2013 Nevada Education Data Book

2013 NEVADA EDUCATION DATA BOOK

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1 Introduction

The material contained within the *2013 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, teachers and leaders, 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 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 relating to 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 Division. 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 the Department of Education, Nevada school districts, the United States Department of Education—National Center for Education Statistics, the 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 2010–2011

STATES	NUMBER OF SCHOOLS					TOTAL STUDENTS	TOTAL TEACHERS	PUPIL-TEACHER RATIO
	Total Schools	School Type						
		Regular	Special Ed	Voc Ed	Alternative			
United States	**98,817**	**88,929**	**2,206**	**1,485**	**6,197**	**49,484,181**	**3,099,095**	**15.2**
Arizona	2,265	1,950	21	217	77	1,071,751	50,031	21.4
California	10,124	8,526	147	86	1,365	6,289,578	260,806	24.1
Colorado	1,796	1,694	8	6	88	843,316	48,543	17.4
Idaho	748	637	15	11	85	275,859	15,673	17.6
Montana	827	821	2	0	4	141,693	10,361	13.7
Nevada	**645**	**598**	**12**	**1**	**34**	**437,149**	**21,839**	**20.0**
New Mexico	862	815	7	1	39	338,122	22,437	15.1
Oregon	1,296	1,252	2	0	42	570,720	28,109	20.3
Utah	1,016	875	87	6	48	585,552	25,677	22.8
Washington	2,338	1,898	104	16	320	1,043,788	53,934	19.4
Wyoming	360	333	3	0	24	89,009	7,127	12.5

Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data, 2010–2011*.

Career Cluster: Agriculture, Food, and Natural Resources

Old Occupation Name: Boothman
Current Occupation Name: Corn Merchant

2 Nevada's Public Education System—General Information

Background

The State supervises and regulates public elementary and secondary education through the Department of Education (DOE), headed by the Superintendent of Public Instruction. The Department is responsible for regulating and supporting the State's 17 school districts and 626 public schools. In Nevada, the responsibility for the education of elementary and secondary students is divided or shared among the State, local school districts, and charter schools.

Constitutional Basis and History

The *Nevada Constitution*, Article 11, Section 2, makes the State responsible for the establishment of the public school system. Specifically, the *Nevada Constitution* states, "The legislature shall provide for a uniform system of common schools . . . ."

In general, the Nevada Legislature has four primary responsibilities for public education: (1) providing for a uniform system of common schools; (2) prescribing the manner of appointment and duties of the Superintendent of Public Instruction; (3) indicating specific programs and courses of study; and (4) maintaining overall budget authority and establishing guaranteed per pupil funding.

Over the years, the Nevada Legislature has adopted a body of law within the *Nevada Revised Statutes* (Title 34, "Education") regarding the system of public schools. Sections of Title 34 address the local administrative organization; financial support of the school system; the system of public instruction; courses of study; textbooks; personnel; pupils; school property; and the education of pupils with disabilities.

Governance and Oversight

State Board of Education and the State Superintendent

Assembly Concurrent Resolution No. 2 (File No. 89, *Statutes of Nevada*), as approved by the 2009 Legislature, directed the Legislative Commission to conduct an interim study concerning the governance and oversight of the system of K through 12 public education in Nevada. In response to this legislation, the Legislative Commission appointed three members of the Senate and three members of the Assembly to form a Committee and carry out the study. Based upon the findings of the interim study, the Committee recommended actions necessary for the efficient and effective operation of the statewide system to ensure the steady progression of Nevada's public schools and the achievement of Nevada's pupils. A report of the results of the study and recommendations for legislation was submitted to the 76th Session of the

Nevada Legislature (2011). The report may be accessed in the Research Library of the LCB or on the Research Division's website at: http://leg.state.nv.us/Division/Research/Publications/InterimReports/2011/Bulletin11-03.pdf. Recommendations of the Committee were subsequently incorporated into Senate Bill 197 (Chapter 380, *Statutes of Nevada*) for consideration by the 2011 Legislature.

Senate Bill 197, as approved by the 2011 Legislature, made numerous changes affecting the structure and governance of Nevada's system of public elementary and secondary education. These include revising the selection process for members of the State Board of Education to consist of voting members elected by the voters in each of the State's four congressional districts and three members appointed by the Governor. In addition to the voting members, the Board includes four nonvoting members appointed by the Governor after being nominated by various entities specified in the bill. Prior to the approval of S.B. 197, the State Board of Education consisted of ten members chosen statewide in nonpartisan elections.

The measure also changed the selection process of the Superintendent of Public Instruction to require the Governor to appoint the State Superintendent from a list submitted by the State Board of Education. Prior to the passage of S.B. 197, the State Superintendent was appointed by the State Board of Education. The measure further revised the current vision and mission statements of the Board, and it provided the Superintendent with the authority to enforce the K through 12 education laws in Nevada and for ensuring the duties and responsibilities of various councils and commissions are carried out.

School Districts

Under the authority granted to it by the *Nevada Constitution*, the Legislature established a system of school districts to provide for a mechanism of local control. The Nevada Legislature, in a Special Session held in 1956, made extensive changes to the structure of Nevada's public school system. Among other changes, the Legislature eliminated the 208 legally active local school districts that had existed in Nevada and replaced them with just 17 districts, each of which is coterminous with county boundaries.

Under current law, boards of trustees are composed of either five or seven members; districts with more than 1,000 pupils have seven-member boards. Nevada school district boards of trustees carry out a number of policy roles which include: approving curriculum; enforcing courses of study prescribed by statute; administering the State system of public instruction; establishing district policies and procedures; and providing oversight of the district's budget.

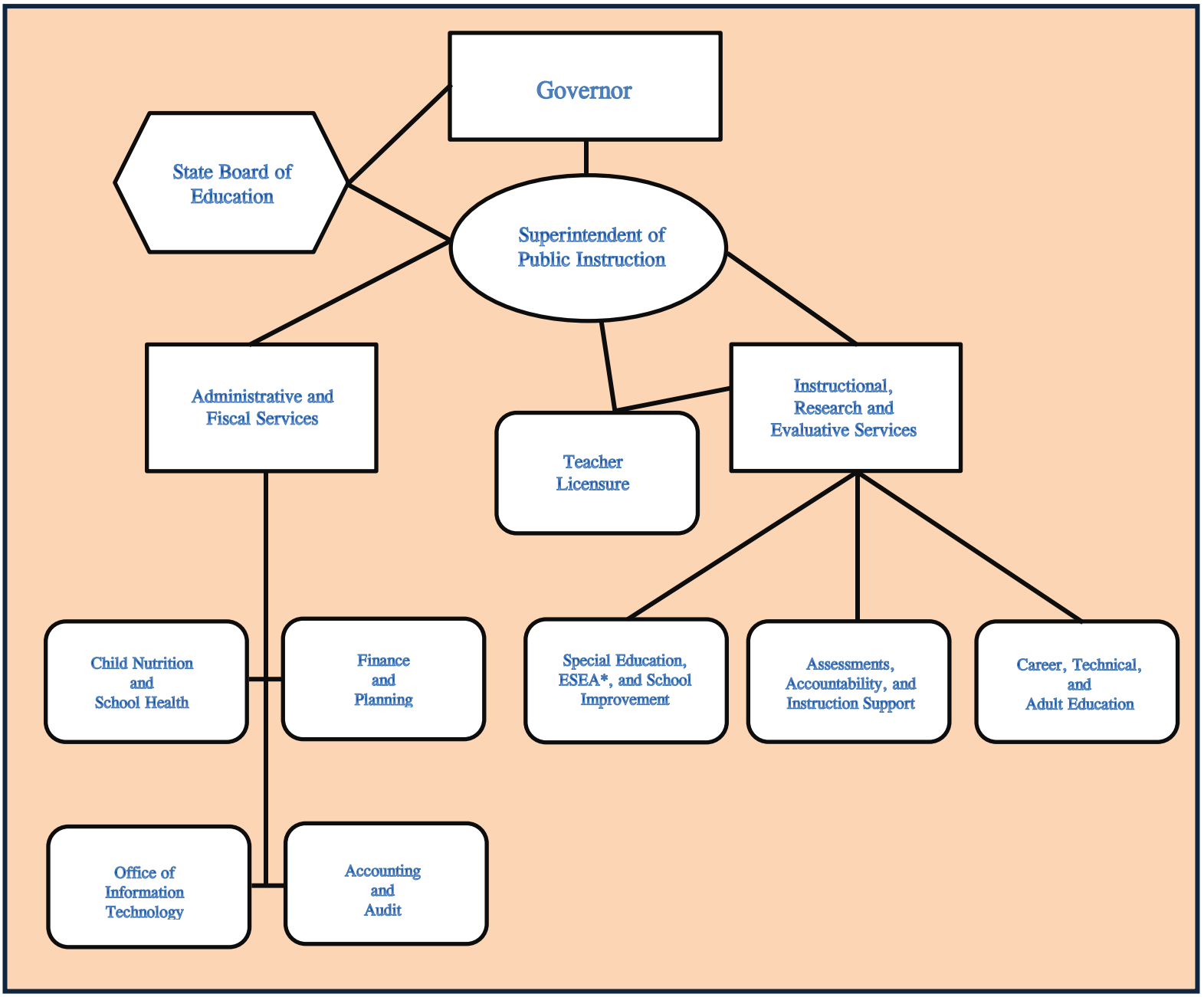
Legislature

During its biennial sessions, the Legislature acts upon numerous policy and fiscal measures dealing with public education. The two standing committees dealing with policy matters are the Senate Committee on Education and the Assembly Committee on Education. Bills requiring substantive funding are processed by the two appropriations committees—the Senate Committee on Finance and the Assembly Committee on Ways and Means. During the interim period between legislative sessions, fiscal matters related to education are

considered by the Interim Finance Committee; education policy issues are discussed by the Legislative Committee on Education.

Nevada's Public Education System—Department of Education

Department of Education—Organizational Structure



*Elementary and Secondary Education Act of 1965

Source: DOE.

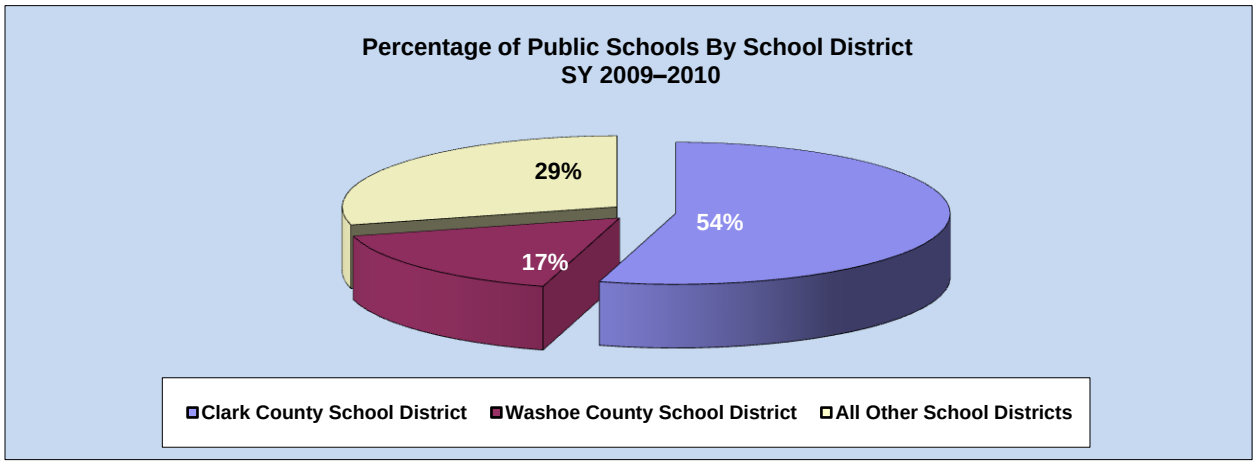
Nevada's Public Education System—Nevada School Districts

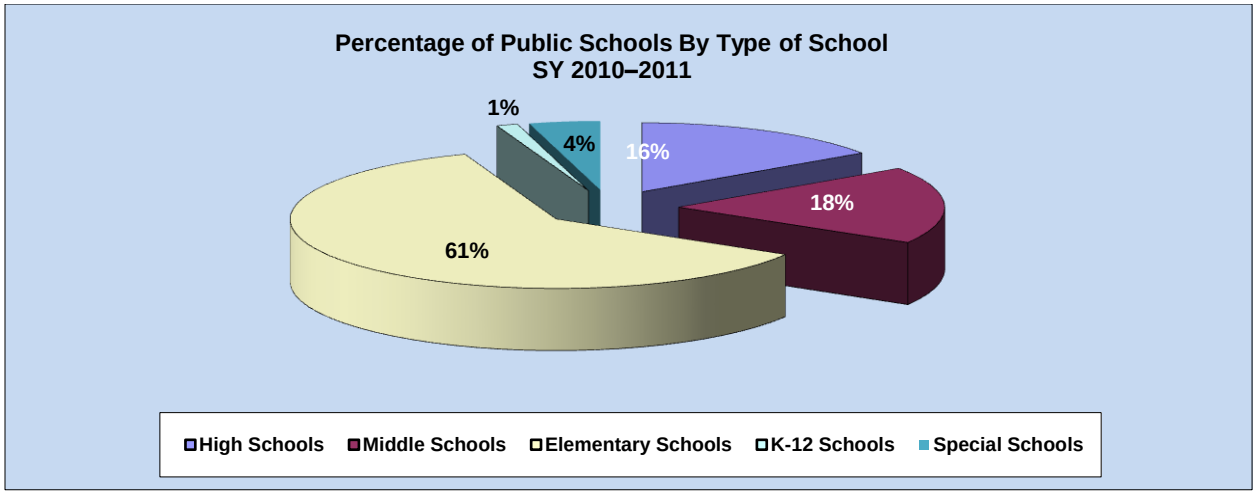
Nevada's School Districts and Superintendents
School Year (SY) 2012–2013

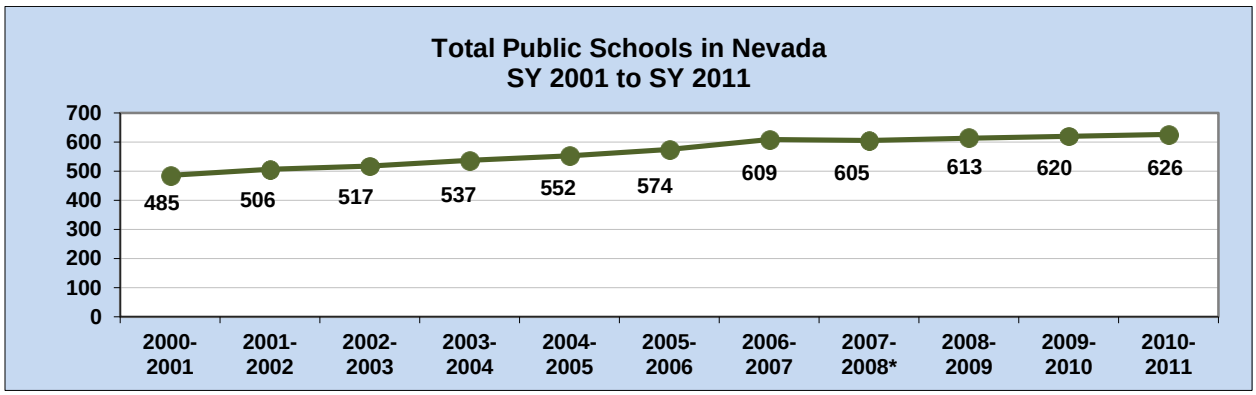
Carson City School District Richard Stokes, Superintendent Telephone: (775) 283-2100 E-mail: rstokes@carson.k12.nv.us	**Lincoln County School District** Nykki Holton, Superintendent Telephone: (775) 728-4471 E-mail: nholton@nsn.k12.nv.us
Churchill County School District Bus Scharmann, Interim Superintendent Telephone: (775) 423-5184 E-mail: scharmannb@churchill.k12.nv.us	**Lyon County School District** Keith Savage, Interim Superintendent Telephone: (775) 463-6800, Ext. 131 E-mail: ksavage@lyon.k12.nv.us
Clark County School District Dwight Jones, Superintendent Telephone: (702) 799-5310 E-mail: dwight.jones@ccsd.net	**Mineral County School District** Chris Schultz, Superintendent Telephone: (775) 945-2403, Ext. 10 E-mail: schultzc@mineral.k12.nv.us
Douglas County School District Dr. Lisa Noonan, Superintendent Telephone: (775) 782-5134 E-mail: enoonan@dcsd.k12.nv.us	**Nye County School District** Dale A. Norton, Superintendent Telephone: (775) 764-1388 E-mail: dnorton@nye.k12.nv.us
Elko County School District Jeff Zander, Superintendent Telephone: (775) 738-5196 E-mail: jzander@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 Gary Gazaway, Superintendent Telephone: (775) 485-6382 E-mail: ggazaway@esmeralda.k12.nv.us	**Storey County School District** Dr. Robert Slaby, Superintendent Telephone: (775) 847-0983 E-mail: rslaby@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** Pedro Martinez, Superintendent Telephone: (775) 348-0374 E-mail: pmartinez@washoe.k12.nv.us
Humboldt County School District Dave Jensen, Superintendent Telephone: (775) 623-8103 E-mail: djensen@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 Jim Squibb, Superintendent Telephone: (775) 635-2886 E-mail: jsquibb@lander.k12.nv.us	

Source: DOE.

Nevada's Public Education System—Nevada Schools







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

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

Source: DOE, Research Bulletin, Volume 51, February 2011.

Nevada's Public Education System—Common Acronyms and Selected Terms

Nevada's Public Education System Common Acronyms and Selected Terms

ACT	ACT® Exam (American College Test)
AFT	American Federation of Teachers
AP	Advanced Placement (Courses)
ARRA	American Recovery and Reinvestment Act of 2009 (Also see RTTT)
AYP	Adequate Yearly Progress
CBE	Council for Basic Education
CCSSO	Council of Chief State School Officers
CRT	Criterion-Referenced Test
CSN	College of Southern Nevada, Las Vegas
CSR	Class-Size Reduction
CTE	Career and Technical Education
DOE	Department of Education
DRI	Desert Research Institute
DSA	Distributive School Account
ECE	Early Childhood Education
ECS	Education Commission of the States
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 Education Rights and Privacy Act
FRL	Free and Reduced-Price Lunch
GATE	Gifted and Talented Education
GBC	Great Basin College, Elko
GED	General Education Diploma
GPA	Grade Point Average
HOUSSE	High Objective Uniform State Standard of Evaluation (applied to teachers)
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act (Federal Special Education Law)
IEP	Individualized Education Program
iNVest	Investing in Nevada's Education, Students, and Teachers
IPEDS	Integrated Postsecondary Education Data Systems
ITBS	Iowa Test of Basic Skills
LAS	Language Assessment Scales
LBEAPE	Legislative Bureau of Educational Accountability and Program Evaluation
LCE	Legislative Committee on Education
LEA	Local Education Agency (i.e., School District)
LEP	Limited English Proficient (used interchangeably with ELL and ESL)
LSST	Local School Support Tax
NAC	*Nevada Administrative Code*

Nevada's Public Education System—Common Acronyms and Selected Terms *(continued)*

NAEP	National Assessment of Educational Progress
NASA	Nevada Association of School Administrators
NASB	Nevada Association of School Boards
NASS	Nevada Association of School Superintendents
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NCHEMS	National Center for Higher Education Management Systems
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association
NELIP	Nevada Early Literacy Intervention Program
NERA	Nevada Education Reform Act of 1997
NIAA	Nevada Interscholastic Activities Association
NRS	*Nevada Revised Statutes*
NRT	Norm Referenced Test
NSC	Nevada State College
NSEA	Nevada State Education Association
NSHE	Nevada System of Higher Education
NWEA	Northwest Evaluation Association
PSAT/NMSQT	PSAT® Exam (Preliminary SAT®/National Merit Scholarship Quality Test)
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
RPDP	Regional Professional Development Program
RTTT	Race to the Top federal grant program (part of the ARRA)
SAGE	Student Achievement Gap Elimination
SAIN	System of Accountability Information for Nevada
SAT	SAT® Exam (SAT® Reasoning Test)
SBE	State Board of Education
SEA	State Education Agency (i.e., State Department of Education)
SHEEO	State Higher Education Executive Officers
SIOP	Sheltered Instruction Observation Protocol
SIP	School or State Improvement Plan
SLDS	Statewide Longitudinal Data System
STEM	Science, Technology, Engineering, and Mathematics
TESL	Teaching English as a Second Language
TMCC	Truckee Meadows Community College, Reno
UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno
USDE	United States Department of Education
WICHE	Western Interstate Commission for Higher Education
WNC	Western Nevada College, Carson City

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) demonstrate 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 the Nevada Proficiency Examination. 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.

The *Nevada Plan*
The *Nevada Plan* is the system used to finance elementary and secondary education in the State's public schools.

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: DOE.

Career Cluster: Health Science

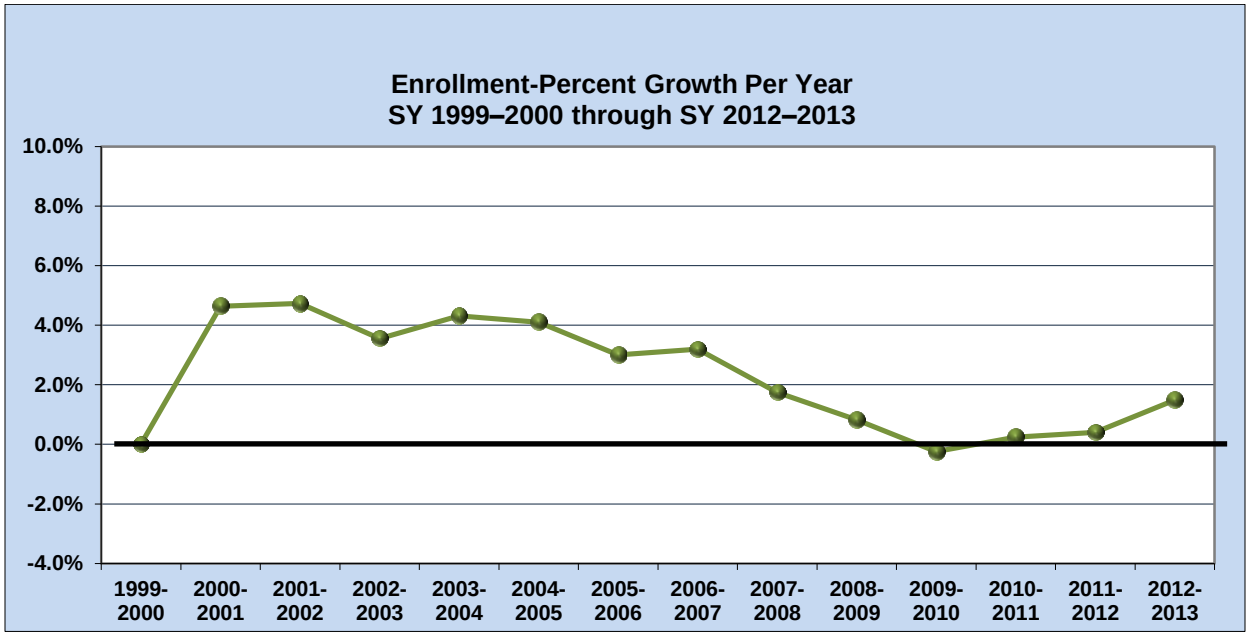
Old Occupation Name: Dresser
Current Occupation Name: A Surgeon's Assistant

3 Enrollment

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 United States Department of Education, National Center for Education Statistics (NCES), from 2002 to 2008, Nevada's PK–12 enrollment in public schools grew by 17.3 percent, leading the nation. The NCES has issued projections that show Nevada continuing to lead the nation in enrollment growth, with a projected percent increase of approximately 28 percent from 2008 through 2020. Following Nevada's lead is Arizona at 26.2 percent, Alaska at 24.8 percent, and Texas at 22.7 percent projected growth from 2008 through 2020.

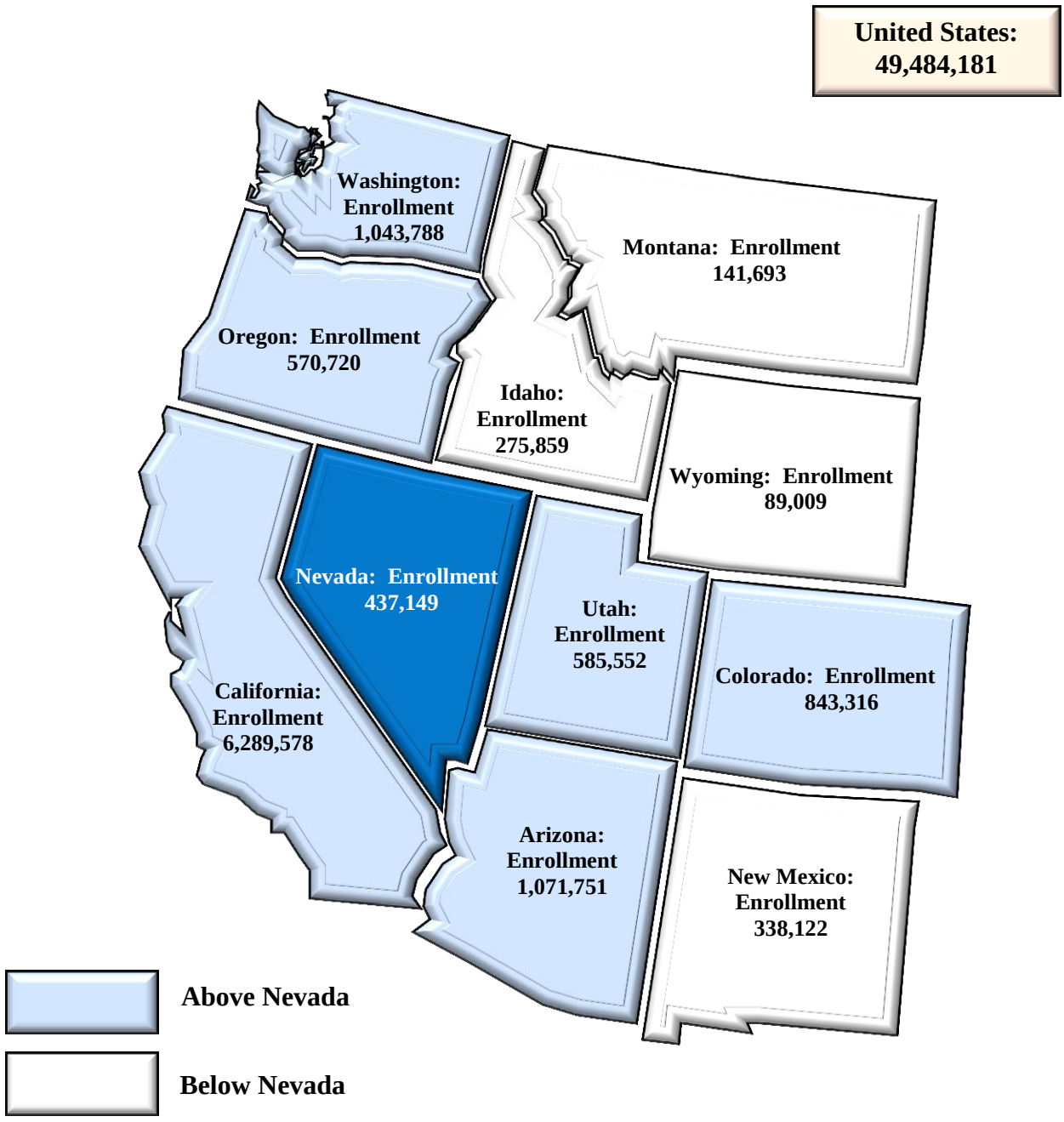
Enrollment growth has had a profound impact upon both district staffing and infrastructure in Nevada, especially in Clark County. Throughout the 1990s until School Year (SY) 2001–2002, enrollment growth in Nevada averaged 5 percent per year. Beginning with SY 2002–2003, enrollment growth began to level off, with 4 percent growth in SY 2002–2003 and declining to virtually 0 percent growth for SY 2009–2010 and SY 2010–2011. Recent trends in enrollment growth show a slow increase, with an approximate 1 percent growth for SY 2011–2012 and SY 2012–2013.



Source: Department of Education (DOE).

Students—Enrollment

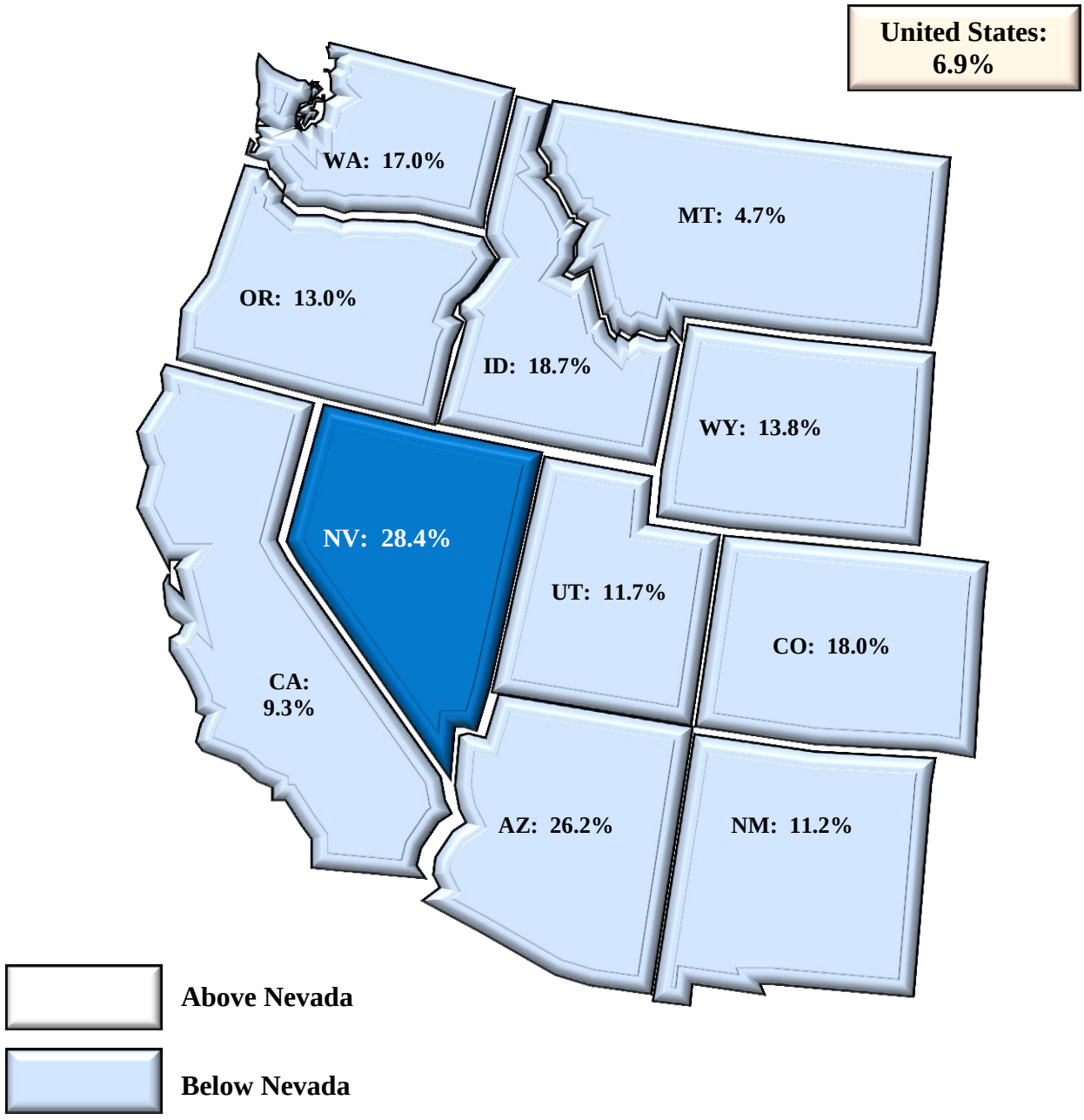
Enrollment in Public Schools
Western States Comparison
SY 2010–2011



Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data Database,* October 2012.

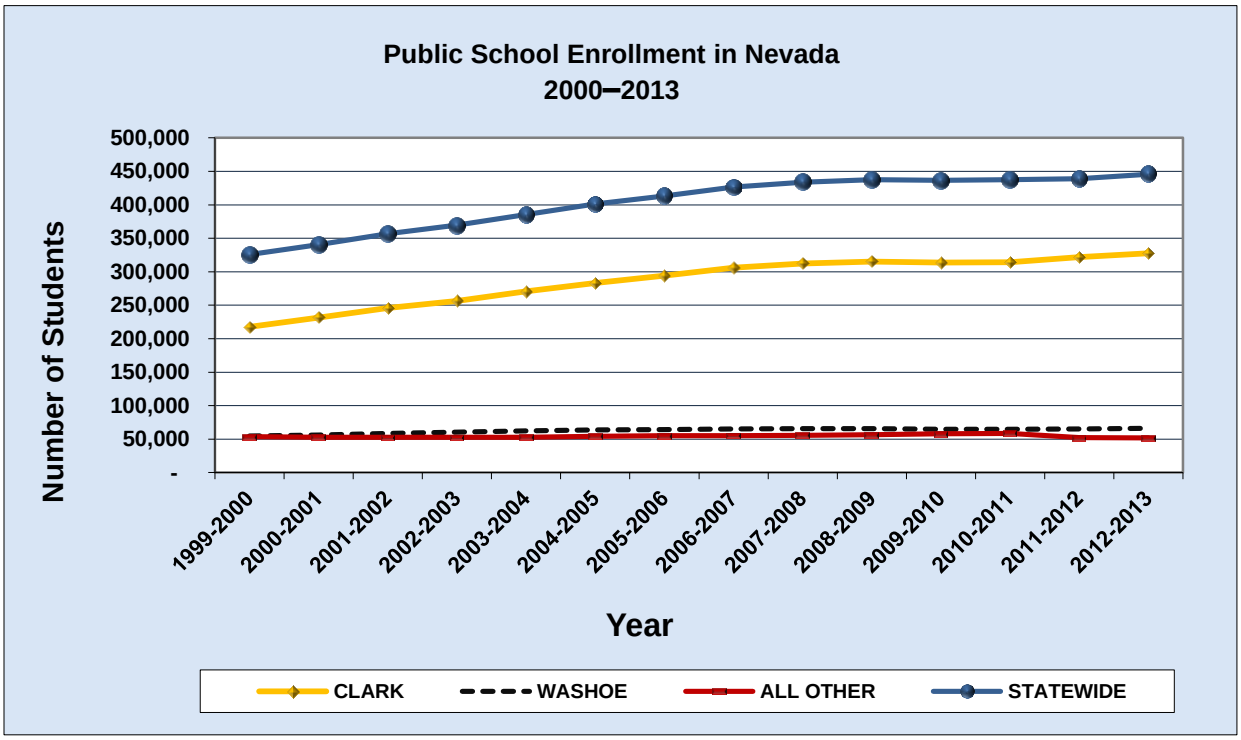
Students—Enrollment Projections

Projected Percentage Change in PK–12 in Public School Enrollment
Western States Comparison
2008–2020



Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2020*, September 2011.

Students—Nevada Public School Enrollment

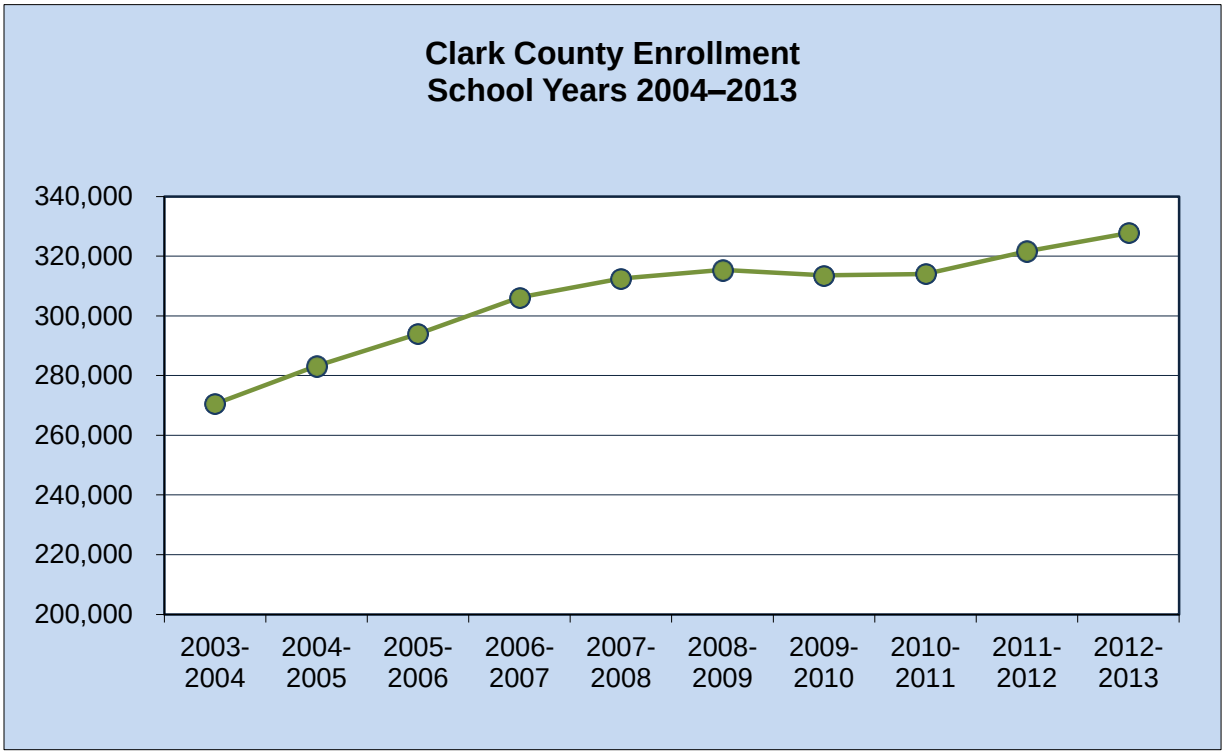


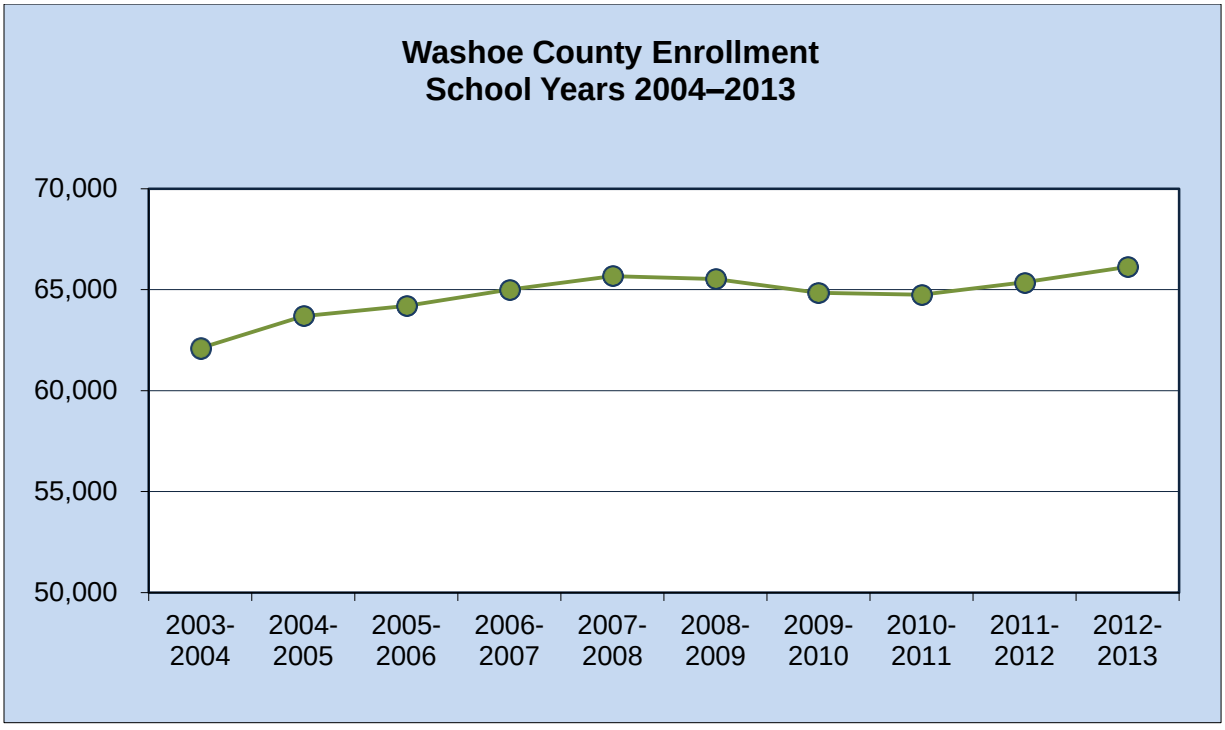
	CLARK	WASHOE	ALL OTHER	TOTAL
1999–2000	217,526	54,508	53,576	**325,610**
2000–2001	231,655	56,268	52,783	**340,706**
2001–2002	245,659	58,532	52,623	**356,814**
2002–2003	256,574	60,384	52,540	**369,498**
2003–2004	270,529	62,103	52,782	**385,414**
2004–2005	283,233	63,698	54,280	**401,211**
2005–2006	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**
2008–2009	315,350	65,522	56,561	**437,433**
2009–2010	313,558	64,844	57,966	**436,368**
2010–2011	314,023	64,755	58,666	**437,444**
2011–2012	321,655	65,368	52,160	**439,183**
2012–2013	327,770	66,137	51,830	**445,737**

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.

Source: DOE.

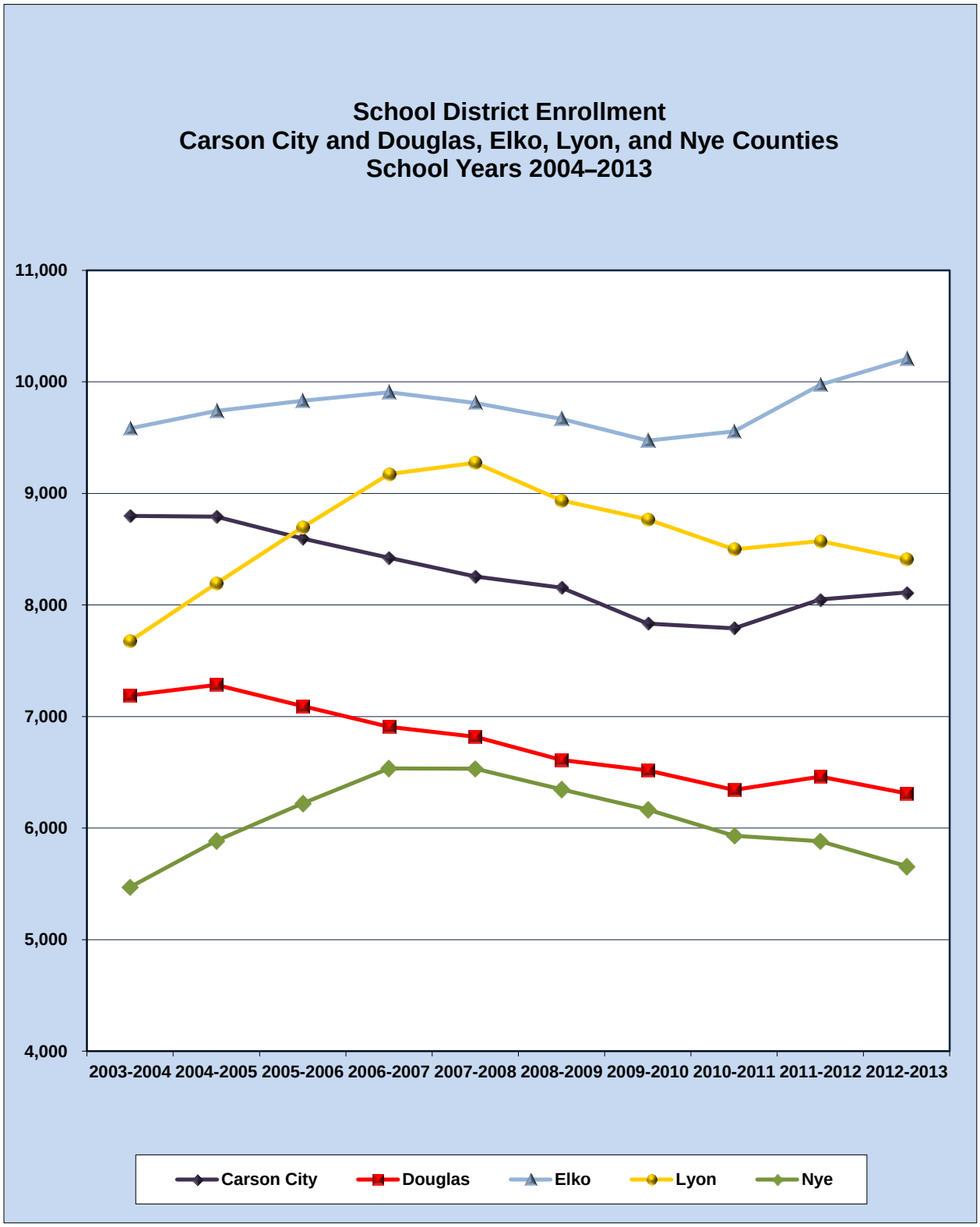
Students—Nevada School District Enrollment





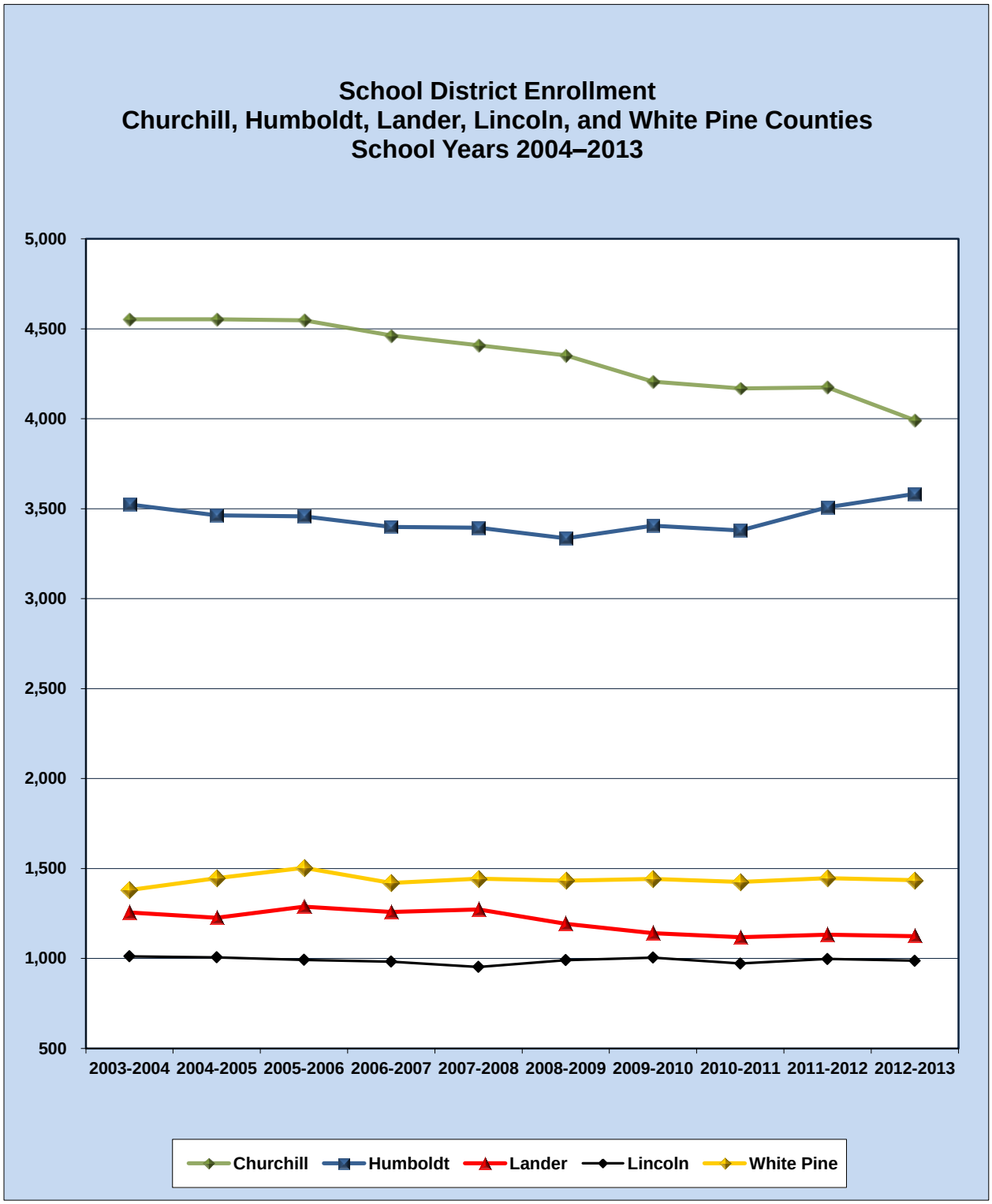
Source: DOE.

Students—Nevada School District Enrollment *(continued)*



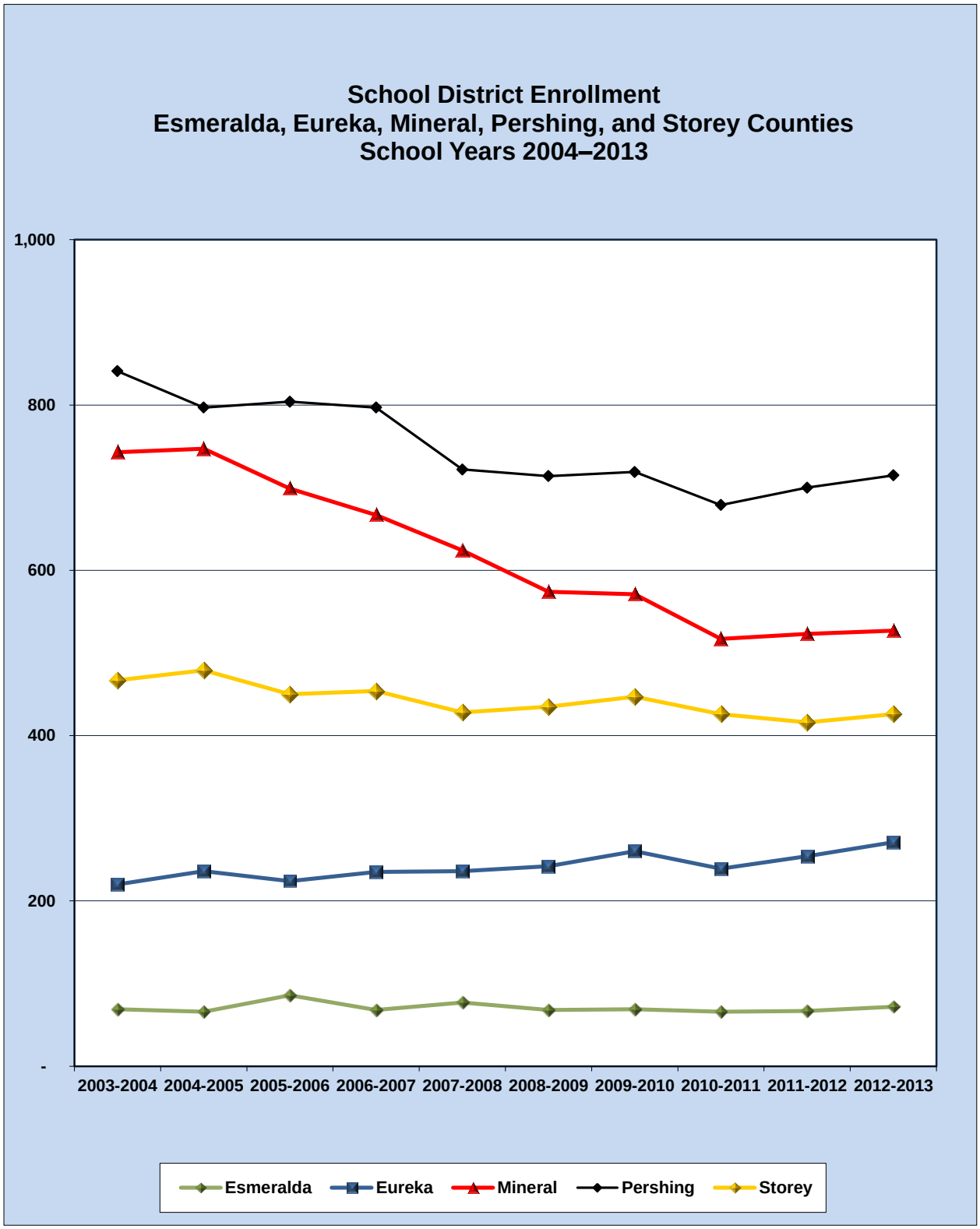
Source: DOE.

Students—Nevada School District Enrollment *(continued)*



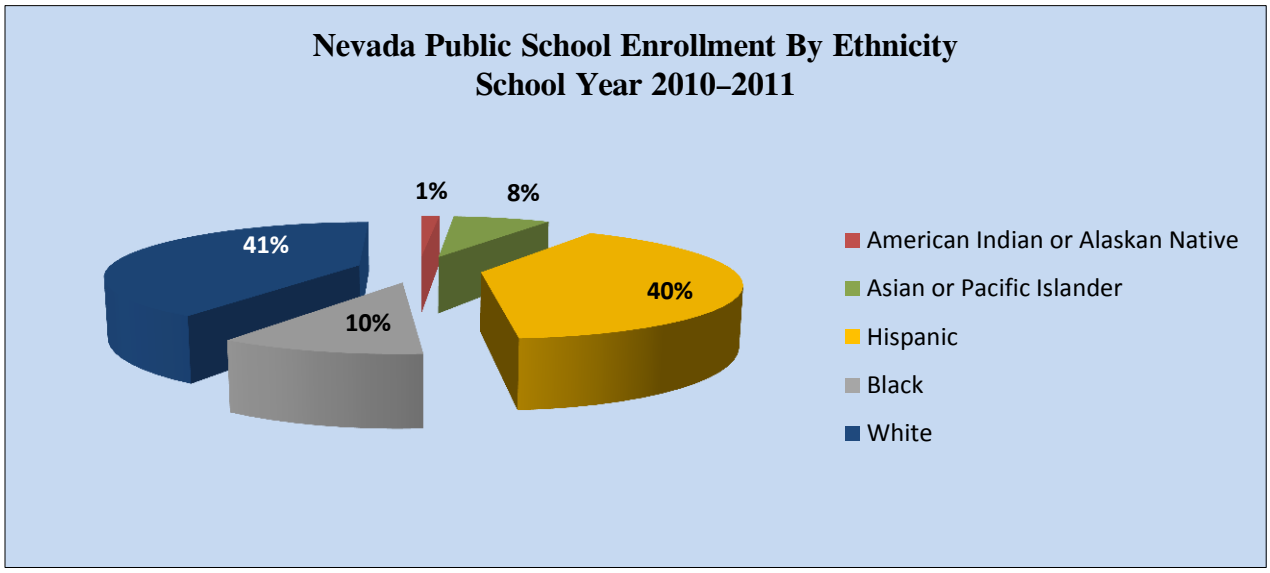
Source: DOE.

Students—Nevada School District Enrollment *(continued)*



Source: DOE.

Students—Enrollment by Ethnicity



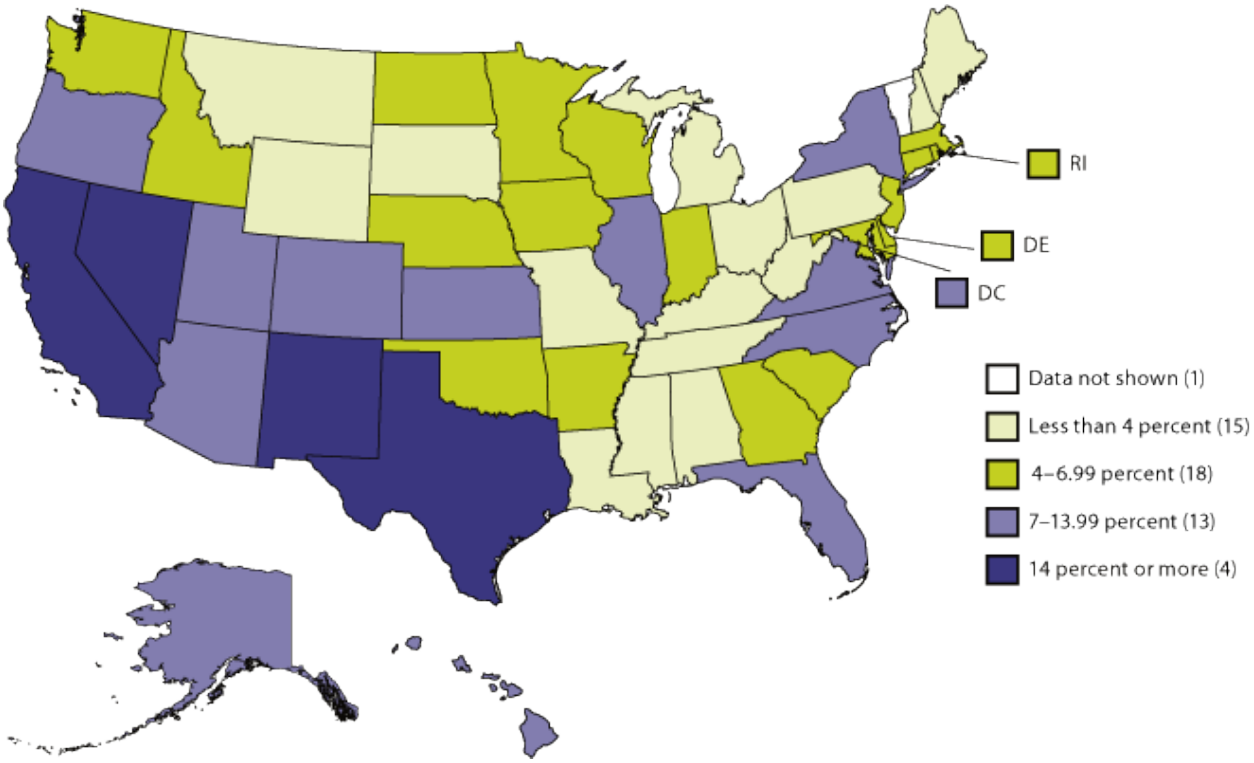
Nevada Public School Enrollment by Ethnicity School District Profiles for SY 2010–2011					
School District	**American Indian or Alaskan Native**	**Asian or Pacific Islander**	**Hispanic**	**Black**	**White**
Carson City	2%	2%	40%	1%	55%
Churchill	7%	4%	18%	2%	69%
Clark	1%	9%	44%	13%	33%
Douglas	4%	2%	19%	1%	74%
Elko	6%	1%	30%	1%	62%
Esmeralda	1%	1%	41%	5%	52%
Eureka	3%	0%	15%	0%	82%
Humboldt	5%	1%	35%	0%	59%
Lander	5%	3%	30%	1%	61%
Lincoln	2%	2%	10%	5%	81%
Lyon	1%	4%	25%	1%	69%
Mineral	17%	1%	15%	7%	60%
Nye	2%	3%	23%	4%	68%
Pershing	7%	1%	34%	1%	57%
Storey	1%	3%	10%	1%	85%
Washoe	2%	7%	34%	4%	53%
White Pine	5%	1%	16%	1%	77%
State Board of Education*	1%	8%	16%	9%	66%
Statewide Percentages	**1%**	**8%**	**40%**	**10%**	**41%**

*Although the State Board of Education is not considered a "District," it is the State Sponsor of 11 Charter Schools and 1 University School.

Source: DOE, Research Bulletin, Volume 51, February 2011.

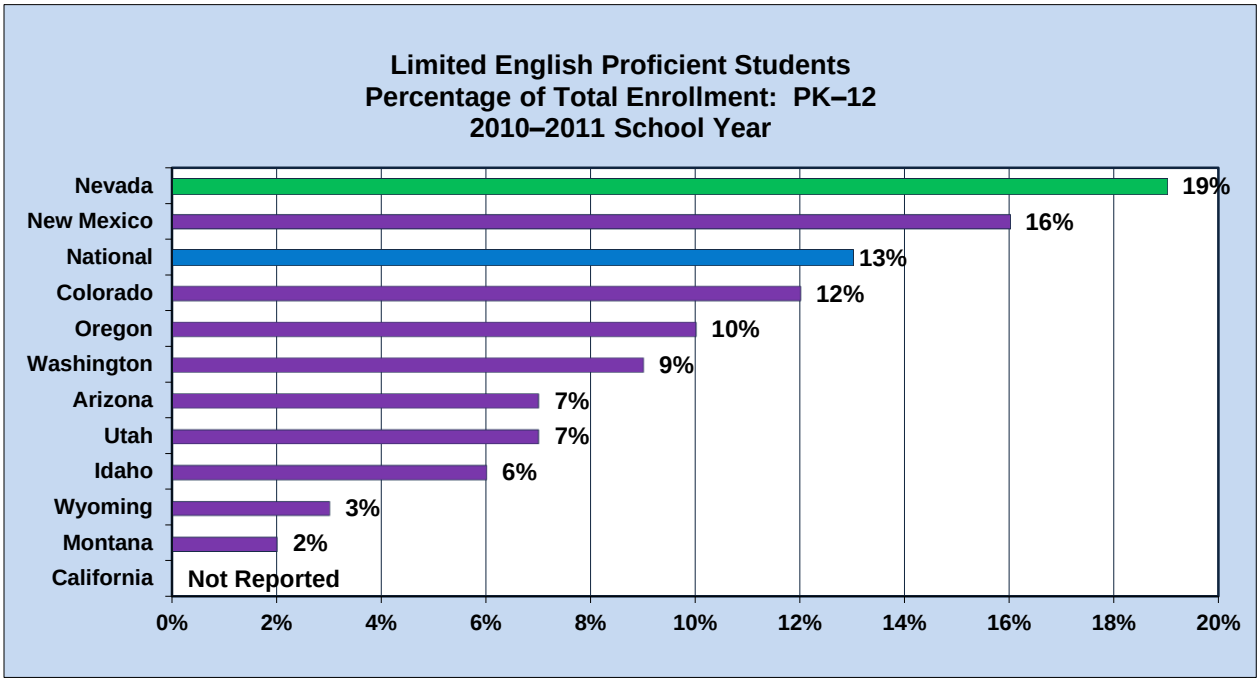
Students—Limited English Proficient Enrollment

Percentage of Public School Students Who Are English Language Learners by State 2009–2010 School Year



Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education*, 2012.

Students—Limited English Proficient Enrollment (*continued)*

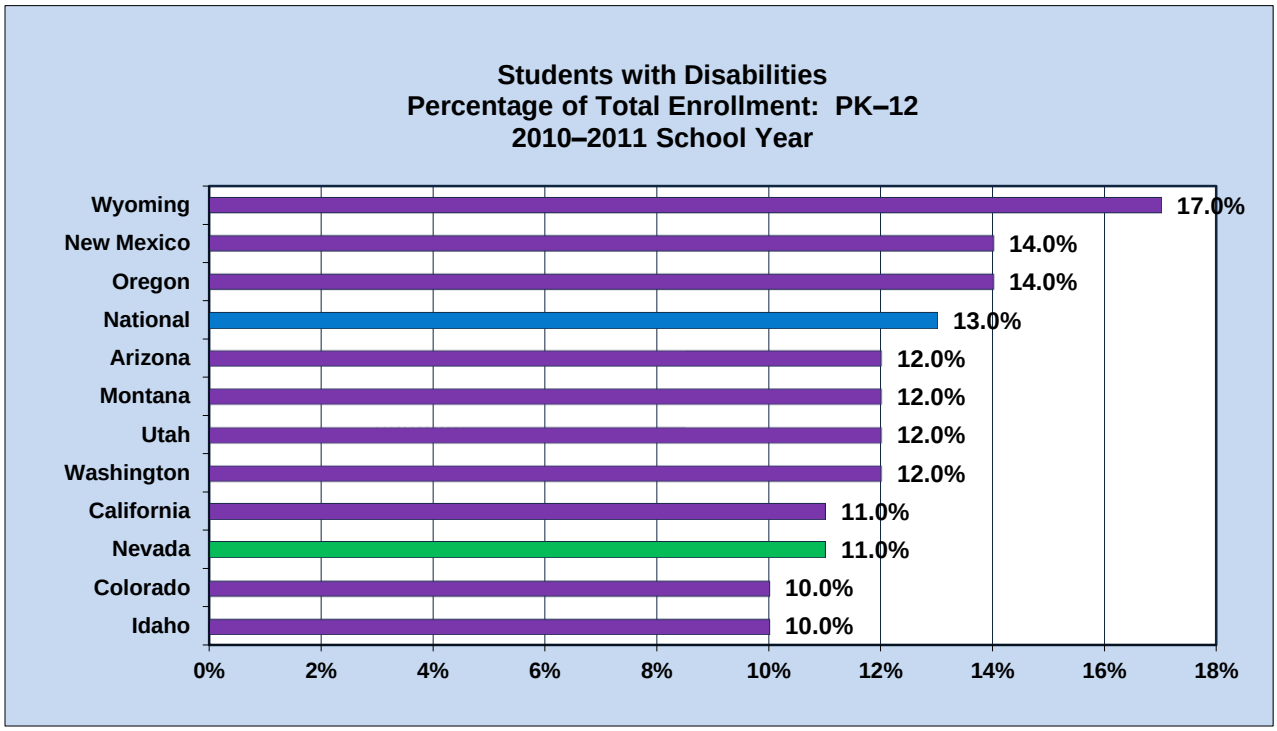


Percent Limited English Proficient Students (LEP) Description: The percentage of students served in programs of language assistance, such as: English as a second language, high-intensity language training, and bilingual education.

Definition: An LEP student, or English language learner (ELL), is defined as an individual who was not born in the United States or whose native language is a language other than English; or who comes from an environment where a language other than English is dominant; or who is an American Indian or Alaska Native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Source: Ed.gov, *Ed Data Express*, 2012.

Students—Students With Disabilities Enrollment



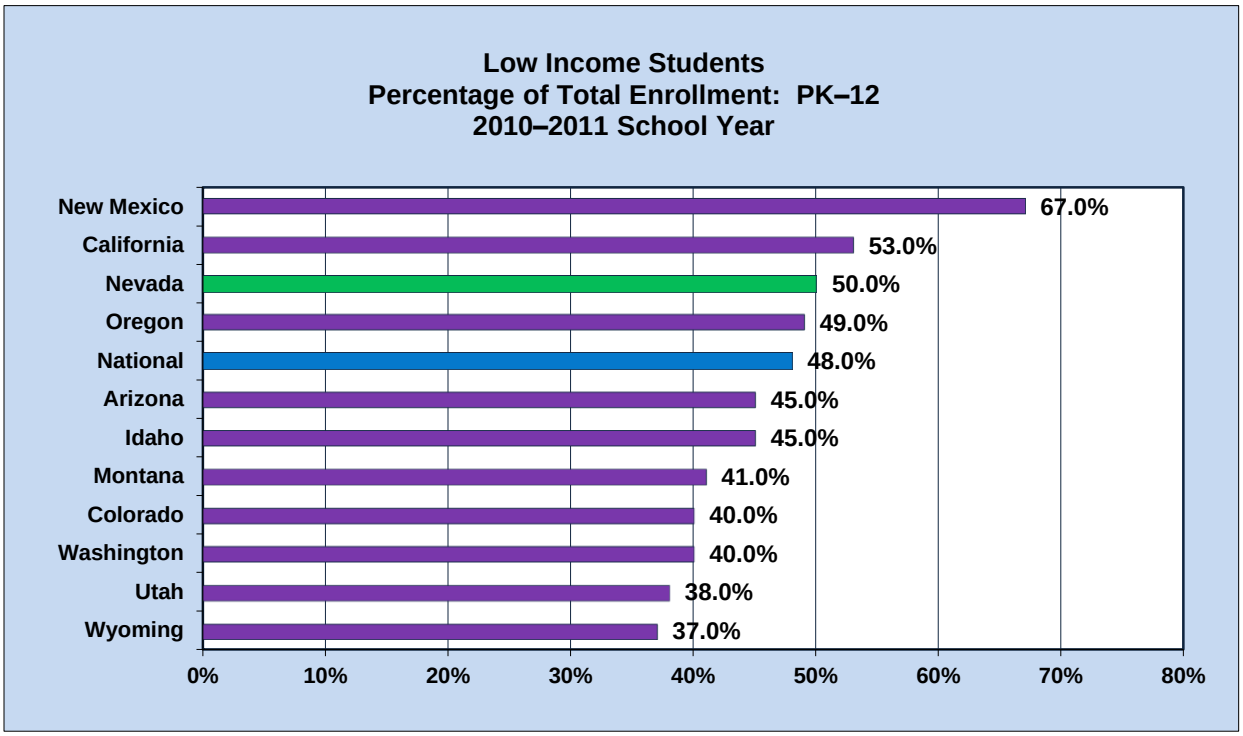
Percent Students With Disabilities

Description: The percentage of students participating in an Individual Education Program (IEP) and designated as special education students under the Individuals with Disabilities Education Act.

Definition: An IEP includes: (1) a statement of the child's present levels of education performance; (2) a statement of annual goals, including short-term instructional objectives; (3) a statement of specific education services to be provided and the extent to which the child will be able to participate in regular education programs; (4) a projected date for initiation and anticipated duration of services; and (5) appropriate objectives, criteria, and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Source: Ed.gov, *Ed Data Express*, 2012.

Students—Low-Income Students Enrollment



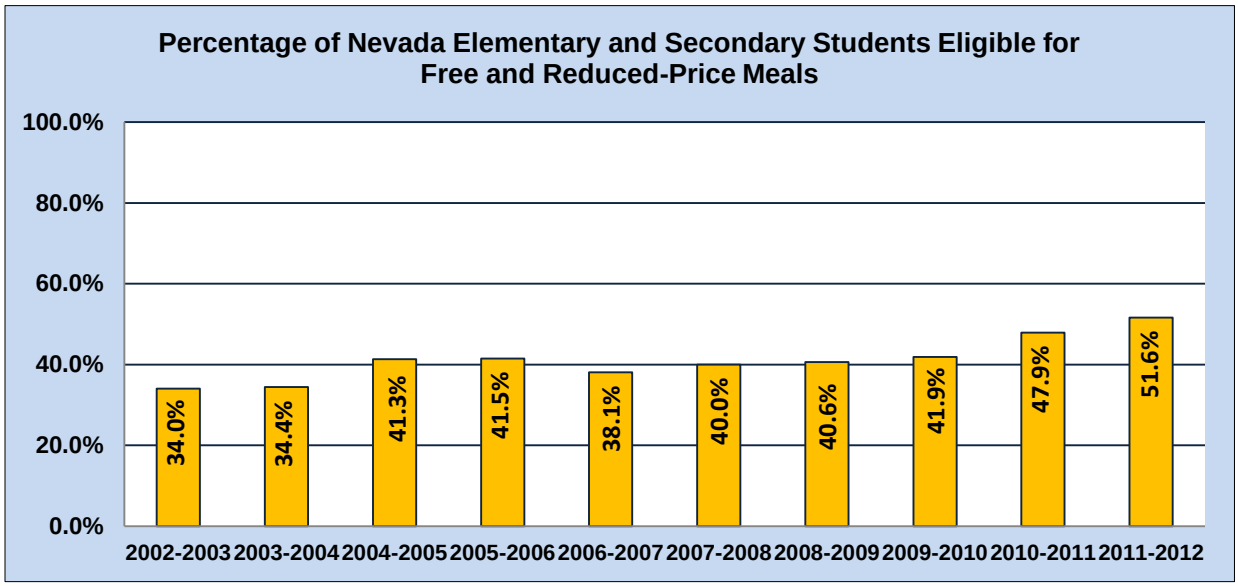
Percent Low-Income Students

Description: The percentage of students who are eligible for the Free and Reduced-Price Lunch Program under the National School Lunch Act.

Definition: The Free and Reduced-Price Lunch Program under the National School Lunch Act provides cash subsidies for free and reduced-price lunches to students based on family size and income. Many states, including the State of Nevada, use this statistic as an estimate of the portion of the student population that is economically disadvantaged.

Source: Ed.gov, *Ed Data Express*, 2012.

Students—Low-Income Students Enrollment *(continued)*

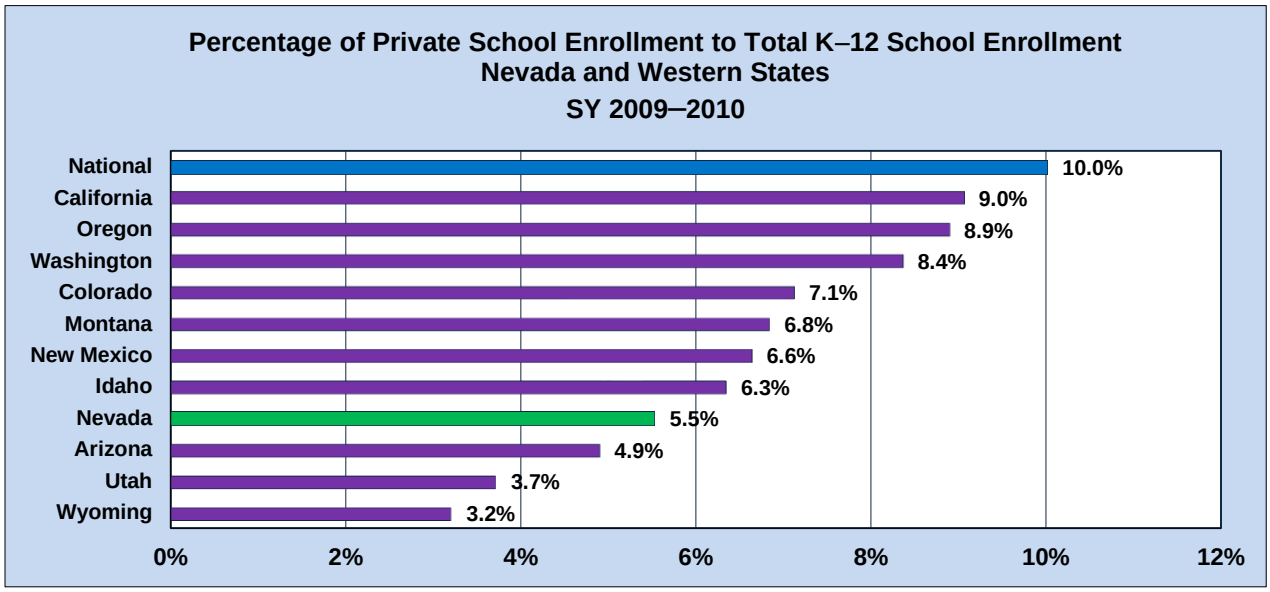


Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*, 2001 through 2012.

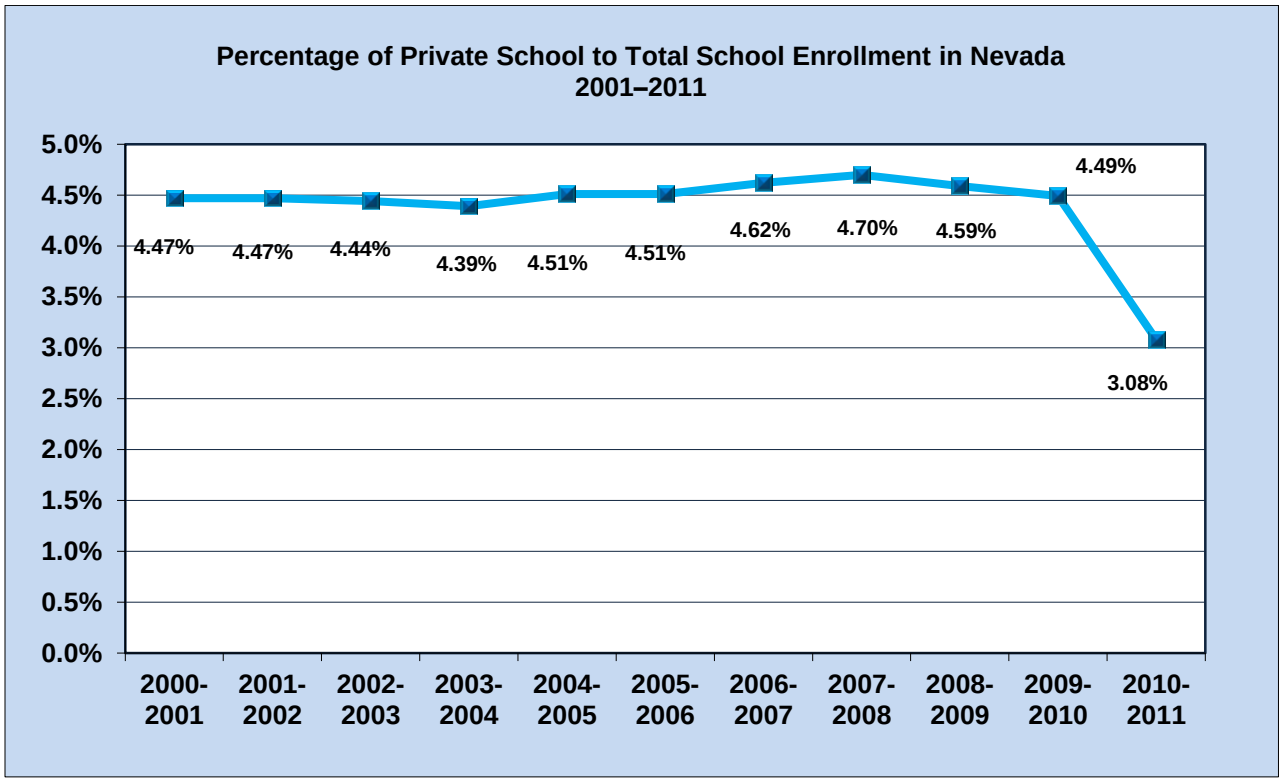
Career Cluster: Business, Management, and Administration

Old Occupation Name: Accomptant
Current Occupation Name: Accountant

Students—Private School Enrollment



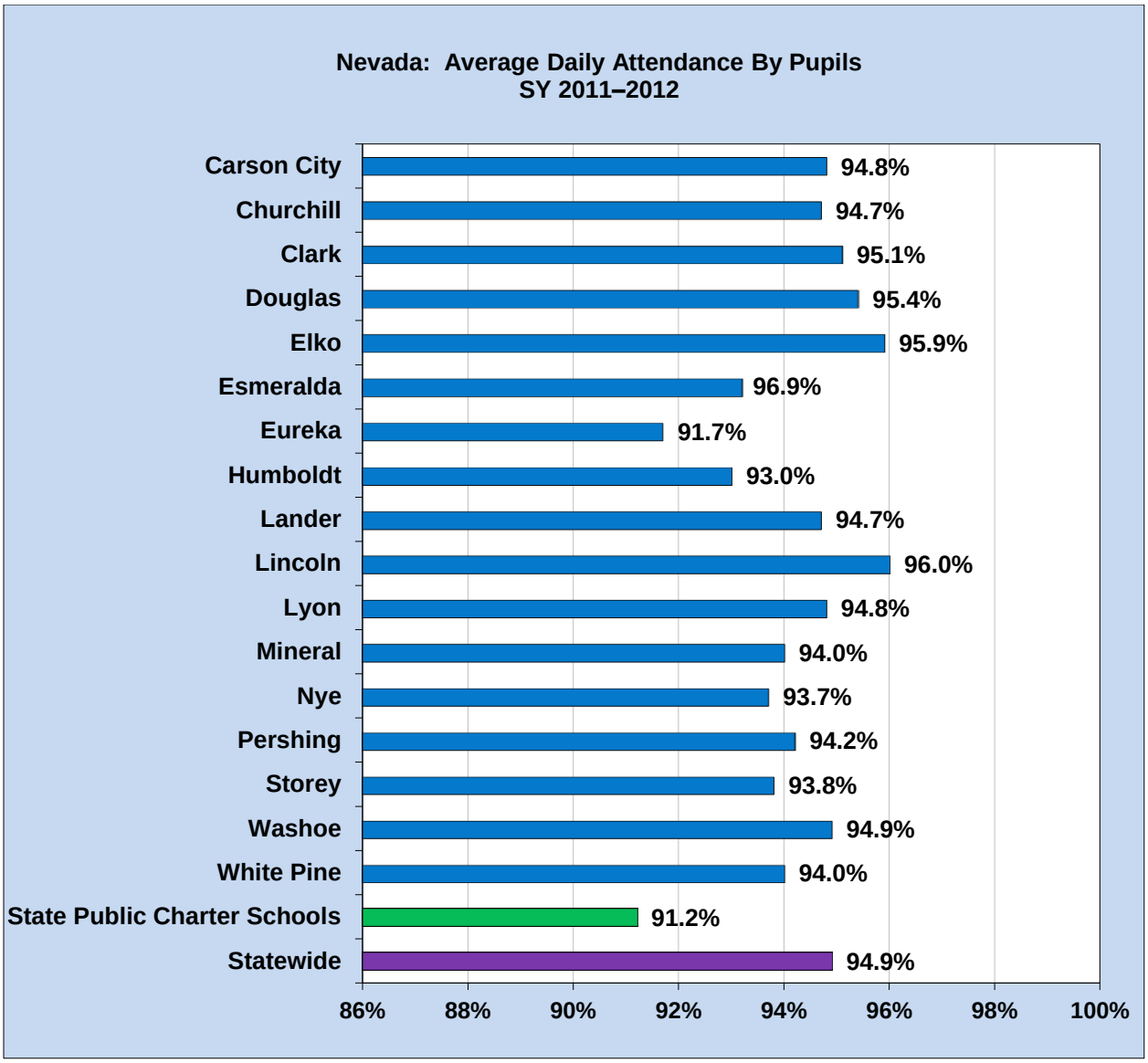
Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2011.



Source: DOE, Research Bulletin, Volume 51, February 2011.

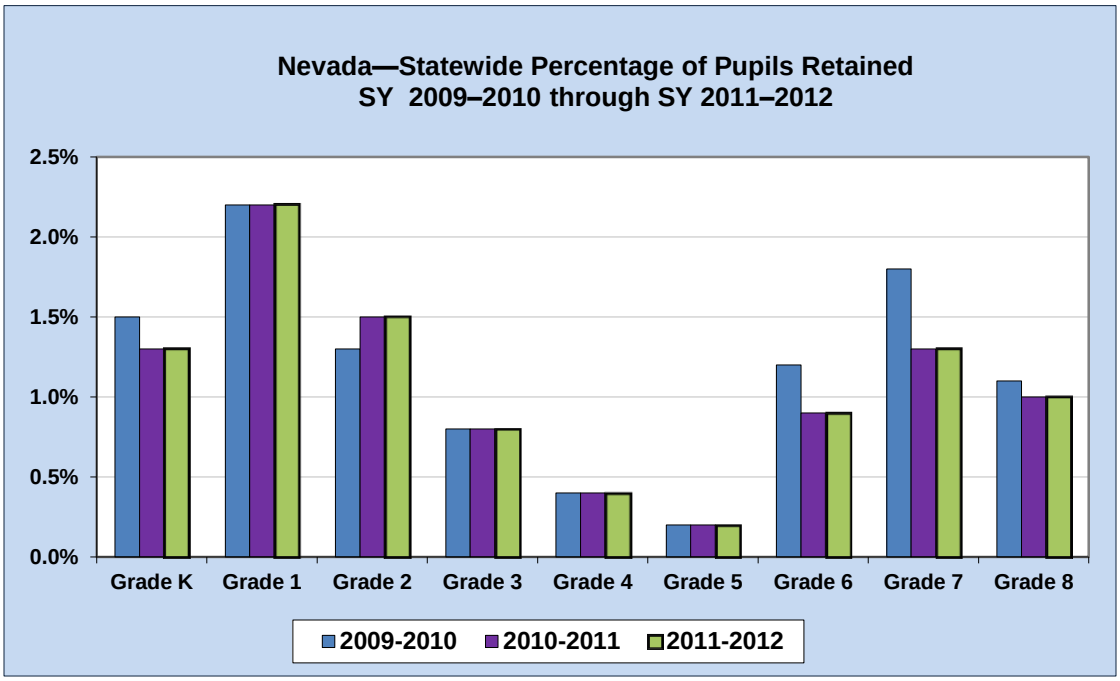
4 Student Performance Measures—Attendance, Credit Attainment, Graduation Rates, and Dropout Rates

Students—Attendance



Source: Department of Education (DOE), *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

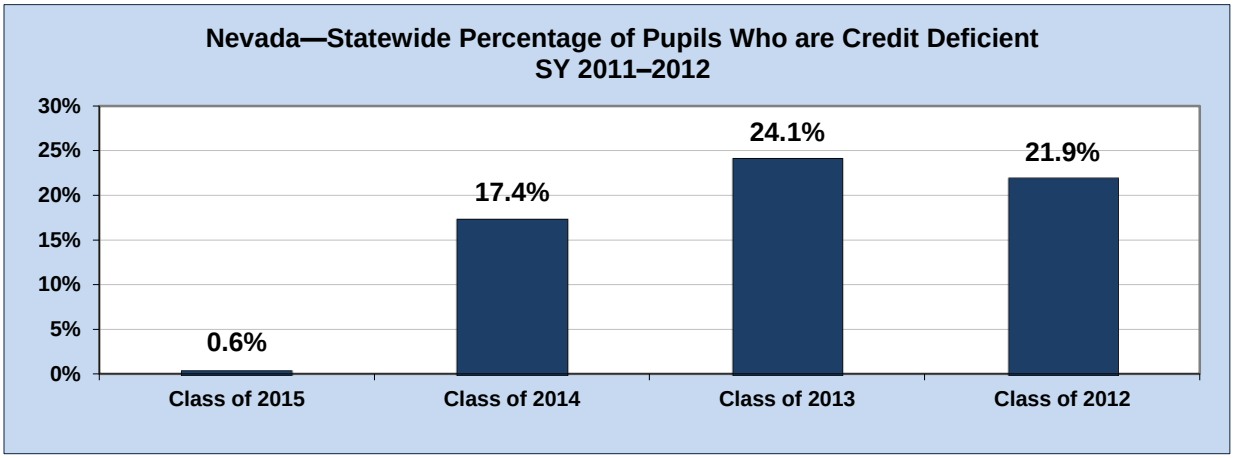
Students—Retention



Nevada – Statewide Percentage of Pupils Retained			
	2009–2010	2010–2011	2011–2012
Grade K	1.5%	1.3%	1.3%
Grade 1	2.2%	2.2%	2.2%
Grade 2	1.3%	1.5%	1.5%
Grade 3	0.8%	0.8%	0.8%
Grade 4	0.4%	0.4%	0.4%
Grade 5	0.2%	0.2%	0.2%
Grade 6	1.2%	0.9%	0.9%
Grade 7	1.8%	1.3%	1.3%
Grade 8	1.1%	1.0%	1.0%

Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

Students—Credit Deficiencies

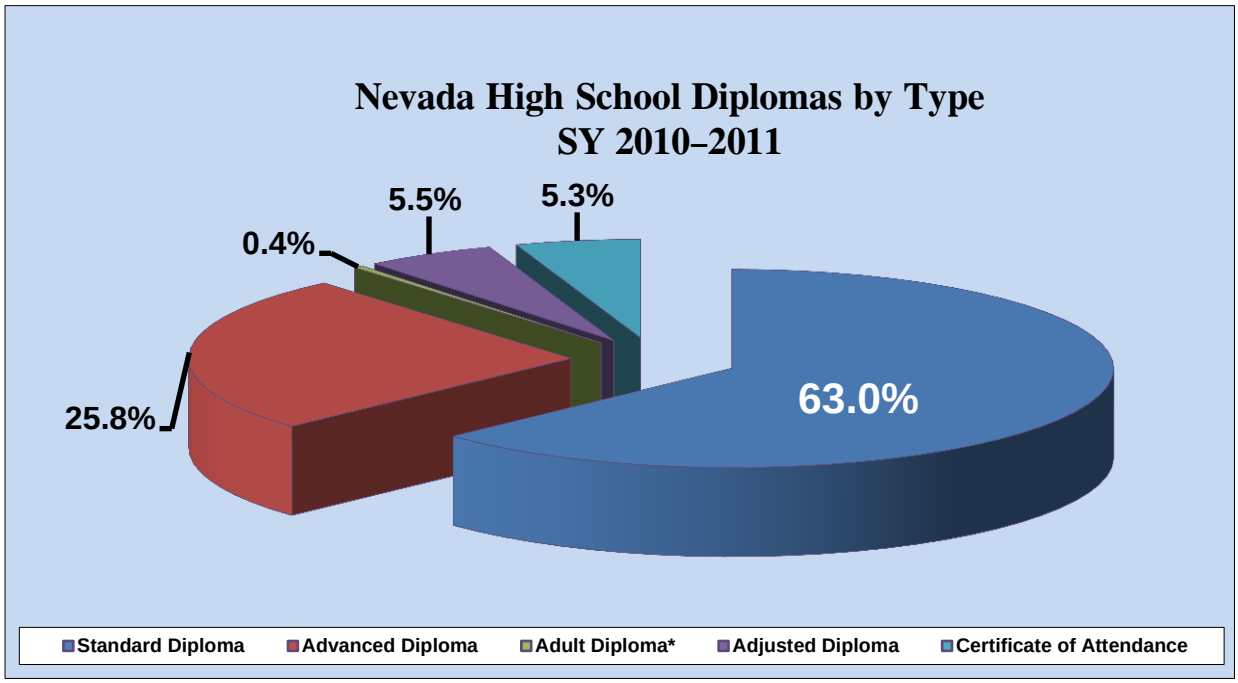


Number and Percentage of Students in Nevada Who Are Credit Deficient By Class* SY 2011–2012								
	Class of 2015		Class of 2014		Class of 2013		Class of 2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Carson City	0	0.0	0	0.0	0	0.0	0	0.0
Churchill	0	**0.0**	0	0.0	0	0.0	0	0.0
Clark	0	0.0	4,267	18.6	5,958	26.2	4,722	23.2
Douglas	21	4.5	96	16.0	85	16.1	17	4.3
Elko	29	3.8	78	10.1	84	11.2	67	10.1
Esmeralda	NOT APPLICABLE							
Eureka	0	0.0	1	4.3	0	0.0	0	0.0
Humboldt	46	17.7	39	14.2	38	15.3	15	6.6
Lander	0	0.0	0	0.0	0	0.0	0	0.0
Lincoln	0	0.0	0	00	0	0.0	0	0.0
Lyon	0	0.0	19	2.9	10	1.6	24	3.7
Mineral	Not reported		3	8.3	4	11.4	6	16.2
Nye	0	0.0	32	6.8	70	15.7	40	9.8
Pershing	3	5.0	1	2.0	0	0.0	1	1.9
Storey	Not Reported		2	6.1	2	5.9	1	3.3
Washoe	Not Reported		707	14.6	1,048	22.7	1,248	27.8
White Pine	0	0.0	0	0.0	0	0.0	2	1.8
State Public Charter Schools	117	10.9	408	42.4	322	30.4	106	12.8
Statewide	216	0.6	5,816	17.4	7,939	24.1	6,651	21.9

*On October 9, 2009, the State Board of Education adopted amendments to *Nevada Administrative Code* (NAC) 389.048 and NAC 389.659. The amendments authorize school districts to promote high school students to the next grade, based upon credit sufficiency or length of attendance; previously, promotion was based solely upon credit sufficiency.

Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

Students—High School Diplomas



Statewide Percentage of Types of High School Diplomas
Class of 2004 through Class of 2011

	Standard Diploma	Advanced Diploma	Adult Diploma*	Adjusted Diploma	Certificate of Attendance
2010–2011	63.0%	25.8%	0.4%	5.5%	5.3%
2009–2010	72.3%	16.7%	0.4%	5.2%	5.5%
2008–2009	71.0%	17.6%	0.3%	6.0%	5.1%
2007–2008	63.5%	24.6%	0.5%	6.2%	5.2%
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: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

Students—Standard Diploma Graduation Requirements, Dropout Rates, and Graduation Rates—50 States

The following discussion refers to the table beginning on page 32.

Graduation Rate: The graduation rate is the Averaged Freshman Graduation Rate (AFGR). The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively.

For School Year (SY) 2008–2009, the State of Nevada had the lowest graduation rate in the U.S. at 56.3 percent. The State of Wisconsin had the highest graduation rate at 90.7 percent, followed closely by Vermont at 89.6 percent.

Dropout Rate: The dropout rate is the Event Dropout Rate (EDR). The EDR for a given grade is the number of dropouts from that grade divided by the number of students enrolled in that grade at the beginning of the school year.

For SY 2008–2009, the states with the lowest dropout rates were Wyoming (1.1 percent), Alabama (1.5 percent), Idaho (1.6 percent), New Jersey (1.6 percent), Indiana (1.7 percent), New Hampshire (1.7 percent), South Dakota (1.8 percent), and Minnesota (1.9 percent). On the other hand, the State of Illinois had the highest dropout rate in the country at 11.5 percent and the State of Arizona came in second with a dropout rate of 8.3 percent.

Source: U.S. Department of Education, National Center for Education Statistics, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2008–2009, First Look, May 2011.*

Credit Requirements for Graduation: The states with the highest number of credit requirements for graduation are Alabama, Florida, South Carolina, Texas, and West Virginia; these states require 24 credits for graduation. The states with the lowest number of credits required for graduation are California, Iowa, Wisconsin, and Wyoming; these states require 13 credits to graduate. The State of Nevada requires 22.5 credits, with a minimum of 4 credits in English Language Arts, 3 credits in mathematics, 2 credits in social studies, and 2 credits in science. There are four states that authorize the local boards of trustees to determine the number of credits required for graduation: Colorado, Massachusetts, Nebraska, and Pennsylvania.

Source: Education Commission of the States, Standard High School Graduation Requirements (50-state database), March 2007.

High School Exit Exam: There are 25 states, including Nevada, that require students to pass an exit examination in order to graduate. There are an additional five states that require students to take the examinations, but not necessarily pass the examination, in order to graduate.

Source: Center on Education Policy, *State High School Tests: Changes in State Policies and the Impact of the College and Career Readiness Movement*, December 2011.

Students—Standard Diploma Graduation Requirements, Dropout Rates, and Graduation Rates—50 States *(continued)*

	GRADUATION RATE	DROPOUT RATE (GRADES 9–12)	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					HIGH SCHOOL EXIT EXAM
	SY 2008–2009	SY 2008–2009	TOTAL CREDITS	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	YES/NO
UNITED STATES	**75.5**	**4.1**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**NA**
ALABAMA	69.9	1.5	24	4	4	4	4	YES
ALASKA	72.6	7.0	21	4	2	3	2	YES
ARIZONA	72.5	8.3	20	4	2	2.5	2	YES
ARKANSAS	74.0	4.1	21	4	3	3	3	YES
CALIFORNIA	71.0	5.0	13	3	2	3	2	YES
COLORADO	77.6	6.1	ESTABLISHED BY LOCAL BOARDS					NO
CONNECTICUT	75.4	3.1	20	4	3	3	2	NO
DISTRICT OF COLUMBIA	73.7	7.0	23.5	4	3	3.5	3	NO
DELAWARE	62.4	5.1	22	4	3	3	3	YES*
FLORIDA	68.9	2.6	24	4	3	3	3	YES
GEORGIA	67.8	4.2	22	4	4	3	3	YES*
HAWAII	75.3	4.9	22	4	3	4	3	NO
IDAHO	80.6	1.6	21	4.5	2	2.5	2	YES
ILLINOIS	77.7	11.5	16	3	2	2	1	NO
INDIANA	75.2	1.7	20	4	2	2	2	YES
IOWA	85.7	3.1	13	4	3	3	3	NO
KANSAS	80.2	2.1	21	4	2	3	2	NO
KENTUCKY	77.6	2.9	22	4	3	3	3	NO
LOUISIANA	67.3	6.8	23	4	3	3	3	YES
MAINE	79.9	3.6	16	4	2	2	2	NO
MARYLAND	80.1	3.0	21	4	3	3	3	YES
MASSACHUSETTS	83.3	2.9	ESTABLISHED BY LOCAL BOARDS					YES
MICHIGAN	75.3	3.8	16	4	4	3	3	NO
MINNESOTA	87.4	1.9	21.5	4	3	3.5	3	YES
MISSISSIPPI	62.0	4.2	20	4	3	3	3	YES
MISSOURI	83.1	4.3	22	3	2	2	2	Yes*
MONTANA	82.0	5.0	20	4	2	2	2	NO
NEBRASKA	82.9	2.4	ESTABLISHED BY LOCAL BOARDS					NO
NEVADA	56.3	**5.1**	**22.5**	**4**	**3**	**2**	**2**	**YES**
NEW HAMPSHIRE	84.3	1.7	19.75	4	2	2.5	2	NO
NEW JERSEY	85.3	1.6	22	4	3	3	3	YES
NEW MEXICO	64.8	4.9	23	4	4	3	2	YES
NEW YORK	73.5	4.2	22	4	3	4	3	YES
NORTH CAROLINA	75.1	5.3	20	4	4	3	3	YES*
NORTH DAKOTA	87.4	2.5	21	NO STATE REQUIREMENTS				NO
OHIO	79.6	4.2	20	4	3	3	3	YES
OKLAHOMA	77.3	2.5	23	4	3	3	3	YES

Students—Standard Diploma, Graduation Requirements, Dropout Rates, and Graduation Rates—50 States *(continued)*

	GRADUATION RATE	DROPOUT RATE (GRADES 9–12)	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					HIGH SCHOOL EXIT EXAM
	SY 2008–2009	SY 2008–2009	TOTAL CREDITS	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	YES/NO
OREGON	76.5	3.4	22	3	2	3	2	YES
PENNSYLVANIA	80.5	2.3	ESTABLISHED BY LOCAL BOARDS					NO
RHODE ISLAND	75.3	4.4	20	4	4	3	3	YES
SOUTH CAROLINA	66.0	3.4	24	4	4	3	3	YES
SOUTH DAKOTA	81.7	1.8	22	4	3	3	2	NO
TENNESSEE	77.4	3.2	20	4	3	3	3	YES*
TEXAS	75.4	3.2	24	4	3	4	3	YES
UTAH	79.4	3.3	15	3	2	2.5	2	NO
VERMONT	89.6	2.6	20	4	3	3	3	NO
VIRGINIA	78.4	2.5	22	4	3	3	3	YES
WASHINGTON	73.7	4.7	19	3	2	2.5	2	YES
WEST VIRGINIA	77.0	4.1	24	4	3	3	3	NO
WISCONSIN	**90.7**	2.3	13	4	2	3	2	NO
WYOMING	75.2	**1.1**	13	4	3	3	3	NO

*Students must take the exam, but not necessarily pass the exam, in order to graduate.

Career Cluster: Government and Public Administration

Old Occupation Name: Burgonmaster
Current Occupation Name: Mayor

Students—*Education Week's Diplomas Count*: Ten-Year Graduation Trend

According to *Education Week's Diplomas Count 2012*, *National Graduation Brief 2012*, nearly 73 percent of all public school students in the nation graduated from high school with a regular diploma in the class of 2009. A gap of 35 percentage points separates the best-performing and worst-performing states. The national leaders, Iowa, Minnesota, New Jersey, North Dakota, Pennsylvania, and Wisconsin, each graduate at least 80 percent of their students. By contrast, the graduation rate falls below 60 percent in the District of Columbia, **Nevada**, New Mexico, and Ohio.

	TEN-YEAR GRADUATION TREND (ALL STUDENTS)		
	CLASS OF 2009	CLASS OF 1999	CHANGE 1999–2009 (percentage point)
UNITED STATES	**72.7**	**66.0**	**+6.7**
ALABAMA	69.2	56.7	+12.5
ALASKA	69.3	63.7	+5.6
ARIZONA	72.3	48.2	+24.1
ARKANSAS	70.6	70.5	+0.1
CALIFORNIA	71.3	68.8	+2.5
COLORADO	76.4	67.5	+8.9
CONNECTICUT	76.0	75.1	+0.9
DISTRICT OF COLUMBIA	52.4	65.7	-13.3
DELAWARE	67.9	57.7	+10.2
FLORIDA	70.4	52.5	+17.9
GEORGIA	62.7	51.5	+11.2
HAWAII	69.2	59.6	+9.6
IDAHO	72.1	76.5	-4.4
ILLINOIS	71.2	72.4	-1.2
INDIANA	75.8	71.1	+4.7
IOWA	80.5	78.8	+1.7
KANSAS	78.4	73.4	+5.0
KENTUCKY	70.5	62.3	+8.2
LOUISIANA	64.0	59.1	+4.9
MAINE	72.3	68.9	+3.4
MARYLAND	77.9	71.8	+6.1
MASSACHUSETTS	79.1	73.8	+5.3
MICHIGAN	74.1	68.7	+5.4
MINNESOTA	82.6	79.5	+3.1
MISSISSIPPI	62.2	58.4	+3.8
MISSOURI	79.3	72.0	+7.3
MONTANA	77.4	75.7	+1.7
NEBRASKA	76.6	77.6	-1.0
NEVADA	**59.2**	**69.0**	**-9.8**
NEW HAMPSHIRE	79.1	72.6	+6.5
NEW JERSEY	87.4	76.4	+11.0
NEW MEXICO	59.4	58.1	+1.3
NEW YORK	78.4	58.5	+19.9

Students—*Education Week's Diplomas Count*: Ten-Year Graduation Trend *(continued)*

	TEN-YEAR GRADUATION TREND (ALL STUDENTS)		
	CLASS OF 2009	CLASS OF 1999	CHANGE 1999–2009 (percentage point)
NORTH CAROLINA	68.0	58.7	+9.3
NORTH DAKOTA	85.9	82.8	+3.1
OHIO	59.5	69.0	-9.5
OKLAHOMA	73.6	70.4	+3.2
OREGON	73.1	64.0	+9.1
PENNSYLVANIA	80.5	75.4	+5.1
RHODE ISLAND	75.3	70.8	+4.5
SOUTH CAROLINA	61.7	47.1	+14.6
SOUTH DAKOTA	69.5	74.5	-5.0
TENNESSEE	75.8	62.1	+13.7
TEXAS	71.5	60.2	+11.3
UTAH	78.4	75.7	+2.7
VERMONT	77.4	76.9	+0.5
VIRGINIA	76.0	73.9	+2.1
WASHINGTON	68.1	68.6	-0.5
WEST VIRGINIA	71.5	71.1	+0.4
WISCONSIN	83.8	76.4	+7.4
WYOMING	73.9	73.4	+0.5

Career Cluster: Law, Public Safety, Corrections, and Security

Old Occupation Name: Shrieve
Current Occupation Name: Sheriff

Students—*Education Week's Diplomas Count*: Projections of Graduates and Nongraduates

According to *Education Week's Diplomas Count 2012*, *National Graduation Brief 2012*, nationally, 1.1 million members of the public high school class of 2012 will fail to graduate with a diploma. That amounts to a loss of 6,000 students from the U.S. graduation population each school day, or one student every 28 seconds.

	PROJECTION OF GRADUATES AND NONGRADUATES			
	NINTH GRADERS 2008–2009	PROJECTED OUTCOMES 2010–2011		TOTAL Students Lost Each School Day
		Graduates	Nongraduates	
UNITED STATES	**4,000,106**	**2,912,128**	**1,093,978**	**6,078**
ALABAMA	64,581	44,661	19,920	111
ALASKA	10,373	7,189	3,184	18
ARIZONA	76,938	55,590	21,348	119
ARKANSAS	37,295	26,331	10,964	61
CALIFORNIA	525,715	374,677	151,038	839
COLORADO	63,254	48,321	14,933	83
CONNECTICUT	41,848	31,793	10,055	56
DISTRICT OF COLUMBIA	4,294	2,251	2,043	11
DELAWARE	10,863	7,376	3,487	19
FLORIDA	216,538	152,468	64,070	356
GEORGIA	143,672	90,086	53,586	298
HAWAII	16,079	11,119	4,960	28
IDAHO	21,007	15,140	5,867	33
ILLINOIS	177,572	126,485	51,087	284
INDIANA	83,033	62,931	20,102	112
IOWA	38,001	30,609	7,392	41
KANSAS	37,212	29,188	8,024	45
KENTUCKY	55,745	39,301	16,444	91
LOUISIANA	53,720	34,382	19,338	107
MAINE	14,663	10,603	4,060	23
MARYLAND	75,743	59,037	16,706	93
MASSACHUSETTS	59,194	46,851	12,343	69
MICHIGAN	134,886	99,919	34,967	194
MINNESOTA	63,178	52,172	11,006	61
MISSISSIPPI	40,464	25,171	15,293	85
MISSOURI	73,416	58,232	15,184	84
MONTANA	11,853	9,176	2,677	15
NEBRASKA	23,083	17,691	5,392	30
NEVADA	**41,441**	**24,527**	**16,914**	**94**
NEW HAMPSHIRE	17,179	13,596	3,583	20
NEW JERSEY	106,114	92,692	13,422	75
NEW MEXICO	29,734	17,659	12,075	67

Students—*Education Week's Diplomas Count*: Projections of Graduates and Nongraduates *(continued)*

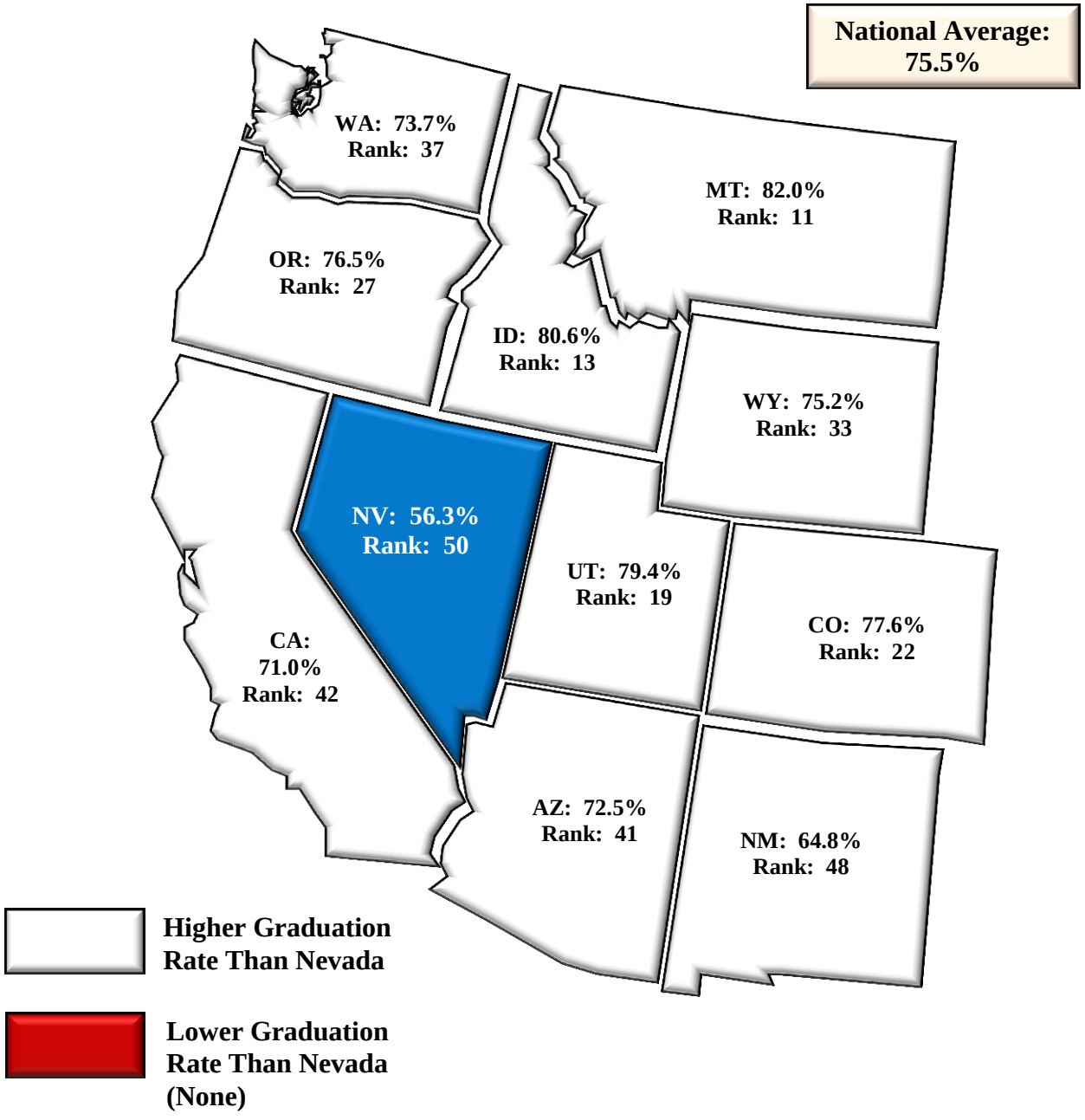
	PROJECTION OF GRADUATES AND NONGRADUATES			
	NINTH GRADERS 2006–2007	PROJECTED OUTCOMES 2009–2010		TOTAL Students Lost Each School Day
		Graduates	Nongraduates	
NEW YORK	233,941	183,508	50,433	280
NORTH CAROLINA	128,217	87,133	41,084	228
NORTH DAKOTA	7,672	6,591	1,081	6
OHIO	148,667	88,402	60,265	335
OKLAHOMA	48,855	35,945	12,910	72
OREGON	43,875	32,078	11,797	66
PENNSYLVANIA	144,021	115,881	28,140	156
RHODE ISLAND	11,923	8,982	2,941	16
SOUTH CAROLINA	63,728	39,294	24,434	136
SOUTH DAKOTA	10,576	7,355	3,221	18
TENNESSEE	78,457	59,486	18,971	105
TEXAS	378,714	270,894	107,820	599
UTAH	37,674	29,520	8,154	45
VERMONT	6,940	5,371	1,569	9
VIRGINIA	104,859	79,686	25,173	140
WASHINGTON	87,490	59,557	27,933	155
WEST VIRGINIA	23,508	16,816	6,692	37
WISCONSIN	71,323	59,783	11,540	64
WYOMING	6,978	5,158	1,820	10

Career Cluster: Agriculture, Food, and Natural Resources

Old Occupation Name: Malender
Current Occupation Name: Farmer

Students—Graduation Rates

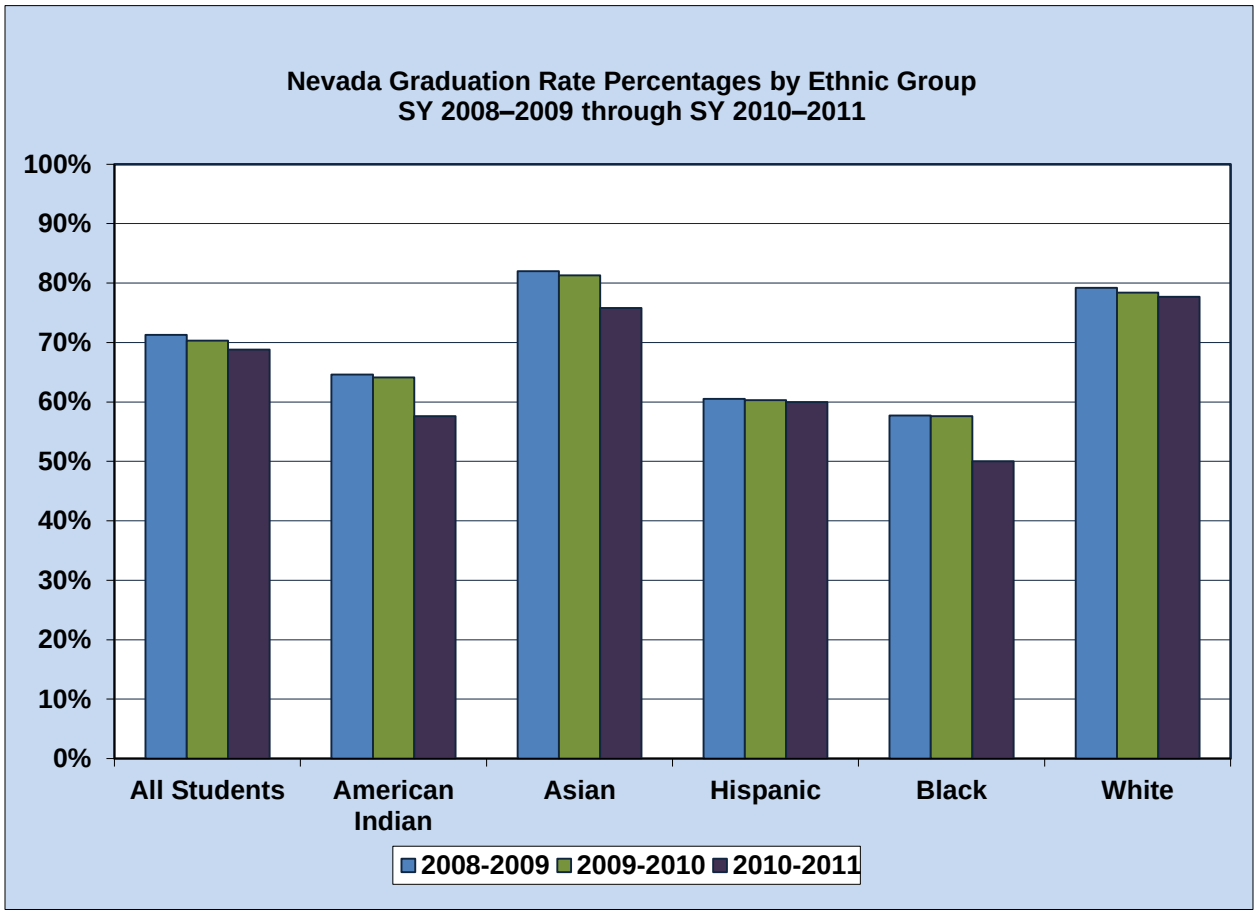
Averaged Freshman Graduation Rates for Public High Schools Western States Comparison SY 2008–2009



Note: The averaged freshman graduation rate is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively.

Source: *Education State Rankings 2011–2012, CQ Press, 2012.*

Students—Graduation Rates *(continued)*

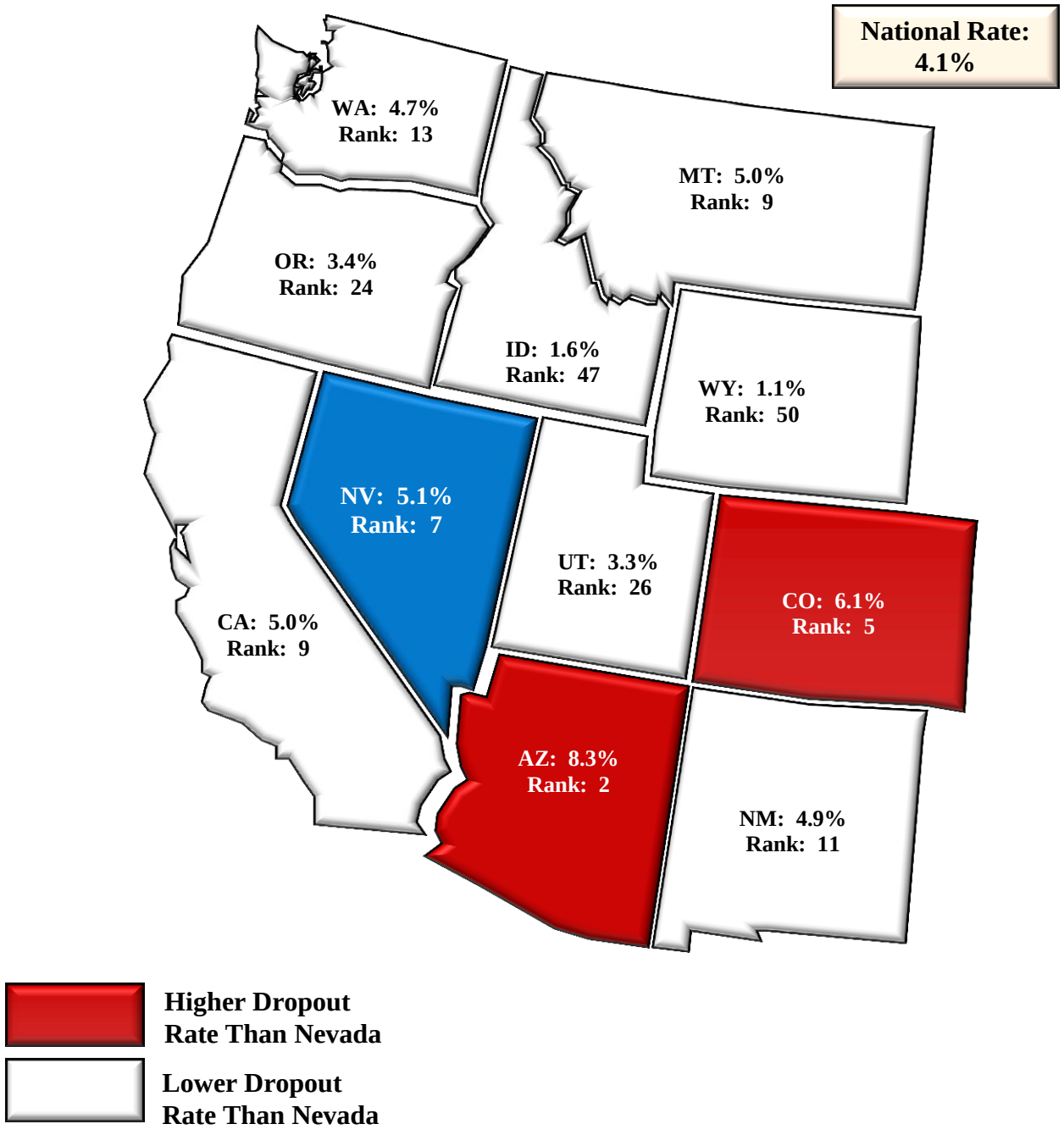


Graduation Rate Percentages by Ethnic Group						
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
All Students	67.5%	67.4%	68.7%	71.3%	70.3%	68.8%
American Indian	59.2%	59.9%	58.0%	64.6%	64.1%	57.6%
Asian	76.8%	76.8%	80.7%	82.0%	81.3%	75.8%
Hispanic	55.3%	53.7%	57.0%	60.5%	60.3%	60.0%
Black	52.7%	52.4%	54.5%	57.7%	57.6%	50.0%
White	75.0%	76.1%	76.8%	79.2%	78.4%	77.7%

Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

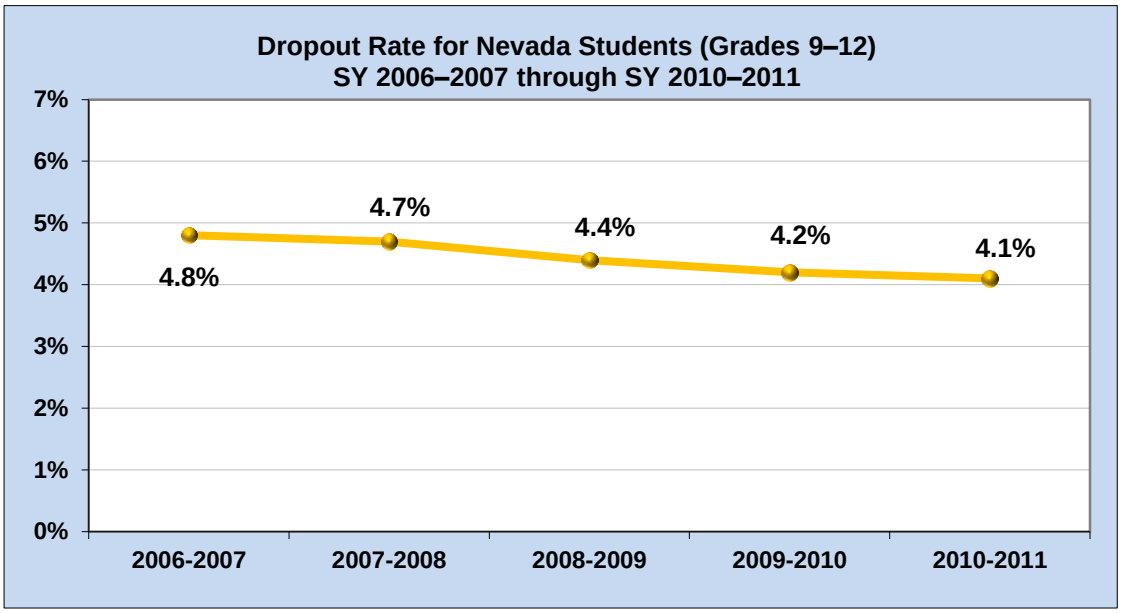
Students—Dropout Rates

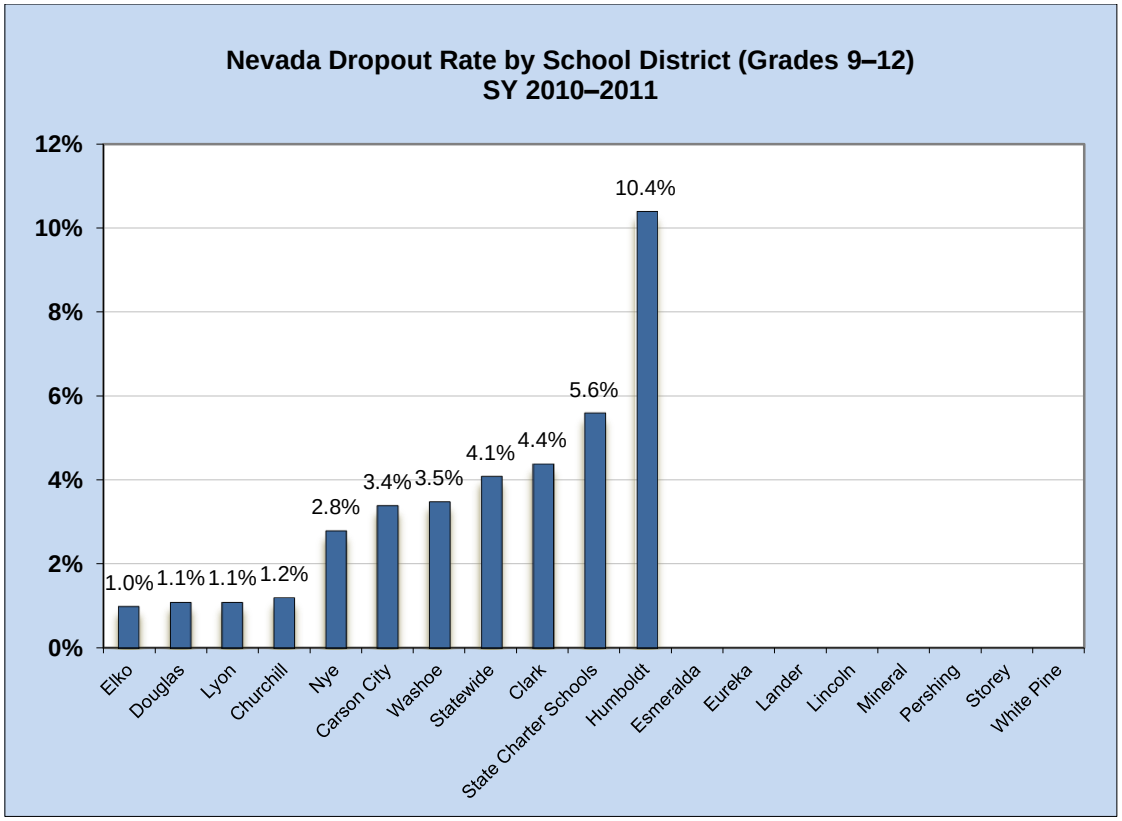
Dropout Rates For
Public High Schools
Western States Comparison
SY 2008–2009



Source: *Education State Rankings 2011–2012, CQ Press, 2012.*

Students—Dropout Rates *(continued)*

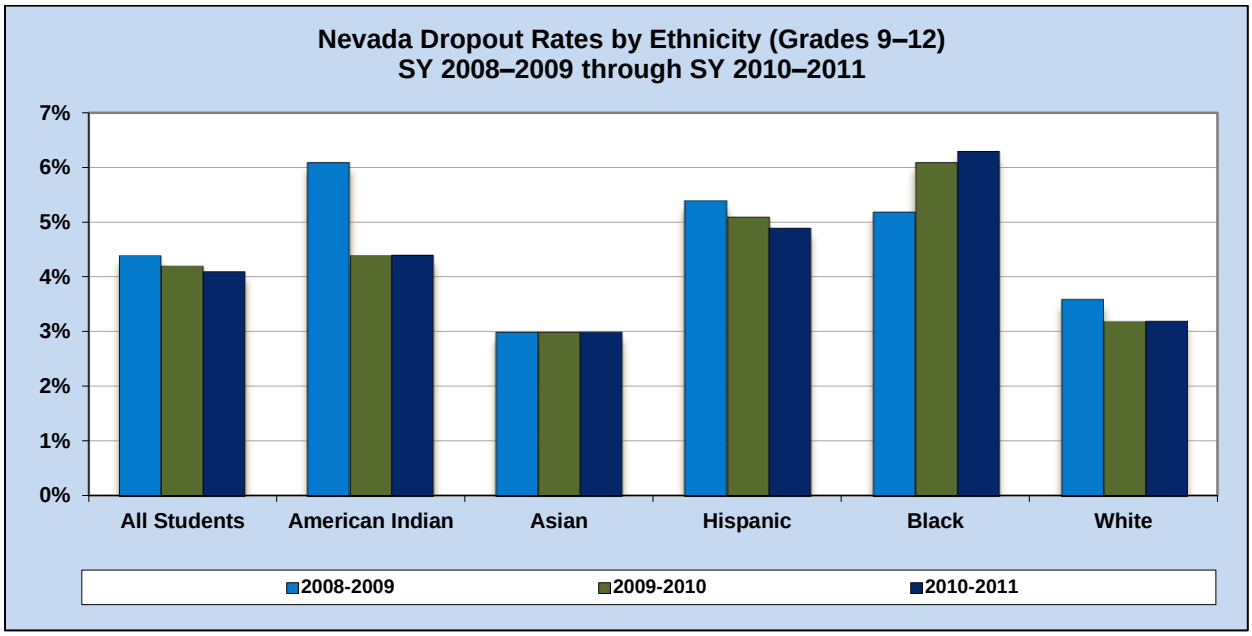




*School Districts citing no data indicate either the district does not have a high school (i.e., Esmeralda) or the population is less than 10.

Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

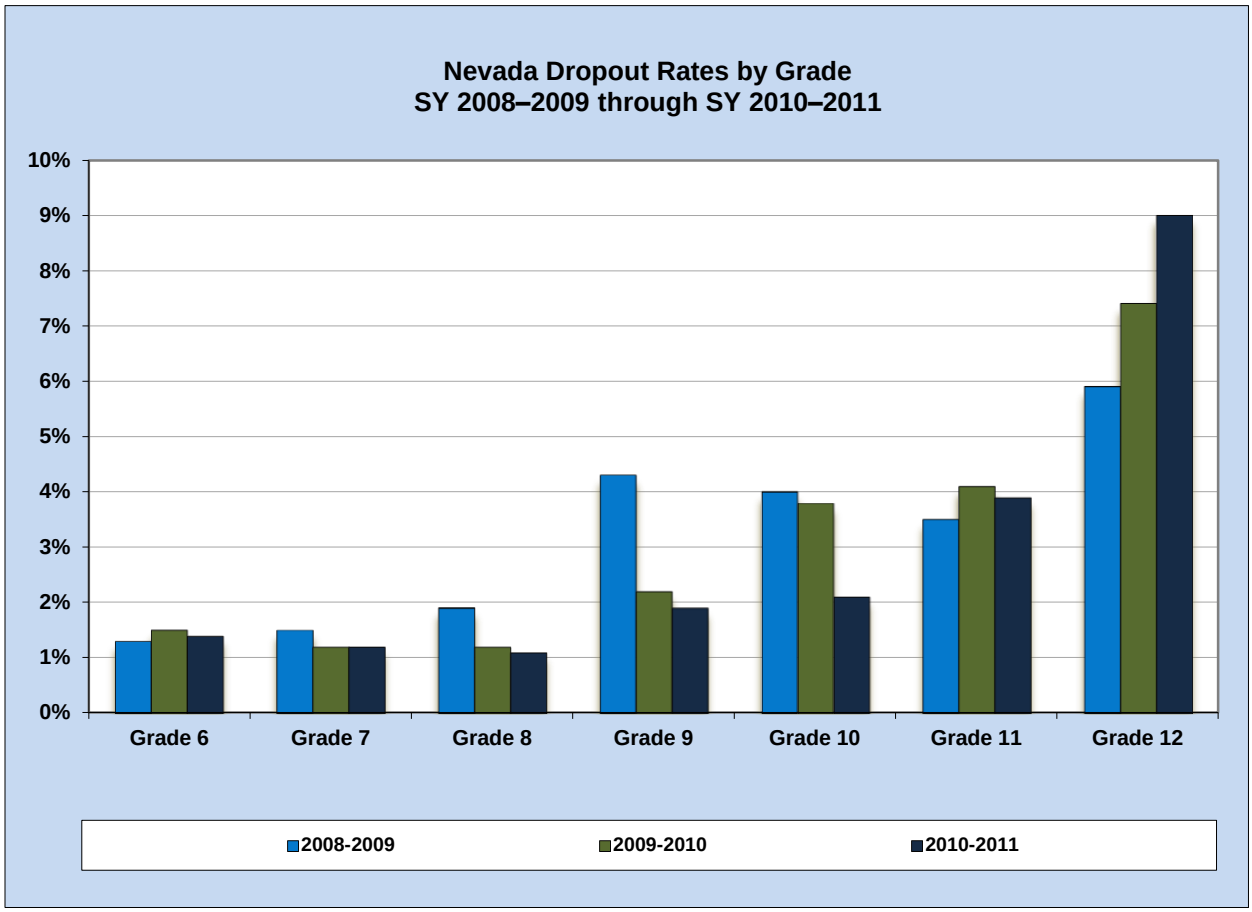
Students—Dropout Rates *(continued)*



Dropout Rate Percentages by Ethnic Group						
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
All Students	4.6%	4.8%	4.7%	4.4%	4.2%	4.1%
American Indian	4.2%	4.6%	5.5%	6.1%	4.4%	4.4%
Asian	3.2%	3.4%	3.2%	3.0%	3.0%	3.0%
Hispanic	6.5%	6.8%	6.2%	5.4%	5.1%	4.9%
Black	5.8%	6.2%	6.4%	5.2%	6.1%	6.3%
White	3.5%	3.6%	3.6%	3.6%	3.2%	3.2%

Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

Students—Dropout Rates *(continued)*



Nevada Dropout Rate Percentages by Grade			
	2008–2009	**2009–2010**	**2010–2011**
Grade 6	1.3%	1.5%	1.4%
Grade 7	1.5%	1.2%	1.2%
Grade 8	1.9%	1.2%	1.1%
Grade 9	4.3%	2.2%	1.9%
Grade 10	4.0%	3.8%	2.1%
Grade 11	3.5%	4.1%	3.9%
Grade 12	5.9%	7.4%	9.0%

Source: DOE, *NevadaReportCard.com: Nevada Annual Reports of Accountability*.

5 Educational Personnel—Demographics, Salaries, Professional Development, and Performance Evaluations

Educational Personnel—2011 State Teacher Policy Yearbook

The 2011 edition of the *State Teacher Policy Yearbook* is the National Council on Teacher Quality's fifth annual review of state laws, rules, and regulations that govern the teaching profession. Each state was reviewed against its success in meeting five goals:

Goals

Goal 1: Delivering Well-Prepared Teachers
Goal 2: Expanding the Pool of Teachers
Goal 3: Identifying Effective Teachers
Goal 4: Retaining Effective Teachers
Goal 5: Exiting Ineffective Teachers

Results—National Summary

- The average overall state grade for the *2011 State Teacher Policy Yearbook* is a D+.
- States fare worst in the area of "Delivering Well-Prepared Teachers," with an average grade of D.
- The highest average grades are in the areas of "Expanding the Teaching Pool" and "Retaining Effective Teachers" with a C-.
- The State of Florida received the highest overall grade, with a B.
- The State of Montana was the only state to receive an overall grade of F.

Average State Grades

Delivering Well-Prepared Teachers	D
Expanding the Pool of Teachers	C-
Identifying Effective Teachers	D+
Retaining Effective Teachers	C-
Exiting Ineffective Teachers	D+
Average Overall Grade	**D+**

Educational Personnel—2011 State Teacher Policy Yearbook *(continued)*

Results—State of Nevada

Overall, 28 state grades improved in 2011 over state performance in 2009. The State of Nevada was listed as one of the states with the most progress on teacher policy since 2009:

NEVADA: Overall 2011 Yearbook Grade: C
Overall 2009 Yearbook Grade: D-

States With the Most Progress on Teacher Policy Since 2009	
Rank	
1	Indiana
2	Minnesota
3	Michigan
4	Illinois
5	Rhode Island
6	Delaware
7	**Nevada**
8	Idaho
9 (tie)	Florida
9 (tie)	Utah

Source: National Council on Teacher Quality, *2011 State Teacher Policy Yearbook, National Summary*.

Highlights from recent progress in Nevada include:

- ✓ Evidence of student learning in teacher evaluations;
- ✓ Tenure decisions connected to evidence of teacher effectiveness;
- ✓ Consequences for unsatisfactory evaluations; and
- ✓ Alternative certification.

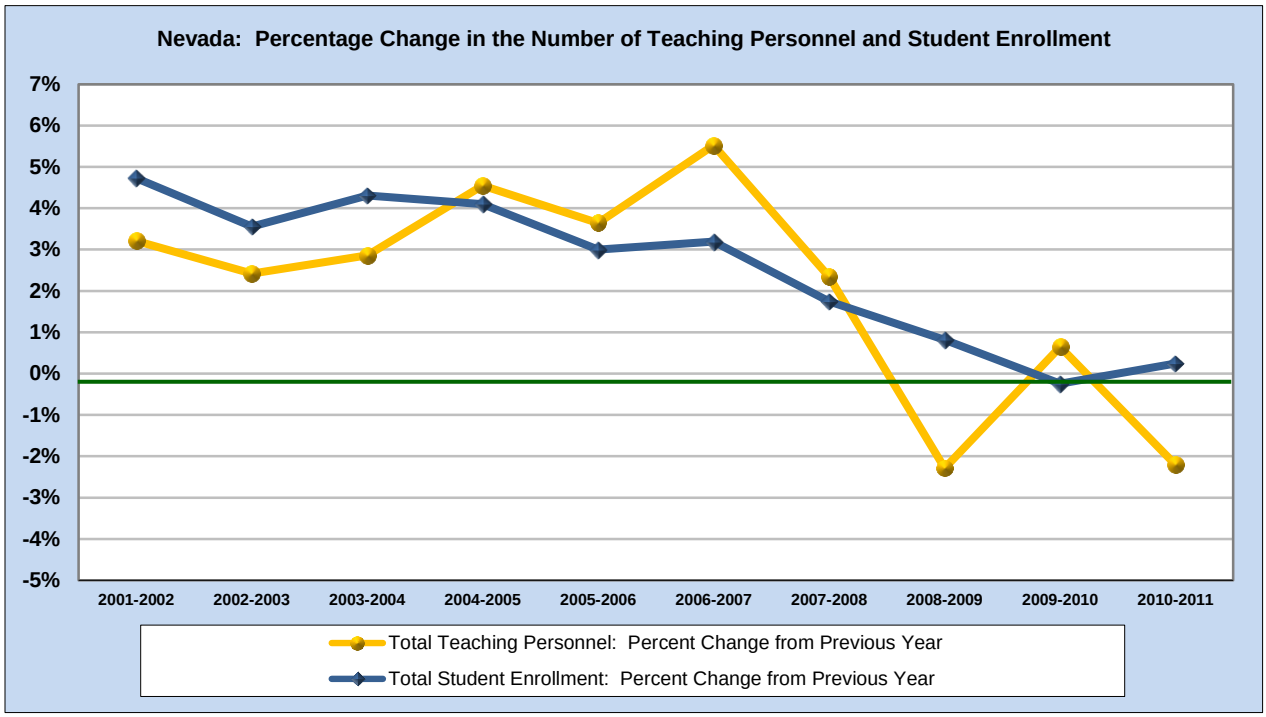
Educational Personnel—2011 State Teacher Policy Yearbook *(continued)*

Summary Grade Table
Western States

States	GOALS						
	Progress Ranking	Delivering Well-Prepared Teachers	Expanding the Pool of Teachers	Identifying Effective Teachers	Retaining Effective Teachers	Exiting Ineffective Teachers	Average Overall Grade
Arizona	20	D-	D+	D+	D+	D+	D+
California	51	D	C-	F	C+	F	D+
Colorado	12	D-	D+	B-	C-	A	C
Idaho	8	D	D+	C+	C	D-	D+
Montana	47	F	F	F	D	F	F
National		**D**	**C-**	**D+**	**C-**	**D+**	**D+**
Nevada	**7**	**D-**	**D+**	**B-**	**C-**	**B-**	**C-**
New Mexico	39	D+	D-	D	D	C	D+
Oregon	25	D-	F	D-	C	F	D-
Utah	9	D	D+	C-	C+	C+	C-
Washington	25	D+	C	C	C	D	C-
Wyoming	20	F	D-	D+	D+	D+	D

Source: National Council on Teacher Quality, *2011 State Teacher Policy Yearbook, National Summary*.

Educational Personnel—FTEs



	Total Change in Nevada Teaching Personnel and Student Enrollment School Year (SY) 2001–2002 through SY 2010–2011									
	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Total Teaching Personnel (FTE)*	18,999	19,459	20,015	20,925	21,687	22,885	23,421	22,886	23,034	22,526
Total Teaching Personnel: Percent Change From Previous Year	3.2	2.4	2.9	4.5	3.6	5.5	2.3	-2.3	0.7	-2.2
Total Public Student Enrollment	356,814	369,498	385,414	401,211	413,252	426,436	433,885	437,433	436,368	437,444
Total Student Enrollment: Percent Change From Previous Year	4.7	3.6	4.3	4.1	3	3.2	1.7	0.8	-0.2	0.2

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

Source: Department of Education (DOE), Research Bulletin, Volume 51, February 2011.

Educational Personnel—FTEs *(continued)*

Percentage of Educational Staff for Selected Categories
Western States
SY 2009–2010

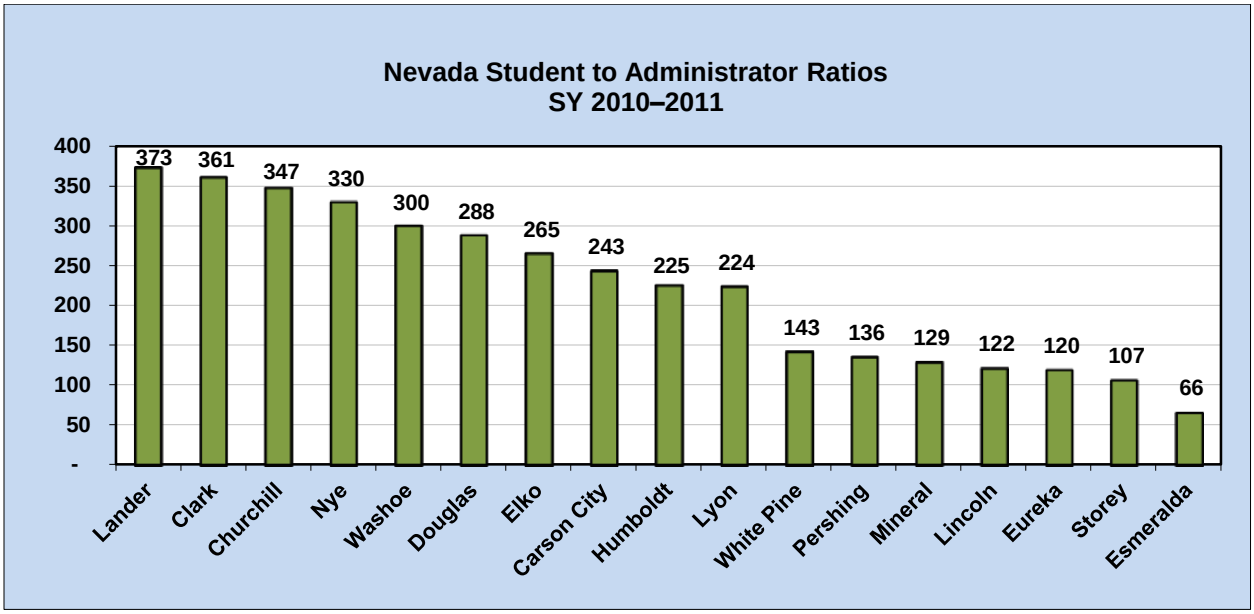
State	Teachers	School Administrators*	District Administrators**	Student and Other Support Staff***	Instructional Aides	School Counselors	Librarians
Arizona	51.8% Rank: 15	2.5% Rank: 27	0.4% Rank: 47	23.0% Rank: 25	14.7% Rank: 11	1.3% Rank: 45	0.6% Rank: 41
California	52.8% Rank: 11	2.8% Rank: 12	0.7% Rank: 37	21.3% Rank: 35	10.2% Rank: 38	1.3% Rank: 45	0.2% Rank: 50
Colorado	47.5% Rank: 37	2.7% Rank: 18	1.1% Rank: 19	19.7% Rank: 40	14.7% Rank: 11	2.1% Rank: 10	0.8% Rank: 30
Idaho	54.9% Rank: 7	2.6% Rank: 22	0.5% Rank: 45	21.8% Rank: 32	11.0% Rank: 35	2.2% Rank: 8	0.5% Rank: 45
Montana	54.2% Rank: 9	2.8% Rank: 12	0.9% Rank: 28	22.2% Rank: 28	12.1% Rank: 28	2.4% Rank: 6	1.9% Rank: 1
National	**50.5%**	**2.7%**	**1.0%**	**23.6%**	**11.6%**	**1.7%**	**0.8%**
Nevada	**65.5% Rank: 2**	**3.0% Rank: 9**	**0.1% Rank: 49**	**4.2% Rank: 50**	**12.5% Rank: 27**	**2.6% Rank: 4**	**1.1% Rank: 15**
New Mexico	47.8% Rank: 36	2.8% Rank: 12	1.8% Rank: 11	22.5% Rank: 27	12.9% Rank: 21	1.8% Rank: 24	0.6% Rank: 41
Oregon	45.7% Rank: 41	2.5% Rank: 27	0.7% Rank: 37	20.6% Rank: 38	16.4% Rank: 5	1.7% Rank: 30	0.5% Rank: 45
Utah	49.3% Rank: 32	2.5% Rank: 27	0.8% Rank: 33	20.4% Rank: 39	15.8% Rank: 7	1.6% Rank: 36	0.5% Rank: 45
Washington	51.4% Rank: 18	2.7% Rank: 18	1.1% Rank: 19	25.3% Rank: 13	10.0% Rank: 40	2.0% Rank: 13	1.1% Rank: 15
Wyoming	43.5% Rank: 48	2.2% Rank: 44	2.3% Rank: 5	24.7% Rank: 15	14.2% Rank: 13	2.9% Rank: 2	1.1% Rank: 15

*School Administrators include primarily principals and assistant principals.
**District Administrators include primarily superintendents, assistant superintendents, and other district administrators.
***Student and Other Support Staff include library support staff and student support services staff; it does not include administrative support staff.

Source: *Education State Rankings 2011–2012, CQ Press, 2012.*

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

Educational Personnel—FTEs *(continued)*

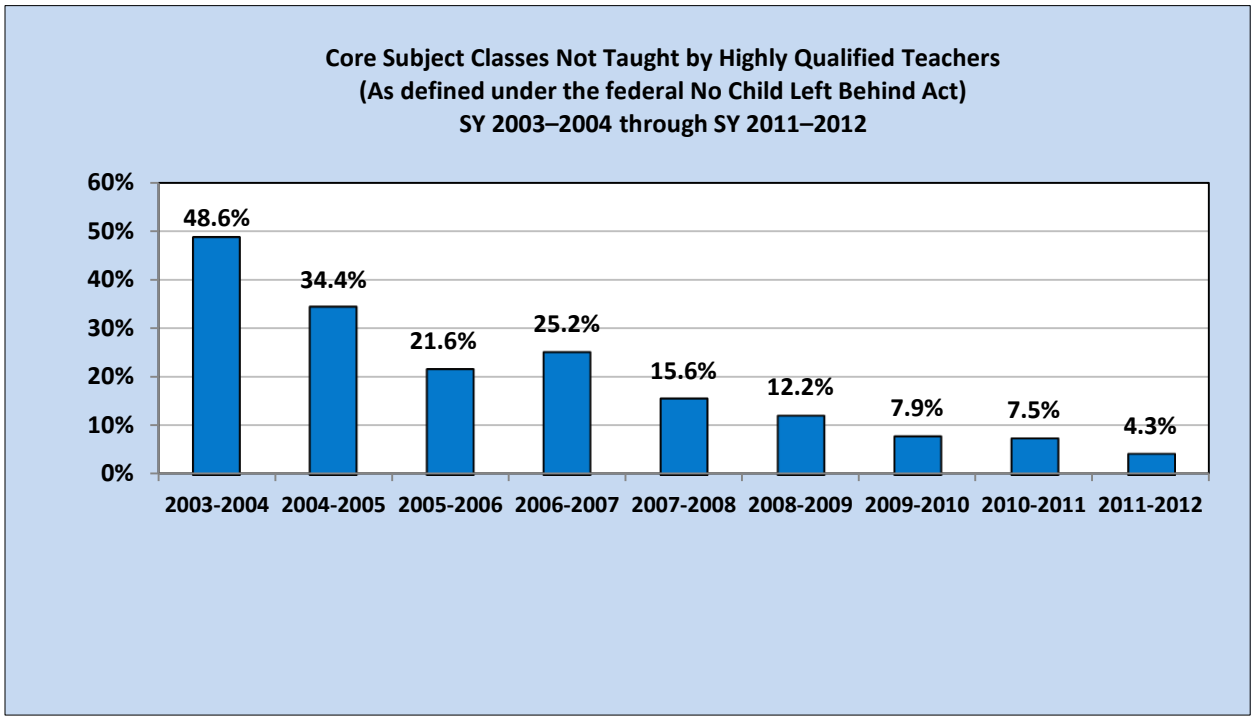


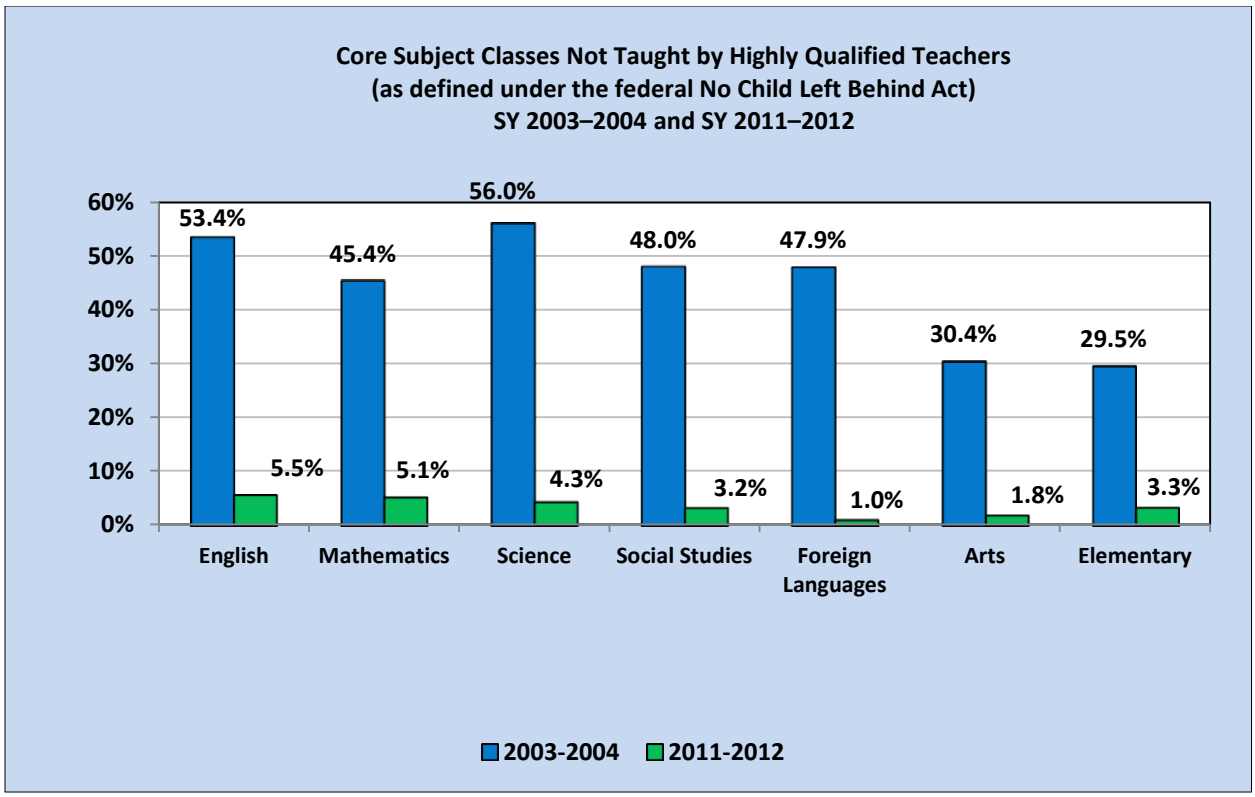
State of Nevada Student to Administrator Ratios—SY 2010–2011			
School District	**Enrollment**	**Administrators***	**Administrator Ratio**
Carson City	7,791	32	243
Churchill	4,169	12	347
Clark	314,023	871	361
Douglas	6,342	22	288
Elko	9,556	36	265
Esmeralda	66	1	66
Eureka	239	2	120
Humboldt	3,379	15	225
Lander	1,118	3	373
Lincoln	972	8	122
Lyon	8,500	38	224
Mineral	517	4	129
Nye	5,932	18	330
Pershing	679	5	136
Storey	426	4	107
Washoe	64,755	216	300
White Pine	1,425	10	143

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

Source: DOE, Research Bulletin, Volume 51, February 2011.

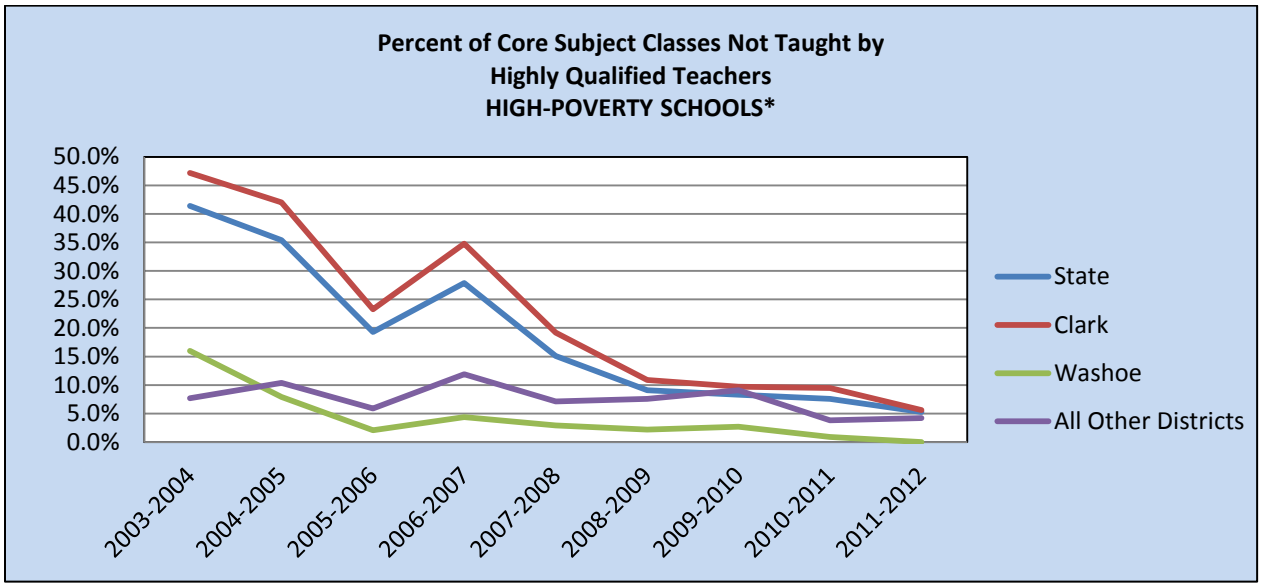
Educational Personnel—Teachers Not NCLB Highly Qualified



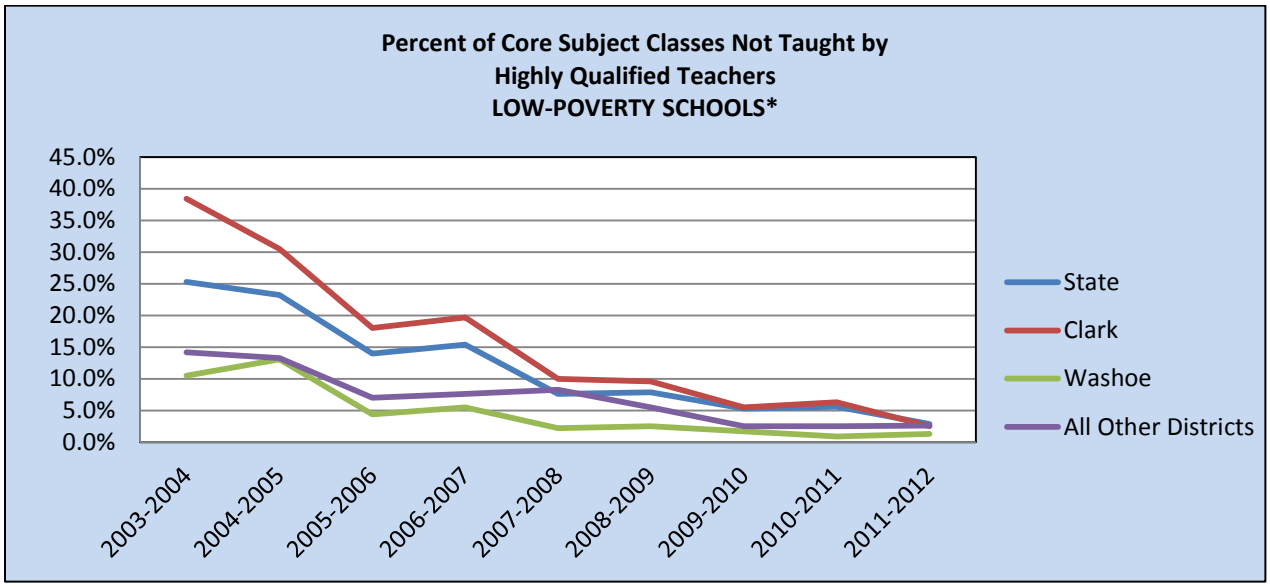


Source: DOE, *NevadaReportCard.com:* Nevada Annual Reports of Accountability.

Educational Personnel—Teachers Not NCLB Highly Qualified *(continued)*



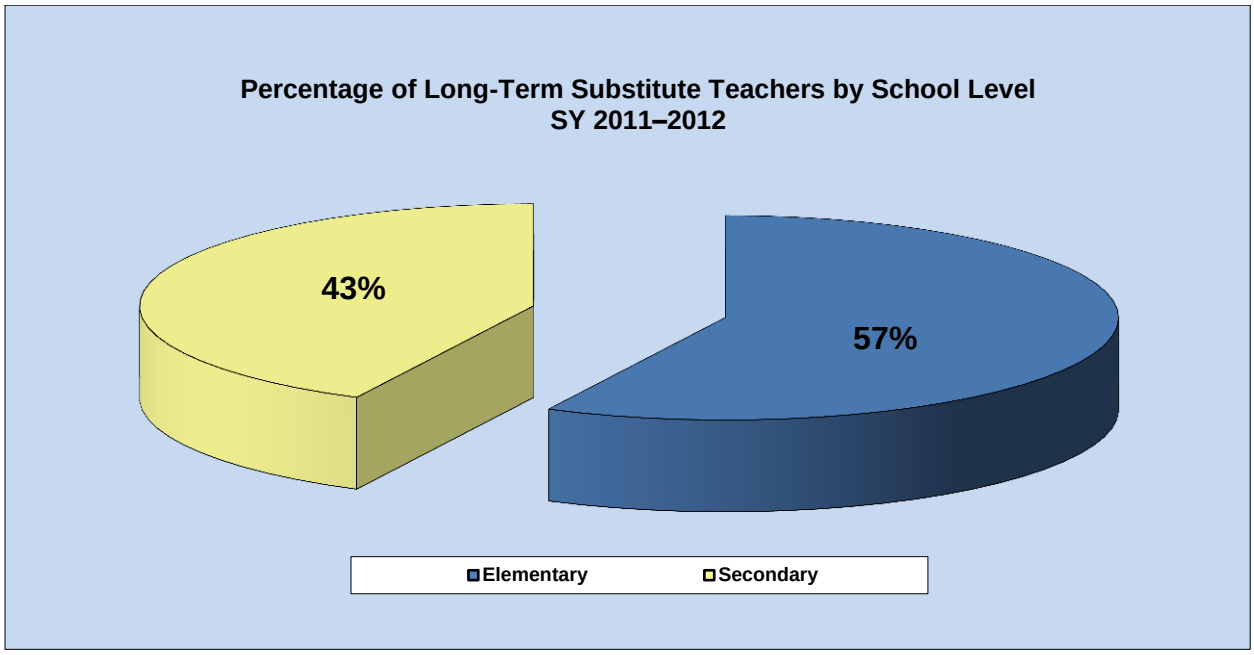
*High-Poverty School: Defined as being within the bottom quartile throughout the State for percentages of students who qualify for free or reduced-price lunch.

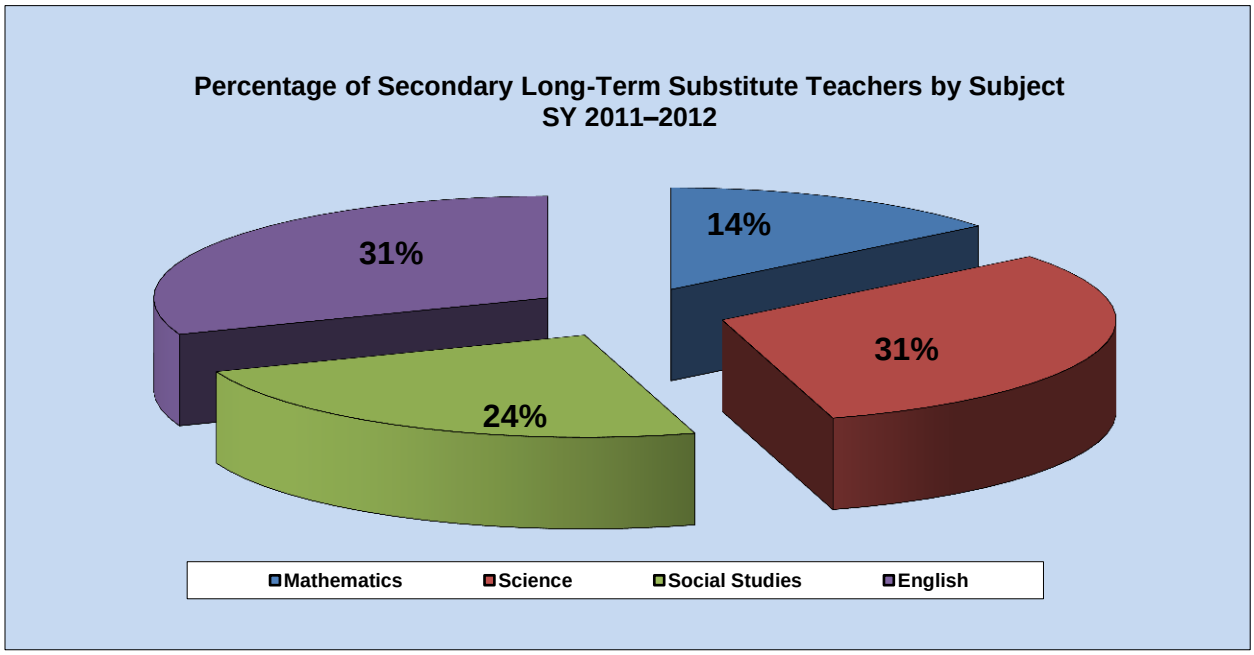


*Low-Poverty School: Defined as being within the top quartile throughout the State for percentages of students who qualify for free or reduced-price lunch.

Source: DOE, *NevadaReportCard.com:* Nevada Annual Reports of Accountability.

Educational Personnel—Substitute Teachers—Long-Term

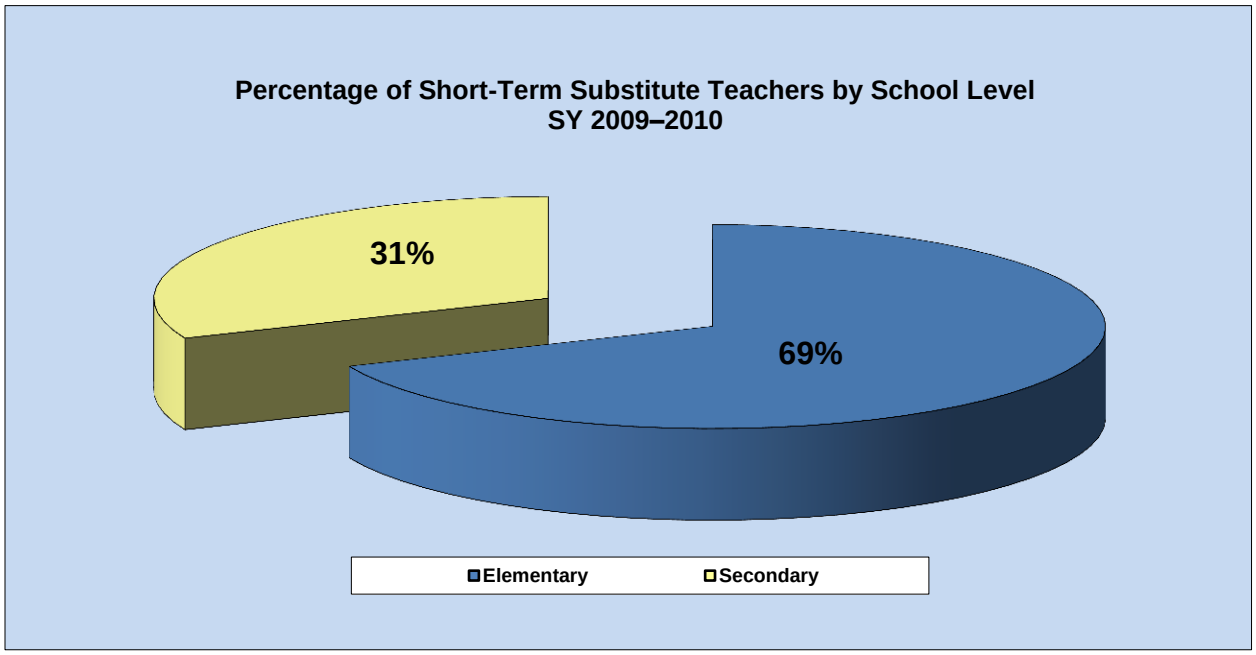


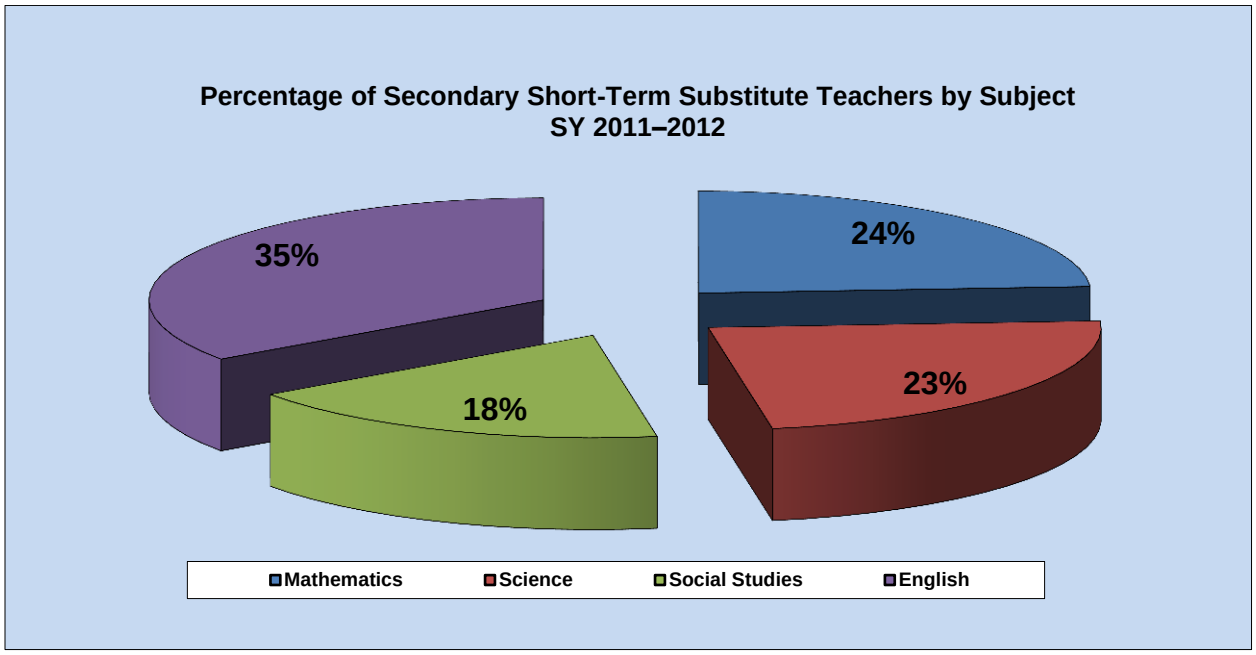


Source: DOE, *NevadaReportCard.com:* Nevada Annual Reports of Accountability.

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

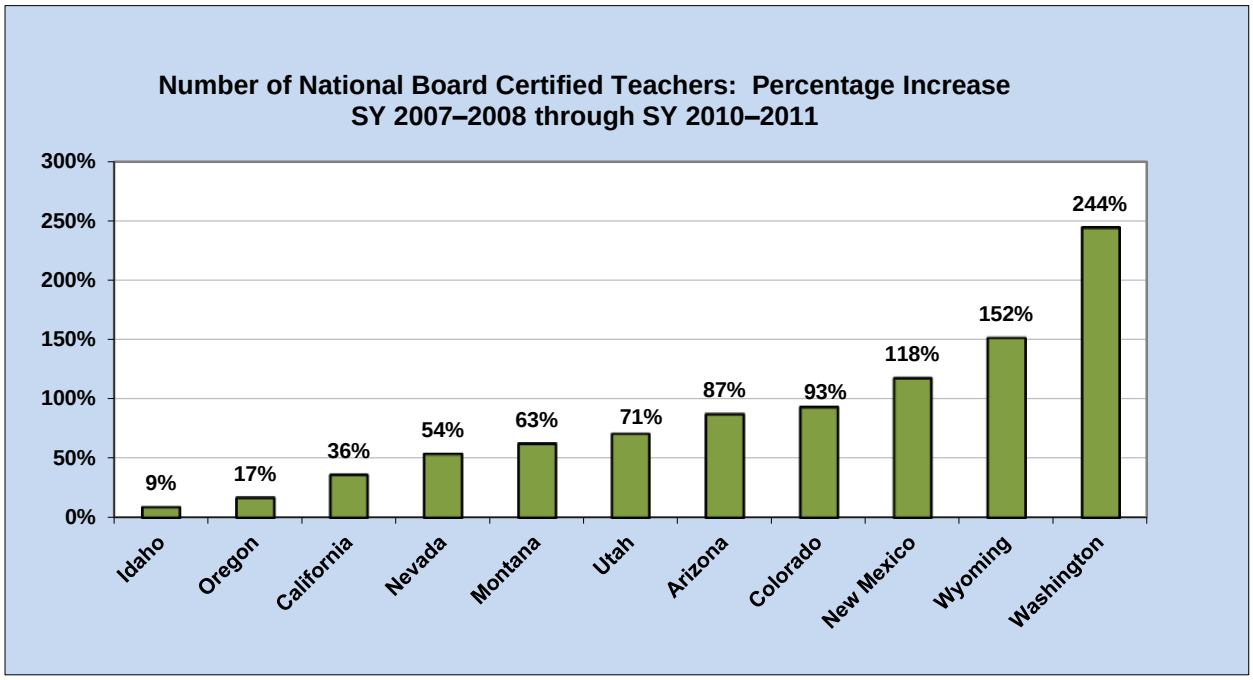
Educational Personnel—Substitute Teachers—Short-Term





Source: DOE, *NevadaReportCard.com:* Nevada Annual Reports of Accountability, *Long/Short Term Substitute Teacher Details (2011–2012)*.

Educational Personnel—Teachers—National Board Certification



Percent Increase in the Number of National Board Certified Teachers: Nevada and Western States			
States	**2007–2008**	**2010–2011**	**Percent Increase 2008 to 2011**
Arizona	452	847	87
California	3,882	5,291	36
Colorado	332	642	93
Idaho	339	370	9
Montana	64	104	63
Nevada	**337**	**519**	**54**
New Mexico	310	675	118
Oregon	220	257	17
Utah	124	212	71
Washington	1,792	6,173	244
Wyoming	145	365	152

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

Educational Personnel—Teacher Salaries

Background

Average Teacher Salaries

Teacher pay is often viewed as a major factor in attracting qualified people into the profession. The National Education Association's (NEA's) *December 2011 Rankings and Estimates* reported Nevada's average public classroom teacher salary at $54,559 for the 2011–2012 school year; the national average was reported at $56,643. State average public classroom teacher salaries ranged from those in New York ($74,449), Massachusetts ($72,000), and Connecticut ($70,821) at the high end to Oklahoma ($44,156), Mississippi ($41,646), and South Dakota ($39,850) at the low end. 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 often pay for employees.

Collective Bargaining

Although the State budget often includes funding for raises for education personnel, salary increases that are utilized by the Legislature to construct the budget are not necessarily what is passed on to the school district employees. Salaries for teachers are set at the school district level utilizing the collective bargaining process outlined in Chapter 288 ("Relations Between Governments and Public Employees") of the *Nevada Revised Statutes* (NRS). Following the lead of other states, the Nevada Legislature adopted the Local Government Employee-Management Relations Act in 1969 to regulate collective bargaining between local units of government and their employees, including school districts and teachers. The requirements for recognition of an employee organization and definitions of bargaining units are set forth in Chapter 288 of NRS. There is only one recognized employee organization for each bargaining unit. There are 17 organizations representing teachers, one in each school district.

Budget Reductions: Teacher and State Employee Salaries

The 2011 Legislature reduced funding for teacher salaries 2.5 percent to help meet the projected revenue shortfalls; this is the same amount that was reduced from the salaries of State employees. In addition, for the first time, the budget was reduced the equivalent of 5.3 percent of the employee contribution to the Public Employees' Retirement System (PERS). Until 2011, though school employees participate in the employer-paid PERS, funding for salaries has not been reduced for the employee contribution to PERS. In comparison, State employees who elect the employer-paid PERS option receive a salary reduction of 10.615 percent as their contribution to PERS. **However, as noted previously, the actual salaries of teachers continue to be subject to local collective bargaining agreements.**

Educational Personnel—Teacher Salaries *(continued)*

Average Annual Salaries of Public Classroom Teachers
By Region

National Average:
$55,623

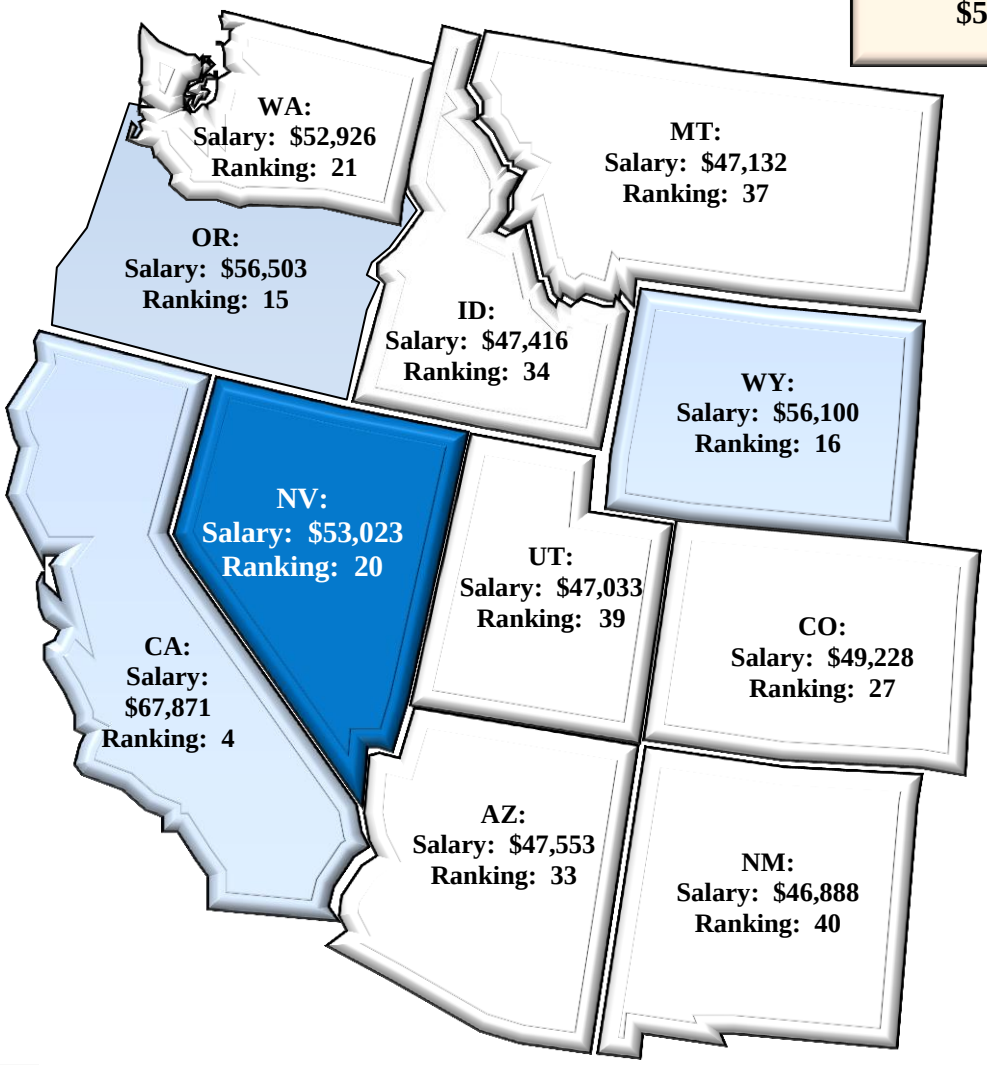
Region	Annual Average Salary SY 2011–2012
New England Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont	$65,739
Mid East Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania	$68,789
Southeast Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia	$48,090
Great Lakes Illinois, Indiana, Michigan, Ohio, and Wisconsin	$60,459
Plains Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota	$49,055
Southwest Arizona, New Mexico, Oklahoma, and Texas	$48,491
Rocky Mountains Colorado, Idaho, Montana, Utah, and Wyoming	$49,853
Far West Alaska, California, Hawaii, **Nevada**, Oregon, and Washington	$65,072

Source: NEA, *Rankings & Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*, December 2011.

Educational Personnel—Teacher Salaries *(continued)*

Average Salaries of Public School Teachers
Rankings 2010–2011

National Average: $55,623



Ranked Higher Than Nevada

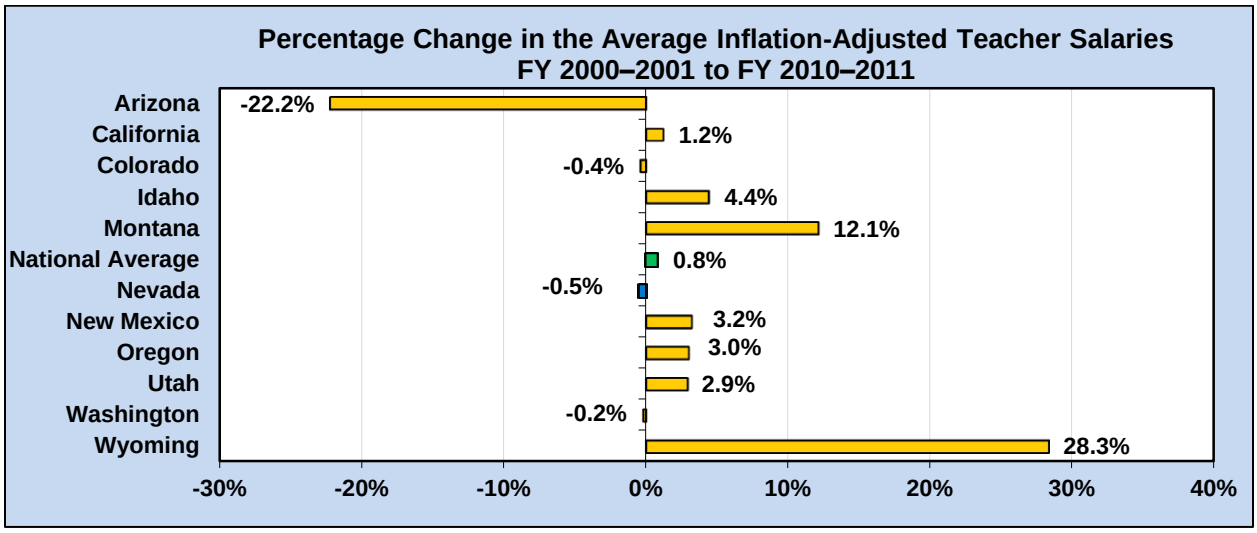
Ranked Lower Than Nevada

*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 2011 and Estimates of School Statistics 2012*, December 2011.

Educational Personnel—Teacher Salaries *(continued)*

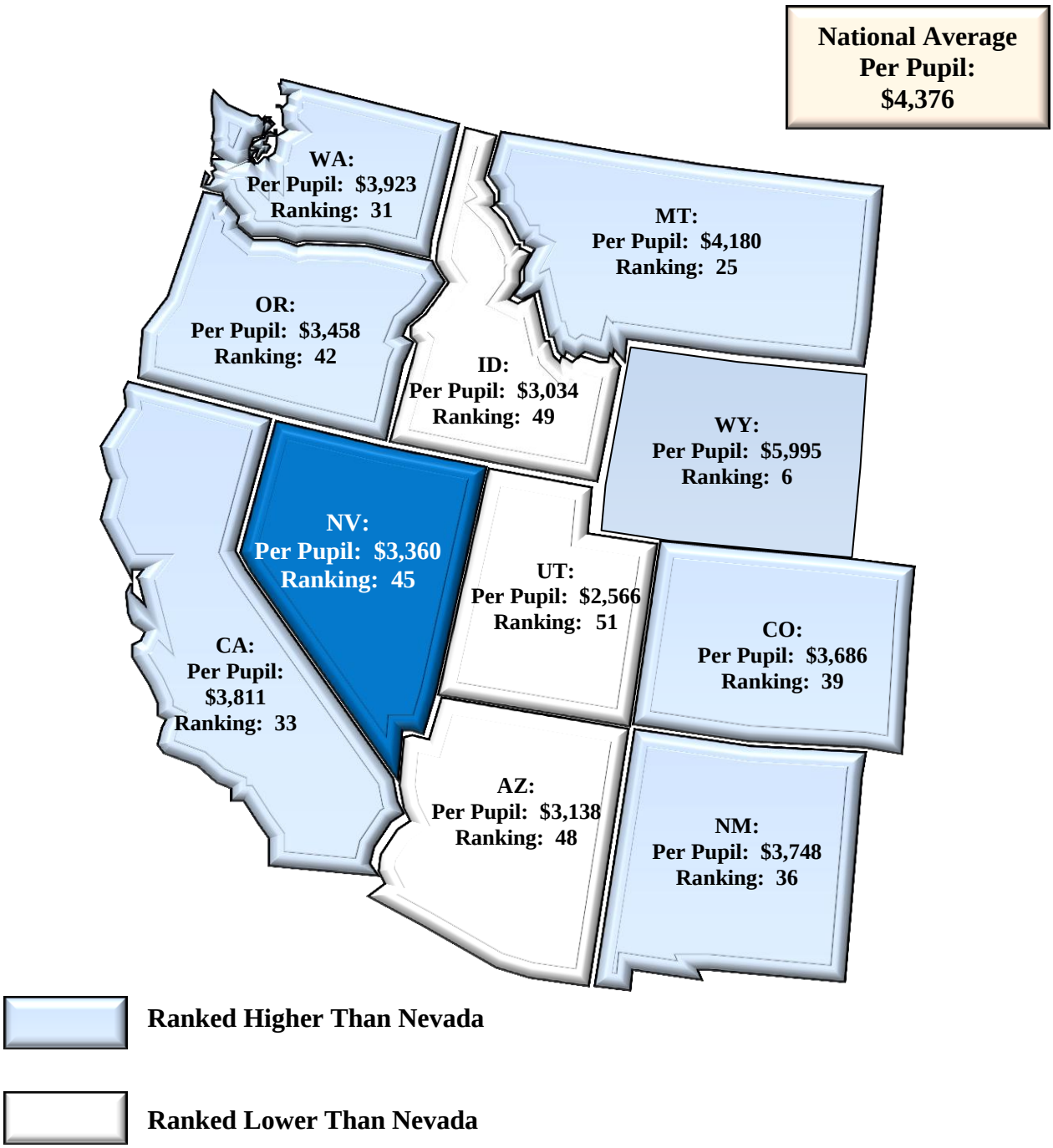


State	FY 2000–2001 to FY 2010–2011	Rank
National Average	**0.8%**	
Arizona	-22.2%	51
California	1.2%	31
Colorado	-0.4%	37
Idaho	4.4%	18
Montana	12.1%	6
Nevada	**-0.5%**	**39**
New Mexico	3.2%	22
Oregon	3.0%	24
Utah	2.9%	25
Washington	-0.2%	35
Wyoming	28.3%	1

Source: NEA, *Rankings & Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*, December 2011.

Educational Personnel—Teacher Salaries *(continued)*

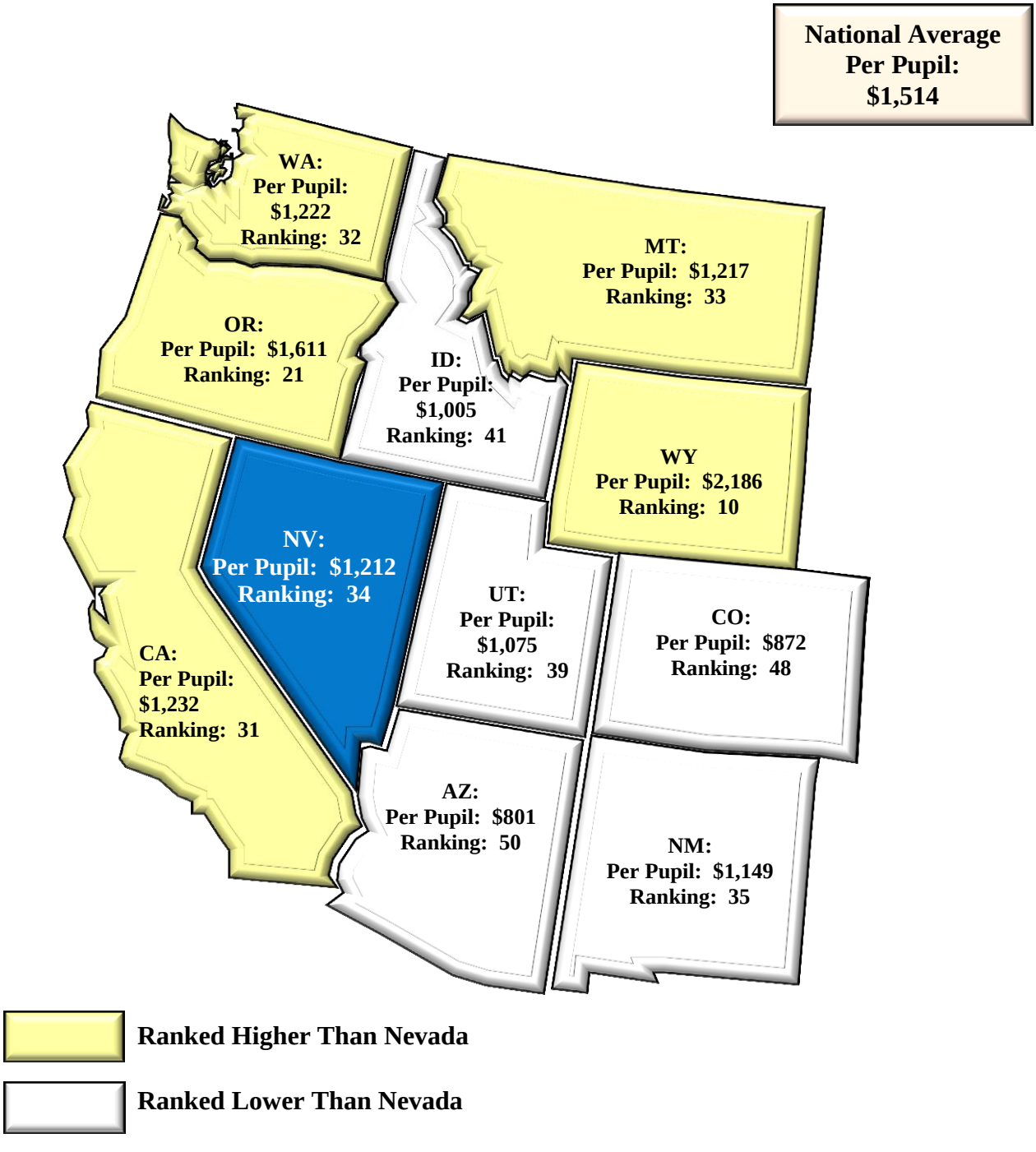
Current Per-Pupil Spending on Instruction—Salaries (No Benefits)
Rankings 2009–2010



Source: United States Census Bureau, *Public Education Finances 2010*, June 2012.

Educational Personnel—Teacher Salaries *(continued)*

Current Per-Pupil Spending on Instruction—Benefits Only (No Base Salary)
Rankings 2009–2010



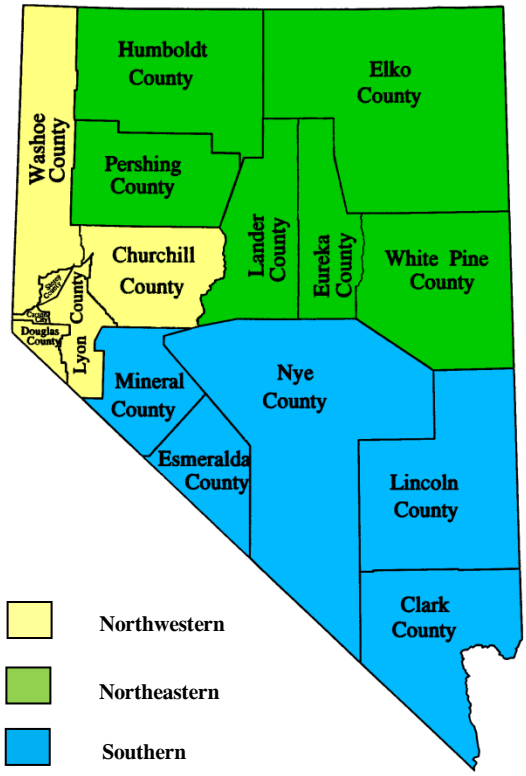
Source: U.S. Census Bureau, *Public Education Finances 2010*, June 2012.

Educational Personnel—Professional Development

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 (later consolidated into three) 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 2011–2013 Biennium, the State has continued to support the programs through State General Fund appropriations.



The Legislature, through approval of Senate Bill 197 (Chapter 380, *Statutes of Nevada 2011*), appropriated $7.9 million over the 2011–2013 Biennium to continue the RPDPs. For the first time, State funding of $7.0 million over the biennium was also appropriated to the Clark County School District and Washoe County School District for the purchase of professional development services, which may include the purchase of services through the RPDPs. The Legislature also continued funding of $200,000 over the biennium for statewide administrator training. Finally, the Legislature moved Churchill County from the Northeastern RPDP to the Northwestern RPDP. The three regional training programs serve the school districts identified in the map.

NW = Carson City and Churchill, Douglas, Lyon, Storey, and Washoe Counties.

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

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

Educational Personnel—Professional Development *(continued)*

Each RPDP is overseen by a governing body composed of superintendents of schools, representatives of the Nevada System of Higher Education, teachers, and employees of the 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.

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Council for the Coordination of the Regional Training Programs. The Council consists of the RPDP coordinator from each of the three regions, as well as one member of the governing board from each of the three 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

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.

Career Cluster: Health Science

Old Occupation Name: Leech
Current Occupation Name: Physician

Educational Personnel—Professional Development *(continued)*

Funding for Professional Development of Teachers and Administrators

RPDP	1999–2001	2001–2003[1]	2003–2005[2]	2005–2007
Southern RPDP	$2,638,914	$10,139,178	$9,084,893	$10,504,192
Western RPDP	$1,327,070	$2,306,237	$2,322,222	$3,290,748
Northwestern RPDP	$1,754,353	$3,914,394	$3,760,596	$4,030,195
Northeastern RPDP	$1,179,663	$2,576,496	$2,587,065	$2,617,650
Statewide Administrative Training	NA	NA	$160,000	$200,000
Statewide Evaluation	$100,000	$260,000	$200,000	$200,000
Clark County School District	NA	NA	NA	NA
Washoe County School District	NA	NA	NA	NA
TOTAL	**$7,000,000**	**$19,196,305**	**$18,114,776**	**$20,842,785**

RPDP	2007–2009[3]	2009–2011[4]	2011–2013[5]
Southern RPDP	$14,201,041	$8,326,404	$2,900,010
Western RPDP	$3,432,840	N/A	N/A
Northwestern RPDP	$5,302,630	$4,477,118	$2,309,396
Northeastern RPDP	$3,266,585	$2,792,086	$2,671,472
Statewide Administrative Training	$200,000	$200,000	$200,000
Statewide Evaluation	$200,000	$0	$0
Clark County School District	NA	NA	$5,066,702
Washoe County School District	NA	NA	$1,974,316
TOTAL	**$26,603,096**	**$15,795,608**	**$15,121,896**

Source: Nevada school funding bills, various years.

[1] 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.

[2] 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.

3 Beginning with the 2007–2009 Biennium, funding for the statewide evaluation of the RPDPs was eliminated through budget reductions.

4 During the 2009 Legislative Session, the Governor recommended suspending funding support for the programs for the 2009–2011 Biennium. Instead, the Legislature approved the consolidation of the four existing RPDPs to three; the Western RPDP was eliminated as a separate program.

5 The 2011 Legislature appropriated over $15 million for support of professional development of teachers and administrators; this is similar to the amount appropriated for the 2009–2011 biennium. However, for the 2011–2013 Biennium, State funding support for the RPDPs was substantially reduced by allocating a large portion of the funds to the Clark County and the Washoe County School Districts to purchase professional development for teachers and administrators.

Educational Personnel—Professional Development: RPDPs—Internal Evaluations

Due to the economic downturn and resulting budget crisis, no statewide evaluation of the RPDPs has been conducted since the 2009–2011 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 SY 2011–2013 follow. To obtain an evaluation in its entirety, please contact the appropriate RPDP:

RPDP Contact Information

Northeastern Nevada 775-753-3879

Northwestern Nevada.....775-861-4470

Southern Nevada 702-799-3835

Career Cluster: Manufacturing

Old Occupation Name: Schumacker
Current Occupation Name: Shoemaker

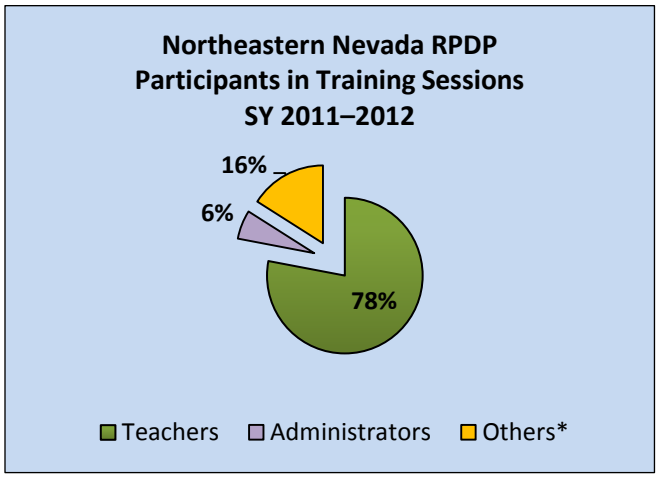
Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Northeastern Nevada RPDP: Internal Evaluation

The Northeastern Nevada RPDP (NERPDP) serves teachers and administrators in Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties. In the past year, NERPDP applied Change Principles in its work with teachers and administrators in understanding the complexity of implementing the Common Core State Standards (CCSS). Coordinators invested time deepening their own professional development and in serving on district committees as they began aligning their current curriculum with the CCSS.

Unduplicated Participant Counts

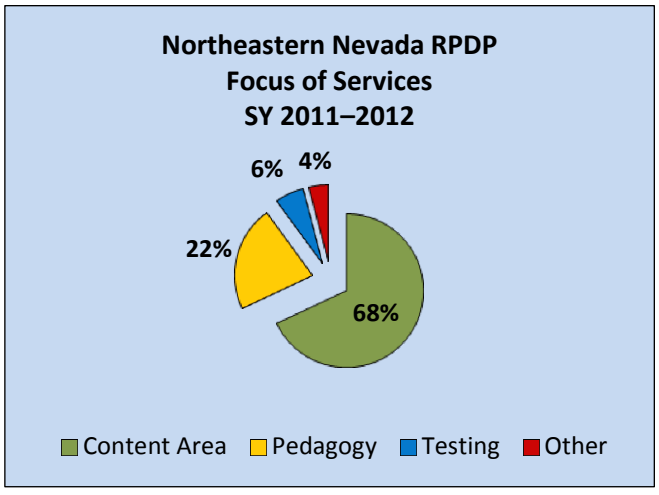
During SY 2011–2012, the NERPDP trainings reached an unduplicated count of 910 educators, including 707 teachers (78 percent), 57 administrators (6 percent), and 146 paraprofessionals, staff and substitute teachers (16 percent). Duplicated counts indicate total attendance reached 3,527 participants (including teachers, administrators, and other school personnel).



*Others = Paraprofessionals and substitute teachers.

Training Sessions

In total, 210 separate training sessions were conducted by the NERPDP. The training sessions were chiefly conducted by regional coordinators, site facilitators (Elko), NELIP facilitators, and instructional coaches. The following chart presents the focus of services provided by the NERPDP during SY 2011–2012. The chart indicates that approximately 68 percent of the training sessions focused on content areas, including the common core standards; 22 percent focused on instruction; and 6 percent focused on testing.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from NERPDP participants during SY 2011–2012.

Northeastern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Training Sessions
SY 2011–2012

Question	Rating*
The training matched my needs.	4.28
The training provided opportunities for interactions and reflections.	4.63
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.68
The presenter/facilitator efficiently managed time and pacing of the training.	4.64
The presenter modeled effective teaching strategies.	4.59
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.38
The training will improve my teaching skills.	4.36
I will use the knowledge and skills from this training in my classroom or professional duties.	4.47
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.19

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: *Northeastern Nevada RPDP Annual Report, 2011–2012*, August 2012.

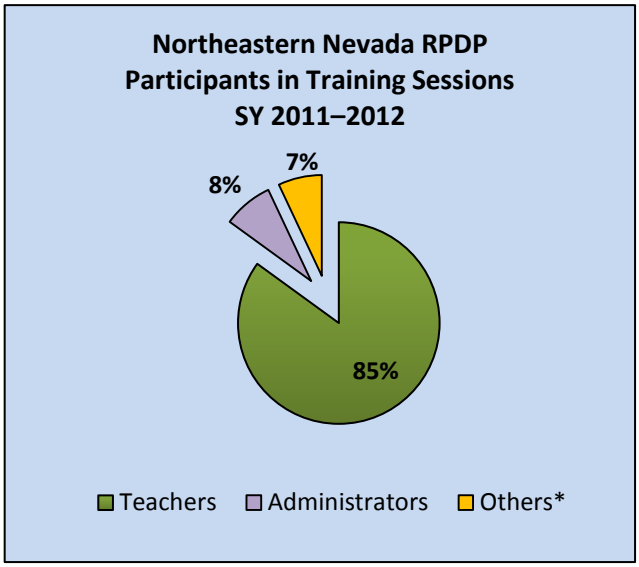
Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Northwestern Nevada RPDP: Internal Evaluation

The Northwestern Nevada RPDP (NWRPDP) provides professional development for the Carson City and Churchill, Douglas, Lyon, Storey, and Washoe County School Districts. A major focus for the NWRPDP during the 2011–2012 school year (SY) was assisting the six districts in the region to implement their individual plans for the transition to the Common Core State Standards (CCSS). During the school year, the NWRPDP staff worked with the Department of Education in designing resources for teachers, administrators, and parents.

Unduplicated Participant Counts

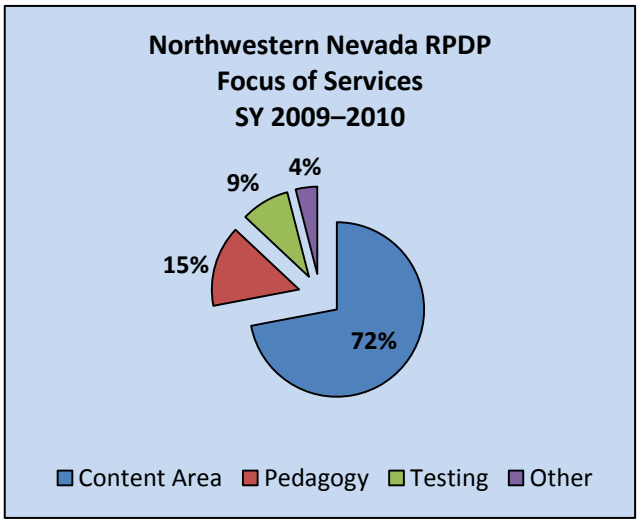
During SY 2011–2012, the NWRPDP training sessions reached an unduplicated count of 1,998 educators, including 1,686 teachers (85 percent), 166 administrators (8 percent), and 146 paraprofessionals, staff, substitute teachers, parents, and community members (7 percent). Duplicated counts indicate total attendance reached 4,061 participants (including teachers, administrators, and other school personnel).



*Others = Paraprofessionals, staff, substitute teachers, parents, and other community members.

Training Sessions

The following chart presents the focus of services provided by the NWRPDP during SY 2011–2012. The chart indicates that approximately 72 percent of the training sessions focused on content areas, including the CCSS; 15 percent focused on instruction; and 9 percent focused on testing.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2011–2012.

Northwestern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Training Sessions
SY 2011–2012

Question	Rating*
The training matched my needs.	4.32
The training provided opportunities for interactions and reflections.	4.60
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.61
The presenter/facilitator efficiently managed time and pacing of the training.	4.62
The presenter modeled effective teaching strategies.	4.53
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.31
The training will improve my teaching skills.	4.43
I will use the knowledge and skills from this training in my classroom or professional duties.	4.52
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.41

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: *Northwestern Nevada RPDP Annual Report, 2011–2012*, August 2012.

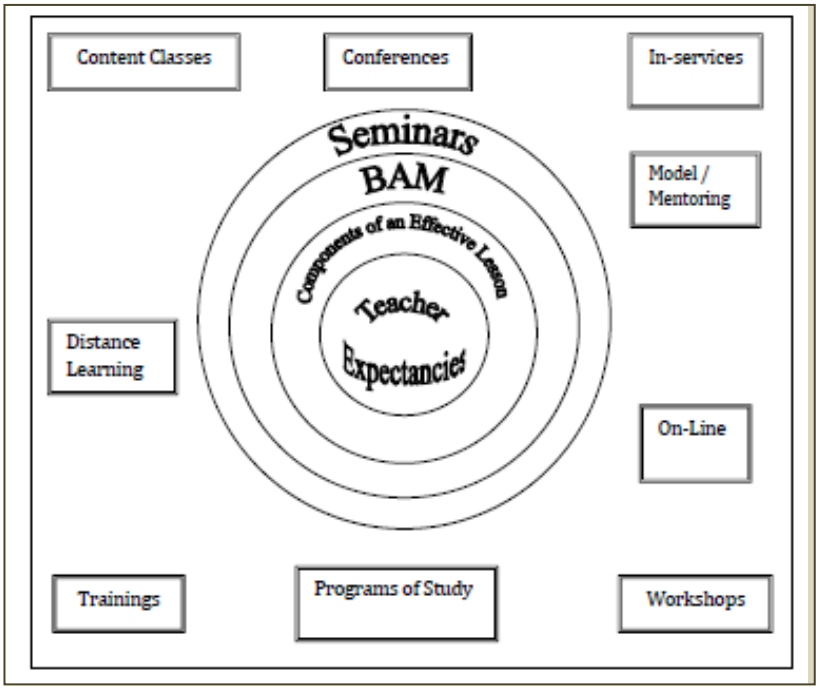
Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Southern Nevada RPDP: Internal Evaluation

The Southern Nevada RPDP (SNRPDP) serves teachers and administrators in Clark, Esmeralda, Lincoln, Mineral, and Nye Counties. The Esmeralda, Lincoln, Mineral, 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.

The SNRPDP continues to change the way professional development is delivered through implementation of the *Backward Assessment Model* (BAM) as the primary vehicle to deliver training. Rather than a model of a series of one-shot unconnected presentations, BAM requires professional development to be an integral and essential part of teachers' work. It requires professional development to be regularly scheduled, on site, ongoing, in the discipline teachers teach, in content and pedagogy, and include classroom teachers as active participants.

There are two premises of BAM; the first is "assessment drives instruction." The second is "teachers make a difference; teachers working together make a greater difference." As an example of this program and the emphasis placed on the academic standards, the majority of schools in the five southern Nevada school districts have adopted versions of the "Professional Development Day Agenda" put forth by the SNRPDP. Essentially, the agenda focuses professional development time on what teachers teach (State standards), how they teach it, the performance of their students, and the implementation of instructional practices that will result in increased student achievement.



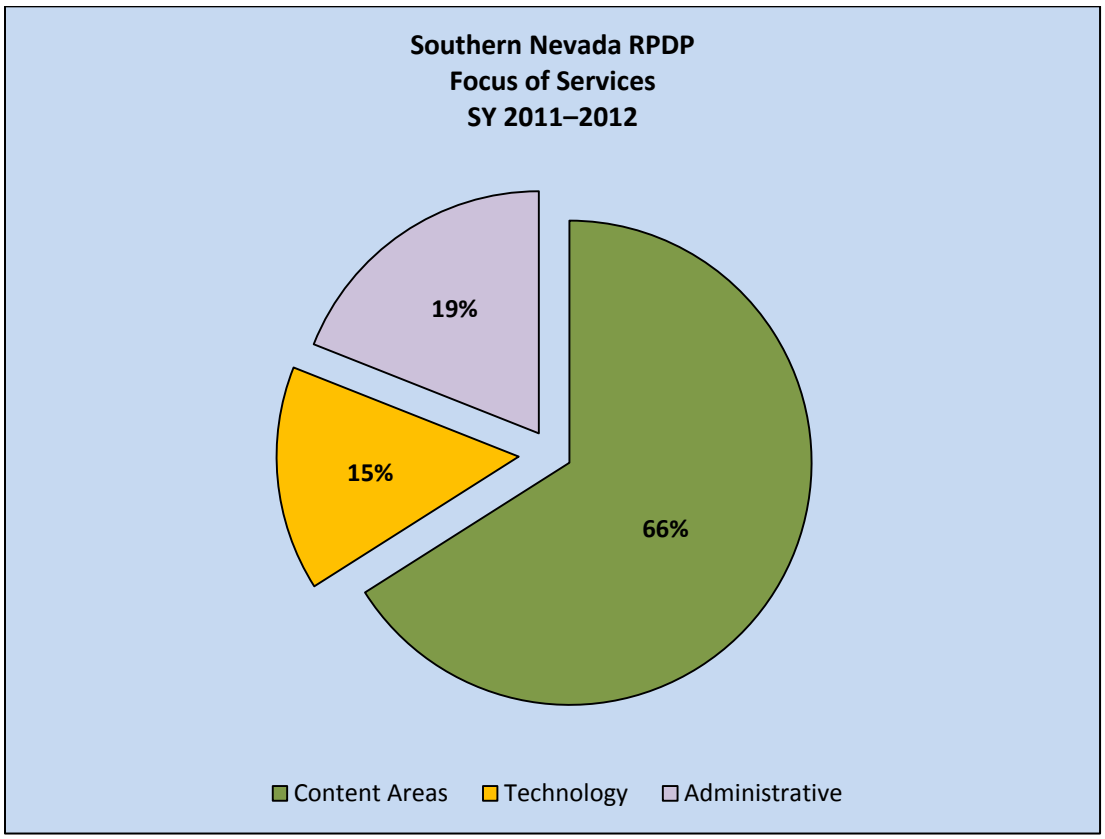
Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Unduplicated Participant Counts

During SY 2011–2012, the SNRPDP training sessions reached an unduplicated count of approximately 5,735 teachers and administrators. Duplicated counts indicate total attendance reached 12,744 participants (including teachers, administrators, and other school personnel). It is estimated that as many as 23,881 teachers and administrators were impacted by the SNRPDP trainers.

Training Sessions

The following chart presents the focus of services provided by the SNRPDP during SY 2011–2012. The chart indicates that approximately 66 percent of the training sessions focused on the academic standards in support of the core subject areas of English language arts, mathematics, and science. The areas of technology, including distance and online education, encompassed approximately 15 percent of the training sessions. Finally, 19 percent of the training sessions focused on administrative topics.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2011–2012.

Southern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Training Sessions
SY 2011–2012

Question	Rating*
The training matched my needs.	4.6
The training provided opportunities for interactions and reflections.	4.7
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.8
The presenter/facilitator efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.8
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.7
The training will improve my teaching skills.	4.7
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.7

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: *Southern Nevada RPDP Annual Report, 2011–2012*, August 2012.

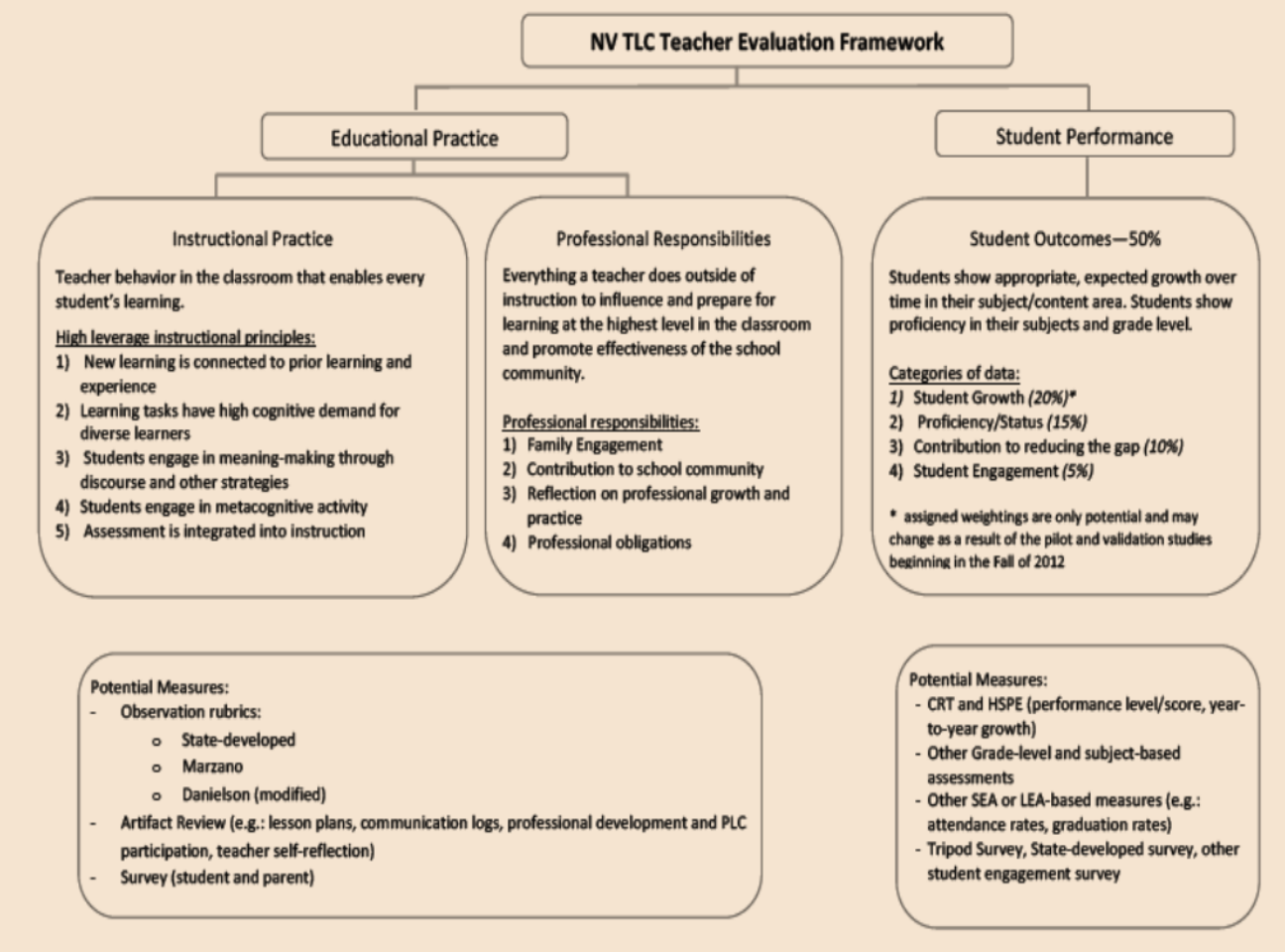
Educational Personnel—Performance Evaluations of Teachers and Administrators

Background

Assembly Bill 222 (Chapter 487, *Statutes of Nevada 2011*) created the Teachers and Leaders Council of Nevada to establish a statewide performance evaluation system for teachers and site-based administrators. The measure required at least 50 percent of the evaluation to be based upon student achievement data. Teachers and administrators will be evaluated using a four-category system, utilizing terms "highly effective," "effective," "minimally effective," or "ineffective."

The Council has met throughout the 2011–2013 Biennium. The following evaluation framework has been drafted as of July 2012:

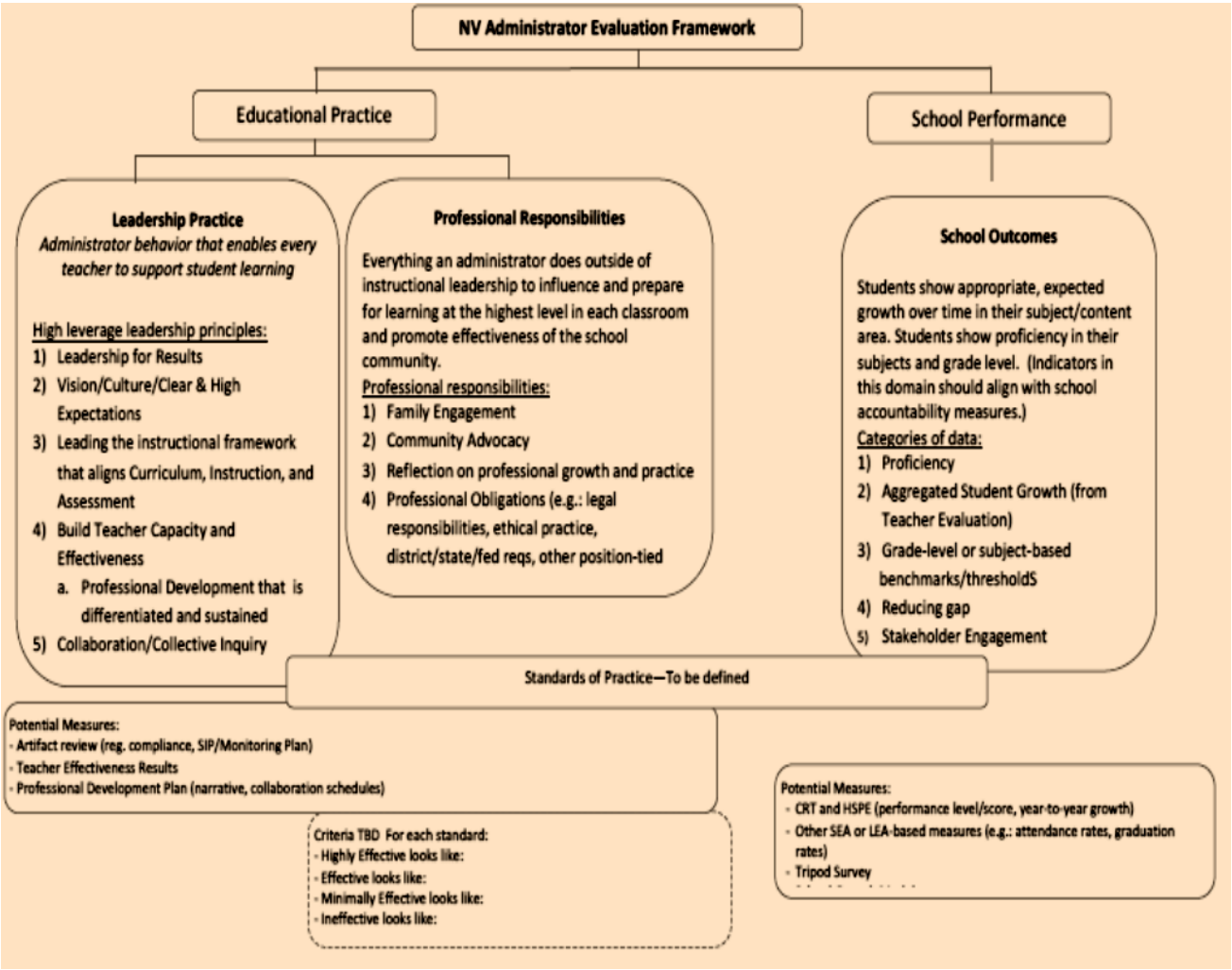
Nevada Teacher Evaluation Framework



Source: Nevada Teachers and Leaders Council, *Uniform Performance Evaluation of Teachers and Administrators in Nevada, System Guidelines White Paper*, July 25, 2012, Edition.

Educational Personnel—Performance Evaluation of Teachers and Administrators *(continued)*

Nevada Administrator Evaluation Framework



Source: Nevada Teachers and Leaders Council, *Uniform Performance Evaluation of Teachers and Administrators in Nevada, System Guidelines White Paper*, July 25, 2012, Edition.

6 *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 Account[1] (DSA) and locally collected revenues from the 2.25[2] percent 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.

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

[2] The 2009 Legislature, through the passage of Senate Bill 429 (Chapter 395, *Statutes of Nevada*), temporarily increased the LSST from 2.25 percent to 2.60 percent for the 2009–2011 Biennium. The 2011 Legislature, through the passage of Assembly Bill 561 (Chapter 476, *Statutes of Nevada*), extended the temporary increase to the LSST through the 2011–2013 Biennium.

Background—The *Nevada Plan (continued)*

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 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 through the DSA. Revenue received by the school district from the 2.25 percent LSST (2.60 percent for the 2011–2013 Biennium) and one-third of the proceeds from the 75-cent property tax rate 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 federal government, State, 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 the disadvantaged, the No Child Left Behind Act, the Race to the Top Program, the National School Lunch program, and the 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 (LCB), 2012.

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 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 5 is counted as six-tenths of a pupil (1). In instances of declining enrollment, the higher of the current or previous 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 (2.60 percent for the 2011–2013 Biennium) and one-third of the proceeds from the 75-cent property tax rate (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, such as the Adult High School Education Program, 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 through 14) are summed (15) and are added to total guaranteed basic 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).

Career Cluster: Architecture and Construction

Old Occupation Name: Mason
Current Occupation Name: Bricklayer

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.

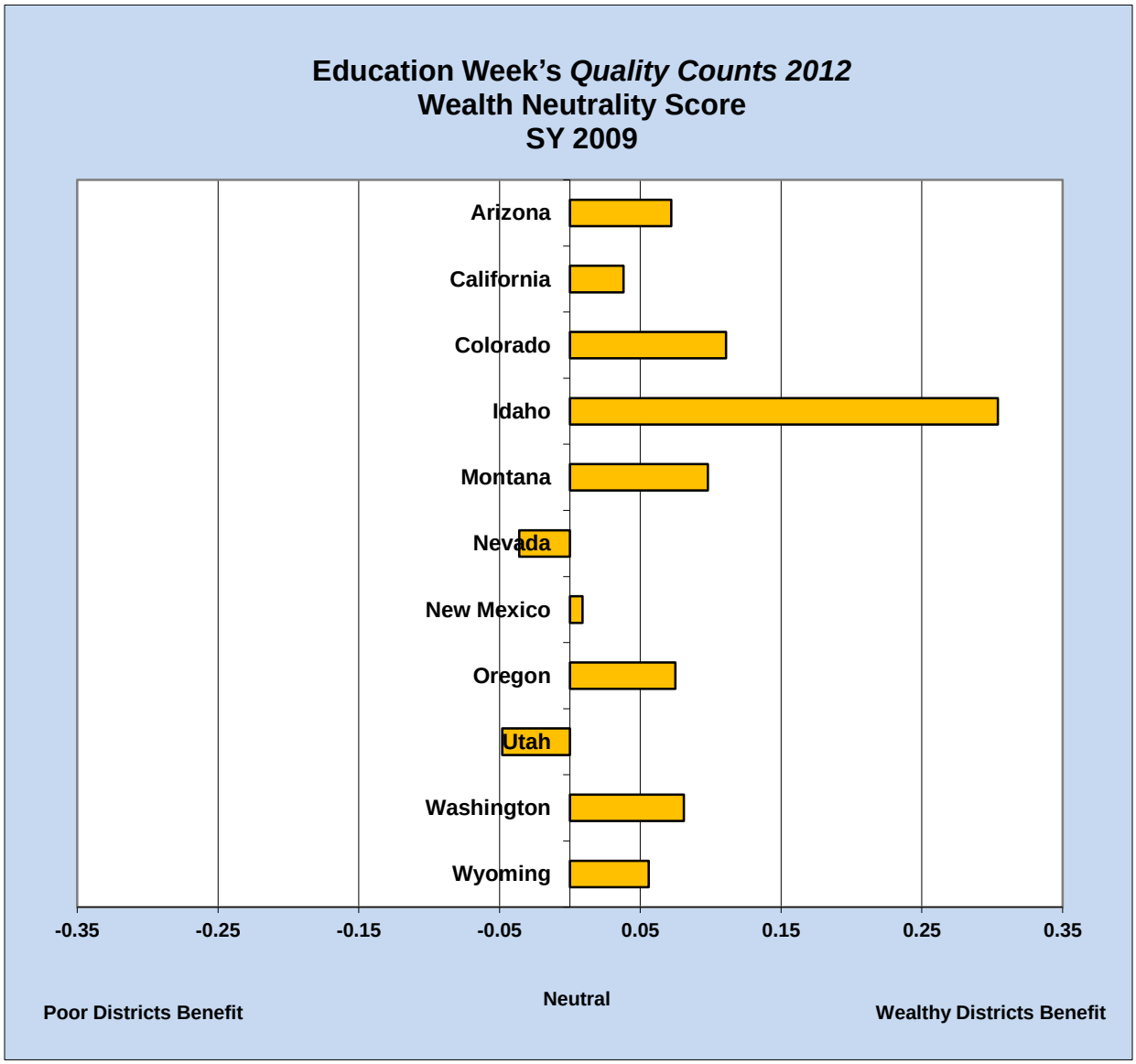
Basic Support Guarantee		
1	Number of Pupils (Weighted Apportionment Enrollment*)	8,000
2	x Basic Support Per Pupil	$ 4,700
3	= Guaranteed Basic Support	$ 37,600,000
4	+ Special Education Allocation (40 units @ $32,000 per unit)	$ 1,280,000
5	= Total Guaranteed Support	$ 38,880,000
6	- Local Resources 2.60-cent Local School Support (sales) Tax** 1/3 of the proceeds from the 75-cent property tax rate	 ($ 15,540,000) ($ 4,600,000)
7	= State Responsibility	$ 18,740,000
8	+ Other State Programs funded through the DSA (i.e., Adult High School Diploma Funding)	$ 35,000
9	= Total Revenue from Distributive School Account	$ 18,775,000
Resources in Addition to Basic Support		
10	2/3 of the Proceeds from 75-cent Property Tax Rate	$ 9,200,000
11	Governmental Services Tax	$ 1,700,000
12	Federal Revenues (Unrestricted)	$ 150,000
13	Miscellaneous Revenues	$ 10,000
14	Opening Fund Balance	$ 2,000,000
15	Total Resources in Addition to Basic Support	$ 13,060,000
16	Total Resources Available (Add lines 5, 8, and 15)	**$ 51,975,000**

*Weighted Apportionment 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, net of transfers, and a full count of disabled minors age 5 and over receiving special education.

**The 2.60 percent LSST tax reverts back to 2.25 percent, effective July 1, 2013.

Source: Fiscal Analysis Division, LCB, 2012.

School Finance Systems: Wealth Neutrality—Western States



Source: *Quality Counts 2012*, Education Week, January 12, 2012.

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

Distributive School Account

DISTRIBUTIVE SCHOOL ACCOUNT - SUMMARY FOR 2011-13 BIENNIUM

	2010 26th Special Session	2010 Actual	2011 26th Special Session	2011 Estimated as of 5/2/11	2012 Legislature Approved	2013 Legislature Approved
WEIGHTED ENROLLMENT	425,648.40	421,386.60	425,679.20	422,569.60	421,987	423,500
ADDITIONAL ENROLLMENT FOR HOLD HARMLESS	0	4,140.60	0	1,367.20	0	0
TOTAL ENROLLMENT *	425,648.40	425,527.20	425,679.20	423,936.80	421,987	423,500
BASIC SUPPORT	$ 5,186	$ 5,186	$ 5,192	$ 5,192	$ 5,263	$ 5,374
TOTAL REGULAR BASIC SUPPORT **	$ 2,207,566,730	$ 2,206,615,525	$ 2,210,126,406	$ 2,201,166,405	$ 2,220,949,633	$ 2,275,927,082
CATEGORICAL FUNDING:						
SPECIAL EDUCATION ***	121,252,632	121,252,632	121,252,632	121,252,632	121,252,632	121,252,632
CLASS-SIZE REDUCTION	142,682,929	142,682,930	144,348,993	144,348,993	139,213,449	142,639,610
CLASS-SIZE REDUCTION - AT-RISK KINDERGARTEN	1,580,391	1,580,390	1,586,508	1,586,508	1,554,599	1,582,409
SPECIAL UNITS/GIFTED & TALENTED	162,571	162,566	167,459	167,459	158,414	162,163
ADULT HIGH SCHOOL DIPLOMA	21,170,456	21,170,456	22,673,833	22,673,833	17,011,957	17,758,916
SCHOOL LUNCH PROGRAM STATE MATCH	588,732	588,732	588,732	588,732	588,732	588,732
RPDP - TRANSFER TO REMEDIATION TRUST FUND	7,897,804	7,897,804	7,897,804	7,897,804	0	0
EARLY CHILDHOOD EDUCATION	3,338,875	3,304,982	3,372,768	3,372,768	3,338,875	3,338,875
LIBRARY MEDIA SPECIALIST	18,798	18,798	18,798	18,798	18,798	18,798
SPECIAL ELEMENTARY COUNSELING	850,000	850,000	850,000	850,000	850,000	850,000
SPECIAL TRANSPORTATION	170,908	128,541	170,908	170,908	128,541	128,541
NRS ADJUSTMENT	0	0	7,225,368	0	0	0
OTHER ADJUSTMENTS	0	(39,739)	0	0	0	0
TOTAL REQUIRED STATE SUPPORT	$ 2,386,028,194	$ 2,384,960,985	$ 2,399,027,577	$ 2,382,842,208	$ 2,505,065,630	$ 2,564,247,758
LESS						
LOCAL SCHOOL SUPPORT TAX - 2.60%	(905,809,371)	(872,948,748)	(921,462,307)	(921,462,307)	(941,734,793)	(969,986,648)
1/3 PUBLIC SCHOOLS OPERATING PROPERTY TAX	(253,196,604)	(262,851,182)	(220,536,619)	(220,536,619)	(202,433,266)	(202,931,773)
CAPITAL CONSTRUCTION FUNDS	(10,000,000)	(10,000,000)	(35,000,000)	(35,000,000)	(20,000,000)	(20,000,000)
TRANSFER FROM CLOSURE OF CC RDA	(6,000,000)	(6,000,000)	(5,400,000)	(5,400,000)	0	0
TOTAL STATE SHARE	$ 1,211,022,219	$ 1,233,161,055	$ 1,216,628,651	$ 1,200,443,282	$ 1,340,897,571	$ 1,371,329,337
STATE SHARE ELEMENTS						
GENERAL FUND	$ 1,173,542,690	$ 1,173,542,690	$ 1,154,659,067	$ 1,154,625,174	$ 1,088,280,727	$ 1,111,331,100
GENERAL FUND TRANSFER FY 2010 TO FY 2009	0	(18,917,900)	0	0	0	0
GENERAL FUND TRANSFER FY 2011 TO FY 2010	0	69,080,821	(69,080,821)	(69,080,821)	0	0
DSA SHARE OF SLOT TAX	35,888,197	33,712,074	33,300,806	33,300,806	33,542,238	34,144,068
PERMANENT SCHOOL FUND	13,100,000	9,173,420	10,000,000	6,700,000	6,600,000	6,800,000
FEDERAL MINERAL LEASE REVENUE	10,706,000	8,116,846	8,000,000	8,000,000	8,000,000	8,000,000
OUT OF STATE LSST - 2.60%	98,037,864	86,190,829	91,133,635	91,133,635	93,138,606	95,932,745
IP1 (2009) ROOM TAX REVENUE TRANSFER	0	0	0	0	111,336,000	115,121,424
REAL PROPERTY TAX	1,000,000	0	0	0	0	0
ESTATE TAX	100	0	0	0	0	0
PRIOR YEAR REFUNDS	0	816,539	0	0	0	0
GENERAL FUND SUPPLEMENTAL APPROPRIATION	0	0	144,757,266	96,983,227	0	0
REVERSION TO STATE GENERAL FUND	0	(42,371)	0	0	0	0
BALANCE FORWARD TO NEXT FISCAL YEAR	0	(33,893)	33,893	33,893	0	0
TOTAL SHARE STATE ELEMENTS	$ 1,332,274,851	$ 1,361,639,055	$ 1,372,803,846	$ 1,321,695,914	$ 1,340,897,571	$ 1,371,329,337

*** Special Education Units	No. of Units	$ per Unit		No. of Units	$ per Unit
	2009-2010	3,049	39,768.00	2011-2012	3,049	39,768.00
	2010-2011	3,049	39,768.00	2012-2013	3,049	39,768.00

* FY 10 Actual Weighted Apportioned Enrollment; FY 11, 12 & 13 reflect Estimated and Projected

** Totals May Not Balance Due to Rounding

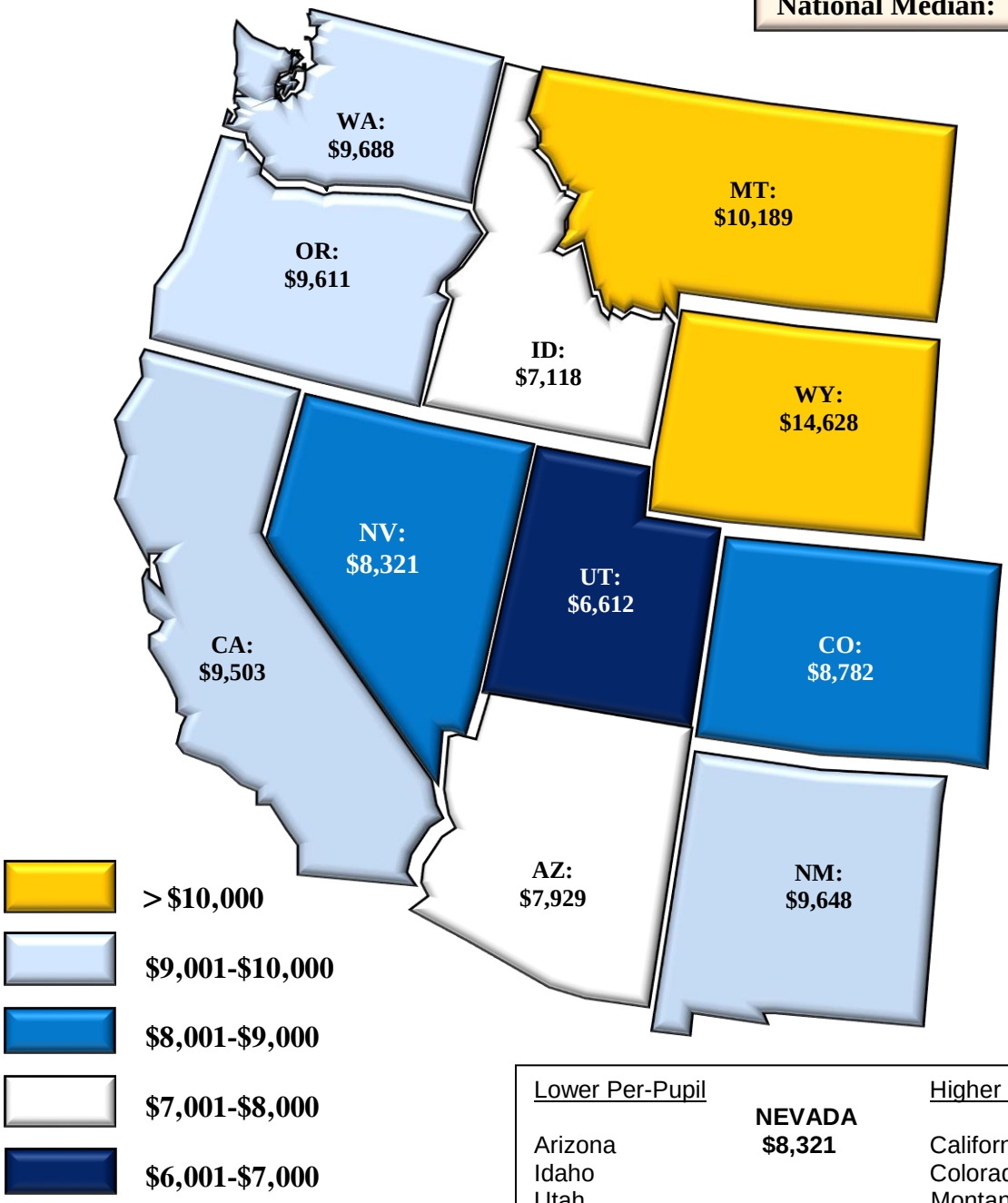
*** Special Education Unit funded separately from Basic Support

Source: Fiscal Analysis Division, LCB, 2012.

Per-Pupil Expenditures

Per-Pupil Current Expenditures for Elementary and Secondary Schools
SY 2008–2009

National Median: $10,591



Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2011*.

Lower Per-Pupil		Higher Per-Pupil
Arizona	**NEVADA**	California
Idaho	**$8,321**	Colorado
Utah		Montana
		New Mexico
		Oregon
		Washington
		Wyoming

Per-Pupil Expenditures *(continued)*

Per-Pupil Expenditures for Elementary and Secondary Schools by Function
Western States Comparison
SY 2008–2009

Current Per Pupil Expenditures					
State	**Total**	**Instruction**	**Student Support**	**Operations**	**Administration**
National Average	**$10,591**	**$6,456**	**$574**	**$1,033**	**$805**
Arizona	$7,929	$4,785	$488	$895	$500
California	$9,503	$5,685	$485	$973	$725
Colorado	$8,782	$5,061	$409	$854	$742
Idaho	$7,118	$4,335	$412	$672	$563
Montana	$10,189	$6,112	$576	$1,102	$839
Nevada	**$8,321**	**$4,944**	**$400**	**$886**	**$734**
New Mexico	$9,648	$5,565	**$984**	$972	$808
Oregon	$9,611	$5,594	$690	$801	$743
Utah	$6,612	$4,275	$252	$590	$476
Washington	$9,688	$5,830	$643	$860	$745
Wyoming	**$14,628**	**$8,602**	$843	**$1,442**	**$1,075**

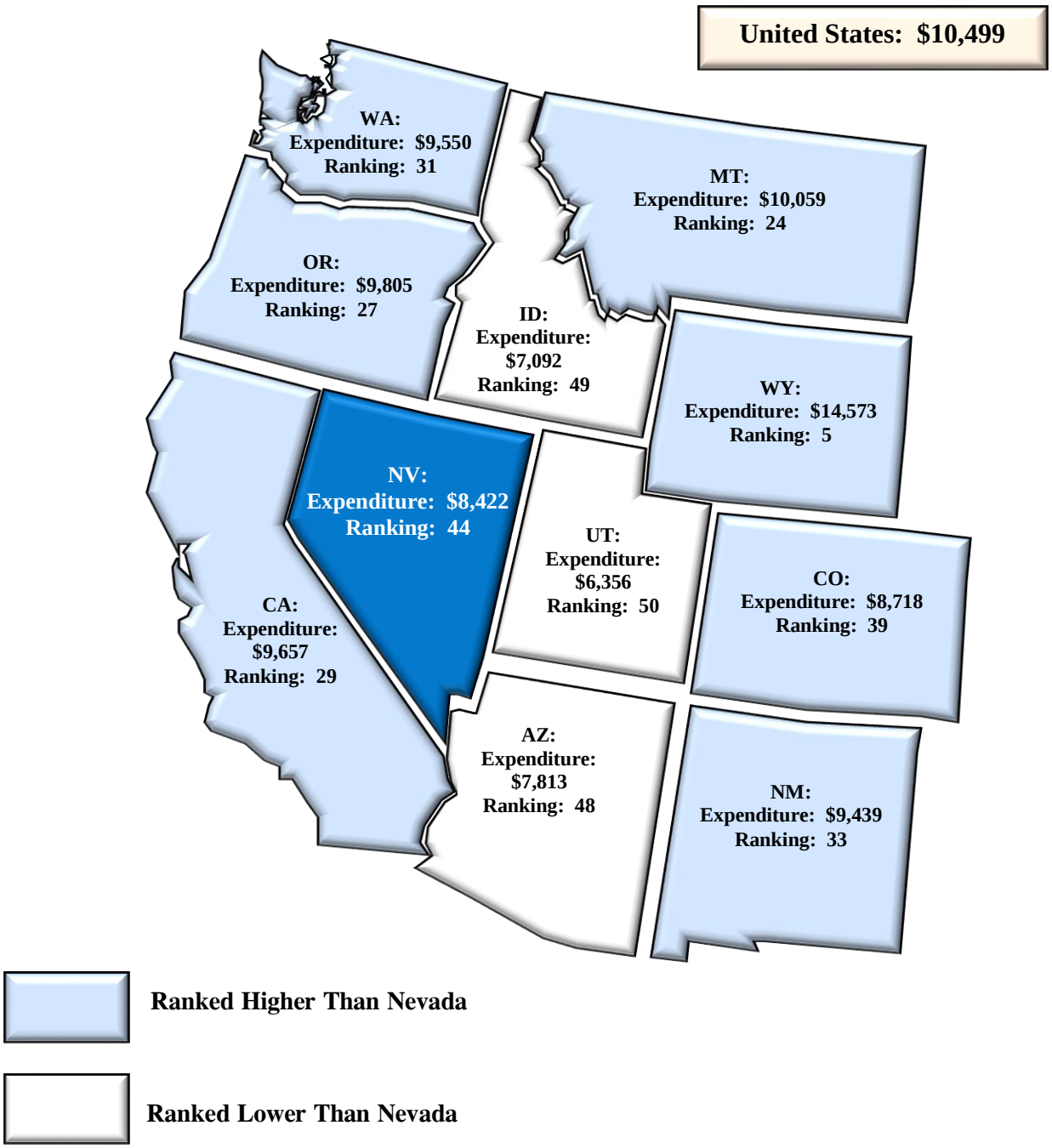
Source: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2011*.

Career Cluster: Manufacturing

Old Occupation Name: Whitesmith
Current Occupation Name: Tinsmith; worker of iron who finishes or polishes the work

Per-Pupil Expenditures *(continued)*

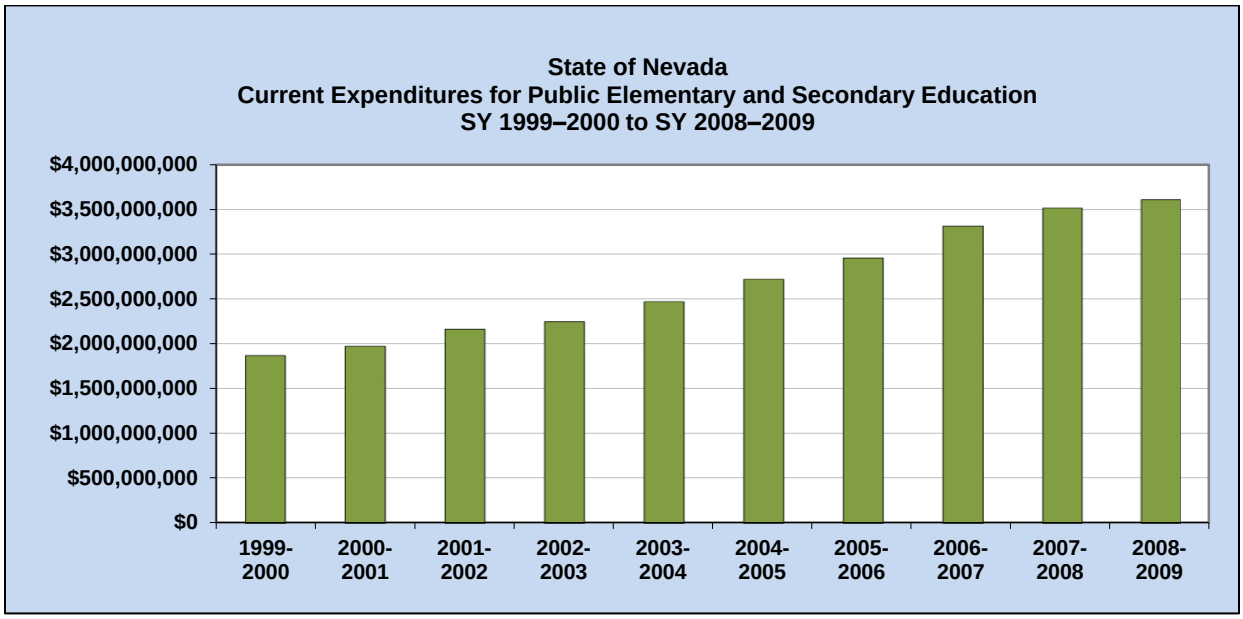
Per-Pupil Current Expenditure Rankings
For Public Elementary and Secondary Schools*
SY 2008–2009



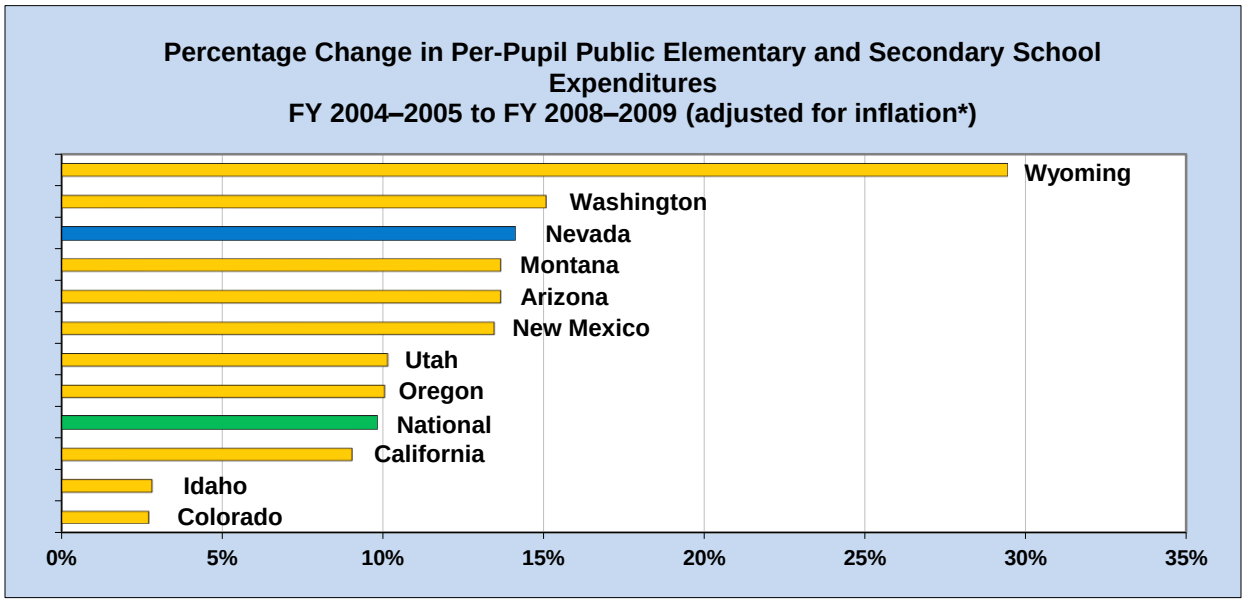
*Expenditures include salaries, benefits, services, and supplies. Excluded expenditures include those for adult education, community services, and other non-elementary-secondary school programs.

Source: *Education State Rankings 2011–2012,* CQ Press, 2012.

Public School Expenditures



Source: U.S. Department of Education, Common Core of Data, Build a Table, 2012.



*Adjusted for inflation to 2009 dollars using 1982–1984 as the index base period.

State Rankings			
Arizona	Rank 17	New Mexico	Rank 19
California	Rank 35	Oregon	Rank 32
Colorado	Rank 47	Utah	Rank 31
Idaho	Rank 46	Washington	Rank 11
Montana	Rank 17	Wyoming	Rank 2
Nevada	Rank 15		

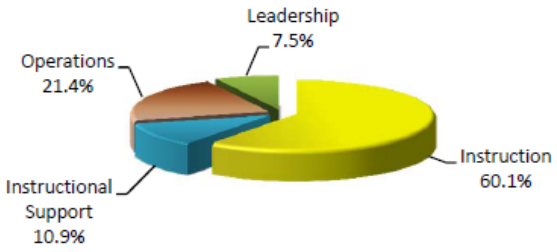
Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

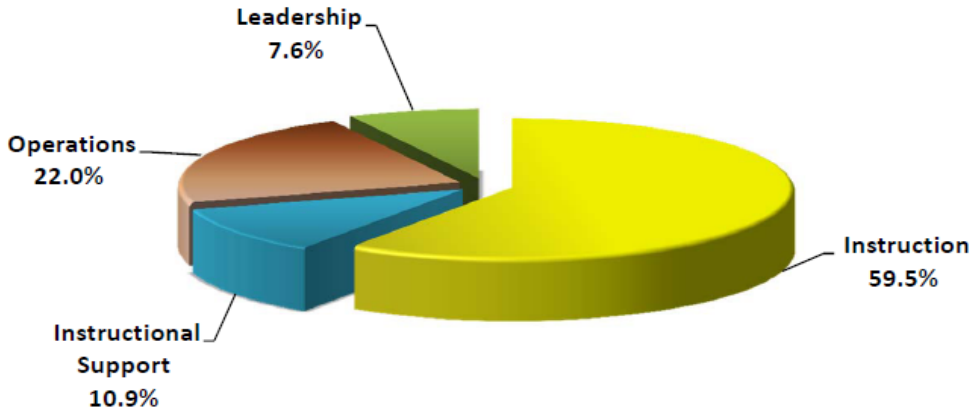
Public School Expenditures In$ite Financial Analysis System

Nevada School Districts & Charter Schools

#1 Total Expenditures
(All Funding Sources)
By Four Major Functions
2010/2011 School Year

2009/2010 School Year
(Prior Year)



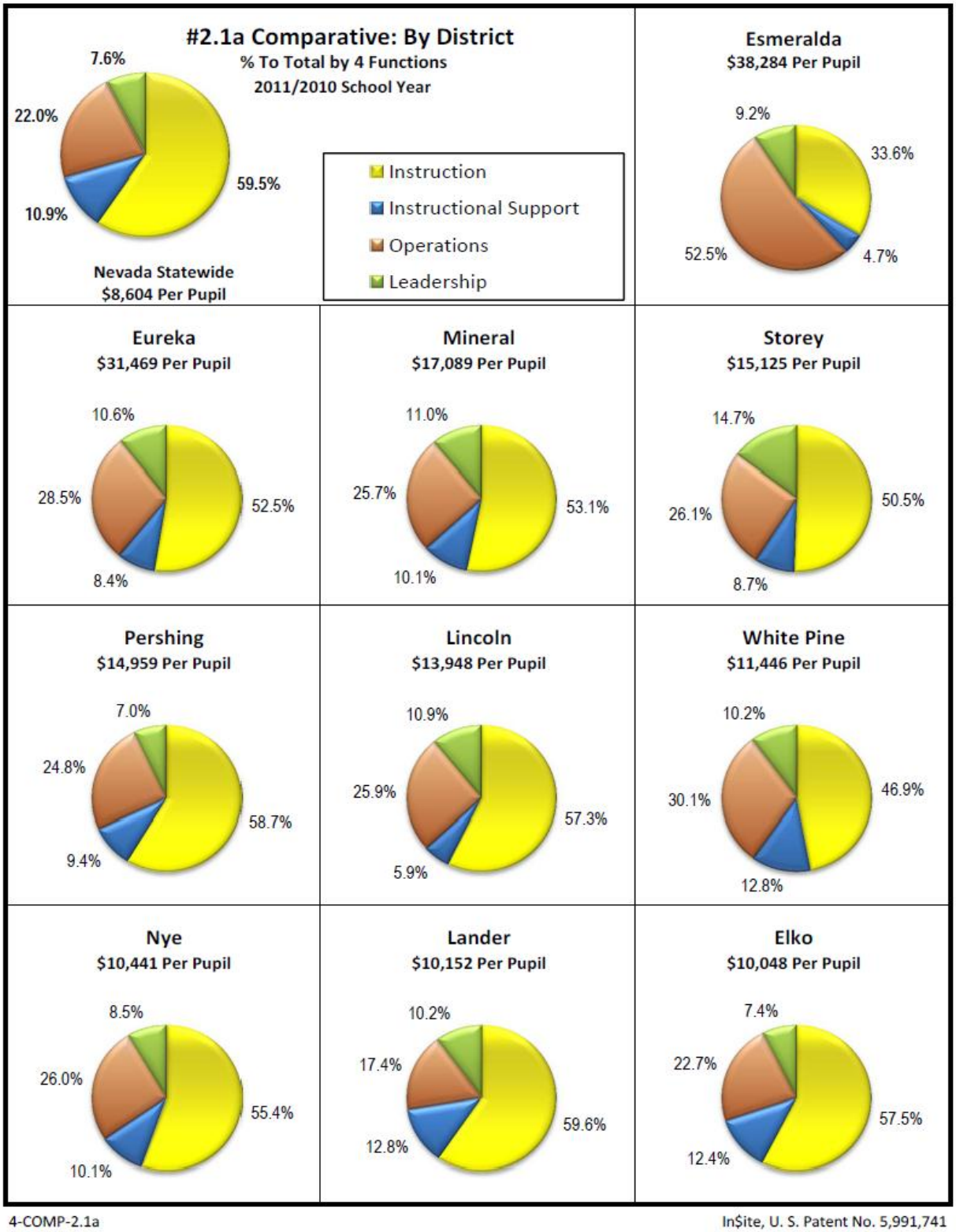


Weighted Enrollment: 422,632	Amount	Per Pupil	%-To-Total
Instruction	$2,163,252,618	$5,119	59.5%
Instructional Support	$396,899,653	$939	10.9%
Operations	$800,237,979	$1,893	22.0%
Leadership	$275,758,369	$652	7.6%
Total Expenditures	$3,636,148,619	$8,604	100.0%

2011-NV-01-01 (4) In$ite, U. S. Patent No. 5,991,741

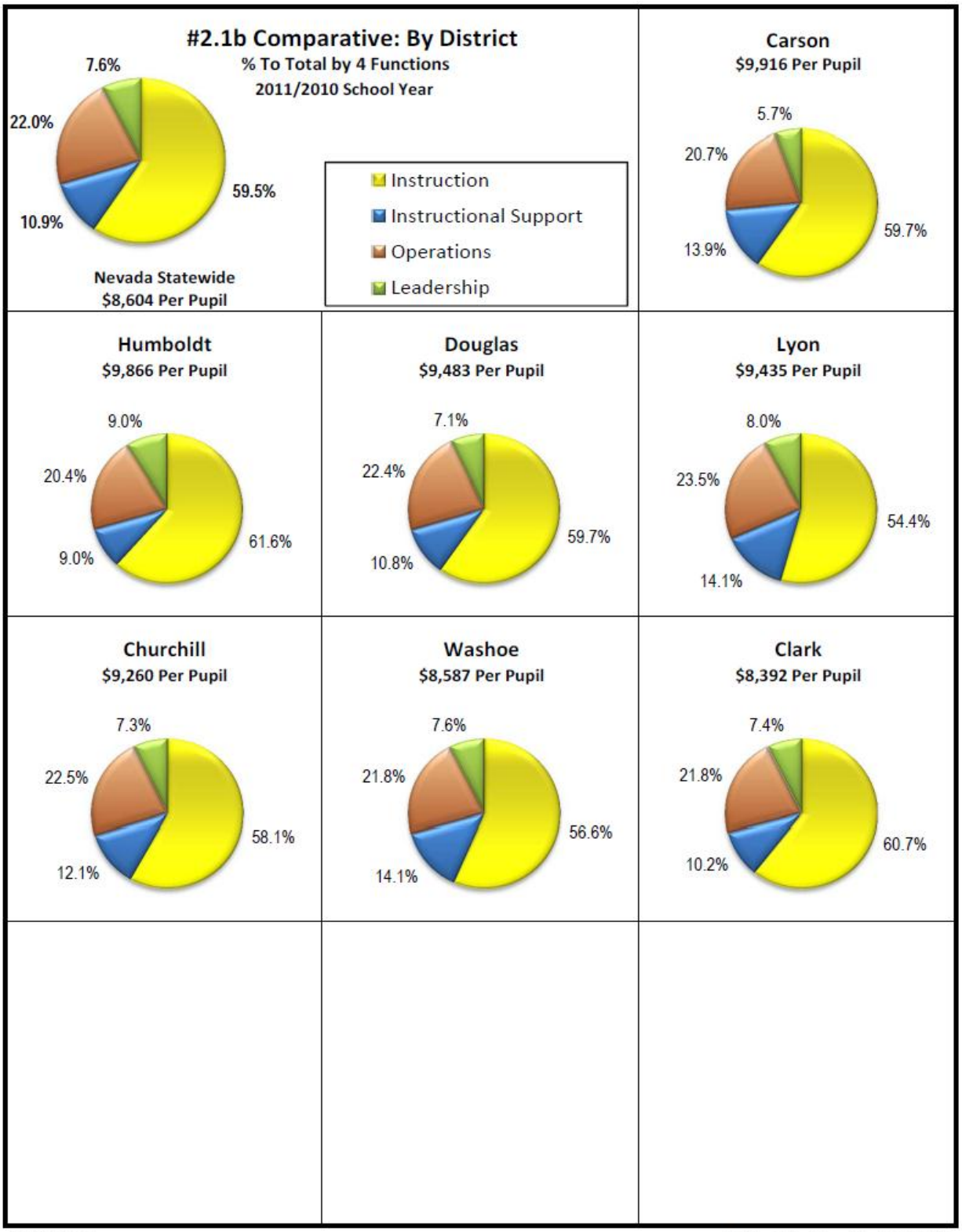
Source: http://edmin.com

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



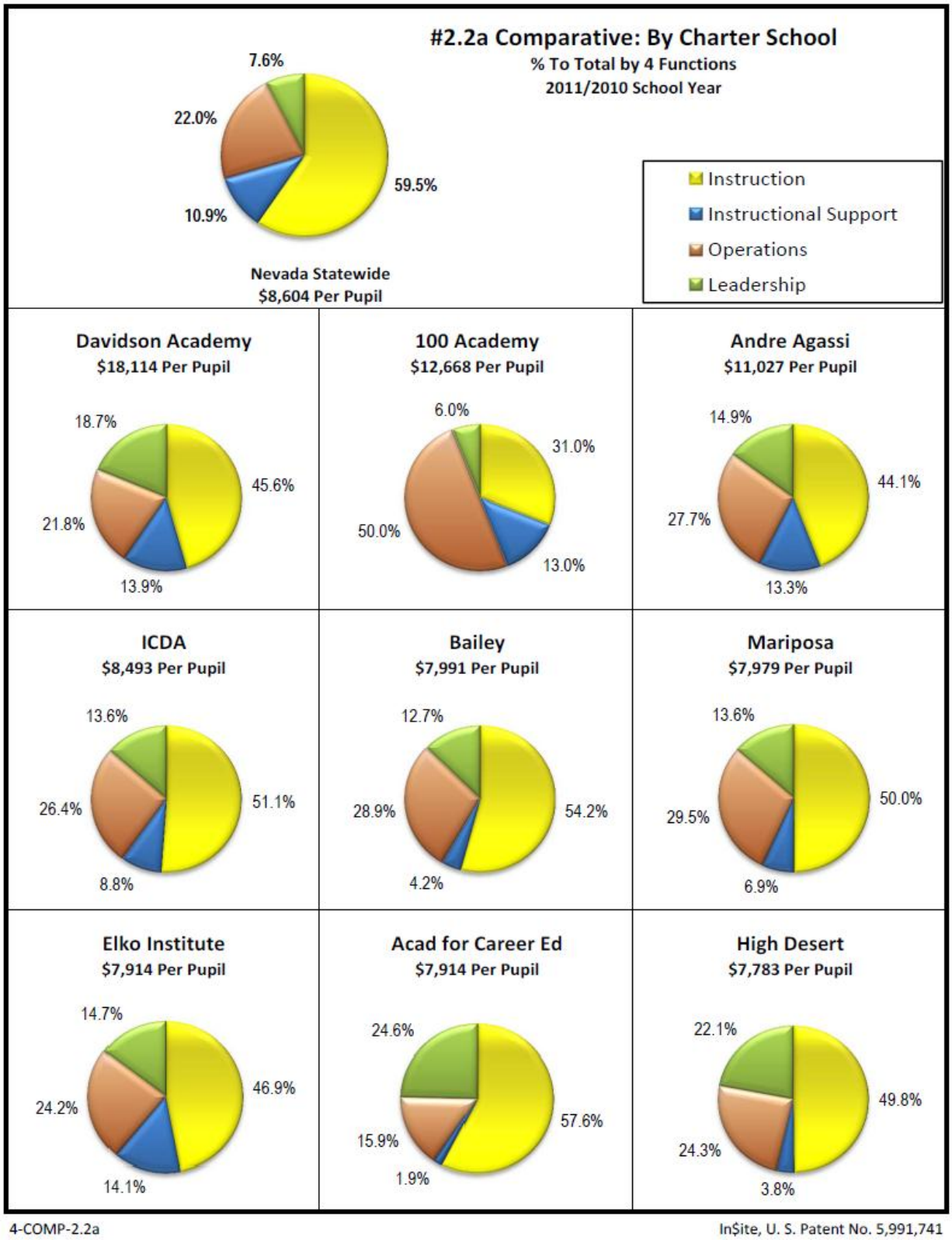
Source: http://edmin.com

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



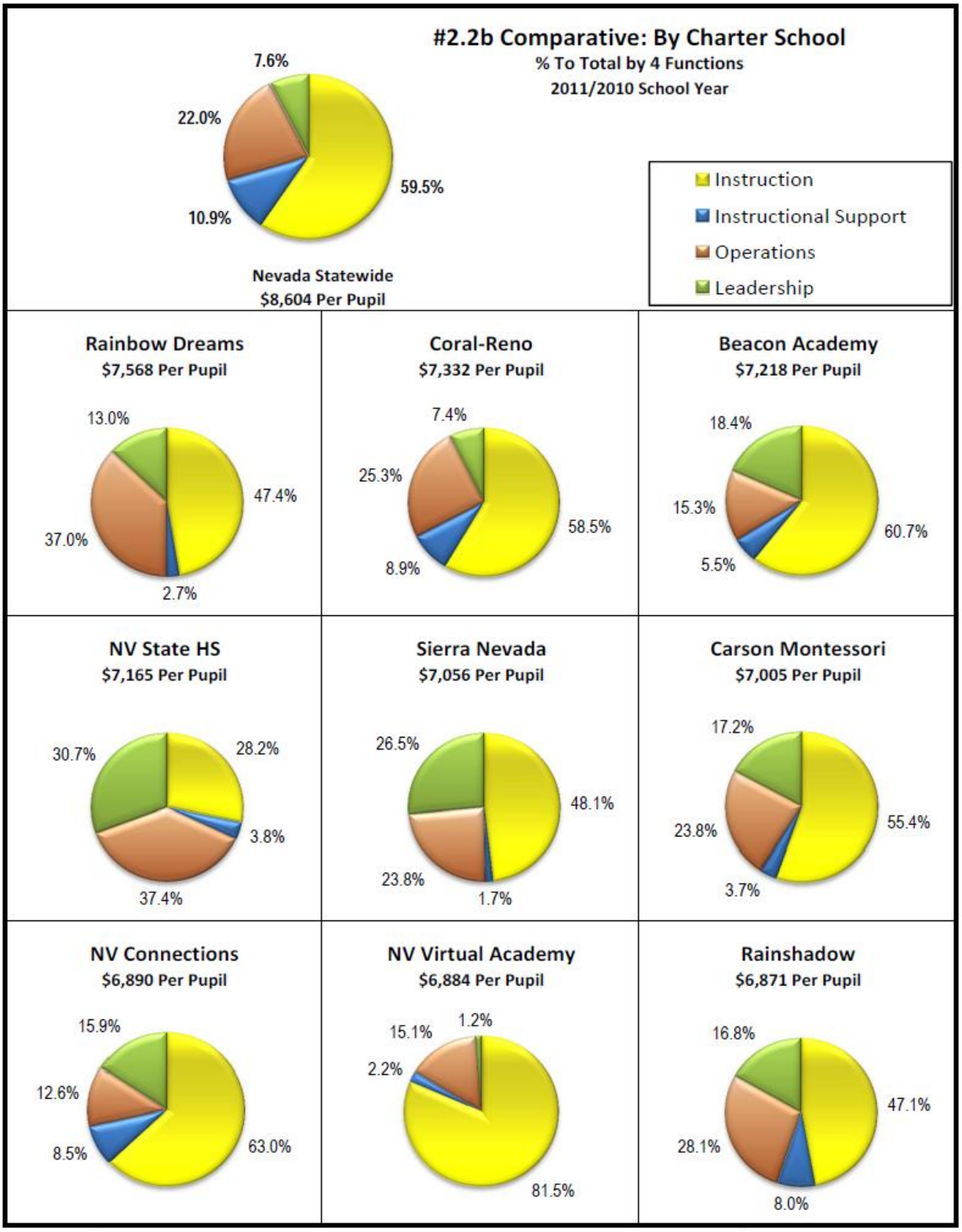
Source: http://edmin.com

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



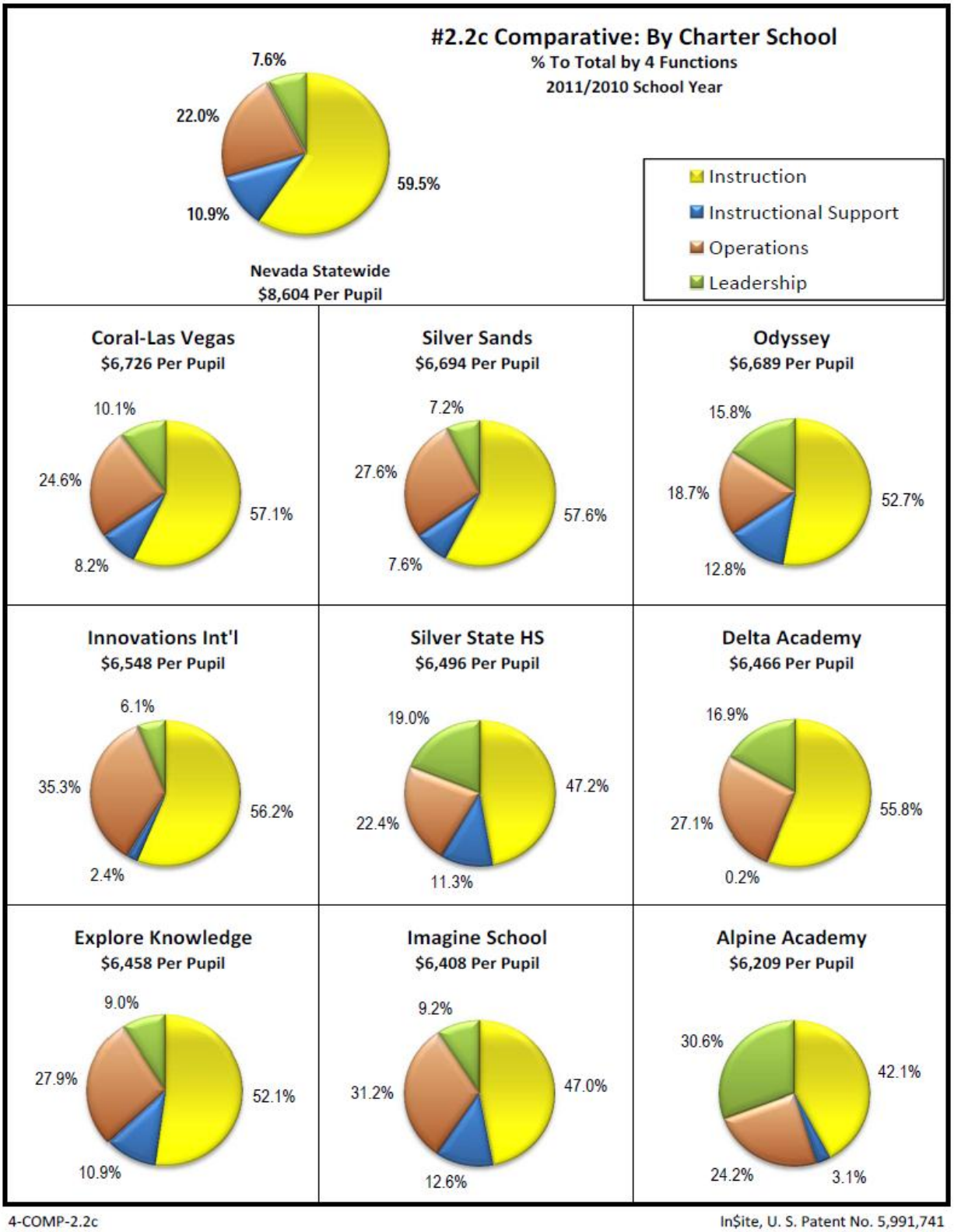
Source: http://edmin.com

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



Source: http://edmin.com

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

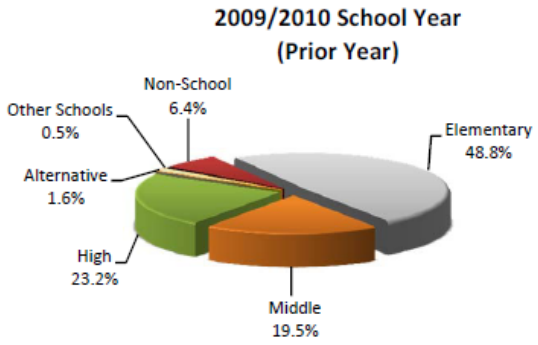


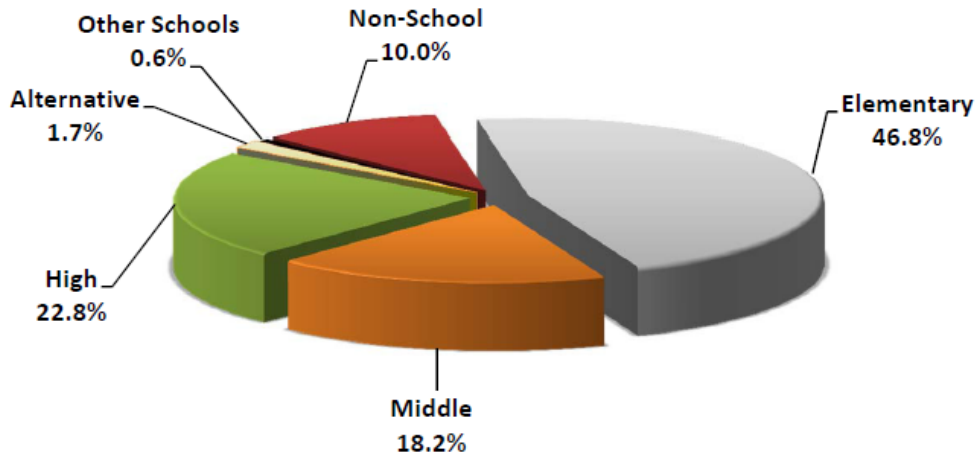
Source: http://edmin.com

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

Nevada School Districts & Charter Schools

#8 Total Expenditures by Education Level
By Four Major Functions
2010/2011 School Year





Education Level	Weighted Enrollment	Amount	$ Per Pupil	%-To-Total
Elementary	199,219	$1,700,037,560	$8,534	46.8%
Middle	96,975	$661,712,103	$6,824	18.2%
High	123,110	$830,157,086	$6,743	22.8%
Alternative	3,107	$60,353,826	$19,425	1.7%
Other Schools[1]	221	$20,878,125	N/A	0.6%
Non-School	N/A	$363,009,919	N/A	10.0%
Total	422,632	$3,636,148,619	$8,604	100.0%

2011-NV-10-08 (4) In$ite, U. S. Patent No. 5,991,741

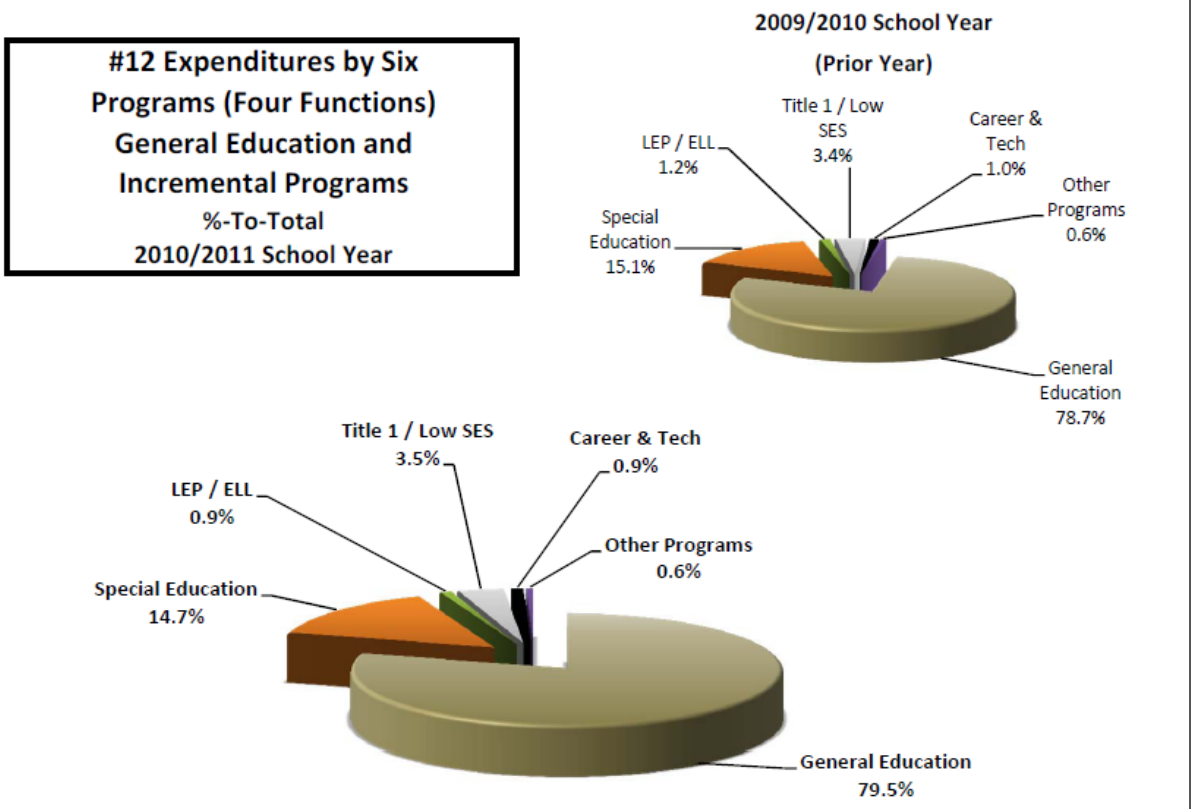
1 Other Schools enrollment is a combination of enrollment for a few schools classified as Other and of locations for Summer School or Adult Education with enrollment of 0 per location. $ per pupil is not calculated for this category.

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
2010/2011 School Year



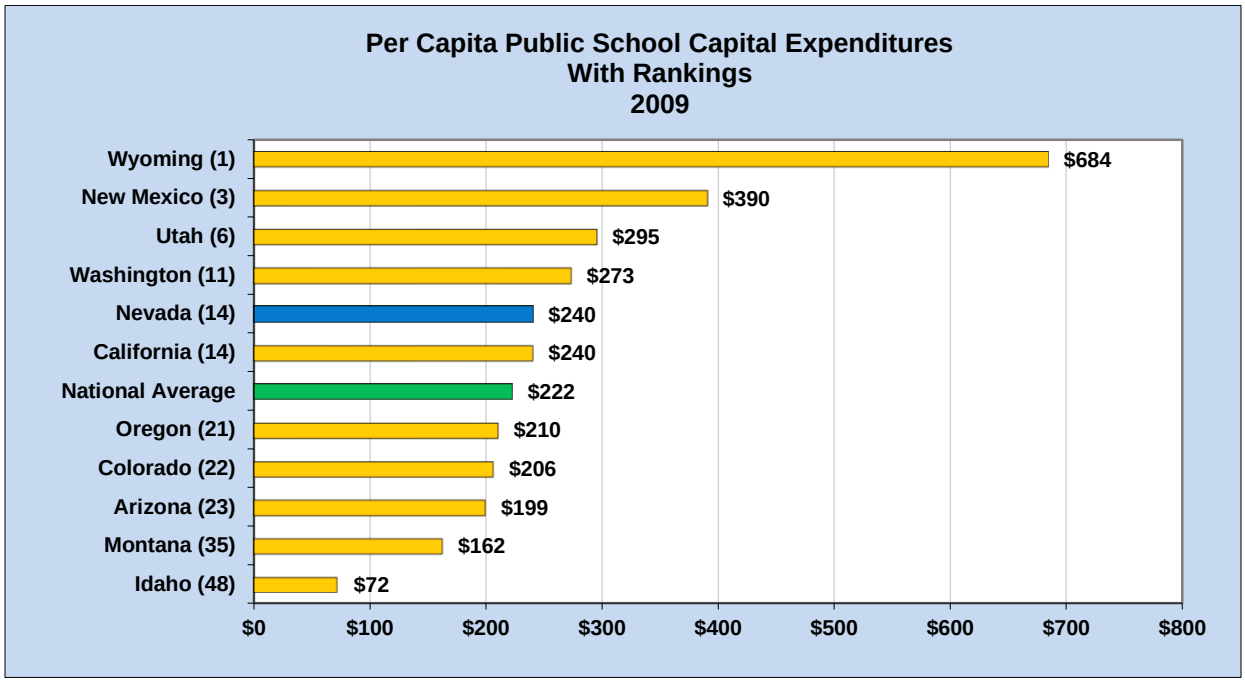
Program	Program Enrollment[1]	Amount	Incremental $ Per Pupil[3]	Total $ Per Pupil[3]	%-To-Total
General Education	422,624.60	$2,889,521,759	$6,837	**$6,837**	79.5%
Special Education	48,062.00	$534,758,354	$11,126	$17,964	14.7%
LEP / ELL	65,100.00	$31,138,506	$478	$7,315	0.9%
Title 1 / Low SES	167,336.00	$126,629,035	$757	$7,594	3.5%
Career & Tech	50,631.00	$33,289,856	$657	$7,495	0.9%
Other Programs[2]	N/A	$20,811,110	N/A	N/A	0.6%
Total	422,632	$3,636,148,619	N/A	$8,604	100.0%

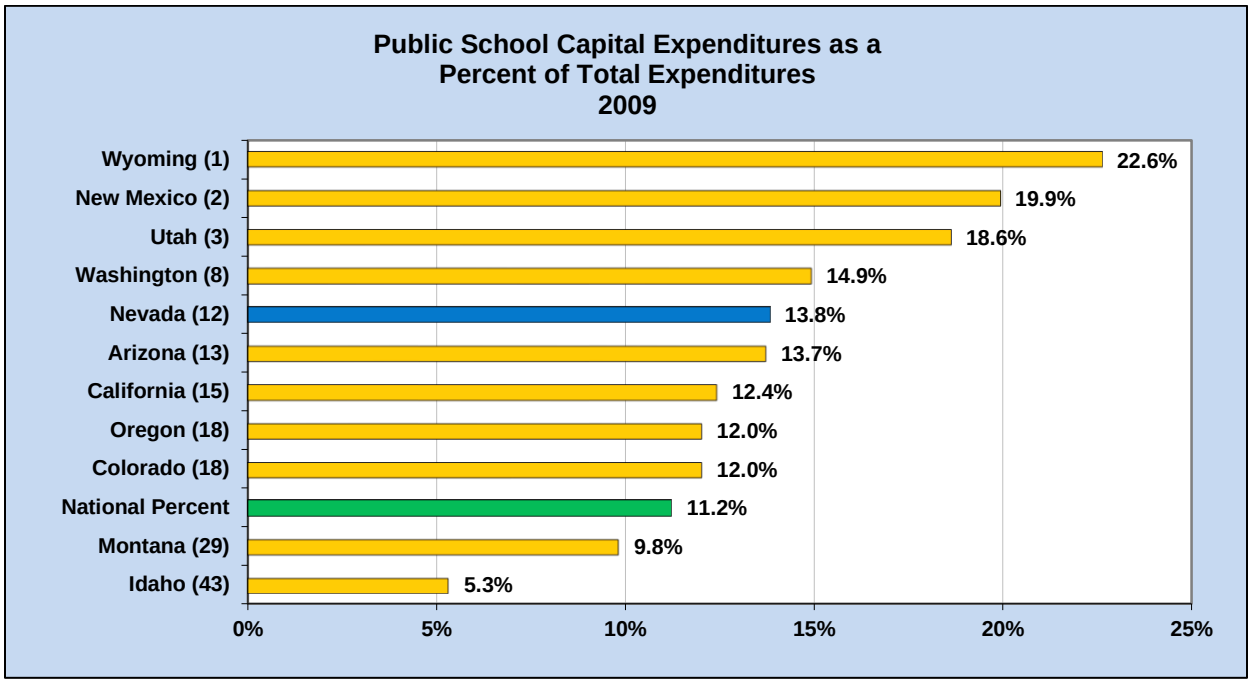
2011-NV-15-12 (4) In$ite, U. S. Patent No. 5,991,741

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

Expenditures—Capital

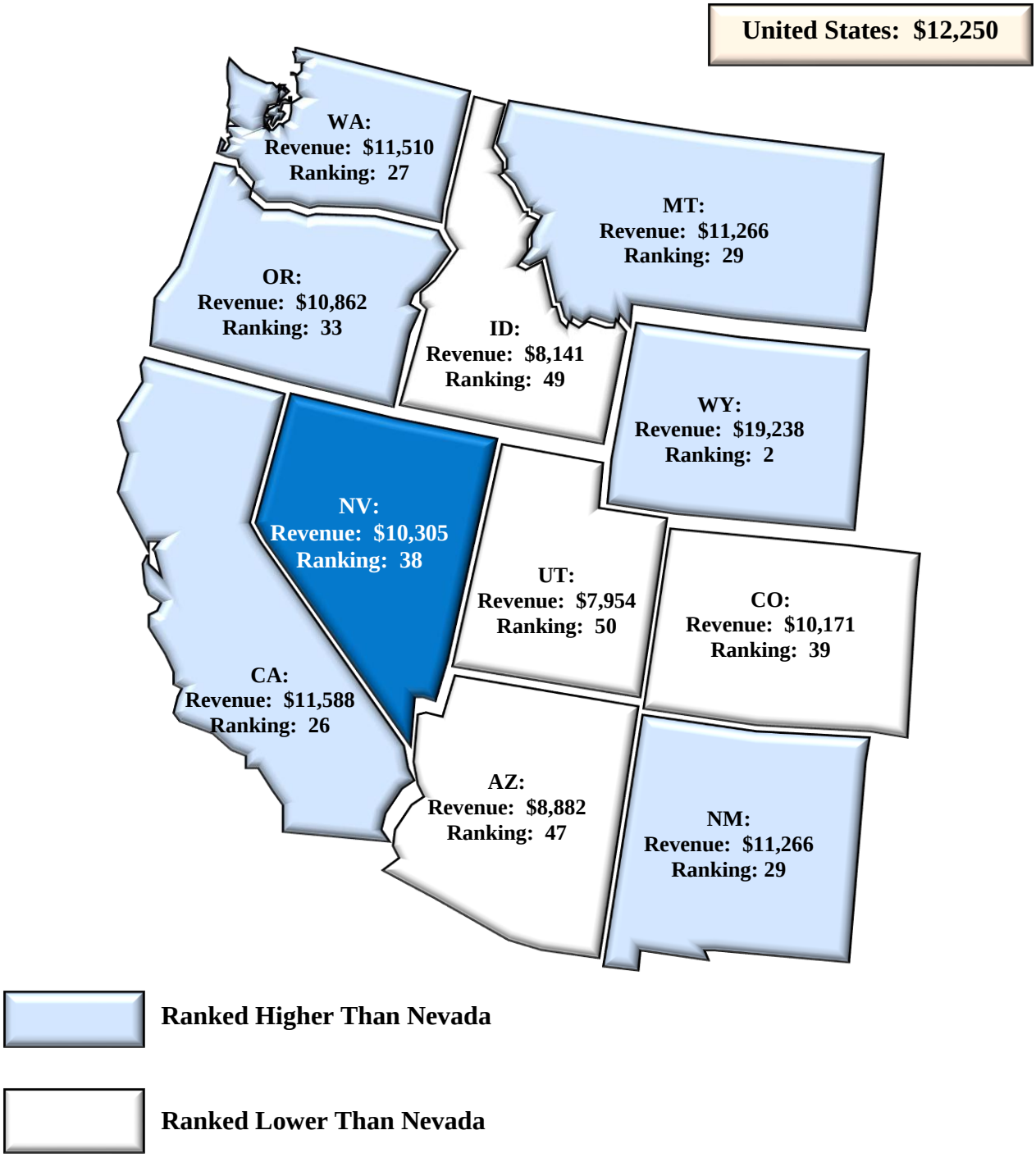




Source: *Education State Rankings 2011–2012,* CQ Press, 2012.

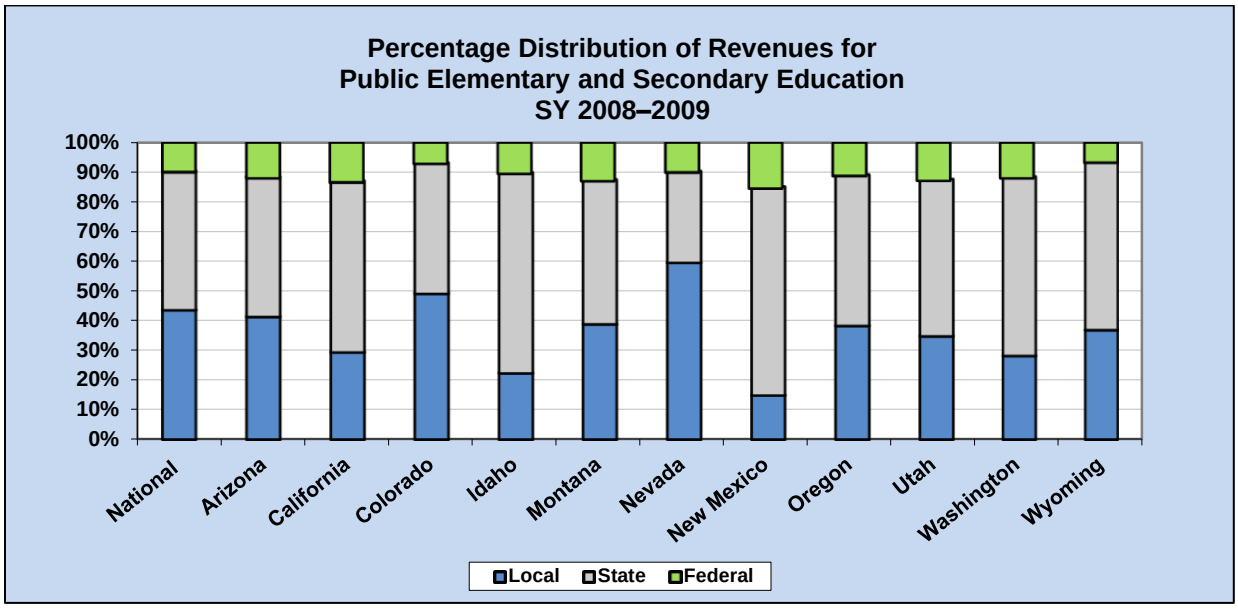
Per-Pupil Revenue

Per-Pupil Revenue Rankings
SY 2008–2009



Source: *Education State Rankings 2011–2012,* CQ Press, 2012.

Revenue Sources—Nevada and Western States



LOCATION	LOCAL	STATE	FEDERAL
National Average	**43.7%**	**46.7%**	**9.6%**
Arizona	41.4%	47.0%	11.6%
California	29.6%	57.4%	13.0%
Colorado	49.2%	43.9%	6.9%
Idaho	22.5%	67.3%	10.2%
Montana	39.0%	48.5%	12.5%
Nevada	**59.6%**	**30.6%**	**9.8%**
New Mexico	15.1%	70.0%	14.9%
Oregon	38.4%	50.7%	10.9%
Utah	35.0%	52.6%	12.4%
Washington	28.4%	60.0%	11.6%
Wyoming	37.0%	56.4%	6.6%

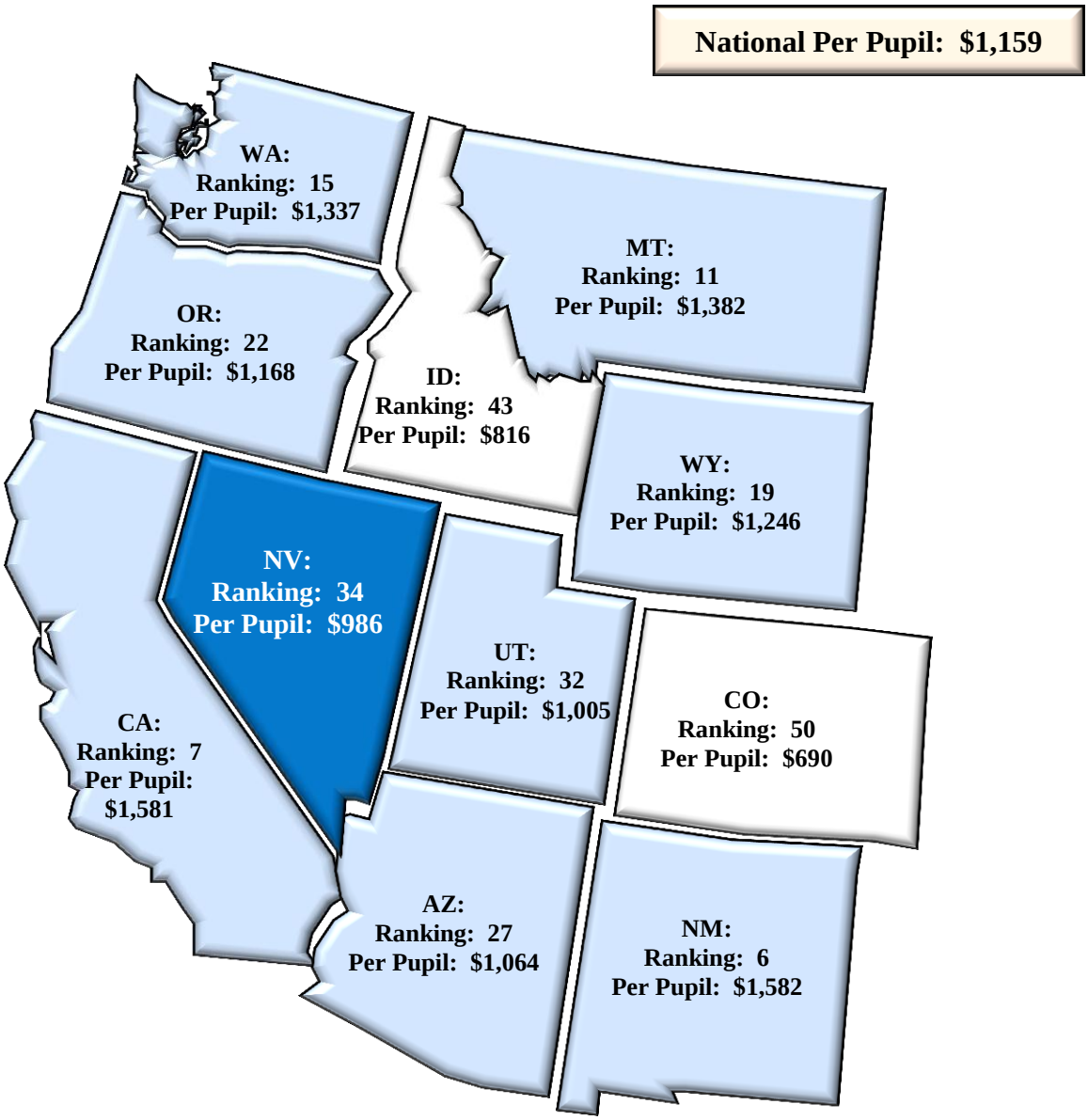
Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2011*.

Note: The revenues raised in support of public elementary and secondary education in the U.S. 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 federal, state, and local sources, with most coming from state and local 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 15.1 percent in New Mexico to 59.6 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
SY 2008–2009



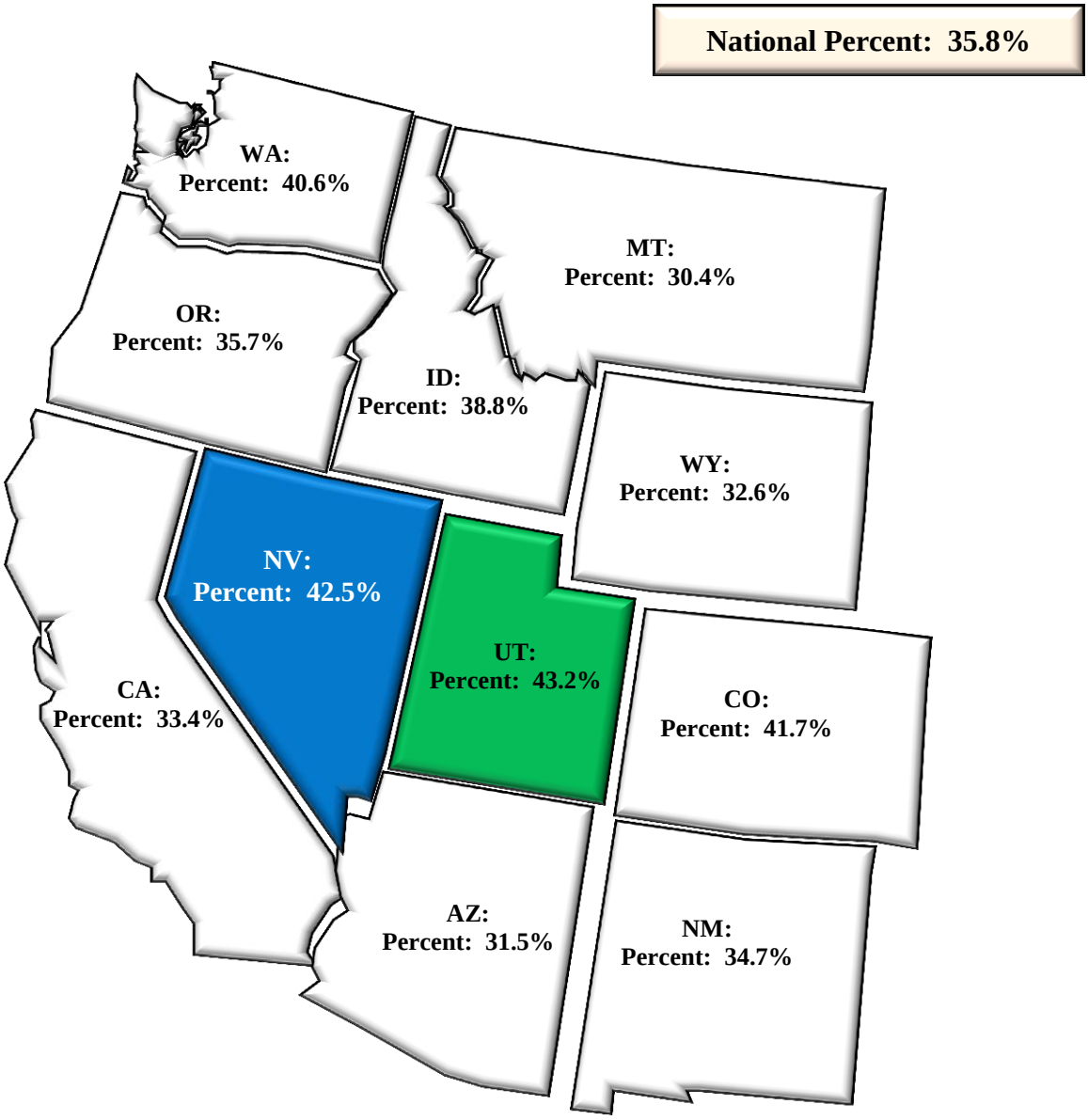
Ranked Higher Than Nevada

Ranked Lower Than Nevada

Source: *Education State Rankings 2011–2012,* CQ Press, 2012.

State General Expenditures Dedicated to Education

Percent of State General Expenditures Dedicated to Education
Western States
SY 2009–2010



Source: Capitol Research, *Where the Money Goes: State-by-State General Expenditures by Function,* The Council of State Governments, August 2012.

Local Government Indebtedness

General Obligation Bonds of School Districts and Other Local Government Entities in Nevada
June 30, 2012

County	Counties G.O. Bonds	Schools G.O. Bonds	Cities G.O. Bonds	Total	Percentage of G.O. Bonds for Schools
Carson City		$56,725,000		$56,725,000	100
Churchill		$24,745,000		$24,745,000	100
Clark	$38,850,000	$2,781,545,000	$26,785,000	$2,847,180,000	98
Douglas		$20,665,000		$20,665,000	100
Elko				$0	0
Esmeralda				$0	0
Eureka				$0	0
Humboldt		$2,740,000		$2,740,000	100
Lander				$0	0
Lincoln		$5,804,000		$5,804,000	100
Lyon		$76,810,000		$76,810,000	100
Mineral		$2,365,000		$2,365,000	100
Nye	$23,935,000	$94,975,000		$118,910,000	80
Pershing		$4,890,000	$368,542	$5,258,542	93
Storey		$9,490,000		$9,490,000	100
Washoe	$43,655,000	$499,990,000		$543,645,000	92
White Pine		$3,015,000		$3,015,000	100
Statewide	**$106,440,000**	**$3,583,759,000**	**$27,153,542**	**$3,717,352,542**	**96**

Source: Department of Taxation, *Annual Local Government Indebtedness as of June 30, 2012*.

7 Nevada's Compliance With Federal and State Education Programs

Background

Federal No Child Left Behind Act

The No Child Left Behind Act of 2001 (NCLB) is a United States Act of Congress that is a reauthorization of the federal Elementary and Secondary Education Act (ESEA), which includes Title I, the government's aid program for disadvantaged students. The NCLB supports standards-based education reform based on the premise that setting high standards and establishing measurable goals can improve individual outcomes in education. The NCLB requires states to develop assessments in basic skills and administer the assessments to all students at select grade levels in order to receive federal school funding. The NCLB does not assert a national achievement standard; standards are set by each individual state. The NCLB expanded the federal role in public education through annual testing, annual academic progress, report cards, teacher qualifications, and funding changes.

During the 2003 Legislative Session, the NCLB was codified in State statutes through Senate Bill 1 (Chapter 1, *Statutes of Nevada 2003, 19th Special Session*).

Federal NCLB Waivers

In 2012, the U.S. Department of Education (USDOE) established a program to grant waivers to states from certain NCLB requirements. The purpose of the waiver is to acquire flexibility regarding specific requirements of the NCLB in exchange for comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Nevada's Department of Education submitted an application to the USDOE for such flexibility; the request was approved on August 8, 2012. Through the waiver, a new accountability model will be created; provisions such as "Adequate Yearly Progress" (AYP) and "Annual Measurable Objectives" (AMO) will no longer be utilized. During the transitional year of 2012–2013, AYP results will be released in the fall and Nevada will begin to phase into the new system of accountability. The first set of results from new measures of student achievement will be released in early spring 2013.

Background *(continued)*

The new accountability system—the Nevada School Performance Framework (NSPF)—is guided by three primary principles:

Primary Principles That Guide the NSPF

- College and career readiness as undergirded by Common Core State Standards and measured through a common assessment system;
- Identifying, rewarding, and supporting school performance; and
- Measuring and supporting educator effectiveness.

The NSPF will classify schools based on:

Primary Measures Used to Classify Schools

- Student Growth;
- Student Proficiency; and
- Closing Achievement Gaps.

Within the NSPF, Nevada will rate all schools on a 100-point index derived from the multiple measures listed above. Based upon the index, each school will be assigned a corresponding 1 to 5 star rating based on the schools' scores.

The waiver is valid temporarily until the NCLB is reauthorized. Due to the waiver's potential effect on Nevada's current accountability system, as codified in Chapter 385 of *Nevada Revised Statutes* (NRS) (primarily NRS 385.3455 through 385.391), it is anticipated that the waiver will be the subject of much discussion during the 2013 Legislative Session.

Federal Reauthorization of the Federal Elementary and Secondary Education Act, Including the NCLB

The federal government is reviewing the components of the NCLB and making recommendations for the reauthorization of the federal ESEA. A Blueprint for Reform has been issued by the federal government to build upon reforms made in the NCLB. The reauthorization is anticipated to be approved in the 2013–2015 Biennium. The Blueprint for Reform is built around four areas:

Blueprint for Reform
(The Reauthorization of the Elementary and Secondary Education Act)

1. Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader;

2. Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning;

3. Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and

4. Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions.

Common Core State Standards

In June 2010, the National Governors Association and the Council of Chief State School Officers released Common Core State Standards for grades K–12 in English language arts and mathematics. The state-led initiative to develop these standards grew out of concerns that the current array of different standards in every state is not adequately preparing students in our highly mobile society with the knowledge and skills needed to compete globally. Developed in collaboration with teachers, school administrators, and experts, these standards define the knowledge and skills students should have within their K–12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

Common Core Academic Standards

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in a global economy and society; and
- Are evidence-based.

The standards are state-initiated and state-developed, rather than federal. They are also voluntary, meaning that states decide whether or not to adopt them. As of December 2012, 45 of the 50 states, including Nevada, have adopted the Common Core State Standards. The five states that have not adopted the Standards are: Alaska, Minnesota, Nebraska, Texas, and Virginia.

Sources: Website of the U.S. Department of Education: http://www2.ed.gov/nclb/landing.jhtml; website of the Common Core State Standards Initiative: http://www.corestandards.org/about-the-standards; and Department of Education (DOE), 2012.

Career Cluster: Hospitality

Old Occupation Name: Baxter
Current Occupation Name: Baker

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

Nevada's Compliance With the Federal NCLB Prior to Approval of the NCLB Waiver

	All Schools	All Schools In Need of Improvement (INOI)	Title I Schools INOI Only	Non-Title I Schools INOI Only
Adequate Yearly Progress Designation	▲			
Consequences for Low Performance:				
School Choice			▲	
Supplemental Services		▲		
Technical Assistance		▲		
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	▲			

*Senate Bill 389 (Chapter 422, *Statutes of Nevada 2009*) eliminated the requirement to establish a school support team for schools that have been designated as demonstrating need for improvement for three consecutive years. The measure authorized the DOE to establish a school support team only for those schools where it is deemed necessary.

Source: Chapter 385 of NRS.

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

Consequences of Failure to Make Adequate Yearly Progress Prior to Approval of the NCLB Waiver

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

*** While the State remediation trust account still exists, it has not been funded.**

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

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

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

[4]School Support Team: See note on previous page related to Senate Bill 389.

[5]SEA = State Educational Agency, which is Nevada's Department of Education.

Source: Chapter 385 of NRS.

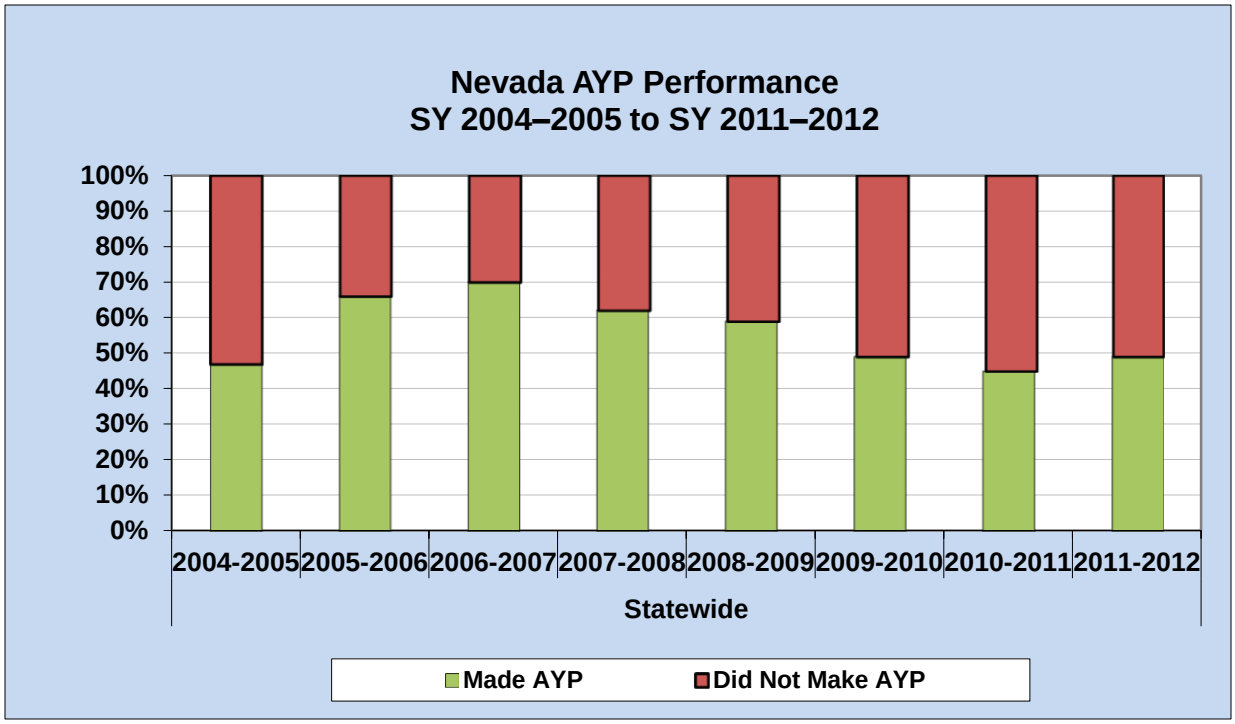
NCLB—Annual Measurable Objectives

School Year	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	88.0%	88.5%	88.0%	88.5%	95.5%	90.3%
2013–2014	100%	100%	100%	100%	100%	100%

Source: DOE, *2009 Nevada State Improvement Plan*.

Note: Annual Measurable Objectives (AMOs) are measurements used to determine compliance with the federal NCLB. States must develop AMOs that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts (ELA) and mathematics by SY 2013–2014. **With implementation of the NCLB Waiver, these AMOs will no longer be in effect.**

NCLB—Adequate Yearly Progress (AYP)

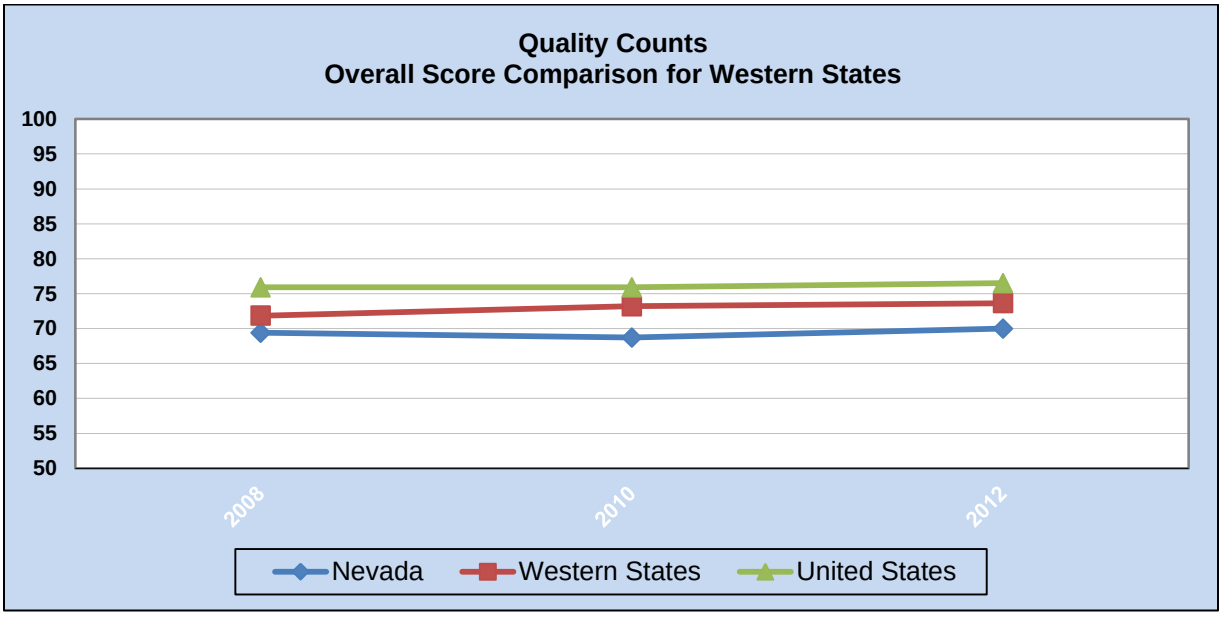


Nevada AYP Performance								
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Made AYP	47%	66%	70%	62%	59%	49%	45%	49%
Did Not Make AYP	53%	34%	30%	38%	41%	51%	55%	51%

Source: DOE, 2012.

Quality Counts State Report Card

For 16 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 concerning family income, parent education, parental employment, linguistic integration, preschool enrollment, and kindergarten enrollment); (2) K through 12 achievement (state data concerning performance on the National Assessment of Educational Progress); (3) standards, assessment, and accountability (state data concerning state academic standards); (4) transitions and alignment (state data concerning early childhood education and college readiness); (5) teaching profession (state data concerning initial licensure requirements and out-of-field teaching); and (6) school finance (state data concerning equity and spending). For the 2011–2012 school year, the area of transitions and alignment was not measured.



QUALITY COUNTS: NEVADA							
YEAR	Overall State Grade		Components of the Overall State Grade				
	Grade	Total Score*	Chance for Success	K–12 Achievement	Standards, Assessment, and Accountability	Teaching Profession	School Finance
2012	C-	70.0	D	D	C	C-	D
2010	D+	68.7	D+	D-	C+	C-	D
2008	D+	69.4	D+	D-	C+	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, 2010,* and *2012*.

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, many 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.

NOTE: Under Nevada's NCLB Waiver, Title I schools will no longer be required to set aside up to 20 percent of their total Title I formula distribution for the provision of supplemental educational services.

Number/Percentage of Students Served With Supplemental Educational Services SY 2004–2005 to SY 2011–2012

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
2008–2009	6,376	35,486	18.0
2009–2010	8,284	35,236	23.5
2010–2011	7,978	44,257	18.0
2011–2012	11,395	52,778	21.6

Source: DOE, 2012.

8 Education Programs in Nevada Schools

Background

This chapter contains data concerning several education programs in Nevada schools:

Class-Size Reduction	Early Childhood Education	Full-Day Kindergarten
Special Education	Career and Technical Education (CTE)	Charter Schools
School Safety	Educational Technology	Adult Education

Career Cluster: Architecture and Construction

Old Occupation Name: Blemmere
Current Occupation Name: Plumber

Class-Size Reduction (CSR)—Background

A key reform initiative for more than two decades is Nevada's program to reduce pupil-to-teacher ratios, commonly known as the Class-Size Reduction (CSR) Program. Following a review of the topic by a 1987–1988 Interim legislative study, the 1989 Legislature enacted the Class-Size Reduction Act (Assembly Bill 964, Chapter 864, *Statutes of Nevada*). 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) 2012–2013, Nevada will have expended approximately $2.1 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.

Implementation of the CSR Program in the State of Nevada

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.

Flexibility in the Pupil-to-Teacher Ratios

Based upon a pilot program in Elko County, the 2005 Legislature enacted Senate Bill 460 (Chapter 457, *Statutes of Nevada*) [NRS 388.720], which provides flexibility in implementing pupil-to-teacher ratios in grades 1 through 6 for school districts other than Clark and Washoe Counties. Pupil-to-teacher ratios are 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.

In addition to the flexibility provided to certain school districts to implement alternative pupil-to-teacher ratios in grades 1 through 6, the Legislature has authorized all 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. During SY 2005–2006, the Churchill, Douglas, Elko, and White Pine County School Districts were approved to carry out an alternative CSR Program. Since then, the Churchill, Douglas, Elko, and Nye County School Districts have continued the alternative program.

Class-Size Reduction (CSR) – Background *(continued)*

Temporary Revisions to the CSR Program

During the 26th Special Session of the Nevada Legislature, which convened on February 23, 2010, to address the State's ongoing fiscal crisis, the Legislature passed A.B. 4 (Chapter 7, *Statutes of Nevada 2010*) which ***temporarily*** revised provisions governing class-size reduction to allow school districts flexibility in addressing budget shortfalls as follows:

- For SY 2010–2011, this measure authorized a school district to increase class sizes in grades 1, 2, and 3 by no more than two pupils per teacher in each grade, to achieve pupil-to-teacher ratios of up to 18 to 1 in grades 1 and 2 and up to 21 to 1 in grade 3.

- If a school district elects to increase class sizes in this manner, all money that would have otherwise been expended by the school district to achieve the lower class sizes in grades 1 through 3 must be used to minimize the impact of budget reductions on class sizes in grades 4 through 12.

- For reporting purposes, school districts that elect to increase class sizes in grades 1 through 3 are required to report the pupil-teacher ratios achieved for each grade level from grade 1 through grade 12.

This legislation became effective on March 10, 2010, and was intended to sunset on June 30, 2011. However, with the enactment of A.B. 579 (Chapter 370, *Statutes of Nevada 2011*), the above provisions were continued by the 2011 Nevada Legislature and will remain in place at least until June 30, 2013.

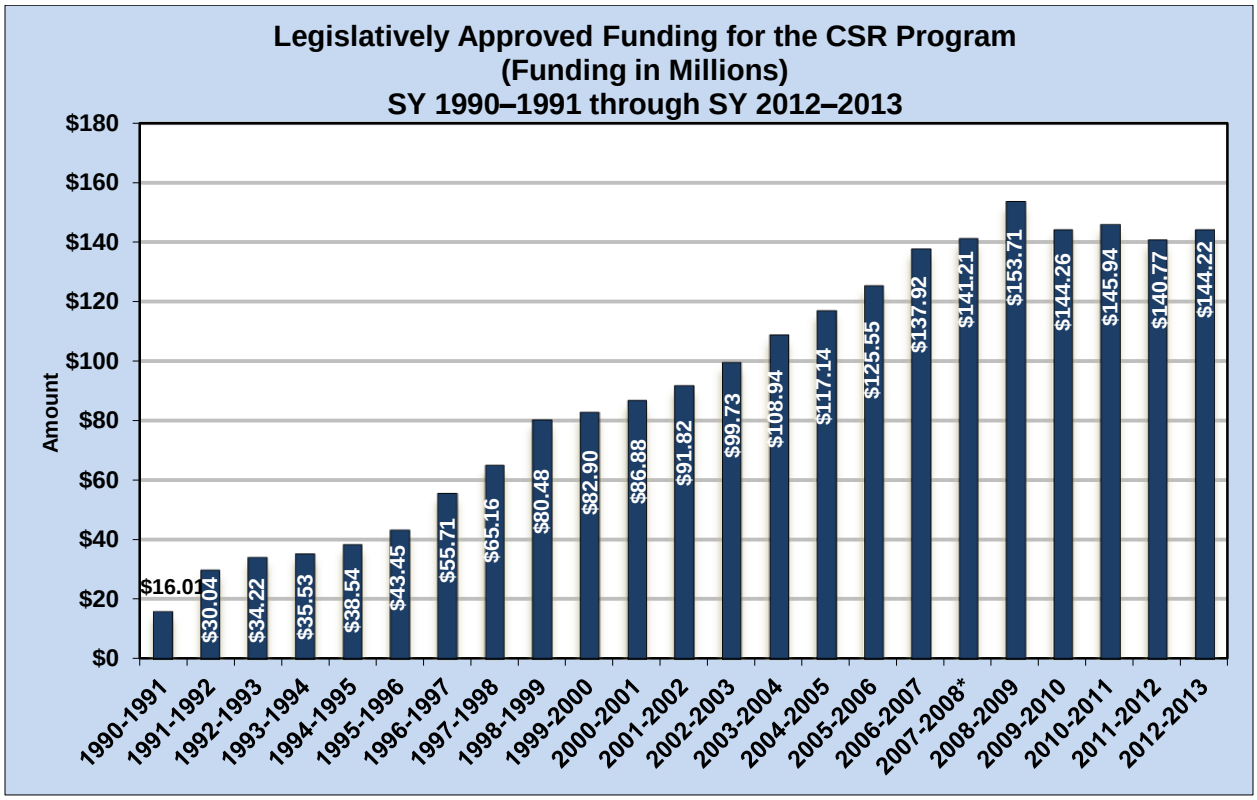
For additional information, please see the Fact Sheet on Class-Size Reduction published by the Research Division of the Legislative Counsel Bureau. The document may be accessed at: http://www.leg.state.nv.us/Division/Research/Publications/Factsheets/index.cfm.

Career Cluster: Hospitality and Tourism

Old Occupation Name: Boniface
Current Occupation Name: Keeper of an Inn

CSR—Funding

By the end of FY 2012–2013, Nevada will have expended approximately $2.12 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.



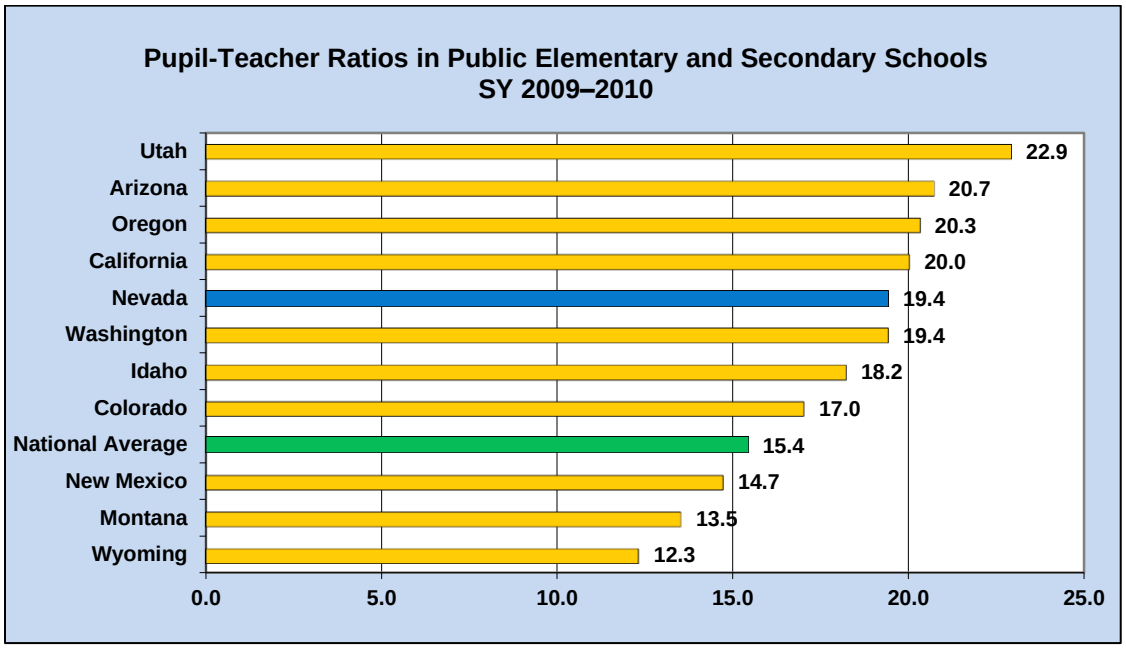
*Beginning in the 2007–2008 school year, the Legislature approved funding for CSR for certain at-risk kindergartens.

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

Career Cluster: Health Science

Old Occupation Name: Chiffonnier
Current Occupation Name: Wig Maker

CSR: Pupil-to-Teacher Ratio

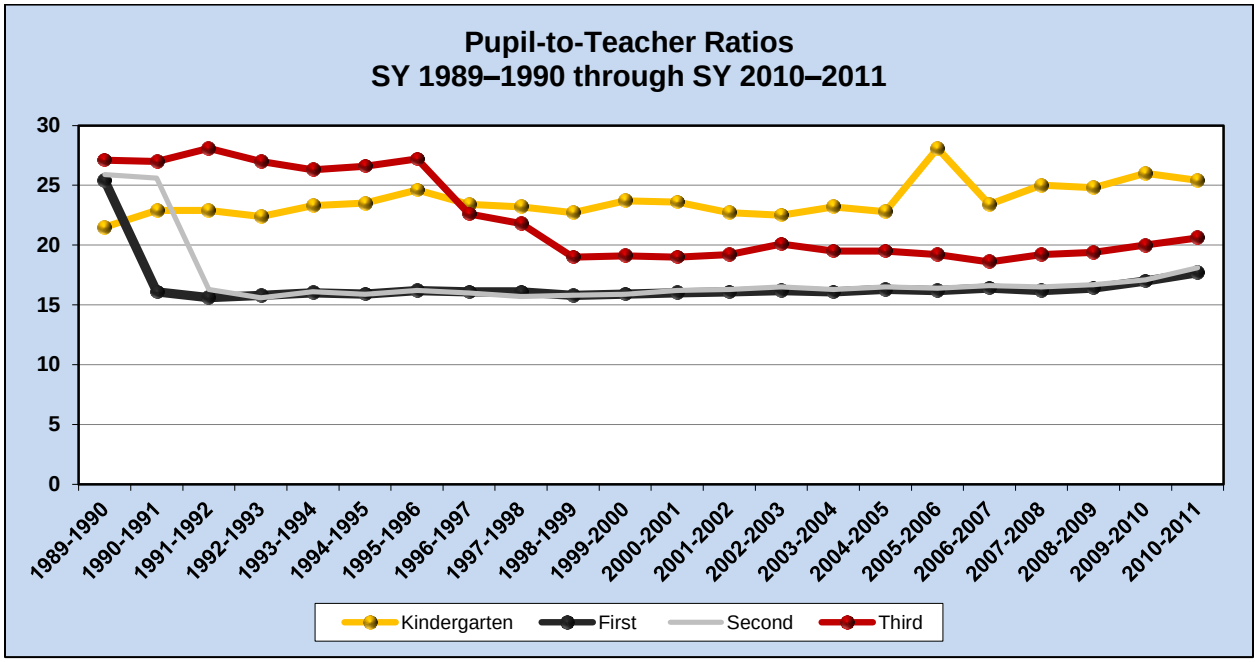


Pupil-Teacher Ratios in Public Elementary and Secondary Schools SY 2009–2010		
	Ratio	**Rank**
National Average	**15.4**	
Arizona	20.7	49
California	20.0	47
Colorado	17.0	41
Idaho	18.2	45
Montana	13.5	13
Nevada	**19.4**	**46**
New Mexico	14.7	26
Oregon	20.3	48
Utah	22.9	50
Washington	19.4	46
Wyoming	12.3	5

Source: *State Rankings 2011–2012*, CQ Press, 2012.

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

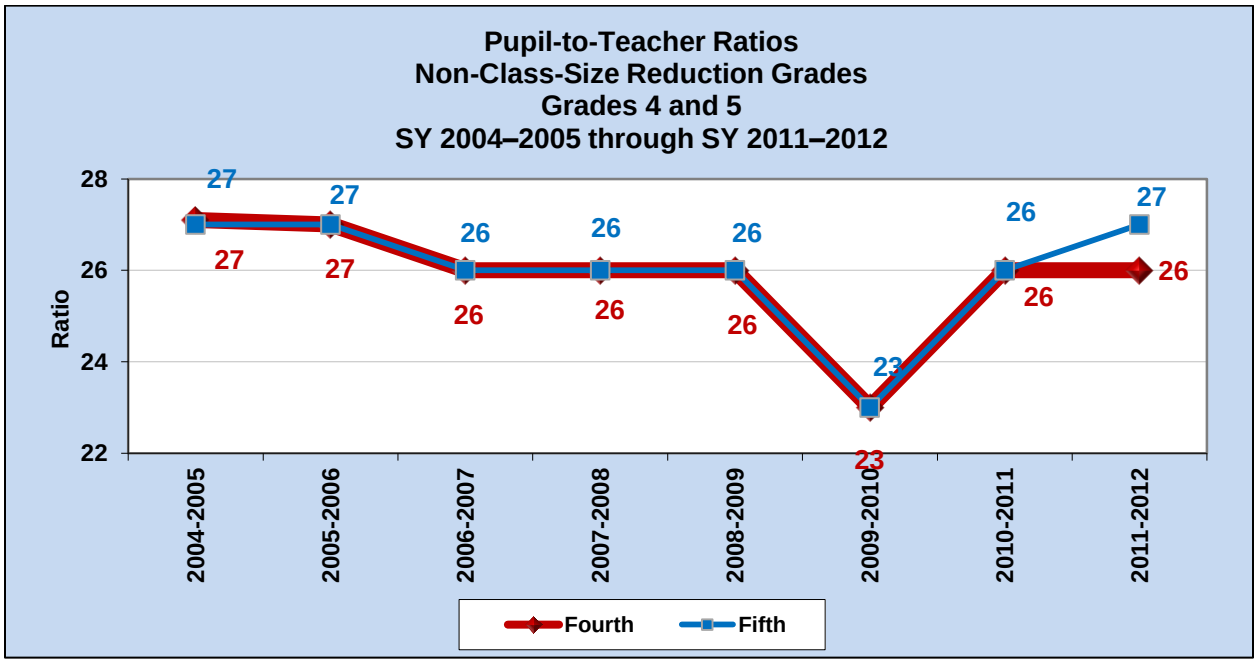
	Kindergarten	Grade 1	Grade 2	Grade 3
1989–1990	21.5	25.4	25.9	27.1
1990–1991	**22.9**	**16.1**	**25.6**	**27.0**
1991–1992	22.9	15.6	16.3	28.1
1992–1993	**22.4**	**15.8**	**15.6**	**27.0**
1993–1994	23.3	16.0	16.1	26.3
1994–1995	**23.5**	**15.9**	**15.9**	**26.6**
1995–1996	24.6	16.2	16.2	27.2
1996–1997	**23.4**	**16.1**	**16.0**	**22.6**
1997–1998	23.2	16.1	15.7	21.8
1998–1999	**22.7**	**15.8**	**15.8**	**19.0**
1999–2000	23.7	15.9	15.9	19.1
2000–2001	**23.6**	**16.0**	**16.2**	**19.0**
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	25.0	16.2	16.5	19.2
2008–2009	**24.8**	**16.4**	**16.7**	**19.4**
2009–2010	26.0	17.0	17.1	20.0
2010–2011	**25.4**	**17.7**	**18.1**	**20.6**

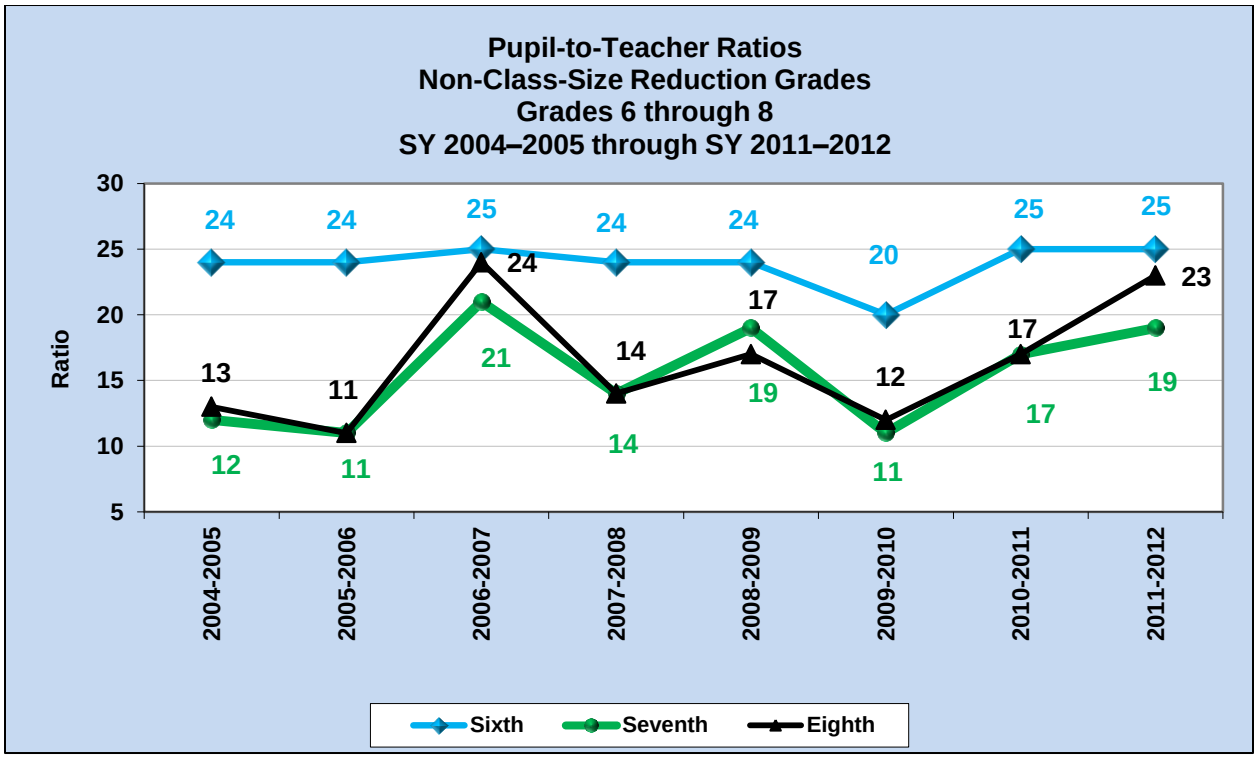


Source: Department of Education (DOE), *Class-Size Reduction Report*, various years.

Note: Figures do not include those school districts that have adopted an alternate CSR Program.

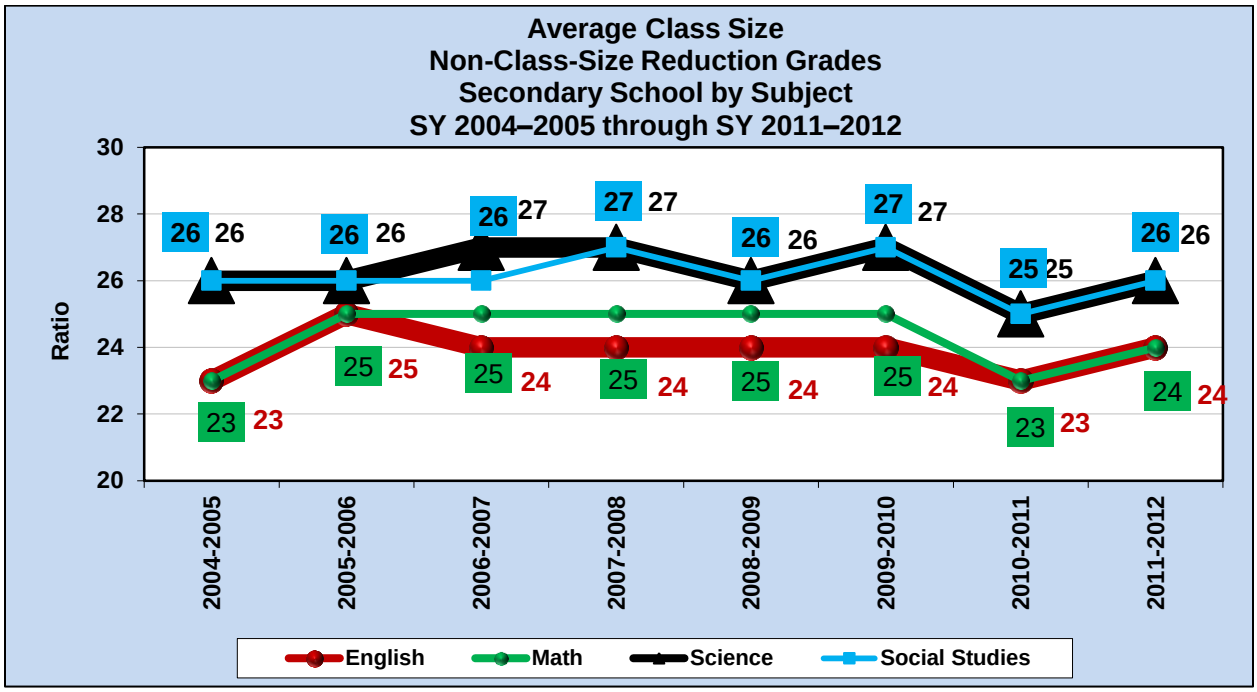
Non-CSR—Pupil-to-Teacher Ratios Grades 4 through 8





Source: DOE, *NevadaReportCard.Com: Nevada Annual Reports of Accountability*.

Non-CSR—Pupil-to-Teacher Ratios Grades 9 through 12



Source: DOE, *NevadaReportCard.Com: Nevada Annual Reports of Accountability*.

Career Cluster: Health Science

Old Occupation Name: Dresser
Current Occupation Name: A Surgeon's Assistant

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

Alternative Class-Size Reduction: Pupil-to-Teacher Ratios
Churchill, Douglas, Elko, and Nye County School Districts

School Year	Grade	Alternative CSR Program*	State Comparison**
2006–2007	**1**	**17.9**	**16.4**
	2	**18.8**	**16.6**
	3	**19.8**	**18.6**
	4	**22.3**	**26.0**
	5	**23.4**	**26.0**
	6	**22.7**	**25.0**
2007–2008	1	18.9	16.2
	2	18.6	16.5
	3	18.4	19.2
	4	23.1	26.0
	5	23.8	26.0
	6	23.0	24.0
2008–2009	**1**	**19.9**	**16.4**
	2	**20.3**	**16.7**
	3	**19.0**	**19.4**
	4	**22.7**	**26.0**
	5	**22.8**	**26.0**
	6	**22.9**	**24.0**
2009–2010	1	18.3	17.0
	2	18.5	17.1
	3	19.4	20.0
	4	22.7	23.0
	5	21.7	23.0
	6	24.5	20.0
2010–2011* **	**1**	**19.9**	**17.7**
	2	**20.5**	**18.1**
	3	**21.5**	**20.6**
	4	**23.2**	**26.0**
	5	**24.1**	**26.0**
	6	**21.8**	**25.0**

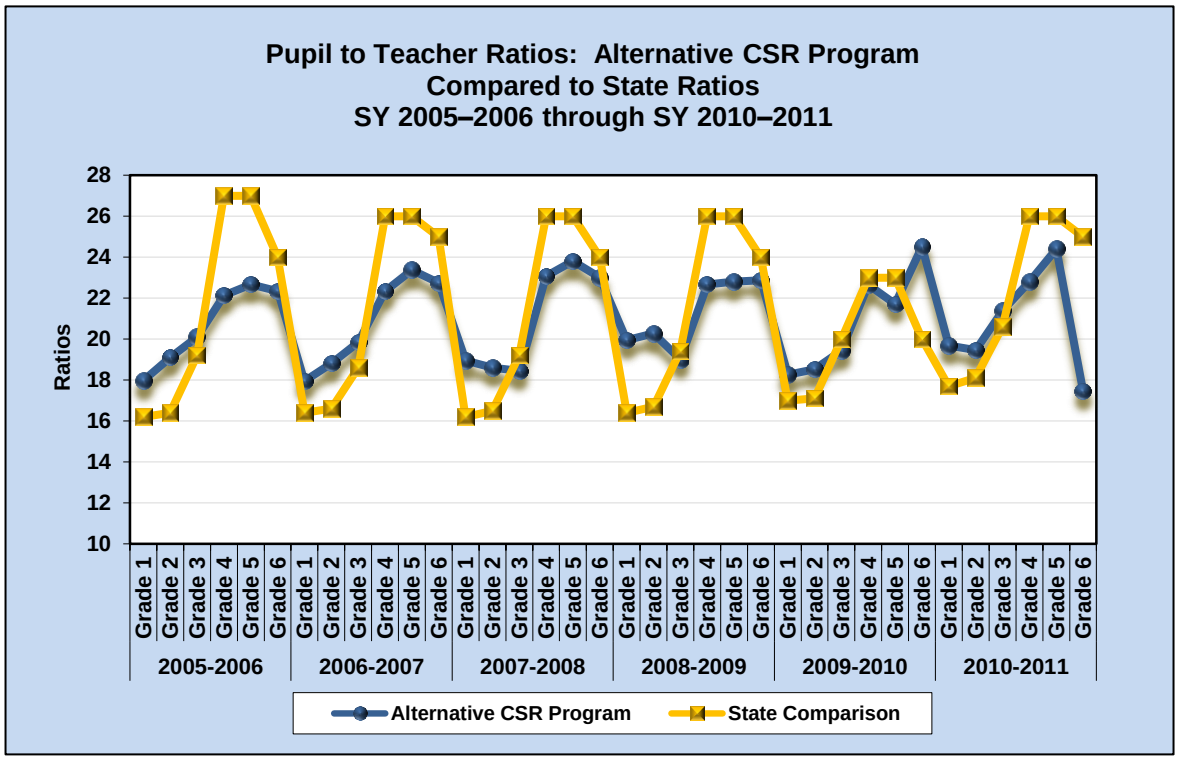
*Alternative CSR Program: Average pupil-to-teacher ratios for the Churchill, Douglas, and Elko County School Districts. Pupil-to-teacher ratios may be up to 22 to 1 in grades 1 to 3 and 25 to 1 in grades 4 to 6.

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

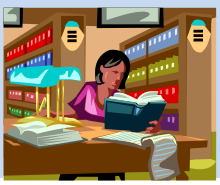
***For SY 2010–2011, A.B. 4 (Chapter 7, *Statutes of Nevada 2010, 26th Special Session*) of the 2010 Special Legislative session allows for pupil-to-teacher ratios of up to 18 to 1 in grades 1 and 2 and up to 21 to 1 in grade 3.

Sources: DOE, *Class-Size Reduction Report,* various years, and *NevadaReportCard.Com: Nevada Annual Reports of Accountability*.

Alternative CSR—Pupil-to-Teacher Ratios Grades 1 through 6 *(continued)*



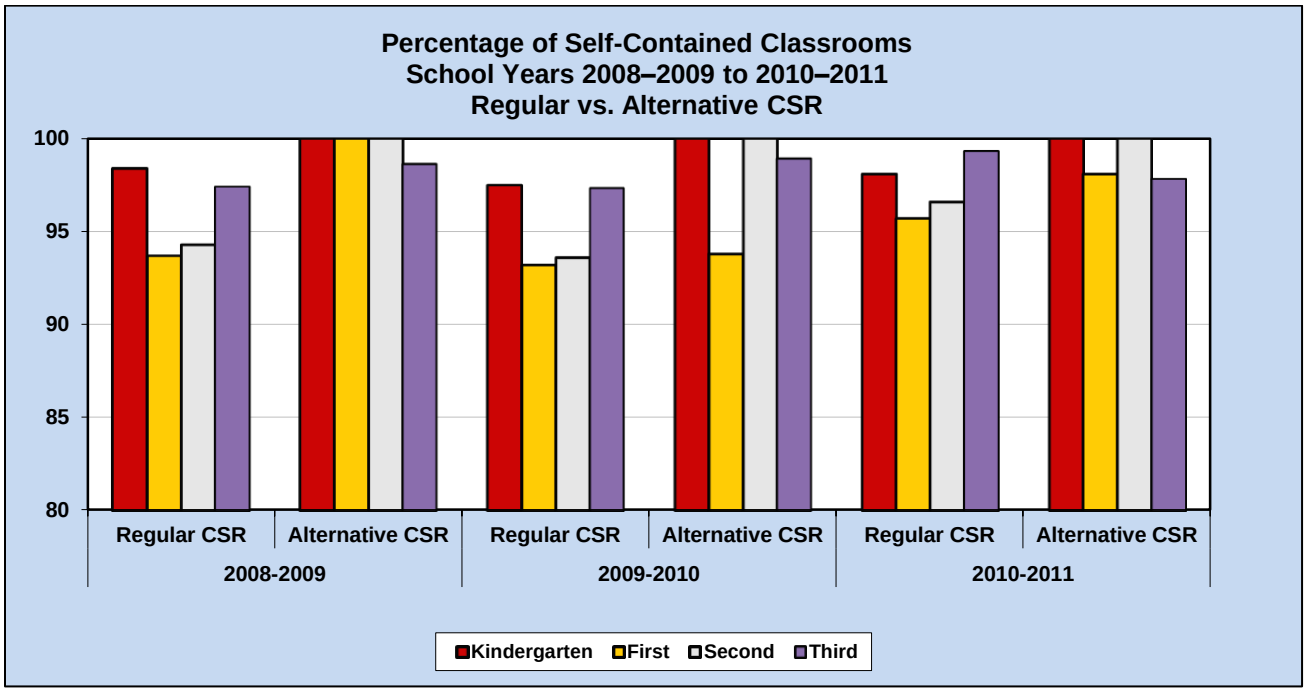
Sources: DOE, *Class-Size Reduction Report,* various years, and *NevadaReportCard.Com: Nevada Annual Reports of Accountability*.



Career Cluster: Marketing, Sales, and Service

Old Occupation Name: Colporteur
Current Occupation Name: Peddler of Books

CSR—Self-Contained Classrooms



Percentage of Self-Contained Classrooms: Regular vs. Alternative CSR SY 2007–2008 to SY 2010–2011								
Grade	SY 2007–2008		SY 2008–2009		SY 2009–2010		SY 2010–2011	
	Regular CSR	Alternative CSR	Regular CSR	Alternative CSR	Regular CSR	Alternative CSR	Regular CSR	Alternative CSR
Kindergarten	98.3	100	98.4	100	97.5	100	98.1	100
1	92.1	93.8	93.7	100	93.2	93.8	95.7	98.1
2	93.2	98.2	94.3	100	93.6	100	96.6	100
3	97.2	100	97.4	98.6	97.3	98.9	99.3	97.8

Source: DOE, *Class-Size Reduction Report, various years*.

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

Early Childhood Education (ECE) Program—Background

Early Childhood Education Programs

Since 2001, the Nevada Legislature has appropriated funds for Early Childhood Education (ECE) programs through school funding legislation. The 2011 Legislature, through the passage of A.B. 579 (Chapter 370, *Statutes of Nevada*), appropriated $3.3 million in each fiscal year of the 2011–2013 Biennium to the DOE to continue the competitive grants ECE program for school districts and community-based organizations. The funding could be used either to initiate or expand prekindergarten education programs. The following table shows the 11 sponsors that received funds during SY 2010–2011.

Nevada Early Childhood Education Projects
SY 2010–2011

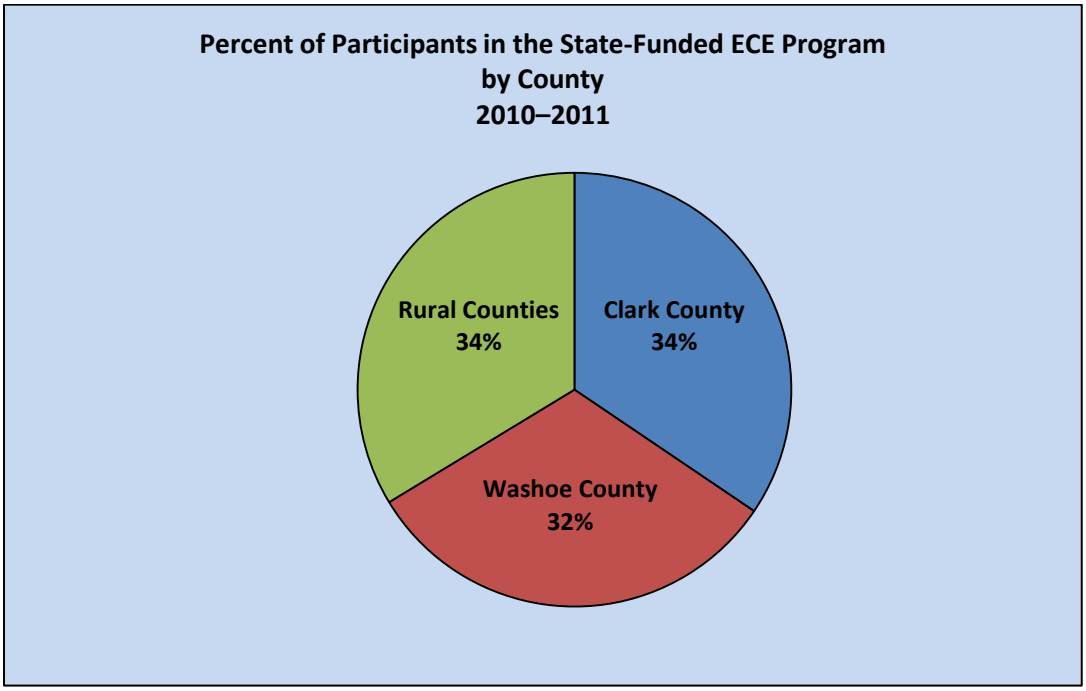
Sponsor Agency/ Program Location	Number of Sites	Monetary Award
Carson City School District	2	$246,599
Churchill County School District	1	$102,897
Clark County School District	10	$1,446,937
Elko County School District	2	$149,277
Great Basin College	1	$123,354
Humboldt County School District	1	$112,683
Mineral County School District	1	$102,897
Nye County School District	1	$123,375
Pershing County School District	1	$120,809
Washoe County School District	15	$708,902
White Pine County School District	1	$101,145
Total	**36**	**$3,338,875**

Source: *Nevada Early Childhood Education Program, 2010–2011, Evaluation Report*, Pacific Research Associates, August 2011.

Early Childhood Education (ECE) Program

Participation—SY 2010–2011

The characteristics of Nevada ECE participants are based upon data from 11 projects that provided services to 1,331 families, including 1,353 children and 1,413 adults who participated in services during SY 2010–2011. The following chart and table present the percent of participants by county, as well as the number of families, adults, and children served by Nevada ECE projects:



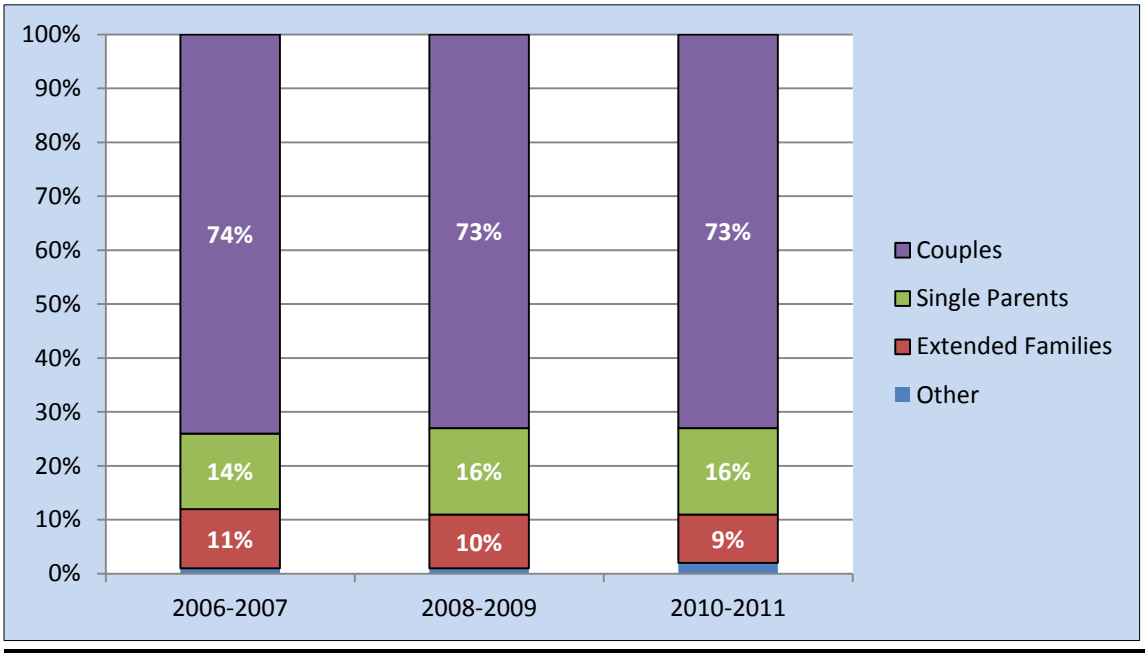
Project	Families	Children	Adults	Total Participants
Carson City	84	85	90	259
Churchill County	41	41	41	123
Clark County	468	474	470	1,412
Elko County	88	88	120	296
Great Basin College	32	32	33	97
Humboldt County	39	40	74	153
Mineral County	43	44	46	133
Nye County	40	43	42	125
Pershing County	41	43	41	125
Washoe County	432	440	433	1,305
White Pine County	23	23	23	69
Total	**1,331**	**1,353**	**1,413**	**4,097**

Source: *Nevada Early Childhood Education Program, 2010–2011, Evaluation Report*, Pacific Research Associates, August 2011.

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

Characteristics of Families

The families participating in Nevada ECE described themselves as:



Family Characteristics

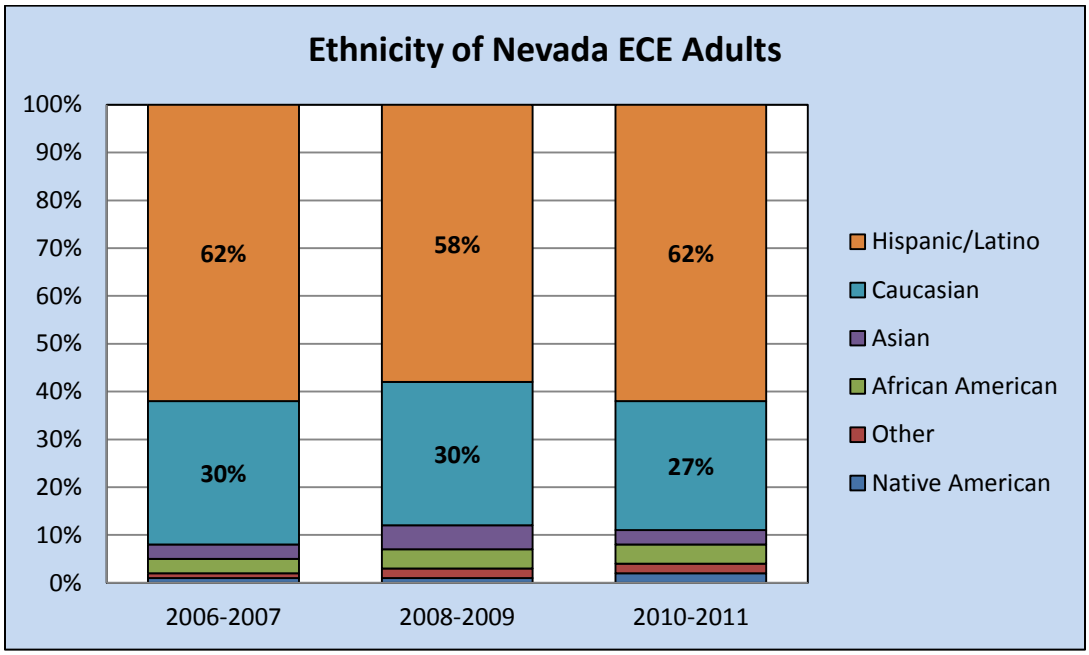
Family Structure	Number of Families	Percent Families
Couples	968	73
Single Parent	218	16
Extended Families	122	9
Other	23	2

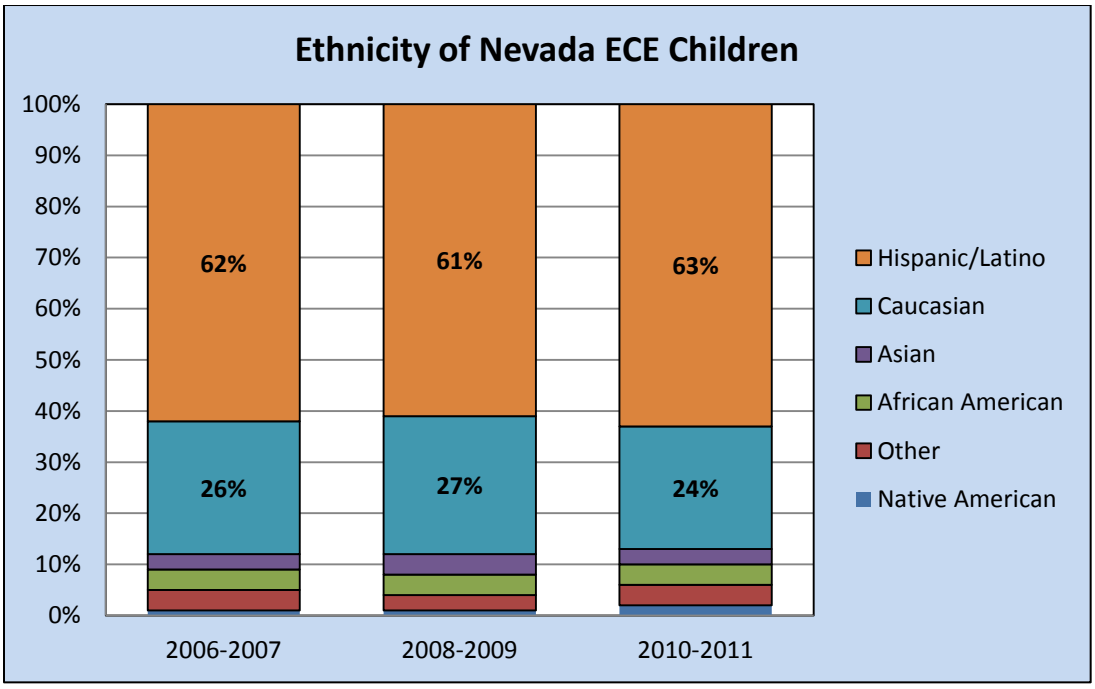
Source: *Nevada Early Childhood Education Program, Evaluation Report*, Pacific Research Associates, various years.

Career Cluster: Architecture and Construction

Old Occupation Name: Hillier
Current Occupation Name: Roof Tiler

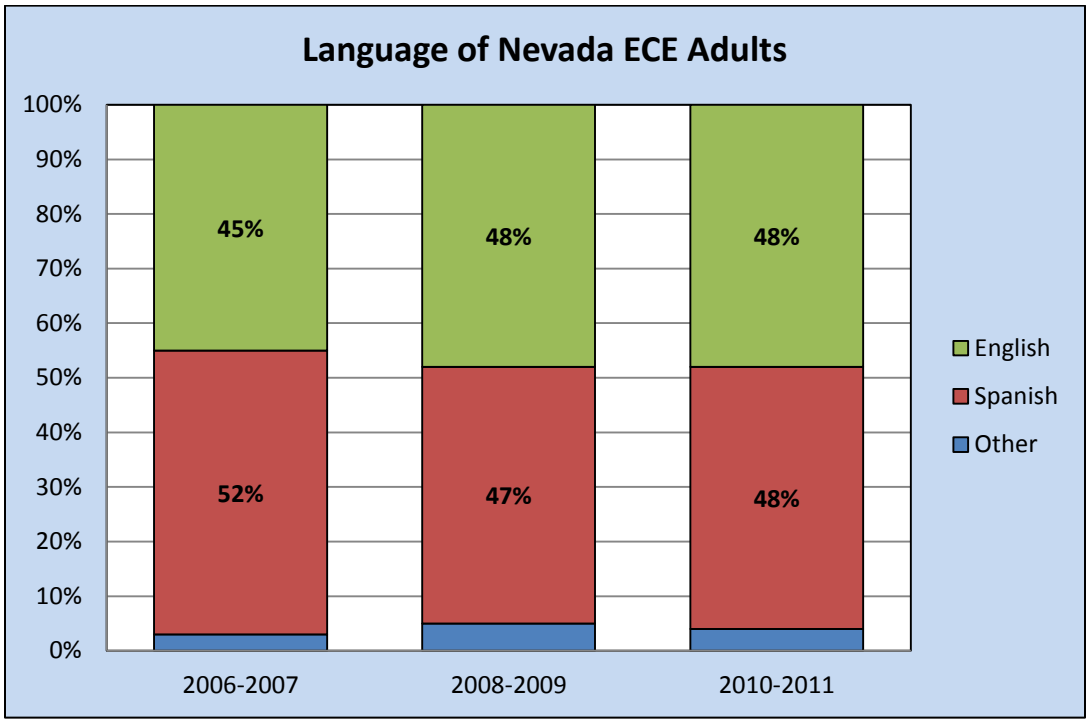
Early Childhood Education (ECE) Program *(continued)*

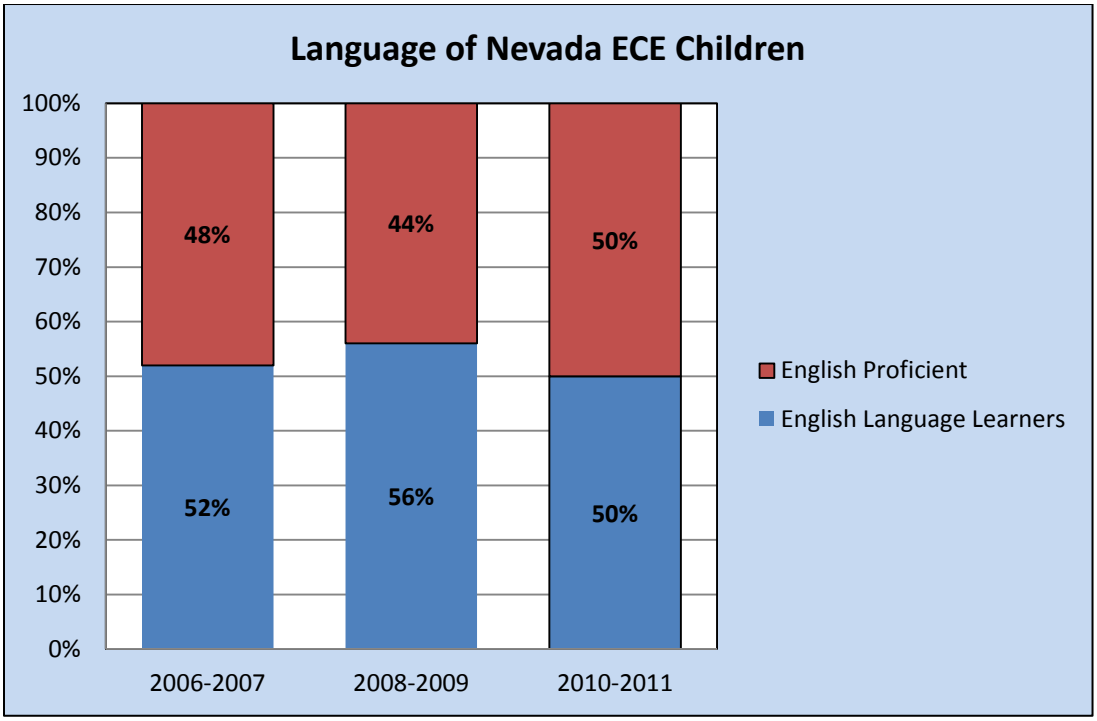




Source: *Nevada Early Childhood Education Program, Evaluation Report*, Pacific Research Associates, various years.

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





Source: *Nevada Early Childhood Education Program, Evaluation Report*, Pacific Research Associates, various years.

Early Childhood Education Program—Evaluation

The evaluation of Nevada's ECE Program includes a review of short-term effects and long-term effects. The following summarizes the findings from the 2010–2011 annual evaluation. The complete report may be obtained from the DOE.

Short-Term Effects

The primary purpose of the short-term evaluation is to investigate the performance of children and adults on five outcome indicators: two indicators on the developmental progress of children and three indicators on parental involvement. The results show that Nevada ECE parents and children exceeded the expected performance levels for all five indicators.

Early Childhood Education Program Evaluation: SY 2010–2011

Outcome Indicator	Actual	Status
Developmental Progress of Children		
Indicator 1: Reading Readiness: Individual Student Gain Eighty percent of ECE children from 3 years old until they enter kindergarten with a minimum of four months of participation in the ECE program will show improvement in auditory comprehension and expressive communication.	Auditory Comprehension=86.0% Expressive Comprehension=92.5%	Exceeded
Indicator 2: Reading Readiness: Average Gain The ECE children from birth until they enter kindergarten with a minimum of four months of participation in the program will make an average gain of seven standard score points in auditory comprehension and ten standard score points in expressive communication.	Auditory Comprehension=10.1 points Expressive Comprehension=14.6 points	Exceeded
Parental Involvement		
Indicator 1: Individual Parenting Goals Ninety-two percent of participating adults enrolled in the ECE program for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	99.5%	Exceeded
Indicator 2: Time with Children Seventy-five percent of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.	89.3%	Exceeded
Indicator 3: Reading with Children Seventy-five percent of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.	88.2%	Exceeded

Source: *Nevada Early Childhood Education Program, 2010–2011, Evaluation Report*, Pacific Research Associates, August 2011.

Early Childhood Education Program—Evaluation *(continued)*

Long-Term Effects

The longitudinal evaluation of the 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 6 in 2010–2011.

- **Cohort 2:** Four-year-old children who participated in Nevada's ECE Program during 2005–2006 and entered grade 4 in 2010–2011.

Similar to the short-term evaluation of the ECE Program, the longitudinal evaluation centers its findings on the developmental progress of children and parental involvement. The findings from the 2010–2011 longitudinal evaluation are as follows:

- **Developmental Progress of Children**

  Consistent with the national research results on long-term cognitive effects of preschool, it appears that Nevada ECE children maintained the significant learning gains they achieved in preschool through elementary school.

- **Parental Involvement**

  After preschool, the parents of Nevada ECE children continued to be involved in their children's learning. The parents of Nevada ECE children were found to be at least as involved, if not more involved, in their children's learning as their schoolmates' parents.

Source: *Nevada Early Childhood Education Program, 2010–2011, Evaluation Report*, Pacific Research Associates, August 2011.

Career Cluster: Hospitality and Tourism

Old Occupation Name: Stewardess
Current Occupation Name: Flight Attendant

Full-Day Kindergarten—Background

History of Full-Day Kindergarten in Nevada

2005 Session	✓ State-funded, full-day kindergarten was approved for the first time by the Nevada Legislature. A school district is not required to offer full-day kindergarten, and a family may request that their child attend for less than a full day. ✓ 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 during the 2006–2007 school year. These funds were utilized to implement full-day kindergarten in 114 at-risk schools across the State. **NOTE:** At-risk schools were those with 55.1 percent of students receiving free and reduced-price lunch.
2007 Session	✓ The Nevada Legislature appropriated $25.6 million in FY 2007–2008 to provide for the ongoing costs of full-day kindergarten for 114 at-risk schools. ✓ For FY 2008–2009, $40.8 million was appropriated to expand the program to approximately 166 schools, with a targeted free and reduced-price lunch student count of at least 40.75 percent. However, due to the need for budget reductions, State funding to support full-day kindergarten for the additional 52 schools was subsequently eliminated.
2009 Session	✓ The 2009 Legislature approved a State appropriation of approximately $25 million each fiscal year of the 2009–2011 Biennium to support the ongoing costs of full-day kindergarten for 114 at-risk schools.
2011 Session	✓ The 2011 Legislature approved General Fund appropriations totaling $24.2 million in FY 2011–2012 and $24.6 million in FY 2012–2013 to support the costs of full-day kindergarten for at-risk schools.

For additional information, 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/Division/Research/Publications/ResearchBriefs/index.cfm.

Full-Day Kindergarten—Evaluations of Effectiveness Nationally

WestEd, a national nonprofit research and service agency, released a policy brief in April 2005, titled *Full-Day Kindergarten Expanding Learning Opportunities*, which compiled findings from seven studies, one each from 1988 and 1991, and the remainder from post-1995. According to the brief, children enrolled in full-day kindergarten benefitted in the following ways:

Full-Day Kindergarten: Short-Term Effects

Increased School Readiness	Students in full-day kindergarten tended to be better prepared for primary-grade learning than those in half-day programs.
Literacy and Language Development	Full-day kindergarten students showed faster gains in literacy and language measures when compared to half-day kindergarten students.
Improved Student Attendance	Two of the studies reviewed showed better attendance in kindergarten through the primary grades.

Regarding the long-term effects of full-day kindergarten, the National Center for Education Statistics (NCES) released a report in 2004 on the longitudinal tracking of a sample of kindergarten children during the 1998–1999 school year. The study, titled *Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99*, found the following:

Full-Day Kindergarten: Long-Term Effects

Children in full-day kindergarten made more progress in both reading and math than those in half-day classes.
Full-day programs were more likely than half-day programs to devote time each day to math, social studies, and science.
Sixty-eight percent of full-day classes spent more than an hour per day on reading instruction compared to 37 percent of half-day classes.

Full-Day Kindergarten—Evaluations of Effectiveness in Nevada

In Nevada, evaluations of the effect of full-day kindergarten on student academic achievement have shown positive results.

Evaluations of Full-Day Kindergarten in Nevada

Clark County School District	A first-year study by the Clark County School District (CCSD) assessed the effects of participating in full-day and half-day kindergarten on students' literacy development. The December 2005 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 closely matched half-day students. A February 2011 supplementary study by CCSD, titled *Long Term Effects of Full-Day Kindergarten in Third and Fourth Grade (FEDS-L4),* reassessed those students who were enrolled in either half-day or full-day kindergarten in the 2005–2006 school year. This study found that third and fourth grade students who attended full-day kindergarten continued to outperform students who attended half-day kindergarten in both reading and mathematics.
Washoe County School District	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 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 kindergarten group.

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 student with special needs as required by federal law.

The DOE 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 DOE and local school districts are bound by federal legislation and regulations governing the provision of services to students with special educational needs.

Until 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 2009–2010, special needs students comprised about 9.0 percent of the total school population (ages 6 through 17); this figure is lower than the nationwide average of 11.0 percent for special needs students.[1]

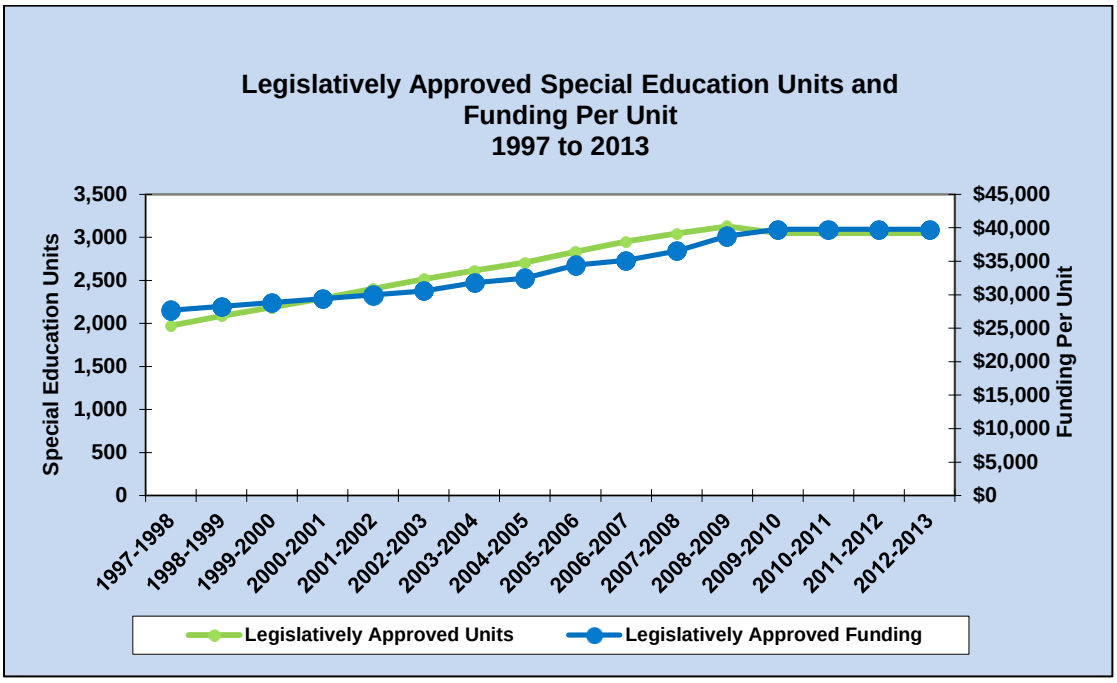
According to In$ite, Nevada's education financial accountability system, in SY 2010–2011, the average expenditure statewide for educating a student in Nevada with special education was $17,962 per year, which includes the expenses for general education classes ($6,837) and special education programs ($11,125). For SY 2010–2011, the total cost to educate students with disabilities (including general education costs) in Nevada was $863.15 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 each fiscal year of the 2011–2013 Biennium, the Legislature funded 3,049 units at $39,768 per unit for a total of $121.3 million in each year.

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.

[1] **Source:** *Education State Rankings 2011–2012*, CQ Press, 2012.

Special Education—State Unit Funding

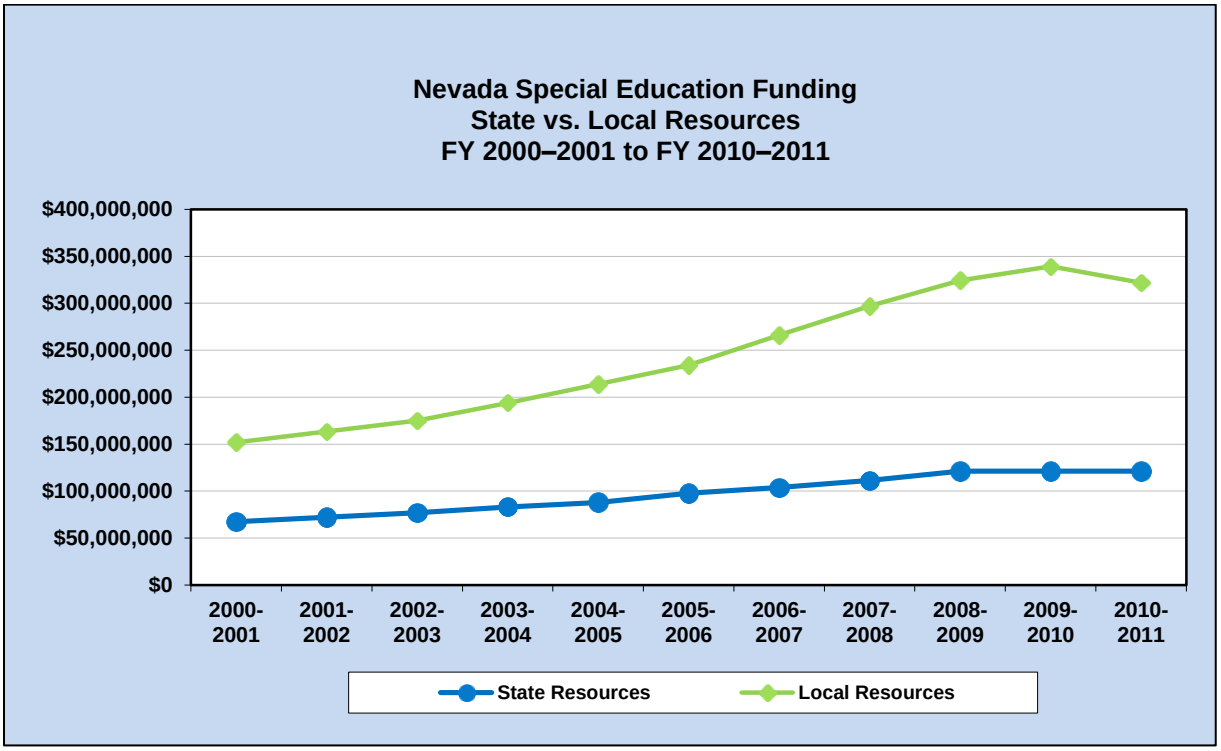


Fiscal Year	Legislatively Approved Units	Legislatively Approved Funding
1997–1998	1,976	$27,694
1998–1999	2,088	$28,248
1999–2000	2,186	$28,813
2000–2001	2,291	$29,389
2001–2002	2,402	$29,977
2002–2003	2,514	$30,576
2003–2004	2,615	$31,811
2004–2005	2,708	$32,447
2005–2006	2,835	$34,433
2006–2007	2,953	$35,122
2007–2008	3,046	$36,541
2008–2009	3,128	$38,763
2009–2010	3,049	$39,768
2010–2011	3,049	$39,768
2011–2012	3,049	$39,768
2012–2013	3,049	$39,768

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



Fiscal Year	State Resources	Local Resources
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
2008–2009	$121,250,664	$324,372,632
2009–2010	$121,252,632	$339,197,530*
2010–2011	$121,252,632	$321,862,256

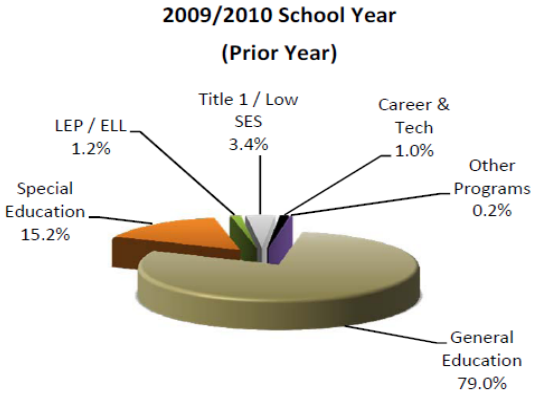
*Budgeted local resources.

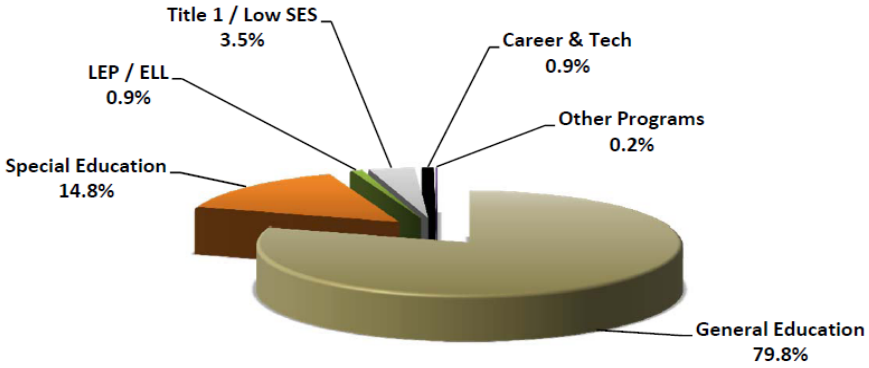
Sources: DOE, "NRS 387.303 Report"; and Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Reports*, various years.

Public School Expenditures for Special Education: In$ite Financial Analysis System

Nevada School Districts & Charter Schools

#12 Expenditures by Six Programs (Four Functions) General Education and Incremental Programs
%-To-Total
Accountability Reporting
2010/2011 School Year





Program	Program Enrollment[1]	Amount	Incremental $ Per Pupil[3]	Total $ Per Pupil[3]	%-To-Total
General Education	422,539.60	$2,888,966,462	$6,837	**$6,837**	79.8%
Special Education	48,054.00	$534,601,515	$11,125	$17,962	14.8%
LEP / ELL	65,099.00	$31,138,418	$478	$7,315	0.9%
Title 1 / Low SES	167,336.00	$126,541,902	$756	$7,593	3.5%
Career & Tech	50,607.00	$33,288,492	$658	$7,495	0.9%
Other Programs[2]	N/A	$5,446,177	N/A	N/A	0.2%
Total	422,547	$3,619,982,966	N/A	$8,567	100.0%

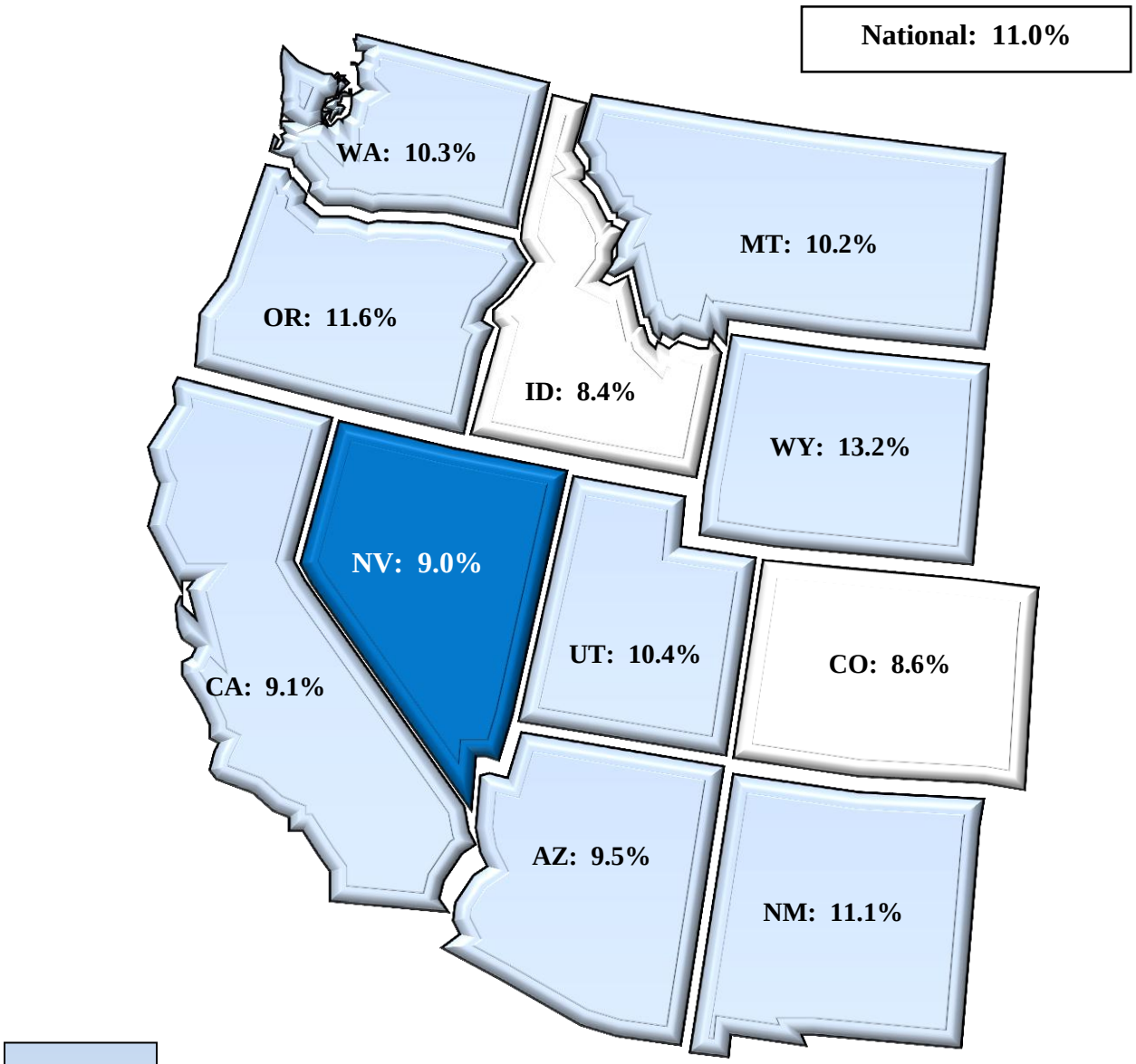
2011-NV-15-12 (A) In$ite, U. S. Patent No. 5,991,741

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

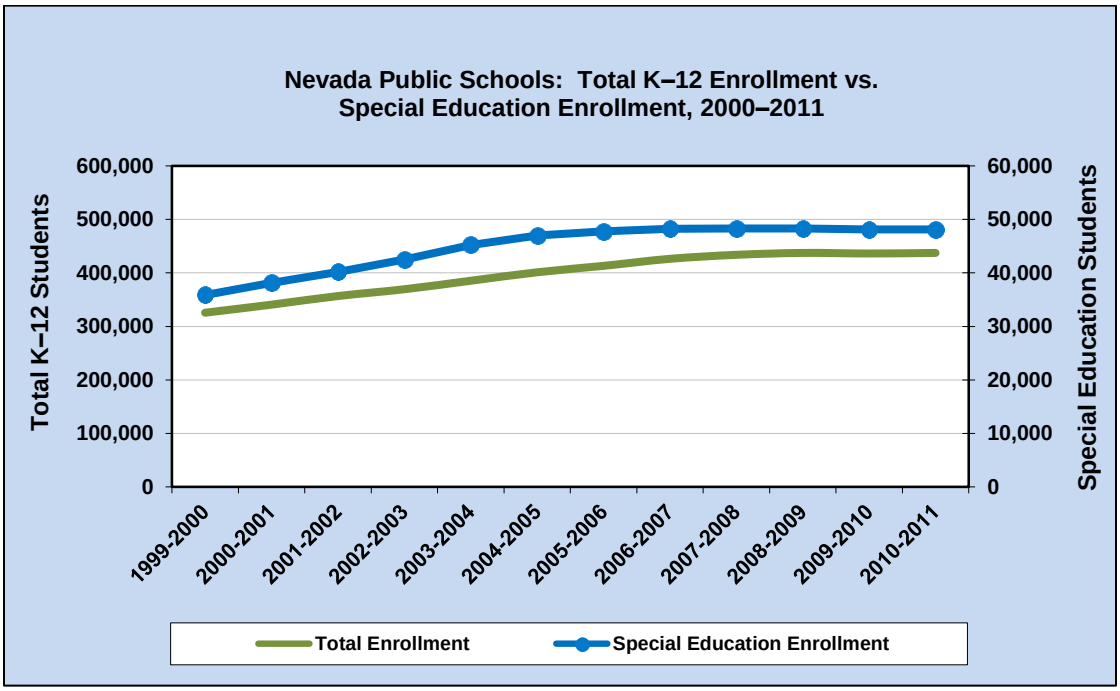
Special Education—Percentage Served

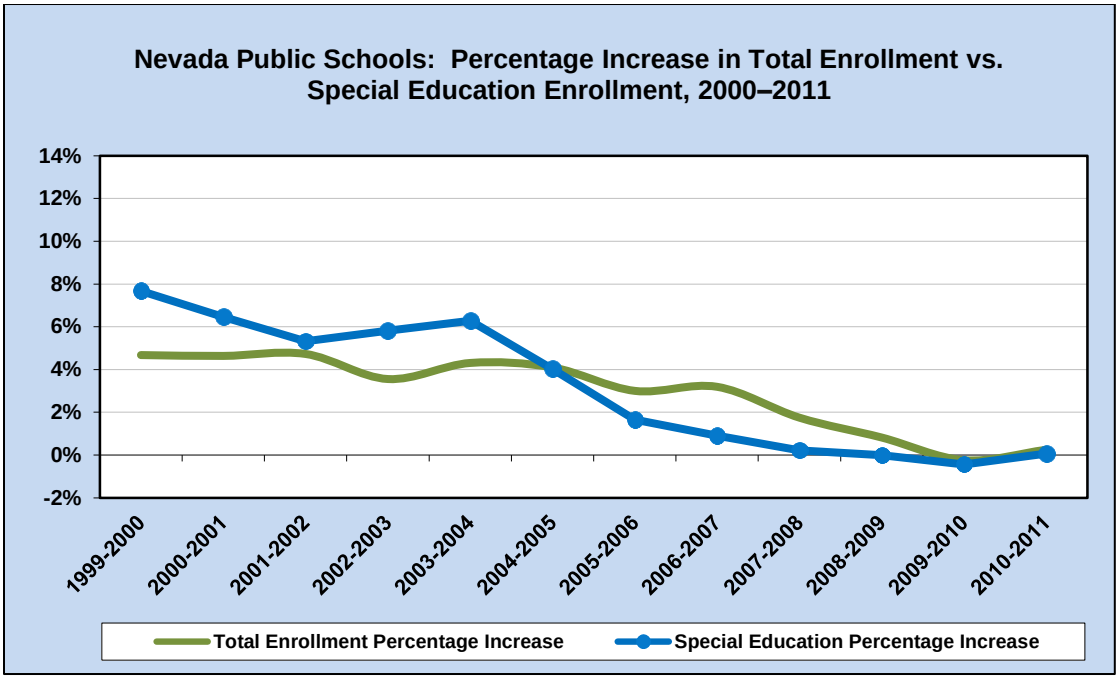
Children (Ages 6 through 17) Served Under the Individuals With Disabilities Education Act (IDEA) as a Percentage of Public School Enrollment
Comparison of Western States
SY 2009–2010



Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

Special Education—Enrollment





Source: DOE, Research Bulletins, various years.

Special Education—Enrollment *(continued)*

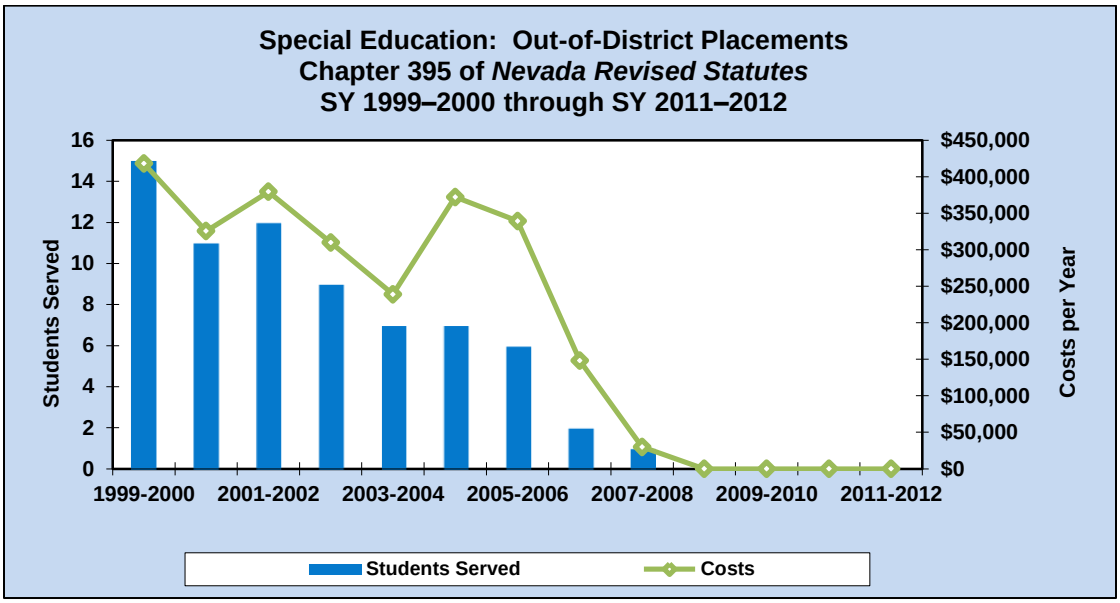
School Year	Total Enrollment	Total Enrollment Percent Increase	Special Education Enrollment	Special Education Percent Increase
1990–1991	201,316	7.75	18,065	9.80
1991–1992	211,810	5.21	19,957	10.47
1992–1993	222,846	5.21	22,402	12.25
1993–1994	235,800	5.81	24,624	9.92
1994–1995	250,747	6.34	26,345	6.99
1995–1996	265,041	5.70	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	4.10	47,015	4.01
2005–2006	413,252	3.00	47,794	1.66
2006–2007	426,436	3.19	48,230	0.91
2007–2008	433,885	1.75	48,332	0.21
2008–2009	437,433	0.82	48,328	-0.01
2009–2010	436,368	-0.24	48,115	-0.44
2010–2011	437,444	.25	48,148	0.07

Source: DOE, Research Bulletins, various years.

Career Cluster: Arts, Audio/Video, and Communications

Old Occupation Name: Crocker
Current Occupation Name: Potter

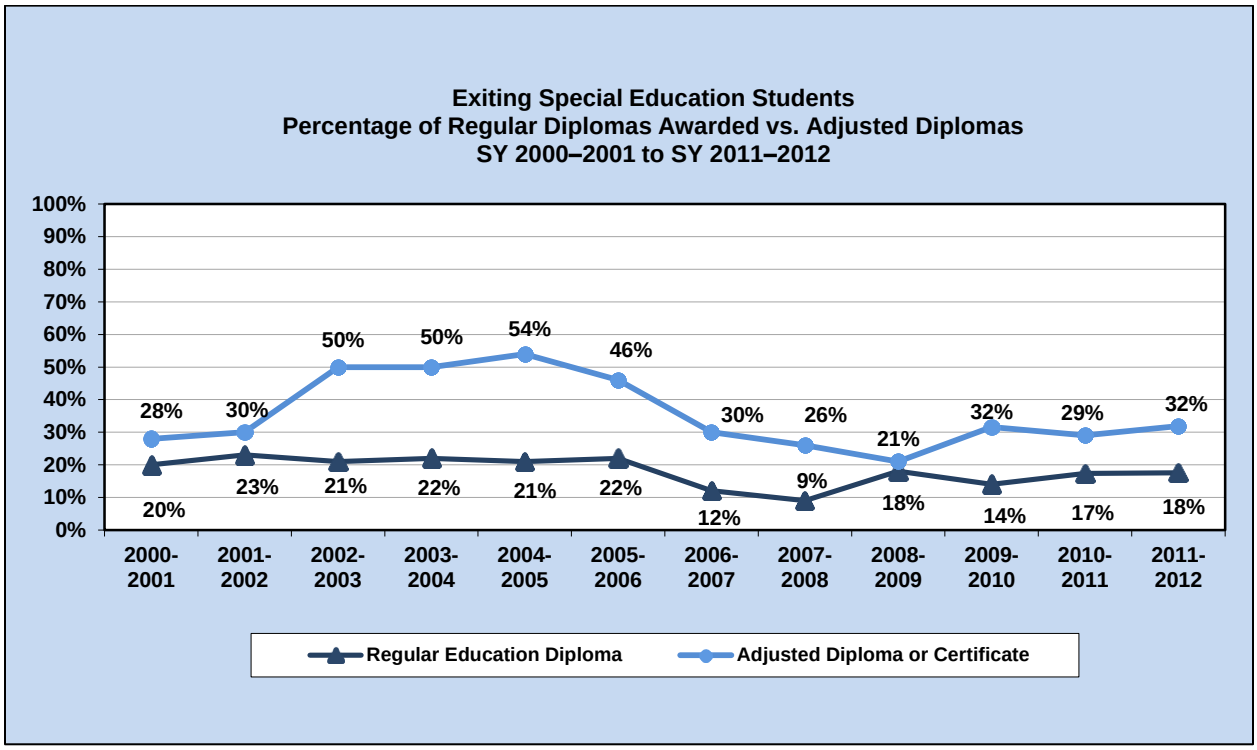
Special Education—Out-of-District Placements

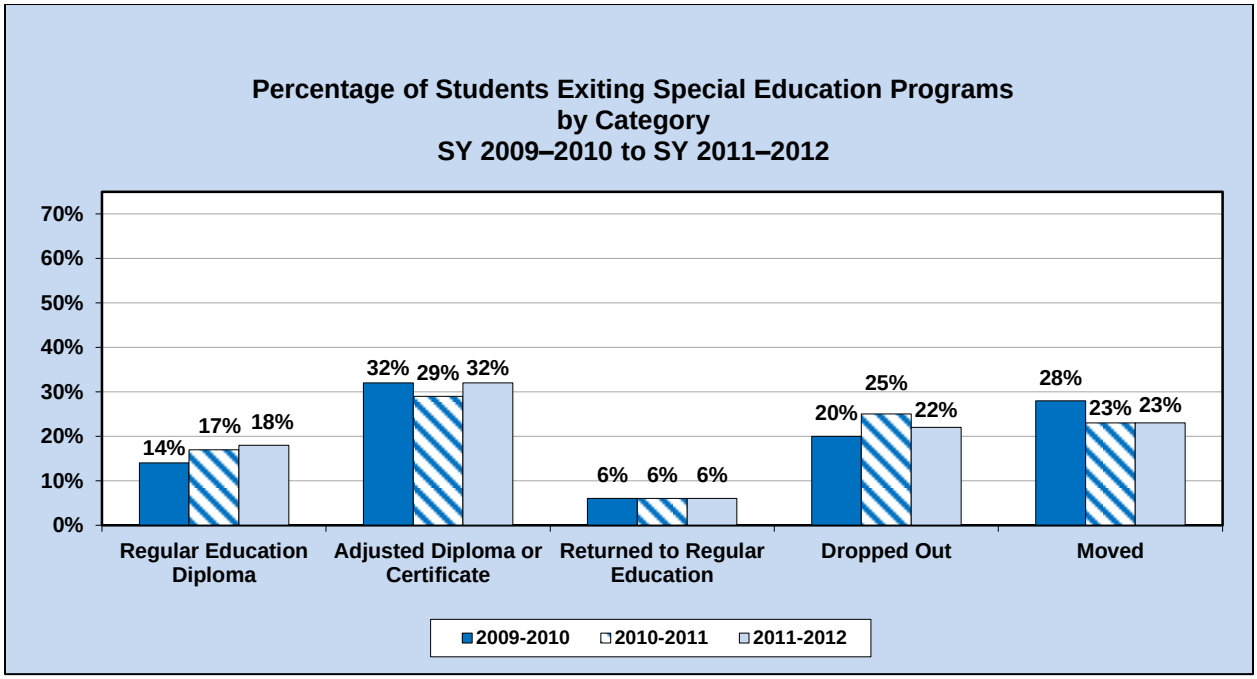


Fiscal Year	Students Served	Costs
1999–2000	15	$418,257
2000–2001	11	$325,560
2001–2002	12	$379,582
2002–2003	9	$310,000
2003–2004	7	$239,000
2004–2005	7	$372,246
2005–2006	6	$339,489
2006–2007	2	$148,046
2007–2008	1	$30,000
2008–2009	0	$0
2009–2010	0	$0
2010–2011	0	$0
2011–2012	0	$0

Source: DOE, 2012.

Special Education—Students Exiting the Program





Source: DOE, 2012.

Career and Technical Education, Including the Tech Prep Program—Background

Career and Technical Education

In Nevada, Career and Technical Education (CTE) courses are organized under six major program areas, as follows:

- Agricultural and Natural Resources;
- Business and Marketing Education;
- Family and Consumer Sciences;
- Health Sciences and Public Safety;
- Information and Media Technologies; and
- Trade and Industrial Education.

Within each major program area, a series of courses are organized into one or more of the national **16 career clusters**, as follows:

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, Audio/Visual, and Communications

Business, Management, and Administration

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law, Public Safety, Corrections, and Security

Manufacturing

Marketing, Sales and Service

Science, Technology, Engineering, and Mathematics

Transportation, Distribution, and Logistics

Career and Technical Education, Including the Tech Prep Program—Background *(continued)*

The size and scope of CTE in Nevada is also defined by participation in career and technical student organizations (CTSOs). Each organization provides cocurricular leadership and technical skills development for students enrolled in CTE programs. The six CTSOs in Nevada are as follows:

DECA (Distributive Education Clubs of America): An international association serving students studying marketing, management, and entrepreneurship in business.

FBLA (Future Business Leaders of America): Focuses on bringing business and education together in a positive working relationship through innovative leadership and career development programs for high school and college students enrolled in business education programs.

FCCLA (Family, Career and Community Leaders of America): Serves students enrolled in family and consumer sciences programs and focuses on the multiple roles of family members, wage earners, and community leaders. Promotes members developing skills for living and earning a living.

FFA (Future Farmers of America): Develops leadership, personal growth, and the career success of students enrolled in agricultural education programs through supervised agricultural programs, leadership development, and classroom instruction.

HOSA (Health Occupations Students of America): Enhances the delivery of compassionate, quality health care by providing opportunities for knowledge, skills, and leadership development for students enrolled in health sciences programs.

SkillsUSA: Promotes partnerships of students, teachers, and industry representatives working together to prepare students for careers in trade, technical, and skilled service occupations.

All Nevada school districts with high schools offer CTE courses within the traditional high school setting. Until SY 2009–2010, enrollment in CTE courses remained constant with approximately 47 percent of Nevada high school students enrolling in one or more CTE courses. However, in recent years, enrollment has steadily decreased; in SY 2011–2012, enrollment in CTE courses was 38 percent. Possible reasons for the decrease include:

- Reduction in class periods;
- Removal of "zero" hours that provide additional course-taking opportunities;
- Increased emphasis on core academics; and
- Cleaner data (i.e., nonduplicative counts).

Career and Technical Education, Including the Tech Prep Program—Background *(continued)*

Tech Prep Program

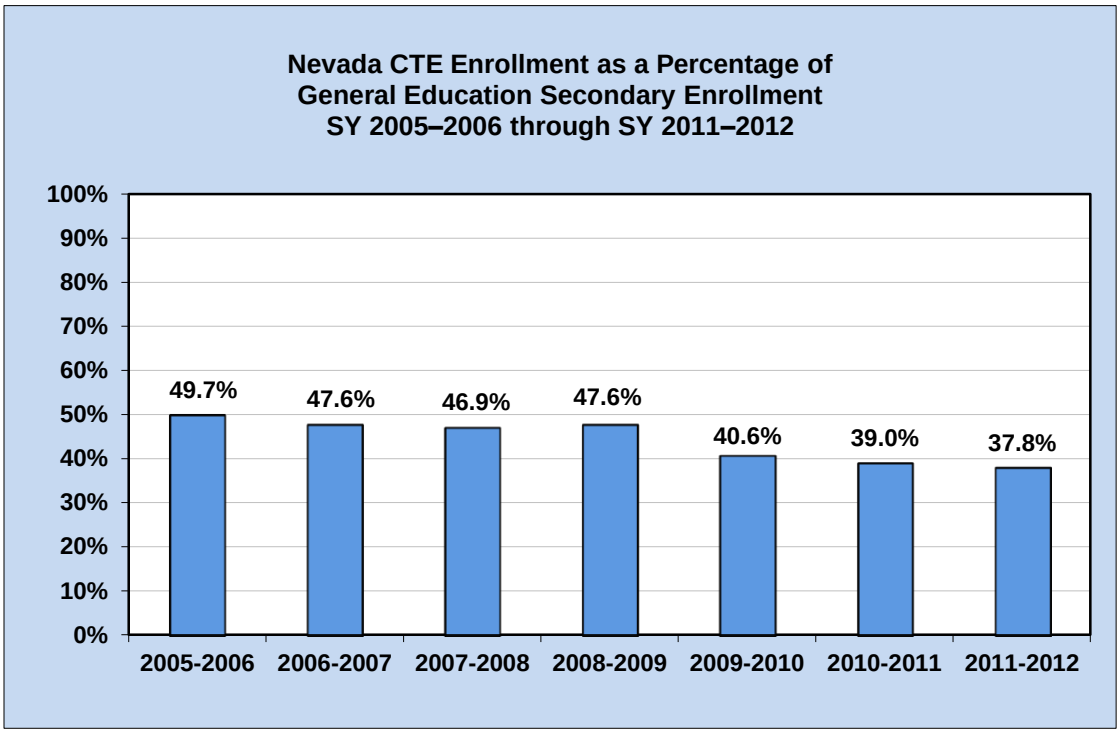
Tech Prep is a dual enrollment program that allows eleventh and twelfth graders to earn college credit for career and technical education courses completed in high school. Students begin their study with a sequence of high school CTE courses and can continue the same program in college. To be eligible, students must earn a grade of A or B in an articulated class with a community college.

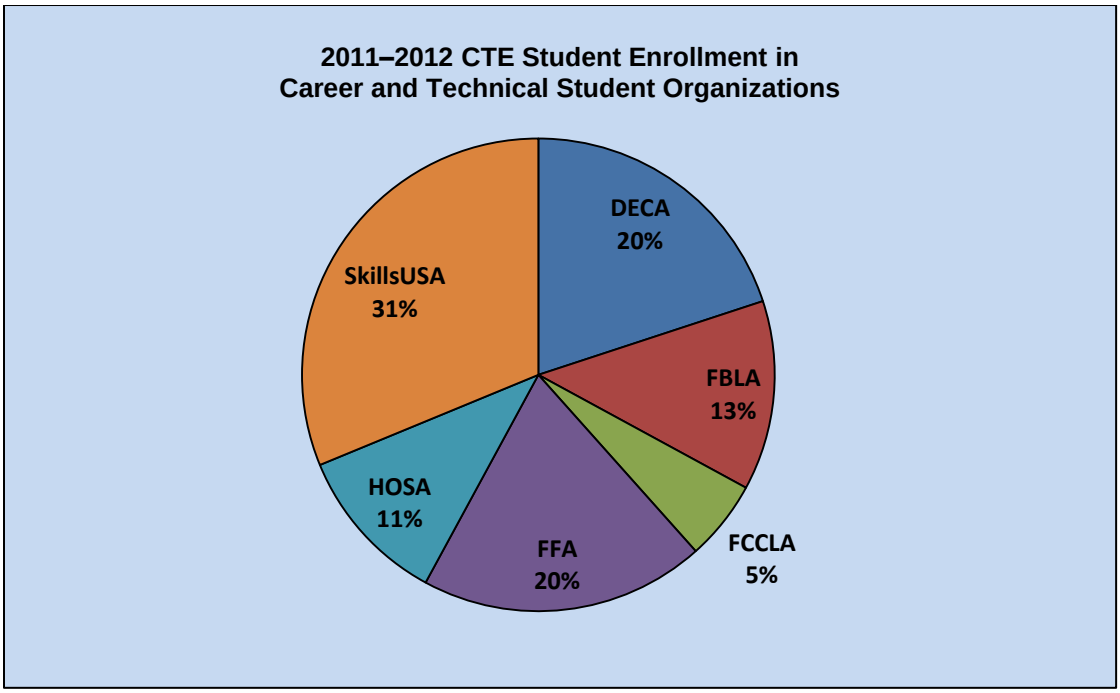
The maximum number of credits that may be earned is 21 college credits. Because the classes are taught by high school teachers instead of college instructors, there are no instructional costs to the college; therefore, there is no cost to students. During the 2009–2010 school year, 2,322 eleventh grade students earned college credit through the program for a total of 10,400 credits.

Career Cluster: Health Science

Old Occupation Name: Druggist
Current Occupation Name: Pharmacist

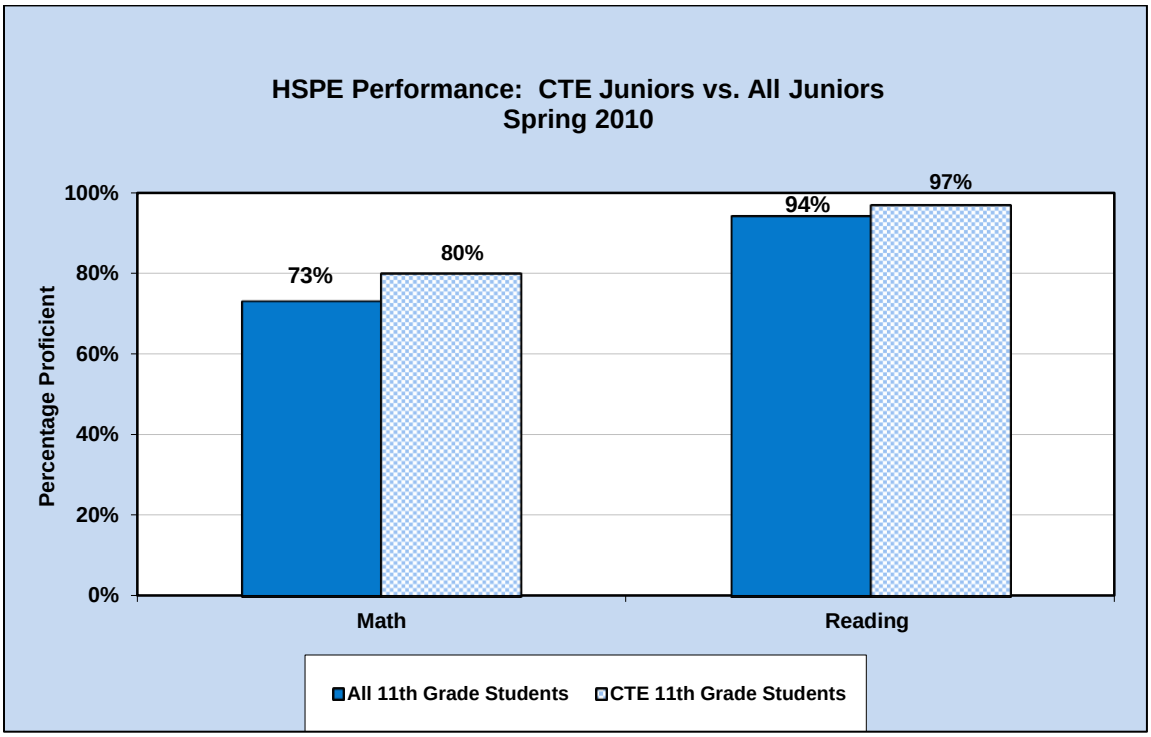
Career and Technical Education—Enrollment

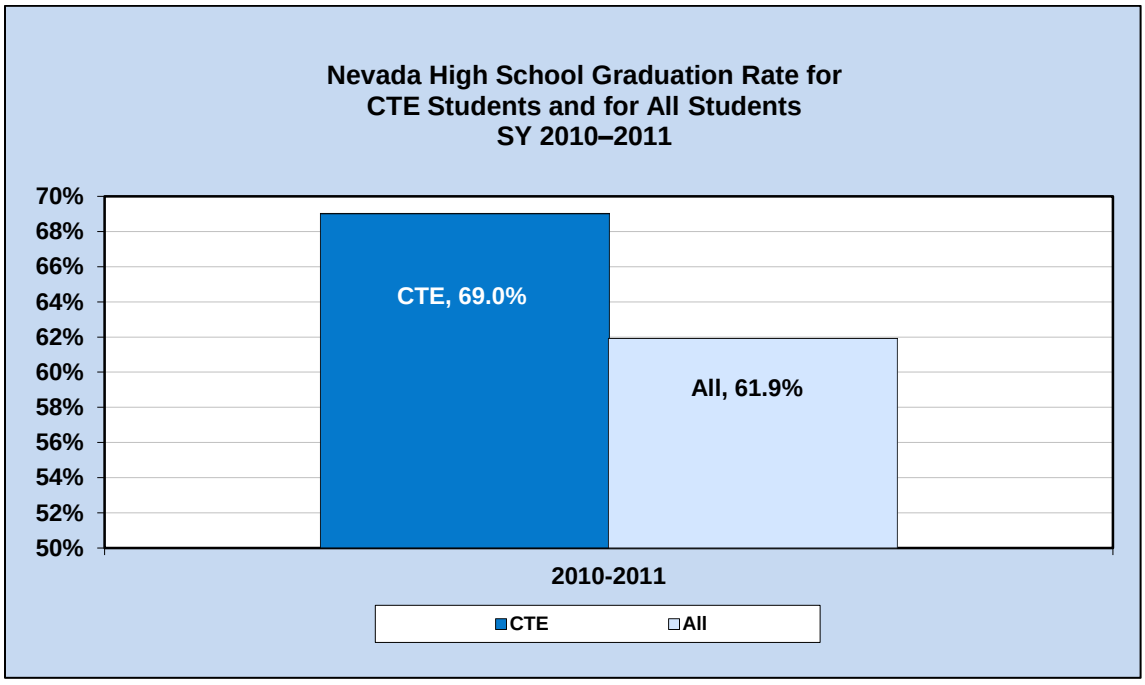




Source: DOE, various years.

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





Source: DOE, 2012.

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, homeschools may not.

Sponsors

Until the 2011 Session, the local school boards, the State Board of Education, and institutions of the Nevada System of Higher Education (NSHE) were authorized to be sponsors of charter schools in Nevada. Through the passage of Senate Bill 212 (Chapter 381, *Statutes of Nevada*), the 2011 Legislature created the State Public Charter School Authority (SPCSA) to replace the State Board as a sponsor. In addition to sponsoring certain charter schools, the SPCSA is expected to act as a model of best practices for all charter schools in Nevada.

Governance

Each charter school is overseen by a governing body, which must include teachers and may include parents, or representatives of nonprofit organizations, businesses, or higher education institutions.

Revenue and Expenditures

Charter schools receive the full per-pupil state 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.

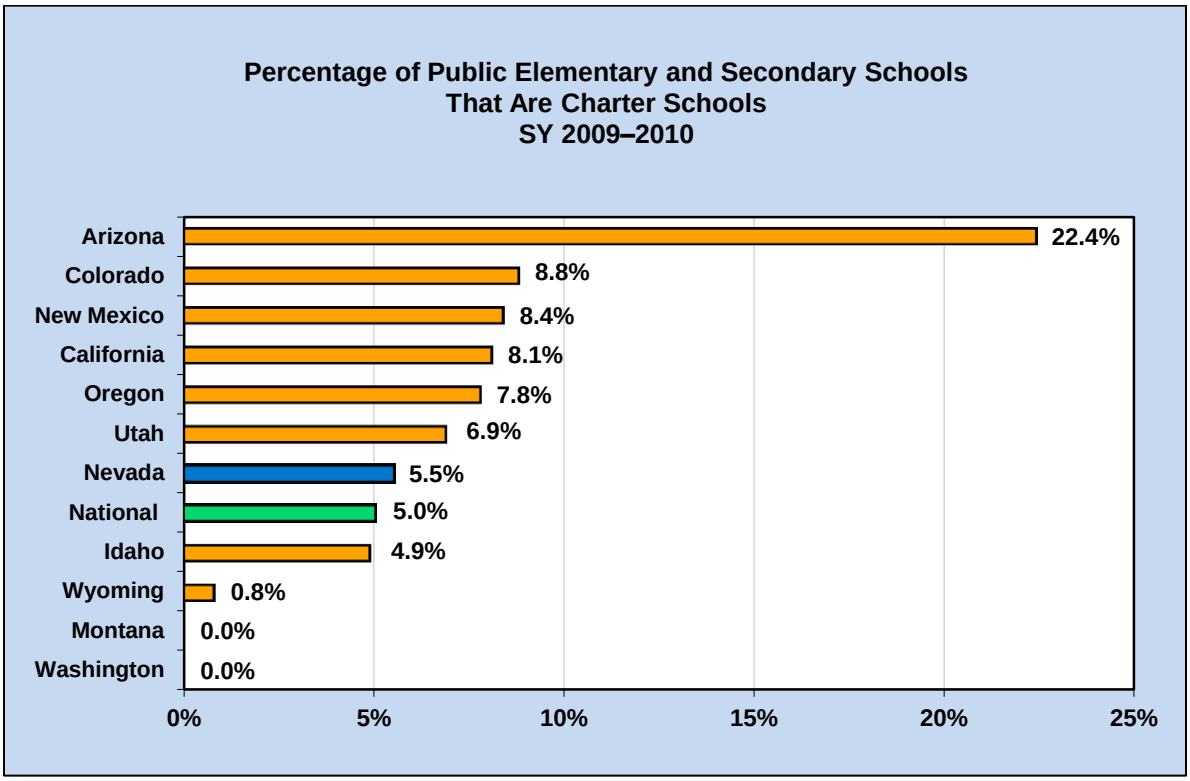
With regard to the newly established SPCSA, it was created as a Local Education Agency (LEA), as defined in federal law for the schools it sponsors. This LEA status allows it to receive and distribute State and federal categorical aid, such as Title I funds for disadvantaged students to its State-sponsored charter schools. Under Nevada's previous structure, federal law prohibited our State-sponsored charter schools from receiving such funding.

Based upon the passage of S.B. 212 during the 2011 Session, sponsors of charter schools receive up to 2 percent of a charter school's total State apportionment. However, based upon certain performance criteria, a charter school may now request approval of a sponsorship fee of less than 2 percent, but at least 1 percent.

Charter Schools in Nevada

There were 32 charter schools operating in Nevada for SY 2011–2012. Local school boards sponsored 16 of the charter schools and the State Public Charter School Authority sponsored 16 of the charter schools. Seventeen charter schools were located in the Clark County School District, 11 in the Washoe County School District, 2 in the Carson City School District, 1 in the Churchill County School District, and 1 in the Elko County School District.

Charter Schools—Western States

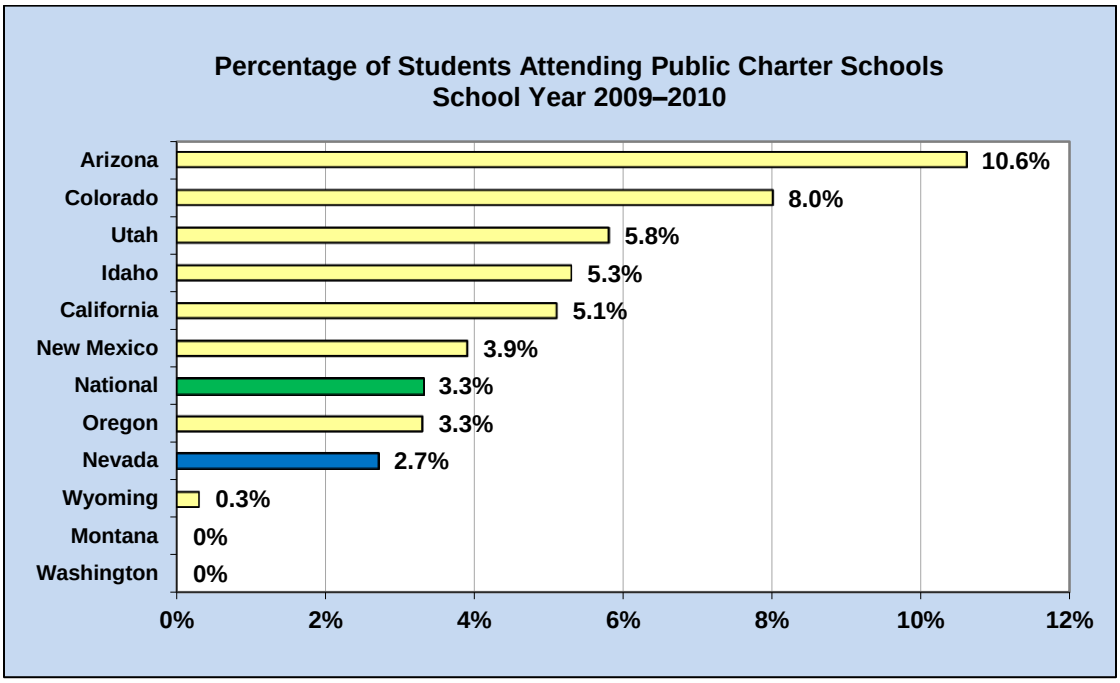


Number and Percentage of Public Elementary and Secondary Schools That Are Charter Schools SY 2009–2010

Western States	Number	Percentage
Arizona	504	22.4
California	813	8.1
Colorado	158	8.8
Idaho	36	4.9
Montana	0	0
Nevada	**35**	**5.5**
New Mexico	72	8.4
Oregon	102	7.8
Utah	72	6.9
Washington	0	0
Wyoming	3	0.8
National Total/Percentage	**4,952**	**5.0**

Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

Charter Schools—Western States Enrollment

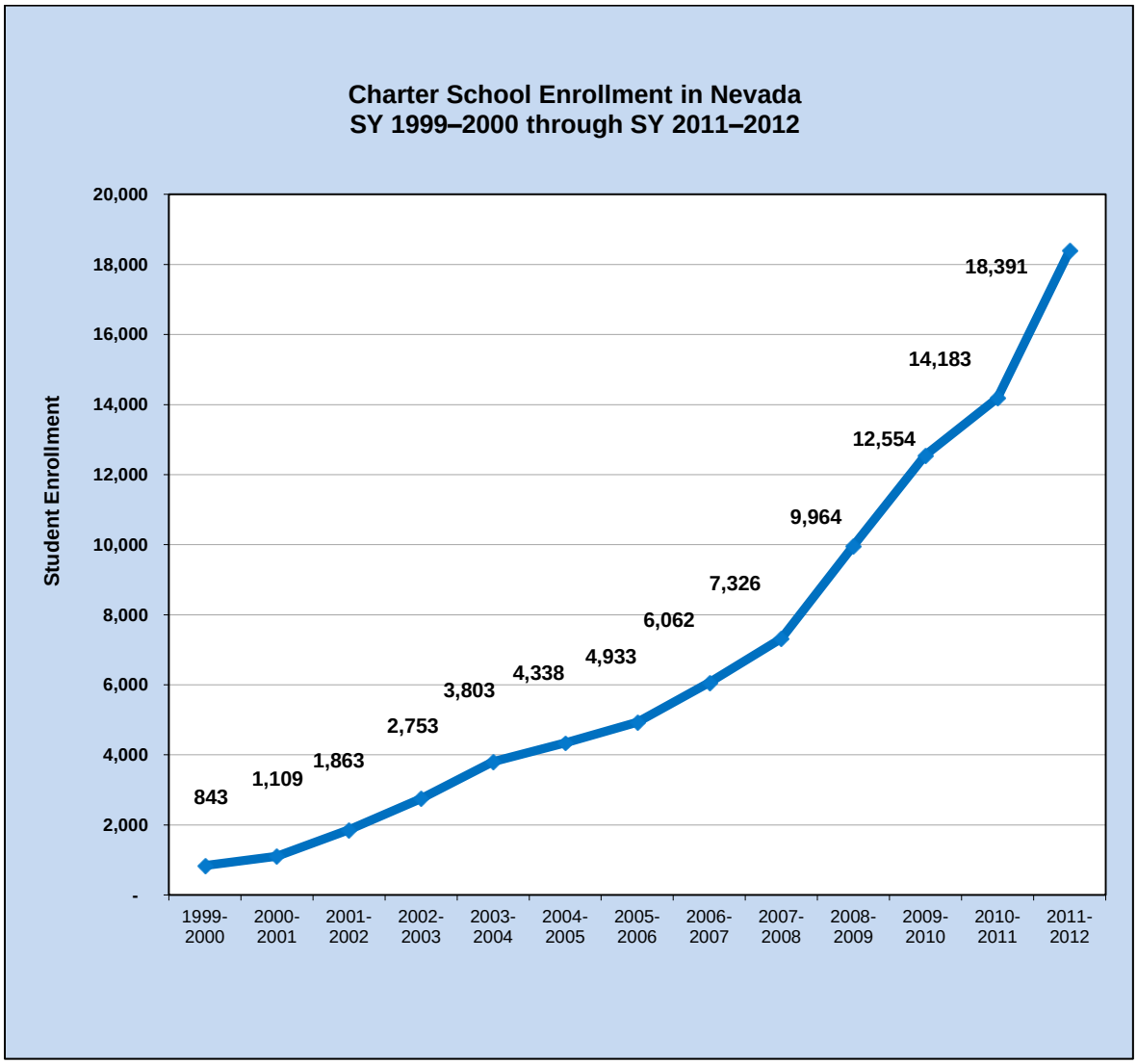


Number and Percentage of Students Attending Public Elementary and Secondary Schools That Are Charter Schools SY 2009–2010

Western States	Number	Percentage
Arizona	113,974	10.6%
California	317,363	5.1%
Colorado	66,826	8.0%
Idaho	14,529	5.3%
Montana	0	0%
Nevada	**11,614**	**2.7%**
New Mexico	13,090	3.9%
Oregon	18,334	3.3%
Utah	33,968	5.8%
Washington	0	0%
Wyoming	269	0.3%
National Total/Percentage	**1.6 million**	**3.3%**

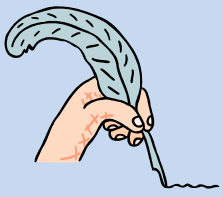
Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

Charter Schools—Nevada Enrollment



Source: DOE, various years.

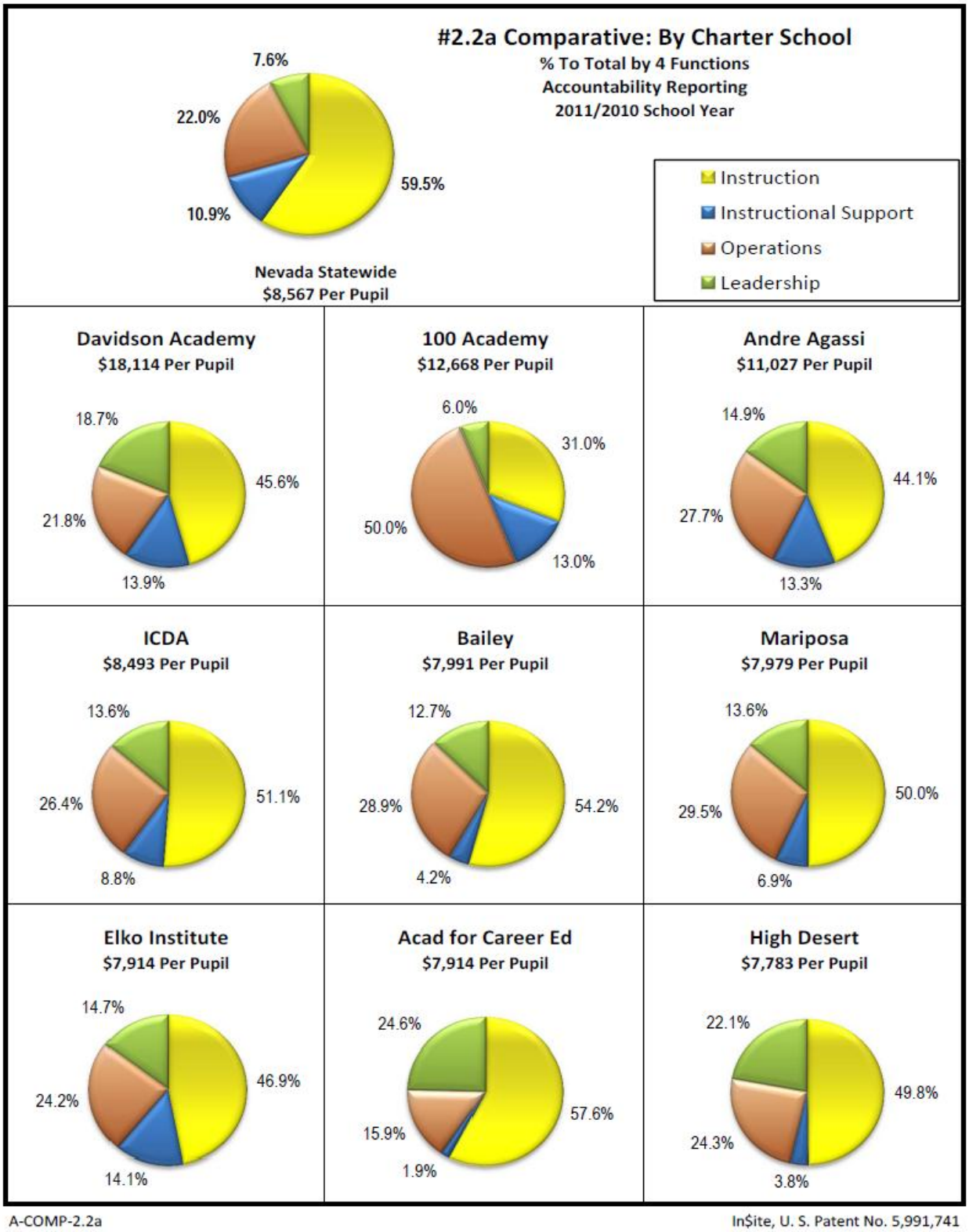
Note: The totals do not include enrollment for the University School for Profoundly Gifted Pupils, which opened in SY 2007–2008.



Career Cluster: Arts, Audio/Visual, and Communications

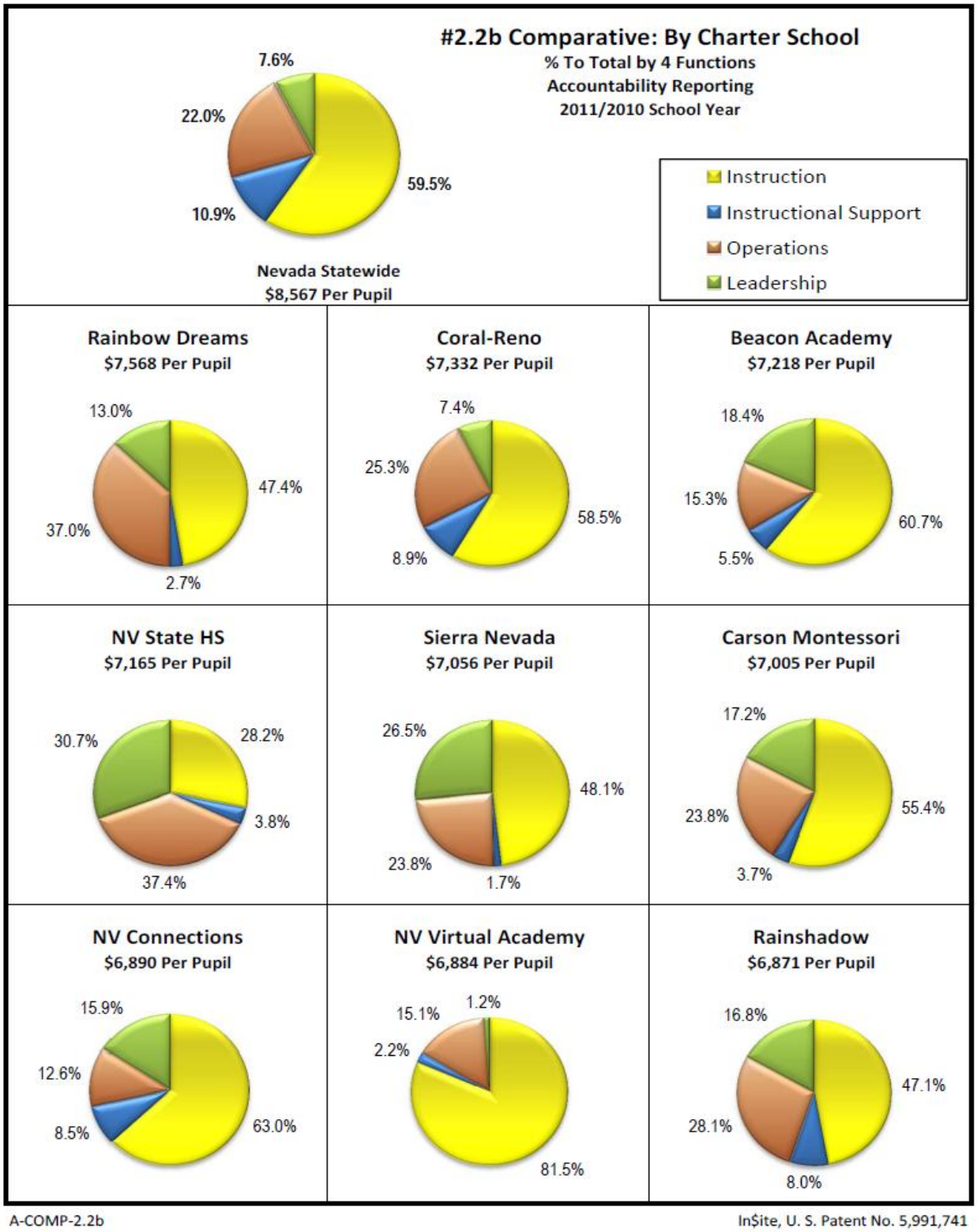
Old Occupation Name: Scrivener
Current Occupation Name: Professional or Public Copyist or Writer; Notary

Charter Schools—Expenditures Per Pupil



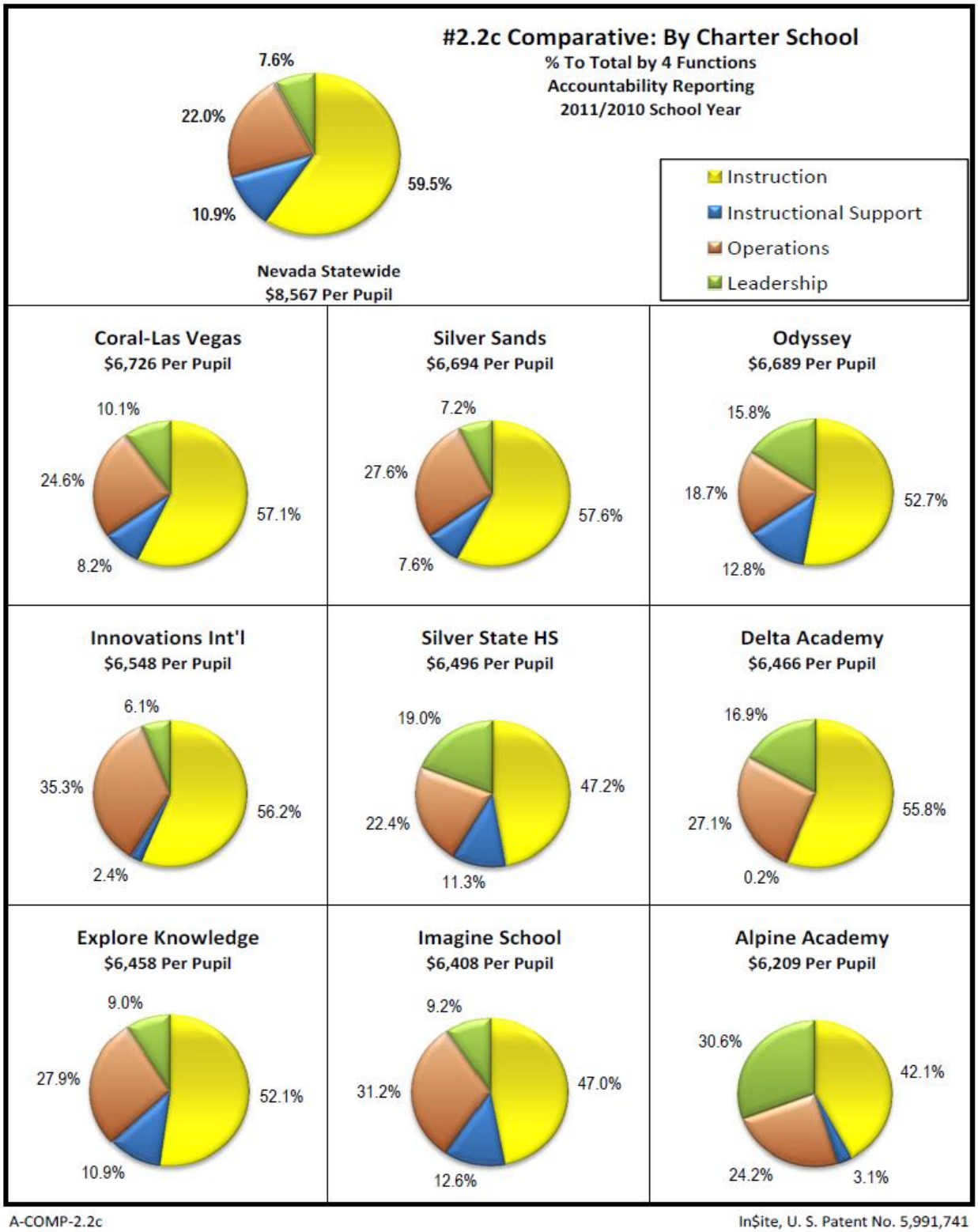
Source: http://edmin.com

Charter Schools—Expenditures Per Pupil *(continued)*



Source: http://edmin.com

Charter Schools—Expenditures Per Pupil *(continued)*



Source: http://edmin.com

Charter Schools—Laws

The Center for Education Reform publishes an annual review of state charter school laws. Through the review, a numerical value is placed on the four major components of a charter law that have been determined to have the most impact on the development and creation of charter schools. States may earn a maximum of 55 points based on their laws and practice in the following areas:

- Multiple Authorizers (15 points): Does the state permit entities other than traditional school boards to create and manage charter schools independently, and does the existence of such a provision actually lead to the active practice of independent authorizing?

- Number of Charter Schools Allowed (10 points): How many charter schools are allowed to open, whether annually, in total throughout the state, or on a local level?

- Operations (15 points): How much independence from existing state and district operational rules and procedures is codified in law and results in that practice as intended?

- Equity (15 points): Fiscal equity requires that not only is the amount of money allotted for each charter student the same, but that charter schools receive monies from the identical streams and routes as other public schools.

The following illustrates western state performance for SY 2011–2012.

The Center for Education Reform: Review of Charter School Laws Across the States
SY 2011–2012

Western States	Overall Grade	Rank	Review Components: Total Points				
			Multiple Authorizers (15 points)	Number of Charter Schools (10 points)	Operations (15 points)	Equity (15 points)	Implementation Points*
Arizona	A	4	10	9	14	8	-1
California	B	7	5	9	12	8.5	0
Colorado	B	9	4	10	11	7.5	0
Idaho	B	12	5	10	11	5	0
Montana	No Charter Schools						
Nevada	**C**	**25**	**5**	**8**	**7**	**8**	**-3**
New Mexico	C	22	4	4	11	7	0
Oregon	C	21	3	10	7	5	0
Utah	B	10	6	8	10	8.5	0
Washington	No Charter Schools						
Wyoming	D	35	1	10	3	2	-3

*Implementation points: States were able to earn or lose points for accountability and implementation.

Source: The Center for Education Reform, *Charter School Laws Across the States, Rankings and Scorecard*, 13th Edition, 2012.

School Safety—Background

School Safety in Nevada—Background

The Nevada Legislature has approved legislation addressing safe schools in several recent Legislative Sessions.

- 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.

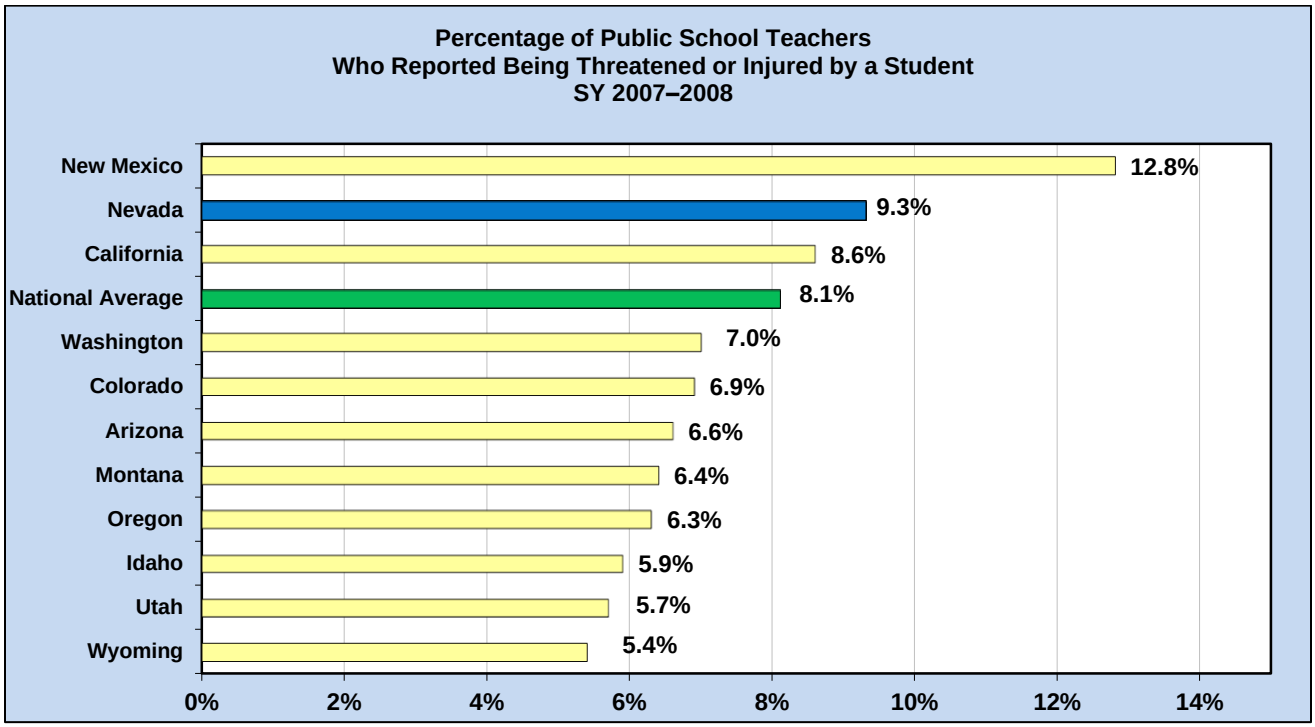
- The 2005 Legislature enacted A.B. 202 (Chapter 217, *Statutes of Nevada*), which requires the Department of Education (DOE) to adopt a policy for safe and respectful learning environments, including relevant training for school personnel. The measure further requires each school district board of trustees 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.

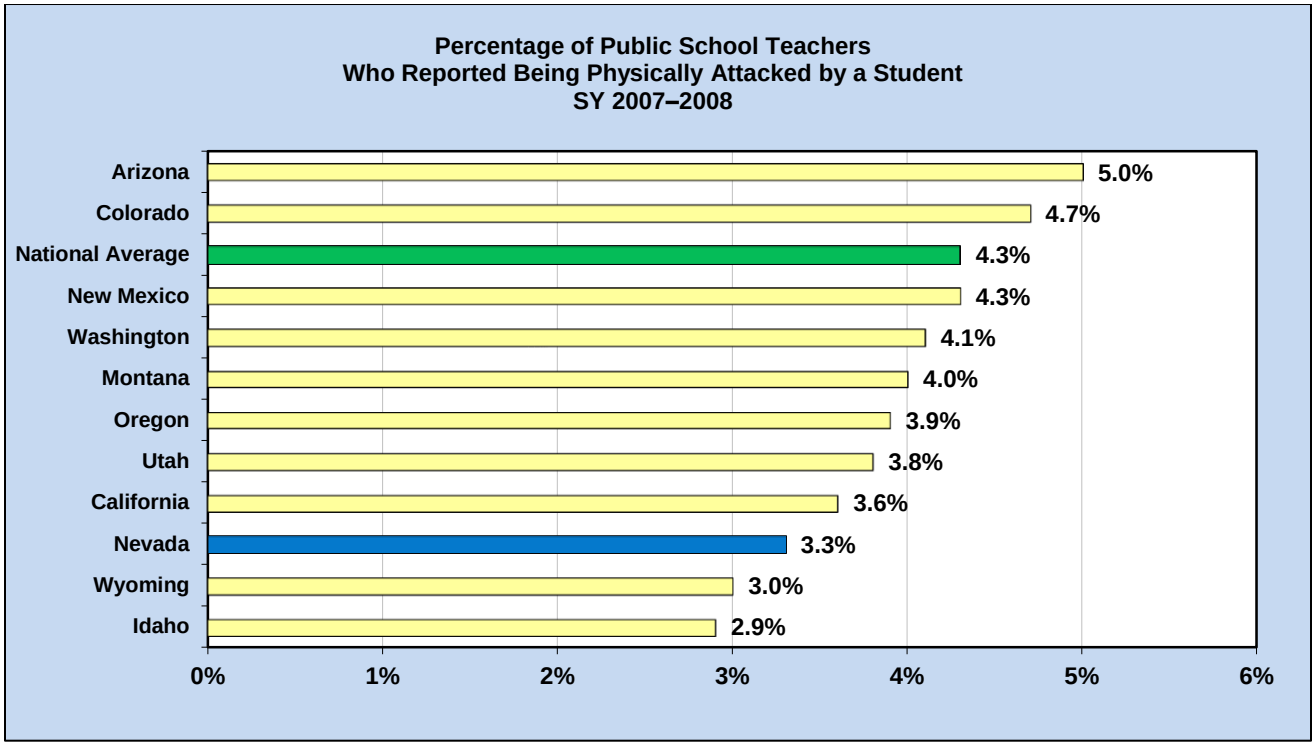
- The 2009 Legislature enacted Senate Bill 163 (Chapter 188, *Statutes of Nevada*), which revises the provisions governing safe and respectful learning environments for all school districts and public schools to include a prohibition on bullying and cyber-bullying. Bullying is defined as a willful act that exposes a pupil repeatedly to negative actions that are highly offensive and intended to cause harm or emotional distress. Cyber-bullying is defined as bullying through the use of electronic communication. In addition, this measure requires the Council to Establish Academic Standards for Public Schools to include a policy in the academic standards for courses in computer education and technology for the ethical, safe, and secure use of computers and other electronic devices.

- The 2011 Legislature enacted Senate Bill 276 (Chapter 376, *Statutes of Nevada*), which requires the principal of each school to establish a school safety team to foster and maintain a school environment that is free from bullying, cyber-bullying, harassment, and intimidation. Through the program, teachers or other staff members must verbally report any violations and the principal is required to review the matter and conclude the investigation within ten days.

The bills are codified in *Nevada Revised Statutes* (NRS) 388.121 through 388.139.

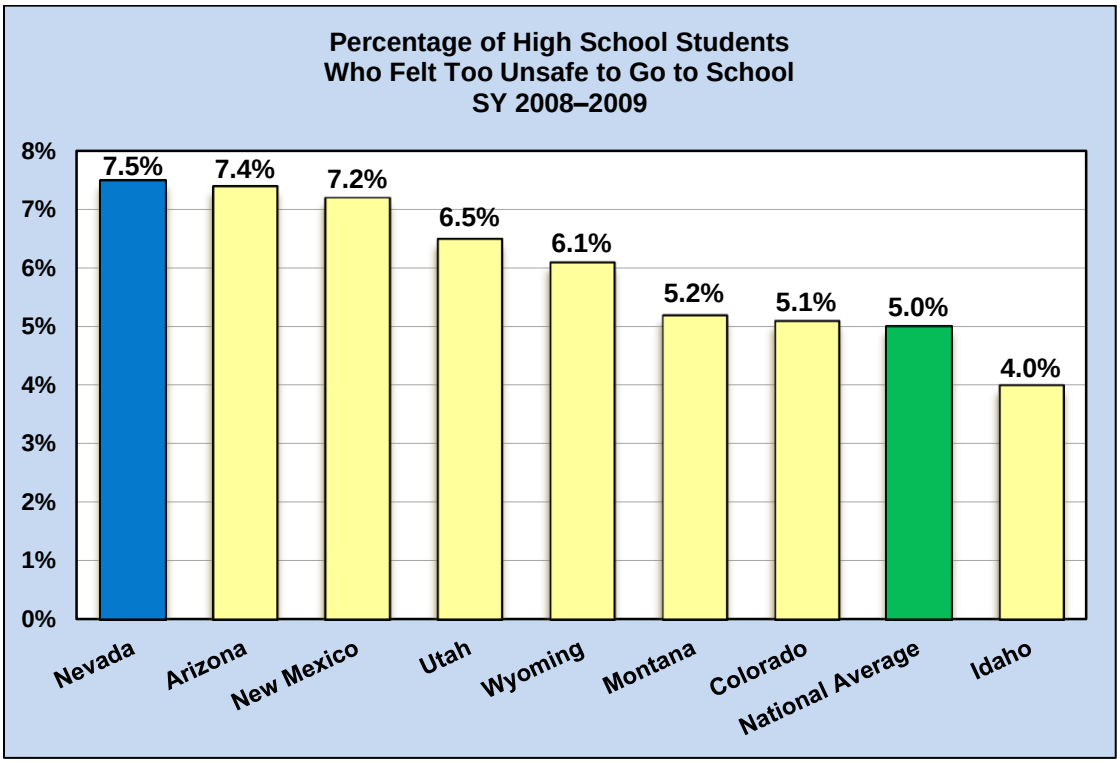
School Safety—Teachers

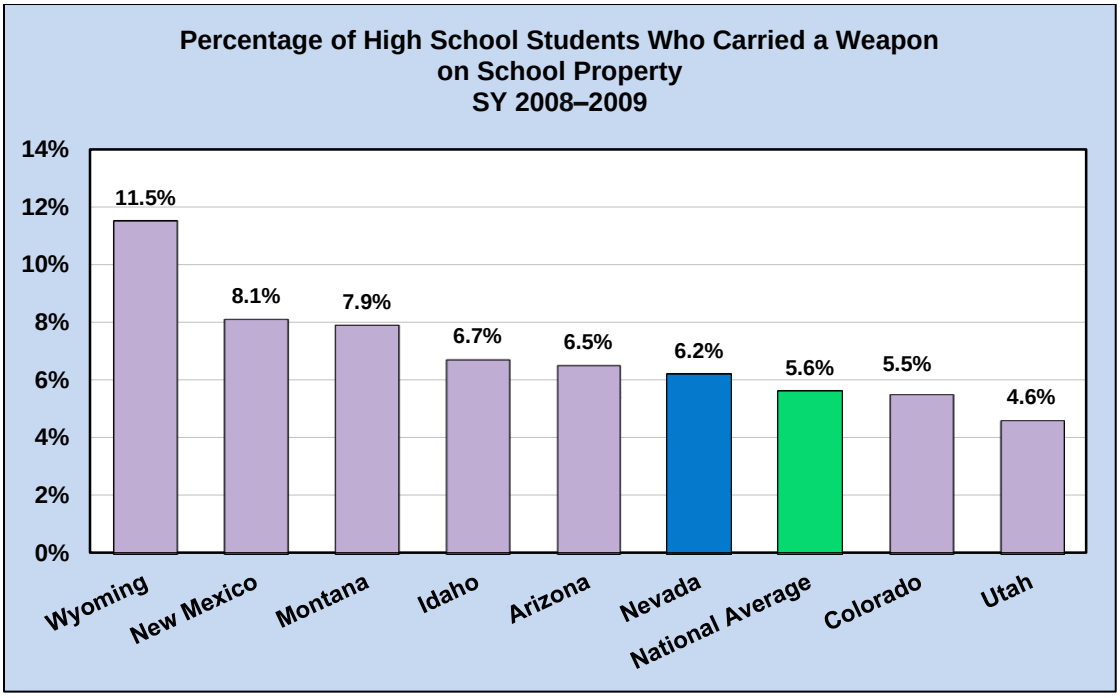




Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

School Safety—Students

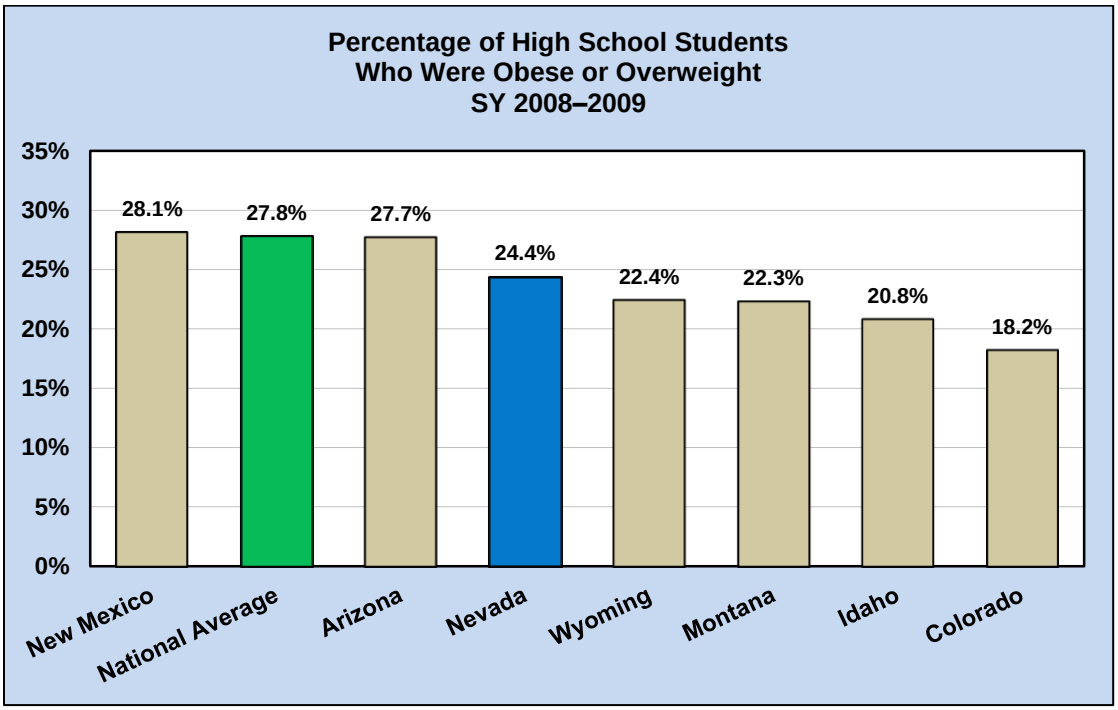


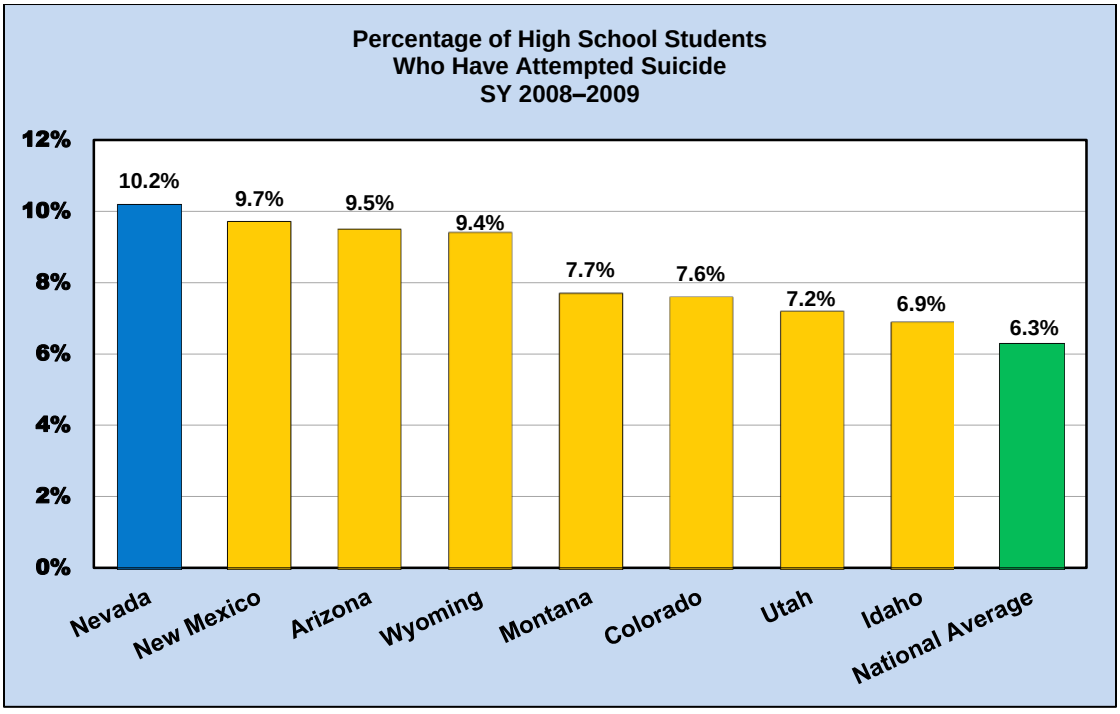


Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

Note: Data includes only those western states that reported.

School Safety—Students *(continued)*





Source: *Education State Rankings 2011–2012*, CQ Press, 2012.

Note: Data includes only those western states that reported.

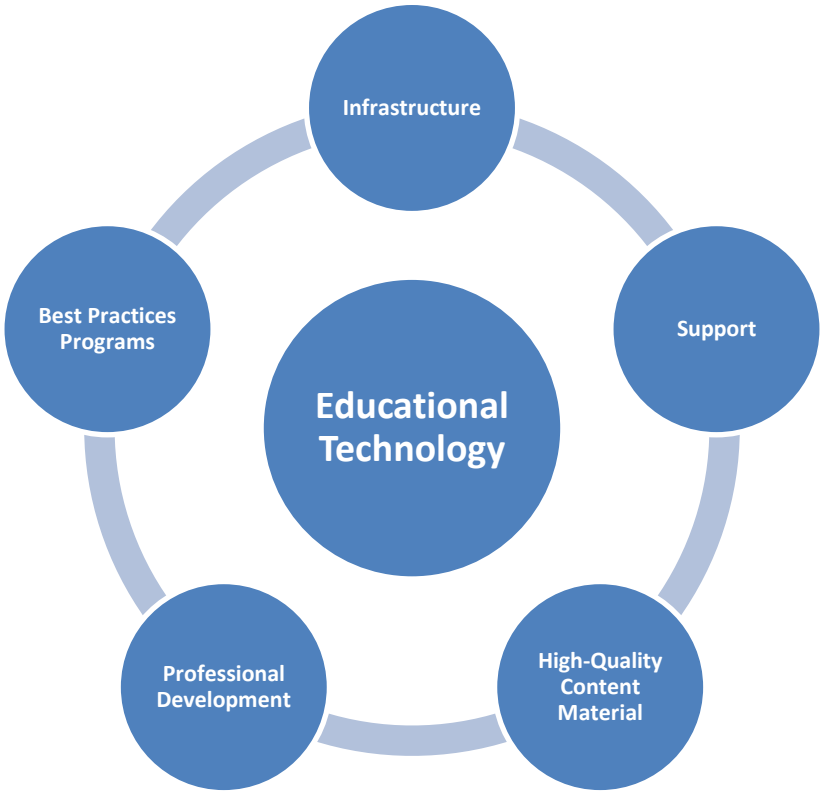
Educational Technology—Background

The 1997 Legislature created the Commission on Educational Technology to:

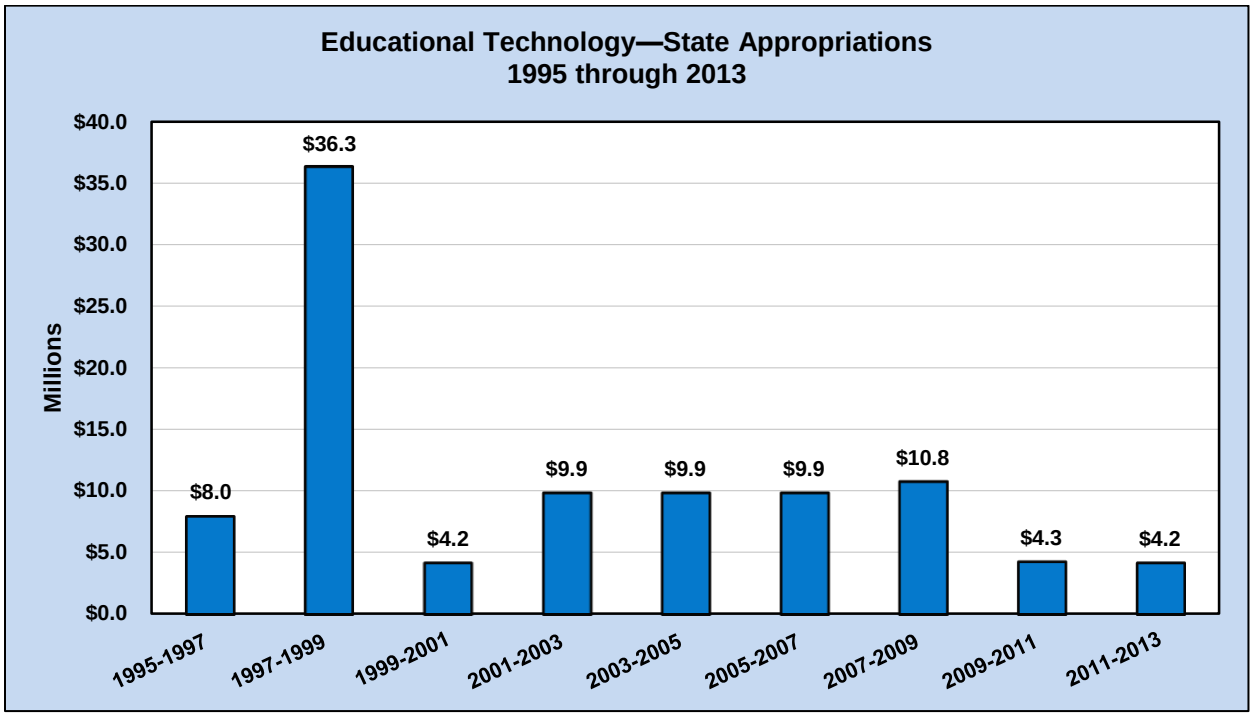
- Establish the State's educational technology plan;
- Develop statewide technical standards; and
- Allocate funds to school districts for support of educational technology in the schools.

The Commission consists of 11 members appointed jointly by the Governor and legislative leadership. The Superintendent of Public Instruction and the Administrator of the Division of Enterprise Information Technology Services of the Department of Administration serve as ex officio nonvoting members of the Commission.

Since the 1995 Legislative Session, the Legislature has appropriated state funds for support of technology in the classroom. State funding supports such items as:



Educational Technology—Funding



Source: Fiscal Analysis Division, Legislative Counsel Bureau, 2012.

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

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.

Career Cluster: Marketing, Sales, and Service

Old Occupation Name: Ripper
Current Occupation Name: Seller of Fish

Adult Education Programs—Background

Adult Education Background

Adult Education Programs: Mission Statement

The mission of the adult education program in Nevada is to provide educational services to assist adults in obtaining the knowledge and skills necessary to become self-sufficient, productive citizens of Nevada.

Implementation History

1950s	Adult education programs began in Nevada in the 1950s when the Clark and Washoe County School Districts implemented adult education classes and apprenticeship courses in the evening.
1952	The General Educational Development (GED) test was first introduced to military personnel in 1942 and was subsequently expanded to the general public in 1952.
1972	The Nevada Legislature approved State funding to support adult education programs, for the first time, in 1972.

Eligibility Requirements

Eligible students for adult education programs include:

- Individuals who are 18 years of age and older who are not currently enrolled in school and do not have a high school diploma.
- Individuals who are 17 years of age and are enrolled in alternative education programs may be served by adult education programs.
- Individuals who are 16 years of age may participate in the GED test preparation, if the individual has obtained approval through the school district.

Note: Adult education programs are also available to persons in correctional facilities.

Adult Education Programs—Background *(continued)*

Adult Education Programs

Adult education programs cover several distinct programs, including:

- Adult High School Diploma (AHSD): This program provides services to individuals with an educational level of ninth grade or higher who are working toward their adult high school diploma.

- GED: This program provides services to individuals who are pursuing a General Education Diploma, rather than an adult high school diploma.

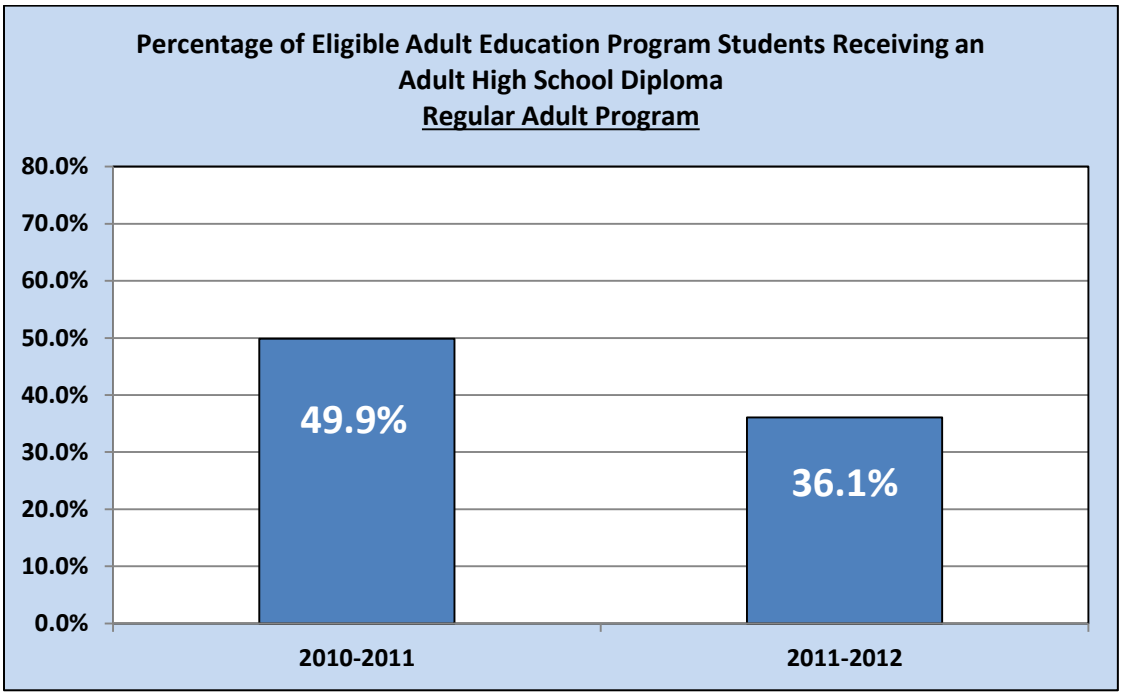
- English as a Second Language (ESL): This program provides services to those individuals whose primary language is not English, but who are interested in working toward English proficiency.

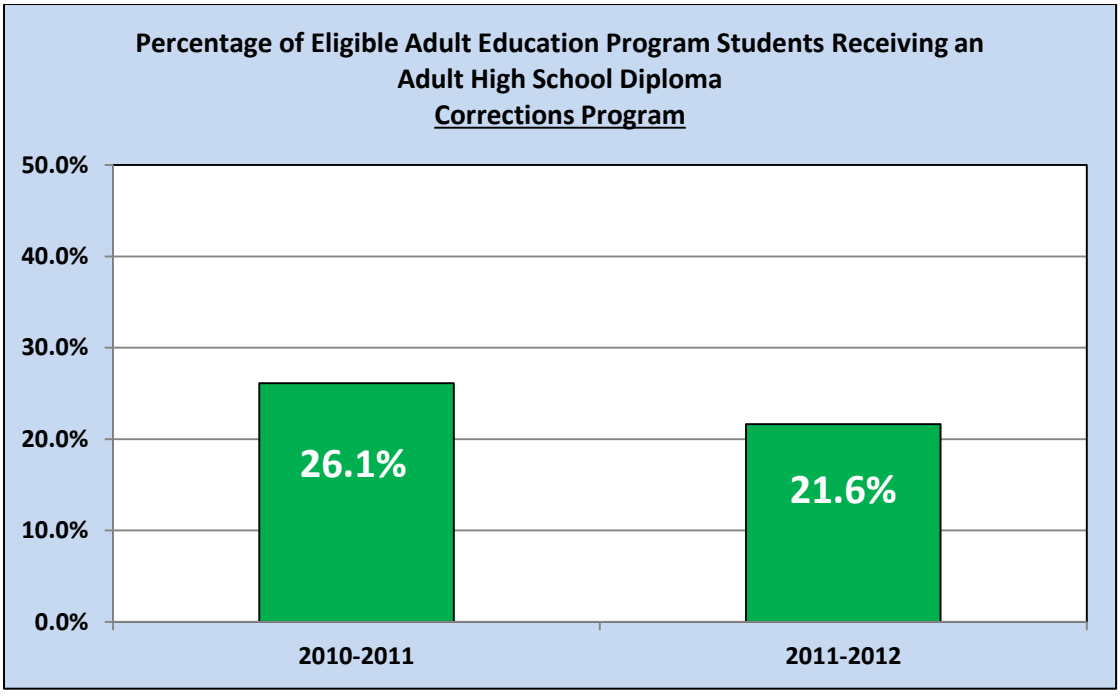
- Proficiency Only: This program provides services for those individuals who have completed the necessary credits to graduate from high school, but have not yet passed the High School Proficiency Examination.

Career Cluster: Human Services

Old Occupation Name: Beautician
Current Occupation Name: Hairstylist or Hairdresser

Adult Education Programs—Completers





Source: DOE, 2012.

9 Testing in Nevada Public Schools

Background

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

Current System of Statewide Examinations for Nevada's Students 2012–2013 Testing Schedule										
	Grade									
	3	4	5	6	7	8	9	10	11	12
National Assessment of Education Progress (NAEP)[1]		▲				▲				▲
Nevada Analytical Writing Examination (NAWE)[2]			▲			▲			▲	▲
High School Proficiency Examination (HSPE) (reading, math, and science)[3]								▲	▲	▲
Nevada Criterion-Referenced Tests (CRTs) (reading, math, and science)[4]	▲	▲	▲	▲	▲	▲				
Current System of Statewide Examinations for ***Special Student Populations***										
Nevada Alternate Assessment (NAA)[5]	▲	▲	▲	▲	▲	▲			▲	
English Language Proficiency Assessment (ELPA)[6]	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

[1] The NAEP is a federal testing program that is administered to a sample of schools.

[2] The 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.

[3] The Class of 2010 was the first class required to pass the science portion of the HSPE.

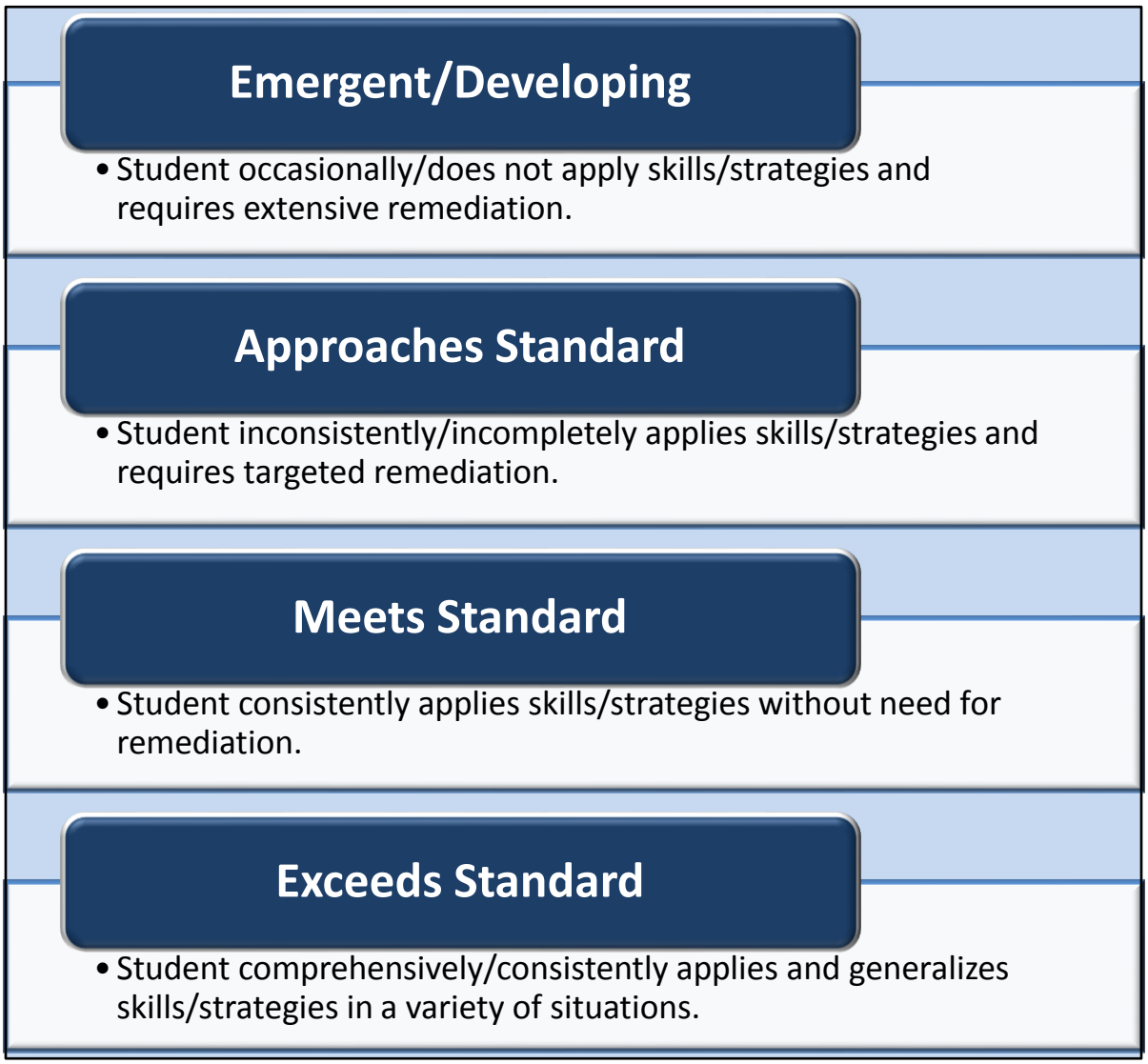
[4] In order to prepare students to take the science portion of the HSPE, pupils in grades 5 and 8 are now required to take a science CRT.

[5] Eligible students are only required to participate in the NAA once during high school; participation must occur during the 11th grade school year.

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

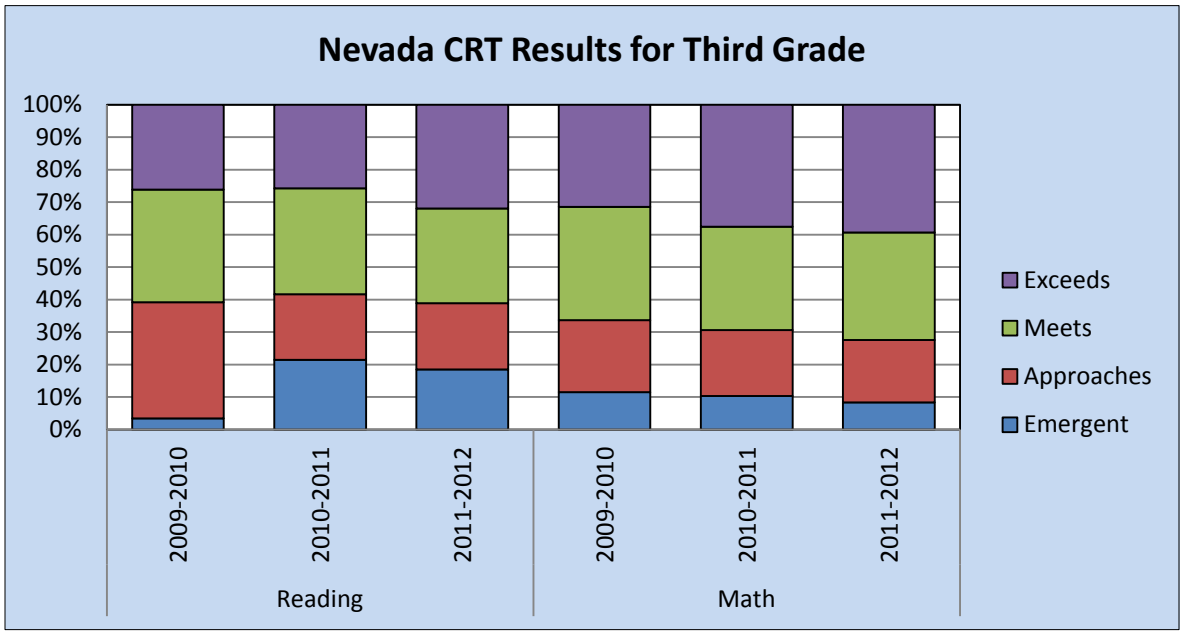
Criterion-Referenced Tests (CRTs)—Background

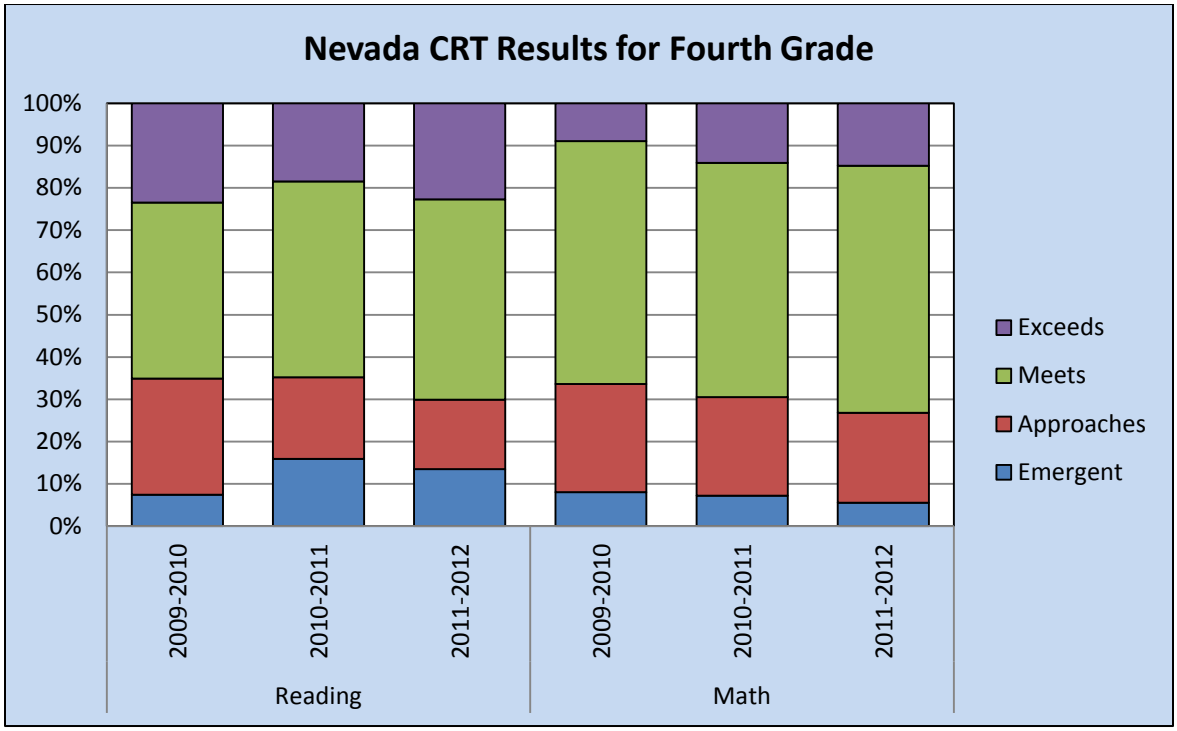
Criterion-referenced tests (CRTs) are intended to measure how well a student has learned the State's academic standards. Student achievement is broken down into four levels of proficiency:



With Nevada's adoption of the Common Core State Standards (CCSS) in June 2010, a plan for developing an assessment system that would be aligned to the CCSS was recommended. To this end, Nevada's Department of Education joined the Smarter Balanced Assessment Consortium (SBAC) to develop the new assessment system. Beginning with the 2014–2015 school year, the current CRTs will be replaced with assessments created through the SBAC. A description of the SBAC follows CRT performance data in this chapter. For additional information concerning the CCSS, please see Chapter 7, *Nevada's Compliance with Federal and State Education Programs*.

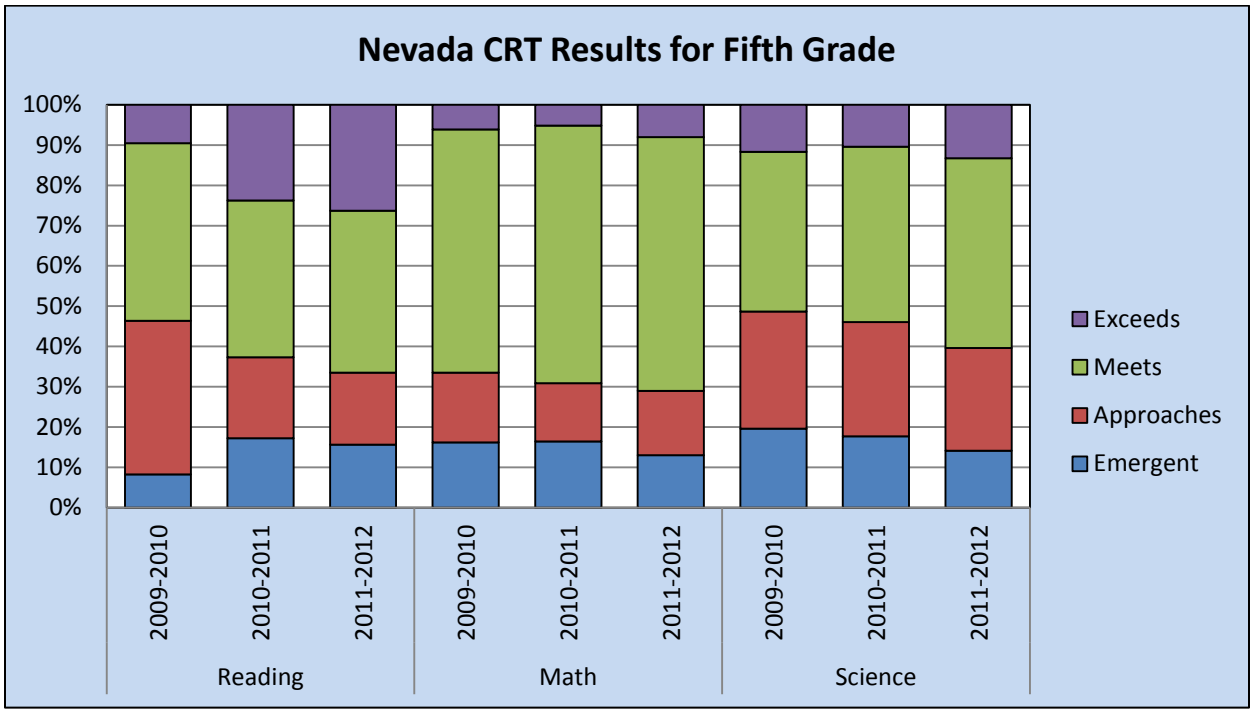
Referenced Tests (CRTs)—Grades 3 and 4

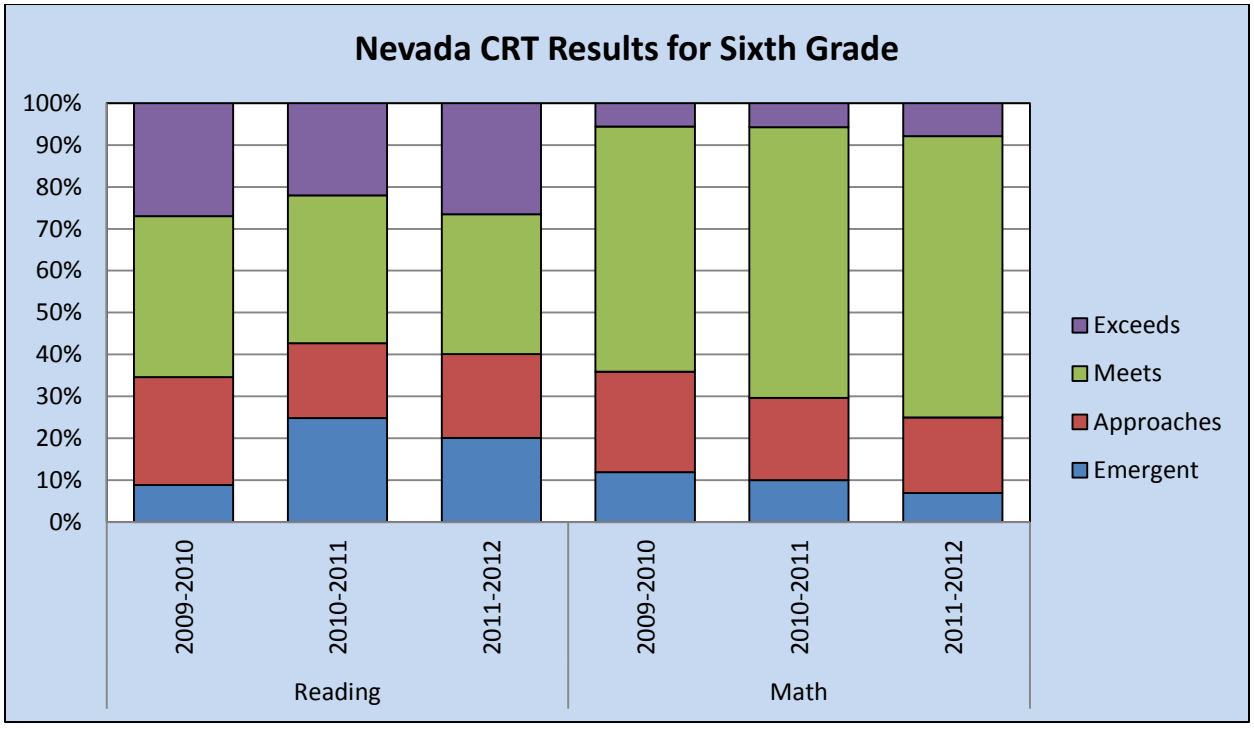




Source: DOE, *Nevada Report Card Database: State Profile,* various years.

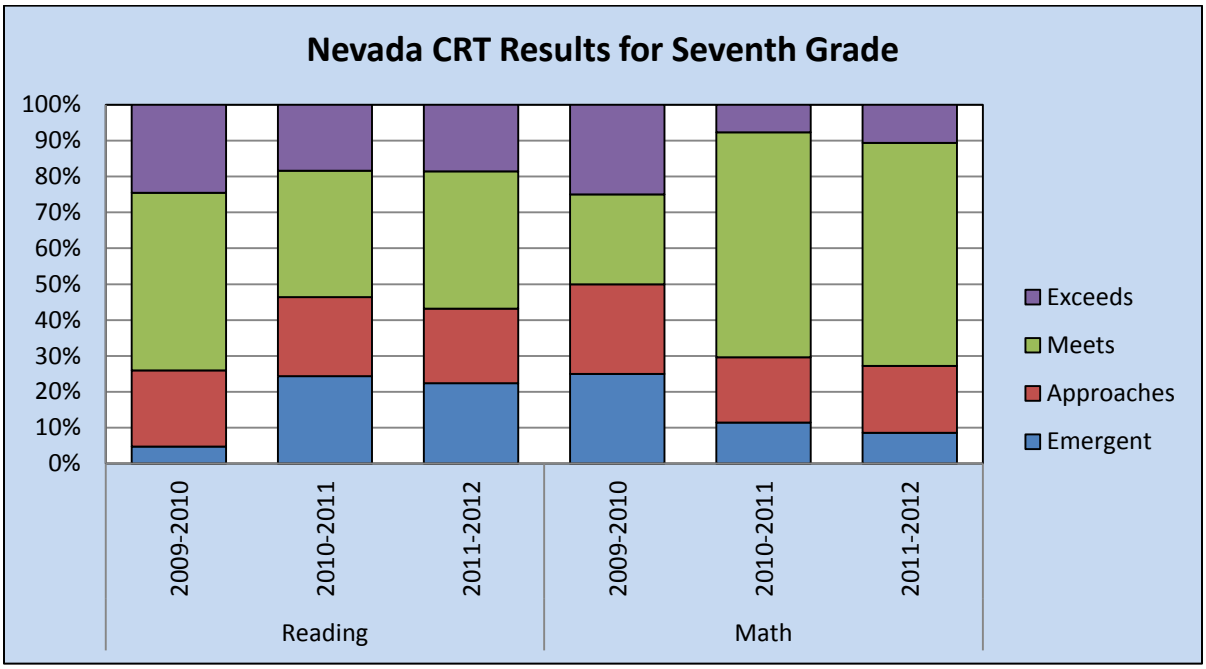
Criterion-Referenced Tests (CRTs)—Grades 5 and 6

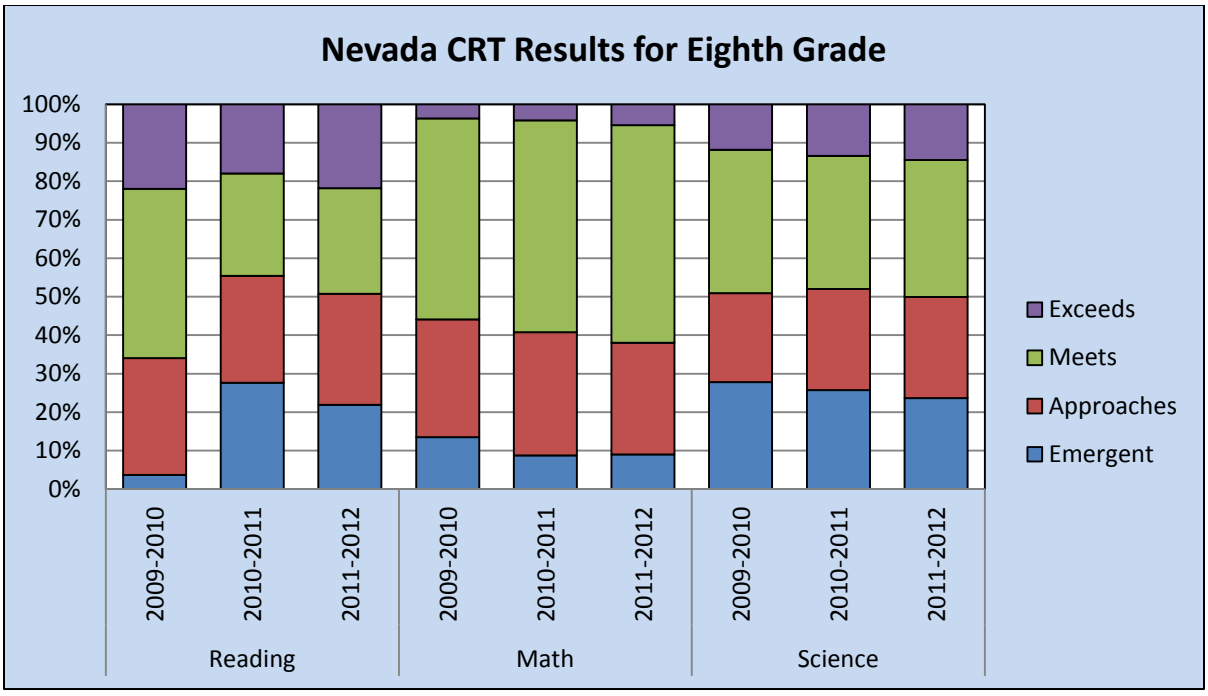




Source: DOE, *Nevada Report Card Database: State Profile*, various years.

Criterion-Referenced Tests (CRTs)—Grades 7 and 8





Source: DOE, *Nevada Report Card Database: State Profile,* various years.

Smarter Balanced Assessment Consortium—Background

The Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium that develops assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics. The assessments are designed to help prepare all students to graduate high school college- and career-ready.

There are 25 states within the SBAC, including the State of Nevada: Alabama, California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Michigan, Missouri, Montana, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

The new assessment system is scheduled for implementation in the 2014–2015 school year. A set of sample assessment items and performance tasks are now available online at: http://www.smarterbalanced.org/sample-items-and-performance-tasks/.

Career Cluster: Hospitality and Tourism

Old Occupation Name: Ordinary Keeper
Current Occupation Name: Innkeeper with Fixed Prices

High School Proficiency Examination (HSPE)—Background

High School Proficiency Examination (HSPE) (NRS 389.015)

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

OR

As an alternative: If a student has failed to pass the HSPE at least three times, the student must pass the mathematics and reading subject areas of the HSPE, earn an overall grade point average (GPA) of at least 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 Nevada High School Proficiency Examination (HSPE) is aligned to Nevada's Content Academic Standards. The HSPE has four sections: reading, writing, mathematics, and science. 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.

READING—Students at the "Meets Standard" level in reading exhibit many and/or most of the following knowledge, skills, and abilities:

- Explain the relationship among elements of plot and/or settings;
- Explain how changing the point of view impacts elements of plot;
- Explain the author's use of language, syntax, and stylistic devices;
- Explain the author's use of irony; and
- Analyze the logic and/or support of an author's argument, viewpoint, and/or perspective.

HSPE—Background *(continued)*

WRITING—Students at the "Meets Standard" level in writing exhibit many and/or most of the following knowledge, skills, and abilities:

- Write multiple-paragraph expository and persuasive essays;
- Focus and develop ideas with detail;
- Defend and/or persuade with support and clarity, using relevant evidence;
- Organize ideas coherently;
- Engage the audience through word choice; and
- Use varied sentence structures that contribute to style. Apply standard English grammar/usage and mechanics.

MATHEMATICS—Students at the "Meets Standard" level in mathematics exhibit many and/or most of the following knowledge, skills, and abilities:

- Estimate values of radical and exponential expressions and/or perform scalar multiplication on matrices;
- Solve problems involving functions;
- Interpret consumer data; and
- Use various statistical measures to analyze data, make inferences, and/or draw conclusions.

SCIENCE—Students at the "Meets Standard" level in reading exhibit many and/or most of the following knowledge, skills, and abilities:

- Design experiments with given variables;
- Develop and use simple models to make predictions;
- Apply laws of motion to systems of objects;
- Describe energy flow and transformation in living and nonliving systems. Identify structures and functions of components of a cell system; and
- Identify how changes in greenhouse gases influence weather and climate.

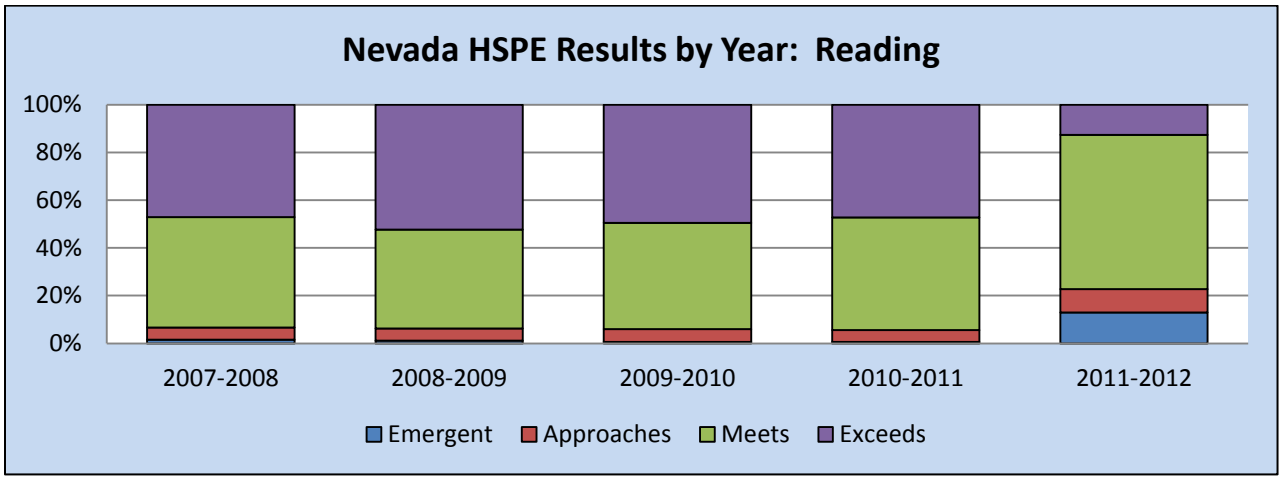
HSPE—States With Mandatory High School Exit Examinations/End of Course Examinations, 2011–2012

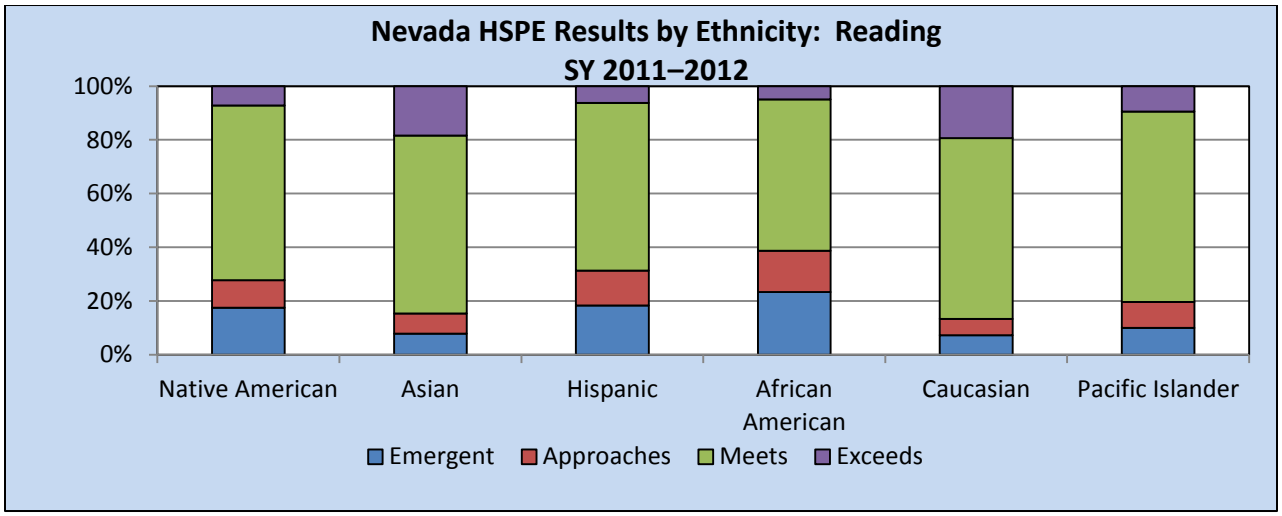
Twenty-five states, including the State of Nevada, administered exit examinations in the 2011–2012 school year; a 26th state, Rhode Island, is planning to implement an exit examination requirement for the class of 2014. The exit examination administered in Nevada is a comprehensive exit exam, which assesses multiple subjects on the same test.

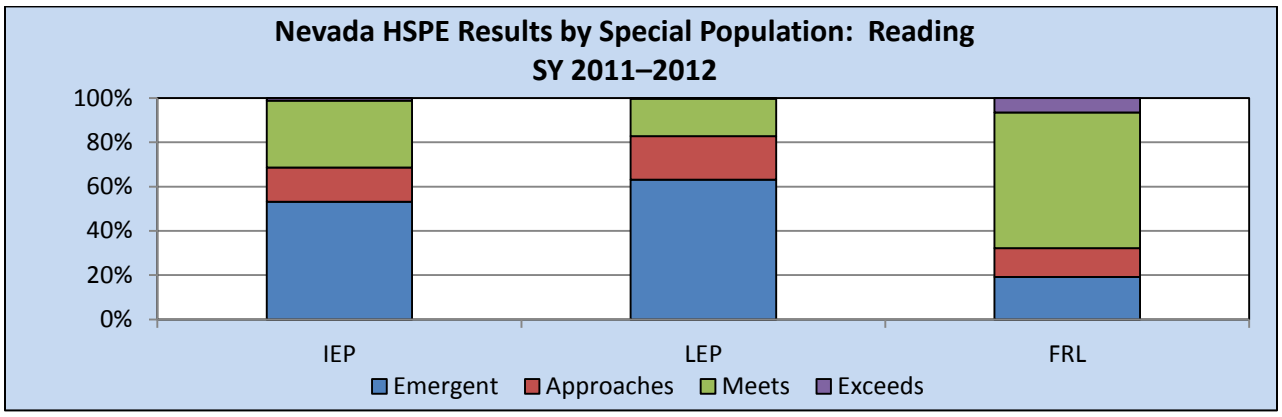
End-of-Course (EOC) Examinations: The use of EOC examinations continues to grow in popularity. In recent years, several states have shifted from using comprehensive exit exams, such as those administered in Nevada, to EOC examinations, which test students' mastery of the content of a particular course. Nine states required students to pass EOC examinations to graduate during the 2011–2012 school year, an increase from just two states with EOC exit examinations in the 2001–2002 school year. The states that use EOC examinations for graduation purposes are: Arkansas, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, New York, Oklahoma, and Virginia.

Source: Center on Education Policy, *State High School Exit Exams: A Policy in Transition,* September 2012.

HSPE Proficiency Results in Nevada—Reading



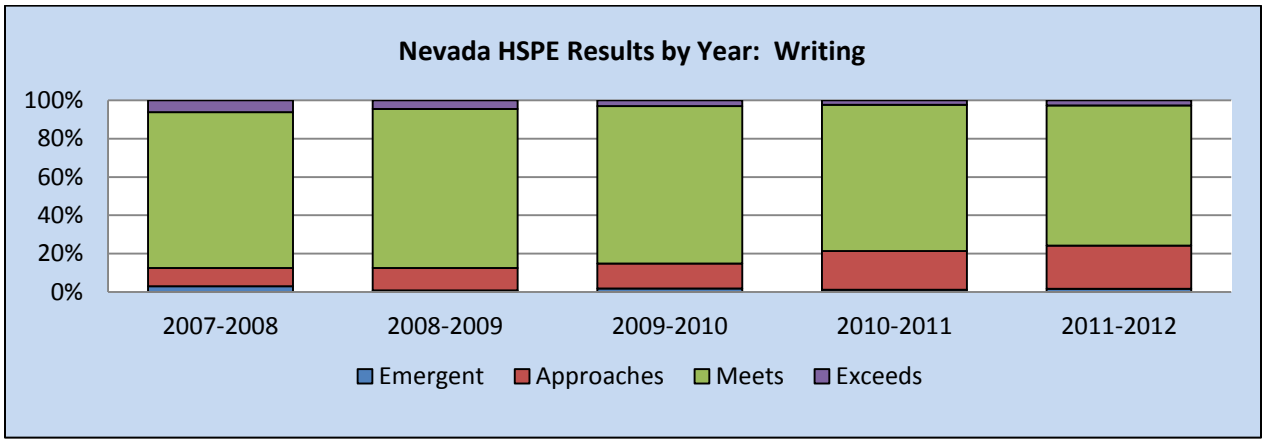


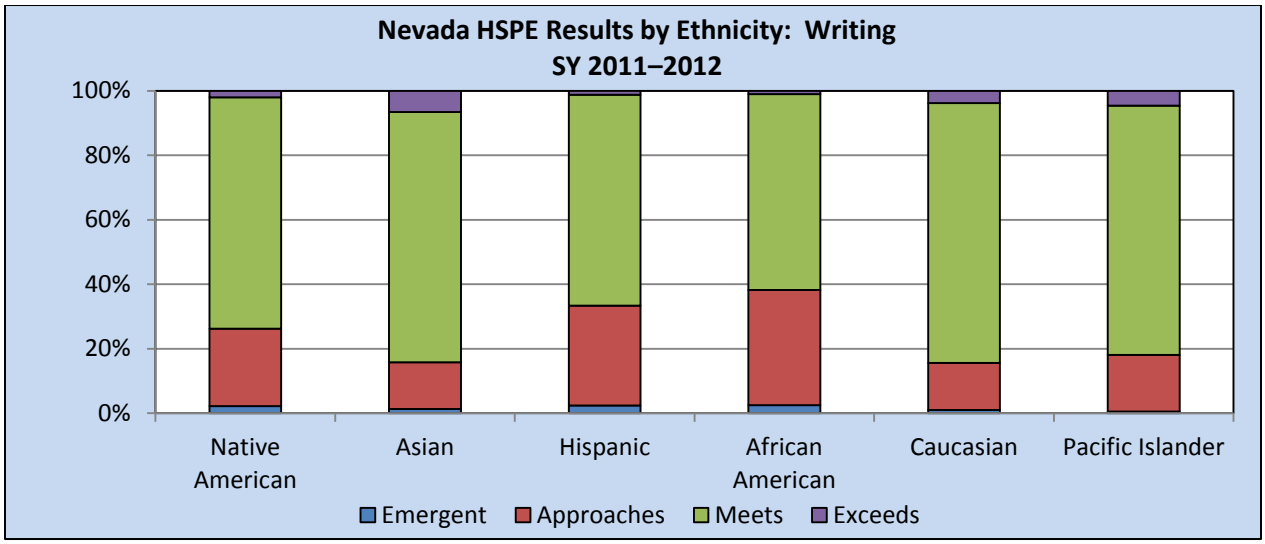


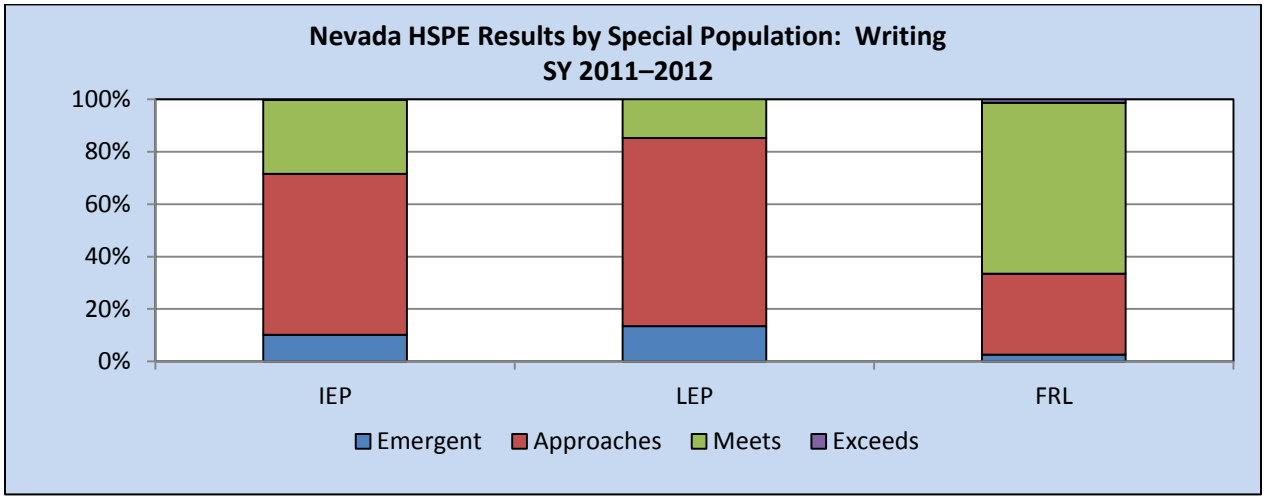
Source: DOE, *Nevada Report Card Database: State Profile*, various years.

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.

HSPE Proficiency Results in Nevada—Writing

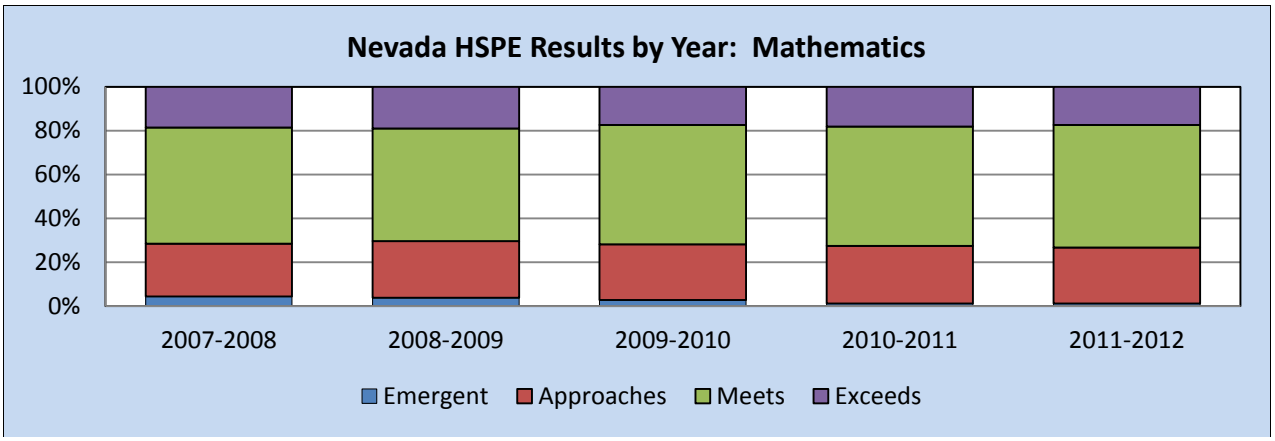


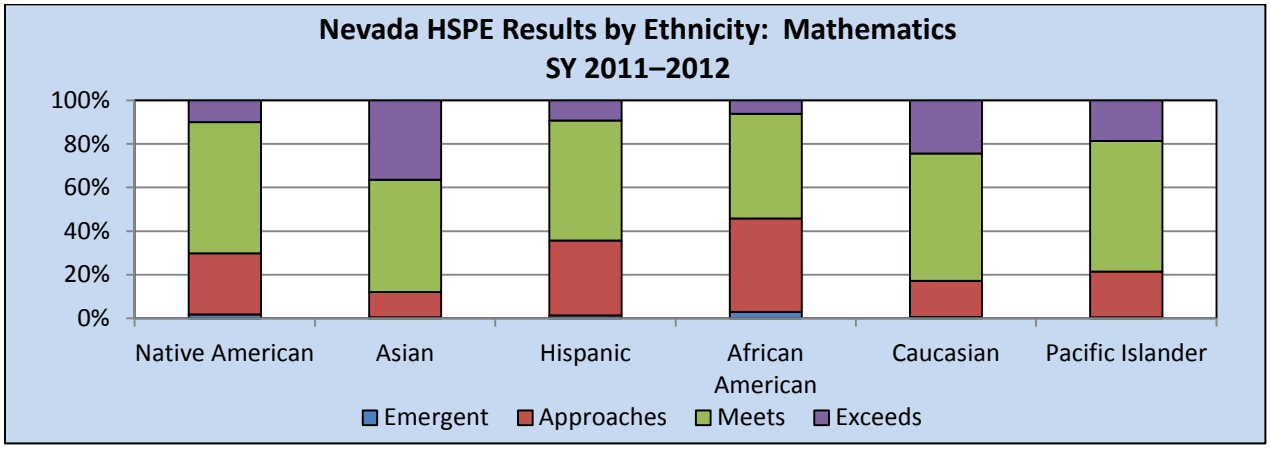


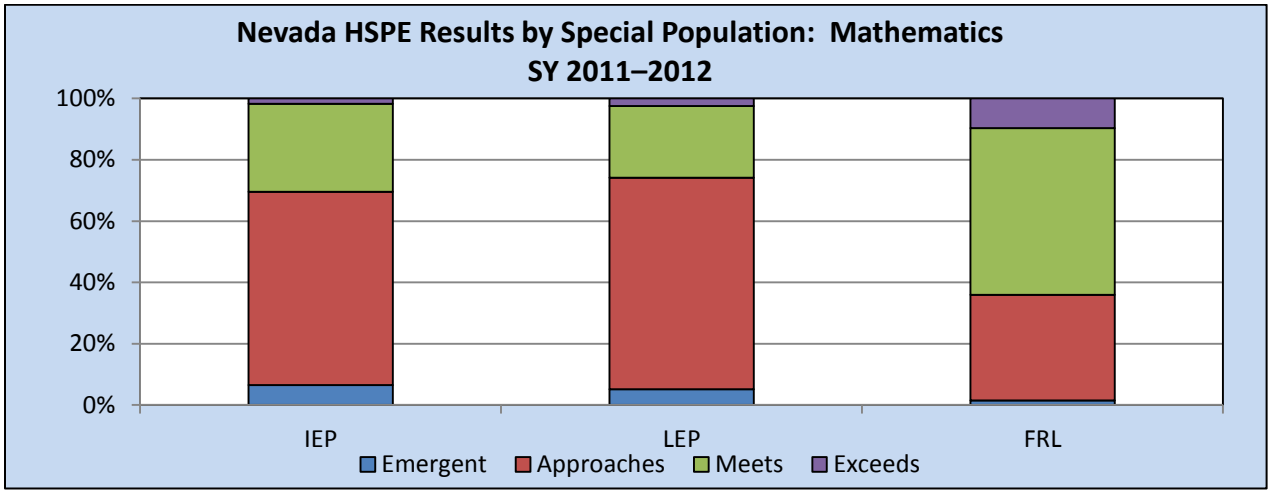


Source: DOE, *Nevada Report Card Database: State Profile*, various years.

HSPE Proficiency Results in Nevada—Mathematics



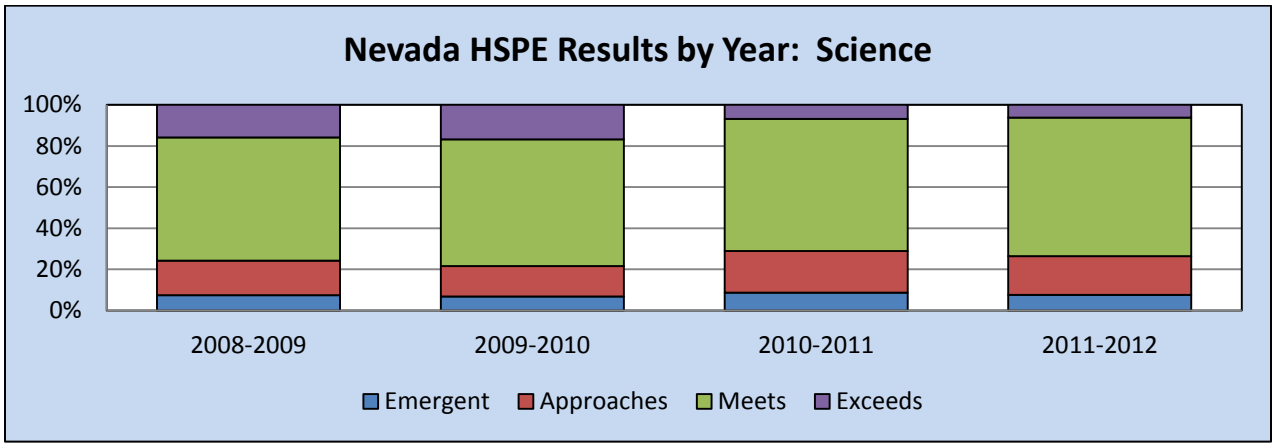


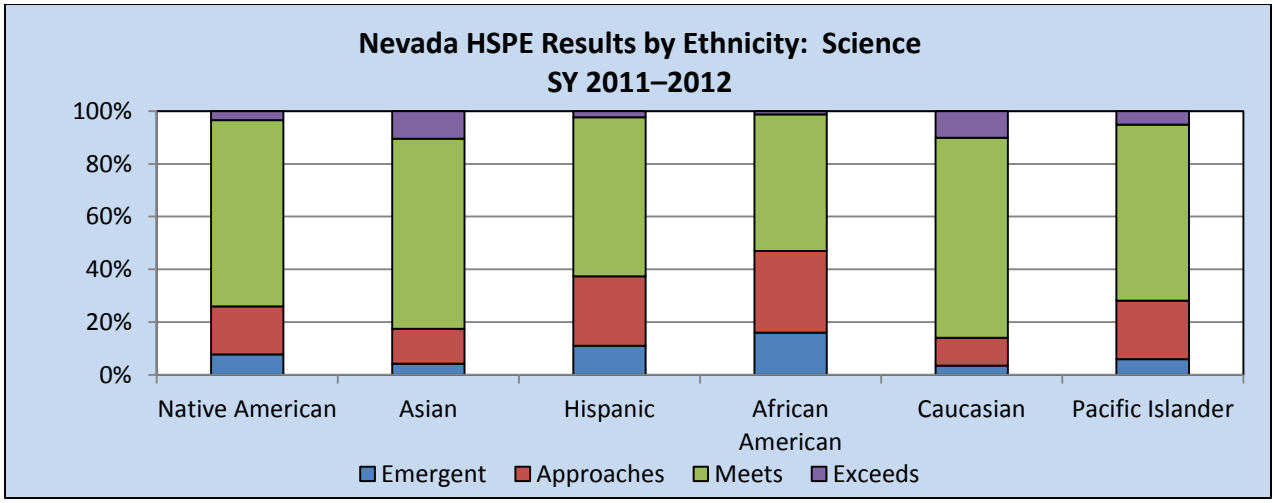


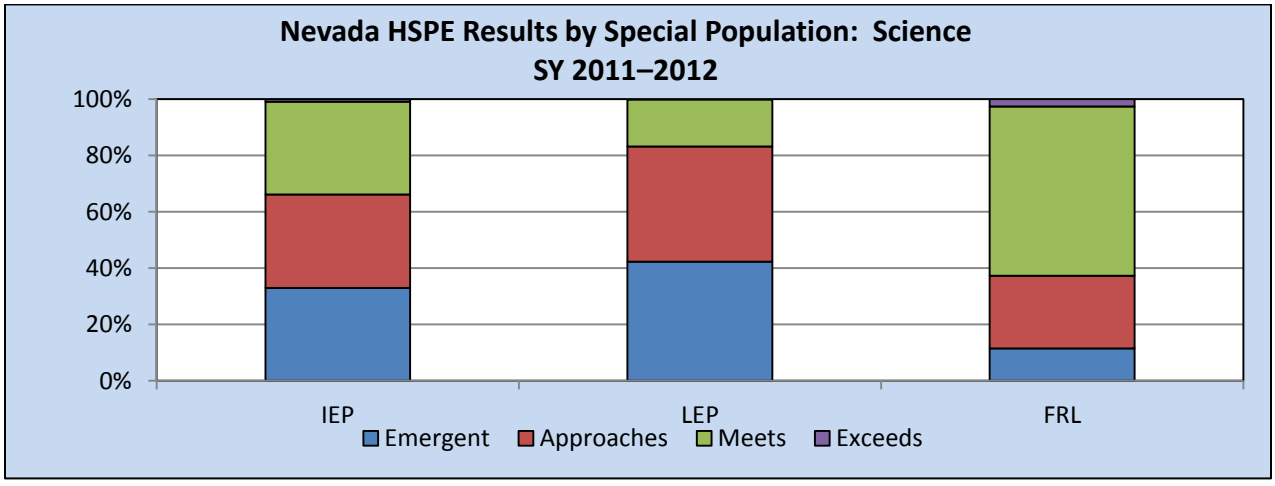
Source: DOE, *Nevada Report Card Database: State Profile, 2011–2012*.

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.

HSPE Proficiency Results in Nevada—Science







Source: DOE, *Nevada Report Card Database: State Profile, 2011–2012*.

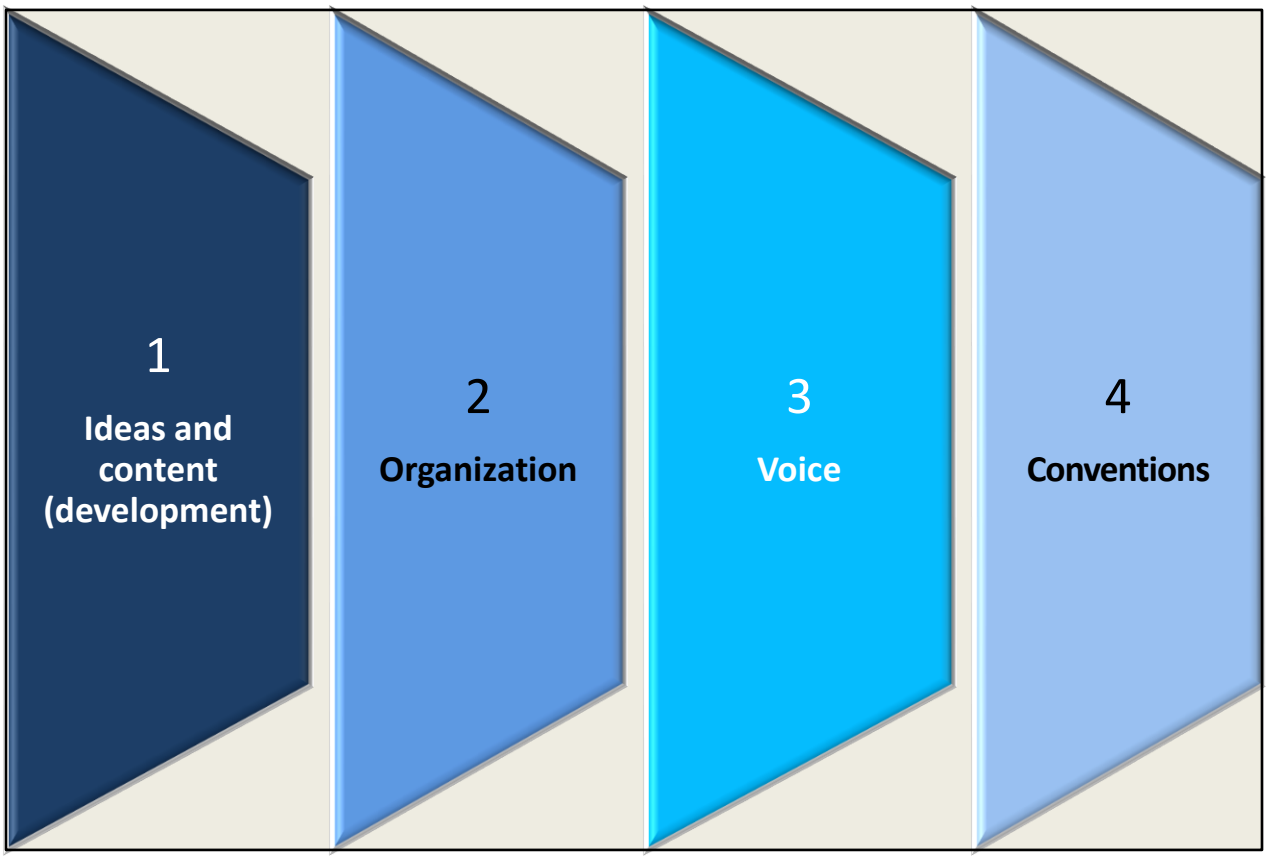
Nevada Analytical Writing Examination (NAWE)—Background

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

Grade 5 Writing Assessment—The purpose of the NAWE at 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.

Grade 8 Writing Assessment—The purpose of the NAWE at 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 (NRS 389.015). The analytic trait format of the test is designed to give information that will assist with specific guidance for further writing instruction.

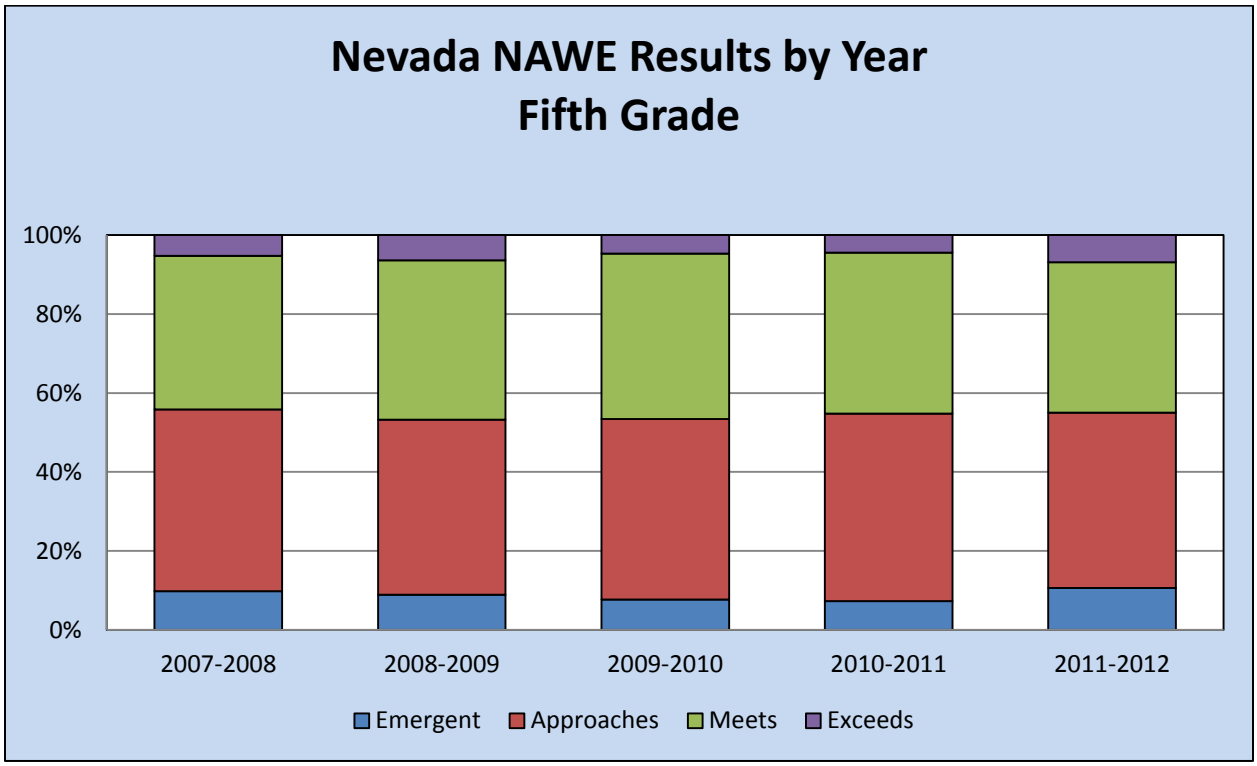
Method of Scoring—Each student's writing is read by two trained teachers and scored on each of four writing traits:

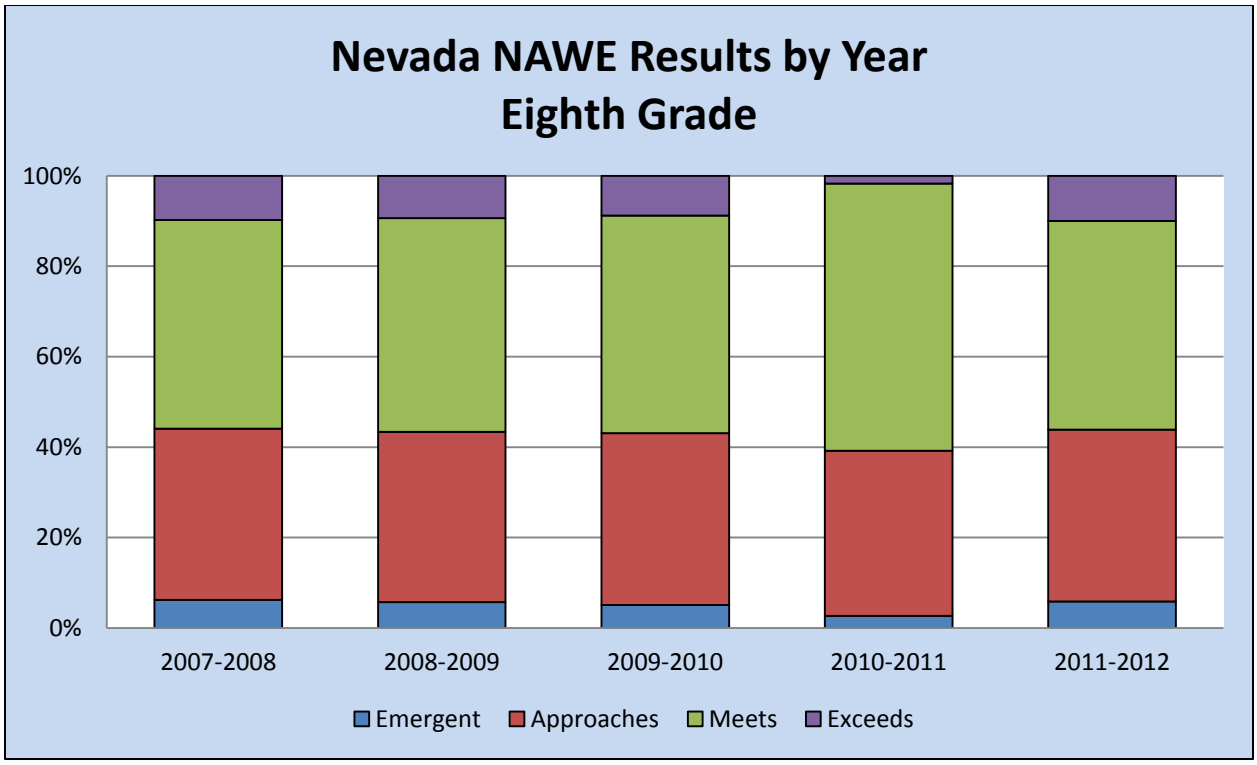


Nevada Analytical Writing Examination (NAWE)—Background (*continued*)

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:

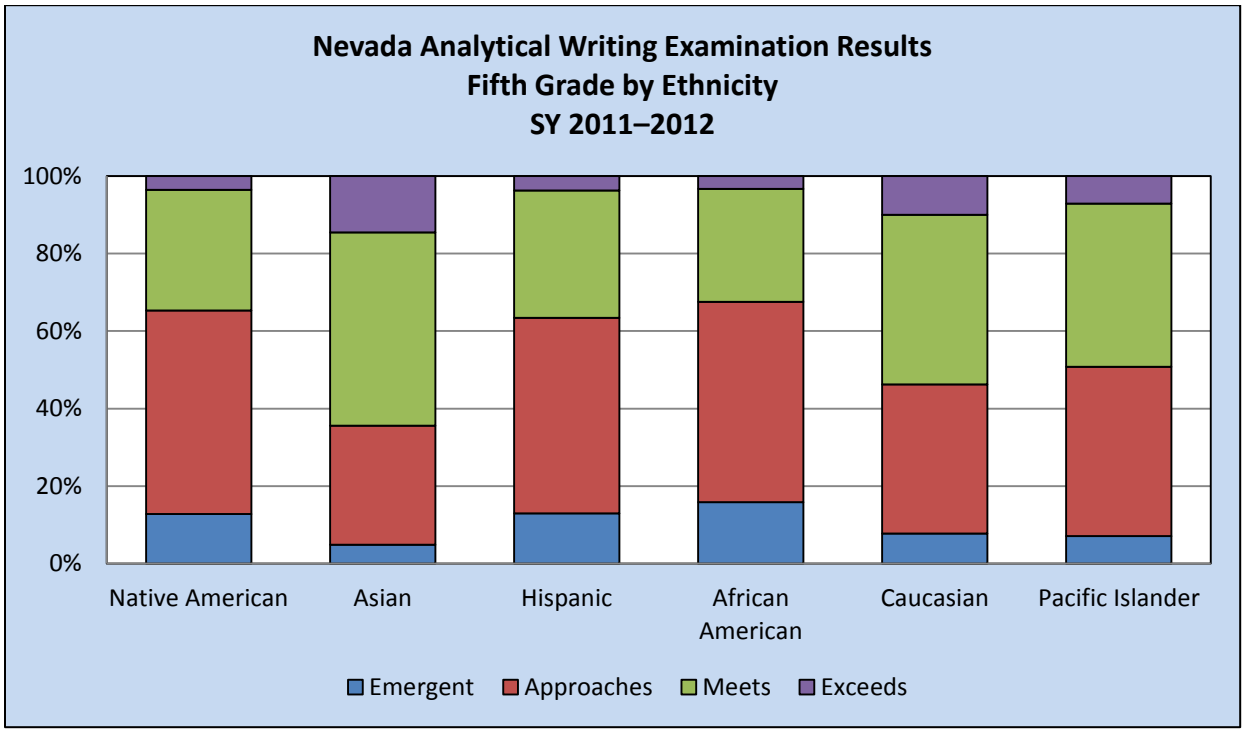
Nevada Analytical Writing Examination (NAWE)—By Year

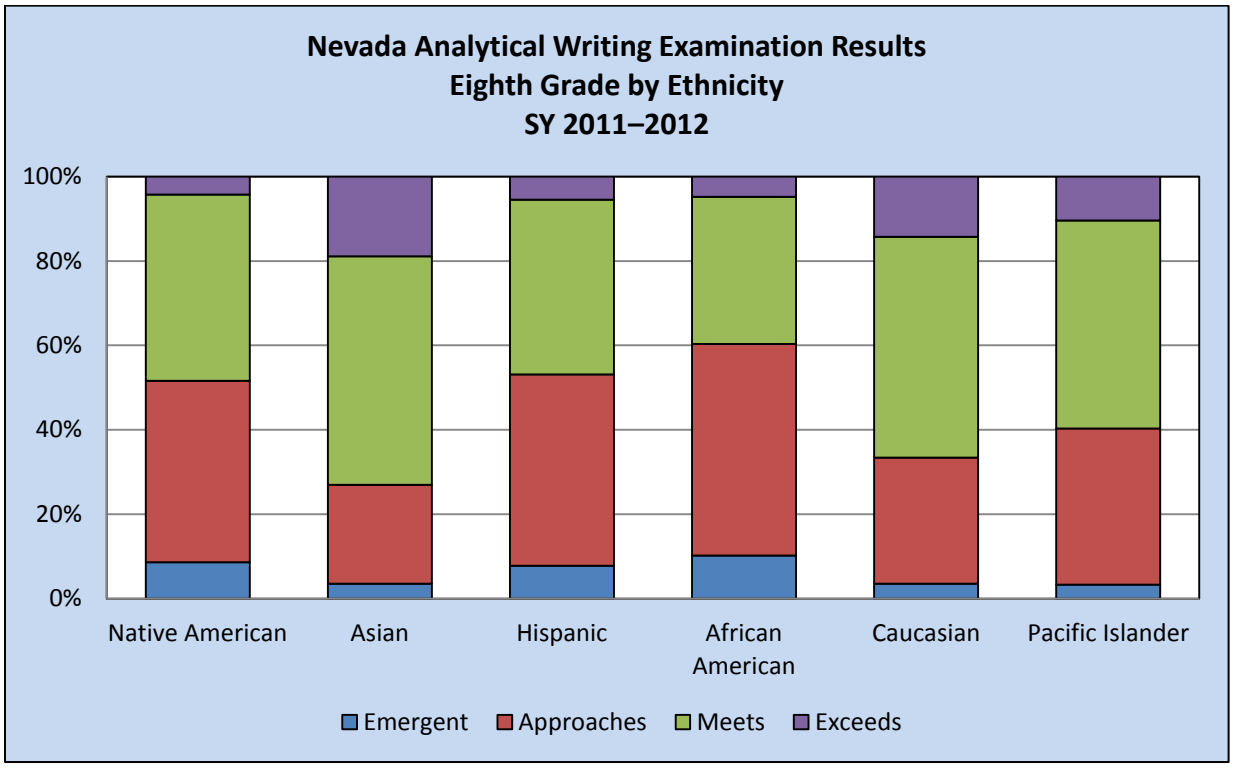




Source: DOE, *Nevada Report Card Database: State Profile*, various years.

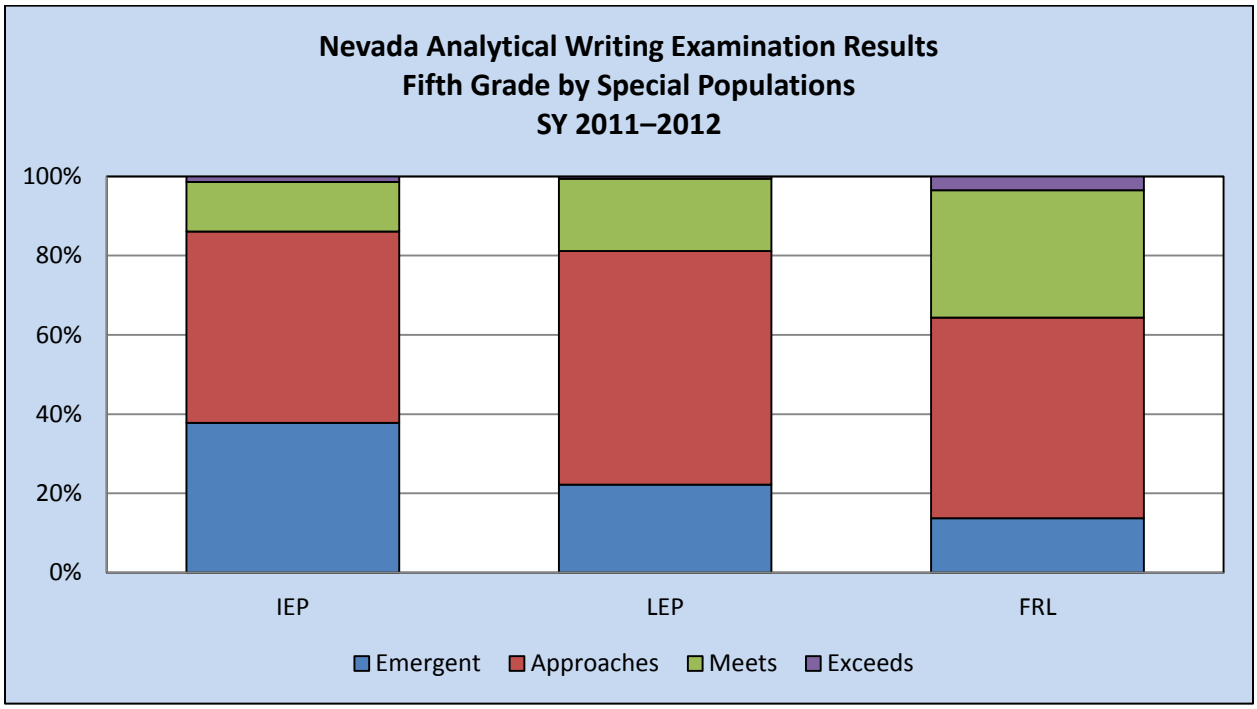
Nevada Analytical Writing Examination (NAWE)—By Ethnicity

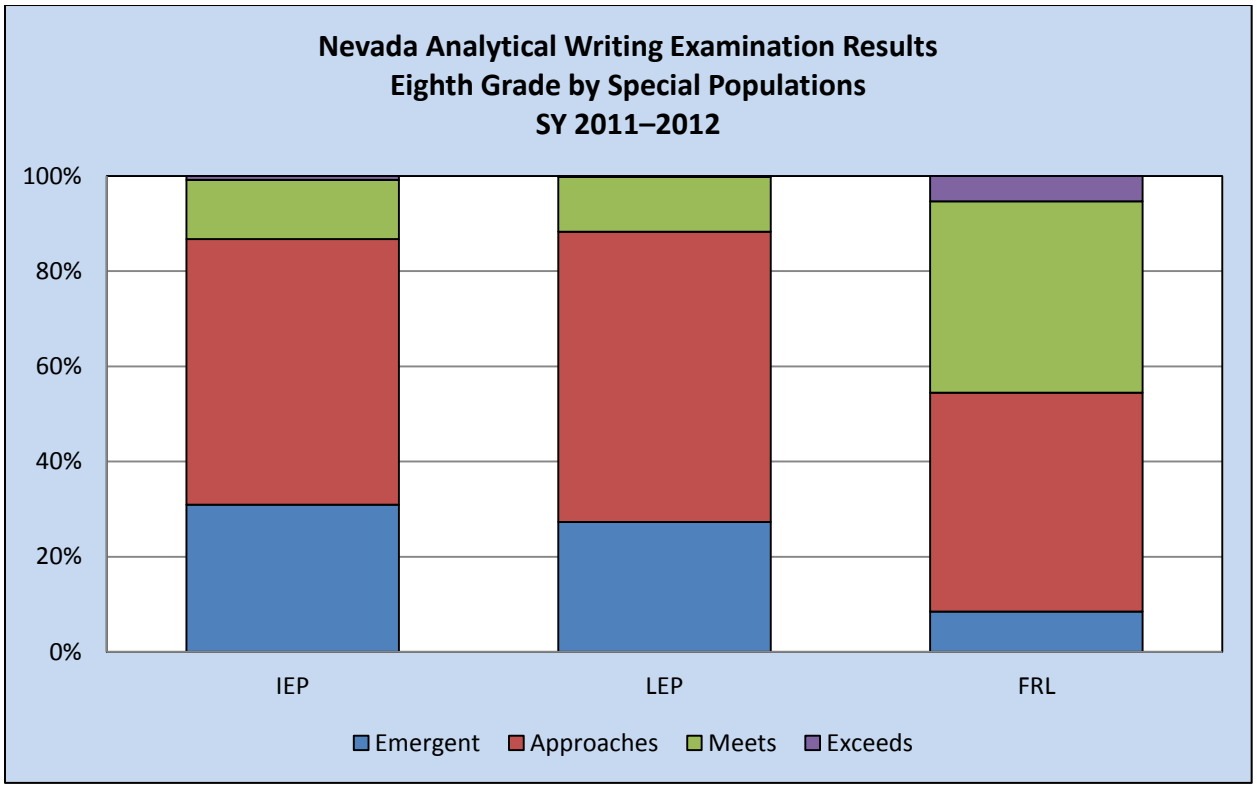




Source: DOE, *Nevada Report Card Database: State Profile*, 2011–2012.

Nevada Analytical Writing Examination (NAWE)—By Special Populations





Source: DOE, *Nevada Report Card Database: State Profile*, 2011–2012.

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. Since 1969, NAEP assessments have been conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and United States history. The Education Data Book reports the most current results available for the subject areas of reading, mathematics, science, and writing.

Results for the NAEP are based upon four achievement levels: Below Basic, Basic, Proficient, and Advanced. The term "Proficient" represents solid academic performance for tested 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.

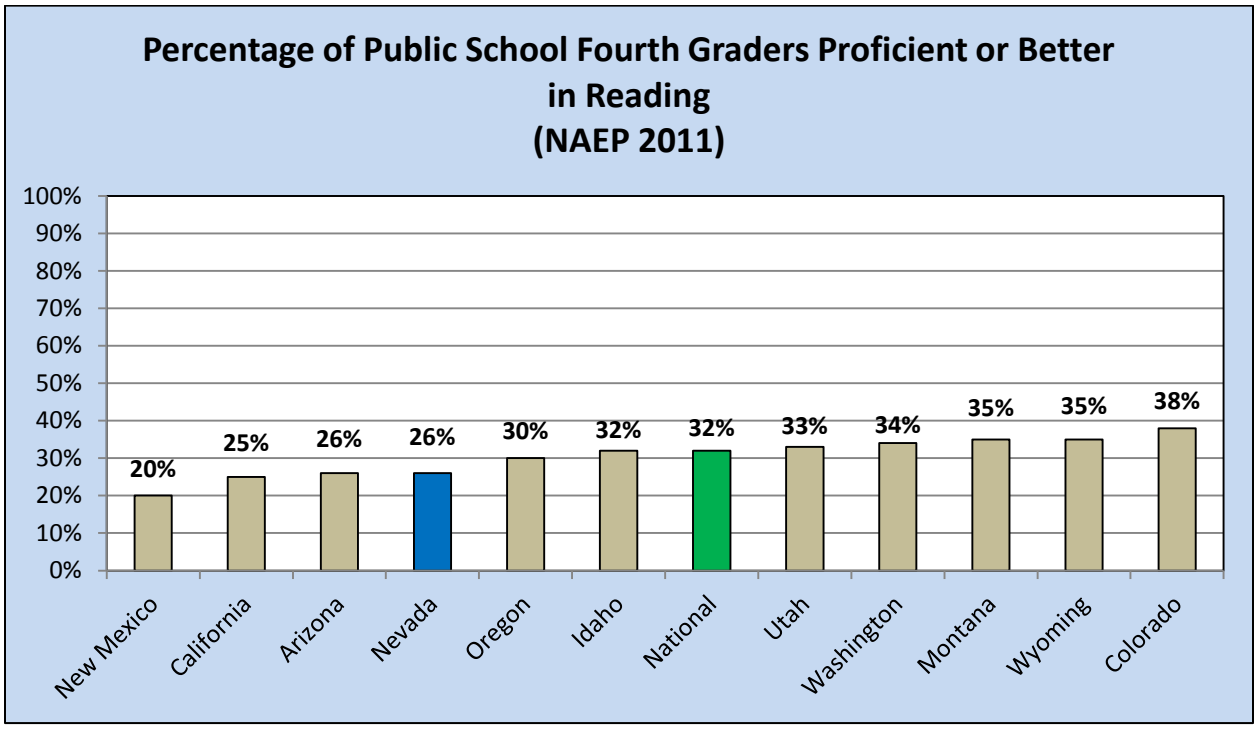
Source: National Center for Education Statistics, http://nces.ed.gov/nationsreportcard/.

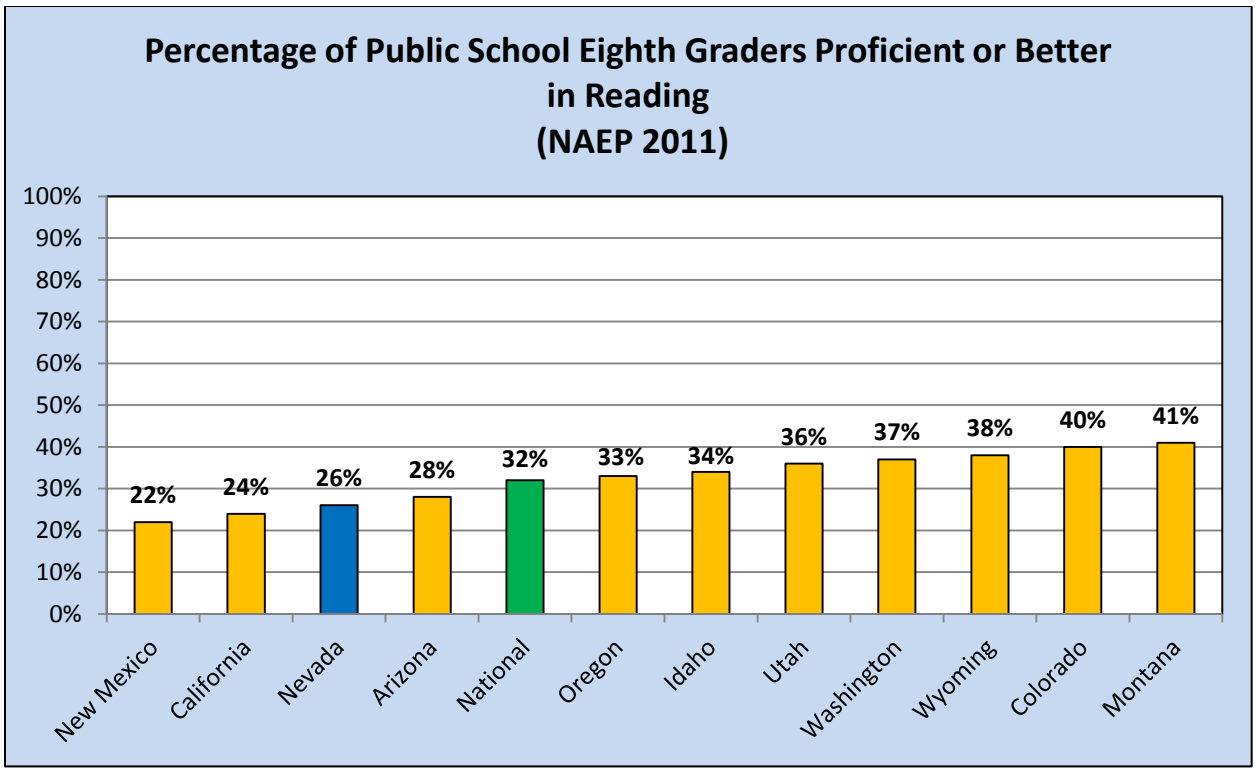
Note: The NAEP does not provide scores for individual students or schools.

Career Cluster: Manufacturing

Old Occupation Name: Auto mechanic
Current Occupation Name: Auto Technician

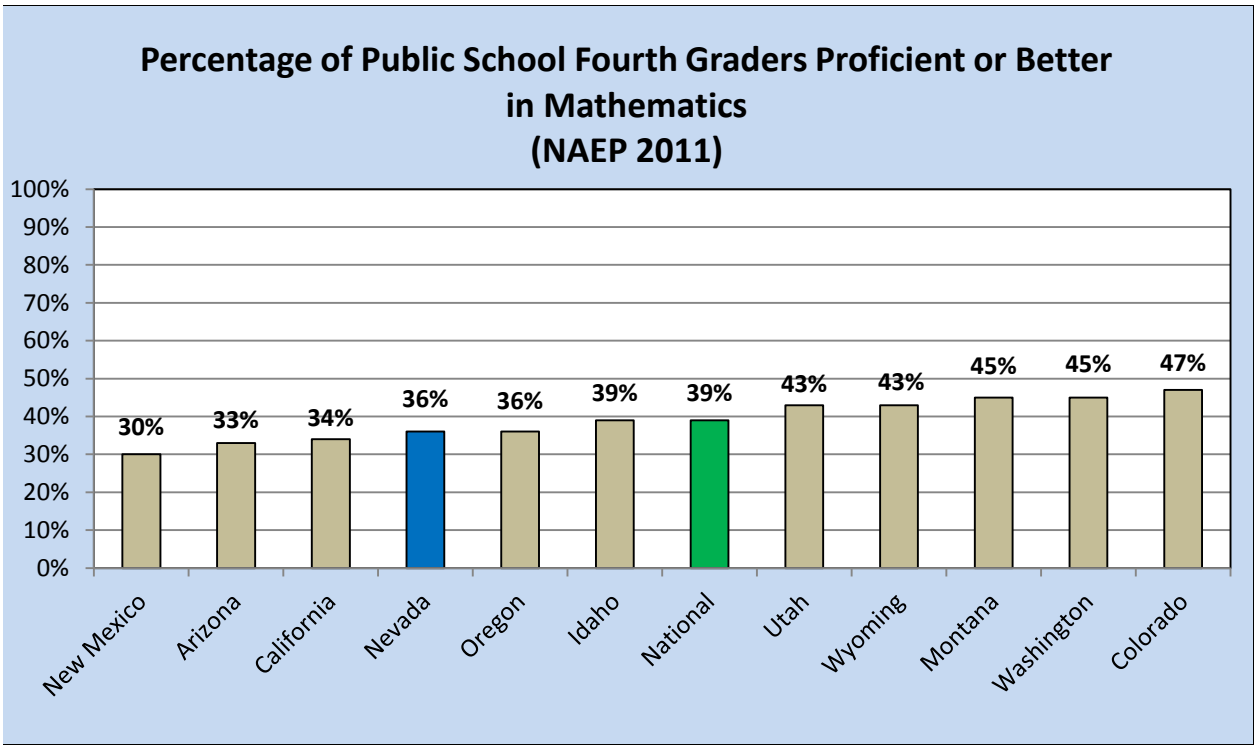
National Assessment of Educational Progress (NAEP)—Reading

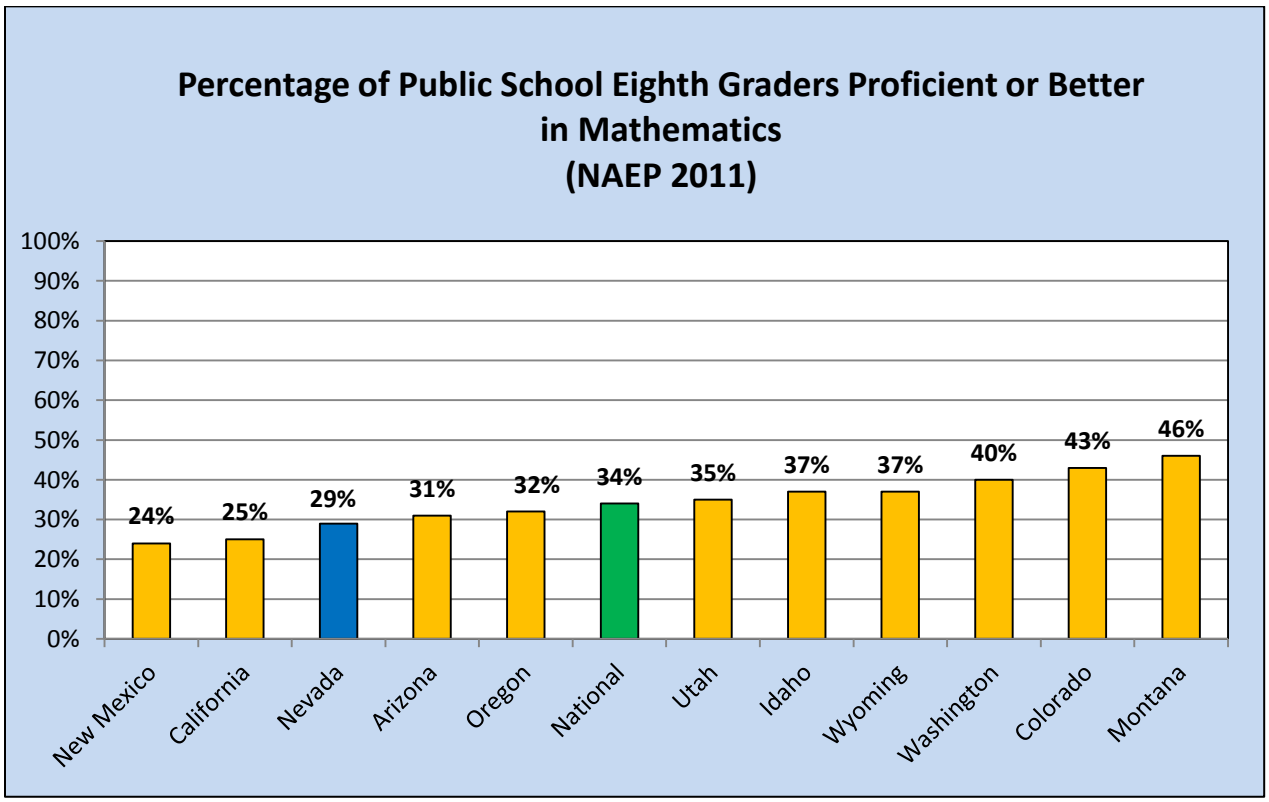




Source: National Center for Education Statistics, *The Nation's Report Card, Reading 2011*.

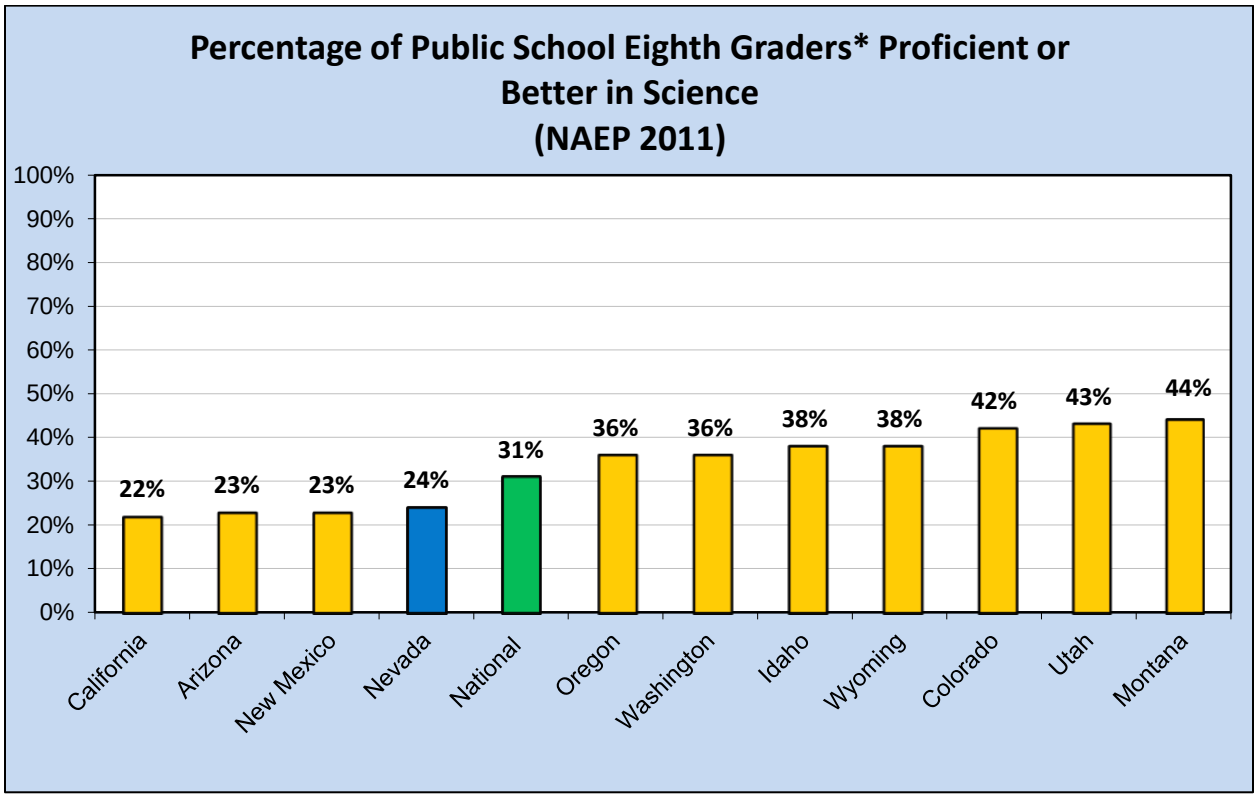
National Assessment of Educational Progress (NAEP)—Mathematics





Source: National Center for Education Statistics, *The Nation's Report Card, Mathematics 2011*.

National Assessment of Educational Progress (NAEP)—Science



*The NAEP in Science was not administered to grade 4 students in 2011.

Source: National Center for Education Statistics, *The Nation's Report Card, Science 2011*.

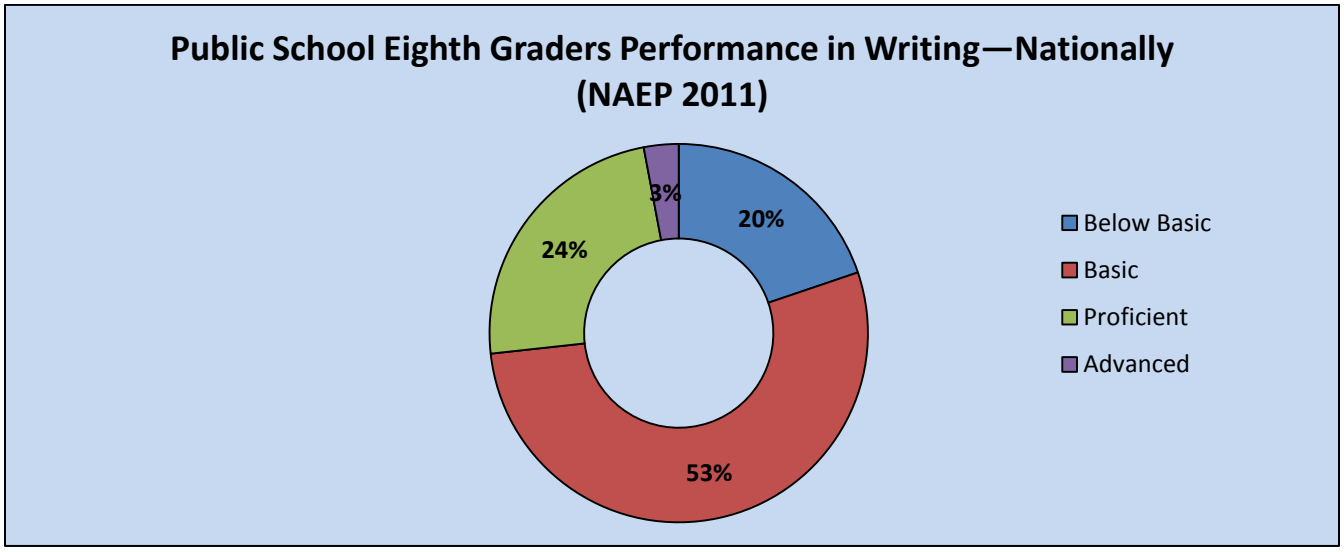
Career Cluster: Manufacturing

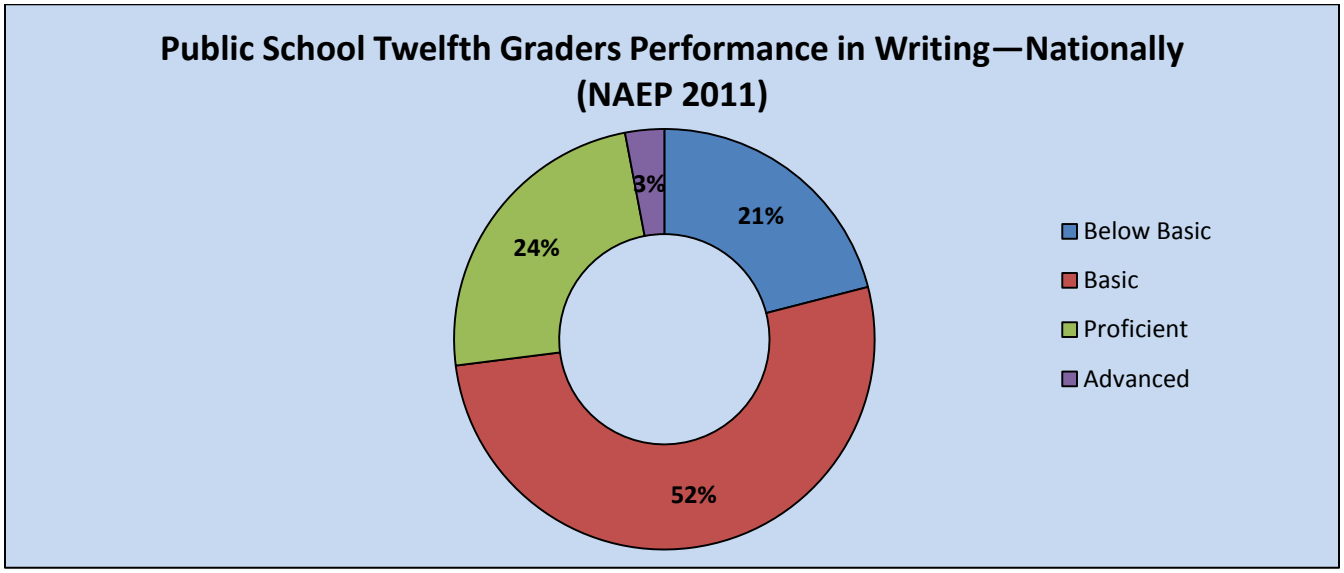
Old Occupation Name: Glazier
Current Occupation Name: Window Glassman

National Assessment of Educational Progress (NAEP)—Writing

The NAEP administered the first computer-based assessment in writing in 2011. The population of test-takers included 24,100 eighth graders and 28,100 twelfth graders. The students were asked to engage in writing tasks and compose responses on a computer. The assessment tasks reflected writing situations common to both academic and workplace settings, and students were asked to write for several purposes and communicate to different audiences.

For the first administration, results were not reported at the state level. Overall results are as follows:





Source: National Center for Education Statistics, *The Nation's Report Card, Writing 2011*.

ACT, Inc.—Results

Percent of High School Graduates Tested, Average Composite Score, and Percent Meeting Benchmarks by Subject—2012

Western States	Percent of Graduates Tested	Average Composite Score[1]	Percent Meeting English Benchmark[2]	Percent Meeting Reading Benchmark[3]	Percent Meeting Math Benchmark[4]	Percent Meeting Science Benchmark[5]
Arizona	35	19.7	54	42	39	23
California	25	22.1	72	58	58	35
Colorado	100	20.6	62	47	41	31
Idaho	67	21.6	72	59	47	32
Montana	61	22	74	63	54	37
Nevada	**34**	**21.3**	**68**	**55**	**48**	**30**
New Mexico	75	19.9	57	45	33	22
Oregon	38	21.4	66	55	49	35
Utah	97	20.7	64	54	40	29
Washington	21	22.9	76	66	62	43
Wyoming	100	20.3	60	46	38	28
National	**52**	**21.1**	**67**	**52**	**46**	**31**

Source: http://ACT.Org, *ACT National and State Scores for 2012*.

NOTE: College Readiness Benchmarks: ACT defines college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation.

[1] The Composite Score ranges from 1 to 36; it is the average of the four test scores.
[2] The College Readiness Benchmark for English is 18.
[3] The College Readiness Benchmark for Reading is 21.
[4] The College Readiness Benchmark for Math is 22.
[5] The College Readiness Benchmark for Science is 24.

The College Board—SAT Results

SAT Scores[1] for Reading, Mathematics, and Writing
Western States by Subject—2011

Western States	Percent of Graduates Tested	Reading	Mathematics	Writing	TOTAL	Rank (Based on Total Score)
Arizona	28	517	523	499	1,539	29
California	53	499	515	499	1,513	33
Colorado	19	570	573	556	1,699	13
Idaho	20	542	539	517	1,598	23
Montana	26	539	537	516	1,592	24
Nevada	**47**	**494**	**496**	**470**	**1,460**	**43**
New Mexico	12	548	541	529	1,618	21
Oregon	56	520	521	499	1,540	28
Utah	6	563	559	545	1,667	17
Washington	57	523	529	508	1,560	25
Wyoming	5	572	569	551	1,692	14

Source: http://georgiataxcreditscholarship.org/sat-scores/2011-sat-scores-by-state.html

[1] SAT scores are reported on a scale from 200 to 800. The mean or average score for reading and mathematics is an approximate score of 500. Percentile ranks by score are available on the SAT website at: http://media.collegeboard.com/digitalServices/pdf/research/SAT-Percentile-Ranks-2012.pdf.

The College Board—Advanced Placement (AP) and International Baccalaureate (IB) Programs—Background

Advanced Placement (AP) Program

The College Board administers the AP Program, which provides opportunities to students in grades 10 through 12 to experience college-level courses while in high school. The AP program includes 35 courses and examinations in 20 subject areas and consists of a three-year sequence of course work in a specific subject. The course work culminates in rigorous examinations held in May of the graduating year.

The AP examinations are scored on a five-point scale, with 5 being the highest mark attainable. The course work in a given subject is generally equivalent to a first-year college course. As a result, a student who achieves a 4 or 5 is usually permitted to skip the corresponding course as a freshman in college.

International Baccalaureate (IB) Program

The IB Program offers programs of international education to a worldwide community of schools. There are more than 1.1 million IB students in over 144 countries. The IB Program consists of four programs for students aged 3 to 19. The programs were designed to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

Two high school programs are offered through the IB Program:

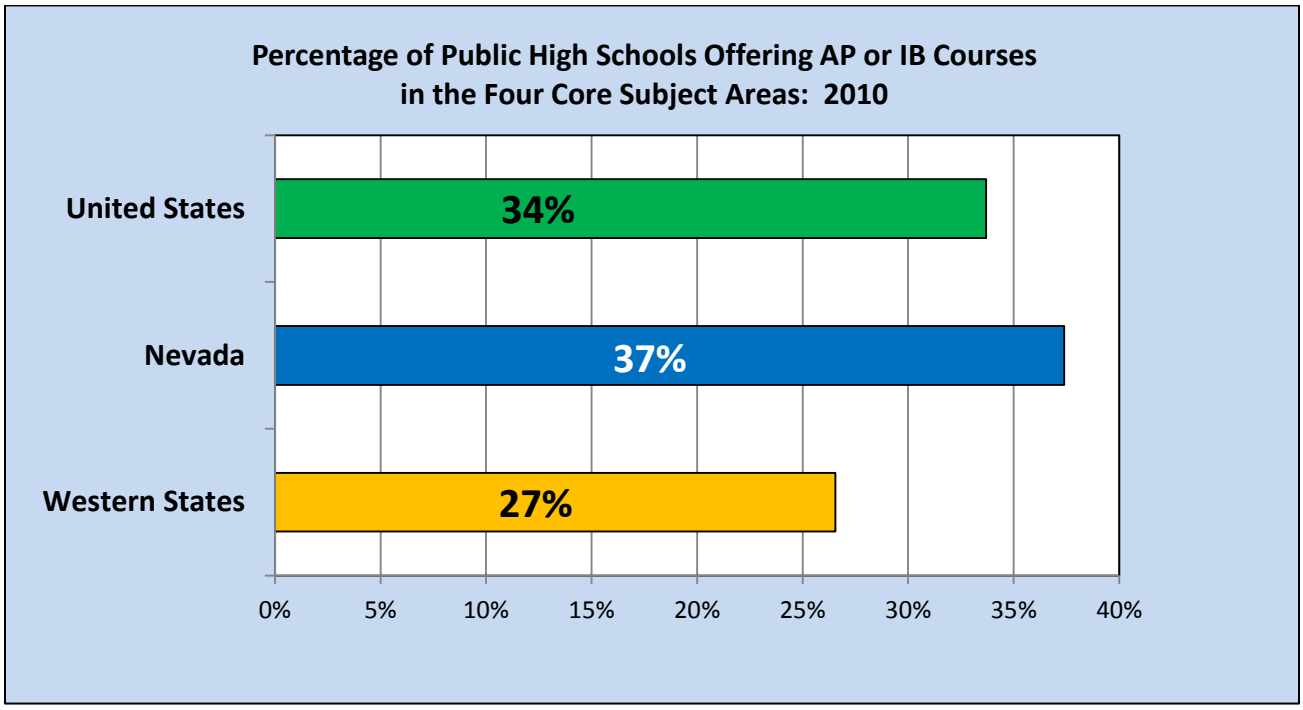
- The Diploma Program is a two-year curriculum leading to final examinations and a qualification that is welcomed by universities around the world.

- The Career-Related Certificate (IBCC) incorporates the vision and educational principles of the IB Program into a unique offering specifically designed for students who wish to engage in career-related learning.

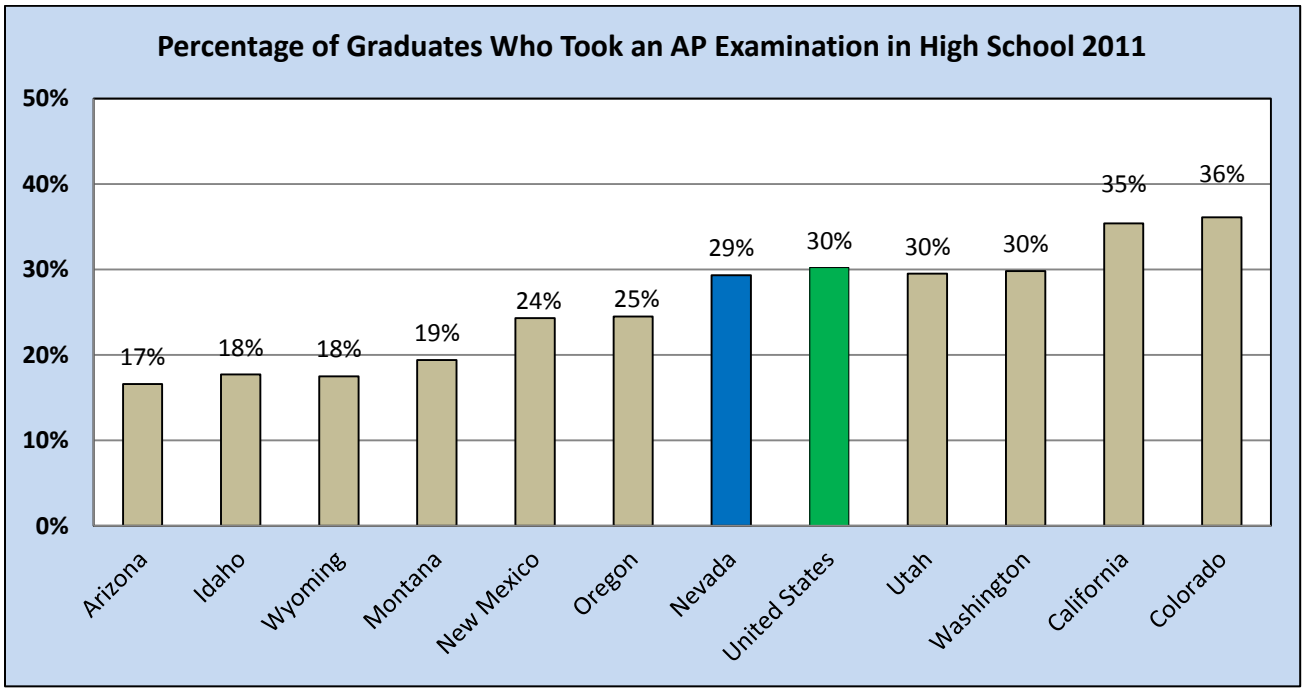
Career Cluster: Marketing, Sales, and Service

Old Occupation Name: Garbage Man
Current Occupation Name: Sanitation Engineer

The College Board—Advanced Placement (AP) and International Baccalaureate (IB) Programs—Participation

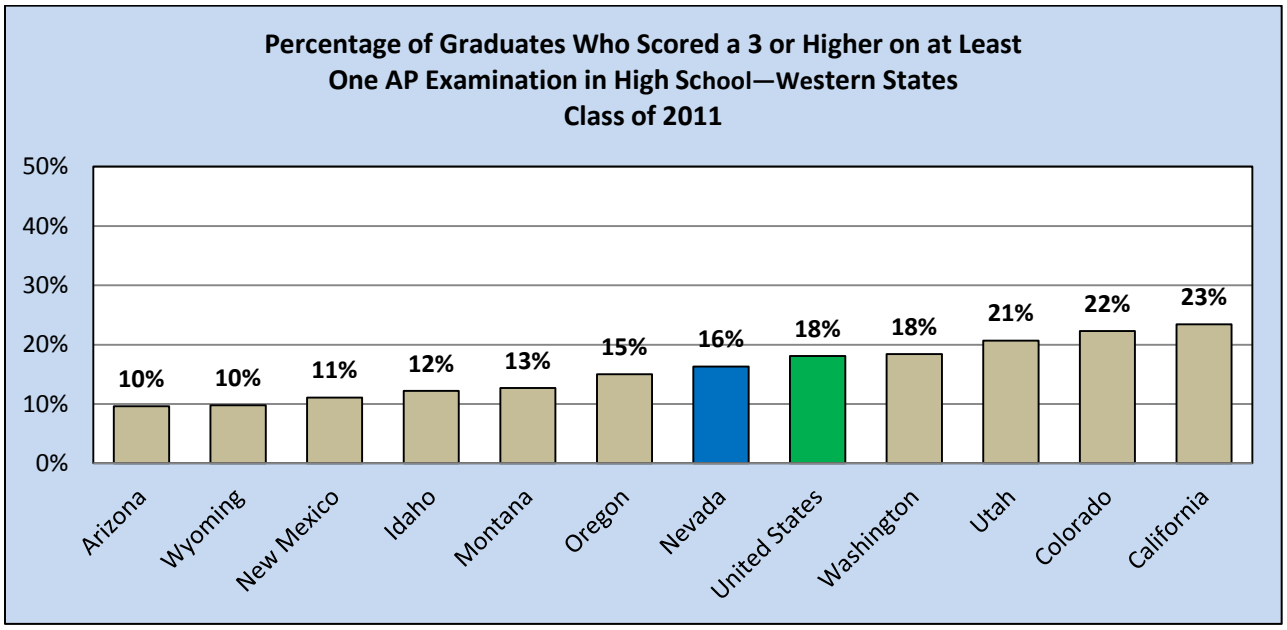


Source: The College Board, *The College Completion Agenda - 2011 Progress Report*.



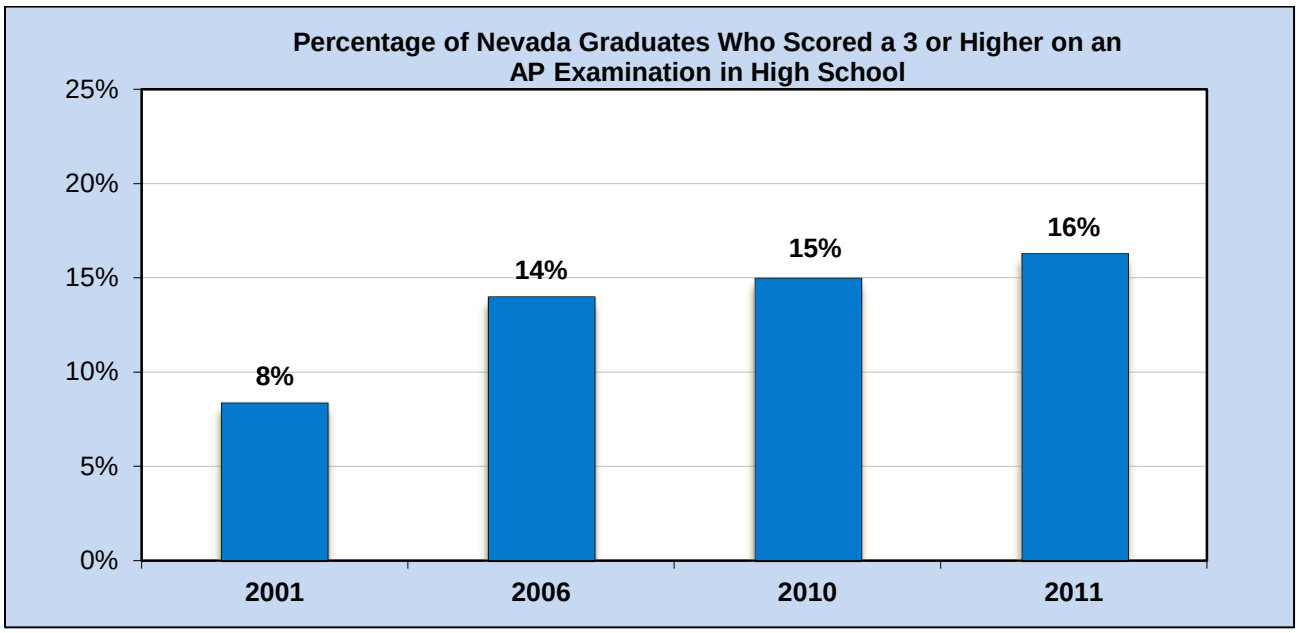
Source: The College Board, *The 8th Annual AP Report to the Nation*, February 8, 2012.

The College Board—Advanced Placement (AP) Program—Performance



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

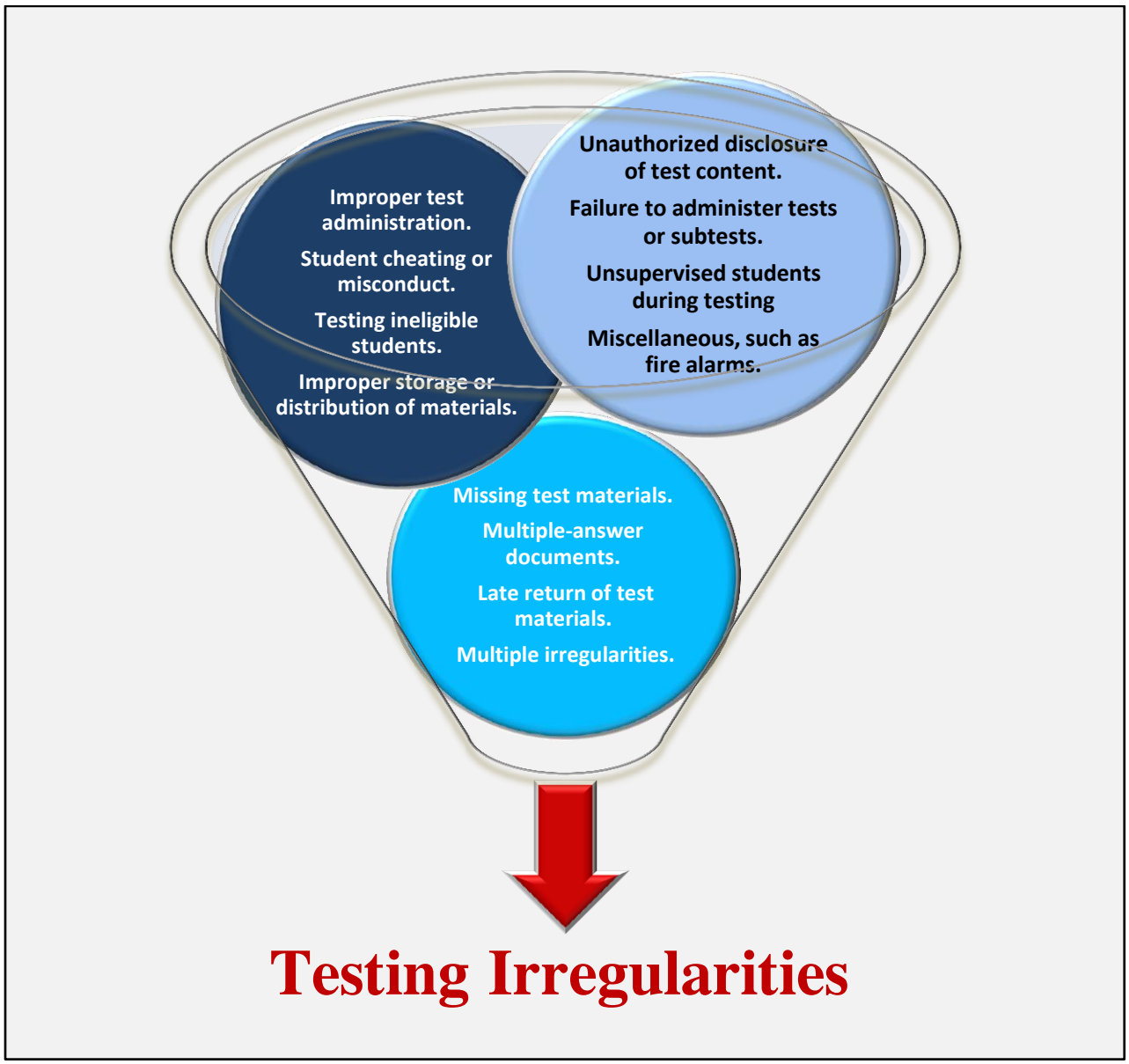
Source: The College Board, *The 8th Annual AP Report to the Nation*, February 8, 2012.



Source: The College Board, *The 8th Annual AP Report to the Nation*, February 8, 2012.

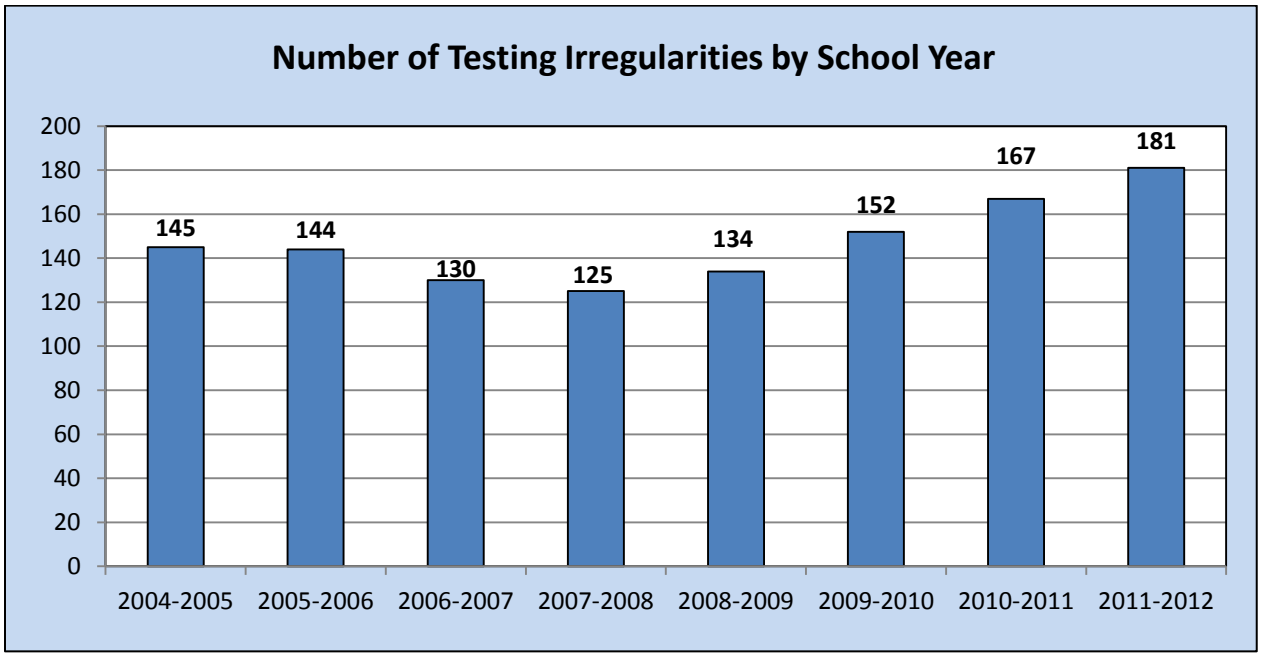
Testing Irregularities—Background

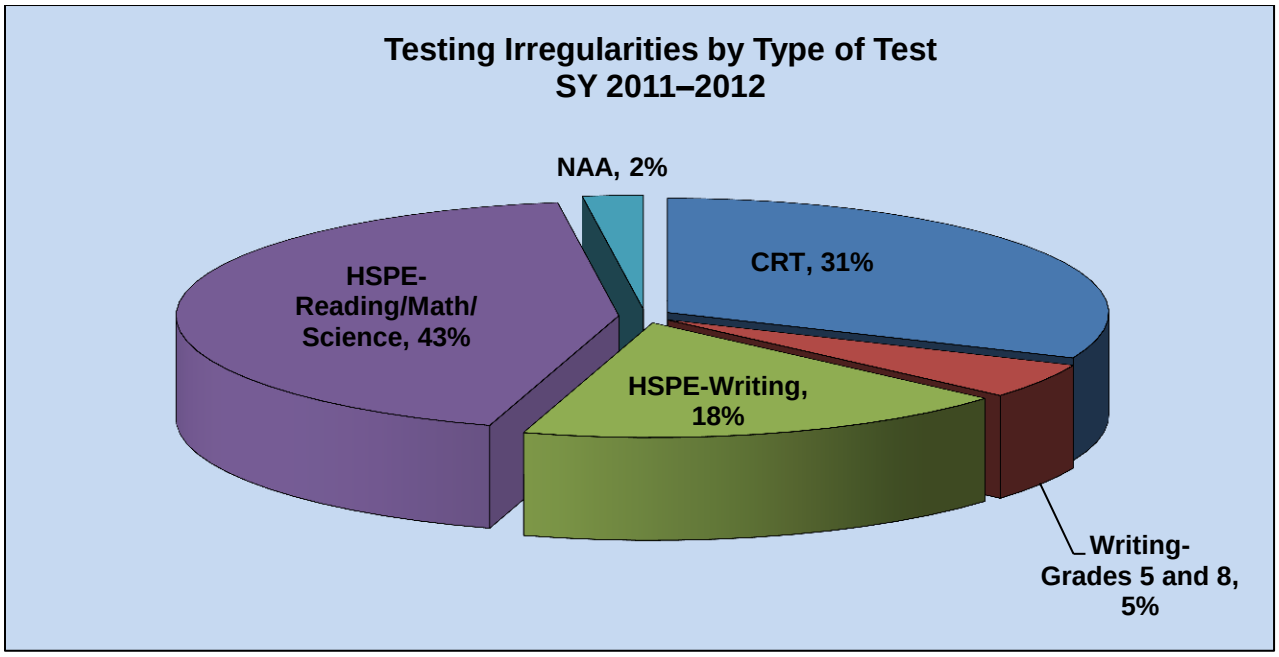
The Department of Education establishes test security and administration protocol for the purpose of upholding the integrity of state-mandated assessments, and for maintaining consistency in test administration by means of uniform procedures. During the 2011–2012 school year, approximately 300,000 students participated in multiple assessments that were administered in grades 3 through 8, 10 through 12, and in adult programs. Through the more than 650,000 separate test administrations in over 600 locations, a total of 181 reported testing irregularities occurred.



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2011–2012.*

Testing Irregularities

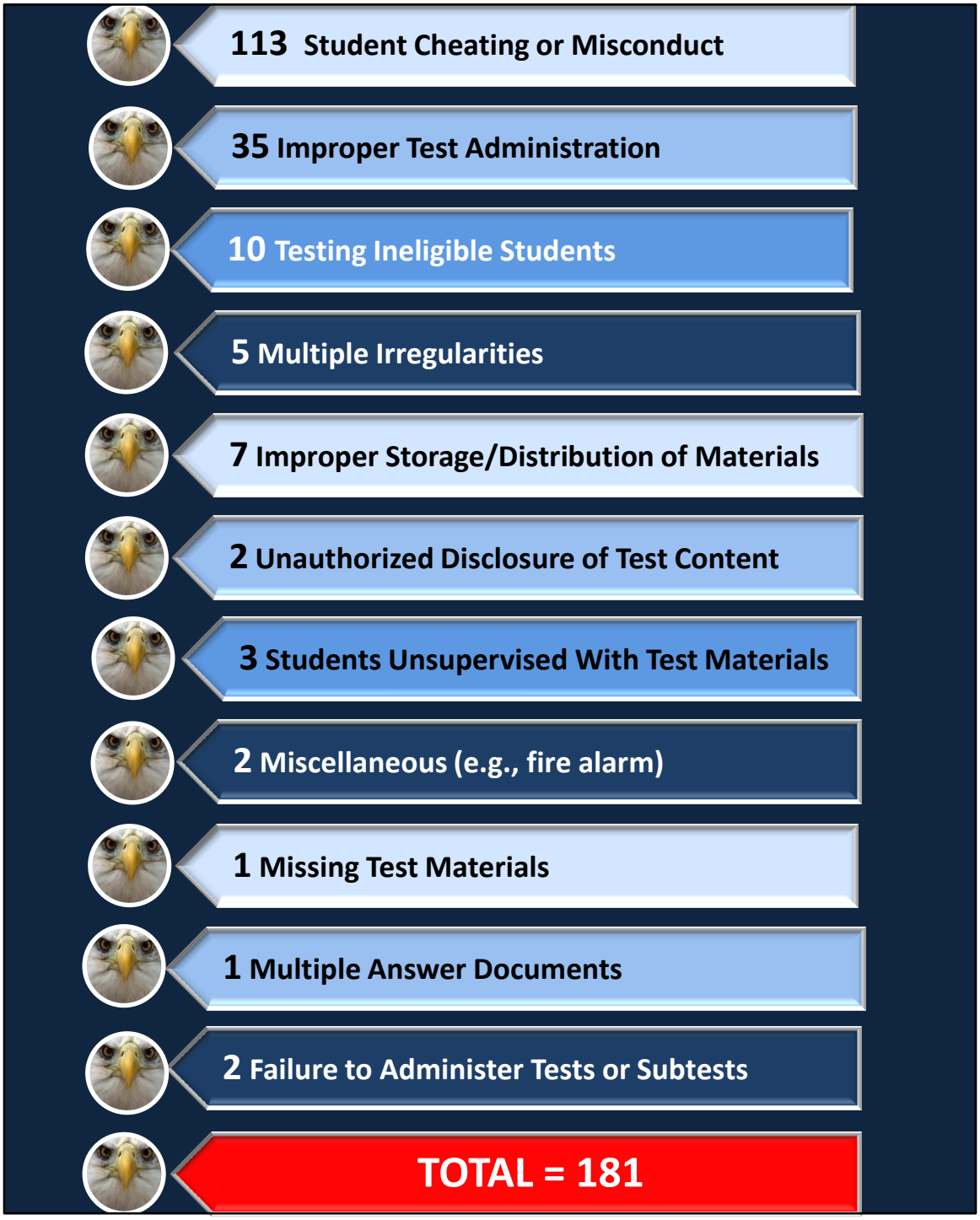




Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2011–2012.*

Testing Irregularities *(continued)*

Number of occurrences and types of testing irregularities:



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2011–2012.*

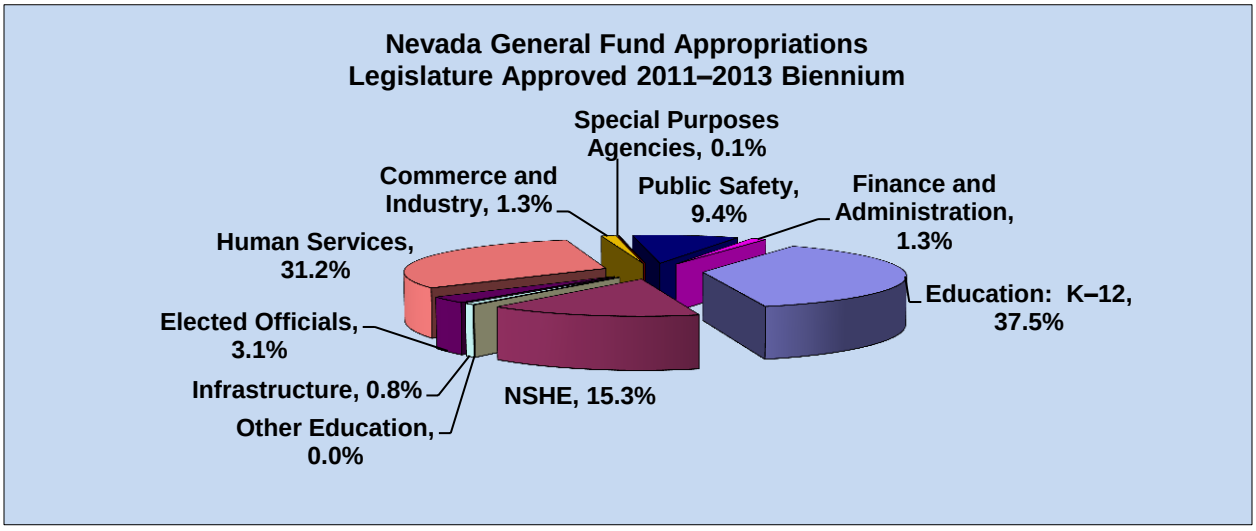
10 Higher Education

Background

According to the United States Census Bureau's report entitled *Educational Attainment in the United States: 2011*, as of 2009, 83.9 percent of Nevadans aged 25 and older had achieved at least a high school diploma; this compares to the national average of 85.3 percent. However, achievement in postsecondary education has not kept pace with the national rate of 27.9 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.

General Fund Appropriations

In its 76th Session, the Nevada Legislature approved a General Fund operating budget for the 2011–2013 Biennium in excess of $6.2 billion. Appropriations to public education totaled $3.276 billion or 52.8 percent of the budget; the share marked for the Nevada System of Higher Education (NSHE) was $947 million or 15.3 percent of all General Fund appropriations.



Tuition and Fees

Nevada public institutions of higher education rely more on tuition and fees to finance operations than other western states. The NSHE institutions received 32 percent of their total operating revenue from tuition and fees in Fiscal Year (FY) 2003–2004; this compared to 20 percent in other western states. In FY 2009–2010, these numbers grew to 44 percent in Nevada, as compared to 26 percent in other western states.

Background—*(continued)*

Despite Nevada's greater reliance on tuition and fees, its public universities remain comparatively affordable. In 2011, Nevada's average undergraduate in-state tuition, including mandatory fees, was $6,240, compared to $7,125 in other Western Interstate Commission for Higher Education (WICHE) states.

Governor Guinn Millennium Scholarship Program

The 2011 Nevada Legislature approved a one-time infusion of $10 million to continue the Governor Guinn Millennium Scholarship (GGMS) through at least June 2015. This funding was in addition to the revenue earmarked for the program. The GGMS receives 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 the first $7.6 million must be transferred to the GGMS.

As of 2012, the GGMS program has distributed more than $275 million helping nearly 72,000 Nevada high school graduates. Over 26,000 millennium scholars have earned a degree from a Nevada institution of higher learning. In 2011, approximately 9,000 graduates were eligible to receive a millennium scholarship, with a little more than half of those eligible choosing to utilize their award. Testimony during the 2011–2012 Interim before the Legislative Committee on Education noted the amount of the award has decreased over time, making it less desirable than other awards that may be available to students.

Enrollment

Enrollment at the institutions of the NSHE has increased since 1990 from a headcount of just over 61,000 to nearly 100,000 in Fall 2011. The percentage of recent Nevada high school graduates enrolling in an NSHE institution directly following high school has increased from 30 percent in 2000 to 37 percent in 2010.

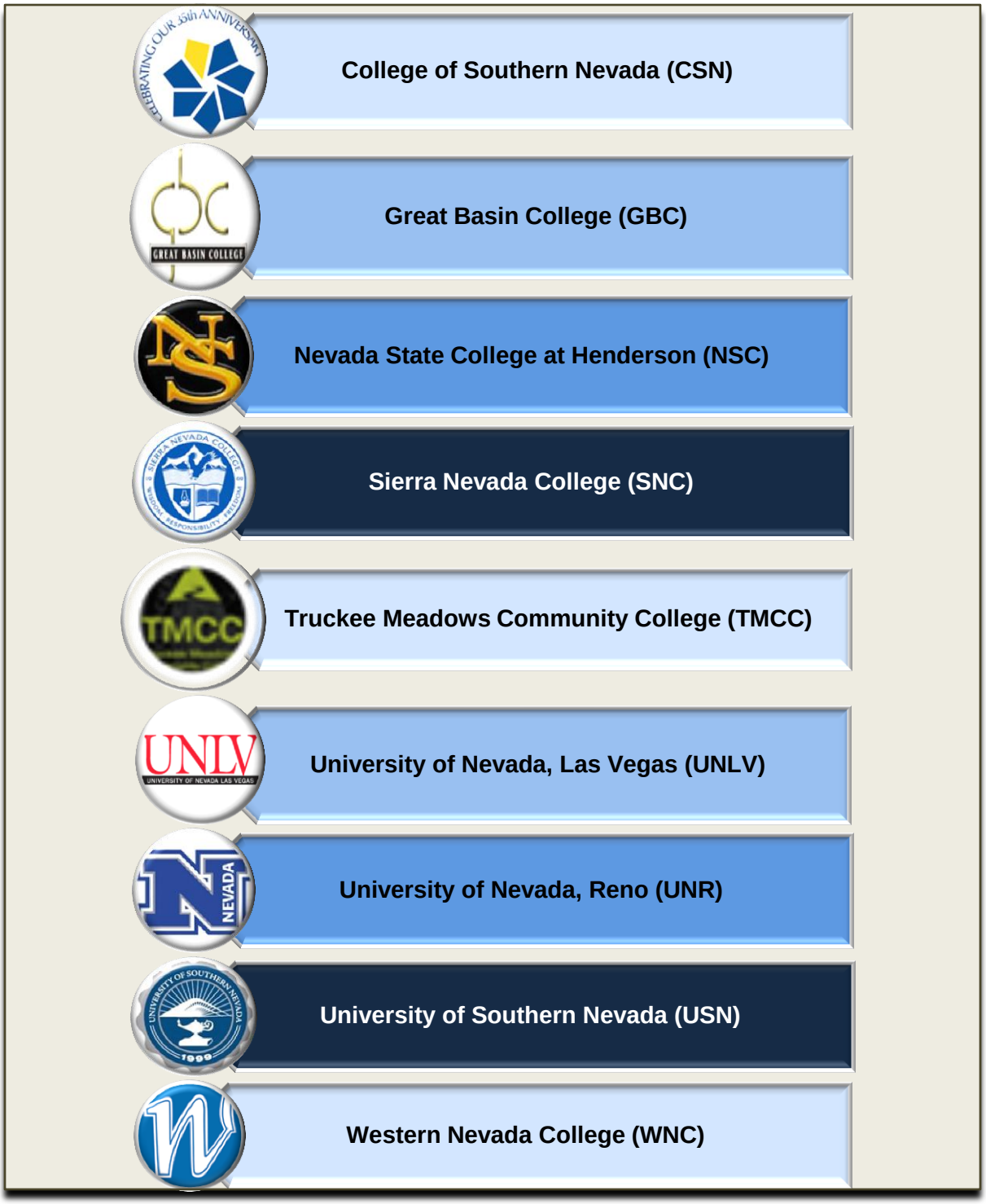
Completion

According to WICHE, the graduation rate at Nevada's four-year public institutions is 44 percent, compared to 67 percent in WICHE states and 70 percent nationally.

Remedial Coursework

In Fall 2010, approximately 34 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 of just over 40 percent.

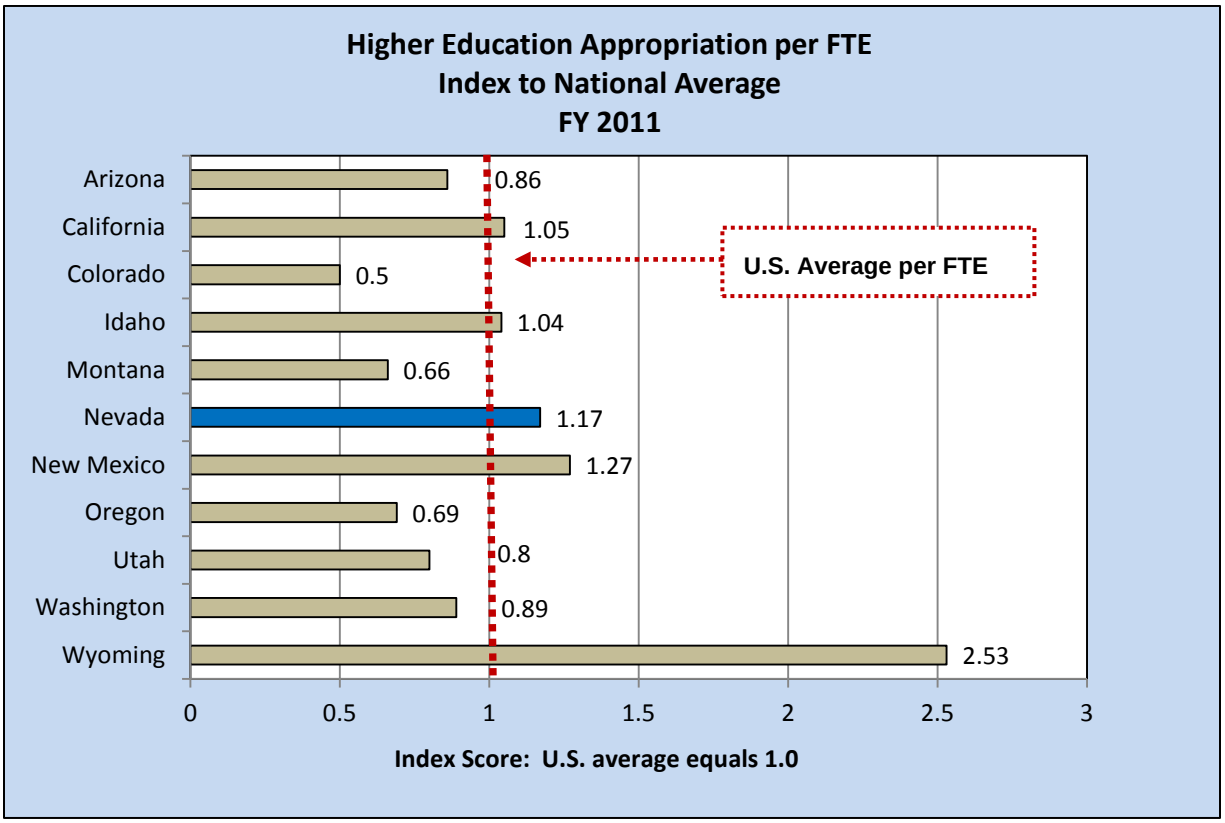
Nevada Universities and Colleges



Higher Education—Funding

Educational Appropriations Per Full-Time Equivalent Student
Public Higher Education
Nevada and Western States
FY 2006 and FY 2010

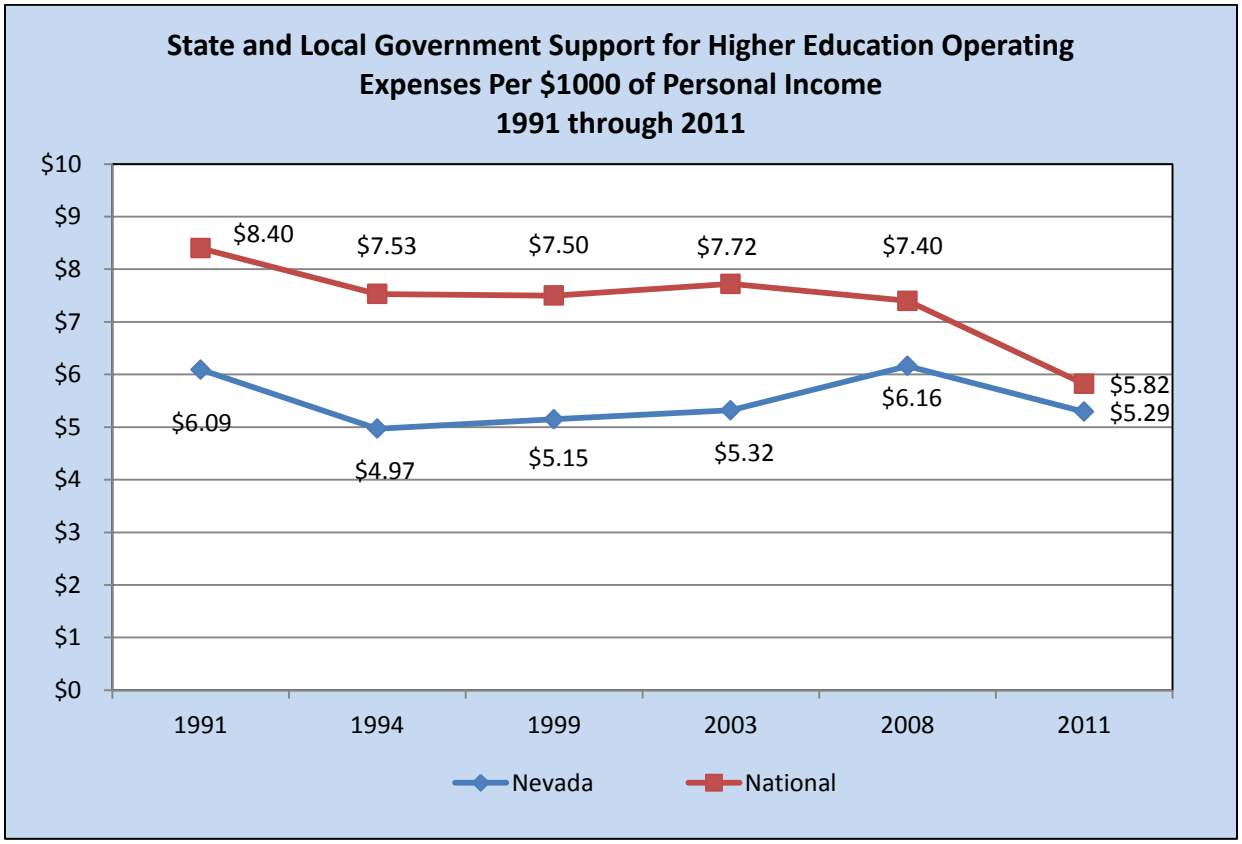
State	FY 2006	FY 2010	Five-Year Percentage Change
Arizona	$6,480	$5,433	-16
California	$7,559	$6,631	-12
Colorado	$3,486	$3,136	-10
Idaho	$8,797	$6,545	-26
Montana	$4,396	$4,153	-6
Nevada	**$9,496**	**$7,357**	**-23**
New Mexico	$10,672	$7,960	-25
Oregon	$5,501	$4,359	-21
Utah	$6,310	$5,039	-20
Washington	$7,111	$5,606	-21
Wyoming	$14,116	$15,943	13
U.S.	**$7,192**	**$6,290**	**-13**



Source: State Higher Education Executive Officers, *State Higher Education Finance, FY 2011*.

Higher Education—Funding *(continued)*

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



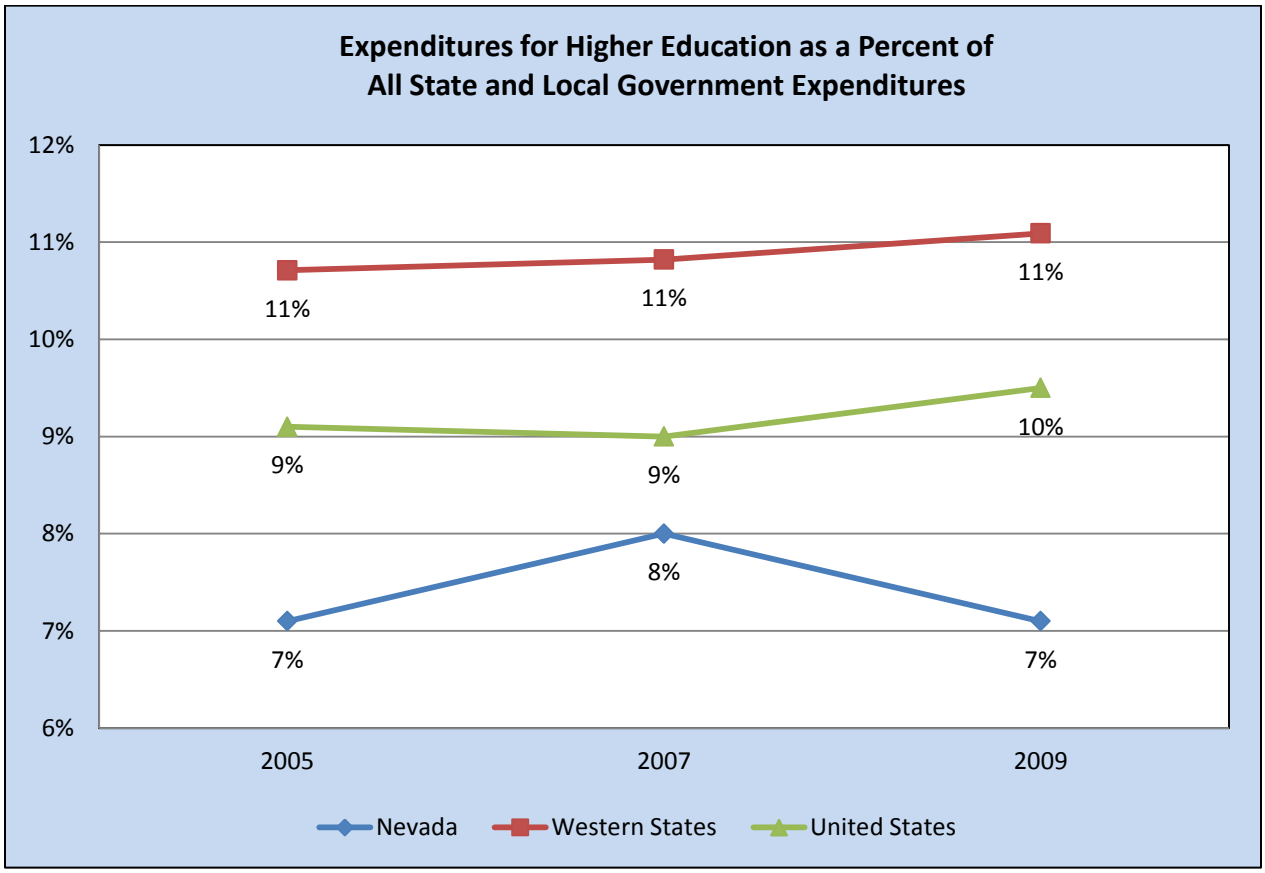
*Data include appropriations, not expenditures; appropriations are for operating expenses.

Source: "State and Local Support for Higher Education Operating Expenses Per $1,000 of Personal Income," National Center for Higher Education Management Systems Information Center for Higher Education Policymaking and Analysis, various years.

Career Cluster: Health Science

Old Occupation Name: Archiator
Current Occupation Name: Physician

Higher Education—Expenditures

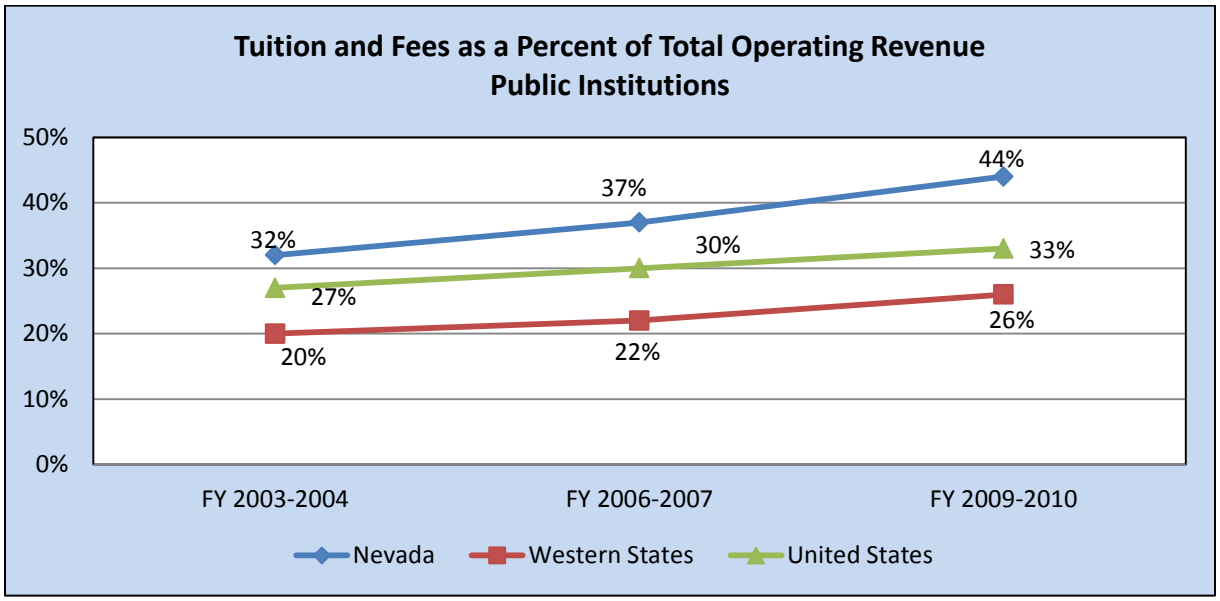


Source: *State Rankings 2010: A Statistical View of America*, CQ Press's State Fact Finder Series.

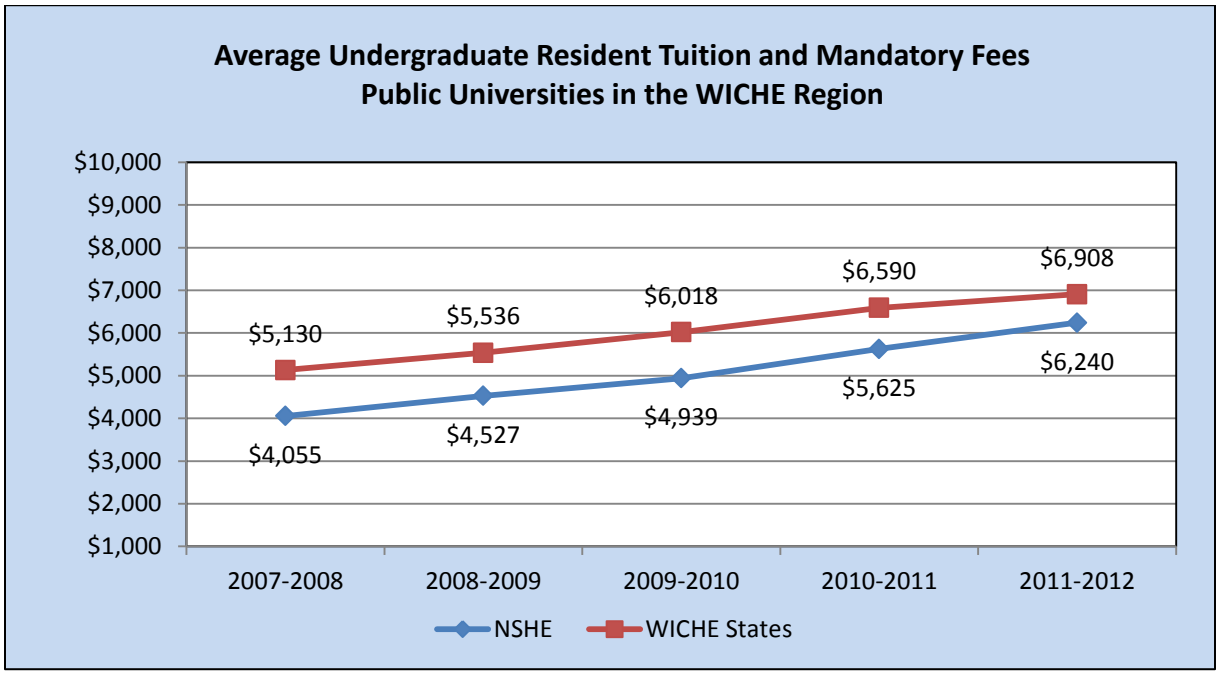
Career Cluster: Arts, Audio-Visual, and Communication

Old Occupation Name: Bard
Current Occupation Name: Poet or Minstral

Higher Education—Tuition and Fees



Source: National Center for Education Statistics, *Digest of Education Statistics*, *Table: Revenues of Public Degree-Granting Institutions, by Source of Revenue and State or Jurisdiction,* various years.



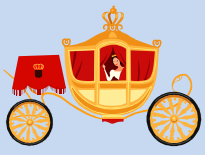
Source: NSHE, *Committee on Access and Affordability, Report and Recommendations*, June 2012.

Higher Education—Tuition and Fees *(continued)*

RESIDENT Undergraduate Tuition and Fees at Selected Public Four-Year Institutions Nevada and Western States 2011–2012 and 2001–2002

	2011–2012	2001–2002	Percentage Change
Arizona, Public Universities	$9,601	$2,486	286
California, State University System	$6,520	$1,861	250
Colorado, Public Universities	$7,404	$2,964	150
Idaho, Public Universities	$5,642	$2,685	110
Montana, Public Universities	$5,397	$3,237	67
Nevada, UNR and UNLV	**$6,240**	**$2,415**	**158**
New Mexico, Public Universities	$7,768	$2,237	247
Oregon, Public Universities	$7,763	$3,759	107
Utah, Public Universities	$5,090	$2,251	126
Washington, Public Universities	$8,631	$3,353	157
Wyoming, University of Wyoming	$4,125	$2,807	47
All Institutions – WICHE States	**$7,125**	**$2,789**	**155**

Source: *Tuition & Fees In Public Higher Education in the West: 2011–2012, Detailed Tuition & Fees Tables*, Western Interstate Commission for Higher Education, 2011.



Career Cluster: Manufacturing

Old Occupation Name: Chaisemaker
Current Occupation Name: Carriage Maker

Higher Education—Tuition and Fees *(continued)*

NONRESIDENT Undergraduate Tuition and Fees at Selected Public Four-Year Institutions Nevada and Western States 2011–2012 and 2001–2002

	2011–2012	2001–2002	Percentage Change
Arizona, Public Universities	$22,724	$10,352	120
California, State University System	$17,680	$9,241	91
Colorado, Public Universities	$19,784	$10,965	80
Idaho, Public Universities	$16,564	$8,654	91
Montana, Public Universities	$17,030	$9,415	81
Nevada, UNR and UNLV	**$19,835**	**$9,630**	**106**
New Mexico, Public Universities	$13,279	$7,920	68
Oregon, Public Universities	$20,241	$11,427	77
Utah, Public Universities	$15,377	$7,081	117
Washington, Public Universities	$20,419	$11,206	82
Wyoming, University of Wyoming	$12,855	$8,279	55
All Institutions – WICHE States	**$18,736**	**$9,696**	**93**

Source: *Tuition & Fees In Public Higher Education in the West: 2011–2012, Detailed Tuition & Fees Tables*, Western Interstate Commission for Higher Education, 2011.

Career Cluster: Human Services

Old Occupation Name: Cohen
Current Occupation Name: Priest

Higher Education—Tuition and Fees *(continued)*

Historical Cost Per Credit Hour for Undergraduate Resident Students

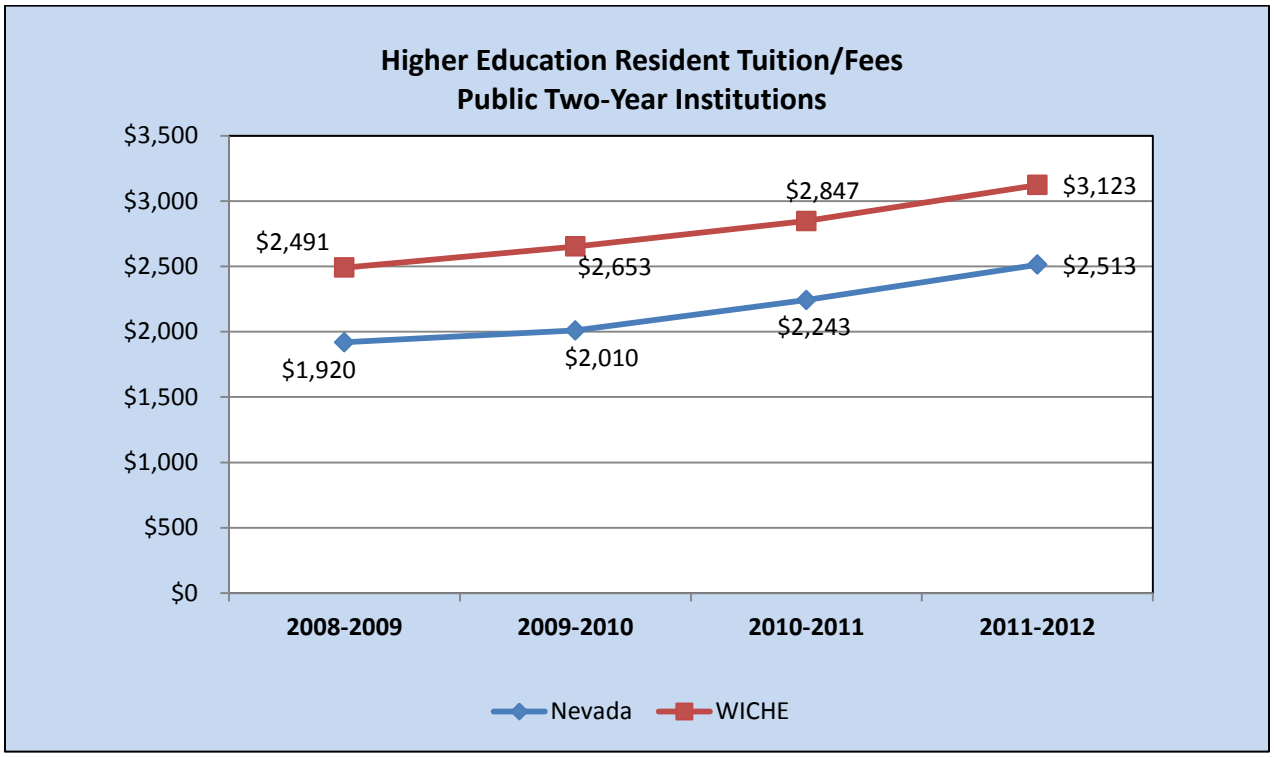
FY	Universities	Annual Percentage Increase	State College	Annual Percentage Increase	Community Colleges	Annual Percentage Increase
2013	$156.75	0	$113.25	0	$69.25	0
2012	$156.75	9.8	$113.25	9.7	$69.25	9.9
2011	$142.75	5.0	$103.25	5.1	$63.00	5.0
2010	$136.00	5.0	$98.25	5.1	$60.00	4.8
2009	$129.50	10.9	$93.50	9.0	$57.25	4.6
2008	$116.75	10.9	$85.75	8.5	$54.75	4.3
2007	$105.25	7.4	$79.00	6.0	$52.50	3.5
2006	$98.00	7.7	$74.50	6.4	$50.75	3.6
2005	$91.00	7.1	$70.00	6.1	$49.00	3.7
2004	$85.00	7.6	$66.00	6.5	$47.25	3.8
2003	$79.00	3.3	$62.00	3.3	$45.50	3.4
2002	$76.50	3.4	$60.00	N/A	$44.00	3.5
2001	$74.00	3.5	N/A	N/A	$42.50	3.7
2000	$71.50	3.6	N/A	N/A	$41.00	3.8
1999	$69.00	3.8	N/A	N/A	$39.50	2.6
1998	$66.50	3.9	N/A	N/A	$38.50	4.1

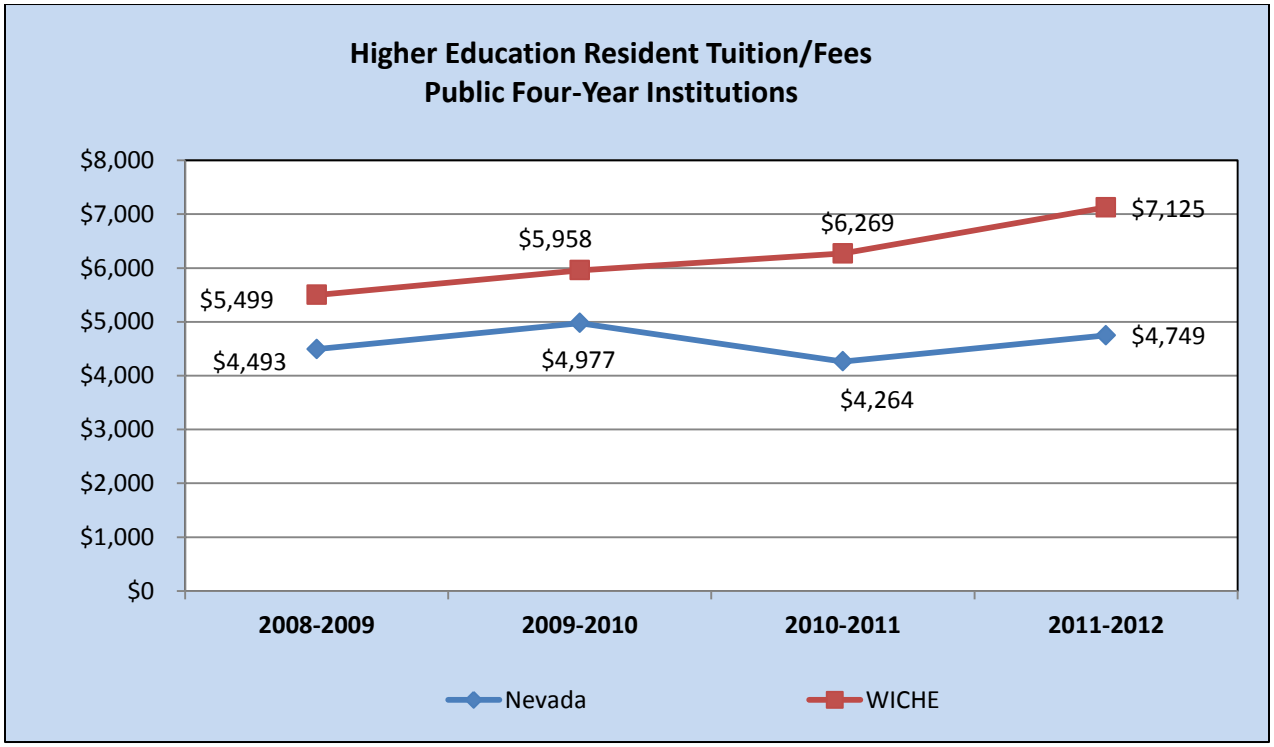
Source: Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Report*, various years.

Career Cluster: Manufacturing

Old Occupation Name: Snobscat/Snob
Current Occupation Name: One who repairs shoes

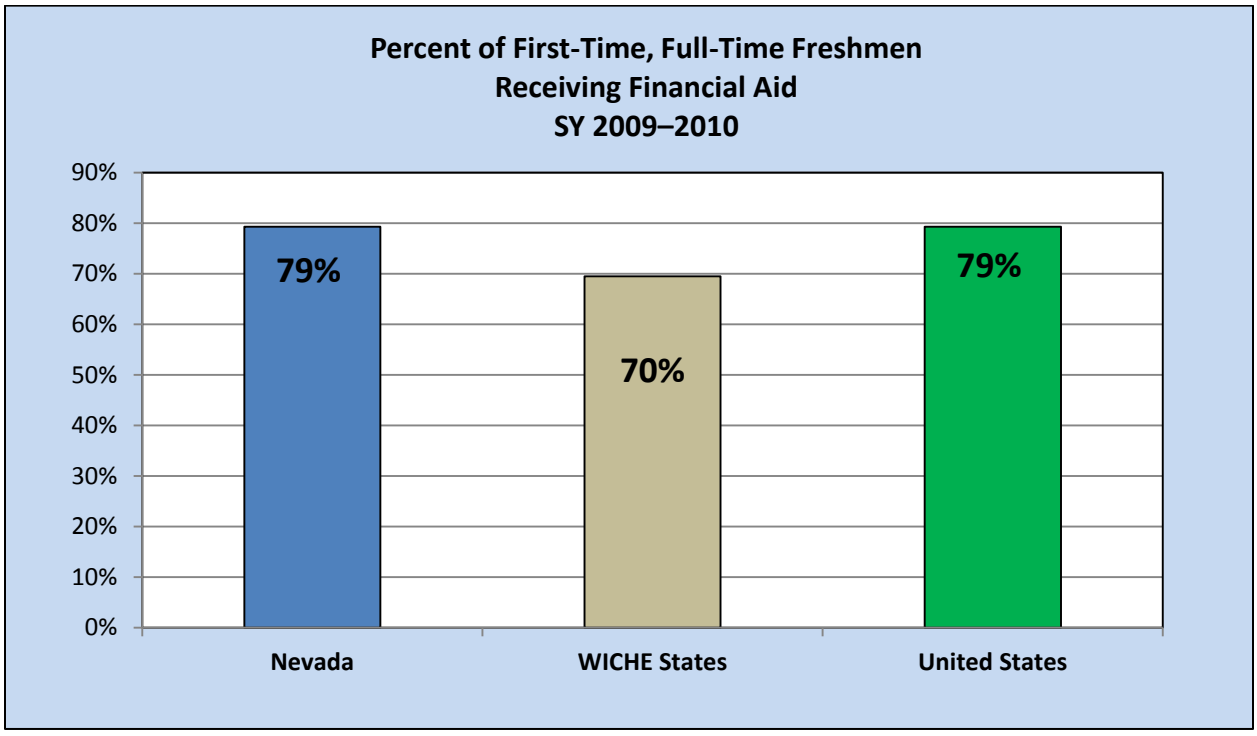
Higher Education—Tuition and Fees *(continued)*





Source: WICHE, *Tuition and Fees in Public Higher Education in the West, 2011–2012.*

Higher Education—Student Financial Aid

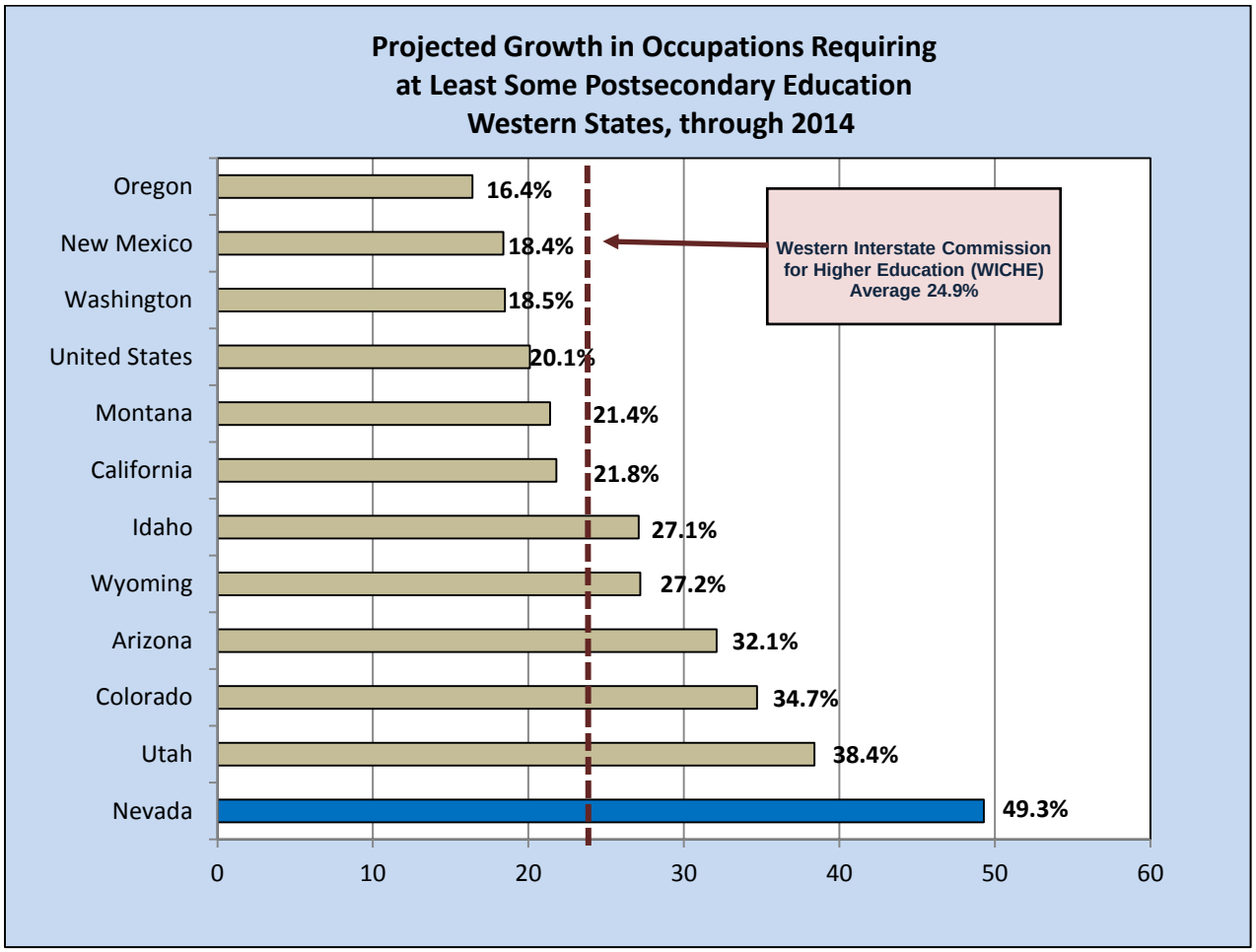


Source: WICHE, *Regional Fact Book for Higher Education in the West*, 2012.

Career Cluster: Manufacturing

Old Occupation Name: Roper
Current Occupation Name: Maker of rope or nets

Occupations Requiring Postsecondary Education



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

Career Cluster: Manufacturing

Old Occupation Name: Vulcan
Current Occupation Name: Blacksmith

Governor Guinn Millennium Scholarship Program—Revenues

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
2002	$17,755,833	$875,464	$31,082,831
2004	$15,231,231	$312,194	$17,461,914
2006	$14,106,876	$894,676	$31,634,416
2008	$18,196,213	$854,187	$29,770,881
2010	$16,586,869	$71,062	$12,193,881
2012	$15,828,273	$0	$10,675,794

Source: Office of the State Treasurer, October 2012.

Career Cluster: Marketing, Sales, and Service

Old Occupation Name: Bagman
Current Occupation Name: Travelling Salesman

Governor Guinn Millennium Scholarship Program—Eligibility and Utilization

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

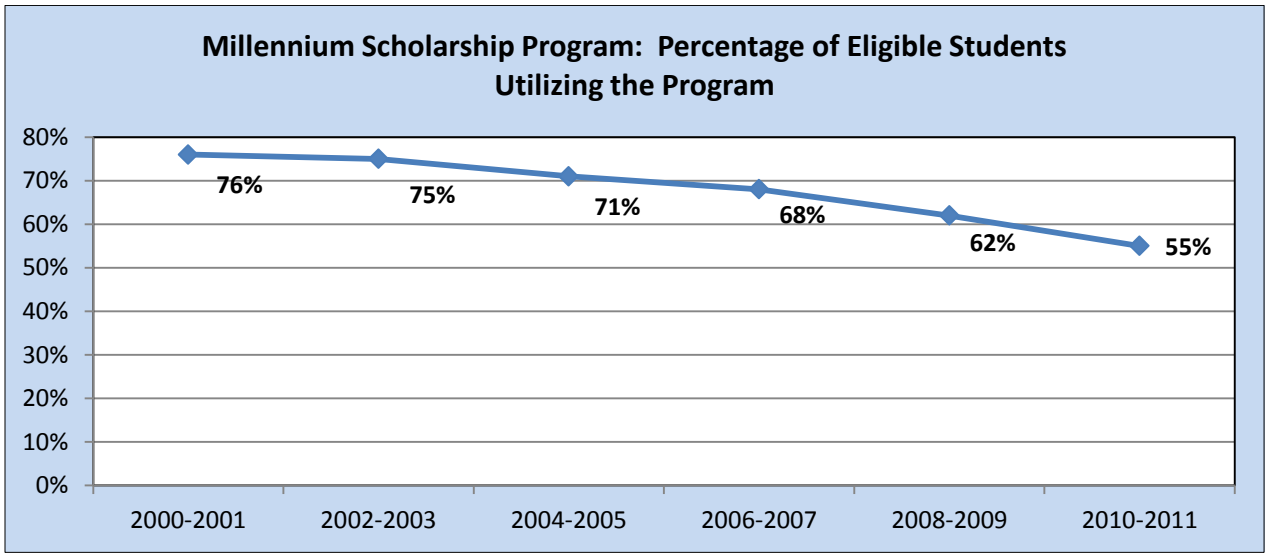
	2004	2006	2008	2010	2012
Carson City	247	206	174	189	157
Churchill	131	137	111	79	105
Clark	5,777	5,690	6,002	6,281	6,897
Douglas	236	218	189	182	167
Elko	259	250	191	195	185
Eureka	10	8	5	13	12
Humboldt	97	78	76	57	61
Lander	48	48	31	42	27
Lincoln	40	48	40	31	27
Lyon	203	172	162	155	181
Mineral	9	6	9	4	5
Nye	111	127	81	98	111
Pershing	29	23	28	17	22
Storey	12	15	15	20	15
Washoe	1,766	1,633	1,578	1,688	1,715
White Pine	46	43	35	21	21
Total	9,021	8,702	8,727	9,072	9,720

Students Eligible for the Millennium Scholarship:
Nonstandard High School Programs

	2004	2006	2008	2010	2012
GED	3	1	0	1	0
Homeschool	20	27	37	6	15
Non-Nevada High School	14	9	7	0	0

Source: Office of the State Treasurer, October 2012.

Governor Guinn Millennium Scholarship Program—Eligibility and Utilization *(continued)*



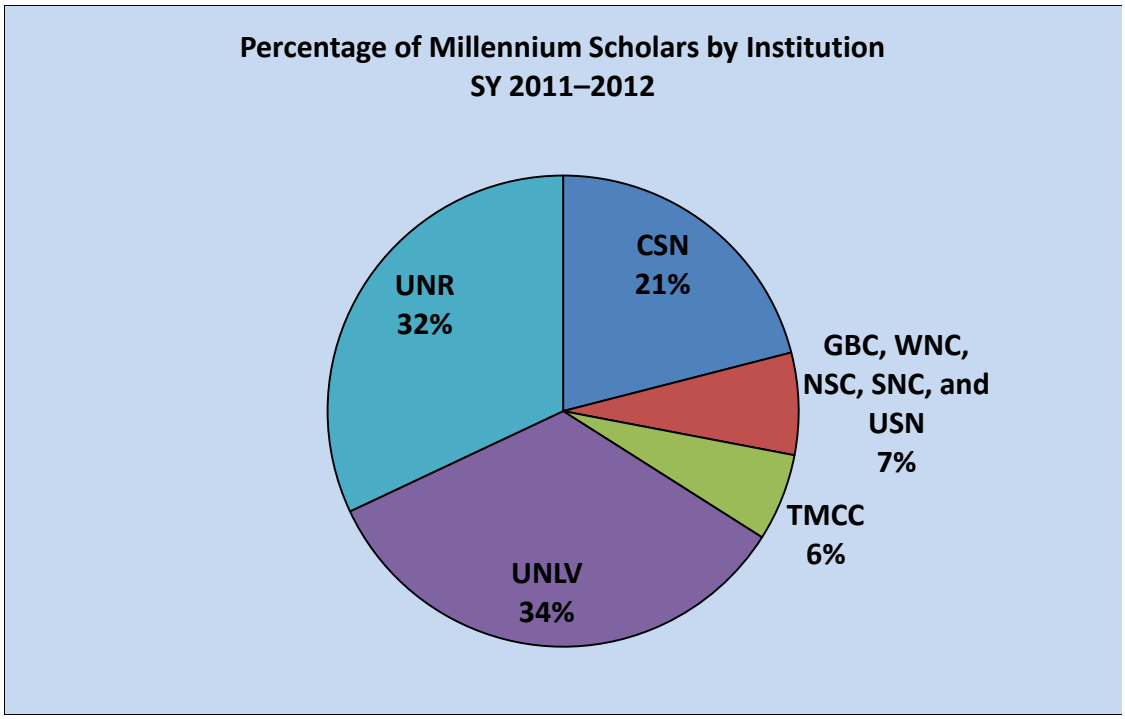
Nevada Millennium Scholarship Program: Eligibility and Utilization 2000 to 2011

Term Year*	Number of Students Eligible	Number of Students Utilizing*	Percentage Utilizing
2000	7,359	5,657	77
2001	7,909	6,025	76
2002	8,202	6,221	76
2003	8,701	6,553	75
2004	9,083	6,622	73
2005	8,629	6,133	71
2006	8,744	6,123	70
2007	8,174	5,581	68
2008	8,790	5,765	66
2009	8,453	5,198	62
2010	9,120	5,781	63
2011	9,295	5,129	55

*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.

Source: Office of the State Treasurer, *Millennium Scholarship Program-General Statistics*, August 2012.

Governor Guinn Millennium Scholarship Program—Scholars by Institution

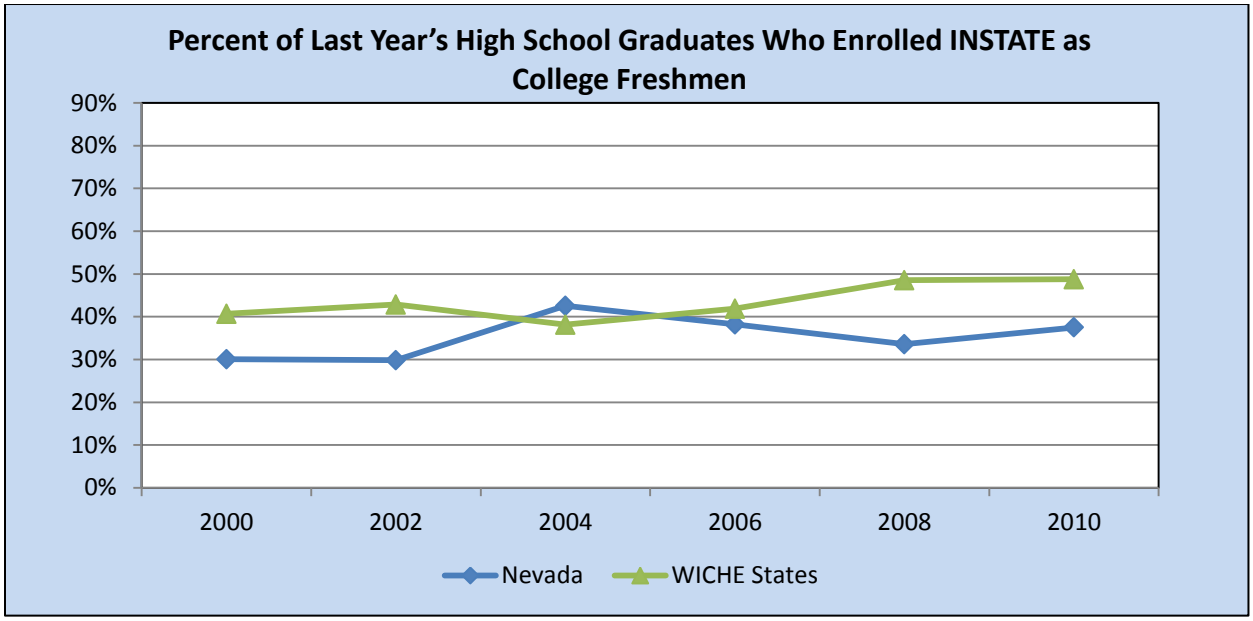


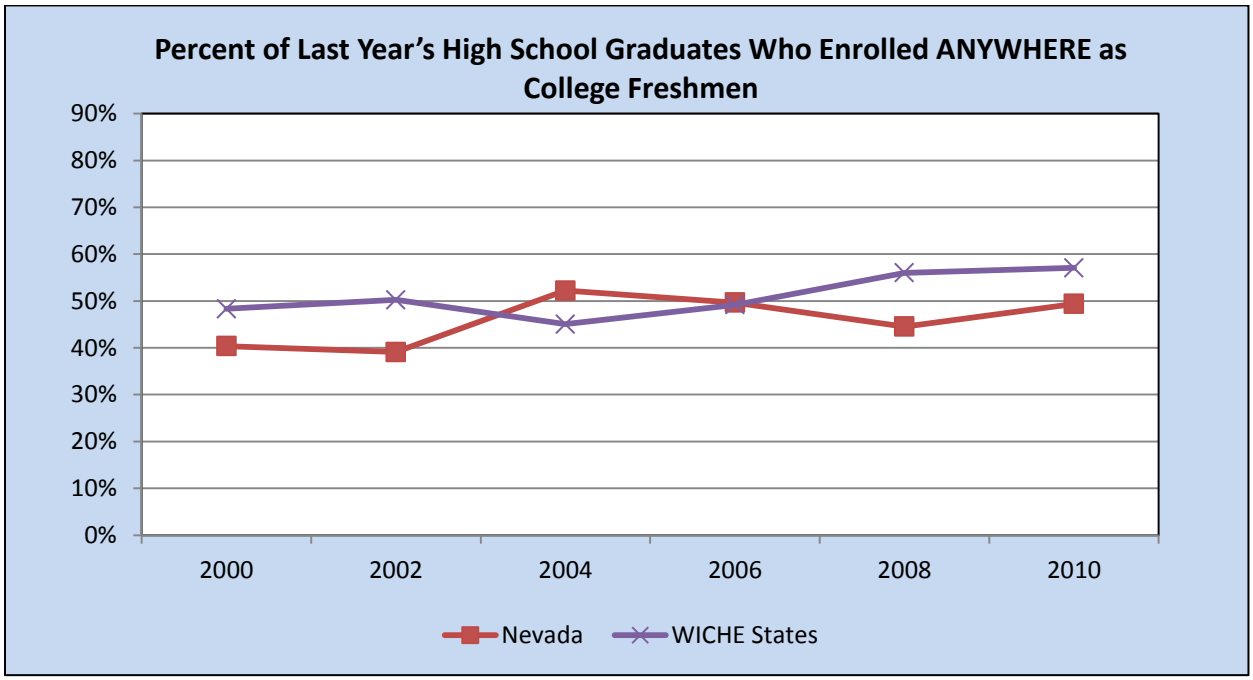
Nevada Millennium Scholarship Program
Total Scholars by Institution

School Year	CSN	GBC	TMCC	WNC	NSC	UNLV	UNR	SNC	USN	Total
2001–2002	2,558	197	894	328	31	3,848	3,861	17	n/a	11,734
2003–2004	3,379	293	1,467	493	128	6,201	5,493	22	n/a	17,476
2005–2006	3,022	298	1,369	466	270	6,095	5,596	16	n/a	17,132
2007–2008	2,913	286	1,235	446	248	6,226	5,373	22	n/a	16,749
2009–2010	2,958	286	1,137	430	278	6,120	5,159	19	2	16,389
2011–2012	2,667	180	812	278	241	4,287	4,067	13	9	12,554

Source: Office of the State Treasurer, October 2012.

Higher Education—Enrollment

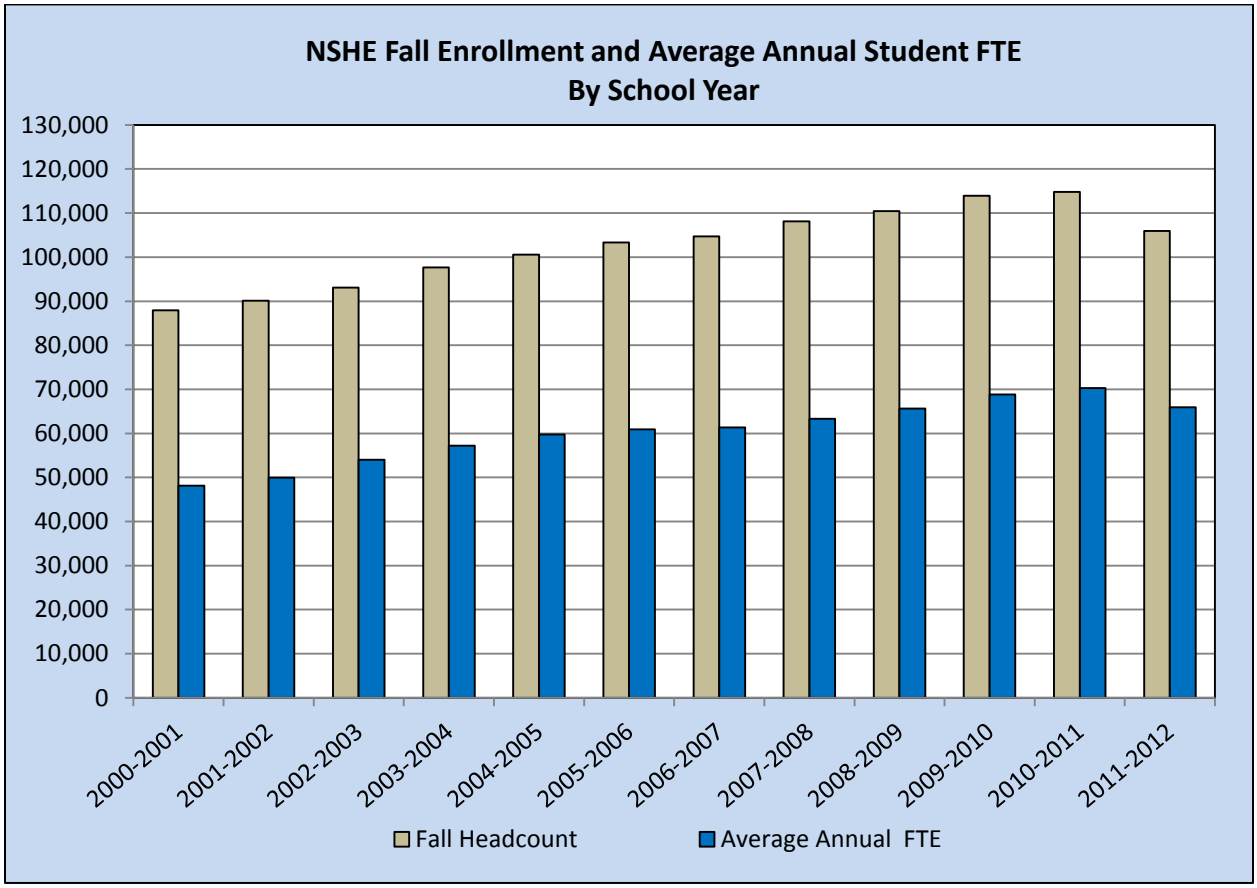




Source: WICHE, *Regional Fact Book for Higher Education in the West*, 2012.

Higher Education Enrollment *(continued)*

NSHE Historical Fall Headcount and Average Annual FTE Enrollment

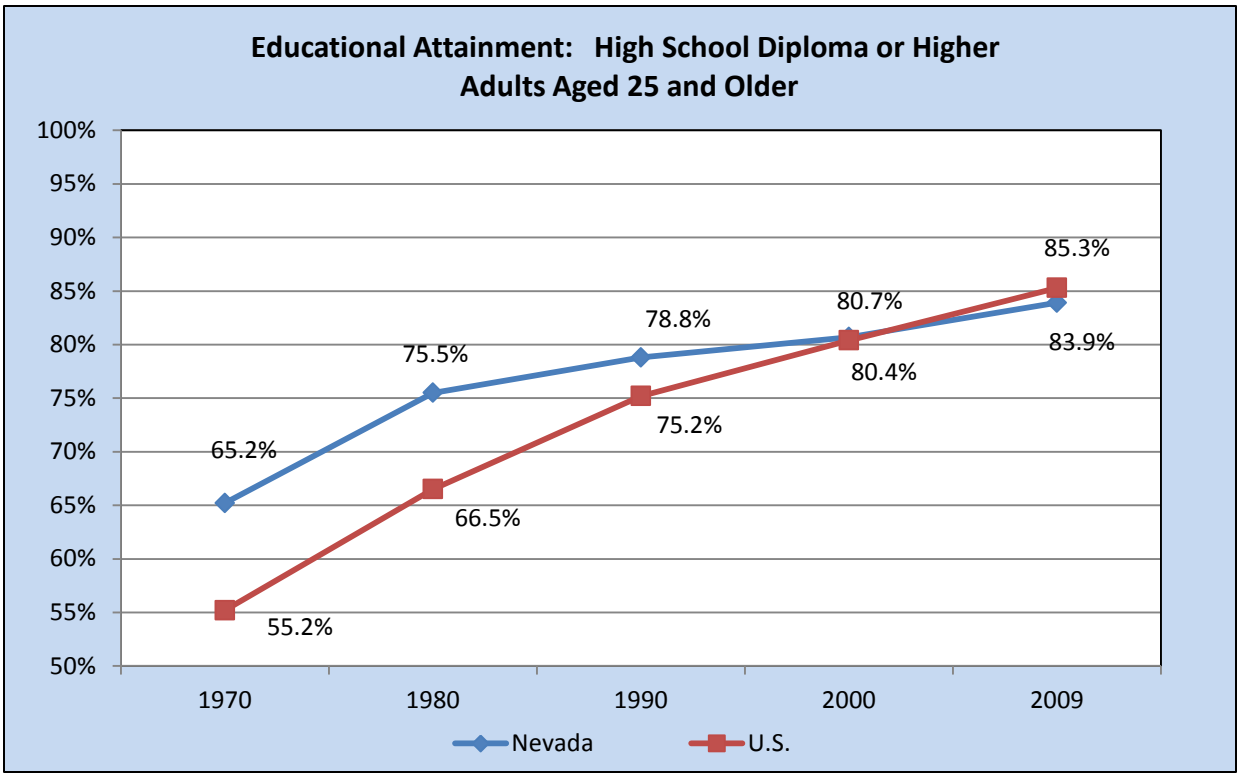


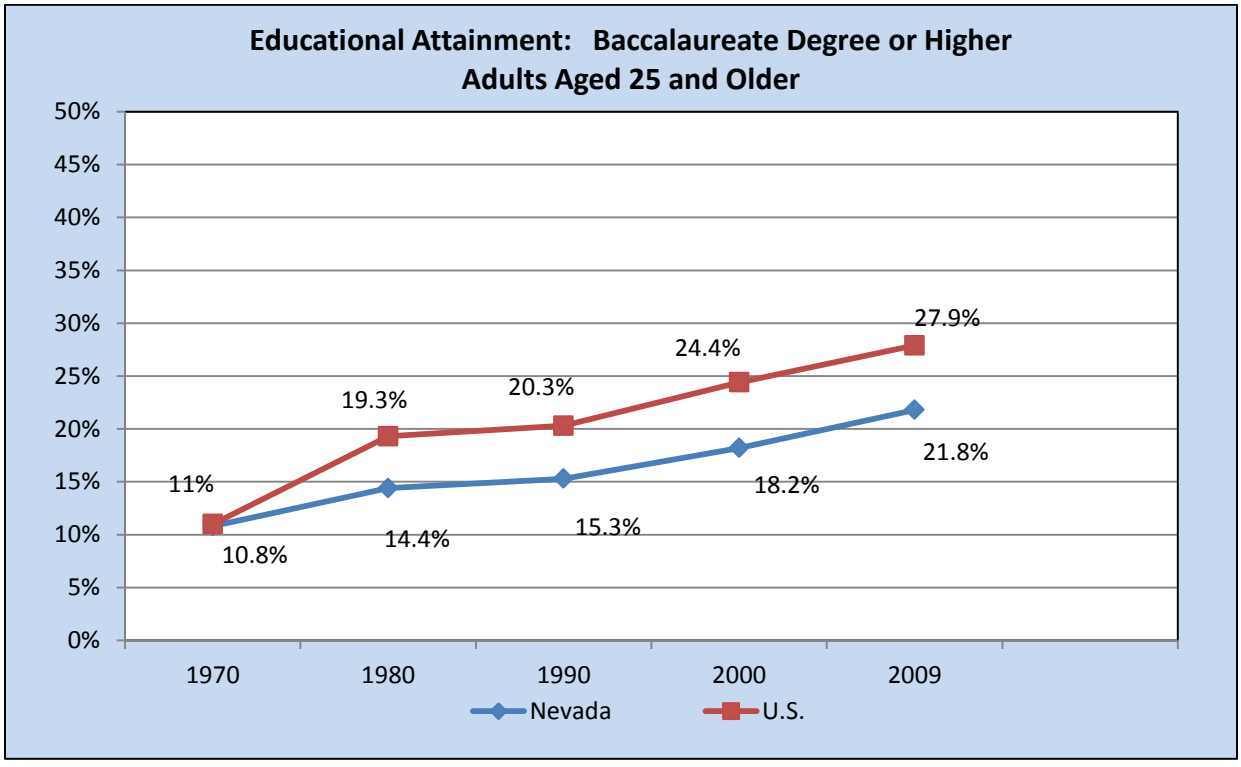
Source: Nevada System of Higher Education, Data Dashboards, Enrollment, http://system.nevada.edu/Nshe/index.cfm/data-reports/data-dashboards/enrollment/.

Career Cluster: Business, Management, and Administration

Old Occupation Name: Amanuensis
Current Occupation Name: Secretary or Stenographer

Higher Education—Educational Attainment





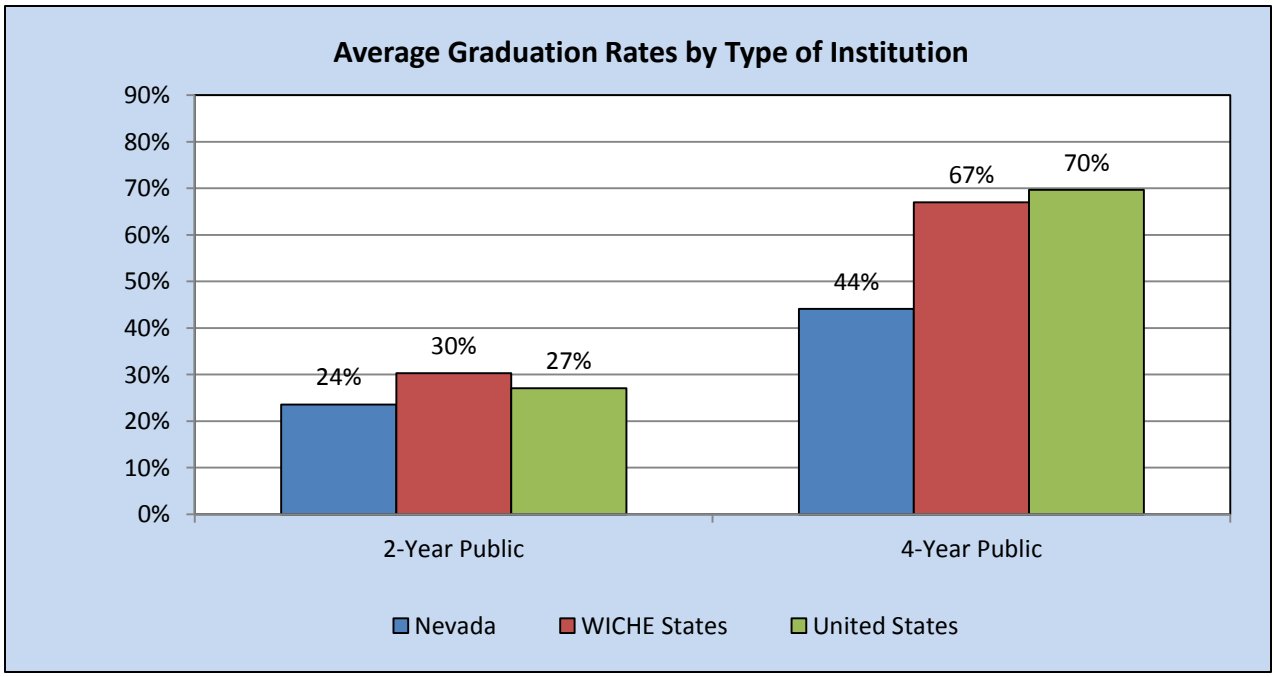
Source: U.S. Census Bureau, *Decennial Census,* 1970 to 2010.

Higher Education—Transition and Completion Rates

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

State	For Every 100 Ninth Graders	Number Who Graduate from High School (2009)	Number Who Enter College (2008)	Number Who Graduate from College (2009)
Arizona	100	63	32	15
California	100	68	44	23
Colorado	100	74	46	21
Idaho	100	78	38	13
Montana	100	79	41	16
Nevada	**100**	**51**	**28**	**11**
New Mexico	100	60	41	12
Oregon	100	74	34	15
Utah	100	79	46	20
Washington	100	69	35	17
Wyoming	100	73	43	24
Nation	**100**	**71**	**45**	**19**

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



Source: WICHE, *Regional Fact Book for Higher Education in the West*, 2012.

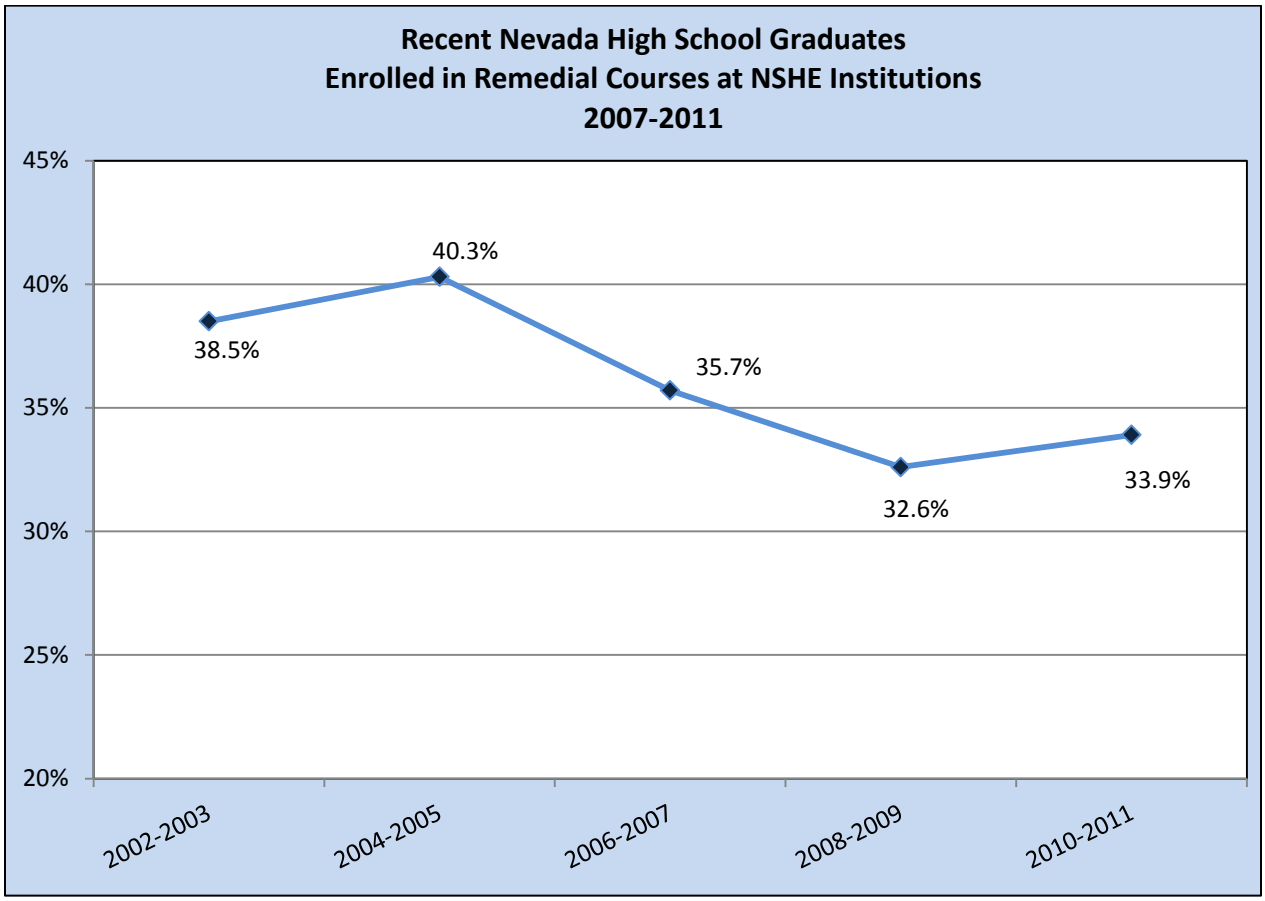
NSHE Remediation Rates—By Institution

Recent Nevada High School Graduates Enrolled in Remedial Classes as a Percentage of All Recent Nevada High School Graduates Enrolled in the NSHE 2000–2010

		UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
2010	Enrolled	2,382	2,034	214	2,767	277	1,075	527	9,132
	In Remediation	613	650	131	558	171	706	296	3,115
	Percentage	**25.7%**	**32.0%**	**61.2%**	**20.2%**	**61.8%**	**65.7%**	**56.2%**	**34.1%**
2008	Enrolled	2,422	1,806	135	2,835	282	965	444	8,707
	In Remediation	174	613	71	1,002	179	643	255	2,917
	Percentage	**7.2%**	**33.9%**	**52.6%**	**35.3%**	**63.5%**	**66.6%**	**57.4%**	**33.5%**
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%**
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%**
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%**
2000	Enrolled	1,804	1,565	N/A	1,759	165	532	346	6,171
	In Remediation	605	380	N/A	464	63	288	93	1,893
	Percentage	**34%**	**24%**	N/A	**26%**	**38%**	**54%**	**27%**	**31%**

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

NSHE Remediation Rates—By Institution *(continued)*



Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percentage of the Total Number of Students Enrolled in Remediation SY 2010–2011

	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	Total
All students in remedial education	2,023	1,699	205	2,394	188	926	365	7,741
Recent Nevada high school graduates in remedial education	607	550	114	449	118	578	211	2,623
Recent Nevada high school graduates as percentage of total in remedial education	30%	32%	56%	19%	63%	62%	58%	34%

Source: Nevada System of Higher Education (NSHE), *Summer and Fall 2011, Remedial/Developmental Report*.

NSHE Remediation Rates—By Millennium Scholarship Program Status

Recent Nevada High School Graduates Enrolled in Remediation Immediately Following Graduation (Unduplicated Counts) Summer and Fall 2003–2011

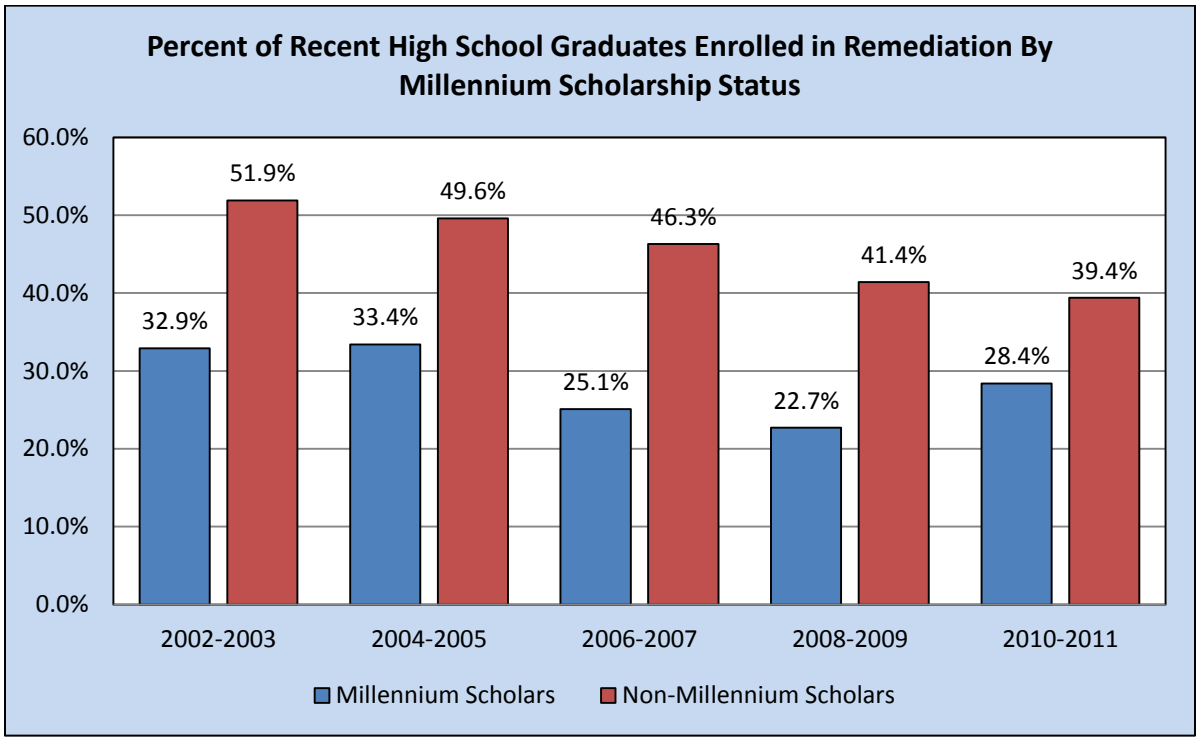
School Year	Millennium Scholars		
	Number Enrolled in NSHE	Number Enrolling in Remedial Courses	Percent Enrolled in Remedial Courses
2002–2003	5,048	1,662	32.9
2004–2005	4,667	1,560	33.4
2006–2007	3,889	977	25.1
2008–2009	4,262	969	22.7
2010–2011	3,896	1,108	28.4

School Year	Non-Millennium Scholars		
	Number Enrolled in NSHE	Number Enrolling in Remedial Courses	Percent Enrolled in Remedial Courses
2002–2003	2,099	1,089	51.9
2004–2005	3,444	1,709	49.6
2006–2007	3,903	1,808	46.3
2008–2009	4,767	1,974	41.4
2010–2011	3,845	1,515	39.4

School Year	Total		
	Number Enrolled in NSHE	Number Enrolling in Remedial Courses	Percent Enrolled in Remedial Courses
2002–2003	7,147	2,751	38.5
2004–2005	8,111	3,269	40.3
2006–2007	7,792	2,785	35.7
2008–2009	9,029	2,943	32.6
2010–2011	7,741	2,623	33.9

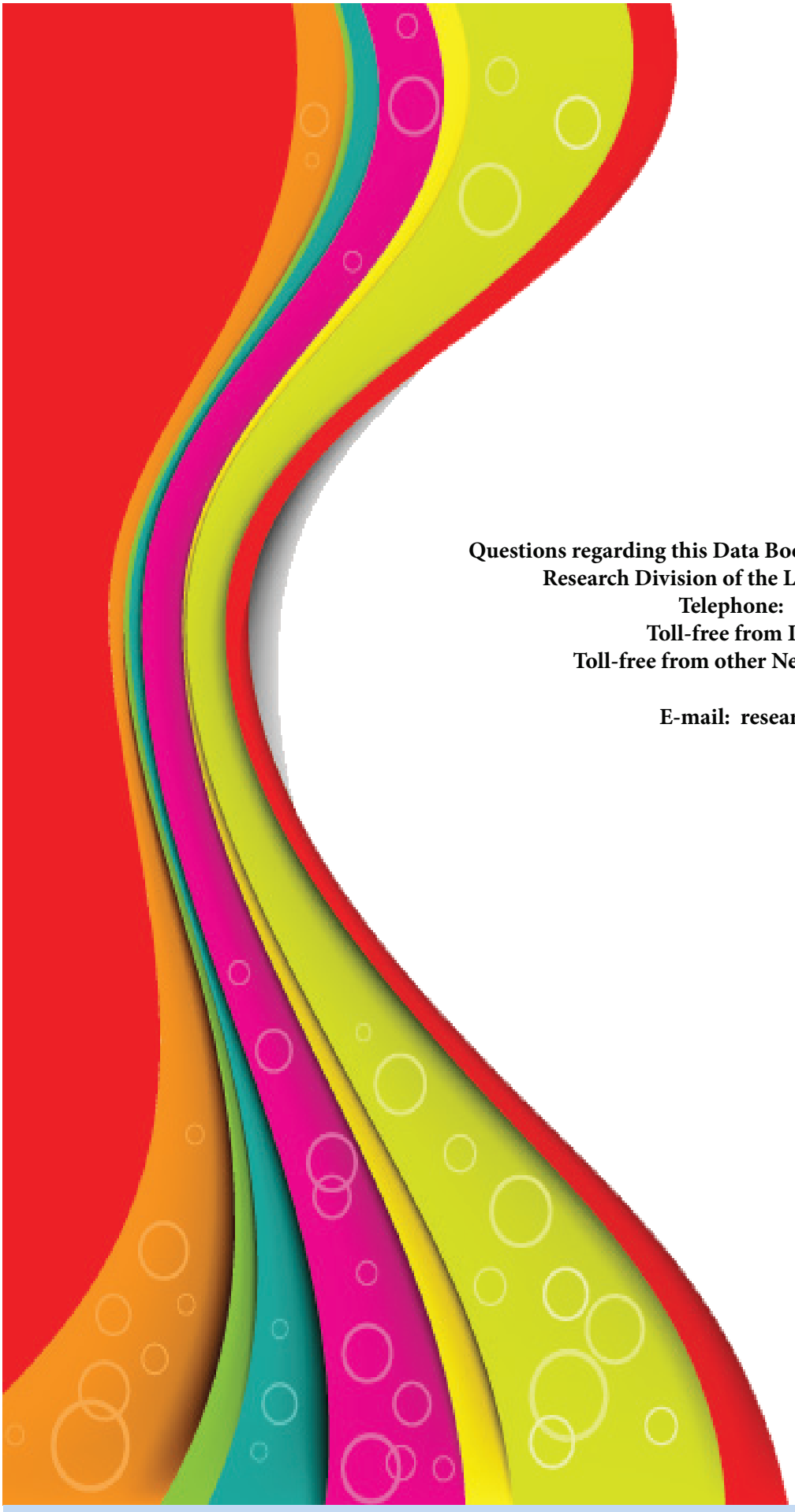
Source: NSHE, Nevada System of Higher Education (NSHE), *Summer and Fall 2011, Remedial/Developmental Report*.

NSHE Remediation Rates—By Millennium Scholarship Program Status *(continued)*



Career Cluster: Agriculture, Food, and Natural Resources

Old Occupation Name: Blentonist
Current Occupation Name: Water Diviner



Questions regarding this Data Book can be answered by contacting the Research Division of the Legislative Counsel Bureau at:
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This report was compiled by staff of the Nevada Legislative Counsel Bureau.
It is available online at: http://leg.state.nv.us/Division/Research/Publications/EdDataBook/2013/.