

# 2030 Statewide Plan for the Improvement of Pupils

2026 ANNUAL REPORT OF PROGRESS



**NEVADA**  
Department of  
Education

Contents

**An Open Letter to the Nevada Community** .....3

**Executive Summary** .....5

Target 1: Provide Universal Access to High-Quality PK-12 Learning .....6

**Target 1: Provide Universal Access to High-Quality PK-12 Learning**.....8

**Annual Performance Indicators** .....8

        Access to Evidence-Based Instructional Materials .....8

        Early Childhood Quality Rating and Improvement Systems (QRIS) Metric .....8

        Kindergarten through Grade Three Literacy Growth and Proficiency Measures of Academic Progress (MAP) .....8

        Grade 3 through Grade 8 English/Language Arts Proficiency on Smarter Balanced Assessment Consortium (SBAC) Assessments .....9

        Grade 4 Through Grade 8 Mathematics Growth and Proficiency (SBAC).....9

        Rigorous High School Coursework Enrollment ..... 10

        College and Career Ready Diploma Graduates and Proficiency Rates. .... 10

**Looking Ahead** ..... 11

**Appendix: Supporting Data Tables**..... 12

    Results from Third Grade Literacy (Read by Grade 3) ..... 12

    English Language Arts Growth Achievement (K-3 MAP) ..... 13

    English Language Arts Proficiency Results (3-8 SBAC) ..... 14

    Mathematics Proficiency Results (3-8 SBAC) ..... 15

    Science Proficiency Results (5th, 8th, & High School) for 2024-2025 School Year ..... 16

    Graduation Rate..... 17

    ACT Achievement Scores ..... 18

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## An Open Letter to the Nevada Community

Dear Nevadans,

Public education is the foundation of opportunity in our state. Every day, Nevada's students enter classrooms with curiosity, determination, and aspirations for their future. It is our shared responsibility to ensure that every child, in every community, has access to the knowledge, skills, and opportunities needed to succeed in school, in the workforce, and in life.

The Statewide Plan for the Improvement of Pupils (STIP:2030) serves as Nevada's long-term roadmap for strengthening our public education system and improving outcomes for all students. Developed in accordance with Nevada law and informed by educators, families, and community partners, the plan reflects a collective commitment to preparing every student to thrive.

The 2026 update marks an important point of transition. The data presented in this report align to the current plan's goals and provide a transparent view of Nevada's progress and ongoing challenges. They underscore the continued importance of focusing on the foundational elements of student success: strong literacy, strong numeracy, and access to high-quality instruction.

At the same time, this update follows the passage of landmark legislation (SB460) aimed at improving student outcomes. In response, the Nevada Department of Education (Department) has established a set of [strategic priorities](#) to guide the next phase of this work, with a focus on strengthening instruction, expanding college and career readiness, and better aligning support for schools and districts.

Over the next six months, the Department will undertake a comprehensive review and update of the STIP to ensure alignment with these priorities. This [process](#) will build on the robust statewide stakeholder engagement already underway and refine goals, metrics, and strategies to strengthen clarity, coherence, and impact.

As this work moves forward, the Department will partner closely with the State Board of Education, educators, families, and community stakeholders to ensure the STIP more clearly reflects these priorities and effectively measures progress toward them.

As Superintendent of Public Instruction, I am committed to ensuring that our work remains grounded in a clear and focused vision for improvement. Nevada's five strategic priorities reflect a simple but powerful belief: when we align our efforts around students and support those who serve them, we create the conditions for lasting improvement.

The STIP will continue to evolve as we strengthen the connection between Nevada's long-term goals, statewide priorities, and the measures used to track progress. Our commitment is to remain transparent, data-informed, and focused on the outcomes that matter most for students and families.

## 2026 Statewide Plan for the Improvement of Pupils Annual Report of Progress

Improving education requires collaboration. It depends on the shared efforts of educators, families, school districts, policymakers, community organizations, and business leaders across Nevada. I am grateful for the dedication of those who support our students each day.

Together, we can build an education system that ensures every Nevada student graduates prepared to pursue their goals and contribute to the strength and prosperity of our state.

Sincerely,



Dr. Victor Wakefield

Superintendent of Public Instruction

Nevada Department of Education

## Executive Summary

[The Statewide Plan for the Improvement of Pupils 2030 \(STIP:2030\)](#) provides Nevada’s long-term framework for improving educational outcomes, as required by NRS 385.111–113. The plan guides the work of the Nevada Department of Education (NDE), in partnership with school districts, educators, families, and community partners, to expand opportunity, strengthen instruction, and improve outcomes for all students. It also supports the Nevada State Board of Education’s goals of advancing Nevada’s national standing, increasing College and Career Ready diploma attainment, and improving outcomes across student groups.

This report serves as the 2026 update to STIP:2030 and provides a review of statewide progress based on the most recent available data. As the Department advances implementation of SB460 and aligns its work to updated strategic priorities, this report is intentionally focused on Target 1: Universal Access to High-Quality PK–12 Learning. The information presented is intended to report progress on the extent to which every Nevada student, regardless of background, zip code, or learning need, has access to rigorous, evidence-based instruction from pre-kindergarten through twelfth grade. The Nevada Department of Education remains committed to transparent, data-informed reporting and continuous improvement. Ongoing collaboration with educators, families, and community partners will support continued refinement of the STIP and efforts to improve outcomes for students across Nevada.

## Target 1: Provide Universal Access to High-Quality PK-12 Learning

### Overview

Target 1 focuses on ensuring that every Nevada student, regardless of background, zip code, or learning need, has access to rigorous, evidence-based instruction from pre-kindergarten through twelfth grade. Progress under this target is evaluated through a set of annual performance indicators spanning early literacy growth, academic proficiency in core subjects, rigorous coursework enrollment, and College and Career Ready (CCR) diploma attainment.

During the 2024–25 school year, Nevada continued to expand access to high-quality instructional materials, strengthen early childhood programming, and deepen implementation of Multi-Tiered Systems of Support (MTSS) across districts. The state also made meaningful progress in aligning instructional resources to the Nevada Academic Content Standards (NVACS), including the release of updated frameworks in English Language Arts and ongoing development in Mathematics.

### Initiative 1A: Ensure Access to High-Quality Instruction, Resources, and Systems of Support

Initiative 1A centers on the quality and coherence of instruction delivered in Nevada classrooms. Key activities during the reporting period included continued rollout of the Nevada State Literacy Plan, expansion of the Read by Grade 3 (RBG3) program and its coaching infrastructure, and the integration of revised Pre-Kindergarten Standards into early learning programming statewide. The Project Achieve professional learning module series, launched in June 2024, has continued to reach educators across districts and the State Public Charter School Authority (SPCSA), with participation tracking underway.

MTSS implementation fidelity monitoring has expanded, with Tiered Fidelity Inventory (TFI) data now being collected in a growing number of districts. Upcoming milestones include development of a standardized statewide TFI collection process and the launch of the Kindergarten Entry Assessment (KEA) to establish early baseline data for incoming students.

### Initiative 1B: Utilize Data to Drive Systems and Initiatives

Initiative 1B advances NDE's capacity to collect, analyze, and publicly report data that informs instructional decisions at the school, district, and state levels. The Nevada Report Card, Acing Accountability framework, and the Nevada School Performance Framework (NSPF) continue to serve as the primary vehicles for public accountability reporting.

Notable developments in this reporting period include the planned launch of the Early Childhood Data and Reporting System (ELDRS), which will unify early childhood data across NDE systems, and expanded real-time access to Kindergarten Entry Assessment (KEA) data. The

## 2026 Statewide Plan for the Improvement of Pupils Annual Report of Progress

Programmatic Risk Assessment tool, implemented in 2024, has been used to identify high-risk LEAs and direct targeted site-based support.

### Initiative 1C: Expand Specialized Educational Experiences and Services

Initiative 1C addresses the breadth of learning opportunities available to Nevada students, including access to early childhood programs, CCR-qualifying coursework, services for students with exceptionalities, and MTSS supports. As of FY25, 5,309 state pre-K seats were allocated through Nevada Ready! Pre-K and the Early Childhood Innovative Literacy Program (ECILP), served by 17 subgrantees. Access to dual-credit, CTE, Advanced Placement, and work-based learning courses has continued to expand, with district and SPCSA enrollment data being actively monitored against the 75% rigorous coursework threshold.

#### Target 1 — Performance Indicator Summary

The table below presents 2023–24 baseline results alongside available 2024–25 data. Where results are pending final reporting, fields are marked accordingly.

Performance Indicator	2023–24 Baseline	2024–25 Update	Annual Goal / Threshold
<b>K–3 ELA Growth (MAP)</b>	52.5% met/exceeded growth target (2023–24)	<i>53.8% met/exceeded growth target (2024-2025)</i>	≥65% of students meet or exceed personalized growth goal
<b>K–3 ELA Proficiency (MAP)</b>	Spring MAP tracked; proficient = 35.2 ≥65th percentile	<b>Spring MAP tracked; proficient = 37.0 ≥65th percentile</b>	≥5-point annual increase in % at or above 65th percentile
<b>Grades 3–8 ELA Proficiency (SBAC)</b>	41.3% overall proficient (2023–24)	<i>45.6% overall proficient (2024-2025)</i>	≥5-point annual increase in % scoring Level 3 or 4 as reported in the Nevada Report Card
<b>Grades 4–8 Math Proficiency (SBAC)</b>	30.5% overall proficient (2023–24)	<i>33.3% overall proficient (2024-2025)</i>	≥5-point annual increase in % scoring Level 3 or 4
<b>Grade 3 ELA – Read by Grade 3 (SBAC)</b>	40.8% proficient (2023–24)	<i>45.0% Proficient (2024-2025)</i>	≥5-point annual increase in % meeting/exceeding standard as reported in the Nevada Report Card
<b>Rigorous HS Coursework Enrollment</b>	69.8 Percent of HS students enrolled in ≥1 CCR-qualifying course	<i>74.3 Percent of HS students enrolled in ≥1 CCR-qualifying course</i>	≥75% of HS students enrolled in ≥1 CCR-qualifying course
<b>CCR Diploma Rate</b>	26.2% of students earned a CCR Diploma	<i>28.5% of students earned a CCR Diploma</i>	≥5-point annual increase; goal of 50% by July 2026
<b>CCR Coursework Pass/Proficiency Rate</b>	89.2 % of students enrolled passed CCR courses	<i>91.5% of students enrolled passed CCR courses</i>	≥5-pt annual increase OR ≥75% of AP/IB takers scoring ≥3
<b>ACT ELA Score ≥18</b>	39.2% overall (2023–24)	<i>41.6% overall (2024-2025)</i>	Annual increase in % scoring ≥18 on ACT ELA
<b>ACT Math Score ≥22</b>	14.7% overall (2023–24)	<i>16.3% overall (2024-2025)</i>	Annual increase in % scoring ≥22 on ACT Math
<b>Graduation Rate (4-Year Cohort)</b>	81.6% overall – Class of 2023–24	<i>85.4% overall Class of 2024–25</i>	Annual increase; close gaps across student subgroups
<b>Evidence-Based Instructional Materials</b>	33.3% of Districts complied.	<i>44% of Districts complied</i>	100% of districts/SPCSA using state-approved materials
<b>Early Childhood QRIS Improvement</b>	17 subgrantees; QRIS dashboard active since 2019	<i>94% increased or maintained their QRIS rating.</i>	All subgrantees demonstrate QRIS improvement over 24-month period

## Target 1: Provide Universal Access to High-Quality PK-12 Learning

All Nevada graduates are equipped with the skills necessary for success in the workforce and higher education by setting structures in place for informed and responsive PK-12 educational experience.

### Annual Performance Indicators

#### Access to Evidence-Based Instructional Materials

- **Performance Indicator:** 17 Districts and the State Sponsored Charter School Authority (SPCSA) ensure that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; and that all primary materials used by the districts are on the State-approved lists:
  - **2026 Update:** 8 of Nevada’s 18 school systems (17 school districts and the State Sponsored Charter School Authority) meet the criteria for using high-quality reading and mathematics programs and primary instructional materials that were on the State-approved instructional materials list.

#### Early Childhood Quality Rating and Improvement Systems (QRIS) Metric

- **Performance Indicator:** As part of the coaching process for QIRS Program, all subgrantees of state pre-kindergarten funding will demonstrate improvement in identified QIRS measures over a 24-month period.
  - **2026 Update:**
    - **Access and Expansion:** In the 2024-2025 school year, the state of Nevada had 5309 pre-kindergarten seats available, 86% of rated programs achieved a quality star level of 3, 4, or 5.
    - **Kindergarten Entry Assessment (KEA):** During the soft launch in early 2025, over 2,400 user accounts were created, and more than 30,000 students were added to KEA classrooms practice assessment.
    - **Literacy Outcomes:** 23 of Nevada’s early childhood programs reported an 86.9% improvement in literacy outcomes, with 95% of at-risk Kindergarteners in Lyon County, alone, gaining an average of 11 points on the Measures of Academic Progress (MAP) literacy assessment.

#### Kindergarten through Grade Three Literacy Growth and Proficiency Measures of Academic Progress (MAP)

- **Performance Indicator:** In grades K-3, at least 65% of students in the school districts and the SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the year’s winter administration of MAP for kindergartener students and the prior year’s spring to spring administration of MAP for 1-3 grade students, with outcomes evaluated using the school year’s spring administration.

- **2026 Update:** 53.8% of students met or exceeded the growth targets on the MAP assessment.
- **Performance Indicator:** In grades K-3, an increasing number of students in the school districts and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school districts and SPCSA demonstrates proficiency, students are considered proficient with a score at or above the 65<sup>th</sup> percentile.
  - **2026 Update:** In grades K–3, the percentage of students demonstrating grade-level reading proficiency—defined as scoring at or above the 65th percentile on the Spring MAP assessment—increased from 35.2 percent in 2023–2024 to 37.0 percent in 2024–2025, reflecting a 1.8 percentage point gain.

### Grade 3 through Grade 8 English/Language Arts Proficiency on Smarter Balanced Assessment Consortium (SBAC) Assessments

- **Performance Indicator:** In grades 3-8 an increasing number of students demonstrate proficiency in English language arts as reported on the Nevada Report Card. SBAC results show at least a five-point annual increase in the percentage of students in the districts and SPCSA scoring a Level 3 or Level 4, thus designated as proficient.
  - **2026 Update:** Analysis of grades 3–8 English language arts results shows a statewide increase in student proficiency, with performance measured by the percentage of students scoring at Level 3 (Meets) or Level 4 (Exceeds). Statewide proficiency rose from 41.2 percent in 2023–2024 to 45.6 percent in 2024–2025, representing a 4.4 percentage point increase. While this reflects meaningful progress, it falls just short of the established threshold of at least a five-point annual increase.

At the district level, school districts that met or exceeded the five-point growth target were Douglas, Lincoln, Pershing school districts; and the State Public Charter School Authority (SPCSA), each demonstrated increases greater than five percentage points in the proportion of students scoring proficient.

### Grade 4 Through Grade 8 Mathematics Growth and Proficiency (SBAC)

- **Performance Indicator:** In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).
  - **2026 Update:** During the 2024-2025 school year, 15 of 18 LEAs increasing the percentage of student on track to proficiency with three years or by eighth grade. Five LEAs met or exceeded the State’s five-percentage point benchmark (Carson City, Esmeralda, Eureka, Pershing, and Storey), with Esmeralda and Eureka demonstrating the largest gains. Clark County School District increased by 2.0 points, Washoe County School District by 3.2 points, and the SPCSA by 4.4 points. Three districts posted declines.
- **Performance Indicator:** In grades 4-8 an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in

the percentage of students in the districts and SPCSA scoring a Level 3 or Level 4, thus designated as proficient.

- 2026 Update: During the 2024-2025 school year, one LEA met or exceeded the state's five-point annual increase.

### Rigorous High School Coursework Enrollment

- **Performance Indicator:** At least 75% of all high school students in school districts and the SPCSA are enrolled in at least one course unique to the College and Career Ready (CCR) Diploma requirements, which include an Advanced Placement (AP) Course, International Baccalaureate (IB) Course, dual credit course, Career and Technical Education (CTE) Course, work-based learning course, or world language course.
  - **2026 Update:** Across Nevada school districts and the State Public Charter School Authority, 74.3 percent of high school students are enrolled in at least one rigorous course aligned to College and Career Ready Diploma requirements. During the 2024-2025 school year, Acing Accountability Rigorous Coursework results show mixed progress across Nevada's school districts and SPCSA toward the 75% enrollment benchmark, including Elko County School District, where 80.1% of high school students were enrolled in qualifying CCR courses, and Clark County School District, which met the 75% threshold. Other districts, including Humboldt (66.4%), Lincoln (61.6%), and Mineral (61.7%), fell below the benchmark.

### College and Career Ready Diploma Graduates and Proficiency Rates.

- **Performance Indicator:** School Districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.
  - **2026 Update:** Statewide, 28.5% of graduates (9,746 students) earned a College and Career (CCR) Diploma in the Class of 2025, representing an increase from 26.2% in the Class of 2024 and continuing a multiyear upward trend (23.2% in 2021 – 28.5% in 2025). This reflects a 2.3 percentage point over year gain and a 5.3-point increase since 2021. Two LEAs met this state benchmark. Overall, nearly one in three Nevada graduates now earns a CCR Diploma.
- **Performance Indicator:** School districts and the SPCSA show at least five-point annual increase in the percentage of high school students passing course unique to the College and Career Ready Diploma requirement, including dual credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/r dual credit, CTE, work-based learning, and world language courses.
  - **2026 Update:** Across Nevada school districts and the State Public Charter School Authority, the percentage of high school students passing coursework aligned to College and Career Ready Diploma requirements increased from approximately 89.2 percent in 2023–2024 to 91.5 percent in 2024–2025, reflecting a 2.3 percentage point gain.

## Looking Ahead

Improving educational outcomes for Nevada’s students requires sustained focus, coordinated action, and a shared commitment to continuous improvement. The Statewide Plan for the Improvement of Pupils (STIP:2030) provides a framework for guiding this work while ensuring transparency in how Nevada measures progress and supports schools, educators, and students across the state.

The 2026 update reflects both progress and a clear need to strengthen foundational learning. Expanding student success will depend on ensuring that all students develop strong literacy, numeracy, and critical thinking skills which are the essential blocks for long-term achievement and postsecondary readiness.

As the Nevada Department of Education advances implementation of SB460 and its strategic priorities, the Department will work in partnership with school districts, educators, families, and community organizations to more fully align statewide efforts around five key areas: Strong Foundations, Empowering Pathways, Equipped Educators and Leaders, Informed and Connected Families, and Aligned Systems. This includes strengthening instructional supports, improving access to high-quality learning opportunities, and ensuring that systems are aligned to deliver consistent and measurable results.

The Department will also continue refining statewide initiatives, performance measures, and reporting practices to better reflect these priorities and respond to the emerging needs. This work will support greater clarity, coherence, and accountability across Nevada’s education system.

Nevada’s progress will depend on maintaining a clear focus on student learning, supporting educators and schools, and ensuring statewide systems are aligned to improve outcomes. Through continued collaboration and shared accountability, Nevada can strengthen its education system and expand opportunity for every student across the state.

## Appendix: Supporting Data Tables

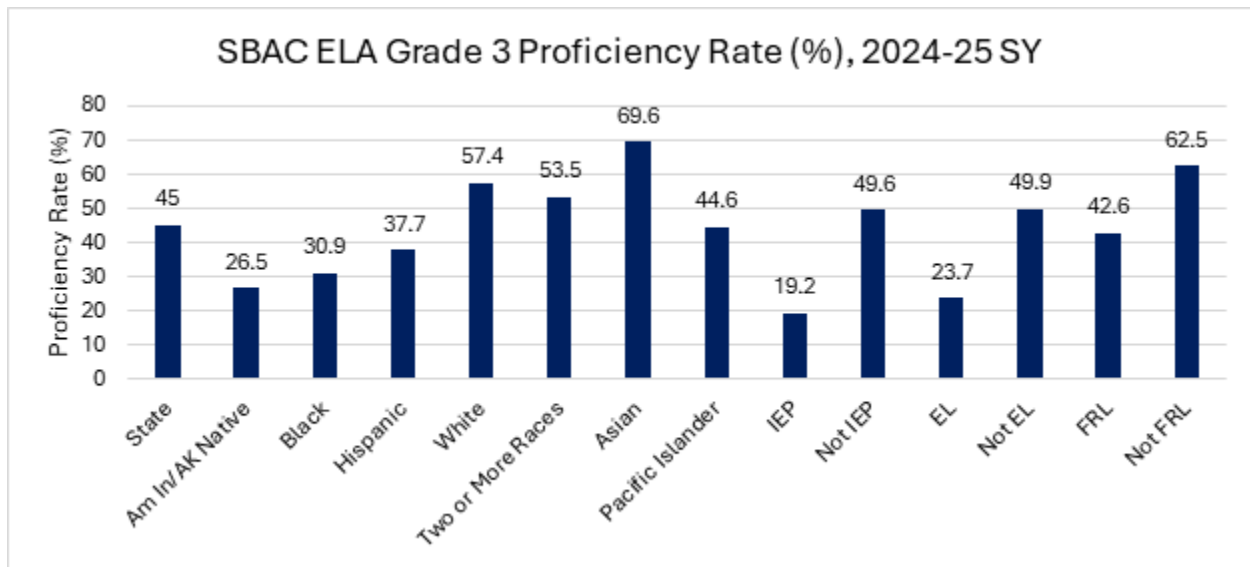
The tables included in this appendix provide additional detail on the statewide data referenced throughout this report. These data are presented to offer transparency into the measures used to monitor student achievement and inform Nevada’s ongoing efforts to strengthen educational outcomes.

The information reflects the most recent available statewide performance data and includes indicators related to student academic achievement, access to learning opportunities, and other measures used to track progress across Nevada’s public education system. These data help provide context for the progress and challenges discussed in the report and support continued data-informed decision making at the state and local levels.

The Nevada Department of Education will continue to monitor these indicators and refine reporting practices as the Statewide Plan for the Improvement of Pupils evolves to align with the state’s strategic priorities and emerging measures of student success.

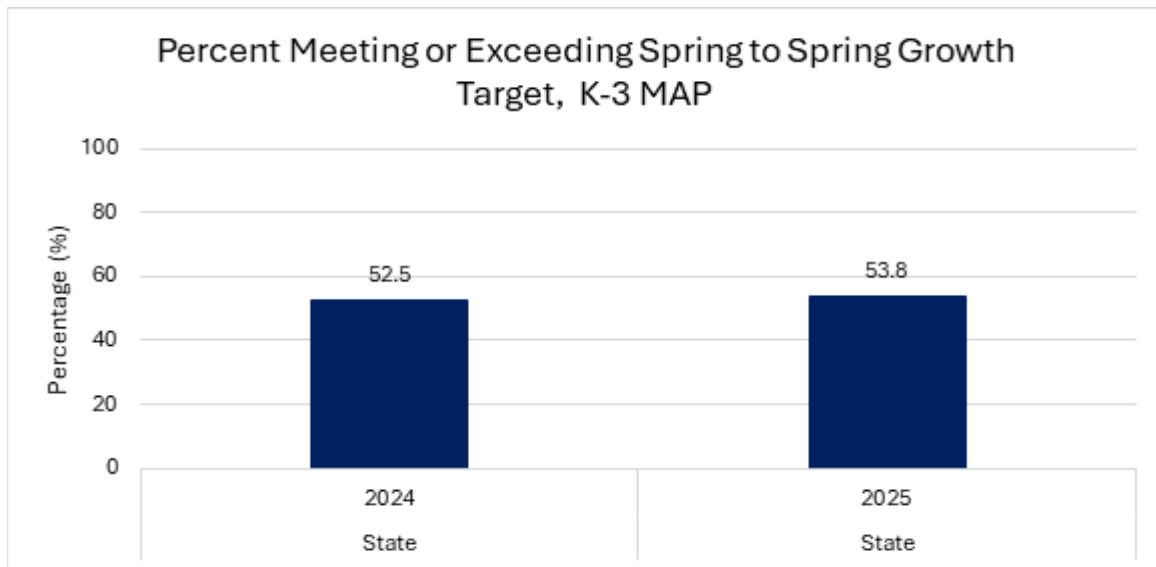
### Results from Third Grade Literacy (Read by Grade 3)

This summarizes the 2024-2025 performance third-grade students in Nevada on the English Language Arts (ELA) portion of the SBAC assessment. The "proficiency rate" refers to the percentage of students in each group who met or exceeded the standard for their grade level.



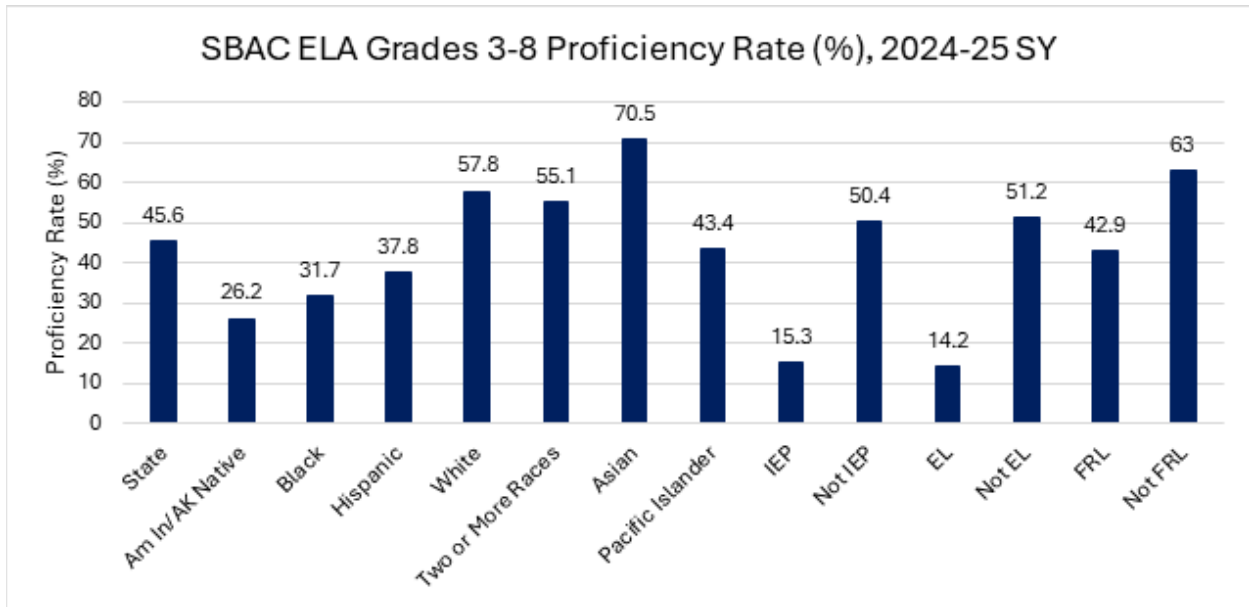
## English Language Arts Growth Achievement (K-3 MAP)

This demonstrates the extent to which students in kindergarten through third grade in Nevada met or exceeded their growth targets on the Measures of Academic Progress (MAP) assessment, a standardized assessment produced by the Northwest Evaluation Association. Kindergarten growth is demonstrated based on the change from the winter assessment to the spring assessment of the same academic year. Growth in grades 1-3 are measured from spring of the previous year to spring of the current academic year.



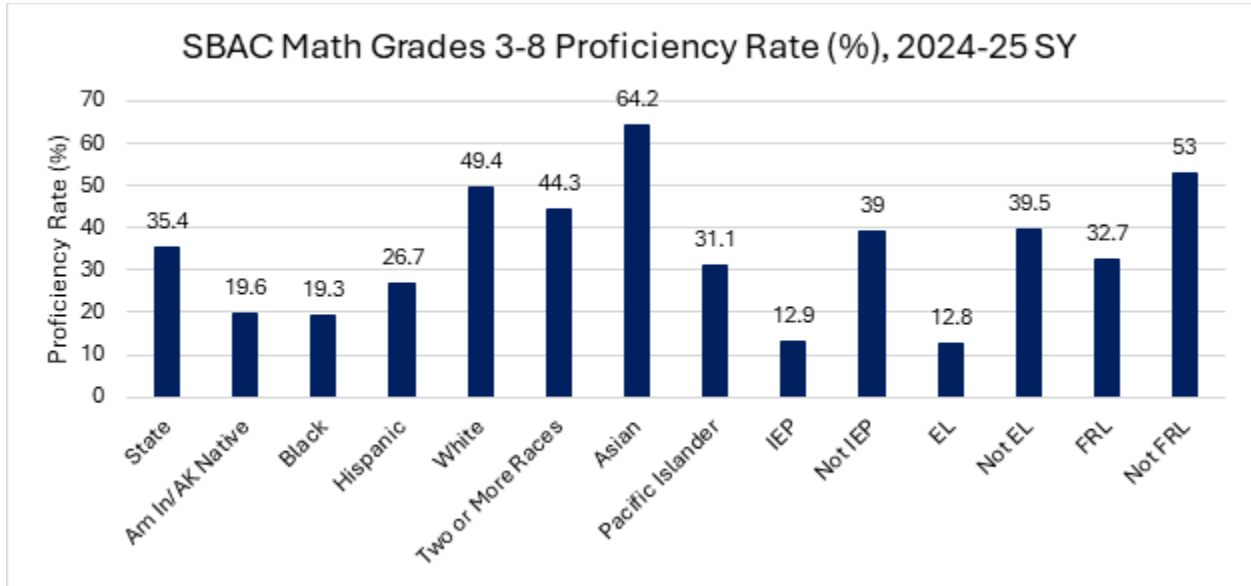
## English Language Arts Proficiency Results (3-8 SBAC)

This display illustrates the extent to which students in grades 3 through 8 in Nevada performed on the English Language Arts (ELA) section of the SBAC test during the 2024-25 school year. In this context, "proficiency rate," means the percentage of students in each group who met or exceeded the expected standard for their grade level.



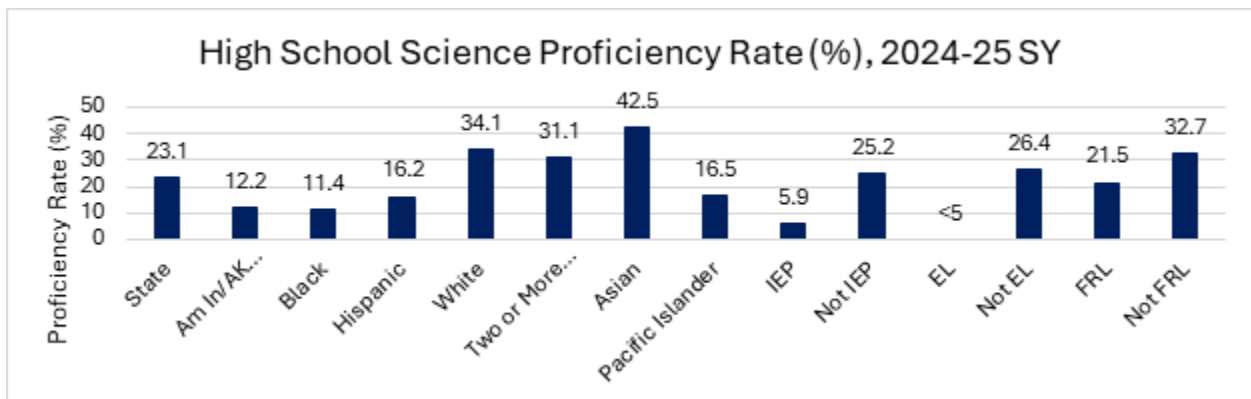
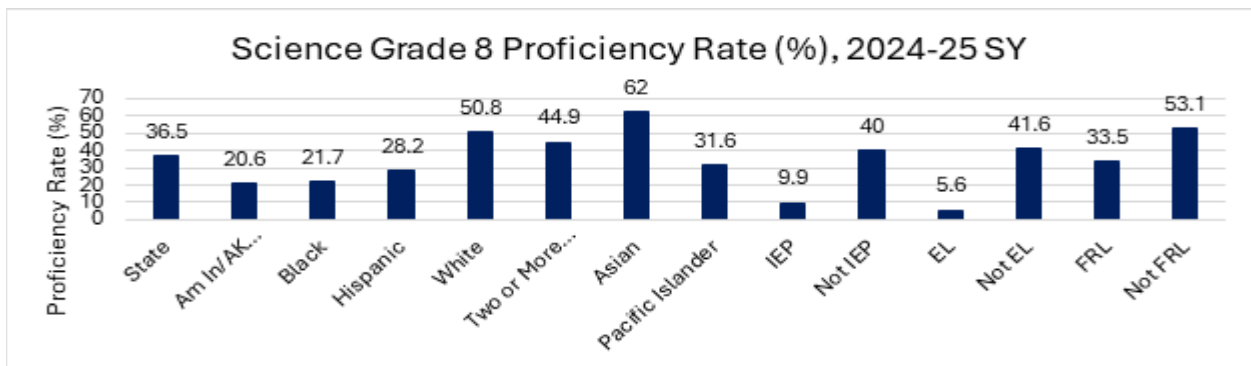
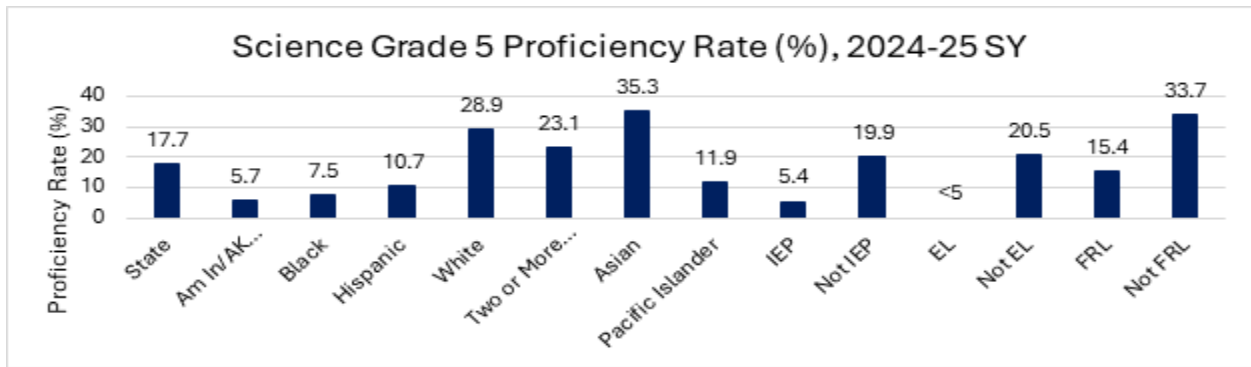
## Mathematics Proficiency Results (3-8 SBAC)

This displays the extent to which students in grades 3 through 8 in Nevada performed on the mathematics section of the SBAC test during the 2024-25 school year. In this case, the term "proficiency rate," is represented by the percentage of students in each group who met or exceeded the expected standard for their respective grade level.



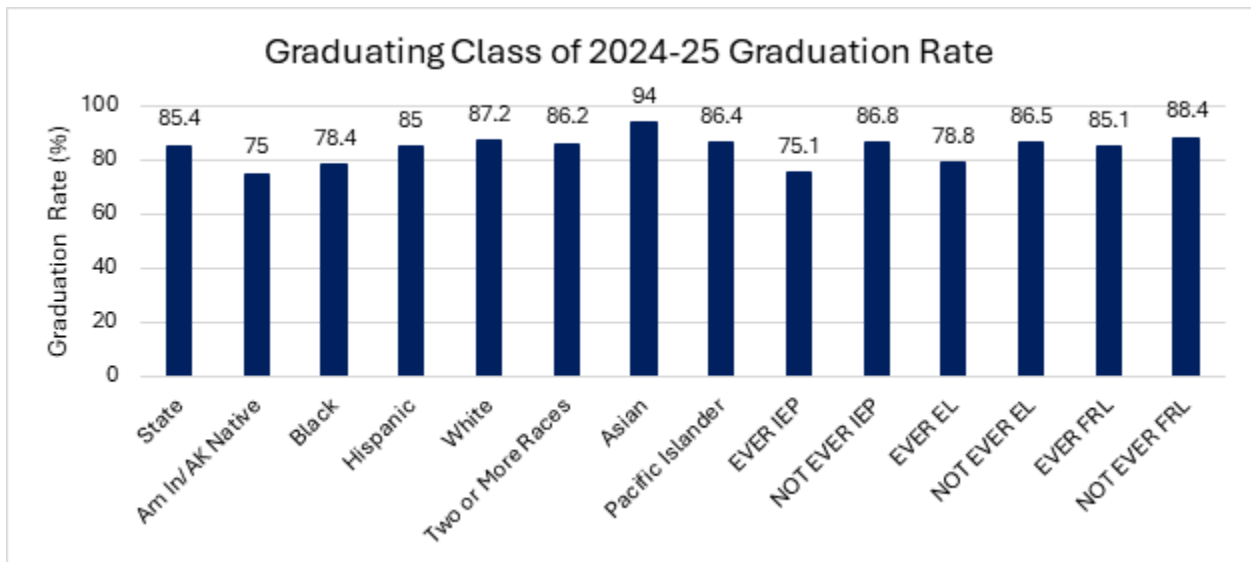
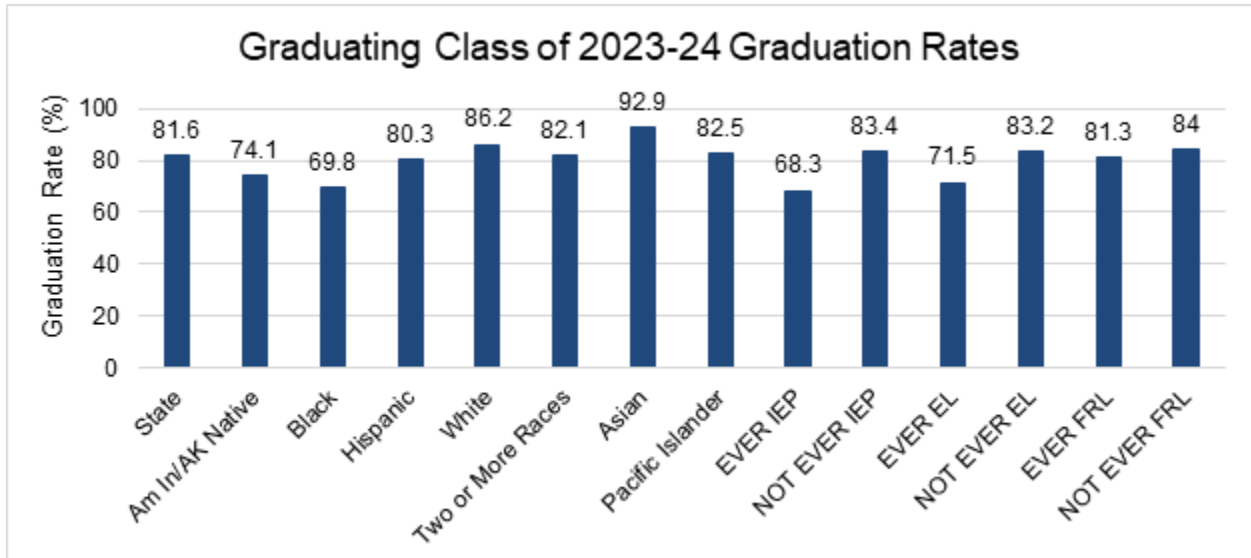
## Science Proficiency Results (5th, 8th, & High School) for 2024-2025 School Year

The Nevada Science assessments for students in grade 5, grade 8, and high school are aligned to the Next Generation Science Standards (NGSS) and are developed in collaboration with Nevada educators. These assessments comply with federal and state assessment reporting requirements. The tables below illustrate the extent to which fifth, eighth grade and high school students in Nevada performed on the Science test during the 2024-25 school year. Here, the “proficiency rate” refers to the percentage of students in each group who met or exceeded the grade-level science standard.



## Graduation Rate

This shows the graduation rates percentage for students that successfully graduated as part of the class of 2024-25 in Nevada. Graduation rates are delayed by an academic year due to data collection including summer graduation and fifth-year graduation rates. The graduation rate data is from the most recent year for which data is available.



NOTE: “NOT EVER” indicates student groups who did not belong to those student groups during their 9<sup>th</sup>-12<sup>th</sup> grade high school career.

## ACT Achievement Scores

These illustrate the extent to which students in Nevada scored 18 or higher on the English Language Arts (ELA) and the percentage of students who scored 22 or higher on the Mathematics section of the ACT during the 2024-25 school year.

