

# NRS 385.347 NEVADA SCHOOL AND SCHOOL DISTRICT ANNUAL REPORTS OF ACCOUNTABILITY HANDBOOK

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**Reporting for 2010 – 2011 School Year**

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## INTRODUCTION

This handbook was created to assist school and school district accountability staff in preparing annual accountability reports. Readers should take the following points into consideration:

Schools and districts must create accountability reports in accordance with NRS 385.347

1. School, district, and state accountability reports must be completed on or before August 15 of each year. The Nevada Department of Education acting on behalf of the board of trustees of each school district shall:
  - (a) Submit the report required by Nevada statute in electronic format to the:
    - (1) Governor;
    - (2) State Board;
    - (3) Committee;
    - (4) Board of Regents of the University of Nevada;
    - (5) The governing body of each charter school; and
    - (6) Bureau.
  - (b) Provide for public dissemination of the annual report of accountability through the Nevada Annual Reports of Accountability Website at <http://nevadareportcard.com>.
2. On or before September 7 of each year, districts are responsible for:
  - (a) Submitting district reports in electronic format to the District Board of Trustees;
  - (b) Ensuring that parents of students in the district receive a printed school summary report.
3. In most cases, reporting elements were taken directly from NRS 385.347 section 2 (<http://leg.state.nv.us/NRS/NRS-385.NRS385Sec347>) and are italicized in this handbook.
4. Thirty-four matrices indicate what information must be included in school, district, and state accountability reports.

## Explanation of Handbook Format

This handbook was created to explain elements of Nevada school and district accountability reports. It contains Thirty-four matrices corresponding to each reporting element required by NRS 385.347. Each matrix contains several components that are explained in the following paragraphs.

### **Reporting Element**

This component contains the legal definition of the element as it is defined in NRS 385.347. Demographic profile information is the only element reported that is not required by NRS 385.347. However, it is required under NRS 385.34692.

### **Explanation**

This component clarifies the reporting element’s legal definition.

### **Report Level & Data Level**

This component is a table within each reporting element matrix that indicates the level at which the element must be reported for each report (school and district). For instance, in the following table, schools must report school-level information, but schools do not report district or state-level information. Districts will report school and district-level information, but not state-level information.

		Report Level	
		S	D
Data Level	S	X	X
	D		X
	St		

### **Data Source**

This component indicates from where the reporting element’s data will originate. In most cases, this will be either the district or state.

**As of**

This component indicates the date or dates data will be collected. Some *as of* dates are general, such as *Current School Year*, in which data will be collected over the entire school year for such elements. Other *as of* dates are specific, such as *April 15*, in which data will be collected over the school year until the specified date.

**Due Date**

There are five waves in which data must be delivered to the State. This component indicates the date data must be delivered. They are:

- **Wave 1 – April 1, 2011**
- **Wave 2 – March 14 – April 8, Narratives Only**
- **Wave 3 – April 22, 2011**
- **Wave 4 – July 8, 2011**
- **Wave 5 – August 1, 2011**

**Provided by**

This component indicates who is responsible for providing data by the indicated due date. The Nevada Department of Education will receive all data via the online data submission tool that may be accessed at <http://www.nevadareportcard.com/arcs/submit/index.aspx>. NDE will compile all school, district, and state accountability reports. There are three possible suppliers of data: schools, districts, or the state, as indicated in the *Provided by* box. The data submission application is password protected and one login is made available per district by Esmeray Ozdemir at the Nevada Department of Education. Esmeray's contact information is:

Esmeray Ozdemir  
Accountability Consultant  
Nevada Department of Education  
700 East 5<sup>th</sup> Street  
Carson City, NV 89701-5096  
775.687.9187  
eooldemir@doe.nv.gov

## Changes to the 2010 - 2011 Report

- Starting 2010-2011, all district and NDE program offices will use the new ethnicity and race codes.
  - H- Hispanic/Latino of any race; and for individuals who are non-Hispanic/Latino
  - I- American Indian or Alaska Native
  - A- Asian
  - B- Black or African American
  - W- White/Caucasian
  - P- Native Hawaiian or Other Pacific Islander
  - M- Multiracial / Two or more races
- Starting 10-11, all submission will be submitted via Enhanced Data Submission Application. The new EDSA is more protected, secure and user friendly for school level data. (The submission tool is being built as a SharePoint Web Application which will be deployed on the Bighorn portal for Nevada Department of Education.)
- School and district numbers will follow the State's numbering convention.
- Continued from 09-10, will pull count day enrollment data and special program information from SAIN (System of Accountability Information for Nevada).
- Starting 10-11 ARC will pull school information from the Schools Information application on Bighorn and use this to populate much of the master school list. (Previously done via an email exchange with district contacts).
- Continued from 09-10, in order to calculate the graduation and dropout rates by subpopulation (i.e., IEP, FRL, LEP, MIG)
  - Non-returns must be disaggregated and reported by subpopulation (see revised DF24)
  - Completion type must be disaggregated and reported by subpopulation (see revised DF23)
- The newest component of the state's educational measurement system is Nevada Growth Model of Achievement. Starting 10-11, we will be reporting growth in school level. ARC will pull all the data needed from SAIN.
- For the next year 11-12, we will have new file, DF42-Student Discipline and Truancy. It replaces DF22 and includes its data elements and more to report student discipline and truancy. It will be one of Wave 4 files. Districts and charter schools will be submitting or entering through EDSA.

# REPORT ELEMENT MATRICES

**SUMMARY OF REPORT MATRICES (shaded elements are provided by districts or state-sponsored charters)**

File Names	Element Name	School Year Reflected in Data	Collect Data As Of:	School Reports Contain:	District Reports Contain:	Provided By	Due Date (Wave)	Included in Summary Report	Handbook Page Number
Web	Headings	10-11	1	S	D	D	W1	X	8
DF16	Parapro -HQ	10-11	3	S	S, D	D	W1		23
DF16	Parapro- number employed	10-11	3	S, D	S, D	D	W1		23
DF20	Retentions	09-10	1	S, D	S, D	D	W1	X	27
DF18, DF19	Student/Teacher Ratio & Class Size	10-11	3	S, D	S, D	D	W1	X	25
DF02	Demographic Profiles	10-11	1	S, D	S, D, St	St	W1	X	9
DF24	Dropout -by subpopulation	09-10	2	S, D, St	S, D, St	D	W1	X	31
DF23, DF24	Graduation & Completion	09-10	6	S, D, St	S, D, St	D	W1	X	30
Web	Curriculum	10-11	4	S, D	D	D	W2		13
DF28, Web	Parents - communication, participation	10-11	4	S, D	S, D	D	W2	X	33
Web	Principal's Highlights, Goals, & Objectives	10-11	4	S	D	D	W2	X	8
Web	Special Programs	10-11	6	S, D	S, D	D	W2		37
Web, DF11	Technology	10-11	4	S, D	S, D	D	W2		14
DF17	Attendance -ADA	10-11	5	S, D, St	S, D, St	D	W3	X	24
DF26	Remedial NSHE classes	09-10	4	S, D	S, D	D	W3	X	32
DF15	Teachers- attendance	10-11	5	S, D	S, D	D	W3	X	22
DF06	Fiscal – professional development	09-10	6	S	S,D	D	W3		11
DF40	ADA CTE-Career and Technical Education	10-11	5	S	S,D	D	W3		37
DF22	Discipline –habitual& weapons or violence	10-11	6	S, D	S, D	D	W4	X	29
DF42*	Discipline - habitual& weapons or violence	10-11	6	S, D	S, D	D	W4	X	29
DF39	Substitute Teachers	10-11	6	S, D	S, D	D	W4		36
DF21	Truancy	10-11	6	S, D	S, D	D	W4	X	28
DF22	Truancy -habitual	10-11	6	S, D	S, D	D	W4	X	29
DF04	Fiscal Information -funding	09-10	6	S	D	D	W4		10
DF41	CTE-Enrollment/dropout/graduation	09-10/10-11	1	S	S,D	St	W3		38
DF13	Teachers -NHQ	10-11	2	S	S, D	St	W4	X	19
DF14	Teachers- w/waiver	10-11	2	S	S, D	St	W4	X	21
DF05	Fiscal Information – remedial education	09-10	6	S	S,D	St	W4		11
DF03	Fiscal Information -expenditures	09-10	6	S	S, D	St	W4	X	10
DF08	Fiscal Information -legislative appropriations	09-10	6		D, St	St	W4		12
DF12	Assessment - % not tested	10-11	8	S	S, D	St	W4		15
DF12	Assessment – reasons not tested	10-11	8	S	S, D	St	W4		15
DF12	Assessment - test results & Growth Model	10-11	8	S, D, St	S, D, St	St	W4	X	16
DF29	AYP	10-11	7	S	S, D	St	W5	X	34
*For 2011-2012									
<b>The following abbreviations will be used throughout the handbook:</b>		<b>W1-5=Waves 1-5</b>				<b>As of Dates</b>			
		W1 – 03/07/11	W4 – 7/8/11	1=Count Day	4=After Dec	7=Aug 2			
		W2 – 3/14-4/8/11	W5 – 8/1/11	2=October 1	5=100th Day	8=Date of Test			
S = School	St = State	W3 – 4/22/11		3=December 1	6=End of Year				
D = District									

## HEADINGS, PRINCIPAL’S HIGHLIGHTS, GOALS AND OBJECTIVES, AND MISSION STATEMENTS

<b>Reporting Element</b> <ul style="list-style-type: none"> <li><i>The educational goals and objectives of the school district.</i></li> <li>Principal's Highlights, Mission Statements</li> </ul>	<b>File Name:</b> Web Form		<b>Report Level</b>		<b>Data Source:</b> School and District Narratives	
			<b>S</b>	<b>D</b>		
	<b>Data Level</b>	S	X			<b>As of:</b> Current School Year
		D			X	<b>Due Date:</b> Wave 2
	St				<b>Provided by:</b> District	
<b>Explanation:</b> <p>School and District reports will include a section explaining their goals and objectives for the reporting year. This section may include some bulleted items, and/or the URLs of important resources related to school, district, or state goals and objectives. This section may also include URLs linking to pertinent Web resources or other resources available to the community. These will be submitted through an online form. Information on where to access this form will be disseminated by NDE at a later date.</p> <p>Character Limits: School Mission Statement: 1050/1260(Spanish), School Goal 120/144(Spanish) and Objective 300/375(Spanish), Principal Highlights: Intro 200/240(Spanish), Bullet 125/150(Spanish)</p>						

<b>Reporting Element</b> School Headings	<b>File Name:</b> DF00, Web		<b>Report Level</b>		<b>Data Source:</b> School and District Narratives	
			<b>S</b>	<b>D</b>		
	<b>Data Level</b>	S	X			<b>As of:</b> Current School Year
		D			X	<b>Due Date:</b> Wave 1
	St				<b>Provided by:</b> State/District	
<b>Explanation:</b> <p>This element will be collected through web forms. One complete set of heading information will be entered for each report. Combined schools will have heading information for only one school and all data for that report will be entered under that name. The headings form asks for long and short school names. The long name appears in the title of the report. The short name appears on tables within the report.</p> <p>School information will be pulled from the Schools Application in Bighorn and sent to you to complete each school’s profile with ARC specific data. Once these data are enrolled in the ARC database you will have limited ability to edit school data with the exception of certain areas such as Principal Name.</p>						

# DEMOGRAPHIC PROFILES

<b>Reporting Element</b> * <b>Demographic Profile</b> of District or Schools	<b>File Name:</b> DF02		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> Count Day
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 1
		D	X	X	<b>Provided by:</b> State
	St		X		

**Explanation:**

This section should include demographic profile information on the following subgroups:

- Gender
- Each of the seven race/ethnicity categories by gender
- Students with disabilities (IEP)
- Students with limited English proficiency (LEP)
- Students receiving free or reduced lunch (FRL)
- Migrant students (MIG)

The following race/ethnicity State codes and categories should be used in all reports.

- I = American Indian/Alaskan Native;
- A = Asian;
- P = Hawaiian Native/Other Pacific Islander
- H = Hispanic or Latino;
- B = Black/African American (not Hispanic);
- W = White (not Hispanic)
- M = Multiracial/Two or More Races

NDE will populate the demographic files from the Bighorn database. The as of date for gender and race/ethnicity is count day. The as of date for special populations (IEP, LEP, FRL, MIG) is count day, but will reflect status changes as of December 1. For example an IEP student who was enrolled on count day but was recorded as an IEP student on November 9 will be counted as an IEP student. An IEP student, who was not enrolled on count day but enrolled on November 9 as an IEP student, will not be counted.

# FISCAL INFORMATION

<b>Reporting Element</b> <i>The total <b>expenditure per student</b> for each school and the district</i>	<b>File Name:</b> DF03		<b>Report Level</b>		<b>Data Source:</b> In\$ite
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 4
		D		X	<b>Provided by:</b> State
		St			

**Explanation:**  
 All reports must include total expenditure per student figures derived by In\$ite. These figures will reflect the total expenditure per student from the reporting school year because such information for the current school year is not available in time for reporting. This will be noted in all reports. A brief description of the method by which In\$ite arrives at these figures should also be reported. School reports include only their own total expenditures per student. District reports include figures for all schools in its district in addition to district figures.

In\$ite does not include information on charter schools that have been open less than four years and district schools that have been open less than two years.

<b>Report Element</b> <i>Each source of <b>funding for the district</b></i>	<b>File Name:</b> DF04		<b>Report Level</b>		<b>Data Source:</b> Districts through In\$ite
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S		X	<b>Due Date:</b> Wave 4
		D		X	
		St			<b>Provided by:</b> District

**Explanation:**  
 This element excludes carryover funds. This data can be found in the In\$ite report in the section entitled "Reconciliation of Audited Fund Balances - All Funds". Please note: enter percents as decimals. For example, a DF04 entry of .094 will show up as 9.4% on the web report.

# FISCAL INFORMATION

<b>Report Element</b> <i>A compilation of the programs of remedial study purchased in whole or in part with money received from this State that are used in each school district, including, without limitation, each charter school in the district. The compilation must include:</i> (1) The amount and sources of money received for programs of remedial study. (2) An identification of each program of remedial study, listed by subject area.	<b>File Name:</b> DF05		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S	X	X	
		D		X	
St				<b>Provided by:</b> State	
<b>Explanation:</b> This element includes information on State Remediation Funds, Title I, Comprehensive School Reform, and Reading First Grants only.					

<b>Report Element</b> <i>The amount and sources of money received for the <b>training and professional development</b> of teachers and other educational personnel for each school and the district.</i>	<b>File Name:</b> DF06		<b>Report Level</b>		<b>Data Source:</b> Districts
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S	X	X	
		D		X	
St				<b>Provided by:</b> District	
<b>Explanation:</b> This element should exclude carryover funds. It should include information on 1) RPDP funds at the district level and then for those schools that received extra training/support from school support teams, and school improvement; and 2) Title II training funds. Upload District and School files simultaneously.					

# FISCAL INFORMATION

<b>Report Element</b> <i>An identification of the appropriations made by the Legislature that are available to the district or to the schools within the district and programs approved by the Legislature to improve the academic achievement of students.</i>	<b>File Name:</b> DF08		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S			
		D			X
	St			X	<b>Provided by:</b> State
<b>Explanation:</b> This element excludes carryover funds, but includes information on special programs (programs used by schools to target sub-populations for increasing achievement such as inclusion partnership or all-day K.) These also will be reported in the curriculum section of specific schools.					

# CURRICULUM

<b>Reporting Element</b> <i>The <b>curriculum</b> used by:</i> (1) <i>the school district, including any special programs for students at an individual school;</i> (2) <i>the curriculum used by each charter school.</i>	<b>File Name:</b> Web Form		<b>Report Level</b>		<b>Data Source:</b> Schools and District Narratives
			S	D	<b>As of:</b> Current School Year
	<b>Data Level</b>	S	X		
		D	X	X	<b>Due Date:</b> Wave 2
St				<b>Provided by:</b> District	

**Explanation:**  
 Only districts and charter schools must report this item. This section may include three different elements. It is not necessary to report all three elements; however, at least one element must be reported. Any item that is reported should include references to resources available in the schools and districts.

1. A brief narrative statement describing curriculum elements used in the school or district (such as text books used, courses offered, or educational programs implemented in the school or district).
2. Bulleted statements describing curriculum elements used in the school or district (such as text books used, courses offered, or educational programs implemented in the school or district)
3. URLs to State Standards, school or district benchmarks, school or district Web pages discussing curriculum-related resources

Character Limit: 2500/2500(Spanish)

# TECHNOLOGY

<b>Reporting Element</b> <i>The <b>technological facilities and equipment</b> available at each school and the district's plan to incorporate educational technology at each school.</i>	<b>File Name:</b> Web Form or DF11		<b>Report Level</b>		<b>Data Source:</b> School & District
			S	D	<b>As of:</b> Current School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 2
		D	X	X	
		St			<b>Provided by:</b> District
<b>Explanation:</b> This section may contain URLs to the district technology plans and URLs to district and school Web sites. The following data will be reported: <ul style="list-style-type: none"> <li>• Number of classrooms;</li> <li>• Number of classrooms with Internet access;</li> <li>• Number of labs, libraries, and media centers;</li> <li>• Number of labs, libraries, media center with Internet access;</li> <li>• Number of instructional computers;</li> <li>• Number of instructional computers with Internet access;</li> </ul> Instructional computers are those computers used for teaching in labs and in classrooms.					

**ASSESSMENT** - Pupil achievement (NRS 389.015 and 389.550 examinations) for each school in the district and the district as a whole.

The board of trustees of the district shall compare the results of those examinations for the current school year with those of previous school years (3 years). The report must include performance for each school (and charters) and in each grade in which the examinations were administered. A separate reporting for a subgroup of students must not be made pursuant to this section if the number of students in that subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

<b>Reporting Element</b> <i>An explanation of instances in which a <b>school was exempt</b> from administering or a <b>student was exempt</b> from taking an examination.</i>	<b>File Name:</b> DF12		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> April 15
	<b>Data Level</b>	S	X	X	
		D		X	<b>Due Date:</b> Wave 4
	St			<b>Provided by:</b> State	
<b>Explanation:</b> There are currently no examination exemptions for schools or students. <i>Guidelines for the Nevada Proficiency Examination Program</i> is available at <a href="http://nde.doe.nv.gov/Assessment/NPEP/NPEP_Procedures_Manual.pdf">http://nde.doe.nv.gov/Assessment/NPEP/NPEP_Procedures_Manual.pdf</a>					

<b>Reporting Element</b> <i>A <b>record of attendance for the period in which the examinations were administered</b>, including an explanation of any difference in the number of students who took the examinations and the number of students enrolled in the school for the reporting school year.</i>	<b>File Name:</b> DF12		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> Testing Period
	<b>Data Level</b>	S	X	X	
		D		X	<b>Due Date:</b> Wave 4
	St			<b>Provided by:</b> State	
<b>Explanation:</b> The following items must be reported. <ol style="list-style-type: none"> <li>1. The percent participation (Alternate Assessment) A participant is a student who took the math and/or the ELA exam.</li> <li>2. The number of students whose exams were invalidated because of testing error</li> <li>3. The number and percentage of students who did not take the exam because they were absent on the day of examination or for other reasons</li> </ol>					

# ASSESSMENT

<p><b>Reporting Element</b>                  (b)(1). <i>The number of students who took the examinations.</i></p> <p>(b)(4). <i>Pupil achievement, reported separately by gender and reported separately for the following subgroups of students:</i></p> <ul style="list-style-type: none"> <li>I. <i>Students who are economically disadvantaged</i></li> <li>II. <i>Students from major racial and ethnic groups</i></li> <li>III. <i>Students with disabilities</i></li> <li>IV. <i>Students who are LEP</i></li> <li>V. <i>Migrant students</i></li> </ul> <p>(b)(5). <i>A comparison of the achievement of students in each subgroup with the annual measurable objectives of the State Board</i></p> <p>(b)(8). <i>The most recent 3-year trend in the achievement of students in each subject area and each grade level.</i></p> <p>(b)(6). <i>The percentage of students who were not tested, reported separately by gender and reported separately for the subgroups.</i></p> <p>(b)(9). <i>Information that compares the results of students in the school district with the results of students throughout the state. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.</i></p> <p>(b)(10). <i>For each school in the district, information that compares the results of students in the school with the results of students throughout the school district and state. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.</i></p>	<b>File Name:</b> DF12		<b>Report Level</b>		<b>Data Source:</b> Testing Companies	
			S	D	<b>As of:</b> Testing Period	
	<b>Data Level</b>	S	X	X		
		D	X	X	<b>Due Date:</b> Wave 4	
	St	X	X	<b>Provided by:</b> State		

**Explanation:**

**Report for Three Years the Overall Percentage of Students and Percentage of Each Subgroup in Each of the Four Proficiency Classifications for School/Program, District, and State for the Following Statewide Examinations:**

- 3<sup>rd</sup> Grade Reading CRT
- 3<sup>rd</sup> Grade Mathematics CRT
- 4<sup>th</sup> Grade Reading CRT
- 4<sup>th</sup> Grade Mathematics CRT
- 5<sup>th</sup> Grade Statewide Writing Examination
- 5<sup>th</sup> Grade Reading CRT
- 5<sup>th</sup> Grade Mathematics CRT
- 5<sup>th</sup> Grade Science CRT
- 6<sup>th</sup> Grade Reading CRT
- 6<sup>th</sup> Grade Mathematics CRT
- 7<sup>th</sup> Grade Reading CRT
- 7<sup>th</sup> Grade Mathematics CRT
- 8<sup>th</sup> Grade Reading CRT
- 8<sup>th</sup> Grade Mathematics CRT
- 8<sup>th</sup> Grade Science CRT
- 8<sup>th</sup> Grade Statewide Writing Examination
- HSPE (Math, Reading, and Science)

The four proficiency categories are:

1. Developing/Emergent
2. Approaching Standard
3. Meets Standard
4. Exceeds Standard

Report subgroup percentages, if there are 10 or more such students at the school/program, for:

- Gender
- Each of the seven race/ethnicity categories (refer to page 8 of this document for a listing of reported ethnicities and their codes)
- Students with disabilities
- Students with limited English proficiency
- Students receiving free or reduced lunch
- Migrant education students

Subgroup results will not be reported for (b) (9) and (b) (10) listed under the Reporting Element section of this element.

Students who did not test, students with zeros, and students who take the tests under non-permissible conditions are put in the lowest proficiency group, Developing/Emergent.

In order to keep students' identities secure, figures representing less than 10 students or 100% of all students will not be reported and will be represented as such by a dash (-). In cases when no data is reported, N/A will represent such results.

**Growth Model Reporting** is developed by the Nevada Department of Education in collaboration with Nevada educators in response to *NRS 385.3595*. It will report reading and math scores for 4<sup>th</sup> through 8<sup>th</sup> grades for each school.

*Student growth percentiles (SGP) report student growth; median SGPs are then aggregated at the school level to produce the School Growth Score.*

*Students are ranked in percentiles, depending on how much they have grown from year to year.*

*Growth Model Reporting for schools will be released online only.*

# TEACHERS

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>The percentage of classes in the core academic subjects that are not taught by highly qualified teachers.</li> <li>The percentage of classes in the core academic subjects that are not taught by highly qualified teachers, aggregated and disaggregated by high-poverty compared to low-poverty schools.<sup>1</sup></li> </ul>	<b>File Name:</b> DF13		<b>Report Level</b>		<b>Data Source:</b> Office of Teacher Licensure
			S	D	<b>As of:</b> May 1
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 4
		D		X	
	St			<b>Provided by:</b> State	

**Explanation:**

**The Percentages of Secondary Core Subjects Class Periods/Elementary Core Subjects Class Periods Not Taught by Highly Qualified Teachers in School/Program and District—** For elementary schools, report only elementary class-subject percentages. For secondary schools, report only the credit-bearing, core class-subjects or core classes listed below for the reporting school year. The percentages of core class periods not taught by a highly qualified teacher are reported separately by the categories below.

- English/Reading/Language Arts
- Mathematics
- Science
- Social Studies (civics and government, economics, history, geography)
- Foreign Languages
- Arts (music, visual arts, theater)

Subject areas such as health, physical education, speech, non-core occupational education courses, computers, technology, or library media are **not** included. ESL and Bilingual endorsed teachers who teach one or more of the core classes are included.

The formula for calculating the percentage of highly qualified teachers in an elementary schools is as follows:

$$\frac{\text{Total \# of Classes Taught by Not Highly Qualified Teacher}}{\text{Total \# of Classes}} \times 100$$

This formula will be calculated from NHQT data submitted by NDE. Tottot is only secondary as is NHQtot. In other words, NHQES is not included in NHQtot and TotES is not included in TOTTot

To derive statewide numbers: ((NHQES + NHQtot) / (TOTES + TOTTOT)) \* 100.

<sup>1</sup> This will be reported only in district reports.

The formula for calculating the percentage of highly qualified teachers in a middle or secondary school is as follows:

$$\frac{\text{Total \# of Core Classes Taught by Not Highly Qualified Teachers}}{\text{Total \# of Core Classes}} \times 100$$

Statistical breakdown of core subject areas for elementary schools should not be reported by subject. Elementary schools need to report only the number and percentage of highly qualified teachers per school. For schools containing multiple levels, such as a K-8 school containing elementary and middle school grades, the number of highly qualified teachers not teaching core courses should be reported by the subjects listed above only for grades that rotate classes. If the upper grades remain stationary, and those teachers are multi-subject teachers as in the elementary grades, then the number of highly qualified teachers should be reported using the formula listed above.

To be highly qualified, one requirement is that the teacher has a baccalaureate degree. A second requirement is that the teacher holds a valid teaching license issued by the State of Nevada. The third requirement is that the teacher demonstrates competency. This demonstration of competency can occur in a number of ways:

**Elementary** (grades K-6 or designated elementary school K-8):  
 passed Praxis II - Specialty Area Tests OR

HOUSSE (for teachers hired into the profession before 7/1/03):

3 years verified full time teaching experience in subject area(s) in grade span plus

one of the following advanced licensing or certification (in educationally related area): graduate degree, professional license, National Board Certification OR

150 contact hours of professional development

**Middle**(grades 7-8)/**Secondary** (grades 9-12) for each subject the teacher is teaching:

- passed Praxis II - Core Subject Assessments  
 for major (copy of license with no provisions)  
 for minor (copy of passage of assessment or district data verifies)

**OR**

- completion of one of the following in the academic subject in which the teacher teaches:
  - an academic major
  - the equivalent of a major in semester hours in content area
  - a graduate degree
  - a professional license
  - National Board Certification

**OR**

- HOUSSE (for teachers hired into the profession before 7/1/03): 3 years verified full time teaching experience in subject area(s) in grade span plus
- one of the following advanced licensing or certification (in educationally related area): graduate degree, professional license, National Board Certification **OR**
- 150 contact hours of professional development

For reporting purposes, high poverty schools may be indicated by an asterisk (H) next to the school name and low poverty schools may be indicated by a plus sign (L) next to the school name.

# TEACHERS

<b>Reporting Element</b> <ul style="list-style-type: none"> <li><i>The percentage of teachers who are providing instruction pursuant to NRS 391.125 (emergency credential)</i></li> <li><i>The percentage of teachers who were providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area</i></li> <li><i>The percentage of teachers who are otherwise providing instruction w/out an endorsement for the subject area</i></li> </ul>	<b>File Name:</b> DF14		<b>Report Level</b>		<b>Data Source:</b> Human Resources: School, District & State	
			S	D	<b>As of:</b> Oct 1	
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 4	
		D		X	<b>Provided by:</b> State	
	St					
<b>Explanation:</b> The percentage of teachers in the school/program and district who are teaching with state approval to teach outside his or her area of endorsement with a waiver, without a waiver, and for any other reasons during the school year.  Where: Alt Route = 391.125 (Tch1), Waiver-SpEd Option = Pursuant...(Tch2), W/O Endorsement = W/O endrsmt (Tch3), HdCt = Total not FTE (TotTch)						

# TEACHERS

<b>Reporting Element</b> <i>Records of attendance of teachers who provide instruction for each school and the district.</i>	<b>File Name:</b> DF15		<b>Report Level</b>		<b>Data Source:</b> District HR
			S	D	<b>As of:</b> Through pay period closest to the 100 <sup>th</sup> day of instruction
	<b>Data Level</b>	S	X	X	
		D	X	X	<b>Due Date:</b> Wave 3
S				<b>Provided by:</b> District	

**Explanation:**

**Average Daily Teacher Attendance Rate for Schools and Districts** – defined as the percent of teaching staff in classrooms on an “average school day” in the reporting school year. For purposes of calculating this figure, teachers are defined as licensed educators who provide instruction to K-12 students. This does not include licensed personnel working as administrators, school counselors, school audiologists, librarians or library media specialists, school nurses, school psychologists, or school social workers.

NDE will calculate average daily teacher attendance rate by using the formula below.

$$\frac{\text{Total FTE Student Contact Days Present as of the 1}^{st} \text{ 100 days of instruction}}{\text{Total FTE Student Contact Days Present as of the 1}^{st} \text{ 100 days of instruction} + \text{Total FTE Student Contact Days Absent as of the 1}^{st} \text{ 100 days of instruction}} \times 100$$

Absences are counted where a substitute is required. However, teachers who are in professional development activities or are assigned duty for students’ co-curricular or extra-curricular activities are counted as PRESENT. Exclude absences for teachers who are absent for 20 consecutive days.

The numbers for teachers are to be reported to the nearest 1/2 day.

- If a teacher is present for at least 1/2 day but not 2/3 of a day, count as 1/2 day.
- If a teacher is present for at least 2/3 day, count as 1 day.
- If a teacher is present for less than 1/2 day, count as absent.

For purposes of calculation, days present and absent are weighted by FTE. Round FTE counts to the nearest .5 FTE. For example, if Mr. Mendoza has a contract for .5 FTE, and he is in his classroom for one week of half days as his contract specifies, he will be counted as present for 5 X ½, or 2.5 days. Any student contact day he is present for less than 1/2 day, he will be counted as absent for 1/2 day. If Ms. Jones has a 1.0 FTE contract and is in her classroom for at least 2/3 of a day each day for a week, she will be counted as present for 5 X 1, or five days. If she is present for at least 1/2 day but not more than 2/3, it will be counted as 1/2 day present and 1/2 day absent.

# PARAPROFESSIONALS

<b>Reporting Element</b> <i>The number of paraprofessionals employed at the school</i>  <i>The number and percentage of all paraprofessionals who do not satisfy the qualifications.</i>	<b>File Name:</b> DF16		<b>Report Level</b>		<b>Data Source:</b> District Human Resources
			S	D	<b>As of:</b> December 1
	<b>Data Level</b>	S	X	X	
		D	X	X	<b>Due Date:</b> Wave 1
St				<b>Provided by:</b> District	

**Explanation:**  
**Number of Paraprofessionals Employed at the School and at the District** – included in paraprofessionals are such positions as teacher aides, special education aides, library aides, computer lab/technology aides, special population aides.

**“Paraprofessional” is defined by NRS 391.008 as:**

1. “Paraprofessional” means a person who is employed by and assigned by a school district or charter school to:
  - (a) Provide one-on-one tutoring for a pupil;
  - (b) Assist with the management of a classroom, including, without limitation, organizing instructional materials;
  - (c) Provide assistance in a computer laboratory;
  - (d) Conduct parental involvement activities in conjunction with one or more duties set forth in this subsection;
  - (e) Provide support in a library or media center;
  - (f) Except as otherwise provided in subsection 2, provide services as a translator; or
  - (g) Provide instructional services to pupils under the direct supervision of a licensed teacher.
2. The term “paraprofessional” does not include a person who:
  - (a) Is proficient in the English language and a language other than English and who provides services as a translator primarily to enhance the participation of children in programs that are financially supported pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 et seq.
  - (b) Solely conducts parental involvement activities.

**Highly Qualified Paraprofessionals are:**  
 Aides who work directly with children in classrooms, labs, and libraries. In order to satisfy the requirements of the federal No Child Left Behind (NCLB) Act, paraprofessionals must have a high school diploma or its equivalent, plus one of the following:

1. Completed at least 2 years (48 semester credits) at an accredited institution of higher education;
2. Obtained an associate’s (or higher) degree; or
3. Successfully completed a formal state or local academic assessment.

NOTE: NCLB does not require all paraprofessionals to meet these requirements to be employed. Only paraprofessionals that work in Title I schools have to meet these requirements. This is noted in the report.

The formula for calculating the percentage of not highly qualified paraprofessionals is as follows:

$$\frac{\text{Total \# of Not Highly Qualified Paraprofessionals}}{\text{Total \# of Paraprofessionals}} \times 100$$

## STUDENTS: ATTENDANCE

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>• ADA for each school and the district.</li> <li>• For each elementary school, middle school, and jr. high, information that compares the attendance of the students enrolled in the school with the attendance of students throughout the district and throughout the state. This information must be provided in consultation with the Department to ensure the accuracy of the comparison.</li> </ul>	<b>File Name:</b> DF17		<b>Report Level</b>		<b>Data Source:</b> District SIS
			S	D	<b>As of:</b> 1 <sup>st</sup> 100 days of instruction
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 3
		D	X	X	
		St	X	X	
				<b>Provided by:</b> District	

**Explanation:**

**Average Daily Student Attendance Rate for School/Program, District, and State** -defined as the percent of enrollment in attendance on an "average school day".

When determining the *As Of* date, holidays and vacation days should not be counted; however, professional development days do count as days of instruction.

This information should not be calculated before submitting it to NDE. The raw data for aggregate days present as of the 1<sup>st</sup> 100 days of instruction, aggregate days absent as of the 1<sup>st</sup> 100 days of instruction, and the date of the last day on which data were collected.

To calculate average daily attendance for the school/program and for the district, sum (or aggregate) the total days present for each student in the school/program (or district) and divide this amount by the sum of total days present for each student and the sum of total days absent for each student. Round the resulting figure to the nearest one-tenth of one percent.

$$\frac{\text{Aggregate Days Present as of the 1}^{\text{st}} \text{ 100 Days of Instruction}}{\text{Aggregate Days Present as of the 1}^{\text{st}} \text{ 100 Days of Instruction} + \text{Aggregate Days Absent as of the 1}^{\text{st}} \text{ 100 days of Instruction}} \times 100$$

For example, in a school with 100 students who were present for a total (aggregated over all 100 students) of 9,000 days during the first 100 days of instruction and were absent for a total (aggregated over all 100 students) of 1000 days over the first 100 days of instruction, the average daily attendance rate would be:

$$\frac{9000}{9000+1000} \times 100 = 90.00\%$$

Average daily attendance rates for the school/program and district also are reported for the following subgroups:

- Students with disabilities
- Students with limited English proficiency
- Students receiving free and reduced lunch
- Each of the seven race/ethnicity categories (American Indian/Alaskan Native; Asian, Hawaiian/Other Pacific Islander; Black; Hispanic, White, and Multiracial/Two or More Races)

## STUDENTS: STUDENT/TEACHER RATIO & CLASS SIZE

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>The ratio of students to teachers in kindergarten and at each grade level for each elementary school and the district, and the average class size for each core academic subject for each secondary school and the district.</li> </ul>	<b>File Name:</b> DF18, DF19		<b>Report Level</b>		<b>Data Source:</b> District
			S	D	<b>As of:</b> December 1
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 1
		D	X	X	<b>Provided by:</b> District
	St				

**Explanation:**

Teacher/Student Ratios for Grades K-6 in School and District – for each of grades 1-6 (or grades 1-5 if elementary school ends after the fifth grade in your district), defined as the number of students per FTE licensed classroom teachers in the reporting school year. Exclude from calculation counselors, librarians, administrators, deans, specialists, and teachers of art, music, physical education, or special education.

*Shared Contract Teachers* – divide the number of contracts shared by the number of teachers sharing. Ex. Two teachers on one contract count as .5 each.

The ratios provided in the School Accountability Report would cover each grade represented at the school and for the same grades at the district level.

**Multi-grade classrooms**

Teacher/student ratios for multi-grade classrooms should be reported in the following way. First, the number of FTE teachers per grade will be reported using the following method:

# of teachers in the multi-grade classroom  
# of grades represented in the multi-grade classroom

Then, the result of this calculation will be entered into the data set for FTE teachers once for each grade represented in the multi-grade classroom.

Example: Two teachers teach a multi-grade class with students from the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. The equation used to calculate the number of teachers per grade in this classroom is:

$$\frac{2}{3} = .7$$

The value of .7 will be entered once into the FTE teacher variable for that school in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades.

**Single-grade classrooms**

To calculate the teacher/student ratios in grades 1-6 for the reporting year, divide the number of students enrolled in a grade at the school (or district) on December 1 by the number of FTE classroom teachers, as defined above, for that grade. To calculate teacher/student ratios in multi-grade classrooms, divide the total number of students enrolled in multi-grade classrooms at the school (or district) on December 1 by the number of FTE classroom teachers, as defined above, assigned to multi-grade classes. Report all teacher/student ratios rounded to the nearest full student count. The formula for calculating teacher/student ratios in grades one through six (or in all multi-grade classrooms) in a school or district is:

December 1 Enrollment in Grade  
FTE Teachers in Grade

However, most 1 FTE kindergarten teachers teach two classes of students, and the resulting kindergarten teacher/student ratios would look large to most of the public if calculated in this manner. For kindergarten, the teacher/student ratios should be calculated by dividing the December 1 kindergarten enrollment by the number of kindergarten classes. The formula for calculating teacher/student ratios in kindergarten is:

December 1 Enrollment in Kindergarten  
Number of Kindergarten Classes

Report all teacher/student ratios rounded to the nearest full student count.

Average Class Size for English, Mathematics, Science, and Social Studies Classes (7-12 grade courses) in the School and the District – defined as the average class size for the entire school (do not report individual grade class sizes) for 7-12 grade classes (include 6<sup>th</sup> grade if it's taught in a middle school) in each of the core curriculum areas listed, e.g., the average secondary English class size at the school is 23 students. Exclude from calculation classes and enrollments in Title 1 classes, ESL classes, Developmental and Academically Talented classes, or any other classes with designed small enrollment for intensive instruction to meet specialized needs.

To calculate average class size in a listed core curriculum area for a school or a district, divide the total enrollment in the curriculum area by the total number of periods of instruction offered in that area (but see exclusions above). Round to the nearest full-student count.

**Low-Enrollment Schools/Multi-grade Schools**

Low-enrollment (less than ten) and multi-grad schools will report the overall student/teacher ratio for the school and will not report by grade.

**December 1 Enrollment Count**

This is the only element in the report that requires a December 1 enrollment count.

The suppression rules have been changed. Prior rules suppressed the calculation of a S:T when the cell value was -1. This is no longer the case. For any cell where the value is <1 (such as .5 or 0) no S:T will be calculated/reported.

## STUDENTS: RETENTION AND CREDIT DEFICIENT

<b>Reporting Element</b> <i>The number of students in each grade who are retained in the same grade pursuant to NRS 392.033 or 392.125 for each school and the district.</i>	<b>File Name:</b> DF20		<b>Report Level</b>		<b>Data Source:</b> District SIS
			S	D	<b>As of:</b> Count Day
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 1
		D	X	X	<b>Provided by:</b> District
	St		X		
<b>Explanation:</b> Retention – Report the number and percent of students who were retained in grades K-8. Credit Deficiency – Report the number of ninth, tenth, eleventh, and twelfth grade students whose credit deficiency prevented them from progressing to the next grade (for 9 <sup>th</sup> through 11 <sup>th</sup> graders) or graduating (for 12 <sup>th</sup> graders). All students who are repeating a grade should be reported as of count day regardless of where they attended school the previous year.  A 0 (zero) in the DF20 table will show up as a 0 (zero) in the report, a blank will show up as an * in the table.					

# STUDENTS: TRANSIENCY

<b>Reporting Element</b> <i>The transiency rate of students for each school and the district.</i>	<b>File Name:</b> DF21		<b>Report Level</b>		<b>Data Source:</b> District SIS
			S	D	<b>As of:</b> End of School Year
	<b>Data Level</b>	S	X	X	
		D	X	X	<b>Due Date:</b> Wave 4
St				<b>Provided by:</b> District	

**Explanation:**  
 Transiency Rate for School & District -- The transiency rate reported for the school reflects the percentage of students who are not enrolled in the school for the entire reporting school year. To calculate the school's transiency rate, first, following the fall count, sum all new enrollments during the school year, all re-enrollments for the school year, and all withdrawals for the school year. (A re-enrolled student is a student that was enrolled at a school during the school year, left the school, then re-enrolled in the same school or in another school in the district.) Divide this total by the sum of the reported fall enrollment, the new enrollments, and the re-enrollments. Multiply this number by 100. Report the transiency rate to the nearest percent. The formula for calculating school transiency rate is:

$$\frac{\text{New Enrollment} + \text{Re-Enrollment} + \text{Withdrawals}}{\text{Reported Enrollment} + \text{New Enrollment} + \text{Re-Enrollment}} \times 100$$

Students aren't counted as transient if they are transferred to another school in the district because of a change in school zoning. Also, if a student was transferred to a different track in a year-round school, his/her transfer wouldn't be counted as transiency at that school. There might be some problems here when the accounting system requires that the student is marked as withdrawn then re-enrolled.

The transiency rate reported for the district will reflect the transiency rate for all schools within the district rather than simply movements into and out of the district. The latter does not capture movement among schools within the district and, therefore, is not comparable with the school transiency rates.

To calculate the transiency rate for schools within the district, the information for schools above is basically combined into the same formula. First, sum the new enrollments in each school in the district with the re-enrollments in each school and the withdrawals in each school. Divide this number by the total of the fall reported enrollment of the district, the sum of new enrollments in each school in the district, and the sum of re-enrollments in each school. Multiply this figure by 100. Report the transiency rate to the nearest percent.

For example, a school district has 20 schools and a total fall count day enrollment of 10,000 for the reporting school year. The total (sum for each school) new enrollment in the 20 individual schools was 350, the total re-enrollment in the 20 schools (again, summed individually) was 50, and the total withdrawal in the 20 schools was 200. To calculate the transiency rate for schools within the district, the following steps would apply:

a.  $\frac{350 + 50 + 200}{10,000 + 350 + 50} = .06$

b.  $.06 \times 100 = 6\%$  Transiency Rate

# STUDENTS: DISCIPLINE & TRUANCY

<p><b>Reporting Element</b></p> <ul style="list-style-type: none"> <li>Records of incidents involving weapons or violence for each school.</li> <li>Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school.</li> <li>Records of the suspension and expulsion of students.</li> <li>The number of students who are deemed habitual disciplinary problems for each school and the district.</li> <li>The number of habitual truants who are reported to a school police officer or law enforcement agency and the number of habitual truants who are referred to an advisory board to review school attendance for each school and the district during the reporting school year.</li> </ul>	<b>File Name:</b> DF22		<b>Report Level</b>		<b>Data Source:</b> District SIS
			S	D	<b>As of:</b> End of School Year
	<b>Data Level</b>	S	X	X	
		D	X	X	<b>Due Date:</b> Wave 4
St				<b>Provided by:</b> District	

**Explanation:**

**Student Suspension or Expulsion for the School and District for School Violence, Weapons, or Distribution of Controlled Substances, Possession/Use of Alcohol or Controlled Substance** – Report the number of suspensions or expulsions at a school for reasons of school violence, weapons, alcohol, or controlled substances. Include out-of-school suspensions and expulsions from school.

Again, the number of suspensions or expulsions is counted. If the same student is suspended for two different incidents, that will count as two. The only correction for duplication occurs if every expulsion is reliably preceded by a suspension. If a student gets in a fight and is first suspended and then expelled for doing so, you won't count more than one disciplinary action toward the student for the same infraction.

The numbers reported at the school or at school events for the school year are actual numbers listed separately on the report by six categories:

- violence to other students
- violence to school staff
- possession of weapons
- distribution of controlled substances
- possession or use of controlled substances
- possession or use of alcoholic beverages

Suspensions or expulsions for fighting between students are included as incidents of "violence to other students." Violence to school staff, possession of weapons, and distribution of controlled substances are defined consistently with NRS 392.466. Controlled substances are listed in NAC 453.510. Also, the office of the Nevada State Board of Pharmacy (775-850-1440; toll-free at 800-364-2081) can provide information about whether specific substances are controlled substances. Alcoholic beverages are as defined in NRS 202.015.

**Habitual Disciplinary Problems** – This element is reported independently of suspensions and expulsions.

**Habitual Truants** – NRS 392.140 outlines the conditions under which a pupil is declared a habitual truant. NRS 392.130 outlines the conditions under which a pupil is deemed truant and that an approval is required for an absence. This element is reported for both resulting in suspension/ expulsion and not resulting in suspension/ expulsion.

For 2011-12, additional information will be collected to match federal reporting on Discipline. The additional items will report the Number Of Students counted in each item listed above, and will break out the data by "with injury" and "without injury". Habitual Discipline will also be expanded. However, the incident data will be combined and reported as stated in NRS 385. DF42 includes the following;

The numbers reported at the school or at school events for the school year are actual numbers listed separately on the report by six categories:

- violence to other students with/without Injury
- violence to school staff with/without Injury
- possession of weapons
- distribution of controlled substances
- possession or use of controlled substances
- possession or use of alcoholic beverages

# STUDENTS: GRADUATION & COMPLETION

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>For each school and district, the number and percentage of students who received a standard high school diploma, an adjusted diploma, and a certificate of attendance</li> <li>For each high school, information that provides a comparison of the rate of graduation of students enrolled with the rate of graduation of students throughout the district and throughout this state. The information required by this paragraph must be provided in consultation with the Department to ensure the accuracy of the comparison.</li> </ul>	<b>File Name:</b> DF23, DF24		<b>Report Level</b>		<b>Data Source:</b> District and State
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 1
		D	X	X	
		St	X	X	<b>Provided by:</b> State/District

**Explanation:**  
**Completion Indicators for the School and the District**—Districts and schools report the number and percentages for each of the four types of school completers: Advanced/Standard Diploma, Adjusted Diploma, Certificate of Attendance, and Adult Diploma. These data will be taken from the previous school year because current year’s data are not available in time to meet reporting deadlines. Please note: DF23 and DF24 have been modified for 08/09 collection.

The graduation rate is calculated using the following formula:

$$\frac{(\# \text{ St D} + \# \text{ Ad D} + \text{Adv D})}{(\# \text{ Comp} + \text{DO 12 Y} + \text{DO 11 Y-1} + \text{DO 10 Y-2} + \text{DO 9 Y-3})} \times 100$$

Where

- # St D = Number of Standard Diplomas
- # Ad D = Number of Adult Diplomas
- # Adv D = Advanced Diplomas
- # Comp = Number of Completers (Standard, Advanced, Adult, Adjusted, Certificates of Attendance)
- DO 12 Y= Number of 12th Grade Dropouts from Current Year
- DO 11 Y-1 = Number of 11th Grade Dropouts from Year Previous
- DO 10 Y-2 = Number of 10th Grade Dropouts from 2 Years Previous
- DO 9 Y-3 = Number of 9th Grade Dropouts from 3 Years Previous

NDE will not pull graduation and dropout data from the SAIN ODS. Districts will submit data via Data Submission Application (DSA).

# STUDENTS: DROPOUTS

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>• <i>The annual dropout rate for grades 6 -12</i> <ul style="list-style-type: none"> <li>○ <i>Grades 9-12 will be reported as overall on the Web site.</i></li> <li>○ <i>Grades 6-12 will be reported as individual grade and grades 6, 7 &amp; 8 are not included in the overall report.</i></li> </ul> </li> </ul>	<b>File Name:</b> DF24		<b>Report Level</b>		<b>Data Source:</b> State/District
			S	D	<b>As of:</b> October 1
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 1
		D	X	X	
	St	X	X	<b>Provided by:</b> State/District	

**Explanation:**  
**Dropout Rates for School/Program, District, and State** – the overall school/program dropout rate based on 9<sup>th</sup>-12<sup>th</sup> grade students that dropped out of school **during the previous** school year. The dropout statistic applies to schools/programs with any of grades 6 -12. See Dropout Count Procedural Handbook for guidance.

Please note: Non-returns must be disaggregated by subpopulation. DF24 has been modified (Nov, 2008).  
 A dropout is a student who:

- a) was enrolled in school/program at some time during the reporting school year (or was expected to return to school during the reporting school year from summer);
- b) was not enrolled by October 1 of the current school year;
- c) has not graduated from high school or completed a state- or district-approved instructional program; and
- d) does not meet any of the following exclusionary conditions:
  - i) transfer to another public school district, private school, or state- or district-approved education program;
  - ii) temporary absence due to suspension or school-approved illness; or
  - iii) death.

Use the following formula to calculate the overall dropout rate for grades 9-12 in the school/program or district. *Drop cells should include NonReturn students*

$$\frac{\text{Total Dropouts}}{\text{Total Enrollment} + \text{Total Non>Returns}} \times 100$$

NDE will not pull graduation and dropout data from the SAIN ODS. Districts will submit data via Data Submission Application (DSA). The dropouts for grades 7-8 were reported as individual grades in the 2007-2008 report for the first time and 6<sup>th</sup> grade will be reported in 2009-10 for the first time.

# STUDENTS: HSPE FAILURES AND NSHE REMEDIATION RATE

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>For each school and the district, the number and percentage of students who did not receive a high school diploma because the students failed to pass the HSPE.</li> </ul>	<b>File Name:</b> DF23		<b>Report Level</b>		<b>Data Source:</b> State/District
			S	D	<b>As of:</b> Previous School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 1
		D	X	X	
	St			<b>Provided by:</b> State/District	

**Explanation:**  
**Proficiency Failures** – This will report the number and percentage of regular education students who did not receive their standard high school diplomas simply because they failed the high school proficiency examination (HSPE).

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>For each high school in the district, the percentage of students who graduated from that school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university or community college with UCCSN (NSHE)*.</li> </ul>	<b>File Name:</b> DF26		<b>Report Level</b>		<b>Data Source:</b> NSHE (Hard Copy Report)
			S	D	<b>As of:</b> The February Report
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 3
		D	X	X	
	St			<b>Provided by:</b> District	

**Explanation:**  
**Percent of High School Graduates Enrolled in Remedial Nevada System of Higher Education (NSHE) Classes** –This is defined as the percentage of students who graduated from Nevada high schools and enrolled in remedial classes in NSHE during the summer after they graduated or the following fall.

Use the percentages and numbers provided by NSHE.

This element will include a footnote indicating that not all graduates attend college and many graduates attend college out of state.

\*In early 2005, the University and Community College System of Nevada (UCCSN) changed its name to Nevada System of Higher Education (NSHE).

## PARENT COMMUNICATION AND INVOLVEMENT

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>• <i>Efforts made by the school district and by each school to increase communication with the parents of students in the district</i></li> <li>• <i>Efforts made by the school district and by each school to increase the participation of parents in the educational process and activities relating to the school district and each school, including the existence of parent organizations and school advisory committees.</i></li> </ul>	<b>File Name:</b> DF28, Web Form		<b>Report Level</b>		<b>Data Source:</b> School and District Data and Narrative <b>As of:</b> Current School Year
			S	D	
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 2
		D	X	X	
					<b>Provided by:</b> District
<b>Explanation:</b> <b>Parental Involvement</b> Schools report this item in two ways. First, elementary schools report parent/teacher conference attendance based upon attendance of one conference cycle. Second, schools will list the different means by which they communicate with parents and extend opportunities for involvement to parents. School narratives should report efforts made at the school and district.  Districts should include a table illustrating the 3-year district trend for parent/teacher conference attendance at elementary schools.					

## ADEQUATE YEARLY PROGRESS AND SCHOOL DESIGNATION

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>• <i>Whether or not the school district has made AYP. If the school district has been designated as demonstrating need for improvement, the report must include a statement indicating the number of consecutive years the school district has carried that designation.</i></li> <li>• <i>Information on whether each school has made AYP, including the number and percentage of schools that have been designated as needing improvement.</i></li> <li>• <i>Information on whether each school has made AYP, including the name of each school that has been designated as needing improvement and the number of consecutive years that the school has carried that designation.</i></li> </ul>	<b>File Name:</b> DF29		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> Current School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 5
		D		X	
	St			<b>Provided by:</b> State	
<p><b>Explanation:</b></p> <p><b>Adequate Yearly Progress</b>                      If the district did not make Adequate Yearly Progress (AYP), this must be noted in the District-Wide Accountability Report, along with the area(s) and any subgroup in which the district failed to make AYP. The District-Wide Accountability Reports will also note the number of schools that failed to make Adequate Yearly Progress and list the schools and the failing area(s) and subgroup(s) for each school.</p> <p><b>Designation as Needing Improvement</b>                      If a district has been determined to be needing improvement, this must be noted in the District-Wide Accountability Report, along with the area(s) and any subgroup(s).</p>					

Note for State: Prior to loading AYP (DF29) conduct a find ‘ replace with “

## LONG-TERM AND SHORT-TERM SUBSTITUTE TEACHERS

<p><b>Reporting Element</b>  <i>For each middle school, junior high school and high school:</i>                      (I) On and after July 1, 2007, the number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and                      (II) On and after July 1, 2008, the number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area; and                      (5) For each elementary school:                      (I) On and after July 1, 2007, the number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and                      (II) On and after July 1, 2008, the number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.</p>	<b>File Name:</b> DF39		<b>Report Level</b>		<b>Data Source:</b> Schools
			S	D	<b>As of:</b> End of School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 4
		D	X	X	
		St	X	X	<b>Provided by:</b> District
<p><b>Explanation:</b>                      Substitute teachers are the persons who are daily subbing either for teaching positions or for vacant positions.</p> <p>Elementary school reports will present an all-school composite number of substitutes including Special Education. Secondary and middle schools will present substitute data by the four core subject areas: Math, Science, Social Studies, and English Language Arts. If the number of short-term subs subbing in core subject classes is counted in half-days intervals, then you must round to the nearest whole number prior to submitting.</p> <p><b>Examples:</b>                      John is filling in for Mary during her maternity leave. John has worked 14 consecutive days and is sick for two days, requiring a substitute. John returns and completes his long term assignment. Total count = 1 long term and 1 short term. A long term sub assignment that is broken by an absence is considered one assignment.</p> <p>Mary teaches a self-contained, elementary special education class. Her substitute would contribute to the composite number at her school.</p>					

## SPECIAL PROGRAMS

<b>Reporting Element</b> <i>A compilation of the special programs available for pupils at individual schools, listed by school and by school district, including, without limitation, each charter school in the district.</i>	<b>File Name:</b> Web Form		<b>Report Level</b>		<b>Data Source:</b> Schools
			S	D	<b>As of:</b> Current School Year
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 2
		D	X	X	
		St			<b>Provided by:</b> District
<b>Explanation:</b> These data will be collected from schools through a Web form on the data submission tool. Examples of special programs are full-day kindergarten, alternative education summer school programs, class-size reduction, and homework help centers.					

## Career and Technical Education (CTE) STUDENTS: ATTENDANCE

<b>Reporting Element</b>  <ul style="list-style-type: none"> <li>CTE ADA for each school and the district.</li> </ul>	<b>File Name:</b> DF40		<b>Report Level</b>		<b>Data Source:</b> District SIS
			S	D	<b>As of:</b> 1 <sup>st</sup> 100 days of instruction
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 3
		D	X	X	<b>Provided by:</b> District
	St	X	X		

**Explanation:**

**Average Daily Student Attendance Rate for School/Program, District, and State** -defined as the percent of enrollment in attendance on an "average school day".

When determining the *As Of* date, holidays and vacation days should not be counted; however, professional development days do count as days of instruction.

This information should not be calculated before submitting it to NDE. The raw data for aggregate days present as of the 1<sup>st</sup> 100 days of instruction, aggregate days absent as of the 1<sup>st</sup> 100 days of instruction, and the date of the last day on which data were collected.

To calculate average daily attendance for the school/program and for the district, sum (or aggregate) the total days present for each student in the school/program (or district) and divide this amount by the sum of total days present for each student and the sum of total days absent for each student. Round the resulting figure to the nearest one-tenth of one percent.

$$\frac{\text{Aggregate Days Present as of the 1}^{\text{st}} \text{ 100 Days of Instruction}}{\text{Aggregate Days Present as of the 1}^{\text{st}} \text{ 100 Days of Instruction} + \text{Aggregate Days Absent as of the 1}^{\text{st}} \text{ 100 days of Instruction}} \times 100$$

For example, in a school with 100 students who were present for a total (aggregated over all 100 students) of 9,000 days during the first 100 days of instruction and were absent for a total (aggregated over all 100 students) of 1000 days over the first 100 days of instruction, the average daily attendance rate would be:

$$\frac{9000}{9000+1000} \times 100 = 90.00\%$$

Average daily attendance rates for the school/program and district also are reported for the following subgroups:

- CTE students with disabilities
- CTE students with limited English proficiency
- CTE students receiving free and reduced lunch
- Each of the seven race/ethnicity categories (American Indian/Alaskan Native; Asian, Hawaiian/Other Pacific Islander; Black; Hispanic, White, and Multiracial/Two or More Races)

## CTE Elements-Enrollments, Completers & Dropouts

<b>Reporting Element</b> <ul style="list-style-type: none"> <li>The numbers of students enrolled in a CTE program.</li> <li>The numbers of students who completed a course of CTE.</li> <li>The number and percentage of CTE students who received a standard high school diploma, an advanced diploma, an adjusted diploma, and a certificate of attendance.</li> <li>The number and percentage of CTE students who completed a CTE but failed HS proficiency exam.</li> <li>Last year (07-08) dropout data will be used to calculate dropout rates.</li> </ul>	<b>File Name:</b> DF41		<b>Report Level</b>		<b>Data Source:</b> State
			S	D	<b>As of:</b> Count Day
	<b>Data Level</b>	S	X	X	<b>Due Date:</b> Wave 3
		D	X	X	<b>Provided by:</b> CTE dept.
	St		X		

  

**Explanation:**  
 This section should include the following information: (See DF41 file spec for full details)

Gender  
 Each of the five race/ethnicity categories by gender  
 Grade  
 # Enrollment in CTE  
 # of pupils who enrolled in CTE before dropping out  
 # pupils who completed a course of CTE  
 # of pupils who were CTE completers and received a standard Diplomas  
 # of pupils who were CTE completers and received an advanced Diplomas  
 # of pupils who were completers and received an adjusted Diplomas  
 # of pupils who were CTE completers and received a certificates of Attendance  
 # pupils who completed a CTE but failed HS proficiency exam

The following race/ethnicity State codes and categories should be used in all reports.

I = American Indian/Alaskan Native;  
 A = Asian;  
 P = Hawaiian Native/Other Pacific Islander  
 H = Hispanic or Latino;  
 B = Black/African American (not Hispanic);  
 W = White (not Hispanic)  
 M = Multiracial/Two or More Races

These data will be provided by CTE Department and will be uploaded/submitted by Esmeray Ozdemir