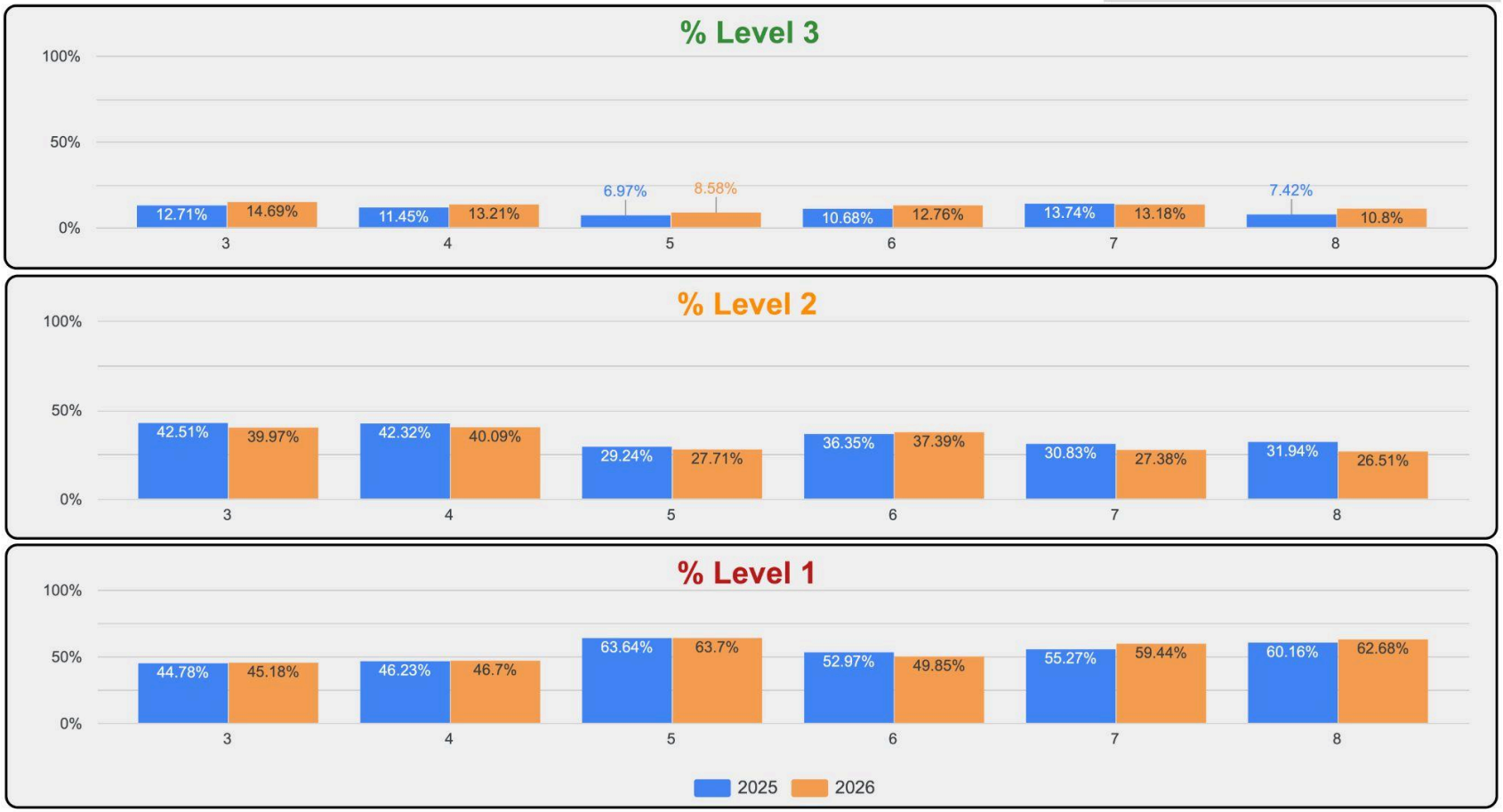
School



MATH District Claim Summary (25/26)*

Claim 1: Concepts and Procedures

School

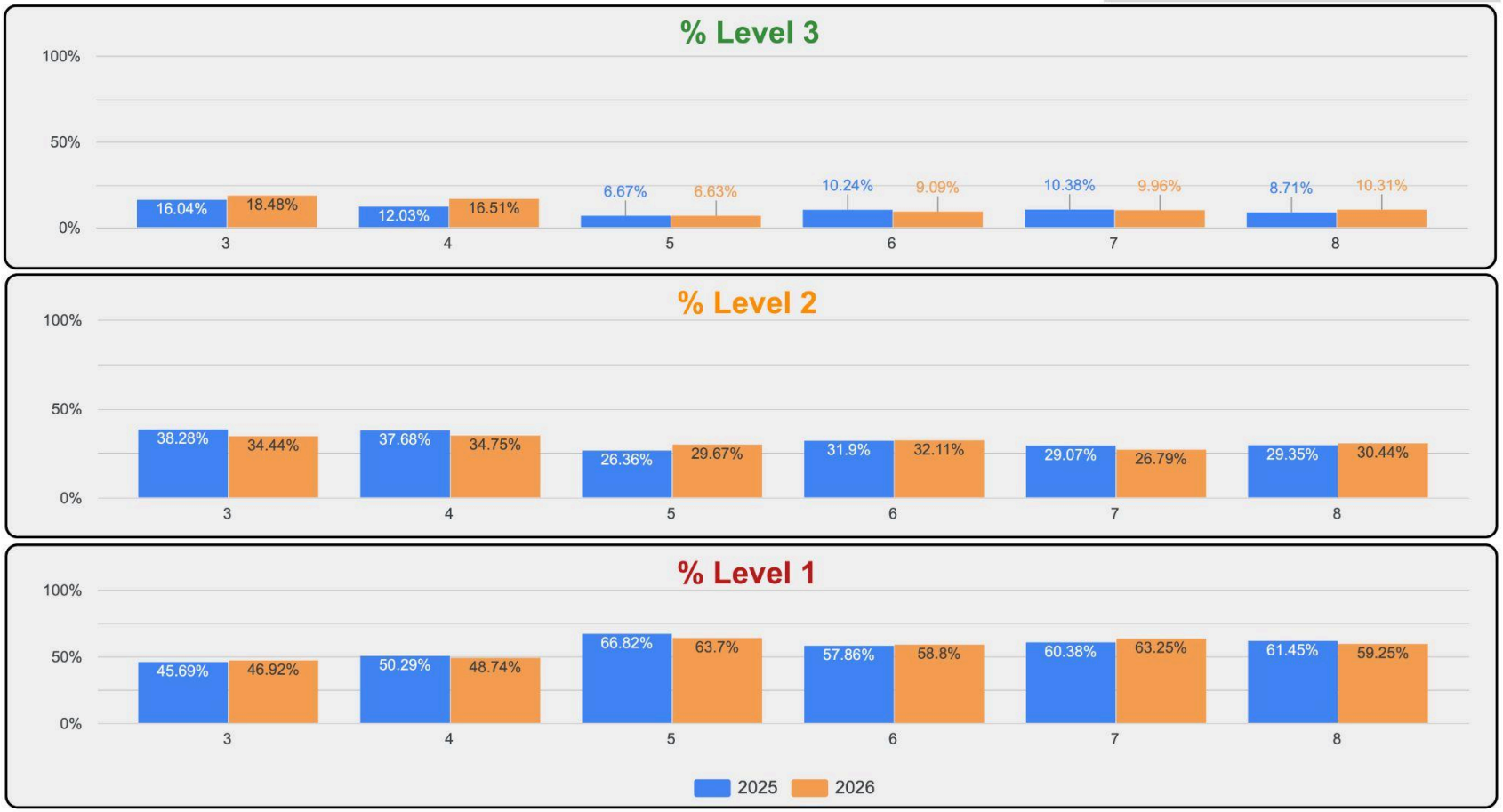


*Claim data changed starting the 2025 testing year.

MATH District Claim Summary (25/26)*

Claim 2: Mathematical Practices

School

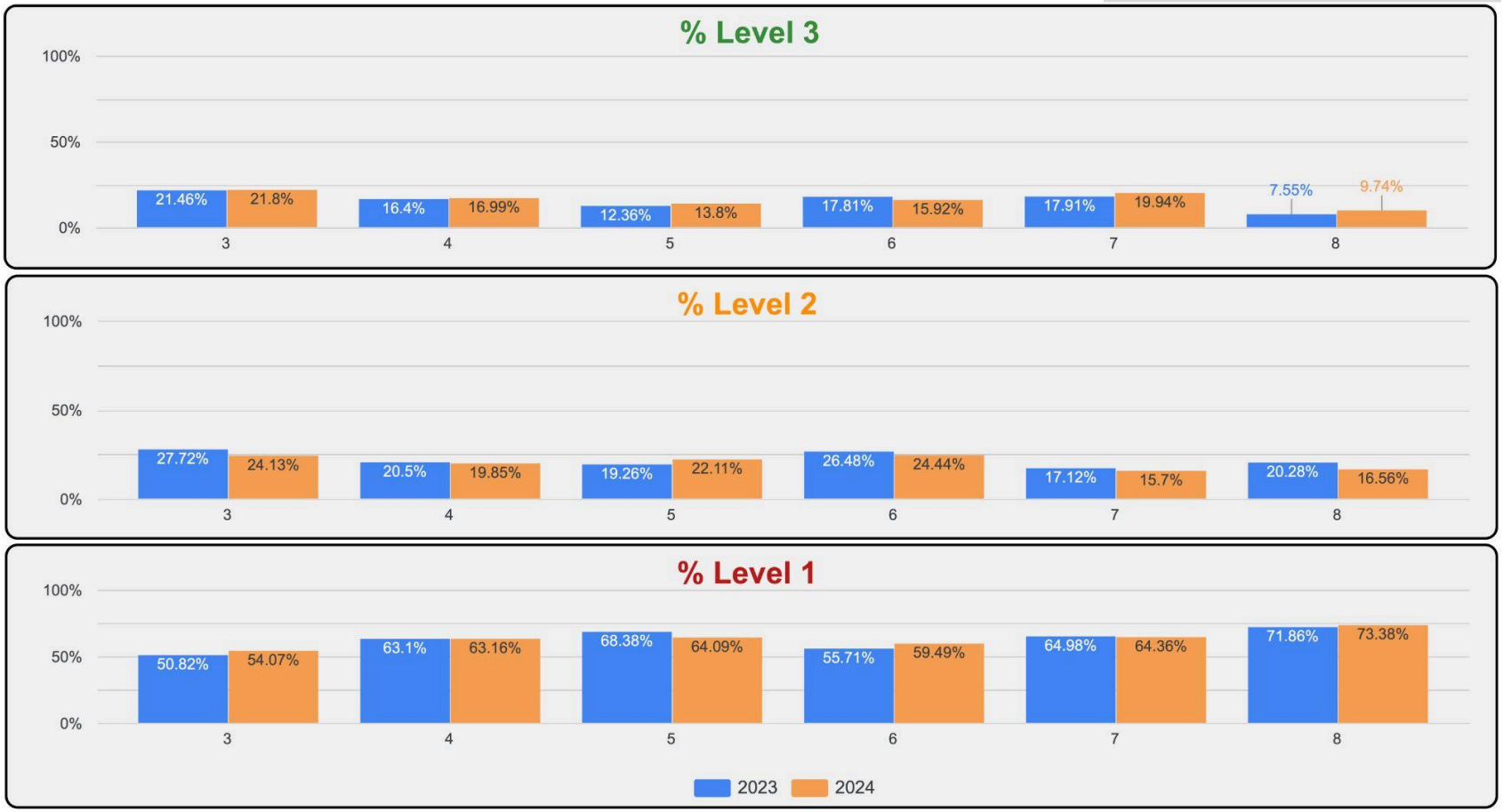


*Claim data changed starting the 2025 testing year.

MATH District Claim Summary (23/23)*

Claim 2 & 3: Problem Solving and Modeling and Data Analysis

School



*Claim data changed starting the 2025 testing year.

Grows & Glows:

GROWS:

1. English Language Arts (ELA) Rebound and Elementary Momentum

- **District-Wide Upward Turn in 2026 (Page 68):**
    - After broad dips in 2025, virtually every grade level saw a notable rebound in 2026 ELA proficiency:
        - **Grade 4:** Increased from 30% (2025) to **32%** (2026).
        - **Grade 5:** Jumped +6 percentage points, from 27% (2025) to **33%** (2026).
        - **Grade 6:** Jumped +5 percentage points, from 27% (2025) to **32%** (2026).
        - **Grade 8:** Rebounded from 22% (2025) to **25%** (2026), marking its highest proficiency rate in the 4-year cycle.
- **Positive Cohort Trajectories (Pages 69 & 70):**
    - The **Class of 2033** cohort demonstrated continuous, compounding growth over three consecutive administrations:
        - 28.45% proficient in Grade 3 (2023) → 29.71% in Grade 4 (2024) → **32.88% in Grade 5 (2025)**.
    - The **Class of 2030** showed strong peak performance in Grade 7 (2025), reaching **36.67% proficiency**.
- **Reductions in Tier 3/Emergent Non-Proficiency (Page 71):**
    - Grade 4 reduced Level 1 (Emergent) students from 51.82% in 2023 down to **41.75% in 2026** (a 10.07-point reduction).
    - Grade 5 decreased Level 1 students from 52.88% in 2023 down to **43.80% in 2026** (a 9.08-point reduction).

2. Mathematics High-Level Performance & Foundational Consistency

- **Grade 4 Mathematics Steady Growth (Page 74):**
    - Grade 4 math has established a multi-year upward trajectory, rising steadily from 26% (2024) to 27% (2025), and reaching **30% proficiency in 2026** (the highest Grade 4 performance in the dataset).
- **Grade 8 Math Proficiency Rebound & Advanced Tier Expansion (Pages 74, 75, 77):**
    - Grade 8 math proficiency reached **22% in 2026**, up from 20% in 2024/2025 and 16% in 2023.
    - More significantly, Grade 8 students scoring at **Level 4 (Exceeds)** grew substantially to **10.29% in 2026**, compared to just 6.53% in 2023 and 7.29% in 2025.
- **Middle School Math Claims 1 & 2 Gains (Pages 78 & 79):**
    - **Claim 1 (Concepts & Procedures):** Grade 3 Level 3 performance improved from 12.71% (2025) to **14.69% (2026)**; Grade 8 improved from 7.42% to **10.8%**. Grade 6 reduced Level 1 students from 52.97% to **49.85%**.
    - **Claim 2 (Mathematical Practices):** Grade 3 Level 3 increased from 16.04% to **18.48%**; Grade 4 Level 3 rose from 12.03% to **16.51%**.

GROWS

1. Significant Grade 5 Math Cliff

- **Severe Drop Between Grade 4 and Grade 5 (Page 74):**
    - In 2026, proficiency drops dramatically from **30% in Grade 4 down to 19% in Grade 5** (-11 percentage points).
    - In Grade 5 math, **53% of students remain in Level 1 (Emergent)**, with an additional 28% in Level 2 (Approaches), meaning **81% of 5th graders are non-proficient**.
    - **Claim Evidence (Pages 78 & 79):** In Claim 1 (*Concepts & Procedures*), Grade 5 exhibits the highest district failure rate, with **63.7% in Level 1** and only **8.58% in Level 3**. In Claim 2 (*Mathematical Practices*), **63.7% sit in Level 1**.

2. Upper Middle School ELA Stagnation & Drop-off

- **Grade 7 to Grade 8 Cohort Cliff (Pages 68 & 69):**
    - For the **Class of 2030**, proficiency was **36.67% in Grade 7 (2025)** but plummeted to **24.88% in Grade 8 (2026)**—an 11.79-point cohort decline.
    - Grade 8 ELA consistently struggles to move students beyond basic literacy: in 2026, **47% scored at Level 1** and **28% at Level 2**, resulting in a **75% non-proficiency rate**.
- **Writing & Research Deficits (Pages 72 & 73):**
    - In **Claim 2 (Writing & Research)**, Grade 8 has an alarmingly low percentage of students reaching Level 3 (**under 8%** across all reported years).
    - In 2026, **50.16% of 8th graders were in Level 1** for Claim 1 (Reading & Listening) and **47.8% were in Level 1** for Claim 2 (Writing & Research).

3. Persistent Math Non-Proficiency Trajectories Across Cohorts

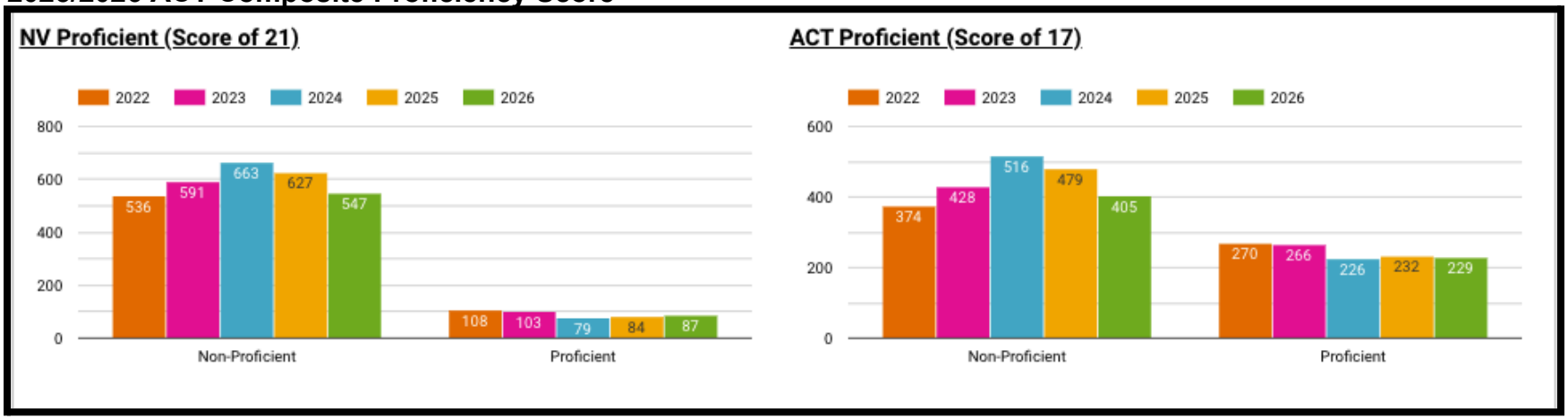
- **Longitudinal Cohort Erosion (Page 76):**
    - Tracking individual graduating classes as they advance reveals that math proficiency consistently declines as students age:
        - **Class of 2029:** 28.16% proficient (2023) → 25.43% (2024) → **17.45% proficient (2025)** (82.55% non-proficient).
        - **Class of 2030:** 24.76% proficient (2024) → 22.97% (2025) → **19.67% proficient (2026)** (80.33% non-proficient).
        - **Class of 2033:** 33.28% proficient (2024) → 25.8% (2025) → **17.89% proficient (2026)** (82.11% non-proficient).
- **High Concentration of Students at Level 1 (Page 77):**
    - Across Grades 5 through 8 in 2026, more than half of the entire student population sits at Level 1 in Mathematics:
        - Grade 5: **53.28% Level 1**
        - Grade 6: **46.36% Level 1**
        - Grade 7: **52.81% Level 1**
        - Grade 8: **57.35% Level 1**

4. Mathematical Problem Solving & Real-World Modeling

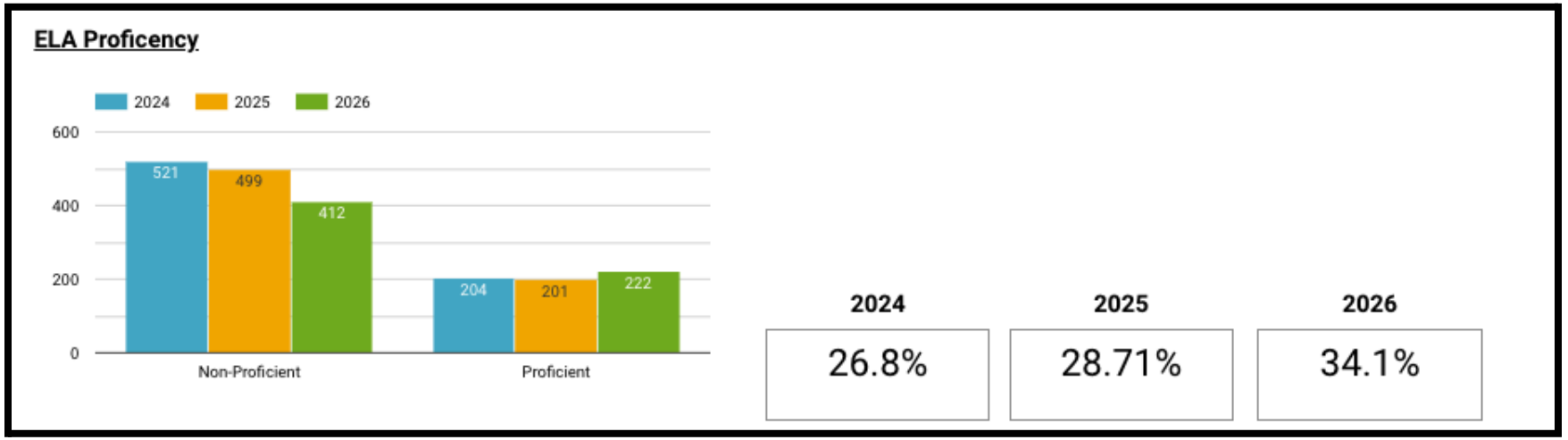
- **Performance Deficits in Higher-Order Math Application (Pages 78–80):**
    - Historical Claim 2 & 3 data (*Problem Solving and Modeling & Data Analysis*, Page 80) shows that over **70% of 8th-grade students** scored at Level 1 in 2023 (71.86%) and 2024 (73.38%).
    - Under the current Claim 2 structure (*Mathematical Practices*, Page 79), Grade 7 sits at **63.25% in Level 1**, and Grade 8 sits at **59.25% in Level 1**. Students are struggling to model, justify, and construct mathematical arguments.

American College Testing (ACT)

2025/2026 ACT Composite Proficiency Score

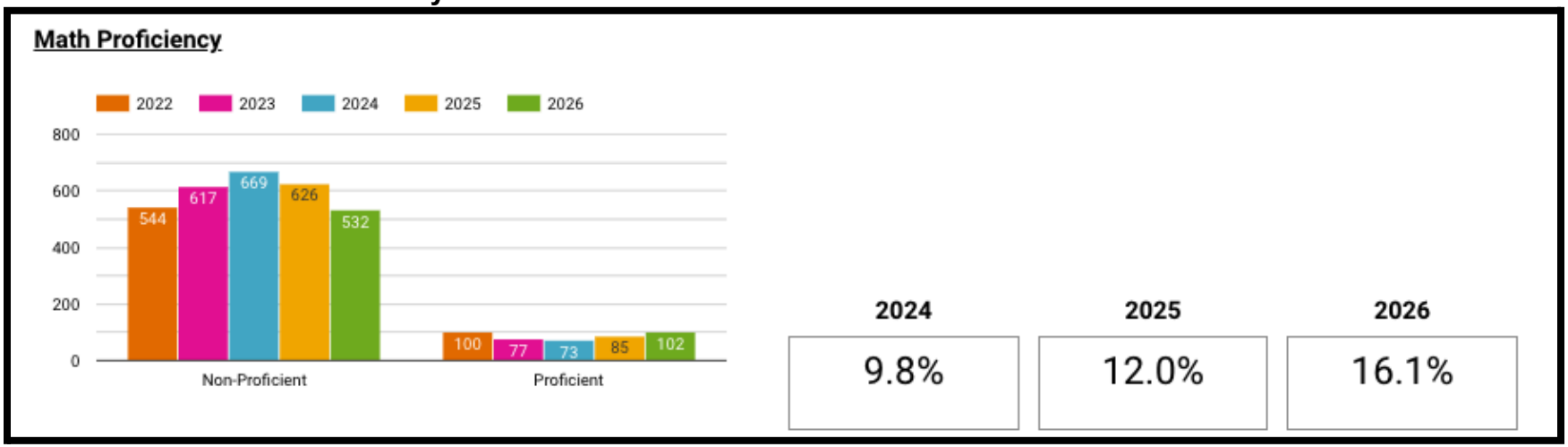


2025/2026 ACT ELA Proficiency



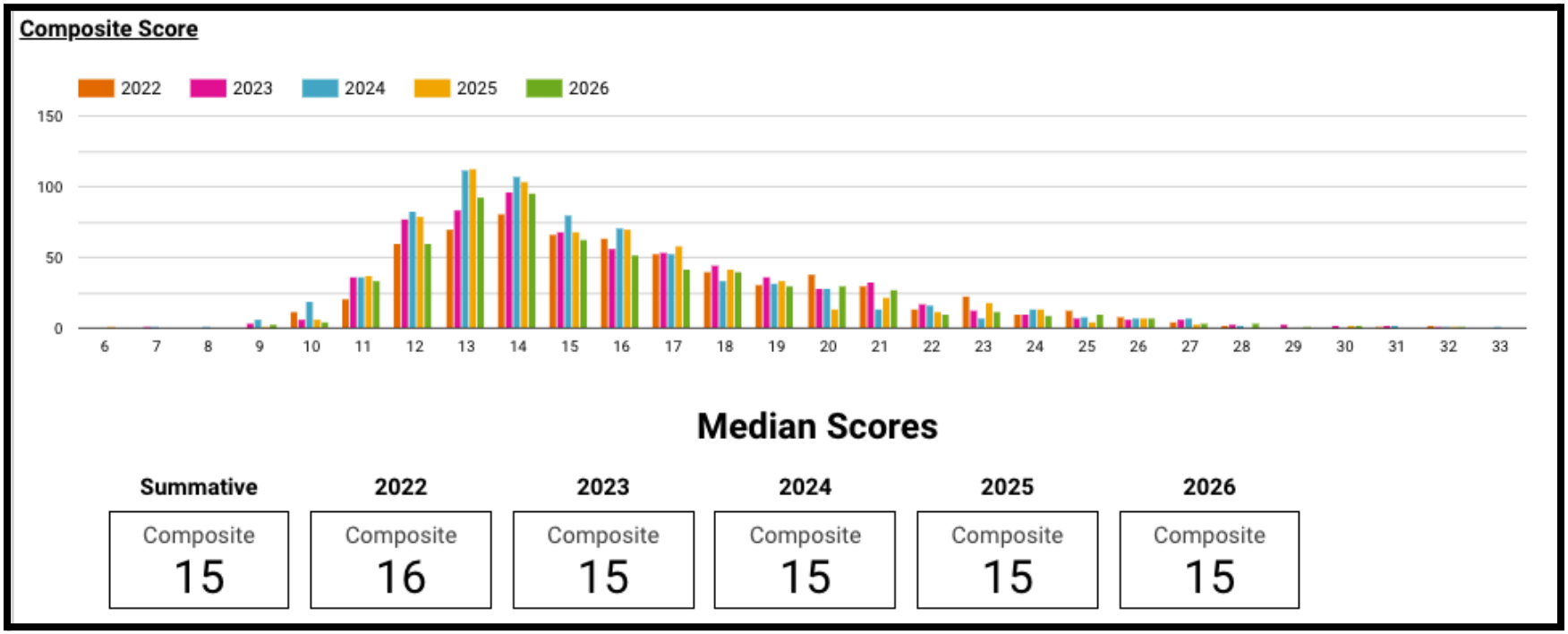
2024	2025	2026
26.8%	28.71%	34.1%

2025/2026 ACT Math Proficiency Score



2024	2025	2026
9.8%	12.0%	16.1%

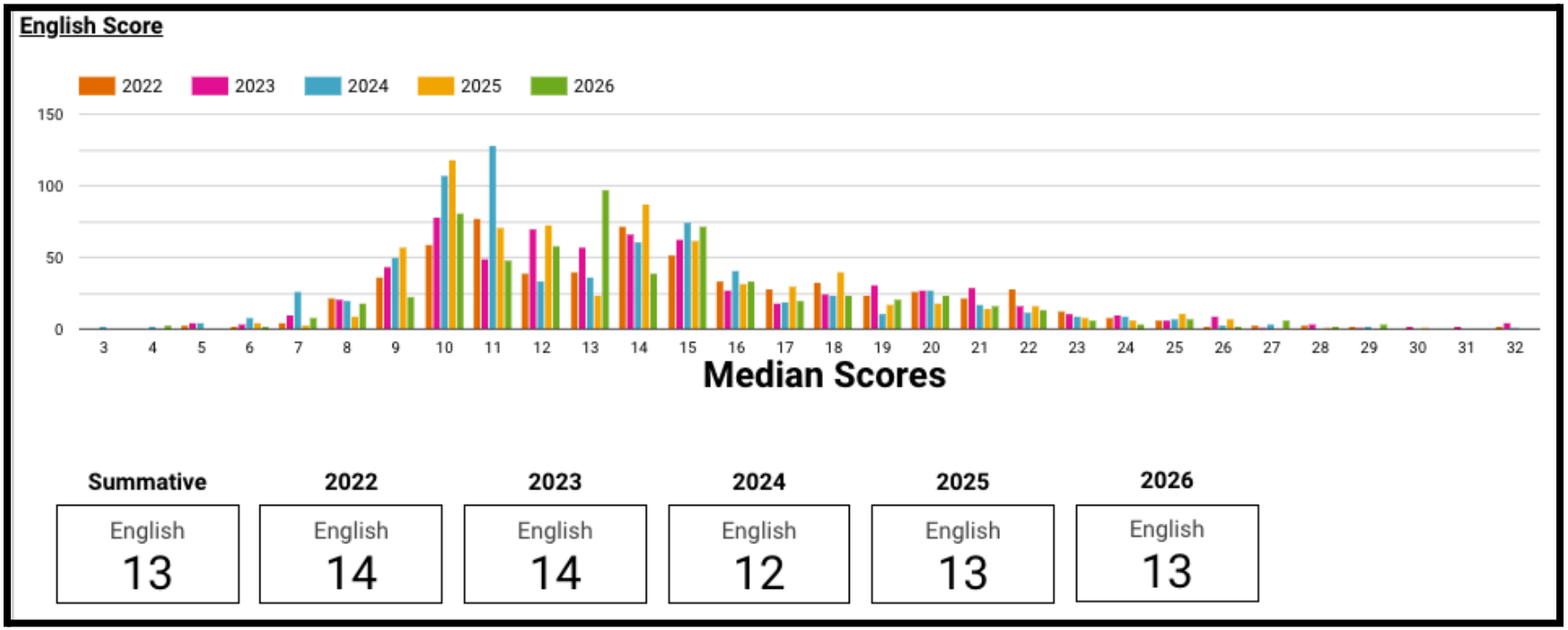
2025/2026 ACT Composite Score Distribution



Median Scores

Summative	2022	2023	2024	2025	2026
Composite 15	Composite 16	Composite 15	Composite 15	Composite 15	Composite 15

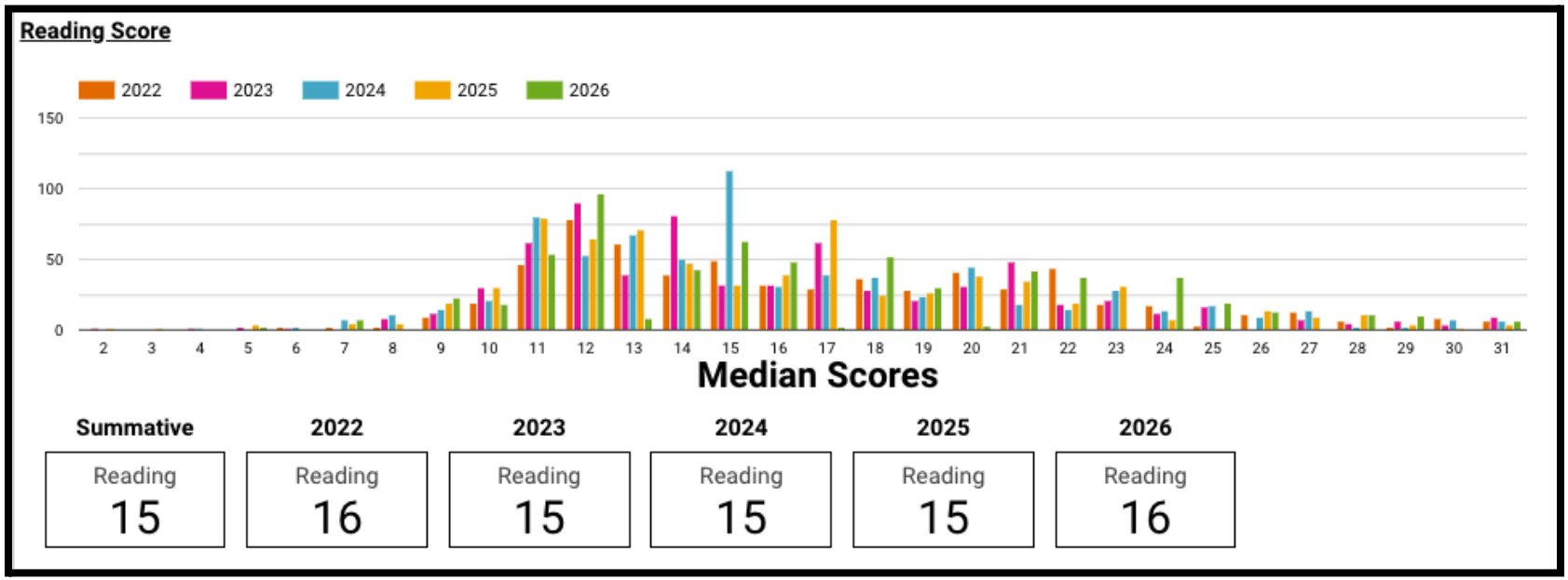
2025/2026 ACT English Score Distribution



English

- The ACT English score is a scaled score ranging from 1 to 36 that measures your command of English mechanics, usage, and rhetorical skills

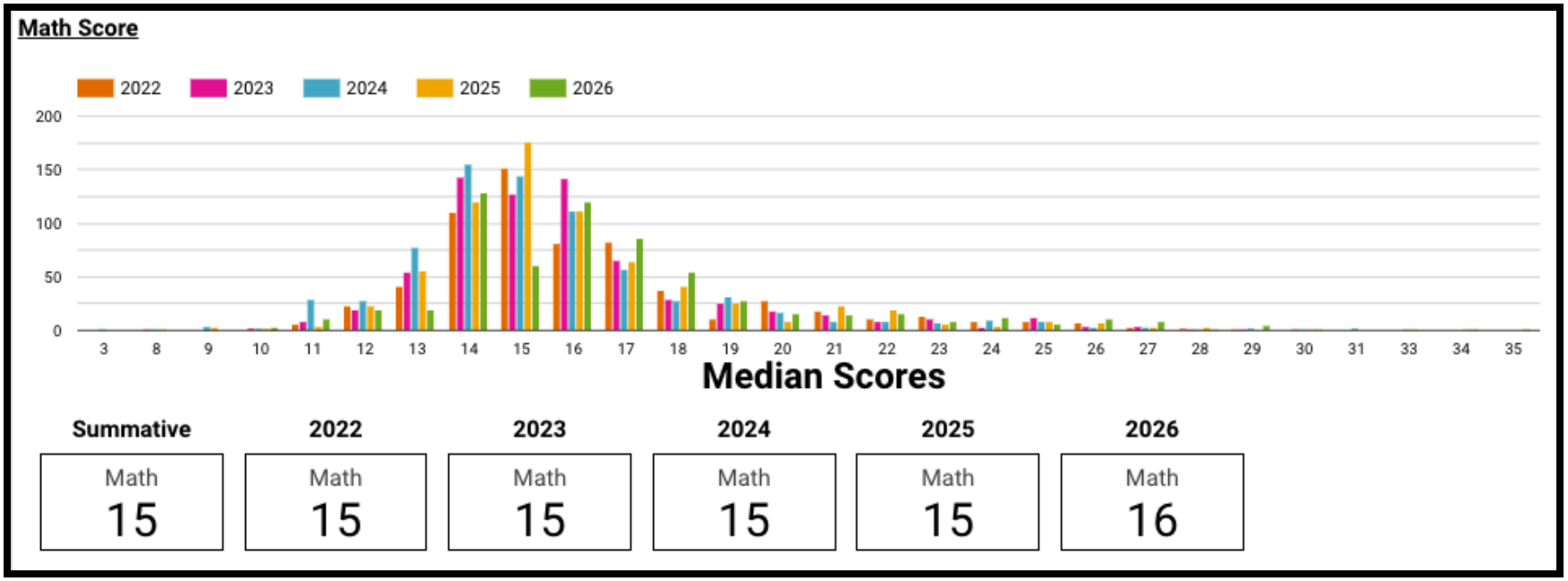
2025/2026 ACT Reading Score Distribution



Reading:

- An ACT Reading score is a scaled score from 1 to 36 that measures your reading comprehension, logical reasoning, and ability to analyze college-level prose passages

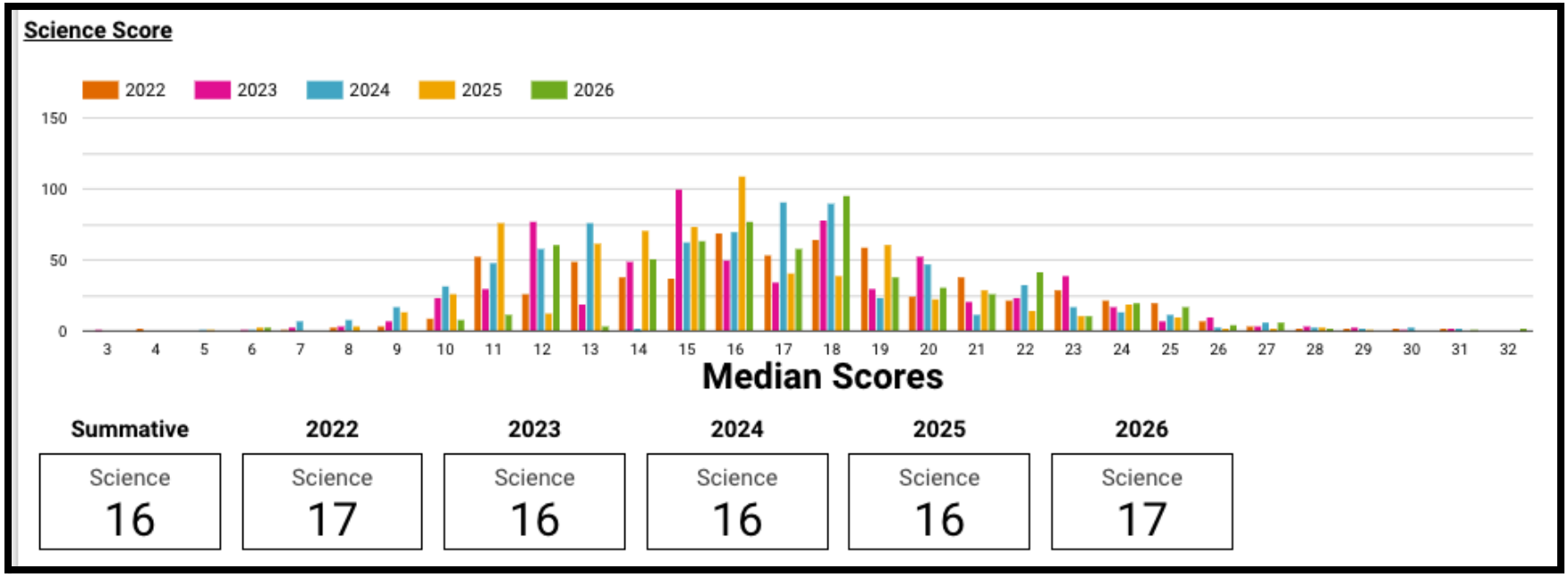
2025/2026 ACT Math Score Distribution



Math

- The ACT Math score measures your mathematical skills and reasoning abilities on a scale from 1 to 36

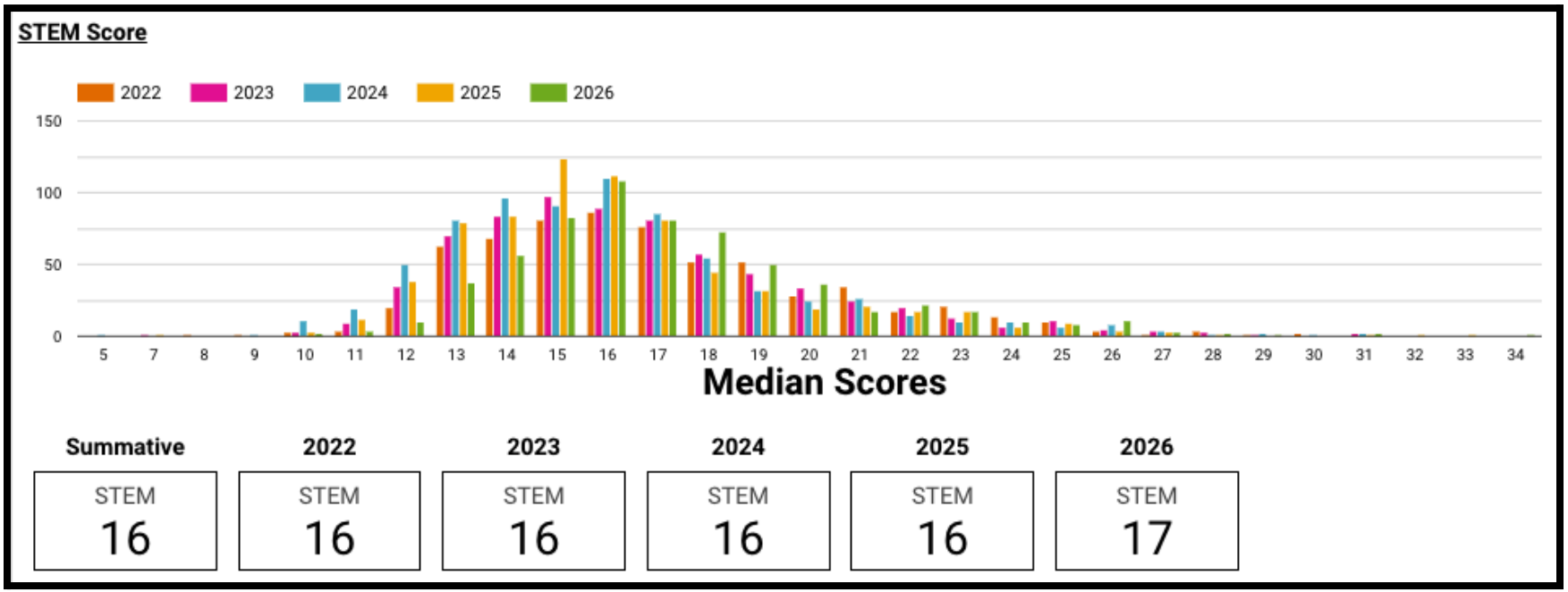
2025/2026 ACT Science Score Distribution



Science

- The ACT Science score is a 1 to 36 scale score that measures interpretation, analysis, evaluation, reasoning, and problem-solving skills in the natural sciences

2025/2026 ACT STEM Score Distribution



STEM

- The ACT STEM score is a combined measure of your performance in Math and Science

Grows & Glows:

GLOWS

1. Multi-Year Growth in ACT ELA & Mathematics Proficiency

- **Continuous Three-Year Upward Momentum in ELA:**
    - ELA proficiency has improved consistently over three consecutive test administrations:
        - **2024:** 26.8% proficient (204 students)
        - **2025:** 28.71% proficient (201 students)
        - **2026: 34.1% proficient (222 students)**
    - This marks a net gain of **+7.3 percentage points** since 2024, demonstrating that secondary literacy and writing initiatives are having a measurable cumulative effect on upper-grade assessment outcomes.
    - In addition, the absolute count of non-proficient students in ELA dropped from 521 in 2024 to 412 in 2026 (a reduction of 109 students).
- **Steady Recovery in Mathematics Proficiency:**
    - Mathematics proficiency has shown continuous upward progression from its 2024 low:
        - **2024:** 9.8% proficient (73 students)
        - **2025:** 12.0% proficient (85 students)
        - **2026: 16.1% proficient (102 students)**
    - This reflects a positive gain of **+6.3 percentage points** over two years and marks the first time since 2022 that more than 100 juniors achieved the state math proficiency benchmark.

2. Upward Progression in Subject-Area Median Scores

- **Positive Shifts in Core Content Area Medians:**
    - **Reading:** The median reading score rose from 15 (2023–2025) to 16 in 2026, matching the prior 2022 baseline.
    - **Mathematics:** The median math scaled score increased from a multi-year flatline of 15 (2022–2025) up to 16 in 2026.
    - **Science Reasoning:** The median science score climbed from 16 (2023–2025) to 17 in 2026, matching the historical high set in 2022.
    - **Integrated STEM:** The combined STEM median rose from 16 (held consistently from 2022–2025) to 17 in 2026.
- **Strategic Takeaway:** While single-scale score point movements appear subtle, moving the entire district distribution's midpoint across several thousand tested items reflects widespread cohort skill improvement.

3. Contraction of the Non-Proficient Student Cohort.

- **Decreasing Volume of Below-Benchmark Students:**
    - Under the state benchmark (Score ≥ 21), the number of non-proficient students peaked at 662 in 2024 and decreased to 547 in 2026 (a decrease of 115 students).
    - Under the ACT national benchmark (Score ≥ 17), non-proficient students decreased from 516 in 2024 to 405 in 2026 (a reduction of 111 students).
    - In Mathematics, the non-proficient group decreased from a peak of 669 students in 2024 to 532 students in 2026 (a 137-student contraction).

GROWS

1. High Concentration of Student Performance in Lower Scaled Scores

- **Longitudinal Flatline in Median Composite Performance:**
    - The district summative Composite median has remained at 15 for four consecutive years (2023, 2024, 2025, and 2026), having dipped from 16 in 2022.
    - On the composite distribution graph, the single largest cluster of students continues to sit between scores of 12, 13, and 14, well below both college readiness and state targets.
- **Severe Structural Constraints in English Usage & Mechanics (Page 86):**
    - The median English scaled score sits at **13 in 2026** (matching 2025, following a low of 12 in 2024).
    - The English distribution shows a heavy clustering of students scoring between **9 and 14**, with the single largest peaks at scores 10, 11, and 13.
    - Because ACT English requires rapid editing for grammar, punctuation, sentence structure, and rhetorical strategy, this persistent low median directly depresses the overall composite score.

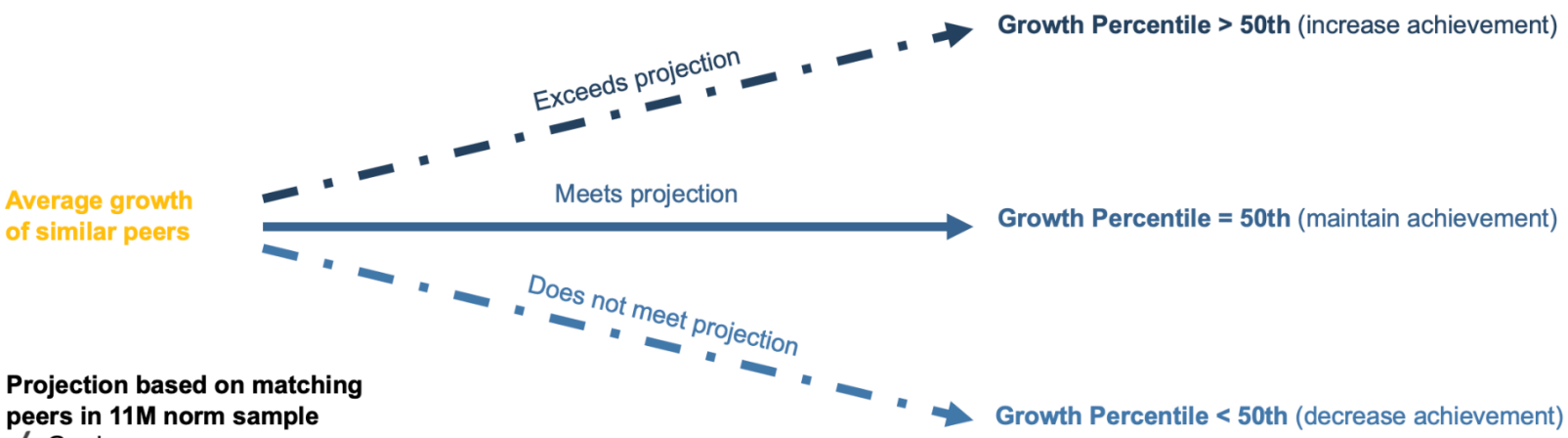
2. Mathematics and Science Floor Constraints

- **Persistent Low-Tier Math Clustering:**
    - Despite the rise in math proficiency to 16.1%, the large majority of students remain clustered at scores 13, 14, and 15.
    - A scaled score of 14–15 on the ACT Mathematics test indicates mastery of basic middle-school arithmetic and pre-algebra, but limited competence in Algebra II, coordinate geometry, and trigonometry concepts that appear in the middle to late sections of the exam.
- **Science and STEM Reasoning Deficits:**

- While Science median improved to 17, the distribution remains heavily weighted between scores 12 and 16.
- Because the ACT Science test assesses data interpretation, research summaries, and conflicting hypotheses rather than memorized science facts, high school students require more explicit cross-curricular practice interpreting graphs, tables, and scientific experimental designs.

Measure of Academic Progress

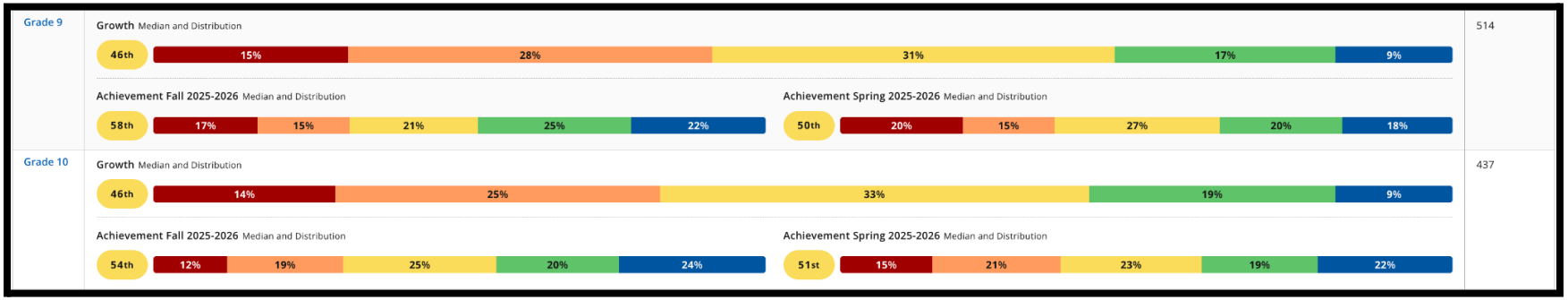
How Are Achievement and Growth Related?



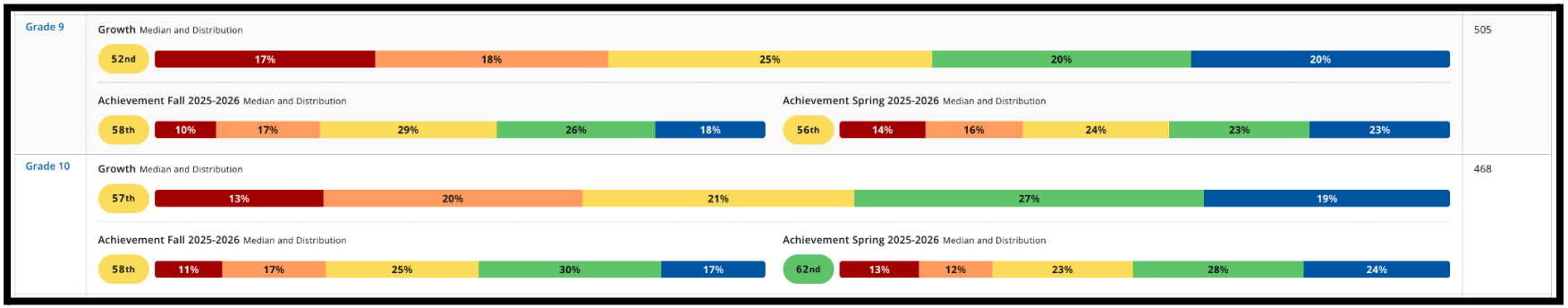
Projection based on matching peers in 11M norm sample

- ✓ Grade
- ✓ Test
- ✓ Instructional week
- ✓ Starting RIT score

2025/2026 Math Median Growth Percentile Fall to Spring



2025/2026 Reading Median Growth Percentile Fall to Spring



Grows & Glows:

GLOWS

1. Above-Average Growth in High School Reading

- **Grade 10 Exceeding National Growth Projections:**
  - Grade 10 reading attained a Median Growth Percentile of 57th, solidly exceeding the national peer growth norm (50th percentile).
  - 46% of 10th-grade students demonstrated growth in the High Average (27%) or High (19%) growth quintiles.
- **Grade 9 Meeting National Growth Projections:**
  - Grade 9 reading achieved a 52nd Median Growth Percentile, with 40% of students growing at or above the 61st percentile nationally (20% High Average, 20% High).
- **Positive Impact on Spring Achievement:**
  - By Spring 2026, Grade 10 reading median achievement climbed from the 58th percentile to the 62nd percentile nationally.
  - Over half (52%) of Grade 10 students finished the year in the top two national achievement quintiles (28% High Average, 24% High).
  - Grade 9 reading maintained a strong achievement median across the year, finishing at the 56th national percentile, with 46% in the top two quintiles (23% High Average, 23% High).

2. High Concentration of Students Above the National Median in Achievement

- **Reading Baseline and Year-End Standing:**
  - In both Grade 9 and Grade 10 reading, fewer than 30% of students scored in the lowest two quintiles combined (Fall: 27% in Grade 9, 28% in Grade 10; Spring: 30% in Grade 9, 25% in Grade 10).
  - This indicates that a solid majority (70%–75%) of high school students perform at or above the national average in reading.
- **Math Above-Median Representation:**
  - Despite slower growth, Grade 9 Spring math achievement maintained a 50th percentile median (exact national average), with 38% in the upper two quintiles (20% High Average, 18% High).
  - Grade 10 Spring math achievement achieved a 51st percentile median, with 41% in the upper two quintiles (19% High Average, 22% High).

GROWS

1. Below-Average Growth in High School Mathematics

- **Growth Trajectories Falling Short of Projections:**
    - Grade 9 Math: Attained a Median Growth Percentile of 46th, falling 4 percentile points short of the national norm (50th percentile).
    - Grade 10 Math: Recorded a Median Growth Percentile of 45th, falling 5 percentile points below the national growth baseline.
    - Over 43% of Grade 9 students and 39% of Grade 10 students grew in the lower two growth quintiles ($< 40th$ percentile), indicating that a significant portion of high school students are not keeping pace with their academic peers nationally.

2. Slower Spring Math Achievement Relative to Fall

- **Grade 9 Math Median Percentile Decline:**
    - Grade 9 math median achievement dropped from the 54th percentile in the Fall down to the 50th percentile in the Spring.
    - The proportion of students in the lowest achievement quintile ($< 21st$ percentile) grew from 17% to 20% by the end of the year.
- **Grade 10 Math Achievement Shift:**
    - Grade 10 math median achievement experienced a slight decrease from the 54th percentile in the Fall to the 51st percentile in the Spring.
    - Students in the lowest achievement quintile increased from 12% in the Fall to 15% in the Spring, with an additional 21% sitting in the Low Average band ($21st–40th$ percentile).
    - In total, 36% of 10th graders completed the school year performing in the bottom two national achievement quintiles in mathematics.

3. Asymmetry Between Math and Reading Growth

- **Cross-Subject Growth Disparity:**
    - Grade 10 demonstrates an 11-point growth gap between Reading (57th percentile) and Math (45th percentile).
    - Grade 9 shows a 6-point growth gap between Reading (52nd percentile) and Math (46th percentile).
- **Strategic Takeaway:**
    - The instructional practices and curricular supports in High School Reading are successfully generating above-average annual growth, whereas High School Mathematics courses require adjustments in pacing, intervention, or core instruction to ensure students sustain expected year-over-year gains.

iReady - Reading and Math

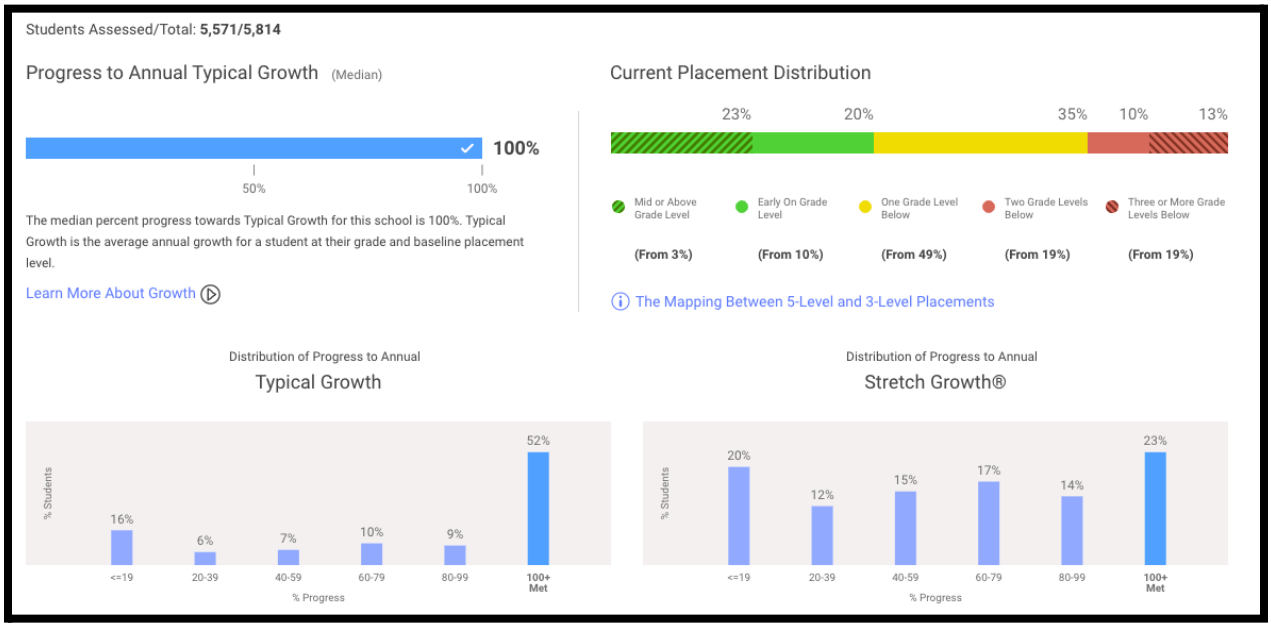
Math iReady Inform - 2025/2026 Overall Placement Report



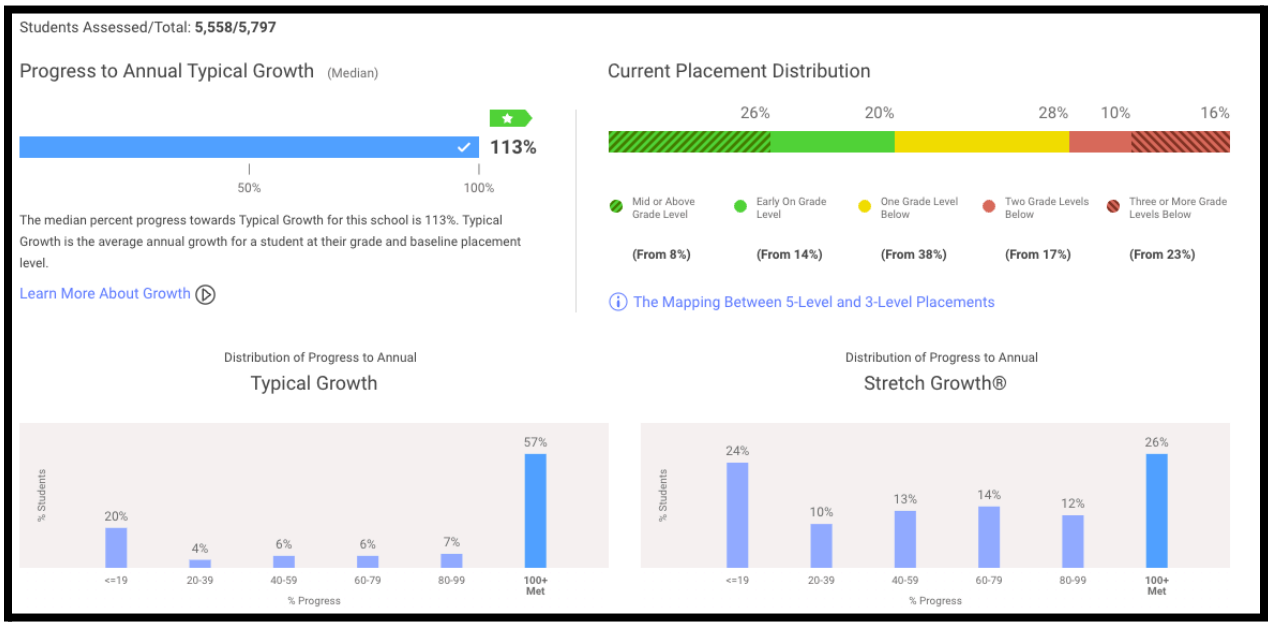
Reading iReady Inform - 2025/2026 Overall Placement Report



Math iReady Inform - 2025/2026 Growth Report



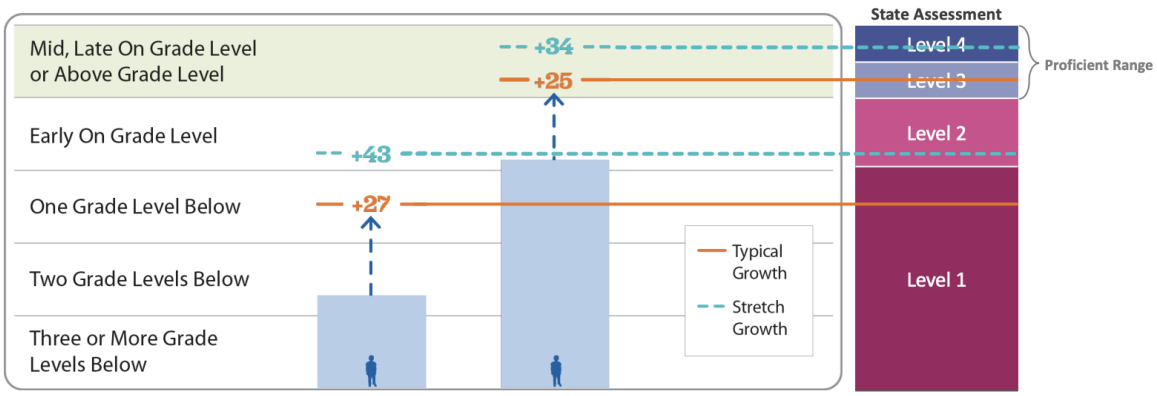
Reading iReady Inform - 2025/2026 Growth Report



STATE TEST PROFICIENCY

Growth Model Examples for Two Grade 3 Students

A projection of students' Diagnostic scores using Typical Growth or Stretch Growth is used.



Alex placed Two Grade Levels Below on his fall Diagnostic. He requires more than one year to reach Proficient on the state assessment. His Stretch Growth projection links to the bottom of Level 2.

Bianca placed Early On Grade Level on her fall Diagnostic. Her projections using either Typical Growth or Stretch Growth link to levels within the Proficient range.

i-Ready

Grows & Glows:

GLOWS

1. Robust Median Progress Exceeding or Meeting Annual Expectations

- Reading Typical Growth Exceeds National Benchmark:
    - 57% of all assessed reading students fully achieved or exceeded their annual typical growth target (100% Met).
- Mathematics Meeting Expected Annual Pace:
    - A majority (52%) of assessed mathematics students met or exceeded 100% of their annual Typical Growth goal.

2. High Proportions of Students Achieving Ambitious Stretch Growth

- Accelerated Catch-Up Trajectories:
    - Reading Stretch Growth: Over one in four students (26%) attained 100% or more of their Stretch Growth goal, with an additional 12% reaching 80–99% of their stretch benchmark.
    - Math Stretch Growth: 23% of students reached 100% or more of their Stretch Growth target, while another 14% reached 80–99% progress.
    - Reaching stretch growth targets provides the foundational pacing required for students performing below grade level to close multi-year achievement gaps.

3. Substantial Expansion of On-Grade-Level Placements

- Marked Growth in Reading Grade-Level Proficiency:
    - Students performing at or above grade level in Reading grew from 22% at Fall Baseline (8% Mid/Above, 14% Early On) to 46% on the Final Inform (26% Mid/Above, 20% Early On).
    - This represents an increase of +24 percentage points, moving 2,489 students into on-grade standing (1,407 Mid/Above + 1,082 Early On).
- Threefold Increase in Mathematics On-Grade Placement:
    - On-grade mathematics placement advanced from 13% in the Fall (3% Mid/Above, 10% Early On) to 39% on the Final Inform (19% Mid/Above, 20% Early On), representing a net increase of +26 percentage points (1,895 students).

4. Significant Contraction in Intensive Need Tiers (Tier 3)

- Decreasing Proportions of Students Three or More Levels Below:

    - Reading: Students placing three or more grade levels below decreased from 23% in the Fall to 16% on the Final Inform (a 7-point reduction). Combined Tier 3 placement (Two and Three+ levels below) decreased from 40% down to 26%.
    - Mathematics: Students three or more grade levels below decreased from 22% to 14%, while total Tier 3 placement was reduced from 43% down to 25%.
    - This represents steady student migration out of intensive intervention bands into approaching bands.

5. High Mastery of Foundational Literacy Domains

- Early Reading Mechanics Well-Established:
    - By the Final diagnostic, Phonological Awareness (PA) shows virtually complete cohort attainment on grade-level standards.
    - Phonics (PH) and High-Frequency Words (HFW) reflect substantial green bands, demonstrating that primary word-study and decoding instruction are producing strong foundational outcomes.

GROWS

1. Significant Subset of Students Making Limited Growth Progress

- Lagging Progress on Annual Typical Growth:
    - Despite strong district medians, 27% of students in Mathematics completed less than 60% of their expected typical annual growth (16% at <20% progress, 5% at 20–39%, 6% at 40–59%).
    - In Reading, 24% of students made less than 60% typical progress (15% at <20%, 4% at 20–39%, 5% at 40–59%).
- Stretch Growth Non-Attainment Among Below-Grade Students:
    - 39% of math students and 38% of reading students achieved less than 40% of their Stretch Growth target.
    - Because stretch growth is required to reach standard proficiency, students in this band risk remaining in intervention tiers without targeted instructional adjustments.

2. Large Residual Population in "One Grade Level Below" (Tier 2 Bubble)

- High Concentration of Approaching Students:
    - Mathematics: 35% of assessed students (1,699 students; 35%) remain situated in the "One Grade Level Below" band.

    - Reading: 28% of assessed students (1,517 students; 28%) sit one grade level below.
    - While this demonstrates successful movement upward from Tier 3, this combined group of over 3,200 student placements represents the district's largest opportunity group, requiring targeted core scaffolding and Tier 2 support to bridge into full proficiency.

3. Pronounced Domain Gaps: Reading Comprehension vs. Decoding

- Relative Difficulty with Complex Text Domains:
    - While foundational domains (Phonological Awareness and Phonics) reflect high proficiency, Comprehension: Literature (LIT), Comprehension: Informational Text (INFO), and Vocabulary (VOC) exhibit substantial red and yellow bands.
    - Over 50% of assessed students place below grade level in Informational Text and Literature comprehension, pointing to a need for explicit instruction in text structure, academic vocabulary, and inferential reasoning.

4. Correlation Between Diagnostic Placement and State Assessment Proficiency

- Comparison with Summative SBAC Data:
    - On i-Ready, 43% to 46% of students demonstrate on-grade placement by Spring.
    - In contrast, state summative SBAC outcomes reflect district ELA proficiency at 30%–32% and math proficiency ranging from 19%–34%.
    - This variation suggests that while students make notable progress in adaptive diagnostic skill environments, additional support is needed to transfer these skills to complex, grade-level performance tasks and multi-step written mathematical justifications.

World-class Instructional Design and Assessment (WIDA)

WIDA Proficiency Trend Data: Percentage of Students Exiting EL

	2018	2019	2020	2021	2022	2023	2024	2025	2026
CES	13%	11%	16%	3%	7%	2%	5%	13%	7%
DES	15%	15%	23%	13%	11%	14%	7%	20%	9%
DHS	25%	16%	8%	22%	7%	3%	2%	3%	0%
DIS	5%	9%	10%	12%	0%	5%	0%	5%	16%
EVES	24%	56%	14%	13%	18%	13%	0%	13%	2%
FES	18%	5%	17%	3%	6%	10%	5%	5%	11%
FHS	12%	14%	9%	7%	7%	5%	4%	9%	9%
FIS	37%	45%	26%	0%	8%	23%	22%	25%	6%
RES	3%	34%	17%	9%	3%	19%	8%	6%	26%
SES	5%	16%	27%	18%	10%	2%	7%	5%	17%
SMS	0%	8%	0%	0%	12%	8%	6%	9%	0%
SSES	0%	0%	0%	25%	0%	0%	0%	8%	40%
SSHS	0%	0%	0%	0%	0%	0%	0%	11%	9%
SSMS	0%	0%	40%	0%	0%	10%	0%	0%	0%
SVS	19%	8%	8%	17%	10%	38%	0%	11%	0%
YES	7%	5%	13%	13%	10%	3%	5%	9%	11%
YHS	14%	15%	6%	13%	4%	3%	4%	8%	5%
YIS	15 %	20 %	15%	3%	6%	2%	4%	22%	5%
District	13%	15%	15%	10%	8%	7%	6%	11%	11%

WIDA Adequate Growth Percentiles (AGP) Trend Data

Lyon County School District Elementary WIDA ACCESS 2.0 for ELLs AGP Trend Growth										
Cottonwood Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	8/18	8/22	13/20	5/15	2/17	11/19	5/24	12/35	19/47	15/32
% of WIDA Met AGP	44%	36%	65%	33%	12%	58%	21%	34%	41%	47%
Dayton Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	16/41	21/40	27/38	20/37	10/31	14/28	12/28	13/27	23/51	46385
% of WIDA Met AGP	39%	53%	71%	54%	32%	50%	43%	4810%	46%	41%
Silver Springs Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	0/1	0/2	0/3	N/A	N/A	N/A	2/11	N/A	45848	N/A
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	18%	N/A	70%	N/A
Smith Valley School	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	0/4	0/3	0/3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Riverview Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	6/14	5/20	18/27	8/17	9/15	4/17	14/32	9/26	14/30	46375
% of WIDA Met AGP	43%	25%	67%	47%	60%	24%	44%	35%	48%	63%

Sutro Elementary	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
# of WIDA Met AGP/# of WIDA AGP	6/18	8/16	44090	9/17	11/21	11/26	5/35	22/51	27/61	18/51
% of WIDA Met AGP	33%	50%	56%	52%	52%	42%	14%	43%	45%	35%
Yerington Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	23/50	23/61	28/73	48/86	37/85	30/77	14/71	30/77	38/74	22/52
% of WIDA Met AGP	46%	38%	38%	55%	44%	39%	20%	39%	51%	42%
Fernley Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	8/15	4/11	44098	14/27	12/24	11/26	16/26	14/24	17/36	14/29
% of WIDA Met AGP	53%	36%	38%	51%	50%	42%	62%	58%	48%	48%
East Valley Elementary	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP	9/11	6/13	44146	5/10	12/16	7/17	6/20	8/18	21/39	46386
% of WIDA Met AGP	82%	46%	100%	50%	75%	41%	30%	44%	55%	40%
LCSD	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	**Spring 2026**
# of WIDA Met AGP/# of WIDA AGP					93/209	88/210	74/247	118/276	166/348	105/242
% of WIDA Met AGP					45%	42%	30%	43%	48%	43%

WIDA ACCESS 2024 Results by Domain

Listening Levels					
Entering-1	Emerging-2	Developing-3	Expanding-4	Bridging-5	Reaching-6
30	35	79	79	85	258
Speaking Levels					
Entering-1	Emerging-2	Developing-3	Expanding-4	Bridging-5	Reaching-6
59	144	220	134	7	0
Reading Levels					
Entering-1	Emerging-2	Developing-3	Expanding-4	Bridging-5	Reaching-6
73	128	129	60	118	58
Writing Levels					
Entering-1	Emerging-2	Developing-3	Expanding-4	Bridging-5	Reaching-6
60	49	324	126	5	1
Composite Levels					
Entering-1	Emerging-2	Developing-3	Expanding-4	Bridging-5	Reaching-6
39	86	215	198	22	3

Grows & Glows:

GLOWS

1. Significant Rebound in District EL Exit Rates

- **Sustained District Recovery Since 2024:**
    - District-wide exit rates rebounded from a low of 6% in 2024 to 11% in both 2025 and 2026.
    - This recovery brings district performance back into alignment with historical multi-year levels (averaging 10%–15% between 2018 and 2021).
- **Notable School-Level Exit Performances in 2026:**
    - **Riverview Elementary School (RES):** Demonstrated exceptional growth, advancing its exit rate from 6% in 2025 to 26% in 2026 (+20 percentage points).
    - **Silver Springs Elementary School (SSES):** Achieved an exit rate of 40% in 2026, up from 8% in 2025 and 0% in prior years.
    - **Dayton Intermediate School (DIS):** Tripled its exit proportion from 5% in 2025 to 16% in 2026.
    - **Sutro Elementary School (SES):** Rebounded from 5% in 2025 to 17% in 2026 (+12 percentage points).
    - **Fernley Elementary School (FES):** Improved steadily from 5% in 2024 and 2025 to 11% in 2026.

2. Multi-Year Recovery in Elementary Adequate Growth Percentiles

- **District-Wide AGP Upward Trajectory:**
    - District-wide AGP attainment improved steadily from 30% in Spring 2023 to 43% in Spring 2024 and reached 48% in Spring 2025 (with 166 of 348 students meeting their growth targets).
- **Standout Elementary School Growth Trajectories in 2026:**
    - Riverview Elementary School (RES): Met AGP with 63% of students (12/19) in Spring 2026, marking an increase from 35% in 2024 and 48% in 2025.

- **Cottonwood Elementary School (CES):** Rebounded to 47% of students (15/32) meeting AGP in Spring 2026, up from 21% in 2023 and 34% in 2024.
- **Fernley Elementary School (FES):** Maintained consistent performance over the last four cycles, sustaining 48% meeting AGP in 2026 (14/29) after reaching 62% in 2023 and 58% in 2024.

3. Receptive Language Strength: High Receptive Attainment in Listening

- **High Proficiency in Oral Receptive Language:**
  - In the **Listening** domain, 182 students reached Level 6 (Reaching) and 125 students reached Level 5 (Bridging).
  - Combined, 307 students (over 52% of tested learners) sit in the highest two proficiency levels in listening comprehension.
  - An additional 89 students sit in Level 4 (Expanding), demonstrating that over two-thirds of the district's English Learners possess strong auditory comprehension of English instruction.

4. Strong Core Concentration in Mid-Level Proficiency

- **Substantial Cohort in Level 3 (Developing) & Level 4 (Expanding):**
  - On the Composite Level distribution, 286 students sit at Level 3 (Developing) and 113 students sit at Level 4 (Expanding).
  - Combined with Level 5 (11 students), 410 students (nearly 70% of the cohort) have advanced past the initial entering and emerging stages.
  - The 113 students at Level 4 represent the primary pipeline positioned to cross the state's 4.5 exit threshold with targeted literacy support.

GROWS

1. The Expressive Productive Language Gap: Written & Spoken Output

- **Pronounced Skew Toward Lower Tiers in Writing:**
    - While Listening shows 307 students in Levels 5–6, Writing has only 1 student in Level 5 (Bridging) and 0 students in Level 6 (Reaching).
    - The vast majority of English Learners (315 students) are concentrated at Level 3 (Developing), with an additional 194 students at Level 1 (106) and Level 2 (88).
    - Over 85% of English Learners lack the advanced academic writing skills necessary to formulate arguments, write technical explanations, and produce complex syntax independently.
- **Limited Advanced Speaking Performance:**
    - In Speaking, only 28 students placed in the top two bands (17 at Level 5, 11 at Level 6), while 240 students sit at Levels 1 and 2 (83 Entering, 157 Emerging).
    - English Learners demonstrate significantly higher proficiency when processing language receptively (listening) than when generating academic language expressively (speaking and writing).

2. Secondary School Exit Rate Stagnation

- **Minimal Movement Out of EL Status in Middle and High Schools:**
    - While several elementary schools achieved exit rates between 16% and 40%, secondary schools demonstrate minimal exit velocity:
        - **Dayton High School (DHS):** 0% in 2026, 3% in 2025, 2% in 2024, and 3% in 2023.
        - **Silver Stage Middle School (SSMS):** 0% exits across seven of the last eight reported cycles (0% in 2026).
        - **Silver Stage High School (SSHS):** 9% in 2026, 11% in 2025, and 0% in 2024.
        - **Fernley High School (FHS):** Remained in single digits at 9% in both 2025 and 2026.
        - **Yerington High School (YHS):** Recorded 5% in 2026, following 8% in 2025 and 4% in 2024.

- **Risk of Long-Term English Learner (LTEL) Designation:**
    - Low secondary exit rates indicate that English Learners who enter middle and high school without reaching Level 4.5 frequently encounter difficulty acquiring the advanced academic literacy required to exit, pointing to a need for dedicated secondary English Language Development (ELD) courses.

3. High School-to-School Variability in Adequate Growth

- **Inconsistent Year-Over-Year Growth Consistency:**
    - Several schools show significant annual fluctuations in the percentage of students meeting AGP:
        - **Sutro Elementary School (SES):** Dropped to 35% meeting AGP in Spring 2026 (18/51) after reaching 45% in 2025 and 43% in 2024, well below its 2019–2021 baseline (52%–56%).
        - **Yerington Elementary School (YES):** Dipped to 42% meeting AGP in 2026 (22/52), down from 51% in 2025.
        - **East Valley Elementary School (EVES):** Declined to 40% in 2026 (12/30) after achieving 55% in 2025 and 75% in 2021.
        - **Fernley Intermediate School (FIS):** Exit rate on Page 94 dropped sharply from 25% in 2025 down to 6% in 2026.
    - These variances suggest that language development supports and structured linguistic scaffolds may vary substantially across school sites and grade transitions.

4. Reading Comprehension Tiers Constraining Overall Exits

- **High Concentration in Beginning and Intermediate Reading:**
    - In the Reading domain, 236 students sit in the lowest two tiers (123 at Level 1: Entering; 113 at Level 2: Emerging).
    - An additional 152 students sit at Level 3 (Developing).
    - Only 103 students (roughly 17%) placed in Levels 5 and 6 combined.
    - Because the Nevada exit requirement depends on an integrated composite score that heavily weights literacy (reading and writing comprise 70% of the composite), reading and writing constraints directly limit overall reclassification rates.

Career and Technical Education

Year	# Of Completers	Certificate Earners	Percentage	
22/23	353	92	26%	Percentage of Completors earning certificates
23/24	365	191	52%	
24/25	466	228	50%	
25/26	510	239	47%	

Year	# Of Completers	Percentage	
22/23	180	51%	Percentage of Completors with a WBL experience
23/24	175	48%	
24/25	183	39%	
25/26	83	17%	

Year	# Of Completers	Percentage	
22/23	165	47%	Percentage of Completors earning an IRC
23/24	326	54%	
24/25	419	90%	
25/26	977	191%	

Year	Percentage	
23/24	44%	End of Program Pass Rate
24/25	60%	

Grows & Glows:

GLOWS

1. Significant Multi-Year Expansion in Industry-Recognized Credentials (IRC)

- **Record Credential Output in 2025/2026:**
  - In the 2025/2026 academic cycle, the district recorded 977 Industry-Recognized Credentials earned across the high schools.
  - Expressed relative to the 510 graduating completers, this yields an attainment proportion of 191%, indicating that students are earning multiple, stackable credentials per completer.
- **Longitudinal Credential Growth:**
  - Credential attainment has expanded from 165 credentials (47%) in 2022/2023 to 326 (54%) in 2023/2024, 419 (90%) in 2024/2025, and reached 977 (191%) in 2025/2026.
  - This substantial increase reflects strong student engagement with external workforce certifications prior to high school graduation.

2. Sustained Growth in Total Pathway Completers

- **Consistent Four-Year Expansion:**
  - The total number of CTE program completers increased steadily across all four years:
    - **2022/2023:** 353 completers
    - **2023/2024:** 365 completers
    - **2024/2025:** 466 completers
    - **2025/2026:** 510 completers
  - This represents an overall four-year growth of +44.5% (+157 completers) and a year-over-year increase of +9.4% (+44 completers), demonstrating strong retention across multi-year pathway sequences.

3. Expansion in Absolute Certificate Attainment

- **Long-Term Increase in Certified Students:**
  - Completers earning state Program Certificates increased from 92 students in 2022/2023 to 191 in 2023/2024, 228 in 2024/2025, and reached 239 in 2025/2026.
  - Absolute certificate earners expanded by +159.8% (+147 students) over the four-year evaluation cycle, with an additional 11 certified graduates in 2025/2026 (+4.8% year-over-year).

4. Continuous Upward Momentum in Technical Pass Rates

- **End-of-Program Technical Assessment Gains:**
    - Technical pass rates improved from 44% in 2023/2024 to 60% in 2024/2025, and maintained positive momentum at 61% in 2025/2026 (noted on Page 106).
    - This establishes a cumulative +17 percentage point increase over three testing administrations, indicating solid alignment between classroom instruction and technical content standards.
- **Strong Workplace Readiness Attainment:**
    - Pass rates on the Workplace Readiness Skills Assessment rose from 70% in 2024/2025 to 71% in 2025/2026, verifying that graduating completers consistently meet employability and professional skill benchmarks.

GROWS

1. Documented Decrease in Work-Based Learning (WBL) Participation

- **Significant Downward Participation Shift:**
    - Completers with documented Work-Based Learning experiences decreased from 183 students (39%) in 2024/2025 down to 83 students (17%) in 2025/2026 (-22 percentage points).
    - This marks a multi-year decline from prior baselines of 51% in 2022/2023 and 48% in 2023/2024.

2. Completer Growth Outpacing Certificate Completion Proportions

- **Slight Compression in Relative Attainment:**
    - Because overall completer enrollment grew at a higher rate (+9.4%) than absolute certificate earners (+4.8%), the overall proportion of completers earning certificates adjusted slightly from 50% in 2024/2025 to 47% in 2025/2026 (-3 percentage points).
    - More than half of program completers (53% in 2025/2026) completed all course requirements without attaining the state certificate of skill attainment.



Our Plan For Improvement

Our Way Forward:

- **Data-Driven Decision Making**
    - Quarterly Data Digs to utilize the data collected to inform learning per our assessment FOR learning model.
    - We are going to develop improved data decision rules (DDRs) to ensure we are being pro-active in meeting the needs of our students that are struggling and excelling.

- **Develop Strong Professional Learning Communities (PLC)/Collaborative Teams.**
    - Allocating dedicated time for educators to establish a guaranteed and viable curriculum, ensuring all students achieve consistent learning outcomes within the designated timeframe.
    - Providing time for teachers to meet weekly to engage in collaborative teams that foster a focus on the four big questions:
        - What do our students need to know and be able to do?
        - How will we know they have mastered it?
        - What will we do for those that are struggling?
        - What will we do for those that have mastered it?
    - Strengthen our Multi-Tiered Systems of Support (MTSS) in K-12

- **Commitment to supporting students to develop a competitive advantage that excels career and life success**
    - Focus on the Science of Reading best practices by onboarding our staff in LETRS and Aspire
    - Focus on work-based learning and career exploration opportunities in grades K-12
    - Focus on research-based curriculum and supplements
    - Focus on student academic growth
    - Focus on reading proficiency in grades K-3
    - Focus on math fluency in grades 4-8
    - Continue to provide students with access to advanced placement courses, dual-credit courses, Career and Technical Education courses, world language courses, and work-based learning opportunities.

- **Commitment to aligning our instruction to the Science of Reading**
    - Onboarding our staff in LETRS or Aspire from Lexia
    - Utilization of Tier Two interventions like Corrective Reading and Reading Mastery for students in the bottom 20th percentile.