

## **Esmeralda County School District Accountability Analysis**

The Esmeralda School District report contained most required items. Several inconsistencies were found between the district report and the Statewide Data Tables. Recommendations are made for improving the report in the future and complying with federal law.

- 1. A summary of the student performance and school characteristics deemed relevant to evaluation of the district's school performance based on data submitted by the District to the State Board of Education and LeBEAPE in Part I School Reports and Part II District-Wide Reports.*

### **Number of Pupils**

Students in Esmeralda County attended three elementary schools located at Goldfield, Silver Peak, and Dyer. The 1999-2000 school year enrollment in the three elementary schools was 104 students, down 9% from the 114 enrolled in 1998-1999.

### **Student Attendance Rate**

The student average daily attendance was 93%, an improvement of .8% over the previous year.

### **Teacher Attendance Rate**

Teacher attendance rate was 96% down 1.2% from 1998-1999.

### **Dropout and Non-promotion Rates**

A dropout rate is not applicable because there are no high schools in Esmeralda County. No retentions were reported.

### **Student Completion Indices**

Not applicable, since high school students from the district are taken by bus to Nye County for schooling.

### **Transiency Rate**

The rate of transiency was 23%, which was down from 36.5% from the previous year.

### **Student/Teacher Ratios**

The average pupil-teacher ratios in the elementary grades were 12:1 in multi-grade classrooms and 9:1 for seventh and eighth grades.

### **Student/Counselor Ratio**

The district had one counselor providing service to 104 students for a 104:1 ratio.

### **Suspension/Expulsion Rate**

The district reported four suspensions for violence to other students compared to two suspensions for this infraction in 1998-1999. One student was disciplined for engaging in threats or extortion.

### **Number of habitual disciplinary problem student**

No students were reported as expelled due to habitual disciplinary problems.

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

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

<b>SUBJECT</b>	<b>% BOTTOM QUARTER</b>			<b>% TOP QUARTER</b>			<b>AVERAGE PERCENTILE RANK</b>		
	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>
<b>Reading</b>	33	30.8	53.8	0	0.0	7.7	29	35	29
<b>Language</b>	44	38.5	38.5	0	23.1	7.7	23	37	29
<b>Math</b>	56	46.2	30.8	22	0.0	0.0	33	24	29
<b>Science</b>	56	46.2	30.8	0	15.4	0.0	27	28	30

The data above are based on the state data tables, since the district report included a different three-year period and different test results.

It would be inappropriate to make comparison of performances among years since there were only 13 fourth grade students. However, the low performance in all areas is a concern. All thirteen fourth graders (100%) took the tests.

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

Not applicable since only 7 students took the TerraNova in October 2000.

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

Not reported since tenth graders from Esmeralda County are transported to Tonopah High School in Nye County.

**State Mandated Test Results: Writing Exam**

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

MEASURED TRAIT	PERCENT PROFICIENT					
	4 <sup>TH</sup> GRADE			8 <sup>TH</sup> GRADE		
	98-99	99-00	00-01	98-99	99-00	00-01
<b>Ideas</b>	NR	NR	40.0	69.0	NR	85.7
<b>Organization</b>	NR	NR	27.0	38.0	NR	85.7
<b>Voice</b>	NR	NR	20.0	46.0	NR	28.6
<b>Conventions</b>	NR	NR	47.0	62.0	NR	71.4

The percentages of fourth graders demonstrating writing proficiency were below state averages on all traits measured by the writing exam, and only seven percent were proficient on all traits. The eighth grade writing proficiency levels were above state averages for all traits except voice. The district report labeled the 2000-2001 results above as those for 1999-2000.

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

Not applicable.

**ACT/SAT Results**

Not applicable.

**Special Programs: Elementary**

Eight percent of Esmeralda elementary students were enrolled in special programs which is down from the previous year, and 82% participated in the free or reduced-price lunch program. Five percent of students participated in migrant education classes, and 82% of elementary students took classes in art, physical education, and computer applications. No students were enrolled in English as a Second Language (ESL), music, gifted/talented, or after-school care programming.

## **Special Programs: Seventh and Eighth Grades**

Eighteen percent of students were enrolled in art, which is down from the previous year, and nine percent were involved in extra curricular activities. No other special program involvement was reported.

## **Teachers**

Of teachers in Esmeralda County, 89% have bachelor's degrees and 11% hold the master's degree. Twenty-two percent of teachers have ten or more years of experience and all (100%) teachers are teaching totally within their areas of endorsement.

## **Technology/Computers**

Students did not have access to the Internet at the time the accountability report was prepared, but plans to provide Internet access were in place. All students had at least ½ hour per week access to computers for instructional support. The student/computer ratio was 3.6:1.

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

Not applicable.

## **Expenditures**

Average per-pupil expenditure was \$4,896 for instruction, \$1,819 for administration, \$2,089 for building operation, \$2,505 for student support, and \$337 for staff support. Total per-pupil expenditure was \$11,647 including the expenses involved with transporting approximately 50 secondary level students to Tonopah High School in neighboring Nye County. Reported revenue sources were as follows: 45.6% local, 44.5% state, 9.5% opening balance, and .4% federal.

## **Parent Involvement**

Parent participation in parent-teacher conferences was "high".

- 2. Areas the school district's Part III Report identified as examples of exemplary achievement at the school site and/or areas of improvement in outcomes from those reported in the previous year and evidence that the areas were exemplary or improved.***

The Part III report states, "The use of remedial funds has been a huge success in the schools of the district. The students love and use the Accelerated Reading (AR) and Computer Curriculum Corporation (CCC) programs. Academic scores have increased. Areas of improvement: Increase the number and quality of potential teaching candidates

in the County.” Evidence reported was marked improvement in scores on the TerraNova and CCC tests and use of computer learning and technology.

**3. *Areas the school district’s Part III Report identified as in need of improvement at the school site(s) and evidence of any deficiencies addressed.***

Need for improvement is noted for math in lower grades, reading in all grades, and science based on a review of off-grade TerraNova testing.

**4. *Summary of the school district’s plans for improvement at the school site.***

This statement was taken directly from the district Part III report “We have implemented for students, trained teachers in the use thereof and continue to do so. We continue to train staff for their better utilization of the CCC and AR programs on an on-going basis.” Note: CCC is Computer Curriculum Corporation and AR is Accelerated Reader, both state-funded remediation programs.

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

“We continue to monitor test scores, CTBS (note: TerraNova is the CTBS), AR and CCC and use individual testing where necessary to determine the effectiveness of our programs.”

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

The years reported and the results of TerraNova and writing proficiency tests were different than those in the state data tables.

**7. *Recommendations of Panel members for improving analysis and use of accountability findings at the school site, and if applicable, at the district level.***

All parts of the report are clear, concise, and readable.

While low performance in math and reading in the lower grades was acknowledged, attention needs to be given to language and science, which were equally low for fourth graders on the TerraNova.

Discrepancies between district and state data reporting and writing proficiency scores need to be resolved.

Clear relationships are needed by areas of improvement noted in the Part III report and the data reported. No data were provided supporting the reported “increase in the number and quality of potential teaching candidates in the county.”

It is recommended that the district use accountability data to monitor student achievement and to plan and evaluate the success of improvement efforts.