

# **2004 Review of Nevada's Statewide System of Accountability**

## **Introduction**

Nevada has had a strong history of accountability of its public schools which began in 1993. Early reviews focused on the extent to which school districts complied with statutes. Most reviewing included comparisons of achievement and other important data from year-to-year. With the enactment of the No Child Left Behind Act (NCLBA) of 2001 the face of public school accountability changed considerably. This NCLBA required a different focus in accountability efforts and this report represents the first effort to determine how schools, school districts, and the state of Nevada have responded to the law. Senate Bill 1 of the 19<sup>th</sup> Special Session of the Legislature sets forth the accountability requirements for both state and federal compliance and it is upon that legislation that this review was guided.

This report is comprised of three sections: 1) general demographic and achievement data which was obtained almost exclusively from the Nevada Report Card; 2) NCLBA related information which was obtained for the Nevada Report Card, and visits to 16 schools not making Adequate Yearly Progress; and 3) recommendations based on the findings of this review.

## **The Review Process**

Upon receipt of the contract, assignments for portions of the review were made to the seven subcontractors and the contractor in areas of interest and expertise. Each area specified in the RFP was reviewed. Each area had a secondary reviewer assigned as well to ensure accuracy. All reviewers met in April 2005 to examine the critical facets of the system review, discuss issues in reviewing the system, and determine the scope and direction of the final report. A representative from the Legislative Bureau of Educational Accountability & Program Evaluation (LeBEAPE) also attended and participated in the meeting.

## **Glossary of Terms & Commonly Used Acronyms**

Since most of the information is exclusively related to the field of K-12 public education, the following glossary is provided to assist the reader with certain terms, phrases, and acronyms. Many of the following are commonly used “educational” acronyms.

**ADA**—Average Daily Attendance - Refers to the average percentage of students present in a school over the course of the year. The target goal for ADA is 90%. It should be noted that this report also refers to ADA for teachers.

**Analytic Writing Examination**—Nevada uses two types of direct writing assessment: holistic and analytical trait scoring. The analytic trait scoring considers components of good writing and is scored using a rubric with a scale of 1 to 5. The assessment considers six writing traits: ideas, organization, voice, conventions, word choice, and sentence fluency.

**AMO**—Annual Measurable Objective - Refers to the target goal which the school and all its subgroups must meet for Adequate Yearly Progress analyses.

**AYP**—Adequate Yearly Progress is the accountability system required by the federal government to determine if schools are making progress toward narrowing the achievement gap and ensuring that all students are proficient in the areas of mathematics and English language arts by the 2013-2014 school year.

**CRT**—Criterion-Referenced Test - A criterion referenced test provides a score that indicates how well a student does in relation to set, pre-determined goals or outcomes. Currently, Nevada uses CRTs in reading and mathematics based on state standards.

**FRL**—Free or Reduced Price Lunch - Refers to students qualifying for free or reduced price lunches. Commonly used as a proxy for socio economic status.

**Habitual Truancy**—Any child who has been declared a truant three or more times within one school year must be declared a habitual truant. A pupil who has one or more unapproved absences from school is considered truant. (NRS 392.140)

**HSPE**—High School Proficiency Examination - A high stakes test in Nevada which students must pass to obtain a standard high school diploma. All students in public school who expect to earn a standard high school diploma must pass the exam in Reading, Mathematics, and Writing. Beginning with the class of 2009, students must also pass the Science exam.

IDMS—ETS Pulliam Instructional Data Management System is a system of data management designed to help schools align curriculum, assessment, and instruction. The system has an extensive pool of grade level items for each content area.

IEP—A child who is referred to as IEP is a child who is receiving special education services and has an Individualized Education Plan.

ITBS—The Iowa Test of Basic Skills is a standardized achievement test that provides scores in several content areas including reading, language arts, science, and mathematics.

INOI—In Need of Improvement - refers to schools, districts, or states which have not demonstrated adequate yearly progress in the same area for two consecutive years or more.

LEA—Local Educational Agency - Commonly used to refer to a school district or educational organization which oversees the operation of schools.

LEP—Limited English Proficient - refers to students who are learning English as a second language and qualify for English language learner services. Also, the term is commonly referred to as English language learners (ELL).

NCLBA, or NCLB—No Child Left Behind Act. On Jan. 8, 2002, President Bush signed the *No Child Left Behind Act of 2001* (P.L. 107-110) into law. The law is designed to increase accountability of public schools. The commonly used name to refer to House Referendum 1—the 2001 reauthorization of the Elementary and Secondary Education Act.

NRT—Norm Referenced Test- With norm referenced tests, a representative group of students is given the test prior to its availability to the public. The scores of the students who take the test after publication are compared to those of the norm group.

NDE—Nevada Department of Education

RPDP—Regional Professional Development Program- A group of state-funded organizations which provide training for educators by region within the state.

SES—Social Economic Status, as presented in this report, refers to the income of the family structure of the student.

SIP—School Improvement Plan is a strategic process designed to facilitate continuous progress toward key school goals. Typical key goals could relate to curriculum, instruction, assessment, professional development, community involvement, use of time, scheduling, reduced class size, and collaboration time.

Subcategories—Please see subpopulations.

Subgroups—Please see subpopulations

Subpopulations—These are the various groups defined within NCLBA and the corresponding Nevada statute. These subpopulations include ethnic groups, Free and Reduced Meals, Individual Education Plan (Special Education), and English Language Learners.

Testing Levels - Level 1 is low performing or very low skills, Level 2 is approaching proficiency, Level 3 is proficient, and Level 4 is highly proficient. Students performing at levels 3 or 4 are considered proficient for NCLBA purposes.

UCCSN – is the University and Community College System of Nevada, now known as the Nevada System of Higher Education (NSHE).

## General District/School Information

### Educational Goals and Objectives (All Districts)

The data to evaluate this area were drawn from two sources within each district's report card in the Nevada Report of Accountability: (a) the profile section which includes the district's self report on mission, introduction, and goals and objectives and (b) the curriculum section ([www.nevadareportcard.com](http://www.nevadareportcard.com)).

It is noticeable that districts lacked a common approach to completing these sections, and as might be expected, this complicates analysis. For example, some districts used the profile section to note past goals and progress made toward them; this seemed to occur mostly in districts that had data indicating considerable success. Other districts focused more on the future—"these are the goals we are working toward." Some districts used the curriculum section to list goals and to discuss the process to be used to accomplish goals; some used this section to list programs which are used (or will be used) in the districts; and some merely listed every course taught in the district's secondary education program. The sections are considered together because of the variability in the location of the data.

That said, within the two sections some common themes were noted in district narratives. To some extent, each of the 17 districts noted that it was striving to ensure that students did well on typical measures such as mandated grade level tests in core subjects and the state High School Proficiency Examination; factors such as the No Child Left Behind legislation and Annual Yearly Progress requirements were typically referenced. Fourteen districts (82%) specifically mentioned efforts to link teaching with the state curriculum standards, while ten districts (59%) listed efforts in staff development as an important part of their improvement strategies. Six districts (35%) identified goals in the area of community involvement. A few districts mentioned goals in such areas as technology, school safety, and facility improvement.

Similar variability was noted in the reports prepared by individual schools. In the profile sections, some schools provided past goals and data to suggest whether or not past goals were met; other schools provided the goals that they were working toward. For some schools, goals were student competencies in a long list of academic areas. Some schools listed measurable objectives while others listed specific strategies as their objectives. Some schools provided quantifiable benchmarks (percentage or numerical growth) while other schools merely noted that they planned to improve. These variations were found to exist within districts as well as between districts. For the most part, the curriculum sections for individual schools were identical throughout a district and reflected global district goals. The chief variation was that a number of high schools stated that their curriculum was the list of courses which were offered at the school.

The range of responses between and within districts makes interpretation of this information problematic—generalizations are difficult to support. It would seem worthwhile for the NDE to be more prescriptive on content and process for these

sections of the accountability report and to provide explicit training for district administrators related to expectations.

## **Pupil Achievement (By District)**

Pupil achievement is based on results of the various mandated exams and is presented by test by district. The primary focus was on reading, language arts, and mathematics. The tests include:

- The Criterion Referenced Tests (math and reading) which were administered to third, fifth and eighth grade students;
- The Iowa Test of Basic Skills which was administered to fourth and seventh grade students;
- The Iowa Test of Educational Development which was administered to tenth grade students;
- The Analytic Writing Test which was administered to fourth and eighth grade students; and
- The High School Proficiency Examination which was administered to high school level students.

## Carson City School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Carson County School District tested 99.7% of the third graders for reading proficiency in 2003-2004. Overall 48.1% met or exceeded proficiency and 51.9% did not. Percentages from Level 1 through Level 4 were 9.9%, 42.0%, 30.3%, and 17.8%, respectively. These scores were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (56.8%) and Asian/Pacific Island (64.7%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 58.8%, Hispanic with 71.5%, Black/African American with 70.0%, IEP students with 86.8%, LEP students with 78.4%, and FRL students with 68.9%.

#### Grade 3: Math Proficiency

The Carson District tested 99.7% of the third graders for math proficiency in 2003-2004. Overall 48.1% met or exceeded proficiency and 51.9% did not. Percentages from Level 1 through Level 4 were 9.7%, 42.2%, 26.9%, and 21.2%, respectively. These were above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (55.9%) and Asian/Pacific Island (76.5%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 52.9%, Hispanic with 70.4%, Black/African American with 80.0%, IEP students with 79.1%, LEP students with 75.7%, and FRL students with 66.5%.

#### Grade 5: Reading Proficiency

The Carson District tested 98.8% of the fifth graders for reading proficiency in 2003-2004. Overall 43.6% met or exceeded proficiency and 56.3% did not. Percentages from Level 1 through Level 4 were 11.7%, 44.6%, 36.2%, and 7.4%, respectively. These were close to statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (53.5%) and Asian/Pacific Island (58.4%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 80.0%, Hispanic with 77.9%, IEP students with 91.5%, LEP students with 83.0%, and FRL students with 70.5%. No report was provided for seven Black/African American students.

#### Grade 5: Math Proficiency

The Carson District tested 98.9% of the fifth graders for math proficiency in 2003-2004. Overall 49.8% met or exceeded proficiency and 50.2% did not. Percentages from Level 1 through Level 4 were 6.2%, 44.0%, 38.4%, and 11.4%, respectively. These were close to statewide percentages where 49.7% met or

exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (56.8%) and Asian/Pacific Island (66.7%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 75.0%, Hispanic with 65.5%, IEP students with 89.5%, LEP students with 67.2%, and FRL students with 61.2%. No report was provided for seven Black/African American students.

#### Grade 5: Science Proficiency

The Carson District tested 96.9% of the fifth graders for science proficiency in 2003-2004. Overall 58.8% met or exceeded proficiency and 41.3% did not. Percentages from Level 1 through Level 4 were 8.0%, 33.3%, 35.0%, and 23.8%, respectively. These were above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (70.7%) and Asian/Pacific Island (66.7%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 59.1%, Hispanic with 67.4%, IEP students with 75.3%, LEP students with 74.8%, and FRL students with 58.3%. No report was provided for seven Black/African American students.

#### Grade 8: Reading Proficiency

The Carson District tested 96.2% of the eighth graders for reading proficiency in 2003-2004. Overall 56.2% met or exceeded proficiency and 43.8% did not. Percentages from Level 1 through Level 4 were 9.7%, 34.1%, 42.3%, and 13.9%, respectively. These were above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (61.4%), Asian/Pacific Island (72.2%), and American Indian/Alaskan Native (53.8%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 63.0%, IEP students with 85.9%, LEP students with 84.9%, and FRL students with 60.5%. No report was provided for six Black/African American students.

#### Grade 8: Math Proficiency

The Carson District tested 96.1% of the eighth graders for math proficiency in 2003-2004. Overall 53.2% met or exceeded proficiency and 46.8% did not. Percentages from Level 1 through Level 4 were 15.3%, 31.5%, 40.8%, and 12.4%, respectively. These were above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subpopulations indicate that 58.0% of White/Caucasian and 50% Asian/Pacific Island students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 57.7%, Hispanic with 61.1%, IEP students with 84.9%, LEP students with 83.2%, and FRL students with 64.8%. No report was provided for six Black/African American students.



### Grade 8: Science Proficiency

The Carson District tested 95.5% of the eighth graders for science proficiency in 2003-2004. Overall 65.6% met or exceeded proficiency and 34.4% did not. Percentages from Level 1 through Level 4 were 7.4%, 27.0%, 57.8%, and 7.8%, respectively. These were above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (71.5%) and Asian/Pacific Island (72.3%) students tested proficient. Half (50%) of American Indian/Alaskan Native students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 52.2%, IEP students with 74.5%, LEP students with 75.8%, and FRL students with 52.9%. No report was provided for six Black/African American students.

### **Iowa Test of Basic Skills (ITBS)**

#### Grade 4: ITBS Language

The Carson County School District tested 99.7% of the fourth graders for language in 2003-2004 ITBS. Overall, 49.4% scored in the upper 3rd and 4th quarters (the same as statewide percentages of 49.4%) and 50.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.0%, 28.6%, 24.5%, and 24.9%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (60.0%) and Asian/Pacific Island (80.9%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 63.3%, Hispanic with 73.9%, IEP students with 80.7%, LEP students with 78.4%, and FRL students with 67.0%. No report was provided for nine Black/African American students.

#### Grade 4: ITBS Reading

The Carson District tested 99.7% of the fourth graders for reading in 2003-2004 ITBS. Overall, 48.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 51.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.0%, 29.3%, 21.4%, and 27.2%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (62.3%) and Asian/Pacific Island (66.7%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 56.6%, Hispanic with 80.8%, IEP students with 77.6%, LEP students with 84.6%, and FRL students with 66.6%. No report was provided for nine Black/African American students.

#### Grade 4: ITBS Math

The Carson District tested 99.7% of the fourth graders for math in 2003-2004 ITBS. Overall, 50.6% of these students scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 49.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.0%, 26.4%, 26.5%, and 24.1%, respectively. The NCLB subpopulations indicate that over 50%

of White/Caucasian (60.0%) and Asian/Pacific Island (71.4%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 66.7%, Hispanic with 67.0%, IEP students with 74.5%, LEP students with 69.3%, and FRL students with 64.7%. No report was provided for nine Black/African American students.

#### Grade 4: ITBS Science

The Carson District tested 99.7% of the fourth graders for science in 2003-2004 ITBS. Overall, 61.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 53.6%) and 38.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.8%, 22.5%, 37.1%, and 24.6%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (74.0%) and Asian/Pacific Island (66.7%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 56.7%, Hispanic with 60.1%, IEP students with 54.0%, LEP students with 66.9%, and FRL students with 52.6%. No report was provided for nine Black/African American students.

#### Grade 7: ITBS Language

The Carson District tested 98.2% of the seventh graders for language in 2003-2004 ITBS. Overall, 43.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.5%) and 56.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 31.9%, 24.4%, 26.6%, and 17.1%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (52.6%) and Asian/Pacific Island (53.8%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 87.5%, Hispanic with 79.2%, IEP students with 90.8%, LEP students with 89.7%, and FRL students with 71.9%. No report was provided for eight Black/African American students.

#### Grade 7: ITBS Reading

The Carson District tested 97.0% of the seventh graders for reading in 2003-2004 ITBS. Overall, 45.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 54.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 31.0%, 23.3%, 22.4%, and 23.3%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (56.6%) and Asian/Pacific Island (50.0%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 87.5%, Hispanic with 82.1%, IEP students with 92.8%, LEP students with 91.2%, and FRL students with 72.4%. No report was provided for eight Black/African American students.

### Grade 7: ITBS Math

The Carson District tested 96.5% of the seventh graders for math in 2003-2004 ITBS. Overall, 42.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.3%) and 57.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.9%, 28.4%, 25.5%, and 17.2%, respectively. The NCLB subpopulations indicate that 61.5% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 51.0%, American Indian/Alaskan Native with 91.5%, Hispanic with 73.5%, IEP students with 91.8%, LEP students with 79.4%, and FRL students with 70.0%. No report was provided for eight Black/African American students.

### Grade 7: ITBS Science

The Carson District tested 96.5% of the seventh graders for science in 2003-2004 ITBS. Overall, 58.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 41.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.6%, 19.1%, 31.9%, and 26.3%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (70.2%) and Asian/Pacific Island (57.7%) students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 83.3%, Hispanic with 71.1%, IEP students with 82.5%, LEP students with 86.8%, and FRL students with 58.1%. No report was provided for eight Black/African American students.

### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The Carson District tested 90.3% of the tenth graders for language in 2003-2004 ITED. Overall, 36.8% scored in the upper 3rd and 4th quarters (below statewide percentages of 41.4%) and 63.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 33.9%, 29.2%, 23.5%, and 13.3%, respectively. The NCLB subpopulations indicate that no subgroups scored over 50% in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 58.9%, American Indian/Alaskan Native with 81.8%, Asian/Pacific Island with 56.3%, Hispanic with 79.3%, Black/African American with 61.6%, IEP students with 96.0%, LEP students with 92.5%, and FRL students with 84.9%.

#### Grade 10: ITED Reading

The Carson District tested 90.6% of the tenth graders for reading in 2003-2004 ITED. Overall, 45.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 54.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.4%, 25.1%, 24.0%, and 21.6%, respectively. The NCLB subpopulations indicate that 52.4% of White/Caucasian and 56.3% of Asian/Pacific Island scored in the two upper

quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 77.3%, Hispanic with 80.9%, Black/African American with 61.6%, IEP students with 85.3%, LEP students with 92.5%, and FRL students with 77.3%.

#### Grade 10: ITED Math

The Carson District tested 91.7% of the tenth graders for math in 2003-2004 ITED. Overall, 42.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 57.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.6%, 28.1%, 23.4%, and 18.9%, respectively. The NCLB subpopulations indicate that 62.5% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.4%, American Indian/Alaskan Native with 77.3%, Hispanic with 75.3%, Black/African American with 61.6%, IEP students with 93.4%, LEP students with 80.0%, and FRL students with 74.5%.

#### Grade 10: ITED Science

The Carson City School District tested 91.7% of the tenth graders for science in 2003-2004 ITED. Overall, 47.1% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.6%) and 52.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 31.5%, 21.4%, 27.5%, and 19.6%, respectively. The NCLB subpopulations indicate that 52.0% of White/Caucasian and 50.0% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 63.6%, Hispanic with 72.7%, Black/African American with 53.9%, IEP students with 88.0%, LEP students with 85.0%, and FRL students with 68.8%.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Carson City School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 9.6% at Level 1, 43.0% at Level 2, 35.7% at Level 3, and 11.6% at Level 4. The meets or exceeds proficiency rate was 47.3% for Carson's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 50.0%, Asian/Pacific Islander at 54.2%, Hispanic at 33.5%, Black/African American at 40.0%, White/Caucasian at 53.8%, IEP at 12.1 %, LEP at 27.9%, and FRL at 37.6%.

#### Analytic Writing Examination – Eighth Grade

Results for Carson City School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 96.1% compared to a statewide average

participation of 95.4%. Percentages in the NCLB proficiency categories were 7.1% at Level 1, 21.3% at Level 2, 47.1% at Level 3, and 24.5% at Level 4. The meets or exceeds proficiency rate was 71.6% for Carson's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 68.2%, Asian/Pacific Islander at 88.8%, Hispanic at 64.9%, Black/African American at -, White/Caucasian at 77.5%, IEP at 25.0 %, LEP at 37.5%, and FRL at 55.6%.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Carson City School District showed a 65.5% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 45.7% of American Indian/Alaskan Natives attained proficiency and 67.4% of Asian/Pacific Islander were proficiency. Proficiency level for Hispanics was 38.9%, for Black/African American was 35.5% and 69.1% for White/Caucasian. Percentage proficiency for IEP was 14.3%, for LEP was 23.5%, for FRL was 41.0%, and 0.0% for the Migrant subgroup.

#### **High School Proficiency Examination – Reading**

HSPE results for reading showed Carson City School District 2003-2004 rate of proficiency for tenth and eleventh grade at 83.1% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 71.4% for American Indian/Alaskan Natives, 90% for Asian/Pacific Islanders, 57.8% for Hispanics, 77.8% for Black/African American, 90.6% for White/Caucasian, 52.3% IEP, 37.0% for LEP, 77.7% for FRL, and 0.0% for Migrants.

#### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Carson City School District was 90.2% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 93.8% for American Indian/Alaskan Natives, 92.9% for Asian/Pacific Islanders, 65.5% for Hispanics, 83.3% for Black/African Americans, 94.4% for White/Caucasians, 70.4% for IEP, 52.1% for LEP, 80.8% for FRL, and 100% for Migrant.

## Churchill County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Churchill County School District tested 99.7% of the third graders for reading proficiency in 2003-2004. Overall 48.9% met or exceeded proficiency and 51.1% did not. Percentages from Level 1 through Level 4 were 5.5%, 45.6%, 31.2%, and 17.7%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (52.0%) and American Indian/Alaskan Native (59.2%) students tested proficient. Those subgroups testing below 50% proficiency were Asian/Pacific Island (64.3%), Hispanic with 73.8%, IEP students with 87.3%, LEP students with 86.6%, and FRL students with 63.3%. No report was found for seven Black/African American students.

#### Grade 3: Math Proficiency

The Churchill District tested 99.7% of the third graders for math proficiency in 2003-2004. Overall 48.1% met or exceeded proficiency and 51.9% did not. Percentages from Level 1 through Level 4 were 9.7%, 42.2%, 26.9%, and 21.2%, respectively. These were above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (55.9%) and Asian/Pacific Island (76.5%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 52.9%, Hispanic with 70.4%, Black/African American with 80.0%, IEP students with 79.1%, LEP students with 75.7%, and FRL students with 66.5%.

#### Grade 5: Reading Proficiency

The Churchill District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 51.8% met or exceeded proficiency and 48.2% did not. Percentages from Level 1 through Level 4 were 8.0%, 40.2%, 42.6%, 9.2%, respectively. These were above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subpopulations indicate that 58.9% of White/Caucasian and 50% Asian/Pacific Island students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 69.2%, Hispanic with 71.1%, IEP students with 85.5%, and FRL students with 61.4%. No reports were provided for one Black/African American student and eight LEP students.

#### Grade 5: Math Proficiency

The Churchill District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 62.1% met or exceeded proficiency and 37.9% did not. Percentages from Level 1 through Level 4 were 4.0%, 33.9%, 46.8%, and 15.3%, respectively. These were considerably above statewide percentages where 49.7%

met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (65.8%), Asian/Pacific Island (75.0%), and FRL (57.8%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 53.9%, Hispanic with 52.1%, and IEP students with 76.7%. No reports were provided for one Black/African American and eight LEP students.

#### Grade 5: Science Proficiency

The Churchill District tested 99.7% of the fifth graders for science proficiency in 2003-2004. Overall 68.5% met or exceeded proficiency and 31.5% did not. Percentages from Level 1 through Level 4 were 3.1%, 28.4%, 42.2%, and 26.3%, respectively. These were significantly above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (75.3%), Asian/Pacific Island (60.0%), American Indian/Alaskan Native (53.9%), and FRL (63.4%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 54.3%, and IEP students with 55.3%. No reports were provided for one Black/African American and eight LEP students.

#### Grade 8: Reading Proficiency

The Churchill District tested 98.4% of the eighth graders for reading proficiency in 2003-2004. Overall 69.6% met or exceeded proficiency and 30.5% did not. Percentages from Level 1 through Level 4 were 4.0%, 26.5%, 45.5%, and 24.1%, respectively. These were significantly above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (75.3%) and American Indian/Alaskan Native (60.0%) students tested proficient. The subgroup with 50% tested proficient was Asian/Pacific Islander. Those subgroups testing below 50% proficiency were Hispanic with 78.6%, IEP students with 75.5%, and FRL students with 50.8%. No reports were provided for nine Black/African American and seven LEP students.

#### Grade 8: Math Proficiency

The Churchill District tested 98.9% of the eighth graders for math proficiency in 2003-2004. Overall 57.4% met or exceeded proficiency and 42.6% did not. Percentages from Level 1 through Level 4 were 10.6%, 32.0%, 43.4%, and 14.0%, respectively. These were considerably above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian students (62.7%) tested proficient and 50% of Asian/Pacific Islander tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 52.0%, Hispanic with 61.6%, IEP students with 87.8%, LEP students with 83.2%, and FRL students with 61.9%. No reports were provided for nine Black/African American students and seven LEP students.

## Grade 8: Science Proficiency

The Churchill District tested 98.4% of the eighth graders for science proficiency in 2003-2004. Overall 70.6% met or exceeded proficiency and 29.4% did not. Percentages from Level 1 through Level 4 were 2.9%, 26.5%, 63.5%, and 7.1%, respectively. These were considerably above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (77.9%), Asian/Pacific Island (66.7%), and FRL (54.0%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 52.0%, Hispanic with 54.7%, IEP students with 65.3%, , and FRL students with 52.9%. No reports were provided for nine Black/African American and seven LEP students.

## **Iowa Test of Basic Skills (ITBS)**

### Grade 4: ITBS Language

The Churchill County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 57.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 49.4%) and 42.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.0%, 26.4%, 30.5%, and 27.0%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (60.7%) and Asian/Pacific Island (100%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 71.4%, Hispanic with 57.6%, Black/African American with 70%, IEP students with 50.1%, and FRL students with 52.1%. No report was provided for seven LEP students.

### Grade 4: ITBS Reading

The Churchill District tested 99.7% of the fourth graders for reading in 2003-2004 ITBS. Overall, 59.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.6%) and 40.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.5%, 26.4%, 27.4%, and 31.8%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (64.1%), Asian/Pacific Island (66.7%), and FRL (52.9%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 57.1%, Hispanic with 60.6%, Black/African American with 70%, IEP students with 81.4%. No report was provided for the seven LEP students.

### Grade 4: ITBS Math

The Churchill District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 64.1% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 51.2%) and 35.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.8%, 21.1%, 37.7%, and 26.4%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (67.8%), Asian/Pacific Island (86.7%), Hispanic (54.6%), and



FRL (59.4%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 61.9%, Black/African American with 70%, IEP students with 62.8%, and FRL students with 64.7%. No report was provided for seven LEP students.

#### Grade 4: ITBS Science

The Churchill District tested 100% of the fourth graders for science in 2003-2004 ITBS. Overall, 68.6% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 21.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 11.6%, 19.8%, 39.0%, and 29.6%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (69.9%), Asian/Pacific Island (93.3%), Hispanic (66.7%) students, Black/African American (60%), and FRL (58.6%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 57.1% and IEP students with 51.2%. No report was provided for seven LEP students.

#### Grade 7: ITBS Language

The Churchill District tested 99.5% of the seventh graders for language in 2003-2004 ITBS. Overall, 40.0% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 60.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 27.5%, 32.5%, 22.9%, and 17.1%, respectively. The NCLB subpopulations indicate that over 50% of Asian/Pacific Island students (60.8%) scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were White/Caucasian with 58.1%, American Indian/Alaskan Native with 69.3%, Hispanic with 82.4%, IEP students with 94.8%, and FRL students with 66.6%. No reports were provided for three Black/African American and four LEP students.

#### Grade 7: ITBS Reading

The Churchill District tested 98.6% of the seventh graders for reading in 2003-2004 ITBS. Overall, 43.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 56.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.1%, 31.4%, 22.6%, and 20.9%, respectively. The NCLB subpopulations indicate that all subgroups testes over 50% in the two lower quarters, with White/Caucasian with 53.1%, Asian/Pacific Islander with 56.5%, American Indian/Alaskan Native with 80.8%, Hispanic with 67.6%, IEP students with 89.6%, and FRL students with 66.6%. No reports were provided for three Black/African American and four LEP students.

#### Grade 7: ITBS Math

The Churchill District tested 99.5% of the seventh graders for math in 2003-2004 ITBS. Overall, 51.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 40.3%) and 60.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.6%, 26.2%,

24.2%, and 27.0%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (54.9%) and Asian/Pacific Island (69.5%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 80.7%, Hispanic with 64.7%, IEP students with 82.8%, and FRL students with 59.6%. No reports were provided for three Black/African American and four LEP students.

#### Grade 7: ITBS Science

The Churchill District tested 98.4% of the seventh graders for science in 2003-2004 ITBS. Overall, 53.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.3%) and 46.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 21.8%, 24.5%, 30.6%, and 23.1%, respectively. The NCLB subpopulations indicate that over 50% of White/Caucasian (54.5%) and Asian/Pacific Island (73.9%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 55.6%, Hispanic with 55.9%, IEP students with 77.6%, and FRL students with 56.2%. No reports were provided for three Black/African American students and four LEP students.

#### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The Churchill District tested 98.3% of the tenth graders for language in 2003-2004 ITED. Overall, 44.2% scored in the upper 3rd and 4th quarters (close to statewide percentages of 41.4%) and 55.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28, 2%, 27.6%, 27.1%, and 17.1%, respectively. The NCLB subpopulations indicate that 61.6% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.0%, American Indian/Alaskan Native with 73.7%, Hispanic with 72.0%, Black/African American with 75.0%, IEP students with 93.9%, and FRL students with 83.8%. No report was provided for seven LEP students.

#### Grade 10: ITED Reading

The Churchill District tested 98.9% of the tenth graders for reading in 2003-2004 ITED. Overall, 45.9% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 54.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.8%, 27.4%, 24.2%, and 21.7%, respectively. The NCLB subpopulations indicate that 50.5% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 73.6%, Asian/Pacific Island with 53.9%, Hispanic with 80.0%, Black/African American with 75.0%, IEP students with 85.7%, and FRL students with 83.8%. No report was provided for seven LEP students.

### Grade 10: ITED Math

The Churchill District tested 99.7% of the tenth graders for math in 2003-2004 ITED. Overall, 43.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 56.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.8%, 31.6%, 25.1%, and 18.5%, respectively. The NCLB subpopulations indicate that no subgroups scored over 50% in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 51.6%, American Indian/Alaskan Native with 73.7%, Asian/Pacific Island with 61.6%, Hispanic with 84.0%, Black/African American with 75.0%, IEP students with 89.8%, and FRL students with 83.7%. No report was provided for seven LEP students.

### Grade 10: ITED Science

The Churchill District tested 99.7% of the tenth graders for science in 2003-2004 ITED. Overall, 47.8% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.6%) and 52.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.4%, 26.8%, 25.6%, and 22.2%, respectively. The NCLB subpopulations indicate that 50.6% of White/Caucasian and 52.6% of American Indian/Alaskan Native and 61.6% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were Hispanic with 84.0%, Black/African American with 66.7%, IEP students with 73.5%, and FRL students with 70.2%. No report was provided for seven LEP students.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Churchill County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 10.7% at Level 1, 42.8% at Level 2, 41.2% at Level 3, and 5.3% at Level 4. The meets or exceeds proficiency rate was 46.5% for Churchill's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 25.0%, Asian/Pacific Islander at 71.4%, Hispanic at 46.9%, Black/African American at 50.0%, White/Caucasian at 46.8%, IEP at 10.2 %, LEP at --%, and FRL at 37.4%.

#### Analytic Writing Examination – Eighth Grade

Results for Churchill County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 97.6% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 4.0% at Level 1, 23.0% at Level 2, 54.0% at Level 3, and 19.0% at Level 4. The meets or exceeds proficiency rate was 73.0% for Churchill's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 58.3%, Asian/Pacific Islander at 84.3%, Hispanic

at 57.8%, Black/African American at --, White/Caucasian at 76.5%, IEP at 32.0%, LEP at --, and FRL at 61.9%.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Churchill County School District showed a 71.8% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 41.2% of American Indian/Alaskan Natives attained proficiency and 81.8% of Asian/Pacific Islander were proficiency. Proficiency level for Hispanics was 53.1%, for Black/African American was 50.0% and 75.8% for White/Caucasian. Percentage proficiency for IEP was 25.0%, for LEP was 25.0%, for FRL was 50.7%, and 33.3% for the Migrant subgroup.

#### **High School Proficiency Examination – Reading**

HSPE results for reading showed Churchill County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 84.0% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 64.7 for American Indian/Alaskan Natives, 90.9% for Asian/Pacific Islanders, 71.9% for Hispanics, 83.3% for Black/African American, 86.2% for White/Caucasian, 40.0% IEP, 50.0% for LEP, 71.2% for FRL, and 66.7% for Migrants.

#### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Churchill County School district was 91.5% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 93.3% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 73.5% for Hispanics, 100% for Black/African Americans, 92.9% for White/Caucasians, 57.9% for IEP, 33.3% for LEP, 82.1% for FRL, and 0.0% for Migrant.

## Clark County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Clark County School District tested 99.7% of the third graders for reading proficiency in 2003-2004. Overall 42.7% met or exceeded proficiency and 57.3% did not. Percentages from Level 1 through Level 4 were 11.7%, 45.6%, 27.2%, and 15.5%, respectively. These were slightly below statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (59.1%) and Asian/Pacific Island (55.4%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 60.8%, Hispanic with 73.7%, Black/African American with 70.0%, IEP students with 81.1%, LEP students with 86.8%, and FRL students with 72.8%.

#### Grade 3: Math Proficiency

The Clark District tested 99.6% of the third graders for math proficiency in 2003-2004. Overall 44.5% met or exceeded proficiency and 55.5% did not. Percentages from Level 1 through Level 4 were 13.6%, 41.9%, 24.1%, and 20.4%, respectively. These were close to statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (58.9%) and Asian/Pacific Island (58.0%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 58.4%, Hispanic with 67.9%, Black/African American with 73.8%, IEP students with 76.3%, LEP students with 77.7%, and FRL students with 68.7%.

#### Grade 5: Reading Proficiency

The Clark District tested 99.7% of the fifth graders for reading proficiency in 2003-2004. Overall 41.0% met or exceeded proficiency and 58.9% did not. Percentages from Level 1 through Level 4 were 13.7%, 45.2%, 35.7%, and 5.3%, respectively. These were slightly below statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (57.9%) and Asian/Pacific Island (50.8%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 60.3%, Hispanic with 75.0%, Black/African American with 54.6%, IEP students with 87.6%, LEP students with 89.4%, and FRL students with 74.1%.

#### Grade 5: Math Proficiency

The Clark District tested 99.6% of the fifth graders for math proficiency in 2003-2004. Overall 47.9% met or exceeded proficiency and 52.1% did not. Percentages from Level 1 through Level 4 were 9.1%, 43.0%, 38.6%, and 9.3%, respectively. These were close to statewide percentages where 49.7% met or

exceeded proficiency level. The NCLB subpopulations indicate that over 50% of White/Caucasian (60.7%) and Asian/Pacific Island (63.7%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 55.5%, Hispanic with 63.5%, Black/African American with 69.6%, IEP students with 83.6%, LEP students with 75.5%, and FRL students with 64.8%.

#### Grade 5: Science Proficiency

The Clark District tested 99.0% of the fifth graders for science proficiency in 2003-2004. Overall 48.1% met or exceeded proficiency and 51.9% did not. Percentages from Level 1 through Level 4 were 12.8%, 39.0%, 33.5%, and 14.6%, respectively. These were below statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (66.1%) and Asian/Pacific Island (60.6%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 51.6%, Hispanic with 68.0%, Black/African American with 71.5%, IEP students with 78.1%, LEP students with 82.2%, and FRL students with 67.1%.

#### Grade 8: Reading Proficiency

The Clark District tested 97.9% of the eighth graders for reading proficiency in 2003-2004. Overall 43.8% met or exceeded proficiency and 56.1% did not. Percentages from Level 1 through Level 4 were 13.9%, 42.2%, 32.8%, and 11.0%, respectively. These were below statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (59.2%) and Asian/Pacific Island (56.4%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 59.9%, Hispanic with 72.7%, Black/African American with 71.1%, IEP students with 91.9%, LEP students with 92.4%, and FRL students with 72.2%.

#### Grade 8: Math Proficiency

The Clark District tested 97.8% of the eighth graders for math proficiency in 2003-2004. Overall 44.1% met or exceeded proficiency and 55.9% did not. Percentages from Level 1 through Level 4 were 21.1%, 34.8%, 34.7%, and 9.4%, respectively. These were below statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (58.0%) and Asian/Pacific Islander (59.6%) tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 59.8%, Hispanic with 70.6%, Black/African American with 73.7%, IEP students with 93.0%, LEP students with 87.7%, and FRL students with 71.0%.

#### Grade 8: Science Proficiency

The Clark District tested 96.0% of the eighth graders for science proficiency in 2003-2004. Overall 54.7% met or exceeded proficiency and 45.3% did not.

Percentages from Level 1 through Level 4 were 14.2%, 31.1%, 46.6%, and 8.1%, respectively. These were below statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (70.5%), Asian/Pacific Island (69.9%), and American Indian/Alaskan Native (51.3%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 61.9%, Black/African American with 63.3%, IEP students with 84.5%, LEP students with 82.9%, and FRL students with 61.4%.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Clark District tested 99.5% of the fourth graders for language in 2003-2004 ITBS. Overall, 48.4% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 51.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.3%, 23.3%, 23.6%, and 24.8%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (62.7%) and Asian/Pacific Island (69.3%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 52.6%, Hispanic with 68.0%, Black/African American with 64.0%, IEP students with 79.2%, LEP students with 76.6%, and FRL students with 67.2%.

#### **Grade 4: ITBS Reading**

The Clark District tested 99.6% of the fourth graders for reading in 2003-2004 ITBS. Overall, 43.5% scored in the upper 3rd and 4th quarters (below statewide percentages of 45.6%) and 56.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.2%, 27.2%, 20.6%, and 22.9%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (62.6%) and Asian/Pacific Island (56.4%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 61.0%, Hispanic with 76.4%, Black/African American with 70.0%, IEP students with 82.1%, LEP students with 86.6%, and FRL students with 74.0%.

#### **Grade 4: ITBS Math**

The Clark District tested 99.4% of the fourth graders for math in 2003-2004 ITBS. Overall, 50.9% scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 49.1% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.8%, 23.3%, 26.4%, and 24.5%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (63.9%) and Asian/Pacific Island (67.6%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 52.7%, Hispanic with 60.7%, Black/African American with 67.0%, IEP students with 75.8%, LEP students with 67.0%, and FRL students with 62.7%.

#### Grade 4: ITBS Science

The Clark District tested 98.7% of the fourth graders for science in 2003-2004 ITBS. Overall, 50.5% scored in the upper 3rd and 4th quarters (below statewide percentages of 53.6%) and 49.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.4%, 25.1%, 32.3%, and 18.2%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (66.1%) and Asian/Pacific Island (61.0%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 52.1%, Hispanic with 63.9%, Black/African American with 65.1%, IEP students with 70.8%, LEP students with 72.5%, and FRL students with 64.3%.

#### Grade 7: ITBS Language

The Clark District tested 98.6% of the seventh graders for language in 2003-2004 ITBS. Overall, 38.8% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 61.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 37.0%, 24.2%, 21.1%, and 17.7%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (51.3%) and Asian/Pacific Island (60.7%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 66.1%, Hispanic with 75.7%, Black/African American with 76.6%, IEP students with 94.4%, LEP students with 93.9%, and FRL students with 76.4%.

#### Grade 7: ITBS Reading

The Clark District tested 98.5% of the seventh graders for reading in 2003-2004 ITBS. Overall, 36.1% scored in the upper 3rd and 4th quarters (below statewide percentages of 38.8%) and 63.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 37.7%, 26.1%, 19.4%, and 16.7%, respectively. The NCLB subcategories indicate that 51.7% of White/Caucasian scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were Asian/Pacific Island with 54.5%, American Indian/Alaskan Native with 71.7%, Hispanic with 79.7%, Black/African American with 78.4%, IEP students with 93.1%, LEP students with 96.0%, and FRL students with 79.3%.

#### Grade 7: ITBS Math

The Clark District tested 98.6% of the seventh graders for math in 2003-2004 ITBS. Overall, 39.0% scored in the upper 3rd and 4th quarters (close to statewide percentages of 40.3%) and 61.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 36.0%, 25.0%, 19.9%, and 19.1%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (52.7%), Asian/Pacific Island (57.9%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 66.1%, Hispanic with 75.2%, Black/African



American with 79.2%, IEP students with 92.9%, LEP students with 90.1%, and FRL students with 76.1%.

### Grade 7: ITBS Science

The Clark District tested 97.8% of the seventh graders for science in 2003-2004 ITBS. Overall, 41.2% scored in the upper 3rd and 4th quarters (below statewide percentages of 45.3%) and 58.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 36.5%, 22.4%, 22.7%, and 18.5%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (56.3%) and Asian/Pacific Island (56.2%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 65.5%, Hispanic with 74.9%, Black/African American with 75.0%, IEP students with 88.7%, LEP students with 91.8%, and FRL students with 74.7%.

### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The Clark District tested 92.8% of the tenth graders for language in 2003-2004 ITED. Overall, 40.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 41.4%) and 59.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 36.0%, 23.8%, 23.5%, and 16.6%, respectively. The NCLB subcategories indicate that 51.9% of White/Caucasian and 54.0% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 64.8%, Hispanic with 76.5%, Black/African American with 74.7%, IEP students with 95.1%, LEP students with 96.5%, and FRL students with 80.6%.

#### Grade 10: ITED Reading

The Clark District tested 95.2% of the tenth graders for reading in 2003-2004 ITED. Overall, 37.2% scored in the upper 3rd and 4th quarters (below statewide percentages of 40.5%) and 62.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 39.0%, 23.9%, 19.4%, and 17.8%, respectively. The NCLB subcategories indicate that 51.3% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 63.6%, Asian/Pacific Island with 58.0%, Hispanic with 80.3%, Black/African American with 78.7%, IEP students with 94.7%, LEP students with 97.5%, and FRL students with 84.8%.

#### Grade 10: ITED Math

The Clark County School District tested 95.2% of the tenth graders for math in 2003-2004 ITED. Overall, 36.2% scored in the upper 3rd and 4th quarters (slightly below statewide percentages of 38.6%) and 63.8% scored in the lower 1st and 2nd

quarters. Percentages from the bottom through the top quarters were 39.9%, 23.9%, 18.8%, and 17.4%, respectively. The NCLB subcategories indicate that 50.4% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 52.2%, American Indian/Alaskan Native with 72.9%, Hispanic with 78.2%, Black/African American with 82.3%, IEP students with 95.0%, LEP students with 90.1%, and FRL students with 82.5%.

#### Grade 10: ITED Science

The Clark District tested 95.2% of the tenth graders for science in 2003-2004 ITED. Overall, 35.8% scored in the upper 3rd and 4th quarters (below statewide percentages of 39.6%) and 64.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 39.3%, 25.0%, 21.0%, and 14.8%, respectively. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.1%, American Indian/Alaskan Native with 66.1%, Asian/Pacific Island with 53.8%, Hispanic with 77.5%, Black/African American with 81.5%, IEP students with 94.7%, LEP students with 93.4%, and FRL students with 81.9%.

#### **Analytic Writing Examination**

##### Analytic Writing Examination – Fourth Grade

The Clark District tested 98.8% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 17.3% at Level 1, 44.3% at Level 2, 32.3% at Level 3, and 6.1% at Level 4. The meets or exceeds proficiency rate was 38.4% for Clark's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 32.4%, Asian/Pacific Islander at 53.8%, Hispanic at 27.3%, Black/African American at 30.4%, White/Caucasian at 48.1%, IEP at 13.3%, LEP at 23.0%, and FRL at 26.9%.

##### Analytic Writing Examination – Eighth Grade

Results for the Clark District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 94.3% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 11.6% at Level 1, 26.5% at Level 2, 44.9% at Level 3, and 16.9% at Level 4. The meets or exceeds proficiency rate was 61.8% for Clark's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 58.9%, Asian/Pacific Islander at 74.2%, Hispanic at 48.6%, Black/African American at 50.7%, White/Caucasian at 73.5%, IEP at 20.9%, LEP at 42.0%, and FRL at 48.6%.

## **High School Proficiency Examination**

### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Clark County School District showed a 54.9% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 45.7% of American Indian/Alaskan Natives attained proficiency and 67.9% of Asian/Pacific Islander were proficiency. Proficiency level for Hispanics was 38.2%, for Black/African American was 35.3% and 67.9% for White/Caucasian. Percentage proficiency for IEP was 13.6%, for LEP was 22.6%, for FRL was 33.2%, and 33.3% for the Migrant subgroup.

### **High School Proficiency Examination – Reading**

HSPE results for reading showed Clark County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 75.4% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 71.2 for American Indian/Alaskan Natives, 80.9% for Asian/Pacific Islanders, 61.0% for Hispanics, 65.4% for Black/African American, 85.9% for White/Caucasian, 32.0% IEP, 36.6% for LEP, 54.8% for FRL, and 33.3% for Migrants.

### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Clark County School district was 81.2% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 76.7% for American Indian/Alaskan Natives, 86.3% for Asian/Pacific Islanders, 70.9% for Hispanics, 74.6% for Black/African Americans, 87.3% for White/Caucasians, 46.7% for IEP, 66.1% for LEP, 68.8% for FRL, and 66.7% for Migrant.

## **Douglas County School District**

### **Criterion Referenced Test (CRT)**

#### **Grade 3: Reading Proficiency**

The Douglas County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 61.2% met or exceeded proficiency and 38.8% did not. Percentages from Level 1 through Level 4 were 5.6%, 33.2%, 34.9%, and 26.3%, respectively. These were considerably above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (65.9%) and Asian/Pacific Island (53.9%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 59.3%, IEP students with 72.9%, LEP students with 76.4%, and FRL students with 63.5%. No report was provided for nine American Indian/Alaskan Native and nine Black/African American students.

#### **Grade 3: Math Proficiency**

The Douglas District tested 100% of the third graders for math proficiency in 2003-2004. Overall 51.6% met or exceeded proficiency and 48.4% did not. Percentages from Level 1 through Level 4 were 3.5%, 44.9%, 28.2%, and 23.4%, respectively. These were above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (56.2%) and Asian/Pacific Island (61.6%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 66.1%, IEP students with 67.8%, LEP students with 73.5%, and FRL students with 68.6%. No reports were provided for nine American Indian/Alaskan Native and nine Black/African American students.

#### **Grade 5: Reading Proficiency**

The Douglas District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 57.9% met or exceeded proficiency and 42.0% did not. Percentages from Level 1 through Level 4 were 4.4%, 37.6%, 48.6%, and 9.3%, respectively. These were considerably above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (62.4%) and Asian/Pacific Island (61.6%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 70.6%, Hispanic with 65.0%, IEP students with 85.1%, LEP students with 71.0%, and FRL students with 58.1%. No report was provided for five Black/African American students.

#### **Grade 5: Math Proficiency**

The Douglas District tested 99.8% of the fifth graders for math proficiency in 2003-2004. Overall 65.0% met or exceeded proficiency and 35.0% did not. Percentages from Level 1 through Level 4 were 2.9%, 32.1%, 48.9%, and 16.1%, respectively. These were considerably above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of

White/Caucasian (68.5%) and Asian/Pacific Island (58.3%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 52.9%, Hispanic with 51.7%, IEP students with 72.3%, LEP students with 51.6%, and FRL students with 50.7%. No report was provided for five Black/African American students.

#### Grade 5: Science Proficiency

The Douglas District tested 99.2% of the fifth graders for science proficiency in 2003-2004. Overall 67.4% met or exceeded proficiency and 32.6% did not. Percentages from Level 1 through Level 4 were 2.3%, 30.3%, 44.8%, and 22.6%, respectively. These were considerably above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (72.1%), Asian/Pacific Island (69.2%), and FRL (53.7%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 64.7%, Hispanic with 55.0%, IEP students with 63.8%, and LEP students with 61.3%. No report was provided for five Black/African American students.

#### Grade 8: Reading Proficiency

The Douglas District tested 99.8% of the eighth graders for reading proficiency in 2003-2004. Overall 78.0% met or exceeded proficiency and 22.0% did not. Percentages from Level 1 through Level 4 were 2.2%, 19.8%, 46.6%, and 31.4%, respectively. These were significantly above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (81.0%), Asian/Pacific Island (80.0%), American Indian/Alaskan Native (66.6%), Hispanic (58.9%), and FRL (59.1%) students tested proficient. Those subgroups testing below 50% proficiency were IEP students with 73.9% and LEP students with 57.9%. No report was provided for four Black/African American students.

#### Grade 8: Math Proficiency

The Douglas District tested 99.8% of the eighth graders for math proficiency in 2003-2004. Overall 70.5% met or exceeded proficiency and 29.5% did not. Percentages from Level 1 through Level 4 were 3.9%, 25.6%, 52.0%, and 18.5%, respectively. These were significantly above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (74.7%), Asian/Pacific Islander (79.8%), American Indian/Alaskan Native (58.3%), and FRL (56.2%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 58.8%, IEP students with 78.3%, and LEP students with 65.8%. No report was provided for four Black/African American students.

#### Grade 8: Science Proficiency

The Douglas District tested 99.1% of the eighth graders for science proficiency in 2003-2004. Overall 79.8% met or exceeded proficiency and 20.2% did not.

Percentages from Level 1 through Level 4 were 0.9%, 19.3%, 69.1%, and 10.7%, respectively. These were significantly above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (82.5%), Asian/Pacific Island (93.4%), and American Indian/Alaskan Native (75.0%), Hispanic (58.8%), and FRL (67.9%) students tested proficient. Those subgroups testing below 50% proficiency were IEP students with 56.5% and LEP students with 57.9%. No report was provided for four Black/African American students.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Douglas District tested 99.8% of the fourth graders for language in 2003-2004 ITBS. Overall, 62.7% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 49.4%) and 37.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.9%, 22.4%, 24.2%, and 38.5%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (65.4%) and Asian/Pacific Island (72.8%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 69.3%, Hispanic with 52.5%, IEP students with 66.2%, LEP students with 65.9%, and FRL students with 64.7%. No report was provided for two Black/African American students.

#### **Grade 4: ITBS Reading**

The Douglas District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 63.1% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.6%) and 36.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 13.3%, 23.6%, 26.2%, and 36.9%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (68.4%) and Asian/Pacific Island (63.7%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 53.9%, Hispanic with 70.4%, IEP students with 64.6%, LEP students with 81.8%, and FRL students with 63.8%. No report was provided for two Black/African American students.

#### **Grade 4: ITBS Math**

The Douglas District tested 99.8% of the fourth graders for math in 2003-2004 ITBS. Overall, 60.7% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 51.2%) and 39.3% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.5%, 23.8%, 33.1%, and 27.6%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (63.7%) and Asian/Pacific Island (54.6%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 79.6%, Hispanic with 50.9%, IEP students with 63.0%, LEP students with 54.5%, and FRL students with 57.9%. No report was provided for two Black/African American students.

#### Grade 4: ITBS Science

The Douglas District tested 99.0% of the fourth graders for science in 2003-2004 ITBS. Overall, 70.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 29.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 12.1%, 17.7%, 38.5%, and 31.7%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (73.5%), Asian/Pacific Island (63.7%), American Indian/Alaskan Native (61.5%), and Hispanic (52.5%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were IEP students with 50.8%, LEP students with 59.1%, and FRL students with 51.0%. No report was provided for two Black/African American students.

#### Grade 7: ITBS Language

The Douglas District tested 99.7% of the seventh graders for language in 2003-2004 ITBS. Overall, 50.7% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 39.5%) and 49.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.1%, 27.2%, 28.2%, and 22.5%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (53.4%) and Asian/Pacific Island (69.3%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 80.9%, Hispanic with 68.4%, IEP students with 87.9%, LEP students with 81.0%, and FRL students with 63.8%. No report was provided for five Black/African American students.

#### Grade 7: ITBS Reading

The Douglas District tested 99.5% of the seventh graders for reading in 2003-2004 ITBS. Overall, 55.5% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 38.8%) and 44.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 21.5%, 23.0%, 28.5%, and 27.0%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (59.8%) and Asian/Pacific Island (53.9%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 76.2%, Hispanic with 71.7%, IEP students with 84.3%, LEP students with 90.5%, and FRL students with 61.3%. No report was provided for five Black/African American students.

#### Grade 7: ITBS Math

The Douglas District tested 99.7% of the seventh graders for math in 2003-2004 ITBS. Overall, 53.1% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 40.3%) and 46.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 18.4%, 28.5%, 30.1%, and 23.0%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (56.3%), Asian/Pacific Island (61.6%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 76.2%, Hispanic with 68.3%, IEP students with

78.3%, LEP students with 81.0%, and FRL students with 59.4%. No report was provided for five Black/African American students.

### Grade 7: ITBS Science

The Douglas District tested 99.0% of the seventh graders for science in 2003-2004 ITBS. Overall, 65.1% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 34.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.6%, 18.2%, 31.1%, and 34.0%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (68.5%) and Asian/Pacific Island (61.6%) students scored in the two upper quarters and that 50% of Hispanic students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 76.2%, IEP students with 71.1%, LEP students with 66.6%, and FRL students with 51.3%. No report was provided for five Black/African American students.

### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The Douglas District tested 98.6% of the tenth graders for language in 2003-2004 ITED. Overall, 50.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 41.4%) and 49.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.5%, 26.1%, 29.4%, and 21.0%, respectively. The NCLB subcategories indicate that 53.0% of White/Caucasian and 56.3% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 88.9%, Hispanic with 63.1%, IEP students with 87.7%, LEP students with 77.3%, and FRL students with 73.6%. No report was provided for three Black/African American students.

#### Grade 10: ITED Reading

The Douglas District tested 98.6% of the tenth graders for reading in 2003-2004 ITED. Overall, 56.3% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 40.5%) and 43.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 17.0%, 26.7%, 30.9%, and 25.4%, respectively. The NCLB subcategories indicate that 58.8% of White/Caucasian and 75.0% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 66.6%, Hispanic with 63.2%, IEP students with 89.1%, LEP students with 81.8%, and FRL students with 68.1%. No report was provided for three Black/African American students.

#### Grade 10: ITED Math

The Douglas District tested 98.6% of the tenth graders for math in 2003-2004 ITED. Overall, 59.6% scored in the upper 3rd and 4th quarters (significantly above



statewide percentages of 38.6%) and 40.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.2%, 25.3%, 31.4%, and 28.2%, respectively. The NCLB subcategories indicate that 62.0% of White/Caucasian and 68.8% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 55.5%, Hispanic with 59.7%, IEP students with 85.0%, LEP students with 77.2%, and FRL students with 55.6%. No report was provided for three Black/African American students.

### Grade 10: ITED Science

The Douglas District tested 98.6% of the tenth graders for science in 2003-2004 ITED. Overall, 62.9% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 39.6%) and 37.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.4%, 21.8%, 30.9%, and 32.0%, respectively. The NCLB subcategories indicate that 64.9% of White/Caucasian, 68.8% of Asian/Pacific Island, and 50.0% of American Indian/Alaskan Native students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were Hispanic with 52.7%, IEP students with 86.3%, LEP students with 68.2%, and FRL students with 56.9%. No report was provided for three Black/African American students.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Douglas County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 8.5% at Level 1, 39.8% at Level 2, 43.7% at Level 3, and 8.0% at Level 4. The meets or exceeds proficiency rate was 51.7% for Douglas' fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 25.0%, Asian/Pacific Islander at 57.1%, Hispanic at 40.0%, Black/African American at --, White/Caucasian at 54.2%, IEP at 25.7 %, LEP at 27.1%, and FRL at 36.5%.

#### Analytic Writing Examination – Eighth Grade

Results for Douglas County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 98.2% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 4.3% at Level 1, 12.7% at Level 2, 51.1% at Level 3, and 31.9% at Level 4. The meets or exceeds proficiency rate was 83.0% for Douglas' eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 85.2%, Asian/Pacific Islander at 100%, Hispanic at 64.8%, Black/African American at --, White/Caucasian at 84.9%, IEP at 53.5 %, LEP at 50.0, and FRL at 65.8%.

## **High School Proficiency Examination**

### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Douglas County School District showed a 80.8% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 69.6% of American Indian/Alaskan Natives attained proficiency and 81.0% of Asian/Pacific Islander were proficiency. Proficiency level for Hispanics was 68.5%, for Black/African American was 33.3% and 83.0% for White/Caucasian. Percentage proficiency for IEP was 23.6%, for LEP was 56.3%, for FRL was 71.2%, and 0.0% for the Migrant subgroup.

### **High School Proficiency Examination – Reading**

HSPE results for reading showed Douglas County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 90.7% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 87.0 for American Indian/Alaskan Natives, 85.7% for Asian/Pacific Islanders, 85.2% for Hispanics, 66.7% for Black/African American, 91.8% for White/Caucasian, 45.5% for IEP, 81.3% for LEP, 89.0% for FRL, and 100.0% for Migrants.

### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Douglas County School district was 92.8% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 87.5% for American Indian/Alaskan Natives, 94.4% for Asian/Pacific Islanders, 83.3% for Hispanics, 100% for Black/African Americans, 93.9% for White/Caucasians, 52.7% for IEP, 60.0% for LEP, 90.1% for FRL, and 0.0% for Migrant.

## **Elko County School District**

### **Criterion Referenced Test (CRT)**

#### **Grade 3: Reading Proficiency**

The Elko County School District tested 99.6% of the third graders for reading proficiency in 2003-2004. Overall 52.6% met or exceeded proficiency and 47.4% did not. Percentages from Level 1 through Level 4 were 5.0%, 42.4%, 29.5%, and 23.1%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (65.2%) and Asian/Pacific Island (90.0%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 60.0%, Hispanic with 77.9%, IEP students with 76.1%, LEP students with 93.2%, and FRL students with 67.8%. No report was provided for six Black/African American students.

#### **Grade 3: Math Proficiency**

The Elko District tested 99.1% of the third graders for math proficiency in 2003-2004. Overall 45.6% met or exceeded proficiency and 54.3% did not. Percentages from Level 1 through Level 4 were 9.5%, 44.8%, 25.6%, and 20.0%, respectively. These were close to statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (54.4%) and Asian/Pacific Island (60.0%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 66.6%, Hispanic with 74.4%, IEP students with 73.1%, LEP students with 93.2%, and FRL students with 65.0%. No report was provided for six Black/African American students.

#### **Grade 5: Reading Proficiency**

The Elko District tested 99.0% of the fifth graders for reading proficiency in 2003-2004. Overall 48.3% met or exceeded proficiency and 51.7% did not. Percentages from Level 1 through Level 4 were 8.8%, 42.9%, 41.9%, and 6.4%, respectively. These were above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 60% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 77.6%, Hispanic with 74.3%, IEP students with 91.9%, LEP students with 100%, and FRL students with 68.9%. No report was provided for five Asian/Pacific Island and three Black/African American students.

#### **Grade 5: Math Proficiency**

The Elko District tested 99.2% of the fifth graders for math proficiency in 2003-2004. Overall 53.0% met or exceeded proficiency and 47.0% did not. Percentages from Level 1 through Level 4 were 6.0%, 41.0%, 44.1%, and 8.9%, respectively. These were above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 60.9% of White/Caucasian students tested

proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 67.2%, Hispanic with 60.9%, IEP students with 82.8%, LEP students with 88.4%, and FRL students with 62.2%. No report was provided for five Asian/Pacific Island and three Black/African American students.

#### Grade 5: Science Proficiency

The Elko District tested 98.1% of the fifth graders for science proficiency in 2003-2004. Overall 61.2% met or exceeded proficiency and 38.8% did not. Percentages from Level 1 through Level 4 were 6.4%, 32.5%, 36.0%, and 25.2%, respectively. These were considerably above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 73.1% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 63.8%, Hispanic with 63.2%, IEP students with 65.9%, LEP students with 96.1%, and FRL students with 57.0%. No report was provided for five Asian/Pacific Island and three Black/African American students.

#### Grade 8: Reading Proficiency

The Elko District tested 96.9% of the eighth graders for reading proficiency in 2003-2004. Overall 52.1% met or exceeded proficiency and 48.0% did not. Percentages from Level 1 through Level 4 were 11.3%, 36.7%, 39.3%, and 12.8%, respectively. These were close to statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (61.9%) and Asian/Pacific Island (59.1%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 70.0%, Hispanic with 68.2%, IEP students with 90.6%, LEP students with 100%, and FRL with 65.1%. No report was provided for five Black/African American students.

#### Grade 8: Math Proficiency

The Elko District tested 97.7% of the eighth graders for math proficiency in 2003-2004. Overall 44.9% met or exceeded proficiency and 55.1% did not. Percentages from Level 1 through Level 4 were 19.5%, 35.6%, 39.9%, and 5.0%, respectively. These were below statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (53.2%), Asian/Pacific Islander (59.1%) tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 78.3%, Hispanic with 70.7%, IEP students with 93.3%, and LEP students with 81.3%, and FRL students with 68.9%. No report was provided for five Black/African American students.

#### Grade 8: Science Proficiency

The Elko District tested 97.6% of the eighth graders for science proficiency in 2003-2004. Overall 63.8% met or exceeded proficiency and 36.2% did not. Percentages from Level 1 through Level 4 were 9.7%, 26.5%, 55.1%, and 8.7%,

respectively. These were above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (73.0%), Asian/Pacific Island (72.7%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 58.4%, Hispanic 40.9%, IEP students with 80.2%, LEP students with 87.6%, and FRL students with 54.2%. No report was provided for five Black/African American students.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Elko County School District tested 99.7% of the fourth graders for language in 2003-2004 ITBS. Overall, 51.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 48.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.1%, 23.8%, 26.1%, and 25.0%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (60.4%) and Asian/Pacific Island (58.3%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 72.1%, Hispanic with 64.8%, IEP students with 93.2%, LEP students with 92.6, and FRL students with 63.7%. No report was provided for one Black/African American students.

#### **Grade 4: ITBS Reading**

The Elko District tested 99.7% of the fourth graders for reading in 2003-2004 ITBS. Overall, 47.7% scored in the upper 3rd and 4th quarters (close to statewide percentages of 45.6%) and 52.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.9%, 29.3%, 21.5%, and 26.2%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (63.4%) and Asian/Pacific Island (58.3%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 77.1%, Hispanic with 84.1%, IEP students with 89.2%, LEP students with 100%, and FRL students with 74.9%. No report was provided for one Black/African American students.

#### **Grade 4: ITBS Math**

The Elko District tested 99.7% of the fourth graders for math in 2003-2004 ITBS. Overall, 46.8% scored in the upper 3rd and 4th quarters (below statewide percentages of 51.2%) and 53.2% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.1%, 27.1%, 25.1%, and 21.7%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (56.3%) and Asian/Pacific Island (58.4%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 68.9%, Hispanic with 72.5%, IEP students with 89.2%, LEP students with 100%, and FRL students with 66.5%. No report was provided for one Black/African American students.

#### Grade 4: ITBS Science

The Elko District tested 99.9% of the fourth graders for science in 2003-2004 ITBS. Overall, 60.9% scored in the upper 3rd and 4th quarters (above statewide percentages of 53.6%) and 39.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 18.0%, 21.1%, 39.1%, and 21.8%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (73.8%) and Asian/Pacific Island (75.0%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 70.5%, Hispanic with 62.1%, IEP students with 55.4%, LEP students with 81.4%, and FRL students with 59.1%. No report was provided for one Black/African American students.

#### Grade 7: ITBS Language

The Elko District tested 97.4% of the seventh graders for language in 2003-2004 ITBS. Overall, 40.9% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 59.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 32.7%, 26.3%, 23.8%, and 17.1%, respectively. The NCLB subcategories indicate that 50% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were White/Caucasian with 52.0%, American Indian/Alaskan Native with 77.8%, Hispanic with 72.1%, IEP students with 99.0%, LEP students with 99.9%, and FRL students with 74.7%. No report was provided for five Black/African American students.

#### Grade 7: ITBS Reading

The Elko District tested 97.5% of the seventh graders for reading in 2003-2004 ITBS. Overall, 43.2% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 56.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.1%, 28.7%, 23.0%, and 20.2%, respectively. The NCLB subcategories indicate that 50.3% of White/Caucasian and 50% Asian/Pacific Island students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 71.1%, Hispanic with 77.9%, IEP students with 95.2%, LEP students with 94.4%, and FRL students with 68.4%. No report was provided for five Black/African American students.

#### Grade 7: ITBS Math

The Elko District tested 98.1% of the seventh graders for math in 2003-2004 ITBS. Overall, 41.4% scored in the upper 3rd and 4th quarters (close to statewide percentages of 40.3%) and 58.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.8%, 27.7%, 23.9%, and 17.5%, respectively. None of the NCLB subgroups of students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were White/Caucasian with 52.9%, Asian/Pacific Island with 66.6%, American Indian/Alaskan Native with 67.8%, Hispanic with 70.5%, IEP students with 96.1%,

LEP students with 72.3%, and FRL students with 68.4%. No report was provided for five Black/African American students.

### Grade 7: ITBS Science

The Elko District tested 97.7% of the seventh graders for science in 2003-2004 ITBS. Overall, 48.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.3%) and 51.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.0%, 23.7%, 26.7%, and 21.7%, respectively. The NCLB subcategories indicate that 58.2% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were Asian/Pacific Island with 58.3%, American Indian/Alaskan Native with 66.7%, Hispanic with 74.2%, IEP students with 93.2%, LEP students with 94.5%, and FRL students with 67.5%. No report was provided for five Black/African American students.

### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The Elko District tested 97.4% of the tenth graders for language in 2003-2004 ITED. Overall, 44.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 41.4%) and 55.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 27.2%, 28.2%, 28.2%, and 16.5%, respectively. The NCLB subcategories indicate that 54.5% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 74.0%, Hispanic with 82.0%, IEP students with 97.3%, and FRL students with 77.3%. No report was provided for eight Asian/Pacific Island, six Black/African American, and seven LEP students.

#### Grade 10: ITED Reading

The Elko District tested 97.5% of the tenth graders for reading in 2003-2004 ITED. Overall, 46.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 53.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.9%, 26.6%, 25.0%, and 21.5%, respectively. The NCLB subcategories indicate that 57.7% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 77.8%, Hispanic with 81.2%, IEP students with 85.0%, and FRL students with 75.2%. No report was provided for eight Asian/Pacific Island, six Black/African American, and seven LEP students.

#### Grade 10: ITED Math

The Elko District tested 97.4% of the tenth graders for math in 2003-2004 ITED. Overall, 43.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 56.8% scored in the lower 1st and 2nd quarters.

Percentages from the bottom through the top quarters were 30.7%, 26.1%, 25.4%, and 17.9%, respectively. The NCLB subcategories indicate that 51.2% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 75.9%, Hispanic with 75.7%, IEP students with 94.6%, and FRL students with 78.3%. No report was provided for eight Asian/Pacific Island, six Black/African American, and seven LEP students.

#### Grade 10: ITED Science

The Elko District tested 97.4% of the tenth graders for science in 2003-2004 ITED. Overall, 45.9% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.6%) and 54.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.7%, 28.5%, 27.9%, and 18.0%, respectively. The NCLB subcategories indicate that 55.5% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 79.6%, Hispanic with 76.4%, IEP students with 91.8%, and FRL students with 77.4%. No report was provided for eight Asian/Pacific Island, six Black/African American, and seven LEP students.

#### **Analytic Writing Examination**

##### Analytic Writing Examination – Fourth Grade

Elko District tested 98.7% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 19.3% at Level 1, 47.0% at Level 2, 33.9% at Level 3, and 4.8% at Level 4. The meets or exceeds proficiency rate was 38.7% for Elko's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 22.7%, Asian/Pacific Islander at 67.7%, Hispanic at 32.0%, Black/African American at --, White/Caucasian at 43.2%, IEP at 5.2 %, LEP at 26.2%, and FRL at 28.7%.

##### Analytic Writing Examination – Eighth Grade

Results for Elko District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 96.3% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 6.5% at Level 1, 24.9% at Level 2, 48.8% at Level 3, and 19.9% at Level 4. The meets or exceeds proficiency rate was 68.7% for Elko's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 51.7%, Asian/Pacific Islander at 68.8%, Hispanic at 76.5%, Black/African American at --, White/Caucasian at 71.6%, IEP at 21.6 %, LEP at 40.0%, and FRL at 59.0%.



## **High School Proficiency Examination**

### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Elko County School District showed a 62.5% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 42.6% of American Indian/Alaskan Natives attained proficiency and 64.3% of Asian/Pacific Islander were proficiency. Proficiency level for Hispanics was 43.4% for Black/African American was 71.4% and 70.2% for White/Caucasian. Percentage proficiency for IEP was 14.4%, for LEP was 50.0%, for FRL was 39.4%, and 0.0% for the Migrant subgroup.

### **High School Proficiency Examination – Reading**

HSPE results for reading showed Elko County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 84.1% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 68.1 for American Indian/Alaskan Natives, 78.6% for Asian/Pacific Islanders, 71.7% for Hispanics, 85.7% for Black/African American, 89.9% for White/Caucasian, 44.4% IEP, 12.5% for LEP, 62.1% for FRL, and 0.0% for Migrants.

### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Elko County School District was 90.7% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 86.5% for American Indian/Alaskan Natives, 90.9% for Asian/Pacific Islanders, 84.6% for Hispanics, 80.0% for Black/African Americans, 94.4% for White/Caucasians, 61.5% for IEP, 75.0% for LEP, 86.0% for FRL, and 0.0% for Migrant.

## **Esmeralda County School District**

(Note: Esmeralda County School district operates no schools above grade 8)

### **Criterion Referenced Test (CRT)**

#### **Grade 3: Reading Proficiency**

The Esmeralda County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 11.1% met or exceeded proficiency and 88.9% did not. Percentages from Level 1 through Level 4 were 22.2%, 66.7%, 11.1%, and 0%, respectively. These were significantly below statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 87.5% of White/Caucasian students did not meet the proficiency level. Reports were not provided for other subgroups.

#### **Grade 3: Math Proficiency**

The Esmeralda District tested 100% of the third graders for math proficiency in 2003-2004. Overall 11.1% met or exceeded proficiency and 88.9% did not. Percentages from Level 1 through Level 4 were 0%, 88.9%, 11.1%, and 0%, respectively. These were significantly below statewide percentages where 44.9% met or exceeded proficiency level. Reports were not provided for any subgroups, including 24 White/Caucasian students.

#### **Grade 5: Reading Proficiency**

The Esmeralda District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 40.0% met or exceeded proficiency and 60.0% did not. Percentages from Level 1 through Level 4 were 0%, 60.0%, 40.0%, and 0%, respectively. These were below statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 60% of White/Caucasian students met the proficiency level whereas 83.3% FRL students did not. Reports were not provided for other subgroups.

#### **Grade 5: Math Proficiency**

The Esmeralda District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 50.0% met or exceeded proficiency and 50.0% did not. Percentages from Level 1 through Level 4 were 0%, 50.0%, 40.0%, and 10.0%, respectively. These were close to statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 60.0% of White/Caucasian students met the proficiency level whereas 66.7% FRL students did not. Reports were not provided for other subgroups.

#### **Grade 5: Science Proficiency**

The Esmeralda District tested 100% of the fifth graders for science proficiency in 2003-2004. Overall 50.0% met or exceeded proficiency and 50.0% did not. Percentages from Level 1 through Level 4 were 0%, 50.0%, 30.0%, and 20.0%,

respectively. These were close to statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 60.0% of White/Caucasian students met the proficiency level whereas 66.7% FRL students did not. Reports were not provided for other subgroups.

#### Grade 8: Reading Proficiency

The Esmeralda District tested 100% of the eighth graders for reading proficiency in 2003-2004. Overall 42.8% met or exceeded proficiency and 57.1% did not. Percentages from Level 1 through Level 4 were 0%, 57.1%, 35.7%, and 7.1%, respectively. These were below statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 57.1% of White/Caucasian students met the proficiency level whereas 66.7% FRL students did not. Reports were not provided for other subgroups.

#### Grade 8: Math Proficiency

The Esmeralda District tested 100% of the eighth graders for math proficiency in 2003-2004. Overall 28.6% met or exceeded proficiency and 71.4% did not. Percentages from Level 1 through Level 4 were 7.1%, 64.3%, 14.3%, and 14.3%, respectively. These were significantly below statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 71.4% of White/Caucasian and 66.7% FRL students did not meet the proficiency level. Reports were not provided for other subgroups.

#### Grade 8: Science Proficiency

The Esmeralda District tested 92.9% of the eighth graders for science proficiency in 2003-2004. Overall 35.7% met or exceeded proficiency and 64.3% did not. Percentages from Level 1 through Level 4 were 14.3%, 50.0%, 35.7%, and 0%, respectively. These were significantly below statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 57.2% of White/Caucasian and 66.7% FRL students did not meet the proficiency level. Reports were not provided for other subgroups.

### **Iowa Test of Basic Skills (ITBS)**

#### Grade 4: ITBS Language

The Esmeralda County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 25.0% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 49.4%) and 75.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 50.0%, 25.0%, 12.5%, and 12.5%, respectively. The NCLB subcategories indicate that 85.7% of White/Caucasian and 75.0% FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

#### Grade 4: ITBS Reading

The Esmeralda District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 25.0% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 45.6%) and 75.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.0%, 50.0%, 12.5%, and 12.5%, respectively. The NCLB subcategories indicate that 71.4% of White/Caucasian and 100% FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

#### Grade 4: ITBS Math

The Esmeralda District tested 87.5% of the fourth graders for math in 2003-2004 ITBS. Overall, 25.0% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 51.2%) and 75.0% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 50.0%, 25.0%, 25.0%, and 0%, respectively. The NCLB subcategories indicate that 71.4% of White/Caucasian and 75.0% of FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

#### Grade 4: ITBS Science

The Esmeralda District tested 87.5% of the fourth graders for science in 2003-2004 ITBS. Overall, 25.0% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 53.6%) and 75.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 50.0%, 25.0%, 25.0%, and 0%, respectively. The NCLB subcategories indicate that 71.4% of White/Caucasian 75.0% FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

#### Grade 7: ITBS Language

The Esmeralda District tested 100% of the seventh graders for language in 2003-2004 ITBS. Overall, 20.0% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 39.5%) and 80.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 50.0%, 30.0%, 10.0%, and 10.0%, respectively. The NCLB subcategories indicate that 75.0% of White/Caucasian, 100% Hispanic, and 85.8% FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

#### Grade 7: ITBS Reading

The Esmeralda District tested 100% of the seventh graders for reading in 2003-2004 ITBS. Overall, 50.0% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 38.8%) and 50.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.0%, 20.0%, 30.0%, and 20.0%, respectively. The NCLB subcategories indicate that 75.0% of White/Caucasian students scored in the upper two quarters whereas 75.0%

Hispanic and 57.2% FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

### Grade 7: ITBS Math

The Esmeralda District tested 100% of the seventh graders for math in 2003-2004 ITBS. Overall, 30.0% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 40.3%) and 70.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.0%, 40.0%, 10.0%, and 20.0%, respectively. The NCLB subcategories indicate that 50% of White/Caucasian, 75% of Hispanic, and 71.5% FRL students scored in the lower two quarters. Reports were not provided for other subgroups.

### Grade 7: ITBS Science

The Esmeralda District tested 100% of the seventh graders for science in 2003-2004 ITBS. Overall, 70.0% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 45.3%) and 30.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 20.0%, 10.0%, 40.0%, and 30.0%, respectively. The NCLB subcategories indicate that 75.0% of White/Caucasian, 75% Hispanic, and 71.5% FRL students scored in the upper two quarters. Reports were not provided for other subgroups.

## **Analytic Writing Examination**

### Analytic Writing Examination – Fourth Grade

Esmeralda County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 11.1% at Level 1, 66.7% at Level 2, 22.2% at Level 3, and 0.0% at Level 4. The meets or exceeds proficiency rate was 22.2% for Esmeralda's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 0.0%, Asian/Pacific Islander at 0.0%, Hispanic at --%, Black/African American at 0.0%, White/Caucasian at 12.5%, IEP at --%, LEP at --%, and FRL at -- %.

### Analytic Writing Examination – Eighth Grade

Results for Esmeralda County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 100% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 7.7% at Level 1, 30.8% at Level 2, 53.8% at Level 3, and 7.7% at Level 4. The meets or exceeds proficiency rate was 61.5% for Esmeralda's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at 0.0%, Hispanic at --%, Black/African American at 0.0, White/Caucasian at 71.4%, IEP at -- %, LEP at --, and FRL at 50.0%.

## Eureka County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Eureka County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 75.1% met or exceeded proficiency and 25.1% did not. Percentages from Level 1 through Level 4 were 6.3%, 18.8%, 43.8%, and 31.3%, respectively. These were significantly above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 78.6% of White/Caucasian students met the proficiency level. Reports were not provided for other subgroups.

#### Grade 3: Math Proficiency

The Eureka District tested 100% of the third graders for math proficiency in 2003-2004. Overall 62.6% met or exceeded proficiency and 37.6% did not. Percentages from Level 1 through Level 4 were 6.3%, 31.3%, 18.8%, and 43.8%, respectively. These were significantly above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that 71.4% of White/Caucasian students met the proficiency level. Reports were not provided for other subgroups.

#### Grade 5: Reading Proficiency

The Eureka District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 84.3% met or exceeded proficiency and 15.8% did not. Percentages from Level 1 through Level 4 were 0%, 15.8%, 63.2%, and 21.1%, respectively. These were significantly above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 80.0% of White/Caucasian and 80.0% FRL students met the proficiency level. Reports were not provided for other subgroups.

#### Grade 5: Math Proficiency

The Eureka District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 84.2% met or exceeded proficiency and 15.8% did not. Percentages from Level 1 through Level 4 were 0%, 15.8%, 36.8%, and 47.4%, respectively. These were significantly above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 80.0% of White/Caucasian and 70.0% FRL students met the proficiency level. Reports were not provided for other subgroups.

#### Grade 5: Science Proficiency

The Eureka District tested 100% of the fifth graders for science proficiency in 2003-2004. Overall 89.4% met or exceeded proficiency and 10.5% did not. Percentages from Level 1 through Level 4 were 0%, 10.5%, 36.8%, and 52.6%,

respectively. These were significantly above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 86.7% of White/Caucasian and 90% FRL students met the proficiency level. Reports were not provided for other subgroups.

#### Grade 8: Reading Proficiency

The Eureka District tested 100% of the eighth graders for reading proficiency in 2003-2004. Reports were not provided due to small class size ( $N = 9$ ).

#### Grade 8: Math Proficiency

The Eureka District tested 100% of the eighth graders for math proficiency in 2003-2004. Reports were not provided due to small class size ( $N = 9$ ).

#### Grade 8: Science Proficiency

The Eureka District tested 100% of the eighth graders for science proficiency in 2003-2004. Reports were not provided due to small class size ( $N = 9$ ).

### **Iowa Test of Basic Skills (ITBS)**

#### Grade 4: ITBS Language

The Eureka County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 72.2% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 49.4%) and 27.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 11.1%, 16.7%, 27.8%, and 44.4%, respectively. The NCLB subcategories indicate that 70.6% of White/Caucasian scored in the two upper quarters. Reports were not provided for other subgroups.

#### Grade 4: ITBS Reading

The Eureka District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 66.7% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 45.6%) and 33.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 5.6%, 27.8%, 16.7%, and 50.0%, respectively. The NCLB subcategories indicate that 64.7% of White/Caucasian scored in the two upper quarters. Reports were not provided for other subgroups.

#### Grade 4: ITBS Math

The Eureka District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 77.8% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 51.2%) and 22.2% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 11.1%, 11.1%, 11.1%, and 66.7%, respectively. The NCLB subcategories indicate that

76.5% of White/Caucasian scored in the two upper quarters. Reports were not provided for other subgroups.

#### Grade 4: ITBS Science

The Eureka District tested 100% of the fourth graders for science in 2003-2004 ITBS. Overall, 83.3% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 53.6%) and 16.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 5.6%, 11.1%, 44.4%, and 38.9%, respectively. The NCLB subcategories indicate that 82.4% of White/Caucasian scored in the two upper quarters. Reports were not provided for other subgroups.

#### Grade 7: ITBS Language

The Eureka District tested 100% of the seventh graders for language in 2003-2004 ITBS. Overall, 37.6% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 62.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 18.8%, 43.8%, 6.3%, and 31.3%, respectively. The NCLB subcategories indicate that 61.6% of White/Caucasian scored in the two lower quarters. Reports were not provided for other subgroups.

#### Grade 7: ITBS Reading

The Eureka District tested 100% of the seventh graders for reading in 2003-2004 ITBS. Overall, 37.5% scored in the upper 3rd and 4th quarters (close to statewide percentages of 38.8%) and 62.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 18.8%, 43.8%, 12.5%, and 25.0%, respectively. The NCLB subcategories indicate that 61.6% of White/Caucasian scored in the two lower quarters. Reports were not provided for other subgroups.

#### Grade 7: ITBS Math

The Eureka District tested 100% of the seventh graders for math in 2003-2004 ITBS. Overall, 50.0% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.3%) and 50.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 18.8%, 31.3%, 12.5%, and 37.5%, respectively. The NCLB subcategories indicate that 53.9% of White/Caucasian scored in the two upper quarters. Reports were not provided for other subgroups.

#### Grade 7: ITBS Science

The Eureka District tested 100% of the seventh graders for science in 2003-2004 ITBS. Overall, 62.5% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 45.3%) and 37.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 6.3%, 31.3%,



25.0%, and 37.5%, respectively. The NCLB subcategories indicate that 61.6% of White/Caucasian scored in the two upper quarters. Reports were not provided for other subgroups.

### **Iowa Test of Educational Development (ITED)**

#### **Grade 10: ITED Language**

The Eureka District tested 100% of the tenth graders for language in 2003-2004 ITED. Overall, 57.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 41.4%) and 42.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.6%, 14.3%, 42.9%, and 14.3%, respectively. The NCLB subcategories indicate that 61.6% of White/Caucasian students scored in the two upper quarters. No reports were provided for one Hispanic, three IEP, and two FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, LEP students were present in Grade 10.

#### **Grade 10: ITED Reading**

The Eureka District tested 100% of the tenth graders for reading in 2003-2004 ITED. Overall, 57.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 40.5%) and 42.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.3%, 28.6%, 14.3%, and 42.9%, respectively. The NCLB subcategories indicate that 61.6% of White/Caucasian students scored in the two upper quarters. No reports were provided for one Hispanic, three IEP, and two FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, LEP students were present in Grade 10.

#### **Grade 10: ITED Math**

The Eureka District tested 100% of the tenth graders for math in 2003-2004 ITED. Overall, 71.5% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 38.6%) and 28.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.3%, 14.3%, 28.6%, and 42.9%, respectively. The NCLB subcategories indicate that 77.0% of White/Caucasian students scored in the two upper quarters. No reports were provided for one Hispanic, three IEP, and two FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, LEP students were present in Grade 10.

#### **Grade 10: ITED Science**

The Eureka District tested 100% of the tenth graders for science in 2003-2004 ITED. Overall, 78.6% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 39.6%) and 21.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.3%, 7.1%, 35.7%, and 42.9%, respectively. The NCLB subcategories indicate that 84.7% of

White/Caucasian students scored in the two upper quarters. No reports were provided for one Hispanic, three IEP, and two FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, LEP students were present in Grade 10.

### **Analytic Writing Examination**

#### **Analytic Writing Examination – Fourth Grade**

The Eureka District tested 95.2% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 5.0% at Level 1, 40.0% at Level 2, 30.0% at Level 3, and 25.0% at Level 4. The meets or exceeds proficiency rate was 55.0% for Eureka's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at 0.0%, Black/African American at 0.0%, White/Caucasian at 55.5%, IEP at -- %, LEP at 0.0%, and FRL at -- %.

#### **Analytic Writing Examination – Eighth Grade**

Results for Eureka County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 0.0%. While there are nine students reported no results are presented. All cells are either – or 0.0.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Eureka County School District showed a 70.0% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 33.3% of American Indian/Alaskan Natives attained proficiency and 100% of Asian/Pacific Islander were proficiency. Proficiency level for Hispanics was 0.0% for Black/African American was 0.0% and 75.0% for White/Caucasian. Percentage proficiency for IEP was 0.0%, for LEP was 0.0%, for FRL was 0.0%, and 0.0% for the Migrant subgroup.

#### **High School Proficiency Examination – Reading**

HSPE results for reading showed Eureka County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 85.0% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 66.7% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 0.0% for Hispanics, 0.0% for Black/African American, 87.5% for White/Caucasian, 0.0% IEP, 0.0% for LEP, 75.0% for FRL, and 0.0% for Migrants.

### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Eureka County School district was 100% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 100% for Hispanics, 0.0% for Black/African Americans, 100% for White/Caucasians, 100% for IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrant.

## Humboldt County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Humboldt County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 50.0% met or exceeded proficiency and 50.0% did not. Percentages from Level 1 through Level 4 were 4.5%, 45.5%, 33.3%, and 16.7%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 62.2% of White/Caucasian and 50% of Asian/Pacific Island students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 78.5%, IEP students with 83.8%, LEP students with 100%, and FRL students with 62.6%. No report was provided for one Black/African American student. No American Indian/Alaskan Native students were present in Grade 3.

#### Grade 3: Math Proficiency

The Humboldt District tested 100% of the third graders for math proficiency in 2003-2004. Overall 49.0% met or exceeded proficiency and 51.1% did not. Percentages from Level 1 through Level 4 were 6.3%, 44.8%, 28.5%, and 20.5%, respectively. These were above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that 56.5% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were Asian/Pacific Island with 60.0%, Hispanic with 67.1%, IEP students with 83.8%, LEP students with 80.9%, and FRL students with 63.3%. No report was provided for one Black/African American. No American Indian/Alaskan Native students were present in Grade 3.

#### Grade 5: Reading Proficiency

The Humboldt District tested 99.7% of the fifth graders for reading proficiency in 2003-2004. Overall 42.3% met or exceeded proficiency and 57.7% did not. Percentages from Level 1 through Level 4 were 8.9%, 48.8%, 35.0%, and 7.3%, respectively. These were close to statewide percentages where 43.5% met or exceeded proficiency level. All NCLB subgroups tested below 50% proficiency with 52.7% of White/Caucasian, 58.4% of Asian/Pacific Island, 50.6% of American Indian/Alaskan Native, 81.3% of Hispanic, 89.5% of IEP students, 91.7% of LEP students, and 78.1% of FRL students. No report was provided for one Black/African American student.

#### Grade 5: Math Proficiency

The Humboldt District tested 99.7% of the fifth graders for math proficiency in 2003-2004. Overall 52.8% met or exceeded proficiency and 47.2% did not. Percentages from Level 1 through Level 4 were 7.9%, 39.3%, 43.2%, and 9.6%, respectively. These were above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of

White/Caucasian (52.0%), Asian/Pacific Island (66.7%), and American Indian/Alaskan Native (63.3%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 62.7%, IEP students with 81.6%, LEP students with 76.5%, and FRL students with 59.8%. No report was provided for one Black/African American students.

#### Grade 5: Science Proficiency

The Humboldt District tested 99.3% of the fifth graders for science proficiency in 2003-2004. Overall 67.4% met or exceeded proficiency and 32.6% did not. Percentages from Level 1 through Level 4 were 5.3%, 27.3%, 39.1%, and 28.3%, respectively. These were considerably above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (74.5%), Asian/Pacific Island (58.3%), and American Indian/Alaskan (77.2%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 62.8%, IEP students with 63.1%, LEP students with 79.4%, and FRL students with 54.0%. No report was provided for one Black/African American.

#### Grade 8: Reading Proficiency

The Humboldt District tested 99.7% of the eighth graders for reading proficiency in 2003-2004. Overall 66.0% met or exceeded proficiency and 34.0% did not. Percentages from Level 1 through Level 4 were 6.5%, 27.5%, 48.5%, and 17.5%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (74.5%) and Asian/Pacific Island (73.7%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 62.6%, IEP students with 84.2%, LEP students with 93.3%, and FRL students with 54.8%. No report was provided for one Black/African American. No American Indian/Alaskan Native students were present in Grade 8.

#### Grade 8: Math Proficiency

The Humboldt District tested 99.7% of the eighth graders for math proficiency in 2003-2004. Overall 57.4% met or exceeded proficiency and 42.6% did not. Percentages from Level 1 through Level 4 were 10.3%, 32.3%, 40.9%, and 16.5%, respectively. These were considerably above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (64.7%) and Asian/Pacific Island (52.6%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 62.7%, IEP students with 94.8%, LEP students with 66.7%, and FRL students with 60.2%. No report was provided for one Black/African American. No American Indian/Alaskan Native students were present in Grade 8.

#### Grade 8: Science Proficiency

The Humboldt District tested 99.0% of the eighth graders for science proficiency in 2003-2004. Overall 80.4% met or exceeded proficiency and 29.5% did not.

Percentages from Level 1 through Level 4 were 4.8%, 24.7%, 60.8%, and 9.6%, respectively. These were significantly above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (78.4%), Asian/Pacific Island (52.6%), Hispanic (50.8%), and FRL (51.6%) students tested proficient. Those subgroups testing below 50% proficiency were IEP students with 76.3% and LEP students with 73.3%. No report was provided for one Black/African American. No American Indian/Alaskan Native students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Humboldt County School District tested 99.6% of the fourth graders for language in 2003-2004 ITBS. Overall, 50.7% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 49.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 20.0%, 29.3%, 30.7%, and 20.0%, respectively. The NCLB subcategories indicate that 56.4% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 66.7%, Hispanic with 61.6%, IEP students with 97.2%, LEP students with 71.0%, and FRL students with 56.8%. No report was provided for two Asian/Pacific Island students. No Black/African American students were present in Grade 4.

#### **Grade 4: ITBS Reading**

The Humboldt District tested 99.6% of the fourth graders for reading in 2003-2004 ITBS. Overall, 51.1% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 48.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 21.4%, 27.5%, 24.3%, and 26.8%, respectively. The NCLB subcategories indicate that 65.5% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 58.3%, Hispanic with 83.4%, IEP students with 86.1%, LEP students with 100%, and FRL students with 65.9%. No report was provided for two Asian/Pacific Island students. No Black/African American students were present in Grade 4.

#### **Grade 4: ITBS Math**

The Humboldt District tested 99.6% of the fourth graders for math in 2003-2004 ITBS. Overall, 52.8% scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 47.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.3%, 27.9%, 33.2%, and 19.6%, respectively. The NCLB subcategories indicate that 61.2% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 58.3%, Hispanic with 66.6%, IEP students with 83.3%, LEP students with

77.4%, and FRL students with 54.6%. No report was provided for two Asian/Pacific Island students. No Black/African American students were present in Grade 4.

#### Grade 4: ITBS Science

The Humboldt District tested 99.6% of the fourth graders for science in 2003-2004 ITBS. Overall, 63.6% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 36.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.8%, 19.6%, 40.4%, and 23.2%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (74.5%) and American Indian/Alaskan Native (58.3%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were Hispanic with 62.8%, IEP students with 63.8%, LEP students with 80.6%, and FRL students with 50.8%. No report was provided for two Asian/Pacific Island students. No Black/African American students were present in Grade 4.

#### Grade 7: ITBS Language

The Humboldt District tested 98.3% of the seventh graders for language in 2003-2004 ITBS. Overall, 40.0% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 60.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 27.9%, 32.1%, 23.3%, and 16.7%, respectively. All NCLB subgroups tested below 50% proficiency with 52.1% of White/Caucasian, 92.3% of American Indian/Alaskan Native, 75.6% of Hispanic, 97.9% of IEP students, 82.4% of LEP students, and 77.0% of FRL students. No report was provided for four Asian/Pacific Island students. No Black/African American students were present in Grade 7.

#### Grade 7: ITBS Reading

The Humboldt District tested 98.3% of the seventh graders for reading in 2003-2004 ITBS. Overall, 43.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 56.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.5%, 30.0%, 24.4%, and 19.2%, respectively. All NCLB subgroups tested below 50% proficiency with 51.1% of White/Caucasian, 69.3% of American Indian/Alaskan Native, 68.3% of Hispanic, 93.4% of IEP students, 82.3% of LEP students, and 70.0% of FRL students. No report was provided for four Asian/Pacific Island students. No Black/African American students were present in Grade 7.

#### Grade 7: ITBS Math

The Humboldt District tested 98.6% of the seventh graders for math in 2003-2004 ITBS. Overall, 42.8% scored in the upper 3rd and 4th quarters (close to statewide percentages of 40.3%) and 57.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.0%, 33.1%, 28.9%, and 13.9%, respectively. The NCLB subcategories indicate that 50.5% of White/Caucasian students scored in the two upper quarters. Those subgroups

testing over 50% in the two lower quarters were American Indian/Alaskan Native with 69.3%, Hispanic with 74.4%, IEP students with 100%, LEP students with 76.5%, and FRL students with 68.0%. No report was provided for four Asian/Pacific Island students. No Black/African American students were present in Grade 7.

#### Grade 7: ITBS Science

The Humboldt District tested 98.6% of the seventh graders for science in 2003-2004 ITBS. Overall, 58.1% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 41.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.9%, 22.0%, 34.1%, and 24.0%, respectively. The NCLB subcategories indicate that 67.2% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 69.2%, Hispanic with 59.7%, IEP students with 80.5%, LEP students with 82.4%, and FRL students with 57.0%. No report was provided for four Asian/Pacific Island students. No Black/African American students were present in Grade 7.

#### **Iowa Test of Educational Development (ITED)**

##### Grade 10: ITED Language

The Humboldt District tested 97.1% of the tenth graders for language in 2003-2004 ITED. Overall, 41.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 41.4%) and 58.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.2%, 28.7%, 29.8%, and 11.3%, respectively. The NCLB subcategories indicate that 50.2% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 100%, Hispanic with 81.6%, IEP with 97.5%, LEP with 90.9%, and FRL students with 76.5%. No reports were provided for two Asian/Pacific Island and one Black/African American students.

##### Grade 10: ITED Reading

The Humboldt District tested 97.1% of the tenth graders for reading in 2003-2004 ITED. Overall, 48.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 51.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.7%, 22.9%, 24.7%, and 23.6%, respectively. The NCLB subcategories indicate that 58.9% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 90.0%, Hispanic with 58.9%, IEP with 95.0%, and FRL students with 72.0%. No reports were provided for two Asian/Pacific Island, one Black/African American, and 11 LEP students.



## Grade 10: ITED Math

The Humboldt District tested 97.1% of the tenth graders for math in 2003-2004 ITED. Overall, 45.1% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 54.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.7%, 30.2%, 23.6%, and 21.5%, respectively. The NCLB subcategories indicate that 52.8% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 90.0%, Hispanic with 75.4%, IEP with 87.5%, and LEP students with 72.7%, and FRL students with 72.1%. No reports were provided for two Asian/Pacific Island and one Black/African American students.

## Grade 10: ITED Science

The Humboldt District tested 97.1% of the tenth graders for science in 2003-2004 ITED. Overall, 46.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.6%) and 53.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.5%, 26.9%, 28.7%, and 17.8%, respectively. The NCLB subcategories indicate that 55.9% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 90.0%, Hispanic with 75.4%, IEP with 90.0%, and LEP students with 90.0%, and FRL students with 66.2%. No reports were provided for two Asian/Pacific Island and one Black/African American students.

## **Analytic Writing Examination**

### Analytic Writing Examination – Fourth Grade

Humboldt County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 10.0% at Level 1, 44.6% at Level 2, 35.4% at Level 3, and 10.0% at Level 4. The meets or exceeds proficiency rate was 45.4% for Humboldt's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 58.3%, Asian/Pacific Islander at --%, Hispanic at 35.1%, Black/African American at 0.0%, White/Caucasian at 48.7%, IEP at 5.9%, LEP at 30.4%, and FRL at 32.3%.

### Analytic Writing Examination – Eighth Grade

Results for Humboldt County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 98.3% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 5.5% at Level 1, 20.2% at Level 2, 50.0% at Level 3, and 24.3% at Level 4. The meets or exceeds proficiency rate was 74.3% for Humboldt's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 84.3%, Asian/Pacific Islander at --%, Hispanic at

53.7%, Black/African American at --, White/Caucasian at 80.0%, IEP at 35.9%, LEP at 47.1%, and FRL at 62.5%.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Humboldt County School District showed a 62.5% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 30.0% of American Indian/Alaskan Natives attained proficiency and 100% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 45.6%, for Black/African American was 0.0% and 71.0% for White/Caucasian. Percentage proficiency for IEP was 12.8%, for LEP was 37.5%, for FRL was 55.6%, and 0.0% for the Migrant subgroup.

#### **High School Proficiency Examination – Reading**

HSPE results for reading showed Humboldt County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 79.7% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 40.0 for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 75.0% for Hispanics, 100% for Black/African American, 83.5% for White/Caucasian, 30.8% IEP, 62.5% for LEP, 85.2% for FRL, and 0.0% for Migrants.

#### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Humboldt County School district was 84.3% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 69.2% for American Indian/Alaskan Natives, 66.7% for Asian/Pacific Islanders, 77.6% for Hispanics, 50.0% for Black/African Americans, 88.4% for White/Caucasians, 41.5% for IEP, 80.0% for LEP, 80.0% for FRL, and 100% for Migrant.

## Lander County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Lander County School District tested 98.7% of the third graders for reading proficiency in 2003-2004. Overall 48.1% met or exceeded proficiency and 51.0% did not. Percentages from Level 1 through Level 4 were 6.5%, 45.5%, 28.6%, and 19.5%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 54.5% of White/Caucasian and 50% of Hispanic students tested proficient. Those subgroups testing below 50% proficiency were IEP students with 100% and FRL students with 73.0%. No reports were provided for nine American Indian/Alaskan Native, one Black/African American, and one LEP students. No Asian/Pacific Island students were present in Grade 3.

#### Grade 3: Math Proficiency

The Lander District tested 98.7% of the third graders for math proficiency in 2003-2004. Overall 35.1% met or exceeded proficiency and 64.9% did not. Percentages from Level 1 through Level 4 were 5.2%, 59.7%, 22.1%, and 13.0%, respectively. These were considerably below statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that 50.0% of Hispanic students tested proficient whereas 65.4% of White/Caucasian, 100% of IEP students, and 80.8% of FRL students did not test proficient. No reports were provided for nine American Indian/Alaskan Native, and one Black/African American and one LEP students. No Asian/Pacific Island students were present in Grade 3.

#### Grade 5: Reading Proficiency

The Lander District tested 98.0% of the fifth graders for reading proficiency in 2003-2004. Overall 49.0% met or exceeded proficiency and 51.0% did not. Percentages from Level 1 through Level 4 were 10.0%, 41.0%, 44.0%, and 5.0%, respectively. These were above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 54.7% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 61.1% and FRL students with 80.8%. No reports were provided for six American Indian/Alaskan Native and one IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 5.

#### Grade 5: Math Proficiency

The Lander District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 61.0% met or exceeded proficiency and 39.0% did not. Percentages from Level 1 through Level 4 were 10.0%, 29.0%, 56.0%, and 5.0%, respectively. These were considerably above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 62.7% of

White/Caucasian and 66.7% Hispanic tested proficient whereas 65.4% FRL students did not. No reports were provided for six American Indian/Alaskan Native and one IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 5.

#### Grade 5: Science Proficiency

The Lander District tested 98.0% of the fifth graders for science proficiency in 2003-2004. Overall 56.8% met or exceeded proficiency and 43.1% did not. Percentages from Level 1 through Level 4 were 7.8%, 35.3%, 39.2%, and 17.6%, respectively. These were above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 63.7% of White/Caucasian students tested proficient whereas 55.4% of Hispanic and 65.3% of FRL students did not. No reports were provided for six American Indian/Alaskan Native and one IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 5.

#### Grade 8: Reading Proficiency

The Lander District tested 98.2% of the eighth graders for reading proficiency in 2003-2004. Overall 60.8% met or exceeded proficiency and 39.2% did not. Percentages from Level 1 through Level 4 were 5.6%, 33.6%, 44.9%, and 15.9%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 69.7% of White/Caucasian and 66.7% & FRL students tested proficient whereas 68.2% of Hispanic students did not. No reports were provided for three American Indian/Alaskan Native, one Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 8.

#### Grade 8: Math Proficiency

The Lander District tested 98.2% of the eighth graders for math proficiency in 2003-2004. Overall 57.0% met or exceeded proficiency and 43.0% did not. Percentages from Level 1 through Level 4 were 8.4%, 34.6%, 52.3%, and 4.7%, respectively. These were considerably above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 63.2% of White/Caucasian and 73.3% of FRL students tested proficient whereas 63.6% of Hispanic students did not. No reports were provided for three American Indian/Alaskan Native, one Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 8.

#### Grade 8: Science Proficiency

The Lander District tested 96.3% of the eighth graders for science proficiency in 2003-2004. Overall 62.6% met or exceeded proficiency and 37.4% did not. Percentages from Level 1 through Level 4 were 5.6%, 31.8%, 60.7%, and 1.9%, respectively. These were above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 66.6% of White/Caucasian and 66.7% of FRL students tested proficient whereas 54.6% of

Hispanic did not. No reports were provided for three American Indian/Alaskan Native, one Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Lander County School District tested 96.4% of the fourth graders for language in 2003-2004 ITBS. Overall, 63.4% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 49.4%) and 36.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 11.0%, 25.6%, 36.6%, and 26.8%, respectively. The NCLB subcategories indicate that 71.2% of White/Caucasian students scored in the two upper quarters whereas 56.3% of Hispanic and 52.6% FRL students scored in the two lower quarters. No reports were provided for four American Indian/Alaskan Native, two Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 4.

#### **Grade 4: ITBS Reading**

The Lander District tested 96.4% of the fourth graders for reading in 2003-2004 ITBS. Overall, 61.0% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.6%) and 39.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 13.4%, 25.6%, 30.5%, and 30.5%, respectively. The NCLB subcategories indicate that 64.4% of White/Caucasian, 50% of Hispanic, and 52.7% FRL students scored in the two upper quarters. No reports were provided for four American Indian/Alaskan Native, two Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 4.

#### **Grade 4: ITBS Math**

The Lander District tested 96.4% of the fourth graders for math in 2003-2004 ITBS. Overall, 58.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 51.2%) and 41.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.9%, 25.6%, 35.4%, and 23.2%, respectively. The NCLB subcategories indicate that 61.0% of White/Caucasian and 52.6% FRL students scored in the two upper quarters whereas 56.3% of Hispanic students scored in the two lower quarters. No reports were provided for four American Indian/Alaskan Native, two Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 4.

#### **Grade 4: ITBS Science**

The Lander District tested 96.4% of the fourth graders for science in 2003-2004 ITBS. Overall, 69.5% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 30.5% scored in the lower 1st and 2nd

quarters. Percentages from the bottom through the top quarters were 8.5%, 22.0%, 34.1%, and 35.4%, respectively. The NCLB subcategories indicate that 74.6% of White/Caucasian, 50.1% of Hispanic, and 52.6% FRL students scored in the two upper quarters. No reports were provided for four American Indian/Alaskan Native, two Asian/Pacific Island, one Black/African American, and eight IEP students. No LEP students were present in Grade 4.

#### Grade 7: ITBS Language

The Lander District tested 98.3% of the seventh graders for language in 2003-2004 ITBS. Overall, 61.7% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 39.5%) and 38.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 13.3%, 25.0%, 34.2%, and 27.5%, respectively. The NCLB subcategories indicate that 63.5% of White/Caucasian, 52.9% of Hispanic and 63.6% FRL students scored in the two upper quarters. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, and eight IEP students. No Black/African American and LEP students were present in Grade 7.

#### Grade 7: ITBS Reading

The Lander District tested 98.3% of the seventh graders for reading in 2003-2004 ITBS. Overall, 56.7% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 38.8%) and 43.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.7%, 26.7%, 29.2%, and 27.5%, respectively. The NCLB subcategories indicate that 56.2% of White/Caucasian and 70.6% of Hispanic, 50.0% FRL students scored in the two upper quarters. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, and eight IEP students. No Black/African American and LEP students were present in Grade 7.

#### Grade 7: ITBS Math

The Lander District tested 98.3% of the seventh graders for math in 2003-2004 ITBS. Overall, 59.1% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 40.3%) and 40.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.2%, 26.7%, 30.8%, and 28.3%, respectively. The NCLB subcategories indicate that 58.4% of White/Caucasian and 70.6% of Hispanic, 54.5% FRL students scored in the two upper quarters. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, and eight IEP students. No Black/African American and LEP students were present in Grade 7.

#### Grade 7: ITBS Science

The Lander District tested 98.3% of the seventh graders for science in 2003-2004 ITBS. Overall, 64.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 35.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.7%, 19.2%,

34.2%, and 30.0%, respectively. The NCLB subcategories indicate that 64.6% of White/Caucasian and 70.6% of Hispanic, 63.7% FRL students scored in the two upper quarters. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, and eight IEP students. No Black/African American and LEP students were present in Grade 7.

### **Iowa Test of Educational Development (ITED)**

#### **Grade 10: ITED Language**

The Lander District tested 99.0% of the tenth graders for language in 2003-2004 ITED. Overall, 56.9% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 41.4%) and 43.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.7%, 26.5%, 35.3%, and 21.6%, respectively. The NCLB subcategories indicate that 55.3% of White/Caucasian and 54.6% of Hispanic students scored in the two upper quarters, whereas 54.6% of FRL students scored in the two lower quarters. No reports were provided for four American Indian/Alaskan Native and two IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 10.

#### **Grade 10: ITED Reading**

The Lander District tested 99.0% of the tenth graders for reading in 2003-2004 ITED. Overall, 54.9% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 40.5%) and 45.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 17.6%, 27.5%, 34.3%, and 20.6%, respectively. The NCLB subcategories indicate that 63.2% of White/Caucasian and 63.7% FRL students scored in the two upper quarters, whereas 72.7% of Hispanic students scored in the two lower quarters. No reports were provided for four American Indian/Alaskan Native and two IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 10.

#### **Grade 10: ITED Math**

The Lander District tested 99.0% of the tenth graders for math in 2003-2004 ITED. Overall, 57.8% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 38.6%) and 42.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.7%, 27.5%, 22.5%, and 35.3%, respectively. The NCLB subcategories indicate that 57.9% of White/Caucasian and 50.0% of Hispanic students scored in the two upper quarters, whereas 54.6% of FRL students scored in the two lower quarters. No reports were provided for four American Indian/Alaskan Native and two IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 10.

## Grade 10: ITED Science

The Lander District tested 99.0% of the tenth graders for science in 2003-2004 ITED. Overall, 57.8% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 39.6%) and 42.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.7%, 27.5%, 33.3%, and 24.5%, respectively. The NCLB subcategories indicate that 59.2% of White/Caucasian and 50.0% of Hispanic students scored in the two upper quarters, whereas 54.6% of FRL students scored in the two lower quarters. No reports were provided for four American Indian/Alaskan Native and two IEP students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 10.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Lander District tested 95.3% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 11.8% at Level 1, 34.1% at Level 2, 48.2% at Level 3, and 5.9% at Level 4. The meets or exceeds proficiency rate was 54.1% for Lander's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at 43.8%, Black/African American at --%, White/Caucasian at 56.6%, IEP at -- %, LEP at 0.0 %, and FRL at 0.0%.

#### Analytic Writing Examination – Eighth Grade

Results for Lander County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 97.2% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 6.6% at Level 1, 18.9% at Level 2, 51.9% at Level 3, and 22.6% at Level 4. The meets or exceeds proficiency rate was 74.5% for Lander's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at 73.9%, Black/African American at --, White/Caucasian at 75.7%, IEP at 10%, LEP at 0.0, and FRL at 61.1%.

### **High School Proficiency Examination**

#### High School Proficiency Examination - Mathematics

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Lander County School District showed a 45.6% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 0.0% of American Indian/Alaskan Natives attained proficiency and 100% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 31.8% for Black/African American was 0.0% and 50.9% for



White/Caucasian. Percentage proficiency for IEP was 0.0%, for LEP was 0.0%, for FRL was 20.0%, and 0.0% for the Migrant subgroup.

#### High School Proficiency Examination – Reading

HSPE results for reading showed Lander County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 81.0% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 68.2% for Hispanics, 0.0% for Black/African American, 85.5% for White/Caucasian, 0.0% for IEP, 0.0% for LEP, 70.0% for FRL, and 0.0% for Migrants.

#### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Lander County School district was 95.9% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 94.7% for Hispanics, 0.0% for Black/African Americans, 96.1% for White/Caucasians, 71.4% for IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrant.

## Lincoln County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Lincoln County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 53.6% met or exceeded proficiency and 46.4% did not. Percentages from Level 1 through Level 4 were 5.8%, 40.6%, 34.8%, and 18.8%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 50.0% of White/Caucasian students tested proficient whereas 58.8% FRL students did not. No reports were provided for three Asian/Pacific Island, two Hispanic, and four IEP students. No American Indian/Alaskan Native, Black/African American, and LEP students were present in Grade 3.

#### Grade 3: Math Proficiency

The Lincoln District tested 100% of the third graders for math proficiency in 2003-2004. Overall 56.5% met or exceeded proficiency and 43.4% did not. Percentages from Level 1 through Level 4 were 10.1%, 33.3%, 26.1%, and 30.4%, respectively. These were considerably above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that 54.7% of White/Caucasian and 50% of FRL students tested proficient. No reports were provided for three Asian/Pacific Island, two Hispanic, and four IEP students. No American Indian/Alaskan Native, Black/African American, and LEP students were present in Grade 3.

#### Grade 5: Reading Proficiency

The Lincoln District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 56.2% met or exceeded proficiency and 43.8% did not. Percentages from Level 1 through Level 4 were 6.3%, 37.5%, 47.9%, and 8.3%, respectively. These were considerably above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 56.5% of White/Caucasian and 61.2% FRL students tested proficient. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and two IEP students. No Hispanic, Black/African American, and LEP students were present in Grade 5.

#### Grade 5: Math Proficiency

The Lincoln District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 60.4% met or exceeded proficiency and 39.6% did not. Percentages from Level 1 through Level 4 were 0%, 39.6%, 52.1%, and 8.3%, respectively. These were considerably above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 58.7% of White/Caucasian and 61.2% FRL students tested proficient. No reports were

provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and two IEP students. No Hispanic, Black/African American, and LEP students were present in Grade 5.

#### Grade 5: Science Proficiency

The Lincoln District tested 98.0% of the fifth graders for science proficiency in 2003-2004. Overall 77.8% met or exceeded proficiency and 22.2% did not. Percentages from Level 1 through Level 4 were 11.1%, 11.1%, 55.6%, and 22.2%, respectively. These were significantly above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 69.6% of White/Caucasian and 66.7% of FRL students tested proficient. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and two IEP students. No Hispanic, Black/African American, and LEP students were present in Grade 5.

#### Grade 8: Reading Proficiency

The Lincoln District tested 96.3% of the eighth graders for reading proficiency in 2003-2004. Overall 76.3% met or exceeded proficiency and 23.8% did not. Percentages from Level 1 through Level 4 were 8.8%, 15.0%, 60.0%, and 16.3%, respectively. These were significantly above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 79.7% of White/Caucasian and 67.5% of FRL students tested proficient. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, seven Hispanic, two Black/African American, and six IEP students. No LEP students were present in Grade 8.

#### Grade 8: Math Proficiency

The Lincoln District tested 96.3% of the eighth graders for math proficiency in 2003-2004. Overall 61.3% met or exceeded proficiency and 38.7% did not. Percentages from Level 1 through Level 4 were 12.5%, 26.3%, 52.5%, and 8.8%, respectively. These were considerably above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 63.7% of White/Caucasian and 55.0% of FRL students tested proficient. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, seven Hispanic, two Black/African American, and six IEP students. No LEP students were present in Grade 8.

#### Grade 8: Science Proficiency

The Lincoln District tested 95.1% of the eighth graders for science proficiency in 2003-2004. Overall 77.5% met or exceeded proficiency and 22.6% did not. Percentages from Level 1 through Level 4 were 6.3%, 16.3%, 67.5%, and 10.0%, respectively. These were significantly above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 79.7% of White/Caucasian and 75.0% of FRL students tested proficient. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, seven

Hispanic, two Black/African American, and six IEP students. No LEP students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Lincoln County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 54.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 49.4%) and 45.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.3%, 19.3%, 22.8%, and 31.6%, respectively. The NCLB subcategories indicate that 58.7% of White/Caucasian and 50% FRL students scored in the two upper quarters. No reports were provided for two American Indian/Alaskan Native, one Asian/Pacific Island, seven Hispanic, one Black/African American, one IEP, and two LEP students.

#### **Grade 4: ITBS Reading**

The Lincoln District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 49.1% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 50.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 12.3%, 38.6%, 19.3%, and 29.8%, respectively. The NCLB subcategories indicate that 52.2% of White/Caucasian and 54.5% FRL students scored in the two upper quarters. No reports were provided for two American Indian/Alaskan Native, one Asian/Pacific Island, seven Hispanic, one Black/African American, one IEP, and two LEP students.

#### **Grade 4: ITBS Math**

The Lincoln District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 59.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 51.2%) and 40.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.0%, 26.3%, 29.8%, and 29.8%, respectively. The NCLB subcategories indicate that 67.4% of White/Caucasian and 59.1% FRL students scored in the two upper quarters. No reports were provided for two American Indian/Alaskan Native, one Asian/Pacific Island, seven Hispanic, one Black/African American, one IEP, and two LEP students.

#### **Grade 4: ITBS Science**

The Lincoln District tested 100% of the fourth graders for science in 2003-2004 ITBS. Overall, 64.9% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 35.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 17.5%, 17.5%, 35.1%, and 29.8%, respectively. The NCLB subcategories indicate that 71.7% of White/Caucasian and 63.6% FRL students scored in the two upper quarters. No

reports were provided for two American Indian/Alaskan Native, one Asian/Pacific Island, seven Hispanic, one Black/African American, one IEP, and two LEP students.

#### Grade 7: ITBS Language

The Lincoln District tested 98.3% of the seventh graders for language in 2003-2004 ITBS. Overall, 32.7% scored in the upper 3rd and 4th quarters (below statewide percentages of 39.5%) and 67.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.3%, 37.9%, 22.4%, and 10.3%, respectively. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters, whereas 70.0% of White/Caucasian and 63.6% FRL students scored in the two lower quarters. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, one Black/African American, and four IEP students. No LEP students were present in Grade 7.

#### Grade 7: ITBS Reading

The Lincoln District tested 98.3% of the seventh graders for reading in 2003-2004 ITBS. Overall, 55.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 38.8%) and 44.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.0%, 25.9%, 25.9%, and 29.3%, respectively. The NCLB subcategories indicated that 52.0% of White/Caucasian scored in the two upper quarters, whereas 51.6% FRL students scored in the two lower quarters. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, one Black/African American, and four IEP students. No LEP students were present in Grade 7.

#### Grade 7: ITBS Math

The Lincoln District tested 98.3% of the seventh graders for math in 2003-2004 ITBS. Overall, 46.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.3%) and 53.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.0%, 34.5%, 22.4%, and 24.1%, respectively. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters, whereas 54.0% of White/Caucasian and 67.8% FRL students scored in the two lower quarters. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, one Black/African American, and four IEP students. No LEP students were present in Grade 7.

#### Grade 7: ITBS Science

The Lincoln District tested 98.3% of the seventh graders for science in 2003-2004 ITBS. Overall, 55.2% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.3%) and 44.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.4%, 22.4%, 29.0%, and 36.2%, respectively. The NCLB subcategories indicate that 52.0% of

White/Caucasian students scored in the two upper quarters, whereas 51.6% FRL scored in the two lower quarters. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, one Black/African American, and four IEP students. No LEP students were present in Grade 7.

### **Iowa Test of Educational Development (ITED)**

#### **Grade 10: ITED Language**

The Lincoln District tested 96.2% of the tenth graders for language in 2003-2004 ITED. Overall, 44.2% scored in the upper 3rd and 4th quarters (close to statewide percentages of 41.4%) and 55.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.0%, 31.7%, 34.6%, and 9.6%, respectively. The NCLB subcategories indicate that 51.4% of White/Caucasian students scored in the two upper quarters, whereas 72.9% of FRL students scored in the two lower quarters. No reports were provided for three American Indian/Alaskan Native, eight Asian/Pacific Island, nine Hispanic, eight Black/African American, six IEP students. No LEP students were present in Grade 10.

#### **Grade 10: ITED Reading**

The Lincoln District tested 96.2% of the tenth graders for reading in 2003-2004 ITED. Overall, 45.2% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 54.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.9%, 27.9%, 30.8%, and 14.4%, respectively. The NCLB subcategories indicate that 50.0% of White/Caucasian students scored in the two upper quarters, whereas 66.1% of FRL students scored in the two lower quarters. No reports were provided for three American Indian/Alaskan Native, eight Asian/Pacific Island, nine Hispanic, eight Black/African American, and six IEP students. No LEP students were present in Grade 10.

#### **Grade 10: ITED Math**

The Lincoln District tested 96.2% of the tenth graders for math in 2003-2004 ITED. Overall, 43.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 56.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 33.7%, 23.1%, 25.0%, and 18.3%, respectively. The NCLB subcategories indicate that 50.0% of White/Caucasian students scored in the two upper quarters, whereas 74.6% of FRL students scored in the two lower quarters. No reports were provided for three American Indian/Alaskan Native, eight Asian/Pacific Island, nine Hispanic, eight Black/African American, six IEP students. No LEP students were present in Grade 10.

## Grade 10: ITED Science

The Lincoln District tested 96.2% of the tenth graders for science in 2003-2004 ITED. Overall, 39.4% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.6%) and 60.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 33.7%, 26.9%, 25.0%, and 14.4%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 52.6% and FRL students with 83.1%. No reports were provided for three American Indian/Alaskan Native, eight Asian/Pacific Island, nine Hispanic, eight Black/African American, six IEP students. No LEP students were present in Grade 10.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Lincoln County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 17.9% at Level 1, 37.5% at Level 2, 32.1% at Level 3, and 12.5% at Level 4. The meets or exceeds proficiency rate was 44.6% for Lincoln's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at --%, Black/African American at --%, White/Caucasian at 46.6%, IEP at -- %, LEP at --- %, and FRL at 51.7%.

#### Analytic Writing Examination – Eighth Grade

Results for Lincoln County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 98.7% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 2.6% at Level 1, 25.6% at Level 2, 57.7% at Level 3, and 14.1% at Level 4. The meets or exceeds proficiency rate was 71.8% for Lincoln's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at -- %, Black/African American at --, White/Caucasian at 73.1%, IEP at -- %, LEP at 0.0%, and FRL at 58.4%.

### **High School Proficiency Examination**

#### High School Proficiency Examination - Mathematics

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Lincoln County School District showed a 49.5% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 0.0% of American Indian/Alaskan Natives attained proficiency and 1000% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 20.0% for Black/African American was 0.0% and 57.7% for White/Caucasian. Percentage proficiency for IEP was 9.1%, for LEP was 50.0%, for FRL was 19.4%, and 0.0% for the Migrant subgroup.

### High School Proficiency Examination – Reading

HSPE results for reading showed Lincoln County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 80.0% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 33.3% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 60.0% for Hispanics, 37.5% for Black/African American, 87.2% for White/Caucasian, 54.5% for IEP, 75.0% for LEP, 61.1% for FRL, and 0.0% for Migrants.

### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Lincoln County School district was 94.7% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 100% for American Indian/Alaskan Natives, 1000% for Asian/Pacific Islanders, 66.7% for Hispanics, 100% for Black/African Americans, 96.7% for White/Caucasians, 0.0% for IEP, 100% for LEP, 92.3% for



## **Lyon County School District**

### **Criterion Referenced Test (CRT)**

#### **Grade 3: Reading Proficiency**

The Lyon County School District tested 99.7% of the third graders for reading proficiency in 2003-2004. Overall 48.0% met or exceeded proficiency and 52.0% did not. Percentages from Level 1 through Level 4 were 8.6%, 43.4%, 30.2%, and 17.8%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 52.9% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 65.6%, Hispanic with 70.5%, Black/African American with 75%, IEP students with 79.2%, LEP students with 92.3%, and FRL students with 62.2%. No report was provided for seven Asian/Pacific Island students.

#### **Grade 3: Math Proficiency**

The Lyon District tested 99.8% of the third graders for math proficiency in 2003-2004. Overall 41.7% met or exceeded proficiency and 58.3% did not. Percentages from Level 1 through Level 4 were 9.4%, 48.9%, 25.7%, and 16.0%, respectively. These were below statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters, whereas those subgroups testing below 50% proficiency were White/Caucasian with 54.3%, American Indian/Alaskan Native with 71.9%, Hispanic with 67.9%, Black/African American with 91.7%, IEP students with 75.0%, LEP students with 82.0%, and FRL students with 66.1%. No report was provided for seven Asian/Pacific Island students.

#### **Grade 5: Reading Proficiency**

The Lyon District tested 99.7% of the fifth graders for reading proficiency in 2003-2004. Overall 44.7% met or exceeded proficiency and 55.3% did not. Percentages from Level 1 through Level 4 were 12.4%, 42.9%, 40.8%, and 3.9%, respectively. These were close to statewide percentages where 43.5% met or exceeded proficiency level. All NCLB subgroups tested below 50% proficiency with 51.7% of White/Caucasian, 66.6% of American Indian/Alaskan Native, 67.0% of Hispanic, 94.0% of IEP students, 86.1% of LEP students, and 65.8% of FRL students. No report was provided for five Asian/Pacific Island students.

#### **Grade 5: Math Proficiency**

The Lyon District tested 99.5% of the fifth graders for math proficiency in 2003-2004. Overall 48.4% met or exceeded proficiency and 51.6% did not. Percentages from Level 1 through Level 4 were 8.2%, 43.4%, 40.9%, and 7.5%, respectively. These were close to statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 50.5% of White/Caucasian students

tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 67.9%, Hispanic with 54.3%, Black/African American with 53.9%, IEP students with 88.2%, LEP students with 72.2%, and FRL students with 59.8%. No report was provided for five Asian/Pacific Island students.

#### Grade 5: Science Proficiency

The Lyon District tested 98.9% of the fifth graders for science proficiency in 2003-2004. Overall 55.6% met or exceeded proficiency and 44.4% did not. Percentages from Level 1 through Level 4 were 9.2%, 35.2%, 35.8%, and 19.8%, respectively. These were above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (60.4%) and Black/African American (53.9%) students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan with 64.3%, Hispanic with 59.5%, IEP students with 76.5%, LEP students with 77.8%, and FRL students with 55.7%. No report was provided for five Asian/Pacific Island students.

#### Grade 8: Reading Proficiency

The Lyon District tested 98.4% of the eighth graders for reading proficiency in 2003-2004. Overall 62.2% met or exceeded proficiency and 37.8% did not. Percentages from Level 1 through Level 4 were 5.4%, 32.3%, 45.0%, and 17.2%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (66.4%), American Indian/Alaskan Native (54.8%), and FRL (54.3%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 58.4%, IEP students with 86.1%, and LEP students with 91.6%. No reports were provided for six Asian/Pacific Island and eight Black/African American students.

#### Grade 8: Math Proficiency

The Lyon District tested 98.2% of the eighth graders for math proficiency in 2003-2004. Overall 56.5% met or exceeded proficiency and 43.5% did not. Percentages from Level 1 through Level 4 were 11.2%, 32.3%, 46.1%, and 10.4%, respectively. These were above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (60.4%) and American Indian/Alaskan Native (51.6%) students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 65.1%, IEP students with 87.2%, LEP students with 75.0%, and FRL students with 52.9%. No reports were provided for six Asian/Pacific Island and eight Black/African American students.

#### Grade 8: Science Proficiency

The Lyon District tested 97.6% of the eighth graders for science proficiency in 2003-2004. Overall 72.0% met or exceeded proficiency and 27.9% did not. Percentages from Level 1 through Level 4 were 3.9%, 24.0%, 65.4%, and 6.6%,

respectively. These were considerably above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of White/Caucasian (75.7%) and American Indian/Alaskan Native (58.1%), Hispanic (55.0%), and FRL (65.1%) students tested proficient. Those subgroups testing below 50% proficiency were IEP students with 74.4%, and LEP students with 75.0%. No reports were provided for six Asian/Pacific Island and eight Black/African American students.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Lyon County School District tested 99.0% of the fourth graders for language in 2003-2004 ITBS. Overall, 50.2% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 49.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.6%, 24.2%, 25.3%, and 24.9%, respectively. The NCLB subcategories indicate that 53.6% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 65.2%, Hispanic with 59.6%, IEP students with 82.3%, LEP students with 75.9%, and FRL students with 62.2%. No report was provided for seven Asian/Pacific Island and two Black/African American students.

#### **Grade 4: ITBS Reading**

The Lyon District tested 99.0% of the fourth graders for reading in 2003-2004 ITBS. Overall, 51.2% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 48.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 21.9%, 26.9%, 25.6%, and 25.6%, respectively. The NCLB subcategories indicate that 56.8% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 69.6%, Hispanic with 69.7%, IEP students with 79.0%, LEP students with 85.2%, and FRL students with 64.4%. No report was provided for seven Asian/Pacific Island and two Black/African American students.

#### **Grade 4: ITBS Math**

The Lyon District tested 99.0% of the fourth graders for math in 2003-2004 ITBS. Overall, 50.6% scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 49.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.4%, 26.9%, 28.1%, and 22.5%, respectively. The NCLB subcategories indicate that 54.6% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 73.9%, Hispanic with 59.6%, IEP students with 72.6%, LEP students with 79.6%, and FRL students with 60.7%. No reports were provided for seven Asian/Pacific Island and two Black/African American students.

#### Grade 4: ITBS Science

The Lyon District tested 98.5% of the fourth graders for science in 2003-2004 ITBS. Overall, 61.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 53.6%) and 38.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.6%, 22.9%, 35.3%, and 26.3%, respectively. The NCLB subcategories indicate that over 50% of White/Caucasian (64.5%), American Indian/Alaskan Native (56.5%), and FRL (50.2%) students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were Hispanic with 51.5%, IEP students with 59.7%, LEP students with 66.7%, and FRL students with 49.8%. No reports were provided for seven Asian/Pacific Island and two Black/African American students.

#### Grade 7: ITBS Language

The Lyon District tested 99.5% of the seventh graders for language in 2003-2004 ITBS. Overall, 34.2% scored in the upper 3rd and 4th quarters (below statewide percentages of 39.5%) and 65.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 38.9%, 26.9%, 21.7%, and 12.5%, respectively. All NCLB subgroups tested below 50% proficiency with 62.6% of White/Caucasian, 84.6% of American Indian/Alaskan Native, 75.3% of Hispanic, 96.1% of IEP students, 91.3% of LEP students, and 68.4% of FRL students. No reports were provided for four Asian/Pacific Island and six Black/African American students.

#### Grade 7: ITBS Reading

The Lyon District tested 98.9% of the seventh graders for reading in 2003-2004 ITBS. Overall, 44.1% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 55.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 31.3%, 24.6%, 22.6%, and 21.5%, respectively. All NCLB subgroups tested below 50% proficiency with 51.1% of White/Caucasian, 76.9% of American Indian/Alaskan Native, 75.3% of Hispanic, 93.6% of IEP students, 78.3% of LEP students, and 64.0% of FRL students. No reports were provided for four Asian/Pacific Island and six Black/African American students.

#### Grade 7: ITBS Math

The Lyon District tested 99.2% of the seventh graders for math in 2003-2004 ITBS. Overall, 39.8% scored in the upper 3rd and 4th quarters (close to statewide percentages of 40.3%) and 60.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 32.7%, 27.5%, 24.1%, and 15.7%, respectively. All NCLB subgroups tested below 50% proficiency with 57.1% of White/Caucasian, 80.8% of American Indian/Alaskan Native, 70.6% of Hispanic, 96.2% of IEP students, 86.9% of LEP students, and 67.3% of FRL students. No report was provided for four Asian/Pacific Island and six Black/African American students.

### Grade 7: ITBS Science

The Lyon District tested 98.9% of the seventh graders for science in 2003-2004 ITBS. Overall, 54.2% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.3%) and 45.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.7%, 22.1%, 29.0%, and 25.2%, respectively. The NCLB subcategories indicate that 57.3% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 61.6%, Hispanic with 56.4%, IEP students with 91.0%, LEP students with 73.9%, and FRL students with 53.9%. No report was provided for four Asian/Pacific Island and six Black/African American students.

### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The Lyon District tested 99.1% of the tenth graders for language in 2003-2004 ITED. Overall, 41.3% scored in the upper 3rd and 4th quarters (close to statewide percentages of 41.4%) and 58.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.5%, 30.2%, 28.7%, and 12.6%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 54.4%, American Indian/Alaskan Native with 69.5%, Hispanic with 72.7%, IEP students with 97.3%, LEP students with 100%, FRL students with 65.9%. No reports were provided for nine Asian/Pacific Island and seven Black/African American students.

#### Grade 10: ITED Reading

The Lyon District tested 99.1% of the tenth graders for reading in 2003-2004 ITED. Overall, 43.8% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 56.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.7%, 29.5%, 24.7%, and 19.1%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 52.0%, American Indian/Alaskan Native with 61.1%, Hispanic with 73.9%, IEP students with 96.0%, and FRL students with 59.4%. No reports were provided for nine Asian/Pacific Island, seven Black/African American, and ten LEP students.

#### Grade 10: ITED Math

The Lyon District tested 99.1% of the tenth graders for math in 2003-2004 ITED. Overall, 42.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 57.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.3%, 29.0%, 27.4%, and 15.2%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.7%, American Indian/Alaskan Native with 61.1%, Hispanic with 69.3%, IEP students with

97.4%, LEP students with 90.0%, and FRL students with 64.5%. No reports were provided for nine Asian/Pacific Island and seven Black/African American students.

### Grade 10: ITED Science

The Lyon District tested 98.8% of the tenth graders for science in 2003-2004 ITED. Overall, 46.8% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.6%) and 53.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.8%, 28.3%, 29.5%, and 17.3%, respectively. The NCLB subcategories indicate that 50.5% of White/Caucasian students score in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 63.9%, Hispanic with 65.9%, IEP students with 92.1%, LEP students with 100%, and FRL students with 58.0%. No reports were provided for nine Asian/Pacific Island and seven Black/African American students.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Lyon County School District tested 99.7% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 13.6% at Level 1, 47.3% at Level 2, 32.9% at Level 3, and 6.2% at Level 4. The meets or exceeds proficiency rate was 39.1% for Lyon's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 19.1%, Asian/Pacific Islander at --%, Hispanic at 32.4%, Black/African American at --%, White/Caucasian at 41.2%, IEP at 9.2%, LEP at 18.0%, and FRL at 31.0%.

#### Analytic Writing Examination – Eighth Grade

Results for Lyon County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 98.6% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 4.7% at Level 1, 28.0% at Level 2, 48.3% at Level 3, and 19.0% at Level 4. The meets or exceeds proficiency rate was 67.3% for Lyon's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 62.5%, Asian/Pacific Islander at --%, Hispanic at 52.9%, Black/African American at --, White/Caucasian at 69.8%, IEP at 16.5%, LEP at 30.5%, and FRL at 60.2%.

### **High School Proficiency Examination**

#### High School Proficiency Examination - Mathematics

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Lyon County School District showed a 61.0% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 43.8% of American Indian/Alaskan Natives

attained proficiency and 78.6% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 41.9% for Black/African American was 28.6% and 66.8% for White/Caucasian. Percentage proficiency for IEP was 12.1%, for LEP was 16.7%, for FRL was 47.9%, and 0.0% for the Migrant subgroup.

#### High School Proficiency Examination – Reading

HSPE results for reading showed Lyon County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 79.7% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 75.0% for American Indian/Alaskan Natives, 71.4% for Asian/Pacific Islanders, 77.4% for Hispanics, 71.4% for Black/African American, 81.2% for White/Caucasian, 37.9% for IEP, 58.3% for LEP, 68.6% for FRL, and 0.0% for Migrants.

#### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Lyon County School district was 91.8% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 80.3% for Hispanics, 100% for Black/African Americans, 93.2% for White/Caucasians, 58.3% for IEP, 50.0% for LEP, 83.0% for FRL, and 0.0% for Migrant.

## Mineral County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Mineral County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 43.6% met or exceeded proficiency and 56.4% did not. Percentages from Level 1 through Level 4 were 8.1%, 48.4%, 33.9%, and 9.7%, respectively. These were close to statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 54.3%, American Indian/Alaskan Native with 53.4%, and FRL students with 65.2%. No reports were provided for one Asian/Pacific Island, six Hispanic, five Black/African American, and four IEP students. No LEP students were present in Grade 3.

#### Grade 3: Math Proficiency

The Mineral District tested 100% of the third graders for math proficiency in 2003-2004. Overall 30.6% met or exceeded proficiency and 69.4% did not. Percentages from Level 1 through Level 4 were 19.4%, 50.0%, 12.9%, and 17.7%, respectively. These were considerably below statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 62.9%, American Indian/Alaskan Native with 80.0%, and FRL students with 73.9%. No reports were provided for one Asian/Pacific Island, six Hispanic, five Black/African American, and four IEP students. No LEP students were present in Grade 3.

#### Grade 5: Reading Proficiency

The Mineral District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 35.0% met or exceeded proficiency and 65.0% did not. Percentages from Level 1 through Level 4 were 7.9%, 57.1%, 30.2%, and 4.8%, respectively. These were below statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 61.4% and American Indian/Alaskan Native with 63.6%. No reports were provided for three Hispanic, five Black/African American, four IEP and nine FRL students. No Asian/Pacific Island and LEP students were present in Grade 5.

#### Grade 5: Math Proficiency

The Mineral District tested 98.4% of the fifth graders for math proficiency in 2003-2004. Overall 35.5% met or exceeded proficiency and 64.6% did not. Percentages from Level 1 through Level 4 were 8.1%, 56.5%, 32.3%, and 3.2%, respectively. These were considerably below statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 63.3% and American Indian/Alaskan Native with 54.6%. No reports were provided for three



Hispanic, five Black/African American, four IEP and nine FRL students. No Asian/Pacific Island and LEP students were present in Grade 5.

#### Grade 5: Science Proficiency

The Mineral District tested 98.4% of the fifth graders for science proficiency in 2003-2004. Overall 63.5% met or exceeded proficiency and 36.5% did not. Percentages from Level 1 through Level 4 were 4.8%, 31.7%, 41.3%, and 22.2%, respectively. These were considerably above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 65.9% of White/Caucasian and 63.6% of American Indian/Alaskan Native students met the proficiency level. No reports were provided for three Hispanic, five Black/African American, four IEP and nine FRL students. No Asian/Pacific Island and LEP students were present in Grade 5.

#### Grade 8: Reading Proficiency

The Mineral District tested 100% of the eighth graders for reading proficiency in 2003-2004. Overall 59.3% met or exceeded proficiency and 40.7% did not. Percentages from Level 1 through Level 4 were 6.6%, 34.2%, 46.1%, and 13.2%, respectively. These were above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 68.9% of White/Caucasian and 60.0% of American Indian/Alaskan Native, and 50% FRL students met the proficiency level, whereas 88.2% of IEP students did not. No reports were provided for one Asian/Pacific Island, nine Hispanic, and five Black/African American students. No LEP students were present in Grade 8.

#### Grade 8: Math Proficiency

The Mineral District tested 98.7% of the eighth graders for math proficiency in 2003-2004. Overall 38.2% met or exceeded proficiency and 61.8% did not. Percentages from Level 1 through Level 4 were 26.3%, 35.5%, 32.9%, and 5.3%, respectively. These were below statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 53.4% White/Caucasian and 60.0% of American Indian/Alaskan Native, and 50% FRL students met the proficiency level, whereas 88.2% of IEP students did not. No reports were provided for one Asian/Pacific Island, nine Hispanic, and five Black/African American students. No LEP students were present in Grade 8.

#### Grade 8: Science Proficiency

The Mineral District tested 98.7% of the eighth graders for science proficiency in 2003-2004. Overall 59.2% met or exceeded proficiency and 40.8% did not. Percentages from Level 1 through Level 4 were 7.9%, 32.9%, 59.2%, and 0%, respectively. These were close to statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 66.7% White/Caucasian and 53.3% of American Indian/Alaskan Native, and 60.0% FRL students met the proficiency level, whereas 82.3% of IEP students did not. No

reports were provided for one Asian/Pacific Island, nine Hispanic, and five Black/African American students. No LEP students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Mineral County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 48.2% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 51.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.8%, 25.0%, 26.8%, and 21.4%, respectively. The NCLB subcategories indicate that 58.8% of American Indian/Alaskan Native and 57.1% of FRL students scored in the two upper quarters, whereas 53.3% of White/Caucasian students scored in the two lower quarters. No reports were provided for five Hispanic, four Black/African American, and seven IEP students. No Asian/Pacific Island and LEP students were present in Grade 4.

#### **Grade 4: ITBS Reading**

The Mineral District tested 96.4% of the fourth graders for reading in 2003-2004 ITBS. Overall, 37.5% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 45.6%) and 62.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.2%, 39.3%, 19.6%, and 17.9%, respectively. The NCLB subcategories indicate that 58.8% of American Indian/Alaskan Native students scored in the two upper quarters, whereas 70.0% of White/Caucasian and 61.9% of FRL students scored in the two lower quarters. No reports were provided for five Hispanic, four Black/African American, and seven IEP students. No Asian/Pacific Island and LEP students were present in Grade 4.

#### **Grade 4: ITBS Math**

The Mineral District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 39.3% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 51.2%) and 60.7% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 33.9%, 26.8%, 28.6%, and 10.7%, respectively. The NCLB subcategories indicate that 53.0% of American Indian/Alaskan Native students scored in the two upper quarters, whereas 67.7% of White/Caucasian and 57.2% of FRL students scored in the two lower quarters. No reports were provided for five Hispanic, four Black/African American, and seven IEP students. No Asian/Pacific Island and LEP students were present in Grade 4.

#### **Grade 4: ITBS Science**

The Mineral District tested 98.2% of the fourth graders for science in 2003-2004 ITBS. Overall, 51.8% scored in the upper 3rd and 4th quarters (close to statewide percentages of 53.6%) and 48.2% scored in the lower 1st and 2nd quarters.

Percentages from the bottom through the top quarters were 21.4%, 26.8%, 39.3%, and 12.5%, respectively. The NCLB subcategories indicate that 64.7% of American Indian/Alaskan Native and 52.4% of FRL students scored in the two upper quarters, whereas 60.0% of White/Caucasian students scored in the two lower quarters. No reports were provided for five Hispanic, four Black/African American, and seven IEP students. No Asian/Pacific Island and LEP students were present in Grade 4.

#### Grade 7: ITBS Language

The Mineral District tested 100% of the seventh graders for language in 2003-2004 ITBS. Overall, 40.0% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 60.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 38.3%, 21.7%, 31.7%, and 8.3%, respectively. The NCLB subcategories indicate that 58.3% of White/Caucasian and 54.6% of American Indian/Alaskan Native students scored in the two low quarters. No reports were provided for five Hispanic, eight Black/African American, seven IEP, and six FRL students. No Asian/Pacific Island and LEP students were present in Grade 7.

#### Grade 7: ITBS Reading

The Mineral District tested 100% of the seventh graders for reading in 2003-2004 ITBS. Overall, 41.6% scored in the upper 3rd and 4th quarters (close to statewide percentages of 38.8%) and 58.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.3%, 30.0%, 18.3%, and 23.3%, respectively. The NCLB subcategories indicate that 50.0% of White/Caucasian students scored in the two upper quarters and 54.6% of American Indian/Alaskan Native students scored in the two low quarters. No reports were provided for five Hispanic, eight Black/African American, seven IEP, and six FRL students. No Asian/Pacific Island and LEP students were present in Grade 7.

#### Grade 7: ITBS Math

The Mineral District tested 96.7% of the seventh graders for math in 2003-2004 ITBS. Overall, 28.6% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 40.3%) and 71.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 50.0%, 21.4%, 16.7%, and 11.9%, respectively. The NCLB subcategories indicate that 72.7% of American Indian/Alaskan Native students scored in the two upper quarters, whereas 55.6% of White/Caucasian students scored in the two lower quarters. No reports were provided for five Hispanic, eight Black/African American, seven IEP, and six FRL students. No Asian/Pacific Island and LEP students were present in Grade 7.

#### Grade 7: ITBS Science

The Mineral District tested 96.7% of the seventh graders for science in 2003-2004 ITBS. Overall, 56.7% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 43.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.0%, 13.3%,

25.0%, and 31.7%, respectively. The NCLB subcategories indicate that 72.8% of American Indian/Alaskan Native and 58.3% of White/Caucasian students scored in the two upper quarters. No reports were provided for five Hispanic, eight Black/African American, seven IEP, and 6 FRL students. No Asian/Pacific Island and LEP students were present in Grade 7.

### **Iowa Test of Educational Development (ITED)**

#### **Grade 10: ITED Language**

The Mineral District tested 96.3% of the tenth graders for language in 2003-2004 ITED. Overall, 24.1% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 41.4%) and 75.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 40.7%, 35.2%, 14.8%, and 9.3%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 73.7% and IEP students with 100%. No reports were provided for five American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, and three Black/African American students. No LEP and FRL students were present in Grade 10.

#### **Grade 10: ITED Reading**

The Mineral District tested 96.3% of the tenth graders for reading in 2003-2004 ITED. Overall, 29.6% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 40.5%) and 70.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 35.2%, 35.2%, 18.5%, and 11.1%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 68.4% and IEP students with 88.9%. No reports were provided for five American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, and three Black/African American students. No LEP and FRL students were present in Grade 10.

#### **Grade 10: ITED Math**

The Mineral District tested 96.3% of the tenth graders for math in 2003-2004 ITED. Overall, 20.4% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 38.6%) and 79.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 37.0%, 42.6%, 16.7%, and 3.7%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 73.6% and IEP students with 100%. No reports were provided for five American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, and three Black/African American students. No LEP and FRL students were present in Grade 10.

#### **Grade 10: ITED Science**

The Mineral District tested 94.4% of the tenth graders for science in 2003-2004 ITED. Overall, 22.3% scored in the upper 3rd and 4th quarters (significantly below

statewide percentages of 39.6%) and 77.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 51.9%, 25.9%, 16.7%, and 5.6%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 71.0% and IEP students with 100%. No reports were provided for five American Indian/Alaskan Native, one Asian/Pacific Island, five Hispanic, and three Black/African American students. No LEP and FRL students were present in Grade 10.

### **Analytic Writing Examination**

#### **Analytic Writing Examination – Fourth Grade**

Mineral County School District tested 96.5% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 21.1% at Level 1, 56.1% at Level 2, 21.1% at Level 3, and 1.8% at Level 4. The meets or exceeds proficiency rate was 22.9% for Mineral's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 18.8%, Asian/Pacific Islander at 0.0%, Hispanic at --%, Black/African American at --%, White/Caucasian at 28.1%, IEP at -- %, LEP at 0.0%, and FRL at 13.8%.

#### **Analytic Writing Examination – Eighth Grade**

Results for Mineral County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 100% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 6.6% at Level 1, 23.7% at Level 2, 52.6% at Level 3, and 17.1% at Level 4. The meets or exceeds proficiency rate was 69.7% for Mineral's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 73.7%, Asian/Pacific Islander at --%, Hispanic at --%, Black/African American at --%, White/Caucasian at 76.8%, IEP at 26.7%, LEP at 0.0%, and FRL at 75.0%.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Mineral County School District showed a 55.4% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 0.0% of American Indian/Alaskan Natives attained proficiency and 100% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 55.6% for Black/African American was 50.0% and 61.7% for White/Caucasian. Percentage proficiency for IEP was 0.0%, for LEP was 0.0%, for FRL was 0.0%, and 0.0% for the Migrant subgroup.

### High School Proficiency Examination – Reading

HSPE results for reading showed Mineral County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 70.8% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 20.0 for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 77.8% for Hispanics, 50.0% for Black/African American, 76.6% for White/Caucasian, 35.3% for IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrants.

### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Mineral County School district was 86.2% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 66.7% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 100% for Hispanics, 100% for Black/African Americans, 85.7% for White/Caucasians, 50.0% for IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrant.

## Nye County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Nye County School District tested 99.8% of the third graders for reading proficiency in 2003-2004. Overall 46.1% met or exceeded proficiency and 53.9% did not. Percentages from Level 1 through Level 4 were 8.8%, 45.1%, 32.0%, and 14.1%, respectively. These were close to statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 51.5% of White/Caucasian students tested above 50% proficiency. Those subgroups testing below 50% proficiency were Hispanic students with 74.0%, IEP students with 84.7%, LEP students with 96.8%, and FRL students with 61.9%. No reports were provided for eight American Indian/Alaskan Native, six Asian/Pacific Island, and six Black/African American students.

#### Grade 3: Math Proficiency

The Nye District tested 100% of the third graders for math proficiency in 2003-2004. Overall 44.8% met or exceeded proficiency and 55.3% did not. Percentages from Level 1 through Level 4 were 10.8%, 44.5%, 27.0%, and 17.8%, respectively. These were close to statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that no subgroups tested over 50% proficiency. Those subgroups testing below 50% proficiency were White/Caucasian with 52.3%, Hispanic students with 65.7%, IEP students with 88.5%, LEP students with 77.5%, and FRL students with 60.9%. No reports were provided for eight American Indian/Alaskan Native, six Asian/Pacific Island, and six Black/African American students.

#### Grade 5: Reading Proficiency

The Nye District tested 99.6% of the fifth graders for reading proficiency in 2003-2004. Overall 46.1% met or exceeded proficiency and 53.9% did not. Percentages from Level 1 through Level 4 were 10.4%, 43.5%, 42.3%, and 3.8%, respectively. These were close to statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 50% of White/Caucasian and 50% of Black/African American students tested proficient. Those subgroups testing below 50% proficiency were Hispanic students with 69.9%, IEP students with 94.4%, LEP students with 100%, and FRL students with 61.4%. No reports were provided for eight American Indian/Alaskan Native and nine Asian/Pacific Island students.

#### Grade 5: Math Proficiency

The Nye District tested 99.1% of the fifth graders for math proficiency in 2003-2004. Overall 49.6% met or exceeded proficiency and 50.5% did not. Percentages from Level 1 through Level 4 were 6.8%, 43.7%, 44.6%, and 5.0%, respectively. These were close to statewide percentages where 49.7% met or exceeded proficiency

level. The NCLB subcategories indicate that 50.7% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 54.8%, Black/African American students with 71.4%, IEP students with 62.2%, LEP students with 58.8%, and FRL students with 54.1%. No reports were provided for eight American Indian/Alaskan Native and nine Asian/Pacific Island students.

#### Grade 5: Science Proficiency

The Nye District tested 97.1% of the fifth graders for science proficiency in 2003-2004. Overall 58.3% met or exceeded proficiency and 41.7% did not. Percentages from Level 1 through Level 4 were 6.3%, 35.4%, 33.6%, and 24.7%, respectively. These were above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 61.9% of White/Caucasian and 50.2% of FRL students tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 58.9%, Black/African American students with 53.5%, IEP students with 75.4%, and LEP students with 94.1%. No reports were provided for eight American Indian/Alaskan Native and nine Asian/Pacific Island students.

#### Grade 8: Reading Proficiency

The Nye District tested 97.3% of the eighth graders for reading proficiency in 2003-2004. Overall 54.9% met or exceeded proficiency and 45.1% did not. Percentages from Level 1 through Level 4 were 10.3%, 34.8%, 40.7%, and 14.2%, respectively. These were above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 56.8% of White/Caucasian and 54.6% Black/African American students tested proficient. Those subgroups testing below 50% proficiency were Hispanic students with 50.7%, IEP students with 82.4%, LEP students with 92.3%, and FRL students with 53.1%. No reports were provided for ten American Indian/Alaskan Native and eight Asian/Pacific Island students.

#### Grade 8: Math Proficiency

The Nye District tested 98.0% of the eighth graders for math proficiency in 2003-2004. Overall 43.2% met or exceeded proficiency and 56.8% did not. Percentages from Level 1 through Level 4 were 19.5%, 37.3%, 37.5%, and 5.7%, respectively. These were below statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that no subgroups tested over 50% proficiency. Those subgroups testing below 50% proficiency were White/Caucasian with 54.4%, Hispanic students with 69.1%, IEP students with 93.0%, LEP students with 100%, and FRL students with 67.5%. No reports were provided for ten American Indian/Alaskan Native and eight Asian/Pacific Island students.

#### Grade 8: Science Proficiency

The Nye District tested 97.3% of the eighth graders for science proficiency in 2003-2004. Overall 63.4% met or exceeded proficiency and 36.6% did not. Percentages from Level 1 through Level 4 were 8.2%, 28.4%, 57.9%, and 5.5%, respectively. These were above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that over 50% of



White/Caucasian (66.6%) and Black/African American (54.5%), and FRL students (52.0%) tested proficient. Those subgroups testing below 50% proficiency were Hispanic with 50.7%, IEP students with 67.1%, and LEP students with 100%. No reports were provided for ten American Indian/Alaskan Native and eight Asian/Pacific Island students.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Nye County School District tested 99.8% of the fourth graders for language in 2003-2004 ITBS. Overall, 49.4% scored in the upper 3rd and 4th quarters (similar to statewide percentages of 49.4%) and 50.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.5%, 25.5%, 26.7%, and 23.3%, respectively. The NCLB subcategories indicate that 53.8% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 56.3%, Asian/Pacific Islander with 60.0%, Hispanic with 67.8%, IEP students with 84.4%, LEP students with 96.1%, and FRL students with 57.5%. No report was provided for nine Black/African American students.

#### **Grade 4: ITBS Reading**

The Nye District tested 99.8% of the fourth graders for reading in 2003-2004 ITBS. Overall, 47.8% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 45.6%) and 52.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.2%, 30.0%, 23.3%, and 24.5%, respectively. The NCLB subcategories indicate that 52.3% of White/Caucasian students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 56.3%, Asian/Pacific Islander with 70.0%, Hispanic with 74.2%, IEP students with 87.1%, LEP students with 96.2%, and FRL students with 59.5%. No report was provided for nine Black/African American students.

#### **Grade 4: ITBS Math**

The Nye District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 49.3% scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 50.7% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 24.5%, 26.2%, 27.8%, and 21.5%, respectively. The NCLB subcategories indicate that 52.3% of White/Caucasian and 50% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 62.6%, Hispanic with 64.5%, IEP students with 76.6%, LEP students with 69.2%, and FRL students with 60.0%. No report was provided for nine Black/African American students.

#### Grade 4: ITBS Science

The Nye District tested 99.8% of the fourth graders for science in 2003-2004 ITBS. Overall, 64.1% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 35.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.5%, 19.3%, 38.9%, and 25.2%, respectively. The NCLB subcategories indicate that 67.9% of White/Caucasian, 62.6% of American Indian/Alaskan Native, 60% of Asian/Pacific Islander, 58.0% of FRL students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were Hispanic with 54.8%, IEP students with 61.1%, and LEP students with 76.9%. No report was provided for nine Black/African American students.

#### Grade 7: ITBS Language

The Nye District tested 96.1% of the seventh graders for language in 2003-2004 ITBS. Overall, 31.3% scored in the upper 3rd and 4th quarters (below statewide percentages of 39.5%) and 68.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 38.4%, 30.3%, 22.4%, and 8.9%, respectively. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were White/Caucasian with 67.6%, Asian/Pacific Islander with 63.7%, Hispanic with 73.7%, Black/African American with 83.3%, IEP students with 93.7%, LEP students with 90.9%, and FRL students with 76.1%. No report was provided for nine American Indian/Alaskan Native students.

#### Grade 7: ITBS Reading

The Nye District tested 98.1% of the seventh graders for reading in 2003-2004 ITBS. Overall, 38.8% scored in the upper 3rd and 4th quarters (similar to statewide percentages of 38.8%) and 61.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.1%, 31.1%, 22.6%, and 16.2%, respectively. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were White/Caucasian with 58.2%, Asian/Pacific Islander with 81.8%, Hispanic with 69.7%, Black/African American with 75.0%, IEP students with 89.5%, LEP students with 100%, and FRL students with 69.3%. No report was provided for nine American Indian/Alaskan Native students.

#### Grade 7: ITBS Math

The Nye District tested 97.3% of the seventh graders for math in 2003-2004 ITBS. Overall, 29.9% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 40.3%) and 70.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 41.9%, 28.2%, 21.6%, and 8.3%, respectively. The NCLB subcategories indicate that no subgroups scored over 50% in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were White/Caucasian with 68.1%, Asian/Pacific Islander with 72.7%, Hispanic with 79.0%, Black/African American with 83.3%, IEP students with

89.4%, LEP students with 72.7%, and FRL students with 75.7%. No report was provided for nine American Indian/Alaskan Native students.

#### Grade 7: ITBS Science

The Nye District tested 95.3% of the seventh graders for science in 2003-2004 ITBS. Overall, 49.0% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.3%) and 51.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.5%, 25.5%, 30.5%, and 18.5%, respectively. The NCLB subcategories indicate that 50.9% of White/Caucasian and 54.5% of Asian/Pacific Islander students scored in the two upper quarters. Those subgroups testing over 50% in the two lower quarters were Hispanic with 60.6%, Black/African American with 58.3%, IEP students with 67.3%, LEP students with 81.8%, and FRL students with 56.3%. No report was provided for nine American Indian/Alaskan Native students.

#### **Iowa Test of Educational Development (ITED)**

##### Grade 10: ITED Language

The Nye District tested 97.1% of the tenth graders for language in 2003-2004 ITED. Overall, 39.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 41.4%) and 60.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.5%, 30.3%, 24.6%, and 14.5%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 56.8%, American Indian/Alaskan Native with 52.9%, Hispanic with 81.1%, Black/African American with 84.6%, IEP students with 96.7%, LEP students with 100%, and FRL students with 75.5%. No report was provided for eight Asian/Pacific Island students.

##### Grade 10: ITED Reading

The Nye District tested 97.1% of the tenth graders for reading in 2003-2004 ITED. Overall, 41.9% scored in the upper 3rd and 4th quarters (close to statewide percentages of 40.5%) and 58.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.1%, 30.0%, 20.0%, and 21.9%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.4%, American Indian/Alaskan Native with 64.7%, Hispanic with 79.2%, Black/African American with 76.9%, IEP students with 90.0%, LEP students with 95.5%, and FRL students with 68.0%. No report was provided for eight Asian/Pacific Island students.

##### Grade 10: ITED Math

The Nye District tested 96.3% of the tenth graders for math in 2003-2004 ITED. Overall, 37.7% scored in the upper 3rd and 4th quarters (close to statewide percentages of 38.6%) and 62.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 34.5%, 27.8%, 23.9%, and 13.8%, respectively. The NCLB subcategories indicate that the subgroups

scoring over 50% in the two lower quarters were White/Caucasian with 58.1%, American Indian/Alaskan Native with 52.8%, Hispanic with 86.8%, Black/African American with 84.6%, IEP students with 98.4%, LEP students with 95.0%, and FRL students with 70.8%. No report was provided for eight Asian/Pacific Island students.

### Grade 10: ITED Science

The Nye District tested 92.4% of the tenth graders for science in 2003-2004 ITED. Overall, 40.9% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.6%) and 59.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.8%, 28.3%, 26.1%, and 14.8%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.4%, American Indian/Alaskan Native with 64.7%, Hispanic with 81.1%, Black/African American with 92.3%, IEP students with 93.4%, LEP students with 95.0%, and FRL students with 72.7%. No report was provided for eight Asian/Pacific Island students.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Nye County School District tested 99.1% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 15.9% at Level 1, 50.3% at Level 2, 29.9% at Level 3, and 3.9% at Level 4. The meets or exceeds proficiency rate was 33.8% for Nye's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 17.4%, Asian/Pacific Islander at 40.0%, Hispanic at 30.1%, Black/African American at --%, White/Caucasian at 34.8%, IEP at 9.3%, LEP at 16.0%, and FRL at 30.1%.

#### Analytic Writing Examination – Eighth Grade

Results for Nye County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 97.2% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 7.0% at Level 1, 24.9% at Level 2, 49.2% at Level 3, and 18.9% at Level 4. The meets or exceeds proficiency rate was 68.1% for Nye's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 80.0%, Asian/Pacific Islander at 66.7%, Hispanic at 61.6%, Black/African American at 61.6, White/Caucasian at 69.9%, IEP at 35.3%, LEP at 37.5%, and FRL at 62.5%.

### **High School Proficiency Examination**

#### High School Proficiency Examination - Mathematics

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Nye County School District showed a 50.7% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency

levels by NCLB subgroups shows 45.5% of American Indian/Alaskan Natives attained proficiency and 42.9% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 38.9% for Black/African American was 17.6% and 55.6% for White/Caucasian. Percentage proficiency for IEP was 6.5%, for LEP was 9.1%, for FRL was 35.5%, and 0.0% for the Migrant subgroup.

#### High School Proficiency Examination – Reading

HSPE results for reading showed Nye County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 74.9% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 72.7 for American Indian/Alaskan Natives, 64.3% for Asian/Pacific Islanders, 53.7% for Hispanics, 47.1% for Black/African American, 81.8% for White/Caucasian, 34.8% for IEP, 27.3% for LEP, 61.8% for FRL, and 0.0% for Migrants.

#### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Nye County School district was 86.8% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 71.4% for American Indian/Alaskan Natives, 81.8% for Asian/Pacific Islanders, 79.2% for Hispanics, 75.0% for Black/African Americans, 89.2% for White/Caucasians, 54.3% for IEP, 50.0% for LEP, 76.7% for FRL, and 0.0% for Migrant.

## Pershing County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Pershing County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 42.3% met or exceeded proficiency and 57.6% did not. Percentages from Level 1 through Level 4 were 3.8%, 53.8%, 25.0%, and 17.3%, respectively. These were slightly below statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 51.3% of White/Caucasian tested proficient, whereas 90.9% of Hispanic and 54.6% of FRL students did not. No reports were provided for two American Indian/Alaskan Native, one Black/African American, four IEP, and one LEP students. No Asian/Pacific Island students were present in Grade 3.

#### Grade 3: Math Proficiency

The Pershing District tested 100% of the third graders for math proficiency in 2003-2004. Overall 28.9% met or exceeded proficiency and 71.1% did not. Percentages from Level 1 through Level 4 were 17.3%, 53.8%, 15.4%, and 13.5%, respectively. These were significantly below statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 67.5%, Hispanic with 81.8%, and FRL students with 100%. No reports were provided for two American Indian/Alaskan Native, one Black/African American, four IEP, and one LEP students. No Asian/Pacific Island students were present in Grade 3.

#### Grade 5: Reading Proficiency

The Pershing District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 45.6% met or exceeded proficiency and 54.4% did not. Percentages from Level 1 through Level 4 were 15.8%, 38.6%, 42.1%, and 3.5%, respectively. These were close to statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 56.7%, Hispanic with 63.7%, IEP students with 100%, and FRL students with 68.4%. No reports were provided for six American Indian/Alaskan Native, two Asian/Pacific Island, and seven LEP students. No Black/African American students were present in Grade 5.

#### Grade 5: Math Proficiency

The Pershing District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 42.1% met or exceeded proficiency and 57.9% did not. Percentages from Level 1 through Level 4 were 12.3%, 45.6%, 36.8%, and 5.3%, respectively. These were below statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 54.0%, Hispanic with

72.7%, IEP students with 93.3%, and FRL students with 68.4%. No reports were provided for six American Indian/Alaskan Native, two Asian/Pacific Island, and seven LEP students. No Black/African American students were present in Grade 5.

#### Grade 5: Science Proficiency

The Pershing District tested 100% of the fifth graders for science proficiency in 2003-2004. Overall 64.9% met or exceeded proficiency and 35.1% did not. Percentages from Level 1 through Level 4 were 5.3%, 29.8%, 45.5%, and 19.3%, respectively. These were considerably above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 72.9% of White/Caucasian and 54.5% of Hispanic students met the proficiency level whereas 66.7% of IEP students and 57.9% FRL students did not. No reports were provided for six American Indian/Alaskan Native, two Asian/Pacific Island, and seven LEP students. No Black/African American students were present in Grade 5.

#### Grade 8: Reading Proficiency

The Pershing District tested 100% of the eighth graders for reading proficiency in 2003-2004. Overall 62.5% met or exceeded proficiency and 37.5% did not. Percentages from Level 1 through Level 4 were 0%, 37.5%, 51.6%, and 10.9%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 66.6% of White/Caucasian, 53.0% of Hispanic, and 53.6% FRL students met the proficiency level, whereas 82.4% of IEP students and 54.5% LEP students did not. No reports were provided for one American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American students were present in Grade 8.

#### Grade 8: Math Proficiency

The Pershing District tested 100% of the eighth graders for math proficiency in 2003-2004. Overall 47.9% met or exceeded proficiency and 37.9% did not. Percentages from Level 1 through Level 4 were 7.8%, 28.1%, 60.9%, and 3.1%, respectively. These were close to statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 68.8% of White/Caucasian, 52.9% of Hispanic, and 53.6% FRL students met the proficiency level, whereas 76.4% of IEP students and 54.6% LEP students did not. No reports were provided for one American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American students were present in Grade 8.

#### Grade 8: Science Proficiency

The Pershing District tested 96.1% of the eighth graders for science proficiency in 2003-2004. Overall 73.5% met or exceeded proficiency and 26.6% did not. Percentages from Level 1 through Level 4 were 0%, 26.6%, 68.8%, and 4.7%, respectively. These were considerably above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 80.0% of White/Caucasian, 58.8% of Hispanic, and 64.2% FRL students met the proficiency level, whereas 70.6% of IEP students and 54.5% LEP students did not. No reports

were provided for one American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Pershing County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 28.9% scored in the upper 3rd and 4th quarters (significantly below statewide percentages of 49.4%) and 71.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.0%, 46.2%, 13.5%, and 15.4%, respectively. The NCLB subcategories indicate that the subgroups scoring in the two lower quarters were of White/Caucasian with 65.6%, Hispanic with 80.0%, and FRL students with 87.5%. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, one four Black/African American, seven IEP, and nine LEP students.

#### **Grade 4: ITBS Reading**

The Pershing District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 42.3% scored in the upper 3rd and 4th quarters (below statewide percentages of 45.6%) and 57.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.4%, 42.3%, 23.1%, and 19.2%, respectively. The NCLB subcategories indicate that 50% of White/Caucasian students scored in the two upper quarters, whereas 66.7% Hispanic and 62.5% FRL students scored in the two lower quarters. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, one four Black/African American, seven IEP, and nine LEP students.

#### **Grade 4: ITBS Math**

The Pershing District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 38.5% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 51.2%) and 61.6% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 38.5%, 23.1%, 25.0%, and 13.5%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 59.4%, Hispanic with 73.4%, FRL students with 75.0%. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, one Black/African American, seven IEP, and nine LEP students.

#### **Grade 4: ITBS Science**

The Pershing District tested 100% of the fourth graders for science in 2003-2004 ITBS. Overall, 57.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 53.6%) and 42.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.2%, 23.1%, 40.4%, and 17.3%, respectively. The NCLB subcategories indicate that 65.7% of



White/Caucasian and 50% of FRL students scored in the two upper quarters, whereas 60% of Hispanic students scored in the two lower quarters. No reports were provided for three American Indian/Alaskan Native, two Asian/Pacific Island, one four Black/African American, seven IEP, and nine LEP students.

#### Grade 7: ITBS Language

The Pershing District tested 100% of the seventh graders for language in 2003-2004 ITBS. Overall, 41.3% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 58.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.3%, 33.3%, 32.0%, and 9.3%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% of students in the lower two quarters were White/Caucasian with 58.5%, Hispanic with 57.2%, IEP students with 100%, and FRL students with 70.6%. No reports were provided for seven American Indian/Alaskan Native, one Asian/Pacific Island, and nine LEP students. No Black/African American students were present in Grade 7.

#### Grade 7: ITBS Reading

The Pershing District tested 100% of the seventh graders for reading in 2003-2004 ITBS. Overall, 45.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 54.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.3%, 29.3%, 28.0%, and 17.3%, respectively. The NCLB subcategories indicate that 56.6% of White/Caucasian students scored in the two upper quarters, whereas 78.6% of Hispanic, 81.3% of IEP, and 64.7% of FRL students scores in the two lower quarters. No reports were provided for seven American Indian/Alaskan Native, one Asian/Pacific Island, and nine LEP students. No Black/African American students were present in Grade 7.

#### Grade 7: ITBS Math

The Pershing District tested 100% of the seventh graders for math in 2003-2004 ITBS. Overall, 54.6% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 40.3%) and 45.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 20.0%, 25.3%, 25.3%, and 29.3%, respectively. The NCLB subcategories indicate that 50.9% of White/Caucasian, 64.3% of Hispanic, and 52.9% of FRL students scored in the two upper quarters, whereas 81.3% of IEP students scored in the two low quarters. No reports were provided for seven American Indian/Alaskan Native, one Asian/Pacific Island, and nine LEP students. No Black/African American students were present in Grade 7.

#### Grade 7: ITBS Science

The Pershing District tested 100% of the seventh graders for science in 2003-2004 ITBS. Overall, 61.4% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 38.7% scored in the lower 1st and 2nd

quarters. Percentages from the bottom through the top quarters were 16.0%, 22.7%, 38.7%, and 22.7%, respectively. The NCLB subcategories indicate that 69.8% of White/Caucasian and 55.9% of FRL students scored in the two upper quarters, whereas 64.3% of Hispanic, 50.1% of IEP students scored in the two low quarters. No reports were provided for seven American Indian/Alaskan Native, one Asian/Pacific Island, and nine LEP students. No Black/African American students were present in Grade 7.

### **Iowa Test of Educational Development (ITED)**

#### **Grade 10: ITED Language**

The Pershing District tested 100% of the tenth graders for language in 2003-2004 ITED. Overall, 38.8% scored in the upper 3rd and 4th quarters (slightly below statewide percentages of 41.4%) and 61.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.9%, 31.3%, 25.4%, and 13.4%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 56.5%, Hispanic with 73.3%, IEP students with 95.2%, and FRL students with 54.6%. No report was provided for four American Indian/Alaskan Native, one Asian/Pacific Island students, one Black/African American, and three LEP students.

#### **Grade 10: ITED Reading**

The Pershing District tested 100% of the tenth graders for reading in 2003-2004 ITED. Overall, 26.9% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 40.5%) and 73.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 35.8%, 37.3%, 19.4%, and 7.5%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 65.3%, Hispanic with 93.3%, IEP students with 90.4%, and FRL students with 72.7%. No report was provided for four American Indian/Alaskan Native, one Asian/Pacific Island students, one Black/African American, and three LEP students.

#### **Grade 10: ITED Math**

The Pershing District tested 100% of the tenth graders for math in 2003-2004 ITED. Overall, 23.9% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 38.6%) and 76.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 34.3%, 41.8%, 17.9%, and 6.0%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 76.1%, Hispanic with 80.0%, IEP students with 90.5%, and FRL students with 81.8%. No report was provided for four American Indian/Alaskan Native, one Asian/Pacific Island students, one Black/African American, and three LEP students.

## Grade 10: ITED Science

The Pershing District tested 100% of the tenth graders for science in 2003-2004 ITED. Overall, 28.4% scored in the upper 3rd and 4th quarters (considerably below statewide percentages of 39.6%) and 71.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 31.3%, 40.3%, 19.4%, and 9.0%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 69.6%, Hispanic with 80.0%, IEP students with 90.5%, and FRL students with 63.7%. No report was provided for four American Indian/Alaskan Native, one Asian/Pacific Island students, one Black/African American, and three LEP students.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Pershing County School District tested 98.1% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 98.9%. Percentages in the NCLB proficiency categories were 15.4% at Level 1, 42.3% at Level 2, 34.6% at Level 3, and 7.7% at Level 4. The meets or exceeds proficiency rate was 42.3% for Pershing's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at --%, Black/African American at 0.0%, White/Caucasian at 33.3%, IEP at --%, LEP at --%, and FRL at 34.8%.

#### Analytic Writing Examination – Eighth Grade

Results for Pershing County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 100% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 3.2% at Level 1, 33.9% at Level 2, 53.2% at Level 3, and 9.7% at Level 4. The meets or exceeds proficiency rate was 62.9% for Pershing's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at 0.0%, Hispanic at 70.6%, Black/African American at 0.0%, White/Caucasian at 61.9%, IEP at 27.3%, LEP at --%, and FRL at 60.7%.

### **High School Proficiency Examination**

#### High School Proficiency Examination - Mathematics

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Pershing County School District showed a 62.1% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 0.0% of American Indian/Alaskan Natives attained proficiency and 0.0% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 58.8%, for Black/African American was 100% and 67.4% for White/Caucasian. Percentage proficiency for IEP was 20.0%, for LEP was 0.0%, for FRL was 46.7%, and 0.0% for the Migrant subgroup.

### High School Proficiency Examination – Reading

HSPE results for reading showed Pershing County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 84.1% compared to a statewide rate of 84.8%. When NCLB subgroups are taken into account, the proficiency rates are 50.0% for American Indian/Alaskan Natives, 0.0% for Asian/Pacific Islanders, 88.2% for Hispanics, 100% for Black/African American, 86.0% for White/Caucasian, 30.0% IEP, 66.7% for LEP, 73.3% for FRL, and 0.0% for Migrants.

### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Pershing County School district was 88.1% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 50.0% for American Indian/Alaskan Natives, 0.0% for Asian/Pacific Islanders, 87.5% for Hispanics, 0.0% for Black/African Americans, 90.2% for White/Caucasians, 60.0% for IEP, 100% for LEP, 75.0% for FRL, and 0.0% for Migrant.

## Storey County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Storey County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 70.2% met or exceeded proficiency and 29.7% did not. Percentages from Level 1 through Level 4 were 0%, 29.7%, 43.2%, and 27.0%, respectively. These were significantly above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 78.1% of White/Caucasian students tested proficient. No reports were provided for one American Indian/Alaskan Native, four Hispanic, four IEP, and one FRL students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 3.

#### Grade 3: Math Proficiency

The Storey District tested 100% of the third graders for math proficiency in 2003-2004. Overall 56.7% met or exceeded proficiency and 43.2% did not. Percentages from Level 1 through Level 4 were 0%, 43.2%, 29.7%, and 27.0%, respectively. These were considerably above statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that 59.4% of White/Caucasian students tested proficient. No reports were provided for one American Indian/Alaskan Native, four Hispanic, four IEP, and one FRL students. No Asian/Pacific Island, Black/African American, and LEP students were present in Grade 3.

#### Grade 5: Reading Proficiency

The Storey District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 64.3% met or exceeded proficiency and 35.8% did not. Percentages from Level 1 through Level 4 were 4.8%, 31.0%, 50.0%, and 14.3%, respectively. These were significantly above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 68.4% of White/Caucasian students tested proficient. No reports were provided for four Hispanic, ten IEP, and four FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, and LEP students were present in Grade 5.

#### Grade 5: Math Proficiency

The Storey District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 64.3% met or exceeded proficiency and 35.7% did not. Percentages from Level 1 through Level 4 were 9.5%, 26.2%, 50.0%, and 14.3%, respectively. These were considerably above statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that 63.2% of White/Caucasian students tested proficient. No reports were provided for four

Hispanic, ten IEP, and four FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, and LEP students were present in Grade 5.

#### Grade 5: Science Proficiency

The Storey District tested 93.3% of the fifth graders for science proficiency in 2003-2004. Overall 76.2% met or exceeded proficiency and 23.8% did not. Percentages from Level 1 through Level 4 were 2.4%, 21.4%, 45.2%, and 31.0%, respectively. These were significantly above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 73.7% of White/Caucasian students tested proficient. No reports were provided for four Hispanic, ten IEP, and four FRL students. No American Indian/Alaskan Native, Asian/Pacific Island, Black/African American, and LEP students were present in Grade 5.

#### Grade 8: Reading Proficiency

The Storey District tested 100% of the eighth graders for reading proficiency in 2003-2004. Overall 62.9% met or exceeded proficiency and 37.1% did not. Percentages from Level 1 through Level 4 were 1.9%, 35.2%, 44.4%, and 18.5%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 60.5% of White/Caucasian students tested proficient whereas 71.4% of IEP students did not. No reports were provided for three American Indian/Alaskan Native, one Asian/Pacific Island, and two Hispanic students. No Black/African American, LEP, and FRL students were present in Grade 8.

#### Grade 8: Math Proficiency

The Storey District tested 100% of the eighth graders for math proficiency in 2003-2004. Overall 51.8% met or exceeded proficiency and 48.1% did not. Percentages from Level 1 through Level 4 were 7.4%, 40.7%, 40.7%, and 11.1%, respectively. These were above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 50.0% of White/Caucasian students tested proficient whereas 92.9% of IEP students did not. No reports were provided for three American Indian/Alaskan Native, one Asian/Pacific Island, and two Hispanic students. No Black/African American, LEP, and FRL students were present in Grade 8.

#### Grade 8: Science Proficiency

The Storey District tested 100% of the eighth graders for science proficiency in 2003-2004. Overall 81.5% met or exceeded proficiency and 18.5% did not. Percentages from Level 1 through Level 4 were 0%, 18.5%, 66.7%, and 14.8%, respectively. These were significantly above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 81.3% of White/Caucasian and 57.1% of IEP students tested proficient. No reports were provided for three American Indian/Alaskan Native, one Asian/Pacific Island, and

two Hispanic students. No Black/African American, LEP, and FRL students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The Storey County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 50.0% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 50.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 14.3%, 35.7%, 21.4%, and 28.6%, respectively. The NCLB subcategories indicate that 55.9% of White/Caucasian students scored in the two upper quarters whereas 100% of IEP students did not. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and four Hispanic, one Black/African American, and four FRL students. No LEP students were present in Grade 4.

#### **Grade 4: ITBS Reading**

The Storey District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 54.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 45.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.0%, 26.2%, 21.4%, and 33.3%, respectively. The NCLB subcategories indicate that 61.8% of White/Caucasian students scored in the two upper quarters whereas 90.9% of IEP students did not. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and four Hispanic, one Black/African American, and four FRL students. No LEP students were present in Grade 4.

#### **Grade 4: ITBS Math**

The Storey District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 51.2% scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 48.8% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.0%, 23.9%, 26.7%, and 31.0%, respectively. The NCLB subcategories indicate that 64.7% of White/Caucasian students scored in the two upper quarters whereas 81.9% of IEP students did not. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and four Hispanic, one Black/African American, and four FRL students. No LEP students were present in Grade 4.

#### **Grade 4: ITBS Science**

The Storey District tested 100% of the fourth graders for science in 2003-2004 ITBS. Overall, 71.4% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 53.6%) and 28.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.7%, 11.9%, 47.6%, and 23.8%, respectively. The NCLB subcategories indicate that 67.6% of White/Caucasian students scored in the two upper quarters whereas 72.7% of IEP

students did not. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, and four Hispanic, one Black/African American, and four FRL students. No LEP students were present in Grade 4.

#### Grade 7: ITBS Language

The Storey District tested 100% of the seventh graders for language in 2003-2004 ITBS. Overall, 55.3% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 39.5%) and 44.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 21.1%, 23.7%, 39.5%, and 15.8%, respectively. The NCLB subcategories indicate that 50.0% of White/Caucasian students scored in the two upper quarters. No reports were provided for one American Indian/Alaskan Native, two Asian/Pacific Island, five Hispanic, one Black/African American, and nine IEP students. No LEP and FRL students were present in Grade 7.

#### Grade 7: ITBS Reading

The Storey District tested 100% of the seventh graders for reading in 2003-2004 ITBS. Overall, 55.2% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 38.8%) and 44.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 10.5%, 34.2%, 26.3%, and 28.9%, respectively. The NCLB subcategories indicate that 54.1% of White/Caucasian students scored in the two upper quarters. No reports were provided for one American Indian/Alaskan Native, two Asian/Pacific Island, five Hispanic, one Black/African American, and nine IEP students. No LEP and FRL students were present in Grade 7.

#### Grade 7: ITBS Math

The Storey District tested 100% of the seventh graders for math in 2003-2004 ITBS. Overall, 47.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.3%) and 52.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.9%, 23.7%, 31.6%, and 15.8%, respectively. The NCLB subcategories indicate that 37.5% of White/Caucasian students scored in the two upper quarters. No reports were provided for one American Indian/Alaskan Native, two Asian/Pacific Island, five Hispanic, one Black/African American, and nine IEP students. No LEP and FRL students were present in Grade 7.

#### Grade 7: ITBS Science

The Storey District tested 100% of the seventh graders for science in 2003-2004 ITBS. Overall, 71.0% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 45.3%) and 29.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 15.8%, 13.2%, 34.2%, and 36.8%, respectively. The NCLB subcategories indicate that 70.8% of White/Caucasian students scored in the two upper quarters. No reports were provided for one American Indian/Alaskan Native, two Asian/Pacific Island, five



Hispanic, one Black/African American, and nine IEP students. No LEP and FRL students were present in Grade 7.

### **Iowa Test of Educational Development (ITED)**

#### **Grade 10: ITED Language**

The Storey District tested 96.8% of the tenth graders for language in 2003-2004 ITED. Overall, 48.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 41.4%) and 51.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.1%, 35.3%, 22.6%, and 25.8%, respectively. The NCLB subcategories indicate that 50.0% of White/Caucasian students scored in the two upper quarters. No report was provided for two American Indian/Alaskan Native, three Asian/Pacific Island students, two Hispanic, and four FRL students. No Black/African American and LEP students were present in Grade 10.

#### **Grade 10: ITED Reading**

The Storey District tested 96.8% of the tenth graders for reading in 2003-2004 ITED. Overall, 64.5% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 40.5%) and 35.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.1%, 19.4%, 38.7%, and 25.8%, respectively. The NCLB subcategories indicate that 66.7% of White/Caucasian students scored in the two upper quarters. No report was provided for two American Indian/Alaskan Native, three Asian/Pacific Island students, two Hispanic, and four FRL students. No Black/African American and LEP students were present in Grade 10.

#### **Grade 10: ITED Math**

The Storey District tested 96.8% of the tenth graders for math in 2003-2004 ITED. Overall, 51.6% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 38.6%) and 48.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.0%, 19.4%, 22.6%, and 29.0%, respectively. The NCLB subcategories indicate that 54.2% of White/Caucasian students scored in the two upper quarters. No report was provided for two American Indian/Alaskan Native, three Asian/Pacific Island students, two Hispanic, and four FRL students. No Black/African American and LEP students were present in Grade 10.

#### **Grade 10: ITED Science**

The Storey District tested 96.8% of the tenth graders for science in 2003-2004 ITED. Overall, 71.0% scored in the upper 3rd and 4th quarters (significantly above statewide percentages of 39.6%) and 29.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 16.1%, 12.9%, 32.3%, and 38.7%, respectively. The NCLB subcategories indicate that 66.7% of White/Caucasian students scored in the two upper quarters. No report was provided

for two American Indian/Alaskan Native, three Asian/Pacific Island students, two Hispanic, and four FRL students. No Black/African American and LEP students were present in Grade 10.

### **Analytic Writing Examination**

#### **Analytic Writing Examination – Fourth Grade**

Storey County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 99.1%. Percentages in the NCLB proficiency categories were 10.3% at Level 1, 41.0% at Level 2, 41.0% at Level 3, and 7.7% at Level 4. The meets or exceeds proficiency rate was 48.7% for Storey's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 0.0%, Asian/Pacific Islander at --%, Hispanic at --%, Black/African American at --%, White/Caucasian at 52.9%, IEP at --%, LEP at --%, and FRL at -%.

#### **Analytic Writing Examination –Eighth Grade**

Results for Storey County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 100% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 7.5% at Level 1, 17.0% at Level 2, 58.5% at Level 3, and 17.0% at Level 4. The meets or exceeds proficiency rate was 75.5% for Storey's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at 0.0%, Hispanic at --%, Black/African American at 0.0, White/Caucasian at 76.0%, IEP at 30.8%, LEP at 0.0%, and FRL at 0.0%.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Storey County School District showed a 58.1% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 0.0% of American Indian/Alaskan Natives attained proficiency and 100% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 66.7% for Black/African American was 0.0% and 62.9% for White/Caucasian. Percentage proficiency for IEP was 9.1%, for LEP was 0.0%, for FRL was 0.0%, and 0.0% for the Migrant subgroup.

#### **High School Proficiency Examination – Reading**

HSPE results for reading showed Storey County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 88.4% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 100%

for Hispanics, 100% for Black/African American, 85.7% for White/Caucasian, 72.7% IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrants.

#### High School Proficiency Examination – Writing

Writing proficiency in 2003-2004 for tenth and eleventh graders in Storey County School district was 88.1% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 100% for Hispanics, 0.0% for Black/African Americans, 85.7% for White/Caucasians, 70.0% for IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrant.

## Washoe County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The Washoe County School District tested 99.7% of the third graders for reading proficiency in 2003-2004. Overall 49.3% met or exceeded proficiency and 50.8% did not. Percentages from Level 1 through Level 4 were 8.6%, 42.2%, 28.6%, and 20.7%, respectively. These were above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 61.4% and Asian/Pacific Island students with 54.8%. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 54.5%, Hispanic with 74.4%, Black/African American with 60.1%, IEP students with 82.5%, LEP students with 84.6%, and FRL students with 69.1%.

#### Grade 3: Math Proficiency

The Washoe District tested 99.8% of the third graders for math proficiency in 2003-2004. Overall 46.5% met or exceeded proficiency and 53.5% did not. Percentages from Level 1 through Level 4 were 9.3%, 44.2%, 24.7%, and 21.8%, respectively. These were close to statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 56.1% and Asian/Pacific Island students with 52.5%. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 62.8%, Hispanic with 71.4%, Black/African American with 64.9%, IEP students with 83.6%, LEP students with 78.7%, and FRL students with 67.5%.

#### Grade 5: Reading Proficiency

The Washoe District tested 99.6% of the fifth graders for reading proficiency in 2003-2004. Overall 51.4% met or exceeded proficiency and 48.5% did not. Percentages from Level 1 through Level 4 were 9.5%, 39.0%, 40.9%, and 10.5%, respectively. These were above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 63.6%, American Indian/Alaskan Native with 53.5%, and Asian/Pacific Island students with 50.2%. Those subgroups testing below 50% proficiency were Hispanic with 72.8%, Black/African American with 58.6%, IEP students with 83.0%, LEP students with 89.8%, and FRL students with 68.8%.

#### Grade 5: Math Proficiency

The Washoe District tested 99.6% of the fifth graders for math proficiency in 2003-2004. Overall 56.0% met or exceeded proficiency and 44.1% did not. Percentages from Level 1 through Level 4 were 6.6%, 37.5%, 42.1%, and 13.9%, respectively. These were above statewide percentages where 49.7% met or

exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 64.6% and Asian/Pacific Island students with 66.1%. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 55.2%, Hispanic with 62.0%, Black/African American with 58.6%, IEP students with 81.5%, LEP students with 77.1%, and FRL students with 60.4%.

#### Grade 5: Science Proficiency

The Washoe District tested 99.0% of the fifth graders for science proficiency in 2003-2004. Overall 61.4% met or exceeded proficiency and 38.6% did not. Percentages from Level 1 through Level 4 were 6.7%, 31.9%, 35.0%, and 26.4%, respectively. These were considerably above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 74.5%, American Indian/Alaskan Native with 53.9%, and Asian/Pacific Island students with 59.6%. Those subgroups testing below 50% proficiency were Hispanic with 63.8%, Black/African American with 51.0%, IEP students with 69.0%, LEP students with 83.3%, and FRL students with 58.4%.

#### Grade 8: Reading Proficiency

The Washoe District tested 98.4% of the eighth graders for reading proficiency in 2003-2004. Overall 63.5% met or exceeded proficiency and 36.5% did not. Percentages from Level 1 through Level 4 were 6.7%, 29.8%, 41.6%, and 21.9%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 74.0%, American Indian/Alaskan Native with 59.3%, and Asian/Pacific Island students with 68.0%. Those subgroups testing below 50% proficiency were Hispanic with 59.2%, Black/African American with 59.0%, IEP students with 82.9%, LEP students with 86.6%, and FRL students with 60.1%.

#### Grade 8: Math Proficiency

The Washoe District tested 98.2% of the eighth graders for math proficiency in 2003-2004. Overall 59.6% met or exceeded proficiency and 40.4% did not. Percentages from Level 1 through Level 4 were 12.7%, 27.7%, 44.6%, and 15.0%, respectively. These were considerably above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 69.9%, American Indian/Alaskan Native with 51.3%, and Asian/Pacific Island students with 67.7%. Those subgroups testing below 50% proficiency were Hispanic with 62.4%, Black/African American with 67.9%, IEP students with 86.9%, LEP students with 80.3%, and FRL students with 63.6%.

## Grade 8: Science Proficiency

The Washoe District tested 97.4% of the eighth graders for science proficiency in 2003-2004. Overall 69.5% met or exceeded proficiency and 30.6% did not. Percentages from Level 1 through Level 4 were 5.5%, 25.1%, 58.7%, and 10.8%, respectively. These were considerably above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing above 50% proficiency were White/Caucasian with 80.0%, American Indian/Alaskan Native with 68.1%, and Asian/Pacific Island students with 76.1%. Those subgroups testing below 50% proficiency were Hispanic with 53.9%, Black/African American with 55.3%, IEP students with 72.1%, LEP students with 76.3%, and FRL students with 52.4%.

## **Iowa Test of Basic Skills (ITBS)**

### Grade 4: ITBS Language

The Washoe County School District tested 99.7% of the fourth graders for language in 2003-2004 ITBS. Overall, 52.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 47.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.8%, 24.1%, 24.0%, and 28.1%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian with 63.4% and Asian/Pacific Island students with 70.8%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 57.0%, Hispanic with 69.5%, Black/African American with 62.5%, IEP students with 80.1%, LEP students with 83.0%, and FRL students with 66.1%.

### Grade 4: ITBS Reading

The Washoe District tested 99.7% of the fourth graders for reading in 2003-2004 ITBS. Overall, 49.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 50.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.3%, 24.9%, 21.7%, and 28.0%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian with 65.5% and Asian/Pacific Island students with 51.2%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 51.6%, Hispanic with 77.9%, Black/African American with 64.3%, IEP students with 82.4%, LEP students with 92.3%, and FRL students with 70.6%.

### Grade 4: ITBS Math

The Washoe District tested 99.7% of the fourth graders for math in 2003-2004 ITBS. Overall, 51.8% scored in the upper 3rd and 4th quarters (close to statewide percentages of 51.2%) and 48.1% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.4%, 24.7%, 26.4%, and 25.4%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian with

63.1% and Asian/Pacific Island students with 68.5%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 54.3%, Hispanic with 68.7%, Black/African American with 71.5%, IEP students with 76.1%, LEP students with 79.1%, and FRL students with 65.1%.

#### Grade 4: ITBS Science

The Washoe District tested 98.7% of the fourth graders for science in 2003-2004 ITBS. Overall, 59.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 53.6%) and 40.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 18.4%, 22.2%, 33.3%, and 26.1%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian with 68.0% and Asian/Pacific Island students with 61.7%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 51.2%, Hispanic with 63.2%, Black/African American with 64.1%, IEP students with 67.4%, LEP students with 72.9%, and FRL students with 61.7%.

#### Grade 7: ITBS Language

The Washoe District tested 99.1% of the seventh graders for language in 2003-2004 ITBS. Overall, 41.7% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 58.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 32.5%, 25.8%, 23.6%, and 18.1%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian with 51.3% and Asian/Pacific Island students with 57.6%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 78.1%, Hispanic with 80.7%, Black/African American with 71.5%, IEP students with 94.1%, LEP students with 87.8%, and FRL students with 78.2%.

#### Grade 7: ITBS Reading

The Washoe District tested 99.2% of the seventh graders for reading in 2003-2004 ITBS. Overall, 43.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 56.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.4%, 26.0%, 21.6%, and 22.0%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian students with 55.5%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 78.0%, Asian/Pacific Island with 59.3%, Hispanic with 80.8%, Black/African American with 68.2%, IEP students with 89.0%, LEP students with 89.7%, and FRL students with 76.7%.

#### Grade 7: ITBS Math

The Washoe District tested 99.1% of the seventh graders for math in 2003-2004 ITBS. Overall, 43.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 40.3%) and 56.9% scored in the lower 1st and 2nd quarters.

Percentages from the bottom through the top quarters were 31.7%, 25.2%, 23.5%, and 19.6%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters White/Caucasian students with 51.9% and Asian/Pacific Island with 53.9%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 75.9%, Hispanic with 75.7%, Black/African American with 74.6%, IEP students with 91.9%, LEP students with 81.7%, and FRL students with 73.6%.

#### Grade 7: ITBS Science

The Washoe District tested 98.7% of the seventh graders for science in 2003-2004 ITBS. Overall, 53.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.3%) and 46.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.6%, 22.9%, 28.6%, and 24.9%, respectively. The NCLB subcategories indicate that the subgroups testing over 50% in the two upper quarters were White/Caucasian students with 64.1% and Asian/Pacific Island with 56.4%. Those subgroups testing over 50% in the two lower quarters were American Indian/Alaskan Native with 58.2%, Hispanic with 70.0%, Black/African American with 56.6%, IEP students with 82.8%, LEP students with 82.0%, and FRL students with 65.7%.

#### **Iowa Test of Educational Development (ITED)**

##### Grade 10: ITED Language

The Washoe District tested 95.2% of the tenth graders for language in 2003-2004 ITED. Overall, 46.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 41.4%) and 53.8% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.5%, 24.3%, 26.4%, and 19.9%, respectively. The NCLB subcategories indicate that 55.8% of White/Caucasian and 50.5% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 66.6%, Hispanic with 79.4%, Black/African American with 68.0%, IEP students with 94.6%, LEP students with 94.6%, and FRL students with 78.6%.

##### Grade 10: ITED Reading

The Washoe District tested 95.3% of the tenth graders for language in 2003-2004 ITED. Overall, 48.0% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 52.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 28.9%, 23.1%, 24.1%, and 23.9%, respectively. The NCLB subcategories indicate that 60.3% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 63.0%, Asian/Pacific Island with 59.9%, Hispanic with 81.8%, Black/African American with 70.6%, IEP students with 88.9%, LEP students with 95.2%, and FRL students with 78.9%.



### Grade 10: ITED Math

The Washoe District tested 95.3% of the tenth graders for math in 2003-2004 ITED. Overall, 43.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 56.5% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 30.5%, 26.0%, 23.4%, and 20.2%, respectively. The NCLB subcategories indicate that 52.7% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 69.4%, Asian/Pacific Island with 50.8%, Hispanic with 80.2%, Black/African American with 77.8%, IEP students with 92.3%, LEP students with 87.1%, and FRL students with 78.5%.

### Grade 10: ITED Science

The Washoe District tested 95.3% of the tenth graders for science in 2003-2004 ITED. Overall, 47.8% scored in the upper 3rd and 4th quarters (above statewide percentages of 39.6%) and 52.1% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.4%, 25.7%, 25.9%, and 21.0%, respectively. The NCLB subcategories indicate that 57.5% of White/Caucasian and 50.9% of Asian/Pacific Island students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were American Indian/Alaskan Native with 61.2%, Hispanic with 77.4%, Black/African American with 69.9%, IEP students with 91.6%, LEP students with 89.9%, and FRL students with 74.4%.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

Washoe County School District tested 99.3% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 99.1%. Percentages in the NCLB proficiency categories were 14.6% at Level 1, 42.4% at Level 2, 33.9% at Level 3, and 9.1% at Level 4. The meets or exceeds proficiency rate was 43.0% for Washoe's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at 39.3%, Asian/Pacific Islander at 59.4%, Hispanic at 27.1%, Black/African American at 32.8%, White/Caucasian at 51.1%, IEP at 12.9%, LEP at 27.2%, and FRL at 29.4%.

#### Analytic Writing Examination – Eighth Grade

Results for Washoe County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 98.3% compared to a statewide average participation of 95.4%. Percentages in the NCLB proficiency categories were 5.7% at Level 1, 22.9% at Level 2, 46.4% at Level 3, and 25.0% at Level 4. The meets or exceeds proficiency rate was 71.4% for Washoe's eighth graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at 69.9%, Asian/Pacific Islander at 80.7%, Hispanic

at 53.1%, Black/African American at 54.5, White/Caucasian at 79.1%, IEP at 27.8%, LEP at 50.3%, and FRL at 53.3%.

### **High School Proficiency Examination**

#### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the Washoe County School District showed a 64.0% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 51.0% of American Indian/Alaskan Natives attained proficiency and 64.2% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 37.8% for Black/African American was 45.4% and 74.2% for White/Caucasian. Percentage proficiency for IEP was 16.4%, for LEP was 25.3%, for FRL was 40.5%, and 16.7% for the Migrant subgroup.

#### **High School Proficiency Examination – Reading**

HSPE results for reading showed Washoe County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 79.9% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 69.8 for American Indian/Alaskan Natives, 75.3% for Asian/Pacific Islanders, 61.1% for Hispanics, 76.9% for Black/African American, 87.3% for White/Caucasian, 36.2% IEP, 35.9% for LEP, 61.1% for FRL, and 0.0% for Migrants.

#### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in Washoe County School district was 86.9% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 86.6% for American Indian/Alaskan Natives, 84.0% for Asian/Pacific Islanders, 72.2% for Hispanics, 86.4% for Black/African Americans, 91.8% for White/Caucasians, 46.3% for IEP, 61.3% for LEP, 71.4% for FRL, and 50.0% for Migrant.

## White Pine County School District

### Criterion Referenced Test (CRT)

#### Grade 3: Reading Proficiency

The White Pine County School District tested 100% of the third graders for reading proficiency in 2003-2004. Overall 55.6% met or exceeded proficiency and 44.4% did not. Percentages from Level 1 through Level 4 were 5.2%, 39.2%, 38.1%, and 17.5%, respectively. These were considerably above statewide percentages where 44.8% met or exceeded proficiency level. The NCLB subcategories indicate that 54.2% of White/Caucasian students tested proficient whereas 57.1% of FRL students did not. No reports were provided for three American Indian/Alaskan Native, three Asian/Pacific Island, eight Hispanic, one Black/African American, nine IEP, and two LEP students.

#### Grade 3: Math Proficiency

The White Pine District tested 99.0% of the third graders for math proficiency in 2003-2004. Overall 43.3% met or exceeded proficiency and 56.7% did not. Percentages from Level 1 through Level 4 were 5.2%, 51.5%, 25.8%, and 17.5%, respectively. These were close to statewide percentages where 44.9% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 56.6% and FRL students with 61.7%. No reports were provided for three American Indian/Alaskan Native, three Asian/Pacific Island, eight Hispanic, one Black/African American, nine IEP, and two LEP students.

#### Grade 5: Reading Proficiency

The White Pine District tested 100% of the fifth graders for reading proficiency in 2003-2004. Overall 50.5% met or exceeded proficiency and 49.6% did not. Percentages from Level 1 through Level 4 were 5.0%, 44.6%, 43.6%, and 6.9%, respectively. These were above statewide percentages where 43.5% met or exceeded proficiency level. The NCLB subcategories indicate that 54.5% of White/Caucasian and 50% of FRL students tested proficient. No reports were provided for four American Indian/Alaskan Native, two Asian/Pacific Island, four Hispanic, one Black/African American, and ten IEP students. No LEP students were present in Grade 5.

#### Grade 5: Math Proficiency

The White Pine District tested 100% of the fifth graders for math proficiency in 2003-2004. Overall 41.6% met or exceeded proficiency and 58.4% did not. Percentages from Level 1 through Level 4 were 5.9%, 52.5%, 34.7%, and 6.9%, respectively. These were below statewide percentages where 49.7% met or exceeded proficiency level. The NCLB subcategories indicate that the subgroups testing below 50% proficiency were White/Caucasian with 57.7% and FRL students with 66.7%. No reports were provided for four American Indian/Alaskan Native, two

Asian/Pacific Island, four Hispanic, one Black/African American, and ten IEP students. No LEP students were present in Grade 5.

#### Grade 5: Science Proficiency

The White Pine District tested 99.0% of the fifth graders for science proficiency in 2003-2004. Overall 58.4% met or exceeded proficiency and 41.6% did not. Percentages from Level 1 through Level 4 were 3.0%, 38.6%, 39.6%, and 18.8%, respectively. These were above statewide percentages where 51.9% met or exceeded proficiency level. The NCLB subcategories indicate that 58.9% of White/Caucasian and 66.7% of FRL students tested proficient. No reports were provided for four American Indian/Alaskan Native, two Asian/Pacific Island, four Hispanic, one Black/African American, and ten IEP students. No LEP students were present in Grade 5.

#### Grade 8: Reading Proficiency

The White Pine District tested 100% of the eighth graders for reading proficiency in 2003-2004. Overall 59.6% met or exceeded proficiency and 40.3% did not. Percentages from Level 1 through Level 4 were 4.2%, 36.1%, 50.4%, and 9.2%, respectively. These were considerably above statewide percentages where 49.6% met or exceeded proficiency level. The NCLB subcategories indicate that 65.9% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 70%, Hispanic with 63.6%, and FRL students with 67.8%. No reports were provided for one Black/African American and six IEP students. No Asian/Pacific Island and LEP students were present in Grade 8.

#### Grade 8: Math Proficiency

The White Pine District tested 99.2% of the eighth graders for math proficiency in 2003-2004. Overall 54.6% met or exceeded proficiency and 45.4% did not. Percentages from Level 1 through Level 4 were 10.1%, 35.3%, 46.2%, and 8.4%, respectively. These were above statewide percentages where 47.9% met or exceeded proficiency level. The NCLB subcategories indicate that 58.8% of White/Caucasian students tested proficient. Those subgroups testing below 50% proficiency were American Indian/Alaskan Native with 70%, Hispanic with 54.6%, and FRL students with 71.0%. No reports were provided for one Black/African American and six IEP students. No Asian/Pacific Island and LEP students were present in Grade 8.

#### Grade 8: Science Proficiency

The White Pine District tested 99.2% of the eighth graders for science proficiency in 2003-2004. Overall 72.2% met or exceeded proficiency and 27.7% did not. Percentages from Level 1 through Level 4 were 2.5%, 25.2%, 71.4%, and 0.8%, respectively. These were considerably above statewide percentages where 59.1% met or exceeded proficiency level. The NCLB subcategories indicate that 75.2% of White/Caucasian, 50% of American Indian/Alaskan Native, and 72.7% of Hispanic

students tested proficient, whereas 54.9% of FRL students did not. No reports were provided for one Black/African American and six IEP students. No Asian/Pacific Island and LEP students were present in Grade 8.

### **Iowa Test of Basic Skills (ITBS)**

#### **Grade 4: ITBS Language**

The White Pine County School District tested 100% of the fourth graders for language in 2003-2004 ITBS. Overall, 52.1% scored in the upper 3rd and 4th quarters (close to statewide percentages of 49.4%) and 47.9% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.5%, 21.4%, 31.6%, and 20.5%, respectively. The NCLB subcategories indicate that 54.7% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were Hispanic with 62.5%, IEP students with 93.3%, and FRL students with 59.5%. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, two Black/African American, and one LEP students.

#### **Grade 4: ITBS Reading**

The White Pine District tested 100% of the fourth graders for reading in 2003-2004 ITBS. Overall, 53.9% scored in the upper 3rd and 4th quarters (above statewide percentages of 45.6%) and 46.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 19.7%, 26.5%, 24.8%, and 29.1%, respectively. The NCLB subcategories indicate that 58.8% of White/Caucasian students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were Hispanic with 68.8%, IEP students with 93.3%, and FRL students with 53.2%. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, two Black/African American, and one LEP students.

#### **Grade 4: ITBS Math**

The White Pine District tested 100% of the fourth graders for math in 2003-2004 ITBS. Overall, 44.4% scored in the upper 3rd and 4th quarters (below statewide percentages of 51.2%) and 55.6% of students scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 29.1%, 26.5%, 23.9%, and 20.5%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 53.6%, Hispanic with 68.8%, IEP students with 93.3%, and FRL students with 65.9%. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, two Black/African American, and one LEP students.

#### **Grade 4: ITBS Science**

The White Pine District tested 100% of the fourth graders for science in 2003-2004 ITBS. Overall, 61.5% scored in the upper 3rd and 4th quarters (above statewide percentages of 53.6%) and 38.4% scored in the lower 1st and 2nd quarters.

Percentages from the bottom through the top quarters were 16.2%, 22.2%, 39.3%, and 22.2%, respectively. The NCLB subcategories indicate that 63.9% of White/Caucasian, 50% of Hispanic, and 57.5% FRL students scored in the two upper quarters, whereas 73.3% of IEP students scored in the two lower quarters. No reports were provided for one American Indian/Alaskan Native, one Asian/Pacific Island, two Black/African American, and one LEP students.

#### Grade 7: ITBS Language

The White Pine District tested 100% of the seventh graders for language in 2003-2004 ITBS. Overall, 37.9% scored in the upper 3rd and 4th quarters (close to statewide percentages of 39.5%) and 62.2% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 40.8%, 21.4%, 21.4%, and 16.5%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lowest quarters were White/Caucasian with 62.4%, Hispanic with 66.6%, IEP students with 94.4%, and FRL students with 89.2%. No reports were provided for five American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American and LEP students were present in Grade 7.

#### Grade 7: ITBS Reading

The White Pine District tested 99.0% of the seventh graders for reading in 2003-2004 ITBS. Overall, 42.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.8%) and 57.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 33.0%, 24.3%, 17.5%, and 25.2%, respectively. The NCLB subcategories indicate that the subgroups scoring over 50% in the two lower quarters were White/Caucasian with 56.5%, Hispanic with 58.4%, IEP students with 83.4%, and FRL students with 78.6%. No reports were provided for five American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American and LEP students were present in Grade 7.

#### Grade 7: ITBS Math

The White Pine District tested 100% of the seventh graders for math in 2003-2004 ITBS. Overall, 46.6% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.3%) and 53.4% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 40.8%, 12.6%, 29.1%, and 17.5%, respectively. The NCLB subcategories indicate that 58.3% of Hispanic students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were White/Caucasian with 55.3%, IEP students with 88.9%, and FRL students with 67.9%. No reports were provided for five American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American and LEP students were present in Grade 7.

### Grade 7: ITBS Science

The White Pine District tested 99.0% of the seventh graders for science in 2003-2004 ITBS. Overall, 57.3% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 45.3%) and 42.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.2%, 16.5%, 26.2%, and 31.1%, respectively. The NCLB subcategories indicate that 57.7% of White/Caucasian and 50.0% of Hispanic students scored in the two upper quarters. Those subgroups scoring over 50% in the two lower quarters were IEP students with 77.7% and FRL students with 71.5%. No reports were provided for five American Indian/Alaskan Native and one Asian/Pacific Island students. No Black/African American and LEP students were present in Grade 7.

### **Iowa Test of Educational Development (ITED)**

#### Grade 10: ITED Language

The White Pine District tested 99.1% of the tenth graders for language in 2003-2004 ITED. Overall, 45.7% scored in the upper 3rd and 4th quarters (above statewide percentages of 41.4%) and 54.3% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 25.9%, 28.4%, 26.7%, and 19.0%, respectively. The NCLB subcategories indicate that 52.3% of White/Caucasian students scored in the two upper quarters, whereas 66.7% of Hispanic, 100% of IEP, and 72.8% of FRL students scored in the two lower quarters. No reports were provided for eight American Indian/Alaskan Native and three Black/African American students. No Asian/Pacific Island and LEP students were present in Grade 10.

#### Grade 10: ITED Reading

The White Pine District tested 99.1% of the tenth graders for reading in 2003-2004 ITED. Overall, 48.3% scored in the upper 3rd and 4th quarters (above statewide percentages of 40.5%) and 51.7% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 26.7%, 25.0%, 25.0%, and 23.3%, respectively. The NCLB subcategories indicate that 57.2% of White/Caucasian students scored in the two upper quarters, whereas 66.6% of Hispanic, 100% of IEP, and 81.8% of FRL students scored in the two lower quarters. No reports were provided for eight American Indian/Alaskan Native and three Black/African American students. No Asian/Pacific Island and LEP students were present in Grade 10.

#### Grade 10: ITED Math

The White Pine District tested 99.1% of the tenth graders for math in 2003-2004 ITED. Overall, 47.4% scored in the upper 3rd and 4th quarters (above statewide percentages of 38.6%) and 52.6% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 22.4%, 30.2%, 28.4%, and 19.0%, respectively. The NCLB subcategories indicate that 51.2% of White/Caucasian and 57.1% of Hispanic students scored in the two upper quarters,

whereas 100% of IEP and 81.9% of FRL students scored in the two lower quarters. No reports were provided for eight American Indian/Alaskan Native and three Black/African American students. No Asian/Pacific Island and LEP students were present in Grade 10.

### Grade 10: ITED Science

The White Pine District tested 97.4% of the tenth graders for science in 2003-2004 ITED. Overall, 50.0% scored in the upper 3rd and 4th quarters (considerably above statewide percentages of 39.6%) and 50.0% scored in the lower 1st and 2nd quarters. Percentages from the bottom through the top quarters were 23.3%, 26.7%, 28.4%, and 21.6%, respectively. The NCLB subcategories indicate that 54.8% of White/Caucasian and 52.4% of Hispanic students scored in the two upper quarters, whereas 100% of IEP and 77.3% of FRL students scored in the two lower quarters. No reports were provided for eight American Indian/Alaskan Native and three Black/African American students. No Asian/Pacific Island and LEP students were present in Grade 10.

### **Analytic Writing Examination**

#### Analytic Writing Examination – Fourth Grade

White Pine County School District tested 100% of its fourth graders on the Nevada Analytic Writing Examination in 2003-2004 compared to a statewide participation rate of 99.1%. Percentages in the NCLB subcategories were 13.4% at Level 1, 52.9% at Level 2, 27.7% at Level 3, and 5.9% at Level 4. The meets or exceeds proficiency rate was 33.6% for White Pine's fourth graders compared to a Nevada average rate of 39.6%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at 26.7%, Black/African American at --%, White/Caucasian at 35.4%, IEP at 0.0%, LEP at 0.0%, and FRL at 20.9%.

#### Analytic Writing Examination – Eighth Grade

Results for White Pine County School District for the eighth grade Nevada Analytic Writing Examination show a participation rate of 97.5% compared to a statewide average participation of 95.4%. Percentages in the NCLB subcategories were 7.6% at Level 1, 31.4% at Level 2, 44.1% at Level 3, and 16.9% at Level 4. The meets or exceeds proficiency rate was 61.0% for White Pines eight graders compared to a Nevada average rate of 64.8%. Subgroup proficiency rates were American Indian/Alaskan Native at --%, Asian/Pacific Islander at --%, Hispanic at 56.3%, Black/African American at --%, White/Caucasian at 63.8%, IEP at 15.4%, LEP at 0.0%, and FRL at 53.3%.



## **High School Proficiency Examination**

### **High School Proficiency Examination - Mathematics**

High School Proficiency Examination (HSPE) results for 2003-2004 in mathematics for tenth and eleventh graders in the White Pine County School District showed a 70.9% rate of proficiency compared to a statewide proficiency level of 57.7%. Proficiency levels by NCLB subgroups shows 25.0% of American Indian/Alaskan Natives attained proficiency and 100% of Asian/Pacific Islander were proficiency. A proficiency level for Hispanics was 63.2% for Black/African American was 0.0% and 74.3% for White/Caucasian. Percentage proficiency for IEP was 14.3%, for LEP was 0.0%, for FRL was 0.0%, and 0.0% for the Migrant subgroup.

### **High School Proficiency Examination – Reading**

HSPE results for reading showed White Pine County School District 2003-2004 rate of proficiency for tenth and eleventh grade at 88.2% compared to a statewide rate of 77.2%. When NCLB subgroups are taken into account, the proficiency rates are 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 100% for Hispanics, 0.0% for Black/African American, 85.1% for White/Caucasian, 52.4% for IEP, 100% for LEP, 0.0% for FRL, and 0.0% for Migrants.

### **High School Proficiency Examination – Writing**

Writing proficiency in 2003-2004 for tenth and eleventh graders in White Pine County School district was 91.0% while the state average was 83.4% proficient. When the NCLB subgroups are inspected it demonstrates proficiency rates of 100% for American Indian/Alaskan Natives, 100% for Asian/Pacific Islanders, 88.9% for Hispanics, 0.0% for Black/African Americans, 91.7% for White/Caucasians, 63.2% for IEP, 0.0% for LEP, 0.0% for FRL, and 0.0% for Migrant.

## **Summary of Observations of Achievement Data of the Districts**

The results of analysis of the achievement data are not surprising. In general, the NCLBA groups of students with achievement scores in the lower two quartiles are IEP, LEP, students of color, and FRL. This general finding is consistent with other research findings and this generalization across the state should not reflect on a specific school or a specific school district.

## **Ratio of Teachers to Students**

### **Carson City School District**

Student-teacher ratios in Carson City elementary schools for grades K through five were all lower than the state averages and quite similar among the schools. Ratios were within state guidelines of 16:1 for grades one and two and 19:1 for grade three. Carson County's ratios for grades one and two were at 15:1 and at 17:1 for grade three. Only one school, Fritsch ES had a ratio above the state guideline, which had a 20:1 ratio for third grade. The kindergarten ratio was 21:1, fourth and fifth grades were 24:1. All Carson County and school ratios were below the state averages except for Empire ES's fourth grade, which had a ratio of 28:1 compared to the state average of 27:1.

### **Churchill County School District**

Student-teacher ratios in Churchill County School District were below the state averages in grades one through six. District average in first grade was 14:1, second grade was 17:1, and third grade was 20:1. The second and third grade ratios were one student above the state guidelines of 16:1 and 19:1, respectively. The ratios at grade four was 26:1 and grades five and six were both 27:1. Kindergarten ratios ranged from 20:1 at Numa ES to 38:1 for Best ES. All other grade ranges were very close to the district average.

### **Clark County School District**

Student-teacher ratios for the Clark County School District were the same as the state ratios for kindergarten (25:1), first (18:1), and third (21:1) grades. The ratio in second grade was 18:1 for Clark County or one above the state average. At fourth grade, the Clark County average was 29:1, which was two above the state average. Clark County was also two above the state average in fifth grade at 30:1. The range of student/teacher ratios for kindergarten was from a low of 14:1 at Blue Diamond, Good Springs, and Reid ES to highs of 37:1 for Wengert ES and 36:1 for Gray and Mountain View ES. The range for first grade was from a low of 12:1 for Carson ES and 13:1 for Blue Diamond, Good Springs, Lundy, Perkins, Eisenberg, Ferron, and Gilbert ES to highs of 41:1 at Ward ES, 35:1 at Lincoln ES, and 31:1 at French ES. Second grade had lows of 13:1 at Blue Diamond, Good Springs, Lundy, and Reid ES. The highs for second grade were 150:1 (data entry error?) at Wynn ES, 31:1 at MLK ES, and 28:1 at Beckley ES. The low student/teacher ratios for third grade were 12:1 for Blue Diamond, Good Springs, Lundy, Reid, and Thomas ES. Third grade high student/teacher ratios were 31:1 at Gray ES, 29:1 at Brookman, Dailey, and Morrow ES. Fourth grade low ratios of 12:1 were seen at Blue Diamond, Good Springs, Lundy, and Reid ES. Fourth grade high ratios were at 37:1 at Dailey ES, 36:1 at Dondero ES and Morrow ES. The lowest student/teacher ratios for fifth grade were 20:1 at Blue Diamond, Good Springs, and Lundy ES. The highs for fifth grade were at Dailey ES at 42:1 and Deskin, Martinez and Red Rock ES at 39:1. Sixth grade low ratios were 5:1 at Blue Diamond, Good Springs, Lundy, and Reid ES.

## **Douglas County School District**

Student/teacher ratios in Douglas County were at or below the state averages at grades kindergarten through six. The grades one through three ratios were at the state guidelines for maximum students per teacher in these grades. The ratios in kindergarten ranged from 18:1 at Scarselli ES to 38:1 for Meneley ES. First grade ratios ranged from a low of 15:1 at Jacks Valley and Meneley ES to 19:1 at Pinion Hills ES. Ratios for second grade were from 13:1 at Minden ES to 18:1 at Scarselli ES. Third grade ratios ranged from 16:1 for Zephyr Cove ES to 21:1 at Minden and Scarselli ES. Fourth grade student/teacher ratios were lowest at Zephyr Cove at 19:1 and highest at 26:1 for Gardnerville, Jacks Valley, Meneley, and Scarselli ES. Fifth grades ranged from a low of 17:1 for Meneley ES to a high of 29:1 at Pinion Hills ES. The sixth grade range was from 24:1 at Scarselli ES to 29:1 at four elementary schools: Gardnerville, Jacks Valley, Minden, and Pinion Hills.

## **Elko County School District**

Elko County School District had student teacher ratios of 25:1 in kindergarten, 18:1 in first grade, 17:1 in second grade, 21:1 in third grade, 27:1 in fourth grade, 28:1 in fifth grade, and 29:1 in sixth grade. The ratios in grades one to three were above the state guidelines of 16:1 for first and second and 19:1 for third grade. While the Elko average ratios were above the state averages in kindergarten, first, and second grade, the Elko averages in grades three through six were below to well below state averages. The lowest student/teacher ratio for kindergarten was 12:1 in five schools: Independence Valley, Montello, Mound Valley, Petan Ranch, and Ruby Valley ES. The highest ratio was 65:1 at Northside ES. The range in first grade was from 12:1 in six schools: Independence Valley, Montello, Mound Valley, Owyhee, Petan Ranch and Ruby Valley ES. The second grade range was from a low of 12:1 at Independence Valley, Montello, Mound Valley, Petan Ranch and Ruby Valley ES. Second grade high ratio was 27:1 at Jackpot HS (??). Third grade student/teacher ratios were at a low of 19:1 at Carlin HS (??), Independence Valley, Montello, Mound Valley, Owyhee, Petan Ranch, and Ruby Valley ES. The high ratio for third grade was 22:1 at Jackpot HS (??) and Mountain View ES. Fourth grade ranged from a low of 8:1 at Independence Valley, Montello, Mound Valley, Petan Ranch and Ruby Valley ES. The high fourth ratio was 25:1 at Carlin HS (??). The range in teacher/student ratios in fifth grade was from 13:1 at Jackpot HS (??) to 25:1 at Carlin HS (??). Ratios in sixth grade ranged from 12:1 at Independence Valley, Montello, Mound Valley, Petan Ranch, and Ruby Valley ES. The high ratio for sixth grade was 24:1 at Southside ES.

## **Esmeralda County School District**

Reported student/teacher ratios for Esmeralda County were considerably below the state averages for grades one through six. The district averages and the three elementary schools all report the same averages for each grade as follows: kindergarten - 6:1, first grade – 8:1, second grade – 6:1, third grade – 14:1, fourth grade – 12:1, fifth grade – 15:1, and sixth grade – 9:1.

## **Eureka County School District**

Student/teacher ratios in Eureka County School District are well below the state averages in all grades and schools. The district averages were as follows: kindergarten – 10:1, first grade – 11:1, second grade – 9:1, third grade – 11:1, fourth grade – 13:1, fifth grade – 14:1, and sixth grade – 15:1.

## **Humboldt County School District**

Average student/teacher ratios in the Humboldt County School District were well below the state averages in all grades. The district averages were as follows: kindergarten – 16:1, first grade – 15:1, second grade – 13:1, third grade – 15:1, fourth grade – 17:1, fifth grade – 20:1, and sixth grade – 20:1. The range of student/teacher ratios for kindergarten was from 5:1 for Denio, Kings River, Orovada, and Paradise Valley ES to 25:1 for Sonoma Heights ES (no data). Ratios ranged from 3:1 to 21:1 for first grade. Four schools shared the low 3:1 ratio: Denio, Kings River, Orovada, and Paradise Valley ES and Grass Valley ES had the highest ratio at 21:1. Second grade ratios ranged from a low of 3:1 at Denio, Kings River, Orovada, and Paradise Valley ES to a high of 17:1 at Grass Valley ES and Winnemucca GS. The range in ratios in third grade was from a low of 2:1 in Denio, Kings River, Orovada, and Paradise Valley ES to a high of 24:1 at Sonoma Heights ES. Fourth grade student/teacher ratios had a low of 4:1 at Denio, Kings River, Orovada, and Paradise Valley ES and a high of 25:1 at Grass Valley ES. The range in ratios for fifth grade was from a low of 3:1 at Denio, Kings River, Orovada, and Paradise Valley ES to a high of 29:1 at French Ford MS. Sixth grade ratios ranged from a low of 2:1 at Denio, Kings River, Orovada, and Paradise Valley ES to a high of 28:1 at French Ford MS.

## **Lander County School District**

Student/teacher ratios in Lander County School District are below the state averages in grades one through six but above the state average in kindergarten. The district averages were as follows: kindergarten – 33:1, first grade – 15:1, second grade – 17:1, third grade – 20:1, fourth grade – 21:1, fifth grade – 20:1, and sixth grade – 21:1. The grade ranges were from 3:1 in kindergarten for Austin ES to 48:1 at Pierce ES; for first grade the low was 3:1 for Austin ES and the high was 18:1 at Pierce ES. Second grade ratios ranged from 2:1 at Austin ES to 21:1 at Black ES. Third grade ratios were low at 5:1 for Austin ES to high at 27:1 for Lemaire ES. Fourth grade ratios ranged from a low of 3:1 at Austin ES to a high of 27:1 at Lemaire ES. The range in ratios for fifth grade was 6:1 at Austin ES to 24:1 for Lemaire ES. Sixth grade had a range of 9:1 at Austin HS to 24:1 at Lemaire.

## **Lincoln County School District**

Student/teacher ratios in Lincoln County School District are below the state averages in grades one through six but above the state average in kindergarten. The district averages were as follows: kindergarten – 27:1, first grade – 13:1, second grade – 14:1, third grade – 17:1, fourth grade – 15:1, fifth grade – 14:1, and sixth grade – 12:1. The range in ratios for kindergarten was from 24:1 at Pahranaagat

Valley ES to 32:1 at Caliente ES. The first grade range was from 9:1 at Pioche ES to 16:1 at Caliente and Pahrnagat Valley ES. The range in second grade was from 12:1 for Pioche ES to 16:1 at Panaca ES. Third grade ratios ranged from 13:1 at Panaca ES to 21:1 for Caliente ES. In the fourth grade the student/teacher ratios ranged from 10:1 at Pioche ES to 21:1 for Pahrnagat Valley ES. Student/teacher ratios in fifth grade were low at 8:1 for Pioche ES and high at 17:1 for Panaca ES. Sixth grade ratios were 10:1 at Panaca ES and 15:1 for Caliente ES.

### **Lyon County School District**

Student/teacher ratios in Lyon County School District are at or below the state averages in grades one through five but above the state average in kindergarten and the reported sixth grade average of 349:1 (??) seems out of range. The district averages were as follows: kindergarten – 34:1, first grade – 16:1, second grade – 17:1, third grade – 20:1, fourth grade – 23:1, fifth grade – 26:1, and sixth grade – 349:1 (??). The range in ratios for kindergarten was from 20:1 at Smith Valley ES to 47:1 at Sutro ES. The first grade range was from 9:1 at Smith Valley ES to 20:1 at Fernley ES and Yerington ES. The range in second grade was from 11:1 for Smith Valley ES to 19:1 at Fernley ES. Third grade ratios ranged from 11:1 at Smith Valley ES to 22:1 for Yerington ES. In the fourth grade the student/teacher ratios ranged from 22:1 at Fernley ES to 27:1 for Smith Valley ES. Student/teacher ratios in fifth grade were low at 24:1 for Dayton ES and high at 31:1 for Yerington ES. While the district average student/teacher ration for sixth grade is reported to be 349:1(??), only one school ratio is reported and that is 31:1 for Smith Valley ES (??).

### **Mineral County School District**

Student/teacher ratios in Mineral County School District are well below the state averages in all grades and schools. The district averages were as follows: kindergarten – 24:1, first grade – 12:1, second grade – 17:1, third grade – 12:1, fourth grade – 12:1, fifth grade – 17:1, and sixth grade – 17:1. The only notable student/teacher ratios were for kindergarten at 38:1 and second grade at 20:1 for Hawthorne Primary. The other ratios were almost all in the teens or single digits.

### **Nye County School District**

Student/teacher ratios in Nye County School District are below the state averages in kindergarten, first, third, fourth, and fifth grade but above the state average in second grade and the reported sixth grade average of 83:1 (??) seems out of range. The district averages were as follows: kindergarten – 21:1, first grade – 17:1, second grade – 18:1, third grade – 18:1, fourth grade – 22:1, fifth grade – 22:1, and sixth grade – 83:1 (??). The range in ratios for kindergarten was from 0:1(??) at Duck Water ES to 37:1 at Hafen ES. The first grade range was from 10:1 at Beatty ES to 22:1 at Hafen ES. The range in second grade was from 5:1 for Duck Water ES to 24:1 at Amargosa ES. Third grade ratios ranged from 0:1 (??) at Duck Water ES to 24:1 for Gabbs ES. In the fourth grade the student/teacher ratios ranged from 5:1 at Duck Water ES to 29:1 for Hafen ES. Student/teacher ratios in fifth grade were low

at 10:1 for Duck Water ES and high at 28:1 for Hafen ES. While the district average student/teacher ration for sixth grade is reported to be 83:1, only three schools report sixth grade student/teacher ratios and they're all low: Amargosa MS at 18:1, Beatty MS at 23:1, and Round Mountain JHS at 15:1.

### **Pershing County School District**

Student/teacher ratios in Pershing County School District are as follows: kindergarten – 21:1, first grade – 13:1, second grade – 17:1, third grade – 18:1, fourth grade – 23:1, fifth grade – 18:1, and sixth grade – 6:1. Both Imlay ES and Lovelock ES had small classes with Lovelock ES having single digit class sizes in four of the six grades.

### **Storey County School District**

Student/teacher ratios in Storey County School District are below the state averages in all grades and in both schools. The district averages were as follows: kindergarten – 28:1, first grade – 15:1, second grade – 17:1, third grade – 14:1, fourth grade – 27:1, fifth grade – 29:1, and sixth grade – 84:1 (??). Most class sizes for the two schools in the county were small. Exceptions being the kindergarten

### **Washoe County School District**

Student/teacher ratios in Washoe County School District are below the state averages in all grades kindergarten through six. The district averages were as follows: kindergarten – 24:1, first grade – 17:1, second grade – 16:1, third grade – 20:1, fourth grade – 26:1, fifth grade – 26:1, and sixth grade – 26:1. . The range of student/teacher ratios for kindergarten was from 9:1 for Johnson ES to 39:1 for Veterans ES. Mount Rose ES kindergarten was also high at 37:1. First grade ratios ranged from 8:1 for Johnson ES to 22:1 for Pleasant Valley and Kate Smith ES. Second grade ratios ranged from a low of 10:1 at Johnson ES to a high of 22:1 at Pleasant Valley and Kate Smith ES. The range in ratios in third grade was from a low of 5:1 for Johnson ES to a high of 29:1 at Warner ES and 28:1 for Hidden Valley and Mitchell ES. Fourth grade student/teacher ratios had a low of 6:1 at Johnson ES and a high of 34:1 at Corbett ES. Three schools had fourth grade ratios of 33:1: Double Diamond, Gumm, and Lemmon Valley ES. The range in ratios for fifth grade was from a low of 5:1 at Johnson ES to a high of 32:1 at Double Diamond ES and Mitchell ES. Sixth grade ratios ranged from a low of 14:1 at Westergard ES and 18:1 for Lenz to highs of 37:1 at Bennett ES and 34:1 at Pleasant Valley ES.

### **White Pine County School District**

Student/teacher ratios in White Pine County School District are as follows: kindergarten – 22:1, first grade – 21:1, second grade – 21:1, third grade – 18:1, fourth grade – 25:1, fifth grade – 21:1, and sixth grade – 23:1. Class sizes in grades one are above the state guideline at Lund - 24:1, McGill - 19:1, and Norman ES – 22:1. Class sizes at grade two are above the state guideline at McGill – 24:1 and at

Norman – 22:1. Class sizes at grade three are above the state guideline at Baker – 24:1 and Lund – 24:1.

**Classrooms Taught by Teachers who do not Possess a License with an Endorsement to Teach in a Given Subject Area and Teachers who are Highly Qualified as Defined by the NCLBA**

**Carson City School District**

Teachers Providing Instruction Pursuant to a Waiver

Carson County School District had two teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	74	29.6
Mathematics	57	30.8
Science	13	7.9
Social Studies	34	23.4
Foreign Languages	12	30.0
Arts	10	13.2
Elementary	133	9.8

**Churchill County School District**

Teachers Providing Instruction Pursuant to a Waiver

Churchill County School District had no teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	28	29.5
Mathematics	28	35.0
Science	54	67.5
Social Studies	26	43.3
Foreign Languages	N/A	N/A
Arts	12	27.9
Elementary	12	1.7

## **Clark County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Clark County School District had 45 teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	4013	70.3
Mathematics	2320	59.2
Science	2725	83.0
Social Studies	2185	67.2
Foreign Languages	642	67.7
Arts	856	40.5
Elementary	15876	38.6

## **Douglas County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Douglas County School District had nine teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teacher

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	40	19.3
Mathematics	16	10.0
Science	11	7.3
Social Studies	6	4.5
Foreign Languages	27	44.3
Arts	5	7.5
Elementary	70	6.4

## **Elko County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Elko County School District had two teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.



Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	50	21.5
Mathematics	55	31.1
Science	14	8.2
Social Studies	27	16.6
Foreign Languages	16	34.8
Arts	N/A	N/A
Elementary	42	2.5

**Esmeralda County School District**

Teachers Providing Instruction Pursuant to a Waiver

Esmeralda County School District had no teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	N/A	N/A

**Eureka County School District**

Teachers Providing Instruction Pursuant to a Waiver

Eureka County School District had two teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	3	30.0
Mathematics	1	14.3
Science	N/A	N/A
Social Studies	3	75.0
Foreign Languages	1	100.0
Arts	1	20.0
Elementary	N/A	N/A

## **Humboldt County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Humboldt County School District had seven teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	15	19.0
Mathematics	4	6.9
Science	3	6.0
Social Studies	8	20.0
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	24	3.8

## **Lander County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Lander County School District had one teacher providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	12	33.3
Mathematics	1	2.9
Science	6	24.0
Social Studies	3	17.6
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	78	46.4

## **Lincoln County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Lincoln County School District had one teacher providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	12	25.5
Mathematics	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	N/A	N/A

### **Lyon County School District**

#### Teachers Providing Instruction Pursuant to a Waiver

Lyon County School District had two teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	32	16.1
Mathematics	10	5.7
Science	16	9.8
Social Studies	6	4.8
Foreign Languages	N/A	N/A
Arts	14	15.6
Elementary	145	11.5

### **Mineral County School District**

#### Teachers Providing Instruction Pursuant to a Waiver

Mineral County School District had two teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	30	19.5

## **Nye County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Nye County School District had eleven teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	7	4.7
Mathematics	1	.8
Science	12	10.8
Social Studies	12	12.1
Foreign Languages	2	9.5
Arts	4	7.5
Elementary	8	1.0

## **Pershing County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Pershing County School District had no teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	6	16.7
Mathematics	3	15.8
Science	3	14.3
Social Studies	4	21.1
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	N/A	N/A

## **Storey County School District**

### Teachers Providing Instruction Pursuant to a Waiver

Storey County School District had no teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	6	29.6
Mathematics	9	30.8
Science	N/A	N/A
Social Studies	3	23.4
Foreign Languages	N/A	N/A
Arts	N/A	N/A
Elementary	12	9.8

### **Washoe County School District**

#### Teachers Providing Instruction Pursuant to a Waiver

Washoe County School District had 14 teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	323	21.3
Mathematics	303	26.5
Science	105	11.3
Social Studies	82	9.8
Foreign Languages	58	15.7
Arts	44	9.9
Elementary	952	10.2

### **White Pine County School District**

#### Teachers Providing Instruction Pursuant to a Waiver

White Pine County School District had two teachers providing instruction pursuant to a waiver and no teachers without an endorsement for the subject area.

### Core Subject Classes Not Taught by Highly Qualified Teachers

<u>Academic Subject/Level</u>	<u>Number</u>	<u>Percent</u>
English/Reading/Language Arts	14	50.0
Mathematics	20	52.6
Science	12	48.0
Social Studies	9	52.9
Foreign Languages	8	100.0
Arts	6	100.0
Elementary	4	1.8

## Sources of Funding & Total Expenditure per Pupil

	Per Pupil Expenditures (2002-2003)				\$/Pupil/Instruction	\$/Pupil/Overall
	Federal%	State%	Local%	Other%		
Carson	1.2	36.9	51.5	10.5	3,046	6,669
Churchill	13	54.6	32.4	0	4,296	7,590
Clark	5.1	27.3	67.3	0.3	2,669	5,989
Douglas	6	30.4	63.6	0	4,113	7,340
Elko	7.7	48.1	44.2	0	4,297	7,273
Esmeralda	9	44	47	0	8,332	20,530
Eureka	0	11	89	0	9,449	18,447
Humboldt	9	48	43	0	4,527	7,405
Lander	7.1	44.5	30	18.4	4,722	8,034
Lincoln	6	82	11	1	6,004	10,775
Lyon	7.9	60.8	31.3	0	3,730	7,287
Mineral	20.2	54.5	25.3	0	6,158	10,546
Nevada	13	87	0	0	3,046	6,225
Nye	10.1	45.2	44.7	0	4,333	8,131
Pershing	10	61	29	0	5,987	10,527
Storey	5.6	49.4	45	0	6,131	11,474
Washoe	7.6	28.8	63.3	0.3	3,578	6,025
White Pine	0.2	70.9	28.9	0	4,306	8,890

## Records of Student Attendance

### Carson City School District

The ADA in Carson City School District is 91.7%, ranging from 87.9% to 99.0%. The ADA of the elementary schools ranged from 93.6% (Fremont ES) to 99.0% (Fritsch ES) and the middle schools from 90.5% (Carson MS) to 90.6% (Eagle Valley MS), with 87.9% in the one high school (Carson HS). Gleason Special Services reported 90.0% ADA and Gleason Traditional did not report ADA.

### Churchill County School District

The ADA for the Churchill County School District was 93.5% compared to the state average of 94.1%. The elementary schools ranged from 93.3% (Best ES) to 94.9% (West End ES). Churchill County Junior High School had a rate of 93.5% and Churchill County High School's rate was 92.7%.

### Clark County School District

The ADA for the Clark County School District was 94% compared to the state average of 94.1%. Attendance in elementary schools ranged from a high of 96.9% for Vanderburg ES, 96.6% for Glen Taylor ES, and 96.3% for Bartlett ES to lows of 91.5% for Wendell Williams ES, 91.6% for Lynch ES, and 91.9% for Cunningham ES. At the middle school level, the highest average daily attendance rate was at Fertitta MS at 97.6% and the lows were at West MS at 89.7% and Monaco MS at

90.5%. High School ADA's ranged from highs above 99% for Clark County High Schools East, South, and West, as well as highs above 97% for Las Vegas Academy, Moapa Valley, and Chaparral High Schools to lows of 88.7% for Western Hs and 89.3% for Eldorado HS.

### **Douglas County School District**

The ADA for the Douglas County School District was 94.3% compared to the state average of 94.1%. The two high schools had ADAs of 95% for Douglas HS and 94.3% for Whittell HS. Middle schools ranged from a low of 93% for Pau Wa Lu MS to 94.8% for Kingsbury MS. The elementary schools ranged from a high of 95.3% for Pinion Hills ES to a low of 93.9% for Meneley ES.

### **Elko County School District**

No report was presented for ADA in Elko County School District.

### **Esmeralda County School District**

The ADA for the Esmeralda County School District was 94.9% compared to the state average of 94.1%. All three elementary schools, Dyer, Goldfield, and Silver Peak, also report an ADA of 94.9%.

### **Eureka County School District**

The ADA for the Eureka County School District was 92.3% compared to the state average of 94.1%. Eureka ES had an ADA of 94.9% and Crescent Valley ES had a rate of 02.7%, while Eureka HS had an ADA of 89.9%.

### **Humboldt County School District**

The ADA for the Humboldt County School District was 92.3% compared to the state average of 94.1%. McDermitt HS's ADA was 91.9% and Lowry HS had a rate of 90.0%. French Ford MS had a rate of 94.7% while the Winnemucca JHS ADA was 94.2%. The elementary schools ranged from highs of 98.7% for Denio, Kings River, Orovada, and Paradise Valley Elementary Schools to a low of McDermitt ES had an ADA of 91.9%.

### **Lander County School District**

The ADA for the Lander County School District was 94.2% compared to the state average of 94.1%. Battle Mountain HS and JHS had ADAs of 94.9% and Austin HS's rate was 92.1%. Elementary school rates ranged from a high of 95.3% at Black ES to a low of 91.2% at Austin ES.

### **Lincoln County School District**

The ADA for the Lincoln County School District was 92.3% compared to the state average of 94.1%. Pahrnagat Valley HS had an ADA of 92.4% compared to a rate of 89.9% at Lincoln County HS. Pahrnagat Valley MS has an ADA of 94.2% and the rate for Meadow Valley MS was 92.6%. The elementary schools ranged from a high of 94.5% Pioche ES to a low of 92.3% for Caliente ES.

### **Lyon County School District**

The ADA for the Lyon County School District was 93.7% compared to the state average of 94.1%. Fernley HS had an ADA of 93.5% and Yerington HS's rate was 92.8%. The middle schools (including IS) ranged from a high ADA of 94.7% at Yerington IS to a low of 92.4% at Silver Sage MS. The elementary range in ADA was from a high of 95.8% to a low of 93.5%.

### **Mineral County School District**

The ADA for the Mineral County School District was 93.7% compared to the state average of 94.1%. ADA rates ranged from 92.5% for Hawthorne Primary and 92.7% for Schurz ES to 93.1% for Hawthorne ES/JH and 95.9% for Mineral County HS.

### **Nye County School District**

The ADA for the Nye County School District was 92.5% compared to the state average of 94.1%. Nye County high schools ranged from a high ADA of 98% for Tonopah HS to a low of 88.9% for Pahrump HS. Middle schools ranged from 99.3% for Amargosa MS to 90.1% for Clarke MS. Round Mountain ES had the highest elementary school ADA at 97% and Johnson ES was the lowest at 91.2%.

### **Pershing County School District**

The ADA for the Pershing County School District was 93.6% compared to the state average of 94.1%. Pershing County HS had an ADA rate of 91.8%, Pershing County MS's rate was 94.3%, and the three elementary schools had rates of 93.6% for Pershing ES, 93.9% for Imlay ES, and 94.6% for Lovelock ES.

### **Storey County School District**

The ADA for the Storey County School District was 94.3% compared to the state average of 94.1%. Virginia City HS and MS had ADA rates of 94.2%. Gallagher ES had a rate of 94.3% and Hillside ES's rate was 94.9%.



## **Washoe County School District**

The ADA for the Washoe County School District was 94.3% compared to the state average of 94.1%. Highest ADA rates for high schools were for the TMCC Magnet HS at 98.7% and Galena HS at 96% while the lowest rate was for Hug HS at 90.8%. Middle school rates ranged from 96.2% for Mendive MS to 92.5% at Traner MS. Moss and Lenz elementary schools had the highest ADA at 96.9% while Natchez ES was lowest at 93.9% and Sierra Vista ES had a rate of 94.5%.

## **White Pine County School District**

The ADA for the White Pine County School District was 94.3% compared to the state average of 94.1%. White Pine HS had an ADA of 92.3% and Lund HS's rate was 90.0%. White Pine MS had a rate of 91.9% and the elementary schools range from a high of 96.4% for Norman ES to a low of 91.8% for Baker ES.

## **Annual Drop-Out Rates**

### **Carson City School District**

The dropout rate in Carson City School District for the grades nine through twelve was 1.7% (45 students), which was considerably lower than the state rate of 6.0%. More than half the dropouts were male and more than half the dropouts were Hispanic.

### **Churchill County School District**

The dropout rate in Churchill County School District for the grades nine through twelve was 2.6% (35 students), which was considerably lower than the state rate of 6.0%. More than half the dropouts were male and more than half the dropouts were Hispanic.

### **Clark County School District**

The dropout rate in Clark County School District for the grades nine through twelve was 7.6% (5046 students).

### **Douglas County School District**

The dropout rate in Douglas County School District for the grades nine through twelve was 1.0% (17 students), which was considerably lower than the state rate of 6.0%. More than half the dropouts were male and more than half the dropouts were Hispanic.

### **Elko County School District**

The dropout rate in Elko County School District for the grades nine through twelve was 2.9% (80 students), which was considerably lower than the state rate of 6.0%.

### **Esmeralda County School District**

The dropout rate is not reported for Esmeralda County School District because it doesn't have grades nine through twelve.

### **Eureka County School District**

The dropout rate in Eureka County School District for the grades nine through twelve was 0.

### **Humboldt County School District**

The dropout rate in Humboldt County School District for the grades nine through twelve was 5.4% (58 students).

### **Lander County School District**

The dropout rate in Lander County School District for the grades nine through twelve was 1.1% (4 students), which was considerably lower than the state rate of 6.0%. More than half the dropouts were male and more than half the dropouts were Hispanic.

### **Lincoln County School District**

The dropout rate in Lincoln County School District for the grades nine through twelve was 0.7% (2 students), which was considerably lower than the state rate of 6.0%.

### **Lyon County School District**

The dropout rate in Lyon County School District for the grades nine through twelve was 2.5% (53 students), which was considerably lower than the state rate of 6.0%. More than half the dropouts were male and more than half the dropouts were Hispanic.

### **Mineral County School District**

The dropout rate in Mineral County School District for the grades nine through twelve was 0.

### **Nye County School District**

The dropout rate in Nye County School District for the grades nine through twelve was 5.0% (82 students).

### **Pershing County School District**

The dropout rate in Pershing County School District for the grades nine through twelve was 0.

### **Storey County School District**

The dropout rate in Storey County School District for the grades nine through twelve was 8.7% (12 students)

### **Washoe County School District**

The dropout rate in Washoe County School District for the grades nine through twelve was 2.8% (467 students).

### **White Pine County School District**

The dropout rate in White Pine County School District for the grades nine through twelve was 1.1% (5 students).

## **Teacher Attendance**

### **Carson City School District**

Average daily attendance for teachers was 96% compared to the state average of 95%.

### **Churchill County School District**

Average daily attendance for teachers was 94% compared to the state average of 95%.

### **Clark County School District**

Average daily attendance for teachers was 95%, which is the same as the state average.

### **Douglas County School District**

Average daily attendance for teachers was 96% compared to the state average of 95%.

### **Elko County School District**

Average daily attendance for teachers was 96% compared to the state average of 95%.

### **Esmeralda County School District**

Average daily attendance for teachers was 97% compared to the state average of 95%.

### **Eureka County School District**

Average daily attendance for teachers was 95%, which is the same as the state average.

### **Humboldt County School District**

Average daily attendance for teachers was 94% compared to the state average of 95%.

### **Lander County School District**

Average daily attendance for teachers was 93% compared to the state average of 95%.

### **Lincoln County School District**

Average daily attendance for teachers was 98% compared to the state average of 95% and the highest rate of teacher attendance across the 17 school districts in the state.

### **Lyon County School District**

Average daily attendance for teachers was 95%, which is the same as the state average.

### **Mineral County School District**

Average daily attendance for teachers was 97% compared to the state average of 95%.

### **Nye County School District**

Average daily attendance for teachers was 97% compared to the state average of 95%.

### **Pershing County School District**

Average daily attendance for teachers was 92% compared to the state average of 95%.

### **Storey County School District**

Average daily attendance for teachers was 93% compared to the state average of 95%.

### **Washoe County School District**

Average daily attendance for teachers was 97% compared to the state average of 95%.

### **White Pine County School District**

Average daily attendance for teachers was 94% compared to the state average of 95%.

## **Parent Communication/Participation**

The primary means by which schools communicate and interact with parents is through newsletters and participation in single events, such as informational meetings and/or family activities associated with sports and culture, e.g. music and drama. Indeed all schools reported over a half dozen such periodic events.

The second most common means by which parents are involved with the school is through volunteering at the school through a wide variety of means. Chaperoning field trips, fundraising, reading to elementary students, volunteering during lunch, recess, extracurricular activities, etc. were all cited as efforts that parents are intimately involved with the school.

The third most frequently cited involvement with the school related to parents serving on various school committees. The School Improvement Planning Team and the PTA were the most common, however, service on the Budget Committee and other decision-making groups were also referenced.

Parent/teacher conferences were included in less than half of the narratives. Telephone contact was also mentioned by a few schools.

Many schools are offering classes specifically for parents. In many schools that have a high Latino population, English classes are being offered to parents, as are classes to obtain a GED. Some classes teach parenting skills and others provide in-depth training for parents to help their students succeed academically.

*In a few schools, use of web-based data management systems that allow parents access to their students grades, attendance, and other school records are being utilized. These systems are expensive and beyond the financial means of many schools, however.*

One school referenced home visits by the Title I resource person.

Several schools referenced surveys conducted with parents. However, none of the surveys were included in the narratives and the results uniformly reflected one question and indicated the percentage of parents who feel welcome at the school – always a very high percentage.

## **Incidences of Weapons or Violence**

### **Carson City School District**

Suspension or expulsion resulted from 63 incidents involving violence to other students and three incidents of violence to school staff. Two incidents involving possession of weapons led to suspension or expulsion.

### **Churchill County School District**

Suspension or expulsion resulted from 100 incidents involving violence to other students and three incidents of violence to school staff. Three incidents involving possession of weapons led to suspension or expulsion.

### **Clark County School District**

Suspension or expulsion resulted from 5345 incidents involving violence to other students and 96 incidents of violence to school staff. There were 773 incidents involving possession of weapons that led to suspension or expulsion.

### **Douglas County School District**

Suspension or expulsion resulted from 160 incidents involving violence to other students and five incidents of violence to school staff. Seventeen incidents involving possession of weapons led to suspension or expulsion.

### **Elko County School District**

Suspension or expulsion resulted from 197 incidents involving violence to other students and one incident of violence to school staff. Eight incidents involving possession of weapons led to suspension or expulsion.

### **Esmeralda County School District**

Esmeralda Schools had no suspensions or expulsions for violence or weapons possession.

### **Eureka County School District**

Suspension or expulsion resulted from four incidents involving violence to other students and no incidents of violence to school staff. There were no incidents involving possession of weapons led to suspension or expulsion.

### **Humboldt County School District**

Suspension or expulsion resulted from 20 incidents involving violence to other students and one incidents of violence to school staff. Three incidents involving possession of weapons led to suspension or expulsion.

### **Lander County School District**

Suspension or expulsion resulted from 79 incidents involving violence to other students and one incident of violence to school staff. Two incidents involving possession of weapons led to suspension or expulsion.

### **Lincoln County School District**

Suspension or expulsion resulted from 20 incidents involving violence to other students and no incidents of violence to school staff. There were no incidents involving possession of weapons led to suspension or expulsion.

### **Lyon County School District**

Suspension or expulsion resulted from 51 incidents involving violence to other students and six incidents of violence to school staff. Five incidents involving possession of weapons led to suspension or expulsion.

### **Mineral County School District**

Suspension or expulsion resulted from seven incidents involving violence to other students and one incident of violence to school staff. The number of incidents involving possession of weapons led to suspension or expulsion was reported as N/A.

### **Nye County School District**

Suspension or expulsion resulted from seven incidents involving violence to other students and one incident of violence to school staff. The number of incidents involving possession of weapons led to suspension or expulsion was reported as N/A.

### **Pershing County School District**

Suspension or expulsion resulted from 20 incidents involving violence to other students and no incidents of violence to school staff. There were no incidents involving possession of weapons led to suspension or expulsion.

### **Storey County School District**

Suspension or expulsion resulted from 11 incidents involving violence to other students and no incidents of violence to school staff. One incident involving possession of weapons led to suspension or expulsion.

### **Washoe County School District**

Suspension or expulsion resulted from 1761 incidents involving violence to other students and 53 incidents of violence to school staff. There were 148 incidents involving possession of weapons that led to suspension or expulsion.

### **White Pine County School District**

Suspension or expulsion resulted from 93 incidents involving violence to other students and one incident of violence to school staff. Seven incidents involving possession of weapons led to suspension or expulsion.

## **Incidences of Possession of Controlled Substance or Alcoholic Beverages**

### **Carson City School District**

There were 10 incidents involving possession or use of alcoholic beverages and 19 incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

### **Churchill County School District**

There were two incidents involving possession or use of alcoholic beverages and nine incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

### **Clark County School District**

There were 139 incidents involving possession or use of alcoholic beverages and 477 incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was 99.

### **Douglas County School District**

There were 24 incidents involving possession or use of alcoholic beverages and 33 incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was 12.

### **Elko County School District**

There were 21 incidents involving possession or use of alcoholic beverages and 28 incidents involving possession of controlled substances, which led to suspension or



expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was four.

### **Esmeralda County School District**

Esmeralda Schools had no suspensions or expulsions for use of alcoholic beverages, possession of controlled substances, or for distribution of a controlled substance.

### **Eureka County School District**

There were four incidents involving possession or use of alcoholic beverages and no incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

### **Humboldt County School District**

There were six incidents involving possession or use of alcoholic beverages and five incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was reported as N/A.

### **Lander County School District**

There were 15 incidents involving possession or use of alcoholic beverages and 16 incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

### **Lincoln County School District**

There were eight incidents involving possession or use of alcoholic beverages and no incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

### **Lyon County School District**

There were three incidents involving possession or use of alcoholic beverages and six incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was three.

### **Mineral County School District**

There three incidents involving possession of controlled substances, which led to suspension or expulsion. The number of incidents involving possession or use of alcoholic beverages and distribution of a controlled substance was reported as N/A.

### **Nye County School District**

No report.

### **Pershing County School District**

There was one incident involving possession or use of alcoholic beverages and no incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

### **Storey County School District**

There was one incident involving possession or use of alcoholic beverages and no incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was one.

### **Washoe County School District**

There were 154 incidents involving possession or use of alcoholic beverages and 255 incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was ten.

### **White Pine County School District**

There were five incidents involving possession or use of alcoholic beverages and no incidents involving possession of controlled substances, which led to suspension or expulsion. The frequency of suspension or expulsion for distribution of a controlled substance was zero.

## **Number of Students Deemed Habitual Disciplinary Problems**

### **Carson City School District**

The number of students with habitual discipline problems leading to expulsion was 3.

### **Churchill County School District**

The number of students with habitual discipline problems leading to expulsion was 0.

### **Clark County School District**

The number of students with habitual discipline problems leading to expulsion was 8.

**Douglas County School District**

The number of students with habitual discipline problems leading to expulsion was 4.

**Elko County School District**

The number of students with habitual discipline problems leading to expulsion was 37.

**Esmeralda County School District**

The number of students with habitual discipline problems leading to expulsion was 0.

**Eureka County School District**

The number of students with habitual discipline problems leading to expulsion was 0.

**Humboldt County School District**

The number of students with habitual discipline problems leading to expulsion was 1.

**Lander County School District**

The number of students with habitual discipline problems leading to expulsion was 2.

**Lincoln County School District**

The number of students with habitual discipline problems leading to expulsion was 7.

**Lyon County School District**

The number of students with habitual discipline problems leading to expulsion was 20.

**Mineral County School District**

The number of students with habitual discipline problems leading to expulsion was reported as N/A.

**Nye County School District**

No report.

**Pershing County School District**

The number of students with habitual discipline problems leading to expulsion was 0.

### **Storey County School District**

The number of students with habitual discipline problems leading to expulsion was 10.

### **Washoe County School District**

The number of students with habitual discipline problems leading to expulsion was 16.

### **White Pine County School District**

The number of students with habitual discipline problems leading to expulsion was 9.

## **Number of Habitual Truants who are Reported to a School Police Officer, Law Enforcement Agency or Advisory Board to Review School Attendance**

*A total of 2,786 students were reported to external authorities as habitual truants. Four districts reported no habitual truants (Carson, Esmeralda, Eureka, and Storey).*

### **Carson City School District**

No habitual truants were reported to external officials in the Carson City District.

### **Churchill County School District**

A total of 62 students were reported to be habitual truants. Of these, 48 were at Churchill County High School and 14 were at Churchill County Junior High School. No elementary schools reported habitual truancy.

### **Clark County School District**

A total of 1,665 students were reported to be habitual truants by Clark County District. Of these, 63 (4%) were in elementary schools, 500 (30%) were in middle or junior high school, and 1102 (66%) were in high schools.

### **Douglas County School District**

A total of 27 students were reported to be habitual truants by Douglas County District. Of these, one (4%) was in an elementary school, 13 (48%) were in middle school, and 13 (48%) were in Douglas High School.

### **Elko County School District**

A total of 668 students were reported to be habitual truants by Elko County District. Of these, 570 (85%) were in West Wendover Elementary School or West Wendover High School.

### **Esmeralda County School District**

No students were reported to be habitual truants by Esmeralda County District. With only three schools, all elementary, no habitual truants were reported.

### **Eureka County School District**

No students were reported to be habitual truants by Eureka County District.

### **Humboldt County School District**

A total of 14 students were reported to be habitual truants by Humboldt County District. Most schools in the district reported that these data were not available.

### **Lander County School District**

Ten students were reported to be habitual truants by Lander County District. Of these, six were at Battle Mountain High School, two were at Battle Mountain Junior High School, and two were at Lemaire Elementary School.

### **Lincoln County School District**

Seven students were reported to be habitual truants by Lincoln County District. Of these, three were at Meadow Valley Middle School, two were at Lincoln County High School, and two were at Caliente Elementary School.

### **Lyon County School District**

A total of 69 habitual truants were reported to external officials in the Lyon County District. Fifty-six or 81% of these students were in high school.

### **Mineral County School District**

Three habitual truants were reported to external officials in the Mineral County District. All of these students were in Schurz Elementary School. The other schools show N/A for this information. It is recommended that a number be placed in all cells, using 0 where appropriate.

### **Nye County School District**

No data were available in this category.

### **Pershing County School District**

A total of 38 habitual truants were reported to external officials in the Pershing County School District. Fourteen students were in elementary school, four were in middle school, and the rest (20) were in high school.

### **Storey County School District**

No habitual truants were reported to external officials in the Storey County District.

### **Washoe County School District**

A total of 211 habitual truants were reported to external officials in the Washoe County School District. Only one student was in elementary school, 42 were in middle school, and the rest were in high school. (Data by school for this item do not total 211.)

### **White Pine County School District**

A total of 11 habitual truants were reported to external officials in the White Pine School District. Six of these students were in high school, and five were in middle school.

## **Number of Students Retained in the Same Grade**

### **Carson City School District**

Retention rates in Carson City were lower than state levels in all grades and all rates were less than one percent. Only 15 students were retained across grades K through 8.

### **Churchill County School District**

Retention frequency in Churchill County was 45 across grades K through 8.

### **Clark County School District**

The retention rate in Clark County was 3233 across grades K through 8.

### **Douglas County School District**

The retention frequency in Douglas County was 42 students across the grades K through 8.

### **Elko County School District**

The frequency of retention in Elko County was 142 across the grades K through 8.

### **Esmeralda County School District**

Only one student was retained across the grades K through 8.

**Eureka County School District**

There were no retentions in Eureka County.

**Humboldt County School District**

There were 42 students retained across grades K through 8.

**Lander County School District**

There were 23 students retained across grades K through 8.

**Lincoln County School District**

There were 11 students retained across grades K through 8.

**Lyon County School District**

There were 51 students retained across grades K through 8.

**Mineral County School District**

Ten students were retained across grades K through 8.

**Nye County School District**

There were 92 students retained across grades K through 8.

**Pershing County School District**

There were 21 students retained across grades K through 8.

**Storey County School District**

Four students were retained across grades K through 8.

**Washoe County School District**

There were 560 students who were retained across grades K through 8.

**White Pine County School District**

Twelve students were retained across grades K through 8.

## **Transiency Rates of Pupils**

### **Carson City School District**

The transiency rate in Carson County School District was 26%; 7% lower than the state rate of 33%. While the transiency rate for Carson County was somewhat lower than the state rate, the state rate is inflated by the Clark County School District rate of 35.5%. The Carson County rate was at the high end of the smaller districts. Within Carson County, Gleason Special Services was the highest at 55% with Bordewich Bray ES second highest at 43%. The lowest transiency rate was at Eagle Valley MS at 17%.

### **Churchill County School District**

The transiency rate in Churchill County School District was 29%; 4% lower than the state rate of 33%. While the transiency rate for Churchill County was somewhat lower than the state rate, the state rate is inflated by the Clark County School District rate of 35.5%.

### **Clark County School District**

The transiency rate in the Clark County School District was 36% compared to the state average of 33%. This was the highest rate of transiency for any school district in the state by 7%.

### **Douglas County School District**

The transiency rate in Douglas County School District was 19%; 14% lower than the state rate of 33%.

### **Elko County School District**

The transiency rate in Elko County School District was 22%; 11% lower than the state rate of 33%.

### **Esmeralda County School District**

The transiency rate in Esmeralda County School District was 16%; 17% lower than the state rate of 33% and the lowest district rate in the state.

### **Eureka County School District**

The transiency rate in Eureka County School District was 18%; 15% lower than the state rate of 33%. While the transiency rate for Eureka County was somewhat lower than the state rate, the state rate is inflated by the Clark County School District rate of 35.5%.



### **Humboldt County School District**

The transiency rate in Humboldt County School District was 22%; 11% lower than the state rate of 33%.

### **Lander County School District**

The transiency rate in Lander County School District was 17%; 16% lower than the state rate of 33%.

### **Lincoln County School District**

The transiency rate in Lincoln County School District was 18%; 15% lower than the state rate of 33%.

### **Lyon County School District**

The transiency rate in Lyon County School District was 26%; 7% lower than the state rate of 33%.

### **Mineral County School District**

The transiency rate in Mineral County School District was 28%; 5% lower than the state rate of 33%.

### **Nye County School District**

No report

### **Pershing County School District**

The transiency rate in Pershing County School District was 19%; 14% lower than the state rate of 33%.

### **Storey County School District**

The transiency rate in Storey County School District was 21%; 12% lower than the state rate of 33%.

### **Washoe County School District**

The transiency rate in Washoe County School District was 27%; 6% lower than the state rate of 33%.

### **White Pine County School District**

The transiency rate in White Pine County School District was 21%; 12% lower than the state rate of 33%.

## Amount and Sources of Remedial Education Funds

The total amount of Remedial Education Funding reported received by the State of Nevada was \$61,351,389 (not including funds reported by districts and individual schools). Of these funds given directly to the state level, \$5,993,565 (10%) was from state-funded programs (At-Risk Students and Low-Performing Schools) and the remaining \$55,357,824 (90%) were from federal programs, the largest being Title I and the Reading Excellence Act. **It is apparent that the federal support for remediation is the primary driver in shaping remedial efforts in Nevada. Also, the accountability reports do not give a dollar distribution which causes the reviewers to question the validity of the reports concerning remedial funds.** The targeted funds from the Reading Excellence Act may push schools to place more emphasis on remedial reading efforts than on remedial math efforts.

No information was given on the distribution of the state remediation dollars to individual schools and districts. The new Report Card provides no guidance on this issue. The individual districts and schools appear to report remedial funding in an inconsistent way, and there is no assurance that all funds are reported appropriately in each category. Some districts report no Title I dollars and some districts report only Title I dollars. Some districts report only SB 585 dollars for individual schools, but other districts report receiving no SB 585 dollars. One district included special education funding as remedial education funding. Therefore, there is real question about the validity and comparability of reports of funds received by individual schools. It is highly recommended that, in the future, a common format that will allow comparison of schools and districts be developed for this report. Also, the disbursement of all of the dollars received by the state to the individual schools should be presented. If remedial funds are to be tracked, the report needs to present with accuracy all of the funds received by each school.

Note: All reference to SB 585 is ***SB 585 of the 2003 Session of the Nevada Legislature.***

### Carson City School District

The district reported receiving \$9,447, all federal dollars from Title V. Individual schools reported receiving \$594,681: \$119,446 (20%) from state programs and \$475,235 (80%) from federal programs. From this report, it appears that Carson City School District and its schools received a total of \$604,128. All of its six elementary schools, its one high school, and its two middle schools received remedial funds.

### Churchill County School District

The district reported receiving \$339,288, all federal dollars from Title I and Migrant Education/Help. Individual schools reported receiving \$538,886, all in federal funds from Title I or Comprehensive School Reform, except for unknown funding described as Supplemental Services for Tutoring at Churchill County High School; a

description that is not clear enough to identify the funds source. From this report, it appears that Churchill County School District and its schools received a total of \$878,174, all federal funds. It reported receiving no state remedial funds. All of its elementary schools (except Cottage), its one high school, and its one junior high school received federal remedial funds.

### **Clark County School District**

The district reported receiving \$3,754,387, all state dollars from SB 585. Individual schools reported receiving \$3,378,789, all under SB 585. Based on data from this report, it appears that Clark County School District and its schools received a total of \$7,133,176 (if the numbers are not duplicative). Unlike most districts and individual schools across Nevada, Clark County reported no Title I funding. Thirty-six elementary, eight middle schools, and two high schools received remedial SB 585 funds.

### **Douglas County School District**

The district reported receiving \$195,224 in remedial funds: a Title IIA Grant (federal \$78,000) and Senate Bill 555 (state \$117,224). Individual schools reported receiving \$553,697, all federal funds. From this report, it appears that Douglas County School District and its schools received a total of \$748,921, 16% state and 84% federal. Four elementary schools received remedial funds.

### **Elko County School District**

The district reported receiving \$402,624, 12% from state programs and the remainder in federal programs (Comprehensive School Reform, Title V, Title I, and Title II-A). Individual schools reported receiving \$1,151,447, all from federal programs, except for \$174,069 for "Remediation," a category which could not be identified as state or federal. From this report, it appears that Elko County School District and its schools received a total of \$1,554,071. Six elementary schools, five high schools, and two middle/junior high schools received remedial funds.

### **Esmeralda County School District**

The district reported receiving \$34,038, all federal dollars from Title I. Individual schools reported receiving \$102,114, all also federal from Title I. From this report, it appears that Esmeralda County School District and its schools received a total of \$136,152. All three elementary schools received remedial Title I funds.

### **Eureka County School District**

The district reported receiving no remedial funds. One elementary school (Crescent Valley) reported receiving \$39,609 from Title I federal funds.

### **Humboldt County School District**

The district reported receiving \$46,595: \$17,533 in Title I federal funds and \$29,062 in state SB 555 funds. Individual schools reported receiving \$411,588: \$103,684 (25%) from the state remediation grant and \$307,904 (75%) from federal programs Title I and Gear Up. From this report, it appears that Humboldt County School District and its schools received a total of \$458,183. Only three schools reported receiving remedial funds (two elementary and one high school).

### **Lander County School District**

The district reported receiving \$165,140; \$150,358 in federal dollars from Title I, \$4,802 from a private grant, and \$9,980 from "Remedial Education for Pupil Proficiency," a category which could not be identified as state, federal, or private. For this district, individual schools reported receiving exactly the same as the district, and amounts for individual schools outline the distribution of the district-received dollars only. All of the schools in Lander County School District received remedial funds except for Austin Elementary School and Austin High School.

### **Lincoln County School District**

No remedial education funds were reported expended in Lincoln County School District.

### **Lyon County School District**

The district reported receiving no remedial education funds. Individual schools reported receiving \$211,158: \$3,848 from a state program, \$67,741 from a local program, and \$139,569 from federal programs. Three high schools, two intermediate schools, and two elementary schools reported receiving remedial education funds.

### **Mineral County School District**

The district reported receiving \$99,211; \$25,000 in federal dollars from Gear Up and \$74,211 for School Improvement (source of funds cannot be identified as state, federal, or private. One school (Schurz Elementary School) reported receiving these same funds from the district.

### **Nye County School District**

Nye County School District reported receiving \$9,248,583 in remedial education funds, but \$5,932,168 of these funds were special education and \$26,705 were Vocational Education funds. Other counties did not include special education and vocational education funds in reporting remedial funds. Of the remaining \$2,374,125 (if we exclude special education and vocational education), all of the funds appear to be federal dollars (Bilingual/ESL and Title I. Individual schools reported receiving \$3,121,187: \$1,835,437 from special education, \$1,240,001 from Title I, \$19,044 from ESL/Bilingual funds, and \$26,705 from vocational education. Eleven

elementary schools, five high schools, and two middle schools received remedial education funds.

### **Pershing County School District**

Pershing County School District reported receiving no remedial education funds. Individual schools reported receiving \$282,012: \$88,212 from state SB 585, \$184,493 from federal Reading Excellence Act, Title I, and Title II, and \$9,307 from "Middle School Improvement Funds," not known to be state or federal by that title. One of their two elementary schools, their one middle school, and their one high school received remedial education funds.

### **Storey County School District**

The district reported receiving \$145,851. No funds were reported for individual schools. The fund source for the district funds was unclear in the Storey County School District Report for funds from Phonak Hearing, Homebound Tutorial, and Remedial Education. Federal funds in the amount of \$1,863 were received from the Safe & Drug Free Schools program. State funding in the amount of \$2,380 for peer mediation/conflict resolution were listed. Finally local funds (\$131,131) were received through an interlocal contract, extended school year program, and a local plan.

### **Washoe County School District**

The district reported receiving \$2,457,893, all federal dollars from Title I, Title III, Comprehensive School Reform, and 21<sup>st</sup> Century Programs. Individual schools reported receiving \$6,478,358: \$774,182 from state SB 585, \$1,161,055 from federal Twenty-first Century Programs, and \$4,543,121 from federal Title I. From this report, it appears that Washoe County School District and its schools received a total of \$8,936,251: \$8,162,069 in federal funds and \$774,182 in state funds. Twenty-one elementary schools, nine middle schools, and six high schools received remedial education funds.

### **White Pine County School District**

The district reported receiving \$9,500; \$4,000 in federal dollars from Comprehensive School Reform and \$5,500 from ECE, a source that could not be identified from the report. Individual schools reported receiving \$9,000, \$4,000 in federal dollars from Comprehensive School Reform and \$5,000 from ECE. It is assumed that the \$4,000 from Comprehensive School Reform is reported in both district and individual schools as the funds source. The same is likely true for the ECE funds. Three elementary schools (out of four in the district), the only middle school, and one of two high schools received federal remedial funds.

## Evidence of School Site Use of Data in Selecting Remedial Programs

The following matrix illustrates the information related to the 106 schools studied (via the Nevada Report Card only) where nine schools documented a clear link to the need (based on achievement scores) at the school. Twenty six schools documented a program need in the school. Forty schools linked their choice to a school-wide strategy and 41 schools made no reference to need based on achievement scores regarding their decision to choose remedial programs.

The columns of the matrix indicate that only 10 schools made any reference to subpopulation needs that should have been addressed while only 25 referenced a subpopulation at all. Forty-five schools referenced low-achieving students in their report and 26 made no reference to student populations.

While schools may have incorporated data in their decision, the reports generally do not reflect the practice.

Use of Data in the Selection of Remedial Programs - Matrix						
						Row Total
State Approved Programs	Program Linked to Need	ES = 0 MS = 0 HS = 0	ES = 2 MS = 0 HS = 0	ES = 3 MS = 1 HS = 0	ES = 3 MS = 0 HS = 0	9
	Identification of Program	ES = 1 MS = 1 HS = 2	ES = 5 MS = 4 HS = 0	ES = 2 MS = 1 HS = 2	ES = 1 MS = 1 HS = 1	26
	Schoolwide Strategies	ES = 4 MS = 4 HS = 3	ES = 8 MS = 9 HS = 3	ES = 2 MS = 4 HS = 6	ES = 0 MS = 0 HS = 2	40
	No Reference	ES = 4 MS = 3 HS = 4	ES = 4 MS = 6 HS = 4	ES = 3 MS = 1 HS = 0	ES = 0 MS = 2 HS = 0	31
<b>Column Total</b>	<b>26</b>	<b>45</b>	<b>25</b>	<b>10</b>		
	No Reference	Low Achieving Students	Reference to a Sub-Population	Reference to Sub-Pop in Need		
<b>Use of Data</b>						
	ES = Elementary Schools	MS = Middle, Intermediate, and Junior High Schools	HS = High Schools			

## Legislative Appropriations for Enhancing Student Achievement

During the 2003 Session the Legislature appropriated over \$100 million dollars in direct support of programs that should enhance achievement, namely; Class Size Reduction (CSR) and Early Childhood Education (ECE). Almost \$100 million was for CSR and slightly over three million was for Early Childhood Education services.

Every district except Esmeralda received CSR funds and nine districts received ECE funds. The distribution appeared to follow student population closely.

### **Professional Development Funding for School Districts**

Two major sources of professional development funding were the Regional Professional Development (RPDP) programs and the Nevada Early Literacy Intervention Program Grant (NELIP). According to the Nevada Report Card almost \$6 million was distributed to districts in RPDP funding and about \$2.63 million was distributed to several districts for literacy programs. A variety of other sources were reported including various Title programs and other specialized training programs. A suggestion for the future is that more detail be required in reporting the sources) of professional development funds such as RPDP, School site, district and other.

*NOTE: The dollar amount is not guaranteed to be accurate in this statement but to reflect the best information available. Categories should be more clearly delineated in future report cards.*

### **Percent of Students Enrolled in Remedial Courses in the UCCSN**

*NOTE: This information was obtained from a report produced by the UCCSN's Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005)*

It should be noted that the UCCSN report on remedial enrollment is for the graduates of the 2003-2004 academic year who enroll in summer or fall of 2004. All school districts reported their data for the prior year, based on the dates provided in the **Nevada Report Card**.

The University and Community College System of Nevada Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) furnished data on all graduates of Nevada high schools who attended UCCSN institutions. Statewide, the percentage of recent Nevada high school graduates who enrolled in remedial courses was 40.5% for the 2004 graduating class. This was an increase over the prior three year (36.1% in 2001, 38.4% in 2002, and 38.5% in 2003). Statewide there has been a continual increase of the percentage of Nevada high school graduates who enroll in remedial courses. The UCCSN Report speaks to some of the potential reasons for this increase. By district, the percentages varied, with lows in Lincoln County (24%) and Douglas County (33%) and high percentages (over 50%) in five rural counties.

The data presented by each district in the Nevada Report Card for 2003-2004 varied from the UCCSN numbers, but only slightly in most districts. A few districts had widely different percentages of placement than the UCCSN data would indicate and need to reconcile their numbers for future reports.

### **Carson City School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Carson City District graduates who attended UCCSN institutions, 36% (88/246) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated 35% (85/242) and thus was reasonably close to this percentage. The statewide percentage for the most recent reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus, Carson City District's performance is slightly better than the average.

### **Churchill County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 38% (18/48) were enrolled in remedial courses. The district report indicated 35.1% (40/114) for the 2002-2003 year. Although the percentage is comparable, the actual numbers are widely disparate. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus Churchill County District's performance is comparable to the average for the state.

### **Clark County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 40% (1600/4018) were enrolled in remedial courses. The district report indicated 37.1% (1527/4111) for the 2002-2003 year. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus Clark County District's performance is comparable to the state performance. The percentage rate for Clark County was reported as 33% in the 2002 Progress Report, indicating an increase in remediation needed for Clark County graduates attending UCCSN.

### **Douglas County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 33% (77/236) were enrolled in remedial courses. The district report indicated 32.4% (71/219) for the 2002-2003 year. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus Douglas County District's percentage is better than the state performance. The percentage rate for Douglas County was reported as 25% in the 2002 Progress Report, indicating an increase in remediation needed for Douglas County graduates attending UCCSN for the past two years.



## **Elko County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 44% (24/54) were enrolled in remedial courses. The district report indicated 45.7% (91/199) for the 2002-2003 year. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus Elko County District's percentage is slightly higher than the state percentage. The percentage rate for Elko County was reported as 55.3% in the 2002 Progress Report, indicating an improvement in percentage of students needing remediation. Percentages of graduates from individual high schools ranged widely, with a low of 15.4% to percentages of 100% for small schools with small numbers going to college.

## **Esmeralda County School District**

Not applicable.

## **Eureka County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 63% (5/8) were enrolled in remedial courses. The district report indicated 20.0% (2/10) for the 2002-2003 year. The difference is great, but the numbers are very small and thus percentage changes are large with only a few students. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. The percentage rates for Eureka County were reported as 55.6% vs. 24% in the 2002 Progress Report. In future years, care should be taken to use a similar data base for the district report or to explain the discrepancy.

## **Humboldt County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 42% (29/69) were enrolled in remedial courses. The district report indicated 39.1% (25/64) for the 2002-2003 year. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus Humboldt County District's percentage is approximately the same as the state percentage. The percentage rate for Humboldt County was reported as 49.2% in the 2002 Progress Report, indicating a decrease in remediation needed for Humboldt County graduates attending UCCSN.

## **Lander County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent graduates who attended UCCSN institutions, 63% (17/27) were enrolled in remedial courses. The district report indicated 62.5% (20/32) for the 2002-2003 year. The statewide percentage

for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus Lander County District's percentage is higher than the state percentage. The percentage rate for Lander County was reported as 66.7% in the 2002 Progress Report, indicating a fairly constant high rate in remediation needed for Lander County graduates attending UCCSN.

### **Lincoln County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Lincoln County graduates who attended UCCSN institutions, 24% (5/21) were enrolled in remedial courses. The district report indicated 42.9% (3/7) for the 2002-2003 year. The statewide percentage for this reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. There is a considerable difference in the district and UCCSN data. The percentage rate for Lincoln County was reported as 42.9% in the 2002 Progress Report.

### **Lyon County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Lyon County District graduates who attended UCCSN institutions, 43% (74/174) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a similar percentage 43.2% (54/125) but very different numbers of students. The statewide percentage for the most recent reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Lyon County District's performance is only slightly above the state average. In the 2002 Progress Report, Lyon County's percentage of enrollment in remedial courses was only 35.1%. Thus, there appears to be an increase in graduates being placed in remedial courses.

### **Mineral County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Mineral County District graduates who attended UCCSN institutions, 67% (6/9) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a very different percentage 27.3% (3/11). With so few numbers of students, the percentage can vary widely based on only a few students and less reliance should be placed on the percentages. However, the district does need to reconcile its numbers with UCCSN since the difference is so great. In the 2002 Progress Report, Mineral County's percentage of enrollment in remedial courses was 30% (3/10). These students are all graduates of Mineral County High School.

### **Nye County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Nye County School District graduates who attended UCCSN institutions, 44% (27/62) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a similar

percentage 47.4% (36/76). The statewide percentage for the most recent reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus, Nye County District's performance is below the state average, but with such low numbers, percentages can vary widely with just a few students. In the 2002 Progress Report, Nye County's percentage of enrollment in remedial courses was reported as 41.3%. Thus there appears to be an increase in graduates being placed in remedial courses. The placement rate varies widely by high school, with the lowest placement rate at Pahrump High School and the highest placement rate at Round Mountain High School. However, there are very small numbers of graduates who enter UCCSN in each high school.

### **Pershing County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Washoe County District graduates who attended UCCSN institutions, 47% (9/19) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a much smaller percentage 15.4% (2/13). The statewide percentage for the most recent reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. These numbers vary enough that the district needs to work with UCCSN to reconcile the difference. In the 2002 Progress Report, Pershing County's percentage of enrollment in remedial courses was reported as 30.8%. There is only one high school in Pershing County.

### **Storey County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Storey County School District graduates who attended UCCSN institutions, 64% (7/11) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a percentage 18.2% (2/11). The difference is sufficiently greater between the UCCSN data and the Storey County data that no comparisons can be made with state placement rates. In the 2002 Progress Report, Storey County's percentage of enrollment in remedial courses was reported as 46.7% (7/15). Virginia City High School is the only high school in Storey County.

### **Washoe County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent Washoe County District graduates who attended UCCSN institutions, 42% (645/1535) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a similar percentage 42.6% (644/1511). The statewide percentage for the most recent reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. Thus, Washoe County School District's performance is only slightly above the state average. In the 2002 Progress Report, Washoe County's percentage of enrollment in remedial courses was reported as 39.2%, up from 34.7% in the prior report. Thus there appears to be an increase in graduates being placed in remedial courses. The placement rate varies widely by high school, with

the lowest placement rate at TMCC Magnet School (27.7%), followed by Reno High School at 29.0%. The highest placement rate was at Hug High School (70.9%).

### **White Pine County School District**

The UCCSN Report on Summer and Fall 2004 Remedial/Developmental Enrollments (January 2005) indicated that of the recent White Pine School District graduates who attended UCCSN institutions, 66% (15/22) were enrolled in remedial courses. The district report for the prior year (2002-2003) indicated a percentage of 53.6% (15/28), slightly lower than the UCCSN-report, but still higher than the statewide percentage, which for the most recent reporting period was 40.5%, a percentage that has been increasing statewide for the last four years. In the 2002 Progress Report, White Pine's percentage of enrollment in remedial courses was 55.9%. Thus there appears to continue to be a high percentage of graduates being placed in remedial courses.

## **Technology Facilities and Equipment Available**

### **Internet Access**

Classrooms with Internet Access: In Nevada, school districts average 99% classroom Internet access. This statistic may be slightly high due to an error with Nye CSD reporting 104% classroom Internet access. Other district averages for classroom Internet access are reported as:

- 100% - Carson, Humboldt, Lyon, Mineral and Storey;
- 99% - Churchill, Clark, Douglas, Washoe, White Pine;
- 97 % to 89% - Elko, Eureka, Lander, Lincoln and Pershing; and
- 83% - Esmeralda County.

Libraries and Laboratories with Internet Access: Nevada averages 98% Internet access in school libraries and laboratories, with districts reporting:

- 100% - Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lincoln, Lyon, Mineral, Pershing, and Storey;
- 98% to 96% - Carson, Clark, Nye and Washoe;
- 83% - White Pine; and
- Not Reported - Esmeralda.

Classroom Instructional Computers with Internet Access: The number of classroom instructional computers with Internet access averages 94% statewide:

- 100% - Mineral;
- 99% to 90% - Carson, Churchill, Clark, Eureka, Humboldt, Lyon, Nye, Storey, Washoe, White Pine;
- 89% and 84% - Douglas and Pershing;
- 67% - Lincoln; and
- 24% - Esmeralda.

## **Classroom Computers**

The number of instructional computers and the number of Internet connected instructional computers per classroom are reported in Table I. The state average, based on a total of 19,136 classrooms is:

- 2.7 instructional computers per classroom, and
- 2.6 Internet connected instructional computers per classroom.

Nine districts report the ratio of instructional computers and Internet connected instructional computers per classroom above the state. Eight districts report the ratio of instructional computers and Internet connected instructional computers per classroom below the state average.

The medians for classroom instructional computers are:

- 4.6 instructional computers per classroom, and
- 4.5 Internet connected instructional computers per classroom.

Six districts report the number of instructional computers to be at or above the median, five of these also report the number of classroom computers with Internet access to be above the median. The number of computers in classrooms ranges from eight instructional computers per classroom in Storey CSD to an average of just over one instructional computer in Carson CSD. Internet connected instructional computers range from 7.8 in Storey CSD to 1.1 in Carson CSD.

TABLE I  
Ratio of Instructional Computers to Classrooms in Nevada by District

	Classroom Instructional computers per classroom	Classroom instructional computers w/Internet per classroom	Number of Classrooms
Storey CSD	8.0 255	7.8 251	32
Humboldt CSD	6.4 1175	6.3 1172	185
Mineral CSD	5.8 443	5.8 443	77
Lincoln CSD	5.4 412	3.6 277	76
White Pine CSD	5.3 539	5.2 536	103
Eureka CSD	4.8 220	4.6 213	46
Esmeralda CSD	3.4 41	.8 10	12
Elko CSD	3.2 1,911	2.8 1,668	599
Washoe CSD	3.1 8540	3.0 8393	2754
<b>NEVADA</b>	<b>2.7</b> <b>52,195</b>	<b>2.6</b> <b>49,166</b>	<b>19,136</b>
Clark CSD	2.6 34,209	2.4 32,016	13,101
Nye CSD	2.5 844	2.4 819	340
Lyon CSD	2.4 989	2.3 952	421
Douglas CSD	2.1 805	1.9 701	378
Churchill CSD	2.0 562	2.0 547	280
Lander CSD	1.6 119	1.4 105	76
Pershing CSD	1.3 106	1.1 90	81
Carson CSD	1.1 521	1.1 469	451

Ratio of Students to Internet Connected Instructional Computers: Because overall student population size, school size and physical locations range greatly in Nevada, the number of computers in a classroom supplies only a partial picture of the level of computer equipping and Internet accessibility available in schools. Another useful measure is the ratio of students to Internet connected instructional computer available within districts.

The ratio of students to Internet connected instructional computers by district is located in Table II. Based on total student population and number of classrooms, the state average is 7.8 students for each Internet connected instructional computer. Ten districts maintained better computer and Internet accessibility levels while seven have access levels greater than 7.8 students per computer. Eureka CSD is the most connected with a ratio of one student for each Internet connected instructional computer and Carson CSD is the least connected with a ratio of 18.8 students for each Internet connected instructional computer.

TABLE II  
Ratio of Students to Classroom Instructional Computers with Internet by District

	Number of Students Per District	District # of Instructional Computers w/Internet	Students to Classroom Instructional Computers w/Internet
Carson CSD	8,798	469	18.8
Lander CSD	1,255	105	12.0
Douglas CSD	7,117	701	10.2
Pershing CSD	841	90	9.3
Clark CSD	267,858	32,016	8.4
Churchill CSD	4,500	547	8.2
Lyon CSD	7,660	952	8.0
<b>NEVADA</b>	<b>384,230</b>	<b>49,166</b>	<b>7.8</b>
Washoe CSD	60,125	8,393	7.2
Esmeralda CSD	69	10	6.9
Nye CSD	5,353	819	6.5
Elko CSD	9,581	1,668	5.7
Lincoln CSD	866	277	3.1
Humboldt CSD	3,507	1,172	3.0
White Pine CSD	1,366	536	2.5
Storey CSD	467	251	1.9
Mineral CSD	733	443	1.7
Eureka CSD	220	213	1.0

Funding for Technology. Investment into classroom instructional computers and Internet connectivity is difficult to assess using the Nevada Report Card data that most often does not detail school level funding nor include all sources of funding including grants and donations. Generally, curriculum development, remediation and funds may be spent for equipment or technology resources but not tagged as such. Data provided in the Nevada Report Card does not allow accurate examination of technology funding sources.

## **District Technology Analyses**

### **Carson City School District**

Carson City School District has the least technological capacity of all Nevada school districts averaging one Internet connected instructional computer per classroom with 18.8 students per computer. The district is below the state average for Internet access with 96% of labs and libraries Internet connected and 90% of all instructional computers having Internet access. The district does report that 100% of its classrooms have Internet connections. The exceptions are Empire Elementary School reporting 1.5 and Seeliger Elementary School reporting 1.8 Internet accessible instructional computers per classroom.

### **Churchill County School District**

Churchill County School District is below the state average in the number of instructional computers and computers with Internet access in classrooms, averaging 1.1 Internet connected instructional computer per classroom and 8.2 students per Internet connected computer. District-wide, 99% of classrooms and 100% of labs and libraries have Internet access. Of all classroom instructional computers, 97% have Internet. The least computer-rich school is Best Elementary School averaging 1.5 instructional computers and 1.5 instructional computers with Internet access per classroom. The most connected school is Lahanton Elementary School with an average of 2.9 Internet connected instructional computers per classroom. Churchill CSD averages 2.0 computers (all with Internet access) per classroom, below the state average of 2.5.

### **Clark County School District**

Sixty eight percent of all Nevada classrooms are located in Clark County, thus driving statewide averages. The percentage of Clark CSD classrooms with Internet access is the same as the state average of 99%. The percentage of labs and libraries with Internet is the same as the state average of 98%. Clark CSD ranks just below the state average of 94% with 93% of instructional computers with Internet. Overall, the district averages 2.6 instructional computers per classroom and 2.4 instructional computers with Internet per classroom.

The district averages 8.4 students per Internet connected computer, but variability occurs among schools. One school, Walker International Elementary School reports no computers in classrooms, but does report that its lab/library/media center has



Internet access as do all 40 classrooms. Carl Elementary School reports instructional computers (2.5 per classroom) but no labs, libraries or classrooms with Internet access. At the opposite end, A-Tech Advanced Technologies Academy is a 2003 NCLB Blue Ribbon School offering secondary technical and professional courses. The school ranks highest in the district with 14.7 instructional computers (all with Internet access).

### **Douglas County School District**

Douglas County schools report at or below state averages with 99% of classrooms with Internet, 100% of labs and libraries with Internet, but only 87% of instructional computers with Internet. Overall Douglas CSD ranks low in Internet access averaging 10.2 students per Internet connected instructional computer. Schools range from one Internet connected instructional computer per classroom (Carson Valley Middle School, Kingsbury Middle School, Minden Elementary School, and Whittell High School) up to 3.0 Internet connected instructional computers per classroom (Scarselli Elementary School). Douglas High School is the second most computerized school in the district averaging 2.8 Internet connected instructional computers per classroom, whereas the district average is 1.9.

### **Elko County School District**

Elko County School District ranks above state averages in classroom instructional computers and Internet access, although many schools report limited classroom Internet access (most notably Spring Creek High School reporting 14 out of 46 classrooms with Internet access). Overall, Elko CSD ranks above the state average with 5.7 students per Internet connected computer. It reports Internet access in 93% of classrooms, in 100% of labs and libraries, and for 87% of all instructional computers.

Elko CSD averages 2.8 instructional computers with Internet per classroom. The most connected school is Jackpot High School with 6.1 instructional computers per classroom and 5.1 Internet connected instructional computers per classroom. The high level of technology attainment may relate to the school's Title I funding, 75.2% student population qualification for Free and Reduced Lunch or its remote location requiring electronic delivery systems. Carlin High School has the lowest level of computer technology reporting one Internet connected instructional computer per classroom. Interestingly, even Spring Creek High School with relatively low number of connected classrooms averages 3.4 instructional computers with Internet per classroom and 5.7 instructional computers per classroom. Small rural schools including Ruby Valley, Petan Ranch, Mound Valley and Montello Elementary Schools all report relatively high computer averages of 2.4 instructional computers with Internet per classroom. There appear to be problems with the data, however, since the population of each of these very small and isolated schools has been reported as 60 students each with seven classrooms. This data is more likely an aggregate of all small rural schools rather than numbers for each, calling into question the accuracy of the individual school data.

## **Esmeralda County School District**

Esmeralda County School District is the smallest district in the state reporting a total of 12 classrooms and 69 students with an average of 6.9 students per Internet connected instructional computer. School level data is incomplete. Esmeralda CSD reports 83% classroom Internet access with only 24% of instructional computers having Internet. No data for the number of libraries and labs with Internet access is provided. Based on the available data, Esmeralda appears above the state average in ratio with 3.4 instructional computers, but poorly connected with 0.8 Internet connected instructional computer per classroom.

## **Eureka County School District**

Eureka County schools Internet connectivity is close to the state average with 97% of classrooms, 100% of labs and libraries, and 96% of instructional computers having Internet access. All classrooms in the three schools have Internet access except for one room in Crescent Valley Elementary School. District instructional computers and Internet access is well above the state average with 4.8 instructional computers and 4.6 Internet connected instructional computers per classroom with a range from 4.9 Internet connected instructional computers per classroom at Eureka Elementary School to 4.4 Internet connected instructional computers per classroom at Crescent Valley Elementary School. The district averages the lowest ratio of students to Internet computers with one student for each Internet connected instructional computer.

## **Humboldt County School District**

Humboldt County schools rank above state averages with 100% classroom, labs and libraries, and 99% of all instructional computers Internet connected. Throughout the district, there is an average of 6.3 Internet connected instructional computers per classroom and 3.0 students per computer.

McDermitt High School received \$500,000 through a federal grant to provide laptops to students as part of the Educational Excellence for All Learners Act of 2001. In addition, the school services the community as an Internet Service Provider. As a result, the school ranks top in the district with 17.6 Internet connected computer per classroom; more than two computers per student. The least equipped school in the district is McDermitt Elementary School with 3.3 instructional computers and 3.3 instructional computers with Internet per classroom. Even remote and small schools in this district have high ratio of computers per classroom. Denio, Kings River, Orovada, and Paradise Valley Elementary Schools report Internet computers in each classroom. Repetition of the same data for each school suggests an aggregation for all these rural small schools rather than individual school information. Humboldt CSD is the fifth most technologically equipped district in Nevada, based on available data.

## **Lander County School District**

Lander CSD is the second least equipped and connected district in the state averaging 12 students per Internet connected instructional computer. Lander

schools report 100% lab and library connectivity with 89% of classrooms and 88% of instructional computers having Internet access. Of the seven schools in the district, Austin High School ranks lowest in computer equipment with five Internet-connected instructional computers for six classrooms, averaging 0.8 computers per classroom. The most equipped and connected school is Battle Mountain Junior High School with three Internet connected instructional computers per classroom.

### **Lincoln County School District**

Lincoln CSD ranks above the state average with 3.1 students for each Internet connected instructional computer. Despite high level of access to computers, the district reports below state average with only 67% instructional computers and 96% of classrooms with Internet. The district reports that 100% of labs and libraries are connected. Lincoln County schools average 5.4 instructional computers but a lower ratio of 3.6 Internet connected instructional computer per classroom. All eight schools have the majority of classrooms connected ranging from one in Pahrnagat Valley Middle School to 6.9 Internet connected instructional computers per classroom at Caliente Elementary School. Overall, the district provides one Internet connected instructional computer for every 3.1 students.

### **Lyon County School District**

Lyon CSD averages just below the state average with eight students per instructional computer with Internet. The district ranks above the state average with 100% of classrooms, labs and libraries connected to the Internet and 96% of instructional computers with Internet connections. Some variation in computer equipping and Internet connectivity was reported among schools with Smith Valley High School the most highly equipped based on number of computers in classrooms and Dayton High School the least equipped with one Internet connected instructional computer per classroom. The district average is 2.4 instructional computers and 2.3 Internet connected instructional computers per classroom.

### **Mineral County School District**

Mineral County School District is among the most equipped and connected district in the state, averaging 1.7 students per Internet connected instructional computer. The district reports 99% of classrooms and 100% of labs, libraries and instructional computers are Internet connected. The data suggests that the district prioritizes technology by grade level. For example, Hawthorne Elementary/Junior High Schools has the most technology with 11.1 Internet connected computers per classroom. This averages just less than one student per computer. On the other hand, Hawthorne Primary School located next door averages only 1.9 Internet connected computers per classroom, translating to five students per computer.

Mineral County School District received \$760,000 through a federal grant for a wireless laptop pilot program as part of the Educational Excellence for All Learners Act of 2001. Because of these funds, Hawthorne Elementary and Junior High and Schurz Elementary schools show low students to computer levels of a little more than one student per Internet connected instructional computer. Fiscal data about

the grant funds are not supplied by the Nevada Report Card making analysis of funding sources for technology problematic.

### **Nye County School District**

Nye CSD is above the state average with 6.5 students per Internet connected instructional computer. An error is evident with the district reporting 104% of classrooms with Internet access. The error may be a result of faulty data about Gabbs Elementary School with 10 Internet connected classrooms for a three room school. The district reports 96% of labs and libraries are connected as are 97% of instructional computers. Very rural schools report proportionally higher connectivity and computer equipment levels either due to small school size or increased number of computers for electronic instructional delivery. The most equipped schools are the one-room Duckwater Elementary with eight Internet accessible instructional computers and Round Mountain High School averaging 4.5 Internet connected instructional computers per classroom. Another highly equipped school is Tonopah High School with 4.5 Internet connected instructional computers per classroom. This contrasts with many Nye CSD elementary schools averaging about two Internet connected instructional computers per classroom.

### **Pershing County School District**

Pershing CSD is among the least equipped and connected districts in the state averaging 9.3 students per Internet connected instructional computer. Pershing CSD reports relatively low percentages with 93% of classrooms connected to the Internet and 84% of instructional computers with Internet. The district reports that 100% of libraries and labs are connected. The four schools in the district average 1.3 instructional computers and 1.1 Internet connected instructional computers per classroom. Imlay Elementary reports a proportionally large number of instructional computers, with four in each of the four classrooms, but no Internet access. The most Internet connected school is Pershing County Middle School with 1.7 Internet connected instructional computers per classroom.

### **Storey County School District**

Storey CSD is one the most technologically equipped and Internet connected districts in the state with 7.8 computers per classroom and an average of 1.9 students per Internet connected instructional computer. Storey CSD reports 100% of classrooms, labs and libraries connected to the Internet and 98% of all instructional computers with Internet access. The least connected school is Gallagher Elementary (5.5 Internet connected computers per classroom) and the most connected is Virginia City Middle School (10.3 Internet connected computers per classroom).

### **Washoe County School District**

Washoe CSD is slightly above the state average with 7.2 students per Internet connected instructional computer. It reports 99% of classrooms with Internet access, 98% of labs and libraries connected, and 98% Internet connectivity for instructional computers. Washoe displays the second greatest range of computer equipping in

Nevada districts with a low of one Internet connected instructional computer per classroom at Double Diamond Elementary School compared to the high of 13 Internet connected instructional computers per classroom at Incline Middle School. Strong community support and local fundraising placed Incline Middle School well above the district average of three Internet connected instructional computers per classroom.

### **White Pine County School District**

White Pine CSD is the fourth most connected district in Nevada averaging 2.5 students for each Internet connected instructional computer. The district reported that 99% of classrooms and 99% of instructional computers have Internet access although only 83% of labs and libraries are connected. The district averages 5.2 Internet connected instructional computers per classroom with Lund Elementary School reporting 13.3 Internet connected instructional computers per classroom compared to White Pine High and Baker Elementary schools each reporting one Internet connected instructional computer per classroom. Lund Elementary School used electronic delivery to expand curricular offering for K-12 students in this remote location and provides nearly one computer per student.

## **Indices of Completion of High School**

The state percentage for pupils with a standard high school diploma is 84.1%, an adjusted diploma is 6.2%, and a certificate of attendance is 5.1%. The remaining 6.8% are adult diploma recipients. If we look at the percentage of standard diplomas given by districts, the rate varies from 70.8% to 96%. Likewise, the percentage of certificates of attendance varied from 0.0% to 8.3%.

### **Carson City School District**

#### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Carson City District reported that 85.9% (471) of their high school graduates received a standard diploma, 6.8% (37) received an adult diploma, 6.2% (34) received an adjusted diploma, and 1.1% (6) received a certificate of attendance. Percentage wise, fewer certificates of attendance were given in the District than the statewide average. The number of adjusted diplomas and certificates of attendance did increase slightly from the prior report (29 to 40).

#### **Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Carson City District reported that, overall, only 1.1% (6) of its seniors did not receive a high school diploma because they failed the Nevada High School Proficiency Examination. This is less than the state average of 5.1% and comparable to the previous year's failure rate of 0.7%.

## **Churchill County School District**

### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

The District reported that 89.9% (267) of their high school graduates received a standard diploma, 6.1% (18) received an adult diploma, 3.0% (9) received an adjusted diploma, and 1.0% (3) received a certificate of attendance. Percentage wise, fewer certificates of attendance were given in the District than the statewide average. The percentage of adjusted diplomas and certificates of attendance decreased slightly from the prior report (4.6% to 4.0%).

### **Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

The District reported that, overall, only 1.0% (3) of its seniors failed to receive a high school diploma because of failure of the proficiency examination. This is less than the state average of 5.1% and comparable to the previous year's failure rate of 0.9% and represents outstanding performance.

## **Clark County School District**

### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Clark County District reported that 82.3% (9,259) of their high school graduates received a standard diploma, 5.7% (641) received an adult diploma, 5.7% (636) received an adjusted diploma, and 6.3% (708) received a certificate of attendance. The percentage of high school pupils who graduate with a standard high school diploma varied widely by high school, from a low of 72.8% to a high of 100% at four high schools.

### **Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Clark County District reported that, overall, 6.3% (708) of its seniors did not receive a high school diploma because they failed the Nevada High School Proficiency Examination. This is a higher percentage than the 4.1% reported in the 2002 Progress Report and higher than the state percentage of 5.1%. This rate of high school graduation failure due to proficiency examination failure varied widely by high school, from no failures in some schools to a high rate in one school of 16.8%.

## **Douglas County School District**

### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Douglas County District reported that 92.8% (425) of their high school graduates received a standard diploma, 1.5% (7) received an adult diploma, 5.7% (26) received an adjusted diploma, and no students received a certificate of attendance. These rates are similar to the class of 2001 when 96% (389) of the graduates received a standard or advanced diploma and no certificates of attendance were given. For the current period, all graduates at Whittell High School received a standard diploma.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Douglas County District reported that none of its seniors who took the Nevada High School Proficiency Examination failed. This perfect performance is better than the 1.4% reported in the 2002 Progress Report and the state percentage of 5.1%.

**Elko County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Elko County District reported that 83.9% (371) of their high school graduates received a standard diploma, 7.0% (31) received an adult diploma, 5.0% (22) received an adjusted diploma, and 4.1% (18) received a certificate of attendance. The percentage of high school pupils who graduate with a standard high school diploma varied widely by high school, from a low of 69.7% at West Wendover High School to a high of 95.7% at Spring Creek High School. 18.2% of graduates at West Wendover High School received Certificates of Attendance. The overall percentage of students in Elko County graduating with a standard diploma dropped from 92% in the 2002 Progress Report to the current 83.9%.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Elko County District reported that, overall, 4.1% (18) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This percentage is lower than the state percentage of 5.1%. The rate of high school proficiency examination failure varied widely by high school, from no failures in some schools to a high rate in West Wendover High School of 18.2%.

**Esmeralda County School District**

Not applicable.

**Eureka County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Eureka County District reported that 93.8% (15) of their high school graduates received a standard diploma, no students received an adult diploma, 6.3% (one) received an adjusted diploma, and no students received a certificate of attendance. The overall percentage of students in Eureka County graduating with a standard diploma increased from 86% (18 students) in the 2002 Progress Report to the current 93.8%.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Eureka County District reported that no seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This success was also reported in the 2002 Progress Report, and is obviously lower than the state percentage of 5.1%.

**Humboldt County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Humboldt County District reported that 89.0% (186) of their high school graduates received a standard diploma, none received an adult diploma, 8.5% (18) received an adjusted diploma, and 2.4% (5) received a certificate of attendance. All data reported are for Lowry High School. The overall percentage of students in Humboldt County graduating with a standard diploma remained constant with 90% in the 2002 Progress Report compared to the current 89.0%.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Humboldt County District reported that 2.4% (5) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This percentage was not reported in the 2002 Progress Report, but is lower than the state percentage of 5.1%. This rate of high school proficiency examination failure represents only Lowry High School.

**Lander County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Lander County District reported that 79.3% (69) of their high school graduates received a standard diploma, no graduates received an adult diploma, 12.6% (11) received an adjusted diploma, and 8.0% (7) received a certificate of attendance. The overall percentage of students in Lander County graduating with a standard diploma dropped from 94.5% in the 2002 Progress Report to the current 79.3%.



**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Lander County District reported that, overall, 8.0% (7) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This percentage was 1.4% in the 2002 Progress Report, a considerable increase, and is higher than the state percentage of 5.1%.

**Lincoln County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Lincoln County District reported that 79.8% (67) of their high school graduates received a standard diploma, 8.3% (7) received an adult diploma, 3.6% (3) received an adjusted diploma, and 8.3% (7) received a certificate of attendance. Data for Lincoln County District in this reporting table cannot be reconciled since the data for the two high schools do not equal the district totals. The overall percentage of students in Lincoln County graduating with a standard diploma dropped from 99% in the 2002 Progress Report to the current 79.8%.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Lincoln County District reported that, overall, 8.3% (7) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. Data for Lincoln County District in this reporting table cannot be reconciled since the data for the two high schools do not equal the district totals. This percentage was reported as zero in the 2002 Progress Report. The current rate is higher than the state percentage of 5.1%.

**Lyon County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Lyon County District reported that 79.5% (325) of their high school graduates received a standard diploma, 10.8% (44) received an adult diploma, 7.8% (32) received an adjusted diploma, and 2.0% (8) received a certificate of attendance. Percentage wise, fewer certificates of attendance and more adult diplomas were given in the District than the statewide average. The percentage of standard or advanced diplomas appeared to decrease slightly from the 2002 Progress Report (79.5% compared to 84.1%).

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Lyon County School District reported that, overall, only 2% (8) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is less than the state average of 5.1% and comparable to the previous report's failure rate of 1.6%.

**Mineral County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Mineral County School District reported that 88.4% (38) of their high school graduates received a standard diploma, none received an adult diploma, 11.6% (5) received an adjusted diploma, and none received a certificate of attendance. Thus, no certificates of attendance and no adult diplomas were given in the District. The percentage of standard or advanced diplomas appeared to decrease slightly from the 2002 Progress Report (88.4% compared to 100.0%).

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Mineral County District reported that no seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is much better than the state average of 5.1% and identical to the previous report's failure rate of zero.

**Nye County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Nye County School District reported that 87.6% (241) of their high school graduates received a standard diploma, none received an adult diploma, 10.5% (29) received an adjusted diploma, and 1.8% (5) received a certificate of attendance. Percentage wise, more standard diplomas were given in the District than the statewide average (84.1%). The percentage of Certificates of Attendance was much lower than the state percentage.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Nye County School District reported that, overall, 1.8% (5) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is less than the state average of 5.1%. The five students who failed

to receive a high school diploma because of failure on the high school proficiency examination came from two of the district's five high schools.

### **Pershing County School District**

#### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Pershing County School District reported that 84.4% (38) of their high school graduates received a standard diploma, 11.1% (5) received an adult diploma, 4.4% (2) received an adjusted diploma, and none received a certificate of attendance.

#### **Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Pershing County District reported that none of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is an excellent performance for Pershing County High School.

### **Storey County School District**

#### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Storey County School District reported that 70.6% (17) of their high school graduates received a standard diploma, none received an adult diploma, 29.2% (7) received an adjusted diploma, and none received a certificate of attendance. Percentage wise, fewer standard diplomas are given than the state rate (84.1%) and more adjusted diplomas are given (6.0%).

#### **Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Storey County School District reported that zero students did not receive a high school diploma because of failure to pass the high school proficiency examination.

### **Washoe County School District**

#### **Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

Washoe County School District reported that 88.6% (2,445) of their high school graduates received a standard diploma, 0.9% (25) received an adult diploma, 6.9% (190) received an adjusted diploma, and 3.6% (99) received a certificate of attendance. Percentage wise, more standard diplomas were given in the District than the statewide average (84.1%). The percentage of standard or advanced

diplomas appeared to increase from the 2002 Progress Report (88.6% compared to 84.2%), an upward trend that has continued for the last three reporting periods.

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

Washoe County School District reported that, overall, 3.6% (99) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is less than the state average of 5.1% and slightly more than the previous report's failure rate of 2.7%. This rate varied by high school, from 0% to 7.7%.

**White Pine County School District**

**Number and percentage of high school pupils who graduate with a standard high school diploma, an adjusted diploma, or a certificate of attendance**

White Pine School District reported that 96% (96) of their high school graduates received a standard diploma, none received an adult diploma, 3.0% (3) received an adjusted diploma, and 1.0% (1) received a certificate of attendance. Percentage wise, more standard diplomas were given in the District than the statewide average (84.1%).

**Number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination (2002-2003)**

White Pine School District reported that, overall, only 1% (1) of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is less than the state average of 5.1%. Data in the prior report were not available.

**Comparison of High School Graduation Rate with the Graduation Rate of the District and the State**

The state had a graduation rate of 74.8% overall, but with markedly lower rates for American Indian/Alaskan Native (69.2%), Hispanic (62.8%), and Black/African American (59.6%) students. This success rate also varied by school district for overall rates and for different ethnic group rates. In most districts, the Hispanic student success rate was lower than the others. Of particular concern was a rate of 33% for Hispanic students in Washoe County. Interestingly, there was a pattern in many rural Nevada county districts of a noticeably higher graduation rate for females than for males.

### **Carson City School District**

For all students, Carson City District had a graduation rate of 84.4%, a rate considerably higher than the state's graduation rate of 74.8%. Carson High School had an overall rate of 86%. However, broken down by ethnicity, the percentages indicate less success in graduating Hispanic students. The Hispanic student graduation rate is only 69.5% overall.

### **Churchill County School District**

For all students, Churchill County District had a graduation rate of 89.3%, a rate considerably higher than the state's graduation rate of 74.8%. Churchill County High School had an overall rate of 88.7%. However, broken down by gender or by ethnicity, the percentages indicate slightly lower, but still high, success for American Indians/Alaskan Natives (80%) and Asian/Pacific Islanders (80%). Particularly noteworthy was a 90.5% graduation rate for Hispanic students.

### **Clark County School District**

For all students, Clark County District had a graduation rate of 71.7%, a rate lower than the state's graduation rate of 74.8%. For the entire district, the rate varied widely by ethnicity, with Black/African American students (59.1%) and Hispanic students (62.1%) with the lowest graduation rate. Female students performed slightly better than males (73.1% to 70.2%) The graduation rate by high school varied from a low rate of 46.4% to a high of 99.3%.

### **Douglas County School District**

For all students, Douglas County District had a graduation rate of 90.9%, a rate much higher than the state's graduation rate of 74.8%. For the entire district, the rate varied by gender (86.4% for males and 95.4% for females) and ethnicity, with a lower rate for Hispanics (84.6%).

### **Elko County School District**

For all students, Elko County District had a graduation rate of 78.7%, a rate higher than the state's graduation rate of 74.8%. For the entire district, the rate varied widely by ethnicity, with the low rate of American Indian/Alaskan Natives (54.9%) and Hispanics (62.6%). The graduation rate by high school varied from a low rate of 55.6% to a high of 91.3%.

### **Esmeralda County School District**

Not applicable.

### **Eureka County School District**

For all students, Eureka County District had a graduation rate of 93.8%, a rate considerably higher than the state's graduation rate of 74.8%.

### **Humboldt County School District**

For all students, Humboldt County District had a graduation rate of 81.2%, a rate higher than the state's graduation rate of 74.8%. For the entire district, the rate varied widely by gender (77.0% males vs. 86.0% females) and ethnicity with a low rate of Hispanics of 73.3%.

### **Lander County School District**

For all students, Lander County District had a graduation rate of 74.2%, a rate equal to the state's graduation rate of 74.8%. For the entire district, the rate varied by gender, with a graduation rate of 70.7% for males and 80.0% for males.

### **Lincoln County School District**

For all students, Lincoln County District had a graduation rate of 81.3%, a rate higher than the state's graduation rate of 74.8%. For the entire district, the rate varied by gender, with a rate of 75.6% for males and 87.0% for females.

### **Lyon County School District**

For all students, Lyon County District had a graduation rate of 83.1%, a rate higher than the state's graduation rate of 74.8%. The rates for individual high schools varied from 78.0% (Yerington High School) to 90.9% for Smith Valley High School. Broken down by gender and by ethnicity, the percentages indicate significant differences. Hispanic students have a graduation rate of only 66.7% district wide. The rate for females is 88.7% compared to 78.4% for males.

### **Mineral County School District**

For all students, Mineral County District had a graduation rate of 76.0%, a rate slightly higher than the state's graduation rate of 74.8%. The rate for Mineral High School was presented as 80.9%, and the reason for this variance from the district data was not clear. The numbers were too small to show differences by ethnicity.

### **Nye County School District**

For all students, Nye County School District had a graduation rate of 72.8%, a rate slightly lower than the state's graduation rate of 74.8%. The rates for individual high schools varied from 45.2% (Beatty High School) to 83.0% (Tonopah High School) and 83.9% (Round Mountain High School). Females (80.1%) had a higher graduation rate than males (66.3%). Broken down by ethnicity, the percentages indicate a significantly lower graduation rate for Hispanic students who have a graduation rate of only 61.5% district wide.

### **Pershing County School District**

Pershing County District reported that none of its seniors who took the Nevada High School Proficiency Examination failed and did not receive diplomas. This is an excellent performance for Pershing County High School.

### **Storey County School District**

For all students, Storey County District and Virginia City High School had a graduation rate of 70.8%, a rate slightly lower than the state's graduation rate of 74.8%. Due to the small number of graduates, the data could not be broken down by ethnicity and gender.

### **Washoe County School District**

For all students, Washoe County School District had a graduation rate of 80.3%, a rate higher than the state's graduation rate of 74.8%. The rates for individual high schools varied from 51.7% (Hug High School) to 95.8% for TMCC Magnet High School and 92.7% for McQueen High School. Broken down by ethnicity, the percentages indicate a significant difference for Hispanic students who have a graduation rate of only 33.0% district-wide.

### **White Pine County School District**

For all students, White Pine School District had a graduation rate of 81.4%, a rate higher than the state's graduation rate of 74.8%. Broken down by ethnicity, the percentage of the graduation rate for Hispanics is 86.7%, the highest in the state and higher than the overall district rate.

## Paraprofessionals who do not Satisfy the Qualifications Related to NCLBA

State/Districts	Total Number of Paraprofessionals Employed	Paraprofessionals Not NCLB Qualified	
		Number	Percent
Nevada	3282	2356	71.8
Carson	147	60	40.8
Churchill	73	3	4.1
Clark	1834	1610	87.8
Douglas	97	87	89.7
Elko	56	22	39.3
Esmeralda	2	0	0.00%
Eureka	4	3	75
Humboldt	62	24	38.7
Lander	17	0	0.00%
Lincoln	13	0	0.00%
Lyon	70	31	44.3
Mineral	23	4	17.4
Nye	87	49	56.3
Pershing	20	4	20
Storey	10	9	90
Washoe	721	426	59.1
White Pine	17	12	70.6

All paraprofessionals hired after January 8, 2002, and working in a program supported with Title I funds are required to have: (1) completed at least two years of study at an institution of higher education; (2) obtained an associate's degree or a higher degree; or (3) passed a state assessment. Paraprofessionals who were hired before January 8, 2002, and working in a program supported with Title I funds must meet these requirements no later than January 8, 2006.

As of 2004, nearly 72% of the paraprofessional staff has yet to satisfy the requirements to be deemed NCLB qualified. The percentage of paraprofessionals not NCLB qualified ranges from 0.00% (Esmeralda, Lander, and Lincoln) to 90.0% (Storey). As the state's largest school district, Clark County weighs heavily on the state average with nearly 88% of their paraprofessional staff deemed not NCLB qualified. If Clark County were removed from the spreadsheet, the statewide percent of not NCLB qualified paraprofessional's moves from 71.8% to 51.7%



## No Child Left Behind Act Information State and District AYP Information

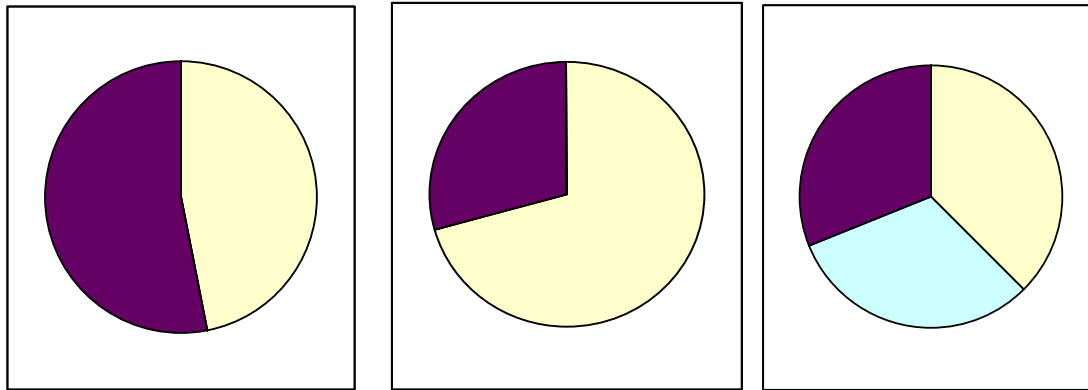
### State Information

Nevada did not make AYP at all levels (elementary, middle, and high school) and is in Year 1 of “In Need of Improvement” status at all levels

### District Information

17 Districts: 17 Elementary; 17 Middle; 16 High  
Elementary                      Middle

High



■ Exemplary    ■ High Achieving    ■ Adequate    ■ Watch List    ■ In Need of Improvement (Year 1)  
■ In Need of Improvement (Year 2)    ■ In Need of Improvement (Year 3)

### District Designations

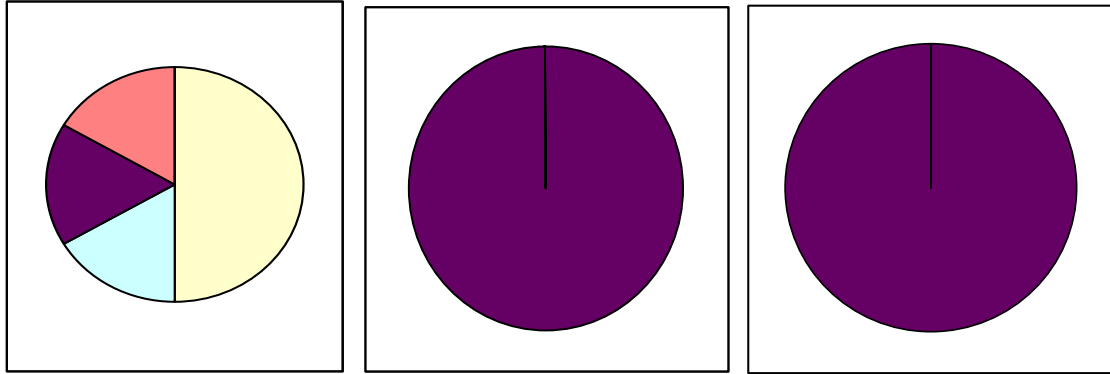
<b>In Need of Improvement Elementary Year 1</b>		
<i>n = 9 (53%)</i>		
Carson	Churchill	Clark
Elko	Humboldt	Lyon
Nye	Pershing	Washoe

<b>In Need of Improvement Middle Year 1</b>		
<i>n = 5 (29%)</i>		
Carson	Clark	Elko
Humboldt	Nye	

<b>In Need of Improvement High Year 1</b>		
<i>n = 5 (31%)</i>		
Carson	Churchill	Clark
Lyon	Washoe	

# Carson School District

9 Schools: 6 Elementary; 2 Middle; 1 High  
 Elementary Middle High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## District Designation

Elementary – In Need of Improvement (Year 1)  
 Middle – In Need of Improvement (Year 1)  
 High – In Need of Improvement (Year 1)

## Schools Designations

<b>In Need of Improvement Elementary Year 1</b> <i>n = 1 (17%)</i>		
Fremont ES		

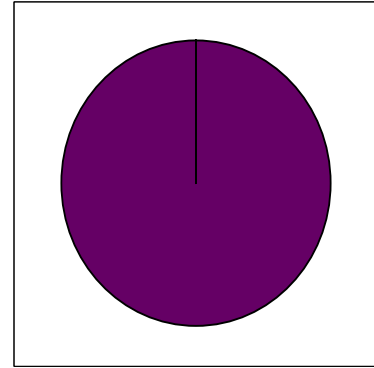
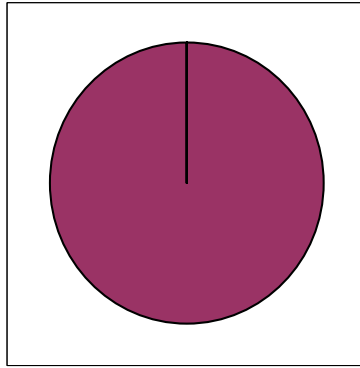
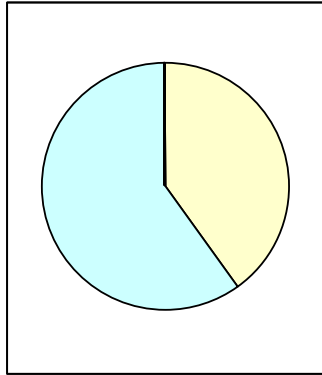
<b>In Need of Improvement Middle Year 1</b> <i>n = 2 (100%)</i>		
Carson MS	Eagle Valley MS	

<b>In Need of Improvement High Year 1</b> <i>n = 1 (100%)</i>		
Carson HS		

<b>In Need of Improvement Elementary Year 2</b> <i>n = 1 (17%)</i>		
Empire ES		

## Churchill County School District

7 Schools: 5 Elementary; 1 Middle; 2 High  
 Elementary                      Middle                      High



- Exemplary    ■ High Achieving    ■ Adequate    ■ Watch List    ■ In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)    ■ In Need of Improvement (Year 3)

**District Designation**

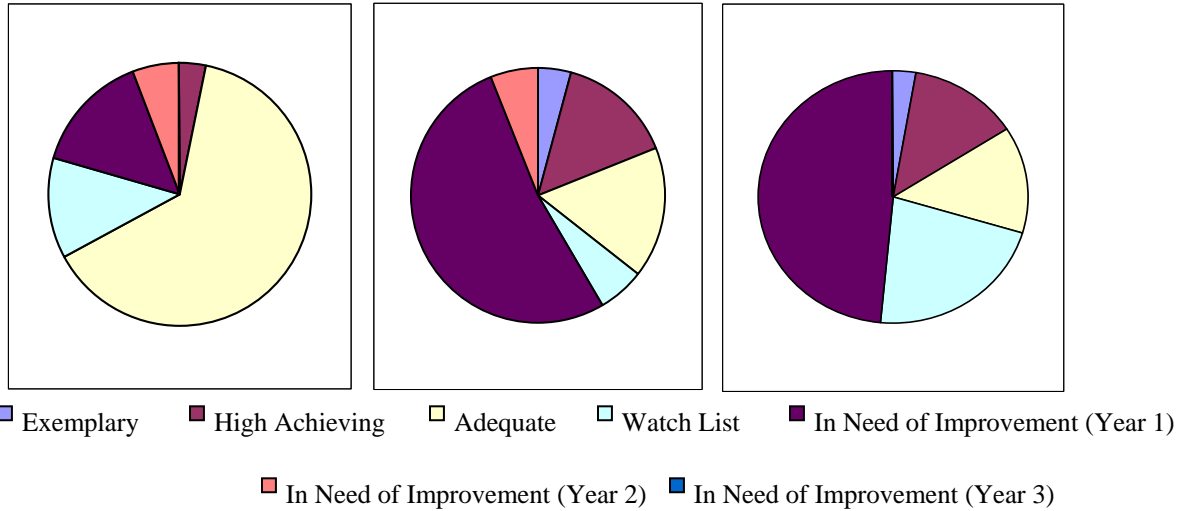
Elementary – In Need of Improvement (Year 1)  
 Middle – Adequate  
 High – In Need of Improvement (Year 1)

**Schools Designations**

<b>In Need of Improvement High Year 1</b>		
<i>n = 1 (100%)</i>		
Churchill Co HS	Gateways to Success HS	

## Clark County School District

261 Schools: 175 Elementary; 50 Middle; 36 High  
 Elementary                      Middle                      High



### District Designation

Elementary – In Need of Improvement (Year 1)  
 Middle – In Need of Improvement (Year 1)  
 High – In Need of Improvement (Year 1)

### School Designations

<b>In Need of Improvement Elementary Year 1</b>		
<i>n = 26 (15%)</i>		
Booker ES	Harmon ES	Rundle ES
Bracken ES (Hold)	Kelly ES (Hold)	Sunrise Acres ES (Hold)
Craig ES (Hold)	Lincoln ES	Taylor (Robert) ES
Cunningham ES	Manch ES	Thomas ES
Dailey ES	McWilliams ES	Twin Lakes ES
Fitzgerald ES	Moore ES	Ullom ES
Fyfe ES	Pittman ES	Warren ES
Galloway ES	Reed ES	Williams (Tom) ES (Hold)
Desert Willow ES	Odyssey Charter	

<b>In Need of Improvement Middle Year 1</b> <i>n = 27 (53%)</i>		
Becker MS	Garside JHS	Orr MS
Brinley MS	Gibson (Robert) MS	Robison JHS
Brown JHS	Johnson JHS	Sawyer MS
Cannon JHS	Keller MS	Sedway MS
Cashman MS	Knudson MS	Silvestri JHS
Cortney JHS	Leavitt MS	J.D. Smith MS
Cram MS	Lied MS	Swainston MS
Fremont MS	Monaco MS	White MS
Morris Behavior MS	O'Callaghan MS	Woodbury MS

<b>In Need of Improvement High Year 1</b> <i>n = 18 (50%)</i>		
Basic HS	Durango HS	Palo Verde HS
Bonanza HS	Eldorado HS	Rancho HS
Chaparral HS	Foothill HS	Silverado HS
Clark HS	Las Vegas HS	Valley HS
Desert Pines HS	Mojave HS	Western HS
Odyssey Charter HS	Cowan Credit	Keystone HS

<b>In Need of Improvement Elementary Year 2</b> <i>n = 10 (17%)</i>		
Cambeiro ES	Lunt ES	Park ES
Carson ES (Hold)	Lynch ES (Hold)	Ronnow ES (Hold)
Herron ES	McCall ES	Tate ES (Hold)
		Williams (Wendell) ES

<b>In Need of Improvement Middle Year 2</b> <i>n = 3 (6%)</i>		
Bridger MS	Von Tobel MS	West MS

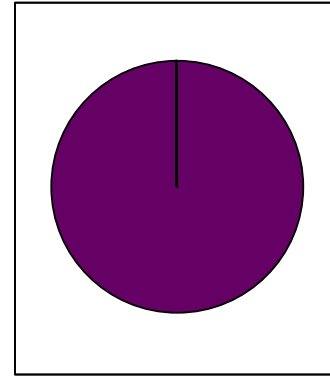
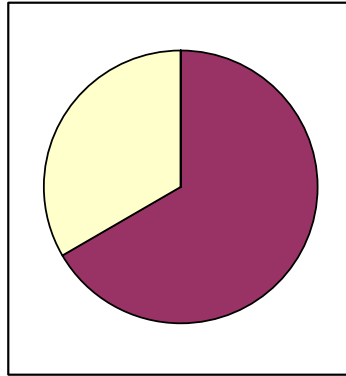
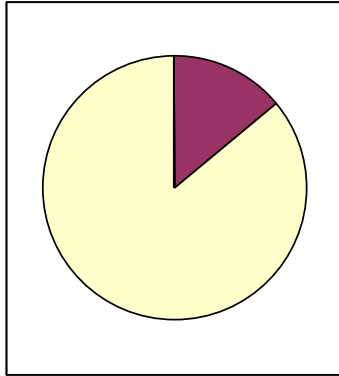
## Douglas County School District

12 Schools: 7 Elementary; 3 Middle; 2 High

Elementary

Middle

High



- Exemplary   ■ High Achieving   ■ Adequate   ■ Watch List   ■ In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)   ■ In Need of Improvement (Year 3)

**District Designation**

Elementary – Adequate

Middle – Adequate

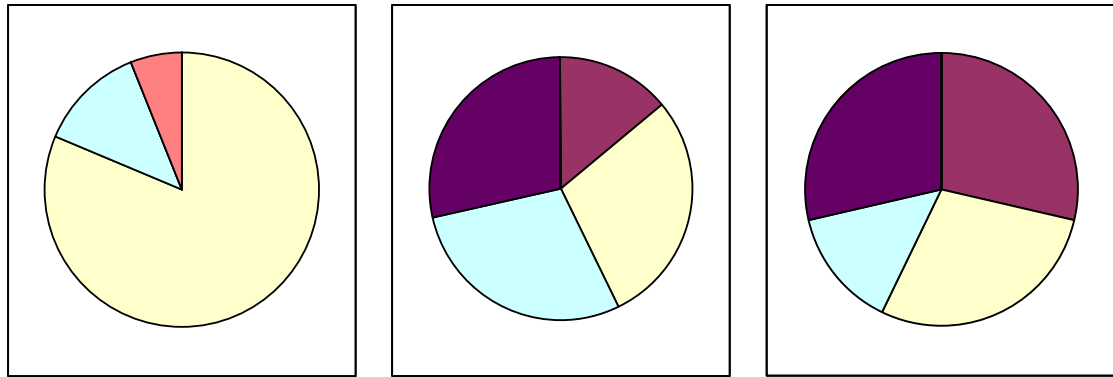
High – Watch List

**Schools Designations**

<b>In Need of Improvement High Year 1</b>
<i>n = 1 (50%)</i>
Douglas HS

# Elko County School District

30 Schools: 16 Elementary; 7 Middle; 7 High



■ Exemplary   
 ■ High Achieving   
 ■ Adequate   
 ■ Watch List   
 ■ In Need of Improvement (Year 1)  
■ In Need of Improvement (Year 2)   
 ■ In Need of Improvement (Year 3)

**District Designation**

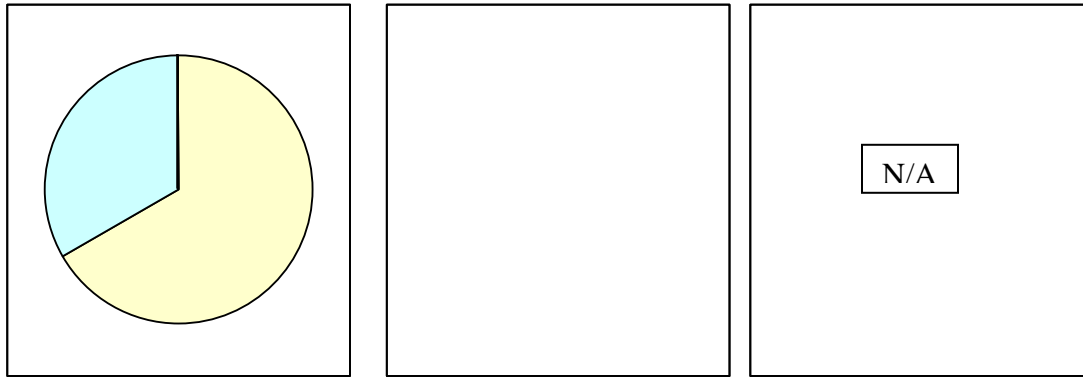
Elementary – In Need of Improvement (Year1)  
 Middle – In Need of Improvement (Year 1)  
 High – Watch List

**Schools Designations**

<b>In Need of Improvement Middle Year 1</b>	
<i>n = 2 (29%)</i>	
Owyhee Combined K-12	West Wendover Jr HS
<b>In Need of Improvement High Year 1</b>	
<i>n = 2 (29%)</i>	
Owyhee Combined K-12	West Wendover HS
<b>In Need of Improvement Elementary Year 2</b>	
<i>n = 1 (6%)</i>	
West Wendover ES	

# Esmeralda County School District

3 Schools: 3 Elementary; 0 Middle; 0 High  
Elementary Middle High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## **District Designation**

Elementary – Adequate  
Middle – Adequate  
High – N/A

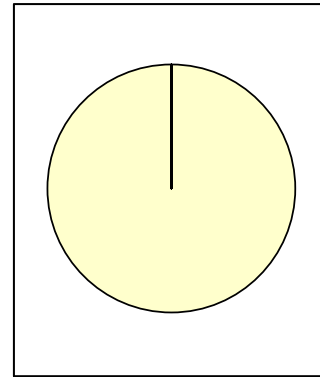
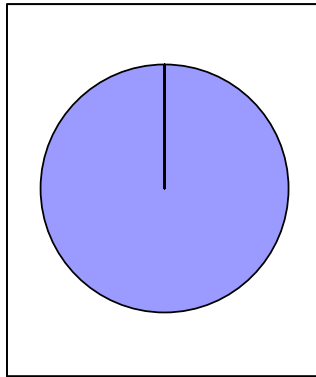
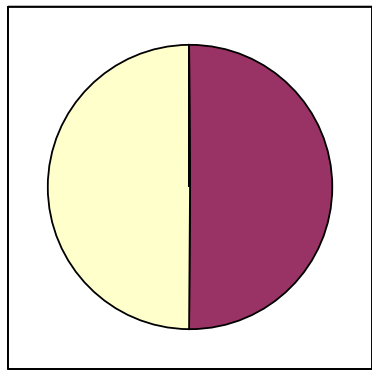
## **Schools Designations**

No schools designated as In Need of Improvement.



# Eureka County School District

4 Schools: 2 Elementary; 1 Middle; 1 High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## **District Designation**

Elementary – Adequate

Middle – Adequate

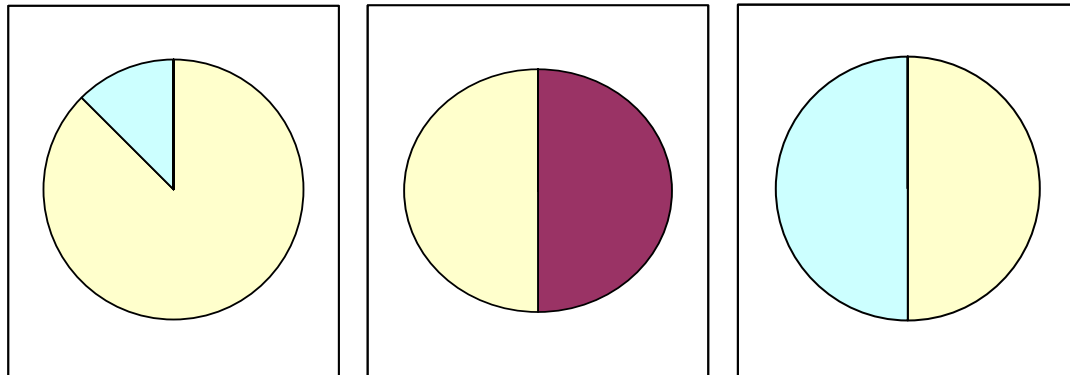
High – Adequate

## **Schools Designations**

No schools designated as In Need of Improvement.

# Humboldt County School District

12 Schools: 8 Elementary; 2 Middle; 2 High



■ Exemplary   
 ■ High Achieving   
 ■ Adequate   
 ■ Watch List   
 ■ In Need of Improvement (Year 1)  
■ In Need of Improvement (Year 2)   
 ■ In Need of Improvement (Year 3)

## **District Designation**

Elementary – In Need of Improvement (Year 1)

Middle – In Need of Improvement (Year 1)

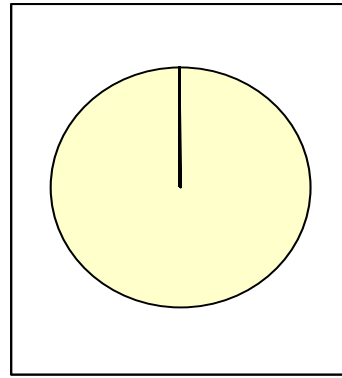
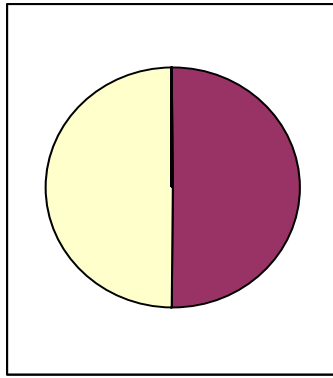
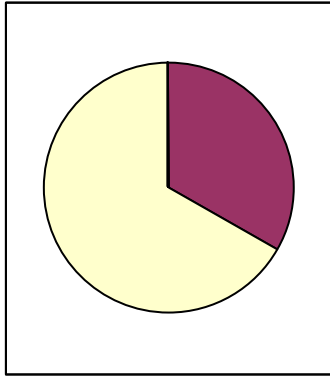
High – Watch List

## **Schools Designations**

No schools designated as In Need of Improvement.

# Lander County School District

7 Schools: 3 Elementary; 2 Middle; 2 High  
Elementary Middle High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## **District Designation**

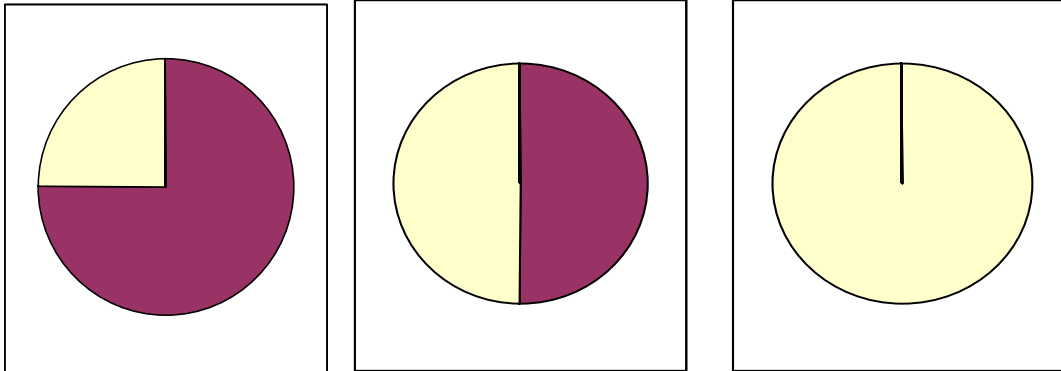
Elementary – Adequate  
Middle – Adequate  
High – Adequate

## **School Designations**

No schools designated as In Need of Improvement.

# Lincoln County School District

8 Schools: 4 Elementary; 2 Middle; 2 High  
Elementary Middle High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## **District Designation**

Elementary – Adequate

Middle – Adequate

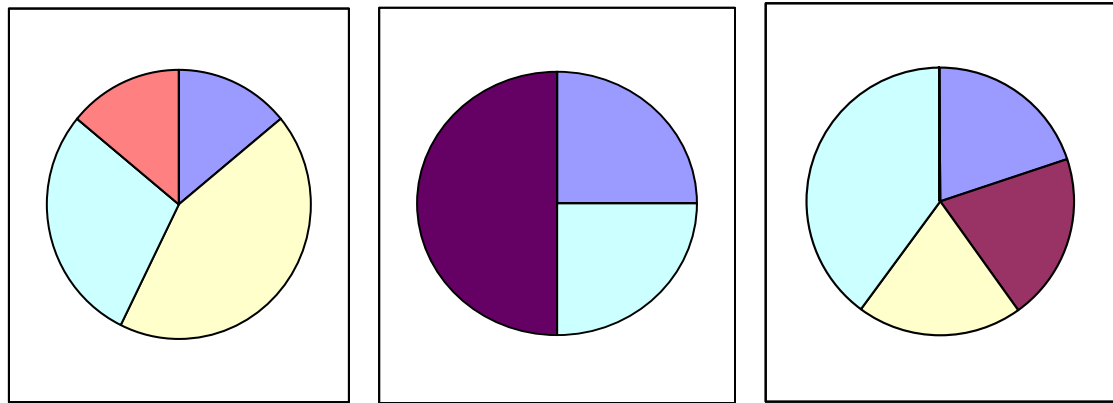
High – Watch List

## **School Designations**

No schools designated as In Need of Improvement.

# Lyon County School District

16 Schools: 7 Elementary; 4 Middle; 5 High



■ Exemplary   
 ■ High Achieving   
 ■ Adequate   
 ■ Watch List   
 ■ In Need of Improvement (Year 1)

■ In Need of Improvement (Year 2)   
 ■ In Need of Improvement (Year 3)

### District Designation

Elementary – In Need of Improvement (Year 1)  
 Middle – Adequate  
 High – In Need of Improvement (Year 1)

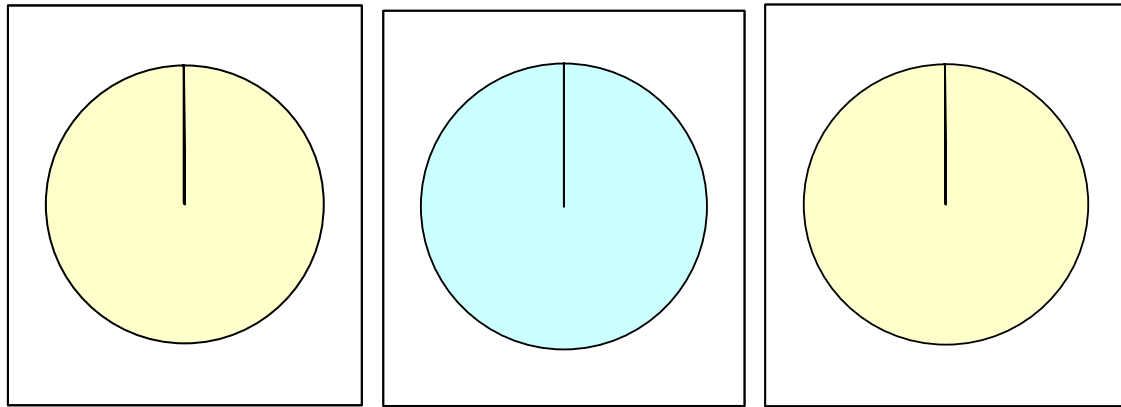
### Schools Designations

<b>In Need of Improvement Middle Year 1</b>		
<i>n = 2 (50%)</i>		
Dayton IS	Silver Stage MS	

<b>In Need of Improvement Elementary Year 2</b>		
<i>n = 1 (14%)</i>		
Yerington ES		

# Mineral County School District

4 Schools: 2 Elementary; 1 Middle; 1 High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## District Designation

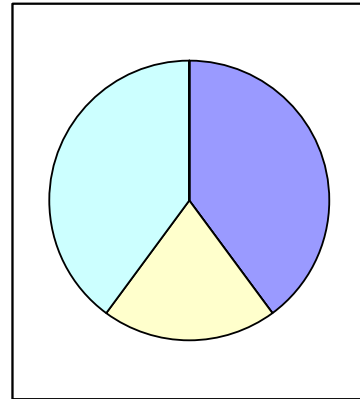
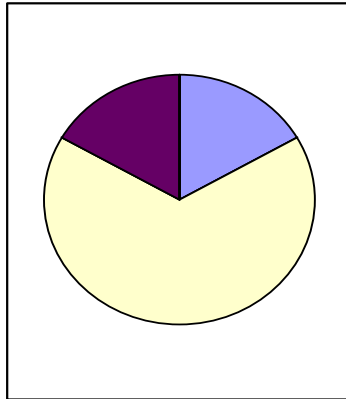
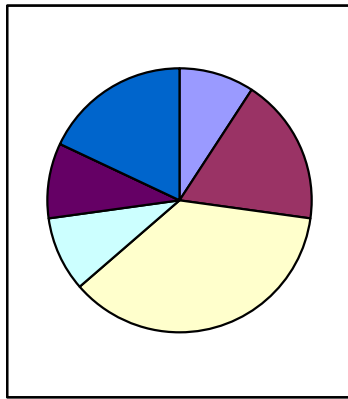
Elementary – Adequate  
 Middle – Adequate  
 High – Adequate

## School Designations

<b>In Need of Improvement Elementary Year 2</b>		
<i>n = 1 (50%)</i>		
Norman ES (Hold)		

# Nye County School District

22 Schools: 11 Elementary; 6 Middle; 5 High  
 Elementary                      Middle                      High



■ Exemplary    ■ High Achieving    ■ Adequate    ■ Watch List    ■ In Need of Improvement (Year 1)  
■ In Need of Improvement (Year 2)    ■ In Need of Improvement (Year 3)

**District Designation**

Elementary – In Need of Improvement (Year 1)  
 Middle – In Need of Improvement (Year 1)  
 High – Watch List

**School Designations**

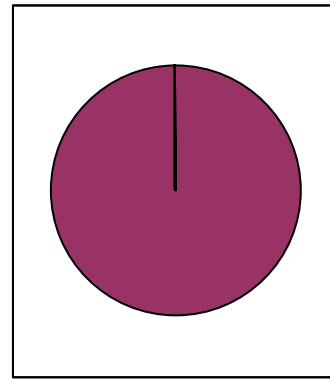
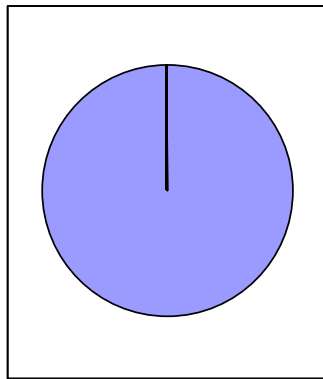
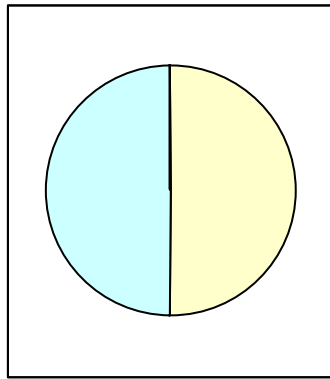
<b>In Need of Improvement Elementary Year 1</b>		
<i>n = 1 (9%)</i>		
Hafen ES		

<b>In Need of Improvement Middle Year 1</b>		
<i>n = 1 (17%)</i>		
Clarke MS		

<b>In Need of Improvement Middle Year 3</b>		
<i>n = 2 (33%)</i>		
Amargosa ES	Manse ES	

# Pershing County School District

4 Schools: 2 Elementary; 1 Middle; 1 High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## **District Designation**

Elementary – In Need of Improvement (Year 1)

Middle – Adequate

High – Adequate

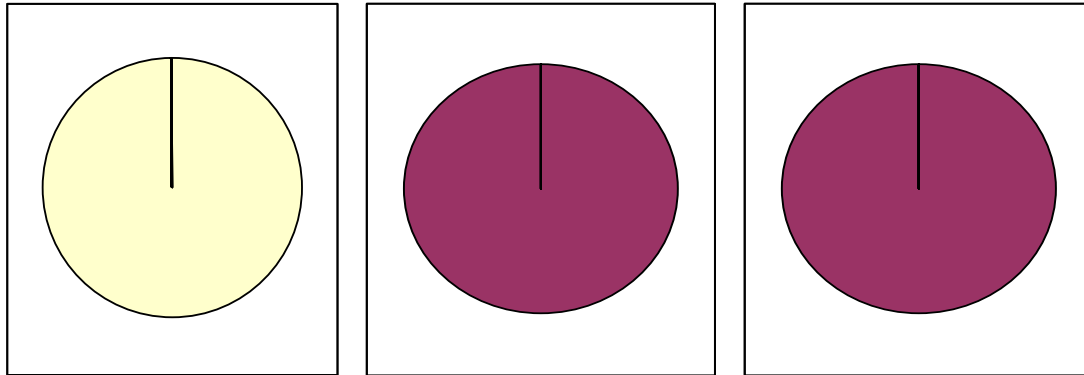
## **School Designations**

No schools designated as In Need of Improvement.



# Storey County School District

4 Schools: 2 Elementary; 1 Middle; 1 High



- Exemplary
- High Achieving
- Adequate
- Watch List
- In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)
- In Need of Improvement (Year 3)

## **District Designation**

Elementary – Adequate

Middle – Adequate

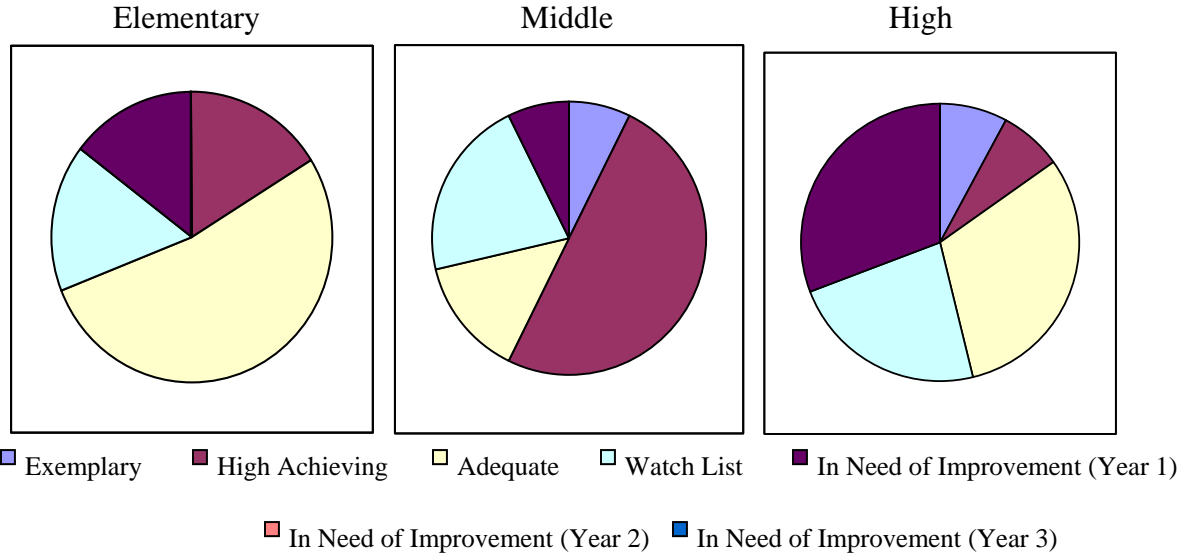
High – Adequate

## **School Designations**

No schools designated as In Need of Improvement.

# Washoe County School District

87 Schools: 61 Elementary; 13 Middle; 13 High



**District Designation**

Elementary – In Need of Improvement (Year 1)  
 Middle – Adequate  
 High – In Need of Improvement (Year 1)

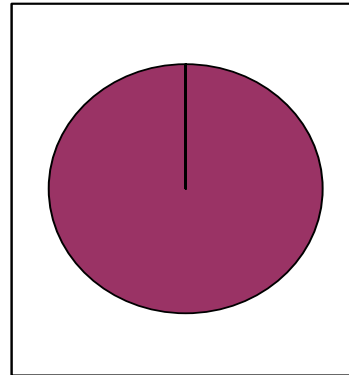
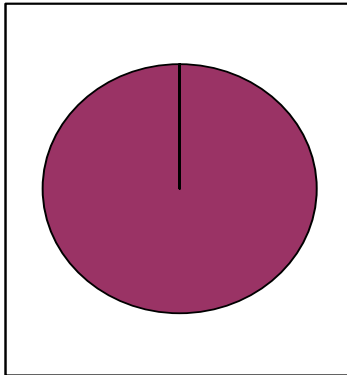
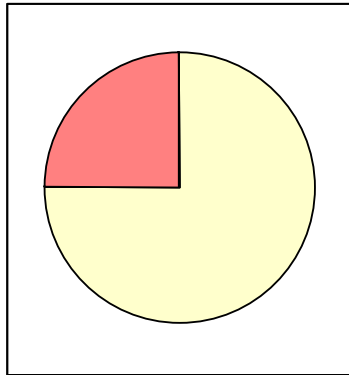
**School Designations**

<b>In Need of Improvement Elementary Year 1</b>		
<i>N = 9 (15%)</i>		
Allen ES	Booth ES	Cannan ES
Desert Heights (Hold)	Loder ES	Mathews ES
Palmer ES	Sun Valley ES	Veterans ES

<b>In Need of Improvement High Year 1</b>		
<i>n = 4 (31%)</i>		
Hug HS	North Valleys HS	Spanish Springs HS
Wooster HS		

# White Pine County School District

8 Schools: 4 Elementary; 2 Middle; 2 High  
 Elementary                      Middle                      High



- Exemplary    ■ High Achieving    □ Adequate    □ Watch List    ■ In Need of Improvement (Year 1)
- In Need of Improvement (Year 2)    ■ In Need of Improvement (Year 3)

**District Designation**

Elementary – Adequate  
 Middle – Adequate  
 High – Adequate

**School Designations**

<b>In Need of Improvement Elementary Year 2</b>
<i>n = 1 (25%)</i>
Norman ES (Hold)

**Charter School Status (August 2004)**

<b>Sponsor</b>	<b>School</b>	<b>Years Operating</b>	<b>Status</b>
Washoe County SD	I Can Do Anything	7	Watch List
Churchill County SD	Gateways to Success	6	Needs Improvement, Year 1
Clark County SD	Keystone Academy	6	Needs Improvement, Year 1
Clark County SD	Odyssey Charter Schools	6	Needs Improvement, Year 1
Washoe County SD	Sierra Nevada Academy	6	Adequate
Washoe County SD	Coral Academy	5	High Achieving
Washoe County SD	Bailey Charter School	4	Adequate
Clark County SD	Andre Agassi Academy	4	Adequate
Washoe County SD	Acad. for Career Ed.	3	Adequate
Washoe County SD	High Desert Montessori	3	Adequate
Washoe County SD	Mariposa Academy	3	Adequate
Clark County SD	Explore Knowledge – El.	2	High Achieving
	Explore Knowledge – Sec.	2	Adequate
Washoe County SD	Rainshadow High	2	Adequate

In addition to the schools shown above, there are six charter schools in their first year of operation in 2004-2005; these schools are collecting data for the next reporting cycle. The Carson City district is sponsoring Carson Montessori School, and Douglas County is sponsoring Sierra Crest Academy. There are, moreover, four other schools which were approved by the Nevada State Board of Education: Silver State High School (Carson City), Nevada State High School (Henderson), and TEAM A and Halima Academy (both in Reno).

### **Extent to which the Improvement Plans Comply with NRS**

Careful review of the Improvement Plans of several schools and the State Improvement Plan revealed that most plans complied with the spirit of the law. With NCLBA being a “new” and, in many cases onerous element of school improvement, a variation in quality is to be expected. The state plan appears to be focused on the critical elements that will be required for public schools in Nevada to meet the challenges of the NCLBA. **The most critical element that this review panel found lacking or treated superficially in some of the school plans was the need to focus efforts where most needed. This can only be achieved through appropriate data analysis and through necessary professional development of all instructional staff to work with instructional strategies that meet the needs for all students, especially the student groups not making adequate yearly progress.** The State Improvement Plan addresses each of these needs. A specific comment is found in recommendation #6.

**In general, elementary schools focused on individual low-achieving students and their primary focus was on students who had low achievement in reading.** A common response was to increase the amount of reading instruction time. A secondary focus was on students who had low mathematics scores. A common concern expressed was that if students cannot read well then all else will be a failure. In a general sense, elementary teachers are driven to teach student reading skills.

**In contrast, the high schools had an equal focus on the High School Proficiency Exam (HSPE).** The HSPE is a high stakes test. If the students do not pass in math, reading, and writing, then they can not receive a standard high school diploma. As a result, the exam is a major focus for high schools and the staff of high schools. A driving force for secondary teachers was that students must pass the proficiency exam.

**Extent to which the Improvement Plans of school districts and schools comply with NRS 385.348; and the extent to which schools designated as demonstrating need for improvement utilized testing results in the selection of state-funded remediation programs pursuant to Section 189.46 of Senate Bill 8 of the 20<sup>th</sup> Special Session.**

### **Site Visits to Selected Schools**

As a part of the review process, the team visited selected schools that failed to make AYP. Approximately 50% were Title I schools and 50% were non-Title I schools. Information for the following sections was developed from interviews of school personnel. On-site visits were made to the following schools:

1. Dayton Intermediate School (January 28, 2005)
2. Empire Elementary School (February 4, 2005)
3. Palmer Elementary School (February 23, 2005)
4. Allen Elementary School (March 2, 2005)
5. Deserts Heights Elementary School (March 7, 2005)
6. West Wendover Elementary School (March 10, 2005)
7. West Wendover Junior/High School (March 11, 2005)
8. Hug High School (March 11, 2005)
9. Galloway Elementary School (April 5, 2005)
10. Cambeiro Elementary School (April 5, 2005)
11. Hafen Elementary School (April 6, 2005)
12. Silver Stage Middle School (April 6, 2005)
13. Cashman Middle School (April 11, 2005)
14. Brown Middle School (April 12, 2005)
15. Clarke Middle School (April 14, 2005)
16. Carson Middle School (April 15, 2005)

Each site visit consisted of interviews with the principal and two to four teachers representing different grade levels and/or math or English language arts content area. At some schools, the assistant principal and/or counselor were included in the interviews. In addition to interviews, a walk-through of the building was conducted.

Each interview began with the request to describe in general the school and students. Without exception, each individual described both the school and students in positive terms. Indeed, it was not uncommon to hear the phrase, "I work at the best school in the world." This was frequently followed by supportive comments about the friendliness

of the staff at the school. At the same time, each respondent described, sometimes in stark terms, the needs of the students, including financial necessities, emotional issues, and educational problems of the youth.

It is important to note that the teachers who were interviewed by the team were selected by the principal. However, the interviews were conducted without the principal present. In a private sitting, the teachers were quite candid about the strengths and weakness of the school. Many made specific suggestions for improvements.

### **Principal Leadership Styles**

As expected, each school has its own personality—culture and climate—that seemed to fairly reasonably reflect the personality and skills of the principal. The overall “look” of the school ranged from high schools that could be described either as sterile or clean (depending upon one’s perspective) to elementary schools that could be described either as cluttered or full of life with student work. Classrooms were typically full of visual learning materials and learning support items were present on elementary classroom walls.

*Principals’ leadership styles appear to fall into a continuum from strong instructional leaders to AYP managers to caretakers. In part, the general leadership style is related to the amount of money the building has for remedial services, but not entirely.*

*In part, the general leadership style of the principal is related to the amount of money the building has for remedial services. For example, if principals worked in Title I schools or in High SES schools, then they had extensive funds available for a variety of activities. Principals who worked in low SES schools had funds for basic educational programs and were active fund raisers.*

*A wide variation of leadership styles were observed during the site visitations. Principals’ leadership styles appear to fall into a continuum from strong instructional leaders to AYP managers to caretakers. Part of the differential leadership approaches that principals were able to use at the various sites could be linked to the amount of funds available per student. For example, many of the principals in Title I schools described extensive staff development programs that included on site speakers and teachers to national conferences. These schools were actively involved in activities that spent money.*

*However, non-Title I principals did not have those options. These principals and schools were involved in activities that were to raise money. These principals had significant additional job pressures to raise funds.*

**Strong Instructional Leaders**—In several instances, there was a very strong sense of a principal in control of his/her school. Such principals described in detail a vision for what the school will be and graphically outlined steps being undertaken to achieve the vision. There was a sense of urgency to accomplish related goals. Teachers and staff

described the same visions and plans; however, many indicated that they were almost to the breaking point because of the ambitiousness of the improvement efforts. However, all the respondents in these schools expressed a willingness to continue, despite being tired. These schools had improvement plans that were designed to go “up-stream” from the symptom and address the root causes associated with failure to make Adequate Yearly Progress (AYP). For example, staff development was repeatedly discussed, teachers were attending national conferences in reading and math, and assessment was described as a part of the instructional process. Examples of systematic improvement designed to promote long-term improvements include:

- Meaningful involvement of parents within the school
- Parent support groups sponsored by the school
- Plans to improvement of student achievement within early grades
- Staff development specifically aligned with low achievement
- Empowerment of staff; e.g. Professional Learning Communities
- Data-based planned improvements

For the most part, the principals who fall into this category worked at Title I schools. A group of schools were working to accomplish many of the above described improvements; however, these schools lacked funding to support their efforts. Such schools described fund raising projects that were conducted to purchase materials, supplies, and building improvements. Such schools were just below the requirements for Title I status; therefore, they were funded at a much lower per pupil rate. For these schools, these principals spend significant time with fund development activities.

The School Improvement Plans varied significantly in quality. For example, in general the plans from Clark County School District were of good quality. It appeared that the individual school had received specific guidance and support. The plans were more focused on assessed needs, limited major goals to 3-4, and had measurable outcomes. In other districts, such consistency was not observed. The information suggests that a general cause and effect is not available. However, several general issues emerged.

Some principals received guidance from either a central office support staff member or a consultant. **The quality of such guidance varied.** Some principals indicated that they developed their respective SIPs with little or no outside support. For most schools, their School Improvement Plans reflected the current skill level of staff—School Improvement Plans are written to the best of the ability of the staff. However, a few principals indicated that School Improvement Plans were a paper work necessity.

**AYP Managers**—Several principals interviewed were judged as status quo managers. For these principals, the School Improvement Plan addressed the underlying issues. These schools addressed issues common to all schools that fail to make AYP. Short-term issues were common within these SIPs; e.g. teach the students test taking skills and improvement of attendance on testing days. Several schools had intense efforts to make sure that students were in attendance during testing—movies for those who attended, make-up days. Students who were very close to passing last time were

identified for additional help. In a general sense, these schools had plans to improve the achievement scores of the students on the next test. These short term issues failed to address the underlying systemic issues related to low achievement.

**Caretakers**—The “overwhelmed caretakers” described the school from a besieged point of view. The students were described in terms of “deterministic” variables; e. g. the social-economic status of the parents, or student characteristics; however, these principals expressed sincere concern for the future of the school and its students. These principals seemed to care deeply about the future of the youth served. The needs of the students impeded their progress and provided a point of reference for many conversations. Student discipline, teacher turnover, and parent problems were viewed as barriers to success. The school improvement plans addressed short term issues, the same as the above group. The schools lacked a common vision of the future success of the school. Teachers did not reflect confidence in the skills of the principal. For such schools, fund raising was described as an impossible dream.

### **School Improvement Plans**

Each school described in detail the process undertaken to develop their School Improvement Plan (SIP). Virtually all indicated that the process undertaken this past year was much more intense than previous years because of the requirements of AYP. Of note, schools described several plans or reports that they have had to write, including, but not limited to SIP, AYP, and accreditation, as distinct, yet in reality the same plan. Some principals complained that they were continually required to repackage the same information for a different type of accountability report.

The actual process used to develop the SIP was fairly uniform. “Teams” were established at the beginning of the school year. In many instances, SIP teams from previous years were enhanced or reconfigured to meet the new AYP requirements. Typical teams consisted of administrators, teachers representing each grade level of the school, a counselor, the reading/literacy specialist, resource/special education coordinator, and one or two parents.

Leadership for the process took several forms. In some cases, the principal or assistant principal had been trained in the Student Achievement Gap Elimination (SAGE) process and assumed leadership for the development of the SIP. One school sent their entire team to a formal training held by the Department of Education at Lake Tahoe. Some schools described formal technical assistance that they had received, but it was difficult to discern whether the help was to develop a SIP or conduct another school-wide program, such as Read Right, Success for All, etc.

All indicated that the process undertaken this past year was extremely time intensive, but the results were valuable because the process itself improved communication within the school. Interviews with teachers not on the SIP team revealed that in most instances this was a school-wide process and not just restricted to the actual SIP team. They described grade-level meetings to discuss and develop recommendations to the



plan through their grade level representative. Another finding was that, although communication improved in the school, in some instances this led to power struggles within grade level teaching staff and/or between content area teachers.

Although each SIP team had parent representatives, there was little mention of how the parents were actually involved. Parents were clearly part of some of the meetings and final approval; however, given the intensity of the process and the volume of meetings associated with the plan development, the actual degree of parent involvement was not clear.

All of the participants indicated that the plans are living documents, rather than sitting on the principal's shelf. Each described the specific goals and how their school was working to achieve the goals. For the most part, however, they described the inputs, e.g. professional learning communities; grade level meetings, and curriculum mapping, rather than outcomes in terms of academic achievement. Indeed, the relationship of the SIP to student achievement varied. For some, there was clear alignment between teaching, staff development and their SIP activities. For others, although development of the plan was necessary, it was not connected in a "driving" manner to instruction. One indicated that they had written the plan in order to get grant money.

Supported by interviews, **many SIPs address symptoms rather than root causes of gaps in achievement.** For instance, some schools are focusing on groups of students closest to "passing" into the proficient category. Many schools categorically place reading as their highest priority for the entire school, regardless of supporting data or individual needs of students. Some described test-taking skills or strategies for making sure that certain students attended school on test days. There was a general sense of "fixing the kids" who will take the test next rather than fundamentally deep issues associated with teaching and learning strategies.

At the same time, most SIPs address school-wide system issues. Each includes extensive staff development, for use of student data as well as improvement of teaching skills. Professional Learning Communities have been adopted by many of the schools as a means to promote horizontal alignment of the curriculum, to discuss common issues of concern about student progress, and to plan. In all cases, respondents indicate that their success was a reflection on the team members and that the cohesion of the teams promoted their accomplishment. However, when asked about vertical alignment with the grades above and below, it is a "hope" of most. This was especially true when discussing vertical articulation to other schools—elementary schools to middle schools or middle schools to high schools. Many interviewees indicated that discussions and/or meetings to plan vertical articulation had occurred, but they were more involved in working out the kinks of horizontal alignment.

The school improvement plans of the individual schools were inconsistent. Some schools developed plans that aligned assessed needs with the goal and objectives for the upcoming school year.

For example, if students had demonstrated low achievement in reading then the school might:

- increase reading instruction time (time on task),
- implement staff development to improve reading instruction, and/or
- implement new reading programs.

Some schools had developed short term solutions if they failed to make AYP; in essence such schools attempted to address the symptoms instead of the root causes of the problems. For example, if the school failed to make AYP because of failure to assess 95% of the students in a category then the staff developed elaborate plans to get students to attend school on the testing days. The school improvement plan failed to consider the overall attendance of the students in question. The goal was to make sure that sufficient numbers of students were in attendance on the assessment days. In general, such plans developed procedures to insure that sufficient numbers of students were in attendance during testing. Examples of plans on testing days reported included:

- rewards for students who had perfect attendance during testing,
- sending staff members to bring absent students to school, and
- charting attendance of various groups on testing days.

Some of the schools implemented remedial programs in the hope of solving identified problems. For example, many schools have implemented programs like Accelerated Reader, Accelerated Math, or Read Right.

### **Staff Development**

In some schools, the staff development was viewed as driving force to long-term improvement of teacher capacity to teach basic skills—reading and math. Some schools had reading coordinators who helped teachers improve their reading instruction. One school had budgeted half time release for two teachers who were training to become school resource coordinators next year. In one school, the use of a new data management system was emphasized. In each of these situations, the professional development was directly tied to the school's needs and the schools were Title I.

We specifically asked about the Regional Professional Development Program (RPDP). We asked specifically about the RPDP because when asked about professional development in general, the RPDP was generally not mentioned. In most cases, respondents use the RPDPs for their “personal” professional development and are happy with the courses or trainings. The general sense was that the RPDP is a great service that is offered to teachers. This is particularly true when a RPDP staff member is located at the school site. The role of the RPDP in the school improvement planning process, when it was in evidence, was that of a participant. Leadership for the SIP

process either came from a Technical Assistance Provider or a person at the school who had extensive training in the SAGE process.

Although Professional Learning Communities were identified as a type of professional development, there were numerous other references, with clear distinctions between “school-focused” and “personal” professional development. All respondents described some level of “school-focused” professional development during the past year. Virtually all were in conjunction with the development/implementation of the school improvement plans and/or the implementation of remedial programs—e.g. Reading First, Success for All.

### **Data Based Decisions**

Most principals indicated that data-based decisions were important. Use of data in daily activities fell into three categories, a) trust in data, b) use of data for compliance, and c) skeptical use of data.

- a) Some respondents rely heavily upon data in their decision-making. Data are used to plan instruction, evaluate progress, form groups. Most of these individuals are recent graduates, both undergraduate and graduate programs or they have a math/accountability/business background where use of data is very common. Principals who fall into this category plan to continue staff development in effective use of data.
- b) Many of the reading and math programs, e.g. Reading First, Accelerated Reading and Math, Success for All, are data intense. Although some of the respondents who use these programs fall into category a), others use data more in compliance with the requirements of the program or because it is an expectation of the school, of the district, and/or of the state than to inform their decisions about instruction.
- c) Some respondents expressed concerns that the data does not provide sufficient information to evaluate students’ progress. Others complained that too much testing takes away from instructional time. In one instance, the teacher keeps extensive field notes on test days to better interpret the results of the tests. One principal reported being very skeptical of data because, with the exception of the High School Proficiency Exam, there are no consequences for how the test results are used.

### **Title I and Non-Title I Schools**

School funding was a significant interview topic, particularly for non-Title I schools. If the school was designated as Title I, principals and teachers alike described adequate funding for enrichment programs, professional development, and other activities. Also, if they had a connection to RPDP, they were very positive regarding professional development. In general, if they had funds, the principals had plans to spend the money. However, most teachers did not have a good understanding of the budgets and how the money was spent.

The non-Title I schools were faced with a continuous search for additional funding. Some interviewees described their schools as “bubble schools”—schools with large populations of students on free and reduced lunch but just below the district cut percentage for Title I status. These schools had limited staff development, staff travel, and innovative programs. In one school, the staff was working to give the school a face lift—paint, clean up the exterior. For non-Title I principals, securing additional funding was a major part of their job. Fund raisers included the following:

- Sale of goods by students
- Wine tasting
- Community Business Partners
- Grant writing (although this is difficult because their demographics do not measure up competitively with Title I schools).

The amount of remedial funding and related programs were highly dependent of Title I status of the schools. Title I schools had funding and remedial programs above the basics.

Likewise, Title I schools had funds for technology to support instruction. This included, but was not limited to computer labs, computer instruction in the classroom, and adequate software to support a wide variety of programs.

### **Parent and Community Involvement**

Parental and community involvement was described as challenging in most of the schools. Invariably, there is a core of very active parents at each school. However, most indicated that the parents they would like to or need to see never show up. Most of the examples of parent/community relations related to cultural or sports events. Title I schools frequently have classes for parents, e.g. GED, English, parenting, etc.

One interesting finding was the number of school personnel who do not live in the community. Although not surprising in urban areas, this same situation was found in rural communities as well—many teachers had a significant commute to work. The challenge in this situation is the unwillingness to return to school for evening events.

### **Accountability**

When asked about improving the accountability process, all agreed that accountability is important. However, there were several suggestions made:

- a) Several principals requested reducing the number of times the same data needs to be analyzed for similar reporting, but to different agencies.
- b) Many indicated that the testing conducted does not measure the progress of each student, rather compares one class to another. This is seen as confusing issues of accountability.

- c) The schools who failed AYP by one measure felt that their “punishment” was unjust in comparison with schools that did not make AYP in multiple areas.
- d) Some pointed out that NCLB only had consequences for educators. Both students and parents were exempt from any consequence.

## **Budget**

It was difficult to follow the money from the reports that were available. The general information was available—total cost per student, total remedial funds available, and major remedial grants. However, it was difficult to establish more specific expenditures per student. The available data made it impossible to link expenditures to student achievement. Schools in some districts are able to raise significant amounts of funds from various enterprise activities such as student sales, parent contributions, and events. Such external sources of funding were used for various types of equipment, books, supplies, etc. These sources were not accurately reflected in the reports available. However, some principals in schools with high percentages of free and reduced meals reported the relative difficulty of such fund raising compared to their “wealthier” counter parts. It is very difficult for schools in low social economic areas to secure such funds.

## **Individual Education Plan Student**

Many of the schools that failed to make AYP because of factors related to special education populations in their respective schools. The percentage of the school’s students with IEPs varied greatly. For example, the grade level percentages in the school had lows of 7 to 9 and high grade level percentages of 20 to 24. We do not have information to explain this type of range.

Several principals pointed out the dilemma for the school if a small number students within a group failed to take the test. For example, if the school has 1-9 special education students in a group and if one fails to take the test then the school fails to meet the required testing percentages. Several interviewees pointed out this general concern but very few described any type of appeal process.

Several interviewees pointed out that a single low-achieving, at-risk student could be counted against the school several times if he/she were a member of several of multiple groups. For example, a single student could be free and reduced lunch, ELL, special education, and a minority. In contrast, an upper income student would be a member in only one group. However, none of the interviewees pointed out that the first example would count favorably for the school if the student scored favorably.

Recommendations for improving the process: state database that can be accessed for a variety of reports and longitudinal assessments on each student.

## Summary

Principals and teachers described the complex needs of schools in both social and economic context. The economic needs were particularly apparent for “non-Title I” schools. By necessity, many principals and teachers are forced to become fund raisers for anything extra. For example, principals cited the difficulty of fund raising; e.g. students selling to friend, family and community, grant writing, and wine tasting. Of note, most teachers and principals are not professional development officers; however, it is a significant expected part of their role.

Several different issues were identified as barriers to effective instruction and instructional leadership. Several common themes were apparent:

- Challenge of fund raising for non-Title I schools
- Economic and social needs of the students
- Parent needs
- Parents were not successful in school
- Parents need education
- Housing
- High transience rates
- Multiple families one home
- Lack of Money
- Increases in overall managerial responsibility
- Lack of time
- The facilities the principals managed
- Entrepreneurial requirements
- Crime and student discipline
- Center of community activity

### ***Examples of Responses during Site Visit Interviews***

One interviewee pointed out that Saxon Math did not teach all of the standards therefore they used supplemental materials.

#### *Parent Involvement*

One school used some of their funds to purchase bilingual books for the library. The school actively encouraged parents to check out books from the library to provide parents with book to read to their children. The bilingual books were very popular with parents with English as a second language.

One school proudly explained the advantages to student led parent-student-teacher conferences to report student achievement. The three way conferences were used to involve parents and to facilitate student learning.

One elementary school teacher explained that the after school program provided the student with a meal, additional instructional time, and a bus ride home. The project was grant funded.

One elementary school had a Title I parent/community coordinator who worked to improve parent involvement in the school.

One school provided dual language news letters to meet the needs of English as a second language parents.

One principal described his auto dial phone system to contacts parent and a donkey basketball game as parent/community involvement.

### *Data-Based Decisions*

One elementary school purchased the "Score Analyzer" which is an interactive software package to help staff monitor student progress. The program enables the teachers to make data-based decisions about instruction. The program provides summary statistics, graphic capabilities, and disaggregates the data. The result the data is transformed into usable information. The administration actively supports staff development in the use and application of data-based decision making.

One principal explained that "in junior high, I don't think that I can trust that data [state test scores] because they [students] are not committed to taking that test because there is no high stakes to taking the test."

A teacher explained the use of a reading inventory that is given each quarter in the school. The data is entered into the computer and used for instructional planning and development of reading groups.

A reading support teacher explained that she regularly meets with grade level teacher groups to review data, plan instructional strategies, and discuss teaching issues.

### *Curriculum Development*

One principal explained a software program for development of a curriculum map. He explained that the process allowed the school to quickly align instruction to standards.

How could the accountability system be improved?

One teacher explained how the school worked with students who were just below making AYP. Small groups of students worked on areas of concern. They reported that out of 81 students, 61 students showed improvement.

One principal described the development of the school improvement plan and related committees as a required process. He stated, "to be honest with you, it would not have

worked if we hadn't gotten some implementation money for the state. ....the only carrot I had to wag in front of the teachers' faces was the \$21 per hour." The teachers were paid for additional work on committees.

Another interviewee explained the frustration of adopting their plan to the SAGE process. ..."half way through ... they finally came out with the SAGE booklet. So we had to fit... [our plan] into the SAGE process."

One principal described his school parallel to a MASH unit—suggesting that if teacher could teach here then they could teach anywhere.

One administrator who complained about the negative press associated with failure to make AYP stated, "Our teachers have taken a lot of bad hits. And there's no reward." Later the same individual explained some negative data that the school received and stated,"that really demoralizes us, so we're back to damage control."

### **Evidence of the use of Technical Assistance Partnerships in Compliance with NRS**

Technical Assistance Partnerships (TAPs) are established under NRS 385.3661 when a school is determined to be In Need of Improvement. The membership of each TAP is defined in NRS 385.3691 and the duties of TAPs include review and analyses of the operation of the school, a review and analysis of the data pertaining to the schools, and review of the most recent School Improvement Plan for the school. The TAP assists each school in developing recommendations for improving the performance of pupils who are enrolled in the school and adopt revisions to the school improvement plan. If the school is Title I then the SIP must be developed in consultation with parents and guardians of the pupils enrolled in the school. The TAP must report to various agencies.

### **Status of Schools in Need of Improvement Using TAPs**

Data were available from the following schools:

Carson	(Fremont ES, Empire ES, Carson MS, Carson HS)
Clark	(80 schools)
Douglas	(Douglas HS)
Elko	(Owyhee ES/MS, West Wendover J/SHS)
Lyon	(Dayton IS)
Nye	(Hafen ES, Clarke MS)

Information reported on the TAP forms can best be described as variable. Some schools presented considerable information about data sources, objectives, strategies,



and assessment; others were skimpy. Some schools provided the names and titles of TAP members, while others presented just a list of names.

It would appear that this format can be used to help schools with the improvement process. However, the following issues are apparent:

- Are the reports submitted to Nevada Department of Education (NDE) in a timely manner? Many of the reports seem to be missing, and all of the Clark County reports are shown as draft documents.
- Does NDE have the personnel to adequately review the documents to assure that they are being completed in a manner which is consistent across districts and in a way which will effectively guide the school improvement process?

### **Evidence of the use of SAIN Data to Improve Academic Achievement of the Pupils in each School and each Charter School**

Sets of data concerning student achievement are reported using SAIN. Those specific to academic achievement are displayed on the Nevada Report Card under the categories: Students, Assessment and Adequate Yearly Progress.

Within the student subheading, data related to academic achievement include:

Retention by Grade;  
Credit Deficient;  
Graduation Completion Indicators;  
Graduate Rates;  
Dropout Rates;  
Proficiency Failures; and  
Remedial UCCSN.

Under Assessment, academic achievement data consists of test results by grade and subject at the school level and information on attendance and exemptions displayed in graphical and detailed (school level) formats. Assessments include:

CRTs (Criterion Referenced Test) grades 3, 5 and 8, for mathematics and reading;  
ITBS (Iowa Test of Basic Skills) for grades 4 and 7 for language, mathematics, reading, and science;  
ITED (Iowa Test of Educational Development) for grade 10 in language, mathematics, reading, and science;  
Writing (Nevada Analytical Writing Exam) for grades 4 and 8; and HSPE (High School Proficiency Exam) for grades 10 or 11 in math, reading and writing.

Under Adequate Yearly Progress, AYP status of schools, AYP based on student population and district designations are found.

Evidence of use of SAIN data for improving academic achievement. Indication of use of the data may, in some cases be found in the mission statement for individual schools where the goals and objectives are organized around improved test scores, especially on the CRT and HSPE. School Improvement Plans also use this data especially to focus on low achieving students. What appears to be generally missing with the Nevada Report Card and SAIN data are ongoing interim level assessments that allow quick intervention, adjustment of instruction, and alignment of curriculum to state standards.

Interim level data used for improving academic achievement. Seven districts in Nevada currently use another data management system with more flexibility for immediate assessment of student achievement based on state standards. At the time of this report, the instructional data management system designed by ETS Pulliam has been in place at least one year in six Nevada school districts and two years in Clark CSD.

ETS Pulliam Instructional Data Management System. The IDMS system offers web-based integrated approach to data management including alignment with standards by grade level, subject, and content areas. The goal is early intervention to determine how to redirect instruction. The system provides many types of reports to assess student achievement at both formative and summative stages and is specifically designed to specific state standards and district requirements.

Uses of IDMS in Nevada districts. ETS Pulliam Instructional Data Management System has been implemented in seven districts: Carson CSD, Clark CSD, Churchill CSD, Esmeralda CSD, Eureka CSD, Humboldt CSD, and Washoe CSD. All except Clark CSD initially purchased the program in spring of 2004. These districts are in the process of training administrators and staff to establish leadership teams to assist with system implementation.

Clark CSD purchased IDMS in January 2003 and has advanced the farthest in implementing the system to track instruction and assess student achievement. Clark CSD has trained administrators and teachers and have implemented interim tests aligned with state standards and begun using thrice-annual multiple choice tests in K-8 grades. Interim assessments are currently being designed for grades 9 – 12. The data management system has been used for parent-teacher conferences, and a web-based version for parents is being developed. In most cases the interim tests can be scanned and scored within a week, and the electronic system is being upgraded so that updated student data will be available online within 48 hours.

Integration of IDMS and SAIN. As of spring 2005, Clark County School District is working to integrate the SAIN (Otis Ed) and the IDMS (ETS Pulliam) databases so that data input need not be duplicated and that interim and other instructional information will integrate with the SAIN accountability information. Completion of integration by extracting data using a sequel server should be completed in the summer of 2005.

## Recommendations Related to the Review

1. The Nevada Report Card [www.nevadareportcard.com](http://www.nevadareportcard.com) is a major step forward in making accountability reports readily available to the public. We commend the policy makers for taking this step. We do have several suggestions for future report cards.

At the present time, the Report Card has a plethora of data available for public use. However, individual school's performance can only be compared to state data and/or district-wide data. Because the current format provides only one reporting year, it is difficult to judge performance within a school from previous years. Thus, it is difficult to get an overall picture of a school. If one assumes that the most likely user of this data will be a parent, thought should be given to producing more user-friendly comparison data.

Without historical data, schools and districts cannot be judged to progress or regression. It is hoped that future Report Cards will include at least three years of data.

Often the data in the report do not appear to be accurate. For example, columns may not add up or percentages for the whole district are out of alignment with percentages of individual schools. It is recommended that for future Report Cards, the data be checked carefully by the appropriate agency before it is posted for public use.

If a standard format were required for all funding/reporting categories, then it would be easier to understand the various funding sources.

2. With the technology that is currently available, it is time to consider a requirement of continuous monitoring (tracking) and indexing of individual student progress. While such information could not be public, it would allow schools and districts to continuously monitor the progress of each student and allow that appropriate instructional/placement decisions related to each student's progress be made in a timely manner. This review found that some districts are using a software system that allows for this tracking or indexing.
3. The Regional Professional Development Programs are a very valuable resource for the state. **The highest priority for the RPDPs should be training of and assistance to administrators, teachers and instructional support staff; such that, schools are strategically aligning the three pillars of improvement – instruction, assessment, and curriculum. In particular, staff development should support schools to development and implement effective School Improvement Plans aligned concerns related to subpopulations that have not made AYP.** The RPDPs appear to be the vehicle best suited for this immediate and highly needed task. It is recognized

that the RPDPs have focused recently on training school personnel in the area of standards. It would appear that one of the highest needs by school personnel is that articulated above.

4. While the Technical Assistance Partnerships (TAPs) may be very effective in some schools the value of the TAPs was not apparent in the 16 schools which were visited by the reviewers. An audit of a sample of the TAPs is recommended to determine if they are a paperwork exercise or truly contributing to the success of the school.
5. The Nevada Report Card fails to document the effective use of remedial funds. The use of remedial funds for purchase of supplemental programs is an area that should be reviewed. The use of remedial funds should be an integral part of an effective School Improvement Plan and aligned with identified needs—how, why, and which group of students. An important element of this recommendation is assessment of the use of remedial funds and an evaluation of any positive impact of the target population.
6. Consider developing a parallel system of defining progress for the state, districts, and individual schools. Several states operate systems which measure relative growth so that any interested party could determine if the students in any school or district are demonstrating academic progress regardless of AYP status. At this time, the Nevada accountability system only recognizes the several categories of AYP status. In many cases, this procedure provides a less than accurate picture of what is happening in a school.
7. **At this time, there are no disincentives for a school for failure to develop a less than appropriate SIP or a low quality SIP.** Provide incentives for schools that develop and implement high quality school improvement plans.
8. In many cases, the difference in funding per student across schools within a district is dramatic. Consider reducing the funding gap that currently exists between Title I schools and schools that share similar SES characteristics but are not eligible for Title I funding. The availability of resources between Title I schools and non-Title I schools, to deal with problems of low student achievement, is dramatic. It is the sincere belief of this panel that many non-Title I schools will need additional resources to comply with AYP requirements.
9. Unfortunately, there has been a historic pattern of changing testing and assessment instrumentations used to measure student progress. When the state changes key assessment instruments, the ability to compare, contrast, and make appropriate metric decisions is lost. **It is imperative that the policy makers settle on several key, appropriate tests to assess student progress and not change them.**