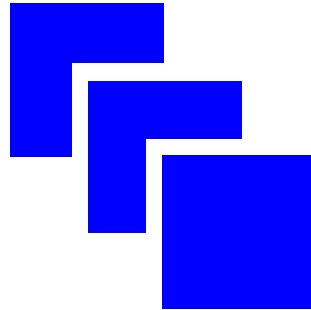


2001
DATA BOOK FOR NEVADA
K-12 EDUCATION



PREPARED BY STAFF OF THE:

RESEARCH DIVISION, LEGISLATIVE COUNSEL BUREAU
&
FISCAL ANALYSIS DIVISION, LEGISLATIVE COUNSEL BUREAU

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DATA BOOK FOR NEVADA

K-12 EDUCATION

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NEVADA K-12 EDUCATION DATA BOOK

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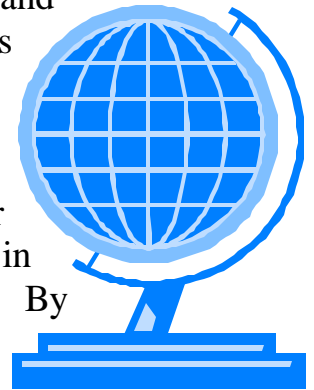
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INTRODUCTION

The material contained with this data book represents a compilation of sources that are of potential use to state and local policymakers. The concept for this document was the brain child of Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau. Much of the report is similar to that prepared by legislative staff for the Utah legislature.

The document is organized into sections reflecting topics and programs that have been a continuing source of legislative inquiry. Major sections include those pertaining to school finance, teacher salary data, and statewide student assessments. There is also an extensive section describing past, current, and projected demographic characteristics of the education system. The report also contains detailed fiscal and program information with regard to special education, remedial education, Nevada's Class-Size Reduction program, the statewide proficiency program, professional development for educational personnel, academic standards, school technology, the SMART program, adult and alternative education, charter schools, early childhood education, and the School to Careers program.

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



The major sources of statistics used for this report include various documents prepared by the Nevada Department of Education, the U.S.

Department of Education's National Center for Education Statistics, and the on-line version of the Nevada Department of Administration's *Nevada Statistical Abstract*. Other sources include numerous internal reports and surveys conducted by legislative staff throughout the past four years in support of the work of the Legislative Committee on Education, particularly the *Comprehensive Review of Education Reform in Nevada*, prepared for the September 2000 meeting of the Committee.

Happy data mining!



II. NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

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

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

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

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

To protect districts from decreases in enrollment, *Nevada Revised Statutes* contains a “hold harmless” provision. If a district’s enrollment decreases, the guaranteed level of funding is based on the prior year’s enrollment figures.

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

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

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

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

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

Local districts also receive funding from the DSA for Adult High School Diploma (AHSD) programs. The maximum funding for AHSD programs in the school districts and in the State's prisons is established by the Legislature.

In addition to revenues recognized by the Nevada Plan, school districts receive "categorical" funds from the State, Federal Government and private organizations that may only be expended for designated purposes. Examples include the State-funded Class-Size Reduction program, Early Childhood Education and School-to-Careers, which also receive federal funds, Remediation programs and student counseling services. Federally funded programs include the Title I program for disadvantaged youngsters, the National School Lunch program, and Bilingual Education. Categorical funds must be accounted for separately in special revenue funds. Funding for capital projects, which may come from the sale of general obligation bonds, "Pay-as-you-go" tax levies or fees imposed on the construction of new residential units are also accounted for in separate funds (Capital Projects Fund, Debt Service Fund).

Source: Fiscal Analysis Division, Legislative Counsel Bureau

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

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

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

An amount for AHSD programs (8), together with any specific programs funded by the Legislature through the DSA, are added to a school district's total state aid to determine the total amount of revenue the school district will receive from the DSA (9).

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

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

Basic Support Guarantee

1. Number of Pupils (Weighted Enrollment ²)	7,000
2. x Basic Support Per Pupil	\$ <u>4,100</u>
3. = Guaranteed Basic Support	\$ 28,700,000
4. + Special Education Allocation (52 units @ \$28,000 per unit)	\$ 1,456,000
5. = Total Guaranteed Support	\$ <u>30,156,000</u>
6. - Local Resources	
2.25-cent Local School Support (sales) Tax	(\$ 7,500,000)
25-cent Ad Valorem (property/mining) Tax	<u>(\$ 3,312,500)</u>
7. = State Responsibility	\$ 19,343,500
8. + Adult High School Diploma Funding	\$ <u>35,000</u>
9. = Total Revenue from Distributive School Account	\$ 19,378,000

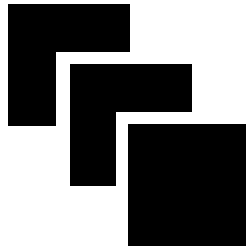
² Weighted Enrollment includes six-tenths the count of pupils enrolled in kindergarten, six-tenths of the count of handicapped 3- and 4-year-olds, a full count of pupils enrolled in grades 1 through 12, and a full count of handicapped minors age 5 and over receiving special education.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

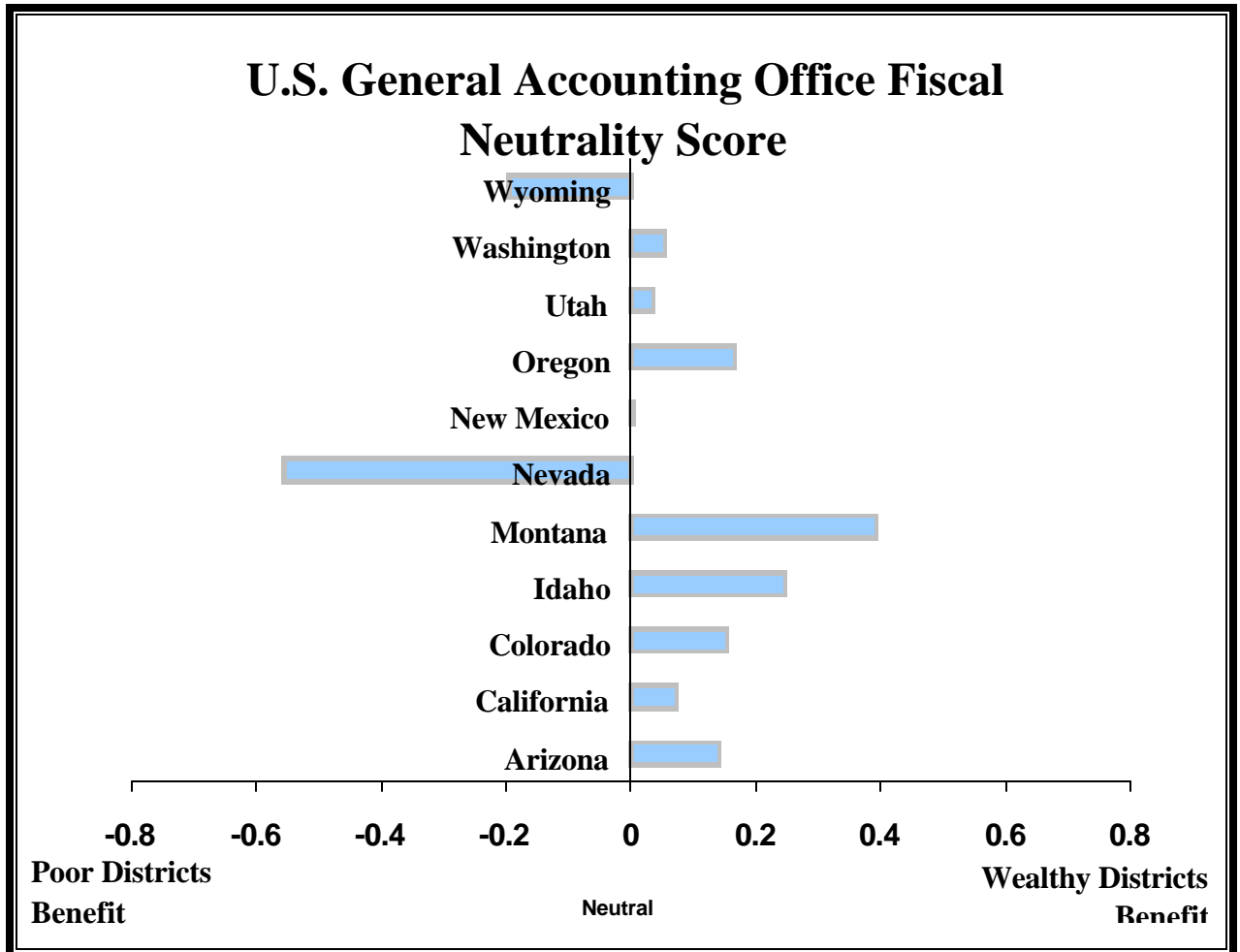
Resources in Addition to Basic Support:

10. 50-cent Ad Valorem (property) Tax	\$ 6,625,000
11. Motor Vehicle Privilege Tax	200,000
12. Federal Revenues (Unrestricted)	150,000
13. Miscellaneous Revenues	10,000
14. Opening Fund Balance	<u>150,000</u>
15. Total Resources in Addition to Basic Support	<u>\$ 7,135,000</u>
16. Total Resources Available (Add lines 5, 8, and 15)	\$37,326,000



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

SCHOOL FINANCE SYSTEMS – FISCAL NEUTRALITY



Source: United States General Accounting Office. *School Finance: State Efforts to Reduce Funding Gaps Between Poor and Wealthy Districts*, 1997.

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

DSA – BUDGETS & ACTUALS

DISTRIBUTIVE SCHOOL ACCOUNT LEGISLATIVE APPROVED BUDGETS VS. ACTUAL EXPENDITURES

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1989-90	Actual 1990-91	Actual 1991-92	Actual 1992-93	Actual 1993-94	Actual 1994-95
Paid Enrollment (wtd.)	180,550.6	194,351.6	204,256.4	214,985.0	227,364.8	241,794
Change in Enrollment		7.64%	5.10%	5.25%	5.76%	6.35%
Basic Support	2,905	3,110	3,285	3,231	3,320	3,322
Total Basic Support	524,576,570	604,471,499	670,919,037	694,547,591	754,763,616	803,298,679
		15.23%	10.99%	3.52%	8.67%	6.43%
Class Size Reduction						
Special Education	30,139,200	32,886,000	36,052,884	38,656,800	40,884,480	43,112,160
Special Units/Gifted & Talented						
Adult Diploma	5,860,945	8,020,430	7,798,934	7,459,592	7,723,429	7,793,420
Adult Diploma State Claim						21,235
School Improvement Programs:						
Remediation						
Professional Development						
Student Assessments						
Special Funding*:						
Net Proceeds Tax Advance						
SMART Student Records Sys.						
Education Technology						
Distance Educ/Satellite Dwnlnk						
School-to-Careers						
Early Childhood Education						
Special Stud. Svs--Counseling						
Special Transportation (Lyon)						
Bonus Growth Payments	60,696	70,120	101,278	138,284	70,531	182,548
Schurz Transportation	7,210	18,322	11,308	12,585	14,698	18,253
Eureka Co Adjustment	(304,380)	(104,459)	(120,137)	(104,108)	(126,821)	(135,732)
Non-traditional students						
Emergency Financial Aid - Mineral Co.						
Prior Year Payments Adj.			96,171			
Pershing Co Prior Yr Adj						
Total Requirements	560,340,241	645,361,912	714,859,475	740,710,744	803,329,933	854,290,563
Less:						
Local Sch Support Tax	(191,554,600)	(197,033,479)	(258,631,786)	(316,545,604)	(361,359,553)	(399,093,256)
13th month due to GASB 22						(36,558,385)
25 Cent Property Tax	(46,633,376)	(51,814,359)	(56,428,091)	(60,408,098)	(65,656,450)	(71,046,032)
Eureka Co Adjustment	1,346,215	1,439,129	1,496,397	1,609,303	2,043,005	2,500,746
State Share	323,498,480	397,953,203	401,295,995	365,366,345	378,356,935	350,093,636
General Fund Appropriation	276,644,956	332,125,260	343,207,387	324,432,099	340,358,172	368,052,061
Annual Slot Tax	26,080,393	26,715,790	25,960,921	27,056,869	31,058,818	32,086,231
Investment Income	3,189,779	3,381,364	3,232,011	3,245,590	3,279,837	3,490,103
Mineral Land Lease	9,357,134	9,871,771	7,616,683	8,430,806	7,600,577	8,472,610
Out-of-State Sales Tax	16,648,831	17,411,740	21,531,032	27,865,375	32,231,684	37,479,973
13th month due to GASB 22						3,729,507
Trans Fund School Imp. (2710)						
Balance From Previous Year		8,447,278		252,039	0	
Prior Year Refunds				4,343	37,885	259
Prior Year's Interest Earnings						
Transfer from Rev. Sharing Fund	24,665					
Balance Forward to Next Year						
Total	331,945,758	397,953,203	401,548,034	391,287,121	414,566,974	453,310,744
					Bal. Forward to New Yr	
					36,210,039	
				Revert to General Fund		Revert to Gen. Fun
Balance	8,447,278	(0)	252,039	25,920,776		103,217,108

* Special funding was not included in the DSA until the 1999 Legislative Session. Therefore, total approved budgets and actual expenditures for public education may not be equal figures shown in this table.

Special Education Units: 1,976 @\$27,694 in FY 97-98 and 2,088 @\$28,248 in FY 98-LSST was estimated to increase 8.5% in FY 98 and 8.7% in FY 99, per Economic Forum but above estimates for FY 98-99 are 6.3% higher than FY 97-98 actual

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

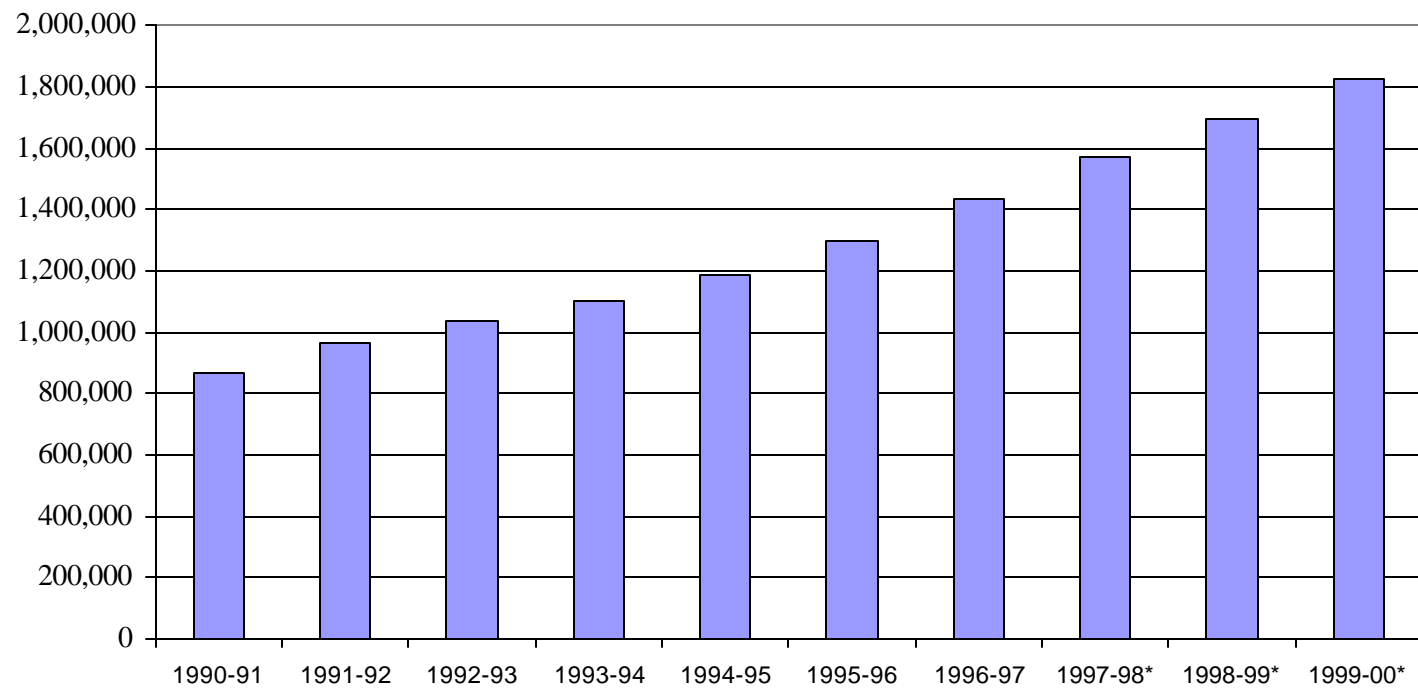
DSA—BUDGET & ACTUALS

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1995-96	Actual 1996-97	Actual 1997-98	Actual 1998-99	Actual 1999-00	Legis Apprv 2000-01
Paid Enrollment (wtd.)	255,263.8	271,843	286,084.0	300,566.8	315,468.0	330,059.0
Change in Enrollment	5.57%	6.50%	5.24%	5.06%	4.96%	4.63%
Basic Support per Pupil	3,497	3,620	\$3,698	\$3,812	\$3,803	\$3,804
Total Basic Support	892,534,627	984,093,238	\$1,058,278,275	\$1,143,217,914	\$1,199,555,577	\$1,255,667,049
					4.93%	
Class Size Reduction					82,900,043	86,880,711
Special Education	46,687,624	50,419,819	\$54,723,344	\$58,981,824	\$62,985,216	\$67,330,199
Special Units/Gifted & Talented					\$140,256	\$146,945
Adult Diploma	9,022,637	9,646,657	\$10,818,149	\$12,010,785	\$12,851,826	\$13,736,786
Adult Diploma State Claim						
School Improvement Programs:						
Remediation					\$4,278,000	\$4,300,000
Professional Development					\$3,500,000	\$3,500,000
Student Assessments					\$1,200,000	\$1,200,000
Special Funding*:						
Net Proceeds Tax Advance					\$3,687,525	
SMART Student Records Sys.					\$2,000,000	\$2,000,000
Education Technology					\$1,526,532	\$1,900,000
Distance Educ/Satellite Dwnlnk					\$400,000	\$400,000
School-to-Careers					\$1,000,000	\$1,000,000
Early Childhood Education					\$500,000	\$500,000
Special Stud. Svs--Counseling					\$850,000	\$850,000
Special Transportation (Lyon)					\$44,675	\$60,000
Bonus Growth Payments		72,015		\$21,543		
Schurz Transportation	31,385	54,872	\$46,753	\$60,039		
Eureka Co Adjustment	(136,919)	(141,490)	(\$147,016)	(\$149,232)		
Non-traditional students						
Emergency Financial Aid - Mineral Co.	428,003					
Prior Year Payments Adj.				\$334,370		
Pershing Co Prior Yr Adj						
Total Requirements	948,567,357	1,044,145,111	1,123,719,505	1,214,477,242	1,377,419,650	1,439,471,690
Less:						
Local Sch Support Tax	(449,087,725)	(492,501,929)	(\$509,494,808)	(\$560,180,959)	(\$604,160,517)	(\$614,648,109)
13th month due to GASB 22						
25 Cent Property Tax	(77,410,458)	(84,989,673)	(\$93,284,659)	(\$102,529,456)	(\$114,216,793)	(\$125,060,477)
Eureka Co Adjustment	2,500,022	2,255,714	\$2,137,237	\$1,745,240		
State Share	424,569,196	468,909,223	523,077,275	553,512,067	659,042,340	699,763,104
General Fund Appropriation	362,673,057	423,104,047	\$432,357,623	\$440,330,443	\$545,989,329	\$564,375,448
Annual Slot Tax	34,736,745	35,668,418	\$35,405,167	\$37,421,958	\$38,260,686	\$39,044,000
Investment Income	3,728,804	2,967,446	\$6,016,596	\$3,419,491	\$3,744,428	\$5,402,860
Mineral Land Lease	5,793,503	5,796,930	\$5,128,231	\$2,838,971	\$2,412,306	\$2,910,624
Out-of-State Sales Tax	44,623,979	50,516,093	\$56,879,469	\$65,365,286	\$62,402,171	\$74,138,435
13th month due to GASB 22						
Trans Fund School Imp. (2710)					\$13,891,737	\$13,891,737
Balance From Previous Year				\$11,701,598		
Prior Year Refunds	18,276	42,156	\$76,437	\$46,609	(\$15,201)	
Prior Year's Interest Earnings						
Transfer from Rev. Sharing Fund						
Balance Forward to Next Year						
Total	451,574,364	518,095,090	535,863,523	561,124,356	666,685,456	699,763,104
	27,005,168		Bal. Forward to New Yr. \$11,701,598		Bal. Forward to New Yr. \$7,643,116	
			Revert to General Fund			
Balance		49,185,867	1,084,651	7,612,294	41,192	0

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

STATE OF NEVADA:
Current Expenditures for Public Elementary and Secondary Education
FYs 1991- 2000 (in thousands of dollars)

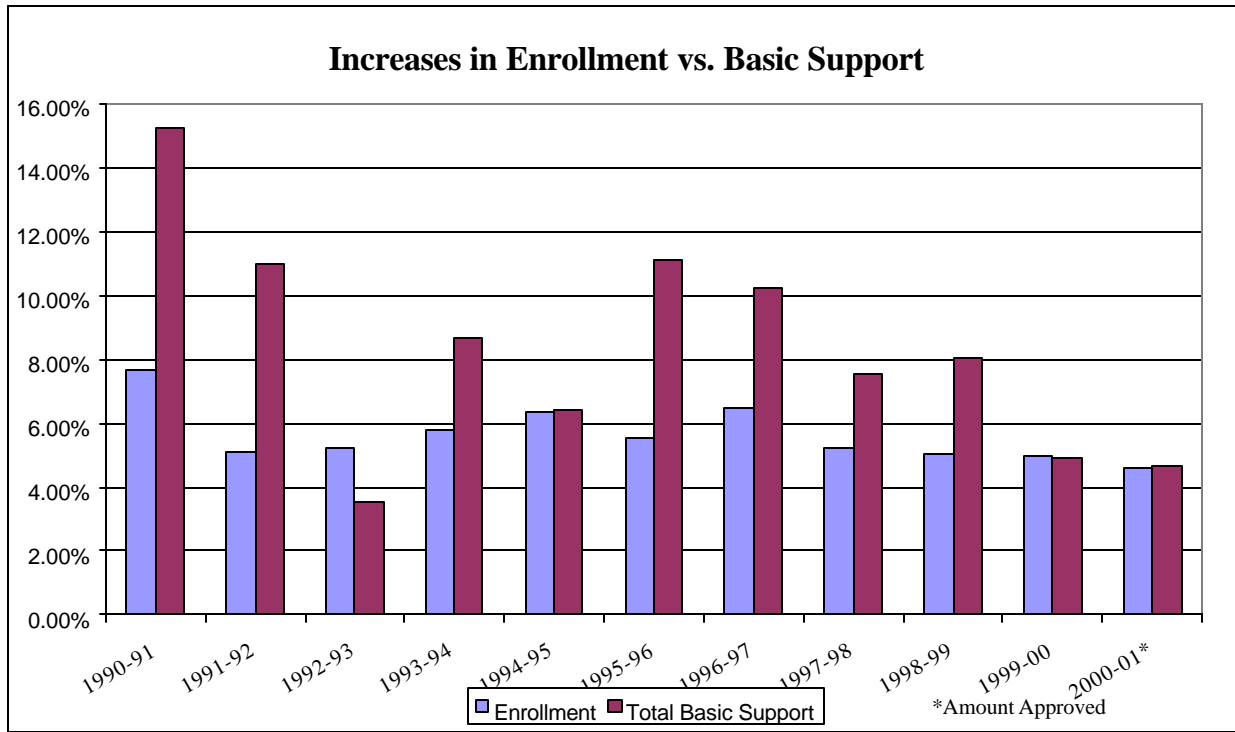


*Estimated

Source: U.S. Department of Education, National Center for Education Statistics, "Early Estimates of Public Elementary/Secondary Education Survey," 1999-2000, and Common Core of Data surveys.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES



	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
ENROLLMENT	7.64%	5.10%	5.25%	5.76%	6.35%	5.57%	6.50%	5.24%	5.06%	4.96%	4.62%
TOTAL BASIC SUPPORT	15.23%	10.99%	3.52%	8.67%	6.43%	11.11%	10.26%	7.54%	8.03%	4.93%	4.68%

Note: 2000-2001 is based upon amount approved.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

WESTERN STATES COMPARISON: Preliminary Student Membership And Number Of Teachers, And Estimates Of Revenues, Expenditures, And Pupil/Teacher Ratio, For Public Elementary And Secondary Schools – 1998-99

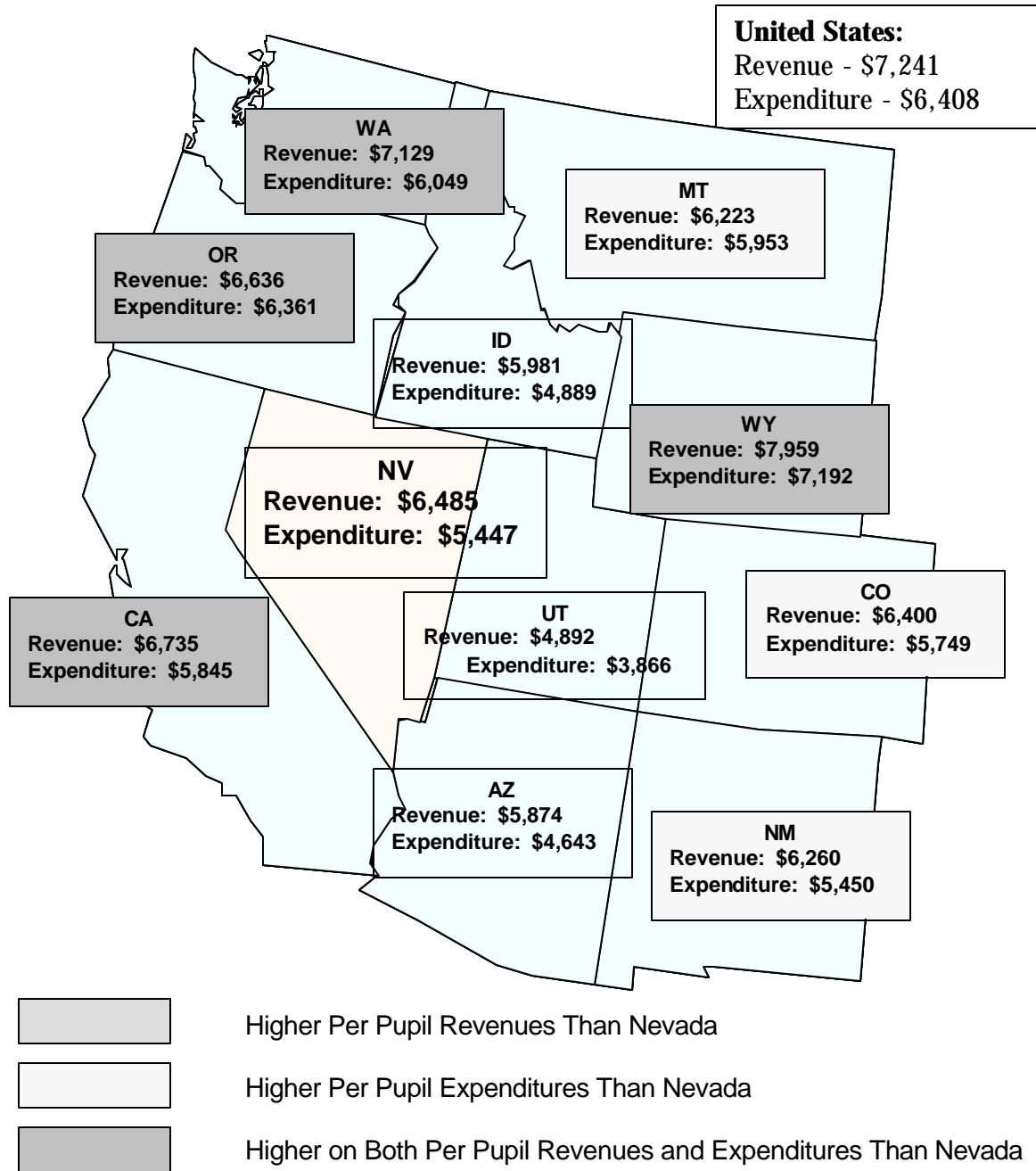
State	Preliminary		Estimated				
	Students	Teachers	Revenues (In Thousands)	Expenditures (In Thousands)	Pupil/Teacher Ratio	Per Pupil Revenue	Per Pupil Expenditure
Arizona	848,262	42,352	4,982,454	3,938,892	20.0	5,874	4,643
California	5,925,964	281,686	39,912,340	34,638,389	21.0	6,735	5,845
Colorado	699,135	39,434	4,474,455	4,019,026	17.7	6,400	5,749
Idaho	244,722	13,426	1,463,800	1,196,380	18.2	5,981	4,889
Montana	159,988	10,221	995,600	952,400	15.7	6,223	5,953
Nevada	311,061	16,415	2,017,118	1,694,275	18.9	6,485	5,447
New Mexico	328,753	19,981	2,057,985	1,791,728	16.5	6,260	5,450
Oregon	542,809	27,152	3,602,000	3,453,000	20.0	6,636	6,361
Utah	481,176	21,501	2,353,953	1,860,000	22.4	4,892	3,866
Washington	998,053	49,671	7,115,601	6,037,573	20.1	7,129	6,049
Wyoming	95,241	6,713	757,998	685,000	14.2	7,959	7,192
United States	46,534,687	2,826,146	336,971,906	298,212,031	16.5	7,241	6,408

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, “Early Estimates of Public Elementary/Secondary Education Survey,” 1998-99.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

PER PUPIL REVENUES AND EXPENDITURES – 1998-99

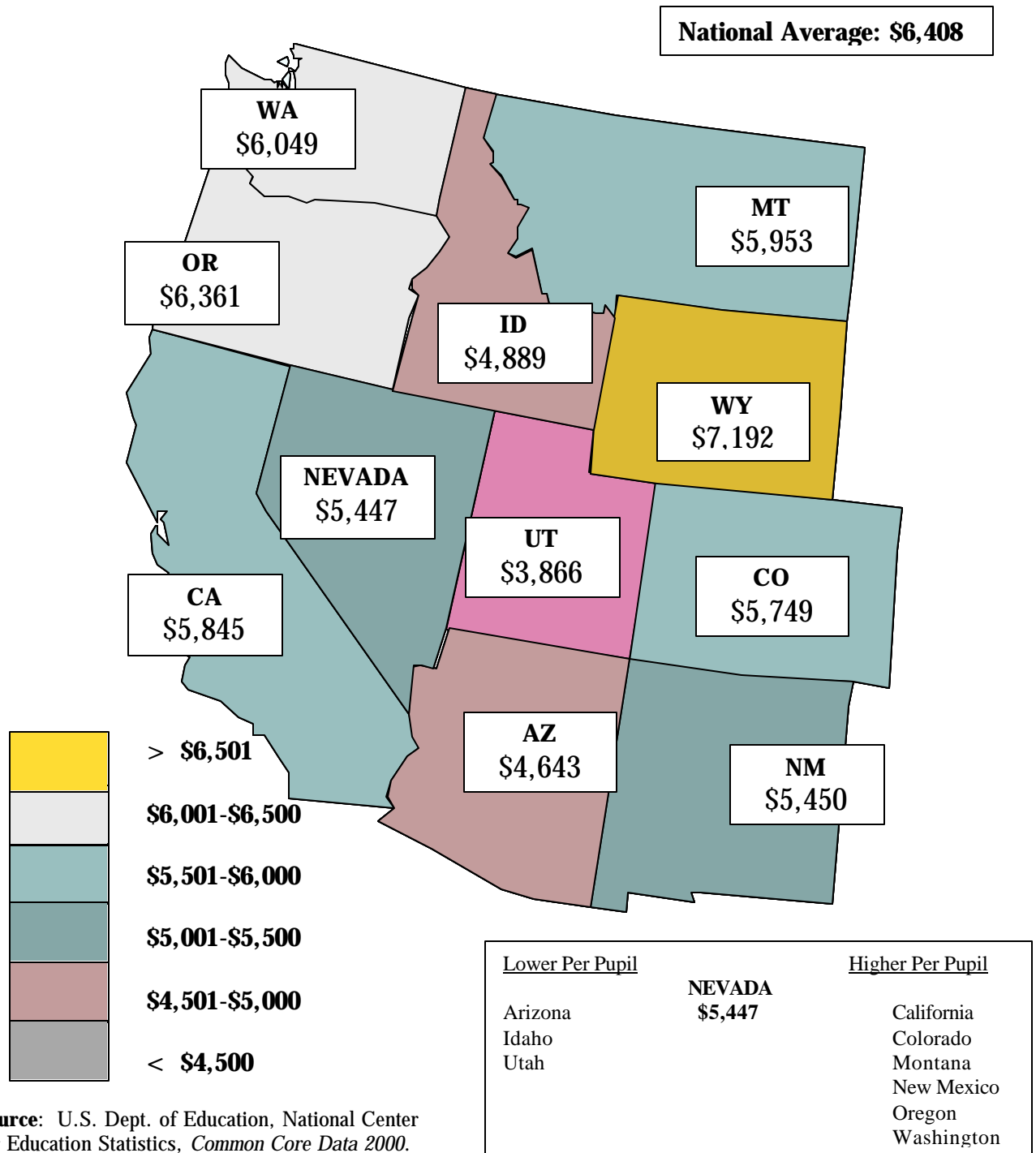


Source: U.S. Department of Education, National Center for Education Statistics, *Common Core Data 2000*.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

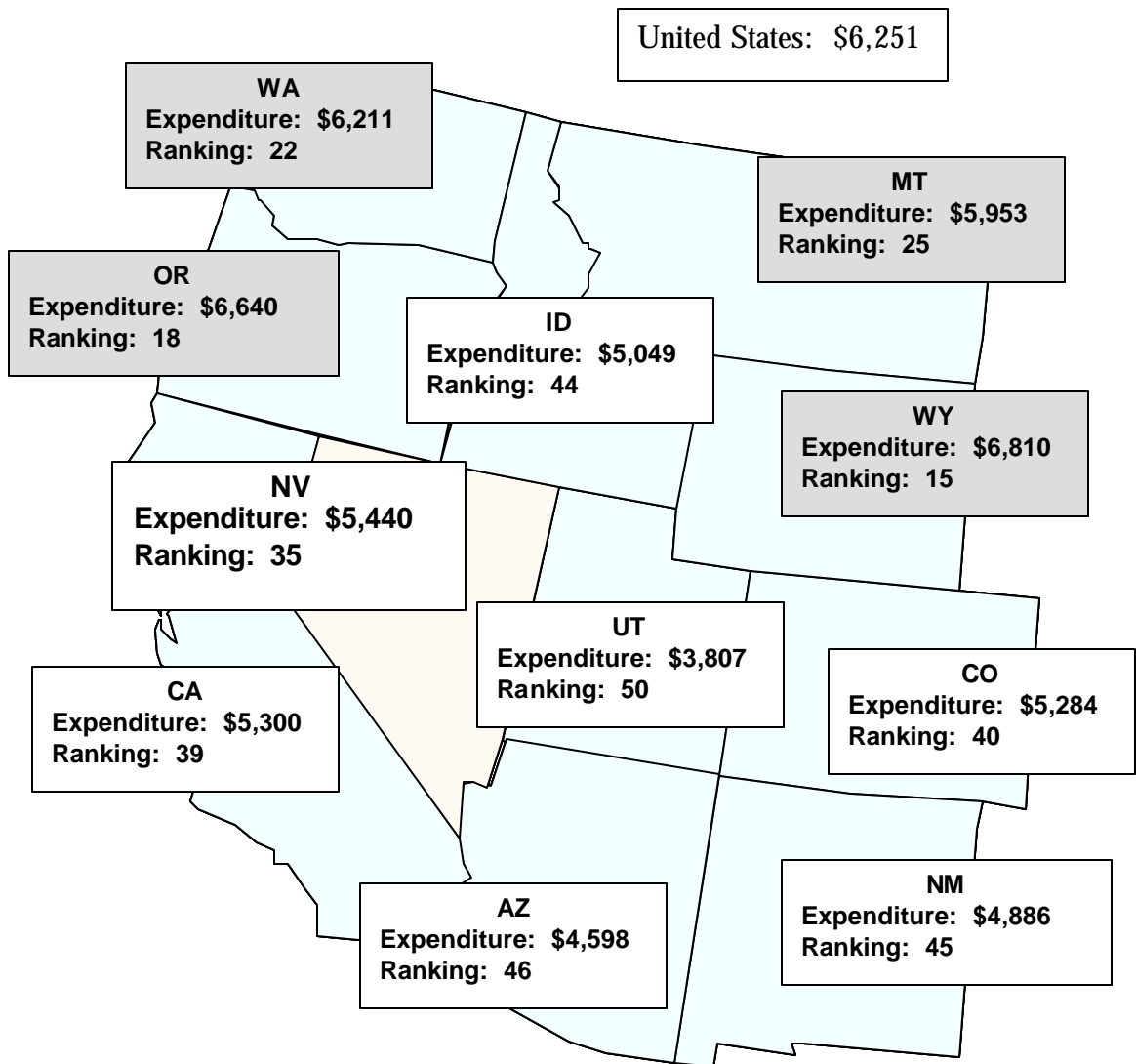
PER-PUPIL EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, SCHOOL YEAR 1998-1999



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

PER PUPIL EXPENDITURE RANKINGS – 1998-99



Source: CQ's
Fact Finder 2000

State



Ranked Higher Than Nevada



Ranked Lower Than Nevada

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

WESTERN STATE COMPARISON PER PUPIL EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, BY FUNCTION – 1997-98

State	CURRENT PER PUPIL EXPENDITURES			
	Total	Instruction	Support Services	Non-Instruction
Arizona	4,595	2,657	1,658	279
California	5,644	3,452	1,966	226
Colorado	5,656	3,271	2,180	205
Idaho	4,721	2,936	1,577	207
Montana	5,724	3,578	1,911	234
Nevada	5,295	3,185	1,941	168
New Mexico	5,005	2,863	1,897	244
Oregon	6,419	3,829	2,367	222
Utah	3,969	2,620	1,122	227
Washington	6,040	3,552	2,205	283
Wyoming	6,218	3,775	2,225	218
United States	6,189	3,827	2,091	271

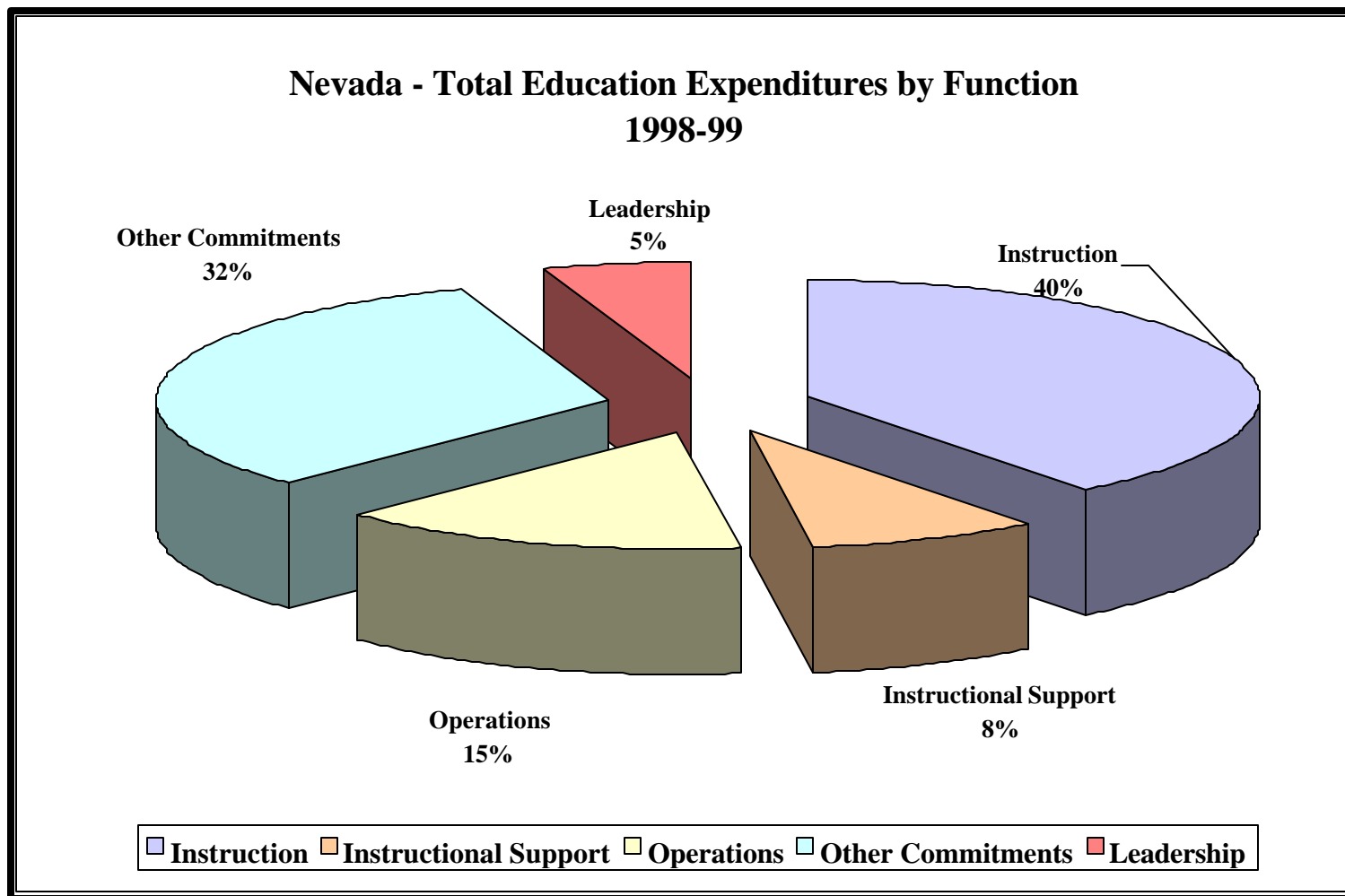
Source: U.S. Department of Education, NCES, Common Core of Data, “National Public Education Financial Survey: School Year 1997-98.”



Higher Per Pupil Expenditure on Instruction than Nevada

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES BY FUNCTION



Source: Fox River Learning - InSite, 1998-99

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA EXPENDITURES BY DETAIL FUNCTIONS

NEVADA – EXPENDITURES FOR PUBLIC EDUCATION BY DETAIL FUNCTION – 1998-99

INSTRUCTION		
Detail Functions	Per Pupil	% To Total
Instructional Teachers	\$2,808	32.7%
Substitutes	\$72	0.8%
Instructional Parapros	\$188	2.2%
Pupil-Use Technology	\$118	1.4%
Instructional Materials	\$204	2.4%
Total	\$3,390	39.5%

INSTRUCTIONAL SUPPORT		
Detail Functions	Per Pupil	% To Total
Guidance & Counseling	\$136	1.6%
Library & Media	\$112	1.3%
Extracurricular	\$44	0.5%
Student Health/Services	\$76	0.9%
Curriculum Development	\$19	0.2%
Staff Development	\$90	1.0%
Sabbaticals	\$0	0.0%
Program Management	\$87	1.0%
Therapists, Psychologists	\$145	1.7%
Total	\$709	8.3%

LEADERSHIP		
Detail Functions	Per Pupil	% To Total
Principals & Asst. Prin.	\$239	2.8%
School Office	\$162	1.9%
Deputies & Administrators	\$32	0.4%
Superintendent & Board	\$19	0.2%
Legal	\$10	0.1%
Total	\$462	5.4%

OPERATIONS		
Detail Functions	Per Pupil	% To Total
Transportation	\$223	2.6%
Food Service	\$250	2.9%
Safety	\$47	0.5%
Building Upkeep	\$529	6.2%
Data Processing	\$87	1.0%
Business Operations	\$133	1.5%
Total	\$1269	14.8%

OTHER COMMITMENTS		
Detail Functions	Per Pupil	% To Total
Budgeted Contingencies	\$0	0.0%
Debt Service	\$1,497	17.4%
Capital Projects	\$1,237	14.4%
Pass-Throughs	\$12	0.1%
Retiree Benefits	\$9	0.1%
Enterprise Services	\$1	0.0%
Claims & Settlements	\$0	0.0%
Total	\$2,756	32.1%

Source: Fox River Learning
- InSite, 1998-99

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

ENROLLMENT & EXPENDITURES

NEVADA – EDUCATION PROGRAM ENROLLMENT AND PER-PUPIL EXPENDITURES BY PROGRAM – 1998-99

Education Program	Program Enrollment*	Amount	Per Pupil	% To Total
General Education	280,602.00	2,357,500,267	8,402	88.7%
Special Education	33,429.80	215,757,805	14,856	8.1%
Bilingual/ESL	34,026.28	13,559,893	8,800	0.5%
Chapter I/Title I	54,512.20	28,170,131	8,918	1.1%
Vocational	44,213.34	24,533,143	8,955	0.9%
Other Programs**	NA	18,883,834	NA	0.7%
Total	309,613.00	2,658,405,073	8,586	100.0%

Source: Nevada Department of Education.

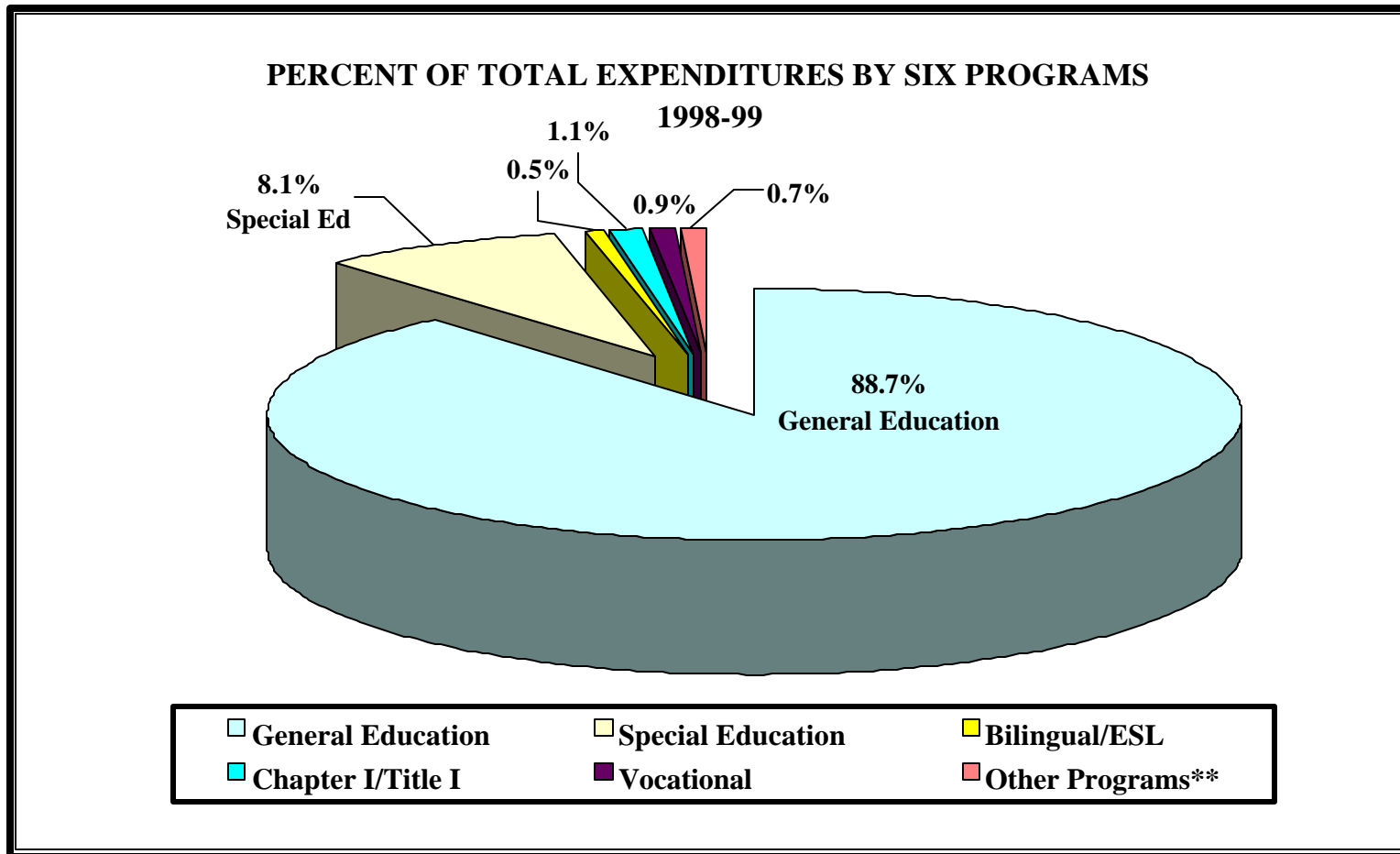
***Program Enrollment:** Students are counted as 1.0 in multiple programs. Therefore, the total of programmatic enrollments is greater than “Total District” enrollment. Kindergarten and pre-school students are counted as 0.6 for enrollment because they attend school for only part of the day.

****Other Programs:** Does not include a per pupil expenditure because these programs benefit various student populations with a variety of needs; therefore, a per pupil calculation would not be comparative.

Source: Fox River Learning - InSite, 1998-99

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

PROGRAM EXPENDITURES



Source: Fox River Learning - InSite, 1998-99

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

LOCAL GOVERNMENT INDEBTEDNESS

LOCAL GOVERNMENT INDEBTEDNESS GENERAL OBLIGATION BONDS OF SCHOOL DISTRICTS AND OTHER LOCAL GOVERNMENT ENTITIES IN NEVADA June 30, 2000

County	County Bond Amount	Schools Amount	Cities/Other Amount	Total	Percent of G.O. Bonds for Schools
Carson City	\$3,320,000	\$31,525,000	\$0	\$34,845,000	90.47%
Churchill	0	25,500,000	0	25,500,000	100.00%
Clark	160,555,000	1,605,441,996	279,049,938	2,045,046,934	78.50%
Douglas	215,000	25,269,659	1,445,000	26,929,659	93.84%
Elko	465,000	0	2,084,000	2,549,000	0.00%
Esmeralda	0	0	0	0	0.00%
Eureka	0	0	0	0	0.00%
Humboldt	915,000	6,695,000	4,905,000	12,515,000	53.50%
Lander	4,250,000	0	520,000	4,770,000	0.00%
Lincoln	0	1,819,000	0	1,819,000	100.00%
Lyon	0	32,005,000	253,314	32,258,314	99.21%
Mineral	0	5,660,000	0	5,660,000	100.00%
Nye	0	45,230,000	3,077,000	48,307,000	93.63%
Pershing	0	6,520,000	0	6,520,000	100.00%
Storey	0	1,620,000	0	1,620,000	100.00%
Washoe	41,725,000	372,135,000	49,405,000	463,265,000	80.33%
White Pine	0	8,080,000	0	8,080,000	100.00%
Statewide	\$211,445,000	\$2,167,500,655	\$340,739,252	\$2,719,684,907	79.70%

Source: Legislative Counsel Bureau, Fiscal Analysis Division



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

III. TEACHER SALARY-BENEFIT COMPARISON DATA

BACKGROUND – TEACHER SALARIES

Teacher pay is often viewed as a major deterrent to attracting qualified people into the profession. According to the *State Fact Finder 2000*, the 1998-1999 average teacher salary was \$40,582. Connecticut reported the highest average salary at \$51,584, and South Dakota reported the lowest average salary at \$28,552. In that same report Nevada's \$38,883 average earned it a 20th ranking among the 50 states. As the table below illustrates, state rankings vary, depending upon whether benefits are included with salary information.

TEACHER AVERAGE SALARIES – RANKING OF NEVADA BY DIFFERENT ORGANIZATIONS – 1998-99

1998-99	AFT	NEA	CQ's 2000
Ranking	15	21	20

AFT – American Federation of Teachers

NEA – National Education Association

CQ's 2000 – *CQ's State Fact Finder 2000*; CQ Press, A Division of *Congressional Quarterly, Inc.*, Washington D.C.

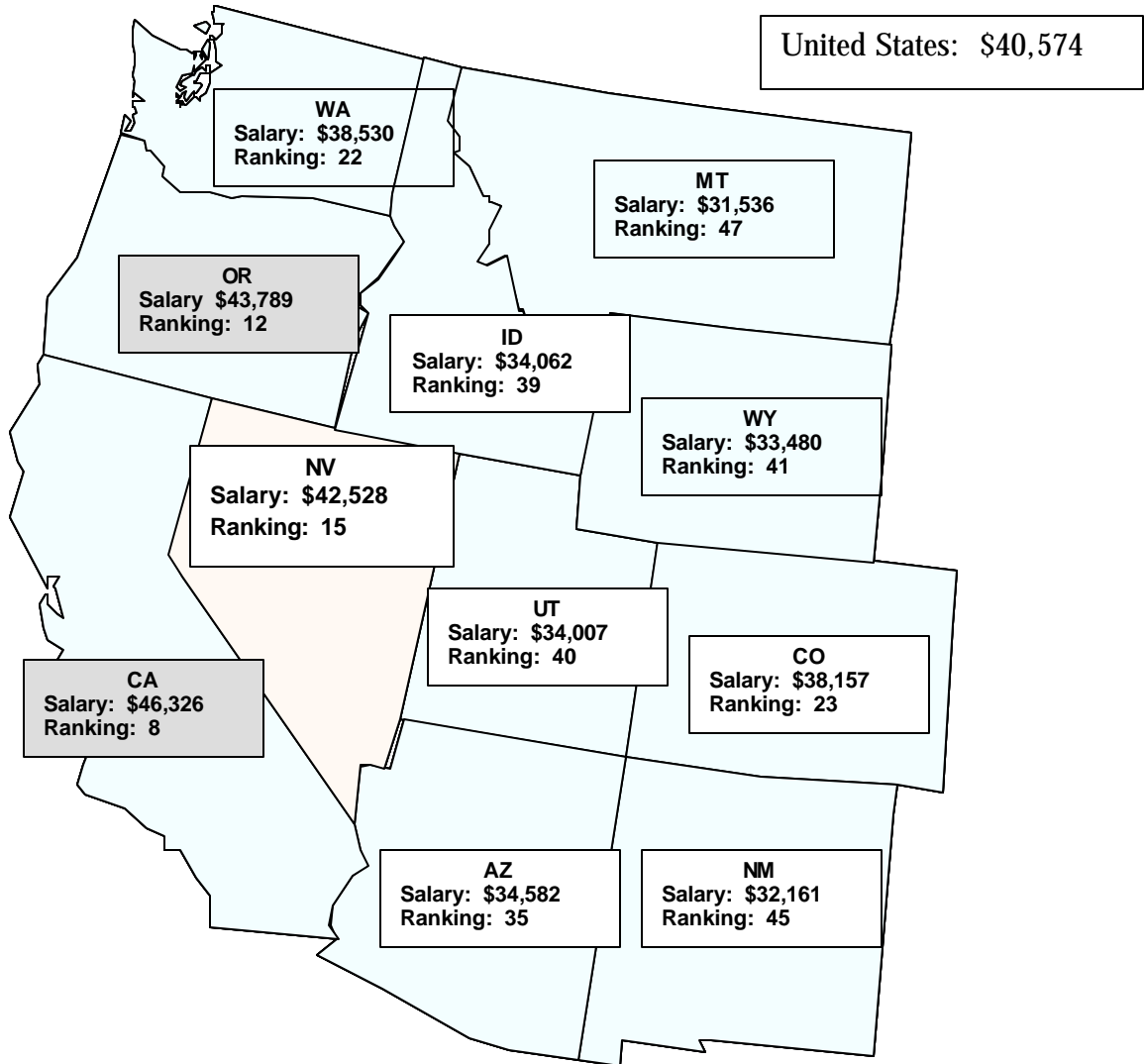
With increasing frequency, states and school districts are reviewing financial incentives as part of a comprehensive recruitment strategy for teachers. Such incentives include signing bonuses, housing allowances, moving expenses, and salary increases to teach in high-demand subjects in hard-to-staff schools. States' experience confirms some degree of success in recruiting from neighboring states by raising beginning teacher salaries or offering attractive bonuses, usually to the detriment of poorer states and districts.

According to the Education Commission of the States, although a 1998 national survey reported the general public believes strongly that increasing teachers' salaries would aid in the recruitment of teachers, research is inconclusive about the impact of salary on teachers' decisions to enter the teaching field or select a particular job. Most such studies instead cite a sense of calling, idealism, and an attraction to the perceived lifestyle, as primary reasons for entry into the field.

TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES

AVERAGE TEACHER SALARY – 1998-99 (AFT Survey)



SOURCE: *Survey & Analysis of Teacher Salary Trends 1999*, American Federation of Teachers



Ranked Higher Than Nevada

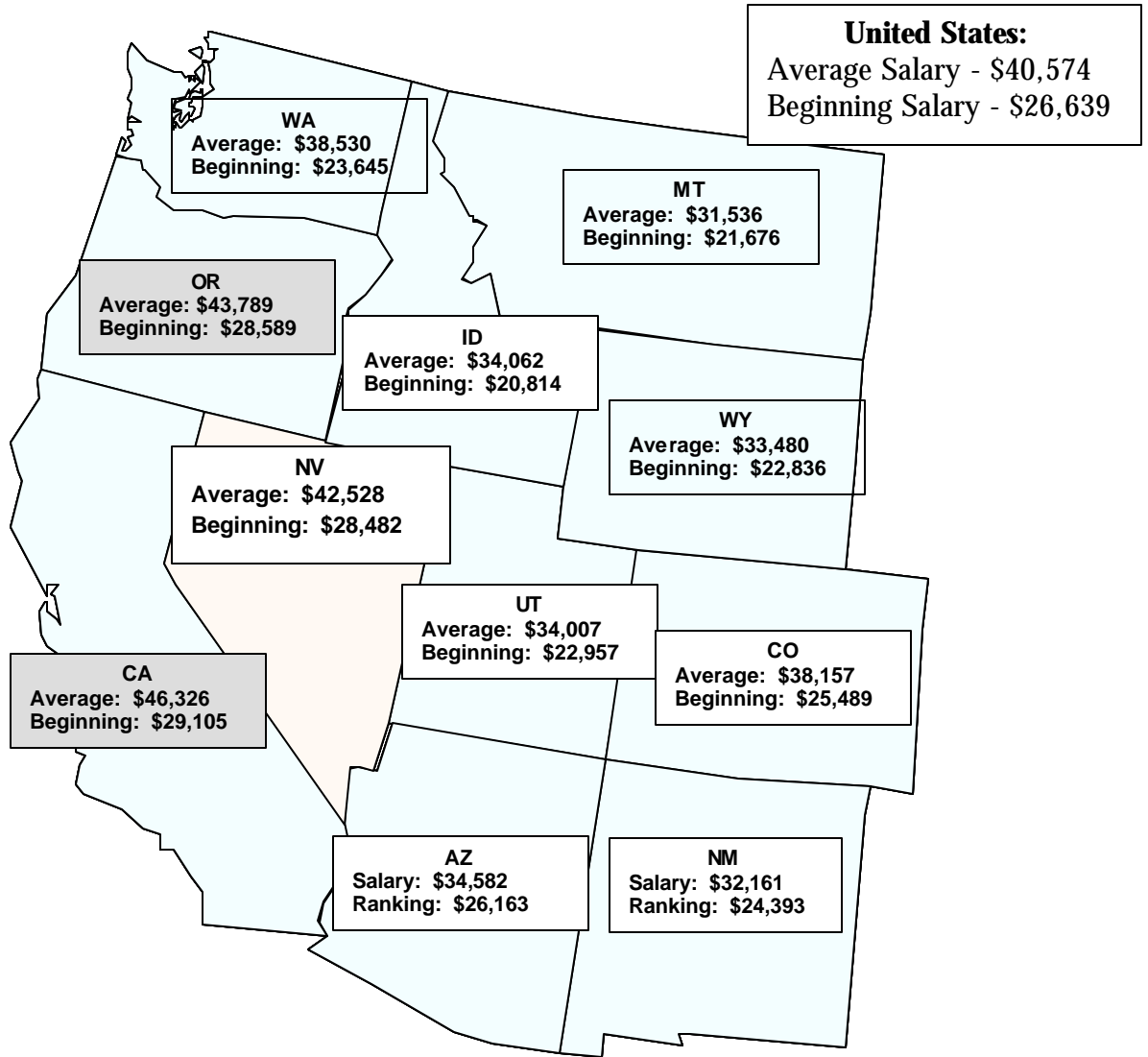


Ranked Lower Than Nevada

TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES

BEGINNING AND AVERAGE TEACHER SALARIES – 1998-99 (AFT Survey)



SOURCE: American Federation of Teachers, *Annual Survey of State Departments of Education*



Higher Beginning Salary Than Nevada



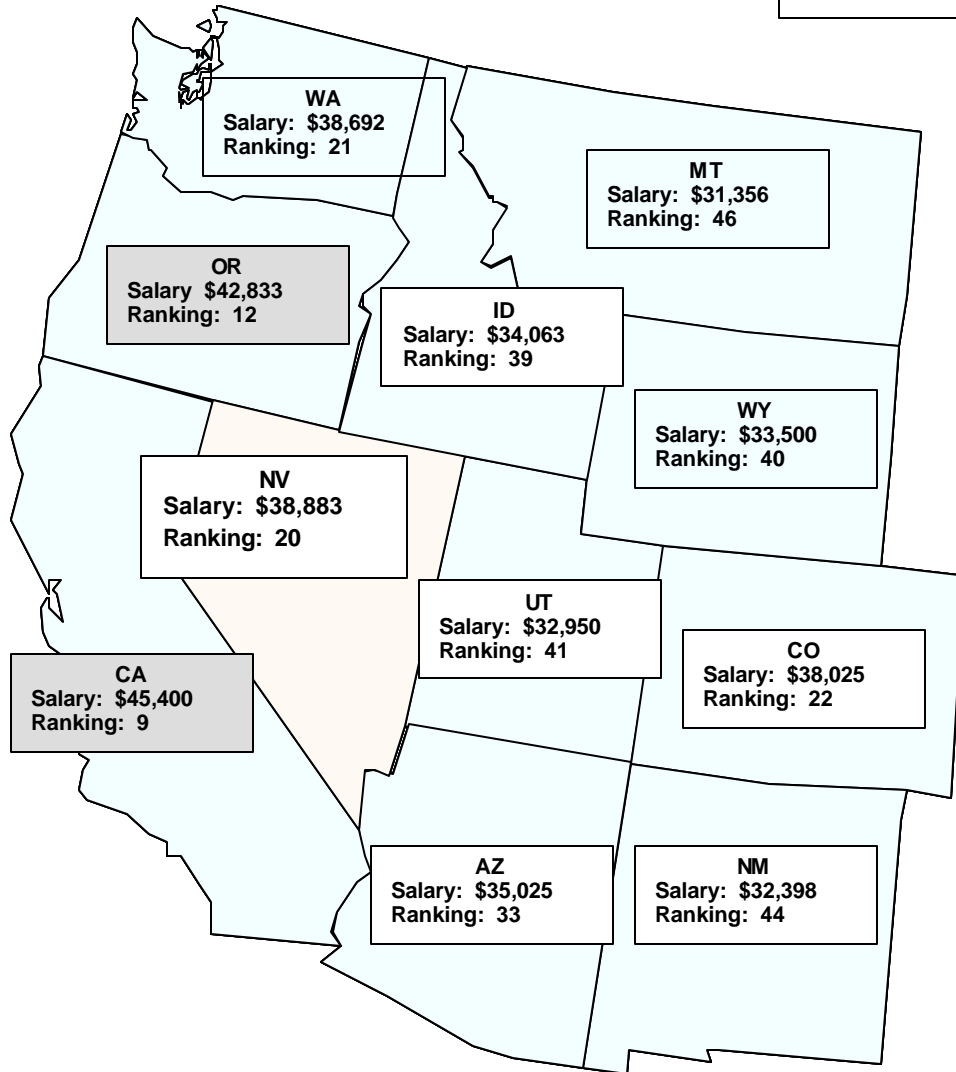
Lower Beginning Salary Than Nevada

TEACHER SALARY-BENEFIT COMPARISON DATA

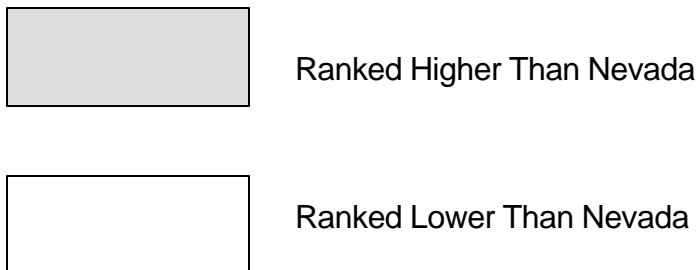
TEACHER SALARIES

AVERAGE TEACHER SALARY – 1998-99 (CQ Survey)

United States: \$40,582



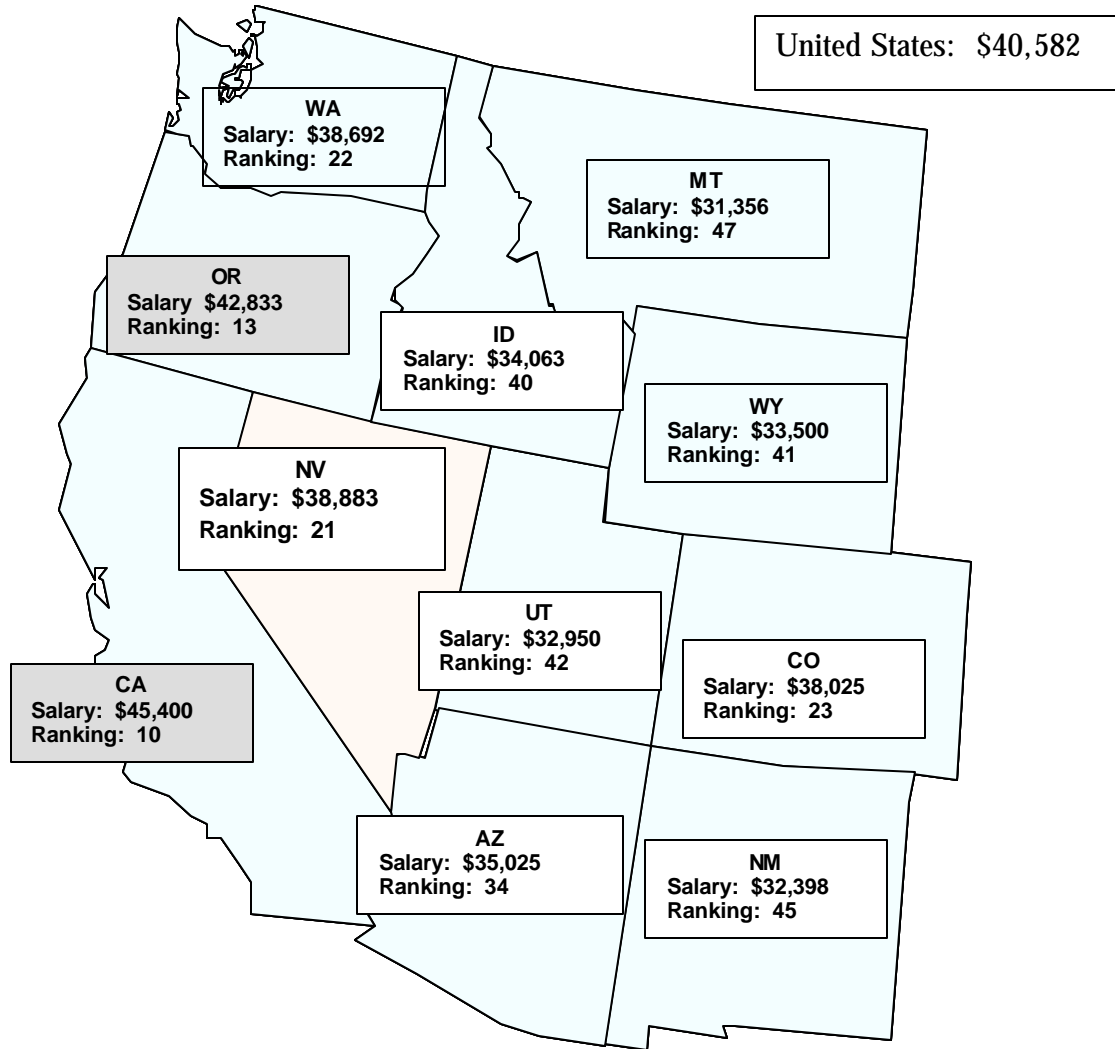
Source: CQ's State Fact Finder 2000



TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES

AVERAGE TEACHER SALARY – 1998-99 (NEA Survey)



SOURCE: *State Policy Reports 2000*, National Education Association



Ranked Higher Than Nevada



Ranked Lower Than Nevada

TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES

WESTERN STATE COMPARISON: AVERAGE SALARY OF TEACHERS IN 1998-99 COMPARED TO ANNUAL EARNINGS IN THE PRIVATE SECTOR, 1998

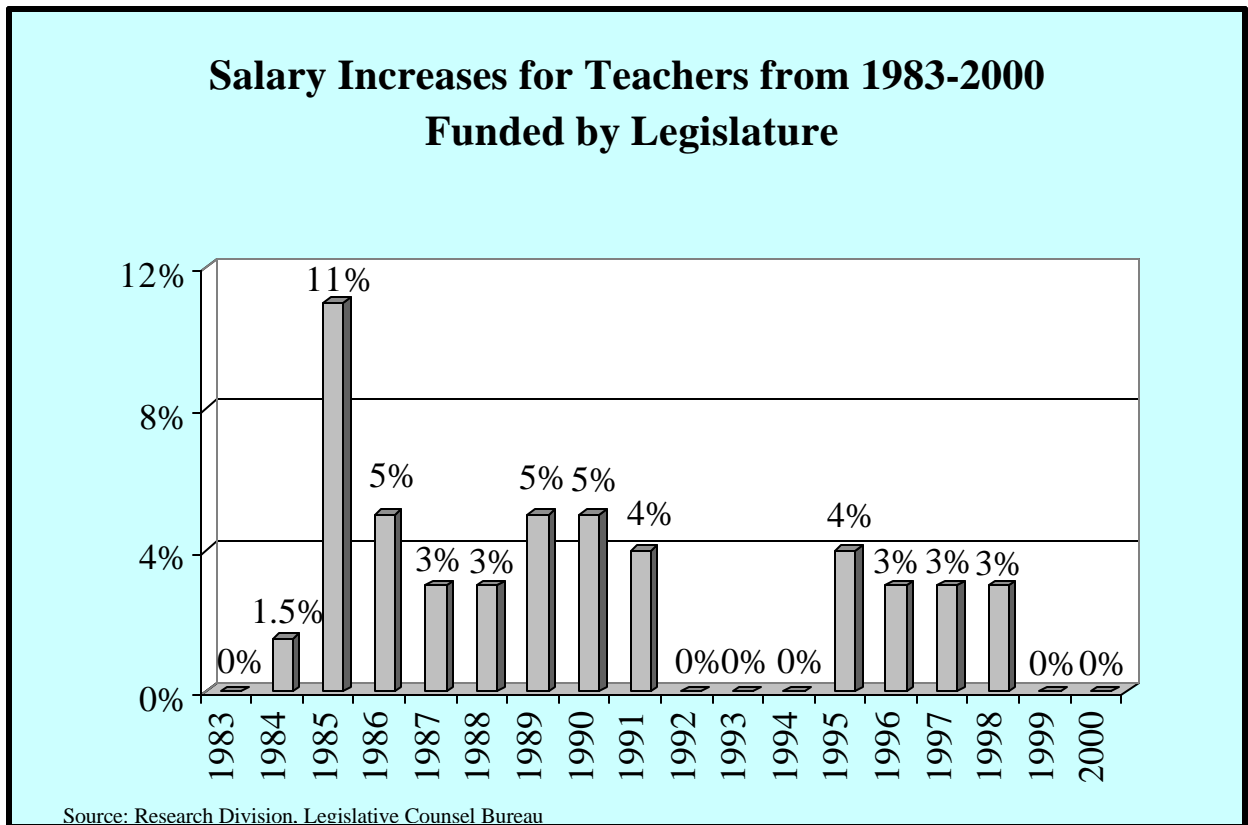
STATE	AVERAGE TEACHERS' SALARY	PRIVATE SECTOR ANNUAL EARNINGS	PAY RATIO TEACHERS TO PRIVATE SECTOR	RANK		
				1999	1998	1989
Arizona	\$34,582	\$29,317	1.18	46	45	15
California	\$46,326	\$35,349	1.31	24	22	10
Colorado	\$38,157	\$32,246	1.18	45	43	25
Idaho	\$34,062	\$24,866	1.37	12	15	44
Montana	\$31,536	\$22,644	1.39	8	10	8
Nevada	\$42,528	\$30,201	1.41	7	8	14
New Mexico	\$32,161	\$25,716	1.25	34	46	29
Oregon	\$43,789	\$29,542	1.48	3	3	4
Utah	\$34,007	\$26,869	1.27	31	38	48
Washington	\$38,530	\$33,076	1.16	48	36	18
Wyoming	\$33,480	\$24,747	1.35	14	21	9
United States	\$40,574	\$31,908	1.27	NA	NA	NA

 Ranked Higher Than Nevada - 1999

 Ranked Lower Than Nevada - 1999

TEACHER SALARY-BENEFIT COMPARISON DATA

NEVADA TEACHER SALARY INCREASES





IV. SPECIAL EDUCATION

BACKGROUND AND HISTORY

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

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

The special education student population in Nevada has grown at an annual rate of over 6 percent over the last five years and it has increased at a faster rate, since 1992, than has the general student population. Special needs students now comprise about 9.5 percent of the total school population (ages 6 through 17). This 9.5 percent enrollment figure is lower than the nationwide average of 11.1 percent for special needs students. Overall, the percentage of special education students in Nevada from ages 3 through 21 is approximately 11 percent.

The average cost, statewide, for educating a disabled student in Nevada is \$10,528 per year, which includes the expenses for general education classes, special education programs, and related services. For the 1999-2000 school year, the total cost to educate students with disabilities (including general education costs) in Nevada was \$346 million paid from a combination of federal, state, and local dollars.

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

SPECIAL EDUCATION

BACKGROUND AND HISTORY

student enrollment growth. This amount plus the amounts for other educational expenditures are used to determine a per-pupil basic support guarantee from the state to local school districts. In addition, the Legislature funds a certain number of “units” for special education allocated to school districts each year. A unit is defined as the salary and benefits for one special education teacher. The unit funding can only be used to support special education teacher salaries and benefits.

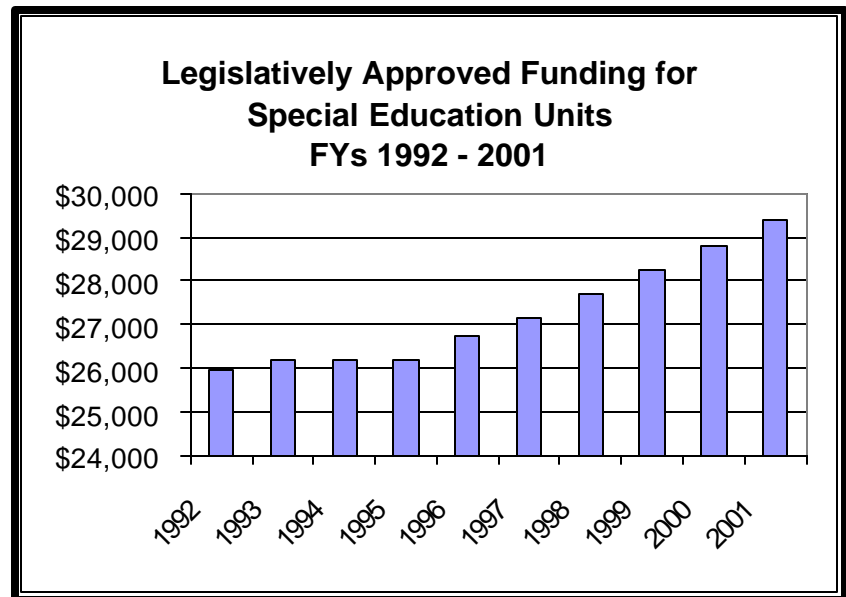
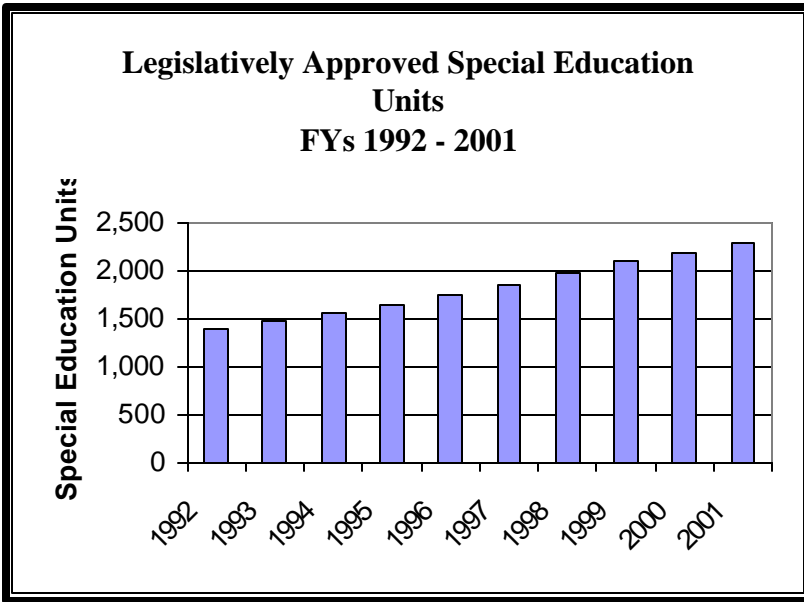
The Legislature funded 2,186 units in Fiscal Year (FY) 1999-2000 at \$28,813 per unit for a total of \$62,985,218. In FY 2000-01, 2,291 units were funded by the Legislature at \$29,389 per unit for a total appropriation of \$67,330,199.

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 requires school districts to use money from the local general fund to pay the difference between the amount funded by the State and the actual cost of providing special education services. Some money is available from federal sources and grants, but it has historically been very small. This year Congress plans to fund 15 percent of the total cost – the most it has ever contributed; originally it promised the states that it would fund 40 percent of the cost.

SPECIAL EDUCATION

UNIT FUNDING

NEVADA: SPECIAL EDUCATION UNIT FUNDING FISCAL YEARS 1992 - 2001



Source: Nevada Department of Education

SPECIAL EDUCATION

UNIT FUNDING

**NEVADA: SPECIAL EDUCATION UNIT FUNDING
FISCAL YEARS 1992 – 2001
(NUMBER APPROVED AND UNIT AMOUNT)**

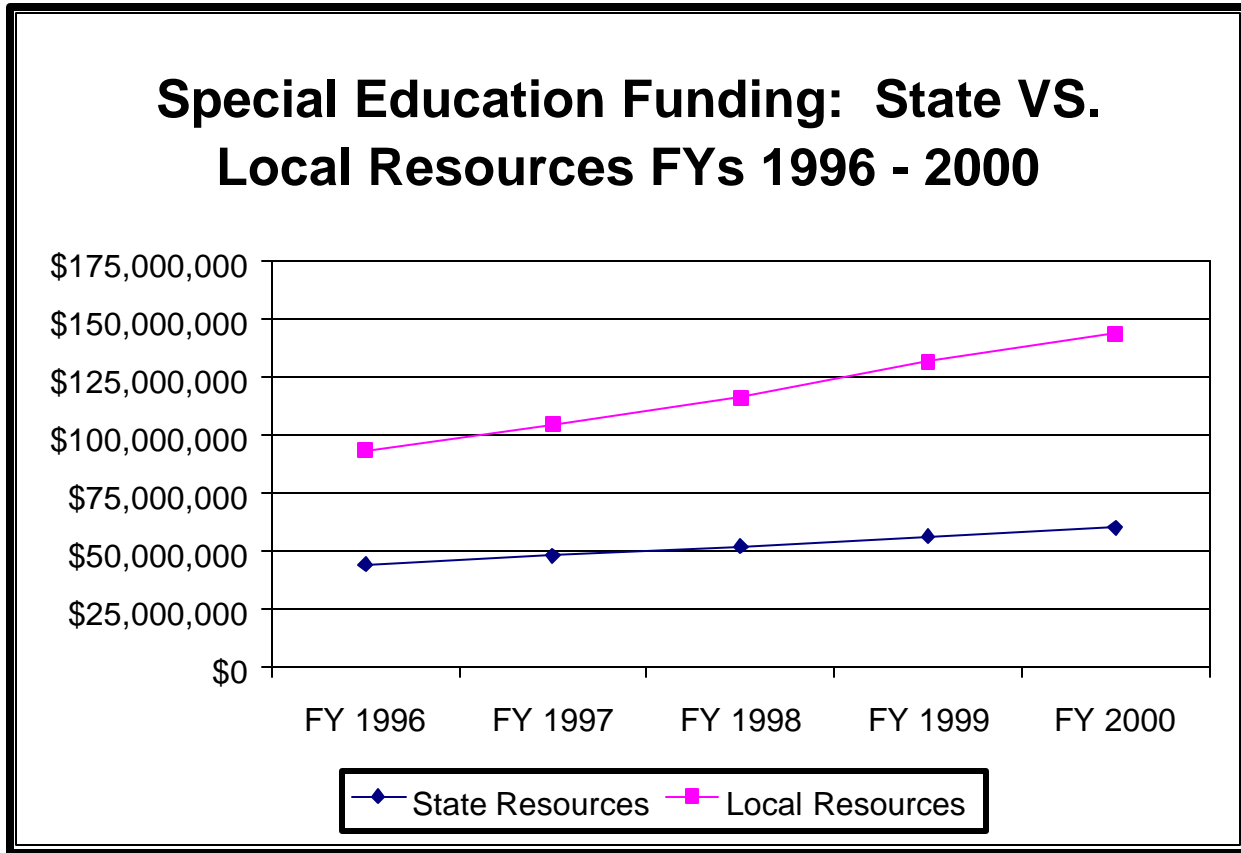
Fiscal Year	Legislatively Approved
FY 2001	2,291 @ \$29,389
FY 2000	2,186 @ \$28,813
FY 1999	2,088 @ \$28,248
FY 1998	1,976 @ \$27,694
FY 1997	1,857 @ \$27,151
FY 1996	1,746 @ \$26,740
FY 1995	1,645 @ \$26,208
FY 1994	1,560 @ \$26,208
FY 1993	1,475 @ \$26,200
FY 1992	1,389 @ \$25,956

Source: Nevada Department of Education

SPECIAL EDUCATION

FUNDING

NEVADA: SPECIAL EDUCATION FUNDING STATE VS. LOCAL RESOURCES



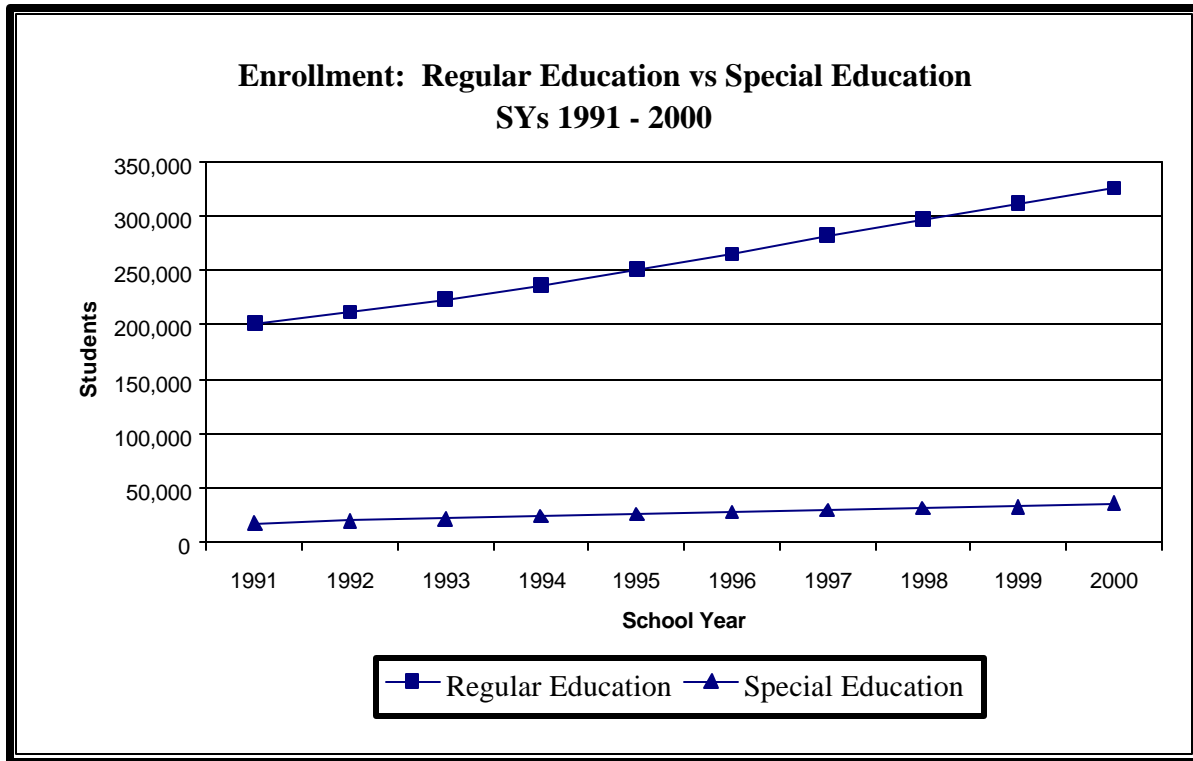
Source: Nevada Department of Education

Fiscal Year	State Resources	Local Resources
FY 2000	\$60,007,167	\$143,861,090
FY 1999	\$56,347,359	\$132,014,493
FY 1998	\$52,095,184	\$116,198,395
FY 1997	\$48,117,392	\$104,903,155
FY 1996	\$44,419,153	\$ 93,542,689

SPECIAL EDUCATION

FUNDING

NEVADA PUBLIC SCHOOLS: ENROLLMENT REGULAR EDUCATION VS SPECIAL EDUCATION - SYS 1991 – 2000



School Year	Regular Education Enrollment	Percent Increase	Special Education Enrollment*	Percent Increase
2000	325,610	4.70	35,847	7.60
1999	311,063	4.87	33,294	4.90
1998	296,621	5.14	31,726	5.90
1997	282,131	6.45	29,946	6.20
1996	265,041	5.70	28,174	6.80
1995	250,747	6.30	26,345	7.00
1994	235,800	5.81	24,624	9.90
1993	222,846	5.21	22,402	12.20
1992	211,810	5.21	19,957	10.50
1991	201,316	7.75	18,065	9.80

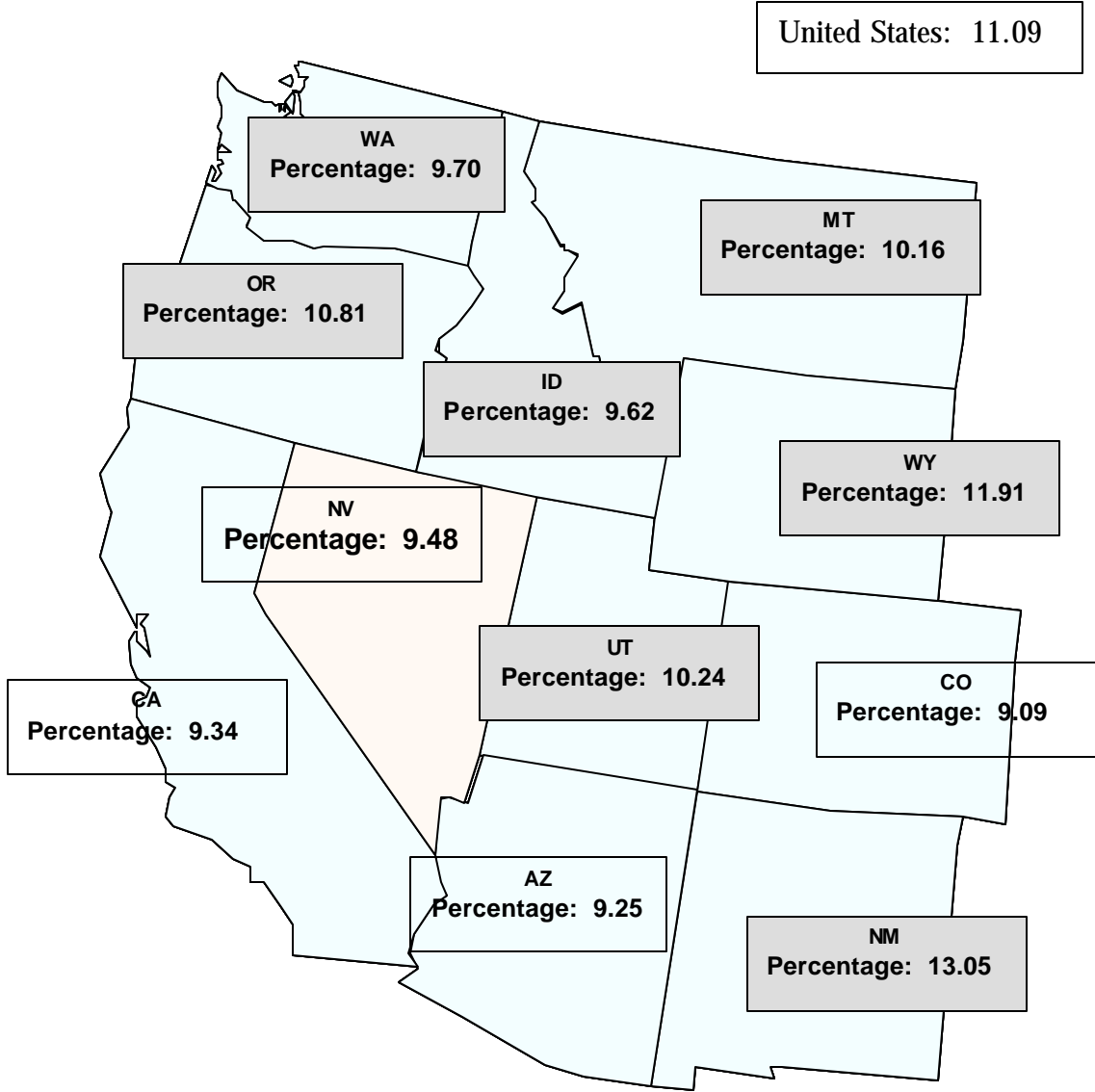
*Includes early childhood special education students

Source: Nevada Department of Education

SPECIAL EDUCATION

PERCENTAGE SERVED

WESTERN STATE COMPARISON: PERCENTAGE OF SPECIAL EDUCATION CHILDREN (AGES 6-17) SERVED UNDER IDEA – 1998-99



Source: Annual Reports to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)



Higher Percentage Than Nevada

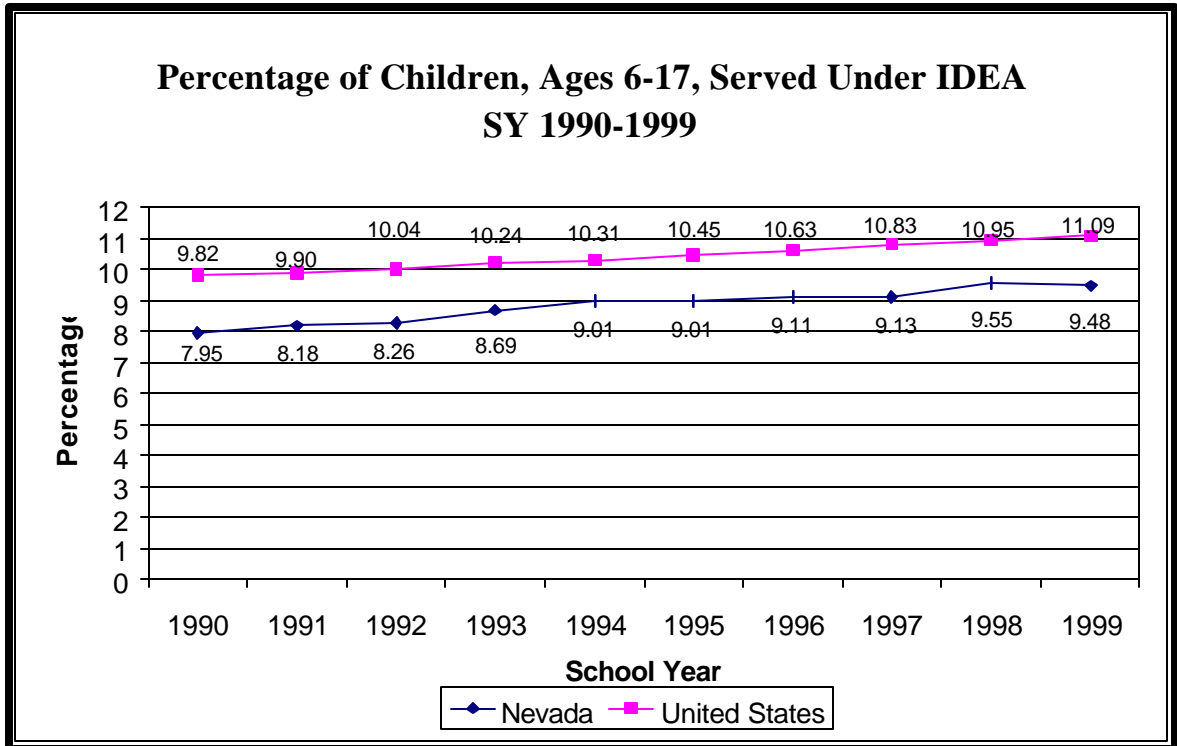


Lower Percentage Than Nevada

SPECIAL EDUCATION

IDEA – CHILDREN SERVED

NEVADA PERCENTAGE OF CHILDREN (AGES 6-17) SERVED UNDER IDEA SCHOOL YEARS 1990-1999



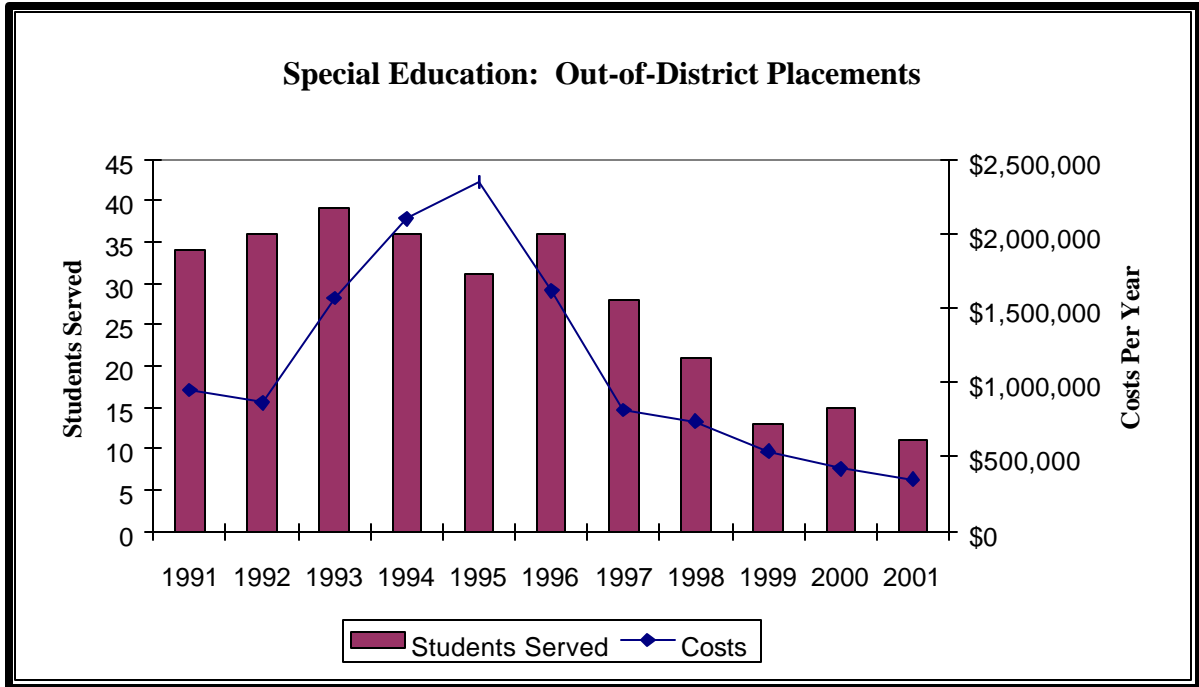
School Year	Nevada	United States
1990	7.95	9.82
1991	8.18	9.90
1992	8.26	10.04
1993	8.69	10.24
1994	9.01	10.31
1995	9.01	10.45
1996	9.11	10.63
1997	9.13	10.83
1998	9.55	10.95
1999	9.48	11.09

Source: Annual Reports to Congress on the Implementation of the Individuals with Disabilities Act (IDEA)

SPECIAL EDUCATION

FUNDING

NEVADA: SPECIAL EDUCATION – OUT-OF-DISTRICT PLACEMENTS (NEVADA REVISED STATUTES, CHAPTER 395)



Fiscal Year	Students Served	Costs
2001	11	\$350,000*
2000	15	\$418,257
1999	13	\$538,694
1998	21	\$737,137
1997	28	\$814,228
1996	36	\$1,618,531
1995	31	\$2,345,885
1994	36	\$2,100,153
1993	39	\$1,568,065
1992	36	\$863,680
1991	34	\$948,338

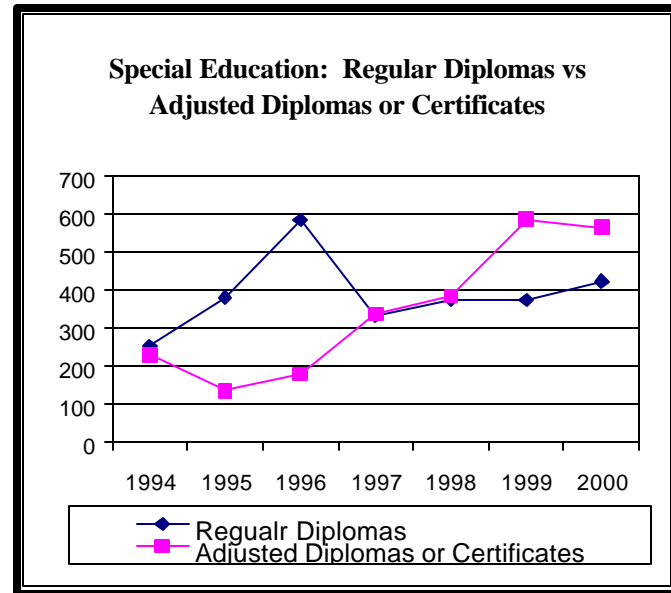
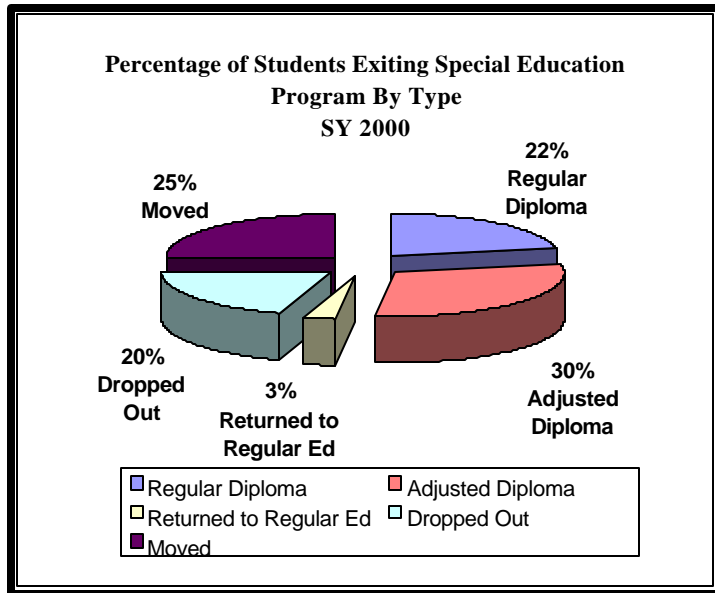
*Projected

Source: Nevada Department of Education.

SPECIAL EDUCATION

STUDENTS EXITING PROGRAM

NEVADA: NUMBERS AND PERCENTAGES OF STUDENTS WHO EXITED SPECIAL EDUCATION PROGRAMS SCHOOL YEARS 1994 – 2000



School Year	Total Students who Exited Special Education (ages 17 -19)	Regular Education Diploma		Adjusted Diploma or Certificate		Returned to Regular Education		Dropped Out (federal definition)		Moved	
		#	%	#	%	#	%	#	%	#	%
1994	698	254	36%	232	33%	14	2%	116	17%	81	12%
1995	768	381	50%	136	18%	15	2%	83	11%	148	19%
1996	1,100	584	53%	181	16%	17	2%	174	16%	141	13%
1997	1,196	332	28%	338	28%	23	2%	201	17%	300	25%
1998	1,062	376	35%	385	36%	28	3%	81	8%	191	18%
1999	1,640	375	23%	586	36%	55	3%	278	17%	342	21%
2000	1,888	422	22%	564	30%	51	3%	382	20%	464	25%

Source: Nevada Department of Education

V. REMEDIAL EDUCATION PROGRAMS

BACKGROUND

A component of the Nevada Education Reform Act of 1997, for the first time specific state funding was available to assist students in low-performing schools. Although the statewide proficiency program for many decades has required districts to provide such students with remedial assistance, the expectation was that needed funding was provided through the State guarantee for per-pupil funding and was not specifically allocated as a separate appropriation. The provisions of the Nevada Education Reform Act (NERA) provided a method to identify schools needing improvement, a source of state funding to assist them, the identification of effective remedial programs, and technical assistance and continued remedial program funding for those with continuing problems. As the new academic standards have been adopted, such funding is becoming more important as districts assist each student with the skills needed to attain those standards. In the process of applying for specific funding sources for the assistance that such schools require, a number of school and district administrators have begun to coordinate all sources of remedial funding as part of an overall school improvement plan. Such plans identify specific problem areas of academic achievement; then establish specific remedies for those problems using available funding in a coordinated manner. The following presents the amount of state and Federal funding made available specifically to schools and school districts for remediation purposes:

Federal Title I Funds

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

REMEDIAL EDUCATION PROGRAMS

BACKGROUND

Comprehensive School Reform Demonstration (CSR D) Funds

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

State Remediation Funds For Low-Performing Schools

The Nevada Education Reform Act of 1997 provided, for the first time, remediation funds for low performing schools. These funds must be used to purchase programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics, and science. Schools must select such programs from Nevada's *List of Effective Remediation Programs*, published annually. During FY 1997-1998, schools that were designated as demonstrating "need for improvement" were eligible for funding (designations are made when more than 40 percent of the pupils enrolled in a school score in the bottom quarter in all four subject areas tested on the state-required norm-referenced examination, *TerraNova*. During the 1999 Legislative Session, funding was expanded to include certain schools that have been designated as having adequate achievement; these schools are as follows: a school that did not receive a designation because the school had too few pupils enrolled in a grade level that is tested, but the test scores of the pupils indicate that the school would have received a designation as demonstrating need for improvement; a school that has more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in three of four subjects tested; and a school that was designated as demonstrating "need for improvement" in the immediately preceding school year.

REMEDIAL EDUCATION PROGRAMS

BACKGROUND

Schools that are eligible for state remediation funds, submit an application to the NDE on May 1 of each year. A review committee, which includes representatives of the NDE, the Budget Division of Nevada's Department of Administration, and the Legislative Bureau of Educational Accountability and Program Evaluation of the Fiscal Analysis Division, is convened to examine the requests and make recommendations on the amount of funding needed by each school. Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee. Schools receive remediation funding in July of each year and implement the funded remediation program(s) in the fall.

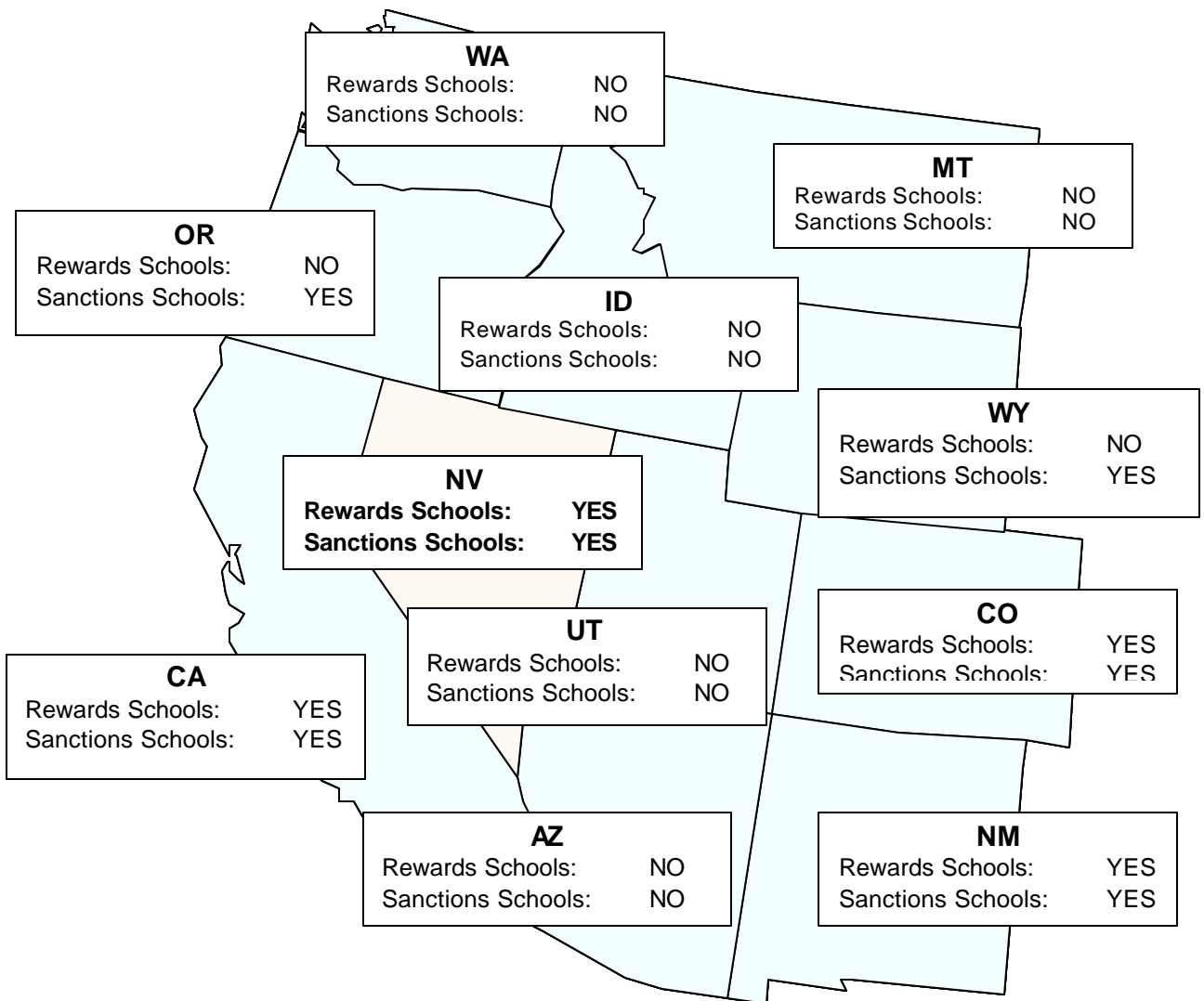
State Remediation Funds for At-Risk Pupils: (Before-School, After-School, Intersession, Summer School)

In addition to authorizing State remediation funds for low performing schools, the 1999 Legislature authorized for the first time, remediation funds for remedial education programs or tutoring for pupils who need additional instructional time in order to pass or to reach a level considered proficient. Programs may be targeted to any age group, but must be conducted before or after school, on weekends, during the summer, or between sessions in schools with year-round school calendars. In addition, these funds must be used to provide remedial education programs or tutoring programs that have been approved by the NDE as being effective in improving pupil achievement. Any school district or charter school in the State of Nevada is eligible to apply for state remediation funds for at-risk pupils. A review committee, similar to that convened for school remediation funds, examines the requests and makes recommendations on the amount of funding needed by each school district. Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee. School districts receive remediation funding in July of each year and implement the funded remediation program(s) in the fiscal year in which the funds are received.

REMEDIAL EDUCATION PROGRAMS

REWARDS AND SANCTIONS FOR SCHOOLS

State policymakers are increasingly focusing their attention on holding schools accountable for the performance of their students. Two mechanisms for ensuring such accountability are rewards and sanctions. States reward schools by providing monetary and non-monetary rewards. States also sanction schools; types of sanctions range from a written warning to a state takeover of a school. The following provides information on which of the western states provide rewards and sanctions to schools.

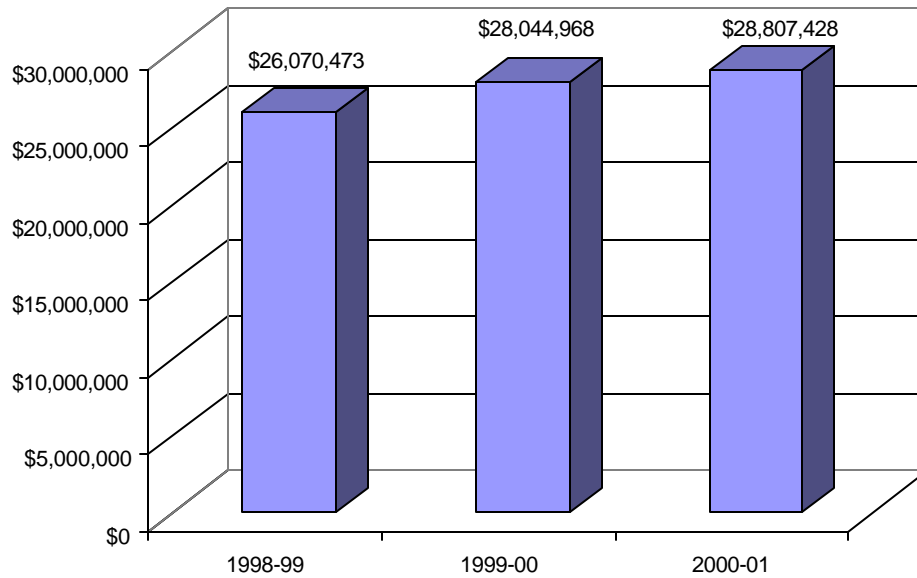


Source: Education Commission of the States

REMEDIAL EDUCATION PROGRAMS

REMEDIATION FUNDING

Nevada Public Schools - Remediation Funding: Federal and State FYs 1999 - 2001



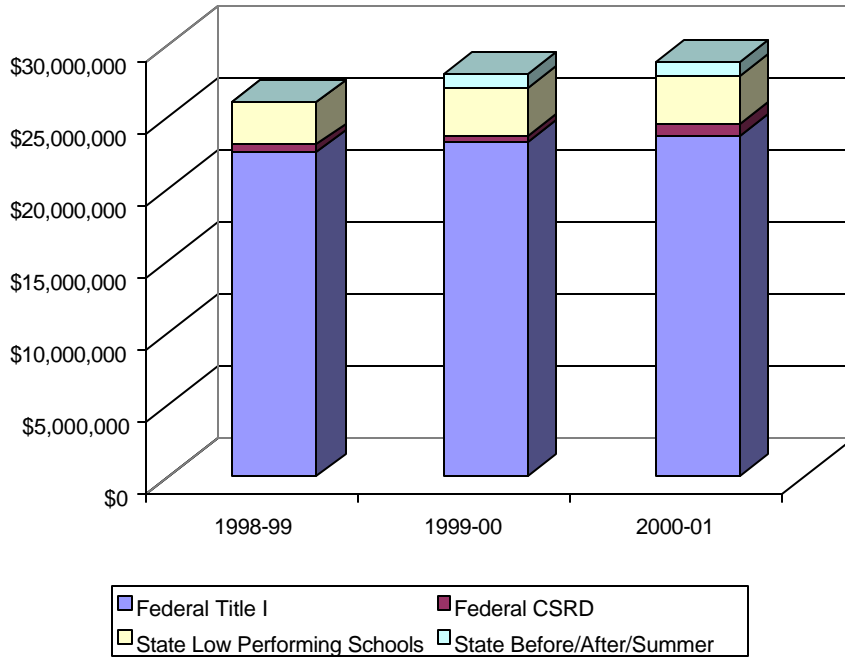
Source: Nevada Department of Education



REMEDIAL EDUCATION PROGRAMS

REMEDICATION FUNDS

NEVADA PUBLIC SCHOOLS - FEDERAL and STATE
REMEDICATION FUNDS: FYs 1999 - 2001



Source: Nevada Department of Education

Fiscal Year	Federal Title I	Federal CSRD	State Low Performing Schools	State Before/After/Summer School	Total - All Remediation Funds
1998-99	\$22,570,473	\$500,000	\$3,000,000	NA	\$26,070,473
1999-00	\$23,244,968	\$500,000	\$3,300,000	\$1,000,000	\$28,044,968
2000-01	\$23,707,428	\$800,000	\$3,300,000	\$1,000,000	\$28,807,428

REMEDIAL EDUCATION PROGRAMS

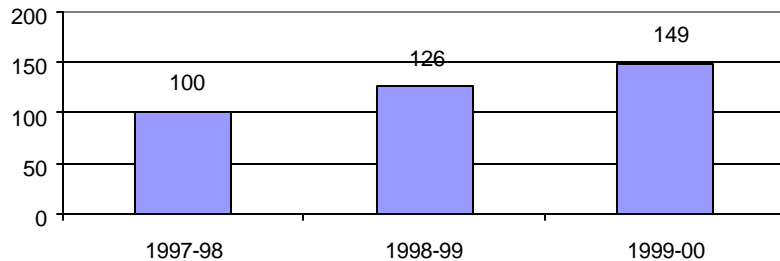
SCHOOLS SERVED

NUMBER OF SCHOOLS SERVED WITH FEDERAL AND STATE REMEDIATION FUNDS

Type of Remediation Funding	Amount of Funds/ Number of Schools*	1997-98	1998-99	1999-00	2000-01
Title I	Funding	\$22,398,744	\$22,570,473	\$23,244,968	\$23,707,428
	# Schools	92	95	100	Not Determined
CSR	Funding	\$500,000	\$500,000	\$800,000	\$800,000
	# Schools	8	8	13	13
State (Low Performing Schools)	Funding	NA	\$3,000,000	\$3,300,000	\$3,300,000
	# Schools	NA	23	36	30
TOTAL	Funding	\$22,898,744	\$26,070,473	\$27,344,968	\$27,807,428
	# Schools	100	126	149	Cannot Determine

***NOTE:** The number of schools receiving remediation funds is not an unduplicated count; some schools receive funding from two or more remediation sources.
Source: Nevada Department of Education

Number of Schools Served with Federal and State Remediation Funds



REMEDIAL EDUCATION PROGRAMS

SCHOOLS SERVED

NEVADA PUBLIC SCHOOLS: DESIGNATIONS OF ACADEMIC ACHIEVEMENT (FISCAL YEARS 1998 – 2000)

FISCAL YEAR	EXEMPLARY	HIGH	ADEQUATE	IN NEED OF IMPROVEMENT
2000-01	2	8	451	10
1999-00	NA	0	447	6*
1998-99	NA	2	413	23

*Includes one school that had too few students to be officially designated.

NEVADA LOW PERFORMING SCHOOLS

School Year	In Need of Improvement (40% or More Students Scoring in the Bottom Quarter in all four subject areas)			Bubble Schools (40% or More Students Scoring in the Bottom Quarter in three of four subject areas)		
	1998-1999	1999-2000	2000-2001	1998-1999	1999-2000	2000-2001
Number of Schools	23	6*	10	NA	16	17

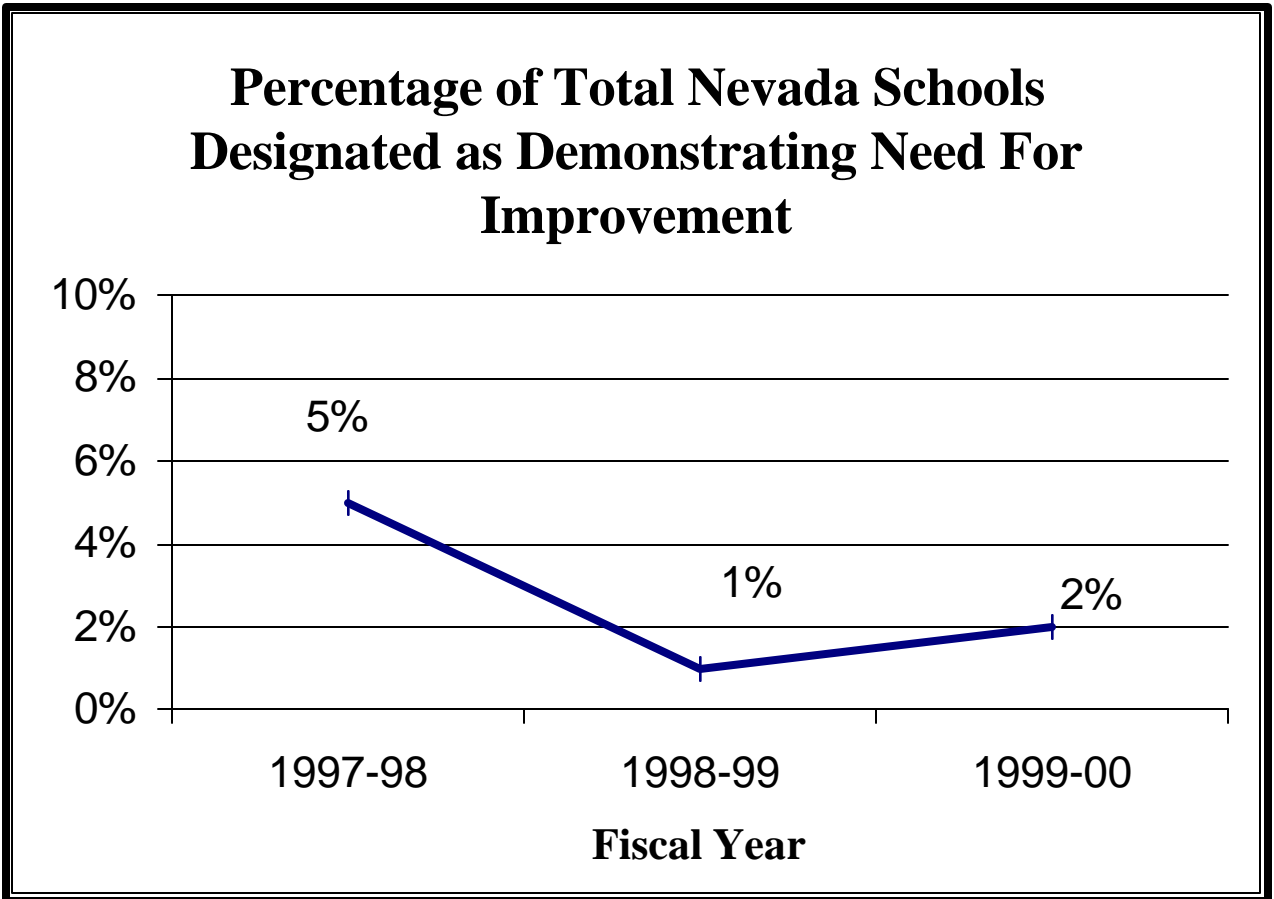
*Includes one school that had too few students to be officially designated.

Source: Nevada Department of Education

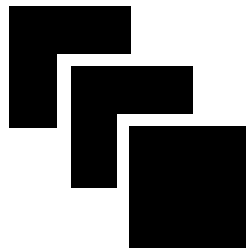


REMEDIAL EDUCATION PROGRAMS

SCHOOLS SERVED



Source: Nevada Department of Education



REMEDIAL EDUCATION PROGRAMS

PERFORMANCE-SCHOOLS NEEDING IMPROVEMENT

PERFORMANCE BY SCHOOLS DESIGNATED AS DEMONSTRATING NEED FOR IMPROVEMENT IN SCHOOL YEAR 1997-98

SCHOOLS	DESIGNATION STATUS		
	1997-98	1998-99	1999-00
E.C. Best Elementary (Churchill)	In Need of Improvement	Adequate	Adequate
Western High School (Clark)	In Need of Improvement	Adequate	Adequate
Cashman Middle School (Clark)	In Need of Improvement	Adequate	Adequate
Martin Middle School (Clark)	In Need of Improvement	Adequate	In Need of Improvement
Smith Middle School (Clark)	In Need of Improvement	Adequate	Adequate
Booker Elementary (Clark)	In Need of Improvement	In Need of Improvement	Adequate
Bracken Elementary (Clark)	In Need of Improvement	Adequate	Adequate
Cambeiro Elementary (Clark)	In Need of Improvement	Adequate	Adequate
Fitzgerald Elementary (Clark)	In Need of Improvement	In Need of Improvement	In Need of Improvement
Lynch Elementary (Clark)	In Need of Improvement	Adequate	Adequate
Madison Elementary (Clark)	In Need of Improvement	In Need of Improvement	In Need of Improvement
Sunrise Acres Elem. (Clark)	In Need of Improvement	Adequate	Adequate
Thomas Elementary (Clark)	In Need of Improvement	Adequate	Adequate
Woolley Elementary (Clark)	In Need of Improvement	Adequate	Adequate
Owyhee Elementary (Elko)	In Need of Improvement	Adequate	Adequate
Booth Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
Corbett Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
Duncan Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
Johnson Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
Loder Elementary (Washoe)	In Need of Improvement	Adequate	In Need of Improvement
Mathews Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
Palmer Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
Risley Elementary (Washoe)	In Need of Improvement	Adequate	Adequate
TOTAL	23	3	4

Source: Nevada Department of Education

REMEDIAL EDUCATION PROGRAMS

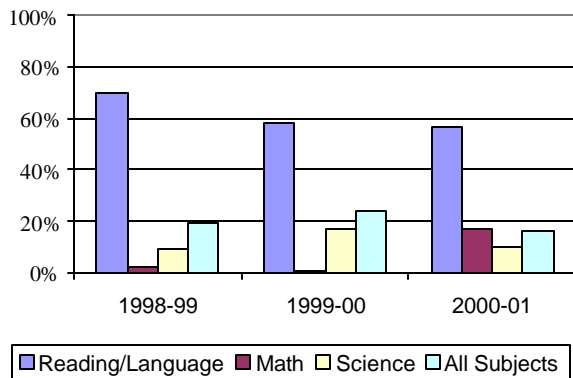
REMEDICATION FUNDING

EFFORTS TAKEN BY STAFF OF LOW PERFORMING SCHOOLS TO: INCREASE STUDENT ACHIEVEMENT

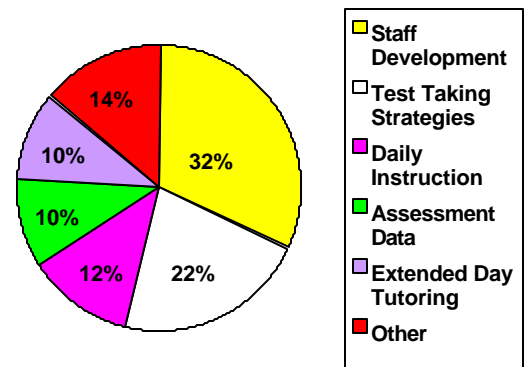
Most Frequent Responses
(n = 23 schools; 41 responses)

- Implementation of an Effective Remediation Program (100%)
- Staff Development for Teachers in Improving Instructional Practices (32%; n = 13)
- Test Taking Strategies were Taught to Students (22%; n = 9)
- Implemented Set Time for Daily Instruction of Reading and/or Mathematics (12%; n = 5)
- Utilized Assessment Data to Determine Strengths and Weaknesses of Students (10%; n = 4)
- Implemented After School/Intersession Tutoring Sessions (10%; n = 4)
- Other (14%; n = 6)

Type of Remediation Programs Funded
With State Funds



Other Efforts to Increase Student
Achievement



Source: Survey of Low-Performing Schools, 2000



VI. CLASS-SIZE REDUCTION PROGRAM

BACKGROUND

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

The program was scheduled to proceed in several phases. The first step reduced the ratio in selected kindergartens and 1st grade for the 1990-1991 school year. The following phase was designed to improve 2nd grade ratios, followed by 3rd grade reductions and broadening kindergarten assistance. The 1991 Legislature made funds available for the 1991-1992 school year to reduce the ratios in 1st and 2nd grades and selected kindergartens at the 16 to 1 ratio. Due to budget shortfalls late in 1991 and continuing state fiscal needs, the 3rd grade phase was delayed until the 1996-1997 fiscal year when partial funding was provided at a 19 to 1 ratio. Those funding formulas continued through the 1999-2001 biennium.

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



CLASS-SIZE REDUCTION PROGRAM

PUPIL-TEACHER RATIOS

STATEWIDE PUPIL-TEACHER RATIOS FISCAL YEARS 1998, 1999, AND 2000					
Grade	Difference			Difference	
	FY 1997-98	FY 1998-99	FY 1998 vs. FY 1999	FY 1999- 2000*	FY 1999 and FY 2000
KINDERGARTEN	23.2	22.7	(0.5)	23.7	1.0
FIRST GRADE	16.1	15.8	(0.3)	15.9	0.1
SECOND GRADE	15.7	15.8	0.1	15.9	0.1
THIRD GRADE	21.8	19.0	(2.8)	19.1	0.1
Note:	Elko County School District's pupil-teacher ratios are not included in the statewide ratios shown in this table.				
Source:	Fiscal Analysis Division, Legislative Counsel Bureau, from school district reports to the Nevada Department of Education, April 2000.				

Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000

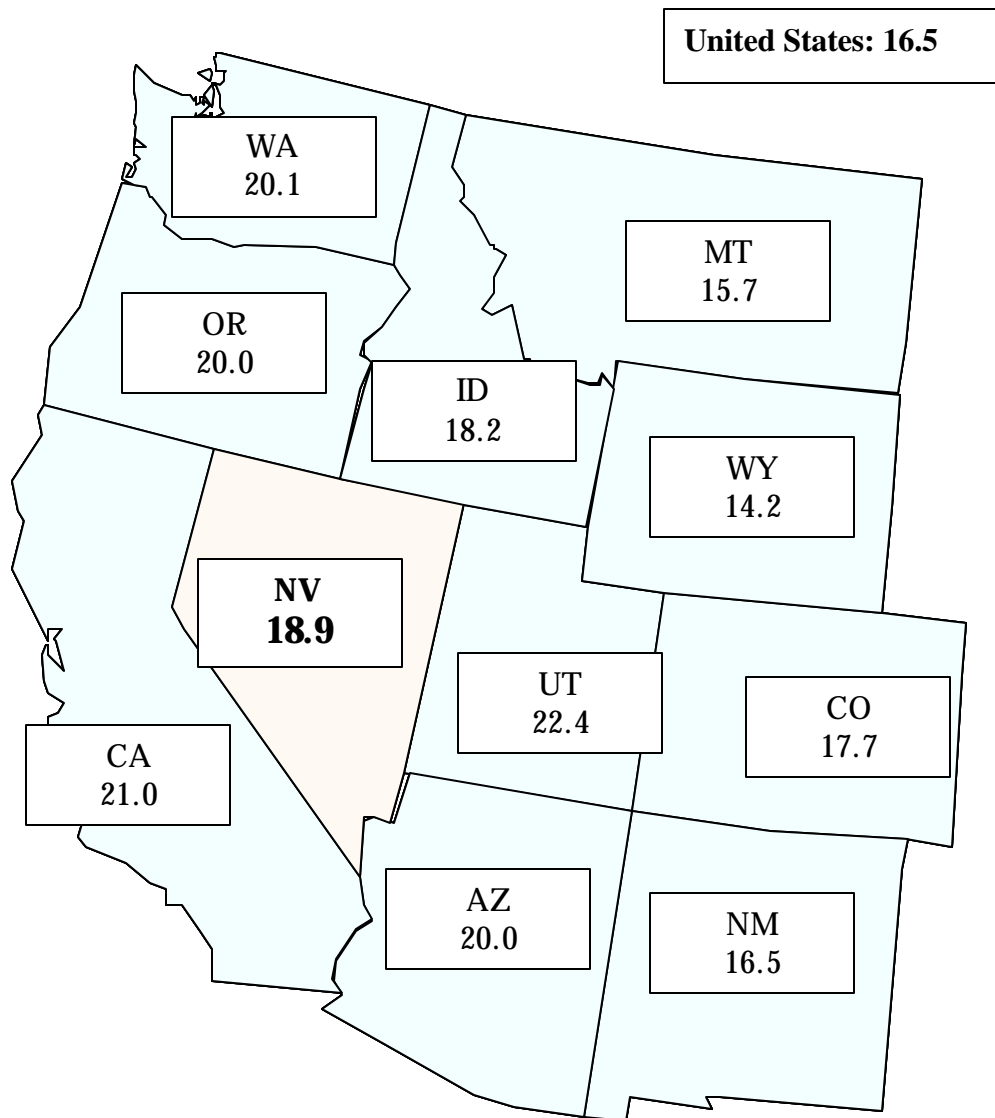
PUPIL-TEACHER RATIOS FOR SCHOOL YEAR 1999-2000 BY GRADE FOR NEVADA AND SCHOOL DISTRICTS				
School District	Kindergarten	First	Second	Third
Carson City	25.1	16.0	15.2	19.7
Churchill	20.1	16.4	13.5	20.0
Clark	24.7	16.0	16.0	19.4
Douglas	23.7	16.0	15.8	18.7
Elko *	17.2	17.1	17.5	19.3
Esmeralda	4.5	15.0	10.0	15.0
Eureka	6.3	11.3	15.0	11.5
Humboldt	21.9	13.1	15.4	16.7
Lander	20.9	13.7	12.7	19.9
Lincoln	13.5	10.2	12.0	13.0
Lyon	20.4	15.4	15.4	18.6
Mineral	18.7	19.3	11.8	16.4
Nye	17.7	15.7	17.0	20.0
Pershing	12.1	9.9	16.2	18.8
Storey	11.7	12.0	18.0	13.0
Washoe	23.2	16.4	16.5	18.7
White Pine	17.7	17.7	13.4	18.1
STATE	23.7	16.0	16.0	19.2
Note:	Elko's Demonstration Program allows the district to establish ratios of 22:1 in grades 1 through 6.			

Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000.

CLASS-SIZE REDUCTION PROGRAM

PUPIL-TEACHER RATIOS

PUPIL-TEACHER RATIO FOR GRADES PREKINDRGARTEN THROUGH 12, SCHOOL YEAR 1998-1999 – NEVADA AND CONTIGUOUS WESTERN STATES



Source: NCES. *Education Statistics Quarterly* "Early Estimates: School Year 1999-2000."

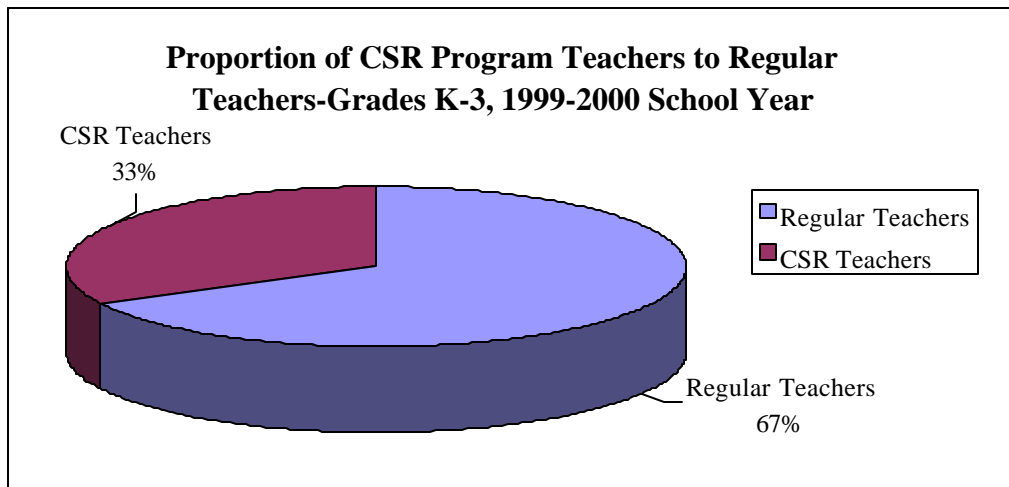
CLASS-SIZE REDUCTION PROGRAM

CSR TEACHERS

NUMBER OF CLASS-SIZE REDUCTION TEACHERS HIRED FOR SCHOOL YEAR 1999-2000 – BY GRADE, FOR NEVADA AND SCHOOL DISTRICTS				
School District	Kindergarten	First	Second	Third
Carson City	2.0	18	18.0	12.5
Churchill	1.0	8.5	9.0	3.0
Clark	11.0	476	462.0	303.5
Douglas	0.5	14	13.0	9.0
Elko *	1.0	14	11.0	15.0
Esmeralda	0	0	0	0
Eureka	0	0	0	0
Humboldt	0	13.0	2.0	3.0
Lander	0.5	2.5	1.0	1.0
Lincoln	0	1.0	1.0	0
Lyon	0.5	8.8	8.8	6.3
Mineral	0	2.0	3.0	1.0
Nye	0.5	8.0	7.5	3.0
Pershing	0.5	2.5	2.0	1.0
Storey	0.5	1.0	1.0	1.0
Washoe	5.0	118.5	76.5	68.5
White Pine	0.5	3.0	2.0	1.0
STATE	23.5	690.8	617.8	428.8

Note: Elko's Demonstration Program allows the district to establish pupil-teacher ratios of 22:1 in grades 1 through 6. Additional Elko teachers: 4th - 6.0; 5th - 9.0; 6th - 10 = 25 additional CSR teachers in grades 4-6.

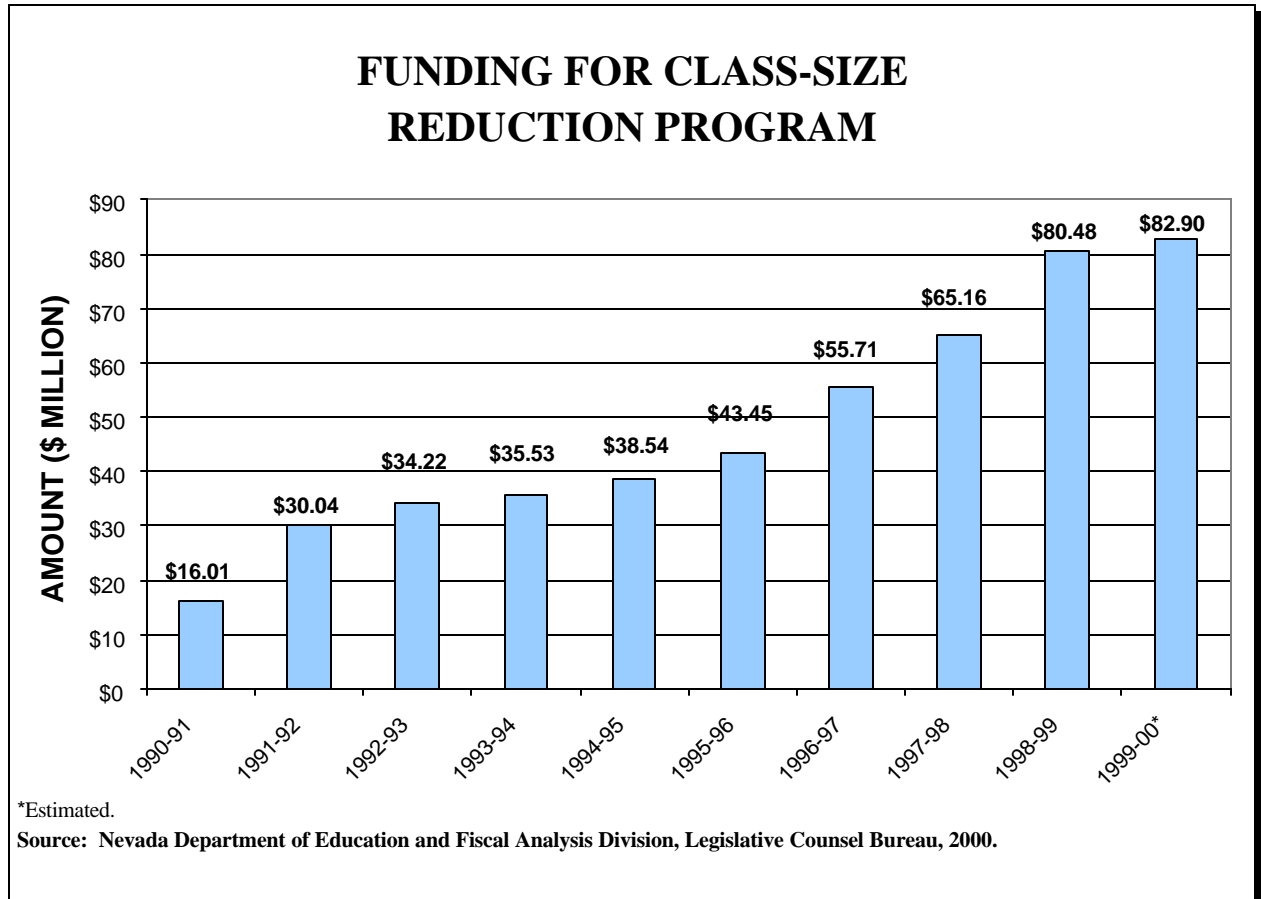
Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000.



Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000.

CLASS-SIZE REDUCTION PROGRAM

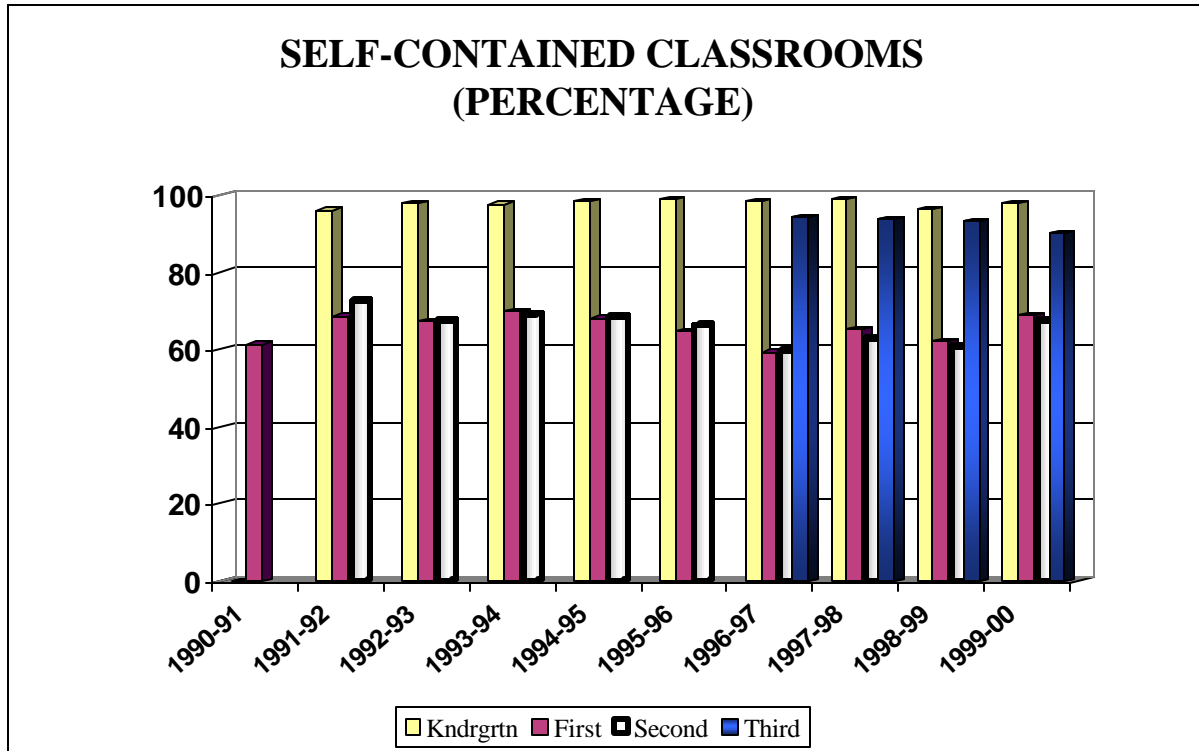
CSR EXPENDITURES



Note: By the end of the 2000-2001 fiscal year, Nevada will have expended approximately \$482 million for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.

CLASS-SIZE REDUCTION PROGRAM

CSR—CLASSROOM CONFIGURATION

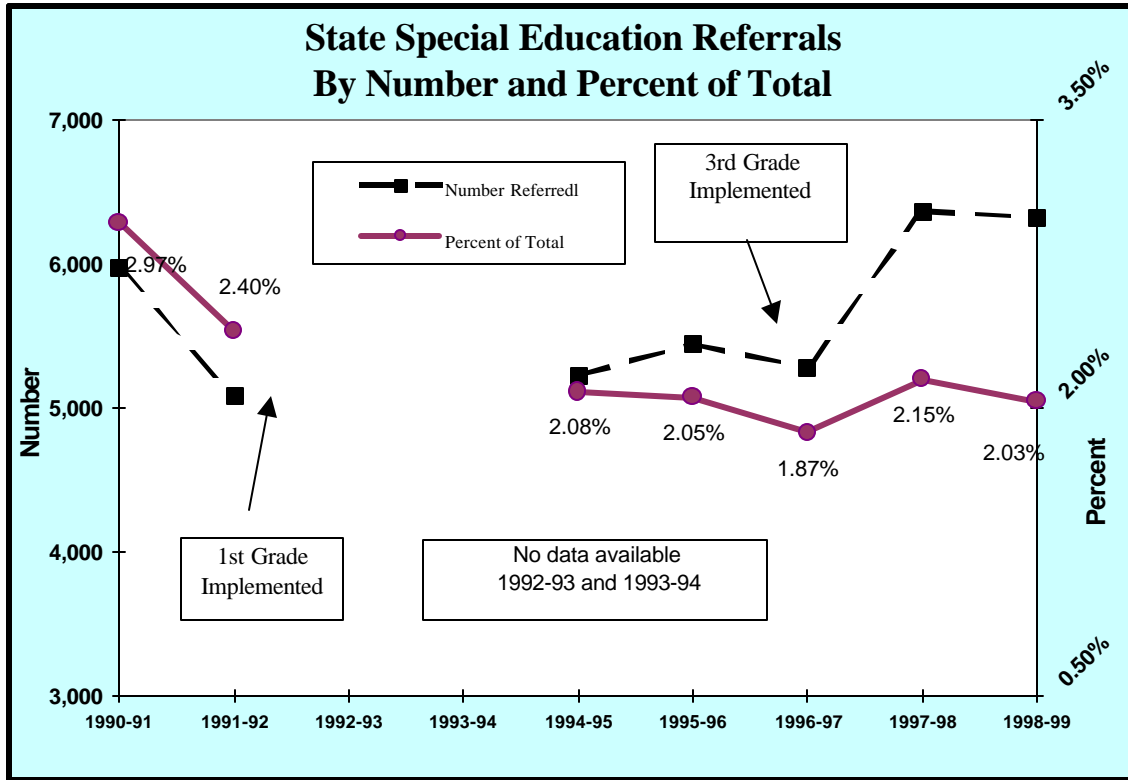


Source: Class Size Reduction Report, Legislative Counsel Bureau, Fiscal Analysis Division, 2000.

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

CLASS-SIZE REDUCTION PROGRAM

CSR—SPECIAL EDUCATION REFERRALS



Source: Nevada Department of Education, 2000.

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

CLASS-SIZE REDUCTION PROGRAM

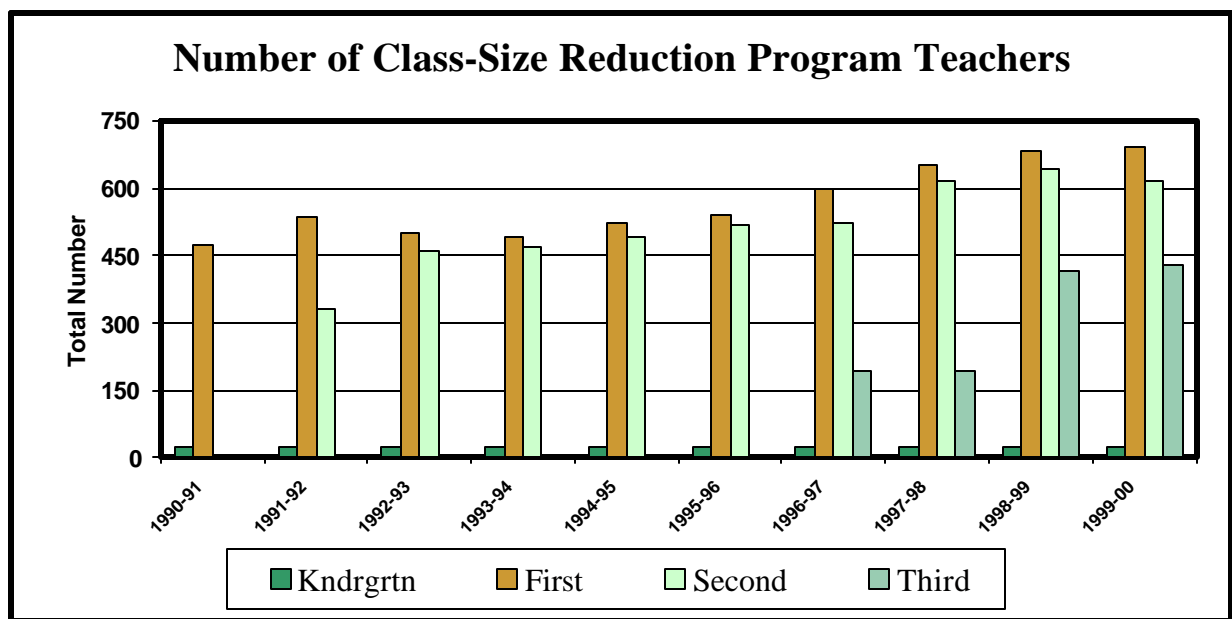
CSR—TEACHERS

**NUMBER OF CSR PROGRAM TEACHERS HIRED
BY GRADE, BY SCHOOL YEAR (1990-1999)**

Grade	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Kndrgrtn	23	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5
First	475.5	534.5	498.5	489.5	521.5	539.5	599	653.3	681.3	690.8
Second	0	332.5	458.5	468	489	517	524.5	615.8	644.8	617.8
Third						0	195	194.3	415.3	428.8

Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000

Note: In the current fiscal year, Nevada will employ 1,826 CSR teachers. The growth in the numbers of these teachers reflected on the chart below is a function of student growth in existing CSR grades, plus the addition of other grades as the program was phased in.



Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000

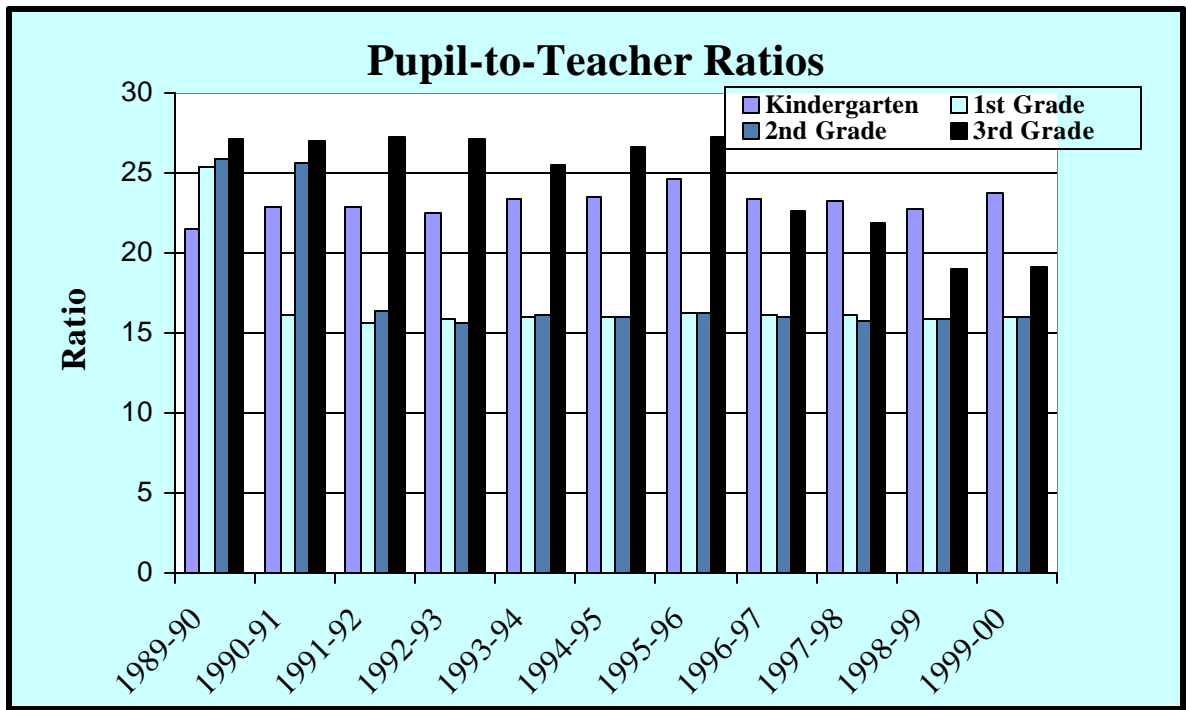
Note: The actual funding allocation for Nevada's CSR Program is calculated by projecting student growth, figuring in the number of teachers districts would have hired to keep pace with that growth under the old ratios, then calculating the number of additional teachers needed to reduce the pupil-to-teacher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

CLASS-SIZE REDUCTION PROGRAM

CSR—RATIOS GRADES K-3

GRADE	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Kindergarten	21.5	22.9	22.8	22.4	23.3	23.5	24.6	23.4	23.2	22.7	23.7
1st Grade	25.4	16.11	15.6	15.8	16	15.9	16.2	16.1	16.1	15.8	15.9
2nd Grade	25.9	25.6	16.32	15.6	16.1	15.9	16.2	16	15.7	15.8	15.9
3rd Grade	27.1	27	27.2	27.03	25.5	26.63	27.23	22.6	21.8	19	19.1

Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2000



Source: Nevada Department of Education, 2000.

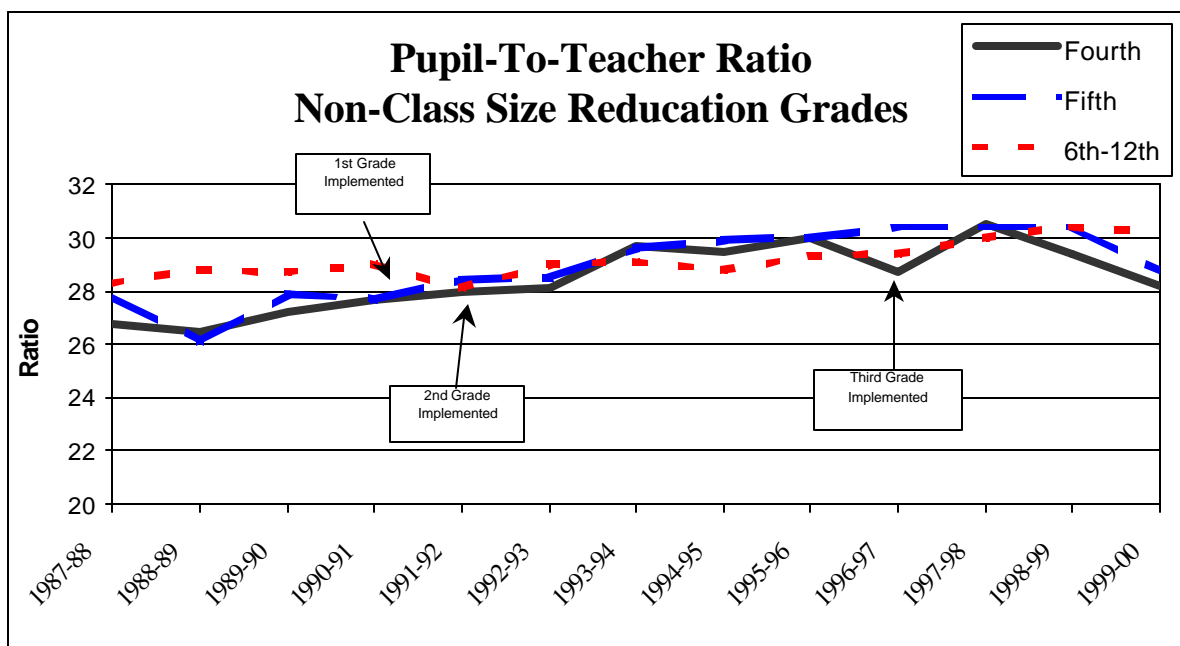
CLASS-SIZE REDUCTION PROGRAM

CSR—RATIOS GRADES 4–12

Nevada Pupil-to-Teacher Ratio Grades 6 Through 12 1987 Through 1999

GRADE	1987-1988	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Fourth	26.8	26.5	27.2	27.7	28	28.1	29.7	29.5	30	28.7	30.5	29.4	28.2
Fifth	27.8	26.1	27.9	27.7	28.4	28.5	29.6	29.9	30	30.4	30.4	30.4	28.7
6th-12th	28.3	28.8	28.7	29	28.1	29	29.1	28.8	29.3	29.4	30	30.4	30.2

Source: Nevada Department of Education, 2000.



Source: Nevada Department of Education, 2000.

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM

ELKO COUNTY SCHOOL DISTRICT DEMONSTRATION PROJECT ON CLASS-SIZE REDUCTION – CATEGORIES OF CLASSROOM OBSERVATION

CATEGORIES	DESCRIPTION
<p>INDIVIDUALIZATION IN TEACHING</p> <ul style="list-style-type: none"> ➤ Monitoring ➤ Grouping ➤ Choice ➤ Help ➤ Whole Class ➤ All Children 	<ul style="list-style-type: none"> ➤ Teacher moves about room to check on students' work. ➤ Teacher divides class into subgroups. ➤ Teacher permits students to create own learning activities. ➤ Teacher offers feedback, critique, assistance, etc. ➤ Teacher provides whole class instruction. ➤ Teacher enables <u>all</u> children to participate in an activity.
<p>STUDENT ENGAGEMENT</p> <ul style="list-style-type: none"> ➤ Listening ➤ Practicing ➤ Responding ➤ Gaming ➤ Manipulating ➤ Creating ➤ Dialoguing ➤ Problem-Solving ➤ Reporting ➤ Reflecting ➤ Initiating ➤ On-Task 	<ul style="list-style-type: none"> ➤ Students listen to teacher direction, lectures, explanations, etc. ➤ Students work at their seats to complete exercises, worksheets, etc. ➤ Students respond orally to teacher questions, follow directions, etc. ➤ Students play educational games, role-play, sing, etc. ➤ Students manipulate blocks, markers, objects, etc. ➤ Students draw, paint, work on projects, etc. ➤ Students engage in discussion with other students and/or teacher. ➤ Students engage in investigation, inquiry, drawing conclusions, etc. ➤ Students share, present, report on accomplishments, ideas, etc. ➤ Students evaluate their knowledge and skill based on teacher critique. ➤ Students volunteer own ideas, perceptions, understanding, etc. ➤ Students on-task with classroom assignment.
<p>MANAGEMENT OF STUDENTS</p> <ul style="list-style-type: none"> ➤ Movement ➤ Praise ➤ Disruptions ➤ Reproof ➤ Remind ➤ Warmms ➤ Cools ➤ Peer ➤ Permits 	<ul style="list-style-type: none"> ➤ Teacher moves about and interacts with students. ➤ Teacher gives oral praise, stickers, etc. for academic achievement. ➤ Teacher addresses disruptions. ➤ Teacher gives oral reproof, isolates a student, etc. for behavior. ➤ Teacher reminds students of class rules, procedures, etc. ➤ Teacher personalizes learning by sharing own experiences, jokes, etc. ➤ Teacher turns students off to learning by ignoring students, sarcasm. ➤ Teacher allows students to develop socialization skills in problem solving. ➤ Teacher permits students to make choices re: behavior (water, bathroom, etc.).

Source: Elko County School District Demonstration Program Evaluation, Preliminary Results, 2001.

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM

COMPARISONS OF CLASSROOM BEHAVIOR OF SAME TEACHERS IN DIFFERENT TYPES OF CLASSROOMS IN MARCH AND DECEMBER 2000 CLASSROOM OBSERVATIONS

(Scale Scores out of Possible 5)

Grades	Types of Classrooms	Individualization in Teaching	Student Engagement	Management of Students
Grades 1 - 2	Pupil-teacher ratio 32:2 (Team Teaching in March 2000) n = 10	4.20	3.64	2.98
	Pupil-teacher ratio 22:1 (Converted from Team Teaching in Fall 2000) n = 14	4.20	3.83	2.90
	Pupil-teacher ratio 16:1 (March 2000) n = 11	4.08	3.61	2.84
	Pupil-teacher ratio 22:1 (Converted from 16:1 in Fall 2000) n = 16	4.24	3.83	3.00
Grades 3 - 6	Pupil-teacher ratio 19:1 in grade 3 & larger than 22:1 in grades 4 -6 (March 2000) n = 9	3.84	3.55	2.68
	Pupil-teacher ratio 22:1 (Converted from 19:1 in grade 3 & larger than 22:1 in grades 4 -6 in Fall 2000) n = 9	4.34	4.01	3.22

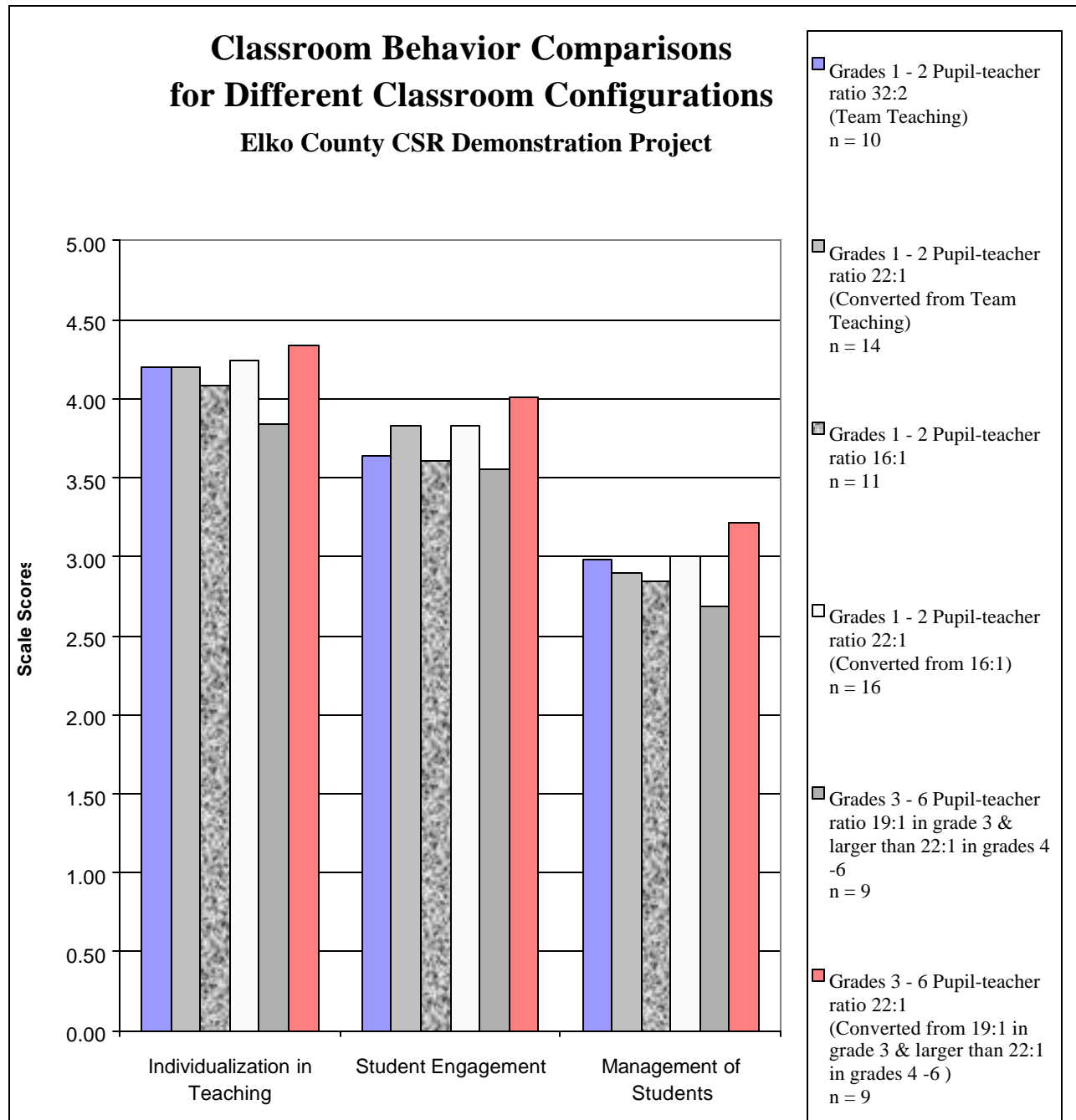
Source: Elko County School District Demonstration Program Evaluation, Preliminary Results, 2001.

Scale for Scoring

- 1 = Never Observed
- 2 = Seldom Observed
- 3 = Sometimes Observed
- 4 = Often Observed
- 5 = Constantly Observed

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM



Source: Elko County School District Demonstration Program Evaluation, Preliminary Results, 2001.