

## **Lyon County School District 2001 Accountability Report**

The Lyon County School District continues to produce a quality report that show evidence of using accountability data to improve student achievement. Several recommendations are made to assist in preparing future reports and complying with state and federal requirements.

- 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**

Lyon County enrolled 6,539 students in 1999-2000, an increase of 3% over the previous year. This growth followed a 3.2% increase in the previous year. Students were provided services in six elementary schools, four intermediate/middle schools, one K-12 school, and three high schools.

### **Student Attendance Rate**

The student attendance rate for 1999-2000 was 94.1%, which is identical to the state rate and an improvement of 0.4% from the previous year for Lyon County.

### **Teacher Attendance Rate**

During the 1999-2000 year, the district's teacher attendance rate was 95.7%, up from 94.3% the previous year.

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

The district's overall dropout rate was 3.8%, down from 5.2% the previous year. Since the dropout rate reported for 1997-1998 was 7.7%, Lyon County reduced this figure for two consecutive years. The highest rate of retention was in the second grade, at 2.2%; the State Data Tables show the previous year's figures as unreported. The district reported 17.3% of students as credit deficient in the 9<sup>th</sup> grade.

### **Student Completion Indices**

Lyon County reported that 89.4% of students received either a standard or an advanced diploma, while 6.8% received a certificate of attendance. The remainder, 2.8%, received an adjusted diploma. Only the adjusted diploma category was below the statewide average. The numbers of students in these categories were not reported.

### **Transiency Rate**

The district's transiency rate was 22.1%, a decrease from 25.9% the previous year. As with dropout rates, this was the third consecutive year in which this statistic improved.

### **Student/Teacher Ratios**

The district's student/teacher ratios at the elementary level ranged from 17:1 in grade two, to 25:1 in grade five. Secondary ratios in the core subjects ranged from 19:1 in math to 25:1 in social studies. There are expected variations in these numbers given the rural nature of some of the district's schools. For example, the math classes at Smith Valley had a student-teacher ratio of 7:1, while at Fernley Intermediate School the ratio was 29:1.

### **Student/Counselor Ratios**

The district's student/counselor ratio was reported as 436:1, an improved ratio from the previous year when it was 466:1. Both ratios were below the state average. As with student/teacher ratios, there were considerable variations among the schools. At Fernley Elementary, the ratio was 770:1, while at Smith Valley it was only 277:1.

### **Suspension/Expulsion Rate**

The district reported 88 suspensions or expulsions during 1999-2000, primarily for incidents of violence (46%) or for possession of drugs or alcohol (50%). The majority of these actions were taken at the secondary level. The numbers of such actions were similar to those in the previous year.

### **Numbers of habitual disciplinary problem students**

The district expelled eight students, all at Yerington High School, for being habitual disciplinary problems. (Note: This number was erroneously reported. The actual figure was three students expelled under this category)

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

**TerraNova Results  
4<sup>th</sup> Grade**

| SUBJECT         | %<br>BOTTOM<br>QUARTER |       |       | %<br>TOP<br>QUARTER |       |       | AVERAGE<br>PERCENTILE<br>RANK |       |       |
|-----------------|------------------------|-------|-------|---------------------|-------|-------|-------------------------------|-------|-------|
|                 | 98-99                  | 99-00 | 00-01 | 98-99               | 99-00 | 00-01 | 98-99                         | 99-00 | 00-01 |
| <b>Reading</b>  | 20                     | 26.6  | 24.1  | 16                  | 11.8  | 17.9  | 48                            | 45    | 47    |
| <b>Language</b> | 23                     | 27.3  | 26.7  | 18                  | 19.8  | 23.9  | 48                            | 46    | 48    |
| <b>Math</b>     | 22                     | 20.9  | 19.0  | 18                  | 21.5  | 27.7  | 48                            | 50    | 55    |
| <b>Science</b>  | 13                     | 22.2  | 22.0  | 18                  | 14.9  | 19.9  | 55                            | 45    | 49    |

Scores at the fourth grade level showed consistent gains over those of the previous year in all areas. The percentages of students in the bottom quarter declined and those in the top quarter increased in all four areas tested. In some instances, these gains were in the range of five or six percentage points. The average percentile ranks also improved in all categories. Over 98% of eligible students were tested.

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

**TerraNova Results  
8<sup>th</sup> Grade**

| SUBJECT         | %<br>BOTTOM<br>QUARTER |       |       | %<br>TOP<br>QUARTER |       |       | AVERAGE<br>PERCENTILE<br>RANK |       |       |
|-----------------|------------------------|-------|-------|---------------------|-------|-------|-------------------------------|-------|-------|
|                 | 98-99                  | 99-00 | 00-01 | 98-99               | 99-00 | 00-01 | 98-99                         | 99-00 | 00-01 |
| <b>Reading</b>  | 21                     | 24.6  | 23.0  | 20                  | 23.4  | 23.3  | 49                            | 50    | 51    |
| <b>Language</b> | 29                     | 27.7  | 21.5  | 14                  | 16.1  | 19.9  | 43                            | 45    | 49    |
| <b>Math</b>     | 23                     | 23.9  | 20.7  | 15                  | 21.7  | 26.1  | 48                            | 49    | 56    |
| <b>Science</b>  | 11                     | 22.7  | 22.6  | 19                  | 19.7  | 23.3  | 54                            | 50    | 51    |

The district's scores also improved consistently on the eighth grade exams. The percentage of students in the bottom quarter declined in all four areas, and they grew for the top quarter in three of the four areas. The average percentile rank improved in all four areas from those of the previous year. Over 98% of eligible students were tested.

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

**TerraNova Results  
10<sup>th</sup> Grade**

| SUBJECT         | %<br>BOTTOM<br>QUARTER |       |       | %<br>TOP<br>QUARTER |       |       | AVERAGE<br>PERCENTILE<br>RANK |       |       |
|-----------------|------------------------|-------|-------|---------------------|-------|-------|-------------------------------|-------|-------|
|                 | 98-99                  | 99-00 | 00-01 | 98-99               | 99-00 | 00-01 | 98-99                         | 99-00 | 00-01 |
| <b>Reading</b>  | 20                     | 18.4  | 18.2  | 26                  | 26.3  | 24.6  | 55                            | 57    | 55    |
| <b>Language</b> | 16                     | 17.1  | 17.4  | 23                  | 22.0  | 21.2  | 54                            | 55    | 52    |
| <b>Math</b>     | 24                     | 25.4  | 21.6  | 22                  | 20.0  | 25.4  | 49                            | 47    | 53    |
| <b>Science</b>  | 6                      | 18.4  | 20.1  | 23                  | 28.4  | 27.9  | 60                            | 55    | 55    |

The district's tenth grade scores showed mixed results. There were increases in the percentage of students scoring in the bottom quarter in language and science, and decreases in the percentage of bottom quarter scores in math and reading. Fewer students scored in the top quarter in reading, language, and science. The average percentile ranks declined in reading and language, while science scores remained the same, and math scores improved. Over 97% of eligible students were tested.

**State Mandated Test Results: Writing Exams**

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

| MEASURED<br>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                    | 53.7  | 53.4  | 72.8                  | 78.3  | 82.0  |
| <b>Organization</b> | NR                    | 49.8  | 52.0  | 71.8                  | 74.9  | 78.0  |
| <b>Voice</b>        | NR                    | 50.8  | 47.4  | 72.2                  | 68.7  | 72.0  |
| <b>Conventions</b>  | NR                    | 49.0  | 52.0  | 59.2                  | 72.1  | 74.0  |

The percent of students demonstrating proficiency on the state writing examinations can be characterized as generally better than those of the previous year. At the fourth grade higher percentages of students were proficient in Organization and Conventions, but lower percentages were proficient in Ideas and Voice. At the eighth grade, more students demonstrated proficiency in all four traits than did those in the previous year. Over the three-year period, the eighth grade proficiency levels increased markedly.

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

**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 |
| 95.6            | 98.3  | 98.1  | 94.8  | 95.7  | 96.7  | 95.2    | 98.0  | 99.1  | NA                     | <5    | 2.4   |

The percentages of students passing the high school proficiency examination remained high. The trends in all three test areas were upward. 2.4% of students were denied a diploma because of this exam.

**ACT/SAT Results**

**ACT Results**

| % SENIORS TAKING ACT |       |       | ACT COMPOSITE SCORE |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
| 97-98                | 98-99 | 99-00 | 97-98               | 98-99 | 99-00 |
| 37.0                 | 35.2  | 42.9  | 21.0                | 21.4  | 21.4  |

The district showed an increase of 7.7% in students taking the ACT. At the same time, the average district score remained stable, nearly identical to the state average.

**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 |
| 20.0                 | 28.4  | 20.2  | 513                | 513   | 513   | 490              | 490   | 490   |

The percentage of students taking the SAT declined by over eight percent from the previous year, returning to the level reported two years ago. The reported scores remained stable, close to state averages.

**Special Programs**

Participation in special education ranged from 11-20% at the elementary level and from 7-25% at the secondary level. District-wide, participation in free and reduced-price meals ranged from 29% at Cottonwood Elementary to 57% at Yerrington Intermediate. Fernley Elementary had 58% of its students participating in the after school care program. Music, art, and physical education participation was reported as 100% in all elementary schools.

## **Teachers**

In Lyon County, 73.3% of teachers hold the bachelor's degree, a figure nearly identical with that from the previous year. Statewide, the percentage of teachers who have not progressed beyond the bachelor's degree is only 51.3%. The relatively low percentage of Lyon County teachers holding advanced degrees may reflect its rural location. No teachers lacked licensing in their instructional areas, and no core classes are taught by teachers without appropriate licensing. The percentage of teachers who were new or having up to two years of experience increased from 23.3% to 39.4%, while those with 11-20 years of experience dropped from 25.3% to 12%.

## **Technology/Computers**

The district reported 100% of students having access to computers and the Internet. Student/computer ratios ranged from 4:1 to 11:1 at the elementary level and from 4:1 to 8:1 at the secondary level. Lyon County also reported continuing efforts to upgrade technology throughout the district.

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

The UCCSN reported that 35.6% of recent Lyon County graduates who were enrolled in higher education were receiving remedial services. The state average was 30.6%

## **Expenditures**

Lyon County spent \$6,810 per-pupil student during 1999-2000, an increase of 17.4% over the previous year. The state average for the reporting period was \$5,415. There was a 69% increase in student support expenditures and 35% increase in administration costs. The district did not receive any state remediation funds.

## **Parent Involvement**

In the state data tables, attendance at the initial parent-teacher conference for the year was reported as low. However, the only two schools reported as low in the state data tables were Yerington Intermediate and Fernley Intermediate. Four schools were shown as moderate and five as high in parent involvement. The district reported attendance ranging from 86% to 100% at five elementary schools. The district is developing plans for assessing parent satisfaction at each school, and individual schools reported a variety of strategies for increasing parental participation.

**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.***

Lyon County continued to make improvements in the area of technology, having purchased a state-of-the-art CAC/CAM lab and software for student use at the high school level. Students at Silver Stage Middle School produced and broadcast a daily morning show on closed-circuit television.

Student scores on most required state measures have shown improvement. Scores, especially at the fourth and eighth grades, moved upward, and state writing scores and proficiency examination scores also improved.

The district developed a comprehensive and thoughtful planning process for the 2001-2002 school year focused on continuous growth at each school. The process **required** that each site document progress toward goals by using quantifiable data. Data elements were specified in the planning document, though each school had latitude in determining strategies for meeting its goals. The district expects the results of this now-implemented plan to show in next year's report.

**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.***

Individual schools within Lyon County identified goals based on data, primarily from state required standardized tests, and school reports included data related to attainment of previous goals. A school-by-school summary of achievement and areas still in need of improvement is presented in the district report. For example, Dayton Intermediate School intended to improve math scores, and Fernley Intermediate focused on below average scores on the fourth grade language and math tests.

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

The Lyon County School District's detailed plan for improvement called for individual schools to prepare plans using specified data elements to meet school-established goals. The details of the strategies chosen by the schools were not included within the district's report.

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

The district compiled a list of data elements to be used for program evaluation. Among these are TerraNova scores, high school proficiency exams and other state criterion-referenced tests, UCCSN remediation data, program completion statistics, and student satisfaction rates. The criteria match well with the state reporting requirements already in place, and in some instances, the district requirements exceed them.

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

The numbers of students in the various categories of secondary program completion were not reported. In addition, the district reported that 28% of its students received an adjusted diploma; if that were accurate, then it would appear that 124% of the eligible students received some type of certification of completion. (Note: The district has clarified this information - the correct number is 2.8%.) The district also erroneously reported 8 students expelled as habitual disciplinary problems when the actual figure was three.

The individual school reports do not include the seven incidents of threats/extortion, which appear in the district summary as well as the state data tables.

Enrollment in UCCSN remedial courses by recent Lyon County graduates did not appear in the district or school reports.

**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 Lyon County School District report shows evidence of thoughtful planning utilizing a data-driven approach. Future reports should bear the fruits of this process. Individual school reports, however, currently provide only information on progress toward past goals. It is recommended that future the next cycle of reports contain information of goals set for the future and the steps anticipated to assist in reaching them.

In addition, it is recommended that the district begin to address issues such as the high percentage of recent graduates enrolled in UCCSN remedial courses and the rather higher percentage of students failing to pass the HSPE.