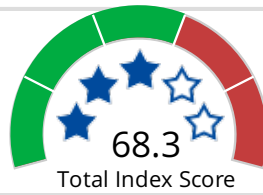
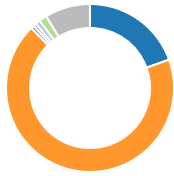


School Level: High School  
 Grade Levels: 09-12  
 District: Lyon  
 School Address: 3755 W. Spruce Avenue  
 Silver Springs, NV 89429



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



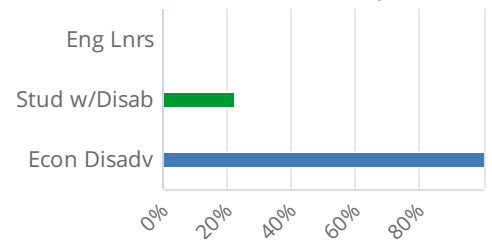
### Student Race/Ethnicity

68.1%	White
0.6%	Bl/Afr Am
19.5%	Hisp/Latino
0.6%	Asian
0.9%	Am Ind/AK Nat
1.5%	Pac Isl
8.7%	Two or More

### School Performance History

School Year	Index Score/Star Rating
2021-2022	72.2 NR
2020-2021	72.7 ★★★★★

### Additional Student Groups



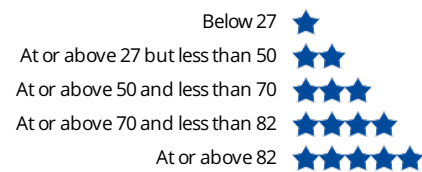
## What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

## How are school star ratings determined?

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

## How are star ratings determined based on total index score?



## 2022-2023 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	9.5	10.4
ELA Proficiency	26.9	33.5
Science Proficiency	25.9	21.0



### Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	91.7	84.5
5-Year	90.5	87.6



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	7.1



### College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	85.5	64.4
Post-Secondary Preparation Completion	60.5	42.3
Advanced or CCR Diploma	32.8	33.0



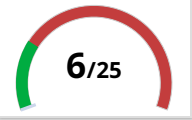
### Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	91.6	89.6
Chronic Absenteeism	36.8	39.0
Climate Survey Participation	46.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.



## Academic Achievement

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

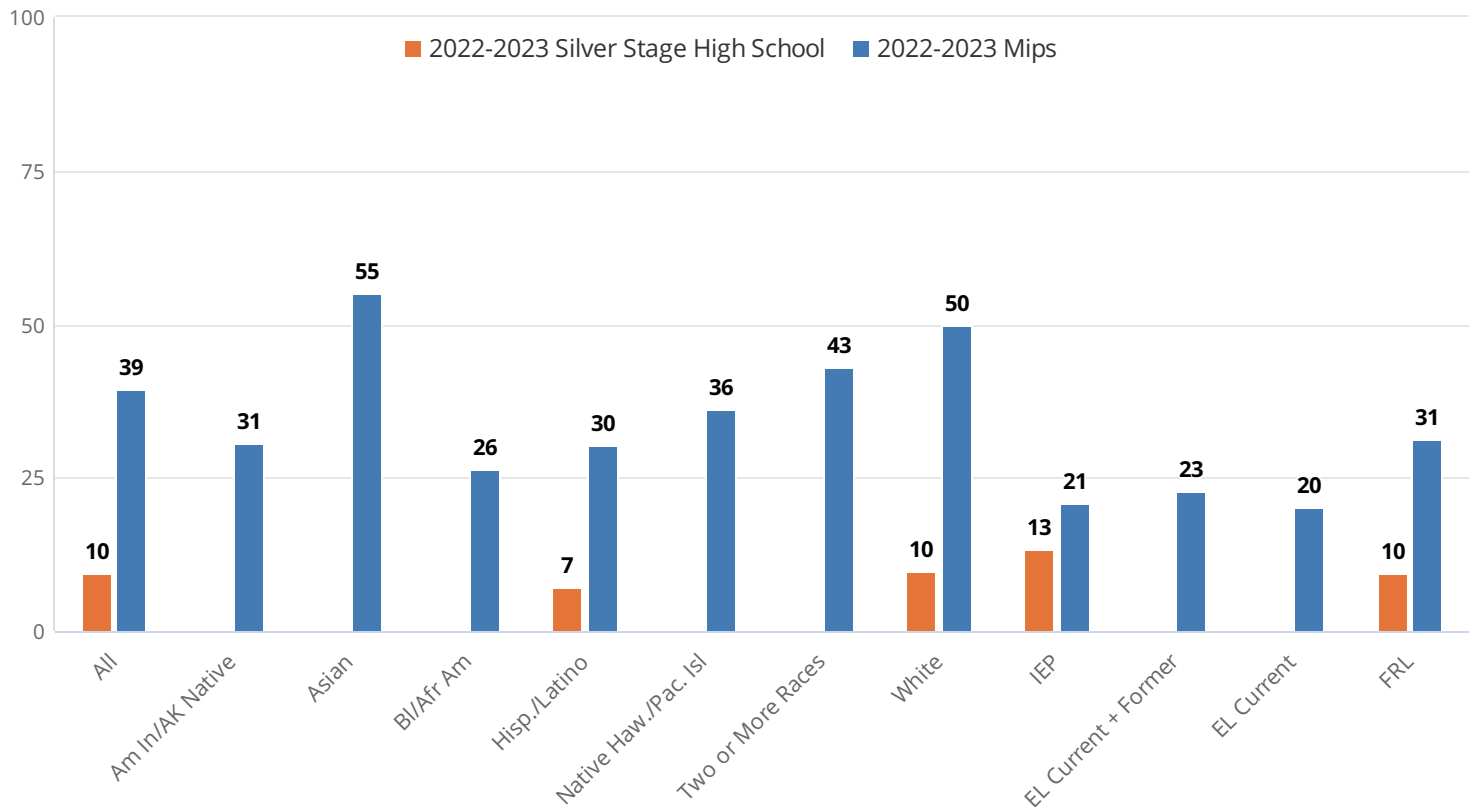
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Math Proficient

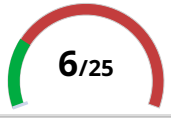
**Math Proficient Points Earned: 1.5/10**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	9.5	10.4	39.38	13.5	15.2	36.19
American Indian/Alaska Native	-	8.3	30.62	-	5.2	26.96
Asian	-	-	55.12	-	20.0	52.76
Black/African American	-	-	26.37	-	-	22.5
Hispanic/Latino	7.1	<5	30.44	9.0	6.7	26.78
Pacific Islander	-	20.0	36.16	-	-	32.8
Two or More Races	-	16.6	43.1	-	36.0	40.11
White/Caucasian	9.7	12.7	49.68	12.0	18.1	47.04
Special Education	13.3	<5	20.93	17.6	7.6	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	9.5	6.2	31.41	11.7	10.8	27.8

**Math Assessments  
% Proficient**



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



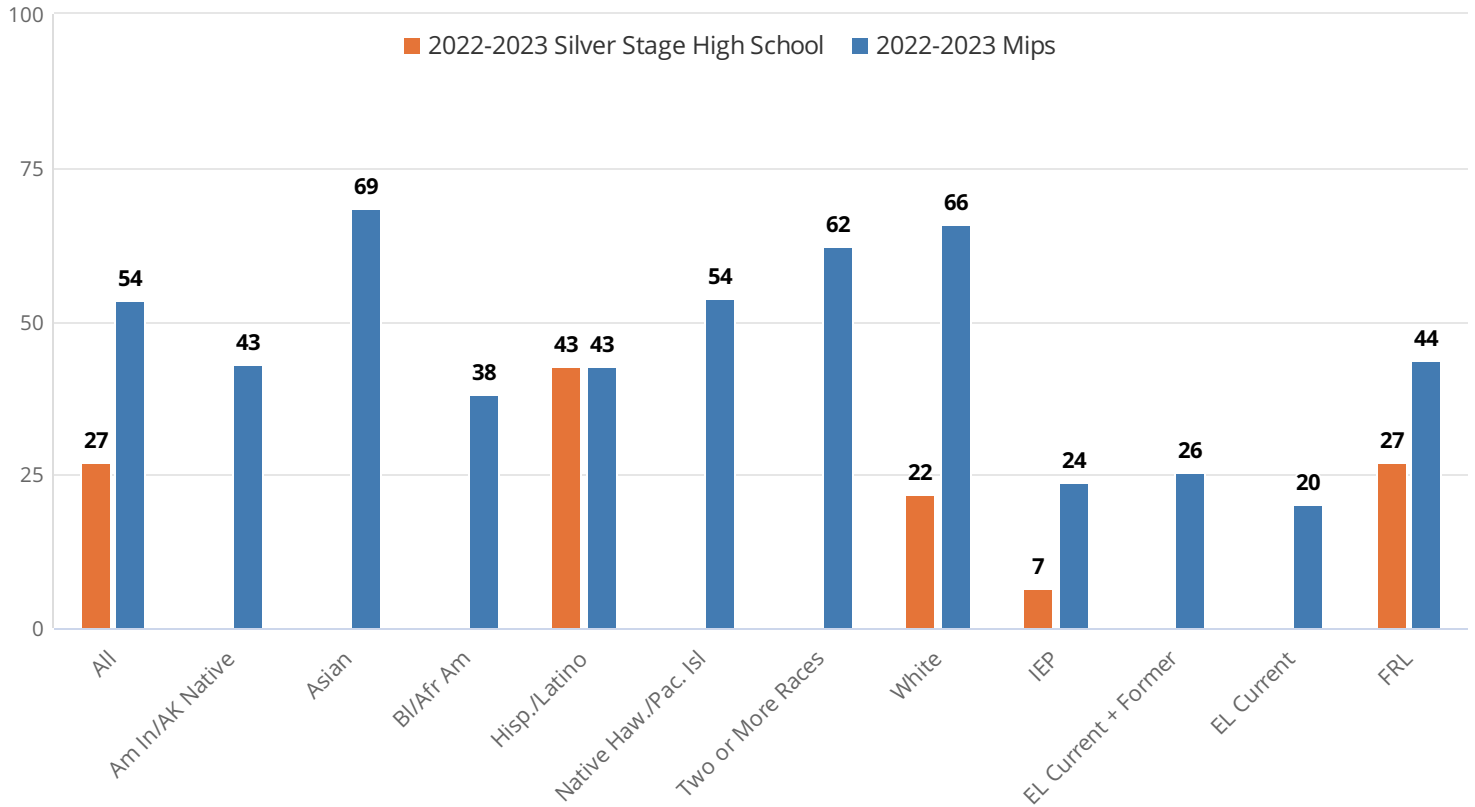
## Academic Achievement

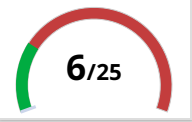
### ELA Proficient

ELA Proficient Points Earned: 2.5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	26.9	33.5	53.55	34.5	36.3	51.11
American Indian/Alaska Native	-	11.4	42.92	-	21.0	39.92
Asian	-	-	68.51	-	40.0	66.85
Black/African American	-	-	38.08	-	-	34.82
Hispanic/Latino	42.8	28.5	42.69	27.2	22.4	39.67
Pacific Islander	-	30.0	53.74	-	-	51.31
Two or More Races	-	33.3	62.16	-	68.0	60.16
White/Caucasian	21.9	37.3	65.93	29.3	41.7	64.14
Special Education	6.6	<5	23.93	<5	5.3	19.92
English Learners Current + Former	-	<5	25.56	-	5.2	21.64
English Learners Current	-	<5	20.18	-	5.7	15.98
Economically Disadvantaged	26.9	24.4	43.73	32.3	29.6	40.77

ELA Assessments  
% Proficient





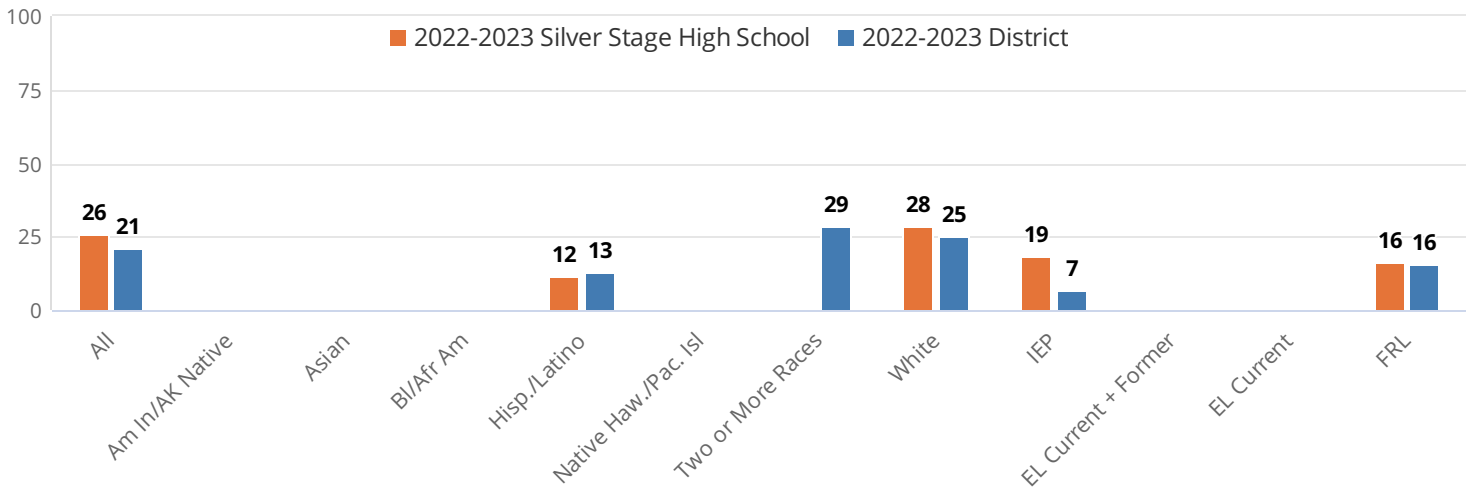
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 2/5**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	25.9	21.0	26.4	22.9
American Indian/Alaska Native	-	<5	-	<5
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	11.7	13.2	26.6	19.7
Pacific Islander	-	-	-	-
Two or More Races	-	28.5	-	23.8
White/Caucasian	28.3	24.9	28.2	25.9
Special Education	18.7	6.6	6.6	7.5
English Learners Current + Former	-	<5	-	10.6
English Learners Current	-	<5	-	6.4
Economically Disadvantaged	16.3	15.5	21.6	20.7

**Science Assessments  
% Proficient**



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	-	-	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



## Graduation Rates

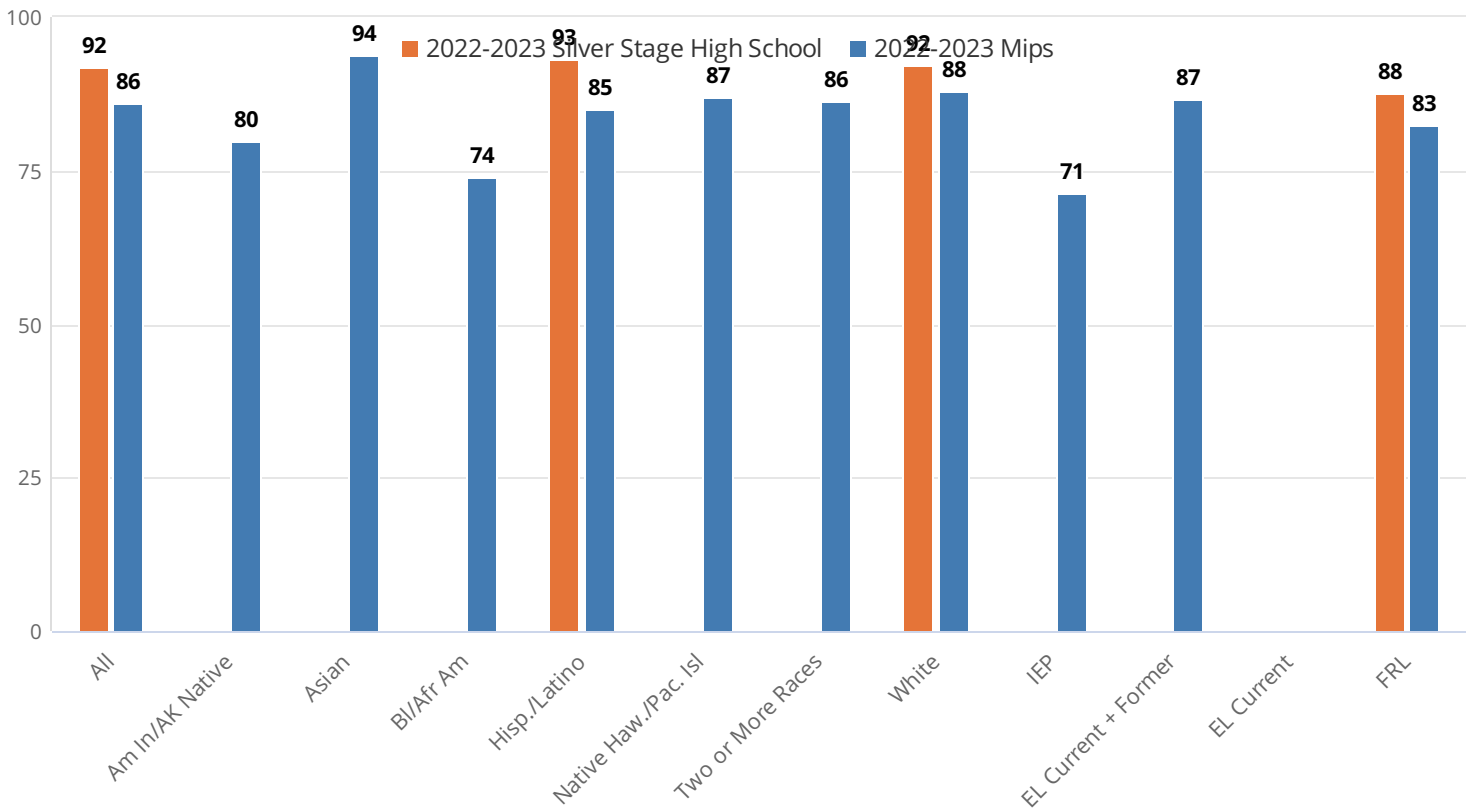
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

### 4-Year ACGR Data

**4-Year ACGR Points Earned: 25/25**

Groups	2022		2021			
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	91.7	84.5	86	90.5	87.9	84.3
American Indian/Alaska Native	-	75.0	79.9	-	76.9	77.9
Asian	-	>95	93.7	-	-	93.5
Black/African American	-	-	74	-	-	71.9
Hispanic/Latino	93.3	90.2	85.1	85.7	90.9	83.3
Pacific Islander	-	-	87.1	-	-	85.5
Two or More Races	-	80.0	86.4	-	88.8	84.7
White/Caucasian	92.1	82.3	88.1	90.5	87.2	86.8
Special Education	-	60.7	71.3	72.7	73.0	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	-	91.3	-	-	83.3	-
Economically Disadvantaged	87.7	76.0	82.5	87.7	82.4	80.6

**Graduation Rates**  
**4-Year ACGR**





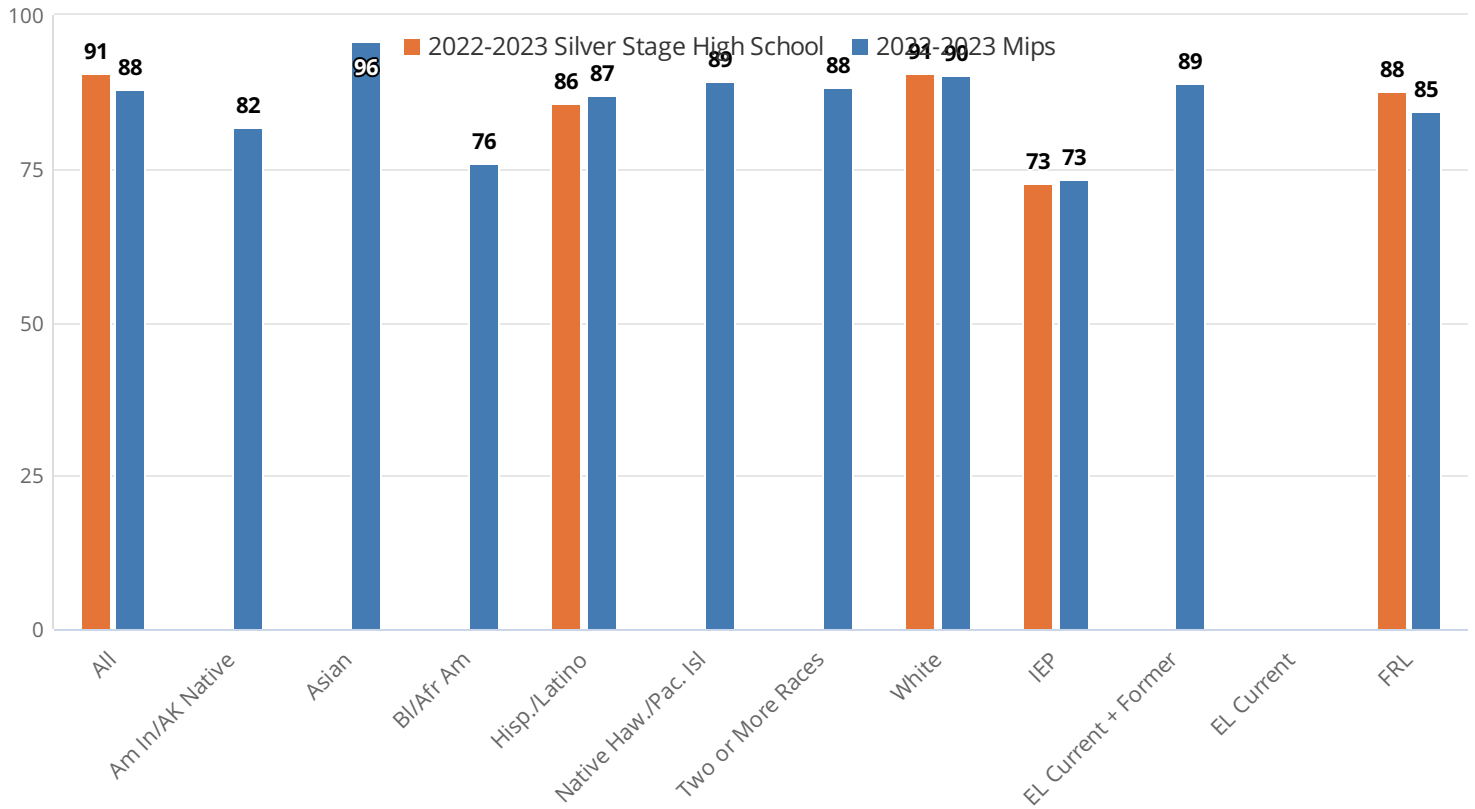
## Graduation Rates

### 5-Year ACGR Data

### 5-Year Cohort Graduation Points Earned: 4/5

Groups	2022	2022	2022	2021	2021	2021
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	90.5	87.6	88	>95	88.2	86.3
American Indian/Alaska Native	-	76.9	81.9	-	68.7	79.9
Asian	-	-	95.7	-	-	95.5
Black/African American	-	-	76	-	-	73.9
Hispanic/Latino	85.7	90.1	87.1	90.0	87.9	85.3
Pacific Islander	-	-	89.1	-	-	87.5
Two or More Races	-	88.2	88.4	-	89.2	86.7
White/Caucasian	90.5	87.2	90.1	>95	88.8	88.8
Special Education	72.7	73.3	73.3	-	67.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	-	80.0	-	-	85.7	-
Economically Disadvantaged	87.7	81.6	84.5	94.6	85.6	82.6

Graduation Rates  
5-Year ACGR



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



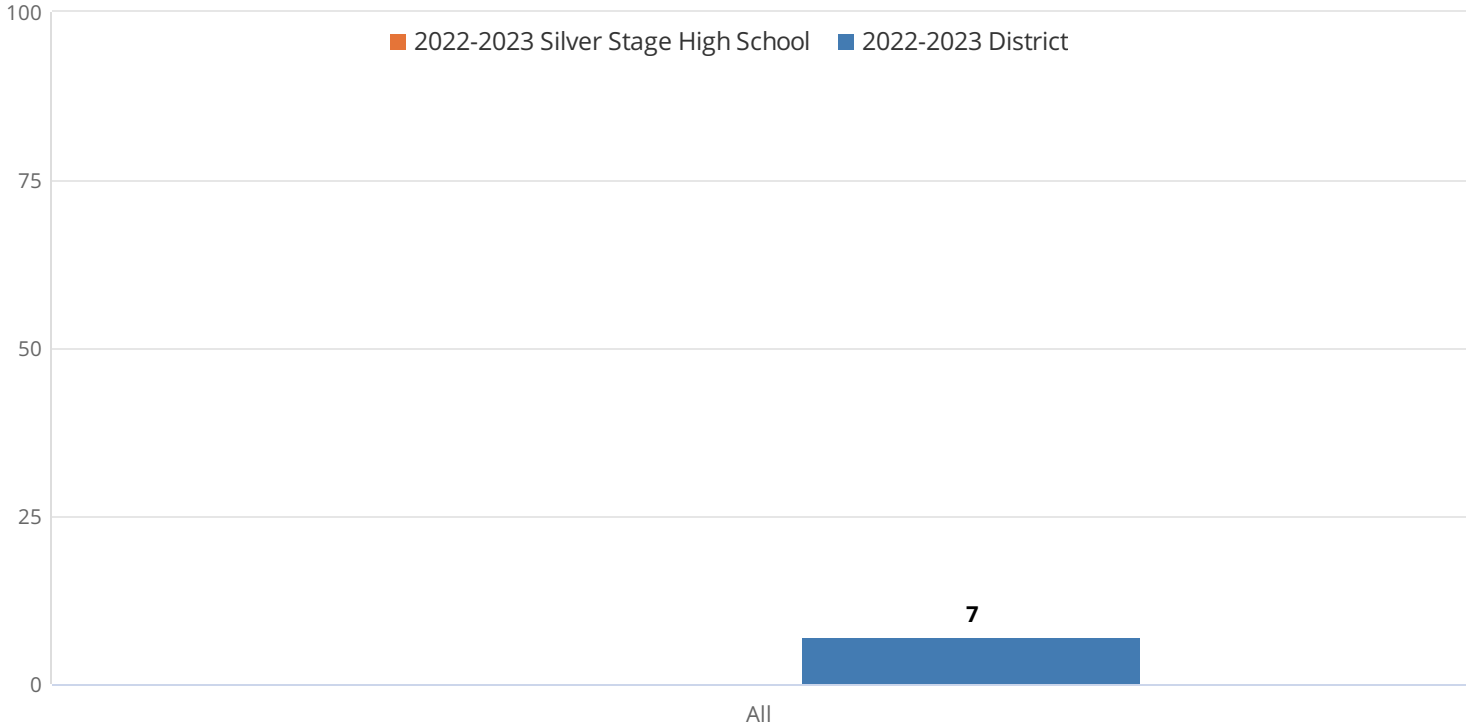
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	-	-	7.1	-	-	20.7

% English Learners Meeting AGP on WIDA



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



## College and Career Readiness

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

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

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

## Post-Secondary Preparation Participation

## Post-Secondary Preparation Participation Points Earned: 10/10

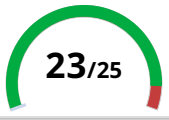
Groups	2023	2023	2022	2022
	% Participation	% Participation District	% Participation	% Participation District
All Students	85.5	64.4	93.0	70.9
American Indian/Alaska Native	-	57.1	-	77.2
Asian	-	50.0	-	70.0
Black/African American	-	-	-	-
Hispanic/Latino	66.6	64.9	92.8	67.9
Pacific Islander	-	-	-	-
Two or More Races	-	57.1	-	80.0
White/Caucasian	90.1	66.5	94.0	72.0
Special Education	64.7	47.3	-	56.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	42.4	-	38.8
Economically Disadvantaged	84.0	59.7	91.4	66.5

## Post-Secondary Preparation Completion

## Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2023	2023	2022	2022
	% Completion	% Completion District	% Completion	% Completion District
All Students	60.5	42.3	73.6	40.0
American Indian/Alaska Native	-	23.8	-	36.3
Asian	-	40.0	-	30.0
Black/African American	-	-	-	-
Hispanic/Latino	41.6	40.6	78.5	38.5
Pacific Islander	-	-	-	-
Two or More Races	-	32.1	-	33.3
White/Caucasian	64.7	45.5	74.0	41.7
Special Education	35.2	21.0	-	24.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	21.2	-	27.7
Economically Disadvantaged	60.0	37.1	65.9	36.2





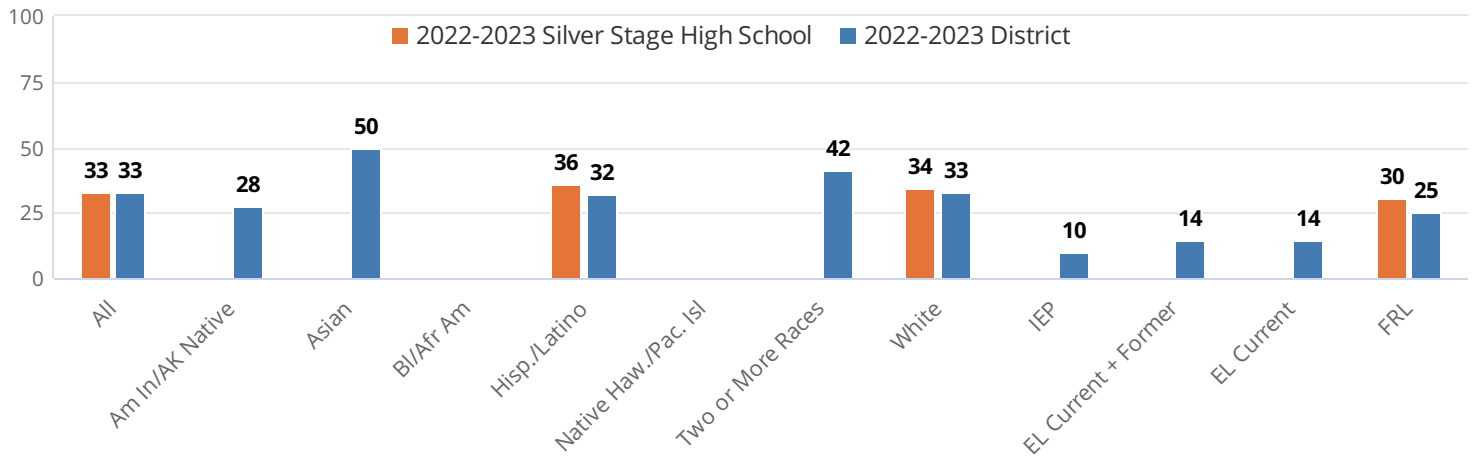
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	32.8	33.0	26.8	34.3
American Indian/Alaska Native	-	27.7	-	15.0
Asian	-	50.0	-	-
Black/African American	-	-	-	-
Hispanic/Latino	35.7	32.4	41.6	32.3
Pacific Islander	-	-	-	-
Two or More Races	-	41.6	-	50.0
White/Caucasian	34.0	33.2	22.9	36.3
Special Education	-	9.8	-	9.3
English Learners Current + Former	-	14.2	-	10.0
English Learners Current	-	14.2	-	10.0
Economically Disadvantaged	30.2	25.3	16.0	24.3

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	72.3	40.7	<5	<5	65.7	46.0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	<5	<5	50.0	25.0	<5	<5	50.0	33.3
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	<5	<5	76.4	41.1	<5	<5	66.6	47.0
Special Education	<5	<5	29.4	5.8	<5	<5	64.7	35.2
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	<5	<5	74.0	38.0	<5	<5	68.0	50.0

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



## Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

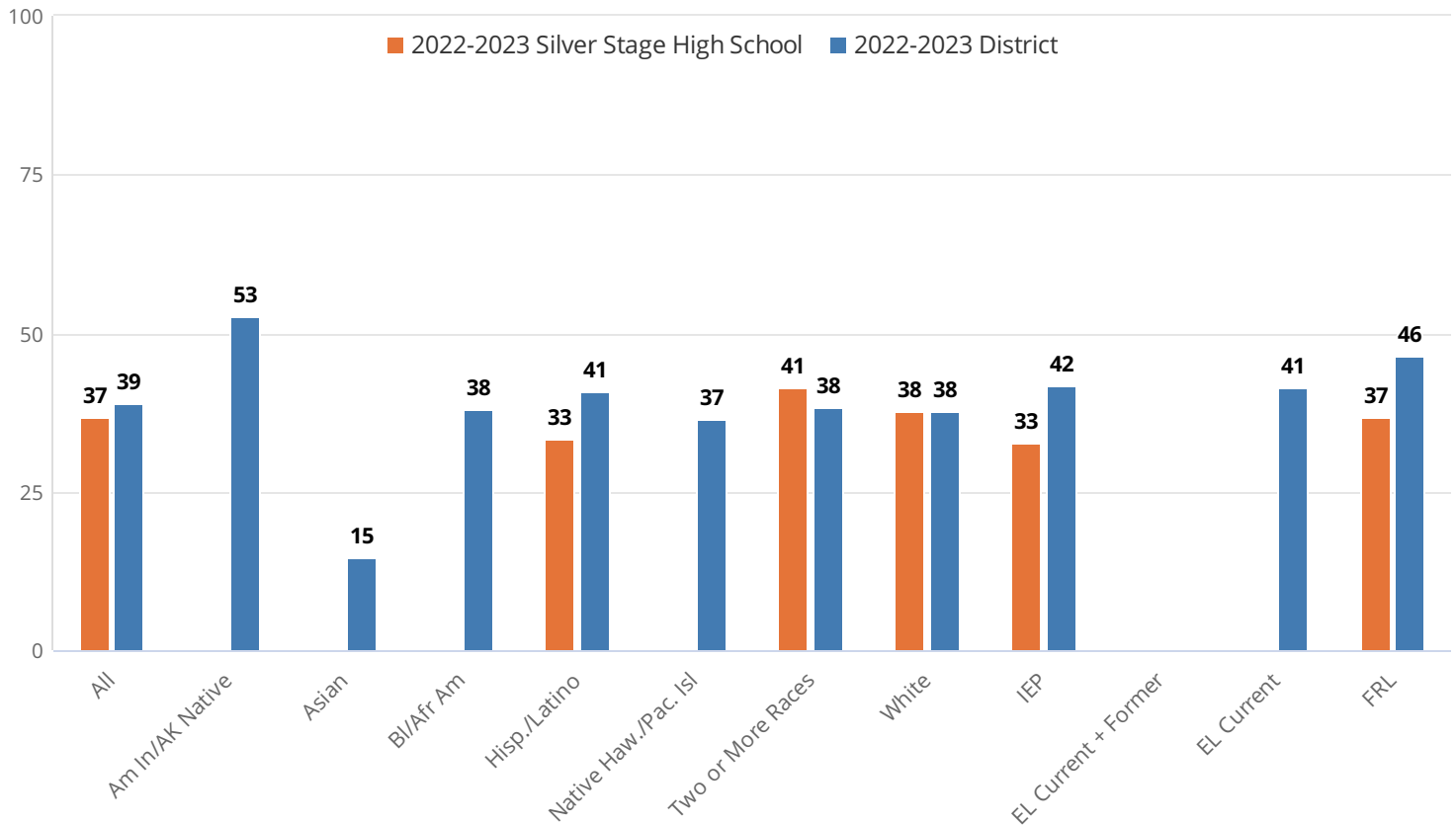
### Chronic Absenteeism

**Chronic Absenteeism Points Earned: 0/5**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	36.8	39.0	42.4	36.5
American Indian/Alaska Native	-	52.5	-	45.8
Asian	-	14.7	-	15.1
Black/African American	-	37.9	-	22.7
Hispanic/Latino	33.3	40.8	50.8	37.2
Pacific Islander	-	36.6	-	50.0
Two or More Races	41.3	38.2	41.3	39.8
White/Caucasian	37.7	37.8	40.5	35.7
Special Education	32.8	41.8	40.7	41.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	41.4	-	44.7
Economically Disadvantaged	36.8	46.3	50.3	45.3

Reducing Chronic Absenteeism by 10% bonus points: 0.5

**Chronic Absenteeism Rate (%)**





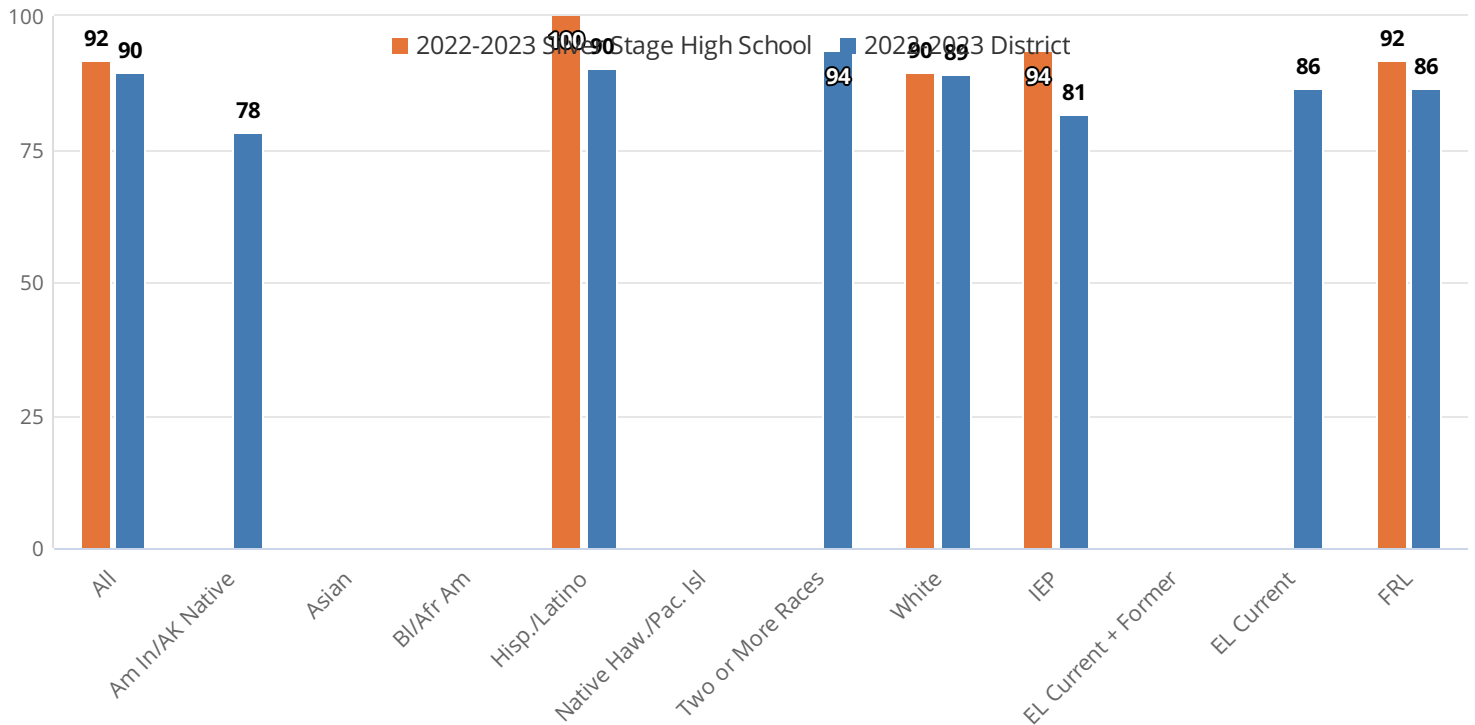
**Student Engagement**

**9th Grade Credit Sufficiency**

**9th Grade Credit Sufficiency Points Earned 3/5**

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	91.6	89.6	96.3	91.2
American Indian/Alaska Native	-	78.2	-	81.8
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	100.0	90.3	100.0	91.2
Pacific Islander	-	-	-	-
Two or More Races	-	93.5	-	89.7
White/Caucasian	89.5	89.2	94.3	91.6
Special Education	93.7	81.4	94.1	90.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	86.3	-	92.5
Economically Disadvantaged	91.6	86.3	95.0	85.4

**% of Students Meeting 9th Grade Credit Requirements**



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