

## **Eureka County School District Accountability Analysis**

The Eureka County School District Report continues to improve over those presented in previous years. All required information was found. Several suggestions are made for improving the report in future years and especially for compliance with federal law.

- 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**

Based on data presented on the first page of the State Data Tables, the Eureka County School District experienced a decline in enrollments of 3.1% from the previous year to a total of 347 students. The District is comprised of two elementary schools and one high school.

### **Student Attendance Rate**

The district-wide attendance rate remained steady at 95% in 1999-2000.

### **Teacher Attendance Rate**

The average daily attendance of teachers was 95%, down 1% from the year before.

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

As in the prior year, there were no dropouts in the district in Grades 9-12 during 1999-2000, and the grade 9 deficiencies in credits rate was zero. No instances of non-promotion were reported for kindergarten or grades 1,2,4,6,7, and 8. For grades 3 and 5, the non-promotion rates were 4%.

### **High School Completion Indicators**

Of 23 high school students completing studies at Eureka High School, 22 (96%) earned the advanced or standard diplomas. The remaining student qualified for an adjusted diploma. None of the seniors received a certificate of attendance.

### **Transiency Rate**

The transiency rate was down to 10%; about half what it had been in the previous two years. However, transiency was uneven across the Eureka County School District,

with as Crescent Valley Elementary School having it at a 29% rate, Eureka Elementary School was at 6% and Eureka County High School at 4% for the year.

**Student/Teacher Ratios**

The average pupil-teacher ratios in elementary schools were 12:1 in kindergarten, 9:1 in first grade classrooms, 12:1 in second grade, 11:1 in third grade, 13:1 in fourth grade, 12:1 in fifth grade, and 18:1 in sixth grade. The average class-size in the secondary core subjects was 23 in English, 14 in math, 12 in science and 16 in social studies. The class sizes, overall, were even more equalized across grades than in the previous year.

**Student/Counselor Ratios**

The district's school counselor spent the equivalent of a half-day a week in each of the two elementary schools and one day a week in the high school. The state data tables reported the ratio as 347:1 for the district with the most favorable ratio being at Crescent Valley Elementary School with 130:1 and the least favorable being at the high school with 544:1.

**Suspension/Expulsion Rate**

The district reported only five suspensions or expulsions due to violence to other students and two due to possession or use of a controlled substance. All seven of these incidents occurred at Eureka High School. There were no occurrences in any of the other disciplinary categories in any of the schools. The state data tables reflected no occurrences of suspensions or expulsions.

**Number of Habitual Disciplinary Problem Students**

No students were reported as being habitual disciplinary problem students in the Eureka County School District.

**State Mandated Test Results: TerraNova, Fourth Grade**

**TerraNova Results  
Fourth Grade**

SUBJECT	%			%			AVERAGE		
	BOTTOM QUARTER			TOP QUARTER			PERCENTILE RANK		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
<b>Reading</b>	17	16.7	20.0	25	16.7	25.0	62	54	52
<b>Language</b>	12	29.2	20.0	36	37.5	40.0	68	54	61
<b>Math</b>	8	17.4	15.0	33	17.4	30.0	64	52	58
<b>Science</b>	0	12.5	10.0	40	16.7	20.0	73	52	56

One hundred percent of eligible fourth grade students completed the TerraNova tests. The considerable variation in average achievement from year to year is not surprising due to the very small number of students in the district: only 8 fourth graders were enrolled at one school and 16 at the other. The average achievement of Eureka fourth graders consistently exceeded national averages and, in the fall of 2000, were also above state averages. When compared with state averages, they showed greatest strength in science. Eureka fourth graders' average at the 56<sup>th</sup> percentile exceeding the state average of the 47<sup>th</sup> percentile by nine percentile ranks.

**State Mandated Test Results: TerraNova, Eighth Grade**

**TerraNova Test 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
<b>Reading</b>	0	10.0	4.2	58	45.0	37.5	81	67	65
<b>Language</b>	5	5.0	20.8	53	60.0	25.0	79	73	56
<b>Math</b>	5	5.3	20.8	47	36.8	12.5	77	66	51
<b>Science</b>	0	20.0	12.5	40	30.0	29.2	75	58	61

With a total eighth grade enrollment of 29 during testing, year-to-year variations are to be expected. Rather than compare Eureka eighth graders from year to year, it may be more meaningful to compare their performance with statewide averages. One hundred percent of eligible eighth graders took the TerraNova tests in the fall of 2000. In reading and science, Eureka eighth graders demonstrated considerably greater achievement than their peers, statewide. Eureka's average percentile rank in reading was 65 in comparison with the statewide average of 51. In science, Eureka's average percentile rank of 61 contrasted strongly with the statewide average of 48. In math, Eureka's eighth graders scored at the 51<sup>st</sup> percentile, approximately the same as the statewide average of the 52<sup>nd</sup> percentile, and in language their average at the 56<sup>th</sup> percentile was slightly above the state average at the 53<sup>rd</sup> percentile.

**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
<b>Reading</b>	5	0.0	4.5	47.6	46.4	59.1	78	80	82
<b>Language</b>	0	7.1	0.0	42.9	28.6	50.0	74	70	78
<b>Math</b>	14	7.1	4.5	19.0	35.7	59.1	59	68	82
<b>Science</b>	0	3.6	0.0	34.0	25.0	50.0	70	67	72

The test results, based on 100% participation by those eligible in Grade 10, indicated stronger overall achievement test performance than students in the lower grade levels. The Eureka tenth grade enrollment at the time of testing was 24. Comparisons with statewide averages are again, impressive. Eureka tenth grader's reading averaged at the 82<sup>nd</sup> percentile, in comparison to a statewide average at the 56<sup>th</sup> percentile. Language performance averaged at the 78<sup>th</sup> percentile in Eureka and at the 57<sup>th</sup> percentile, statewide. Math achievement averaged at the 82<sup>nd</sup> percentile in Eureka and at the 60<sup>th</sup> percentile, statewide. Science achievement at the 72<sup>nd</sup> percentile in Eureka contrasted favorably with the statewide average at the 58<sup>th</sup> percentile. All eligible students were tested. All eligible students were tested.

**State Mandated Tests: Writing Examinations**

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

MEASURED TRAIT	PERCENT PROFICIENT					
	4 <sup>TH</sup> GRADE			8 <sup>TH</sup> GRADE		
	98-99	99-00	00-01	98-99	99-00	00-01
<b>Ideas</b>	NR	52.0	44.4	75.0	92.0	75.0
<b>Organization</b>	NR	64.0	55.6	70.0	88.0	71.4
<b>Voice</b>	NR	56.0	44.4	80.0	81.0	53.6
<b>Conventions</b>	NR	52.0	66.7	85.0	85.0	60.7

**Fourth Grade:** The fourth grade writing examination was administered for the second time in Eureka County School District in 1999-2000. As with the standardized achievement tests, the value of year-to-year comparisons are limited due to small enrollments. However, writing proficiency of Eureka fourth graders was not as strong as that of their peers across the state. Twenty-two percent of Grade 4 Eureka students were proficient when all four scores were taken together, compared to the state average of 33.1%.

**Eighth Grade:** Results of the 8<sup>th</sup> Grade writing examination show that 46% of Eureka eighth graders met or surpassed the state standard for proficiency when all four traits were taken together. This was considerably lower than the statewide average of 56%.

**State Mandated Test Results: High School Proficiency Examination (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
100	100	100	100	100	100	100	100	100	NA	0.0	0.0

At the twelfth grade level on the HSPE, 100% of Eureka County High School seniors passed in all areas reading, writing, and mathematics. Thus no students were denied graduation solely on the basis of this assessment.

**ACT/SAT Results**

**ACT Results**

% SENIORS TAKING ACT			ACT COMPOSITE SCORE		
97-98	98-99	99-00	97-98	98-99	99-00
62	74	48	20.7	19.2	23.8

This past year, a higher proportion of Eureka seniors took both the ACT (48%) and the SAT (48%) than did seniors in Nevada which was 40.2% taking the ACT and 34.0% taking the SAT, but a lower proportion than in the previous year. The average score of Eureka students on the ACT was 23.8, the highest of any school district in the state. The average score was up substantially from the year before and above the state average by 2.3 points in 1999-2000.

**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
41	52	48	490	477	511	536	480	498

The SAT average verbal score of Eureka students was 511 and the average mathematics score was 498, both close to state and national averages and higher than in the previous year.

## **Special Programs**

The proportion of students in elementary special education programs was 29% (35% at Crescent Valley Elementary School and 23% at Eureka Elementary School). The proportion qualifying for free or reduced-price meals slightly increased at Crescent Valley Elementary School from 36% in 1998-99 to 37% in 1999-2000, and decreased at Eureka Elementary School from 22% in 1998-99 to 17% in 1999-2000. One student was taught English as a Second Language (ESL), but none were enrolled in migrant education, gifted and talented, or after school care programs. There was 100% participation in art, music, computer use and physical education at both elementary schools.

At the secondary level, 18% were in special education programs. No students were enrolled in ESL, student parenting, advanced placement or gifted and talented programs, or migrant education. Music participation was at 20%, and art was at 39%, while athletics involved 44% of Eureka County students. Participation in foreign languages stood at 20% during 1999-2000. In general these rates were about what they had been the year before. However in occupational education the participation rate increased from 79% to 93%.

The list of high school course offerings shown in the Eureka HS report represented a healthy variety of selections, especially in the Vocational Agriculture and Agricultural Mechanics areas. The range of extra-curricular activities offered is likewise commendable for a relatively small rural school district.

## **Teachers**

The percentage of teachers holding a master's degree rose to 22% (an increase of 8%) while the remainder (78%) held bachelor's degrees. Experience levels showed 78% had more than ten years' experience, while the remaining 22% had three to ten years. The proportion of the teachers who taught completely within their license and/or endorsement areas was 94% but none of the teachers in the secondary core subjects of English, math, science, social studies were assigned outside their license or endorsement areas. All occupational education teachers were within their license area as well.

## **Technology/Computers**

There was a student-to-computer ratio in Eureka County School District of three to one according to the State Data Tables. The District Report verified that there is a dedicated T-1 access system for Internet access throughout the District. The District Accountability Report stated that digital connection in Crescent Valley for the District's Wide Area Network is now complete. An interactive video site was been installed at Crescent Valley and was being used for teacher training, District-wide committee meetings, School Board and administrative meetings, and the monitoring of speech therapy services to students by the District's speech therapist. At Eureka Elementary School each classroom is equipped with educational satellite programming along with a

shared multimedia computer system. The high school houses an educational computer media lab equipped with 20 multimedia computers and also an electronic library system.

## **Expenditures**

In 1999-2000, according to the state data tables, the average per-pupil expenditure in Eureka County School District was \$13,366, up \$518 from that of the previous year. This was very slightly (\$5) different than the average given in the District Report. This is about two and one half times the state average. Of this amount, \$8,226 was spent on instruction; also about two and one half times the state average. The sources of revenues reported by percentages consisted of local (68.7%), federal (0.1%), and opening balances (31.2%). State Remediation Funds totaled \$45,061, all but \$1,000 coming under a Title I award.

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

According to information provided by the UCCSN 22.2% students who graduated from Eureka High School and enrolled in units of the UCCSN took remedial classes during the summer or fall of 2000.

## **Parent Involvement**

The level of attendance at the first, formally scheduled, parent/guardian/teacher conferences at the two elementary schools was rated as "High" for the Eureka District in the state data tables. Other ways that parent involvement was enhanced during the 1999-2000 at Crescent Valley ES was through the Science Fair, the Halloween Carnival, and a Santa's Workshop staffed by parents, a Family Computer Night, and an award ceremony. At Eureka Elementary School parents were surveyed in an attempt to secure some ideas as to ways to involve them. High positive responses were noted on "my child feels safe," "I feel that I am treated with respect and courtesy at EES," "my child likes this year," and "I feel that the staff at EES care about my child." Need for improvement showed up relative to "communication between parents and teachers." Parents at Eureka Elementary School also participated in a Back-to-School night and the school operated a School Volunteer Program.

Parental involvement at the high school included memberships on an Academic Review Committee and a Technology Committee. Two Community Technology Learning Nights were hosted for interested adults to help parents and others improve their computer skills. High school students served as tutors for the program. School newsletters were also sent to parents during the year.

**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.***

In 1999-2000 Crescent Valley Elementary School successfully developed a site-based School Improvement Plan. Eureka Elementary School updated its well developed, comprehensive, and excellent plan, "Plan for Excellence, 2000-2002". It specified student learning benchmarks and goals, identified such formal programs as Bridges in Mathematics, Success Maker CCC, and the Sitton Spelling Program as vehicles for reaching these goals, and identified ways for improving the delivery of instruction as well as detailing a faculty development component. Eureka Elementary School has also begun to apply performance-based assessments with short story writing at Grade 5. At Grade 6, social studies students are comparing and contrasting three economic systems of the world.

Progress toward previous goals were reported and was deemed satisfactory regarding the digital connection to Crescent Valley, development of performance assessments and rubrics, increased teacher in-service activities, and improvement of student spelling skills.

At the elementary school sites, grade level competencies in the core areas of reading, writing, and math were addressed employing the Success Maker CCC in Math and Reading in extended blocks of time (90 minutes per week). Instructional strategies requiring elementary students to do research projects incorporating the use of technology and requiring written reports and oral communication presentations were initiated. Performance based assessments in math at all grades were also fashioned. Resulting test scores showed fourth grade scores were up in three of the four areas tested and were above the state average in all four areas.

One hundred percent of Eureka County High School seniors passed the Nevada High School Proficiency Examination in all three areas. The complete absence of dropouts was further evidence of exemplary achievement. In general, students at the secondary level attained scores on achievement tests and assessments that compared favorably with students across the state and nation. This was especially true of the tenth grade scores.

Eureka High School has its Academic Review Committee addressing "big picture" assessments, especially in public speaking and in career development. Seniors are putting together portfolios highlighting their progress throughout high school.

Model programs or activities at school sites that were identified as contributing to improvements in performance of elementary students include the 90-minute modules in math and reading, the integrated projects in research, increased availability of technology, increased emphasis on communication skills, and the use of the several commercial programs. The latter included Success Maker CCC, Bridges in Math, Sitton Spelling



Program, "Lesson Study" in math, Six Traits Writing Program and Project Success materials.

At the secondary level, the factors facilitating improvements were small class sizes, a safe and secure school environment, good technology resources, and a dedicated and hard working faculty.

**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.***

The district identified a desire to adopt a wider variety of appropriate programs and materials with proven track records in facilitating student achievement. Most of the objectives at the elementary level related directly to grade four TerraNova and writing assessment scores. However, the district also targeted social studies and such basic skill areas as oral and written communication for improvement. In its report, Eureka Elementary School suggested a need to develop and use a wide array of performance assessments that are more clearly differentiated and specified at each grade level.

Two items were cited in the high school report as being in need of improvement. The first was to work more closely with the elementary schools to improve students' basic core subject knowledge and performance levels. The second was to increase involvement of parents and the outside community.

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

State accountability data were addressed and used constructively and extensively by the District to develop databased plans and decisions. As in 1998-1999, an extensive report on the comprehensive Eureka Elementary Education Plan for Excellence (2000-2002) was included in Part III of the District Report. It was updated and adapted to the next two-year period. Also, for the first time in many years, with work completed on the Crescent Valley Elementary School plan, each school in the District had a finalized School Improvement Plan of its own.

The elementary school staffs will continue to refine major projects and scoring rubrics for performance assessments. A culminating project for grades 1 and 2 will be developed. IEPs for special needs students and Title I accommodation plans will incorporate appropriate expectations. Instruction in test-taking skills will be addressed.

What the secondary schools viewed as low achievement scores are to be addressed beginning with Saturday and summer tutorial assistance, the use of an array of software programs and formal programs for learning. Examples of strategies cited were employment of Success Maker computer software and the Bridges for Mathematics program. Also mentioned were reducing class sizes at the middle school level, more and better professional and in-service programs for teachers, incorporation of TIMMS Math Instruction methods, more intense use of the "Ten Sigma" format in math, integration of

art across the curriculum and more visitations to districts that have experienced success in raising scores and facilitating student learning.

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

It is obvious from the individual school reports that, while school accountability data will continue to be the major source of information, the Eureka County schools are moving to supplement these data with local and individualized performance measures, additional test results and alternate measurement strategies. For example, the District used results of the Stanford Achievement Test in Grades 1-6, and a Learning Modality Assessment was carried out on each student. Finally, the results of local parent and student satisfaction surveys were collected and analyzed.

**6. *Missing or incomplete data.***

The participation rate for secondary Occupational Education was reported in the District Accountability Report as 93%. This needs to be conveyed to the State since the state data tables had an entry of "NR" for that item.

**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 Eureka County School District's Accountability Reports are clear, concise, and readable. They continue to show improvement each year and show a creative and conscientious intent to address all requirements. The reports comply with state accountability guidelines in the vast majority of instances. The district is commended on its efforts and the work it has done and continues to do.

The district is especially encouraged to continue to work toward two of its identified goals: (1) providing clear linkages between accountability data and plans for improvement; and (2) alignment of its curriculum with state standards, especially in the core content areas.

The recommendations for improvement of the accountability process contained in the Eureka Elementary School report are noted. It cited a need to find better, more valid and reliable ways to detect the actual amount of learning that has occurred, perhaps by testing the same students year after year and calculating change scores. It also suggested that consideration be given to eliminating transient students from the analysis of student learning since only students who are exposed to the District's teachers, curriculum, environment, and values for at least a full year can reasonably reflect the effectiveness of that school.

The district has begun to take advantage of available state and federal resources to promote its accountability efforts. It secured one grant this year. It is recommended that the district continue to pursue such funds.

The District should consider including additional information in its report such as academic awards to students and also any available information on post-secondary employment and/or apprenticeship involvement of graduates. In addition the district should consider addressing issues such as the high remedial class enrollment in the UCCSN on scholarly awards to pupils, either at the local or higher levels, and also any available information on post-secondary employment and/or apprenticeship involvement of graduates.