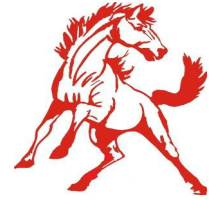


Esmeralda County School District

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James Fossett , Superintendent

Website: www.esmeraldacountyschools.com



Board Members

Trisha Hafer ~ Seat B ~ President
Trinie Johnson ~ Seat C ~ Member
William Kirby ~ Seat E ~ Clerk

Carl Brownfield ~ Seat A ~ Vice President
J. Paul Melendrez ~ Seat D ~ Member

2023-2024 District Accountability Report

For more information visit www.nevadareportcard.nv.gov

Mission Statement

MISSION STATEMENT: At Esmeralda County School District, our mission is to provide a holistic and innovative education that nurtures the whole child. We are committed to fostering a dynamic learning environment where every student is valued, challenged, and supported. Through personalized instruction, rigorous academic standards, and diverse enrichment opportunities, we strive to inspire love for learning and cultivate critical thinking, creativity, and resilience in our students. By fostering a culture of collaboration, inclusivity, and continuous improvement, we empower our students to become lifelong learners, compassionate leaders, and contributing members of a global community. Together, we are shaping the future, one child at a time.

Superintendent's Highlights

In the 2023-2024 school year we grew as an organization, and the complexity of running our district increased substantially. We needed to seriously consider systems, collaboration, and leadership to meet the new challenges. With a new Academic Leadership Team (ALT) and their leadership roles as well as their integration into the leadership structure, we have become more focused on student learning while becoming more capable of higher levels of compliance with state requirements. We experienced our typical struggles with staffing and turnover, but feel excited about those who have joined our team for next year! Our Virtual High School has stayed steady at about 12 students. Our new position, District Principal, has been very hard to fill, but we finally found the right person and feel confident that he will add depth and strength to our ALT team and student success. We have improved safety by maintaining constant collaboration and monthly meetings to address any issue to do with site and student safety. Esmeralda County Schools are safer than ever. In EsCSD we have been providing healthy stacks for students in classrooms and it has been a real hit with the addition of growing gardens and a home economics class for all students. This year, we are receiving a grant that will allow us to more powerfully launch our K-5 STEM program and continue with our push in the upper grades. We have community members working on committees, local county officers attending meetings in collaboration with our EOP and site safety committee, and new board members who are adding greatly to the community voice in our school governance.

Goals and Objectives

As a district team, we have focused on increasing reading proficiency as well as the love of reading among our students. The newly minted Academic Leadership Team (formally established in the 2023-2024) has been tasked with district wide goals and making sure each site has input and maintains focus on student success. Local community groups have donated funds and support to help make our schools a success. Our end of year bike incentive includes one bike per classroom going to the student who makes the greatest progress in reading during the year. Students who have struggled mightily, have often won the bike and also changed the trajectory of their reading proficiency. Our long range objective is to obtain and then exceed the state mandated proficiency level of 65 percent. We have been working with district staff, site level leaders and teachers, parents, and local law enforcement to improve school attendance and to reduce the number of days students miss school. This is year three of an intensive effort to improve not only attendance, but also student success and our objective is to help every student and family see the importance of regular attendance. So far, we've move many students forward, but the revolving door that is our attendance area means two steps forward and one back as new struggling students come in and students who have become more successful move out as their parents get a job somewhere, get back on their feet. We are one of the pilot districts that signed up to use MAP score scores exclusively to help us track and increase student learning. Our objective is to decrease student stress and time testing and increase student learning. We are working hand in hand with RPD for the third year to focus on professional learning, with emphasis on reading. We also have a partnership with UNLV to have almost half of our instructional staff work on becoming fully certified in 2024-2025 thanks to a 6.8 million dollar grant the Dr. Kenny Varner has been working on and has now extended to our district. We are very excited about this program and hope to increase the professional tone of our district with the objective of meeting student learning needs.

District Communication Efforts

In Esmeralda County School District, our parents have many occasions to participate with students and staff. There are Open

houses, Parent/Teacher conferences, Parent Engagement Nights, Community Days, Literacy Nights, Book Fairs, and online access to our District Website. The website has a calendar of events to ensure the parents are knowledgeable of what is going on, in addition to flyers and notices being sent home with students and being posted at local public entities. All schools in our district have the Open-Door Policy. All parents are welcome to visit with staff any day school is in session, before or after school. The district also has a Facebook page for updates, announcements, etc.

Discipline

Discipline Narrative: Esmeralda County School District has established Professional Development days that include behavioral sensitivity training and has become a real success as teachers have felt better prepared to deal with intense student behaviors in the classroom and on the playground. All academic staff, including, para, teachers, and food service staff are included in the training.

Technology

We have been using technology as a centerpiece to fill the learning needs of students in our district for the last 5 years. Some things we've gotten right, and others have been learning experiences. Recently, we have made some key hires that have been helping us to learn how to use technology more effectively. This year we are moving to iReady for math and reading with the focus on more immediate student feedback, a close use of data to drive instruction and interventions, and work in our PLC's to make sure we are getting maximum leverage from our district focus and shift in technology use. We've been working on STEM project based learning in middle school and this year, with a new \$18,000 STEM grant for K12, we are expanding our work to include all grade levels more completely in the coding, robotics, and critical thinking centered project based learning. We have a lead team going to the state PBL training in July, that will bring the learning back to EsCSD and, along with the RPDP coaches, UNLV teacher training, and PLC collaboration, help move our student learning to the next level. In our community, we recently received \$10,000 from one business to help replace obsolete student technology, and creatively used our Title 1a funds to obtain technology that will allow us to work in the VR environment, as well as the augmented reality realm. This initiative will impact all grade levels and we hope not only to inspire greater student engagement, but also create a more career and college ready core of students.

Curriculum Details

Esmeralda County School District Curriculum Esmeralda County School District (EsCSD) uses rigorous, self-contained (fully encompassed) research-proven curriculum programs for each grade-level. In addition, the district utilizes supplementary print and online resources that are researched-proven to align with each curriculum for enriching the learning process. EsCSD operates in a PLC format that allows for integrated, holistic learning combined with targeted content learning. EsCSD offers courses for the core subjects along with a full spectrum of multiple subject courses, and hands-on, laboratory, and field work, including the arts, STEAM, and Computer Sciences. The school district provides complete Read by Grade Three (RBG3) resources to support phonics and foundational reading, including a district Literacy Specialist. Curriculum resources include support for dyslexic readers and other RTI support based on data. EsCSD also offers complete Special Education and Counseling services to assist with academic learning and behavioral management. Individual learning plans using the Response to Intervention (RTI) process are developed and managed by each teacher in collaboration with the district services offered. EsCSD provides a virtual high school via K12.com curriculum. Core Curriculum: Reading and Writing: K-5: Wonders + K12.com (SPE) 6-8: K12.com Math: K-5: Everyday Math + K12.com (SPE) 6-8: K12.com Sciences: K-5: Discovery, Generation Genius, Foss Kits, and K12.com (SPE) + evaluating other options per recommended state list for Goldfield and Dyer 6-8: K12.com Social Studies: K-5: K12.com (SPE) + evaluating other options per recommended state list for Goldfield and Dyer 6-8: K12.com K-3rd also uses Foundations, a Spelling and Writing program.

Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of validation day.

Gender and Ethnicity

No Data Available

Data as of Validation Day

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

Adult Education is not included in the totals.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Special Populations

No Data Available

Data as of Validation Day

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IEP= Students with disabilities

EL= Students who are English Learners

FRL= Students qualifying for Free/Reduced Price Lunch

District totals do not include state or district sponsored charter school data. (2008-Current)
| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

Adult Education is not included in the totals.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

Continuously enrolled tracks English Learner enrollment from the beginning of the school year (validation day count) to the end of the school year.

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
State	92.6	90.6	>95	92.0	91.3	93.6	91.6	92.9	91.4	92.0	92.2
Esmeralda	90.3	-	N/A	89.2	-	90.8	N/A	-	-	-	90.3

School

Dyer Elementary School	88.6	-	N/A	89.2	-	86.4	N/A	-	-	-	88.6
Esmeralda Virtual High School	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Goldfield Elementary School	91.4	N/A	N/A	-	N/A	90.7	N/A	-	N/A	N/A	91.4
Silver Peak Elementary School	94.4	-	N/A	N/A	N/A	94.4	N/A	N/A	-	N/A	94.4

ADA Data as of: First 100 days of instruction

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IEP = Students with disabilities

ELL = Students who are English Language Learners

FRL = Students qualifying for Free/Reduced Price Lunch

Top and bottom coding applied to values that fall <5% or >95%, in order to protect student privacy.

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PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Transiency, Truancy, and Discipline

	Transiency Rate**
State	25.7
Esmeralda	31.5

School

Dyer Elementary School	30.2
Esmeralda Virtual High School	9.1
Goldfield Elementary School	37
Silver Peak Elementary School	41.2

State
Esmeralda

School

Dyer Elementary School
Esmeralda Virtual High School
Goldfield Elementary School
Silver Peak Elementary School

State
Esmeralda

School

Dyer Elementary School
Esmeralda Virtual High School
Goldfield Elementary School
Silver Peak Elementary School

Data as of: End of school year

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District totals do not include state or district sponsored charter school data. (2008-Current)

Discipline and Transiency incidents are reported at the school where the action occurred.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Retention by Grade

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	354	1.2	321	1	203	0.6	135	0.4	63	0.2	41	0.1	71	0.2	85	0.2	199	0.5
Esmeralda	0	<5	0	<5	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5

School

Dyer Elementary School	0	<5	0	<5	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5
Goldfield Elementary School	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5
Silver Peak Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	0	<5	0	<5	0	<5	0	<5

2023-2024 District Accountability Report

Data as of: Count Day

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District totals do not include state or district sponsored charter school data. (2008-Current)

Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

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Credit Deficiency by Grade 9

	9																															
	#	%	# English Learners	% English Learners	# Free or Reduced Lunch Eligible	% Free or Reduced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	7,220	19.1	1,490	32.5	6,473	20.8	1,016	23.6	68	24.3	132	6	3,841	22.5	1,410	31.3	1,218	11.5	109	19.8	441	16.6	4,086	20.9	3,131	17.1	340	42.9	60	45.1	33	8.9
Esmeralda	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School

Esmeralda Virtual High School	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Credit Deficiency by Grade 10

	10																															
	#	%	# English Learners	% English Learners	# Free or Reduced Lunch Eligible	% Free or Reduced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	8,107	20.8	1,758	37	7,030	22.1	1,132	26.1	89	29.1	157	6.9	4,318	24.4	1,441	31.8	1,512	13.7	125	22.3	465	17.4	4,633	23	3,471	18.4	367	50.8	63	46	46	13.2
Esmeralda	-	-	0	<5	-	-	0	<5	-	-	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	N/A	N/A

School

Esmeralda Virtual High School	-	-	0	<5	-	-	0	<5	-	-	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	N/A	N/A
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Credit Deficiency by Grade 11

	11																															
	#	%	# English Learners	% English Learners	# Free or Reduced Lunch Eligible	% Free or Reduced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	7,501	19.3	1,581	33.7	6,384	20.5	1,076	25.3	88	30.2	150	6.3	3,991	22.5	1,312	29.8	1,367	12.7	132	19.9	461	17.3	4,202	21.2	3,292	17.2	323	46.3	55	42.6	24	7.6
Esmeralda	0	<5	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

School

Esmeralda Virtual High School	0	<5	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
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Credit Deficiency by Grade 12

	12																															
	#	%	# English Learners	% English Learners	# Free or Reduced Lunch Eligible	% Free or Reduced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster Care	% Foster Care	# Military Connected	% Military Connected
State	4,143	11.5	891	20.8	3,521	12.2	683	17.7	60	20	105	<5	2,167	13.3	793	19.7	712	7	62	10.5	244	10.2	2,355	12.8	1,782	10	200	27.8	33	33.7	16	5.9
Esmeralda	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

School

Esmeralda Virtual High School	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
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Data as of: Count Day

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PY = reported for prior school year

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Student/Teacher Ratio

Student/Teacher Ratio is listed for all classes whose students do not rotate to different teachers.

	All Schools	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
State	21:1	18:1	19:1	20:1	21:1	25:1	26:1	17:1	N/A	N/A
Esmeralda	8:1	N/A	N/A	N/A	N/A	N/A	N/A	+	N/A	N/A

School

Dyer Elementary School	10:1	N/A	N/A	N/A	N/A	N/A	N/A	+	N/A	N/A
Goldfield Elementary School	7:1	+	N/A	N/A	N/A	N/A	N/A	+	N/A	N/A
Silver Peak Elementary School	6:1	N/A	+	N/A	+	N/A	N/A	N/A	N/A	N/A

Data as of: December 1st

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"+" Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

"++" Kindergarten ratios are based on the number of classes, not teachers.

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PY = reported for prior school year

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Average Class Size

Average Class Size is listed for all classes where students rotate to different teachers for different subjects.

	English	Mathematics	Science	Social Studies
State	20	21	23	22
Esmeralda	3	2	3	4

School

Dyer Elementary School	11	11	11	11
Esmeralda Virtual High School	2	1	1	2
Goldfield Elementary School	8	8	8	8
Silver Peak Elementary School	5	5	5	5

2023-2024 District Accountability Report

Data as of: December 1st

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Annual Dropout Rate for the Prior School Year

	Total %	Grade 8 %	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Grade 9-12 %
State	<5	<5	<5	<5	<5	<5	<5
Esmeralda	<5	<5	<5	<5	<5	<5	<5

School

Dyer Elementary School	<5	<5	NA	NA	NA	NA	NA
Esmeralda Virtual High School	<5	NA	<5	<5	<5	<5	<5
Goldfield Elementary School	<5	NA	NA	NA	NA	NA	NA
Silver Peak Elementary School	<5	<5	NA	NA	NA	NA	NA

Data as a of: Previous School Year

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Data in grade 9-12 excludes pupils:

who successfully completed HSE assessment,

who are enrolled in approved courses for an adult standard diploma, withdrew from school to attend another school.

Data is not displayed for a group where enrollment information is missing.

Negative value indicates rate cannot be calculated due to zero enrollment.

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Nevada System of Higher Education Remedial Data

Students enrolled in remedial courses within the Nevada System of Higher Education (NSHE) do not reflect all graduates. Some graduates do not attend college or they attend college out of state.

	# Enrolled	# Remediated	% Remediated
State	N/A	N/A	N/A
Esmeralda	N/A	N/A	N/A

School

Esmeralda Virtual High School	N/A	N/A	N/A
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Data as of: End of school year

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PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Graduation Rate: Class of 2023

	Female	Male	Am In/AK Native	Asian	Black	Hispanic	Two or More Races	Pacific Islander	White	Total
	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate
State	84.54	78.4	64.73	93.29	70.46	80.01	82.18	79.84	85.59	81.39
Esmeralda	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-

School

Esmeralda Virtual High School	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
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'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

Cohort Graduation Rate is lagging data, which means that for 2012-2013 Report Card, data from 2011-2012 school year (class of 2012) is being reflected. Likewise, in the 2011-2012 Report Card, data from 2010-2011 (class of 2011) school year is reflected.

For further explanation on cohort graduation indicators and other terminology, please see the glossary section.

High School Completion Indicators: Class of 2023

Group	Graduating Class of	Completion Indicators - Graduates					Completion Indicators - Non-Graduates	
		# Adult Diploma	# Advanced Diploma	# Alternative Diploma	# College and Career Ready Diploma	# Standard Diploma	# Adjusted Diploma	
State	2022-2023	289	4822	79	8199	18112	130	
Esmeralda	2022-2023	-	-	-	-	-	-	
Esmeralda Virtual High School	2022-2023	-	-	-	-	-	-	

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

Adjusted Diploma receivers and HSE Earners are not considered Graduates in the ACGR calculations.

Although Adult Diploma receivers are considered as graduates in Nevada, per the federal regulations they are not considered as graduates in the ACGR calculations starting with the 4-year class of 2021-22.

For further explanation on cohort graduation indicators and other terminology, please see the glossary section.

Cohort graduation rate data is lagging data.

[Progress toward meeting long-term goals and measures of interim progress for 4- and 5-year ACGR \(per section 1111\(h\)\(1\)\(C\)\(vi\)\) is available](#)

Summary of Standards-Based Test Performance

Nevada uses CRT (Criterion Referenced Test with the new NV Standards, also known as the Smarter Balanced) to measure student achievement relative to Nevada’s academic standards. For grade specific assessment results and other assessment information, refer to www.nevadareportcard.nv.gov.

- ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)
- AS = Percentage of students performing in the "Approaches Standards" range of achievement
- MS = Percentage of students performing in the "Meets Standards" range of achievement
- ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

- Level 1 = The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
- Level 2 = The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
- Level 3 = The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
- Level 4 = The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

CRT	Reading				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	36	23	25	16	43	25	18	15	N/A	N/A	N/A	N/A
Esmeralda	72	19	9	0	72	23	2	2	N/A	N/A	N/A	N/A

School

Dyer Elementary School	71	19	10	0	71	29	0	0	N/A	N/A	N/A	N/A
Goldfield Elementary School	75	19	6	0	81	19	0	0	N/A	N/A	N/A	N/A
Silver Peak Elementary School	-	-	-	-	-	-	-	-	N/A	N/A	N/A	N/A

Data as of: December 1st

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Fiscal Information

Per-Pupil Expenditures 2022-2023

No Data Available

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Schools only showing up with \$0 are new and data was not collected for prior year.

NDE in consultation with In\$ite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May 2024.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level (H/ L)
	%	%	%	%	%	%		
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Esmeralda	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School

Dyer Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Esmeralda Virtual High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Goldfield Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Silver Peak Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

District totals do not include state or district sponsored charter school data. (2008-Current)

(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Teacher Average Daily Attendance

	Average Daily Attendance
State	76.7
Esmeralda	94.4

School

Dyer Elementary School	93.1
Esmeralda Virtual High School	*
Goldfield Elementary School	94.3
Silver Peak Elementary School	100

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

District totals do not include state or district sponsored charter school data. (2008-Current)

(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Persons Employed as Substitute Teachers

	Grade Level	Subjects									
		Elementary		Mathematics		Science		Social Studies		English	
		Long Term	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term	Short Term
State	K-12	3,149	68,863	456	8,662	560	8,876	205	7,518	457	11,387
Esmeralda	K-12	0	9	0	9	0	9	0	9	0	9

School

Dyer Elementary School	PK-08	0	4	0	4	0	4	0	4	0	4
Esmeralda Virtual High School	09-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Goldfield Elementary School	PK-08	0	3	0	3	0	3	0	3	0	3
Silver Peak Elementary School	PK-08	0	2	0	2	0	2	0	2	0	2

Substitute Teachers Data as of: June 30th (2008-Current)

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

District totals do not include state or district sponsored charter school data. (2008-Current)

The reporting of long-term substitute teacher data began in 2005-2006. Short-term substitute teacher data will be reported for the first time on the 2006-2007 report.

Parent/Community Involvement

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
School		
Dyer Elementary School	2024	99
Dyer Elementary School	2023	85
Dyer Elementary School	2022	65
Goldfield Elementary School	2024	99
Goldfield Elementary School	2023	65
Goldfield Elementary School	2022	50
Silver Peak Elementary School	2024	100
Silver Peak Elementary School	2023	100
Silver Peak Elementary School	2022	100

Data as of: Fall

'N/A' indicates that this population was not present.

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008- Current)

District School Rating Report:

School Name	Stars
Dyer ES	1
Goldfield ES	1
Silver Peak ES	NR
Dyer MS	1
Goldfield MS	1
Silver Peak MS	NR
Esmeralda Virtual HS	NR

Note: District totals do not include state or district sponsored charter school data.

The development of this annual state accountability report is a joint effort among the Nevada Department of Education and Nevada school districts. This report is provided to the public as required by the federal Every Student Succeeds Act (ESSA) and NRS 385A.400. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.nv.gov.