Carson City School District

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Andrew J. Feuling, Superintendent

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Board Members

Lupe Ramirez, President
Molly Walt, Clerk
Matt Clapham, Member
Rebecca Roberts, Member
Mike Walker, Vice President
Michelle Pedersen, Member
Richard Varner, Member

2025-2026 District Accountability Report

For more information visit www.nevadareportcard.nv.gov

Mission Statement

In partnership with families and the community, we will make the most of every day for each student by empowering them with skills, knowledge, values and opportunities to thrive.

Superintendent's Highlights

While no single report can tell the complete story of our education accomplishments, the following highlights occurred during the 2025-2026 school year.

- Bordewich Bray Elementary introduced a four-house system inspired by the Ron Clark Academy in Atlanta. The program places students and staff into four houses —Altruismo, Amistad, Isibindi, and Rêveur—to strengthen community connections and foster a sense of belonging both within grade levels and across the entire school.
- Empire Elementary was recognized as an "Established STEM school" by Governor Lombardo and continues to be celebrated for its high-quality STEM education. Students recently put their STEM skills to the test during a school-wide Egg Drop Challenge. Kindergarten through fifth grade students built protective containers--using recycled material such as cardboard, balloons, tape, cotton and bubble wrap--to keep a raw egg intact during a drop from the school's rooftop.
- Fremont Elementary received the prestigious Diamond Award for its implementation of the Multi-Tiered System of Supports (MTSS), presented at the February 2026 Nevada Association for Positive behavior Support conference. This honor recognizes schools that demonstrate exemplary and sustained us of Positive Behavior Interventions and Supports (PBIS).
- Fritsch Elementary's PTA hosted its Second Annual Mother-Son Dance in January. A districtwide event open to all families in Carson City. This year's "Neon Glow Party" theme encouraged mothers and sons to wear their brightest neon-outfits and enjoy an evening of colorful lights, music and fun.
- Fritsch Elementary's Archery team placed third at the State Archery Competition and is proud to be sending one archer to Nationals.
- Mark Twain Elementary brought families together for a lively STEM Night hosted by the PTO and Sierra Nevada Journeys. Students and parents explored science, technology, engineering, and math through hands-on activities that sparked curiosity, encouraged teamwork, and inspired learning beyond the classrooms. Their school has also made creative enhancements to its intervention systems, resulting in a three-fold increase in the number of English Learner students exiting this year.
- Seeliger Elementary's pick-up lane transformed into a hub of sirens, flashing lights, and heavy machinery during a Touch-A-Truck event held in partnership with the Nevada Department of Transportation. Students explored vehicles from NDOT, the Nevada Highway Patrol, the Carson City Sheriff's Office, the Carson City Fire Department, and local towing companies. They climbed into trucks, tested equipment, met first responders, and even tried out emergency lights, horns and loudspeakers-adding plenty of playful announcements to the morning. Their school was also the first to officially bring back the Presidential Fitness Challenge this year, which generated a lot of excitement.
- Carson Middle School's Fall Family Festival was a standout highlight of the 2025-2026 school year. This event was held on Thursday, November 6, 2025 in the CMS cafetorium from 5:30 to 7:00 PM. This year's festival celebrated multicultural diversity, featuring traditional dances performed by staff, students, and community members. A variety of ethnic foods representing cultures from around the world were served, and all CMS Advisory classes created displays with information and world-map visuals showing where students' families and ancestors originated. The festival drew an impressive turnout of students, staff, and community members. It is an event that the school hopes will continue to grow into a lasting tradition at Carson Middle School.
- Eagle Valley Middle School hosted its first College and Career Day, bringing together more than 30 community partners, industry professionals, and families to help students explore future pathways. The event provided hands-on exposure to a wide range of careers and educational opportunities. with participation from local organizations and representatives from the Nevada Department of Education.
- Carson High's NJROTC team was named the "Most Outstanding Unit" for all of Area 22 and are now being considered for the honor nationally.
- The Nevada Association of Student Councils (NASC) held its annual conference at Carson High School, welcoming more

than 1,000 student leaders from across the state. NASC is a statewide organization dedicated to facilitating collaboration, developing leadership, and exchanging ideas among Student Councils in Nevada.
- Carson City Toyota visited Carson High School's Silver Campus to give students a hands-on look at automotive careers and basic vehicle maintenance. Students learned directly from industry professionals about career pathways, workplace expectations, and the importance of routine car care, gaining practical skills and insight into a growing field.
- Nearly 150 students and families attended the Carson High School's Silver Campus JAG Initiation and Installation ceremony, where about 40 students pledged to uphold the program's core principles and four officers took an oath to lead their chapter. The JAG program prepares students for graduation and life after high school by building the skills, knowledge, and confidence needed to succeed in college, careers, or other post-graduation paths.

Goals and Objectives

Goal 1 - **Exceptional Staff:**

Recruit, provide professional growth opportunities, and retain exceptional personnel for all positions within the school district.

Goal 2 - **Curriculum the Matters:**

Provide multiple pathways that empower lifelong learners, active citizens and career and college ready students from Pre-K through grade 12.

Goal 3 - **Engaged Parents and Families**

Empower and inspire families to positively impact their child's education in a welcoming, informative, and collaborative school culture.

Goal 4 - **Healthy Generations of Carson Students:**

Advance physical, social and emotional wellness for all students. A Community in Full Partnership; Actively connect every student with learning beyond the classroom.

District Communication Efforts

The Carson City School District is proud to use ParentSquare as its communication platform. ParentSquare provides a safe, secure environment for all school-to-home communication. Its features-including two-way messaging, private conversations, district-wide alerts, and a user-friendly interface--help keep families and staff connected.

Board of Trustees meetings are televised twice each month on local access television. Each school also sends out a montly newsletter to parents and community members to keep them informed about school activities, programs, and events.

Elementary schools hold parent-teacher conferences at the end of the first and third quarters. Standardized test results, along with interpretation guides, are sent home following each testing cycle.

Every school maintains a website to provide school-wide information. The district's website, carsoncityschools.com offers access to policies, curriculum details, and assessment results.

To support weekly communication, elementary schools use PeeChee folders to share important information with parents. Each school also hosts events to foster parent engagment--such as Science fairs, Family reading nighs, Math nights and other social activities.

Middle and high schools use Infinite Campus, which gives parents 24/7 access to student grades, attendance reocrds, and school announcements via computer.

Discipline

It is the policy of the Carson City School District to provide regular in-service education and training about harassment, secual harassment, intimidation and bullying for employees and students. Such in-service training shall include:

- Awareness concerning the various types of bullying, harassment, and intimidation; how the bullying, harassment and intimidation manifests itself and the devastating emotional and educational consequences that may occur.
- Training in the appropriate methods to facilitate positive human relations among pupils without the use of bullying, harassment and intimidation so that pupils may realize their full academic and personal potential.
- Methods to improve the school environment in a manner that will facilitate positive human relations among pupils.
- Methods to teach skills to pupils so that they are able to replace inappropriate behavior with positive behavior.

Access to Menstrual Products

Providing free menstrual products in schools can significantly improve student well-being and attendance. Studies show that many teens miss school due to lack of access to menstrual supplies. Making these products readily available in nurses' offices

and bathrooms ensures students can manage their hygiene needs privately and without stigma. It's a matter of equity--creating an inclusive environment where every student can stay focused on learning.

Technology

Incorporating educational technology effectively in our schools is crucial for enhancing student learning experiences. Here are some steps that our district takes to ensure successful integration of technology.

Professional Development of Educators:

- We provide ongoing training and professional development for teachers to enhance their technology skills.
- Workshops, webinars and collaborative sessions help our educators learn how to use technology tools effectively in the classroom.

Infrastructure and Access:

- Ensuring all of our schools have reliable internet connectivity and sufficient devices (such as laptops, tablets and interactive whiteboards is essential).
- District invests in infrastructure upgrades and equitable access to technology for all students.

Curriculum Alignment

- Technology integration should align with curriculum goals and learning objectives.
- District works with teachers to identify how technology can enhance existing lessons and promote active engagement.

Transformational Shifts

- Effective technology integration goes beyond using tools; if involves changing teaching practices.
- District encourages transformational shifts, such as student-centered learning, project-based approaches and personalized instruction.

Digital Content and Resources

- District carefully chooses digital content, including educational apps, E-books and multimedia resources.
- Our teachers can use thes materials to supplement traditional textbooks and engage students in diverse ways.

Curriculum Details

The Carson City School District provides a comprehensive Nevada State Standards based PreK-12 curriculum that involves core subject areas, arts, humanities, physical and career technical educational opportunities to meet the diverse needs of student population. The district's Learner Centered Model emphasizes a personal learning environmental for academic achievement to promote college and career readiness for each student.

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.

| 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 Leaner enrollment from the beginning of the school year (validation day count) to the end of the school year.

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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	93.5	91.9	>95	93.1	92.6	94.2	92.5	93.7	92.5	93.1	93.2
Carson City	92.8	88.2	>95	92.5	90.4	93.3	91.3	92.2	91.1	92.8	92.5

School

Al Seeliger Elementary	94.4	94.4	>95	94.0	-	94.5	-	>95	93.9	93.7	94.1
Bordewich/Bray Elementary	94.8	90.4	>95	94.9	-	94.7	-	93.3	92.3	>95	94.5
Carson High School	91.2	83.5	>95	90.3	-	92.5	-	89.7	88.1	89.1	88.6
Carson Middle School	92.2	85.2	-	92.6	-	92.0	-	93.0	88.0	92.8	92.2
Carson Montessori	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Eagle Valley Middle School	92.9	88.9	94.0	93.2	-	92.7	-	93.0	92.2	93.8	91.5
Edith W Fritsch Elementary	94.3	-	90.9	94.2	-	94.4	-	94.3	94.2	93.6	94.3
Empire Elementary	93.4	-	-	93.3	-	94.2	N/A	91.0	93.3	94.2	93.4
Fremont Elementary	94.3	90.9	-	94.1	-	94.8	-	89.4	92.4	94.7	94.3
Mark Twain Elementary	94.1	-	-	94.3	N/A	94.0	N/A	94.1	92.9	94.8	94.1

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.

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.

NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

Transiency, Truancy, and Discipline

	Transiency Rate**
State	21.7
Carson City	13.2

School

Al Seeliger Elementary	9.7
Bordewich/Bray Elementary	14.4
Carson High School	12.4
Carson Middle School	12.6
Carson Montessori	N/A
Eagle Valley Middle School	13.6
Edith W Fritsch Elementary	16.5
Empire Elementary	17.9
Fremont Elementary	13.5
Mark Twain Elementary	11.7

State
Carson City

School

Al Seeliger Elementary
Bordewich/Bray Elementary
Carson High School
Carson Middle School
Carson Montessori
Eagle Valley Middle School
Edith W Fritsch Elementary
Empire Elementary
Fremont Elementary
Mark Twain Elementary

State
Carson City

School

Al Seeliger Elementary
Bordewich/Bray Elementary
Carson High School
Carson Middle School
Carson Montessori
Eagle Valley Middle School
Edith W Fritsch Elementary
Empire Elementary
Fremont Elementary
Mark Twain Elementary

Data as of: End of school year

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

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**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	454	0.7	413	0.6	257	0.4	157	0.2	94	0.1	68	0	133	0.1	215	0.2	327	0.4
Carson City	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	<5

School

Al Seeliger Elementary	0	<5	-	-	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Bordewich/Bray Elementary	-	-	0	<5	-	-	0	<5	-	-	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Carson Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	0	<5	-	-
Carson Montessori	-	-	0	<5	-	-	-	-	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A
Eagle Valley Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	-	-	-	-
Edith W Fritsch Elementary	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Empire Elementary	-	-	-	-	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Fremont Elementary	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Mark Twain Elementary	0	<5	-	-	0	<5	0	<5	0	<5	-	-	N/A	N/A	N/A	N/A	N/A	N/A

Data as of: Count Day

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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.

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Credit Deficiency by Grade 9

	9																															
	#	%	# English Learners	% English Learners	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced 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	11,121	14.9	2,507	25.2	10,117	16.1	1,752	19.3	114	20.8	166	<5	5,788	17	2,256	24.9	1,897	9.4	165	15.6	735	13.3	6,307	16.4	4,808	13.2	539	37.2	108	35.1	92	8
Carson City	142	12.3	22	17.6	68	13.7	24	18.4	12	54.5	0	<5	101	18.8	0	<5	0	<5	-	-	28	48.2	127	22.3	15	<5	-	-	0	<5	0	<5

School

Carson High School	142	12.3	22	17.6	68	13.7	24	18.4	12	54.5	0	<5	101	18.8	0	<5	0	<5	-	-	28	48.2	127	22.3	15	<5	-	-	0	<5	0	<5

Credit Deficiency by Grade 10

	10																															
	#	%	# English Learners	% English Learners	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced 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	14,769	19.7	3,442	35.7	13,360	21.2	2,203	25.2	126	23.6	310	6.7	8,035	23.4	2,743	30.9	2,388	11.7	247	22.3	920	17.2	8,405	21.8	6,351	17.4	643	47.8	130	47.4	104	9.8
Carson City	120	10.4	22	15.3	61	12.9	18	13.1	-	-	-	-	55	9.4	-	-	20	<5	-	-	29	55.7	77	13.4	43	7.4	-	-	-	-	-	-

School

Carson High School	120	10.4	22	15.3	61	12.9	18	13.1	-	-	-	-	55	9.4	-	-	20	<5	-	-	29	55.7	77	13.4	43	7.4	-	-	-	-	-	-

Credit Deficiency by Grade 11

	11																															
	#	%	# English Learners	% English Learners	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced 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	14,457	19	3,357	35.6	12,672	20.3	2,122	25.4	149	25.7	298	6.3	7,956	22.9	2,617	29.6	2,348	11.3	244	22.1	845	16	8,311	21.3	6,139	16.6	600	45.8	150	49.5	96	9.6
Carson City	130	10.9	26	20.1	65	14.3	25	20.4	13	68.4	-	-	70	11.9	-	-	22	<5	-	-	21	43.7	81	13.8	49	8	-	-	0	<5	-	-

School

Carson High School	130	10.9	26	20.1	65	14.3	25	20.4	13	68.4	-	-	70	11.9	-	-	22	<5	-	-	21	43.7	81	13.8	49	8	-	-	0	<5	-	-

Credit Deficiency by Grade 12

	12																															
	#	%	# English Learners	% English Learners	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced 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	8,564	11.2	1,748	19.1	7,360	11.7	1,359	16.4	80	14.5	177	<5	4,504	12.8	1,713	19.3	1,370	6.7	146	12	574	10.9	4,821	12.4	3,737	10	480	30.8	78	31.3	46	<5
Carson City	178	15.7	36	36.3	69	19.3	26	22	11	57.8	-	-	105	18.7	0	<5	45	9.2	-	-	15	42.8	93	16.7	84	14.5	-	-	0	<5	-	-

School

Carson High School	178	15.7	36	36.3	69	19.3	26	22	11	57.8	-	-	105	18.7	0	<5	45	9.2	-	-	15	42.8	93	16.7	84	14.5	-	-	0	<5	-	-

Data as of: Count Day

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

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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	20:1	20:1	19:1	19:1	20:1	22:1	23:1	18:1	N/A	N/A
Carson City	20:1	19:1	19:1	19:1	20:1	21:1	24:1	25:1	N/A	N/A

School

Al Seeliger Elementary	22:1	21:1	21:1	18:1	22:1	23:1	25:1	+	N/A	N/A
Bordewich/Bray Elementary	22:1	23:1	20:1	20:1	22:1	21:1	24:1	+	N/A	N/A
Carson Middle School	+	+	+	+	+	+	+	23:1	N/A	N/A
Carson Montessori	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Eagle Valley Middle School	+	+	+	+	+	+	+	26:1	N/A	N/A
Edith W Fritsch Elementary	19:1	18:1	18:1	19:1	17:1	22:1	23:1	+	N/A	N/A
Empire Elementary	18:1	12:1	17:1	19:1	21:1	19:1	22:1	+	N/A	N/A
Fremont Elementary	22:1	20:1	22:1	18:1	24:1	22:1	27:1	+	N/A	N/A
Mark Twain Elementary	20:1	19:1	15:1	21:1	17:1	21:1	21:1	+	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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NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

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	20.5	20.2	22.4	23.4
Carson City	23.8	22.7	24.5	24.7

School

Carson High School	23.9	23.5	25	26.1
Carson Middle School	23.5	21	23.7	23.6
Eagle Valley Middle School	23.7	23.1	24.6	23.7

Data as of: December 1st

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'*' indicates that the data was not available.

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

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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
Carson City	<5	<5	<5	<5	5.08	<5	<5

School

Carson High School	<5	NA	<5	<5	5.08	<5	<5

Annual Dropout Rate for the Prior School Year

	Total %	Grade 8 %	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Grade 9-12 %
Carson Middle School	<5	<5	NA	NA	NA	NA	NA
Eagle Valley Middle School	<5	<5	NA	NA	NA	NA	NA

Data as a of: Previous School Year

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

'*' indicates that the data was not available.

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.

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

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	NA	NA	NA
Carson City	NA	NA	NA

School

Carson High School	NA	NA	NA

Data as of: End of school year

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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

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Graduation Rate: Class of 2025

	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	87.38	83.65	75	94.08	78.45	85.02	86.22	86.49	87.29	85.49
Carson City	87.8	78.52	58.33	83.33	-	85.98	75	-	81.48	83.3

School

Carson Adult High School	<5	<5	-	N/A	N/A	<5	-	N/A	<5	<5
Carson High School	92.31	84.13	63.64	90.91	-	89.62	-	-	87.22	88.38
Pioneer Academy	-	-	N/A	-	N/A	N/A	N/A	N/A	-	-

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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 2025

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	2024-2025	243	4665	173	9746	19591	191
Carson City	2024-2025	59	63	-	138	263	-
Carson Adult High School	2024-2025	-	-	-	-	-	-
Carson High School	2024-2025	58	63	-	138	263	-
Pioneer Academy	2024-2025	-	-	-	-	-	-

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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

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

Beginning with the 2016-17 school year, Nevada transitioned away from the High School Proficiency Exam (HSPE) as a graduation requirement. This policy change may contribute to higher 4-year and 5-year Adjusted Cohort Graduation Rates (ACGR) compared to prior years.

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	31	23	27	19	39	25	19	17	N/A	N/A	N/A	N/A
Carson City	34	28	25	13	39	30	18	12	N/A	N/A	N/A	N/A

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CRT	Reading				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
School												
Al Seeliger Elementary	27	26	24	23	27	29	24	20	N/A	N/A	N/A	N/A
Bordewich/Bray Elementary	33	23	27	17	31	32	21	16	N/A	N/A	N/A	N/A
Carson Middle School	33	27	28	13	44	27	16	14	N/A	N/A	N/A	N/A
Carson Montessori	24	35	24	18	27	44	20	8	N/A	N/A	N/A	N/A
Eagle Valley Middle School	35	31	28	7	46	33	14	7	N/A	N/A	N/A	N/A
Edith W. Fritsch Elementary	29	26	23	22	26	30	24	20	N/A	N/A	N/A	N/A
Empire Elementary	45	26	20	9	50	30	16	4	N/A	N/A	N/A	N/A
Fremont Elementary	34	33	20	13	40	23	24	13	N/A	N/A	N/A	N/A
Mark Twain Elementary	40	27	23	10	37	35	19	10	N/A	N/A	N/A	N/A

Data as of: December 1st

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Fiscal Information

Per-Pupil Expenditures 2024-2025

No Data Available

Fiscal Information

Per-Pupil Expenditures 2024-2025

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'*' indicates that the data was not available.

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 2026.

	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	□
Carson City	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□

School

Al Seeliger Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Bordewich/Bray Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Carson Adult High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Carson High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Carson Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Carson Montessori	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Eagle Valley Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Edith W Fritsch Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Empire Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Fremont Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Mark Twain Elementary	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.

(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

□ Indicates data is reported on a separate report. Starting in 2024-25, Professional Qualifications data is reported here.

Teacher Average Daily Attendance

	Average Daily Attendance
State	93.6
Carson City	93.4

School

Al Seeliger Elementary	93.8
Bordewich/Bray Elementary	93.8
Carson Adult High School	*
Carson High School	93.8
Carson Middle School	92.2
Carson Montessori	*
Eagle Valley Middle School	92.1
Edith W Fritsch Elementary	94.5
Empire Elementary	93.7
Fremont Elementary	94.5

Teacher Average Daily Attendance

	Average Daily Attendance
Mark Twain Elementary	92.5

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

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(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

 Indicates data is reported on a separate report. Starting in 2024-25, Professional Qualifications data is reported here.

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	2,020	86,187	476	11,666	267	10,667	268	10,842	422	14,403
Carson City	K-12	11	2,388	N/A	411	2	363	1	416	N/A	333

School

Al Seeliger Elementary	PK-05	1	377	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Bordewich/Bray Elementary	PK-05	4	403	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Carson Adult High School	AD-AD	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Carson High School	09-12	N/A	N/A	N/A	171	1	166	N/A	167	N/A	208
Carson Middle School	06-08	N/A	2	N/A	107	N/A	83	1	137	N/A	50
Carson Montessori	KG-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Eagle Valley Middle School	06-08	N/A	N/A	N/A	133	1	114	N/A	112	N/A	75
Edith W Fritsch Elementary	PK-05	1	319	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Empire Elementary	PK-05	2	355	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fremont Elementary	PK-05	2	451	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mark Twain Elementary	PK-05	1	481	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

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.

 Indicates data is reported on a separate report. Starting in 2024-25, Professional Qualifications data is reported here.

Parent/Community Involvement

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance

School

Al Seeliger Elementary	2026	98
Al Seeliger Elementary	2025	97
Al Seeliger Elementary School	2024	96.4
Bordewich Bray ES	2024	89
Bordewich/Bray Elementary	2026	90
Bordewich/Bray Elementary	2025	90
Edith W Fritsch Elementary	2026	97
Edith W Fritsch Elementary	2025	98
Empire Elementary	2026	88
Empire Elementary	2025	91
Empire Elementary School	2024	90
Fremont Elementary	2026	96
Fremont Elementary	2025	93
Fritsch ES	2024	98.5
J C Fremont Elementary School	2024	96
Mark Twain Elementary	2026	87
Mark Twain Elementary	2025	91

Parent/Community Involvement

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Mark Twain Elementary School	2024	92

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
Bordewich Bray ES	2
Carson Montessori ES	3
Empire ES	1
Fremont ES	2
Fritsch ES	4
Mark Twain ES	2
Seeliger ES	4
Carson MS	2
Eagle Valley MS	2
Carson HS	3

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.