

Storey County School District Accountability Analysis

While there is generally high achievement by students in the Storey County School District, the report and compliance with accountability reporting laws has been minimal for the past two years. Several required data elements were not included and Part III was cursory at the best.

1. *A summary of the student performance and school characteristics deemed relevant to the evaluation of the district's school performance based on data submitted to the State Board of Education and LeBEAPE in Part I school reports and Part II district-wide reports.*

Number of Pupils

The Storey County School District is comprised of two elementary schools, a middle school, and a high school. The district served 507 students in 1998-99, a 4.7% decrease in enrollment over the previous year.

Student Attendance Rate

All schools reported an attendance rate of 94% in 1998-1999, a 1% increase over 1997-98.

Teacher Attendance Rate

The teacher attendance rate was 91% in 1998-1999. The rate for the previous year was not reported.

Dropout and Non-Promotion Rates

The dropout rate for grades 9-12 was 3.3%, compared with the previous year's 3.8%. The percentage of students retained in grade level rather than being promoted to the next grade was indicated as not applicable or not reported for the three-year period.

Truancy Rate

The truancy rate for 1998-99 was reported at 0%. A 1% rate was reported for the previous year.

Transiency Rate

The district transiency rate for 1998-1999 rose to 27% compared to the previous year's 22%. Hillside Elementary School's rate was 38% above the statewide average of 37.5%.

Student/Teacher Ratios

Average class sizes for grades one through three were 12:1, 13:1, and 15:1 respectively, well below the state class size mandates. The fourth grade had 22:1 pupils; the fifth grade had

14:1 pupils; while class size in grade six was not reported. Secondary class sizes ranged from 20-22 pupils with very slight increases over the previous year in all subject areas.

Student/Counselor Ratio

The overall counselor/student ratio remained at 1:268, one of the lowest ratios in the state. The two elementary schools were at 1:215 and 1:273. The middle school was 1:222 and the high school was 1:304.

Suspension/Expulsion Rate

Rates for suspension/expulsion were indicated for the 1998-1999 school year. District-wide the report indicated 49 elementary school incidents of student-to-student violence, as well as 17 additional incidents at the secondary schools. Eighteen incidents of violence to staff were reported; eight incidents of possession of weapons; and 18 incidents of alcohol or controlled substance possession. In comparison with the previous year, school violence increased in Storey County.

State Mandated Test Results: Terra Nova: Fourth Grade

Terra Nova Results 4th Grade

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	14	10	0.0	34	13	47.8	60	55	73
Language	17	24	8.7	29	14	39.1	54	48	72
Math	9	16	19.2	41	13	26.9	65	52	64
Science	14	13	0.0	44	22	38.5	71	59	68

The reading scores were well above the state average for the three-year period. Language performance was at the state average in 1997, dipped in 1998, and rose in 1999. Math and science scores were well above the state average percentile score. All students were reported tested at Gallagher Elementary School, but only 91% at Hillside Elementary.

State Mandated Test Results: Terra Nova: Eighth Grade

Terra Nova Results 8th Grade

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	13	0	3.2	36	34	45.2	60	68	71
Language	18	11	16.1	22	21	32.3	53	55	61
Math	24	23	19.4	28	32	45.2	52	55	66
Science	13	4	6.5	22	31	32.3	55	63	65

Reading scores for 1998-1999 were again well above the state average. Language scores increased and were higher than the state average. Math and science scores were also well above the state averages showing a slightly higher trend over the three year period. However, only 88% of the eligible students were tested.

State Mandated Test Results: Terra Nova: Tenth Grade

**Terra Nova Results
10th Grade**

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	30	10	12.1	23	23	45.5	47	58	72
Language	33	21	15.2	17	21	30.3	40	47	56
Math	33	20	19.4	27	17	25.8	43	47	57
Science	31	6	12.1	28	34	51.5	41	66	73

Reading scores improved over the three-year period and were well above the state average in 1999. Language and math scores improved and rose above the state average percentile in 1999. Science scores for the last two years of this period were well above the state average percentile. Virginia City High School tested only 87.2% of eligible students.

State Mandated Test Results: Writing Exam

**Writing Examination
4th and 8th Grade**

MEASURED TRAIT	PERCENT PROFICIENT					
	4 TH GRADE			8 TH GRADE		
	97-98	98-99	99-00	97-98	98-99	99-00
Ideas	NA	NR	NR	64.6	72.1	82.9
Organization	NA	NR	NR	68.8	72.1	71.4
Voice	NA	NR	NR	54.2	65.1	80.0
Conventions	NA	NR	NR	72.9	67.4	74.3

No scores were reported for the state-mandated writing exam for **fourth graders**. At the **eighth grade** level, percentages of students demonstrating proficiency in ideas, organization, and voice all showed a substantial improvement over a three-year period. Performance in writing Conventions scores were mixed with proficiency levels of 72.9%, 67.4%, and 74.3% for the 1997 to 1999 period -- all above the state average.

State Mandated Test Results: High School Proficiency Exam

High School Proficiency Examination

PERCENT PASSING									% DENIED DIPLOMA		
READING			MATH			WRITING					
96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99
93	96	96	93	96	96	93	96	96	NA	NA	0.0

All seniors demonstrated proficiency in all three areas of the Nevada High School Proficiency exam in 1999. This represented improvement over 96% in 1998 and 93% in 1997. In each year the percent passing was the same for math, reading, and writing.

ACT/SAT Results

ACT Results

% SENIORS TAKING ACT			ACT COMPOSITE SCORE		
1996-97	1997-98	1998-99	1996-97	1997-98	1998-99
41.0	43.5	13.1	22.4	19.2	20.9

SAT Results

% SENIORS TAKING SAT			SAT VERBAL AVERAGE			SAT MATH AVERAGE		
96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99
17.0	13.0	3.6	568	592	508	518	580	456

The percentage of seniors taking the ACT exam declined from 41% in 1997 to 13.1% in 1999, and the ACT composite average showed a decline in this period, falling from 22.4% to 20.9%. The percentage of seniors taking the SAT exam showed a similar decline in the three-year period, from 17% to 3.6%. The SAT verbal average dipped from 568 to 508; the SAT math average declined from 518 to 456. In most of the above categories, 1997-98 was a superior year. A very small number of students are involved in these categories, so fluctuations in scores are not unexpected.

Special Programs

Participation in special education included about 21% of elementary students and 23% of secondary students. Twenty-one percent of elementary students and 35% of middle school students received free- or reduced-price meals. All elementary students participated in art, music, and physical education classes, and 65% were in computer education classes. Gifted and talented education was provided for 3.5% of elementary students and 10.5% of secondary students, but no advanced placement classes were reported. Occupational education was provided to one-third of the secondary students, and roughly one-third were involved in athletics.

Secondary participation levels were 27.5% in music; 15% in art, and 19% in foreign language classes. After-school care was provided for 8.5% of the elementary students.

Teachers

The percentage of teachers holding only a bachelor's degree increased from 60% to 73% from 1997 to 1999, while the proportion of teachers with master's degrees declined from 38% to 27%. The percentage of new teachers dropped from 18% to 4%. About one-fifth of the teachers had 1-3 years of experience; 18% had 4-6 years; 25% had 7-9 years; and the remaining one-third had taught 10 years or more. Percentages are somewhat misleading in this category because of the low number of teachers in the district. One hundred percent of the teachers were reported teaching in their area of license. However, 6% of the math and science classes, and 12% of the social studies classes were taught by teachers out of license.

Technology/Computers

No student-to-computer ratio was found. Two-thirds of the district's students had computer classes. There was one computer in each classroom, computers in administrative offices and libraries, and a computer lab in each school. Internet access and a filter for computer lab have been provided. This effort represented considerable progress in this area.

Remedial College Courses (UCCSN Class Enrollments)

The Storey County School District reported that 1% of their recent graduates enrolled in remedial courses.

Expenditures

Expenditure per-pupil for instruction for 1998-99 was \$3,663, a considerable decrease from the previous year's total of \$5,116. Storey County did not receive any state remediation funds for the two-year period. However, the Nevada Gaming Control Board provided \$80,000 for after-school transportation in 1998-99. Grants and donations provided funds for improving school grounds, facilities, and technology purchases.

Parent Involvement

The attendance at parent-teacher conferences in 1998-1999 dipped to 50% compared with the previous year's 68%.

2. *Areas the School Districts' Part III Report identified as examples of exemplary achievement at the school site and/or areas of improvement in outcomes from those reported in the previous year and evidence that the areas were exemplary or improved.*

Last year Storey County submitted a cursory Part III. For 1998-99, a similar Part III report was filed. The shifts in key personnel and school board issues are well known, and, no doubt, these factors contributed to the quality of the report. An interim superintendent was hired for

1998-99. However, a new superintendent was been hired in June of 2000. The district's Part III report did list some exemplary programs such as artists in residence, increased access and use of technology, a summer-school program, and a Pearl Harbor program. No Part III report was submitted by Virginia City High School.

3. *Areas the School Districts' Part III Report identified as in need of improvement at the school site(s) and evidence for any deficiencies addressed.*

The 1998-99 report described areas in need of improvement district-wide as well as for each school site. Technology purchase and utilization were cited as district-wide concerns and computer training was viewed as a general need.

Music instruction (lack of an instructor) was reported as a problem at Hillside Elementary. Landscaping and outside lighting were reported to be areas needing improvement at Virginia City Middle School. No specific academic areas were noted to be of concern. No information on Virginia City High School was found in the Part III reports.

4. *Areas the School Districts' Part III Report identified as in need of improvement at the school site(s) and evidence for any deficiencies addressed.*

A satellite system for educational programming was installed at one elementary school. An early childhood program as well as a summer reading program were offered at another elementary school. The middle school improved the physical plant and grounds, increased parent participation and communication. The language arts curriculum was revised to comply with state standards, and successful fund raisers were held. The high school improved parent communication, implemented a new schedule (75-30-75), and featured staff development in technology use.

5. *Summary of the School Districts' plan for improvement at the school site.*

Not really addressed other than identifying the needs.

6. *Sources of information to be used in determining effectiveness of the plan for improvement.*

No specific measures of effectiveness were offered. However, it is assumed that test scores, attendance rates, etc. will be used.

7. *Missing or incomplete data.*

The TerraNova scores in the district report varied widely from the state accountability data. District-provided scores were lower.

The ACT/SAT exam scores provided by the district varied in percentage taking the ACT exam, and SAT verbal and math average scores appeared to have been reversed in the district report.

No computer/student ratios were provided.

No data were provided regarding student retention.

No analysis of the effect of transiency upon the test scores at Hillside Elementary School was found in the district report.

8. *Recommendations of Panel members for improving analysis and use of accountability findings at the school level and, if applicable, at the district level.*

1. It is recognized that the Storey County School District was functioning under adverse condition, which undoubtedly impacted this report .
2. It is recommended in the strongest language that this district make full compliance with the accountability laws of the Nevada a priority of the highest level.
3. The district should develop a more direct link between district and individual site goals, program development, and evaluation of program effectiveness.
4. The district must ensure that omitted data are included in future reports and that data throughout the report be correct.