

Joe Lombardo
Governor

Dr. Victor Wakefield
Superintendent of
Public Instruction



Southern Nevada Office
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

MEMORANDUM

TO: Dr. Katherine Dockweiler
Nevada State Board of Education

FROM: Megan Peterson, Deputy Superintendent for Student Investment Division *mp*

DATE: January 28, 2026

SUBJECT: Report to the State Board of Education: Programs for Class Size Reduction in School Year 2026

Introduction

Nevada Revised Statutes (NRS) 388.700 and 388.725 outline requirements intended for the reduction of student to teacher ratios for kindergarten through third grade, to include the reporting that demonstrates whether the district is meeting target ratios, and if not, a path to request a variance. NRS 388.720 further requires that school districts, together with the recognized associations representing licensed educational personnel, develop a plan to reduce the pupil-teacher ratios within the limits of available financial support and submit that plan to the Nevada State Board of Education (State Board). Nevada Senate Bill 81 (SB81), in combination with SB460 and Nevada Assembly Bill 506 (AB506), passed in the 83rd (2025) Legislative Session, changed the reporting frequency for school districts from quarterly reporting to a single annual submission on October 1. Charter schools are excluded from these requirements.

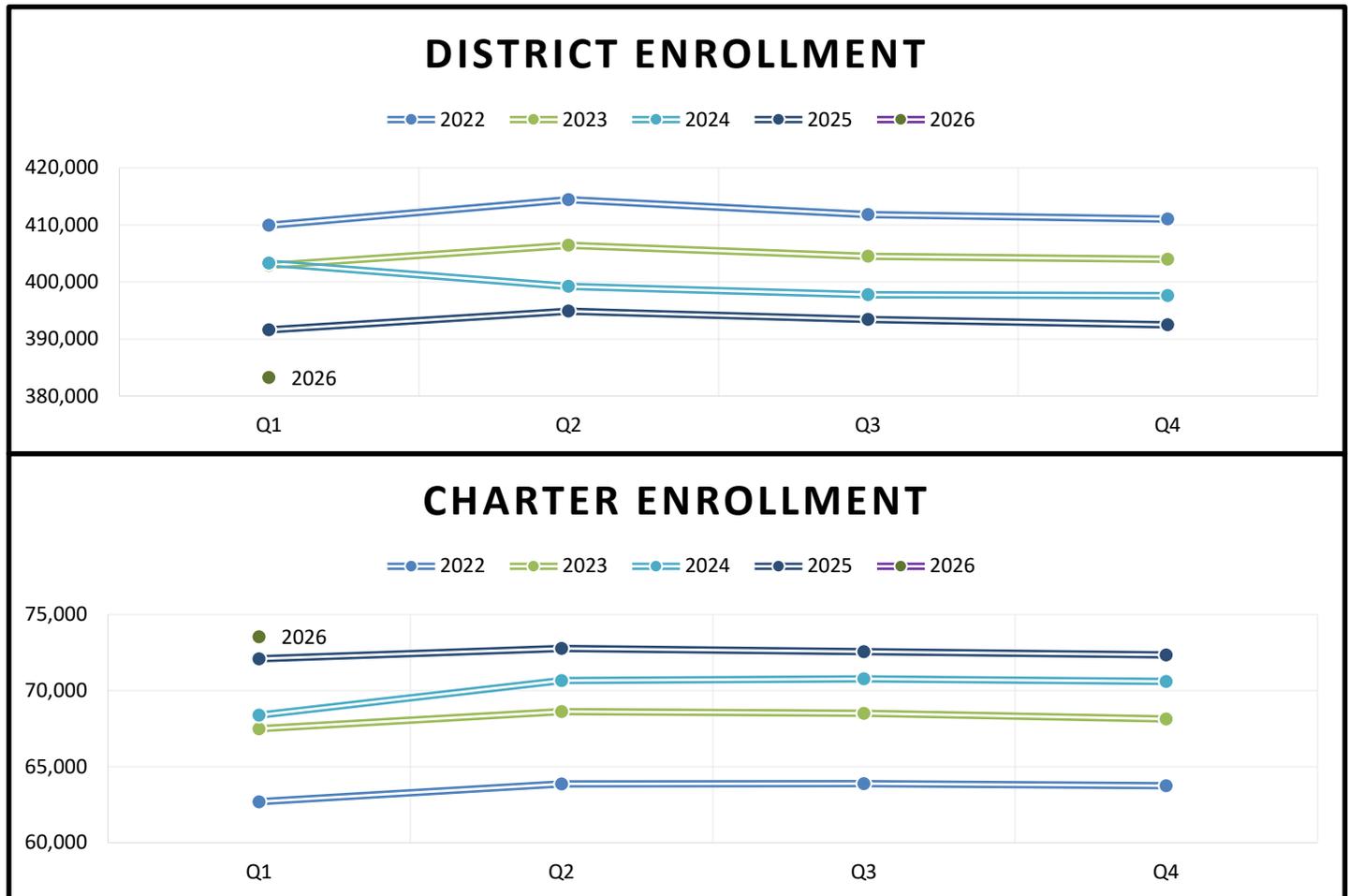
This report serves to fulfill two reporting requirements, both due on October 1 of each year, to include the school year 2026 (SY26) annual plan for class size reduction (CSR) per NRS 388.720 and SY26 class size reporting and variance requests per NRS 388.700 and 388.725. The Annual CSR Plan was completed by school districts to include identification of their CSR plan, their projected district-level class size ratios by grade, their anticipated number of variances by grade, narrative related to the district plan to reduce class size ratios, and certification of the plan by both the superintendent of the district and the relevant education association. The district plan included four prompts: to describe the district's strategies to meet class size ratios; to describe strategies to mitigate the impact of class sizes; to describe the anticipated use of funds; and to identify goals for the 2025-26 school year. The Annual CSR Report was completed by school districts reporting the average daily enrollment (ADE) of pupils and the number of licensed teachers designated to teach on a full-time basis in classes where core curriculum is taught, broken down by school, grade level, and classroom configuration. Per NRS 388.700, only licensed personnel teaching core curriculum classes may be counted for the class size ratio calculation; teachers of art, music, physical education, special education, librarians, and specialists may not be included for calculation purposes. For each school and grade that exceeds the target ratios, school districts must provide a variance justification and request.

Class Size ratios under the regular and alternative plan are as follows:

Regular Plan			
<i>As prescribed in NRS 388.700(1)</i>			
Kindergarten	First Grade	Second Grade	Third Grade
16:1	16:1	16:1	18:1
Alternative Plan			
<i>As prescribed in NRS 388.720(2); Available for counties with populations less than 100,000</i>			
<i>Fifth-Sixth Grades within elementary schools only</i>			
Kindergarten	First-Third Grades	Fourth Grade	Fifth-Sixth Grades
16:1	22:1	25:1	25:1

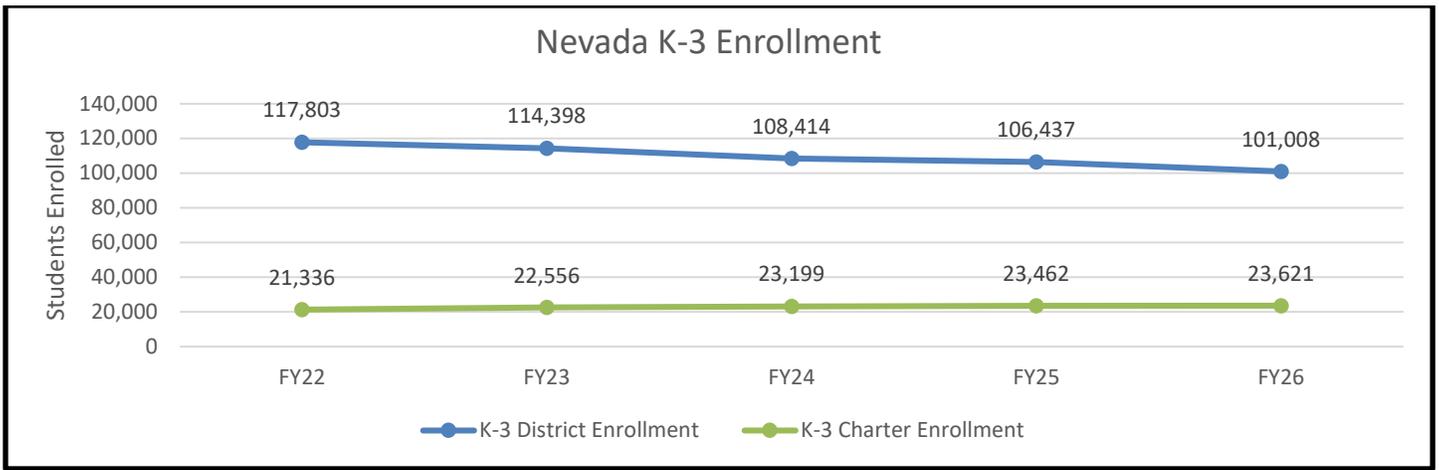
Enrollment

According to the school year 2024-2025 (SY24-25) ADE reports, the combined total of district and charter enrollment statewide increased from 463,709 students in Q1 to 464,813 students in Q4, an increase of approximately 1,100 students. The total enrollment reported for Q1 of SY25-26 was 456,802, nearly 7,000 students fewer than Q4 of the prior school year. The following charts illustrate this total enrollment across district schools and charter schools.

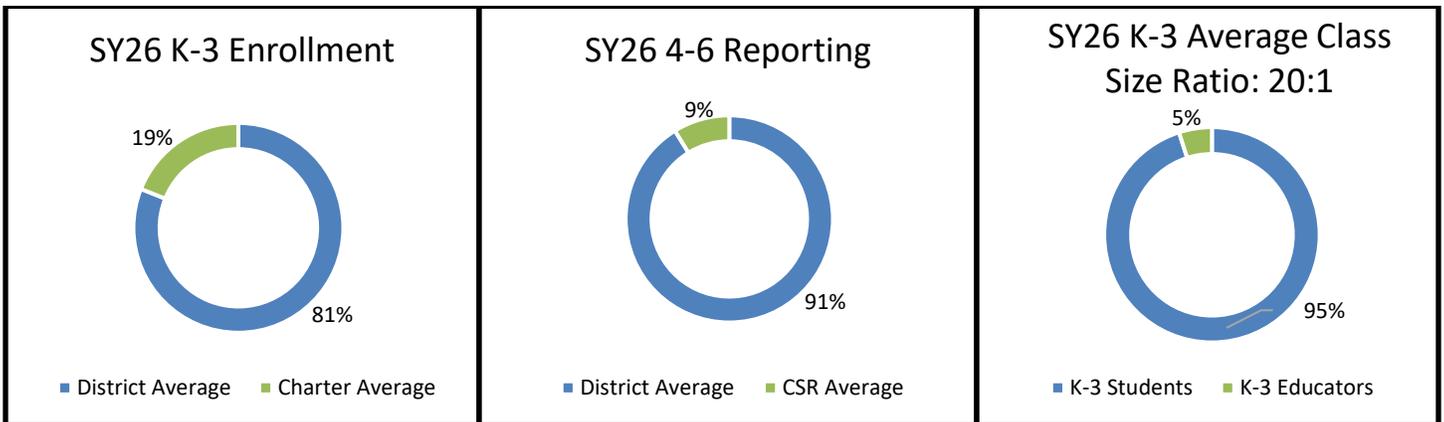


K-3 Enrollment

It is important to note that CSR reporting has limitations (i.e., charter schools do not report, nor all district students in grades 4-6) and should not be taken to reflect the ratios for all classrooms statewide. Of the total statewide enrollment for Q1 of SY26, approximately 27% or 124,629 students are enrolled in kindergarten through third grade (K-3). More specifically, 81% or 101,008 of the total K-3 students were enrolled in district schools with 19% or 23,621 students enrolled in charter schools. The graph shown below shows the changes in each quarter for K-3 enrollment.



Districts on alternative plans also submit enrollment and educator counts for grades 4-6, however, only if those grades are within an elementary school. Because this data is not reported statewide, nor inclusive of all 4-6 classes within a given district, the averages are not meaningful reflections of ratios or the barriers to reach target ratios across the state. For context, in Q1 of SY26, 23% or 105,909 students of the total statewide enrollment was reported for grades 4-6. More specifically, 82% or approximately 87,051 of 4-6 students were enrolled in district schools while 18% or approximately 18,858 students were enrolled into charter schools. Of the 4-6 students enrolled in district schools in SY26, only 8,380 were reported for CSR purposes which amounts to approximately 10% of the total 4-6 enrollment reported for district schools.



Classrooms and Ratios

Each school that exceeds their target pupil-teacher ratio must request a variance for the school year, which the State Board may approve for good cause. Good cause may include, but is not limited to, facility limitations, difficulty hiring, or funding limitations. Each variance must include the justification for the variance and a plan of action specific to that school to reduce the class size ratio.

It is important to note that reporting a single grade ratio of 21:1 in a school does not contextualize the circumstance for the classroom, school, or district. A ratio of 21:1 indicates five students over the ratio across all classrooms; however, it matters whether there are two kindergarten classrooms in the school (a total of ten students exceeding the ratio) or ten classrooms, leaving 50 students over the recommended ratio.

Class Size Ratios

For SY26, nine districts exceeded the target class size ratio for one or more grades at the district level. While many districts exceeded the target ratio for kindergarten, these were ratios that districts anticipated given their enrollment, facilities, and staffing capabilities.

SY26 Average District Class Size Ratios								
District	Plan	K	1	2	3	4	5	6
Carson	Alternative	19	20	17	21	21	23	*
Churchill	Alternative	19	19	20	21	24	23	*
Clark	Regular	20	19	19	21	*	*	*
Douglas	Alternative	19	22	21	23	26	24	*
Elko	Alternative	17	18	17	21	21	20	21
Esmeralda	Alternative	7	7	9	12	12	12	3
Eureka	Alternative	9	13	12	7	8	14	10
Humboldt	Alternative	16	17	17	20	19	14	12
Lander	Alternative	13	15	15	15	16	*	*
Lincoln	Regular	16	14	15	14	18	19	14
Lyon	Alternative	18	18	21	20	22	22	21
Mineral	Regular	10	16	15	16	*	*	*
Nye	Alternative	19	17	15	18	23	20	*
Pershing	Alternative	14	11	16	18	14	14	*
Storey	Alternative	18	17	16	19	20	18	*
Washoe	Regular	21	17	17	20	*	*	*
White Pine	Alternative	14	14	19	18	15	16	14

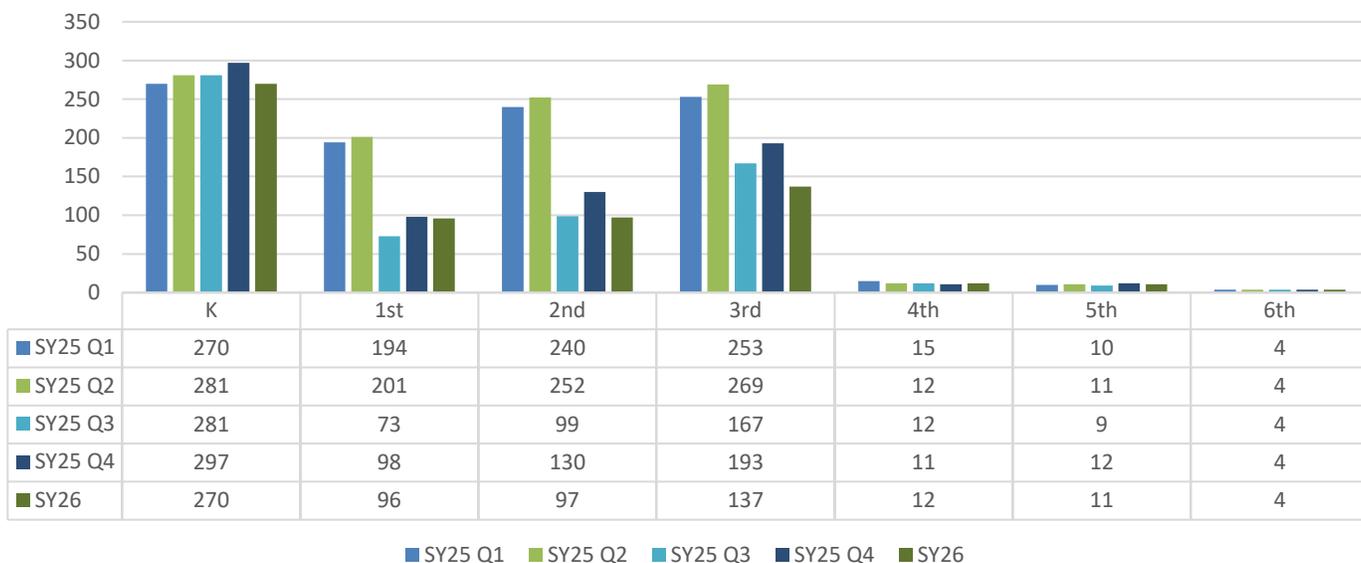
The statewide calculations for average class size ratios are difficult to assess, as differing target ratios, population densities, and reporting schools within the data set create distinct contexts that may not be encapsulated in a single number. Since districts are required to report for all K-3 classrooms, average statewide class size ratios were calculated for grades kindergarten through third using a weighted average based on the representative district’s population per quarterly ADE report. This number has been averaged again across each quarter to determine the SY24-25 average class size ratio, rounded to whole numbers.

Weighted Statewide Average Class Ratios			
K	K	K	K
19	19	19	19

Variance Requests

In Q1 of SY25, there were 986 variance requests; in Q4, there were 745. For SY26, there were 627 variance requests reported. It is important to note that during SY25, the Nevada Department of Education (NDE) used a variance renewal process which cut down on the total number of variances needed each quarter. For SY26, there is only one annual report submitted where districts request variances for all schools throughout the school year. The following chart illustrates the variance enrollment trends across all quarters in SY25 and the annual reporting for SY26.

SY25-SY26 Variance Requests



Districts may report one or more reasons for their variance request including: facility limitations, difficulty hiring, funding limitations, or other. On average, 44% of all variance requests throughout the year cited difficulty hiring, reflective of the increase in teacher shortages due to retirement, attrition, and decreases in recruitment and retention. 46% cited funding limitations, most often describing insufficient funds to build classrooms, hire competitively, and/or generally expand programs, linking closely with cited issues of difficulty hiring and facility limitations. 10% of variance requests cited facility limitations, which typically reflect a lack of space to provide physical classrooms. Each variance may select multiple causes for the variance.

SY26 Count of Variances by Grade								
District	K	1	2	3	4	5	6	Total
Carson	5	0	0	1	0	1	0	7
Churchill	1	0	0	0	0	0	0	1
Clark	172	48	40	69	0	0	0	329
Douglas	7	3	3	5	4	3	0	25
Elko	7	1	0	2	1	1	0	12
Esmeralda	0	0	0	0	0	0	0	0
Eureka	0	0	0	0	0	0	0	0
Humboldt	4	0	1	1	0	0	0	6
Lander	0	0	0	0	0	0	0	0
Lincoln	3	2	2	1	4	4	3	19
Lyon	6	1	2	3	1	1	1	15
Mineral	0	1	0	0	0	0	0	1
Nye	5	1	1	3	2	1	0	13
Pershing	0	0	0	0	0	0	0	0
Storey	1	0	0	1	0	0	0	2
Washoe	58	39	47	50	0	0	0	194
White Pine	1	0	1	1	0	0	0	3
Grand Total	270	96	97	137	12	11	4	627

Variance Comparison Trends

This table analyzes CSR variances across all school districts, comparing Q4 data from SY22 through SY25 with annual figures for SY26. The final column displays a five-year average, illustrating long-term variance trends for each district.

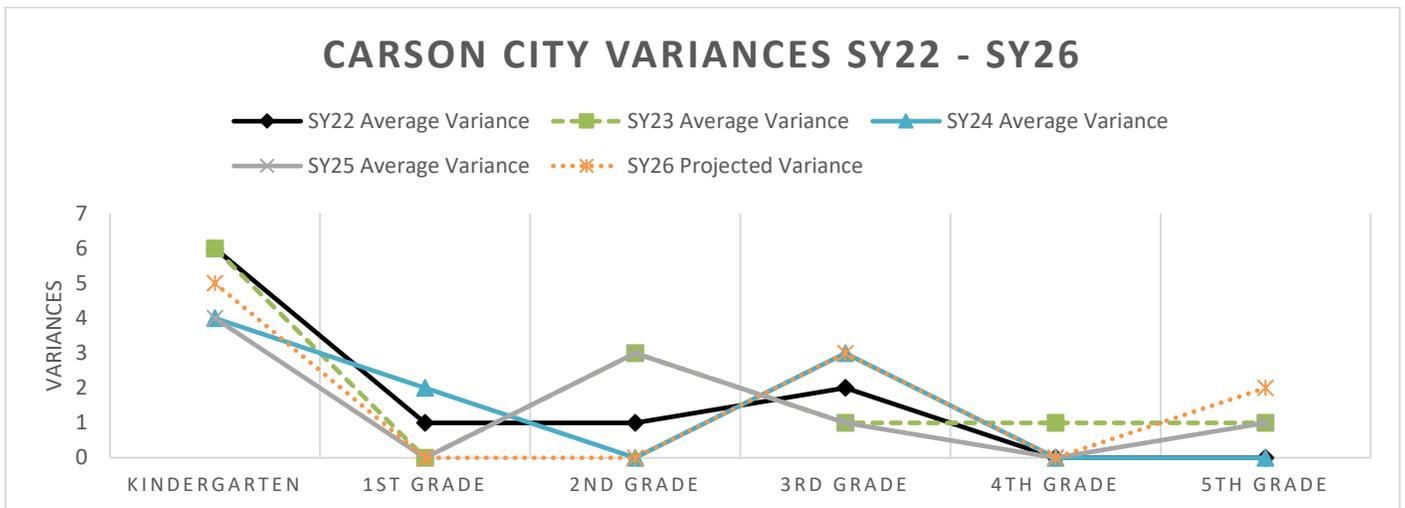
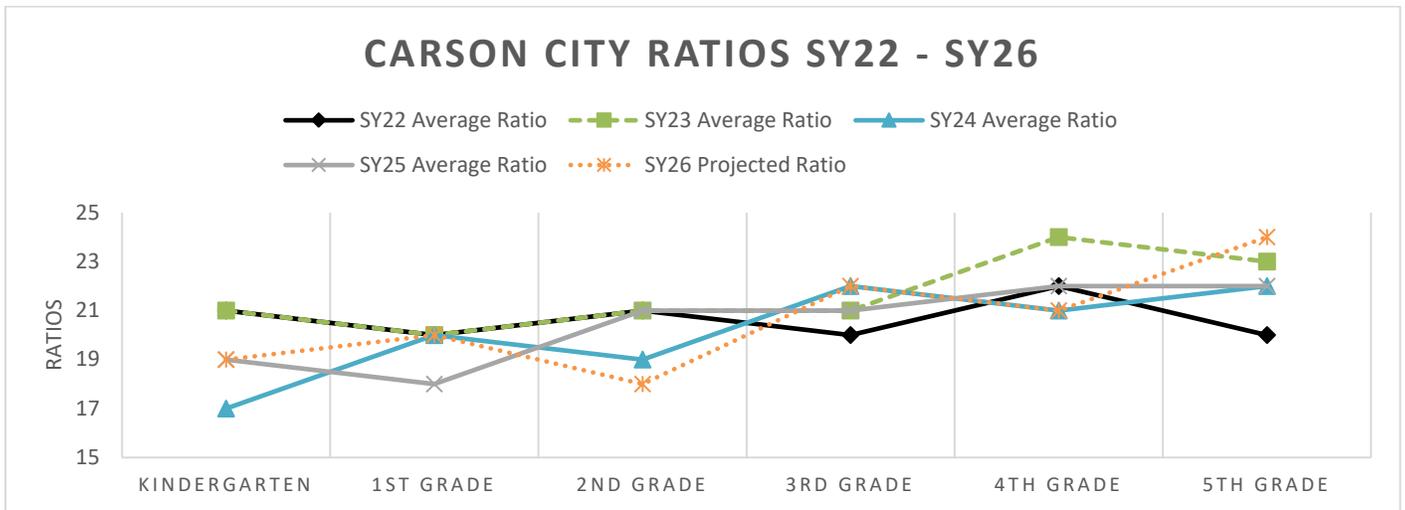
Variances By District (SY22 – SY26)						
District	2022	2023	2024	2025	2026	5-Year Average
Carson City	18	11	9	7	7	10
Churchill	3	1	1	1	1	1
Clark	705	745	768	430	329	595
Douglas	22	20	17	21	25	21
Elko	24	24	17	14	12	18
Esmeralda	0	0	0	0	0	0
Eureka	0	0	0	1	0	0
Humboldt	4	4	6	8	6	6
Lander	0	0	0	0	0	0
Lincoln	7	6	20	18	19	14
Lyon	23	21	16	18	15	19
Mineral	3	3	1	0	1	2
Nye	16	25	12	17	13	17
Pershing	3	1	7	5	0	3
Storey	1	2	2	3	2	2
Washoe	136	205	202	198	194	187
White Pine	2	1	4	4	3	3

Carson City School District

For SY25-26, Carson City School District (Carson City SD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Carson City SD remains eligible to apply for an alternative CSR program for SY26.

In their SY26 CSR Plan, Carson City SD reported that it commits to maintaining class sizes at or below state-prescribed ratios, particularly prioritizing Grades 1 through 3 where smaller classes have the greatest impact on foundational learning. The primary objective is to identify and correct classes that exceed optimal size by reallocating resources or hiring staff. The district reported three strategies to achieve this. First, the district focuses on Teacher Recruitment and Retention by offering competitive salaries, strong benefits, and retention bonuses. This effort includes providing financial reimbursement for 15 Alternative Route to Licensure (ARL) educators through partners like iTeach, along with a two-year mentoring program for new hires. Second, Carson City SD aims to Reduce Zone Variances by regularly reviewing and adjusting school attendance boundaries to ensure balanced enrollment across schools, which is a key mechanism for managing overcrowding. Third, the district explicitly prioritizes early grades by directing a larger share of funding and staffing to Grades 1-3.

Carson City SD will fund all CSR efforts exclusively through the district’s General Fund, utilizing funds primarily from the Pupil-Centered Funding Plan (PCFP). These funds support all of the strategies described, including salaries for new educators and the support staff. The application confirms that all elementary teaching positions are currently filled. To ensure class sizes remain aligned with goals, Carson City SD closely monitors enrollment changes throughout the year to make timely staffing adjustments.

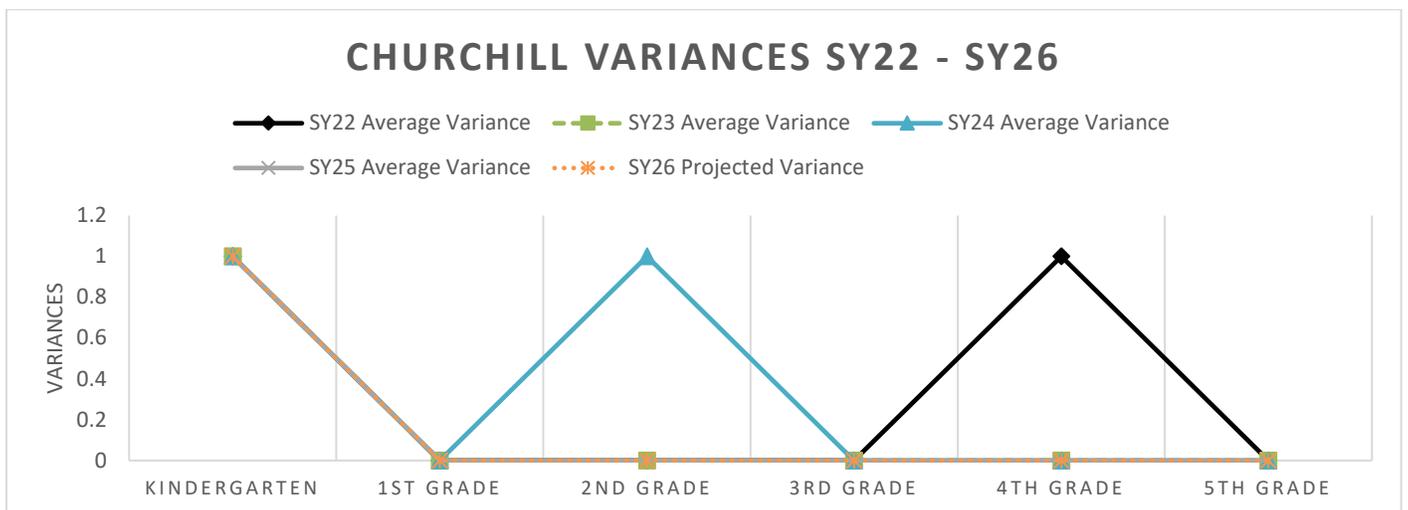
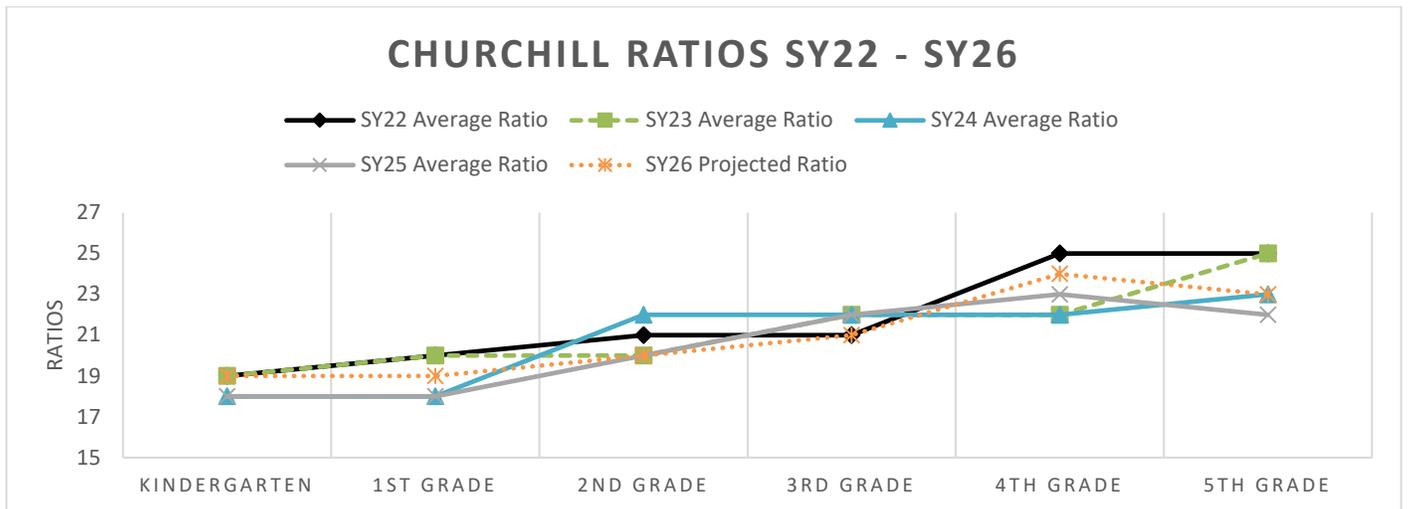


Churchill County School District

For SY25-26, Churchill County School District (Churchill CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Churchill CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Churchill CSD reported that its main goal is to continue recruiting for all classroom vacancies using local, virtual, and national platforms. The district will continue to offer hiring bonuses for all new teachers. One strategy is to grow its own teachers by supporting long-term substitutes as they work toward becoming licensed educators in district classrooms. This recruitment focus involves hosting and attending multiple recruiting fairs, including those held online, at the district office, and at colleges and universities nationwide. The district also specifically recruits local retirees to fill vacant positions across the district.

To manage class sizes that may exceed the target ratio, Churchill CSD implemented strategies that involve support staff and scheduling adjustments. These efforts include providing instructional support, implementing team teaching models, and adjusting negotiated agreements to allow for improved compensation. The district is also re-evaluating the facility design to maximize space. Schools adjust their master schedules to increase teacher availability to cover and assist in classrooms. Furthermore, the district recruits retired personnel, community agencies, and parent volunteers to bridge staffing gaps. Team teaching is also specifically utilized during supplemental instructional blocks such as physical education, music, and art.

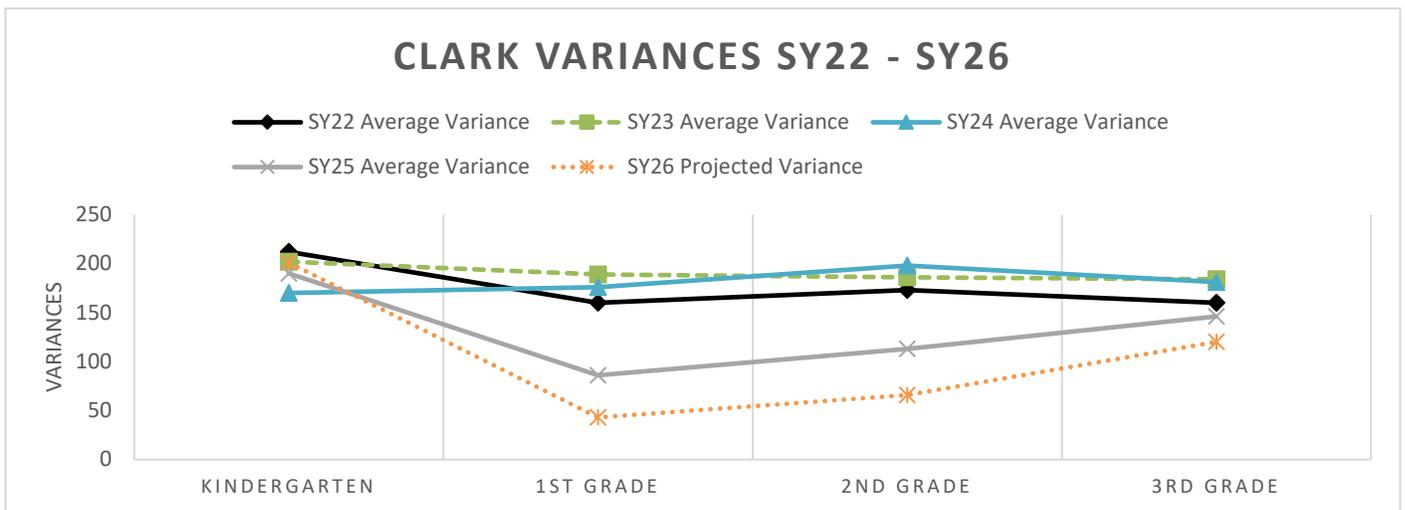
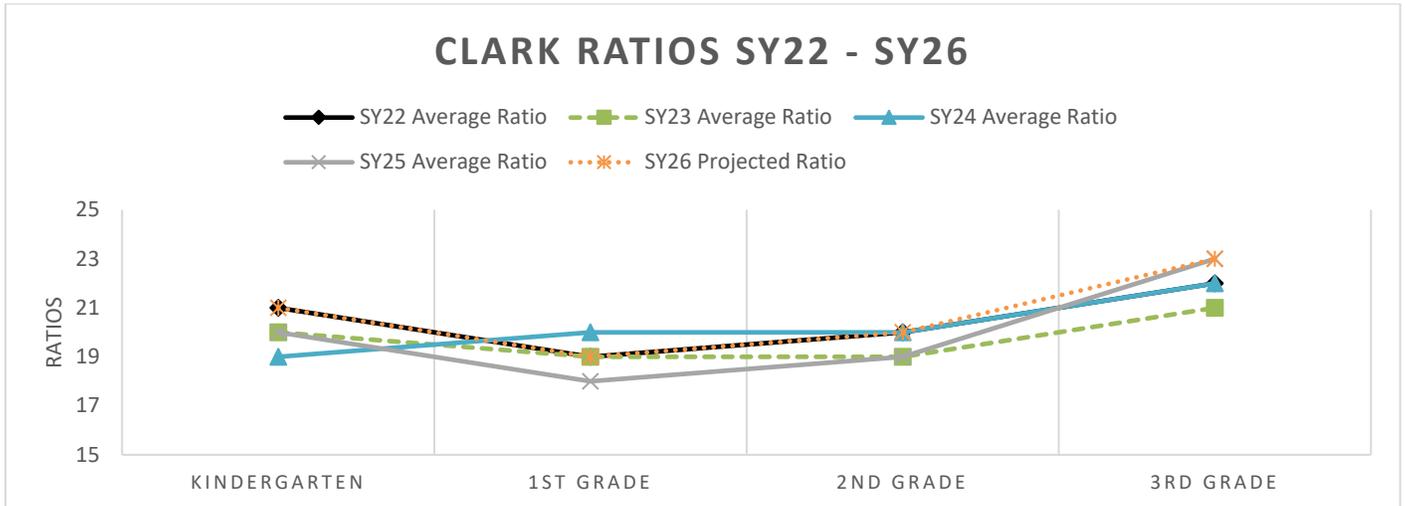


Clark County School District

For SY25-26, Clark County School District (CCSD) applied for a regular CSR Plan. For Q1, CCSD reported an average student enrollment of 278,781, making them eligible to apply for a regular CSR program for SY26.

In their 2025-26 CSR Plan, CCSD reported that its primary goal is to ensure ongoing compliance with class size ratios, focusing specifically on Grades 1 through 3 across all elementary schools. The district’s core strategy for managing class size is built into its annual budget process. Funding allocations are initially determined with CSR ratios already factored in, and this awarded funding is usually sufficient to purchase the necessary CSR positions. The process begins with projected enrollment in January 2025, which leads schools to submit initial staffing and budget plans in February 2025. After schools receive actual student enrollment on September 3, 2025, they finalize their staffing plans by September 23, 2025, to ensure all class size requirements are met.

CCSD will fund CSR efforts through the General Fund, following the implementation of the PCFP in school year 2025. The district reported that it has continued to have a similar level of CSR funding support to each elementary program. The monitoring of compliance is structured in two phases. The initial monitoring period, when schools determine actual ratios in Grades 1-3 and begin adjustments, runs from September 3 to September 23, 2025. A final compliance review of each elementary school is then performed by the region superintendents in March 2026.

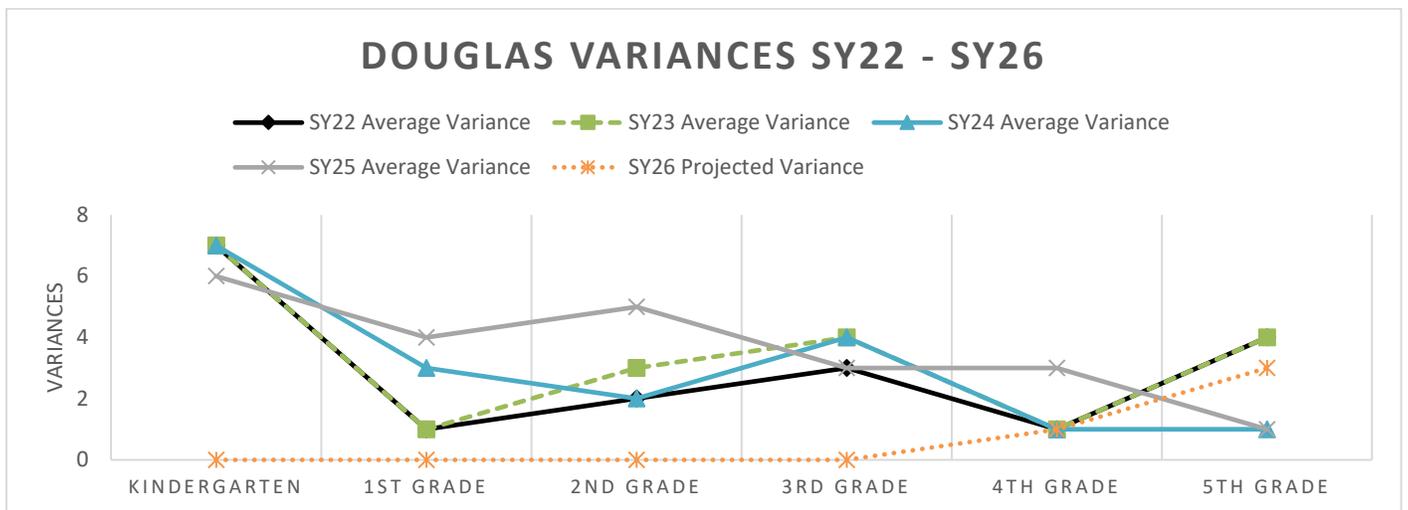
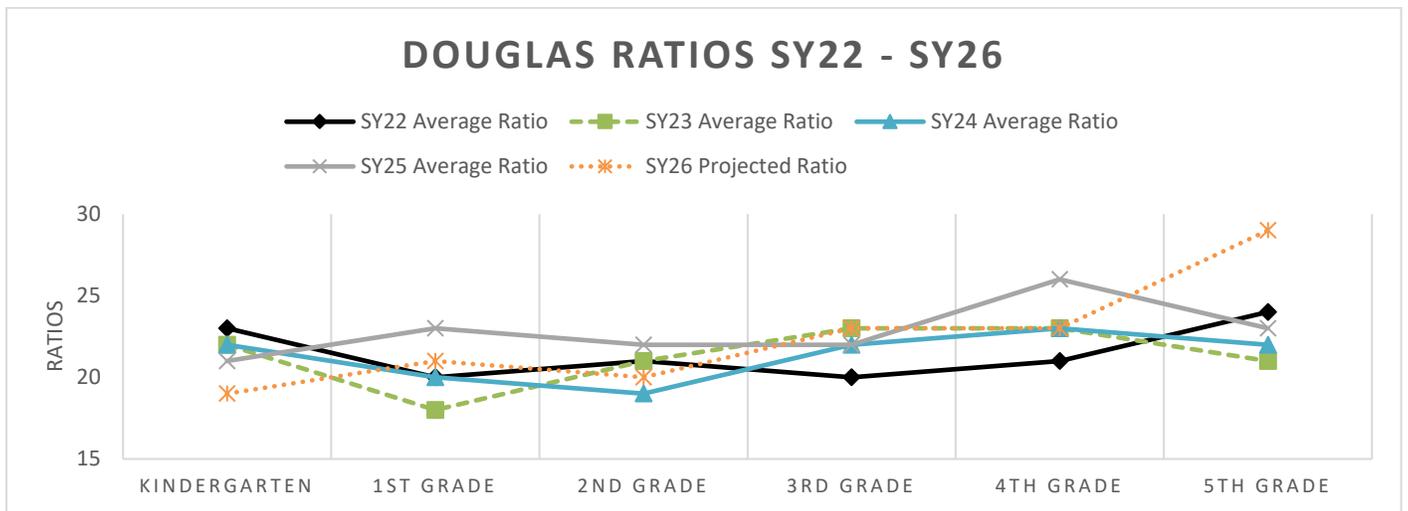


Douglas County School District

For SY25-26, Douglas County School District (Douglas CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Douglas CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Douglas CSD reported that its goal is to maintain specific class size thresholds across K-5 to ensure effective learning environments. The district also aims for a maximum of 27 students in at least 90% of fourth and fifth grade sections. To meet these targets, the district’s strategies include completing a license audit to ensure teacher assignments align with their area of qualification, conducting multiple enrollment forecasting activities throughout the year, and reviewing the staffing matrix to ensure appropriate staffing levels. The district also plans to review its variance process, establish an overflow system, and utilize substitute teachers and paraprofessionals as a solution for sustained class overages.

Douglas CSD will use its operating funds for staffing, allocating approximately 30% of these funds to employ its instructional staff. The district plans to invest strategically by implementing additional Learning Strategists to improve literacy and math outcomes and by ensuring all kindergarten classrooms are adequately staffed with paraprofessionals. Investment is also planned to enhance Physical Education, Music, Library, and Art programs. To attract educators, the district may allocate up to \$20,000 annually for New Teacher Hiring Bonuses and up to \$10,000 for an Early Notification of Retirement Incentive. Oversight is maintained through quarterly data collection that tracks classes exceeding specific enrollment thresholds in all elementary grades.



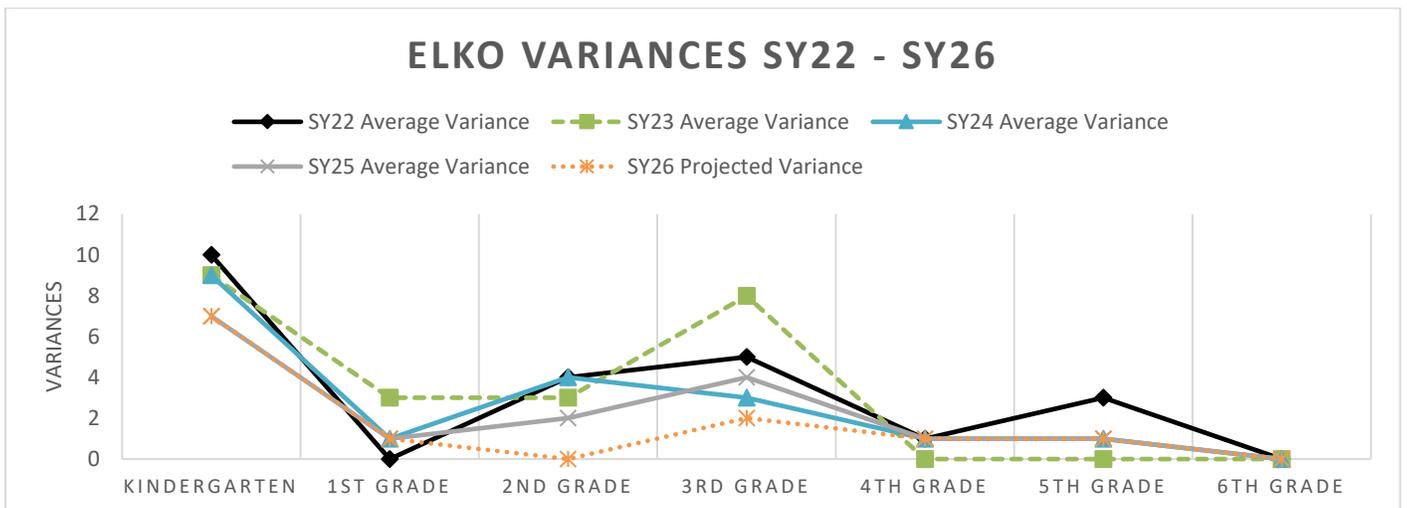
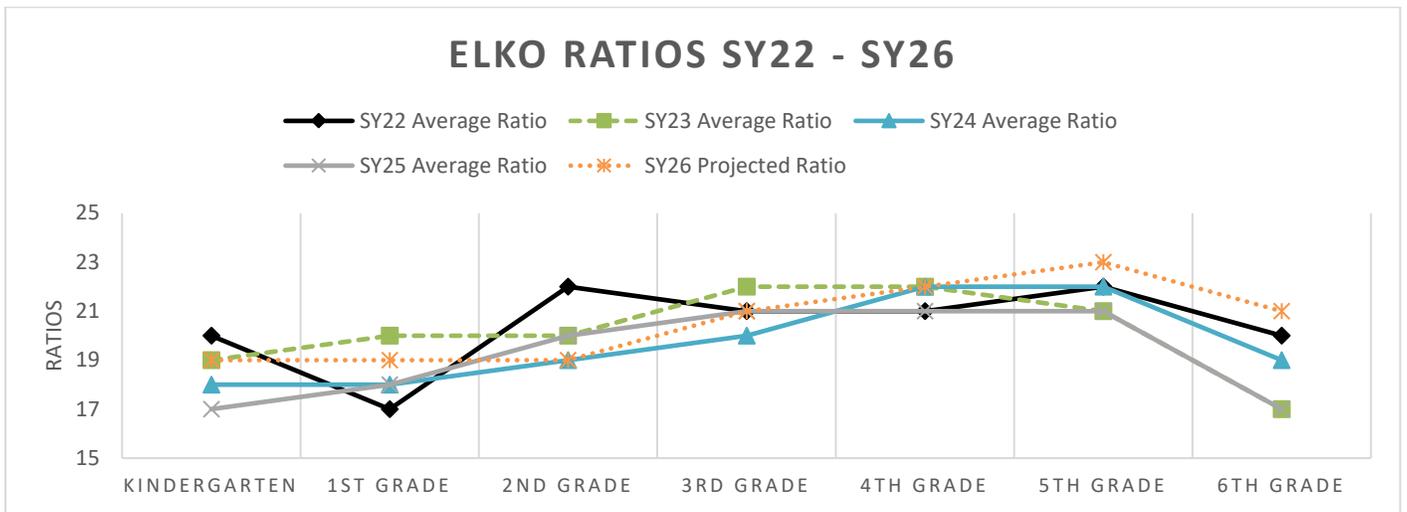
Elko County School District

For SY25-26, Elko County School District (Elko CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Elko CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Elko CSD reported that its goal is to meet the class size ratios established by the state’s alternative plan, with a focus on schools that have requested a variance, especially for kindergarten. To achieve this, the district will use a three-part approach.

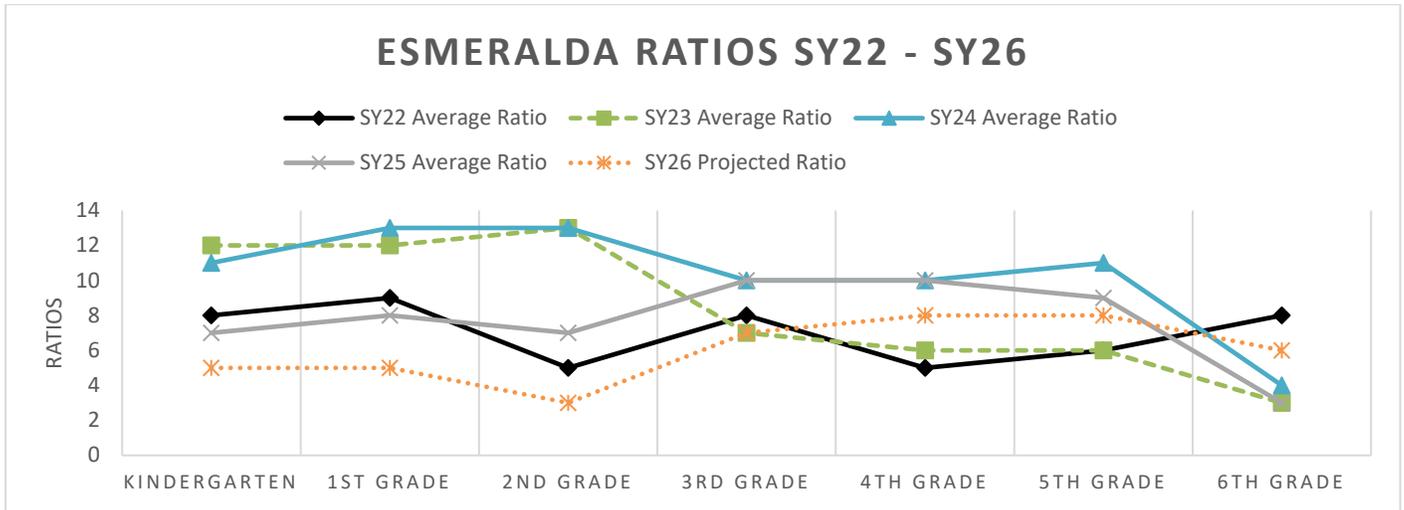
First, Elko CSD will strengthen its recruitment efforts by attending various in-person and virtual fairs, and by exploring the H-1B Visa process to hire licensed and qualified professionals in areas facing critical teaching shortages. Second, the district will collaborate with institutions like the University of Nevada Las Vegas and Great Basin College to create clear educational pathways that enable current employees to earn teacher licensure. Lastly, Elko CSD will use targeted teacher placements, assigning educators to specific schools or grade levels where class sizes are most critical.

Elko CSD manages classes that exceed the target ratio by implementing several strategies that rely on the utilization of support personnel. The district plans to increase the number of paraprofessionals to provide targeted support, especially in classrooms that require a class size variance. Additionally, special education teachers will be used as inclusion teachers to assist with both instruction and modified assessments for various subgroups of students. The district already implements significant literacy support, employing 15 literacy specialists, 12 dyslexia strategists, and 22 reading interventionists across its 12 elementary schools.



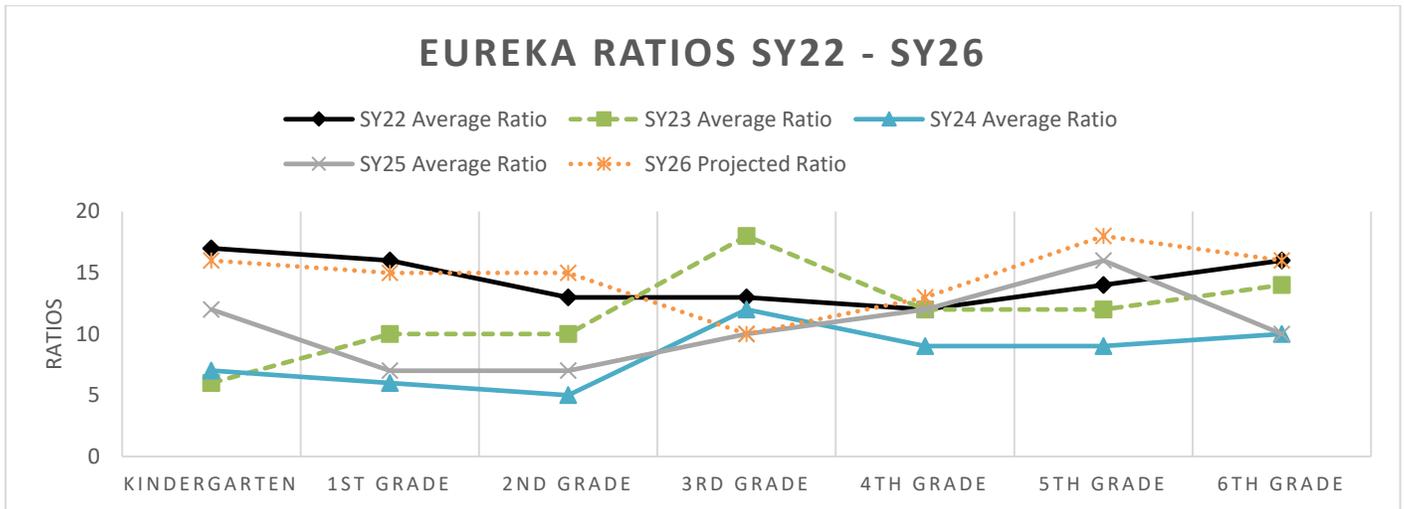
Esmeralda County School District

For SY25-26, Esmeralda County School District (Esmeralda CSD) applied for an alternative CSR Plan. Esmeralda CSD is projecting no variances in SY26. Based on the district being located in a county with a population of less than 100,000, Esmeralda CSD remains eligible to apply for an alternative CSR program for SY26.



Eureka County School District

For SY25-26, Eureka County School District (Eureka CSD) applied for an alternative CSR Plan. Eureka CSD is projecting no variances in SY26. Based on the district being located in a county with a population of less than 100,000, Eureka CSD remains eligible to apply for an alternative CSR program for SY26.

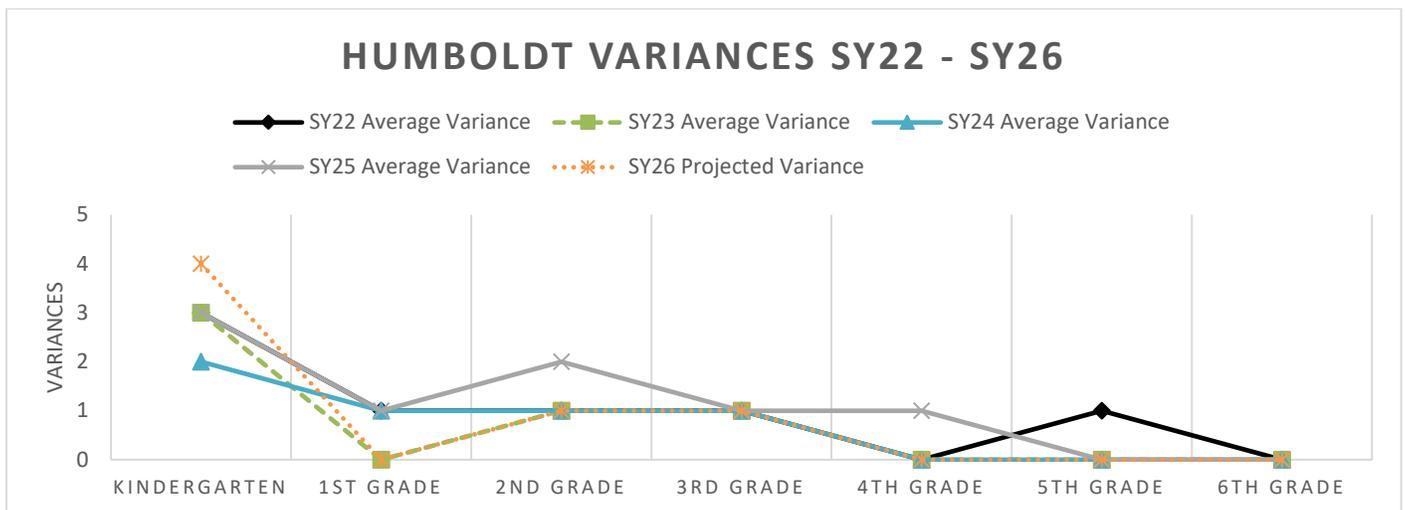
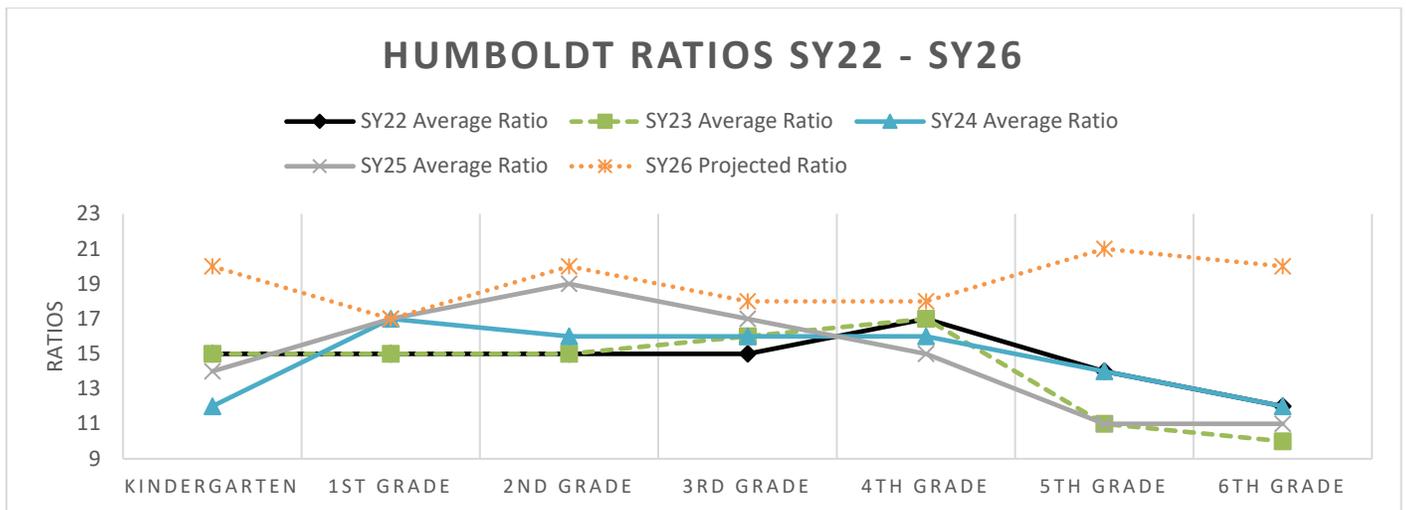


Humboldt County School District

For SY25-26, Humboldt County School District (Humboldt CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Humboldt CSD remains eligible to apply for an alternative CSR program for SY26.

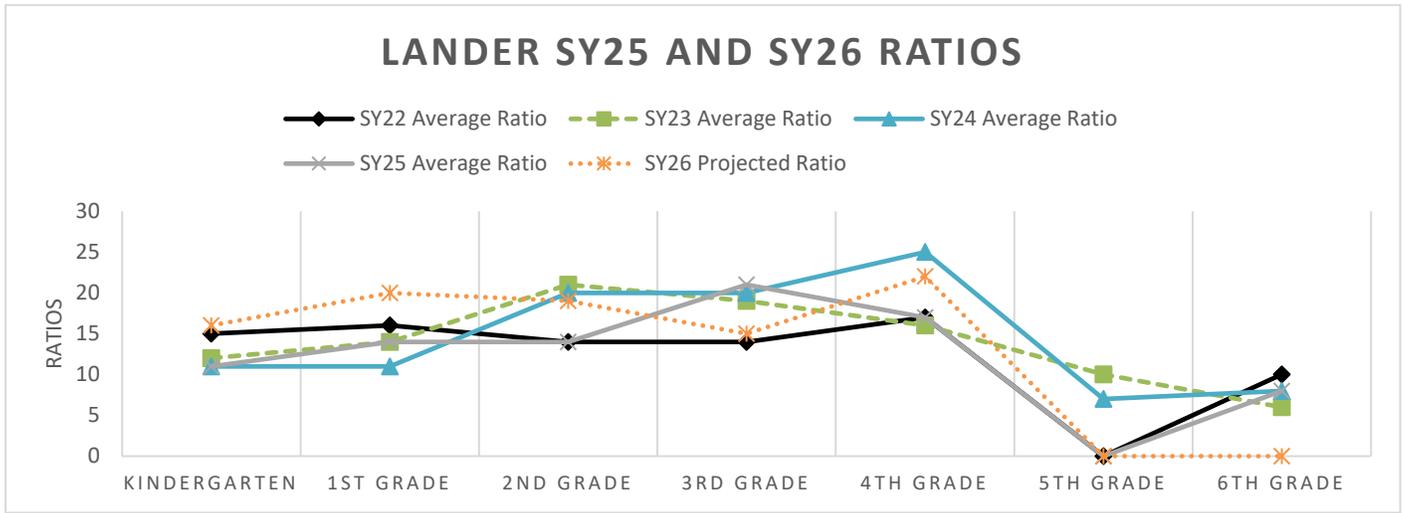
In their 2025-26 CSR Plan, Humboldt CSD reported that its goal is to reduce the number of classes that exceed class size requirements on a year-over-year basis, with a main focus on the district's lowest performing school sites. The district plans to meet this goal through several strategies. First, the district uses specific class configurations, including team-teaching at certain grade levels where two staff members share students to provide instruction in core elements like Math/Science and English Language Arts (ELA)/Social Studies. Second, the district focuses on recruitment and retention by offering competitive salaries and benefits, including the addition of SB 500 funds for eligible groups. They offer hiring bonuses of \$7,500 for in-town hires and \$10,000 for rural locations. They also provide professional development through a dedicated coach and literacy specialists. Third, the district manages facility arrangement by offering a variance opportunity for students and families to select a school in a different zone location if space is available.

Finally, Humboldt CSD stated that they will align various federal, state, and other funding streams to support its CSR efforts and these funds will cover staff salaries, new educator salaries, recruitment efforts, signing bonuses, and positions for coaching and mentoring, as well as other support personnel. The district uses these funds to hire personnel throughout the district to meet the goals and targets of the CSR Plan. Oversight is managed by monitoring enrollment throughout the year and developing staffing plans based on historic enrollment with the goal of meeting all requirements. The district and individual school sites also carefully monitor class sizes and adjust staff as necessary.



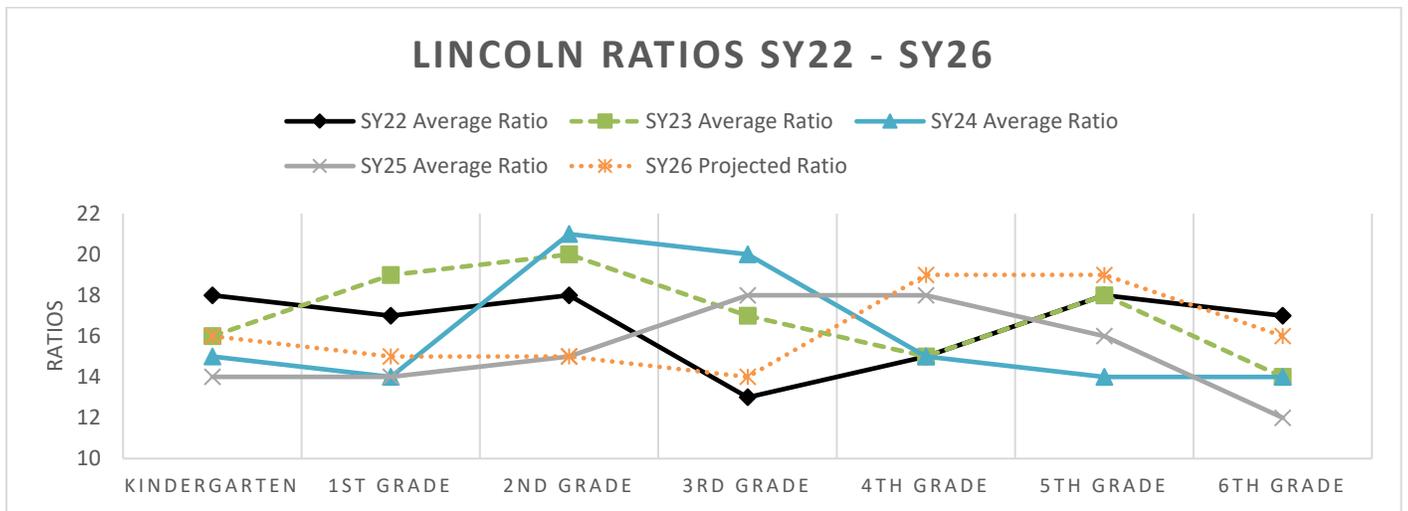
Lander County School District

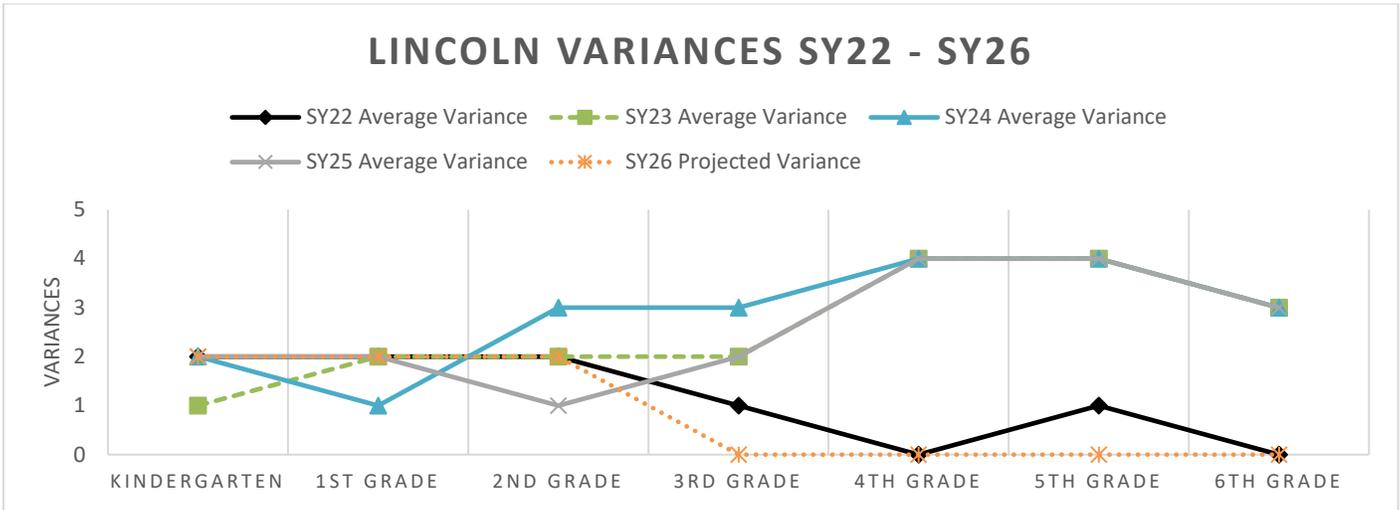
For SY25-26, Lander County School District (Lander CSD) applied for an alternative CSR Plan. While Lander CSD projects growth, they do not project any variances in SY26. Based on the district being located in a county with a population of less than 100,000, Lander CSD remains eligible to apply for an alternative CSR program for SY26.



Lincoln County School District

For SY25-26, Lincoln County School District (Lincoln CSD) applied for a regular CSR Plan. For Q1, Lincoln CSD reported an average student enrollment of 873, making them eligible to apply for a regular CSR program for SY26; however, Lincoln CSD elected to report under a regular CSR program for K-3 with elective reporting for 4-6 under alternative plan ratios.



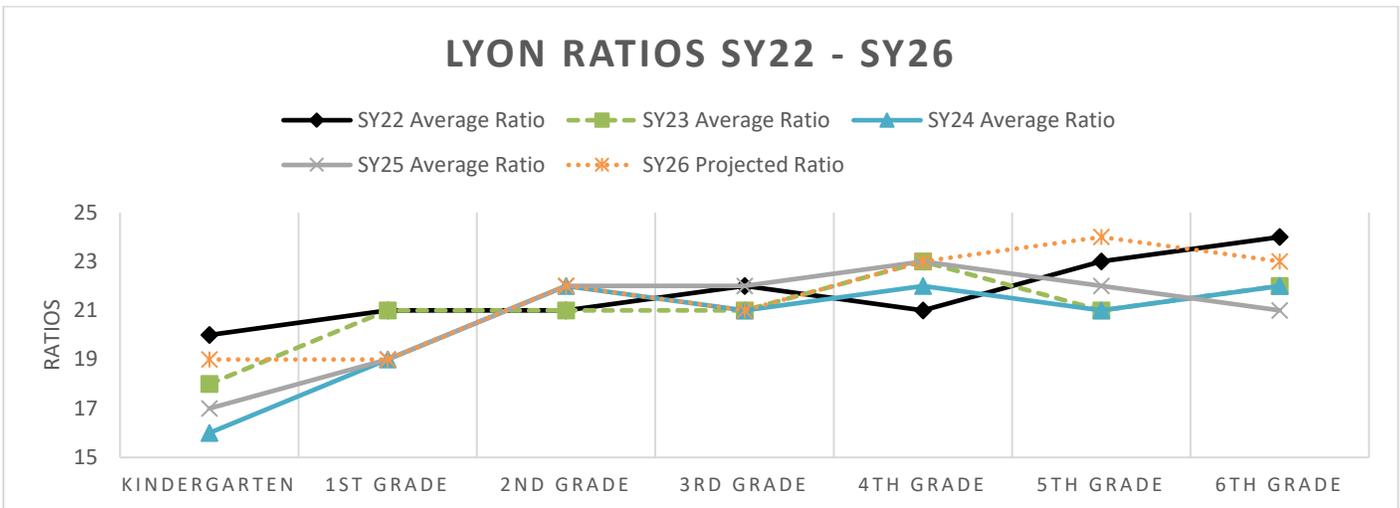


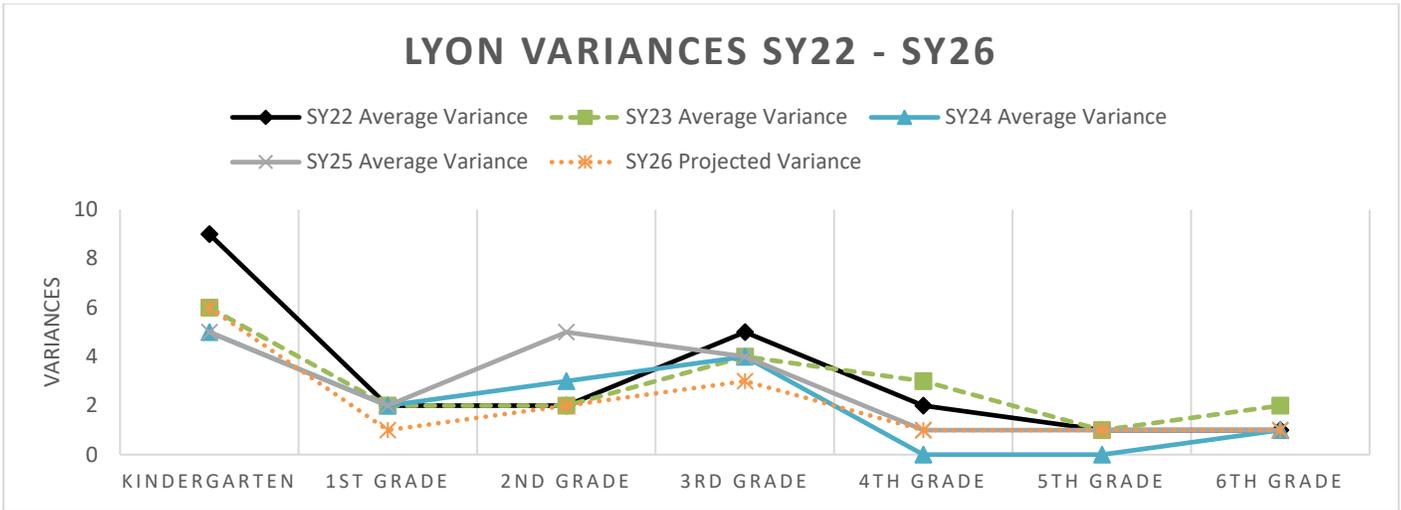
Lyon County School District

For SY25-26, Lyon County School District (Lyon CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Lyon CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Lyon CSD reported that its goal is to work toward meeting the K-6 CSR requirements while continuing to stabilize staffing across all school sites. This includes reducing variance in class sizes between schools and grade levels, particularly in high-need areas. The district’s core strategies center on proactive staffing and continuous monitoring.

Lyon CSD will continue to use PCFP adjusted base funding to support its CSR efforts by maintaining current projected student-to-teacher ratios. These funds are also strategically directed toward teacher recruitment, retention, and compensation as key components of the broader staffing strategy. Oversight is managed by continuously monitoring progress toward staffing goals, specifically by tracking budgeted versus actual teacher vacancies throughout the year. The district also implements mid-year allocation adjustments if student-teacher ratios significantly increase or decrease, including the possible reallocation of staff across schools.

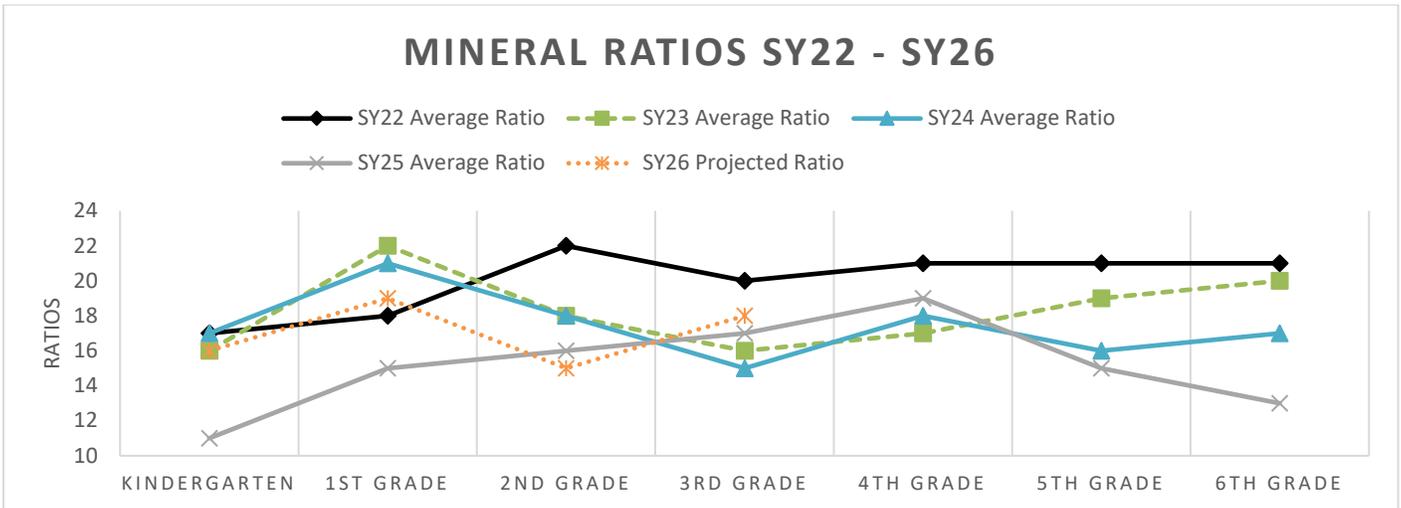




Mineral County School District

For SY25-26, Mineral County School District (Mineral CSD) applied for a regular CSR Plan. Mineral CSD had no variances in SY25 and is projecting a single variance for first grade in SY26. For Q1, Mineral CSD reported an average student enrollment of 468, making them eligible to apply for a regular CSR program for SY26.

In their 2025-26 CSR Plan, Mineral CSD reported that its goal is to maintain class size ratios as close as possible to the target of 16:1 in Grades K-3. The district implemented strategies to meet these targets. First, the district uses targeted staffing and placement, where staffing is realigned each spring and fall to balance class sizes across grade levels and maximize efficiency. Second, recruitment initiatives involve actively participating in at least three annual recruiting fairs and using incentive pay, including relocation stipends and tiered incentive payments, to attract new teachers. Third, Mineral CSD uses alternative staffing approaches, such as utilizing exchange visitor (J-1) Visa teachers, to ensure the district is fully staffed while maintaining fiscal responsibility when local recruitment efforts are unsuccessful.



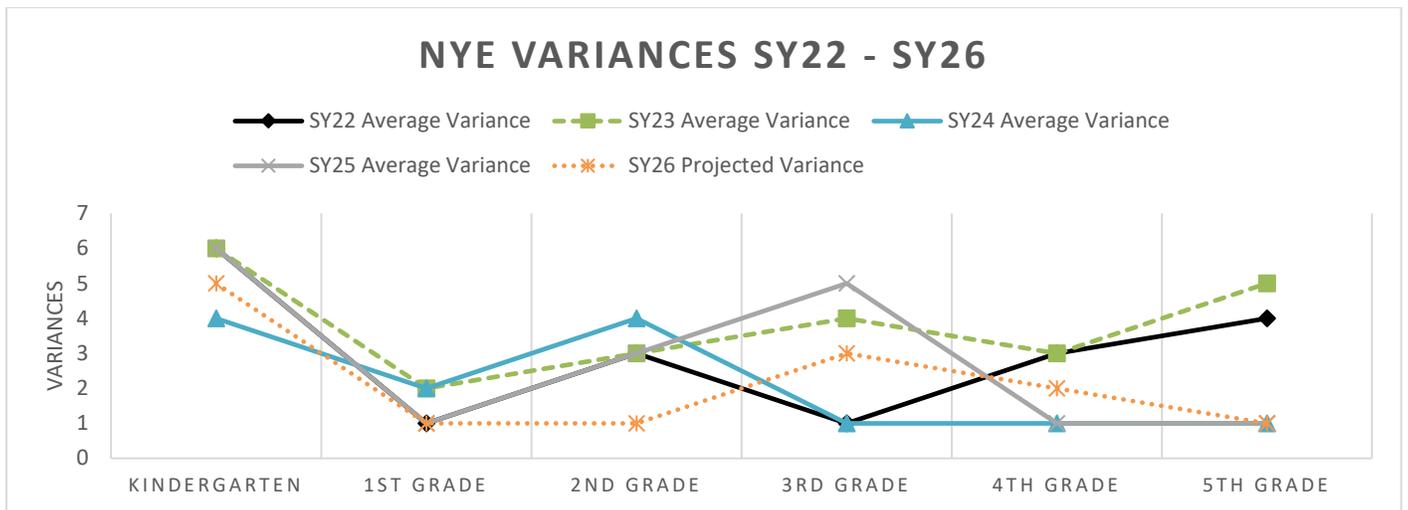
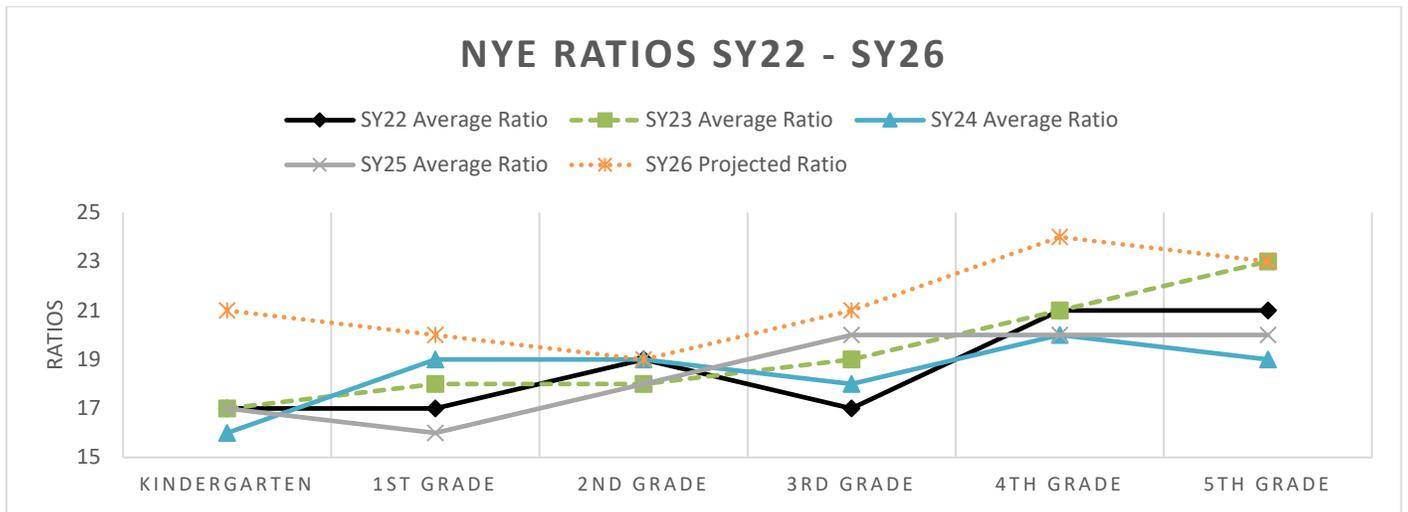
Nye County School District

For SY25-26, Nye County School District (Nye CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Nye CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Nye CSD reported that its goal is to secure funding to reintroduce paraprofessionals to kindergarten classrooms, as the loss of this support has led to increased class size variances in the early grades. The goal for the 25-26 school year is specifically to bring these positions back to assist with larger class

sizes, ideally through a grant like the previous Early Literacy Grant. The district noted that new housing developments have caused class sizes to continue increasing, and many schools lack the space to add new classrooms, which would require installing modular units.

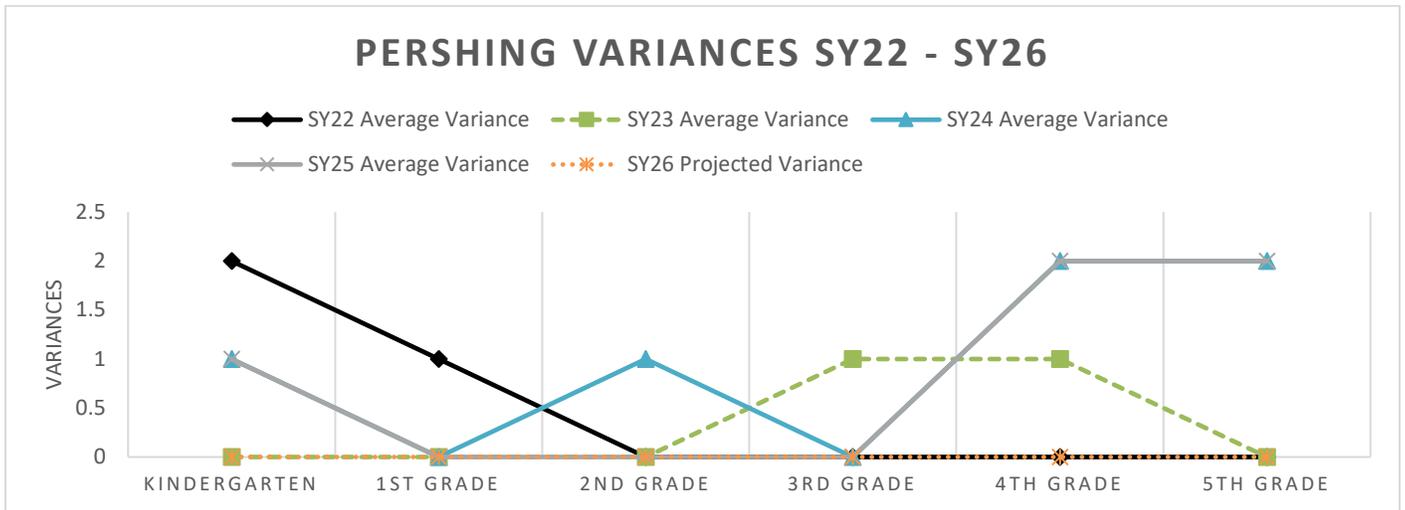
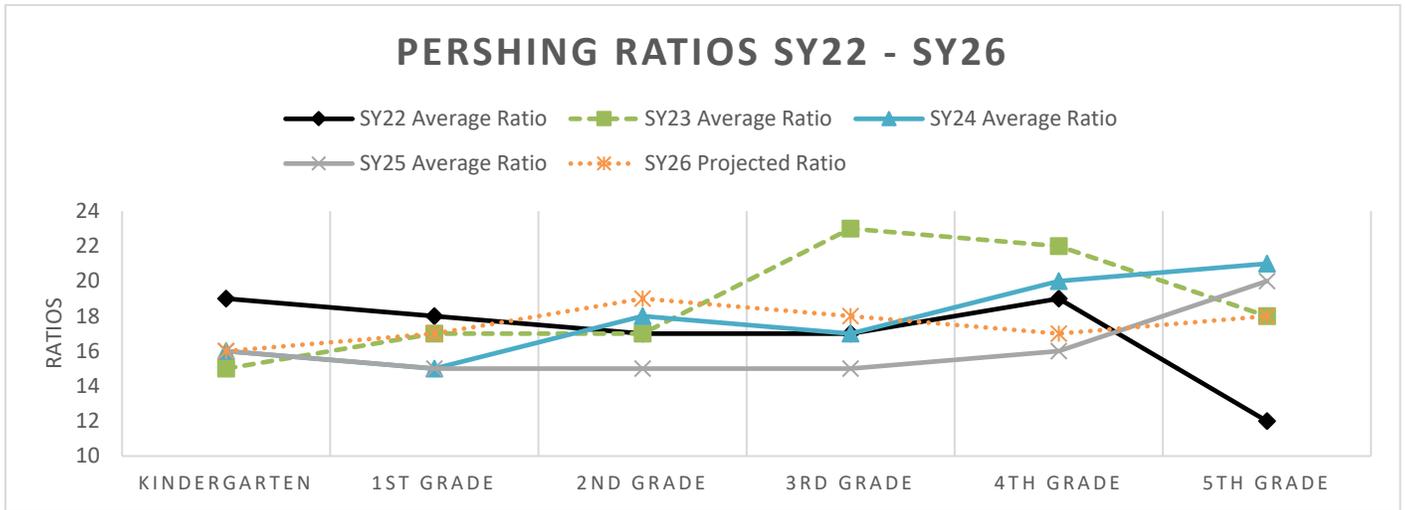
Nye CSD utilizes various specialist roles to mitigate the impact of class sizes that exceed the target ratio. The district assigns instructional coaches, English Language (EL) specialists, and gifted and talented education (GATE) specialists to each school site to support small-group instruction and provide additional help for students. Nye CSD primarily relies on the PCFP to support its staffing efforts, funding all additional elementary teaching positions and teacher salary raises through this source. Incentives used to recruit new teachers, as well as the positions for instructional coaches and specialists are funded through a combination of PCFP and various grants. Oversight is managed by the goal of continuously working with the Director of Grants to apply for new grants and add positions as funding becomes available. The district will continue to use any funding received to support additional help in the classrooms to mitigate the large class sizes, with a focus on securing a grant to bring back the kindergarten paraprofessionals.



Pershing County School District

For SY25-26, Pershing County School District (Pershing CSD) applied for an alternative CSR Plan. Pershing CSD projects no variances for SY26. Based on the district being located in a county with a population of less than 100,000, Pershing CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Pershing CSD reported that its goal is to adhere to the class size ratios specified in the state's alternative plan. The district is in a strong position, as it is currently fully staffed with licensed teachers for the first time in several years and all K-5 elementary grade levels are already well under the alternative plan guidelines for ratios. Consequently, the district presently does not need to implement specific strategies to further reduce class sizes.

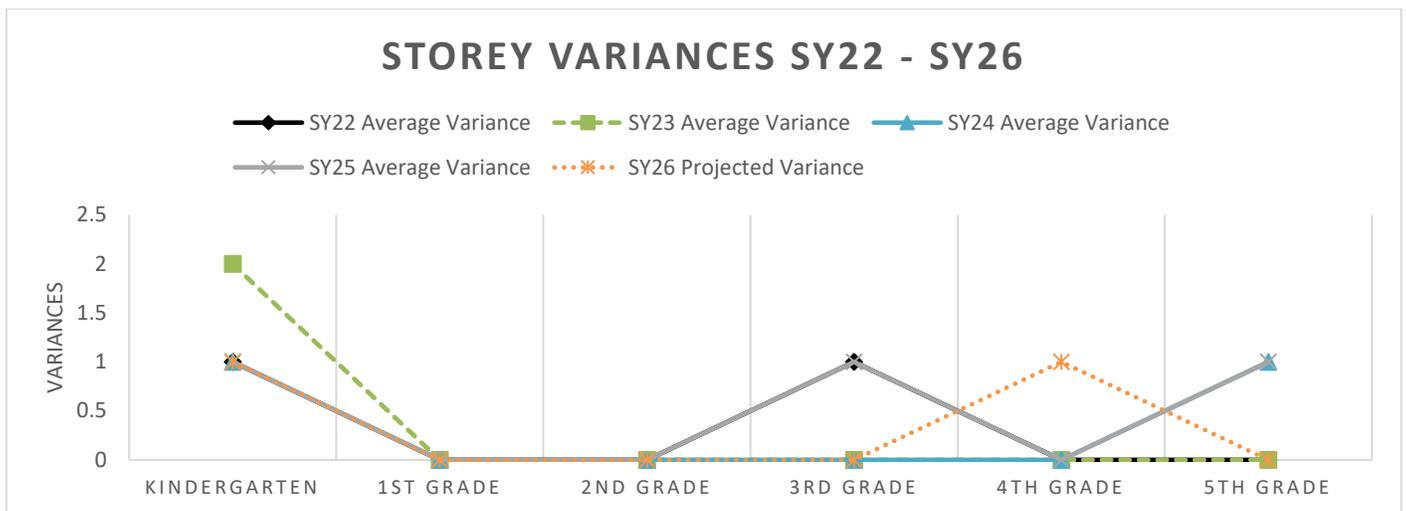
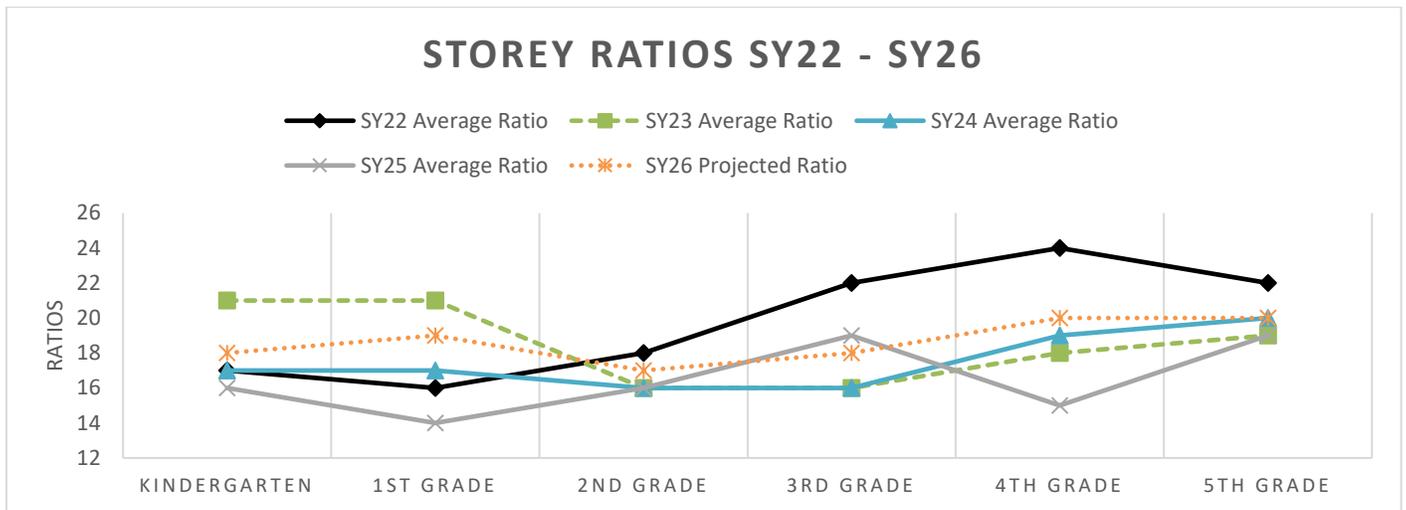


Storey County School District

For SY25-26, Storey County School District (Storey CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, Storey CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, Storey CSD reported that its goal is to maintain optimal class size ratios to support personalized learning and effective instruction, targeting 18 to 22 students in elementary grades. Since the district is currently trending in declining enrollment, it does not anticipate significant challenges in meeting class size requirements. Storey CSD focuses on recruitment and retention of qualified teachers, prioritizing high-need areas like special education and early elementary. The district uses flexible placement supported by its use of multi-age classrooms, which allows staff to be efficiently assigned where the need is greatest based on

enrollment data. Storey CSD manages enrollment by relying on its current low enrollment. If class size becomes a concern, the district will immediately stop accepting out-of-district variance students to maintain appropriate class sizes.



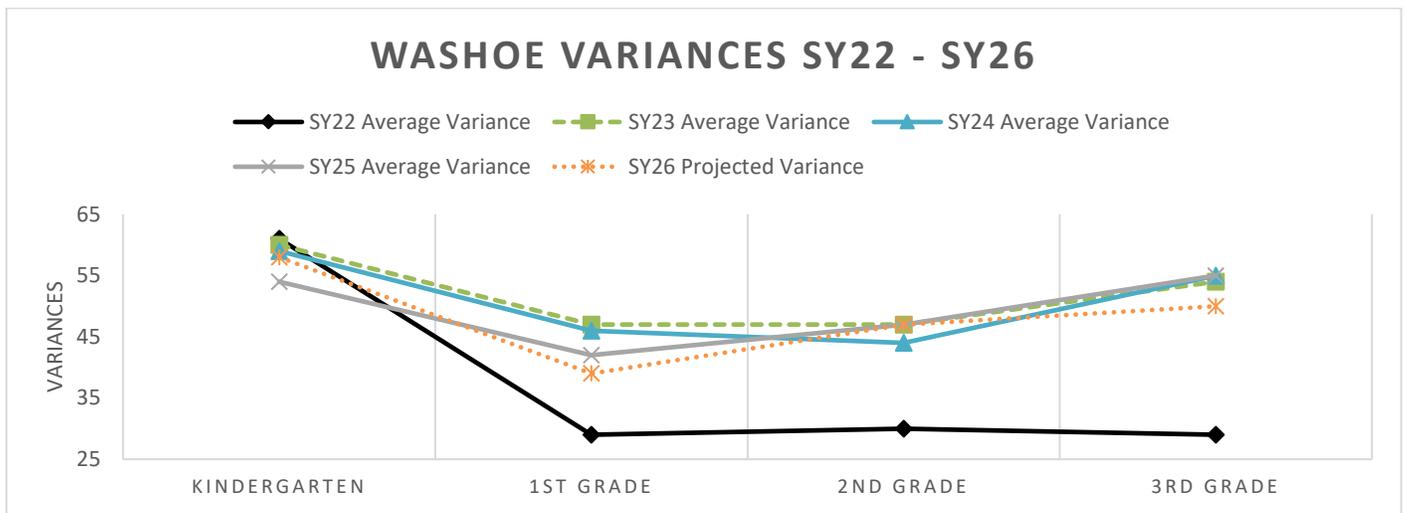
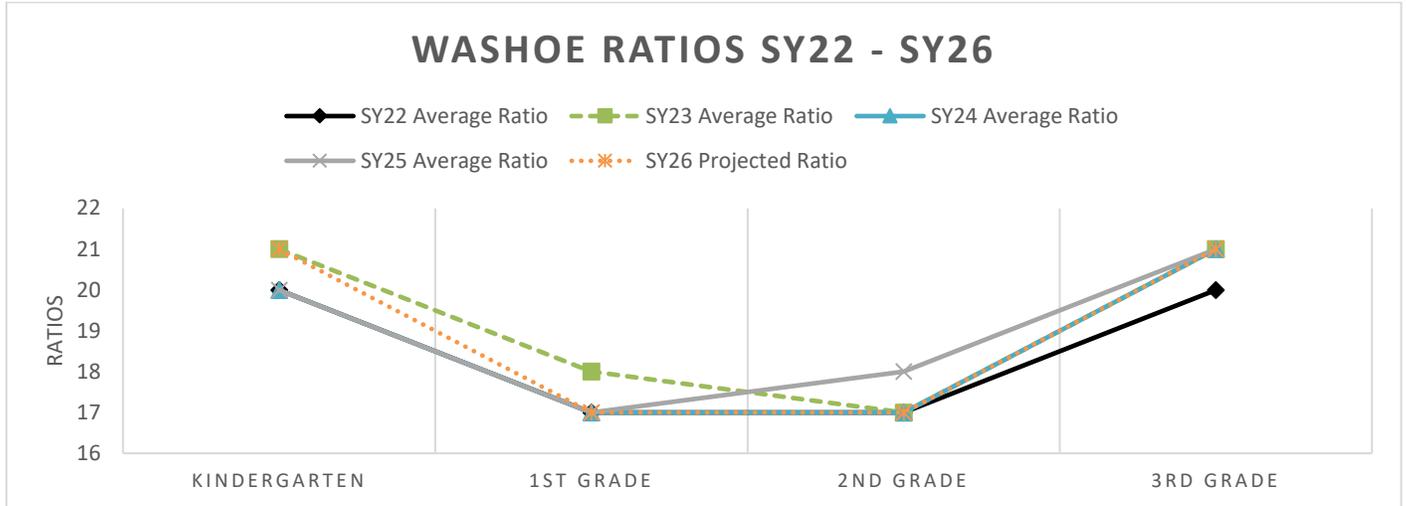
Washoe County School District

For SY25-26, Washoe County School District (Washoe CSD) a regular CSR Plan. For Q1, Washoe CSD reported an average student enrollment of 58,693, making them eligible to apply for a regular CSR program for SY26.

In their 2025-26 CSR Plan, Washoe CSD reported that its goal is to maintain the current class size ratios in grades K-3 notwithstanding limited state funding and a projected \$9.7 million General Fund deficit in SY26. The district is focusing heavily on recruitment and retention to fill positions. The core strategies include addressing teacher compensation by allocating \$61 million in new General Fund revenues in SY24, which provided licensed employees with a 14% Cost-of-Living Adjustment (COLA) and other increases. The district plans to use its allocation from AB 398 to provide additional compensation for teachers in hard-to-fill positions. Washoe CSD is also focused on recruitment and retention strategies, expanding university partnerships to create candidate pipelines, offering scholarships to current paraprofessionals to earn licensure, and providing robust mentorship and induction supports through the New Teacher Academy and Novice Seminar.

Washoe CSD reported that, based on current funding levels, the district does not have the financial capacity to meet the statutory class size ratios, projecting 192 variances across grades K-3 for the 2025-26 school year, which would cost an additional \$19.2 million to resolve. The per-pupil funding increase received (0.03%) was

insufficient to cover required cost increases like the Public Employees' Retirement System (PERS) rate increase and health insurance premiums. The district's efforts are funded through the General Fund, with a focus on preserving salary increases despite the budget deficit to prioritize staffing stability. Oversight is maintained through several practices: Washoe CSD sets allocations based on enrollment as of September 5, 2025; they maintained several teacher positions despite lower-than-projected enrollment to minimize disruption; and they continuously monitor enrollment and class sizes during the year, with a process to add additional teacher positions for enrollment growth that occurs during the fall semester.



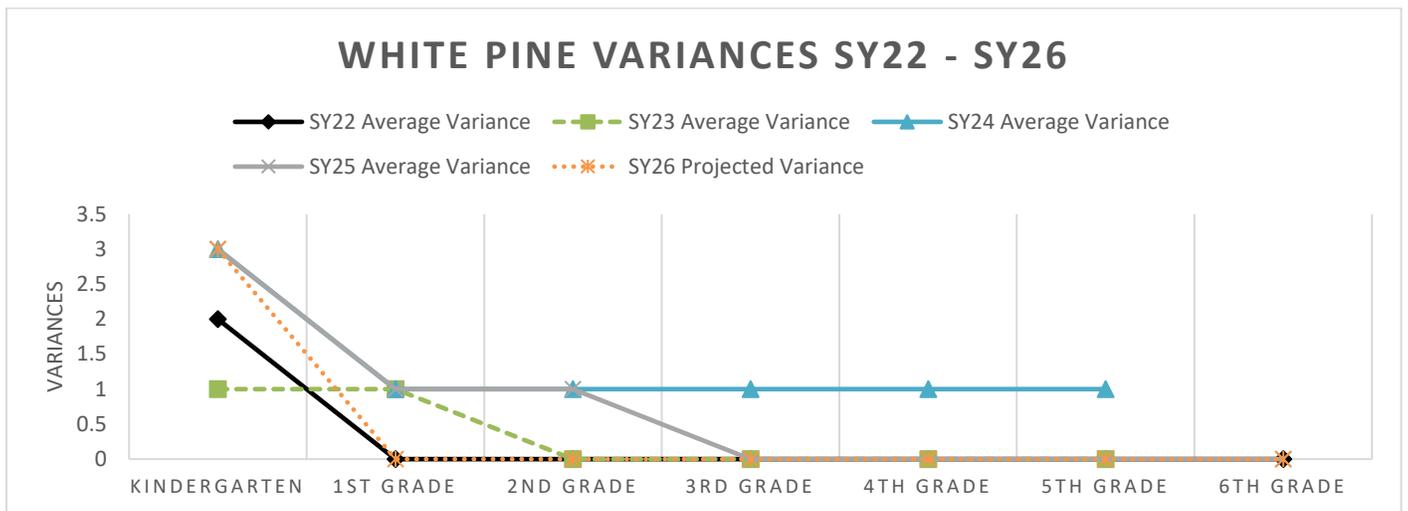
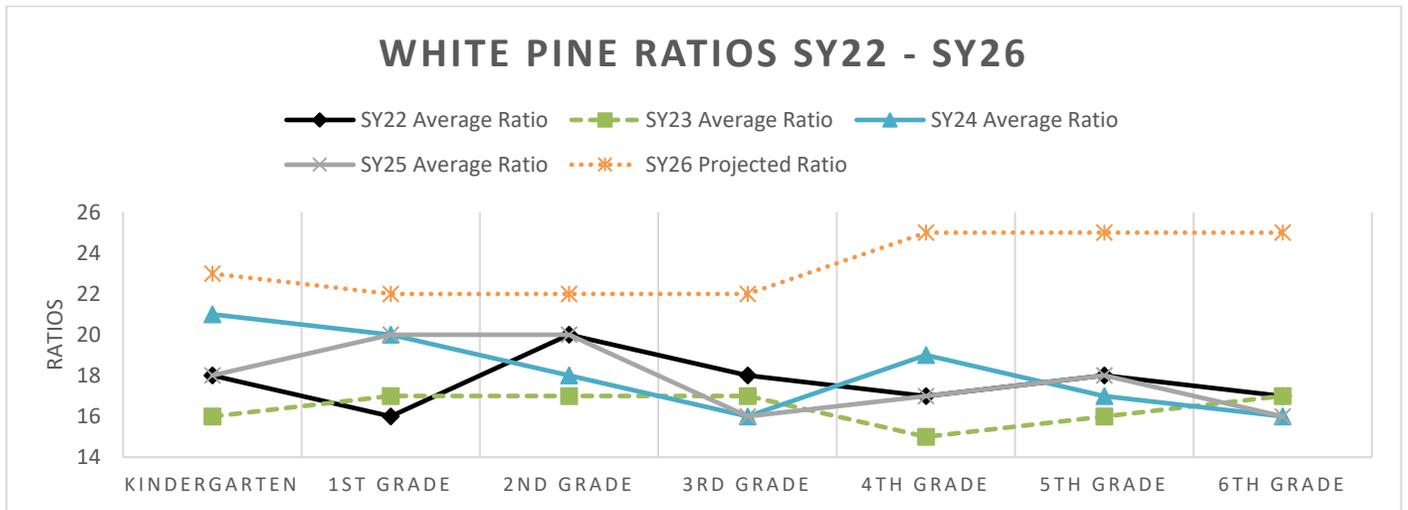
White Pine County School District

For SY25-26, White Pine County School District (White Pine CSD) applied for an alternative CSR Plan. Based on the district being located in a county with a population of less than 100,000, White Pine CSD remains eligible to apply for an alternative CSR program for SY26.

In their 2025-26 CSR Plan, White Pine CSD reported that its goal is to comply with state law to the extent that staffing and space are available, and to maintain existing class sizes. The district noted that the majority of classrooms are currently in compliance with guidelines, with the exception of kindergarten. The primary strategy to meet these goals is focused on recruitment and retention of teachers, which is outlined in the district performance plan and supported by Title IIA funds.

White Pine CSD manages the impact of the class sizes that exceed the target ratio, especially in kindergarten, through targeted support for teachers. The district's mitigation strategy is to support classrooms where variances are needed through coaching, mentoring, administrative intervention, and additional paraprofessional staffing.

The district plans to continue using PCFP funds to maintain class sizes that are ideal for teaching and learning. This funding also supports new teacher mentoring for retention and coaching, ensuring proper support is available in the event a class size is exceeded by one or two students.



Conclusion

NDE is committed to working with the State Board and districts to decrease class size ratios, particularly in high need schools, and to support CSR interventions. If you have any questions regarding this report, please contact the Office of Division Compliance, via email at sidcompliance@doe.nv.gov.

Appendix A: District Data

For every district, a table is provided for each reporting elementary school (ES) with relevant statistical data and the class size ratios for each reporting grade. Specifically, the following 2024-25 school year data is included:

Index Score

Under the Nevada School Performance Framework (NSPF) each public school is issued an annual index score and star rating based on the school's performance on various measures over the prior school year. An index score for each school has been calculated based on the indicators/measures outlined in the NSPF Manual and represents the total number of points scored across all measures for the school.

Elementary schools are rated based on:

- Academic Achievement, 25 points across multiple measures including the Read by Grade 3 (RBG3) measure and the pooled proficiency measure.
- Growth, 35 points across multiple measures.
- English Language Proficiency, 10 points, based on the percentage of English learners meeting WIDA Adequate Growth Percentiles (AGP) measures.
- Closing Opportunity Gaps, 20 points across multiple measures.
- Student Engagement, 10 points, based on the rate of chronic absenteeism.

English Learners (EL)

The percentage of EL within the school has been provided; please note that these numbers represent the total number of students with an EL designation in the school, and by extension represents the number of students who would be subject to the EL Proficiency WIDA measure within the Index Score but does not represent the proficiency rating under this measure.

English Language Arts (ELA) Proficiency

The ELA Proficiency measure is the percentage proficient in English language based on criterion-referenced exams. Under the Index Score, this proficiency is pooled along with math and science proficiencies to make up the pooled proficiency measurements. However, for the purpose of contextualizing CSR data, the ELA Proficiency measures have been pulled out as an independent factor.

Rate of Chronic Absenteeism

Students who are absent for 10% or more of their enrolled school days are considered chronically absent. If a school has a 20% rate of chronic absenteeism, this means that 20% of students were absent for 10% or more of their enrolled school days.

Carson City School District

Carson City School District (Carson City SD) implemented an alternative CSR program for SY26. Carson City SD requested 7 variances; five for kindergarten and one each for third and fifth grade, citing facility and funding limitations.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Bordewich Bray ES	56	14%	43%	12%
Empire ES	31	28%	30%	18%
Fremont ES	50	20%	35%	12%
Fritsch ES	70	6%	46%	11%
Mark Twain ES	37	18%	35%	13%
Seeliger ES	69	17%	47%	11%

District Overview

Carson City SD	K	1	2	3	4	5
Highest class size ratio	23	21	21	24	23	26
Lowest class size ratio	13	17	14	17	19	19

Details by School

School Name	K	1	2	3	4	5
Bordewich Bray ES	23	21	21	22	21	24
Empire ES	13	17	14	21	19	22
Fremont ES	19	21	17	24	21	26
Fritsch ES	18	17	18	17	22	23
Mark Twain ES	18	20	17	21	21	19
Seeliger ES	22	21	17	22	23	25

Churchill County School District

Churchill County School District (Churchill CSD) implemented an alternative CSR program for SY26. Due to the smaller size of Churchill CSD, kindergarten is only offered at one school: Lahontan ES. Churchill CSD requested one variance for kindergarten citing difficulty hiring and funding limitations.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
EC Best ES	33	8%	23%	14%
Lahontan ES	83	6%	*	14%
Numa ES	37	8%	40%	14%

* - No data provided or reported

District Overview

Churchill CSD	K	1	2	3	4	5
Highest class size ratio	19	19	20	21	24	23
Lowest class size ratio	19	19	20	21	24	23

Detail by School

School Name	K	1	2	3	4	5
EC Best ES	*	*	20	21	*	*
Lahontan ES	19	19	*	*	*	*
Numa ES	*	*	*	*	24	23

Clark County School District

Clark County School District (CCSD) implemented a regular CSR program for SY26. CCSD represents approximately 73% of district enrollment, with 237 elementary schools. CCSD requested 329 variances, across 185 schools – 78% of schools – representing 52% of all variance requests; 172 for kindergarten, 48 for first grade, 40 for second grade, and 69 for third grade, citing difficulty hiring and funding limitations.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Abston, Sandra B ES	53	12%	52%	24%
Adams, Kirk ES	18	22%	33%	17%
Adcock, O K ES	58	25%	46%	22%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Alamo, Tony ES	56	18%	56%	13%
Allen, Dean LaMar ES	53	5%	47%	22%
Antonello, Lee ES	51	14%	39%	20%
Bailey, Sister Robert Joseph	49	18%	37%	18%
Barber, Shirley A ES	72	7%	60%	21%
Bartlett, Selma F ES	83	8%	62%	12%
Bass, John C ES	63	9%	61%	17%
Batterman, Kathy L ES	80	9%	70%	12%
Beatty, John R ES	49	10%	57%	24%
Beckley, Will ES	36	38%	23%	22%
Bell, Rex ES	18	32%	24%	22%
Bendorf, Patricia A ES	30	19%	40%	19%
Bennett, William G ES	23	<5%	32%	22%
Berkley, Shelley ES	70	9%	66%	16%
Bilbray, James ES	50	<5%	62%	16%
Blue Diamond ES	85	*	*	32%
Bonner, John W ES	93	8%	75%	7%
Booker, Kermit R Sr ES	38	22%	28%	19%
Bowler, Grant ES	56	*	51%	20%
Bowler, Joseph L ES	32	14%	39%	17%
Bozarth, Henry & Evelyn ES	90	<5%	68%	13%
Bracken, Walter ES	85	22%	66%	5%
Brookman, Eileen B ES	53	27%	51%	16%
Brown, Hannah Marie ES	75	<5%	60%	13%
Bruner, Lucile ES	27	17%	28%	22%
Bryan, Richard H ES	65	18%	52%	15%
Bryan, Roger M ES	51	20%	50%	16%
Bunker, Berkeley L ES	21	27%	21%	26%
Cahlan, Marion ES	18	44%	28%	24%
Cambeiro, Arturo ES	30	39%	28%	27%
Carl, Kay ES	55	6%	52%	16%
Cartwright, Roberta C ES	59	11%	54%	31%
Christensen, M J ES	48	13%	51%	30%
Connors, Eileen ES	51	<5%	55%	15%
Cortez, Manuel J ES	32	25%	33%	28%
Cox, Clyde C ES	23	28%	26%	27%
Cox, David M ES	90	8%	64%	10%
Cozine, Steve and Linda ES	39	16%	49%	19%
Craig, Lois ES	27	32%	13%	36%
Crestwood ES	68	39%	40%	8%
Culley, Paul E ES	23	32%	34%	23%
Cunningham, Cynthia ES	31	12%	28%	35%
Dailey, Jack ES	35	38%	36%	21%
Darnell, Marshall C ES	83	<5%	60%	27%
Dearing, Laura ES	15	32%	21%	27%
Decker, C H ES	51	35%	42%	16%
Derfelt, Herbert A ES	43	13%	45%	21%
Desert Willow ES	*	*	*	*

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Deskin, Ruthe ES	52	14%	49%	19%
Detwiler, Ollie ES	29	24%	22%	22%
Diaz, Ruben P ES	17	40%	24%	14%
Dickens, D L Dusty ES	48	13%	42%	21%
Diskin, P A ES	55	30%	48%	15%
Divich, Kenneth ES	80	<5%	65%	13%
Dondero, Harvey N ES	47	32%	32%	20%
Dooley, John ES	53	<5%	49%	13%
Duncan, Ruby ES	27	6%	34%	24%
Earl, Ira J ES	17	36%	18%	23%
Earl, Marion B ES	59	18%	46%	14%
Edwards, Elbert ES	49	40%	37%	21%
Eisenberg, Dorothy ES	55	10%	54%	15%
Elizondo, Raul P ES	16	16%	29%	29%
Ellis, Robert & Sandy ES	71	<5%	67%	15%
Ferron, William E ES	51	26%	44%	8%
Fine, Mark L ES	46	15%	46%	24%
Fitzgerald, H P ES	30	21%	30%	36%
Fong, Wing and Lilly ES	33	19%	33%	22%
Forbuss, Robert L ES	61	11%	58%	17%
French, Doris ES	41	32%	37%	10%
Frias, Charles & Phyllis ES	68	7%	71%	13%
Galloway, Fay ES	45	<5%	48%	22%
Garehime, Edith ES	34	8%	44%	22%
Gehring, Roger D Acad of	88	10%	84%	<5
Gibson, James ES	85	6%	60%	17%
Gilbert, CVT ES	37	15%	41%	14%
Givens, Linda Rankin ES	83	10%	76%	12%
Goldfarb, Daniel ES	73	30%	49%	20%
Goodsprings ES	5	*	*	*
Goolsby, Judy & John L ES	82	9%	80%	12%
Goynes, Theron H & Naomi D	49	7%	63%	24%
Gragson, Oran K ES	43	39%	35%	19%
Gray, R Guild ES	40	32%	43%	15%
Griffith, E W ES	45	37%	34%	20%
Guy, Addeliar D III ES	48	14%	41%	21%
Hancock, Doris ES	39	21%	32%	26%
Harmon, Harley ES	29	33%	36%	17%
Harris, George E ES	16	32%	30%	26%
Hayden, Don E ES	26	8%	35%	30%
Hayes, Keith C & Karen W ES	79	13%	64%	13%
Heard, Lomie G ES	62	26%	47%	<5
Heckethorn, Howard E ES	59	<5%	62%	19%
Herr, Helen ES	45	27%	38%	22%
Herron, Fay ES	36	39%	33%	6%
Hewetson, Halle ES	25	40%	26%	13%
Hickey, Liliam Lujan ES	22	22%	29%	27%
Hill, Charlotte ES	88	14%	56%	18%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Hinman, Edna F ES	38	10%	35%	23%
Hoggard, Mabel ES	58	14%	63%	<5
Hollingsworth, Howard ES	30	37%	30%	19%
Hummel, John R ES	32	12%	37%	34%
Indian Springs ES	38	*	38%	27%
Iverson, Mervin ES	44	22%	45%	11%
Jacobson, Walter ES	44	17%	39%	10%
Jeffers, Jay W ES	27	50%	24%	24%
Jenkins, Earl N ES	43	18%	46%	21%
Jones Blackhurst, Jan L ES	87	5%	71%	9%
Jydstrup, Helen ES	72	22%	52%	10%
Kahre, Marc ES	43	9%	43%	23%
Katz, Edythe & Lloyd ES	12	18%	29%	23%
Keller, Charlotte & Jerry ES	62	31%	47%	15%
Kelly, Matt ES	18	11%	19%	39%
Kesterson, Lorna J ES	65	10%	51%	14%
Kim, Frank ES	70	23%	45%	21%
King, Martha P ES	74	*	67%	13%
King Jr , Martin Luther ES	9	37%	19%	26%
Lake, Robert E ES	24	34%	31%	26%
Lamping, Frank ES	83	<5%	74%	16%
Lincoln ES	45	41%	26%	23%
Long, Walter V ES	14	37%	20%	20%
Lowman, Mary & Zel ES	24	18%	23%	39%
Lummis, William ES	76	9%	68%	11%
Lundy, Earl B ES	*	*	*	*
Lunt, Robert ES	27	38%	21%	21%
Lynch, Ann ES	17	43%	21%	30%
Mack, Nate ES	83	5%	63%	17%
Mackey, Jo ES	48	7%	51%	7%
Manch, J E ES	13	19%	22%	44%
Martinez, Reynaldo L ES	56	32%	34%	14%
Mathis, Dr. Beverly S ES	68	15%	58%	15%
May, Ernest ES	72	9%	56%	17%
McCall, Quannah ES	70	31%	40%	14%
McCaw, Gordon ES	94	6%	83%	<5
McDoniel, Estes M ES	97	7%	68%	6%
McMillan, James B ES	44	19%	44%	27%
McWilliams, J T ES	32	46%	28%	17%
Mendoza, John F ES	44	36%	40%	19%
Miley Achievement Center ES	35	*	<5	38%
Miller, John F	0	20%	<5	63%
Miller, Sandy Searles ES	80	25%	52%	6%
Mitchell, Andrew ES	40	*	*	17%
Moore, William K ES	38	38%	27%	33%
Morrow, Sue H ES	73	<5%	63%	20%
Mountain View ES	48	31%	33%	26%
Neal, Joseph M ES	64	7%	52%	13%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Newton, Ulis ES	70	<5%	58%	13%
NV Learning Academy ES	19	11%	33%	26%
NW Career-Technical	95	*	*	5%
O Roarke, Thomas ES	77	<5%	72%	13%
Ober, D'Vorre & Hal ES	47	15%	40%	24%
Ortwein, Dennis ES	53	6%	54%	18%
Paradise Prof Dev ES	26	25%	22%	30%
Park, John S ES	18	37%	31%	25%
Parson, Claude & Stella ES	24	21%	24%	27%
Perkins, Dr Claude G ES	20	15%	26%	29%
Perkins, Ute ES	64	*	47%	20%
Petersen, Dean ES	23	28%	21%	37%
Piggott Academy ES	89	14%	64%	<5
Pittman, Vail ES	41	24%	31%	23%
Priest, Richard C ES	38	17%	40%	27%
Red Rock ES	45	28%	27%	20%
Reed, Doris M ES	35	22%	33%	30%
Reedom, Carolyn S ES	68	9%	54%	20%
Reid, Harry ES	20	*	*	17%
Rhodes, Betsy ES	53	<5%	62%	19%
Ries, Aldeane Comito ES	38	10%	49%	21%
Roberts, Aggie ES	22	14%	39%	18%
Rogers, Lucille S ES	76	20%	54%	23%
Ronnow, C C ES	28	46%	30%	19%
Ronzzone, Bertha ES	42	46%	25%	23%
Roundy, Dr C Owen ES	27	44%	27%	12%
Rowe, Lewis E ES	43	30%	51%	25%
Rundle, Richard ES	25	30%	35%	15%
Sandy Valley ES	39	13%	54%	32%
Scherkenbach, William &	71	<5%	66%	12%
Schorr, Steve ES	61	7%	54%	24%
Scott, Jesse D ES	34	15%	27%	28%
Sewell, C T ES	24	6%	31%	24%
Simmons, Eva G ES	36	9%	37%	19%
Smalley, James E & A Rae ES	93	*	84%	7%
Smith, Hal ES	10	15%	17%	40%
Smith, Helen M ES	66	21%	45%	13%
Snyder, Don & Dee ES	50	8%	53%	16%
Snyder, William E ES	42	36%	27%	19%
Squires, C P ES	19	41%	22%	21%
Stanford ES	46	29%	40%	5%
Staton, Ethel W ES	86	8%	72%	8%
Steele, Judith D ES	49	12%	55%	15%
Stevens, Josh ES	78	7%	66%	22%
Stewart, Helen J	3	38%	*	69%
Stuckey, Evelyn ES	90	7%	64%	16%
Sunrise Acres ES	23	36%	27%	25%
Tanaka, Wayne N ES	63	10%	61%	11%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Tarr, Sheila Academy of Int'l	63	6%	63%	9%
Tartan, John ES	18	9%	33%	33%
Tate, Myrtle ES	36	30%	37%	22%
Taylor, Glen C ES	72	6%	61%	12%
Taylor, Robert L ES	28	7%	24%	25%
Thiriot, Joseph E ES	43	29%	49%	12%
Thomas, Ruby S ES	37	29%	30%	38%
Thompson, Sandra L ES	40	<5%	51%	16%
Thompson, Tyrone ES	86	5%	67%	17%
Thorpe, Jim ES	50	11%	42%	25%
Tobler, R E ES	56	18%	52%	8%
Toland, Helen Anderson Intl	53	24%	46%	6%
Tomiyasu, Bill Y ES	45	26%	44%	21%
Treem, Harriet ES	70	7%	53%	10%
Triggs, Vincent L ES	67	<5%	55%	17%
Twin Lakes ES	52	37%	36%	10%
Twitchell, Neil C ES	93	7%	71%	7%
Ullom, J M ES	54	31%	40%	22%
Vanderburg, John ES	80	<5%	73%	12%
Variety ES	18	*	<5	41%
Vassiliadis, Billy & Rosemary	95	6%	81%	6%
Vegas Verdes ES	53	40%	33%	15%
Virgin Valley ES	53	13%	50%	17%
Walker, J Marlan Int'l School	33	<5%	54%	21%
Wallin, Shirley & Bill ES	75	6%	70%	16%
Ward, Gene ES	25	39%	23%	21%
Ward, Kitty McDonough ES	74	<5%	64%	10%
Warren, Rose ES	39	32%	31%	27%
Wasden, Howard ES	29	23%	32%	22%
Watson, Fredric W ES	37	15%	37%	23%
Wengert, Cyril ES	48	34%	48%	13%
West, Dr. Charles I.	58	30%	43%	15%
Whitney ES	41	16%	28%	17%
Wiener, Jr , Louis ES	37	10%	35%	31%
Wilhelm, Elizabeth ES	38	17%	34%	25%
Williams, Tom ES	20	44%	26%	17%
Williams, Wendell ES	23	16%	20%	42%
Wolfe, Eva ES	61	16%	45%	13%
Wolff, Elise L ES	89	5%	74%	11%
Woolley, Gwendolyn ES	49	31%	34%	29%
Wright, William V ES	48	7%	50%	20%
Wynn, Elaine ES	18	42%	26%	29%

District Overview

CCSD	K	1	2	3
Highest class size ratio	72	35	47	53
Lowest class size ratio	3	1	3	3

Detail by School

School Name	K	1	2	3
Abston, Sandra B ES	17	19	20	21
Adams, Kirk ES	18	24	17	27
Adcock, O K ES	18	26	31	14
Alamo, Tony ES	20	19	20	22
Allen, Dean LaMar ES	18	22	26	30
Antonello, Lee ES	25	24	17	23
Bailey, Sister Robert Joseph ES	22	28	18	22
Barber, Shirley A ES	23	23	23	28
Bartlett, Selma F ES	19	22	26	39
Bass, John C ES	18	20	18	19
Batterman, Kathy L ES	19	18	20	22
Beatty, John R ES	21	15	18	25
Beckley, Will ES	21	18	17	26
Bell, Rex ES	16	16	13	21
Bendorf, Patricia A ES	25	18	16	27
Bennett, William G ES	19	16	26	17
Berkley, Shelley ES	23	22	19	18
Bilbray, James ES	22	26	24	24
Blue Diamond ES	9	9	12	3
Bonner, John W ES	18	19	18	22
Booker, Kermit R Sr ES	14	11	21	17
Bowler, Grant ES	20	23	20	23
Bowler, Joseph L ES	25	15	16	20
Bozarth, Henry & Evelyn ES	25	24	25	25
Bracken, Walter ES	21	19	20	23
Brookman, Eileen B ES	23	16	14	16
Brown, Hannah Marie ES	22	22	18	24
Bruner, Lucile ES	17	14	22	20
Bryan, Richard H ES	22	16	18	24
Bryan, Roger M ES	14	19	28	25
Bunker, Berkeley L ES	17	17	15	21
Cahlan, Marion ES	16	13	15	17
Cambeiro, Arturo ES	17	20	13	17
Carl, Kay ES	30	20	20	25
Cartwright, Roberta C ES	13	21	20	19
Christensen, M J ES	13	17	16	17
Connors, Eileen ES	24	23	25	21
Cortez, Manuel J ES	13	16	21	20
Cox, Clyde C ES	13	13	14	15
Cox, David M ES	21	21	20	33
Cozine, Steve and Linda ES	20	17	15	16
Craig, Lois ES	16	16	13	17
Crestwood ES	36	23	15	19
Culley, Paul E ES	12	20	39	19
Cunningham, Cynthia ES	15	15	16	22
Dailey, Jack ES	22	15	20	17
Darnell, Marshall C ES	23	21	19	21
Dearing, Laura ES	24	30	16	22

School Name	K	1	2	3
Decker, C H ES	20	18	16	19
Derfelt, Herbert A ES	27	23	20	21
Desert Willow ES	*	1	*	*
Deskin, Ruthe ES	20	24	18	17
Detwiler, Ollie ES	19	12	12	18
Diaz, Ruben P ES	16	19	19	20
Dickens, D L Dusty ES	18	17	19	22
Diskin, P A ES	13	20	16	20
Divich, Kenneth ES	22	23	20	21
Dondero, Harvey N ES	16	14	14	15
Dooley, John ES	30	28	22	24
Duncan, Ruby ES	22	17	20	17
Earl, Ira J ES	22	16	13	14
Earl, Marion B ES	24	21	14	19
Edwards, Elbert ES	15	16	16	22
Eisenberg, Dorothy ES	20	17	24	19
Elizondo, Raul P ES	24	16	17	20
Ellis, Robert & Sandy ES	23	22	26	20
Ferron, William E ES	16	16	20	19
Fine, Mark L ES	16	19	19	22
Fitzgerald, H P ES	15	19	11	20
Fong, Wing and Lilly ES	23	20	14	18
Forbuss, Robert L ES	20	22	14	27
French, Doris ES	21	16	17	18
Frias, Charles & Phyllis ES	22	23	24	26
Galloway, Fay ES	19	21	20	20
Garehime, Edith ES	19	18	20	24
Gehring, Roger D Acad of Science &	23	22	21	23
Gibson, James ES	26	27	22	20
Gilbert, CVT ES	24	18	20	17
Givens, Linda Rankin ES	21	23	18	26
Goldfarb, Daniel ES	21	19	16	18
Goodsprings ES	*	2	*	*
Goolsby, Judy & John L ES	18	21	22	31
Goynes, Theron H & Naomi D ES	19	20	30	23
Gragson, Oran K ES	19	17	19	23
Gray, R Guild ES	22	17	16	15
Griffith, E W ES	25	20	18	21
Guy, Addeliar D III ES	19	26	16	17
Hancock, Doris ES	20	17	17	18
Harmon, Harley ES	19	17	19	19
Harris, George E ES	21	18	16	18
Hayden, Don E ES	14	19	18	15
Hayes, Keith C & Karen W ES	25	21	18	24
Heard, Lomie G ES	21	22	25	25
Heckethorn, Howard E ES	18	28	22	22
Herr, Helen ES	29	12	14	20
Herron, Fay ES	16	16	16	16

School Name	K	1	2	3
Hewetson, Halle ES	20	26	28	21
Hickey, Liliam Lujan ES	16	18	15	14
Hill, Charlotte ES	23	16	22	25
Hinman, Edna F ES	23	28	14	22
Hoggard, Mabel ES	23	21	22	23
Hollingsworth, Howard ES	23	18	20	25
Hummel, John R ES	24	21	16	17
Indian Springs ES	25	19	14	15
Iverson, Mervin ES	18	20	23	28
Jacobson, Walter ES	30	23	20	22
Jeffers, Jay W ES	25	15	21	20
Jenkins, Earl N ES	18	17	18	20
Jones Blackhurst, Jan L ES	15	23	19	22
Jydstrup, Helen ES	18	18	14	30
Kahre, Marc ES	14	16	15	21
Katz, Edythe & Lloyd ES	21	19	16	19
Keller, Charlotte & Jerry ES	29	17	15	20
Kelly, Matt ES	20	22	42	18
Kesterson, Lorna J ES	19	22	18	27
Kim, Frank ES	17	21	19	22
King Jr , Martin Luther ES	23	16	47	18
King, Martha P ES	*	*	*	18
Lake, Robert E ES	15	23	18	18
Lamping, Frank ES	21	23	23	26
Lincoln ES	18	17	14	16
Long, Walter V ES	16	21	21	23
Lowman, Mary & Zel ES	16	16	19	18
Lummis, William ES	18	24	18	20
Lundy, Earl B ES	3	3	3	*
Lunt, Robert ES	15	16	14	19
Lynch, Ann ES	22	23	32	30
Mack, Nate ES	29	25	24	28
Mackey, Jo ES	21	21	20	22
Manch, J E ES	28	18	17	22
Martinez, Reynaldo L ES	20	19	18	19
Mathis, Dr. Beverly S ES	15	24	21	23
May, Ernest ES	72	23	19	28
McCall, Quannah ES	16	16	12	16
McCaw, Gordon ES	24	24	24	24
McDoniel, Estes M ES	19	18	17	17
McMillan, James B ES	25	16	22	26
McWilliams, J T ES	21	20	16	23
Mendoza, John F ES	15	18	17	19
Miley Achievement Center ES	*	*	10	10
Miller, John F	*	13	15	17
Miller, Sandy Searles ES	24	17	15	15
Mitchell, Andrew ES	15	18	20	*
Moore, William K ES	15	23	14	18

School Name	K	1	2	3
Morrow, Sue H ES	20	20	29	22
Mountain View ES	26	20	16	20
Neal, Joseph M ES	25	22	20	32
Newton, Ulis ES	24	22	24	24
NV Learning Academy ES	21	20	24	22
NW Career-Technical Academy ES	4	*	*	*
O Roarke, Thomas ES	26	22	23	27
Ober, D'Vorre & Hal ES	24	35	20	22
Ortwein, Dennis ES	24	20	21	22
Paradise Prof Dev ES	21	22	19	18
Park, John S ES	12	20	17	19
Parson, Claude & Stella ES	24	16	19	20
Perkins, Dr Claude G ES	19	19	17	19
Perkins, Ute ES	12	18	19	16
Petersen, Dean ES	25	14	18	25
Piggott Academy ES	22	22	21	22
Pittman, Vail ES	13	16	20	18
Priest, Richard C ES	25	18	17	19
Red Rock ES	18	16	16	24
Reed, Doris M ES	17	17	18	18
Reedom, Carolyn S ES	29	25	20	18
Reid, Harry ES	7	7	7	3
Rhodes, Betsy ES	19	18	21	21
Ries, Aldeane Comito ES	24	25	23	22
Roberts, Aggie ES	15	24	28	21
Rogers, Lucille S ES	23	18	21	24
Ronnow, C C ES	13	13	20	20
Ronzone, Bertha ES	15	18	15	18
Roundy, Dr C Owen ES	17	15	16	15
Rowe, Lewis E ES	16	18	16	16
Rundle, Richard ES	13	25	19	30
Sandy Valley ES	19	13	23	11
Scherkenbach, William & Mary ES	37	18	20	24
Schorr, Steve ES	22	19	26	17
Scott, Jesse D ES	22	17	16	17
Sewell, C T ES	22	13	18	20
Simmons, Eva G ES	26	16	19	19
Smalley, James E & A Rae ES	25	25	22	21
Smith, Hal ES	14	15	14	24
Smith, Helen M ES	12	16	17	17
Snyder, Don & Dee ES	19	21	17	22
Snyder, William E ES	16	15	13	17
Squires, C P ES	15	18	16	22
Stanford ES	22	16	17	30
Staton, Ethel W ES	18	22	22	18
Steele, Judith D ES	18	17	15	21
Stevens, Josh ES	19	17	20	21
Stewart, Helen J	7	*	*	9

School Name	K	1	2	3
Stuckey, Evelyn ES	24	21	21	23
Sunrise Acres ES	19	20	12	16
Tanaka, Wayne N ES	25	18	14	24
Tarr, Sheila Academy of Int'l Studies	21	21	17	21
Tartan, John ES	15	16	19	18
Tate, Myrtle ES	23	19	15	27
Taylor, Glen C ES	20	19	21	23
Taylor, Robert L ES	16	16	12	19
Thiriot, Joseph E ES	35	15	14	23
Thomas, Ruby S ES	19	14	16	14
Thompson, Sandra L ES	13	31	35	23
Thompson, Tyrone ES	19	23	19	20
Thorpe, Jim ES	27	18	34	14
Tobler, R E ES	20	25	18	23
Toland, Helen Anderson Intl	21	17	11	17
Tomiyasu, Bill Y ES	17	18	21	20
Treem, Harriet ES	20	15	16	22
Triggs, Vincent L ES	23	27	23	20
Twin Lakes ES	14	17	17	16
Twitchell, Neil C ES	23	23	24	22
Ullom, J M ES	21	17	15	15
Vanderburg, John ES	25	25	25	41
Variety ES	*	4	19	53
Vassiliadis, Billy & Rosemary ES	20	27	18	27
Vegas Verdes ES	18	15	20	22
Virgin Valley ES	18	19	21	22
Walker, J Marlan Int'l School ES	18	18	20	23
Wallin, Shirley & Bill ES	17	29	22	23
Ward, Gene ES	14	16	15	18
Ward, Kitty McDonough ES	21	18	23	23
Warren, Rose ES	20	16	18	19
Wasden, Howard ES	11	15	14	18
Watson, Fredric W ES	18	16	17	15
Wengert, Cyril ES	18	13	15	17
West, Dr. Charles I. Preparatory	14	20	18	20
Whitney ES	18	18	17	19
Wiener, Jr , Louis ES	18	13	17	15
Wilhelm, Elizabeth ES	15	21	16	19
Williams, Tom ES	18	14	16	24
Williams, Wendell ES	12	16	13	16
Wolfe, Eva ES	19	15	22	22
Wolff, Elise L ES	19	18	23	24
Woolley, Gwendolyn ES	18	16	16	20
Wright, William V ES	19	22	23	23
Wynn, Elaine ES	15	19	14	16

Douglas County School District

Douglas County School District (Douglas CSD) implemented an alternative CSR program for SY26. Douglas CSD requested 25 variances; seven for kindergarten, five for third grade, four for fourth grade, and three each for first, second, and fifth grades. Douglas CSD cited funding limitations.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
C.C. Meneley	33	<5%	39%	7%
Gardnerville ES	35	9%	48%	14%
Gene Scarselli ES	79	<5%	51%	12%
Jacks Valley ES	31	10%	38%	10%
Minden ES	59	<5%	54%	15%
Pinon Hills ES	87	*	72%	9%
Zephyr Cove	53	*	49%	28%

District Overview

Douglas CSD	K	1	2	3	4	5
Highest class size ratio	22	27	24	27	41	32
Lowest class size ratio	18	17	16	15	19	16

Detail by School

School Name	K	1	2	3	4	5
C.C. Meneley ES	18	17	24	25	22	16
Gardnerville ES	19	20	20	22	26	22
Gene Scarselli ES	20	20	24	27	26	32
Jacks Valley ES	19	23	16	23	19	25
Minden ES	22	24	17	25	23	27
Pinon Hills ES	18	21	22	15	41	17
Zephyr Cove ES	20	27	24	24	28	26

Elko County School District

Elko County School District (Elko CSD) implemented an alternative CSR program for SY26. Elko CSD requested 12 variances; seven for kindergarten, two for third grade, and one each for first, fourth, and fifth grades citing funding limitations, facility limitations, and difficulty hiring.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Carlin ES	42	*	22%	27%
Grammar No. 2	54	11%	36%	18%
Jackpot ES	32	*	29%	16%
Liberty Peak	30	*	42%	20%
Mountain View ES	68	11%	41%	16%
Northside ES	19	14%	33%	20%
Owyhee ES	18	*	9%	37%
Sage ES	22	<5%	32%	22%
Southside ES	58	30%	45%	21%
Spring Creek	30	*	36%	13%
Wells ES	50	10%	32%	12%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
West Wendover ES	39	26%	36%	22%

District Overview

Elko CSD	K	1	2	3	4	5	6
Highest class size ratio	24	23	22	27	26	26	24
Lowest class size ratio	9	13	9	14	16	13	19

Detail by School

School Name	K	1	2	3	4	5	6
Carlin ES	24	14	12	22	23	14	19
Flagview Intermediate	*	*	*	*	*	23	24
Grammar School 2	18	18	21	20	16	*	*
Jackpot ES	9	19	19	21	21	20	21
Liberty Peak ES	20	23	22	18	20	21	*
Mountain View ES	15	17	19	22	22	*	*
Northside ES	22	18	21	23	21	*	*
Owyhee ES	14	13	9	21	18	13	20
Sage ES	21	16	19	19	26	22	*
Southside ES	20	17	15	27	21	*	*
Spring Creek ES	20	22	14	22	23	22	*
Wells ES	10	19	16	14	21	26	21
West Wendover ES	14	16	22	20	23	22	*

Esmeralda County School District

Esmeralda County School District (Esmeralda CSD) implemented an alternative CSR program for SY26. Esmeralda CSD is among the smallest by population and had no variance requests. It is important to note that Dyer ES has a single combined classroom. When a single teacher is in a combined classroom, the student to teacher ratio is calculated in percentages to reflect what the equivalent ratio would be in a single classroom.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Dyer ES	28	*	21%	65%
Goldfield ES	22	*	*	27%
Silver Peak ES	5	*	*	*

District Overview

Esmeralda CSD	K	1	2	3	4	5	6
Highest class size ratio	9	9	9	15	15	15	4
Lowest class size ratio	4	4	9	8	8	8	2

Detail by School

School Name	K	1	2	3	4	5	6
Dyer ES	9	9	9	15	15	15	2
Goldfield ES	4	4	*	8	8	8	4

Eureka County School District

Eureka County School District (Eureka CSD) implemented an alternative CSR program for SY26 and requested no variances.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Crescent Valley ES	57	*	58%	30%
Eureka ES	81	*	63%	15%

District Overview

Eureka CSD	K	1	2	3	4	5	6
Highest class size ratio	15	16	14	11	14	19	11
Lowest class size ratio	3	9	9	2	2	9	9

Detail by School

School Name	K	1	2	3	4	5	6
Crescent Valley ES	3	9	9	2	2	9	9
Eureka ES	15	16	14	11	14	19	11

Humboldt County School District

Humboldt County School District (Humboldt CSD) implemented an alternative CSR program for SY26. Humboldt requested 6 variances; four for kindergarten and one each for second and third grades citing facility limitations, funding limitations, and difficulty hiring.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Denio ES	25	*	*	*
Grass Valley ES	53	6%	33%	17%
Kings River ES	25	*	*	*
McDermitt Combined	36	*	11%	44%
Orovada ES	75	*	36%	13%
Paradise Valley ES	62	*	*	29%
Sonoma Heights ES	41	11%	46%	24%
Winnemucca Grammar	73	12%	53%	19%

District Overview

Humboldt CSD	K	1	2	3	4	5	6
Highest class size ratio	23	22	24	24	23	23	23
Lowest class size ratio	9	10	10	14	14	4	3

Detail by School

School Name	K	1	2	3	4	5	6
Grass Valley ES	23	18	18	18	19	*	*
Kings River ES	11	11	11	*	*	11	11
McDermitt Combined	9	22	22	22	19	19	18
Orovada ES	10	10	10	14	14	14	3
Paradise Valley ES	20	21	20	20	21	4	4

School Name	K	1	2	3	4	5	6
Sonoma Heights ES	20	19	24	24	23	*	*
Winnemucca Grammar	21	16	17	21	20	*	*

Lander County School District

Lander County School District (Lander CSD) implemented an alternative CSR program in SY25 and requested no variances.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Austin K-12	5	*	*	*
Battle Mountain ES	14	6%	28%	33%

District Overview

Lander CSD	K	1	2	3	4
Highest class size ratio	16	21	20	21	22
Lowest class size ratio	9	9	9	9	9

Detail by School

School Name	K	1	2	3	4
Austin K-8	9	9	9	9	9
Battle Mountain ES	16	21	20	21	22

Lincoln County School District

Lincoln County School District (Lincoln CSD) implemented a regular CSR program for SY26. Lincoln CSD requested 19 variances; four each for fourth and fifth grades, three each for kindergarten sixth grades, two each for first and second grade, and one for third grade citing facility and funding limitations.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Caliente ES	87	*	58%	27%
Pahrnagat Valley ES	64	*	54%	14%
Panaca ES	48	*	57%	18%
Pioche ES	75	*	56%	15%

District Overview

Lincoln CSD	K	1	2	3	4	5	6
Highest class size ratio	19	24	24	22	30	29	23
Lowest class size ratio	10	8	9	8	9	9	8

Detail by School

School Name	K	1	2	3	4	5	6
Caliente ES	18	8	9	8	10	9	10
Pahrnagat Valley ES	19	24	17	13	24	25	*
Panaca ES	18	17	24	22	30	29	23
Pioche ES	10	8	9	11	9	12	8

Lyon County School District

Lyon County School District (Lyon CSD) implemented an alternative CSR program for SY26. Lyon CSD requested 15 variances; six for kindergarten, three for third grade, two for second grade, and one each for first, fourth, fifth and sixth grades citing funding limitations, facility limitations, and difficulty hiring.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Cottonwood ES	31	8%	29%	36%
Dayton ES	25	9%	33%	16%
East Valley ES	45	7%	46%	26%
Fernley ES	28	8%	30%	43%
Riverview ES	32	6%	30%	18%
Silver Stage ES	35	*	18%	26%
Smith Valley Schools	48	*	47%	6%
Sutro ES	22	15%	25%	23%
Yerington ES	33	18%	23%	21%

District Overview

Lyon CSD	K	1	2	3	4	5	6
Highest class size ratio	26	23	25	25	26	26	26
Lowest class size ratio	9	13	14	15	18	19	14

Detail by School

School Name	K	1	2	3	4	5	6
Cottonwood ES	19	23	23	25	22	*	*
Dayton ES	19	13	22	20	21	23	21
East Valley ES	26	22	21	17	22	*	*
Fernley ES	19	20	22	20	25	*	*
Riverview ES	14	17	21	20	19	23	22
Silver Stage ES	16	21	20	24	26	*	*
Smith Valley Schools	9	14	14	15	18	19	14
Sutro ES	20	17	20	18	21	22	24
Yerington ES	19	17	25	23	25	*	*

Mineral County School District

Mineral County School District (Mineral CSD) implemented a regular CSR program for SY26. Mineral CSD requested one single variance for first grade.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Hawthorne ES	14	<5%	20%	23%
Schurz ES	47	*	25%	24%

District Overview

Mineral CSD	K	1	2	3
Highest class size ratio	15	17	15	18
Lowest class size ratio	4	14	14	13

Detail by School

School Name	K	1	2	3
Hawthorne ES	15	17	15	18
Schurz ES	4	14	14	13

Nye County School District

Nye County School District (Nye CSD) is the largest rural district in Nevada, and the third largest rural district in the country. Nye CSD implemented an alternative CSR program for SY26 and requested 13 variances; five for kindergarten, three for third grade, two for fourth grade, and one each for first, second, and fifth grades citing funding limitations, facility limitations, and difficulty hiring.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Amargosa Valley	49	*	28%	11%
Beatty ES	21	*	27%	8%
Floyd ES	59	<5%	43%	12%
Gabbs ES	5	*	*	*
Hafen ES	35	13%	37%	14%
JG Johnson ES	33	9%	23%	14%
Manse ES	67	10%	35%	12%
Round Mountain	27	*	33%	14%
Tonopah ES	36	*	27%	8%

District Overview

Nye CSD	K	1	2	3	4	5
Highest class size ratio	27	23	24	25	28	26
Lowest class size ratio	10	7	5	7	13	7

Detail by School

School Name	K	1	2	3	4	5
Amargosa Valley ES	10	16	12	16	13	22
Beatty ES	11	11	5	10	20	20
Floyd ES	20	22	24	25	26	26
Gabbs ES	*	7	7	7	*	7
Hafen ES	26	23	21	23	28	24
JG Johnson ES	22	22	20	21	22	23
Manse ES	21	19	20	23	24	25
Round Mountain ES	13	18	14	19	23	13
Tonopah ES	27	15	14	18	24	22

Pershing County School District

Pershing County School District (Pershing CSD) implemented an alternative CSR program for SY26 and requested no variances.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Imlay ES	40	*	*	<5%
Lovelock ES	47	5%	34%	<5%

District Overview

Pershing CSD	K	1	2	3	4	5
Highest class size ratio	14	12	21	18	17	17
Lowest class size ratio	14	10	10	18	10	10

Detail by School

School Name	K	1	2	3	4	5
Imlay ES	*	10	10	*	10	10
Lovelock ES	14	12	21	18	17	17

Storey County School District

Storey County School District (Storey CSD) implemented an alternative CSR program for SY26. Storey CSD requested 2 variances; one each for kindergarten and third grade, citing funding limitations.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Hillside ES	48	*	53%	9%
Hugh Gallagher	53	*	55%	11%

District Overview

Storey CSD	K	1	2	3	4	5
Highest class size ratio	23	20	18	23	25	21
Lowest class size ratio	13	13	13	14	15	15

Detail by School

School Name	K	1	2	3	4	5
Hillside ES	13	13	13	14	15	15
Hugh Gallagher ES	23	20	18	23	25	21

Washoe County School District

Washoe County School District (Washoe CSD) represents the second largest district in Nevada and implemented a regular CSR program for SY26. Washoe CSD requested 194 variances; 58 for kindergarten, 39 for first grade, 47 for second grade, and 50 for third grade citing funding limitations, facility limitations, and difficulty hiring.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Alice Smith ES	39	21%	35%	16%
Allen ES	15	37%	20%	19%
Anderson ES	45	42%	29%	20%
Beasley ES	76	<5%	59%	7%
Beck ES	91	8%	82%	7%
Bennett ES	47	34%	34%	13%
Bohach ES	85	11%	60%	11%
Booth ES	22	26%	21%	18%
Brown ES	90	5%	56%	10%
Cannan ES	44	31%	33%	16%
Caughlin Ranch	92	*	84%	5%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Corbett ES	21	42%	26%	14%
Desert Heights	22	24%	25%	19%
Diedrichsen ES	82	10%	57%	6%
Dodson ES	49	18%	43%	<5%
Donner Springs	12	21%	24%	23%
Double Diamond	51	8%	50%	11%
Drake ES	69	21%	67%	<5%
Duncan ES	53	34%	32%	17%
Dunn ES	62	17%	42%	6%
Elmcrest ES	39	11%	40%	12%
Gomes ES	43	8%	41%	17%
Gomm ES	83	<5%	65%	<5%
Greenbrae ES	61	36%	32%	13%
Hall ES	70	<5%	51%	8%
Hidden Valley	35	15%	43%	11%
Huffaker ES	70	12%	52%	<5%
Hunsberger ES	87	<5%	82%	<5%
Hunter Lake ES	90	8%	77%	12%
Incline ES	29	39%	39%	11%
Inskeep ES	58	6%	52%	10%
Juniper ES	63	18%	48%	<5%
Kate Smith ES	56	41%	42%	13%
Lemelson ES	29	32%	24%	20%
Lemmon Valley	44	20%	29%	11%
Lenz ES	83	*	77%	6%
Lincoln Park	24	31%	19%	16%
Loder ES	30	47%	18%	10%
Mathews ES	37	40%	30%	5%
Maxwell ES	39	26%	45%	10%
Melton ES	90	<5%	69%	<5%
Mitchell ES	55	44%	39%	20%
Moss ES	80	10%	56%	11%
Mount Rose ES	91	10%	70%	11%
Natchez ES	57	*	35%	9%
Palmer ES	41	34%	40%	7%
Peavine ES	69	8%	56%	10%
Pleasant Valley	91	*	67%	5%
Poulakidas ES	93	9%	69%	7%
Risley ES	61	48%	33%	9%
Sepulveda ES	48	10%	48%	8%
Silver Lake ES	48	20%	39%	20%
Smithridge ES	47	53%	39%	16%
Spanish Springs	84	<5%	62%	10%
Stead ES	39	22%	38%	21%
Sun Valley ES	41	41%	32%	11%
Taylor ES	81	<5%	58%	8%
Towles ES	67	7%	60%	12%
Van Gorder ES	77	<5%	66%	9%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Verdi ES	97	*	68%	<5%
Veterans ES	25	35%	30%	20%
Warner ES	23	12%	33%	24%
Westergard ES	74	8%	61%	10%
Whitehead ES	43	7%	41%	11%
Winnemucca ES	59	13%	45%	15%

District Overview

Washoe CSD	K	1	2	3
Highest class size ratio	43	29	24	28
Lowest class size ratio	13	10	7	14

Detail by School

School Name	K	1	2	3
Alice Smith ES	20	19	17	25
Allen ES	22	19	16	21
Anderson ES	19	16	18	16
Beasley ES	24	19	18	19
Beck ES	20	15	16	22
Bennett ES	19	18	19	21
Bohach ES	22	18	19	23
Booth ES	22	18	18	26
Brown ES	20	15	18	22
Cannan ES	26	19	15	24
Caughlin Ranch ES	25	20	17	17
Corbett ES	24	16	14	18
Desert Heights ES	23	17	19	21
Diedrichsen ES	14	16	15	15
Dodson ES	19	12	19	16
Donner Springs ES	32	18	17	23
Double Diamond ES	21	20	21	19
Drake ES	19	14	18	23
Duncan ES	24	14	18	18
Dunn ES	21	24	20	22
Elmcrest ES	18	14	15	20
Gomes ES	13	12	18	21
Gomm ES	21	20	17	21
Greenbrae ES	23	14	15	17
Hall ES	24	15	18	21
Hidden Valley ES	17	15	20	17
Huffaker ES	19	18	20	24
Hunsberger ES	16	18	17	21
Hunter Lake ES	21	16	17	20
Incline ES	17	14	14	16
Inskeep ES	21	17	15	20

School Name	K	1	2	3
Juniper ES	19	18	14	22
JWood Raw ES	23	16	17	18
Kate Smith ES	21	29	23	17
Lemelson ES	16	17	15	23
Lemmon Valley ES	21	18	24	21
Lenz ES	21	20	18	17
Lincoln Park ES	20	16	19	16
Loder ES	15	22	19	23
Mathews ES	21	19	15	19
Maxwell ES	19	18	18	21
Melton ES	22	18	20	21
Mitchell ES	19	19	19	20
Moss ES	23	16	17	24
Mount Rose ES	43	16	14	19
Natchez ES	21	10	7	14
Palmer ES	14	16	15	21
Peavine ES	17	18	18	23
Pleasant Valley ES	14	16	14	23
Poulakidas ES	22	17	17	23
Risley ES	17	17	17	24
Sepulveda ES	20	19	18	20
Silver Lake ES	22	17	19	23
Smithridge ES	18	17	19	23
Spanish Springs ES	20	18	21	20
Stead ES	24	18	19	28
Sun Valley ES	23	18	17	20
Taylor ES	24	16	17	21
Towles ES	20	15	19	22
Van Gorder ES	22	19	16	22
Verdi ES	18	14	14	20
Veterans ES	19	19	18	19
Warner ES	24	17	19	20
Westergard ES	23	17	19	18
Whitehead ES	13	16	14	16
Winnemucca ES	19	15	17	22

White Pine County School District

White Pine County School District (White Pine CSD) implemented an alternative CSR program for SY26. White Pine CSD requested 3 variances; one each for kindergarten, second and third grades.

School Statistics

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
Baker ES	45	*	33%	<5%
D.E. Norman	42	*	24%	18%
Lund ES	23	*	38%	9%

School Name	Index Score	English Learners	ELA Proficient	Chronically Absent
McGill ES	15	*	33%	20%

District Overview

White Pine CSD	K	1	2	3	4	5	6
Highest class size ratio	24	17	24	24	17	25	14
Lowest class size ratio	7	7	14	14	12	12	14

Detail by School

School Name	K	1	2	3	4	5	6
Baker ES	*	*	*	14	14	14	14
D.E. Norman ES	19	17	16	19	16	14	14
Lund ES	7	7	18	18	12	12	*
McGill ES	12	17	24	19	16	25	*

Conclusion

If you have any questions regarding this report, please contact the Office of Division Compliance, via email at sidcompliance@doe.nv.gov.