

2009

Nevada Education Data Book



Prepared by Research and Fiscal Analysis Divisions
Legislative Counsel Bureau
March 2009

2009 NEVADA EDUCATION DATA BOOK

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ntroduction

The material contained within the 2009 Nevada Education Data Book represents a compilation of sources that are of potential use to State and local policymakers. The concept for this document was the brainchild of the late Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau (LCB).

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 compensation, statewide student testing, and education programs designed to improve student academic achievement. 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, 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 United States and the other ten western states surrounding Nevada. The table located on the following page presents general education data profiles for Nevada and comparison states.

The data contained in this document were selected and compiled by the staff of the LCB's Research and Fiscal Analysis Divisions. 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.

The major sources of data utilized for this report include various documents prepared by Nevada's Department of Education, Nevada school districts, the United States Department of Education—National Center for Education Statistics, U.S. Census Bureau, and the Fiscal Analysis Division of the LCB. Other sources include numerous internal reports and surveys conducted by legislative staff in support of the work of the Legislative Committee on Education.

**Education Data Profiles for the State of Nevada
and Surrounding States**

School Year (SY) 2006-2007

STATES	NUMBER OF SCHOOLS					TOTAL STUDENTS	TOTAL TEACHERS	PUPIL-TEACHER RATIO
	Total Schools	School Type						
		Regular	Special Ed	Voc Ed	Alternative			
United States	98,793	88,959	1,956	1,240	6,638	49,298,945	3,180,396	15.5
Arizona	2,061	1,857	9	118	77	1,065,082	52,625	20.2
California	10,038	8,741	127	0	1,170	6,406,821	307,110	20.9
Colorado	1,736	1,639	8	5	84	794,026	46,973	16.9
Idaho	726	614	10	11	91	267,380	14,770	18.1
Montana	831	825	2	0	4	144,418	10,398	13.9
Nevada	590	548	0	1	41	424,240	22,908	18.5
New Mexico	838	808	4	0	26	328,220	22,016	14.9
Oregon	1,284	1,242	2	0	40	562,574	26,443	21.3
Utah	1,001	817	58	8	118	523,586	23,640	22.1
Washington	2,305	1,898	115	13	279	1,026,774	53,743	19.1
Wyoming	383	355	5	0	23	85,193	6,757	12.6

Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data, 2006-2007*.

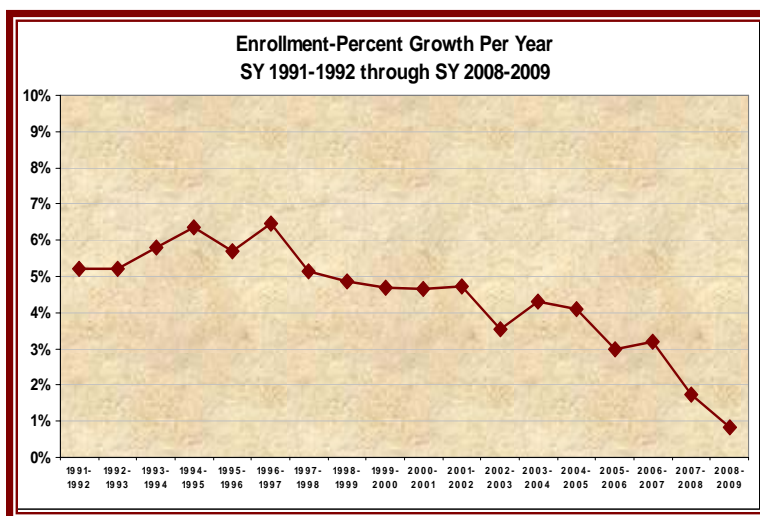


Demographic Data—Students, Educational Personnel, and State Administrative Personnel

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 associated increase in student enrollment upon public schools is an important part of that overall picture. According to the National Center for Education Statistics (NCES), from 1970 to 2006, Nevada's school age population grew by 255 percent, leading the western states and the nation. The NCES has issued projections that show Nevada second only to Arizona in the nation in enrollment growth, with a projected percent increase of approximately 43 percent from 2005 through 2017.

Although past enrollment growth has had a profound impact upon both district staffing and infrastructure in Nevada, especially in Clark County, review of more recent enrollment growth percentages shows enrollment growth leveling off. Throughout the 1990s until School Year (SY) 2001-2002, enrollment growth in Nevada averaged 5 percent per year. Beginning with SY 2002-2003, enrollment growth began to level off with 4 percent growth in SY 2003 through SY 2005, 3 percent growth during SY 2006 and SY 2007, 2 percent growth during SY 2007-2008, and 1 percent growth for SY 2008-2009.

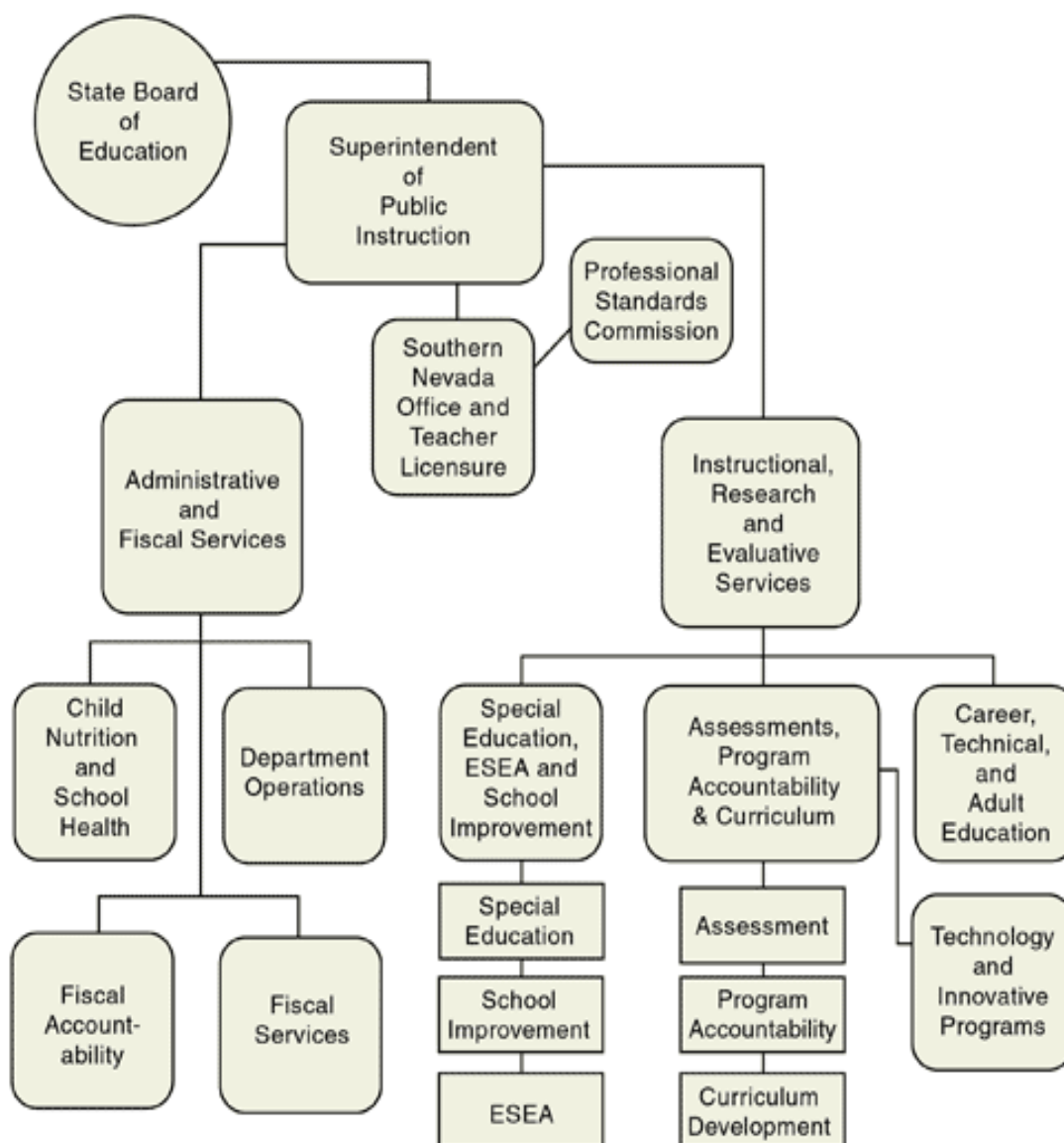


Part of Nevada's large enrollment growth involves an increase in ethnic minority student populations. According to the United States Department of Education—National Clearinghouse for English Language Acquisition, from 1996 to 2006, the number of enrolled students classified as English Language Learners in Nevada increased 199 percent. Approximately 95 percent of Nevada's limited English proficient students speak Spanish as their first language.

There are several areas of concern with regard to Nevada's student population. The State's annual dropout rate over the past five years has averaged 5.4 percent, which is one of the highest dropout rates in the country. It also has a 55.8 percent average freshman graduation rate, the lowest among the western states and the nation.

State Administrative Personnel—Nevada’s Department of Education

Nevada’s Department of Education Organizational Structure



Source: Nevada’s Department of Education.

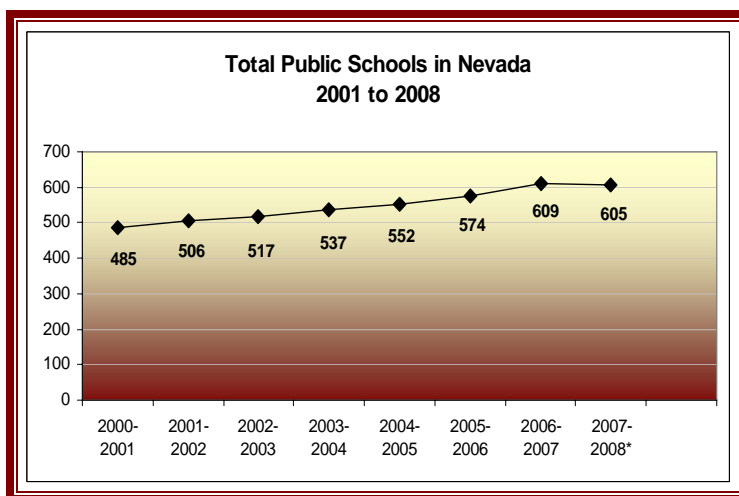
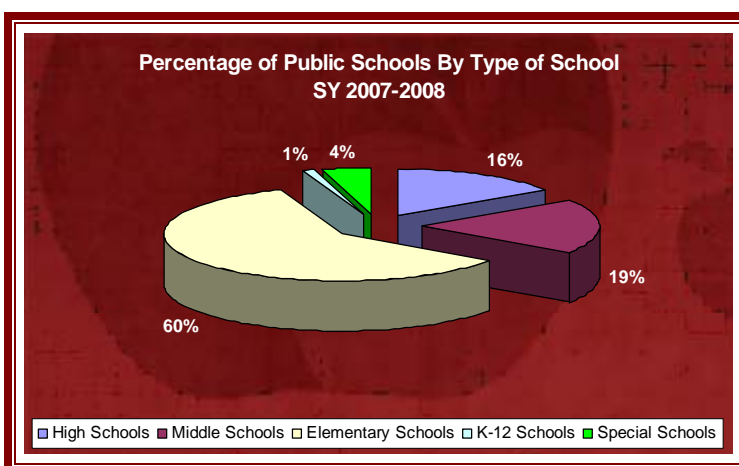
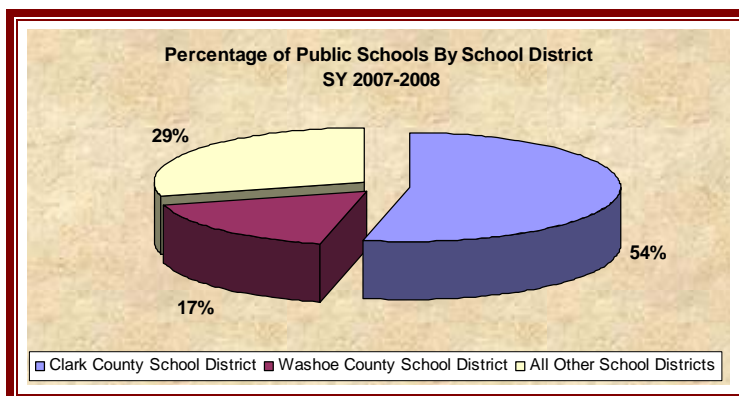
Nevada's Public Education System—Nevada School Districts

Nevada's School Districts and Superintendents SY 2008-2009

Carson City School District Richard Stokes, Superintendent Telephone: (775) 283-2100 E-mail: rstokes@carson.k12.nv.us	Lincoln County School District Nykki Holton, Superintendent Telephone: (775) 728-4471 E-mail: nholton@nsn.k12.nv.us
Churchill County School District Dr. Carolyn Ross, Superintendent Telephone: (775) 423-5184 E-mail: rossc@churchill.k12.nv.us	Lyon County School District Caroline McIntosh, Superintendent Telephone: (775) 463-6800 E-mail: cmcintosh@lyon.k12.nv.us
Clark County School District Dr. Walt Rulffes, Superintendent Telephone: (702) 799-5310 E-mail: waltr@ccsd.net	Mineral County School District Dr. Paul "Hank" Kirk, Superintendent Telephone: (775) 945-2403, Ext. 15 E-mail: kirkh@gohawthorne.com
Douglas County School District Carol Lark, Superintendent Telephone: (775) 782-5134 E-mail: clark@dcsd.k12.nv.us	Nye County School District Dr. William (Rob) Roberts, Superintendent Telephone: (775) 482-6258 E-mail: robroberts@nye.k12.nv.us
Elko County School District Antoinette Cavanaugh, Superintendent Telephone: (775) 738-5196 E-mail: acavanau@elko.k12.nv.us	Pershing County School District Daniel Fox, Superintendent Telephone: (775) 273-7819 E-mail: dfox@pershing.k12.nv.us
Esmeralda County School District Robert Aumaugher, Superintendent Telephone: (775) 485-6382 E-mail: raumaugher@esmeralda.k12.nv.us	Storey County School District Dr. Robert Slaby, Superintendent Telephone: (775) 847-0983 E-mail: rslabby@storey.k12.nv.us
Eureka County School District Ben Zunino, Superintendent Telephone: (775) 237-5373 E-mail: bzunino@eureka.k12.nv.us	Washoe County School District Paul Dugan, Superintendent Telephone: (775) 348-0374 E-mail: pdugan@washoe.k12.nv.us
Humboldt County School District Mike Bumgartner, Superintendent Telephone: (775) 623-8103 E-mail: mbumgartner@humboldt.k12.nv.us	White Pine County School District Robert Dolezal, Superintendent Telephone: (775) 289-4851 E-mail: bobdolez@whitepine.k12.nv.us
Lander County School District Curtis Jordan, Superintendent Telephone: (775) 635-2886 E-mail: cjordan@lander.k12.nv.us	

Source: Nevada's Department of Education.

Nevada's Public Education System—Nevada Schools



*Public Special Schools decreased from 59 to 27 for SY 2007-2008.

Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Note: Special Schools are defined as Student Detention Facilities, Special Education Schools, and Alternative Education Schools.

Nevada's Public Education System—Common Abbreviations and Acronyms

Nevada's Public Education System Common Abbreviations and Acronyms

Note: Detailed definitions are provided below the list of acronyms for those items marked with an asterisk (*).

AFT	American Federation of Teachers
AYP*	Adequate Yearly Progress
CBE	Council for Basic Education
CCSSO	Council of Chief State School Officers
CRT*	Criterion-Referenced Test
CSR	Class-Size Reduction
DSA	Distributive School Account
ECE	Early Childhood Education
ECS	Education Commission of the States
ELA	English Language Arts
ELL	English Language Learners (used interchangeably with ESL and LEP)
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language (used interchangeably with ELL and LEP)
ETS	Educational Testing Service
FERPA	Family Educational Rights and Privacy Act
GTE	Gifted and Talented Education
HOUSSE	High Objective Uniform State Standard of Evaluation (applied to teachers)
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
ITBS	Iowa Test of Basic Skills
LAS	Language Assessment Scales
LBEAPE	Legislative Bureau of Educational Accountability and Program Evaluation
LEA	Local Education Agency
LEP	Limited English Proficiency (used interchangeably with ELL and ESL)
LSST	Local School Support Tax
N	Number
NAEP	National Assessment of Educational Progress
NASA	Nevada Association of School Administrators
NASB	Nevada Association of School Boards
NASS	Nevada Association of School Superintendents
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NCLB*	No Child Left Behind Act of 2001
NDE*	Nevada's Department of Education
NEA	National Education Association

Nevada's Public Education System—Common Abbreviations and Acronyms (continued)

NELIP	Nevada Early Literacy Intervention Program
NERA*	Nevada Education Reform Act
NRT*	Norm-Referenced Test
NSEA	Nevada State Education Association
NSHE	Nevada System of Higher Education
PTA	Parent Teacher Association
RPDP	Regional Professional Development Programs
SAIN	System of Accountability Information for Nevada (formerly SMART)
SBE	State Board of Education
SCAAN	Skills and Competencies Alternate Assessment of Nevada
SEA	State Education Agency
TAP	Technical Assistance Partnership
UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno
USED	U.S. Department of Education
WICHE	Western Interstate Commission for Higher Education

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act requires schools and districts to measure and report students' annual academic progress toward proficiency in English/language arts and mathematics by 2013-2014. The AYP is the minimum level of progress that schools, districts, and states must achieve each year. Progress is based on whether the school or district met its Annual Measurable Objectives and demonstrated 95 percent participation on standardized tests, achieved its target on the Academic Performance Index and, for high schools, met target graduation rates.

Criterion-Referenced Tests (CRTs)

In general, CRTs are tests of academic achievement linked to specific standards or criteria. Such tests measure whether the individual (or group) demonstrates a specific level of skill—either they meet the performance standard or they do not meet it. An example of this type of test would be Nevada's High School Proficiency Examination (HSPE). The criteria that are tested are done on a pass-fail basis determining whether or not the student passed the test by meeting a proficiency target cut score. The extent of any comparative data between schools and districts is a report of the percentage of students who passed the test.

Nevada Education Reform Act (NERA)

The 1997 Legislature passed a sweeping reform package called the Nevada Education Reform Act. The major components of the Act include: requirements for establishing academic standards and assessments; strengthening school accountability standards; funding for classroom technology; and legislative oversight of the process.

Nevada's Public Education System—Common Abbreviations and Acronyms (continued)

No Child Left Behind (NCLB)

The NCLB is the name for the 2001 reauthorization of the federal Elementary and Secondary Education Act. Signed into law on January 8, 2002, the NCLB requires each state to have a single, statewide system of accountability and challenging academic standards, taught by highly qualified teachers that will ensure that by 2014 all public school children will reach a minimum level of proficiency on state examinations.

Nevada's Department of Education (NDE)

The NDE is the administrative arm of the State Board of Education. While the Board maintains a policy role, the Department is responsible for carrying out the provisions of State statutes, implementing Board policies, administering the teacher licensure system, and administering federal and State educational programs. The Department's chief executive officer is the Superintendent of Public Instruction.

Norm-Referenced Tests (NRTs)

In general, NRTs are tests of academic achievement that measure the skill level of an individual (or the average scores of groups) along a continuum. The well-known bell curve is an example of how persons score along this scale, with a few showing minimal skills, a few demonstrating advanced understanding, and the great majority falling within a bulge on either side of the middle.

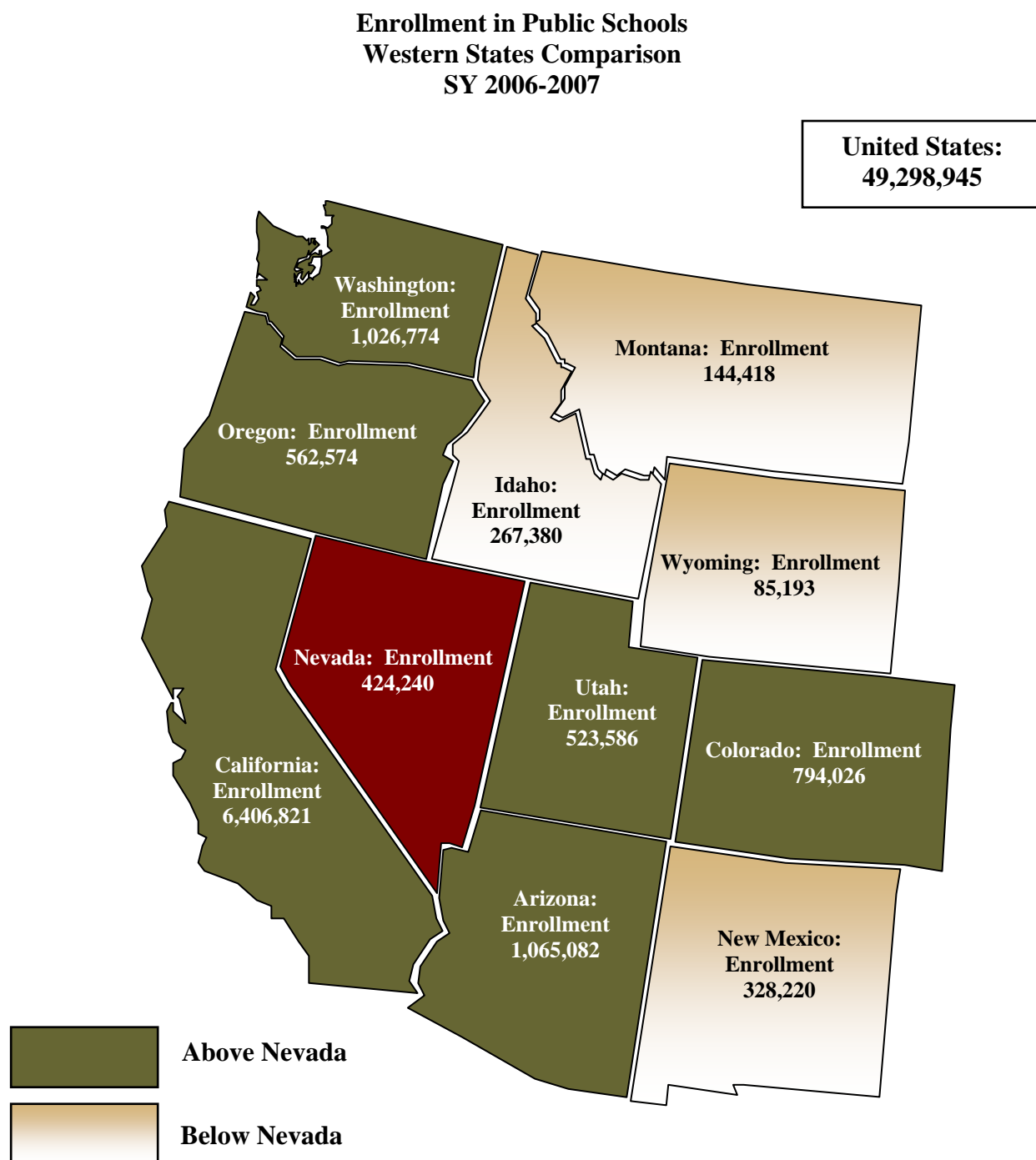
Source: Nevada's Department of Education.



“I speak Mexican, English, and Tennessee.”

Nevada Fifth Grade Student

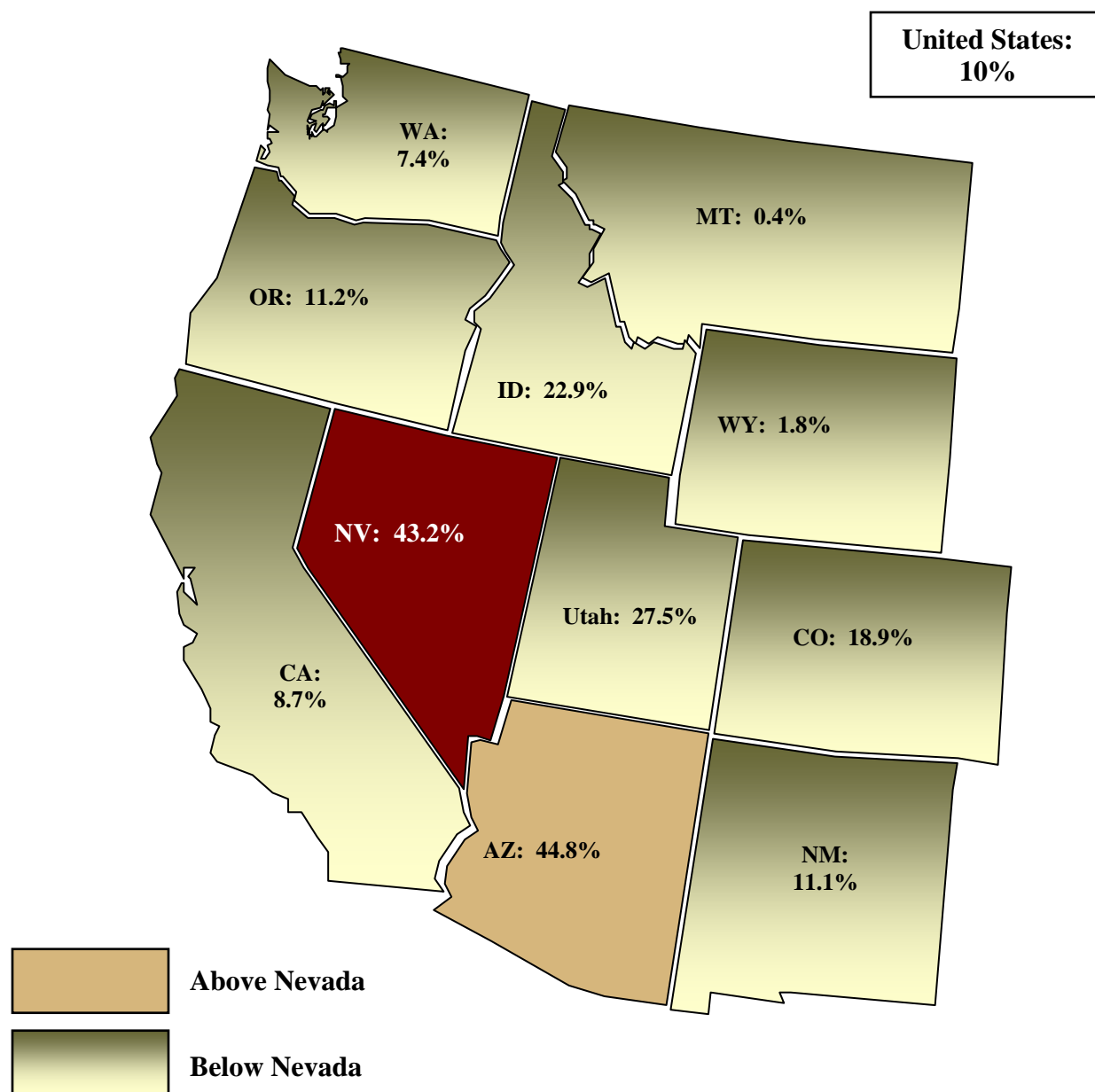
Students—Enrollment



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

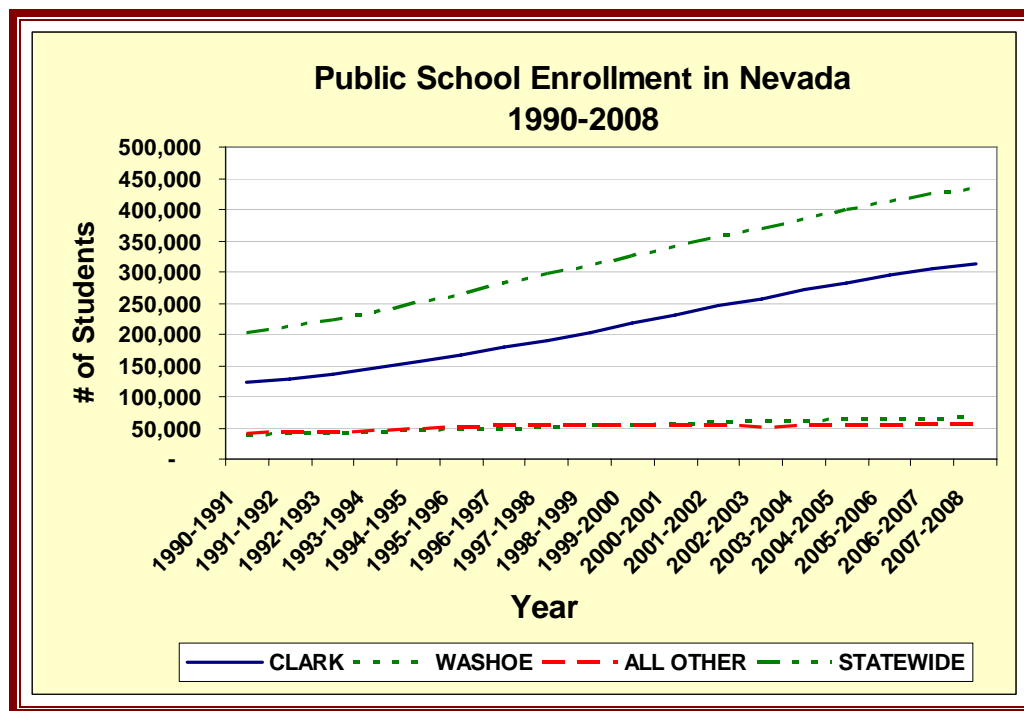
Students—Enrollment Projections

Projected Percentage Change in Public School Enrollment Western States Comparison 2005-2017



Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2017*, September 2008.

Students—Nevada Public School Enrollment

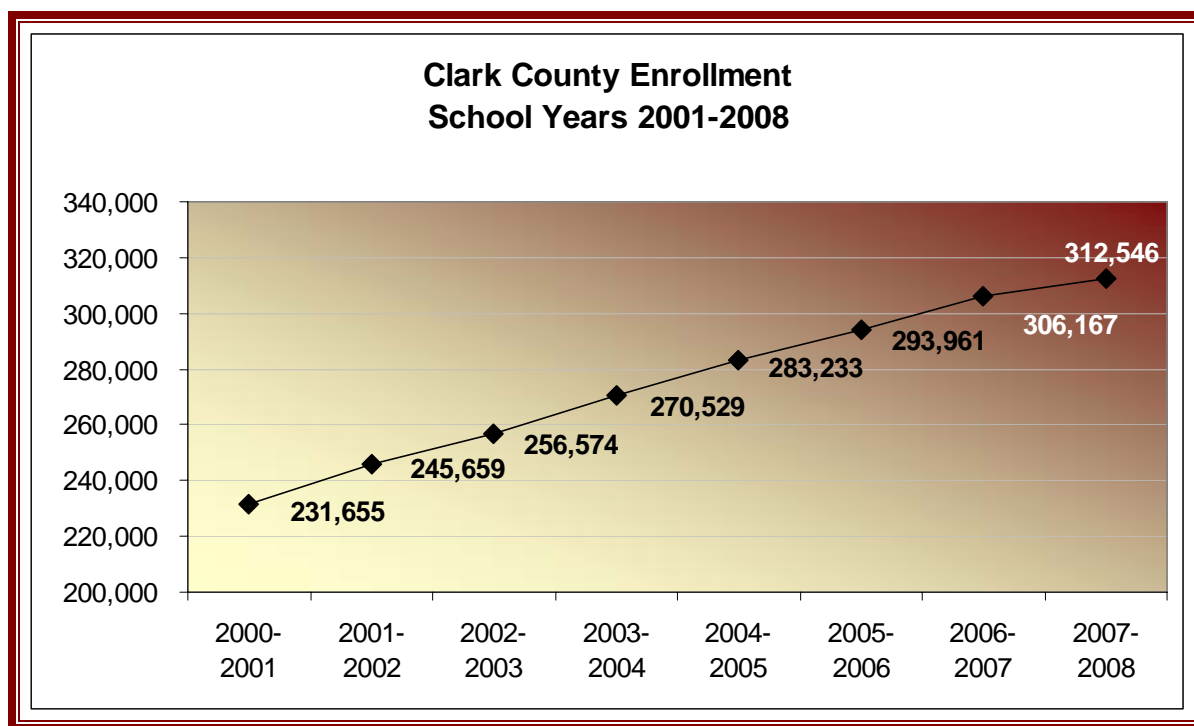


	CLARK	WASHOE	ALL OTHER	TOTAL
1990-1991	121,984	38,466	40,866	201,316
1991-1992	129,233	40,028	42,549	211,810
1992-1993	136,188	42,061	44,597	222,846
1993-1994	145,327	43,715	46,758	235,800
1994-1995	156,348	45,752	48,647	250,747
1995-1996	166,788	47,572	50,681	265,041
1996-1997	179,106	49,671	53,354	282,131
1997-1998	190,822	51,205	54,594	296,621
1998-1999	203,777	52,813	54,473	311,063
1999-2000	217,526	54,508	53,576	325,610
2000-2001	231,655	56,268	52,783	340,706
2001-2002	245,659	58,532	52,623	356,814
2002-2003	256,574	60,384	52,540	369,498
2003-2004	270,529	62,103	52,782	385,414
2004-2005	283,233	63,698	54,280	401,211
2005-2006	293,961	64,199	55,092	413,252
2006-2007	306,167	65,013	55,256	426,436
2007-2008	312,546	65,677	55,662	433,885

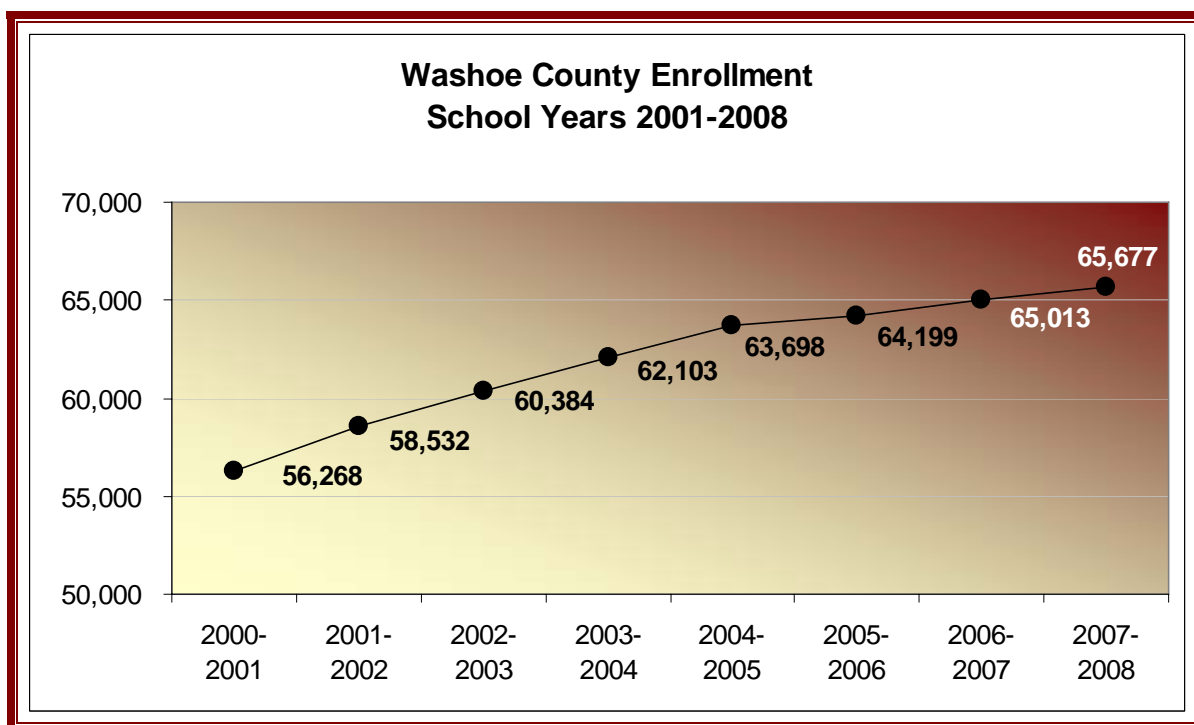
Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Note: The data reflected in the chart and table contains 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.

Students—Nevada School District Enrollment (*continued*)

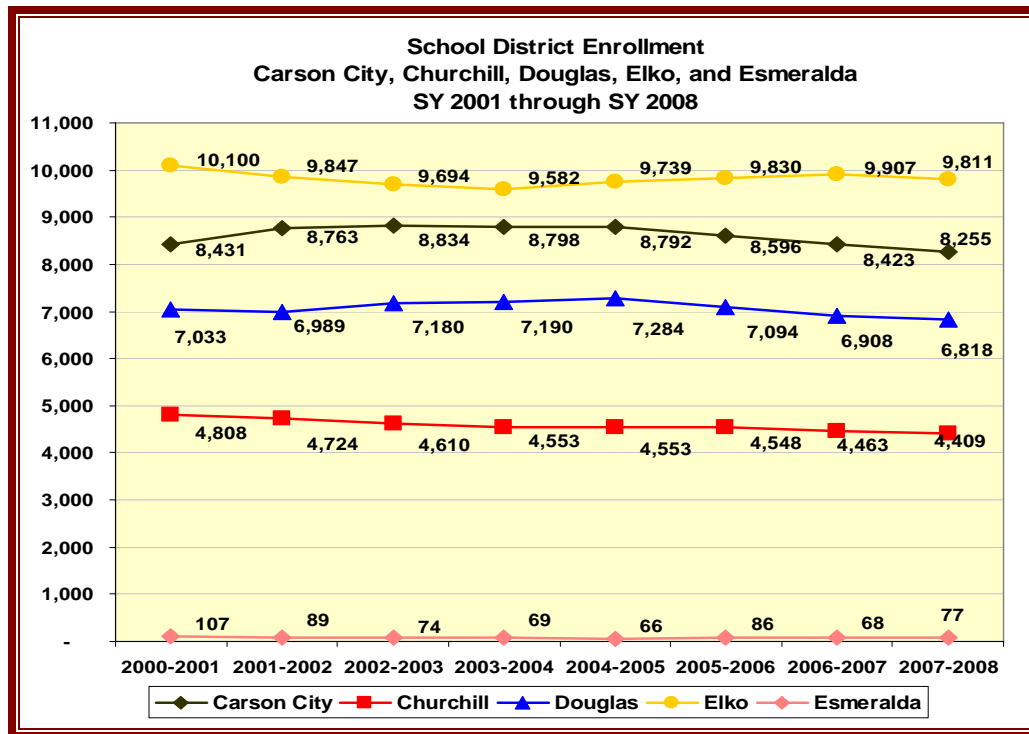


Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

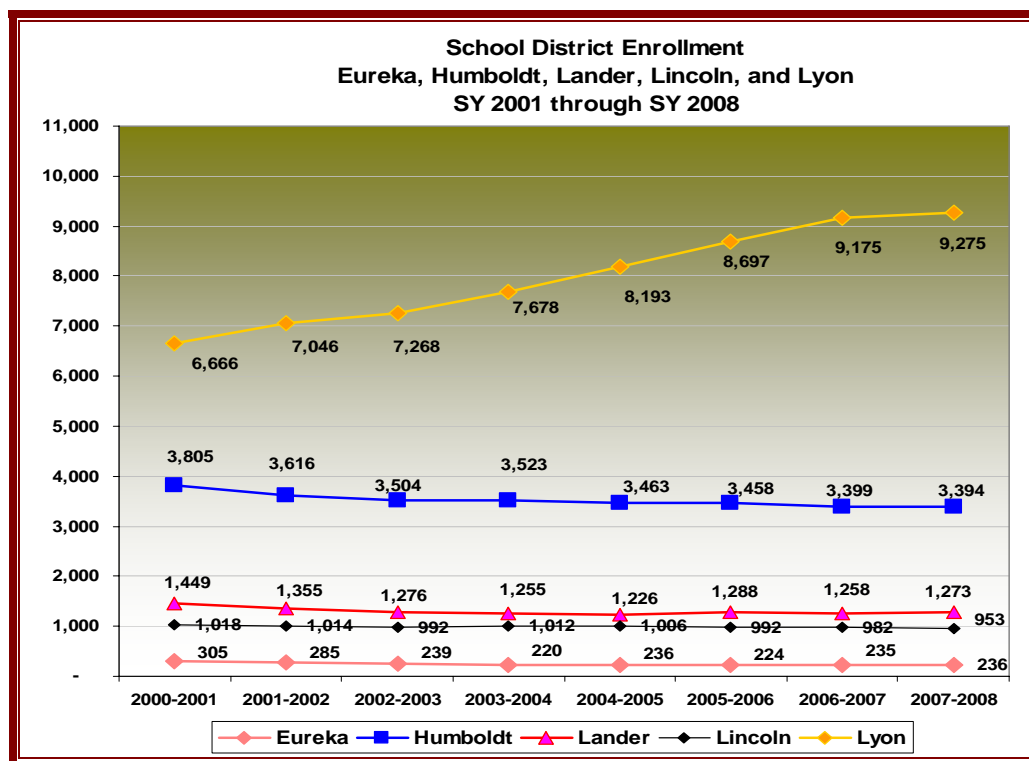


Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Students—Nevada School District Enrollment (*continued*)

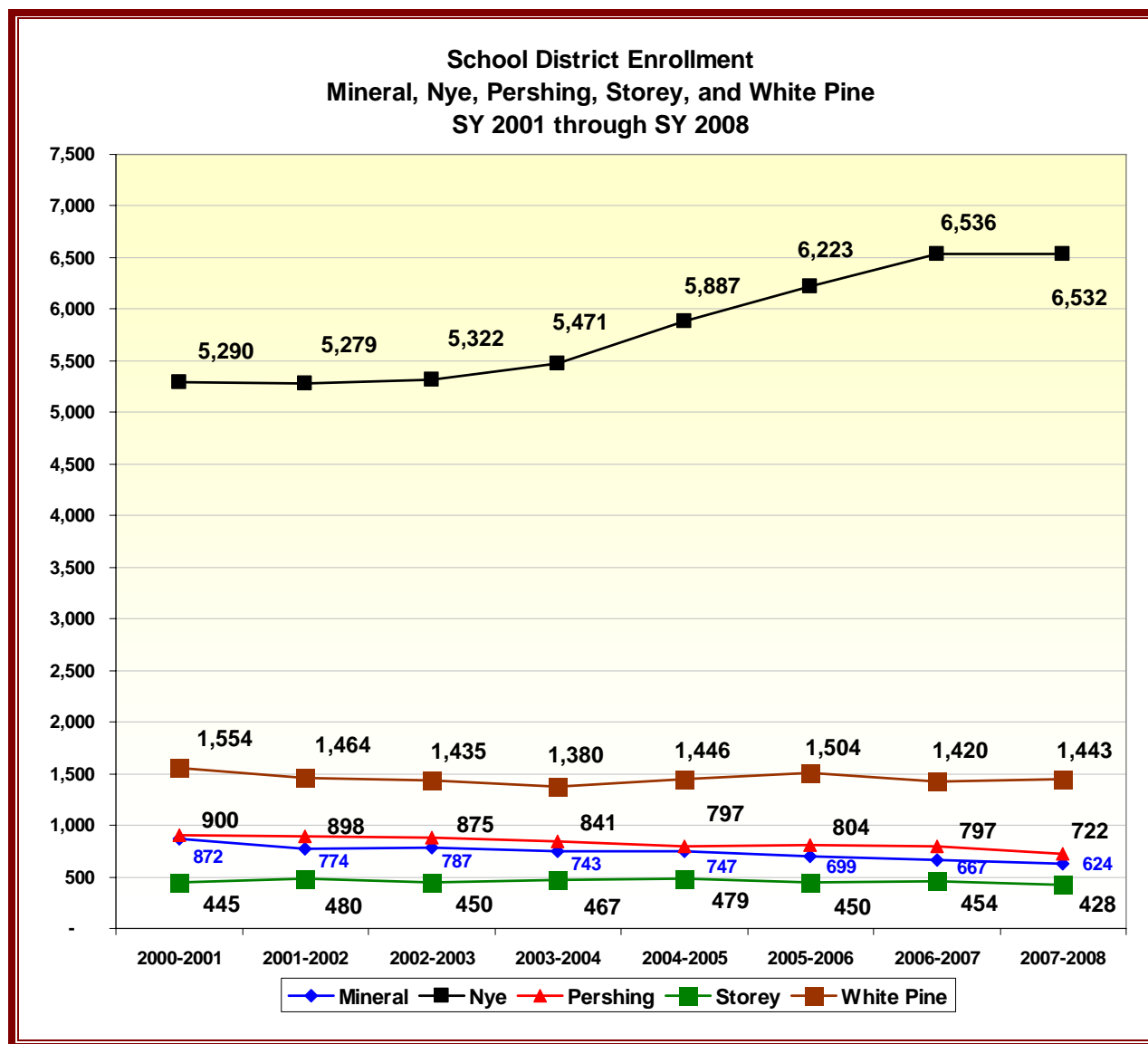


Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.



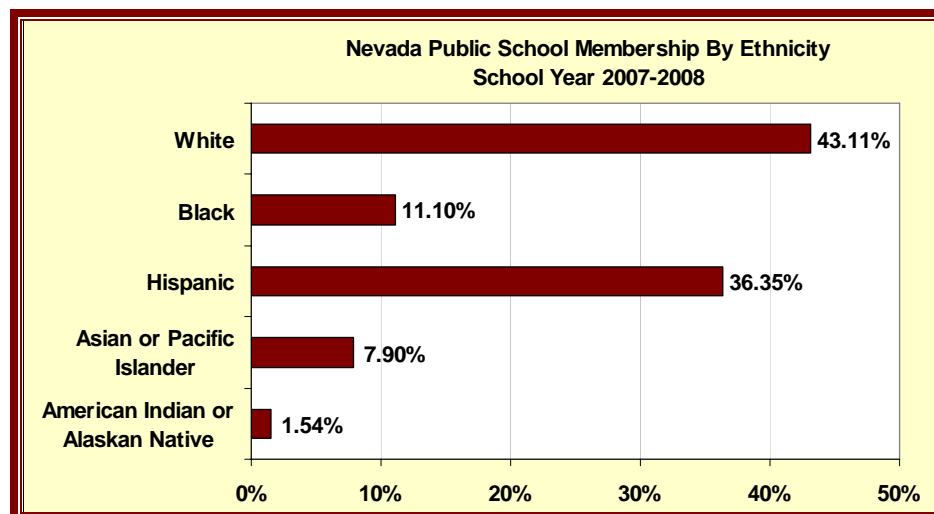
Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Students—Nevada School District Enrollment (*continued*)



Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Students—Enrollment By Ethnicity



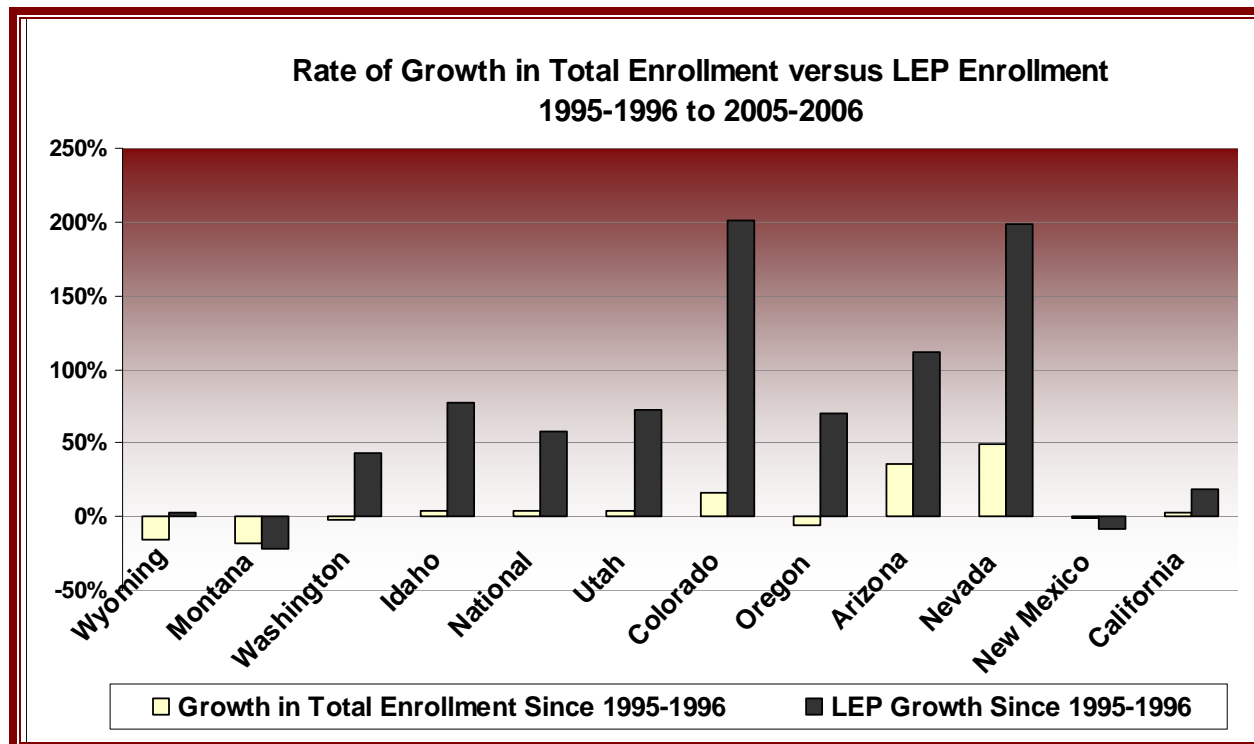
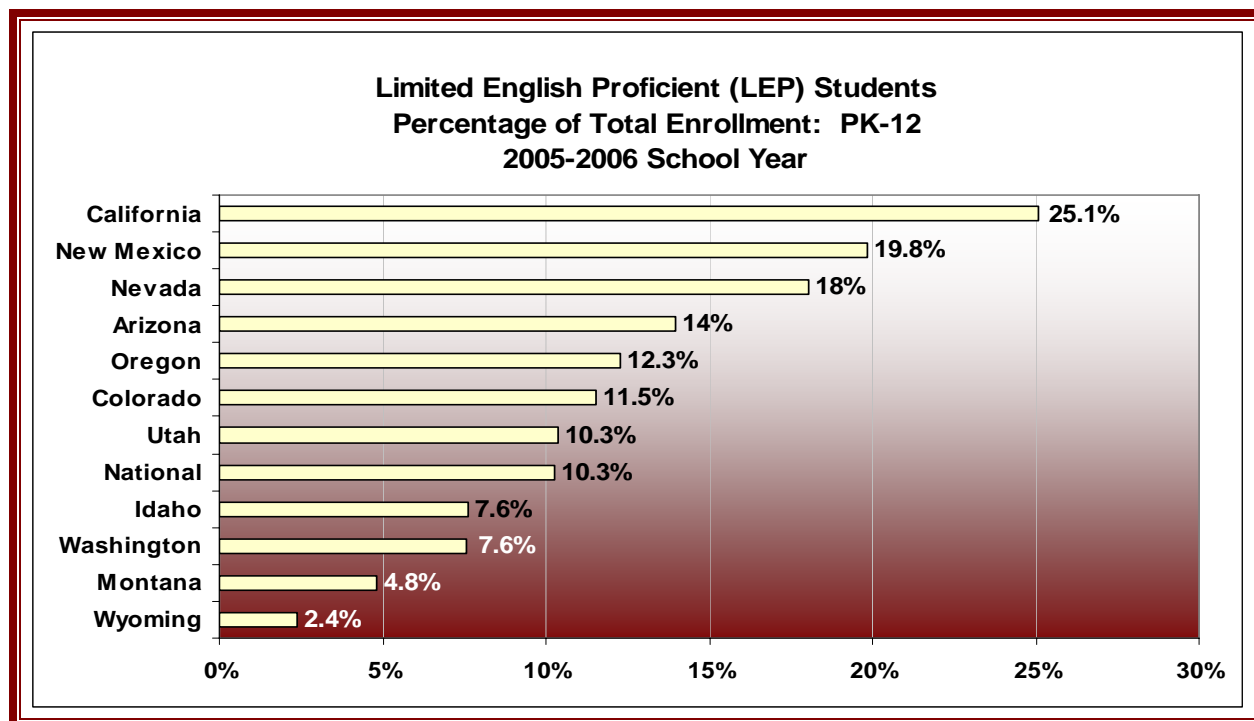
Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Nevada Public School Membership By Ethnicity School District Profiles for SY 2007-2008					
School District	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White
Carson City	3.13%	2.91%	32.63%	1.09%	60.24%
Churchill	7.33%	4.83%	14.33%	2.38%	71.13%
Clark	0.79%	9.19%	39.64%	14.28%	36.11%
Douglas	3.34%	2.95%	15.08%	1.2%	77.43%
Elko	6.79%	1.11%	26.7%	0.92%	64.48%
Esmeralda	5.19%	0%	20.78%	5.19%	68.83%
Eureka	5.08%	1.27%	15.25%	0%	78.39%
Humboldt	4.83%	1.06%	29.88%	0.59%	63.64%
Lander	5.73%	0.47%	24.27%	0.71%	68.81%
Lincoln	2.2%	2.2%	5.67%	4.41%	85.52%
Lyon	4%	1.95%	19.94%	2.12%	71.99%
Mineral	18.11%	1.12%	9.29%	9.29%	62.18%
Nye	2.45%	2.68%	22.35%	3.51%	69.01%
Pershing	9.42%	2.22%	26.87%	0.83%	60.66%
Storey	1.64%	3.5%	6.31%	1.4%	87.15%
Washoe	2.53%	6.41%	32.76%	3.83%	54.47%
White Pine	5.89%	1.18%	11.37%	0.62%	80.94%
State Board of Education*	1.7%	5.88%	10.13%	6.44%	75.85%
Statewide Percentages	1.54%	7.9%	36.35%	11.1%	43.11%

*Although the State Board of Education is not considered a "District," it is the State Sponsor of five Charter Schools and one University School.

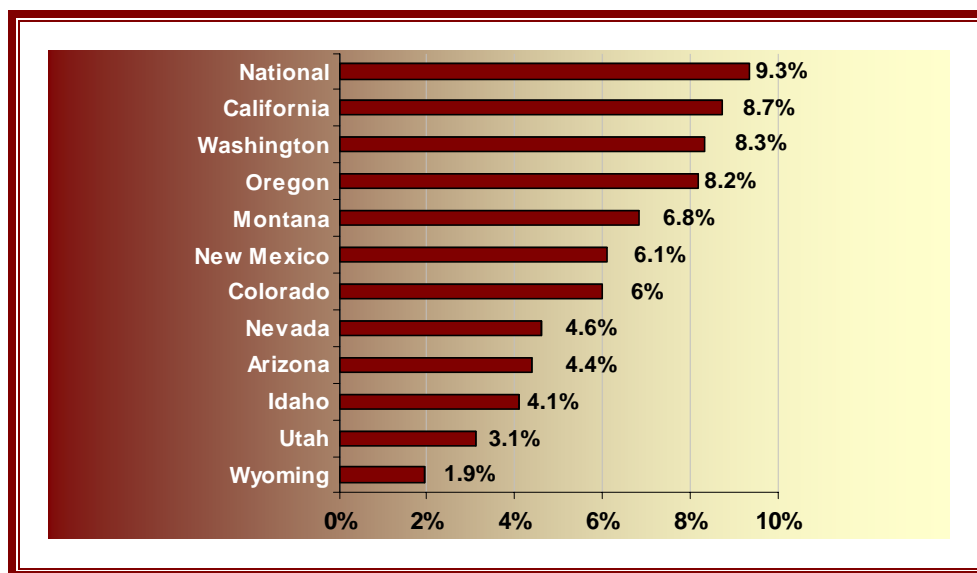
Source: National Clearinghouse for English Language Acquisition. State Limited English Proficient Growth 2005-2006, August 2008.

Students—Enrollment By Ethnicity (*continued*)



Students—Private School Enrollment

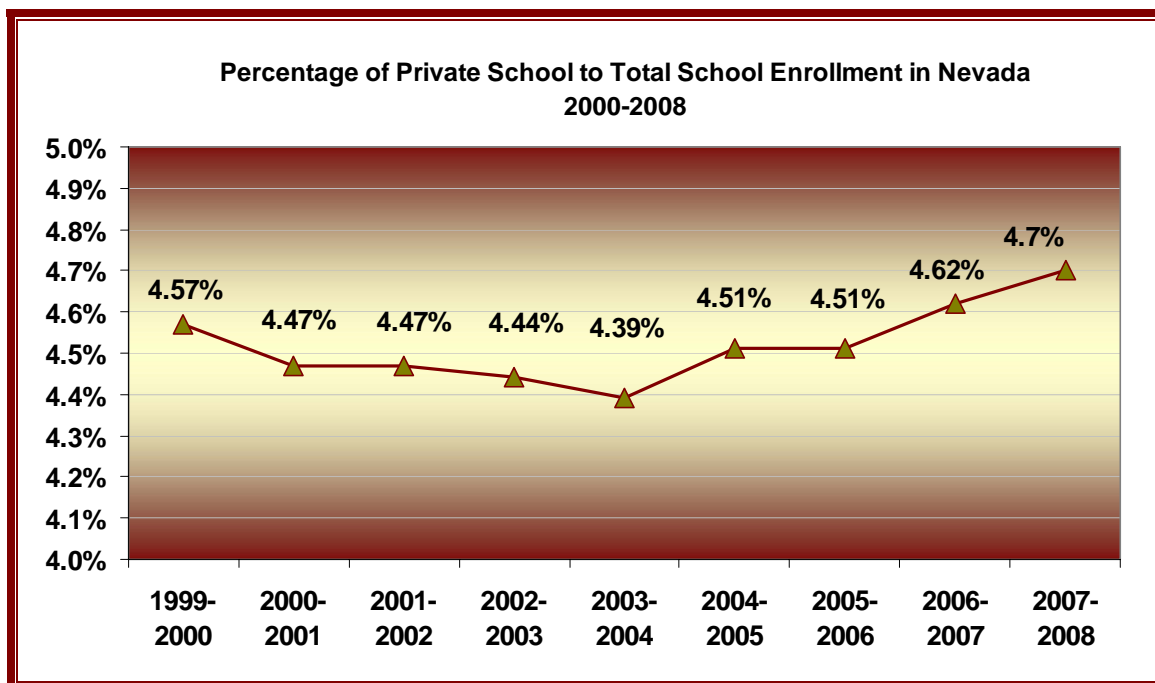
**Percentage of Private School Enrollment to Total K-12 School Enrollment
Nevada and Western States
SY 2005-2006**



	Private K-12 Enrollment	Public K-12 Enrollment	Total K-12 Enrollment	Private as % of Total Enrollment
Arizona	50,013	1,094,454	1,144,467	4.4%
California	614,861	6,437,202	7,052,063	8.7%
Colorado	49,515	779,826	829,341	6%
Idaho	11,140	261,982	273,122	4.1%
Montana	10,660	145,416	156,076	6.8%
National	5,057,520	49,113,474	54,170,994	9.3%
Nevada	19,879	412,395	432,274	4.6%
New Mexico	21,130	326,758	347,888	6.1%
Oregon	49,117	552,194	601,311	8.2%
Utah	16,269	508,430	524,699	3.1%
Washington	93,695	1,031,985	1,125,680	8.3%
Wyoming	1,677	84,409	86,086	1.9%

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

Students—Private School Enrollment (*continued*)



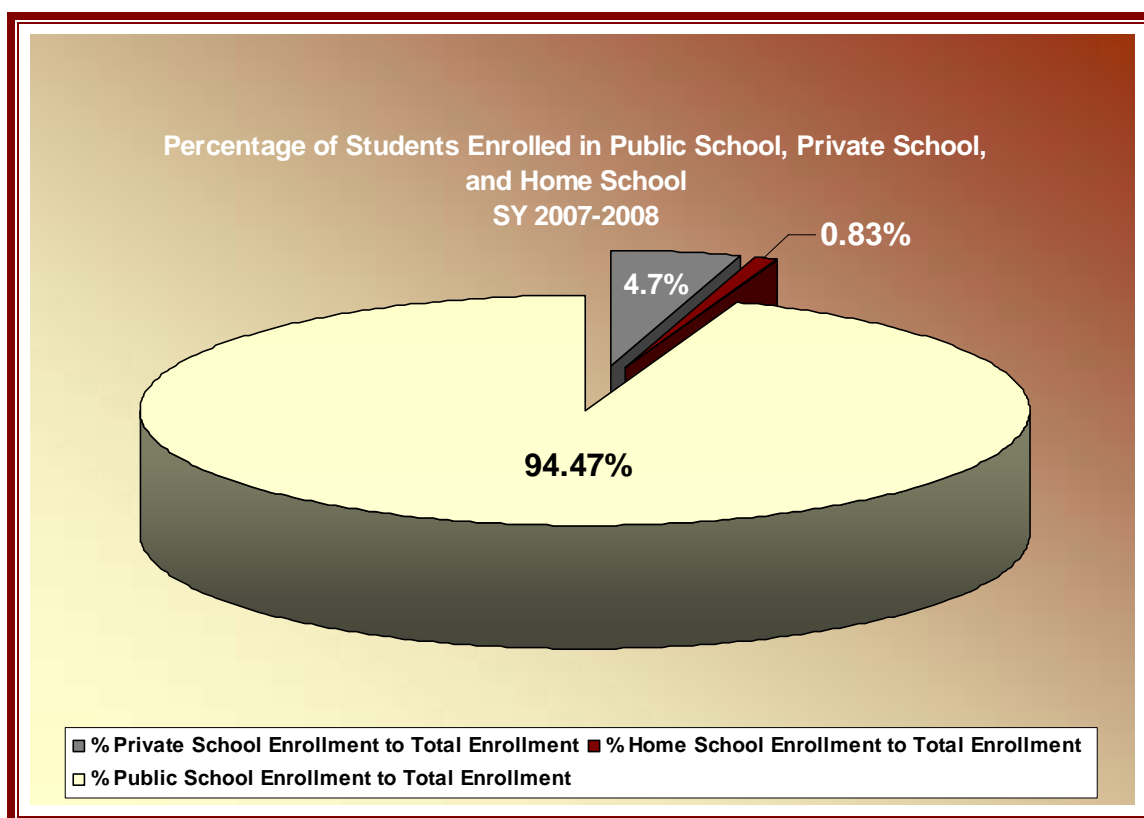
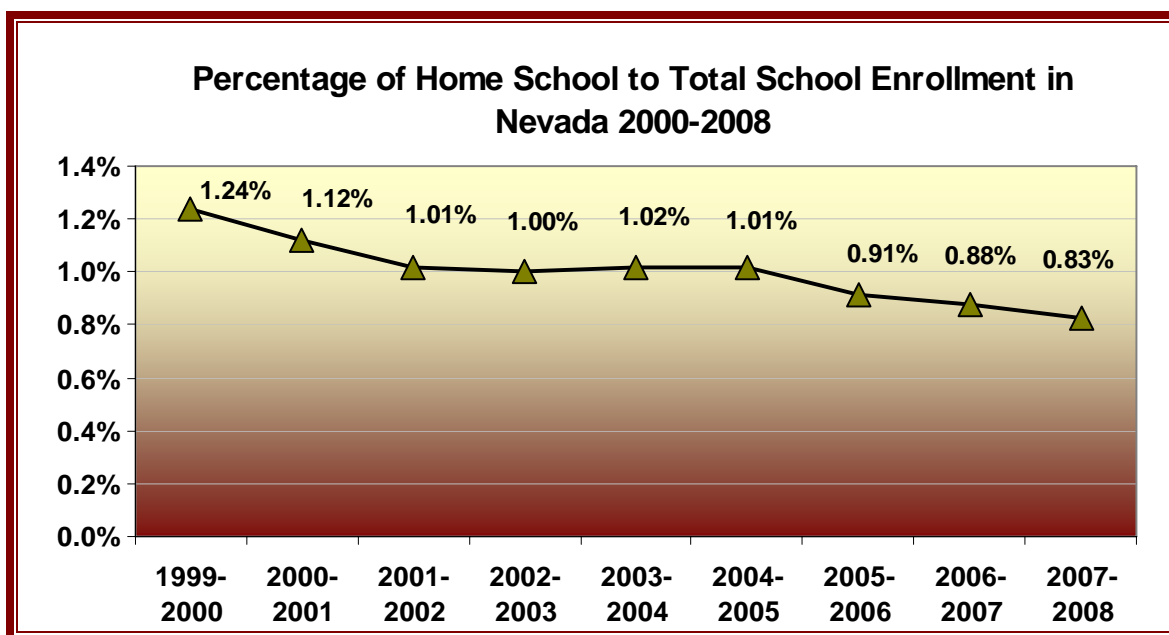
Nevada Private School Enrollment By Grade and School District—SY 2007-2008

	K	Elementary (1-6)	Secondary (7-9)	Secondary (10-12)	Ungraded*	Totals	Percentage of Total
Carson City	84	308	68	0	0	460	2.1%
Churchill	22	72	16	4	0	114	0.5%
Clark	2,619	8,552	2,910	2,074	0	16,155	74.9%
Douglas	22	108	58	53	0	241	1.1%
Elko	8	25	8	5	0	46	0.2%
Esmeralda	0	0	0	0	0	0	0%
Eureka	0	0	0	0	0	0	0%
Humboldt	0	0	0	0	0	0	0%
Lander	0	0	0	0	0	0	0%
Lincoln	0	0	0	0	0	0	0%
Lyon	0	2	107	124	0	233	1.1%
Mineral	0	0	0	0	0	0	0%
Nye	31	121	135	121	0	408	1.9%
Pershing	0	0	0	0	0	0	0%
Storey	0	0	0	0	0	0	0%
Washoe	664	1,378	652	643	588	3,925	18.2%
White Pine	0	0	0	0	0	0	0%
Statewide	3,450	10,566	3,954	3,024	588	21,582	100%

*Ungraded for Private Schools refers to multiple grade grouping.

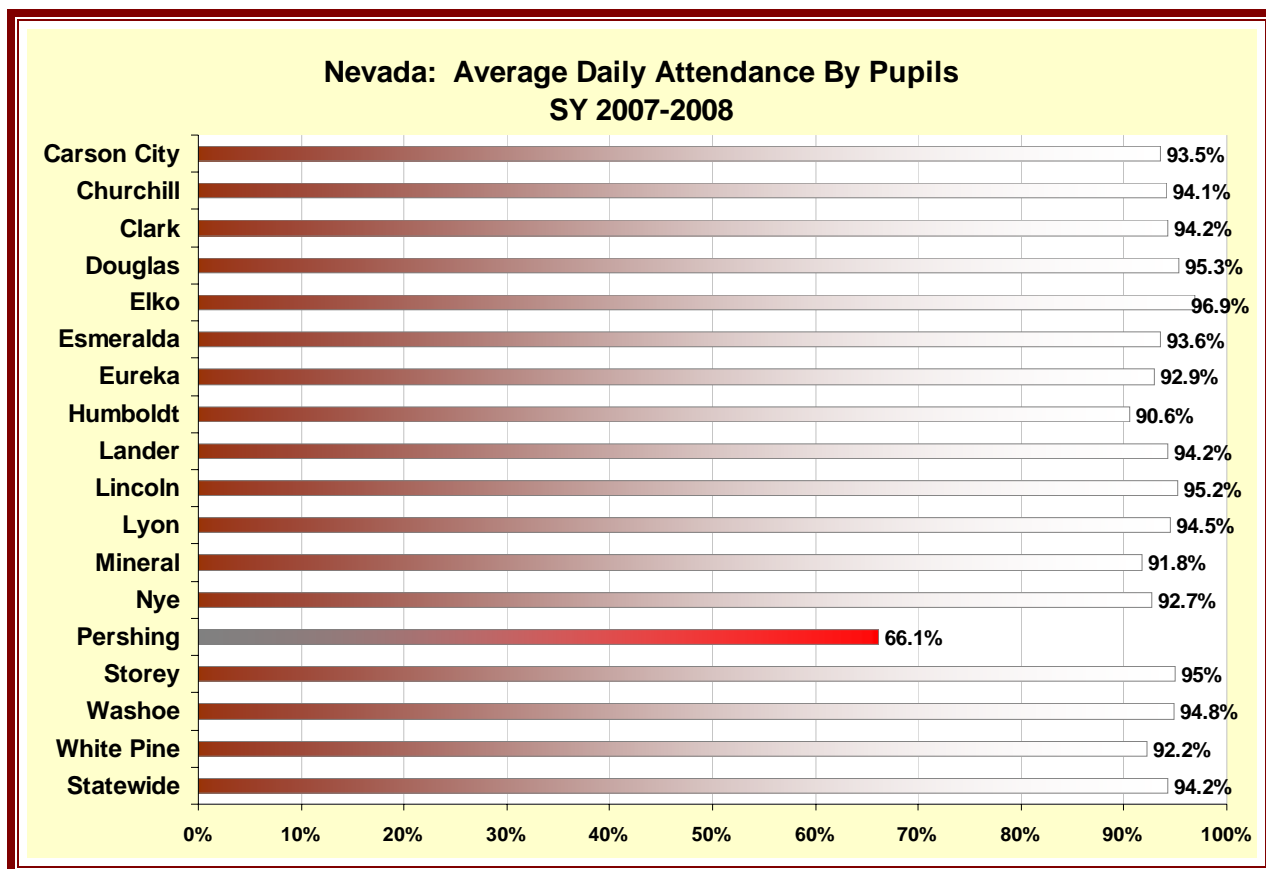
Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Students—Home School Enrollment



Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Student Attendance



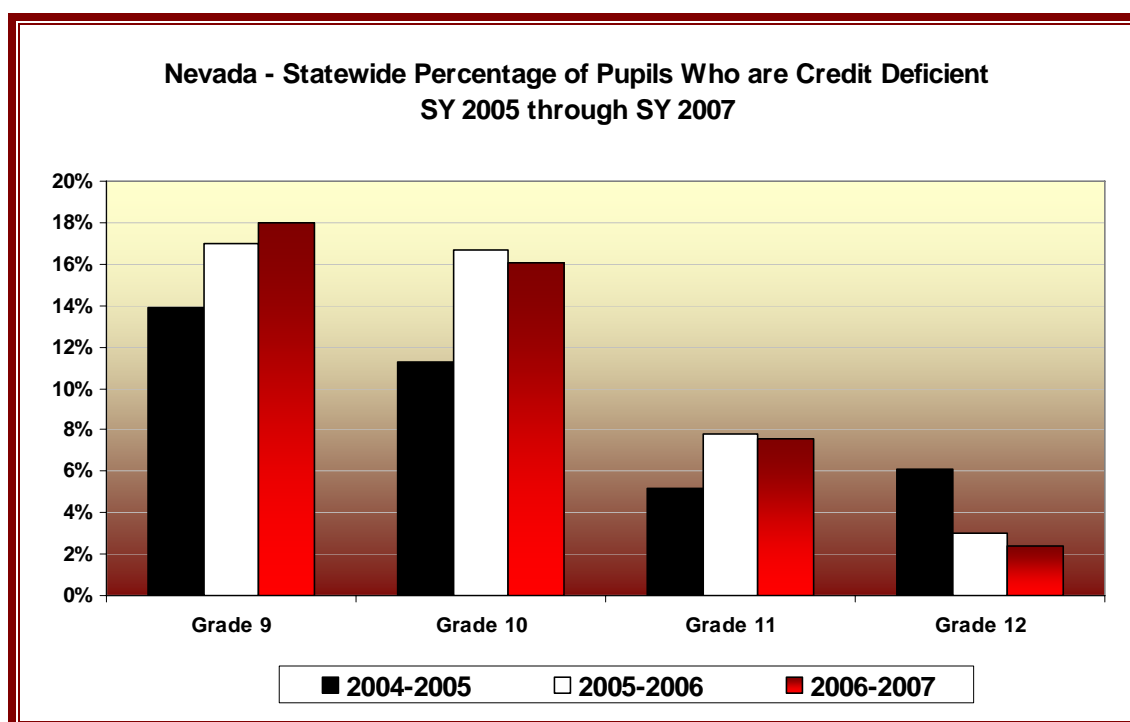
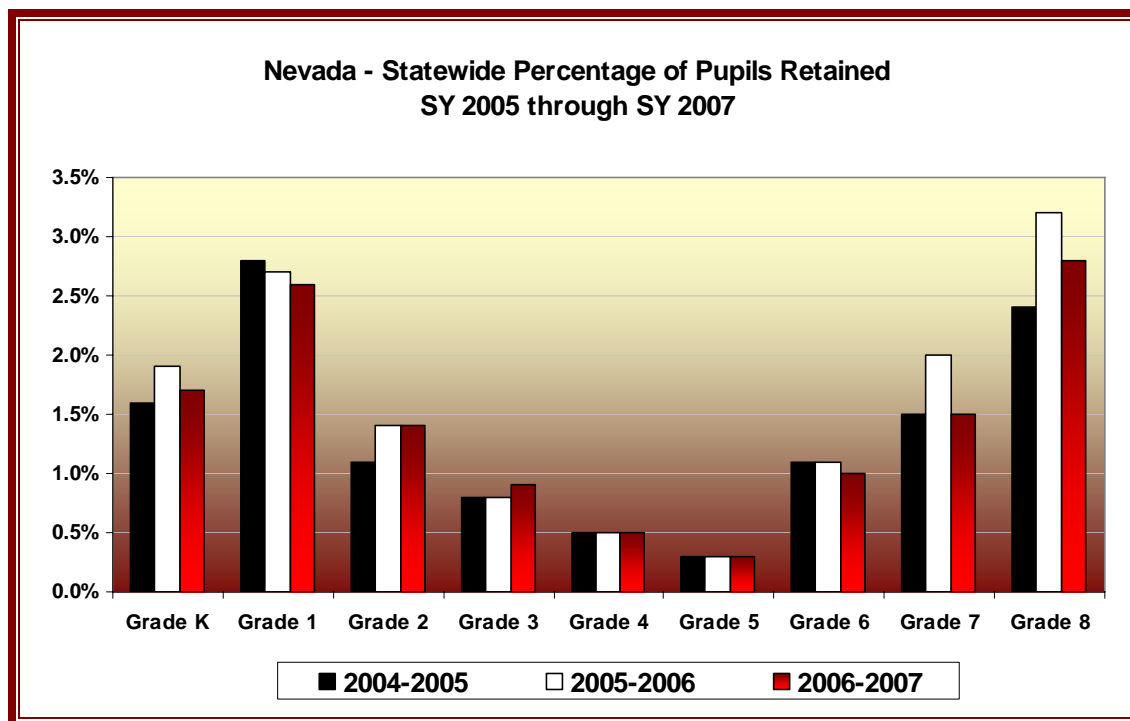
Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2008.



**“I would change school to include longer lunches
and three classes a day.”**

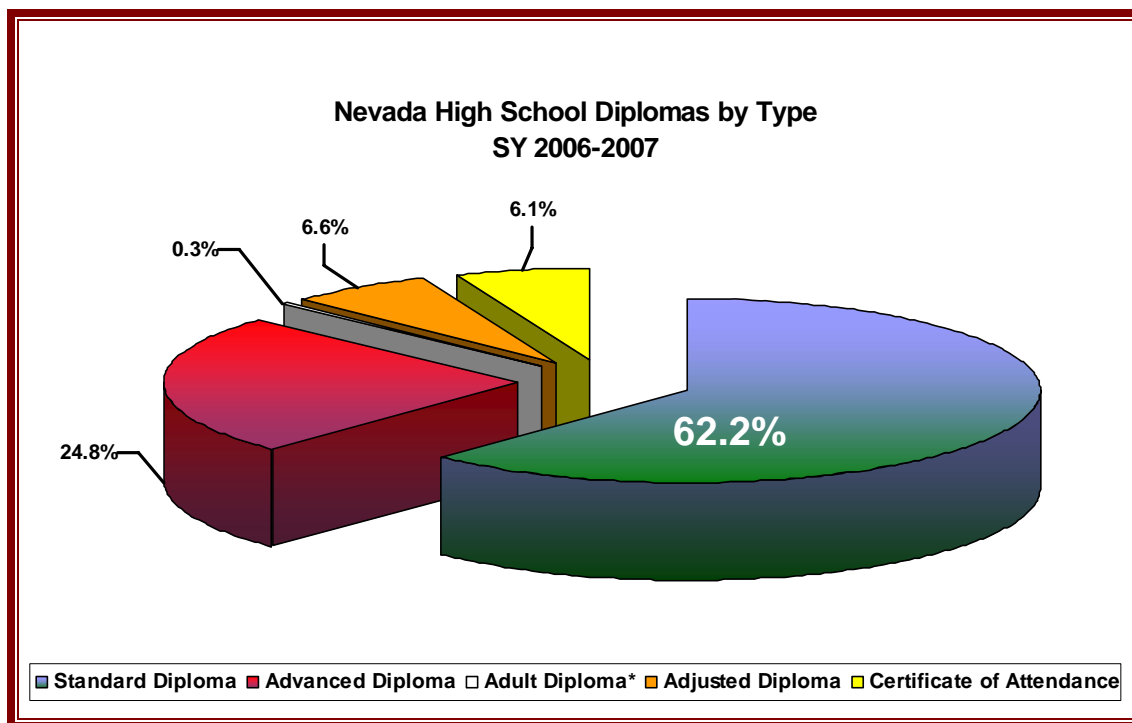
Nevada Eighth Grade Student

Students—Retention and Credit Deficiencies



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2006, 2007, and 2008.

Students—High School Diplomas



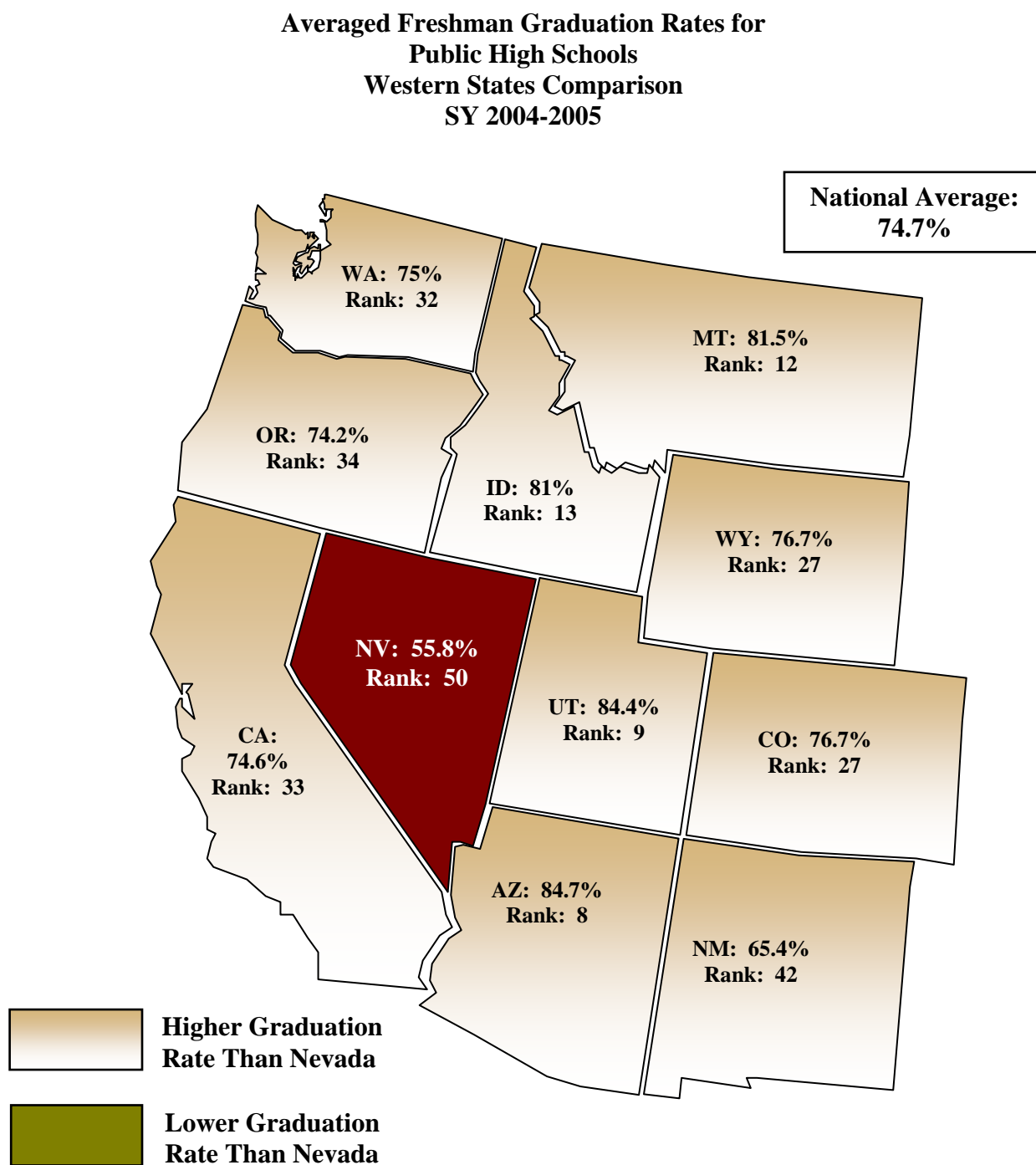
**Statewide Percentage of Types of High School Diplomas
SY 2004 through SY 2007**

	Standard Diploma	Advanced Diploma	Adult Diploma*	Adjusted Diploma	Certificate of Attendance
2006-2007	62.2%	24.8%	0.3%	6.6%	6.1%
2005-2006	62.9%	25%	0.5%	6.6%	5%
2004-2005	60.9%	24.4%	1%	7.7%	6%
2003-2004	63.2%	23.3%	1.1%	6.9%	5.5%

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

Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2005, 2006, 2007, and 2008.

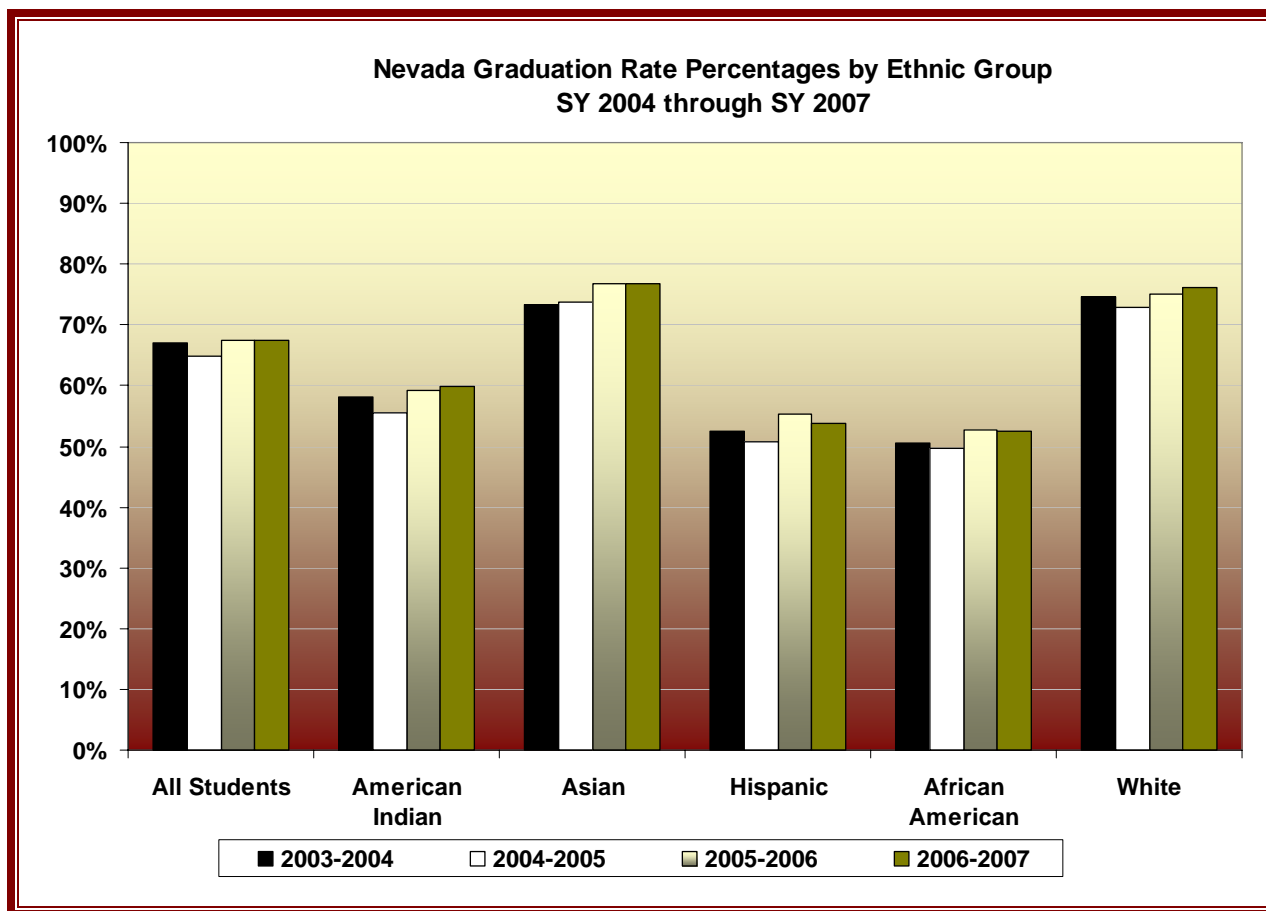
Students—Graduation Rate



Source: *State Rankings 2008*, CQ Press, 2008.

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 ninth 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 tenth grade for the year after and then dividing by 3.

Students—Graduation Rate (*continued*)



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2005, 2006, 2007, and 2008.

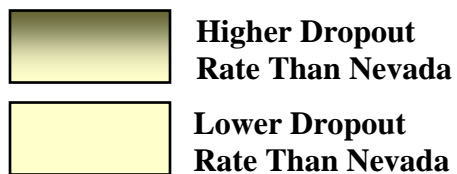
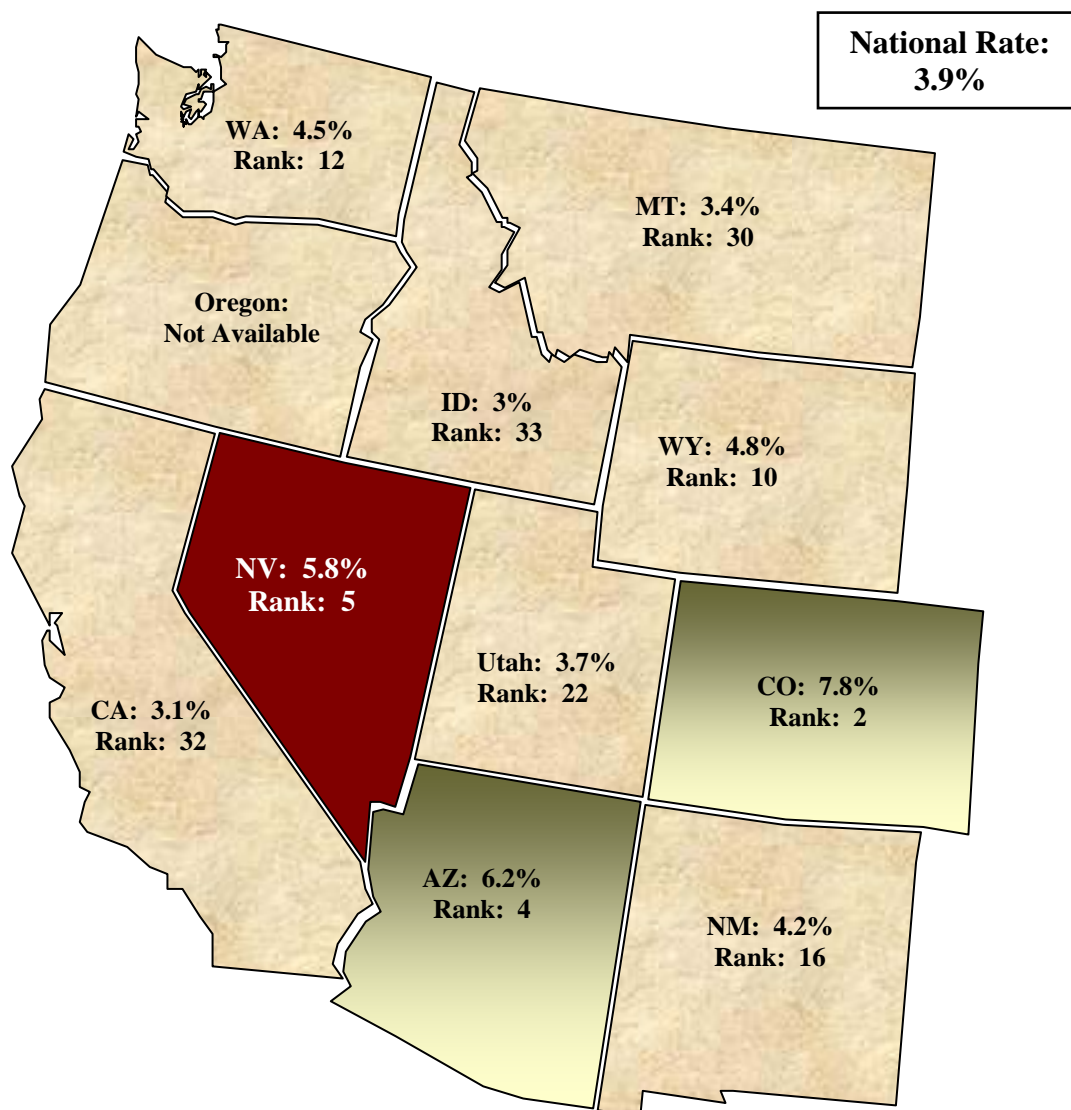


“I want to be a baseball player or a doctor. They both make money and aren’t boring.”

Nevada Eighth Grade Student

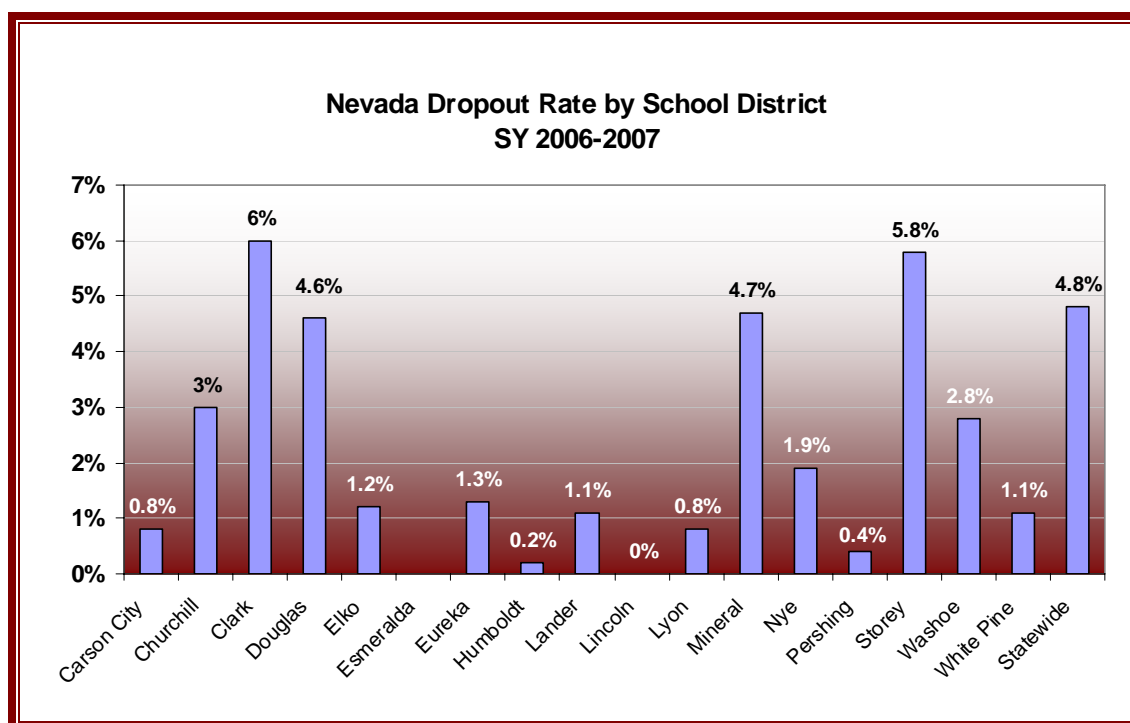
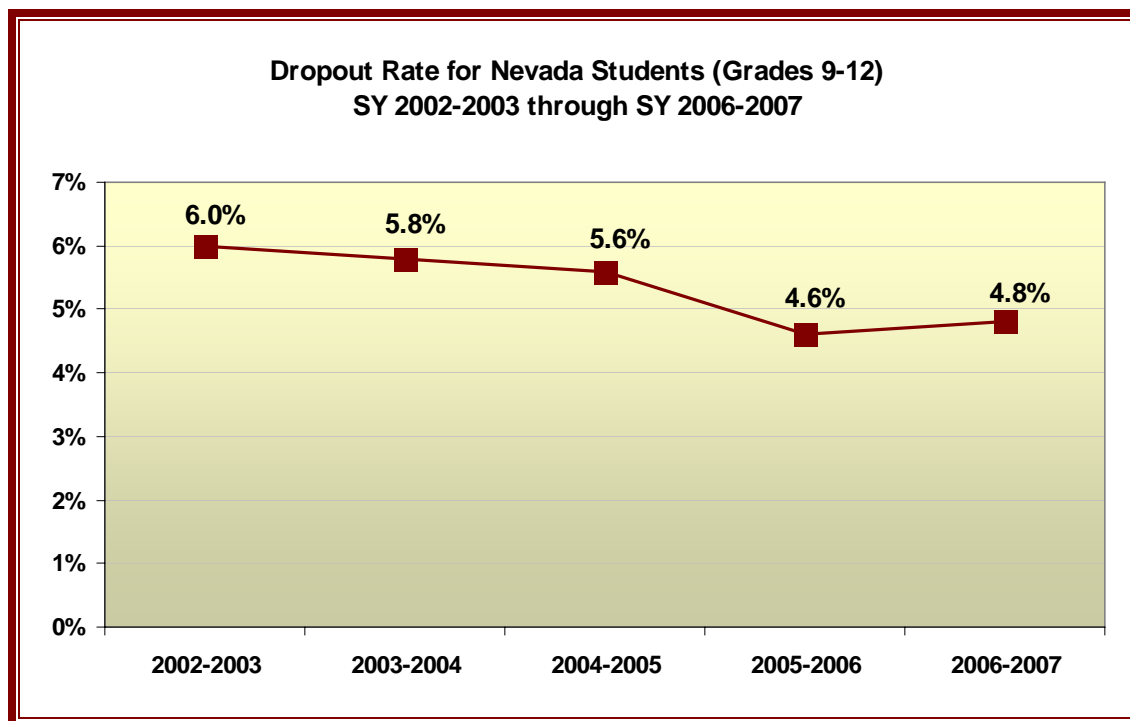
Students—Dropout Rate

Dropout Rates For Public High Schools Western States Comparison SY 2004-2005



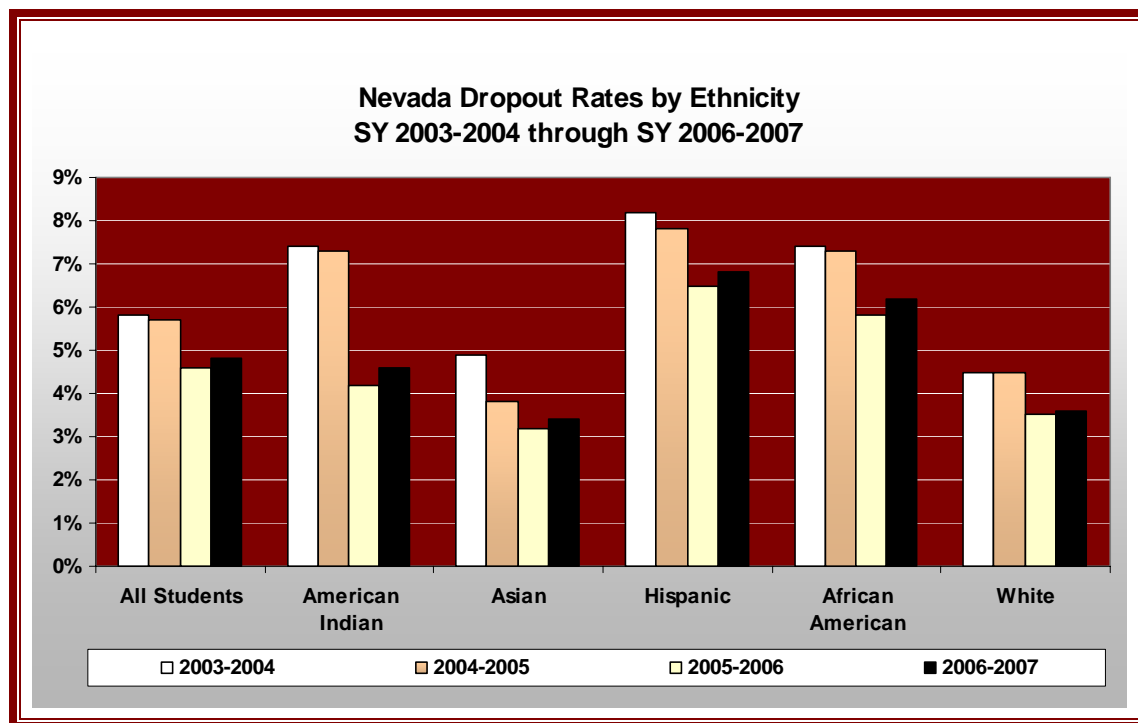
Source: *State Rankings 2008*, CQ Press, 2008.

Students—Dropout Rate (*continued*)



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2004, 2005, 2006, 2007, and 2008.

Students—Dropout Rate (*continued*)



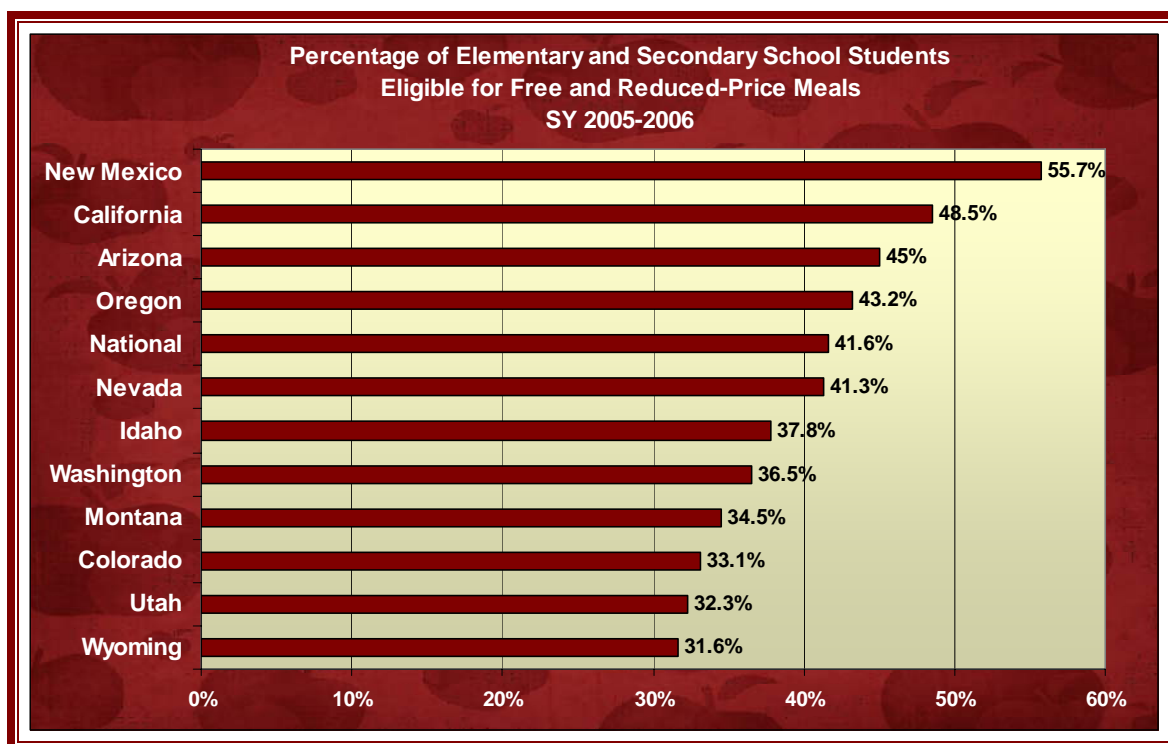
Source: Nevada’s Department of Education, *Nevada Report Card Database: State Profile*, 2005, 2006, 2007, and 2008.



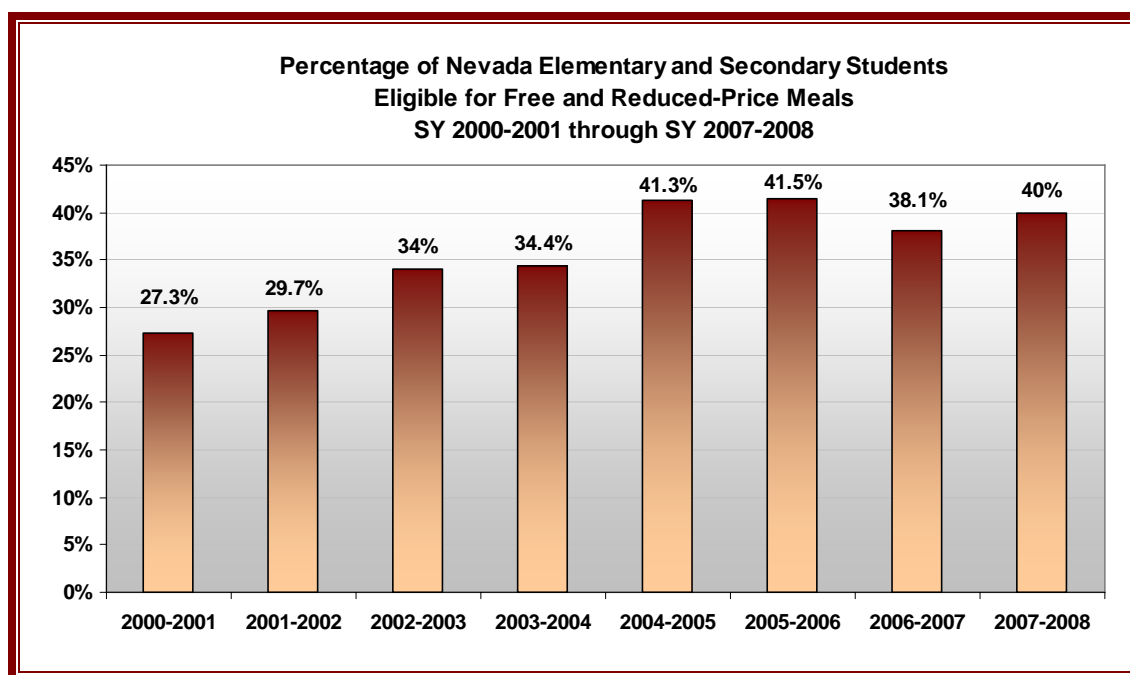
“I don’t like school because of mean subs.”

Nevada Eighth Grade Student

Students—Eligible for Free or Reduced-Price Meals

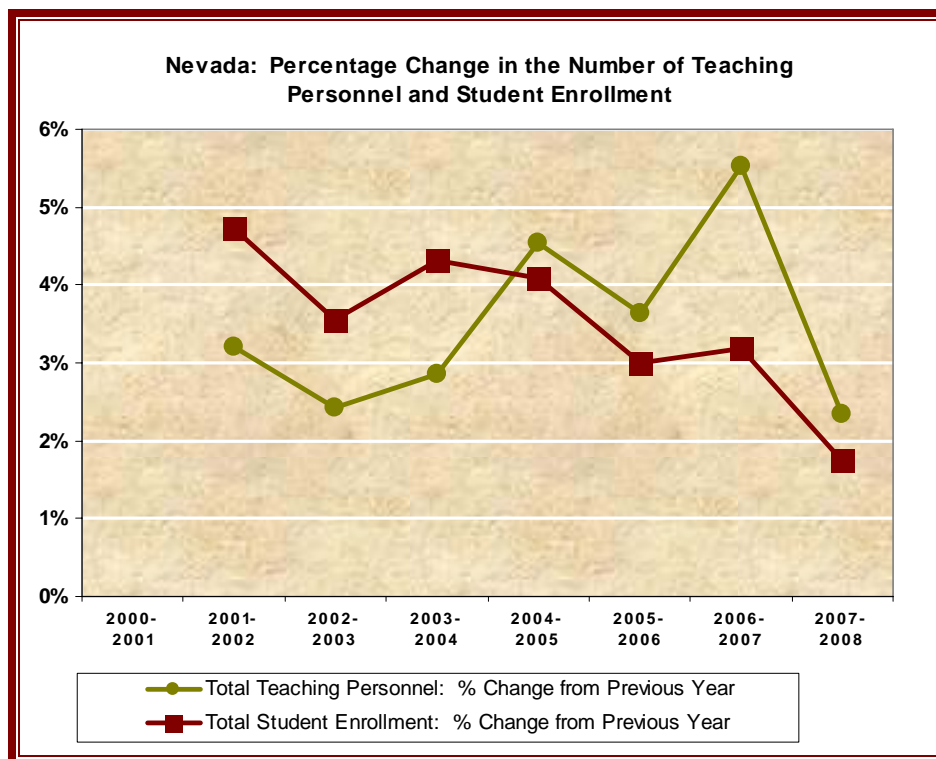


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2005, 2006, 2007, and 2008.

Educational Personnel—FTEs



Total Change in Teaching Personnel and Student Enrollment SY 2000-2001 through SY 2007-2008								
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total Teaching Personnel (FTE)*	18,408	18,999	19,459	20,015	20,925	21,687	22,885	23,421
Total Teaching Personnel: % Change from Previous Year		3.2%	2.4%	2.9%	4.5%	3.6%	5.5%	2.3%
Total Public Student Enrollment	340,706	356,814	369,498	385,414	401,211	413,252	426,436	433,885
Total Student Enrollment: % Change from Previous Year		4.7%	3.6%	4.3%	4.1%	3%	3.2%	1.7%

*Teaching Personnel includes: Elementary Teachers, Middle School Teachers, Secondary Teachers, Special Education Teachers, and Occupational Teachers.

Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Educational Personnel—FTEs (*continued*)

Percentage of Educational Staff for Selected Categories Western States SY 2005-2006

State	Teachers	School Administrators*	District Administrators**	Student Support Staff***	Instructional Aides	School Counselors	Librarians
Arizona	51.3% Rank: 21	2.3% Rank: 36	0.5% Rank: 44	22.7% Rank: 29	14.5% Rank: 11	1.4% Rank: 44	0.8% Rank: 34
California	53.4% Rank: 8	2.4% Rank: 31	0.5% Rank: 44	20% Rank: 39	11.6% Rank: 25	1.2% Rank: 47	0.2% Rank: 50
Colorado	49.2% Rank: 32	2.7% Rank: 14	1.2% Rank: 20	24.3% Rank: 17	11.3% Rank: 29	1.5% Rank: 37	0.9% Rank: 28
Idaho	55.8% Rank: 6	2.7% Rank: 14	0.5% Rank: 44	20.9% Rank: 36	10.9% Rank: 33	2.3% Rank: 8	0.6% Rank: 46
Montana	53.1% Rank: 10	2.7% Rank: 14	0.8% Rank: 32	21.9% Rank: 31	10.1% Rank: 38	2.2% Rank: 10	1.9% Rank: 1
Nevada	67.2% Rank: 2	3% Rank: 8	0.8% Rank: 32	5.7% Rank: 49	11.8% Rank: 23	2.5% Rank: 7	1.1% Rank: 18
New Mexico	45.9% Rank: 47	2.6% Rank: 24	1.4% Rank: 14	28.4% Rank: 3	11.4% Rank: 27	1.6% Rank: 34	0.6% Rank: 46
Oregon	47% Rank: 40	2.9% Rank: 9	1.3% Rank: 18	20.6% Rank: 38	16.3% Rank: 5	2.2% Rank: 10	0.7% Rank: 40
Utah	50.2% Rank: 29	2.4% Rank: 31	0.9% Rank: 26	20.7% Rank: 37	15.9% Rank: 6	1.5% Rank: 37	0.6% Rank: 46
Washington	47% Rank: 40	2.5% Rank: 26	0.8% Rank: 32	33.2% Rank: 1	9% Rank: 46	1.8% Rank: 18	1.1% Rank: 18
Wyoming	46.2% Rank: 46	2.3% Rank: 36	2.2% Rank: 5	23.4% Rank: 22	14.2% Rank: 14	2.7% Rank: 4	0.9% Rank: 28
National	51.2%	2.8%	1.1%	23.2%	11.4%	1.7%	0.9%

*School Administrators include primarily principals and assistant principals.

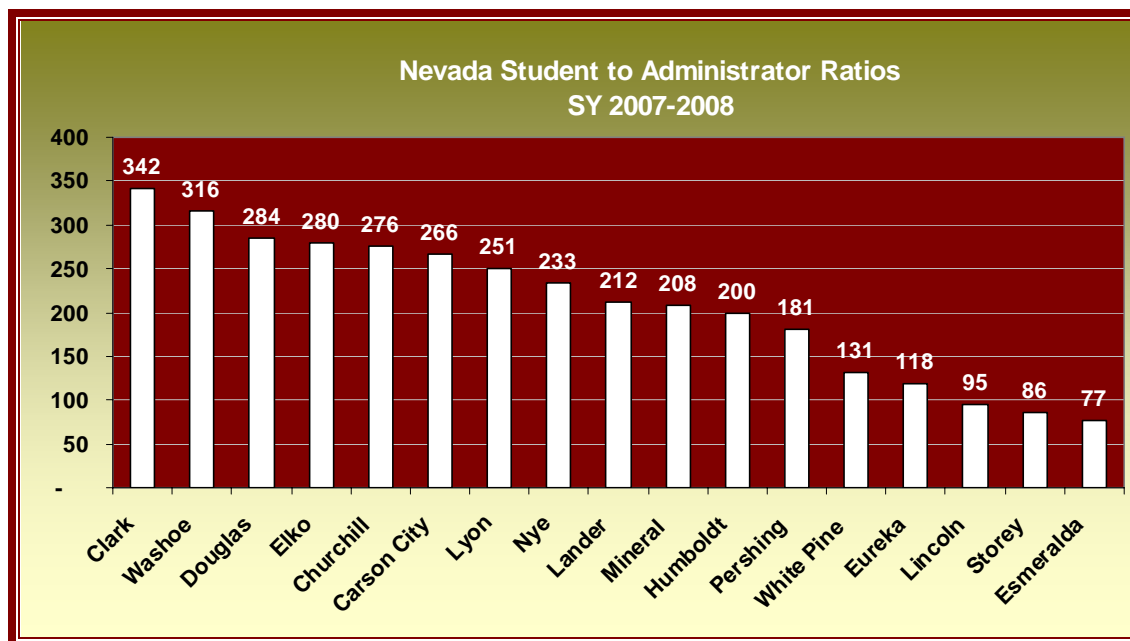
**District Administrators include primarily superintendents, assistant superintendents, and other district administrators.

***Support Staff includes library support staff and student support services staff; does not include administrative support staff.

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

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

Educational Personnel—FTEs (*continued*)

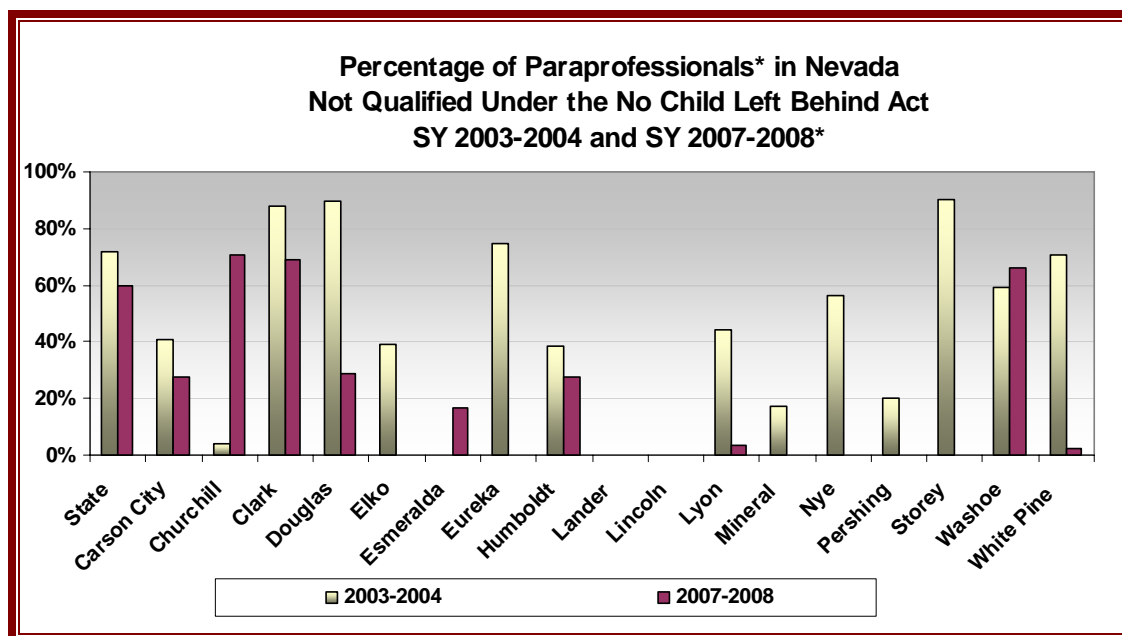
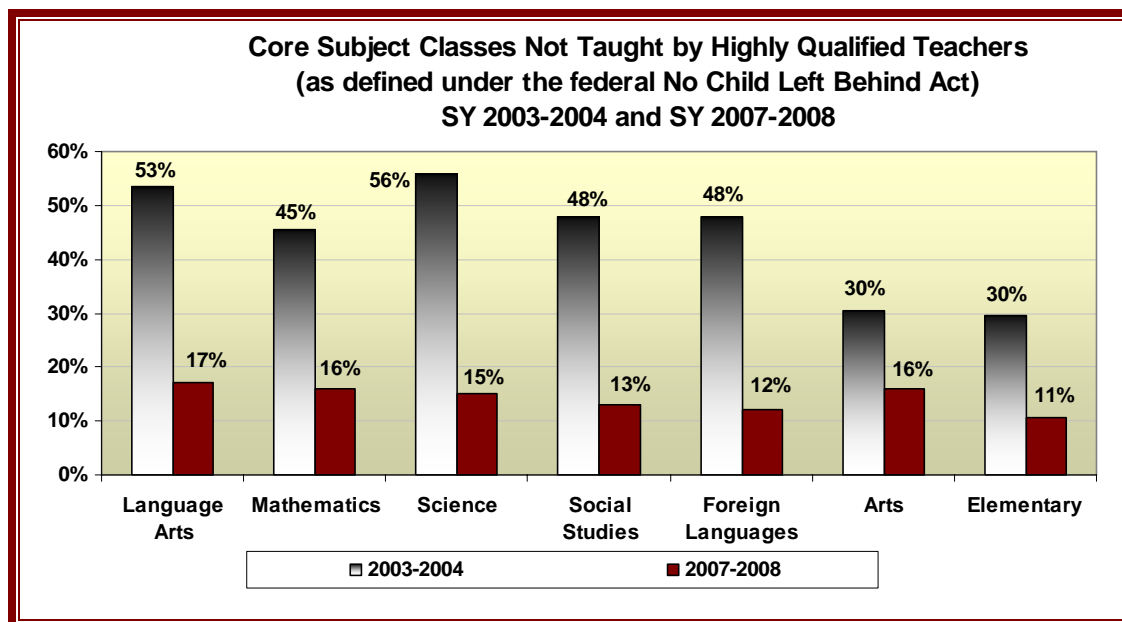


State of Nevada Student to Administrator Ratios—SY 2007-2008			
School Districts	Enrollments	Administrators*	Admin. Ratio
Clark	312,546	913	342
Washoe	65,677	208	316
Douglas	6,818	24	284
Elko	9,811	35	280
Churchill	4,409	16	276
Carson City	8,255	31	266
Lyon	9,275	37	251
Nye	6,532	28	233
Lander	1,273	6	212
Mineral	624	3	208
Humboldt	3,394	17	200
Pershing	722	4	181
White Pine	1,443	11	131
Eureka	236	2	118
Lincoln	953	10	95
Storey	428	5	86
Esmeralda	77	1	77

*Administrators include: Principals and Assistant Principals, Directors and Supervisory Personnel, Associates and Assistant Superintendents, and Superintendents.

Source: Nevada's Department of Education, Research Bulletin, Volume 49, February 2008.

Teachers and Paraprofessionals—Not NCLB Highly Qualified

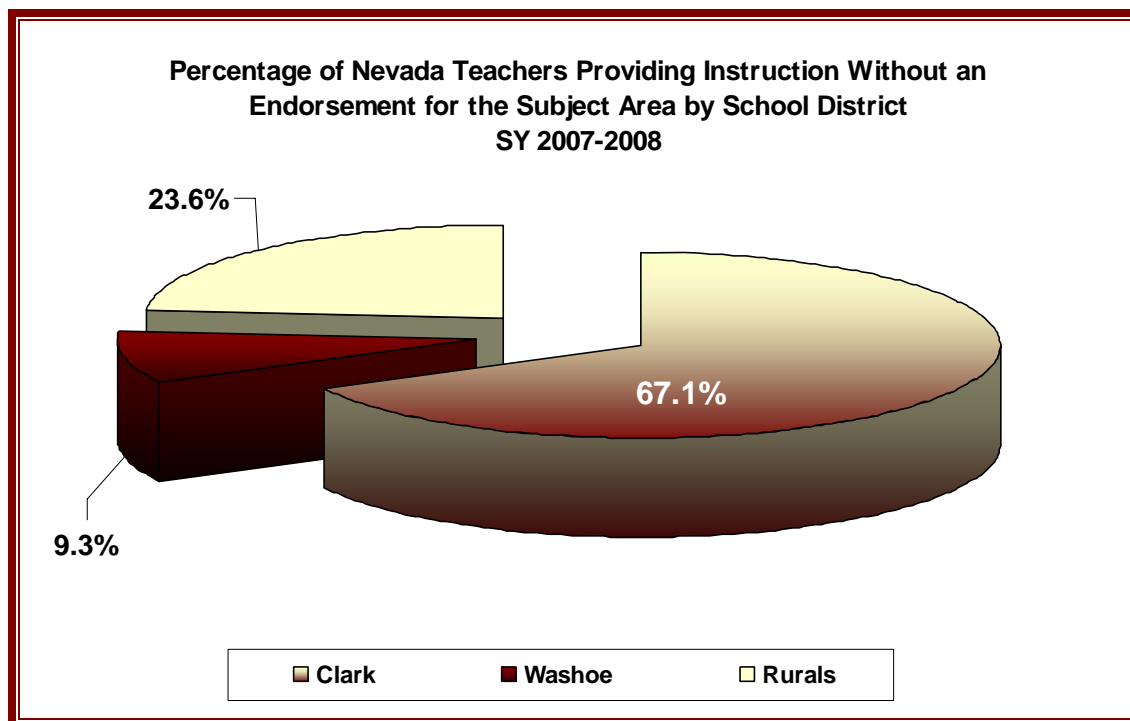


*Paraprofessionals are aides who work directly with children in classrooms, labs, and libraries. In order to satisfy the requirements of the federal No Child Left Behind Act (NCLB), paraprofessionals must have a high school diploma or its equivalent, plus one of the following: (1) completed at least 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.

Note: For instances where no bar is present, the percentage is 0%.

Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2004 and 2008.

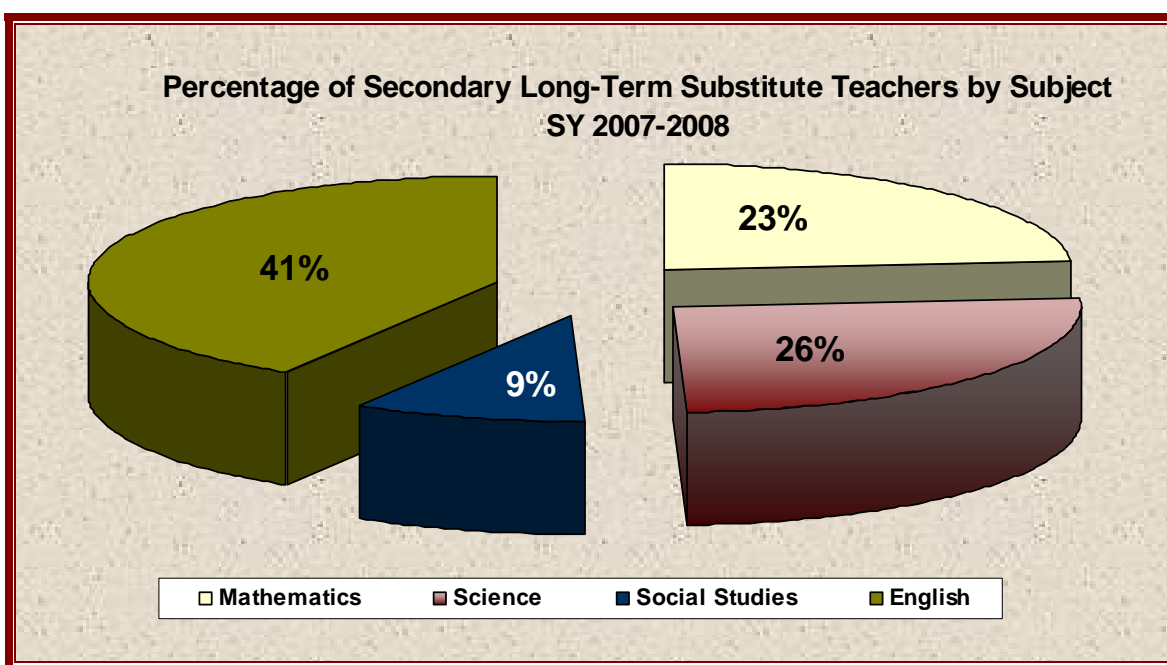
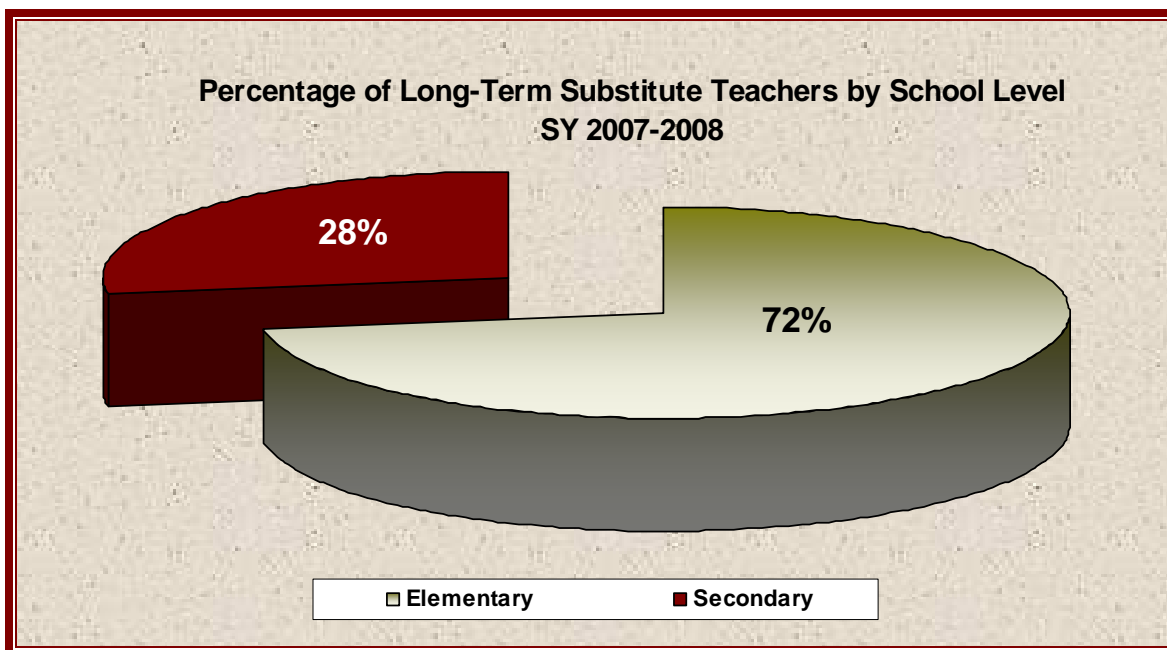
Teachers—Teaching Without Endorsement



Nevada Teachers Providing Instruction Without an Endorsement for the Subject Area				
	2006-2007	Percent	2007-2008	Percent
State	144		140	
Carson City	0	0	0	0
Churchill	0	0	3	2
Clark	108	75	94	67
Douglas	0	0	3	2
Elko	9	6	11	8
Esmeralda	0	0	0	0
Eureka	0	0	1	1
Humboldt	1	1	3	2
Lander	1	1	2	1
Lincoln	0	0	0	0
Lyon	5	3	2	1
Mineral	0	0	0	0
Nye	1	1	1	1
Pershing	0	0	0	0
Storey	0	0	1	1
Washoe	13	9	13	9
White Pine	6	4	6	4

Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2007 and 2008.

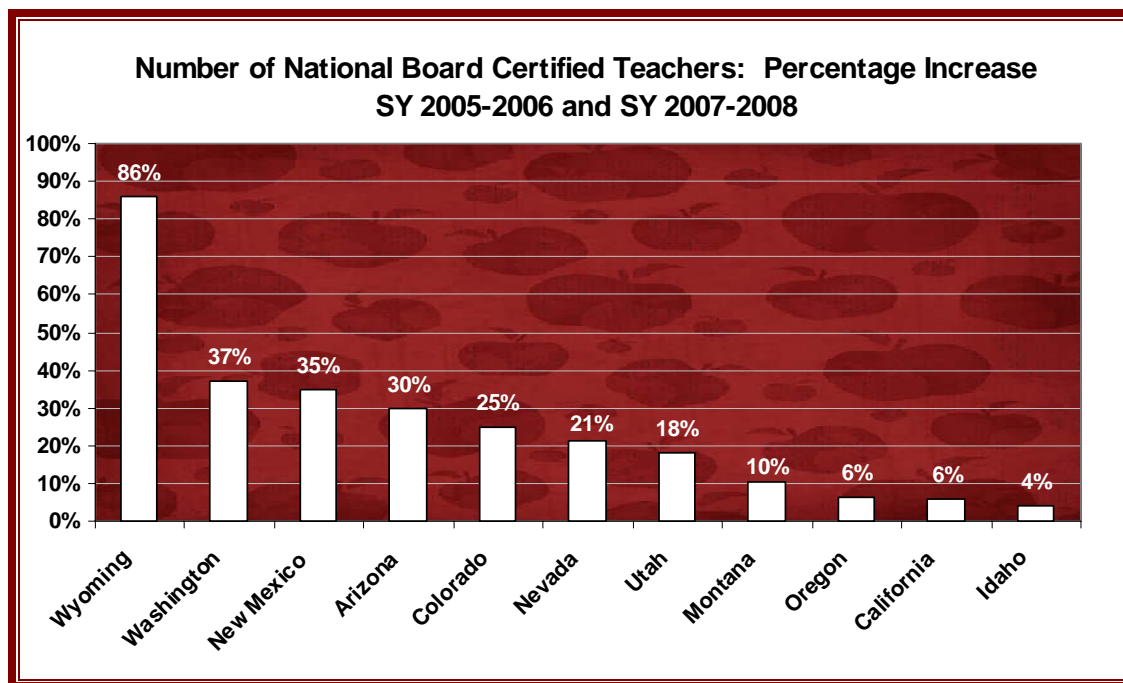
Substitute Teachers



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, February 2008.

Note: Long-term substitute teachers are defined as those teaching 20 consecutive days or more in the same classroom or assignment.

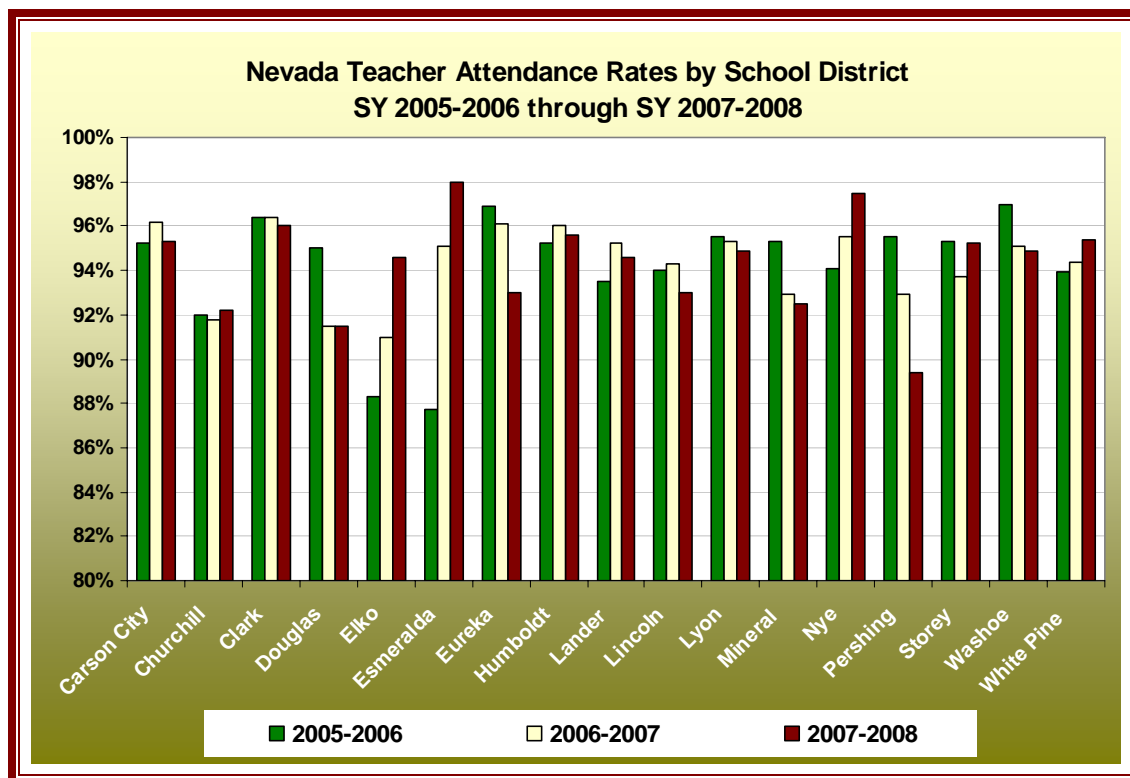
Teachers—National Board Certification



Number of National Board Certified Teachers in Nevada and Western States			
	2005-2006	2007-2008	% Increase
Arizona	348	452	30%
California	3,659	3,882	6%
Colorado	266	332	25%
Idaho	326	339	4%
Montana	58	64	10%
Nevada	278	337	21%
New Mexico	230	310	35%
Oregon	207	220	6%
Utah	105	124	18%
Washington	1,306	1,792	37%
Wyoming	78	145	86%

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

Teachers—Attendance Rate



Nevada Teacher Attendance Rate			
	2005-2006	2006-2007	2007-2008
State	96.1%	95.8%	95.7%
<i>By county</i>			
Carson City	95.2%	96.2%	95.3%
Churchill	92%	91.8%	92.2%
Clark	96.4%	96.4%	96%
Douglas	95%	91.5%	91.5%
Elko	88.3%	91%	94.6%
Esmeralda	87.7%	95.1%	98%
Eureka	96.9%	96.1%	93%
Humboldt	95.2%	96%	95.6%
Lander	93.5%	95.2%	94.6%
Lincoln	94%	94.3%	93%
Lyon	95.5%	95.3%	94.9%
Mineral	95.3%	92.9%	92.5%
Nye	94.1%	95.5%	97.5%
Pershing	95.5%	92.9%	89.4%
Storey	95.3%	93.7%	95.2%
Washoe	97%	95.1%	94.9%
White Pine	93.9%	94.4%	95.4%

Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2006, 2007, and 2008.



Nevada Plan for School Finance and Education Revenues and 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 percent 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.

To protect districts during times of declining 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 year's enrollment, unless the decline in enrollment is more than 5 percent, in which case the 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 (SY). 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

¹The 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, and interest from investments of the Permanent School Fund.

Chapter 3

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. These units provide funding for licensed personnel who carry out 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 government services tax distributed to school districts; franchise tax; interest income; tuition; unrestricted federal revenue, such as revenue received under Public Law 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, 2009.



“I would change my school’s playground because it doesn’t have very many fun things to do.”

Nevada Fifth Grade Student

The 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 year's enrollment is used; unless the decline in enrollment is more than 5 percent, in which case the higher of the current or the 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 allocated to 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 (10-14) 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).

"I'd really like to have teachers from far-away places."



Nevada Eighth Grade Student

The Nevada Plan Example—Summary (*continued*)

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*)	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>\$ 2,080,000</u>
5	= Total Guaranteed Support	\$ 39,680,000
	- Local Resources	
6	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	\$ 19,540,000
8	+ Adult High School Diploma Funding	<u>\$ 35,000</u>
9	= Total Revenue from Distributive School Account	\$ 19,575,000
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)	\$ 52,775,000

*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.

Distributive School Account

DISTRIBUTIVE SCHOOL ACCOUNT FY98 THROUGH FY03 ACTUAL EXPENDITURES

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1997-98	Actual 1998-99	Actual 1999-00	Actual 2000-01	Actual 2001-02	Actual 2002-03
Paid Weighted Enrollment	286,084	300,567	315,489	328,867	344,765	358,641
Change in Enrollment	5.24%	5.06%	4.96%	4.24%	4.83%	4.02%
Basic Support	\$3,698	\$3,804	\$3,802	\$3,815	\$3,921	\$3,987
Total Basic Support	\$1,058,278,275	\$1,143,217,908	\$1,199,526,708	\$1,254,675,975	\$1,351,677,697	\$1,429,955,586
Change in Total Basic Support	7.54%	8.03%	4.93%	4.60%	7.73%	5.79%
Class Size Reduction			\$82,900,043	\$86,880,711	\$91,822,619	\$99,714,942
Special Education	\$54,723,344	\$58,981,824	\$62,985,218	\$67,330,199	\$72,004,752	\$76,868,063
Special Units/Gifted & Talented			\$140,256	\$112,020	\$116,971	\$90,336
Adult Diploma	\$10,818,149	\$12,010,785	\$12,851,826	\$13,736,786	\$14,671,612	\$15,503,943
School Improvement Programs:						
Remediation			\$4,278,000	\$3,914,030	\$5,710,014	\$5,993,565
Professional Development			\$3,500,000	\$3,500,000	\$4,695,530	\$4,540,073
Student Assessments			\$1,200,000	\$1,200,000		
School Lunch Program State Match						
NV Early Literacy Program					\$4,431,127	\$3,457,151
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	\$500,000	
Early Childhood Education			\$500,000	\$498,961	\$2,595,583	\$3,500,000
At-Risk Retirement Credit						
High Impact Retirement Credit						
Special Student Services-Counseling			\$850,000	\$850,000	\$850,000	\$850,000
School Library Media Specialist						
Bonus Growth Payments		\$21,543	\$43,296	\$70,195	\$67,571	\$184,015
Special Transportation	\$46,753	\$60,039	\$44,675	\$74,170	\$47,715	\$80,719
Retired Employee Group Ins.						
Eureka Co Adjustment	(\$147,016)	(\$149,232)	(\$792,419)	(\$1,021,651)	(\$1,141,107)	
Non-traditional students			\$8,261	\$43,424	\$53,444	\$59,759
Basic Support returned for Budget Reductions						
Prior Year Payments Adj.		\$334,370				
Total Requirements	\$1,123,719,505	\$1,214,477,237	\$1,376,649,921	\$1,437,904,345	\$1,548,103,528	\$1,640,798,152
Less:						
Local School Support Tax	(\$509,494,808)	(\$560,180,959)	(\$604,132,388)	(\$636,032,731)	(\$644,428,774)	(\$686,820,222)
25 Cent Property Tax	(\$93,284,659)	(\$102,529,456)	(\$114,935,803)	(\$124,396,459)	(\$131,974,493)	(\$144,944,838)
Eureka Co Adjustment	\$2,137,237	\$1,745,240	\$1,460,611	\$1,603,301	\$1,355,570	
State Share	\$523,077,275	\$553,512,062	\$659,042,341	\$679,078,456	\$773,055,831	\$809,033,092
General Fund Appropriation	\$432,357,623	\$440,330,443	\$545,989,329	\$564,375,447	\$588,121,907	\$717,889,077
Interim Finance Allocation						
Annual Slot Tax	\$35,405,167	\$37,421,958	\$38,260,686	\$39,718,125	\$38,429,229	\$37,151,319
Investment Income	\$6,016,597	\$3,419,491	\$3,744,429	\$7,256,488	\$4,765,750	\$3,838,309
Mineral Land Lease	\$5,128,231	\$2,838,971	\$2,412,306	\$3,000,487	\$3,655,780	\$4,511,684
Out-of-State Sales Tax	\$56,879,469	\$65,365,286	\$62,402,171	\$64,081,112	\$63,841,496	\$63,432,710
Trans from School Improvement			\$13,891,737	\$16,767,624	\$29,500,000	\$39,979,630
Reimbursement						
Fiscal Relief Payments (PL 108-27)						\$33,975,577
Balance From Previous Year		\$11,701,598		\$7,643,116		\$57,580
Prior Year Refunds	\$76,437	\$46,609	\$25,991	\$157,415	\$947,249	\$383,107
Transfer Appropriation					\$43,852,000	(\$43,852,000)
Total	\$535,863,524	\$561,124,356	\$666,726,649	\$702,999,814	\$773,113,411	\$857,366,993
Bal. Forward to New Yr.	\$11,701,598		\$7,643,116		\$57,580	\$33,975,576
Revert to General Fund						
Balance	\$1,084,651	\$7,612,294	\$41,192	\$23,921,358		\$14,358,325

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

Source: Fiscal Analysis Division, Legislative Counsel Bureau, 2009.

Distributive School Account (continued)

DISTRIBUTIVE SCHOOL ACCOUNT FY04 THROUGH FY08 ACTUAL AND FY09 PROJECTED

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 2003-04	Actual 2004-05	Actual 2005-06	Actual 2006-07	Actual 2007-08	Projected 2008-09
Paid Weighted Enrollment	373,498	387,834	400,101	413,260	420,830	424,356
Change in Enrollment	4.14%	3.84%	3.16%	3.29%	1.83%	0.84%
Basic Support	\$4,298	\$4,433	\$4,490	\$4,699	\$5,125	\$5,214
Total Basic Support	\$1,605,345,160	\$1,719,363,163	\$1,796,267,717	\$1,941,953,004	\$2,156,577,434	\$2,212,704,453
Change in Total Basic Support	12.27%	7.10%	4.47%	8.11%	11.05%	2.60%
Class Size Reduction	\$108,937,389	\$117,142,553	\$125,552,187	\$137,922,619	\$141,209,596	\$153,710,996
Special Education	\$83,185,765	\$87,866,444	\$97,617,555	\$103,715,266	\$111,303,886	\$121,250,664
Special Units/Gifted & Talented	\$39,777	\$129,848	\$169,264	\$246,508	\$171,898	\$163,656
Adult Diploma	\$16,926,568	\$17,843,596	\$18,430,209	\$21,487,760	\$21,302,940	\$22,428,476
School Improvement Programs:						
Remediation	\$3,008,209	\$8,380,661	\$6,818,788	\$7,089,336	****	****
Professional Development	\$8,711,348	\$9,403,429	\$10,329,114	\$10,510,364	\$13,089,638	\$12,037,787
Student Assessments						
School Lunch Program State Match			\$588,732	\$588,732	\$588,732	\$588,732
NV Early Literacy Program	**	**	**	**	**	**
Special Funding*:						
Net Proceeds Tax Advance						
SMART Student Records Sys.						
Education Technology						
Distance Education/Satellite Downlink						
School-to-Careers						
Early Childhood Education	\$2,896,583	\$2,896,583	\$3,032,172	\$3,152,479	\$3,208,584	\$3,338,875
At-Risk Retirement Credit	\$2,689,206	\$7,044,149	\$11,141,975	\$17,102,796	***	***
High Impact Retirement Credit		\$5,732,643	\$6,976,617	\$12,027,083	***	***
Special Student Services-Counseling	\$850,000	\$850,000	\$850,000	\$850,000	\$839,927	\$850,000
School Library Media Specialist					\$18,078	\$18,798
Bonus Growth Payments	\$156,498	\$167,352	\$63,929	\$34,242	\$50,416	
Special Transportation	\$81,663	\$89,471	\$112,012	\$109,439	\$170,908	\$170,909
Retired Employee Group Ins.	\$2,704,730	\$7,912,640	\$8,391,659	\$16,775,495		
Eureka Co Adjustment	(\$1,046,942)	(\$1,006,229)	(\$1,773,310)	(\$1,504,818)	(\$931,717)	
Non-traditional students	\$68,635	\$63,663	\$68,063	\$102,935	\$139,760	
Basic Support returned for Budget Reductions					(\$14,825,347)	(\$24,551,887)
Prior Year Payments Adj.		(\$15,197)	(\$102,720)	(\$618,026)	(\$5,760,125)	
Total Requirements	\$1,834,554,589	\$1,983,864,769	\$2,084,533,963	\$2,271,545,214	\$2,427,154,608	\$2,502,711,459
Less:						
Local School Support Tax	(\$785,709,334)	(\$907,257,718)	(\$986,785,530)	(\$986,407,260)	(\$945,043,907)	(\$857,206,275)
25 Cent Property Tax	(\$157,931,475)	(\$173,825,735)	(\$197,524,650)	(\$216,501,563)	(\$237,691,960)	(\$262,950,715)
Eureka Co Adjustment	\$1,149,233	\$2,808,569	\$2,794,078	\$3,796,326	\$4,296,698	
State Share	\$892,063,013	\$905,589,885	\$903,017,861	\$1,072,432,717	\$1,248,715,439	\$1,382,554,469
General Fund Appropriation	\$746,727,016	\$892,141,890	\$849,687,448	\$971,783,690	\$1,018,438,090	\$1,011,747,580
Interim Finance Allocation	\$2,704,730					
Annual Slot Tax	\$36,643,286	\$36,763,773	\$36,757,113	\$36,362,690	\$34,945,244	\$35,449,480
Investment Income	\$3,366,985	\$7,161,655	\$8,281,185	\$11,975,870	\$14,063,745	\$13,100,000
Mineral Land Lease	\$3,531,041	\$5,435,489	\$7,608,185	\$6,631,195	\$8,670,417	\$23,435,000
Out-of-State Sales Tax	\$68,263,920	\$79,429,148	\$94,428,822	\$111,655,998	\$102,284,309	\$93,487,859
Trans from School Improvement	\$12,386,219	\$10,398,748	\$3,335,978	\$412,876	\$3,981	
Reimbursement			\$163,688	\$80,396		
Fiscal Relief Payments (PL 108-27)	\$33,975,577					
Balance From Previous Year	\$33,975,577	\$49,511,338		\$97,255,668		
Prior Year Refunds	\$1,145,129	\$570,439	\$91,201	\$27,676	\$6,687,926	\$35,203
Transfer Appropriation					\$85,874,930	(\$85,874,930)
Total	\$942,719,480	\$1,081,412,480	\$1,000,353,620	\$1,236,186,059	\$1,270,968,642	\$1,091,380,192
Bal. Forward to New Yr.	\$49,511,338		\$97,244,558			Supplemental Appropriation \$291,174,277
Revert to General Fund						
Balance	\$1,145,129	\$175,822,595	\$91,201	\$163,753,342	\$22,253,203	

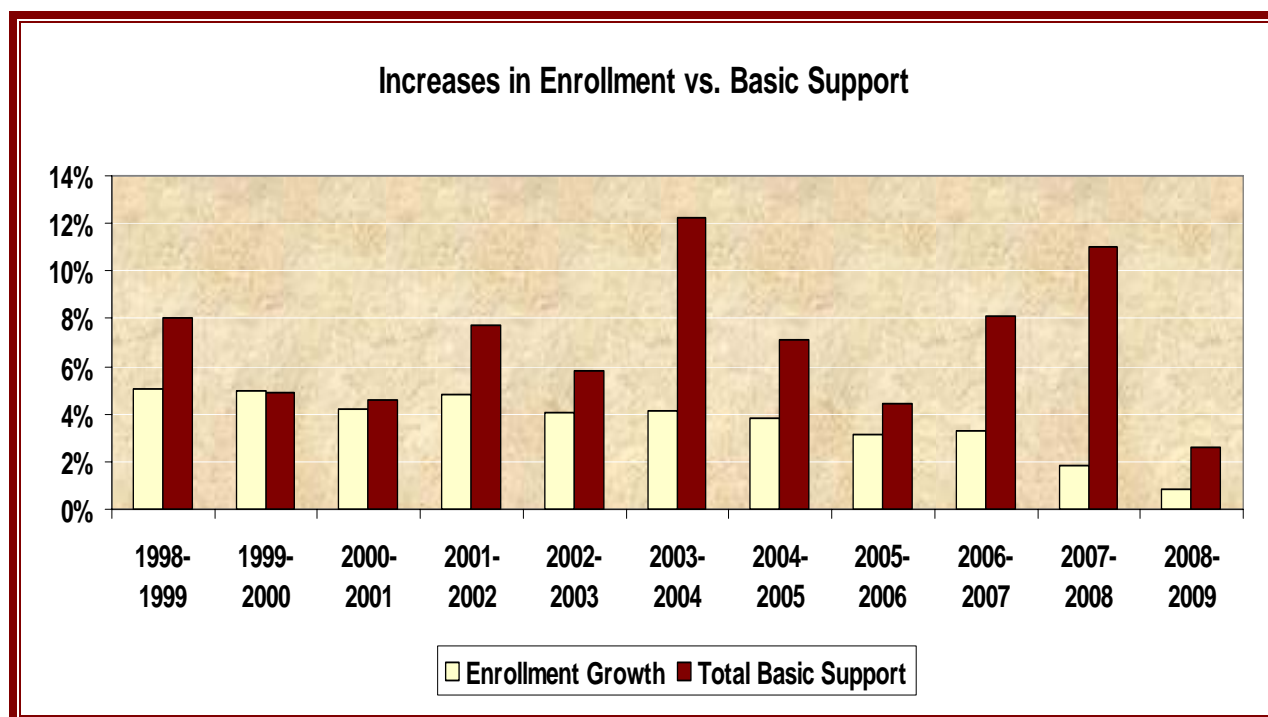
** Beginning in FY 2004, funding for the Nevada Early Literacy Program was combined into the Professional Development funding.

*** Beginning in FY 2008, retirement credit funding was provided in the Grant Fund for Incentives for Licensed Educational Personnel.

**** Beginning in FY 2008, remediation funding was provided in the Account for Programs for Innovation & the Prevention of Remediation.

Source: Fiscal Analysis Division, Legislative Counsel Bureau, 2009.

Basic Support



Source: Fiscal Analysis Division, Legislative Counsel Bureau, 2009.

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009*
Enrollment Growth	5.06%	4.96%	4.24%	4.83%	4.02%	4.14%	3.84%	3.16%	3.29%	1.83%	0.84%
Total Basic Support	8.03%	4.93%	4.6%	7.73%	5.79%	12.27%	7.1%	4.47%	8.11%	11.05%	2.6%

Source: Fiscal Analysis Division, Legislative Counsel Bureau, 2009.

*2008-2009 reflects current projections.

Nevada Budget Reductions

Revenue Shortfall and Its Impact on Public Education

Nationally, with few exceptions, states are suffering from slowing or declining revenue. The State of Nevada is no exception. According to the National Conference of State Legislatures (NCSL) for Fiscal Year (FY) 2008-2009, at least 23 states are reporting budget gaps (see figure below).



*Indicates no response given.

Source: National Conference of State Legislatures.

Growing Financial Gaps

For FY 2009, 23 states are expecting budget gaps, with the cumulative shortfall expected to top \$26 billion. States' shortfalls are shown as a percentage of their general fund budgets (above).



Budget Reductions Round 1

In order to meet the revenue shortfall in the State of Nevada, all publically funded entities, including the school districts, were faced with budget reductions during the 2007-2009 Biennium. The first round of education budget reductions faced by school districts required a 4.5 percent reduction in revenues. This required school districts to revert approximately \$93 million. The first round of budget reductions for public education included eliminating or reducing funding for new and continuing education programs. The reductions included:

- \$13.6 million for the expansion of the full-day kindergarten program during SY 2008-2009. This resulted in lost funding for 228 additional teaching positions at approximately 57 eligible schools in 10 different school districts.
- \$8.9 million that was to be used to establish empowerment schools during SY 2008-2009. These funds would have provided support for the establishment of up to 29 empowerment schools (16 in Clark County, 5 in Washoe County, and 8 in the remaining rural counties).
- \$10 million to support competitive technology education grants to school districts over the 2007-2009 Biennium.
- \$4 million to support competitive grants to school districts to enhance and expand Career and Technical Education (CTE) programs during SY 2008-2009.
- \$10 million to support a pilot program of performance pay and enhanced compensation for teachers during the 2007-2009 Biennium.
- \$7.6 million to support school districts in meeting electricity, heating, and cooling costs that were greater than amounts budgeted for the 2007-2009 Biennium.
- \$8.3 million to support competitive grants to schools for innovative and remediation programs during SY 2008-2009. These grants are allocated by the Commission on Educational Excellence.

Budget Reductions Round 2

The second round of budget reductions occurred during the 24th Special Session of the Legislature on June 27, 2008. For school districts, the budget reductions totaled \$80.4 million. The second round of reductions occurred in two areas:

- The first area was a reduction of \$48 million in funding available to school districts in FY 2008-2009 for the purchase of textbooks, instructional supplies, and instructional hardware.
- The second area was a reduction of \$32.4 million in State appropriations.

Budget Reductions Round 3

The third round of budget reductions occurred during the 25th Special Session of the Legislature on December 8, 2008. For school districts, the budget reductions totaled \$3.8 million. The third round of reductions occurred in four areas:

- Norm-Referenced Test (NRT): The statutory requirement to administer an NRT during SY 2008-2009 was suspended; this provided a reversion to the State General Fund of \$476,235. The Department of Education has proposed elimination of the test for the 2009-2011 Biennium, as well.
- School Support Teams (SSTs): Unused funding of \$300,000 from the Non-Title SST funds were reverted before the mandatory timeline of July 2009.
- Mineral Leasing Act Funds: The Legislature temporarily changed the distribution of Mineral Lease Act Funds for FY 2008-2009 from counties and school districts to the State General Fund. The changes made to the Mineral Leasing Act Funds will revert \$3 million.

Budget Reductions Round 4

The fourth round of budget reductions occurred after the 25th Special Session. Based upon the revised Public School Operating Property Tax collection estimates for FY 2008-2009, the supplemental appropriation needed for the Distributive School Account increased. To help offset the increased shortfall, the State Budget Office requested an 11 percent budget reduction for the Regional Professional Development Programs' 2008-2009 budgets. The reduction totaled \$1.5 million.

Budget Reductions—Grand Total

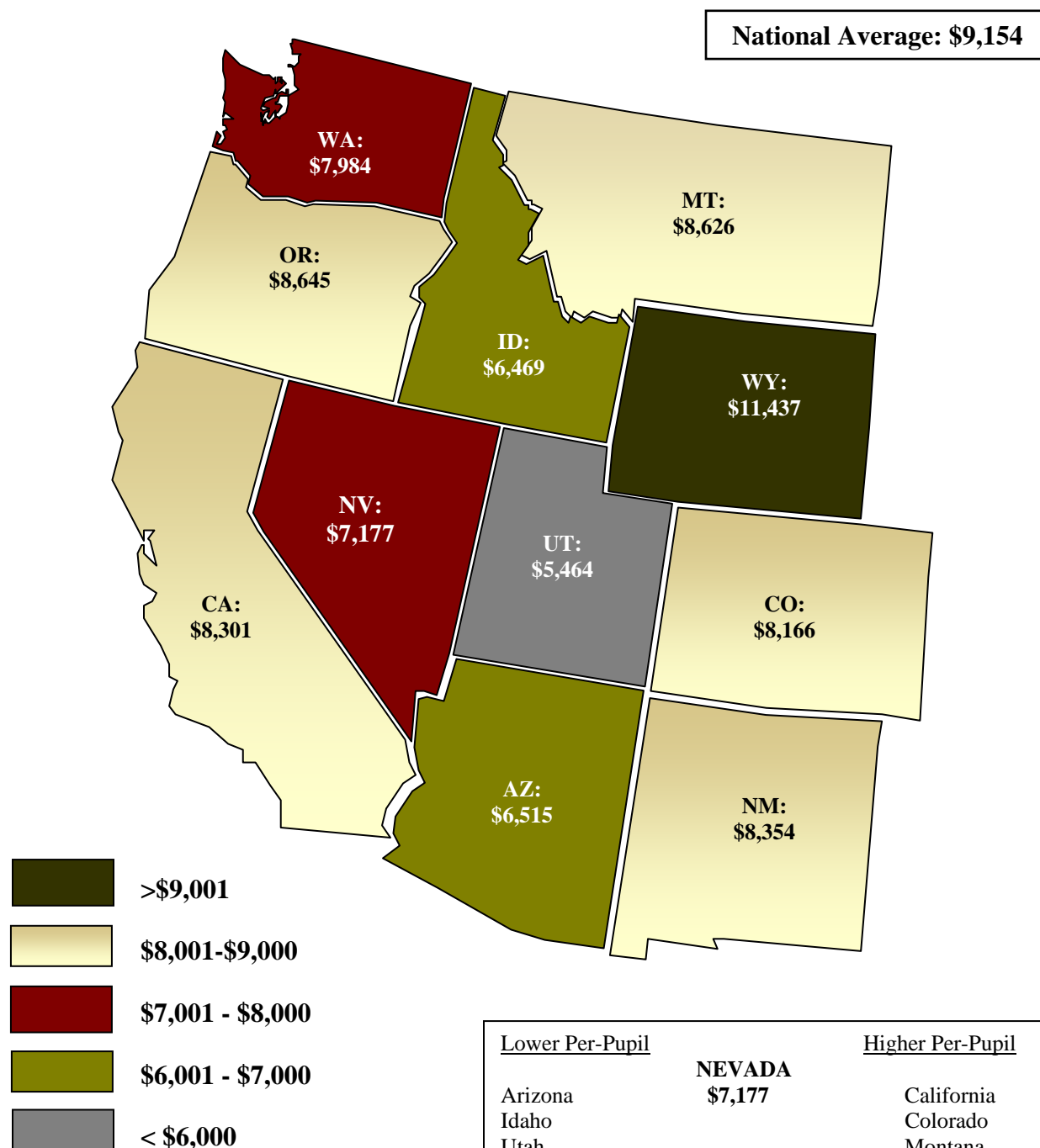
The grand total of reductions to K-12 education during the 2007-2009 Biennium is \$178.3 million. The Department of Education notes that of this total amount, \$55.2 million was reverted from the FY 2007-2008 K-12 budgets, which equates to 5.22 percent of the total K-12 budget. For FY 2008-2009, a total of \$123.2 million will be reverted, which equates to a 9.19 percent reduction in the total K-12 budget.

Budget Reductions 2009-2011 Biennium

For the upcoming biennium (July 2009 through June 2011), the Governor has requested agencies submit 14 percent reductions to their budgets. Statewide, for Nevada's 17 school districts, that amounts to almost \$189 million in each fiscal year. Based upon recent revenue forecasts, the estimated budget reductions may need to be higher.

Per-Pupil Expenditures

Per-Pupil Current Expenditures for Elementary and Secondary Schools SY 2005-2006



Source: United States Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06, First Look*, April 2008.

Per-Pupil Expenditures (*continued*)

Per-Pupil Expenditures for Elementary and Secondary Schools by Function Western States Comparison SY 2005-2006

	Current Per-Pupil Expenditures				
State	Total	Instruction	Student Support	Operations	Administration
Wyoming	\$11,437	\$7,397	\$672	\$2,073	\$1,294
National Average	\$9,154	\$6,029	\$476	\$1,659	\$991
Oregon	\$8,645	\$5,419	\$611	\$1,422	\$1,194
Montana	\$8,626	\$5,553	\$464	\$1,660	\$949
New Mexico	\$8,354	\$5,087	\$806	\$1,540	\$921
California	\$8,301	\$5,569	\$382	\$1,355	\$995
Colorado	\$8,166	\$5,010	\$358	\$1,352	\$1,446
Washington	\$7,984	\$5,099	\$509	\$1,457	\$920
Nevada	\$7,177	\$4,585	\$271	\$1,235	\$1,086
Arizona	\$6,515	\$4,191	\$366	\$1,270	\$688
Idaho	\$6,469	\$4,266	\$362	\$1,208	\$634
Utah	\$5,464	\$3,709	\$202	\$1,040	\$513

Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06, First Look*, April 2008.

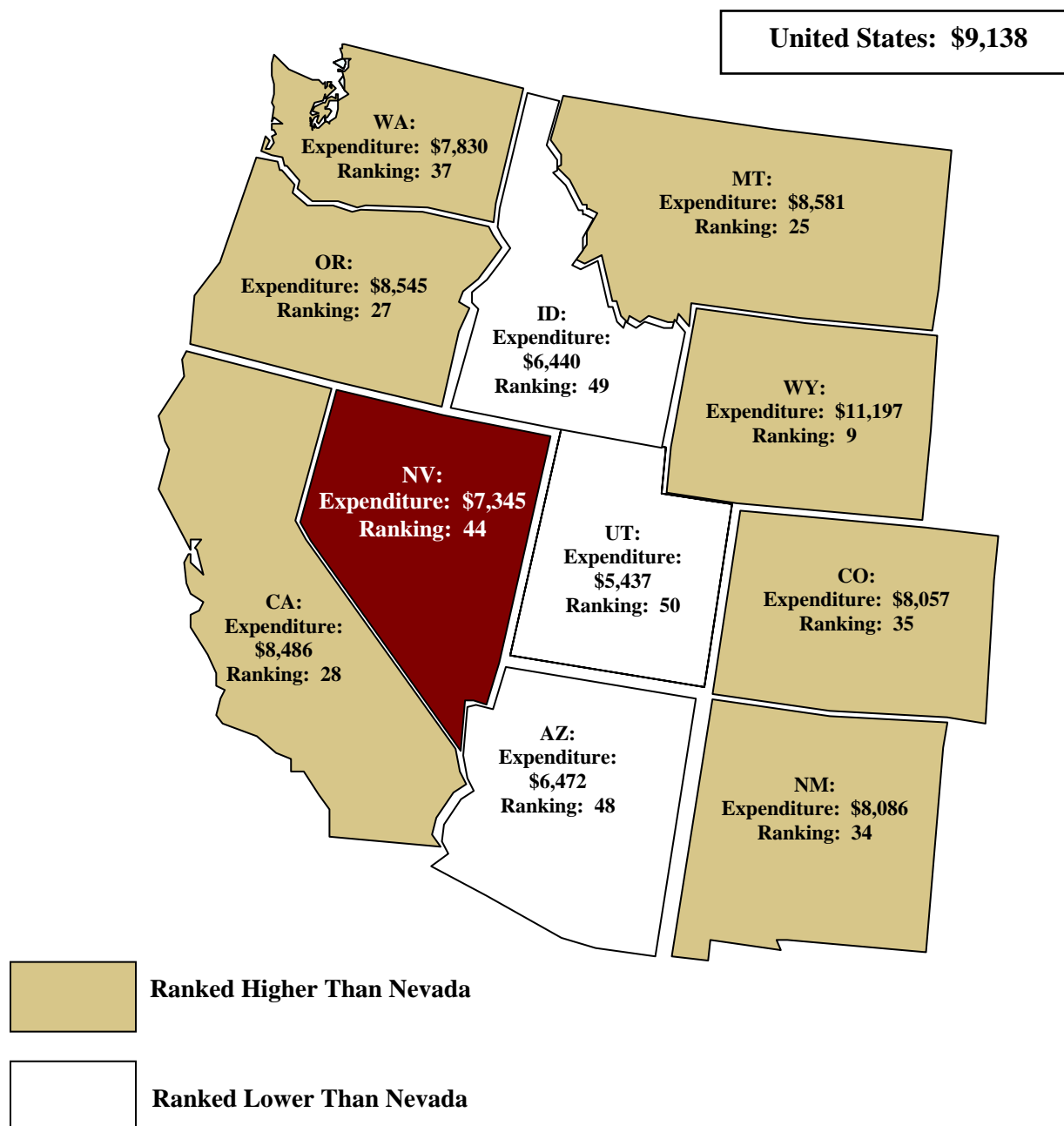


“Forget books and pencils, we all need our own computers.”

Nevada Ninth Grade Student

Per-Pupil Expenditures (*continued*)

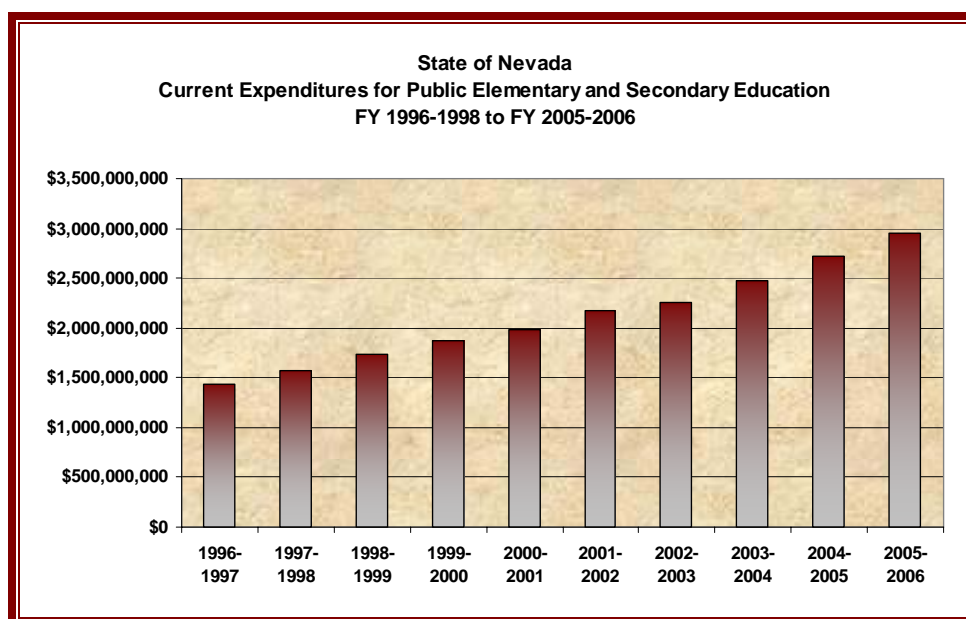
Per-Pupil Current Expenditure Rankings* SY 2005-2006



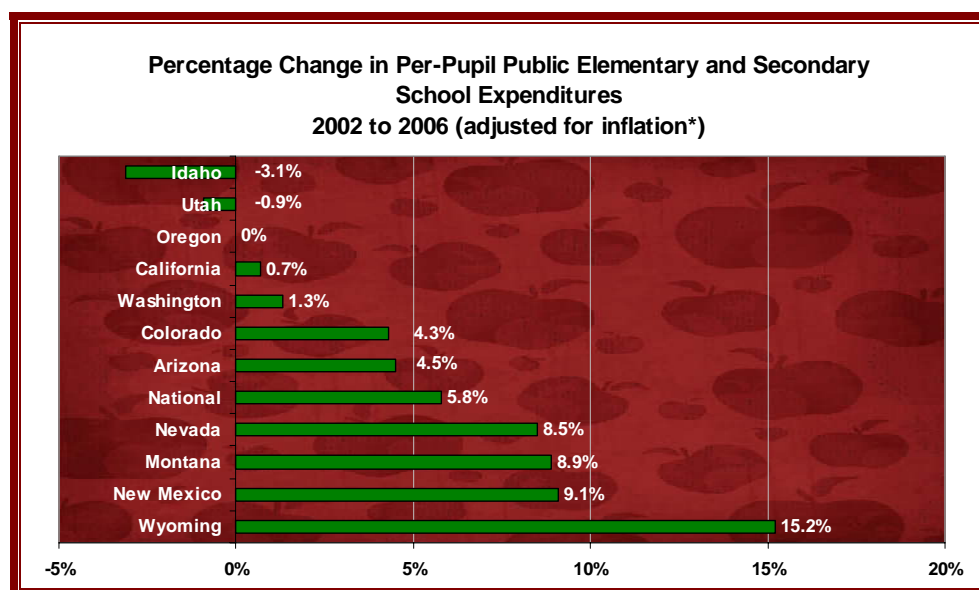
*Expenditures include salaries, benefits, services, and supplies. Excluded expenditures include those for adult education, community services, and other non-elementary-secondary programs.

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

Public School Expenditures



Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06, First Look*, April 2008.



State Rankings

Idaho Rank 50
Utah Rank 49
Oregon Rank 46
California Rank 44
Washington Rank 42
Colorado Rank 33

Arizona Rank 32
Nevada Rank 22
Montana Rank 21
New Mexico Rank 20
Wyoming Rank 6

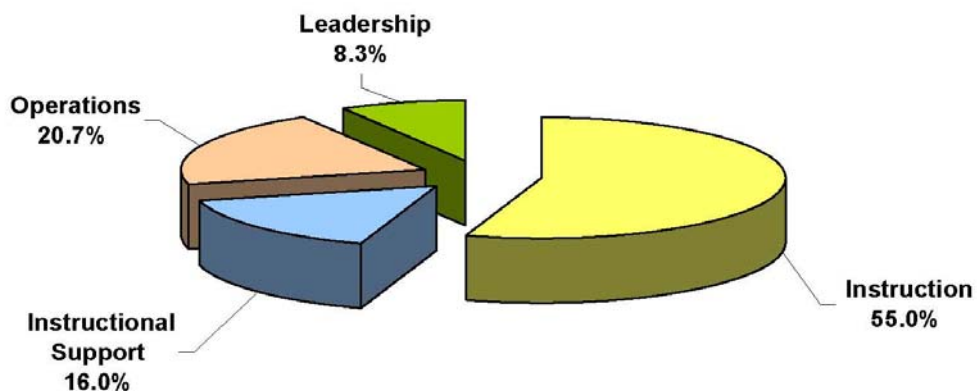
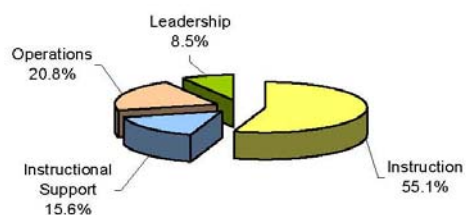
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

Public School Expenditures In\$ite Financial Analysis System

Nevada School Districts & Charter Schools

**#1 Total Expenditures
(All Funding Sources)
By Four Major Functions
2006/2007 School Year**

**2005/2006 School Year
(Prior Year)**



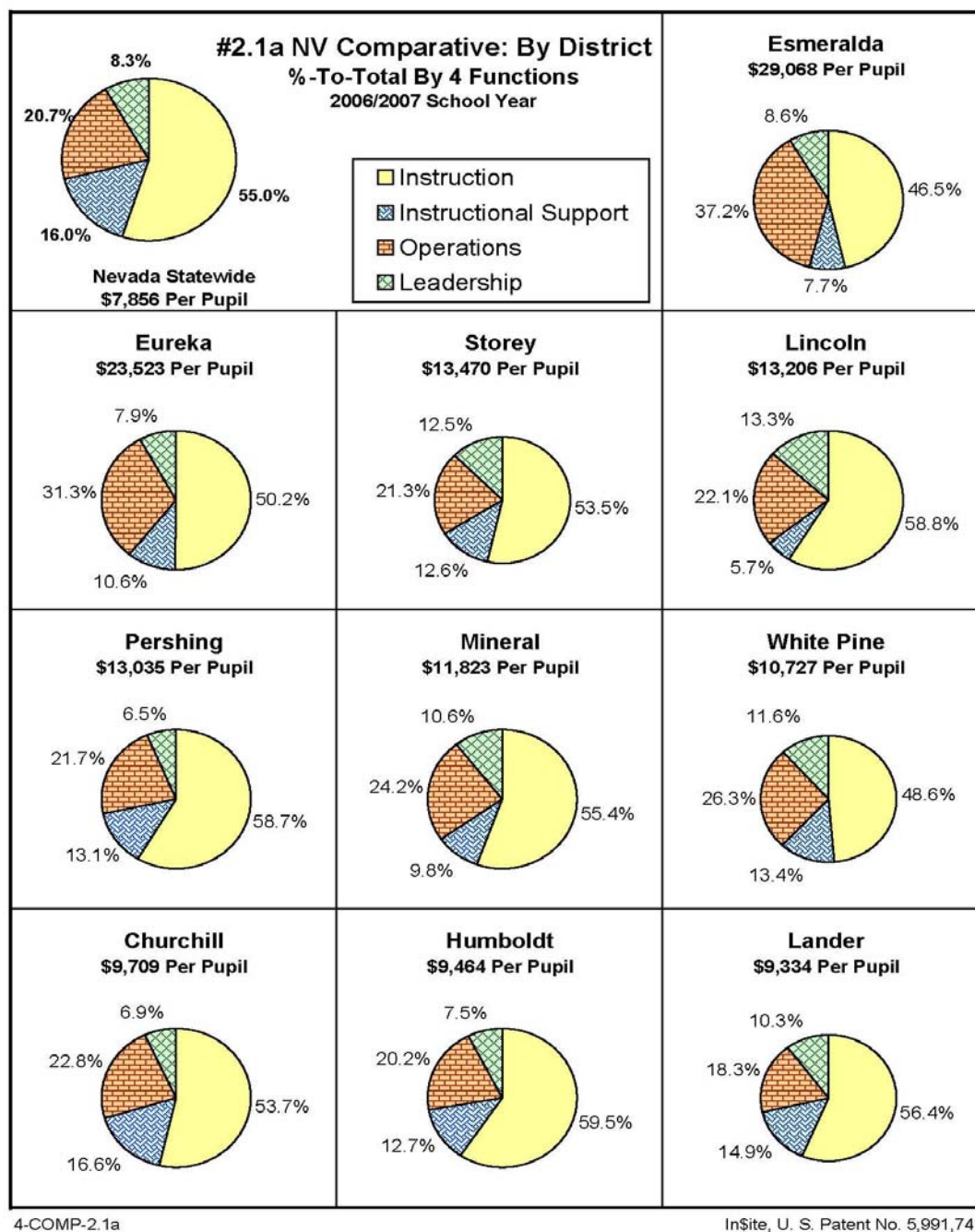
Weighted Enrollment: 411,268	Amount	Per Pupil	%-To-Total
Instruction	\$1,776,885,298	\$4,321	55.0%
Instructional Support	\$516,842,662	\$1,257	16.0%
Operations	\$668,133,055	\$1,625	20.7%
Leadership	\$269,015,070	\$654	8.3%
Total Expenditures	\$3,230,876,084	\$7,856	100.0%

2007-NV-01-01 (4)

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

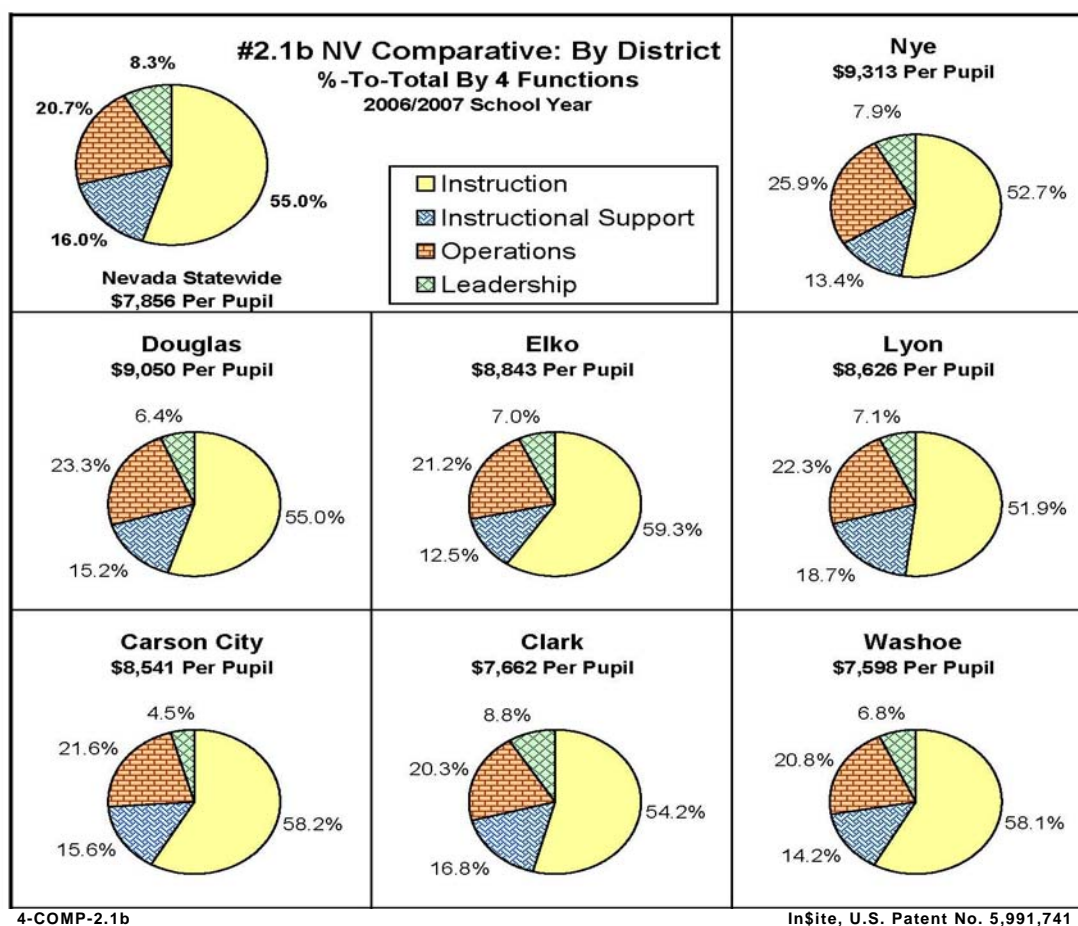
Source: <http://edmin.com>.

Public School Expenditures In\$ite Financial Analysis System (continued)



Source: <http://edmin.com>.

Public School Expenditures In\$ite Financial Analysis System (continued)



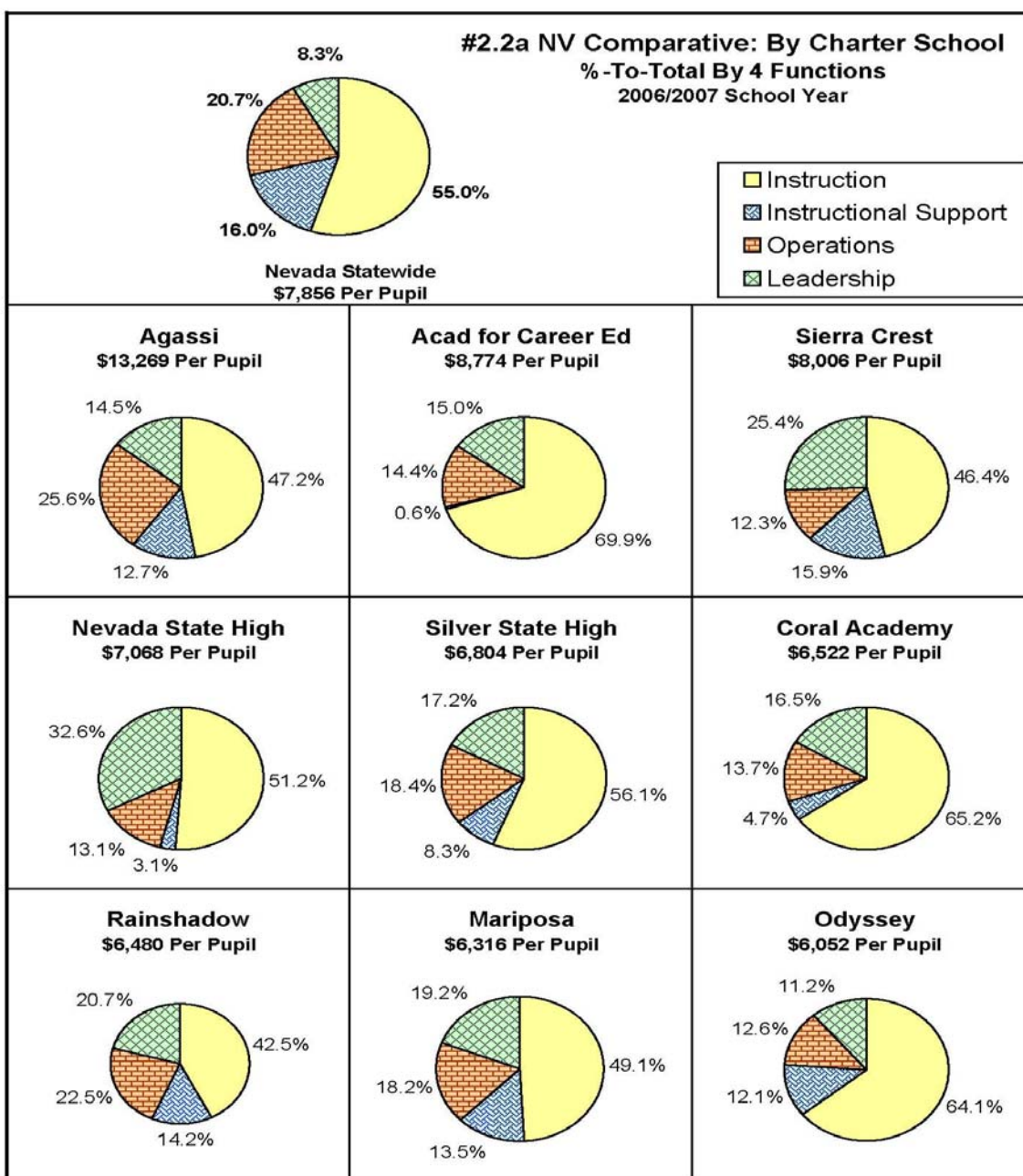
Source: <http://edmin.com>.



“I love animals and want to be a vet.”

Nevada Third Grade Student

Public School Expenditures In\$ite Financial Analysis System (continued)

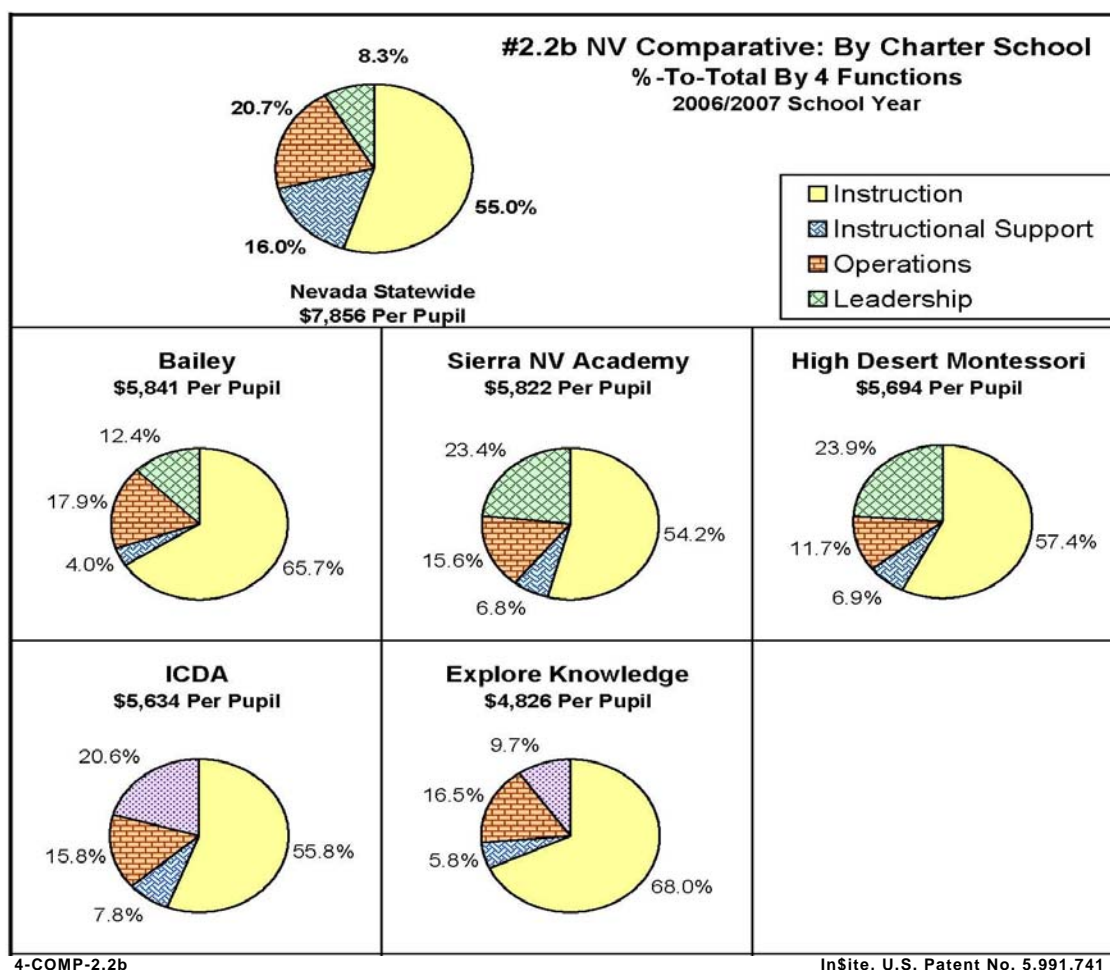


4-COMP-2.2a

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

Source: <http://edmin.com>.

Public School Expenditures In\$ite Financial Analysis System (continued)



Source: <http://edmin.com>.

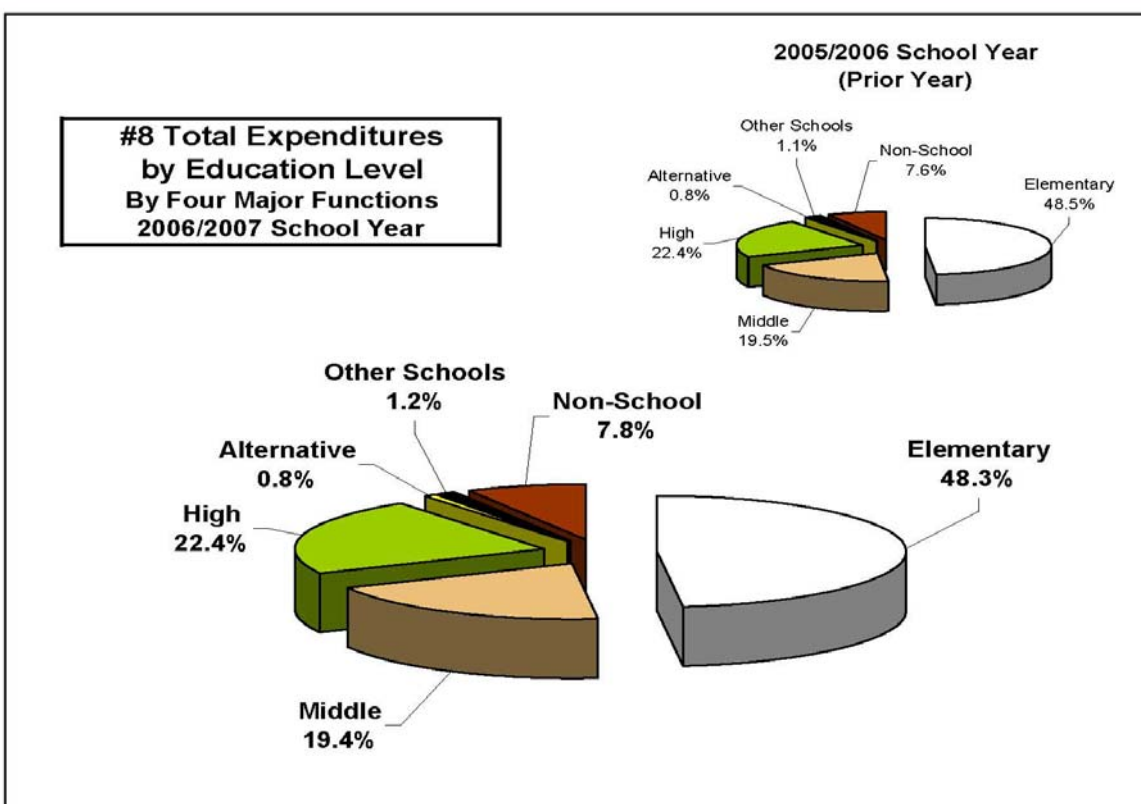


“I’d like a film company to make a movie about our school and put us in it.”

Nevada Seventh Grade Student

Public School Expenditures In\$ite Financial Analysis System (continued)

Nevada School Districts & Charter Schools



Education Level	Weighted Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	195,503	\$1,561,069,500	\$7,985	48.3%
Middle	98,207	\$627,782,124	\$6,392	19.4%
High	114,363	\$724,947,813	\$6,339	22.4%
Alternative	2,554	\$26,076,042	\$10,210	0.8%
Other Schools ¹	641	\$38,104,179	N/A	1.2%
Non-School	N/A	\$252,896,425	N/A	7.8%
Total	411,268	\$3,230,876,084	\$7,856	100.0%

2007-NV-10-08 (4)

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

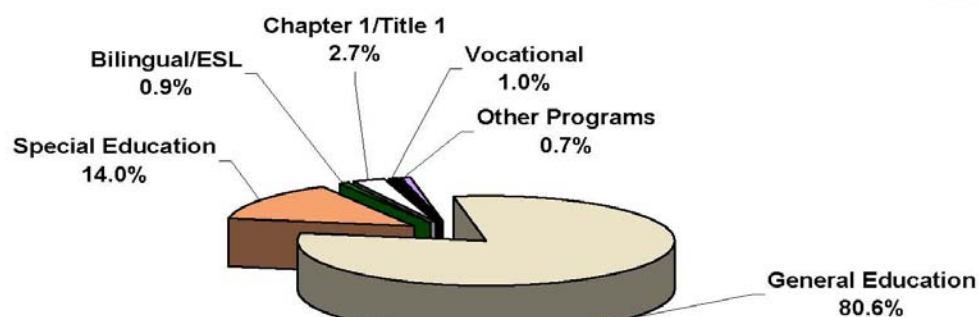
¹ Other Schools enrollment is a combination of enrollment for a few schools classified as Other and of locations for Summer School or Adult Education with enrollment of 0 per location. \$ per pupil is not calculated for this category.

Source: <http://edmin.com>.

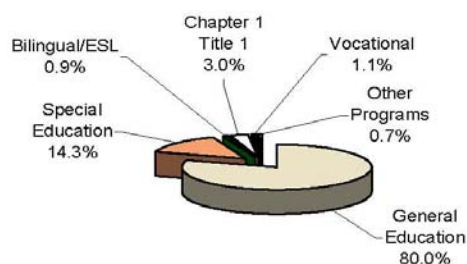
Public School Expenditures In\$ite Financial Analysis System (continued)

Nevada School Districts & Charter Schools

**#12 Expenditures by Six Programs (Four Functions)
General Education and
Incremental Programs
%-To-Total
2006/2007 School Year**



**2005/2006 School Year
(Prior Year)**



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	411,263.20	\$2,602,951,018	\$6,329	\$6,329	80.6%
Special Education	47,928.00	\$453,869,495	\$9,470	\$15,799	14.0%
Bilingual / ESL	73,294.00	\$29,768,469	\$406	\$6,735	0.9%
Chapter 1 / Title 1	79,041.80	\$87,164,705	\$1,103	\$7,432	2.7%
Vocational	57,918.00	\$33,046,819	\$571	\$6,900	1.0%
Other Programs ²	N/A	\$24,075,577	N/A	N/A	0.7%
Total	411,268	\$3,230,876,084	N/A	\$7,856	100.0%

2007-NV-15-12 (4)

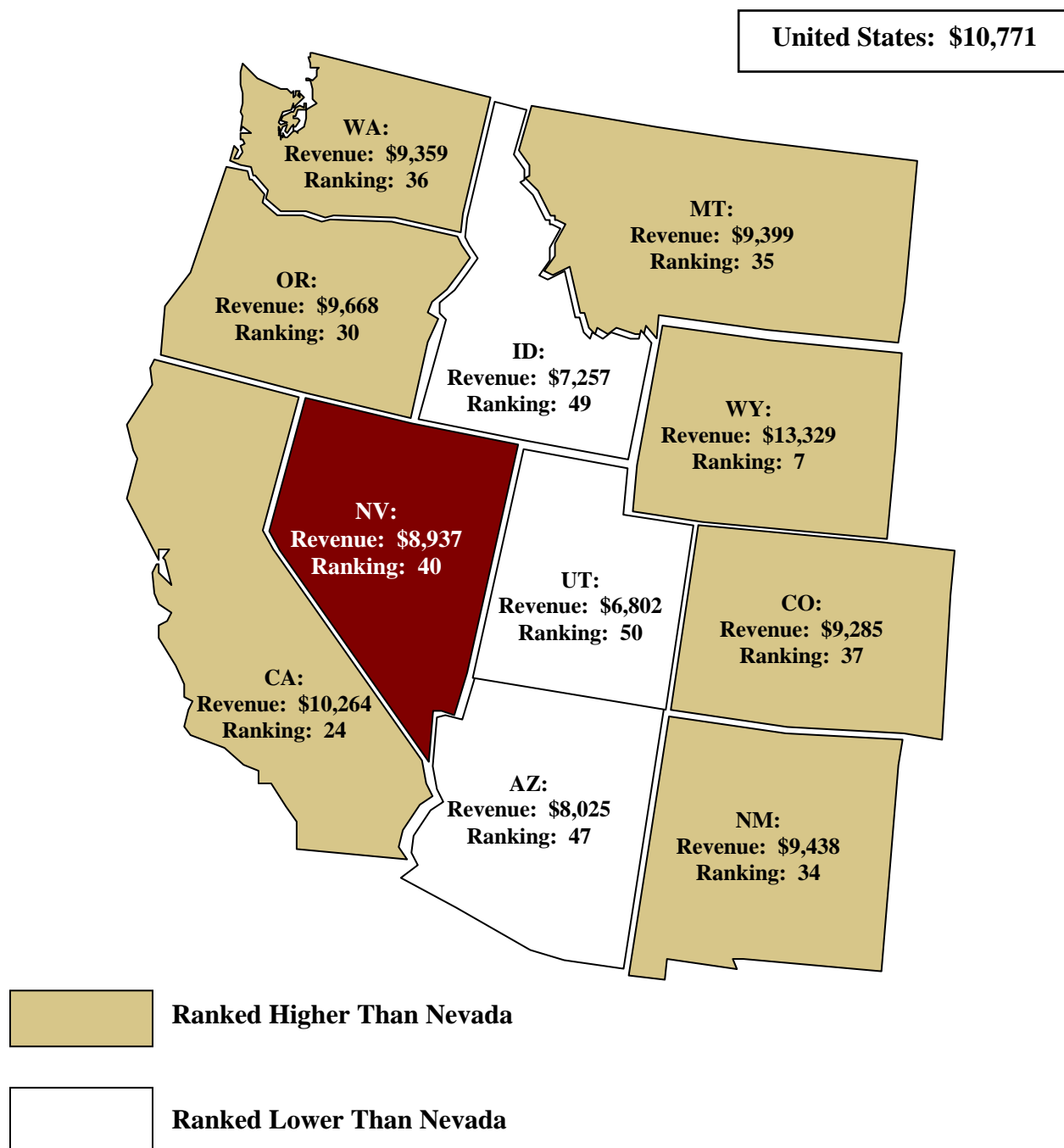
In\$ite, U. S. Patent No. 5,991,741

- 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 only 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: <http://edmin.com>.

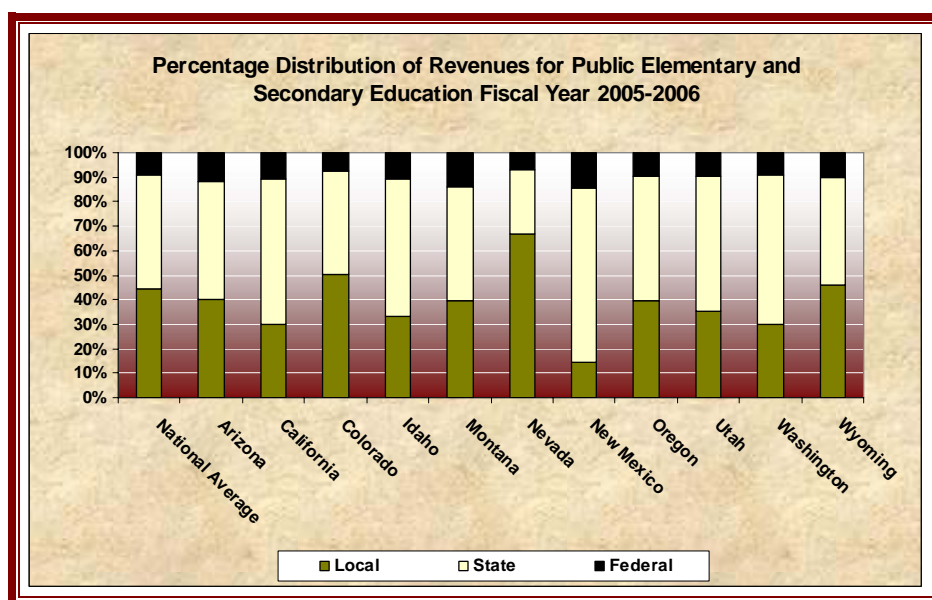
Per-Pupil Revenue

Per-Pupil Revenue Rankings SY 2005-2006



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

Revenue Sources—Nevada and Western States



Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06, First Look*, April 2008.

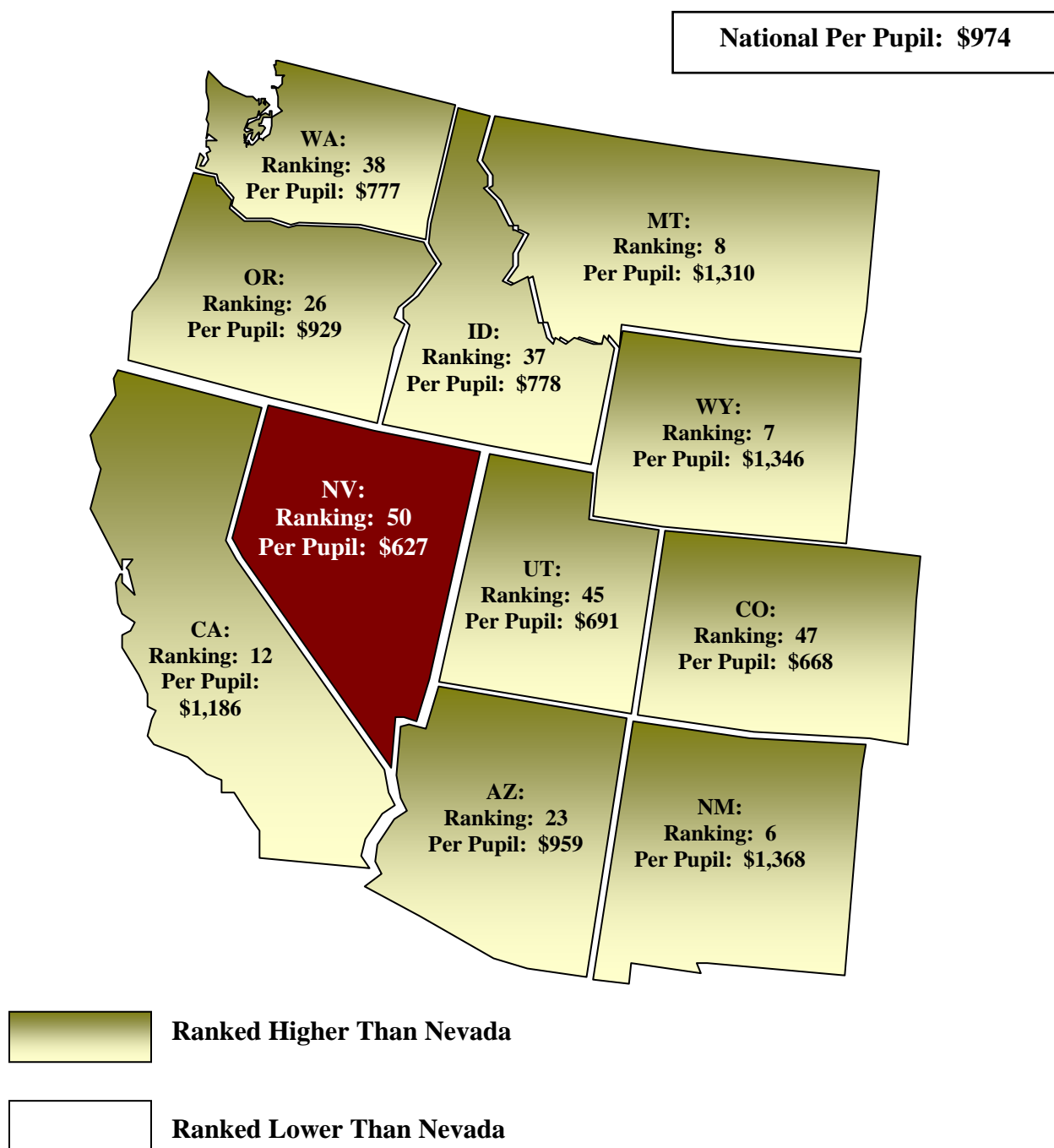
LOCATION	LOCAL	STATE	FEDERAL
National Average	44.4%	46.5%	9.1%
Arizona	39.9%	48.4%	11.8%
California	29.9%	59.3%	10.8%
Colorado	50.2%	42.5%	7.3%
Idaho	33%	56.2%	10.8%
Montana	39.8%	46.2%	14%
Nevada	66.9%	25.9%	7.1%
New Mexico	14.3%	71.2%	14.5%
Oregon	39.8%	50.4%	9.8%
Utah	35.3%	55.1%	9.6%
Washington	30.2%	60.8%	9%
Wyoming	45.8%	44.1%	10.1%

Note: The National Center for Education Statistics (NCES) estimates that revenues raised in support of public elementary and secondary education in the United States were \$520.6 billion for FY 2005-2006. These revenues are used to support the operations of schools, as well as capital construction, equipment costs, and debt financing. These revenues come from a combination of local, state, and federal sources, with most coming from local and state tax revenues. The figure above demonstrates the approximate percentage of funding contributed by each of these sources in the State of Nevada, nationwide, and in the western states.

When reviewing the information, note that due to the differing financing mechanisms utilized in each state, there are tremendous differences between the nationwide averages and the percentages found in some states, thus making it difficult to make meaningful comparisons. For example, among states with more than one school district, local contributions to the funding mix vary from 14.3 percent in New Mexico to 66.9 percent in Nevada. However, a large portion of the local funding in Nevada is derived from the State-mandated sales tax—Local School Support Tax—and property and mining taxes.

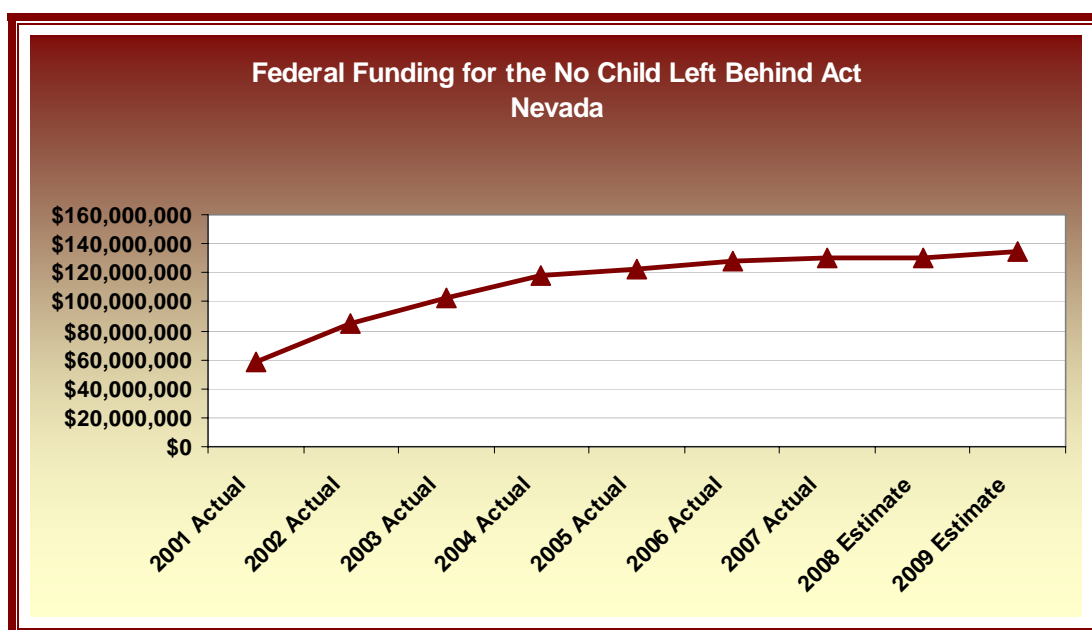
Revenue Sources—Federal

Per-Pupil Revenue from Federal Sources Western States with Rankings FY 2005-2006



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

No Child Left Behind Act—Federal Revenue



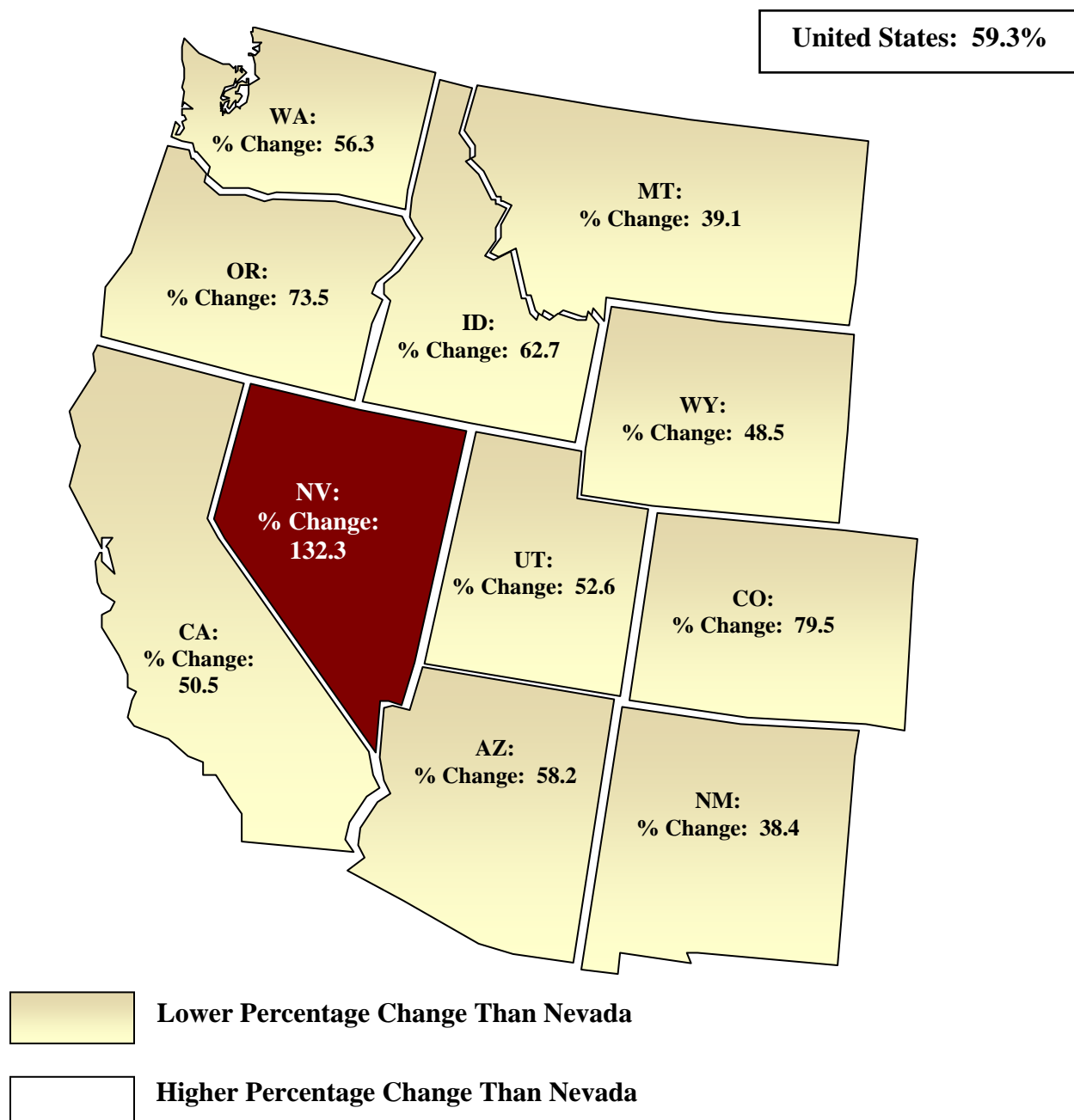
Federal Programs Funded Under the No Child Left Behind Act

Title I Grants	21st 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 – 2001-2009*.

No Child Left Behind Act—Federal Revenue (*continued*)

Federal Funding for the No Child Left Behind Act (NCLB) Percentage Change—FY 2001 through FY 2009



Source: U.S. Department of Education, *State Budget Tables – 2001-2009*.

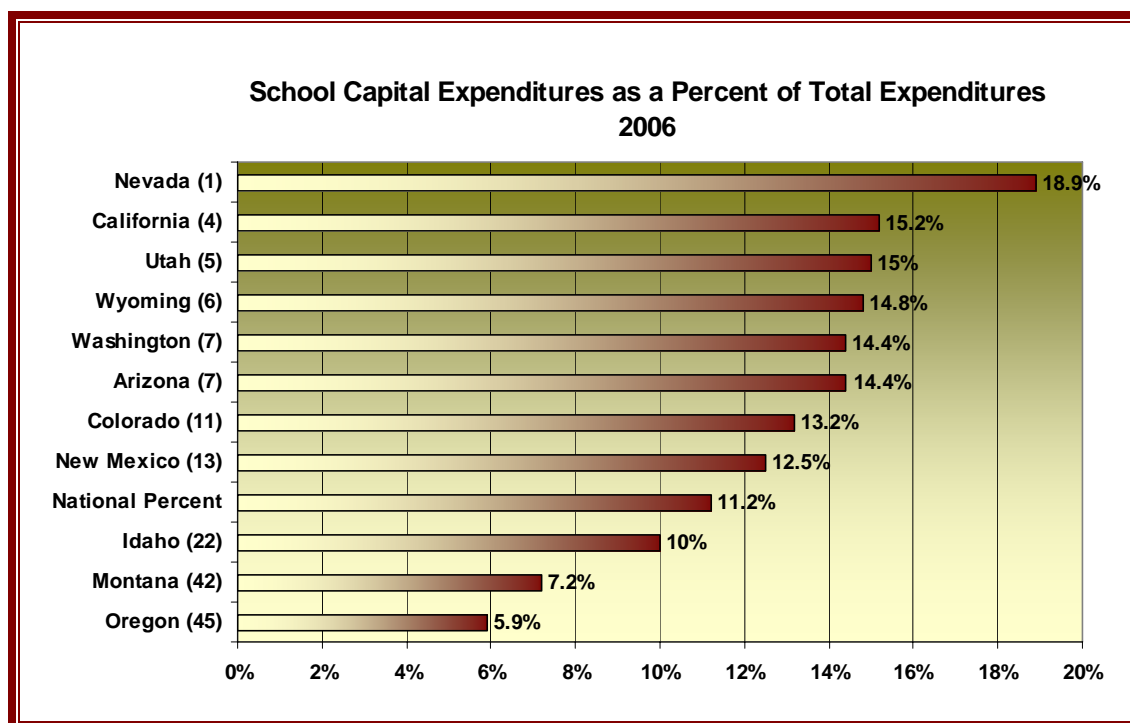
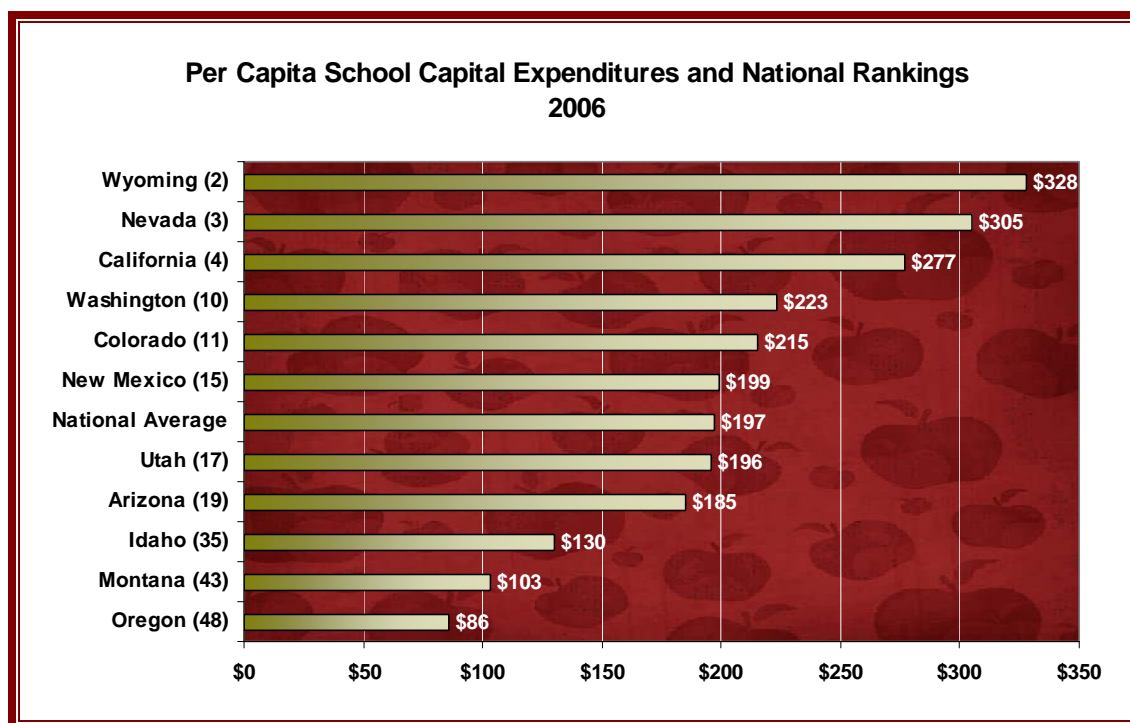
Local Government Indebtedness

General Obligation Bonds of School Districts and Other Local Government Entities in Nevada June 30, 2008

County	County Bond Amount	Schools Amount	Cities/Other Amount	Total	Percentage of G.O. Bonds for Schools
Carson City		\$48,204,000		\$48,204,000	100%
Churchill		\$14,655,000		\$14,655,000	100%
Clark	\$74,385,000	\$4,009,235,500	\$200,765,313	\$4,284,385,813	94%
Douglas		\$5,410,000		\$5,410,000	100%
Elko		\$0	\$435,000	\$435,000	0%
Esmeralda		\$0		\$0	0%
Eureka		\$3,066,000		\$3,066,000	100%
Humboldt		\$1,660,000	\$2,288,000	\$3,948,000	42%
Lander	\$2,920,000	\$0		\$2,920,000	0%
Lincoln		\$3,887,000		\$3,887,000	100%
Lyon		\$67,940,000		\$67,940,000	100%
Mineral		\$3,825,000		\$3,825,000	100%
Nye		\$73,530,000		\$73,530,000	100%
Pershing		\$2,100,000		\$2,100,000	100%
Storey		\$10,800,000		\$10,800,000	100%
Washoe	\$61,250,000	\$500,380,000	\$12,825,000	\$574,455,000	87%
White Pine		\$5,040,000		\$5,040,000	100%
Statewide	\$138,555,000	\$4,749,732,500	\$216,313,313	\$5,104,600,813	93%

Source: Nevada's Department of Taxation, *Annual Local Government Indebtedness as of June 30, 2008*.

Expenditures—Capital



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

Expenditures—With and Without Capital Outlays and Debt Service

Expenditures With and Without Capital Outlays and Debt Service FY 2004-2005				
	Rank	Total Expenditures*	Rank	Current Expenditures**
National Average		\$10,071		\$8,701
Arizona	48	\$7,214	50	\$6,184
California	23	\$9,655	30	\$7,905
Colorado	25	\$9,421	34	\$7,826
Idaho	49	\$7,185	49	\$6,319
Montana	41	\$8,638	25	\$8,133
Nevada	39	\$8,646	46	\$6,804
New Mexico	26	\$9,368	32	\$7,834
Oregon	32	\$9,119	26	\$8,071
Utah	51	\$6,301	51	\$5,216
Washington	28	\$9,324	35	\$7,717
Wyoming	9	\$12,110	12	\$10,190

*Total Expenditures = Current Expenditures, Capital Outlays, and Debt Service.

**Current Expenditures = Expenditures for Day-to-Day Operations of Schools.

Source: National Center for Education Statistics, *Digest of Education Statistics*, 2007.



“We need more parking lots for kids who drive to school everyday.”

Nevada Twelfth Grade Student



Teacher Compensation

Background—Teacher Salaries

Average 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' (AFT) *Survey and Analysis of Teacher Salary Trends 2007*, the national average teacher salary for School Year (SY) 2006-2007 was over the \$50,000 mark for the first time. In addition, for the first time since 2001, the raise that teachers received matched the increase in pay of government employees and of all United States workers. For SY 2006-2007, the average teacher salary increased 4.5 percent to \$51,009. The growth for beginning teachers was 6.2 percent, raising the average beginning salary to \$35,284. Both increases outpaced the 2.8 percent rate of inflation.

According to the AFT, California had the highest average teacher salary in SY 2006-2007 at \$63,640, or about 25 percent above the national average. South Dakota reported the lowest average salary at \$35,378, just over 69 percent of the national average. The State of Nevada reported an average teacher salary of \$49,426, which provided a ranking of 19th for SY 2006-2007. The National Education Association's (NEA) *2007 Rankings & Estimates* ranked Nevada as 26th for SY 2005-2006. Please note that the NEA estimates do not include the compensation package that contains the employee portion of retirement contributions, which the local school districts pay for employees; this accounts for the difference between the AFT and NEA estimates.

Between 1996-1997 and 2006-2007, the average teacher salary rose 32.7 percent (not adjusted for inflation). However, when adjusted for inflation, the AFT reports the average teacher salary rose 2.8 percent during that ten-year period. Wyoming, at 23.9 percent, saw the largest gains in inflation-adjusted wages during the ten-year period and Alaska saw the largest decrease in inflation-adjusted wages at -13.9 percent. Over the ten-year period, the State of Nevada saw a decrease in inflation-adjusted wages of -6.3 percent.

Teacher Recruitment—Financial Incentives

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 shortage areas. 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, since the 2001 Legislative Session, funding has been appropriated for recruitment bonuses.

Teacher Retention—Diversified Compensation Plans

The most common teacher compensation programs are calculated on years of teaching experience and other acceptable service plus the accumulation of additional college credit hours leading to the acquisition of graduate degrees. In recent years, changing the way teachers are paid to include outcomes, such as student performance, or incentives for teaching in at-risk schools is gaining support in districts and states across the country.

There are multiple types of alternative pay programs including merit pay, career ladder, knowledge- and skills-based pay, and performance pay. Differentiated pay plans already exist in Nevada. Since 1999, school districts have been required to add 5 percent to the salary of a teacher who holds National Board for Professional Teaching Standards certification. Teachers are also reimbursed approximately \$2,000 for their expenses associated with obtaining the national certification.

In 2005, the Nevada Legislature enacted Assembly Bill 580 (Chapter 482, *Statutes of Nevada*) to create a pilot program of performance pay and enhanced compensation. The measure included an appropriation of \$5 million in each year of the biennium to support locally designed programs. The 2007 Legislature, through the enactment of A.B. 3 (Chapter 10, *Statutes of Nevada, 23rd Special Session*), continued the program with the same level of funding for the 2007-2009 Biennium.

In addition, *Nevada Revised Statutes* (NRS) 391.166 creates the Grant Fund for Incentive for Licensed Educational Personnel. This fund was approved by the 2007 Legislature through the enactment of A.B. 1 (Chapter 8, *Statutes of Nevada, 23rd Special Session*) to assist in the attraction and retention of licensed teachers, school psychologists, school librarians, school counselors, and administrators who are employed in at-risk schools. (**Note:** The Grant Fund for Incentive for Licensed Educational Personnel replaces the previous one-fifth year retirement credit program as described in NRS 391.165. The one-fifth retirement credit program will be phased out.) Incentives are also included for certain teachers with endorsement in mathematics, science, special education, English as a second language, or other areas of high need, as determined by the Superintendent of Public Instruction. Five years' experience in the identified position category is required.

For additional information concerning diversified compensation plans for teachers, please see the Research Brief entitled: *Teacher Pay: Diversified Compensation Plans*. The Research Brief may be found at the website of the Research Division at: <http://www.leg.state.nv.us/lcb/research/researchbriefs/index.cfm> or telephone the Research Division of the Legislative Counsel Bureau at (775) 684-6825.

Teacher Salaries

Trends in Average and Beginning Teacher Salaries, 2004-2005 to 2006-2007 American Federation of Teachers (AFT)

State	AVERAGE TEACHER SALARY				Percentage Change		
	Rank*	Fiscal Year (FY) 2004-2005	FY 2005-2006	FY 2006-2007	2004-2005 to 2005-2006	2005-2006 to 2006-2007	2004-2005 to 2006-2007
National Average		\$47,570	\$48,809	\$51,009	2.6%	4.5%	7.2%
California	1	\$57,604	\$59,825	\$63,640	3.9%	6.4%	10.5%
Oregon	15	\$48,320	\$50,044	\$51,080	3.6%	2.1%	5.7%
Wyoming	16	\$40,660	\$43,261	\$50,771	6.4%	17.4%	24.9%
Nevada	19	\$46,107	\$46,092	\$49,426	0%	7.2%	7.2%
Washington	21	\$45,722	\$46,317	\$47,880	1.3%	3.4%	4.7%
Colorado	28	\$43,965	\$44,442	\$45,832	1.1%	3.1%	4.2%
Idaho	30	\$40,864	\$43,385	\$45,094	6.2%	3.9%	10.4%
Arizona	31	\$39,095	\$42,967	\$44,700	9.9%	4%	14.3%
New Mexico	40	\$39,391	\$41,637	\$42,780	5.7%	2.7%	8.6%
Montana	44	\$38,485	\$39,832	\$41,146	3.5%	3.3%	6.9%
Utah	49	\$37,006	\$37,543	\$37,775	1.5%	0.6%	2.1%

*Ranked by FY 2006-2007 average salary.

State	BEGINNING TEACHER SALARY				Percentage Change		
	Rank*	FY 2004-2005	FY 2005-2006	FY 2006-2007	2004-2005 to 2005-2006	2005-2006 to 2006-2007	2004-2005 to 2006-2007
National Average		\$32,158	\$33,227	\$35,284	3.3%	6.2%	9.7%
California	9	\$35,760	\$36,893	\$38,875	3.2%	5.4%	8.7%
Oregon	19	\$33,704	\$34,691	\$35,400	2.9%	2%	5%
Wyoming	5	\$30,097	\$32,257	\$40,084	7.2%	24.3%	33.2%
Nevada	18	\$33,737	\$34,580	\$35,480	2.5%	2.6%	5.2%
Washington	32	\$30,120	\$30,485	\$31,442	1.2%	3.1%	4.4%
Colorado	15	\$32,464	\$34,961	\$36,211	7.7%	3.6%	11.5%
Idaho	41	\$27,500	\$27,500	\$30,000	0%	9.1%	9.1%
Arizona	20	\$30,404	\$33,070	\$35,127	8.8%	6.2%	15.5%
New Mexico	27	\$33,730	\$31,315	\$32,081	-7.2%	2.4%	-4.9%
Montana	45	\$25,318	\$26,022	\$27,134	2.8%	4.3%	7.2%
Utah	43	\$26,521	\$27,437	\$28,653	3.5%	4.4%	8%

*Ranked by FY 2006-2007 beginning salary.

Source: American Federation of Teachers, *Survey and Analysis of Teacher Salary Trends 2007, 2008*.

Teacher Salaries (*continued*)

Trends in Average Teacher Salaries, 2004-2005 and 2005-2006 National Education Association (NEA)

State	Average Salary*/Rank				Percentage Change
	Rank	FY 2004-2005	Rank	FY 2005-2006	FY 2004-2005 to FY 2005-2006
National Average		\$47,659		\$49,026	2.9%
Arizona	27	\$42,905	24	\$44,672	4.1%
California	3	\$57,604	1	\$59,825	3.9%
Colorado	23	\$43,949	25	\$44,439	1.1%
Idaho	34	\$40,864	38	\$41,150	0.7%
Montana	45	\$38,485	47	\$39,832	3.5%
Nevada**	25	\$43,394	26	\$44,426	2.4%
New Mexico	40	\$39,391	36	\$41,637	5.7%
Oregon	15	\$48,320	15	\$50,044	3.6%
Utah	38	\$39,456	46	\$40,007	1.4%
Washington	20	\$45,718	22	\$46,326	1.3%
Wyoming	35	\$40,497	30	\$43,255	6.8%

*Average Salary is the average gross salary before deductions for Social Security, retirement, health insurance, et cetera.

**NEA estimates do not include the percent employee portion of the retirement contribution, which the local school districts pay for employees.

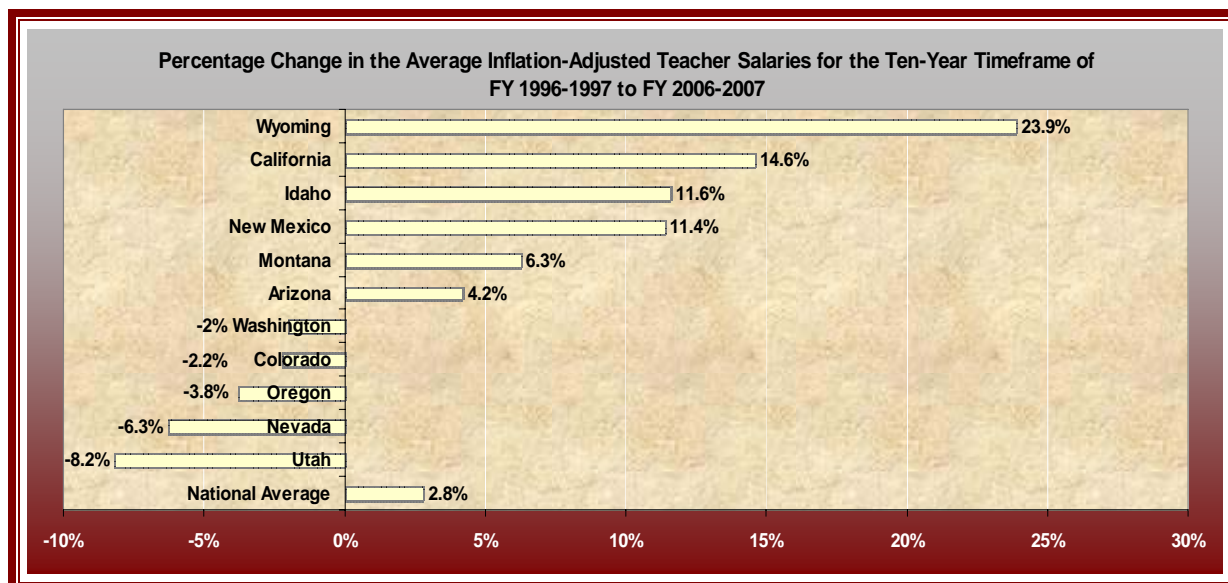
Source: NEA, *Rankings & Estimates, Rankings of the States 2006 and Estimates of School Statistics 2007*, December 2007.



“Some of my teachers are very enthusiastic and my history teacher is hilarious.”

Nevada Eighth Grade Student

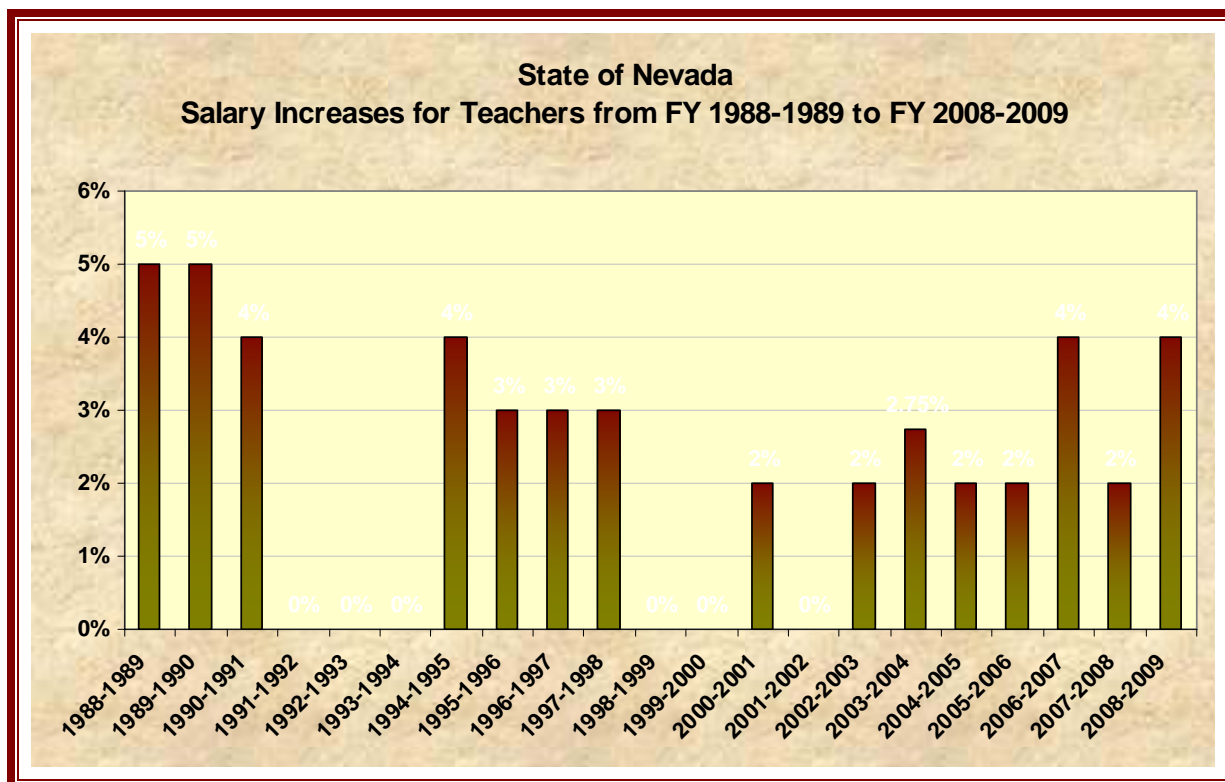
Teacher Salaries (*continued*)



State	Average Inflation-Adjusted Salaries		Ten-Year Change
	FY 1996-1997	FY 2006-2007	
National Average	\$49,626	\$51,009	2.8%
Utah	\$41,166	\$37,775	-8.2%
Nevada	\$52,760	\$49,426	-6.3%
Oregon	\$53,086	\$51,080	-3.8%
Colorado	\$46,857	\$45,832	-2.2%
Washington	\$48,847	\$47,880	-2%
Arizona	\$42,900	\$44,700	4.2%
Montana	\$38,701	\$41,146	6.3%
New Mexico	\$38,387	\$42,780	11.4%
Idaho	\$40,409	\$45,094	11.6%
California	\$55,539	\$63,640	14.6%
Wyoming	\$40,972	\$50,771	23.9%

Source: American Federation of Teachers, *Survey and Analysis of Teacher Salary Trends 2007, 2008*.

Teacher Salaries (*continued*)



Source: Fiscal Analysis Division, Legislative Counsel Bureau. *Nevada Legislative Appropriations Report*, 74th Legislature, FY 2007-2008 and FY 2008-2009.



“I want to be a teacher someday, because I like to sit and watch people.”

Nevada Fifth Grade Student

Teacher Salaries and Private Sector

Average Teacher Salaries Compared with Professions Requiring Similar Education 2002 and 2007

Comparable Occupations	2002 Annual Mean Wage	2007 Annual Mean Wage	Percent Change
Atmospheric and Space Scientists	\$61,000	\$78,960	29.4%
Financial Managers	\$83,080	\$106,200	27.8%
Surveyors	\$42,630	\$54,450	27.7%
Social and Community Service Managers	\$46,900	\$59,070	26%
Sales Engineers	\$69,200	\$86,350	24.8%
Public Relations Specialists	\$46,590	\$57,100	22.6%
Cartographers and Photogrammetrists	\$45,180	\$54,480	20.6%
Computer Software Engineers, Systems Software	\$75,840	\$90,780	19.7%
Landscape Architects	\$52,050	\$62,250	19.6%
Writers and Authors	\$50,300	\$60,120	19.5%
Civil Engineers	\$63,010	\$75,230	19.4%
Medical and Public Health Social Workers	\$38,920	\$46,320	19%
Database Administrators	\$59,080	\$70,260	18.9%
Zoologists and Wildlife Biologists	\$49,250	\$58,480	18.7%
Accountants and Auditors	\$53,230	\$63,180	18.7%
Environmental Engineers	\$63,440	\$74,820	17.9%
Architects, except Landscape and Naval	\$62,530	\$73,650	17.8%
Child, Family and School Social Workers	\$35,640	\$41,920	17.6%
Editors	\$47,010	\$55,020	17%
Computer Software Engineers, Applications	\$73,800	\$85,660	16.1%
Personal Financial Advisors	\$78,460	\$89,220	13.7%
Athletic Trainers	\$36,070	\$40,720	12.9%
Market Research Analysts	\$60,260	\$66,980	11.2%
Average	\$61,041	\$72,678	19.1%
Median	\$59,080	\$66,980	
Teacher Average	\$44,367	\$51,009	15%

Source: American Federation of Teachers, *Survey and Analysis of Teacher Salary Trends 2007, 2008*.

Note: Employment and salary data are drawn from the National Compensation Survey, U.S. Department of Labor. The list of comparable occupations was determined using the Bureau of Labor Statistics (BLS) Occupational Projections and Training Data in 2004 and retained and reverified in 2007 in order to keep the same set of comparable occupations from previous salary surveys. Comparable occupations are those within the college education cluster, which had a bachelor's degree as the most significant source of postsecondary education. All teachers are excluded from the data. Occupations with the listing of "all other" are not included because 2000 data were not available. And the occupation category "airline pilots, co-pilots, and flight engineers" was excluded because wages in that category were more than two standard deviations from the mean.

Teacher Signing Bonus

Since the 2001 Legislative Session, the Nevada Legislature has approved funding for signing bonuses of \$2,000 for teachers newly hired by school districts. The following table shows total State funds and recipients for this program since inception of the program in FY 2001-2002.

New Teacher Signing Bonus Program

Fiscal Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009*
Total Recipients	2,402	2,378	2,299	2,919	3,272	3,407	2,391	2,116
Total State Funds	\$4,804,000	\$4,756,000	\$4,598,000	\$5,838,000	\$6,544,000	\$6,814,000	\$4,782,000	\$4,232,000

*Projection made by Nevada's Department of Education.

Source: Nevada's Department of Education, 2008.

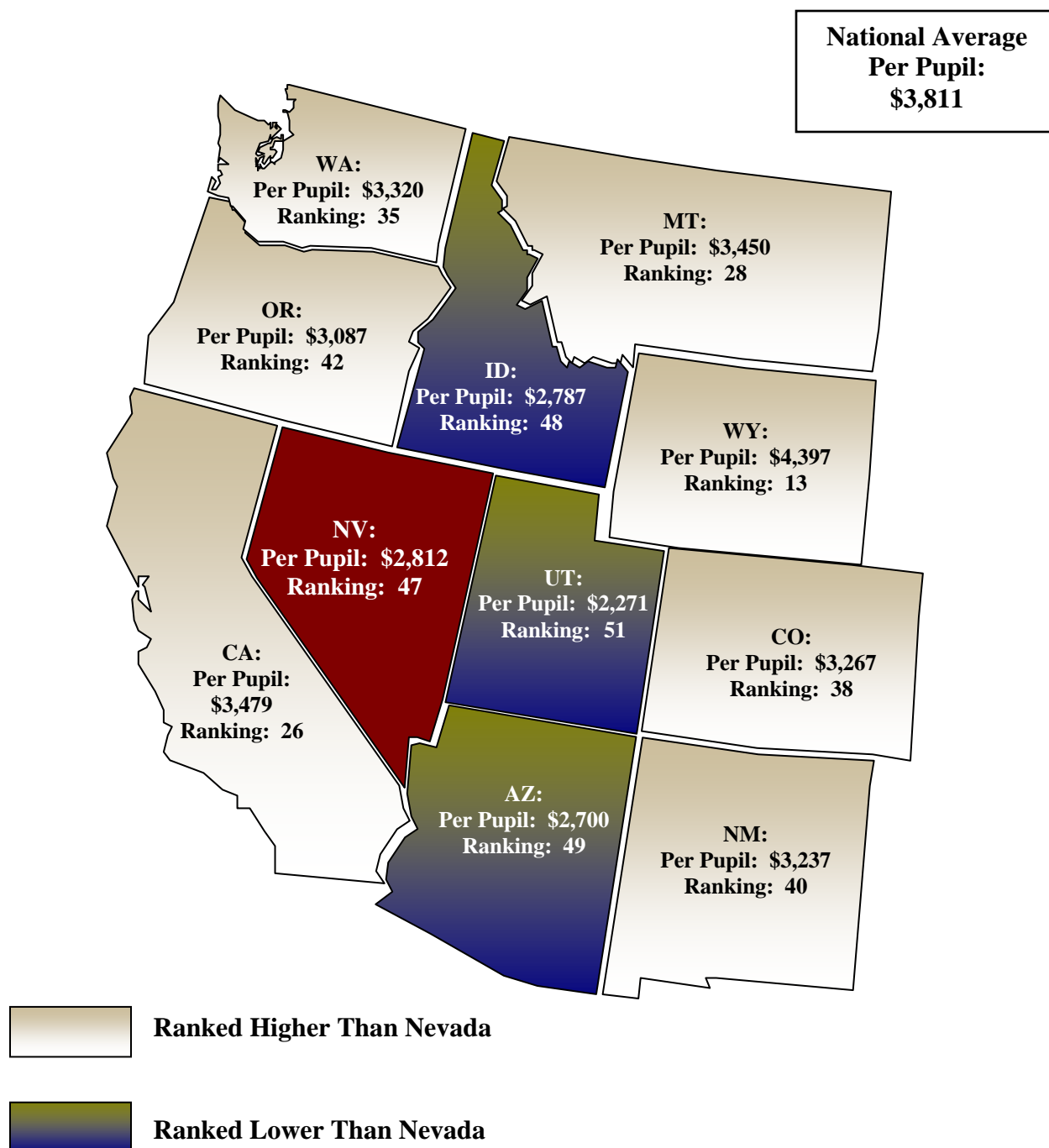


**“Once, our teacher got sick and we all signed a card
and it all turned out OK.”**

Nevada Fourth Grade Student

Instruction—Salaries

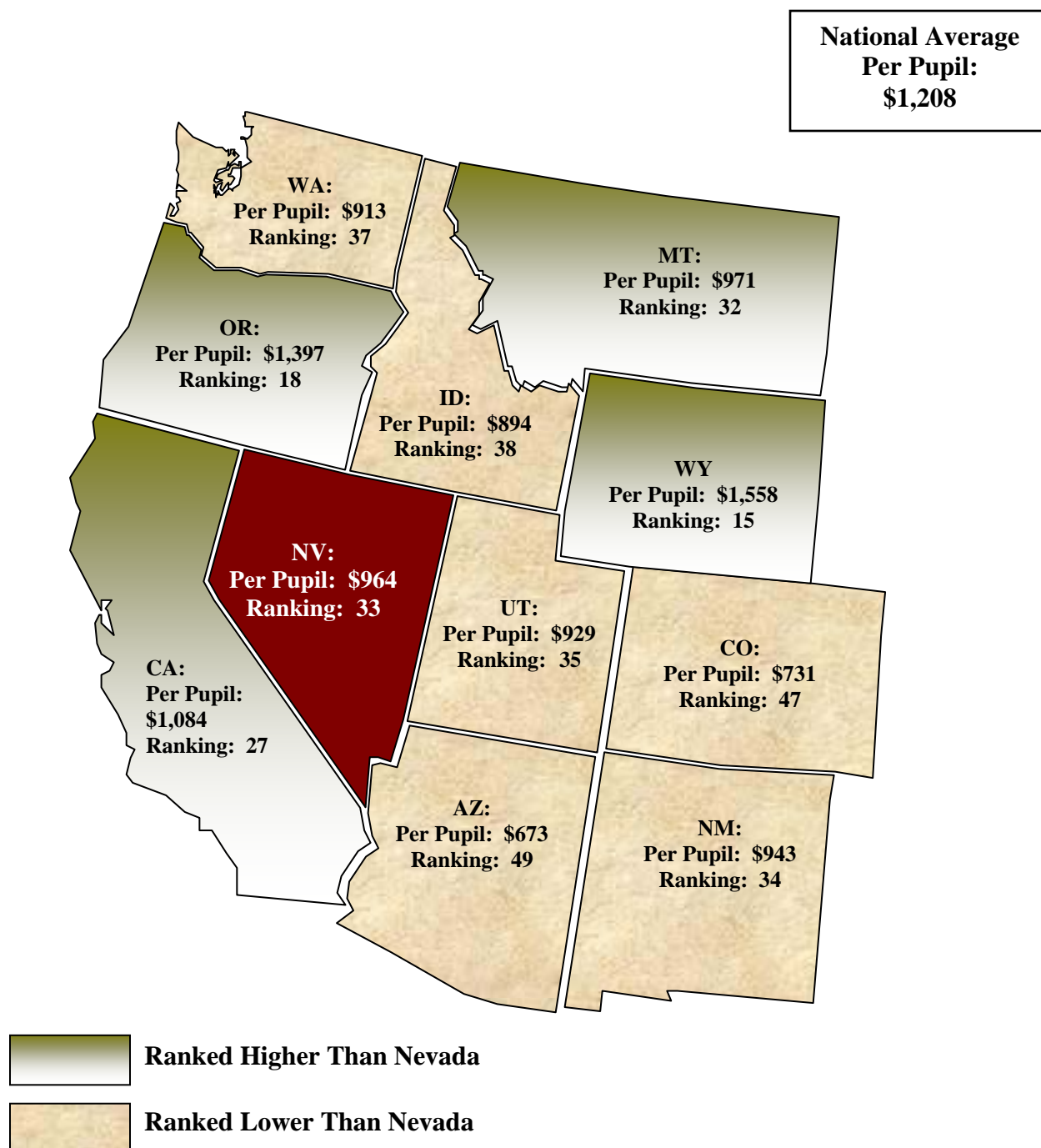
Current Per-Pupil Spending on Instruction—Salaries (No Benefits) Rankings 2005-2006



Source: U.S. Census Bureau, *Public Education Finances 2006*, April 2008.

Instruction—Benefits

Current Per-Pupil Spending on Instruction—Benefits Only (No Base Salary) Rankings 2005-2006



Source: U.S. Census Bureau, *Public Education Finances 2006*, April 2008.



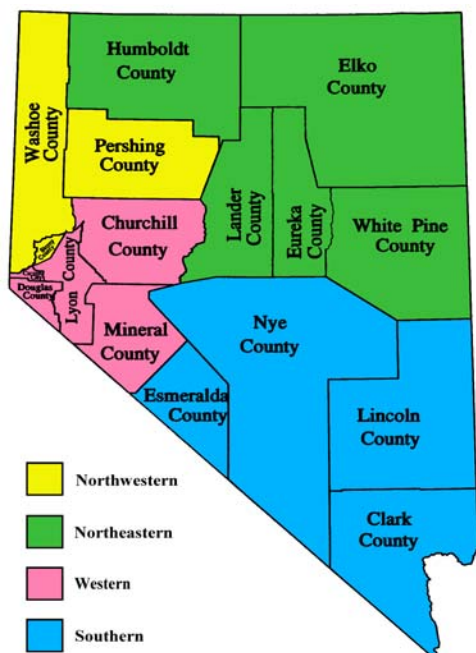
Professional Development for Educational Personnel

Background

Regional Professional Development Programs (RPDPs)

In response to a series of regional workshops conducted by the Legislature during the 1997-1998 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. Each biennium since, inclusive of the 2007-2009 Biennium, the State has continued to support the programs through State General

Fund appropriations. The four regional training programs serve the school districts identified in the map.



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 Nevada's 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.

NW = Pershing, Storey, and Washoe Counties.

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

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

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

Chapter 5

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 third 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:

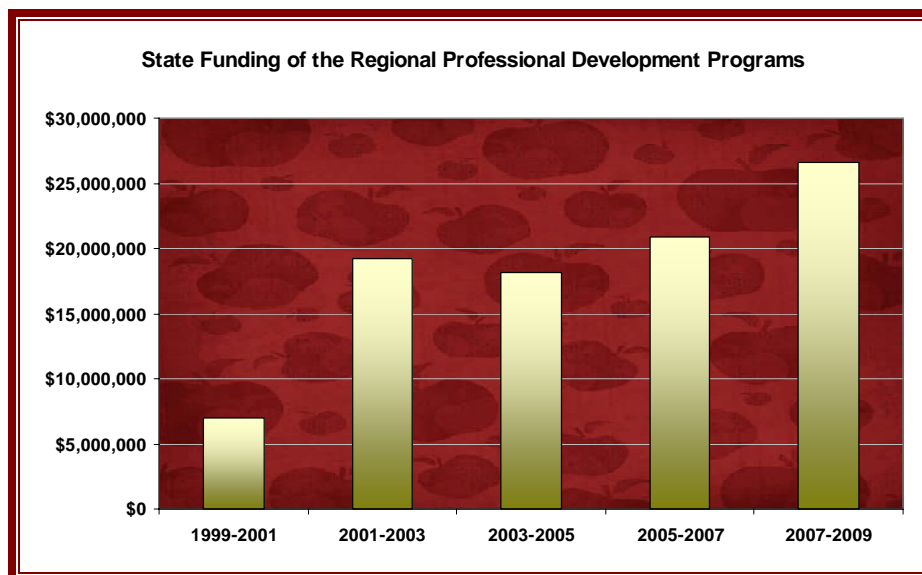
- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.



“When I go to college, I’ll study dental stuff.”

Nevada Eighth Grade Student

RPDPs—Funding



Funding for Regional Professional Development Programs (RPDPs)

RPDP	1999-2001	2001-2003*	2003-2005**	2005-2007	2007-2009***
Southern RPDP	\$2,638,914	\$10,139,178	\$9,084,893	\$10,504,192	\$14,201,041
Western RPDP	\$1,327,070	\$2,306,237	\$2,322,222	\$3,290,748	\$3,432,840
Northwestern RPDP	\$1,754,353	\$3,914,394	\$3,760,596	\$4,030,195	\$5,302,630
Northeastern RPDP	\$1,179,663	\$2,576,496	\$2,587,065	\$2,617,650	\$3,266,585
Statewide Administrative Training	NA	NA	\$160,000	\$200,000	\$200,000
Statewide Evaluation	\$100,000	\$260,000	\$200,000	\$200,000	\$200,000
TOTAL	\$7,000,000	\$19,196,305	\$18,114,776	\$20,842,785	\$26,603,096

*For the 2001-2003 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 2003-2005 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 2001-2003 Biennium. In addition, funding for statewide administrator training was provided for the first time. This funding was previously provided to Project LEAD (Leadership in Educational Administration Development) for statewide administrator training.

***Funding for the statewide evaluation during the 2007-2009 Biennium was eliminated through budget reductions.

Source: Fiscal Analysis Division, Legislative Counsel Bureau.

RPDPs—Statewide Evaluation

Due to the economic downturn and resulting budget crisis, no statewide evaluation of the RPDPs was conducted during the 2007-2009 Biennium. However, pursuant to *Nevada Revised Statutes* 391.552, the governing body of each regional training program must submit an annual self-evaluation report that includes, but is not limited to:

- Priorities for training adopted by the governing body;
- Type of training offered through the program; and
- Number of administrators and teachers who received training through the program in the preceding year.

Highlights of the self-evaluations submitted by each region for the year ended August 31, 2008, follow:



“My favorite subject is art, because I’m a good artist.”

Nevada Fifth Grade Student

RPDPs—Internal Evaluations

Northeastern Region Internal Evaluation

The Northeastern Nevada Regional Professional Development Program (NNRPDP) serves teachers and administrators in Elko, Eureka, Humboldt, Lander, and White Pine Counties. The NNRPDP services continue to be based on needs expressed in School Improvement Plans and have been refined over the last five years based on feedback from surveys, evaluations of workshops, site facilitator feedback, and regional coordinator reflection logs. Budgets of both the NELIP and the NNRPDP are constructed with the needs of schools and school districts in mind. All districts have equal access to funds and every effort is made to ensure that the budget reflects equitable attention to the needs of all schools and districts.

For School Year (SY) 2007-2008, the NNRPDP combined with the NELIP worked diligently to locate training workshops in all five counties for the convenience of the participants. The trainings were conducted by regional coordinators, site facilitators, NELIP facilitators, instructional coaches, educational consultants, and others with specialized expertise. When including educators who attended more than one training, total attendance reached 2,100 participants (1,849 teachers; 52 administrators; and 199 paraprofessionals, staff, and substitutes). The table below summarizes participation and the number of workshops by county:

2007-2008	Elko	Eureka	Humboldt	Lander	White Pine	Total
Workshops/Location	64		25	20	14	123
Total Participants	849	44	623	303	281	2,100

In response to requests for more regular services from outlying communities, the NNRPDP assigned a regional coordinator to spend three days per week in White Pine County while another regional coordinator was located in the Winnemucca office. These arrangements allowed the regional coordinators to spend more time in schools, particularly in the most remote areas of West Wendover and Owyhee, where two schools with In Need of Improvement status are located.

During SY 2007-2008, NELIP funds supported, in addition to book clubs, 21 Early Literacy site facilitators at 21 elementary schools in each county. During this same timeframe, NNRPDP funds supported the work of 79 NNRPDP site facilitators at 41 schools across the region.

The NNRPDP states that students are making achievement gains. Generally there is a positive trend beginning in SY 2003-2004 through SY 2006-2007 for students showing proficiency in math and reading in all five school districts. For SY 2007-2008, each district had one or more schools designated as High Achieving or Exemplary. In addition, six schools moved from Needing Improvement or Watch status under the federal No Child Left Behind Act (NCLB) to making Adequate Yearly Progress (AYP).

RPDPs—Internal Evaluations (*continued*)

Northwestern Region Internal Evaluation

The Northwest Regional Professional Development Program (NWRPDP) provides professional development for Pershing, Storey, and Washoe County School Districts. For SY 2007-2008, NWRPDP trainers conducted workshops and trainings for all school districts within its defined region. When including educators who attended more than one training, total attendance reached 4,674. The table below summarizes participation and the number of workshops by school district:

2007-2008	Teachers	Administrators	Others	Total
Pershing	293	4	171	468
Storey	4	-	2	6
Washoe	2,122	91	1,987	4,200
Total Participants	2,419	95	2,160	4,674

As required by the Nevada Legislature, NWRPDP conducted a self-evaluation of its professional development services. The NWRPDP selected a multiple-case study design as the methodology for the self-evaluation study. Four programs, Math Intervention, Writing Traits, Instructional Coach (ICoach), and Student Learning, were selected as case studies for regional trainers to plan and evaluate the effectiveness of their programs. The following summarize some of the conclusions from the self-evaluation:

- **Math Intervention**—There was evidence to support changes in teacher understanding about interventions and differentiated instruction to meet the needs of all learners and a better understanding of how to use a variety of assessment to guide instructional decisions. However, there was no strong evidence to support the link of professional development to changes in teaching practices to impact student learning in mathematics.
- **Writing Traits**—There was evidence to support changes in teacher understanding and application of the six traits and numerous skills within each trait in teaching writing and fostering the development of students as writers. There was also evidence that some data gathered was beginning to link the professional development focused on student achievement in writing to changes in teaching practices.
- **ICoach**—This was the first year of a two-year program to develop the knowledge and skills of instructional coaches to impact teaching and learning. Based on evidence, there was a limited link between what instructional coaches were learning and applying that was changing teaching practices to impact student learning.

All case studies provide evidence that the professional development training focused on what educators need to know and to do to assist students in achieving high academic standards. Regional trainers provided quality professional development services to educators aligned with the professional development standards and engaged colleagues in becoming community learners.

RPDPs—Internal Evaluations (*continued*)

Southern Region Internal Evaluation

The Southern Nevada Regional Professional Development Program (SNRPDP) serves teachers and administrators in Clark, Esmeralda, Lincoln, and Nye Counties. The Esmeralda, Lincoln, and Nye County School Districts rely almost exclusively on the SNRPDP to provide teacher and administrator professional development services. Because of this reliance, the SNRPDP is committed to providing comprehensive training and resources to these smaller districts.

One of the SNRPDP's highest priorities is reading/writing as reflected in its budget allocation for literacy (approximately 23 percent). To ensure students are reading at the earliest possible grade level, a regional trainer is assigned to each region of the Clark County School District. Additionally, one trainer is assigned to Lincoln County and three trainers are assigned to Nye County to serve both Esmeralda and Nye County School Districts. One regional trainer is dedicated to providing professional development specifically for kindergarten teachers.

The SNRPDP reports that during SY 2007-2008, over 40,000 teachers and administrators (7,948 unduplicated) attended RPDP trainings representing an increase of 385 teachers or a 5.1 percent increase from the preceding year. Additionally, another 18,000 teachers were impacted by regional trainers through their facilitation of online discussions; attendance at district, regional, and school planning meetings; attendance at grade-level and content-specific planning meetings; mentoring of teachers in their own classrooms; and help/feedback through the RPDP hotline. Further, over 1,200 teachers had trainers visit their classrooms to model specific lessons or to provide feedback after an observation.

The following table illustrates SNRPDP's training focus during SY 2007-2008. The substantial increase in mathematics and science was due to the increased number of full-time trainers in SY 2007-2008 for both of these areas.

Content Area	No. of Trainings	No. of Participants	Change from 2006-2007
Literacy	475	9,513	47%
Mathematics	419	8,373	125%
Science	202	4,044	102%
Social Studies	15	305	-20%
Technology/Other	178	3,556	-40%
Total	1,289	25,791	+24%

In 2007-2008, the SNRPDP conducted a research-based and systematic evaluation to gauge the extent to which the program is impacting student achievement. The following outlines several conclusions reached: (1) SNRPDP professional development activities are strongly correlated to increased student achievement in nearly all content areas and levels; (2) pre- and post-test data show that teachers who have participated in classes make appreciable gains in content knowledge; and (3) statistically significant student achievement gains occurred primarily in elementary writing and middle school science.

RPDPs—Internal Evaluations (*continued*)

Western Region Internal Evaluation

The Western Nevada Regional Training Program (WNRTP) provides support to meet the professional development needs of teachers and administrators for Carson City and Douglas, Lyon, Churchill, and Mineral County School Districts. It services clients through a Request for Services procedure, which must include desired outcomes and changes in knowledge skills, behavior, and perceptions for all constituents including, but not limited to, students, teachers, and administrators. Efforts are made to ensure resources are allocated in an equitable manner for all districts, while taking into account the greater need of the region's smaller districts.

During SY 2007-2008, the WNRTP provided professional development learning opportunities for 1,528 teachers, administrators, staff development trainers and counselors. The largest ongoing training initiative involved the T4S Program of instructional observation and data collection. The T4S Protocol is an observation protocol, which outlines attributes of effective classroom instruction and is based upon professional practices grounded in research. Training was provided to all 53 schools in the western region. Workshops on the T4S Protocol were provided to 301 administrators and teachers, and advanced training and coaching was provided to 53 administrators, teacher leaders, and counselors. Additional requested T4S training was provided to 549 teachers and instructional support staff upon the request of their administration.

The NELIP instruction was provided to 29 K-3 teachers in the Carson City School District. Additionally, services were provided to 12 teachers at Hawthorne Elementary School for three workshops in literacy, reading, and writing. Professional development was also requested by Churchill County Junior High School to help coordinate its reading intervention program, resulting in a total of 46 teachers and administrators being served.

One of the legislative directives to RPDPs is to provide services to schools that have not made AYP. As a result, in conjunction with the WNRTP's mini-grant program, schools that did not make AYP during SY 2006-2007 were encouraged to apply for an additional grant of \$10,000. Recipient schools utilized these funds to develop school improvement plans. The AYP mini-grant requests were approved for 12 schools and 5 districts for a total of \$170,000. Of the schools that received the grants, nine achieved AYP status for SY 2007-2008.

The WNRTP reports that it has had a significant impact on the professional performance of teachers and administrators throughout the region. Administrators report significant changes in practices as a result of the training they have received provided by WNRTP's leadership program. In addition, there was a large increase in the percentage of proficient students region-wide when comparing the percent proficient in SY 2003-2004 to the percentage proficient in SY 2007-2008 at the same school site. In the subject area of Mathematics, 46 of 51 schools, or 90 percent, increased the percentage of proficient students on State assessments in Mathematics. In the English/Language Arts area, 40 of 51 schools, or 78 percent, increased the percentage of proficient students.



Class-Size Reduction Program

Background

A key reform initiative for nearly two decades is Nevada's program to reduce pupil-to-teacher ratios, commonly known as the Class-Size Reduction Program (CSR). 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. By the end of Fiscal Year (FY) 2008-2009, Nevada will have expended approximately \$1.55 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.

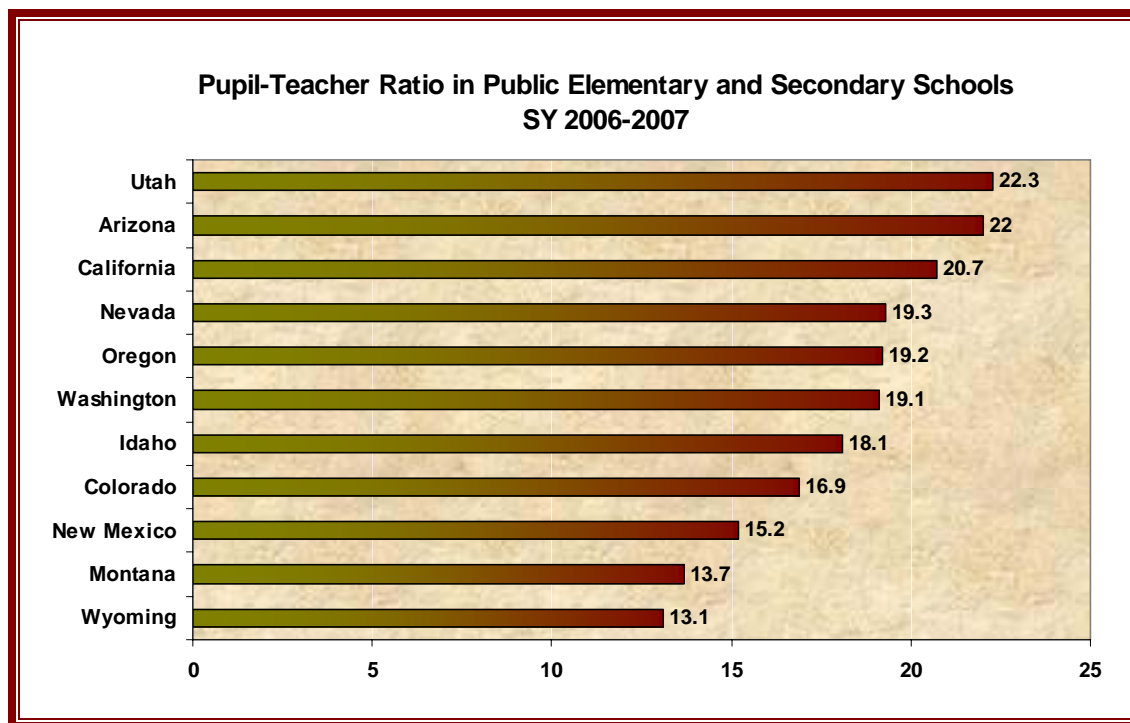
The program was scheduled for implementation in several phases. The first step reduced the ratios in selected kindergartens and first grade for School Year (SY) 1990-1991. The next phase was designed to improve second grade ratios, followed by third grade reductions and broadening kindergarten assistance. The 1991 Legislature made funds available for SY 1991-1992 to reduce the ratios in first and second grades and selected kindergartens to the 16-to-1 ratio. Due to budget shortfalls late in 1991 and the continuing State fiscal needs, the third grade phase was delayed until FY 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. Until the 2005 Legislative Session, only the primary grades (K through 3) had been addressed.

Based upon a pilot program in Elko County, the 2005 Legislature enacted Senate Bill 460 (Chapter 457, *Statutes of Nevada*), which provided flexibility in implementing pupil-to-teacher ratios in grades 1 through 6 for school districts other than Clark and Washoe. Pupil-to-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. During SY 2005-2006, Churchill, Douglas, Elko, and White Pine County School Districts were approved to carry out an alternative class-size reduction program. Since then, Churchill, Douglas, and Elko County School Districts have continued the alternative program.

Since the 1999 Legislative Session, the Legislature has authorized school districts, subject to the approval of the State's Superintendent of Public Instruction, to operate alternative programs for reducing the ratio of pupils per teacher or to implement programs of remedial education that have been found to be effective in improving pupil achievement in grades 1, 2 and 3.

CSR: Pupil-to-Teacher Ratio

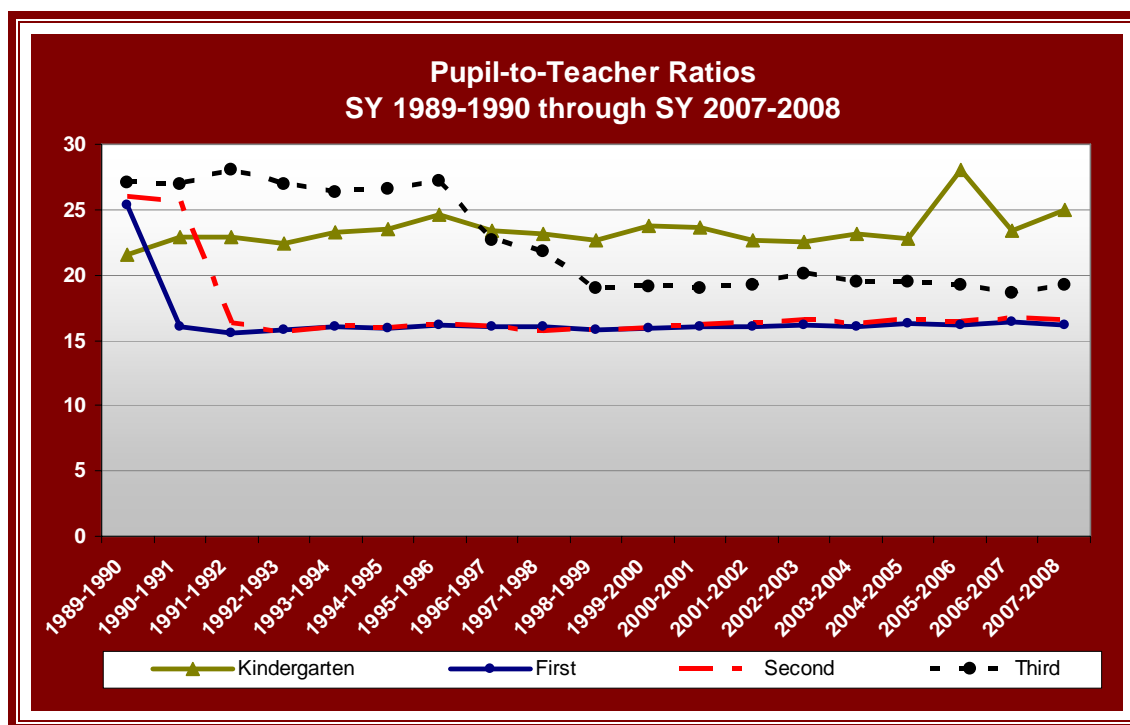


Pupil-Teacher Ratio in Public Elementary and Secondary Schools: SY 2006-2007		
	Ratio	Rank
National Average	15.4	
Wyoming	13.1	8
Montana	13.7	17
New Mexico	15.2	31
Colorado	16.9	42
Idaho	18.1	44
Washington	19.1	45
Oregon	19.2	46
Nevada	19.3	47
California	20.7	48
Arizona	22	49
Utah	22.3	50

Source: *State Rankings 2008*, CQ Press, 2008.

CSR—Pupil-to-Teacher Ratios Grades K through 3

	Kindergarten	Grade 1	Grade 2	Grade 3
1989-1990	21.5	25.4	25.9	27.1
1990-1991	22.9	16.1	25.6	27
1991-1992	22.9	15.6	16.3	28.1
1992-1993	22.4	15.8	15.6	27
1993-1994	23.3	16	16.1	26.3
1994-1995	23.5	15.9	15.9	26.6
1995-1996	24.6	16.2	16.2	27.2
1996-1997	23.4	16.1	16	22.6
1997-1998	23.2	16.1	15.7	21.8
1998-1999	22.7	15.8	15.8	19
1999-2000	23.7	15.9	15.9	19.1
2000-2001	23.6	16	16.2	19
2001-2002	22.7	16.1	16.3	19.2
2002-2003	22.5	16.2	16.5	20.1
2003-2004	23.2	16.1	16.3	19.5
2004-2005	22.8	16.3	16.5	19.5
2005-2006	28.1	16.2	16.4	19.2
2006-2007	23.4	16.4	16.6	18.6
2007-2008	25	16.2	16.5	19.2

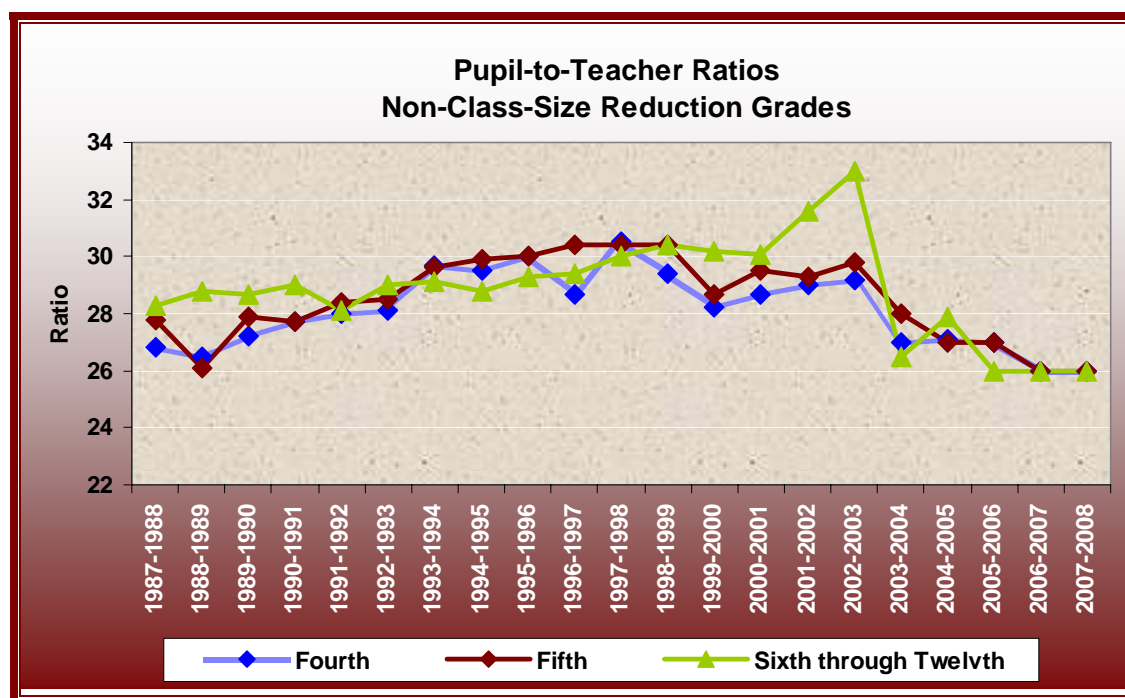


Source: Nevada's Department of Education, *Class-Size Reduction Report, 2007-2008*.

Note: Figures do not include those school districts that have adopted an alternate class-size reduction program.

Non-CSR—Pupil-to-Teacher Ratios Grades 4 through 12

	Grade 4	Grade 5	Grade 6-12
1989-1990	27	28	29
1990-1991	28	28	29
1991-1992	28	28	28
1992-1993	28	29	29
1993-1994	30	30	29
1994-1995	30	30	29
1995-1996	30	30	29
1996-1997	29	30	29
1997-1998	31	30	30
1998-1999	29	30	30
1999-2000	28	29	30
2000-2001	29	30	30
2001-2002	29	29	32
2002-2003	29	30	33
2003-2004	27	28	27
2004-2005	27	27	28
2005-2006	27	27	26
2006-2007	26	26	26
2007-2008	26	26	26



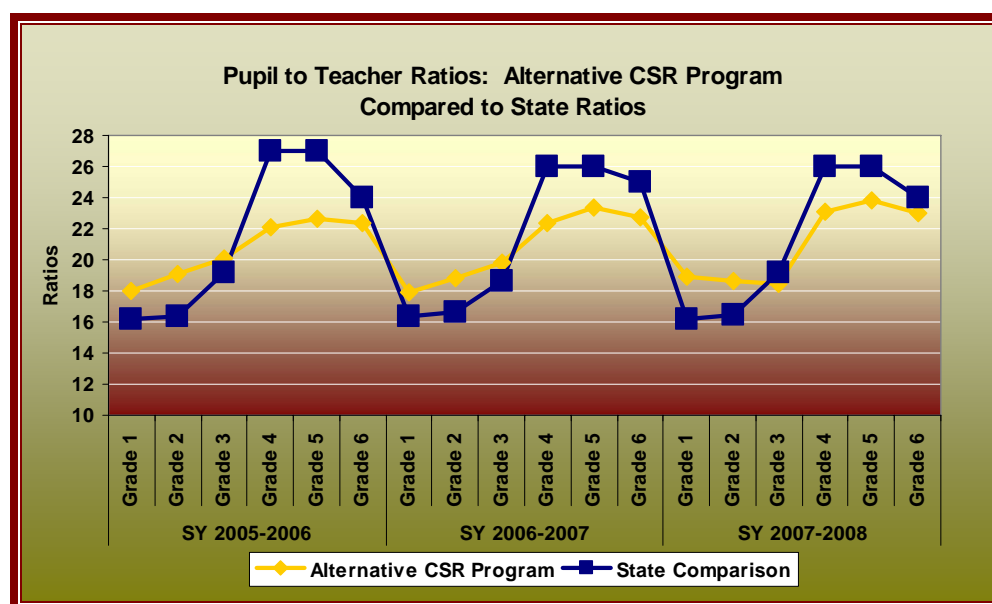
Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2008.

Alternative CSR—Pupil-to-Teacher Ratios Grades 1 through 6

		Alternative CSR Program*	State Comparison**
SY 2005-2006	Grade 1	18	16.2
	Grade 2	19.1	16.4
	Grade 3	20.1	19.2
	Grade 4	22.1	27
	Grade 5	22.7	27
	Grade 6	22.3	24
SY 2006-2007	Grade 1	17.9	16.4
	Grade 2	18.8	16.6
	Grade 3	19.8	18.6
	Grade 4	22.3	26
	Grade 5	23.4	26
	Grade 6	22.7	25
SY 2007-2008	Grade 1	18.9	16.2
	Grade 2	18.6	16.5
	Grade 3	18.4	19.2
	Grade 4	23.1	26
	Grade 5	23.8	26
	Grade 6	23	24

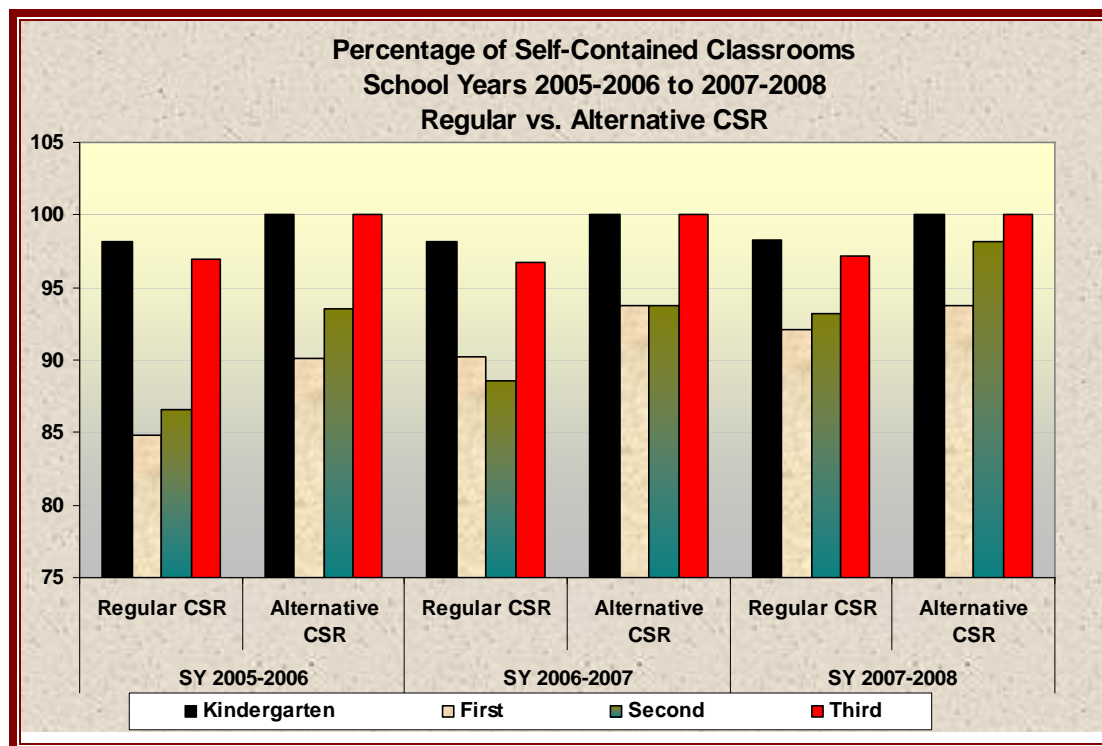
*Alternative CSR Program: Average pupil-to-teacher ratios for Churchill, Douglas, and Elko County School Districts. Pupil-to-teacher ratios may be up to 22:1 in grades 1 to 3 and 25:1 in grades 4 to 6.

**Statewide pupil-to-teacher ratios for CSR grades 1 through 3 and non-CSR grades 4 through 6.



Sources: Nevada's Department of Education, *Class-Size Reduction Report, 2007-2008*, and *Nevada Report Card Database: State Profile, 2008*.

CSR—Self-Contained Classrooms



Percentage of Self-Contained Classrooms: Regular vs. Alternative CSR School Year 2005-2006 to School Year 2007-2008						
	SY 2005-2006		SY 2006-2007		SY 2007-2008	
	Regular CSR	Alternative CSR	Regular CSR	Alternative CSR	Regular CSR	Alternative CSR
Kindergarten	98.2	100	98.2	100	98.3	100
Grade 1	84.8	90.1	90.2	93.8	92.1	93.8
Grade 2	86.6	93.5	88.6	93.8	93.2	98.2
Grade 3	96.9	100	96.7	100	97.2	100

Source: Nevada's Department of Education, *Class-Size Reduction Report, 2007-2008*.

Note: Self-Contained Classrooms are those where one teacher instructs students in a classroom.

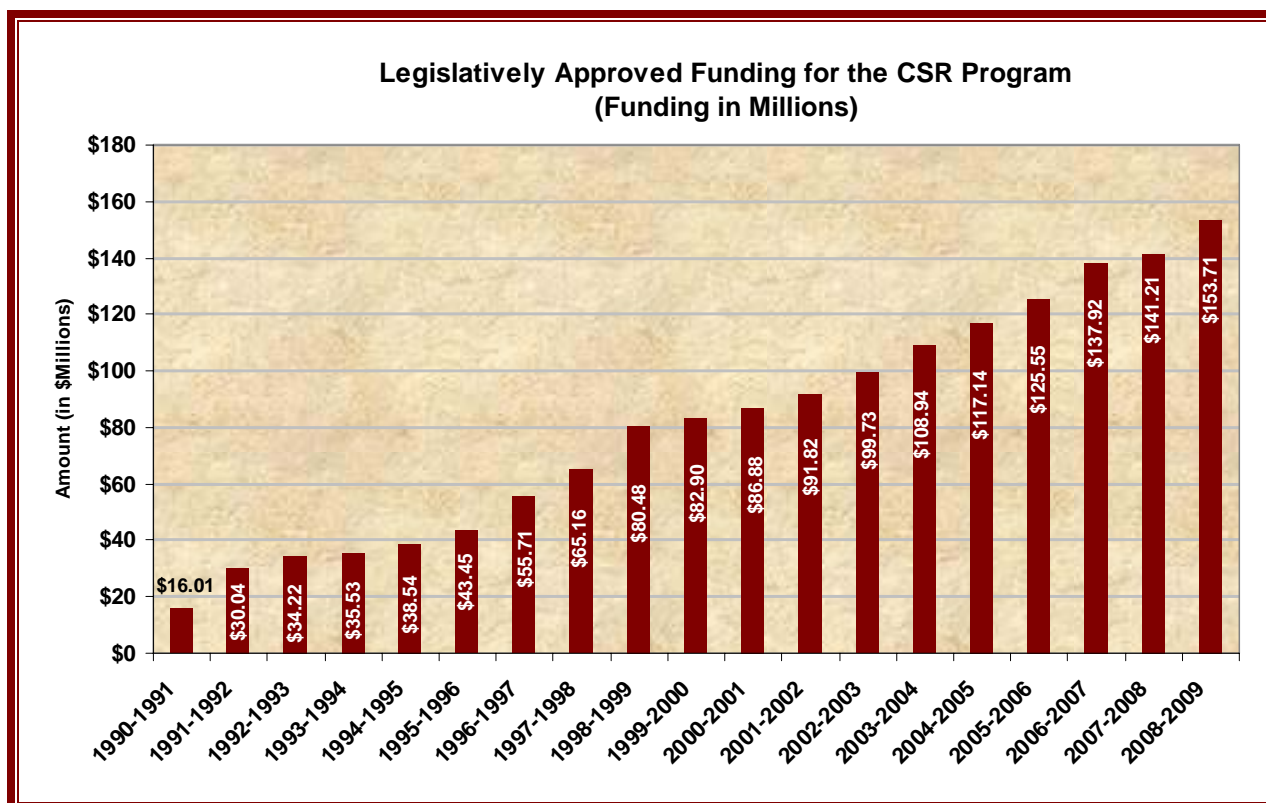


“I like to watch movies during school, but especially after school in a theater.”

Nevada Ninth Grade Student

CSR—Funding

By the end of FY 2008-2009, Nevada will have expended approximately \$1.55 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.



Source: Fiscal Analysis Division, Legislative Counsel Bureau. *Nevada Legislative Appropriations Report, 74th Legislature, FY 2007-2008.*



**“I want to be an interior designer. I am good at it
and I have a lot of ideas.”**

Nevada Eighth Grade Student



Improving Student Academic Achievement

Background

A component of the Nevada Education Reform Act of 1997 (NERA) 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 NERA provided a method to identify schools needing improvement, a source of State funding to assist them, the identification of effective remedial programs, technical assistance for effective implementation of remedial programs, 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. The NCLB sets deadlines for states to expand the scope and frequency of testing, revamp accountability systems, and guarantee that every classroom is staffed by a teacher qualified to teach in his or her subject area. In addition, it requires states to make demonstrable progress from year to year in raising the percentage of students who are proficient in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students.

During the 2003 Legislative Session, the NCLB was codified in State statutes through Senate Bill 1 (Chapter 1, *Statutes of Nevada, 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 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 has become 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.

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.

- *Title I Basic Programs*—Title I programs provide federal assistance to improve instructional programs for educationally disadvantaged students. The programs are directed toward schools with a high concentration of low-income families or schools with educationally disadvantaged students such as English Language Learners (ELL).
- *Migrant Aid*—This program serves eligible students of migratory families involved in agriculture or fishing activities in Nevada.
- *Neglected and Delinquent*—The Neglected and Delinquent program provides funding for prevention and intervention programs for children and youths who are neglected, delinquent, or at risk.
- *Reading First*—Funds for the Reading First Program are utilized to provide professional development to teachers on the best practices for teaching young pupils to read; the goal of the program is that all pupils will be able to read at grade level by the end of Grade 3. It should be noted that the state-funded Nevada Early Literacy Intervention Program (NELIP) (through the Regional Professional Development Programs [RPDPs]) has the same goals as the federal Reading First program.
- *Even Start*—This program funds services to preschool children and their parents.
- *Comprehensive School Reform*—The Comprehensive School Reform Program has been discontinued by the U.S. Congress. This program was started in 1998 and has been an important component of the NCLB. Funds for the program were used to implement school-wide reform models that were based on reliable research and effective practices and emphasized basic academics and parental involvement.

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.

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 (FY) 1997-1998, schools that were designated as demonstrating "need for improvement" were eligible for funding (designations were 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 test [NRT]).

During the 1999 Legislative Session, funding was expanded to include certain schools that were designated as having adequate achievement but were still determined to be in need of assistance, 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 had 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 S.B. 1 of the 19th Special Session in 2003, the qualifications for remediation funding were again changed. Since the 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 NRT.

In an effort to close the achievement gap across the state, the 2005 Legislature approved funding of \$100 million over the 2005-2007 Biennium to establish the School Remediation Trust Fund. Unexpended funding in the account does not revert at the end of the year and is carried forward to the following year. Components of the School Remediation Trust Fund include the Account for Programs for Innovation and the Prevention of Remediation, funding for Full-Day Kindergarten, and funding for the Empowerment Program. The 2007 Legislature approved the following funds in support of the School Remediation Trust Fund for the 2007-2009 Biennium:

	<u>FY 2007-2008</u>	<u>FY 2008-2009</u>	<u>TOTAL</u>
Commission on Education Excellence Administration	\$ 33,394	\$ 87,984	\$ 121,378
Full-Day Kindergarten	\$25,640,881	\$40,834,698	\$ 66,475,579
Innovation and the Prevention of Remediation	\$37,115,245	\$38,825,288	\$ 75,940,533
Secondary School Remediation	\$ 7,089,336	\$ 7,089,336	\$ 14,178,672
Empowerment Program	\$ 180,000	\$ 8,897,200	\$ 9,077,200
TOTAL	\$70,058,856	\$95,734,506	\$165,793,362

Account for Programs for Innovation and the Prevention of Remediation

The 2005 Legislature, through the passage of S.B. 404 (Chapter 437, *Statutes of Nevada*), established the Account for Programs for Innovation and the Prevention of Remediation in the State General Fund. This Account supports remedial programs aimed at closing the achievement gap and encourages innovative programs to prevent the need for remediation. The bill also created the Commission on Educational Excellence to distribute the funds in the account to schools across the State. Allocation of the funds to schools will be described in detail elsewhere in this section.

Note: A substantial portion of funds allocated by the Commission on Educational Excellence for the 2007-2009 Biennium have been returned to the State due to budget reductions.

Full-Day Kindergarten

The 2005 Legislature, for the first time, approved \$22 million in FY 2006-2007 to implement full-day kindergarten in certain at-risk schools. The funding was made available to pay for salaries and benefits of the additional kindergarten teachers required to implement the program in 114 elementary schools. These schools were determined to be at risk based upon a free and reduced-price lunch count of pupils of at least 55.1 percent of the student enrollment. For the 2007-2009 Biennium, the Legislature provided funding to expand the program to approximately 52 additional schools in FY 2008-2009, based on a free and reduced-price lunch count of pupils of at least 40.75 percent.

Note: The expansion of full-day kindergarten was eliminated due to budget reductions.

Program of Empowerment Schools

The State Program of Empowerment Schools provides a framework for the control that school personnel exercise over school resources. An empowerment school may control 90 percent of its apportionment from State and local sources, enroll students who are not zoned to attend that school, and create an incentive pay structure for all school personnel.

Based upon the Governor's recommendation to establish a Program of Empowerment Schools in Nevada, the 2007 Legislature approved funding of \$180,000 in FY 2007-2008 and \$8.9 million in FY 2008-2009 for the program. For planning purposes in FY 2007-2008, \$50,000 each was to be allocated to both Clark and Washoe County School Districts and \$10,000 each to eight other school districts that apply to participate in the program. In FY 2008-2009, 5 percent of the schools in Clark (15 schools) and Washoe (5 schools) and 1 school in each of 8 other school districts were to be selected to operate as empowerment schools. The total number of empowerment schools statewide is capped at 100. Additional funding of approximately \$400 per pupil is provided to these empowerment schools.

Note: State funding to implement empowerment schools in FY 2008-2009 was eliminated due to budget reductions.

Federal No Child Left Behind Act (NCLB) and State Compliance

Nevada's Compliance with the Federal NCLB (Senate Bill 1 of the 19th Special Session in 2003)

	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	•			

Source: Senate Bill 1 (Chapter 1, *Statutes of Nevada 2003, 19th Special Session*).

Federal No Child Left Behind Act (NCLB) and State Compliance (*continued*)

Consequences of Failure to Make Adequate Yearly Progress

Year of AYP Failure:	Year 1 (Watch List)	Year 2 (1st Year Needs Improvement)	Year 3 (2nd Year Needs Improvement)	Year 4 (3rd Year Needs Improvement)	Year 5 (4th Year Needs Improvement)
NCLB (applies to Title I schools)	State remediation funds	State remediation funds School choice	State remediation funds School choice Supplemental services	State remediation funds School choice Supplemental services LEA ¹ corrective action ²	State remediation funds School choice Supplemental services LEA corrective action Alternative governance ³
Senate Bill 1 (applies to all schools)	State remediation funds	State remediation funds State supplemental services Technical Assistance Partnership	State remediation funds State supplemental services Technical Assistance Partnership	State remediation funds State supplemental services School Support Team Support team may recommend corrective action to SEA ⁴	State remediation funds State supplemental services School Support Team Support team may recommend corrective action to SEA SEA may take corrective action

¹Local Educational Agency (LEA). In Nevada, LEAs are primarily school districts.

²Corrective 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.

³Alternative 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.

⁴SEA = State Educational Agency, which is the Department of Education in Nevada.

Source: Senate Bill 1 (Chapter 1, *Statutes of Nevada 2003, 19th Special Session*).

NCLB—Annual Measurable Objectives

School Year (SY)	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
Baseline 2002-2003 2003-2004	27.5%	34.5%	37%	32%	73.5%	42.8%
2004-2005 2005-2006 2006-2007	39.6%	43.3%	39.6%	43.3%	77.9%	52.3%
2007-2008 2008-2009	51.7%	54.6%	51.7%	54.6%	82.3%	61.8%
2009-2010 2010-2011	63.8%	65.9%	63.8%	65.9%	86.7%	71.3%
2011-2012	75.9%	77.2%	75.9%	77.2%	91.1%	80.8%
2012-2013	88%	88.5%	88%	88.5%	95.5%	90.3%
2013-2014	100%	100%	100%	100%	100%	100%

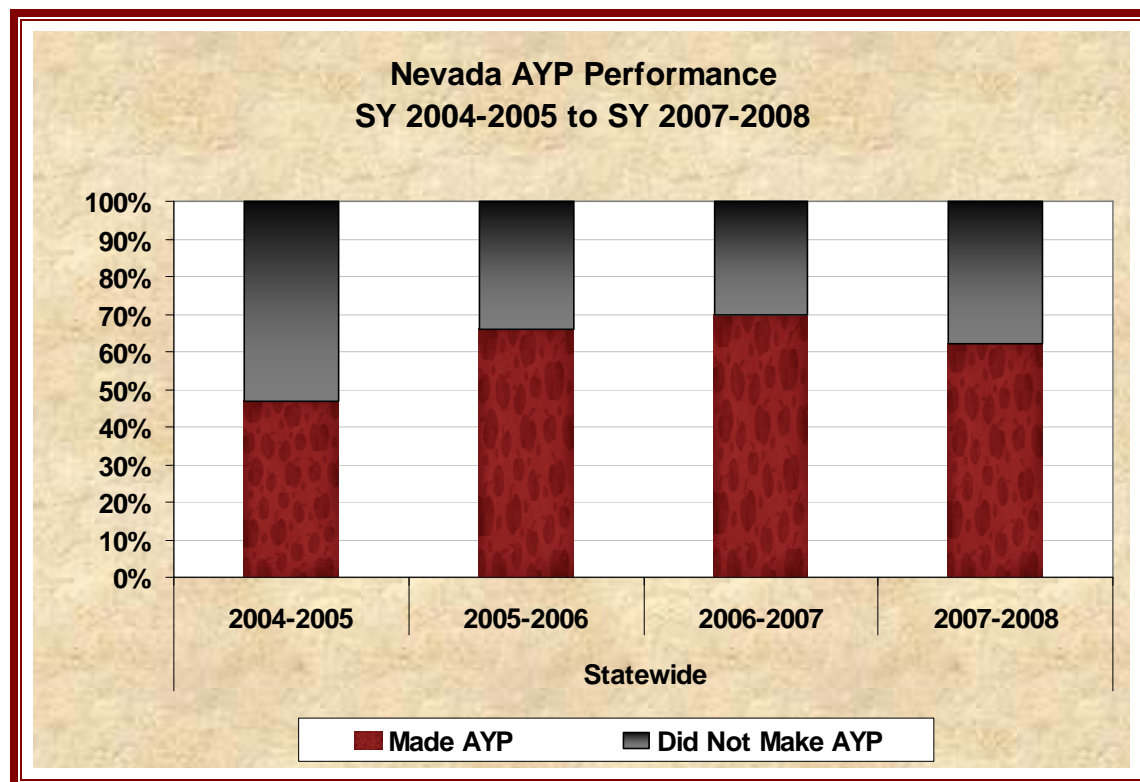
Source: Nevada's Department of Education, 2008.



“Spanish – immigration = I can communicate.”

Nevada Eighth Grade Student

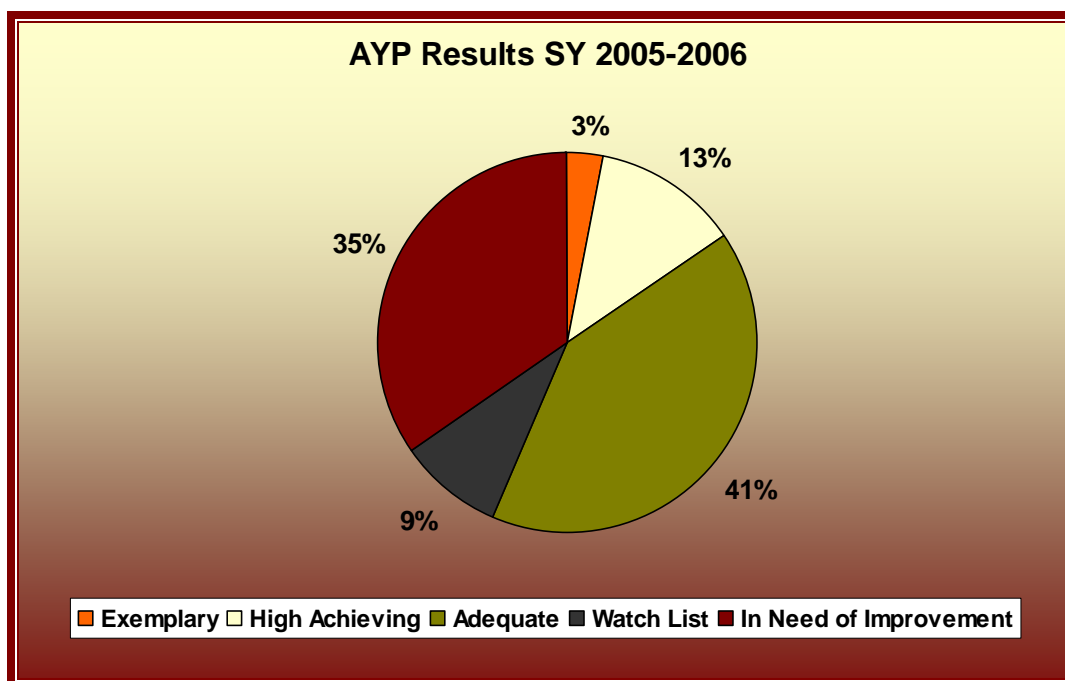
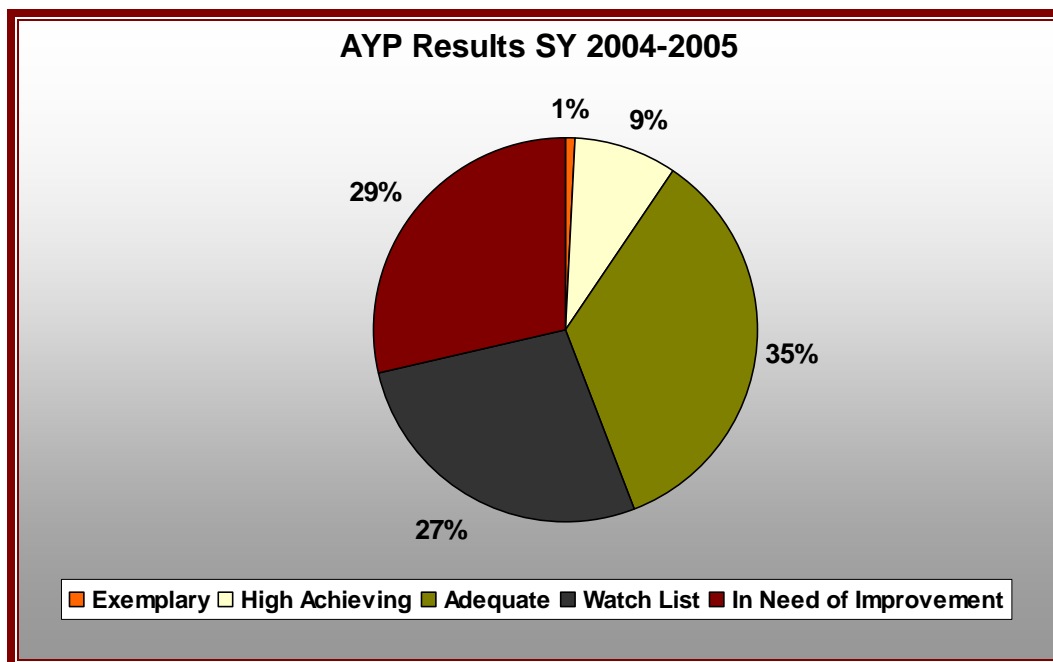
NCLB—Adequate Yearly Progress (AYP)



AYP Results: A Breakout in Numbers of Schools and Programs

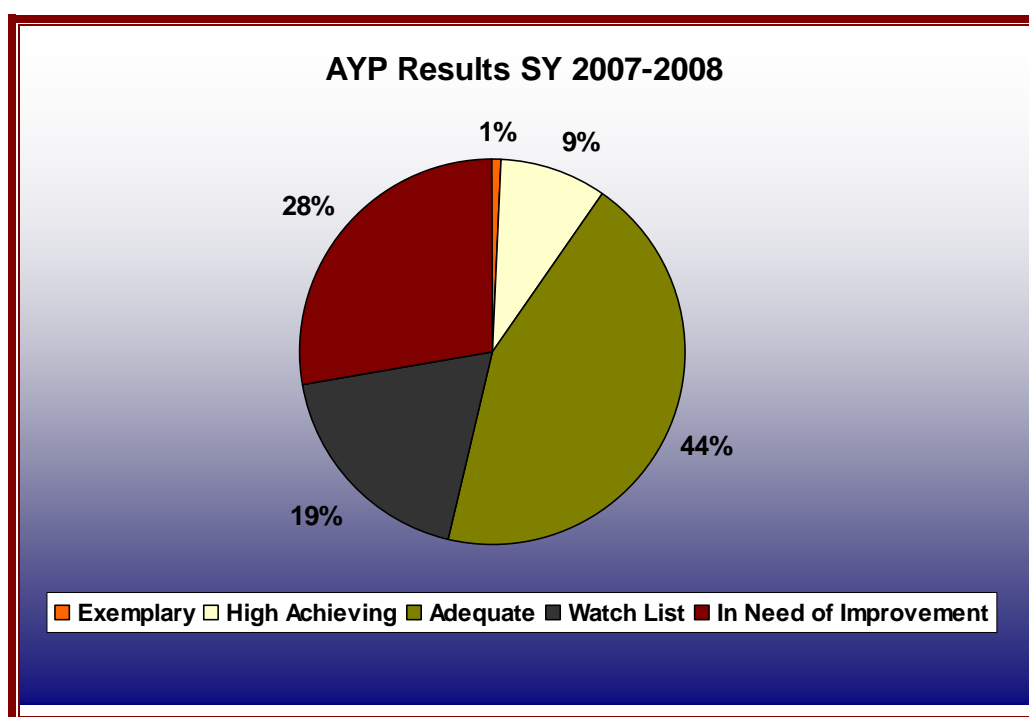
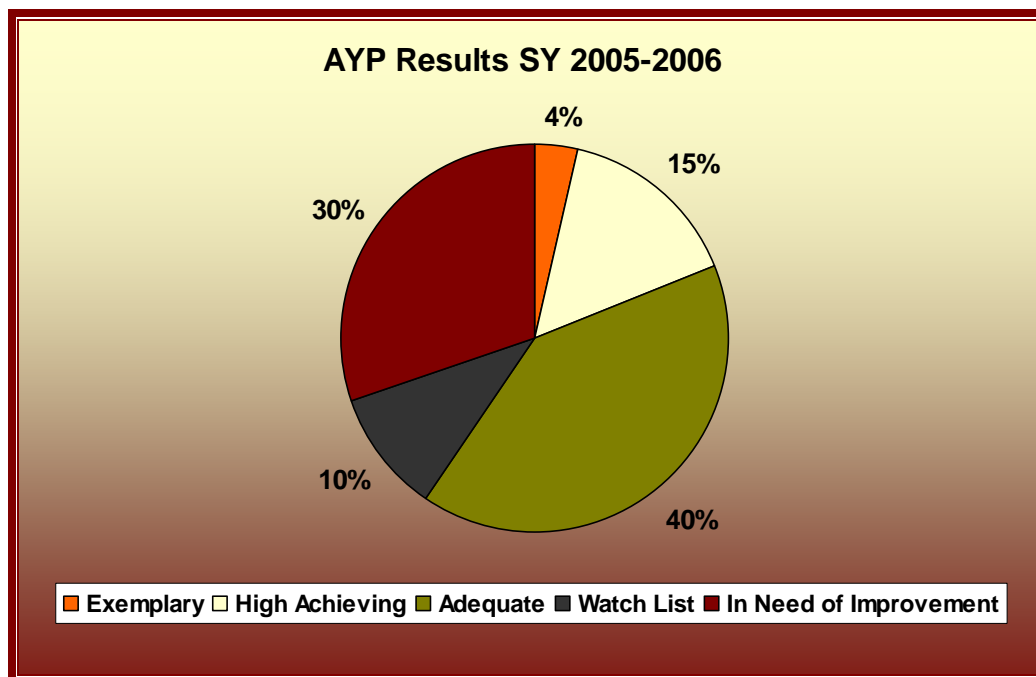
AYP RESULTS	SY 2004-2005				SY 2005-2006				SY 2006-2007				SY 2007-2008			
	ES	MS	HS	NV	ES	MS	HS	NV	ES	MS	HS	NV	ES	MS	HS	NV
Number of Schools	56%	22%	22%	100%	58%	21%	21%	100%	58%	21%	21%	100%	57%	22%	20%	100%
AYP School Classification																
Made AYP	46%	43%	54%	47%	71%	56%	63%	66%	79%	58%	57%	70%	57%	60%	79%	62%
Did Not Make AYP	54%	57%	46%	53%	29%	44%	37%	34%	21%	42%	43%	30%	43%	40%	21%	38%
AYP School Designation																
Exemplary	1%	1%	2%	1%	1%	0%	11%	3%	5%	1%	2%	4%	1%	0%	2%	1%
High Achieving	6%	10%	14%	9%	14%	6%	16%	13%	18%	13%	10%	15%	6%	7%	19%	9%
Adequate	38%	29%	31%	35%	47%	39%	25%	41%	43%	33%	40%	40%	48%	39%	38%	44%
Watch List	34%	23%	15%	27%	8%	7%	12%	9%	8%	13%	13%	10%	22%	17%	10%	18%
In Need of Improvement	21%	38%	39%	29%	29%	47%	36%	35%	25%	40%	36%	30%	23%	37%	31%	28%

Source: Nevada's Department of Education, 2008.

NCLB—Adequate Yearly Progress (AYP) (*continued*)

Source: Nevada's Department of Education, 2008.

NCLB—Adequate Yearly Progress (AYP) (*continued*)



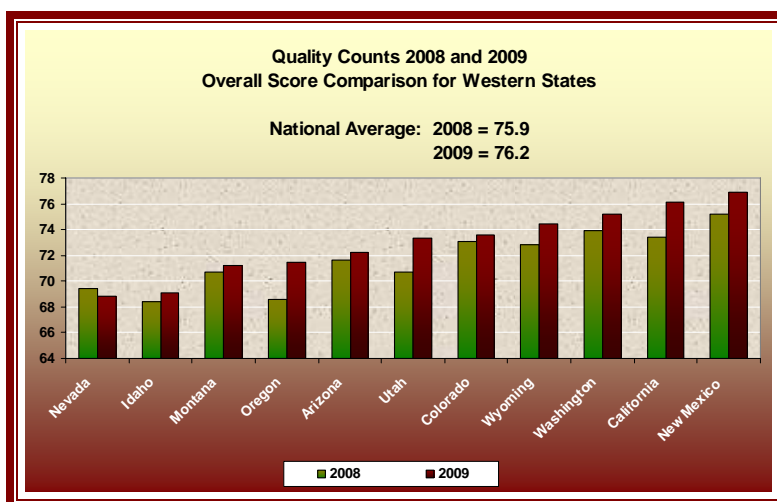
Source: Nevada's Department of Education, 2008.

Quality Counts State Report Card

For 13 years, the Editorial Projects in Education (EPE) Research Center has conducted surveys of all states; findings are included in Education Week's *Quality Counts*. In *Quality Counts*, states are awarded overall letter grades based on their ratings across six areas of performance and policy:

1. Chance for Success—State data is collected and reviewed concerning family income, parent education, parental employment, linguistic integration, preschool enrollment, and kindergarten enrollment.
2. K-12 Achievement—State data is collected and reviewed concerning performance on the National Assessment of Educational Progress (NAEP).
3. Standards, Assessments, and Accountability—State data is collected and reviewed concerning state academic standards.
4. Transitions and Alignment—State data is collected and reviewed concerning early childhood education and college readiness.
5. Teaching Profession—State data is collected and reviewed concerning initial licensure requirements and out-of-field teaching.
6. School Finance—State data is collected and reviewed concerning equity and spending.

The following displays how Nevada and the western states performed in *Quality Counts* for 2008 and 2009.



Quality Counts 2008 and 2009: Nevada

YEAR	OVERALL STATE GRADE		COMPONENTS OF THE OVERALL STATE GRADE					
	Grade	Total Score*	Chance for Success	K-12 Achievement	Standards, Assessment, and Accountability	Transitions and Alignment	Teaching Profession	School Finance
2009	D+	68.8	D+	D-	C+	D+	C-	D
2008	D+	69.4	D+	D-	C+	D+	C-	D+

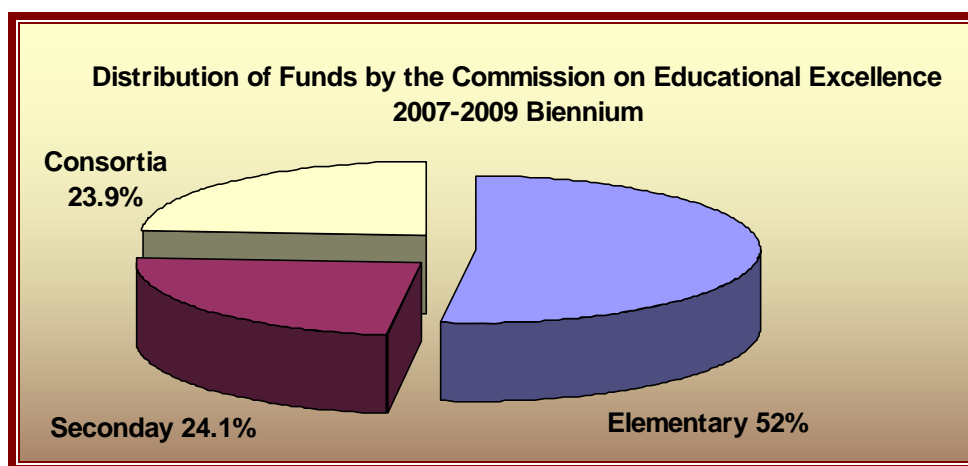
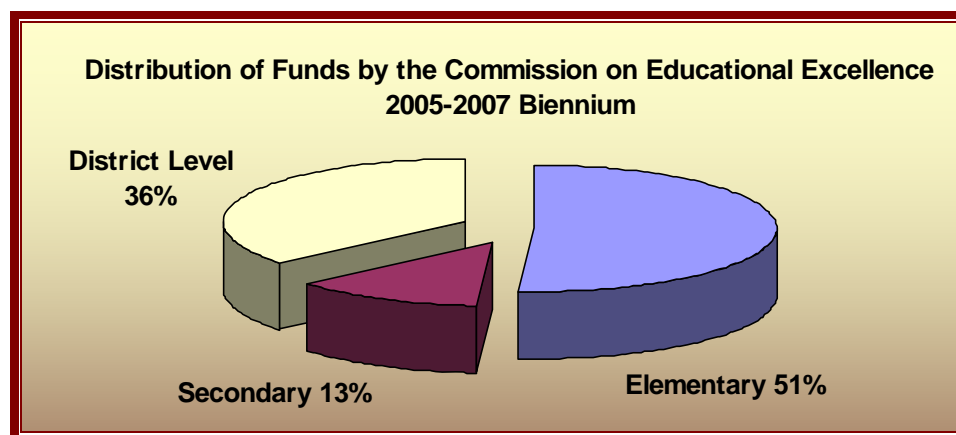
*The total score is the average of scores across the six individual categories. Each category received equal weight in the overall grade.

Source: Education Week's *Quality Counts 2008 and 2009*.

Commission on Educational Excellence: Programs for Innovation and the Prevention of Remediation

The 2007 Legislature continued funding to support Programs for Innovation and Prevention of Remediation. Funding of \$90.1 million over the 2007-2009 Biennium was approved for distribution to Nevada schools to assist in the implementation of plans for improvement. These funds were allocated to schools and consortia of schools by the Commission on Educational Excellence through a competitive application process. The Commission was created by the 2005 Legislature through the passage of S.B. 404. 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 2005-2007 and 2007-2009 Bienniums, funds were allocated as follows:



Source: Nevada's Department of Education, *S.B. 185 Annual Report*, September 1, 2008.

Note: The 2005 Legislature authorized the Commission to allocate funds to schools and school districts. The 2007 Legislature eliminated school districts from the allocation process and instead included consortiums of schools in the allocation process.

Commission on Educational Excellence: Programs for Innovation and the Prevention of Remediation *(continued)*

Grant Allocations by School District FY 2007-2008

Carson City	\$ 568,391	2%
Churchill	267,395	1%
Clark	18,528,456	59%
Douglas	662,927	2%
Elko	995,036	3%
Esmeralda	35,501	0%
Eureka	8,498	0%
Humboldt	241,164	1%
Lander	171,703	1%

Lincoln	\$ 195,281	1%
Lyon	1,763,323	6%
Nye	1,054,295	3%
Pershing	116,233	0%
Storey	15,075	0%
Washoe	6,292,274	20%
White Pine	563,602	2%
TOTAL	\$ 31,479,152	100%

Grant Allocations by Type of Service Funded FY 2007-2008

School District	Personnel*	Programs**	Professional Development
Carson City	\$ 512,991	\$ 45,316	\$ 19,080
Churchill	195,247	12,400	8,944
Clark	11,321,455	585,945	1,176,425
Douglas	575,118	17,380	3,000
Elko	762,048	-	115,294
Esmeralda	11,033	-	-
Eureka	2,248	2,000	-
Humboldt	218,728	-	688
Lander	135,514	-	7,750
Lincoln	60,571	36,368	-
Lyon	1,397,146	158,422	8,900
Nye	392,499	224,707	20,400
Pershing	92,833	-	-
Storey	15,075	-	-
Washoe	5,511,288	48,386	241,098
White Pine	452,060	-	31,815
TOTAL	\$ 21,655,852	\$ 1,130,924	\$ 1,633,394

*Personnel include salary and benefits.

**Programs include programs purchased by schools for direct instruction, instructional support, or administrative support.

Source: Nevada's Department of Education, 2008.

Note: In some cases, funding may appear in two or more service categories. In addition, funding for miscellaneous services is not presented in this table. Totals are presented to provide the reader with an approximate picture of how the funds were allocated. See table above for data concerning actual totals by school district.

Full-Day Kindergarten

According to the Education Commission of the States (ECS), 43 states require school districts to offer at least a half-day of kindergarten. Only 14 states mandate that a pupil attend kindergarten. Although nine states require school districts to offer full-day kindergarten, only two—Louisiana and West Virginia—require full-day attendance. In Nevada, State-funded full-day kindergarten was approved, for the first time, by the 2005 Legislature. In Nevada, a school district is not required to offer full-day kindergarten and a family may request that its child attend for less than a full-day.

Funding

Through the passage of Assembly Bill 4 (Chapter 3, *Statutes of Nevada 2005, 22nd Special Session*), the Legislature appropriated \$22 million from the State General Fund to provide full-day kindergarten in certain schools in School Year (SY) 2006-2007. The funds were utilized to implement full-day kindergarten in 114 at-risk schools across the State. These schools were determined to be at risk based upon a free and reduced-price lunch count of pupils of at least 55.1 percent of the student enrollment. The 2007 Legislature, through the passage of A.B. 627 (Chapter 343, *Statutes of Nevada*) appropriated \$25.6 million in FY 2007-2008 to provide for the ongoing costs of the teachers in the 114 schools. For FY 2008-2009, \$40.8 million was appropriated, which would expand the program to approximately 166 schools or to a free and reduced-price lunch count of pupils of at least 40.75 percent.

Note: As described in Chapter 3 of this document, funding for the expansion of full-day kindergarten during FY 2008-2009 has been eliminated through budget cuts for the 2007-2009 Biennium.

Research

In Nevada, evaluations of the effectiveness of full-day kindergarten on student academic achievements are just beginning. In a first-year study by the Clark County School District (CCSD), the effects of participating in full-day kindergarten and half-day kindergarten on students' literacy development was assessed. The report, titled *Status Report on Year 1: Full-Extended-Day Kindergarten Study (Feds)*, found that lower socioeconomic students enrolled in full-day kindergarten demonstrated greater rates of literacy growth over the course of the year than the closely matched half-day students.

In the Washoe County School District, findings from a 2007 pilot research project, titled *A Statistical Analysis of Assessment Scores in Full-Day and Half-Day Kindergarten Students*, found that full-day kindergarten students achieved higher mean scores in all English Language Arts (ELA) assessment categories for both an October 2006 administration and a January 2007 administration. In addition, increases in the January scores over the October scores were significantly higher in the full-day group.

For additional information concerning full-day kindergarten, please see the Research Brief on full-day kindergarten published by the Research Division of the Legislative Counsel Bureau. The document may be accessed at: <http://www.leg.state.nv.us/lcb/research/researchbriefs/FullDayKindergarten.pdf>.

Empowerment Program in Nevada

Although funding for the State Empowerment Program was eliminated due to budget reductions during the 2007-2009 Biennium, the CCSD continued its Empowerment Schools through grants and school district general funds. The following provides a summary of the Empowerment Program in the CCSD.

Concept of Empowerment

According to CCSD's *Overview: Empowerment Schools 2008*, the concept of empowerment is anchored in the belief that critical decisions affecting instruction should be made at the school level by those most closely involved with the children. If schools are to be held accountable for student achievement, they should be given adequate resources and the freedom to determine how to attain targeted, specific goals by deploying those resources effectively and engaging the school community in the process.

Empowerment Schools in the Clark County School District

The CCSD currently has 14 Empowerment Schools, 11 elementary and 3 secondary. Regarding the elementary schools, four of the schools started in the Empowerment Program in SY 2006-2007, four in SY 2007-2008, and three in SY 2008-2009. The three secondary Empowerment Schools all started in SY 2008-2009.

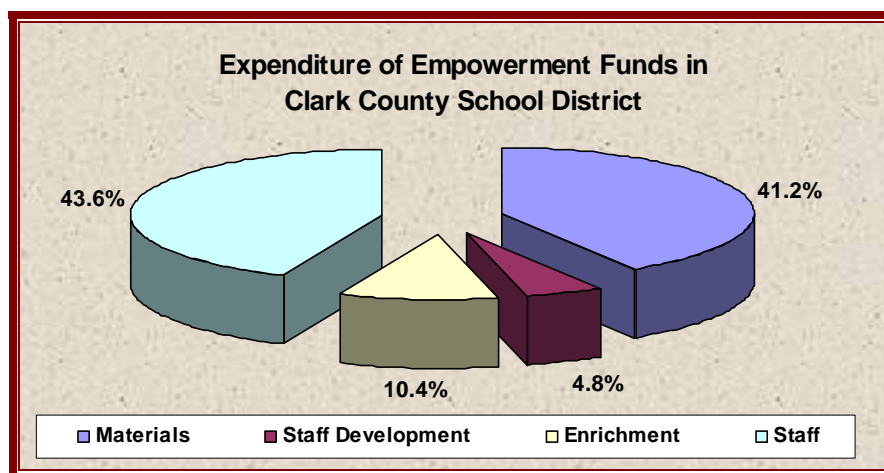
Funding of Empowerment Schools in the Clark County School District

<p align="center">SY 2006-2007 <u>4 New Empowerment Schools</u></p>	<p align="center">SY 2007-2008 <u>4 Continuing Empowerment Schools and</u> <u>4 New Empowerment Schools</u></p>	<p align="center">SY 2008-2009 <u>8 Continuing Empowerment Schools and</u> <u>6 New Empowerment Schools</u></p>
<p>\$600* per student additional money to be used to cover the following:</p> <ul style="list-style-type: none"> ✓ Smaller class size—student to teacher ratio of maximum 25:1 in core classes not otherwise governed by CCSD class-size reduction requirements. ✓ 29 minutes extra per teacher per day. ✓ 5 additional days per school year per teacher. ✓ \$150,000 discretionary dollars. ✓ 5 percent increase in principal pay. ✓ Up to 2 percent pay for performance for all licensed staff if specific achievement targets are met. <p>*Funded by CCSD.</p>	<p>\$600* per student additional money for continuing Empowerment Schools.</p> <p>\$400* per student additional money for new Empowerment Schools to be used to cover the following:</p> <ul style="list-style-type: none"> ✓ 5 percent increase in principal pay. ✓ Up to 2 percent pay for performance for all licensed staff if specific achievement targets are met. ✓ Balance of funds is discretionary. <p>*Funded by CCSD.</p>	<p>\$600* per student additional money for continuing Empowerment Schools.</p> <p>\$600** per student additional money for new Empowerment Schools to be used to cover the following:</p> <ul style="list-style-type: none"> ✓ Programs, activities, and practices as outlined in the School Empowerment Plan and voted upon by the School Empowerment Team. <p>*The CCSD funded \$600 per students for the 2006-2007 and continuing 2007-2008 Empowerment Schools and \$400 per student for new 2007-2008 Empowerment Schools.</p> <p>**The Lincy Foundation presented a grant of over \$14 million to provide an additional \$200 per student for the 2007-2008 new Empowerment Schools to bring them to the \$600 per student rate and \$600 per student for the 2008-2009 new Empowerment Schools.</p>

Source: Clark County School District, *Overview: Empowerment Schools 2008*.

Empowerment Program in Nevada (*continued*)

Expenditure of Empowerment Funds in the Clark County School District

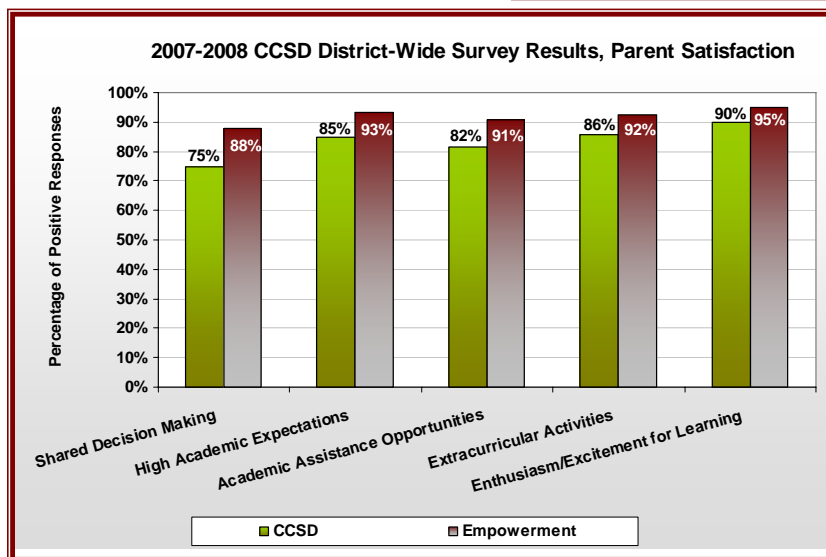
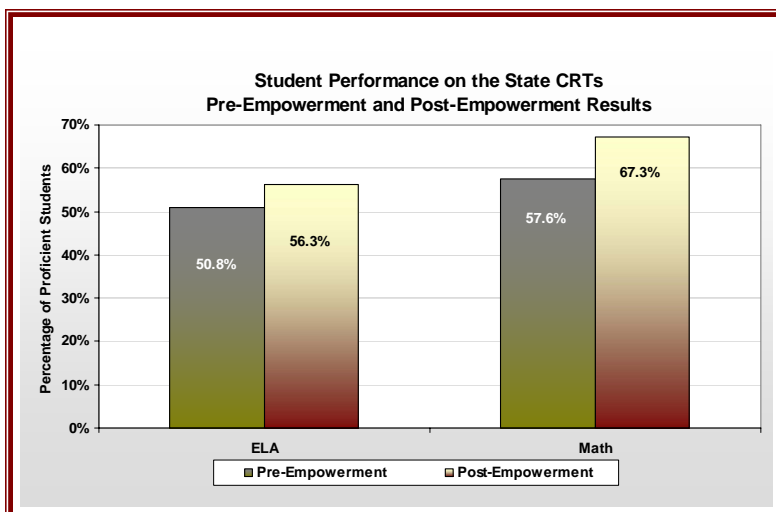


Empowerment Results—Clark County School District

Attendance rates in all Empowerment Schools have consistently exceeded the CCSD average.

Empowerment Schools have increased the percentage of proficient students in mathematics by 9.7 percent and in ELA by 5.5 percent when compared to their pre-empowerment proficiency percentages.

All Empowerment Schools received higher parent satisfaction scores on a district-wide parent satisfaction survey.



Source: Clark County School District, *Overview: Empowerment Schools 2008*.

NCLB Supplemental Educational Services

Under the NCLB, low-income families can enroll their child in supplemental educational 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 educational services.

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

The following table presents the number of students served with supplemental educational services since SY 2004-2005. In many instances, several more students are eligible for services than are served. Some of the reasons why include: (1) after-school programs are already in place; (2) other federal programs provide similar services, such as 21st Century Community Learning Centers; and (3) providers refuse to serve rural/remote school districts.

**Number/Percentage of Students Served With
Supplemental Educational Services
SY 2004-2005 to SY 2007-2008**

School Year	Number Served	Number Eligible	Percentage Served
2004-2005	1,976	10,877	18.2%
2005-2006	3,748	33,608	11.2%
2006-2007	4,863	31,265	15.6%
2007-2008	5,002	29,702	16.8%
TOTAL	15,589	105,452	14.8%

Source: Nevada’s Department of Education, 2008.

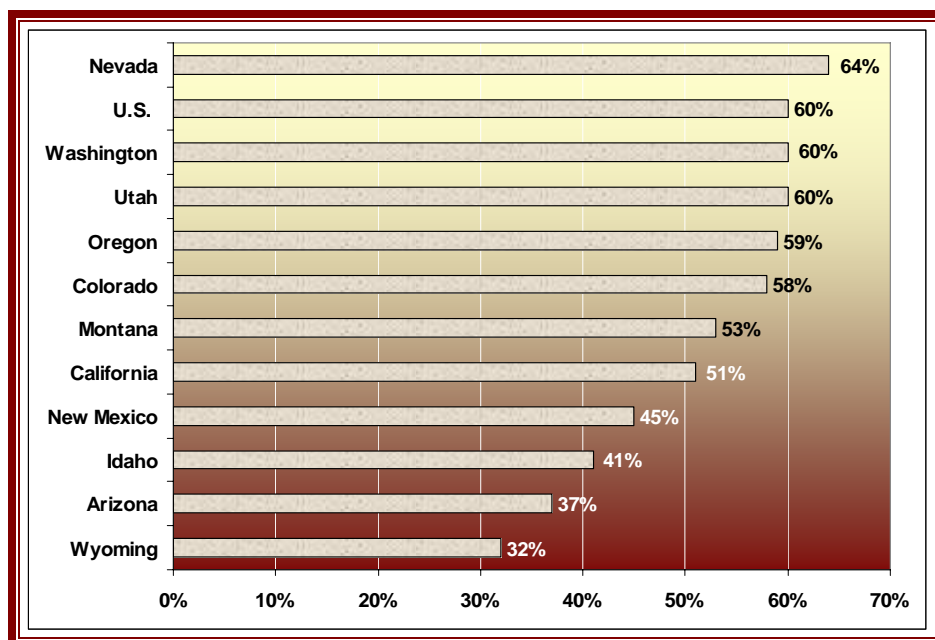


“If I could change something about school, I’d suggest less homework and more hands-on stuff, and not having to get up in the morning.”

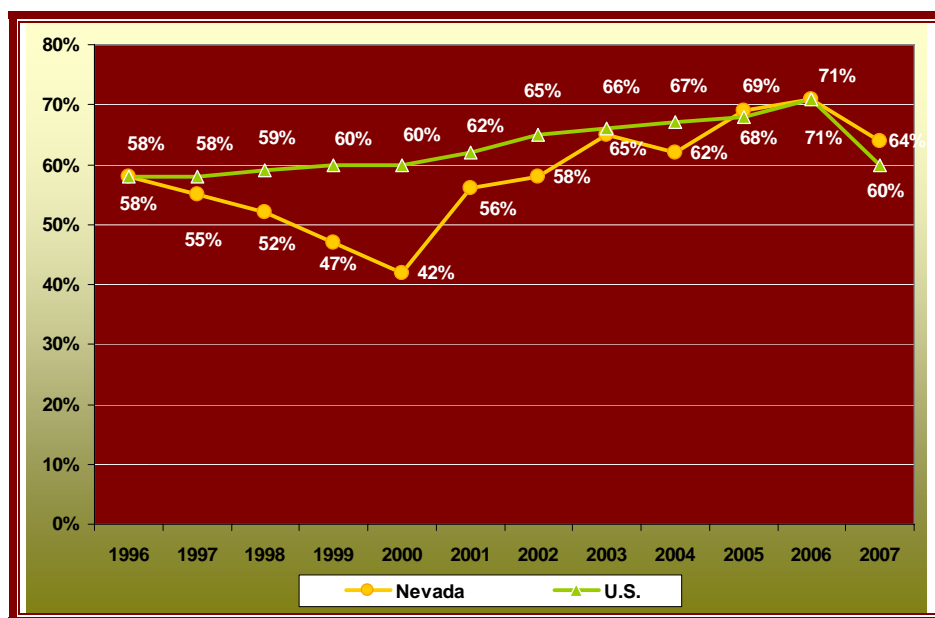
Nevada Eighth Grade Student

Advanced Placement (AP) Examinations

**Percentage of Public High Schools Offering
Advanced Placement (AP) Examinations in 2007
Nevada and Western States**



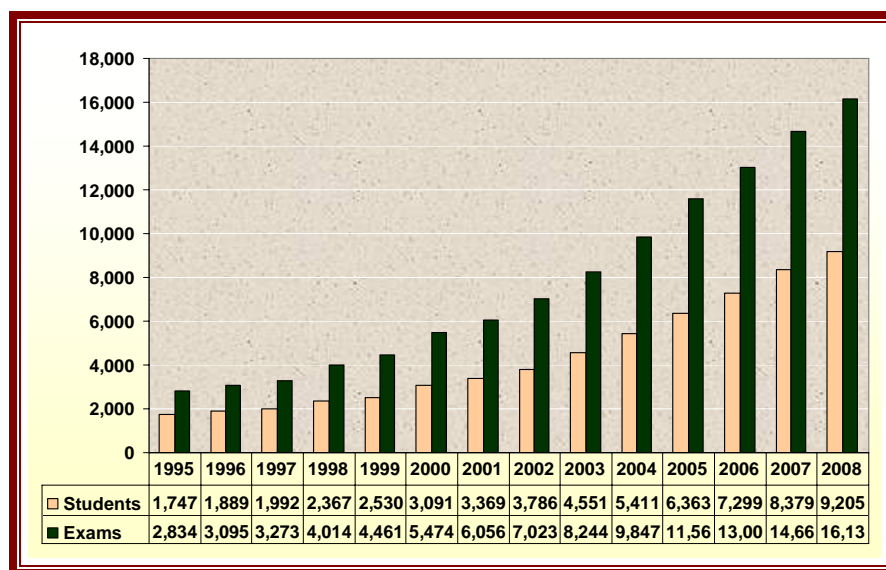
**Percentage of Nevada Public High Schools Offering
Advanced Placement (AP) Examinations, 1996 to 2007**



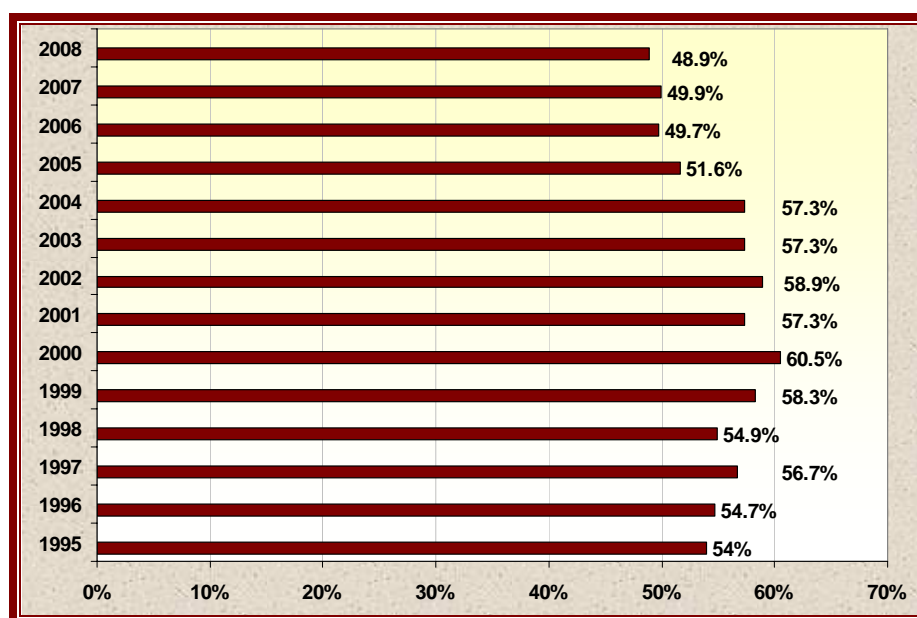
Source: “School Report of AP Examinations 2006-2007 (By State),” The College Board.

Advanced Placement (AP) Examinations (*continued*)

**Nevada Eleventh and Twelfth Grade Students
Taking Advanced Placement (AP) Examinations 1995-2008**



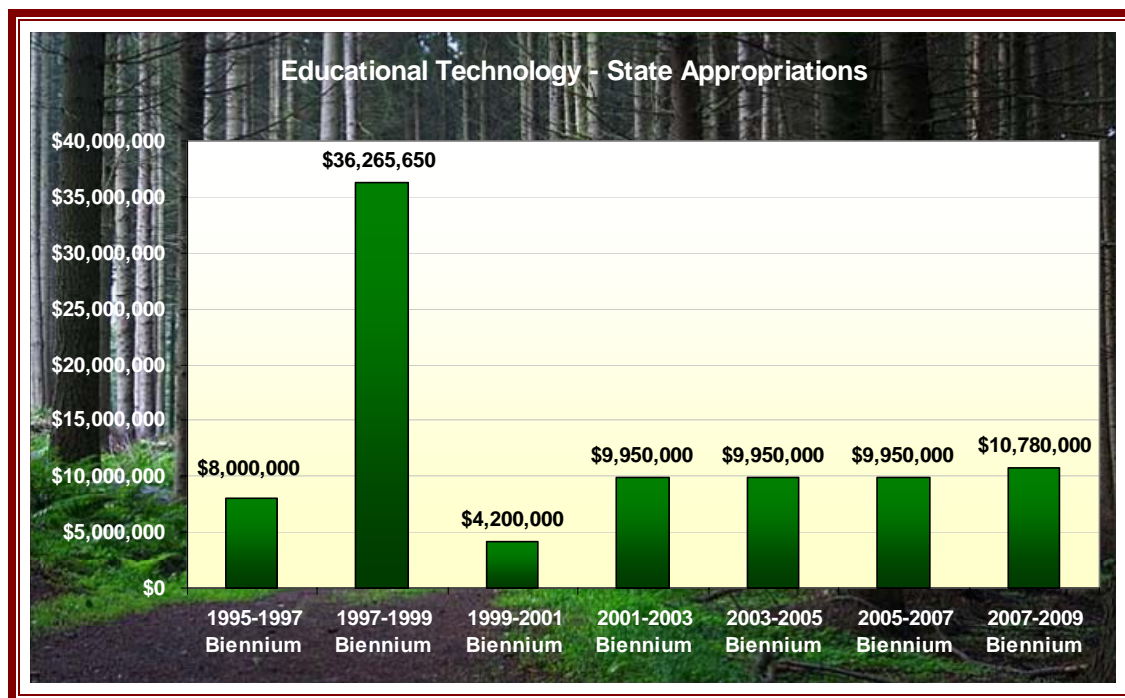
**Percentage of AP Examinations With Scores of 3 or Above
Nevada, 1995-2008**



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

Source: “School Report of AP Examinations 2007-2008 (By State),” The College Board.

Educational Technology—State Appropriations



State Funding for Educational Technology 2007-2009 Biennium

Description	FY 2007-2008	FY 2008-2009	Total
Educational Technology*	\$4,895,000	\$4,895,000	\$ 9,790,000
Library Databases	\$550,000		\$ 550,000
KLVX	\$440,000		\$ 440,000
TOTAL	\$5,885,000	\$4,895,000	\$10,780,000
Evaluation of Ed Technology	\$50,000		\$ 50,000

*Educational Technology may include funding for such items as infrastructure, support, high-quality content material, professional development, and pilot best practices programs.

Source: Fiscal Analysis Division, Legislative Counsel Bureau.

Note: Due to State budget considerations during the 2001-2003 Biennium, all but \$500,000 of the \$9.95 million appropriation was reverted to the State General Fund. Additionally, due to mandatory budget reductions during the 2007-2009 Biennium, all but \$770,000 of the \$10.78 million appropriation was reverted to the State General Fund. No evaluation of educational technology in Nevada will be conducted during the 2007-2009 Biennium.

Pursuant to *Nevada Revised Statutes* 388.795, the Commission on Educational Technology allocates money appropriated by the Legislature to the school districts for education technology.

Educational Technology—Technology Counts State Report Card

For 11 years, the Editorial Projects in Education (EPE) Research Center has conducted surveys of all states; findings are included in Education Week's *Technology Counts 2008*. In *Technology Counts*, states are awarded overall letter grades based on their technology performance ratings across three areas of performance and policy:

- Access to Technology—Percentage of fourth and eighth grade students with access to computers (2007); students per instructional computer (2006); and students per high-speed Internet connected computer (2006).
- Use of Technology—State standards for students include technology (2007-2008); state tests students on technology (2007-2008); state has established a virtual school (2007-2008); and state offers computer-based assessments (2007-2008).
- Capacity to Use Technology—State standards for teachers and administrators include technology (2007-2008); requirements for initial licensure include technology coursework or a test (2007-2008); and state requires technology training or testing for recertification, or requires participation in technology-related professional development (2007-2008).

The following table displays how Nevada and the western states performed in *Technology Counts* for 2008:

STATE	OVERALL STATE GRADE			COMPONENTS OF THE OVERALL STATE GRADE		
	Grade	Total Score*	Rank	Access	Use	Capacity
Arizona	C+	78.2	21	D-	A	C
California	D+	69.3	45	F	D+	B-
Colorado	C-	72.4	40	D	B-	C
Idaho	C	75.8	29	C+	A-	F
Montana	C-	70.6	43	B	D+	F
Nevada	D	64.3	50	D	D+	F
New Mexico	C	73.4	38	B	D+	D
Oregon	D	65.8	48	F	B-	F
Utah	C	74.0	37	D	A	F
Washington	C-	71.9	41	D+	D+	B-
Wyoming	B-	79.7	15	A	B-	D

*The total score is the average of scores across the three individual categories. Each category received equal weight in the overall grade.

Source: Education Week's *Technology Counts 2008*.



Testing in Nevada Public Schools

Background

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.

Nevada Education Reform Act

The 1997 Nevada Education Reform Act (NERA) increased testing requirements as a part of the revised accountability program for public schools. A grade 10 standardized test was added, as was a writing test for grade 4. 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 their average test scores. Schools designated “in need of improvement” were required to prepare plans for improvement and to adopt proven remedial education programs based upon needs identified using the average test scores. In the 1999 Session, the Legislature added a requirement for criterion-referenced tests (CRTs) linked to the academic standards for selected grades and required that the High School Proficiency Examination (HSPE) be revised to measure the performance of students on the newly adopted academic standards starting with the class graduating in 2003.

No Child Left Behind Act of 2001

To comply with the federal No Child Left Behind Act (NCLB), the 2003 Legislature enacted Senate Bill 1 (Chapter 1, *Statutes of Nevada, 19th Special Session*). The measure modified the NERA to add tests aligned to the State academic standards in reading and mathematics for grades 3 through 8. Further, the 2003 Legislature made substantive revisions to the linkage between these tests and the State accountability system to meet federal requirements for making Adequate Yearly Progress (AYP) and imposing sanctions on schools and school districts that are consistently unsuccessful in meeting their target increases in student progress.

The standards-based CRTs required by NCLB are linked to the school accountability program, and are considered “high stakes” for schools and districts. The standards-based CRTs have been expanded to include a science examination at grades 5 and 8.

Since 1979, the HSPE has been a “high stakes” test for individual students since a passing score is required as a condition for high school graduation and more recently for eligibility in the State’s Governor Guinn Millennium Scholarship Program. Historically, the HSPE has included math, reading, and writing examinations; however, beginning with the Class of 2010, a science test is included in the examination.

Chapter 8

The 2007 Legislature, through the passage of S.B. 312 (Chapter 289, *Statutes of Nevada*), now allows a pupil who has failed to pass the HSPE at least three times to pursue an alternative route to receive a standard high school diploma. To be eligible, a pupil must pass the mathematics and reading subject areas of the HSPE, earn an overall grade point average (GPA) of 2.75 on a 4.0 grading scale, and satisfy alternative criteria that demonstrate proficiency in the subject areas on the examination that the pupil failed to pass.

The following table presents the current statewide assessment system in Nevada:

Current System of Statewide Examinations for <i>All Students</i> (19 Tests) 2008-2009 Testing Schedule												
	3	4	5	6	7	8	9	10	11	12		
Norm-Referenced Test (NRT)—currently Iowa Tests of Basic Skills (ITBS) ¹ and Iowa Tests of Educational Development (ITED)		○			○			○				
National Assessment of Education Progress (NAEP) [sample only] ²		○				○				○		
Writing Exam ³			○			○			○	○		
High School Proficiency Examination (HSPE) (Reading, Math, and Science) ⁴								○	○	○		
Nevada Criterion-Referenced Tests (CRTs) (Reading, Math, and Science) ⁵		○	○	○	○	○	○					
Current System of Statewide Examinations for <i>Special Student Populations</i> 2008-2009 Testing Schedule												
Nevada Alternate Scales of Academic Achievement (NASAA) ⁶		○	○	○	○	○	○			○		
English Language Proficiency Assessment (ELPA) ⁷		○	○	○	○	○	○	○	○	○	○	

¹Due to budget reductions, administration of the NRT during School Year (SY) 2008-2009 has been eliminated.

²The NAEP is administered to 9-, 13-, and 17-year-old pupils.

³The Writing Examinations in grades 11 and 12 are part of the HSPE. Only those 12th graders who have failed the Writing Examination in grade 11 are required to take the examination.

⁴The Class of 2010 is the first class required to pass the science portion of the HSPE.

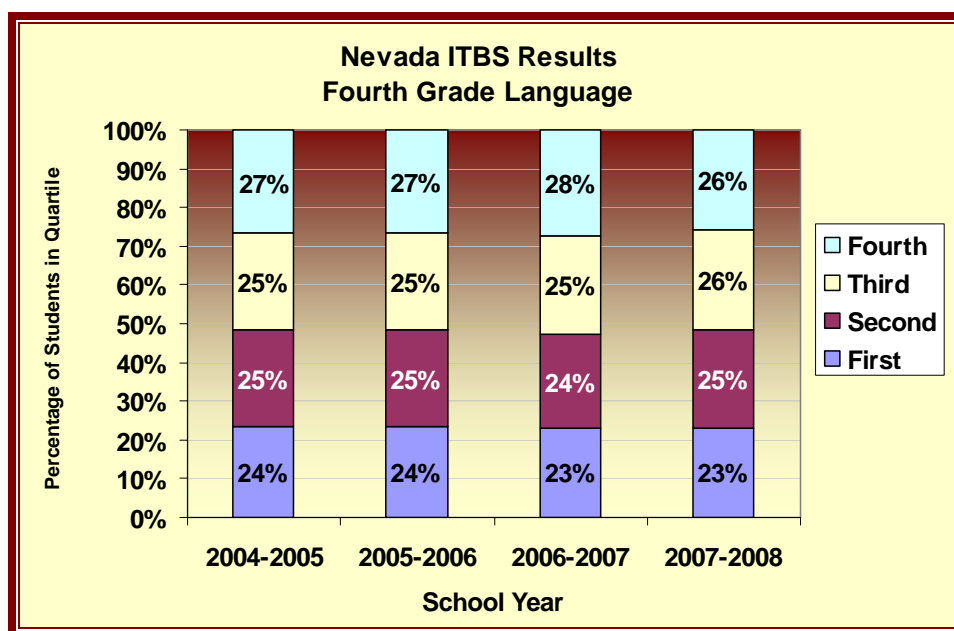
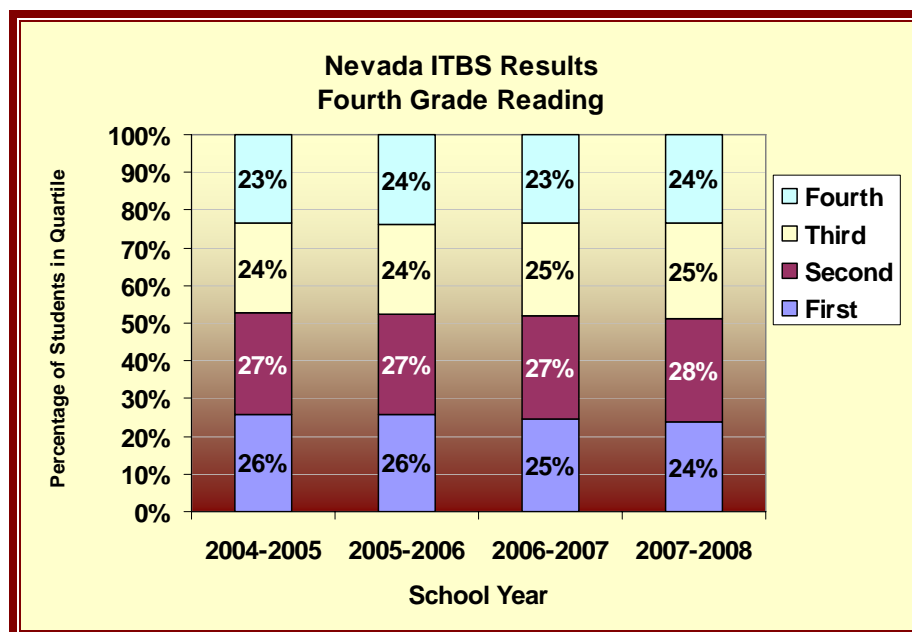
⁵In order to prepare students to take the science portion of the HSPE, pupils in grades 5 and 8 are now required to take a science CRT.

⁶Eligible students are only required to participate in the assessment once during high school; participation must occur during the 11th grade school year.

⁷All Limited English Proficient (LEP) students (K through 12) must take the ELPA to determine English proficiency.

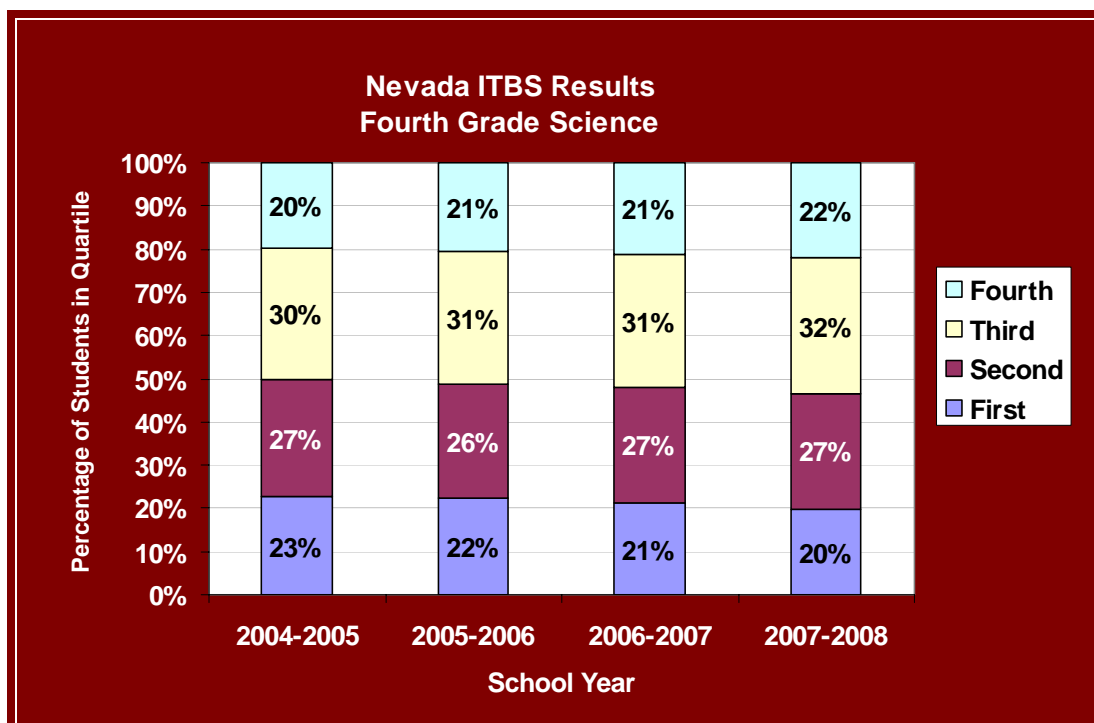
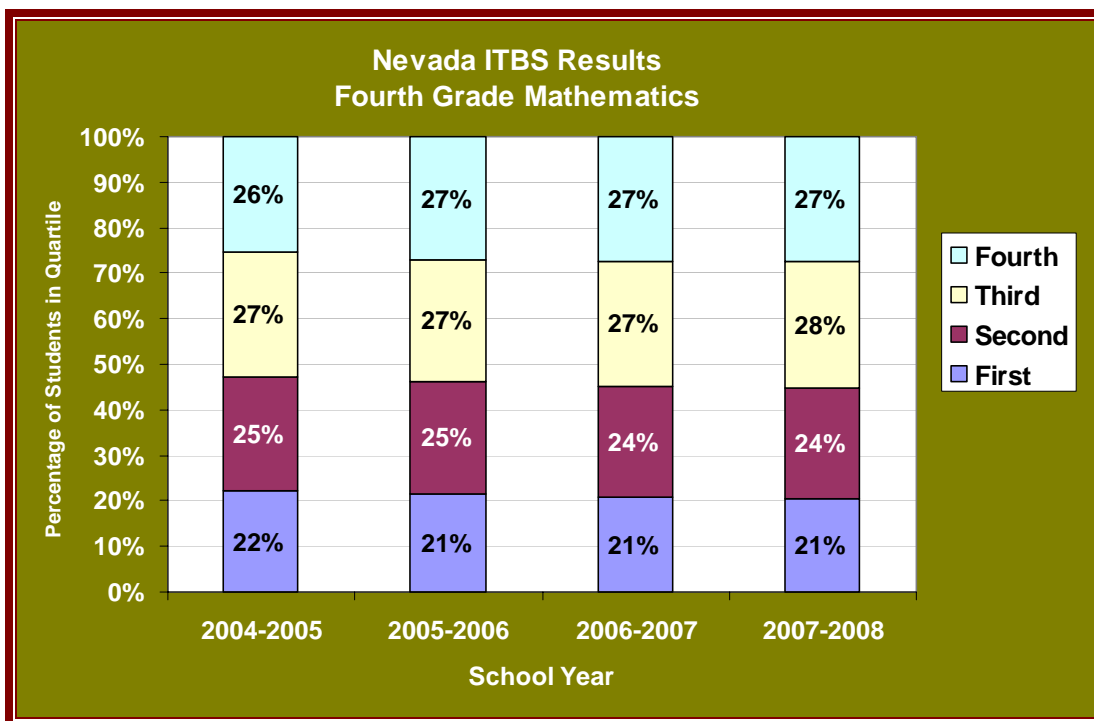
Iowa Tests of Basic Skills (ITBS)—Grade 4

The Iowa Tests of Basic Skills (ITBS) is the State's norm-referenced test (NRT) for grades 4 and 7. Student performance is reported by a National Percentile Rank (NPR), which indicates a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year. For purposes of the following graphs, student achievement is broken down into four quartiles: First Quartile: NPR from 1 to 25; Second Quartile: NPR from 26 to 50; Third Quartile: NPR from 51 to 75; and Fourth Quartile: NPR from 76 to 100.



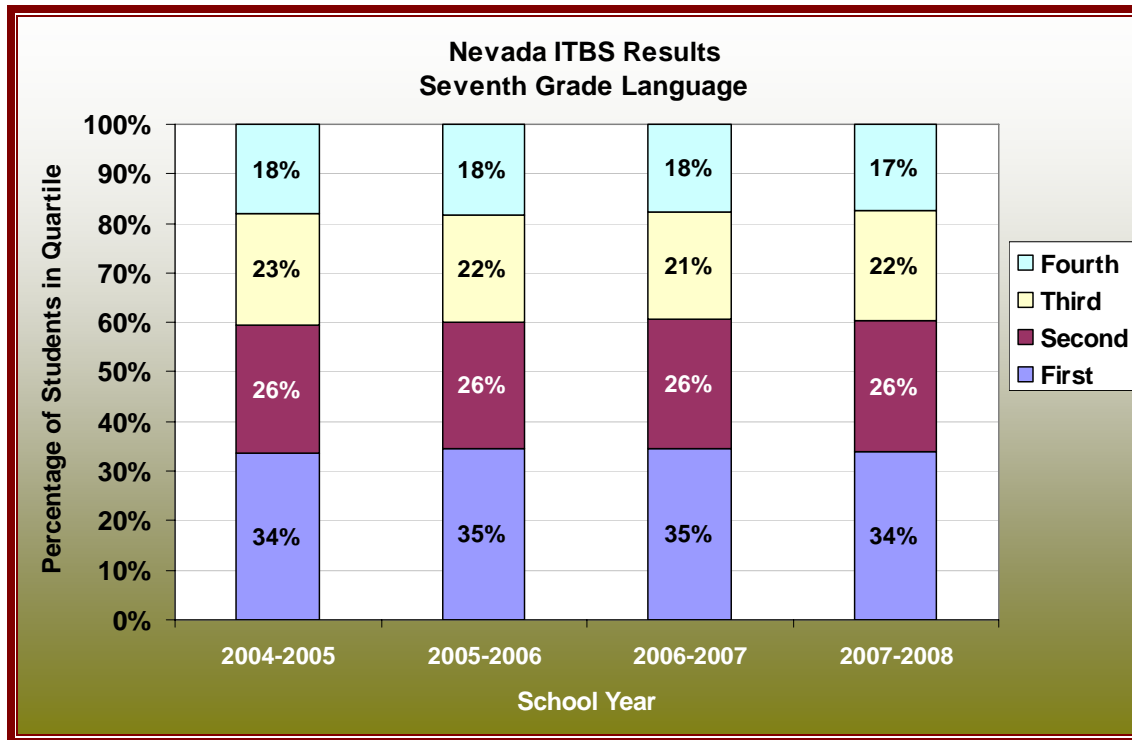
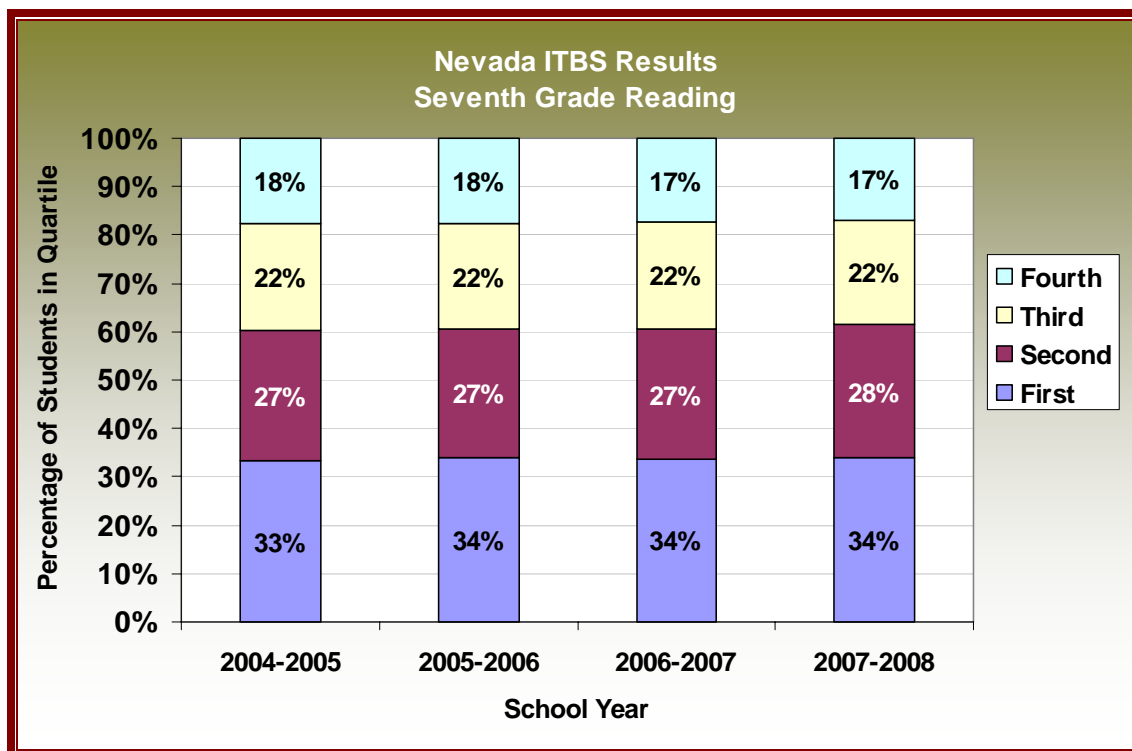
Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Iowa Tests of Basic Skills (ITBS)—Grade 4 (*continued*)



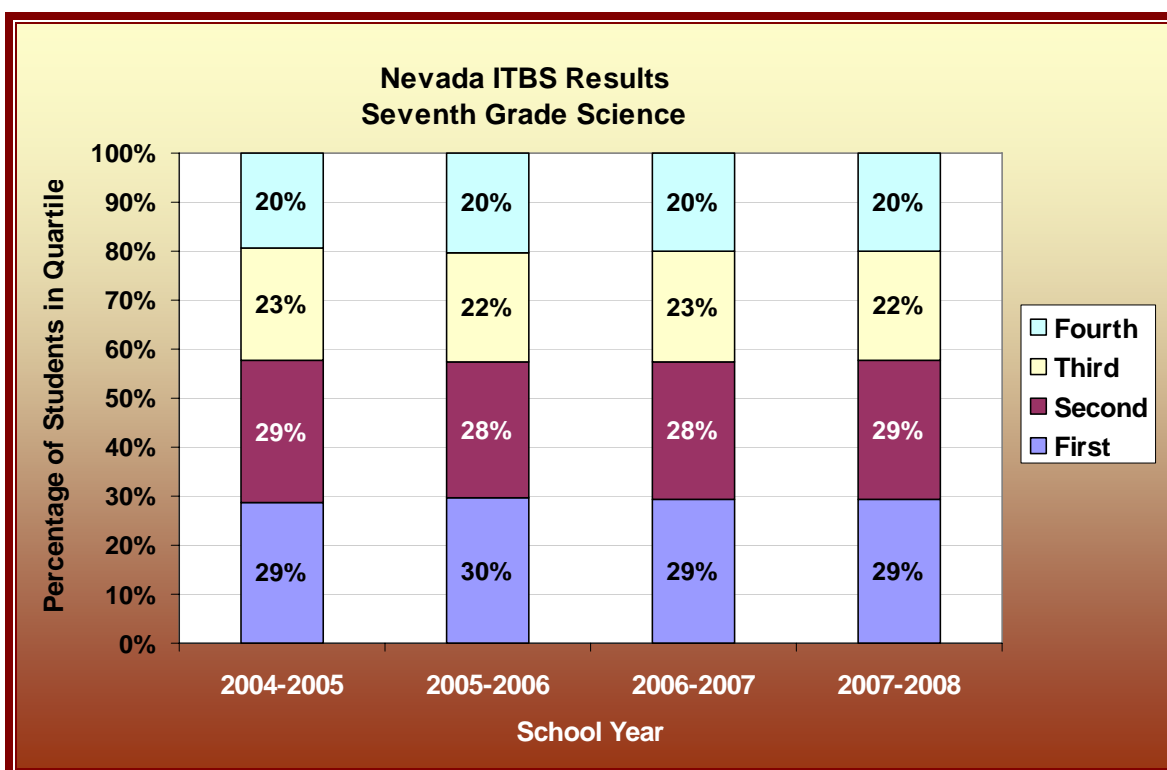
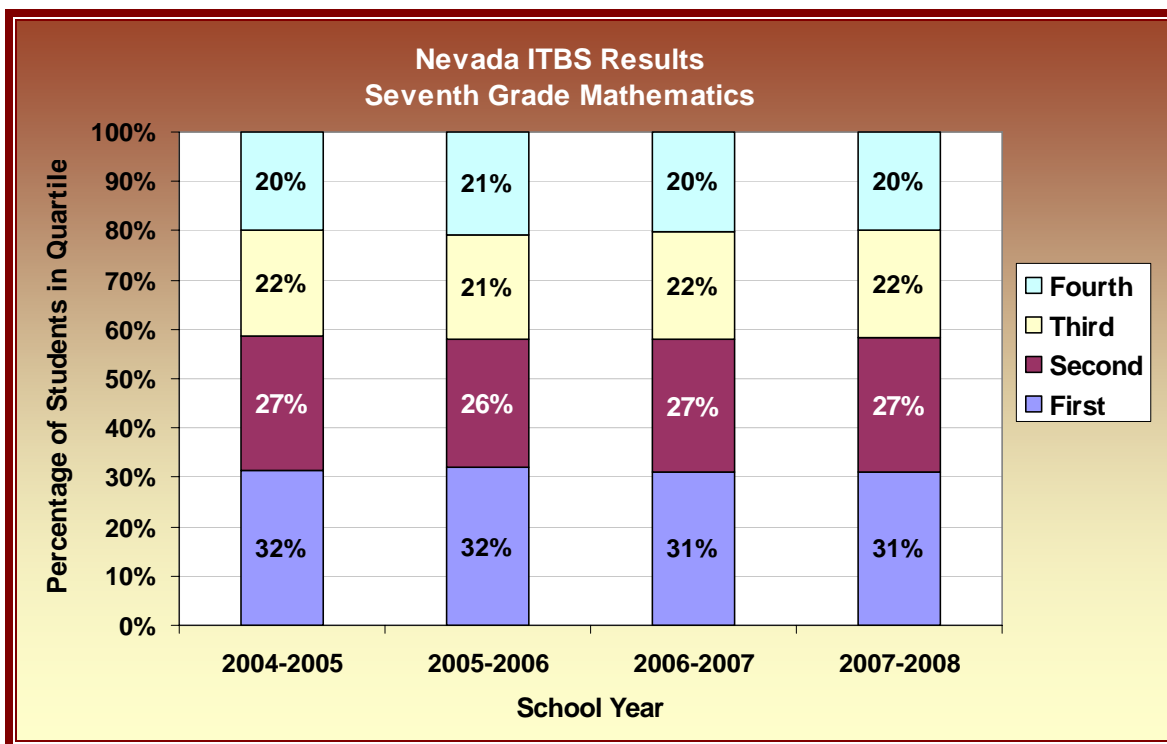
Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Iowa Tests of Basic Skills (ITBS)—Grade 7



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

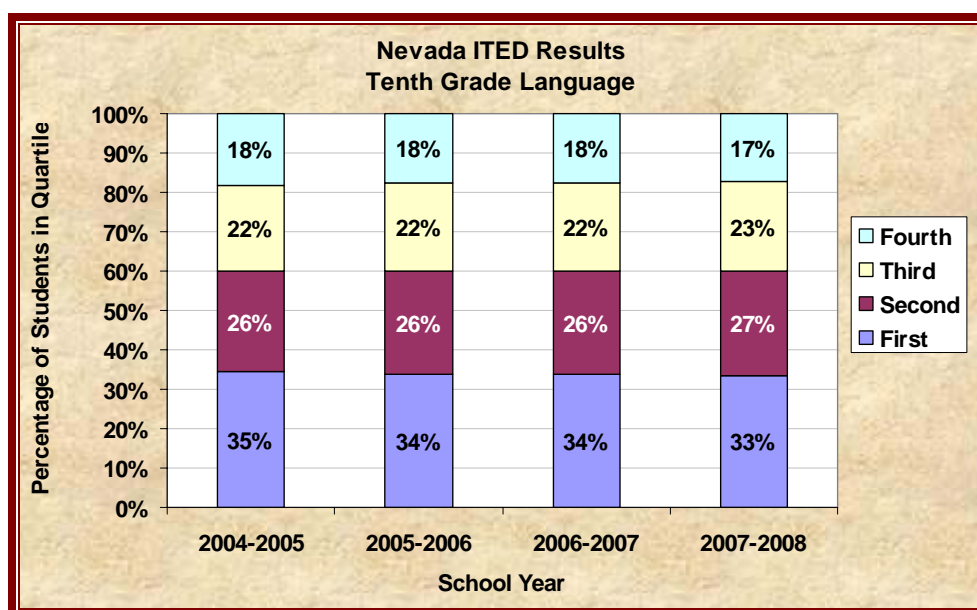
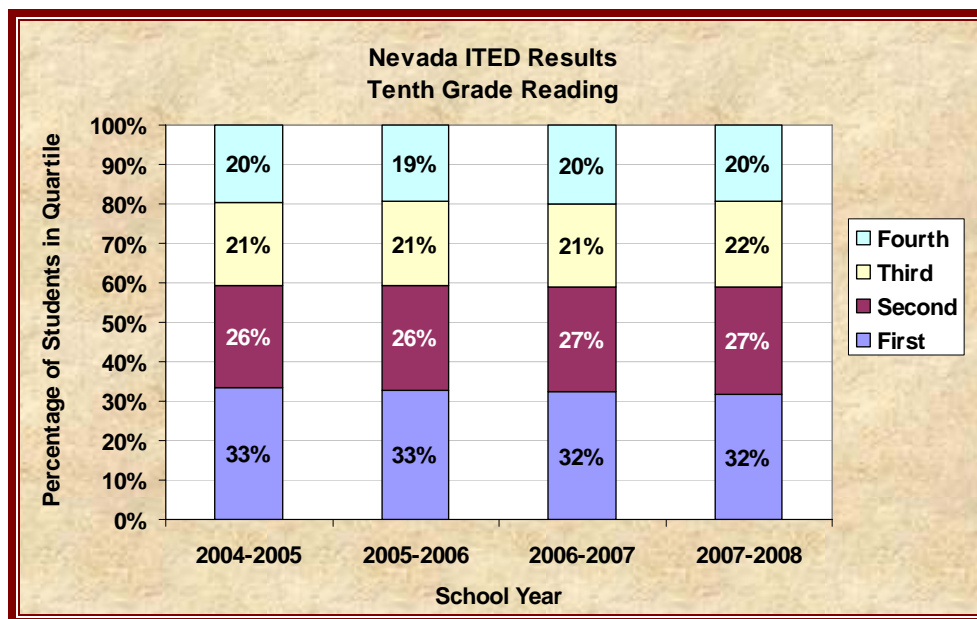
Iowa Tests of Basic Skills (ITBS)—Grade 7 (*continued*)



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

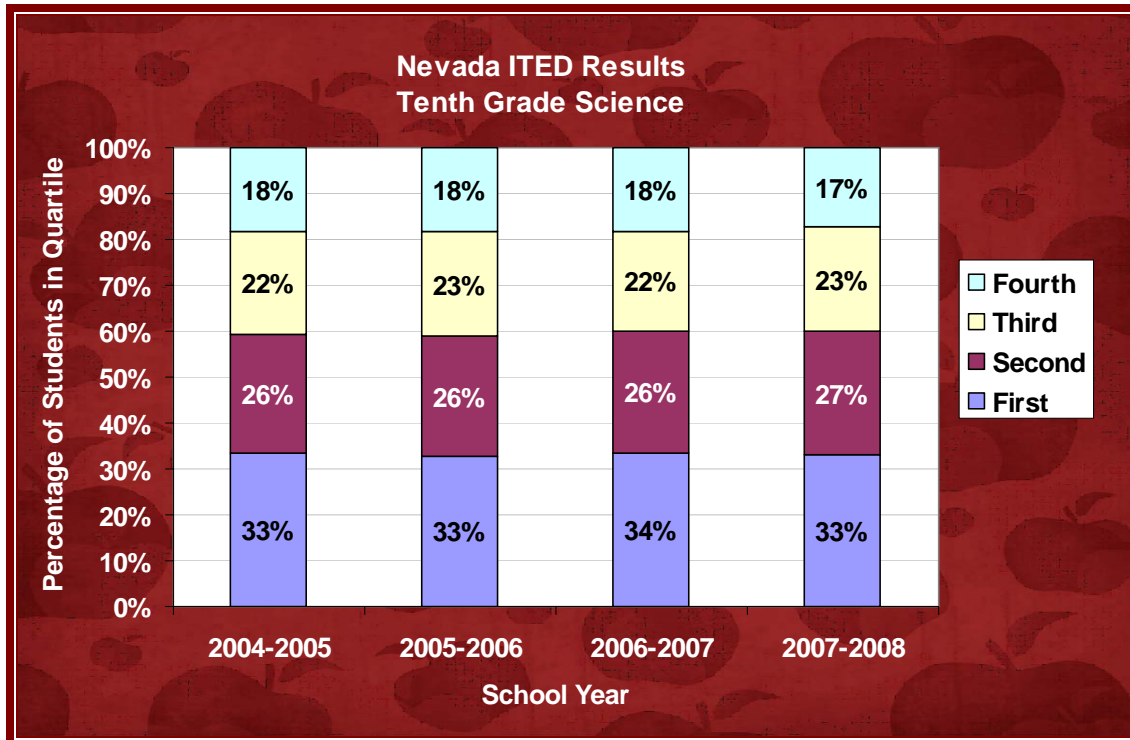
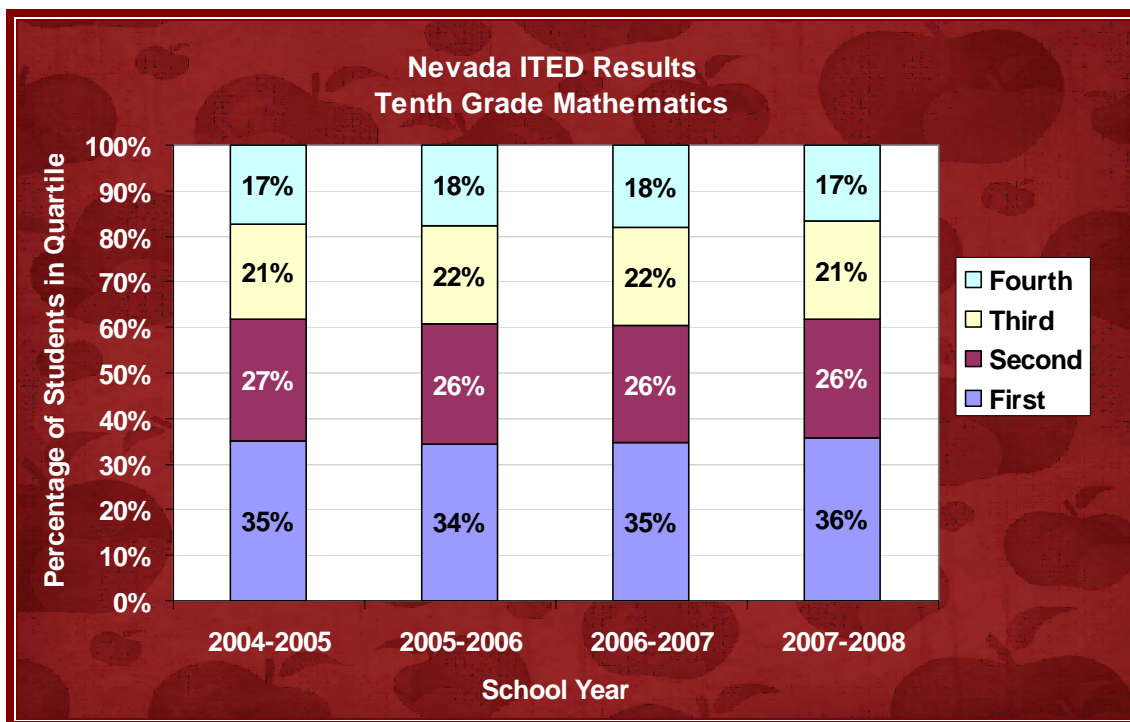
Iowa Tests of Educational Development (ITED)—Grade 10

The Iowa Tests of Educational Development (ITED) is the State's norm-referenced test (NRT) for grade 10. Student performance is reported by a National Percentile Rank (NPR), which indicates a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year. For purposes of the following graphs, student achievement is broken down into four quartiles: First Quartile: NPR from 1 to 25; Second Quartile: NPR from 26 to 50; Third Quartile: NPR from 51 to 75; and Fourth Quartile: NPR from 76 to 100.



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Iowa Tests of Educational Development (ITED)—Grade 10 (*continued*)



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Criterion-Referenced Tests (CRTs)

Criterion-referenced tests are intended to measure how well a student has learned the State's academic standards. Student achievement is broken down into four standards:

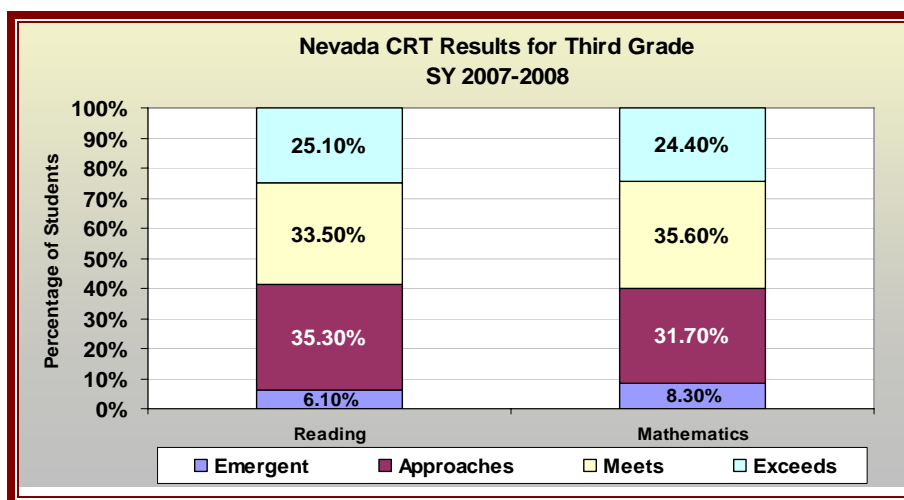
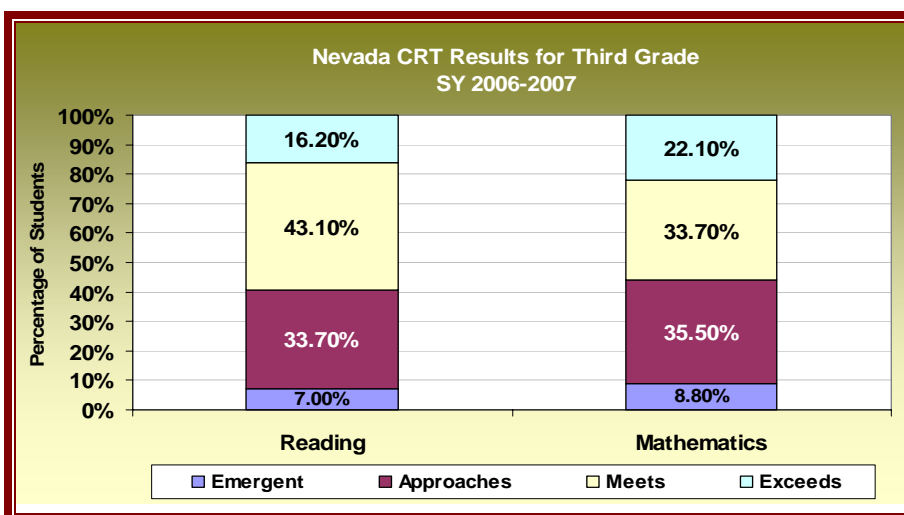
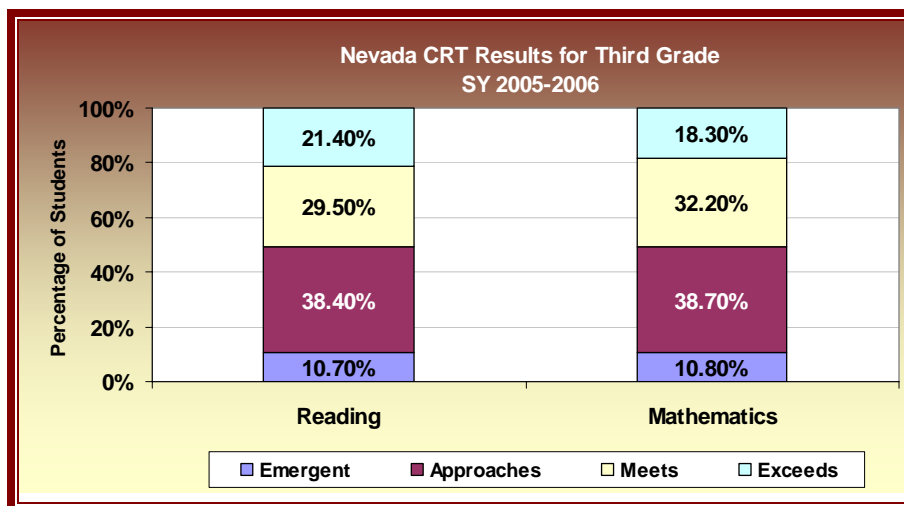
1. Emergent/Developing—Student occasionally/does not apply skills/strategies and requires extensive remediation.
2. Approaches Standard—Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
3. Meets Standard—Student consistently applies skills/strategies without need for remediation.
4. Exceeds Standard—Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.



“I like the kind of tests that I don’t have to study for.”

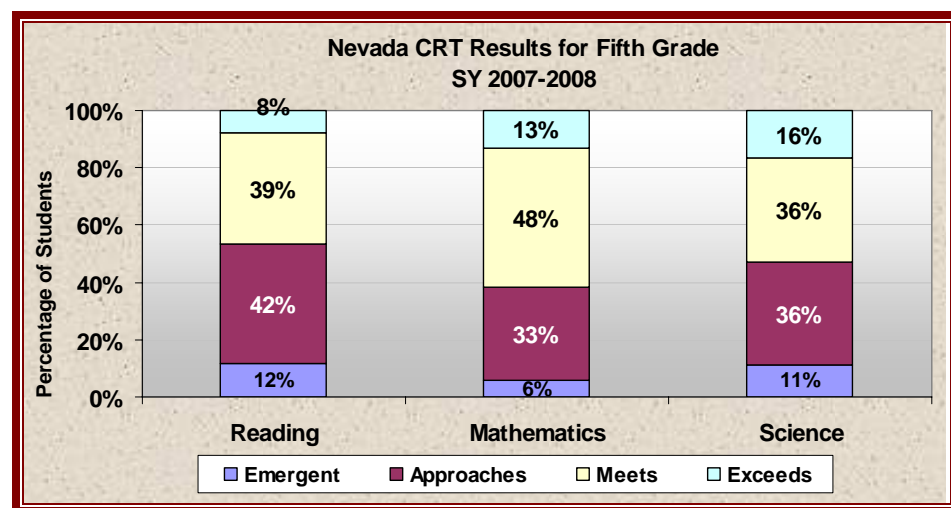
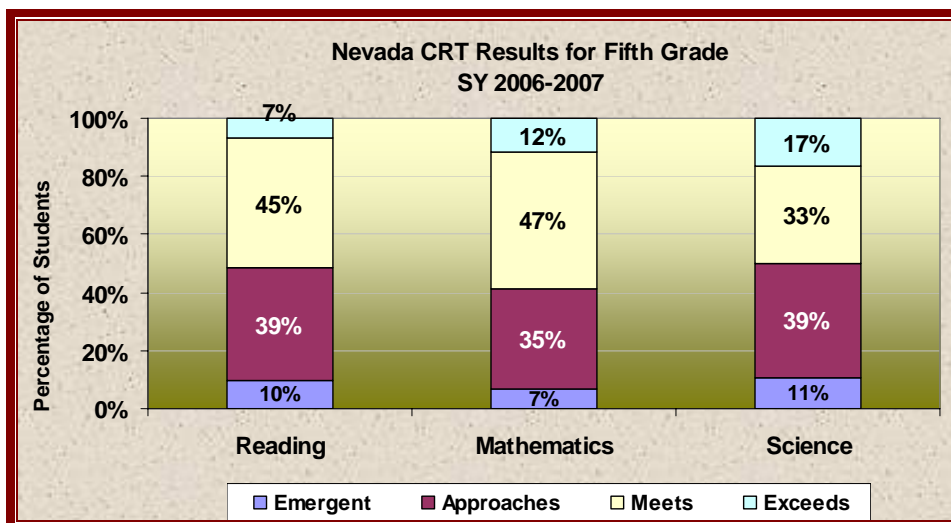
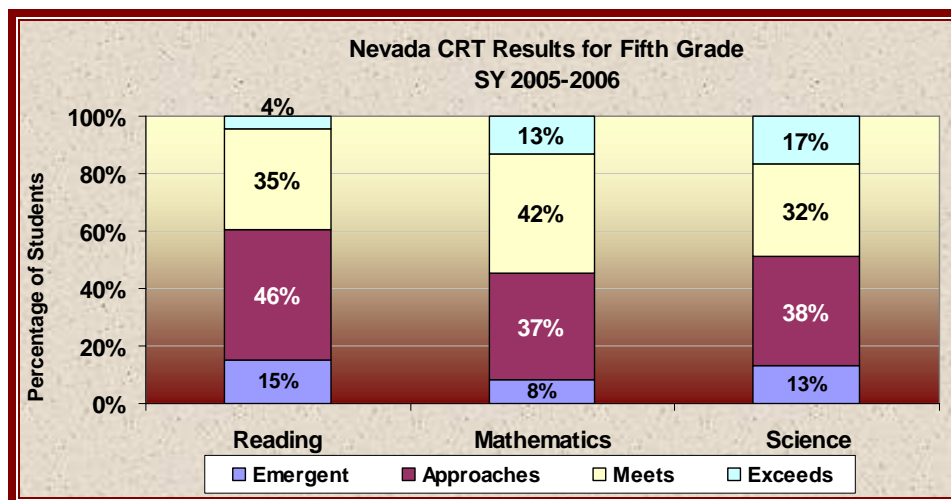
Nevada Fourth Grade Student

Criterion-Referenced Tests (CRTs)—Grade 3



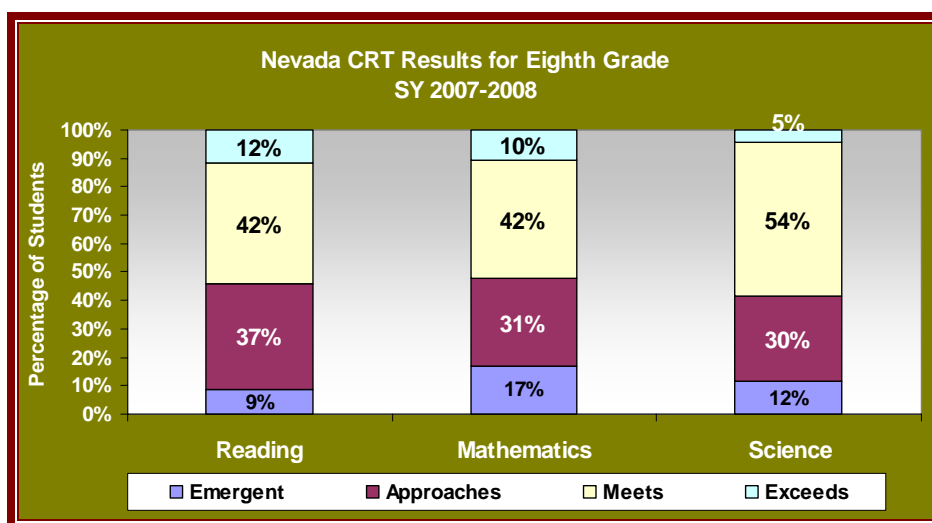
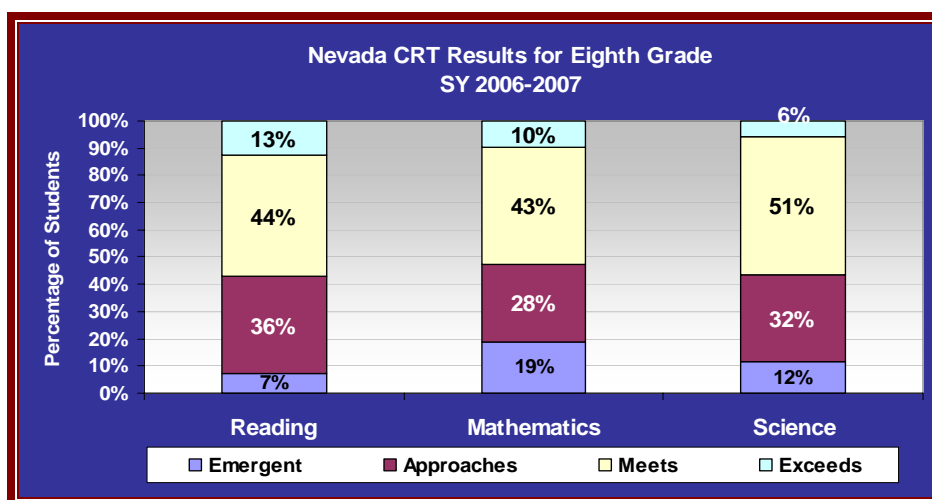
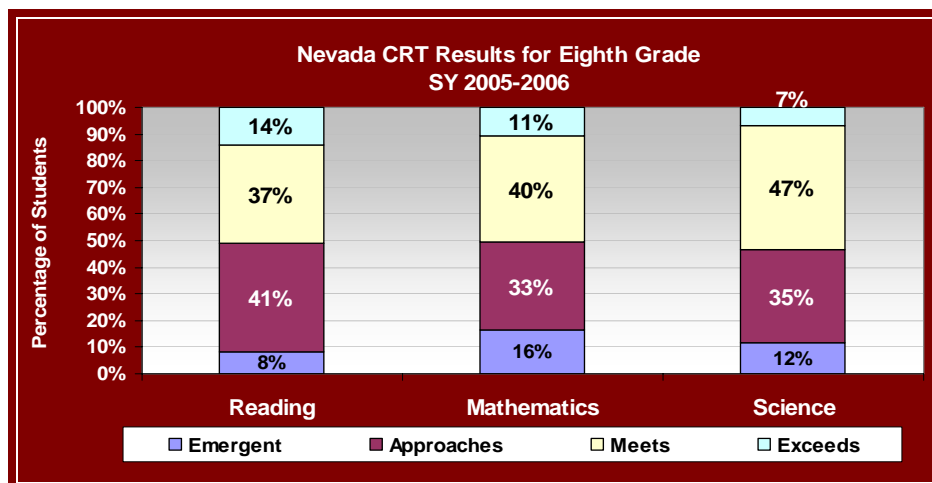
Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Criterion-Referenced Tests (CRTs)—Grade 5



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Criterion-Referenced Tests (CRTs)—Grade 8



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

High School Proficiency Examination (HSPE)

The Nevada High School Proficiency Examination (HSPE) is aligned to Nevada's Content Academic Standards. The HSPE has four sections: reading, writing, mathematics, and science. The following provides information concerning each section of the HSPE:

Note: In order to receive a standard high school diploma in Nevada, students must pass all portions of the HSPE and meet all other State and district requirements.

Reading—Students demonstrate reading proficiency by responding to a variety of text types and lengths based on:

- Word analysis;
- Literacy text; and
- Expository text.

Writing—The writing portion of the HSPE requires students to demonstrate writing proficiency by responding to two topics:

- Narrative or descriptive; and
- Persuasive or expository.

Mathematics—Students demonstrate math proficiency by responding to questions concerning:

- Numbers and computation;
- Patterns, functions, and algebra;
- Measurement;
- Spatial relationships, geometry, and logic; and
- Data analysis.

Science—Students demonstrate science proficiency by responding to questions based on knowledge and skills pertaining to:

- Physical science;
- Life science;
- Earth/space science; and
- The nature of science.

Note: The first administration of the science portion of the HSPE will be in SY 2008-2009.

High School Proficiency Examination (HSPE) (*continued*)

Student Achievement Under the No Child Left Behind Act (NCLB)

For purposes of utilizing the results of the HSPE under the NCLB, student achievement is broken down into the same four standards as the State CRTs:

1. Emergent/Developing—Student occasionally/does not apply skills/strategies and requires extensive remediation.
2. Approaches Standard—Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
3. Meets Standard—Student consistently applies skills/strategies without need for remediation.
4. Exceeds Standard—Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

Source: Nevada's Department of Education, *2008-2009 Nevada High School Proficiency Examination Program Brochure*.



“I nailed the HSPE on my first try.”

Nevada Eleventh Grade Student

High School Proficiency Examination (HSPE) (*continued*)

States with Mandatory Exit Examinations 23 States

Alabama, Alaska, Arizona, California, Florida, Georgia, Idaho, Indiana, Louisiana, Massachusetts, Minnesota, Mississippi, **NEVADA**, New Jersey, New Mexico, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, Virginia, and Washington

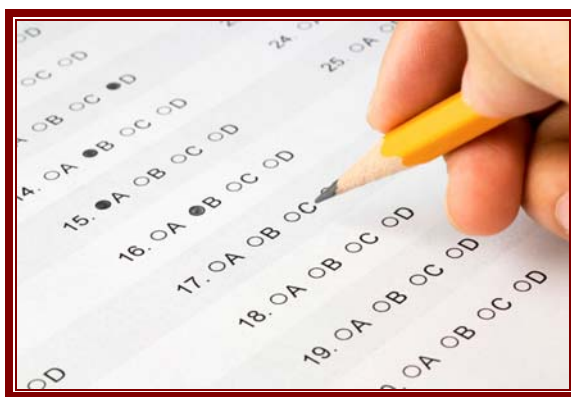
States Phasing in Exit Examinations by 2012 but Not Yet Withholding Diplomas 3 States

Arkansas (2010), Maryland (2009), and Oklahoma (2012)

States with No Mandatory Exit Examinations 24 States and District of Columbia

Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Michigan, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wisconsin, and Wyoming

Source: Center on Education Policy, *State High School Exit Exams: A Move Toward End-of-Course Exams*, August 2008.



High School Proficiency Examination (HSPE) *(continued)*

Gaps Between Subgroups in Pass Rates on State High School Exit Exams—2006

Percentage of White and Black Students Passing in Math and Percentage Point Gap

Western State*	White	Black	Gap
Arizona	78%	51%	27
California	88%	57%	31
Idaho	73%	46%	27
Nevada	81%	47%	34
New Mexico	90%	67%	23
Washington	59%	26%	33

*Western States—Colorado, Montana, Oregon, Utah, and Wyoming do not have an exit exam.

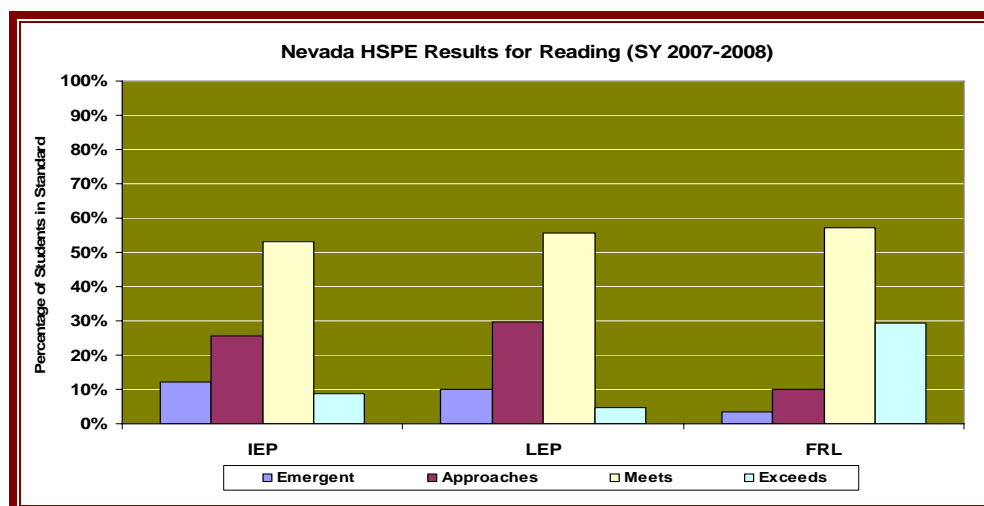
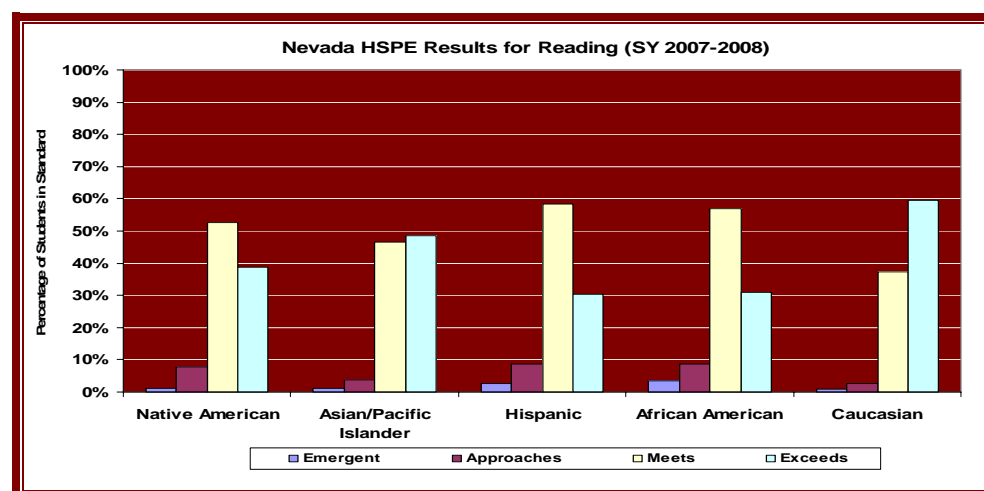
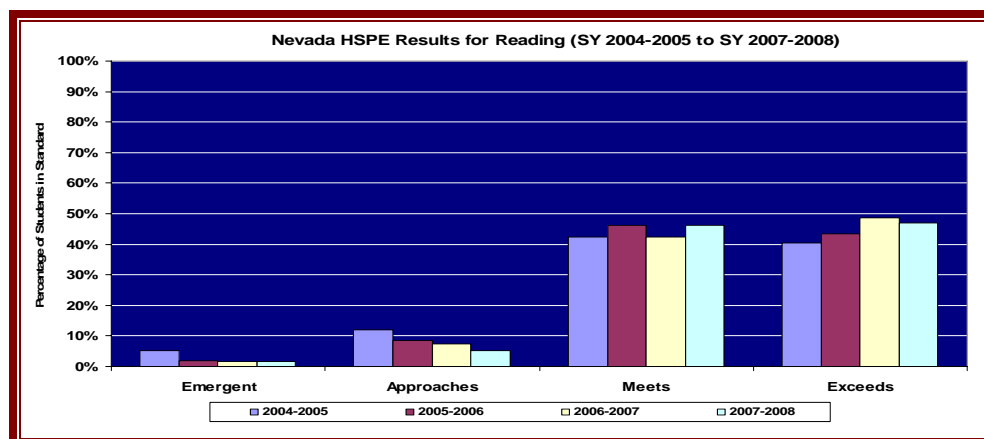
Percentage of White and Latino Students Passing in Reading/Language Arts and Percentage Point Gap

Western State*	White	Latino	Gap
Arizona	85%	56%	29
California	90%	66%	24
Idaho	88%	59%	29
Nevada	94%	82%	12
New Mexico	88%	72%	16
Washington	89%	67%	22

*Western States—Colorado, Montana, Oregon, Utah, and Wyoming do not have an exit exam.

Source: Center of Education Policy, *State High School Exit Exams: Patterns in Gaps in Pass Rates*, February 2008.

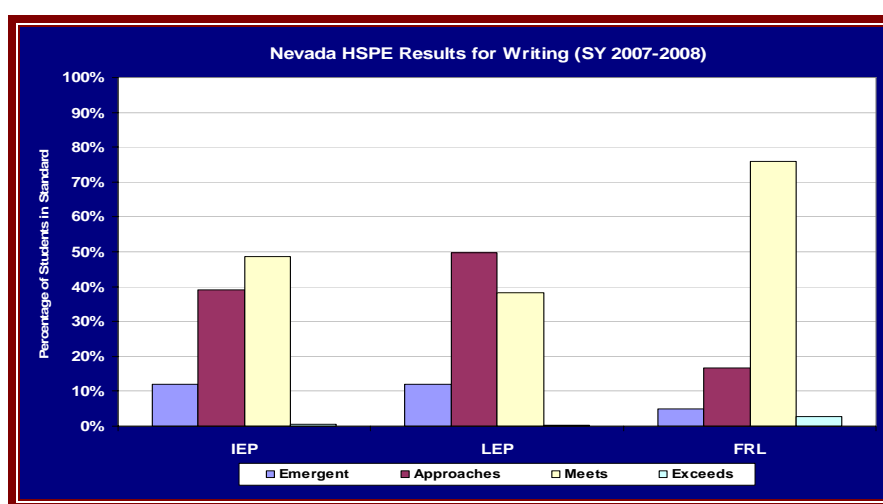
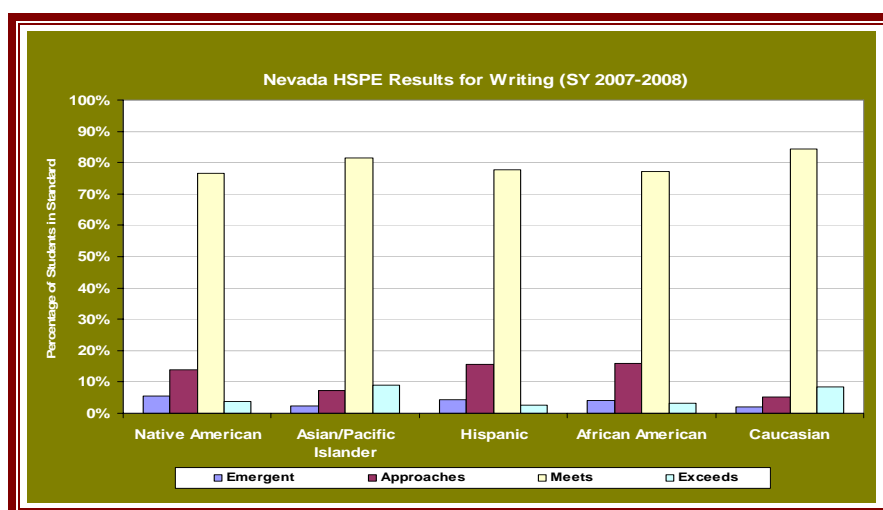
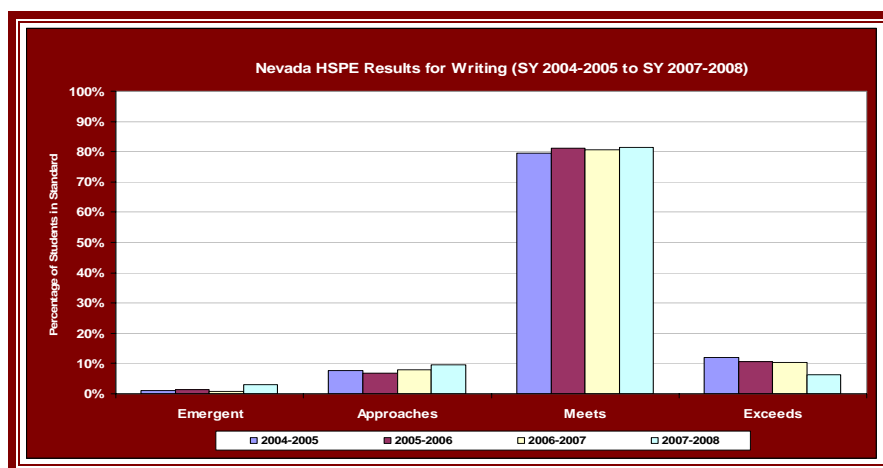
High School Proficiency Examination (HSPE)—Reading



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

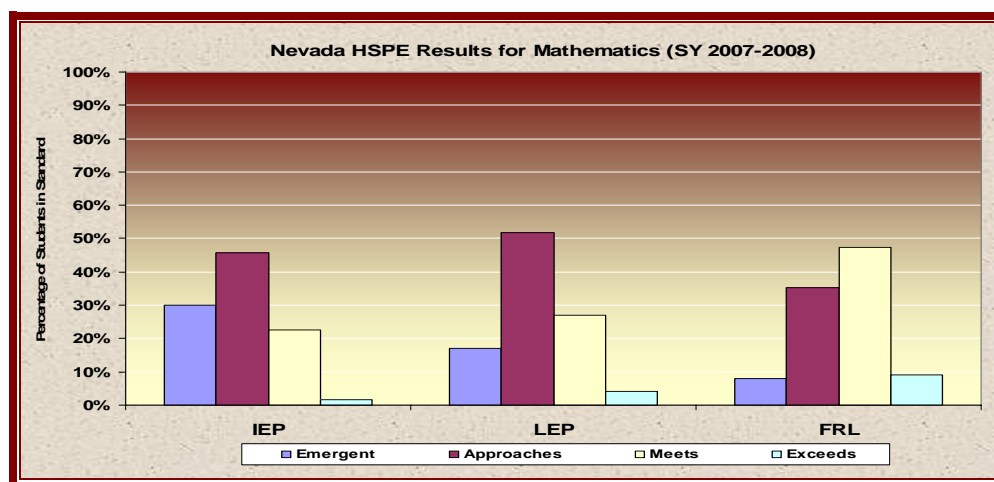
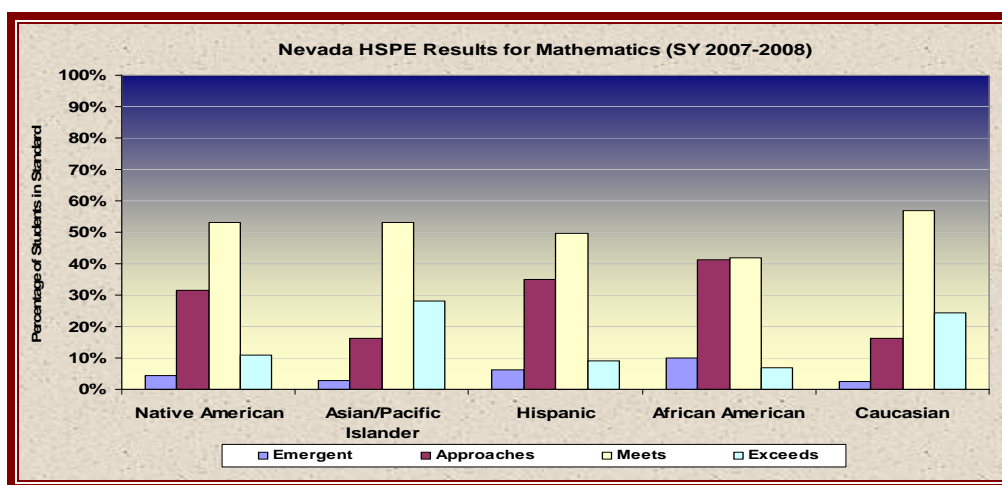
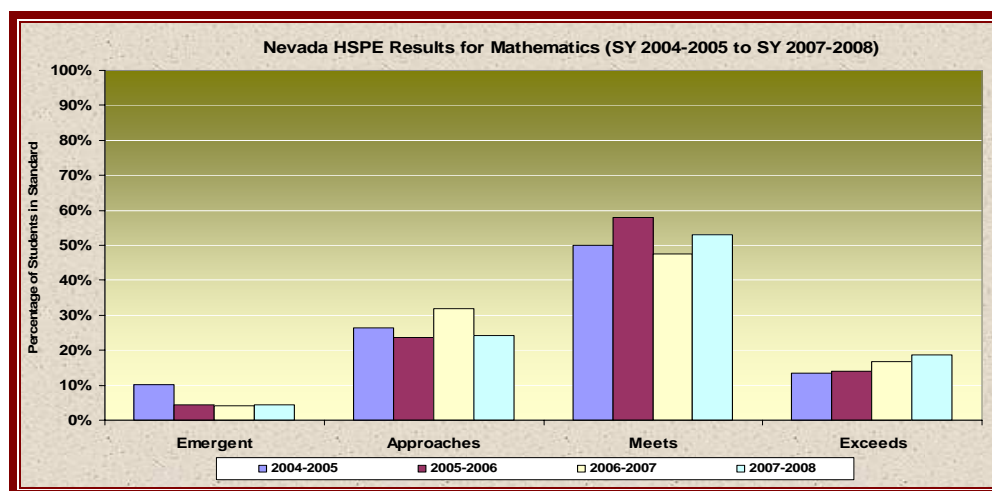
Note: The proficiency rates for the HSPE in reading represent cumulative data from a student's first opportunity to pass the assessments in grade 10 through the student's second opportunity in grade 11.

High School Proficiency Examination (HSPE)—Writing



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

High School Proficiency Examination (HSPE)—Mathematics



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Note: The proficiency rates for the HSPE in mathematics represent cumulative data from a student's first opportunity to pass the assessments in grade 10 through the student's second opportunity in grade 11.

Nevada Analytical Writing Examination (NAWE)

The Nevada Analytical Writing Examination (NAWE) is administered at grades 5 and 8.

Grade 5 Writing Assessment—The purpose of the NAWE grade 5 is to provide information for students, teachers, parents, and administrators to use to focus on specific areas for individual assistance in writing instruction that will lead to practice with and attainment of the statewide writing standards. This test is also used in determining Adequate Yearly Progress (AYP) for schools because it measures three of the English Language Arts Content Standards.

Grade 8 Writing Assessment—The purpose of the NAWE grade 8 is to provide administrators, teachers, parents, and students with information about student proficiency in writing. Specifically, Nevada law mandates that a student who fails to demonstrate adequate achievement in writing may be promoted to the next grade, but the results of this examination must be evaluated to determine what remedial study is appropriate (*Nevada Revised Statutes* 389.015). The analytic trait format of the test is designed to give information that will assist with specific guidance for further writing instruction. The results of this test are used in determining AYP for schools.

Method of Scoring—Each student’s writing is read by two trained teachers and scored on each of four writing traits:

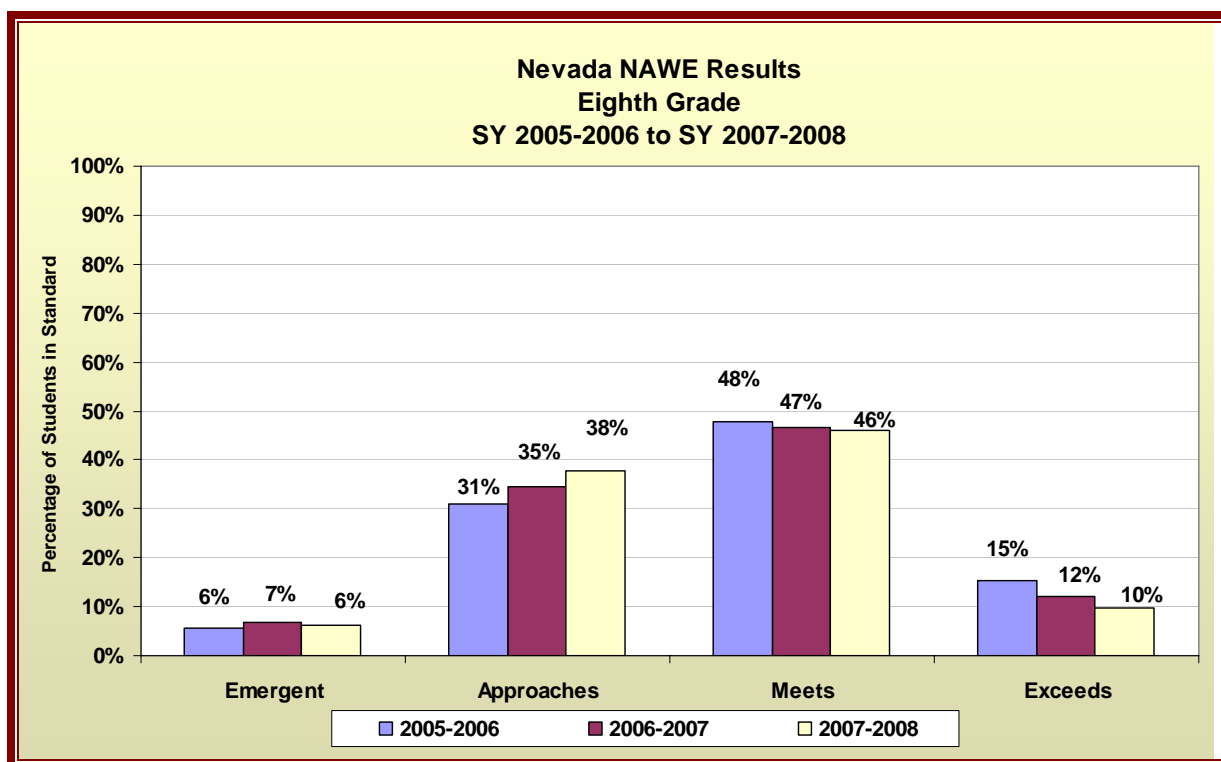
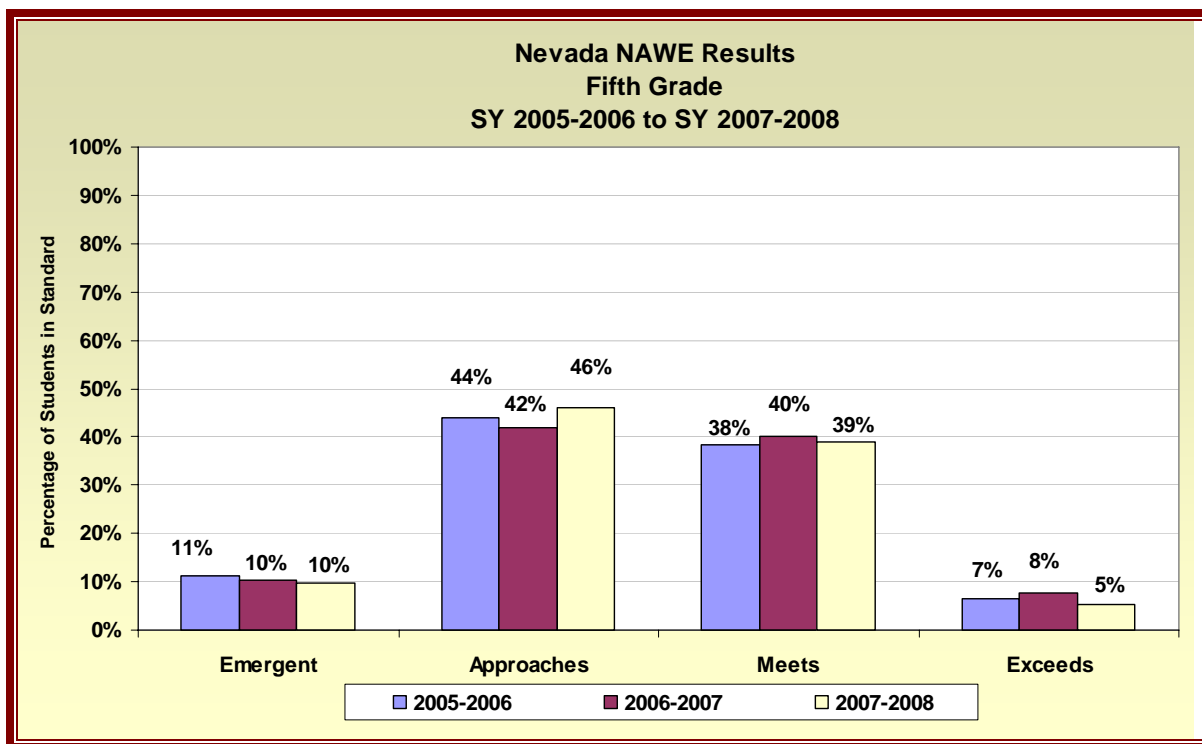
- Ideas and content (development);
- Organization;
- Voice; and
- Conventions.

Each student receives a score of 1 to 5 (5 being the highest score possible) for each trait. The scores received on each trait are added together to determine the composite score. The following score ranges are used to determine achievement levels:

ACHIEVEMENT STANDARDS	Composite Scores
Emergent/Developing: Student does not apply skills/strategies and requires extensive remediation.	0 to 7.5
Approaches Standard: Student inconsistently and/or incompletely applies skills/strategies and requires targeted remediation	8 to 11.5
Meets Standard: Student consistently applies skills without need for remediation	12 to 15.5
Exceeds Standard: Student comprehensively and consistently applies and generalizes skills/strategies in a variety of situations.	16 to 20

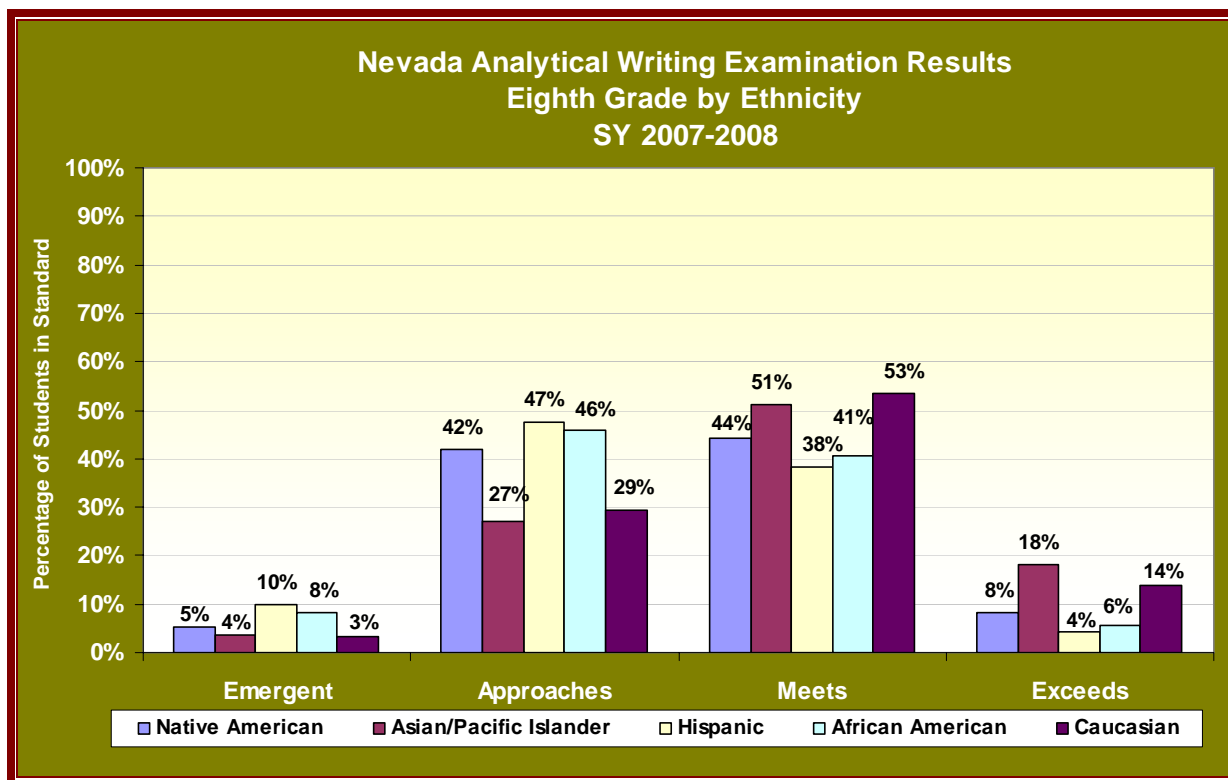
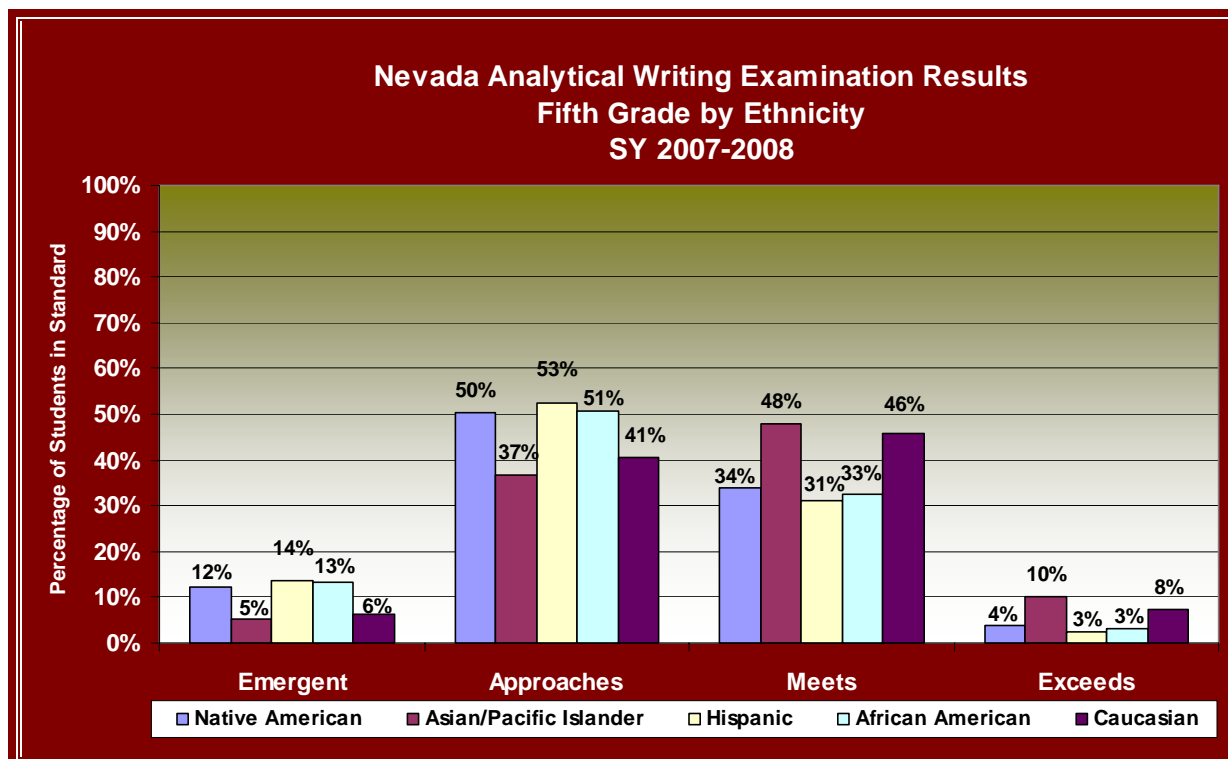
Source: Nevada’s Department of Education, 2008.

Nevada Analytical Writing Examination (NAWE)—By Year



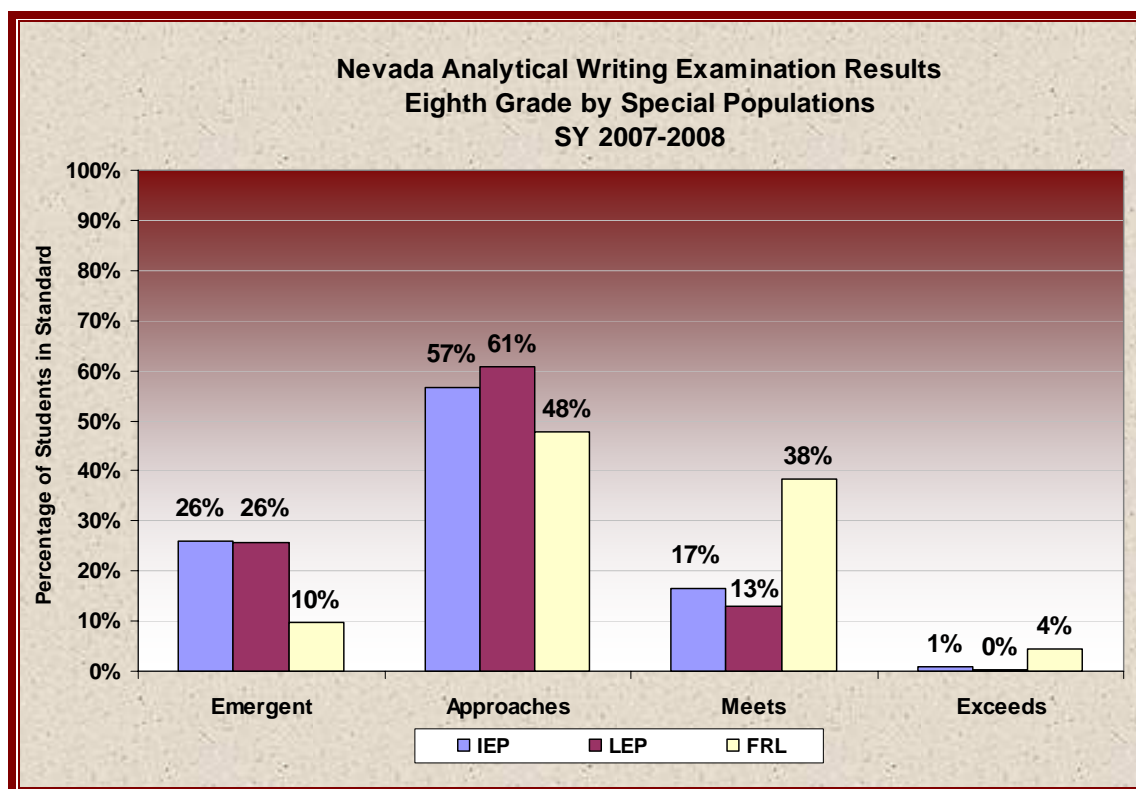
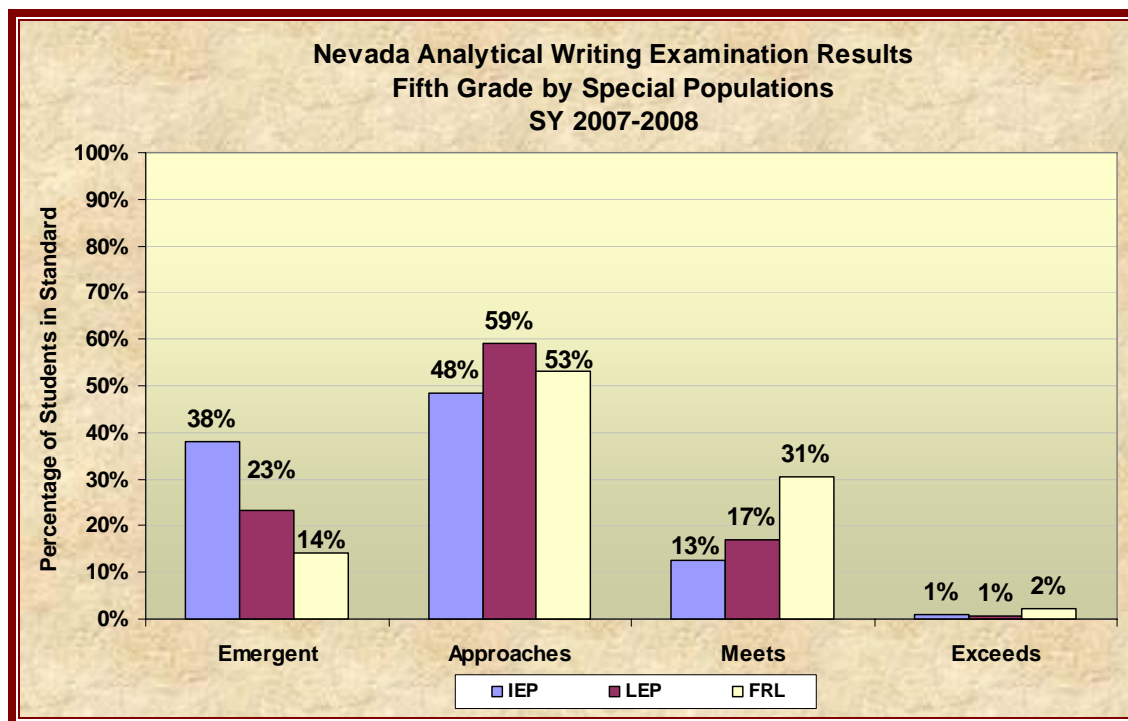
Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, various years.

Nevada Analytical Writing Examination (NAWE)—Ethnicity



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2007-2008.

Nevada Analytical Writing Examination (NAWE)—Special Populations



Source: Nevada's Department of Education, *Nevada Report Card Database: State Profile*, 2007-2008.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) (also known as The Nation's Report Card) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and United States history. Assessments in world history and in foreign language are anticipated in 2012. The assessment results presented in this publication are for reading and mathematics.

Results for the NAEP are based upon four achievement levels: Below Basic, Basic, Proficient, and Advanced. The term "Proficient" represents solid academic mastery for grade 5 students and grade 8 students. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Source: National Center for Education Statistics, The Nation's Report Card website.

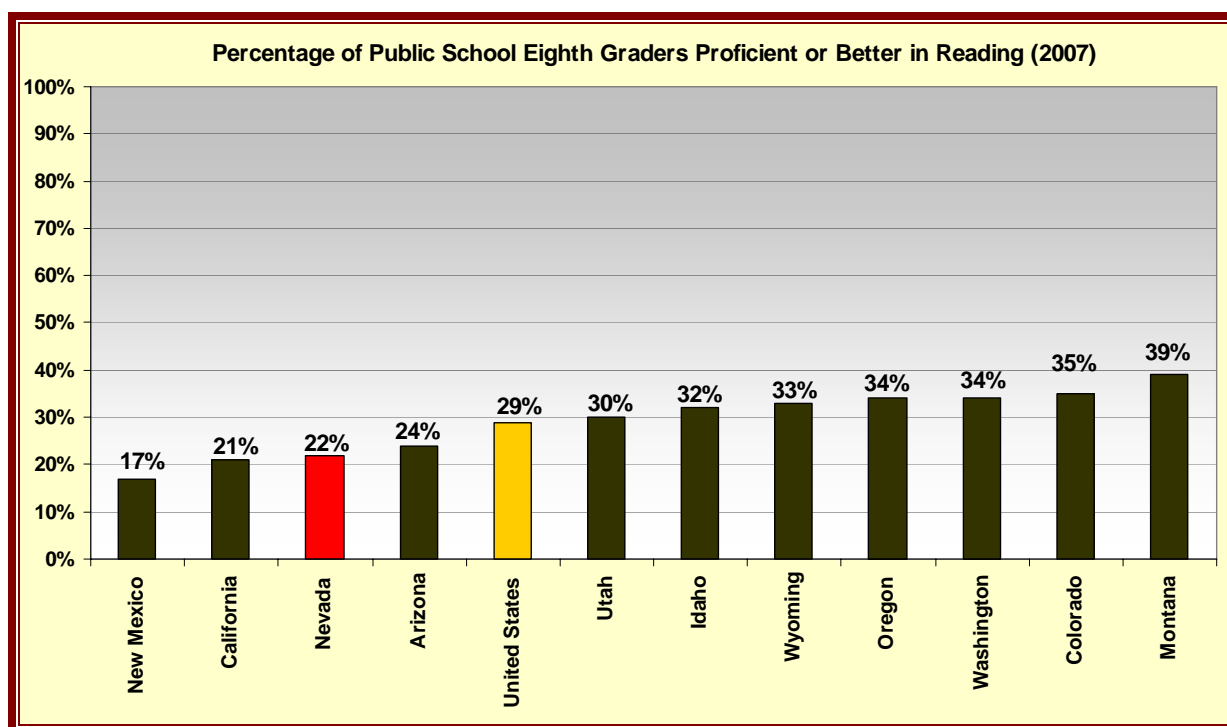
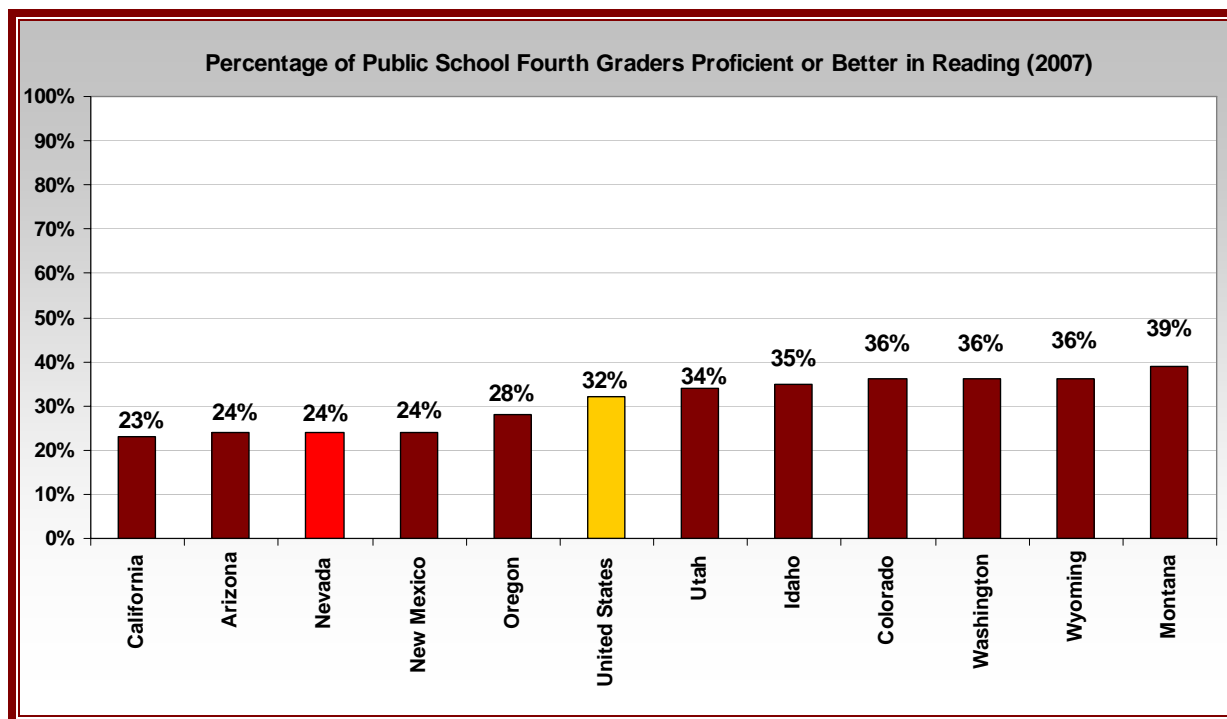
Note: The NAEP does not provide scores for individual students or schools.



“I don’t like others cheating or copying off my paper.”

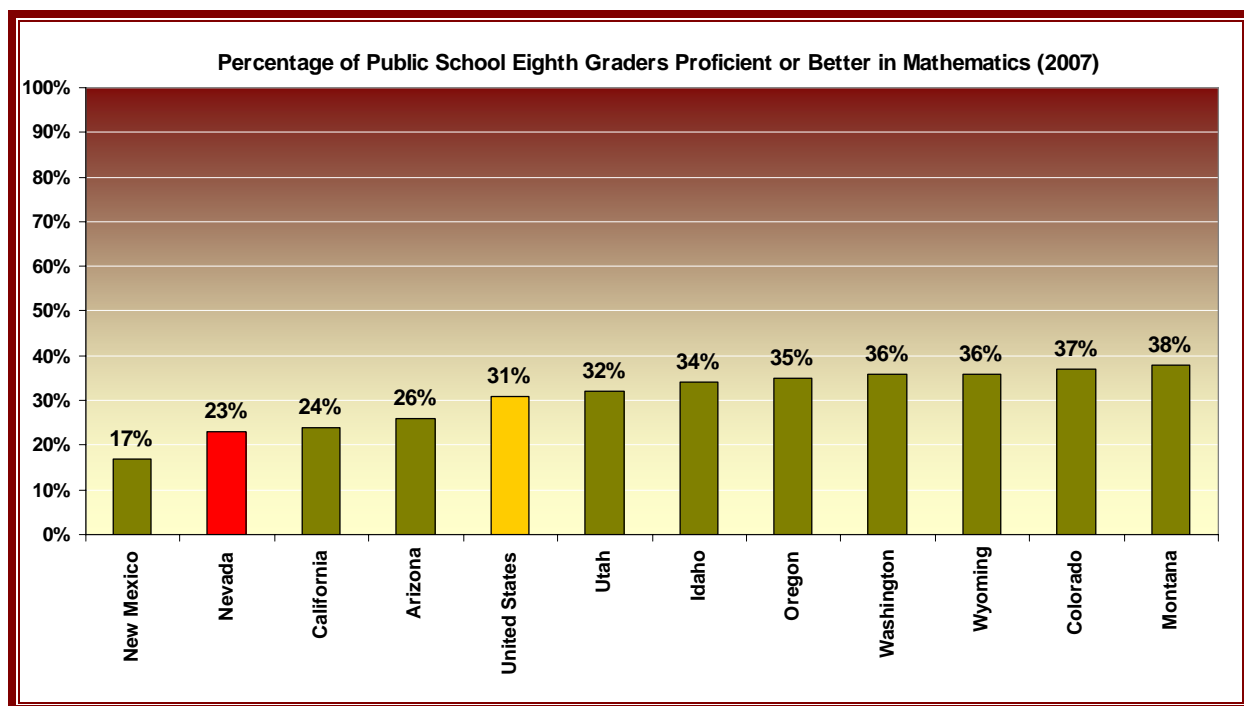
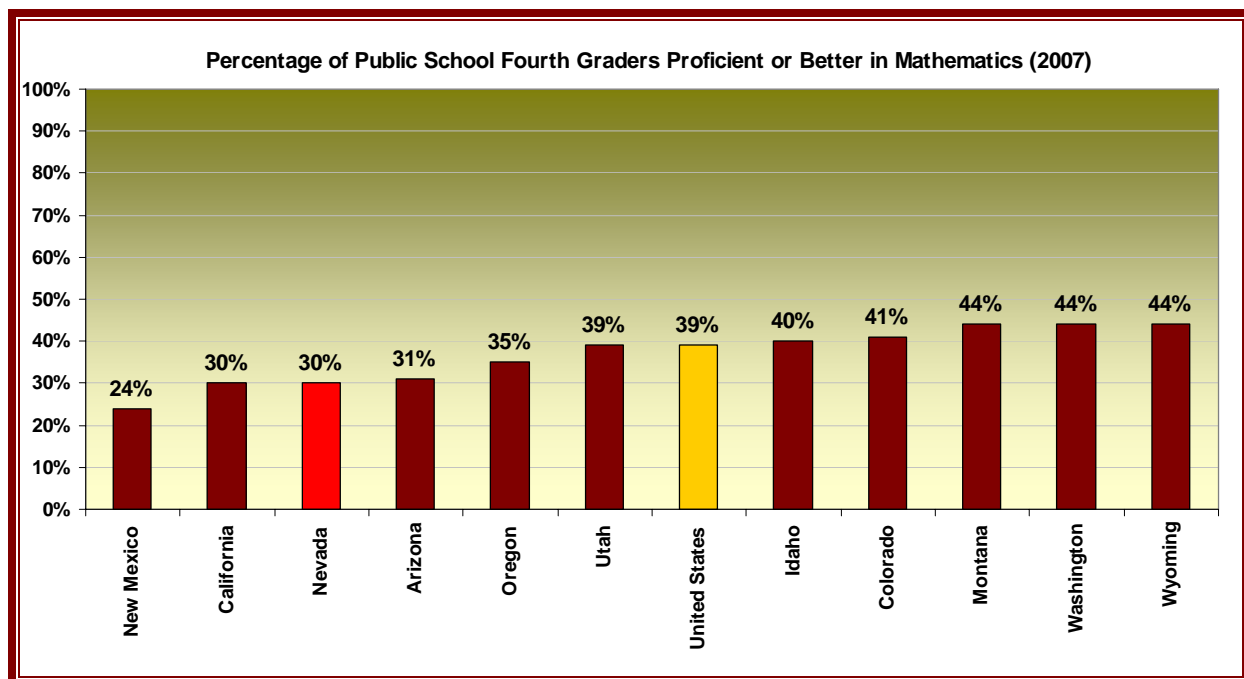
Nevada Fourth Grade Student

National Assessment of Educational Progress (NAEP)—Reading



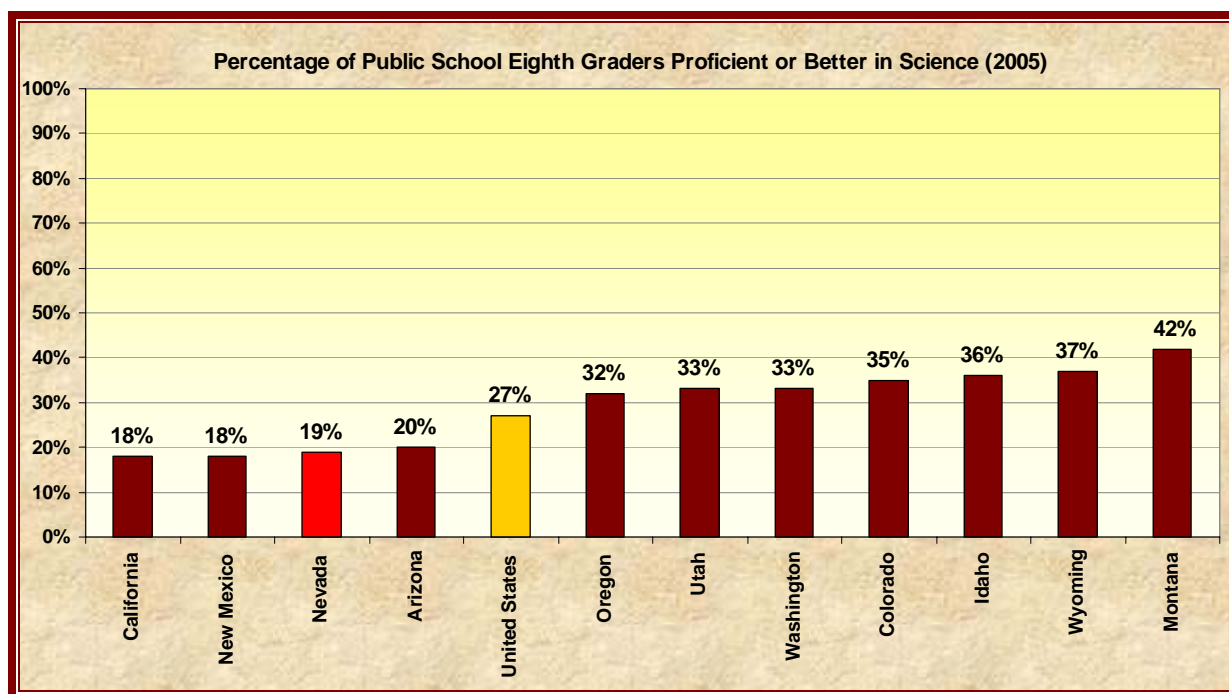
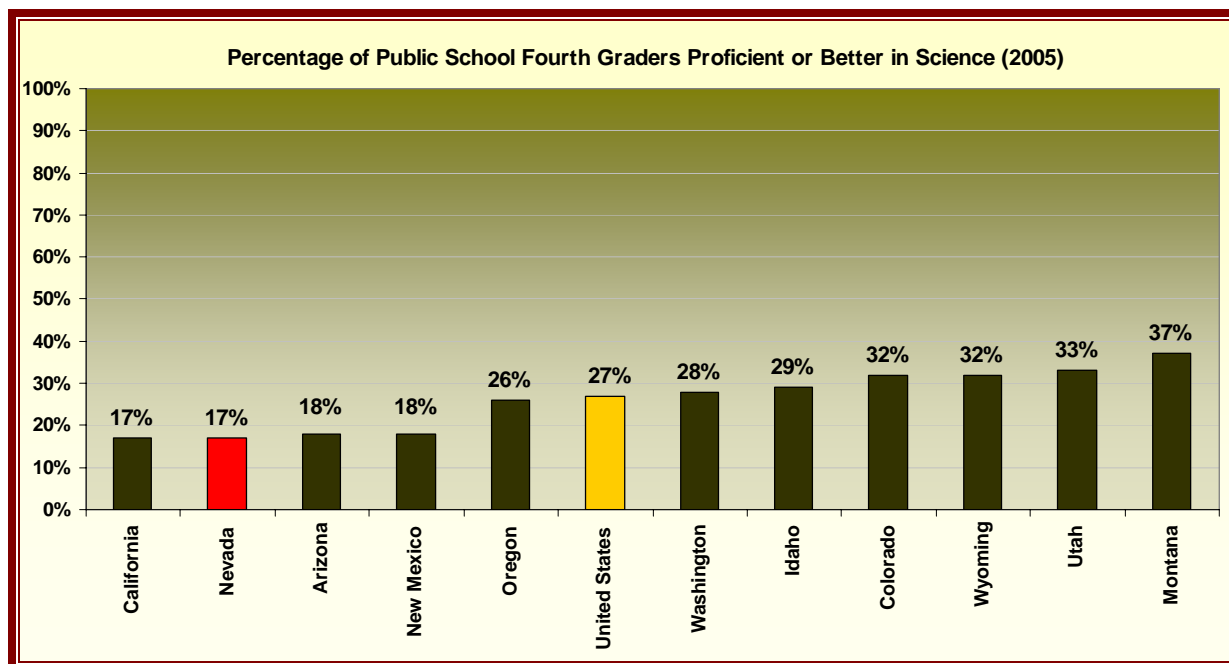
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

National Assessment of Educational Progress (NAEP)—Mathematics



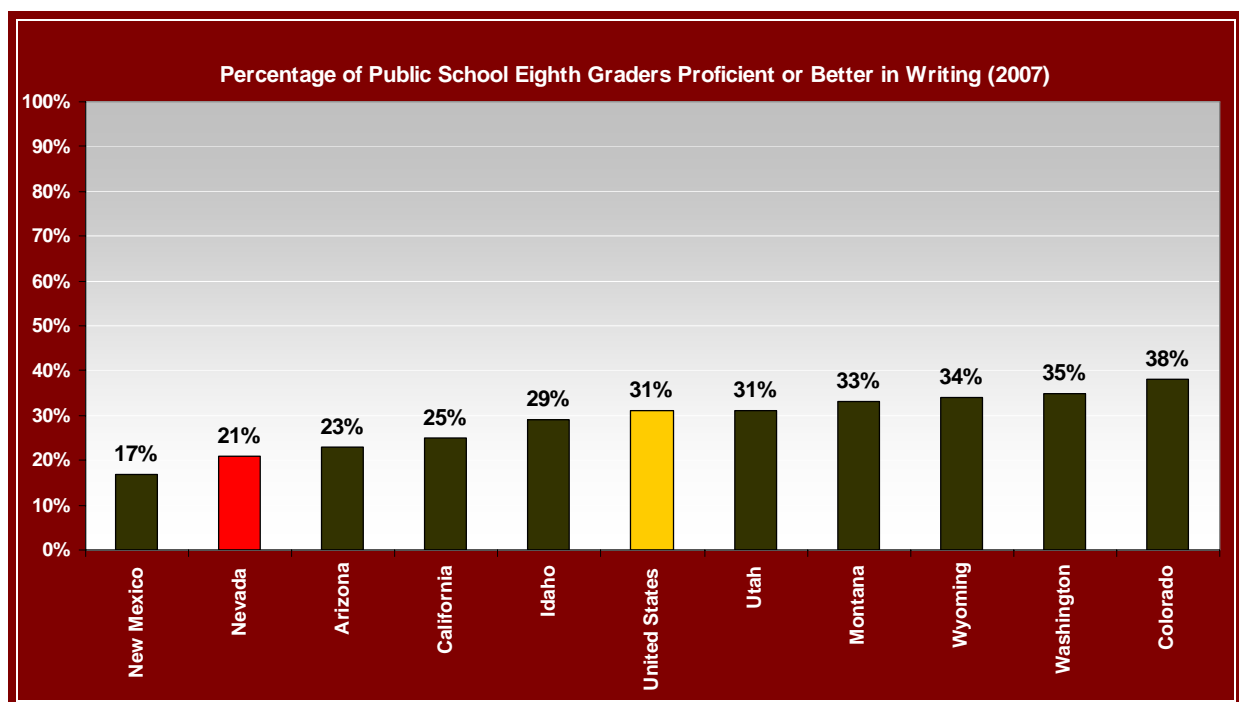
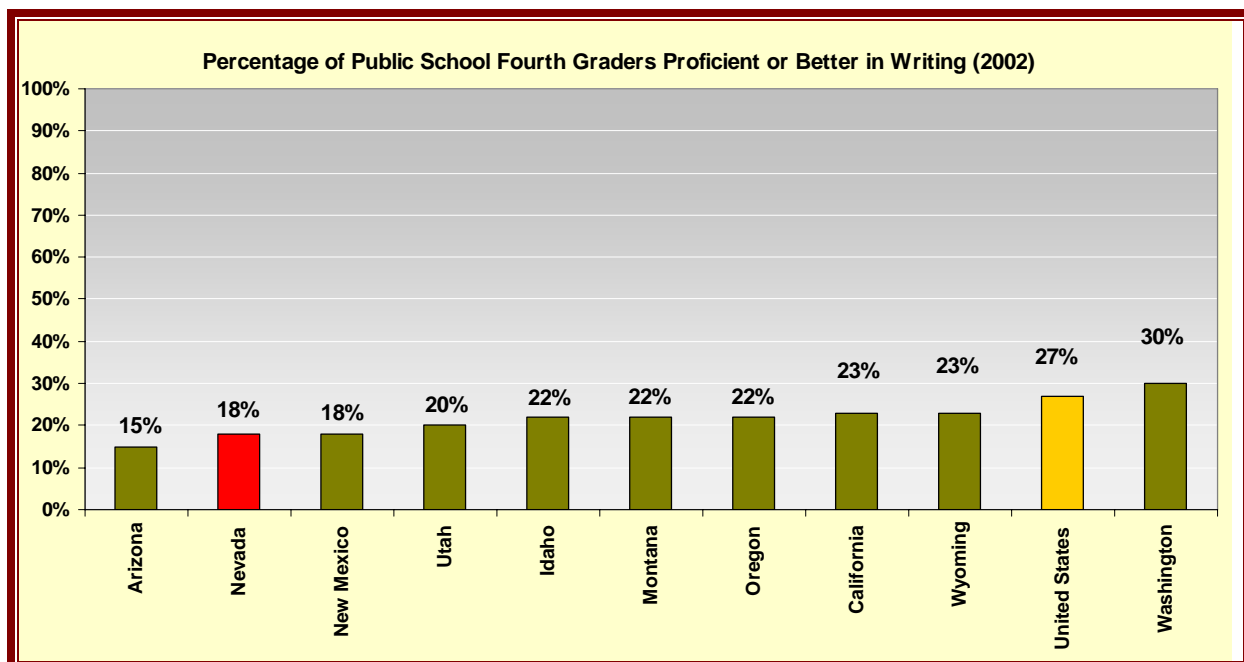
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

National Assessment of Educational Progress (NAEP)—Science



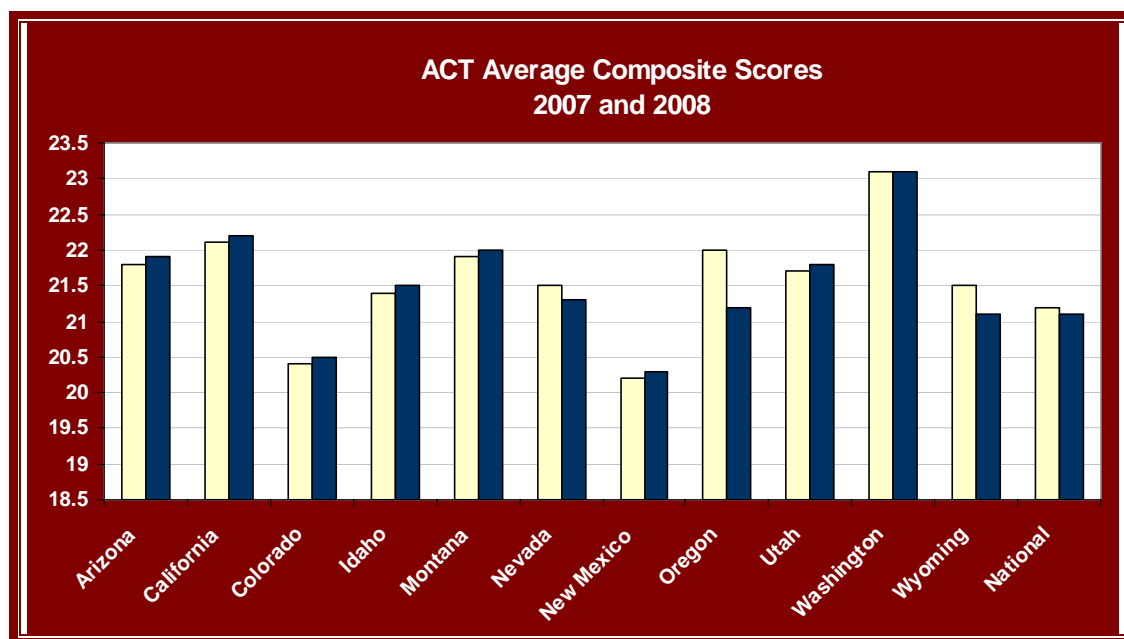
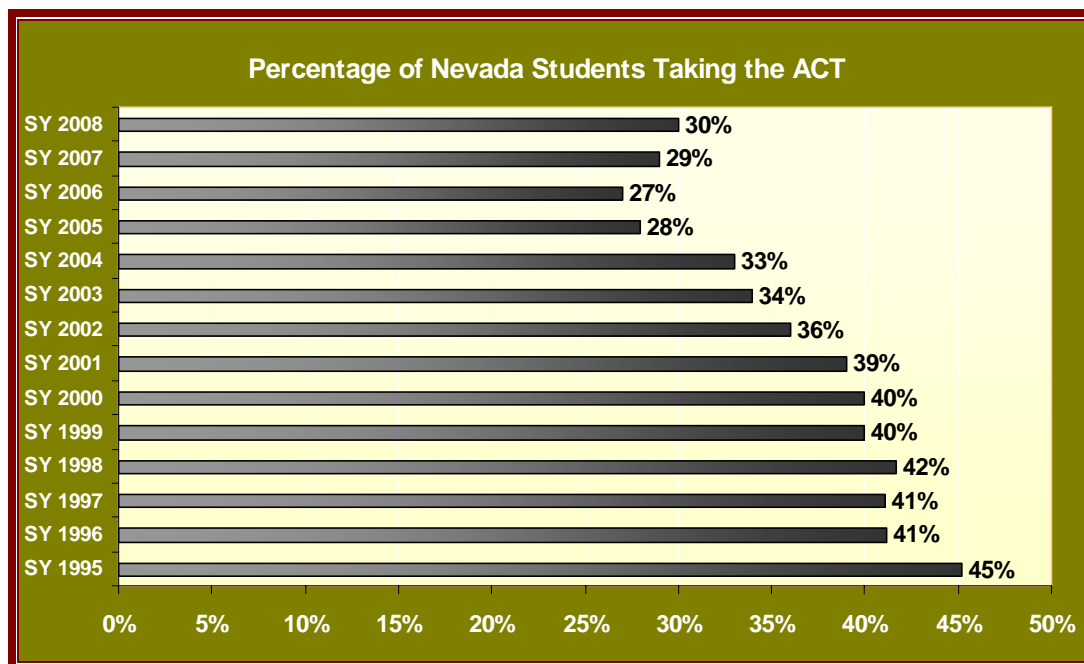
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

National Assessment of Educational Progress (NAEP)—Writing



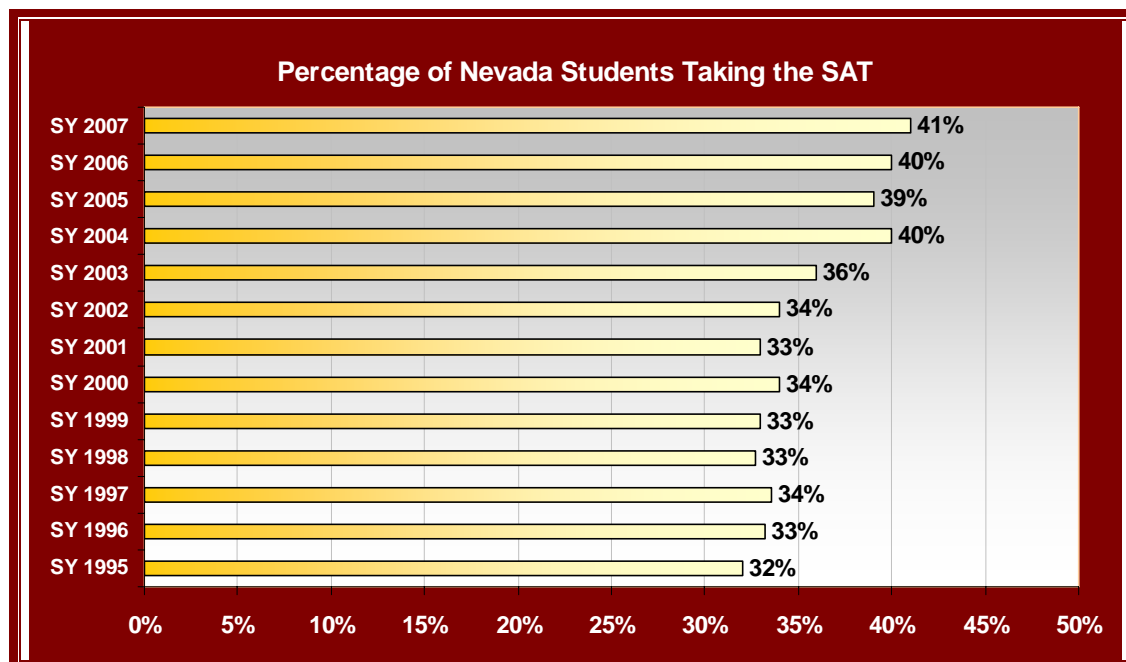
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

American College Test (ACT)



Source: ACT, Inc. 2009 *ACT National and State Scores*.

Scholastic Assessment Test (SAT)



Source: U.S. Department of Education, National Center for Education Statistics, *The Digest of Education Statistics*, 2007.

SAT Scores for Reading, Mathematics, and Writing Western States 2007

State	Reading	Mathematics	Writing
Arizona	519	525	502
California	499	516	498
Colorado	560	565	549
Idaho	541	539	519
Montana	538	543	522
Nevada	500	506	480
New Mexico	555	546	540
Oregon	522	526	502
Utah	558	556	544
Washington	526	531	510
Wyoming	565	571	544
National	502	515	494

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

Testing Irregularities

Nevada's Department of Education establishes test security and administration protocol for the purpose of upholding the integrity of State-mandated assessments. During SY 2007-2008, approximately 300,000 students participated in multiple assessments that were administered in grades 3 through 8, 10 through 12, and in adult programs. Although more than 600,000 separate tests were administered in more than 600 locations, a total of 125 reported testing irregularities occurred.

Testing irregularities include:

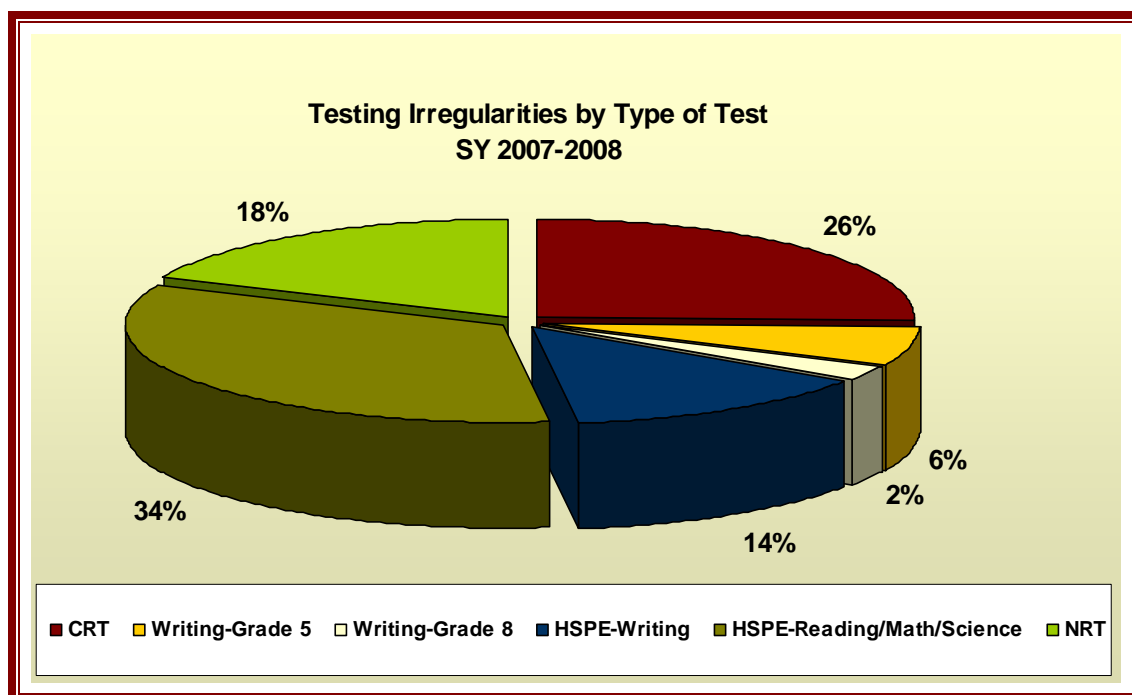
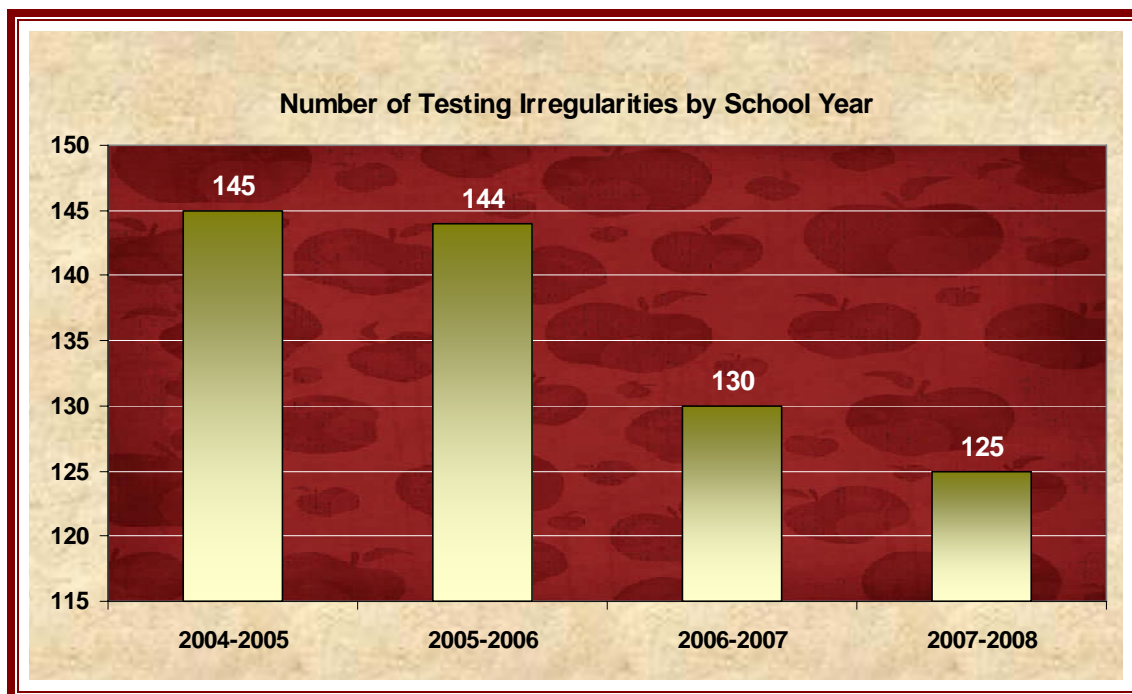
- Improper test administration;
- Student cheating or misconduct;
- Testing ineligible students;
- Improper storage or distribution of materials;
- Missing test materials;
- Multiple-answer documents;
- Late return of test materials;
- Multiple irregularities;
- Unauthorized disclosure of test content;
- Failure to administer tests or subtests; and
- Miscellaneous, such as fire alarms.



“Test day always means pancakes for breakfast.”

Nevada Sixth Grade Student

Testing Irregularities (continued)



Source: Nevada's Department of Education, *Report of Test Security for Nevada Public Schools, School Year 2007-2008*.

Testing Irregularities (*continued*)

Type of Testing Irregularity	Number
Improper Test Administration	42
Student Cheating or Misconduct	49
Testing Ineligible Students	6
Late Return of Materials	6
Miscellaneous (e.g., fire alarm)	6
Improper Storage or Distribution of Materials	5
Missing Test Materials	4
Multiple Answer Documents	2
Multiple Irregularities	2
Student Unsupervised with Test Materials	1
Unauthorized Disclosure of Test Content	1
Failure to Administer Tests or Subtests	1
TOTAL	125

Source: Nevada's Department of Education, *Report of Test Security for Nevada Public Schools, School Year 2007-2008*.



“I plan to go to college, but I don’t know what I’ll study, just that it’s something easy.”

Nevada Fifth Grade Student



Higher Education

Background

In 2007, Nevada's educational attainment through high school (83.7 percent) approached the national average (84.5 percent). However, achievement of postsecondary education has not kept pace with the national rate of 27.5 percent. Only 21.8 percent of Nevada's population over the age of 25 had attained a bachelor's degree, making it the lowest among the western states.

Enrollment and Completion

The enrollment at the institutions of the Nevada System of Higher Education (NSHE) has increased since 1990 from a headcount of just over 60,000 to approximately 108,000 in Fall 2007. Although the number of high school graduates has increased by more than 30 percent since the beginning of the decade, the percentage of recent high school graduates enrolling in an NSHE institution directly following high school has fluctuated between 45 percent and 50 percent each year throughout the same period. Further, based on statistics from the *Common Core of Data*, National Center for Education Statistics, only 10 percent of a Nevada class of 100 ninth graders is projected to complete an associate or baccalaureate degree within the expected number of years of enrollment.

Governor Guinn Millennium Scholarship

The number of students qualifying for the Governor Guinn Millennium Scholarship peaked in 2004 at 9,086. Since its inception in Fall 2000, utilization of the scholarship has continuously decreased from a high of 77 percent in 2000 to a low of 54 percent in 2008. The number of total scholars in NSHE institutions also peaked at just over 18,000 in Fall 2005.

Remedial Coursework

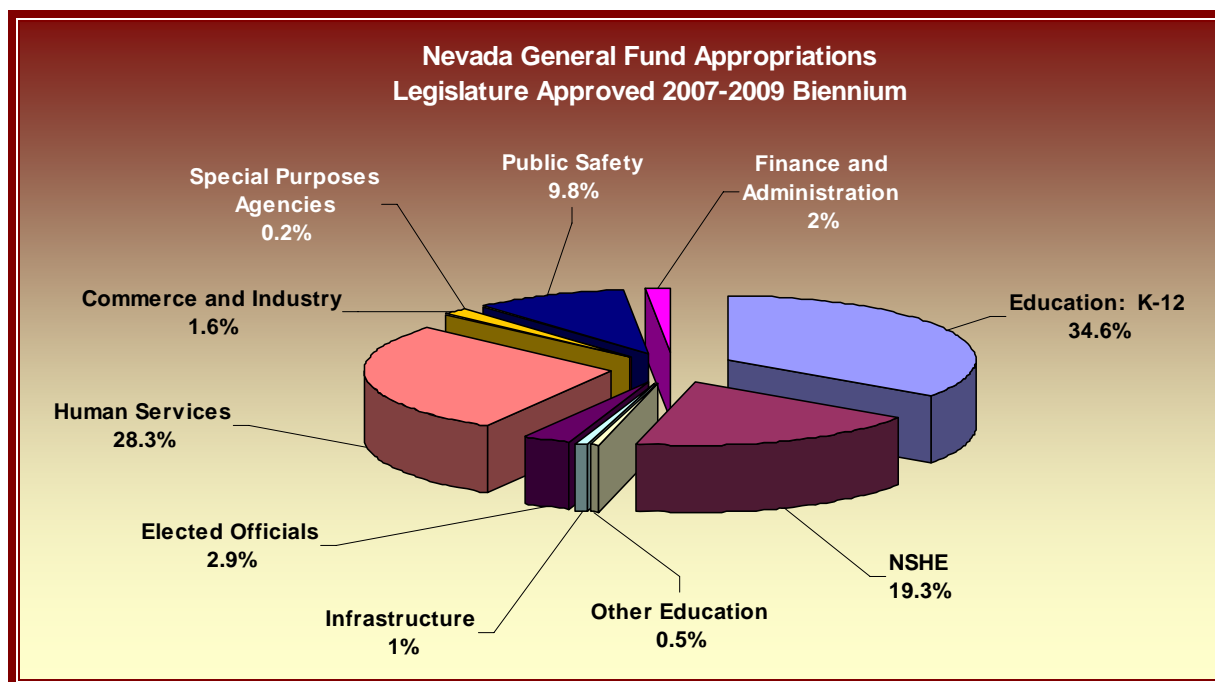
In Fall 2007, approximately 36 percent of recent Nevada high school graduates were enrolled in one or more remedial courses at NSHE institutions. This number has declined from a high in Fall 2004 and Fall 2005 of just over 40 percent.

Tuition and Fees

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, endowments, and other operations than the western state average. From 1998 to 2003, fees for credit hours increased, on average, 4 percent each year. Beginning in 2004 and ending in 2007, the fees increased approximately 7 percent each year. For 2008 and 2009, fees have increased nearly 11 percent each year.

General Fund Appropriations and Budget Reductions

In its 74th Session and 23rd Special Session, the Nevada Legislature approved a General Fund operating budget for the 2007-2009 Biennium in excess of \$6.8 billion. Appropriations to education totaled \$3.7 billion or 54.4 percent of appropriations; the share marked for NSHE was \$1.3 billion or 19.3 percent of all General Fund appropriations.



Within months of the Legislature's adjournment, the revenues to the General Fund began to decline, resulting in an estimated shortfall for the biennium of approximately \$1.5 billion, due to various factors contributing to a State and national economic downturn. In response, the Governor ordered budget reductions and the Legislature in the 24th and 25th Special Sessions enacted changes in the 2007-2009 budget to generate savings. In response, the Board of Regents of the NSHE returned most of the funds for capital improvements projects and reduced other operating costs.

Nevada Universities and Colleges

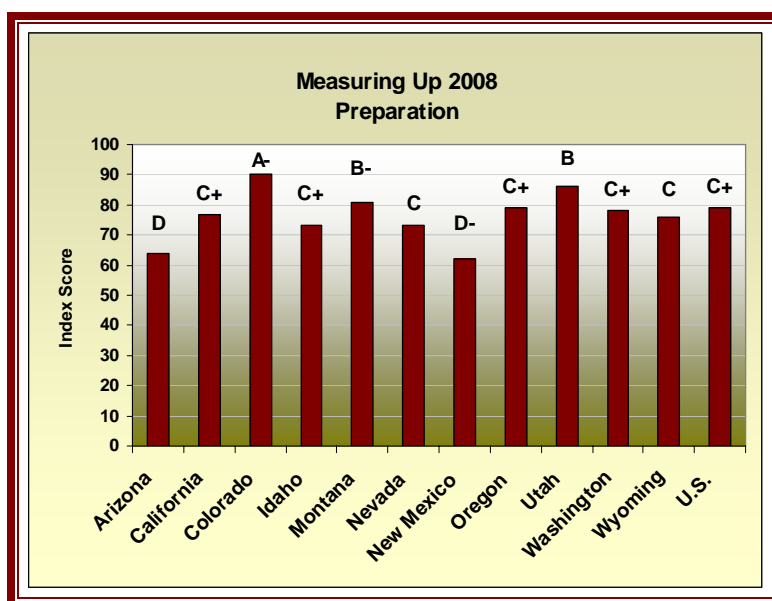
1. College of Southern Nevada (CSN)
2. Great Basin College (GBC)
3. Nevada State College at Henderson (NSC)
4. Truckee Meadows Community College (TMCC)
5. University of Nevada, Las Vegas (UNLV)
6. University of Nevada, Reno (UNR)
7. Western Nevada College (WNC)

Measuring Up 2008 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 Percentile Nationally on SAT/ACT per 1,000 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%	24%	23%	94	83%	63%
California	24%	21%	25%	151	86%	72%
Colorado	37%	35%	38%	305	87%	79%
Idaho	34%	32%	29%	190	89%	69%
Montana	38%	39%	33%	228	87%	76%
Nevada	23%	22%	21%	136	84%	69%
New Mexico	17%	17%	17%	156	84%	58%
Oregon	35%	34%	33%	175	87%	78%
Utah	32%	30%	31%	201	91%	77%
Washington	36%	34%	35%	172	88%	70%
Wyoming	36%	33%	34%	227	91%	70%
Top States	41%	39%	46%	265	95%	83%

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



Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

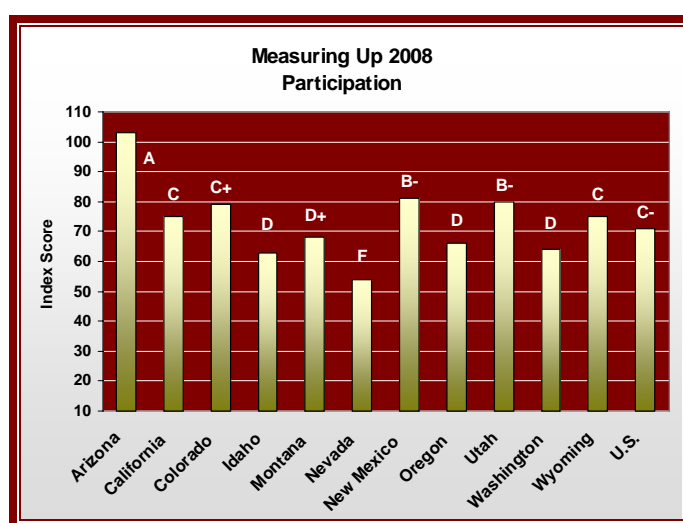
Measuring Up 2008 State Report Card: Participation

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	30%	38%	15.1%
California	36%	35%	7.2%
Colorado	44%	35%	7.3%
Idaho	36%	31%	5%
Montana	46%	32%	4.5%
Nevada	26%	27%	5%
New Mexico	44%	30%	8.6%
Oregon	34%	33%	5.7%
Utah	36%	34%	8.9%
Washington	33%	29%	6%
Wyoming	43%	35%	6.1%
Top States	57%	44%	8.9%

*Measures the probability that a ninth grade student will finish high school within four years and go on 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.



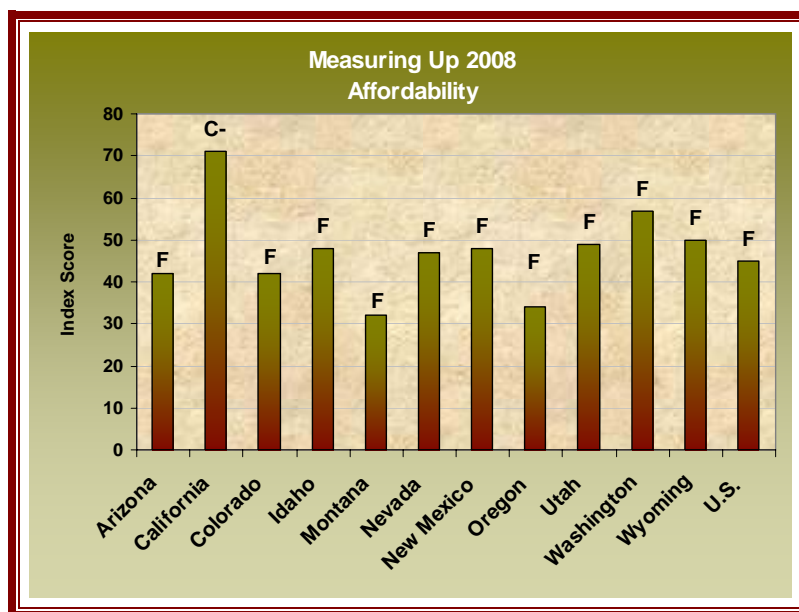
Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Measuring Up 2008 State Report Card: Affordability

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

	Percentage 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	21%	24%	3%	12%	\$5,074
California	25%	28%	56%	5%	\$4,437
Colorado	23%	30%	41%	17%	\$4,821
Idaho	20%	24%	5%	18%	\$4,357
Montana	23%	32%	9%	29%	\$4,611
Nevada	27%	27%	48%	13%	\$4,573
New Mexico	19%	21%	20%	14%	\$5,201
Oregon	30%	36%	24%	27%	\$4,681
Utah	20%	21%	8%	17%	\$5,070
Washington	25%	31%	108%	23%	\$4,572
Wyoming	18%	15%	1%	16%	\$4,181
Top States*	13%	10%	89%	7%	\$2,619

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

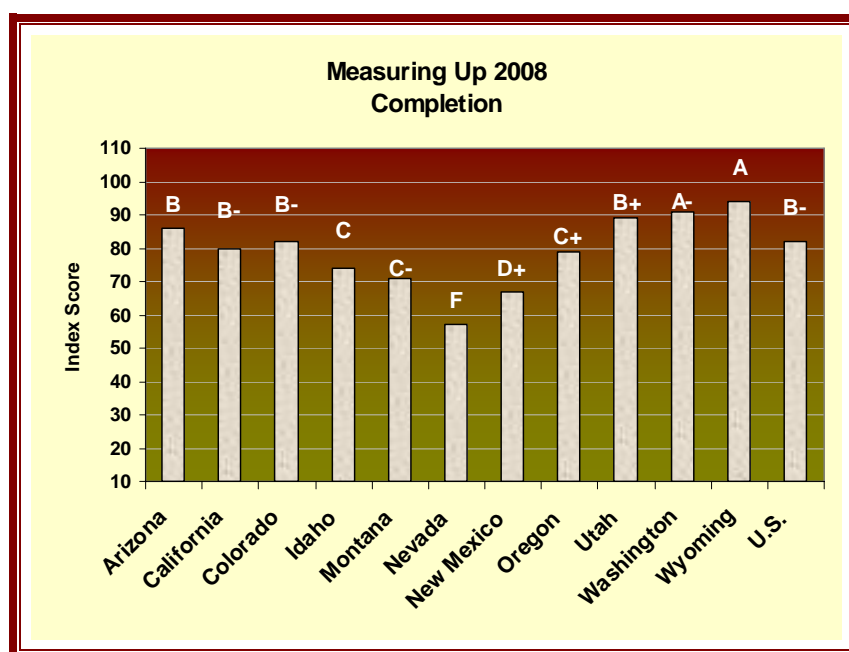


Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Measuring Up 2008 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 Years of College Entrance	Certificates, Degrees, Diplomas Awarded at All Institutions per 100 Undergraduate Students
	Community College	Four-Year Colleges and Universities		
Arizona	53%	71%	43%	18
California	54%	82%	62%	15
Colorado	47%	66%	53%	18
Idaho	55%	66%	43%	18
Montana	40%	68%	43%	17
Nevada	61%	66%	38%	11
New Mexico	50%	69%	42%	14
Oregon	46%	77%	57%	17
Utah	49%	71%	49%	19
Washington	54%	80%	63%	20
Wyoming	67%	74%	57%	20
Top States	66%	82%	65%	21



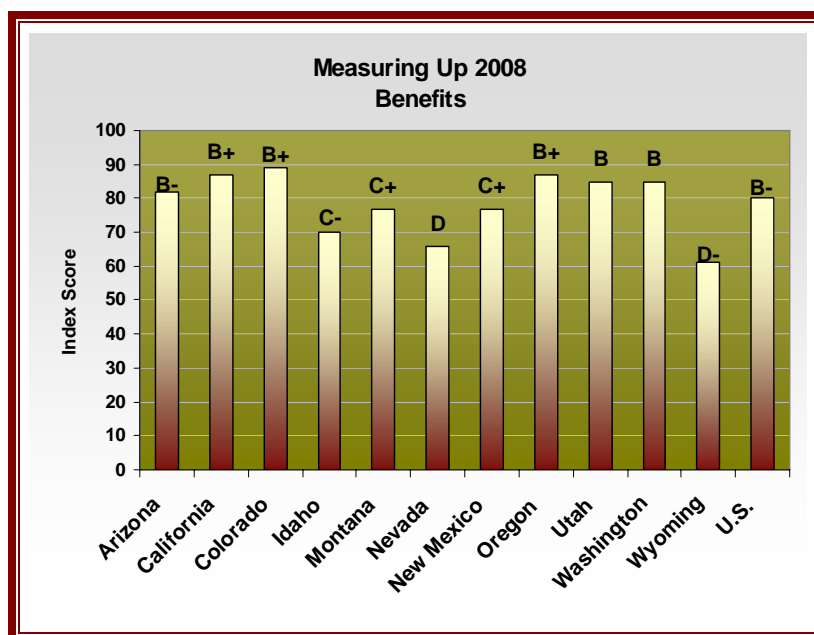
Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Measuring Up 2008 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 64 with Baccalaureate Degree or Higher	Increase in Total Personal Income Resulting from Percentage of Population with Baccalaureate Degree	Residents Voting in National Elections	New Economy Index Measuring Extent of Participation in Knowledge-based Industries*
Arizona	26%	8%	47%	63
California	30%	10%	44%	83
Colorado	36%	9%	56%	78
Idaho	25%	6%	54%	63
Montana	29%	6%	64%	50
Nevada	21%	5%	44%	59
New Mexico	26%	8%	56%	54
Oregon	29%	7%	64%	67
Utah	29%	7%	48%	73
Washington	32%	8%	56%	85
Wyoming	23%	3%	59%	48
Top States	37%	11%	65%	na

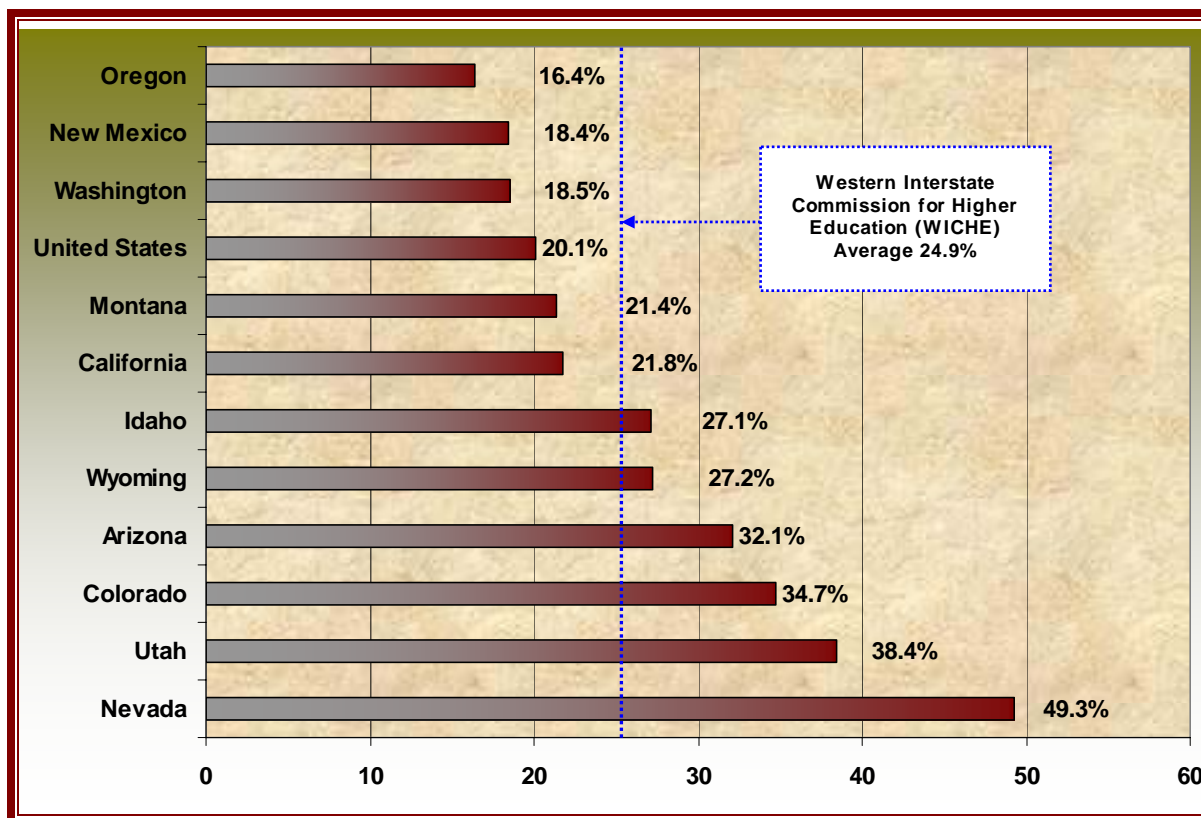
*Index created by the Kauffman Foundation, nationwide average score is 62.



Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Occupations Requiring Some Postsecondary Education

Projected Growth in Occupations Requiring Some Postsecondary Education 2004-2014



Source: WICHE, *Beyond Social Justice: The Threat of Inequality to Workforce Development in the Western United States*, July 2008.



“I plan to go to college to study how the body works physically, like bones, muscles, and other things.”

Nevada Fifth Grade Student

Transition and Completion Rates

Transition and Completion Rates from Ninth Grade to College Nevada and Western States 2006

	For Every 100 Ninth Graders	Number Who Graduate from High School	Number Who Enter College	Number Who are Still Enrolled Their Sophomore Year	Number Who Graduate Within 150 Percent of Time
Arizona	100	67.8	30.4	19.5	13.8
California	100	65.8	36.7	25.5	20.1
Colorado	100	70.4	44.3	26.2	22
Idaho	100	78.7	36	22.7	14.4
Montana	100	79.3	46.1	28.8	18.4
Nevada	100	50.5	26.4	17.6	9.8
New Mexico	100	61.8	43.5	25.6	12.7
Oregon	100	71.2	33.7	22.7	15.6
Utah	100	78.9	37.2	22.6	17.7
Washington	100	68.6	33	23.8	17.3
Wyoming	100	74.6	43.2	30.8	25
Nation	100	68.8	42.3	28.4	19.6

Source: NCHEMS Information System, compiled from the Common Core of Data, National Center for Education Statistics



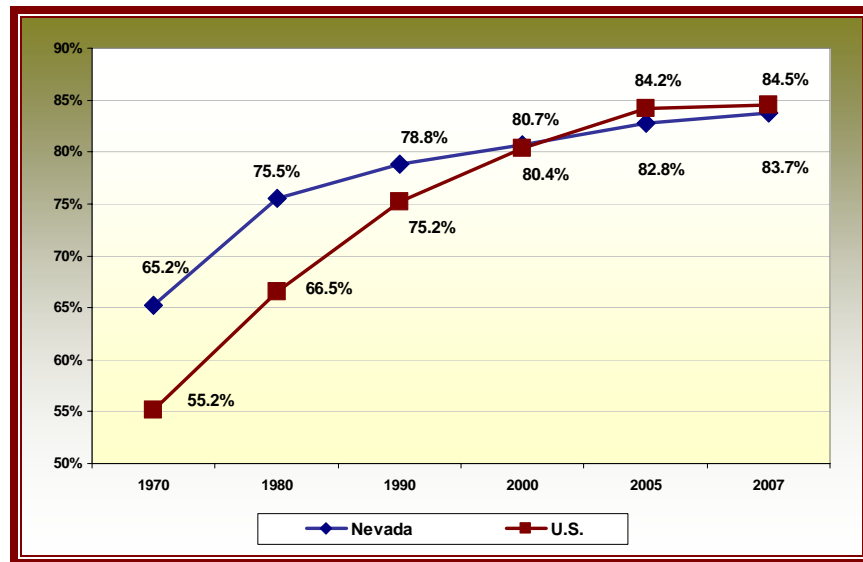
**“I want to go to college to study blueprints so my
buildings will be built.”**

Nevada Fifth Grade Student

Educational Attainment

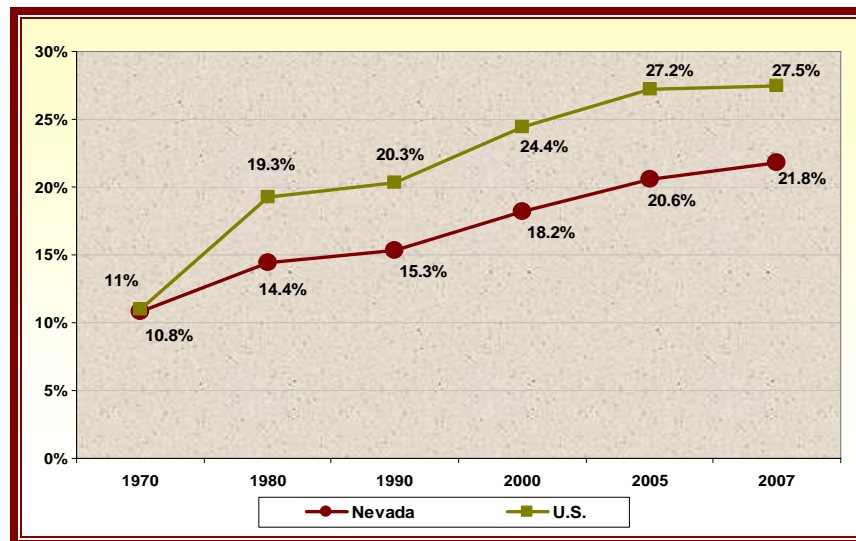
Educational Attainment of All Population Over Age 25 Nevada and the U.S. 1970 to 2007

Percentage Earning High School Diploma or Higher, Including Equivalency



Source: U.S. Census Bureau, Decennial Census 1970 to 2000, 2007 estimate based on American Community Survey.

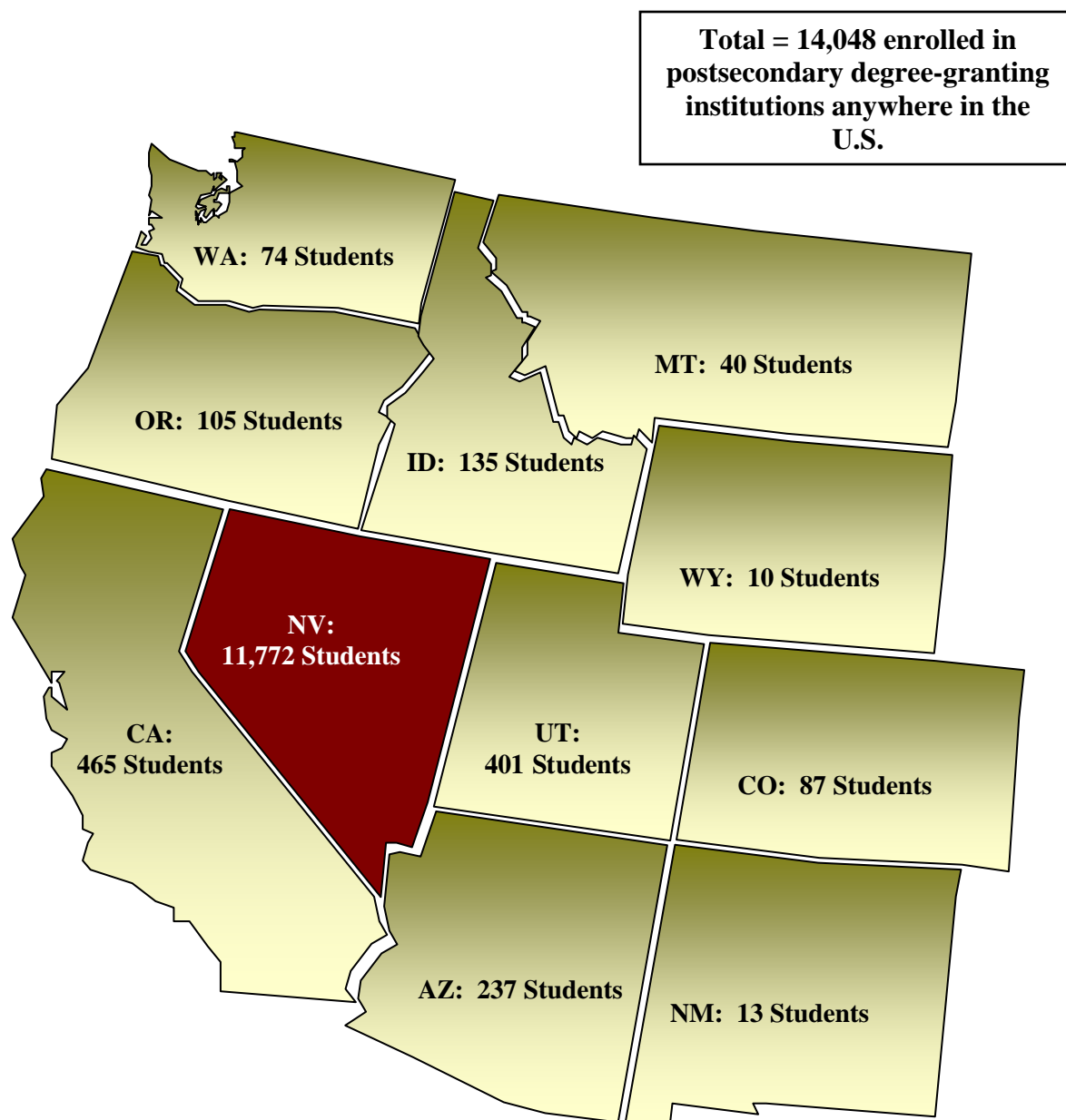
Percentage Earning Baccalaureate Degree or Higher



Source: U.S. Census Bureau, Educational Attainment in the U.S., 2007 estimate based on American Community Survey.

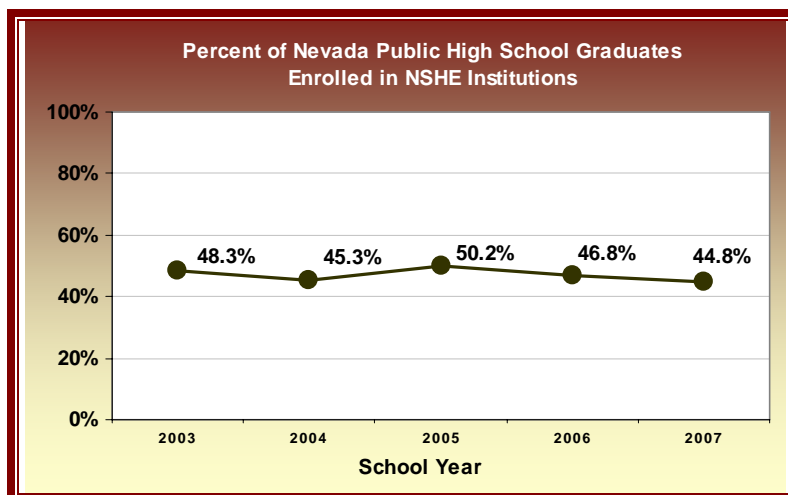
College Continuation Rates

Postsecondary Enrollment of Recent Nevada High School Graduates in Nevada and Western States Fall 2006



Source: Western Interstate Commission for Higher Education, Regional Fact Book, Table 15, *Migration of First-Time, Full-Time College Students in the United States, 2006-2007*.

College Continuation Rates (*continued*)



Nevada Public High School Graduates Enrolled in NSHE Institutions

	2003		2004		2005		2006		2007	
	Total Graduates	Enrolled in NSHE	Total Graduates	Enrolled in NSHE	Total Graduates	Enrolled in NSHE	Total Graduates	Enrolled in NSHE	Total Graduates	Enrolled in NSHE
Total*	14,203	48.3%	15,005	45.3%	15,551*	50.2%	16,979*	46.8%	17,762*	44.8%
Carson City	471	50.7%	426	57.7%	457	58%	431	60.6%	398	64.3%
Churchill	267	43.1%	236	47%	252	40.1%	259	38.6%	300	37.7%
Clark	9,107	45.8%	9,722	41.3%	10,226	47.5%	10,915	44.1%	11,317	41.7%
Douglas	426	51.5%	446	52.9%	406	55.7%	414	56.8%	411	54%
Elko	371	53.6%	496	46.4%	522	47.5%	491	41.8%	496	45.6%
Eureka	15	66.7%	16	50%	18	77.8%	16	81.3%	15	73.3%
Humboldt	187	34.2%	239	28.9%	175	43.4%	180	28.9%	175	36%
Lander	69	46.4%	66	40.9%	45	40%	71	39.4%	77	36.4%
Lincoln	67	17.9%	56	37.5%	49	36.7%	60	25%	52	17.3%
Lyon	325	38.5%	357	48.7%	363	48.5%	372	42.2%	400	45.3%
Mineral	38	28.9%	32	28.1%	34	35.3%	23	34.8%	29	51.7%
Nye	235	32.3%	209	29.7%	194	37.6%	244	29.9%	235	28.5%
Pershing	38	34.2%	57	33.3%	43	53.5%	46	32.6%	39	35.9%
Storey	17	64.7%	17	64.7%	21	71.4%	29	58.6%	33	24.2%
Washoe	2,474	62%	2,560	60%	2,628	62.5%	2,702	60.2%	2,793	59.5%
White Pine	96	29.2%	70	31.4%	96	31.3%	90	21.1%	93	25.8%

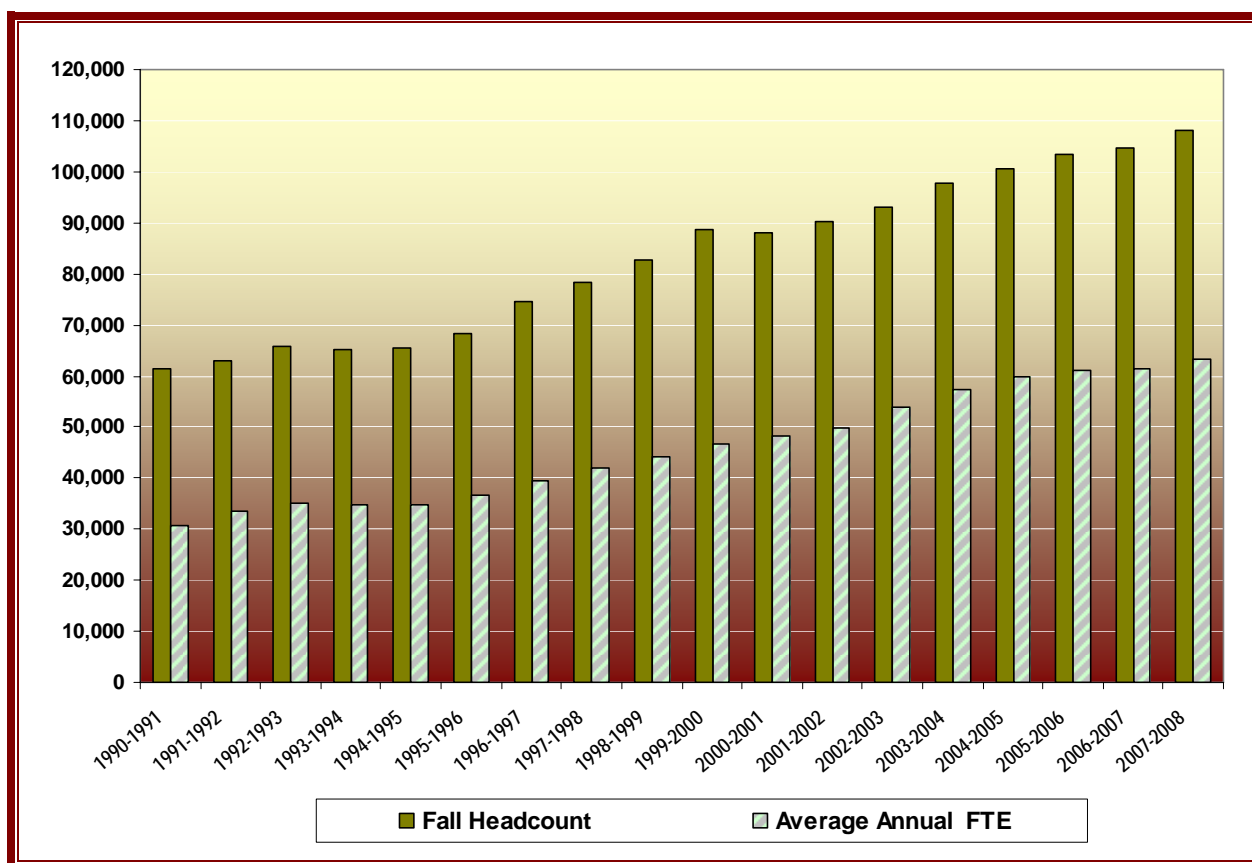
*Total includes graduates from state charter schools: in 2005, 22 graduates; in 2006, 24 graduates; in 2007, 105 graduates.

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

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 nondegree-seeking students.

NSHE Enrollment

NSHE Historical Fall Headcount and Average Annual FTE Enrollment



Source: Nevada System of Higher Education, Office of Academic and Student Affairs, Annual Average Full-time Equivalent Enrollment, 1987-2008 (<http://system.nevada.edu/Chancellor/Academic-A1/Under-Deve/NSHE-AAFTE-1986-2008.pdf>).



“I’m going to try for a scholarship to Humboldt and study marine biology.”

Nevada Eighth Grade Student

NSHE Remediation Rates

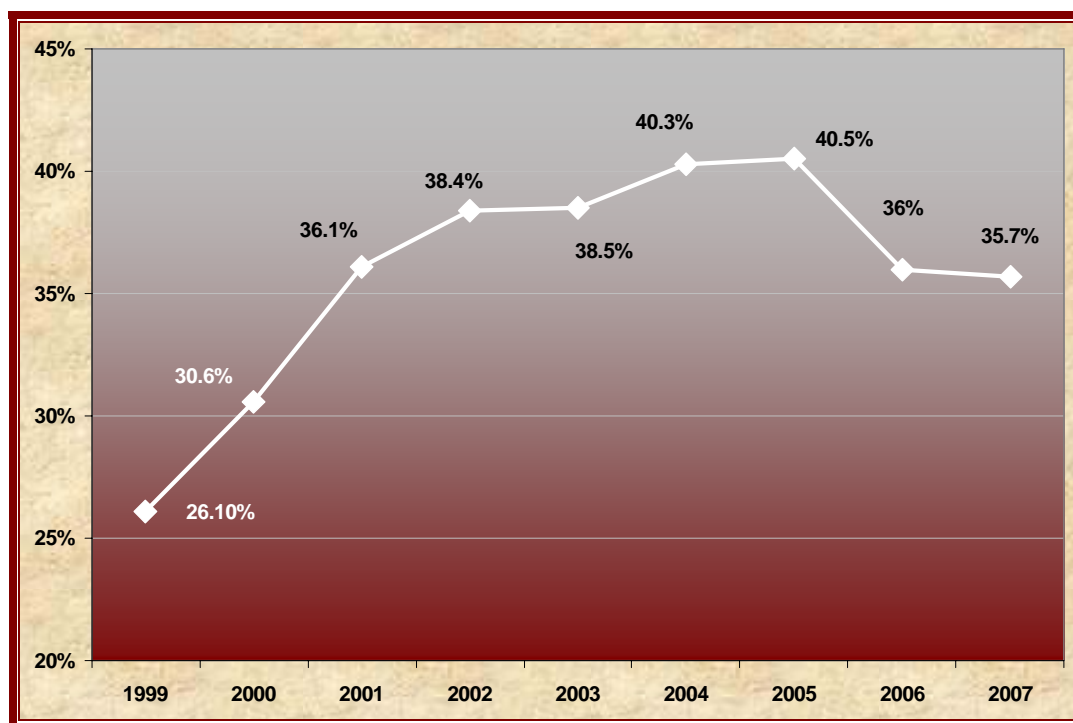
Recent Nevada High School Graduates Enrolled in Remedial Classes as a Percentage of All Recent Nevada High School Graduates Enrolled in the NSHE 1999-2007

		UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
2007	Enrolled	1,999	1,802	141	2,319	257	960	489	7,781
	In Remediation	118	652	77	888	153	637	275	2,779
	Percentage	5.9%	36.2%	54.6%	38.3%	59.5%	66.4%	56.2%	36%
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%
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%	37.4%	58.2%	66.4%	48%	40%
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%	34.7%	62.1%	58.2%	44.9%	41%
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.

NSHE Remediation Rates (*continued*)

Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percentage of All Recent Nevada High School Graduates Enrolled in NSHE
Percentage Change in Total
1999-2007



Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percentage of the Total Number of Students Enrolled in Remediation
2007

	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
All students in remedial	590	1,147	333	6,275	638	2,394	986	12,363
Recent Nevada high school graduates in remedial	118	658	77	888	153	637	275	2,779
Recent Nevada high school graduates as percentage of total in remedial	20%	57.4%	23.1%	14.2%	24%	26.6%	27.9%	22.5%

Source: Nevada System of Higher Education (NSHE), *Report on Remedial/Developmental Enrollments, Summer and Fall 2007*, January 2008.

Governor Guinn Millennium Scholarship Program

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

FY	Tobacco Revenue	Interest Revenue	FY 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
2007	14,778,081	888,473	29,141,940
2008	18,196,213	854,187	29,748,345

Source: Office of the State Treasurer, December 2008.

Projected Obligations of the Millennium Scholarship Trust Fund

FY	Scholarship Payments	Administration Costs*	Ending Fund Balances
2009	\$25,306,123	\$460,153	\$17,477,323
2010	26,344,816	-	17,176,607
2011	26,513,917	-	16,947,977
2012	26,653,925	-	16,927,763
2013	28,347,980	-	15,462,588
2014	29,935,814	-	12,638,764
2015	31,435,891	-	8,393,058
2016	32,413,769	-	3,315,863
2017	33,494,512	-	(2,702,517)

*Fiscal Year 2009 administration costs are based on approved budget; subsequent fiscal years have been eliminated, assuming College Savings Trust Fund will cover administrative costs.

Source: Office of the State Treasurer, December 2008.

Note: 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* 396.926. In addition, S.B. 4 provided an infusion of \$35 million from the State General Fund.

Governor Guinn Millennium Scholarship Program (*continued*)

Nevada Millennium Scholarship Program: Eligibility and Utilization Term Year 2000 to 2008 Cumulative

Term Year*	Number of Students Eligible	Number of Students Utilizing*	Percentage Utilizing
2000	7,362	5,655	76.8%
2001	7,946	6,049	76.1%
2002	8,166	6,153	75.4%
2003	8,700	6,531	75.1%
2004	9,086	6,542	72%
2005	8,627	6,009	69.7%
2006	8,729	5,895	67.5%
2007	8,152	5,226	64.1%
2008	8,731	4,689	53.7%

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

Students Eligible for the Millennium Scholarship by County: Regular High School Programs

	2000	2001	2002	2003	2004	2005	2006	2007
Carson City	252	264	260	290	247	244	204	174
Churchill	154	169	142	146	135	111	136	111
Clark	4,384	4,782	4,983	5,330	5,788	5,571	5,641	5,440
Douglas	208	193	206	230	238	216	218	174
Elko	318	265	266	267	259	277	249	195
Eureka	13	14	17	11	10	8	8	7
Humboldt	106	72	97	99	97	69	78	42
Lander	36	37	44	44	48	27	48	23
Lincoln	45	52	36	37	40	36	49	37
Lyon	144	173	180	177	204	175	172	149
Mineral	17	13	29	21	9	15	6	11
Nye	121	123	131	119	112	102	123	101
Pershing	43	38	21	15	29	22	23	14
Storey	14	18	17	10	12	11	15	6
Washoe	1,398	1,616	1,620	1,779	1,772	1,641	1,627	1,611
White Pine	66	72	64	80	45	54	43	32
Total	7,319	7,901	8,113	8,655	9,045	8,579	8,640	8,127

Students Eligible for the Millennium Scholarship: Nonstandard High School Programs

	2000	2001	2002	2003	2004	2005	2006	2007
GED	3	10	8	2	1	1	n/a	1
Home School	21	17	26	20	19	19	16	10
Non-Nevada High School	15	18	14	19	14	8	8	6

Source: Office of the State Treasurer, December 2008.

Governor Guinn Millennium Scholarship Program *(continued)*

Nevada Millennium Scholarship Program Fall 2002 to Fall 2008

Total Scholars by Institution

		CSN	GBC	TMCC	WNC	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	
2007	Number	2,981	269	1,317	459	242	6,029	5,475	25	16,797
	Av.GPA	3.09	3.12	3.13	3.22	3.21	3.06	3.12	3.34	
2008	Number	2,843	278	1,240	445	239	6,219	5,364	N/A	16,628
	Av.GPA	3.10	3.09	3.13	3.17	3.24	3.06	3.17	N/A	

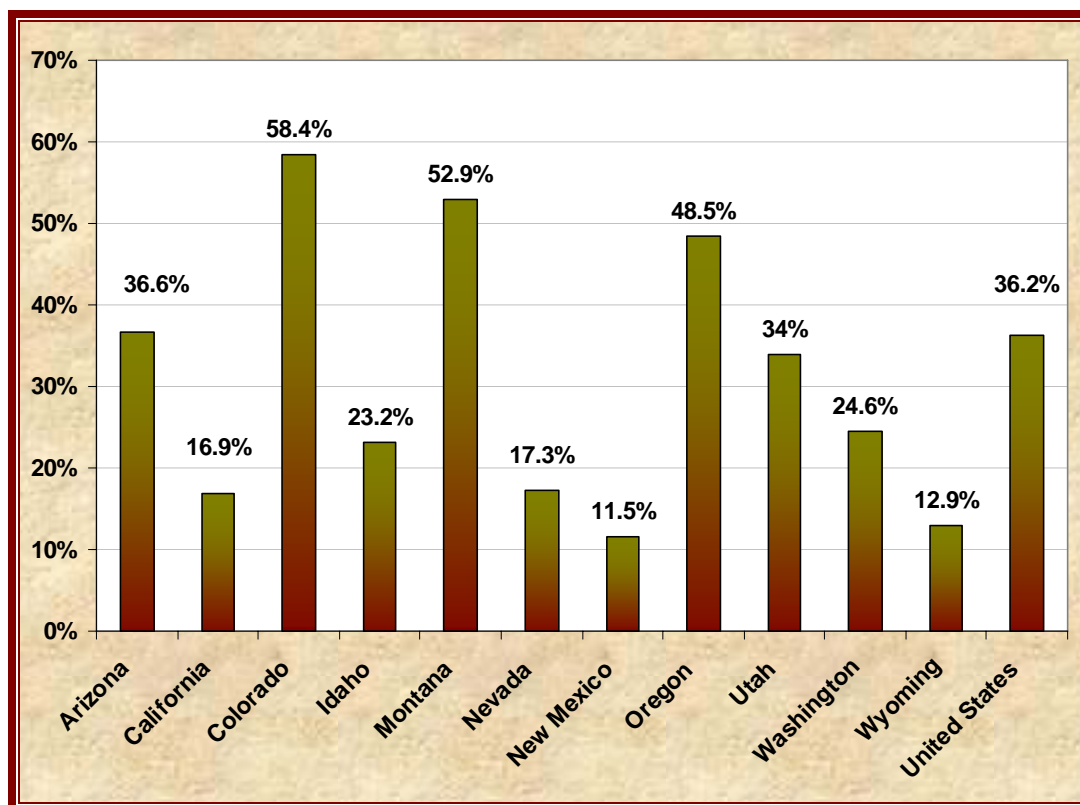
Scholars Maintaining Eligibility by Institution

		CSN	GBC	TMCC	WNC	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%
2007	Number	2,065	193	945	374	182	4,420	4,186	22	12,387
	Percent	69%	72%	72%	82%	75%	73%	77%	88%	74%
2008	Number	1,940	195	917	345	184	4,469	4,281	n/a	12,331
	Percent	68%	70%	74%	78%	77%	72%	80%		

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

Tuition and Fees

**Tuition as a Percentage of Public Higher Education Total Educational Revenue by State
Nevada and Western States
FY 2007**



Source: State Higher Education Executive Officers, *State Higher Education Finance, FY 2007*.



**“I definitely want to go to college.
But what will I study? IDK.”**

Nevada Eighth Grade Student

Tuition and Fees (*continued*)

**Resident Undergraduate Tuition and Fees at
Selected Public Four-Year Institutions
Nevada and Western States
2008-2009 and 1998-1999**

	2008-2009	1998-1999	Percentage Change
Arizona			
State Universities	\$5,591	\$2,158	159.1%
California			
California State University System	\$3,849	\$1,888	104.1%
Colorado			
State Universities	\$6,576	\$3,037	116.6%
Idaho			
State Universities	\$4,643	\$2,149	116%
Montana			
State Universities	\$5,484	\$2,823	94.3%
Nevada			
University of Nevada	\$4,527	\$2,070	118.7%
New Mexico			
State Universities	\$4,796	\$2,295	109%
Oregon			
State Universities	\$6,256	\$3,586	74.5%
Utah			
State Universities	\$4,865	\$2,478	96.3%
Washington			
State Universities	\$7,183	\$3,446	108.5%
Wyoming			
University of Wyoming	\$3,621	\$2,330	55.4%
Simple Average			
All Institutions – WICHE States	\$5,382	\$2,700	103.1%

Source: *Tuition & Fees In Public Higher Education in the West: 2008-2009 Detailed Tuition & Fees Tables*, Western Interstate Commission for Higher Education, November 2008.

Tuition and Fees (*continued*)

**Nonresident Undergraduate Tuition and Fees at
Selected Public Four-Year Institutions
Nevada and Western States
2008-2009 and 1998-1999**

	2008-2009	1998-1999	Percentage Change
Arizona			
State Universities	\$17,809	\$8,903	100%
California			
California State University System	\$14,019	\$9,266	51.3%
Colorado			
State Universities	\$24,173	\$13,031	85.5%
Idaho			
State Universities	\$13,929	\$8,189	70.1%
Montana			
State Universities	\$16,722	\$8,029	108.3%
Nevada			
University of Nevada	\$15,622	\$7,840	99.3%
New Mexico			
State Universities	\$15,225	\$8,057	89%
Oregon			
State Universities	\$19,217	\$11,895	61.6%
Utah			
State Universities	\$14,776	\$7,527	96.3%
Washington			
State Universities	\$20,870	\$11,036	89.1%
Wyoming			
University of Wyoming	\$11,031	\$7,418	48.7%
Simple Average			
All Institutions – WICHE States	\$15,005	\$8,626	75.1%

Source: *Tuition & Fees In Public Higher Education in the West: 2008-2009 Detailed Tuition & Fees Tables*, Western Interstate Commission for Higher Education, November 2008.

Tuition and Fees (*continued*)

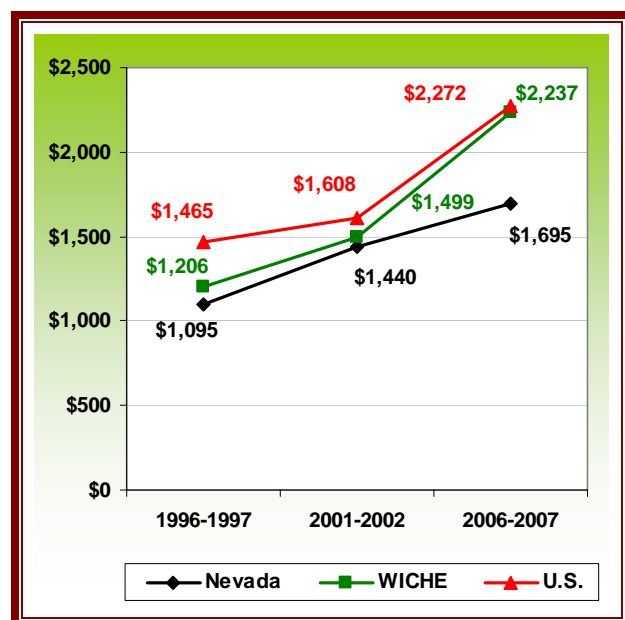
Historical Fee Charges per Semester for Undergraduate Resident Students

FY	Universities	Annual Percentage Increase	State College	Annual Percentage Increase	Community Colleges	Annual Percentage Increase
2009	\$129.50	10.9%	\$93.50	9%	\$57.25	4.6%
2008	116.75	10.9%	85.75	8.5%	54.75	4.3%
2007	105.25	7.4%	79	6%	52.50	3.5%
2006	98	7.7%	74.50	6.4%	50.75	3.6%
2005	91	7.1%	70	6.1%	49	3.7%
2004	85	7.6%	66	6.5%	47.25	3.8%
2003	79	3.3%	62	3.3%	45.50	3.4%
2002	76.50	3.4%	60		44	3.5%
2001	74	3.5%			42.50	3.7%
2000	71.50	3.6%			41	3.8%
1999	69	3.8%			39.50	2.6%
1998	66.50	3.9%			38.50	4.1%

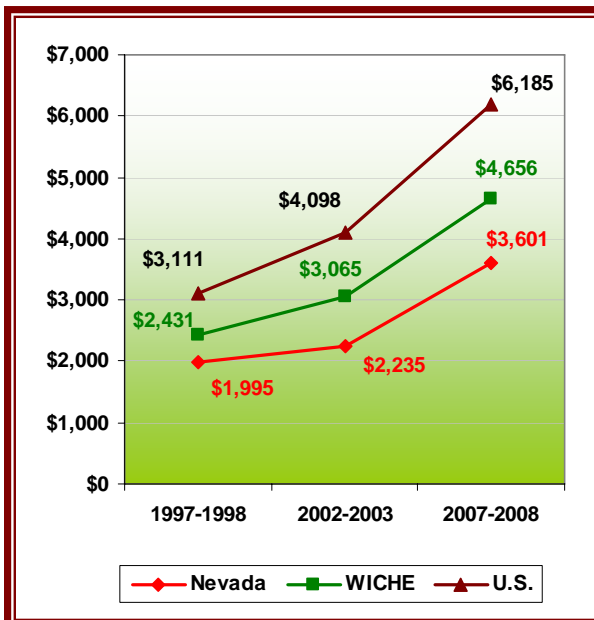
Source: Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Report*.

Undergraduate Resident Fees Nevada and WICHE States

Two-Year Institutions



Four-Year Institutions



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

Student Financial Aid

Total Student Financial Aid Awarded by State Nevada and Western States 2006-2007

	Need-Based Grant Aid	Non-Need-Based Grant Aid	Non-Grant Aid	Total
Arizona	\$13,241,000	NA*	\$1,985,000	\$15,226,000
California	\$763,399,000	NA	\$36,656,000	\$800,055,000
Colorado	\$62,919,000	\$9,143,000	\$13,219,000	\$85,281,000
Idaho	\$972,000	\$4,778,000	\$1,937,000	\$7,687,000
Montana	\$4,563,000	NA	\$958,000	\$5,521,000
Nevada	\$15,612,000	\$25,392,000	\$14,322,000	\$55,326,000
New Mexico	\$23,069,000	\$48,225,000	\$17,970,000	\$89,265,000
Oregon	\$33,118,000	\$265,000	\$35,407,000	\$68,790,000
Utah	\$7,368,000	\$2,103,000	\$45,737,000	\$55,208,000
Washington	\$181,824,000	\$3,133,000	\$29,201,000	\$214,158,000
Wyoming	\$163,000	NA	NA	\$163,000

*Not available.

Source: National Association of State Student Grant and Aid Programs, *38th Annual Survey Report on State-Sponsored Student Financial Aid, 2006-2007 Academic Year*.



“Since I want to be a vet, I will go to college and study animals.”

Nevada Eighth Grade Student

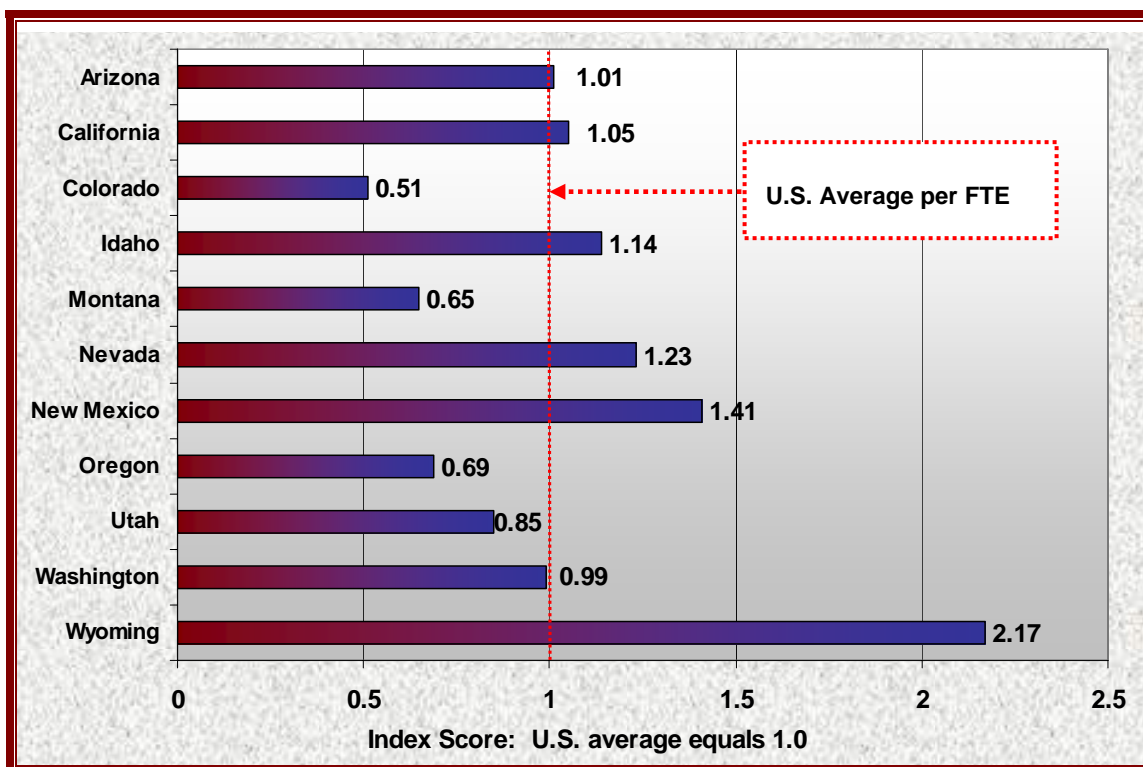
Funding

Educational Appropriations Per Full-Time Equivalent Student Public Higher Education Nevada and Western States FY 2002 and FY 2007

State	FY 2002	FY 2007	Five-Year Percentage Change
Arizona	\$7,073	\$6,871	-2.9%
California	\$8,111	\$7,083	-12.7%
Colorado	\$4,646	\$3,434	-26.1%
Idaho	\$8,761	\$7,736	-11.7%
Montana	\$4,786	\$4,386	-8.4%
Nevada	\$7,571	\$8,336	10.1%
New Mexico	\$7,945	\$9,518	19.8%
Oregon	\$5,152	\$4,653	-9.7%
Utah	\$5,886	\$5,774	-1.9%
Washington	\$6,776	\$6,736	-0.6%
Wyoming	\$11,438	\$14,709	28.6%
U.S.	\$7,341	\$6,773	-7.7%

Source: State Higher Education Executive Officers, *State Higher Education Finance, FY 2007*.

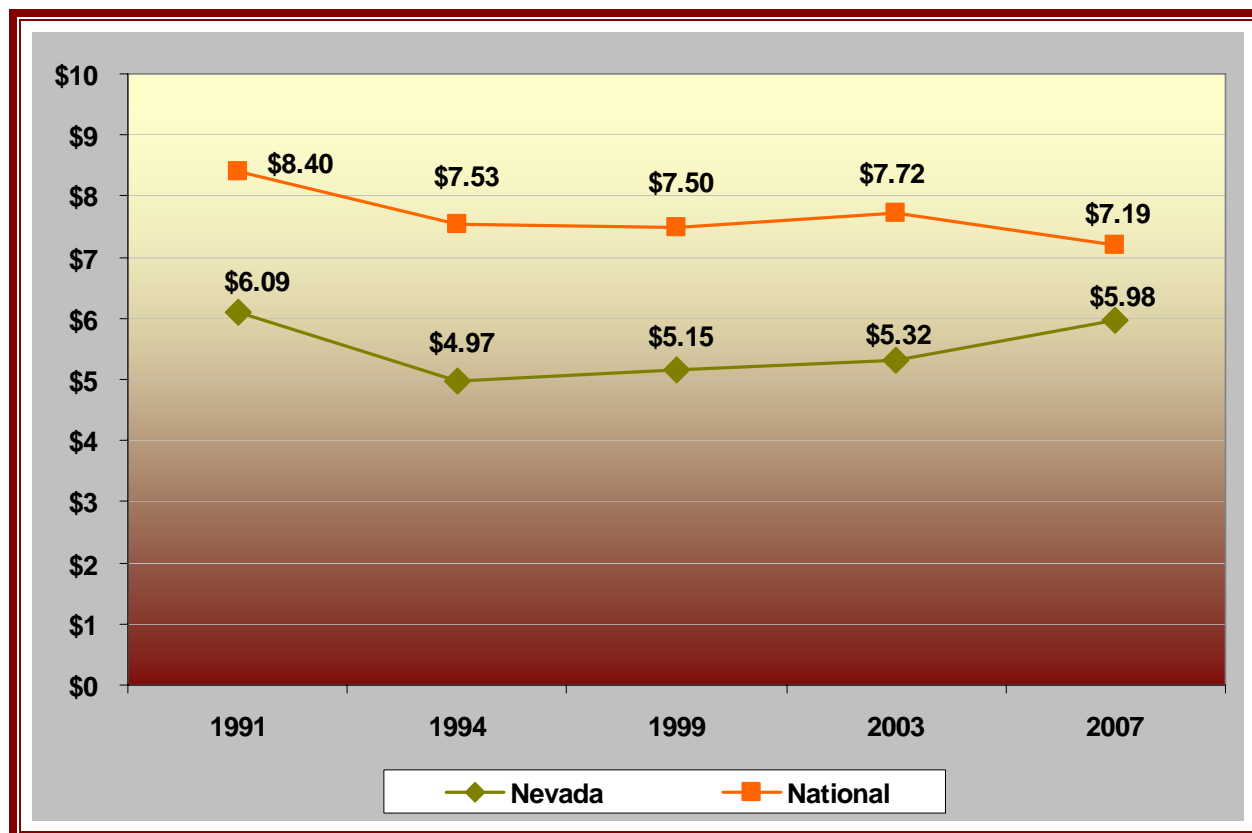
FY 2007 Index to National Average



Source: State Higher Education Executive Officers, *State Higher Education Finance, FY 2007*.

Funding (*continued*)

State Tax Fund Appropriations* for Higher Education per \$1,000 of Personal Income Nevada and U.S. Average



*Data include appropriations, not expenditures; appropriations are for operating expenses.

Source: “State and Local Support for Higher Education Operating Expenses Per \$1,000 of Personal Income,” NCHEMS Information Center for State Higher Education Policymaking and Analysis, various years (<http://www.higheredinfo.org/dbrowser/index.php?measure=49>).

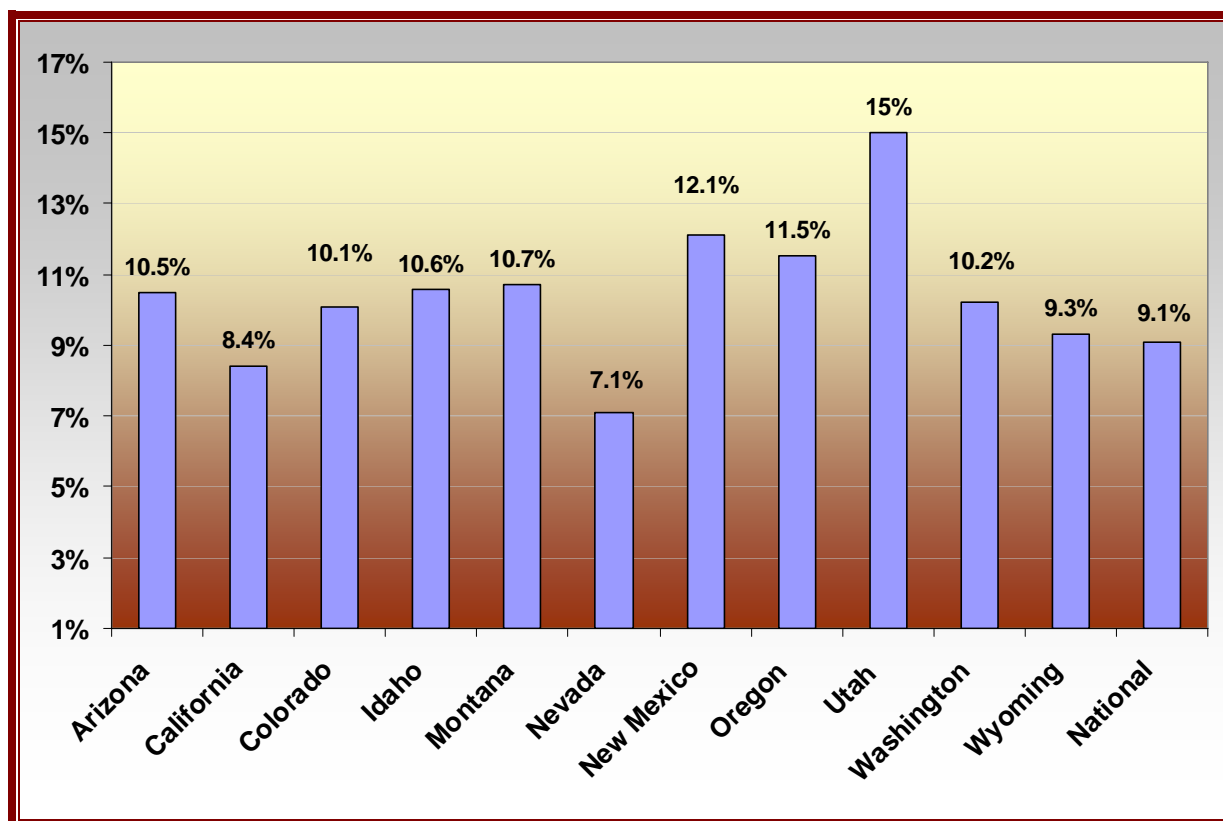


“I’m going to college to study fish.”

Nevada Third Grade Student

Expenditures

**Expenditures for Higher Education as a Percentage of
All State and Local Government Expenditures
Nevada and Western States
2005**



Source: *State Rankings 2008: A Statistical View of America*, CQ Press's State Fact Find Series.



**“I plan to go to college to study math or history, and
be a vet or a teacher.”**

Nevada Eighth Grade Student



Other Education Programs

Background

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

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

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



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

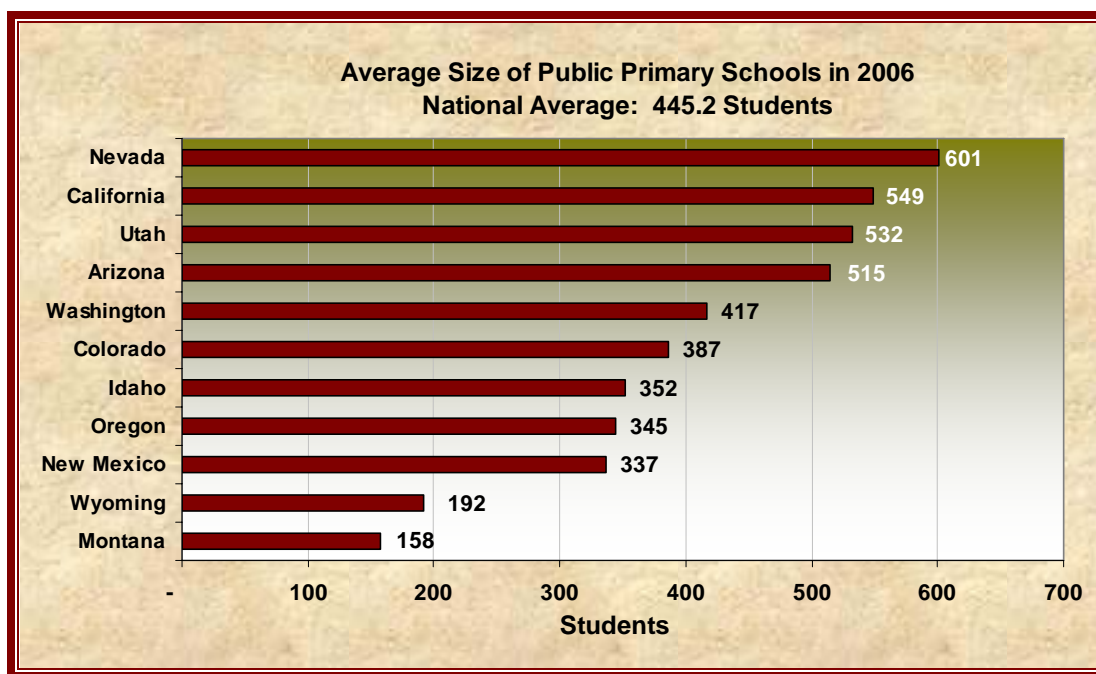
Nevada Fifth Grade Student

School Safety—Background and Size of School Facilities

School Safety in Nevada—Background

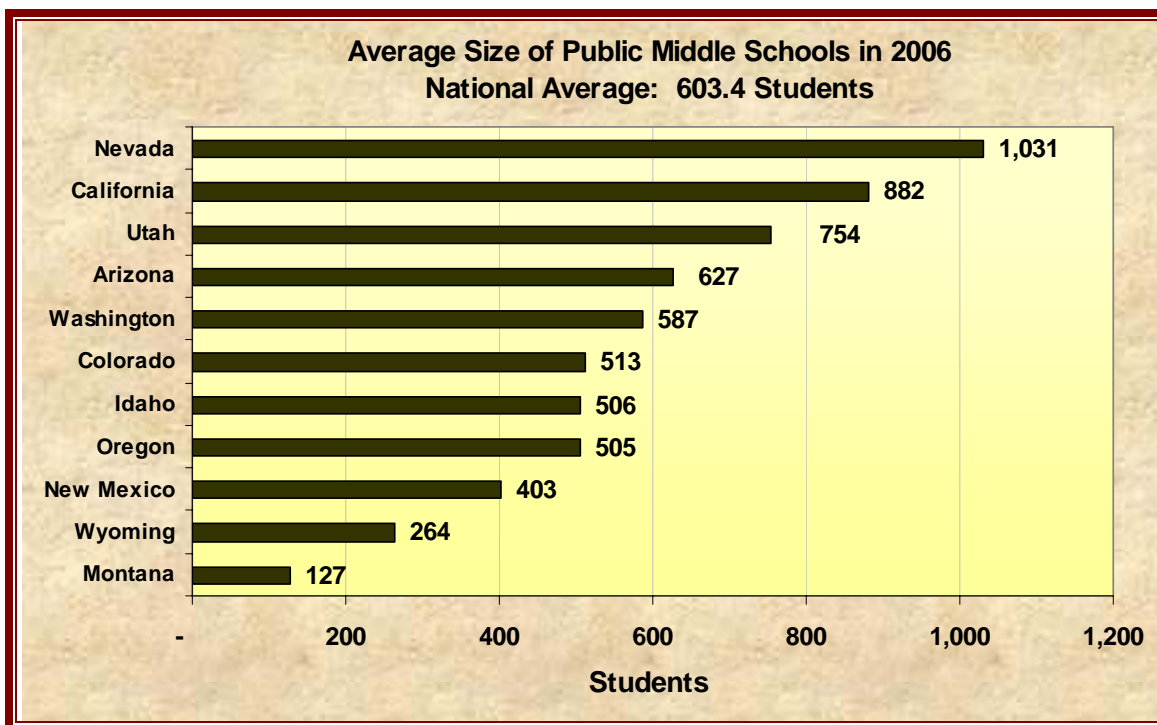
The Nevada Legislature approved bills addressing safe schools in 2001 and 2005. The 2001 Legislature enacted Assembly Bill 459 (Chapter 400, *Statutes of Nevada*) prohibiting harassment and intimidation in public schools and requiring each school district to include information about this prohibition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

School Safety—Size of School Facilities

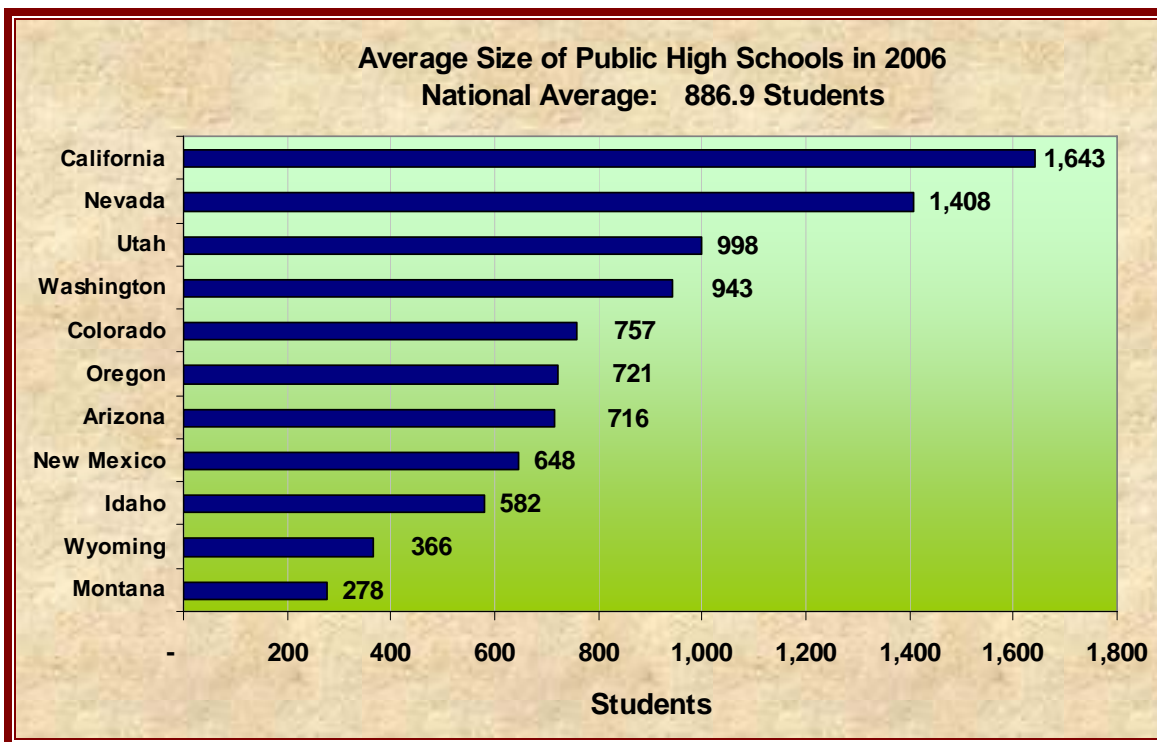


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

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

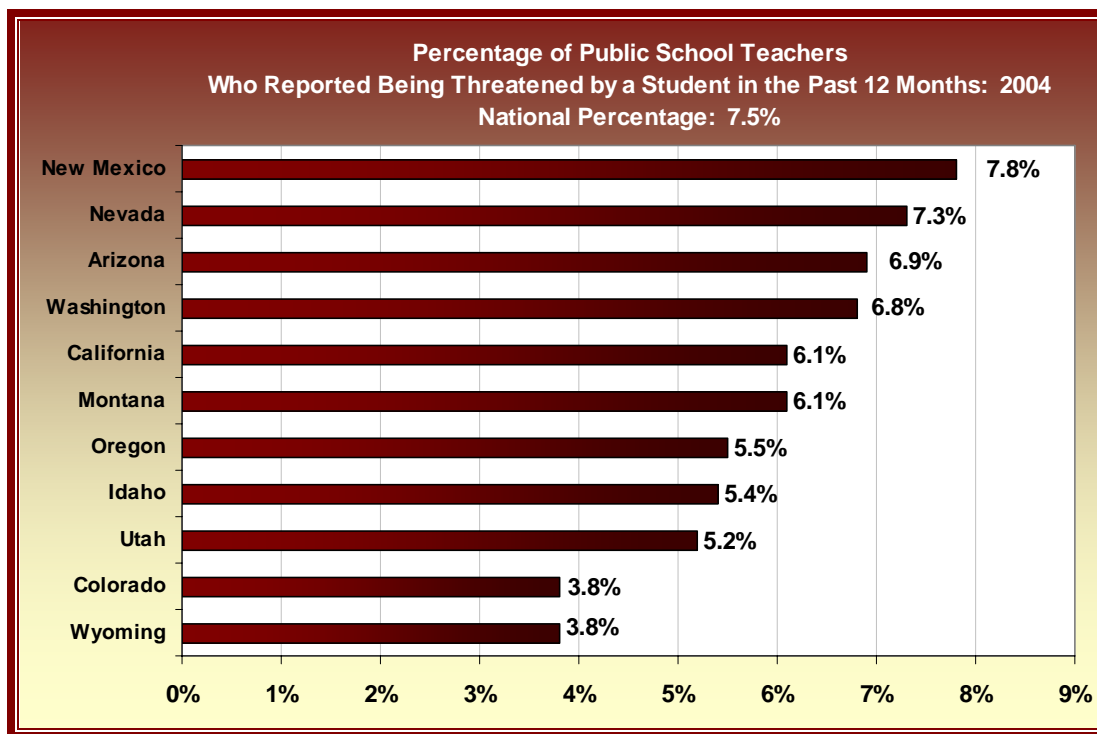


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

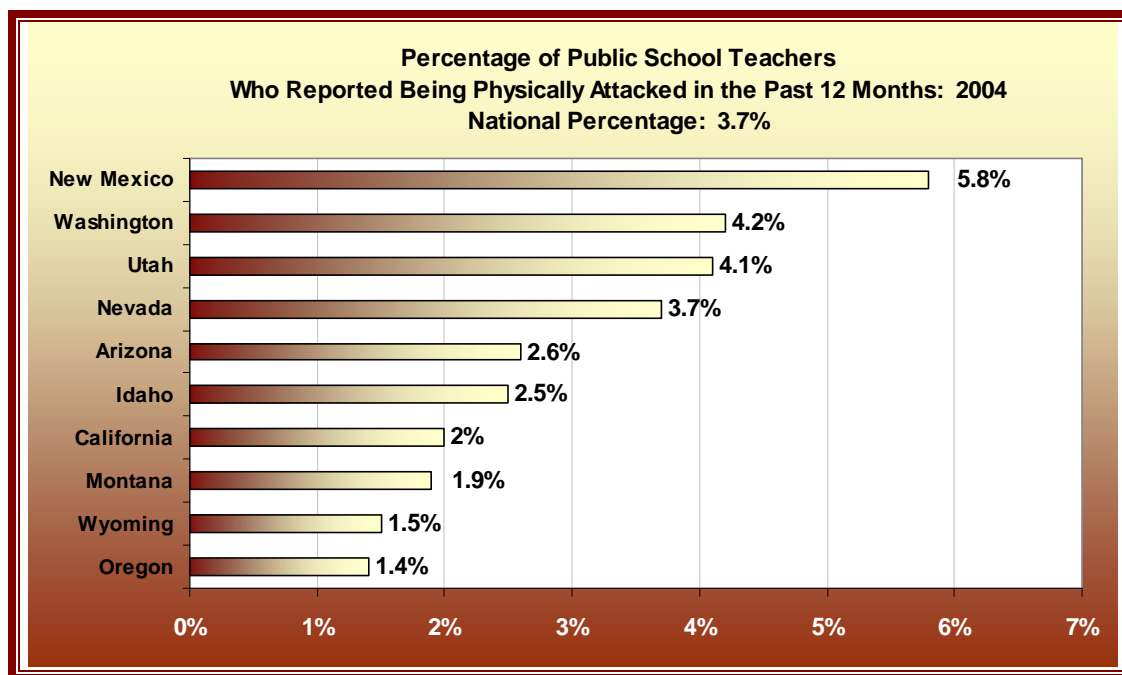


Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

School Safety—Teachers Being Threatened or Physically Attacked by Students



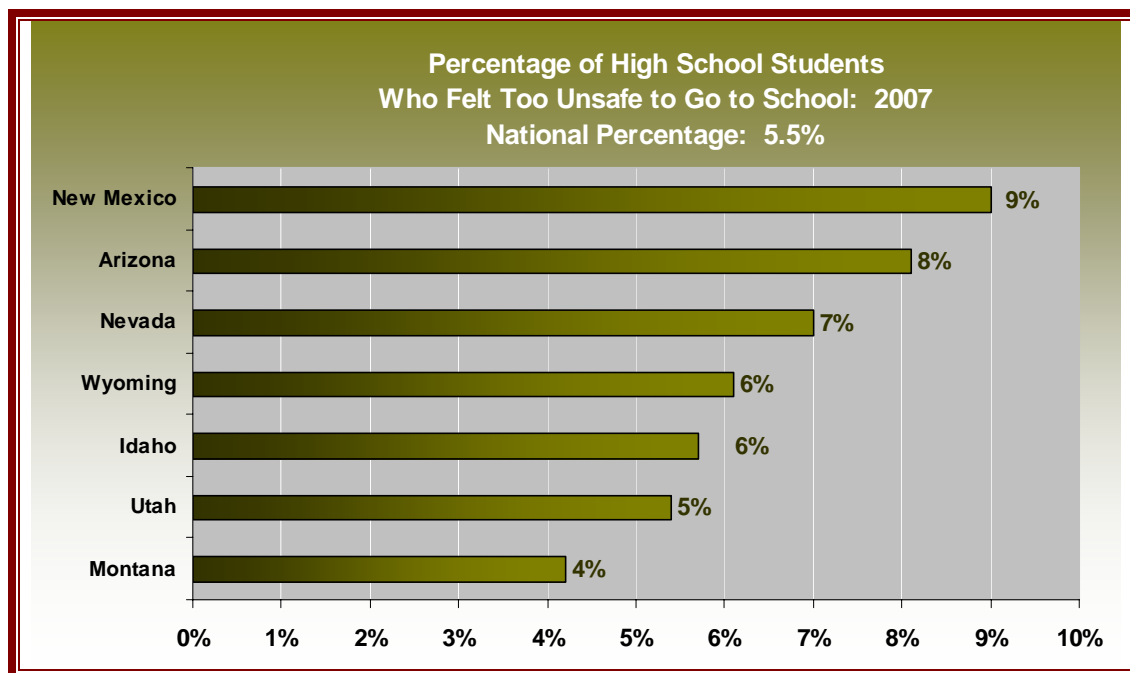
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.



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

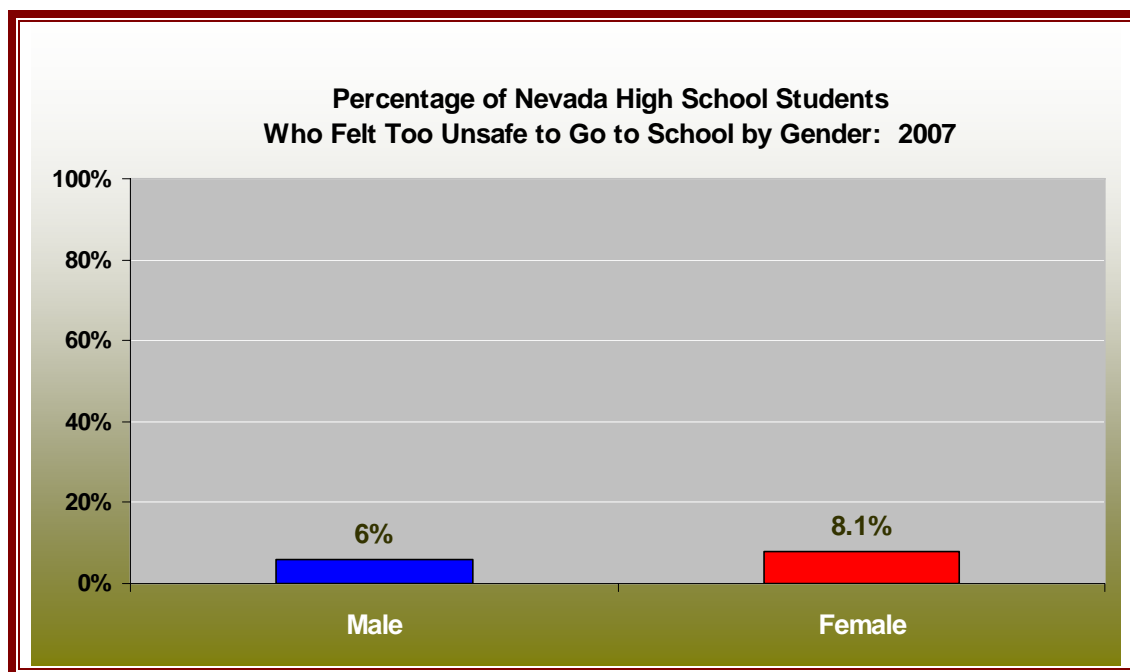
Note: Colorado did not report.

School Safety—Students Who Feel Unsafe at School



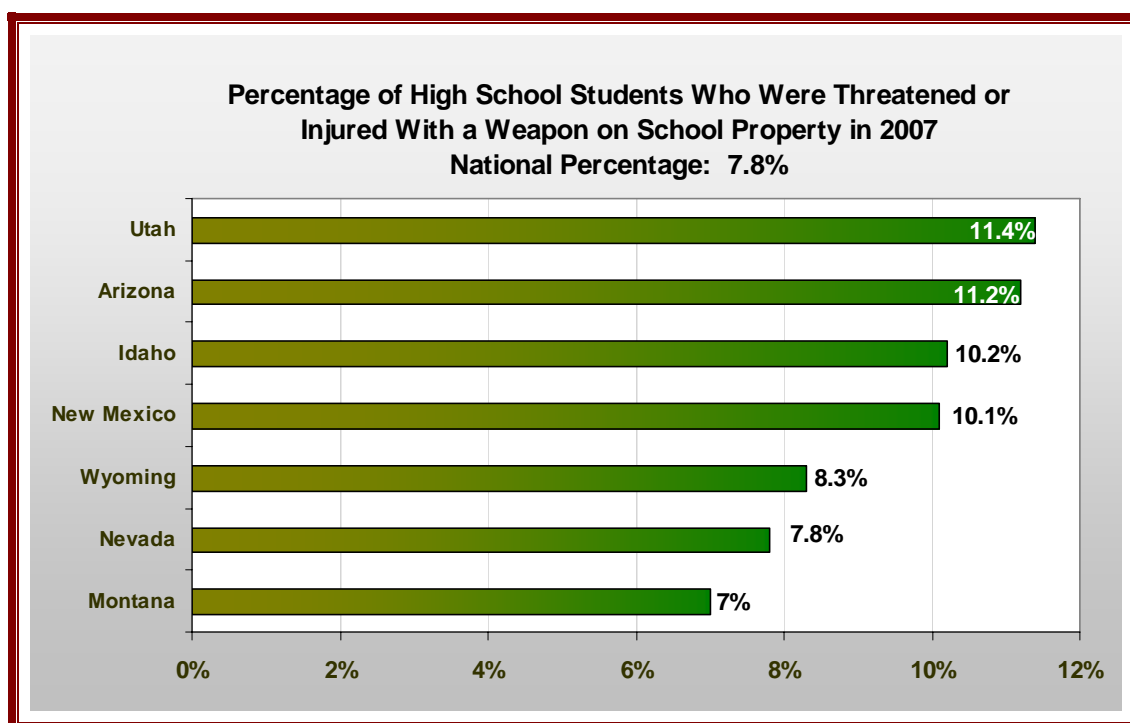
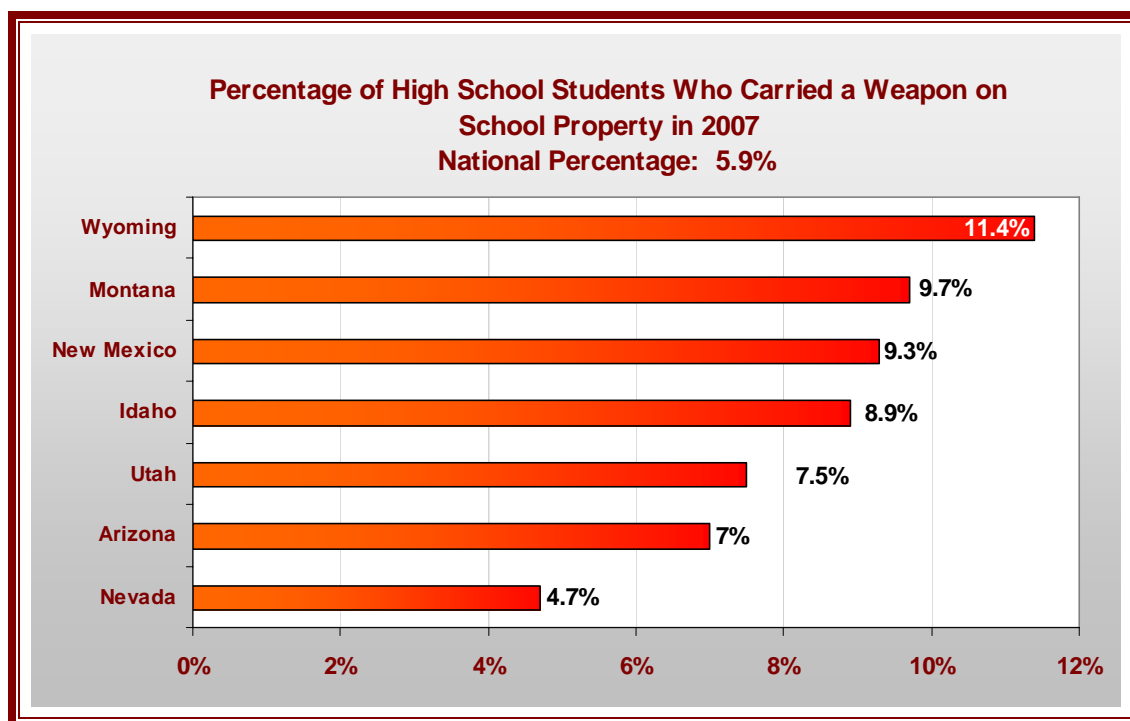
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

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



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

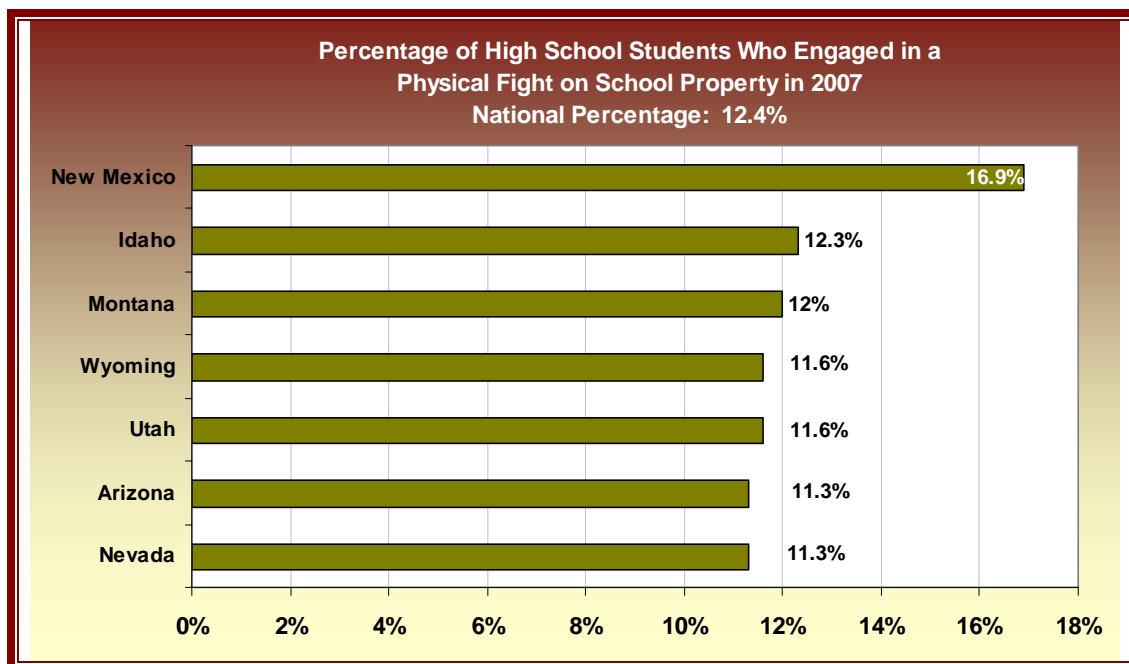
School Safety—Weapons on School Grounds



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

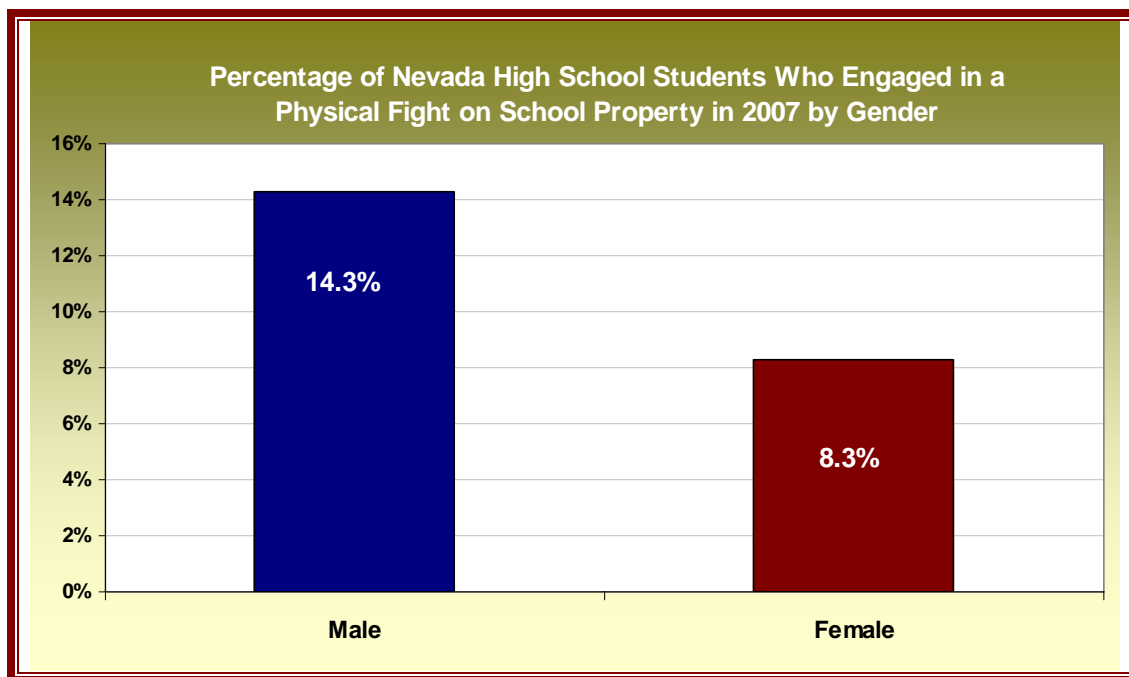
Note: California, Colorado, Oregon, and Washington did not report.

School Safety—Fighting on School Property



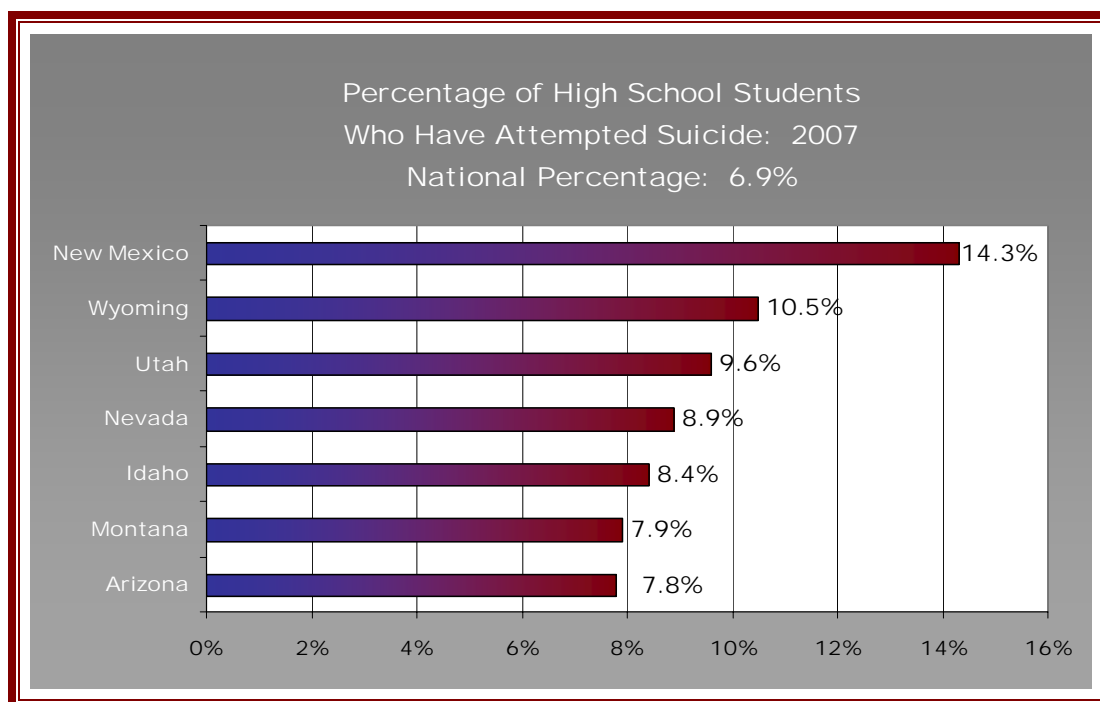
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

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



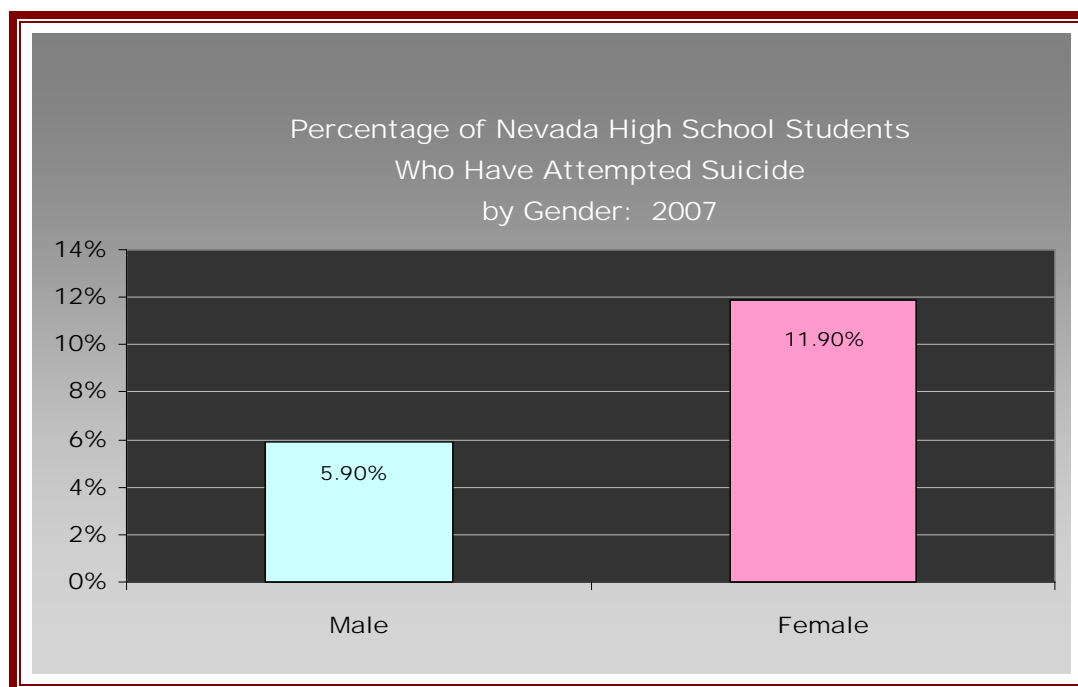
Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance – U.S., 2007*.

School Safety—Attempted Suicide



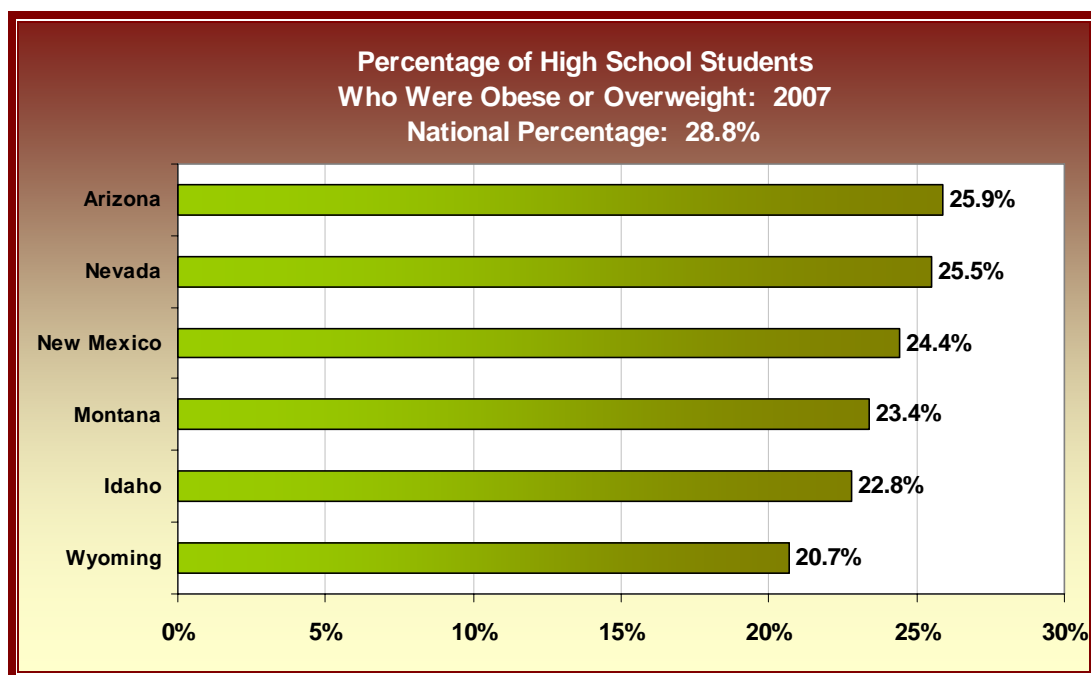
Source: *Education State Rankings 2008-2009*, CQ Press, 2009.

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



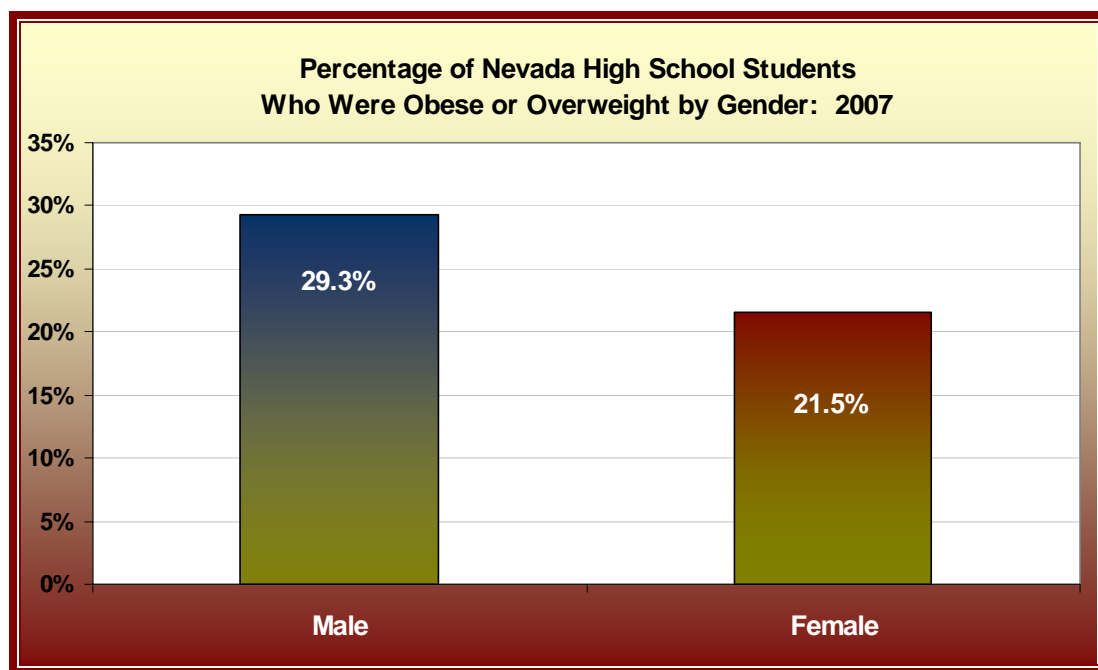
Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance – U.S., 2007*.

School Safety—Obese or Overweight



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

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



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

Special Education—Background

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

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

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

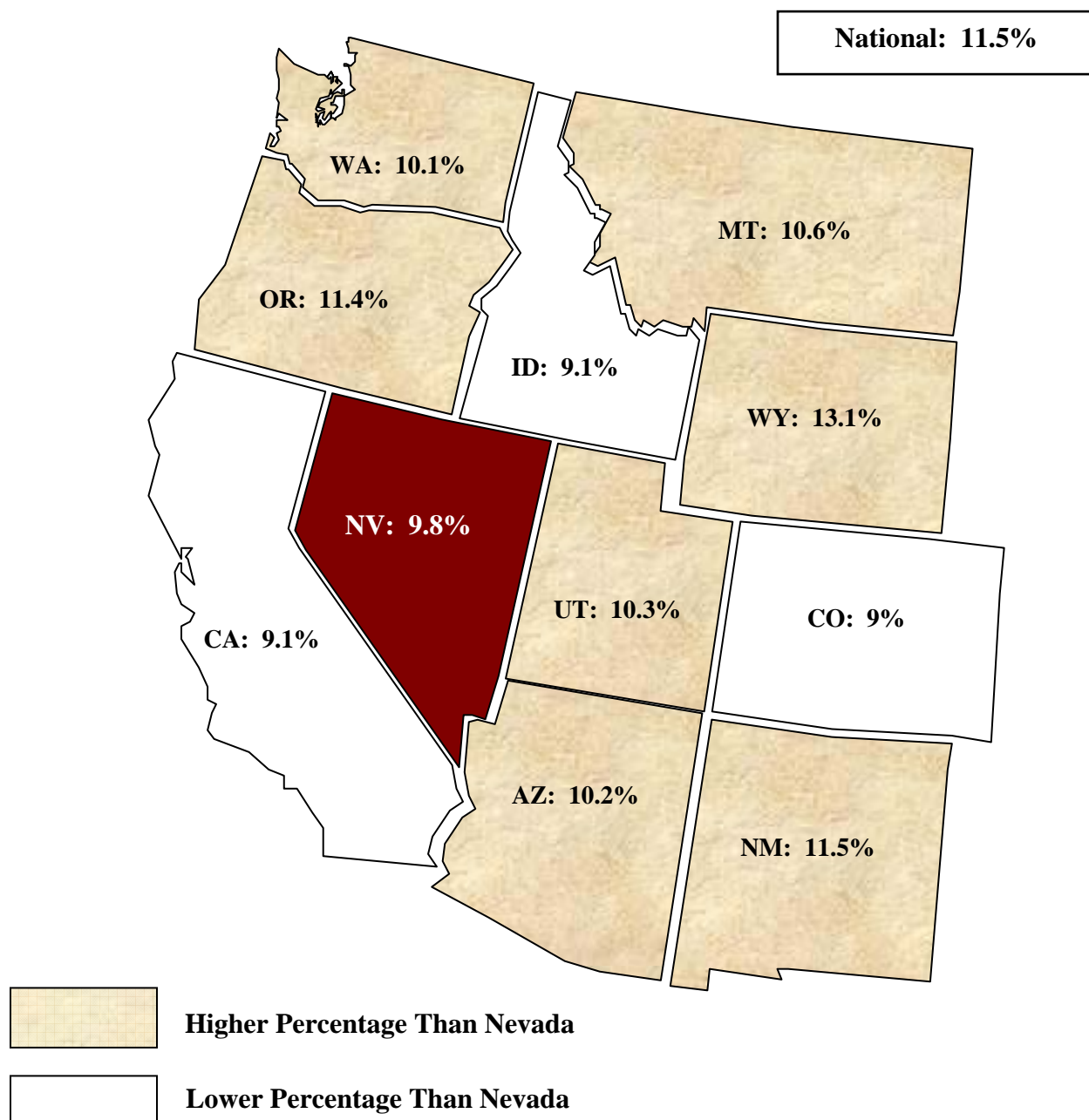
According to In\$ite, Nevada's education financial accountability system, in SY 2006-2007, the average expenditure statewide for educating a special education student in Nevada was \$15,799 per year, which includes the expenses for general education classes, special education programs, and related services.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

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

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

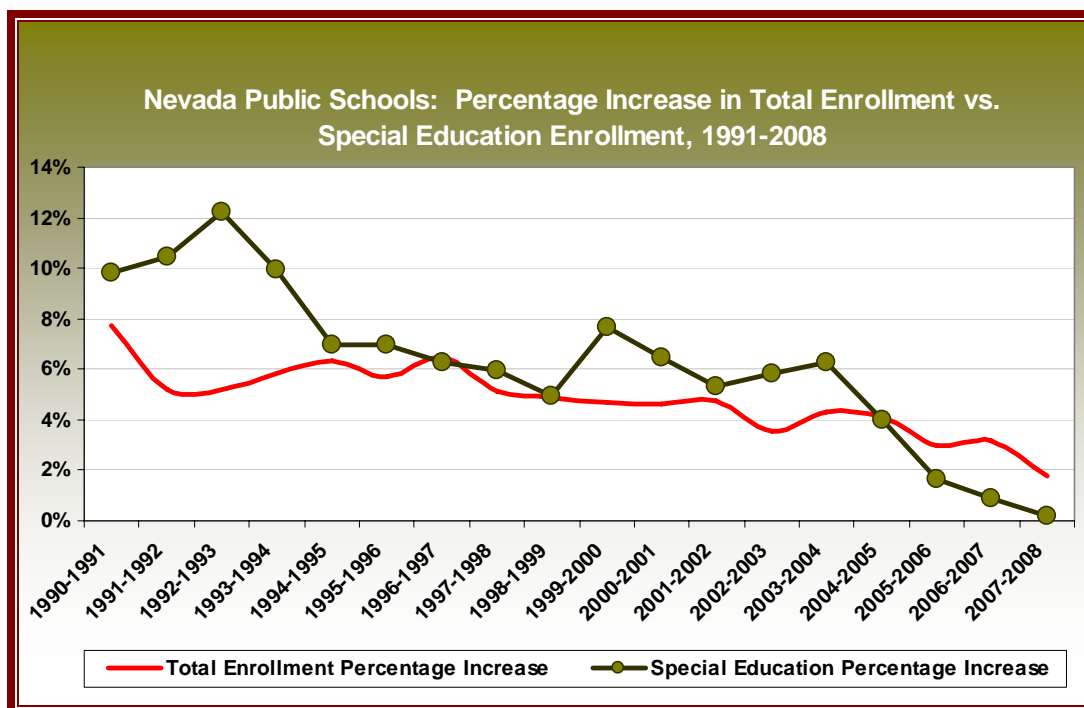
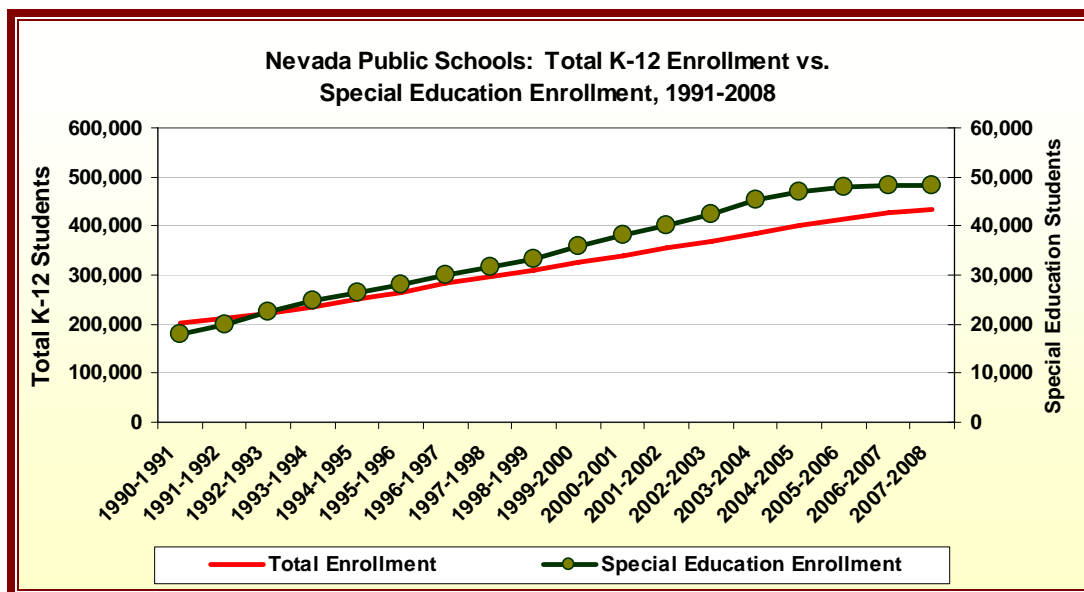
Special Education—Percentage Served

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



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

Special Education—Enrollment Growth



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

Special Education—Enrollment Growth (*continued*)

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

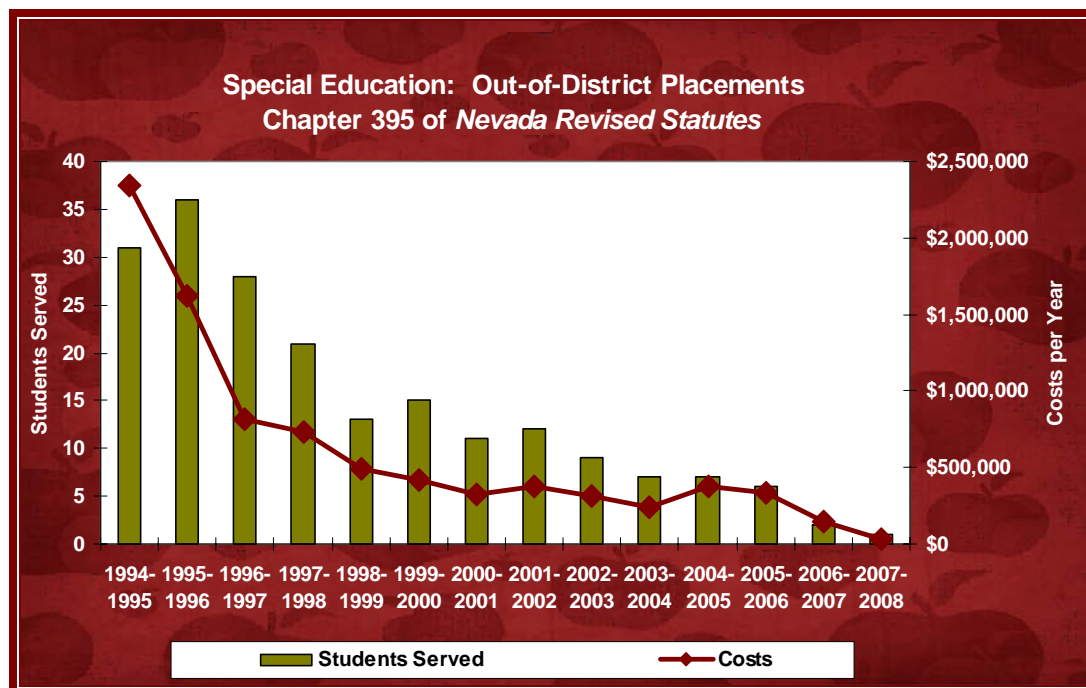
Source: Nevada's Department of Education, *Research Bulletins*, 2007 and 2008.



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

Nevada Eighth Grade Student

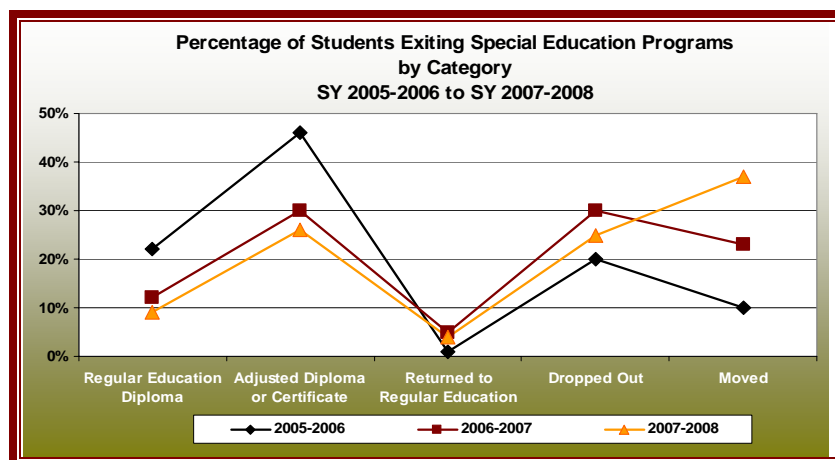
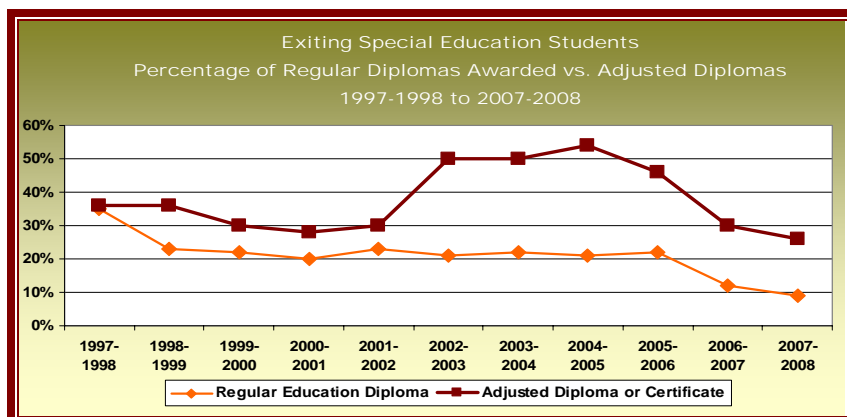
Special Education—Out-of-District Placements



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

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

Special Education—Students Exiting the Program

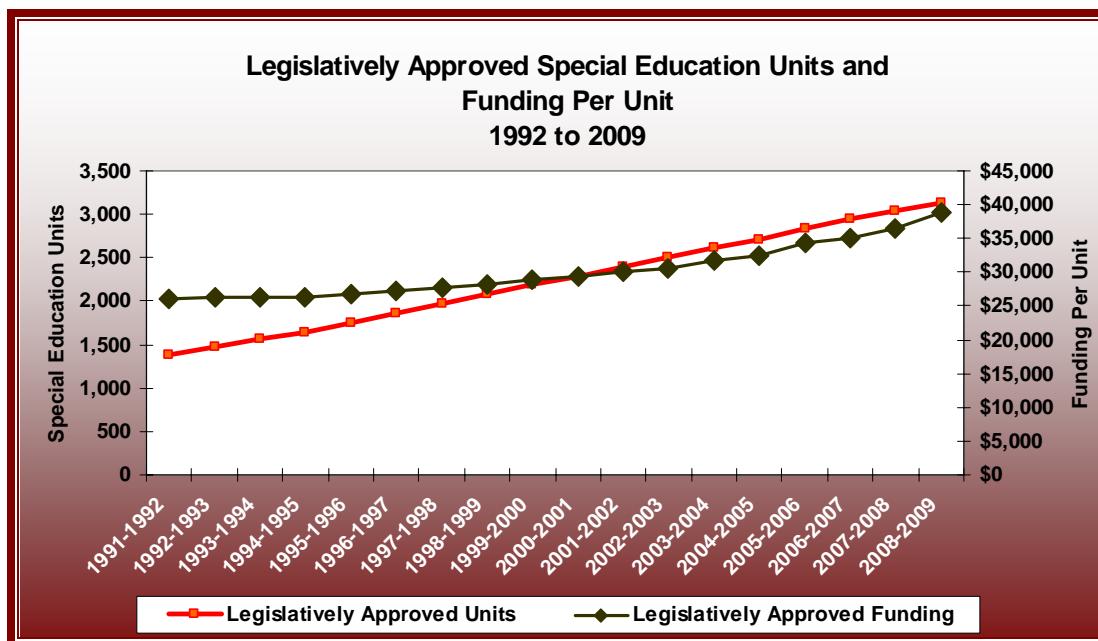


Source: Nevada's Department of Education, Office of Special Education, January 2009.

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

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

Special Education—State Unit Funding

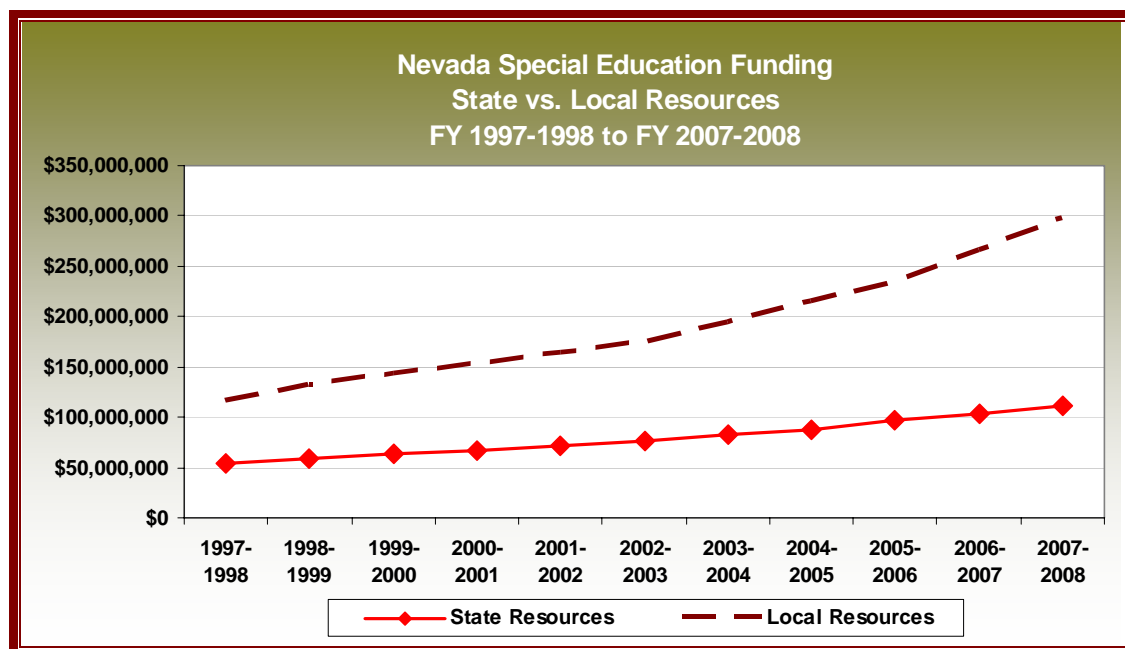


FY	Legislatively Approved Units	Legislatively Approved Funding
1991-1992	1,389	\$25,956
1992-1993	1,475	\$26,200
1993-1994	1,560	\$26,208
1994-1995	1,645	\$26,208
1995-1996	1,746	\$26,740
1996-1997	1,857	\$27,151
1997-1998	1,976	\$27,694
1998-1999	2,088	\$28,248
1999-2000	2,186	\$28,813
2000-2001	2,291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

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

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

Special Education—State vs. Local Resources



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

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

Career and Technical Education—Background and Enrollment

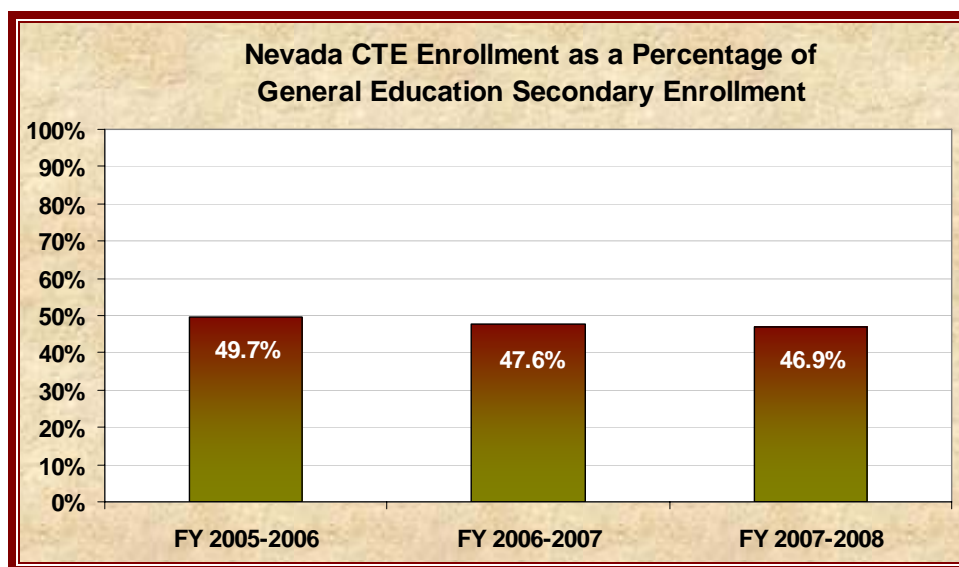
Nevada Career and Technical Education Programs—Background

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

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

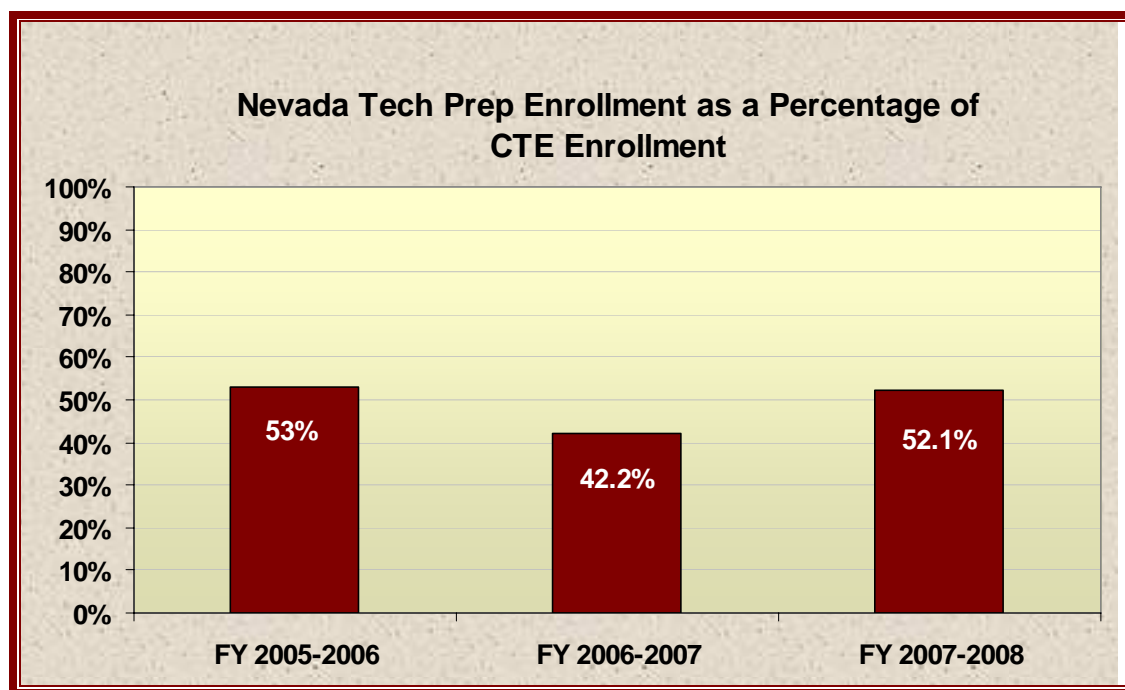
For additional information concerning CTE programs in Nevada, please see the Research Brief on Career and Technical Education, published by the Research Division of the Legislative Counsel Bureau; the document may be obtained online at: <http://www.leg.state.nv.us/lcb/research/researchbriefs/index.cfm>.

Career and Technical Education—Enrollment



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

Career and Technical Education—Enrollment (*continued*)

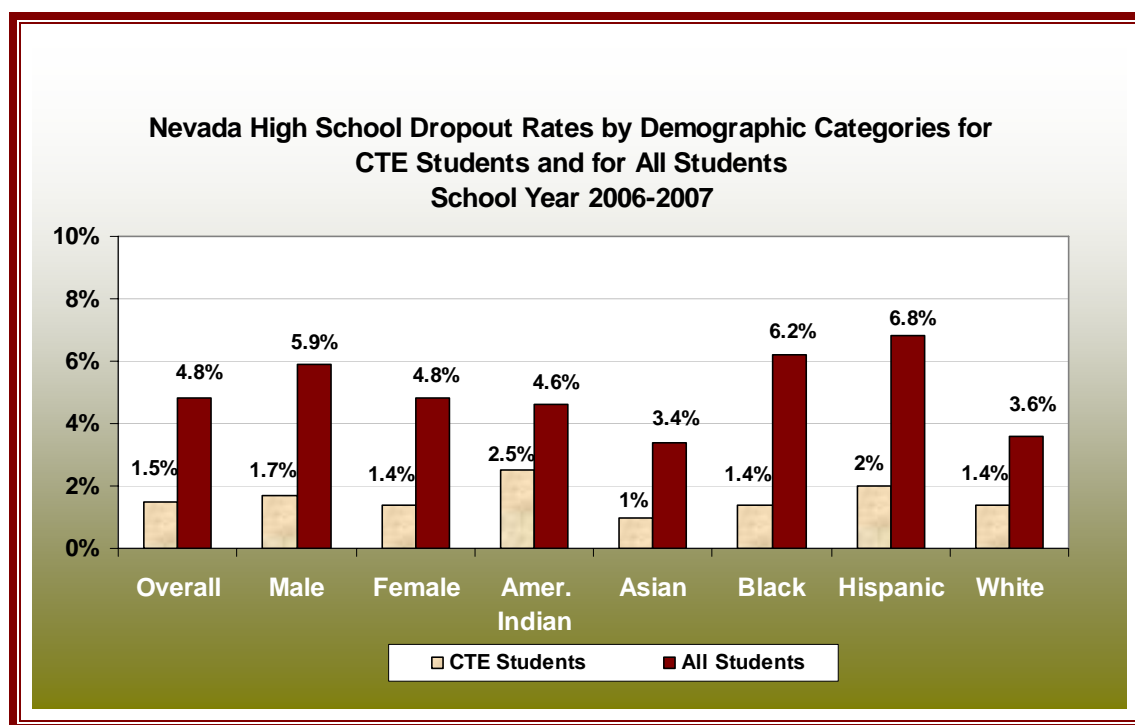
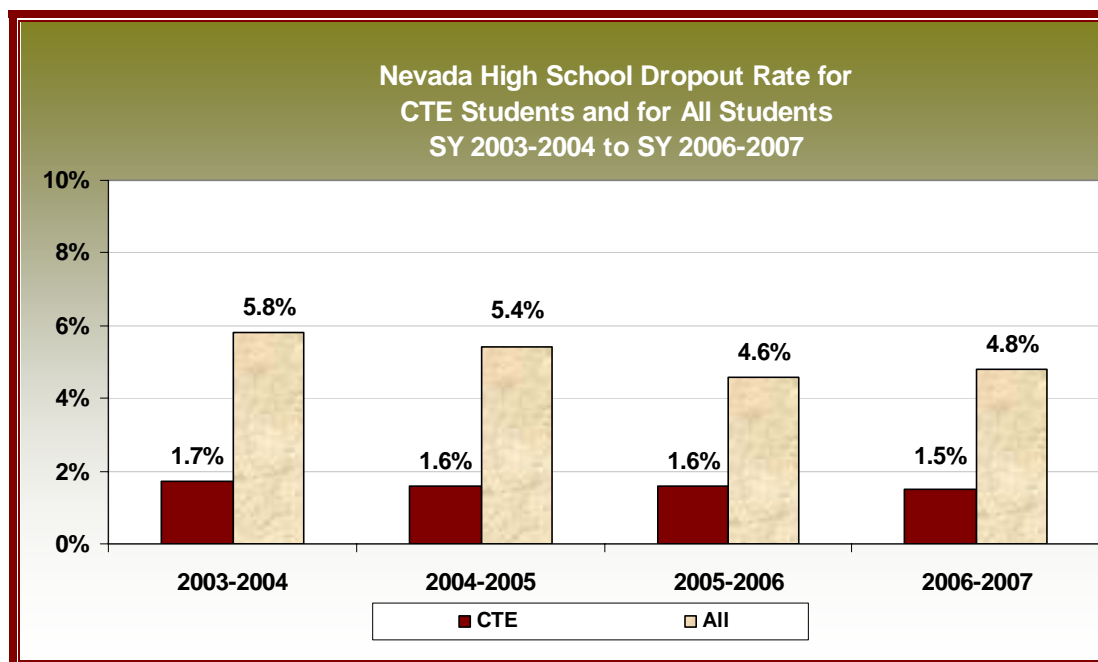


FY	Tech Prep	CTE	Percentage
2005-2006	30,754	58,002	53%
2006-2007	24,430	57,918	42.2%
2007-2008	30,497	58,536	52.1%

Source: Nevada's Department of Education, 2009.

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

Career and Technical Education—Dropout Rates



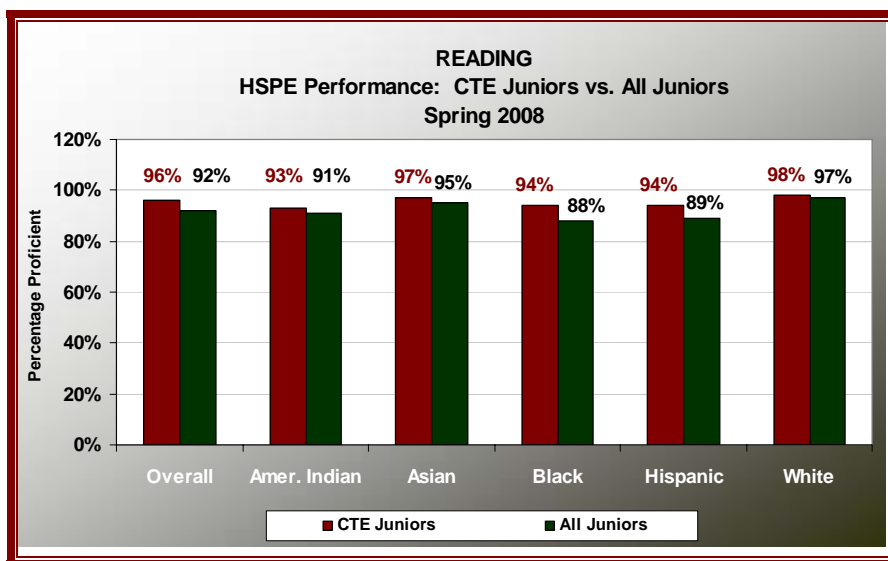
Source: Nevada's Department of Education, 2009.

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

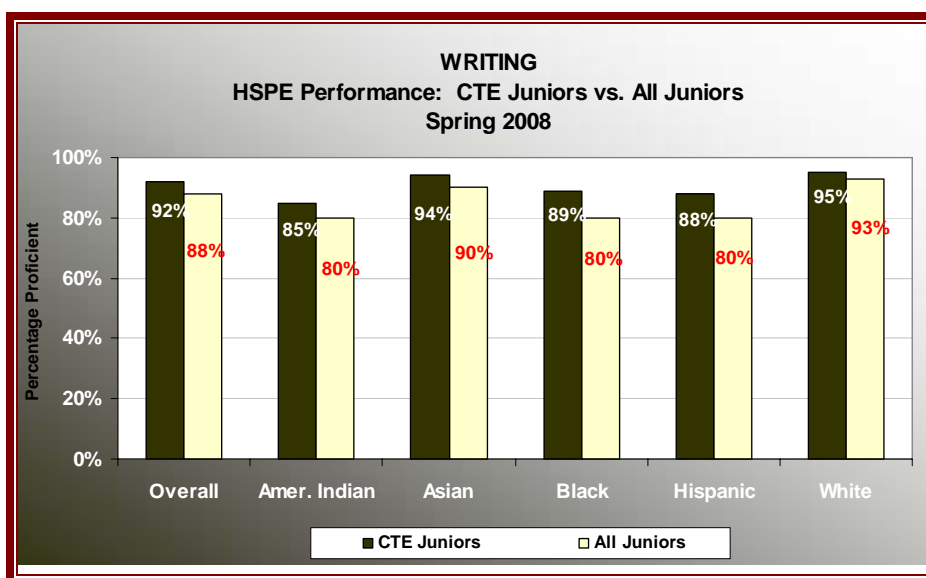
Career and Technical Education—Performance on the High School Proficiency Examination

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

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



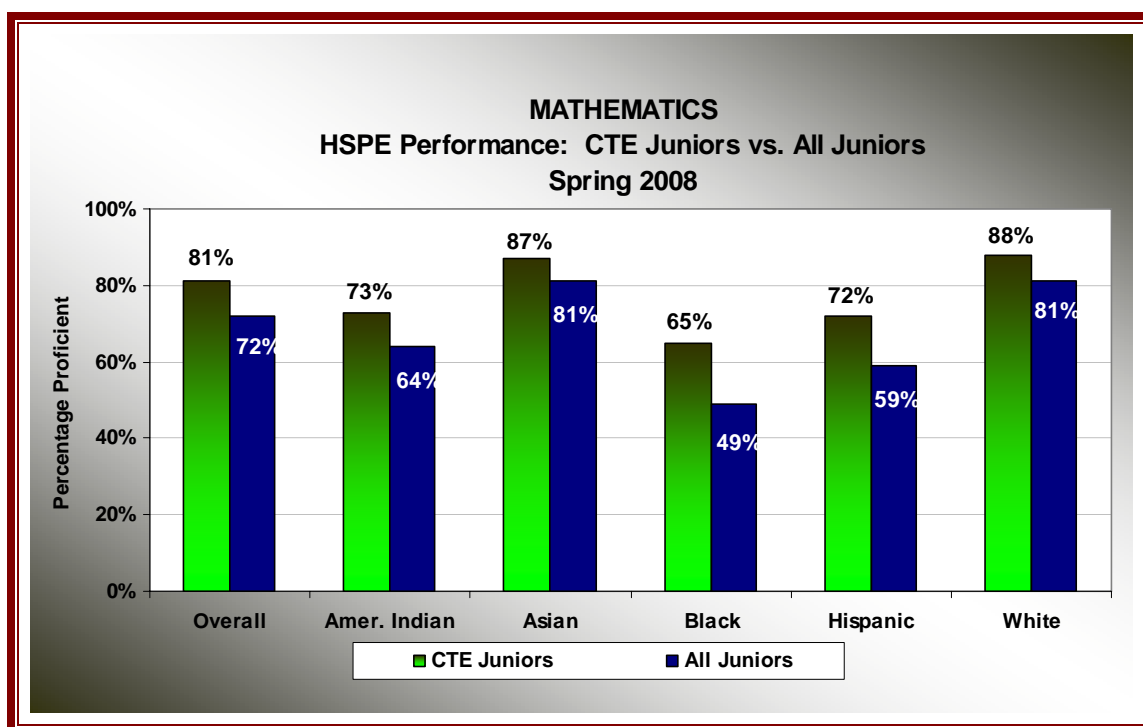
HSPE Writing: For writing, 92 percent of Nevada CTE juniors were proficient compared to 88 percent of all juniors.



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

HSPE Mathematics

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



Source: Nevada's Department of Education, 2009.



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

Nevada Third Grade Student

Early Childhood Education (ECE) Program—Background

Early Childhood Education Programs

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

Nevada Early Childhood Education Projects

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

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

Early Childhood Education (ECE) Program

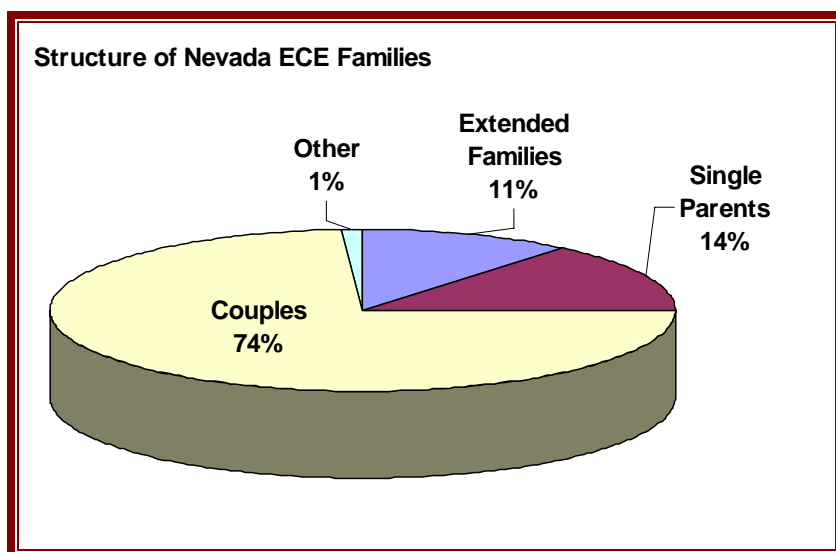
Participation—FY 2006-2007

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

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

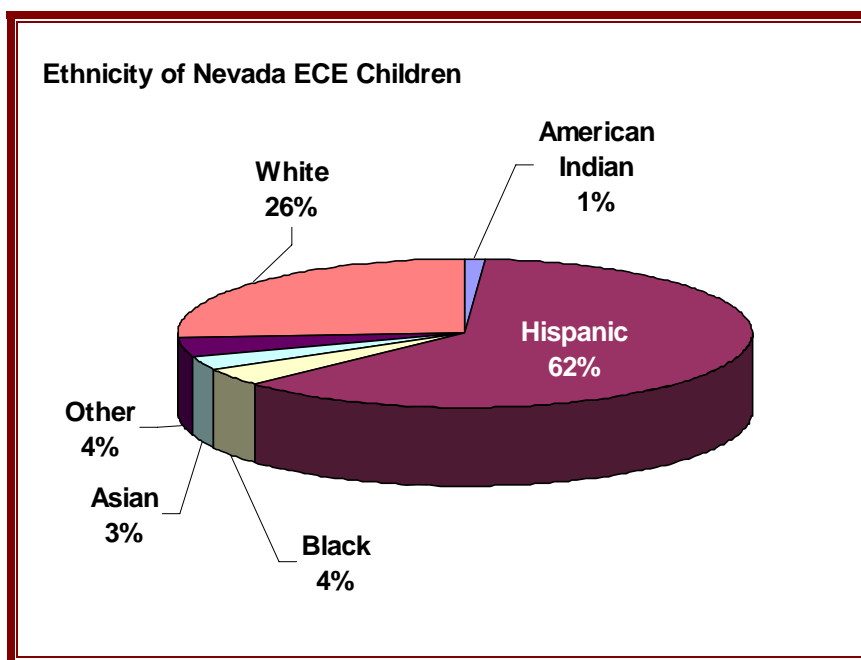
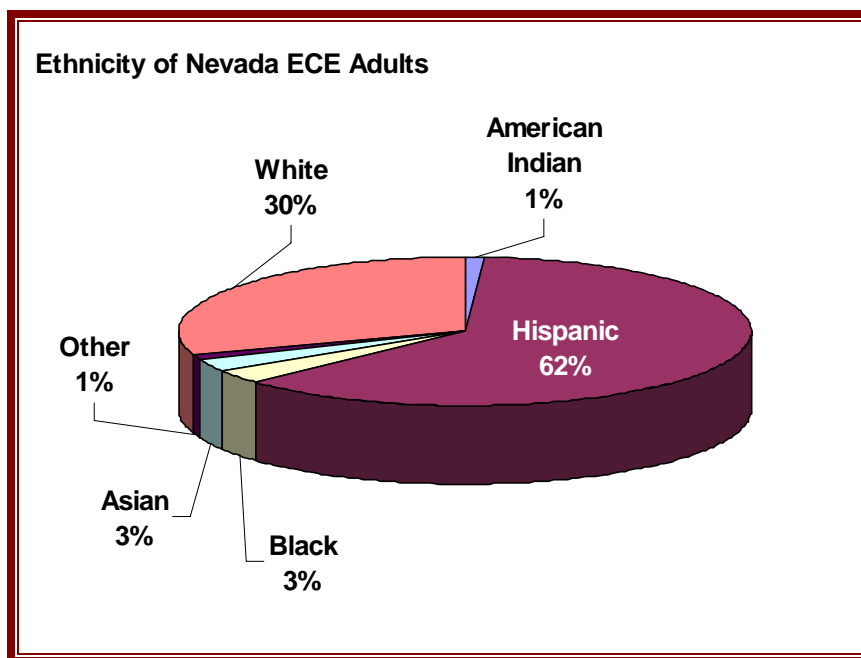
Characteristics of Families—FY 2006-2007

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



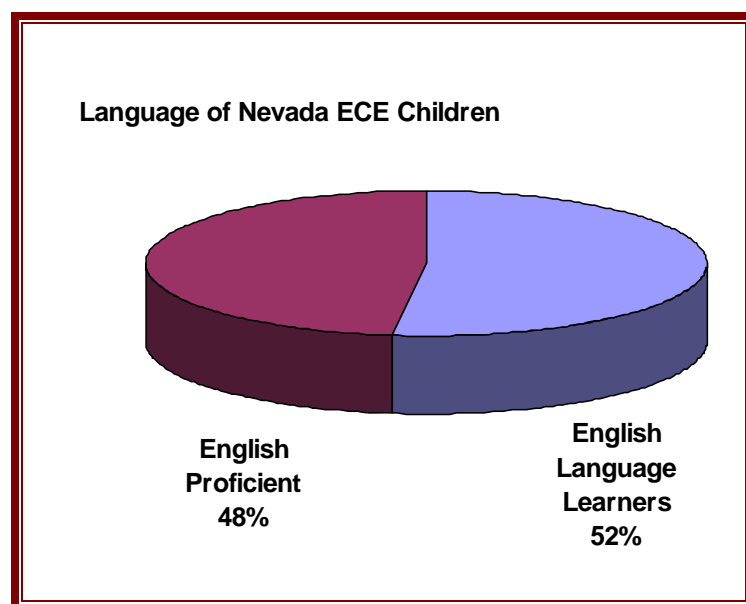
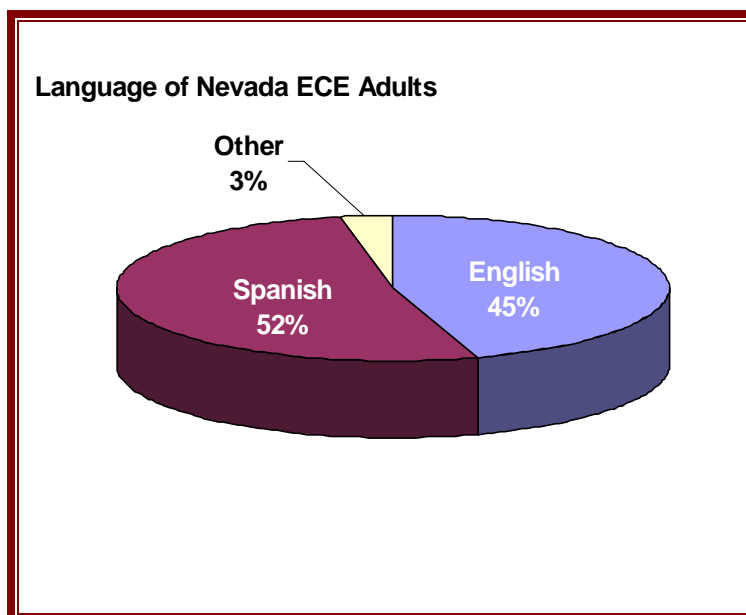
Source: Nevada Early Childhood Education Program, 2006-2007, Evaluation Report, Pacific Research Associates, October 2007.

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



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

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



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



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

Nevada Second Grade Student

Early Childhood Education Program—Longitudinal Evaluation

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

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

The following table presents the results of the study:

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

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

Charter Schools—Background

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

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

Sponsors

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

Governance

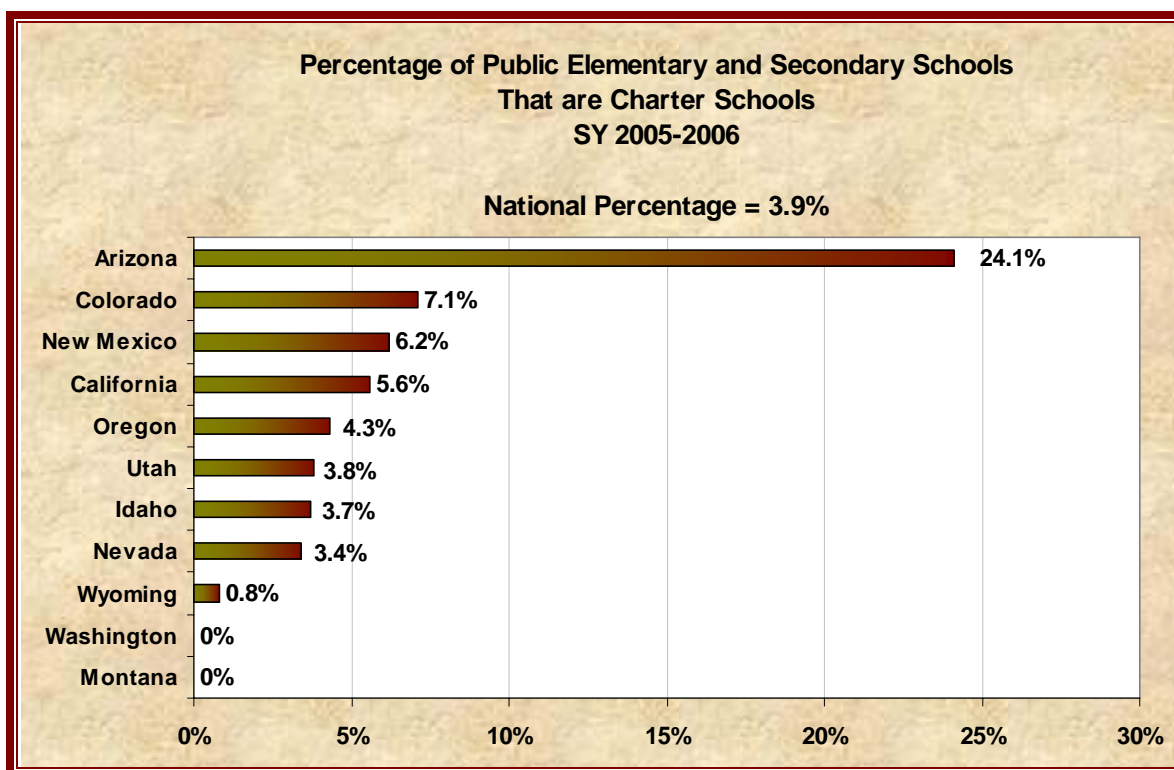
Each charter school is overseen by a governing body. Changes made by the 2007 Legislature through the passage of A.B. 591 (Chapter 477, *Statutes of Nevada*) provide that a charter school's governing body may consist of either three licensed teachers or two licensed teachers and one person who previously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

Revenue and Expenditures

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

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

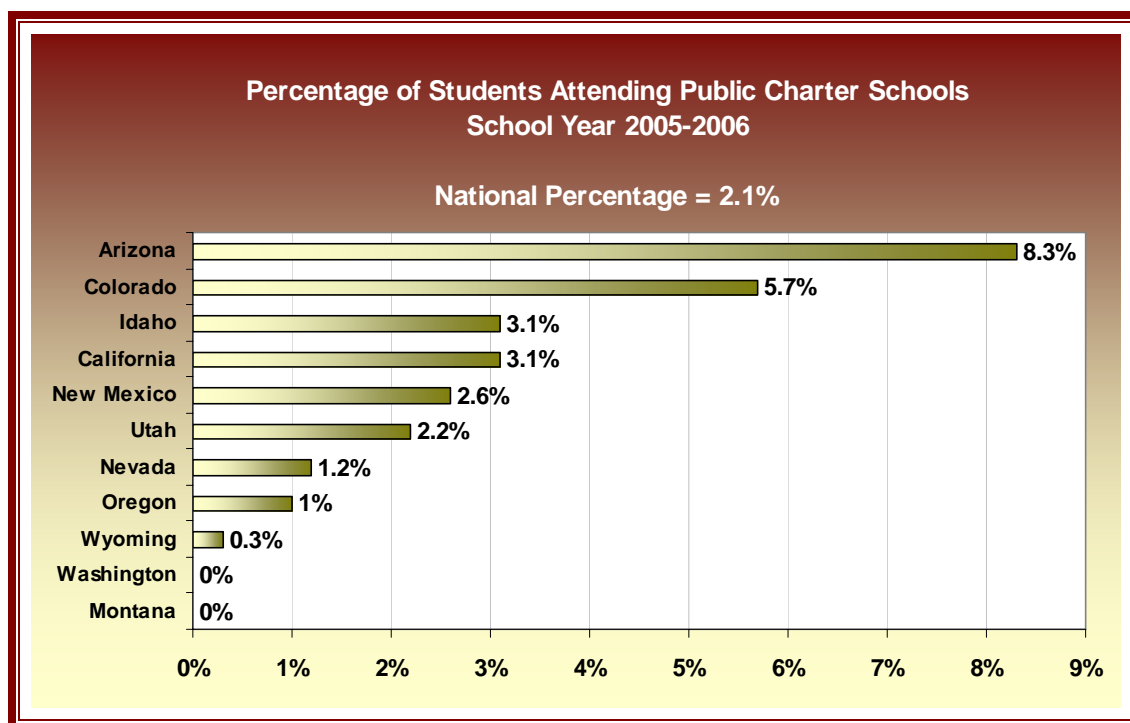
Charter Schools—Western States



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

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

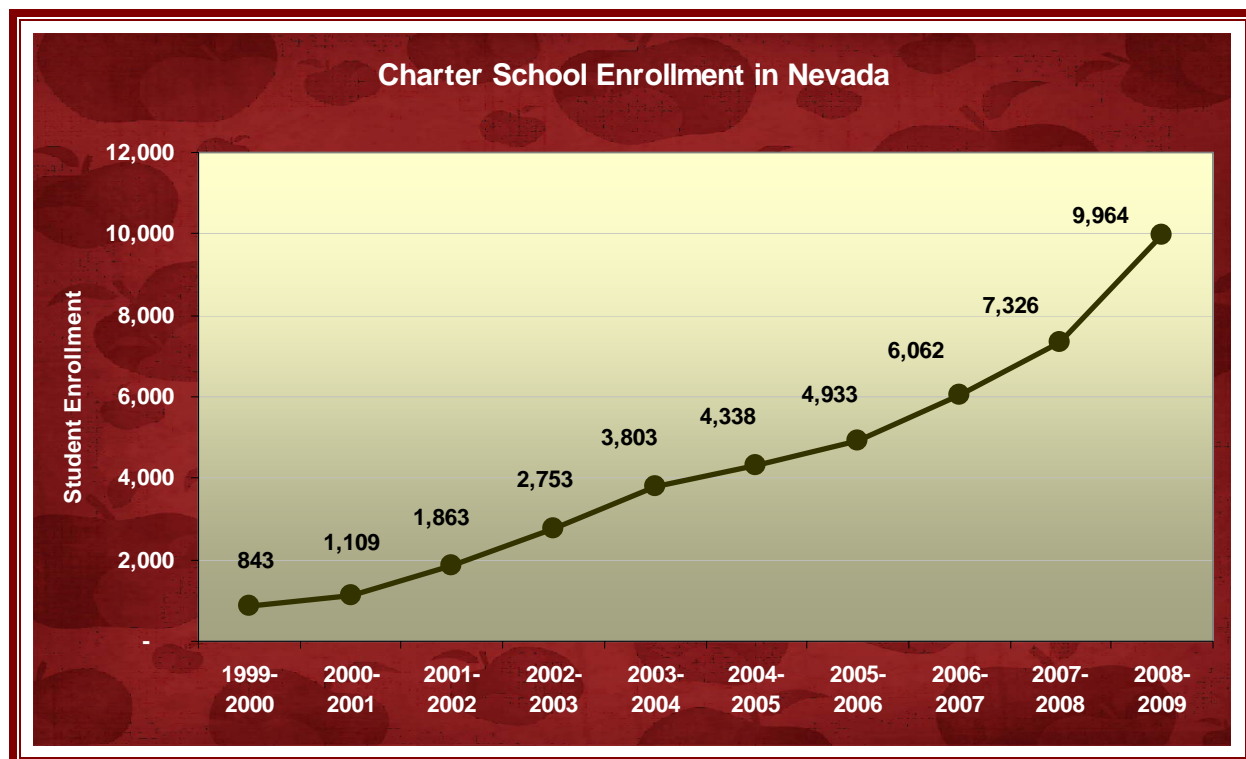
Charter Schools—Western States Enrollment



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

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

Charter Schools—Nevada Enrollment



Source: Nevada’s Department of Education, 2009.

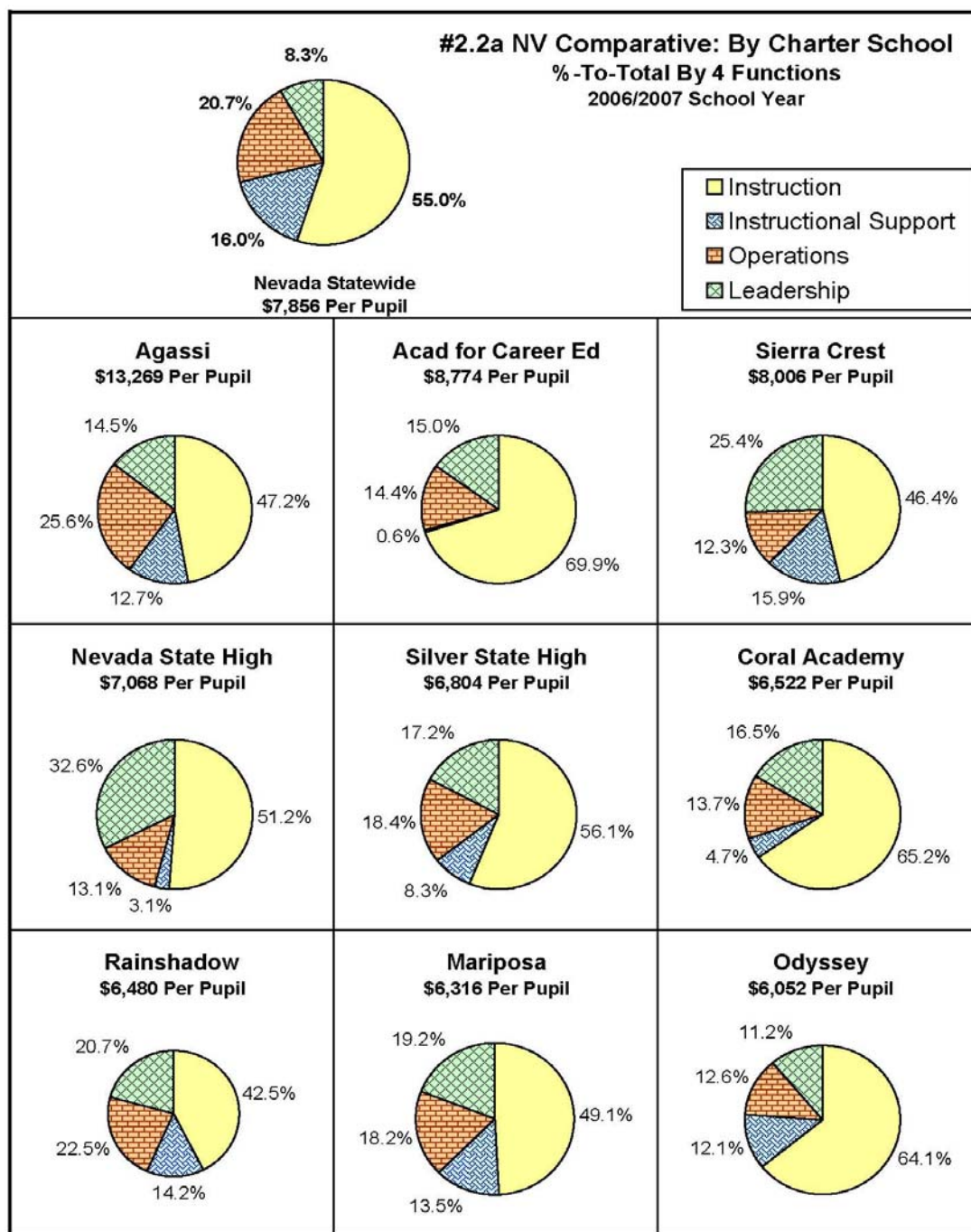
Note: The totals for FY 2007-2008 and FY 2008-2009 do not include enrollment for the University School for Profoundly Gifted Pupils.



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

Nevada Sixth Grade Student

Charter Schools—Expenditures Per Pupil

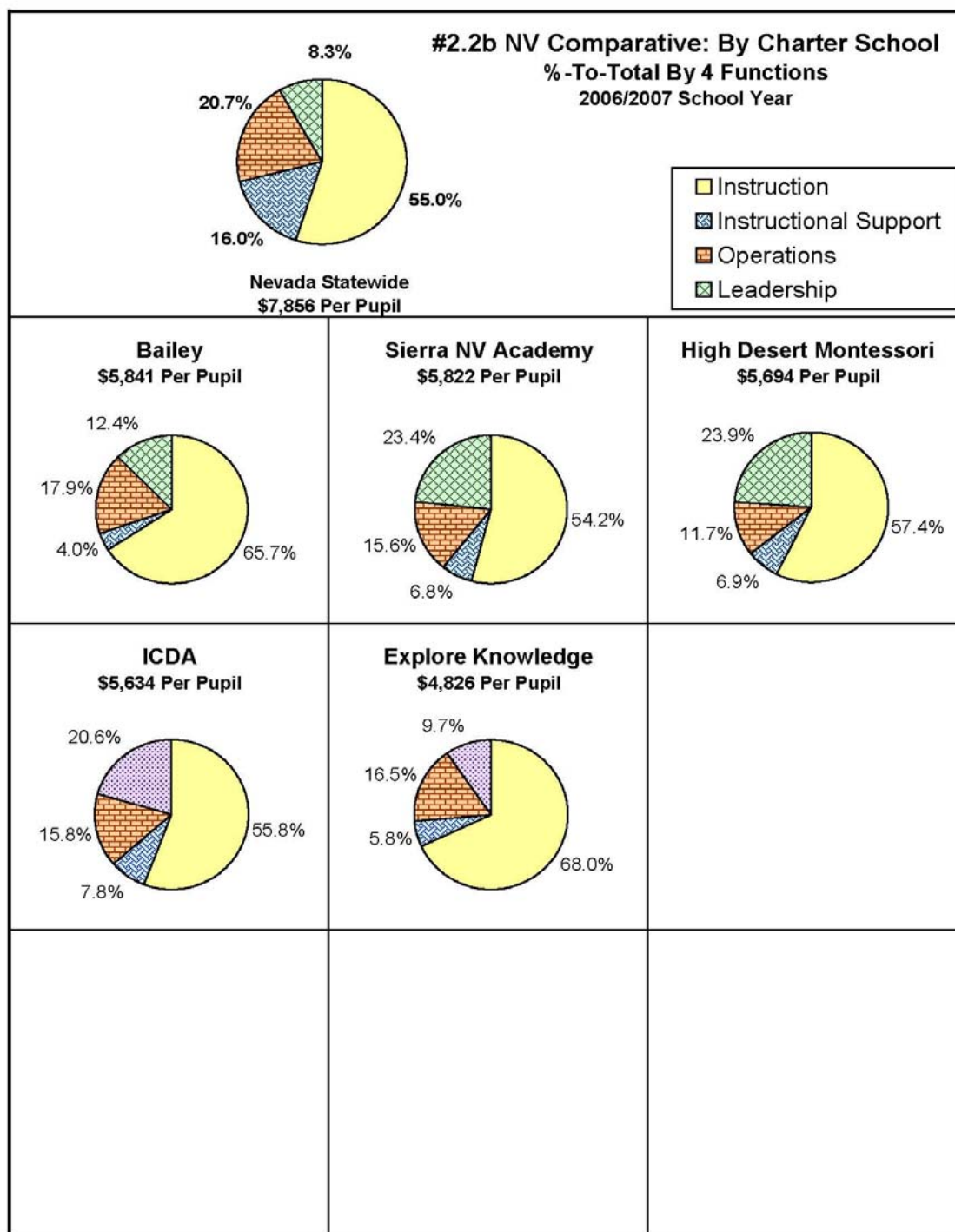


4-COMP-2.2a

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

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

Charter Schools—Expenditures Per Pupil (*continued*)



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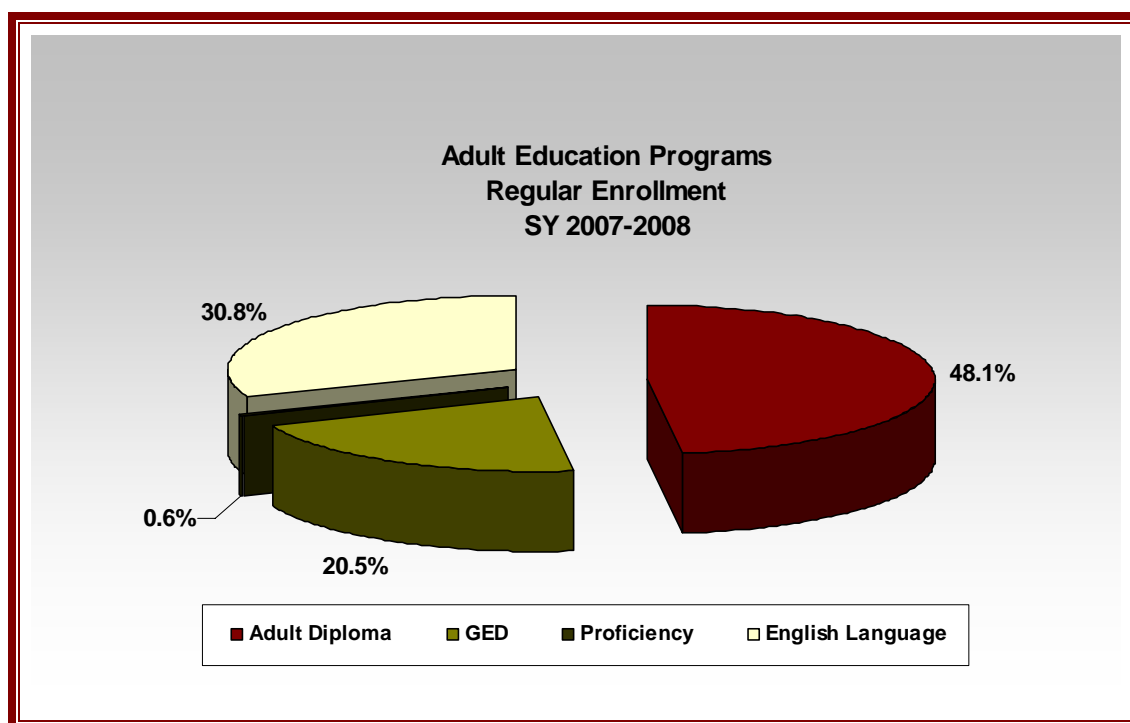
In\$ite, U. S. Patent No. 5,991,741

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

Adult Education Programs—Background and Enrollment

Adult Education Background

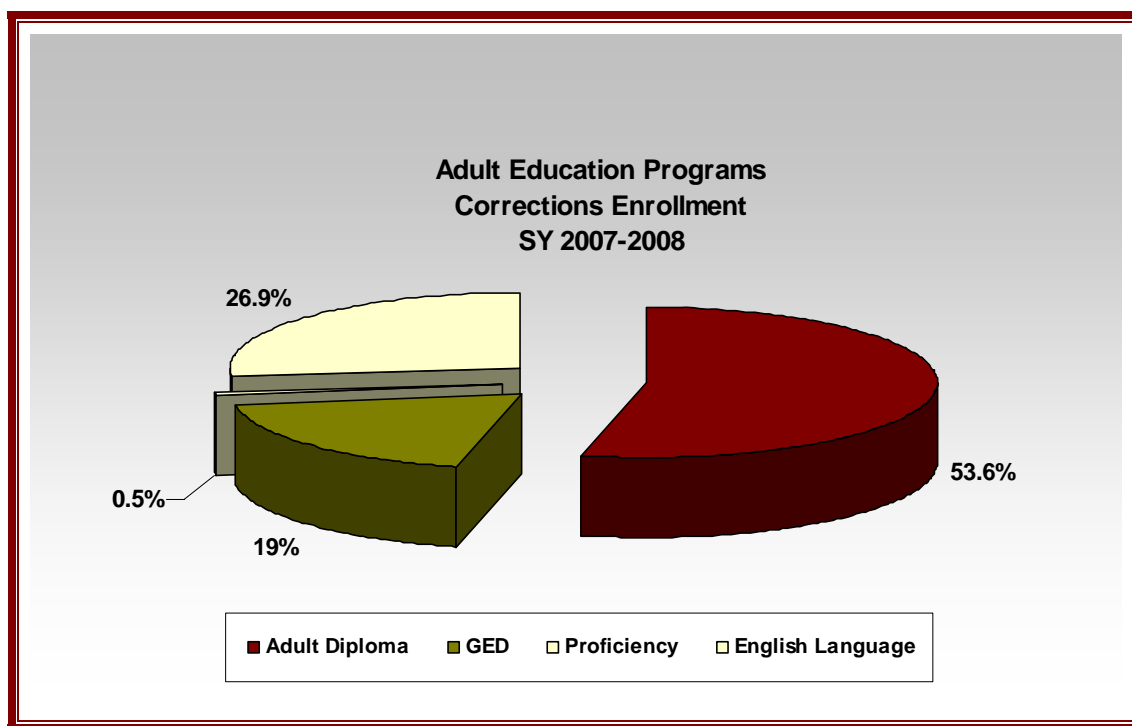
Adult Education Programs cover several distinct programs, including the Adult High School Diploma (AHSD) program for students over 17 years of age (includes prison education programs); Adult Basic Education (ABE) for literacy and English as a Second Language (ESL) classes; General Educational Development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



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

Source: Nevada's Department of Education, 2009.

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



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

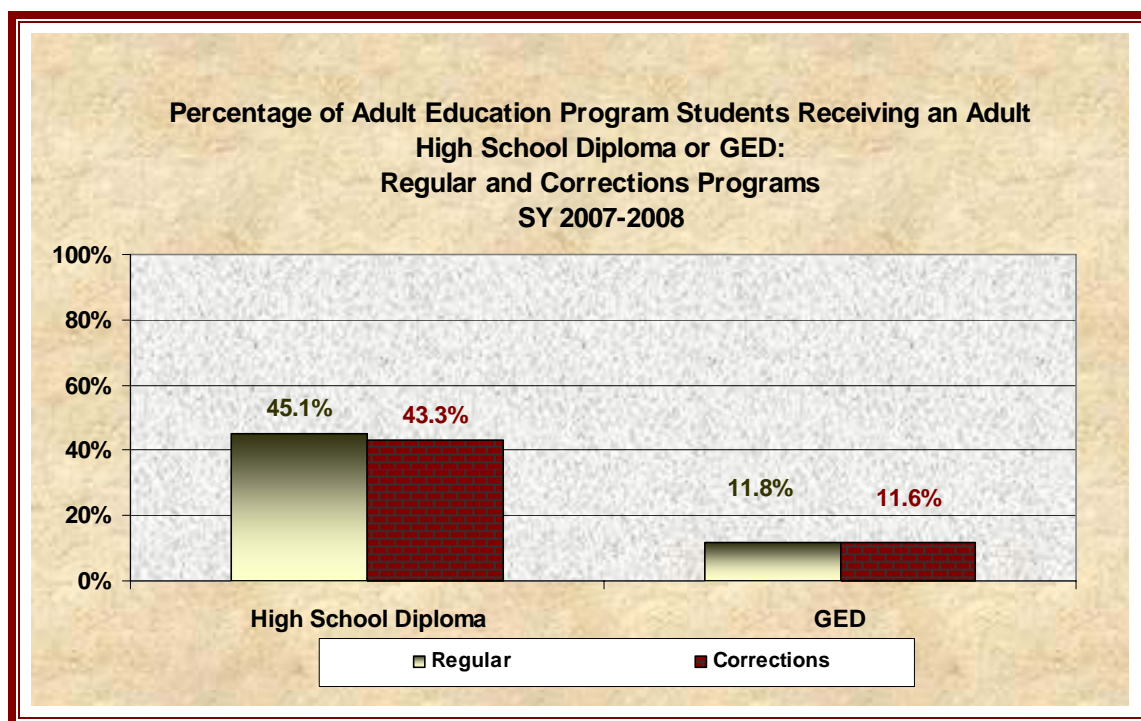
Source: Nevada's Department of Education, 2009.



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

Nevada Fifth Grade Student

Adult Education Programs—Completers



Source: Nevada's Department of Education, 2009.



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

Nevada Fifth Grade Student



2009 Nevada Education Data Book

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

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

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