



Lyon County School District

Report on the Assessment Results for the 2024/2025 School Year

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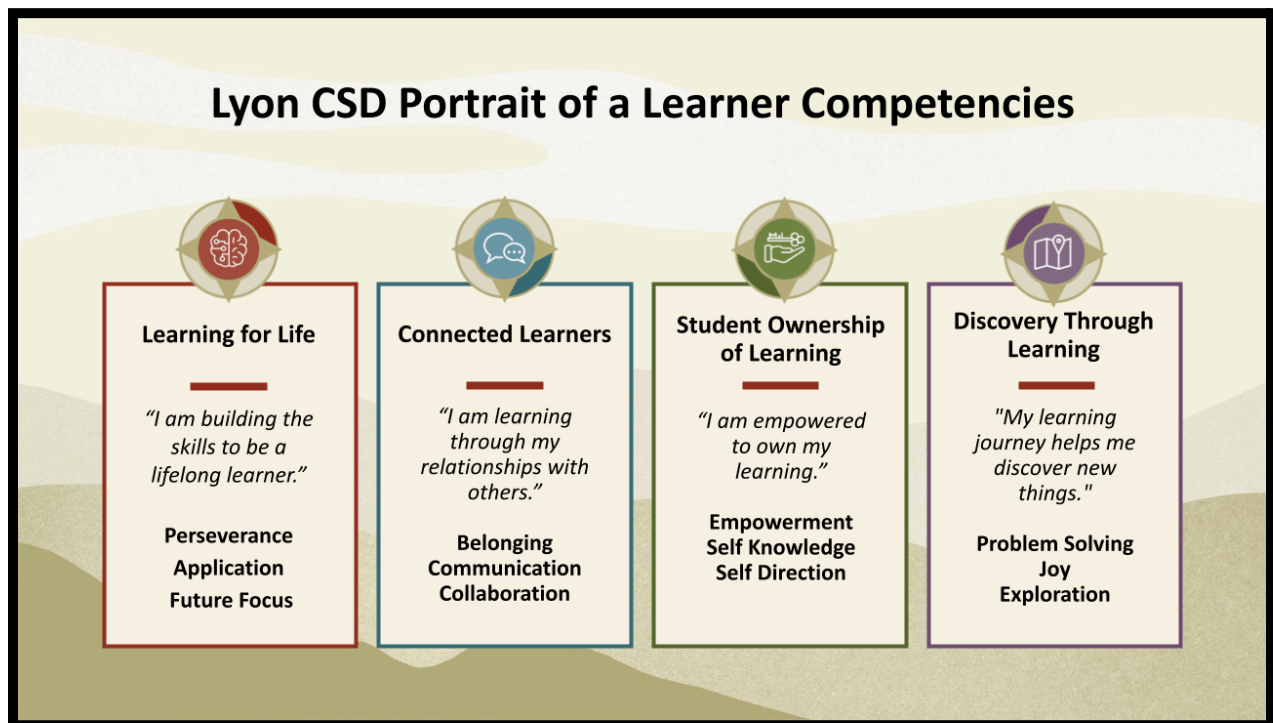
Mission & Vision

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.

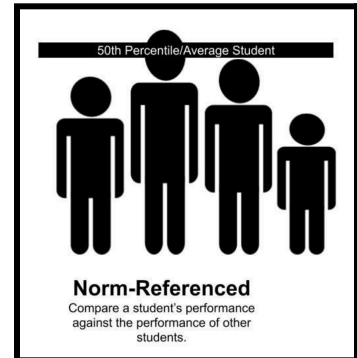


Systems of Assessment

Overview of assessment types.

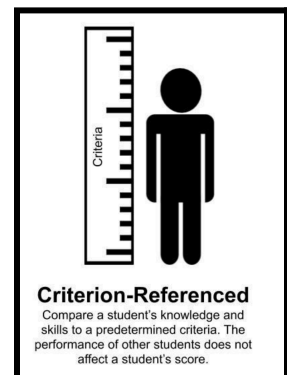
Norm-Referenced Assessment

- 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)





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 <i>(American College Test (ACT) + Writing)</i>	1														
State	English Language Proficiency Assessment (WIDA) <i>Based On English Language Learner (ELL) Status</i>	1														
State	Career And Technical Education Assessment (CTE) <i>Based On CTE Enrollment/NCRC</i>	2														
LCSD	Advanced Placement (AP) <i>AP Course Enrollment</i>	1														
LCSD	Measure Of Academic Progress (MAP) In Reading & Math	3														
LCSD	iReady Diagnostic Assessment <i>(Reading & Math)</i>	3														
LCSD	High School Final Exams	2														
LCSD	School Site Common Assessments	Unknown	As Utilized By Schools And Departments													
LCSD	Formative Interim Assessments <i>Identified By The Site MTSS Team.</i>	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.

<div>  <div> AVERAGE ACT® TEST SCORES BY STATE GRADUATING CLASS OF 2024 PERCENT OF STUDENTS MEETING BENCHMARKS BY SECTION </div>  </div>						
<p>The table below classifies states by the percent of ACT-tested high school graduates, including the average Composite score and percent meeting ACT College Readiness Benchmarks by section. A best practice is to examine a cohort of states with similar percentages of tested graduates (e.g., states testing between 0% and 25% of graduates, or states testing between 75% and 100% of graduates).</p>						
STATE	ESTIMATED % OF GRADUATES TESTED*	AVERAGE COMPOSITE SCORE	% MEETING ENGLISH BENCHMARK (18)	% MEETING MATH BENCHMARK (22)	% MEETING READING BENCHMARK (22)	% MEETING SCIENCE BENCHMARK (23)
Alabama	100	18.0	43	18	30	21
Arizona	100	17.7	41	22	28	19
Kentucky	100	18.6	48	23	36	24
Louisiana	100	18.2	46	20	32	22
Mississippi	100	17.7	42	17	27	17
Nevada	100	17.2	37	15	25	18
Oklahoma	100	17.6	40	15	29	17
Tennessee	100	18.8	50	25	36	26
Wyoming	100	19.1	49	26	37	28
Montana	97	19.5	53	31	41	31
Arkansas	95	18.5	48	19	32	24
Nebraska	95	19.1	49	28	36	28
Wisconsin	94	19.4	52	30	37	32
North Carolina	89	18.5	42	25	35	26
Utah	89	20.0	57	32	43	34
North Dakota	87	19.6	53	32	39	32
Ohio	78	19.0	46	28	38	28
Kansas	72	19.3	50	27	39	29
Minnesota	66	20.7	56	39	46	40
Missouri	65	19.8	53	30	42	32
Hawaii	62	17.7	38	18	29	19
South Dakota	58	21.1	63	43	50	42
Florida	44	19.0	50	25	39	27
Iowa	43	21.0	63	37	51	41
South Carolina	40	18.7	46	24	36	27
Georgia	27	21.2	63	39	51	40

AVERAGE ACT® TEST SCORES BY STATE GRADUATING CLASS OF 2024

STATE	ESTIMATED % OF GRADUATES TESTED*	AVERAGE COMPOSITE SCORE	% MEETING ENGLISH BENCHMARK (18)	% MEETING MATH BENCHMARK (22)	% MEETING READING BENCHMARK (22)	% MEETING SCIENCE BENCHMARK (23)
Texas	22	19.4	50	30	39	30
West Virginia	22	20.4	66	29	47	32
District of Columbia	17	26.7	88	70	82	72
Illinois	14	24.5	85	63	68	60
Alaska	13	19.9	55	33	47	35
Oregon	13	21.1	61	38	51	41
New Mexico	12	20.0	54	30	45	31
Idaho	10	23.3	77	57	65	53
New Jersey	10	24.1	79	60	65	57
Colorado	8	24.7	85	65	72	63
Connecticut	8	26.5	90	74	79	73
New York	8	25.4	85	70	73	68
Virginia	8	24.8	85	60	73	64
Indiana	7	23.3	76	59	63	54
Massachusetts	7	26.1	87	72	77	71
Maryland	6	24.7	83	59	71	61
Michigan	6	24.5	85	63	69	62
Vermont	6	23.6	81	52	66	55
Pennsylvania	5	24.3	81	62	68	60
Washington	5	24.5	78	61	69	61
Delaware	4	25.0	87	64	72	62
New Hampshire	4	25.9	88	70	78	70
Rhode Island	4	25.4	88	69	75	67
California	3	26.5	88	73	79	72
Maine	2	25.0	86	64	76	67
National	36	19.4	51	29	40	30

*Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates*.
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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 71. This means that 71 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 88. Thus, 88 percent of recent high school graduates who took the ACT achieved a STEM score of 26 or lower Measure of Academic Progress

Score	ACT Score National Ranks						Score
	English	Math	Reading	Science	Composite	STEM	
36	100	100	100	100	100	100	36
35	99	99	98	99	99	99	35
34	97	99	96	99	99	99	34
33	95	98	94	97	98	98	33
32	94	97	92	96	97	97	32
31	92	96	90	95	95	96	31
30	91	95	88	94	94	95	30
29	90	94	86	93	92	93	29
28	88	92	84	91	90	91	28
27	87	90	81	89	87	89	27
26	85	87	79	87	85	87	26
25	82	83	76	84	81	83	25
24	79	79	74	80	78	79	24
23	75	75	69	74	74	75	23
22	71	71	64	67	69	70	22
21	66	68	59	62	64	65	21
20	60	65	53	56	59	60	20
19	55	61	48	50	53	54	19
18	51	56	43	44	47	48	18
17	47	50	39	37	41	40	17
16	43	41	34	30	35	32	16
15	38	29	30	24	28	23	15
14	31	17	25	18	22	15	14
13	25	8	19	13	14	8	13
12	20	3	14	9	8	4	12
11	16	2	8	6	3	1	11
10	10	1	4	3	1	1	10
9	5	1	2	1	1	1	9
8	2	1	1	1	1	1	8
7	1	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	19.0	19.4	20.5	20.0	19.9	20.0	
SD	7.1	5.6	7.1	5.9	6.0	5.5	

Note: These ranks are reported as "US Rank" on ACT score reports during the 2023-2024 reporting year (September 2023 through August 2024). The ranks are based on ACT-tested high school graduates of 2021, 2022, and 2023 (n=4,031,328).

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 K-2



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.

MATHEMATICS K-2 | GEOMETRY

Geometry

Students reason with shapes and their attributes. They identify and describe shapes having specified attributes. Students partition shapes into equal shares to gain an understanding of fractional parts of a whole.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below **131**



Look at the shapes.

Which shape has only 3 sides?

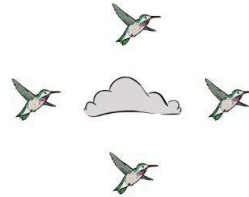


131-140



Look at the picture.

Which bird is over the cloud?

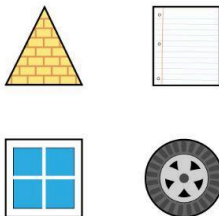


141-150



Look at the pictures.

Which picture is shaped like a circle?



151-160



Look at the shapes.

Move ALL the shapes with four corners to the mat.

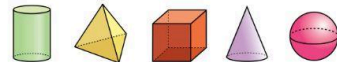


161-170



Look at the objects.

Choose the pyramid.



171-180



Look at the shapes.

Choose ALL of the shapes that are divided into equal shares.



181-190



Look at the objects.

Choose ALL the objects that have six faces.

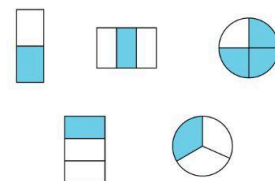


above **191**



Look at the shapes.

Choose ALL the shapes that show one-third shaded.



MATHEMATICS K-2 | MEASUREMENT AND DATA

Measurement and Data

Students solve problems involving measurement and estimation of lengths, time, liquid volumes, and masses of objects. They use geometric measurement to understand area and perimeter. Students organize, represent, and interpret data in various graphical representations.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below **131**



Look at the picture.

Which student is the shortest?



131-140



Look at the group of objects. The objects in the group belong together.



Which object belongs with the group?



141-150



Look at the sticker chart.

Which student has the most star stickers?

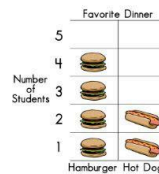


151-160



Look at the graph.

How many students chose hot dog as their favorite dinner?



1 2 3 4 5 6

161-170



Look at the picture of the bus.

Measure the length of the bus using blocks.

How many blocks long is the bus?



_____ blocks

0 1 2 3 4 5 6 7 8 9

171-180



Look at the clock.

What time is shown on the clock?



3:45 9:15 8:20 4:40

181-190



Listen to the story.

Julia bought a robot toy for 79 cents. She paid for it with one dollar.



Show the change that Julia should receive.

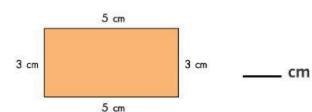


above **191**



Look at the rectangle.

What is the perimeter of the rectangle?



10 11 12 13 14
15 16 17 18 19 20

MATHEMATICS K-2 | NUMBER AND OPERATIONS

Number and Operations

Students understand place value, the counting sequence, and counting strategies. They compose and decompose numbers into hundreds, tens, and ones. Students use place value understanding to compare numbers, perform multidigit arithmetic, and develop understanding of fractions.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

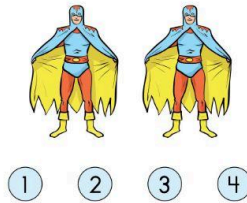
The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below **131**



Look at the picture.

How many superheroes are there?

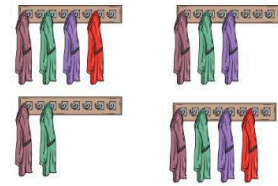


131-140



Look at the coatracks.

Choose the coatrack that has the fewest coats.

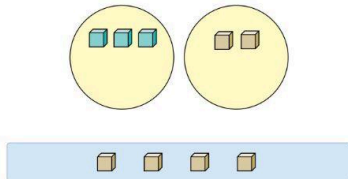


141-150



Look at the two groups.

Move cubes to the circles to make the groups equal.



151-160



Look at the numbers.

Which number is 1 more than 13?

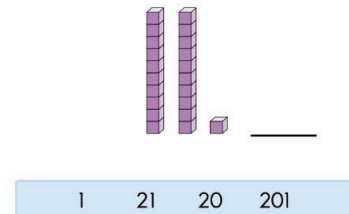


161-170



Look at the picture.

What number do the blocks show?



171-180



Look at the number.

What is 100 more than 347?

347

0 1 2 3 4 5 6 7 8 9

181-190



Look at the numbers.

Put the correct symbol in each of the problems to make them true.

532 591 358 358 823 453

< > =

above **191**



Listen to the words that describe a number:
6 hundreds and 5 ones.

Write the number that is described.

6 hundreds and 5 ones

0 1 2 3 4 5 6 7 8 9

MATHEMATICS K-2 | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students represent and solve problems involving addition, subtraction, multiplication, and division. They understand and apply properties of operations, and they understand the relationship between operations.

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below **131**



Look at the trucks.

Two trucks and one more truck is how many trucks altogether?



1 2 3 4 5

131-140



Listen to the story problem.

There is one tree in the yard. Two more get planted in the yard.

Move the trees to the yard to show how many there are altogether.



141-150

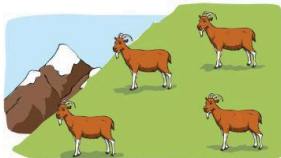


Listen to the word problem.

There are four goats on the hillside. Three goats leave the hillside.

Putting an X on a goat means it has left the hillside.

Move Xs to the goats to show how many have left the hillside.



X

151-160



The domino shows one way to make 5.



Move dots to the empty domino to show a different way to make 5.



161-170



Look at the problem.

Move the correct number to the blank line to make the sentence true.

You can use the buttons to help you find the answer to the problem.

$$4 + \underline{\quad} = 6$$

0 1 2 3 4 5 6 7 8 9

171-180



Listen to the word problem.

Bella had 78 shells in her collection. She gave 43 shells away to her friends.

How many shells are left in Bella's collection?

You can move base ten blocks to help you solve the problem.

_____ shells

30 35 43 48
78 112 121



181-190



Listen to the word problem.

The Lions had 47 points at halftime. At the end of the game they had 89 points.

How many points did the Lions score after halftime?

_____ points

0 1 2 3 4 5 6 7 8 9

above **191**



Look at the problem.

What is the answer?

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

0 1 2 3 4 5 6 7 8 9



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Understanding RIT Scores and the Reference Charts

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Question Difficulty and the RIT Scale

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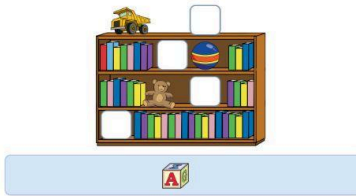
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Geometry

Students understand and reason with geometric concepts by identifying, describing, creating, and classifying lines, angles, and two- and three-dimensional figures. Students solve problems by graphing points on the coordinate plane.

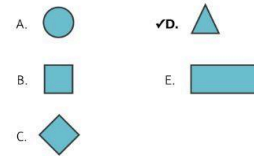
below **161**

Move the block next to the ball.



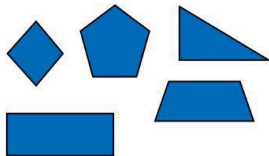
161–170

Which shape is a triangle?



171–180

Choose all the quadrilaterals.



181–190

Use the set of shapes to complete the task.

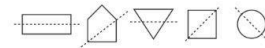


Choose all the terms that describe the set of shapes.

- A. squares
- B. rectangles
- C. trapezoids
- ✓D. parallelograms
- ✓E. quadrilaterals

191–200

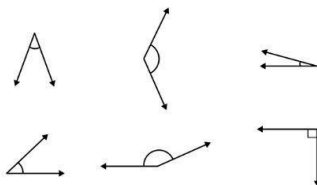
Some figures are shown.



Choose all the figures that show a line of symmetry.

201–210

Choose all the figures that show obtuse angles.



211–220

Which statement about rectangles is true?

- A. All rectangles are squares.
- B. All rectangles are trapezoids.
- C. All rectangles are rhombuses.
- ✓D. All rectangles are parallelograms.

221–230

Move the shapes to the correct part of the chart.

At Least One Line of Symmetry	At Least One Line of Symmetry AND At Least One Acute Angle	At Least One Acute Angle



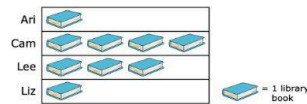
MATHEMATICS 2–5 | MEASUREMENT AND DATA

Measurement and Data

Students solve measurement problems involving length, mass, liquid volume, time, money, area, perimeter, volume, and angles. Students generate, represent, and interpret data, and they solve problems using charts, graphs, and line plots.

below 161

Use the graph to answer the question.

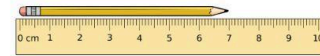


Who has the most library books?

- A. Ari
- ✓B. Cam
- C. Lee
- D. Liz

161–170

Use the picture to answer the question.

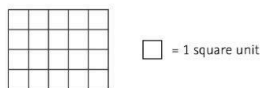


How long is the pencil?

- A. 4 cm
- B. 5 cm
- C. 6 cm
- ✓D. 7 cm
- E. 8 cm

171–180

Use the figure to answer the question.



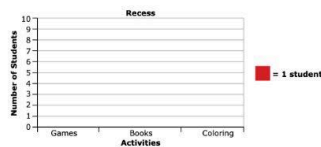
What is the area of the figure?

- A. 5 square units
- B. 9 square units
- C. 18 square units
- ✓D. 20 square units

181–190

During recess, 2 students played games, 3 students read books, and 2 students colored art pages.

Move the square to make a bar graph of the data.



191–200

Use the rectangle to answer the question.



What is the perimeter?

- A. 8 inches
- B. 12 inches
- C. 20 inches
- ✓D. 24 inches

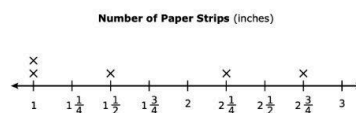
201–210

A flight lasted 5 hours. Choose all the measurements that are equal to 5 hours.

- A. 15,000 seconds
- ✓B. 18,000 seconds
- C. 30,000 seconds
- D. 250 minutes
- ✓E. 300 minutes

211–220

The line plot shows the lengths of paper strips that Jai needs for an art project.

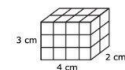


What is the total length of paper that Jai will use?

- A. $5\frac{3}{4}$ inches
- B. $6\frac{3}{4}$ inches
- C. $7\frac{1}{2}$ inches
- ✓D. $8\frac{1}{2}$ inches

221–230

Use the figure to answer the question.



Choose all the expressions that can be used to find the volume of the rectangular prism.



- 12 + 12
- 12 + 12 + 8
- 8 + 8 + 8
- 8 + 8 + 8 + 8

MATHEMATICS 2–5 | NUMBER AND OPERATIONS

Number and Operations

Students understand the place value system by counting, representing, comparing, and performing operations with multidigit whole numbers, fractions, and decimals.

below 161

Use the picture to answer the question.



How many apples are there?

- A. 4
- ✓B. 5
- C. 6
- D. 7

161–170

What number is 10 less than 46?

Move digits to the boxes to show your answer.

0 1 2 3 4 5 6 7 8 9

171–180

Find the difference.

$$\begin{array}{r} 99 \\ - 56 \\ \hline \end{array}$$

- A. 33
- B. 34
- ✓C. 43
- D. 44

181–190

Find the product.

$$\begin{array}{r} 60 \\ \times 5 \\ \hline \end{array}$$

- A. 30
- B. 35
- ✓C. 300
- D. 305

191–200

Solve:

$$\frac{5}{7} - \frac{3}{7} =$$

- ✓A. $\frac{2}{7}$
- B. $\frac{8}{7}$
- C. 2
- D. 7

201–210

Use the numeral to complete the table.

612,398

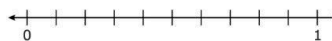
Move digits to the correct place value in the boxes.

Place Value	Number
tens	<input type="text"/>
hundreds	<input type="text"/>
ten thousands	<input type="text"/>
hundred thousands	<input type="text"/>

1 2 3 6 8 9

211–220

Move the fractions to the correct location on the number line.



$\frac{4}{10}$ $\frac{9}{10}$ $\frac{6}{10}$

221–230

Move numbers to the boxes to show fractions that are equal to $\frac{1}{3}$.

$$\frac{1}{3} = \frac{\square}{\square} = \frac{\square}{\square}$$

2 3 4 5 6 7 8 9 10 11 12

Operations and Algebraic Thinking

Students represent and solve problems involving the four operations, understand and apply properties of operations, generate and analyze patterns, and write and interpret numerical expressions.

below 161

Solve:

$$6 + 2 = \square$$

- A. 4
- B. 7
- ✓C. 8
- D. 9

161–170






Which number makes the number sentence true?

$$\square + 7 = 13$$

- A. 3
- ✓B. 6
- C. 14
- D. 20

171–180

Choose all the sets that show an odd number of basketballs.

- A. 
- B. 
- C. 
- D. 
- E. 

181–190

Use the picture to answer the question.



Sonja and Kai share the toys equally. How many toys will they each have?

- A. 1
- B. 2
- ✓C. 4
- D. 8

191–200

Which number sentence means 3 times as many as 12?

- A. $12 \div 3 = 4$
- ✓B. $3 \times 12 = 36$
- C. $3 + 12 = 15$
- D. $3 \times 4 = 12$

201–210

Jorge wants to buy enough hot dog buns for 50 hot dogs. The buns come in packages of 8. He uses this number sentence to find the number of packages he will need.

$$50 \div 8 = 6 \text{ r}2$$

What is the LEAST number of packages needed?

- A. 6
- ✓B. 7
- C. 8
- D. 9

211–220

Which set contains all the factors of 20?

- A. {2, 4, 5, 10}
- B. {5, 10, 15, 20}
- C. {1, 2, 4, 5, 8, 15}
- ✓D. {1, 2, 4, 5, 10, 20}

221–230

Solve the expression.

$$6 \times (9 - 4) + (6 + 4) \div 2$$

- A. 20
- B. 30
- ✓C. 35
- D. 38
- E. 58



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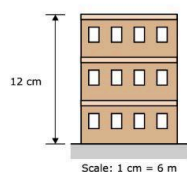
MATHEMATICS 6+ | GEOMETRY

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.

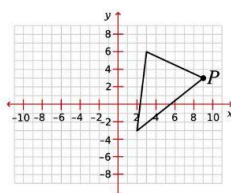


What is the actual height of the building?

- A. 2 m
- B. 6 m
- ✓C. 72 m
- D. 144 m

211–220

Use the graph to answer the question.



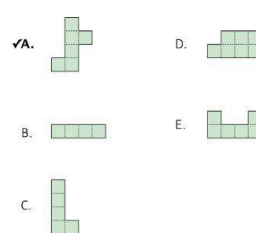
The triangle is reflected across the y -axis and then reflected across the x -axis. P' is the image of P after both reflections.

What are the coordinates of P' ?

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

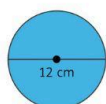
221–230

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.

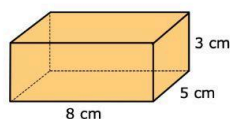


What is the approximate area of the circle? Use 3.14 for π .

- A. 18.8 cm^2
- B. 37.7 cm^2
- ✓C. 113.0 cm^2
- D. 452.2 cm^2

241–250

Use the diagram to answer the question.

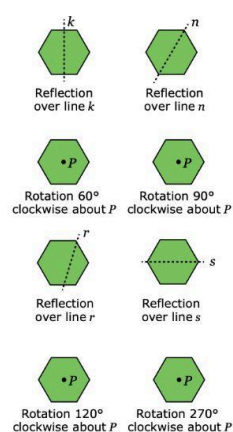


What is the surface area of this rectangular solid?

- A. 79 cm^2
- B. 110 cm^2
- C. 120 cm^2
- D. 128 cm^2
- ✓E. 158 cm^2

above 250

Choose **all** the transformations that carry the regular hexagon onto itself.



MATHEMATICS 6+ | OPERATIONS AND ALGEBRAIC THINKING

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

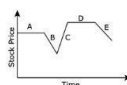
Simplify:

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

- 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.

$$\boxed{}^{\boxed{}} = 64$$

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

MATHEMATICS 6+ | THE REAL AND COMPLEX NUMBER SYSTEMS

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.

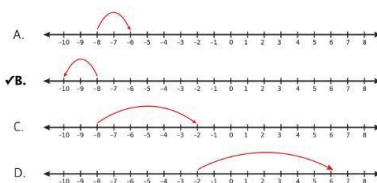


What is the unit price?

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

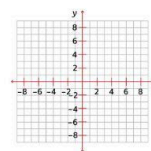
211–220

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



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. $2 - 3i\sqrt{12}$

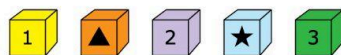
MATHEMATICS 6+ | STATISTICS AND PROBABILITY

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. $\frac{1}{5}$ ✓D. $\frac{3}{5}$
 B. $\frac{1}{3}$ E. $\frac{2}{3}$
 C. $\frac{2}{5}$

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?

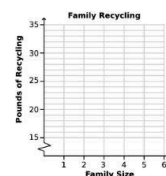
- A. 10
 ✓B. 13
 C. 14
 D. 16

221–230

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

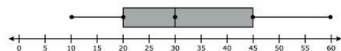
Move the points onto the graph to make a scatter plot of the data.

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.

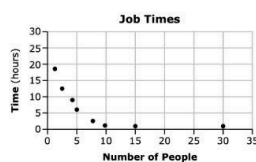


What is the median of the data?

- A. 20 D. 35
 ✓B. 30 E. 45
 C. 32.5

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.

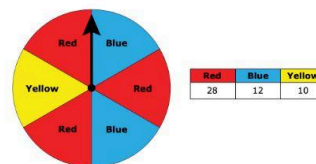


What type of relationship is shown between the number of people and time?

- 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.



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)

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190



175



150

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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 K-2 | FOUNDATIONAL SKILLS

Foundational Skills


Students understand the organization and basic features of print. They know and apply grade-level phonics and word analysis skills in decoding words. Students demonstrate understanding of spoken words, syllables, and sounds. They isolate, manipulate, and blend individual sounds to form words.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

 (Audio only; text not on screen.)


Listen to the names of the pictures: tag, goat, boat, bus.

Choose the pictures that rhyme.



(Audio plays names of pictures when selected.)

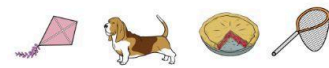
131-140

 (Audio only; the given letter N is the only text on screen.)

Look at the letter N.

Choose the picture that begins with the letter N.

Nn



(Audio plays names of pictures when selected: kite, dog, pie, net.)

141-150

 (Audio only; text not on screen.)

Listen to the word: comb.



Which picture has the same beginning sound as "comb"?



(Audio plays names of pictures when selected: bug, cat, light, pan.)

151-160




Look at the sentence.

Which word has a capital letter?



The tree is tall and green.

161-170

 (Audio only; the answer options are the only text on screen.)


Listen to the word: sandwich.

Which letters make the ending sound in the word "sandwich"?



ph th sh ch

171-180

 (Audio only; the answer options are the only text on screen.)


Listen to the word: coin.

Choose the word "coin."



culn coin coan cown


181-190

 (Audio only; the answer options are the only text on screen.)

What does preview mean?

not to view to view poorly
to view again to view before

above 191

 (Audio only; the answer options are the only text on screen.)

Listen to the word: surprise.

Move the slash to divide the word into its syllables.

surprise

/

READING K-2 | LANGUAGE AND WRITING

Language and Writing

Students understand conventions of standard English capitalization, punctuation, and spelling. They know conventions of standard English grammar and usage. Students develop persuasive, informative, and narrative writing by planning, revising, editing, rewriting, and adding details.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below **131**



Look at the picture.

Put the apple on the table.



(Student can move apple on, under, above, or to either side.)

131-140



Look at the picture.



Where is the dog?

behind the girl
next to the girl

below the girl
on the girl

141-150



(Audio only; dictated sentences not on screen.)

Listen to the sentence: The boys are wet.

Move the words to the line to write the sentence.



are boys The wet

151-160



Look at the picture.

Use ALL the words to write a sentence about the picture.



a gets He book

161-170



Look at the sentence that has a mistake.

Which word should begin with a capital letter?



The class pet mouse is named marilyn.

171-180



(Audio only; text showing correct spelling is not on screen.)

Read the sentence that has a circled mistake.

The word "many" is not spelled correctly. Use the letters to spell the word "many" correctly.



Roses can have (menny) thorns.

a e g i m n u w y

181-190



Read the draft that Aziz wrote.

I think my dog Rascal is nice. His fur is nice. When he licks my face, it is nice. When we play fetch, it is nice. He cuddles with me, and that is nice. Rascal is a nice pet.

What is the best way that Aziz can make the draft better?

He can make the story shorter.
He can use the word "nice" more.
He can make the sentences shorter.
He can use other words for the word "nice."

above **191**



Read the sentences.

Put the sentences in the best order to make a paragraph.

○

When they finally got home, they made an apple pie. Gabe was busy on Sunday afternoon. First, his mom took him to the park. At the grocery store, Gabe chose apples. After the park, they went to the grocery store.

READING K-2 | LITERATURE AND INFORMATIONAL

Literature and Informational

Students understand what they read or hear read aloud. They make inferences, cite textual evidence, and determine central ideas, main topics, or themes. They identify and use various text features and determine or clarify the meaning of unknown words in context.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131



(This is a listening comprehension item.
The passage is not presented here.)

Listen to the story.

Which picture shows where the story takes place?



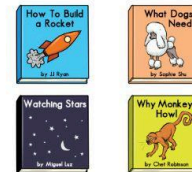
131-140



Look at the pictures.

Maureen wants to learn more about taking care of dogs.

Which book should Maureen read?



141-150



Look at the picture.



Why does the bus stop in this picture?

- It is raining.
- A bike is passing.
- A train is passing.
- The people want to ride.

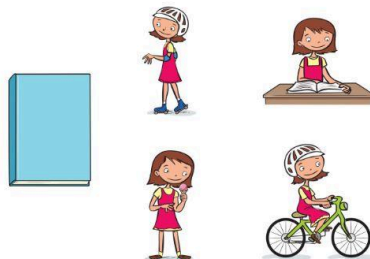
151-160



(This is a listening comprehension item.
The passage is not presented here.)

Listen to the story.

What does Jayna do before she eats breakfast?



161-170



Read the table of contents.

Which page has information about dogs?

Wolves	6
Foxes	10
Dogs	14
Bears	20
Cats	25

171-180



Read the passage.

Choose ALL the sentences that are facts.

<input type="radio"/>	Skating is the best sport for kids.
<input type="radio"/>	Hockey is a team sport on skates.
<input type="radio"/>	In speed skating, racers try to finish first.
<input type="radio"/>	Figure skating is the most fun.

181-190



(Passage is not read aloud).

Read the passage.

Mr. Lee made lunch for his sons each day. Each son liked some foods best. The oldest son liked nuts and fruit. The middle son liked fruit and string cheese. The youngest son liked soup, fruit, and juice.



Which food did every son like?

juice fruit soup nuts

above 191



(Passage is not read aloud).

Read the passage.

Birds go places other animals cannot. Robins build their nests high up in trees. There is a good reason for this. It is safer that way. Robins stay in their nests to protect their babies. But sometimes they must leave the safety of the nest. Robin parents need to find food like worms and berries. Leaving the baby robins would be dangerous if the nests were on the ground. Other animals could get to the baby birds. But since the nests are in trees, few animals can reach them. Baby robins are safer in trees than on the ground.

What is the main idea of the passage?

Birds go places other animals cannot.
Robins stay in their nests to protect their babies.
Baby robins are safer in trees than on the ground.
Robin parents need to find food like worms and berries.

READING K-2 | VOCABULARY USE AND FUNCTIONS

Vocabulary Use and Functions

Students determine the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing word parts. They understand figurative language and word relationships. Students use glossaries and beginning dictionaries to clarify word meanings.

PLEASE NOTE

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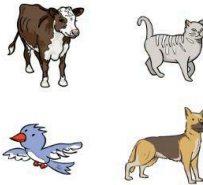
The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131



Look at the pictures.

Choose the picture of the bird.



131-140



Look at the pictures.

Choose the picture of the bathtub.



141-150



Look at the pictures.

Choose the picture of something that melts.



(Audio plays names of pictures when selected: dog, ice, chair, boots.)

151-160



Look at the list of fruit.

Move ALL the words that are fruits to the paper to complete the list.

	Fruits
<input type="checkbox"/>	cherry
<input type="checkbox"/>	grape
<input type="checkbox"/>	pineapple
<input type="checkbox"/>	
<input type="checkbox"/>	

apple horse banana truck

161-170



Listen to the sentence.

The boy jumped down the stairs.

Which word has an ending that means something happened in the past?



171-180



Listen to the passage.

Max looked out the window on the bus ride. For just a moment, he got a glimpse of the new toy store. Very soon, the bus had passed it, and the store was out of sight again.

What does the word glimpse mean in the passage?

- a new toy
- a quick look
- a bus stop
- a daydream

181-190



Listen to the sentence.

Jamal had a good time at his friend's party.

Which word shows that Jamal had more than just a good time at the party?

- quiet
- excellent
- awful
- boring

above 191



Which pair of words means the same thing?

- get – offer
- define – need
- require – get
- need – require



225

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200

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190

175

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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	161–170	171–180
<p>Read the words.</p> <p>ball doll puzzle top</p> <p>To which group do these words belong?</p> <ol style="list-style-type: none"> animals colors places ✓ 4. toys 	<p>Use the sentences and the glossary to answer the question.</p> <p>Dinah and her sister went to the market. They saw many kinds of produce. Dinah wanted peas. Her sister wanted strawberries.</p> <p>Glossary market a place to sell food produce fruits and vegetables</p> <p>What is another kind of produce?</p> <ol style="list-style-type: none"> ✓ 1. apples 2. cookies 3. money 4. trees 	<p>Read the sentences.</p> <p>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.</p> <p>In the word <u>replaying</u>, what does the prefix <u>re-</u> mean?</p> <ol style="list-style-type: none"> 1. after ✓ 2. again 3. not 4. two
181–190	191–200	201–210
<p>Read the paragraph and dictionary entries.</p> <p>Mrs. Franz had just given her students a piece of clay the size of her hand. She told them to create something. <i>(Passage continues.)</i></p> <p>Dictionary</p> <p>scuba (skoo-buh) <i>n.</i> equipment used to breathe underwater scullery (skuhl-er-ee) <i>n.</i> a small room near the kitchen sculpture (skuhl-p-chur) <i>n.</i> an object created by carving or molding scum (skuhm) <i>n.</i> a covering on the surface of a liquid</p> <p>Based on the information in the paragraph, what is the meaning of the word <u>sculpture</u>?</p> <ol style="list-style-type: none"> 1. slimy film 2. large pantry ✓ 3. piece of art 4. swimming gear 	<p>Read the sentences.</p> <p>Lightning _____ the trunk of the lilac tree. I was _____ by the beauty of the sunset.</p> <p>Which word can be used in <u>both</u> sentences?</p> <ol style="list-style-type: none"> 1. bent 2. flashed ✓ 3. struck 4. surprised 	<p>Which set of words <u>all</u> have the same root word?</p> <ol style="list-style-type: none"> 1. extra, relax, index 2. contain, restrain, plain 3. here, everywhere, there ✓ 4. knowledge, unknown, knowing
211–220	221–230	above 230
<p>Read the sentence.</p> <p>Although the storm outside was ferocious, Nate left the comfort of the cabin and trudged toward home.</p> <p>Which word best matches the connotative meaning of <u>ferocious</u> as it is used in the sentence?</p> <ol style="list-style-type: none"> 1. barbaric 2. inhuman ✓ 3. intense 4. untamed 	<p>Read the sentence and dictionary entry.</p> <p>The lives saved when the volcano exploded vindicated the expensive early warning system.</p> <p>Dictionary vindicate (vin-di-keyt) <i>v.</i> 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</p> <p>Which definition of <u>vindicate</u> is used in the sentence?</p> <ol style="list-style-type: none"> 1. definition 1 ✓ 2. definition 2 3. definition 3 4. definition 4 	<p>Based on an understanding of Latin roots, what is the meaning of <u>ambidextrous</u>?</p> <ol style="list-style-type: none"> 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	161–170	171–180
<p>Read the passage.</p> <p>Many kinds of dogs live in the world. Some have been around for a long time. <i>(Passage continues.)</i></p> <p>What do Mudis like?</p> <ol style="list-style-type: none"> other dogs sleeping all day living in the city ✓ 4. having work to do 	<p>Read the directions.</p> <p>Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.</p> <p>What type of day is needed to make mud pies?</p> <ol style="list-style-type: none"> ✓ 1. a sunny day a rainy day a snowy day a cloudy day 	<p>Read the paragraph.</p> <p>A hen lays about one egg a day. A chick takes three weeks to be born from an egg. <i>(Passage continues.)</i></p> <p>When do chicks start peeping?</p> <ol style="list-style-type: none"> after one week after two weeks ✓ 3. after three weeks after four weeks
181–190	191–200	201–210
<p>Read the passages.</p> <p>Passage 1</p> <p>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.</p> <p>Passage 2</p> <p>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. <i>(Passage continues.)</i></p> <p>What are both passages about?</p> <ol style="list-style-type: none"> clothes ✓ 2. cotton flowers plants 	<p>Read the paragraph.</p> <p>Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals such as rabbits and chickens, too. <i>(Passage continues.)</i></p> <p>What does the weasel do when it gets more food than it needs?</p> <ol style="list-style-type: none"> It eats until it is sick. ✓ 2. It stores the food for later. It lets the food go to waste. It shares the food with others. 	<p>Read the paragraph.</p> <p>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. <i>(Passage continues.)</i></p> <p>*catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself</p> <p>According to the passage, why is platinum valued by jewelers?</p> <ol style="list-style-type: none"> It is rarer than gold. ✓ 2. It is good for gem settings. It can be used as a catalyst. It is produced in many countries.
211–220	221–230	above 230
<p>Read the passage.</p> <p>Benjamin Franklin: More than a Writer</p> <p>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. <i>(Passage continues.)</i></p> <p>Which aspect of the passage <u>best</u> supports the idea that Franklin was a creative visionary?</p> <ol style="list-style-type: none"> the danger associated with Franklin's famous kite-flying experiment the mention of Franklin's role in writing the Declaration of Independence ✓ 3. the example of the wide range of inventions that Franklin developed the similarities between today's bifocals and the bifocals that Franklin invented 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>(from "Inaugural Address" by John F. Kennedy)</p> <p>Which statement <u>best</u> expresses the main idea of the passage?</p> <ol style="list-style-type: none"> Well-equipped armies will fight to defend freedom. Global alliances are the key to freedom for all people. ✓ 3. The responsibilities of freedom rest with the individual. The past generations have secured freedom for the future. 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>(from <i>The Art of Public Speaking</i> by J. Bergesenwein and Dale Carnegie)</p> <p>Which conclusion about becoming an effective speaker can be drawn from the passage?</p> <ol style="list-style-type: none"> Effective speaking is the result of study followed by earnest practice. 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. Effective speaking is the result of practicing the speeches and styles of noted speakers.

READING | INFORMATIONAL TEXT: LANGUAGE, CRAFT, STRUCTURE

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 Cody	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	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.

READING | LITERARY TEXT: LANGUAGE, CRAFT, STRUCTURE

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	161–170	171–180
<p>Read the story.</p> <p>Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack. <i>(Passage continues.)</i></p> <p>What does Maria do first?</p> <ol style="list-style-type: none"> 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. 	<p>Read the poem.</p> <p>The Movie</p> <p>The movie theater is cool and dark. I can't wait for the movie to start. <i>(Poem continues.)</i></p> <p>Which word tells how the theater sounds?</p> <ol style="list-style-type: none"> 1. cool 2. dark ✓ 3. loud 4. soft 	<p>Read the passage.</p> <p>Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face first. <i>(Passage continues.)</i></p> <p>What do Mike and Dave do right after playing outside?</p> <ol style="list-style-type: none"> 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	191–200	201–210
<p>Read the passage.</p> <p>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.</p> <p>What does the author's description tell the reader about Scott?</p> <ol style="list-style-type: none"> 1. He is lazy. ✓ 2. He is tired. 3. He is scared. 4. He is hungry. 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>How do readers learn about Laura?</p> <ol style="list-style-type: none"> 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 	<p>Read the passage.</p> <p>The clouds lifted, and the pilot sighted the tower of The City Airport. He had already radioed ahead that he was arriving. <i>(Passage continues.)</i></p> <p>What is the best title for this passage?</p> <ol style="list-style-type: none"> 1. A Pilot's Life ✓ 2. A Safe Landing 3. The City Airport 4. One Cloudy Night
211–220	221–230	above 230
<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>How does the setting contribute to Takoda's main problem in the story?</p> <ol style="list-style-type: none"> 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. 	<p>Read the poem.</p> <p>It sifts from leaden sieves, It powders all the wood, It fills with alabaster wool The wrinkles of the road. <i>(Poem continues.)</i> (from "The Snow" by Emily Dickinson)</p> <p>How does the use of alliteration in line 13 build meaning in the poem?</p> <ol style="list-style-type: none"> 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. 	<p>Read the poem.</p> <p>Hope is the thing with feathers That perches in the soul, And sings the tune without the words, And never stops at all. <i>(Poem continues.)</i> (from "Hope" by Emily Dickinson)</p> <p>Which statement best expresses the meaning of the extended metaphor that compares hope to a bird throughout the poem?</p> <ol style="list-style-type: none"> ✓ 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	161–170	171–180
<p>Read the story.</p> <p>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!</p> <p>What is Sandy's mother planning?</p> <ol style="list-style-type: none"> 1. Sandy's first day at school 2. a picnic in the backyard ✓ 3. Sandy's surprise party 4. a trip to the bakery 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>Which word best describes how the author feels about winter vacation?</p> <ol style="list-style-type: none"> 1. calm ✓ 2. excited 3. nervous 4. tired 	<p>Read the paragraph.</p> <p>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. <i>(Passage continues.)</i></p> <p>What does Gordon like to do best?</p> <ol style="list-style-type: none"> 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	191–200	201–210
<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>Which sentence <u>best</u> tells what the story is about?</p> <ol style="list-style-type: none"> ✓ 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. 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>What was Molly's first reaction when she picked up the wallet?</p> <ol style="list-style-type: none"> 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 	<p>Read the passage.</p> <p>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.</p> <p>"Hey, Celina, what's wrong?" the owner of the store, Mrs. Jones, asked. <i>(Passage continues.)</i></p> <p>Which is the <u>most</u> likely theme of this passage?</p> <ol style="list-style-type: none"> 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	221–230	above 230
<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>(from "Nobody's Story" by Charles Dickens)</p> <p>What is a central idea of this passage?</p> <ol style="list-style-type: none"> 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. 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>(from "A Leaf in the Storm" by Marie Louise de la Ramee)</p> <p>Based on the passage, which statement about Bernadou is <u>most</u> likely true?</p> <ol style="list-style-type: none"> 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. 	<p>Read the passage.</p> <p>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. <i>(Passage continues.)</i></p> <p>(from <i>Pride and Prejudice</i> by Jane Austen)</p> <p>How is Elizabeth Bennet influenced by the dialogue between Mr. Darcy and Mr. Bingley?</p> <ol style="list-style-type: none"> 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 vocational qualifications 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, construction trades, culinary arts, and automotive technology, among others.
- Earning a CTE certification can give students a head start 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
- **APPENDIX**
 - **5.1 - 2022/2023 CTE Data**



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](#)

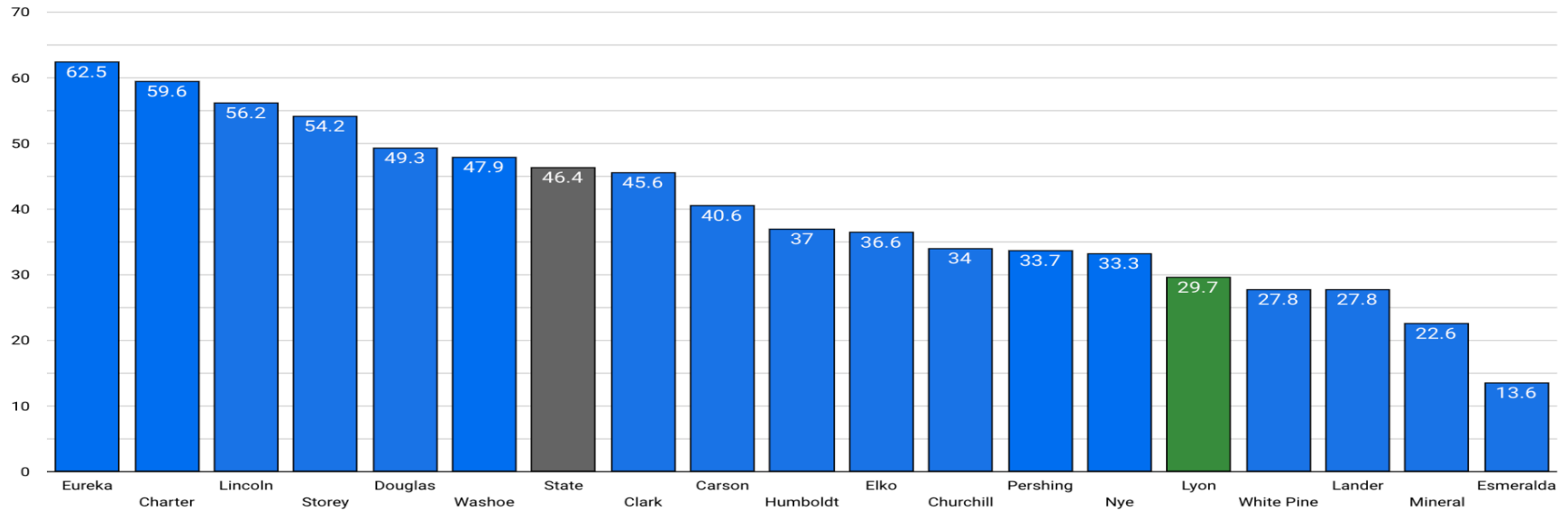


Historical Data

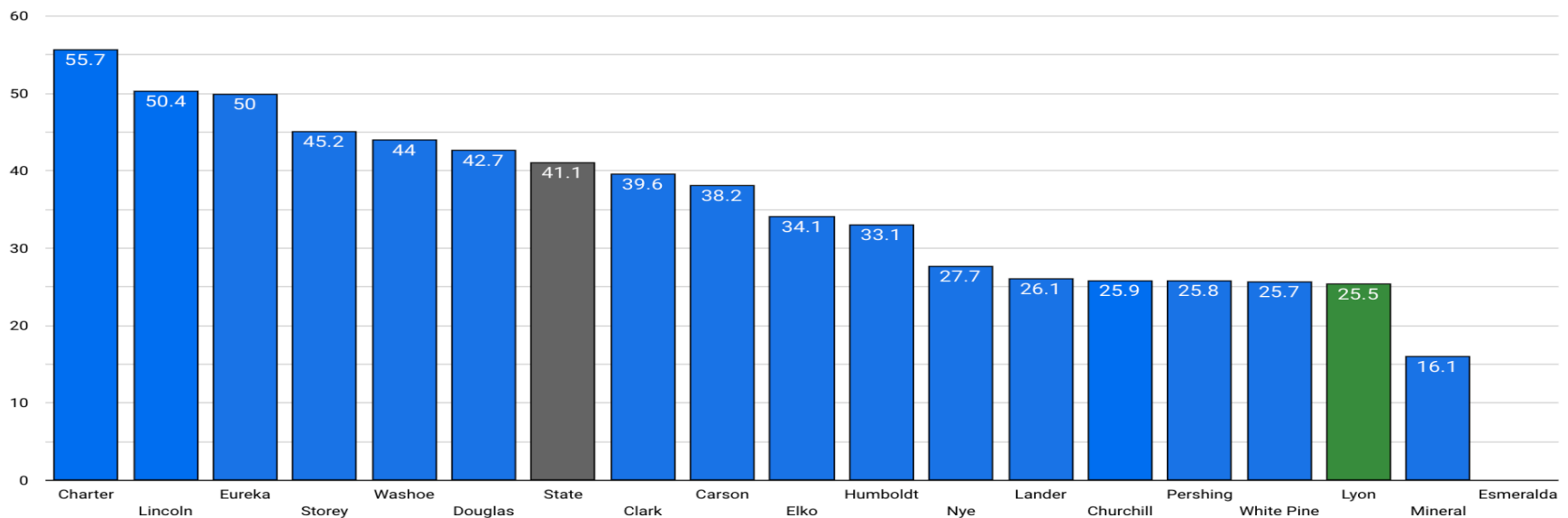
Nevada Report Card Data (SBAC/ACT)

2024/2025 Nevada Report Card Data									
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism
District	Total Enrollment	ELA ELEM.	ELA MID	ELA HIGH	Math ELEM.	Math MID	Math 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
Source: http://nevadareportcard.nv.gov/DI/nv/2023									

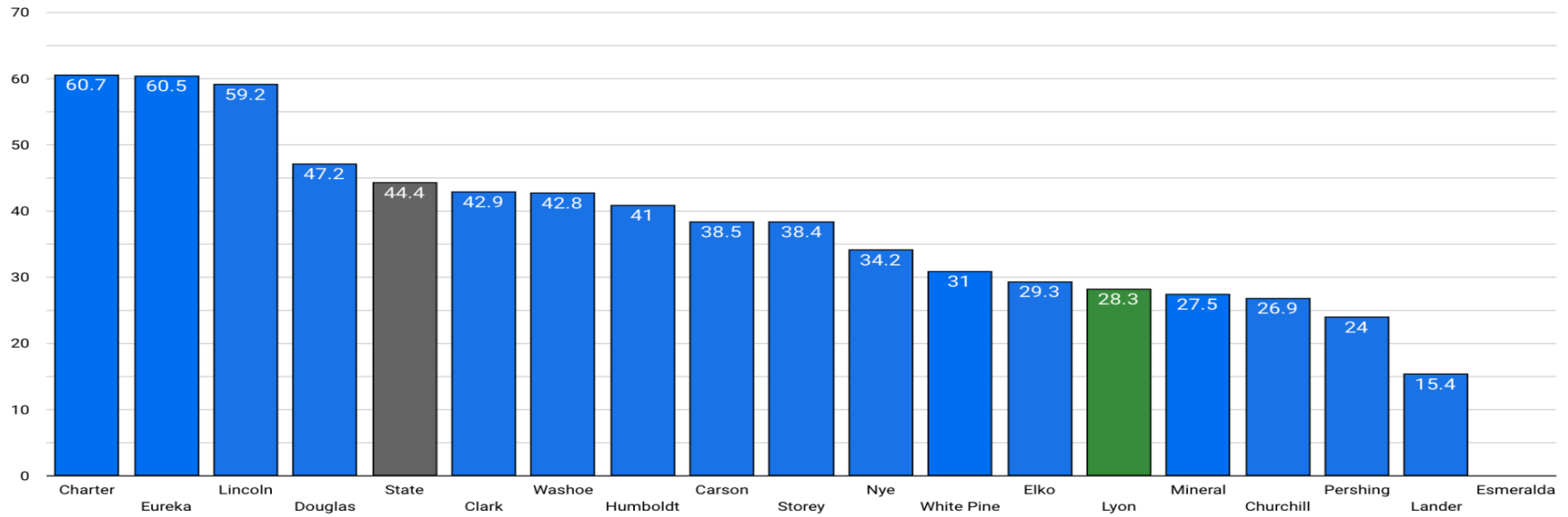
Elementary ELA Proficiency Scores - 2025



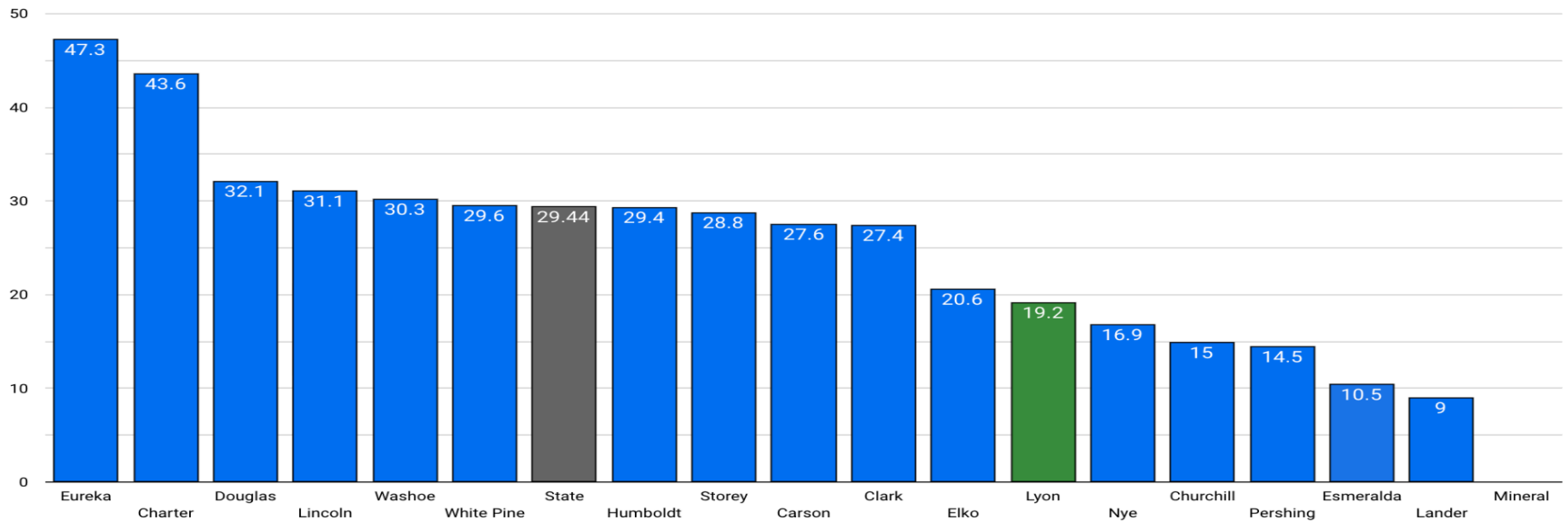
Elementary Math Proficiency Scores - 2025



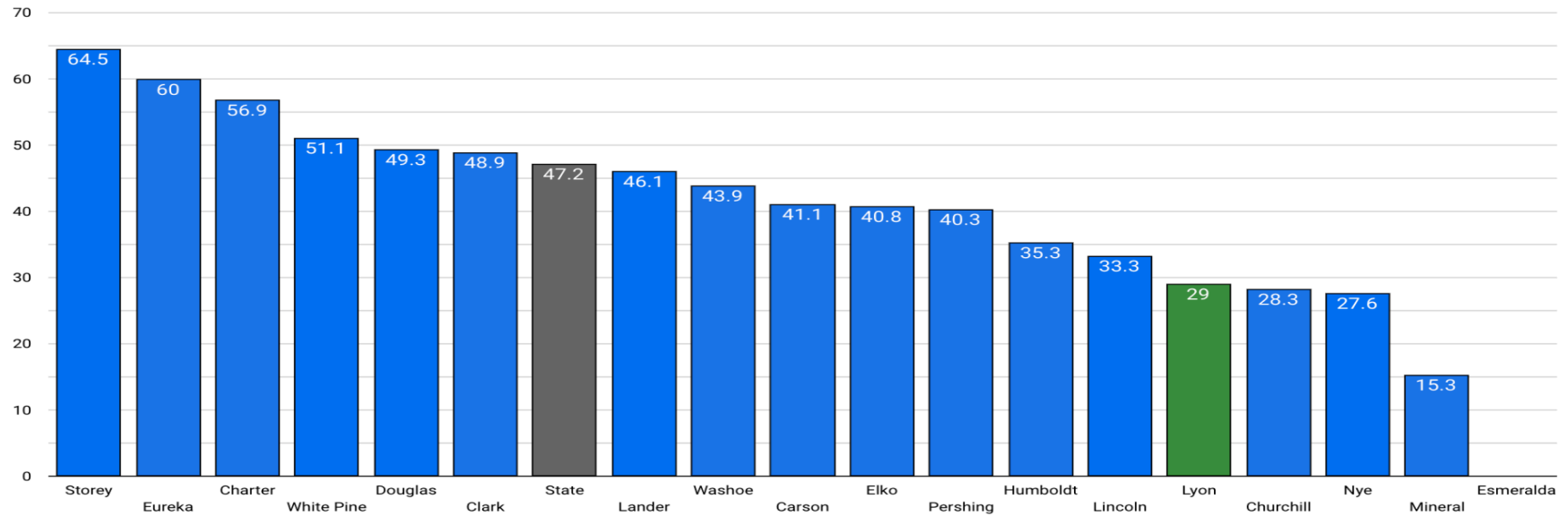
Middle School ELA Proficiency Scores - 2025



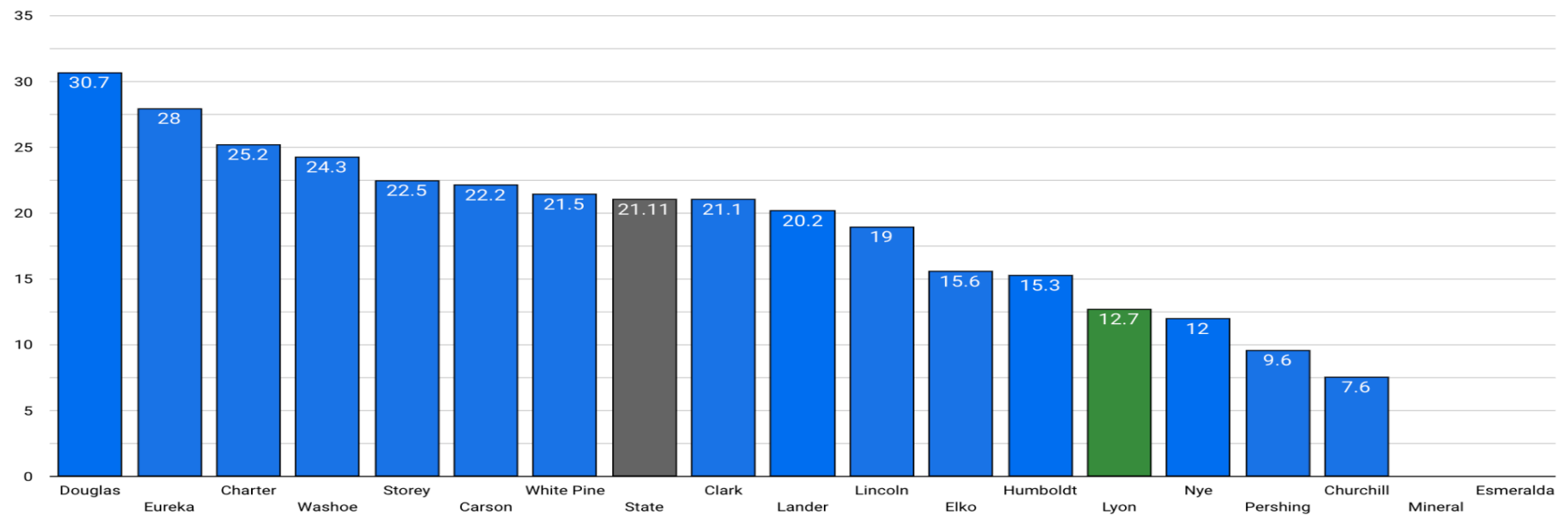
Middle School Math Proficiency Scores - 2025



High School ELA Proficiency Scores - 2025



High School Math Proficiency Scores - 2025



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

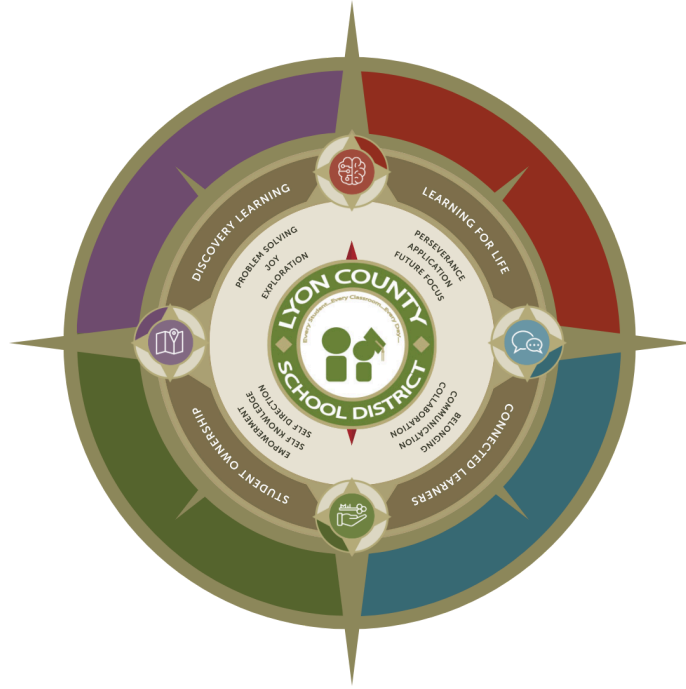
Source: <http://nevadareportcard.nv.gov/DI/nv/2023>

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 Proficiency			Math Proficiency			Grad Rate	9-12	3-8
		ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
2024-25	State	46.4	44.4	47.2	41.1	29.4	21.1	81.6	A C T	S B A C
	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	E O C	C R T
	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		
	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	H S P E	C R T
	Lyon			85.5			80.6	74.7		
2013-14	State			77.5			77.5	69.8		
	Lyon			81.7			79	79.3		

EOC		Group	Year	Number Enrolled	Number Tested	% Proficient	% Above Target	Level 1	Level 2	Level 3	Level 4
	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

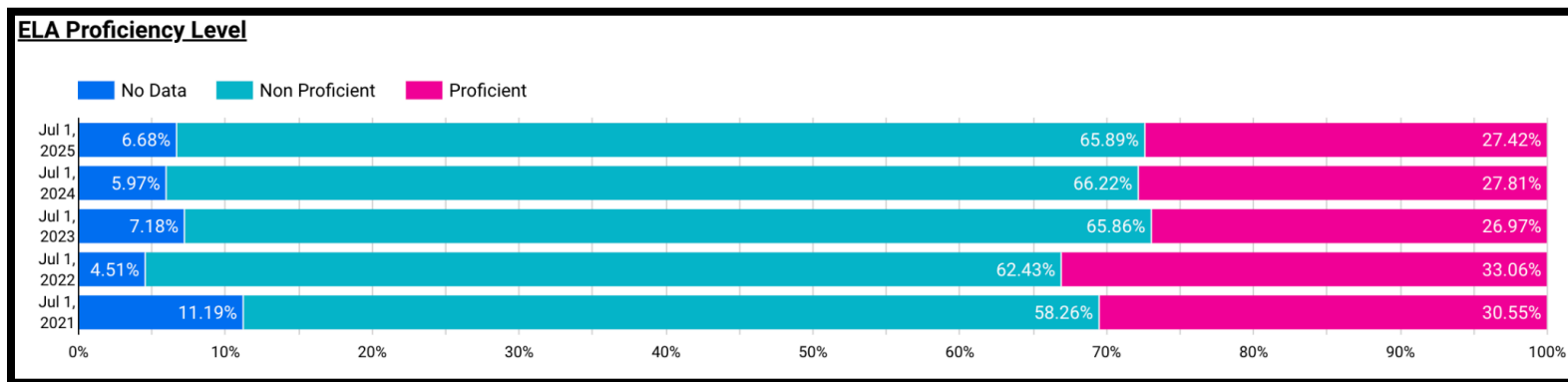


Current Data

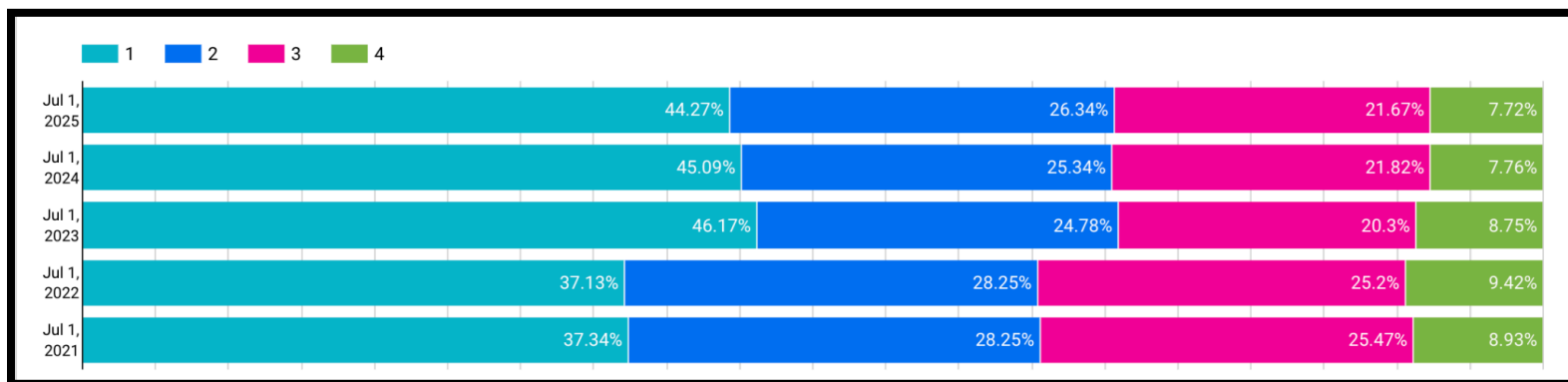
Smarter Balanced Assessment Consortium

English Language Arts Assessment Data

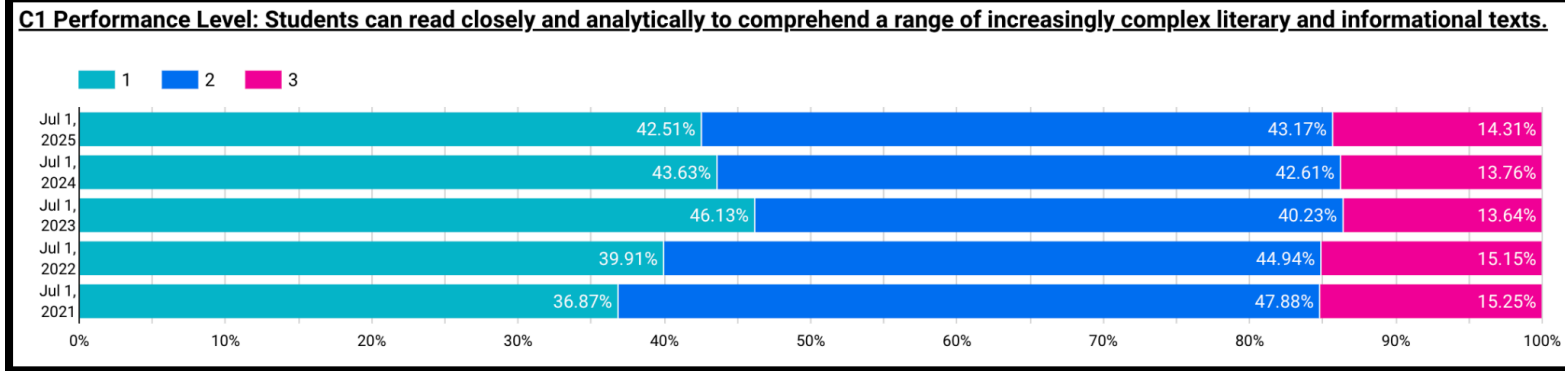
– The Number of Proficient Students in English Language Arts Over Time:



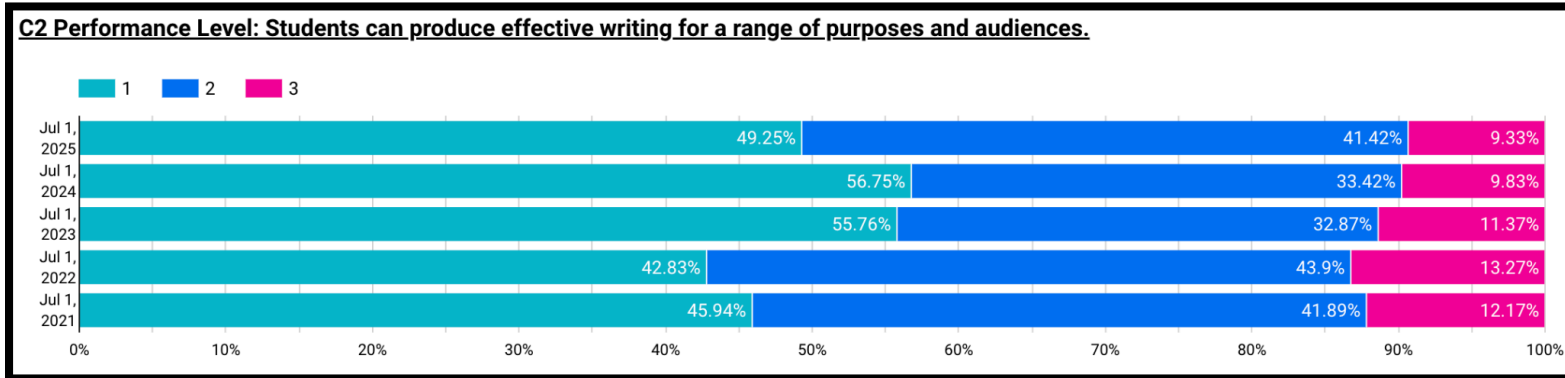
– The Achievement Level of Students in English Language Arts Over Time



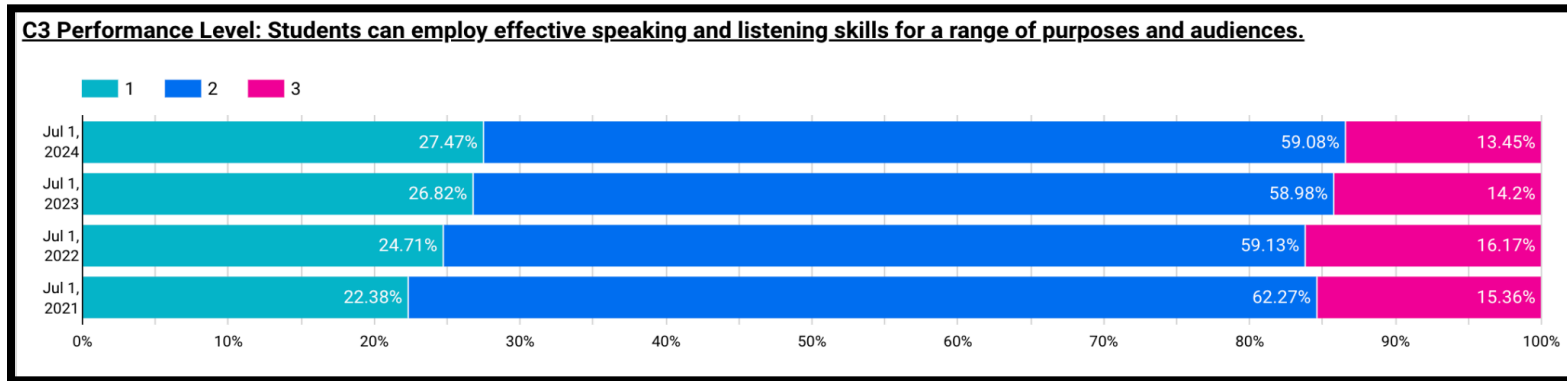
– Claim 1: Performance Level of Students Over Time:



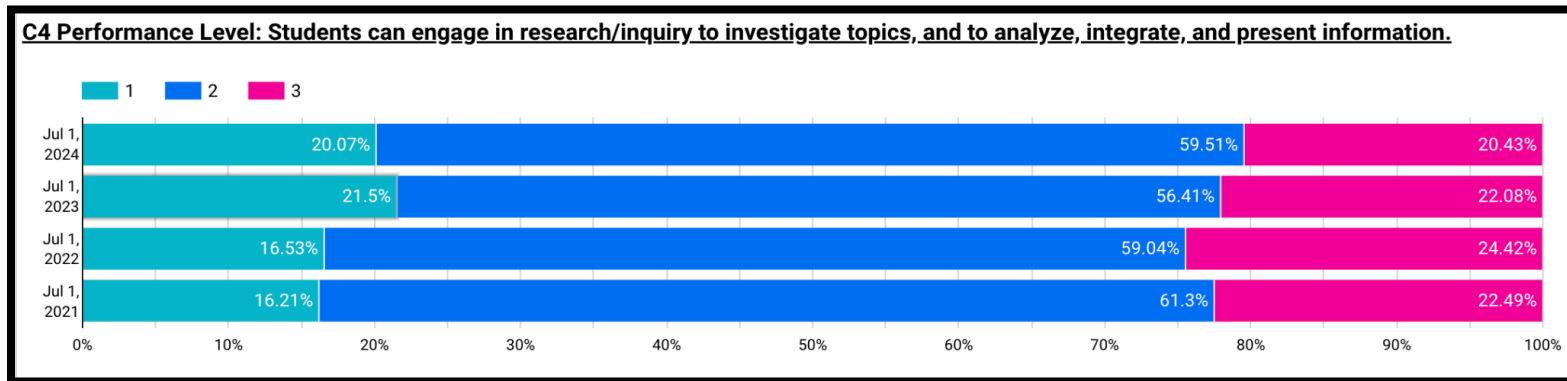
– Claim 2 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:

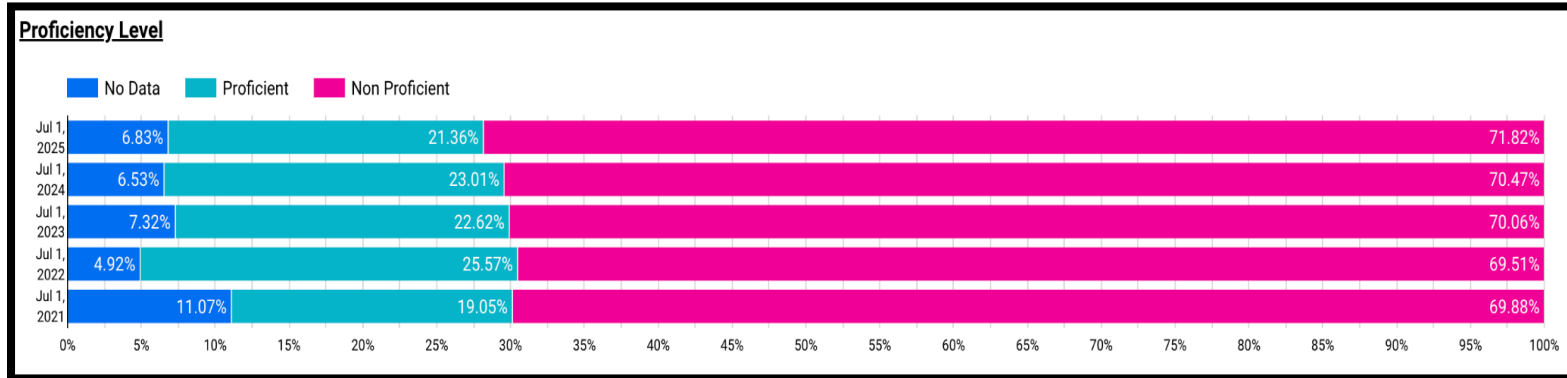


– Claim 4 Performance Level of Students Over Time:

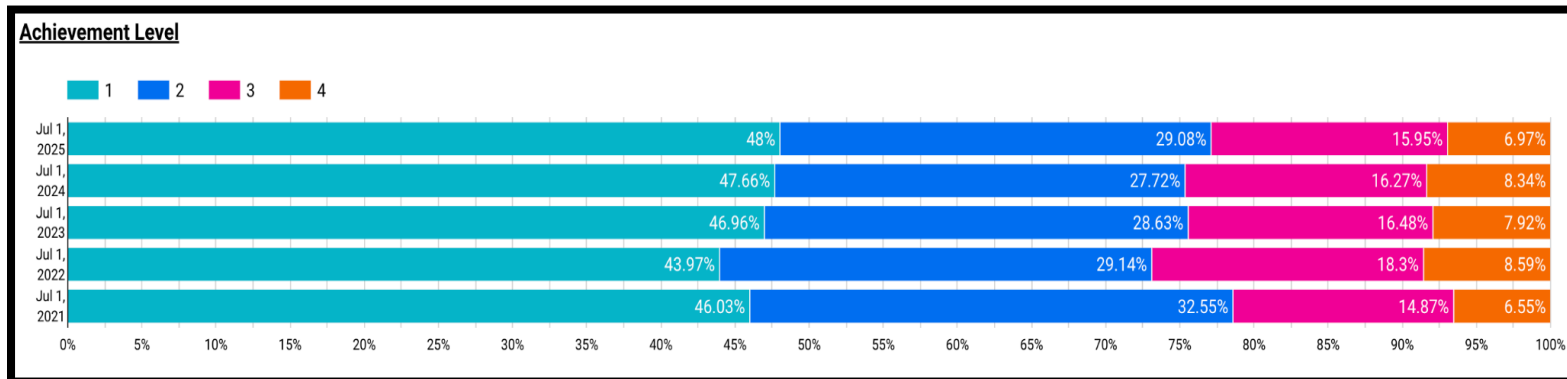


Math Assessment Data

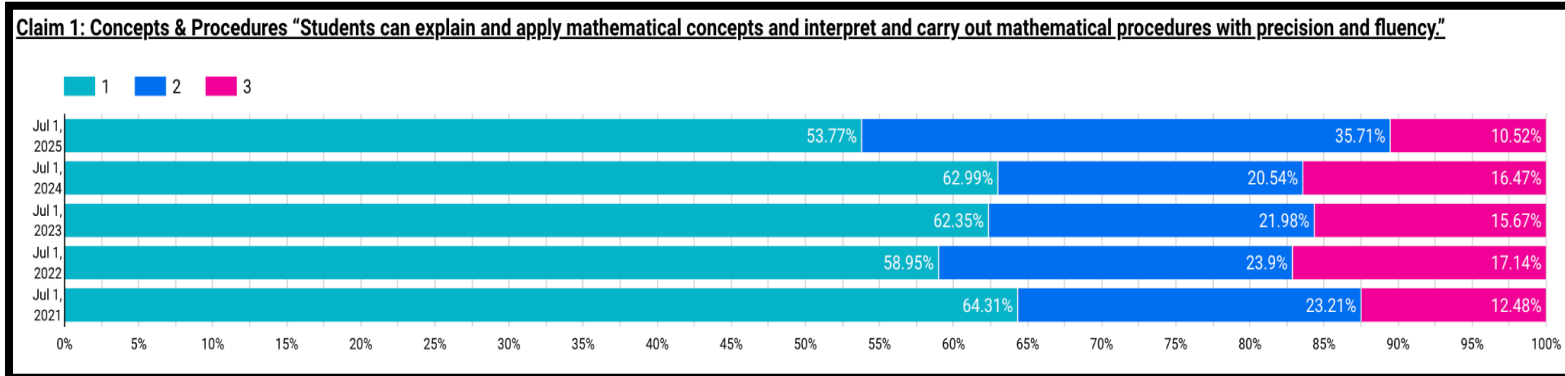
– The Number of Proficient Students in Math Over Time:



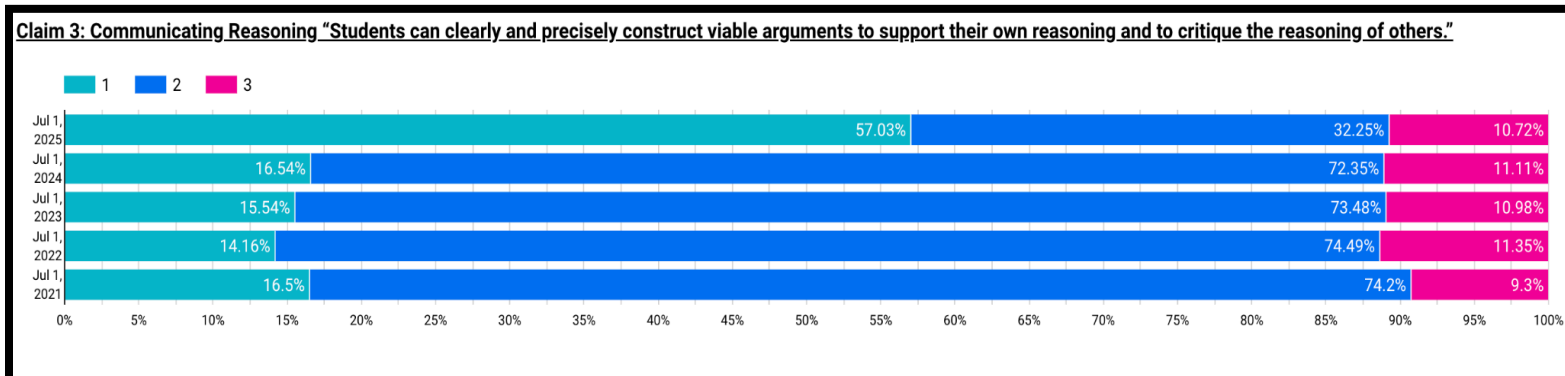
– The Achievement Level of Students in Math Over Time



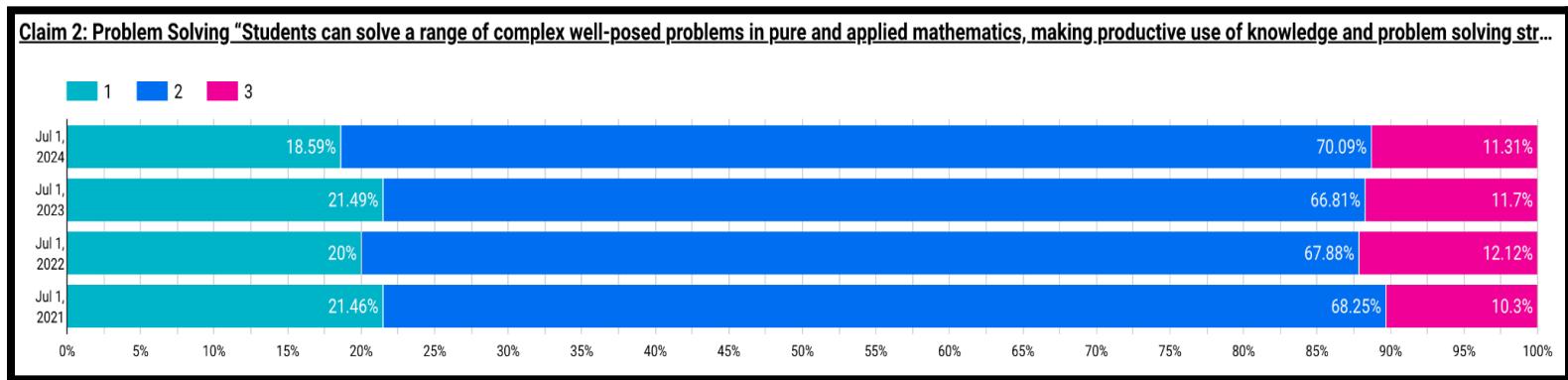
– Claim 1 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:



– Claim 2 and 4: Performance Level of Students Over Time:



Analysis:

ELA Proficiency Level Over Time (Proficient vs. Non Proficient)

Key Trends:

- **Proficiency Decline:** The percentage of Proficient students has seen a noticeable drop, peaking in 2022 at 33.06% and steadily declining each year to 27.42% in 2025.
- **Non Proficient Increase:** The percentage of Non Proficient students has grown significantly since 2021 (58.26%). It has remained high in the last three years, hovering around 65% to 66%.
- **No Data Fluctuation:** The "No Data" category was highest in 2021 (11.19%) and lowest in 2022 (4.51%), indicating inconsistency in data collection or participation over the years.

ELA Achievement Level Over Time (Levels 1-4)

Key Trends:

- **Sharp Rise in Lowest Level:** The percentage of students in Level 1 (the lowest achievement band) saw a substantial increase after 2022, jumping from around 37% (2021 & 2022) to over 44% (2023-2025).
- **Decrease in Top Levels:** The highest achievement band, Level 4, peaked in 2022 at 9.42% and has decreased to 7.72% in 2025. Similarly, Level 3 saw its highest percentage in 2021 (25.47%) and declined to 21.67% by 2025.

Claim 1 Performance Level Over Time (Reading Comprehension)

Key Trends:

- **Worsening Comprehension:** The percentage of students in the lowest achievement band (**Level 1**) has increased substantially, rising from 36.87% in 2021 to 42.51% in 2025.
- **Decline in Mid-High Performance:** Both **Level 2** and **Level 3** have seen declines since 2021, suggesting a downward shift across the performance spectrum for reading comprehension.

Claim 2 Performance Level Over Time (Effective Writing)

Key Trends:

- **Writing in Crisis:** The writing data shows the most severe negative trend. The percentage of students in **Level 1** spiked above 55% in 2023 and 2024, meaning

over half of the student population was at the lowest writing level during those years. While it improved slightly in 2025 (49.25%), it is still a massive increase from 2022 (42.83%).

- We do sometimes have high-school students enrolled in non-credit courses; most of them don't have an age requirement and some of them don't require a high school diploma as a prerequisite, so it can be a good way for ambitious students to prepare for a career as soon as they graduate high school.
- **Top Performance Halved: Level 3** performance peaked at 13.27% in 2022 but has nearly been cut in half, dropping to its lowest point of 9.33% in 2025. This indicates a significant drop in high-level writing skills.

Math Proficiency Level Over Time (Proficient vs. Non Proficient)

Key Trends:

- **High Non-Proficiency:** The non-proficiency rate has remained extremely high, peaking in 2025 at 71.82%, the highest rate observed in this five-year period.
- **Proficiency Dip:** Math proficiency peaked in 2022 at 25.57% but has seen a decline since then, falling to 21.36% in 2025.
- **High "No Data" in 2021:** The "No Data" rate was significantly higher in 2021 (11.07%), but has consistently remained under 8% in subsequent years.

Math Achievement Level Over Time (Levels 1-4)

Key Trends:

- **Level 1 Dominance:** The percentage of students in the lowest band (Level 1) has increased substantially after 2022, reaching an all-time high of 48.00% in 2025.
- **Decline in Top Achievement:** Both Level 3 and Level 4 achievement have declined since their peak in 2022, indicating fewer students are reaching the highest tiers of mathematical understanding.
- **Level 2 Fluctuation:** The Level 2 band (near-proficient) has dropped from a high of 32.55% in 2021 to around 29% in 2025, suggesting students who were previously near-proficient may have shifted down into Level 1.

Math Claim 1 Performance Level Over Time (Concepts & Procedures)

Key Trends:

- **Significant Level 1 Reduction (2024 to 2025):** There was a notable, positive drop in the lowest achievement band (Level 1), falling from 62.99% in 2024 to 53.77% in 2025.
- **Major Level 2 Gain:** This improvement largely resulted in a spike in Level 2 performance, which reached a period high of 35.71% in 2025. This suggests students are moving toward proficiency in math concepts.
- **Decline in Top Achievement:** Despite the shift from Level 1 to Level 2, the highest achievement band (Level 3) has consistently declined since 2022 (17.14%) to 10.52% in 2025, indicating fewer students are achieving mastery.

Math Claim 3 Performance Level Over Time (Communicating Reasoning)

Key Trends:

- **Strong Improvement in Lowest Level (2024 to 2025):** This claim showed excellent progress, with Level 1 performance dropping sharply from 72.35% in 2024 to 57.03% in 2025.
- **Near-Doubling of Level 2:** The percentage of students in Level 2 nearly doubled from 16.54% in 2024 to 32.25% in 2025, confirming that students are significantly improving their ability to construct and critique mathematical reasoning.
- **Level 3 Stability:** The highest achievement band (Level 3) has remained stable over the five-year period, consistently fluctuating between 9.30% and 11.35%.

Suggestions for Improvement:

Priority Area: English Language Arts (ELA)

Suggested Interventions:

1. Launch a Comprehensive K-12 Writing Initiative (Targeting Claim 2):
 - **Focus:** Implement a common, vertical writing framework (e.g., Jane Schaffer, Argumentative/Expository structure) across all grade levels and content areas.
 - **Goal:** Increase the number of instructional minutes dedicated solely to *process writing* (drafting, revising, editing) and explicitly teaching essay and argument structure.
 - **PD:** Provide mandatory professional development on scoring student writing consistently using new rubrics focused on the traits of effective writing (Claim 2).
2. Implement Intensive Reading Intervention (Targeting Claim 1):
 - **Focus:** Students currently scoring Level 1 need foundational skill building. Use diagnostic assessments to pinpoint deficits in phonics, fluency, and vocabulary.
 - **Goal:** Utilize small-group, pull-out, or dedicated in-class intervention blocks (Tier 2/3) using evidence-based reading programs to accelerate skill development.
 - **Literacy Across the Curriculum:** Ensure teachers in all subjects (Science, Social Studies) use strategies to break down complex texts and teach content-specific vocabulary, directly supporting reading comprehension.

Priority Area: Mathematics

Suggested Interventions:

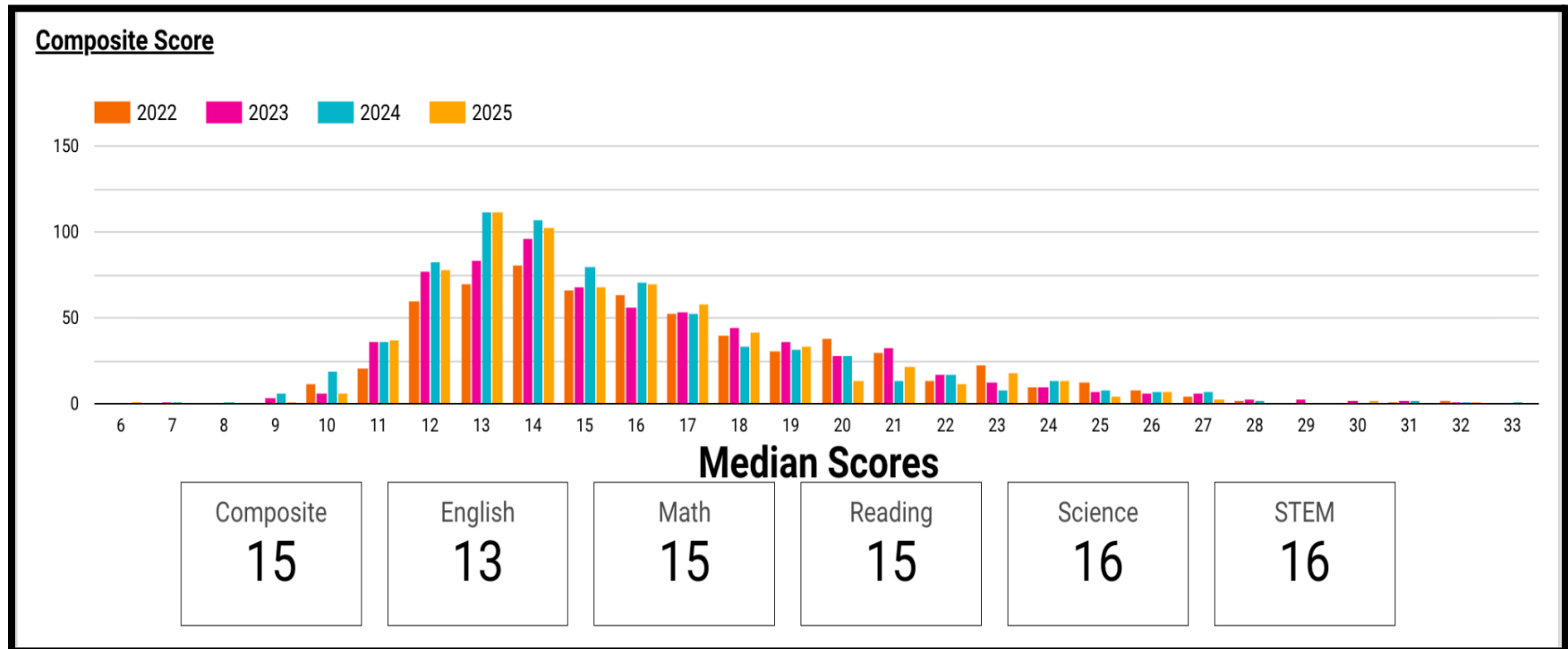
1. Develop High-Level Math Enrichment Pathways (Targeting Levels 3 & 4):
 - **Focus:** Address the decline in mastery by identifying top-performing students early (Levels 3/4) and providing challenging, problem-based learning experiences beyond the standard curriculum, or ones built into the curriculum.
 - **Goal:** Reduce the "leak" from Levels 3 and 4 by offering advanced courses, math clubs, or project-based units that require abstract thinking and multi-step problem-solving.
2. Integrate Math Reasoning and Fluency Drills (Targeting Claims 1 & 3):
 - **Focus:** Capitalize on the recent successful shift from Level 1 to Level 2 by doubling down on building conceptual understanding alongside procedural fluency.
 - **Goal:** Embed daily, short, structured routines that require students to explain their mathematical thinking (Claim 3) and justify their procedures (Claim 1) using precise mathematical language.

Systemic Recommendations (Applicable to Both Subjects)

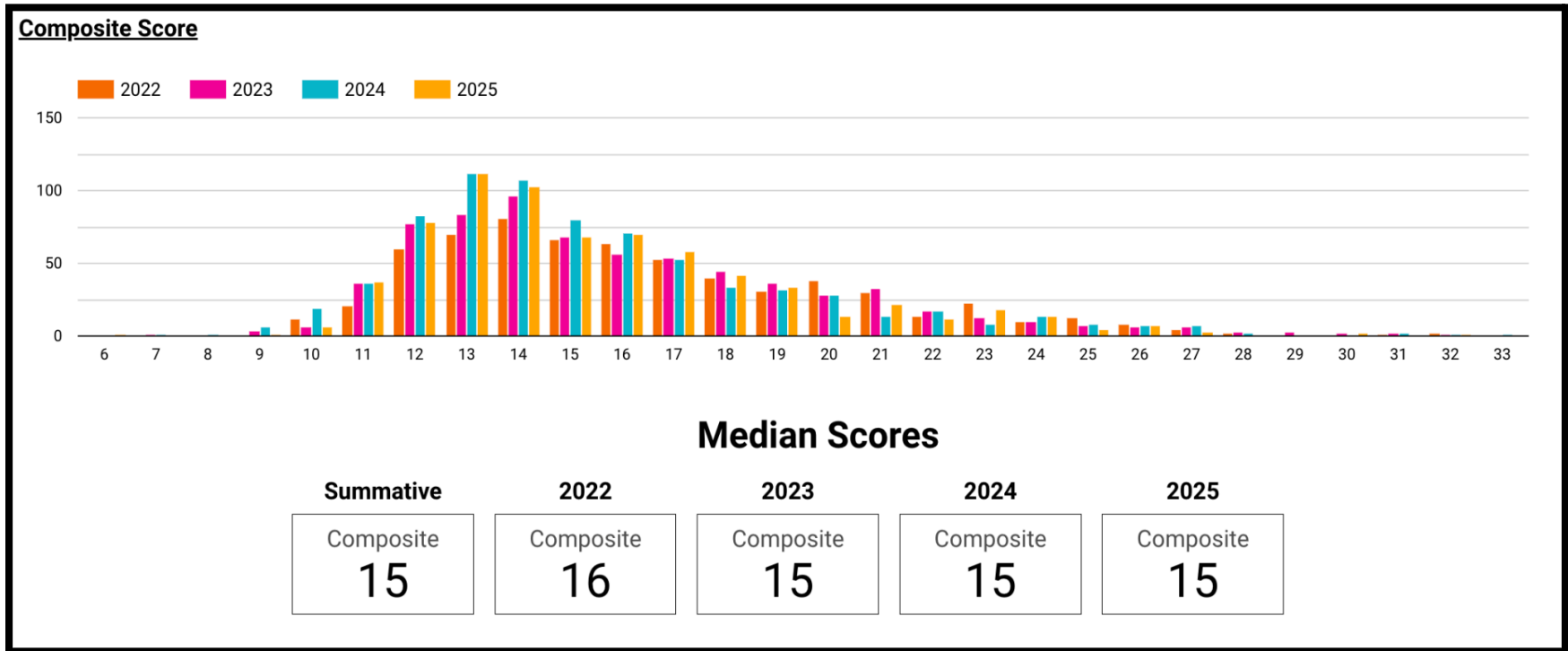
1. **Targeted Professional Development (PD) Cycle:** Implement PD that is directly tied to the specific assessment claims, focusing on how to teach for **Level 3/4 mastery** rather than just Level 2 competence.
2. **Data Dive Culture:** Institutionalize a schedule for data review where teams (PLC/department) use the granular Claim data (like the charts you provided) to identify and share successful Level 1 reduction strategies.
3. **Cross-Disciplinary Literacy and Numeracy:** Formalize expectations for ELA teachers to reinforce numeric concepts and for Math teachers to reinforce clear written explanation of concepts, bridging the gap between subjects.

American College Testing (ACT)

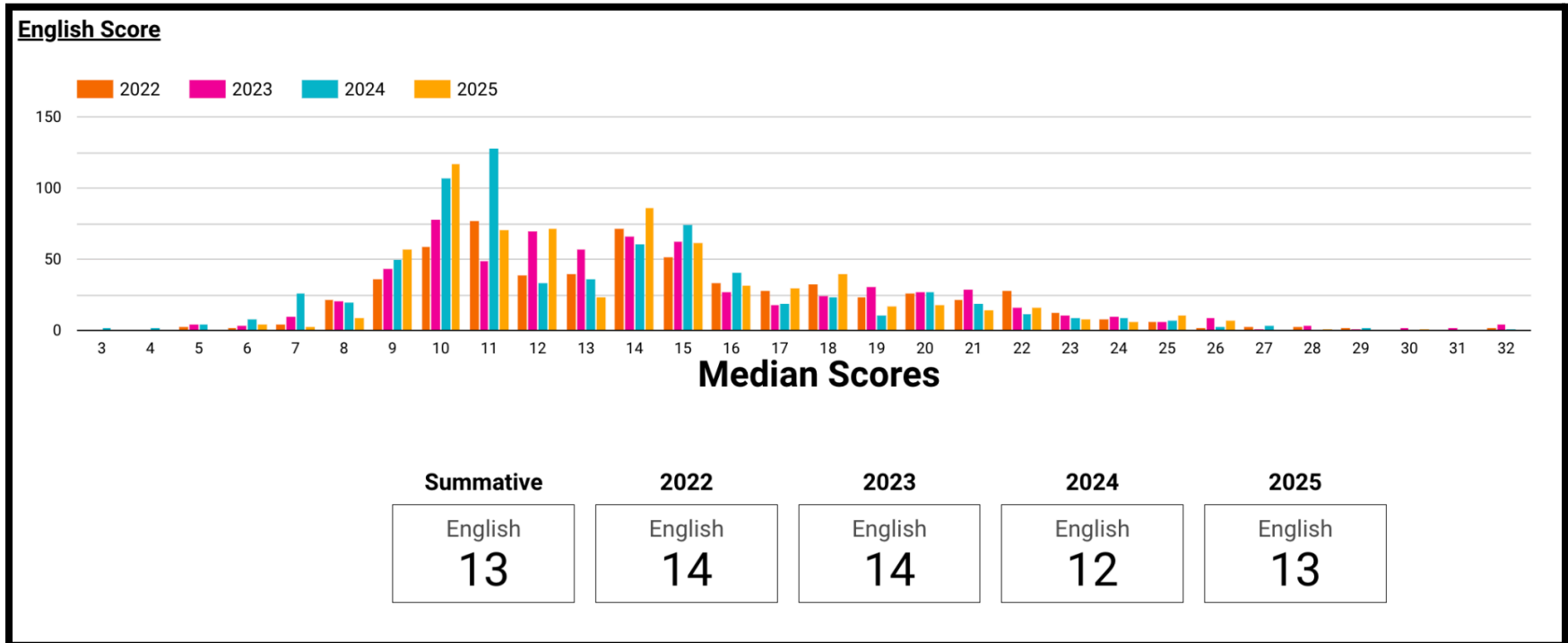
— Overall Median Scores



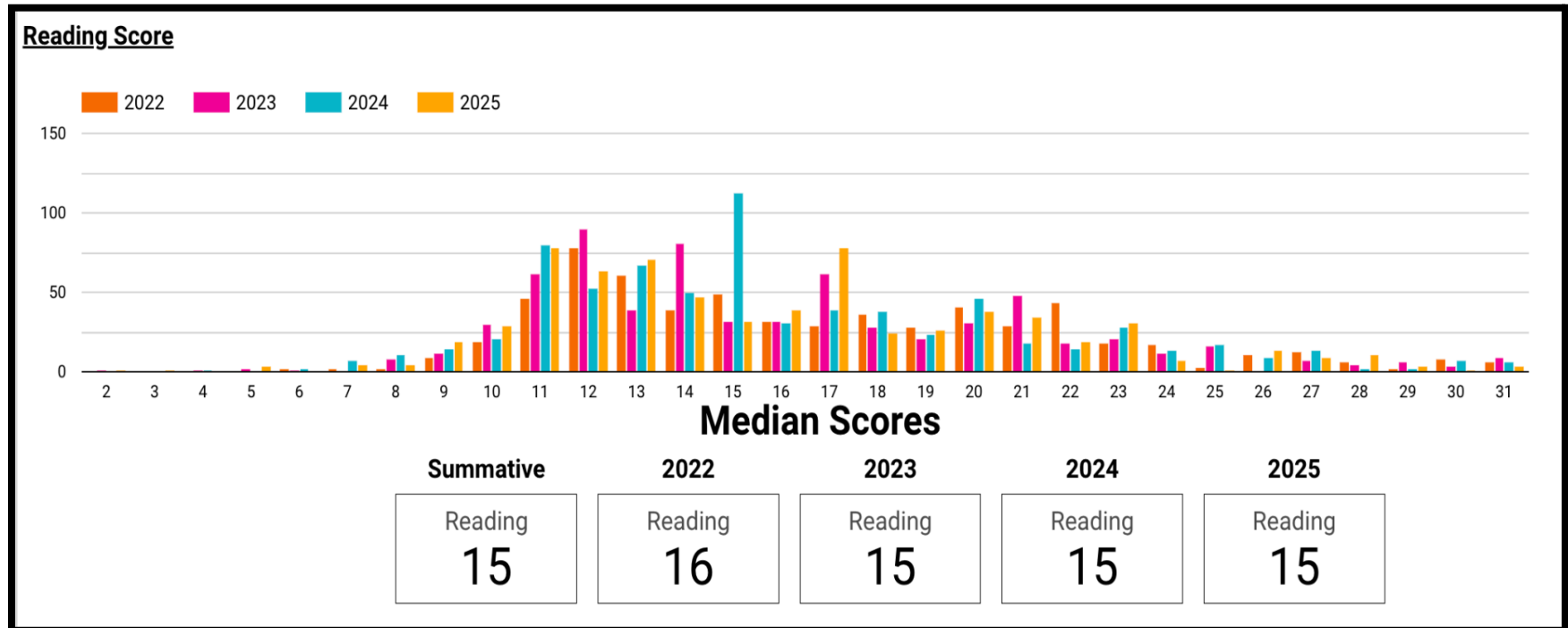
— Median Composite Scores Over Time



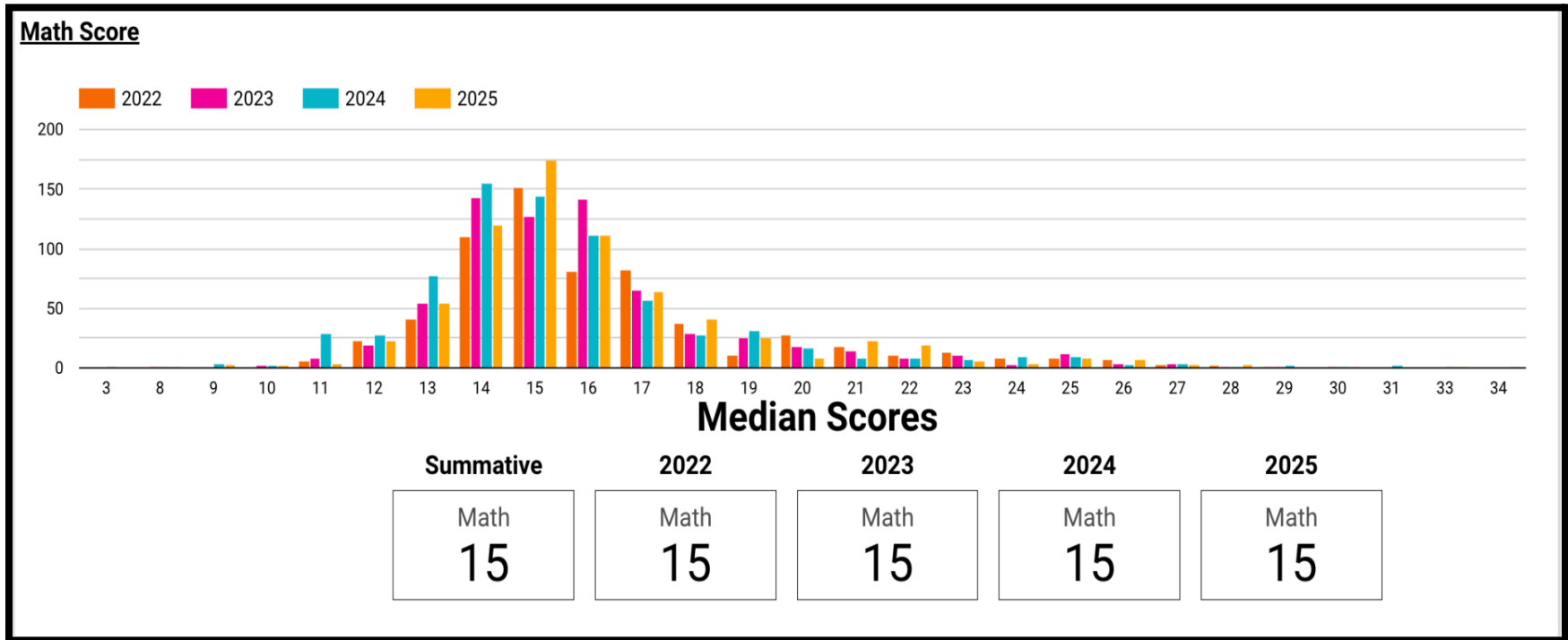
— Median English Scores Over Time



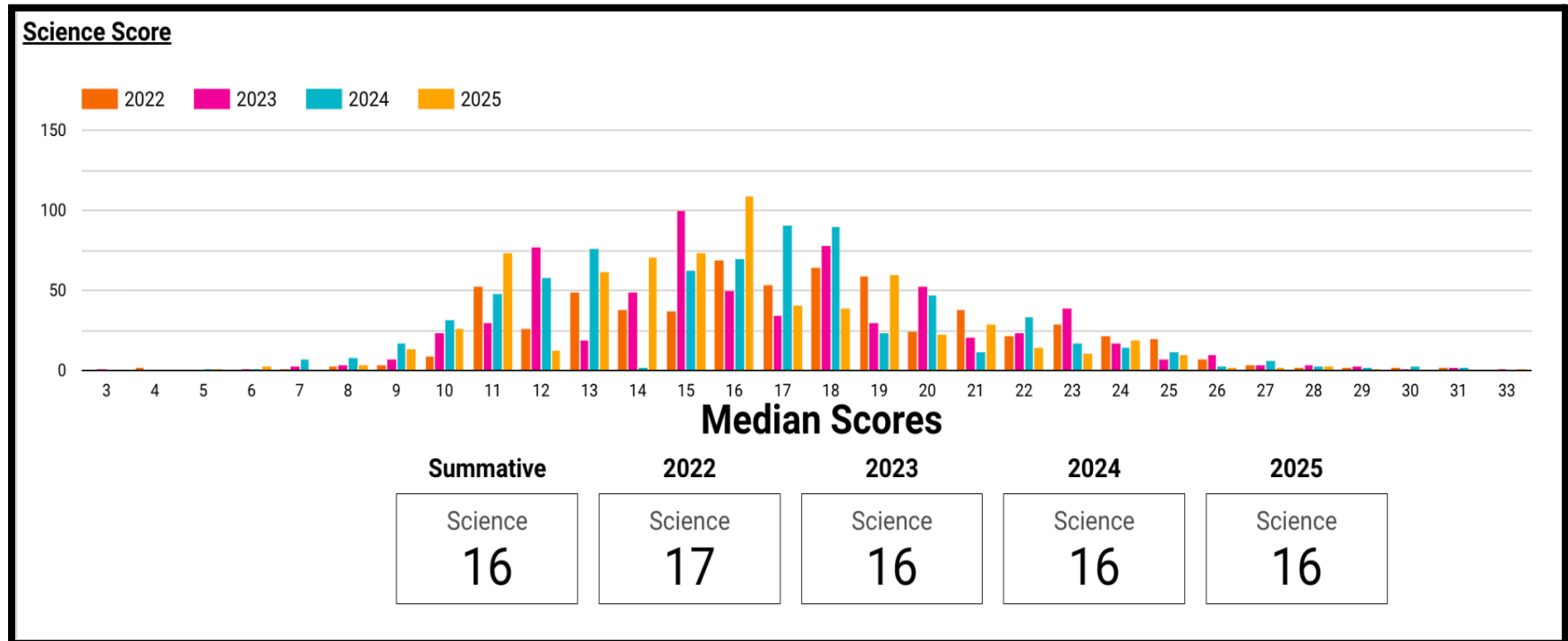
— Median Reading Scores Over Time



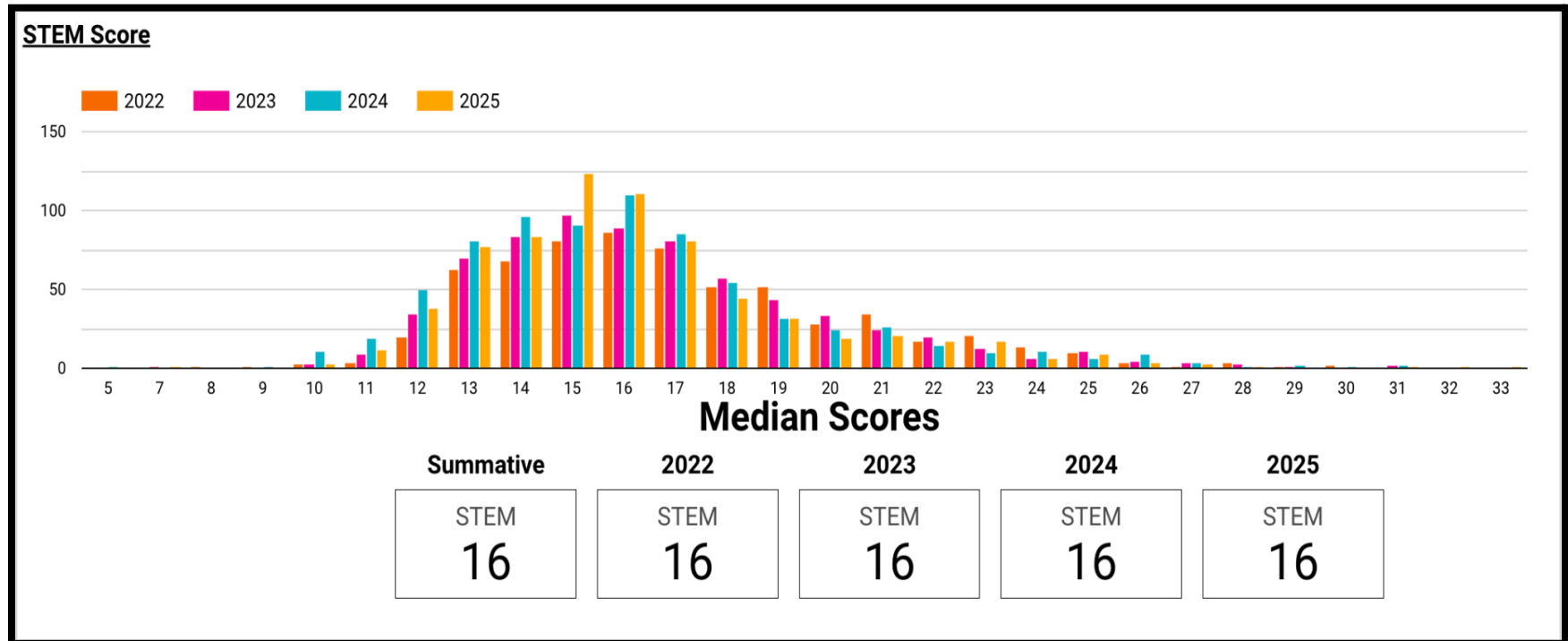
— Median Math Scores Over Time



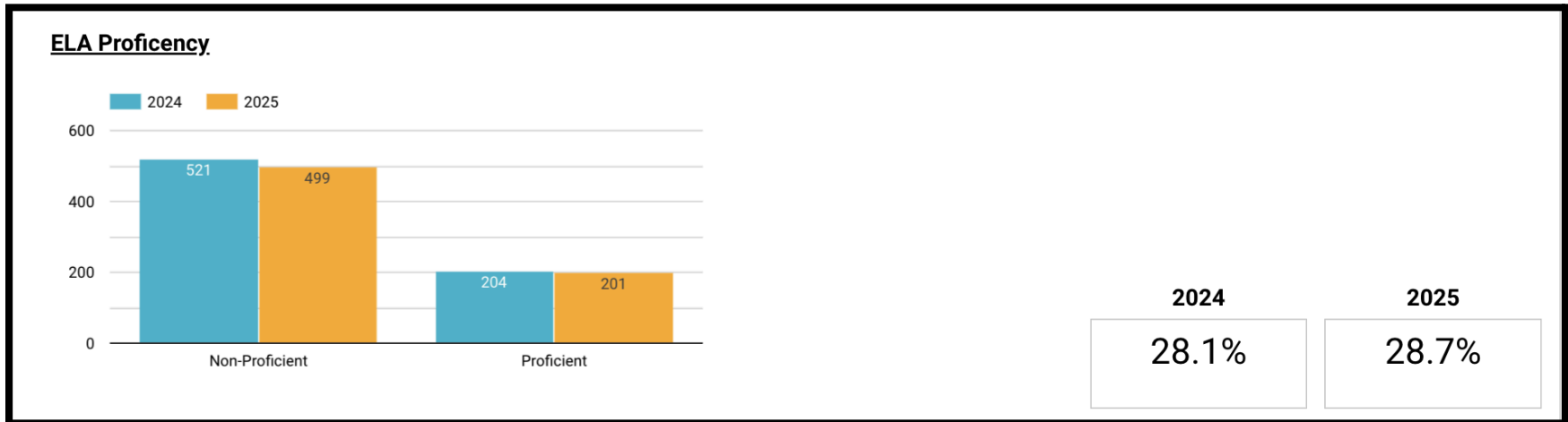
— Median Science Scores Over Time



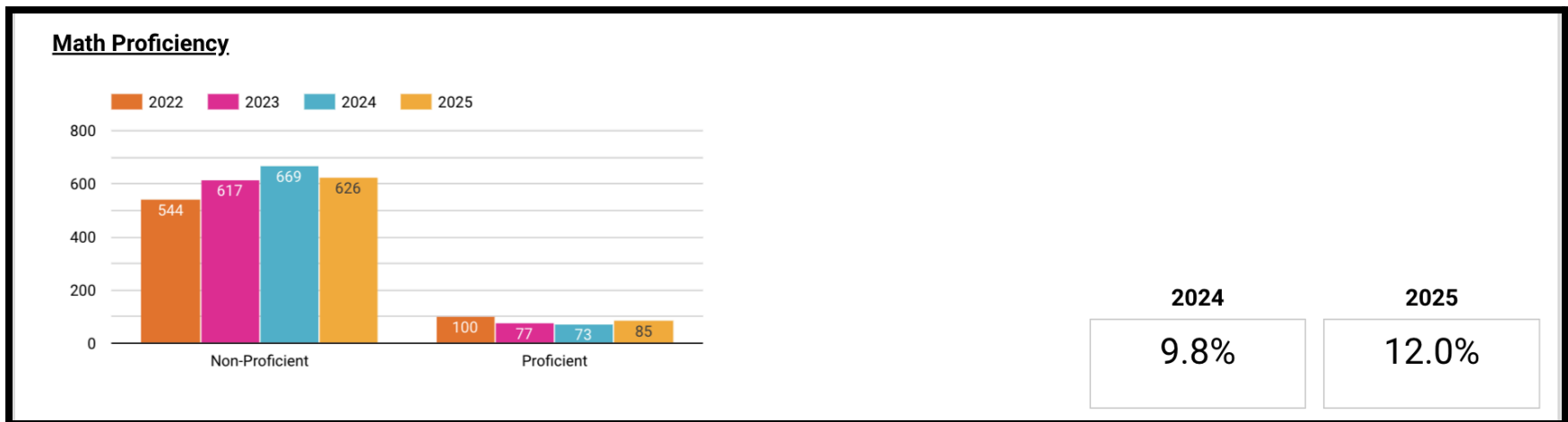
— Median STEM Scores Over Time



— ELA Proficiency Over Time



— Math Proficiency Over Time



The ACT is a curriculum-based measure of college readiness. ACT components include:

Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
High school grade and course information
Student Profile Section
Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

The ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

3% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 744 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 0% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.7 reports 0% of the cohort took less than three years of math courses. Of these students, .% were college ready. 0% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 37% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.7 reports 2% of the cohort took less than three years of natural science courses. 50% of these students were college ready. In comparison, 75% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 91% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

Figure 1.1. Average Composite Scores: 5 Years of Testing*

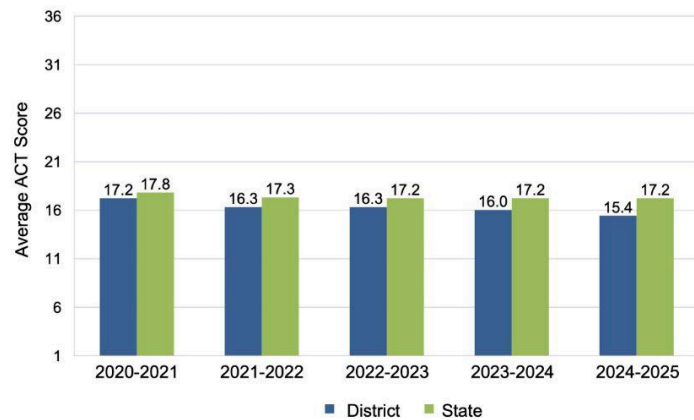


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

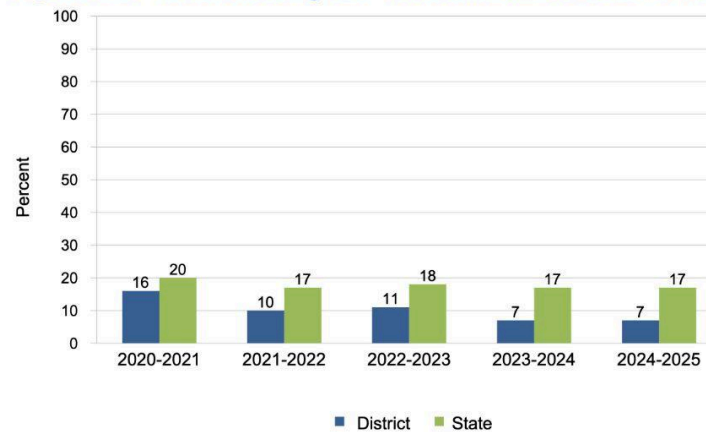


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

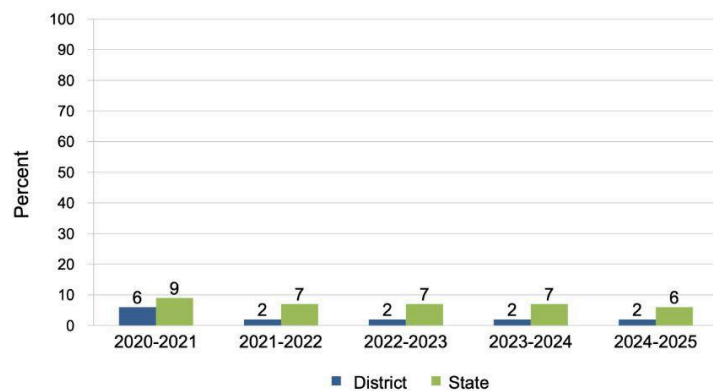
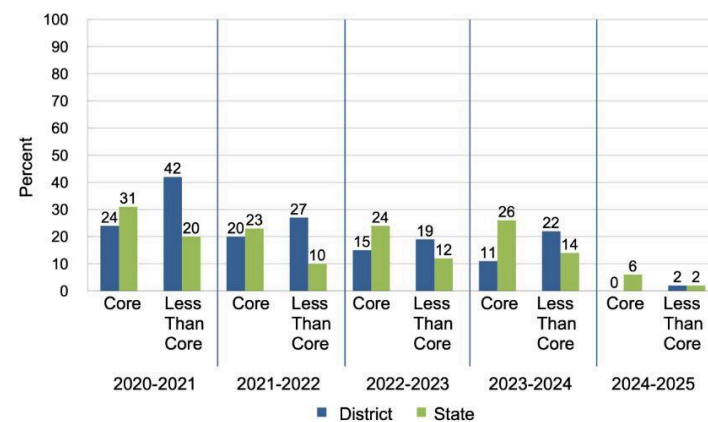


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
	District	State	English		Mathematics		Reading		Science		Met All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
2021	623	35,553	29	39	17	20	25	29	16	20	8	13
2022	631	34,463	24	36	11	16	21	27	10	17	5	10
2023	622	35,594	26	36	7	16	21	27	13	18	5	11
2024	659	35,960	25	37	6	15	15	25	11	18	3	10
2025	744	38,115	17	35	6	15	16	26	8	17	3	10

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	District	State	English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2021	623	35,553	15.4	16.7	17.4	17.7	17.6	18.2	17.9	18.2	17.2	17.8
2022	631	34,463	14.4	16.1	16.7	17.1	17.0	17.8	16.7	17.6	16.3	17.3
2023	622	35,594	14.6	16.0	16.2	16.9	16.9	17.8	17.1	17.7	16.3	17.2
2024	659	35,960	14.4	16.2	15.9	16.9	16.4	17.8	16.7	17.6	16.0	17.2
2025	744	38,115	13.3	16.0	15.6	16.8	16.3	17.8	16.1	17.6	15.4	17.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
	District	State	English	Mathematics	Reading	Science	Composite
2021		1,295,349	19.6	19.9	20.9	20.4	20.3
2022		1,349,644	19.0	19.3	20.4	19.9	19.8
2023		1,386,335	18.6	19.0	20.1	19.6	19.5
2024		1,374,791	18.6	19.0	20.1	19.6	19.4
2025		1,380,130	18.4	18.9	20.0	19.6	19.4

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2021	150	263	24	42	16.6	15.5	18.9	17.3	19.1	17.9	19.3	18.1	18.6	17.3
2022	128	169	20	27	17.1	15.5	18.6	17.1	19.2	17.9	19.0	17.4	18.6	17.1
2023	91	119	15	19	17.4	15.4	17.3	16.9	20.4	17.7	19.3	18.3	18.7	17.2
2024	74	144	11	22	16.1	15.5	16.9	16.5	18.2	18.0	18.3	17.6	17.5	17.0
2025	2	15	0	2	19.0	21.6	23.0	20.2	18.0	23.1	22.0	21.8	20.5	21.9

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2021			2022			2023			2024			2025		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	623	100	17.2	631	100	16.3	622	100	16.3	659	100	16.0	744	100	15.4
Black/African American	3	0	13.3	5	1	16.0	9	1	15.0	5	1	16.0	8	1	15.1
American Indian/Alaska Native	17	3	14.2	16	3	14.8	14	2	16.1	23	3	14.3	19	3	12.5
White	338	54	17.9	352	56	17.1	308	50	17.0	319	48	16.4	262	35	15.8
Hispanic/Latino	165	26	16.3	160	25	15.4	182	29	15.2	208	32	15.3	155	21	14.6
Asian	4	1	20.0	6	1	14.8	11	2	16.7	7	1	19.7	7	1	15.3
Native Hawaiian/Other Pacific Islander	6	1	15.0	8	1	14.9	4	1	15.5	3	0	15.0	8	1	14.0
Two or more races	44	7	17.0	41	6	15.9	48	8	17.5	46	7	16.8	29	4	15.6
Prefer not to respond/No response	46	7	16.5	43	7	14.6	46	7	15.7	48	7	15.2	256	34	15.9

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Science/STEM Testers		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	District	State	District	State	District	State	District	State	District	State
2021	623	35,553	17.9	18.2	6	9	26.4	28.5	28.1	28.6
2022	631	34,463	17.0	17.6	2	7	27.4	28.3	28.4	28.5
2023	622	35,594	16.9	17.5	2	7	25.9	28.2	27.7	28.7
2024	659	35,960	16.5	17.5	2	7	26.4	28.3	28.0	28.5
2025	744	38,094	16.1	17.5	2	6	26.7	28.6	28.1	28.6

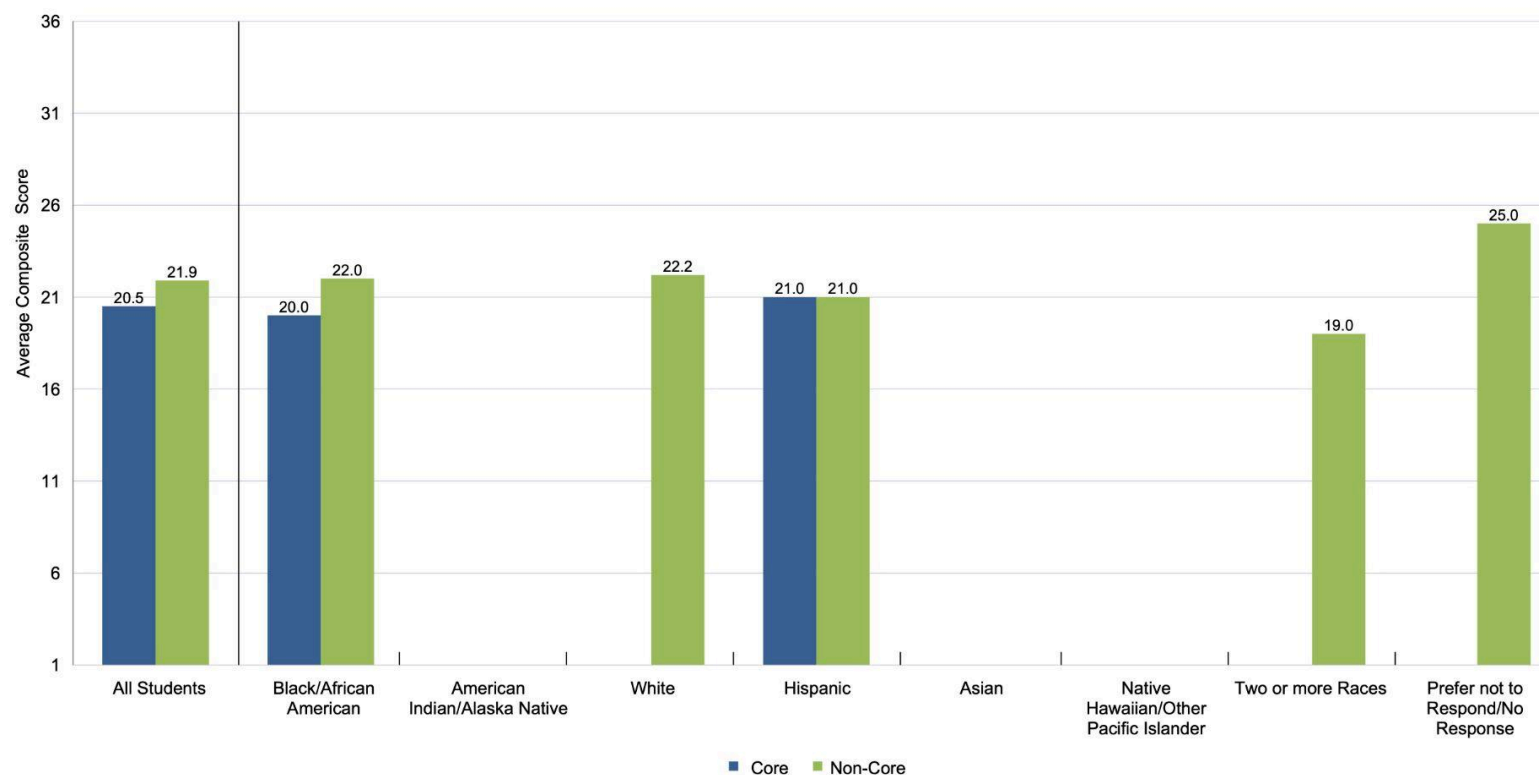
¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts¹

Year	Below Proficient						Text Complexity Proficiency Level Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2021	471	25,063	76	70	15.0	15.0	98	6,760	16	19	23.6	23.2	54	3,730	9	10	29.4	30.5
2022	487	24,576	77	71	14.7	14.7	108	6,588	17	19	22.7	23.1	36	3,299	6	10	29.7	30.2
2023	478	24,841	77	70	14.6	14.5	105	7,165	17	20	22.9	22.9	39	3,588	6	10	29.3	30.1
2024	511	24,433	78	68	14.3	14.3	105	7,600	16	21	21.3	22.5	43	3,927	7	11	28.9	29.8
2025	585	26,522	79	70	14.2	14.5	121	7,756	16	20	22.1	22.8	38	3,837	5	10	29.8	30.1

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 744

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

ACT Scale	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale
Score	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	Score
36	0	100	0	100	2	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	1	99	0	100	0	100	0	100	0	100	35
34	1	100	0	100	3	99	0	100	0	100	0	100	0	100	34
33	0	99	0	100	4	99	0	100	1	100	0	100	0	100	33
32	2	99	0	100	2	99	0	100	0	99	0	100	0	100	32
31	0	99	1	100	7	98	3	100	1	99	1	100	0	100	31
30	0	99	1	99	6	97	2	99	0	99	0	99	0	100	30
29	1	99	2	99	4	97	0	99	1	99	3	99	0	100	29
28	1	99	1	99	1	96	5	99	3	99	2	99	1	100	28
27	4	99	5	99	15	96	4	99	8	99	5	99	4	99	27
26	1	99	2	99	8	94	2	98	6	98	3	99	5	99	26
25	7	99	8	98	16	93	10	98	8	97	7	98	8	99	25
24	10	98	9	97	12	91	16	97	10	96	10	97	8	97	24
23	11	96	7	96	28	89	20	94	6	95	8	96	11	96	23
22	9	95	6	95	12	85	28	92	16	94	15	95	12	95	22
21	16	94	9	94	18	84	11	88	16	92	24	93	12	93	21
20	24	92	17	93	43	81	48	86	26	90	28	90	22	92	20
19	12	88	30	91	25	76	28	80	29	86	28	86	22	88	19
18	26	87	31	87	39	72	84	76	35	82	61	82	36	85	18
17	23	83	54	83	39	67	88	65	56	78	82	74	46	80	17
16	42	80	113	75	33	62	73	53	72	70	107	63	47	74	16
15	68	74	149	60	113	57	66	43	80	60	97	48	52	67	15
14	66	65	156	40	50	42	5	34	107	50	97	35	68	60	14
13	36	56	77	19	66	35	76	34	115	35	81	22	70	51	13
12	34	52	30	9	57	26	59	24	83	20	53	11	82	41	12
11	125	47	27	5	82	19	50	16	39	9	19	4	63	30	11
10	110	30	2	1	21	8	30	9	18	3	11	2	51	21	10
9	52	15	5	1	16	5	20	5	6	1	1	1	33	14	9
8	19	8	1	1	11	3	7	2	1	1	0	1	37	9	8
7	26	6	0	1	8	1	7	1	1	1	0	1	20	4	7
6	9	2	0	1	1	1	1	1	0	1	0	1	8	1	6
5	5	1	0	1	0	1	1	1	0	1	1	1	1	1	5
4	2	1	0	1	1	1	0	1	0	1	0	1	0	1	4
3	2	1	1	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	13.3 (4.6)		15.6 (3.2)		16.3 (5.5)		16.1 (4.4)		15.4 (3.8)		16.1 (3.4)		14.0 (4.4)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

²ELA scores are derived only for students with a valid writing score.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

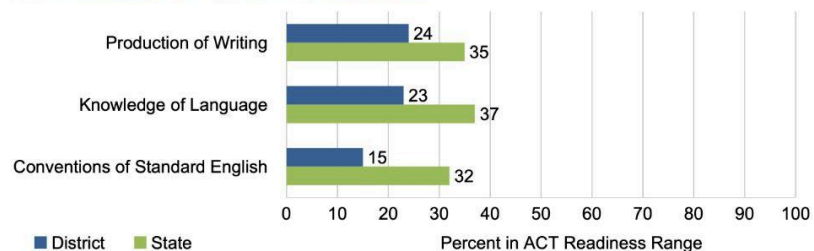


Figure 2.4. Reading Reporting Categories

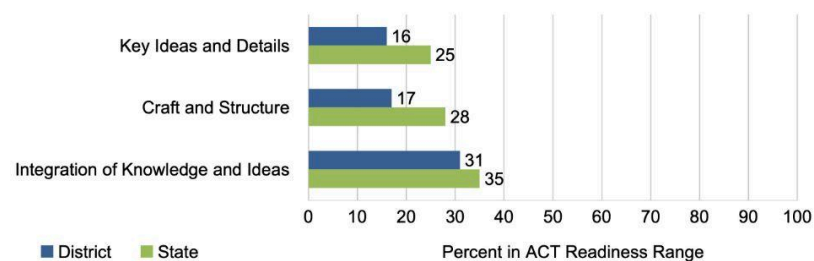


Figure 2.5. Science Reporting Categories

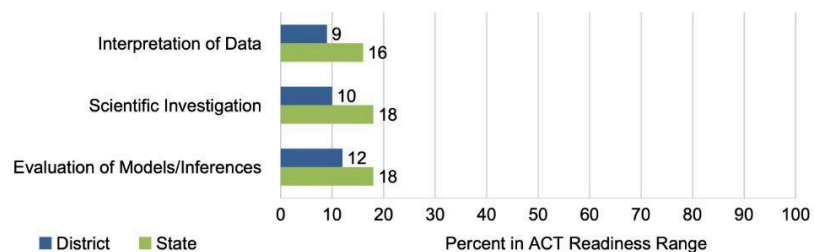
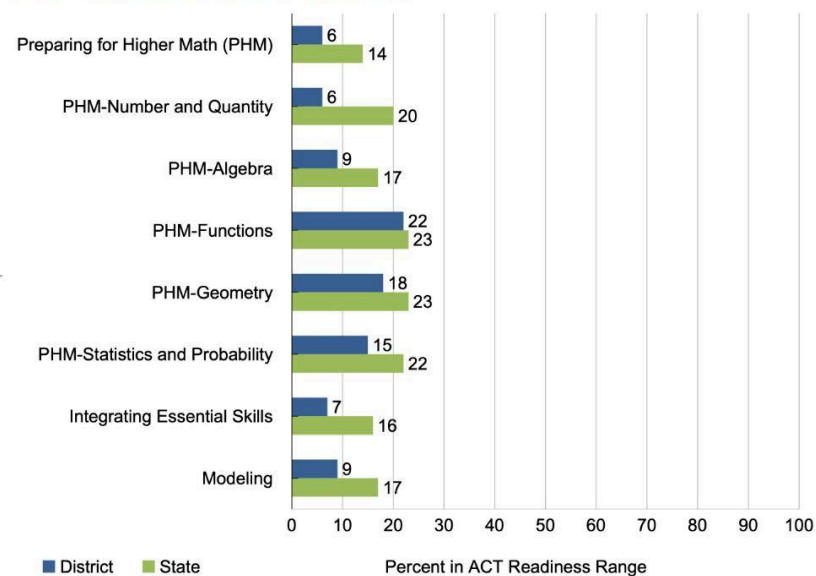


Figure 2.3. Math Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Total Students in Report: 744

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
District	All Students	744	0	20.5	21.9
	Black/African American	8	13	20.0	22.0
	American Indian/Alaska Native	19	0	.	.
	White	262	0	.	22.2
	Hispanic/Latino	155	1	21.0	21.0
	Asian	7	0	.	.
	Native Hawaiian/Other Pacific Islander	8	0	.	.
	Two or More Races	29	0	.	19.0
	Prefer not/no Response	256	0	.	25.0
State	All Students	38,115	6	23.5	21.4
	Black/African American	2,620	6	20.0	19.0
	American Indian/Alaska Native	153	4	15.5	18.5
	White	5,596	15	24.8	23.0
	Hispanic/Latino	10,888	5	21.1	19.2
	Asian	1,249	21	25.4	22.9
	Native Hawaiian/Other Pacific Islander	305	4	19.9	21.7
	Two or More Races	1,870	11	24.3	21.5
	Prefer not/no Response	15,434	1	25.3	23.5

¹Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	All Students	744	100	13.3	15.6	16.3	16.1	15.4	16.1
	Black/African American	8	1	13.0	15.5	16.4	14.8	15.1	15.5
	American Indian/Alaska Native	19	3	10.8	13.3	12.1	13.2	12.5	13.6
	White	262	35	13.7	15.7	16.8	16.4	15.8	16.3
	Hispanic/Latino	155	21	12.3	15.2	15.0	15.2	14.6	15.4
	Asian	7	1	13.9	15.3	15.4	16.0	15.3	15.9
	Native Hawaiian/Other Pacific Islander	8	1	11.3	15.3	14.9	14.4	14.0	15.1
	Two or More Races	29	4	13.7	15.1	16.7	16.2	15.6	15.9
	Prefer not/no Response	256	34	13.8	15.9	16.8	16.6	15.9	16.5
State	All Students	38,115	100	16.0	16.8	17.8	17.6	17.2	17.5
	Black/African American	2,620	7	13.3	14.5	15.2	15.6	14.7	15.3
	American Indian/Alaska Native	153	0	12.5	14.3	14.3	14.2	14.0	14.5
	White	5,596	15	18.1	18.4	19.9	19.2	19.0	19.0
	Hispanic/Latino	10,888	29	13.8	15.3	15.7	16.0	15.4	15.9
	Asian	1,249	3	20.0	20.1	20.8	20.5	20.5	20.5
	Native Hawaiian/Other Pacific Islander	305	1	13.4	15.5	15.3	15.9	15.1	16.0
	Two or More Races	1,870	5	17.0	17.4	18.9	18.3	18.0	18.1
	Prefer not/no Response	15,434	40	16.8	17.3	18.6	18.3	17.9	18.1

Total Students in Report: 744

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender ¹	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
District	Males	294	0	20.0	24.0
	Females	208	0	21.0	18.6
	Other Responses	242	0	-	22.0
State	Males	12,672	7	24.1	21.9
	Females	11,685	10	22.9	21.0
	Other Responses	13,758	0	25.8	23.5

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	294	40	13.0	15.7	15.6	16.1	15.3	16.1
	Females	208	28	12.8	14.9	16.1	15.1	14.9	15.2
	Other Responses	242	33	14.2	16.0	17.2	16.9	16.1	16.7
State	Males	12,672	33	14.9	16.6	16.6	17.2	16.4	17.1
	Females	11,685	31	15.6	16.2	17.6	17.0	16.7	16.9
	Other Responses	13,758	36	17.2	17.5	19.0	18.5	18.2	18.3

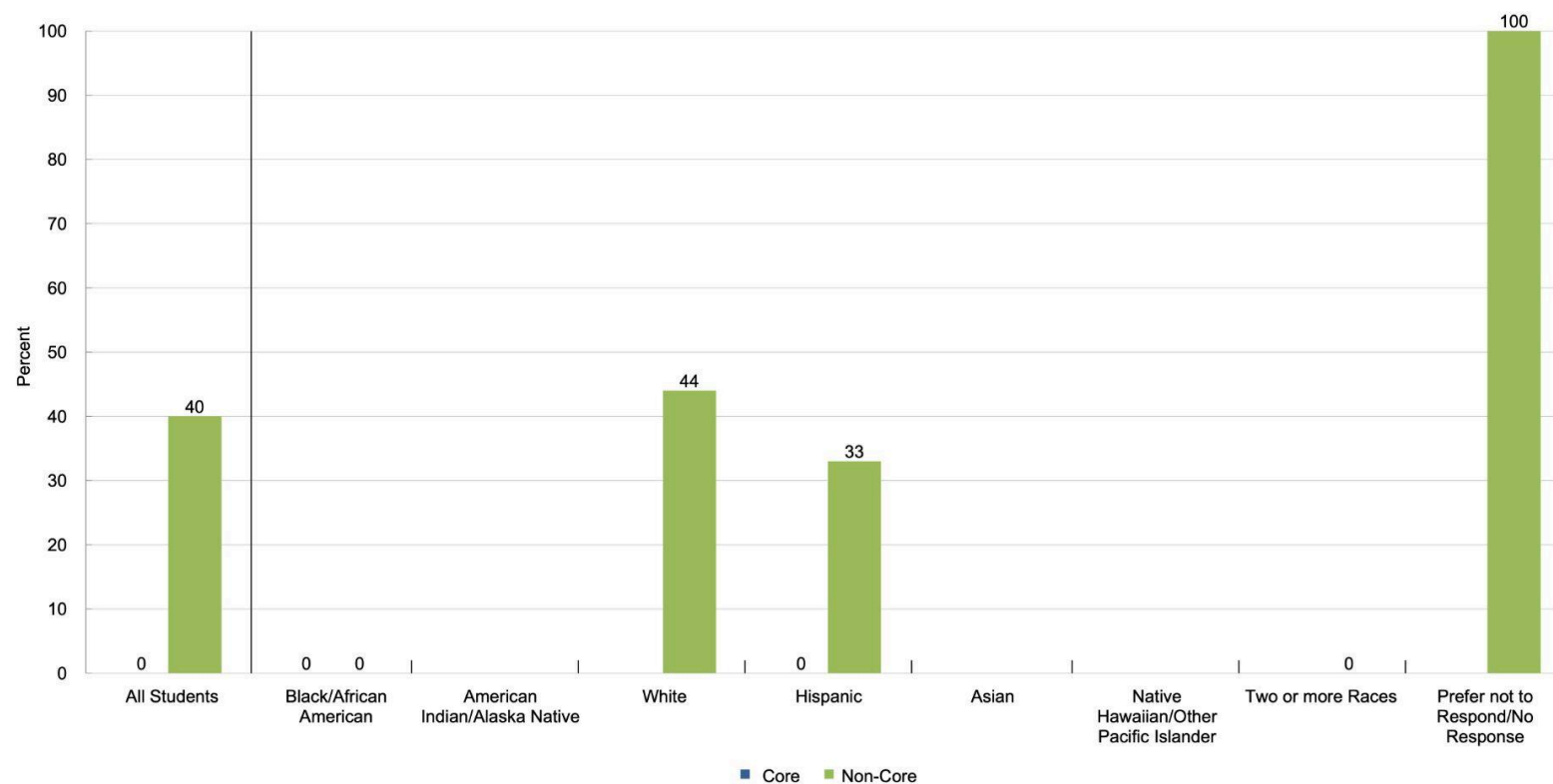
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	16	16	19	18	17
Q2 (50th Percentile)	12	15	15	16	15
Q1 (25th Percentile)	10	14	12	13	13

¹Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	1	0	0	0	10	1	0	0
	28 to 32	4	1	5	1	20	3	10	1
	24 to 27	22	3	24	3	51	7	32	4
	20 to 23	60	8	39	5	101	14	107	14
	16 to 19	103	14	228	31	136	18	273	37
	13 to 15	170	23	382	51	229	31	147	20
	01 to 12	384	52	66	9	197	26	175	24
State	33 to 36	794	2	351	1	1,113	3	413	1
	28 to 32	1,267	3	975	3	2,251	6	933	2
	24 to 27	2,567	7	2,914	8	3,330	9	3,197	8
	20 to 23	5,652	15	3,401	9	6,935	18	7,509	20
	16 to 19	6,373	17	11,831	31	7,496	20	12,933	34
	13 to 15	8,057	21	15,080	40	8,049	21	7,537	20
	01 to 12	13,405	35	3,563	9	8,941	23	5,572	15

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender ¹	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
District	Males	14	6	13	8	4
	Females	13	2	13	5	2
	Other Responses	24	7	24	12	3
State	Males	27	14	21	16	9
	Females	33	12	25	13	8
	Other Responses	45	19	33	21	12

¹Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
District	All Students	744	17	6	16	8	3	2
	Black/African American	8	25	0	13	13	0	0
	American Indian/Alaska Native	19	5	0	0	0	0	0
	White	262	17	7	18	9	5	3
	Hispanic/Latino	155	12	3	6	4	1	1
	Asian	7	0	0	14	14	0	0
	Native Hawaiian/Other Pacific Islander	8	13	0	13	0	0	0
	Two or More Races	29	21	0	21	10	0	0
	Prefer Not to Respond	256	20	7	21	11	4	2
State	All Students	38,115	35	15	26	17	10	6
	Black/African American	2,620	18	4	11	5	3	1
	American Indian/Alaska Native	153	10	2	7	2	1	1
	White	5,596	48	25	39	27	18	12
	Hispanic/Latino	10,888	20	6	15	7	3	2
	Asian	1,249	60	35	43	37	26	20
	Native Hawaiian/Other Pacific Islander	305	17	7	11	8	5	2
	Two or More Races	1,870	42	19	33	21	12	8
	Prefer Not to Respond	15,434	42	18	31	20	12	7

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level	N	%	Average Composite
District	Platinum	14	2	28.1
	Gold	46	6	23.6
	Silver	162	22	18.5
	Bronze	374	50	14.3
	Needs Improvement	148	20	11.3
State	Platinum	2,236	6	29.7
	Gold	4,899	13	23.6
	Silver	10,152	27	18.7
	Bronze	15,334	40	14.3
	Needs Improvement	5,494	14	11.3

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'. Visit www.act.org/NCRC-indicator to learn more.

Total Students in Report: 744

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
District	Core or More ²	2	100	19.0	50	23.0	0	18.0	50	22.0	0	20.5	0	22.5
	Less than Core	15	67	21.6	33	20.2	60	23.1	47	21.8	33	21.9	20	21.3
	Missing ³	727	16	13.1	5	15.4	15	16.1	7	15.9	2	15.3	2	15.9
State	Core or More	2,129	79	23.3	53	22.5	65	24.5	57	23.2	42	23.5	33	23.1
	Less than Core	899	68	20.9	38	20.2	56	22.6	41	21.2	28	21.4	19	21.0
	Missing	35,087	32	15.4	12	16.4	23	17.3	14	17.2	8	16.7	4	17.0

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	N	English		N	Mathematics		N	Reading		N	Science	
			%	Avg		%	Avg		%	Avg		%	Avg
District	Core or More ²	22	68	20.5	20	35	20.5	14	43	21.6	4	75	25.8
	Less than Core	2	100	26.5	0	.	.	3	100	26.7	16	50	21.4
	Missing ³	720	15	13.1	724	5	15.4	727	15	16.1	724	7	15.9
State	Core or More	3,103	75	22.6	3,009	49	21.9	2,851	63	24.0	2,368	55	23.0
	Less than Core	118	68	21.1	102	9	16.3	207	53	22.2	697	41	21.1
	Missing	34,894	32	15.4	35,004	12	16.3	35,057	23	17.2	35,029	14	17.2

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

Total Students in Report: 744

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern		District			State			
		Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	7	1	21.6	71	712	2	22.8	76
Eng 9, Eng 10, Eng 11, Eng 12	15	2	20.0	67	2,391	6	22.5	75
Less than 4 years of English	2	0	26.5	100	118	0	21.1	68
Zero years / no English courses reported	720	97	13.1	15	34,894	92	15.4	32
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	-	-	62	0	24.9	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	0	0	-	-	116	0	21.3	45
Alg 1, Alg 2, Geom, & Trig	0	0	-	-	56	0	18.6	25
Alg 1, Alg 2, Geom, & Other Adv Math	2	0	19.0	0	422	1	20.0	33
Other comb of 4 or more years of Math	15	2	21.6	47	1,923	5	23.3	60
Alg 1, Alg 2, & Geom	1	0	13.0	0	179	0	17.0	13
Other comb of 3 or 3.5 years of Math	2	0	17.0	0	251	1	18.8	24
Less than 3 years of Math	0	0	-	-	102	0	16.3	9
Zero years / no Math courses reported	724	97	15.4	5	35,004	92	16.3	12
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	0	0	-	-	50	0	24.0	62
Other comb of 4 or more years Social Science	4	1	19.0	25	1,359	4	24.0	62
US Hist, World Hist, & Am Gov	0	0	-	-	321	1	23.7	60
Other comb of 3 or 3.5 years of Social Science	10	1	22.7	50	1,121	3	24.2	64
Less than 3 years of Social Science	3	0	26.7	100	207	1	22.2	53
Zero years / no Social Science courses reported	727	98	16.1	15	35,057	92	17.2	23
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	0	0	-	-	837	2	23.6	59
Bio, Chem, Phys	2	0	27.0	100	715	2	24.1	62
Gen Sci ¹ , Bio, Chem	2	0	24.5	50	752	2	21.6	45
Other comb of 3 years of Natural Science	0	0	-	-	64	0	19.9	34
Less than 3 years of Natural Science	16	2	21.4	50	697	2	21.1	41
Zero years / no Natural Science courses reported	724	97	15.9	7	35,029	92	17.2	14

¹Includes General, Physical and Earth Sciences.

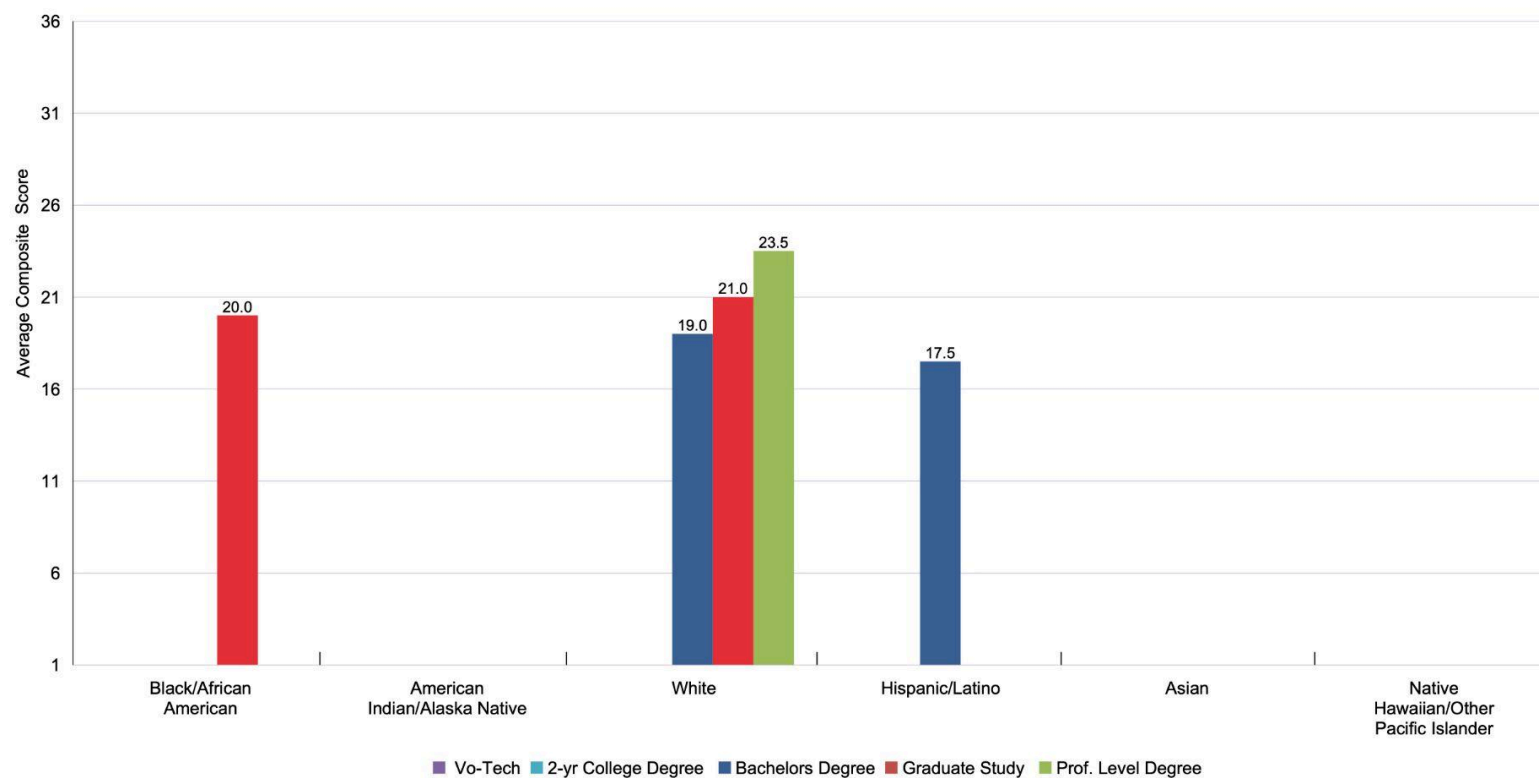
Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern		Males				Females				Other Responses ¹			
		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met	
ENGLISH COURSE PATTERN		Pattern	English	Benchmark	N	Pattern	English	Benchmark	N	Pattern	English	Benchmark	N
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5	2	21.8	60	2	1	21.0	100	0	0	.	.	0
Eng 9, Eng 10, Eng 11, Eng 12	6	2	19.0	50	7	3	19.7	71	2	1	24.0	100	2
Less than 4 years of English	1	0	34.0	100	0	0	.	.	1	0	19.0	100	0
Zero years / no English courses reported	282	96	12.6	12	199	96	12.5	11	239	99	14.1	23	239
MATHEMATICS COURSE PATTERN		Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N
		Pattern	Math	Benchmark		Pattern	Math	Benchmark		Pattern	Math	Benchmark	
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	.	.	0	0	.	.	0	0	.	.	0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	0	0	.	.	0	0	.	.	0	0	.	.	0
Alg 1, Alg 2, Geom, & Trig	0	0	.	.	0	0	.	.	0	0	.	.	0
Alg 1, Alg 2, Geom, & Other Adv Math	2	1	19.0	0	0	0	.	.	0	0	.	.	0
Other comb of 4 or more years of Math	6	2	25.2	83	7	3	19.4	29	2	1	18.5	0	2
Alg 1, Alg 2, & Geom	1	0	13.0	0	0	0	.	.	0	0	.	.	0
Other comb of 3 or 3.5 years of Math	1	0	16.0	0	1	0	18.0	0	0	0	.	.	0
Less than 3 years of Math	0	0	.	.	0	0	.	.	0	0	.	.	0
Zero years / no Math courses reported	284	97	15.5	5	200	96	14.8	2	240	99	15.9	8	240
SOCIAL SCIENCE COURSE PATTERN		Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N
		Pattern	Reading	Benchmark		Pattern	Reading	Benchmark		Pattern	Reading	Benchmark	
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	0	0	.	.	0	0	.	.	0
Other comb of 4 or more years Social Science	2	1	17.5	0	2	1	20.5	50	0	0	.	.	0
US Hist, World Hist, & Am Gov	0	0	.	.	0	0	.	.	0	0	.	.	0
Other comb of 3 or 3.5 years of Social Science	5	2	24.4	60	3	1	18.7	0	2	1	24.5	100	2
Less than 3 years of Social Science	2	1	29.0	100	1	0	22.0	100	0	0	.	.	0
Zero years / no Social Science courses reported	285	97	15.4	11	202	97	16.0	12	240	99	17.2	23	240
NATURAL SCIENCE COURSE PATTERN		Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N
		Pattern	Science	Benchmark		Pattern	Science	Benchmark		Pattern	Science	Benchmark	
Gen Sci ² , Bio, Chem, & Phys	0	0	.	.	0	0	.	.	0	0	.	.	0
Bio, Chem, Phys	2	1	27.0	100	0	0	.	.	0	0	.	.	0
Gen Sci ¹ , Bio, Chem	0	0	.	.	2	1	24.5	50	0	0	.	.	0
Other comb of 3 years of Natural Science	0	0	.	.	0	0	.	.	0	0	.	.	0
Less than 3 years of Natural Science	8	3	23.6	75	6	3	18.2	17	2	1	22.0	50	2
Zero years / no Natural Science courses reported	284	97	15.8	5	200	96	14.9	4	240	99	16.8	12	240

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

² Includes General, Physical and Earth Sciences.

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	1	0	16.0	0	.	.	1	8	16.0
Architecture	0	0	.	0	.	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	.	.	0	0	.
Arts: Visual & Performing	1	0	22.0	0	.	.	1	8	22.0
Business	2	0	22.5	0	.	.	2	17	22.5
Communications	0	0	.	0	.	.	0	0	.
Community, Family, & Personal Services	0	0	.	0	.	.	0	0	.
Computer Science & Mathematics	0	0	.	0	.	.	0	0	.
Education	1	0	19.0	0	.	.	1	8	19.0
Engineering	1	0	29.0	0	.	.	1	8	29.0
Engineering Technology & Drafting	0	0	.	0	.	.	0	0	.
English & Foreign Languages	0	0	.	0	.	.	0	0	.
Health Administration & Assisting	0	0	.	0	.	.	0	0	.
Health Sciences & Technologies	2	0	19.0	0	.	.	2	17	19.0
Philosophy, Religion, & Theology	0	0	.	0	.	.	0	0	.
Repair, Production, & Construction	0	0	.	0	.	.	0	0	.
Sciences: Biological & Physical	3	0	20.7	0	.	.	2	17	18.0
Social Sciences & Law	0	0	.	0	.	.	0	0	.
Undecided	4	1	21.8	0	.	.	2	17	19.0
No Response	729	98	15.3	0	.	.	0	0	.

¹2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students.

²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

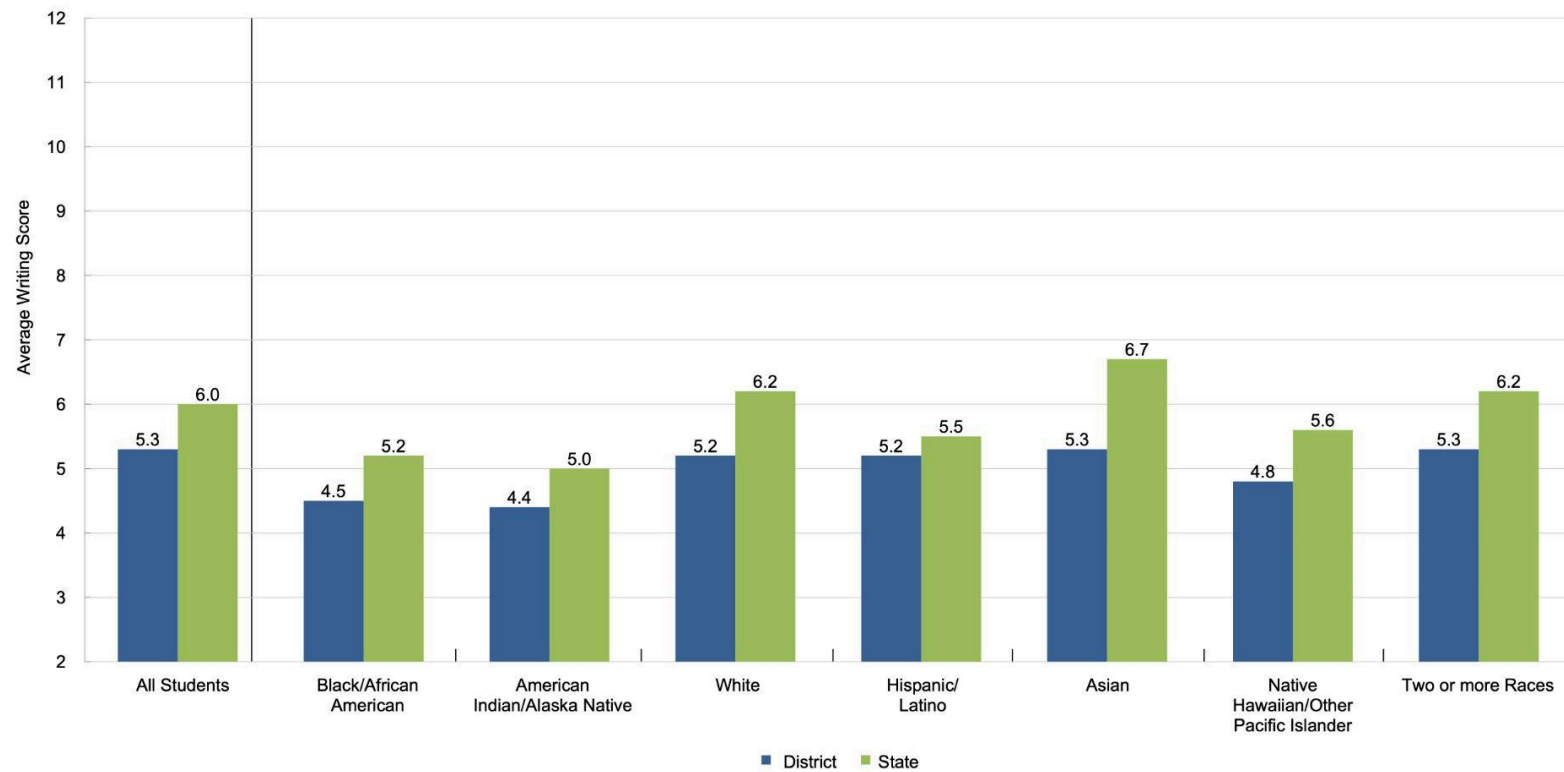
Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	0	.	0	.	0	.	0	.	0	.
Bachelors Degree	7	18.6	0	.	0	.	4	19.0	2	17.5
Graduate Study	2	20.5	1	20.0	0	.	1	21.0	0	.
Prof. Level Degree	3	24.0	0	.	0	.	2	23.5	0	.
Other	1	33.0	0	.	0	.	1	33.0	0	.
No Response	730	15.3	7	14.4	19	12.5	253	15.6	153	14.6

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or More races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	0	.	0	.	0	.	0	.	0	.
Bachelors Degree	7	18.6	0	.	0	.	1	19.0	0	.
Graduate Study	2	20.5	0	.	0	.	0	.	0	.
Prof. Level Degree	3	24.0	0	.	0	.	0	.	1	25.0
Other	1	33.0	0	.	0	.	0	.	0	.
No Response	730	15.3	7	15.3	8	14.0	28	15.5	255	15.8

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEVADA-RENO	NV	64	40	24	8	23	36	19	14	0	0
UNIVERSITY OF NEVADA-LAS VEGAS	NV	22	8	14	5	18	41	23	14	0	0
WESTERN NEVADA COLLEGE	NV	17	6	11	6	24	53	6	12	0	0
TRUCKEE MEADOWS CMTY COLLEGE	NV	14	4	10	7	14	50	14	14	0	0
UNIV OF CALIFORNIA-BERKELEY	CA	6	2	4	17	17	17	33	17	0	0
CONGRESS DIST 2-NV-M AMODEI	NV	4	1	3	0	25	50	25	0	0	0
UNIVERSITY OF ARIZONA	AZ	4	1	3	0	50	50	0	0	0	0
UNIVERSITY OF OREGON	OR	4	0	4	0	25	25	50	0	0	0
BOISE STATE UNIVERSITY	ID	3	1	2	33	33	33	0	0	0	0
BRIGHAM YOUNG UNIVERSITY	UT	3	1	2	0	0	33	0	33	33	0
COLL OF SOUTHERN NV-NLV CAMPUS	NV	3	0	3	33	33	33	0	0	0	0
SAN DIEGO STATE UNIV	CA	3	0	3	0	33	33	33	0	0	0
STANFORD UNIVERSITY	CA	3	1	2	0	0	67	0	33	0	0
U OF HAWAII-MANOA	HI	3	1	2	0	33	67	0	0	0	0
UNIV OF WASHINGTON SEATTLE	WA	3	0	3	0	0	67	33	0	0	0
UNIVERSITY OF CALIFORNIA DAVIS	CA	3	1	2	0	33	0	67	0	0	0
UNIVERSITY OF UTAH	UT	3	1	2	0	33	33	0	33	0	0
ARIZONA STATE UNIVERSITY	AZ	2	0	2	0	0	0	50	50	0	0
CALIFORNIA ST UNIV-LONG BEACH	CA	2	0	2	0	0	50	50	0	0	0
CALIFORNIA STATE UNIV-CHICO	CA	2	0	2	0	50	50	0	0	0	0
COLORADO STATE UNIVERSITY	CO	2	0	2	0	0	50	0	50	0	0
CORTEZ MASTO C-US SEN NV	NV	2	0	2	0	100	0	0	0	0	0
FLORIDA STATE UNIV	FL	2	0	2	0	0	50	50	0	0	0
GREAT BASIN COLL	NV	2	1	1	0	50	50	0	0	0	0
HARVARD UNIVERSITY	MA	2	0	2	0	0	50	0	50	0	0
MICHIGAN STATE UNIVERSITY	MI	2	2	0	50	0	0	50	0	0	0
NEVADA STATE UNIVERSITY	NV	2	2	0	50	50	0	0	0	0	0
OREGON STATE UNIVERSITY	OR	2	1	1	50	0	50	0	0	0	0
SOUTHERN UTAH UNIVERSITY	UT	2	2	0	0	0	0	50	0	50	0
TEXAS STATE UNIV-SAN MARCOS	TX	2	0	2	0	0	100	0	0	0	0
All Other Institutions		54	9	45	4	11	37	22	22	4	0
Total		242	85	157	7	19	39	19	14	2	0

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N		English		Average ACT Scores		Writing	
	District	State	District	State	District	State	District	State
All Students	719	34,786	13.3	15.6	16.2	17.5	5.3	6.0
Black/African American	8	2,385	13.0	13.0	16.4	14.9	4.5	5.2
American Indian/Alaska Native	18	140	11.1	12.5	12.2	14.3	4.4	5.0
White	252	4,632	13.5	17.0	16.7	19.0	5.2	6.2
Hispanic/Latino	146	9,931	12.3	13.6	15.2	15.5	5.2	5.5
Asian	7	939	13.9	18.4	15.4	19.4	5.3	6.7
Native Hawaiian/Other Pacific Islander	8	277	11.3	13.1	14.9	15.1	4.8	5.6
Two or More Races	28	1,610	13.8	16.2	16.6	18.1	5.3	6.2
Prefer not/No Response	252	14,872	13.8	16.8	16.7	18.7	5.6	6.4
Males	280	11,030	13.0	14.4	15.6	16.2	4.9	5.4
Females	202	10,220	12.8	14.8	16.1	16.9	5.5	6.0
Other Responses	237	13,536	14.1	17.3	17.2	19.1	5.7	6.5

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N		Average ACT Scores		Percent Who Met ELA Benchmark	
	District	State	District	State	District	State
All Students	719	34,786	14.0	16.2	12	26
Black/African American	8	2,385	12.9	13.5	13	10
American Indian/Alaska Native	18	140	10.7	12.9	0	6
White	252	4,632	14.1	17.3	12	33
Hispanic/Latino	146	9,931	13.3	14.3	5	13
Asian	7	939	14.3	18.5	0	43
Native Hawaiian/Other Pacific Islander	8	277	11.8	14.1	13	11
Two or More Races	28	1,610	14.4	16.8	21	30
Prefer not/No Response	252	14,872	14.7	17.4	15	34
Males	280	11,030	13.2	14.6	8	17
Females	202	10,220	14.0	15.7	11	22
Other Responses	237	13,536	15.0	17.8	16	37

¹ 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Reflection

- **What areas of promise/success do you see?**
 - Reading Performance is a Relative Strength:
 - The District's average Reading score (16.3 in 2025, Table 1.2) is the highest of the four subject scores (English: 13.3, Math: 15.6, Science: 16.1).
 - Females in the District show a notable advantage in Reading, averaging 17.6, which is higher than their Male counterparts (15.9) and is the highest single subject score for any major District demographic group (Table 2.5).
 - Specific Academic Skill Strengths (Relative to other District scores):
 - In the English Reporting Categories (Figure 2.2), Knowledge of Language (23% meeting the readiness range) and Production of Writing (24% meeting the readiness range) are the strongest areas, compared to Conventions of Standard English (15%).
 - In the Reading Reporting Categories (Figure 2.4), Integration of Knowledge and Ideas (31% meeting the readiness range) is the strongest category, which suggests students are relatively better at synthesizing information from various parts of a text.
 - Positive Demographic Achievement:
 - Asian Students show the highest Composite Score (17.2) and the highest score in Math (19.4) among all District racial/ethnic groups, which is a strong indicator of high achievement for this group within the school district (Table 2.3).
 - White Students have the highest percentage (44%) of meeting 3 or 4 College Readiness Benchmarks among groups included in the core curriculum analysis (Figure 3.1).
 - District-State Comparison (Composite Score):
 - The District's 2024-2025 Composite Score of 16.0 is very close to the State's Composite Score (17.2) in 2021-2022 and 2022-2023 (both 17.3, Table 1.2). While not meeting the current State score, the District's average is only 1.2 points behind, suggesting that with targeted interventions, closing this gap is a realistic goal.

- **What Skills Do Our Students Demonstrate?**

- **Math:** *Our students can demonstrate the following skills*

- Perform one-operation computation with whole numbers and decimals.
- Recognize equivalent fractions and fractions in lowest terms.
- Perform one-operation computation with whole numbers and decimals
- Recognize equivalent fractions and fractions in lowest terms
- Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line
- Solve problems in one or two steps using whole numbers and using decimals in the context of money
- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)
- Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals
- Solve problems in one or two steps using whole numbers and using decimals in the context of money
- Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms
- Estimate the length of a line segment based on other lengths in a geometric figure
- Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles)
- Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)
- Calculate the average of a list of positive whole numbers
- Extract one relevant number from a basic table or chart, and use it in a single computation

- **Reading:** *Our students can demonstrate the following skills*

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage
- Draw simple logical conclusions about the main characters in somewhat challenging literary narratives
- Identify the topic of passages and distinguish the topic from the central idea or theme
- Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages
- Identify simple cause-effect relationships within a single sentence in a passage
- Understand the implication of a familiar word or phrase and of simple descriptive language
- Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated
- Recognize a clear intent of an author or narrator in somewhat challenging literary narratives

- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated
- simple comparisons between two passages
- **Science:** *Our students can demonstrate the following skills*
 - Select two or more pieces of data from a simple data presentation
 - Understand basic scientific terminology
 - Find basic information in the text that describes a complex data presentation
 - Determine how the values of variables change as the value of another variable changes in a simple data presentation
 - Understand the methods used in a simple experiment
 - Understand the tools and functions of tools used in a complex experiment
 - Find basic information in text that describes a complex experiment
 - Identify implications in a model
 - Determine which models present certain basic information

- What areas of improvement do you see?
 - **Immediate Data Correction and Accountability**
 - **Issue:** The report shows a catastrophic data error where 97% of students are reported as taking "Zero years / no courses" in core subjects (Tables 3.7, 3.8, Figure 1.4).

Recommendation	Rationale and Action Steps
Investigate and Correct Course Data	<p>RATIONALE: The drastic drop in Core Curriculum participation (from 42% to 9%) and the "Zero years" error make it impossible to link performance to course rigor.</p> <p>ACTION: Immediately audit the data entry process for the Course Rigor section (Section III) to ensure accurate reporting of English, Math, and Science courses taken by students.</p>
Prioritize Core Curriculum Enrollment	<p>RATIONALE: The single most predictive factor for ACT success is taking a rigorous course load.</p> <p>ACTION: Once accurate data is established, set a clear goal to increase the percentage of students taking the Core College Curriculum (Figure 1.4) by setting default enrollment pathways that place students in college-preparatory sequences unless a compelling alternative is chosen by the student/parent.</p>

- **Focus on Mathematics (Weakest Skill Areas)**
 - **Goal:** Improve scores in Preparing for Higher Math (PHM) -Number and Quantity (6% readiness) and PHM -Functions (14% readiness).

Recommendation	Rationale and Action Steps
Problem-Solving Workshop	<p>RATIONALE: The ACT Math section relies heavily on applying concepts.</p> <p>ACTION: Establish a 45-minute weekly Math workshop, mandatory for students scoring below 18 on practice tests, focusing solely on non-routine, multi-step problem-solving using real ACT practice items.</p>
Foundational Math Mastery Checks	<p>RATIONALE: The 6% readiness in Number and Quantity signals a lack of foundational arithmetic and number sense skills (e.g., operations with fractions, ratios, percents, exponents, and irrational numbers).</p> <p>ACTION: Implement a standardized, 10-question "Pre-requisite Skills Quiz" at the start of every math unit (Algebra, Geometry, etc.). Students who score below 80% must complete online module work or attend a mandatory support session focused on re-teaching those specific prerequisite skills before proceeding with the new unit.</p>
Cross-Curricular Estimation and Measurement	<p>RATIONALE: Basic numeracy and estimation skills underpin all higher math.</p> <p>ACTION: Partner with Science and CTE departments to emphasize proper unit conversions, scientific notation, dimensional analysis, and practical estimation skills, reinforcing the real-world application of "Number and Quantity" concepts outside the math classroom.</p>
Dedicated 9th Grade Math Intervention	<p>RATIONALE: Foundational gaps must be closed early to prevent cascading failures.</p> <p>ACTION: Implement a mandatory, small-group intervention period for all 9th-grade students who enter high school below proficiency based on 8th-grade state tests or diagnostics. This course should use adaptive technology to individualize instruction on pre-algebra and arithmetic skills before they encounter them in Algebra I.</p>

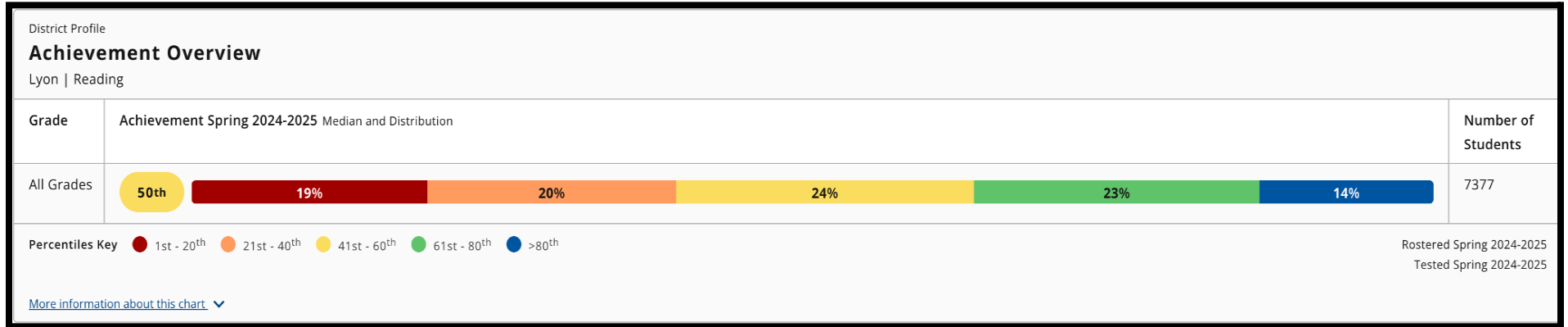
- **Focus on English and Reading**

- **Goal:** Improve scores in Conventions of Standard English

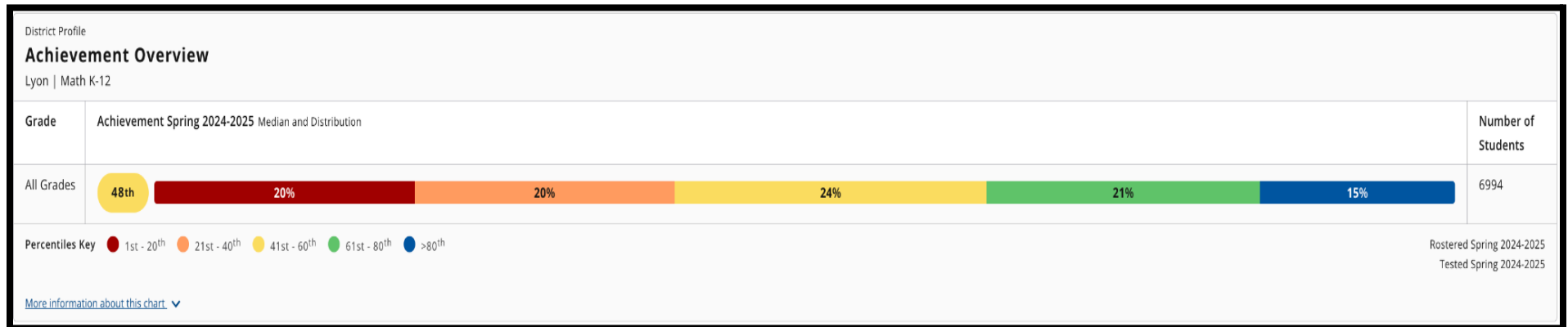
Recommendation	Rationale and Action Steps
Standardized Grammar Instruction	<p>RATIONALE: The low score in Conventions indicates inconsistent or incomplete mastery of basic grammar rules.</p> <p>ACTION: Adopt a common, standardized grammar and usage curriculum for grades 9-11, with frequent, low-stakes quizzing focusing on the ACT's most common errors (e.g., apostrophes, subject-verb agreement, transition words).</p>
Reading Strategy Integration	<p>RATIONALE: While reading is a relative strength, the score remains low.</p> <p>ACTION: Train teachers across all content areas (Science, Social Studies) to explicitly teach reading strategies related to "Integration of Knowledge and Ideas" (the relative strength, 31%) and "Key Ideas and Details" (25%) using ACT-style passages relevant to their subject.</p>

Measure of Academic Progress

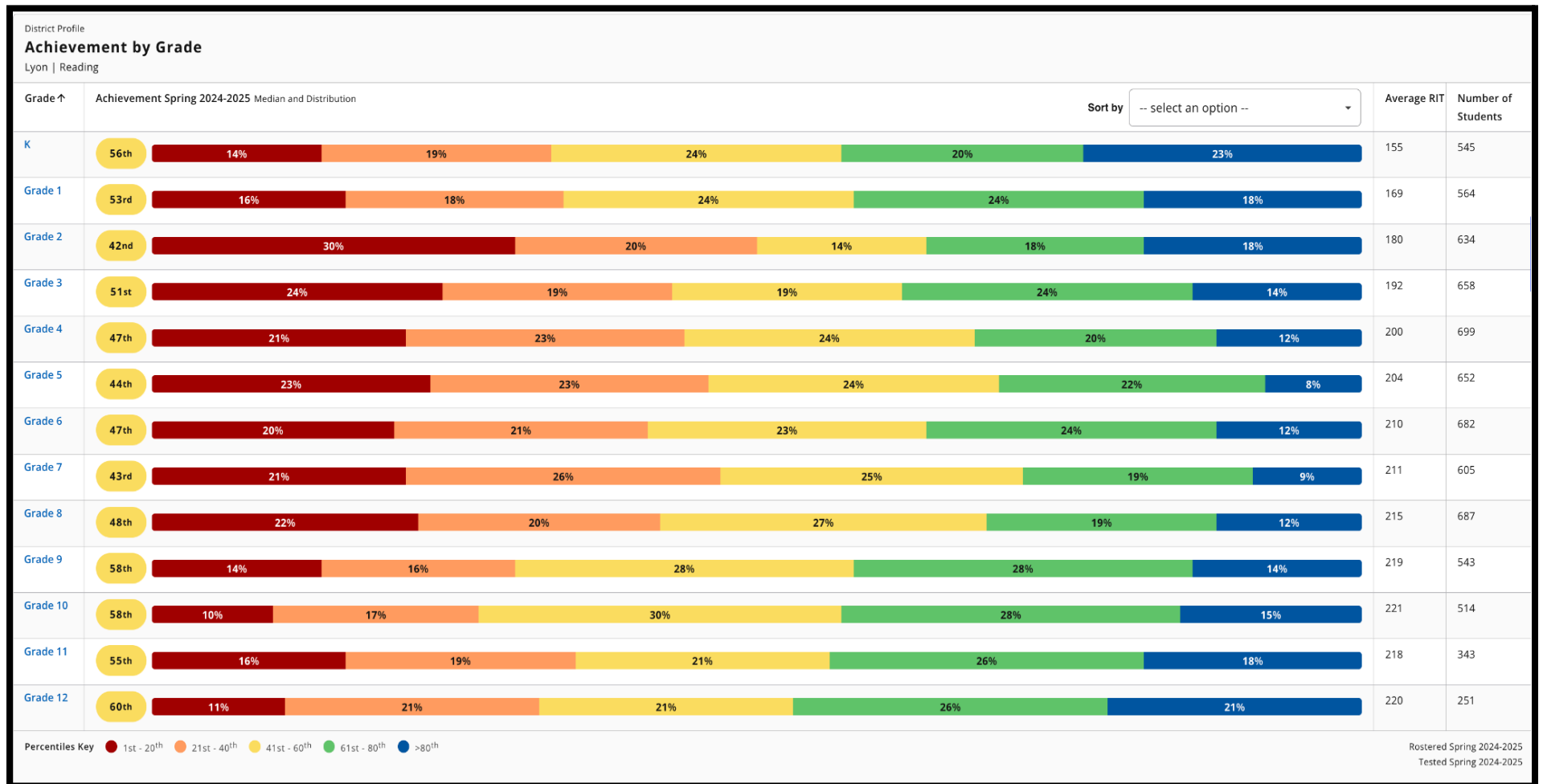
– Reading Achievement Overview



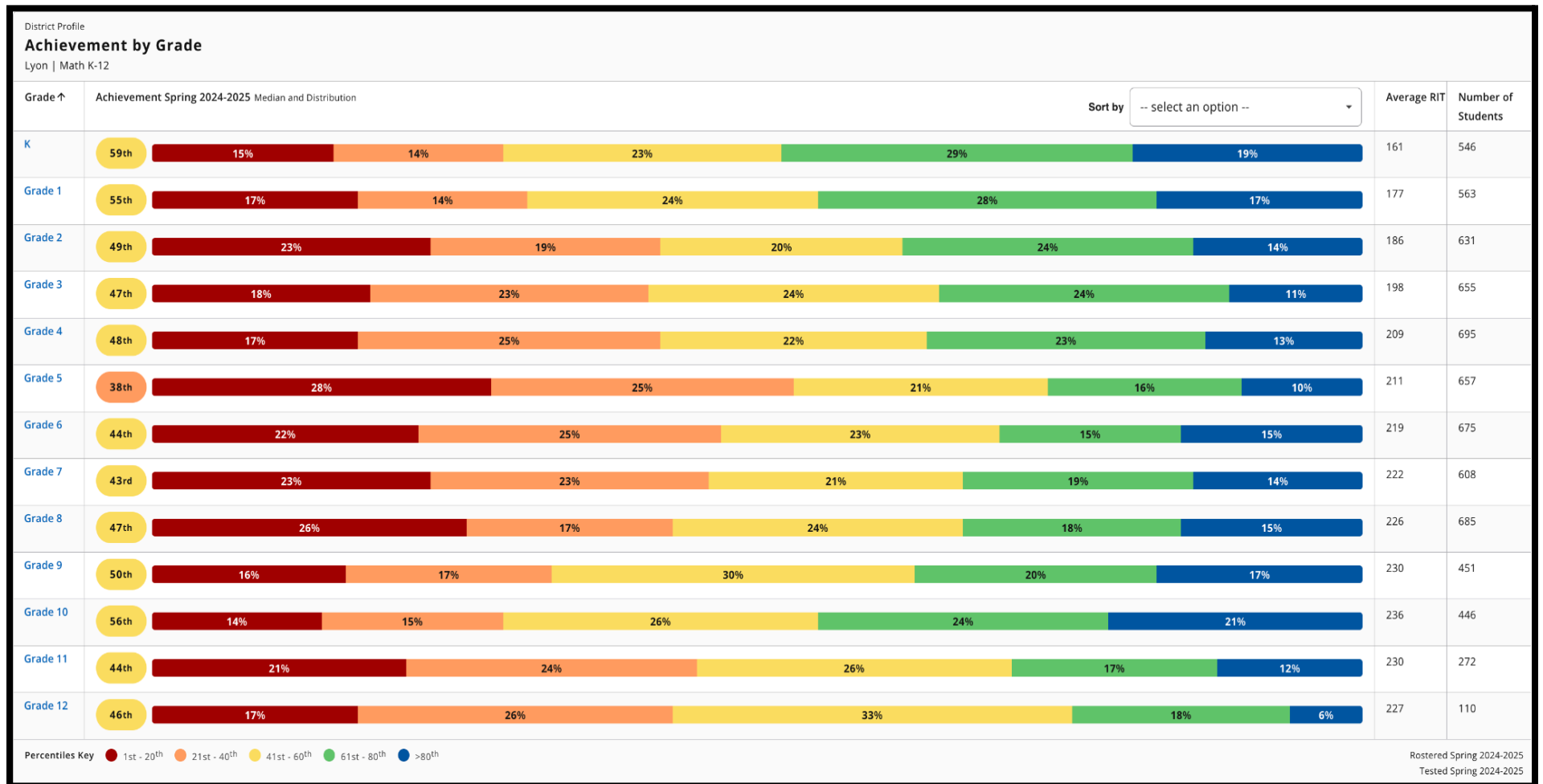
– Math Achievement Overview



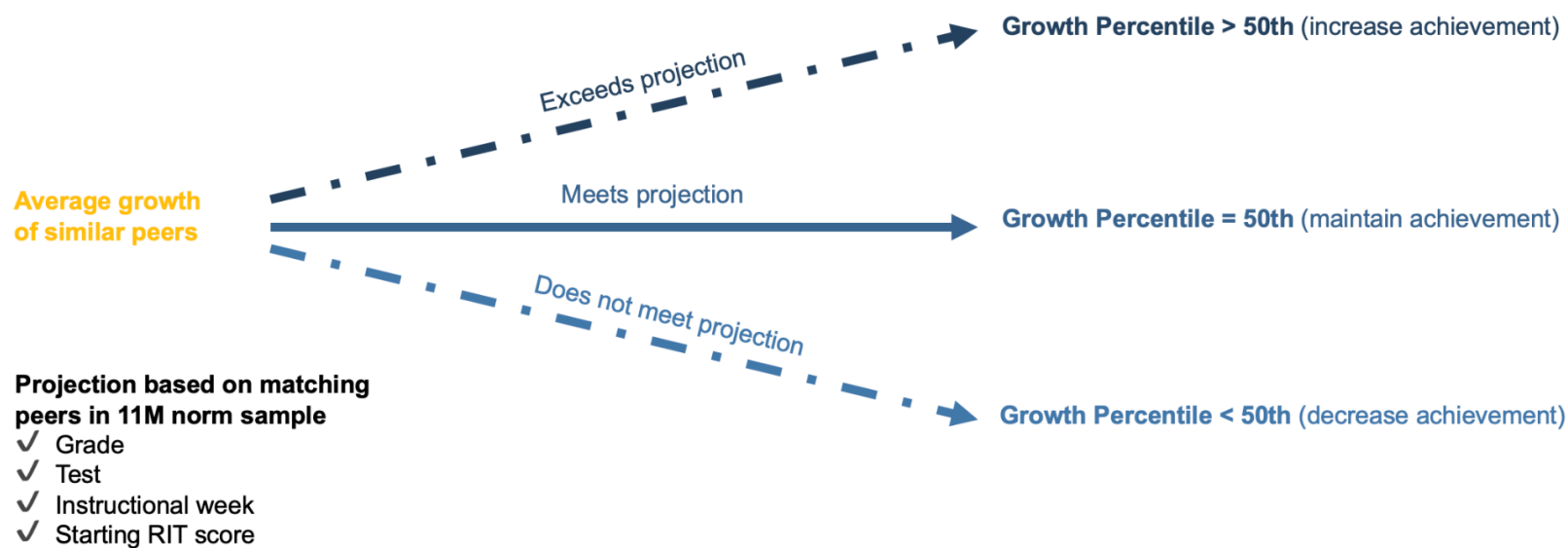
– Reading Achievement By Grade



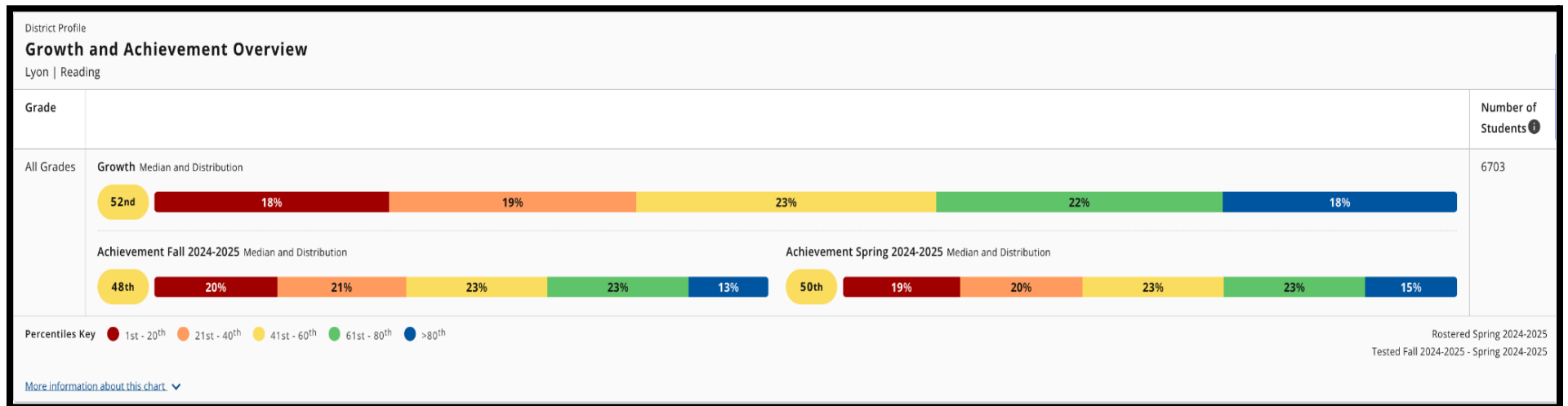
– Math Achievement By Grade



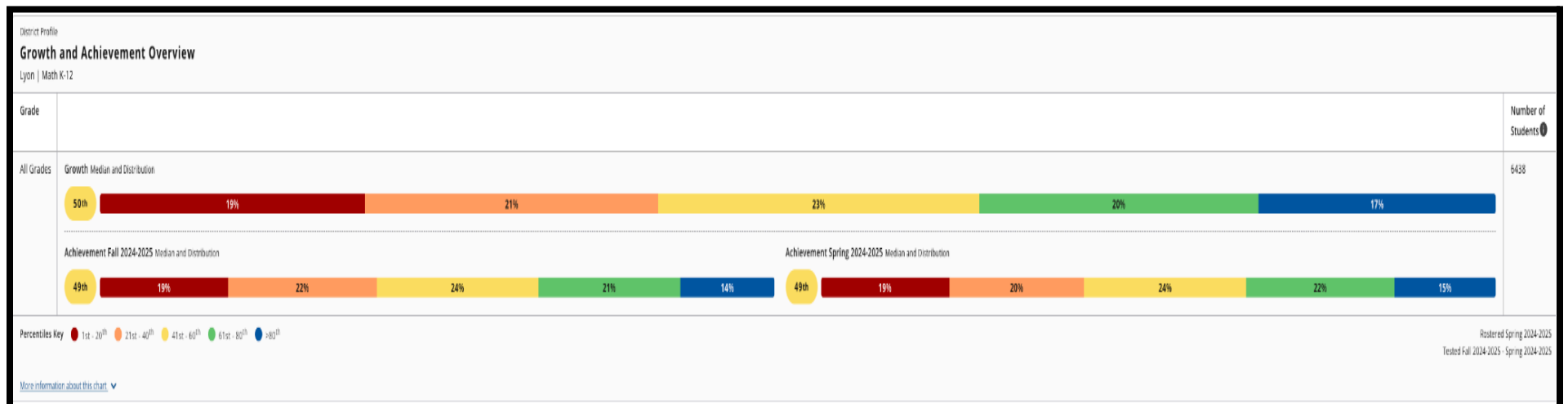
How Are Achievement and Growth Related?



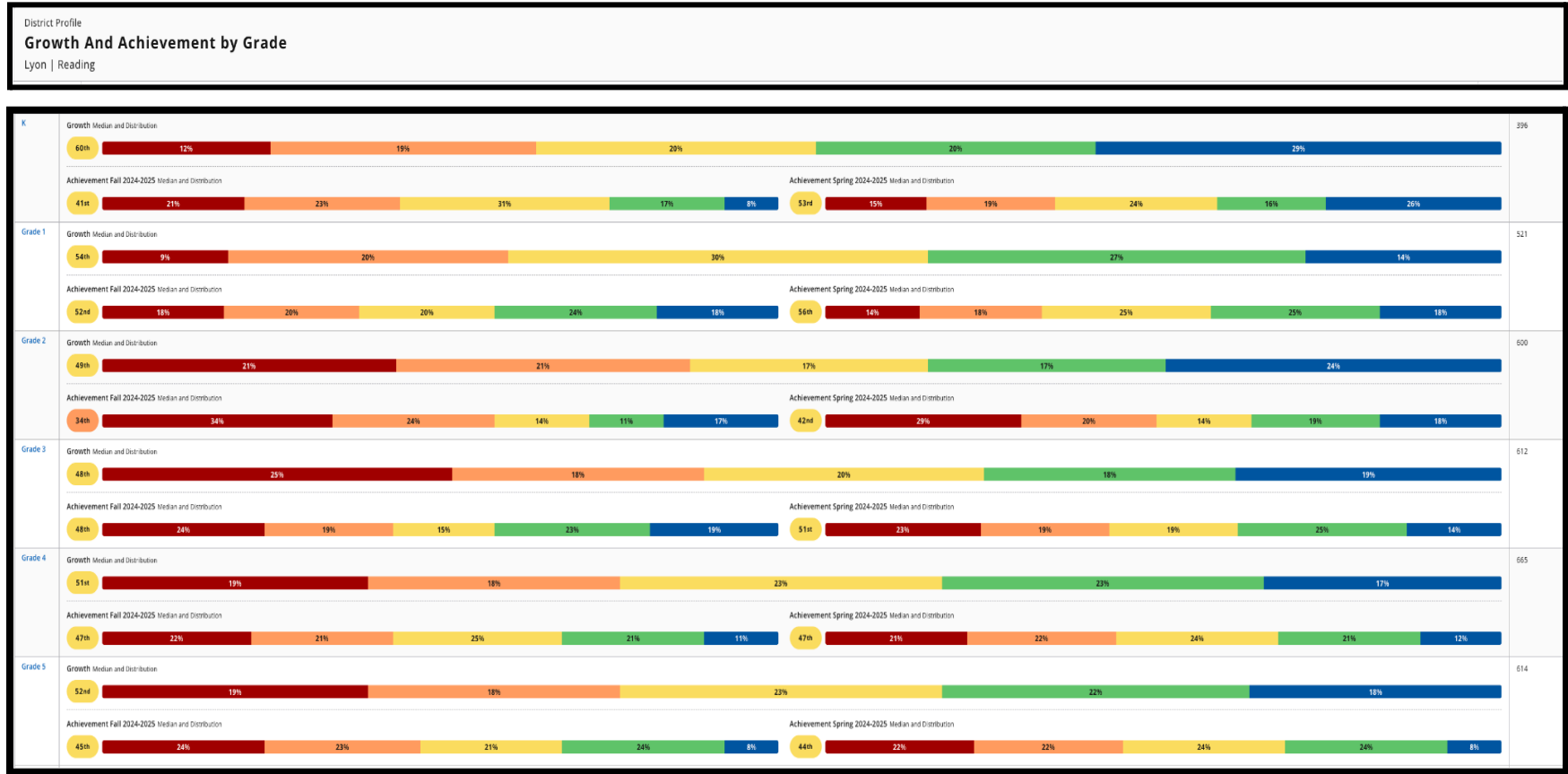
– Reading Growth and Achievement Overview



– Math Growth and Achievement Overview

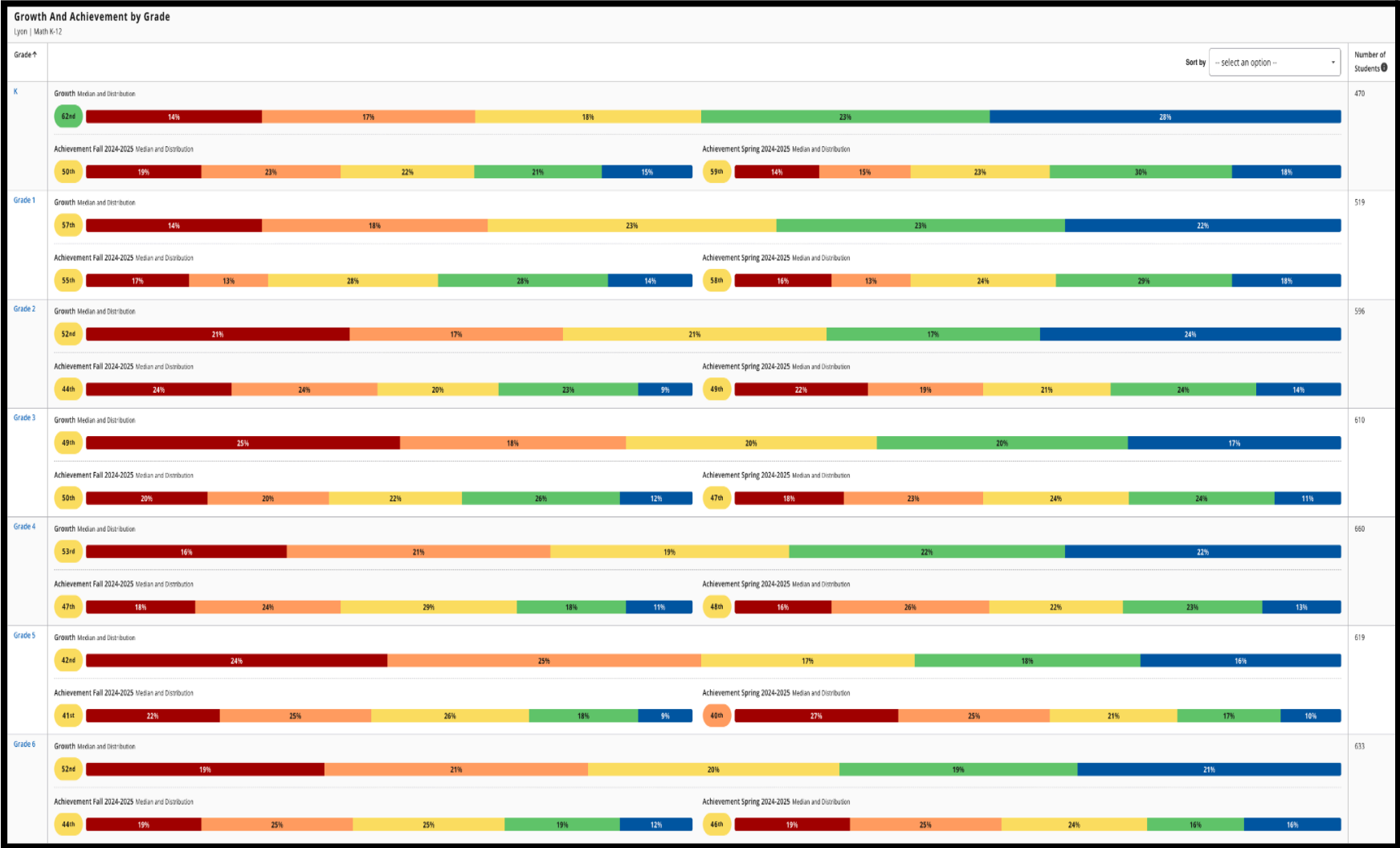


– Reading Growth and Achievement By Grade





– Math Growth and Achievement By Grade





Reflection

What areas of promise/success do you see?

- **Achievement Gaps Close Slightly Between Fall and Spring:** While median achievement remains below the 50th percentile, the increase from the fall test to the spring test shows that all grades are experiencing a period of learning gain.
 - 1st Grade: Fall Achievement Median of 39th to Spring Achievement Median of 44th (a +5 point gain).
 - 3rd Grade: Fall Achievement Median of 38th to Spring Achievement Median of 43rd (a +5 point gain).
 - 9th Grade: Fall Achievement Median of 40th to Spring Achievement Median of 46th (a +6 point gain).
 - This consistent upward movement confirms that the students are making progress (albeit often at a slower rate than the norm in the middle grades) and the instructional year is effective in increasing students' RIT scores.
- **Strong Achievement for the Highest Performers is Maintained:** Across all grade levels, the students in the top achievement band are generally maintaining their strong standing.
 - 81st–99th Percentile: In most grades, this band represents 10% to 15% of the student population.
 - The fact that this percentage is maintained or slightly increased from fall to spring indicates that the highest-achieving students are receiving instruction rigorous enough to keep them on track for advanced coursework and college readiness, and they are not "plateauing" significantly during the school year.
- **Grade 4 Shows the Highest Growth in Lower-to-Mid Grades:** Grade 4 is a relative bright spot in the elementary/early middle school range, showing strong performance compared to the grades immediately above and below it.
 - Grade 4 Growth Median: 46th percentile. This is higher than both Grade 3 (40th) and Grade 5 (42nd)
 - This suggests that the curriculum or instructional practices used in Grade 4 are particularly effective at driving near-average growth for the students, making it a model to examine for potential replication in lower grades.

What Suggestions for improvement?

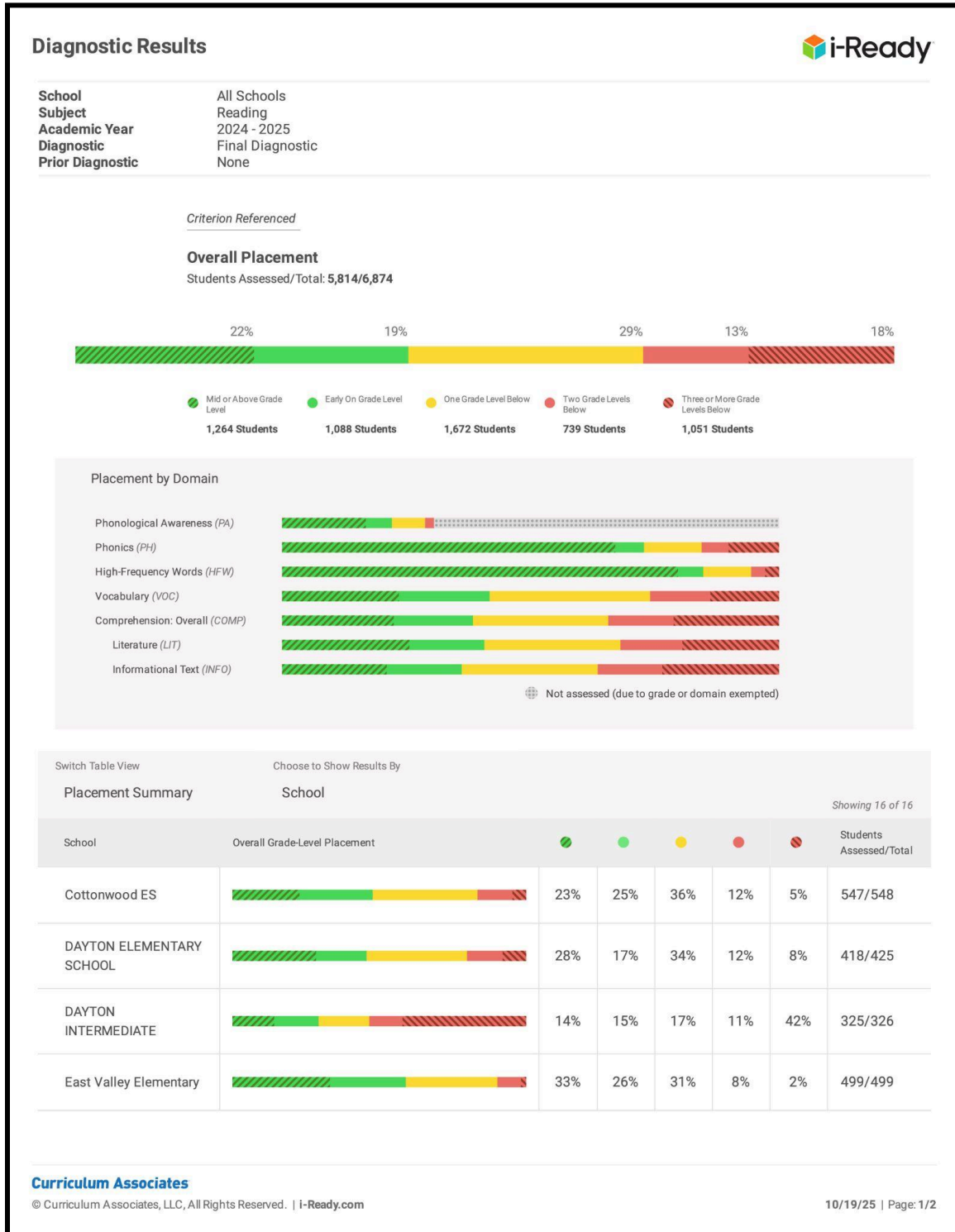
- **Focus on Foundational Skills and Differentiated Instruction (Grades K–2):** The extremely low growth and achievement in the early grades (Growth Medians of 33rd–35th percentile) require an urgent, targeted response rooted in the Science of Reading.
 - **Implement High-Fidelity Phonics:** Ensure the core curriculum delivers explicit and systematic phonics and phonemic awareness instruction.
 - **Targeted Small-Group Rotation:** Dedicate a significant daily block to small-group reading instruction.
- **Strengthen Reading Comprehension and Vocabulary (Grades 3–8):** Addressing the stagnant growth in the intermediate and middle school grades (Growth Medians mostly in the 40s percentile) requires a focus on comprehension strategies and content knowledge.
 - **Embed Academic Vocabulary:** Implement a school-wide strategy for teaching Tier 2 (high-utility) academic vocabulary that appears across all subjects.
 - **Increase Text Complexity (with Scaffolding):** Ensure students are exposed to texts at their grade-level Lexile range, even if their current RIT score is lower. Provide *heavy scaffolding* (e.g., pre-teaching vocabulary, providing sentence stems, reading aloud) to enable access to complex texts.
 - **Discipline-Specific Literacy:** Train content-area teachers (Science, History, etc.) to explicitly teach how to read for their discipline. For instance, teach students to analyze primary sources in social studies or interpret diagrams/charts in science.
- **Implement Targeted High-Dosage Interventions**
 - For the significant percentage of students who consistently score in the lowest achievement percentiles (1st–20th), interventions must be immediate and intensive.
 - **High-Dosage Tutoring:** Implement small-group (1:1 to 1:3) tutoring that is delivered 3–5 times per week by a trained professional.
 - **Tier 2/3 Response:** Use the MTSS model to instantly place students into Tier 2 (strategic) or Tier 3 (intensive) reading interventions at the start of the year.
- **Leverage Data for Collaborative Planning (All Grades)**
 - **Establish /PLCs:** Dedicate time in Professional Learning Communities (PLCs) for teachers to deep-dive into their Class Breakdown Reports. They should

analyze which RIT bands are underperforming and collaboratively plan the next week's instruction to address those needs.

- **Vertical Alignment:** Use the grade-level charts to identify RIT-band mastery gaps that persist across grades. For instance, if 5th-grade students are struggling with a 4th-grade standard, the 4th-grade team should adjust its core instruction, and the 5th-grade team should dedicate intervention time to catch them up.

iReady - Reading and Math

Spring Reading Diagnostic Results



Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic None

School	Overall Grade-Level Placement						Students Assessed/Total
Fernley Elementary		29%	21%	39%	9%	3%	392/401
Fernley HS		0%	0%	0%	0%	100%	4/1,008
Fernley Intermediate School		18%	15%	25%	21%	20%	635/636
RIVERVIEW ELEMENTARY SCHOOL		23%	23%	32%	14%	9%	429/429
Silver Stage ES		21%	24%	36%	13%	5%	336/338
Silver Stage HS		17%	50%	17%	0%	17%	6/6
Silver Stage Middle School		13%	14%	16%	17%	40%	283/292
Silverland Middle School		17%	12%	19%	8%	44%	626/637
Smith Valley School		39%	31%	17%	5%	8%	118/118
SUTRO ELEMENTARY SCHOOL		25%	18%	33%	14%	10%	407/407
YERINGTON ELEMENTARY SCHOOL		19%	20%	37%	14%	10%	427/430
YERINGTON INTERMEDIATE		13%	10%	20%	16%	41%	373/385

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Positive Takeaways from All Schools Reading Diagnostic Data

High Percentage of Students Meeting or Approaching Grade Level

- **Overall Performance:** Across all schools, a total of 41% of the assessed students are reading either "Mid or Above Grade Level" (22%) or "Early On Grade Level" (19%). This represents 2,352 students who are starting the year at or above the expected performance benchmark.
- **Significance:** Having two-fifths of the student body on track is a strong foundation for continued growth.

Winter to Spring Reading Diagnostic Results

Diagnostic Results

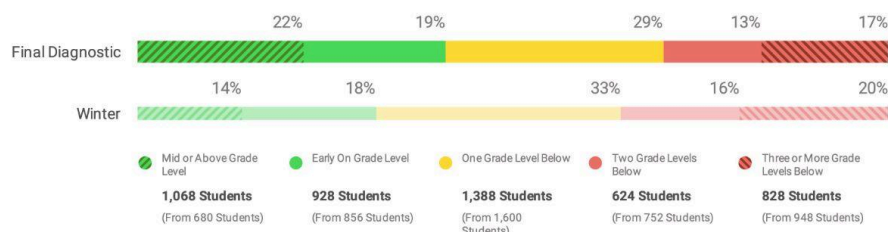


School	All Schools
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Final Diagnostic
Prior Diagnostic	Winter

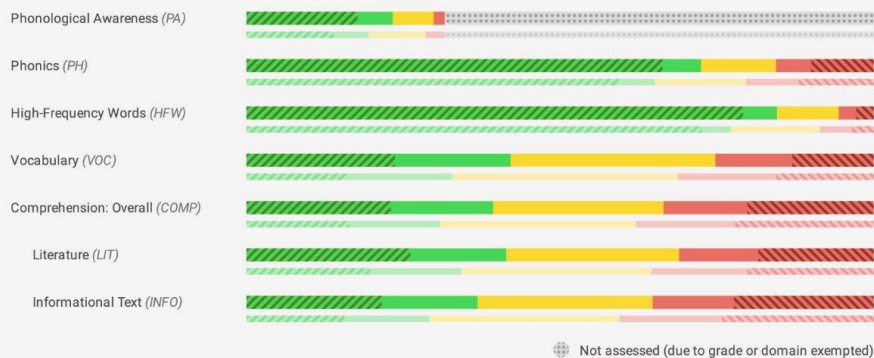
Criterion Referenced

Overall Placement

Students Assessed/Total: 4,836/6,874



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

School

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Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

Showing 16 of 16

School		Overall Grade-Level Placement						Students Assessed/Total
Cottonwood ES	Final Diagnostic	<div><div></div><div></div><div></div><div></div><div></div></div>	23%	25%	36%	12%	5%	499/548
	Winter	<div><div></div><div></div><div></div><div></div><div></div></div>	12%	20%	46%	15%	7%	
DAYTON ELEMENTARY SCHOOL	Final Diagnostic	<div><div></div><div></div><div></div><div></div><div></div></div>	28%	18%	35%	11%	9%	280/425
	Winter	<div><div></div><div></div><div></div><div></div><div></div></div>	14%	21%	36%	19%	9%	
DAYTON INTERMEDIATE	Final Diagnostic	<div><div></div><div></div><div></div><div></div><div></div></div>	15%	15%	17%	11%	42%	272/326
	Winter	<div><div></div><div></div><div></div><div></div><div></div></div>	14%	16%	18%	11%	41%	
East Valley Elementary	Final Diagnostic	<div><div></div><div></div><div></div><div></div><div></div></div>	35%	26%	30%	8%	2%	331/499
	Winter	<div><div></div><div></div><div></div><div></div><div></div></div>	18%	24%	41%	12%	5%	
Fernley Elementary	Final Diagnostic	<div><div></div><div></div><div></div><div></div><div></div></div>	28%	22%	39%	8%	3%	369/401
	Winter	<div><div></div><div></div><div></div><div></div><div></div></div>	15%	22%	43%	14%	5%	
Fernley HS	Final Diagnostic	—	—	—	—	—	—	0/1,008
	Winter	—	—	—	—	—	—	
Fernley Intermediate School	Final Diagnostic	<div><div></div><div></div><div></div><div></div><div></div></div>	18%	15%	25%	21%	20%	573/636
	Winter	<div><div></div><div></div><div></div><div></div><div></div></div>	12%	12%	27%	21%	28%	

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Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

School	Overall Grade-Level Placement						Students Assessed/Total
RIVERVIEW ELEMENTARY SCHOOL	Final Diagnostic		22%	21%	33%	14%	10%
							392/429

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Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

School	Overall Grade-Level Placement						Students Assessed/Total
	Winter		14%	18%	39%	14%	14%
Silver Stage ES	Final Diagnostic		22%	24%	35%	14%	5%
	Winter		13%	22%	39%	16%	10%
Silver Stage HS	Final Diagnostic	–	–	–	–	–	0/6
	Winter	–	–	–	–	–	
Silver Stage Middle School	Final Diagnostic		14%	12%	16%	20%	38%
	Winter		14%	9%	16%	19%	42%
Silverland Middle School	Final Diagnostic		17%	13%	18%	8%	44%
	Winter		16%	13%	16%	12%	43%
Smith Valley School	Final Diagnostic		40%	31%	17%	5%	7%
	Winter		18%	32%	28%	14%	9%
SUTRO ELEMENTARY SCHOOL	Final Diagnostic		25%	18%	33%	14%	9%
	Winter		17%	18%	34%	18%	12%
YERINGTON ELEMENTARY SCHOOL	Final Diagnostic		18%	21%	37%	14%	11%
	Winter		11%	18%	45%	16%	10%

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Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

School		Overall Grade-Level Placement						Students Assessed/Total
YERINGTON INTERMEDIATE	Final Diagnostic		14%	13%	19%	17%	37%	222/385
	Winter		10%	12%	23%	14%	41%	

Takeaways from Winter to Spring Reading Diagnostic Results

Based on the overall student placement for all schools (4,836 students assessed), here are the five main insights comparing the Winter Diagnostic to the Final Diagnostic:

1. **Significant Overall Proficiency Gain:** There was an encouraging 9 percentage point increase in students scoring at or above grade level (combining "Mid or Above Grade Level" and "Early On Grade Level"). This group grew from 32% in Winter to 41% in the Final Diagnostic.
2. **Greatest Strength in Foundational Skills:** The domains of Phonics (PH) and High-Frequency Words (HFW) show the highest overall student proficiency in the Final Diagnostic. The vast majority of students are performing at or above grade level in these areas, indicating strong instruction and mastery of basic reading mechanics.
3. **Largest Area of Need is Comprehension:** The core challenge area remains Comprehension (Overall, Literature, and Informational Text). While growth occurred, these domains show the highest concentration of students in the "One Grade Level Below" (yellow) and "Two or More Grade Levels Below" (red/striped red) bands.
4. **Positive Movement in Highest-Risk Tiers:** The number of students in the most severe risk categories ("Two Grade Levels Below" and "Three or More Grade Levels Below") both saw a 3 percentage point decrease, suggesting that intensive intervention programs are successfully moving the lowest-performing students into higher placement tiers.
5. **The Majority Still Requires Catch-Up:** Despite the positive gains, 59% of students are still placed one or more grade levels below their expected level in the Final Diagnostic (down from 69% in Winter). This highlights the continued need for targeted interventions to close the remaining gap for the majority of the student population.

Spring Growth Results (Winter to Spring Growth)

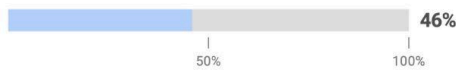
Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2024 - 2025
Comparison Diagnostic Final Diagnostic

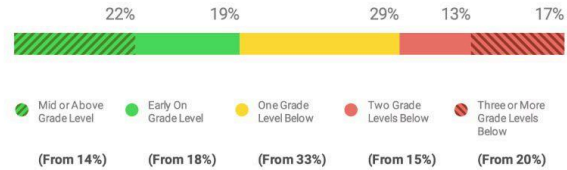
Students Assessed/Total: 5,365/5,866

Progress to Annual Typical Growth (Median)

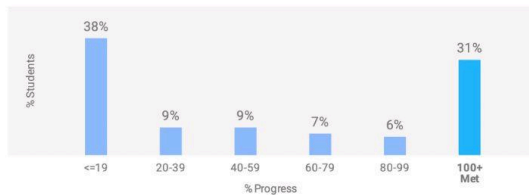


The median percent progress towards Typical Growth for this school is 46%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

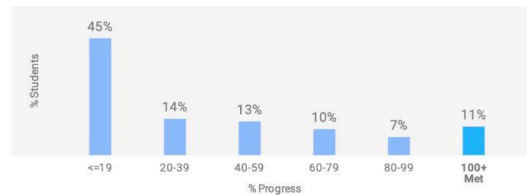
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 15 of 15

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Cottonwood ES	45%	23%	30%	7%	38%	524/548
DAYTON ELEMENTARY SCHOOL	48%	28%	30%	12%	40%	351/425
DAYTON INTERMEDIATE	0%	36%	0%	10%	36%	296/326
East Valley Elementary	64%	32%	41%	12%	52%	477/499
Fernley Elementary	41%	18%	30%	5%	41%	378/401
Fernley Intermediate School	90%	48%	37%	21%	46%	626/636

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Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2024 - 2025
Comparison Diagnostic Final Diagnostic

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
RIVERVIEW ELEMENTARY SCHOOL	41%	28%	26%	11%	39%	423/429
Silver Stage ES	50%	26%	32%	7%	41%	314/338
Silver Stage HS	—	—	—	—	—	0/6
Silver Stage Middle School	37%	35%	13%	9%	36%	188/292
Silverland Middle School	0%	35%	0%	13%	35%	564/637
Smith Valley School	103%	52%	54%	15%	59%	116/118
SUTRO ELEMENTARY SCHOOL	41%	26%	27%	11%	38%	397/407
YERINGTON ELEMENTARY SCHOOL	35%	20%	23%	7%	33%	401/430
YERINGTON INTERMEDIATE	16%	33%	6%	13%	35%	315/385

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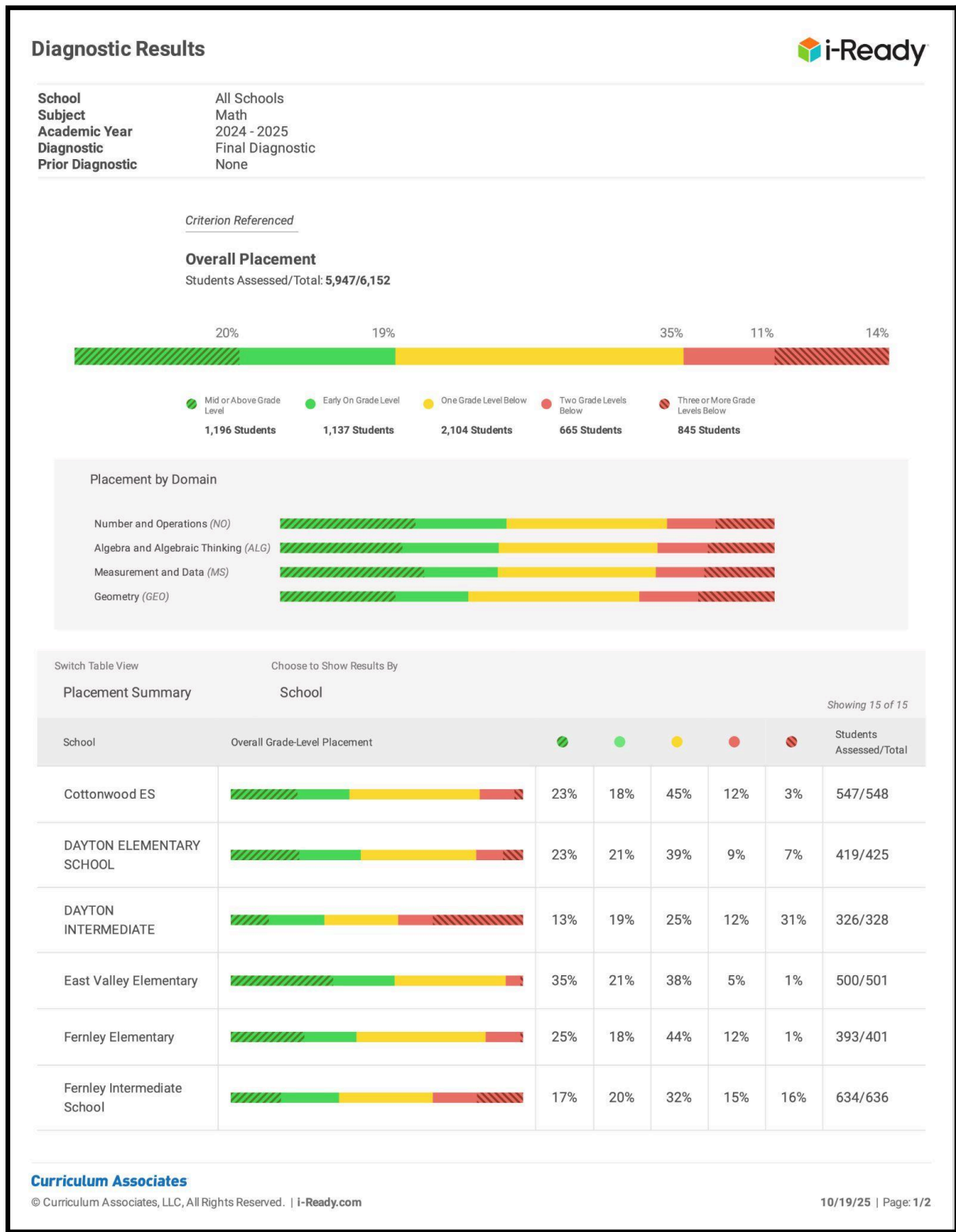
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Takeaways from Spring Growth Results (*Winter to Spring Growth*)

No review due to only a winter to spring growth model

Spring Math Diagnostic Results



Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic None

School	Overall Grade-Level Placement						Students Assessed/Total
RIVERVIEW ELEMENTARY SCHOOL		25%	23%	41%	7%	5%	431/431
Silver Stage ES		21%	21%	42%	12%	4%	336/339
Silver Stage HS		3%	9%	8%	11%	69%	115/270
Silver Stage Middle School		7%	18%	27%	12%	35%	293/300
Silverland Middle School		15%	16%	25%	12%	33%	632/637
Smith Valley School		31%	27%	31%	7%	4%	116/118
SUTRO ELEMENTARY SCHOOL		26%	19%	37%	9%	8%	407/407
YERINGTON ELEMENTARY SCHOOL		17%	19%	44%	13%	7%	428/430
YERINGTON INTERMEDIATE		13%	17%	30%	15%	25%	381/392

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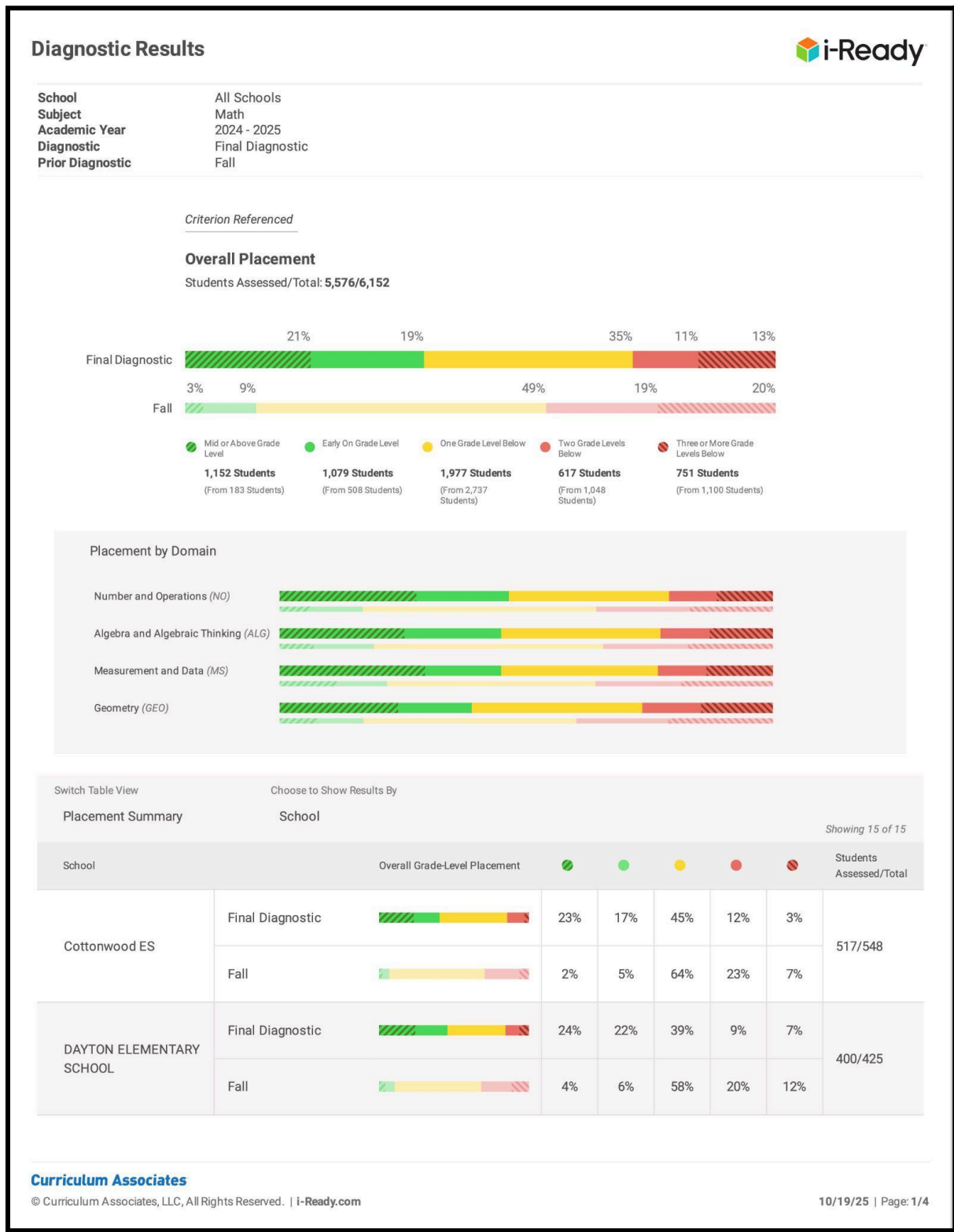
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Takeaways from Spring Math Diagnostic Results

1. **Majority Below Grade Level (53%):** More than half of all assessed students (53%, totaling 3,614 students) are placed at one, two, or three-plus grade levels below their current grade. This indicates a critical need for widespread intervention.
2. **Low Overall Proficiency (20%):** Only 20% of students achieved placement at "Mid or Above Grade Level," suggesting that the vast majority of the student body requires focused support to meet grade-level expectations.
3. **Number & Operations is the Strongest Domain:** The domain of Number and Operations (NO) shows the highest percentage of students placed at Mid or Above Grade Level (29%), making it the relative strength compared to Algebra (19%), Geometry (14%), and Measurement and Data (11%).
4. **Elementary Schools Lead in Proficiency:** East Valley Elementary (35% Mid or Above Grade Level) and Smith Valley School (31%) significantly outperform the "All Schools" average (20%), indicating strong foundational math placement in those elementary environments.
5. **Severe Gaps in Secondary Schools:** The highest percentages of students placed at "Three or More Grade Levels Below" are concentrated in the secondary schools, most notably Silver Stage Middle School (35%), and Silverland Middle School (33%). This points to systemic learning loss or gaps that increase dramatically in the higher grades.

Fall to Spring Math Diagnostic Results



Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

School		Overall Grade-Level Placement						Students Assessed/Total
DAYTON INTERMEDIATE	Final Diagnostic		13%	20%	26%	13%	29%	312/328
	Fall		7%	16%	30%	12%	34%	
East Valley Elementary	Final Diagnostic		35%	21%	37%	5%	1%	466/501
	Fall		3%	7%	68%	18%	5%	
Fernley Elementary	Final Diagnostic		25%	19%	43%	12%	1%	374/401
	Fall		2%	4%	66%	20%	7%	
Fernley Intermediate School	Final Diagnostic		17%	21%	32%	14%	17%	604/636
	Fall		4%	13%	39%	16%	28%	
RIVERVIEW ELEMENTARY SCHOOL	Final Diagnostic		25%	23%	41%	7%	4%	417/431
	Fall		4%	10%	56%	22%	8%	
Silver Stage ES	Final Diagnostic		21%	22%	41%	12%	4%	311/339
	Fall		1%	7%	62%	22%	8%	
Silver Stage HS	Final Diagnostic		5%	7%	7%	13%	67%	82/270
	Fall		2%	4%	13%	6%	74%	

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Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

School	Overall Grade-Level Placement						Students Assessed/Total
Silver Stage Middle School	Final Diagnostic		7%	19%	27%	13%	34%
							273/300

Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

School		Overall Grade-Level Placement						Students Assessed/Total
	Fall		3%	12%	29%	13%	43%	
Silverland Middle School	Final Diagnostic		16%	16%	25%	11%	32%	594/637
	Fall		7%	14%	28%	13%	37%	
Smith Valley School	Final Diagnostic		34%	27%	30%	7%	3%	107/118
	Fall		3%	16%	58%	14%	9%	
SUTRO ELEMENTARY SCHOOL	Final Diagnostic		27%	19%	37%	10%	8%	363/407
	Fall		2%	9%	51%	22%	16%	
YERINGTON ELEMENTARY SCHOOL	Final Diagnostic		18%	19%	44%	12%	7%	405/430
	Fall		2%	5%	55%	28%	10%	
YERINGTON INTERMEDIATE	Final Diagnostic		14%	18%	30%	15%	23%	362/392
	Fall		2%	9%	35%	19%	35%	

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Takeaways from Fall to Spring Math Diagnostic Results

1. **Significant Improvement in Grade-Level Proficiency:** The percentage of students performing at or above grade level (Mid or Above Grade Level + Early On Grade Level) dramatically increased. In the Fall, only 12% (3% + 9%) of students were at or above grade level. By the Final Diagnostic, this figure had more than tripled to 40% (21% + 19%).
2. **Major Reduction in Students Two or More Grade Levels Below:** There was a substantial decrease in the most severe proficiency gaps. The percentage of students categorized as Two Grade Levels Below or Three or More Grade Levels Below dropped from 39% (19% + 20%) in the Fall to 24% (11% + 13%) in the Final Diagnostic. This indicates targeted intervention efforts were effective for students with the largest gaps.
3. **The Largest Group Shifted from Severe Gap to Moderate Gap:** In the Fall, the single largest group of students (49%, or 2,737 students) was placed One Grade Level Below. By the Final Diagnostic, the number of students in this category reduced significantly to 35% (1,977 students). This suggests that the primary movement of students was out of the One Grade Level Below group and into the At or Above Grade Level categories.
4. **Inconsistent Performance Across Schools:** While the overall district data is positive, a review of individual school data reveals varying levels of success. Elementary schools like **East Valley Elementary** and **Smith Valley School** showed excellent outcomes, with over 55% of students reaching Mid or Above Grade Level or Early On Grade Level in the Final Diagnostic.
5. **Need for Continued Focus on Severe Gaps:** Despite significant overall improvement, a considerable portion of the student body remains in critical need of support. A combined 24% of students are still two or more grade levels behind. While this is an improvement from 39% in the Fall, it still represents 1,368 students who require intensive intervention to catch up to their peers.

Spring Math Growth Results (Fall to Spring)

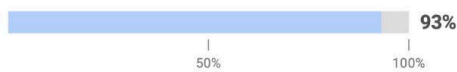
Diagnostic Growth



School: All Schools
Subject: Math
Academic Year: 2024 - 2025
Comparison Diagnostic: Final Diagnostic

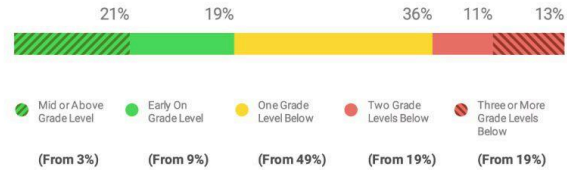
Students Assessed/Total: 5,753/5,888

Progress to Annual Typical Growth (Median)

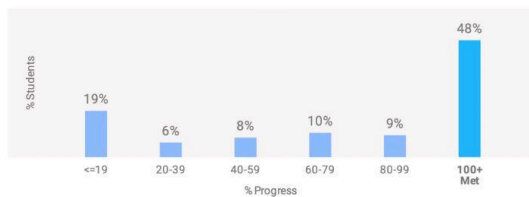


The median percent progress towards Typical Growth for this school is 93%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

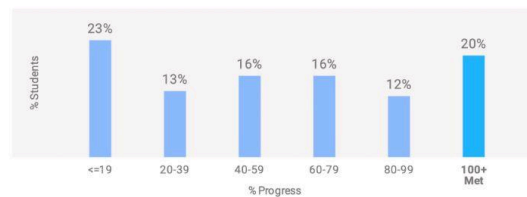
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 15 of 15

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Cottonwood ES	88%	45%	60%	22%	55%	540/548
DAYTON ELEMENTARY SCHOOL	95%	49%	60%	20%	62%	418/425
DAYTON INTERMEDIATE	65%	40%	28%	12%	39%	322/328
East Valley Elementary	108%	59%	75%	25%	70%	497/501
Fernley Elementary	91%	45%	65%	22%	60%	387/401
Fernley Intermediate School	105%	53%	54%	23%	61%	626/636

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Diagnostic Growth



School All Schools
 Subject Math
 Academic Year 2024 - 2025
 Comparison Diagnostic Final Diagnostic

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
RIVERVIEW ELEMENTARY SCHOOL	100%	51%	63%	19%	64%	427/431
Silver Stage ES	88%	42%	59%	17%	57%	322/339
Silver Stage HS	17%	33%	7%	0%	33%	6/6
Silver Stage Middle School	78%	46%	37%	16%	48%	287/300
Silverland Middle School	75%	46%	32%	18%	46%	618/637
Smith Valley School	113%	64%	75%	26%	72%	114/118
SUTRO ELEMENTARY SCHOOL	100%	51%	63%	23%	66%	402/407
YERINGTON ELEMENTARY SCHOOL	79%	37%	56%	15%	56%	422/430
YERINGTON INTERMEDIATE	100%	52%	48%	18%	58%	376/392

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Takeaways from Spring Math Growth Results *(Fall to Spring)*

1. Widespread Placement Gap

A significant majority of students (60%) are currently placed **one or more grade levels below** in Math. Specifically, 36% are one level below, 11% are two levels below, and 13% are three or more levels below. Only 40% of students are placed at or above (Mid or Above Grade Level, or Early On Grade Level).

2. High Median Typical Growth

The median student is performing strongly against the expected growth benchmark. The median percent progress toward Annual Typical Growth is **93%**, meaning the average student almost achieved their full year's expected growth goal.

3. Fewer Than Half Met Typical Growth Target

While the median progress is high, less than half of the student body actually met or exceeded their full goal. The data shows that **48%** of students assessed met or exceeded their Annual Typical Growth goal (100% Met). This suggests a large cluster of students are just short of reaching the full target.

4. Limited Achievement of Stretch Growth

The Annual Stretch Growth® goal, which is more ambitious than Typical Growth, was met by significantly fewer students. Only **20%** of students assessed met or exceeded their Stretch Growth target. This highlights a need to focus on accelerating the highest-achieving students.

5. High Variability in School Performance

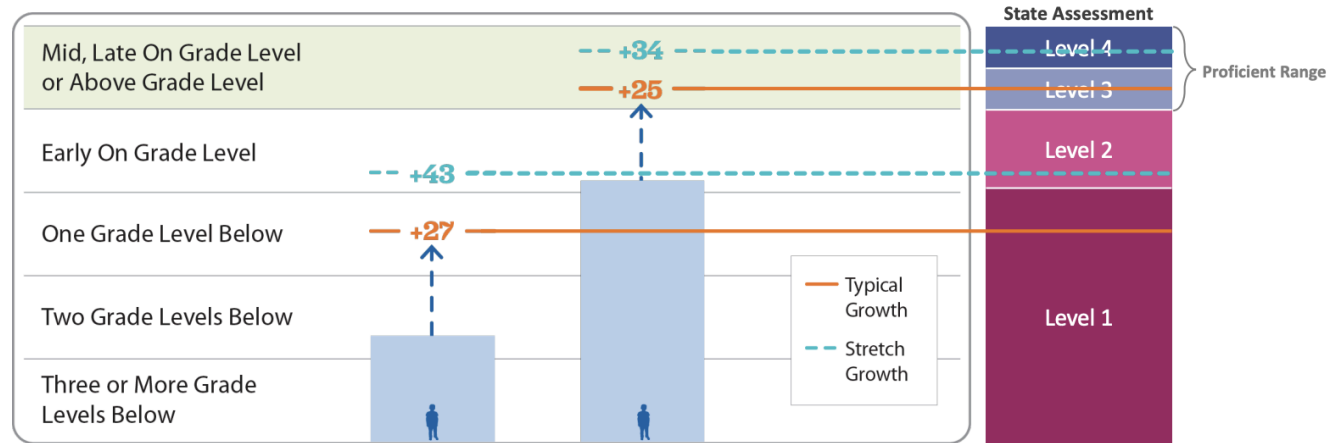
There are large differences in student growth across the different schools.

- **Highest Growth:** Smith Valley School had the highest median progress toward Typical Growth at 113%, with 72% of students showing improved placement. East Valley Elementary also performed well at 108% median progress.
- **Lowest Growth:** Dayton Intermediate had the lowest median progress at 65% and the lowest percentage of students with improved placement at 39%. This suggests targeted support may be needed for specific sites.

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.

World-class Instructional Design and Assessment (WIDA)

WIDA Proficiency Trend Data: Percentage of Students Exiting EL

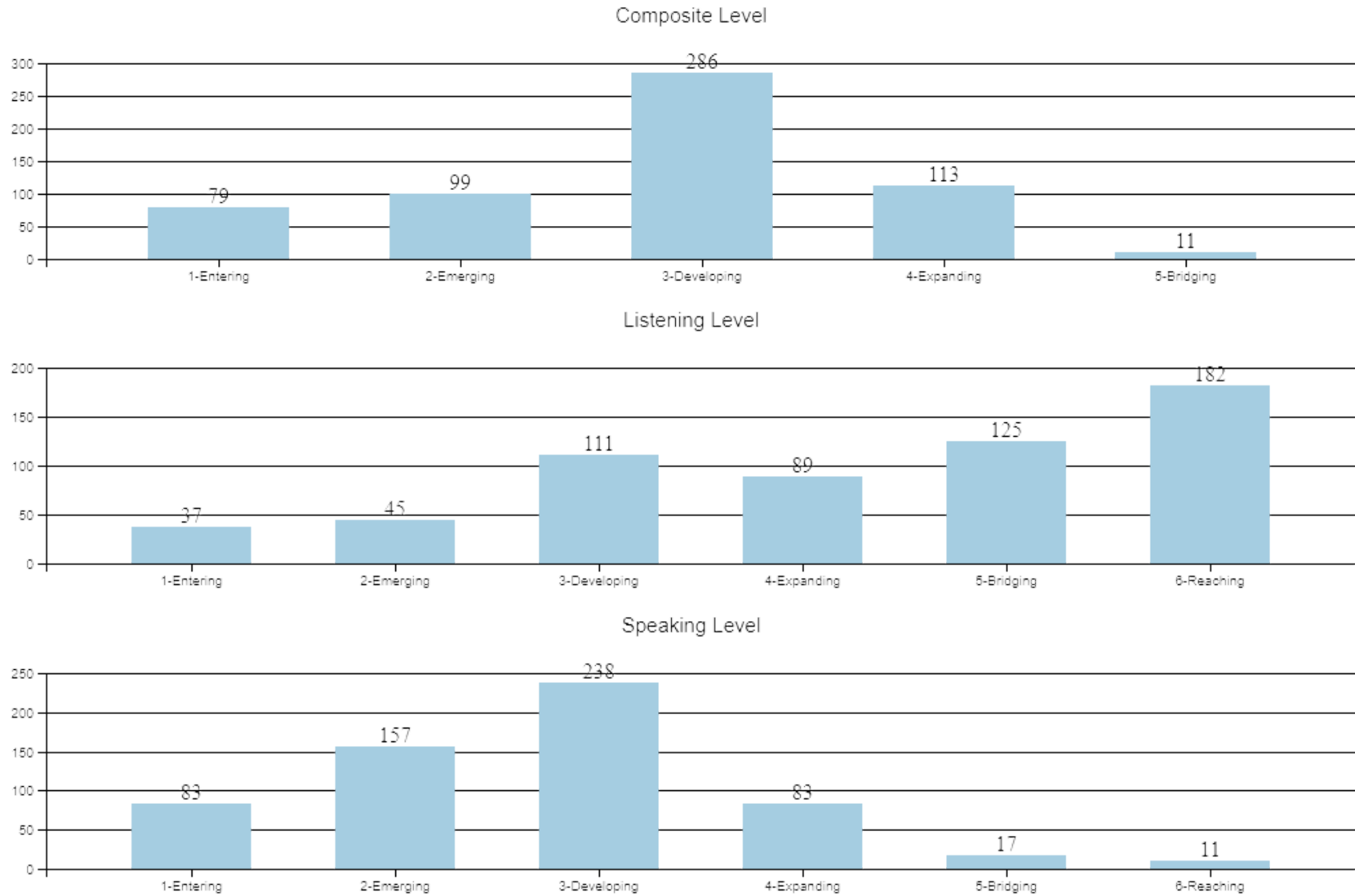
	2018	2019	2020	2021	2022	2023	2024	2025
CES	13%	11%	16%	3%	7%	2%	5%	13%
DES	15%	15%	23%	13%	11%	14%	7%	20%
DHS	25%	16%	8%	22%	7%	3%	2%	3%
DIS	5%	9%	10%	12%	0%	5%	0%	5%
EVES	24%	56%	14%	13%	18%	13%	0%	13%
FES	18%	5%	17%	3%	6%	10%	5%	5%
FHS	12%	14%	9%	7%	7%	5%	4%	9%
FIS	37%	45%	26%	0%	8%	23%	22%	25%
RES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

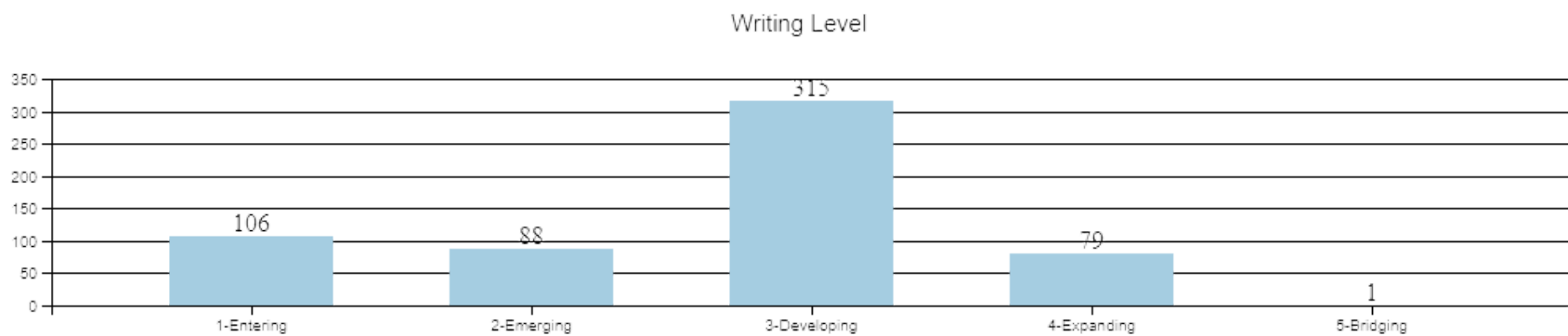
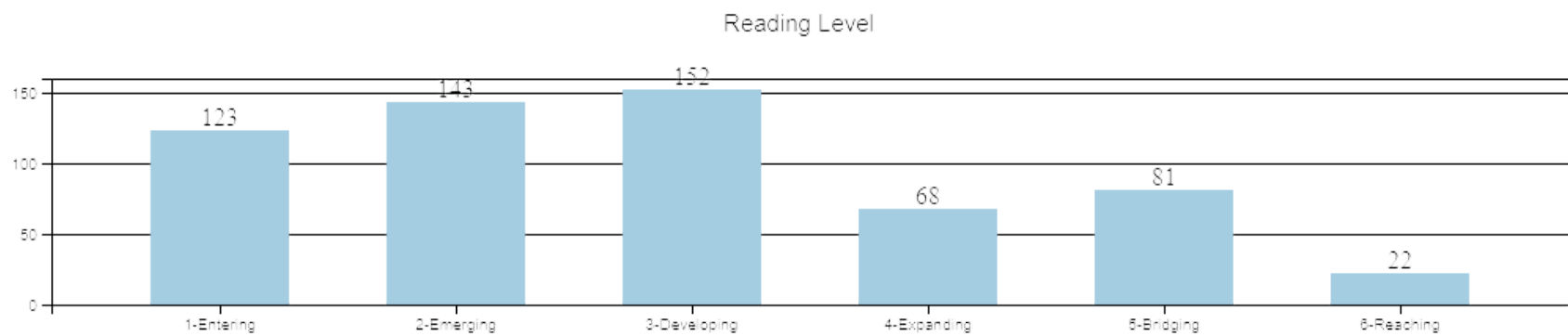
WIDA Adequate Growth Percentiles (AGP) Trend Data

District: Lyon County School District	Elementary WIDA ACCESS 2.0 for ELLs AGP Trend Growth								
Cottonwood Elementary School	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# 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
% of WIDA Met AGP	44%	36%	65%	33%	12%	58%	21%	34%	41%
School: Dayton Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# 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
% of WIDA Met AGP	39%	53%	71%	54%	32%	50%	43%	4810%	46%
Silver Springs ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	0/1	0/2	0/3	N/A	N/A	N/A	44968	N/A	7/10
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	0.18	N/A	70%
School: Smith Valley School	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# 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
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A
Riverview Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# 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
% of WIDA Met AGP	43%	25%	67%	47%	60%	24%	44%	35%	48%

School: Sutro Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	6/18	8/16	9/16	9/17	11/21	11/26	5/35	22/51	27/61
% of WIDA Met AGP	33%	50%	56%	52%	52%	42%	14%	43%	45%
School: Yerington Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# 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
% of WIDA Met AGP	46%	38%	38%	55%	44%	39%	20%	39%	51%
School: Fernley ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	8/15	4/11	9/24	14/27	12/24	11/26	16/26	14/24	17/36
% of WIDA Met AGP	53%	36%	38%	51%	50%	42%	62%	58%	48%
School: East Valley ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	9/11	6/13	11/11	5/10	12/16	7/17	6/20	8/18	21/39
% of WIDA Met AGP	82%	46%	100%	50%	75%	41%	30%	44%	55%
School: LCSD	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP					93/209	88/210	74/247	118/276	166/348
% of WIDA Met AGP					45%	42%	30%	43%	48%

WIDA ACCESS 2024 Results by Domain





Reflection

The ESSA of 2015 requires that students identified as English Learners (EL) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing on English Language Proficiency Assessment. The WIDA Consortium provides Nevada's English Proficiency Examination. This language assessment does not replace the State English Language Arts Tests (SBAC, ACT or NAA) required by state law.

The purpose of the WIDA ACCESS test is to assess English proficiency, identify areas of need, and monitor student progress. Each domain (listening, speaking, reading, writing) is assessed individually, and the results help determine a student's overall proficiency level. The test is divided into different levels based on students' English proficiency and the levels range from Level 1 (Entering) to Level 6 (Reaching), reflecting varying levels of language development in each domain.

As a district, we will continue to support our teachers in tier 1 instruction and focus on the WIDA ACCESS domain of reading.

- **What areas of promise/success do you see?**

- The number of students who met Adequate Growth Proficiency (AGP) increased by 13% from the Spring of 2023 to the Spring of 2024. The AGP measures the percentage of students who have a growth score that meets their growth target which is based on their Student Growth Percentile (SGP) each year.
- The spring 2024 WIDA ACCESS results indicate that our ELL students show the highest level of proficiency in the listening domain.

- **What areas of improvement do you see?**

- The percentage of students who were proficient on the WIDA ACCESS has declined each year. The proficiency rate is based on the overall Composite score of 4.5. This overall Composite score consists of the following Domains: Listening, Speaking, Reading and Writing.
- The spring 2024 WIDA ACCESS results indicate that our ELL students show the highest level of proficiency in the speaking domain.

Career and Technical Education

	# Of Completers	Certificate Earners	Percentage					
22/23	353	92	26%	Percentage of Completers earning certificates				
23/24	365	191	52%					
24/25	466	228	50%					
23/24			44%	End of Program Pass Rate				
24/25			60%					
23/24			68%	Pass Rate for Work Place Readiness				
24/25			70%					
22/23		165	47%	Percentage of Completers earning an IRC				
23/24		326	54%					
24/25		419	90%					
22/23		180	51%	Percentage of Completers with a WBL experience				
23/24		175	48%					
24/25		183	39%					

Reflection

- **What areas of promise/success do you see?**
 - Lyon CSD has placed a greater emphasis on Career and Technical Education (CTE) as well as Work Based Learning (WBL). There has been a greater emphasis on the end-of-program assessments and it shows in our data with higher pass rates.
 - With the district's focus on the Innovative Practice of Work Based Learning as part of the Governor's Acing Accountability, we are seeing great results from schools K-12.
 - Industry Recognized Credentials are gaining importance and students are earning stackable credentials that can be used in careers as well as part of a post-secondary education.
 - We just trained staff in the MC3 (Multi-Craft Core Curriculum) for Apprenticeship Readiness Programs which will be another stackable credential that can be earned.

- **What areas of improvement do you see?**
 - An almost 30% increase in CTE Certificate Earners
 - A 42% increase in Industry Recognized Credentials (IRC's).
 - While we saw a 3% dip in Completers with Work Based Learning (WBL) Experience, we see a potential increase in this for the 2024-2025 school year.
 - We see an increase in the number of Dual Credit offerings for CTE courses and expect this to continue as we collaborate closely with WNC and UNR.

Reflection

- **What areas of promise/success do you see?**
 - An increase in the number of students reaching proficiency as compared from the beginning of year (BOY) to the end of year (EOY).
- **What areas of improvement do you see?**
 - Encourage all sites to focus on “Stretch Growth” in order to accelerate learning.
 - Use of Personalized Learning through MyPath - Weekly updates for site Principals



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.
 - Providing time for teachers to develop a guaranteed and viable curriculum (Every student gets the same learning out come in the time allocated.) based on student needs.
 - 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.