



## Other Education Programs

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### Background

This chapter contains data concerning several miscellaneous education programs in Nevada, as follows:

- School Safety;
- Special Education;
- Career and Technical Education (CTE);
- Early Childhood Education (ECE);
- Charter Schools; and
- Adult and Alternative Education.

For each program, a background section is provided, which explains how the programs are implemented in the State of Nevada.



**“I don’t like school because of some bullies.”**

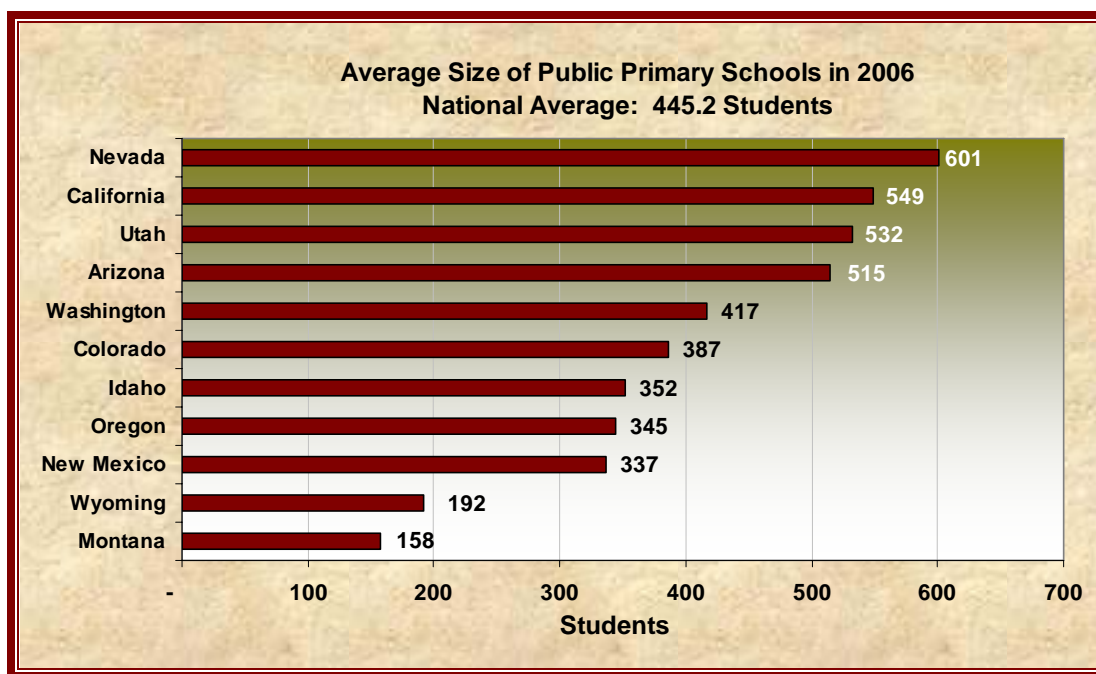
Nevada Fifth Grade Student

## School Safety—Background and Size of School Facilities

### School Safety in Nevada—Background

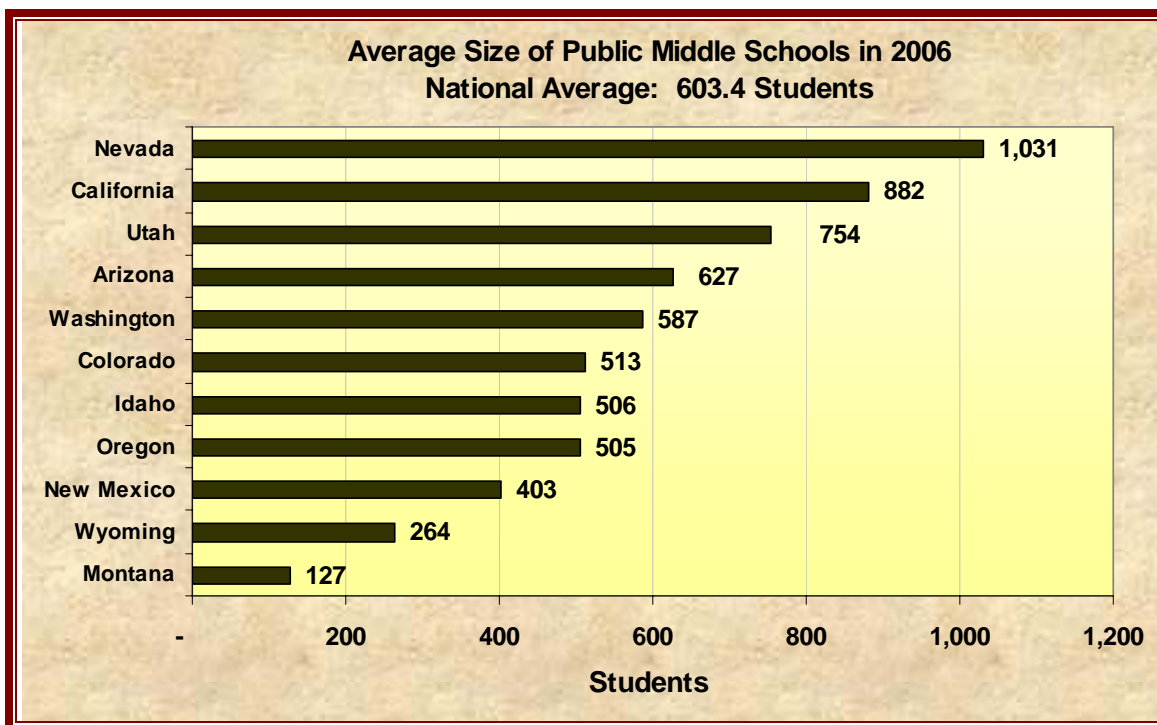
The Nevada Legislature approved bills addressing safe schools in 2001 and 2005. The 2001 Legislature enacted Assembly Bill 459 (Chapter 400, *Statutes of Nevada*) prohibiting harassment and intimidation in public schools and requiring each school district to include information about this prohibition in the school rules, which are to be provided to all pupils. The 2005 Legislature enacted A.B. 202 (Chapter 217, *Statutes of Nevada*), which requires Nevada's Department of Education (NDE) to adopt a policy for safe and respectful learning environments, including relevant training for school personnel. The measure further requires each school district board of trustees to adopt a policy in conformance with the Department policy, which was effective beginning with School Year (SY) 2006-2007. The districts must report policy violations resulting in personnel actions or pupil suspensions or expulsions to the Superintendent of Public Instruction, who must submit a compilation of these reports to Nevada's Attorney General on or before October 1 of each year. The bills are codified in *Nevada Revised Statutes* (NRS) 388.121 through 388.139.

### School Safety—Size of School Facilities

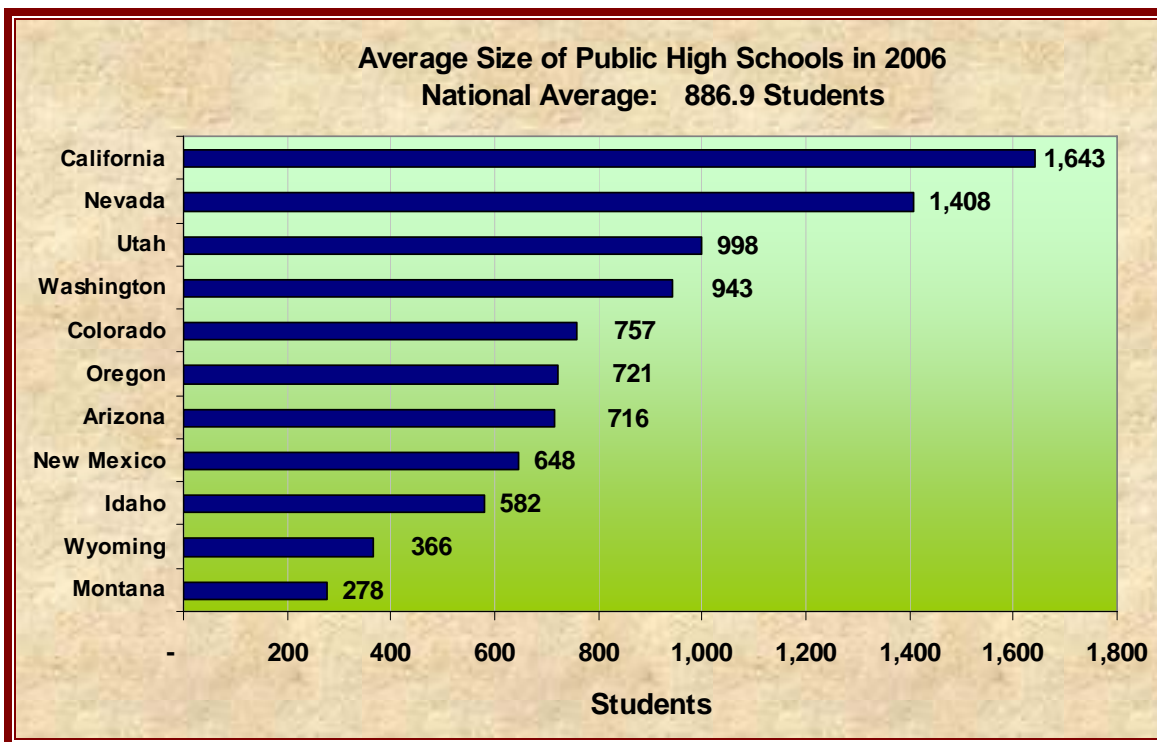


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

## School Safety—Background and Size of School Facilities (*continued*)

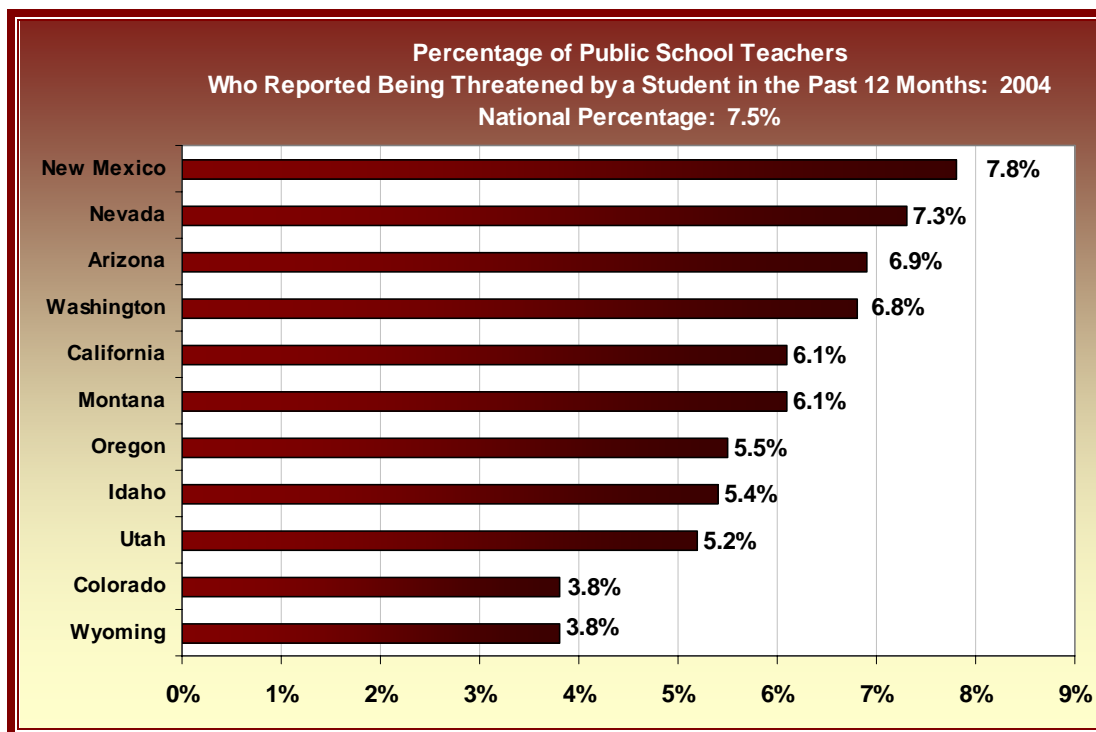


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

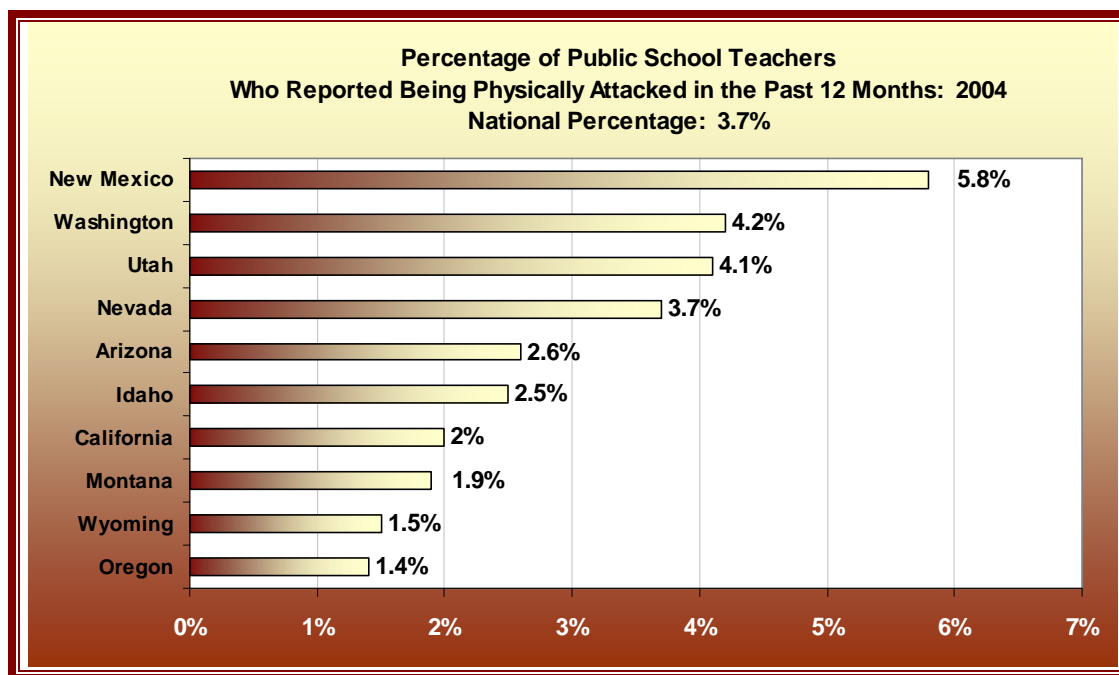


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

## School Safety—Teachers Being Threatened or Physically Attacked by Students



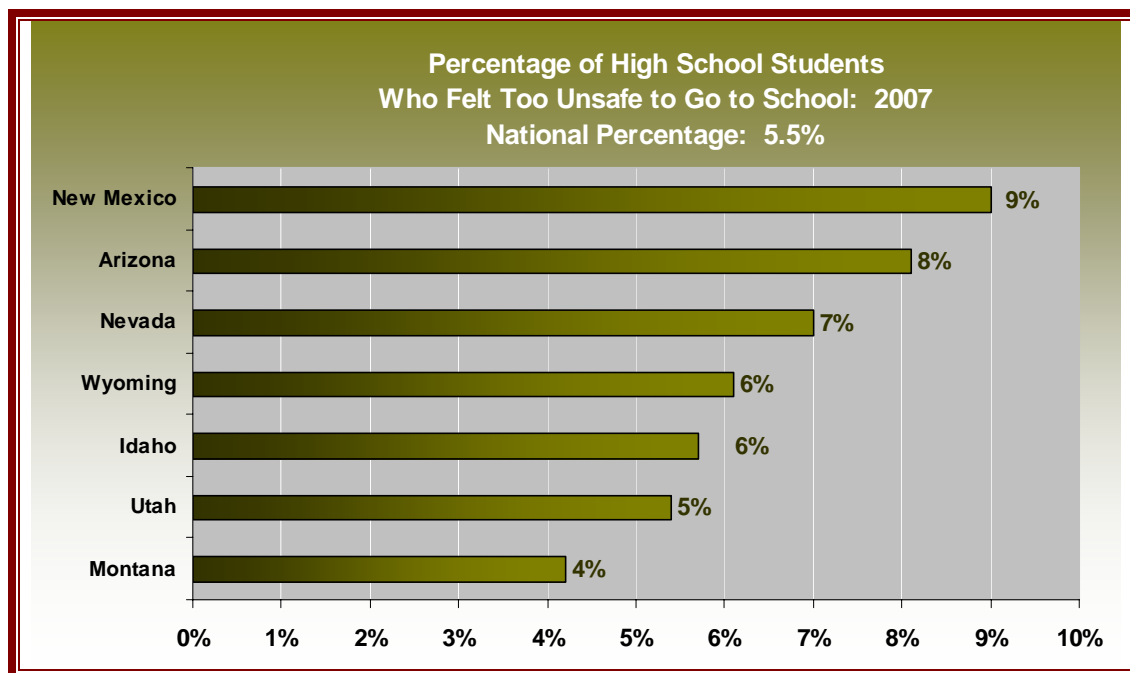
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.



Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

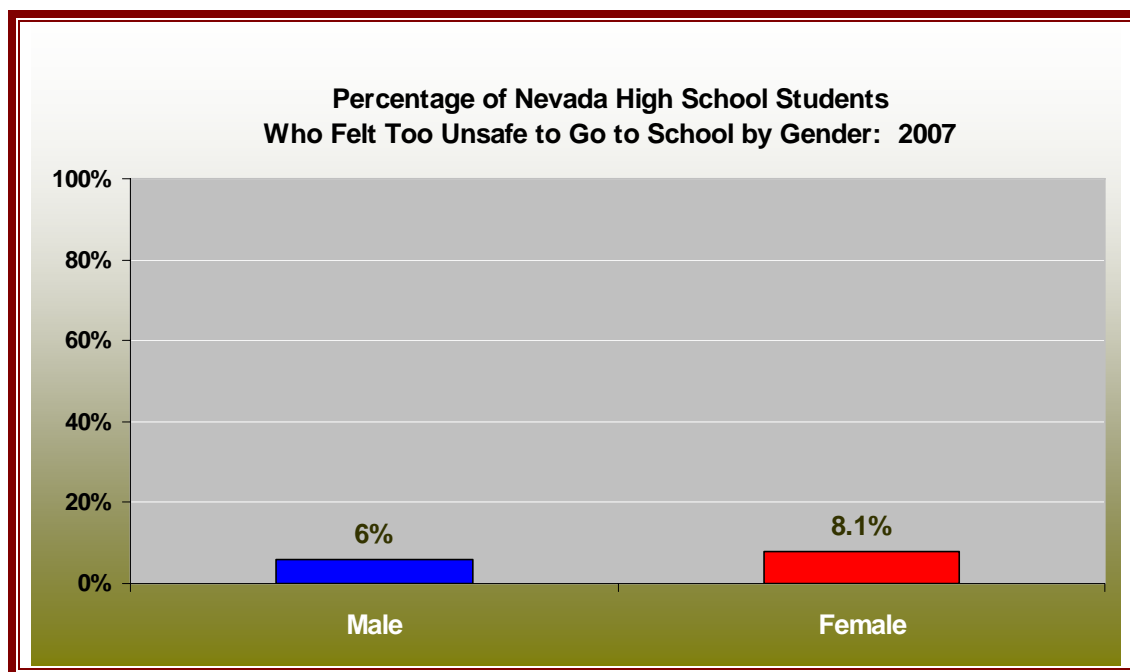
Note: Colorado did not report.

## School Safety—Students Who Feel Unsafe at School



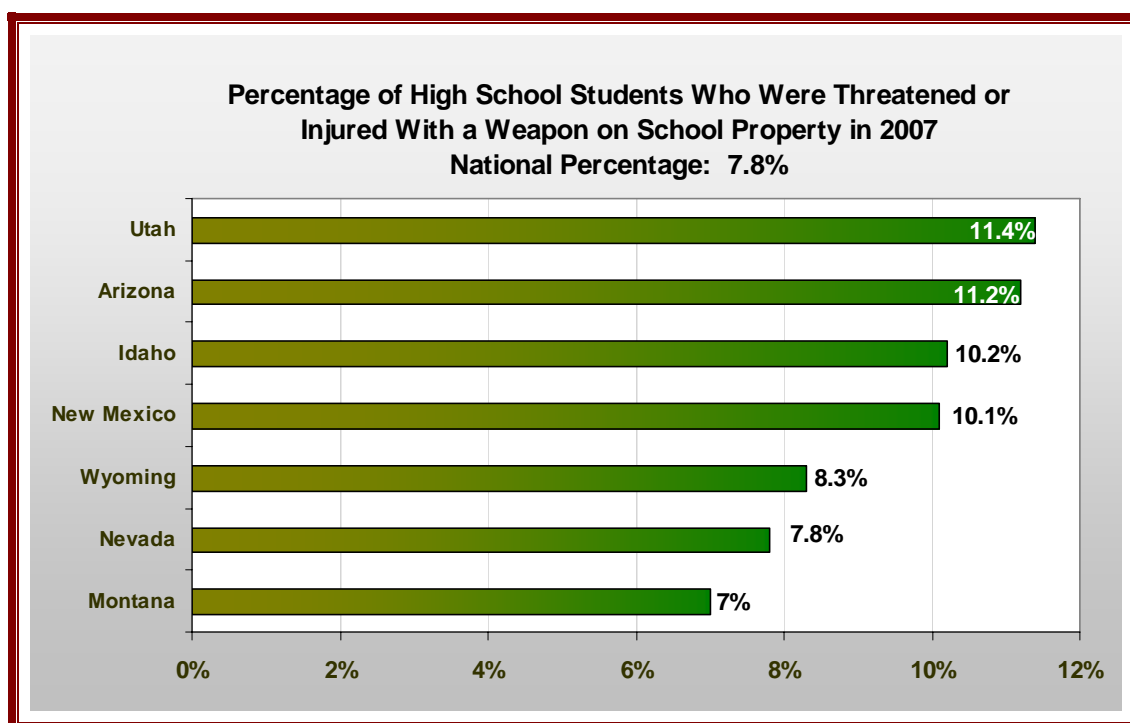
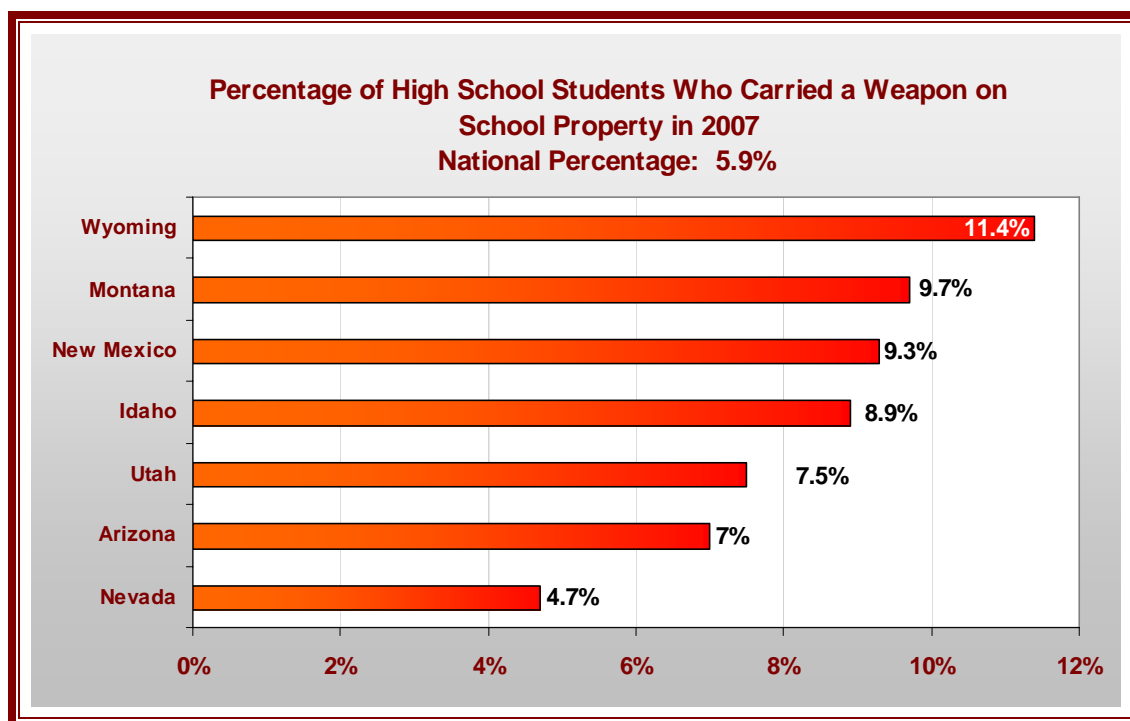
**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

**Note:** California, Colorado, Oregon, and Washington did not report.



**Source:** United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance – U.S., 2007*.

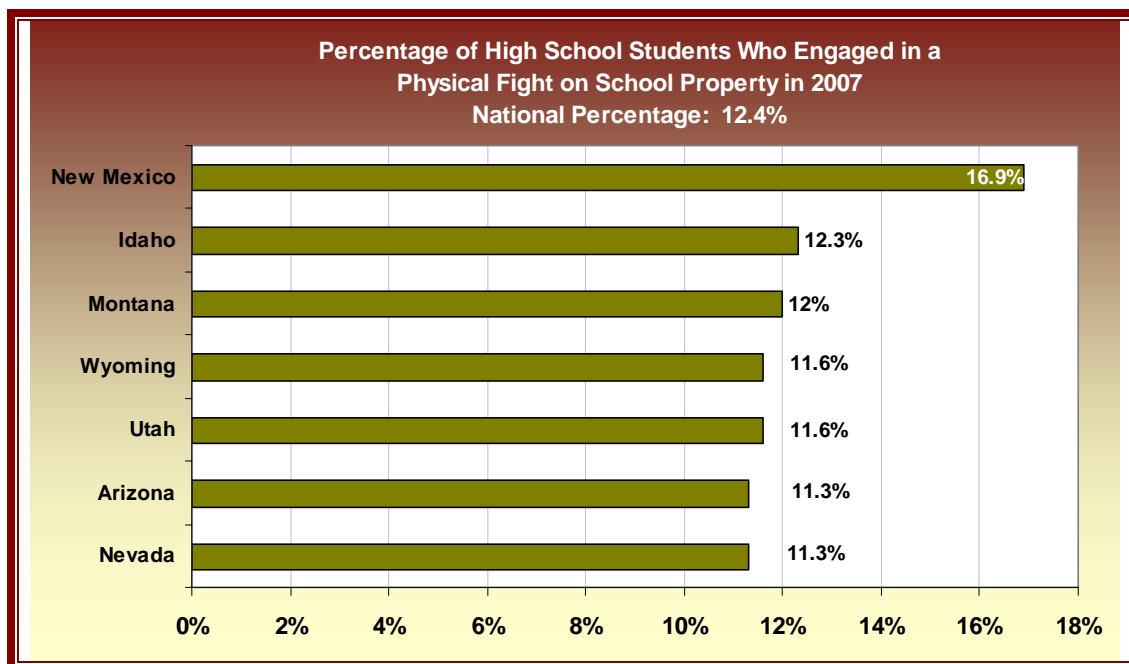
## School Safety—Weapons on School Grounds



**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

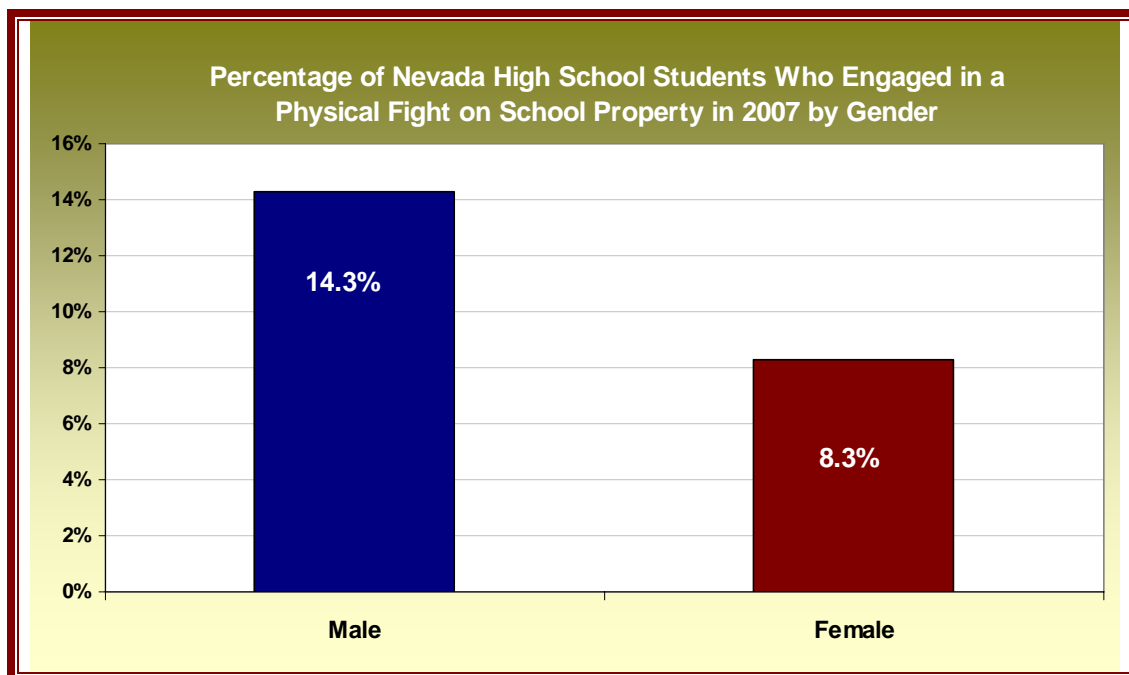
**Note:** California, Colorado, Oregon, and Washington did not report.

## School Safety—Fighting on School Property



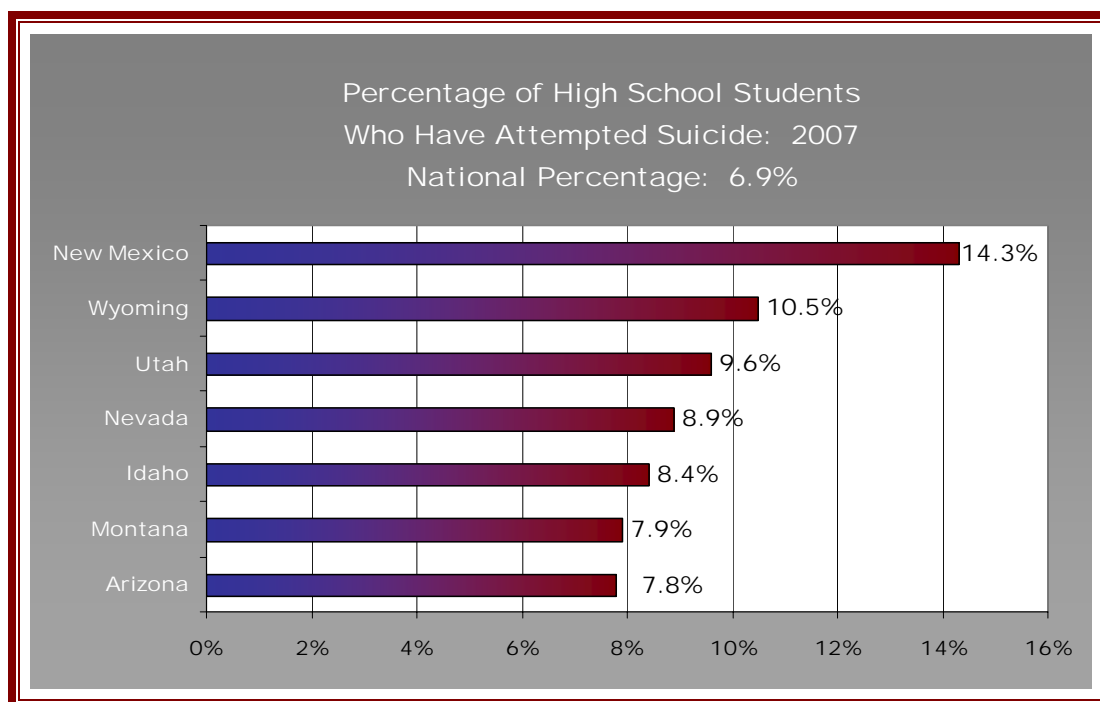
**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

**Note:** California, Colorado, Oregon, and Washington did not report.



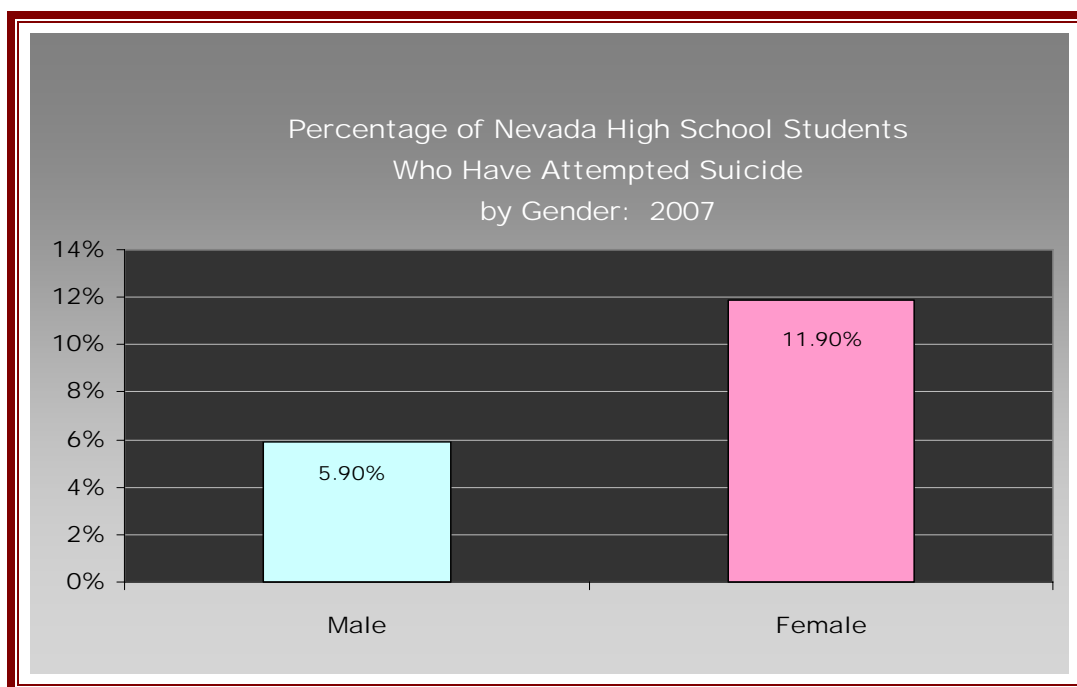
**Source:** U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance – U.S., 2007*.

## School Safety—Attempted Suicide



**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

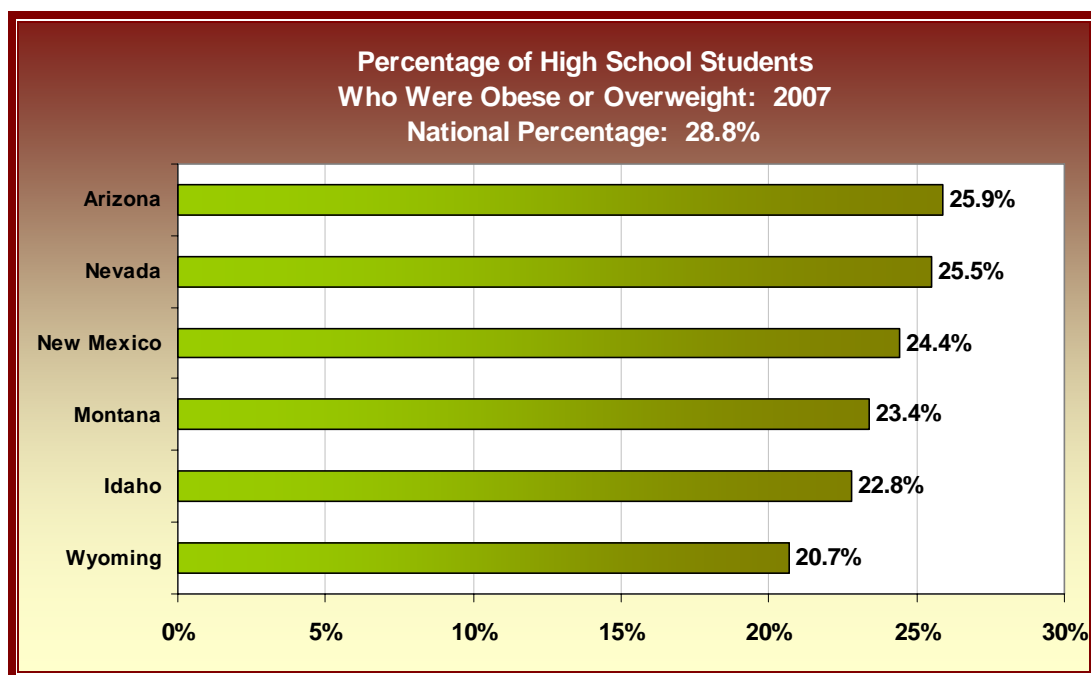
**Note:** California, Colorado, Oregon, and Washington did not report.



**Source:** U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance – U.S., 2007*.

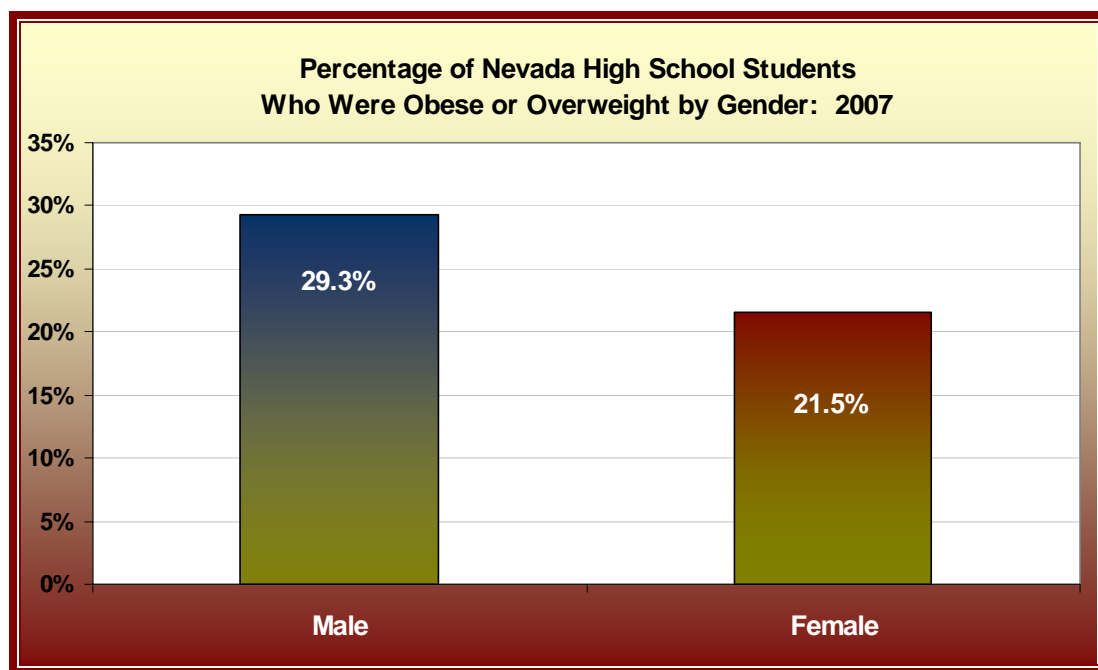


## School Safety—Obese or Overweight



**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

**Note:** California, Colorado, Oregon, and Washington did not report.



**Source:** U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance – U.S., 2007*.

## Special Education—Background

Special education services are provided directly to students by local school districts and are funded from federal grants, State appropriations, and local dollars. All special education services are delivered in accordance with an Individual Education Plan (IEP) developed for each special needs student as required by federal law. Among other things, the IEP contains goals and objectives for student achievement, placement information, and a description of the supportive services necessary for a student to benefit from special education.

Nevada's Department of Education oversees special education programs provided by school districts. State authority, responsibilities, services, and direction to local districts are outlined in Chapter 395 of NRS, "Education of Persons With Disabilities," and in Chapter 395 of the *Nevada Administrative Code* "Education of Persons With Disabilities." Both NDE and local school districts are bound by federal legislation and regulations governing the provision of services to students with special educational needs.

Until Fiscal Year (FY) 2004-2005, the special education student population in Nevada grew at an annual rate of 5 percent or more. From FY 1997-1998 to FY 2003-2004 the special education student population increased at a faster rate than the growth in the general student population. Beginning in FY 2004-2005, the special education student population growth rate started to decrease. Since FY 2006-2007, the annual growth rate has been less than 1 percent. In FY 2006-2007, special needs students comprised about 9.8 percent of the total school population (ages 6 through 17). This figure is lower than the nationwide average of 11.5 percent for special needs students.

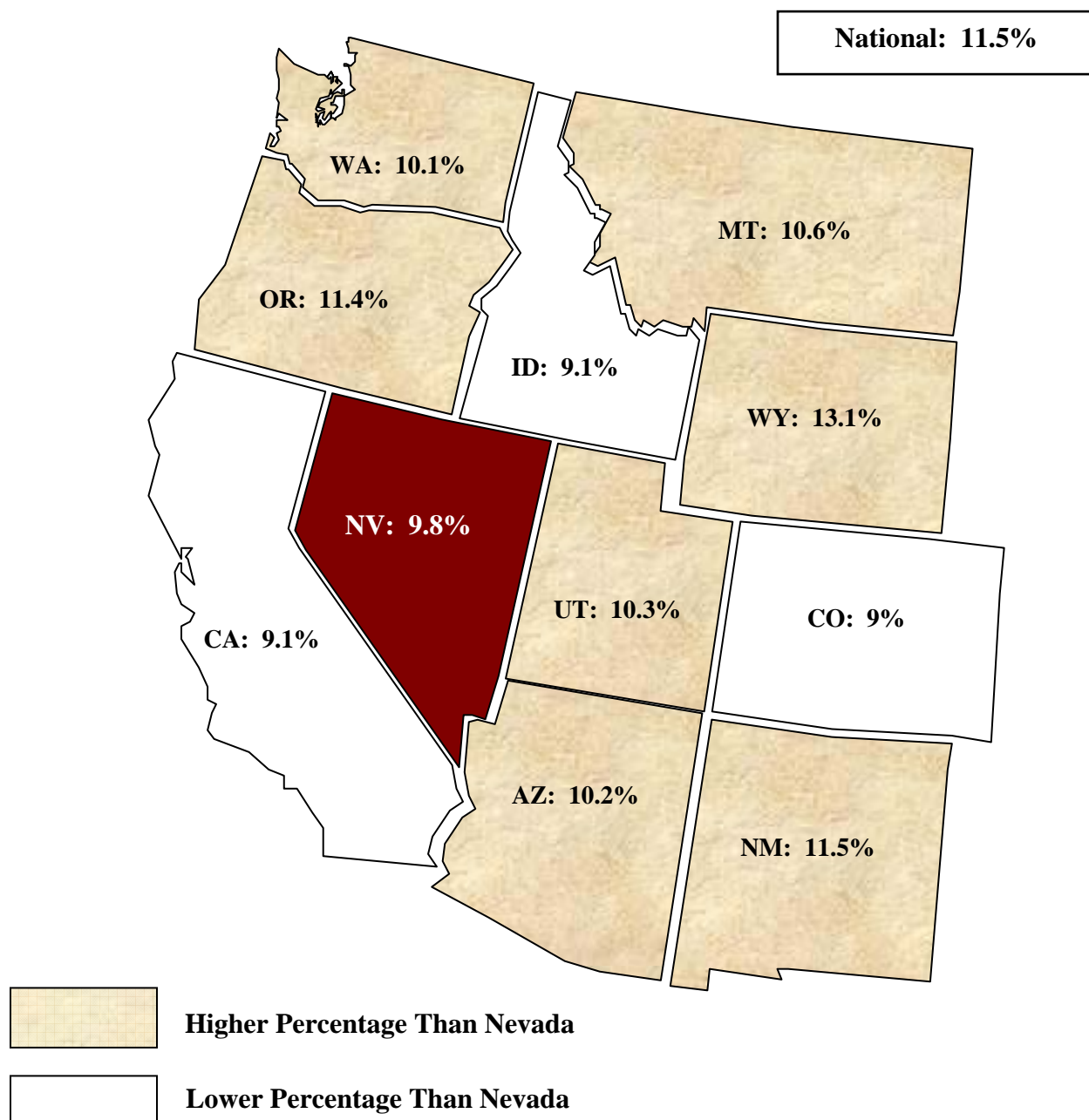
According to In\$ite, Nevada's education financial accountability system, in SY 2006-2007, the average expenditure statewide for educating a special education student in Nevada was \$15,799 per year, which includes the expenses for general education classes, special education programs, and related services. For SY 2006-2007, the total cost to educate students with disabilities (including general education costs) in Nevada was \$756.96 million paid from a combination of federal, state, and local dollars.

In Nevada, the Legislature funds a certain number of "units" for special education allocated to school districts each year. A unit is defined as the salary and benefits for one special education teacher. The unit funding can only be used to support special education teacher salaries and benefits. For FY 2007-2008, the Legislature funded 3,046 units at \$36,541 per unit for a total of \$111.3 million. In FY 2008-2009, 3,128 units were funded by the Legislature at \$38,763 per unit for a total appropriation of \$121.3 million.

The amount allocated for each unit falls short of the actual costs of salaries and benefits for special education teachers, who normally have more education and experience than other teachers. This shortfall requires school districts to use money from the local general fund to pay the difference between the amount funded by the State and the actual cost of providing special education services. Some money is available from federal sources and grants, but it has historically been very small.

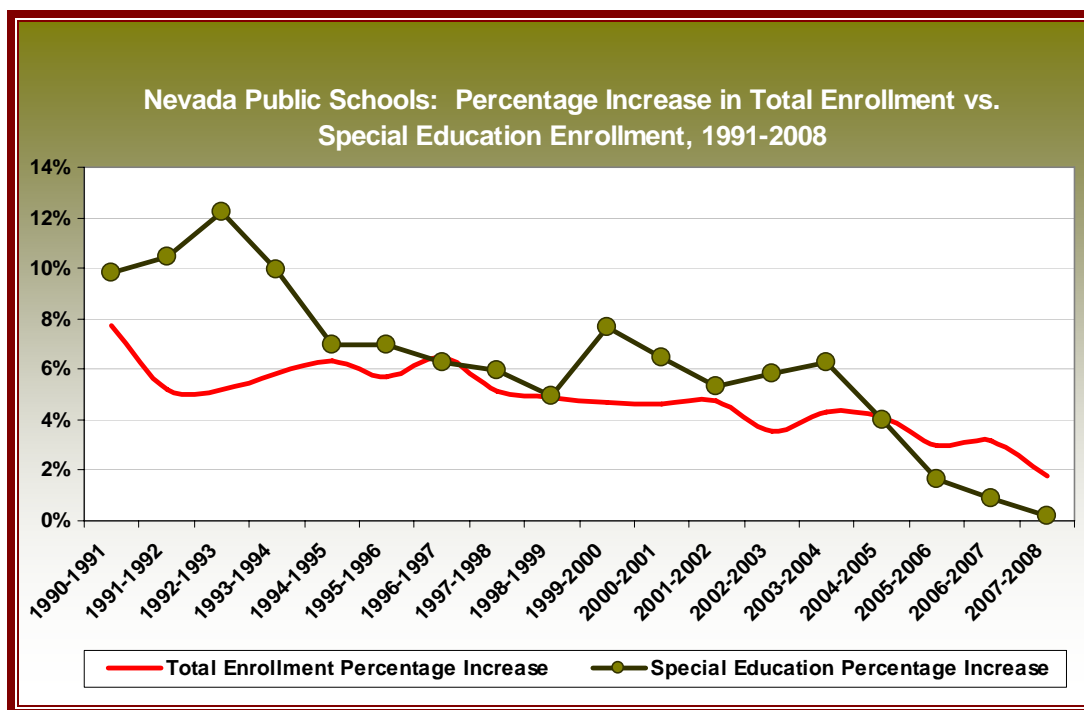
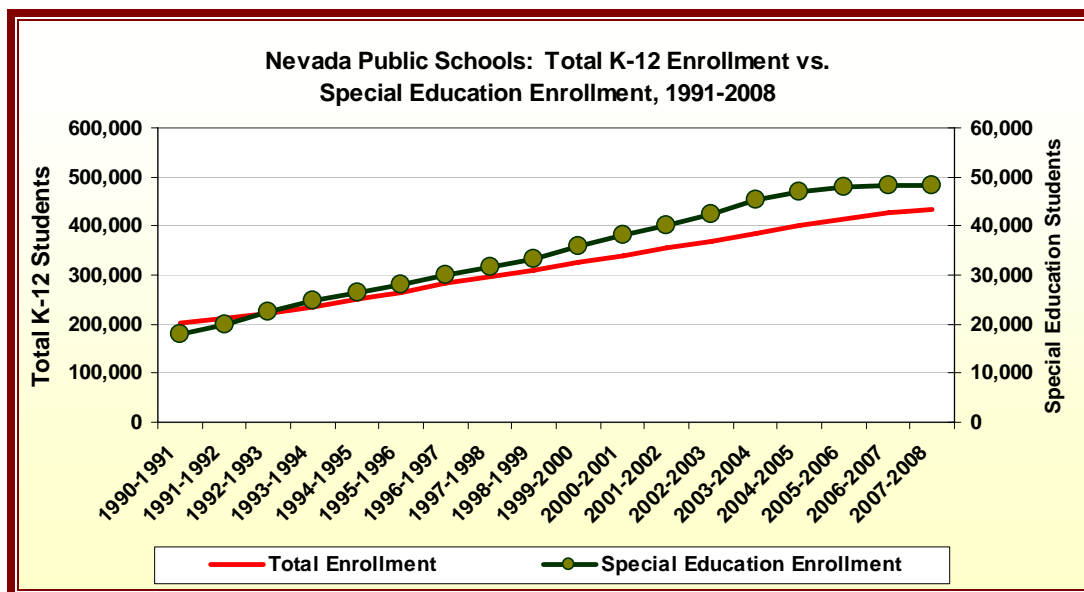
## Special Education—Percentage Served

Children (Ages 6 through 17) Served Under the Individuals With Disabilities Education Act (IDEA) as a Percentage of Public School Enrollment  
Comparison of Western States  
SY 2006-2007



Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

## Special Education—Enrollment Growth



**Source:** Nevada's Department of Education, *Research Bulletins*, 2007 and 2008.

### Special Education—Enrollment Growth (*continued*)

SY	Total Enrollment	Total Enrollment Percent Increase	Special Education Enrollment	Special Education Percent Increase
1990-1991	201,316	7.75%	18,065	9.8%
1991-1992	211,810	5.21%	19,957	10.47%
1992-1993	222,846	5.21%	22,402	12.25%
1993-1994	235,800	5.81%	24,624	9.92%
1994-1995	250,747	6.34%	26,345	6.99%
1995-1996	265,041	5.7%	28,174	6.94%
1996-1997	282,131	6.45%	29,946	6.29%
1997-1998	296,621	5.14%	31,726	5.94%
1998-1999	311,063	4.87%	33,294	4.94%
1999-2000	325,610	4.68%	35,847	7.67%
2000-2001	340,706	4.64%	38,165	6.47%
2001-2002	356,814	4.73%	40,196	5.32%
2002-2003	369,498	3.55%	42,532	5.81%
2003-2004	385,414	4.31%	45,201	6.28%
2004-2005	401,211	4.1%	47,015	4.01%
2005-2006	413,252	3%	47,794	1.66%
2006-2007	426,436	3.19%	48,230	0.91%
2007-2008	433,885	1.75%	48,332	0.21%

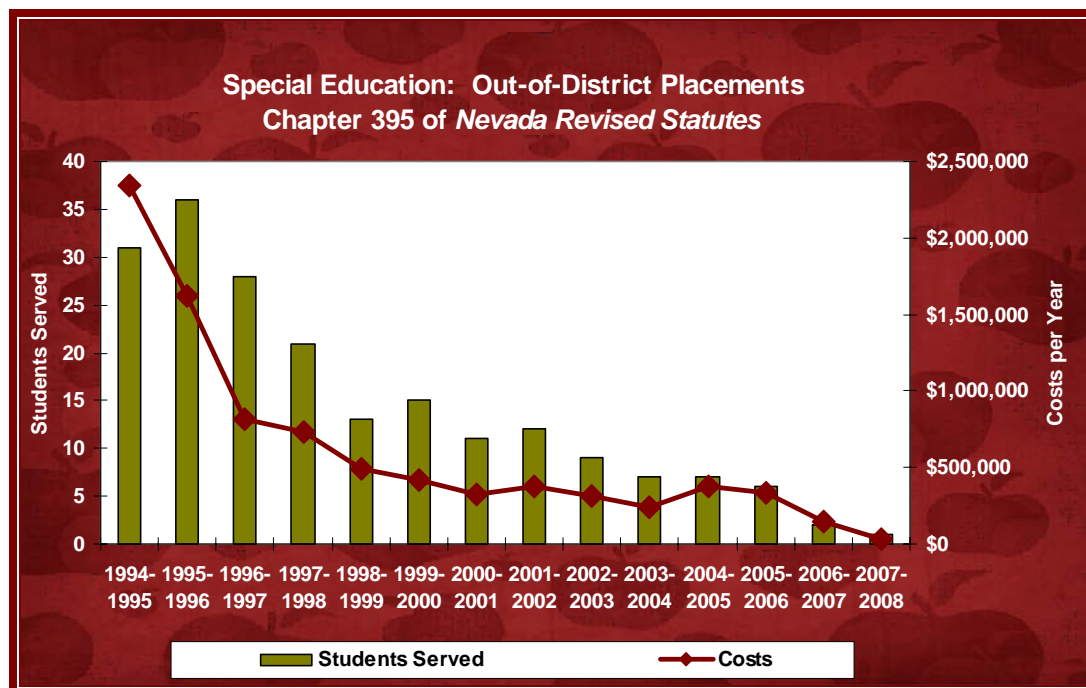
**Source:** Nevada's Department of Education, *Research Bulletins*, 2007 and 2008.



**“I haven’t decided what I want to be yet, but  
I’ve got a lot of time to think about it.”**

Nevada Eighth Grade Student

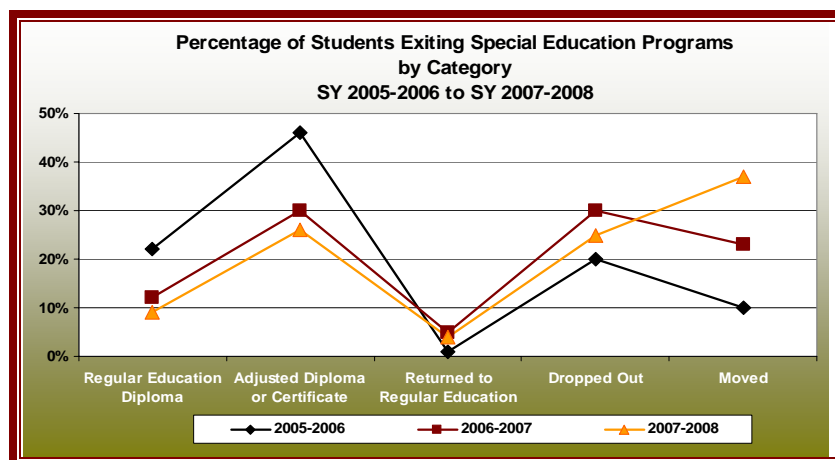
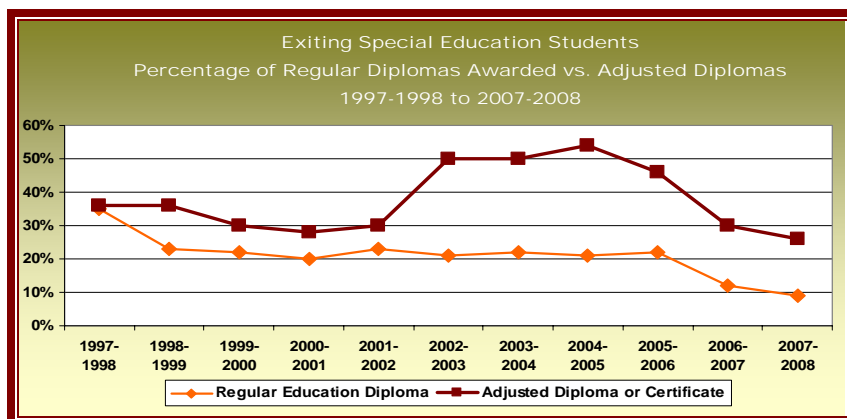
## Special Education—Out-of-District Placements



Fiscal Year	Students Served	Costs
1994-1995	31	\$2,345,885
<b>1995-1996</b>	<b>36</b>	<b>\$1,618,531</b>
1996-1997	28	\$814,228
<b>1997-1998</b>	<b>21</b>	<b>\$737,137</b>
1998-1999	13	\$494,989
<b>1999-2000</b>	<b>15</b>	<b>\$418,257</b>
2000-2001	11	\$325,560
<b>2001-2002</b>	<b>12</b>	<b>\$379,582</b>
2002-2003	9	\$310,000
<b>2003-2004</b>	<b>7</b>	<b>\$239,000</b>
2004-2005	7	\$372,246
<b>2005-2006</b>	<b>6</b>	<b>\$339,489</b>
2006-2007	2	\$148,046
<b>2007-2008</b>	<b>1</b>	<b>\$30,000</b>

**Source:** Nevada's Department of Education, January 2009.

## Special Education—Students Exiting the Program

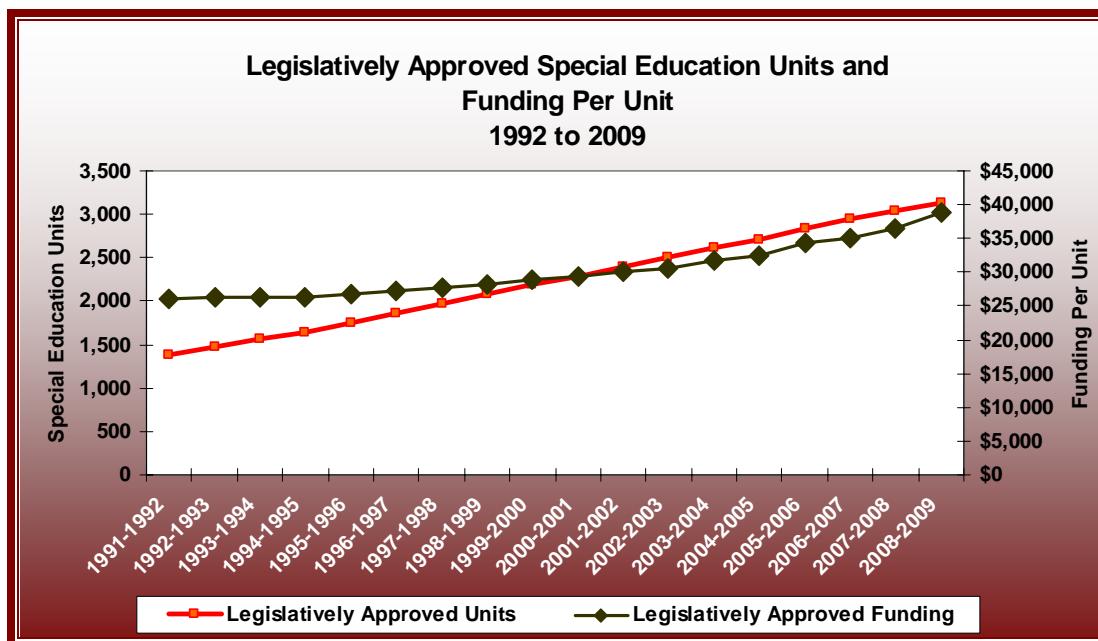


Source: Nevada's Department of Education, Office of Special Education, January 2009.

SY	Total Students Who Exited Special Education	Regular Education Diploma		Adjusted Diploma or Certificate		Returned to Regular Education		Dropped Out (Federal Definition)		Moved	
		#	%	#	%	#	%	#	%	#	%
1997-1998	1,061	376	35%	385	36%	28	3%	81	8%	191	18%
1998-1999	1,636	375	23%	586	36%	55	3%	278	17%	342	21%
1999-2000	1,883	422	22%	564	30%	51	3%	382	20%	464	25%
2000-2001	2,222	447	20%	619	28%	74	3%	418	19%	664	30%
2001-2002	2,349	536	23%	707	30%	79	3%	385	16%	642	27%
2002-2003	2,005	426	21%	1,011	50%	19	1%	216	11%	333	17%
2003-2004	2,290	503	22%	1,138	50%	21	1%	299	13%	329	14%
2004-2005	2,389	494	21%	1,293	54%	26	1%	327	14%	249	10%
2005-2006	2,636	592	22%	1,203	46%	38	1%	539	20%	264	10%
2006-2007	3,737	458	12%	1,121	30%	200	5%	1,113	30%	845	23%
2007-2008	4,936	437	9%	1,287	26%	186	4%	1,219	25%	1,807	37%

Source: Nevada's Department of Education, Office of Special Education, January 2009.

## Special Education—State Unit Funding



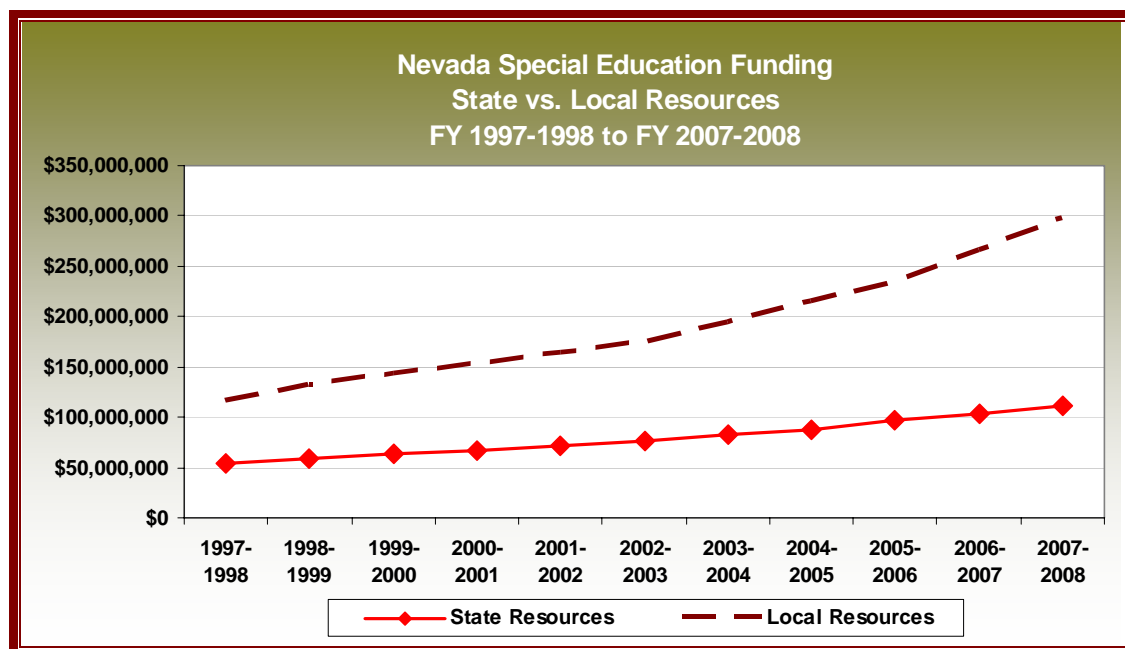
FY	Legislatively Approved Units	Legislatively Approved Funding
1991-1992	1,389	\$25,956
1992-1993	1,475	\$26,200
1993-1994	1,560	\$26,208
1994-1995	1,645	\$26,208
1995-1996	1,746	\$26,740
1996-1997	1,857	\$27,151
1997-1998	1,976	\$27,694
1998-1999	2,088	\$28,248
1999-2000	2,186	\$28,813
2000-2001	2,291	\$29,389
2001-2002	2,402	\$29,977
2002-2003	2,514	\$30,576
2003-2004	2,615	\$31,811
2004-2005	2,708	\$32,447
2005-2006	2,835	\$34,433
2006-2007	2,953	\$35,122
2007-2008	3,046	\$36,541
2008-2009	3,128	\$38,763

**Source:** Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Reports*, various years.

**Note:** *Nevada Revised Statutes* 387.1211(3) defines “special education program unit” as an organized unit of special education and related services which includes full-time services of persons licensed by the Superintendent of Public Instruction or other appropriate licensing body, providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education.



## Special Education—State vs. Local Resources



FY	State Resources	Local Resources
1997-1998	\$54,723,344	\$116,198,395
1998-1999	\$58,981,824	\$132,014,493
1999-2000	\$62,985,218	\$143,861,090
2000-2001	\$67,330,199	\$151,949,548
2001-2002	\$72,004,754	\$163,313,519
2002-2003	\$76,868,064	\$175,025,638
2003-2004	\$83,185,765	\$193,915,875
2004-2005	\$87,866,476	\$214,087,930
2005-2006	\$97,617,555	\$234,142,483
2006-2007	\$103,715,266	\$266,124,337
2007-2008	\$111,303,886	\$296,926,735

**Sources:** Nevada's Department of Education, NRS 387.303 Report; and Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Reports*, various years.

## Career and Technical Education—Background and Enrollment

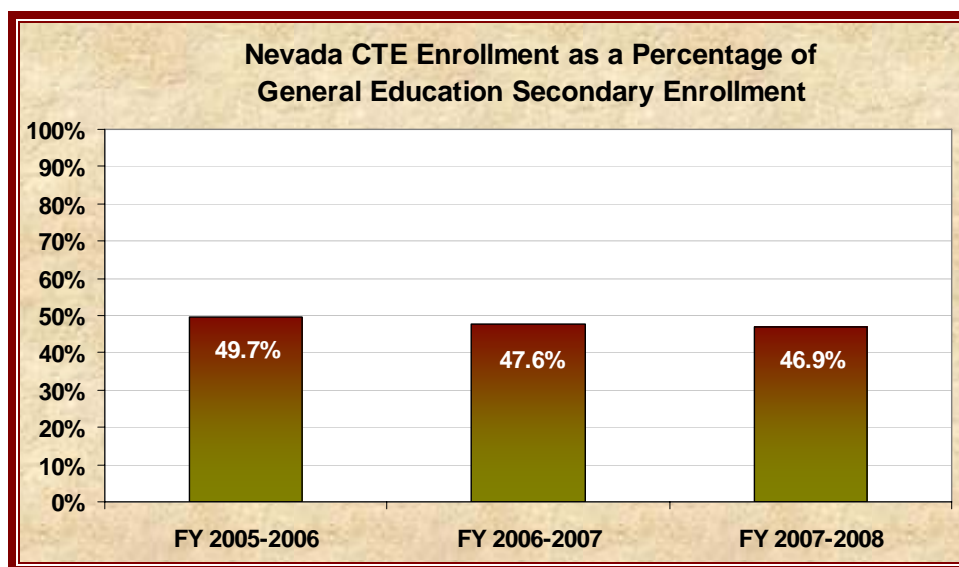
### Nevada Career and Technical Education Programs—Background

All Nevada school districts with high schools offer CTE courses within the traditional high school setting. Approximately 47 percent of Nevada high school students enroll in one or more CTE courses.

Tech Prep is a dual enrollment program that allows eleventh and twelfth graders to earn college credit for career and technical education courses completed in high school. Students begin their study with a sequence of high school CTE courses and can continue the same program in college. To be eligible, students must earn a grade of A or B in an articulated class with a community college. The typical fee is \$10 per credit hour and the maximum number of credits that may be earned is 15 college credits. In SY 2007-2008, 52 percent of students in CTE courses were enrolled in Tech Prep.

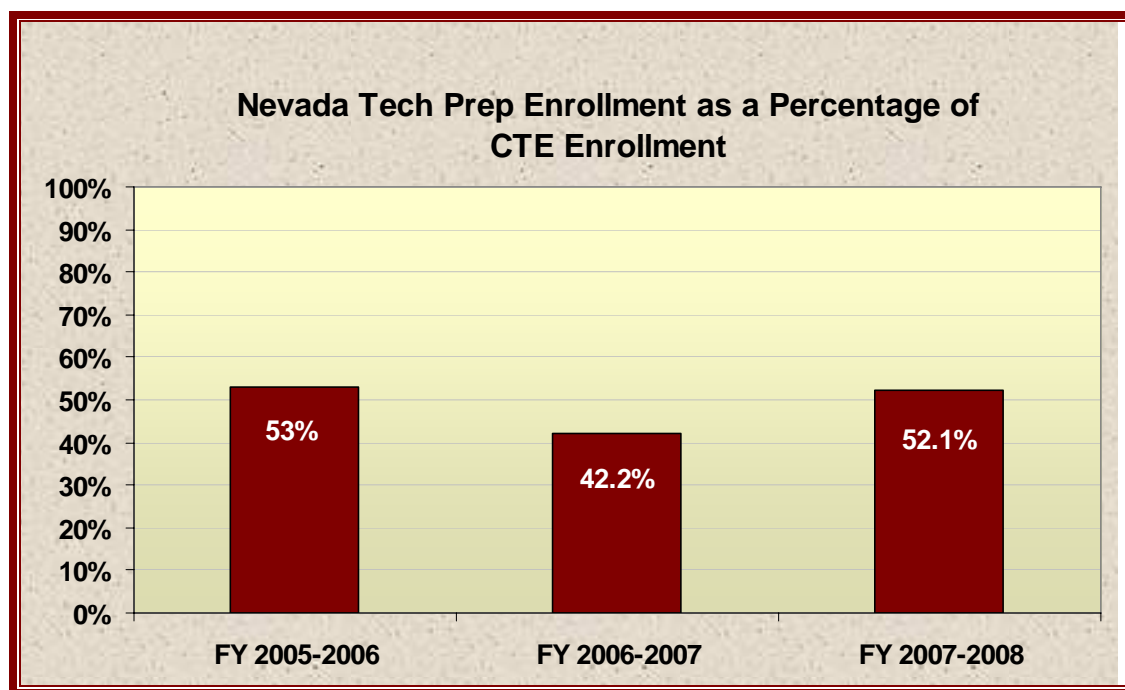
For additional information concerning CTE programs in Nevada, please see the Research Brief on Career and Technical Education, published by the Research Division of the Legislative Counsel Bureau; the document may be obtained online at: <http://www.leg.state.nv.us/lcb/research/researchbriefs/index.cfm>.

### Career and Technical Education—Enrollment



FY	CTE	General Ed	Percentage
2005-2006	58,002	116,593	49.7%
2006-2007	57,918	121,681	47.6%
2007-2008	58,536	124,796	46.9%

## Career and Technical Education—Enrollment (*continued*)

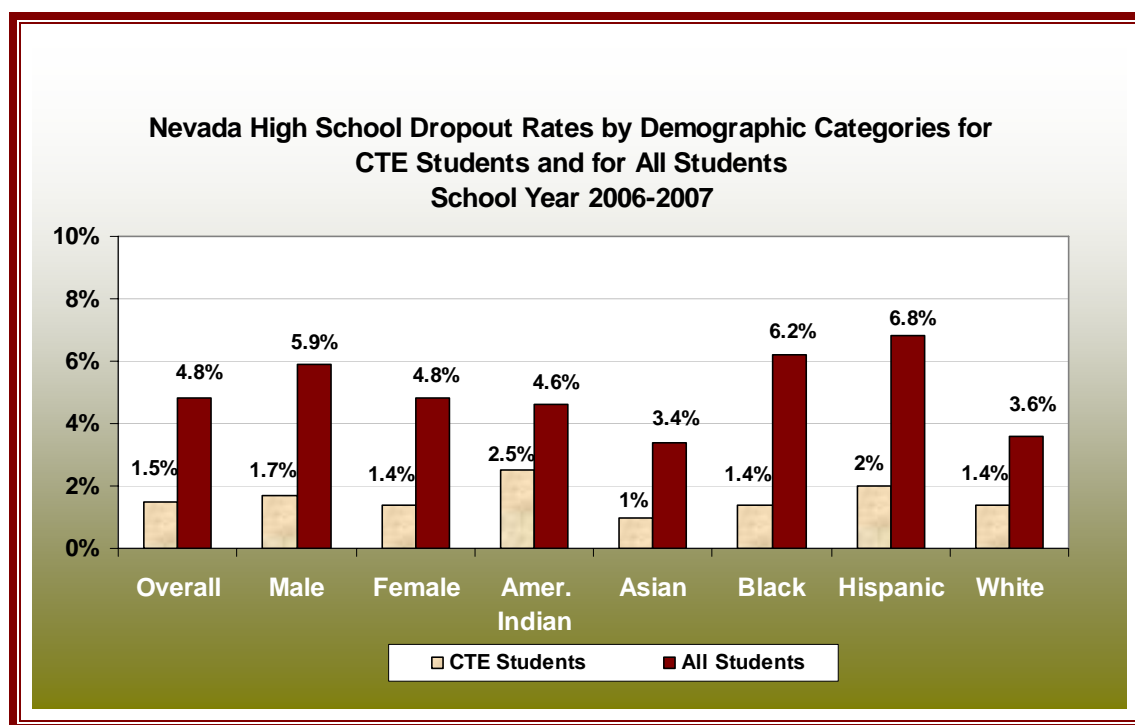
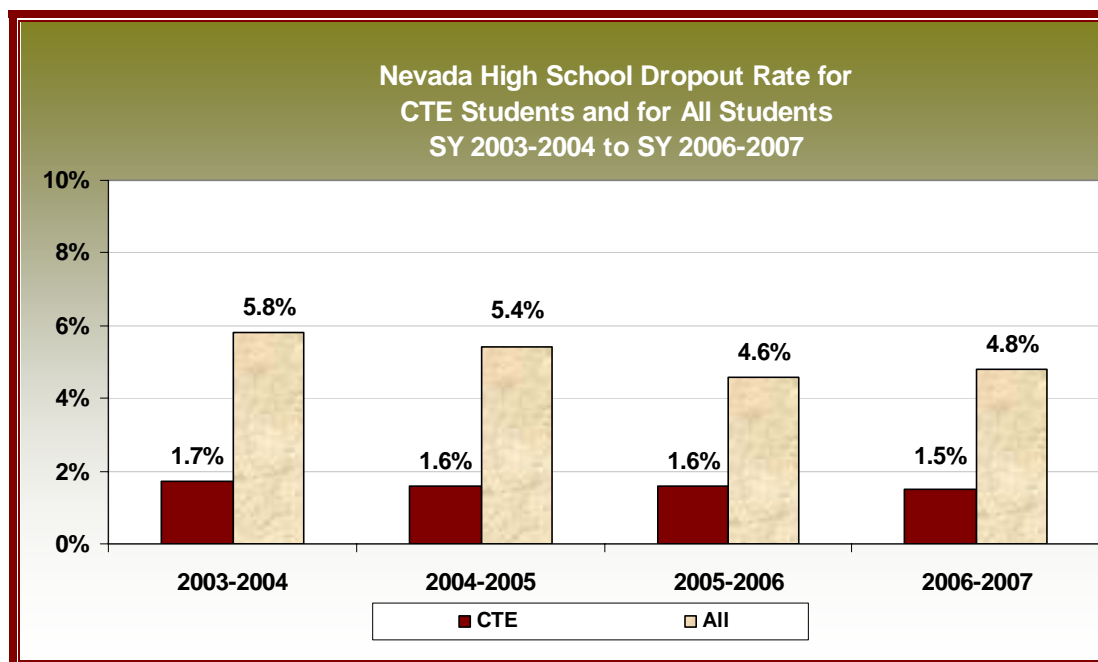


FY	Tech Prep	CTE	Percentage
2005-2006	30,754	58,002	53%
2006-2007	24,430	57,918	42.2%
2007-2008	30,497	58,536	52.1%

**Source:** Nevada's Department of Education, 2009.

**Note:** For SY 2006-2007, Tech Prep enrollment counts dropped by over 6,100 students due to the deletion of Tech Prep courses in the Clark County School District (CCSD) after the College of Southern Nevada (CSN) reevaluated the articulations. The Tech Prep enrollments increased in SY 2007-2008 due to the most recent Tech Prep courses articulated through CSN in CCSD.

## Career and Technical Education—Dropout Rates



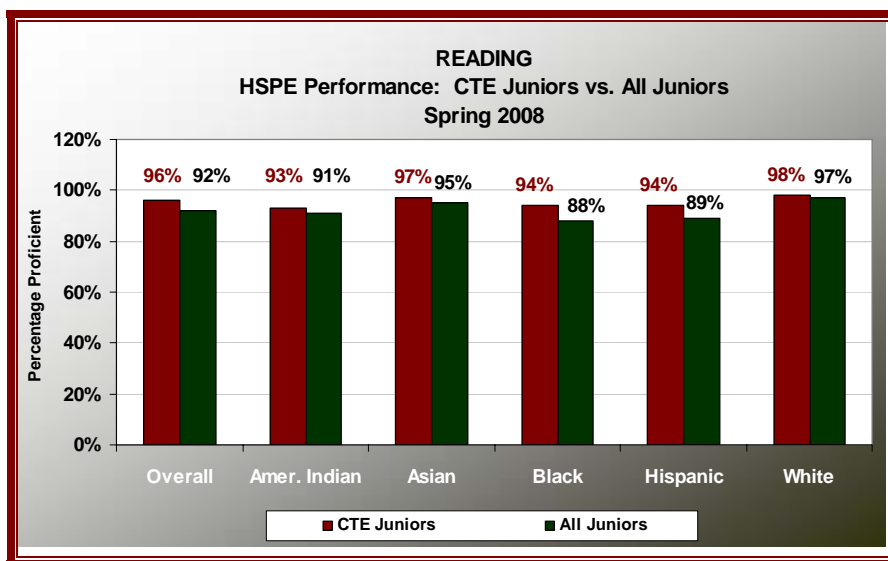
**Source:** Nevada's Department of Education, 2009.

**Note:** The overall dropout rate in Nevada is influenced by the lower CTE dropout rate since nearly half of the public high school students participate in CTE programs, suggesting a higher dropout rate for non-CTE students than the overall State rate.

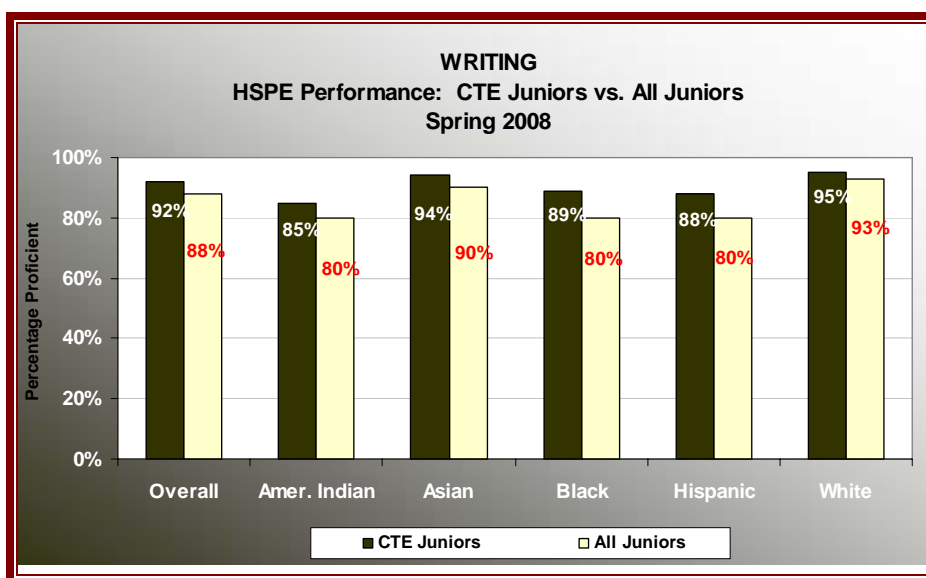
## Career and Technical Education—Performance on the High School Proficiency Examination

The following charts examine the academic proficiency in each area of Nevada's High School Proficiency Examination (HSPE) for high school juniors who were first-time HSPE takers by comparing juniors enrolled in CTE programs with juniors who were not enrolled in CTE programs.

**HSPE Reading:** For reading, 96 percent of Nevada CTE juniors were proficient compared to 92 percent of all juniors.



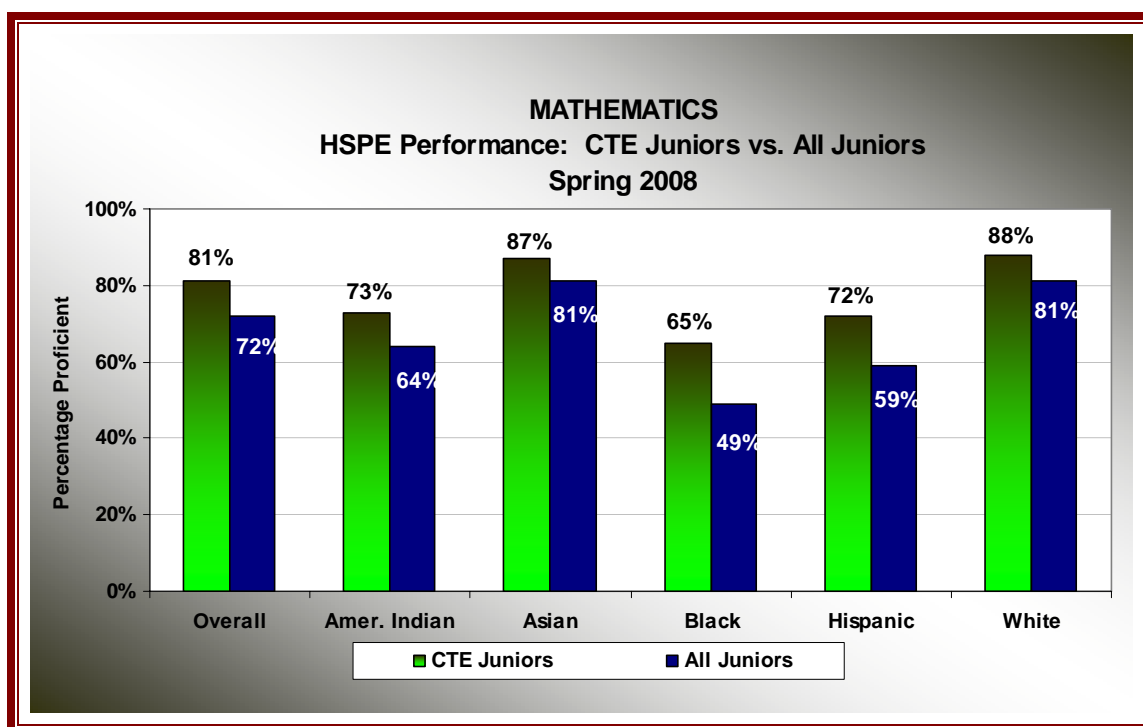
**HSPE Writing:** For writing, 92 percent of Nevada CTE juniors were proficient compared to 88 percent of all juniors.



## Career and Technical Education—Performance on the High School Proficiency Examination (*continued*)

### HSPE Mathematics

For mathematics, 81 percent of CTE juniors were proficient compared to 72 percent of all juniors.



Source: Nevada's Department of Education, 2009.



**“I want to be in the military because it teaches you good stuff and you get to help the country.”**

Nevada Third Grade Student

## Early Childhood Education (ECE) Program—Background

### Early Childhood Education Programs

Since 2001, the Nevada Legislature has appropriated funds for ECE programs through school funding legislation. The 2007 Legislature, through the passage of A.B. 627 (Chapter 343, *Statutes of Nevada*), appropriated \$3.3 million in each FY of the 2007-2009 Biennium to Nevada's Department of Education to award competitive grants to school districts and community-based organizations for ECE programs. The funding could be used either to initiate or expand prekindergarten education programs. The following table shows the ten sponsors that received funds during FY 2006-2007, as well as information concerning the number of sites and whether the programs were initiated or expanded programs.

**Nevada Early Childhood Education Projects**

Sponsor Agency/ Program Location	Number of Sites	Initiated Program	Expanded Program	Monetary Award
Carson City School District	2	1	1	\$240,800
Churchill County School District	1	1		\$119,350
Clark County School District	11	6	5	\$1,354,500
Classroom on Wheels (COW)	13	7	6	\$322,050
Douglas County School District	1	1		\$82,900
Great Basin College	1		1	\$119,350
Humboldt County School District	1	1		\$184,185
Pershing County School District	1	1		\$120,150
Washoe County School District	9	7	2	\$491,200
White Pine County School District	1	1		\$117,994
<b>Total</b>	<b>41</b>	<b>26</b>	<b>15</b>	<b>\$3,152,479</b>

**Sources:** Nevada Early Childhood Education Program, 2006-2007, Evaluation Report, Pacific Research Associates, October 2007.

## Early Childhood Education (ECE) Program

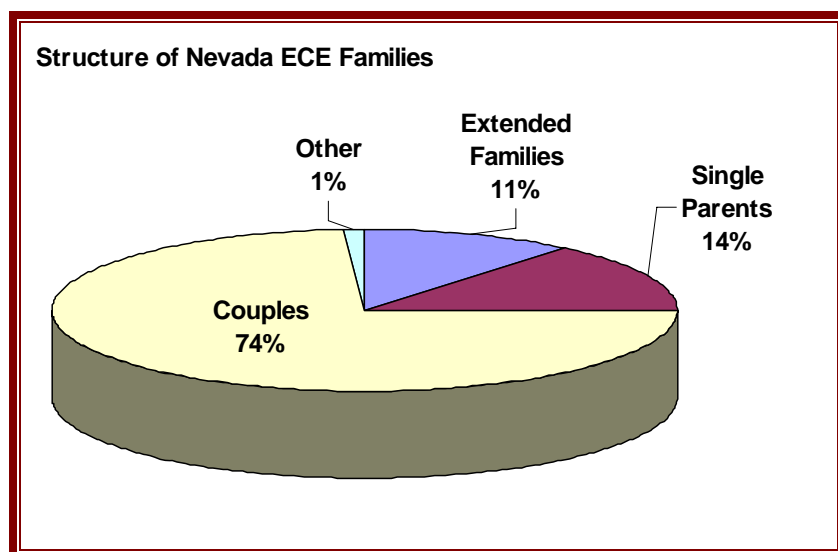
### Participation—FY 2006-2007

The characteristics of Nevada ECE participants are based upon data from ten projects that provided services to 1,055 families, including 1,073 children and 1,070 adults who participated in services from July 1, 2006, through June 30, 2007. The following table shows the number of families, adults, and children served by Nevada ECE projects during FY 2006-2007:

Project	Families	Children	Adults	Total Participants
Carson City	88	88	92	180
Churchill County	37	38	37	75
Clark County	302	315	307	622
Classroom on Wheels	178	178	179	357
Douglas County	19	20	21	41
Great Basin College	35	35	35	70
Humboldt County	45	46	45	91
Pershing County	43	44	44	88
Washoe County	287	288	289	577
White Pine County	21	21	21	42
<b>Total</b>	<b>1,055</b>	<b>1,073</b>	<b>1,070</b>	<b>2,143</b>

### Characteristics of Families—FY 2006-2007

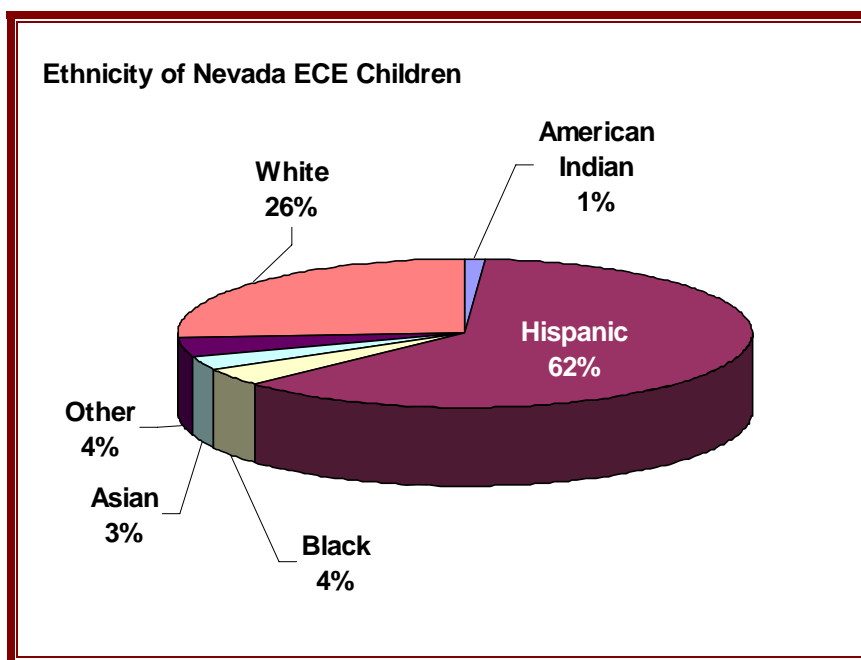
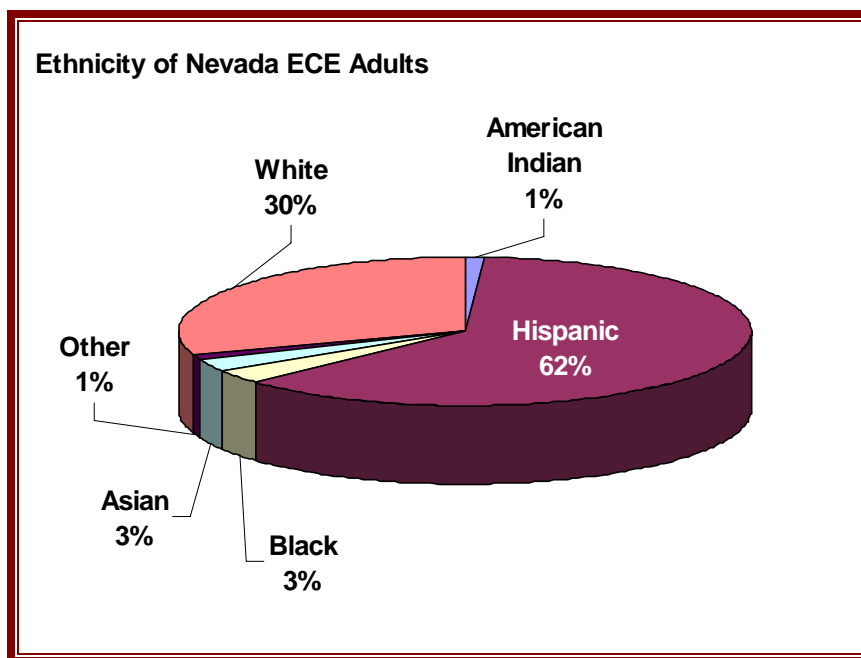
The largest percentage of families participating in Nevada ECE described themselves as couples (777 families or 74 percent), followed by single parent families (148 families or 14 percent), extended family households (116 families or 11 percent), and other (14 families or 1 percent).



**Source:** Nevada Early Childhood Education Program, 2006-2007, Evaluation Report, Pacific Research Associates, October 2007.

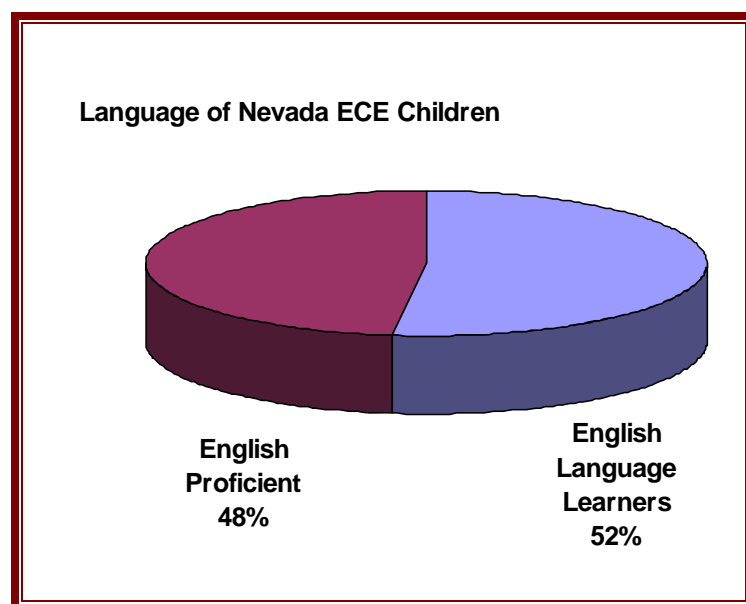
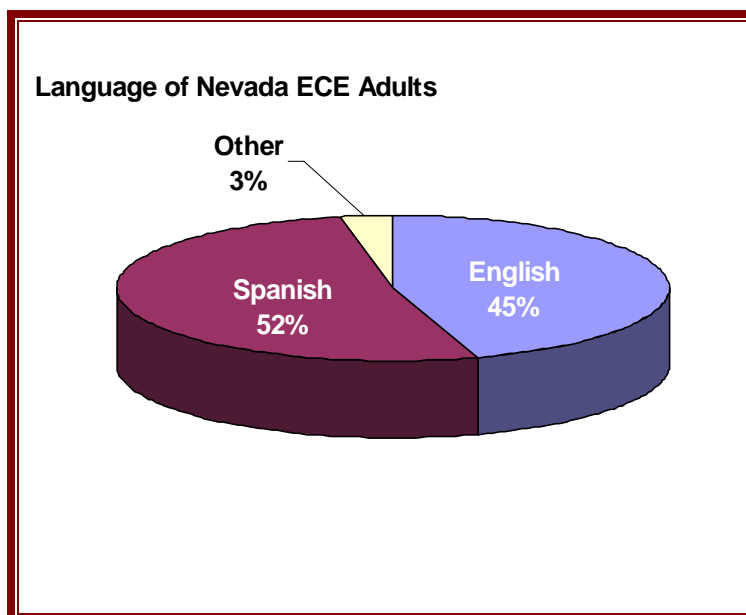


## Early Childhood Education (ECE) Program (*continued*)



**Source:** Nevada Early Childhood Education Program, 2006-2007 Evaluation Report, Pacific Research Associates, October 2007.

## Early Childhood Education (ECE) Program (*continued*)



**Source:** Nevada Early Childhood Education Program, 2006-2007 Evaluation Report, Pacific Research Associates, October 2007.



**“My favorite recess sport is in the dirt where we play football.”**

Nevada Second Grade Student

## Early Childhood Education Program—Longitudinal Evaluation

The longitudinal evaluation for Nevada's ECE Program followed two cohorts of Nevada's ECE children:

- **Cohort 1:** Four-year-old children who participated in Nevada's ECE Program during 2003-2004 and entered grade 2 in 2006-2007.
- **Cohort 3:** Four-year-old children who participated in Nevada's ECE Program during 2005-2006 and entered kindergarten in 2006-2007.

The following table presents the results of the study:

Cohort 1 Results	
Evaluation Standard	Outcomes
Grade 2 Readiness	Seventy-five percent of the teachers responded that the Cohort 1 children were "equally well" to "substantially better" prepared than their non-ECE peers.  Cohort 1 children maintained their gains with their peers as measured by the Dynamic Indicator of Basis Early Literacy Skills (DIBELS).
Grade 2 Performance	Seventy-seven percent of teachers reported Cohort 1 Children as performing "as well as" or "better than" their peers on the DIBELS.
Parent Involvement	Ninety-four percent of teachers reported that the parents of the Cohort 1 children attended the parent/teacher conferences, which was at about the same rate as their peers.
Student Attendance	Attendance rates of Cohort 1 children increased from kindergarten (93.5 percent) to grade 2 (96.8 percent).
Cohort 3 Results	
Evaluation Standard	Outcomes
Student Achievement	Cohort 3 children scored substantially below the national average before they entered the ECE program for both receptive and expressive vocabulary: 17th and 10th percentiles respectively. By the end of the program, students made substantial gains, improving to the 35th and 28th percentiles, closing the gap with the national norming sample in the two areas. These gains were maintained through their kindergarten year.  Cohort 3 children performed at a level equal with their peers as measured by the DIBELS.
Kindergarten Readiness	Eighty-six percent of the teachers responded that the Cohort 3 children were "equally well" to "substantially better" prepared to start kindergarten than their non-ECE peers.
Kindergarten Performance	Eighty-six percent of teachers reported Cohort 3 Children as performing "as well as" or "better than" their peers on the DIBELS.
Parent Involvement	Ninety-seven percent of teachers reported that the parents of the Cohort 3 children attended the parent/teacher conferences, which was at a higher rate than the parents of their peers.
Student Attendance	Attendance rates of Cohort 3 children were at a similar rate to that of their peers.

**Source:** Nevada Early Childhood Education Program, 2006-2007 Longitudinal Evaluation Report, Pacific Research Associates, June 2008.

## **Charter Schools—Background**

Charter schools are independent public schools, responsible for their own governance and operation. In exchange for this independence there is increased accountability for their performance. The first charter school legislation in Nevada was enacted in 1997, and Nevada's charter school law was substantially amended in subsequent sessions. While private schools can “convert” to a charter school, home schools may not.

There are 25 charter schools operating in Nevada for SY 2008-2009. Local school boards sponsor 18 of the charter schools and the State Board of Education sponsors 7 of the charter schools. Thirteen schools are located in the Clark County School District, nine in the Washoe County School District, two in the Carson City School District, and one in the Douglas County School District.

### **Sponsors**

The local school boards, the State Board of Education, and institutions of the Nevada System of Higher Education (NSHE) are authorized to be sponsors of charter schools. The NSHE was added as a potential sponsor in the 2007 Session.

### **Governance**

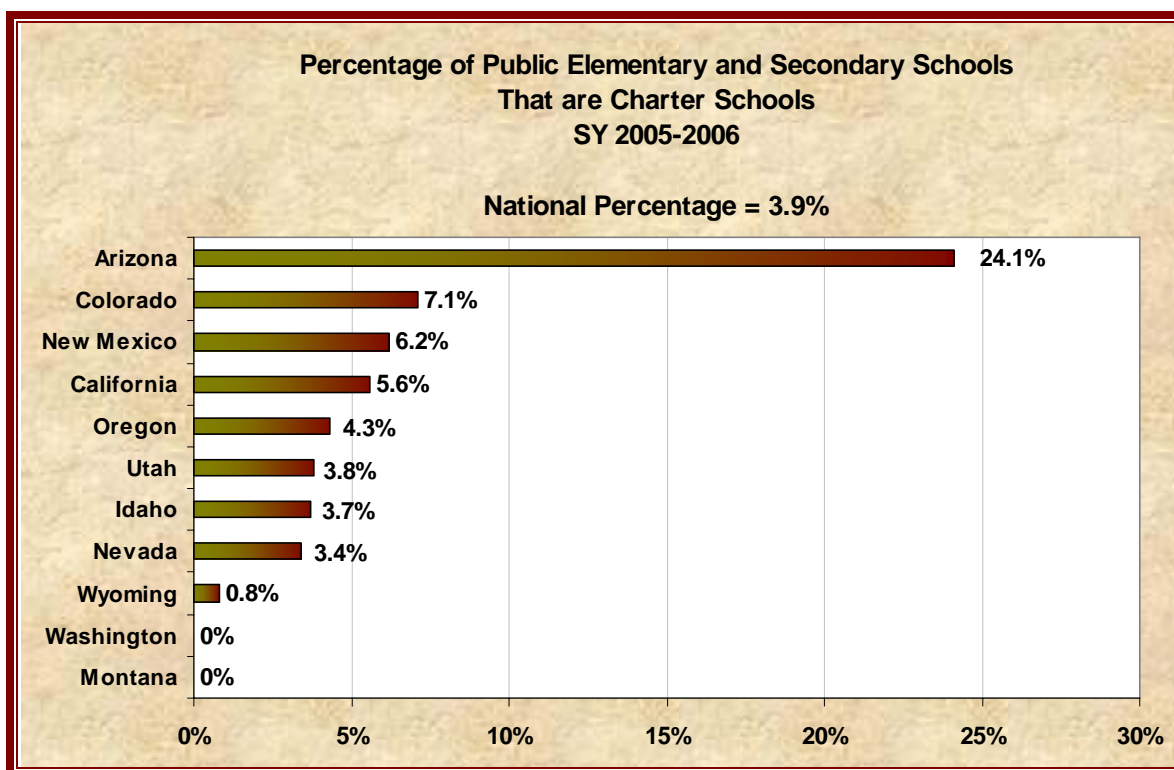
Each charter school is overseen by a governing body. Changes made by the 2007 Legislature through the passage of A.B. 591 (Chapter 477, *Statutes of Nevada*) provide that a charter school's governing body may consist of either three licensed teachers or two licensed teachers and one person who previously held a license in good standing. A governing body may include parents, or representatives of nonprofit organizations, businesses, or higher education institutions. No more than two persons on a charter school's governing board may represent the same organization or business. A majority of the members of the governing body must be Nevada residents.

### **Revenue and Expenditures**

Charter schools receive the full per-pupil funding for their students. School districts are obligated to share any State or federal funds, such as for special education students, on a proportional basis.

Sponsors of charter schools are authorized to request reimbursement from the charter schools for the administrative costs associated with sponsorship for that school year, if the sponsor provided administrative services during that school year. The amount of administrative fees that may be requested is determined by the type of sponsor. If the sponsor is a local school board, up to 2 percent of the total amount apportioned to the charter school may be requested in the first year and up to 1 percent each year thereafter. If the sponsor is the State Board of Education or a college or university, up to 2 percent of the total amount apportioned may be requested in the first year and up to 1.5 percent each year thereafter.

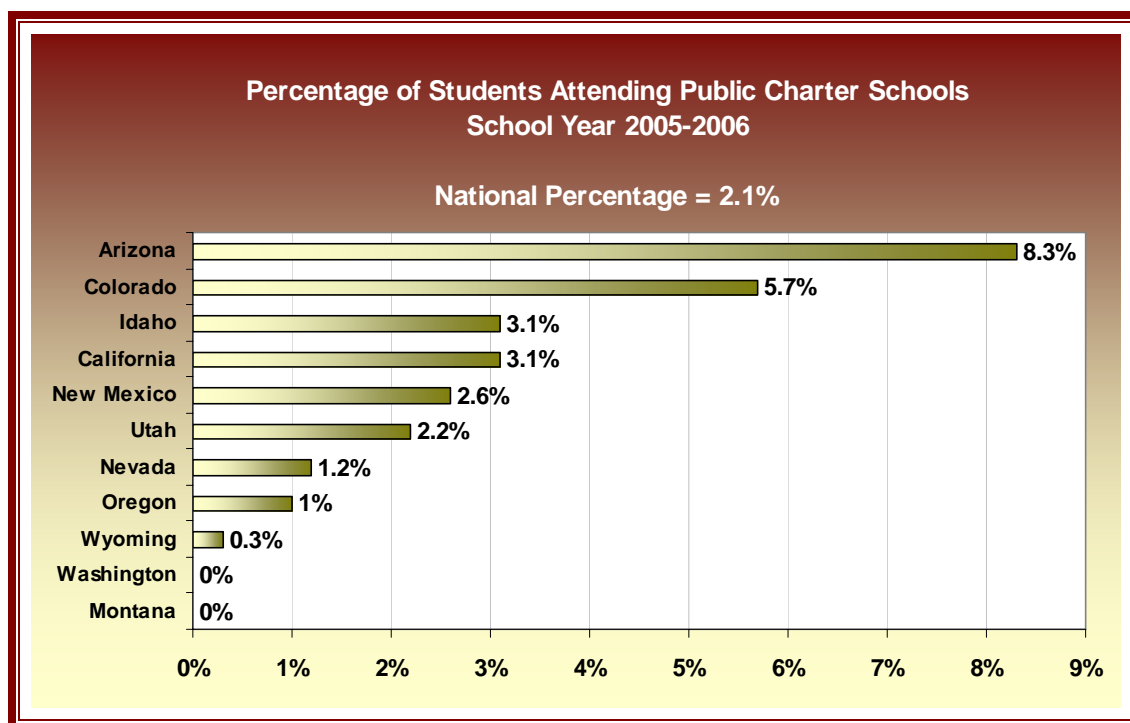
## Charter Schools—Western States



Number and Percentage of Public Elementary and Secondary Schools That are Charter Schools 2005-2006		
Western States	Number	Percentage
Montana	0	0%
Washington	0	0%
Wyoming	3	0.8%
<b>Nevada</b>	<b>19</b>	<b>3.4%</b>
Idaho	26	3.7%
Utah	36	3.8%
Oregon	54	4.3%
California	543	5.6%
New Mexico	53	6.2%
Colorado	121	7.1%
Arizona	501	24.1%
<b>National Total/Percentage</b>	<b>3,780</b>	<b>3.9%</b>

**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

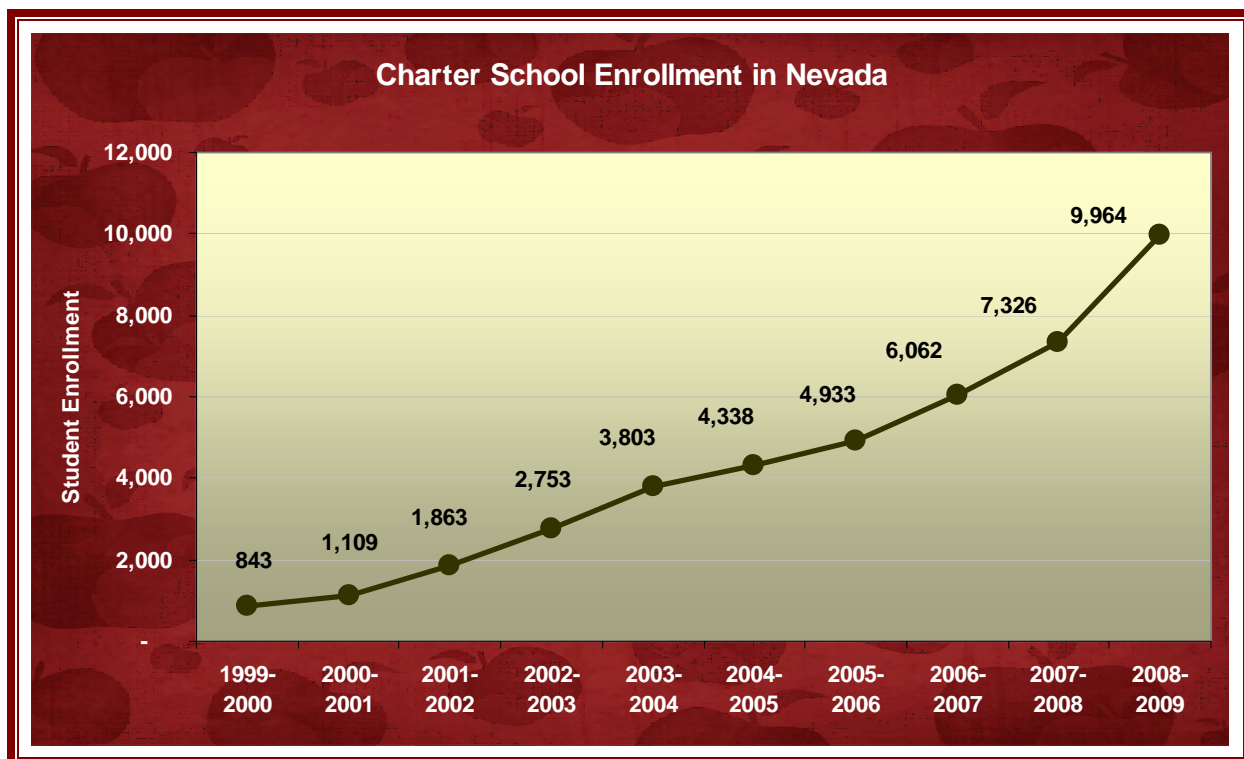
## Charter Schools—Western States Enrollment



Number and Percentage of Students Attending Public Charter Schools SY 2005-2006		
Western States	Number	Percentage
Montana	-	0%
Washington	-	0%
Wyoming	238	0.3%
Oregon	5,192	1%
<b>Nevada</b>	<b>4,818</b>	<b>1.2%</b>
Utah	11,439	2.2%
New Mexico	8,595	2.6%
California	195,876	3.1%
Idaho	8,003	3.1%
Colorado	44,254	5.7%
Arizona	90,597	8.3%
<b>National Total/Percentage</b>	<b>1,012,906</b>	<b>2.1%</b>

**Source:** *Education State Rankings 2008-2009*, CQ Press, 2009.

## Charter Schools—Nevada Enrollment



**Source:** Nevada's Department of Education, 2009.

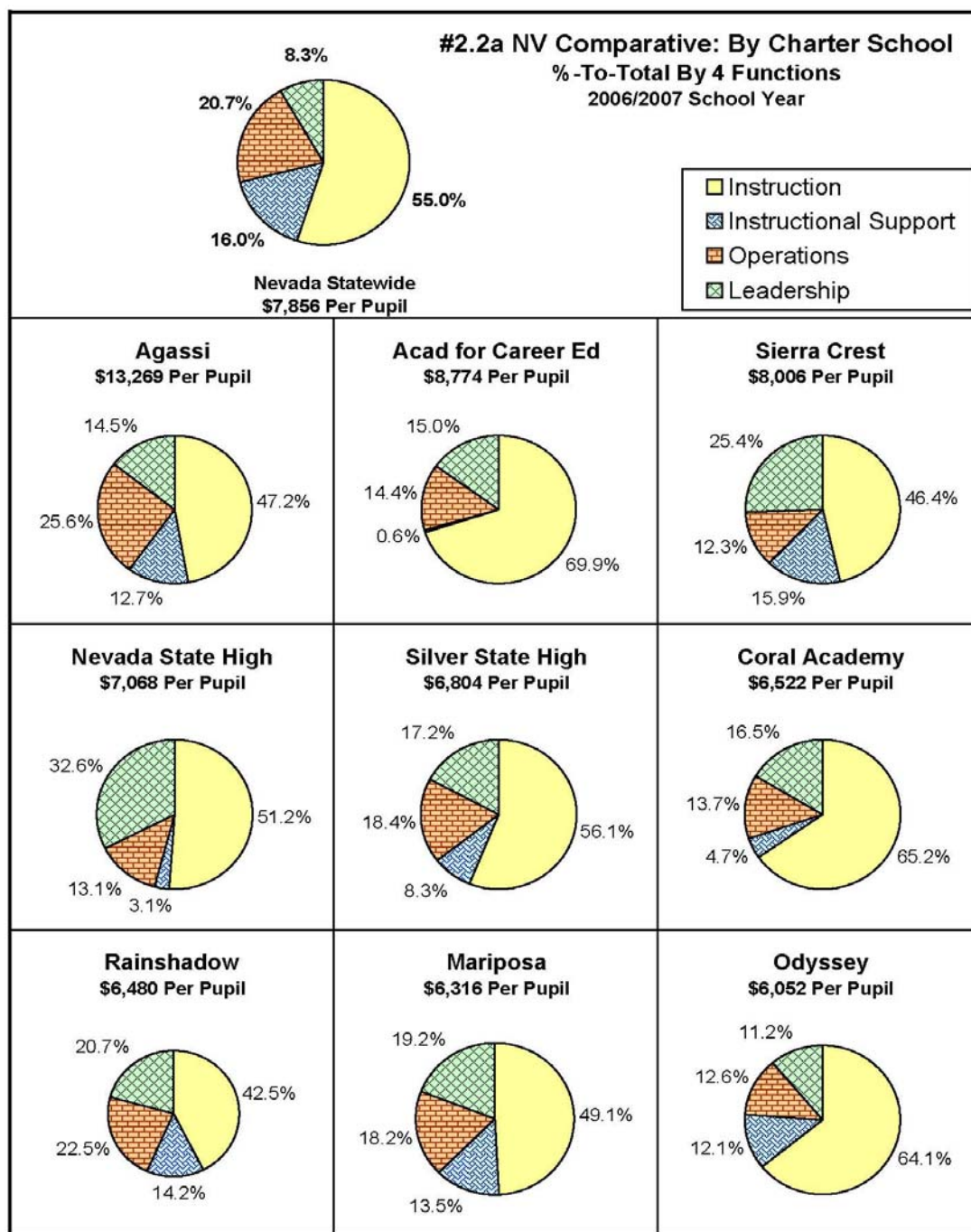
**Note:** The totals for FY 2007-2008 and FY 2008-2009 do not include enrollment for the University School for Profoundly Gifted Pupils.



**“Can we change the school hours to 11 a.m. to 11:30 a.m.  
and cut out the homework?”**

Nevada Sixth Grade Student

## Charter Schools—Expenditures Per Pupil



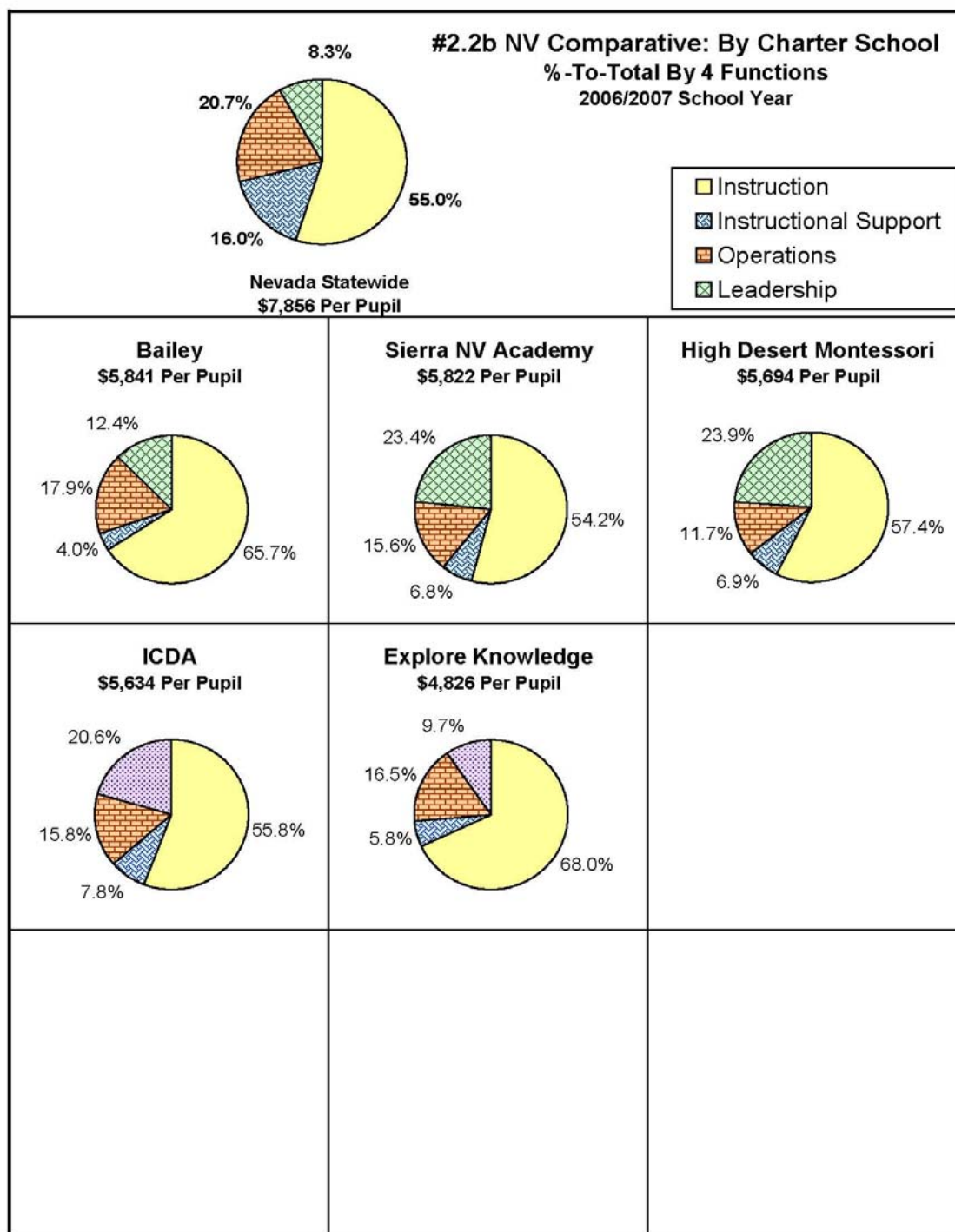
4-COMP-2.2a

In\$ite, U. S. Patent No. 5,991,741

Source: Website: <http://edmin.com>. In\$ite Reports: SY 2006-2007.



## Charter Schools—Expenditures Per Pupil (*continued*)



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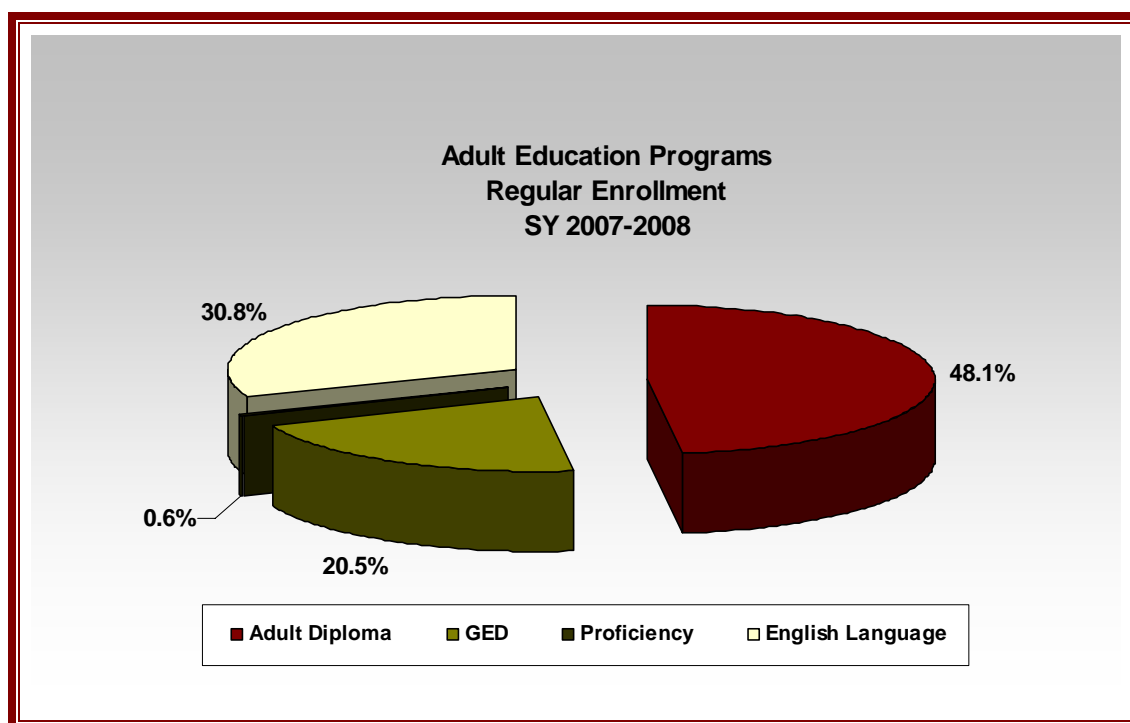
In\$ite, U. S. Patent No. 5,991,741

**Source:** Website: <http://edmin.com>. In\$ite Reports: SY 2006-2007.

## Adult Education Programs—Background and Enrollment

### Adult Education Background

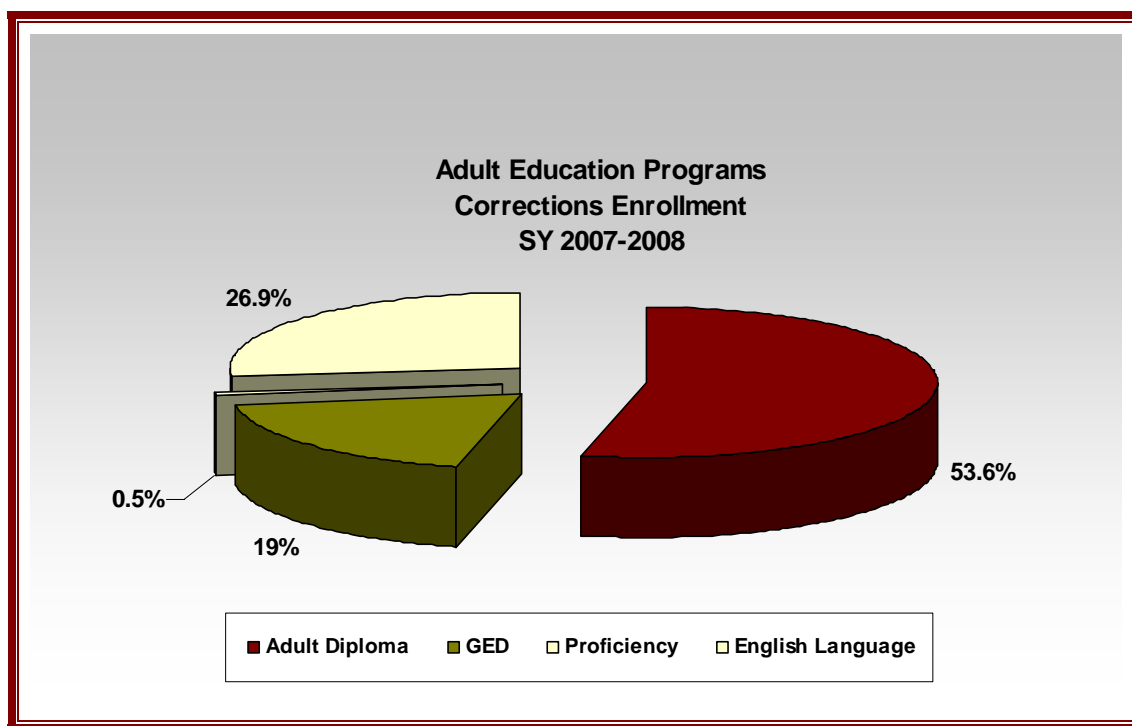
Adult Education Programs cover several distinct programs, including the Adult High School Diploma (AHSD) program for students over 17 years of age (includes prison education programs); Adult Basic Education (ABE) for literacy and English as a Second Language (ESL) classes; General Educational Development (GED) tests for adults to obtain a high school diploma; and alternative education for students at risk of dropping out of high school. The following displays enrollment in the Adult Education Programs for SY 2007-2008.



Enrollment in <u>Regular</u> Adult High School Programs SY 2007-2008		
Type of Program	Number	Percentage
Adult Diploma	10,690	48%
English Language	6,854	31%
GED	4,550	20%
Proficiency	140	1%
<b>TOTAL</b>	<b>22,234</b>	<b>100%</b>

**Source:** Nevada's Department of Education, 2009.

## Adult Education Programs—Background and Enrollment (*continued*)



Enrollment in <u>Corrections</u> Adult High School Programs SY 2007-2008		
Type of Program	Number	Percentage
Adult Diploma	14,774	54%
English Language	7,414	27%
GED	5,245	19%
Proficiency	144	<1%
<b>TOTAL</b>	<b>27,577</b>	<b>100%</b>

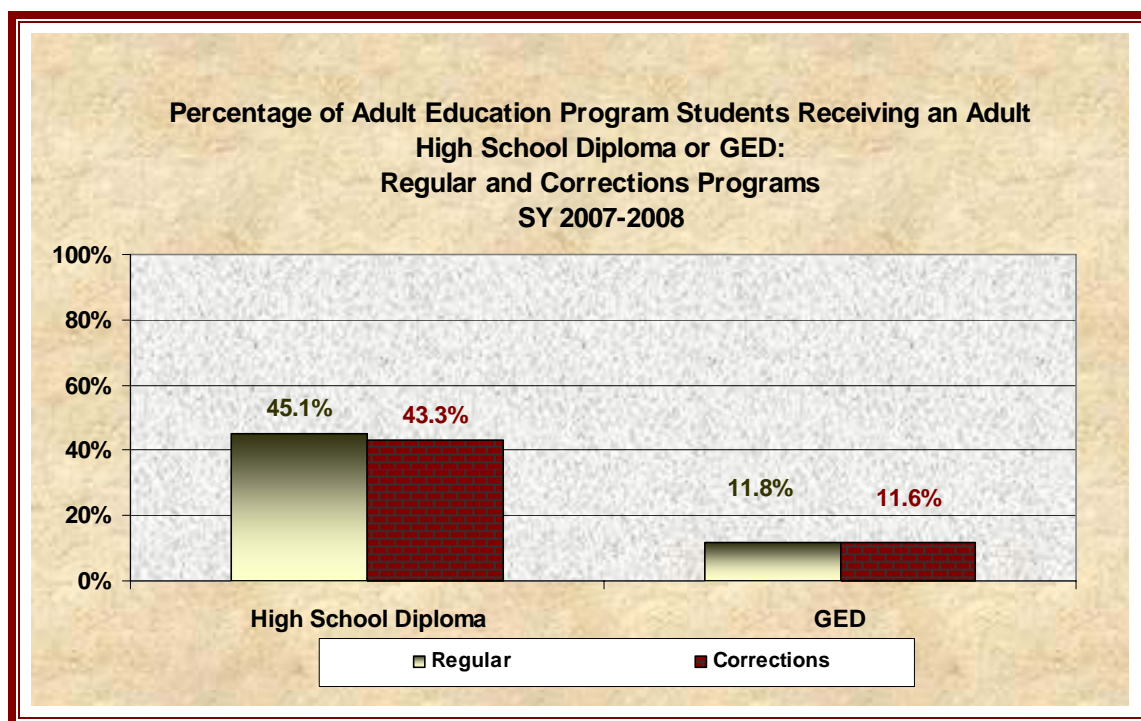
**Source:** Nevada's Department of Education, 2009.



**“I want to be a football player when I grow up  
because one day I want to be famous.”**

Nevada Fifth Grade Student

## Adult Education Programs—Completers



**Source:** Nevada's Department of Education, 2009.



**“I’d like a longer lunch, so I can eat my food and still have enough time to play.”**

Nevada Fifth Grade Student





## *2009 Nevada Education Data Book*

**This publication was compiled by staff of the Nevada Legislative Counsel Bureau (LCB)**

**It is available online at: <http://www.leg.state.nv.us/publications>**

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**Telephone: (775) 684-6825**

**Toll-free from Las Vegas: 486-2626**

**Toll-free from other Nevada areas: (800) 992-0973**

**or**

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