

CARSON CITY SCHOOL DISTRICT

Accountability Analysis

The Carson City School District Accountability Report for School year 1999-2000 was in compliance with both the spirit and letter of the law. There is congruency between data and those areas reported as exemplary and well as those areas reported to be in need of improvement. Suggestions are made for improving the content and process of future reports and complying with federal laws.

- 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

Carson City School District (CCSD) continued its slow growth in 1999-2000, increasing by seven students to an enrollment of 8,365 (+0.1%). The district is comprised of six elementary (Grades K-5) schools, two middle schools (Grades 6-8) and one high school. The high school operates Pioneer Alternative High School as a unit within its functions but does not disaggregate the data for it since the district considers it as a satellite of Carson High School.

Student Attendance Rate

District-wide student attendance rates remained steady at 94%, ranging from a low of 91% at Eagle Valley Middle School to a high of 95% at four of the elementary schools.

Teacher Attendance Rate

In 1999-2000, teacher attendance continued at a 94% rate. It ranged from a high of 96% at Mark Twain Elementary School and Carson High School to a low of 88% at Seeliger Elementary School.

Dropout and Non-Promotion Rates

The dropout rate at Carson High School rose slightly from the previous year, to 3.6%, but this rate was still below what it had been two years before. The non-promotion rates in Carson City School District for 1999-2000 were less than 1% from K through Grade 6 and zero for Grade 7. There were no ninth graders with deficiencies that would have prevented them from being counted as tenth graders.

High School Completion Indicators

According to the State Data Tables, 392 (89%) of the Carson High School graduates received Standard or Advanced Diplomas. Another 20 (5%) received Adjusted Diplomas, while none received a certificate of attendance. The district report listed 412 graduates.

Transiency Rate

In 1999-2000, the transiency rate in the CCSD was 28%, slightly higher than in the previous year. Transiency rates ranged from a low of 18% at Seeliger Elementary School to highs of 45% at Bordewich/Bray Elementary School and 42% at Fremont Elementary School.

Student/Teacher Ratios

The State Data Tables showed average student-to-teacher ratios as follows: in kindergarten, the average class size was 27. The average student-to-teacher ratio in first grade was 17:1; in second grade, 16:1; and in third grade, 19:1. The fourth grade average student-to-teacher ratios were 27:1 and fifth was 29:1. The sixth grade classes, which are housed in middle schools, had an average ratio of 27:1.

The district report also included a "multi-grade" classroom with a student-to-teacher ratio of 16:1. These figures are similar to the previous year, showing no major deviations.

The district's average class size in secondary core courses was 27:1 in English, mathematics, science, and social studies classes. The sizes ranged from 26 to 28 at the middle school level and from 25 to 30 at Carson City High School. The numbers did not deviate much from the year before.

Student/Counselor Ratios

The district's student-to-counselor ratio for 1999-2000 year was 586:1. This ratio varied from a low of 405:1 at Carson City High School to a high of 733:1 at Seeliger Elementary School.

Suspension/Expulsion Rates

As reported in the state data tables, the number of students suspended or expelled in 1999-2000 was 209, an increase of 45% from 1998-1999. However this number was essentially the same as in 1997-1998. The majority of offenses (170 incidents) were for violence against other students. These occurred primarily at the secondary level as Carson High School had 39, Eagle Valley Middle School had 49, and Carson Middle School had 50. The next most common type of incident reported was possession of a weapon (10 cases).

Number of Habitual Disciplinary Problem Students

There were no habitual disciplinary problem students in the Carson City School District in 1999-2000.

State Mandated Test Results: TerraNova, Fourth Grade

**TerraNova Results
Fourth Grade**

| SUBJECT | % BOTTOM QUARTER | | | % TOP QUARTER | | | AVERAGE PERCENTILE RANK | | |
|----------|---------------------|-------|-------|---------------------|-------|-------|-------------------------------|-------|-------|
| | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 |
| Reading | 20 | 31.6 | 23.0 | 19 | 20.3 | 24.4 | 49 | 46 | 53 |
| Language | 25 | 27.6 | 22.9 | 21 | 24.4 | 33.1 | 47 | 50 | 56 |
| Math | 33 | 33.9 | 23.6 | 19 | 15.9 | 24.9 | 42 | 41 | 52 |
| Science | 12 | 21.8 | 18.7 | 21 | 18.8 | 24.4 | 55 | 49 | 54 |

One hundred percent of eligible grade 4 students in CCSD were tested and performed slightly above the mean on national norms. The average percentile ranks across the district were 53 in reading, 56 in language, 52 in math and 54 in science. Each of these equaled or slightly surpassed the state averages for fourth graders. Average test results in five of the six elementary schools in the district were close to or above the 50th percentile rank in all four areas tested. Empire Elementary School scores were somewhat lower, but over the 47th percentile on language and slightly below the 40th percentile in the other three areas.

The proportion of district-wide scores falling in the top quarter on national norms in Language was about 33% while in the other three areas the proportion approximated 25%. The proportion of CCSD grade 4 students falling in the bottom quarter on national norms approximated 25% except in science where only 18.7% of CCSD students scored in the bottom quarter on national norms.

State Mandated Test Results: TerraNova, Eighth Grade

**TerraNova Results
Eighth Grade**

| SUBJECT | % BOTTOM QUARTER | | | % TOP QUARTER | | | AVERAGE PERCENTILE RANK | | |
|----------|---------------------|-------|-------|---------------------|-------|-------|-------------------------------|-------|-------|
| | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 |
| Reading | 16 | 18.3 | 14.8 | 31 | 31.6 | 29.0 | 58 | 59 | 58 |
| Language | 20 | 21.8 | 18.3 | 20 | 21.8 | 24.2 | 51 | 52 | 55 |
| Math | 16 | 15.2 | 16.6 | 29 | 28.7 | 33.0 | 59 | 59 | 60 |
| Science | 12 | 16.9 | 16.2 | 27 | 31.4 | 27.5 | 60 | 59 | 58 |

One hundred percent of eligible grade 8 students in CCSD in 2000-2001 took the tests. At this level district average scores surpassed the state averages in all four areas -- by seven percentile ranks in reading, three in language, eight in math, and ten in science. The average achievement level was at the 58th percentile in reading, the 55th percentile in language, the 60th in mathematics and at the 58th in science. The proportion of Carson City eighth graders scoring in the top quarter on national norms in language was at 33.1%, while the percentages of students scoring in the top quarter in reading, math and science were similar to the national norming group.

State Mandated Test Results: TerraNova, Tenth Grade

**TerraNova Results
Tenth Grade**

| SUBJECT | % BOTTOM QUARTER | | | % TOP QUARTER | | | AVERAGE PERCENTILE RANK | | |
|----------|---------------------|-------|-------|---------------------|-------|-------|-------------------------------|-------|-------|
| | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 |
| Reading | 19 | 15.5 | 15.9 | 40 | 32.0 | 32.2 | 64 | 61 | 63 |
| Language | 17 | 16.4 | 16.9 | 31 | 24.4 | 25.4 | 60 | 55 | 56 |
| Math | 17 | 16.0 | 15.5 | 38 | 29.8 | 33.2 | 64 | 59 | 62 |
| Science | 6 | 16.5 | 14.9 | 36 | 32.4 | 40.1 | 67 | 61 | 67 |

All eligible tenth graders took the tests in the fall of 2000. Students' average performance was at the 63rd percentile in reading, the 56th percentile in language, the 62nd percentile in math, and the 67th percentile in science. This performance surpassed state averages by seven points in reading, two in mathematics and nine in science. More than 25% of Carson City students scored in the top quarter of students on national norms in all four areas with science (40.1%), math (33.2%) and reading (32.2%) standing out. Less than 25% of Carson City High School tenth graders scored in the bottom quarter on national norms in all four areas, with only about 15% to 16% scoring in this range. As had been true the previous year, there was a discernable increase in performance from

grade 4 to grade 8 to grade 10. It would appear that the teachers and the curriculum in CCSD are effective in attaining the objectives tested and that this impact is more evident as students' progress through the grades.

State Mandated Test Results: Writing Examinations

4th and 8th Grade Writing Examination Results

| MEASURED TRAIT | PERCENT PROFICIENT | | | | | |
|----------------|-----------------------|-------|-------|-----------------------|-------|-------|
| | 4 TH GRADE | | | 8 TH GRADE | | |
| | 98-99 | 99-00 | 00-01 | 98-99 | 99-00 | 00-01 |
| Ideas | NR | 49.0 | 55.3 | 82.5 | 81.4 | 82.9 |
| Organization | NR | 44.7 | 55.1 | 77.9 | 77.7 | 81.0 |
| Voice | NR | 42.1 | 50.6 | 83.3 | 78.6 | 78.8 |
| Conventions | NR | 46.4 | 57.3 | 66.4 | 72.4 | 75.8 |

Fourth Grade: Regarding the Fourth Grade Writing Examination, the percentages of students demonstrating proficiency in 2000-2001 were 55.3% in Ideas, 55.1% in Organization, 50.6% in Voice, and 57.3% in Conventions. These percentages were up from the previous year from 6 to 11 percentage points, and each exceeded state averages slightly. When all four scores were taken together 36.9% of Carson City fourth graders were found to be proficient in writing compared to the state's average of 33.1%.

Eighth Grade: The results of the Eighth Grade Writing Examination in 2000-2001 revealed that district-wide, students demonstrated proficiency at rates of 82.9% in Ideas, 81% in Organization, 78.8% in Voice, and 75.8% in Conventions. These evaluations showed improvement over the previous year's performance in all areas; they also surpassed state averages. The percent of students proficient in all four writing traits was 62.8% at Carson Middle School and 62.9 at Eagle Valley Middle School. Eagle Valley Middle School students were slightly more proficient than those at Carson Middle School on most writing traits. When all four areas are taken together, 62.9% of Carson City students demonstrated writing proficiency, in comparison to the state's average of 56%.

State Mandated Test Results: High School Proficiency Exam (HSPE)

High School Proficiency Examination

| PERCENT PASSING | | | | | | | | | % DID NOT EARN DIPLOMA | | |
|-----------------|-------|-------|-------|-------|-------|---------|-------|-------|------------------------|-------|-------|
| READING | | | MATH | | | WRITING | | | | | |
| 97-98 | 98-99 | 99-00 | 97-98 | 98-99 | 99-00 | 97-98 | 98-99 | 99-00 | 97-98 | 98-99 | 99-00 |
| 83.0 | 99.8 | 99.5 | 72.0 | 98.6 | 98.9 | 99.5 | 100.0 | 99.5 | NA | 0.51 | 1.4 |

On the Nevada High School Proficiency Examination (HSPE), Carson High School seniors showed a pass rate of 99.5% in reading, 99% in mathematics, and 98.9% in writing. These were almost identical to the previous year. The District Accountability Report stated that only 1.4% of Carson City High School seniors who took the test did not receive their standard diploma solely because they failed to show proficiency on the HSPE.

ACT/SAT Results

ACT Results

| % SENIORS TAKING ACT | | | ACT COMPOSITE SCORE | | |
|----------------------|-----------|-----------|---------------------|-----------|-----------|
| 1997-1998 | 1998-1999 | 1999-2000 | 1997-1998 | 1998-1999 | 1999-2000 |
| 49.0 | 55.6 | 48.5 | 21.8 | 22.3 | 22.3 |

The ACT was taken by 48.5% of the graduating class. The average score of 22.3 was the same as in the previous year and was the second highest for any district reported in the state data tables. The average score surpassed the average state score by 0.8 points and the national average by 1.3 points.

SAT Results

| % SENIORS TAKING SAT | | | SAT VERBAL AVERAGE | | | SAT MATH AVERAGE | | |
|----------------------|-------|-------|--------------------|-------|-------|------------------|-------|-------|
| 97-98 | 98-99 | 99-00 | 97-98 | 98-99 | 99-00 | 97-98 | 98-99 | 99-00 |
| 42.0 | 53.1 | 44.1 | 517 | 518 | 520 | 501 | 515 | 522 |

Forty four percent of graduating Carson High School seniors took the SAT and attained average scores of 520 on the Verbal and 522 on the Math portions. These were both up slightly over the year before and surpassed both state and national averages.

Special Programs

An average of 13% of CCSD elementary students participated in special education programs. This was a decrease of 1%, though two of the elementary schools (Bordewich/Bray with 21% and Fremont with 16%) had higher rates of participation than in the prior year. Nineteen percent of Carson City elementary pupils participated in classes for English as a Second Language (ESL), 1% were in Migrant Education, 3% were in Gifted, and 6% in After School Care. Thirty seven percent of elementary children qualified for free or reduced-price meals, down 3% from the previous year. However, the proportion of students participating in free or reduced-price meals varied greatly among elementary schools from highs of 56% at Empire, 43% at Bordewich/Bray, and 44% at Mark Twain to lows of 21% at Seeliger, 27% at Fremont, and 28% at Fritch Elementary School. In music, the rate of participation was very high (99%) as it was in technology and computer use (100%) and physical education (99%). Forty two percent of

elementary school students received art instruction. Computer use was provided to 100% of elementary students district-wide, a huge increase from the 10% of the year before.

Among middle school students, there were 12.5% in special education programs at Carson Middle School and 15% at Eagle Valley Middle School. In ESL classes, participation was at 7.5% at each middle school. There were no students in either middle school in Migrant Education or Parenting Programs in 1999-2000. Thirteen percent of Eagle Valley students were in "Advanced Placement" classes while at Carson Middle School the participation rate was 18% (both up from the previous year). Occupational Education participation at Eagle Valley was 79% and was higher (87%) at Carson Middle School. Enrollment in music classes was lower in both middle schools than in the previous year, 20.5% of Eagle Valley received music instruction and 18% at Carson Middle School. In Art, the participation rates were dramatically different between the two middle schools – 73.5% at Carson Middle School and only 4% at Eagle Valley (down from 82% the previous year). In Foreign Language enrollment, the two schools were very similar, with 7% at Eagle Valley Middle School and 8% at Carson Middle School. Participation in Athletics was at 94.5% at Eagle Valley and 95% at Carson Middle School, both substantially higher than in the year before.

Participation in special programs at Carson High School was as follows: 12% in Special Education, 6% in ESL, none in Migrant Education, 8% in Advanced Placement, 15% in Music, 18% in Art, 42% in Occupational Education, 29% in Foreign Language, and 51% in Athletics. No participation in Parenting Programs was reported. All of these rates were very close to what they had been the previous year. No data were provided for Gifted Education. The secondary school course listings again reflected a diverse and comprehensive curriculum in the general, special-needs, college preparatory, and occupational domains.

Teachers

In 1999-2000 an analysis of the qualifications of CCSD teachers showed that 20% held the master's degree and the remaining 80% held the bachelor's degree. Forty two percent had more than ten years of experience and another 42% had between 3 and 10 years of teaching experience. Some 16% were new or had less than two years of experience. Only 1% of teachers were assigned outside their area of licensure, and eight of the nine schools had no teachers assigned outside their licensure area. The instances of teachers teaching outside their area of licensure were five periods of English a week at the high school. It should also be noted that 259 teachers from the district were trained at the Regional Professional Development Center.

Technology/Computers

The district reported the completion of the cabling of all of its schools, the networking of the Media Centers at all schools, and providing Internet access including email capabilities at all school sites. Five servers, 400 computers, and an array of software have provided teacher workstations in all classrooms, and the district hired a

technology staff development trainer. The student-to-computer ratio was approximately 20:1 and was evenly distributed at all grade levels and in all schools; the "Tech Center" at Carson High School continued to function. The Center consists of 12 rooms including classrooms, specialized computer labs and a main workstation laboratory. It is owned by Western Nevada Community College and used by the high school students and teachers during daytime hours.

University and Community College System of Nevada (UCCSN) Remedial Class Enrollments

Of the 231 CCSD graduates who entered the UCCSN, 63 (27.3%) took remedial or developmental classes during the summer or fall semester of 2000.

Expenditures

The state data tables reported that CCSD had a per pupil expenditure of \$5,898 in 1999-2000, slightly above the state average and an increase of 4.6% over the previous year. Of this amount \$3,855 was spent on instruction, an increase of 4.3%.

The state data tables also showed the district received \$61,314 in Comprehensive School Reform Demonstration funds, \$107,182 in Title I funds, and \$22,393 in Title VI Summer School funds during the year. According to the district report, sources of revenue were 87% from the State General Fund, 4% in Special Education funds, 4% for Class Size Reduction, and 5% from Grants.

Parent Involvement

The attendance rates at the year's initial parent/guardian/teacher conferences were classified as "High" for elementary schools across the district and in each elementary school in the state data tables. The average attendance rate at this conference among the district's elementary schools was 94%. Examples of additional parental involvement activities in the district included a series of evening activities at Mark Twain Elementary School; a parent survey and fund raisers to cover the cold lunch area and for playground equipment at Fritsch Elementary School; and an information bulletin monthly to inform parents of safety issues at Bordewich/Bray Elementary School. Other forms of parent participation included membership in advisory groups, committees, and shared governance groups, parents as classroom aides, and school newspapers at each of the schools.

Both middle schools and the high school included parents on their Site Councils. Carson Middle School reported using parents as classroom aides and as speakers. Mail surveys were conducted at both middle schools to determine parents' attitudes and degree of satisfaction with the schools. All secondary schools distributed newsletters to parents.

2. *Areas the School District's 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 District Report addressed progress toward the goals set in 1998-99 under its heading of "Continued Emphasis." This included a description of improvements in the area of early childhood literacy, school readiness, teacher professional development, and securing of technology resources. Other progress included full implementation of the Achievement Levels Test System, and the adoption of new textbooks in social studies, math, science, and music. CCSD reported completion of curriculum alignment with State Standards in K-12 math and science, K-8 social studies and that alignment was 75% complete in K-8 Language Arts.

Turning to district exemplars, a summer session (three hours a day for four days a week) was operated for Grade 3 and 4 students using the Accelerated Reading and Accelerated Math programs targeted at improving student achievement in these areas.

Each elementary school focused on a selected goal or goals. Among these in each case was usually an area of achievement. At Bordewich/Bray it was reading achievement (up 16 percentile ranks); at Fremont it was science achievement (up 9); at Fritsch it was writing proficiency (50% of students were proficient when all four scores were considered); at Mark Twain it was reading achievement (up 7 percentile ranks) and written expression (no change); at Empire it was writing proficiency (up in two of the traits); and at Seeliger it was reading (up 3 percentile ranks) and language achievement (up 2). Thus each school reported some degree of success.

At Carson Middle School the most notable exemplar was performance above state averages in all four areas of the tests. Eagle Valley was successful in competitions as its Destination ImagiNation group placed first in state competition, its Science Olympiad team won first place in state competition, and a good showing was made in Spelling Bee competition.

The Carson High School Culinary Arts program, in its second year during the 1999-2000 school year, enrolled 110 students. This program operated a restaurant on campus. The new High Tech Center became fully operational. As part of improving the school-to-careers program, 25 Carson High School teachers participated in the summer externship program. Perhaps most notably, Carson High School seniors were awarded \$1,157,542 in scholarships with 27% of the class receiving such awards.

For the fourth consecutive year the district diligently pursued the updating and implementation of its Strategic Management Plan (developed in 1997-98) in a consistent and persistent way. It has worked to improve aspects of the plan, develop benchmarks, and detail goals and tasks to be accomplished at each of the nine school sites. In doing so, the district has consistently followed the basic objectives it set out to accomplish,

continued to use the plan as a guide, and incorporated it in its communication both within the district and with parents/community groups.

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

Each of the elementary schools identified an area in need of improvement: Bordewich/Bray targeted the need for improvement in math skills and writing proficiency; Empire chose the improvement of parent attendance at conferences; Fremont identified writing proficiency levels; Fritch intended to improve student attendance; Mark Twain wanted to improve overall student achievement; and at Seeliger math achievement and writing proficiency were singled out.

At Carson Middle School deficiencies in student achievement were noted, especially in Reading and Math. Eagle Valley Middle School cited the need to focus on students who scored in the bottom quarter on national norms, especially Language and Math.

Carson High School mentioned a need to shore up the physical infrastructure of the school. Also targeted for improvement was increasing vocational educational opportunities for students.

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

At the heart of the district's plan is the commitment to continue to implement the District Strategic Management Plan with an emphasis on safety and student achievement. The strategy is to incorporate one or more specific emphases at each school site. It is obvious that state accountability data were used extensively in formulating data-driven decision in shaping plans for improvement. For Bordewich/Bray Elementary School this meant continuing with curriculum mapping, implementing the Accelerated Math Program, doing more staff development, and focusing on student achievement in all areas. At Fremont Elementary School the CELL team and the new ExLL team planned to continue their work in literacy training and to continue staff development under David Leitner to increase literacy achievement. Fritch Elementary School focused on continuing the implementation of CELL/ExLL Reading and Language Arts Program and also progress with curriculum mapping to State Standards in math. Mark Twain planned to extend the Success For All Reading Program and continue its work in curriculum mapping in math. Seeliger Elementary School's plan called for improvement in reading and writing achievement with a heavy emphasis on math through applications of Backwards Assessment Model, Accelerated Math, Daily Oral Math, and Mountain Math programs.

At the middle school level, Carson Middle School targeted the lower quarter deficiencies in math and language arts by running a full summer school program for deficient students, by applying EXCELL rated math, and by providing a two period block for English and reading in Grade 6 for deficient students. Eagle Valley planned to

provide levels in its math and English classes and to use the Accelerated Reading and Accelerated Math programs more fully. Carson High School's focus was implementing an action plan developed by its Steering Committee during the accreditation process to improve student critical and creative thinking skills, problem solving, communication skills and self-confidence.

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

The district and its schools continue to rely heavily on the mandated state achievement measures. However, the district also uses the RIT (**R**asch **U**nit) score scale assessments of the Northwest Evaluation Association, CRTs and the Gates-MacGinity tests as supplementary or supportive sources of data for internal analyses, cross validation and comparisons.

6. *Missing or incomplete data.*

No missing or incomplete data were noted.

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 Carson City School District is commended on its persistence in following its Strategic Management Plan in a faithful and focused manner. Its periodic updating and improvement of that plan keeps it current and relevant.

The format used in the Part III District Report was clear, succinct, and readable. The District is commended on developing and using this format, and it is suggested that the device be continued in the future.

The quality of the CCSD Accountability Reports continues to improve each year. The District is encouraged to continue to provide clear linkages between accountability data and plans for improvement. It is also encouraged to continue to move its programs toward alignment with State Standards, especially in the core areas of study.

The \$1,157,542 in scholarship awards to graduating seniors and the 27% recipient rate were very impressive and should be celebrated by the District.

The primary suggestion that the panel makes to the Carson City School district is that other data, such as high remedial class enrollment in the UCCSN, be included in Part III reports.