

2007 NEVADA EDUCATION DATA BOOK



PREPARED BY STAFF OF THE:

RESEARCH DIVISION, LEGISLATIVE COUNSEL BUREAU
&
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NEVADA EDUCATION

DATA BOOK

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NEVADA EDUCATION DATA BOOK

Table of Contents

	<u>Page</u>
I. Introduction	1
II. Nevada Plan for School Finance and Education Expenditures	3
Background–The Nevada Plan	3
Nevada Plan Example–Summary	6
School Finance Systems–Fiscal Neutrality	9
Distributive School Account (DSA)–Budgets and Actuals.....	10
Current Expenditures for Public Education, 1993-2004.....	12
Increases in Enrollment vs. Basic Support.....	13
Per Pupil Current Expenditures	14
Per Pupil Revenue Rankings, 2004	15
Per Pupil Expenditures Elementary and Secondary Schools	16
Per Pupil Current Expenditures–Western States.....	17
Per Pupil Spending Rankings, 2004-2005.....	18
In\$ite Financial Analysis System–Expenditures by Function	19
In\$ite Financial Analysis System–by Education Level.....	20
In\$ite Financial Analysis System–Expenditures by Six Programs	21
Revenue Sources–Nevada and Western States	22
Revenue Sources–Federal and Local Sources.....	23
Federal Funding for No Child Left Behind Act	24
Federal Funding for No Child Left Behind Act Percent Change.....	25
Federal Competitive Grants.....	26
Local Government Indebtedness	27
Expenditures–Capital Construction–Western States.....	28
Expenditures Current vs. Total.....	29
Technology Appropriations.....	30
III. Teacher Compensation Data	31
Background–Teacher Salaries	31
Average Teacher Salaries, 2003-2004 (AFT Survey).....	32
Average Teacher Salaries, 2004-2005 (NEA Survey)	33
Average Teacher Salaries–Western States 2004-2005.....	34
Average Annual Salary, Nevada and Western States	34
Salary Increases Funded by the Legislature, 1986-2007.....	35

	<u>Page</u>
Teacher Salary as Percent of Average Annual Pay	36
Average Hourly Earnings: White Collar Professionals, 2005	37
Annual Earnings Compared to Private Sector–Western States.....	38
Performance Pay (A.B. 580)	39
Teacher Signing Bonus.....	40
Teacher Retirement Credits.....	41
Instruction – Salaries	42
Instruction – Benefits	43
 IV. Special Education	 45
Background and History.....	46
Children Served Under IDEA—Western States	47
Special Education Grants–Western States	48
Percent of Individualized Education Plans (IEPs)	49
Special Education Unit Funding, 1996-2007	50
Special Education Unit Funding, 1994-2007	51
Special Education Funding, State vs. Local Sources	52
Special Education Enrollment Growth in Nevada	53
Percentage of Children Served Under IDEA–Nevada	54
Special Education–Out-of-District Placements–Nevada	55
Students Exiting Special Education Programs.....	56
 V. Improving Student Academic Achievement	 57
Background.....	57
Programs for Innovation and the Prevention of Remediation:	
Funding Breakdown	60
Programs for Innovation and the Prevention of Remediation:	
Funding Breakdown by School District	61
Components of No Child Left Behind and Senate Bill 1	62
Adequate Yearly Progress – Designation of Schools.....	64
Annual Measurable Objectives	65
Supplemental Services, 2004-2005 and 2005-2006	66
 VI. Pupil-to-Teacher Ratios	 67
Background.....	67
Pupil-Teacher Ratios–K Through 12–Nevada and Western States	69
Statewide Pupil-Teacher Ratios, 1998-2007	70
CSR Ratios–Kindergarten Through Grade 3	71

	<u>Page</u>
CSR Ratios—Grades 4 Through 12	72
CSR Teachers Hired, SY 2005-2006 and SY 2006-2007	73
CSR Teachers Hired by Grade, by SY (1990-1991 to 2006-2007)	74
Funding for Class-Size Reduction Program	75
Percentage of Self-Contained Classrooms	76
State Special Education Referrals	77
 VII. Demographics	 79
Background.....	79
<i>Student Information:</i>	
Enrollment in Public Schools—Western States	80
Change in School Age Population—Western States.....	81
Enrollment Projections—Western States	82
Public School Enrollment, SY 2005-2006	83
Private School Enrollment, SY 2004-2005	84
Nevada Public School Enrollment 1990-2006	85
Private School Enrollment—Western States.....	86
Public School Membership by Ethnicity.....	87
Limited English Proficient Enrollment	88
Limited English Proficient—Characteristics	89
Public School Enrollment in Nevada, 1999-2006	90
District Enrollments:	
Clark County, 1998-2009	91
Washoe County, 1998-2009	91
Carson, Churchill, Douglas, Elko, Humboldt, Lyon, and Nye Counties, 1998-2009	92
Esmeralda, Eureka, Mineral, Pershing, Storey, and White Pine Counties, 1998-2009	93
Home School Enrollment	94
Student Attendance Rates.....	95
Students Retained in SYs 2003-2006.....	96
Students Eligible for Free or Reduced-Priced Meals.....	97
Drop Out Rates, 1995-2005	98
High School Completion Rates—Western States	99
High School Diplomas by Type 1996-2003.....	100
High School Diplomas—Ethnicity—Western States	101
High School Diplomas—Ethnicity—Nevada	102
Nevada Graduation/Completion Rates, 2004-2005	103

	<u>Page</u>
Freshman Graduation Rates	104
School Safety:	
Size of School Facilities	105
Students Who Felt Unsafe at School–Western States.....	106
Nevada Students Who Feel Safe at School	107
Nevada Students Not Attending School Due to Safety Reasons	108
Nevada Students in a Fight During the Last Year	109
Nevada Students Who Attempted Suicide	110
<i>Educational Personnel:</i>	
Change in Elementary and Secondary Teachers–Western States	111
Number of Teachers in Nevada.....	112
Personnel – Employment Growth–Western States	113
Educational Staff for Selected Categories–Western States.....	114
Personnel – Support Staff.....	115
Nevada Educational Staff–Selected Categories	116
Paraprofessionals Not NCLB Qualified, 2005-2006.....	117
Teachers – Non Highly Qualified	118
Personnel-Administrator Ratios by School Districts	119
National Board Certified Teachers–Western States, 2005-2006	120
Nevada Teacher Attendance Rate, 1997-2006	121
Nevada Teachers Teaching Within License, 1997-2006	122
Licensed Personnel in Nevada School Districts.....	123
Percent of Public Teachers Who Are Men.....	124
VIII. Nevada Statewide Education Proficiency Program	125
Background.....	125
Iowa Test of Basic Skills (ITBS):	
ITBS Nevada Results Reading and Language	128
ITBS Nevada Results Mathematics and Science	129
High School Proficiency Examination (HSPE):	
Statewide HSPE Passing Rates	130
Passing Rates–Special Populations	131
Passing Rates–Ethnicity	132
Passing Rates–Gender	133
Passing Rates–Length of Time in School District.....	134
Writing Assessment History.....	135
Fourth Grade Writing Assessment.....	136
Fifth Grade Writing Assessment.....	137

	<u>Page</u>
Eighth Grade Writing Assessment	138
Eleventh Grade Writing Assessment	139
American College Testing (ACT)–Nevada	140
ACT Scores for Western States.....	141
ACT Scores for Nevada and the United States	142
ACT Average Scores by Level of Academic Preparation	143
Scholastic Assessment Test (SAT)–Nevada	144
SAT Scores for Nevada and the United States	145
SAT Scores for Western States–Verbal and Mathematics.....	146
Preliminary SAT–Nevada and National Scores	147
National Assessment of Educational Progress (NAEP):	
Fourth and Eighth Grade Mathematics	148
Fourth and Eighth Grade Reading.....	149
Fourth and Eighth Grade Science.....	150
Eighth Grade Writing	151
Testing Irregularities in Nevada’s Schools	152
Number of Testing Incidents in Nevada Schools.....	153
Criterion-Referenced Tests (CRT):	
Third, Fifth, and Eighth Grade CRT Levels	154
Third, Fifth, and Eighth Grade Proficiency by Ethnicity.....	155
Third, Fifth, and Eighth Grade Proficiency by Gender.....	156
Third, Fifth, and Eighth Grade CRT by Special Population.....	157
Nevada Proficiency Examination Program.....	158
IX. Professional Development for Educational Personnel.....	159
Background.....	159
Funding for RPDPs.....	161
Teacher and Administrator Participation in RPDPs.....	162
Percent of Concentration of RPDPs–Training for Teachers	163
Evaluating RPDPs:	
Teacher Ratings.....	164
Northeastern RPDP	165
Northwestern RPDP	166
Southern RPDP.....	167
Western RPDP.....	168
X. Higher Education.....	169
Background.....	169
Residents over 25 with a Bachelor’s Degree–Western States	171

Educational Attainment of Population Over 25 in Nevada and U.S....	172
Measuring Up 2006 State Report Card:	
Preparation.....	173
Participation.....	174
Affordability	175
Completion	176
Benefits.....	177
Advanced Placement & Gifted Programs–Western States	178
Advanced Placement Examination (AP):	
Participation and Scoring	179
NSHE College Continuation Rate	180
College Continuation Rates–Western States and U.S.....	181
Postsecondary Enrollment of Nevada Graduates	182
Governor Guinn Millennium Scholarship Program	183
Millennium Scholarship Program–Eligibility and Utilization	184
Millennium Scholarship Program–Maintaining Eligibility	185
NSHE Remediation Rates–Recent Nevada Graduates.....	186
NSHE Remediation Rates–Percent Change	187
NSHE Historical Fall Head Count	188
Student Profile	189
Student Profile by Undergraduate Enrollments	190
Historical Tuition and Fees	191
Appropriations for Higher Education.....	192
Associate Degree Trends–Western States.....	193
Baccalaureate Degree Trends–Western States	194
Faculty and Student Ethnicity	195
NSHE Faculty Race/Ethnicity.....	196
XI. Miscellaneous Programs	197
Background.....	197
Adult and Alternative Education	198
Adult High School Diploma Program	199
Adult High School Diploma Program–Corrections	200
Charter Schools:	
Charter Schools in Western States	201
Enrollment in Nevada Charter Schools, 1999-2007	202
Statewide Charter School Enrollment, 1999-2007	203
Per-Pupil Expenditures, 2004-2005	204
Early Childhood:	
Grant Funding–Nevada	205
Participation and Characteristics–Nevada.....	206

Ethnicity of Participants–Nevada..... 207

Language of Participants–Nevada..... 208

Outcome Indicators–Pre- Post-Test Gains 209

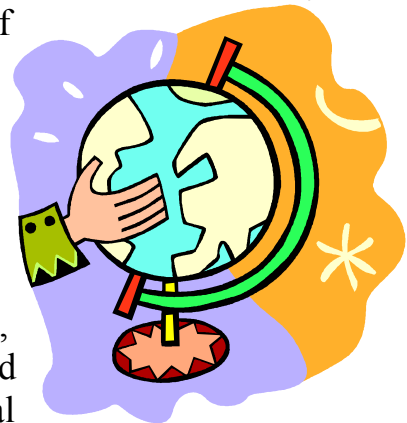
Status of Children Not Participating 210

INTRODUCTION

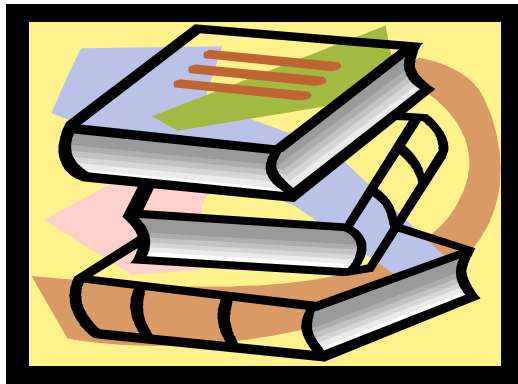
The material contained with this data book represents a compilation of sources that are of potential use to state and local policymakers. The concept for this document was the brain child of the late Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau.

The document is organized into sections reflecting topics and programs that have been a continuing source of legislative inquiry. Major sections include those pertaining to school finance, teacher salary data, and statewide student testing. There is also an extensive section describing past, current, and projected demographic characteristics of the education system. The report also contains detailed fiscal and program information with regard to special education, academic achievement programs, professional development for educational personnel, adult and alternative education, charter schools, and early childhood education. A separate section of key information concerning higher education also is included.

As a rule, the sections present information concerning the state as a whole, district level information, and, when available, comparisons with the other ten western states surrounding Nevada. The data were selected and compiled by the staff of the Legislative Counsel Bureau's Fiscal Analysis Division and the Research Division. As a point of caution, it should be noted that many of the statistics were extracted from other more detailed sources. It is likely that the programs described in the document have other reports and data available. In addition, information contained in many of these charts and graphs is updated periodically. By necessity, this report represents a snapshot in time, listing the most current data that could be identified with regard to the selected topics. Often, additional information and more up-to-date statistics will become available, and those using the document are cautioned to seek revised information from the cited sources. To assist legislators, legislative staff will update this information as needed.



The major sources of statistics used for this report include various documents prepared by the Nevada Department of Education, the U.S. Department of Education's National Center for Education Statistics, and In\$ite financial data prepared for Nevada. Other sources include numerous internal reports and surveys conducted by legislative staff in support of the work of the Legislative Committee on Education.



II. NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

The *Nevada Plan* is the means used to finance elementary and secondary education in the State's public schools. The State develops a guaranteed amount of funding for each of the local school districts, and the revenue, which provides the guaranteed funding, is derived both from State and local sources. On average, this guaranteed funding contributes approximately 75 to 80 percent of school districts' general fund resources. Nevada Plan funding for the districts consists of State support received through the Distributive School Account¹ (DSA) and locally collected revenues from the 2.25-cent Local School Support Tax (LSST) (sales tax) and 25 cents of the Ad Valorem Tax (property tax).

To determine the level of guaranteed funding for each district, a Basic Per-Pupil Support Rate is established. The rate is determined by a formula that considers the demographic characteristics of the school districts. In addition, transportation costs are included using 85 percent of the actual historical costs adjusted for inflation according to the Consumer Price Index. A Wealth Adjustment, based on a district's ability to generate revenues in addition to the guaranteed funding, is also included in the formula.

Each district then applies its Basic Per-Pupil Support Rate to the number of students enrolled. The official count for apportionment purposes is taken in each district on the last day of the first school month. The number of kindergarten children and disabled 3- and 4-year-olds is multiplied by 0.6 percent and added to the total number of all other enrolled children, creating the Weighted Enrollment. Each district's Basic Per-Pupil Support Rate is multiplied by its Weighted Enrollment to determine the guaranteed level of funding, called the Total Basic Support.

¹ The Distributive School Account is financed by legislative appropriations from the State General Fund and other revenues, including a 2.25-cent tax on out-of-state sales, an annual slot machine tax, mineral land lease income, interest from investments of the Permanent School Fund, and a portion of estate taxes collected.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

To protect districts from decreases in enrollment, *Nevada Revised Statutes* contains a “hold harmless” provision. The guaranteed level of funding is based on the higher of the current or the previous two years’ enrollment.

An additional provision assists school districts that experience significant growth in enrollment within the school year. If a district grows by more than 3 percent but less than 6 percent after the second school month, a growth increment consisting of an additional 2 percent of basic support is added to the guaranteed level of funding. If a district grows by more than 6 percent, the growth increment is 4 percent.

Special Education is funded on a “unit” basis, with the amount per unit established by the Legislature. A “unit” includes the full-time services of licensed personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education. Special education unit funding is provided in addition to the Basic Per-Pupil Support Rate.

The *difference* between total guaranteed support and local resources is state aid, which is funded by the DSA. Revenue received by the school district from the 2.25 percent LSST and 25 cents of the property tax is deducted from the school district’s Total Basic Support Guarantee to determine the amount of state aid the district will receive. If local revenues from these two sources are less than anticipated, state aid is increased to cover the total guaranteed support. If these two local revenues come in higher than expected, state aid is reduced.

In addition to revenue guaranteed through the Nevada Plan, school districts receive other revenue considered “outside” the Nevada Plan. Revenues outside the formula, which are not part of the guarantee but are considered when calculating each school district’s relative wealth, include the following: 50 cents of the Ad Valorem tax on property; the share of basic

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

government services tax distributed to school districts; franchise tax; interest income; tuition; unrestricted federal revenue, such as revenue received under P. L. 81-874 in lieu of taxes for federally impacted areas; and other local revenues.

In addition to revenues recognized by the Nevada Plan, school districts receive “categorical” funds from the State, Federal Government, and private organizations that may only be expended for designated purposes. Examples include the State-funded Class-Size Reduction program, Early Childhood Education, remediation programs, and student counseling services. Federally funded programs include the Title I program for disadvantaged youngsters, No Child Left Behind Act, the National School Lunch program, and Individuals with Disabilities Education Act (IDEA). Categorical funds must be accounted for separately in special revenue funds. Funding for capital projects, which may come from the sale of general obligation bonds, “pay-as-you-go” tax levies or fees imposed on the construction of new residential units are also accounted for in separate funds (Capital Projects Fund, Debt Service Fund).

Source: Fiscal Analysis Division, Legislative Counsel Bureau

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

To understand how the system works, follow the steps in the example beginning on the following page. The count of pupils for apportionment purposes (1) is the number of children enrolled on the last day of the first school month in regular or special education programs, except that each kindergarten pupil and disabled or gifted and talented child under the age of five is counted as six-tenths of a pupil. In instances of declining enrollment, the higher of the current or previous two years' enrollment is used. This weighted enrollment figure is multiplied by the basic per-pupil support guarantee for the school district for that school year (2) to determine the school district's guaranteed basic support (3). Next, the number of state-supported special education units maintained and operated by the district that year is multiplied by the amount per program unit established for that school year (4), and the product is added to basic support to obtain the school district's total guaranteed basic support (5). This product is the amount of funding guaranteed to the school district from a combination of state and local funds.

Revenue received by the school district from the 2.25 percent LSST and 25 cents of the property tax (6) is deducted from the school district's total guaranteed basic support to determine the amount of state aid the district will receive (7). If local revenues from these two sources are less than anticipated, state aid is increased to cover the total basic support guarantee. If these two local revenues come in higher than expected, state aid is reduced. The difference between total guaranteed support and local resources is state aid, and it is funded by the DSA.

An amount for any specific programs, funded by the Legislature through the DSA, is added to a school district's total state aid to determine the total amount of revenue the school district will receive from the DSA (9).

Sources of revenue "outside" the formula are summed (15) and are added to total guaranteed support (5) and the amount provided for Adult High School Diploma programs and other legislatively approved programs (8), to determine the school district's total available resources (16).

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

The following example illustrates the guaranteed funding process based on the revenue of a hypothetical district and, in addition, shows other revenue outside of the guarantee, making up the total resources included in an operating budget.

Basic Support Guarantee

1. Number of Pupils (Weighted Enrollment ²)	8,000
2. x Basic Support Per Pupil	\$ <u>4,700</u>
3. = Guaranteed Basic Support	\$ 37,600,000
4. + Special Education Allocation (65 units @ \$32,000 per unit)	\$ <u>1,820,000</u>
5. = Total Guaranteed Support	\$ 39,420,000
6. - Local Resources	
2.25-cent Local School Support (sales) Tax	(\$ 15,540,000)
25-cent Ad Valorem (property/mining) Tax	<u>(\$ 4,600,000)</u>
7. = State Responsibility	\$ 19,280,000
8. + Adult High School Diploma Funding	\$ <u>35,000</u>
9. = Total Revenue from Distributive School Account	\$ 19,315,000

(Continued)

² Weighted Enrollment includes six-tenths of the count of pupils enrolled in kindergarten, six-tenths of the count of disabled 3- and 4-year-olds, a full count of pupils enrolled in grades 1 through 12, and a full count of disabled minors age 5 and over receiving special education.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

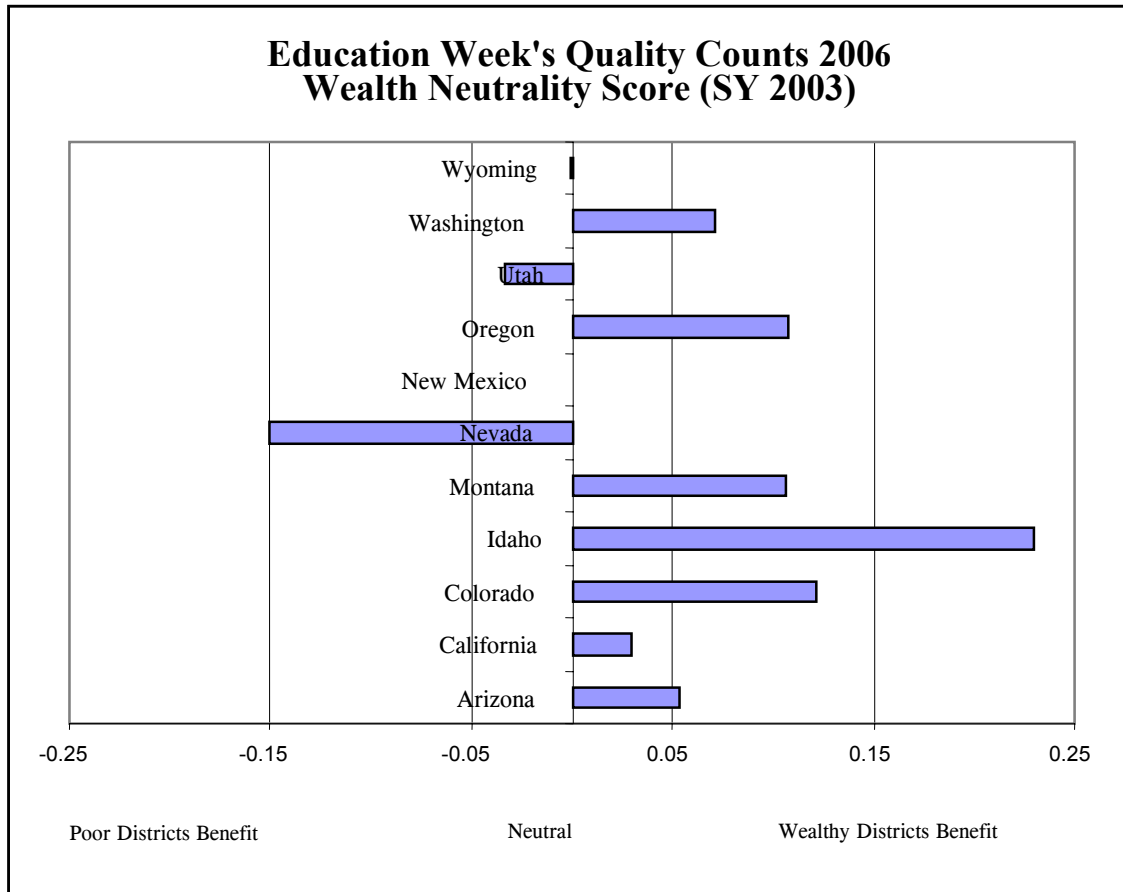
Resources in Addition to Basic Support:

10. 50-cent Ad Valorem (property) Tax	\$ 9,200,000
11. Motor Vehicle Privilege Tax	1,700,000
12. Federal Revenues (Unrestricted)	150,000
13. Miscellaneous Revenues	10,000
14. Opening Fund Balance	<u>2,000,000</u>
15. Total Resources in Addition to Basic Support	<u>\$13,060,000</u>
16. Total Resources Available (Add lines 5, 8, and 15)	\$52,515,000



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

SCHOOL FINANCE SYSTEMS – FISCAL NEUTRALITY



Source: Education Week. Quality Counts 2006, January 2006, from the United States Census Bureau's Public Elementary-Secondary Education Finance Data for 2003.

Note: Wealth neutrality = 0. In states with positive scores, total funding increased as district income increased; in states with negative scores, total funding increased as district income decreased. The fiscal neutrality score (which controls for cost and need) is the elasticity of total funding per weighted pupil relative to income per weighted pupil.

Nevada Plan for School Finance and Education Expenditures

DSA — Budgets & Actuals

DISTRIBUTIVE SCHOOL ACCOUNT FY96 THROUGH FY01 ACTUAL EXPENDITURES

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1995-96	Actual 1996-97	Actual 1997-98	Actual 1998-99	Actual 1999-00	Actual 2000-01
Paid Weighted Enrollment	255,264	271,843	286,084	300,567	315,489	328,867
Change in Enrollment	5.57%	6.49%	5.24%	5.06%	4.96%	4.24%
Basic Support	\$3,497	\$3,620	\$3,698	\$3,804	\$3,802	\$3,815
Total Basic Support	\$892,534,627	\$984,093,238	\$1,058,278,275	\$1,143,217,908	\$1,199,526,708	\$1,254,675,975
Change in Total Basic Support	11.11%	10.26%	7.54%	8.03%	4.93%	4.60%
Class Size Reduction					\$82,900,043	\$86,880,711
Special Education	\$46,687,624	\$50,419,819	\$54,723,344	\$58,981,824	\$62,985,218	\$67,330,199
Special Units/Gifted & Talented					\$140,256	\$112,020
Adult Diploma	\$9,022,637	\$9,646,657	\$10,818,149	\$12,010,785	\$12,851,826	\$13,736,786
School Improvement Programs:						
Remediation					\$4,278,000	\$3,914,030
Professional Development					\$3,500,000	\$3,500,000
Student Assessments					\$1,200,000	\$1,200,000
School Lunch Program State Match						
NV Early Literacy Program						
Special Funding*:						
Net Proceeds Tax Advance					\$3,687,525	
SMART Student Records Sys.					\$2,000,000	\$1,993,734
Education Technology					\$1,526,532	\$2,645,791
Distance Education/Satellite Downlink					\$400,000	\$400,000
School-to-Careers					\$1,000,000	\$1,000,000
Early Childhood Education					\$500,000	\$498,961
At-Risk Retirement Credit						
High Impact Retirement Credit						
Special Student Services-Counseling					\$850,000	\$850,000
Bonus Growth Payments		\$72,015		\$21,543	\$43,296	\$70,195
Special Transportation	\$31,385	\$54,872	\$46,753	\$60,039	\$44,675	\$74,170
Retired Employee Group Ins.						
Eureka Co Adjustment	(\$136,919)	(\$141,490)	(\$147,016)	(\$149,232)	(\$792,419)	(\$1,021,651)
Non-traditional students					\$8,261	\$43,424
Emergency Financial Aid - Mineral Co.	\$428,003					
Prior Year Payments Adj.				\$334,370		
Total Requirements	\$948,567,357	\$1,044,145,111	\$1,123,719,505	\$1,214,477,237	\$1,376,649,921	\$1,437,904,345
Less:						
Local School Support Tax	(\$449,087,725)	(\$492,501,929)	(\$509,494,808)	(\$560,180,959)	(\$604,132,388)	(\$636,032,731)
25 Cent Property Tax	(\$77,410,458)	(\$84,989,673)	(\$93,284,659)	(\$102,529,456)	(\$114,935,803)	(\$124,396,459)
Eureka Co Adjustment	\$2,500,022	\$2,255,714	\$2,137,237	\$1,745,240	\$1,460,611	\$1,603,301
State Share	\$424,569,196	\$468,909,223	\$523,077,275	\$553,512,062	\$659,042,341	\$679,078,456
General Fund Appropriation	\$362,673,057	\$423,104,047	\$432,357,623	\$440,330,443	\$545,989,329	\$564,375,447
Interim Finance Allocation						
Annual Slot Tax	\$34,736,745	\$35,668,418	\$35,405,167	\$37,421,958	\$38,260,686	\$39,718,125
Investment Income	\$3,728,804	\$2,967,446	\$6,016,597	\$3,419,491	\$3,744,429	\$7,256,488
Mineral Land Lease	\$5,793,503	\$5,796,930	\$5,128,231	\$2,838,971	\$2,412,306	\$3,000,487
Out-of-State Sales Tax	\$44,623,979	\$50,516,093	\$56,879,469	\$65,365,286	\$62,402,171	\$64,081,112
Trans from School Improvement					\$13,891,737	\$16,767,624
Reimbursement						
Fiscal Relief Payments (PL 108-27)						
Balance From Previous Year		\$27,005,168		\$11,701,598		\$7,643,116
Prior Year Refunds	\$18,276	\$42,156	\$76,437	\$46,609	\$25,991	\$157,415
Transfer Appropriation						
Total	\$451,574,364	\$545,100,258	\$535,863,524	\$561,124,356	\$666,726,649	\$702,999,814
Bal. Forward to New Yr	\$27,005,168		Bal. Forward to New Yr.	\$11,701,598	Bal. Forward to New Yr.	\$7,643,116
Revert to General Fund			Revert to General Fund		Revert to General Fund	
Balance		\$76,191,035	\$1,084,651	\$7,612,294	\$41,192	\$23,921,358

* Special funding was not included in DSA until the 1999 Legislative Session.

Nevada Plan for School Finance and Education Expenditures

DSA — Budgets & Actuals

DISTRIBUTIVE SCHOOL ACCOUNT FY02 THROUGH FY06 ACTUAL AND FY07 PROJECTED

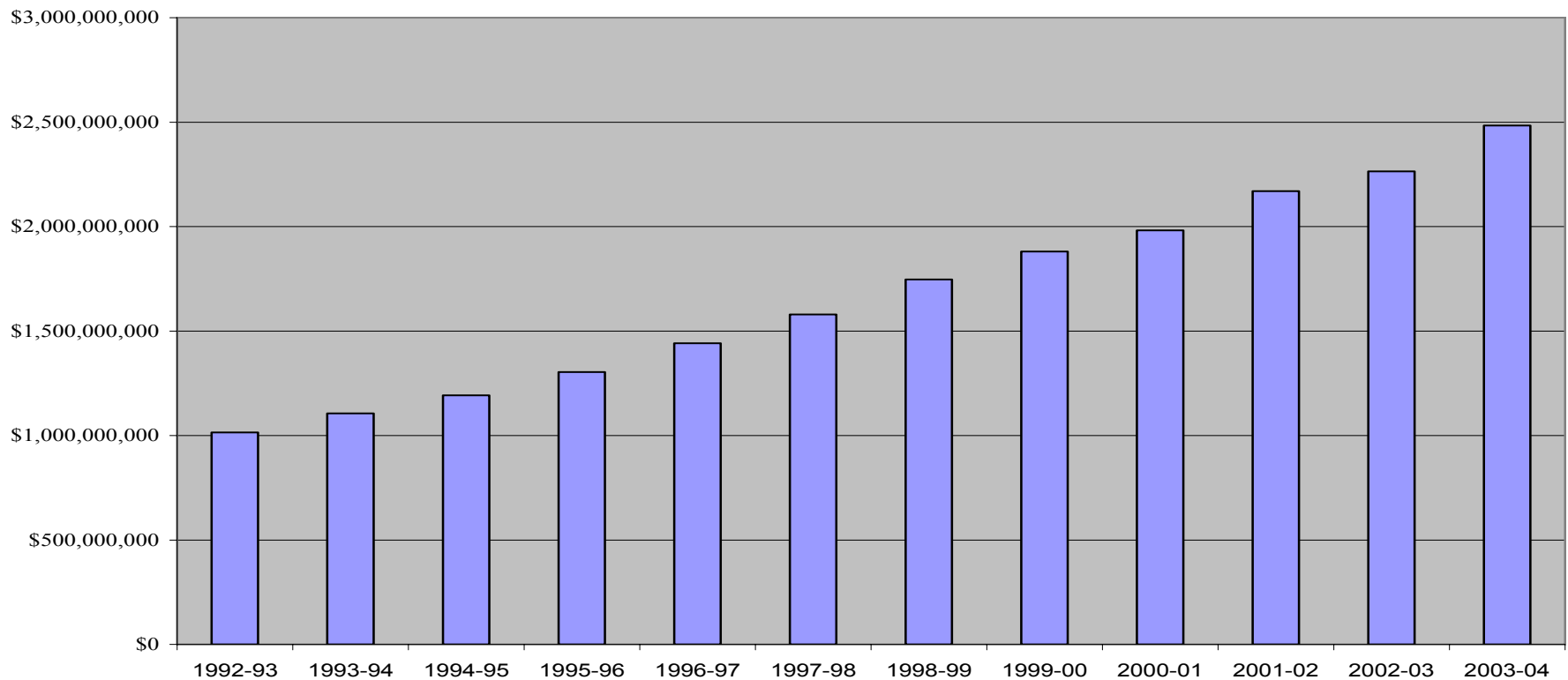
DISTRIBUTIVE SCHOOL ACCOUNT	Actual 2001-02	Actual 2002-03	Actual 2003-04	Actual 2004-05	Actual 2005-06	Projected 2006-07
Paid Weighted Enrollment	344,765	358,641	373,498	387,834	400,101	412,297
Change in Enrollment	4.83%	4.02%	4.14%	3.84%	3.16%	3.05%
Basic Support	\$3,921	\$3,987	\$4,298	\$4,433	\$4,490	\$4,702
Total Basic Support	\$1,351,677,697	\$1,429,955,586	\$1,605,345,160	\$1,719,363,163	\$1,796,267,717	\$1,938,622,374
Change in Total Basic Support	7.73%	5.79%	12.27%	7.10%	4.47%	7.93%
Class Size Reduction	\$91,822,619	\$99,714,942	\$108,937,389	\$117,142,553	\$125,552,187	\$137,922,619
Special Education	\$72,004,752	\$76,868,063	\$83,185,765	\$87,866,444	\$97,617,555	\$103,715,266
Special Units/Gifted & Talented	\$116,971	\$90,336	\$39,777	\$129,848	\$169,264	\$250,676
Adult Diploma	\$14,671,612	\$15,503,943	\$16,926,568	\$17,843,596	\$18,430,209	\$21,500,951
School Improvement Programs:						
Remediation	\$5,710,014	\$5,993,565	\$3,008,209	\$8,380,661	\$6,818,788	\$7,089,336
Professional Development	\$4,695,530	\$4,540,073	\$8,711,348	\$9,403,429	\$10,329,114	\$10,513,671
Student Assessments						
School Lunch Program State Match					\$588,732	\$588,732
NV Early Literacy Program	\$4,431,127	\$3,457,151	**	**	**	**
Special Funding*:						
Net Proceeds Tax Advance						
SMART Student Records Sys.						
Education Technology						
Distance Education/Satellite Downlink						
School-to-Careers	\$500,000					
Early Childhood Education	\$2,595,583	\$3,500,000	\$2,896,583	\$2,896,583	\$3,032,172	\$3,152,479
At-Risk Retirement Credit			\$2,689,206	\$7,044,149	\$11,141,975	\$23,430,629
High Impact Retirement Credit				\$5,732,643	\$6,976,617	\$12,156,733
Special Student Services-Counseling	\$850,000	\$850,000	\$850,000	\$850,000	\$850,000	\$850,000
Bonus Growth Payments	\$67,571	\$184,015	\$156,498	\$167,352	\$63,929	
Special Transportation	\$47,715	\$80,719	\$81,663	\$89,471	\$112,012	\$112,012
Retired Employee Group Ins.			\$2,704,730	\$7,912,640	\$8,391,659	\$15,171,421
Eureka Co Adjustment	(\$1,141,107)		(\$1,046,942)	(\$1,006,229)	(\$1,773,310)	
Non-traditional students	\$53,444	\$59,759	\$68,635	\$63,663	\$68,063	
Emergency Financial Aid - Mineral Co.						
Prior Year Payments Adj.				(\$15,197)	(\$102,720)	
Total Requirements	\$1,548,103,528	\$1,640,798,152	\$1,834,554,589	\$1,983,864,769	\$2,084,533,963	\$2,275,076,899
Less:						
Local School Support Tax	(\$644,428,774)	(\$686,820,222)	(\$785,709,334)	(\$907,257,718)	(\$986,785,530)	(\$1,033,164,449)
25 Cent Property Tax	(\$131,974,493)	(\$144,944,838)	(\$157,931,475)	(\$173,825,735)	(\$197,524,650)	(\$222,834,382)
Eureka Co Adjustment	\$1,355,570		\$1,149,233	\$2,808,569	\$2,794,078	
State Share	\$773,055,831	\$809,033,092	\$892,063,013	\$905,589,885	\$903,017,861	\$1,019,078,068
General Fund Appropriation	\$588,121,907	\$717,889,077	\$746,727,016	\$892,141,890	\$849,687,448	\$963,564,914
Interim Finance Allocation			\$2,704,730			
Annual Slot Tax	\$38,429,229	\$37,151,319	\$36,643,286	\$36,763,773	\$36,757,113	\$37,022,590
Investment Income	\$4,765,750	\$3,838,309	\$3,366,985	\$7,161,655	\$8,281,185	\$4,621,839
Mineral Land Lease	\$3,655,780	\$4,511,684	\$3,531,041	\$5,435,489	\$7,608,185	\$2,746,080
Out-of-State Sales Tax	\$63,841,496	\$63,432,710	\$68,263,920	\$79,429,148	\$94,428,822	\$98,866,977
Trans from School Improvement	\$29,500,000	\$39,979,630	\$12,386,219	\$10,398,748	\$3,335,978	
Reimbursement					\$163,688	
Fiscal Relief Payments (PL 108-27)		\$33,975,577	\$33,975,577			
Balance From Previous Year		\$57,580	\$33,975,577	\$49,511,338		\$97,255,668
Prior Year Refunds	\$947,249	\$383,107	\$1,145,129	\$570,439	\$91,201	
Transfer Appropriation	\$43,852,000	(\$43,852,000)				
Total	\$773,113,411	\$857,366,993	\$942,719,480	\$1,081,412,480	\$1,000,353,620	\$1,204,078,068
	Bal. Forward to New Yr.	Bal. Forward to New Yr.	Bal. Forward to New Yr.	Bal. Forward to New Yr.		
	\$57,580	\$33,975,576	\$49,511,338	\$97,244,558		
		Revert to General Fund	Revert to General Fund	Revert to General Fund	Revert to General Fund	
Balance		\$14,358,325	\$1,145,129	\$175,822,595	\$91,201	\$185,000,000

** Beginning in FY 2004, funding for the Nevada Early Literacy Program was combined into the Professional Development funding.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

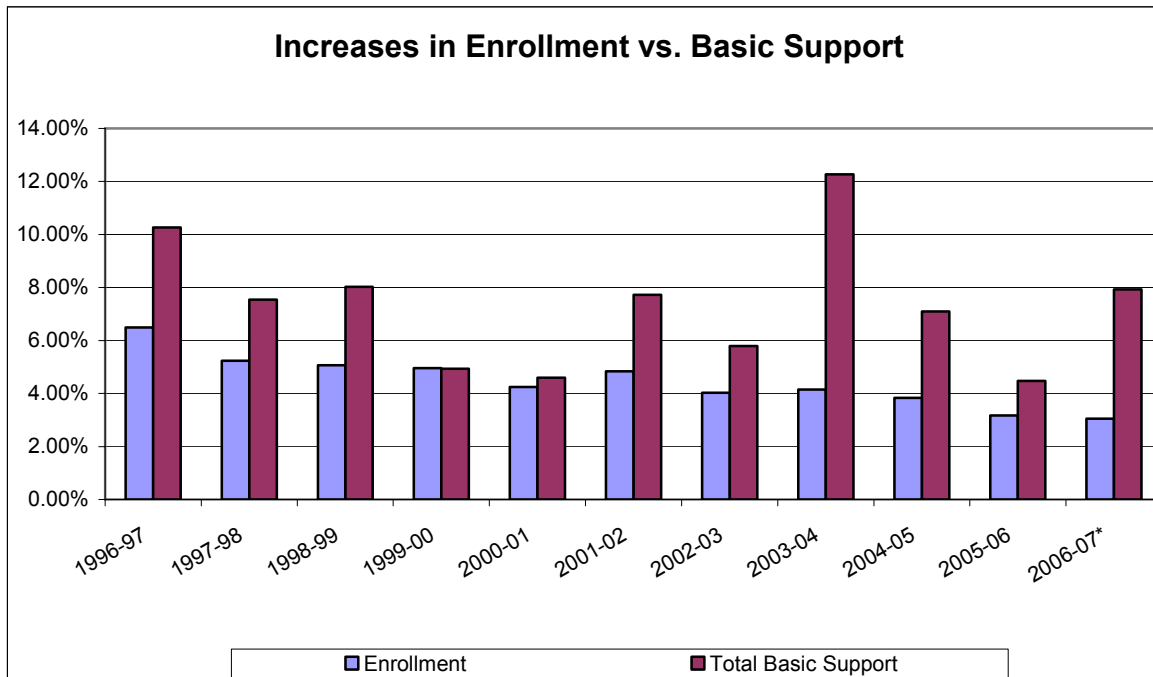
STATE OF NEVADA:
Current Expenditures for Public Elementary and Secondary Education
FY 1993 through 2004



Source: U. S. Census Bureau, "Public Education Finances," 1992-2003. March 2006.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES



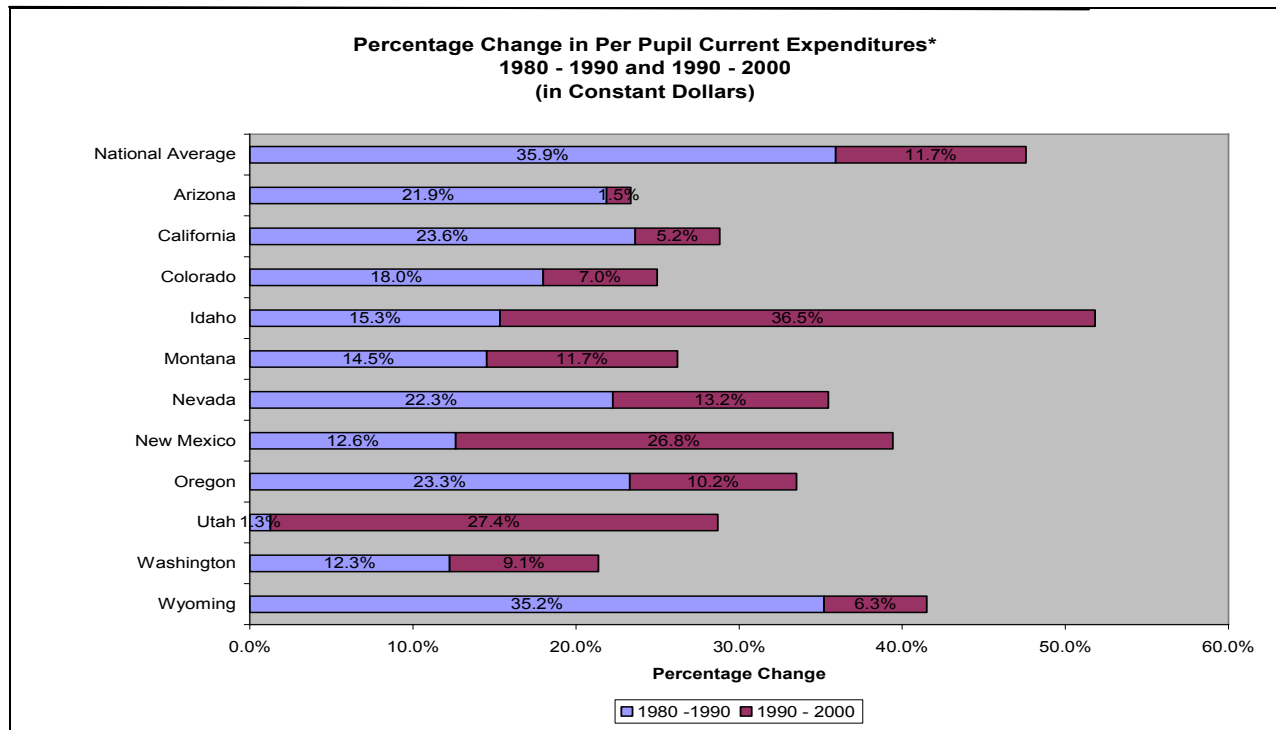
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07*
Enrollment	6.49%	5.24%	5.06%	4.96%	4.24%	4.83%	4.02%	4.14%	3.84%	3.16%	3.05%
Total Basic Support	10.26%	7.54%	8.03%	4.93%	4.60%	7.73%	5.79%	12.27%	7.10%	4.47%	7.93%

Note: 2006-07 reflects current projections.

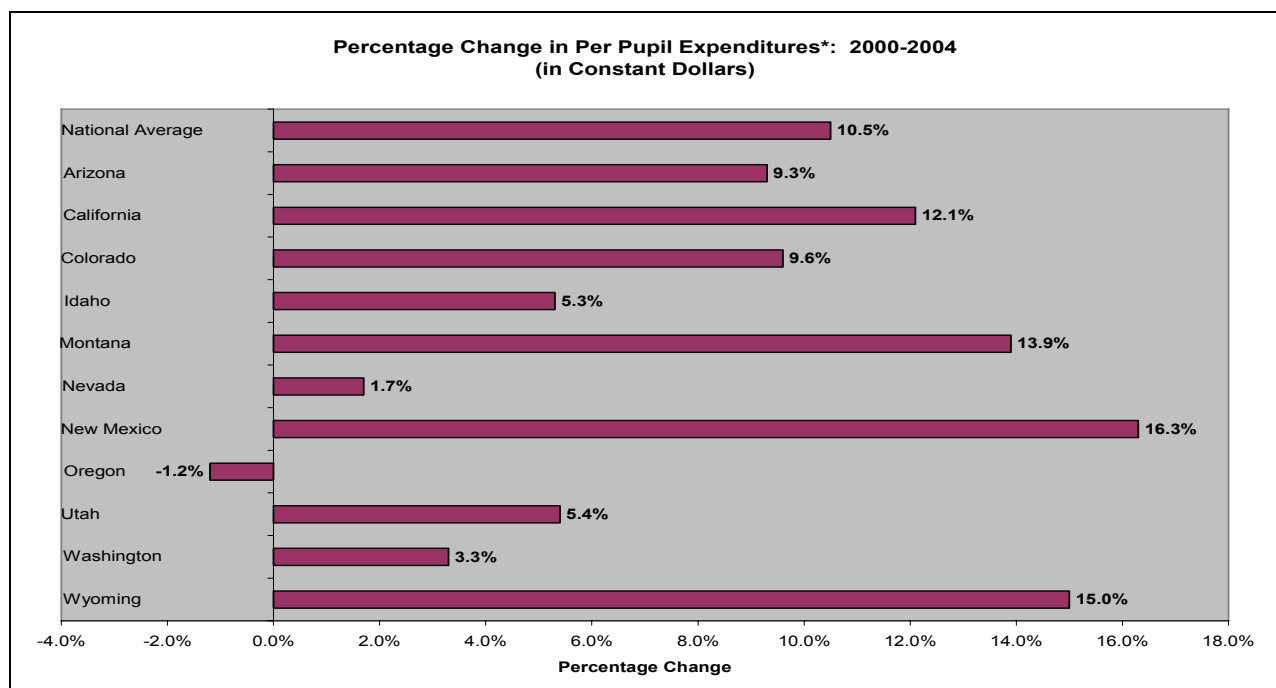
Source: Fiscal Analysis Division, 2006.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES – PER PUPIL



Source: NCES – Digest of Education Statistics: 2005



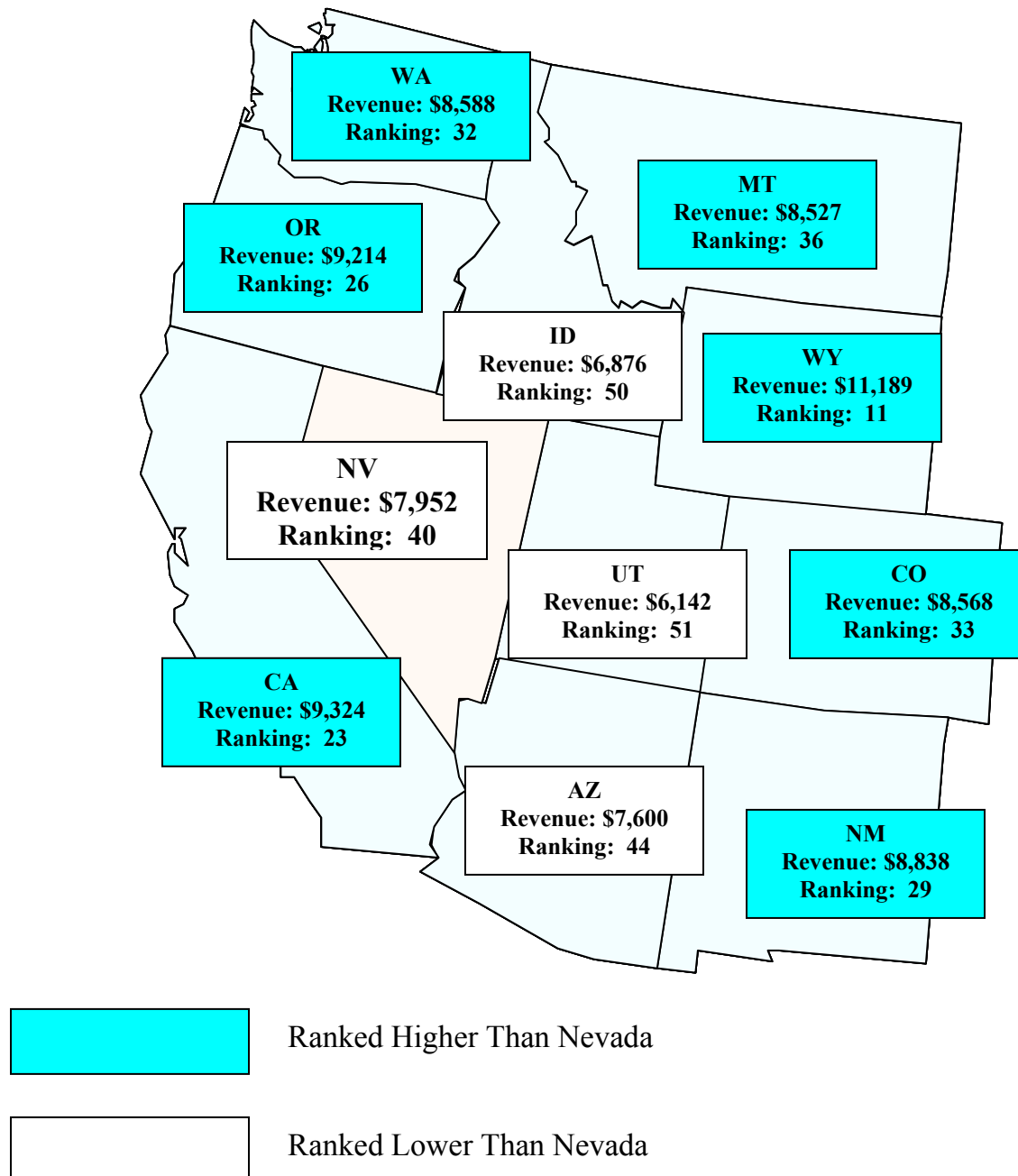
Source: Morgan Quitno *Education State Rankings 2006-2007*

*"Current Expenditures" do not include capital costs, debt service and other related costs.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

REVENUE

Per Pupil Revenue Rankings - 2004

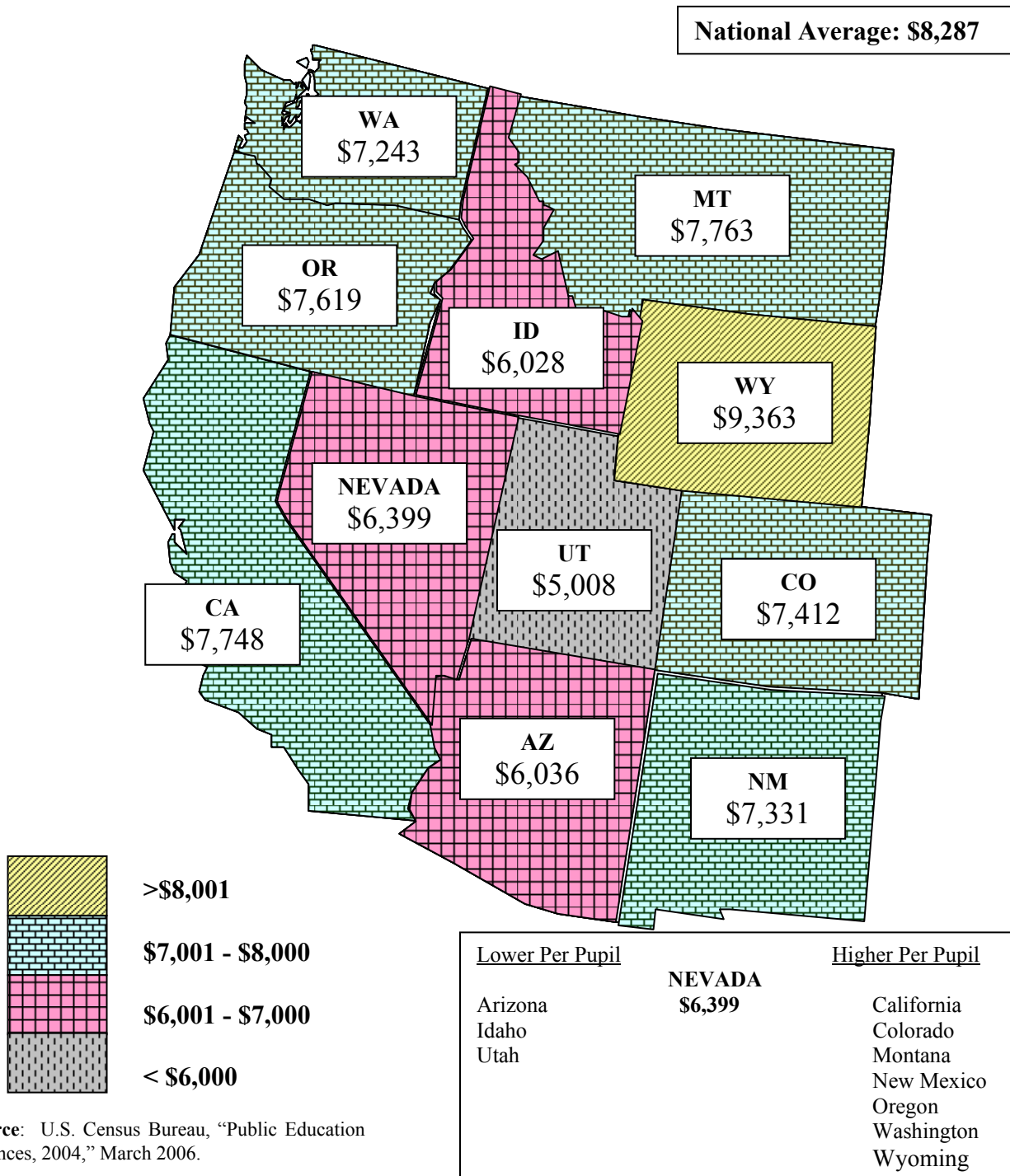


Source: U.S. Census Bureau, "Public Education Finances, 2004," March 2006.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

PER-PUPIL CURRENT EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, SCHOOL YEAR 2003-2004



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

WESTERN STATE COMPARISON PER PUPIL EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS BY FUNCTION – 2003-2004

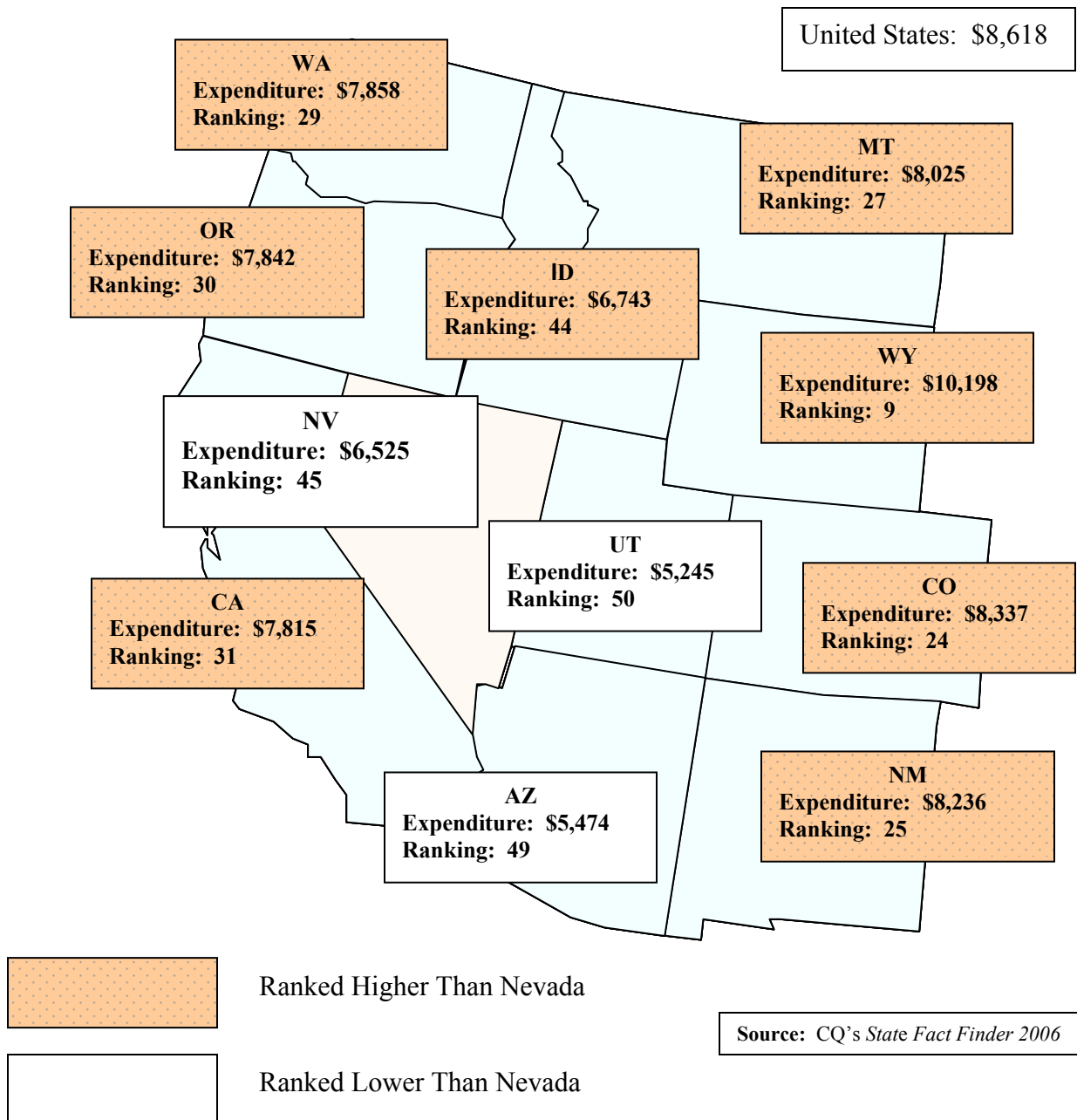
State	Current Per Pupil Expenditures				
	Total	Instruction	Student Support	Operations	Administration
Wyoming	\$9,307	\$6,000	\$551	\$1,684	\$1,072
National Average	\$8,310	\$5,492	\$429	\$1,475	\$914
Montana	\$7,824	\$5,087	\$400	\$1,462	\$875
California	\$7,673	\$5,150	\$343	\$1,231	\$949
Oregon	\$7,618	\$4,819	\$506	\$1,244	\$1,049
New Mexico	\$7,571	\$4,607	\$750	\$1,396	\$818
Colorado	\$7,478	\$4,656	\$334	\$1,206	\$1,282
Washington	\$7,392	\$4,745	\$459	\$1,337	\$851
Nevada	\$6,411	\$4,259	\$246	\$1,079	\$827
Idaho	\$6,166	\$4,060	\$343	\$1,143	\$620
Arizona	\$5,990	\$3,741	\$330	\$1,176	\$743
Utah	\$4,991	\$3,413	\$187	\$924	\$467

Source: U.S. Department of Education, NCES, *Current Expenditures for Public Elementary and Secondary Education: School Year 2003-04*, July, 2006.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

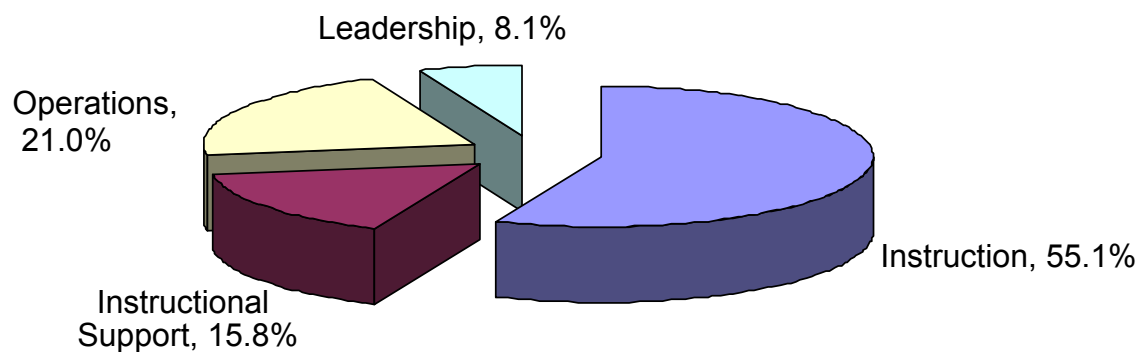
PER PUPIL SPENDING RANKINGS – 2004-2005



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES IN\$ITE FINANCIAL ANALYSIS SYSTEM

**Total Expenditures (All Funding Sources)
By Four Major Functions
(Does Not Include Other Commitments*)
2004-05 School Year**

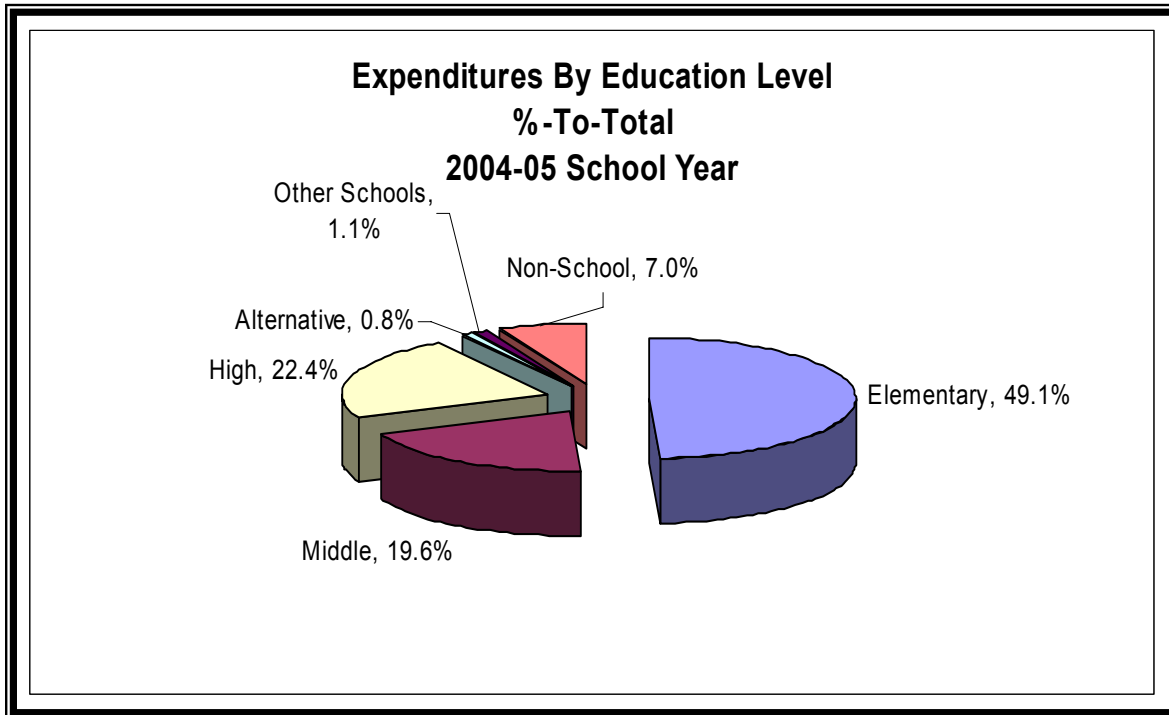


Enrollment:			
339,201			
	Amount	Per Pupil	%-To-Total
Instruction	\$1,463,638,907	\$3,783	55.1%
Instructional Support	\$418,885,946	\$1,083	15.8%
Operations	\$557,665,432	\$1,441	21.0%
Leadership	\$213,951,953	\$553	8.1%
Total Expenditures	\$2,654,142,238	\$6,859	100.0%

Source: EdMin.Com – In\$ite Reports: 2004-05 School Year

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM

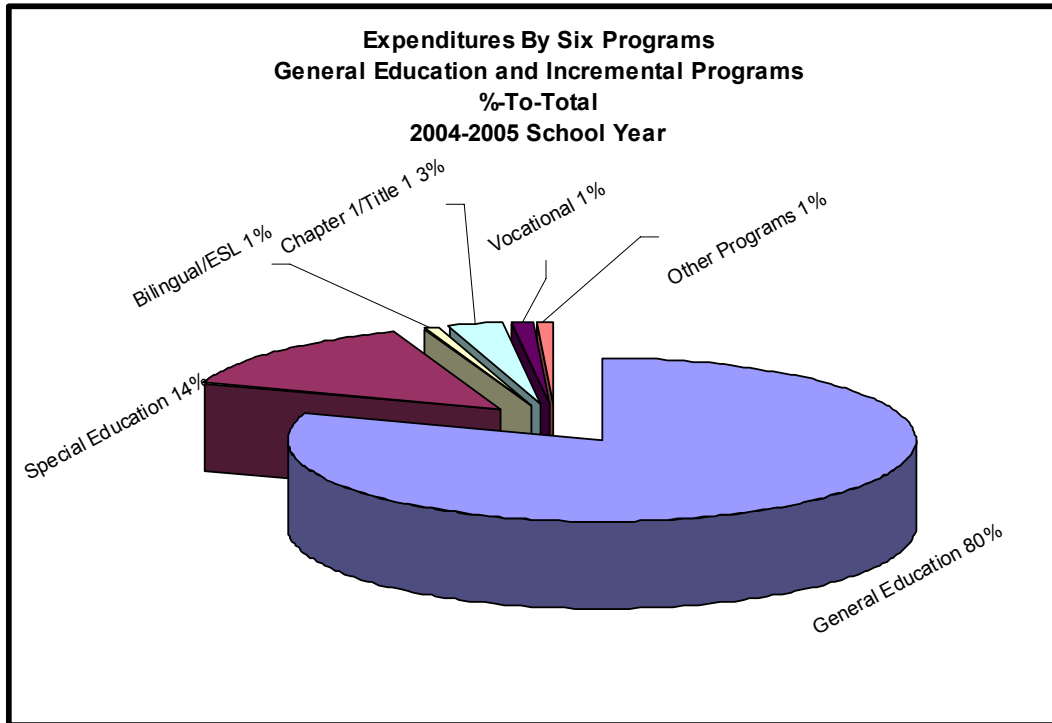


Education Level	Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	186,609	\$1,302,858,361	\$6,982	49.1%
Middle	92,883	\$520,003,241	\$5,598	19.6%
High	103,745	\$595,109,998	\$5,736	22.4%
Alternative	2,948	\$21,707,599	\$7,364	0.8%
Other Schools	758	\$29,355,611	N/A	1.1%
Non-School	N/A	\$185,107,427	N/A	7.0%
Total	386,943	\$2,654,142,237	\$6,859	100.0%

Source: EdMin.Com – In\$ite Reports: 2004-05 School Year.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM



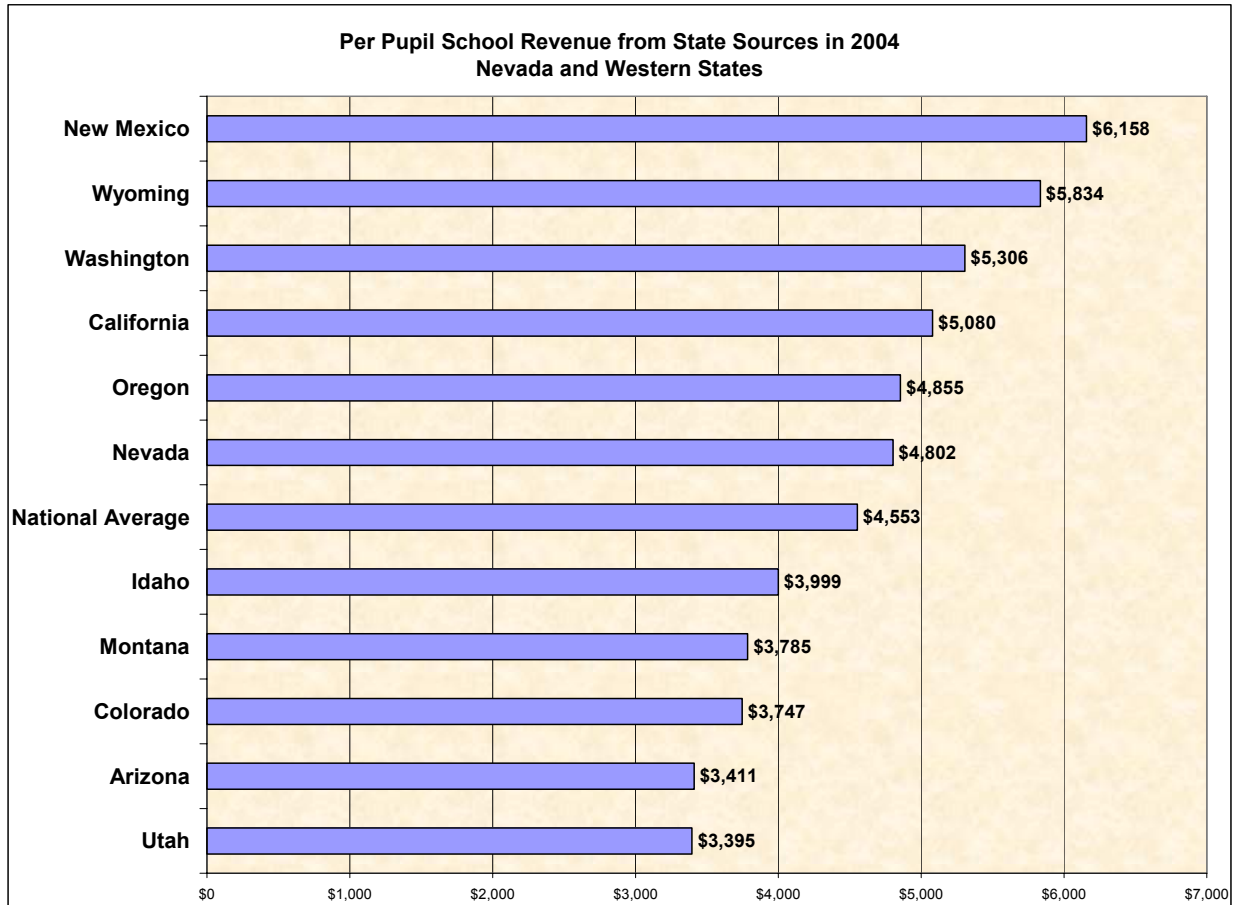
Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	386,940	\$2,132,394,290	\$5,511	\$5,511	80.3%
Special Education	46,732	\$377,149,041	\$8,070	\$13,581	14.2%
Bilingual / ESL	65,961	\$19,969,485	\$303	\$5,814	0.8%
Chapter 1 / Title 1	58,999	\$74,853,410	\$1,269	\$6,780	2.8%
Vocational	54,702	\$31,014,383	\$567	\$6,078	1.2%
Other Programs ²	N/A	\$18,761,629	N/A	N/A	0.7%
Total	386,943	\$2,654,142,238	N/A	\$6,860	100.0%

1. Students are counted as 1.0 in multiple programs. Therefore, the total of programmatic enrollments is greater than "Total District" enrollment. Kindergarten and pre-school students are counted as 0.6 for enrollment because they attend school for only part of the day.
2. "Other Programs" does not include a per pupil expenditure because these programs benefit various student populations with a variety of needs, and a per pupil calculation would not be comparable.
3. The per pupil programmatic expenditure amounts in the "Incremental \$ Per Pupil" column represent on the incremental program expenditures. The "Total \$ Per Pupil" column represents the total per pupil expenditures for the designated program (the General Education base per pupil amount in **bold** plus the incremental per pupil amount for each program).

Source: EdMin.Com – In\$ite Reports: 2004-05 School Year.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

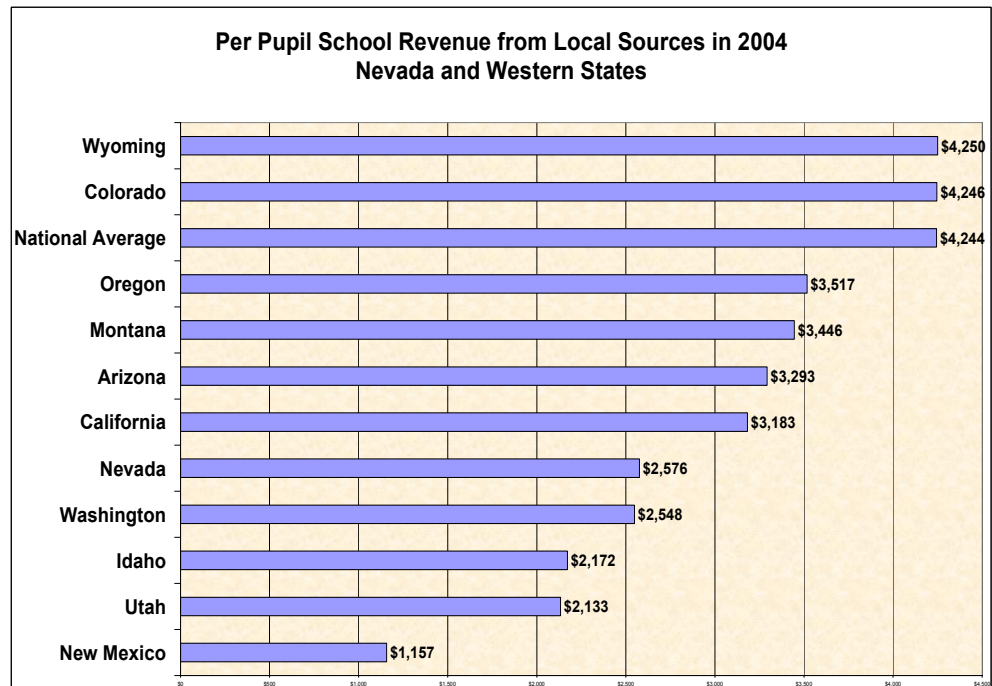
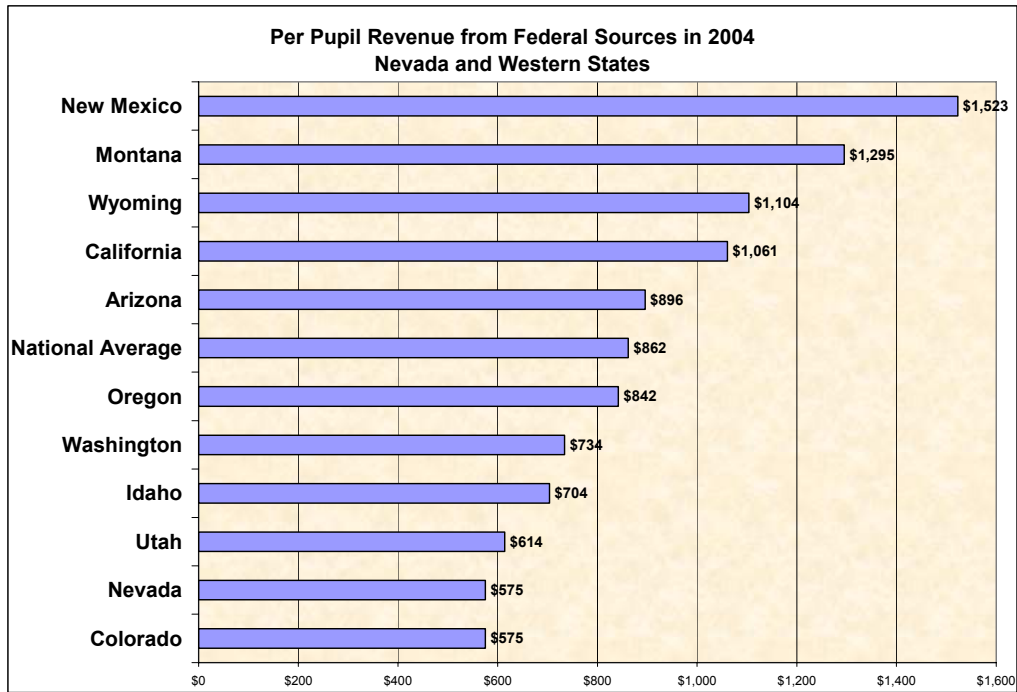
REVENUE SOURCES — NEVADA AND WESTERN STATES



Source: U. S. Census Bureau, "Public Education Finances, 2004," March 2006.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

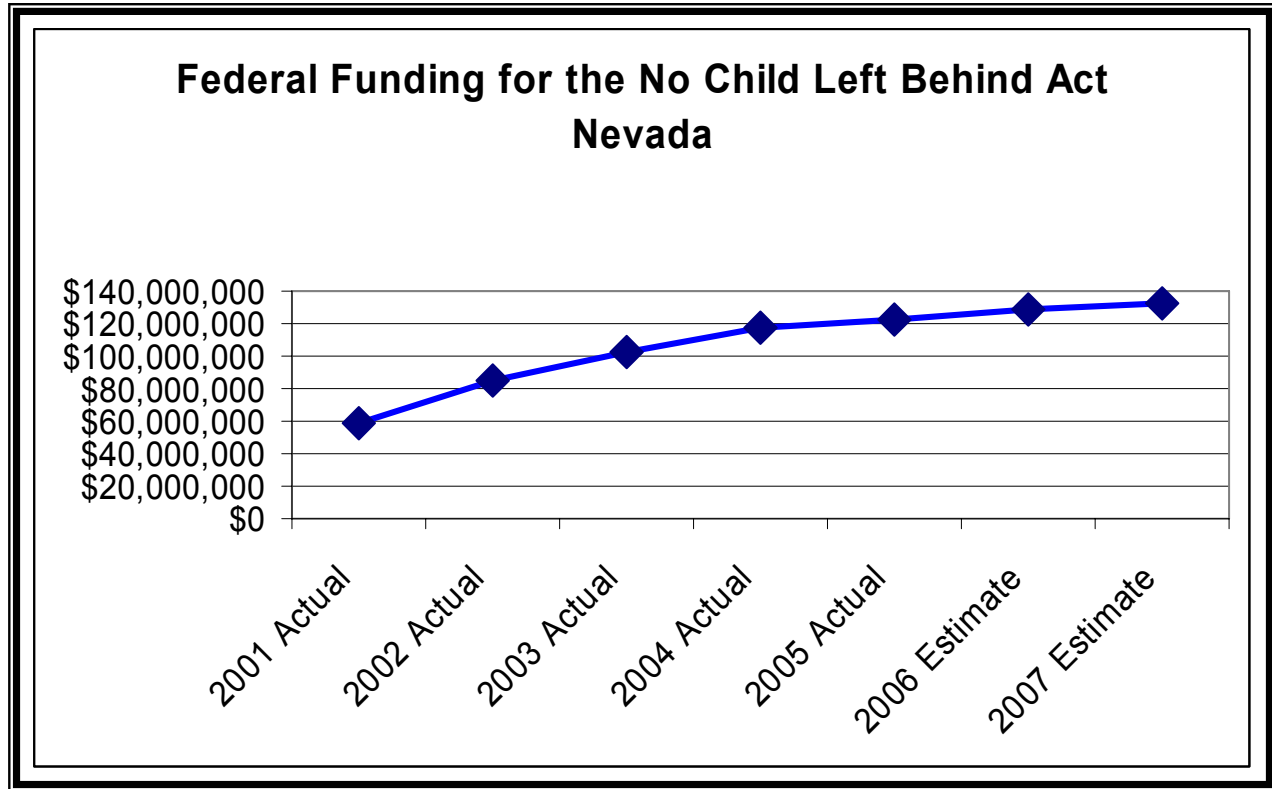
REVENUE SOURCES — FEDERAL AND LOCAL SOURCES



Source: U. S. Census Bureau, "Public Education Finances, 2004," March 2006.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

FEDERAL FUNDING FOR NO CHILD LEFT BEHIND



Federal Programs Funded under the No Child Left Behind Act

Title I Grants	21 st Century Community Learning Centers
School Improvement	Innovative Programs
Reading First	State Assessments
Even Start	Rural School Programs
Migrant	Indian Education
Neglected and Delinquent	Safe and Drug Free Schools
Comprehensive School Reform	Language Acquisition
High School Reform	Community Service - Expelled Students
Improving Teacher Quality	Eisenhower Professional Development
Mathematics and Science Partnerships	Class-Size Reduction
Educational Technology State Grants	Immigrant Education

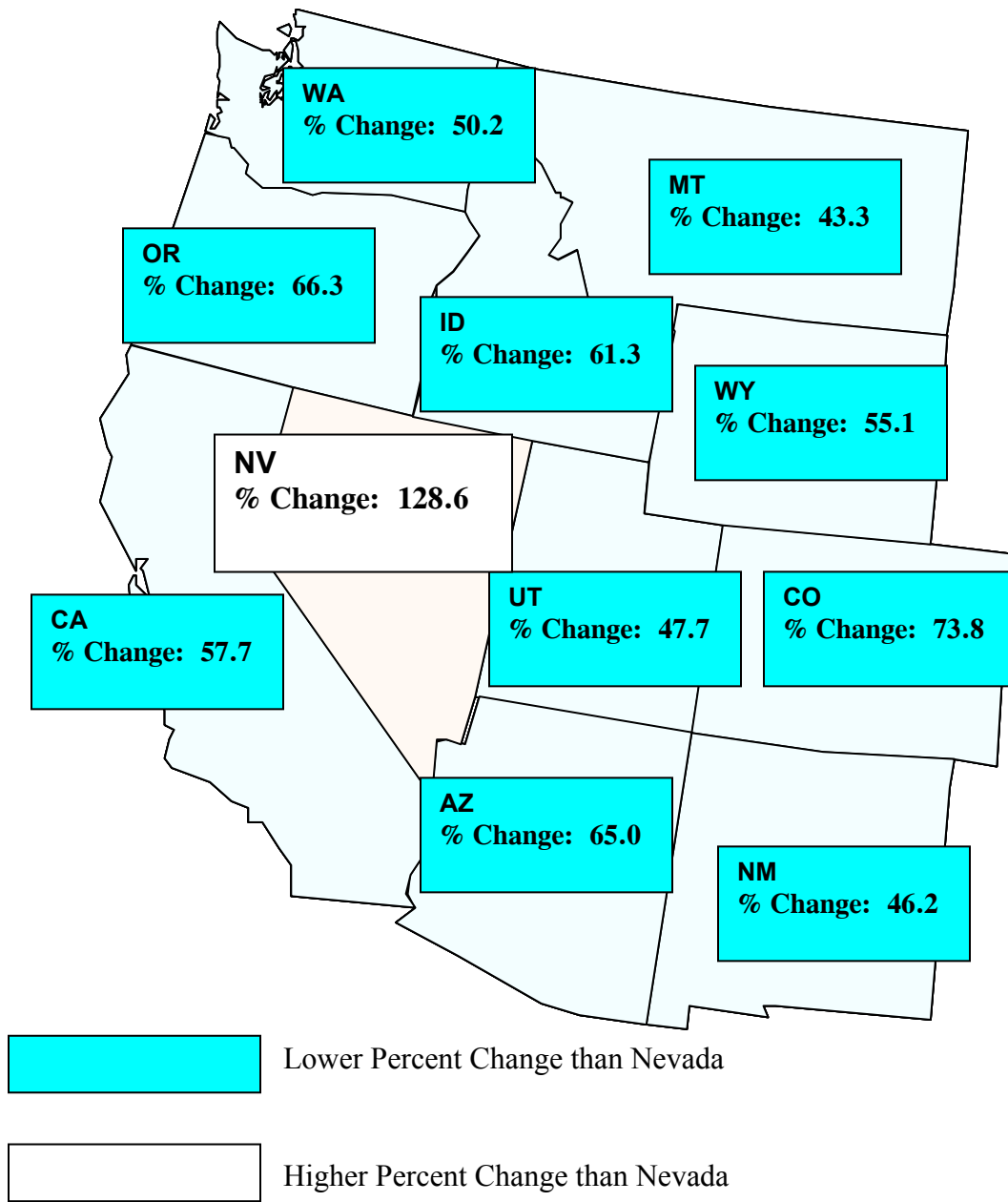
Source: U.S. Department of Education, "State Budget Tables - 2007."

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

FEDERAL FUNDING FOR NO CHILD LEFT BEHIND

Federal Funding for the No Child Left Behind Act (NCLB) Percent Change – Fiscal Years 2001-2007

United States: 57.6%



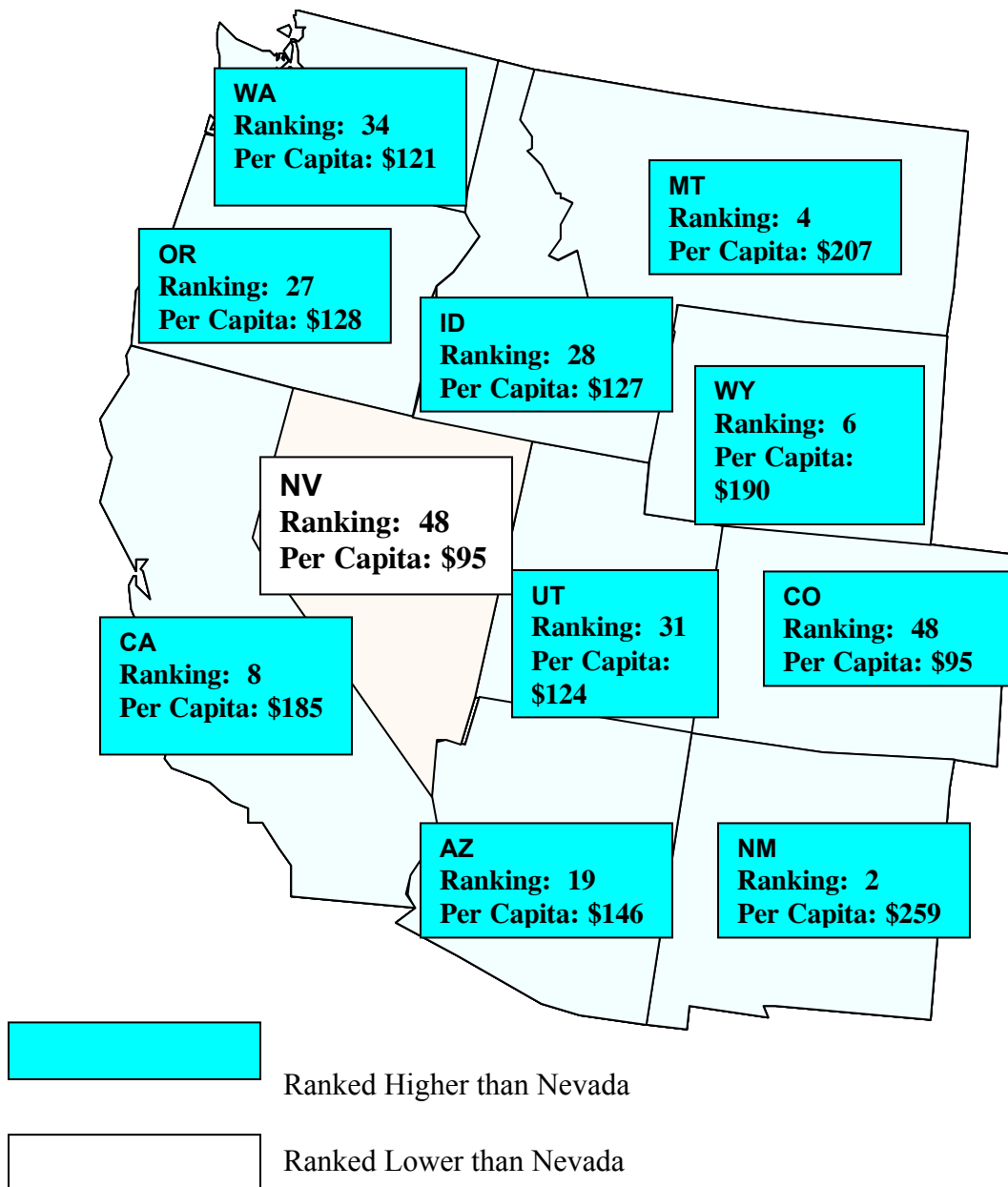
Source: U.S. Department of Education, www.ed.gov, "State Budget Tables – 2007."

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

REVENUE SOURCES — FEDERAL GRANTS

Revenue from Federal Sources – 2004 Western States Per Capita with Rankings

National Per Capita: \$141



Source: Morgan Quitno Press, Education State Rankings – 2006-2007.

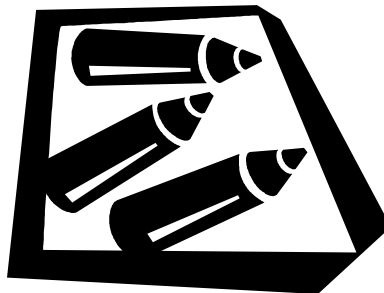
NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

LOCAL GOVERNMENT INDEBTEDNESS

LOCAL GOVERNMENT INDEBTEDNESS GENERAL OBLIGATION BONDS OF SCHOOL DISTRICTS AND OTHER LOCAL GOVERNMENT ENTITIES IN NEVADA June 30, 2006

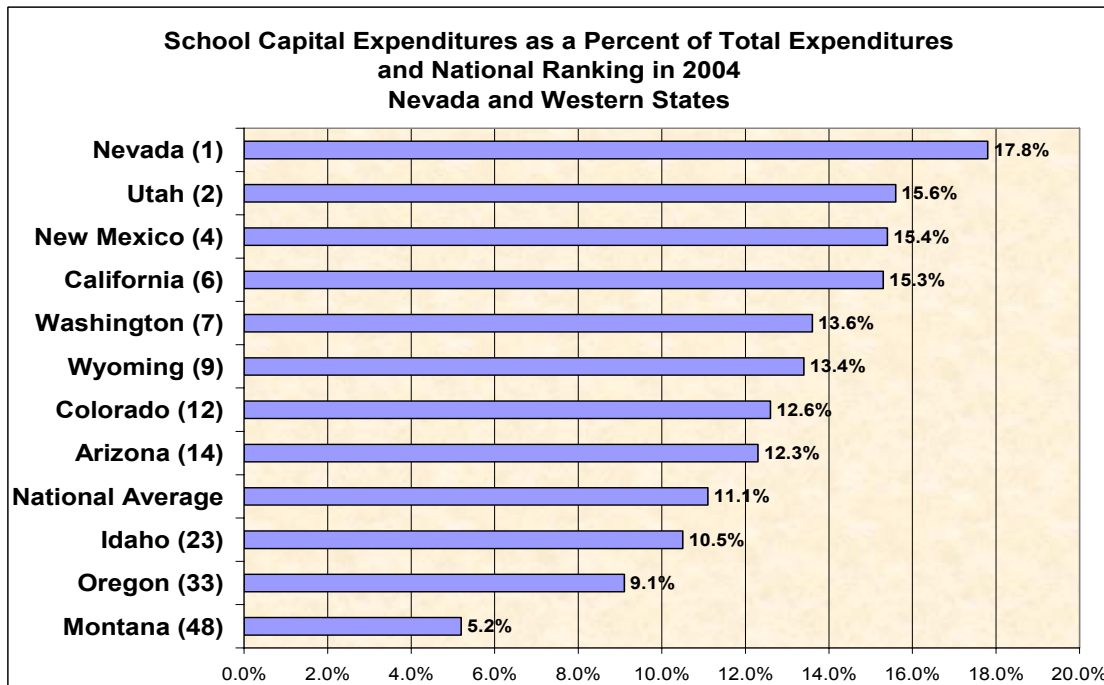
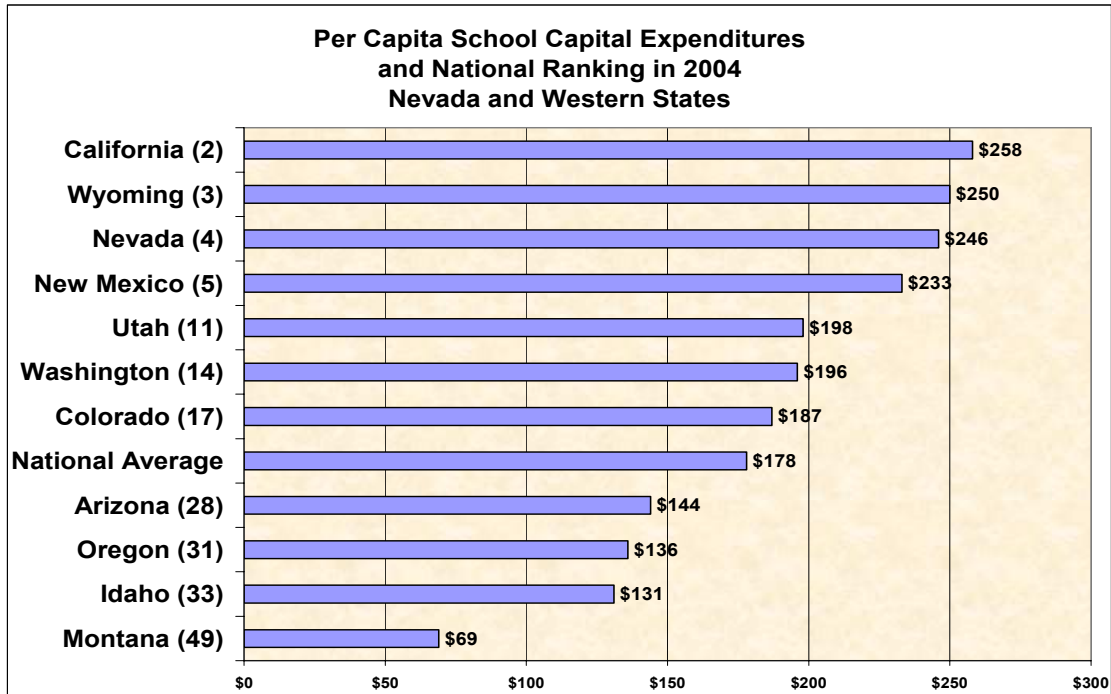
County	County Bond Amount	Schools Amount	Cities/Other Amount	Total	Percent of G.O. Bonds for Schools
Carson City	\$355,000	\$31,493,000		\$31,848,000	98.9%
Churchill		\$19,465,000		\$19,465,000	100.0%
Clark	\$99,160,000	\$2,837,545,500	\$219,974,576	\$3,156,680,076	89.9%
Douglas		\$12,340,000	\$245,000	\$12,585,000	98.1%
Elko			\$820,000	\$820,000	0.0%
Esmeralda				\$0	0.0%
Eureka		\$5,532,000		\$5,532,000	100.0%
Humboldt		\$3,215,000	\$3,093,000	\$6,308,000	51.0%
Lander	\$3,450,000			\$3,450,000	0.0%
Lincoln		\$4,200,000		\$4,200,000	100.0%
Lyon		\$63,995,000		\$63,995,000	100.0%
Mineral		\$4,485,000		\$4,485,000	100.0%
Nye		\$60,545,000		\$60,545,000	100.0%
Pershing		\$3,385,000		\$3,385,000	100.0%
Storey		\$4,555,000		\$4,555,000	100.0%
Washoe	\$70,150,000	\$433,985,000	\$22,550,000	\$526,685,000	82.4%
White Pine		\$6,245,000		\$6,245,000	100.0%
Statewide	\$173,115,000	\$3,490,985,500	\$246,682,576	\$3,910,783,076	89.3%

Source: Nevada Department of Taxation, "Annual Local Government Indebtedness"



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES — CAPITAL CONSTRUCTION



Source: U. S. Census Bureau, "Public Education Finance", 2004, in Morgan Quitno's *Education State Rankings 2006 2007*.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES — CURRENT VS. TOTAL

Total Per Pupil Expenditures 2003-2004 School Year		
Rank	State	Per Pupil
1	New Jersey	\$15,048
2	New York	\$14,500
3	Connecticut	\$13,349
4	Alaska	\$12,337
5	Vermont	\$12,170
6	Delaware	\$11,921
7	Rhode Island	\$11,719
8	Massachusetts	\$11,718
9	Pennsylvania	\$11,464
10	Wisconsin	\$11,350
11	Michigan	\$11,013
12	Maine	\$10,960
13	Wyoming	\$10,825
14	Ohio	\$10,612
15	Minnesota	\$10,440
16	New Hampshire	\$10,365
17	Maryland	\$10,259
18	Illinois	\$10,04
19	United States	\$9,762
20	Indiana	\$9,754
21	Hawaii	\$9,650
22	Nebraska	\$9,630
23	West Virginia	\$9,430
24	California	\$9,421
25	Virginia	\$9,382
26	New Mexico	\$9,159
27	Georgia	\$9,082
28	Colorado	\$9,073
29	Washington	\$8,946
30	Oregon	\$8,924
31	Iowa	\$8,924
32	Missouri	\$8,788
33	South Carolina	\$8,748
34	Texas	\$8,683
35	Kansas	\$8,652
36	Florida	\$8,455
37	North Dakota	\$8,373
38	Nevada	\$8,364
39	Montana	\$8,322
40	South Dakota	\$8,100
41	Louisiana	\$7,997
42	Arkansas	\$7,956
43	North Carolina	\$7,614
44	Alabama	\$7,497
45	Kentucky	\$7,313
46	Tennessee	\$7,292
47	Idaho	\$7,070
48	Arizona	\$7,031
49	Mississippi	\$6,780
50	Oklahoma	\$6,677
51	Utah	\$6,263

Current Per Pupil Expenditures 2003-2004 School Year		
Rank	State	Per Pupil
1	New Jersey	\$13,338
2	New York	\$12,638
3	Connecticut	\$11,436
4	Vermont	\$11,211
5	Rhode Island	\$11,078
6	Massachusetts	\$11,015
7	Delaware	\$10,212
8	Alaska	\$10,116
9	Maine	\$9,746
10	Pennsylvania	\$9,708
11	Maryland	\$9,433
12	Wyoming	\$9,308
13	Wisconsin	\$9,240
14	New Hampshire	\$9,161
15	Michigan	\$9,094
16	Ohio	\$9,029
17	Illinois	\$8,606
18	West Virginia	\$8,588
19	Hawaii	\$8,533
20	Nebraska	\$8,452
21	Indiana	\$8,431
22	Minnesota	\$8,405
23	United States	\$8,310
24	Virginia	\$8,219
25	Montana	\$7,825
26	Kansas	\$7,776
27	Georgia	\$7,742
28	California	\$7,673
29	Iowa	\$7,626
30	Oregon	\$7,618
31	New Mexico	\$7,572
32	Missouri	\$7,542
33	Colorado	\$7,478
34	Washington	\$7,391
35	North Dakota	\$7,297
36	Louisiana	\$7,271
37	South Carolina	\$7,177
38	Texas	\$7,151
39	South Dakota	\$7,068
40	Kentucky	\$6,861
41	Arkansas	\$6,842
42	Florida	\$6,793
43	North Carolina	\$6,613
44	Alabama	\$6,581
45	Tennessee	\$6,466
46	Nevada	\$6,410
47	Mississippi	\$6,199
48	Idaho	\$6,168
49	Oklahoma	\$6,154
50	Arizona	\$5,991
51	Utah	\$4,991

NOTE

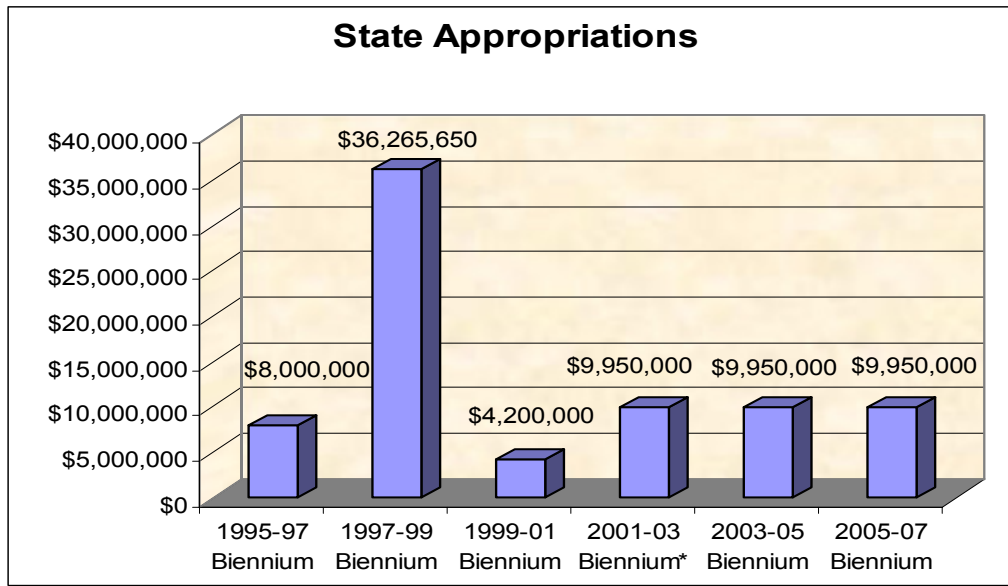
The NCES explains the differences between current and total as follows: "Because of the variation in the kinds of programs run by school districts and the large swings in school construction expenditures, researchers often use current rather than total expenditures when reporting and comparing school district expenditures. Current expenditures are expenditures for the day-to-day operations of schools and school districts. They do not include expenditures for construction, equipment, debt financing, and programs outside of public elementary/secondary education. * * Total expenditures for public elementary and secondary education and other programs include current expenditures for public elementary and secondary education, capital outlays, other programs, interest on debt, and payments to state and local governments."--: NCES, *Revenues and Expenditures for Public Elementary and Secondary Schools: School Year 2000-01, April 2004.*

Source: National Center for Education Statistics. Advance copy of "Table 164v: Total and current expenditures per pupil in fall enrollment in public elementary and secondary education, by function and state or jurisdiction: 2003-04" (for unpublished edition of *Digest of Education Statistics 2006*)

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

TECHNOLOGY APPROPRIATIONS

EDUCATION TECHNOLOGY



NOTE: Governor Kenny C. Guinn froze all but \$500,000 of the appropriation for the 2001-03 biennium, due to state budget considerations.

SPECIFIC FUNDING CATEGORIES FOR THE 2005-07 BIENNIUM

Category Description	FY 2006	FY 2007	Total
Technology Infrastructure	\$2,412,500	\$2,412,500	\$4,825,000
Technical Support	\$398,000	\$398,000	\$796,000
High Quality Content Material	\$545,000	\$545,000	\$1,090,000
Professional Development	\$746,250	\$746,250	\$1,492,500
Pilot Projects	\$348,250	\$348,250	\$696,500
Library Databases	\$500,000	*-	\$500,000
KLVX	\$400,000	*-	\$400,000
LCB Evaluation	\$150,000	*-	\$150,000
Total	\$5,500,000	\$4,450,000	\$9,950,000

Per NRS 388.795, the Commission on Educational Technology allocates money appropriated by the Legislature to the school districts for educational technology.

*-Appropriations available for the 2005-07 biennium.

Source: Legislative Counsel Bureau, State Appropriations Report (various years)

III. TEACHER COMPENSATION

BACKGROUND – TEACHER SALARIES

Teacher pay is often viewed as a major factor in attracting qualified people into the profession. According to the American Federation of Teachers' *2004 Survey & Analysis of Teacher Salary Trends*, the national average teacher salary for the 2003-2004 school year was \$46,597. Connecticut reported the highest average salary at \$56,516, and South Dakota reported the lowest average salary at \$33,236. In that same report, Nevada's \$43,211 average earned it a ranking of 22 among the 50 states and the District of Columbia. The National Education Association's *Fall 2005 Ranking & Estimates* ranks Nevada as 25th for the 2004-2005 School Year.

With increasing frequency, states and school districts are using financial incentives as part of a comprehensive recruitment strategy for teachers. According to the Education Commission of the States, the most common incentives include giving college scholarships or deferring payment of college loans in exchange for teaching in a shortage area. Other common approaches include free or discounted training programs, signing bonuses, housing allowances, moving expenses, and salary increases to teach in high-demand subjects or hard-to-staff schools. Indeed, states' experience confirms that states and districts do successfully draw teachers from neighboring areas by paying higher beginning teacher salaries or offering attractive bonuses. In Nevada, both the 2001 and 2003 legislatures provided funding for recruitment bonuses. The 2005 Legislature, through the passage of Assembly Bill 580, appropriated \$10 million to be used by school districts to support programs of performance pay and compensation for the recruitment, retention, and mentoring of licensed personnel.



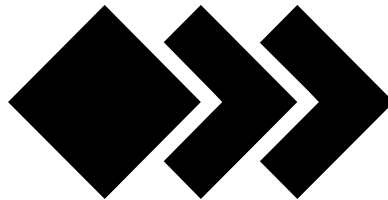
TEACHER COMPENSATION

AVERAGE AND BEGINNING TEACHER SALARIES

Average Teacher Salary 2003-2004 (AFT Survey)

United States Average Salary: \$46,597		
United States Beginning Salary: \$31,704		
State	Average Salary and National Ranking	Beginning Salary and National Ranking
Arizona	\$42,324 (26) (AFT estimate)	\$28,236 (34)
California	\$56,444 (2) (Includes extra-duty pay)	\$35,135 (5)
Colorado	\$43,318 (21)	\$31,296 (19)
Idaho	\$40,111 (32)	\$25,908 (44)
Montana	\$37,184 (45)	\$24,032 (49)
Nevada	\$43,211 (22)	\$27,942 (36)
New Mexico	\$38,469 (41)	\$31,920 (18)
Oregon	\$47,829 (13)	\$33,396 (14)
Utah	\$38,976 (38)	\$26,130 (42) (AFT estimate)
Washington	\$45,437 (18)	\$30,159 (24)
Wyoming	\$39,537 (36)	\$28,900 (29)

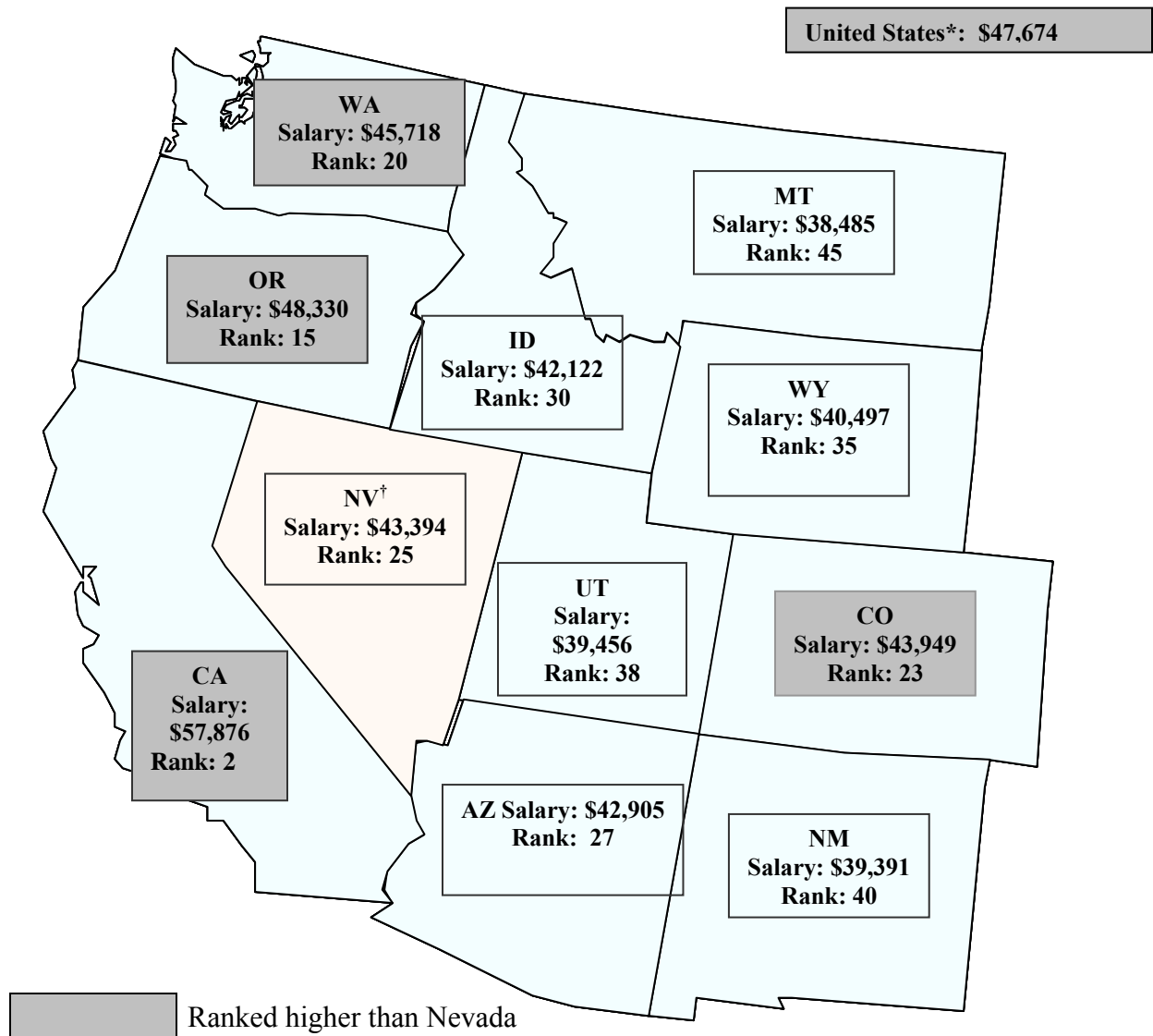
Source: American Federation of Teachers, 2004 Survey & Analysis of Teacher Salary Trends, October 2005.



TEACHER COMPENSATION

AVERAGE TEACHER SALARIES

Average Salaries of Public School Teachers – 2004-2005 (NEA Survey)



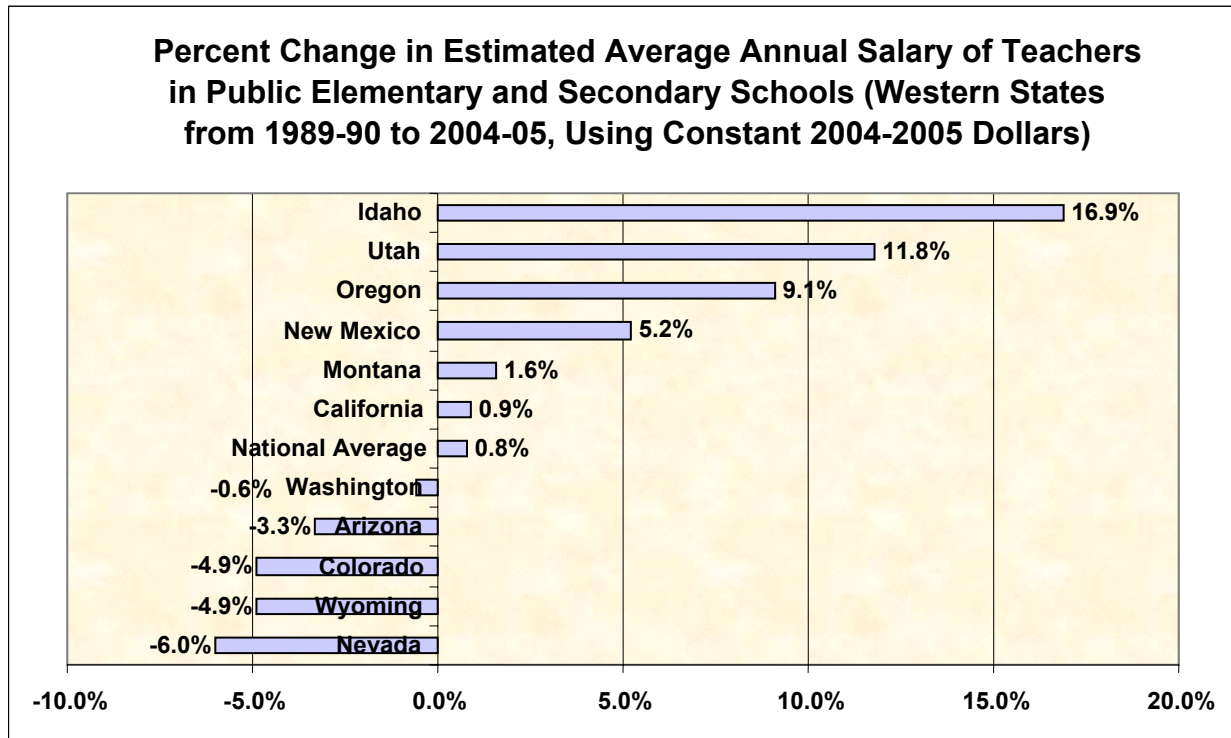
[†] Nevada: NEA estimates do not include the 9.75 percent employee portion of retirement payments as required for Nevada legislative reporting for 2002-2003. The subtracted employee portion for 2003-2004 is 10.125, for 2004-2005 it is 10.5.

Note: Average Salary is the average gross salary before deductions for Social Security, retirement, health insurance, etc.

Source: National Education Association. *Rankings and Estimates Update: A Report on School Statistics*, November 2006.

TEACHER COMPENSATION

AVERAGE TEACHER SALARIES, WESTERN STATES

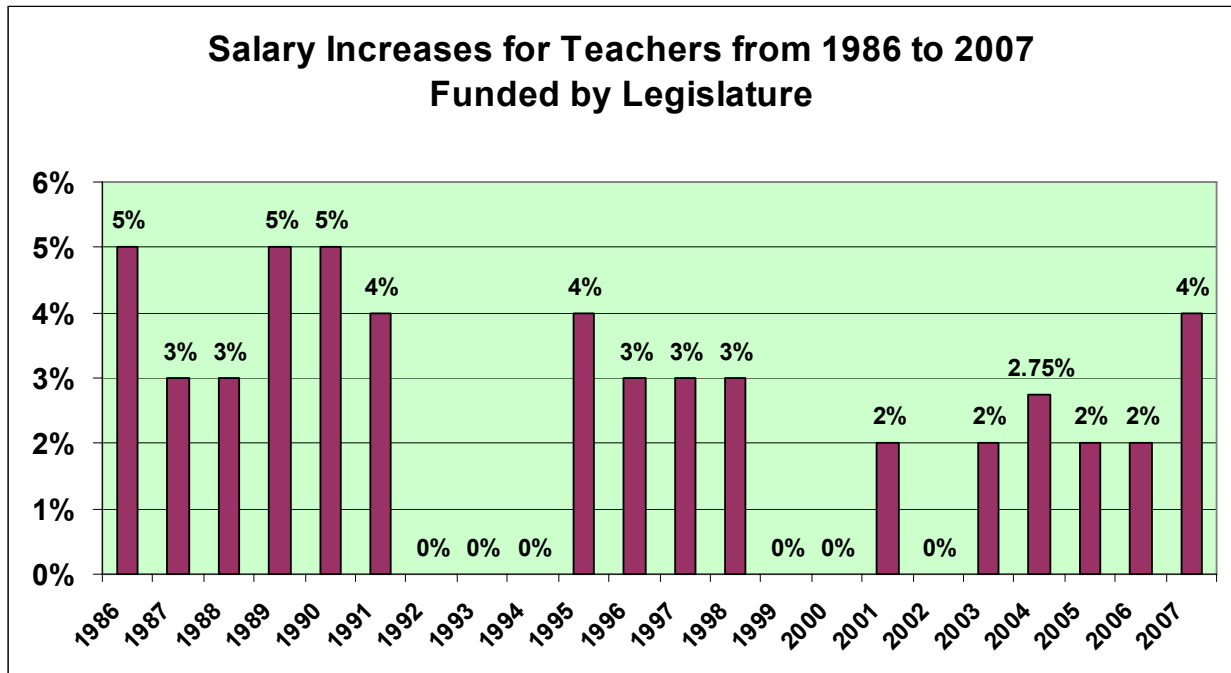


Estimated Average Annual Salary of Teachers in Public Elementary and Secondary Schools, Western States, Selected Years						
	1969-70	1979-80	1989-90	1999-00	2002-03	2003-04
Arizona	\$44,205	\$37,171	\$44,388	\$41,785	\$43,046	\$43,102
California	52,344	44,495	57,365	53,989	59,245	58,143
Colorado	39,384	40,014	46,435	43,213	43,447	44,623
Idaho	34,964	33,608	36,023	40,250	42,261	42,316
Montana	38,597	35,895	37,864	36,371	37,636	38,303
Nevada	46,762	40,236	46,181	44,602	43,995	43,526
New Mexico	39,561	36,759	37,374	36,861	38,618	39,213
Oregon	44,748	40,164	46,559	47,938	50,105	50,649
Utah	38,790	36,813	35,758	39,570	40,435	40,149
Washington	46,813	46,470	45,980	46,474	47,315	46,801
Wyoming	41,774	39,537	42,484	38,643	39,869	40,722
National Average	\$43,773	\$39,433	\$47,354	\$47,339	\$48,185	\$48,159

Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2005*, using data from the National Education Association's *Estimates of School Statistics*, 1969-70 through 2004-05.

TEACHER COMPENSATION

NEVADA TEACHER SALARY INCREASES

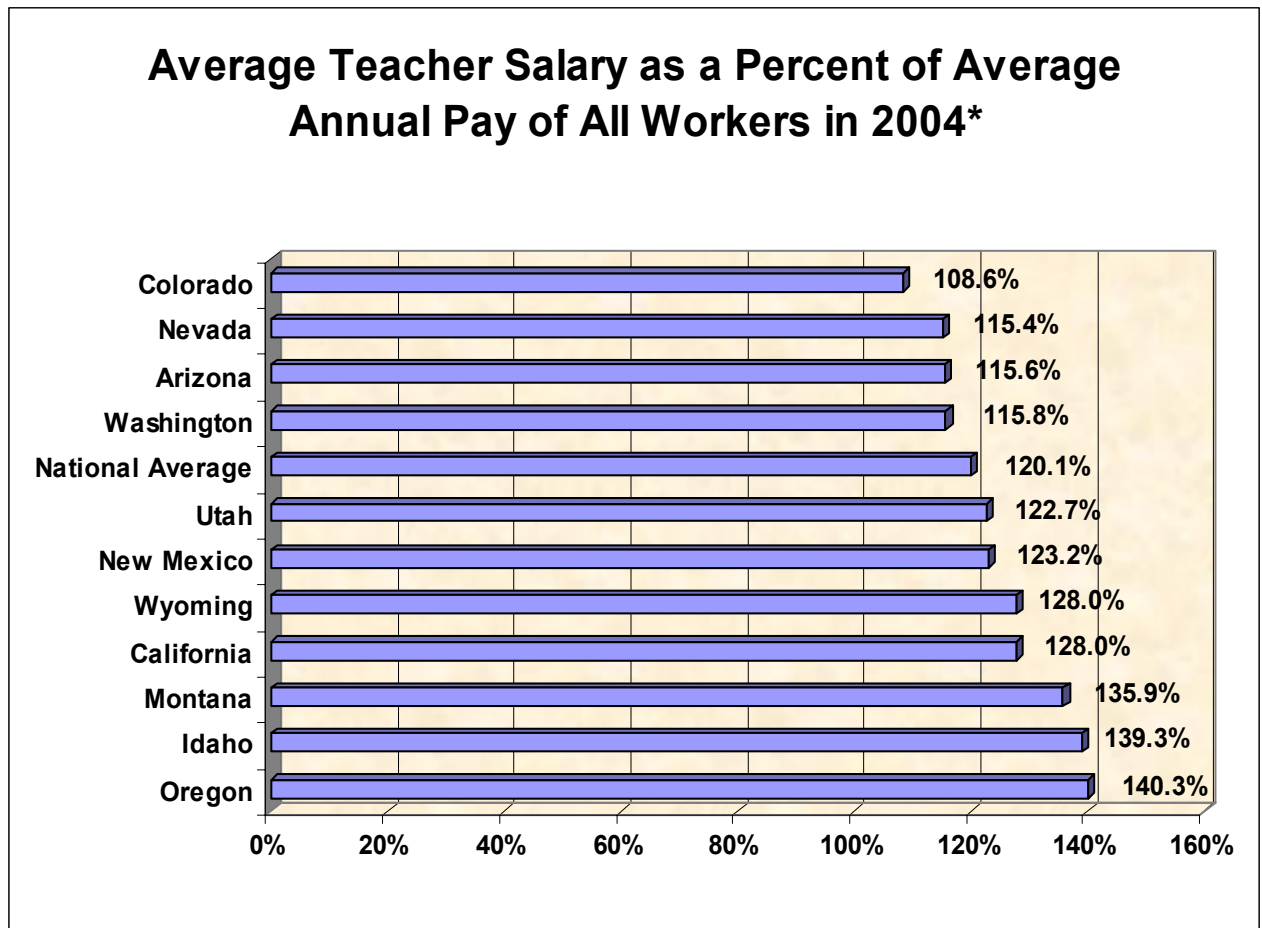


Source: Legislative Counsel Bureau, Fiscal Analysis Division. *Nevada Legislative Appropriations Report, 73rd Legislature, Fiscal Years 2005-06 and 2006-07.*



TEACHER COMPENSATION

TEACHER SALARIES & ALL WORKERS



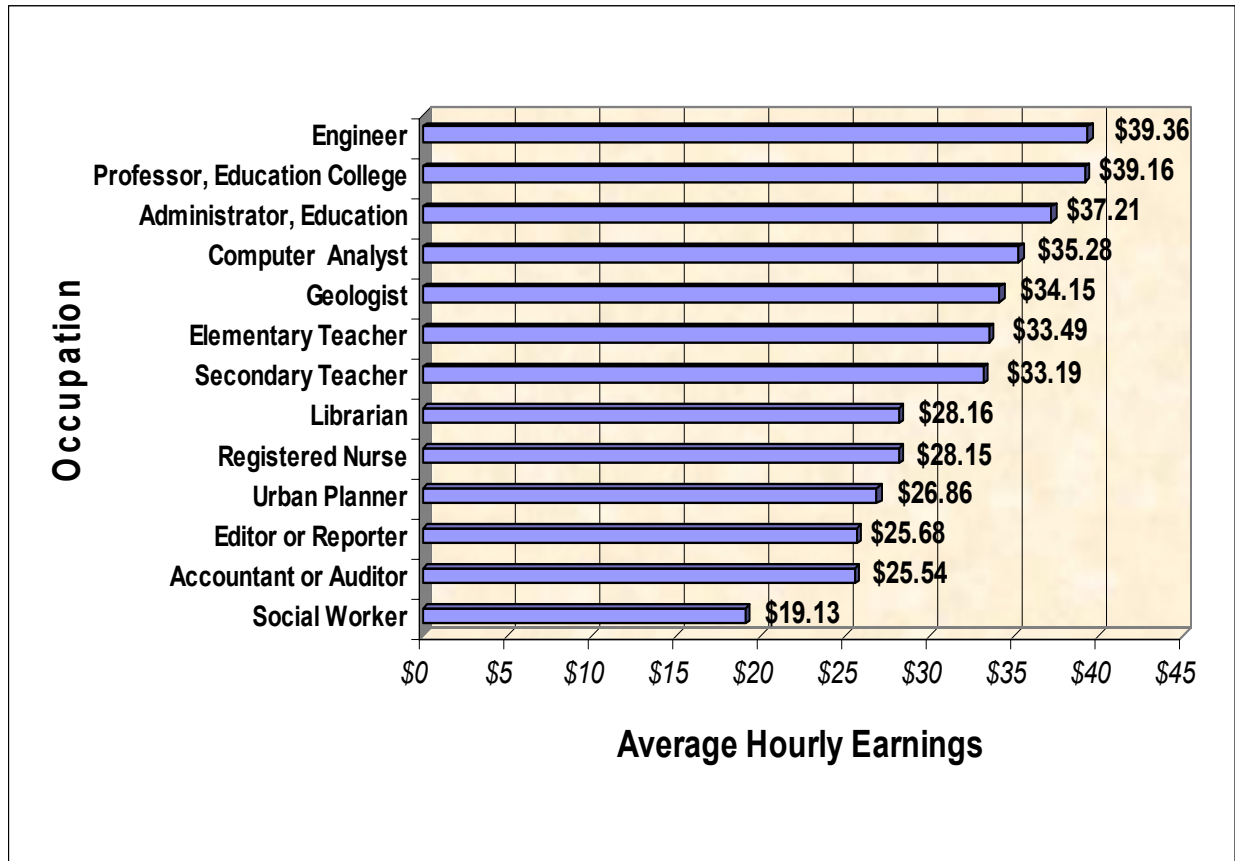
*Average of public elementary and secondary teacher salary for school years 2003-2004 and estimated 2004-2005 compared to each state's 2004 average annual pay for all workers covered by federal unemployment.

Source: National Education Association "Rankings & Estimates" 2002 & 2004, and Bureau of Labor Statistics "Quarterly Census of Employment and Wages: Annual Data Tables" in Education State Rankings 2006-2007. Morgan Quinto, 2006.

TEACHER COMPENSATION

AVERAGE HOURLY EARNINGS: WHITE COLLAR PROFESSIONALS

Average Hourly Earnings: White Collar Professionals, 2005




Source: U.S. Department of Labor, Bureau of Labor Statistics, *National Compensation Survey: Occupational Wages in the United States, June 2005*, August 2006.

TEACHER COMPENSATION

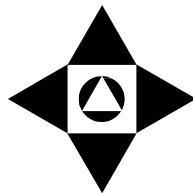
TEACHER SALARIES & PRIVATE SECTOR

WESTERN STATE COMPARISON: AVERAGE SALARY OF TEACHERS IN 2003-2004 SY COMPARED TO ANNUAL EARNINGS IN THE PRIVATE SECTOR, 2003

State	Average Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers to Private Sector	Rank			
				2003-04	2001-2002	2000-2001	1991-1992
Arizona	\$42,324	\$34,602	1.22	34	40	44	28
California	\$56,444	\$41,864	1.35	16	19	25	15
Colorado	\$43,318	\$38,891	1.11	49	50	50	26
Idaho	\$40,111	\$28,272	1.42	5	4	13	42
Montana	\$37,184	\$25,659	1.45	2	5	4	7
Nevada	\$43,211	\$34,320	1.26	28	11	5	2
New Mexico	\$38,469	\$28,941	1.33	18	18	29	38
Oregon	\$47,829	\$33,819	1.41	6	6	8	10
Utah	\$38,976	\$30,522	1.28	25	26	30	46
Washington	\$45,437	\$38,673	1.17	40	39	43	14
Wyoming	\$39,537	\$29,148	1.36	15	12	21	9
United States	\$46,597	\$37,765	1.23	N/A	N/A	N/A	N/A

 Higher than Nevada – 2003-2004

Source: American Federation of Teachers. *2004 Survey and Analysis of Teacher Salary Trend*, 2006.



TEACHER COMPENSATION

PERFORMANCE PAY (A.B. 580)

The 2005 Legislature, through the passage of Assembly Bill 580 (Chapter 482 *Statutes of Nevada* 2005), appropriated \$5.0 million in each fiscal year of the 2005-07 biennium to be used by school districts to support programs of performance pay and enhanced compensation for the recruitment, retention and mentoring of licensed personnel.

Eligible Pay for Performance Programs

- **Skills-Based Pay:** Payment for licensed employees who develop certain skills verified through licensure, certification, or some other method.
- **Career Ladder:** Payment for licensed employees who perform at or above specified standards.
- **Mentoring:** Payment of increased compensation for mentor teachers and includes criteria for the selection of mentor teachers and teachers who will be mentored.
- **Bonuses:** One time bonus to retain licensed employees who
 - ✓ Provide instruction in high-need subject areas (i.e., mathematics, science, and special education);
 - ✓ Teach in at-risk schools;
 - ✓ Are newly hired; or
 - ✓ Have attained specified standards of achievement by pupils;
- **Retirement Credit:** Cost of purchasing service credit or the payment of equivalent financial incentives.

School District	FY 2005-06	FY 2006-07	Type of Program
Carson City	\$ 117,104	\$ 116,703	Bonus
Churchill	\$ 61,782	\$ 61,570	Bonus
Clark	\$3,632,307	\$3,363,622	Mentoring
Douglas	None Requested	None Requested	N/A
Elko	\$ 34,289	\$ 230,118	Mentoring
Esmeralda	\$ 2,084	\$ 2,077	Bonus
Eureka	\$ 5,626	\$ 5,607	Bonus
Humboldt	\$ 19,529	\$ 19,520	Mentoring
Lander	None Requested	\$ 17,132	Bonus
Lincoln	\$ 19,587	\$ 82,981	Bonus
Lyon	\$ 127,218	\$ 123,556	Bonus
Mineral	\$ 14,169	\$ 14,121	Bonus
Nye	\$ 80,327	\$ 80,051	Bonus
Pershing	\$ 14,898	\$ 14,847	Mentoring
Storey	\$ 8,981	\$ 8,950	Bonus
Washoe	\$ 842,304	\$ 839,418	Mentoring & Retirement Credit
White Pine	\$ 19,795	\$ 19,727	Mentoring & Bonus

Source: Nevada Department of Education, 2006.

TEACHER COMPENSATION

TEACHER SIGNING BONUS

In an effort to attract teachers to the state of Nevada, the 2001 Legislature appropriated funds to provide signing bonuses of \$2,000 to teachers newly hired by school districts. This program was continued by the 2003 and 2005 Legislatures.

The following table shows total state funds and recipients for this program since inception of the program in FY 2001-02.

	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
Total Recipients	2,353	2,407	2,298	2,918	3,272
Total State Funds	\$4,706,000	4,814,000	4,596,000	5,836,000	6,544,000

Source: Nevada Department of Education, 2006.



TEACHER COMPENSATION

TEACHER RETIREMENT CREDITS

Nevada Revised Statutes 391.165 requires the purchase of one-fifth of a year of service credit for each teacher who completes two years of employment at a school that has been designated as demonstrating need for improvement or has at least 65 percent of the pupils enrolled on free and reduced lunch status (i.e., At-Risk Schools). In addition, purchase must be made for a school psychologist or any teacher who holds an endorsement in mathematics, science, special education or English as a second language (ESL) and has been employed for at least one year in the area of endorsement (i.e., Hard-to-Fill Positions). The 2003 Legislature implemented this program as a way to retain hard-to-fill positions and teachers in low performing schools or schools with a high percentage of low socio-economic students. The 2005 Legislature continued the program.

The following tables show the total state funds and recipients for the At-Risk Schools and Hard-to-Fill Positions programs during the 2003-05 biennium and FY 2005-06.

Retirement Credit for Teachers in At-Risk Schools

	FY 2003-04	FY 2004-05	FY 2005-06
Total Recipients	2,505	4,615	4,258
Total State Funds	\$2,689,206*	\$7,044,150*	\$12,405,073

*Not fully funded by the state appropriation. In this case, the school districts must make up the shortfall.

Retirement Credit for Hard-to-Fill Positions

	FY 2003-04	FY 2004-05	FY 2005-06
Total Recipients	Not Offered	3,111	2,965
Total State Funds	Not Offered	\$5,732,643*	\$7,065,014

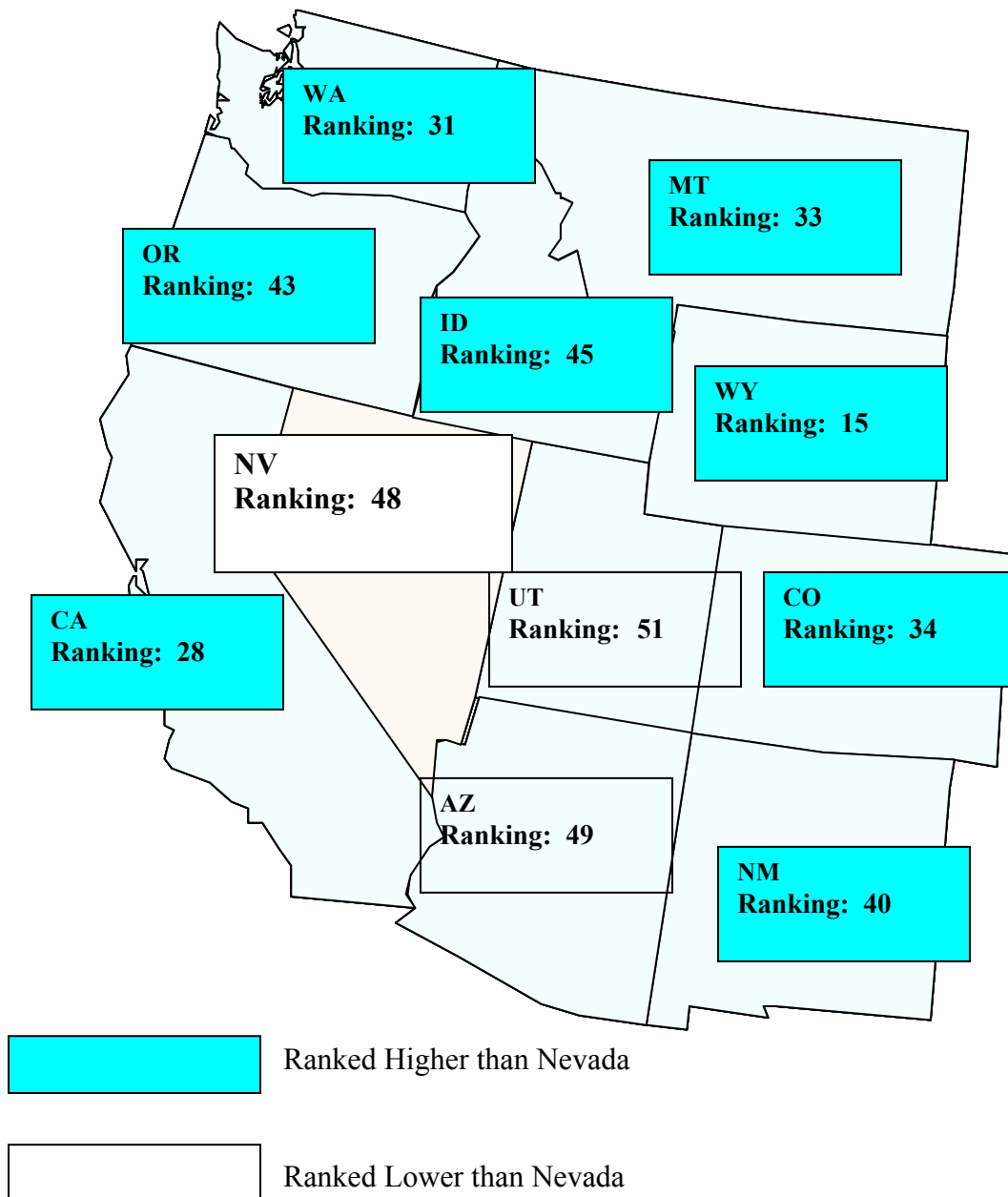
*Not fully funded by the state appropriation. In this case, the school districts must make up the shortfall.

Source: Nevada Department of Education, 2006.

TEACHER COMPENSATION

INSTRUCTION – SALARIES

Current Spending on Instruction – Salaries (No Benefits) Rankings 2003-2004

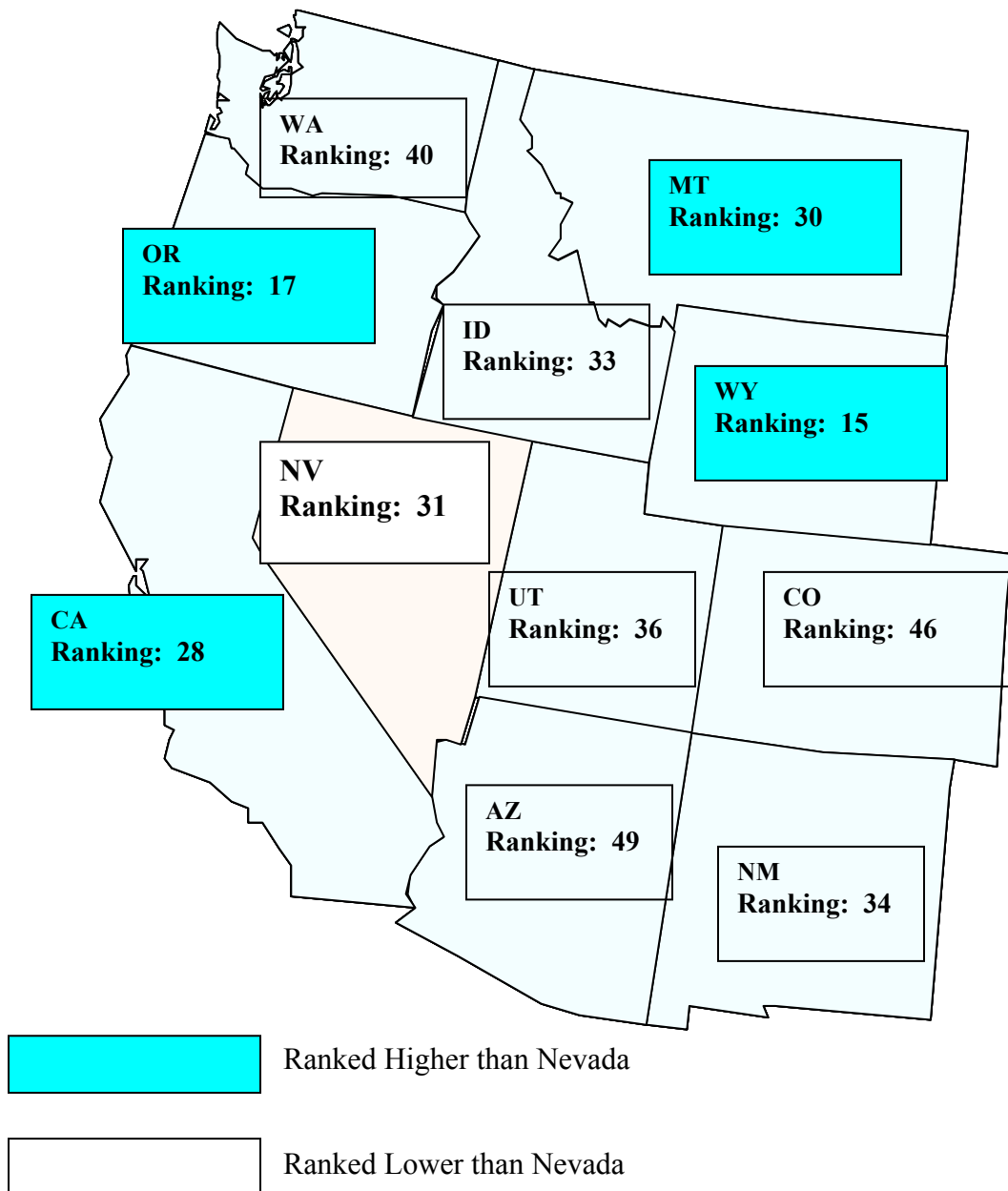


Source: U.S. Census Bureau - Annual Survey of Local Government Finances 2003-04, August 2006.

TEACHER COMPENSATION

INSTRUCTION – BENEFITS

Current Spending on Instruction – Benefits Only (No Base Salary) Rankings 2003-2004



Source: U.S. Census Bureau - Annual Survey of Local Government Finances 2003-04, August 2006.

IV. SPECIAL EDUCATION

BACKGROUND AND HISTORY

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.

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

The special education student population in Nevada has grown at an annual rate of less than 5 percent over the last five years and it has increased at a faster rate, since 1992, than has the general student population. Special needs students now comprise about 9.97 percent of the total school population (ages 6 through 17). This figure is lower than the nationwide average of 11.6 percent for special needs students.

According to In\$ite, Nevada’s education financial analysis system, in 2004-2005 school year, the average expenditure statewide for educating a disabled student in Nevada was \$15,941 per year, which includes the expenses for general education classes, special education programs, and related services. For the 2004-2005 school year, the total cost to educate students with disabilities (including general education costs) in Nevada was \$378.6 million paid from a combination of federal, state, and local dollars.

In Nevada, special education services are funded from a combination of local, state, and federal sources. State support is provided through the Distributive School Account (DSA) in two forms. First, the DSA includes an appropriation for the actual number of teachers in the previous fiscal year, including special education teachers, at the current average salary and benefit level plus a percentage “roll-up” for salary increases and student enrollment growth.

SPECIAL EDUCATION

BACKGROUND AND HISTORY

This amount plus the amounts for other educational expenditures are used to determine a per-pupil basic support guarantee from the state to local school districts. In addition, 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.

The Legislature funded 2,835 units in Fiscal Year (FY) 2005-2006 at \$34,433 per unit for a total of \$97.6 million. In FY 2006-2007, 2,953 units were funded by the Legislature at \$35,122 per unit for a total appropriation of \$103.7 million.

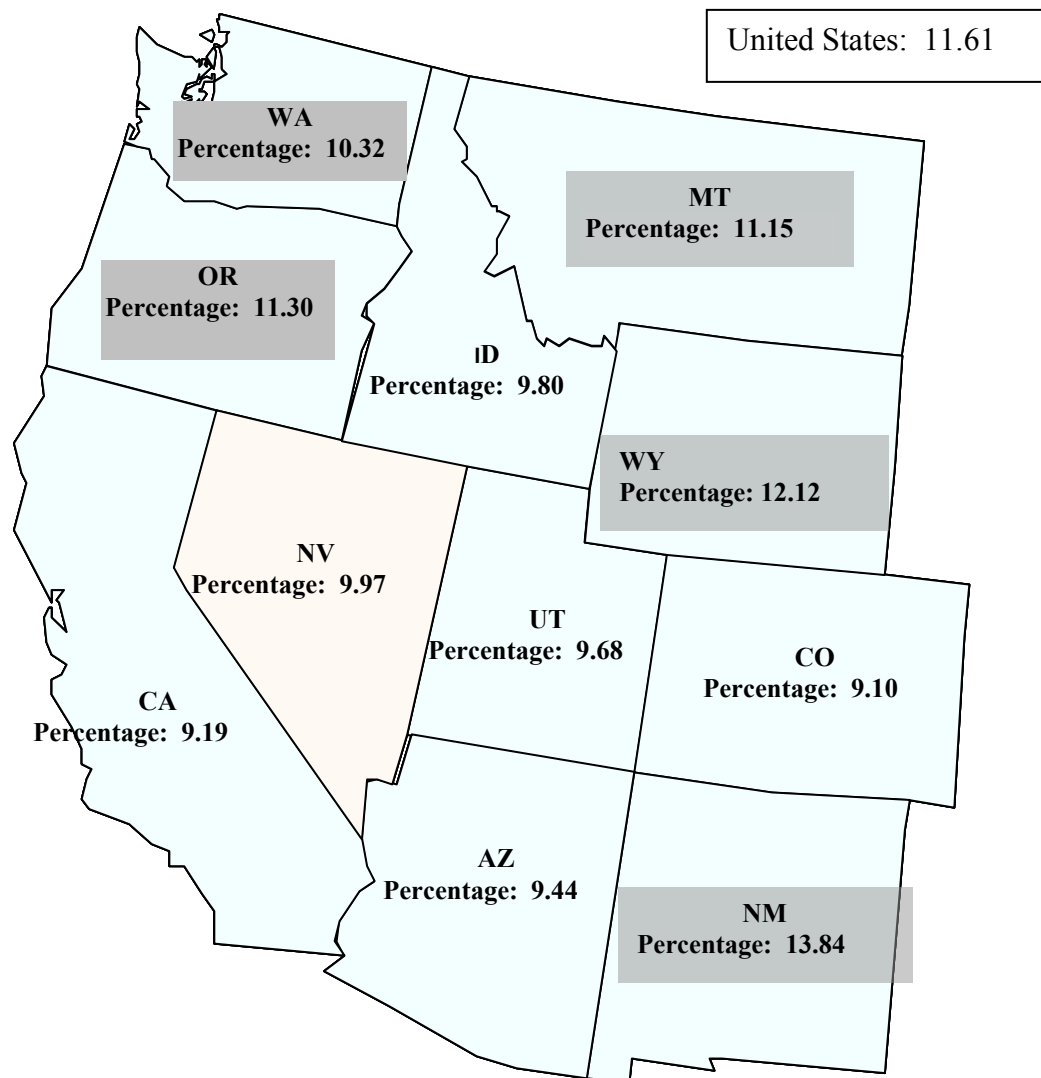
The amount allocated for each unit falls short of the actual costs of salaries and benefits for special education teachers, who normally have more education and experience than other teachers. This shortfall requires school districts to use money from the local general fund to pay the difference between 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. According to The National Conference of State Legislatures, Congress funded less than 18 percent of the total cost; originally it promised the states that it would fund up to 40 percent of the cost.



SPECIAL EDUCATION

PERCENTAGE SERVED

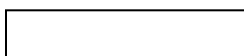
WESTERN STATE COMPARISON: CHILDREN (AGES 6-17) SERVED UNDER IDEA AS A PERCENTAGE OF PUBLIC SCHOOL ENROLLMENT – 2002-2003 SCHOOL YEAR



Source: 26th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), 2004, Table 1-14, April 2006.



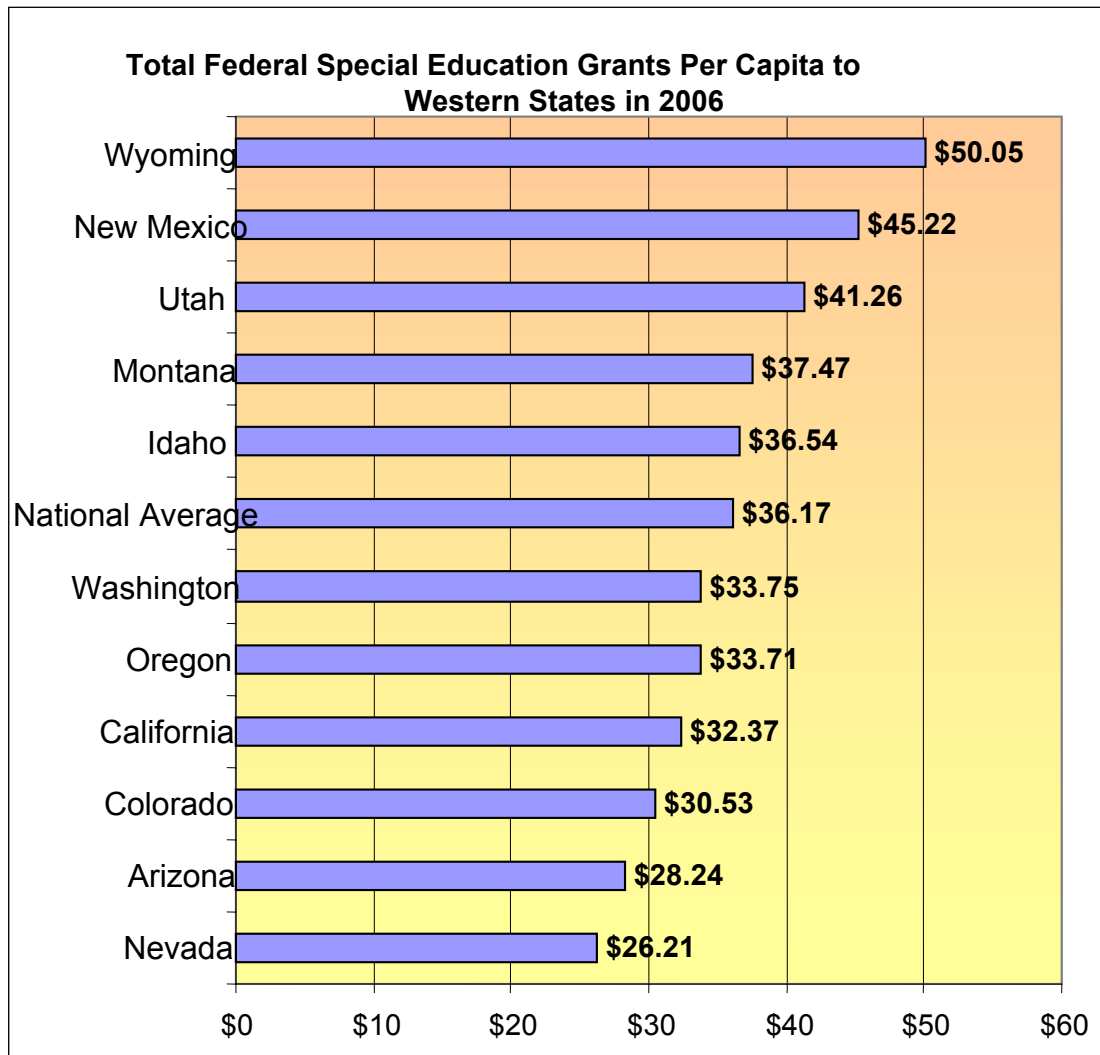
Higher Percentage Than Nevada



Lower Percentage Than Nevada

SPECIAL EDUCATION

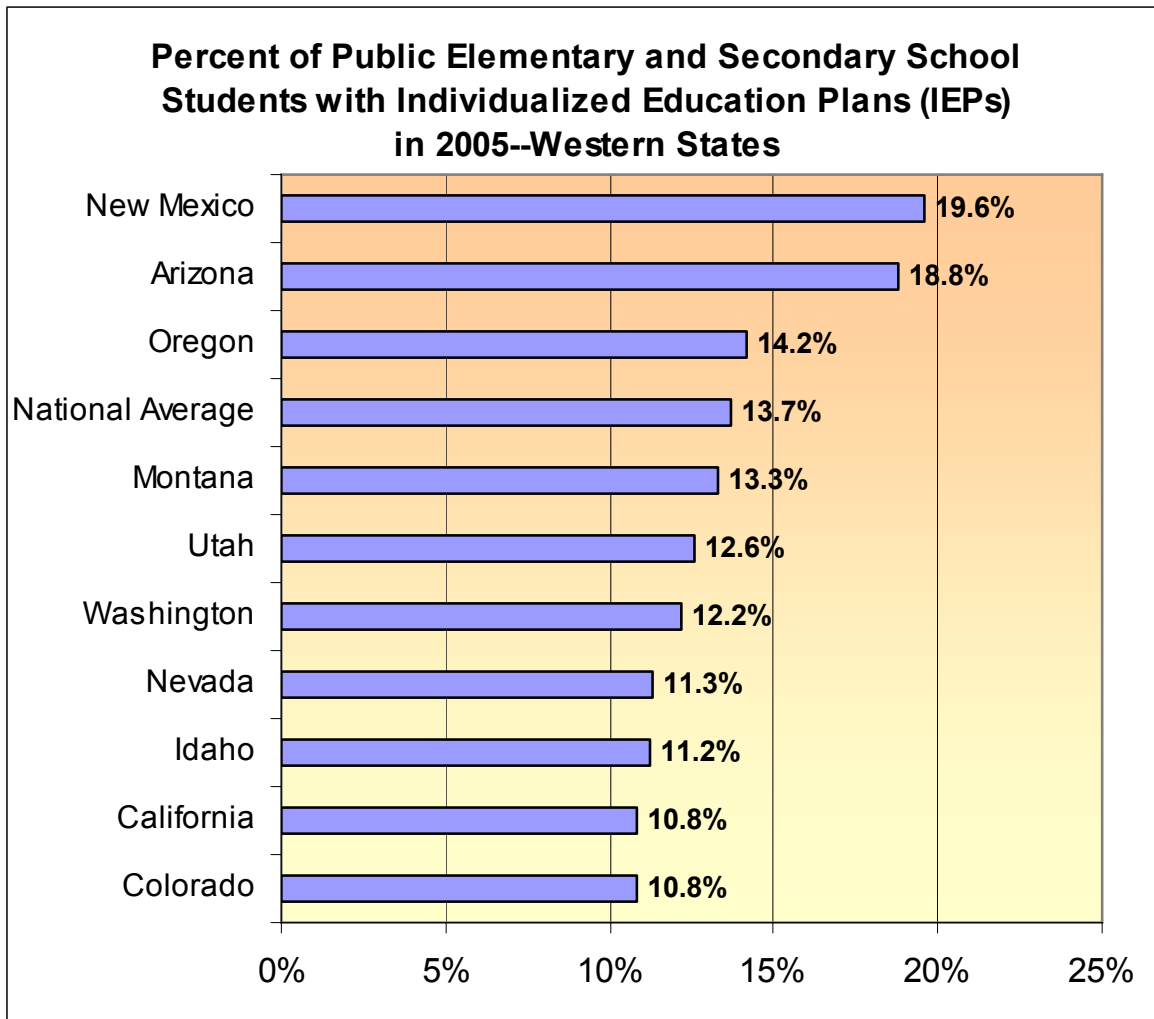
SPECIAL EDUCATION GRANTS



Source: U.S. Department of Education, *FY 2001-2007 State Tables in Education State Rankings 2006-2007*, Morgan-Quitno 2006.

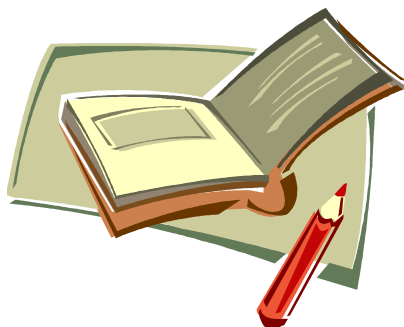
SPECIAL EDUCATION

STUDENTS WITH IEPs



Source: U.S. Department of Education, *National Center for Education Statistics Common Core of Data Database in Education State Rankings 2006-2007*, Morgan-Quitno 2006.

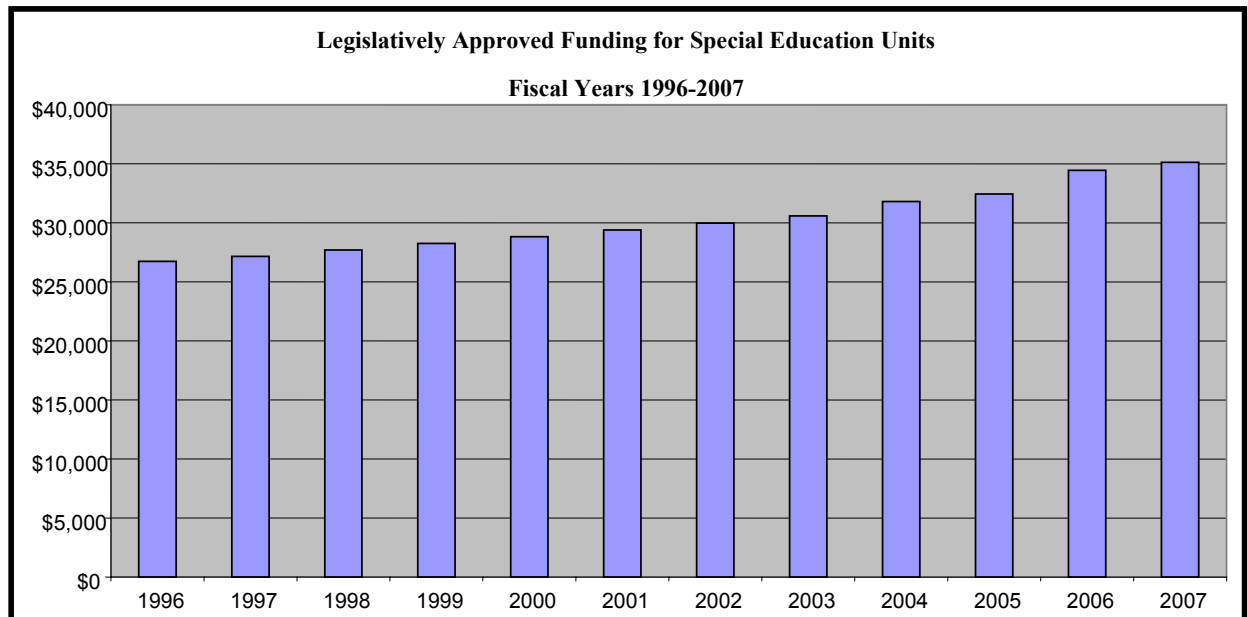
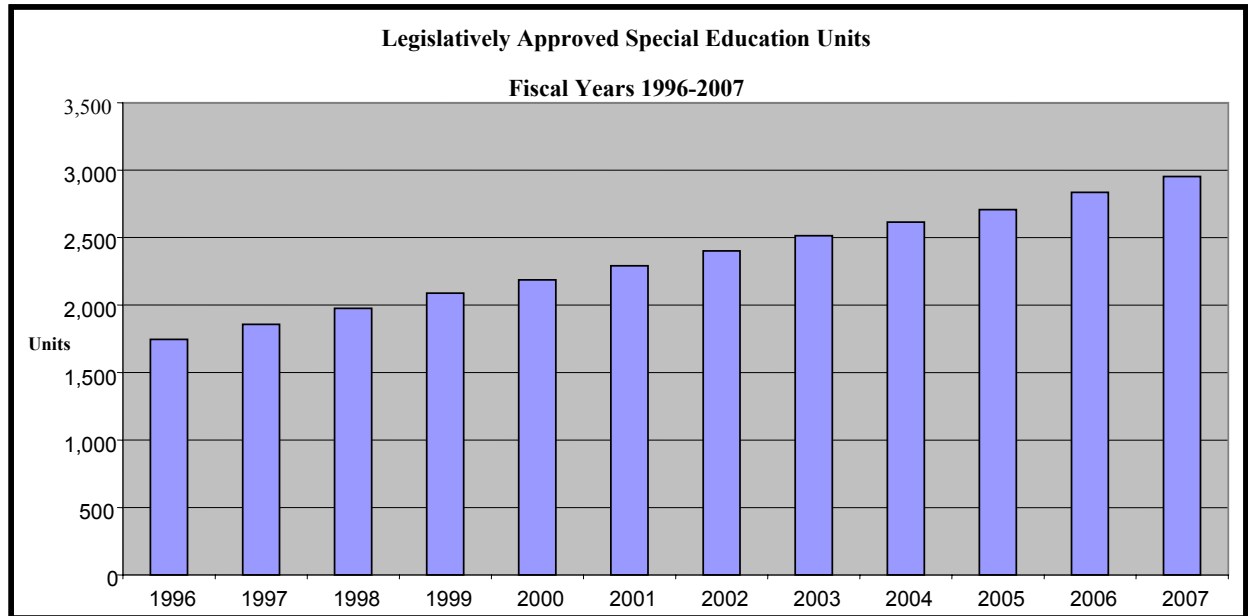
Note: Data from Wyoming were not available.



SPECIAL EDUCATION

UNIT FUNDING

NEVADA SPECIAL EDUCATION UNIT FUNDING



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

NRS 387.1211(3) defines “special education 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

UNIT FUNDING

**Nevada: Special Education Unit Funding
Fiscal Years 1994 – 2007
(Number Approved and Unit Amount)**

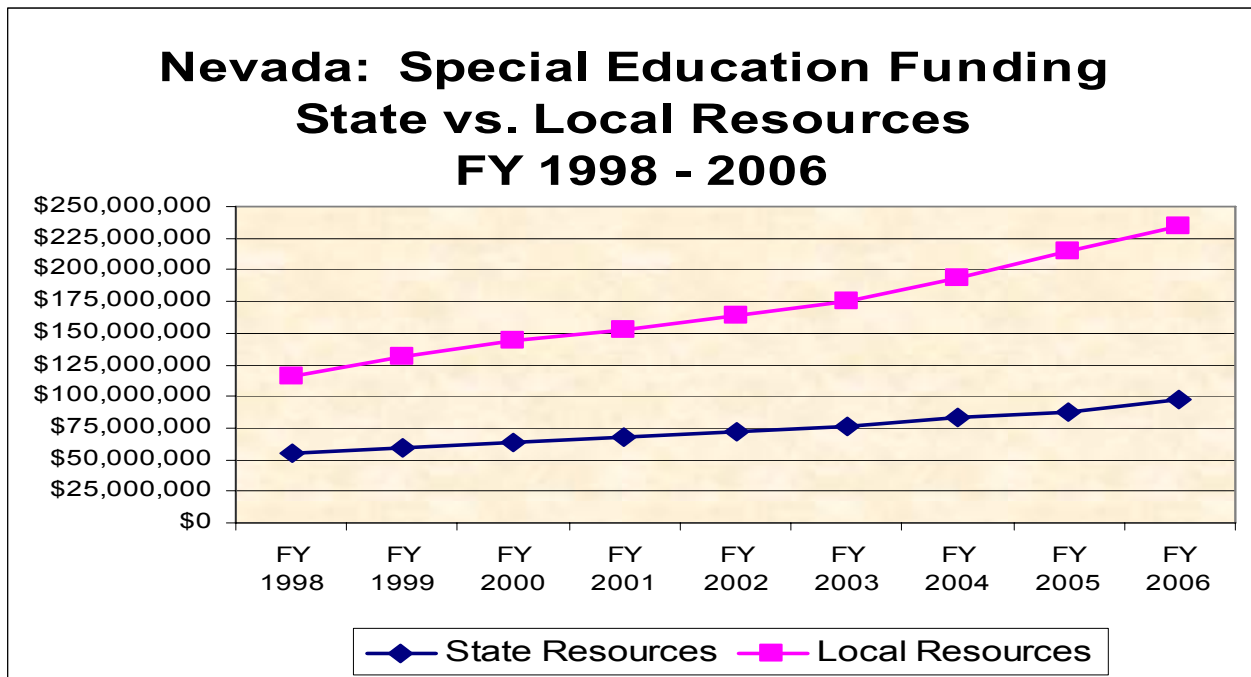
<u>Fiscal Year</u>	<u>Legislatively Approved</u>
2007	2,953 @ \$35,122
2006	2,835 @ \$34,433
2005	2,708 @ \$32,447
2004	2,615 @ \$31,811
2003	2,514 @ \$30,576
2002	2,402 @ \$29,977
2001	2,291 @ \$29,389
2000	2,186 @ \$28,813
1999	2,088 @ \$28,248
1998	1,976 @ \$27,694
1997	1,857 @ \$27,151
1996	1,746 @ \$26,740

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

SPECIAL EDUCATION

FUNDING

NEVADA: SPECIAL EDUCATION FUNDING STATE VS LOCAL RESOURCES

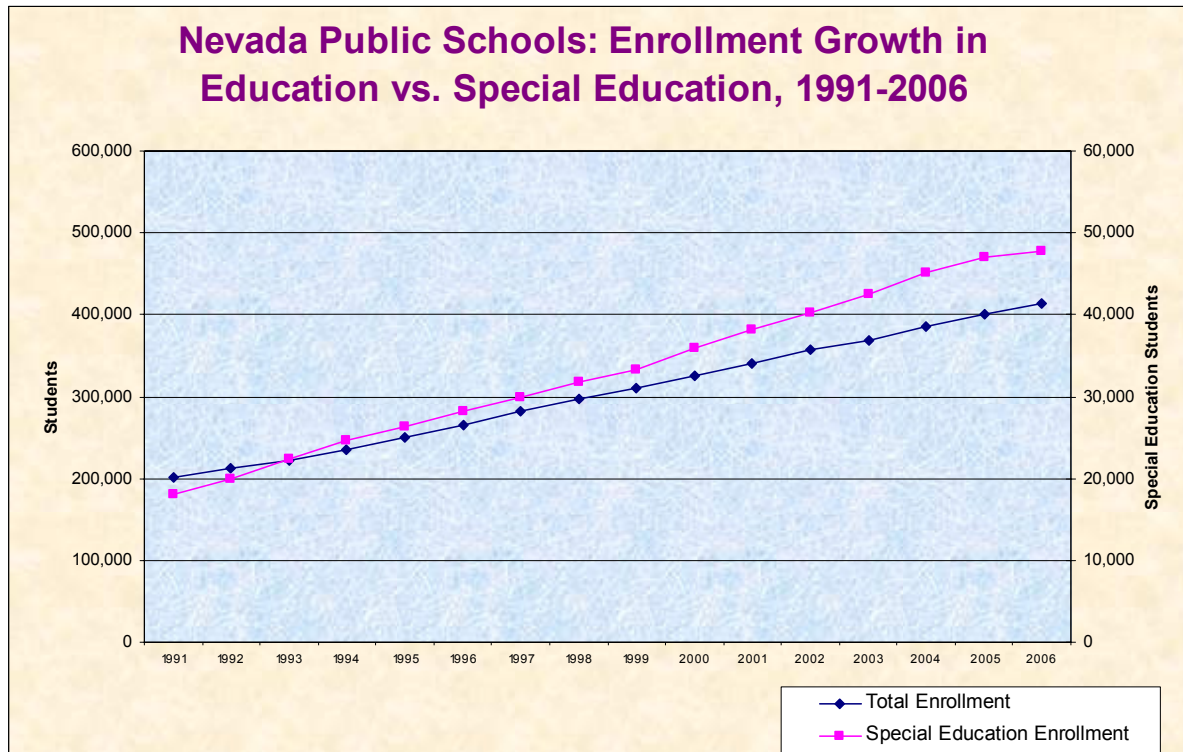


Fiscal Year	State Resources	Local Resources
FY 1998	\$54,723,344	\$116,198,395
FY 1999	\$58,981,824	\$132,014,493
FY 2000	\$62,985,218	\$143,861,090
FY 2001	\$67,330,199	\$151,949,548
FY 2002	\$72,004,754	\$163,313,519
FY 2003	\$76,868,064	\$175,025,638
FY 2004	\$83,185,765	\$193,915,875
FY 2005	\$87,866,476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

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

SPECIAL EDUCATION

FUNDING



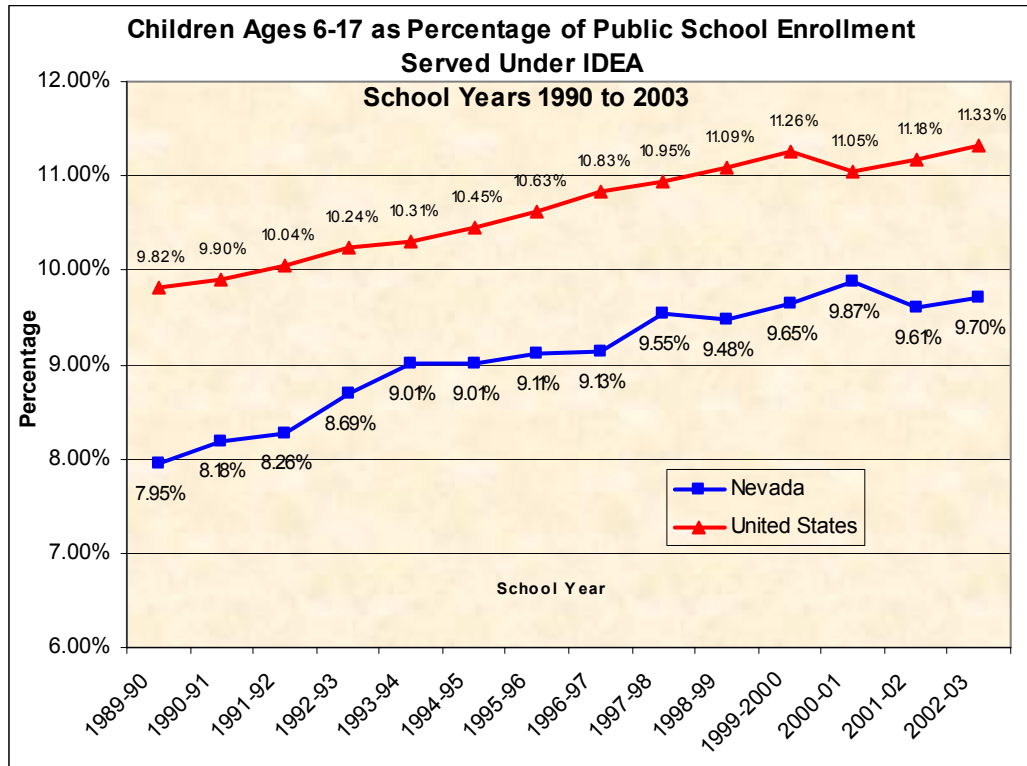
School Year	Total Enrollment	Percent Increase	Special Education Enrollment*	Percent Increase
1991	201,316	7.75	18,065	9.8
1992	211,810	5.21	19,957	10.47
1993	222,846	5.21	22,402	12.25
1994	235,800	5.81	24,624	9.92
1995	250,747	6.34	26,345	6.99
1996	265,041	5.70	28,174	6.94
1997	282,131	6.45	29,946	6.29
1998	296,621	5.14	31,726	5.94
1999	311,063	4.87	33,294	4.94
2000	325,610	4.68	35,847	7.67
2001	340,706	4.64	38,165	6.47
2002	356,814	4.73	40,196	5.32
2003	369,498	3.55	42,532	5.81
2004	385,414	4.31	45,201	6.28
2005	401,211	4.09	47,015	4.01
2006	413,252	3.00	47,794	1.66

Source: Nevada Department of Education, *Research Bulletin 2006* & *Research Bulletin 2005*.

* Includes early childhood special education students.

SPECIAL EDUCATION

IDEA – CHILDREN SERVED



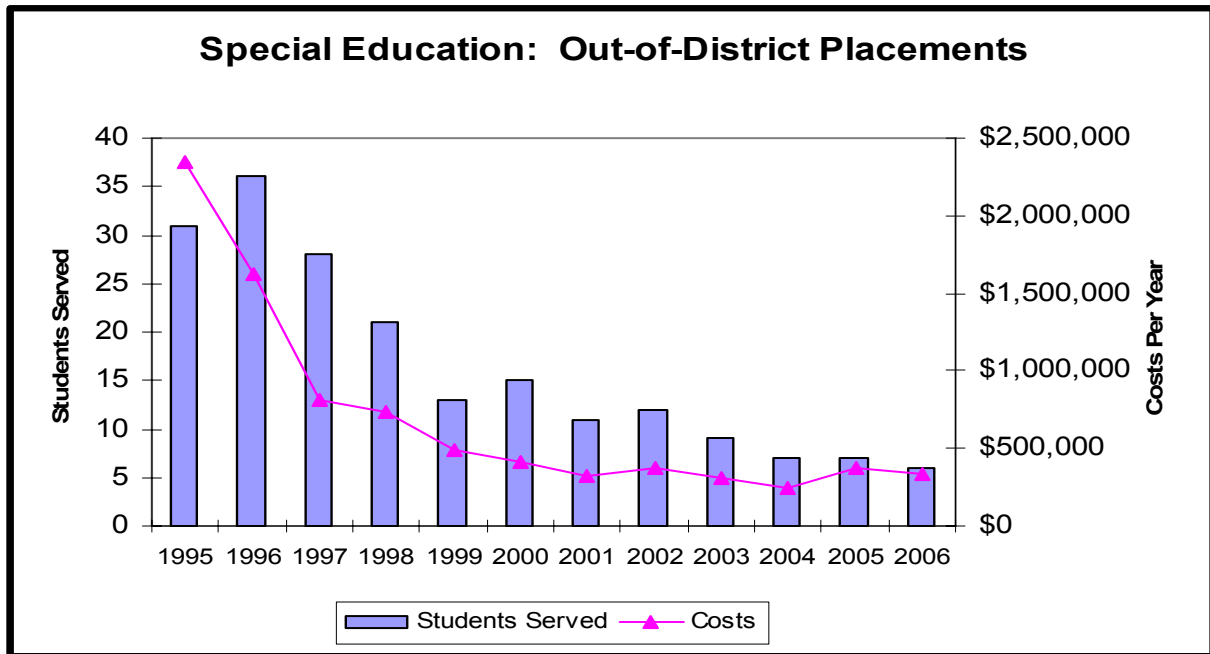
School Year	Nevada	United States
1989-90	7.95%	9.82%
1990-91	8.18%	9.90%
1991-92	8.26%	10.04%
1992-93	8.69%	10.24%
1993-94	9.01%	10.31%
1994-95	9.01%	10.45%
1995-96	9.11%	10.63%
1996-97	9.13%	10.83%
1997-98	9.25%	10.99%
1998-99	9.25%	11.19%
1999-00	9.46%	11.36%
2000-01	9.75%	11.48%
2001-02	9.80%	11.54%
2002-03	9.97%	11.61%

Source: U.S. Department of Education. Annual Reports to Congress on the Implementation of the Individuals with Disabilities Act (IDEA), Appendix A, Data Tables, various years.

SPECIAL EDUCATION

FUNDING

NEVADA: SPECIAL EDUCATION – OUT OF DISTRICT PLACEMENTS NEVADA REVISED STATUTES CHAPTER 395



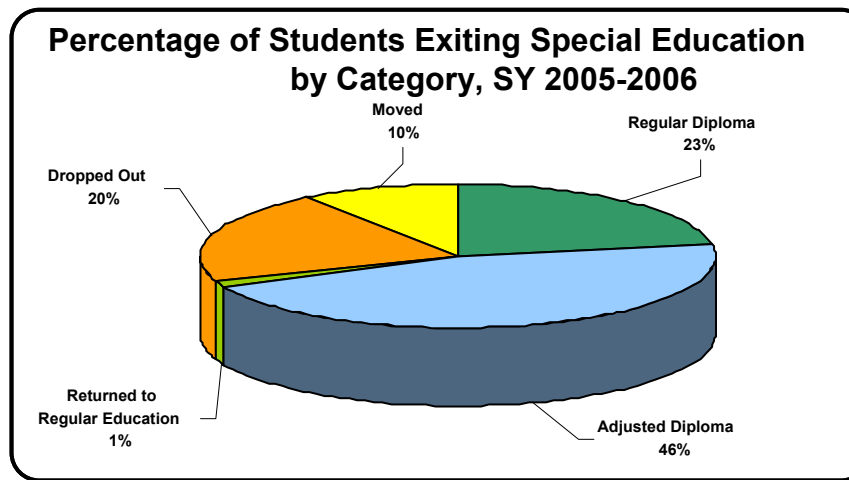
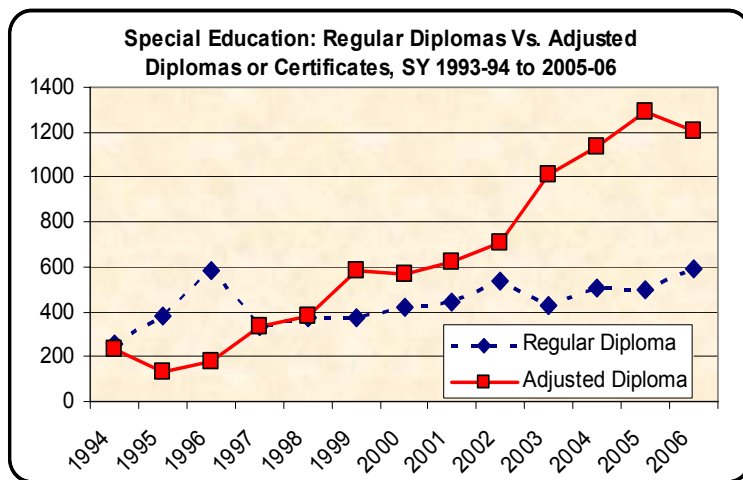
Fiscal Year	Students Served	Costs
2006	6	\$339,489
2005	7	\$372,246
2004	7	\$239,000
2003	9	\$310,000
2002	12	\$379,582
2001	11	\$325,560
2000	15	\$418,257
1999	13	\$494,989
1998	21	\$737,137
1997	28	\$814,228
1996	36	\$1,618,531
1995	31	\$2,345,885

Source: Nevada Department of Education, December 2006.

SPECIAL EDUCATION

STUDENTS EXITING PROGRAM

NEVADA: NUMBERS AND PERCENTAGES OF STUDENTS WHO EXITED SPECIAL EDUCATION PROGRAMS, SCHOOL YEARS 1993-1994 TO 2005-2006



Source: Nevada Department of Education, Office of Special Education, December 2006.

School Year	Total Students Who Exited Special Education	Regular Education Diploma		Adjusted Diploma or Certificate		Returned to Regular Education		Dropped Out (Federal definition)		Moved	
		#	%	#	%	#	%	#	%	#	%
1994	697	254	36%	232	33%	14	2%	116	17%	81	12%
1995	763	381	50%	136	18%	15	2%	83	11%	148	19%
1996	1,097	584	53%	181	16%	17	2%	174	16%	141	13%
1997	1,194	332	28%	338	28%	23	2%	201	17%	300	25%
1998	1,061	376	35%	385	36%	28	3%	81	8%	191	18%
1999	1,636	375	23%	586	36%	55	3%	278	17%	342	21%
2000	1,883	422	22%	564	30%	51	3%	382	20%	464	25%
2001	2,222	447	20%	619	28%	74	3%	418	19%	664	30%
2002	2,349	536	23%	707	30%	79	3%	385	16%	642	27%
2003	2,005	426	21%	1,011	50%	19	1%	216	11%	333	17%
2004	2,290	503	22%	1,138	50%	21	1%	299	13%	329	14%
2005	2,389	494	21%	1,293	54%	26	1%	327	14%	249	10%
2006	2,636	592	23%	1,203	46%	38	1%	539	20%	264	10%

V. IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

A component of the Nevada Education Reform Act of 1997 provided, for the first time, specific state funding to assist students in low-performing schools. Although the statewide proficiency program has, for several decades, required districts to provide low-performing students with remedial assistance, the expectation was that needed funding was provided through the state guarantee for per-pupil funding and was not specifically allocated as a separate appropriation. The provisions of the Nevada Education Reform Act (NERA) provided a method to identify schools needing improvement, a source of state funding to assist them, the identification of effective remedial programs, and technical assistance and continued remedial program funding for those schools with continuing problems.

With the passage of the No Child Left Behind Act of 2001 (NCLB), the standards movement begun by NERA developed even further. During the 2003 Legislature, NCLB was codified in state statutes through Senate Bill 1 of the 19th Special Session. Senate Bill 1 adopted the federal mandate that each school demonstrate Adequate Yearly Progress (AYP), test students yearly in math and English, hire highly qualified teachers, and develop accountability reports that show the progress of identified subpopulations of students. In addition, each school in Nevada was charged with developing an improvement plan to identify student needs and instructional improvements, based on school-specific data from the state's Criterion Referenced Test (CRT). Schools that do not make AYP will receive technical assistance and qualify for remediation funding. Schools that continue to fail to make AYP may be subject to greater district and state oversight, as well as sanctions. Elsewhere in this section, the reader will find charts that explain the progression of NCLB consequences.

With the blending of the accountability frameworks of NERA and NCLB, remediation and school improvement funding is becoming more important, as schools and districts try to assist each student in meeting the standards. In the process of applying for specific funding sources for the assistance that schools need, a number of school and district administrators have begun to coordinate all sources of remedial funding as part of the overall school improvement plan. Such plans identify specific problem areas of academic achievement, and then establish specific remedies for those problems using available funding in a coordinated manner. The following presents the amount of state and federal funding made available specifically to schools and school districts for remediation purposes.

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

Federal Title I Funds

Each school district in Nevada receives a Title I allocation based upon the number of students at poverty level in the district. Upon receipt of the allocation, the district is required to pay all Title I services that are provided throughout the district, including Title I teachers' salaries. Once all district-wide Title I services have been paid, school allocations are made based upon the number of students at poverty level in each school. The data utilized in ranking the schools is contained in the Annual Poverty Count Report (APCR). The Title I appropriation is a per-pupil amount, which is the same for all schools. Once all Title I funds have been exhausted, the remaining schools continue to be Title I eligible, but receive no funding for that year. Each year, all Title I schools are re-ranked according to the APCR and appropriations are made as noted above.

Comprehensive School Reform (CSR) Funds

Federal CSR funds were made available to schools for the first time in FY 1998-99. Comprehensive school reform allows teachers, administrators, parents, and policymakers to improve all aspects of a school's operations. It is believed that by addressing curriculum and instruction, teacher training, parental involvement, funding issues, and school management, schools can better improve student learning. Any school may apply for the funds and distribution of funds to schools is on a competitive basis. Pre-applications are reviewed and scored by a panel assembled by the Nevada Department of Education (NDE). Schools selected by the review panel then complete a formal application and submit it to the NDE. The same review panel convenes to review the applications and a final selection is made. The CSR funds are then distributed directly to the school sites chosen.

State Remediation Funds for Low-Performing Schools

The NERA of 1997 first provided remediation funds for low-performing schools in 1998. This program has been continued in some form each biennium since. Until the 2005-2007 biennium these funds were used to purchase programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics, and science.

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

Schools selected such programs from Nevada's *List of Effective Remediation Programs*, published annually. As the standards movement in Nevada has evolved, so has the method of qualifying for remedial funding.

During Fiscal Year 1997-1998, schools that were designated as demonstrating "need for improvement" were eligible for funding (designations are made when more than 40 percent of the pupils enrolled in a school score in the bottom quarter in all four subject areas tested on the state-required norm-referenced examination).

During the 1999 Legislative Session, funding was expanded to include certain schools that have been designated as having adequate achievement as follows: (1) a school that did not receive a designation because the school had too few pupils enrolled in a grade level that is tested, but the test scores of the pupils indicate that the school would have received a designation as demonstrating need for improvement; (2) a school that has more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in three of four subjects tested; and (3) a school that was designated as demonstrating "need for improvement" in the immediately preceding school year.

During the 2001 Legislative Session, funding was expanded again to include a school that has more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in one or more of four subjects tested.

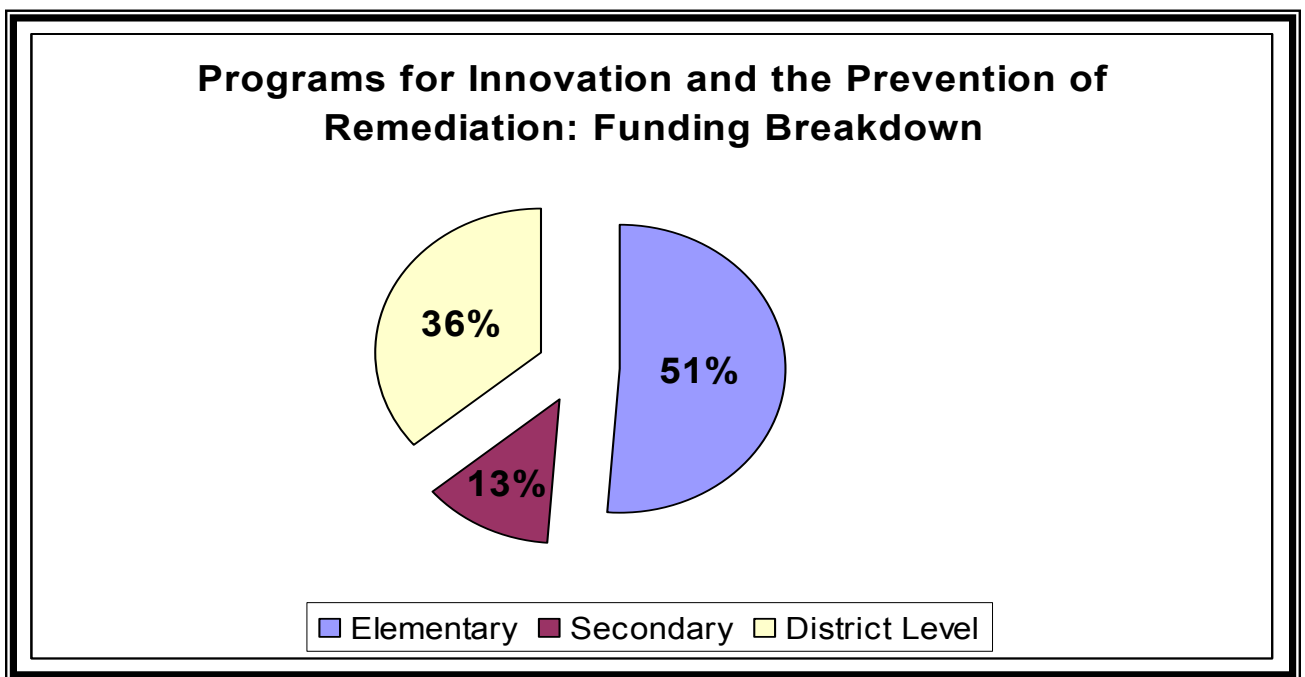
With the passage of Senate Bill 1 of the 19th Special Session in 2003, the qualifications for remediation funding were again changed. Since NCLB introduced the concept of AYP, all schools that failed to make AYP were considered eligible, along with the schools in which 40 percent of the pupils enrolled in a school scored in the bottom quarter in all four subject areas tested on the state-required norm-referenced test (NRT).

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

ACCOUNT FOR PROGRAMS FOR INNOVATION AND THE PREVENTION OF REMEDIATION

The 2005 Legislature approved funding of nearly \$92 million to be distributed to Nevada schools and school districts to assist in the implementation of plans for improvement. In approving these funds, the 2005 Legislature, through the passage of Senate Bill 404, created the Commission on Educational Excellence to determine the allocation of funds to schools and school districts. The Commission consists of nine members: three teachers, two principals, two school district administrators, one parent or legal guardian of a student, and the Superintendent of Public Instruction, who serves as an ex officio voting member of the Commission.

For the 2005-07 biennium, funds were allocated as follows:



Source: Nevada Department of Education, 2006

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

ACCOUNT FOR PROGRAMS FOR INNOVATION AND THE PREVENTION OF REMEDIATION

Programs for Innovation and the Prevention of Remediation Funding Breakdown by School District

School District	Elementary Allocation	Secondary Allocation	District Allocation	Total Allocation	% of Total
Carson	\$1,290,910	\$188,137	\$837,350	\$2,316,397	3%
Churchill	\$536,668	\$181,774	\$538,001	\$1,256,443	1%
Clark	\$31,856,192	\$6,580,123	\$20,445,605	\$58,881,920	64%
Douglas	\$1,016,785	\$204,869	\$610,400	\$1,832,054	2%
Elko	\$1,800,110	\$732,134	\$1,397,669	\$3,929,913	4%
Esmeralda	\$112,160	N/A	\$81,380	\$193,540	<1%
Eureka	\$55,948	\$16,200	\$67,012	\$139,160	<1%
Humboldt	\$391,912	\$63,046	\$903,916	\$1,358,874	1%
Lander	\$184,463	\$196,290	\$33,390	\$414,143	<1%
Lincoln	\$265,631	\$112,372	\$117,655	\$495,658	<1%
Lyon	\$1,802,600	\$894,816	\$762,699	\$3,460,115	4%
Mineral	\$22,750	\$4,500	\$4,592	\$31,842	<1%
Nye	\$618,355	\$178,376	\$138,977	\$935,708	1%
Pershing	\$137,728	\$47,481	\$144,548	\$329,757	<1%
Storey	\$46,899	\$30,586	\$151,820	\$229,305	<1%
Washoe	\$6,589,923	\$2,256,025	\$6,551,267	\$15,397,215	17%
White Pine	\$470,712	\$59,821	\$325,921	\$856,454	1%
State Board					
Charter	\$0	\$15,700	\$0	\$15,700	<1%
Total	\$47,199,746	\$11,762,250	\$33,112,202	\$92,074,198	100%

Source: Nevada Department of Education 2006

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

COMPONENTS OF NO CHILD LEFT BEHIND & S.B. 1

	All Schools	All Schools In Need of Improvement (INOI)	Title I Schools INOI Only	Non-Title I Schools INOI Only
AYP Designation	•			
Consequences for Low Performance:				
School Choice			•	
Supplemental Services		•		
Technical Assistance		•		
TAP (Technical Assistance Partnership)		•		
School Support Team		•		
Corrective Action Required			•	
Corrective Action Option				•
Restructuring Required			•	
Restructuring Optional				•
Educational Improvement Process:				
State Improvement Plan	•			
District Improvement Plan	•			
School Improvement Plan	•			
Educational Personnel:				
Highly Qualified Teachers	•			
Qualified Paraprofessionals	•			
Licensed Middle School Teachers	•			
SAIN (System of Accountability Information for Nevada):				
School Accountability Reports	•			
District Accountability Reports	•			
State Accountability Report	•			
Region Accountability Report, if applicable	•			

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

COMPONENTS OF NO CHILD LEFT BEHIND & S.B. 1

CONSEQUENCES OF FAILURE TO MAKE ADEQUATE YEARLY PROGRESS

Year of AYP Failure: ***Year 1*** ***Year 2*** ***Year 3*** ***Year 4*** ***Year 5***
 (Watch List) (1st Year Needs Improvement) (2nd Year Needs Improvement) (3rd Year Needs Improvement) (4th Year Needs Improvement)

NCLB
(applies to Title I schools)

State remediation funds	State remediation funds	State remediation funds	State remediation funds	State remediation funds
	School choice	School choice	School choice	School choice
		Supplemental services	Supplemental services	Supplemental services
			LEA ¹ corrective action ²	LEA corrective action
				Alternative governance ³

Senate Bill 1
(applies to all schools)

State remediation funds	State remediation funds	State remediation funds	State remediation funds	State remediation funds
	State supplemental services	State supplemental services	State supplemental services	State supplemental services
	Technical Assistance Partnership	Technical Assistance Partnership	School Support Team	School Support Team
			Support team may recommend corrective action to SEA ⁴	Support team may recommend corrective action to SEA
				SEA may take corrective action

¹. LEA = Local Educational Agency. In Nevada, LEAs are school districts, but this is not always the case.

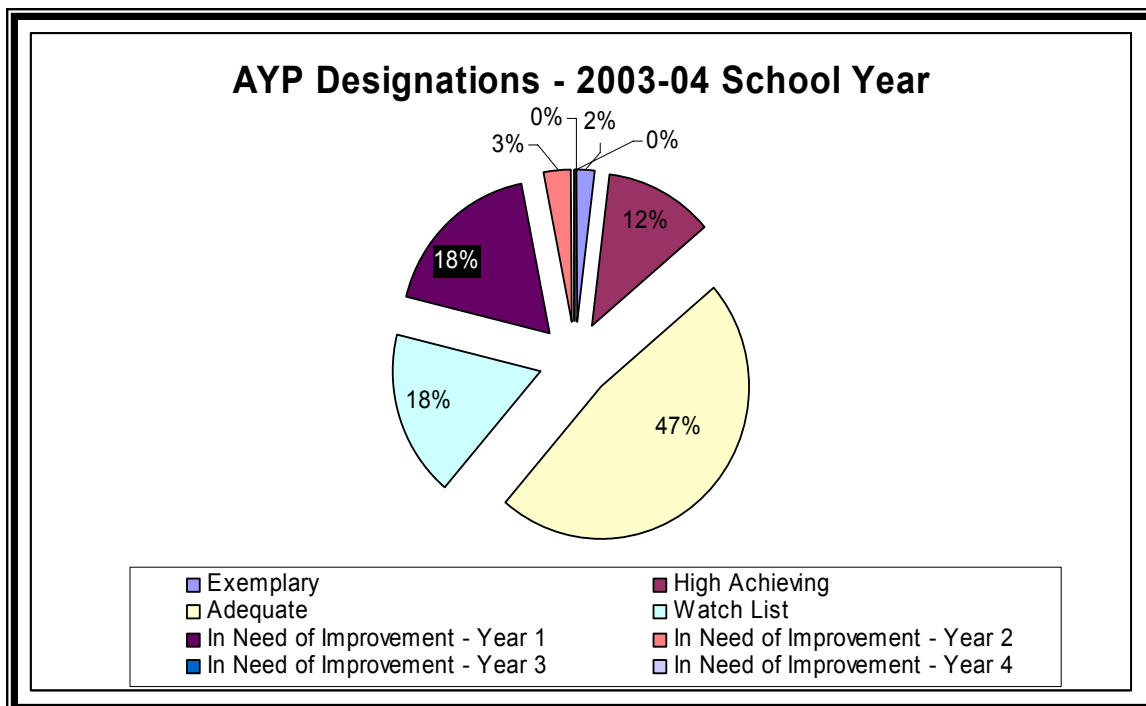
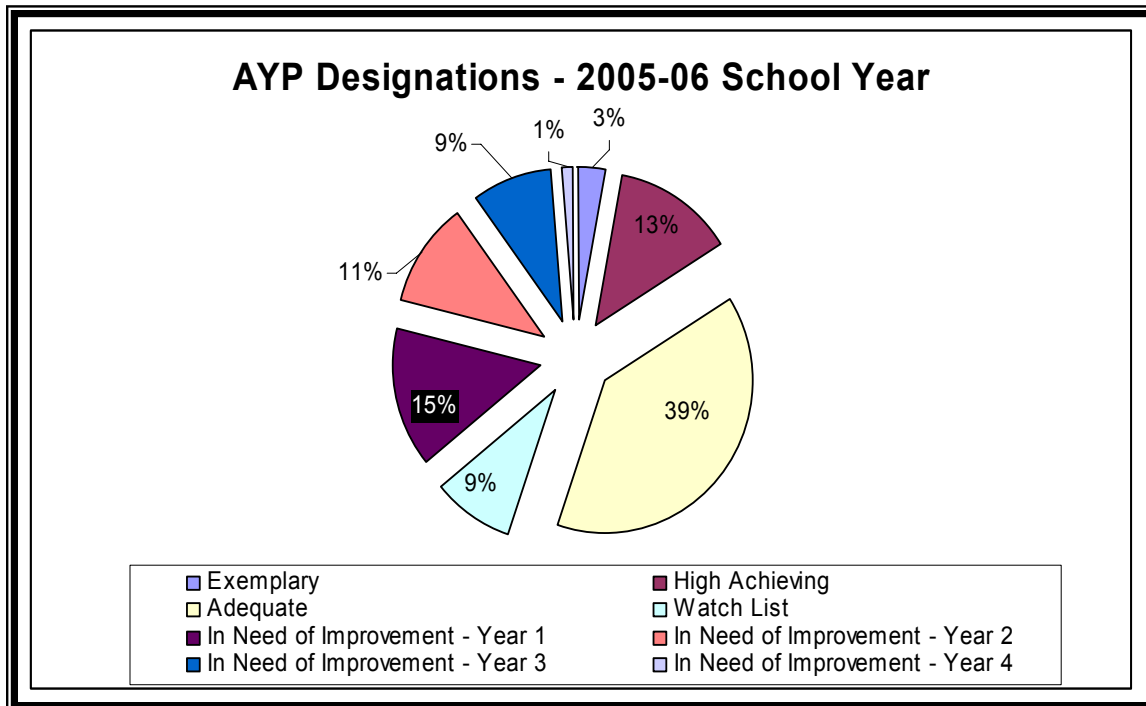
². Corrective action LEAs may take under NCLB includes the following: replacing school staff, instituting a new curriculum, decreasing management authority, appointing an outside expert advisor, extending the school day or year, and restructuring the school.

³. Alternative governance would involve any of the corrective actions identified in footnote 2, plus replacing all staff or contracting with a private education management company to run the school.

⁴. SEA = State Educational Agency

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

ADEQUATE YEARLY PROGRESS – DESIGNATION OF SCHOOLS



Source: Nevada Department of Education

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

ANNUAL MEASURABLE OBJECTIVES

Estimated Annual Measurable Objectives
(Percentage of Students meeting Proficiency Standard)

School Year	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
Baseline, 2002-03, 2003-04	27.5%	34.5%	37%	32.0%	73.5%	42.8%
2004-05, 2005-06, 2006-07	39.6%	45.4%	47.5%	43.3%	77.9%	52.3%
2007-08, 2008-09	51.7%	56.3%	58.0%	54.6%	82.3%	61.8%
2009-10, 2010-11	63.8%	67.2%	68.5%	65.9%	86.7%	71.3%
2011-12	75.9%	78.1%	79.0%	77.2%	91.1%	80.8%
2012-13	88.0%	89.0%	89.5%	88.5%	95.5%	90.3%
2013-14	100%	100%	100%	100%	100%	100%

Source: Slide 32 from *Report on Nevada's Data and Current Improvement Strategies from the ICLE*, Microsoft PowerPoint Presentation by Larry Gloeckler, International Center for Leadership in Education, and Gloria Dopf, Nevada Department of Education, 2nd Annual Nevada High School Improvement Summit, September 14, 2006

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

SUPPLEMENTAL SERVICES, 2004-05 AND 2005-06

Under the federal No Child Left Behind Act (NCLB), low income families can enroll their child in supplemental education services if their child attends a Title I school that has been designated as demonstrating need for improvement for more than one year. The term “supplemental educational services” refers to free extra academic help, such as tutoring or remedial instruction, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer. Title I schools are required to set aside up to 20 percent of their total Title I formula distribution for the provision of supplemental education services.

Providers of supplemental education services may include nonprofit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions or higher education, and faith-based organizations.

Number of Students Served with Supplemental Education Services 2005-06 School Year

District	Served/Eligible	Reason
Carson City	0/577 (0%)	After school program already in place
Clark County	4,960/28,000 (21%)	8 identified schools have 21 st CCLCs
Elko County	0/2066 (0%)	Providers refuse to serve the rural/remote county
Lyon County	66/287 (23%)	Rural district with only 1 provider willing
Nye County	80/1,700 (5%)	*21 st CCLC program in one community, other community so remote providers will not serve
Washoe County	283/2,228 (13%)	21 st CCLC programs at most identified schools as well as first year growing pains
Total	5,389/34,858 (16%)	

Number of Students Served with Supplemental Education Services 2004-05 School Year

School District	Served/Eligible	Reason
Carson	0/614 (0%)	After school program already in place
Clark	1,854/14,000 (13%)	8 identified schools have 21 st CCLCs
Elko	0/854 (0%)	Providers refuse to serve the rural/remote county
Lyon	90/288 (31%)	Rural district with only 1 provider willing
Nye	30/700 (4%)	21 st CCLC program in one community, other community so remote providers will not serve
Total	1,974/16,456 (12%)	

Source: Nevada Department of Education

*21st Century Community Learning Center

VI. PUPIL-TO-TEACHER RATIOS

BACKGROUND

A key reform initiative for more than a decade is Nevada's program to reduce pupil-to-teacher ratios, commonly known as the Class-Size Reduction Program. Following a review of the topic by a 1988 interim legislative study, the 1989 Legislature enacted the Class-Size Reduction Act (Assembly Bill 964, Chapter 864, *Statutes of Nevada 1989*). The measure was designed to reduce the pupil-to-teacher ratio in public schools, particularly in the earliest grades where the core curriculum is taught.

The program was scheduled for implementation in several phases. The first step reduced the ratios in selected kindergartens and 1st grade for the 1990-1991 school year. The next phase was designed to improve 2nd grade ratios, followed by 3rd grade reductions and broadening kindergarten assistance. The 1991 Legislature made funds available for the 1991-1992 school year to reduce the ratios in 1st and 2nd grades and selected kindergartens to the 16 to 1 ratio. Due to budget shortfalls late in 1991 and the continuing state fiscal needs, the 3rd grade phase was delayed until Fiscal Year 1996-1997 when partial funding was provided at a 19 to 1 ratio. Those funding formulas continued throughout the subsequent biennia.

After achieving the target ratio of 15 pupils to 1 teacher in the primary grades, the original program proposed that the pupil-to-teacher ratio be reduced to 22 pupils per class in grades 4, 5, and 6, followed by a reduction to no more than 25 pupils per class in grades 7 to 12. With the exception of a pilot program in Elko County, only the primary grades (K-3) have been addressed.

In 2005, Assembly Bill 575 continued to address Class-Size Reduction. The bill appropriated approximately \$125.6 million in 2005-2006, and \$137.9 million in 2006-2007 for continued support of the program. The measure specifies that the funds will pay the salaries and benefits for teachers hired to reduce pupil-teacher ratios. These funds will provide for at least 2,107 teachers in the first year of the biennium and 2,197 teachers in the second year. The measure continues the flexibility previously allowed for the use of funding for 1st through 3rd grades. This flexibility allows school districts to carry out alternative programs for reducing the ratio of pupils per teacher, or to implement remedial programs that have been found to be effective in improving pupil achievement.

PUPIL-TO-TEACHER RATIOS

BACKGROUND

The 2005 Legislature also enacted Senate Bill 460 (Chapter 457, *Statutes of Nevada*) which provided flexibility in implementing pupil-teacher ratios in grades 1 through 6 for school districts other than Clark and Washoe. Pupil-teacher ratios would be limited to not more than 22 to 1 in grades 1 through 3, and not more than 25 to 1 in grades 4 through 6.



PUPIL-TO-TEACHER RATIOS

PUPIL-TEACHER RATIOS

Pupil-Teacher Ratio for Elementary, Middle, & High School Western States, SY 2003-2004

	Primary	Middle	High
Arizona	18.4	18.7	19.4
California	20.0	23.5	21.8
Colorado	16.3	16.2	15.5
Idaho	18.2	18.1	16.1
Montana	12.5	12.8	11.1
National Average	15.9	15.8	15.4
Nevada	16.3	19.2	17.7
New Mexico	14.3	14.5	14.1
Oregon	20.4	20.7	20.4
Utah	22.1	21.6	19.4
Washington	18.6	19.8	20.5
Wyoming	12.5	13.0	10.9



Pupil-teacher ratio lower than in Nevada

Source: U.S. Department of Education, National Center for Education Statistics Common Core of Data Database in Education State Rankings 2006-2007, Morgan Quitno 2006.



PUPIL-TO-TEACHER RATIOS

STATEWIDE PUPIL-TEACHER RATIOS

Statewide Pupil-Teacher Ratios Fiscal Years 1998 - 2007																	
Grade	FY 1998- 1999	FY 1999- 2000	Change from 1999 to 2000	FY 2000- 2001	Change from 2000 to 2001	FY 2001- 2002	Change from 2001 to 2002	FY 2002- 2003	Change from 2002 to 2003	FY 2003- 2004	Change from 2003 to 2004	FY 2004- 2005	Change from 2004 to 2005	FY 2005- 2006	Change from 2005 to 2006	FY 2006- 2007	Change from 2006 to 2007
Kindergarten	22.7	23.7	1.0	23.6	-0.1	22.7	-0.9	22.5	-0.2	23.2	0.7	22.8	-0.4	28.1	5.3	23.4	-4.7
1st Grade	15.8	15.9	0.1	16.0	0.1	16.1	0.1	16.2	0.1	16.1	-0.1	16.3	0.2	16.2	-0.1	16.4	0.2
2nd Grade	15.8	15.9	0.1	16.2	0.3	16.3	0.1	16.5	0.2	16.3	-0.2	16.5	0.2	16.4	-0.1	16.6	0.2
3rd Grade	19.0	19.1	0.1	19.0	-0.1	19.2	0.2	20.1	0.9	19.5	-0.6	19.5	0.0	19.2	-0.3	18.6	-0.6

Pupil-Teacher Ratios for School Year 2006-2007 By Grade, Nevada and School Districts				
School District	Kindergarten	First Grade	Second Grade	Third Grade
Carson City	20.0	15.7	15.4	18.0
Churchill*				
Clark	25.1	16.6	16.8	19.5
Douglas*				
Elko*				
Esmeralda	1.7	2.3	3.0	1.7
Eureka	8.0	5.5	7.0	12.0
Humboldt	9.1	14.5	13.4	18.0
Lander	17.3	16.0	16.3	25.0
Lincoln	5.6	15.4	14.2	18.0
Lyon	19.9	16.2	16.3	18.4
Mineral	21.0	16.3	12.3	15.7
Nye	13.1	17.2	18.7	19.6
Pershing	10.7	12.3	20.0	17.3
Storey	12.5	17.0	20.0	19.0
Washoe	23.4	15.6	15.9	15.3
White Pine	14.3	19.0	17.8	19.8
STATE	23.4	16.4	16.6	18.6

NRS 388.700 requires that pupil-teacher ratios not exceed the levels for which school districts receive Legislative funding. These are: 16 to 1 for Kindergarten through 2nd grade and 19 to 1 for 3rd grade

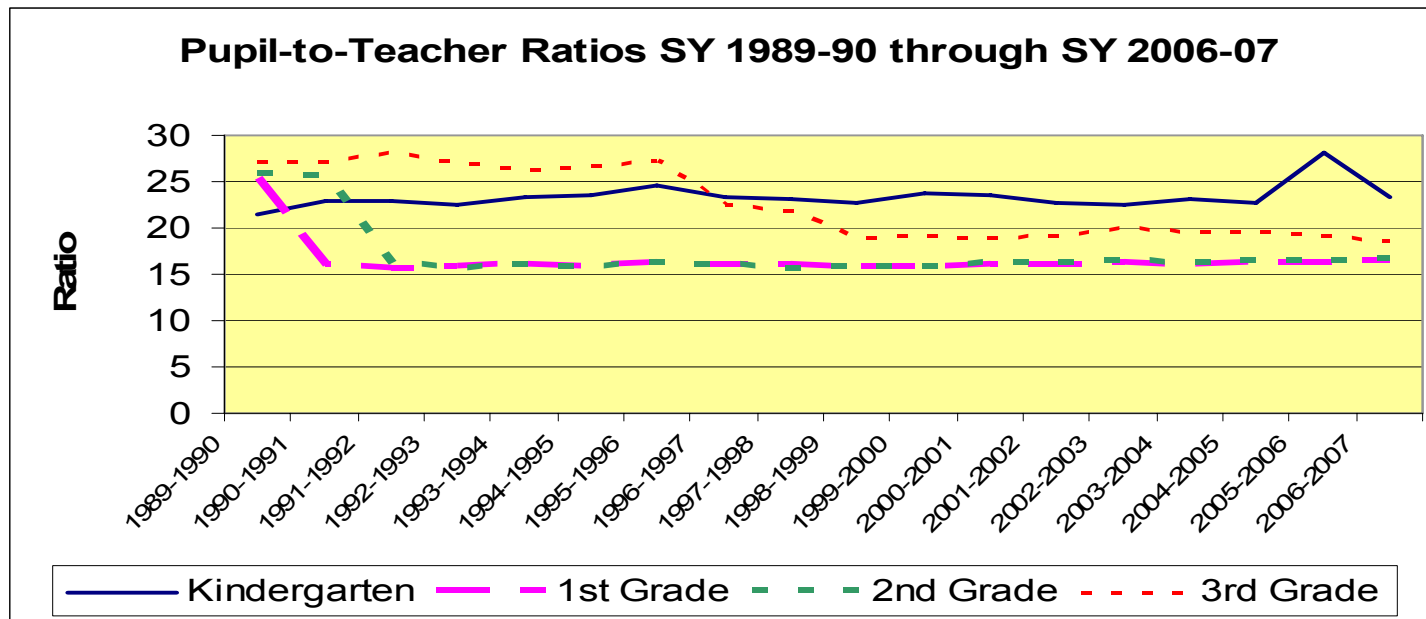
Source: 2006 Variance Report, Nevada Department of Education.

*Churchill, Douglas and Elko County School Districts implemented alternate CSR programs in accordance with NRS 388.720.

PUPIL-TO-TEACHER RATIOS

CSR—RATIOS GRADES K-3

Grade	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Kindergarten	21.5	22.9	22.9	22.4	23.3	23.5	24.6	23.4	23.2	22.7	23.7	23.6	22.7	22.5	23.2	22.8	28.1	23.4
1st Grade	25.4	16.1	15.6	15.8	16.0	15.9	16.2	16.1	16.1	15.8	15.9	16.0	16.1	16.2	16.1	16.3	16.2	16.4
2nd Grade	25.9	25.6	16.3	15.6	16.1	15.9	16.2	16.0	15.7	15.8	15.9	16.2	16.3	16.5	16.3	16.5	16.4	16.6
3rd Grade	27.1	27.0	28.1	27.0	26.3	26.6	27.2	22.6	21.8	19.0	19.1	19.0	19.2	20.1	19.5	19.5	19.2	18.6



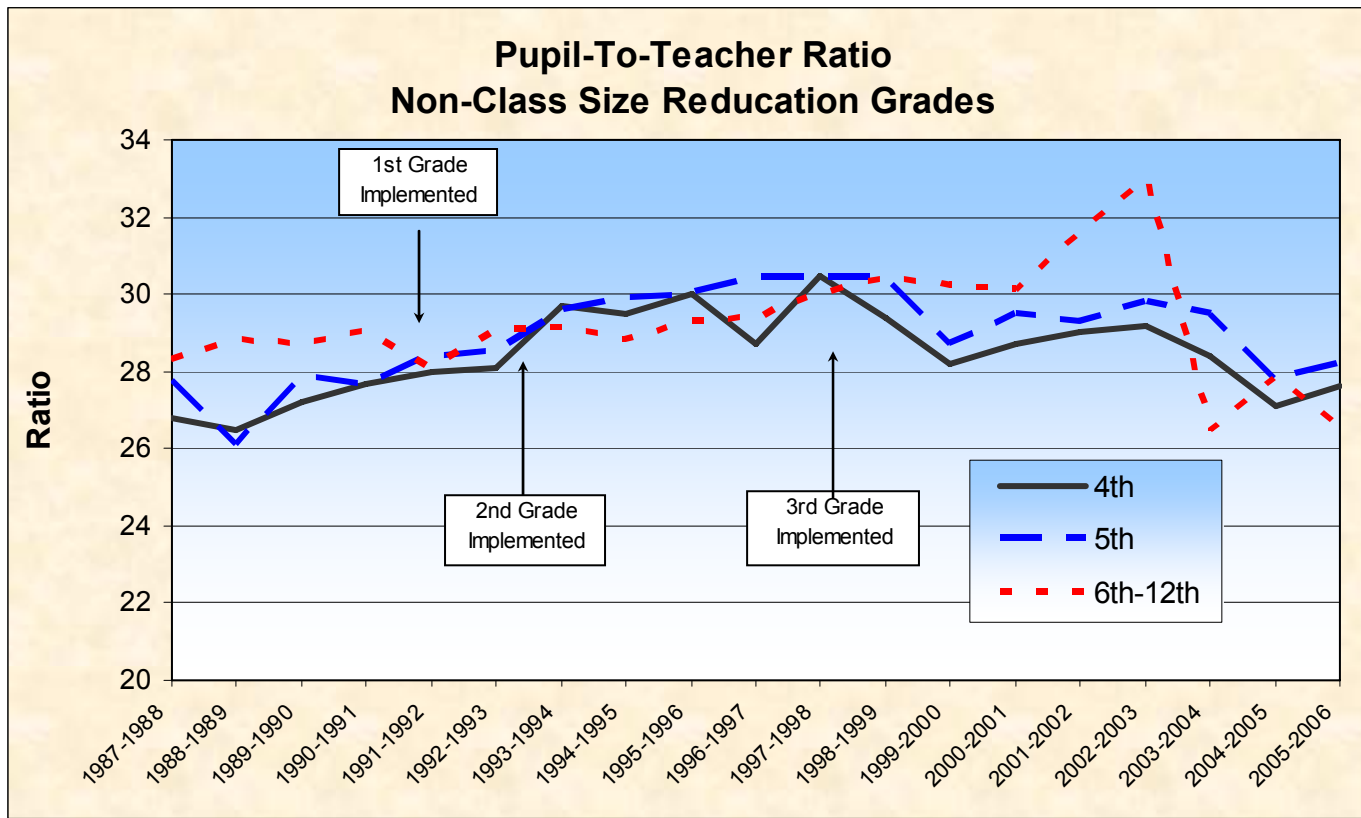
Source: 2006 Variance Report, Nevada Department of Education.

Note: Figures do not include those school districts that have adopted an alternate class-size reduction program. The CSR Program was established in SY 1990-91. Starting in SY 1999-2000, school districts were allowed to establish an alternative class-size reduction plan in accordance with NRS 388.720, which requires a pupil-teacher ration of 22:1 in grades 1-3 and 25:1 in grades 4-6.

PUPIL-TO-TEACHER RATIOS

CSR—RATIOS GRADES 4-12

	1987-1988	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
4th	26.8	26.5	27.2	27.7	28	28.1	29.7	29.5	30	28.7	30.5	29.4	28.2	28.7	29	29.2	28.4	27.1	27.6
5th	27.8	26.1	27.9	27.7	28.4	28.5	29.6	29.9	30	30.4	30.4	30.4	28.7	29.5	29.3	29.8	29.5	27.8	28.2
6th-12th	28.3	28.8	28.7	29	28.1	29	29.1	28.8	29.3	29.4	30	30.4	30.2	30.1	31.6	33	26.5	27.9	26.6



Source: Nevada Department of Education, February 2007.

PUPIL-TO-TEACHER RATIOS

Number of Class-Size Reduction Teachers (FTE) Hired for SY 2005-2006 and SY 2006-2007 by Grade, for Nevada and School Districts								
School District	Kindergarten		1 st Grade		2 nd Grade		3 rd Grade	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Carson City	2.0	1.5	21.5	21.5	12.5	15.0	9.5	10.0
Churchill*								
Clark	11.0	11.0	592.0	618.0	616.0	620.0	412.0	414.0
Douglas*								
Elko*								
Esmeralda	0	0	0	0	0	0	0	0
Eureka	0	0	0	0	0	0	0	0
Humboldt	0	0	4.0	5.0	4.0	4.0	5.0	5.0
Lander	0.25	0.25	1.5	2.0	1.0	1.0	0.25	0.25
Lincoln	0	0	0	0	0	0	0	0
Lyon	0.5		10.0	12.0	10.5	12.0	8.5	9.0
Mineral	1.0	0.5	0	0	2.0	2.0	0	0
Nye	1.0	1.0	7.5	6.5	7.0	9.0	5.0	5.25
Pershing	0.25	0.25	2.0	2.0	1.0	1.0	1.0	1.0
Storey	0	0	2.0	2.0	0	0	1.0	1.0
Washoe	5.0	5.0	110.5	118.0	108.5	105.0	72.5	65.5
White Pine*		0.5		0.5		2.0		1.0
STATE	21.0	20.0	751.0	787.5	762.5	771.0	514.75	512.0

* Note: Figures for those schools districts that have adopted an alternate class-size reduction program are listed below:

	Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Churchill	1	n/a	7.5	8.25	7	11	3	13	0	0
Douglas	0.5	n/a	6	6	4	3	5	3	2	5
Elko	4	n/a	13	9	7	9	9	9	9	9.5
White Pine	2		2.25		1		1		0	

	5th Grade		6th Grade		Total	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Churchill	0	0	0	0	18.5	32.25
Douglas	5	5	4	4	26.5	26
Elko	9	9.5	2	8.5	53	54.5
White Pine	0		0		6.25	

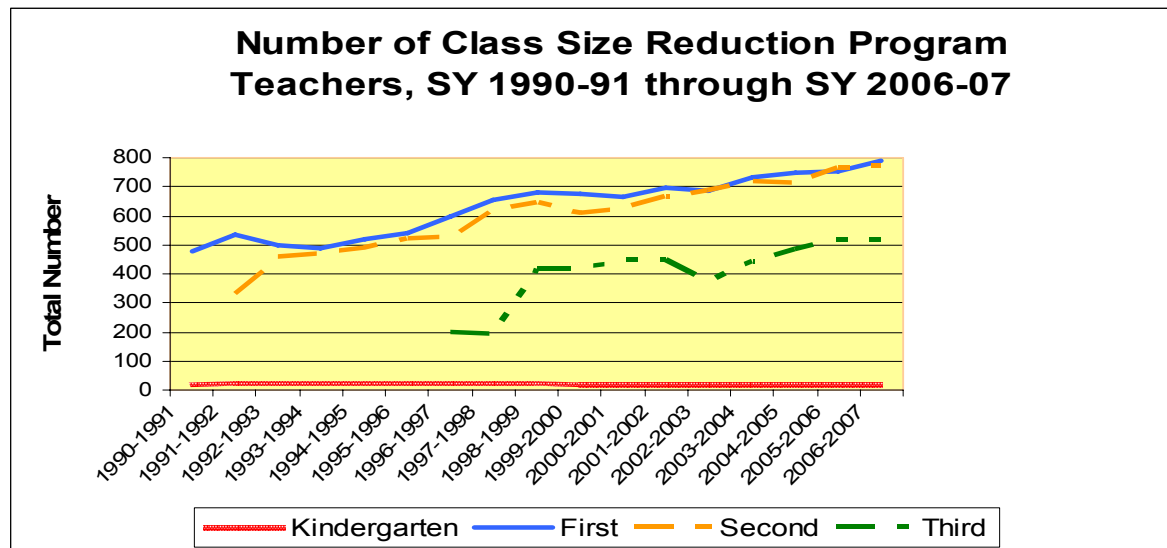
Source: 2006 Variance Report, Nevada Department of Education.

PUPIL-TO-TEACHER RATIOS

CSR TEACHERS

**NUMBER OF CSR PROGRAM TEACHERS HIRED
BY GRADE, BY SCHOOL YEAR (1990-91 TO 2006-07)**

	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Kindergarten	23	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	22.5	22.5	21.8	21.5	21.8	21.5	21	20
1st	476	535	499	490	522	540	599	653	681	677	663	697	686	731	751	751	788
2nd		333	459	468	489	517	525	616	645	607	625	665	687	719	713	763	771
3rd							195	194	415	414	449	445	375	443	485	515	512

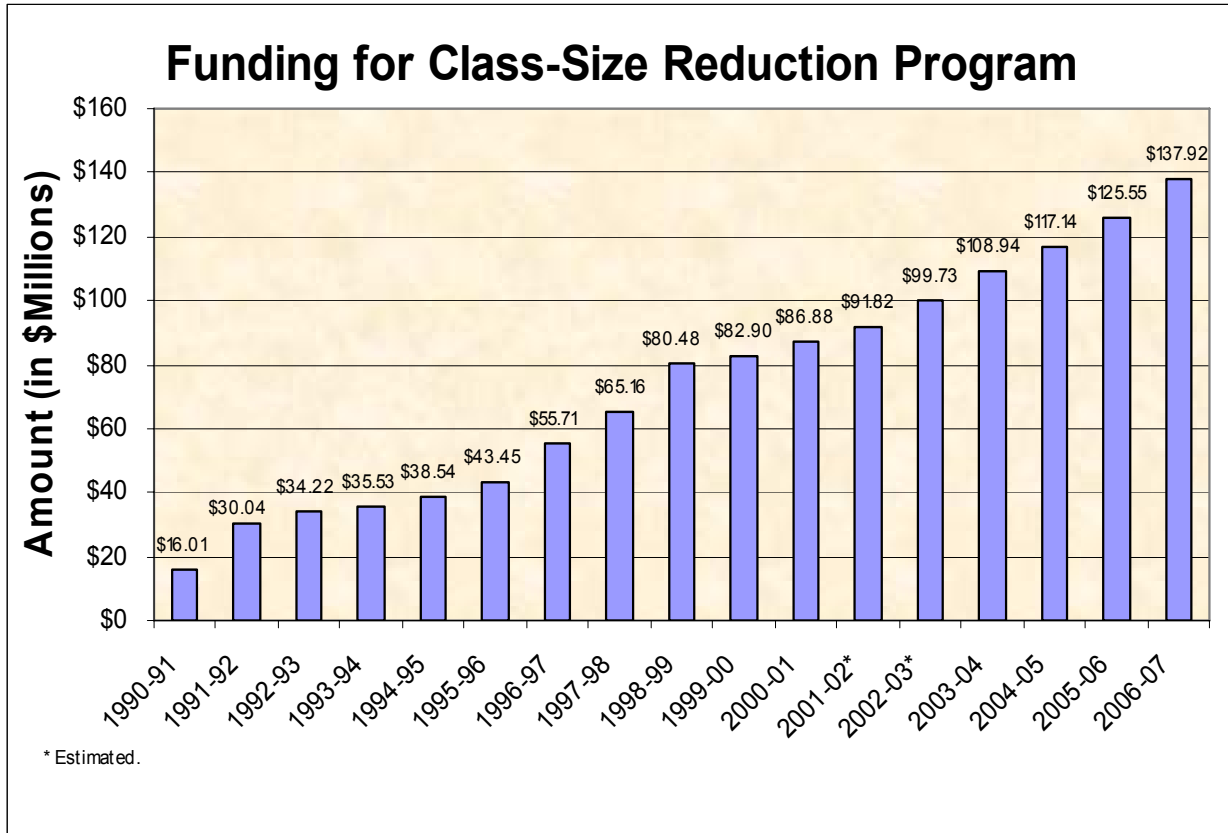


Source: 2006 Variance Report, Nevada Department of Education.

Note: The actual funding allocation for Nevada's CSR Program is calculated by projecting student growth, figuring in the number of teachers that districts would have hired to keep pace with that growth under the old ratios, then calculating the number of additional teachers needed to reduce the pupil-to-teacher ratio to the funded level (currently funded at 16:1 for grades 1 and 2 and 19:1 for grade 3). The appropriation for CSR typically specifies by grade the number of teachers to be hired. The measure also specifies the amount of the appropriation by grade based upon the estimated number of teachers multiplied by the actual average of new hire salaries and benefits.

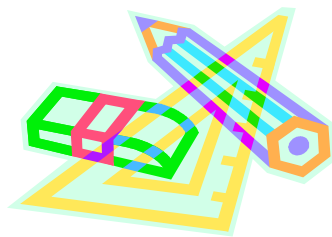
PUPIL-TO-TEACHER RATIOS

CSR EXPENDITURES



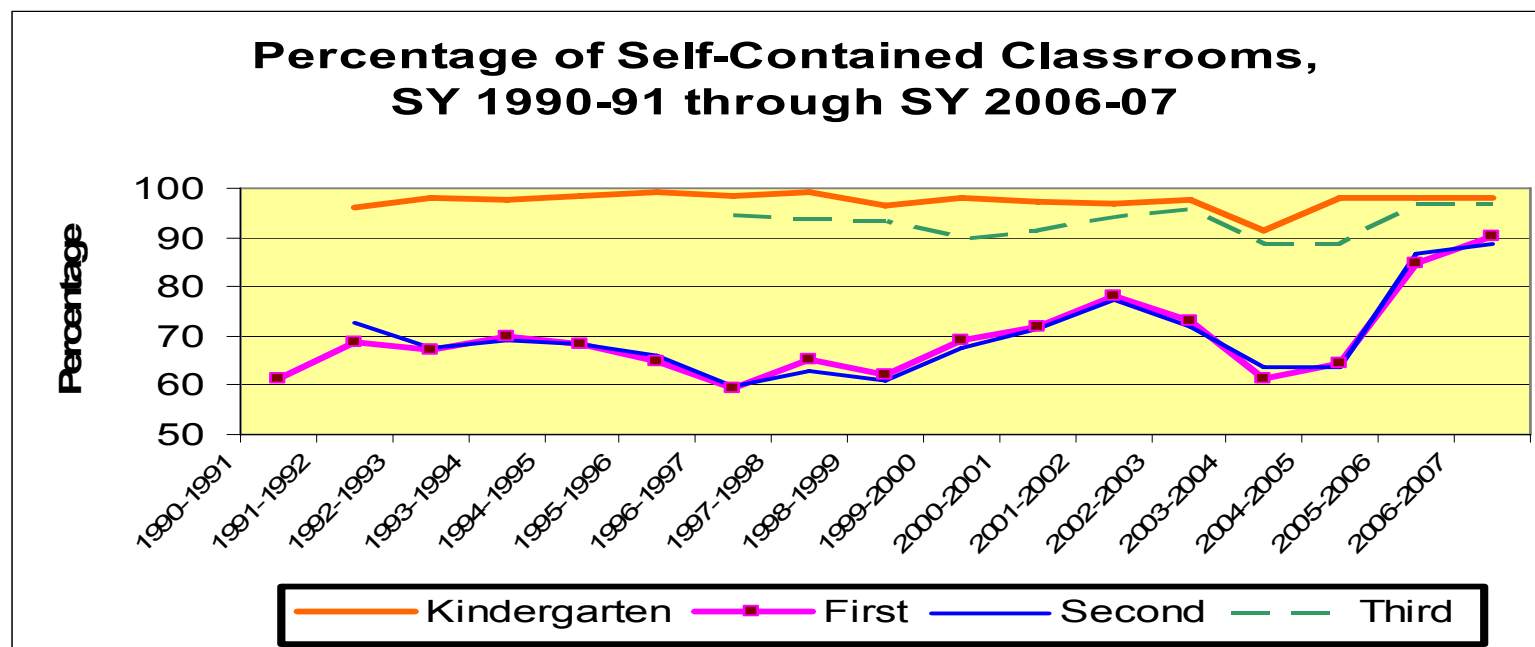
Source: Nevada Department of Education, Administrative and Fiscal Services, January 2007.

Note: By the end of the 2006-2007 Fiscal Year, Nevada will have expended approximately \$1.25 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.



PUPIL-TO-TEACHER RATIOS

CSR—CLASSROOM CONFIGURATION



The table below lists the percentage of “self-contained” Kindergarten, 1st, 2nd, and 3rd grade classrooms, where one teacher is alone in the room with the students.

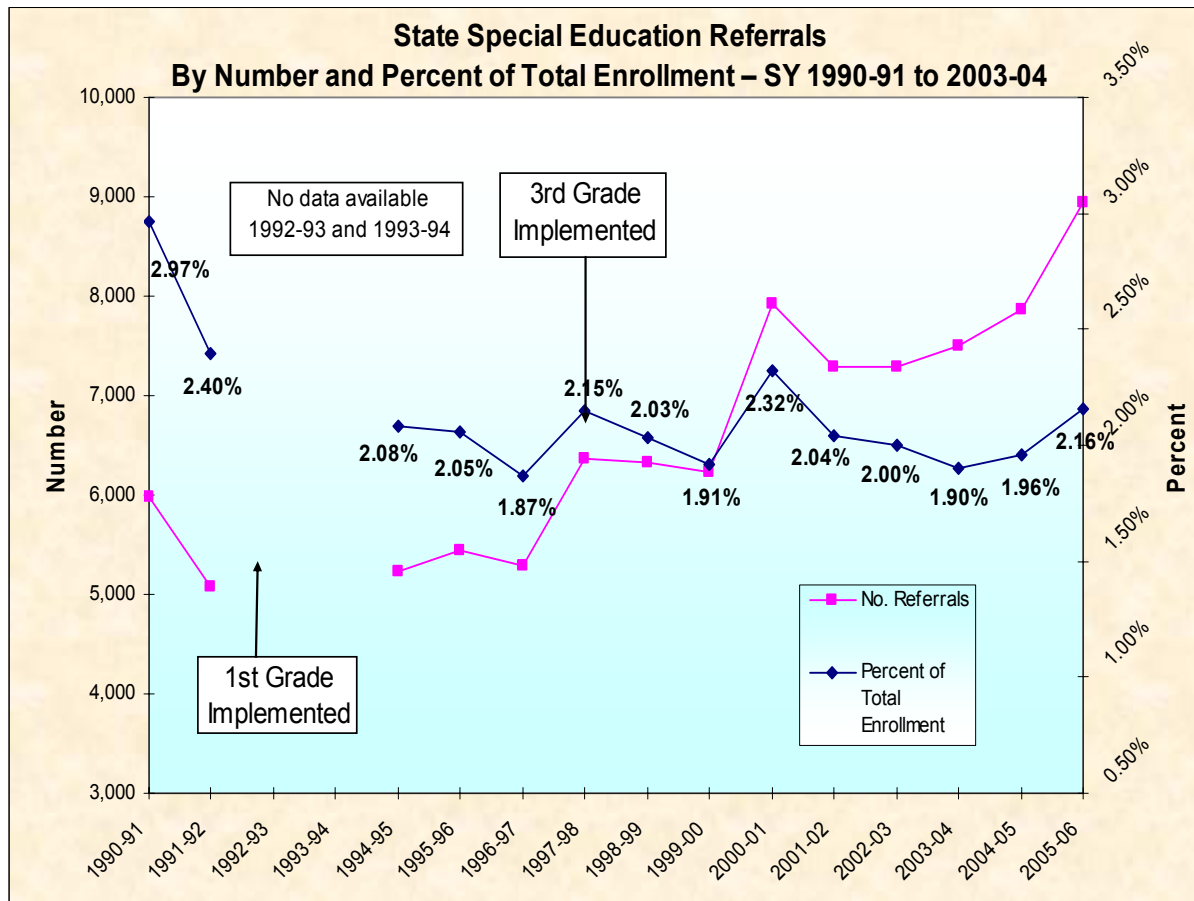
	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Kindergarten		96.1	98	97.7	98.5	99.1	98.5	99.1	96.5	97.9	97.2	96.8	97.5	91.3	97.9	98.2	98.2
1st	61.5	68.7	67.3	70	68.2	64.7	59.4	65.2	62.2	69.1	72	78	72.9	61.3	64.3	84.8	90.2
2nd		72.6	67.4	69	68.4	66.2	59.6	62.8	60.8	67.5	71.6	77.3	71.8	63.6	63.6	86.6	88.6
3rd							94.5	93.8	93.3	90	91.5	94	95.7	88.7	88.8	96.9	96.7

Source: 2006 Variance Report, Nevada Department of Education.

PUPIL-TO-TEACHER RATIOS

CSR—SPECIAL EDUCATION REFERRALS

The following table displays the total statewide special education referrals for all ages and grades.



Source: Nevada Department of Education, Office of Special Education, January 2007.

Note: The data are not separated by grade or by whether the pupil was part of a federal program to identify children with disabilities beginning at ages 3 and 4.



VII. DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

BACKGROUND

For the past three decades a primary focus of the state and many local governments has been the impact of Nevada's explosive growth. The effect of this growth upon government services has been significant, and the impact of student growth upon public schools is an important part of that overall picture. From 1970 to 2004, Nevada's school age population has grown by 242 percent, leading the western states and the nation.

For the past 10 years, growth in student enrollment in Nevada public schools has increased about 60 percent, more than five times the national average. Of the Western states, only Arizona has experienced similar growth. Most of this increase is fueled by the population growth in the two largest school districts, Clark and Washoe Counties, with Clark outpacing most of the districts nationwide in actual numbers. Lyon and Nye County school districts have shown significant percent increases in the past four years. Part of the State's overall growth involves an increase in ethnic minority student populations. The number of students classified as English Language Learners has increased by more than 200 percent in the last ten years. Over 91 percent of Nevada's limited English proficient students speak Spanish as their first language.

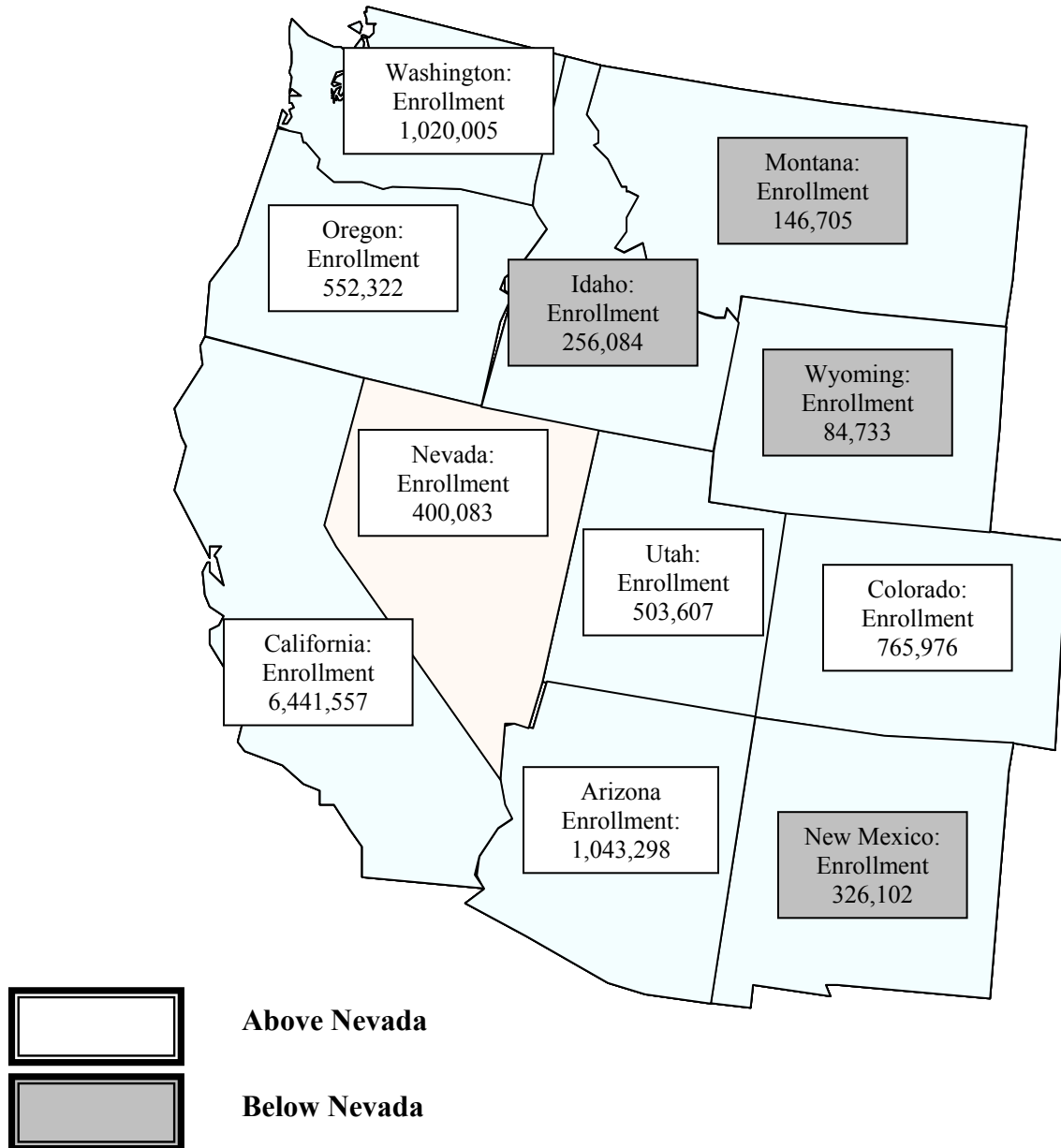
The National Center for Education Statistics (NCES) has issued projections for the next decade that show Nevada continuing to lead the nation in enrollment growth, with a significant increase in the number of high school students – a projected increase of approximately 60 percent, the highest in the country. Such growth will have a profound impact upon both district staffing and infrastructure, especially in Clark County. At the same time, many rural districts have seen declining or flat enrollments that, in some cases, have had a negative impact on staffing and programs. With the exception of Lyon and Nye Counties, it is likely this that pattern will continue into the near future for many of the rural districts.

In addition, there are several areas of concern with regard to Nevada's student population. The state's dropout rate is one of the highest in the country. It also has a 57.4 percent high school completion rate, the lowest among the western states and the nation.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT

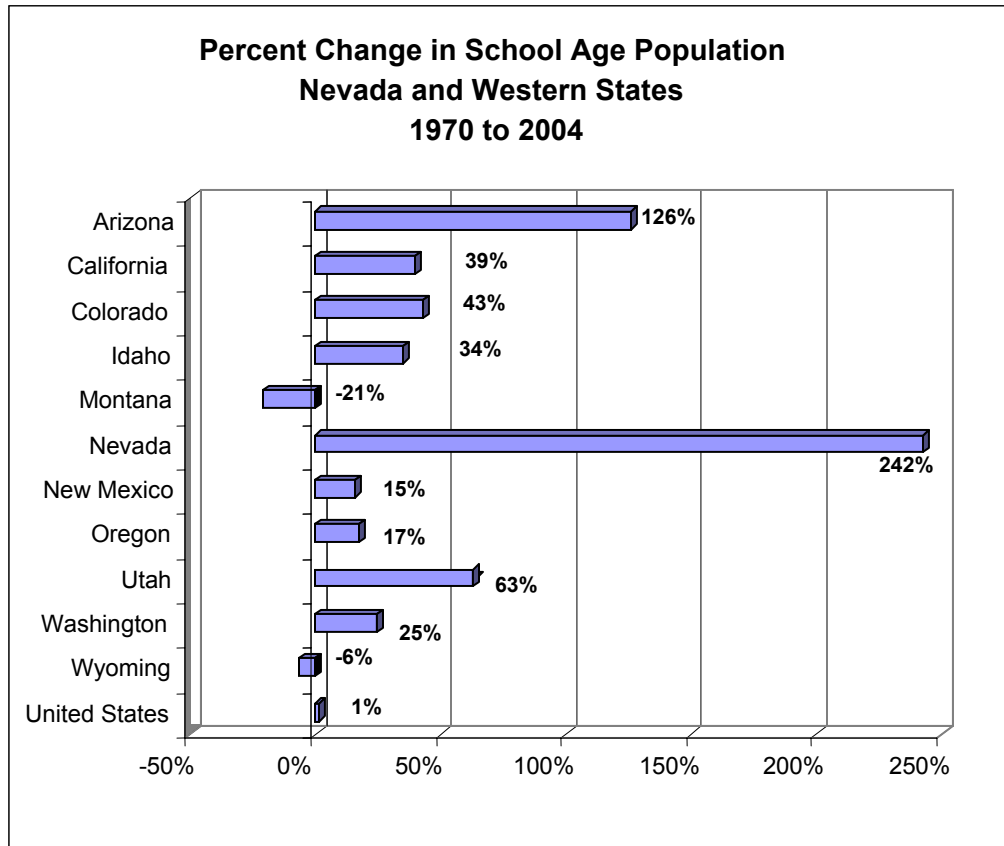
ESTIMATED ENROLLMENT IN PUBLIC SCHOOLS WESTERN STATE COMPARISON (SY 2004-2005)



Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data Database*, 2004-2005.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT GROWTH



Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, 2005 Digest of Education Statistics, Table 17.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT PROJECTIONS

PERCENTAGE CHANGE IN ENROLLMENT IN PUBLIC SCHOOLS NEVADA AND WESTERN STATES PROJECTIONS—2002 TO 2014			
STATE	Projected % Change PK-12 Enrollment in Public Schools 2002-2014	Projected % Change PK-8 Enrollment in Public Schools 2002-2014	Projected % Change 9-12 Enrollment in Public Schools 2002-2014
Arizona	14.5%	15.6%	11.9%
California	14.3%	15.7%	11.0%
Colorado	10.9%	11.0%	10.6%
Idaho	13.8%	15.8%	9.0%
Montana	-5.9%	-0.1%	-18.0%
Nevada	28.4%	19.9%	51.9%
New Mexico	5.7%	10.1%	-4.6%
Oregon	6.7%	9.3%	0.9%
Utah	14.9%	17.6%	8.5%
Washington	4.1%	7.1%	-2.5%
Wyoming	0.9%	9.0%	-16.4%
WESTERN U.S.	12.5%	14.0%	8.8%
U.S.	3.7%	4.5%	1.7%

Source: National Center for Education Statistics. *Projections of Education Statistics to 2014*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PUBLIC SCHOOL ENROLLMENT

NEVADA PUBLIC SCHOOLS DISTRICT ENROLLMENT BY GRADE END OF FIRST SCHOOL MONTH 2005-2006 SCHOOL YEAR								
	PK	K	Elementary (1-6)	Secondary (7-9)	Secondary (10-12)	Ungraded*	Totals	Percentage of Total
Carson City	35	623	3955	2252	1731	0	8,596	2.1%
Churchill	66	272	2069	1020	1121	0	4,548	1.1%
Clark	1,880	22,343	141,429	75,133	52,810	366	293,961	71.1%
Douglas	48	405	2,973	1,874	1,794	0	7,094	1.7%
Elko	57	747	4,512	2,393	2,102	19	9,830	2.4%
Esmeralda	0	11	54	21	0	0	86	0.0%
Eureka	0	10	107	52	55	0	224	0.1%
Humboldt	59	243	1,552	861	743	0	3,458	0.8%
Lander	9	125	504	364	286	0	1,288	0.3%
Lincoln	20	69	369	278	256	0	992	0.2%
Lyon	119	659	3,915	2,250	1,745	9	8,697	2.1%
Mineral	9	52	292	185	161	0	699	0.2%
Nye	101	403	2,849	1,744	1,126	0	6,223	1.5%
Pershing	14	66	328	205	191	0	804	0.2%
Storey	1	19	199	126	105	0	450	0.1%
Washoe	533	4,455	30,071	16,962	12,132	46	64,199	15.5%
White Pine	27	97	664	356	360	0	1,504	0.4%
State Board of Education	0	0	0	188	411	0	599	0.1%
Statewide	2,978	30,599	195,842	106,264	77,129	440	413,252	100.0%

Source: Nevada Department of Education, *Research Bulletin 2006*.

* Ungraded refers to a student enrolled in an ungraded class of special education or who cannot be assigned due to his/her condition.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PRIVATE SCHOOL ENROLLMENT

Nevada Private School Enrollment By Grade and School District End of First School Month School Year 2004-2005							
	K	Elementary (1-6)	Secondary (7-9)	Secondary (10-12)	Ungraded*	Totals	Percentage of Total
Carson	81	288	78	13	0	460	2.3%
Churchill	26	55	9	3	0	93	0.5%
Clark	2,703	7785	2755	1672	0	14,915	75.7%
Douglas	16	60	23	53	0	152	0.8%
Elko	4	28	9	5	0	46	0.2%
Esmeralda	0	0	0	0	0	0	0.0%
Eureka	0	0	0	0	0	0	0.0%
Humboldt	0	0	0	0	0	0	0.0%
Lander	0	0	0	0	0	0	0.0%
Lincoln	0	0	0	0	0	0	0.0%
Lyon	0	8	79	93	0	180	0.9%
Mineral	0	0	0	0	0	0	0.0%
Nye	24	126	52	30	0	232	1.2%
Pershing	0	0	0	0	0	0	0.0%
Storey	0	0	0	0	0	0	0.0%
Washoe	665	1307	632	568	464	3,636	18.4%
White Pine	0	0	0	0	0	0	0.0%
Statewide	3,519	9,657	3,637	2,437	464	19,714	100.0%

Source: Nevada Department of Education *Research Bulletin 2006*.

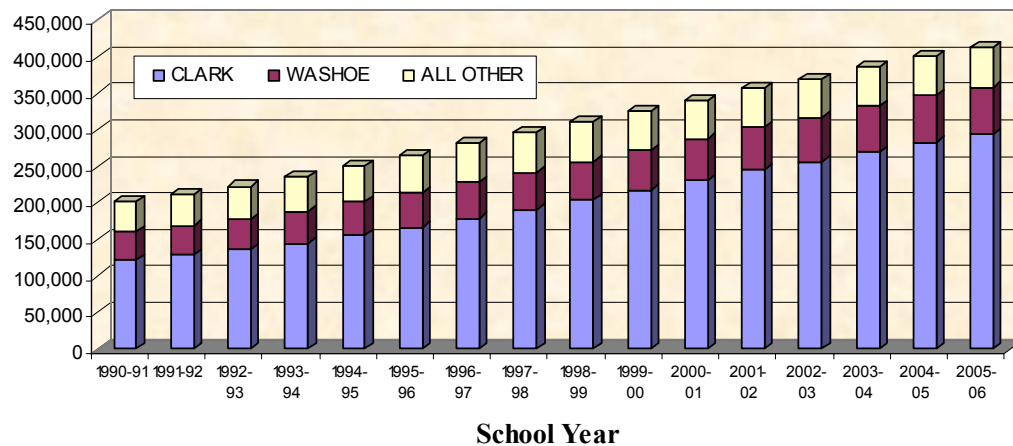
*Ungraded for Private Schools refers to multiple grade grouping.

Note: Totals include special education students.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENT ENROLLMENT

NEVADA PUBLIC SCHOOL ENROLLMENTS: SCHOOL YEARS 1990-91 THROUGH 2005-06



	CLARK	WASHOE	ALL OTHER	TOTAL
1990-91	121,984	38,466	40,866	201,316
1991-92	129,233	40,028	42,549	211,810
1992-93	136,188	42,061	44,597	222,846
1993-94	145,327	43,715	46,758	235,800
1994-95	156,348	45,752	48,647	250,747
1995-96	166,788	47,572	50,681	265,041
1996-97	179,106	49,671	53,354	282,131
1997-98	190,822	51,205	54,594	296,621
1998-99	203,777	52,813	54,473	311,063
1999-00	217,526	54,508	53,576	325,610
2000-01	231,655	56,268	52,783	340,706
2001-02	245,659	58,532	52,623	356,814
2002-03	256,574	60,384	52,540	369,498
2003-04	270,529	62,103	52,782	385,414
2004-05	283,233	63,698	54,280	401,211
2005-06	293,961	64,199	55,092	413,252

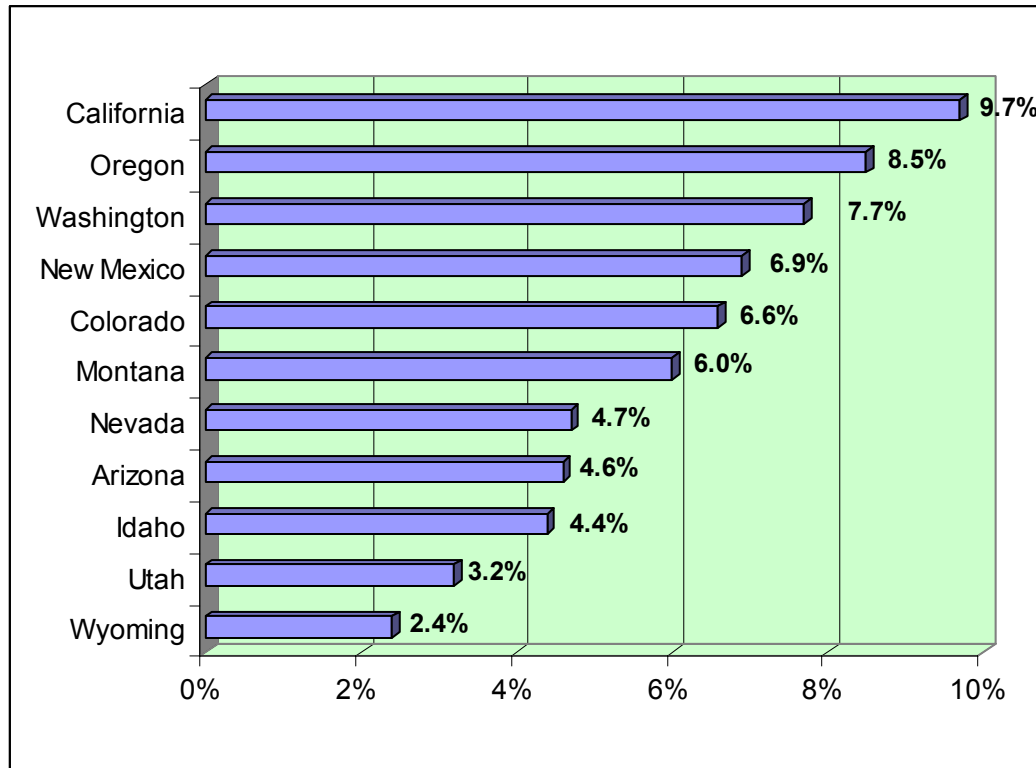
Source: Nevada Department of Education, *Research Bulletin*, February 2006.

NOTE: The data reflected in the chart and table contain total (full) enrollment figures. Enrollment used for apportionment purposes (paid enrollment) weights each kindergartener as a 0.6 pupil and is, therefore, a slightly lower number.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PRIVATE SCHOOL ENROLLMENT

**Percent Private School Enrollment to Public School Enrollment
Nevada and Western States
SY 2003-2004**

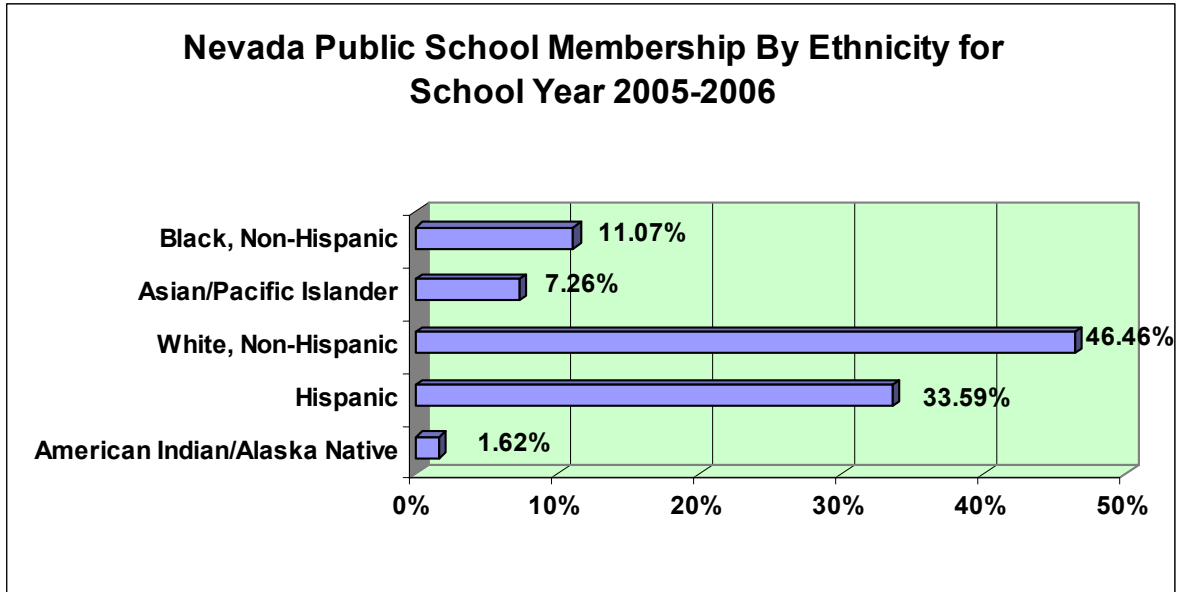


	Private Enrollment	Public Enrollment	Private as % of Public
Arizona	46,366	1,012,068	4.6%
California	623,105	6,413,862	9.7%
Colorado	50,123	757,693	6.6%
Idaho	10,994	252,120	4.4%
Montana	8,924	148,356	6 %
Nevada	18,219	385,401	4.7%
New Mexico	22,416	323,066	6.9%
Oregon	46,968	551,273	8.5%
Utah	15,907	495,981	3.2%
Washington	78,746	1,021,349	7.7%
Wyoming	2,079	87,462	2.4%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data in *Education State Rankings 2005-2006*, Morgan-Quitno 2006 and *Education State Rankings 2006-2007*, Morgan-Quitno 2005.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ETHNICITY

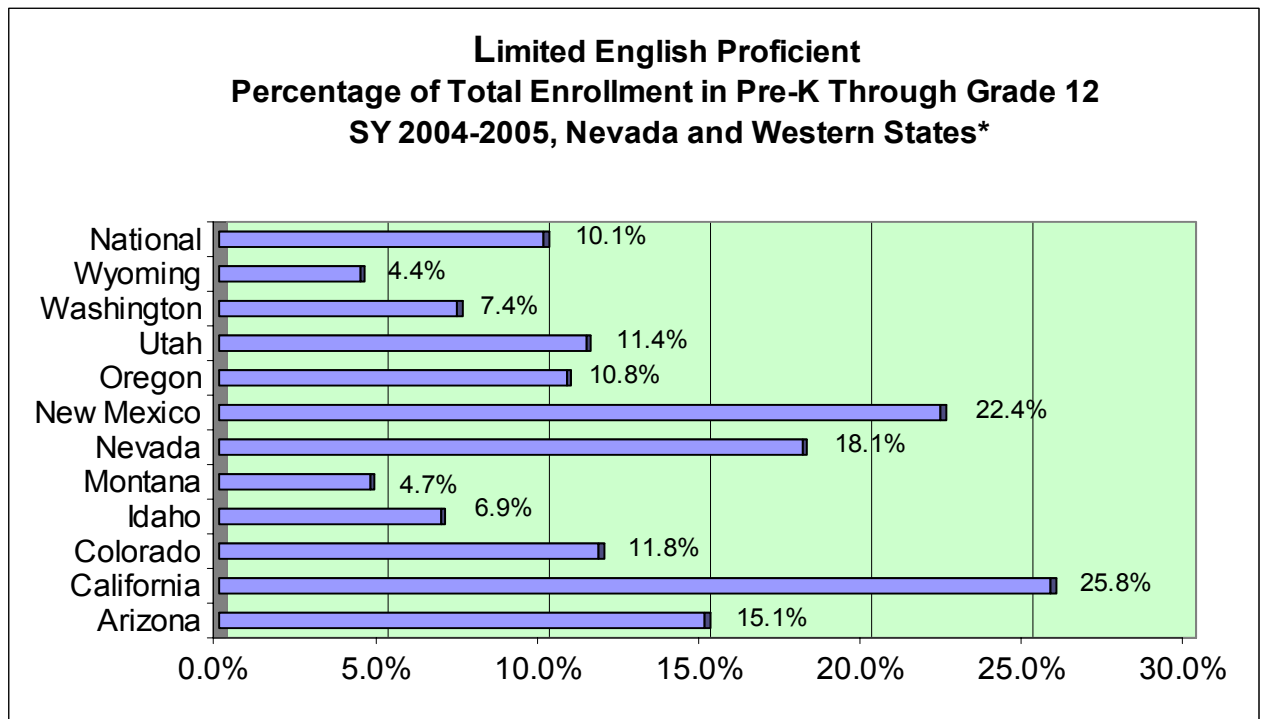


Nevada Public School Membership By Ethnicity School District Profiles School Year 2004-2005					
School District	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White
Carson City	2.97%	2.84%	29.79%	1.19%	63.22%
Churchill	7.06%	4.64%	11.85%	2.53%	73.92%
Clark	0.84%	8.45%	36.83%	14.42%	39.46%
Douglas	3.19%	2.61%	13.53%	1.03%	79.64%
Elko	6.98%	1.20%	24.65%	0.73%	66.44%
Esmeralda	4.65%	0.00%	20.93%	1.16%	73.26%
Eureka	6.25%	0.89%	11.61%	0.00%	81.25%
Humboldt	4.89%	0.78%	26.84%	0.43%	67.06%
Lander	4.97%	0.54%	21.89%	0.39%	72.20%
Lincoln	2.32%	2.72%	7.86%	3.83%	83.27%
Lyon	4.84%	1.54%	17.50%	1.70%	74.42%
Mineral	16.31%	1.00%	8.15%	9.16%	65.38%
Nye	2.25%	2.22%	20.10%	3.42%	72.01%
Pershing	7.84%	1.49%	25.25%	1.00%	64.43%
Storey	2.00%	3.33%	6.67%	0.67%	87.33%
Washoe	2.54%	6.25%	30.07%	3.83%	57.31%
White Pine	5.19%	1.20%	12.83%	0.80%	79.99%
State Board of Education	2.50%	2.00%	25.04%	6.68%	63.77%
State	1.62%	7.26%	33.59%	11.07%	46.46%

Source: Nevada Department of Education. *Research Bulletin, February 2006.*

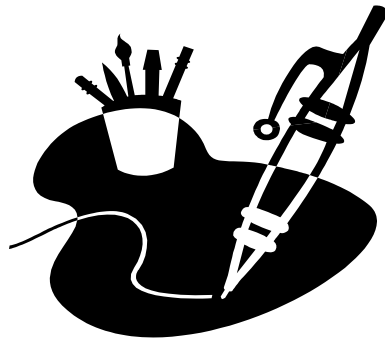
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—LIMITED ENGLISH PROFICIENT – ENROLLMENT



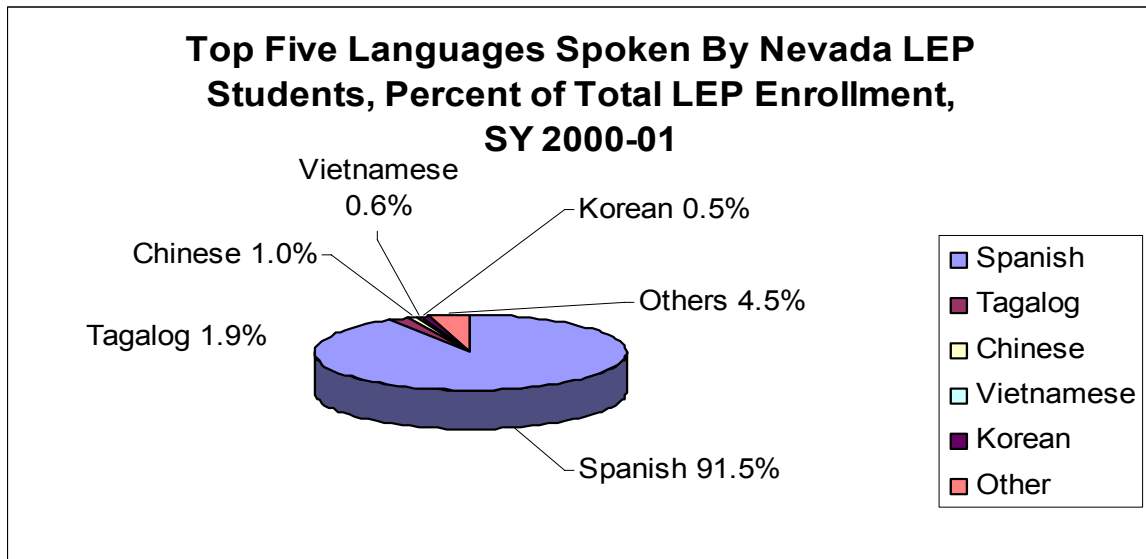
Source: National Clearinghouse for English Language Acquisition. State Limited English Proficient Growth 2004-2005, August 2005.

* Date for National Average is for 2003-2004.

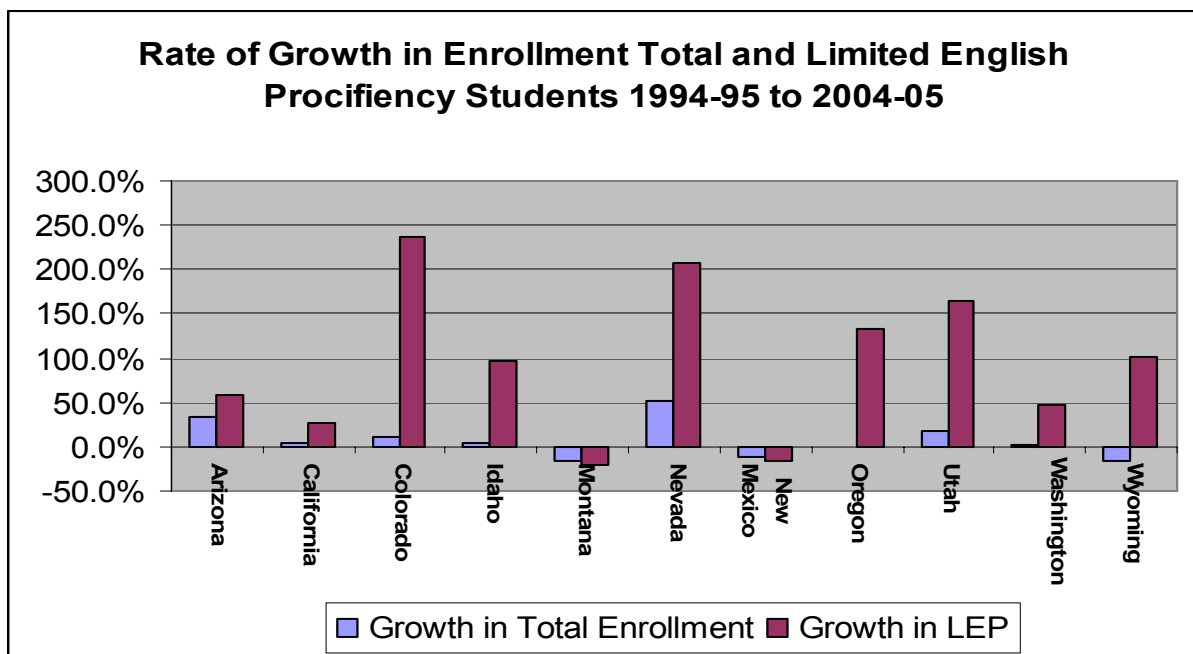


DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—LIMITED ENGLISH PROFICIENT – CHARACTERISTICS



Source: National Clearinghouse for English Language Acquisition, Survey of the State's Limited English Proficient Students and Available Programs and Services 2000-2001, October 2002.



Source: National Clearinghouse for English Language Acquisition. United States Department of Education, August 2006.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENT ENROLLMENT – DISTRICT ENROLLMENTS

PUBLIC SCHOOL ENROLLMENT IN NEVADA, BY DISTRICT, SCHOOL YEARS 1999-2000 THROUGH 2005-2006

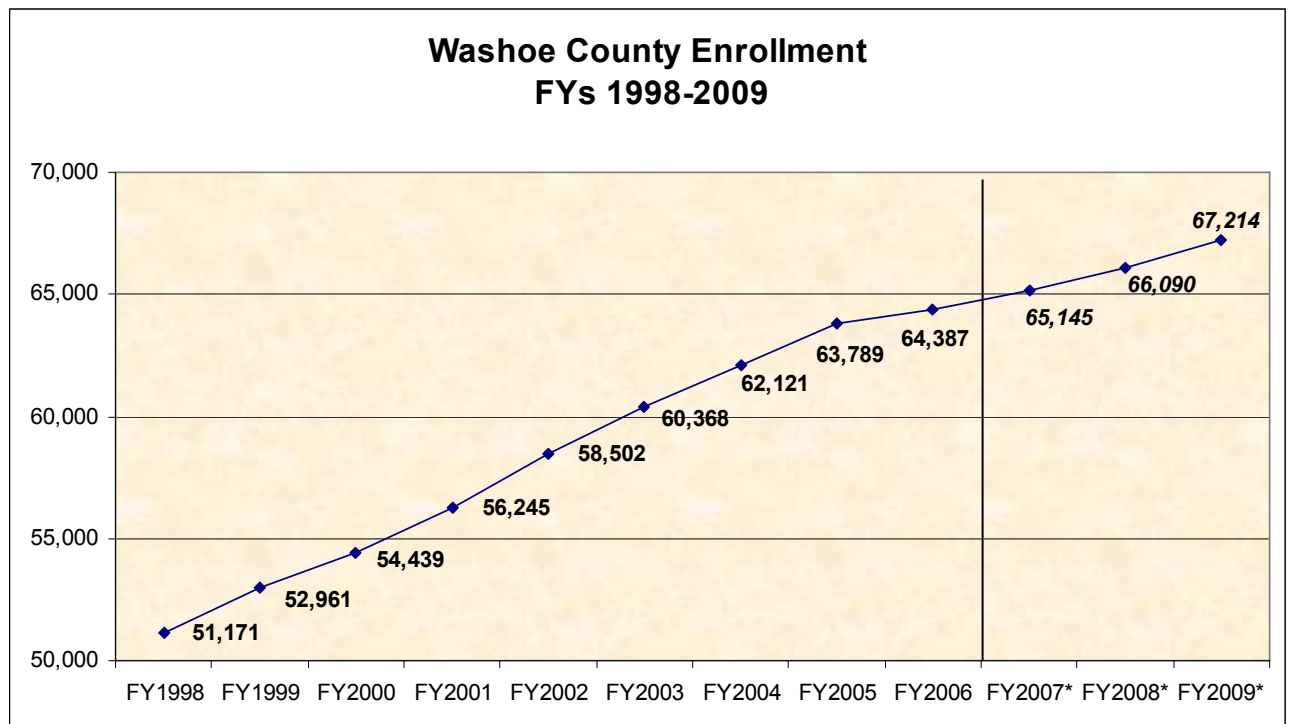
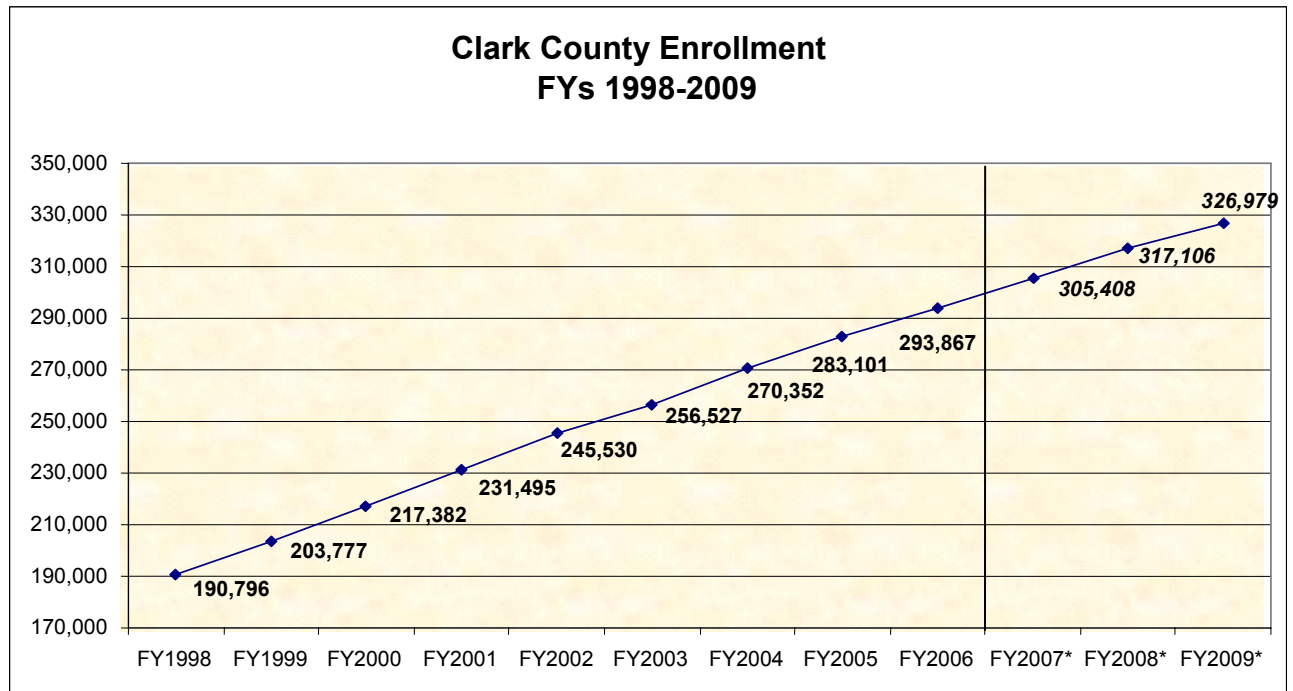
DISTRICT	ENROLLMENT							PERCENT CHANGE IN ENROLLMENT						
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
STATE	325,610	340,706	356,814	369,498	385,414	401,211	413,252	4.7	4.6	4.7	3.6	4.3	4.1	3
CARSON CITY	8,365	8,431	8,763	8,834	8,798	8,792	8,596	0.1	0.8	3.9	0.8	-0.4	-0.1	-2.2
CHURCHILL	4,860	4,808	4,724	4,610	4,553	4,553	4,548	0.5	-1.1	-1.7	-2.4	-1.2	0	-0.1
CLARK	217,526	231,655	245,659	256,574	270,529	283,233	293,961	6.7	6.5	6.0	4.4	5.4	4.7	3.8
DOUGLAS	7,158	7,033	6,989	7,180	7,190	7,284	7,094	-2.2	-1.7	-0.6	2.7	0.1	1.3	-2.6
ELKO	10,161	10,100	9,847	9,694	9,582	9,739	9,830	-2.7	-0.6	-2.5	-1.6	-1.2	1.6	0.9
ESMERALDA	105	107	89	74	69	66	86	-7.9	1.9	-16.8	-16.9	-6.8	-4.3	30.3
EUREKA	347	305	285	239	220	236	224	-3.1	-12.1	-6.6	-16.1	-7.9	7.3	-5.1
HUMBOLDT	4,034	3,805	3,616	3,504	3,523	3,463	3,458	-5.9	-5.7	-5.0	-3.1	0.5	-1.7	-0.1
LANDER	1,534	1,449	1,355	1,276	1,255	1,226	1,288	-9.9	-5.5	-6.5	-5.8	-1.6	-2.3	5.1
LINCOLN	1,017	1,018	1,014	992	1,012	1,006	992	-3.3	0.1	-0.4	-2.2	2.0	-0.6	-1.4
LYON	6,539	6,666	7,046	7,268	7,678	8,193	8,697	3.0	1.9	5.7	3.2	5.6	6.7	6.2
MINERAL	907	872	774	787	743	747	699	12.7	-3.9	-11.2	1.7	-5.6	0.5	-6.4
NYE	5,444	5,290	5,279	5,322	5,471	5,887	6,223	3.4	-2.8	-0.2	0.8	2.8	7.6	5.7
PERSHING	963	900	898	875	841	797	804	-2.2	-6.5	-0.2	-2.6	-3.9	-5.2	0.9
STOREY	458	445	480	450	467	479	450	-9.7	-2.8	7.9	-6.3	3.8	2.6	-6.1
WASHOE	54,508	56,268	58,532	60,384	62,103	63,698	64,199	3.2	3.2	4.0	3.2	2.8	2.6	0.8
WHITE PINE	1,684	1,554	1,464	1,435	1,380	1,446	1,504	-9.2	-7.7	-5.8	-2.0	-3.8	4.8	4
STATE BOARD OF EDUCATION	n/a	n/a	n/a	n/a	n/a	366	599	n/a	n/a	n/a	n/a	n/a	n/a	64

Source: Nevada Department of Education, *Research Bulletin*, February 2006.

Note: Reflects enrollment in charter schools sponsored by the State Board of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—DISTRICT ENROLLMENTS

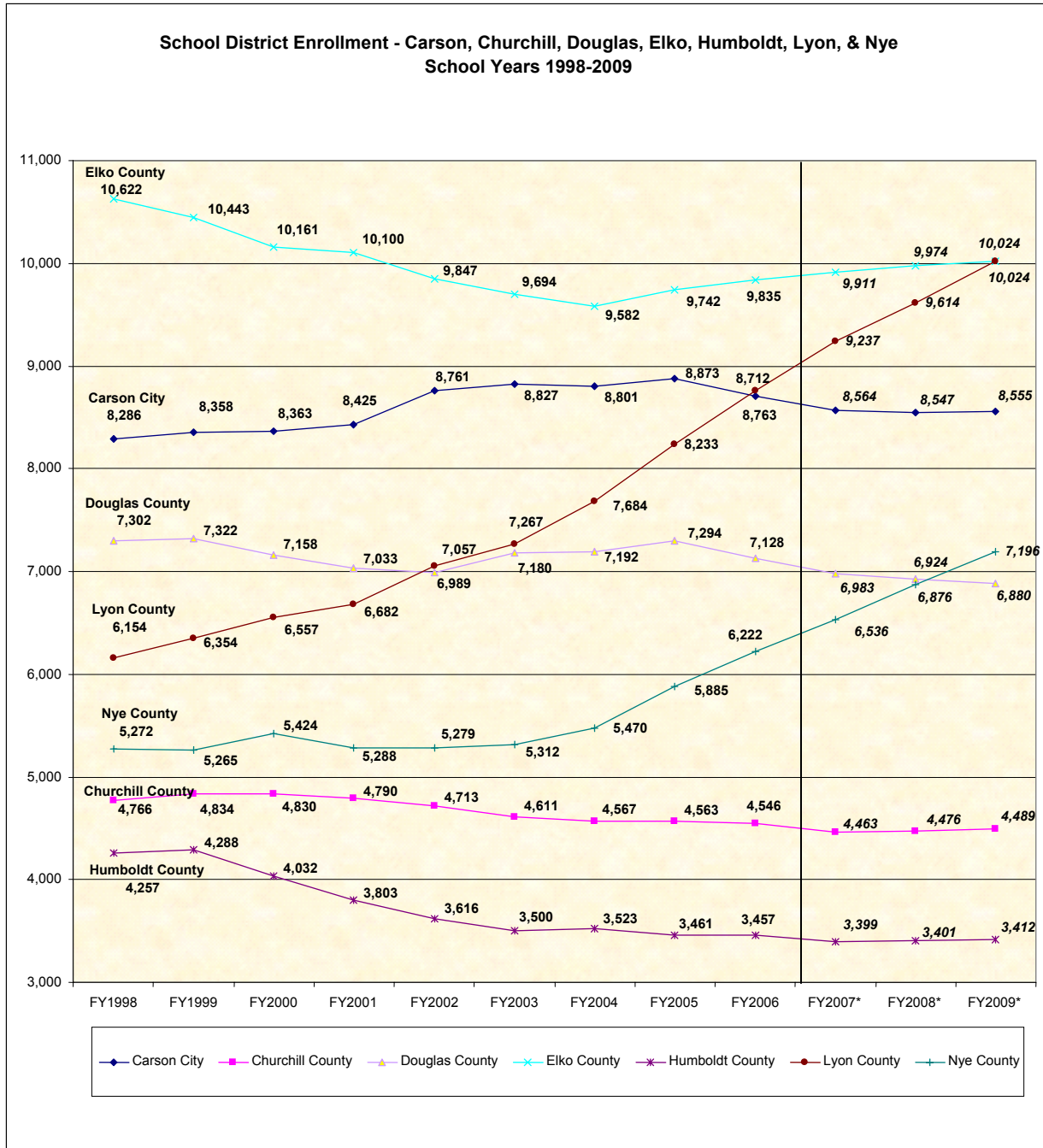


Source: Nevada Department of Education. *School District Enrollment Forecast Model*, December 2006.

***Note:** FY 2007, 2008, & 2009 are projected enrollment numbers.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—DISTRICT ENROLLMENTS

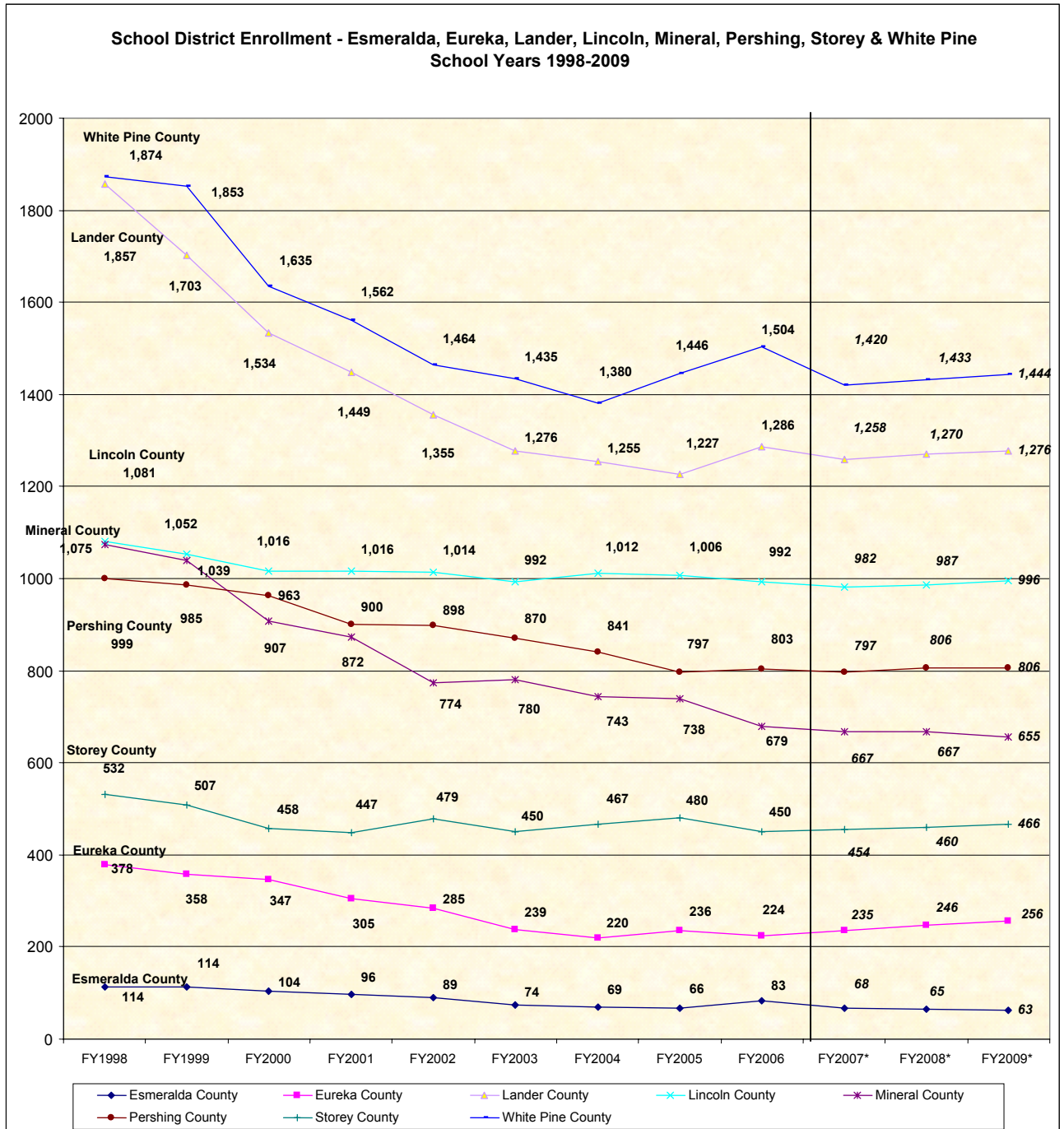


Source: Nevada Department of Education. *School District Enrollment Forecast Model*, December 2006.

***Note:** FY 2007, 2008, & 2009 are projected enrollment numbers.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—DISTRICT ENROLLMENTS

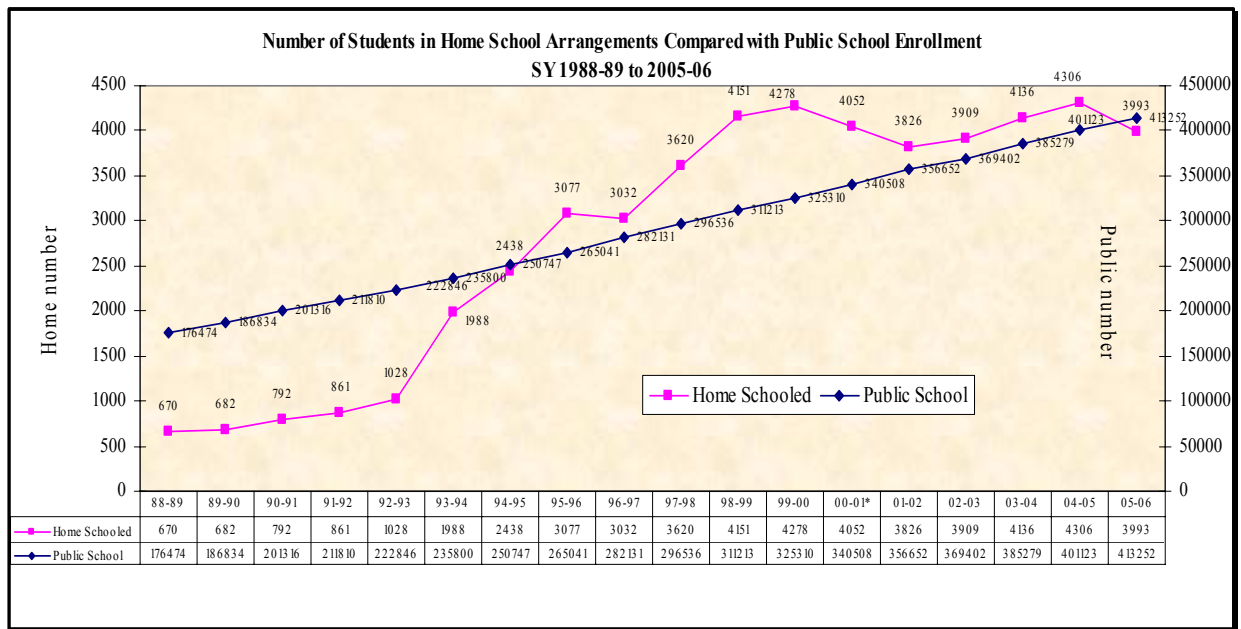
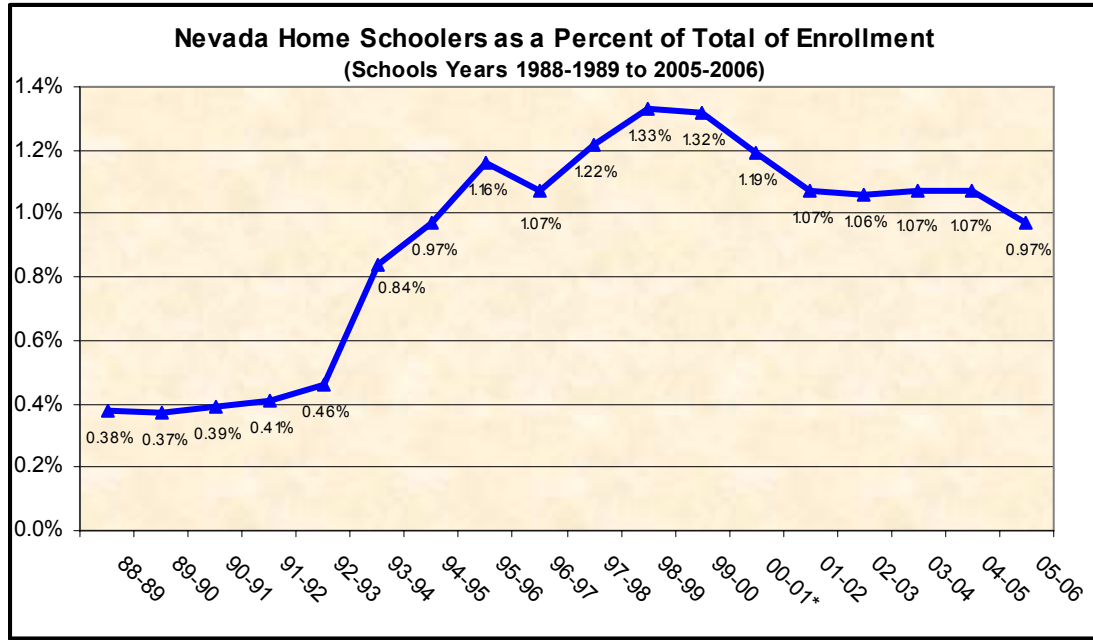


Source: Nevada Department of Education. *School District Enrollment Forecast Model*, December 2006.

*Note: SY 2007, 2008, & 2009 are projected enrollment numbers.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

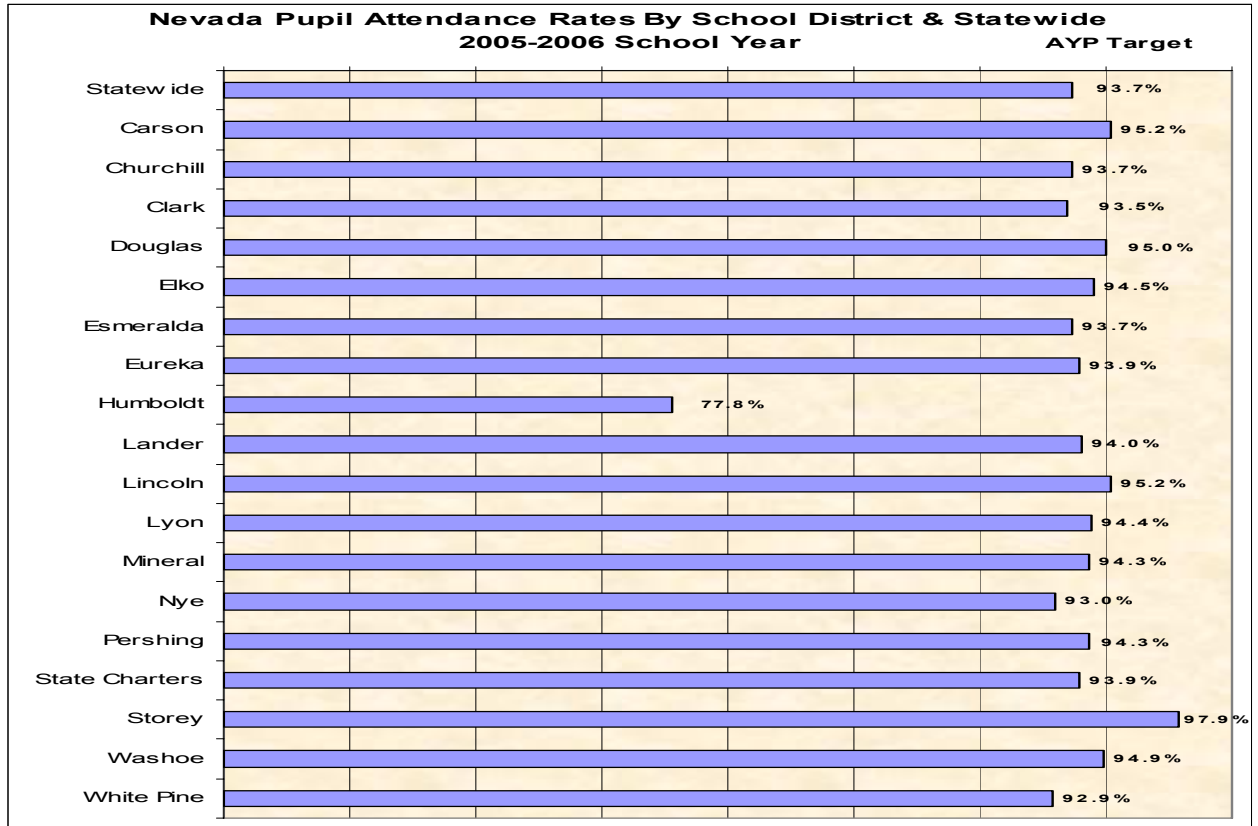
STUDENTS—ENROLLMENT – HOME SCHOOL



Source: Nevada Department of Education, *Research Bulletin*, February 2006.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

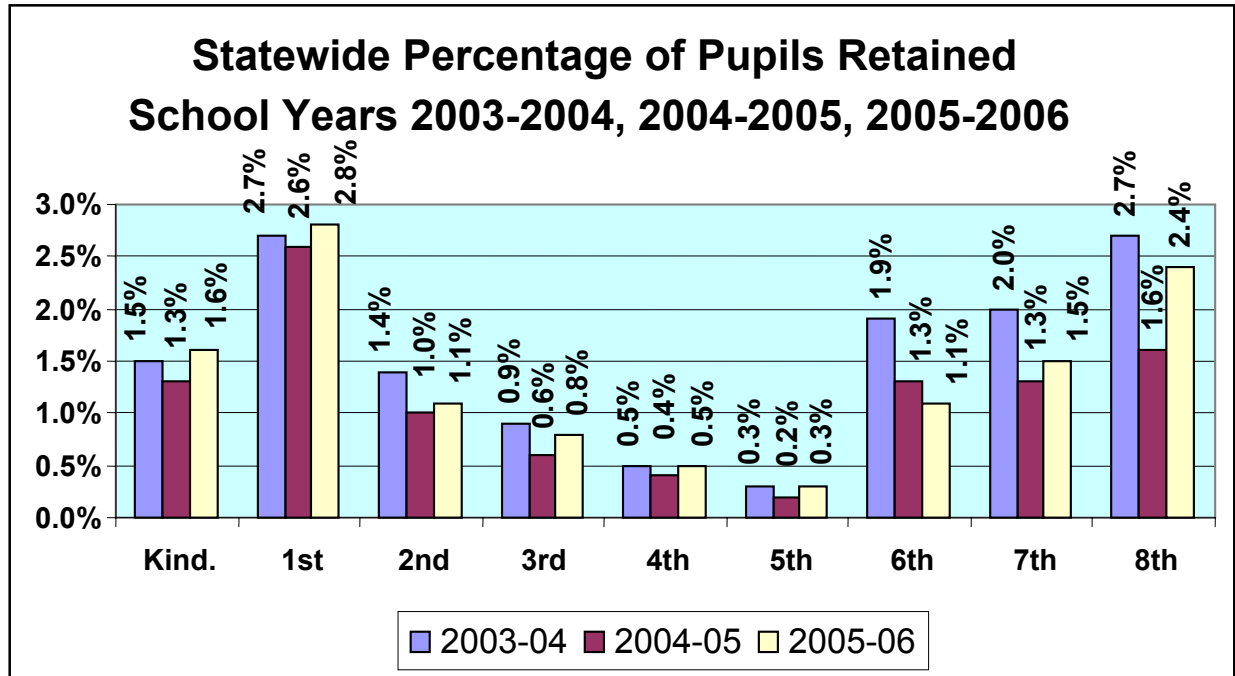
STUDENT ATTENDANCE



Source: Nevada Report Card Database: State Profile. Nevada Department of Education, 2006.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS RETAINED



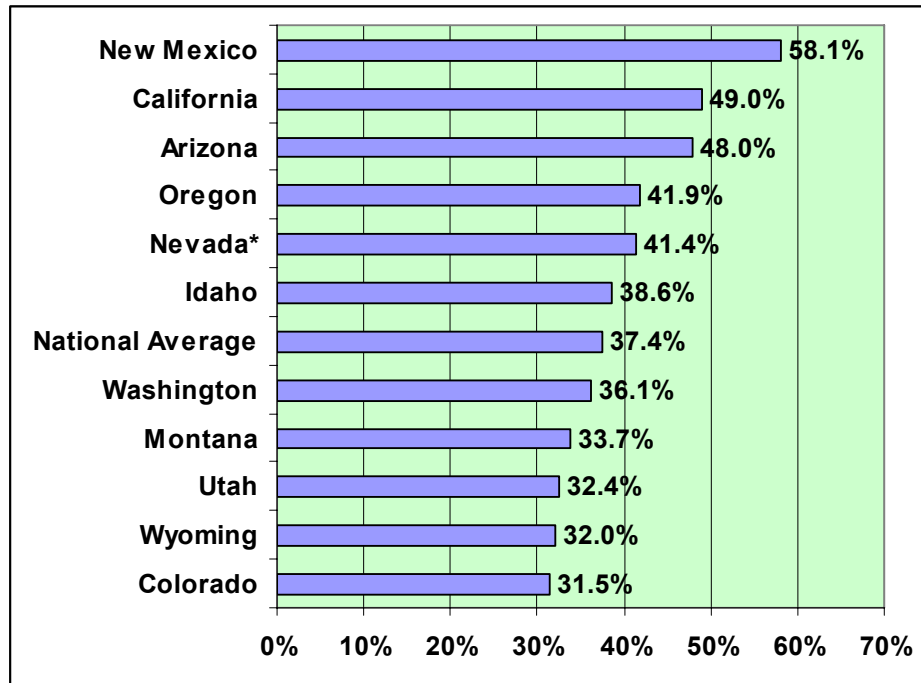
Source: Nevada Department of Education. Nevada Report Card Database: State Profile, 2005-2006.



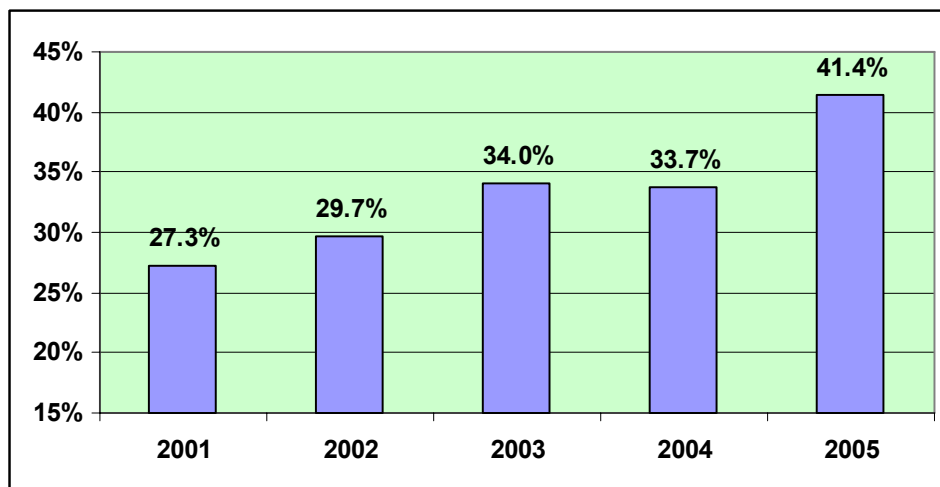
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICED MEALS

Percent of Elementary and Secondary School Students Eligible for Free and Reduced-Price Meals, Western States: 2005



Percent of Nevada Elementary and Secondary Students Eligible for Free and Reduced-Price Meals, Nevada: 2001 - 2005

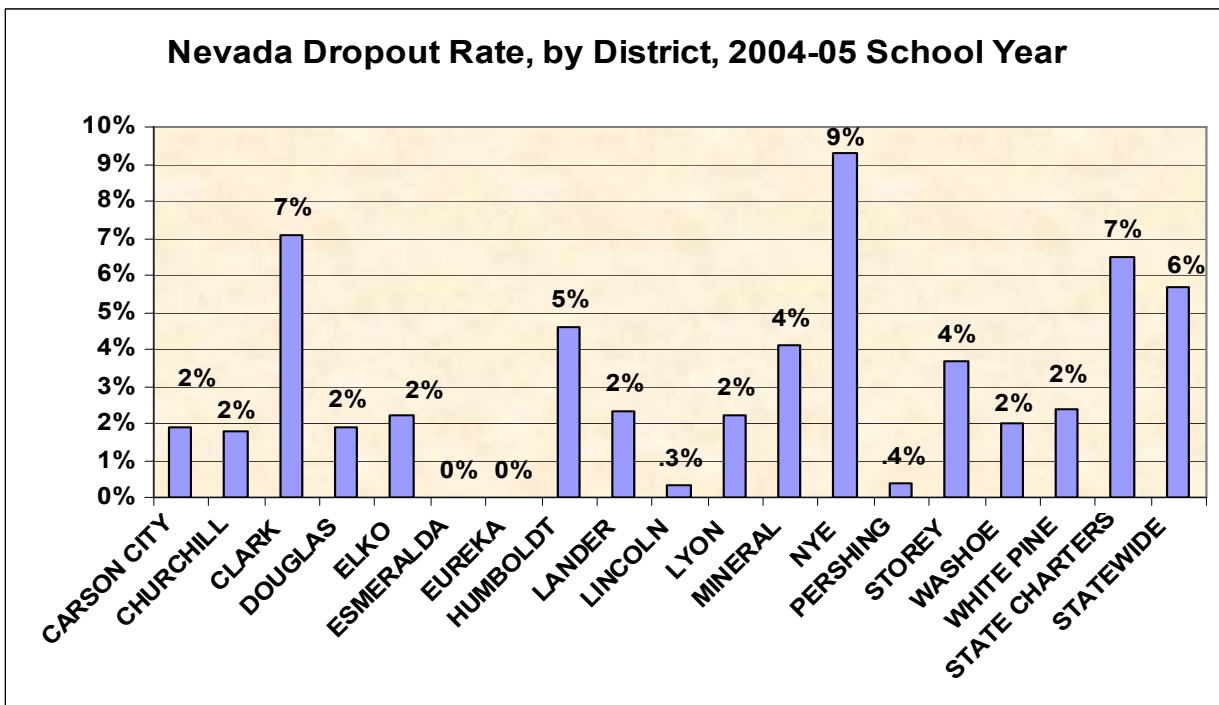
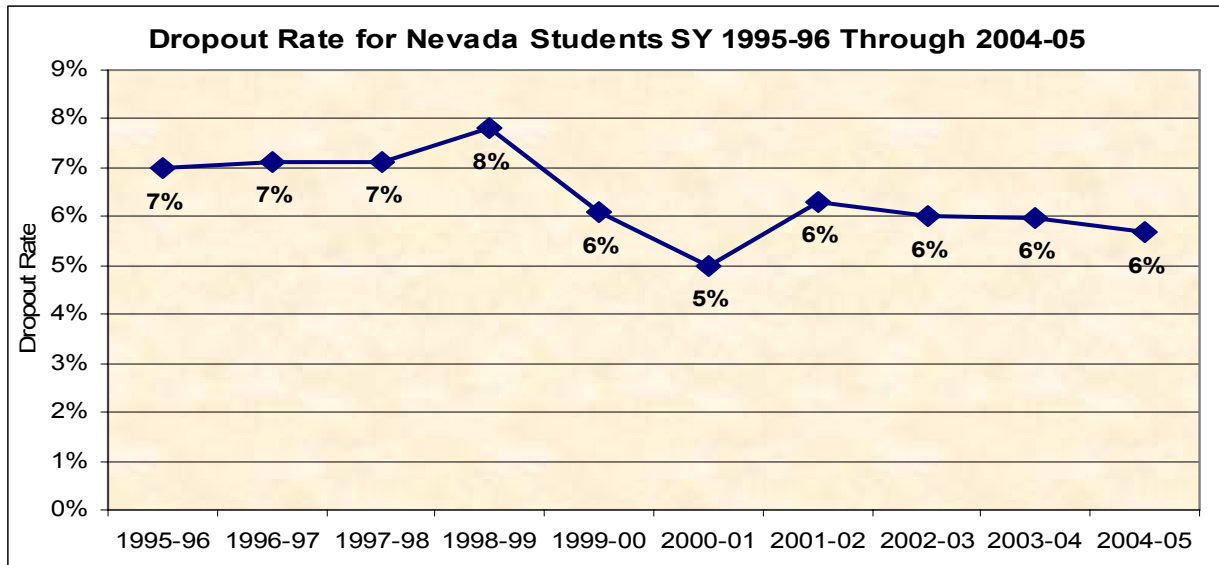


Source: U.S. Department of Education, NCES, Common Core of Data (CCD) Database in *Education State Rankings 2006-2007*. Morgan-Quitno 2006.

*Note: Figures for Nevada FRL eligibility in 2005 were provided by the Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—DROPOUT RATE

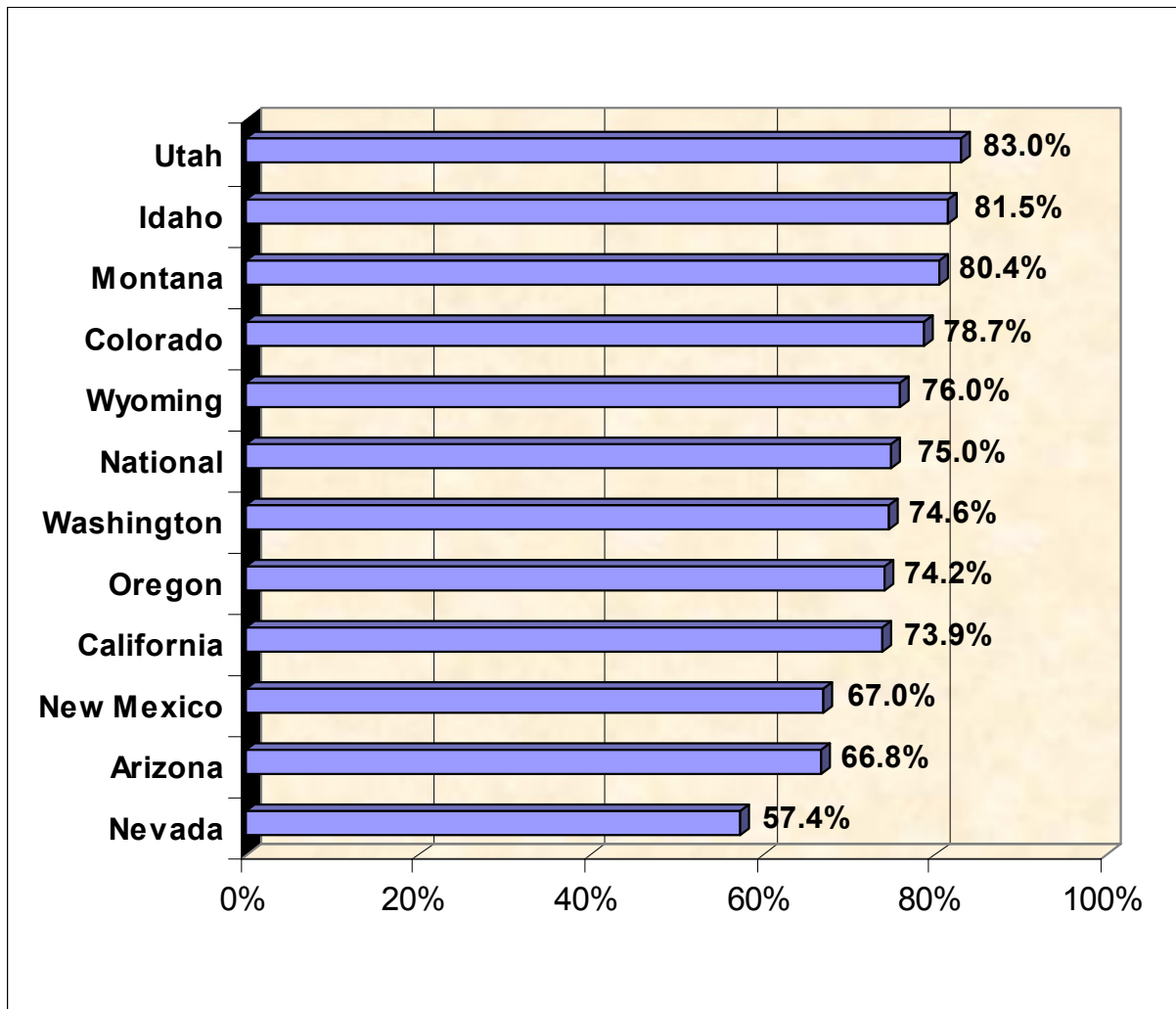


Source: Nevada Department of Education. Kimberly Vidoni, Ph.D., Office of Assessment, Program Accountability and Curriculum. March 2005 & *Nevada Report Card Data Base: State Profile, 2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL COMPLETION RATES

High School Completion Rates
School Year 2003-2004
Percentage of Freshman Completing High School
Nevada and Western States

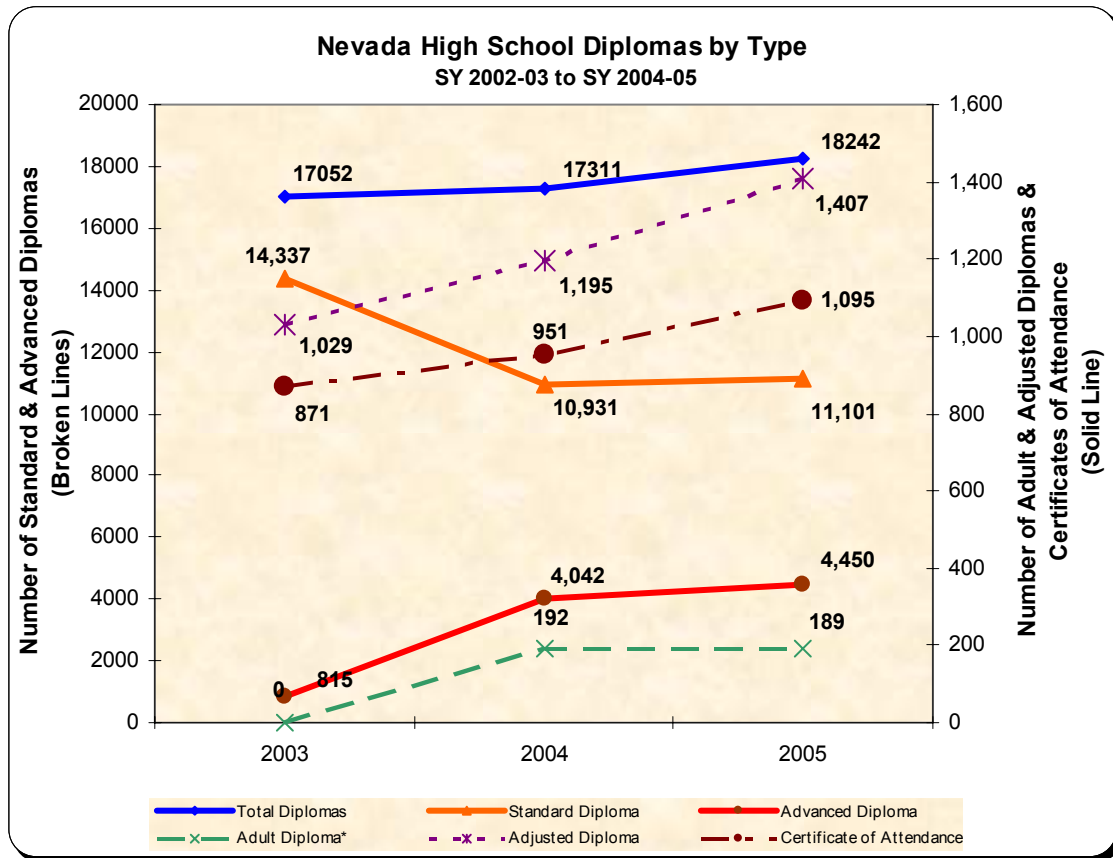


Source: U.S. Department of Education. National Center for Education Statistics, "The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2002-03 and 2003-04."

Note: The completion rate figures represent the percentage of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming freshman class 4 years earlier, expressed as a percent. The size of the incoming freshman class is estimated by summing the enrollment in eighth grade in one year, ninth grade for the next year, and tenth grade for the year after and then dividing by three. The averaging is intended to account for prior year retentions in the ninth grade.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL DIPLOMAS



PERCENTAGE OF TYPES OF HIGH SCHOOL DIPLOMAS STATEWIDE FOR 2003-2005

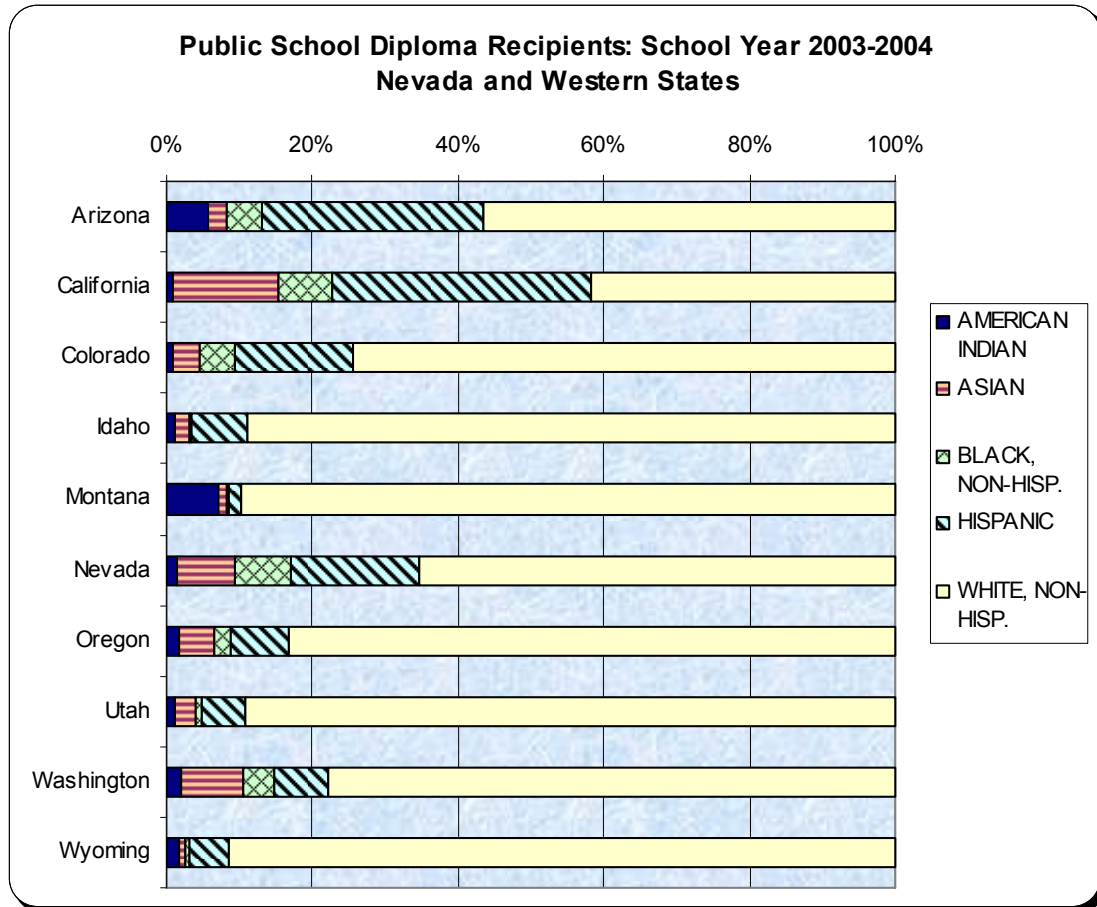
	Standard Diploma	Advanced Diploma	Adult Diploma*	Adjusted Diploma	Certificate of Attendance
2003	84.1%	4.8%	0.0%	6.0%	5.1%
2004	63.1%	23.3%	1.1%	6.9%	5.5%
2005	60.9%	24.4%	1.0%	7.7%	6.0%

Source: Nevada Report Card Database: State Profile. Nevada Department of Education 2006.

*Note: Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL DIPLOMAS—ETHNICITY



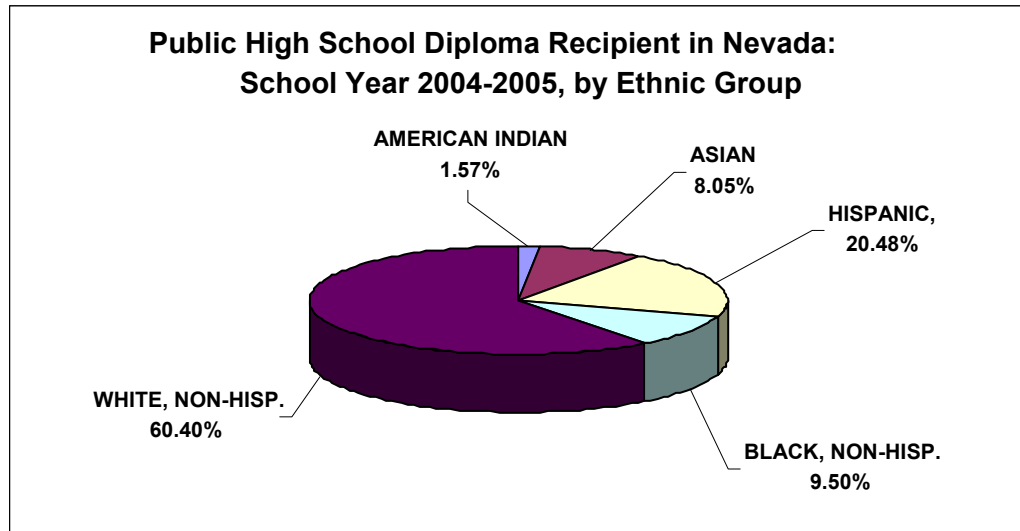
Public School Diploma Recipients for School Year 2003-2004					
	American Indian	Asian	Black, Non-Hispanic	Hispanic	White, Non-Hispanic
Arizona	2,571	1,174	2,204	13,874	25,685
California	3,040	48,770	25,267	121,418	141,574
Colorado	403	1,597	2,194	7,198	33,385
Idaho	182	289	79	1,175	13,822
Montana	762	112	36	162	9,428
Nevada	203	1,238	1,155	2,659	9,961
Oregon	574	1,565	692	2,583	26,981
Utah	377	844	218	1,838	26,975
Washington	1,270	5,163	2,630	4,549	47,582
Wyoming	102	51	33	318	5,329

Source : NCES. Build a Table, online information extracted from the Common Core of Data, 2005.

Note: CCD Data is listed under school year 2004-2005 but is valid for 2003-2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL DIPLOMAS - ETHNICITY



	AMERICAN INDIAN/ ALASKAN	ASIAN/PACIFIC ISLANDER	BLACK, NON- HISPANIC	HISPANIC	WHITE
Carson City School District	11	10	6	64	420
Churchill County School District	14	17	4	22	210
Clark County School District	92	1,195	1,606	2,767	6,371
Douglas County School District	11	12	2	29	385
Elko County School District	37	6	4	110	425
Eureka County School District	2	1	0	0	17
Humboldt County School District	11	1	1	47	133
Lander County School District	0	2	0	11	40
Lincoln County School District	1	0	0	3	53
Lyon County School District	32	6	4	63	384
Mineral County School District	1	1	2	7	36
Nye County School District	8	5	7	33	193
Pershing County School District	0	0	0	15	35
Storey County School District	1	2	0	2	23
Washoe County School District	56	209	95	542	2,182
White Pine County School District	5	0	0	18	89
State Charters	4	1	2	3	23
Statewide	286	1,468	1,733	3,736	11,019

Source: Nevada Department of Education. *Nevada Report Card Database 2005-2006.*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

GRADUATION RATES & COMPLETION INDICATORS

NEVADA PUBLIC SCHOOL GRADUATION RATES & COMPLETION INDICATORS SCHOOL YEAR 2004-2005

District	Dropout Rates -- Individual Grades 9 - 12 (School Year 2004-2005)					Graduates		Standard Diploma	Advanced Diploma	Adult Diploma	Adjusted Diploma	Certificate of Attendance
	Total	9th Grade	10th Grade	11th Grade	12th Grade	2003- 2004 Total	2004- 2005 Total					
State	6,436	1,817	1,694	1,202	1,723	17,311	18,242	11,101	4,450	189	1,407	1,095
Carson City	50	19	10	14	7	466	511	267	190	0	43	11
Churchill	25	0	2	2	21	252	267	147	105	0	12	3
Clark	5,570	1,589	1,474	1,022	1,485	11,371	12,031	8,009	2,217	88	870	847
Douglas	45	0	4	11	30	454	439	406	N/A	2	31	0
Elko	67	17	21	15	14	551	582	266	256	0	49	11
Eureka	0	0	0	0	0	16	20	9	9	0	0	2
Humboldt	40	16	17	7	0	229	193	137	38	0	14	4
Lander	9	7	1	1	0	83	53	38	7	0	2	6
Lincoln	1	0	0	0	1	64	57	28	21	0	3	5
Lyon	51	11	15	11	14	458	489	145	218	70	34	22
Mineral	7	1	2	3	1	35	47	20	14	3	9	1
Nye	161	56	40	31	34	240	246	81	113	0	40	12
Pershing	1	0	0	0	1	55	50	28	15	3	4	0
Storey	7	3	1	2	1	23	28	16	5	0	7	0
Washoe	374	87	100	79	108	2,940	3,084	1,391	1,237	23	271	162
White Pine	11	3	3	1	4	74	112	96	0	0	12	4
State Charters	17	8	4	3	2	N/A	33	17	5	0	6	5

Source: Nevada Department of Education, *Research Bulletin*, February 2006. *Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

*Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

Note: Nevada's high school graduates receive one of the following diploma types: Standard, Adjusted, and Adult. Students who earn the required units of credit for high school graduation, but fail to pass one or more portions of the High School Proficiency Examination, are eligible to receive a certificate of attendance and are considered high school completers, but not high school graduates. These counts do not include GED credential recipients.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—FRESHMAN GRADUATION RATES

AVERAGED FRESHMAN GRADUATION RATES OF PUBLIC HIGH SCHOOL STUDENTS

SCHOOL YEARS 2001-02, 2002-03, AND 2003-04 WESTERN STATES

	Averaged Freshman Graduation Rate			Change in Rates from 2001-02 to 2003-04
	2001-02	2002-03	2003-04	
Arizona	74.7%	75.9%	66.8%	-7.9%
California	72.7%	74.1%	73.9%	1.2%
Colorado	74.7%	76.4%	78.7%	4.0%
Idaho	79.3%	81.4%	81.5%	2.2%
Montana	79.8%	81.0%	80.4%	0.6%
Nevada	71.9%	72.3%	57.4%	-14.5%
New Mexico	67.4%	63.1%	67.0%	-0.4%
Oregon	71.0%	73.7%	74.2%	3.2%
Utah	80.5%	80.2%	83.0%	2.5%
Washington	72.2%	74.2%	74.6%	2.4%
Wyoming	74.4%	73.9%	76.0%	1.6%
United States	72.6%	73.9%	75.0%*	2.4%

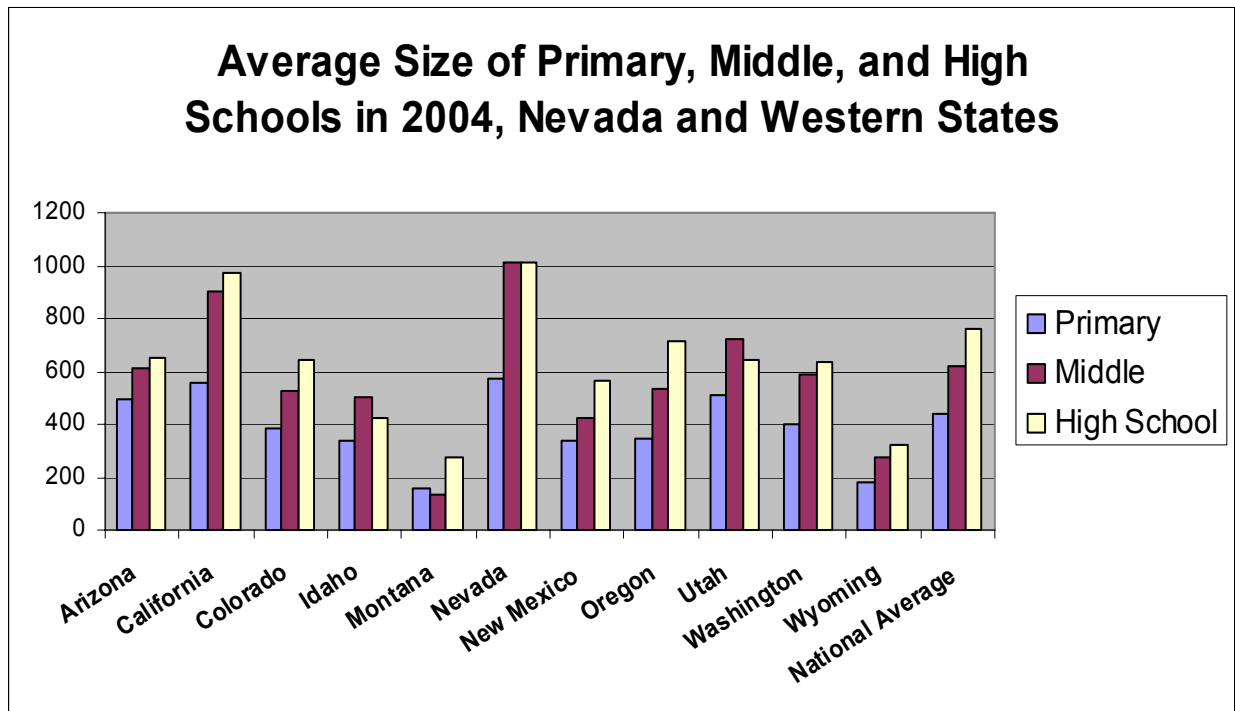
Source: *Dropout Rates in the United States: 2004*, National Center for Education Statistics, November 2006.

*The national estimate does not include data from two states with missing diploma counts: New York and Wisconsin. When the national estimate is adjusted to account for missing information for these two states by using the 2002-03 rates for these states, the adjusted national rate is 74.3 percent.

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY – SIZE OF SCHOOL FACILITIES



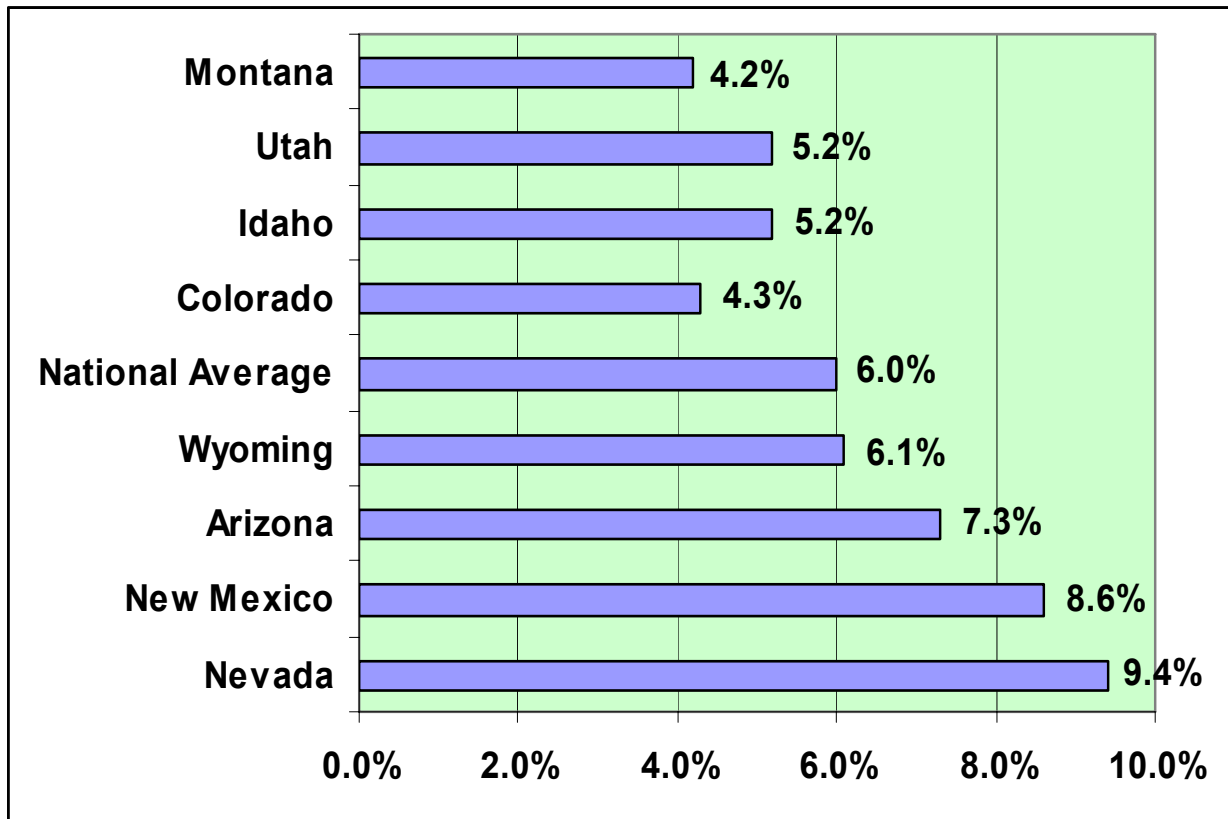
Source: U.S. Department of Education, National Center for Statistics in *Education State Rankings 2006-2007*. Morgan Quitno 2006.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY

Percentage of High School Students Who Felt Too Unsafe to Go to School: 2005



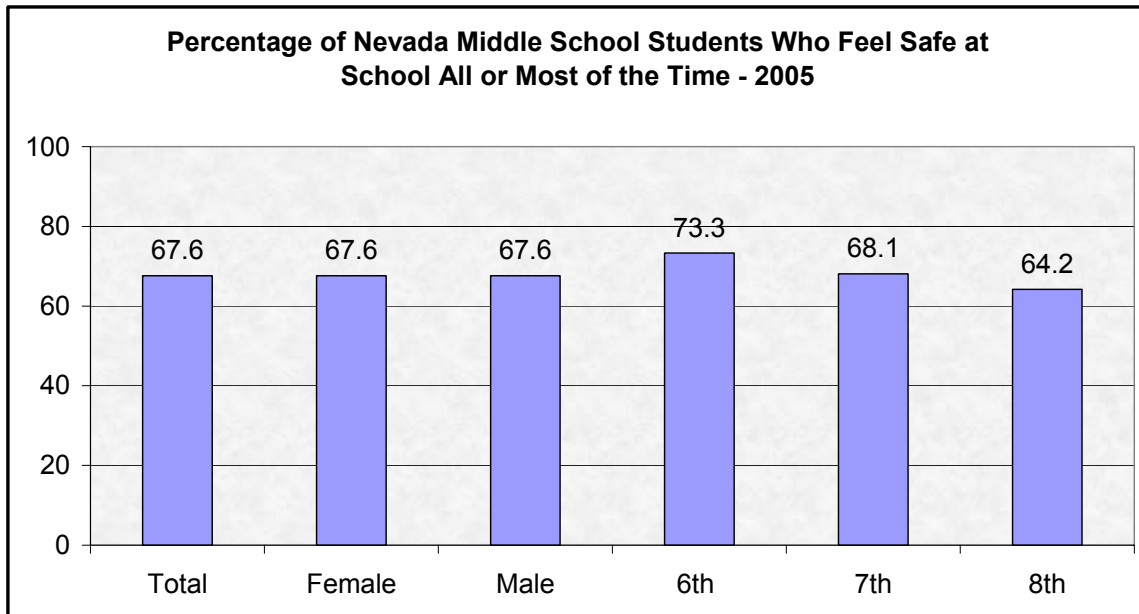
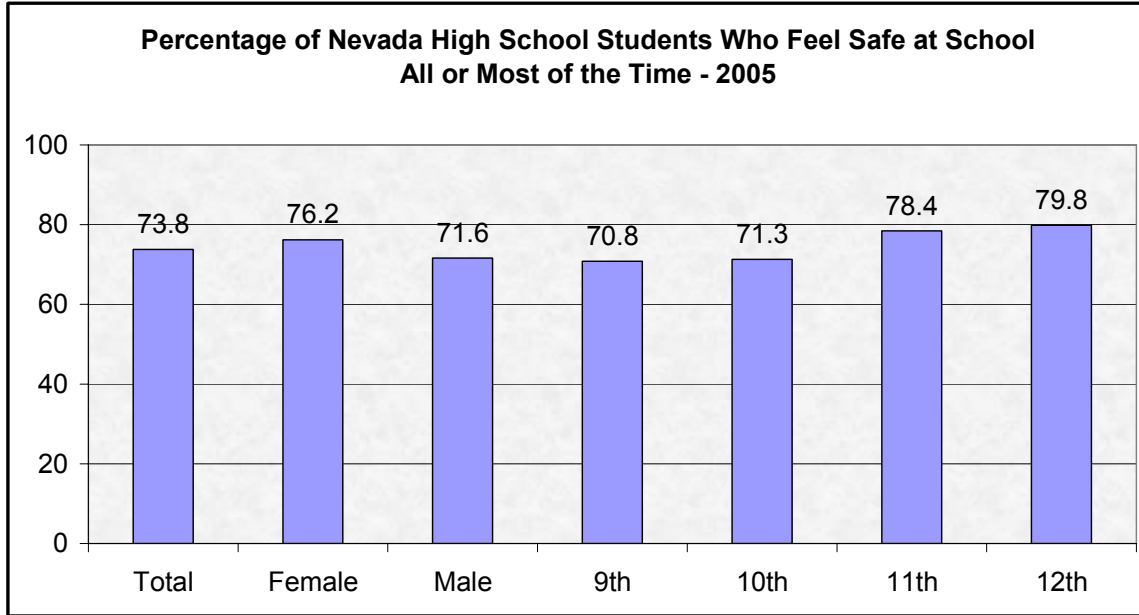
Note: Omitted Western states not reporting.

Source: U.S. Department of Health and Human Services, CDC, “Youth Risk Behavior Surveillance – U.S., 2005” in *Education State Rankings 2006-2007*. Morgan Quitno 2006.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

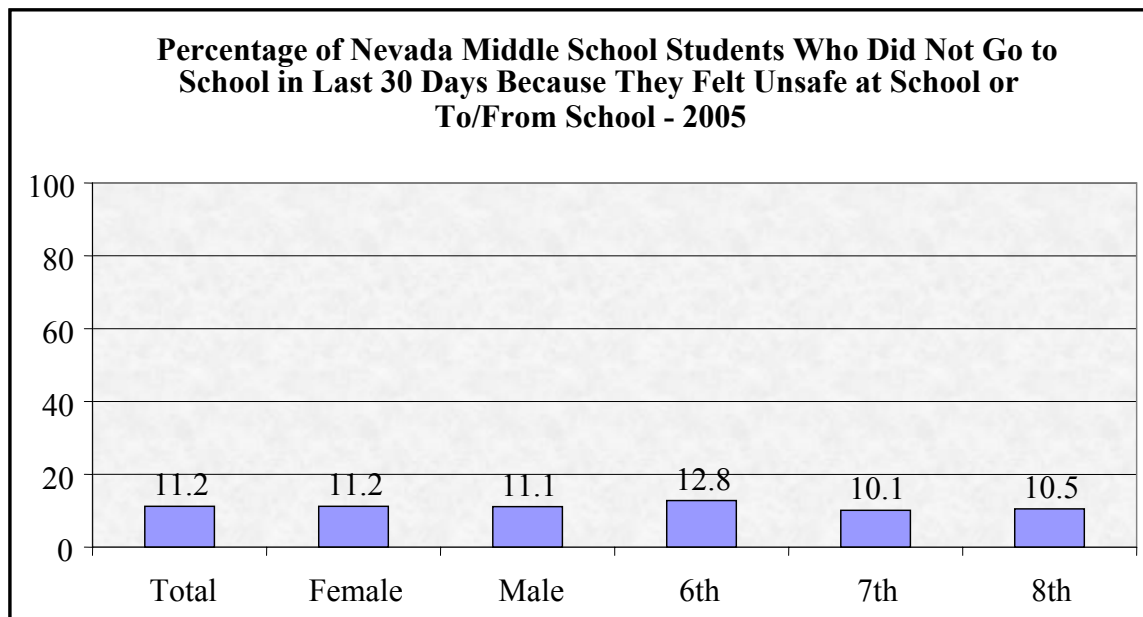
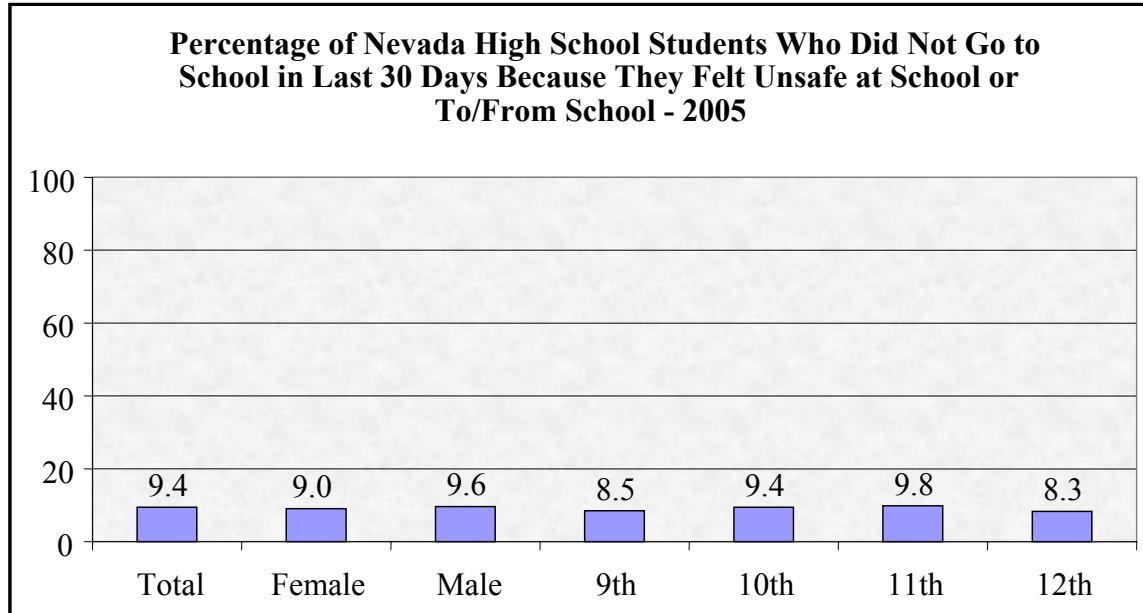
STUDENTS—SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

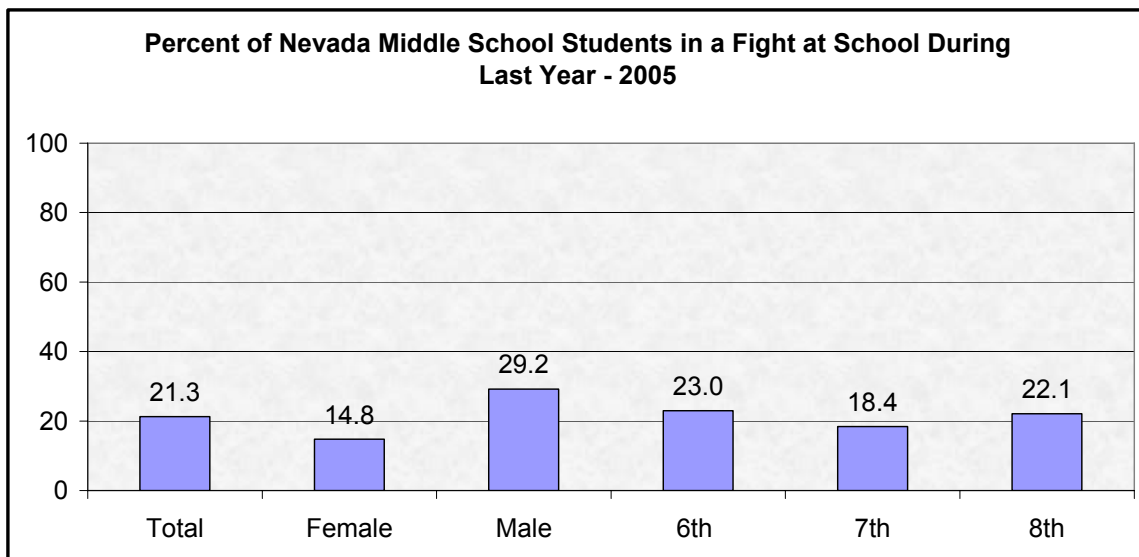
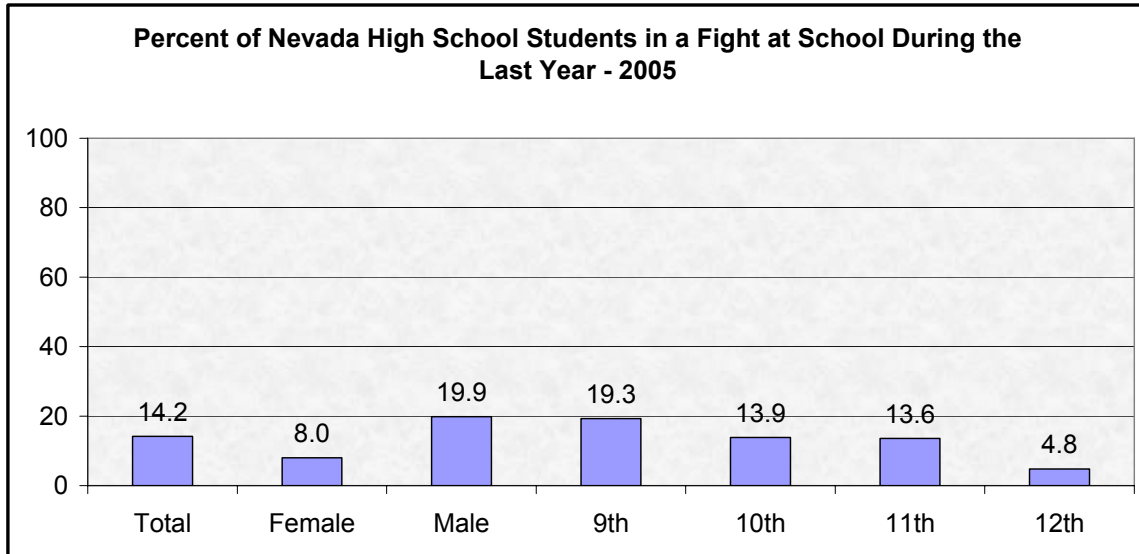
STUDENTS—SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Survey Report 2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

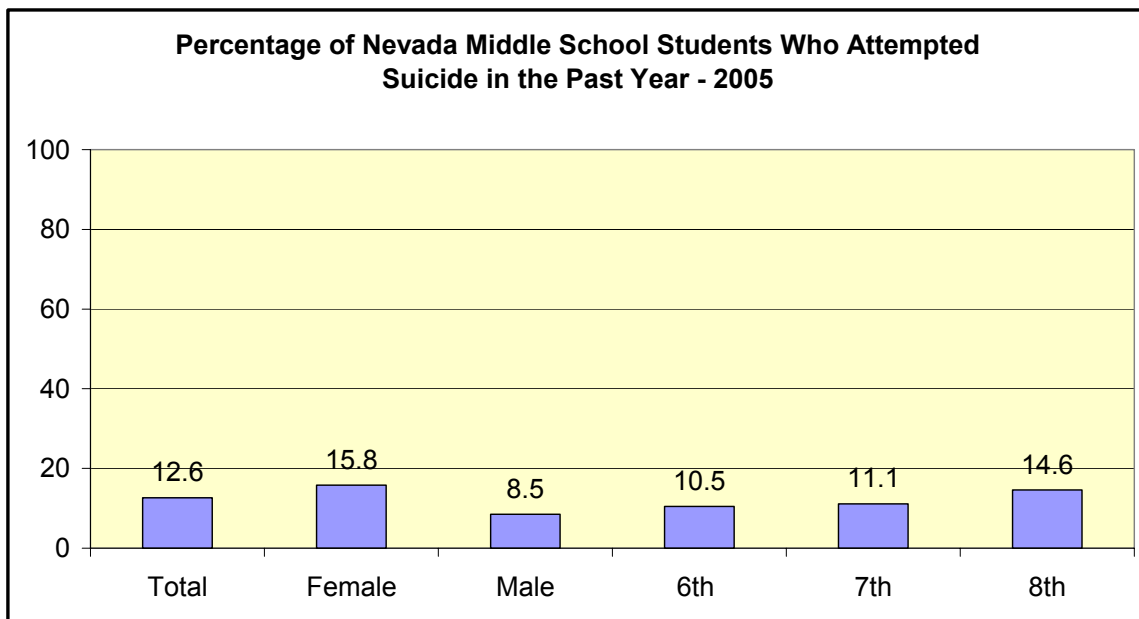
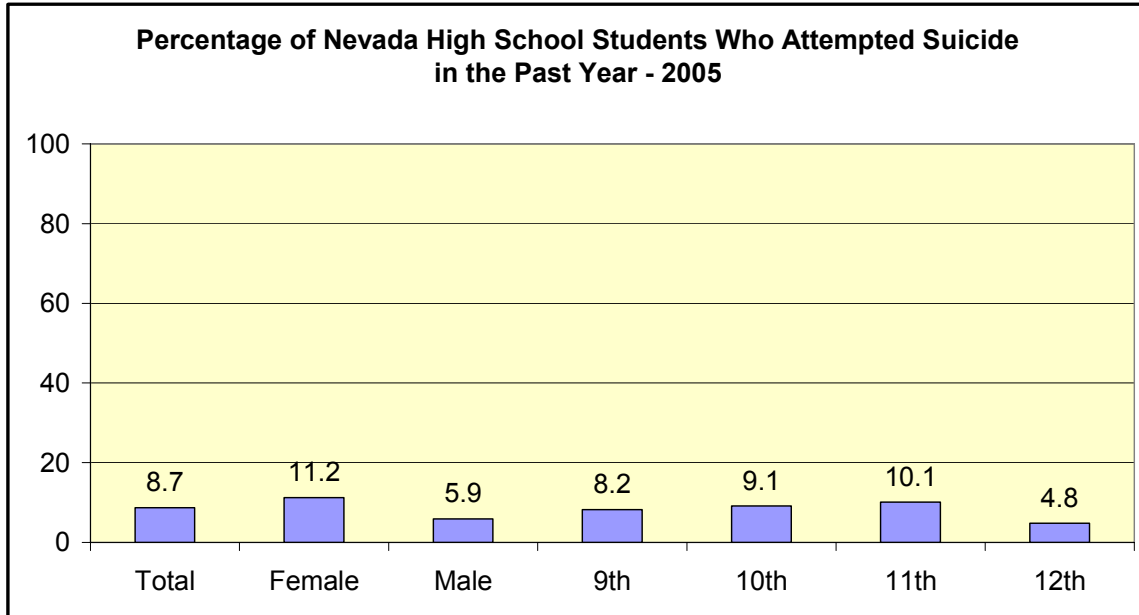
STUDENTS—SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY

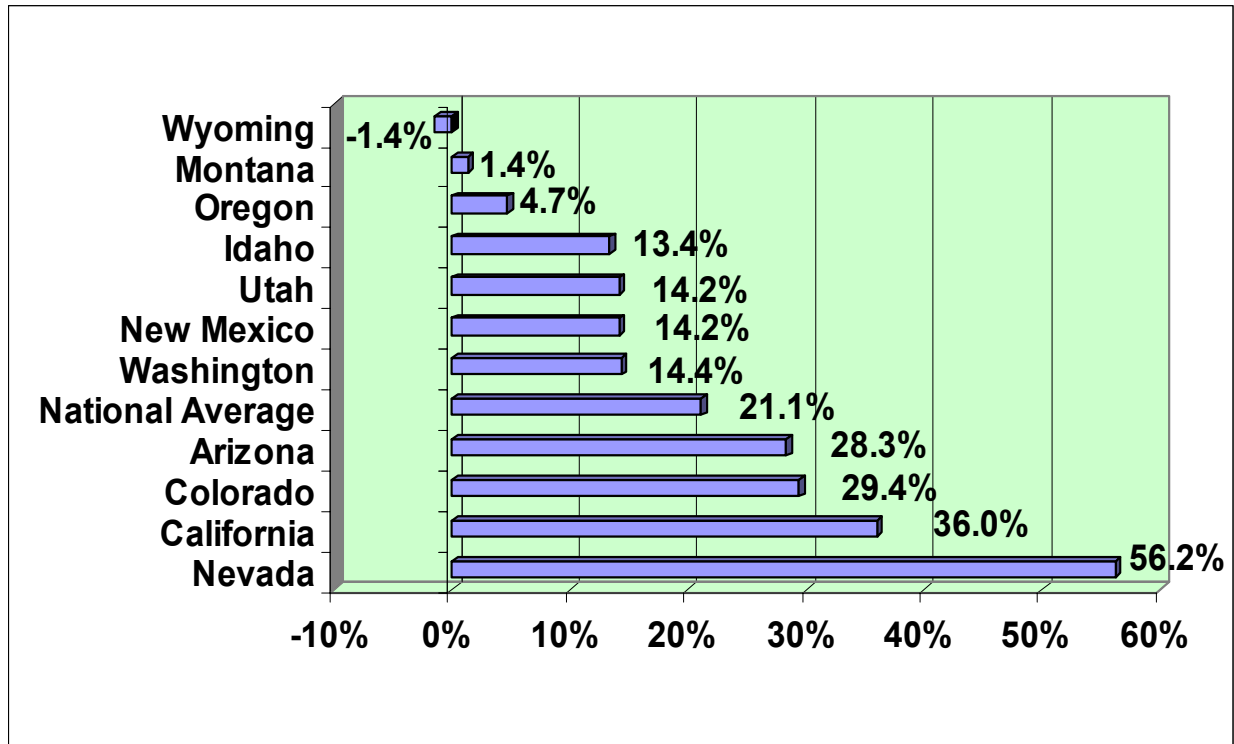


Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

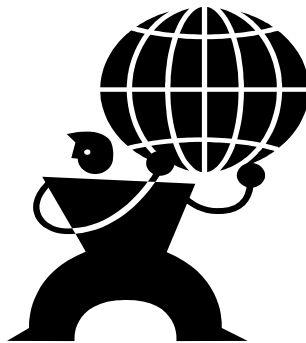
TEACHERS—PERCENT CHANGE IN NUMBER OF TEACHERS

PERCENT CHANGE IN NUMBER OF PUBLIC ELEMENTARY AND
SECONDARY SCHOOL TEACHERS OVER TEN YEARS: SY 1994-1995 TO SY
2004-2005



* 1994-1995 & 2004-2005 School Years, full time equivalent numbers.

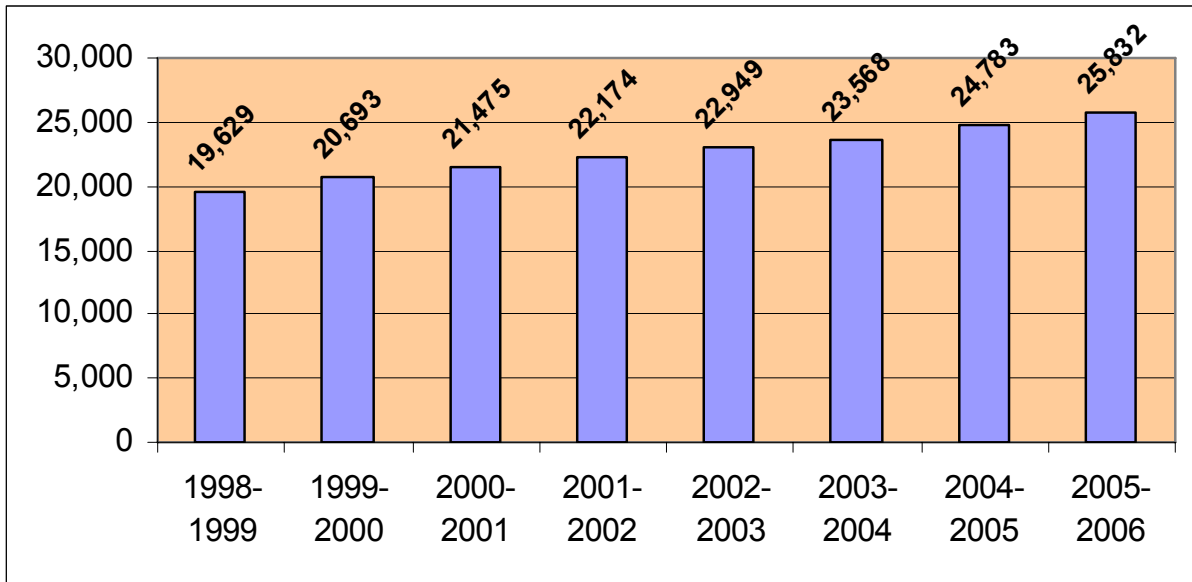
Source: U.S. Department of Education, National Center for Education Statistics in *Education State Rankings 2006-2007*. Morgan Quitno 2006.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—NUMBER OF TEACHERS IN NEVADA

**NUMBER OF LICENSED PUBLIC ELEMENTARY AND SECONDARY
SCHOOL TEACHERS: SY 1998-1999 TO SY 2005-2006**



**PERCENTAGE CHANGE IN NUMBER OF LICENSED PUBLIC
ELEMENTARY AND SECONDARY SCHOOL TEACHERS AND IN TOTAL
STUDENT ENROLLMENT:
SY 1998-1999 TO SY 2005-2006**

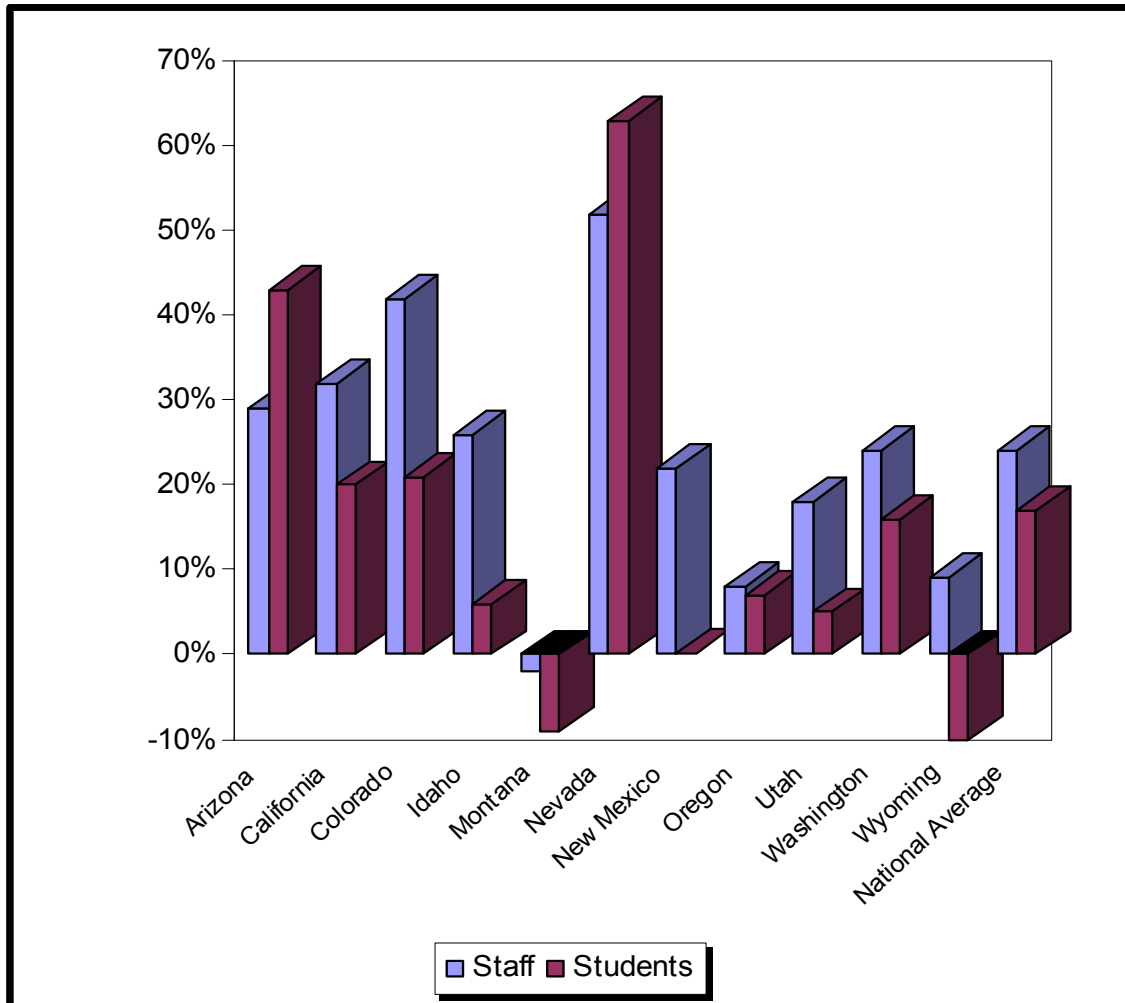
School Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Number of Licensed Personnel	19,629	20,693	21,475	22,174	22,949	23,568	24,783	25,832
% Change from Previous Year		5.42%	3.78%	3.25%	3.50%	2.70%	5.16%	4.23%
Total Student Enrollment	311,063	325,610	340,706	356,814	369,498	385,414	401,211	413,252
% Change from Previous Year		4.68%	4.64%	4.73%	3.55%	4.31%	4.10%	3.00%

Source: Research Bulletin 2006, Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

CHANGE IN STAFF AND STUDENT ENROLLMENT

PERCENT CHANGE PUBLIC SCHOOL FULL-TIME EQUIVALENT STAFF AND STUDENT ENROLLMENT IN WESTERN STATES FALL 1993 TO FALL 2003



Source: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1995 and 2005.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL

PERCENT OF EDUCATIONAL STAFF FOR SELECTED CATEGORIES WESTERN STATES 2004-2005 SCHOOL YEAR

State	Teachers	School Administrators	District Administrators	Support Staff*	Instructional Aides	Counselors	Librarians
Arizona	50.0	2.3	0.4	23.6	14.0	1.4	0.8
California	53.2	2.4	0.5	20.0	11.9	1.1	0.2
Colorado	49.4	2.7	1.1	24.1	11.2	1.5	0.9
Idaho	55.9	2.8	0.5	20.9	10.7	2.3	0.7
Montana	54.5	2.7	0.7	19.9	10.2	2.3	1.9
Nevada	67.0	3.0	0.8	4.8	11.8	2.4	1.1
New Mexico	46.7	2.2	1.2	26.4	11.6	1.7	0.6
Oregon	48.4	2.8	1.1	18.9	16.9	2.2	0.8
Utah	50.1	2.4	0.8	20.5	15.6	1.5	0.6
Washington	47.5	2.5	0.8	33.6	9.2	1.8	1.2
Wyoming	46.7	2.3	2.2	23.4	13.6	2.7	0.9
National	52.3	2.8	1.1	21.2	12.0	1.7	0.9

Source: U.S. Department of Education, National Center for Education Statistics in *Education State Rankings 2006-2007*. Morgan Quitno, 2006.

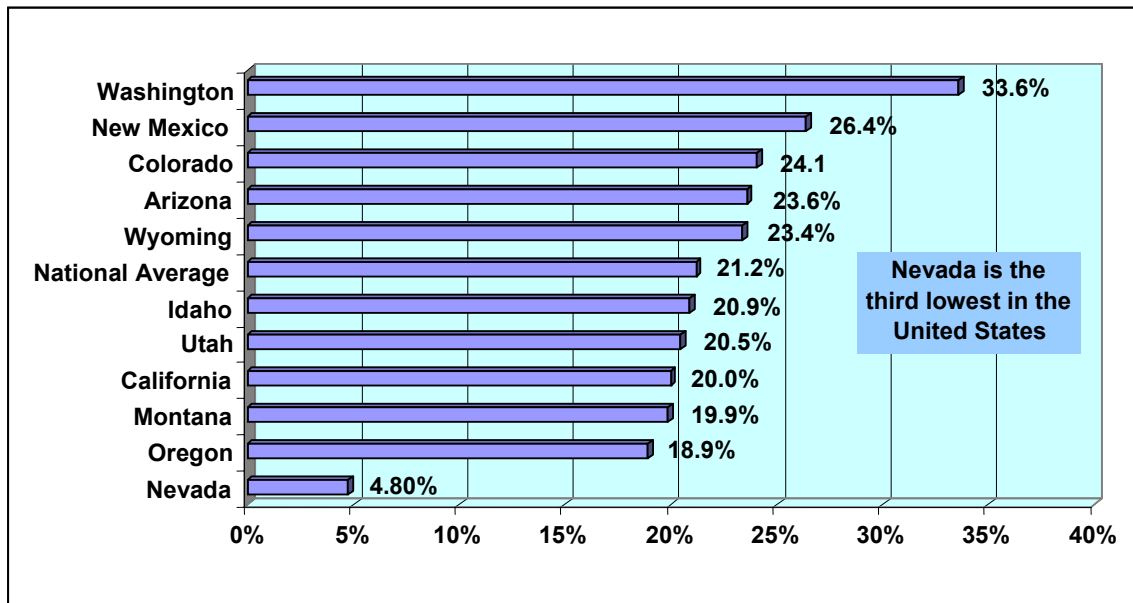
* Support Staff includes library support staff, student support services staff, and all other support staff.

Note: Percentages do not total 100. Table does not include Administrative Support Staff or Instructional Coordinators.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL – SUPPORT STAFF

PERCENT OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL STAFF WHO ARE SUPPORT STAFF* 2004-2005 SCHOOL YEAR



*Support Staff includes library support staff, student support services staff and all other support staff.

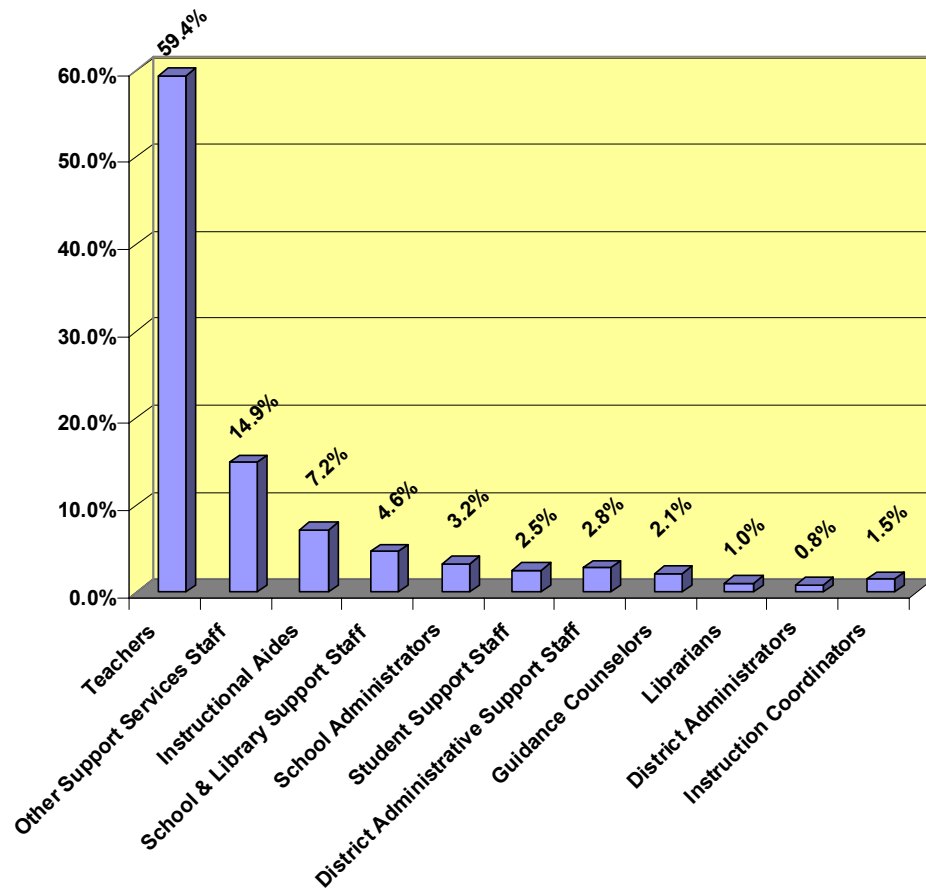
Source: U.S. Department of Education, National Center for Education Statistics in *Education State Rankings 2006-2007*. Morgan Quitno, 2006.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL

Nevada: Percent of Educational Staff for Selected Categories, SY 2003-2004

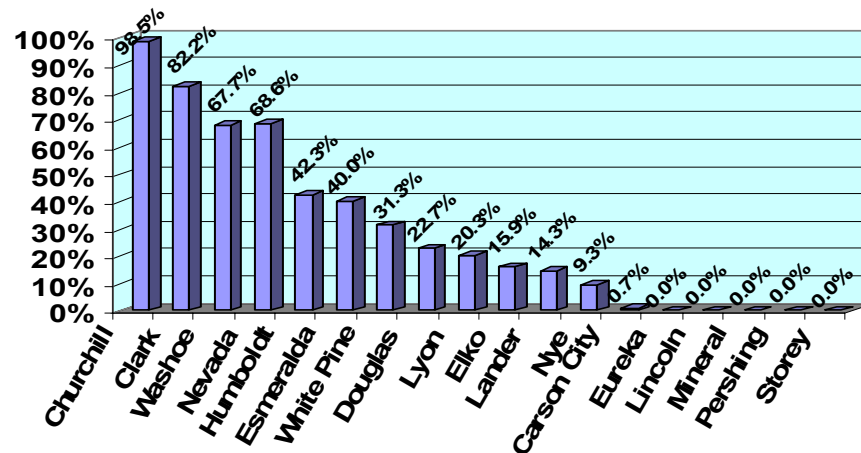


Source: National Center for Education Statistics. *Digest of Education Statistics 2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PARAPROFESSIONALS

PERCENT OF PARAPROFESSIONALS NOT NCLB QUALIFIED 2005-2006*



PARAPROFESSIONALS WORKING IN NEVADA SCHOOLS 2005-2006*

	Total Number Employed	Number NOT NCLB Qualified	Percent Not NCLB Qualified
Nevada	3802	2607	68.6%
Carson City	142	1	0.7%
Churchill	65	64	98.5%
Clark	2434	2000	82.2%
Douglas	88	20	22.7%
Elko	69	11	15.9%
Esmeralda	5	2	40.0%
Eureka	5	0	0.0%
Humboldt	78	33	42.3%
Lander	14	2	14.3%
Lincoln	16	0	0.0%
Lyon	79	16	20.3%
Mineral	20	0	0.0%
Nye	75	7	9.3%
Pershing	20	0	0.0%
Storey	9	0	0.0%
Washoe	651	441	67.7%
White Pine	32	10	31.3%

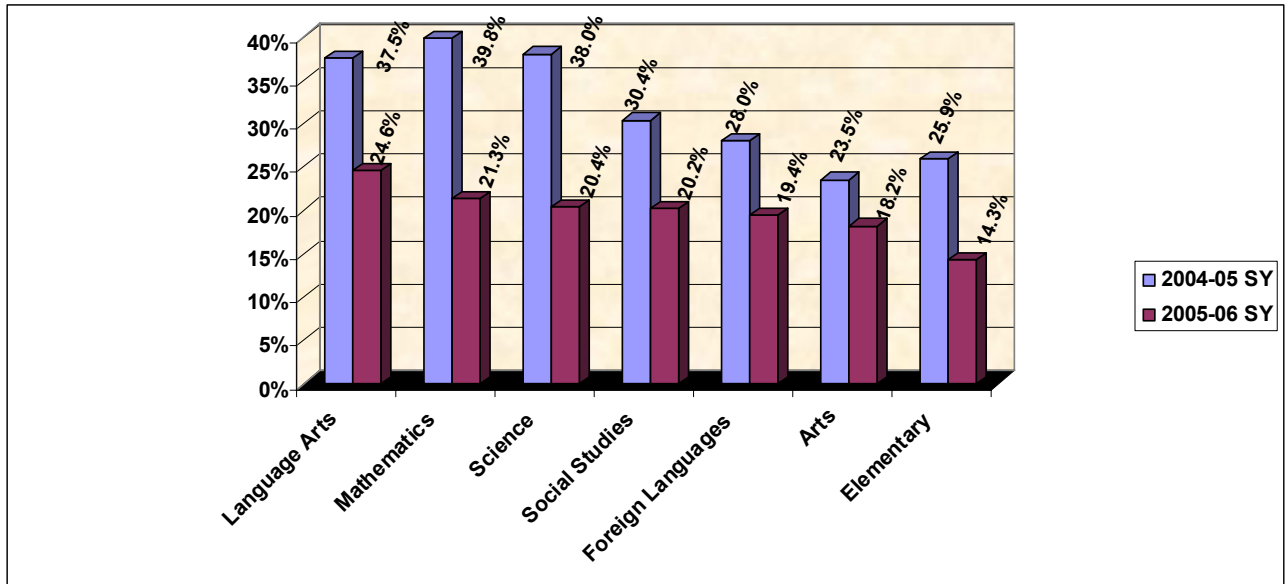
*Paraprofessionals are aides who work directly with children in classrooms, labs, and libraries. In order to satisfy the requirements of the federal No Child Left Behind Act (NCLB), paraprofessionals must have a high school diploma or its equivalent, plus one of the following: 1. completed at least two years at an accredited institution of higher education, 2. obtained an associate's (or higher) degree, or 3. successfully completed a formal state or local academic assessment. Only those paraprofessionals employed at Title I schools are required to satisfy NCLB requirements.

Source: Nevada Department of Education, 2005-2006 State Accountability Report, www.nevadareportcard.com.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—NON HIGHLY QUALIFIED

CORE SUBJECT CLASSES NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS
NEVADA 2004-2005 and 2005-2006



CORE SUBJECT CLASSES NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS
SCHOOL DISTRICT PROFILE, 2005-2006

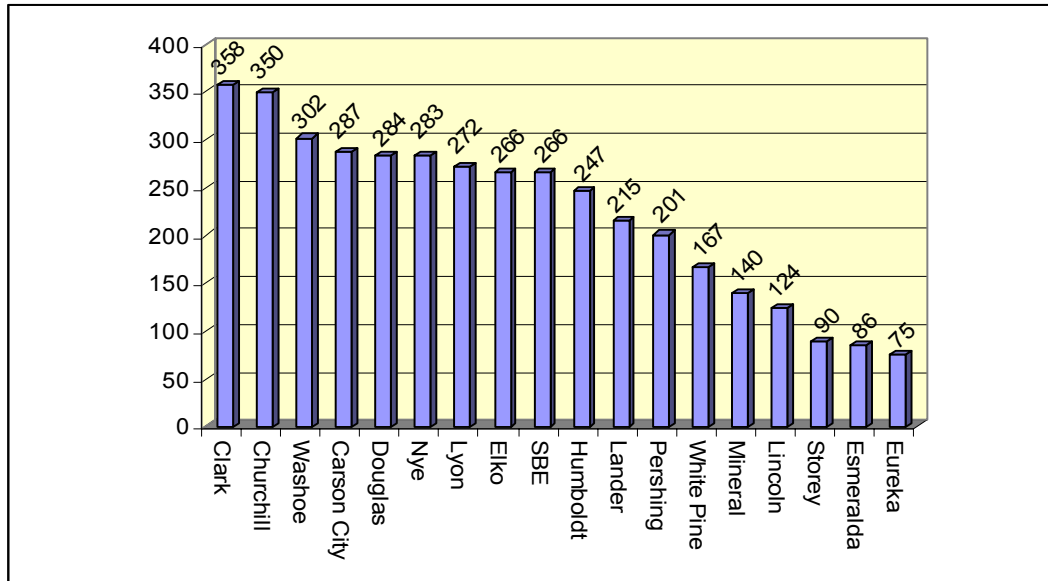
	Language Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary
State	24.6%	21.3%	20.4%	20.2%	19.4%	18.2%	14.3%
Carson City	13.5%	8.9%	4.4%	5.8%	0.0%	7.0%	1.6%
Churchill	24.6%	13.5%	23.6%	26.9%	10.0%	0.0%	7.9%
Clark	31.4%	27.1%	26.5%	26.0%	24.2%	22.2%	19.0%
Douglas	2.9%	12.1%	1.6%	1.9%	0.0%	8.2%	0.5%
Elko	14.7%	9.3%	7.0%	7.6%	28.6%	0.6%	2.0%
Eureka	0.0%	0.0%	0.0%	0.0%	100.0%	16.7%	0.0%
Humboldt	11.6%	5.4%	0.0%	1.9%	0.0%	0.0%	6.8%
Lander	10.5%	0.0%	3.6%	18.2%	0.0%	0.0%	3.6%
Lincoln	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lyon	2.6%	7.8%	6.8%	0.0%	8.2%	2.1%	4.1%
Mineral	18.2%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%
Nye	11.3%	15.5%	17.6%	20.6%	29.5%	24.1%	3.6%
Pershing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Storey	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Washoe	6.7%	9.9%	7.6%	5.7%	7.5%	9.5%	2.2%
White Pine	32.4%	4.2%	10.5%	37.0%	0.0%	25.0%	15.9%

Source: Nevada Department of Education, 2005-2006 State Accountability Report, www.nevadareportcard.com.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

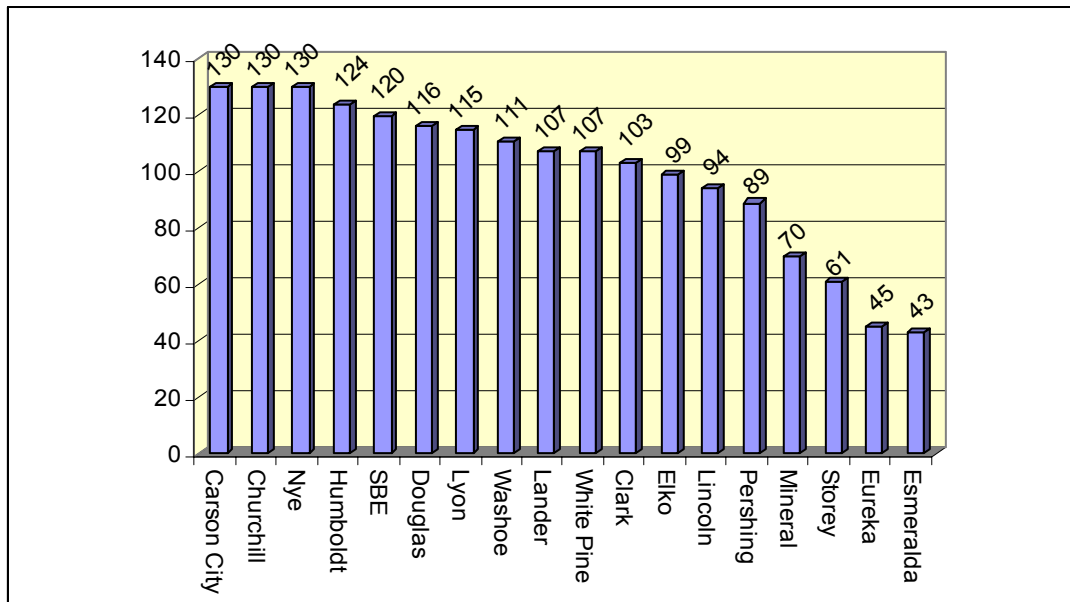
PERSONNEL/ADMINISTRATOR RATIOS IN NEVADA

Student/Administrator Ratio in Nevada School Districts 2005*



* Administrator includes: Principals and Assistant Principals, Directors and Supervisory Personnel, Associate and Assistant Superintendents, and Superintendents.

Student/Non-Teaching Personnel Ratio in Nevada School District 2005*



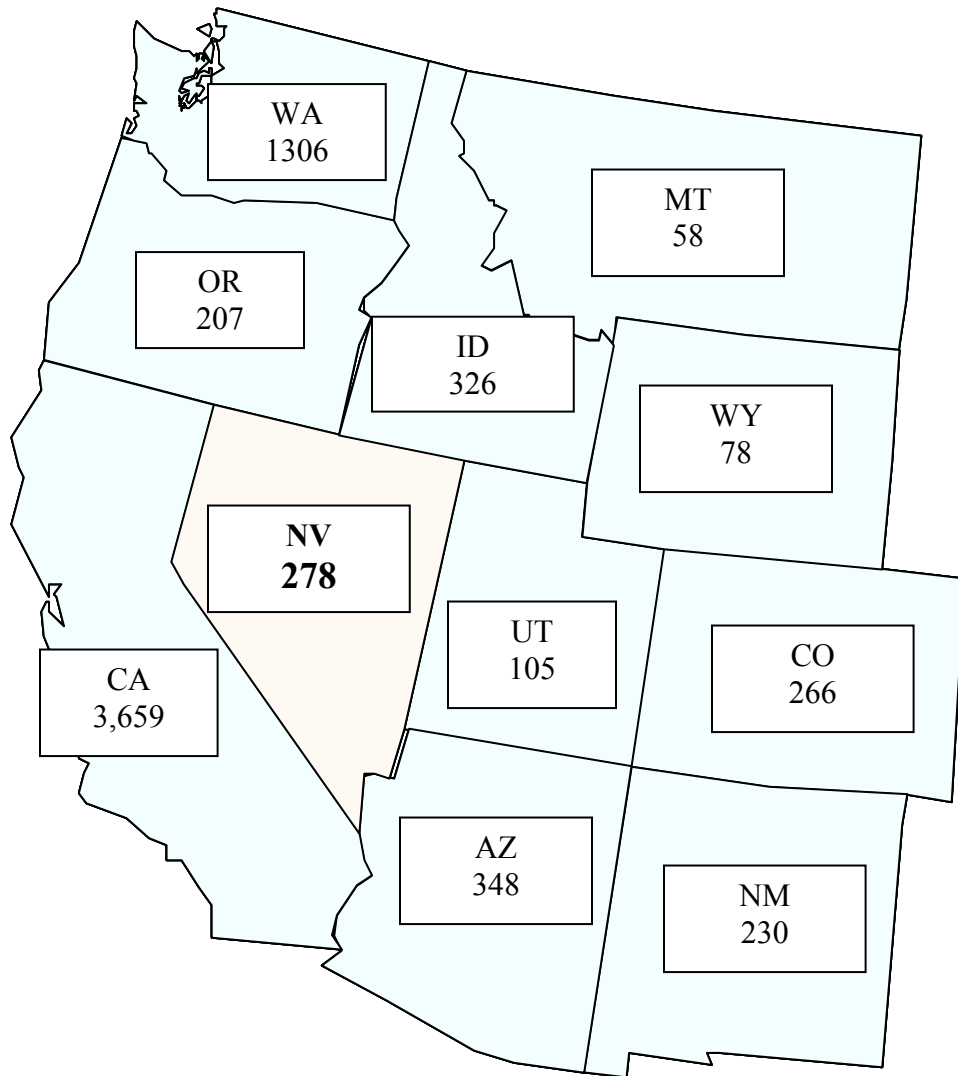
*Non-Teaching Personnel includes: Principals, Vice Principals, Pupil and School Service Personnel, Directors and Supervisory Personnel, Superintendents, and Assistant/Associate Superintendents.

Source: Nevada Department of Education, 2006 *Research Bulletin*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—NATIONAL BOARD CERTIFICATION

TOTAL NUMBER OF NATIONAL BOARD CERTIFIED TEACHERS IN NEVADA AND WESTERN STATES, 2005-2006



Source: National Board for Professional Teaching Standards: <http://www.nbpts.org>

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHER ATTENDANCE

Nevada Teacher Attendance Rate Statewide and by District 1997-1998 through 2005-2006 School Years*

School District	1997-1998	1998-1999	1999-2000	2000-2001	2003-2004	2004-2005	2005-2006
Carson City	93.0	95.0	94.0	95.0	95.9	94.8	95.2
Churchill	92.6	92.9	94.2	98.4	93.5	92.9	92.0
Clark	94.0	95.0	95.0	94.8	94.8	95.9	96.4
Douglas	94.0	96.0	96.0	96.0	95.8	95.6	95.0
Elko	94.3	94.9	94.8	92.0	95.7	93.5	88.3
Esmeralda	N/A	97.2	96.0	97.0	96.9	88.0	87.7
Eureka	93.0	96.0	95.0	95.0	94.8	95.6	96.9
Humboldt	94.8	96.0	95.0	92.0	94.2	95.9	95.2
Lander	92.8	94.6	93.9	93.9	94.2	93.3	93.5
Lincoln	95.3	95.0	95.0	96.0	97.7	91.8	94.0
Lyon	95.0	94.3	95.7	95.6	95.2	95.5	95.5
Mineral	93.0	94.0	92.8	94.0	96.7	N/A	95.3
Nye	92.0	94.0	94.0	94.0	96.9	92.8	94.1
Pershing	94.7	95.5	92.7	91.6	91.7	95.9	95.5
Storey	N/A	91.0	88.0	95.0	93.4	95.5	95.3
Washoe	94.4	95.3	N/R	95.4	97.3	97.3	97.0
White Pine	93.3	94.4	93.0	91.1	94.5	95.4	93.9
State	93.7	95.0	94.9	94.8	95.5	96.0	96.1

*The Nevada Department of Education did not collect this information for 2001-2002 and 2002-2003.

Source: Nevada Department of Education, 2005-2006 State Accountability Report. www.nevadareportcard.com.



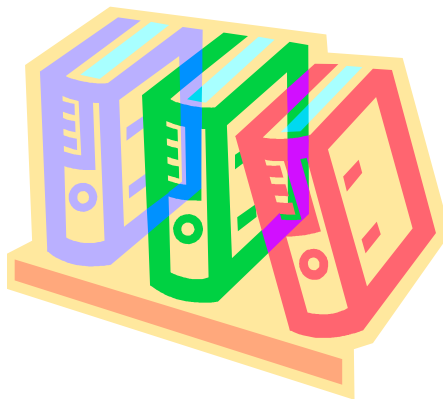
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS TEACHING WITHIN LICENSE

Percent of Nevada Classroom Teachers Teaching Within License Statewide and by District 1997-2006

School District	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Carson City	98	99.6	99	100	99.2	99.8	99.42	99.6	100
Churchill	100	100	99	97	100	99.28	100	99.26	100
Clark	99	98.2	98.1	97.9	99.62	99.66	99.66	99.49	99.44
Douglas	96	96	99	100	98.52	99.05	97.91	98.13	98.83
Elko	100	99.3	99.2	N/R	99.51	99.67	99.32	98.99	99
Esmeralda	100	90	100	89	100	100	100	100	100
Eureka	92	94	94	100	96.43	83.33	86.96	95.65	95.65
Humboldt	99.5	96.9	97	97	97.66	97.2	96.71	97.22	99.07
Lander	94	95	91	96	97.59	98.72	98.53	94.2	95.71
Lincoln	96	97	97	96	97.47	96.34	98.73	96.3	100
Lyon	100	100	100	100	99.75	100	99.56	99.16	99.6
Mineral	93	92	100	100	96.67	96.61	96.55	98.31	98
Nye	97	93	93	96	96.31	97.85	96.54	99.12	98.35
Pershing	100	100	96.6	98.3	100	100	100	98.53	98.48
Storey	82	100	97	100	97.22	100	100	94.74	100
Washoe	99	96	96	99	99.46	99.44	99.6	99.55	99.4
White Pine	88	100	100	100	93	90	90	91.11	91.76
State	98.7	97.7	97.7	N/A	99.42	99.47	99.45	99.34	99.36

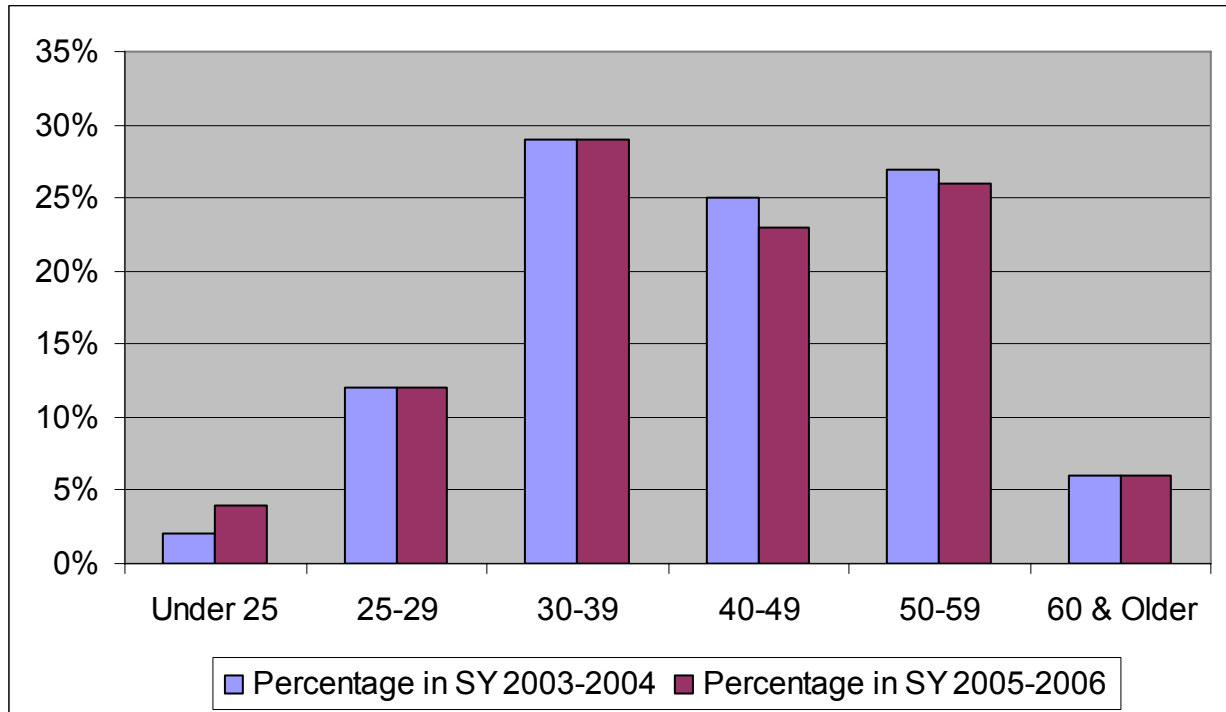
Source: Nevada Department of Education, Teacher Licensing Office, December 2006.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—LICENSED PERSONNEL IN NEVADA SCHOOL DISTRICTS

AGES OF ALL LICENSED PERSONNEL IN NEVADA SCHOOL DISTRICTS 2003-2004 AND 2005-2006 SCHOOL YEARS



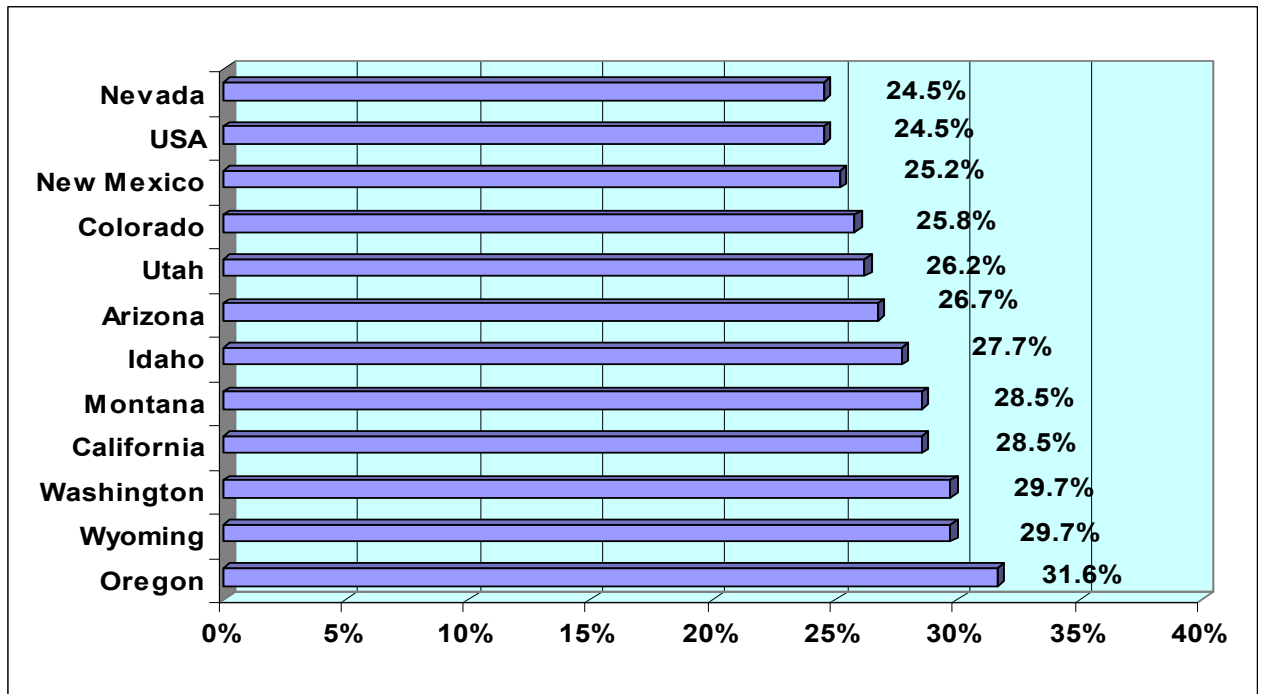
Source: Nevada Department of Education 2006 Research Bulletin.



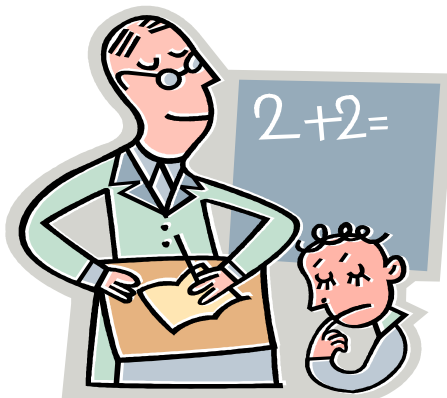
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—GENDER

Percent of Public Teachers Who are Men, 2004-2005 SY



Source: National Education Association, *Rankings and Estimates: Rankings of the States 2005 and Estimates of School Statistics 2006*. NEA Research, November 2006.



VIII. NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

In 1971, the Nevada Legislature appropriated \$30,000 for an in-depth study of the status of the state's public school system. The Governor appointed a committee for this purpose and it issued a report in August 1972. Among the recommendations contained in this report were the following accountability-related proposals:

- Identification and clarification of the significant and realistic educational goals and objectives;
- Accountability and wise use of educational resources; and
- Evaluation of teachers, supervisory staff, principals, and superintendents.

Following several sessions of discussion, in 1977 the Legislature adopted a mandated student testing program – the Nevada Proficiency Examination – to provide a statewide measure of student accountability that was not previously available. Since 1977, the Legislature has required statewide testing to measure how Nevada's pupils compare to those in other states and the nation as a whole. For some time these tests included the following: a standardized, norm-referenced test (NRT) in reading, language arts, mathematics, and science in grades 4 and 8; a state-designed, direct writing assessment in grades 8 and 11; and a High School Proficiency Examination (HSPE) beginning in grade 11 covering reading and mathematics.

The 1997 Nevada Education Reform Act (NERA) increased testing requirements as a part of increased accountability for public schools. A NRT for grade 10 was added, as was a writing test for 4th grade. Science was added as a subject to be tested at grades 4, 8, 10, and 11. The NERA also established a policy linkage between the proficiency testing program and school accountability by creating a procedure for ranking schools on the basis of the NRT scores. Schools designated “in need of improvement” are required to prepare plans for improvement and to adopt proven remedial education programs based upon needs identified using the NRT scores.




















The 1999 Nevada Legislature added a requirement for criterion-referenced tests (CRTs) linked to the State's newly adopted academic standards for selected grades and required that the HSPE be revised to measure the performance of students on these academic standards starting with the class graduating in 2003. Criterion-referenced tests in reading and mathematics for grades 3 and 5 were administered for the first time in spring of 2002. In addition, a CRT in science was piloted for grades 5 and 8. The 2001 Legislature also moved the administration of the NRT from grade 8 to grade 7.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

The Nevada Department of Education changed the NRT in the fall of 2002 from *TerraNova* (CTB/McGraw Hill) to the *Iowa Test of Basic Skills* (Riverside Publishing Company).

CURRENT SYSTEM OF STATEWIDE EXAMS FOR ALL STUDENTS (19 TESTS) 2007 *

	3	4	5	6	7	8	9	10	11	12
Norm-Referenced Test– <i>Iowa Test of Basic Skills</i>										
National Assessment of Educational Progress (<i>NAEP</i>) (sample only)										
Writing Exam (5 th grade is diagnostic only)										
High School Proficiency Exam										
Nevada Criterion-Referenced Test										

* HSPE science portion administered in 10th grade only, other HSPE tests offered each year until passed.

In the 19th Special Session of 2003, to comply with the Federal No Child Left Behind Act of 2001 (NCLB), the Legislature modified the State assessment system to add tests aligned to the academic standards in reading and mathematics for grades 3 through 8 and revised the state accountability system to meet federal requirements for making adequate yearly progress (AYP); the legislation, S.B. 1, also imposed sanctions on certain schools and school districts that consistently fail to meet AYP targets.

The HSPE is a “high stakes” test since students are required to pass it as a condition for graduation and for eligibility for the state’s Millennium Scholarship Program. The changes required by NCLB also created high stakes for schools and school districts after several consecutive years of being classified as in need of improvement.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

TRENDS IN ASSESSMENT

Indicators of postsecondary education plans are reflected in the percentage of high school students who take the college entrance examinations, the Scholastic Aptitude Test (SAT), and the American College Test (ACT). The average ACT scores for Nevada seniors had remained comparatively flat for the past several years, showing an increase in 2006, corresponding to a decrease in the percentage of students taking the ACT.

Since 1995, the percentage of seniors taking the SAT has fluctuated from a low of 32 percent to a high of 40 percent. The SAT scores peaked in 1999 and have been somewhat flat, although declining slightly since that time.

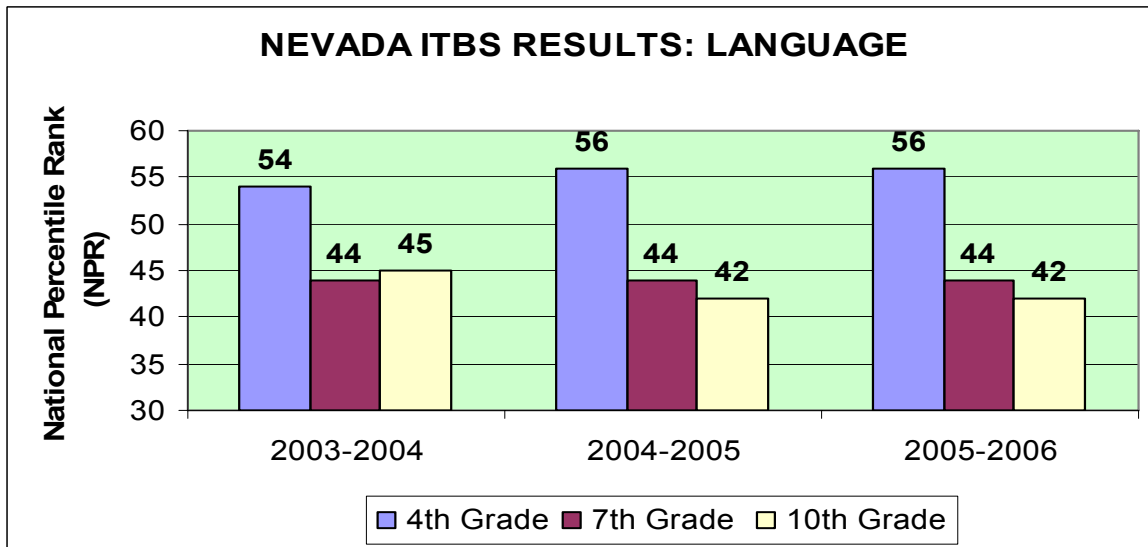
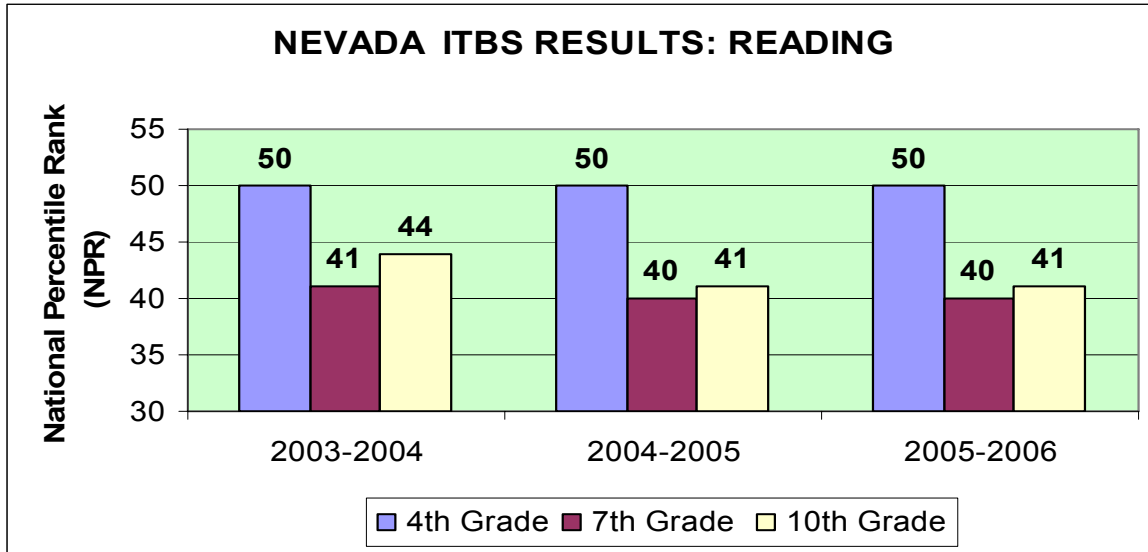
Nevada ITBS scores provide a quick comparison of Nevada students with a nationally-normed group. In general scores for all subjects tested by the ITBS for 4th grade are equal to or above the national average. All scores for the 7th and 10th grades fall below the national average. Between the 4th and 7th grades, scores drop by an average of 9.7 percent; however, between 7th and 10th grades, reading scores tend to rise slightly.

The nation's report card—the National Assessment of Educational Progress (NAEP) ranks Nevada near the lowest in percent proficient among Western states in 4th grade math and lowest in 8th grade math. For both the 4th and 8th grade reading and science tests, Nevada is ranked somewhat lower than the other Western states.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

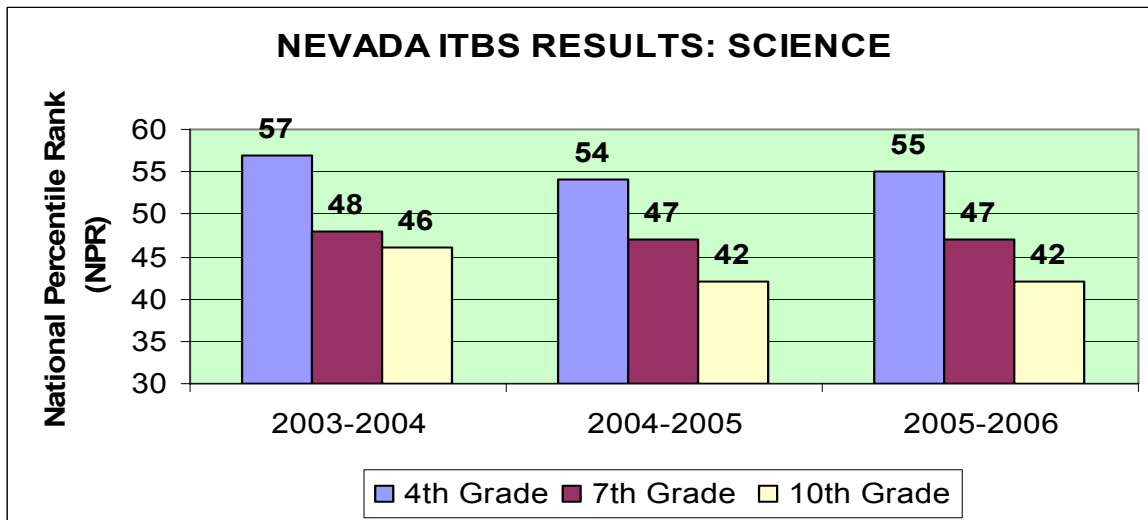
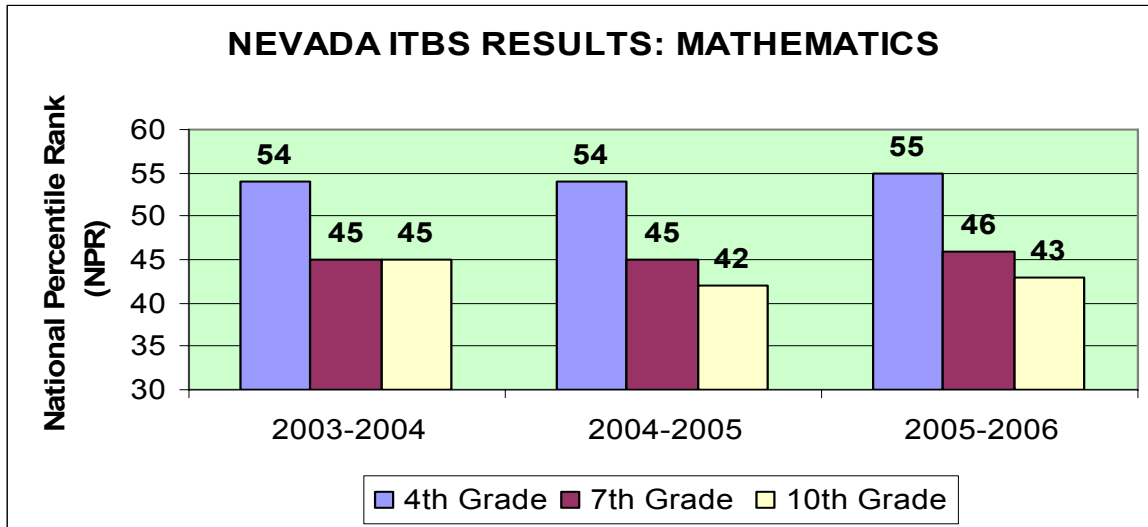
IOWA TEST OF BASIC SKILLS (ITBS)



Source: Nevada Department of Education, Nevada Assessment Data Interaction Database (www.nevadatestreports.com)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

IOWA TEST OF BASIC SKILLS (ITBS)



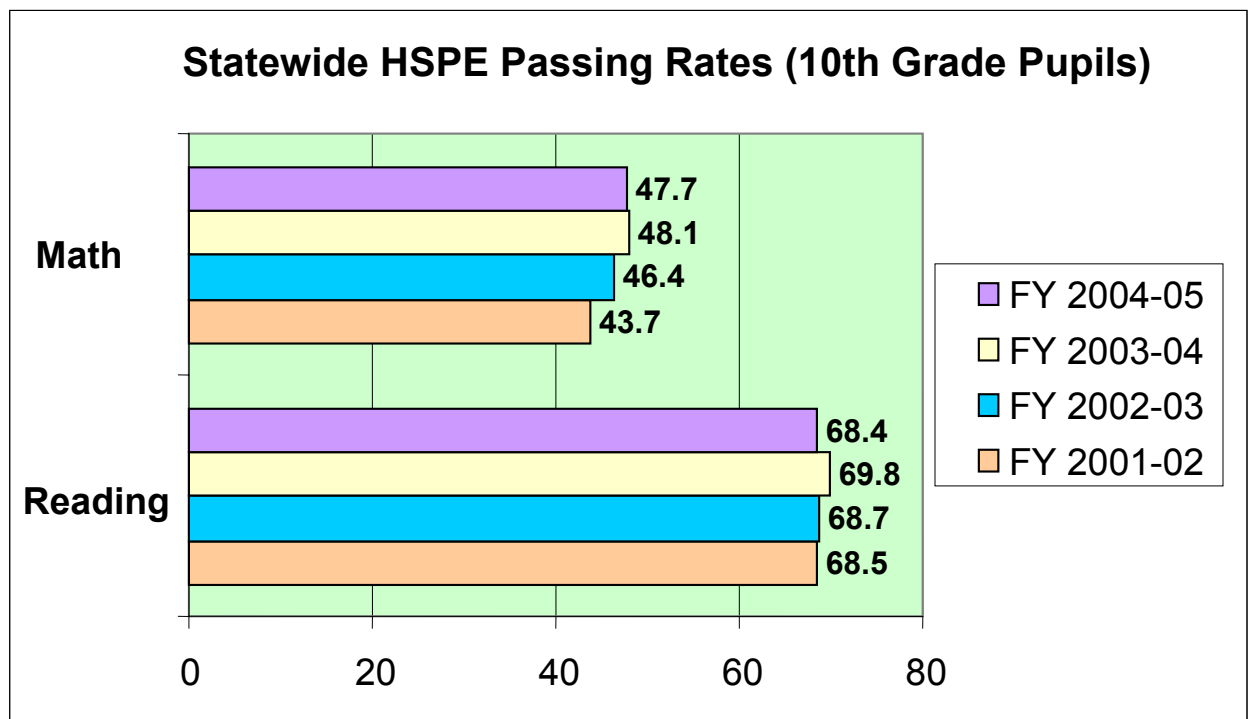
Source: Nevada Department of Education, *Nevada Assessment Data Interaction Database* (www.nevadatestreports.com)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION (HSPE)

Prior to FY 2001-02, the reading, math, and writing portions of the HSPE were traditionally administered to pupils in grades 11 and 12, with the first administration of the examination in October for pupils in grade 11. Beginning in FY 2001-02, the reading and math portions of the HSPE were administered, for the first time, to pupils in grade 10; for this administration, the examination is provided in April.

The chart below shows the HSPE passing rates in FYs 2001-02 through FY 2004-05 for pupils in grade 10. In addition, beginning with the 2001 administration of the HSPE, only those pupils who have sufficient credits are eligible to take the HSPE (*Nevada Administrative Code* [NAC] 389.445).

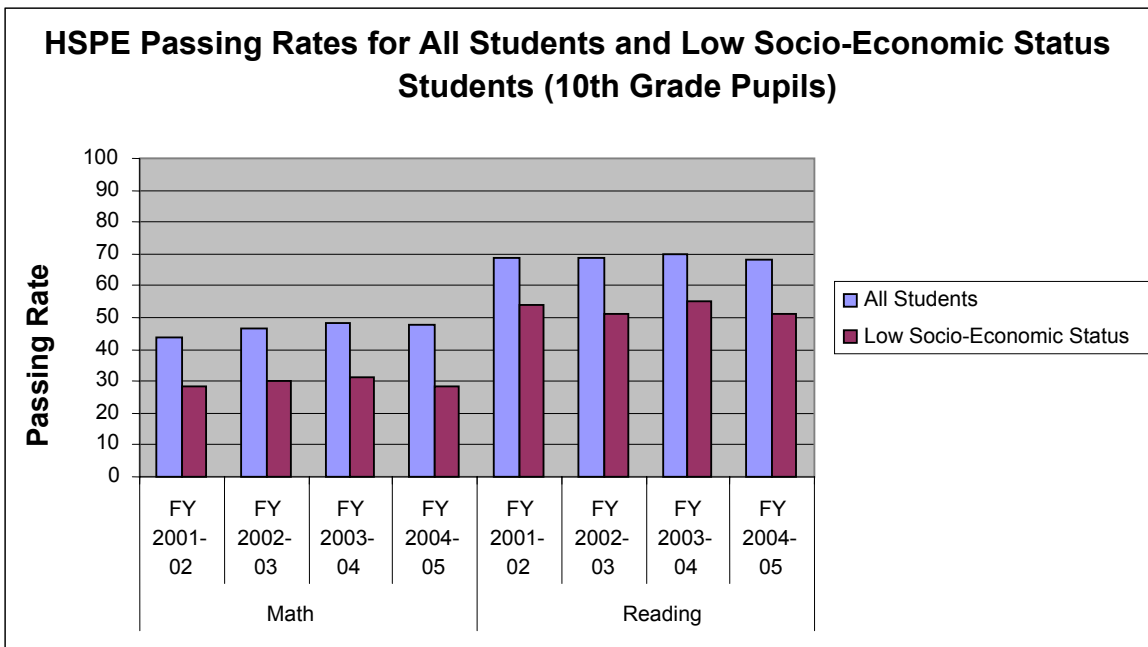
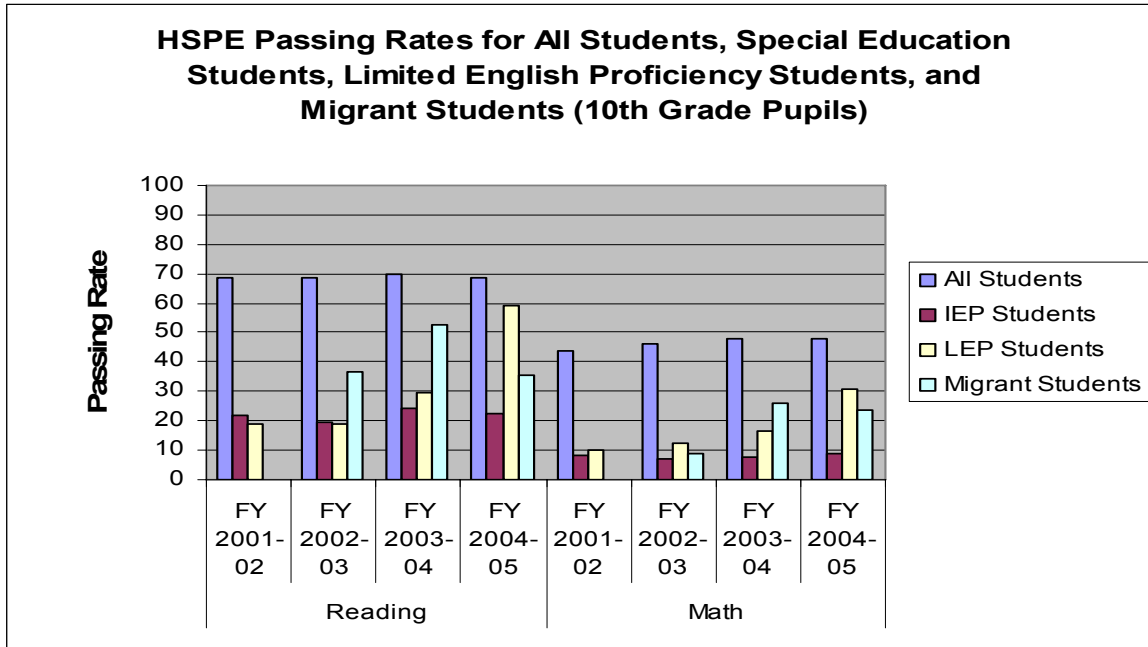


Source: Nevada Department of Education, *Nevada Assessment Data Interaction Database*. (www.nevadatestreports.com).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates by Population



Source: Nevada Department of Education.

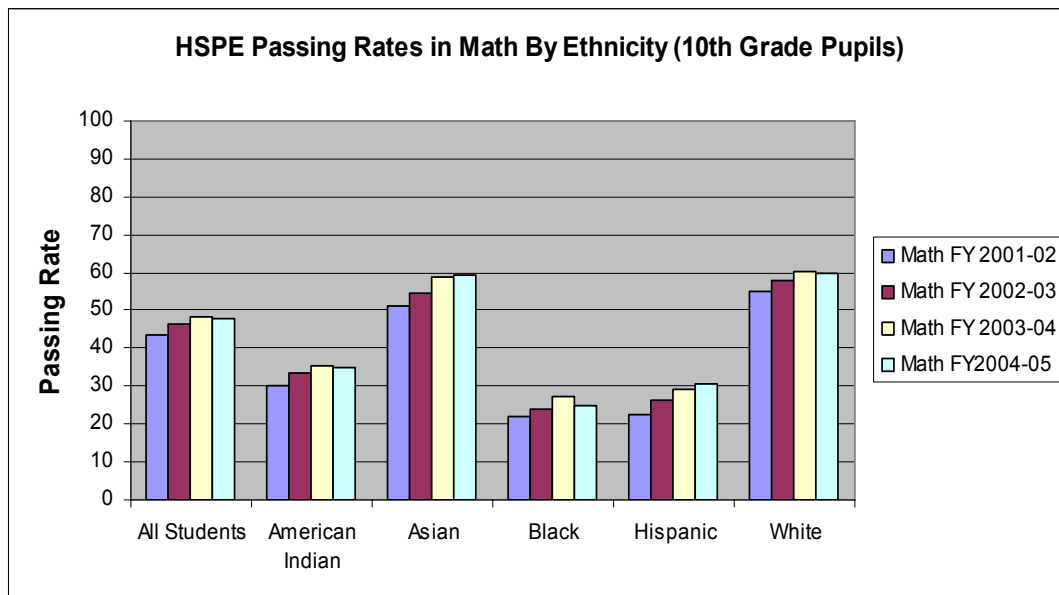
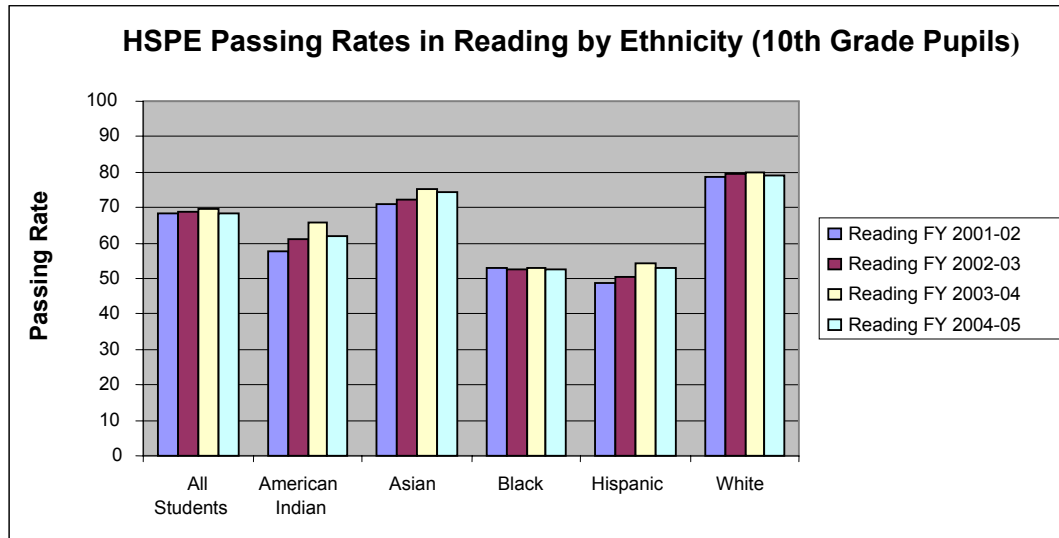
*Results based on the April administration to 10th grade pupils.

Note: Beginning in 2001, only those pupils who have sufficient credits are eligible to take the HSPE (NAC 389.445)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates by Population



Source: Nevada Department of Education, *Nevada Assessment Data Interaction Database* (www.nevadatestreports.com).

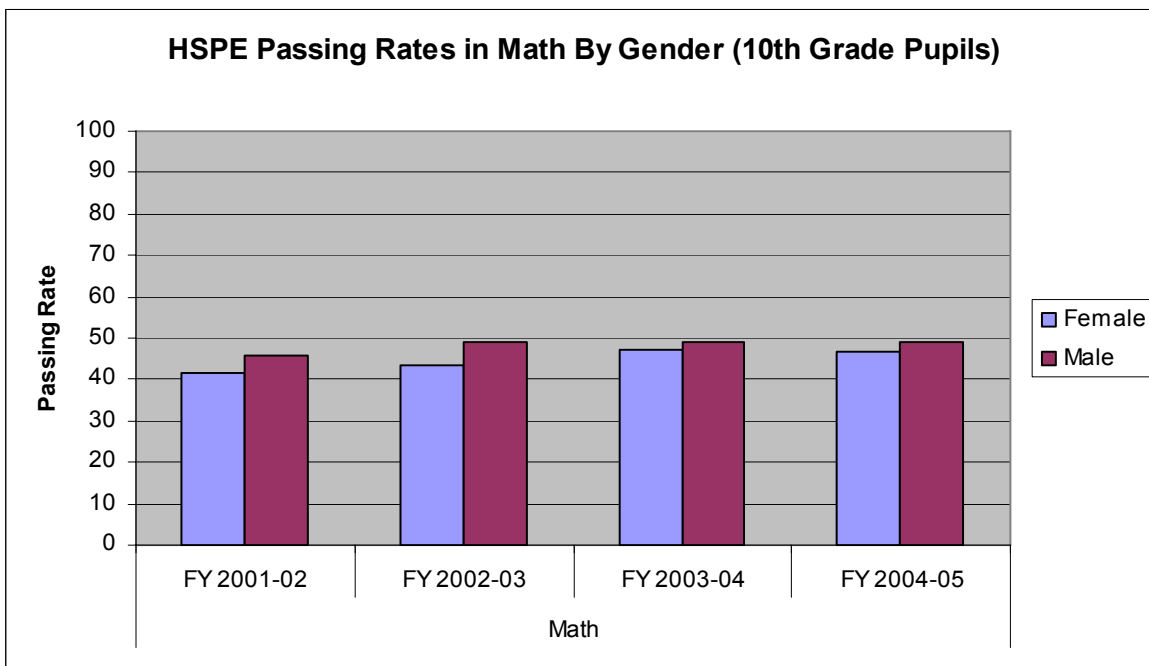
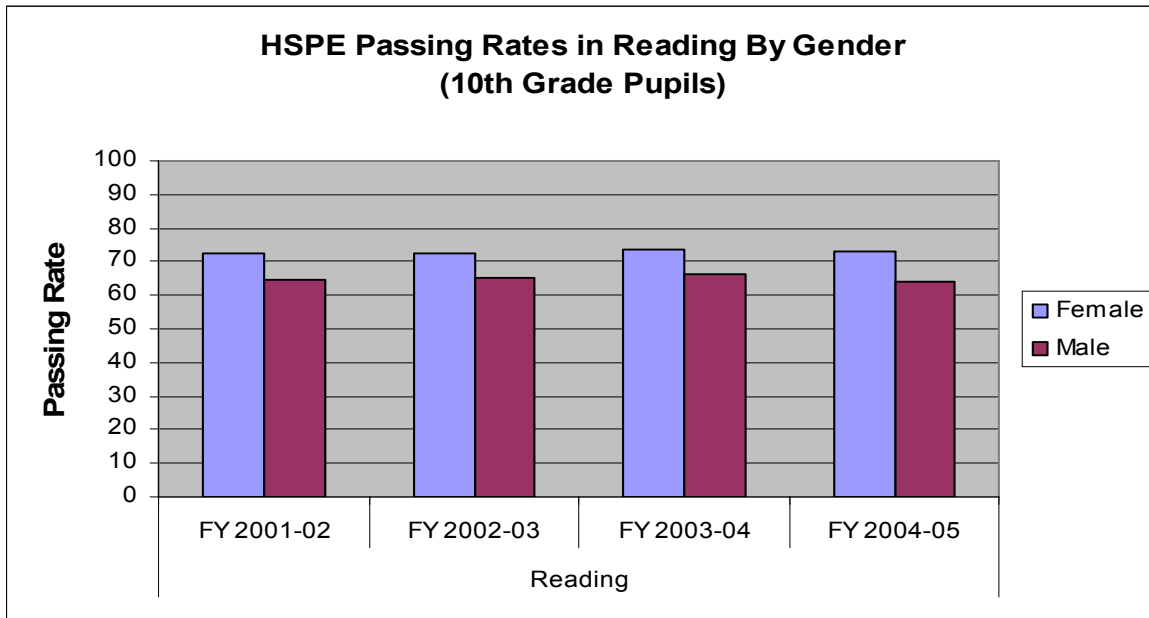
*Results based on the April administration to 10th grade pupils.

Note: Beginning in 2001, only those pupils who have sufficient credits are eligible to take the HSPE (NAC 389.445).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates by Population



Source: Nevada Department of Education, *Nevada Assessment Data Interaction Database* (www.nevadatestreports.com).

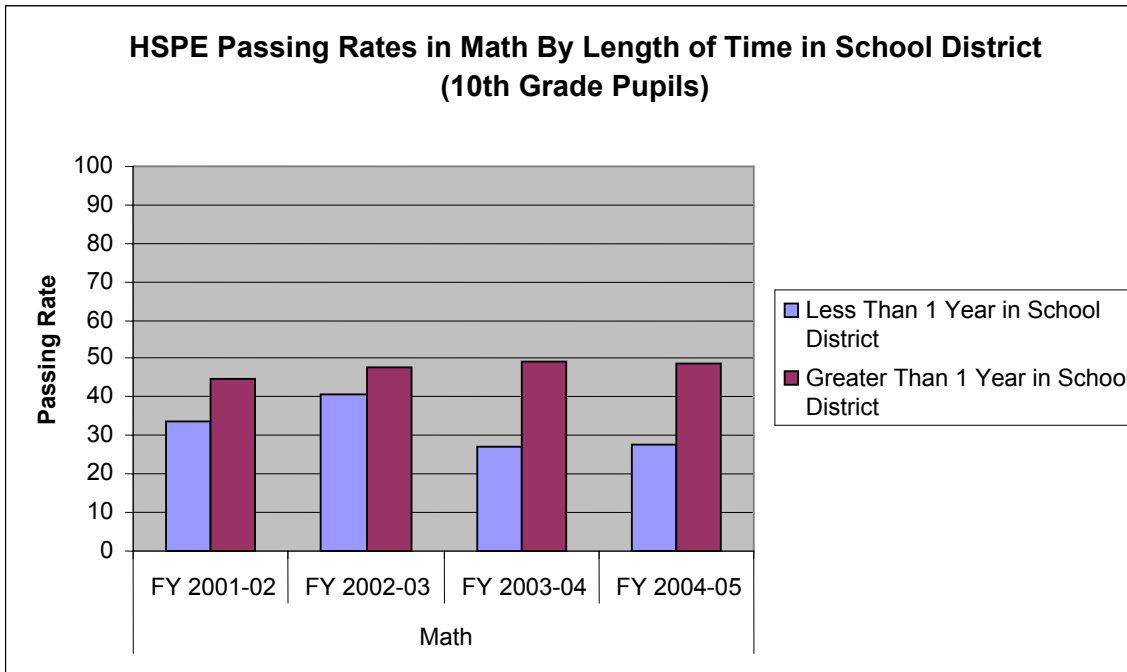
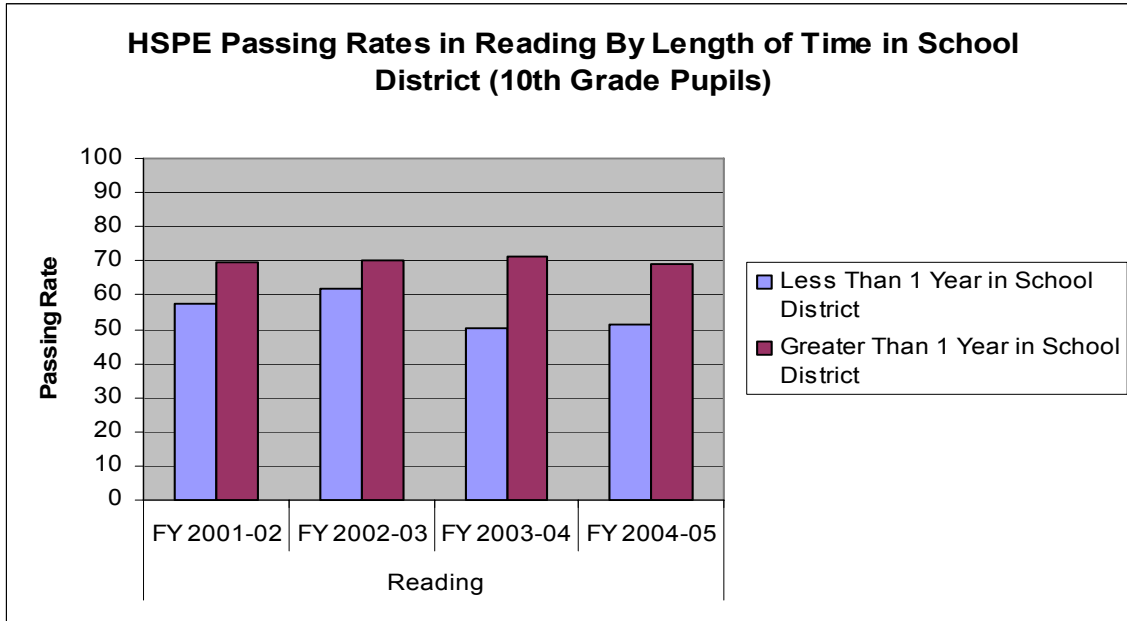
*Results based on the April administration to 10th grade pupils.

Note: Beginning in 2001, only those pupils who have sufficient credits are eligible to take the HSPE (NAC 389.445).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION (HSPE)

Passing Rates by Population



Source: Nevada Department of Education, *Nevada Assessment Data Interaction Database* (www.nevadatestreports.com).

*Results based on the April administration to 10th grade pupils.

Note: Beginning in 2001, only those pupils who have sufficient credits are eligible to take the HSPE (NAC 389.445).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

The Nevada Proficiency Examination Program in Writing has been administered to 12th grade students since 1979. In 1989, the examination was expanded to include 11th grade students, to provide more opportunities for students to fulfill graduation requirements. Assessments in 9th grade began in fall 1988 and were subsequently replaced with an 8th grade test in fall 1994. The 4th grade writing assessment was piloted in spring 1998 and was first administered in fall 1998. Under the No Child Left Behind Act of 2001, the Writing Assessment is a part of AYP calculations for English Language Arts. In 2005, the 4th grade assessment was moved to 5th grade and was first administered in the 2005-2006 school year.

WRITING ASSESSMENT HISTORY Grades Tested

	Grade 4	Grade 5	Grade 8	Grade 9	Grade 11	Grade 12
1979						🍏
1988				🍏		🍏
1989				🍏	🍏	🍏
1994			🍏		🍏	🍏
1998	🍏		🍏		🍏	🍏
2005 to Present		🍏	🍏		🍏	🍏

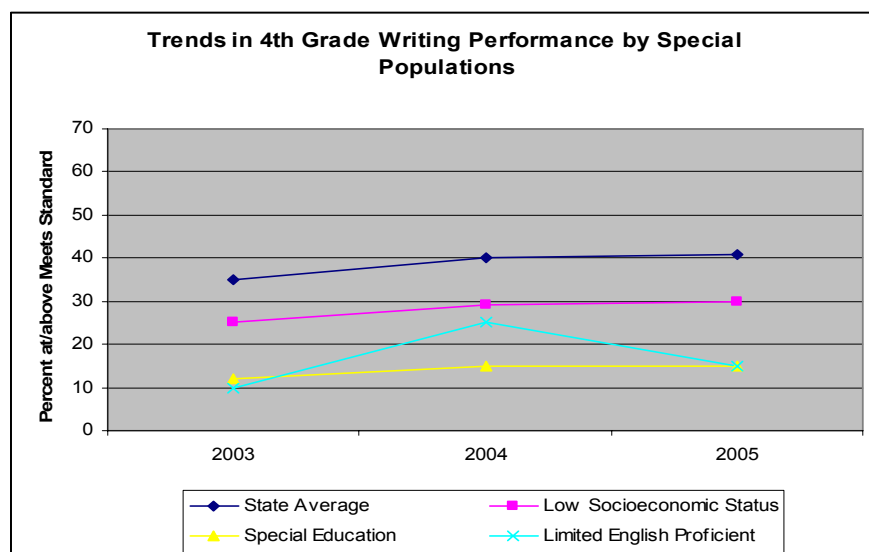
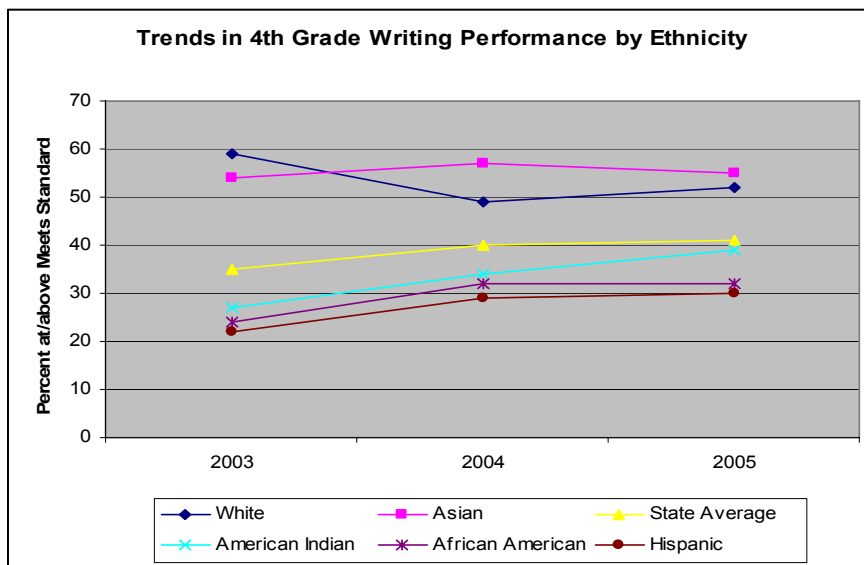
Source: Nevada Department of Education, 2006.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

4th Grade Writing Trends

During the period, the percentage of students overall meeting standard has increased over the three-year period. From 2004 to 2005, the American Indian student group made the greatest gains. Over the same period, the percentage of limited English proficient students who met the standard declined. The White and Asian student groups consistently performed above the state average while all other ethnic groups performed below or significantly below the state average.



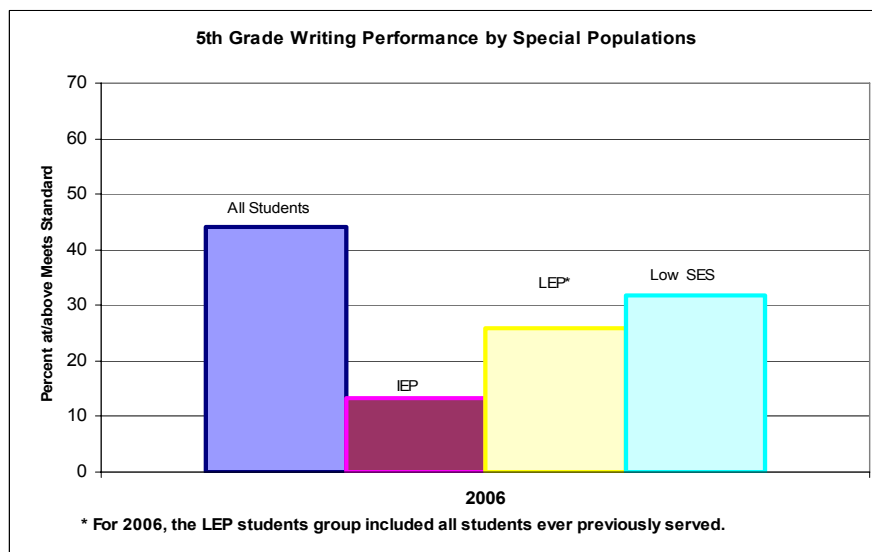
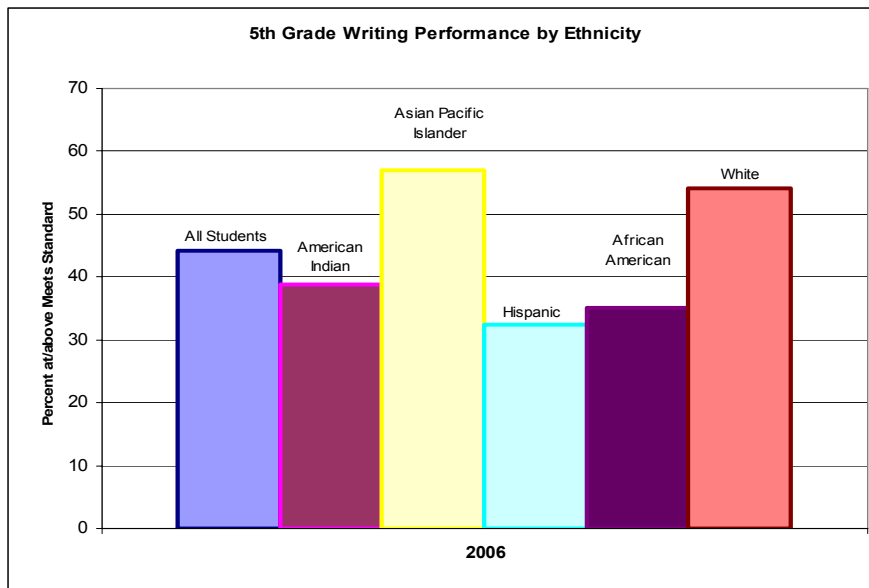
Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

5th Grade Writing Performance

The writing test was administered for the first time in 2005-2006. The performance of American Indian, Hispanic, and African American student populations are significantly lower than the White and Asian student populations.



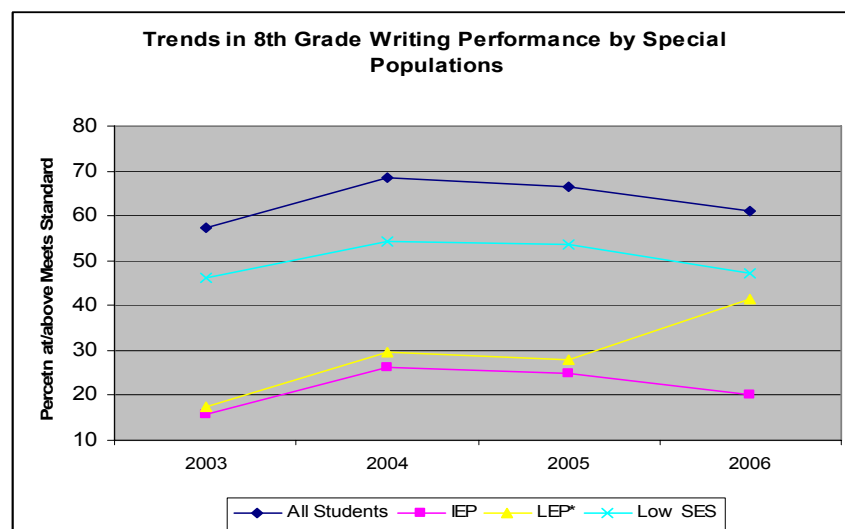
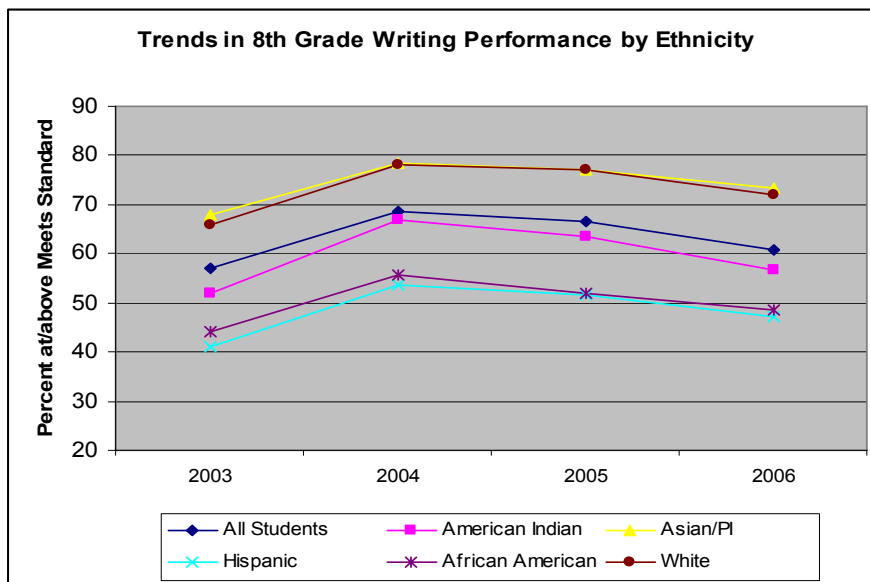
Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

8th Grade Writing Trends

In the 2003-2004 test administrations, all student groups showed increase in performance. From 2004 to 2006 all student groups showed a slight decline in performance, except for limited English proficient students. The White and Asian student groups consistently performed above the state average while all other ethnic groups performed below or significantly below the state average.



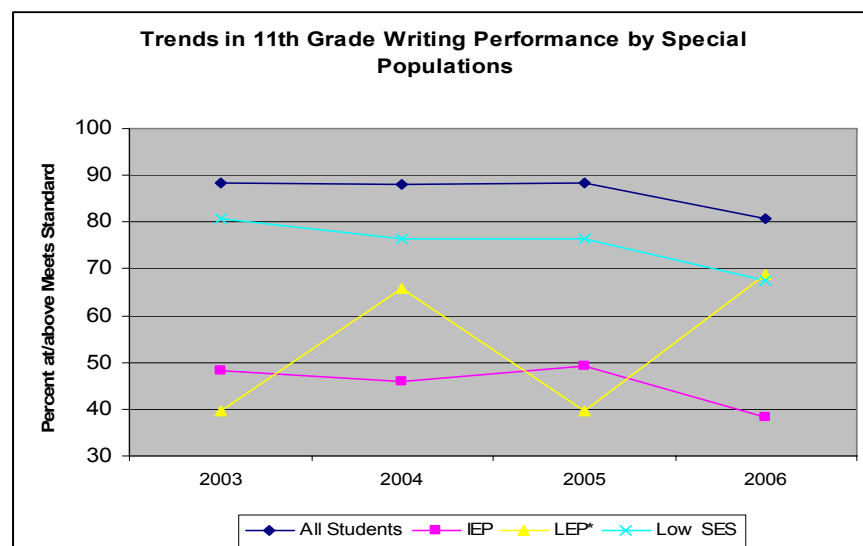
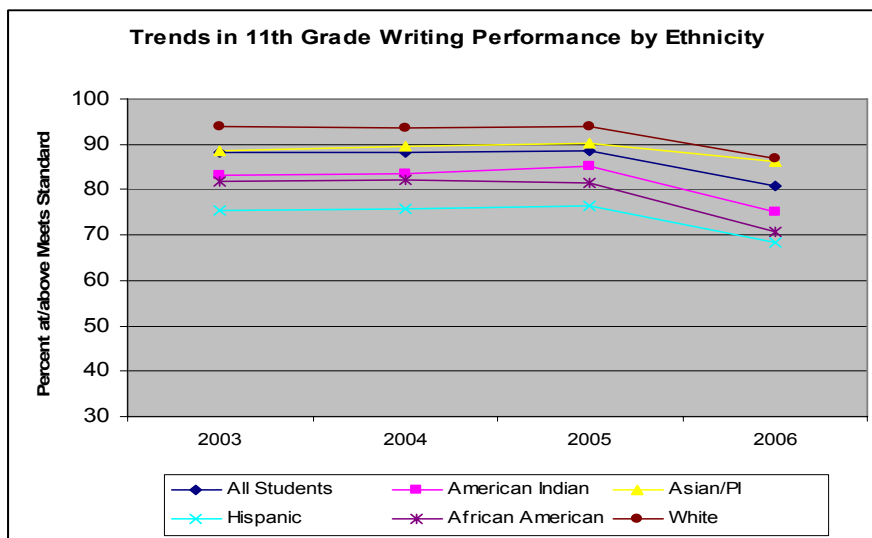
Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

11th Grade Writing Trends

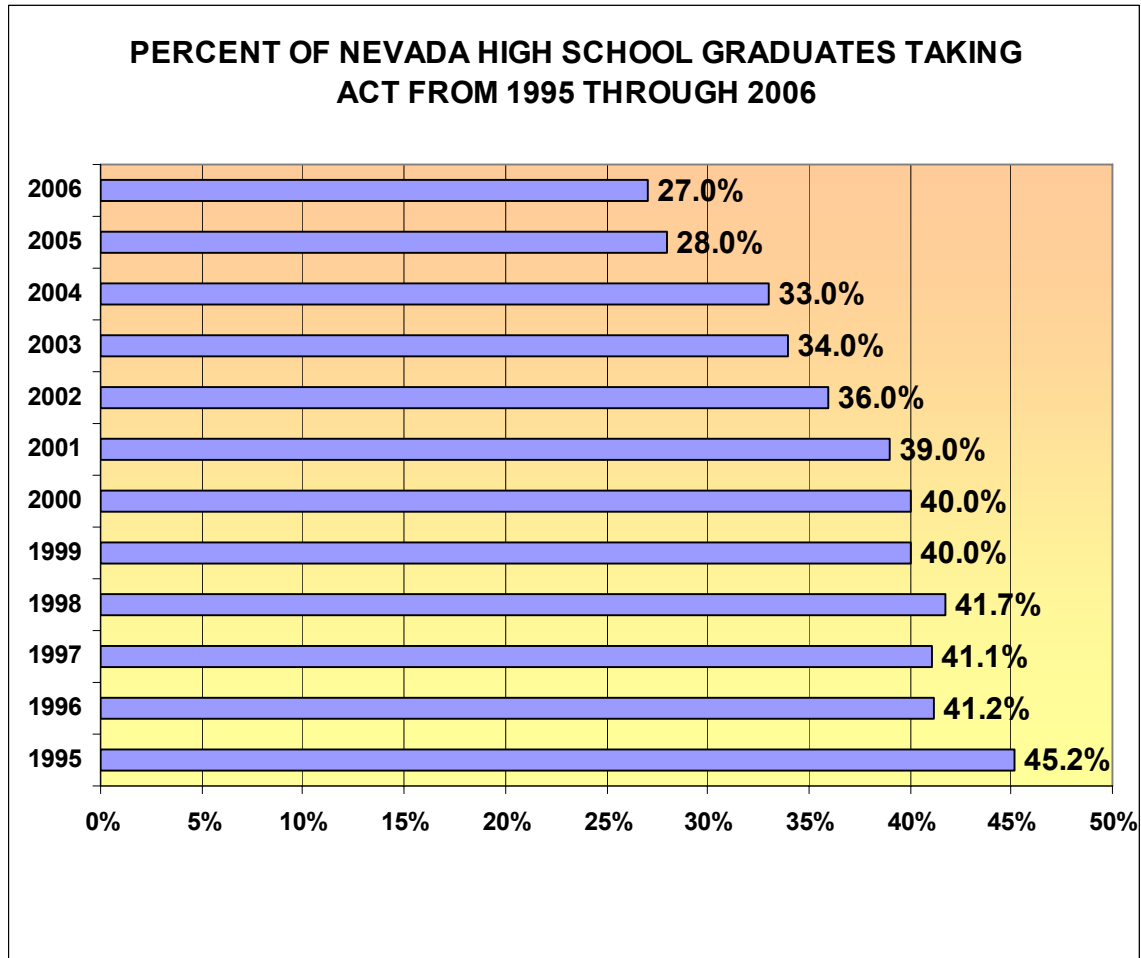
In the 2005-2006 test administrations, all student groups showed decrease in performance, except for limited English proficient students. The White student group consistently performed above the state average, while the Asian student group increased its performance above the state average in 2005-2006. All other ethnic groups performed below or significantly below the state average.



Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)



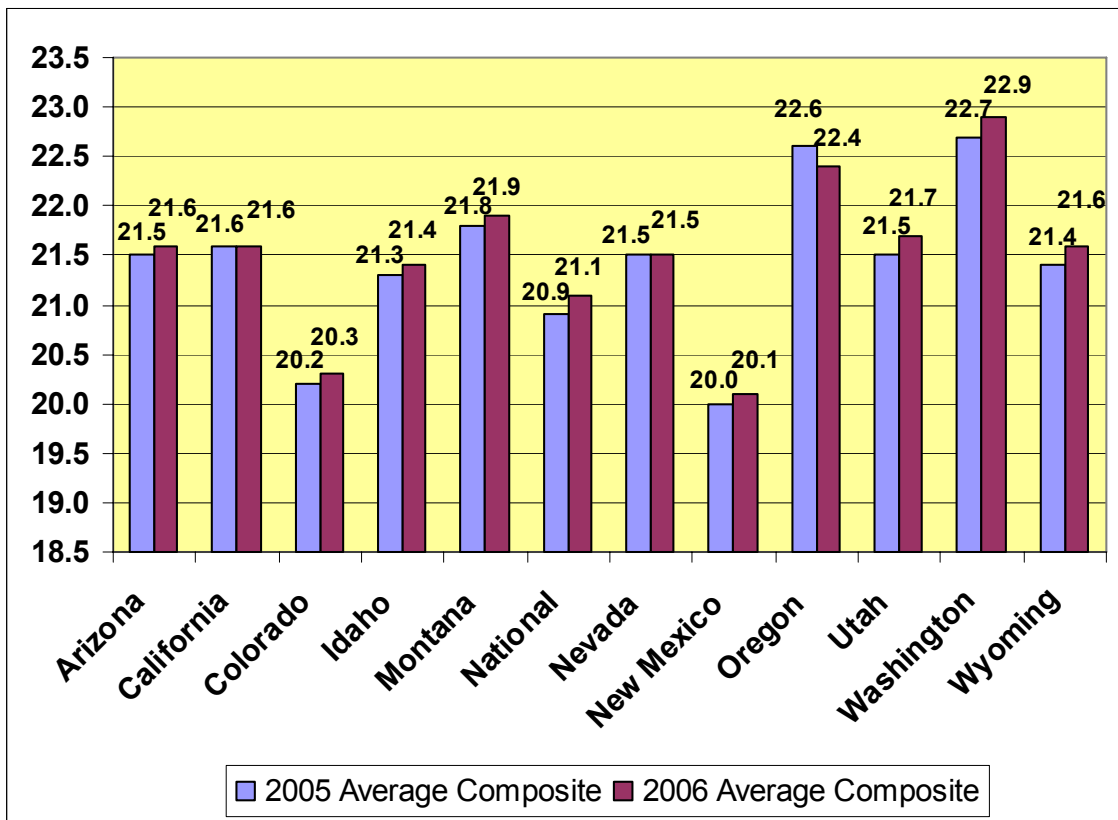
Source: ACT, Inc. 2006 ACT National and State Scores, www.act.org.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

AVERAGE COMPOSITE ACT SCORES FOR WESTERN STATES 2005 AND 2006

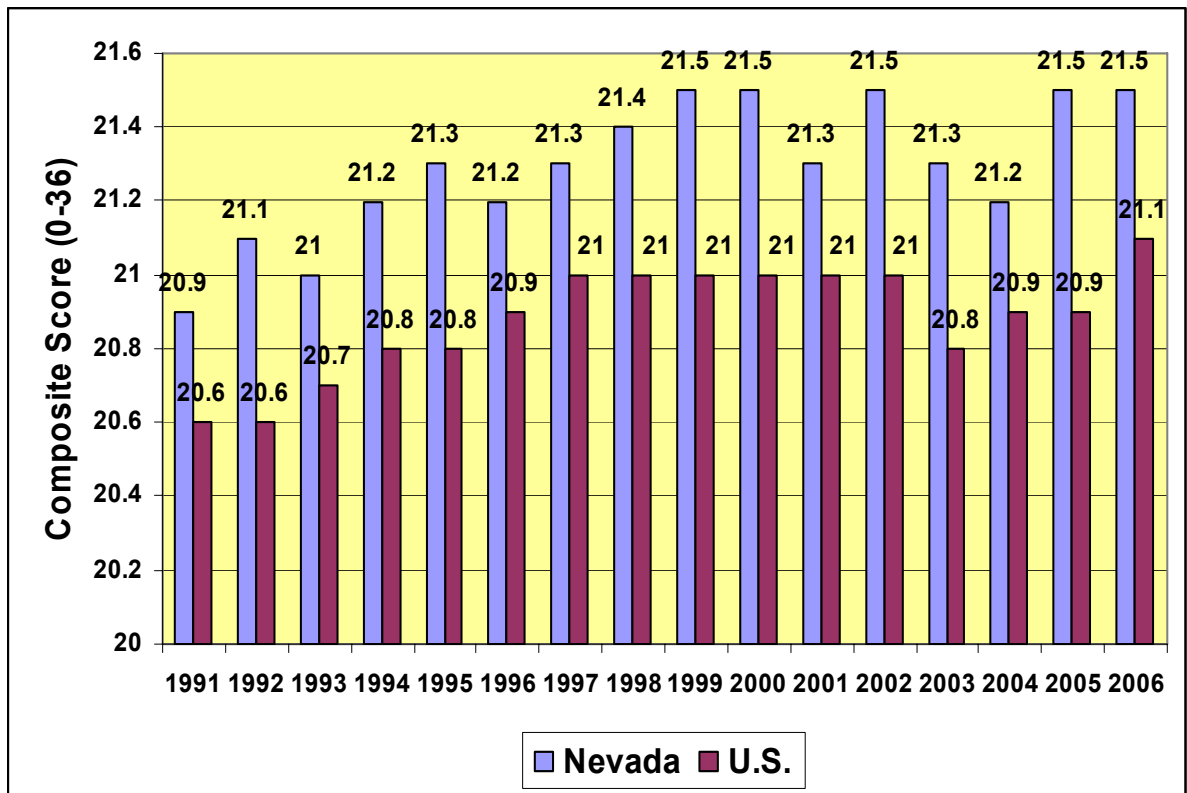


Source: ACT, Inc. 2006 ACT National and State Scores, www.act.org.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

AVERAGE ACT SCORES FOR NEVADA AND U.S. 1991-2006



Source: ACT, Inc. 2006 ACT National and State Scores, www.act.org.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

AVERAGE ACT SCORES BY LEVEL OF ACADEMIC PREPARATION 1993-2006

	Total		Core Course Completers		Non-Core Course Completers	
Year	% of Graduates Tested	Average Composite Score	% of Total Tested	Average Composite Score	% of Total Tested	Average Composite Score
1993-94	43	21.2	61	22.2	36	19.4
1994-95	42	21.3	62	22.2	35	19.6
1995-96	39	21.2	63	22.0	35	19.6
1996-97	39	21.3	62	22.1	36	19.8
1997-98	43	21.4	64	22.2	33	19.7
1998-99	41	21.5	65	22.3	33	19.9
1999-00	40	21.5	61	22.4	36	19.9
2000-01	39	21.3	61	22.2	36	19.8
2001-02	36	21.3	59	22.1	36	22.0
2002-03	34	21.3	59	22.0	35	22.0
2003-04	33	21.2	56	22.0	37	20.0
2004-05	28	21.5	57	22.2	34	20.4
2005-06	27	21.5	52	22.2	36	20.6

Source: ACT, Inc. 2006 ACT National and State Scores, www.act.org.

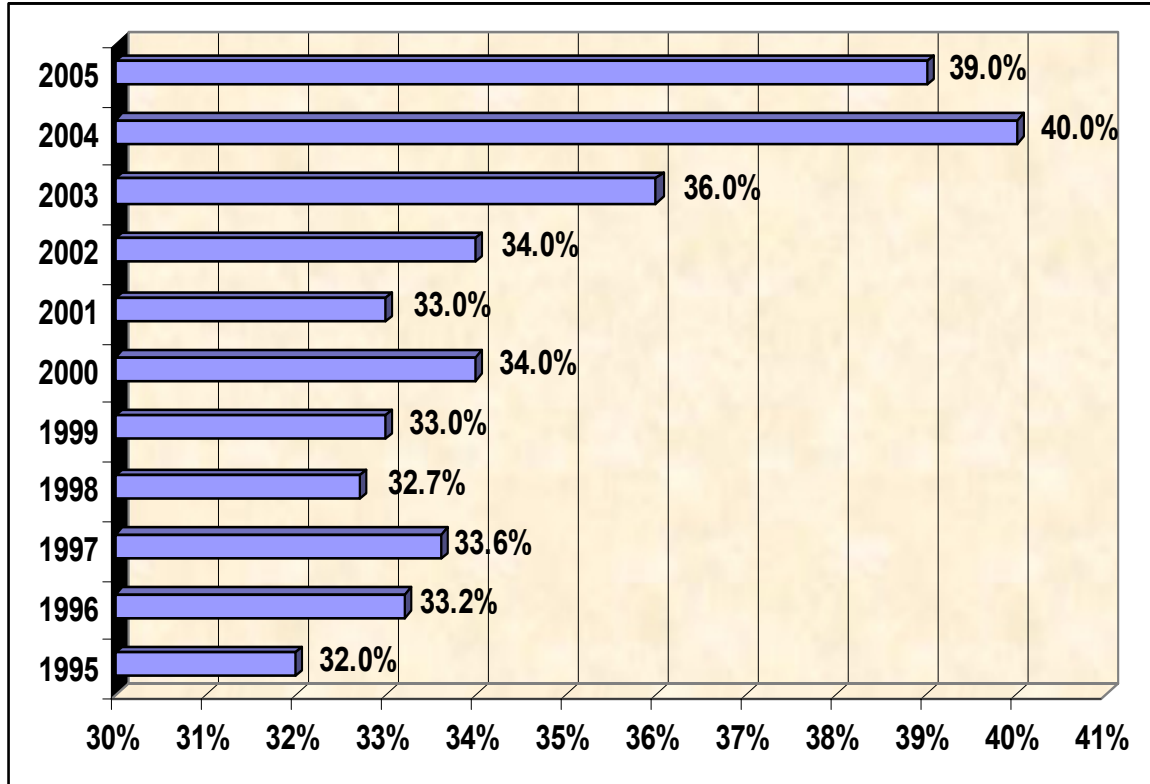
Note: The ACT defines the minimum Core Course curriculum as four years of English; three years of mathematics (Algebra and above); U.S. History, World History, American Government; General Science, Biology, Chemistry.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ASSESSMENT TEST (SAT)

PERCENT OF NEVADA STUDENTS TAKING SAT 1995-2005

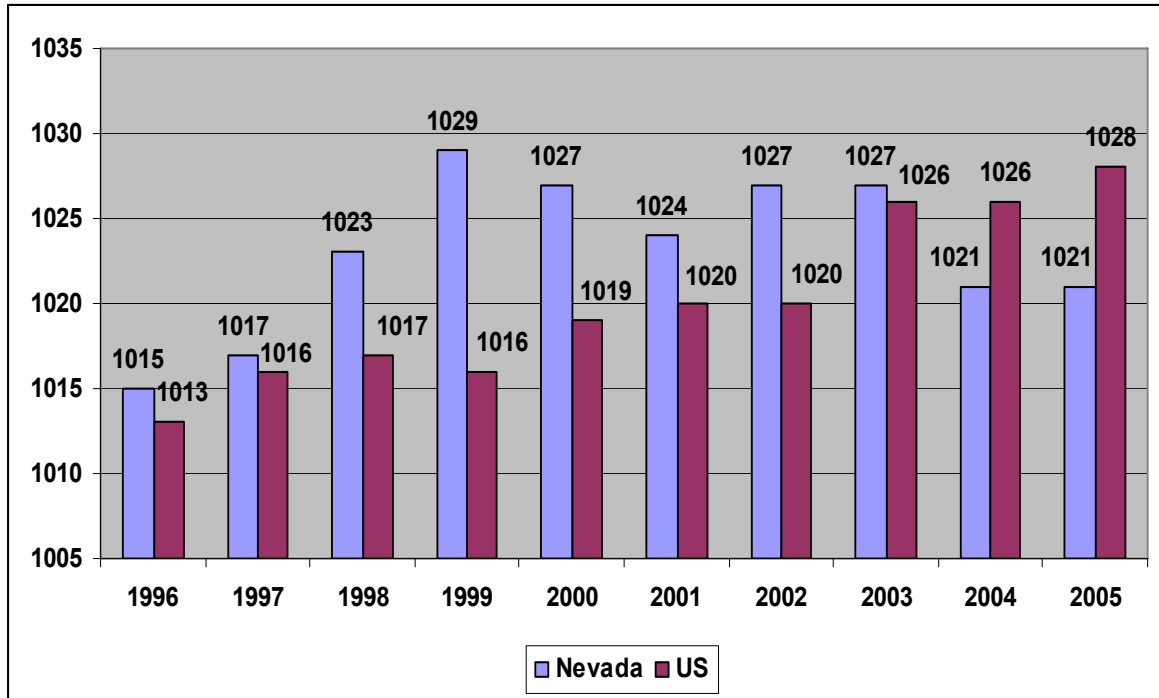


Source: U.S. Department of Education. National Center for Education Statistics, *The Digest of Education Statistics*, 2005.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ASSESSMENT TEST (SAT)

SAT SCORES FOR NEVADA AND U.S. 1996 - 2005



Source: U.S. Department of Education. National Center for Education Statistics, *The Digest of Education Statistics*, various years..

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ASSESSMENT TEST (SAT)

SAT SCORES FOR WESTERN STATES VERBAL AND MATHEMATICS 2004 AND 2005

	2003-04			2004-05		
	Verbal	Math	Percent of Graduates Taking SAT	Verbal	Math	Percent of Graduates Taking SAT
Arizona	523	524	32	526	530	33
California	501	519	49	504	522	50
Colorado	554	553	27	560	560	26
Idaho	540	539	20	544	542	21
Montana	537	539	29	540	540	31
Nevada	507	514	40	508	513	39
New Mexico	554	543	14	558	547	13
Oregon	527	528	56	526	528	59
Utah	565	556	7	566	557	7
Washington	528	531	52	532	534	55
Wyoming	551	546	12	544	543	12
National	508	518	48	508	520	49

Source: U.S. Department of Education. National Center for Education Statistics, *The Digest of Education Statistics*, 2005.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

PRELIMINARY SCHOLASTIC ASSESSMENT TEST (PSAT)

PSAT SCORES FOR COLLEGE-BOUND SOPHOMORES AND JUNIORS NEVADA AND NATIONAL — 2004-05

NEVADA SOPHOMORES AND JUNIORS TAKING PSAT

	Sophomores		Juniors	
	Number	Percent	Number	Percent
Male	10,326	49.1%	2,180	41.9%
Female	10,697	50.9%	3,026	58.1%

MEAN SCORES—NATIONAL AND NEVADA—SOPHOMORES AND JUNIORS

	Sophomores		Juniors	
	Nevada	National	Nevada	National
Reading	38.3	42.5	48.2	47.5
Math	39.5	44.0	49.9	49.2
Writing	41.1	44.9	49.7	49.3

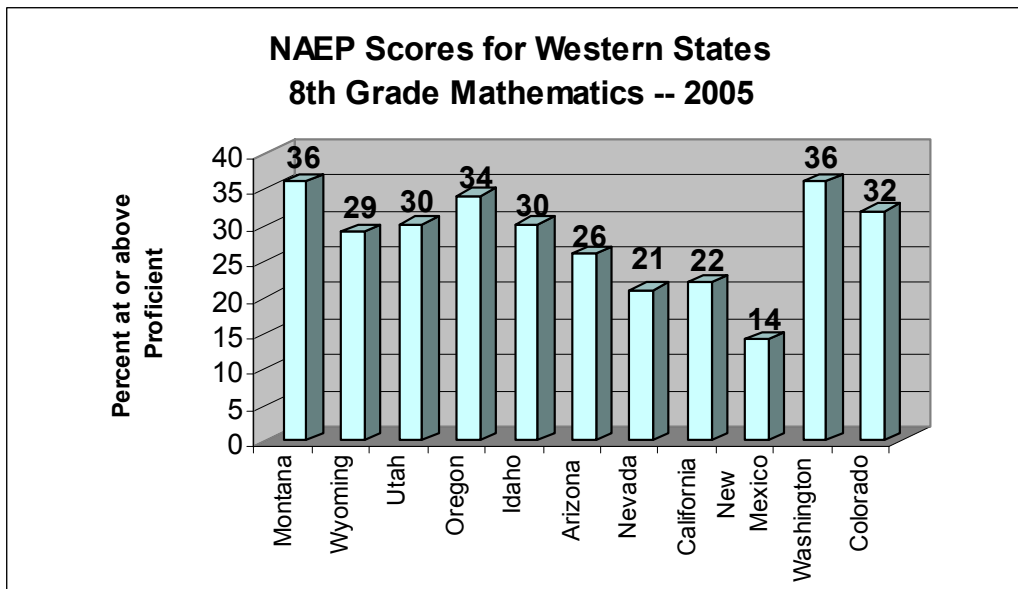
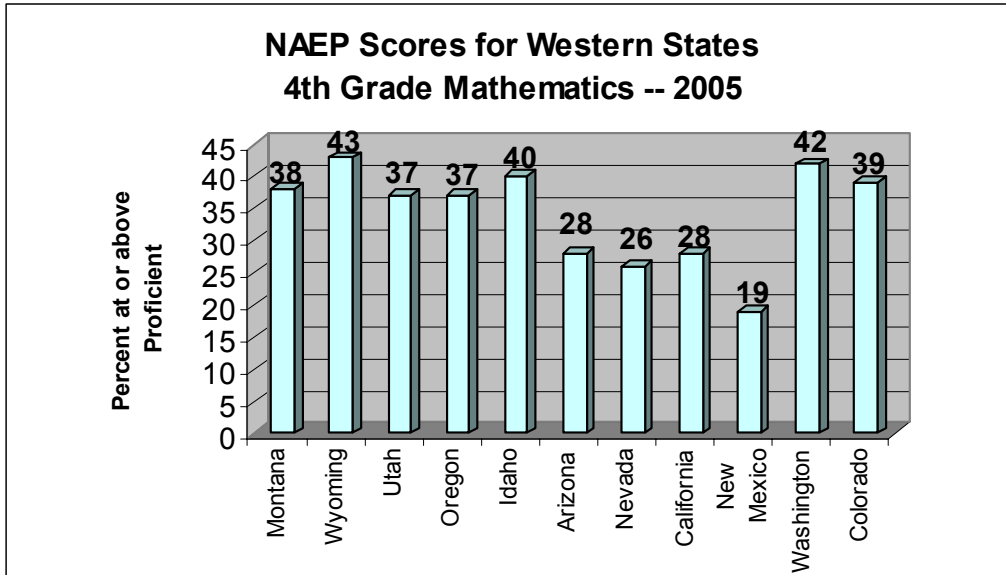
ETHNIC BACKGROUND—NEVADA SOPHOMORES AND JUNIORS

	Sophomores		Juniors	
	Number	Percent	Number	Percent
American Indian	223	1.2%	66	1.3%
Asian American	2,011	10.4%	696	13.6%
African American	2,028	10.5%	312	6.1%
Hispanic	5,172	26.7%	751	14.7%
White	9,240	47.7%	3,119	61.1%
Other	684	3.5%	162	3.2%
No Response	1,734		105	

Source: The College Board. PSAT/NMSQT 2005 State Summary Reports, www.collegeboard.com.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

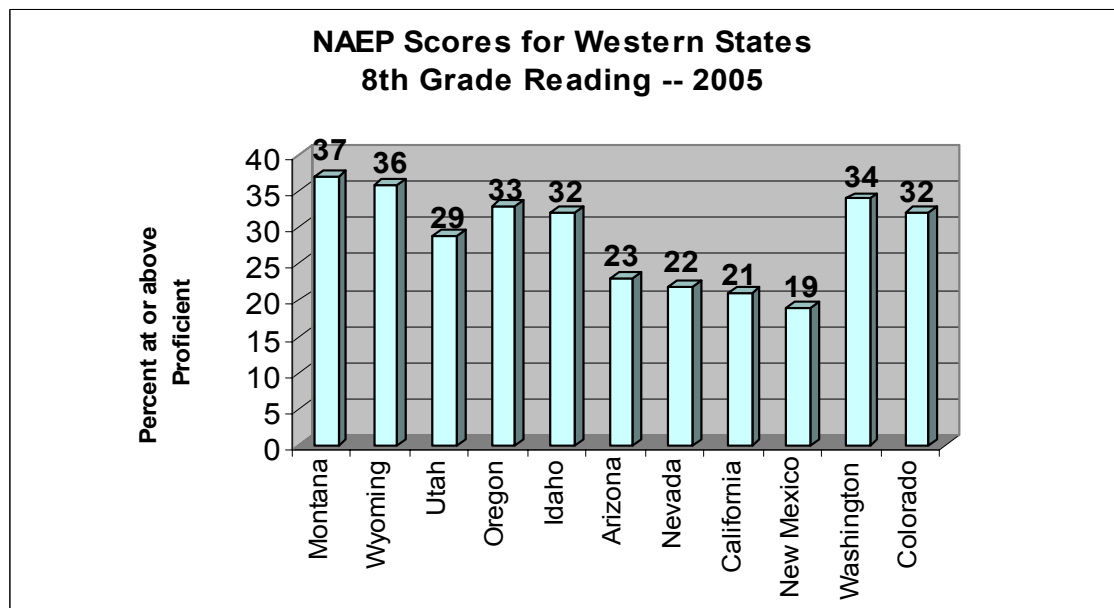
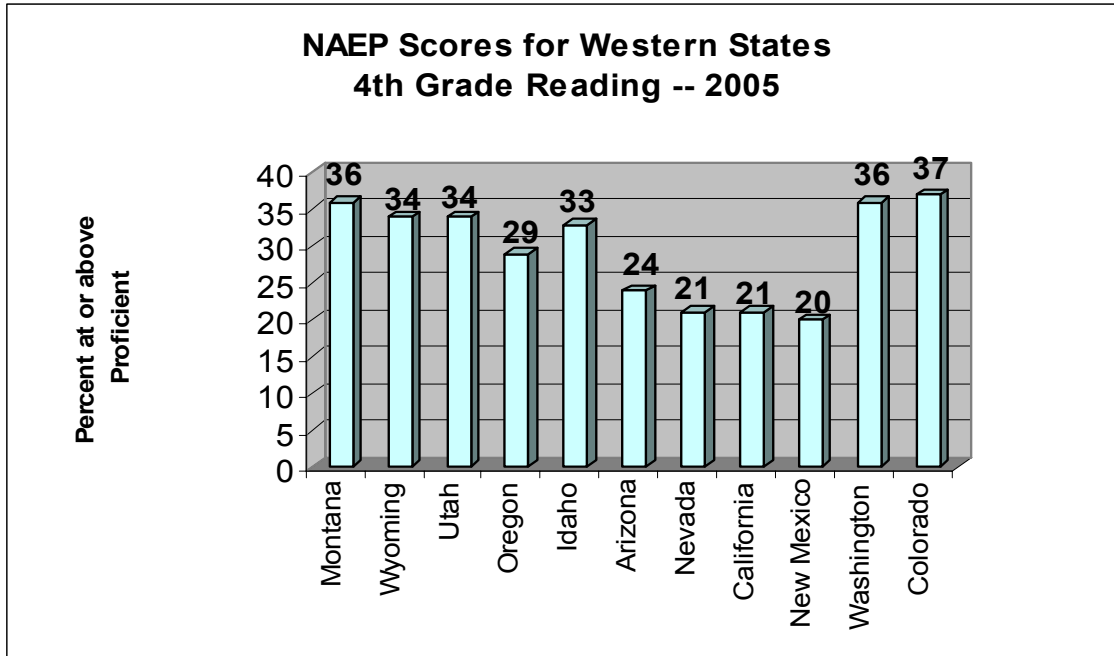
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)



Source: NAEP, *State Reports 2005* (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

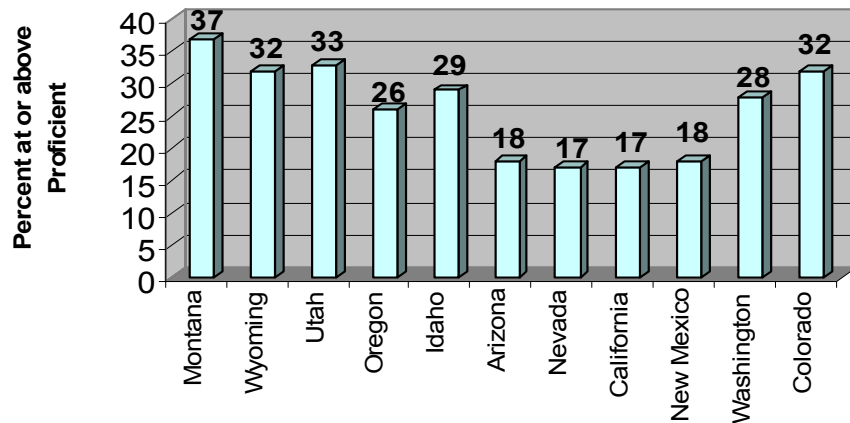


Source: NAEP, *State Reports 2005* (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>).

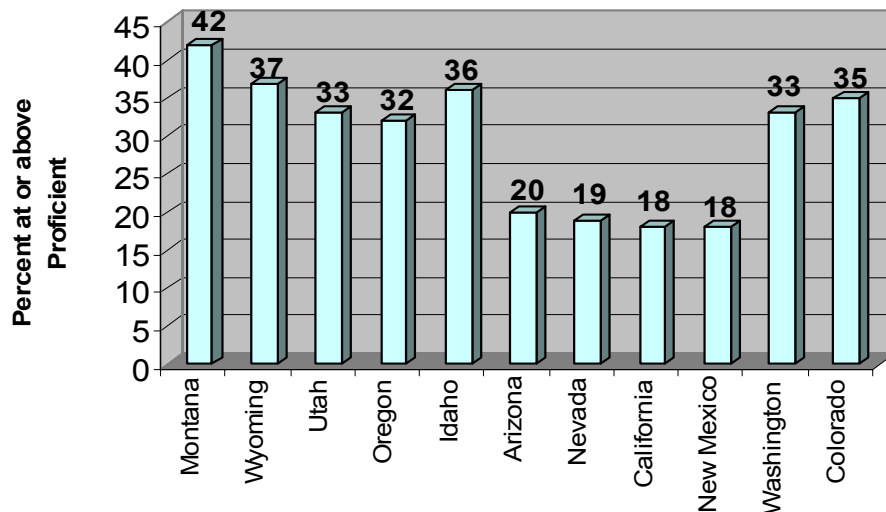
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

**NAEP Scores for Western States
4th Grade Science -- 2005**



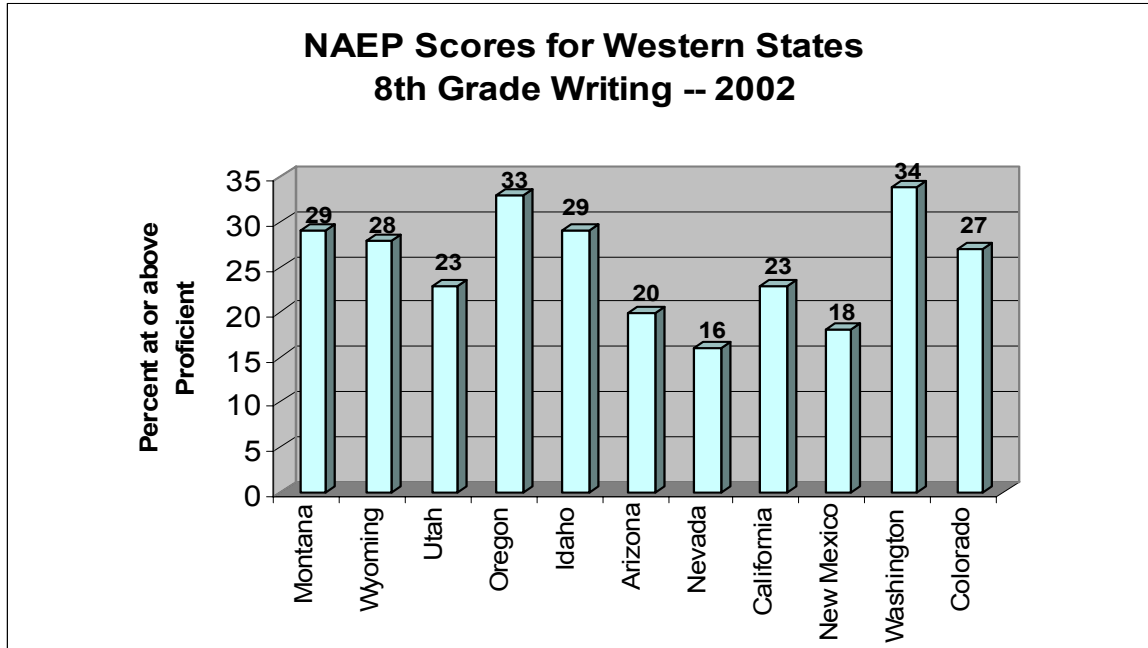
**NAEP Scores for Western States
8th Grade Science -- 2005**



Source: NAEP, *State Reports 2005* (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)



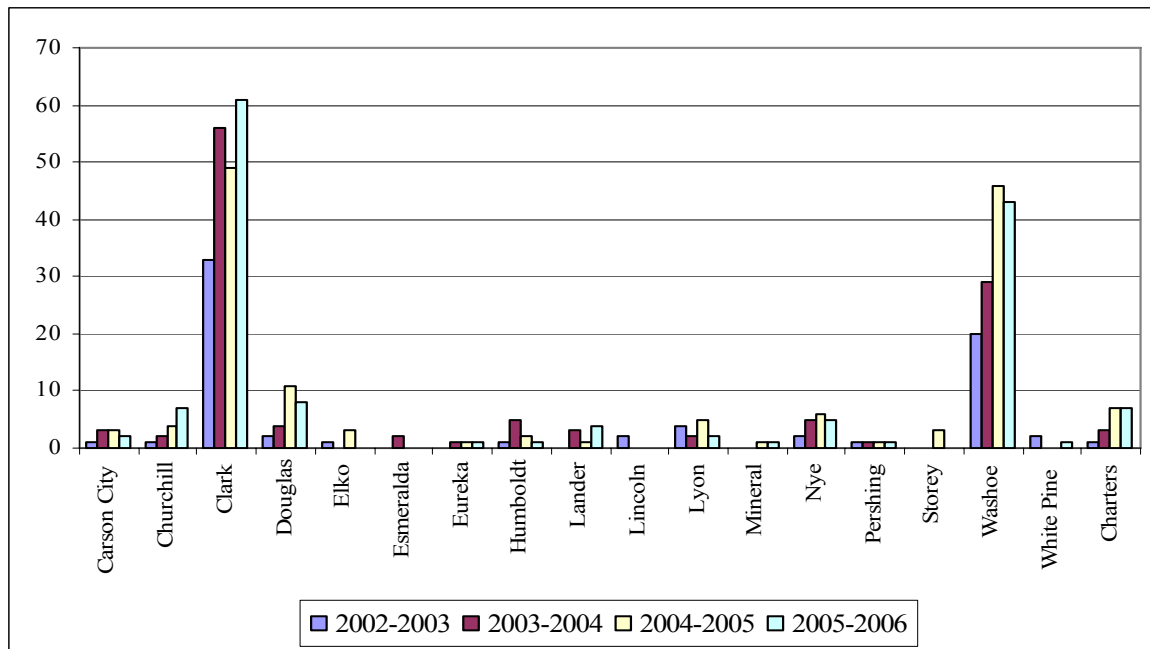
Source: NAEP, *State Reports 2005* (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>).

Note: 2002 data are the most recent information available.

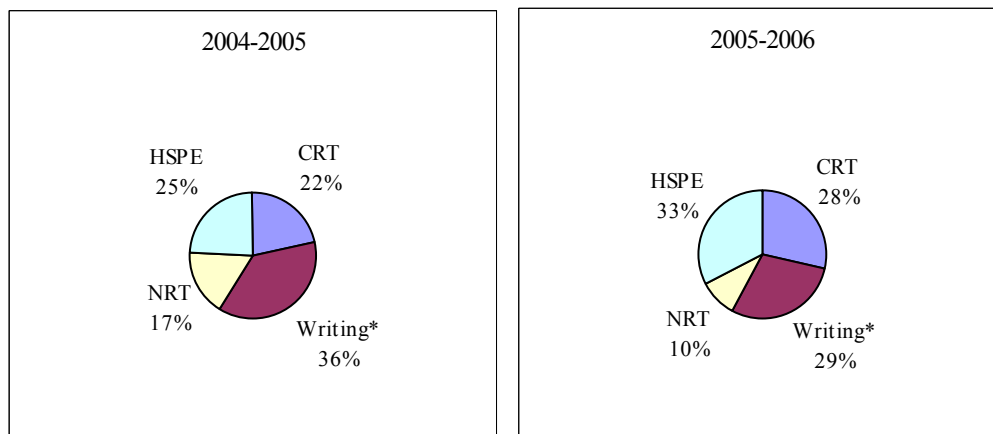
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TESTING IRREGULARITIES IN SECURITY OR ADMINISTRATION

**Number of Testing Irregularities in Nevada Public Schools by District
2002-2003 to 2005-2006**



**Testing Irregularities in Nevada Public Schools by Test Type
As Percent of Total, 2004-2005 and 2005-2006**



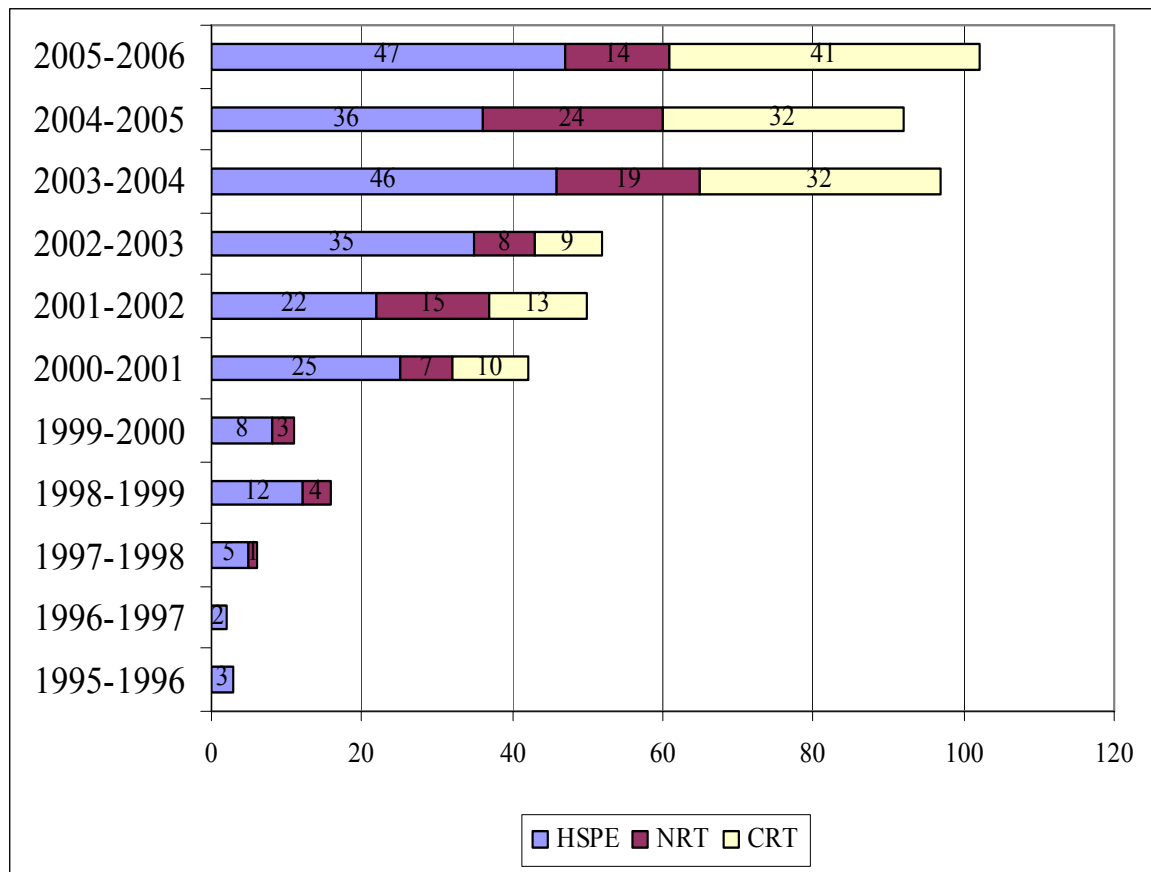
Source: Nevada Department of Education. *Report of Test Security for Nevada Public Schools*, Pursuant to NRS 389.648.

***Note:** "Writing" includes the Nevada Writing Assessment for 4th and 8th grades as well as the HSPE Writing.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TESTING IRREGULARITIES IN SECURITY OR ADMINISTRATION

Number of Incidents of Testing Irregularities High School Proficiency Examination, Norm-Referenced Tests, and Criterion-Referenced Tests 1995-1996 through 2005-2006

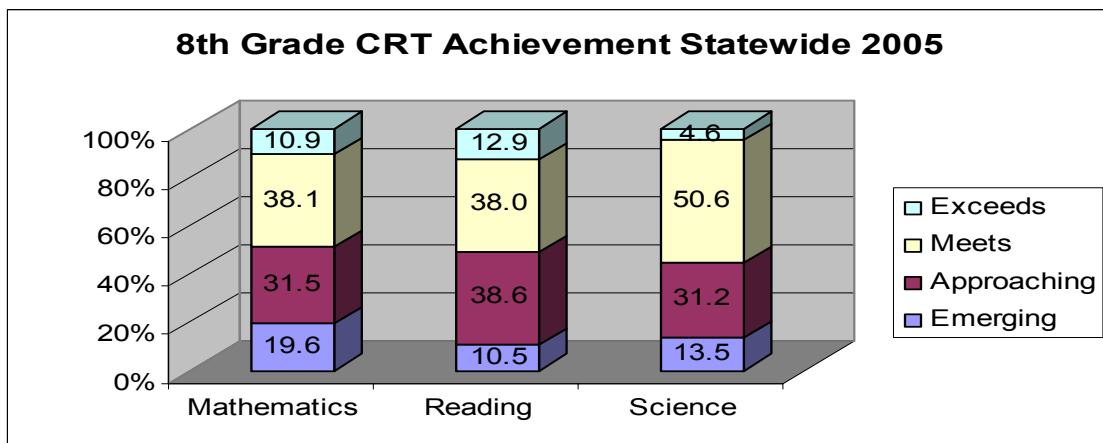
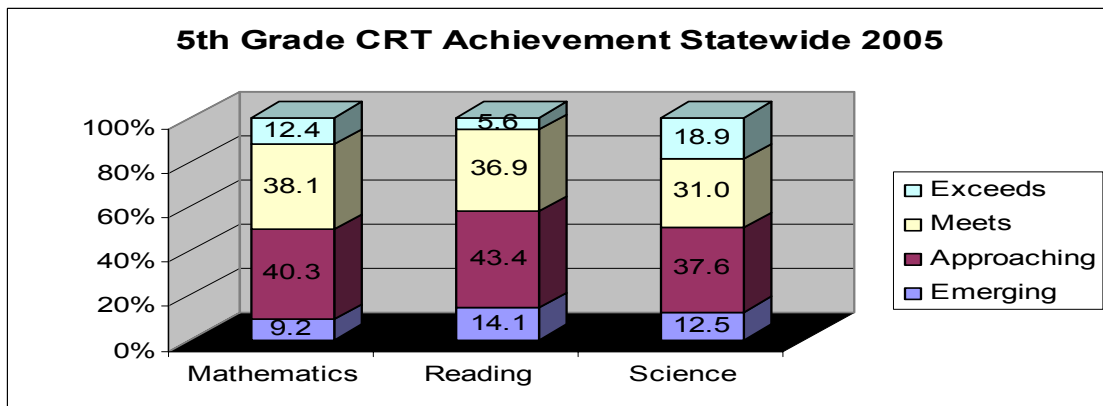
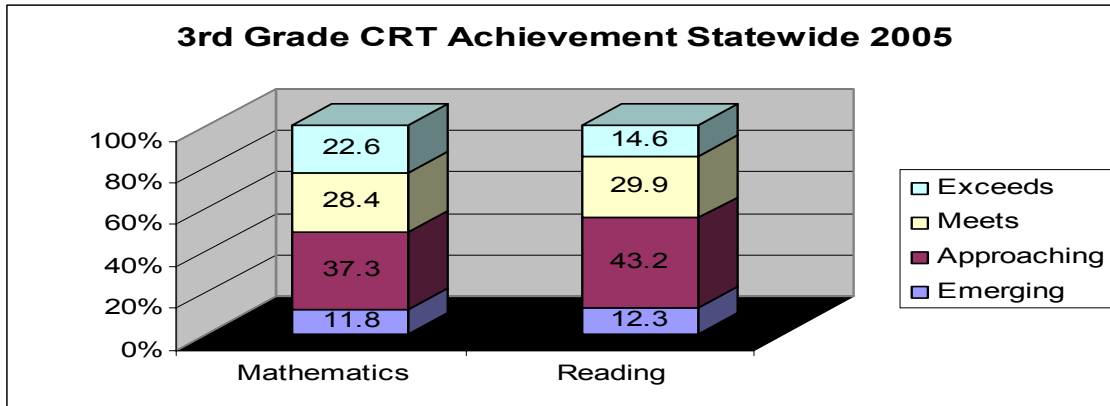


Source: Nevada Department of Education. *Report of Test Security for Nevada Public Schools*, Pursuant to NRS 389.648.

Note: The annual reporting requirements and new definitions of testing irregularities became effective for the 2001-2002 School Year. Also, the testing irregularities in School Year 2000-2001 for the CRTs were during the pilot administration.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

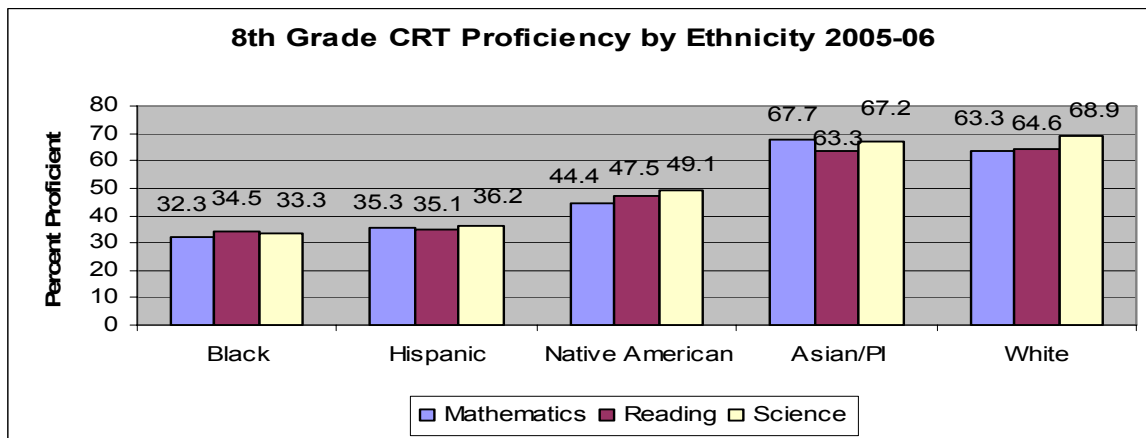
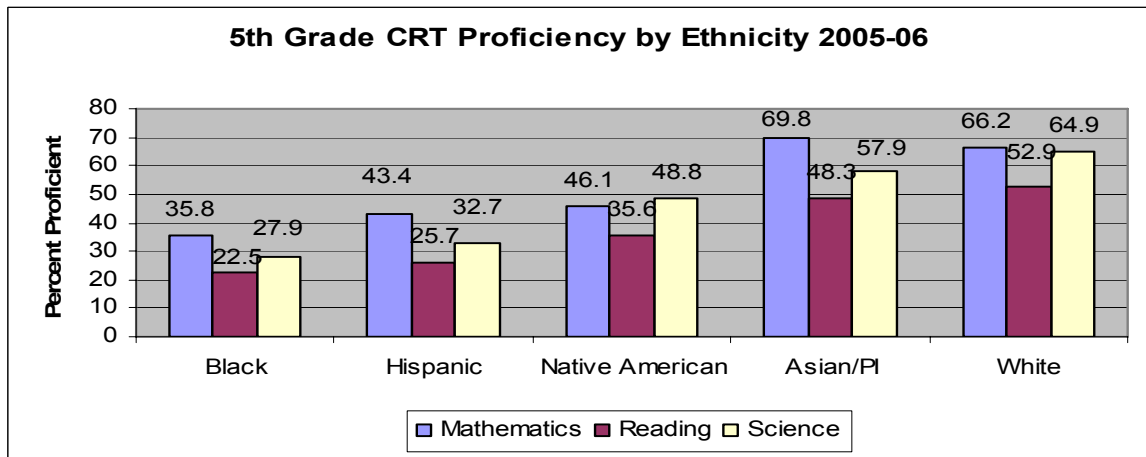
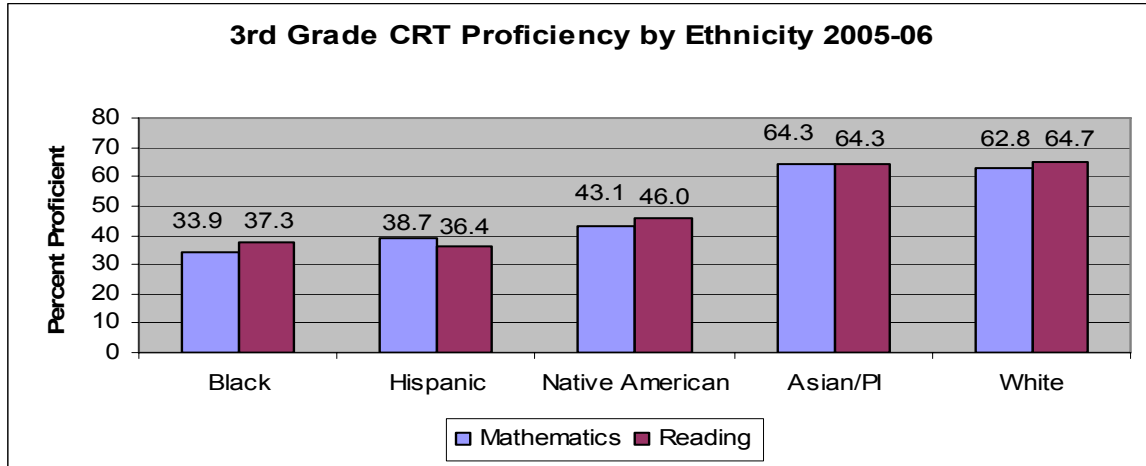
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education, *Nevada Annual Reports of Accountability*, 2005-2006 (www.nevadareportcard.com).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

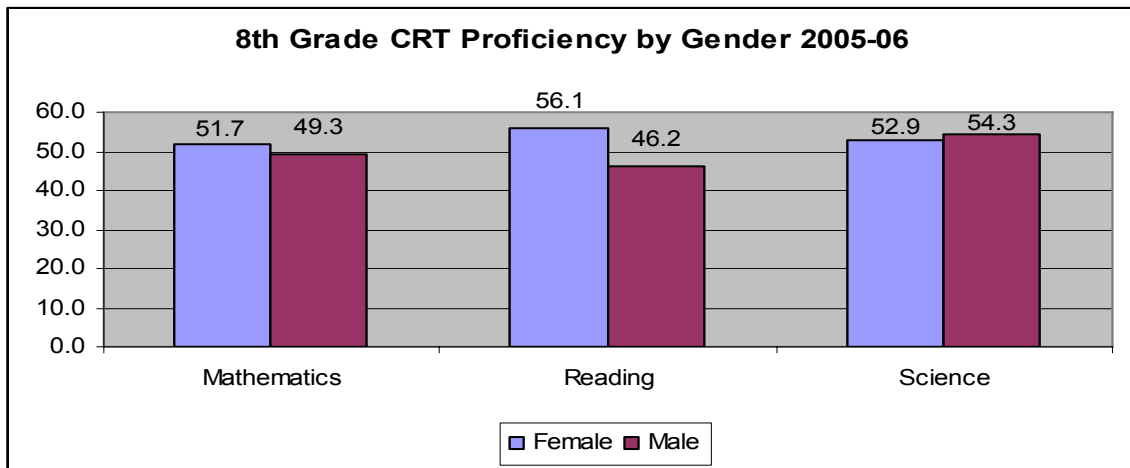
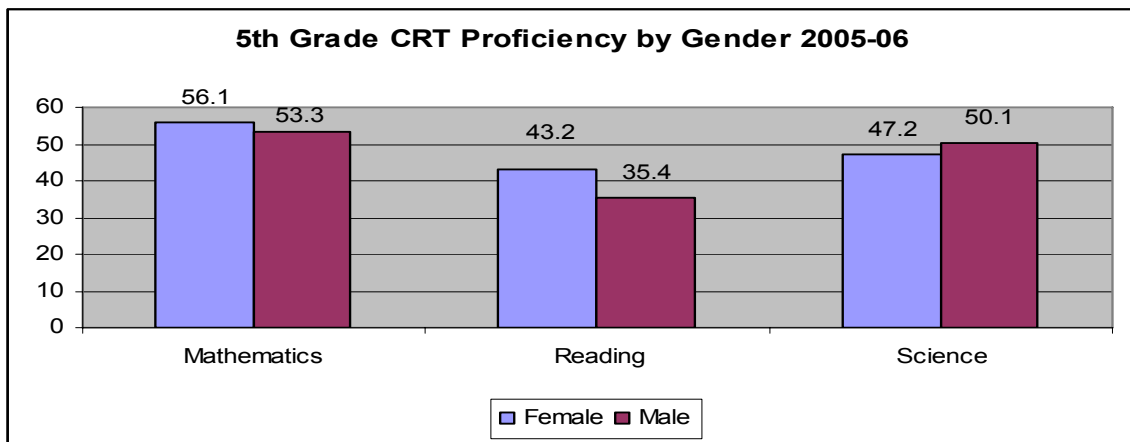
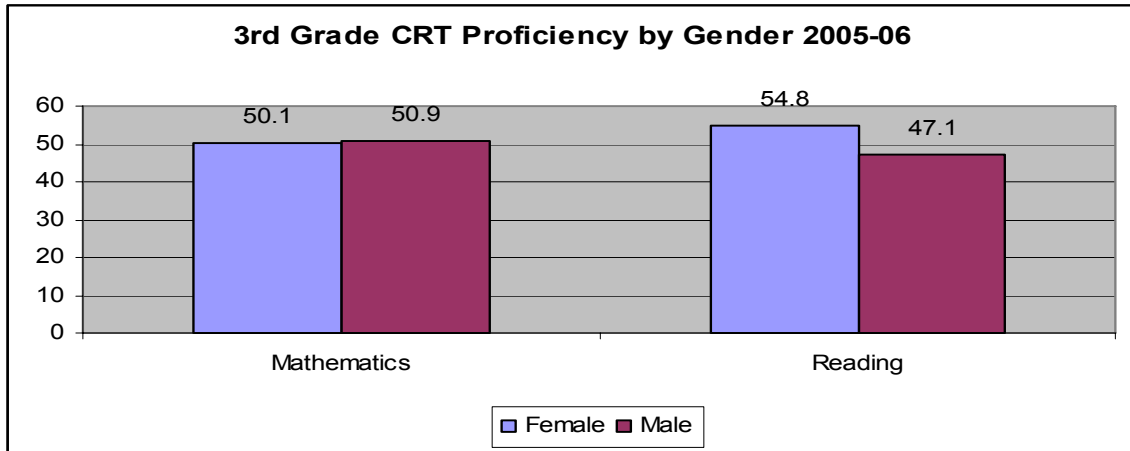
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education, *Nevada Annual Reports of Accountability*, 2005-2006 (www.nevadareportcard.com)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

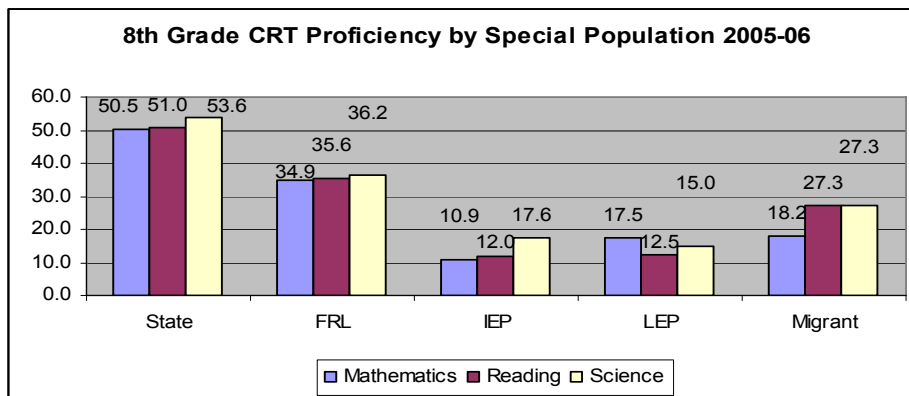
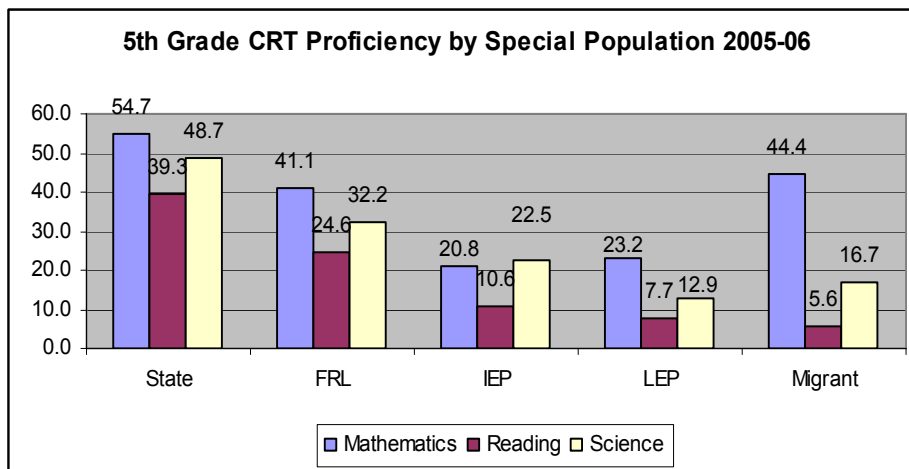
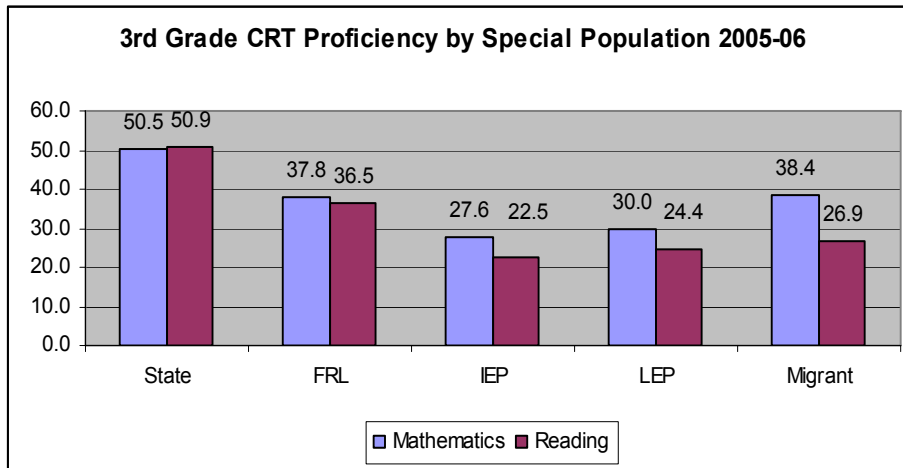
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education, *Nevada Annual Reports of Accountability* 2005-2006., (www.nevadareportcard.com).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

CRITERION-REFERENCED TESTS (CRT)



KEY

State = total tested population

FRL = students qualified for free and reduced price lunch (i.e., low socioeconomic)

IEP = student receiving services consistent with the Individuals with Disabilities Education Act (IDEA)

LEP = Limited English Proficient

Migrant = student was not born in United States and who has not been attending school in U.S. for more than 3 academic years

Source: Nevada Department of Education, *Nevada Annual Reports of Accountability*, 2005-2006. (www.nevadareportcard.com).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NEVADA PROFICIENCY EXAMINATION PROGRAM

Time Spent Administering Statewide Examinations Fiscal Year 2005-2006

Test	Grades	Minimum Administration Time
High School Proficiency Exam: Reading Mathematics Writing	10,11,12, Adult 10,11,12, Adult 11,12, Adult	120 minutes 120 minutes 90 minutes
Writing Proficiency	5,8	210 minutes
ITBS (Norm-referenced Tests)	4,7	240 minutes
ITED (Norm-referenced Tests)	10	190 minutes
Criterion-Referenced Tests: Reading Mathematics Science	3-8 3-8 5,8	120 minutes 120 minutes 120 minutes
Language Assessment Scales (LAS) For Limited English Proficient (LEP) students	All Eligible Students 2-12	90 minutes (times may vary)
Nevada Alternative Scales of Academic Achievement (NASAA)	All Eligible Students 3-8,11	Times Vary

Source: Nevada Department of Education.

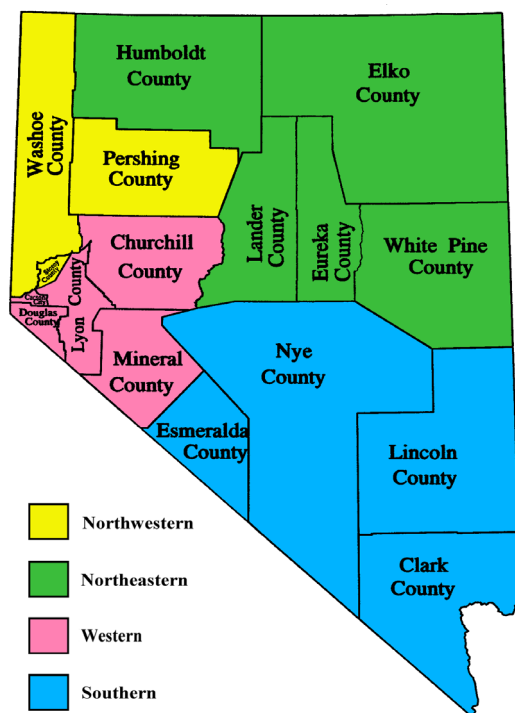
IX. PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

BACKGROUND

Regional Professional Development Programs (RPDPs)

In response to a series of regional workshops conducted by the Legislature during the 1997-98 interim period, teachers, administrators, and others proposed a regional professional development model to help educators teach the new state academic standards. The 1999 Legislature appropriated \$3.5 million in each year of the biennium to establish and operate

four regional training programs to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. The 2001, 2003 and 2005 Legislatures continued the programs through state General Fund appropriations. The four regional training programs serve the school districts identified in the map.



NW = Pershing, Storey, and Washoe Counties.

NE = Elko, Eureka, Humboldt, Lander, and White Pine Counties.

Western = Carson, Churchill, Douglas, Lyon, and Mineral Counties.

Southern = Clark, Esmeralda, Lincoln, and Nye Counties.

Implementation of each Regional Professional Development Program (RPDP) is overseen by a governing body composed of superintendents of schools, representatives of the Nevada System of Higher Education, teachers, and employees of the Nevada Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of needs.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

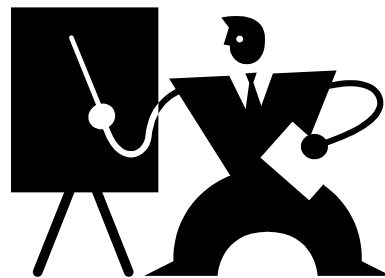
BACKGROUND

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Coordinating Council for coordination of regional training. The Council consists of the RPDP coordinator from each of the four regions, as well as one member of the governing board from each of the four regions. Duties of the Council include adopting statewide standards for professional development; disseminating information to school districts, administrators, and teachers concerning the training, programs, and services provided by the regional training program; and conducting long-range planning concerning the professional development needs of teachers and administrators employed in Nevada.

Nevada Early Literacy Intervention Program (NELIP)

The RPDPs also are responsible for assisting the state in reaching the goal of all pupils reading at grade level by the end of 3rd grade through the Nevada Early Literacy Intervention Program (NELIP). This program is designed to provide training for teachers who teach kindergarten and grades 1, 2, and 3, on methods to teach fundamental reading skills. The fundamental reading skills are:

- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.



PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING

FUNDING FOR REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (RPDPs)

RPDPs	FY 1999-00	FY 2000-01	FY 2001-02*	FY 2002-03*	FY 2003-04**	FY 2004-05**	FY 2005-06**	FY 2006-07**
Southern RPDP	\$1,284,603	\$1,354,311	\$4,884,383	\$5,254,795	\$4,532,532	\$4,552,361	\$5,200,095	\$5,304,097
Western RPDP	\$ 640,655	\$ 686,415	\$1,088,699	\$1,217,538	\$1,146,374	\$1,175,848	\$1,630,772	\$1,659,976
N. Western RPDP	\$ 832,993	\$ 921,360	\$1,872,646	\$2,041,748	\$1,847,128	\$1,913,468	\$1,980,440	\$2,049,755
N. Eastern RPDP	\$ 691,749	\$ 487,914	\$1,219,802	\$1,356,694	\$1,291,907	\$1,295,158	\$1,321,114	\$1,296,536
Evaluation	\$ 50,000	\$ 50,000	\$ 130,000	\$ 130,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
TOTAL	\$3,500,000	\$3,500,000	\$9,195,530	\$10,000,775	\$8,917,941	\$9,036,835	\$10,232,421	\$10,410,364

Source: Legislative Counsel Bureau, Fiscal Analysis Division.

*For the 2001-03 biennium, funding for the Nevada Early Literacy Intervention Program (NELIP) was provided by the Legislature. Although the RPDP and NELIP programs were funded separately, the amounts shown in this table represent the combined total of funding for the RPDPs and the NELIP.

**For the 2003-05 biennium, funding for NELIP was consolidated with the RPDPs; this resulted in a State General Fund savings of approximately \$1.2 million when compared to the amount appropriated for the 2001-03 biennium.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING—RPDPs

Participation of Teachers and Administrators FY 2002-2003 and 2003-2004

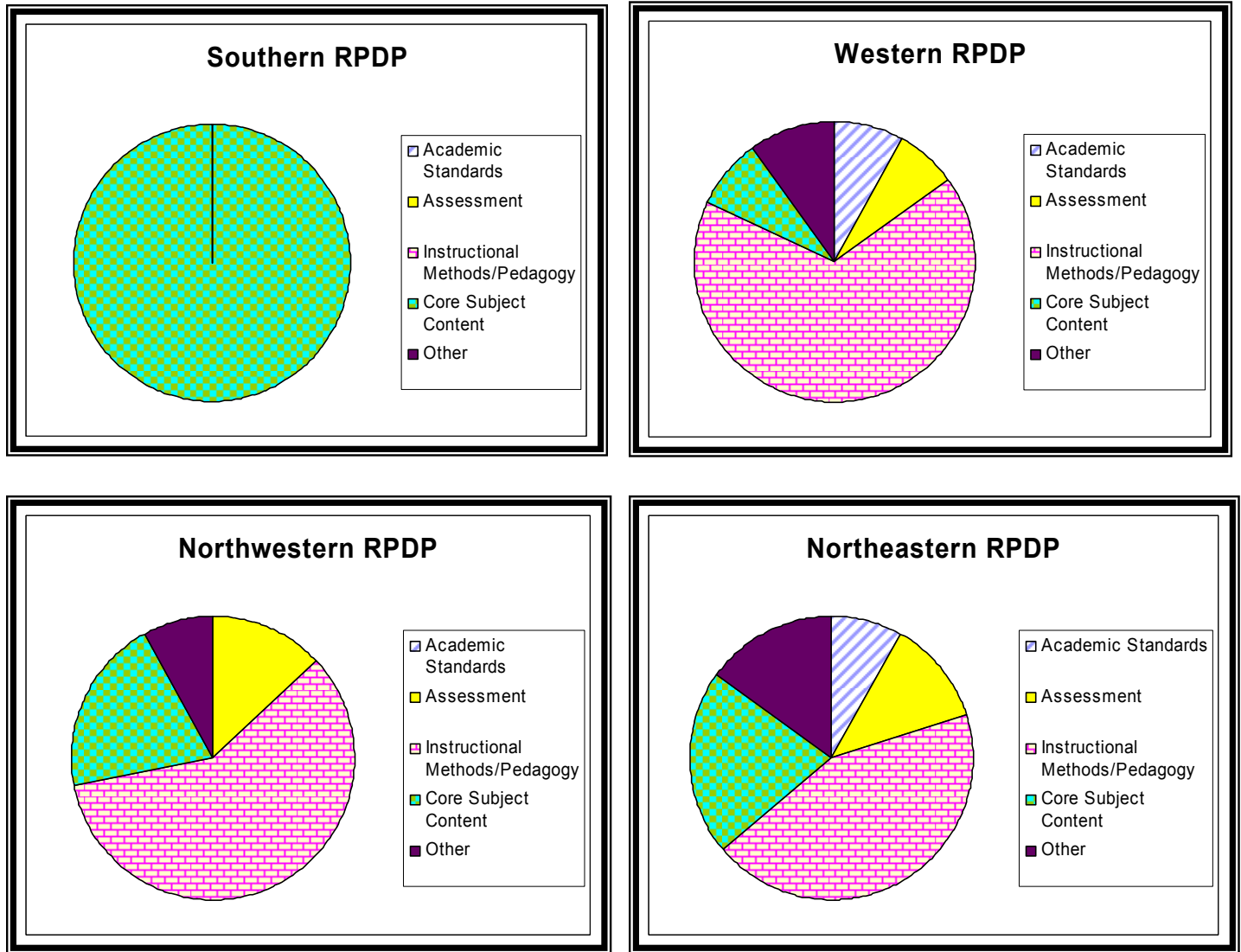
RPDPs	District	Teachers/ Administrators FY 2002-03	Teachers/ Administrators FY 2003-04	TOTAL
Southern RPDP	RPDP Teacher Training	0	0	0
	NELIP Teacher Training	0	0	0
	RPDP/NELIP Teacher Training	3,535	6,900	10,435
	Administrator Training	378	402	780
	TOTAL	3,913	7,302	11,215
Western RPDP	RPDP Teacher Training	0	0	0
	NELIP Teacher Training	0	0	0
	RPDP/NELIP Teacher Training	1,791	448	2,239
	Administrator Training	55	55	110
	TOTAL	1,846	503	2,349
Northwestern RPDP	RPDP Teacher Training	2,383	0	2,383
	NELIP Teacher Training	1,475	0	1,475
	RPDP/NELIP Teacher Training	0	2,959	2,959
	Administrator Training	598	444	1,042
	TOTAL	4,456	3,403	7,859
Northeastern RPDP	RPDP Teacher Training	1,037	0	1,037
	NELIP Teacher Training	2,856	0	2,856
	RPDP/NELIP Teacher Training	0	777	777
	Administrator Training	29	46	75
	TOTAL	3,922	823	4,745
	GRAND TOTAL	14,137	12,031	26,168

Source: Evaluation of the Regional Professional Development Programs, WestEd, 2004.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

RPDP TRAINING

Regional Professional Development Programs Percent of Concentration of Training for Teachers/Administrators FY 2004-2005



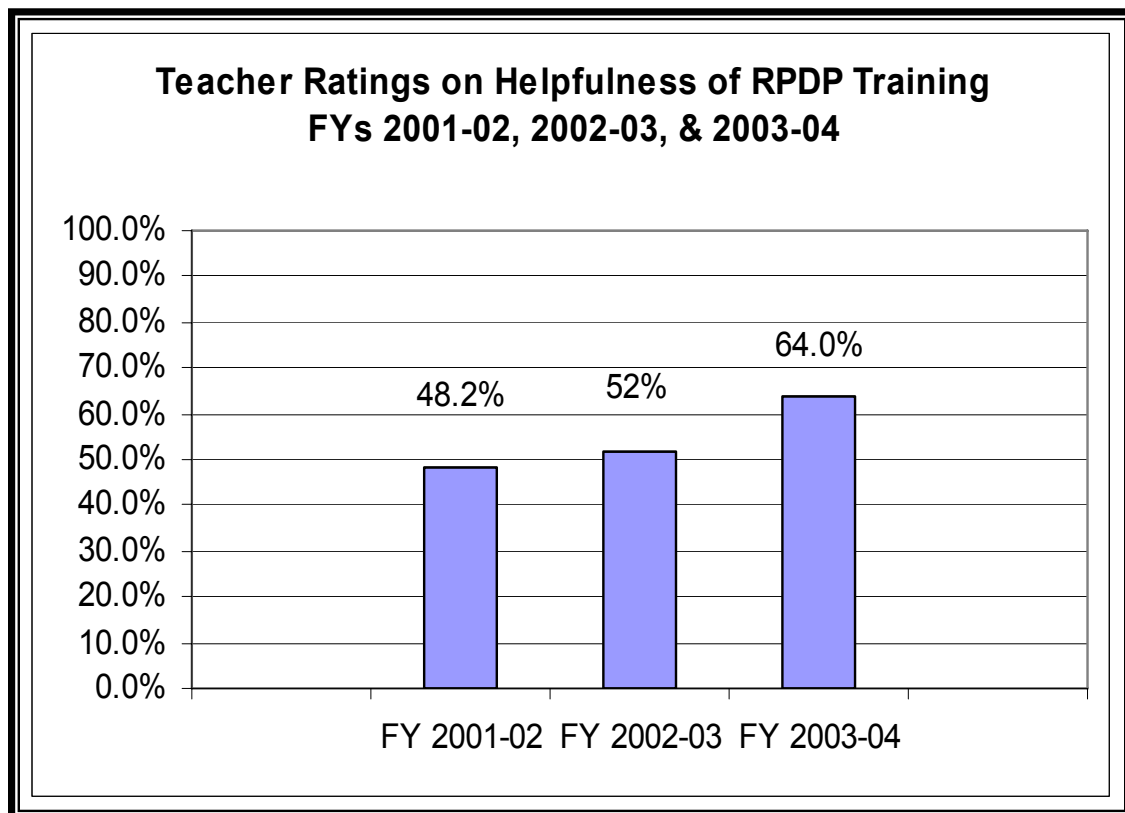
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2006.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPS

WestEd, the third-party evaluator of the RPDPS, has conducted classroom observation studies designed to look into the classroom to ascertain and describe instruction as it aligns with elements of a standards-based lesson.

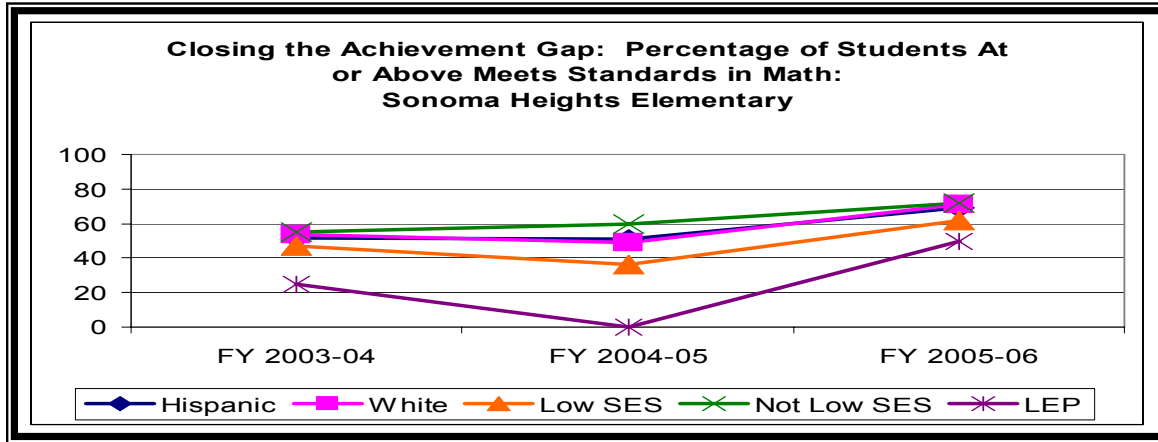
Three groups of teachers (54 in FY 2001-02, 70 in 2002-03, and 73 in FY 2003-04) were randomly selected for classroom observations and were interviewed immediately after each observation. The teachers were asked for the number of hours of RPDP/NELIP and other professional development training they received in the previous school year and whether the RPDP/NELIP training helped with the lesson observed. The following table displays the results for those teachers that received more than five hours of training.



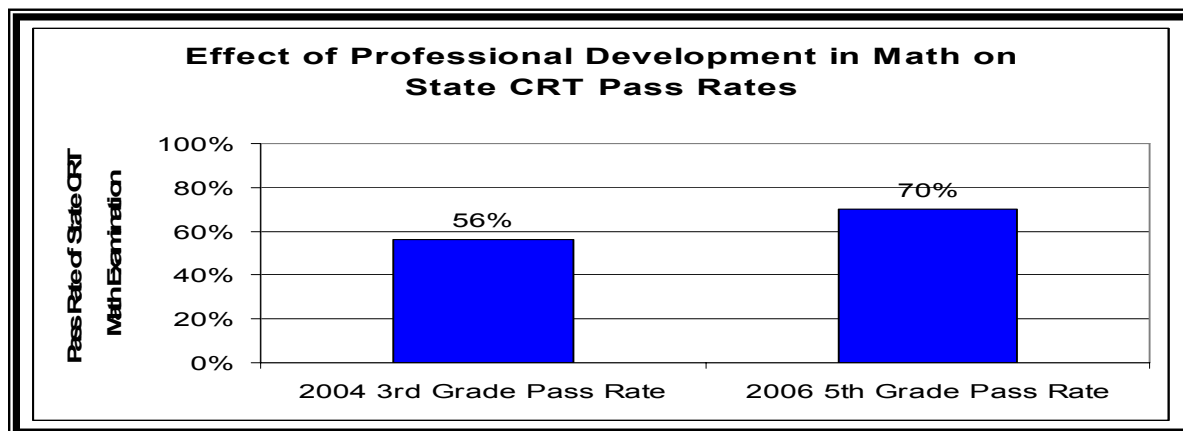
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2004.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EFFECT OF THE NORTHEAST RPDP ON STUDENT ACADEMIC ACHIEVEMENT



The Northeast RPDP worked extensively at Sonoma Heights Elementary in Winnemucca, Nevada providing professional development in math content and the use of manipulatives. Third grade CRT scores showed significant growth in the number of students at or above the Meets Standard level. This was especially true for all of the various subgroups.



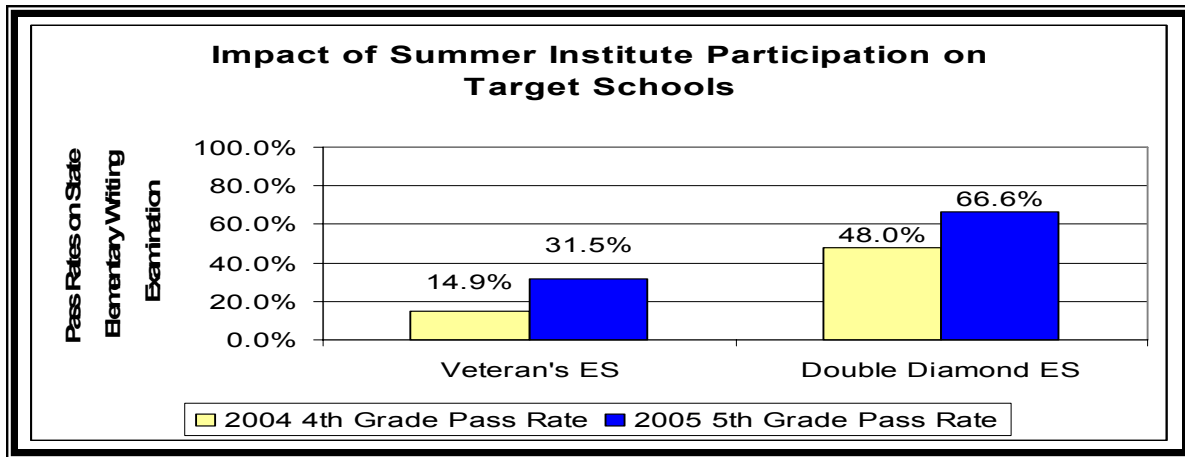
Source: Northeast RPDP Evaluation – 2006.

Note: For LEP in FY 2004-05, there were too few students to report an actual score.

The Northeast RPDP worked extensively at Spring Creek Elementary in Elko, Nevada providing professional development in math content and the use of manipulatives. Comparing the same cohort of students, the number of students meeting or exceeding standards according to the state CRT scores in math increased from 56% in third grade to 70% in fifth grade.

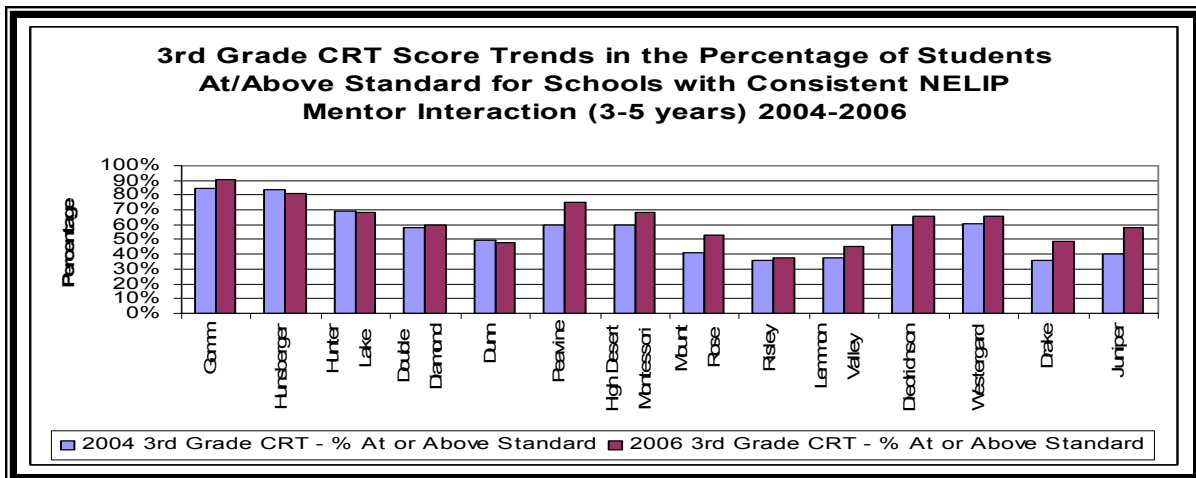
PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EFFECT OF THE NORTHWEST RPDP ON STUDENT ACADEMIC ACHIEVEMENT



Note: The 2004 4th Grade students and the 2005 5th Grade students are the same cohort of students.

The Northwest RPDP entered into a partnership with the Northern Nevada Writing Project (NNWP) to improve writing instruction in the Northwest Region. Two elementary schools received intensive assistance, including participation in the NNWP Summer Institute, follow-up with groups of teachers to create a “trainer of trainers” model, and site-based training. As a result, scores on the elementary writing examination increased significantly.



Source: Northwest RPDP Evaluation, 2006.

Of 14 NELIP schools where consistent and sustained training and support for on-site NELIP mentors were provided (3-5 years), 10 schools made gains in the percent of students performing at or above standards for 3rd grade reading on state CRTs.

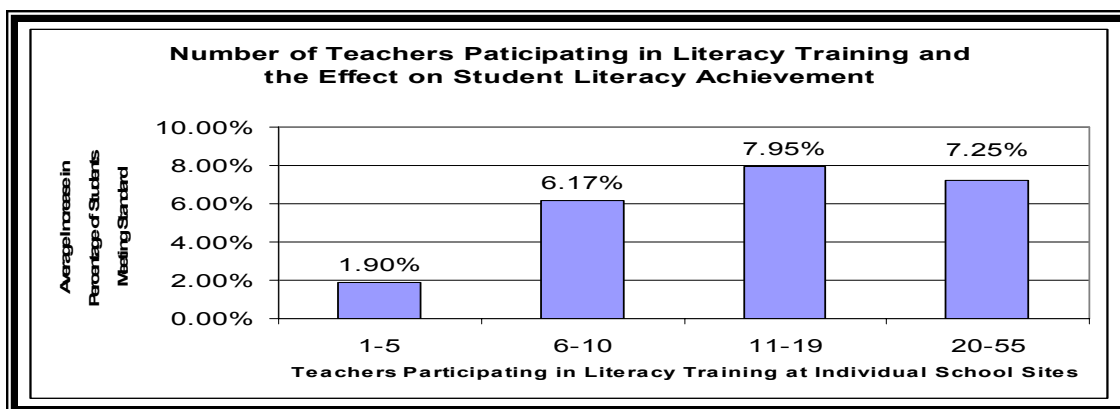
PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EFFECT OF THE SOUTHERN RPDP ON STUDENT ACADEMIC ACHIEVEMENT

Participation in the Middle School Math Certificate Program



Twenty-seven middle schools that had three or more teachers participate in the Southern RPDP Middle School Math Certificate Program showed an average growth rate of 13.5% in student proficiency in mathematics, while twenty-one middle schools that did not participate in the program showed an average decrease of 1.8%. Proficiency was measured by the state Criterion-Referenced Test (CRT) in mathematics.



Source: Southern RPDP Evaluation, 2006.

Students in schools with at least six teachers participating in literacy training made greater gains on the state CRT in reading than those with fewer than six participating.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

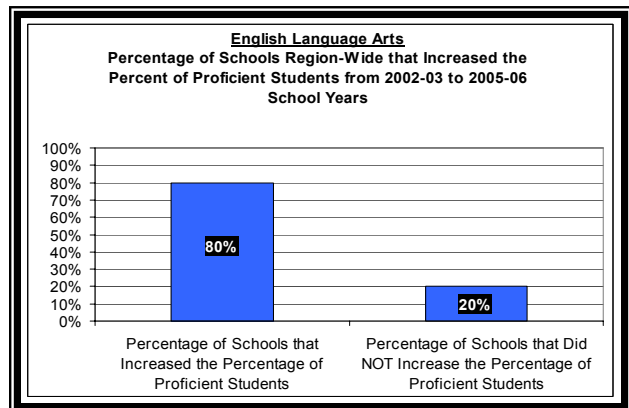
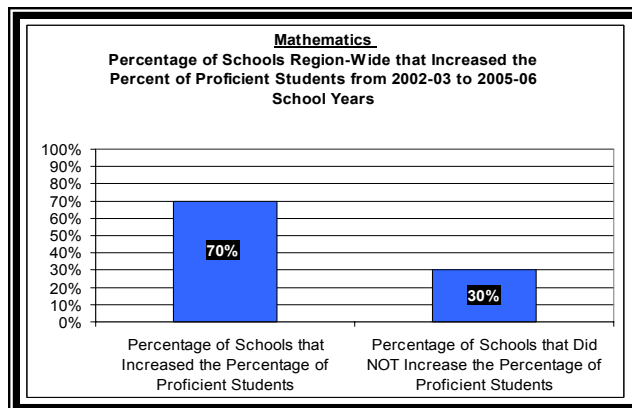
EFFECT OF THE WESTERN RPDP ON STUDENT ACADEMIC ACHIEVEMENT

Improvement of Instructional Practices and Student Growth on the State's CRTs and the HSPE T4S Classroom Observation Protocol

The Western RPDP has introduced the T4S Classroom Observation Protocol, which was developed by WestED. The T4S Protocol is an observation protocol, which outlines attributes of effective classroom instruction and is based upon professional practices grounded in research. The Western RPDP has utilized the T4S Protocol to train teachers and administrators to increase their ability to understand, recognize, and deliver high quality instruction to all students.

In an effort to gather data about the most effective practices identified or adopted throughout the western region over the past eight years, the Western RPDP issued a comprehensive survey to administrators. Through the survey, both district and building level administrators reported that the single greatest innovation that has impacted both their work as administrators and the work of their teachers is the adoption of the skills and knowledge related to the T4S Protocol.

Although an actual study has not been conducted that directly connects the T4S Protocol project with student growth on the state CRTs and HSPE, the region has found that as the level of knowledge related to the elements of the protocol has increased over the years, so has student performance on the CRTs and HSPE. Regional data shows that from 2003 to 2006, 36 of 48 schools (75%) demonstrated increases in the number of proficient students in the area of mathematics and 38 of 48 (80%) in English Language Arts.



Source: Western RPDP Evaluation, 2006.

X. HIGHER EDUCATION

BACKGROUND

The 2000 United States Census reported that Nevada was once again the fastest growing state in the nation during the 1990s. The latest estimates from the Census Bureau (December 2006) show Arizona edging out Nevada as the fastest-growing state. According to 2005 Census Bureau estimates, Nevada's population is also becoming more diverse, with 23.5 percent of the population identifying itself as Hispanic/Latino; 7.7 percent as African American; 1.4 percent as American Indian/Alaska Native; 5.7 percent as Asian American; 0.5 percent as Hawaiian or Pacific Islander; and 60 percent as White non-Hispanic. While diversity is increasing racially and ethnically, geographically nearly 92 percent of Nevada's population is classified as urban, making it the third most urban state in the nation.

Nevada's educational attainment through high school (82.8 percent) is close to the national average (84.2 percent). However, achievement of postsecondary education has not kept pace with the national rate of 27.2 percent. Only 20.6 percent of Nevada's population over the age of 25 had attained a bachelor's degree, making it the lowest among the western states.

The number of students qualifying for the Millennium Scholarship has increased each year since its inception with the graduating class of 2000. On average, approximately 8,600 students are eligible. Depending upon the year, between 60 and 70 percent of those eligible opt to utilize the scholarship. In fall 2003, more than 18,000 Nevadans were enrolled in the Nevada System of Higher Education (NSHE) institutions on the Millennium Scholarship. On the other hand, in fall 2003, approximately 40 percent of recent Nevada high school graduates were enrolled in one or more remedial courses at NSHE institutions. This number has increased from 26 percent since fall 1999.

The enrollment at the institutions of the NSHE has increased since 1990 from a headcount of just over 60,000 to around 104,000 in fall 2005. During that same period, the number of Nevada high school graduates enrolling in Nevada or anywhere in the United States, in any two-year or four-year institutions has increased from about 38 percent to over 52 percent.

HIGHER EDUCATION

BACKGROUND

Nevada public institutions of higher education rely more on tuition and fees and state appropriations as means of financing operations than the other western states. The NSHE institutions receive comparatively less funding from federal grants and contracts, federal appropriations, gifts, endowment, and other operations than the western state average. Typically, fees for credit hours have risen an average of 5 percent per year over the last decade; however, the last two fiscal years have seen increases of over 7 percent. The state appropriation for higher education operations per \$1,000 of personal income in Nevada now exceeds the national average.

The number of bachelors' degrees produced per 100 high school graduates in Nevada is less than the national average. Production of associate degrees per 100 high school graduates in Nevada falls below the average of the western states and the national average.

Finally, in late 2000, the National Center for Public Policy and Higher Education released its report card on higher education titled *Measuring Up*. In 2006, the Center updated its report card. The Center rated the performance of states on policies that affect higher education.

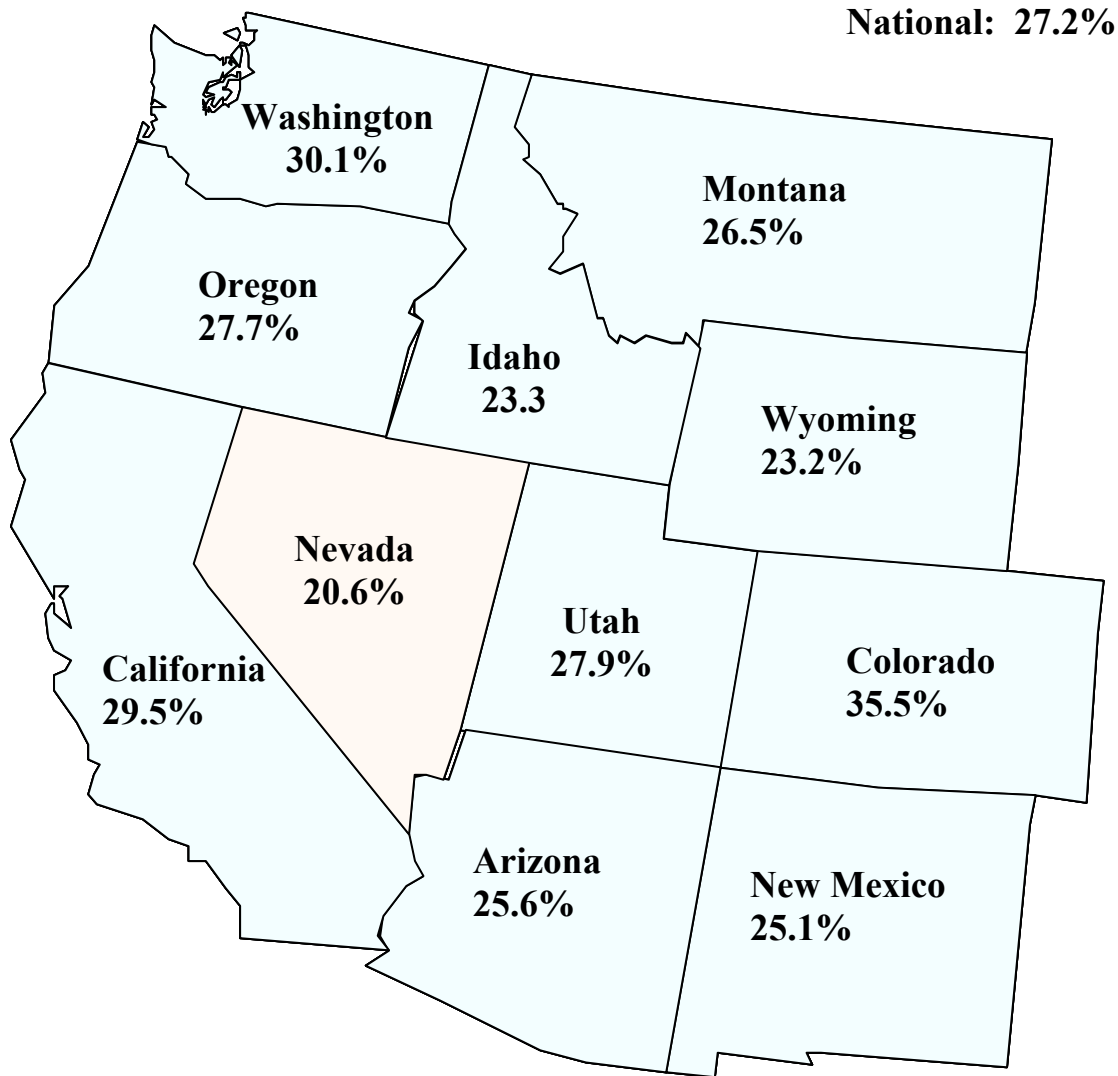
Measuring Up provides one set of benchmarks to spark policy discussion. The data in this section may serve to foster further discussion on higher education policy and its role in Nevada's future.

Much of the information cited in this section is derived from the *Regional Fact Book for Higher Education in the West*, a publication of the Western Interstate Commission for Higher Education (WICHE), an interstate compact created by formal legislative action of the states and the United States Congress. Fifteen states are members of WICHE.

HIGHER EDUCATION

POPULATION OVER 25 WITH A BACHELOR'S DEGREE OR MORE

PERCENT OF ALL POPULATION OVER AGE 25 WITH A BACHELOR'S DEGREE OR MORE NEVADA AND WESTERN STATES, 2003



Source: U.S. Bureau of the Census, *2005 American Community Survey Database*. (<http://factfinder.census.gov>).

Note: Figures represent combined percentages of persons who have earned bachelors, masters, doctorate, and professional degrees.

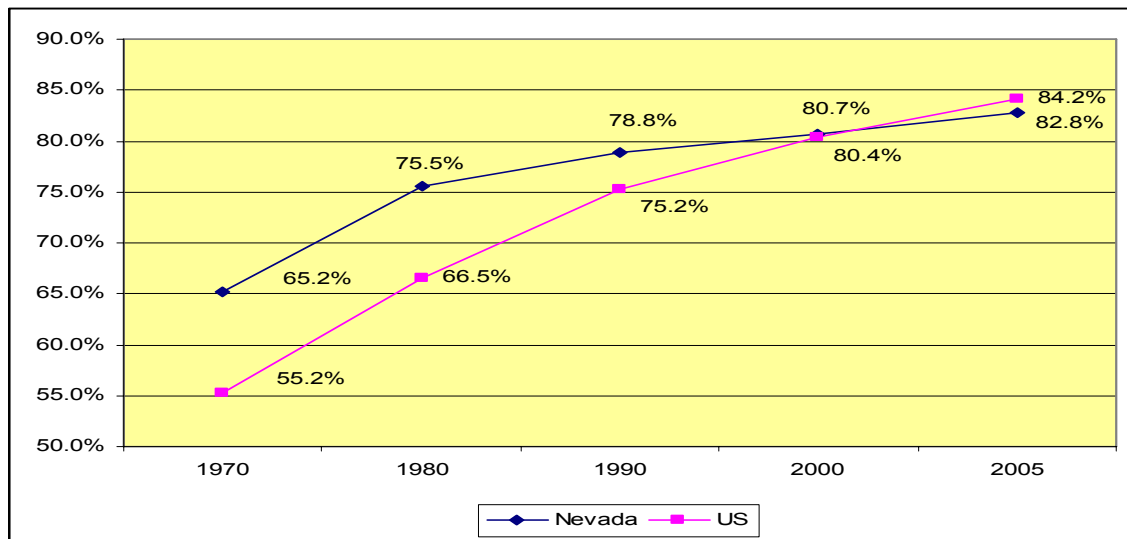
HIGHER EDUCATION

EDUCATIONAL ATTAINMENT OF POPULATION OVER 25

EDUCATIONAL ATTAINMENT OF ALL POPULATION OVER AGE 25

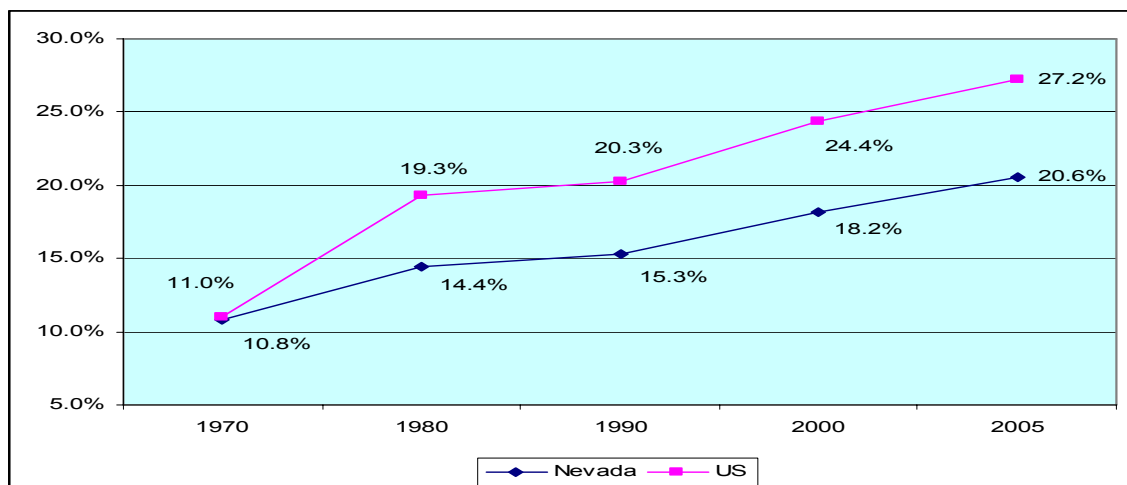
NEVADA AND UNITED STATES, 1970 TO 2005

Percentage Earning High School Diploma or Higher
Including Equivalency



Source: U.S. Census Bureau, Decennial Census 1970 to 2000, 2005 estimate based on American Community Survey, and Nevada Statistical Abstract, 1988.

Percentage Earning Baccalaureate Degree or Higher



Source: U.S. Census Bureau, Educational Attainment in the United States: 2003, and Nevada Statistical Abstract, 1988.

HIGHER EDUCATION

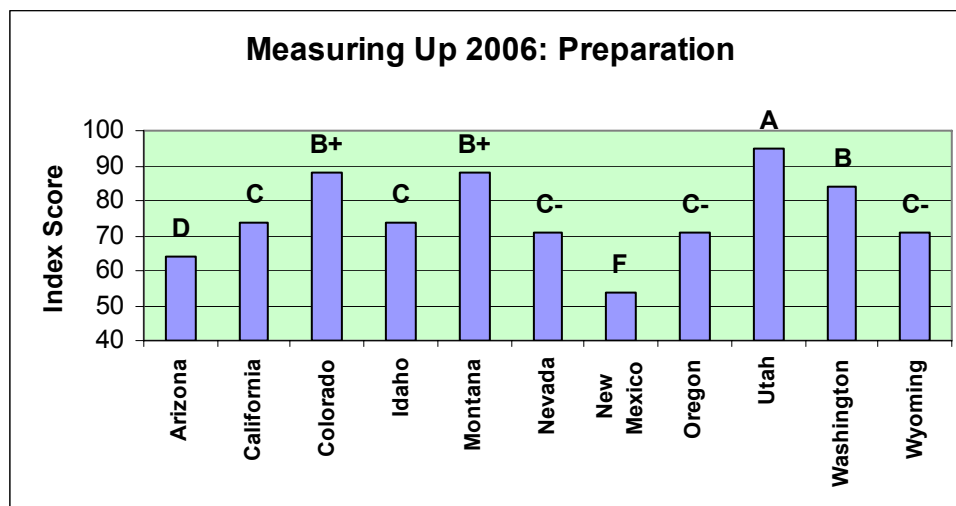
MEASURING UP 2006 STATE REPORT CARD: PREPARATION

Preparing Students For Education And Training Beyond High School: Nevada and Western States

	8th Graders Scoring At or Above "Proficient" on National Assessment of Educational Progress			Number of Scores in the Top 20 Percent Nationally on SAT/ACT per 1000 High School Graduates	18 to 24 year Olds with High School Credential*	7th to 12th Graders Taught by Teachers with Major in the Subject
	Math	Reading	Writing			
Arizona	26%	23%	20%	116	82%	59%
California	22%	21%	23%	146	87%	68%
Colorado	32%	32%	27% [†]	258	86%	72%
Idaho	30%	32%	29%	167	87%	66%
Montana	36%	37%	29%	207	95%	70%
Nevada	21%	22%	16%	122	81%	61%
New Mexico	14%	19%	18%	127	82%	55%
Oregon	34%	33%	33%	171	87%	66%
Utah	30%	29%	23%	162	88%	69%
Washington	36%	34%	34%	185	87%	65%
Wyoming	29%	36%	28%	153	91%	72%
Top States	38%	38%	41%	237	94%	81%

* Credential numbers include high school diploma or alternative such as General Education Development (GED).

[†] Data from *Measuring Up 2004* were used because updated state information was not available.



Source: *Measuring Up 2006: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

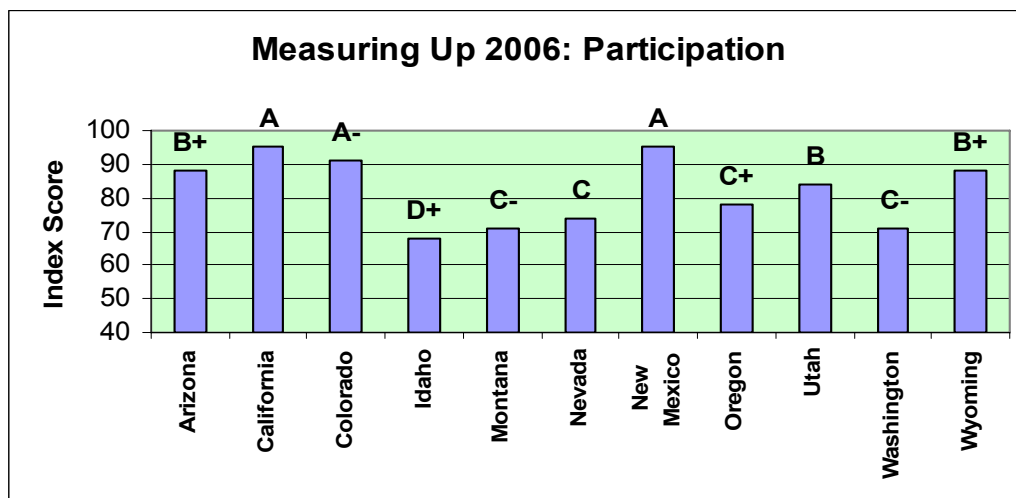
MEASURING UP 2006 STATE REPORT CARD: PARTICIPATION

Opportunities to Enroll in Education and Training Beyond High School: Nevada and Western States

	Young Adults		Working-Age Adults
	Chance for College by Age 19*	18- to 24-Year-Olds Enrolled in College†	25- to 49-Year-Old Residents Enrolled Part-time in Post-Secondary Education
Arizona	31%	32%	5.2%
California	35%	40%	5.1%
Colorado	40%	34%	4.6%
Idaho	35%	26%	3.0%
Montana	43%	33%	2.1%
Nevada	28%	28%	4.3%
New Mexico	35%	34%	6.1%
Oregon	33%	38%	3.5%
Utah	37%	34%	3.9%
Washington	30%	33%	3.2%
Wyoming	40%	32%	4.4%
Top States	53%	41%	5.1%

* Measures the probability that a 9th grade student will finish high school within 4 years and go one to college immediately after high school.

† Reports the percentage of age group who are currently enrolled in education and training programs beyond high school, including both full-time and part-time enrollment.



Source: *Measuring Up 2006: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

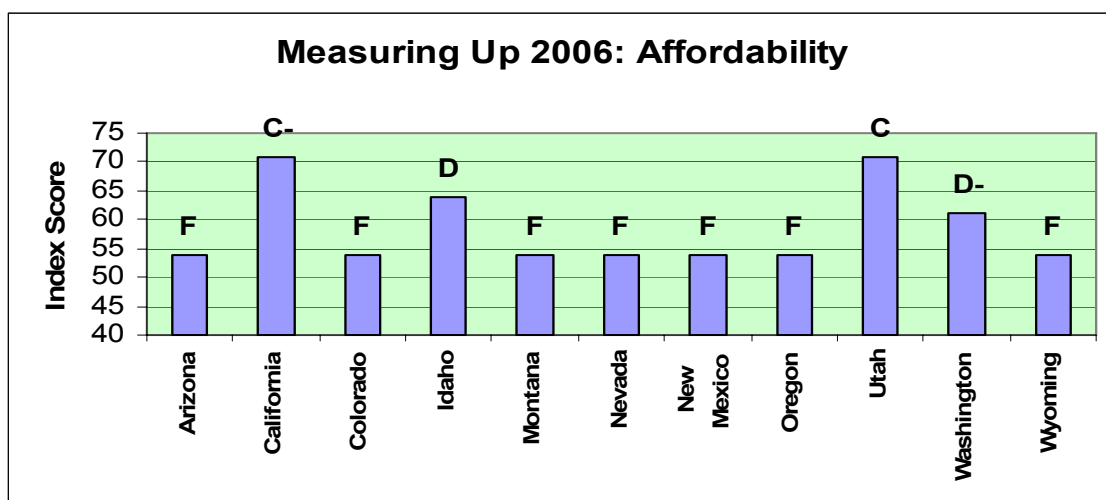
HIGHER EDUCATION

MEASURING UP 2006 STATE REPORT CARD: AFFORDABILITY

Ability to Pay for Education And Training Beyond High School: Nevada and Western States

	Percent of Average Income Needed to Pay for College Minus Financial Aid		Strategies for Affordability		Undergraduate Student Average Annual Loan Amount
	Community College	Public Four-Year Institution	State Grant Aid Targeted as Percent of Federal Investment	Share of Income Poorest Need to Pay for Tuition	
Arizona	25%	31%	0%	11%	\$3,762
California	26%	33%	53%	6%	\$4,089
Colorado	23%	27%	34%	14%	\$3,654
Idaho	18%	21%	3%	13%	\$3,192
Montana	29%	33%	9%	27%	\$3,471
Nevada	27%	28%	0%	11%	\$3,671
New Mexico	22%	28%	20%	11%	\$3,177
Oregon	30%	36%	20%	23%	\$3,558
Utah	18%	18%	6%	14%	\$3,100
Washington	27%	31%	86%	21%	\$3,801
Wyoming	23%	23%	0%	14%	\$3,644
Top States*	15%	16%	89%	7%	\$2,619

* The Affordability category continues to benchmark state performance against the best performance in 1992.



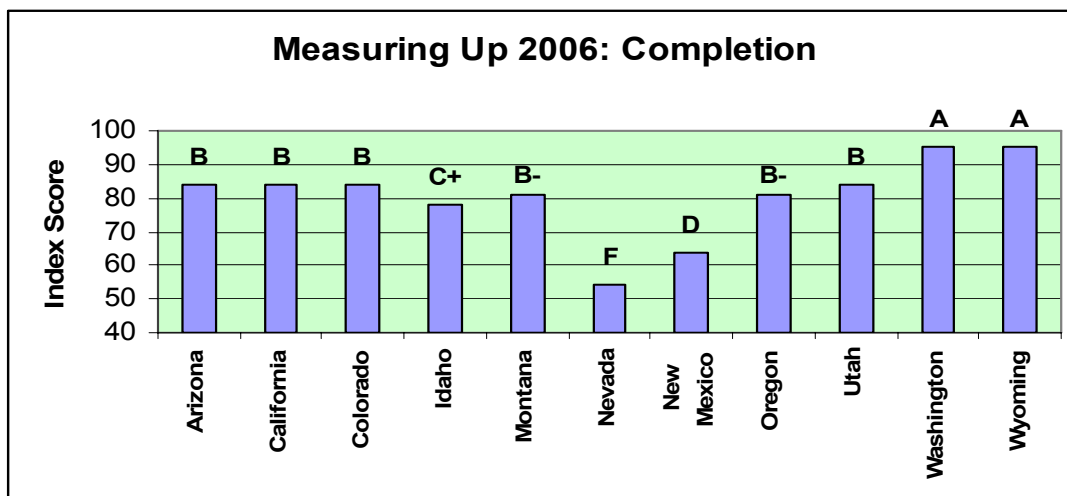
Source: *Measuring Up 2006: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

MEASURING UP 2006 STATE REPORT CARD: COMPLETION

Student Progress Toward Completion of Education and Training Beyond High School: Nevada and Western States

	Persistence: First-Year Students Returning for Second Year		Completion: Baccalaureate Degree by First-Time Full-Time Students Within Six Year of College Entrance	Certificates, Degrees, Diplomas Awarded at All Institutions per 100 Undergraduate Students
	Community College	Four-Year Colleges and Universities		
Arizona	55%	68%	50%	17
California	57%	83%	62%	14
Colorado	45%	73%	52%	18
Idaho	52%	66%	44%	16
Montana	52%	67%	43%	18
Nevada	52%	69%	36%	10
New Mexico	50%	70%	38%	13
Oregon	44%	76%	55%	16
Utah	46%	71%	47%	19
Washington	55%	82%	63%	20
Wyoming	65%	77%	56%	20
Top States	62%	82%	64%	20



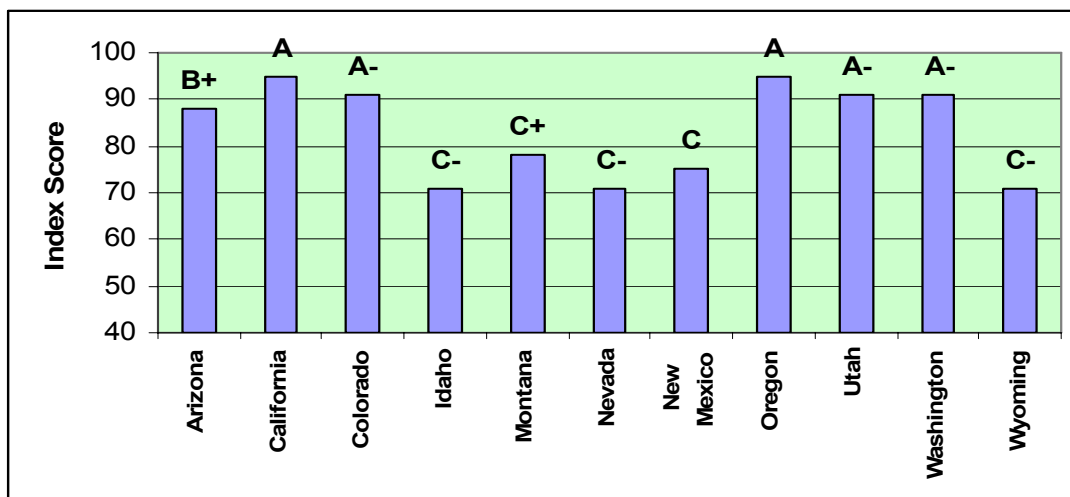
Source: *Measuring Up 2006: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

MEASURING UP 2006 STATE REPORT CARD: BENEFITS

Benefits to the State as a Result of a Workforce With Education and Training Beyond High School: Nevada and Western States

	Workforce Population Aged 26 to 65 with Baccalaureate Degree or Higher	Increase in Total Personal Income Resulting from Percentage of Population with Baccalaureate Degree	Residents Voting in National Elections	Percentage of Adult Population with High-Level Literacy Skills	
				Quantitative	Prose
Arizona	29%	11%	46%	26%	26%
California	33%	12%	42%	24%	25%
Colorado	38%	11%	54%	34%	34%
Idaho	25%	6%	52%	30%	28%
Montana	27%	5%	62%	32%	31%
Nevada	24%	7%	45%	23%	22%
New Mexico	24%	8%	52%	23%	22%
Oregon	31%	9%	62%	31%	31%
Utah	29%	9%	53%	33%	32%
Washington	32%	11%	55%	33%	33%
Wyoming	23%	5%	60%	31%	30%
Top States	37%	12%	64%	33%	33%

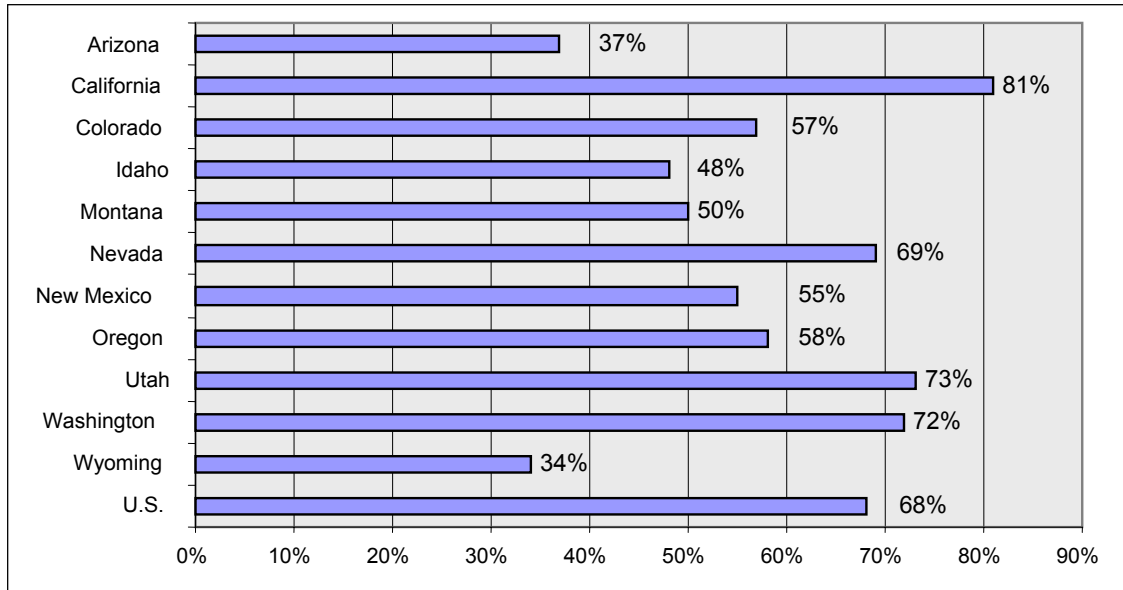


Source: *Measuring Up 2006: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

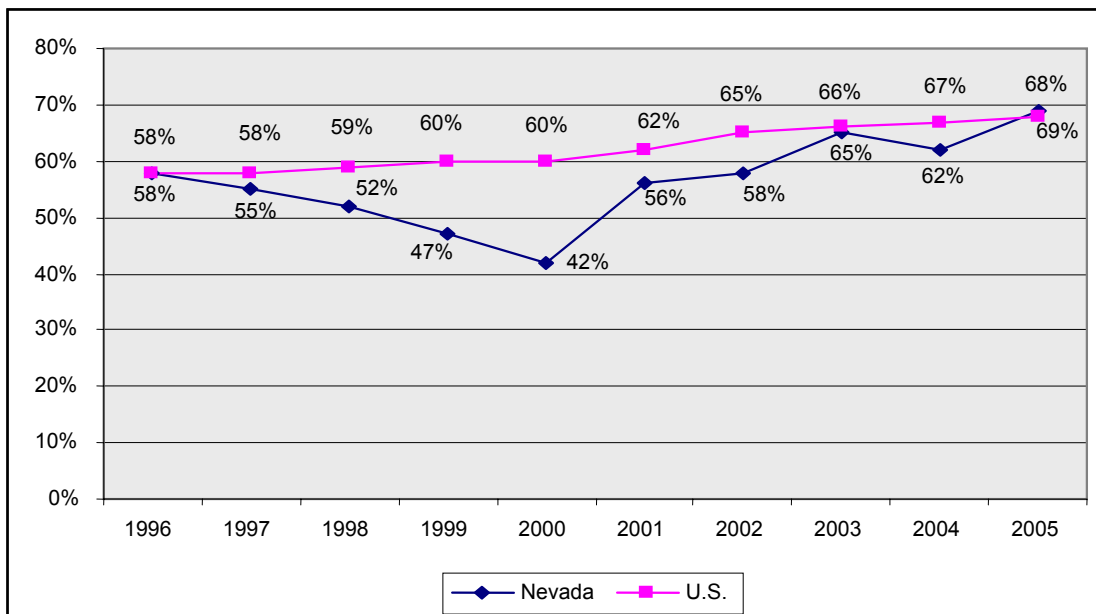
ADVANCED PLACEMENT

Percentage of Public High Schools Offering Advanced Placement Examinations in 2005 Nevada and Western States



Source: "School Report of AP Examinations 2004-2005 (By State)" The College Board.

Percentage of Nevada Public High Schools Offering Advanced Placement Examinations, 1996 to 2005

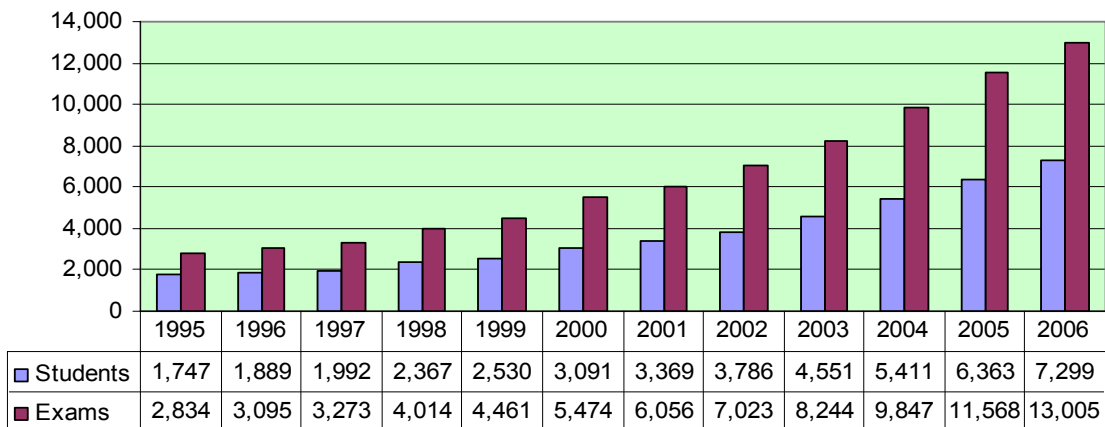


Source: "State and National Summary Reports," The College Board,
http://www.collegeboard.com/student/testing/ap/exgrd_sum/2006.html

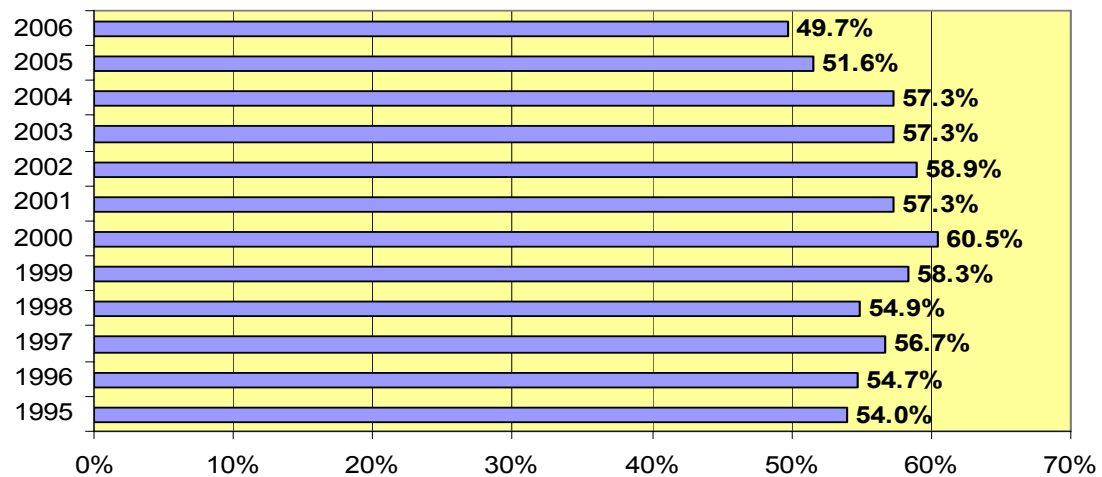
HIGHER EDUCATION

ADVANCED PLACEMENT

**NEVADA 11TH AND 12TH GRADE STUDENTS TAKING
ADVANCED PLACEMENT PROGRAM EXAMINATIONS
1995-2006**



**PERCENT OF NEVADA STUDENTS SCORING
3 OR HIGHER ON AP EXAMINATIONS, 1995-2006**



AP Scoring Interpretation				
5	4	3	2	1
Extremely Well Qualified	Well Qualified	Qualified	Possibly Qualified	Not Qualified

Source: The College Board. AP for the Press. *AP State and National Data. Summary Reports: 2006.*

HIGHER EDUCATION

COLLEGE CONTINUATION RATES

NEVADA PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN NEVADA SYSTEM OF HIGHER EDUCATION INSTITUTIONS, 2001-2005

	2001		2002		2003		2004		2005	
	Total Number of Graduates	Percent Enrolled in NSHE	Total Number of Graduates	Percent Enrolled in NSHE	Total Number of Graduates	Percent Enrolled in NSHE	Total Number of Graduates	Percent Enrolled in NSHE	Total Number of Graduates	Percent Enrolled in NSHE
Total	13,476	43.8%	14,282	44.7%	14,203	48.3%	15,005	45.3%	15,551*	50.2%
Carson City	404	48.3%	479	46.8%	471	50.7%	426	57.7%	457	58.0%
Churchill	251	39.4%	267	36.0%	267	43.1%	236	47.0%	252	40.1%
Clark	8,472	41.3%	8,921	44.0%	9,107	45.8%	9,722	41.3%	10,226	47.5%
Douglas	401	46.9%	384	54.7%	426	51.5%	446	52.9%	406	55.7%
Elko	517	36.4%	505	37.4%	371	53.6%	496	46.4%	522	47.5%
Esmeralda										
Eureka	23	39.1%	19	52.6%	15	66.7%	16	50.0%	18	77.8%
Humboldt	202	30.2%	201	32.8%	187	34.2%	239	28.9%	175	43.4%
Lander	69	17.4%	72	41.7%	69	46.4%	66	40.9%	45	40.0%
Lincoln	65	21.5%	60	31.7%	67	17.9%	56	37.5%	49	36.7%
Lyon	289	46.4%	327	28.4%	325	38.5%	357	48.7%	363	48.5%
Mineral	29	34.5%	49	57.1%	38	28.9%	32	28.1%	34	35.3%
Nye	232	34.5%	257	31.9%	235	32.3%	209	29.7%	194	37.6%
Pershing	40	65.0%	49	34.7%	38	34.2%	57	33.3%	43	53.5%
Storey	26	57.7%	28	42.9%	17	64.7%	17	64.7%	21	71.4%
Washoe	2,342	57.2%	2,578	53.0%	2,474	62.0%	2,560	60.0%	2,628	62.5%
White Pine	114	29.8%	86	19.8%	96	29.2%	70	31.4%	96	31.3%

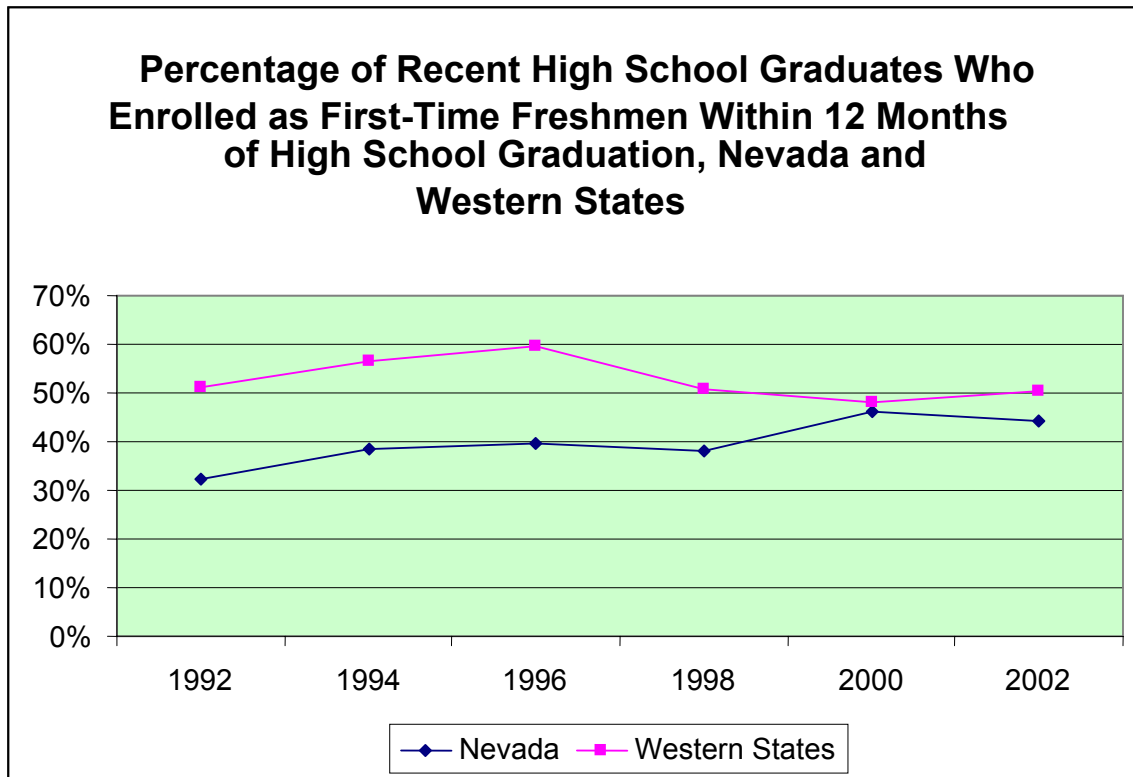
Source: "NSHE Capture Rate of Recent Nevada High School Graduates," Nevada System of Higher Education, Office of Academic and Student Affairs.

*Total in 2005 includes 22 graduates from state charter schools.

Note: Nevada high school graduates enrolled at a NSHE institution are students who graduated from high school within 12 months preceding their enrollment at the NSHE for the year indicated. Data are based on the enrollment of graduates without regard to their status as degree-seeking or non-degree-seeking students.

HIGHER EDUCATION

COLLEGE CONTINUATION RATES



Source: “Numbers of Recent High School Graduates and First-Time Freshmen, 1991-92, 1994-95, 1996-97, 1998-99, 2000-01, 2002-03” in *Regional Fact Book for Higher Education in the West: Policy Indicators for Higher Education*, WICHE States. WICHE, December 2004.

Note: High school graduate data include public and nonpublic high school graduates. Freshmen include first-time freshmen, who were high school graduates within the previous 12 months and enrolled in degree-granting institutions anywhere in the country. Data are based on statistics from the National Center for Education Statistics.



HIGHER EDUCATION

COLLEGE CONTINUATION RATES

POSTSECONDARY ENROLLMENT OF RECENT NEVADA HIGH SCHOOL GRADUATES IN NEVADA AND WESTERN STATES FALL 2004

Total = 8,744 enrolled in
postsecondary degree-granting
institutions anywhere in the U.S.



Source: *Postsecondary Education OPPORTUNITY*, "Residence and Migration for College Freshmen by State, Nevada," April 2006.

HIGHER EDUCATION

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

Millennium Scholarship Trust Fund Tobacco Master Settlement Agreement Revenues Interest and Fiscal Year Ending Fund Balances

	Tobacco Revenue	Interest Revenue	Fiscal Year Ending Fund Balance
2000	\$17,166,864	\$ 378,143	\$17,426,528
2001	15,295,247	1,066,940	26,612,643
2002	17,755,833	875,464	31,082,831
2003	17,800,485	589,112	28,722,905
2004	15,231,231	312,194	17,461,914
2005	15,459,270	100,649	38,044,642
2006	14,106,876	894,676	31,634,416

Source: Office of the State Treasurer, September 2006, and December 2006.

Projected Obligations of the Millennium Scholarship Trust Fund

	Scholarship Payments	Administration Costs	Ending Fund Balances
2007	\$28,157,568	\$398,147	\$24,476,585
2008	27,391,930	414,500	20,850,903
2009	27,246,956	401,500	17,471,343
2010	26,675,706	unavailable	unavailable

Source: Office of the State Treasurer, September 2006, and December 2006.

The Governor Guinn Millennium Scholarship Program is appropriated 40 percent of Nevada's revenues received as a signatory to the tobacco Master Settlement Agreement (MSA), entered into on November 23, 1998. In 2005, the Legislature supplemented the revenues from the MSA with revenues from the Abandoned Property Trust Fund. Senate Bill 4 (Chapter 10 *Statutes of Nevada 2005, 22nd Special Session*) requires that, following maintenance of a balance of \$100,500, the first \$7.6 million must be transferred to the Millennium Scholarship Trust Fund created by *Nevada Revised Statutes* (NRS) 396.926. In addition, SB 4 provided an infusion of \$35 million from the State General Fund.

HIGHER EDUCATION

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

NEVADA MILLENNIUM SCHOLARSHIP PROGRAM: ELIGIBILITY AND UTILIZATION TERM YEARS 2000 TO 2006 CUMULATIVE

Term Year	Number of Students Eligible	Number of Students Utilizing*	Percent Utilizing
2000	7,358	5,603	76.1%
2001	7,946	5,972	75.2%
2002	8,161	6,027	73.9%
2003	8,696	6,340	72.9%
2004	9,079	6,191	68.2%
2005	8,607	5,332	61.9%
2006*	8,685	4,663	53.7%

STUDENTS ELIGIBLE BY COUNTY IN REGULAR HIGH SCHOOL PROGRAMS

	2000	2001	2002	2003	2004	2005	2006
Carson	252	264	260	290	247	244	204
Churchill	154	169	142	146	135	111	136
Clark	4,384	4,782	4,983	5,330	5,788	5,571	5,641
Douglas	208	193	206	230	238	216	218
Elko	318	265	266	267	259	277	249
Eureka	13	14	17	11	10	8	8
Humboldt	106	72	97	99	97	69	78
Lander	36	37	44	44	48	27	48
Lincoln	45	52	36	37	40	36	49
Lyon	144	173	180	177	204	175	172
Mineral	17	13	29	21	9	15	6
Nye	121	123	131	119	112	102	123
Pershing	43	38	21	15	29	22	23
Storey	14	18	17	10	12	11	15
Washoe	1,398	1,616	1,620	1,779	1,772	1,641	1,627
White Pine	66	72	64	80	45	54	43
Total	7,319	7,901	8,113	8,655	9,045	8,579	8,640

ELIGIBILITY OF STUDENTS IN NON-STANDARD HIGH SCHOOL PROGRAMS STATE TOTALS

	2000	2001	2002	2003	2004	2005	2006
GED	3	10	8	2	1	1	n/a
Home School	21	17	26	20	19	19	16
Non-Nevada High School	15	18	14	19	14	8	8

*Note: Eligible students may obtain scholarship funds for a number of years after graduation that is fixed by statute. Hence, the number of students utilizing the program in a given year may have graduated earlier than the previous spring.

Source: Office of the State Treasurer, December 2006.

HIGHER EDUCATION

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

NEVADA MILLENNIUM SCHOLARSHIP PROGRAM FALL 2002 – FALL 2006

TOTAL SCHOLARS BY INSTITUTION

		CCSN	GBC	TMCC	WNCC	NSC	UNLV	UNR	SNC	Total
2002	Number	2,558	197	894	328	31	3,849	3,861	17	11,735
	Av.GPA	2.93	2.89	2.92	3.05	2.54	2.85	3.00	3.13	
2003	Number	3,154	259	1,241	434	55	5,301	4,987	22	15,453
	Av.GPA	2.94	2.85	2.95	3.14	2.84	2.92	3.02	3.31	
2004	Number	3,381	295	1,467	493	128	6,201	5,497	25	17,487
	Av.GPA	2.96	2.96	2.96	3.03	3.02	2.97	3.04	2.71	
2005	Number	3,293	322	1,550	495	185	6,485	5,774	32	18,136
	Av.GPA	3.02	2.92	3.05	3.08	2.95	2.99	3.05	3.18	
2006	Number	3,014	298	1,367	466	266	6,087	5,594	18	17,110
	Av.GPA	3.00	2.92	3.05	3.14	3.01	3.02	3.09	N/A	

SCHOLARS MAINTAINING ELIGIBILITY BY INSTITUTION

		CCSN	GBC	TMCC	WNCC	NSC	UNLV	UNR	SNC	Total
2002	Number	2,125	168	729	275	23	3,062	3,361	15	9,758
	Percent	83%	85%	82%	84%	74%	80%	87%	88%	83%
2003	Number	2,428	207	947	364	39	4,022	4,068	19	12,094
	Percent	77%	80%	76%	84%	71%	76%	82%	86%	78%
2004	Number	2,573	244	1,103	385	97	4,555	4,425	21	13,403
	Percent	76%	83%	75%	78%	76%	73%	80%	84%	77%
2005	Number	2,473	247	1,180	391	128	4,950	4,626	29	14,024
	Percent	75%	77%	76%	79%	69%	76%	80%	91%	77%
2006	Number	2,060	207	957	341	188	4,290	4,263	18	12,324
	Percent	68%	69%	70%	73%	71%	70%	76%	100%	72%

Source: Office of the State Treasurer, Governor Guinn Millennium Scholarship Program.

CCSN	Community College of Southern Nevada
GBC	Great Basin College
NSC	Nevada State College
SNC	Sierra Nevada College
TMCC	Truckee Meadows Community College
UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno
WNCC	Western Nevada Community College

HIGHER EDUCATION

NSHE REMEDIATION RATES

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL AS A PERCENT OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN NSHE 1999 – 2006

		UNLV	UNR	NSC	CCSN	GBC	TMCC	WNCC	NSHE Total
2006									
	Enrolled	1,863	1,763	241	2,526	190	947	412	7,702
	In Remediation	157	578	122	980	109	635	208	2,773
	Percentage	8.4%	32.8%	50.6%	38.8%	57.4%	67.1%	50.5%	36.0%
2005									
	Enrolled	2,180	1,891	90	2,361	232	928	429	8,111
	In Remediation	822	572	36	882	135	616	206	3,269
	Percentage	37.7%	30.2%	40.0%	37.4%	58.2%	66.4%	48.0%	40.3%
2004									
	Enrolled	2,255	1,693	75	1,636	174	901	354	7,088
	In Remediation	1,018	467	27	568	108	524	159	2,871
	Percentage	45.1%	27.6%	36.0%	34.7%	62.1%	58.2%	44.9%	40.5%
2003									
	Enrolled	2,072	1,742	54	1,922	162	855	340	7,147
	In Remediation	857	474	18	676	91	498	137	2,751
	Percentage	41%	27%	33%	35%	56%	58%	40%	39%
2002									
	Enrolled	1,582	1,752	51	2,161	118	772	289	6,725
	In Remediation	684	487	29	699	81	460	142	2,582
	Percentage	43%	28%	57%	32%	69%	60%	49%	38%
2001									
	Enrolled	1,634	1,688		1,733	147	690	284	6,176
	In Remediation	644	501		524	95	375	91	2,230
	Percentage	39%	30%		30%	65%	54%	32%	36%
2000									
	Enrolled	1,804	1,565		1,759	165	532	346	6,171
	In Remediation	605	380		464	63	288	93	1,893
	Percentage	34%	24%		26%	38%	54%	27%	31%
1999									
	Enrolled	1,485	1,151		2,232	149	601	303	5,921
	In Remediation	388	258		452	68	295	86	1,547
	Percentage	26%	22%		20%	46%	49%	28%	26%

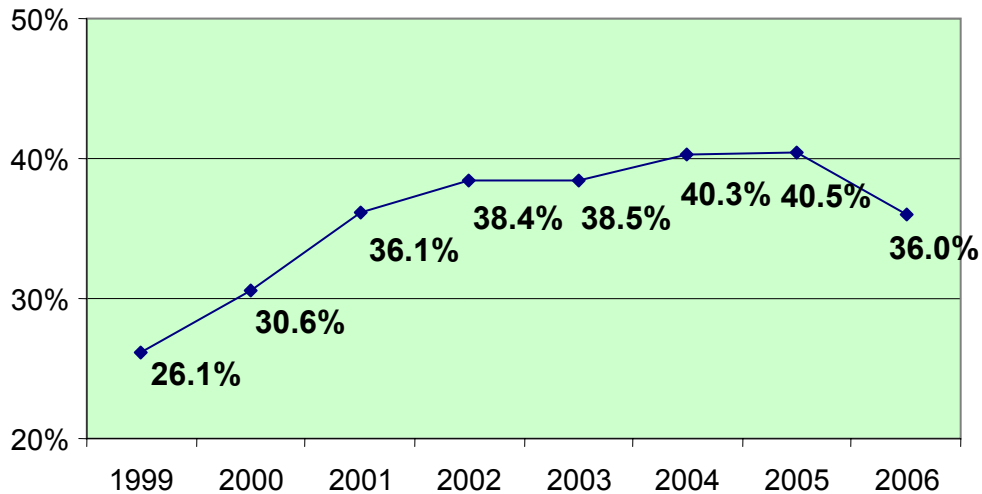
Source: Nevada System of Higher Education (NSHE), *Report on Remedial/Developmental Enrollments, Summer and Fall* various years.



HIGHER EDUCATION

NSHE REMEDIATION RATES

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL AS A PERCENT OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN NSHE: CHANGE IN TOTAL, 1999-2006



RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL COURSES AS A PERCENT OF TOTAL NUMBER OF STUDENTS ENROLLED IN REMEDIATION, 2005

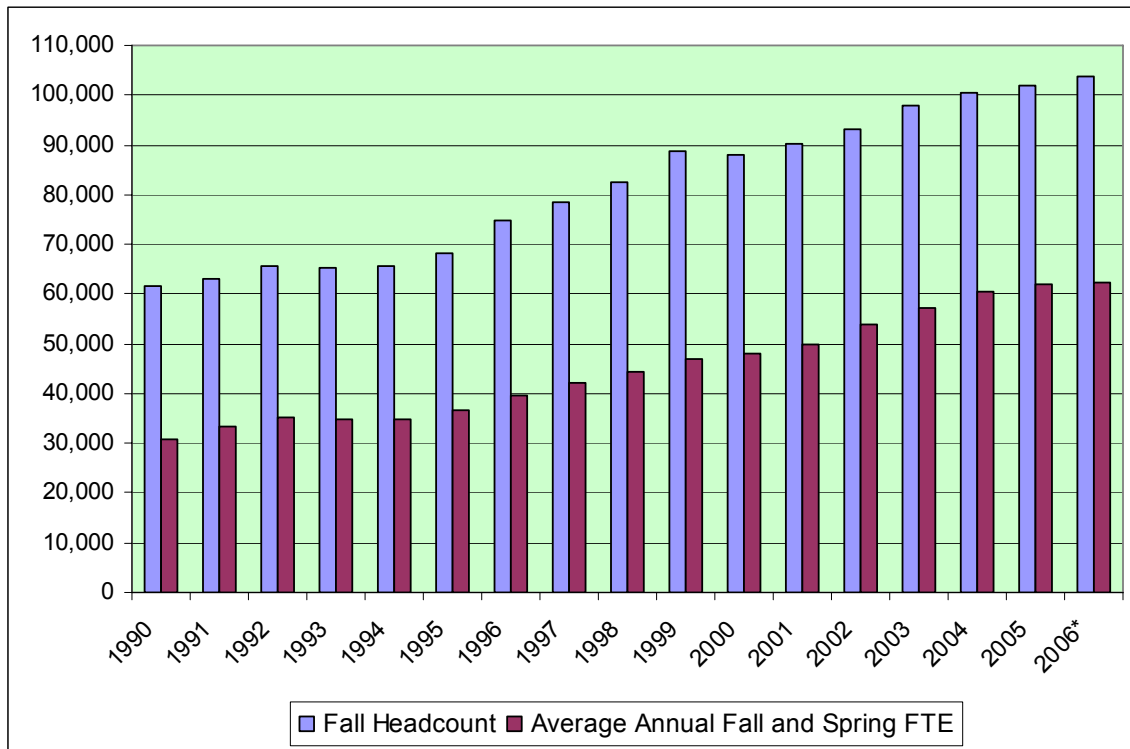
	UNLV	UNR	NSC	CCSN	GBC	TMCC	WNCC	NSHE Total
All students in remedial	708	1,021	295	5,976	524	2,848	795	12,167
Recent NV high school graduates in remedial	157	578	122	980	109	635	208	2,773
Recent NV high school graduates as percent of total in remedial	22.2%	56.6%	41.1%	16.4%	20.8%	22.3%	26.2%	22.8%

Source: Nevada System of Higher Education (NSHE), *Report on Remedial/Developmental Enrollments, Summer and Fall 2006*, January 2007.

HIGHER EDUCATION

NSHE ENROLLMENT

NSHE HISTORICAL FALL HEADCOUNT AND AVERAGE ANNUAL FULL-TIME EQUIVALENT ENROLLMENT



Source: Nevada System of Higher Education. *Fall 2005 Final Headcount Enrollment Report* and *Fall 2005 Final FTE Enrollment Report*.

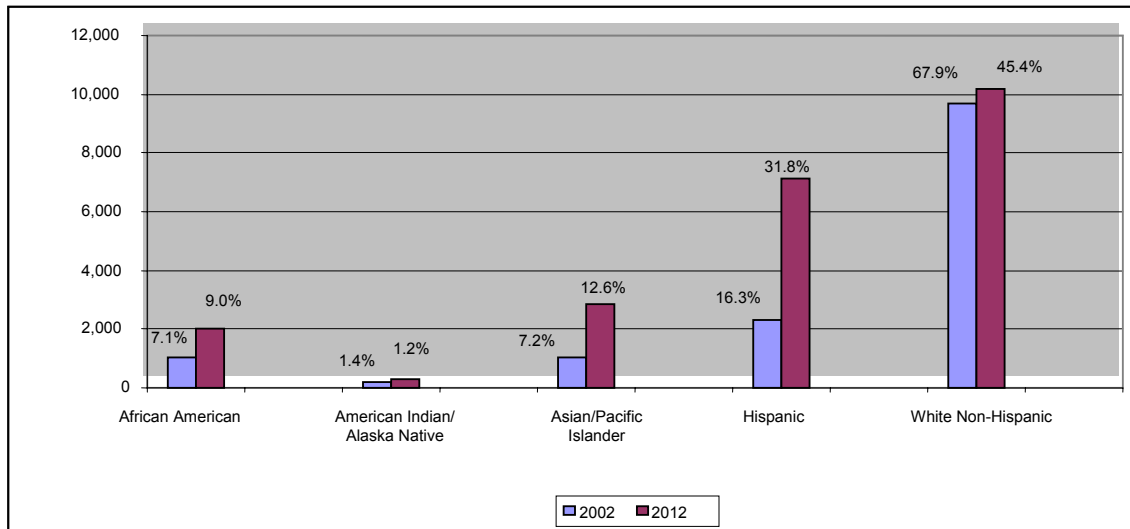
Note: Headcount is fall semester enrollment. FTE is average annual (average of fall and spring semester enrollment) except for 2001 through 2003, which are fall semester FTE only. *Figures for fall 2006 are preliminary.



HIGHER EDUCATION

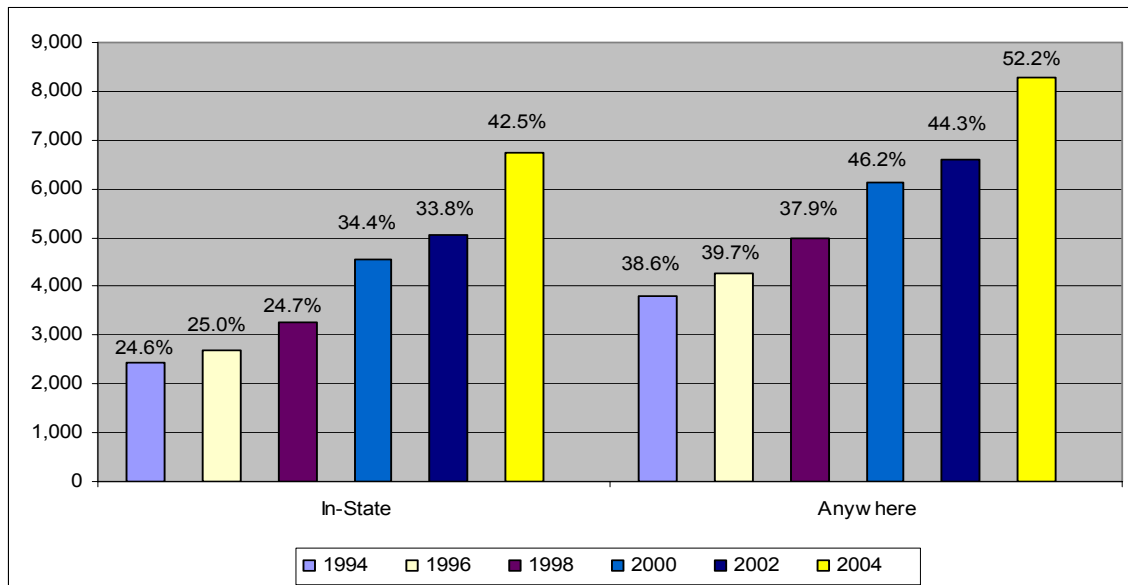
STUDENT PROFILE

DISTRIBUTION OF PROJECTED NEVADA PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY, 2001-2002 AND 2011-2012



Source: “Public High Graduates: Percent of Graduates by Race/Ethnicity and State, 2002 (Actual) and 2012 (Projected),” Table 13, WICHE *Fact Book*, December 2006.

RECENT HIGH SCHOOL GRADUATES ENROLLED IN NEVADA AND TOTAL ENROLLED ANYWHERE

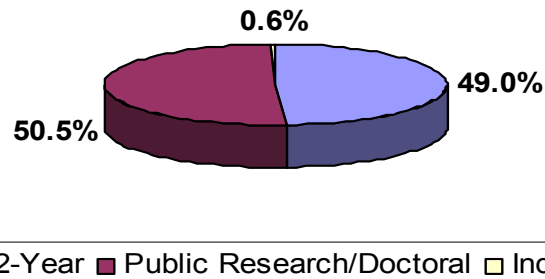


Source: “Numbers of Recent High School Graduates and First-Time Freshmen, 1994-95, 1996-97, 1998-99, 2000-01, 2002-03, 2004-05,” Table 14, WICHE *Fact Book*, December 2006.

HIGHER EDUCATION

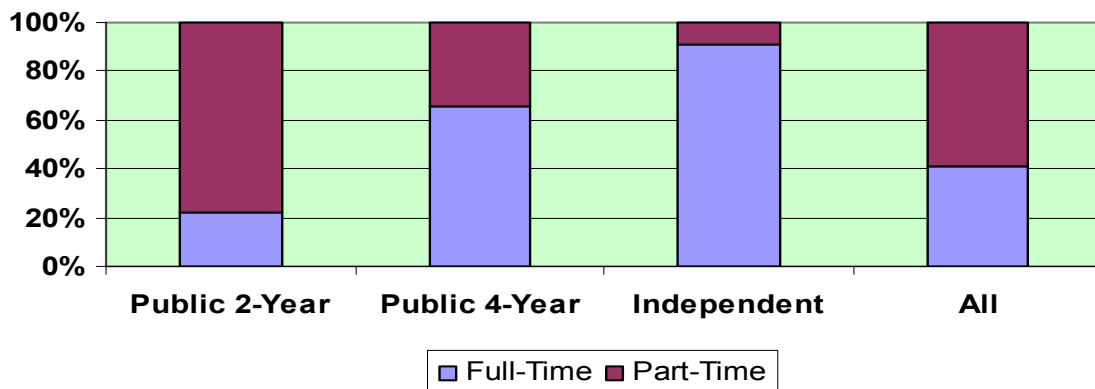
STUDENT PROFILE — UNDERGRADUATE ENROLLMENTS

UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENTS IN NEVADA INSTITUTIONS OF HIGHER EDUCATION BY SECTOR, 2003



Source: "Undergraduate Full-Time Equivalent Enrollments in Institutions of Higher Education by Sector, 2003" in *Regional Fact Book for Higher Education in the West: Policy Indicators for Higher Education*, WICHE States. WICHE, December 2004.

DISTRIBUTION OF NEVADA UNDERGRADUATE ENROLLMENTS BY ATTENDANCE STATUS AND SECTOR, FALL 2003



Source: "Undergraduate Enrollment by Attendance Status and Sector, Fall 2003" in *Regional Fact Book for Higher Education in the West: Policy Indicators for Higher Education*, WICHE States. WICHE, December 2004.

HIGHER EDUCATION

HISTORICAL TUITION AND FEES

HISTORICAL FEE CHARGES PER SEMESTER FOR UNDERGRADUATE RESIDENT STUDENTS

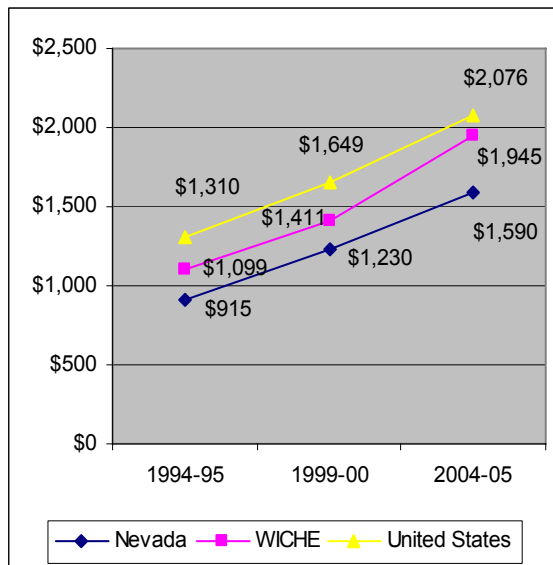
Legislatively Approved Nevada System of Higher Education
Resident Undergraduate Credit Hour Fees, FY96 to FY07

Fiscal Year	Universities	Annual Percent Increase	State College	Annual Percent Increase	Community Colleges	Annual Percent Increase
2007	\$105.25	7.40%	\$79.00	6.00%	\$52.50	3.50%
2006	98.00	7.70	74.50	6.40	50.75	3.60
2005	91.00	7.10	70.00	6.10	49.00	3.70
2004	85.00	7.60	66.00	6.50	47.25	3.80
2003	79.00	3.27	62.00	3.30	45.50	3.41
2002	76.50	3.38	60.00		44.00	3.53
2001	74.00	3.50			42.50	3.66
2000	71.50	3.62			41.00	3.80
1999	69.00	3.76			39.50	2.60
1998	66.50	3.91			38.50	4.05
1997	64.00	4.92			37.00	10.45
1996	61.00	5.17			33.50	9.84

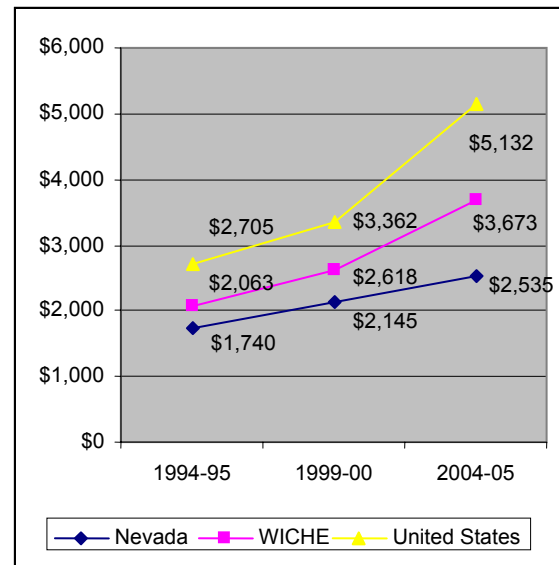
Source: Nevada Legislative Appropriations Report, Fiscal Years 1995-6 and 1996-97 through Fiscal Years 2005-06 and 2006-07, Fiscal Analysis Division, Legislative Counsel Bureau.

UNDERGRADUATE RESIDENT FEES, 1994-1995 THROUGH 2004-2005

Two-Year Institutions



Four-Year Institutions

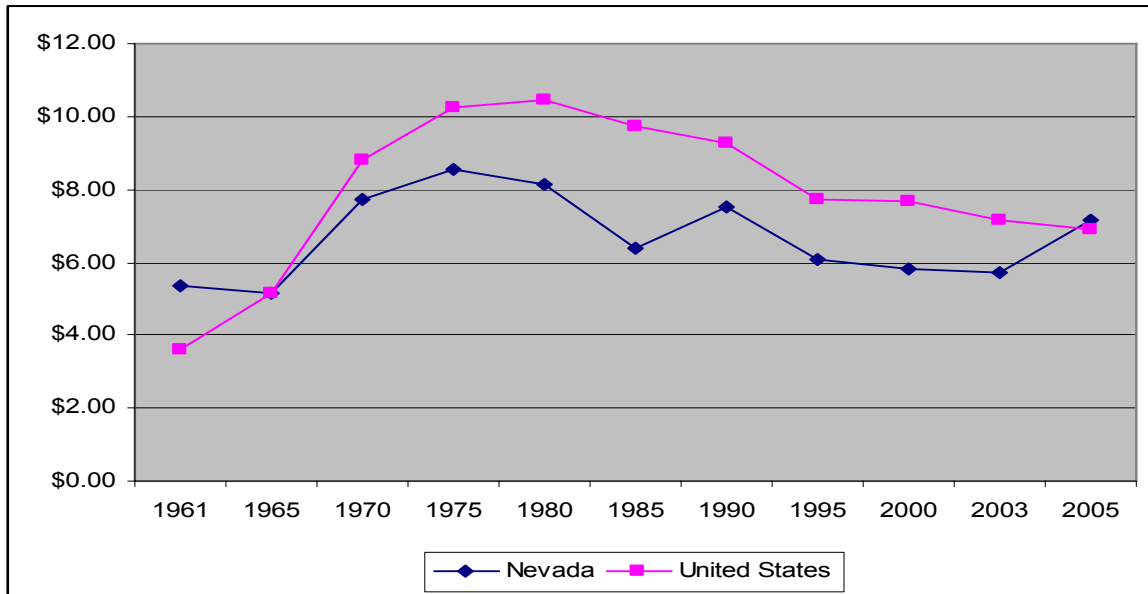


Source: Regional Fact Book for Higher Education, WICHE <http://www.wiche.edu/policy/Factbook>.

HIGHER EDUCATION

BUDGET

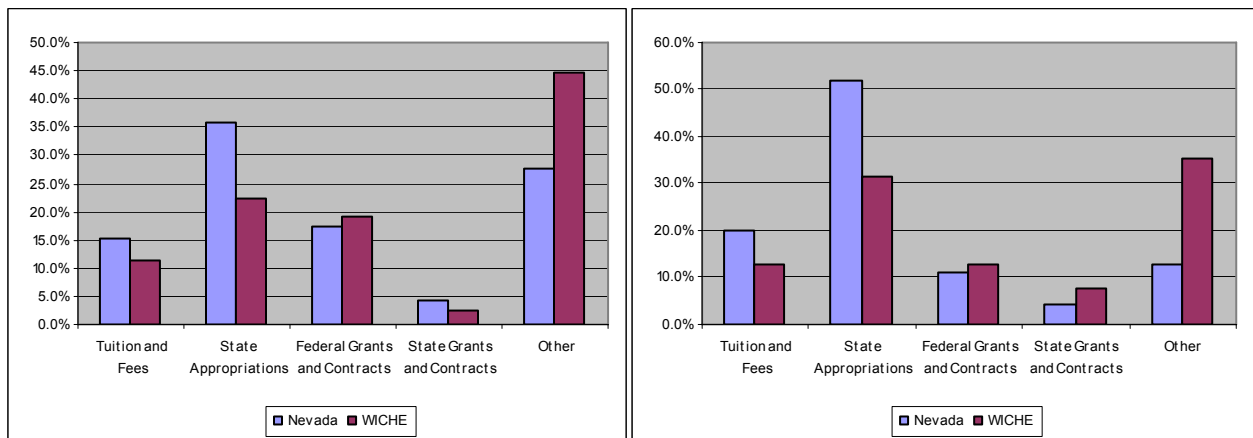
STATE TAX FUND APPROPRIATIONS FOR HIGHER EDUCATION PER \$1000 OF PERSONAL INCOME, FY 1961 TO FY 2005 NEVADA AND U.S. AVERAGE



Source: "State Tax Fund Appropriations for Higher Education per \$1000 of State Personal Income," Postsecondary Education OPPORTUNITY, January 2005.

Note: Data include appropriations, not expenditures. Appropriations are for operating expenses of state community colleges and universities, state governing or coordinating boards, state scholarships or other financial aid, and faculty benefits that might be budgeted through another state agency. Excluded are appropriations for capital outlay and debt service, and money derived from federal sources, student fees, auxiliary enterprises, and other non-tax sources.

PERCENT DISTRIBUTION OF CURRENT FUND REVENUES BY SOURCE AND INSTITUTIONAL TYPE, FY 2000



Source: *Regional Fact Book for Higher Education in the West*, WICHE, <http://www.wiche.edu/policy/Factbook/>.

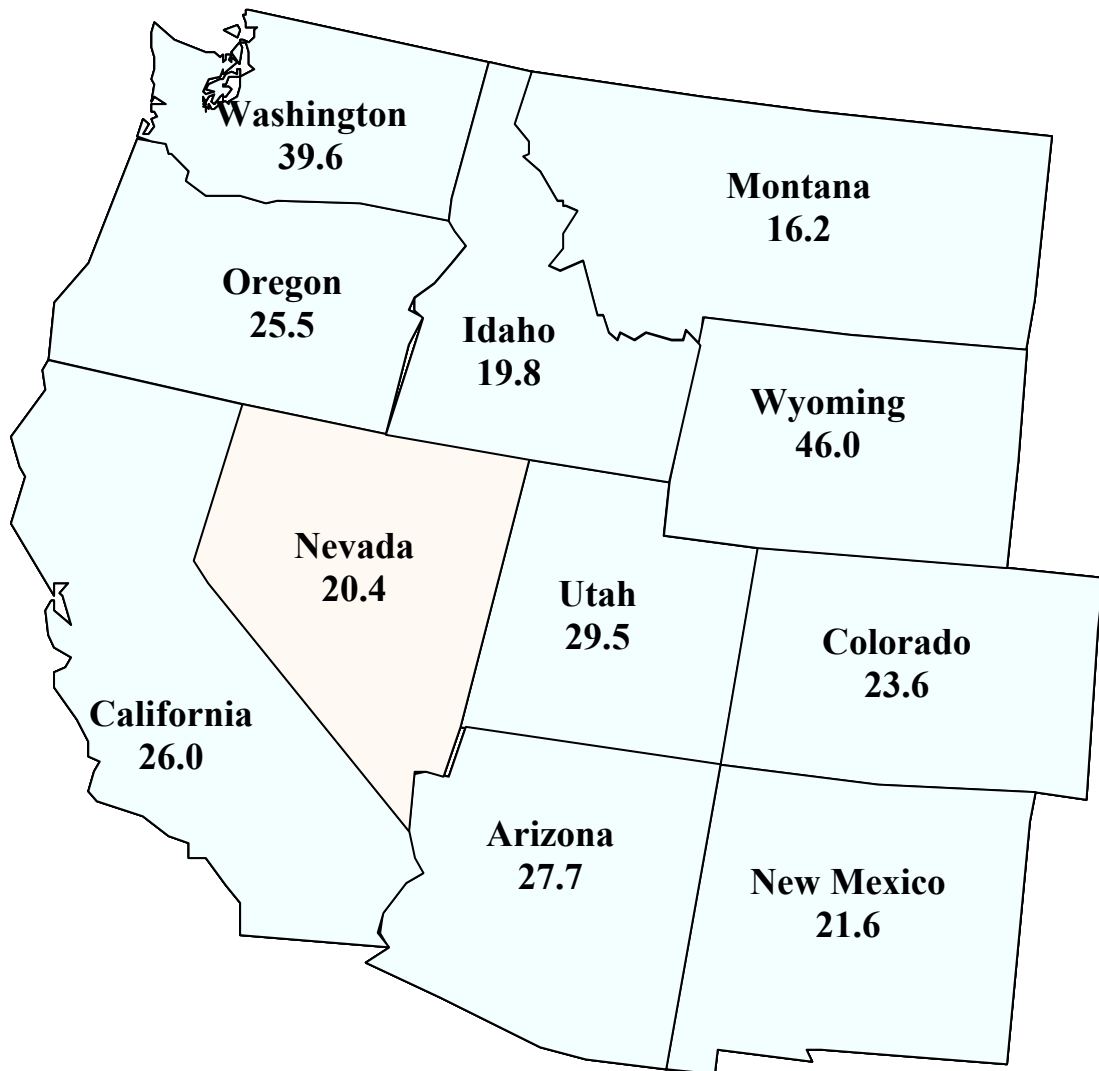
Note: "Other" includes federal appropriations, gifts, endowment income, sales, services, auxiliary operations and local government support.

HIGHER EDUCATION

DEGREE TRENDS — ASSOCIATE DEGREES

ASSOCIATE DEGREES AWARDED PER 100 HIGH SCHOOL GRADUATES SIX YEARS EARLIER, 2003-2004 NEVADA AND WESTERN STATES

National: 23.4



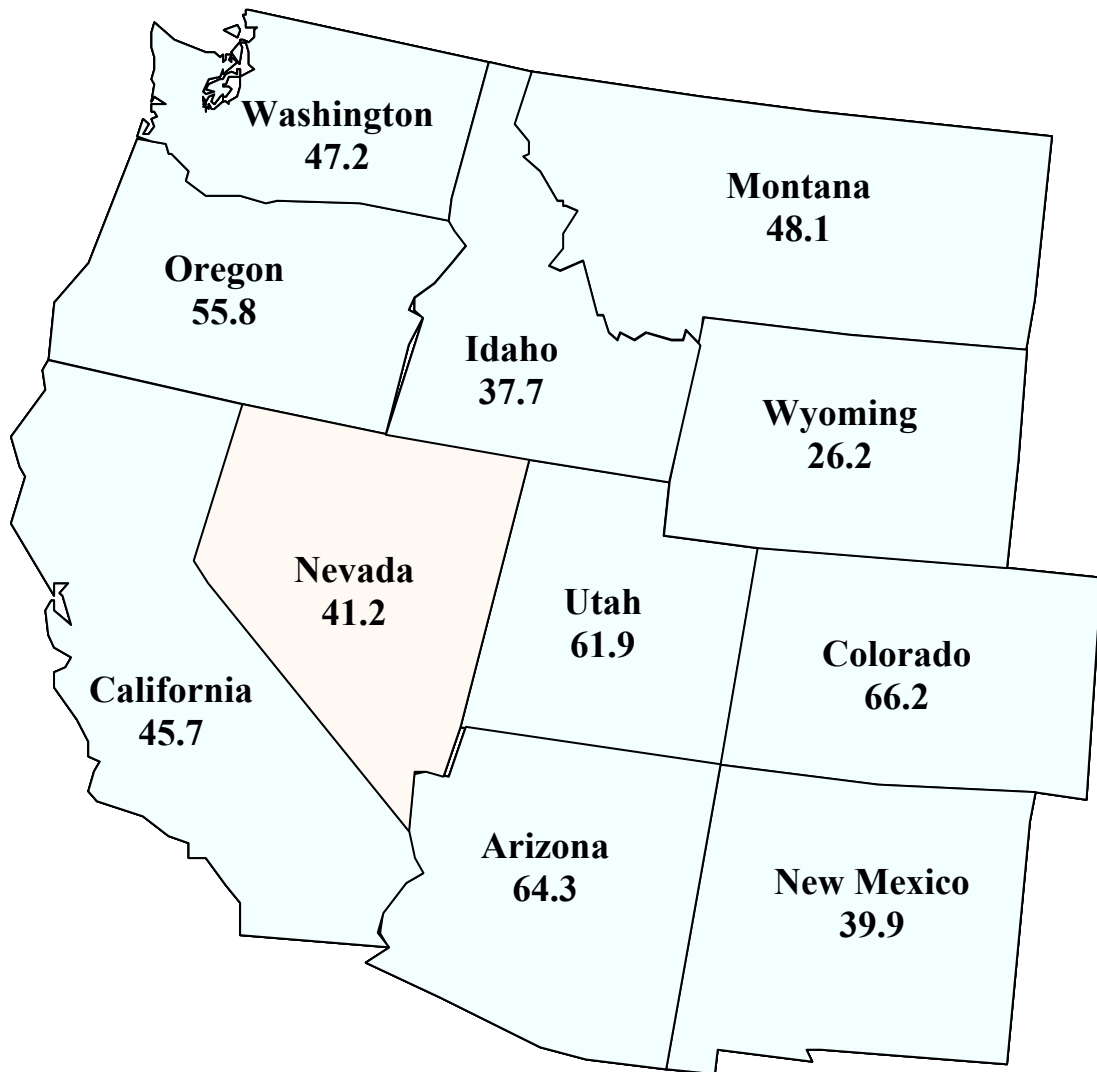
Source: "Associate Degrees Awarded Per 100 HS Graduates 3 Years Earlier," The National Information Center for State Higher Education Policymaking and Analysis 2007.

HIGHER EDUCATION

DEGREE TRENDS — BACCALAUREATE DEGREES

BACHELOR'S DEGREES AWARDED PER 100 HIGH SCHOOL GRADUATES SIX YEARS EARLIER, 2003-2004 NEVADA AND WESTERN STATES

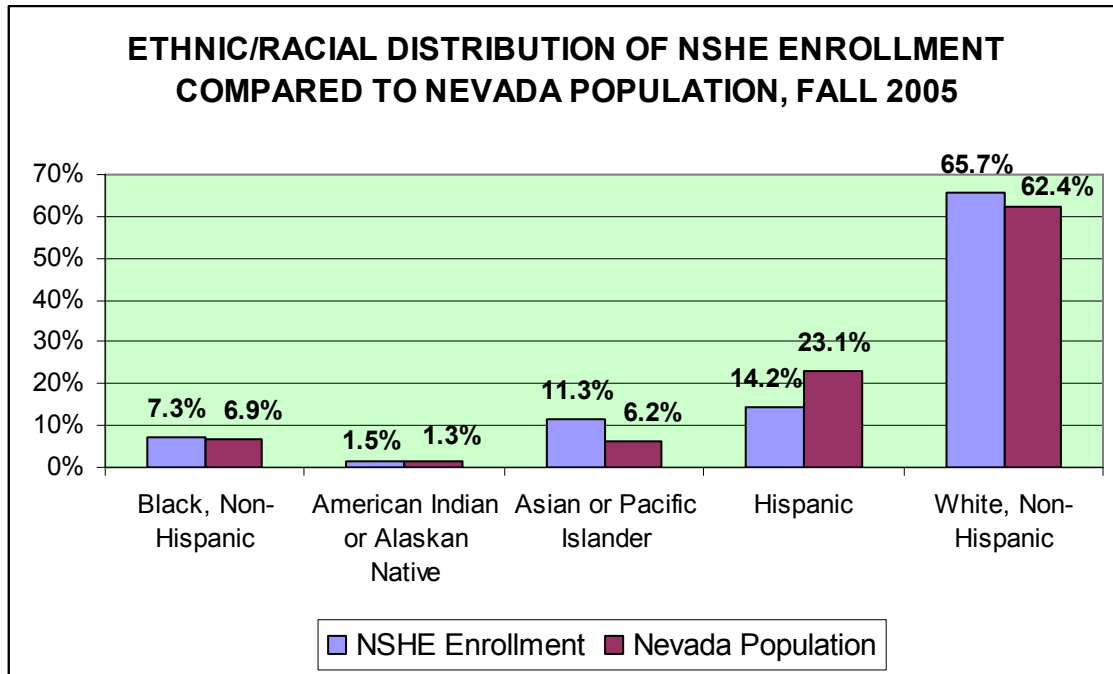
National: 51.8



Source: "Bachelor's Degrees Awarded Per 100 HS Graduates 6 Years Earlier," The National Information Center for State Higher Education Policymaking and Analysis 2007.

HIGHER EDUCATION

FACULTY AND STUDENT RACE/ETHNICITY



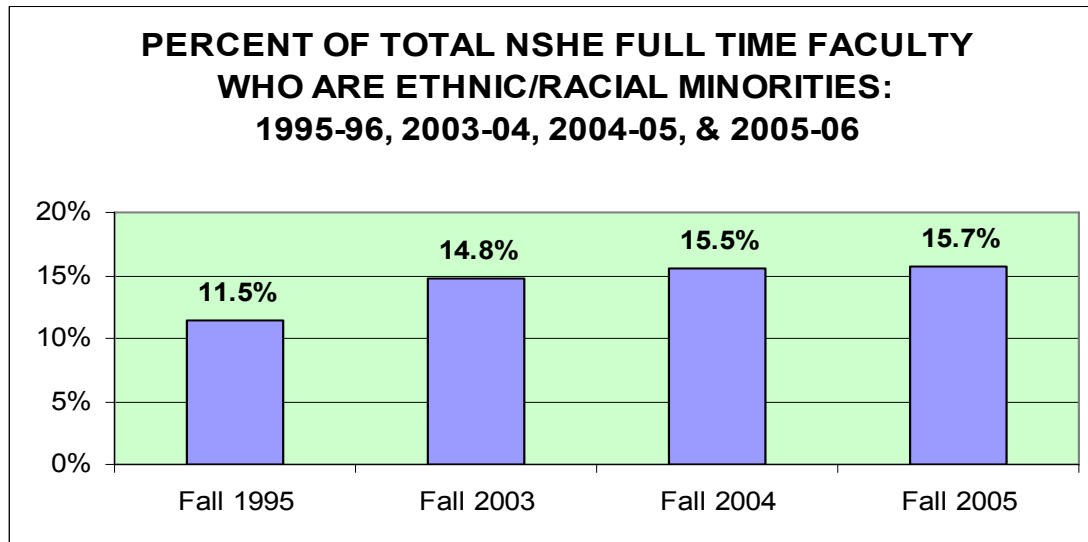
NSHE ETHNIC/RACIAL ENROLLMENT GROWTH, 1996-1997, 2004-2005, 2005-2006					
	White, Non- Hispanic	Black, Non- Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaska Native
Fall 2004	57,845	6,222	11,638	9,249	1,247
Fall 2005	57,391	6,398	12,366	9,858	1,310
1-year Absolute Change	-454	176	728	609	63
1-year Percent Change	-0.8%	2.8%	6.3%	6.6%	5.1%
Fall 1996	50,528	3,968	5,788	4,293	1,098
Fall 2005	57,391	6,398	12,366	9,858	1,310
9-year Absolute Change	6,863	2,430	6,578	5,565	212
9-year Percent Change	13.6%	61.2%	113.6%	129.6%	19.3%

Source: IPEDS Fall Enrollment Survey, State of Nevada 2005 Projection in 2005-2006 Diversity Report, Nevada System of Higher Education (<http://system.nevada.edu/>).

Note: Calculation of percents excludes non-resident aliens and those who report race/ethnicity as "unknown."

HIGHER EDUCATION

NSHE FACULTY RACE/ETHNICITY



FULL TIME NSHE FACULTY BY INSTITUTION THAT ARE ETHNIC/RACIAL MINORITIES								
	Fall 1995		Fall 2003		Fall 2004		Fall 2005	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNLV	79	13.10%	141	18.80%	145	18.70%	153	19.20%
UNR	69	11.30%	82	11.50%	119	13.80%	120	13.90%
NSC	n/a	n/a	2	18.20%	5	20%	13	34.20%
CCSN	31	13.70%	77	19.10%	82	18.30%	82	18.40%
GBC	1	3.00%	6	10.90%	6	10.30%	5	8.80%
TMCC	10	9.00%	11	7.70%	16	10.00%	13	7.60%
WNCC	1	1.30%	3	4.20%	3	3.90%	2	2.60%
DRI	n/a	n/a	10	10.30%	13	12.30%	15	12.80%
Total NSHE	191	11.50%	332	14.80%	389	15.50%	403	15.70%

Source: IPEDS Fall Staff Survey in 2005-2006 Diversity Report, Nevada System of Higher Education (<http://system.nevada.edu/>).

XI. MISCELLANEOUS PROGRAMS

BACKGROUND

Adult and Alternative Education — covers 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.

Charter Schools — were initially authorized by Senate Bill 220 in the 1997 Session. The first charter school opened in Nevada in 1998. By the next year there were five operational charter schools and, for School Year (SY) 2006-2007, 19 charter schools were open in Nevada serving over 6,062 students. Statewide fiscal data were collected for charter schools and through In\$ite. In SY 2004-2005, total state expenditures for charter schools were approximately \$26 million.

Early Childhood Education — in Nevada is primarily provided through state funds for the Nevada Early Childhood education program. These projects promote early care and education programs for pre-schoolers. Senate Bill 525 of the 2005 Legislative Session (Chapter 450, *Statutes of Nevada*) appropriated a little over \$3 million in each year of the 2005-2007 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs.



ADULT & ALTERNATIVE EDUCATION

Current Data	Adult Basic Education		Adult High School Diploma	GED Testing		Alternative
FY06 Funding	Federal	State	State	Federal	State	State
Amount	\$4,191,751	\$555,676	\$18,435,632	No State or Federal Funds Available	Statewide average per regular enrolled pupil.	
Source	USDOE/State Match Average per Student: \$396.70*		Distributive School Account Average per Student: \$760.25	Applicant pays \$50 fee to local test center.	Distributive School Account	
Method	RFP (April)		Formula/RFP		District Determination	
Period	Fiscal Year		Fiscal Year	Calendar Year	Fiscal Year	
FY06 Count	9,497		24,007	3,881 GEDs issued in 2005	18,525	
Legislation						
Federal	WIA Title II		N/A	N/A	N/A	
State	Adult Literacy		NRS 385.080 NAC 389.017; 389.688	NAC 385	NRS 388.532, 537, 550-70 NAC 387, 388.500-520	
Requirements						
Age	17 or older		17 or older	NV Resident 16 or older	N/A	
Education	No high school diploma or GED		No High School Diploma	No High School Diploma Withdrawn	No High School Diploma Enrolled	
Income	N/A		N/A	N/A	N/A	
Target Population						
	Low income, disabled, single parent, displaced homemaker, multiple barriers, homeless, institutionalized, minority, limited literacy, without high school diploma.		Without High School Diploma	Without High School Diploma	At risk of dropping out; (pregnant, parent, chronic illness, self-supporting, credit deficient, chronic absence special needs).	
Program Elements						
	(1) Provide basic skills including literacy and numeracy as well as preparation for transition to secondary education or job preparation classes; and (2) Provide instructional preparation for the GED test. Workplace literacy and family literacy are also components in all programs. Referrals are made to partner programs for assistance with childcare, transportation, and other potential barriers to class attendance.		Core curriculum and electives. Many programs provide basic education, ESL, GED prep and testing, and dual credit courses. Most programs are self- paced and competency based with open enrollment/ exit. Some programs provide flexibility for students who have difficulty attending class due to work, childcare, or transportation issues. Must pass proficiency exam for diploma.	GED test centers test anyone meeting above requirements.	Minimally include core curriculum for standard, adult or advanced HSD. May include flexible hours, childcare, transportation, correspondence or dual credit courses, or independent study. Must pass proficiency exam for diploma.	

Source: Nevada Department of Education, Office of Career, Technical and Adult Education, December 2006.

MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM ENROLLMENT, DIPLOMAS, AND GED CERTIFICATES 2005-2006					
Program Name	Number Enrolled	Obtained A High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	362	23	6.35%	55	15.19%
Churchill County School District	137	17	12.41%	0	0.00%
Clark County School District	13,956	1,149	8.23%	1,030	7.38%
Douglas County School District	43	17	39.53%	24	55.81%
Elko County School District	173	21	12.14%	28	16.18%
Humboldt County School District	369	8	2.17%	47	12.74%
Lander County School District	76	1	1.32%	16	21.05%
Lincoln County School District	88	30	34.09%	58	65.91%
Lyon County School – Dayton	397	46	11.59%	113	28.46%
Mineral County School District	51	2	3.92%	24	47.06%
Nye County School District	545	25	4.59%	66	12.11%
Pershing County School District	90	7	7.78%	11	12.22%
Washoe High School	2,753	172	6.25%	216	7.85%
White Pine County School District	80	1	1.25%	14	17.50%
TOTAL	19,120	1,519	7.94%	1,702	8.90%

Source: Nevada Department of Education, December 4, 2006.



MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM – CORRECTIONS ENROLLMENTS, DIPLOMAS, AND GED CERTIFICATES 2005-2006					
Program Name	Number Enrolled	Obtained a High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	1,386	58	4.18%	138	9.96%
CCSD –Institutional Programs	2,220	104	4.68%	228	10.27%
Pershing County School District	499	22	4.41%	4	0.80%
White Pine County School District	782	24	3.07%	42	5.37%
TOTAL	4,887	208	4.26%	412	8.43%

CCSD = Clark County School District

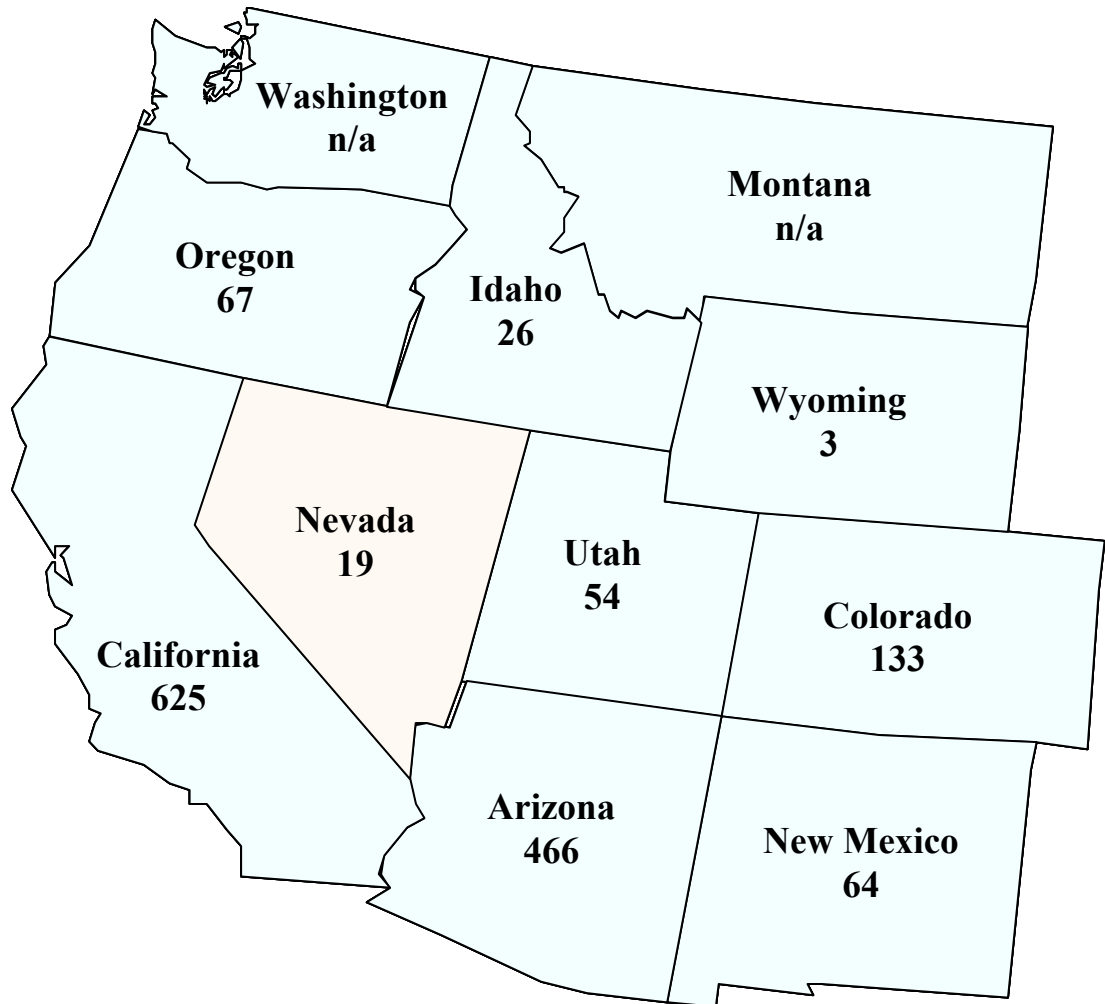
Source: Nevada Department of Education, Career, Technical, and Adult Education, December 4, 2006.



MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

NUMBER OF CHARTER SCHOOLS ESTIMATED FOR SY 2006-2007 IN THE WESTERN UNITED STATES



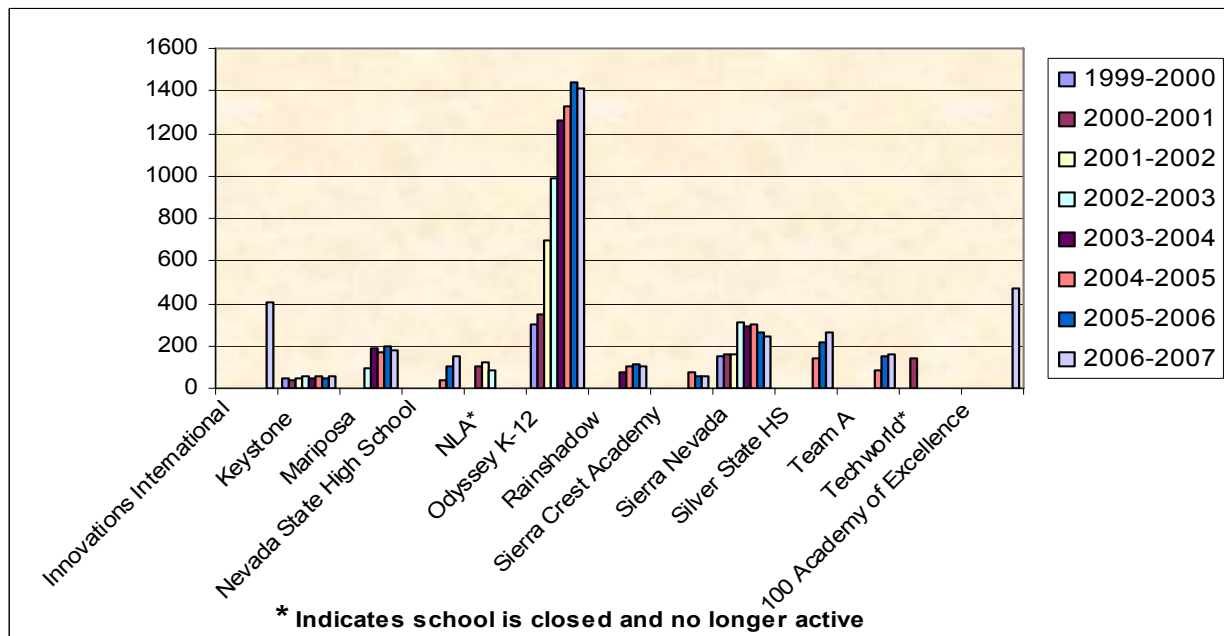
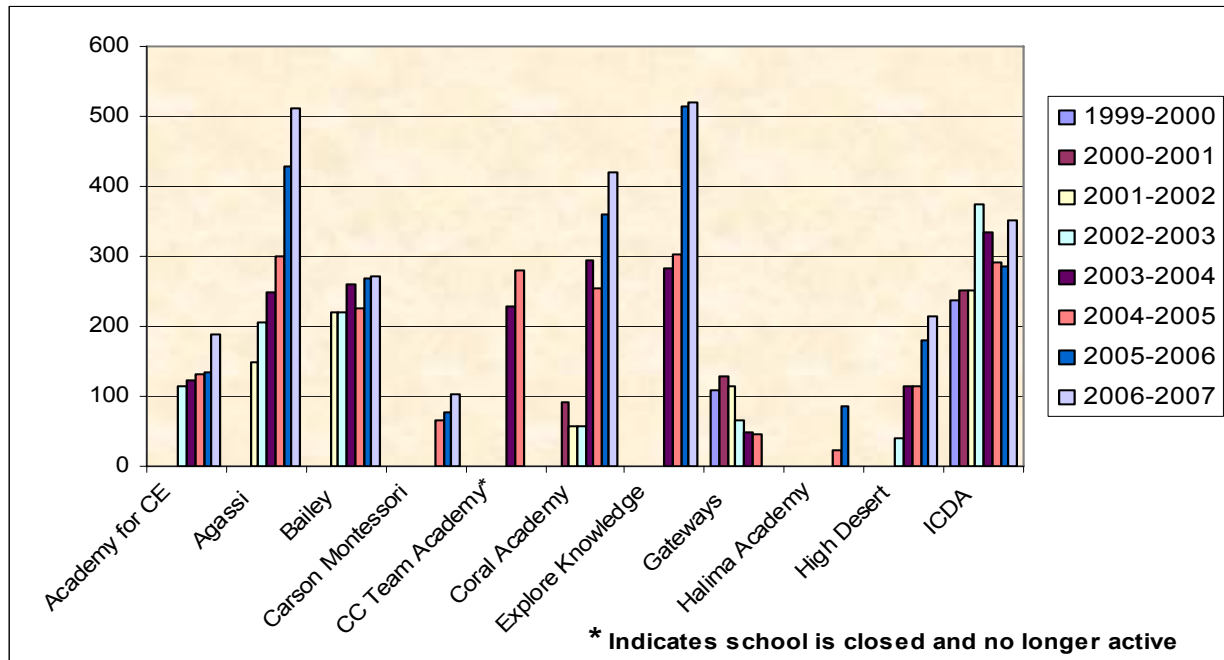
Source: Center for Education Reform (Nevada count was obtained from the Nevada Department of Education.)

Note: Washington and Montana do not have charter school legislation.

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

Charter School Enrollment

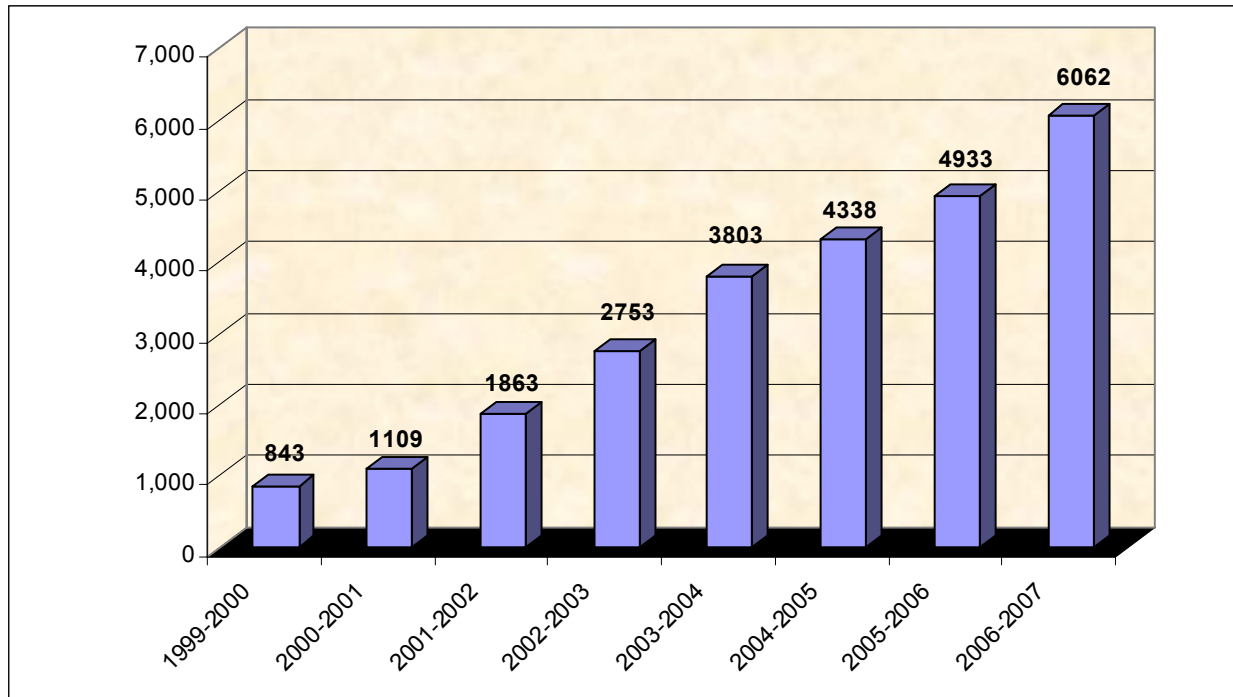


Source: Nevada Department of Education

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

**TOTAL CHARTER SCHOOL ENROLLMENT
STATEWIDE
1999-2007**

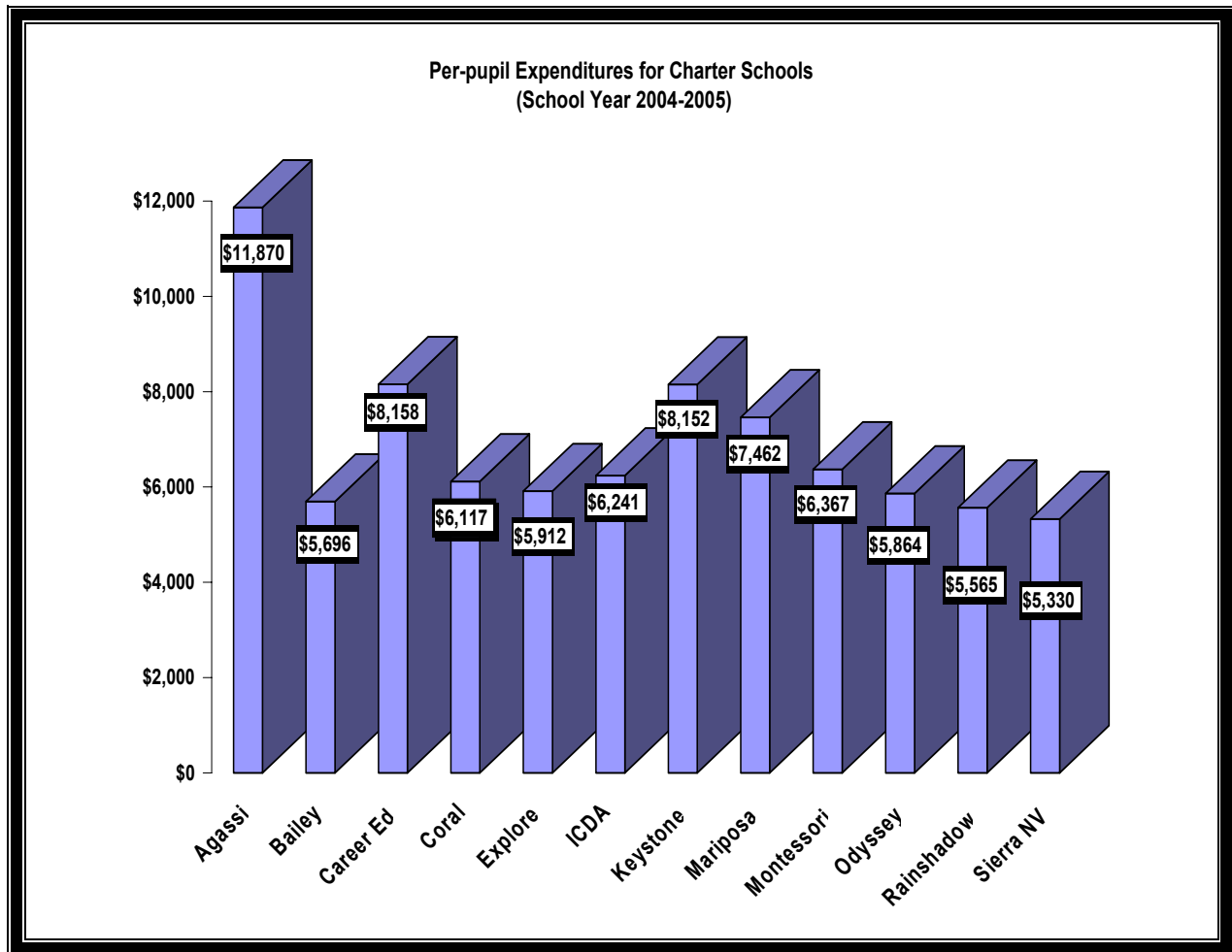


Source: Nevada Department of Education



MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS



Source: InSite Financial Report, 4-Function Data

Note: The statewide average per-pupil expenditure for school year 2004-2005 was \$6,824.



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Since 2001, the Nevada Legislature has appropriated funds for early childhood education programs through school funding legislation. The 2005 Legislature, through the passage of Senate Bill 525, appropriated \$3,032,172 in FY 2005-06 and \$3,152,479 in FY 2006-07 to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs. The funding could be used either to initiate or expand pre-kindergarten education programs. The following table shows the ten sponsors that received funds during FY 2005-06, as well as information concerning the number 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	\$230,000
Churchill County School District	1	1		\$115,000
Clark County School District	11	6	5	\$1,300,000
Classroom on Wheels (COW)	13	7	6	\$315,000
Douglas County School District	1	1		\$80,000
Great Basin College	1		1	\$115,000
Humboldt County School District	1	1		\$178,500
Pershing County School District	1	1		\$115,000
Washoe County School District	9	7	2	\$470,000
White Pine County School District	1	1		\$113,672
Total	41	26	15	\$3,032,172

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates 2006.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Participation – FY 2005-06

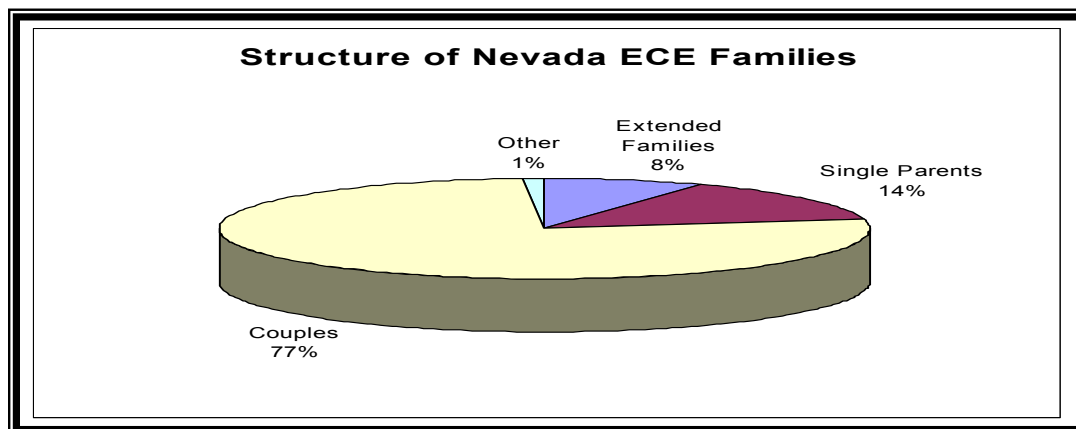
The characteristics of Nevada Early Childhood Education (ECE) participants are based upon data from ten projects that provided services to 1,093 families, including 1,125 children and 1,128 adults who participated in services from July 1, 2005 through June 30, 2006. The following table shows the number of families, adults, and children served by Nevada ECE projects during FY 2005-06:

Project	Families	Children	Adults	Total Participants
Carson City	83	84	84	168
Churchill County	38	41	39	80
Clark County	295	311	299	610
Classroom on Wheels	214	219	222	441
Douglas County	22	22	36	58
Great Basin College	35	35	35	70
Humboldt County	43	43	43	86
Pershing County	37	38	38	76
Washoe County	303	309	309	618
White Pine County	23	23	23	46
Total	1,093	1,125	1,128	2,253

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates, 2005-06.

Characteristics of Families – FY 2005-06

The largest percentage of families participating in Nevada ECE described themselves as couples (835 families or 77 percent), followed by single parent families (154 families or 14 percent), extended family households (91 families or 8 percent), and other (13 families or 1 percent).

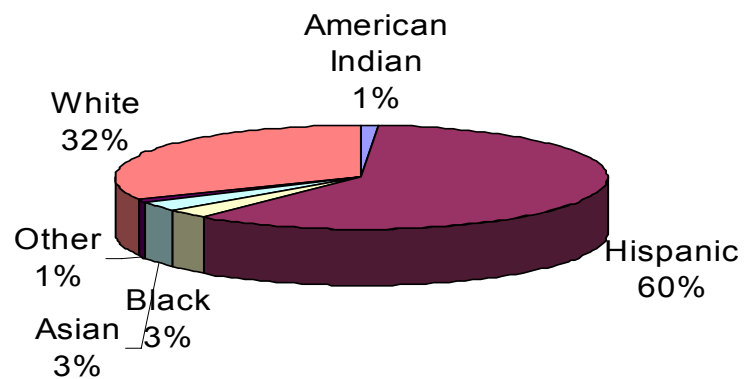


MISCELLANEOUS PROGRAMS

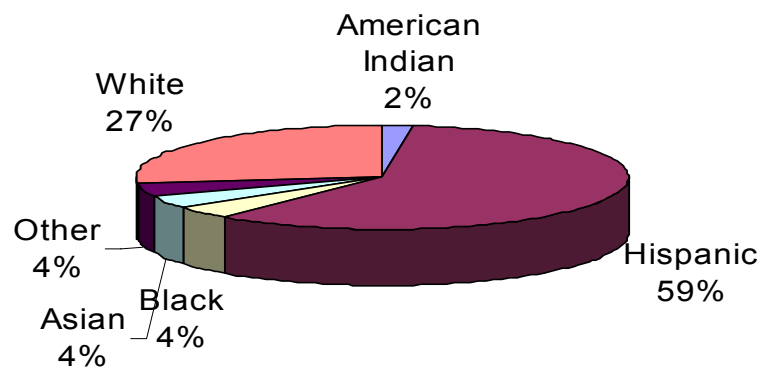
EARLY CHILDHOOD

Characteristics of Families (Continued)

Ethnicity of Nevada ECE Adults



Ethnicity of Nevada ECE Children



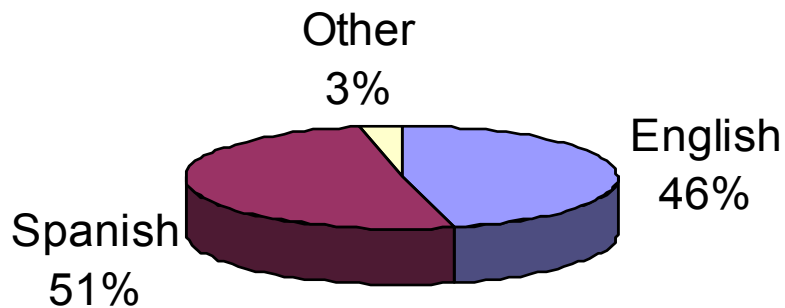
Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates, 2005-06.

MISCELLANEOUS PROGRAMS

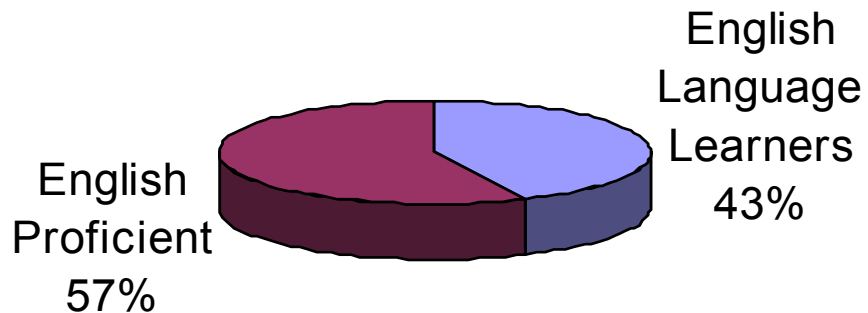
EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES (CONTINUED)

Language of Nevada ECE Adults



Language of Nevada ECE Children



Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates, 2005-06

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Participant Outcomes

In order to evaluate the effectiveness of the Nevada Early Childhood Education (ECE) Program, the Nevada ECE Evaluation Design Team selected four outcome indicators from the Federal Even Start program, which are consistent with Nevada ECE goals. The 2005-06 results show that Nevada ECE children and adults made positive gains and achieved the expected level of performance on all four outcome indicators.

Children Outcomes

Outcome Indicator 1. Seventy percent (70%) of ECE children with a minimum of four months of participation will show improvement in auditory comprehension and expressive communication as measured by a standard score increase on the Peabody Picture Vocabulary Test-III (PPVT) and the Expressive One-Work Picture Vocabulary Test-2000 Edition (EOWPVT) for children from three to five years old. For both tests, over 70 percent of children made a standard score gain.

<u>Outcome Indicator</u>	<u>Expected</u>	<u>Actual</u>
<u>Auditory Comprehension (PPVT)</u>	<u>70%</u>	<u>79.1%</u>
<u>Expressive Comprehension (EOWPVT)</u>	<u>70%</u>	<u>86.0%</u>

Parent Outcomes

Outcome Indicator 2. Ninety percent (90%) of all participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills.

Outcome Indicator 3. Sixty percent (60%) of first-year ECE parents will increase the amount of time they spend with their children daily within a reporting year.

Outcome Indicator 4. Fifty percent (50%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.

<u>Outcome Indicator</u>	<u>Expected</u>	<u>Actual</u>
<u>Individual Parenting Goals</u>	<u>90%</u>	<u>97.5%</u>
<u>Time with Children</u>	<u>60%</u>	<u>63.6%</u>
<u>Reading with Children</u>	<u>50%</u>	<u>72.4%</u>

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates, 2005-06.

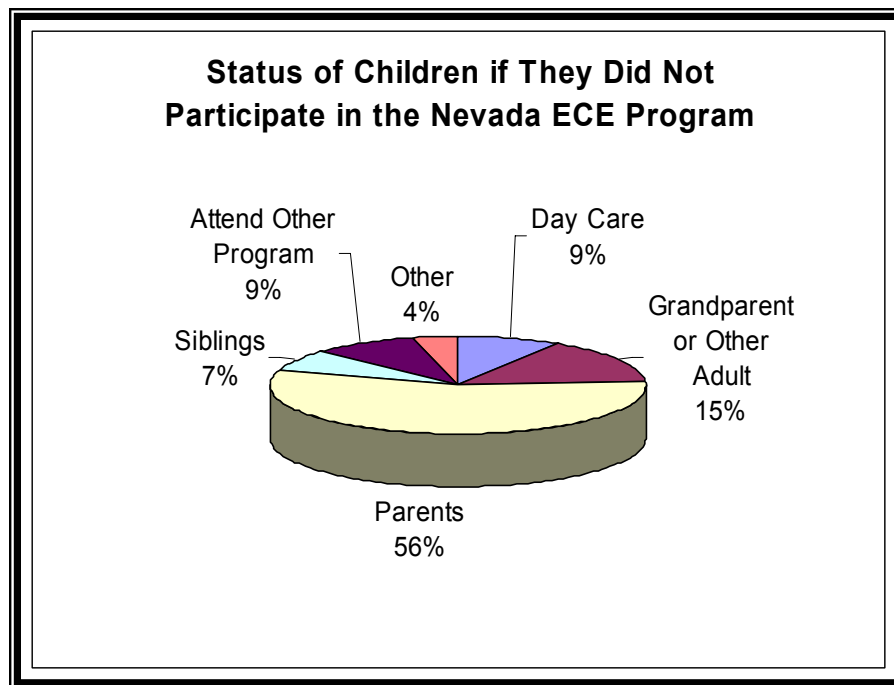
MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Status if Child Did Not Participate in Early Childhood Education Program (FY 2005-06)

An important question is what Nevada ECE children would do if they did not participate in the early childhood education program. Project staff asked participating adults at intake what the child would do if he/she did not participate in Nevada ECE; the following table provides the responses received:

What would the child do if he/she did not participate in the Early Childhood Education Program?	Number and Percent of Children
a) Attend day care	123 (9%)
b) Stay with grandparents or other adult family member	190 (15%)
c) Stay at home with parents	727 (56%)
d) Stay at home with siblings	89 (7%)
e) Attend other preschool or infant/toddler program	117 (9%)
f) Other	48 (4%)



Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates, 2006.