

## **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.

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

### **Number of Pupils**

Students in Esmeralda County attended three elementary schools located at Goldfield, Silver Peak, and Dyer. The state-supplied *School Accountability Data Tables* reported enrollments of 114 for both the 1997-98 and the 1998-99 school years, indicating no change in enrollment. However, the district reported an enrollment of 105 students for 1998-99. This number appears to be correct since the *School Accountability Data Tables* reported a student/counselor ratio of 105:1. If the 105 number is correct, it represents an enrollment decline of about 8%.

### **Student Attendance Rate**

The student average daily attendance was 92.2%, which was down almost one percent from the previous year.

### **Teacher Attendance Rates**

Teacher attendance rate was the highest in the state – 97.2%. The attendance rate for the previous year was not reported.

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

A dropout rate is not applicable, because there are no secondary schools in Esmeralda County. No students were reported as having been retained in a grade level.

### **Truancy Rate**

The truancy rate was reported as zero, consistent with the previous year.

### **Transiency Rate**

The rate of transiency was 36.5%, which is an increase of 8.5% over the prior year.

### Student/Teacher Ratio(s)

The average student-teacher ratios in the elementary grades were 10.5:1 in multi-grade classrooms.

### Student/Counselor Ratio

The district had one counselor providing service to 105 students for a 1:105 ratio.

### Suspension / Expulsion Rate

The district reported two suspensions for violence to other students compared to one suspension for this violation the previous year.

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

#### Terra Nova Results 4<sup>th</sup> Grade

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	57	33	30.8	0	0	0.0	24	29	35
Language	57	44	38.5	29	0	23.1	28	23	37
Math	29	56	46.2	0	22	0.0	33	33	24
Science	57	56	46.2	0	0	15.4	30	27	28

It would be inappropriate to make comparison of TerraNova performances among years since the number of fourth grade students is so small. High percentages of students in the bottom quarter for math and science indicated a need to be addressed.

The percent of eligible fourth graders completing the Terra Nova CTBS tests was reported at 100%. All thirteen fourth graders took the test.

### State Mandated Test Results: TerraNova: Eight Grade

#### Terra Nova Results 8<sup>th</sup> Grade

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	23	33	33.3	53	7	16.7	36	39	42
Language	30	27	33.3	56	7	33.3	43	37	55
Math	37	7	66.7	59	14	16.7	47	50	31
Science	25	13	33.3	52	13	0.0	39	47	40

Test scores are not reported for classes with fewer than 10 examinees. Six of the seven eighth graders were tested (86%) in 1999.

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

Not applicable, as tenth graders from the district are transported to Tonopah High School.

**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		
	97-98	98-99	99-00	97-98	98-99	99-00
Ideas	NA	NR	NR	64.0	69.0	NR
Organization	NA	NR	NR	36.0	38.0	NR
Voice	NA	NR	NR	43.0	46.0	NR
Conventions	NA	NR	NR	57.0	62.0	NR

The percent of eligible eighth graders completing the Writing Proficiency Examination was not reported.

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

Not applicable.

**ACT/SAT Results**

Not applicable.

**Special Programs**

Special education programming was provided for 12.4% of students, and free-and reduced lunches for 29.5% of students. No students attended classes in English as a Second Language. All elementary students took classes in art, physical education, and computer applications. No students had music classes or gifted/talented education programming.

**Teachers**

Of ten teachers in Esmeralda County, nine (90%) have bachelor’s degrees and one (10%) holds the master’s degree. Four teachers (40%) have ten or more years of experience. In 1998-99, nine (90%) teachers were 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 thirty minutes per week of access to computers for instructional support. No information on student to computer ratio was found in the Statewide Data Tables.

## **Remedial College Courses (UCCSN Class Enrollments)**

This information is non-applicable for the Esmeralda County School District.

## **Expenditures**

Average per-pupil expenditure was reported as \$5,663 for instruction, \$2,084 for administration, \$1,925 for building operation, and \$2,468 for student support. This was a modest increase in all categories over the previous year. Total per-pupil expenditure was \$12,140, which included the expenses involved with transporting approximately fifty secondary level students to Tonopah High School. Reported revenue sources were as follows: 50% local, 44% state, 14% opening balance, and 1% federal. It was unclear why the sum was greater than 100%.

## **Parent Involvement**

Parent participation in parent-teacher conferences was 85.2% up 2.2% from the previous year.

2. *Areas the School Districts' 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 listed teacher inservice programs as an area of achievement. Teachers participated in inservice programs on computer applications, Accelerated Reading, Star Testing, Reading Recovery, and math education. Also reported was "Students from Esmeralda receiving scholarships following graduation from Tonopah High School."

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

"We wish for all students to be at the 50<sup>th</sup> percentile in all curriculum areas.

4. *Summary of the School Districts' plan for improvement at the school site.*

- Implementation of the Accelerated Reading program.

- The Curriculum Computer Incorporated programs in reading and math will be implemented in the 2000/2001 school year.
- 5. *Sources of information to be used in determining effectiveness of the plan for improvement.*

It may be inferred that Terra Nova scores and other accountability data will be used to assess progress in need areas.

- 6. *Missing or incomplete data.*

There were inconsistencies between the state- and district-reported enrollment figures.

There were inconsistencies between the state- and district-reported TerraNova results.

There was no information on computer/student ratios.

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

The following recommendations are made for improving in the future:

1. Focus on improving parent participation.
2. Provide all required data.
3. Provide accurate test score data.

It is recognized that preparation of the accountability reports is difficult for such a small school district. While the reports demonstrate a sincere effort to comply, evidence of the perception of value for the process is weak. The linking of accountability achievement data to curriculum planning and instructional programming needs attention. The process and product of accountability reporting may be enhanced through utilization of out-of-district resources.