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AUTHOR La Marca, Paul M.
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ABSTRACT

This summary provides key findings about state, district, and school level performance on the TerraNova examinations (CTB/McGraw Hill) in Nevada in 1998-1999. The TerraNova tests are used to assess students in grades 4, 8, and 10 as stipulated by Nevada law. Within this summary, a description of performance as measured by national percentile scores is provided. Some limited information about student demographics and characteristics is also provided. In the fourth grade, across the four subjects (reading. Language arts, mathematics, and science), Nevada students performed very much like fourth graders across the United States in 1998. Eighth graders performed at or above the national average in reading, language, and science, and slightly below the national average in mathematics. There has been little change over the 3 years the examinations have been administered. Performance at the 10th grade level exceeded that of the national norm group in every subject area. TerraNova has only been given in Nevada to 10th graders for 2 years, so trends in performance cannot yet be established. There was considerable variation in school district level performance in reading, language, and mathematics, but less variability in science. The majority of individual schools in the state are recognized as having adequate achievement, but in 1998-1999, eight schools were designated as inadequate. This is an improvement over the previous year, in which 23 schools were consideredinadequate. (Contains 18 figures and 5 tables.) (SLD)

# Results of Statewide TerraNova Testing
# Fall 1998

Prepared by
Paul M. La Marca, Ph.D.
Nevada Proficiency Examination Program



April 2, 1999

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## Executive Summary

As stipulated in Nevada Revised Statute (NRS 395.015), students in grades 4, 8, and 10 attending Nevada public schools must be assessed using a norm referenced examination. Students must be assessed for achievement in reading, language, mathematics, and science. The TerraNova examination (CTB/McGraw-Hill) is currently used in the state of Nevada to meet this need and is administered to students during the fall of the academic school year.

A norm referenced examination allows a comparison of student performance against a nationally representative sample of students (a norm group.) Student performance can be scored or characterized in a variety of ways. Within this summary, a description of performance as measured by national percentile scores will be provided. National percentile scores are fairly easy to interpret. For example, a national percentile score of 50 is equivalent to performance at the national average. In other words, a student with a score of 50 in reading has scored higher than did 50% of the students making up the national norm group sample.

In this summary, key findings regarding state, district, and school level performance for the 1998-99 academic year are provided. Limited information regarding student demographic characteristics and differences in performance is also provided. For more elaboration and detailed descriptions of study results, please refer to the general TerraNova report.

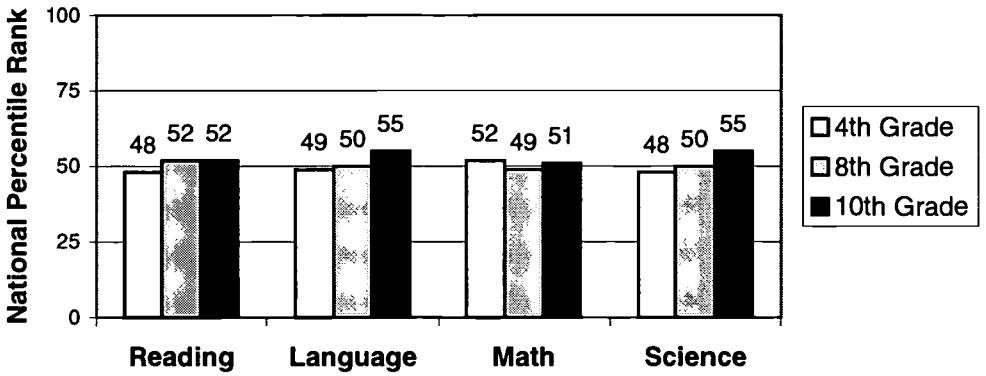
State Level Performance

*Nevada 4$^{th}$ Grade Students*→ Across the four subject areas (reading, language, math, and science), 4$^{th}$ grade students performed very much like 4$^{th}$ grade students across the nation in 1998 (See Figure A.) Fourth grade students performed just above the national average in math and just below the national average in reading, language, and science. TerraNova has been administered to 4$^{th}$ grade students for three consecutive years. In that time there has been little change in student performance.

*Nevada 8$^{th}$ Grade Students*→ Eighth grade students performed at or above the national average in reading, language, and science and slightly below the national average in math. Again, there was little change in the 3-years of administration.

*Nevada 10$^{th}$ Grade Students*→ Performance at the 10$^{th}$ grade level exceeded that of the national norm group in every subject area (See Figure A.) TerraNova has only been administered to Nevada 10$^{th}$ grade students for two consecutive years and as a result trends in performance cannot yet be established.

**Figure A. Statewide TerraNova Performance Among 4th, 8th, and 10th Grade Students (1998-99).**




District Level Performance

District scores contribute to state level figures. However, there was considerable variability in district level performance in reading, language, and math. Less variability in performance was observed in the area of science. For example, among 10th grade students, performance in science exceeded the national average in every school district. By contrast, mathematics performance in 8 school districts was below the national average. Math was the weakest area of performance in several school districts. For a comprehensive presentation of district level scores, see Figures 2a through 4d in the general TerraNova report.

School Level Performance

Public schools in Nevada are rated in terms of achievement based on TerraNova scores among 4th, 8th, and 10th grade students. Schools that demonstrate very low performance across all subject areas (reading, language, math, and science) are designated as having "inadequate" achievement. By contrast, schools that demonstrate very high performance across all subject areas are designated as having "high" achievement. Schools, in which performance is closer to the national average, are considered "adequate" in terms of achievement.

The vast majority of schools within the state are recognized as having adequate achievement. In 1998-99 only one school, Gomm Elementary in Washoe County, was recognized as having high achievement. This was the second consecutive year that Gomm Elementary demonstrated high achievement based on TerraNova scores.

In 1998-99, eight schools were designated as having inadequate achievement. This was a large decrease from 1997-98 in which 23 schools were designated as inadequate. Five schools were designated as inadequate for a second consecutive year in 1998-99 including: Duncan Elementary from Washoe County and Booker Elementary, Cambeiro Elementary, Fitzgerald Elementary, and Madison Elementary from Clark

County School District. To this list of second year schools, three other schools were designated as inadequate in 1998-99 including Lunt Elementary from Clark County, Schurz Elementary from Mineral County, and Smithridge Elementary from Washoe County.

Student Demographic Characteristics and TerraNova Performance

Differences in TerraNova performance in relation to student gender, race/ethnicity, socio-economic status, receipt of Title I service, years of experience within a school district, participation in class size reduction, and student classification were examined.

*Gender*→ In each grade, girls outperformed boys in reading and language. In the 4th grade, girls outperformed boys in math but boys' science scores were higher. In the 8th and 10th grades, boys outperformed girls in math and science.

*Race/Ethnicity*→ Asian students and White students (all grades) consistently scored higher than African American, American Indian, and Hispanic students in every subject. Asian students had the highest performance in language and math across grades while White students scored highest in reading and science. African American students had the lowest performance across grades and subjects.

*Socio-Economic Status*→ Consistent differences were also observed when considering students in different socio-economic groups. Students from lower socio-economic groups had lower performance at each grade and in every subject when compared to students from higher socio-economic groups.

*Title I Service*→ In grades 4 and 8 and in every subject area, Students who receive or have received Title I service in the past demonstrated lower performance than students who had not received Title I service. Because of the small number of 10th grade students having received Title I service in the recent past, no comparisons were made. The differences in performance as related to Title I participation are consistent with differences in performance relative to socio-economic status.

*Years of Experience within the School District*→ Three general findings emerged when looking at this student characteristic. First, students new to a school district tend to not perform as well as students with past years of experience in a school district. Being a new student in the 4th, 8th, or 10th grade may indicate a history of transience. Second, as the number of years of experience increases, student performance tends to increase. Again, this finding may be tied in with the effect of transience on test performance. Third, among 4th grade students many students were coded as having 5 and 6 years of experience within the school district. This seems improbable given past student retention rates; however, in at least one school district pre-kindergarten educational programs are offered to economically disadvantaged children. This same situation was found for 8th grade students having 9 or more years of experience within the school district. Among 4th grade students with 5 and 6 years of experience and 8th grade students with 9+ years

of experience, test performance was lower than that of students with fewer years of experience and students new to the school district. This result is consistent with differences relative to socio-economic status and Title I participation.

*Class Size reduction*→ Small differences in performance were found among 4th and 8th grade students who had not participated in class size reduction (participation in class size reduction in 1st and 2nd grade was not available for 10th grade students.) The gains associated with participation in class size reduction were modest.

*Student Classification*→ Comparisons in performance were made among students classified as "regular" (students not classified as IEP or LEP), IEP (students with an Individualized Education Plan) and LEP (students with limited English language proficiency.) All students included in these comparisons were tested under standardized testing conditions.[a] Students classified as "regular" scored higher in every subject and at each grade in comparison to both IEP and LEP students. In addition, LEP students outperformed IEP students in every subject area.

*Socio-Economic Status and Race/Ethnicity*→ Exploratory statistical analyses were conducted taking into consideration both student level and school level characteristics. The purpose was to identify which characteristics contributed significantly to student and school performance. In summary, socio-economic status and race/ethnicity were both powerful and independent predictors of test performance.

## Conclusion

In conclusion, Nevada 4th, 8th, and 10th grade students exhibit performance on the TerraNova test that mirrors national performance. Fourth and 8th grade performance straddles the national average and 10th grade performance is above the national average in every subject area. In each grade, performance on the TerraNova test has held fairly constant across the years of administration.

As described above, considerable variability was observed in school district and school level performance. Between school districts, science performance was the most consistent. In contrast, math performance was less consistent.

Most Nevada schools demonstrate adequate achievement in terms of TerraNova performance. In 1998-99 there was a significant drop in the number of schools designated as having inadequate achievement. In 1997-98, approximately 5% of public schools were designated as inadequate. This decreased to approximately 2% in 1998-99.

Performance on the TerraNova test was associated with all student demographic characteristics. Socio-economic status and race/ethnicity stand out as student characteristics greatly associated with test performance.

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[a] Many students classified as IEP and LEP are tested under special conditions. For several reasons it would be inappropriate to make comparisons between students tested under special conditions and students tested under standardized conditions.

## Introduction

The Nevada Proficiency Examination Program (NPEP) has been in existence for over 20 years. NPEP is charged with the development, coordination, administration, and scoring of state mandated educational examinations as stipulated in Nevada Revised Statute (NRS 389.015.) Specifically, the state requires three separate student assessments. Students enrolled in public schools in 4th, 8th, and 10th grades are to be assessed using a norm referenced (standardized) test in four separate subject areas: reading, language, mathematics, and science. Students in the 4th and 8th grade also participate in a state required writing performance assessment. Finally, 11th grade students are required to pass a writing performance assessment and a proficiency assessment that includes both reading and mathematics in order to receive a standard high school diploma. Students who fail to pass in the 11th grade are provided several additional opportunities as 12th grade students to fulfill this requirement.

The purpose of this report is to furnish information regarding the norm referenced assessment of 4th, 8th, and 10th grade students that occurred in October of 1998. In 1996 the state of Nevada contracted with CTB/McGraw-Hill to use the TerraNova Complete Battery Plus. As used by the state of Nevada, the TerraNova provides norm referenced assessment in reading, language, mathematics, and science.

The TerraNova test is administered in October allowing comparison to a national fall norm sample. For schools engaged in year-round schooling, accommodations in testing time have been made which still allow direct comparison with the fall norm sample.

TerraNova is administered under a set of standardized conditions.[1] There are a number of testing accommodations for students that can be made if necessary that still allow norm referenced comparisons of student performance. Performance among students who require non-permissible accommodations cannot be compared against the national norm sample.

CTB/McGraw-Hill has been contracted to provide analysis of test performance at several levels. CTB furnishes state, district, school, and student level reports. Scores are provided in each of the aforementioned areas as composite scores with the exception of science, which has only one scale. Additionally, sub-scale scores are provided in reading, vocabulary, language, language mechanics, math, and math computation as well as a total score across subject areas. Scores are provided in various formats including normal curve equivalents, national percentiles, scale scores, national stanines, and grade equivalents. Numbers and percentages of local students falling along the national distribution of scores is also provided.

[1] For more complete information regarding the administration of TerraNova, please see the "Guidelines for the Conduct of the Nevada Proficiency Examination Program 1998-99" and the "Nevada Proficiency Examination Program TerraNova Test Coordinator's Manual 1998."

CTB/McGraw-Hill indicates that in addition to its norm referenced qualities, the TerraNova can be used as a criterion referenced achievement test. To this end, CTB identifies 29 objective performance areas (30 for grade 10) within the four general subject areas. An objective performance area is identified by a minimum of 4 questions. Based on how a student performs on the specific objective items, CTB provides an estimate of how the student would perform on a 100-item test covering the same skill. CTB provides these estimated scores indicating a level of mastery: non-mastery, partial-mastery, and mastery. As indicated above, students who are tested using special or non-permissible accommodations do not receive valid "norm referenced" scores but they still receive the objective performance "criterion referenced" estimates that can be of value.

The TerraNova test is not considered a high stakes examination for students. Students who perform poorly on the TerraNova are not retained in their current grade but in certain cases are provided with a remediation plan that identifies areas of weakness and addresses how these deficiencies will be improved. A plan of remediation is required for any student enrolled in a low performing (inadequate) school who has a composite score below the 26$^{th}$ percentile.

Schools are held accountable for performance on the TerraNova examination. Schools where greater than 40% of their students perform below the 26$^{th}$ percentile in every subject area are designated "inadequate." Schools that are designated as inadequate are required to submit a schoolwide plan for remediation and are eligible for state financial assistance to implement the program for change. In contrast, schools where 50% or more of their students perform at or above the 76$^{th}$ percentile in every subject area are designated "high achieving". High achieving schools are publicly recognized for their excellence and their commitment to high educational standards. Although the TerraNova examination may not carry the same stakes for the student that the high school proficiency test does, the stakes associated with the TerraNova examination for the school are substantial.

In this report, TerraNova results at the school, district, and state levels are provided. No information is provided at the school, district, or state level in cases where fewer than 10 students contributed to the aggregate measure of performance nor is student specific information provided.

The administration of the TerraNova in fall of 1998 occurred with few problems. CTB/McGraw-Hill fulfilled its contractual obligations regarding the reporting of results and, in general, the transmission of reports to schools and to parents met the state guidelines. As has been true in the past, several coding errors were made that have created some concern. Some coding issues will be addressed later in this report. By and large, district personnel and school personnel did a very good job of handling TerraNova administration.

Distribution of TerraNova Results

As stipulated in the CTB service contract, CTB ships student level, school level and district level reports directly to school districts within 15 working days of receipt of all district score-sheet information. CTB ships school level, district level, and state level reports after all information has been shipped to districts to the state of Nevada. The state is also issued student level data provided in an electronic format. Districts receive the same electronic data diskettes for students tested within their district. Table 1 presents shipping and receiving information at the district and state levels for the fall 1998 TerraNova administration. As shown, CTB met its contractual obligation in terms of reporting scores to individual school districts and the state.

**Table 1. CTB Receipt of Materials and Shipping of TerraNova Results.**

| School District | Grade(s) | CTB receipt date | CTB ship date |
|---|---|---|---|
| Carson City | 4, 8, and 10 | 11/10/98 | 11/24/98 |
| Churchill County | 4, 8, and 10 | 10/30/98 | 11/19/98 |
| Clark County | 4 | 12/03/98 | 12/17/98 |
| Clark County | 8 | 11/24/98 | 12/17/98 |
| Clark County | 10 | 11/09/98 | 12/02/98 |
| Douglas County | 4, 8, and 10 | 11/02/98 | 11/20/98 |
| Elko County | 4, 8, and 10 | 10/30/98 | 11/20/98 |
| Esmeralda County | 4 and 8 | 11/02/98 | 11/20/98 |
| Eureka County | 4, 8, and 10 | 11/05/98 | 11/23/98 |
| Humboldt County | 4, 8, and 10 | 11/02/98 | 11/20/98 |
| Lander County | 4, 8, and 10 | 11/02/98 | 11/20/98 |
| Lincoln County | 4, 8, and 10 | 11/11/98 | 11/23/98 |
| Lyon County | 4, 8, and 10 | 11/12/98 | 11/24/98 |
| Mineral County | 4, 8, and 10 | 11/06/98 | 11/23/98 |
| Nye County | 4, 8, and 10 | 11/11/98 | 11/23/98 |
| Pershing County | 4, 8, and 10 | 11/02/98 | 11/20/98 |
| Storey County | 4, 8, and 10 | 11/10/98 | 11/23/98 |
| Washoe County | 4 and 8 | 10/29/98 | 11/19/98 |
| Washoe County | 10 | 10/19/98 | 11/19/98 |
| White Pine County | 4, 8, and 10 | 11/05/98 | 11/23/98 |
| State of Nevada | 4, 8, and 10 | | 12/22/98 |

District superintendents are also responsible for ensuring that test results received at the school district are provided to schools within 10 working days. In turn, school principals are responsible for providing student scores to parents within 10 days of receipt of scores at the school. A letter verifying compliance with reporting guidelines was requested of school district superintendents.

Based on the responses from superintendents and district test directors, reporting guidelines were followed with few exceptions. Results in one school district were delayed as a result of an administrative error. Information sent by CTB/McGraw-Hill

and received at the district site was not funneled to the test director resulting in a delay in shipment to individual schools. In a second school district, one school failed to report TerraNova results to parents within the specified timeline. The administrative decision was based on a high number of ESL students and the difficulty in transmitting test results through the mail because of language barriers within the home. District administration has dealt with this instance of non-compliance and will implement procedures in the following academic year to prevent a re-occurrence.

Student Participation in TerraNova

The state of Nevada requires that all students in grades 4, 8, and 10 participate in TerraNova testing unless the student is exempt from testing. Exemptions are permitted for students with limited English language proficiency and students enrolled in a program of special education where the student's Individualized Education Plan (IEP) specifies an exemption from testing. Tables 2a, 2b, and 2c provide state level and district level participation rates in TerraNova testing for 4th grade, 8th grade, and 10th grade, respectively.

**Table 2a. 4th Grade State and District TerraNova Participation.**

| | Regular Conditions | Special Conditions | Did Not Take Examination |
|---|---|---|---|
| State of Nevada | 22686 | 1053 | 1976 (7.7%) |
| Carson City | 594 | 9 | 19 (3%) |
| Churchill County | 381 | 0 | 26 (6.4%) |
| Clark County | 14860 | 792 | 1492 (8.7%) |
| Douglas County | 518 | 13 | 21 (3.8%) |
| Elko County | 778 | 1 | 29 (3.6%) |
| Esmeralda County | 9 | 0 | 1 (10%) |
| Eureka County | 25 | 2 | 1 (3.6%) |
| Humboldt County | 315 | 6 | 9 (2.7%) |
| Lander County | 133 | 0 | 7 (5%) |
| Lincoln County | 58 | 0 | 0 |
| Lyon County | 446 | 23 | 26 (5.2%) |
| Mineral County | 98 | 0 | 0 |
| Nye County | 361 | 12 | 31 (7.7%) |
| Pershing County | 67 | 10 | 4 (4.9%) |
| Storey County | 43 | 0 | 0 |
| Washoe County | 3868 | 185 | 309 (7.1%) |
| White Pine County | 132 | 0 | 1 (1%) |

As seen in the tables, most students participate in TerraNova assessment under regular testing conditions. Some students receive testing accommodations in order to take the test under optimal conditions. Certain accommodations do not impact the validity of the comparison against the national norm sample while other accommodations do. Students taking the examination under "permissible" accommodations are included in the column specifying regular conditions.[2] A small percentage of students participate in TerraNova testing but rely on special accommodations in order to complete the

[2] For a listing of permissible or approved accommodations see the "Nevada Proficiency Examination Program TerraNova Test Coordinator's Manual 1998" (pg. 7.)

exercise. Finally, we see that between 6.5% and 8% of students (depending on grade of administration) are not participating in the state mandated norm referenced test.

**Table 2b. 8th Grade State and District TerraNova Participation.**

| | Regular Conditions | Special Conditions | Did Not Take Examination |
|---|---|---|---|
| State of Nevada | 20813 | 995 | 1546 (6.6%) |
| Carson City | 641 | 2 | 21 (3.2%) |
| Churchill County | 344 | 0 | 25 (6.8%) |
| Clark County | 13074 | 902 | 1133 (7.5%) |
| Douglas County | 575 | 4 | 23 (3.8%) |
| Elko County | 764 | 7 | 27 (3.4%) |
| Esmeralda County | 15 | 0 | 0 |
| Eureka County | 20 | 2 | 0 |
| Humboldt County | 330 | 13 | 13 (3.6%) |
| Lander County | 117 | 0 | 4 (3.3%) |
| Lincoln County | 60 | 0 | 0 |
| Lyon County | 493 | 0 | 23 (4.5%) |
| Mineral County | 81 | 0 | 1 (1.2%) |
| Nye County | 382 | 6 | 16 (4%) |
| Pershing County | 65 | 0 | 1 (1.5%) |
| Storey County | 45 | 0 | 0 |
| Washoe County | 3670 | 59 | 250 (6.2%) |
| White Pine County | 137 | 0 | 9 (6.2%) |

**Table 2c. 10th Grade State and District TerraNova Participation.**

| | Regular Conditions | Special Conditions | Did Not Take Examination |
|---|---|---|---|
| State of Nevada | 19334 | 756 | 1716 (7.9%) |
| Carson City | 590 | 0 | 51 (7.9%) |
| Churchill County | 323 | 0 | 34 (9.5%) |
| Clark County | 12214 | 680 | 1055 (7.6%) |
| Douglas County | 541 | 0 | 20 (3.6%) |
| Elko County | 702 | 0 | 39 (5.3%) |
| Eureka County | 21 | 6 | 3 (10%) |
| Humboldt County | 301 | 0 | 11 (3.5%) |
| Lander County | 105 | 0 | 5 (4.5%) |
| Lincoln County | 71 | 0 | 0 |
| Lyon County | 472 | 0 | 19 (3.9%) |
| Mineral County | 51 | 0 | 4 (7.3%) |
| Nye County | 354 | 27 | 27 (6.6%) |
| Pershing County | 65 | 0 | 3 (4.4%) |
| Storey County | 35 | 0 | 0 |
| Washoe County | 3364 | 43 | 445 (11.5%) |
| White Pine County | 125 | 0 | 0 |

In Appendix A, a breakdown of students who did not take the TerraNova examination and a calculation of the percentage of eligible students participating in TerraNova testing at the school level is provided. To summarize, at the state level in excess of 96% of eligible students participated in TerraNova testing. Furthermore, among students not taking the examination, most (approximately 75%) were exempt from TerraNova testing.

## State and District TerraNova Results

CTB provides a variety of different statistical scores. In the following presentation of student performance, the focus is on three types of scores.

- For descriptive comparisons at the state and district level information pertaining to the *national percentile* of the mean normal curve equivalent is provided. National percentile scores are fairly easy to interpret. For example, a national percentile score of 50 for a student in reading would indicate that the student scored higher than 50% of the students in the national norm group. National percentile scores are assigned to an ordinal or rank order scale. What this means is that differences in national percentile scores are not equally distant across the distribution of possible scores. Because of its scale, it is inappropriate to compare national percentiles across subject areas (e.g. a math score compared to a reading score.) It is appropriate to compare performance across time or between groups in a given subject area (e.g. reading) as long as it is remembered that the percentile score provides rank order information. From this it can be ascertained that one group has outperformed another group. What cannot be known with certainty is the magnitude of those differences.

- When describing school level performance national percentile scores are presented but also provided is information reflecting the *percentage of students scoring in the lowest and highest national quarters*. The distribution of scores among the national norm group can be split into four equal sections including performance at or below the 25t$^{h}$ percentile, performance above the 25$^{th}$ percentile but at or below the 50$^{th}$ percentile, performance above the 50$^{th}$ percentile and at or below the 75$^{th}$ percentile, and performance above the 75$^{th}$ percentile. Local percentages of students scoring in the lowest and highest national quarters are used in the school designation process.

- For purposes of statistical comparisons focus is on the *mean normal curve equivalent* score. This score is a standardized score with a range from 1 to 99 and a mean of 50. These qualities make normal curve equivalent scores easy to interpret. Their scaling is interval level, which is important when we apply inferential statistical analysis. With the normal curve equivalent rank order differences can be judged as well as magnitude of differences between groups. Additionally, normal curve equivalent scores are comparable across subject areas (e.g. reading vs. math) and across time.

In most cases, national percentile scores are presented because of the ease in interpretation. This has been done at the expense of other information. The interpretation of the national percentile is limited to rank order comparisons. For reading, language, and mathematics only the composite subject area scores are presented. These composite scores reflect performance on the combination of two sub-scales in each subject area. There is only one scale for science.

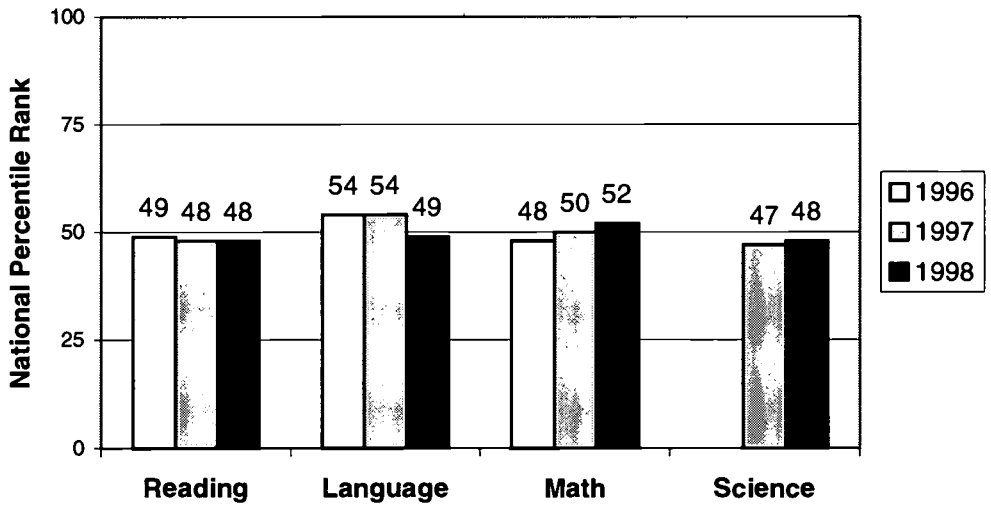
Trends in State Performance

Fourth and 8th grade students have been assessed using TerraNova since the 1996-97 academic year. Fourth and 8th grade students have been assessed in reading, language, and math achievement during the entire three-year period and science achievement was assessed this academic year and in 1997-98. Tenth grade students have participated in all four content areas for two consecutive years beginning in 1997-98.

*4th Grade Students*

There was a flat trend in reading performance among 4th grade students (See Figure 1a) with no gain from 1997 to 1998 and a slight decrease in performance from 1996 to 1997. In science there was a small increase from 1997 to 1998. It is premature to assume this constitutes a trend in science performance since only two years of comparative data were available.

**Figure 1a. Nevada 4th Grade Students: Trends in National Percentile of the Mean Normal Curve Equivalent.**




In language no change occurred from 1996 to 1997 but a relatively larger decrease in performance in 1998 was observed. By contrast, in mathematics moderate increases from 1996 to 1997 and from 1997 to 1998 were observed.

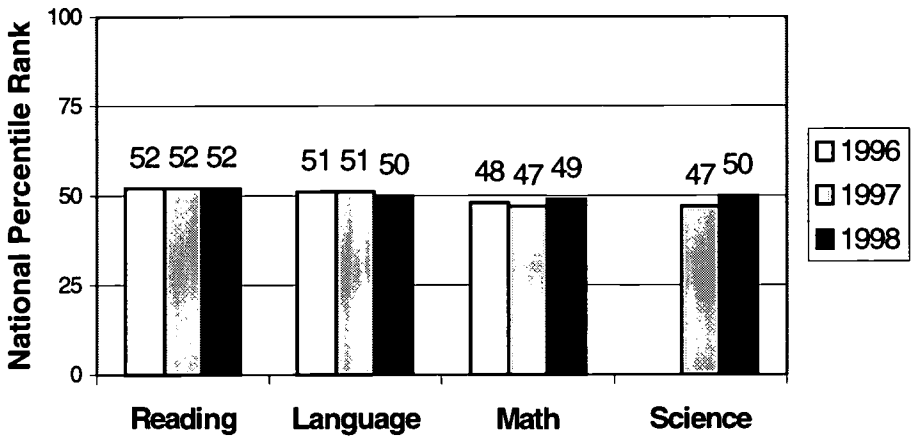
In general, fourth grade performance has hovered near the national midpoint. In 1998, fourth grade students performed greater than 48% of the national norm sample in both reading and science. In language, fourth grade students performed greater than 49% of the national norm group and in mathematics greater than 52% of the national norm group.

*8th Grade Students*

Turning to 8th grade performance (See Figure 1b), no change in reading scores over the three-year period occurred. In language there was no change from 1996 to 1997 and a small decrease from 1997 to 1998. The trend in math scores was relatively flat as well. A small decrease from 1996 to 1997 and a moderate gain from 1997 to 1998 occurred. Because of the negative dip in 1997 this 1998 gain is slight in comparison to 1996 performance. In science, a larger gain occurred from 1997 to 1998. Again, however, only two years of comparative data were available.

Eighth grade performance also hovered near the national midpoint in 1998-99. In reading, eighth grade performance was greater than 52% of the national norm sample. In both language and science, eighth grade performance was greater than 50% of the national norm group. Eighth grade students' lowest scores were in mathematics where performance was greater than only 49% of the national norm sample.

**Figure 1b. Nevada 8th Grade Students: Trends in National Percentile of the Mean Normal Curve Equivalent.**



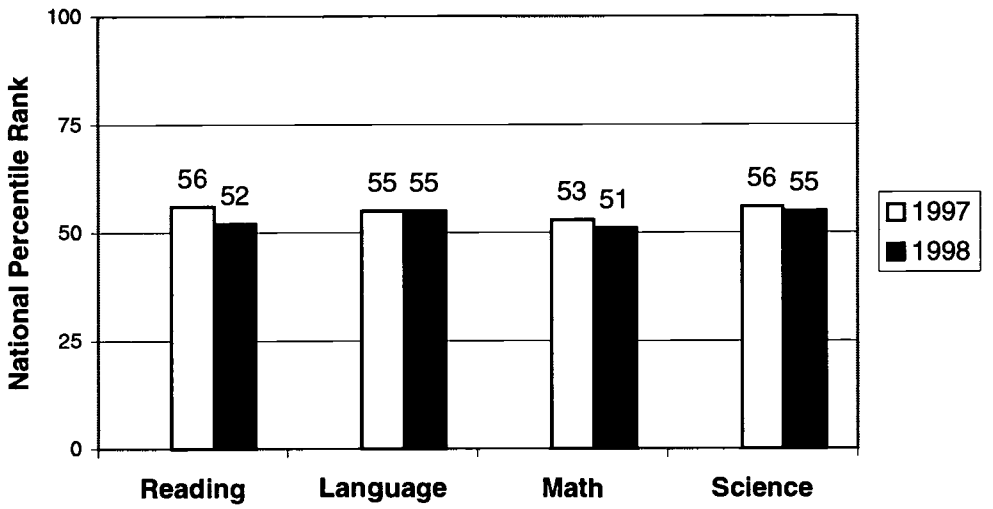

*10th Grade Students*

For 10th grade students (See Figure 1c) only two years of comparative data was available. Because of this, conclusions regarding change cannot be drawn. Notwithstanding this, a decrease in reading performance occurred from 1997 to 1998. Performance in language did not change and a small decrease in performance occurred in science. A moderate decrease in mathematics performance also occurred. In 1998 and for each subject area, tenth grade performance was greater than over 50% of the national norm sample.

Although it is tempting to compare performance across subject areas, national percentile scores (NP's) do not permit this sort of comparison. By and large, what can be said of Nevada's 4th, 8th, and 10th grade students is that overall average performance

within the state is similar to that of the national norm group. This conclusion is further supported when we consider the percentage of students falling within the national quarters. Across age groups and in reading, language, and math, between 20% and 29% of students scored in each of the four national quarters with only two exceptions. This is comparable to a national split of 25%, 25%, 25%, and 25%. In science and at each grade, fewer students than expected scored in the lowest and highest national quarters (fewer than 20%) and a greater percentage of students than expected scored within the two middle quarters (greater than 30%.)

**Figure 1c. Nevada 10th Grade Students: Change in National Percentile of the Mean Normal Curve Equivalent.**




District Scores for 1998-99 Academic Year

District level performance in the 1998-99 academic school year is presented in several graphs that depict national percentile scores by district while holding grade and subject area constant. In Nevada, several school districts have small student populations. Other districts are quite large. Interpretation of the graphs that follow should be undertaken with caution given that in certain instances, relatively small numbers of students have contributed to the reported scores.

*4th Grade Students*

Reading. For reading performance (see figure 2a), there was a wide range of performance on a district by district basis. After eliminating the two extreme district scores, a more narrow range in performance was observed among school districts. Note that for reading performance seven counties performed above the 50th percentile and nine counties scored below the 50th percentile (No scores are available for Esmeralda County 4th grade students because too few students were tested.)

**Figure 2a. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading.**

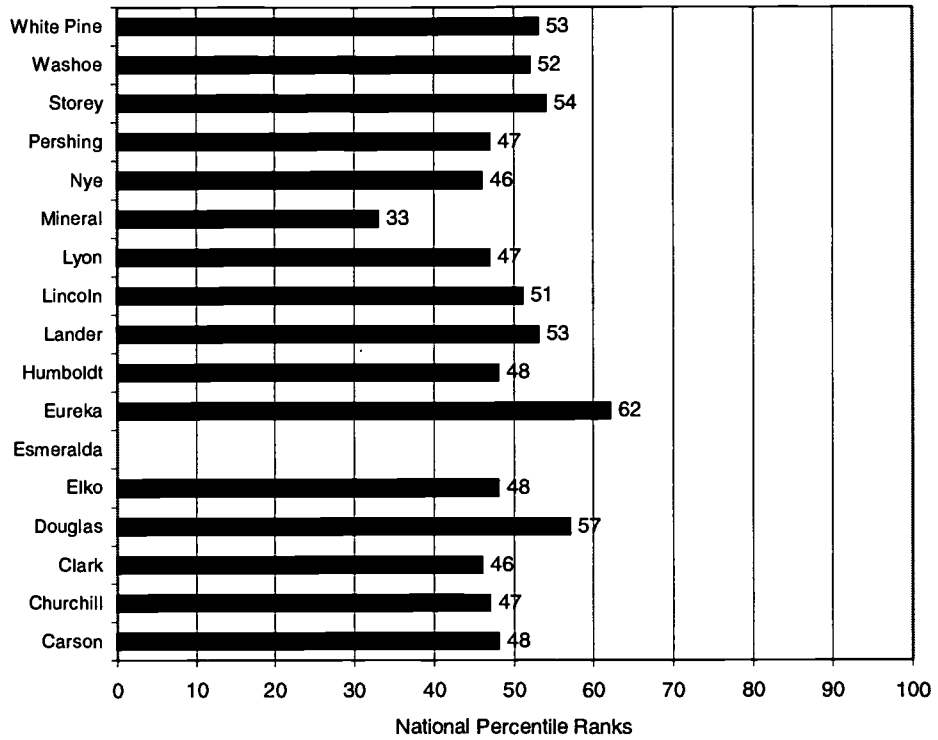



**Figure 2b. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language.**

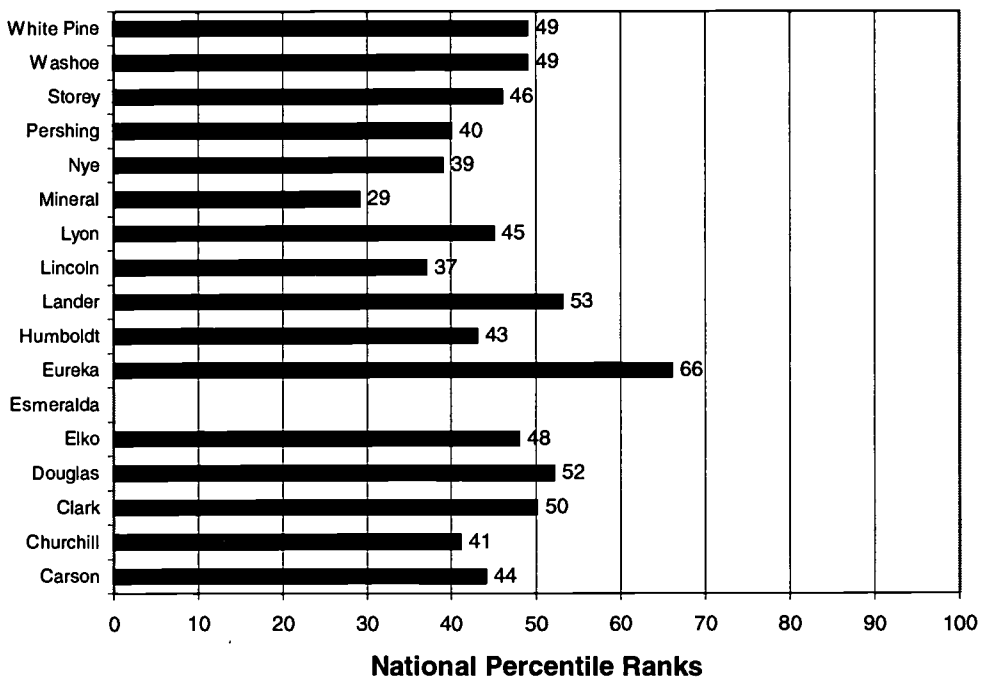


**Figure 2c. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math.**

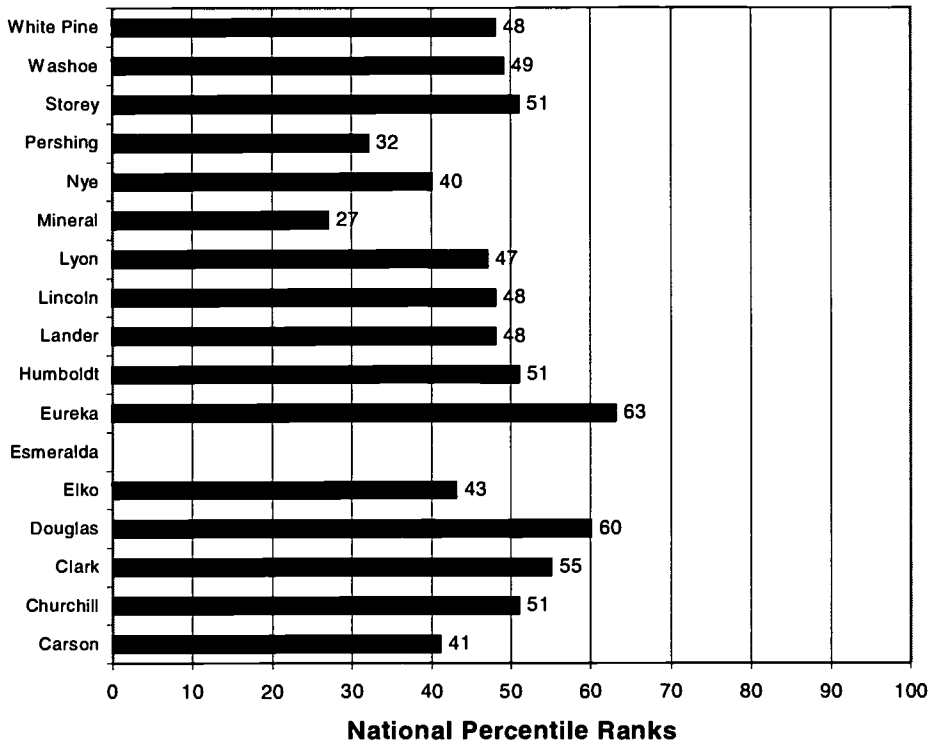
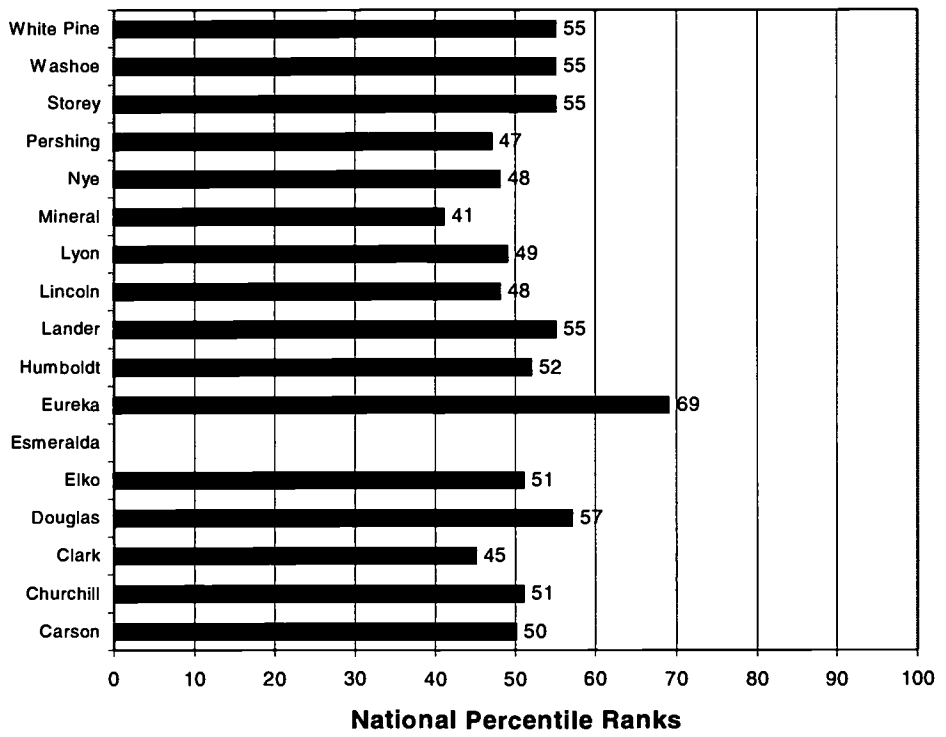



**Figure 2d. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science.**



Language. In language performance (See Figure 2b) the elimination of the two extreme district scores again left a more truncated range of performance. Overall, four counties scored above the 50th percentile and twelve scored below.

Math and Science. Turning to 4th grade mathematics performance (See Figure 2c), a wider dispersion in performance across districts was observed. In total, six districts scored above the 50th percentile and ten scored below the midpoint. By contrast, a relatively flat distribution of 4th grade district scores was found when we looked at performance in science (See Figure 2d.) For science ten districts scored at or above the 50th percentile with six scoring below.

*8th Grade Students*

Eureka County students scored highest within the state in each subject area. Their national percentile scores ranged from a low of 75 in science to a high of 81 in reading. In remaining descriptions of 8th grade subject specific performance Eureka County will not be included.

Reading and Language. Among the remaining sixteen school districts, eight scored above the 50th percentile in reading and eight below (See Figure 3a.) The dispersion of district scores was relatively wide. In language performance (See Figure 3b) there was a more truncated range of scores with ten districts scoring below the 50th percentile and six scoring above.

**Figure 3a. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading.**

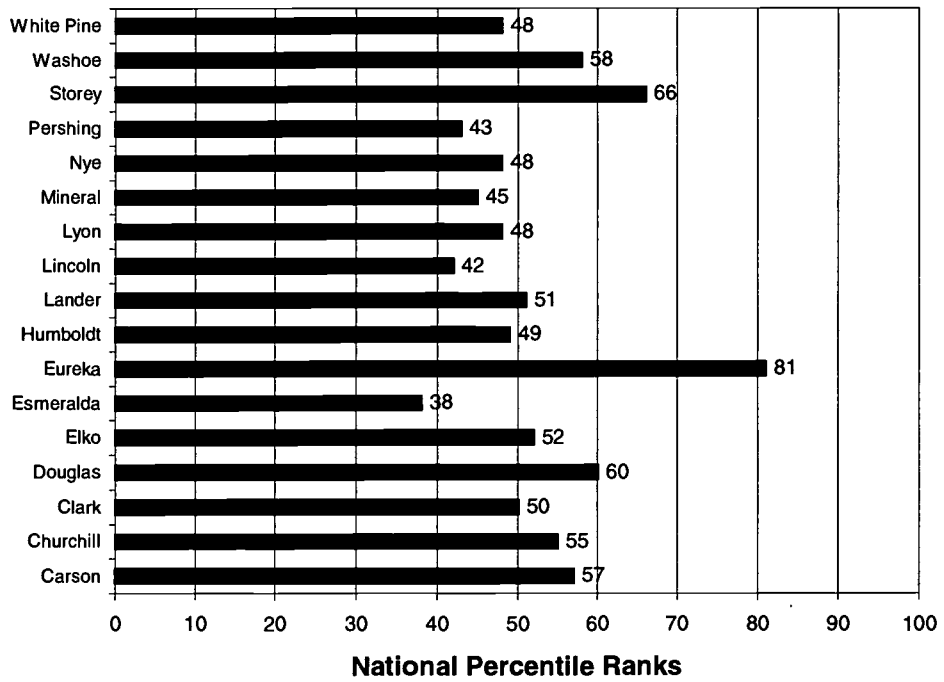


**Figure 3b. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language.**

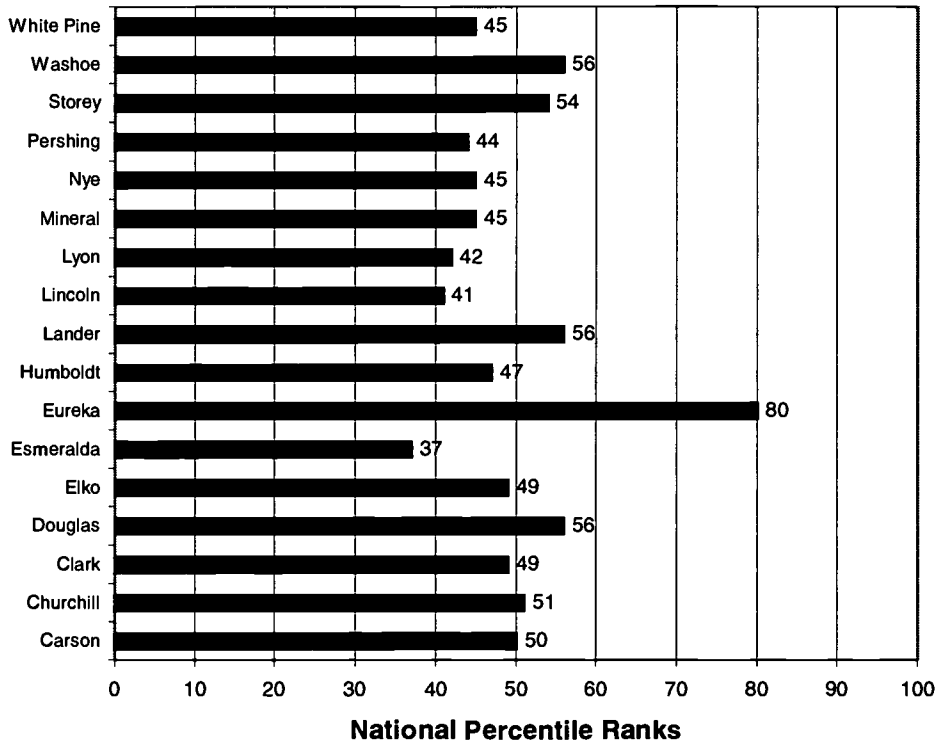



**Figure 3c. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math.**

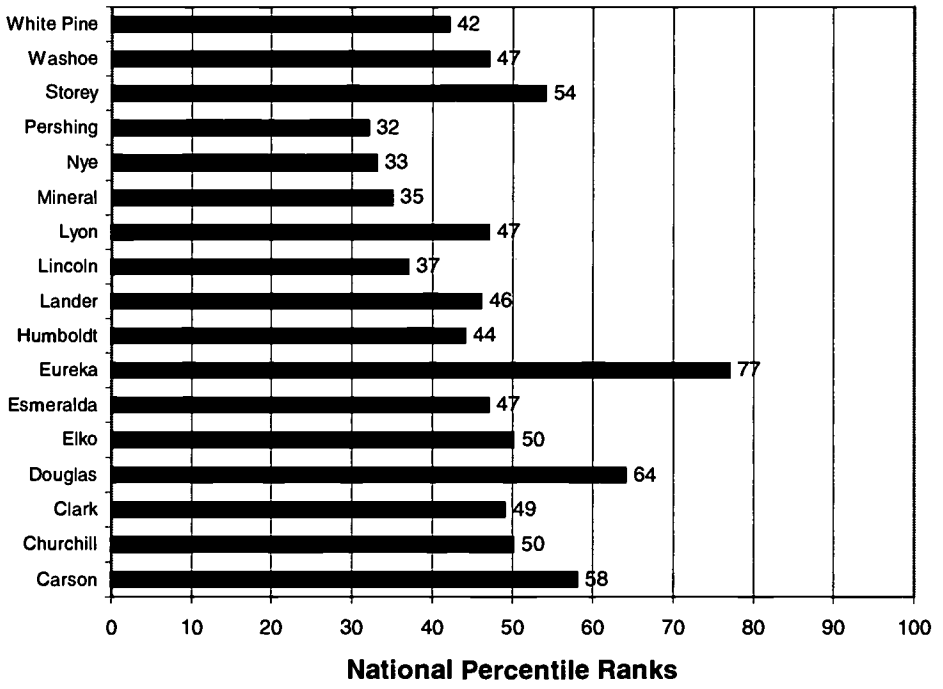
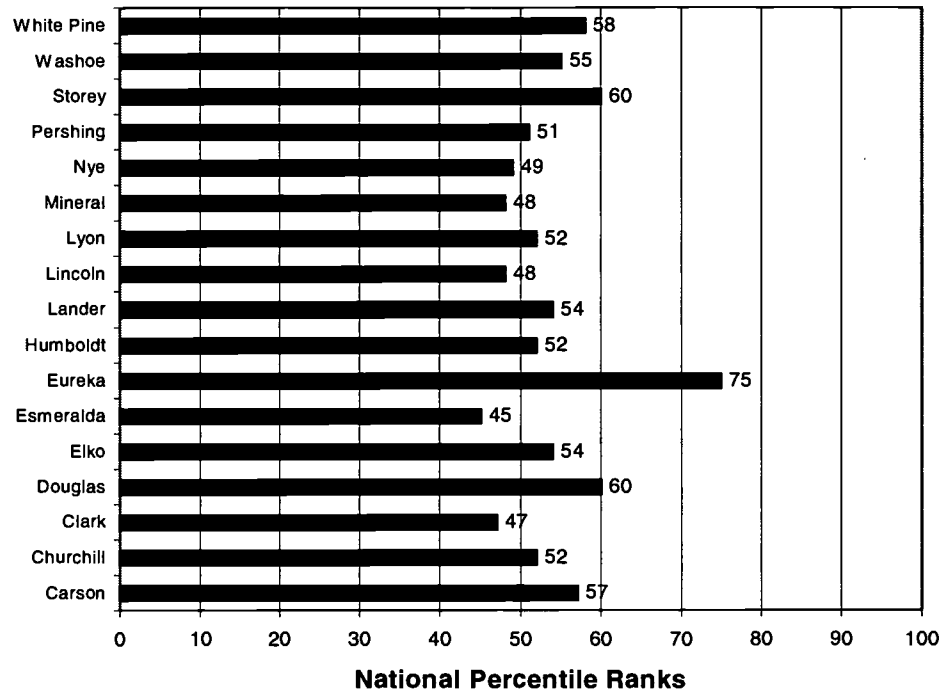


**Figure 3d. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science.**




Math and Science. Math performance among 8th grade students was a significant weak point for several districts with four districts scoring below the 40th percentile. Additionally, nine districts scored at or below the 50th percentile. Not including Eureka County, three school districts scored above the 50th percentile (See Figure 3c.) In contrast to performance in mathematics, eleven school districts (not including Eureka County) performed above the 50th percentile in science with only five districts scoring below this level (See Figure 3d.)

*10th Grade Students*

Eureka County again showed the highest level of performance in each subject area with the exception of math performance. Although scores for Eureka County students were significantly high in each area, there was less disparity between Eureka County and performance within other counties among the 10th grade students.

Reading and Language. In reading, nine school districts scored above the 50th percentile with four schools districts scoring at or above the 60th percentile. In addition, five school districts scored below the 50th percentile (scores were unavailable for Esmeralda County.) The pattern of differences in language performance was very similar to that of reading. In total, eleven school districts scored above the 50th percentile with five scoring below (See Figures 4a & 4b.)

**Figure 4a. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading.**

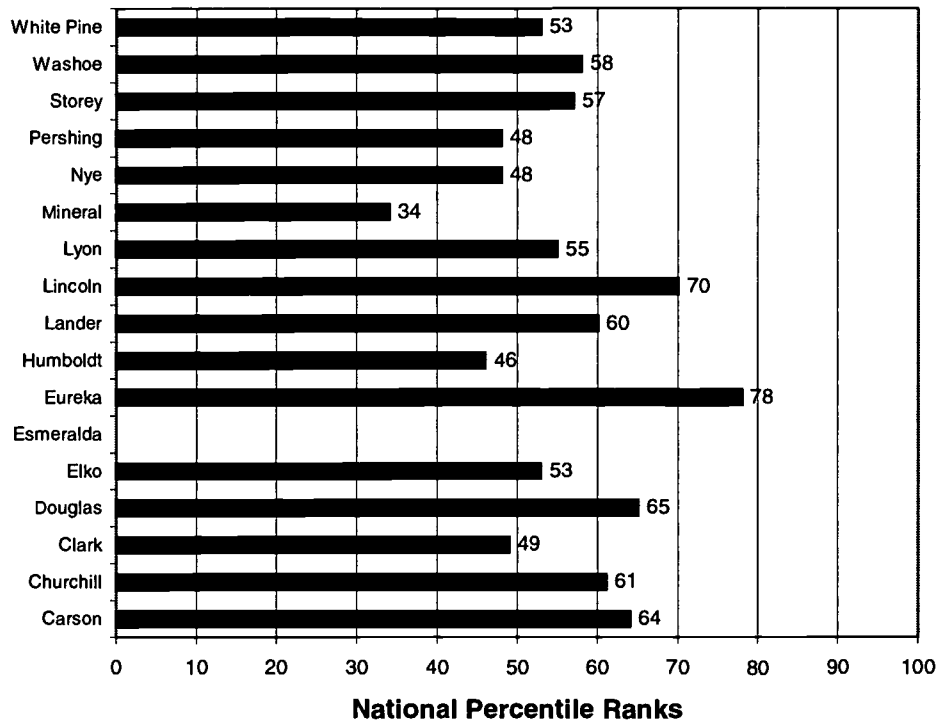



**Figure 4b. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language.**

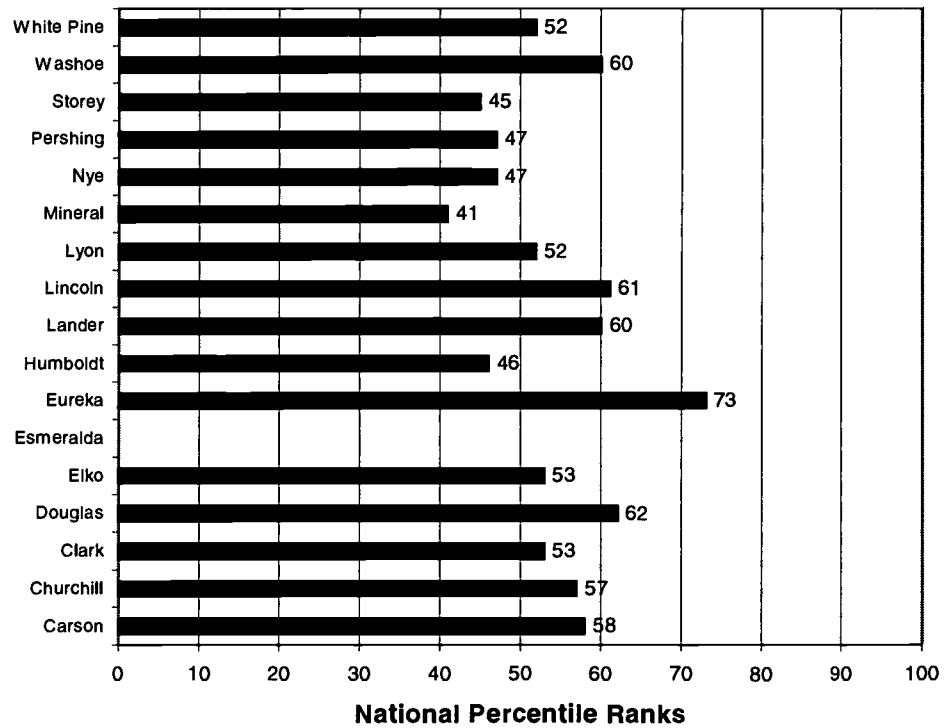


**Figure 4c. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math.**

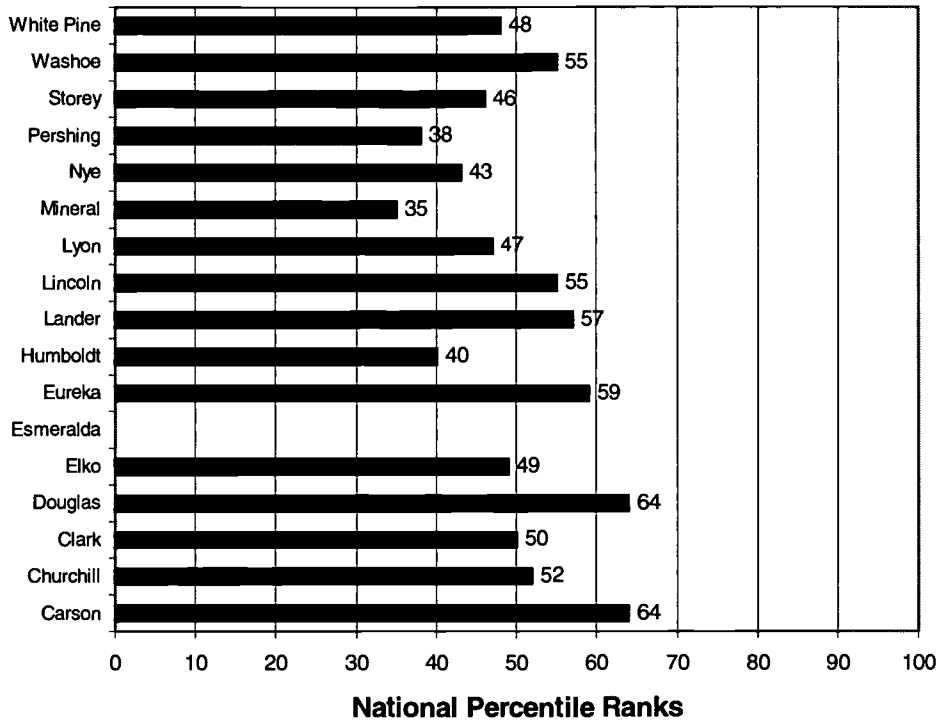
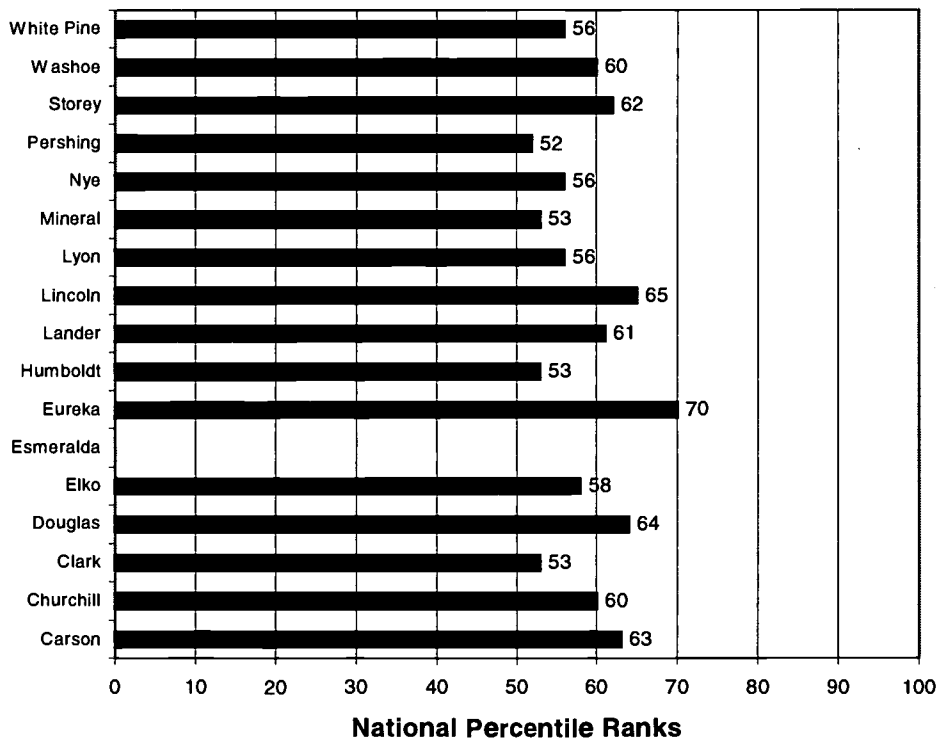



**Figure 4d. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science.**



Math and Science. Math appeared to be a weak point among 10th grade students in several school districts (See Figure 4c.) In eight school districts performance was below the 50th percentile and in three of these districts performance was at the 40th percentile or below. The other eight school districts scored at or above the 50th percentile. In science, the distribution of 10th grade scores was relatively narrow. In science, every school district scored above the 50th percentile (See Figure 4d.)

To summarize, it appears that at each grade math performance seems to be the area of greatest weakness among many school districts. This finding is supported by state level results among 8th and 10th grade students. In addition, at each grade the least amount of school district variability in scores was in the area of science. This finding is also consistent with science performance statewide.

Objective Performance Scores

In addition to norm referenced information, CTB provides estimates of student mastery of several narrowly defined objective areas. In Tables 3a, 3b, and 3c, percentages of students at the state and school district level having mastered objective performance areas based on CTB's estimation formulas are presented. As was the case with district national percentile scores in reading, language, math, and science, caution should be taken when interpreting district objective performance scores, especially among school districts with small numbers of students.

*4th Grade Students*

Among 4th grade students a specific area of strength within reading/vocabulary was in the recognition of "multimeaning" words. In contrast, the ability to group words by similar or equal meanings (word meaning) was relatively weak. In language/language mechanics, strengths in editing skills and the recognition of writing conventions, and relative weakness in the use of sentence structure were observed See Table 3a.)

**Table 3a. Percentage of 4th Grade Students with Mastery Level Objective Scores.**

| Objective Area | State | Carson | Churchill | Clark | Douglas | Elko | Eureka | Humboldt | Lander |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | | |
| Basic Understanding | 41 | 41 | 41 | 39 | 52 | 40 | 64 | 43 | 45 |
| Analyze Text | 39 | 38 | 39 | 37 | 49 | 39 | 60 | 40 | 43 |
| Evaluate/Extend Meaning | 47 | 45 | 47 | 46 | 60 | 46 | 72 | 48 | 49 |
| Identify Reading Strategies | 49 | 48 | 49 | 48 | 62 | 49 | 72 | 50 | 53 |
| **Vocabulary** | | | | | | | | | |
| Word Meaning | 14 | 15 | 11 | 14 | 18 | 12 | 25 | 17 | 15 |
| Multimeaning Words | 67 | 69 | 67 | 66 | 77 | 70 | 75 | 67 | 76 |
| Words in Context | 21 | 24 | 17 | 20 | 26 | 16 | 29 | 21 | 17 |
| **Language** | | | | | | | | | |
| Sentence Structure | 13 | 11 | 9 | 14 | 13 | 11 | 20 | 11 | 18 |
| Writing Strategies | 25 | 21 | 23 | 25 | 24 | 21 | 40 | 24 | 33 |
| Editing Skills | 43 | 38 | 36 | 44 | 50 | 41 | 64 | 40 | 49 |
| **Language Mechanics** | | | | | | | | | |
| Sentences, Phrases, Clauses | 23 | 21 | 18 | 25 | 24 | 22 | 28 | 13 | 23 |
| Writing Conventions | 45 | 37 | 35 | 47 | 46 | 41 | 56 | 34 | 36 |

(Table 3a cont.)

| Mathematics | State | Carson | Churchill | Clark | Douglas | Elko | Eureka | Humboldt | Lander |
|---|---|---|---|---|---|---|---|---|---|
| Number Relations | 31 | 27 | 27 | 33 | 38 | 25 | 48 | 32 | 24 |
| Computation & Estimation | 32 | 27 | 29 | 34 | 41 | 26 | 40 | 30 | 27 |
| Operation Concepts | 43 | 37 | 41 | 45 | 53 | 36 | 60 | 45 | 36 |
| Measurement | 18 | 18 | 14 | 19 | 24 | 14 | 36 | 19 | 14 |
| Geometry & Spatial Sense | 35 | 30 | 31 | 37 | 43 | 28 | 44 | 39 | 29 |
| Data, Statistics, & Probability | 44 | 39 | 41 | 45 | 51 | 37 | 68 | 50 | 40 |
| Patterns, Functions, Algebra | 48 | 42 | 46 | 49 | 58 | 40 | 64 | 50 | 41 |
| Problem Solving & Reasoning | 17 | 17 | 13 | 18 | 22 | 14 | 28 | 18 | 12 |
| **Math Computation** | | | | | | | | | |
| Multiply Whole Numbers | 21 | 10 | 21 | 25 | 20 | 11 | 17 | 17 | 9 |
| Divide Whole Numbers | 7 | 3 | 7 | 8 | 4 | 3 | 0 | 3 | 2 |
| Decimals | 23 | 11 | 23 | 27 | 20 | 12 | 17 | 21 | 14 |
| **Science** | | | | | | | | | |
| Science Inquiry | 40 | 41 | 43 | 38 | 52 | 40 | 76 | 46 | 41 |
| Physical Science | 9 | 9 | 9 | 8 | 14 | 11 | 16 | 15 | 12 |
| Life Science | 12 | 12 | 12 | 10 | 18 | 14 | 36 | 19 | 17 |
| Earth & Space Science | 12 | 12 | 11 | 10 | 17 | 14 | 32 | 20 | 13 |
| Science & Technology | 19 | 19 | 16 | 17 | 27 | 90 | 40 | 27 | 22 |
| Personal & Social Perspectives | 89 | 92 | 91 | 88 | 95 | 22 | 100 | 91 | 95 |

| Objective Area | Lincoln | Lyon | Mineral | Nye | Pershing | Storey | Washoe | White Pine |
|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | |
| Basic Understanding | 40 | 39 | 26 | 35 | 33 | 53 | 45 | 44 |
| Analyze Text | 39 | 38 | 21 | 33 | 36 | 47 | 43 | 44 |
| Evaluate/Extend Meaning | 49 | 46 | 29 | 42 | 44 | 47 | 51 | 52 |
| Identify Reading Strategies | 54 | 47 | 31 | 45 | 47 | 59 | 53 | 58 |
| **Vocabulary** | | | | | | | | |
| Word Meaning | 14 | 11 | 9 | 11 | 8 | 13 | 17 | 15 |
| Multimeaning Words | 79 | 69 | 61 | 71 | 67 | 80 | 69 | 72 |
| Words in Context | 21 | 15 | 11 | 19 | 14 | 20 | 24 | 20 |
| **Language** | | | | | | | | |
| Sentence Structure | 14 | 9 | 6 | 11 | 9 | 9 | 12 | 10 |
| Writing Strategies | 21 | 19 | 12 | 17 | 23 | 13 | 26 | 25 |
| Editing Skills | 35 | 38 | 21 | 35 | 35 | 31 | 42 | 47 |
| **Language Mechanics** | | | | | | | | |
| Sentences, Phrases, Clauses | 12 | 18 | 13 | 14 | 9 | 10 | 23 | 19 |
| Writing Conventions | 17 | 33 | 19 | 31 | 21 | 31 | 42 | 38 |
| **Mathematics** | | | | | | | | |
| Number Relations | 31 | 23 | 11 | 22 | 17 | 38 | 30 | 23 |
| Computation & Estimation | 33 | 23 | 13 | 22 | 17 | 41 | 30 | 27 |
| Operation Concepts | 45 | 36 | 18 | 32 | 28 | 44 | 42 | 46 |
| Measurement | 22 | 14 | 3 | 12 | 8 | 13 | 17 | 14 |
| Geometry & Spatial Sense | 34 | 27 | 14 | 25 | 18 | 41 | 33 | 29 |
| Data, Statistics, & Probability | 43 | 36 | 19 | 36 | 26 | 56 | 43 | 41 |
| Patterns, Functions, Algebra | 50 | 41 | 21 | 37 | 29 | 50 | 47 | 48 |
| Problem Solving & Reasoning | 22 | 13 | 6 | 12 | 8 | 16 | 16 | 13 |
| **Math Computation** | | | | | | | | |
| Multiply Whole Numbers | 11 | 15 | 11 | 9 | 3 | 13 | 14 | 17 |
| Divide Whole Numbers | 2 | 4 | 12 | 3 | 3 | 0 | 4 | 6 |
| Decimals | 13 | 18 | 11 | 13 | 8 | 9 | 16 | 17 |
| **Science** | | | | | | | | |
| Science Inquiry | 40 | 40 | 25 | 37 | 37 | 44 | 47 | 46 |

(Table 3a cont.)

| Science cont. | Lincoln | Lyon | Mineral | Nye | Pershing | Storey | Washoe | White Pine |
|---|---|---|---|---|---|---|---|---|
| Physical Science | 9 | 7 | 11 | 6 | 5 | 3 | 13 | 12 |
| Life Science | 12 | 11 | 9 | 10 | 6 | 9 | 18 | 15 |
| Earth 7 Space Science | 10 | 11 | 9 | 8 | 6 | 6 | 18 | 16 |
| Science & Technology | 21 | 16 | 16 | 16 | 18 | 25 | 26 | 20 |
| Personal & Social Perspectives | 84 | 91 | 86 | 92 | 89 | 88 | 93 | 93 |

In math/math computation, strengths in pattern recognition and generation (Patterns, Functions, & Algebra) were observed. Weakness in dividing with whole numbers, problem solving & reasoning, and in measurement was also apparent. For 4th grade science performance, Personal and Social Perspectives in Science was an area of strength and Physical Science was an area of relative weakness.

*8th Grade Students*

Among 8th grade students (See Table 3b), Evaluate & Extend Meaning was an area of strength and Word Meaning was an area of weakness within reading/vocabulary. In language/language mechanics, there appears to be relative weakness across all objective areas. There were several areas of weakness in math including Computation & Estimation, Measurement, Geometry, Problem Solving & Reasoning, Fractions, and in Percents. Relative strength in Numbers & Number Relations and Order of Operations was observed. In terms of mastery, science performance was relatively weak across objective areas.

**Table 3b. Percentage of 8th Grade Students with Mastery Level Objective Scores.**

| Objective Area | State | Carson | Churchill | Clark | Douglas | Elko | Esmeralda | Eureka | Humboldt |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | | |
| Basic Understanding | 29 | 29 | 32 | 28 | 36 | 29 | 13 | 74 | 28 |
| Analyze Text | 37 | 36 | 38 | 35 | 44 | 37 | 13 | 79 | 35 |
| Evaluate/Extend Meaning | 49 | 50 | 52 | 47 | 56 | 50 | 33 | 84 | 46 |
| Identify Reading Strategies | 22 | 21 | 26 | 21 | 29 | 23 | 0 | 63 | 21 |
| **Vocabulary** | | | | | | | | | |
| Word Meaning | 10 | 14 | 10 | 9 | 12 | 10 | 7 | 25 | 5 |
| Multimeaning Words | 33 | 42 | 35 | 31 | 37 | 29 | 7 | 60 | 25 |
| Words in Context | 30 | 38 | 31 | 28 | 35 | 27 | 7 | 55 | 24 |
| **Language** | | | | | | | | | |
| Sentence Structure | 32 | 29 | 34 | 31 | 36 | 34 | 7 | 63 | 34 |
| Writing Strategies | 31 | 27 | 30 | 30 | 37 | 32 | 20 | 58 | 34 |
| Editing Skills | 31 | 30 | 30 | 30 | 36 | 31 | 13 | 63 | 33 |
| **Language Mechanics** | | | | | | | | | |
| Sentences, Phrases, Clauses | 37 | 34 | 38 | 36 | 42 | 37 | 7 | 75 | 32 |
| Writing Conventions | 33 | 29 | 32 | 33 | 38 | 32 | 7 | 70 | 30 |
| **Mathematics** | | | | | | | | | |
| Number Relations | 57 | 67 | 53 | 58 | 72 | 55 | 53 | 89 | 52 |
| Computation & Estimation | 16 | 19 | 14 | 16 | 27 | 17 | 7 | 37 | 12 |
| Measurement | 9 | 10 | 6 | 9 | 14 | 9 | 0 | 32 | 8 |
| Geometry & Spatial Sense | 16 | 18 | 14 | 16 | 27 | 15 | 7 | 42 | 14 |
| Data, Statistics, & Probability | 33 | 40 | 30 | 33 | 51 | 30 | 20 | 58 | 34 |
| Patterns, Functions, Algebra | 34 | 41 | 31 | 34 | 51 | 31 | 20 | 63 | 32 |
| Problem Solving & Reasoning | 11 | 12 | 7 | 11 | 18 | 10 | 7 | 32 | 8 |

(Table 3b cont.)

| Math Computation | State | Carson | Churchill | Clark | Douglas | Elko | Esmeralda | Eureka | Humboldt |
|---|---|---|---|---|---|---|---|---|---|
| Fractions | 16 | 21 | 24 | 15 | 26 | 19 | 0 | 40 | 12 |
| Integers | 25 | 32 | 35 | 25 | 42 | 27 | 21 | 55 | 18 |
| Percents | 13 | 17 | 13 | 13 | 16 | 13 | 0 | 25 | 9 |
| Order of Operations | 41 | 49 | 46 | 42 | 59 | 42 | 43 | 70 | 33 |
| **Science** | | | | | | | | | |
| Science Inquiry | 11 | 15 | 12 | 8 | 16 | 16 | 7 | 20 | 11 |
| Physical Science | 22 | 32 | 20 | 19 | 28 | 27 | 13 | 55 | 23 |
| Life Science | 21 | 29 | 23 | 18 | 29 | 29 | 13 | 45 | 26 |
| Earth & Space Science | 12 | 18 | 13 | 10 | 18 | 19 | 7 | 35 | 12 |
| Science & Technology | 35 | 47 | 32 | 31 | 46 | 44 | 13 | 75 | 40 |
| Personal & Social Perspectives | 11 | 15 | 12 | 9 | 16 | 15 | 0 | 20 | 10 |
| Objective Area | Lander | Lincoln | Lyon | Mineral | Nye | Pershing | Storey | Washoe | White Pine |
| **Reading** | | | | | | | | | |
| Basic Understanding | 31 | 21 | 24 | 22 | 25 | 28 | 31 | 35 | 22 |
| Analyze Text | 41 | 31 | 31 | 30 | 32 | 31 | 44 | 42 | 33 |
| Evaluate/Extend Meaning | 50 | 43 | 44 | 46 | 43 | 38 | 58 | 53 | 42 |
| Identify Reading Strategies | 23 | 17 | 18 | 20 | 21 | 17 | 20 | 27 | 17 |
| **Vocabulary** | | | | | | | | | |
| Word Meaning | 3 | 2 | 6 | 7 | 7 | 8 | 16 | 14 | 5 |
| Multimeaning Words | 31 | 18 | 27 | 32 | 26 | 25 | 48 | 40 | 21 |
| Words in Context | 23 | 17 | 24 | 23 | 22 | 20 | 48 | 35 | 22 |
| **Language** | | | | | | | | | |
| Sentence Structure | 44 | 34 | 24 | 27 | 25 | 25 | 27 | 39 | 37 |
| Writing Strategies | 38 | 36 | 23 | 31 | 25 | 28 | 24 | 38 | 34 |
| Editing Skills | 38 | 36 | 22 | 27 | 26 | 26 | 29 | 38 | 33 |
| **Language Mechanics** | | | | | | | | | |
| Sentences, Phrases, Clauses | 43 | 23 | 25 | 35 | 30 | 32 | 32 | 43 | 26 |
| Writing Conventions | 42 | 17 | 21 | 26 | 25 | 31 | 27 | 38 | 23 |
| **Mathematics** | | | | | | | | | |
| Number Relations | 52 | 50 | 51 | 37 | 37 | 43 | 51 | 56 | 49 |
| Computation & Estimation | 10 | 5 | 10 | 5 | 8 | 3 | 24 | 17 | 7 |
| Measurement | 5 | 3 | 5 | 5 | 4 | 0 | 4 | 10 | 4 |
| Geometry & Spatial Sense | 14 | 8 | 8 | 6 | 8 | 3 | 13 | 17 | 8 |
| Data, Statistics, & Probability | 27 | 23 | 25 | 19 | 20 | 12 | 31 | 35 | 25 |
| Patterns, Functions, Algebra | 28 | 27 | 24 | 17 | 19 | 12 | 33 | 34 | 26 |
| Problem Solving & Reasoning | 9 | 3 | 6 | 6 | 6 | 2 | 9 | 12 | 7 |
| **Math Computation** | | | | | | | | | |
| Fractions | 8 | 12 | 14 | 19 | 8 | 6 | 36 | 15 | 5 |
| Integers | 17 | 22 | 16 | 19 | 18 | 9 | 39 | 25 | 13 |
| Percents | 5 | 13 | 11 | 9 | 9 | 8 | 18 | 14 | 4 |
| Order of Operations | 36 | 35 | 38 | 25 | 29 | 17 | 45 | 38 | 30 |
| **Science** | | | | | | | | | |
| Science Inquiry | 8 | 3 | 10 | 11 | 9 | 9 | 20 | 15 | 12 |
| Physical Science | 25 | 20 | 21 | 17 | 21 | 22 | 33 | 28 | 32 |
| Life Science | 19 | 15 | 24 | 16 | 20 | 19 | 31 | 27 | 27 |
| Earth 7 Space Science | 11 | 7 | 12 | 14 | 12 | 11 | 22 | 17 | 16 |
| Science & Technology | 38 | 36 | 37 | 37 | 36 | 39 | 49 | 43 | 49 |
| Personal & Social Perspectives | 7 | 5 | 10 | 12 | 9 | 11 | 20 | 15 | 15 |

*10th Grade Students*

For 10th grade reading/vocabulary (See Table 3c), relative weakness across objective areas were indicated. This was also the case in science and in math with the exception of Integers. In language, tenth grade students were relatively weak in Sentence Structure and relatively strong in Sentences, Phrases, and Clauses.

**Table 3c. Percentage of 10th Grade Students with Mastery Level Objective Scores.**

| Objective Area | State | Carson | Churchill | Clark | Douglas | Elko | Eureka | Humboldt | Lander |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | | |
| Basic Understanding | 31 | 44 | 35 | 28 | 43 | 32 | 57 | 29 | 37 |
| Analyze Text | 31 | 42 | 38 | 28 | 42 | 30 | 62 | 27 | 39 |
| Evaluate/Extend Meaning | 35 | 48 | 42 | 32 | 49 | 35 | 71 | 34 | 41 |
| Identify Reading Strategies | 24 | 35 | 28 | 22 | 34 | 24 | 38 | 19 | 26 |
| **Vocabulary** | | | | | | | | | |
| Word Meaning | 11 | 17 | 14 | 10 | 14 | 11 | 14 | 8 | 9 |
| Multimeaning Words | 18 | 27 | 25 | 17 | 23 | 20 | 33 | 16 | 17 |
| Words in Context | 12 | 17 | 18 | 11 | 15 | 13 | 24 | 9 | 7 |
| **Language** | | | | | | | | | |
| Sentence Structure | 31 | 41 | 31 | 29 | 39 | 28 | 52 | 26 | 36 |
| Writing Strategies | 44 | 53 | 49 | 41 | 58 | 42 | 81 | 39 | 48 |
| Editing Skills | 39 | 49 | 42 | 37 | 52 | 37 | 76 | 36 | 45 |
| **Language Mechanics** | | | | | | | | | |
| Sentences, Phrases, Clauses | 53 | 50 | 57 | 52 | 60 | 50 | 76 | 39 | 58 |
| Writing Conventions | 44 | 40 | 46 | 44 | 47 | 46 | 71 | 33 | 45 |
| **Mathematics** | | | | | | | | | |
| Number Relations | 21 | 28 | 21 | 20 | 32 | 19 | 14 | 10 | 22 |
| Computation & Estimation | 15 | 23 | 16 | 15 | 25 | 14 | 14 | 8 | 11 |
| Measurement | 22 | 31 | 21 | 21 | 34 | 18 | 19 | 14 | 25 |
| Geometry & Spatial Sense | 20 | 28 | 19 | 19 | 31 | 17 | 14 | 10 | 19 |
| Data, Statistics, & Probability | 15 | 21 | 14 | 14 | 26 | 13 | 19 | 7 | 13 |
| Patterns, Functions, Algebra | 13 | 18 | 13 | 12 | 23 | 13 | 14 | 6 | 10 |
| Problem Solving & Reasoning | 22 | 33 | 20 | 20 | 36 | 19 | 24 | 14 | 24 |
| **Math Computation** | | | | | | | | | |
| Integers | 51 | 59 | 59 | 50 | 61 | 49 | 43 | 44 | 59 |
| Percents | 14 | 20 | 13 | 15 | 12 | 12 | 5 | 7 | 11 |
| Order of Operations | 30 | 37 | 38 | 30 | 32 | 27 | 24 | 21 | 37 |
| Algebraic Operations | 15 | 23 | 19 | 16 | 12 | 14 | 14 | 9 | 18 |
| **Science** | | | | | | | | | |
| Science Inquiry | 19 | 29 | 23 | 17 | 28 | 20 | 38 | 16 | 19 |
| Physical Science | 6 | 11 | 7 | 5 | 9 | 8 | 19 | 4 | 6 |
| Life Science | 8 | 13 | 12 | 6 | 10 | 8 | 14 | 6 | 10 |
| Earth & Space Science | 18 | 27 | 22 | 15 | 25 | 20 | 33 | 15 | 18 |
| Science & Technology | 16 | 25 | 21 | 15 | 22 | 18 | 19 | 14 | 16 |
| Personal & Social Perspectives | 19 | 29 | 24 | 17 | 28 | 20 | 29 | 16 | 17 |
| History & Nature of Science | 11 | 18 | 13 | 10 | 13 | 11 | 14 | 8 | 9 |

| Objective Area | Lincoln | Lyon | Mineral | Nye | Pershing | Storey | Washoe | White Pine |
|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | |
| Basic Understanding | 51 | 34 | 22 | 27 | 29 | 32 | 38 | 31 |
| Analyze Text | 49 | 32 | 27 | 26 | 29 | 26 | 37 | 31 |
| Evaluate/Extend Meaning | 58 | 39 | 20 | 31 | 32 | 35 | 42 | 34 |
| Identify Reading Strategies | 39 | 27 | 16 | 20 | 22 | 23 | 30 | 23 |

(Table 3c cont.)

| Vocabulary | Lincoln | Lyon | Mineral | Nye | Pershing | Storey | Washoe | White Pine |
|---|---|---|---|---|---|---|---|---|
| Word Meaning | 16 | 9 | 6 | 6 | 8 | 6 | 14 | 13 |
| Multimeaning Words | 29 | 19 | 10 | 16 | 14 | 13 | 21 | 20 |
| Words in Context | 13 | 11 | 6 | 9 | 9 | 6 | 14 | 14 |
| **Language** | | | | | | | | |
| Sentence Structure | 46 | 29 | 20 | 26 | 23 | 27 | 35 | 30 |
| Writing Strategies | 64 | 44 | 37 | 40 | 34 | 40 | 48 | 43 |
| Editing Skills | 55 | 40 | 35 | 33 | 28 | 30 | 44 | 41 |
| **Language Mechanics** | | | | | | | | |
| Sentences, Phrases, Clauses | 54 | 45 | 46 | 45 | 41 | 44 | 57 | 55 |
| Writing Conventions | 47 | 40 | 33 | 30 | 34 | 38 | 48 | 34 |
| **Mathematics** | | | | | | | | |
| Number Relations | 17 | 20 | 6 | 13 | 6 | 14 | 25 | 18 |
| Computation & Estimation | 13 | 12 | 6 | 7 | 6 | 11 | 19 | 12 |
| Measurement | 25 | 20 | 8 | 14 | 8 | 17 | 27 | 20 |
| Geometry & Spatial Sense | 18 | 16 | 6 | 12 | 8 | 11 | 24 | 19 |
| Data, Statistics, & Probability | 20 | 12 | 8 | 8 | 6 | 9 | 19 | 14 |
| Patterns, Functions, Algebra | 8 | 11 | 6 | 5 | 3 | 9 | 17 | 14 |
| Problem Solving & Reasoning | 35 | 21 | 8 | 14 | 8 | 14 | 28 | 19 |
| **Math Computation** | | | | | | | | |
| Integers | 49 | 47 | 40 | 48 | 42 | 46 | 54 | 47 |
| Percents | 14 | 7 | 6 | 9 | 2 | 14 | 15 | 10 |
| Order of Operations | 24 | 27 | 15 | 25 | 13 | 23 | 31 | 26 |
| Algebraic Operations | 13 | 9 | 6 | 10 | 3 | 9 | 16 | 7 |
| **Science** | | | | | | | | |
| Science Inquiry | 34 | 18 | 6 | 16 | 14 | 26 | 25 | 15 |
| Physical Science | 6 | 6 | 2 | 4 | 0 | 9 | 9 | 4 |
| Life Science | 11 | 7 | 4 | 4 | 0 | 11 | 11 | 5 |
| Earth & Space Science | 30 | 18 | 8 | 17 | 14 | 23 | 22 | 14 |
| Science & Technology | 27 | 15 | 10 | 15 | 8 | 23 | 20 | 12 |
| Personal & Social Perspectives | 32 | 18 | 10 | 17 | 14 | 23 | 24 | 15 |
| History & Nature of Science | 11 | 10 | 6 | 7 | 2 | 14 | 14 | 6 |

It is important to note that these judgements are based on the percentage of students with estimated mastery in each skill or objective area. The reliability of the estimates for each objective area is unknown.

Although the mastery information does provide some potentially useful information regarding relative areas strength and weakness, there were some inconsistencies between this information and the norm referenced information presented above. For example, among 10$^{th}$ grade students, across objective performance areas smaller percentages of students had mastery level scores when compared to 4$^{th}$ grade and 8$^{th}$ grade students. This is contrasted with generally higher norm referenced scores among 10$^{th}$ grade students statewide. This apparent discrepancy is undoubtedly a function of student variability in performance; however, these differences may underscore a need for caution in interpreting criterion referenced estimates from a norm referenced examination.

## School Level Performance

In 1997 a senate bill (S.B. 482) containing the Nevada Education Reform Act (NERA) was passed, and with it major changes in school accountability were mandated. At the heart of the bill was a decision to judge school achievement based upon performance on the state mandated norm referenced assessment. As a result of the change in accountability, schools with more than 40% of their students scoring below the 26th percentile (lowest national quarter) in every subject area (reading composite, language composite, math composite, and science) would be designated as having "inadequate" achievement. By contrast, schools with 50% or more of their students scoring above the 75th percentile (highest national quarter) in every subject would be designated as having "high" achievement. Schools not meeting either criterion would be considered as having "adequate" achievement. Several other factors impact the designation process, including percentage of eligible students tested, teacher attendance rates, and the number of grades tested within a school. To date teacher attendance has not been included in the designation process. Student attendance or the number of eligible students tested has been a factor but has only affected schools eligible for a "high" achievement designation thus far. To be designated as having "high" achievement, schools must test a minimum of 95% of their eligible students. The number of grades tested within a school has been a significant factor. If a school serves students in 4th, 8th, and 10th grades, performance must be deficient in two of the three grades for a school to receive an inadequate designation. If a school serves one or two grades, deficiency in one grade will result in an inadequate designation for the entire school. The same rules apply when we consider the designation of "high" achievement schools.

The designation process relies on percentages of students scoring within the national quarters and not on national percentile scores or normal curve equivalent scores. Presented below are schools with more than 40% of their students scoring below the 26th percentile in **any** subject area (See Table 4a) and schools with 40% or more of their students scoring above the 75th percentile in **any** subject area for the 1998-99 academic year (See Table 4b.)

As shown in Table 4a, 73 schools had more than 40% of their students score in the lowest national quarter in at least one subject area (See bolded figures in Table 4a.) Six schools performed low in at least one subject and in more than one grade level (e.g. West Wendover.) Among the 73 schools, 30 showed poor performance in only one area and 24 showed poor performance in two areas. Nine schools showed poor performance in three areas and 10 schools showed poor performance in all four subject areas. Of the four subjects, low performance was least frequent in science.

Looking at schools with high levels of performance (See bolded percentages in Table 4b), we found that in 17 schools 50% or more of their students scored in the highest national quarter in at least one subject. This included 10 schools demonstrating high performance in one subject area, 5 schools in two subject areas, 1 school in three subject areas, and 1 school in all four subject areas.

In Table 4b, schools that had 40% or more of their student's score in the highest national quarter were included. These schools were included because of current legislation that might expand the criteria pertaining to high achieving schools. Considering this cutoff, fifty-four schools showed high achievement in at least one subject area. This included 29 schools performing high in one subject area, 11 schools in two areas, 9 schools in three areas, and 5 schools in all four subject areas. Given both criterion, high achievement was least frequent in science. Therefore both high and low performance in science was an infrequent occurrence. The dispersion of science scores at the district and state levels provides further support for this finding.

**Table 4a. Schools with more than 40% of students scoring below the 26th percentile in any subject area.**

| District/School | | Reading | Language | Math | Science |
|---|---|---|---|---|---|
| **Carson City** | | | | | |
| Bordewich/Bray Elementary | | 22.6 | 26.9 | **40.9** | 10.8 |
| Empire Elementary | | 37.2 | 40 | **50** | 26.3 |
| Mark Twain Elementary | | 24.2 | 26.1 | **40.2** | 22.8 |
| **Churchill County** | | | | | |
| West End Elementary | | 30.4 | **54.3** | 37 | 15.2 |
| **Clark County** | | | | | |
| Bell Elementary | | 35.8 | **41.3** | **42.2** | 36.4 |
| Booker Elementary | | **56.4** | **59** | **43.6** | **53.8** |
| Bridger Middle School | | 32.5 | 31 | **40.3** | 31.6 |
| Cahlan Elementary | | **45.8** | **41** | 32.5 | **42.2** |
| Cambeiro Art Elementary | | **52.9** | **43.5** | **46** | **46** |
| Carson Elementary | | 31.8 | 29.5 | **44.4** | **53.2** |
| Cortez Elementary | | **47** | **40.2** | 31.3 | **44.4** |
| Cortney Middle School | | 34.6 | **41** | 33.4 | 30.7 |
| Cunningham Elementary | | 34.9 | **45.1** | **40.4** | 34.9 |
| Dailey Elementary | | **47.6** | **41** | 36.2 | 39.8 |
| Edwards Elementary | | **45.1** | **42.5** | 28.3 | 36.6 |
| Fitzgerald Elementary | | **61.3** | **63** | **57.1** | **63.6** |
| Gragson Elementary | | **54.3** | **53.5** | 34.4 | **48** |
| Herron Elementary | | **54.2** | **40.2** | 31.7 | **47.5** |
| Hewetson Elementary | | **40.7** | **45.7** | 31.5 | 29 |
| Kelly Elementary | | 30 | 40 | **50** | **45** |
| Laughlin High School (8th) | | 22.8 | 36.7 | **46.3** | 18 |
| Lincoln Elementary | | **45** | **49.4** | 37 | 38.3 |
| Lunt Elementary | | **44.1** | **44.1** | **46.4** | **52.9** |
| Lynch Elementary | | **44.6** | **49.6** | **41.8** | 39 |
| Madison Elementary | | **59.2** | **60.8** | **49.3** | **57.5** |
| Martin Middle School | | **49.6** | **43** | **40.5** | 38.4 |
| Mc Call Elementary | | **48.3** | **44.8** | 37.9 | 34.5 |
| Mojave High School | | **48** | 35.2 | **46.9** | 19.7 |
| Orr Middle School | | 33.6 | 32.3 | **44.5** | 24.1 |

(Table 4a cont.)

| Clark County cont. | | Reading | Language | Math | Science |
|---|---|---|---|---|---|
| Paradise Elementary | | **43.9** | **42.1** | 36.6 | 34.5 |
| Rancho High School | | **47.6** | 32.1 | **47** | 15.8 |
| Robison Middle School | | 39.8 | 37.9 | **42.1** | 29.9 |
| Ronnow Elementary | | **40.4** | **40.9** | 34.9 | 37.5 |
| Smith Middle School | | **43.9** | 34.1 | **42.1** | 29.5 |
| Sunrise Acres Elementary | | **50.8** | 36.5 | 24.2 | 36.5 |
| Tate Elementary | | 37.3 | **43.4** | **41** | 37.8 |
| Virgin Valley High School (10th) | | **48** | 32.5 | 36.8 | 13.9 |
| Von Tobel Middle School | | **45.8** | 38.8 | **51.2** | 34.7 |
| West Middle School | | **46.4** | **46.5** | **50.9** | 39.7 |
| Western High School | | **40.3** | 32.2 | 35.2 | 14.8 |
| Whitney Elementary | | **43.4** | 35.4 | 27.3 | 30.2 |
| **Douglas County** | No Schools | | | | |
| **Elko County** | | | | | |
| Jackpot Elementary | | 23.5 | 35.3 | **50** | 27.8 |
| Jackpot High School (10th) | | **52.4** | 23.8 | 38.1 | 9.5 |
| Owyhee Elementary | | 31.6 | 31.6 | **63.2** | 26.3 |
| Owyhee High School (8th) | | 37.9 | 31 | **62.1** | 31 |
| Owyhee High School (10th) | | 26.7 | 26.7 | **53.3** | 0 |
| Southside Elementary | | 33.3 | 37.9 | **46.2** | 25 |
| West Wendover Elementary | | **42.4** | **54.5** | **43.9** | 34.8 |
| West Wendover High (8th) | | **51.7** | **45** | **54.8** | **45.2** |
| West Wendover High (10th) | | **44.6** | 23.6 | **47.3** | 23.7 |
| **Eureka County** | No Schools | | | | |
| **Humboldt County** | | | | | |
| McDermitt Elementary (4th) | | **47.4** | **63.2** | **63.2** | **61.1** |
| McDermitt High School (10th) | | **70.8** | **41.7** | **50** | 25 |
| **Lander County** | No Schools | | | | |
| **Lincoln County** | | | | | |
| Caliente Elementary | | 24 | **44** | 29.2 | 20 |
| Meadow Valley Middle | | 30.6 | 30.6 | **47.4** | 13.5 |
| **Lyon County** | No Schools | | | | |
| **Mineral County** | | | | | |
| Hawthorne Elementary (4th) | | 33.3 | **50** | **47.3** | 25.7 |
| Schurz Elementary (4th) | | **50** | 40 | **60** | 25 |
| Schurz Elementary (8th) | | **61.5** | **53.8** | **76.9** | **69.2** |
| **Nye County** | | | | | |
| Amargosa Valley Elementary (4th) | | 14.3 | **50** | **42.9** | 14.3 |
| Amargosa Valley Elementary (8th) | | 35.7 | 26.7 | **66.7** | 18.8 |
| Beatty Elementary (8th) | | 25 | 23.8 | **47.6** | 28.6 |
| Clark Middle School | | 25.5 | 28.1 | **47.3** | 15.3 |
| Gabbs High School (10th) | | 30 | 20 | **60** | 9.1 |
| Johnson Elementary | | 30.1 | **45.2** | 38.4 | 19.2 |
| Round Mountain Elementary (4th) | | 25.8 | 29 | **45.2** | 25.8 |

(Table 4a cont.)

| Nye County cont. | | Reading | Language | Math | Science |
|---|---|---|---|---|---|
| Silver Rim Elementary | | 28 | **44** | **42.3** | 15.4 |
| **Pershing County** | | | | | |
| Lovelock Elementary (4) | | 19.3 | 26.3 | **40.4** | 15.8 |
| Pershing County Middle School | | 32.3 | 32.3 | **41.5** | 14.1 |
| **Storey County** | No Schools | | | | |
| **Washoe County** | | | | | |
| Bennett Elementary | | **43.2** | **47.7** | 39 | 17.8 |
| Booth Elementary | | 40 | **43.8** | **53.2** | 37.9 |
| Corbett Elementary | | 40 | **43.1** | 32.7 | 33.9 |
| Duncan Elementary | | **62.7** | **50.8** | **54** | **41.8** |
| I Can Do Anything High School | | **51.9** | 28.6 | **46.4** | 17.2 |
| Lincoln Park Elementary (4th) | | **41.8** | 37.5 | **45.6** | 19.6 |
| Loder Elementary | | **46.2** | **51.9** | **61.1** | 32.1 |
| Mathews Bernice Elementary | | **48.5** | **51.5** | **44.6** | 37.3 |
| Mitchell Elementary | | 21.4 | **40.5** | 37.5 | 23.8 |
| Mount Rose Elementary | | 23.8 | **41.5** | 20 | 24.4 |
| Natchez Elementary | | 35.3 | **50** | **55.6** | 38.9 |
| Smithridge Elementary | | **50** | **62.7** | **56.7** | **44.6** |
| Traner Middle School | | 35.7 | 39 | **49.1** | 22.2 |
| Vaughn Middle School | | 25.9 | 24.4 | **42.3** | 19.4 |
| **White Pine County** | No Schools | | | | |

In the 1997-98 academic school year, 23 schools were officially designated as having inadequate achievement. For the 1998-99 academic school year, 8 schools were officially designated as having inadequate achievement (Booker Elementary, Cambeiro Elementary, Fitzgerald Elementary, Lunt Elementary, and Madison Elementary from Clark County; Schurz Elementary from Mineral County; and Duncan Elementary and Smithridge Elementary from Washoe County.) Of those 8 schools, 5 schools have now been designated as inadequate for two consecutive years (Booker, Cambeiro, Fitzgerald, Madison, and Duncan.) Schools that are designated as inadequate are provided with state financial assistance to assist in their school-wide improvement plan. At first glance, we might assume that the provision of financial assistance has been instrumental in school change given the number of schools (18) that went from an "inadequate" status to an "adequate" status.[3] However, this conclusion cannot be drawn at this time. There is little expectation that school-wide reform, which in most cases was not implemented until the fall of the following academic year, would have such an immediate impact. It is expected that over time significant increases in student and school performance will accrue from effective programs.

[3] Although 18 schools did not fall into the inadequate group in 1998 after having been inadequate in 1997, the overall decline in designated schools (inadequate) only dropped from approximately 5% of schools to 2%.

In 1998-99 only one school was designated as having high achievement this academic school year. In 1997-98 the number of schools was 2 and included this year's designee, Gomm Elementary. If current legislation proposing a change in the designation criteria is adopted and the criteria for high achievement were expanded to include schools with 40% or more of their students scoring above the 75th percentile in every subject area, then 5 schools would be considered for recognition.

**Table 4b. Schools with 40% or more students scoring above the 75th percentile in any subject area.**

| District/School | | Reading | Language | Math | Science |
|---|---|---|---|---|---|
| **Carson City** | | | | | |
| Carson High School | | **41.4** | 30.3 | 37.5 | 28.9 |
| **Churchill County** | | | | | |
| Northside Elementary | | 18.5 | 19.8 | **42.9** | 13.6 |
| **Clark County** | | | | | |
| Adv. Tech Academy (10th) | | **62.4** | **62.4** | **68** | **44.3** |
| Allen Dean Elementary | | 37 | 33.3 | **42.5** | 22.5 |
| Bartlett Elementary | | **45.6** | **54.4** | **69.8** | 38.5 |
| Bonner John Elementary | | 28.6 | **42.9** | 36.7 | 31.6 |
| Boulder City High School | | **45.1** | 34 | 36.6 | 28 |
| Bowler Joseph Elementary | | 6.7 | 22.2 | **44.4** | 8.9 |
| Bunker Elementary | | 20.2 | 31 | **42.2** | 14.3 |
| Cox, D. Elementary | | 29 | **40.3** | **50.8** | 22.1 |
| Earl Marion Elementary | | 19.2 | 28.3 | **42** | 18.6 |
| Eisenberg Elementary | | 31.5 | **45.4** | **47.2** | 21.3 |
| Garehime Elementary | | 16.3 | 35.4 | **42.6** | 12.8 |
| Garrett Middle School | | 33.7 | 37.4 | **42.5** | 27 |
| Greenspun Middle School | | 39.1 | 39.9 | **44.3** | 23.5 |
| Harris Elementary | | 24.3 | 36.9 | **46.7** | 15.4 |
| Heard Elementary | | 17.9 | 31.6 | **46.3** | 24.5 |
| Hill Elementary | | 31.3 | **41.3** | 38 | 20.8 |
| Hoggard Elementary | | 28 | 36.6 | **43** | 18.3 |
| Hyde Park Middle School | | **49.8** | **44.6** | **47.5** | 30.4 |
| Kahre Elementary | | 27.1 | **43** | **42.1** | 21.7 |
| King, Martha P. Elementary | | 20.3 | 32 | **41.2** | 22 |
| Las Vegas Academy HS | | **55.7** | **47** | **42.7** | 33.1 |
| Lamping Elementary | | 34.6 | **43.6** | **42.3** | 21.8 |
| Long Elementary | | 18.9 | 28.7 | **40.5** | 12.4 |
| Lummis Elementary | | 29.2 | **51.1** | **60.6** | 27.3 |
| Mc Doniel Elementary | | 28.8 | **49** | **43.3** | 24 |
| Perkins Elementary | | 23.1 | 30.8 | **44** | 19.2 |
| Roberts Aggi Elementary | | 23.8 | **40.2** | **40.7** | 18.9 |
| Sandy Valley Elementary | | 11.8 | **41.2** | **52.9** | 12.5 |
| Vanderburg Elementary | | 38.7 | **45.4** | **44.5** | 28.6 |
| **Douglas County** | | | | | |
| Carson Valley Middle School | | 32.8 | 29.1 | **43.8** | 22.6 |
| Zephyr Cove Elementary | | **44.6** | **42.2** | **54.7** | 35.4 |
| **Elko County** | NS | | | | |
| **Esmeralda County** | NS | | | | |

(Table 4b cont.)

| Eureka County | | Reading | Language | Math | Science |
|---|---|---|---|---|---|
| Eureka Elementary | | 33.3 | 31.3 | **40** | **50** |
| Eureka County High School (8th) | | **57.9** | **52.6** | **47.4** | **40** |
| Eureka County High School (10th) | | **52.4** | 33.3 | 19 | 33.3 |
| **Humboldt County** | NS | | | | |
| **Lander County** | NS | | | | |
| **Lincoln County** | | | | | |
| Lincoln County High School (10th) | | **47.8** | 30.4 | 12.5 | 26.5 |
| Pahranagat Valley High School | | **45.5** | 36.4 | **45.5** | **45.5** |
| **Lyon County** | | | | | |
| Smith Valley High School (10th) | | **50** | 21.4 | 28.6 | 35.7 |
| **Mineral County** | NS | | | | |
| **Nye County** | | | | | |
| Tonopah Elementary (4th) | | **46.7** | 20 | 13.3 | 13.3 |
| **Pershing County** | NS | | | | |
| **Storey County** | NS | | | | |
| **Washoe County** | | | | | |
| Beck Elementary | | **43.2** | **41.9** | 39.2 | **43.2** |
| Caughlin Ranch Elementary | | **47.7** | **52.3** | **56.9** | **47.7** |
| Galena High School | | **46** | 37.7 | 37.6 | 36.8 |
| Gomm Elementary | | **55.4** | **54.8** | **54.3** | **61.7** |
| Huffaker Elementary | | 33 | **42.2** | **48.9** | 39.3 |
| Incline High School | | **41.7** | 33.7 | 37.9 | 35.1 |
| Incline Middle School | | 37.8 | 34.4 | **41.3** | 29.3 |
| Mc Queen High School | | **43.3** | **40** | **44.5** | 32.4 |
| Reno High School | | **46.8** | **44** | **43.8** | 35.1 |
| Smith, K. Elementary | | 31 | 31 | **56.7** | 20.7 |
| Swope Middle School | | **52** | **49.4** | **50.3** | 32.8 |
| Verdi Elementary | | **42.9** | **47.6** | **45.2** | **50** |
| Westergard Elementary | | 39.8 | **52.9** | 35.2 | 25 |
| **White Pine County** | | | | | |
| Lund High (8th) | | 20 | 20 | **40** | 30 |
| McGill Elementary (4th) | | 10.5 | **40** | 23.8 | 27.3 |

Note: NS = no schools

The large majority of schools fall into the "adequate" category of achievement. Tables 4a and 4b are presented to provide information regarding schools that demonstrate areas of excellence and schools that demonstrate areas of weakness. These tables provide no information for the remaining 70% of our schools. In appendix B national percentile scores for each subject area and for most public schools are provided. Schools with fewer than 10 students participating in TerraNova testing and alternative schools have been omitted from this list.

A Closer Look at "Inadequate" Schools

There is at least one plausible explanation for the dramatic change in the number of schools designated as having inadequate achievement in 1998-99. It is possible that the change in the number of schools is partly a function of a cohort effect. In other words, it is possible that the 1997-98 cohort of 4th, 8th, and 10th grade students differed in

qualitative ways from the current cohort of students. Overall state trends in performance do not support this contention. However, the low performing schools, those designated as inadequate, constitute a select sample of schools whose performance is not representative of the general population.

Eight schools were officially designated as "inadequate" in 1998-99 (two schools were low performing in all four subject areas in one grade but because they serve K-12 they were not designated as inadequate.) This is in contrast to 23 schools in 1997-98. Furthermore, five schools were designated for a second consecutive year and 8 schools went from being "inadequate" to scoring above the inadequate criterion in every subject area. Differences in performance between schools that were inadequate in 1997-98 but were adequate in every subject area in 1998-99 (group 1, n=7; one school was excluded because of too few students were tested), schools performing inadequately in all four subject areas for the first time in 1998-99 (group 2, n=3), and between schools designated as inadequate for two consecutive years (group 3, n=5) were explored.

Exploratory analysis of variance tests and Tukey multiple comparison tests were conducted to identify any differences between groups in terms of changes in mean normal curve equivalent scores (NCE), changes in the percentages of students in the lowest national quarter, and changes in the percentages of students scoring above the 50$^{th}$ percentile. Change or gain scores were calculated from 1996 to 1997, 1997 to 1998, and from 1996 to 1998.

There are significant limitations that must be considered when comparing these groups of schools. First, the number of schools that are being compared is very small. Second, the dependent measures used in these analyses (gain/change scores in mean NCE and percent changes) are highly correlated. Because of this high correlation a multiple analysis of variance test might have been conducted prior to addressing univariate differences. Given the descriptive nature of these analyses, this step was not taken. Because of these limitations, and others, findings should be interpreted with caution.

Several patterns do seem to emerge from this set of analyses. First, the most typical difference was greater movement of students out of the lowest national quarter and above the 50$^{th}$ percentile among schools that were designated as inadequate in 1997 but not in 1998 (group 1.) This pattern is expected given our designation rules. Additionally, this same group of schools tended to show greater movement into the lowest national quarter from 1996 to 1997. Schools that were designated for the first time in 1998-99 (group 2) and schools designated as inadequate for two consecutive years (group 3) exhibited flatter movement across the years.

It is especially important to note that no significant difference in gain scores (changes in NCE's or percentage scores) were found between the groups of schools across the entire three-year period (See Figures 5a, 5b & 5c.) Taken together, these patterns of movement may suggest that the schools designated as inadequate in 1997 but not in 1998 may have been victim to a "poor" cohort of students in 1997. In other words, if performance is considered across the entire three-year period, there was little change in

performance among schools and between groups of schools. However, as seen in Figures 5a and 5b, there was an uncharacteristic dip in overall NCE performance among group (1) schools and an uncharacteristic increase in the percentage of students in the lowest national quarter in 1997 supporting a possible cohort effect.

**Figure 5a. Three-Year Trend in the Total NCE TerraNova Score by Group Type.**

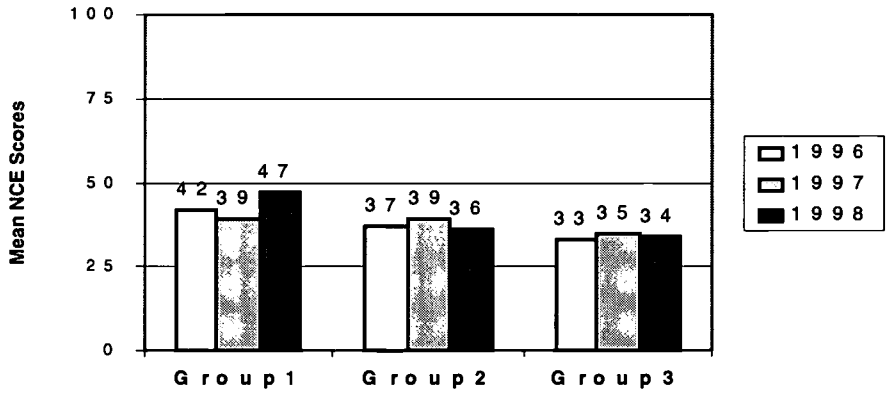



**Figure 5b. Three-Year Trend in Percentage of Students Scoring in the Lowest National Quarter by Group Type.**

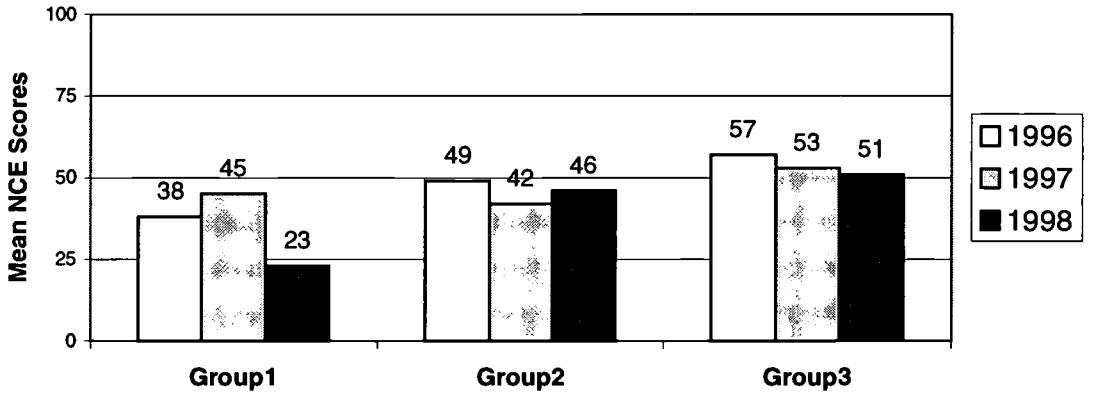
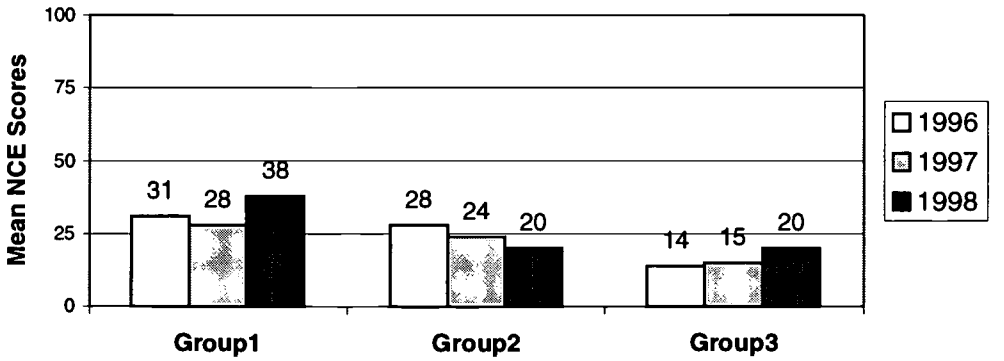



**Figure 5c. Three-Year Trend in Percentage of Students Scoring above the 50th Percentile by Group Type.**



## Student Characteristics and TerraNova Performance

The above discussions were designed to complement information pertaining to TerraNova performance at the state and district level with a more narrowed focus on schools. It is also important to look at specific characteristics of our student population and how those characteristics are related to TerraNova performance. The following description of student characteristics and TerraNova performance is provided at the state level only.

As part of the TerraNova administration process, a variety of information was collected at the student level. This included student gender, race/ethnicity, socioeconomic status, student classification (e.g. English Language Learner), migrant status, Title I status, previous years within the school district, and participation in the Nevada Class-Size Reduction Program. For each of these student level characteristics there were instances of missing information or miscoded information. We have eliminated those cases from performance descriptions and comparisons. All comparisons in this section refer specifically to the 1998-99 academic school year.

In Table 5, the number of students tested under regular conditions, special conditions, and students that were not tested categorized by gender, race/ethnicity, socio-economic status, student classification, migrant status, Title I status, years in school district, and participation in class size reduction is presented.

Several things pertaining to Table 5 are worth noting. The number of migrant students across grades is very small. Because of this, comparisons in performance based on migrant status will not be made. In addition, based on coded student information a large number of "regular" students were tested under special conditions. Other coded information at our disposal suggests that these students were not actually tested under special conditions but that the information pertaining to testing conditions among these students was miscoded. This highlights the need for careful coding of information by district and school level personnel. As discussed in the administration manuals for state TerraNova testing, students are only asked to code their race/ethnicity. School and district personnel are instructed to complete the other special codes. Coding mistakes should be a reminder that judgements can only be made on the basis of information that is collected and confidence in these judgements is affected by the reliability of the collected information. Finally, it should be noted that students classified as having low socio-economic status are done so on the basis of receiving free or reduced lunch.

**Table 5. Demographic Breakdown of Students Participating in Statewide TerraNova Testing by Grade Level and Testing Condition.**

| Student Characteristics | 4th Grade | | | 8th Grade | | | 10th Grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | Reg. Cond | Spec. Cond | Did Not Test | Reg. Cond | Spec. Cond | Did Not Test | Reg. Cond | Spec. Cond | Did Not Test |
| **Gender** | | | | | | | | | |
| Females | 11531 | 376 | 854 | 10474 | 373 | 617 | 9483 | 314 | 686 |
| Males | 11144 | 701 | 1050 | 10364 | 624 | 836 | 9837 | 452 | 949 |
| **Race/Ethnicity** | | | | | | | | | |
| African American | 2464 | 168 | 103 | 1927 | 168 | 101 | 1815 | 56 | 148 |
| American Indian | 488 | 21 | 13 | 490 | 13 | 24 | 398 | 7 | 14 |
| Asian | 1202 | 31 | 63 | 1061 | 22 | 62 | 1104 | 43 | 64 |
| Hispanic | 3957 | 341 | 1368 | 3484 | 364 | 734 | 3071 | 404 | 485 |
| White | 14323 | 507 | 276 | 13438 | 398 | 386 | 12406 | 250 | 582 |
| **Socioeconomic Status** | | | | | | | | | |
| High SES | 13939 | 437 | 474 | 14147 | 398 | 505 | 16465 | 693 | 1268 |
| Low SES | 8093 | 0 | 1344 | 5852 | 0 | 872 | 1014 | 0 | 158 |
| **Title1 Status** | | | | | | | | | |
| No | 15067 | 608 | 448 | 12883 | 253 | 416 | 17784 | 754 | 1403 |
| Yes | 4131 | 276 | 584 | 1842 | 267 | 272 | 36 | 0 | 3 |
| **Migrant Status** | | | | | | | | | |
| No | 22412 | 1058 | 1808 | 20419 | 965 | 1388 | 17742 | 760 | 1320 |
| Yes | 33 | 3 | 12 | 11 | 1 | 5 | 18 | 0 | 4 |
| **Student Classification** | | | | | | | | | |
| Regular | 21115 | 642 | 291 | 19314 | 581 | 479 | 17082 | 262 | 981 |
| LEP | 952 | 237 | 1256 | 543 | 259 | 719 | 440 | 389 | 348 |
| IEP | 371 | 182 | 248 | 615 | 137 | 196 | 500 | 112 | 109 |
| 504 Plan | 28 | 2 | 3 | 25 | 0 | 1 | 16 | 0 | 4 |
| **Class Size Reduction** | | | | | | | | | |
| No | 3192 | 168 | 485 | 7572 | 393 | 412 | | | |
| First Grade Only | 310 | 6 | 33 | 141 | 4 | 10 | | | |
| Second Grade Only | 1760 | 100 | 210 | 1022 | 53 | 35 | | | |
| Both Grades | 17044 | 781 | 1068 | 11478 | 525 | 260 | | | |
| **Years in District** | | | | | | | | | |
| New student | 1806 | 104 | 304 | 1483 | 68 | 249 | 1368 | 129 | 180 |
| 1-year | 1842 | 102 | 263 | 1403 | 70 | 162 | 1451 | 89 | 122 |
| 2-years | 1803 | 87 | 211 | 1341 | 65 | 148 | 1082 | 75 | 116 |
| 3-years | 6266 | 261 | 348 | 1248 | 55 | 108 | 1057 | 68 | 85 |
| 4-years | 9843 | 394 | 577 | 1261 | 80 | 85 | 1052 | 51 | 82 |
| 5-years | 639 | 73 | 62 | 1157 | 62 | 56 | 982 | 47 | 49 |
| 6-years | 109 | 27 | 30 | 1200 | 55 | 48 | 790 | 23 | 56 |
| 7-years | | | | 4342 | 107 | 134 | 807 | 27 | 43 |
| 8-years | | | | 6332 | 322 | 250 | 951 | 51 | 54 |
| 9+ -years | | | | 507 | 71 | 49 | 8558 | 180 | 406 |

Regular = student without an exemption LEP = English Language Learner IEP = Program for Special Education

## Student Characteristics

Gender. In Figures 6a, 6b, and 6c gender differences by subject area are presented for 4th grade students, 8th grade students, and 10th grade students, respectively.

**Figure 6a. 4th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent.**

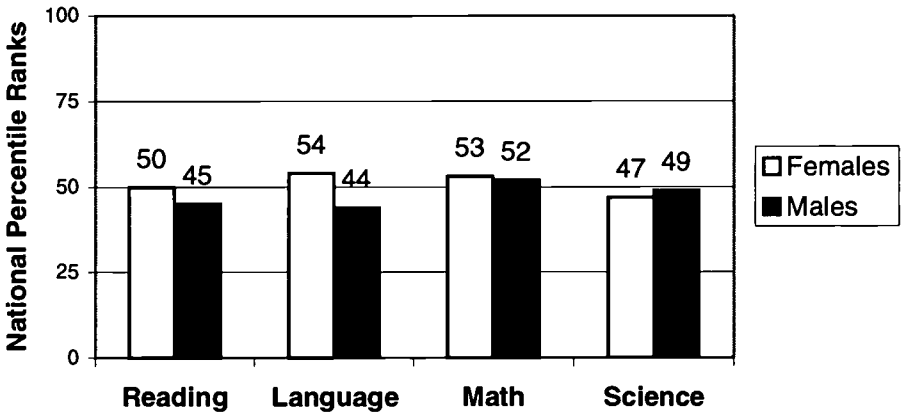



**Figure 6b. 8th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent.**

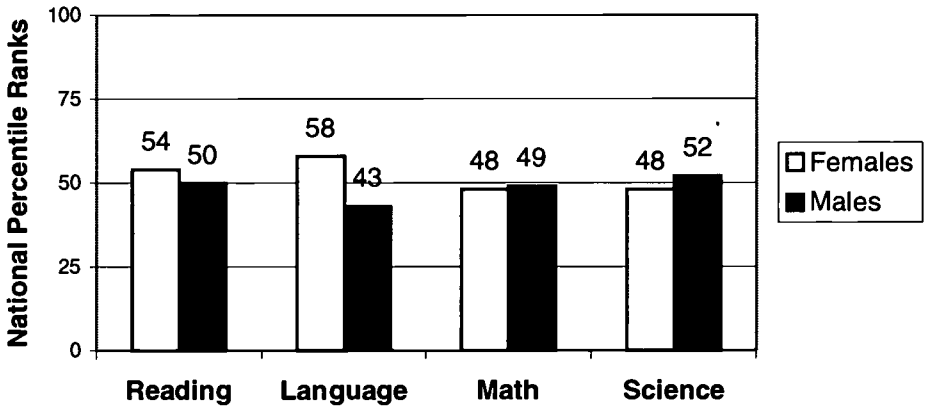
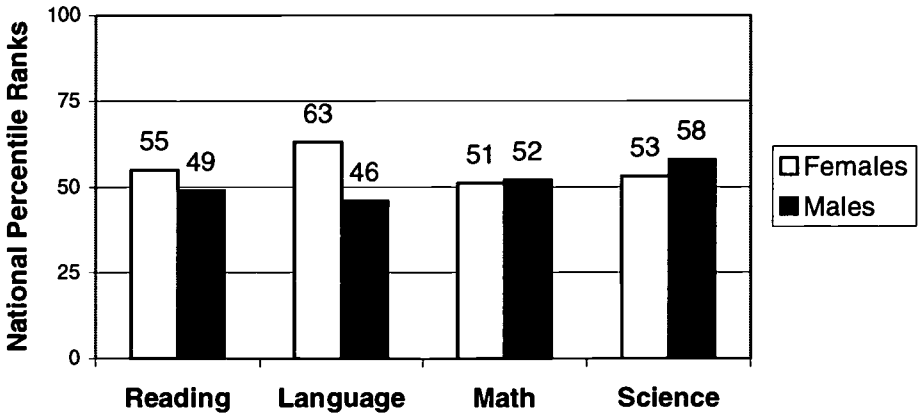



**Figure 6c. 10th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent.**



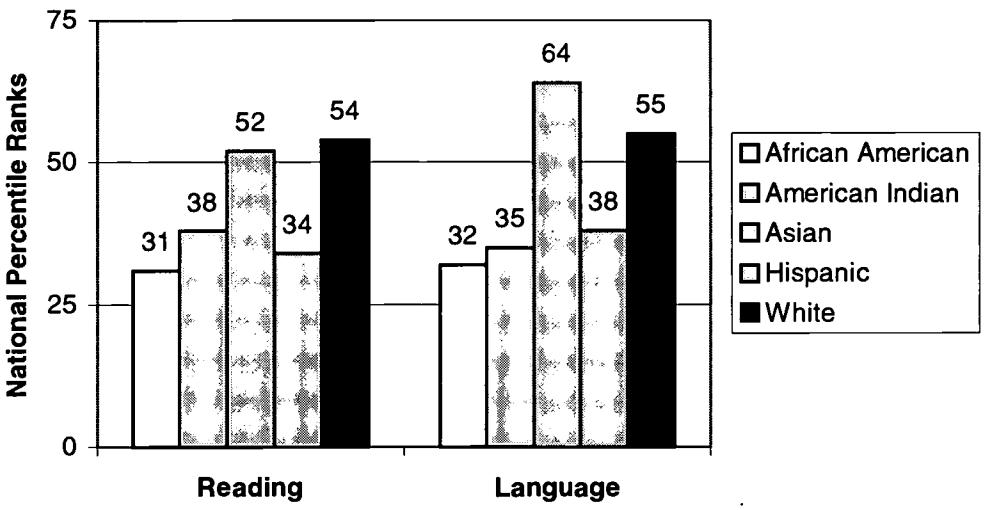
As depicted in Figure 6a, fourth grade girls outperformed their male counterparts in each subject area with the exception of science. Although the difference in math performance was small, this is a change from the past academic years when boys outperformed girls in the area of math.

In 8th grade (See Figure 6b), girls outperformed boys in reading and language and boys outperformed girls in math and science. Differences in math performance were again relatively small.

In 10th grade Girls again outperformed boys in the areas of reading and language but showed lesser performance than boys in math and science (See Figure 6c.) Among all boys and girls it appears that a moderate gap in performance in language, reading, and science was present but the math performance gap was less pronounced.

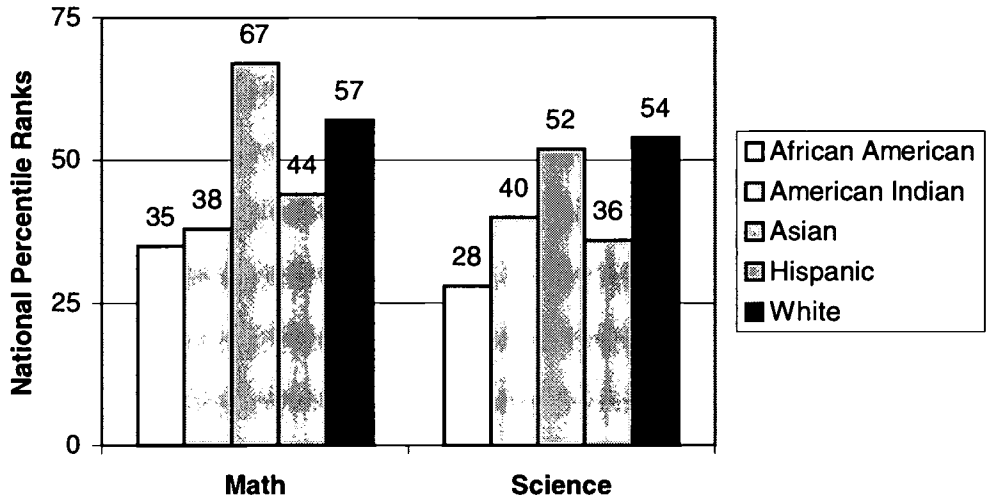
Race/Ethnicity. Consistent differences in performance were found for when considering race/ethnicity. For 4th grade students, Figure 7a shows race/ethnicity differences in performances in reading and language and figure 7b presents differences in math and science.

**Figure 7a. 4th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language.**




As depicted in Figures 7a and 7b, fourth grade students whose race/ethnicity is Asian/Pacific Islander demonstrated the highest level of achievement in language and math. They were second only to White students in reading and science. There was a substantial performance difference between these two groups of students and the remaining minority students in each subject area. African American students had the lowest performance of any group in every subject area.

**Figure 7b. 4th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science.**




In 8th grade, Asian students and White students outperformed the other race/ethnicity groups in each subject area. Asians exhibited the highest performance in language and math but the gap between their performance and White performance in these areas lessened in comparison with 4th grade differences. African American students were the lowest performing group in every subject area (See Figures 8a & 8b.)

**Figure 8a. 8th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language.**

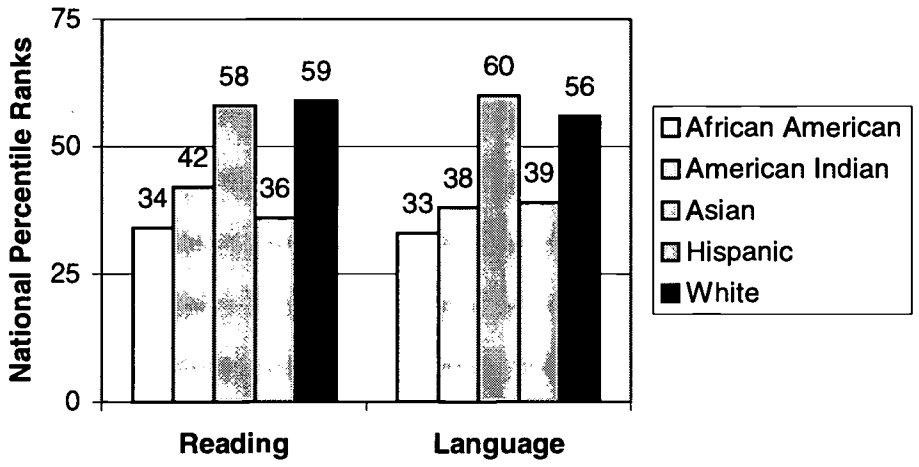
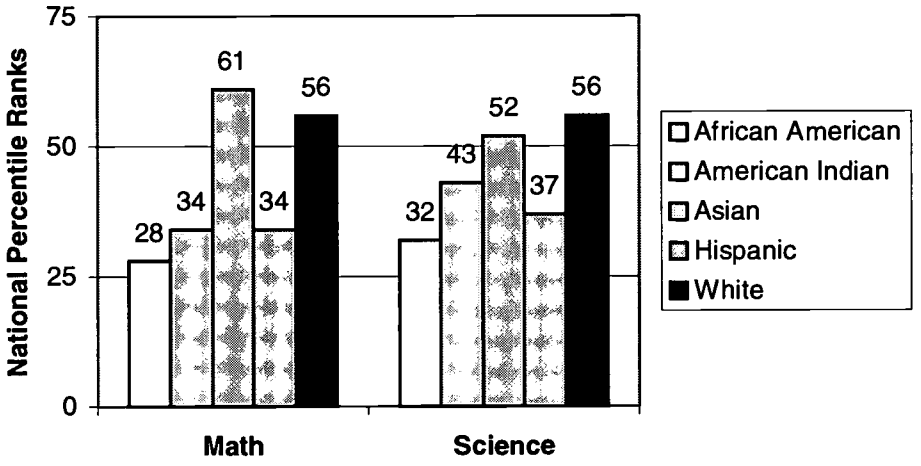


**Figure 8b. 8th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science.**




Turning to 10th grade performance (See Figures 9a & 9b), the consistencies observed in 4th grade and 8th grade were repeated. Asian and White students outperformed their counterparts in each subject area. Asian students exhibited the greatest performance in language and math and African American students had the lowest performance in every subject area.

**Figure 9a. 10th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language.**

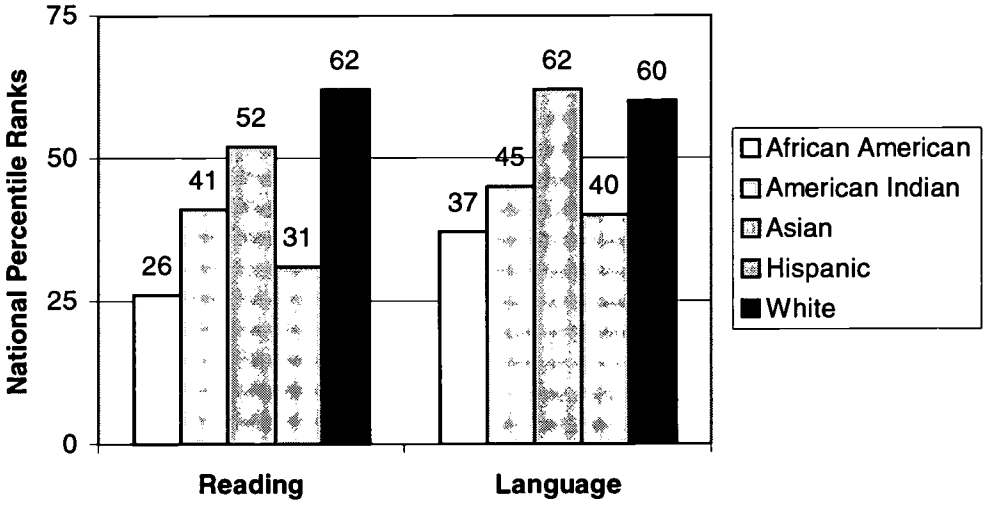
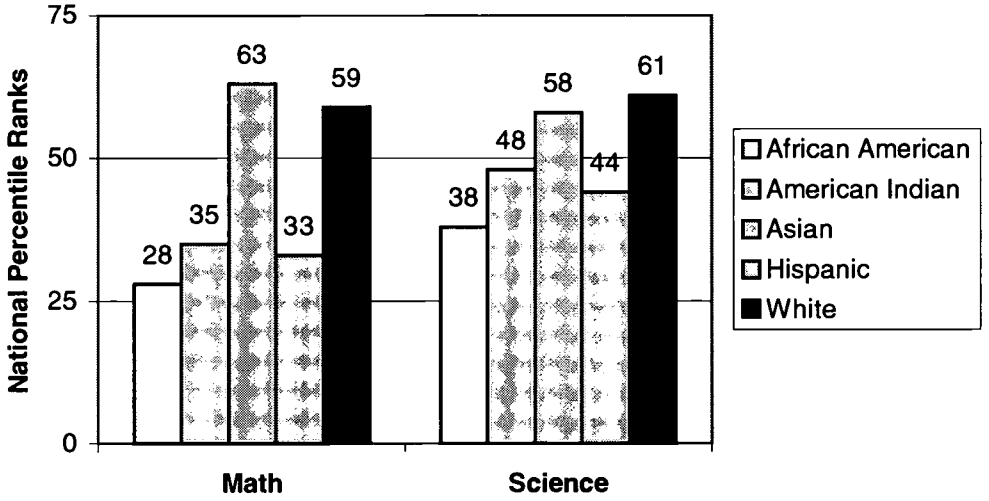


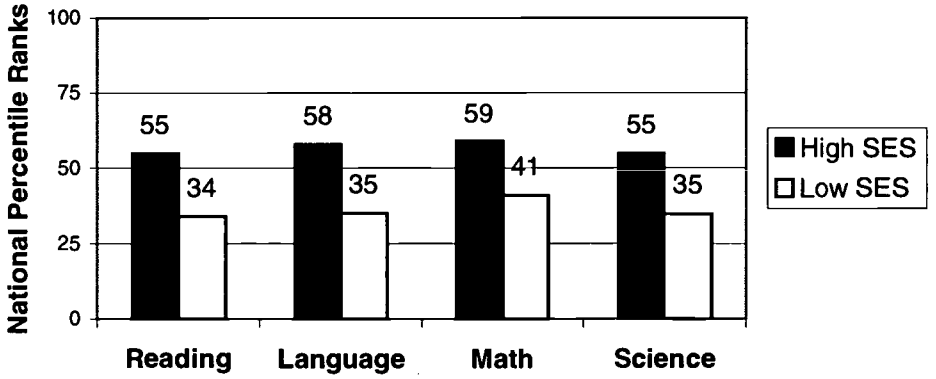
**Figure 9b. 10th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science.**




Socio-Economic Status. Socio-Economic Status (SES) was operationally defined as high or low based on student's receipt of free or reduced lunch. Children who received free and reduced lunch were classified as having low SES and children who do not qualify were classified as having high SES.

As seen in Figure 10a, there appears to be a substantial difference in performance among 4th grade students based on SES in each subject area. Across subject areas there was an average difference in performance that was just greater than 20 percentile points with low SES students performing more poorly.

**Figure 10a. 4th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent.**



Among 8th grade students (See Figure 10b), the gap in performance between students with low SES and students with higher SES remained substantial for each subject area (average gap was greater than 20 NP points.) Again, low SES students perform more poorly in each subject area. For 10th grade students the gap remained substantial but lessened somewhat in the areas of language and science (Figure 10c.)

**Figure 10b. 8th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent.**

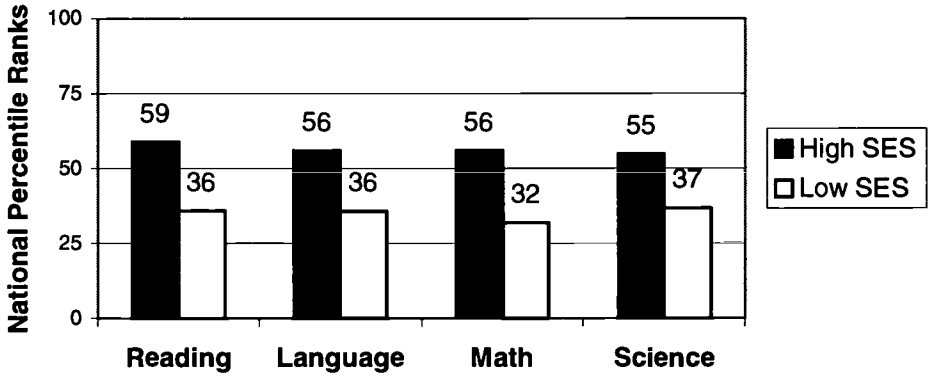
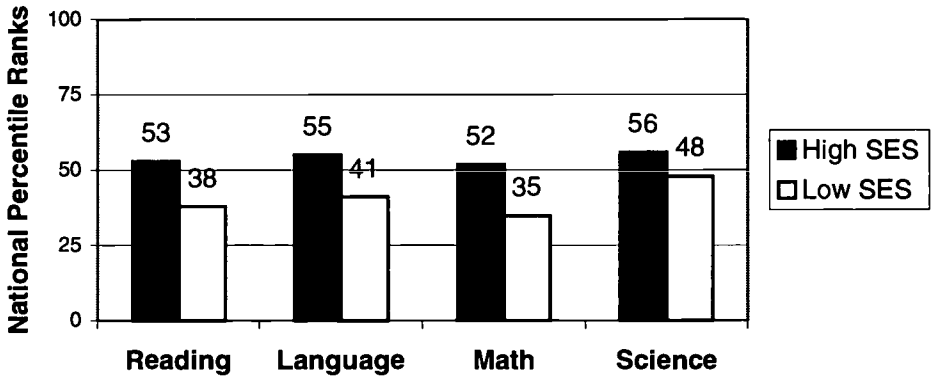


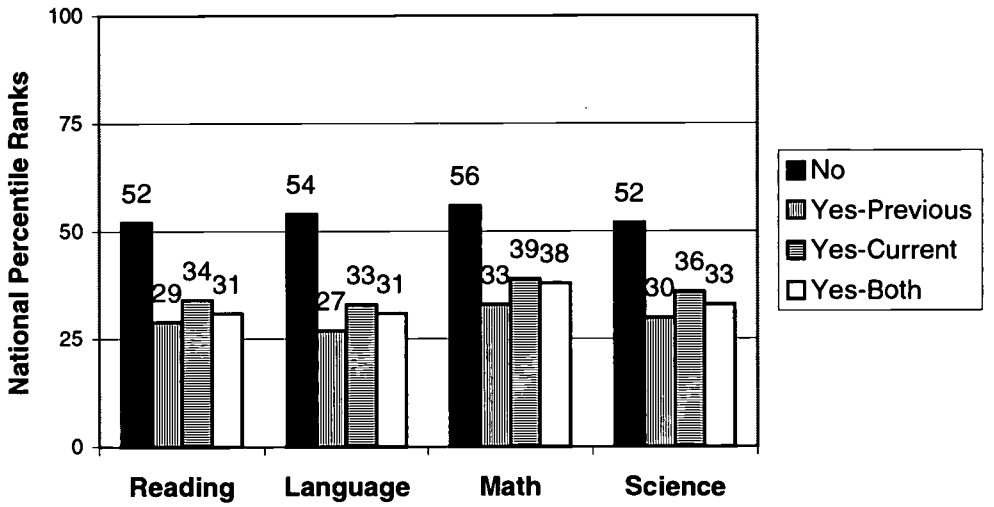

**Figure 10c. 10th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent.**




It is possible that the difference in performance based on SES does not diminish with age as the figures might suggest. The current definition of SES probably underestimates levels of poverty among 8th grade students and especially among 10th grade students. As seen in Table 4, the percentage of students with low SES diminishes at each grade level and this is certainly a function of the definition of SES and not reflective of economic trends. Unfortunately, traditional indicators of SES such as parental income and employment status that could help address this change in performance gap with age or grade of student were not available. It should be stated that even if the gap does lessen with age, it is still substantial in the 10th grade.

Title I Status. One close proxy to SES is Title I status. A school's eligibility for Title I services is based on the percentage of students living in poverty. However, Title I services are received less frequently in middle and high school because the overriding philosophy guiding Title I service is one of prevention. Only data for 4th and 8th grade students are presented because of the small numbers of 10th grade students receiving Title I service. For comparative purposes, distinctions were made between students who had received Title I services in the previous year only, the current year only, both years, and students who had not received Title I services.

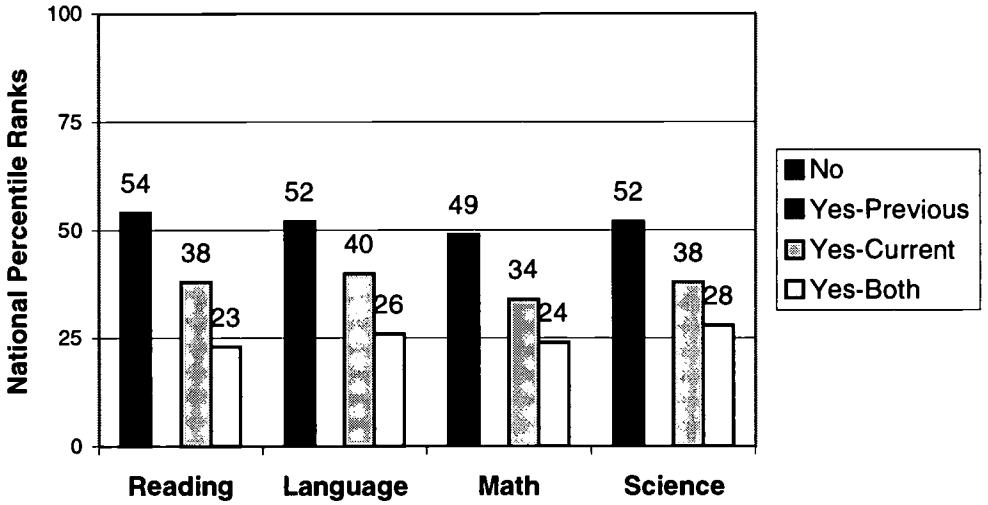
**Figure 11a. 4th Grade Students by Title I Status: Differences in National Percentile of the Mean Normal Curve Equivalent.**




As seen in Figure 11a, among 4th grade students there appears to be a substantial gap in performance between students who receive or have previously received Title I service and students who have not. This difference in performance remained fairly constant across subject area with students who received Title I service performing worse. There does not seem to be much difference among the Title I distinctions. It should be noted that the relative difference in performance based on Title I status for 4th grade students is very similar to the gap in performance observed when looking at SES differences.

For 8th grade students, a substantial gap in performance was again observed that mirrors performance among 4th grade students when considering Title I status. With 8th grade students, it also appears that students who received Title I service in both the current and previous year performed more poorly than students who were receiving service currently but not in the past. There were too few students in the "previous year only" category to include them in the comparison (See Figure 11b.)

**Figure 11b. 8th Grade Students by Title I Status: Differences in National Percentile of the Mean Normal Curve Equivalent.**




Previous Years within the School District. It would seem that a student in the 4th grade could only have 4 previous years of experience within the school district at the maximum. However, in parts of the state pre-kindergarten programs are offered that if attended would count as experience in the district. These programs are available for children disadvantaged because of economic status.

In Figures 12a through 12d two basic shifts in performance are evident. Fourth grade students who were new to the school district performed more poorly than did students who had some years of experience in the school district. In addition, students with 5 and 6 years of experience performed more poorly than did children with fewer years of experience including students new to the school district. At first glance this may appear difficult to explain. However, the children categorized as having 5 and 6 years of experience were children who participated in the pre-kindergarten programs.

**Figure 12a. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading.**

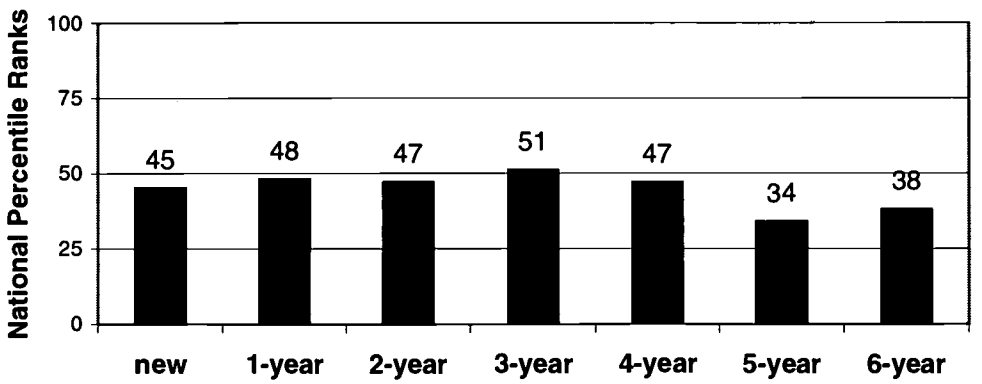


**Figure 12b. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language.**

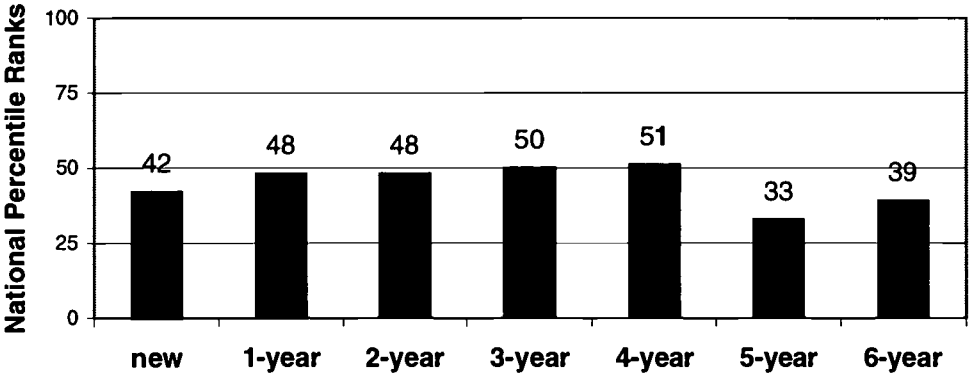



**Figure 12c. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math.**

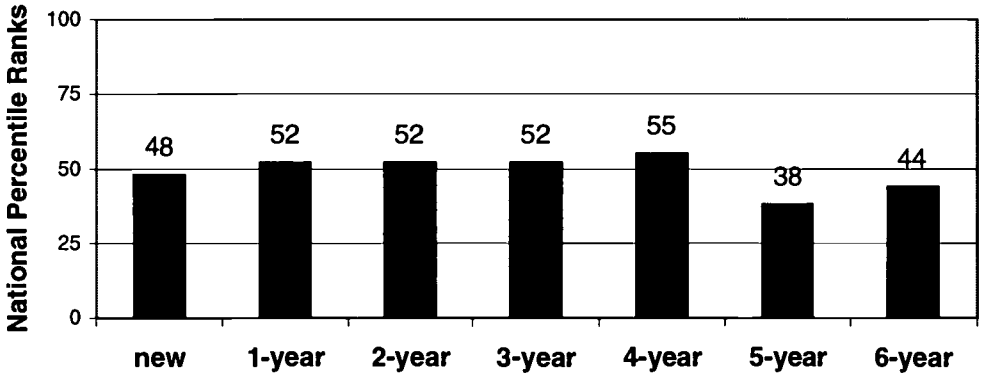
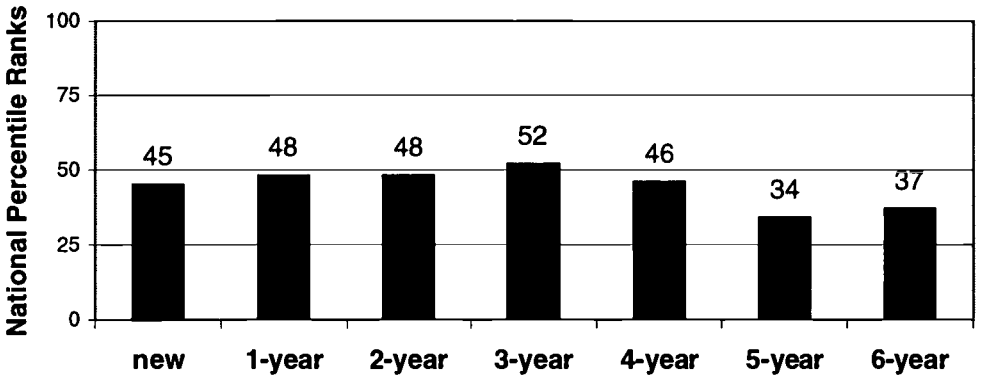



**Figure 12d. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science.**



Inasmuch as economic disadvantage is an eligibility requirement for these programs, 5 and 6 years of experience among 4th grade students may be an additional proxy variable supporting the previous finding that SES is related to student performance. This difference in performance at the 4th grade level was observed in every subject area.

Among 8th grade students, year's experience within the school district may again constitute a proxy for SES. Students were coded as being new to the district or as having 1 to 8 or 9+ years of previous experience in the school district. For 8th grade students, the 9+ years of experience category can be used as a proxy for economic disadvantage. Scores for 8th grade performance by experience in school district are presented in Figures 13a through 13d.

In reading, language, and math there was a tendency for better performance as years of experience increased up to 8 years. The pattern in reading and language was flat initially, but at about 5 years of experience scores increased. In math there was more of a steady increase across the years and with science there does not appear to be much change based on years of experience (up to 8 years of experience.) For every subject, students with 9+ years of experience exhibited substantially lower scores. On average, performance among this group was 13 or more national percentile points lower than that of other students with fewer years of experience. It should be noted that for 8th grade students, in contrast to 4th grade students, being a new student was not predictive of lower performance.

**Figure 13a. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading.**

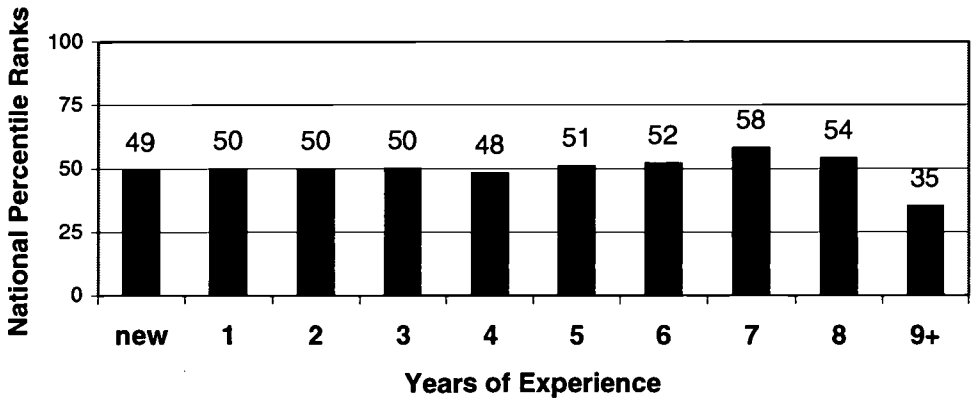


**Figure 13b. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language.**

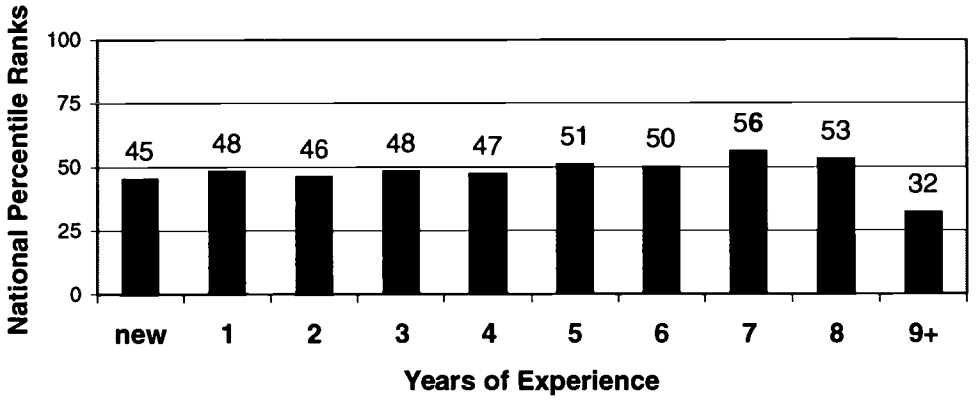



**Figure 13c. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math.**

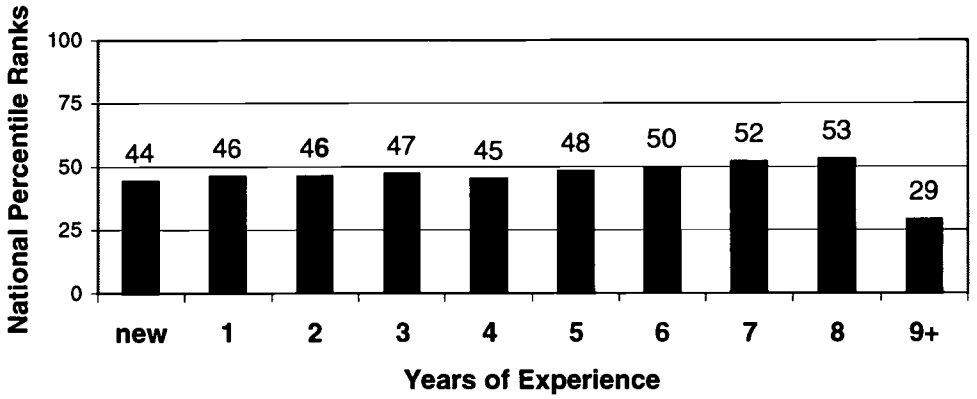
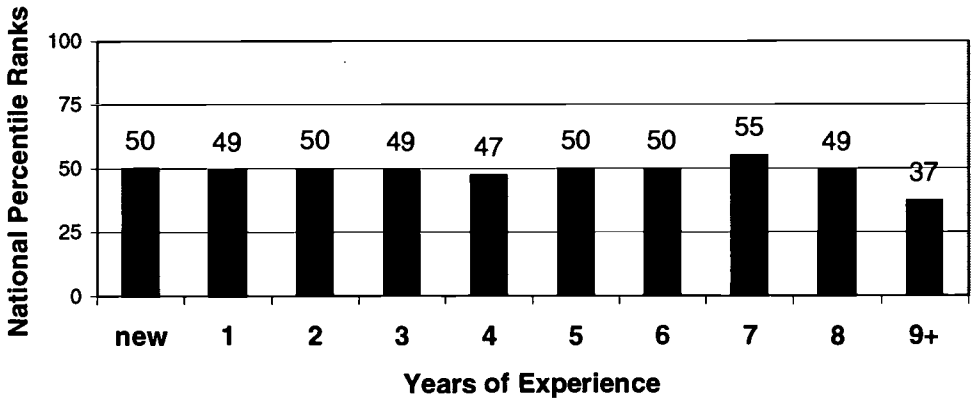



**Figure 13d. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science.**



For 10th grade students, knowledge of experience for up to 9+ years in the school district was also available. Unfortunately, any proxy for SES was washed out in this instance since children with 9, 10, or 11 years of experience may or may not come from economically disadvantaged families. Differences in performance as related to years of experience for 10th grade students are presented in Figures 14a through 14d.

**Figure 14a. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading.**

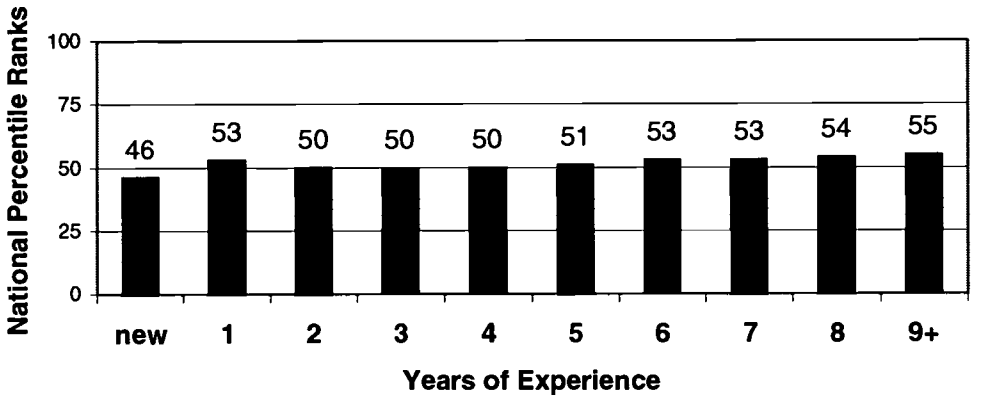
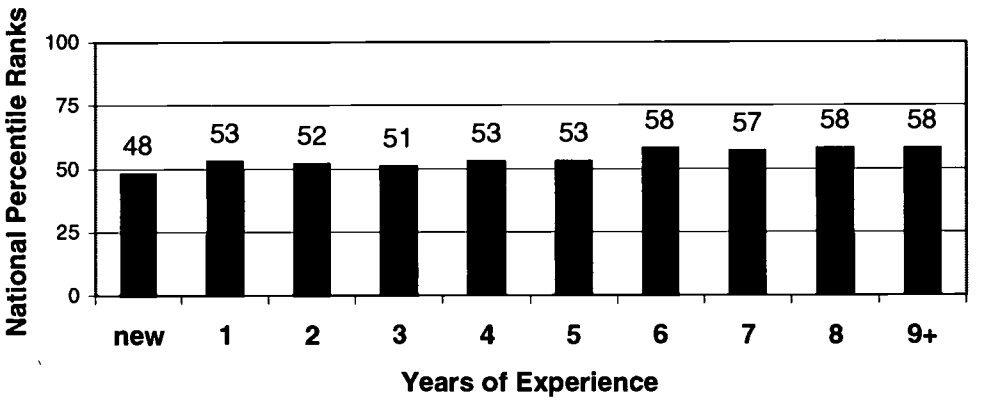



**Figure 14b. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language.**




In 10th grade as in 4th grade, new student status was associated with lower test performance in each subject area. This discrepancy in performance was smallest in science. It also appears that for reading, language, and math, as years of experience within the school district increased test performance improved. This overall trend was also observed with science but was less pronounced. Student transience might be the most probable explanation for lower performance among new students to the extent that "new" student status is an indicator of transience.

**Figure 14c. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math.**

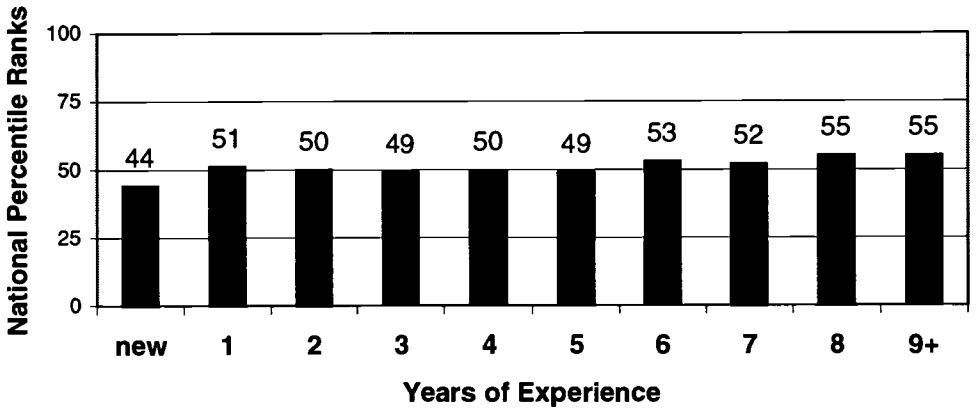
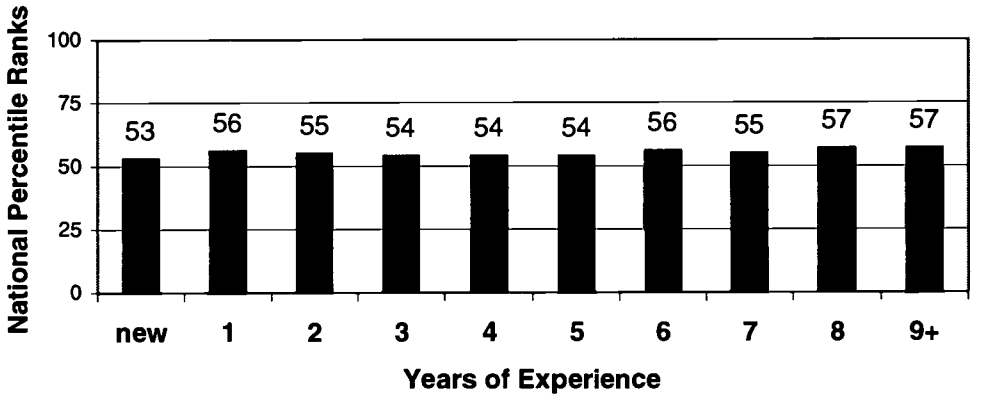



**Figure 14d. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science.**




Class Size Reduction. Data related to CSR were only available for 4th and 8th grade students. This was the first academic school year in which CSR participation was available for 8th grade students.

As shown in Figure 15a, across subject areas it appears that a small decrease in performance was associated with not having participated in CSR. In language and math the decrease was greater.

**Figure 15a. 4th Grade Students by Class Size Reduction: Differences in National Percentile of the Mean Normal Curve Equivalent.**

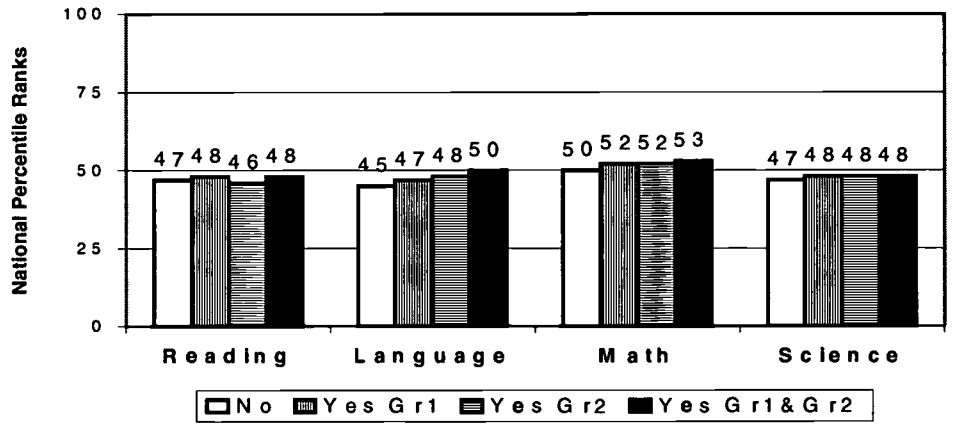
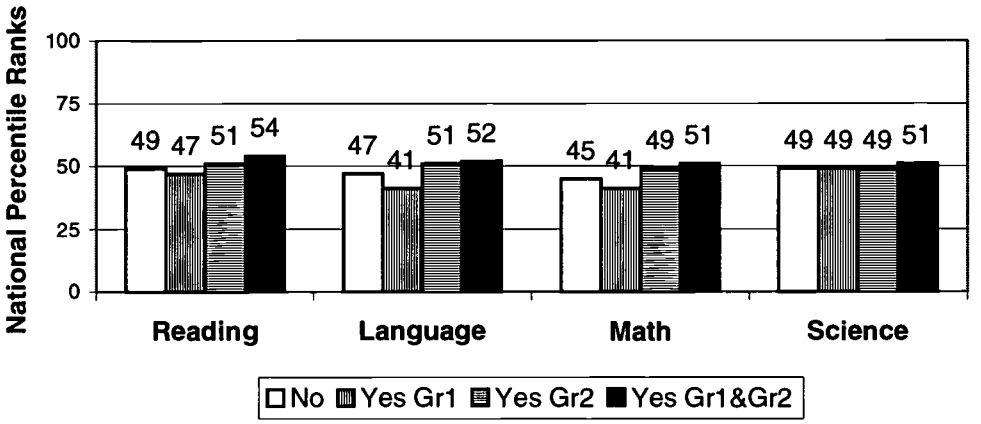



**Figure 15b. 8th Grade Students by Class Size Reduction: Differences in National Percentile of the Mean Normal Curve Equivalent.**




For 8th grade students (See Figure 15b) the relationship was less clear. Overall it looked as if participation in CSR had a positive influence on test performance. However, this was true in reading, language, and math and only for students who had participated in CSR in the second grade. There was actually a decrease in performance for students only participating in CSR during the first grade in comparison to students with no CSR experience. In science there was a relatively small increase in performance among students who had participated in CSR in both first and second grades in comparison to students with only one year of CSR experience and no experience at all.

The lower performance among 8th grade students with CSR experience in the first grade only may seem counterintuitive. Among 4th grade students, CSR experience in the first grade only was also indicative of lower performance in comparison to students with CSR experience in the second grade. It is possible that students who participated in CSR

in the first grade only but who had returned to the district in the 4th or 8th grade (sometime after 2nd grade) have a history of transience. As described above, transience was also considered as an explanation for poor performance among students new to a school district.

Student Classification. The last student characteristic considered in association with test performance was **student classification**. Students were classified into one of four categories including "regular" student (students not classified as LEP, IEP, or 504 Plan), LEP student (students with limited English proficiency), IEP student (students having an Individualized Education Plan), and 504 Plan Student (students not identified as Special Education students but still requiring some special assistance.) Because of the limited number of students identified as having a 504 Plan, no comparisons were made considering this distinction. All students included in these comparisons were tested under "regular" classroom conditions or with permissible accommodations.

**Figure 16a. 4th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent.**

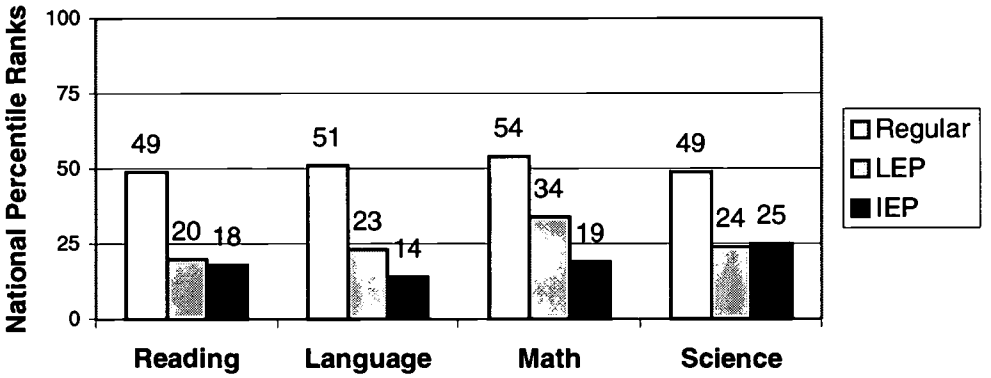
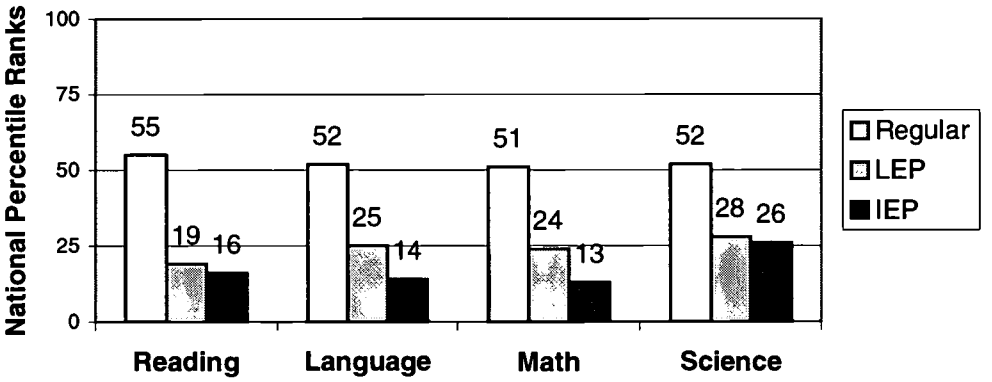



**Figure 16b. 8th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent.**



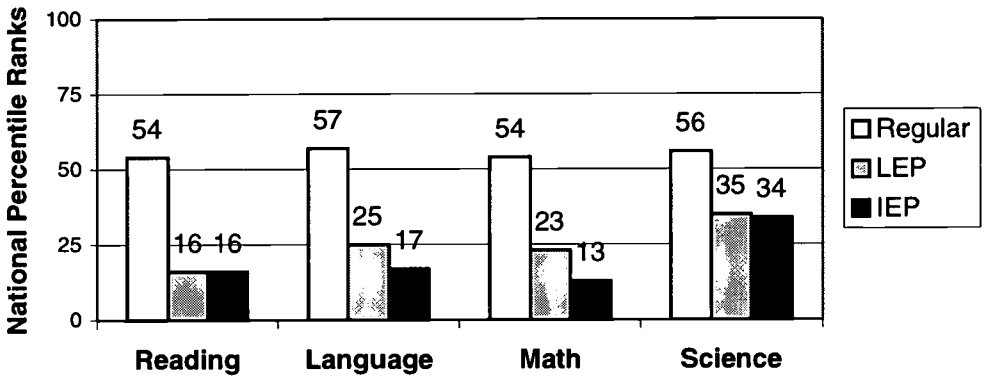

For 4th grade students (See Figure 16a), there was a relatively large difference in performance across subject areas with students being classified as LEP and IEP

exhibiting poorer performance than students classified as "regular." Furthermore, in both language and math, students classified as LEP substantially outperformed their IEP counterparts. The difference in performance between LEP and IEP students was minimal in reading and science.

For 8th grade students (See Figure 16b), the pattern of differences was very similar to that observed among 4th grade students. A substantial difference in performance across subject areas with "regular" students outperforming LEP and IEP students was again observed. LEP students also outperformed IEP students in each subject area with substantial differences occurring in language and math.

Among 10th grade students, the pattern of differences was again very similar. There was a substantial difference in performance with "regular" students fairing better than either LEP or IEP students. Differences in performance between LEP and IEP students were again observed; however, these differences were less pronounced in 10th grade.

**Figure 16c. 10th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent.**




Many comparisons of test performance based upon student characteristics have been provided above. It is important to note that because the state of Nevada requires that all students in grades 4, 8, and 10 attending public schools be assessed using the TerraNova examination, the above comparisons provide "real" population differences in performance.

Although there is no need to note statistical differences when looking at population data, in the comparisons provided thus far, some substantive differences have been noted. For example, the differences based on gender may be "real" population differences but the gaps in performance were not substantively great. Girls did outperform boys in math in the 4th grade and the "math" gap at each grade was relatively small. This might indicate a positive change in performance and student/teacher expectations different from the typical expectation that boys do better than girls in math.

Substantive differences in performance were observed across subjects and grades when looking at race/ethnicity, SES, and Title 1 status. It is probable that economic disadvantage lies at the heart of each of these differences. Further supporting evidence for the association between SES and test performance was garnered through comparisons looking at years of experience within the school district.

Differences associated with student classification (regular, LEP, IEP) were substantial. It may seem sensible that such a gap in performance would be observed between students representing these groups but we must remember that all these students were tested under valid normative conditions. Unless a student's individualized educational plan (IEP) clearly specifies the need for special testing conditions or exemption from testing, a student should be tested under normative conditions. If a student's IEP does not address specific testing accommodations or an exemption, this implies that the student has access to the same educational opportunities and is essentially capable of the same level of achievement. We might accept some difference in performance between "regular" students and LEP and IEP students because of the barriers faced by these latter groups of students but we shouldn't accept the substantive differences observed in the 1998-99 school year.

Although there is no need to apply statistical methods to describe population differences, we were interested in the relative importance of student characteristics as related to test performance. For example, to what extent can race/ethnicity explain the variance in test performance among Nevada students; or is there a significant relationship between race/ethnicity and test performance when we control for SES? To address questions of this nature we conducted statistical comparisons using student level data and school level data. For the student level and school level statistical comparisons we relied heavily on multiple regression equations to predict test performance. For school level analyses we were not limited by the student characteristic information collected as part of TerraNova administration but were able to combine TerraNova performance in 1998-99 with school characteristics for 1996-97. For both student and school level analyses, all comparisons addressed differences in mean normal curve equivalent scores (NCE.)

Statistical Comparisons of Student and Schoolwide Characteristics

Through statistical analyses, an attempt was made to identify the relative importance of several student characteristics in explaining differences in mean normal curve equivalent scores (NCE.) Of primary interest was the possible influence of socio-economic status (SES), student race/ethnicity (race), student gender, and student participation in class size reduction (CSR.) To begin, two separate sets of stepwise multiple regression analyses were conducted. In the first set, student level reading, language, math, and science NCE scores were predicted from SES, race, and student gender at each grade level. In the second set, student NCE scores in each subject were predicted from SES, race, and CSR at grades 4 and 8. CSR and gender were not used as predictor variables within the same equations since there was no expectation that these two factors would be related.

*Set 1 Analyses*

Reading. For 4th grade students, we found that SES, race, and gender were significant predictors of reading performance. Together the variables accounted for just less than 10% of the variance in reading performance. SES accounted for the greatest amount of explained variance (7.6%), followed by race (1.8%) and gender (.5%.) This same pattern of influence was found for 8th grade students. However, for 8th grade students less than 9% of the variance in reading performance was accounted for by the inclusion of these three predictors. In 10th grade SES failed to be a significant predictor of reading performance. Both race and gender were significant predictors. In total, the two variables accounted for just greater than 5% of the variance in reading performance.

Language. For language performance a somewhat different pattern of results emerged. At all three grades SES, race, and gender were significant predictors of language performance accounting for between 7.0% and 10.0% of the total variance in scores. Among 4th and 8th grade students SES accounted for 6.6% of the variance among 4th grade students and 4.6% of the variance among 8th grade students. Gender accounted for an additional 1.7% of the variance among 4th grade students and 3.9% of the variance among 8th grade students. Race accounted for less than 1% of explained variance in each instance. Among 10th grade students, gender accounted for 5% of the variance followed by race (2.2%) and SES (less than 1% of the variance.)

Math. Patterns of influence on math performance were similar to that found for reading performance. Among 4th and 8th grade students SES, race, and gender were significant predictors of math performance. In each case SES accounted for just less than 5% of the variance in math performance. Although statistically significant, among 4th grade students, race and gender accounted for less than a 1% increase in explained variance. For 8th grade students, race explained 1.4% of the variance and gender explained less than 1% of the variance in math scores. For 10th grade students SES was not a significant predictor of math performance. Race and gender were both significant predictors accounting for more than 3% of the variance in math scores. In this instance race was the stronger predictor.

Science. Among 4th and 8th grade students, the pattern of influence on science performance was very similar to that of math and reading. SES, race, and gender were all significant predictors accounting for just less than 9.0% of the total variance in science scores. SES accounted for 6.9% of the variance among 4th grade students and 5.3% of the variance among 8th grade students. Race accounted for an additional 1.6 % of the variance in science scores among 4th grade students and 2.4% of the variance among 8th grade students. In each instance, gender accounted for less than 1% of explained variance. For 10th grade students, just less than 5% of the variance in science performance was accounted for by race, gender, and SES in combination. Race accounted for 3.6% of the variance. Both gender and SES accounted for less than 1% of explained variance in science scores.

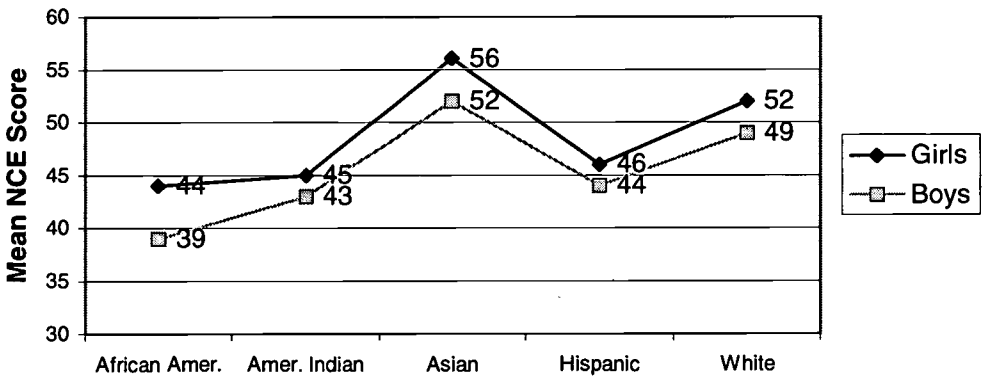
There does seem to be some consistency regarding the influence of SES, race, and gender on reading, language, math, and science performance. In both 4th and 8th grade, all three factors were significantly related to academic performance. SES often had the greatest influence followed by race and gender. By the 10th grade SES no longer significantly influenced overall test performance. This was most likely a demographic characteristic reporting artifact and not a substantive change in the influence of poverty on test performance.

Because of the consistent influence of these factors, a decision was made to conduct several univariate analysis of variance tests to identify any possible interactions between the factors of interest. For these tests differences in the total mean normal curve equivalent score were explored. The total mean normal curve equivalent score is a composite score that sums across all TerraNova subject areas.

Differences among 4th grade students were first explored. As expected from the multiple regression equations, SES, race, and gender all had significant main effects on test performance. In addition to these main effects, a significant interactions between race and gender, and between race and SES were found. No other significant differences were found. We have graphed the interactions to aid in their interpretation (See Figures 17a & 17b.)

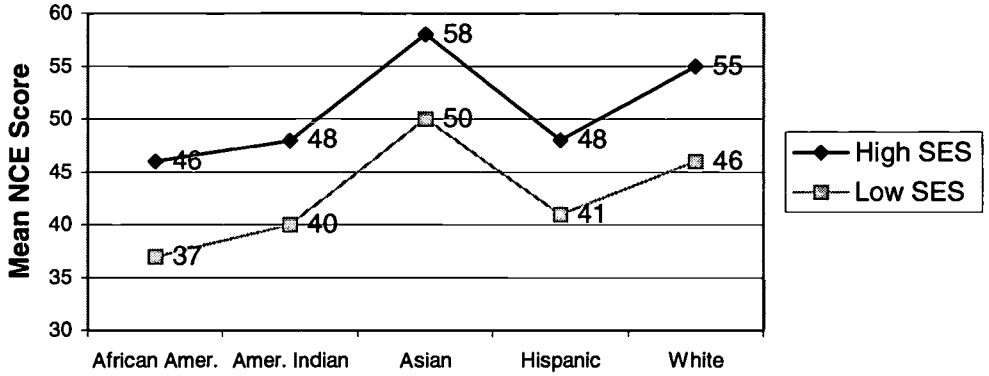
From figure 17a it appears that male/female differences in overall test performance were fairly constant among American Indians, Hispanics, and Whites with females outperforming males but that Asian and African American females outperformed their male counterparts to a greater extent.

**Figure 17a. Interaction between gender and race/ethnicity on overall TerraNova Performance among 4th Grade Students.**



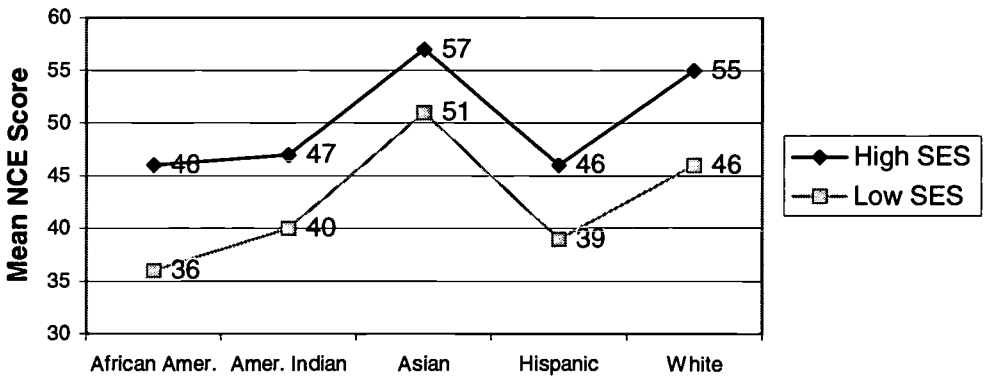

As seen in Figure 17b, for each race/ethnic group, students with low SES had poorer performance than students with higher SES. Although fairly constant across groups, the discrepancy was greatest among Whites and African Americans and smallest among Hispanics.

**Figure 17b. Interaction between SES and race/ethnicity on overall TerraNova Performance among 4th Grade Students.**




Among 8th grade students, significant main effects for each factor (SES, race, and gender) were found, as was the interaction between race and SES. As seen in Figure 17c, among 8th grade students, students with lower SES performed more poorly than students with higher SES regardless of race/ethnicity. However, the discrepancy in performance was greatest among Whites and African Americans. A similar analysis was conducted for 10th grade students but no interaction effects were found.

**Figure 17c. Interaction between SES and race/ethnicity on overall TerraNova Performance among 8th Grade Students.**




Returning to the multiple regression analyses, SES consistently had the greatest influence in test performance among 4th and 8th grade students. The presence of race and gender as significant factors in the regression equations and the identification of race by gender and race by SES interaction effects form the analysis of variance tests supports the claim that race and gender are both important factors to be considered when explaining differences in test performance. However, for all grades and for all subject areas, the amount of explained variance in test performance attributable to these factors is relatively small. In all cases, less than 10% of the variance in test performance is accountable by

knowledge of SES, race, and student gender. This means that greater than 90% of the variance in test scores were explained by other factors.

*Set 2 Analyses*

Set 2 analyses were identical to set 1 with two changes. Gender was excluded from the models and participation in class size reduction (CSR) was included. Note that for the purpose of these analyses CSR was recoded as a dichotomous variable to include students who had no CSR participation and students with some CSR participation. Also, analyses identifying the influence of CSR were not conducted for 10th grade students since this information was not available.

Reading. For 4th grade students, participation in CSR does not appear to be a significant factor affecting reading performance when SES and race were considered within the same regression equation. Together, SES and race accounted for just less than 10% of the explained variance with SES being the more influential factor. Among 8th grade students, CSR was a significant factor in addition to the influence of SES and race. However, CSR accounted for less than 1% of the explained variance in reading performance. Together SES and race accounted for just greater than 8% of the explained variance.

Language. CSR was a statistically significant predictor of language performance among both 4th and 8th grade students. Among 4th grade students the entire model, including SES first followed by race and CSR, accounted for just greater than 7% of the variance in scores. CSR, however, accounted for less than 1% of the explained variance. Among 8th grade students, the same pattern of influence was found with CSR uniquely accounting for less than 1% of the explained variance in language performance. For 8th grade students the entire model only accounted for 5.7% of the explained variance.

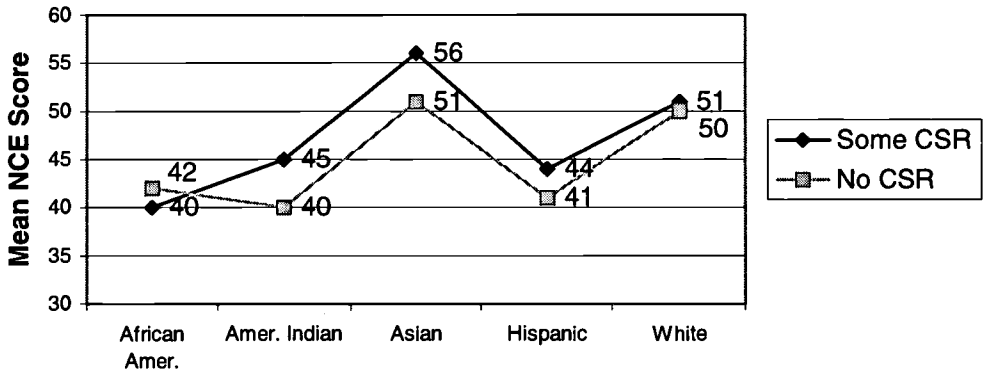
Math. As was the case for language performance, CSR was a significant predictor of math performance at both 4th and 8th grade. Among both 4th and 8th grade students, the model accounted for less than 6.5% of the explained variance in scores with CSR accounting for less than 1% of the explained variance.

Science. CSR did not prove to be a significant predictor of science performance in either 4th or 8th grade. At both grades, SES and race were significant predictors with SES having greater influence.

As occurred in set 1 analyses, there was some consistency regarding the influence of SES, race, and CSR. SES and race were significant predictors of performance in each subject. CSR was a significant predictor of reading, language, and math performance among 8th grade students and for language and math among 4th grade students. To identify possible interaction effects among SES, race, and CSR, univariate analysis of variance tests were conducted. Because of the consistency across subject areas, differences in the total composite TerraNova mean normal curve equivalent score (NCE) were compared.

Among 4th grade students, SES and race had significant main effects on test performance but no interaction effects were found. Among 8th grade students, main effects were found for SES, race, and CSR. In addition, significant interaction effects were found between SES and race, and between race and CSR (See Figure 18.)[4]

**Figure 18. Interaction between CSR and race/ethnicity on overall TerraNova Performance among 8th Grade Students.**




In Figure 18 a graphical representation of the interaction between race and CSR among 8th grade students is presented. In general, students who participated in CSR scored higher than students without any CSR participation. This was true for every race/ethnicity group with the exception of African Americans. For African Americans, greater performance was observed among students without CSR experience. We also observed that the effect of CSR experience on test performance was greatest among American Indian and Asian students. The effect was weakest among Whites.

As was the case with set 1 analyses, SES and race were consistently related to test performance. CSR does appear to have some impact but this impact was greater among older students and was not significant in science performance. We also noted that the expected effect of CSR was reversed among African American 8th grade students and was relatively weak among White students. As indicated by the regression equations, at the student level the majority of variance in test performance was unexplained. There are some intuitively obvious factors that might influence test performance. This would include factors such as teacher experience and the school environment. Unfortunately, access to this information at the student level is unavailable. However, access to these characteristics at the school level was available. Analyses of school level characteristics were considered next.

*Schoolwide Characteristics*

As part of the state education accountability process, each school district is required to produce accountability tables that reflect student characteristics, teacher characteristics, and general school characteristics. This annual report must be completed

[4] The interaction between race/ethnicity and SES among 8th grade students is not presented because of its redundancy with the presentations in Figures 17b & 17c.

by March 31 annually and includes school characteristic information collected during the previous academic school year. Because of this timeline, only 1996-97 school level characteristics are currently available. Therefore, in the description that follows, 1996-97 school level characteristics are used to predict test performance in the 1998-99 academic school year and only among elementary schools. Because TerraNova testing occurs during the fall of the school year it would be most appropriate to predict 1998-99 performance from 1997-98 school level characteristics. Therefore the current analyses should be viewed as descriptive and tentative and will be replicated and supplemented upon the availability of more current school level characteristics.

The accountability tables produced by individual school districts typically include national percentile scores for the school as a whole. Because of the ordinal nature of the percentile ranks, a decision was made to merge current 1998-99 school level *mean normal curve equivalent* scores for analysis purposes. Current student characteristics aggregated to the school level were also merged with the available accountability information. Aggregated student characteristics were scaled in terms of percentages of students (e.g. percentage of students with low SES.)

Two separate regression methods were used in predicting performance separately for reading, language, math, and science. First, a block design was used. In this design several variables are entered simultaneously as a block. Blocks of variables are then entered sequentially as long as the block significantly predicts performance. In the block design, 6 separate blocks were considered for entry in each equation including: block 1 = teacher degree and teacher experience, block 2 = student attendance rate and transience rate, block 3 = parent teacher conferences, student to counselor ratio, and size of 3$^{rd}$ grade classes, block 4 = percentage of English Second Language students and combined percentage of American Indian, Hispanic, and African American students, block 5 = percentage of students receiving free or reduced lunch (1998 SES indicator and 1996-97 school accountability free lunch figure), and block 6 = incidents involving student violence and alcohol/drug use.

The second regression design was a stepwise method in which individual variables were included based on their contribution to the prediction of performance. In this approach blocks of variables were not specified and variables were chosen for inclusion simply based on magnitude of influence. Results are presented by subject area, integrating results of both regression methods.

Reading. For reading performance among 4$^{th}$ grade students, five of the 6 blocks of variables were significant predictors accounting for just greater than 70% of the variance in reading performance. Only the block including violence and alcohol/drug use was excluded. This method alone does not provide information pertaining to the relative importance of each predictor block. When applying the stepwise regression method to reading performance 4 separate variables were significant and together accounted for just less than 70% of the variance. The combined percentage of American Indian, Hispanic and African American students ("minority students" excluding Asians) accounted for 61.4% of the variance in reading performance. This was followed by the percentage of

students with low SES (additional 5.2% of the variance), attendance rate (2% of the variance), and teaching experience (less than 1% of the variance.) These four variables represent 4 of the 6 variable blocks used in the first equation. From this, it can be assumed that the block including parent/teacher conferences, student/counselor ratio, and size of 3rd grade classrooms and the block including student violence and alcohol/drugs did not uniquely contribute to reading performance.

Language. For language performance the same 5 blocks were significant predictors of test performance and together accounted for 57% of the variance in scores. In the stepwise regression the 1996 SES indicator accounted for nearly 52% of the explained variance, followed by the average size of the 3rd grade classroom (3.6%), the 1998 SES indicator (1.8%) and incidents of student violence (1.2%.) For language performance it appears that SES was largely influential. In contrast to the pattern of results for reading performance, school environment issues significantly influenced language performance. Relatively speaking, teacher characteristics, student attendance and transience, and student race/ethnicity did not seem to uniquely influence language performance.

Math. The same 5 variable blocks predicted math performance. The blocks together accounted for just greater than 37% of the variance in math scores. In the stepwise equation the 1998 SES indicator accounted for 28% of the variance, followed by the average size of the 3rd grade classroom (additional 4.6% of the variance), percentage of "minority students" (1.7%), incidents involving student violence (2.1%), and percentage of ESL students (2%.) As was the case with language performance, SES had the greatest influence on math performance and school environment issues significantly impacted math performance. Math performance was also impacted by student race/ethnicity. Teacher characteristics and attendance/transience rate showed no unique influence on math performance.

Science. Again, the same 5 blocks of variables significantly predicted science performance, accounting for 71% of the explained variance in NCE scores. The percentage of "minority students" accounted for just greater than 66% of the variance in science performance. Student attendance rate accounted for an additional 3.1% of the explained variance. Teacher experience and the 1998 SES indicator, both of which accounted for less than 1% of the explained variance, followed. For the science model, school environment issues that impacted language and math performance did not emerge as significant predictors.

Taken as a whole, SES status and race/ethnicity were the two factors that had the greatest impact on student performance. As seen in the various models, other school characteristics contributed to the prediction of test performance but not to the extent observed for these two factors. The school level analyses demonstrated that SES had the greatest influence when considering language and math performance, while race/ethnicity had the greatest influence when considering reading and science. The most probable explanation is that both factors are significant and independent predictors of test performance but are also highly correlated. The student level interaction effects

presented earlier and the discrepant influence that was revealed in the school level regression equations lend support to the contention that the factors are independent predictors of performance. Additionally, at the school level it was found that the percentage of students who are "non-white--non-Asian" was highly correlated with the percentage of students who were low in SES ($\underline{r}$ = .77 for the 1998 SES indicator; and $\underline{r}$ = .82 for the 1996 SES indicator.) At the student level of analysis, a statistically significant association between race and SES was again found. Among 4th grade students who were "non-white--non-Asian", nearly 65% were categorized as having low SES. This was in contrast to 24.6% of Asian and White students when grouped together.

## Conclusion

Within this report information has been presented that fulfills the mandated obligation to report norm referenced examination results for all 4th, 8th, and 10th grade students (NRS 389.015-.017.) Information was provided detailing performance among students tested under "regular" standardized testing conditions and students tested under "special" conditions. Information was also provided regarding students who were not tested.

Specific data was presented detailing statewide performance since the 1996-97 academic school year. Although there were some fluctuations in performance across the years, performance on TerraNova within the state of Nevada has remained fairly stable. At all three grades, statewide performance mirrors national norm group performance with 4th and 8th grade students performing very close to the national average and 10th grade students scoring just above the national average.

Performance within each school district was presented. There appears to be substantial variability between school districts in performance across subject areas; however, science performance was fairly stable between districts. In the presentation of district performance, an identification of objective performance mastery at the district and state level was offered.

Detailed information regarding school level test performance in the four general subject areas was presented. Criteria and tables were presented providing information regarding the state accountability and school designation process. Far fewer schools were identified as "inadequate" in 1998-99 in comparison to 1997-98.

Also presented were differences in performance as related to student characteristics. Differences in performance as a function of gender, race/ethnicity, SES, Title I status, years of experience in the school district, student classification, and participation in CSR were offered. More detailed statistical comparisons analyzing both student level and school level characteristics were provided. From these analyses, SES and race/ethnicity were identified as especially important variables to be considered in the explanation of differences in TerraNova test performance.

**Appendix A.** Percentage of Eligible Students Tested by School.

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| **CARSON CITY** | | | | | | | |
| BORDEWICH BRAY | 95 | 93 | 0 | 0 | 1 | 1 | 98.9 |
| EMPIRE ELEM | 84 | 80 | 0 | 1 | 3 | 0 | 100.0 |
| FREMONT ELEM | 104 | 102 | 0 | 0 | 2 | 0 | 100.0 |
| FRITSCH ELEM | 131 | 120 | 0 | 10 | 1 | 0 | 100.0 |
| MARK TWAIN ELEM | 94 | 94 | 0 | 0 | 0 | 0 | 100.0 |
| SEELIGER ELEM | 114 | 105 | 0 | 8 | 1 | 0 | 100.0 |
| CARSON MIDDLE | 381 | 370 | 0 | 2 | 9 | 0 | 100.0 |
| EAGLE VALLEY | 283 | 271 | 2 | 0 | 7 | 3 | 98.9 |
| CARSON HIGH | 615 | 559 | 0 | 7 | 23 | 26 | 95.6 |
| **CHURCHILL** | | | | | | | |
| E C BEST ELEM | 83 | 72 | 0 | 6 | 5 | 0 | 100.0 |
| LAHONTAN ELEM | 83 | 80 | 0 | 3 | 0 | 0 | 100.0 |
| NORTHSIDE ELEM | 83 | 81 | 0 | 2 | 0 | 0 | 100.0 |
| NUMA ELEM | 102 | 94 | 0 | 1 | 3 | 4 | 95.9 |
| WEST END ELEM | 56 | 46 | 0 | 10 | 0 | 0 | 100.0 |
| CHURCHILL JR HS | 369 | 344 | 0 | 10 | 2 | 13 | 96.4 |
| CHURCHILL CNTY HS | 357 | 323 | 0 | 3 | 0 | 31 | 91.2 |
| **CLARK** | | | | | | | |
| ADAMS ELEM | 81 | 68 | 12 | 0 | 1 | 0 | 100.0 |
| ADCOCK ELEM | 77 | 72 | 4 | 0 | 0 | 0 | 98.6 |
| ALLEN, DEAN LAMAR | 132 | 120 | 10 | 0 | 0 | 0 | 98.4 |
| ANTONELLO ELEM | 131 | 128 | 0 | 1 | 1 | 0 | 99.2 |
| BARTLETT ELEM | 164 | 149 | 13 | 0 | 0 | 0 | 98.7 |
| BEATTY ELEM | 119 | 112 | 0 | 3 | 3 | 2 | 99.1 |
| BECKLEY ELEM | 144 | 112 | 4 | 0 | 21 | 3 | 94.1 |
| BELL ELEM | 166 | 111 | 2 | 0 | 42 | 2 | 91.0 |
| BENDORF ELEM | 149 | 141 | 4 | 0 | 1 | 0 | 97.9 |
| BENNETT ELEM | 70 | 53 | 8 | 1 | 3 | 2 | 91.4 |
| BLUE DIAMOND | | 5 | 0 | 0 | 0 | 0 | |
| BONNER, JOHN W. | 102 | 98 | 2 | 0 | 0 | 0 | 98.0 |
| BOOKER ELEM | 49 | 40 | 6 | 0 | 3 | 0 | 100.0 |
| BOWLER, GRANT | 114 | 110 | 0 | 1 | 2 | 1 | 99.1 |
| BOWLER, JOSEPH | 55 | 46 | 0 | 0 | 8 | 0 | 97.9 |
| BRACKEN ELEM | 83 | 57 | 0 | 4 | 22 | 4 | 100.0 |
| BRUNER ELEM | 119 | 111 | 0 | 0 | 6 | 0 | 98.2 |
| BRYAN, RICHARD | 128 | 126 | 0 | 0 | 0 | 0 | 98.4 |
| BRYAN, ROGER | 165 | 153 | 0 | 0 | 12 | 0 | 100.0 |
| BUNKER ELEM | 94 | 86 | 5 | 0 | 1 | 1 | 97.7 |
| CAHLAN ELEM | 143 | 85 | 0 | 5 | 47 | 5 | 93.4 |
| CAMBEIRO, ARTURO | 125 | 88 | 7 | 0 | 32 | 4 | 102.3* |
| CARSON ELEM | 50 | 47 | 2 | 0 | 0 | 2 | 97.9 |
| CARTWRIGHT ELEM | 184 | 175 | 3 | 0 | 6 | 0 | 100.0 |
| CHRISTENSEN ELEM | 163 | 150 | 11 | 1 | 0 | 1 | 99.3 |
| CORTEZ ELEM | 130 | 94 | 34 | 0 | 0 | 3 | 97.9 |
| COX, DAVID ELEM | 130 | 125 | 0 | 2 | 0 | 2 | 97.7 |
| CRESTWOOD ELEM | 147 | 112 | 11 | 4 | 19 | 6 | 99.1 |
| CULLEY ELEM | 156 | 139 | 4 | 1 | 8 | 1 | 97.2 |
| CUNNINGHAM ELEM | 173 | 154 | 4 | 0 | 10 | 4 | 96.9 |
| DAILEY ELEM | 223 | 174 | 0 | 1 | 46 | 5 | 98.9 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| DEARING ELEM | 135 | 123 | 0 | 5 | 0 | 0 | 94.6 |
| DECKER ELEM | 164 | 140 | 20 | 0 | 8 | 2 | 102.9* |
| DERFELT ELEM | 148 | 135 | 8 | 2 | 0 | 3 | 97.8 |
| DESKIN ELEM | 132 | 122 | 5 | 0 | 1 | 0 | 96.8 |
| DISKIN ELEM | 149 | 119 | 11 | 0 | 15 | 0 | 96.7 |
| DONDERO ELEM | 153 | 136 | 7 | 1 | 9 | 1 | 100.0 |
| DOOLEY ELEM | 96 | 94 | 2 | 0 | 0 | 0 | 100.0 |
| EARL, IRA ELEM | 153 | 119 | 8 | 0 | 25 | 0 | 99.2 |
| EARL, MARION ELEM | 130 | 122 | 3 | 2 | 0 | 3 | 97.6 |
| EDWARDS ELEM | 153 | 115 | 13 | 0 | 23 | 1 | 98.3 |
| EISENBERG ELEM | 119 | 108 | 9 | 2 | 0 | 2 | 100.0 |
| ELIZONDO ELEM | 114 | 109 | 3 | 0 | 0 | 2 | 98.2 |
| FERRON ELEM | 111 | 104 | 0 | 0 | 5 | 0 | 98.1 |
| FITZGERALD ELEM | 93 | 83 | 4 | 5 | 1 | 5 | 100.0 |
| FONG ELEM | 142 | 132 | 4 | 0 | 1 | 3 | 96.4 |
| FRENCH ELEM | 105 | 93 | 0 | 9 | 3 | 9 | 100.0 |
| FYFE ELEM | 148 | 138 | 0 | 0 | 9 | 1 | 99.3 |
| GALLOWAY ELEM | 144 | 139 | 0 | 0 | 1 | 2 | 97.2 |
| GAREHIME ELEM | 161 | 152 | 6 | 0 | 1 | 0 | 98.7 |
| GIBSON ELEM | 143 | 139 | 0 | 1 | 2 | 1 | 99.3 |
| GILBERT ELEM | 75 | 70 | 3 | 0 | 0 | 0 | 97.2 |
| GOLDFARB, DAN | 151 | 131 | 7 | 0 | 9 | 0 | 97.0 |
| GOODSPRINGS | | 2 | 0 | 0 | 0 | 0 | |
| GRAGSON ELEM | 159 | 129 | 28 | 0 | 1 | 3 | 99.2 |
| GRAY ELEM | 116 | 103 | 13 | 0 | 0 | 1 | 100.0 |
| GRIFFITH ELEM | 64 | 50 | 4 | 1 | 9 | 1 | 100.0 |
| GUY, ADDELIAR | 120 | 111 | 0 | 6 | 2 | 8 | 99.1 |
| HANCOCK ELEM | 116 | 97 | 16 | 0 | 1 | 0 | 98.0 |
| HARMON ELEM | 113 | 98 | 6 | 0 | 8 | 0 | 99.0 |
| HARRIS ELEM | 113 | 106 | 1 | 0 | 0 | 1 | 94.6 |
| HEARD ELEM | 97 | 95 | 2 | 0 | 0 | 0 | 100.0 |
| HERR ELEM | 189 | 170 | 5 | 5 | 4 | 10 | 97.1 |
| HERRON ELEM | 159 | 86 | 1 | 0 | 66 | 5 | 93.5 |
| HEWETSON ELEM | 194 | 94 | 15 | 1 | 83 | 5 | 98.9 |
| HILL ELEM | 234 | 209 | 22 | 0 | 0 | 0 | 98.6 |
| HINMAN ELEM | 102 | 90 | 5 | 0 | 0 | 0 | 92.8 |
| HOGGARD ELEM | 101 | 94 | 7 | 0 | 0 | 0 | 100.0 |
| INDIAN SPG ELEM | 20 | 16 | 4 | 0 | 0 | 0 | 100.0 |
| JACOBSON ELEM | 130 | 127 | 1 | 1 | 1 | 2 | 100.0 |
| JYDSTRUP ELEM | 177 | 153 | 13 | 0 | 5 | 0 | 96.2 |
| KAHRE ELEM | 120 | 107 | 7 | 2 | 2 | 4 | 98.2 |
| KATZ ELEM | 117 | 99 | 10 | 2 | 6 | 3 | 100.0 |
| KELLY ELEM | 29 | 20 | 9 | 0 | 0 | 0 | 100.0 |
| KIM ELEM | 111 | 98 | 11 | 0 | 0 | 0 | 98.0 |
| KING, MARTHA ELEM | 186 | 173 | 10 | 0 | 0 | 0 | 98.3 |
| KING, MARTIN ELEM | 84 | 67 | 8 | 5 | 3 | 5 | 98.5 |
| LAKE ELEM | 188 | 152 | 13 | 0 | 20 | 0 | 98.1 |
| LAMPING ELEM | 81 | 79 | 0 | 0 | 0 | 0 | 97.5 |
| LINCOLN ELEM | 118 | 91 | 0 | 0 | 27 | 0 | 100.0 |
| LONG ELEM | 167 | 131 | 0 | 5 | 27 | 7 | 97.0 |
| LUMMIS ELEM | 144 | 140 | 1 | 1 | 0 | 3 | 98.6 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| LUNT ELEM | 126 | 70 | 53 | 0 | 7 | 0 | 106.1 |
| LYNCH ELEM | 151 | 124 | 0 | 0 | 25 | 3 | 98.4 |
| MACK ELEM | 158 | 155 | 0 | 1 | 0 | 0 | 98.7 |
| MACKEY ELEM | 82 | 81 | 0 | 0 | 0 | 0 | 98.8 |
| MADISON ELEM | 85 | 82 | 0 | 0 | 1 | 0 | 97.6 |
| MANCH ELEM | 189 | 155 | 19 | 0 | 13 | 0 | 98.7 |
| MAY ELEM | 144 | 141 | 0 | 0 | 2 | 0 | 99.3 |
| MC CALL ELEM | 81 | 59 | 13 | 0 | 6 | 0 | 95.2 |
| MCCAW ELEM | 70 | 66 | 2 | 0 | 0 | 0 | 97.1 |
| MC DONIEL ELEM | 108 | 104 | 0 | 0 | 0 | 0 | 96.3 |
| MCMILLAN ELEM | 177 | 163 | 12 | 5 | 1 | 11 | 102.5* |
| MCWILLIAMS ELEM | 88 | 69 | 7 | 0 | 9 | 4 | 95.8 |
| MENDOZA ELEM | 138 | 126 | 9 | 0 | 3 | 0 | 100.0 |
| MORROW, SUE ELEM | 150 | 141 | 6 | 1 | 0 | 1 | 98.6 |
| MOUNTAIN VIEW | 120 | 113 | 0 | 1 | 5 | 8 | 99.1 |
| MT CHARLESTON | | 2 | 0 | 0 | 0 | 0 | |
| NEWTON ELEM | 129 | 129 | 0 | 0 | 0 | 0 | 100.0 |
| PARADISE ELEM | 132 | 115 | 5 | 1 | 10 | 5 | 99.1 |
| PARK ELEM | 117 | 88 | 0 | 0 | 28 | 1 | 98.9 |
| PARSON ELEM | 89 | 85 | 5 | 0 | 0 | 0 | 101.2* |
| PERKINS ELEM | 33 | 26 | 0 | 3 | 2 | 2 | 92.9 |
| PIGGOTT ELEM | 144 | 141 | 6 | 0 | 0 | 0 | 102.2* |
| PITTMAN ELEM | 88 | 59 | 12 | 5 | 10 | 3 | 96.7 |
| RED ROCK ELEM | 110 | 101 | 0 | 6 | 3 | 4 | 100.0 |
| REED ELEM | 103 | 98 | 0 | 0 | 3 | 0 | 98.0 |
| REID ELEM | | 2 | 4 | 0 | 0 | 0 | |
| RHODES, BETSEY | 186 | 174 | 7 | 1 | 0 | 10 | 97.8 |
| ROBERTS, AGGI | 131 | 125 | 1 | 4 | 0 | 3 | 99.2 |
| RONNOW ELEM | 161 | 119 | 0 | 11 | 29 | 12 | 98.3 |
| RONZONE ELEM | 116 | 111 | 0 | 1 | 4 | 6 | 100.0 |
| ROWE ELEM | 134 | 82 | 10 | 0 | 26 | 5 | 83.7 |
| RUNDLE ELEM | 136 | 123 | 0 | 3 | 10 | 8 | 100.0 |
| SANDY VALLEY | 21 | 17 | 4 | 0 | 0 | 0 | 100.0 |
| SEWELL ELEM | 134 | 132 | 0 | 1 | 0 | 7 | 99.2 |
| SMITH ELEM | 104 | 98 | 5 | 0 | 2 | 0 | 101.0* |
| SQUIRES ELEM | 131 | 68 | 4 | 0 | 55 | 0 | 94.4 |
| STANFORD ELEM | 118 | 112 | 0 | 0 | 6 | 0 | 100.0 |
| SUNRISE ACRES | 107 | 64 | 40 | 0 | 0 | 0 | 95.5 |
| TATE ELEM | 105 | 83 | 7 | 0 | 12 | 1 | 96.5 |
| TAYLOR ELEM | 58 | 53 | 3 | 0 | 0 | 0 | 96.4 |
| THOMAS ELEM | 186 | 99 | 7 | 4 | 62 | 6 | 87.6 |
| TOBLER ELEM | 122 | 122 | 0 | 0 | 0 | 0 | 100.0 |
| TOMIYASU ELEM | 107 | 98 | 6 | 0 | 0 | 0 | 97.0 |
| TREEM ELEM | 273 | 266 | 5 | 1 | 0 | 0 | 99.6 |
| TWIN LAKES ELEM | 97 | 63 | 7 | 4 | 19 | 5 | 94.0 |
| ULLOM ELEM | 113 | 91 | 6 | 0 | 13 | 0 | 96.8 |
| VANDERBURG, JOHN | 126 | 119 | 3 | 0 | 1 | 2 | 97.5 |
| VEGAS VERDES | 99 | 83 | 15 | 0 | 0 | 1 | 98.8 |
| VIRGIN VALLEY | 79 | 66 | 2 | 3 | 6 | 2 | 97.1 |
| WARREN ELEM | 100 | 84 | 3 | 0 | 11 | 0 | 97.7 |
| WASDEN ELEM | 95 | 90 | 0 | 0 | 1 | 1 | 95.7 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| WENGERT ELEM | 164 | 151 | 0 | 1 | 8 | 3 | 97.4 |
| WHITNEY ELEM | 121 | 100 | 10 | 2 | 5 | 3 | 96.2 |
| WILHELM, E. ELEM | 116 | 107 | 0 | 0 | 6 | 4 | 97.3 |
| WILLIAMS ELEM | 159 | 90 | 9 | 0 | 55 | 0 | 94.7 |
| WOLFE, EVA ELEM | 118 | 107 | 5 | 0 | 3 | 0 | 97.3 |
| WOOLLEY ELEM | 371 | 315 | 0 | 0 | 51 | 6 | 98.4 |
| WYNN ELEM | 118 | 101 | 13 | 0 | 0 | 4 | 96.2 |
| BECKER MIDDLE | 542 | 491 | 39 | 2 | 4 | 8 | 98.8 |
| BRIDGER MIDDLE | 413 | 312 | 25 | 3 | 59 | 17 | 95.7 |
| BRINLEY MIDDLE | 418 | 396 | 12 | 0 | 6 | 2 | 99.0 |
| BROWN MIDDLE | 366 | 350 | 1 | 4 | 6 | 6 | 98.6 |
| BURKHOLDER MIDD | 480 | 438 | 26 | 2 | 5 | 10 | 98.0 |
| CANNON MIDDLE | 310 | 263 | 32 | 0 | 12 | 8 | 98.9 |
| CASHMAN MIDDLE | 423 | 310 | 25 | 10 | 64 | 51 | 95.7 |
| CORTNEY MIDDLE | 482 | 419 | 26 | 2 | 24 | 8 | 97.4 |
| FREMONT MIDDLE | 409 | 284 | 107 | 4 | 6 | 16 | 97.3 |
| GARRETT MIDDLE | 207 | 179 | 26 | 0 | 0 | 2 | 98.9 |
| GARSIDE MIDDLE | 391 | 326 | 39 | 5 | 0 | 8 | 93.9 |
| GIBSON MIDDLE | 300 | 285 | 0 | 0 | 12 | 3 | 99.0 |
| GREENSPUN MIDDLE | 544 | 508 | 28 | 2 | 5 | 6 | 99.8 |
| GUINN MIDDLE | 456 | 431 | 0 | 0 | 13 | 7 | 97.3 |
| HYDE PARK MIDDLE | 373 | 327 | 10 | 15 | 14 | 22 | 97.9 |
| INDIAN SPRINGS JR | 28 | 21 | 7 | 0 | 0 | 0 | 100.0 |
| JOHNSON MIDDLE | 590 | 559 | 16 | 2 | 5 | 28 | 98.6 |
| KELLER MIDDLE | 556 | 489 | 31 | 5 | 25 | 19 | 98.8 |
| KNUDSON MIDDLE | 335 | 284 | 23 | 2 | 19 | 8 | 97.6 |
| LAUGHLIN JR HS | 70 | 68 | 0 | 0 | 1 | 1 | 98.6 |
| LIED MIDDLE | 483 | 456 | 21 | 1 | 2 | 2 | 99.3 |
| LYON MIDDLE | 146 | 139 | 0 | 2 | 3 | 2 | 98.6 |
| MARTIN MIDDLE | 359 | 259 | 70 | 11 | 10 | 5 | 96.6 |
| MOLASKY MIDDLE | 532 | 503 | 24 | 1 | 1 | 1 | 99.4 |
| O CALLAGHAN MIDD | 611 | 582 | 0 | 0 | 29 | 21 | 100.0 |
| ORR MIDDLE | 437 | 314 | 31 | 0 | 87 | 4 | 98.4 |
| ROBISON MIDDLE | 519 | 429 | 0 | 7 | 50 | 27 | 92.9 |
| SANDY VALLEY MIDD | 20 | 16 | 4 | 0 | 0 | 0 | 100.0 |
| SAWYER MIDDLE | 708 | 664 | 9 | 0 | 22 | 29 | 98.1 |
| SILVESTRI MIDDLE | 493 | 484 | 0 | 0 | 7 | 2 | 99.6 |
| SMITH MIDDLE | 316 | 208 | 104 | 0 | 0 | 5 | 98.1 |
| SWAINSTON MIDDLE | 438 | 421 | 0 | 1 | 4 | 13 | 97.2 |
| VIRGIN VALLEY HIGH | 130 | 110 | 19 | 1 | 0 | 3 | 100.0 |
| VON TOBEL MIDDLE | 496 | 367 | 25 | 16 | 87 | 7 | 99.7 |
| WEST MIDDLE | 536 | 408 | 81 | 11 | 26 | 33 | 97.6 |
| WHITE MIDDLE | 530 | 506 | 12 | 3 | 3 | 8 | 98.8 |
| WOODBURY MIDDLE | 372 | 337 | 26 | 5 | 0 | 13 | 98.8 |
| ADV TECH ACAD | 186 | 186 | 0 | 0 | 0 | 0 | 100.0 |
| BASIC HS | 716 | 655 | 29 | 10 | 1 | 33 | 96.9 |
| BONANZA HS | 717 | 663 | 38 | 8 | 0 | 17 | 98.8 |
| BOULDER HS | 204 | 170 | 20 | 3 | 0 | 17 | 93.9 |
| CHAPARRAL HS | 743 | 635 | 6 | 3 | 26 | 88 | 89.7 |
| CHEYENNE HS | 630 | 566 | 0 | 8 | 6 | 76 | 91.9 |
| CIMARRON MEM. HS | 763 | 733 | 3 | 3 | 0 | 25 | 96.8 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| CLARK HS | 569 | 467 | 0 | 9 | 77 | 38 | 96.7 |
| DURANGO HS | 839 | 748 | 62 | 1 | 0 | 29 | 96.4 |
| ELDORADO HS | 628 | 513 | 57 | 1 | 33 | 23 | 95.5 |
| GREEN VLY HS | 894 | 864 | 0 | 3 | 17 | 27 | 98.9 |
| INDIAN SPRINGS HS | 37 | 31 | 6 | 0 | 0 | 0 | 100.0 |
| L V A I S P A HIGH | 309 | 301 | 7 | 0 | 0 | 1 | 99.7 |
| LAS VEGAS HS | 799 | 648 | 48 | 58 | 6 | 42 | 94.3 |
| LAUGHLIN HS | 50 | 50 | 0 | 0 | 0 | 0 | 100.0 |
| MOAPA VALLEY HS | 170 | 161 | 0 | 1 | 3 | 4 | 97.0 |
| MOJAVE HS | 754 | 663 | 64 | 2 | 11 | 15 | 97.9 |
| PALO VERDE HS | 728 | 689 | 11 | 4 | 0 | 28 | 96.6 |
| RANCHO HS | 846 | 650 | 149 | 6 | 15 | 42 | 96.2 |
| S N V T C | 425 | 408 | 8 | 4 | 0 | 9 | 98.8 |
| SILVERADO HS | 885 | 804 | 8 | 5 | 23 | 79 | 94.7 |
| VALLEY HS | 748 | 605 | 113 | 3 | 8 | 24 | 97.0 |
| VIRGIN VLY HS | 160 | 130 | 24 | 2 | 1 | 6 | 97.7 |
| WESTERN HS | 564 | 498 | 25 | 5 | 18 | 22 | 96.5 |
| **DOUGLAS** | | | | | | | |
| GARDNERVILLE | 83 | 81 | 2 | 1 | 0 | 0 | 101.3* |
| JACKS VALLEY ELEM | 68 | 61 | 3 | 3 | 1 | 0 | 100.0 |
| MENELEY, C.C. ELEM | 102 | 92 | 7 | 3 | 0 | 0 | 100.0 |
| MINDEN ELEM | 65 | 65 | 0 | 0 | 0 | 0 | 100.0 |
| PINON HILLS ELEM | 59 | 58 | 0 | 1 | 0 | 0 | 100.0 |
| SCARSELLI ELEM | 99 | 94 | 0 | 5 | 0 | 0 | 100.0 |
| ZEPHYR COVE ELEM | 75 | 67 | 1 | 2 | 5 | 0 | 100.0 |
| CARSON VALLEY MS | 277 | 270 | 0 | 4 | 0 | 3 | 98.9 |
| KINGSBURY MIDDLE | 63 | 56 | 3 | 1 | 2 | 1 | 98.2 |
| PAU-WA-LU MS | 262 | 249 | 1 | 8 | 0 | 4 | 98.4 |
| DOUGLAS HS | 489 | 472 | 0 | 2 | 3 | 0 | 97.5 |
| WHITTELL HS | 65 | 62 | 0 | 1 | 0 | 2 | 96.9 |
| **ELKO** | | | | | | | |
| CARLIN ELEM | 33 | 32 | 0 | 0 | 0 | 1 | 97.0 |
| CURRIE ELEM | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| ELKO GRAMMAR #2 | 82 | 76 | 0 | 4 | 0 | 2 | 97.4 |
| JACKPOT ELEM | 21 | 19 | 0 | 0 | 2 | 0 | 100.0 |
| MONTELLO ELEM | 4 | 4 | 0 | 0 | 0 | 0 | 100.0 |
| MOUND VALLEY | 2 | 2 | 0 | 0 | 0 | 0 | 100.0 |
| MOUNTAIN VIEW ES | 132 | 130 | 0 | 2 | 0 | 0 | 100.0 |
| NORTHSIDE ELEM | 82 | 72 | 0 | 2 | 5 | 3 | 96.0 |
| OWYHEE ELEM | 19 | 19 | 0 | 0 | 0 | 0 | 100.0 |
| RUBY VALLEY ELEM | 2 | 2 | 0 | 0 | 0 | 0 | 100.0 |
| SAGE ELEM | 102 | 102 | 0 | 0 | 0 | 0 | 100.0 |
| SOUTHSIDE ELEM | 89 | 84 | 0 | 0 | 0 | 5 | 94.4 |
| SPRING CREEK | 141 | 138 | 1 | 0 | 0 | 2 | 98.6 |
| WELLS ELEM | 31 | 30 | 0 | 1 | 0 | 0 | 100.0 |
| WEST WENDOVER | 71 | 67 | 0 | 0 | 0 | 4 | 94.4 |
| CARLIN HS (8) | 38 | 38 | 0 | 0 | 0 | 0 | 100.0 |
| CURRIE ELEM | 2 | 2 | 0 | 0 | 0 | 0 | 100.0 |
| ELKO JR HS | 351 | 339 | 0 | 4 | 1 | 7 | 98.0 |
| JACKPOT HS (8) | 30 | 28 | 0 | 1 | 1 | 0 | 100.0 |
| JARBIDGE ELEM | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| MONTELLO ELEM | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| OWYHEE HS (8) | 33 | 29 | 0 | 3 | 0 | 1 | 96.7 |
| RUBY VALLEY E | 3 | 3 | 0 | 0 | 0 | 0 | 100.0 |
| SPRING CRK JH | 231 | 219 | 7 | 3 | 1 | 1 | 99.5 |
| W WENDOVER HS (8) | 67 | 64 | 0 | 0 | 3 | 0 | 100.0 |
| WELLS HS (8) | 40 | 39 | 0 | 0 | 1 | 1 | 100.0 |
| CARLIN HS | 38 | 37 | 0 | 0 | 0 | 1 | 97.4 |
| ELKO HS | 355 | 338 | 12 | 2 | 0 | 3 | 99.1 |
| JACKPOT HS | 23 | 22 | 0 | 1 | 0 | 0 | 100.0 |
| JARBIDGE ELEM | 0 | 0 | 0 | 0 | 0 | 0 | |
| OWYHEE HS | 20 | 15 | 0 | 2 | 0 | 3 | 83.3 |
| SPRING CREEK HS | 203 | 198 | 0 | 0 | 0 | 5 | 97.5 |
| W. WENDOVER HS | 72 | 60 | 0 | 1 | 7 | 4 | 93.8 |
| WELLS HS | 34 | 32 | 0 | 1 | 1 | 2 | 100.0 |
| **ESMERALDA** | | | | | | | |
| DYER ELEM | 4 | 4 | 0 | 0 | 0 | 0 | 100.0 |
| GOLDFIELD ELEM | 3 | 2 | 0 | 0 | 0 | 1 | 66.7 |
| SILVER PEAK ELEM | 3 | 3 | 0 | 0 | 0 | 0 | 100.0 |
| DYER ELEM (8) | 7 | 7 | 0 | 0 | 0 | 0 | 100.0 |
| GOLDFIELD (8) | 7 | 7 | 0 | 0 | 0 | 0 | 100.0 |
| SILVER PEAK (8) | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| **EUREKA** | | | | | | | |
| BEOWAWE ELEM | 11 | 9 | 1 | 0 | 0 | 1 | 90.0 |
| EUREKA ELEM | 17 | 16 | 0 | 0 | 0 | 1 | 94.1 |
| EUREKA HS (8) | 22 | 20 | 2 | 0 | 0 | 0 | 100.0 |
| EUREKA HS | 30 | 21 | 0 | 7 | 0 | 2 | 91.3 |
| **HUMBOLDT** | | | | | | | |
| GRASS VALLEY | 110 | 106 | 3 | 1 | 0 | 0 | 100.0 |
| JACKSON MTN ELEM | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| KING'S RIVER ELEM | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| LEONARD CREEK | 2 | 2 | 0 | 0 | 0 | 0 | 100.0 |
| MCDERMITT ELEM | 19 | 19 | 0 | 0 | 0 | 0 | 100.0 |
| OROVADA ELEM | 8 | 8 | 0 | 0 | 0 | 0 | 100.0 |
| PARADISE VALLEY | 6 | 6 | 0 | 0 | 0 | 0 | 100.0 |
| SONOMA HEIGHT | 121 | 114 | 0 | 5 | 2 | 0 | 100.0 |
| WINNEMUCCA GR. | 62 | 58 | 3 | 1 | 0 | 0 | 100.0 |
| DENIO ELEM | 3 | 3 | 0 | 0 | 0 | 0 | 100.0 |
| JACKSON MTN ELEM | 3 | 3 | 0 | 0 | 0 | 0 | 100.0 |
| KING S RIVER | 2 | 2 | 0 | 0 | 0 | 0 | 100.0 |
| MCDERMITT HS (8) | 18 | 17 | 0 | 0 | 1 | 0 | 100.0 |
| OROVADA ELEM (8) | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| PARADISE VALL (8) | 6 | 6 | 0 | 0 | 0 | 0 | 100.0 |
| WINNEMUCCA JR | 322 | 298 | 13 | 3 | 7 | 1 | 99.7 |
| LOWRY HS | 289 | 276 | 0 | 3 | 0 | 8 | 96.5 |
| MCDERMITT HS | 25 | 25 | 0 | 0 | 0 | 0 | 100.0 |
| **LANDER** | | | | | | | |
| AUSTIN ELEM | 5 | 4 | 0 | 1 | 0 | 0 | 100.0 |
| ELEANOR, LEMAIRE | 135 | 129 | 0 | 2 | 4 | 0 | 100.0 |
| AUSTIN HS (8) | 7 | 7 | 0 | 0 | 0 | 0 | 100.0 |
| BATTLE MTN JR HS | 115 | 110 | 0 | 0 | 2 | 1 | 97.3 |
| AUSTIN HS | 6 | 6 | 0 | 0 | 0 | 0 | 100.0 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| BATTLE MTN HS | 102 | 99 | 0 | 3 | 0 | 2 | 100.0 |
| **LINCOLN** | | | | | | | |
| CALIENTE ELEM | 25 | 25 | 0 | 0 | 0 | 0 | 100.0 |
| PANACA ELEM | 8 | 8 | 0 | 0 | 0 | 0 | 100.0 |
| PAHRANAGAT VAL. | 16 | 16 | 0 | 0 | 0 | 0 | 100.0 |
| PIOCHE ELEM | 9 | 9 | 0 | 0 | 0 | 0 | 100.0 |
| MEADOW VALLEY | 38 | 38 | 0 | 0 | 0 | 0 | 100.0 |
| PAHRANAGAT (8) | 22 | 22 | 0 | 0 | 0 | 0 | 100.0 |
| LINCOLN HS | 49 | 49 | 0 | 0 | 0 | 0 | 100.0 |
| PAHRANAGAT HS | 22 | 22 | 0 | 0 | 0 | 0 | 100.0 |
| **LYON** | | | | | | | |
| COTTONWOOD | 68 | 62 | 0 | 6 | 0 | 0 | 100.0 |
| DAYTON ELEM | 72 | 63 | 6 | 1 | 1 | 0 | 98.4 |
| FERNLEY ELEM | 56 | 51 | 1 | 4 | 0 | 0 | 100.0 |
| SILVER SPRINGS | 93 | 89 | 0 | 3 | 0 | 1 | 98.9 |
| SMITH VALLEY ELEM | 22 | 20 | 0 | 1 | 1 | 0 | 100.0 |
| SUTRO ELEM | 63 | 62 | 0 | 1 | 0 | 0 | 100.0 |
| YERINGTON ELEM | 122 | 99 | 16 | 6 | 0 | 1 | 99.0 |
| DAYTON INTER. | 137 | 135 | 0 | 2 | 0 | 0 | 100.0 |
| FERNLEY INTER. | 131 | 124 | 0 | 4 | 0 | 3 | 97.6 |
| SILVER STAGE MIDD | 96 | 94 | 0 | 2 | 0 | 0 | 100.0 |
| SMITH VALLEY HS (8) | 16 | 16 | 0 | 0 | 0 | 0 | 100.0 |
| YERINGTON INTER. | 136 | 124 | 0 | 8 | 3 | 1 | 99.2 |
| DAYTON HS | 164 | 158 | 0 | 5 | 0 | 0 | 99.4 |
| FERNLEY HS | 189 | 178 | 0 | 4 | 2 | 5 | 97.3 |
| SMITH VALLEY HS | 14 | 14 | 0 | 0 | 0 | 0 | 100.0 |
| YERINGTON HS | 125 | 122 | 0 | 1 | 1 | 1 | 99.2 |
| **MINERAL** | | | | | | | |
| HAWTHORNE ELEM | 77 | 77 | 0 | 0 | 0 | 0 | 100.0 |
| MINA ELEM | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| SCHURZ ELEM | 20 | 20 | 0 | 0 | 0 | 0 | 100.0 |
| HAWTHORNE EL (8) | 68 | 68 | 0 | 0 | 0 | 0 | 100.0 |
| SCHURZ ELEM (8) | 13 | 13 | 0 | 0 | 0 | 0 | 100.0 |
| MINERAL HS | 54 | 51 | 0 | 0 | 0 | 0 | 94.4 |
| **NYE** | | | | | | | |
| AMARGOSA VALLEY | 18 | 14 | 0 | 0 | 4 | 0 | 100.0 |
| BEATTY ELEM | 26 | 26 | 0 | 0 | 0 | 0 | 100.0 |
| DUCKWATER ELEM | 5 | 4 | 1 | 0 | 0 | 0 | 100.0 |
| GABBS ELEM | 11 | 11 | 0 | 0 | 0 | 0 | 100.0 |
| JOHNSON ELEM | 87 | 80 | 4 | 0 | 1 | 2 | 97.6 |
| MANSE ELEM | 77 | 66 | 10 | 0 | 0 | 1 | 98.5 |
| MT CHARLESTON | 96 | 88 | 8 | 0 | 0 | 0 | 100.0 |
| ROUND MNT ELEM | 40 | 31 | 4 | 2 | 0 | 2 | 91.2 |
| SILVER RIM ELEM | 28 | 26 | 0 | 0 | 0 | 2 | 92.9 |
| TONOPAH ELEM | 16 | 15 | 1 | 0 | 0 | 0 | 100.0 |
| AMARGOSA VALL (8) | 19 | 16 | 1 | 1 | 1 | 0 | 100.0 |
| BEATTY ELEM (8) | 21 | 21 | 0 | 0 | 0 | 0 | 100.0 |
| CLARKE MIDDLE | 271 | 260 | 10 | 0 | 0 | 3 | 99.6 |
| DUCKWATER EL (8) | 1 | 1 | 0 | 0 | 0 | 0 | 100.0 |
| GABBS HS (8) | 8 | 8 | 0 | 0 | 0 | 0 | 100.0 |
| ROUND MTN JR HS | 27 | 25 | 0 | 2 | 0 | 0 | 100.0 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| TONOPAH ELEM (8) | 53 | 51 | 0 | 2 | 0 | 0 | 100.0 |
| BEATTY HS | 31 | 29 | 0 | 2 | 0 | 0 | 100.0 |
| GABBS HS | 11 | 11 | 0 | 0 | 0 | 0 | 100.0 |
| PAHRUMP HS | 262 | 216 | 18 | 8 | 0 | 14 | 91.5 |
| ROUND MTN HS | 34 | 29 | 2 | 2 | 0 | 1 | 96.7 |
| TONOPAH HS | 76 | 69 | 7 | 0 | 0 | 0 | 100.0 |
| **PERSHING** | | | | | | | |
| IMLAY ELEM | | 8 | 3 | 0 | 0 | 0 | |
| LOVELOCK ELEM | | 59 | 7 | 0 | 3 | 1 | |
| PERSHING MIDDLE | | 65 | 0 | 0 | 1 | 0 | |
| PERSHING HS | | 65 | 0 | 2 | 0 | 0 | |
| **STOREY** | | | | | | | |
| GALLAGHER ELEM | | 30 | 0 | 0 | 0 | 0 | |
| HILLSIDE ELEM | | 13 | 0 | 0 | 0 | 0 | |
| VIRGINA CITY MIDD | | 45 | 0 | 0 | 0 | 0 | |
| VIRGINA CITY HS | | 35 | 0 | 0 | 0 | 0 | |
| **WASHOE** | | | | | | | |
| ALLEN ELEM | 74 | 74 | 0 | 0 | 0 | 0 | 100.0 |
| ANDERSON ELEM | 73 | 63 | 3 | 2 | 3 | 2 | 96.9 |
| BEASLEY ELEM | 106 | 98 | 6 | 2 | 0 | 0 | 100.0 |
| BECK ELEM | 79 | 76 | 3 | 0 | 0 | 0 | 100.0 |
| BENNETT ELEM | 58 | 46 | 8 | 2 | 2 | 0 | 100.0 |
| BOOTH ELEM | 80 | 71 | 0 | 0 | 0 | 9 | 88.8 |
| BROWN ELEM | 72 | 66 | 3 | 2 | 0 | 1 | 98.5 |
| CANNAN ELEM | 57 | 43 | 4 | 0 | 10 | 0 | 100.0 |
| CAUGHLIN RANCH | 67 | 66 | 1 | 0 | 0 | 0 | 100.0 |
| CORBETT ELEM | 80 | 59 | 0 | 5 | 16 | 0 | 100.0 |
| DESERT HEIGHT | 67 | 49 | 16 | 2 | 0 | 0 | 100.0 |
| DIEDRICHSEN ELEM | 56 | 56 | 0 | 0 | 0 | 0 | 100.0 |
| DODSON ELEM | 84 | 78 | 1 | 2 | 1 | 2 | 97.5 |
| DONNER SPRINGS | 84 | 80 | 0 | 4 | 0 | 0 | 100.0 |
| DRAKE ELEM | 70 | 63 | 0 | 5 | 2 | 0 | 100.0 |
| DUNCAN ELEM | 98 | 71 | 0 | 4 | 23 | 0 | 100.0 |
| DUNN ELEM | 91 | 82 | 0 | 9 | 0 | 0 | 100.0 |
| ELMCREST ELEM | 86 | 77 | 4 | 2 | 0 | 3 | 96.3 |
| GOMES ELEM | 77 | 69 | 3 | 4 | 0 | 1 | 98.6 |
| GOMM ELEM | 99 | 94 | 4 | 1 | 0 | 0 | 100.0 |
| GREENBRAE ELEM | 62 | 55 | 0 | 6 | 1 | 0 | 100.0 |
| HIDDEN VALLEY | 39 | 37 | 1 | 0 | 0 | 1 | 97.4 |
| HUFFAKER ELEM | 96 | 90 | 3 | 0 | 0 | 3 | 96.8 |
| HUNSBERGER ELEM | 93 | 87 | 6 | 0 | 0 | 0 | 100.0 |
| HUNTER LAKE ELEM | 60 | 56 | 3 | 0 | 0 | 1 | 98.2 |
| INCLINE ELEM | 124 | 110 | 0 | 0 | 13 | 1 | 99.1 |
| JOHNSON ELEM | 8 | 8 | 0 | 0 | 0 | 0 | 100.0 |
| JUNIPER ELEM | 84 | 76 | 5 | 1 | 1 | 1 | 98.7 |
| LEMMON VALLEY | 89 | 78 | 11 | 0 | 0 | 0 | 100.0 |
| LENZ ELEM | 63 | 56 | 6 | 0 | 1 | 0 | 100.0 |
| LINCOLN PARK ELEM | 71 | 58 | 4 | 4 | 5 | 0 | 100.0 |
| LODER ELEM | 68 | 56 | 5 | 2 | 5 | 0 | 100.0 |
| MATHEWS, B. ELEM | 88 | 69 | 9 | 0 | 10 | 0 | 100.0 |
| MAXWELL ELEM | 71 | 54 | 7 | 4 | 4 | 2 | 96.4 |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| MITCHELL ELEM | 55 | 47 | 0 | 7 | 1 | 0 | 100.0 |
| MOSS ELEM | 70 | 67 | 0 | 2 | 0 | 1 | 98.5 |
| MOUNT ROSE ELEM | 48 | 45 | 0 | 2 | 0 | 1 | 97.8 |
| NATCHEZ ELEM | 24 | 18 | 0 | 0 | 0 | 3 | 75.0 |
| PALMER ELEM | 76 | 73 | 0 | 1 | 2 | 0 | 100.0 |
| PEAVINE ELEM | 64 | 63 | 0 | 1 | 0 | 0 | 100.0 |
| PLEASANT VALLEY | 86 | 76 | 9 | 0 | 1 | 0 | 100.0 |
| RISLEY ELEM | 101 | 85 | 7 | 1 | 1 | 8 | 92.4 |
| SIERRA VISTA ELEM | 57 | 36 | 8 | 2 | 11 | 0 | 100.0 |
| SILVER LAKE ELEM | 75 | 70 | 2 | 3 | 0 | 0 | 100.0 |
| SMITH, ALICE ELEM | 80 | 78 | 0 | 0 | 1 | 0 | 98.7 |
| SMITH, KATE ELEM | 50 | 30 | 0 | 5 | 14 | 1 | 96.8 |
| SMITHRIDGE ELEM | 80 | 67 | 0 | 2 | 11 | 0 | 100.0 |
| SPANISH SPRINGS | 137 | 130 | 2 | 4 | 0 | 1 | 99.2 |
| STEAD ELEM | 96 | 82 | 8 | 0 | 6 | 0 | 100.0 |
| SUN VALLEY ELEM | 90 | 21 | 5 | 4 | 9 | 51 | 29.2 |
| TAYLOR ELEM | 121 | 120 | 0 | 1 | 0 | 0 | 100.0 |
| TOWLES ELEM | 65 | 62 | 0 | 3 | 0 | 0 | 100.0 |
| VERDI ELEM | 46 | 42 | 4 | 0 | 0 | 0 | 100.0 |
| VETERANS MEM. | 67 | 60 | 1 | 0 | 5 | 1 | 98.4 |
| WARNER ELEM | 75 | 72 | 0 | 0 | 2 | 1 | 98.6 |
| WESTERGARD ELEM | 92 | 90 | 0 | 1 | 0 | 1 | 98.9 |
| WHITEHEAD ELEM | 91 | 86 | 5 | 0 | 0 | 0 | 100.0 |
| WINNEMUCCA, S. | 102 | 98 | 4 | 0 | 0 | 0 | 100.0 |
| BILLINGHURST MIDD | 544 | 522 | 0 | 16 | 0 | 6 | 98.9 |
| CLAYTON MIDDLE | 329 | 304 | 0 | 5 | 15 | 3 | 98.4 |
| DILWORTH MIDDLE | 318 | 274 | 21 | 1 | 8 | 14 | 95.1 |
| GERLACH HIGH | 6 | 6 | 0 | 0 | 0 | 0 | 100.0 |
| INCLINE MIDDLE | 121 | 93 | 14 | 1 | 11 | 2 | 97.9 |
| MENDIVE MIDDLE | 448 | 422 | 15 | 7 | 0 | 4 | 99.1 |
| O BRIEN MIDDLE | 402 | 382 | 3 | 12 | 0 | 5 | 98.7 |
| PINE MIDDLE | 431 | 407 | 0 | 9 | 7 | 8 | 98.1 |
| SPARKS MIDDLE | 411 | 381 | 1 | 2 | 13 | 7 | 96.5 |
| SWOPE MIDDLE | 395 | 381 | 5 | 0 | 4 | 5 | 98.7 |
| TRANER MIDDLE | 263 | 191 | 0 | 33 | 36 | 3 | 98.5 |
| VAUGHN MIDDLE | 312 | 297 | 0 | 0 | 0 | 15 | 95.2 |
| GALENA HS | 390 | 366 | 0 | 0 | 10 | 14 | 96.3 |
| GERLACH HS | 16 | 15 | 0 | 0 | 0 | 1 | 93.8 |
| HUG HS | 589 | 502 | 10 | 0 | 0 | 77 | 86.7 |
| I CAN DO HS | 66 | 33 | 0 | 0 | 0 | 1 | 50.0 |
| INCLINE HS | 119 | 100 | 5 | 0 | 6 | 8 | 92.6 |
| MCQUEEN HS | 500 | 477 | 0 | 4 | 3 | 16 | 96.8 |
| REED HS | 650 | 605 | 9 | 1 | 2 | 33 | 94.8 |
| RENO HS | 456 | 411 | 1 | 8 | 4 | 33 | 92.8 |
| SPARKS HS | 509 | 433 | 20 | 6 | 1 | 49 | 89.8 |
| WOOSTER HS | 457 | 354 | 0 | 0 | 56 | 47 | 88.3 |
| **WHITE PINE** | | | | | | | |
| BAKER ELEM | | 6 | 0 | 0 | 0 | 0 | |
| LUND ELEM | | 7 | 0 | 0 | 0 | 0 | |
| MC GILL ELEM | | 23 | 0 | 0 | 0 | 0 | |
| MOUNTAIN VIEW | | 96 | 0 | 0 | 0 | 0 | |

**Appendix A cont.**

| Schools | Enrolled | Regular Conditions | Special Conditions | DNT-IEP Exempt | DNT-LAS Exempt | DNT-no exemption | % Tested |
|---|---|---|---|---|---|---|---|
| BAKER ELEM (8) | | 3 | 0 | 0 | 0 | 0 | |
| LUND HS (8) | | 10 | 0 | 0 | 0 | 0 | |
| WHITE PINE MIDDLE | | 124 | 0 | 7 | 0 | 0 | |
| LUND HS | | 15 | 0 | 0 | 0 | 0 | |
| WHITE PINE CO HS | | 110 | 0 | 0 | 0 | 0 | |

Please note that enrollment figures were not available for all school districts and schools at the time of this writing. Additionally, students categorized as being exempt from testing as a result of a 504 Plan have been included in the IEP exemption category.

Data presented in Appendix A were taken from data tables provided by CTB/McGraw-Hill. For 1998-99, CTB has provided accountability tables for the State of Nevada. Review of the accountability data tables and Structural Organizational Count table, also provided by CTB, revealed several coding errors at the school and/or school district level. Typical errors involved the miscoding of group information sheets for students tested under special conditions and students who were not tested. To the extent possible, coding errors were reviewed with district personnel and resolved. In several cases coding errors were not fully resolved and, at least in several instances, this is evidenced within the table for schools (*) who tested greater than 100% of their students.

**Appendix B.** State, district, and school level performance (national percentile scores) in reading, language, math, and science among students tested under special conditions.

| | Reading | Language | Math | Science |
|---|---|---|---|---|
| **State of Nevada** | | | | |
| 4th Grade | 14 | 10 | 14 | 18 |
| 8th Grade | 10 | 10 | 7 | 17 |
| 10th Grade | 8 | 14 | 10 | 27 |
| **Carson City (a) (b)** | | | | |
| **Churchill County (b)** | | | | |
| Clark County | | | | |
| 4th Grade | 12 | 10 | 14 | 16 |
| 8th Grade | 9 | 10 | 7 | 16 |
| 10th Grade | 8 | 14 | 10 | 27 |
| ADAMS ELEM | 14 | 7 | 8 | 18 |
| ALLEN, DEAN | 15 | 11 | 20 | 20 |
| BARTLETT ELEM | 31 | 19 | 29 | 33 |
| CHRISTENSEN E | 7 | 4 | 16 | 10 |
| CORTEZ ELEM | 16 | 23 | 22 | 17 |
| CRESTWOOD ELEM | 17 | 14 | 22 | 23 |
| DECKER ELEM | 20 | 14 | 9 | 23 |
| EDWARDS ELEM | 20 | 10 | 11 | 28 |
| GRAGSON ELEM | 7 | 7 | 10 | 8 |
| GRAY ELEM | 7 | 8 | 5 | 12 |
| HANCOCK ELEM | 8 | 8 | 16 | 14 |
| HEWETSON ELEM | 8 | 6 | 16 | 14 |
| HILL ELEM | 10 | 10 | 16 | 14 |
| JYDSTRUP ELEM | 6 | 6 | 8 | 8 |
| KATZ ELEM | 48 | 27 | 22 | 55 |
| KIM ELEM | 13 | 18 | 29 | 22 |
| KING, MARTHA ELEM | 20 | 5 | 21 | 26 |
| MANCH ELEM | 3 | 3 | 3 | 2 |
| MCMILLAN ELEM | 30 | 26 | 27 | 36 |
| ROWE ELEM | 3 | 7 | 4 | 6 |
| VEGAS VERDES ELEM | 3 | 3 | 9 | 14 |
| WYNN ELEM | 6 | 9 | 17 | 5 |
| BECKER MIDDLE | 16 | 14 | 8 | 25 |
| BRIDGER MIDDLE | 6 | 5 | 3 | 13 |
| BRINLEY MIDDLE | 16 | 18 | 9 | 13 |
| CANNON MIDDLE | 20 | 14 | 8 | 31 |
| CASHMAN MIDDLE | 17 | 13 | 7 | 21 |
| CORTNEY MIDDLE | 7 | 6 | 4 | 16 |
| FREMONT MIDDLE | 7 | 12 | 8 | 14 |
| GARRETT MIDDLE | 11 | 9 | 10 | 22 |
| GARSIDE MIDDLE | 14 | 10 | 7 | 23 |
| GREENSPUN MIDDLE | 18 | 10 | 7 | 21 |
| JOHNSON MIDDLE | 7 | 4 | 1 | 3 |
| KELLER MIDDLE | 11 | 10 | 5 | 17 |
| KNUDSON MIDDLE | 6 | 8 | 3 | 14 |
| LIED MIDDLE | 28 | 22 | 12 | 28 |
| MARTIN MIDDLE | 5 | 11 | 9 | 10 |
| MOLASKY MIDDLE | 10 | 12 | 13 | 20 |
| ORR MIDDLE | 7 | 10 | 4 | 16 |

**Appendix B cont.**

| | Reading | Language | Math | Science |
|---|---|---|---|---|
| SMITH MIDDLE | 4 | 7 | 7 | 10 |
| VON TOBEL MIDDLE | 6 | 7 | 6 | 9 |
| WEST MIDDLE | 8 | 9 | 5 | 13 |
| WHITE MIDDLE | 13 | 8 | 18 | 29 |
| WOODBURY MIDDLE | 14 | 17 | 11 | 20 |
| BASIC HS | 7 | 14 | 7 | 33 |
| BONANZA HS | 6 | 10 | 5 | 26 |
| BOULDER HS | 13 | 18 | 21 | 35 |
| DURANGO HS | 13 | 19 | 23 | 29 |
| ELDORADO HS | 9 | 10 | 9 | 25 |
| LAS VEGAS HS | 6 | 9 | 6 | 25 |
| MOJAVE HS | 5 | 13 | 7 | 19 |
| RANCHO HS | 8 | 14 | 9 | 26 |
| VALLEY HS | 9 | 16 | 12 | 27 |
| VIRGIN VLY HS | 6 | 10 | 9 | 25 |
| WESTERN HS | 9 | 12 | 9 | 29 |
| **Douglas County (a) (b)** | | | | |
| 4th Grade | 24 | 13 | 25 | 21 |
| **Elko County (a) (b)** | | | | |
| **Esmeralda County (b)** | | | | |
| **Eureka County (a)** | | | | |
| **Humboldt County (a) (b)** | | | | |
| 8th Grade | 5 | 10 | 4 | 25 |
| WINNEMUCCA JR | 5 | 10 | 4 | 25 |
| **Lander County (b)** | | | | |
| **Lincoln County (b)** | | | | |
| **Lyon County (b)** | | | | |
| 4th Grade | 16 | 11 | 18 | 24 |
| YERINGTON ELEM | 12 | 11 | 18 | 22 |
| **Mineral County (b)** | | | | |
| **Nye County (a)** | | | | |
| 10th Grade | 14 | 11 | 8 | 32 |
| PAHRUMP HIGH | 15 | 9 | 9 | 31 |
| **Pershing County (b)** | | | | |
| 4th Grade | 9 | 3 | 12 | 24 |
| **Storey County (b)** | | | | |
| **Washoe County** | | | | |
| 4th Grade | 22 | 14 | 17 | 28 |
| 8th Grade | 17 | 13 | 8 | 25 |
| 10th Grade | 10 | 13 | 7 | 30 |
| DILWORTH MIDDLE | 20 | 11 | 5 | 20 |
| INCLINE MIDDLE | 14 | 14 | 23 | 23 |
| MENDIVE MIDDLE | 12 | 13 | 3 | 25 |
| SPARKS HIGH | 7 | 12 | 7 | 26 |
| **White Pine County (b)** | | | | |

(a) Too few students at one or more grades.

(b) No students tested under special conditions at one or more grades.

**Appendix C.** School performance among schools with 10 or more students tested under "regular" conditions. National percentile scores in reading, language, math, and science.

| | Reading | Language | Math | Science |
|---|---|---|---|---|
| **Carson City 4th** | | | | |
| BORDEWICH BRAY | 45 | 44 | 35 | 49 |
| EMPIRE ELEM | 35 | 30 | 28 | 41 |
| FREMONT ELEM | 49 | 42 | 40 | 52 |
| FRITSCH ELEM | 59 | 52 | 57 | 58 |
| MARK TWAIN ELEM | 42 | 39 | 32 | 42 |
| SEELIGER ELEM | 50 | 51 | 50 | 56 |
| **Carson City 8th** | | | | |
| CARSON MIDDLE | 60 | 55 | 64 | 57 |
| EAGLE VALLEY | 53 | 43 | 50 | 56 |
| **Carson City 10th** | | | | |
| CARSON HIGH | 64 | 58 | 64 | 63 |
| **Churchill County 4th** | | | | |
| E C BEST ELEM | 49 | 44 | 46 | 49 |
| LAHONTAN ELEM | 43 | 35 | 43 | 46 |
| NORTHSIDE ELEM | 53 | 49 | 67 | 57 |
| NUMA ELEM | 47 | 42 | 52 | 52 |
| WEST END ELEM | 41 | 29 | 39 | 49 |
| **Churchill County 8th** | | | | |
| CHURCHILL JR HS | 55 | 51 | 50 | 52 |
| **Churchill County 10th** | | | | |
| CHURCHILL CNTY HS | 61 | 57 | 52 | 60 |
| **Clark County 4th** | | | | |
| ADAMS ELEM | 52 | 56 | 53 | 49 |
| ADCOCK ELEM | 48 | 46 | 49 | 46 |
| ALLEN, DEAN LAMAR | 68 | 64 | 69 | 62 |
| ANTONELLO ELEM * | 54 | 62 | 64 | 53 |
| BARTLETT ELEM | 73 | 78 | 83 | 71 |
| BEATTY ELEM | 56 | 62 | 64 | 56 |
| BECKLEY ELEM | 36 | 43 | 49 | 38 |
| BELL ELEM | 30 | 36 | 34 | 31 |
| BENDORF ELEM | 57 | 62 | 56 | 52 |
| BENNETT ELEM | 46 | 44 | 47 | 45 |
| BONNER, JOHN W. | 60 | 67 | 64 | 61 |
| BOOKER ELEM | 21 | 20 | 36 | 22 |
| BOWLER, GRANT | 53 | 60 | 62 | 56 |
| BRACKEN ELEM | 33 | 38 | 47 | 29 |
| BRUNER ELEM | 52 | 58 | 61 | 50 |
| BRYAN, RICHARD | 64 | 65 | 66 | 58 |
| BRYAN, ROGER | 58 | 59 | 55 | 52 |
| BUNKER ELEM | 51 | 55 | 63 | 48 |
| CAHLAN ELEM | 24 | 29 | 42 | 26 |
| CAMBEIRO, ARTURO | 21 | 24 | 29 | 23 |
| CARSON ELEM | 33 | 40 | 35 | 21 |
| CARTWRIGHT ELEM | 52 | 57 | 58 | 49 |
| CHRISTENSEN ELEM | 55 | 59 | 65 | 53 |
| CORTEZ ELEM | 27 | 34 | 40 | 25 |
| COX, DAVID ELEM | 63 | 69 | 75 | 60 |
| CRESTWOOD ELEM | 36 | 36 | 43 | 33 |

**Appendix C cont.**

| Clark County 4th cont. | Reading | Language | Math | Science |
|---|---|---|---|---|
| CULLEY ELEM | 46 | 49 | 47 | 45 |
| CUNNINGHAM ELEM | 34 | 33 | 35 | 34 |
| DAILEY ELEM | 30 | 34 | 36 | 31 |
| DEARING ELEM | 33 | 36 | 46 | 35 |
| DECKER ELEM | 45 | 50 | 48 | 43 |
| DERFELT ELEM | 59 | 66 | 67 | 58 |
| DESKIN ELEM | 48 | 55 | 54 | 47 |
| DISKIN ELEM | 43 | 45 | 48 | 37 |
| DONDERO ELEM | 54 | 56 | 64 | 51 |
| DOOLEY ELEM | 46 | 50 | 42 | 43 |
| EARL, IRA ELEM | 40 | 43 | 54 | 42 |
| EARL, MARION ELEM | 49 | 56 | 68 | 51 |
| EDWARDS ELEM | 35 | 40 | 46 | 33 |
| EISENBERG ELEM | 63 | 71 | 70 | 60 |
| ELIZONDO ELEM | 48 | 54 | 57 | 46 |
| FERRON ELEM | 38 | 39 | 38 | 40 |
| FITZGERALD ELEM | 17 | 18 | 19 | 14 |
| FONG ELEM | 44 | 44 | 46 | 42 |
| FRENCH ELEM | 57 | 64 | 64 | 51 |
| FYFE ELEM | 35 | 41 | 41 | 31 |
| GALLOWAY ELEM | 54 | 55 | 57 | 54 |
| GAREHIME ELEM | 55 | 62 | 70 | 51 |
| GIBSON ELEM | 61 | 67 | 62 | 58 |
| GILBERT ELEM | 56 | 55 | 62 | 55 |
| GOLDFARB, DAN | 48 | 58 | 61 | 45 |
| GRAGSON ELEM | 23 | 26 | 34 | 24 |
| GRAY ELEM | 45 | 49 | 57 | 42 |
| GRIFFITH ELEM | 51 | 50 | 48 | 51 |
| GUY, ADDELIAR | 55 | 57 | 62 | 53 |
| HANCOCK ELEM | 53 | 59 | 58 | 48 |
| HARMON ELEM | 44 | 43 | 58 | 47 |
| HARRIS ELEM | 57 | 61 | 69 | 49 |
| HEARD ELEM | 52 | 60 | 67 | 54 |
| HERR ELEM | 38 | 36 | 42 | 42 |
| HERRON ELEM | 23 | 27 | 39 | 25 |
| HEWETSON ELEM | 30 | 29 | 44 | 33 |
| HILL ELEM | 62 | 68 | 63 | 59 |
| HINMAN ELEM | 42 | 40 | 35 | 37 |
| HOGGARD ELEM | 58 | 66 | 72 | 54 |
| INDIAN SPG ELEM | 62 | 56 | 70 | 60 |
| JACOBSON ELEM | 49 | 52 | 64 | 45 |
| JYDSTRUP ELEM | 41 | 44 | 52 | 40 |
| KAHRE ELEM | 63 | 71 | 69 | 61 |
| KATZ ELEM | 56 | 65 | 59 | 52 |
| KELLY ELEM | 33 | 31 | 27 | 30 |
| KIM ELEM | 55 | 63 | 66 | 45 |
| KING, MARTIN ELEM | 40 | 38 | 51 | 51 |
| KING, MARTHA ELEM | 59 | 61 | 67 | 60 |
| LAKE ELEM | 42 | 50 | 55 | 39 |
| LAMPING ELEM | 62 | 67 | 69 | 56 |
| LINCOLN ELEM | 28 | 28 | 35 | 30 |
| LONG ELEM | 51 | 60 | 66 | 47 |

**Appendix C cont.**

| Clark County 4th cont. | Reading | Language | Math | Science |
|---|---|---|---|---|
| LUMMIS ELEM | 68 | 76 | 78 | 61 |
| LUNT ELEM | 24 | 28 | 32 | 25 |
| LYNCH ELEM | 24 | 24 | 32 | 30 |
| MACK ELEM | 52 | 58 | 55 | 54 |
| MACKEY ELEM | 42 | 47 | 66 | 43 |
| MADISON ELEM | 21 | 19 | 26 | 18 |
| MANCH ELEM | 35 | 38 | 51 | 33 |
| MAY ELEM | 53 | 60 | 63 | 50 |
| MC CALL ELEM | 25 | 30 | 31 | 32 |
| MCCAW ELEM | 52 | 47 | 44 | 52 |
| MC DONIEL ELEM | 61 | 72 | 68 | 58 |
| MCMILLAN ELEM | 48 | 51 | 51 | 45 |
| MCWILLIAMS ELEM | 39 | 42 | 43 | 39 |
| MENDOZA ELEM | 42 | 48 | 56 | 41 |
| MORROW, SUE ELEM | 47 | 53 | 54 | 45 |
| MOUNTAIN VIEW | 42 | 43 | 57 | 40 |
| NEWTON ELEM | 52 | 54 | 58 | 54 |
| PARADISE ELEM | 28 | 31 | 38 | 31 |
| PARK ELEM | 32 | 34 | 48 | 35 |
| PARSON ELEM | 57 | 60 | 61 | 55 |
| PERKINS ELEM | 58 | 63 | 70 | 58 |
| PIGGOTT ELEM | 52 | 58 | 60 | 52 |
| PITTMAN ELEM | 46 | 44 | 49 | 45 |
| RED ROCK ELEM | 49 | 50 | 49 | 44 |
| REED ELEM | 48 | 52 | 50 | 48 |
| RHODES, BETSEY | 57 | 65 | 64 | 54 |
| ROBERTS, AGGI | 60 | 64 | 67 | 55 |
| RONNOW ELEM | 31 | 35 | 42 | 30 |
| RONZONE ELEM | 42 | 47 | 52 | 39 |
| ROWE ELEM | 38 | 43 | 44 | 37 |
| RUNDLE ELEM | 43 | 46 | 55 | 41 |
| SANDY VALLEY | 56 | 65 | 77 | 55 |
| SEWELL ELEM | 38 | 38 | 45 | 39 |
| SMITH ELEM | 53 | 53 | 62 | 51 |
| SQUIRES ELEM | 32 | 35 | 65 | 35 |
| STANFORD ELEM | 45 | 47 | 52 | 43 |
| SUNRISE ACRES | 25 | 33 | 49 | 30 |
| TATE ELEM | 31 | 31 | 29 | 32 |
| TAYLOR ELEM | 39 | 44 | 49 | 39 |
| THOMAS ELEM | 53 | 61 | NR | 53 |
| TOBLER ELEM | 52 | 59 | 60 | 51 |
| TOMIYASU ELEM | 52 | 52 | 59 | 52 |
| TREEM ELEM | 49 | 53 | 60 | 49 |
| TWIN LAKES ELEM | 43 | 42 | 59 | 43 |
| ULLOM ELEM | 43 | 44 | 47 | 43 |
| VANDERBURG, JOHN | 68 | 75 | 74 | 61 |
| VEGAS VERDES | 44 | 56 | 56 | 44 |
| VIRGIN VALLEY | 41 | 36 | 54 | 47 |
| WARREN ELEM | 38 | 39 | 39 | 35 |
| WASDEN ELEM | 48 | 57 | 55 | 44 |
| WENGERT ELEM | 47 | 49 | 53 | 46 |
| WHITNEY ELEM | 33 | 38 | 46 | 36 |

**Appendix C cont.**

| Clark County 4th cont. | Reading | Language | Math | Science |
|---|---|---|---|---|
| WILHELM, E. ELEM | 34 | 39 | 35 | 36 |
| WILLIAMS ELEM | 33 | 39 | 55 | 33 |
| WOLFE, EVA ELEM | 54 | 61 | 64 | 54 |
| WOOLLEY ELEM | 34 | 32 | 47 | 34 |
| WYNN ELEM | 41 | 47 | 50 | 40 |
| **Clark County 8th** | | | | |
| BECKER MIDDLE | 67 | 65 | 61 | 59 |
| BRIDGER MIDDLE | 40 | 43 | 37 | 36 |
| BRINLEY MIDDLE | 48 | 42 | 44 | 44 |
| BROWN MIDDLE | 45 | 44 | 44 | 41 |
| BURKHOLDER MIDD | 61 | 57 | 61 | 56 |
| CANNON MIDDLE | 62 | 59 | 60 | 57 |
| CASHMAN MIDDLE | 42 | 44 | 33 | 41 |
| CORTNEY MIDDLE | 36 | 32 | 40 | 36 |
| FREMONT MIDDLE | 43 | 46 | 36 | 44 |
| GARRETT MIDDLE | 66 | 65 | 70 | 62 |
| GARSIDE MIDDLE | 52 | 48 | 55 | 50 |
| GIBSON MIDDLE | 38 | 40 | 39 | 38 |
| GREENSPUN MIDDLE | 69 | 69 | 71 | 61 |
| GUINN MIDDLE | 53 | 52 | 56 | 48 |
| HYDE PARK MIDDLE | 72 | 70 | 71 | 63 |
| INDIAN SPRINGS JR | 50 | 49 | 53 | 51 |
| JOHNSON MIDDLE | 58 | 57 | 58 | 52 |
| KELLER MIDDLE | 50 | 50 | 49 | 48 |
| KNUDSON MIDDLE | 51 | 50 | 53 | 50 |
| LAUGHLIN JR HS | 50 | 41 | 32 | 46 |
| LIED MIDDLE | 58 | 54 | 52 | 50 |
| LYON MIDDLE | 55 | 49 | 61 | 54 |
| MARTIN MIDDLE | 26 | 30 | 30 | 29 |
| MOLASKY MIDDLE | 60 | 57 | 59 | 53 |
| O CALLAGHAN MIDD | 41 | 40 | 38 | 44 |
| ORR MIDDLE | 40 | 39 | 32 | 41 |
| ROBISON MIDDLE | 35 | 35 | 32 | 36 |
| SANDY VALLEY MIDD | 44 | 53 | 43 | 49 |
| SAWYER MIDDLE | 59 | 59 | 55 | 51 |
| SILVESTRI MIDDLE | 56 | 54 | 53 | 49 |
| SMITH MIDDLE | 28 | 35 | 33 | 34 |
| SWAINSTON MIDDLE | 48 | 45 | 42 | 45 |
| VIRGIN VALLEY HIGH | 45 | 42 | 41 | 49 |
| VON TOBEL MIDDLE | 31 | 34 | 27 | 33 |
| WEST MIDDLE | 31 | 30 | 26 | 29 |
| WHITE MIDDLE | 62 | 56 | 64 | 57 |
| WOODBURY MIDDLE | 56 | 55 | 58 | 49 |
| **Clark County 10th** | | | | |
| ADV TECH ACAD | 82 | 82 | 85 | 75 |
| BASIC HS | 52 | 55 | 50 | 53 |
| BONANZA HS | 51 | 53 | 55 | 55 |
| BOULDER HS | 69 | 65 | 68 | 62 |
| CHAPARRAL HS | 46 | 51 | 49 | 52 |
| CHEYENNE HS | 41 | 47 | 44 | 48 |
| CIMARRON MEM. HS | 47 | 52 | 50 | 52 |
| CLARK HS | 50 | 57 | 52 | 58 |

**Appendix C cont.**

| Clark County 10th cont. | Reading | Language | Math | Science |
|---|---|---|---|---|
| DURANGO HS | 59 | 63 | 63 | 59 |
| ELDORADO HS | 42 | 47 | 43 | 49 |
| GREEN VLY HS | 58 | 60 | 62 | 58 |
| INDIAN SPRINGS HS | 62 | 61 | 57 | 59 |
| L V A I S P A HIGH | 79 | 75 | 73 | 68 |
| LAS VEGAS HS | 46 | 52 | 43 | 50 |
| LAUGHLIN HS | 60 | 73 | 59 | 56 |
| MOAPA VALLEY HS | 60 | 57 | 53 | 58 |
| MOJAVE HS | 29 | 38 | 30 | 41 |
| PALO VERDE HS | 46 | 53 | 47 | 50 |
| RANCHO HS | 32 | 40 | 31 | 46 |
| S N V T C | 52 | 58 | 57 | 56 |
| SILVERADO HS | 64 | 64 | 65 | 62 |
| VALLEY HS | 42 | 49 | 44 | 46 |
| VIRGIN VLY HS | 34 | 42 | 37 | 50 |
| WESTERN HS | 34 | 40 | 38 | 46 |
| **Douglas County 4th** | | | | |
| GARDNERVILLE | 50 | 49 | 56 | 51 |
| JACKS VALLEY ELEM | 63 | 55 | 62 | 59 |
| MENELEY, C.C. ELEM | 51 | 42 | 58 | 54 |
| MINDEN ELEM | 58 | 51 | 54 | 62 |
| PINON HILLS ELEM | 56 | 61 | 59 | 57 |
| SCARSELLI ELEM | 51 | 46 | 53 | 53 |
| ZEPHYR COVE ELEM | 72 | 70 | 77 | 67 |
| **Douglas County 8th** | | | | |
| CARSON VALLEY MS | 62 | 59 | 69 | 60 |
| KINGSBURY MIDDLE | 60 | 60 | 58 | 63 |
| PAU-WA-LU MS | 56 | 52 | 59 | 58 |
| **Douglas County 10th** | | | | |
| DOUGLAS HS | 66 | 62 | 65 | 64 |
| WHITTELL HS | 65 | 63 | 62 | 64 |
| **Elko County 4th** | | | | |
| CARLIN ELEM | 48 | 49 | 38 | 54 |
| ELKO GRAMMAR #2 | 52 | 54 | 51 | 53 |
| JACKPOT ELEM | 44 | 29 | 36 | 37 |
| MOUNTAIN VIEW ES | 57 | 52 | 48 | 60 |
| NORTHSIDE ELEM | 51 | 56 | 62 | 56 |
| OWYHEE ELEM | 39 | 34 | 23 | 36 |
| SAGE ELEM | 43 | 41 | 32 | 47 |
| SOUTHSIDE ELEM | 40 | 38 | 31 | 40 |
| SPRING CREEK | 60 | 62 | 55 | 61 |
| WELLS ELEM | 50 | 54 | 42 | 53 |
| WEST WENDOVER | 27 | 24 | 26 | 30 |
| **Elko County 8th** | | | | |
| CARLIN HS | 56 | 45 | 35 | 51 |
| ELKO JR HS | 52 | 48 | 54 | 58 |
| JACKPOT HS | 52 | 51 | 43 | 51 |
| OWYHEE HS | 35 | 40 | 23 | 39 |
| SPRING CRK JH | 58 | 57 | 56 | 58 |
| W WENDOVER HS | 27 | 30 | 24 | 30 |
| WELLS HS | 56 | 50 | 60 | 63 |

**Appendix C cont.**

| Elko County 10th | Reading | Language | Math | Science |
|---|---|---|---|---|
| CARLIN HS | 44 | 46 | 43 | 56 |
| ELKO HS | 54 | 54 | 50 | 59 |
| JACKPOT HS | 32 | 41 | 35 | 49 |
| OWYHEE HS | 49 | 45 | 30 | 52 |
| SPRING CREEK HS | 60 | 60 | 58 | 63 |
| W. WENDOVER HS | 33 | 40 | 28 | 38 |
| WELLS HS | 55 | 56 | 52 | 67 |
| **Esmeralda County (a)** | | | | |
| **Eureka County 4th** | | | | |
| EUREKA ELEM | 72 | 66 | 73 | 75 |
| **Eureka County 8th** | | | | |
| EUREKA HS | 81 | 80 | 77 | 75 |
| **Eureka County 10th** | | | | |
| EUREKA HS | 78 | 73 | 59 | 70 |
| **Humboldt County 4th** | | | | |
| GRASS VALLEY ELEM | 42 | 35 | 45 | 48 |
| MCDERMITT ELEM | 20 | 15 | 22 | 19 |
| SONOMA HEIGHT ELEM | 53 | 49 | 60 | 59 |
| WINNEMUCCA ELEM | 55 | 48 | 53 | 54 |
| **Humboldt County 8th** | | | | |
| MCDERMITT HS | 40 | 38 | 42 | 42 |
| WINNEMUCCA JR | 49 | 47 | 43 | 52 |
| **Humboldt County 10th** | | | | |
| LOWRY HS | 48 | 48 | 42 | 55 |
| MCDERMITT HS | 20 | 28 | 21 | 33 |
| **Lander County 4th** | | | | |
| ELEANOR, LEMAIRE ELEM | 53 | 53 | 49 | 54 |
| **Lander County 8th** | | | | |
| BATTLE MTN JR HS | 51 | 56 | 45 | 55 |
| **Lander County 10th** | | | | |
| BATTLE MTN HS | 60 | 58 | 55 | 61 |
| **Lincoln County 4th** | | | | |
| CALIENTE ELEM | 44 | 31 | 41 | 46 |
| PAHRANAGAT VALLEY ELEM | 55 | 44 | 41 | 52 |
| **Lincoln County 8th** | | | | |
| MEADOW VALLEY | 42 | 38 | 33 | 47 |
| PAHRANAGAT | 43 | 45 | 45 | 49 |
| **Lincoln County 10th** | | | | |
| LINCOLN HS | 70 | 60 | 47 | 61 |
| PAHRANAGAT HS | 70 | 64 | 71 | 72 |
| **Lyon County 4th** | | | | |
| COTTONWOOD ELEM | 55 | 50 | 44 | 48 |
| DAYTON ELEM | 46 | 38 | 43 | 54 |
| FERNLEY ELEM | 55 | 51 | 55 | 48 |
| SILVER SPRINGS ELEM | 37 | 36 | 42 | 43 |
| SMITH VALLEY ELEM | 45 | 46 | 41 | 53 |
| SUTRO ELEM | 54 | 54 | 59 | 54 |
| YERINGTON ELEM | 43 | 46 | 43 | 48 |
| **Lyon County 8th** | | | | |
| DAYTON INTER. | 47 | 42 | 42 | 52 |
| FERNLEY INTER. | 46 | 39 | 51 | 50 |
| SILVER STAGE MIDD | 50 | 45 | 37 | 54 |

**Appendix C cont.**

| Lyon County 8th cont | Reading | Language | Math | Science |
|---|---|---|---|---|
| SMITH VALLEY HS | 65 | 64 | 54 | 55 |
| YERINGTON INTER. | 48 | 42 | 55 | 52 |
| **Lyon County 10th** | | | | |
| DAYTON HS | 54 | 49 | 46 | 57 |
| FERNLEY HS | 60 | 58 | 55 | 59 |
| SMITH VALLEY HS | 73 | 60 | 56 | 65 |
| YERINGTON HS | 46 | 48 | 37 | 50 |
| **Mineral County 4th** | | | | |
| HAWTHORNE ELEM | 35 | 29 | 29 | 41 |
| SCHURZ ELEM | 29 | 30 | 19 | 41 |
| **Mineral County 8th** | | | | |
| HAWTHORNE ELEM | 52 | 49 | 41 | 54 |
| SCHURZ ELEM | 15 | 24 | 12 | 17 |
| **Mineral County 10th** | | | | |
| MINERAL HS | 34 | 41 | 35 | 53 |
| **Nye County 4th** | | | | |
| AMARGOSA VALLEY ELEM | 45 | 27 | 39 | 53 |
| BEATTY ELEM | 45 | 38 | 48 | 48 |
| GABBS ELEM | 34 | 31 | too few | 41 |
| JOHNSON ELEM | 40 | 28 | 34 | 44 |
| MANSE ELEM | 47 | 39 | 37 | 47 |
| MT. CHARLESTON ELEM | 51 | 52 | 47 | 53 |
| ROUND MOUNTAIN ELEM | 40 | 35 | 30 | 40 |
| SILVER RIM ELEM | 44 | 36 | 36 | 48 |
| TONOPAH ELEM | 68 | 49 | 56 | 57 |
| **Nye County 8th** | | | | |
| AMARGOSA VALL | 39 | 37 | 15 | 43 |
| BEATTY ELEM | 48 | 45 | 31 | 46 |
| CLARKE MIDDLE | 46 | 42 | 29 | 47 |
| ROUND MTN JR HS | 53 | 46 | 34 | 60 |
| TONOPAH ELEM | 56 | 61 | 53 | 56 |
| **Nye County 10th** | | | | |
| BEATTY HS | 42 | 45 | 35 | 51 |
| GABBS HS | 32 | 53 | 30 | 48 |
| PAHRUMP HS | 48 | 45 | 43 | 57 |
| ROUND MOUNTAIN HS | 52 | 56 | 49 | 58 |
| TONOPAH HS | 53 | 51 | 47 | 57 |
| **Pershing County 4th** | | | | |
| LOVELOCK ELEM | 48 | 41 | 35 | 47 |
| **Pershing County 8th** | | | | |
| PERSHING MIDDLE | 43 | 44 | 32 | 51 |
| **Pershing County 10th** | | | | |
| PERSHING HS | 48 | 47 | 38 | 52 |
| **Storey County 4th** | | | | |
| GALLAGHER ELEM | 57 | 44 | 51 | 57 |
| HILLSIDE ELEM | 50 | 48 | 52 | 51 |
| **Storey County 8th** | | | | |
| VIRGINA CITY MIDD | 66 | 54 | 54 | 60 |
| **Storey County 10th** | | | | |
| VIRGINA CITY HS | 57 | 45 | 46 | 62 |

**Appendix C cont.**

| Washoe County 4th | Reading | Language | Math | Science |
|---|---|---|---|---|
| ALLEN ELEM | 44 | 36 | 40 | 48 |
| ANDERSON ELEM | 45 | 40 | 53 | 44 |
| BEASLEY ELEM | 60 | 56 | 52 | 62 |
| BECK ELEM | 72 | 69 | 68 | 73 |
| BENNETT ELEM | 33 | 27 | 30 | 45 |
| BOOTH ELEM | 31 | 27 | 28 | 32 |
| BROWN ELEM | 62 | 63 | 62 | 68 |
| CANNAN ELEM | 35 | 41 | 47 | 40 |
| CAUGHLIN RANCH | 76 | 76 | 79 | 75 |
| CORBETT ELEM | 33 | 33 | 36 | 32 |
| DESERT HEIGHT | 46 | 45 | 49 | 50 |
| DIEDRICHSEN ELEM | 59 | 61 | 52 | 62 |
| DODSON ELEM | 48 | 49 | 40 | 53 |
| DONNER SPRINGS | 45 | 43 | 38 | 47 |
| DRAKE ELEM | 55 | 47 | 38 | 54 |
| DUNCAN ELEM | 23 | 21 | 23 | 26 |
| DUNN ELEM | 58 | 54 | 48 | 57 |
| ELMCREST ELEM | 53 | 53 | 49 | 58 |
| GOMES ELEM | 44 | 43 | 42 | 57 |
| GOMM ELEM | 79 | 77 | 75 | 80 |
| GREENBRAE ELEM | 49 | 38 | 37 | 52 |
| HIDDEN VALLEY | 56 | 46 | 45 | 62 |
| HUFFAKER ELEM | 69 | 70 | 75 | 70 |
| HUNSBERGER ELEM | 70 | 67 | 66 | 68 |
| HUNTER LAKE ELEM | 65 | 64 | 48 | 67 |
| INCLINE ELEM | 52 | 45 | 60 | 63 |
| JUNIPER ELEM | 60 | 60 | 53 | 64 |
| LEMMON VALLEY | 48 | 40 | 47 | 53 |
| LENZ ELEM | 68 | 63 | 61 | 68 |
| LINCOLN PARK ELEM | 31 | 33 | 27 | 40 |
| LODER ELEM | 30 | 23 | 23 | 32 |
| MATHEWS, B. ELEM | 27 | 24 | 31 | 30 |
| MAXWELL ELEM | 46 | 43 | 40 | 51 |
| MITCHELL ELEM | 41 | 33 | 34 | 45 |
| MOSS ELEM | 56 | 57 | 44 | 63 |
| MOUNT ROSE ELEM | 43 | 36 | 51 | 47 |
| NATCHEZ ELEM | 29 | 20 | 17 | 24 |
| PALMER ELEM | 36 | 38 | 36 | 39 |
| PEAVINE ELEM | 68 | 63 | 57 | 71 |
| PLEASANT VALLEY | 54 | 56 | 48 | 66 |
| RISLEY ELEM | 38 | 34 | 52 | 47 |
| SIERRA VISTA ELEM | 36 | 52 | 54 | 44 |
| SILVER LAKE ELEM | 48 | 41 | 43 | 52 |
| SMITH, ALICE ELEM | 33 | 34 | 39 | 42 |
| SMITH, KATE ELEM | 69 | 65 | 76 | 63 |
| SMITHRIDGE ELEM | 24 | 19 | 25 | 28 |
| SPANISH SPRINGS | 55 | 55 | 51 | 60 |
| STEAD ELEM | 48 | 34 | 41 | 53 |
| SUN VALLEY ELEM ** | 34 | 43 | 39 | 44 |
| TAYLOR ELEM | 52 | 44 | 46 | 55 |
| TOWLES ELEM | 59 | 57 | 48 | 57 |
| VERDI ELEM | 74 | 70 | 71 | 77 |

**Appendix C cont.**

| Washoe County 4th cont. | Reading | Language | Math | Science |
|---|---|---|---|---|
| VETERANS MEM. | 38 | 45 | 47 | 40 |
| WARNER ELEM | 49 | 46 | 43 | 53 |
| WESTERGARD ELEM | 66 | 74 | 64 | 63 |
| WHITEHEAD ELEM | 58 | 61 | 52 | 62 |
| WINNEMUCCA, S. | 64 | 63 | 63 | 68 |
| **Washoe County 8th** | | | | |
| BILLINGHURST MIDDLE | 60 | 58 | 50 | 60 |
| CLAYTON MIDDLE | 54 | 55 | 42 | 49 |
| DILWORTH MIDDLE | 49 | 47 | 39 | 50 |
| INCLINE MIDDLE | 68 | 68 | 68 | 65 |
| MENDIVE MIDDLE | 65 | 65 | 54 | 63 |
| O BRIEN MIDDLE | 53 | 46 | 37 | 52 |
| PINE MIDDLE | 61 | 58 | 46 | 60 |
| SPARKS MIDDLE | 54 | 51 | 42 | 50 |
| SWOPE MIDDLE | 75 | 74 | 72 | 66 |
| TRANER MIDDLE | 38 | 37 | 31 | 40 |
| VAUGHN MIDDLE | 51 | 52 | 37 | 45 |
| **Washoe County 10th** | | | | |
| GALENA HS | 70 | 68 | 64 | 68 |
| GERLACH HS | 56 | 60 | 46 | 57 |
| HUG HS | 39 | 45 | 39 | 50 |
| I CAN DO HS | 37 | 40 | 32 | 50 |
| INCLINE HS | 68 | 66 | 71 | 68 |
| MCQUEEN HS | 70 | 70 | 71 | 67 |
| REED HS | 58 | 60 | 56 | 59 |
| RENO HS | 71 | 71 | 67 | 67 |
| SPARKS HS | 50 | 51 | 45 | 55 |
| WOOSTER HS | 50 | 57 | 48 | 55 |
| **White Pine County 4th** | | | | |
| MCGILL ELEM | 59 | 64 | 68 | 64 |
| MOUNTAIN VIEW ELEM | 51 | 47 | 44 | 52 |
| **White Pine County 8th** | | | | |
| LUND HS | 58 | 59 | 68 | 63 |
| WHITE PINE MIDDLE | 47 | 44 | 40 | 57 |
| **White Pine County 10th** | | | | |
| LUND HS | 53 | 51 | 54 | 54 |
| WHITE PINE HS | 53 | 53 | 47 | 57 |

(a) Too few students tested in any school to report scores.

* Because of a coding error, scores for Antonello Elementary were recalculated.

** Because of a testing irregularity, scores for Sun Valley Elementary should be reviewed cautiously.

NR Because of a testing irregularity, math scores for Thomas Elementary were not reported.

Note: Alternative schools have been excluded from this list.

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