

## **White Pine County School District Accountability Analysis**

The White Pine County School District Part II District-Wide School Accountability Report included most of the state mandated reports on general statistics but omitted some basic information and statements on district goals, progress toward goals, secondary curriculum, district level student achievement, retention, revenue sources, superintendent's review, superintendent's name, and district telephone number. This section of the analysis highlights specifics from the District's report on general statistics and attempts to provide missing district-level data using the State prepared School Accountability Data Tables: 1998-99 School Year.

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

### **Number of Pupils**

Students attended a kindergarten school, four elementary schools, one middle school, and two high schools. The *School Accountability Data Tables: 1998-1999 School Year* reported that the current year enrollment was 1,854 and the previous year's enrollment was 1,876. The 22-student decline in enrollment was about 1%. These figures differ somewhat from the district report.

### **Student Attendance Rate**

The student average daily attendance rate in 1998-1999 was 92.9%, very similar to the 92.8% rate in the previous year.

### **Teacher Attendance Rates**

The teacher attendance rate in 1998-1999 was 94.4%, which was 1.1% higher than in the previous year.

### **Dropout and Non-Promotion Rates**

The 1998-1999 dropout rate for grades 9-12 was reported as 10.5%, almost double the 6% dropout rate for the previous year. No report on pupils retained in grade was located in the district or individual school reports. Neither did the state data tables show any report on non-promotion.

### **Tuancy Rate**

High school truancy was reported as 2.7% for the 1998-1999 school year, representing a considerable improvement over the 13.6% rate reported in the previous year. Truancy rates for elementary school was not available.

## Transiency Rate

The rate of transiency was 16.4% in 1998-1999, essentially the same as the 16% transiency rate in the previous year.

## Student / Teacher Ratio(s)

The average student/teacher ratios in the elementary grades were 10:1 in kindergarten, 11:1 in first and second grades, 15:1 in third, fourth, and fifth grades, and 13:1 in grade six. Average class sizes at the secondary level were 17 for English classes, 15 for math and science classes, and 18 for social studies classes.

## Student / Counselor Ratio

The report of counselor/student ratio for elementary schools ranged widely in 1998-1999. No counselors were reported for two elementary schools (Baker and Lund). While the ratios were 1:102 at McGill, 1:149 at Murry Street, and 1:511 at Norman. The middle school ratio was 1:401. The ratios in the two high schools were very different – 1:68 at one high school and 1:232 at the other. The district-wide ratio was reported as 1:182.

## Suspension/Expulsion Rate

Instances of suspension or expulsions due to violence, possession of weapons, and distribution of controlled substances were greater in 1998-99 than in the previous year. Such disciplinary actions for violence to other students rose from 61 to 95 and for violence to staff rose from five to nine. Suspensions or expulsions resulting from possession of weapons rose from zero to three, and those resulting from distribution of a controlled substance rose from zero to twelve. In neither year were there any suspensions or expulsions resulting from possession of a controlled substance. Suspension or expulsions resulting from possession of alcohol fell from five to zero between the 1997-98 and 1998-99 school years.

## State Mandated Test Results: TerraNova: Fourth Grade

### Terra Nova Results 4<sup>th</sup> Grade

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	27	14	18.3	15	17	13.3	43	53	49
Language	32	18	20.7	19	25	18.2	43	52	49
Math	37	19	21.3	11	21	18.9	35	49	49
Science	23	8	16.0	20	26	20.8	46	60	50

Improvements in fourth grade TerraNova test score averages over the years reported were noted in all subject areas with the largest gain of fourteen percentile ranks in mathematics.

The percent of eligible fourth graders completing the TerraNova tests was not reported at the district level but was present in reports from three of the four elementary schools. Norman, McGill, and Lund elementary schools reported that 100% of eligible students were tested.

**State Mandated Test Results: TerraNova: Eight Grade**

**Terra Nova Results  
8<sup>th</sup> Grade**

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
<b>Reading</b>	32	20	22.4	20	19	25.9	44	49	53
<b>Language</b>	35	27	21.2	14	18	24.7	38	45	52
<b>Math</b>	45	29	23.0	10	12	28.7	32	42	54
<b>Science</b>	34	10	23.3	27	27	27.8	47	60	55

Strong gains in average performance from 1997 to 1999 were evident for all subject areas in eighth grade. Greatest improvements were in language and mathematics with gains of fourteen and twenty-two percentile ranks, respectively.

The percent of eligible eighth graders completing the TerraNova tests was not reported at the district level but was present in the White Pine Middle School report, which showed that 100% of eligible students were tested.

**State Mandated Test Results: TerraNova: Tenth Grade**

**Terra Nova Results  
10<sup>th</sup> Grade**

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
<b>Reading</b>	20	21	25.5	22	26	23.5	52	53	52
<b>Language</b>	27	15	16.8	16	19	18.8	43	54	49
<b>Math</b>	32	22	30.1	16	24	25.2	40	50	48
<b>Science</b>	20	4	21.1	26	21	27.5	53	60	53

Tenth grade TerraNova results showed no change in reading or science performance over the years reported. There were gains of six and eight percentile ranks for language and mathematics, respectively.

The percent of eligible tenth graders completing the TerraNova tests was not reported at the district level but was present in the White Pine High School and Lund High School reports. These showed that 86.7% of eligible Lund tenth graders and 100% of eligible White Pine High School tenth graders were tested.

**State Mandated Test Results: Writing Exam**

**Writing Examination  
4<sup>th</sup> and 8<sup>th</sup> Grade**

MEASURED TRAIT	PERCENT PROFICIENT					
	4 <sup>TH</sup> GRADE			8 <sup>TH</sup> GRADE		
	97-98	98-99	99-00	97-98	98-99	99-00
Ideas	NA	NR	69.5	51.0	NR	69.4
Organization	NA	NR	65.2	56.0	NR	69.4
Voice	NA	NR	56.5	55.0	NR	68.2
Conventions	NA	NR	73.9	61.0	NR	64.7

**Fourth grade** Writing Proficiency Examination results were well above state averages for in 1999-2000 all traits. **Eighth grade** results showed solid improvement over prior years, but the scores remained below state averages.

The percent of eligible fourth and eighth graders completing the Writing Proficiency Examination was not reported at the district or school levels.

**State Mandated Test Results: High School Proficiency Exam**

**High School Proficiency Examination**

PERCENT PASSING									% DENIED DIPLOMA		
READING			MATH			WRITING					
96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99
95	100	100	95	100	99.2	100	100	100	NA	NA	NR

One hundred percent of the eligible students in the White Pine District passed all three areas of the high school proficiency exam.

**ACT/SAT Results**

**ACT Results**

% SENIORS TAKING ACT			ACT COMPOSITE SCORE		
1996-97	1997-98	1998-99	1996-97	1997-98	1998-99
50	61	35	19.8	21.2	19.8

**SAT Results**

% SENIORS TAKING SAT			SAT VERBAL AVERAGE			SAT MATH AVERAGE		
96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99
7	21	15	599	507	503	539	503	430

The average performance on the ACT exam in 1998-1999 at Lund High School was not reported, though 66% of students took the test. No Lund High School students took the SAT.

At White Pine High School, the participation rate on the ACT exam was 35%. The average score was 19.8, in comparison with a national average of 21. Fifteen percent of White Pine students took the SAT. Their average verbal score was 503, close to the national average of 505. However, their average score on the math portion was 430, substantially lower than the national average of 512.

## **Special Programs**

Participation in elementary special programs included 14.3% in special education programs and 15.8% in the free-and-reduced price meal program. All elementary students took classes in music, physical education, and computer applications. Eighty percent had art instruction and 1.4% percent of students were in the gifted and talented program. At neither the elementary nor the secondary levels, were there classes in English as a Second Language.

Fifteen percent of secondary students participated in special education. Music classes enrolled 32% of secondary students and art classes 47%. Two percent of White Pine High School students were enrolled in advanced placement courses, but none at Lund High School. Thirty percent of secondary students had foreign language instruction, and 28% took occupational education courses. No participation of secondary students in the free-and-reduced price meal program was reported.

Sixteen percent of graduates from White Pine High school were reported as enrolled in remedial UCCSN classes. No such enrollments were reported for Lund High graduates; the district average was reported as five percent.

No listings of middle and high school course offerings were presented in the report for the 1998-99 school year.

## **Teachers**

Of teachers in White Pine County, 77 percent had bachelor's degrees and 23 percent held master's degrees. Forty eight percent of teachers had ten or more years of experience, and all teachers were teaching totally within their areas of endorsement.

## **Technology/Computers**

A tabular presentation on technology resources in 1998-1999 reported elementary school ratios of students to computers ranging from zero for Murry Street Kindergarten to 6:1 for Norman Elementary. The middle school reported a 10:1 ratio, and the two high schools reported ratios of 10:1 and 3:1.

Internet access was available in all but one school, Murry Street Kindergarten. The remaining four elementary schools had Internet access in their library and all classrooms. Two

elementary schools also had Internet access in computer labs. White Pine Middle School had Internet access in the library, computer lab, and in the classroom. The two high schools had Internet access in the library and all classrooms. White Pine High School also had Internet access in a computer lab.

Four of the elementary schools provided all students at least one-half hour of computer access per week while one school, Murry Street Kindergarten, had no student access to computers. White Pine Middle School and Lund High School allowed 100% of students at least 30 minutes per week of computer access, while White Pine High School provided 80% of its students a minimum of 30 minutes per week of computer access.

### **Remedial College Courses (UCCSN Class Enrollments)**

The White Pine County School District reported that 5.3% of their recent graduates enrolled in remedial courses.

### **Expenditures**

Average per-pupil expenditure was reported as \$3,654 for instruction, \$797 for administration, \$735 for building operation, \$82 for staff support, and \$518 for student support. Total per-pupil expenditure was not reported but the sum of the five areas of expenditure that are reported was \$5,786. This is a reduction from the previous year of approximately \$400.

No information on revenues/resources was provided.

### **Parent Involvement**

Parent participation in the 1998 fall conferences were 95 to 100% for the elementary schools and 48 to 88% for secondary schools, with a district average participation rate of 87% down slightly from the previous year.

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

The Part III report provided little direct reference to examples of exemplary achievement at the district or individual school levels. Part III individual school reports included mention of high achievement press releases by White Pine High School and TerraNova score increases at Norman Elementary School.

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

Each school listed targets for improvement in the Part III report. Most schools recognized a need for an increase in average percentile scores for selected TerraNova sub-test scores. Additionally, increasing parent conference attendance, increasing student and teacher attendance rates, increasing SAT math scores, and decreasing truancy were targeted.

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

Plans to correct deficiencies and improve achievement were listed as:

- Test taking workshop
- Summer school remediation program
- Elementary staff development on Core Knowledge curriculum
- Improvement plans required for schools with TerraNova scores below the 50<sup>th</sup> percentile
- Administrator training in Effective Schools process
- Remediation offered to students below the 50<sup>th</sup> percentile on TerraNova sub-tests
- Improvement plan required for schools with low teacher and/or student attendance
- White Pine High School truancy was to be targeted

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

It can be inferred that TerraNova scores and other accountability data will be used to assess progress in need areas.

6. *Missing or incomplete data.*

Omissions in the White Pine School District's reports included district goals, progress toward goals, secondary curriculum, district level student achievement, retention rates, revenue sources, the superintendent's review, the superintendent's name, and the district phone number.

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

The Part I individual school reports were clear, readable and in generally in compliance with state accountability reporting guidelines. Areas in need of closer attention in the individual school reports were information on special and highlighted programs, fiscal data, and rates of parental involvement. As mentioned earlier in this analysis, the Part II district-wide report included most of the state-mandated reports on general statistics. However, some basic information and statements were omitted.

The panel recommends the following:

1. Closer attention be given to guidelines for the Part III report, which would assist the district in developing a focus on the usefulness of accountability data.

This panel noted concerns with the White Pine School District accountability reporting in each of the past two years. These concerns were not adequately addressed in the current report. The district administration is encouraged to review the panel's reports from this year and the previous two years in light of the guidelines presented in the state's *Handbook for Implementation of NRS 385.347 School Accountability Legislation*.

We continue to urge leadership in reporting and using accountability criteria for data based planning.