

2005 NEVADA EDUCATION DATA BOOK



PREPARED BY STAFF OF THE:

RESEARCH DIVISION, LEGISLATIVE COUNSEL BUREAU
&
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NEVADA EDUCATION

DATA BOOK

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NEVADA EDUCATION DATA BOOK

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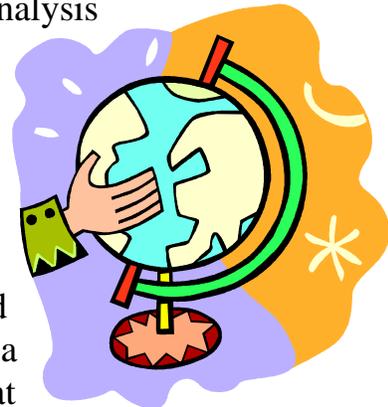
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INTRODUCTION

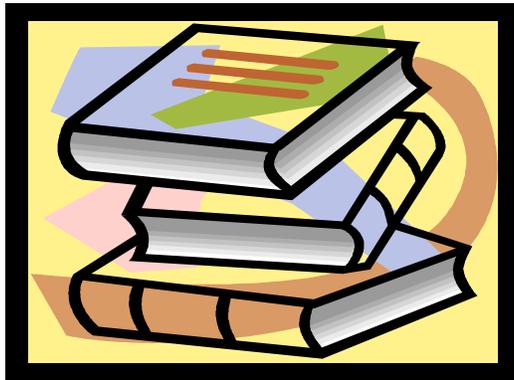
The material contained with this data book represents a compilation of sources that are of potential use to state and local policymakers. The concept for this document was the brain child of the late Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau.

The document is organized into sections reflecting topics and programs that have been a continuing source of legislative inquiry. Major sections include those pertaining to school finance, teacher salary data, and statewide student 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, academic achievement programs, the statewide proficiency program, professional development for educational personnel, academic standards, school technology, the SAIN program, adult and alternative education, charter schools, and early childhood education. A separate section of key information concerning higher education also is included.

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



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



II. NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

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

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

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

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

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

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

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

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

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

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

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, remediation programs, and student counseling services. Federally funded programs include the Title I program for disadvantaged youngsters, No Child Left Behind Act, the National School Lunch program, and Individuals with Disabilities Education Act (IDEA). Categorical funds must be accounted for separately in special revenue funds. Funding for capital projects, which may come from the sale of general obligation bonds, "pay-as-you-go" tax levies or fees imposed on the construction of new residential units are also accounted for in separate funds (Capital Projects Fund, Debt Service Fund).

Source: Fiscal Analysis Division, Legislative Counsel Bureau

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

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

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

An amount for 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 are 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>4,500</u>
3. = Guaranteed Basic Support	\$ 31,500,000
4. + Special Education Allocation (65 units @ \$32,000 per unit)	\$ <u>2,080,000</u>
5. = Total Guaranteed Support	\$ 33,580,000
6. - Local Resources	
2.25-cent Local School Support (sales) Tax	(\$ 15,800,000)
25-cent Ad Valorem (property/mining) Tax	<u>(\$ 4,600,000)</u>
7. = State Responsibility	\$ 13,180,000
8. + Adult High School Diploma Funding	\$ <u>35,000</u>
9. = Total Revenue from Distributive School Account	\$ 13,215,000

(Continued)

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

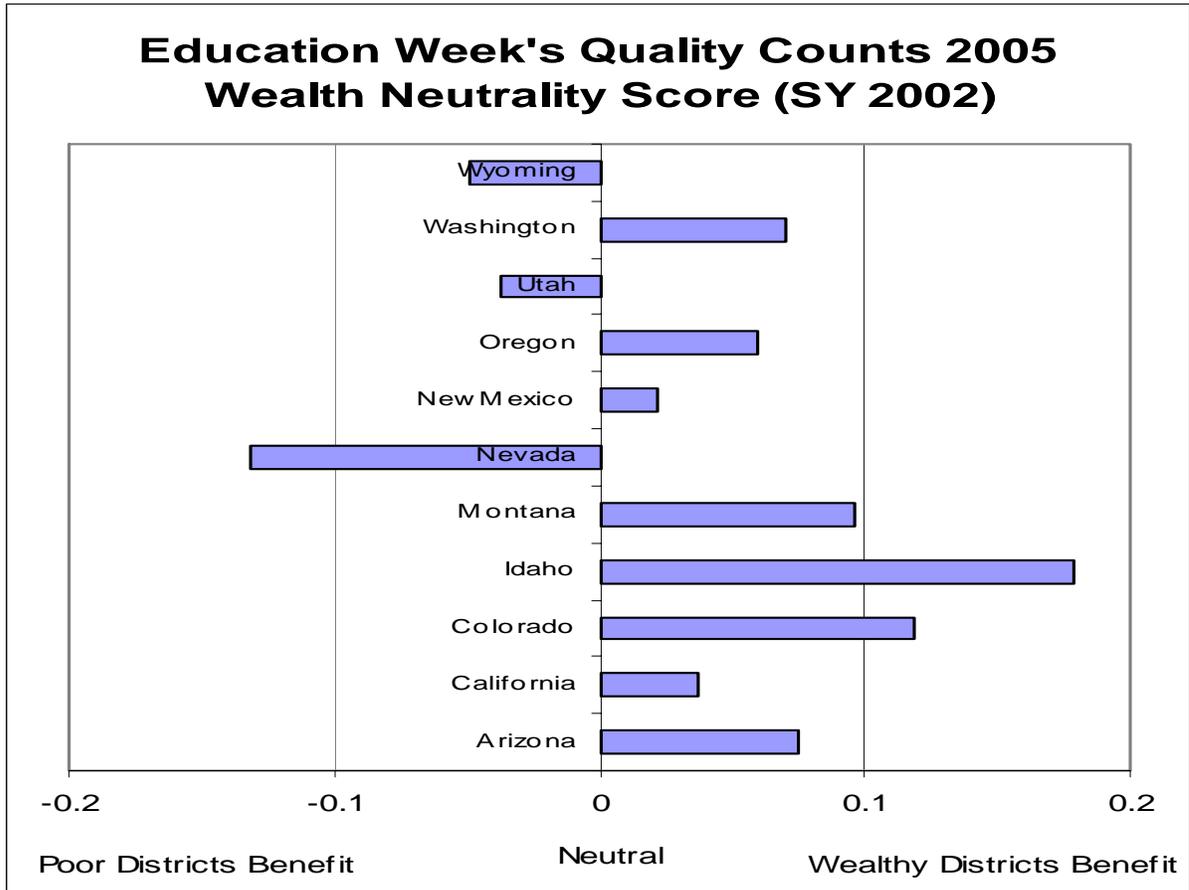
Resources in Addition to Basic Support:

10. 50-cent Ad Valorem (property) Tax	\$ 9,200,000
11. Motor Vehicle Privilege Tax	2,700,000
12. Federal Revenues (Unrestricted)	150,000
13. Miscellaneous Revenues	10,000
14. Opening Fund Balance	<u>3,000,000</u>
15. Total Resources in Addition to Basic Support	<u>\$15,060,000</u>
16. Total Resources Available (Add lines 5, 8, and 15)	\$48,675,000



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

SCHOOL FINANCE SYSTEMS – FISCAL NEUTRALITY



Source: Education Week. *Quality Counts 2005*, January 2005, from the U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2002.

Note: Wealth 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 FY94 THROUGH FY 99 ACTUAL EXPENDITURES

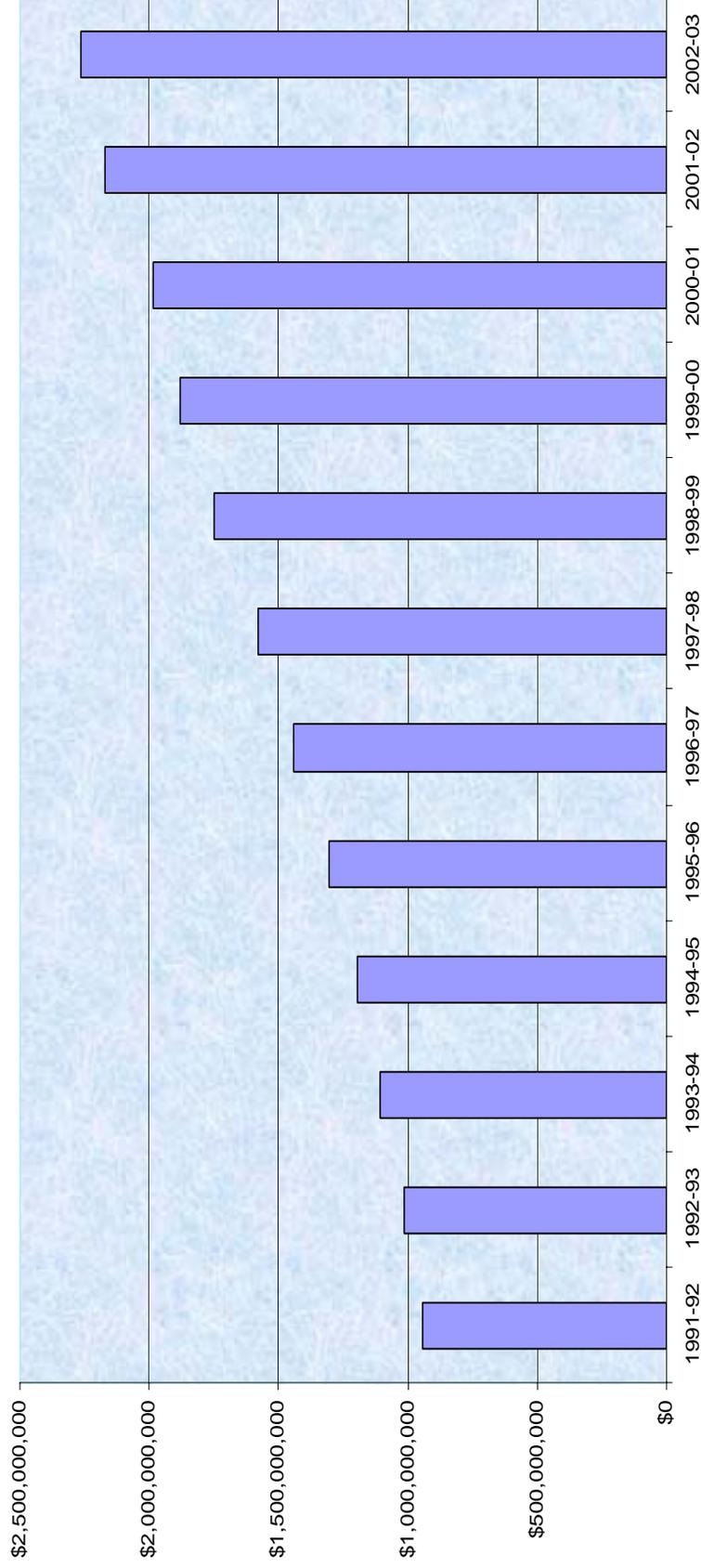
DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1993-94	Actual 1994-95	Actual 1995-96	Actual 1996-97	Actual 1997-98	Actual 1998-99
Paid Enrollment (wtd.)	227,365	241,794	255,264	271,843	286,084	300,567
Change in Enrollment	5.76%	6.35%	5.57%	6.50%	5.24%	5.06%
Basic Support	\$3,320	\$3,322	\$3,497	\$3,620	\$3,699	\$3,804
Total Basic Support	\$754,763,616	\$803,298,679	\$892,534,627	\$984,093,238	\$1,058,278,275	\$1,143,217,908
Change in Total Basic Support	8.67%	6.43%	11.11%	10.26%	7.54%	8.03%
Class Size Reduction						
Special Education	\$40,884,480	\$43,112,160	\$46,687,624	\$50,419,819	\$54,723,344	\$58,981,824
Special Units/Gifted & Talented						
Adult Diploma	\$7,723,429	\$7,814,655	\$9,022,637	\$9,646,657	\$10,818,149	\$12,010,785
School Improvement Programs:						
Remediation						
Professional Development						
Student Assessments						
NV Early Literacy Program						
Special Funding*:						
Net Proceeds Tax Advance						
SMART Student Records Sys.						
Education Technology						
Distance Educ/Satellite Dwnlnk						
School-to-Careers						
Early Childhood Education						
At-Risk Retirement Credit						
High Impact Retirement Credit						
Special Stu. Svs--Counseling						
Bonus Growth Payments	\$70,531	\$182,548		\$72,015		\$21,543
Special Transportation	\$14,698	\$18,253	\$31,385	\$54,872	\$46,753	\$60,039
Retired Employee Group Ins.						
Eureka Co Adjustment	(\$126,821)	(\$135,732)	(\$136,919)	(\$141,490)	(\$147,016)	(\$149,232)
Non-traditional students						
Emergency Financial Aid - Mineral Co.			\$428,003			
Prior Year Payments Adj.						\$334,370
Total Requirements	\$803,329,933	\$854,290,563	\$948,567,357	\$1,044,145,111	\$1,123,719,505	\$1,214,477,237
Less:						
Local Sch Support Tax	(\$361,359,553)	(\$399,093,256)	(\$449,087,725)	(\$492,501,929)	(\$509,494,808)	(\$560,180,959)
13th month due to GASB 22		(\$36,558,385)				
25 Cent Property Tax	(\$65,656,450)	(\$71,046,032)	(\$77,410,458)	(\$84,989,673)	(\$93,284,659)	(\$102,529,456)
Eureka Co Adjustment	\$2,043,005	\$2,500,746	\$2,500,022	\$2,255,714	\$2,137,237	\$1,745,240
State Share	\$378,356,935	\$350,093,636	\$424,569,196	\$468,909,223	\$523,077,275	\$553,512,062
General Fund Appropriation	\$340,358,172	\$368,052,061	\$362,673,057	\$423,104,047	\$432,357,623	\$440,330,443
Interim Finance Allocation						
Annual Slot Tax	\$31,058,818	\$32,086,231	\$34,736,745	\$35,668,418	\$35,405,167	\$37,421,958
Investment Income	\$3,279,837	\$3,490,103	\$3,728,804	\$2,967,446	\$6,016,597	\$3,419,491
Mineral Land Lease	\$7,600,577	\$8,472,610	\$5,793,503	\$5,796,930	\$5,128,231	\$2,838,971
Out-of-State Sales Tax	\$32,231,684	\$37,479,974	\$44,623,979	\$50,516,093	\$56,879,469	\$65,365,286
13th month due to GASB 22		\$3,729,507				
Trans from School Improvement						
Fiscal Relief Payments (PL 108-27)						
Balance From Previous Year		\$36,210,039		\$27,005,168		\$11,701,598
Prior Year Refunds	\$37,886	\$259	\$18,276	\$42,156	\$76,437	\$46,609
Transfer Appropriation						
Total	\$414,566,974	\$489,520,784	\$451,574,364	\$545,100,258	\$535,863,524	\$561,124,356
	Bal. Forward to New Yr		Bal. Forward to New Yr		Bal. Forward to New Yr.	
	\$36,210,039		\$27,005,168		\$11,701,598	
		Revert to General Fund		Revert to General Fund		Revert to General Fund
Balance		\$139,427,148		\$76,191,035	\$1,084,651	\$7,612,294

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

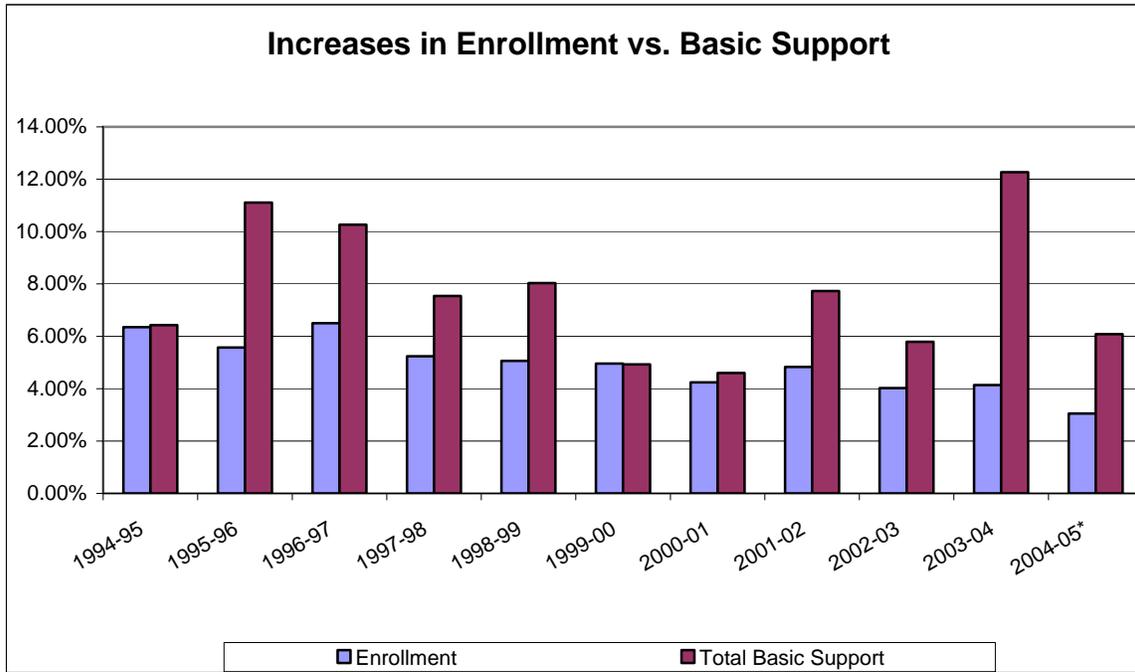
STATE OF NEVADA:
Current Expenditures for Public Elementary and Secondary Education
FY 1992 through 2003



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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES



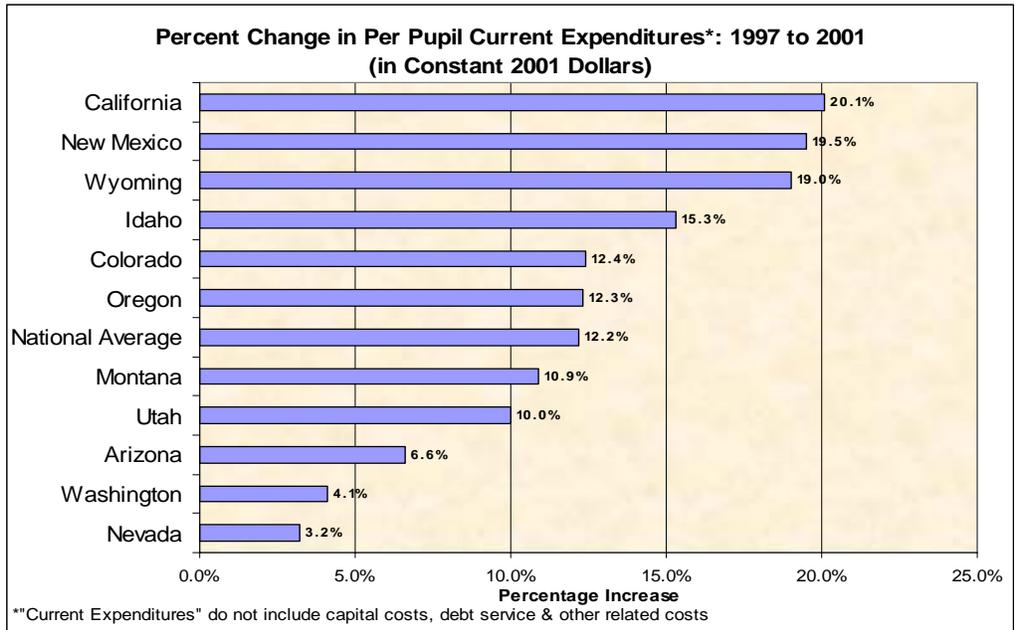
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05*
Enrollment	6.35%	5.57%	6.50%	5.24%	5.06%	4.96%	4.24%	4.83%	4.02%	4.14%	3.05%
Total Basic Support	6.43%	11.11%	10.26%	7.54%	8.03%	4.93%	4.60%	7.73%	5.79%	12.27%	6.08%

Note: 2004-05 is based on Legislatively approved amount.

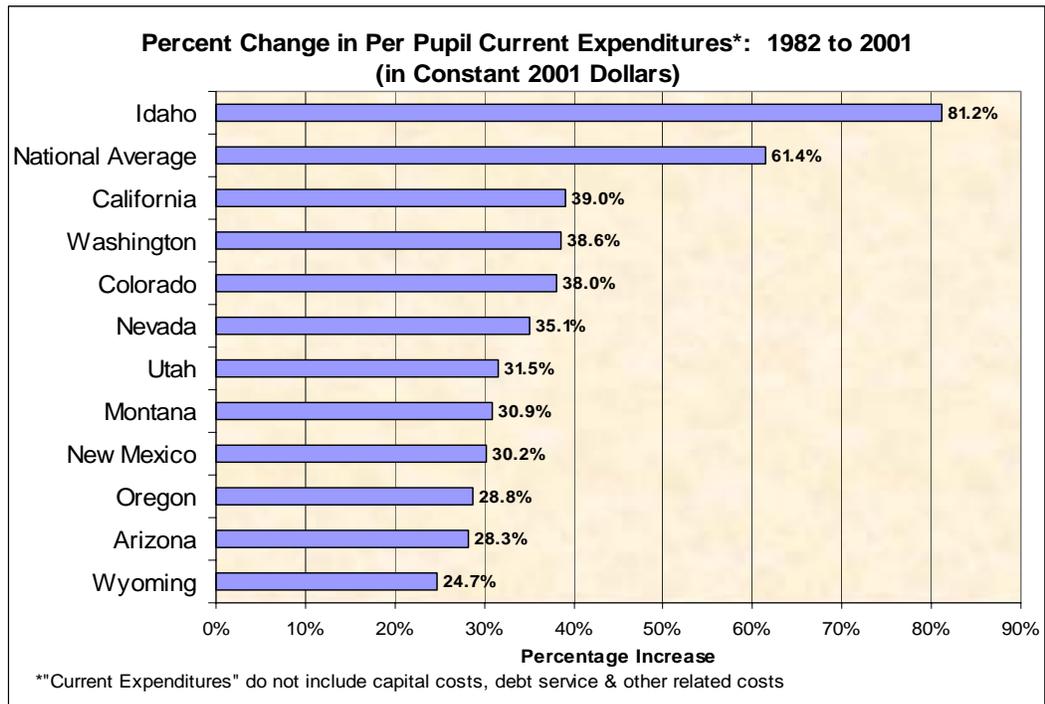
Source: Fiscal Analysis Division, 2005.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES – PER PUPIL



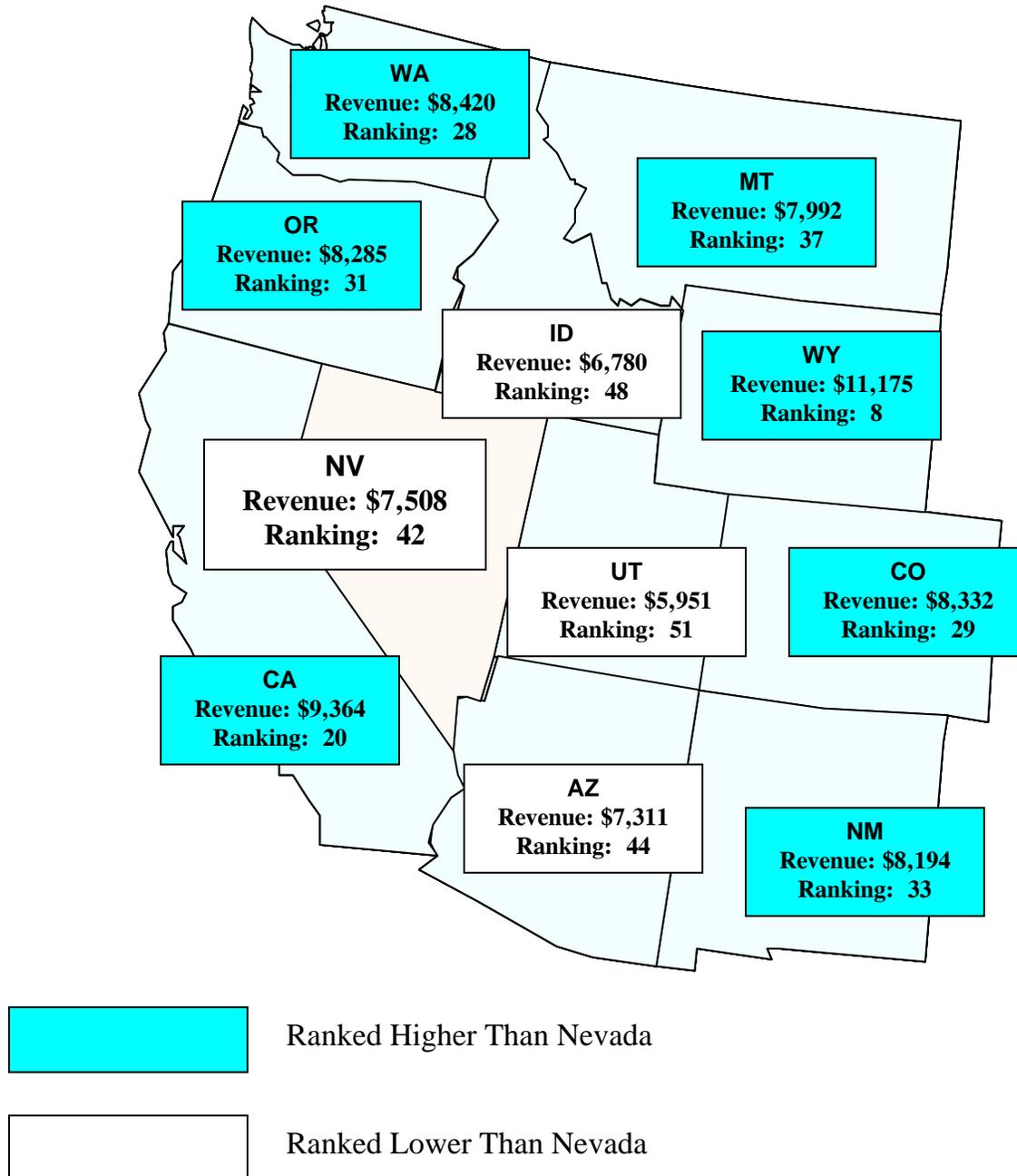
Source: Morgan Quinto, *State Trends* (1st Edition), using U.S. Bureau of Census reports *Public Education Finances: 2001*, *Public Education Finances: 1997*, and *Finances of Public School Systems: 1982*.



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

REVENUE

Per Pupil Revenue Rankings - 2003



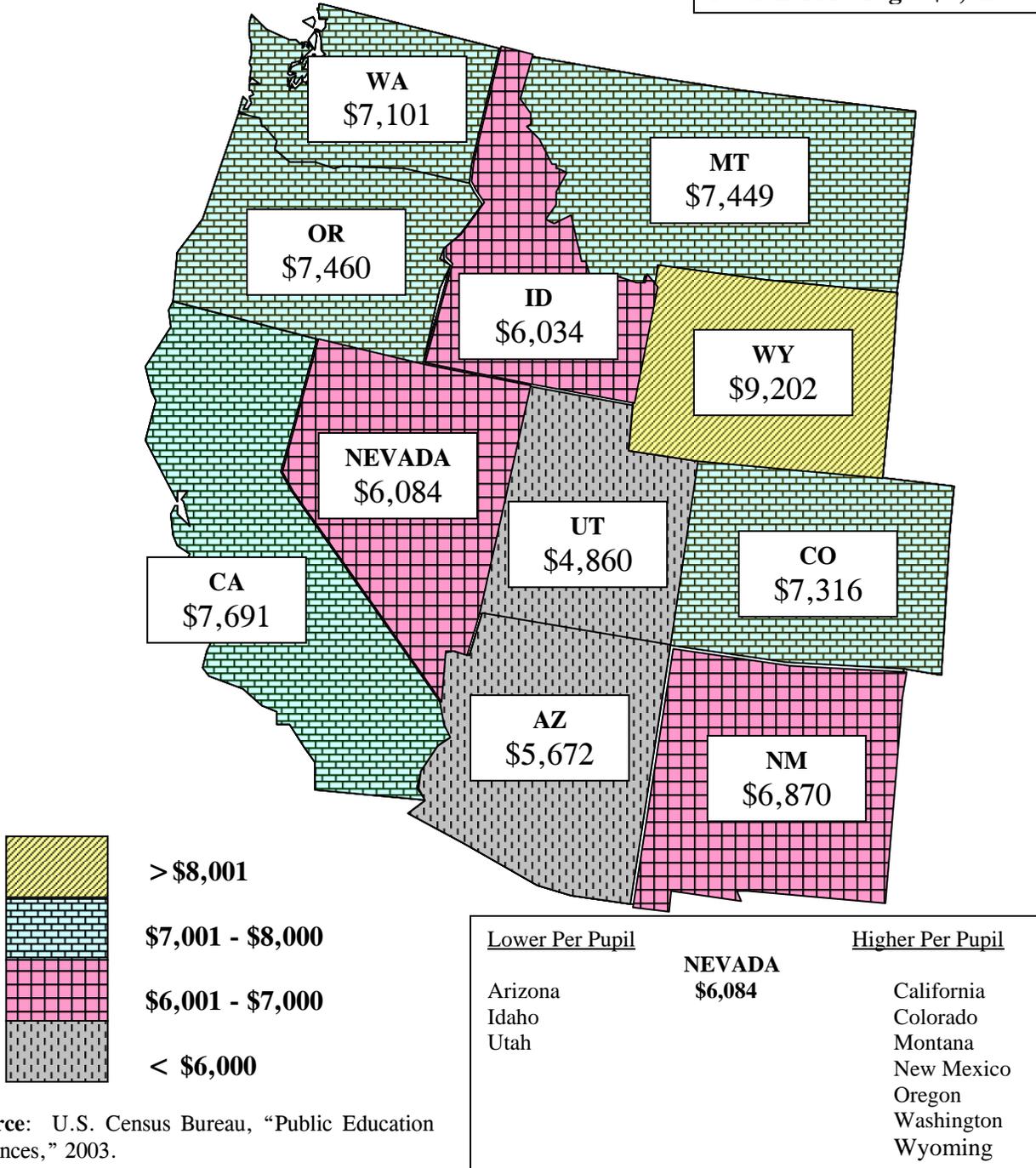
Source: U.S. Census Bureau, "Public Education Finances," 2003.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

PER-PUPIL CURRENT EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, SCHOOL YEAR 2002-2003

National Average: \$8,019



Source: U.S. Census Bureau, "Public Education Finances," 2003.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

WESTERN STATE COMPARISON PER PUPIL EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, BY FUNCTION – 2001-2002

State	CURRENT PER PUPIL EXPENDITURES			
	Total	Instruction	Support Services	Non-Instruction
Arizona	\$5,963	\$3,387	\$2,201	\$375
California	\$7,433	\$4,590	\$2,564	\$279
Colorado	\$6,940	\$4,010	\$2,683	\$247
Idaho	\$6,010	\$3,672	\$2,079	\$259
Montana	\$7,062	\$4,374	\$2,393	\$295
Nevada	\$6,079	\$3,794	\$2,086	\$199
New Mexico	\$6,882	\$3,848	\$2,716	\$318
Oregon	\$7,642	\$4,490	\$2,896	\$256
Utah	\$4,900	\$3,197	\$1,435	\$268
Washington	\$7,039	\$4,189	\$2,508	\$342
Wyoming	\$8,644	\$5,263	\$3,096	\$285
United States	\$7,734	\$4,755	\$2,657	\$322



Source: U.S.Department of Education, NCES, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02*. June 2004.

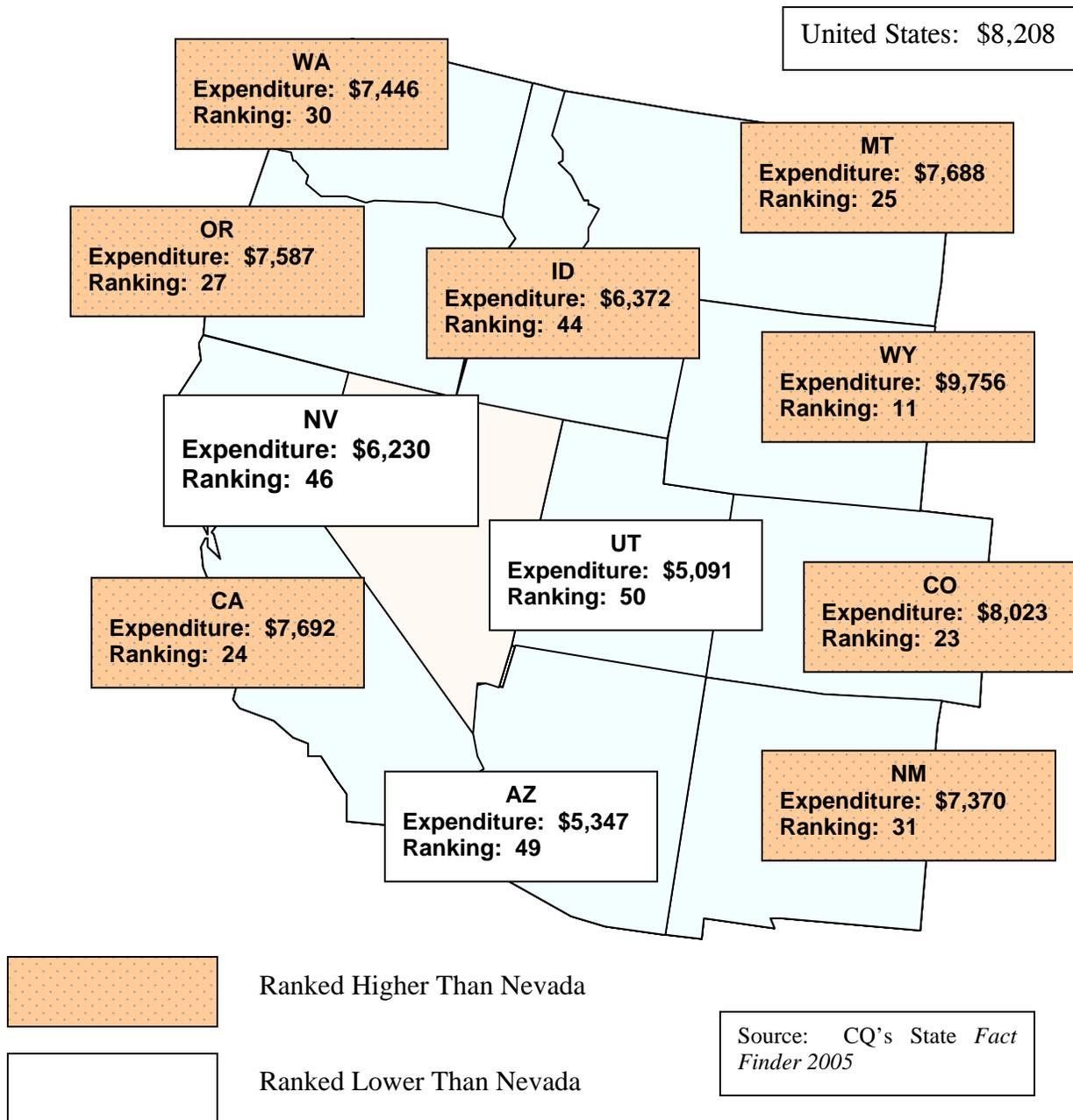


Higher Per Pupil Expenditures on Instruction than Nevada

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

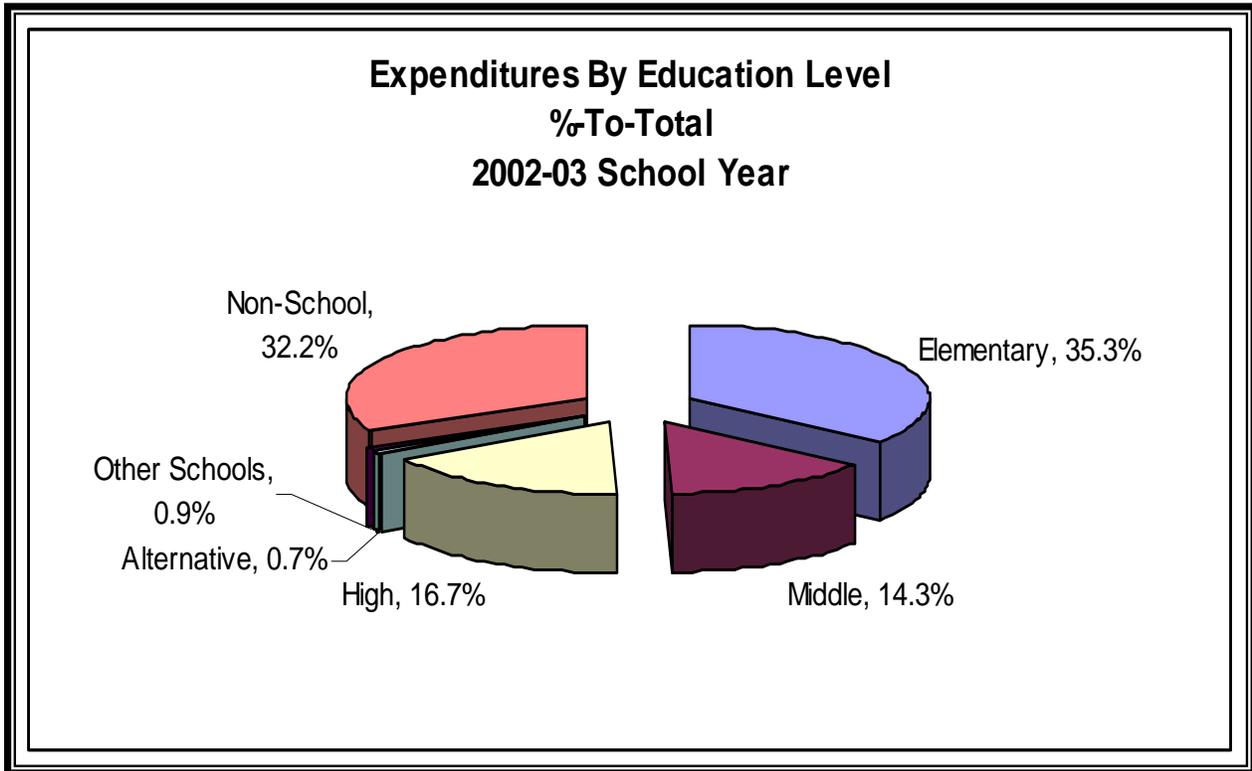
EXPENDITURES

PER PUPIL SPENDING RANKINGS – 2003-2004



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES IN\$ITE FINANCIAL ANALYSIS SYSTEM

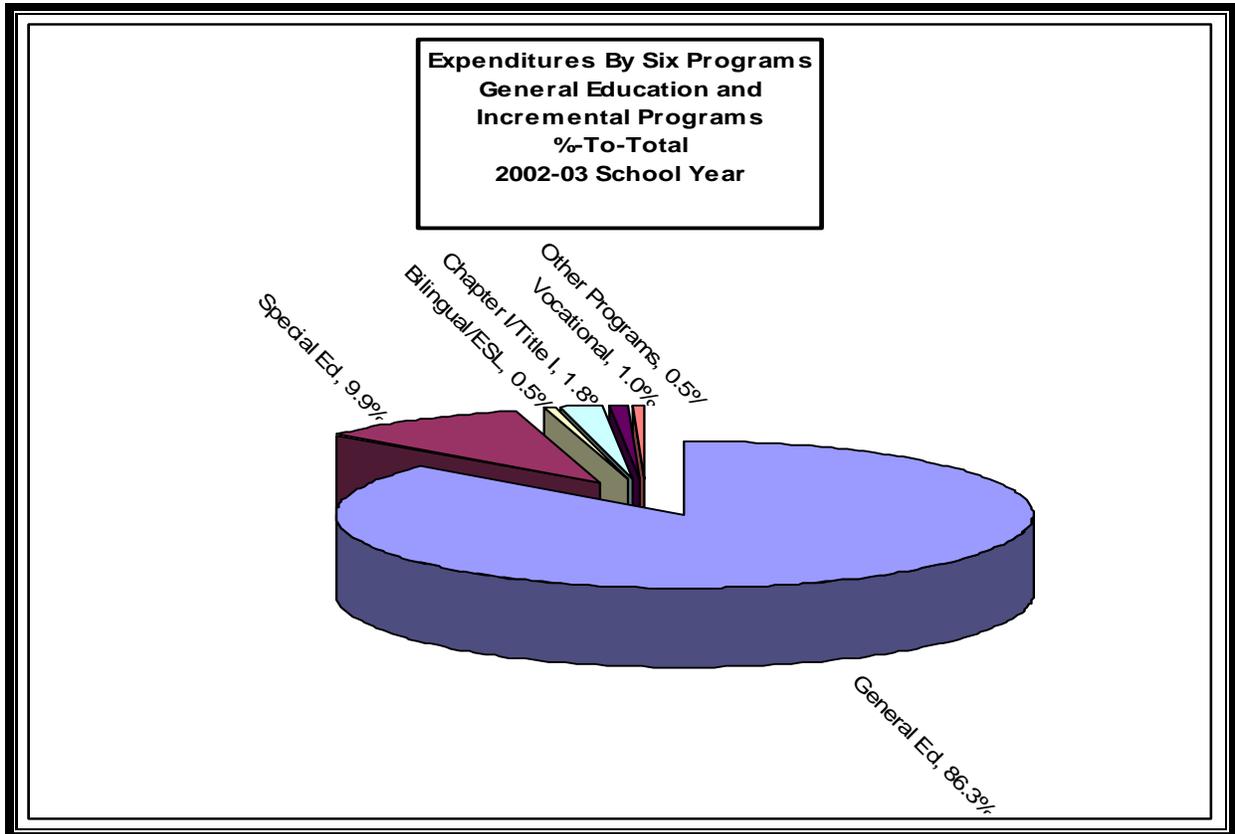


Education Level	Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	175,236	\$1,088,162,575	\$6,210	35.3%
Middle	85,409	\$441,102,336	\$5,165	14.3%
High	93,227	\$514,372,790	\$5,517	16.7%
Alternative	2,277	\$20,131,885	\$8,841	0.7%
Other Schools	N/A	\$28,998,240	N/A	0.9%
Non-School	N/A	\$993,438,449	N/A	32.2%
Total	356,149	\$3,086,206,276	\$8,641	100.0%

Source: EdMin.Com – In\$ite Reports: 2002-03 School Year.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM

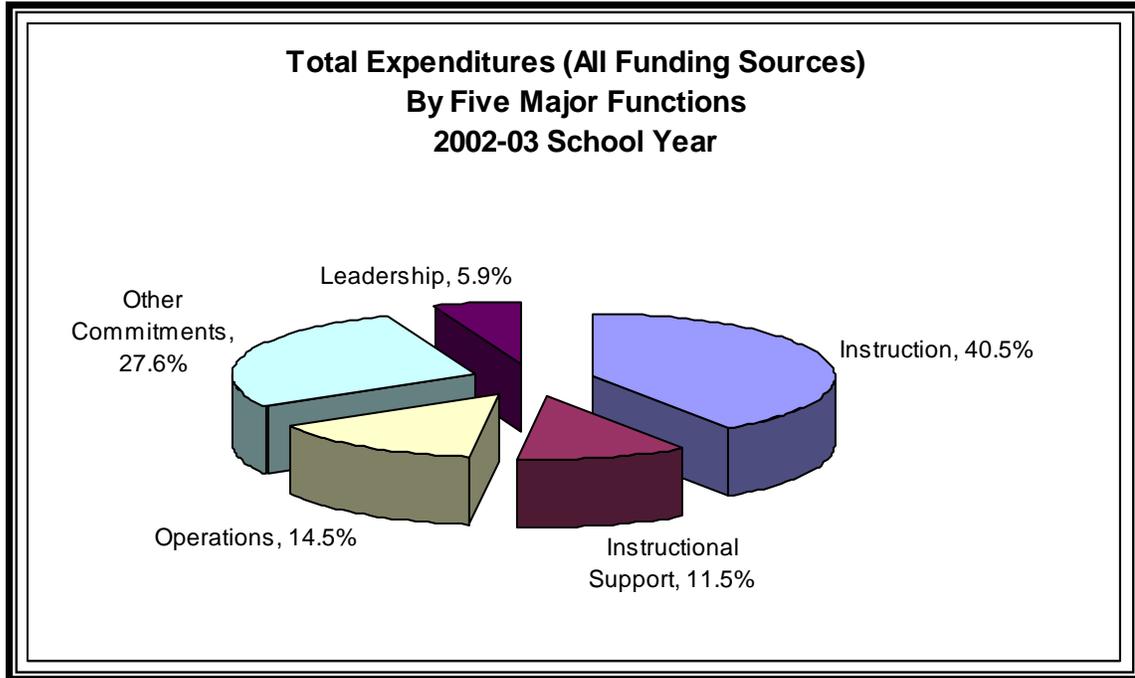


Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	357,178.20	\$2,665,790,904	\$7,463	\$7,463	86.3%
Special Education	42,159.00	\$304,523,920	\$7,223	\$14,687	9.9%
Bilingual / ESL	51,374.00	\$14,741,102	\$287	\$7,750	0.5%
Chapter 1 / Title 1	62,418.00	\$54,856,448	\$879	\$8,342	1.8%
Vocational	54,722.00	\$30,664,030	\$560	\$8,024	1.0%
Other Programs ²	N/A	\$15,629,872	N/A	N/A	0.5%
Total	357,174	\$3,086,206,276	N/A	\$8,641	100.0%

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

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM

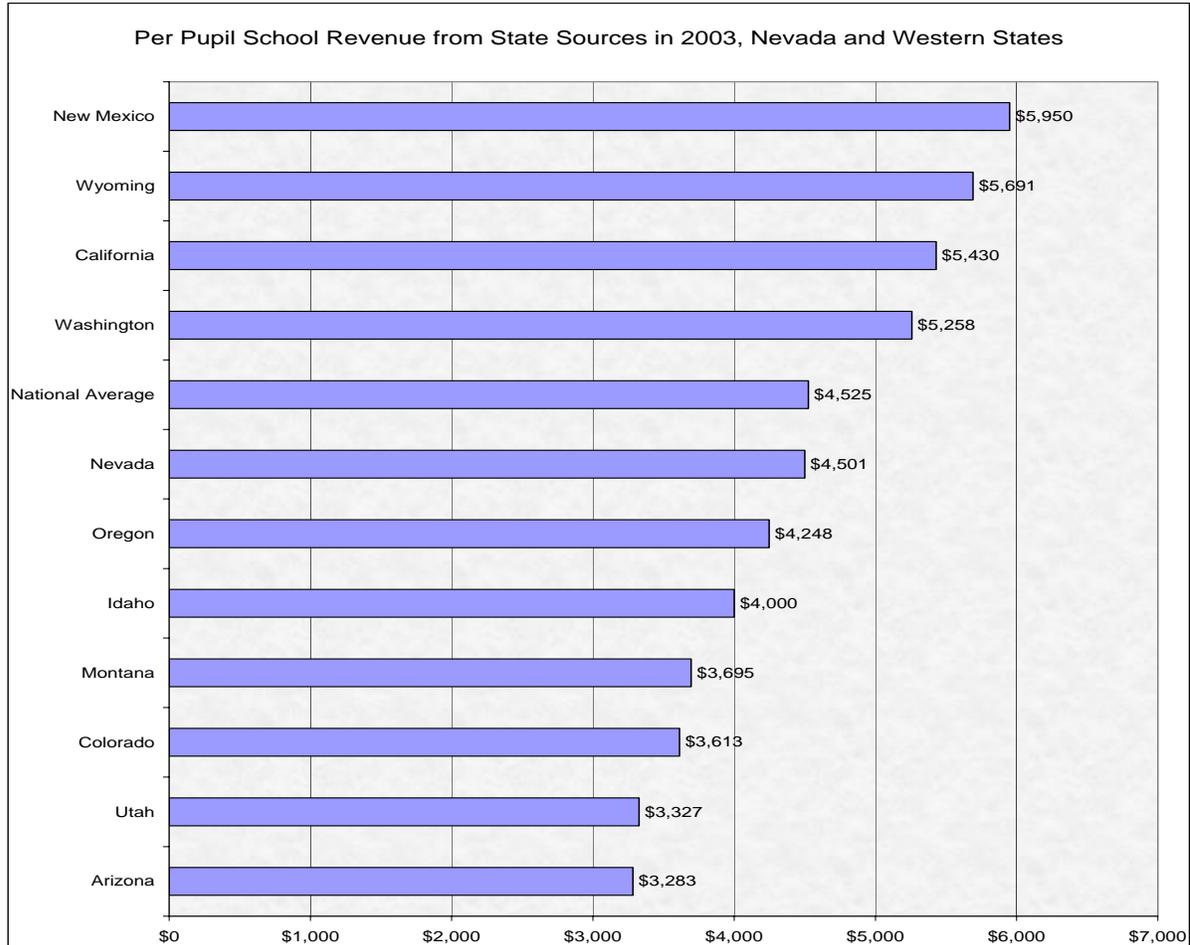


Enrollment:		Amount	Per Pupil	%-To-Total
	339,201			
Instruction		\$1,249,261,015	\$3,498	40.5%
Instructional Support		\$356,357,367	\$998	11.5%
Operations		\$448,203,185	\$1,255	14.5%
Other Commitments		\$851,314,553	\$2,383	27.6%
Leadership		\$181,070,156	\$507	5.9%
Total Expenditures		\$3,086,206,276	\$8,641	100.0%

Source: Fox River Learning, Inc 2002-2003 reports.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

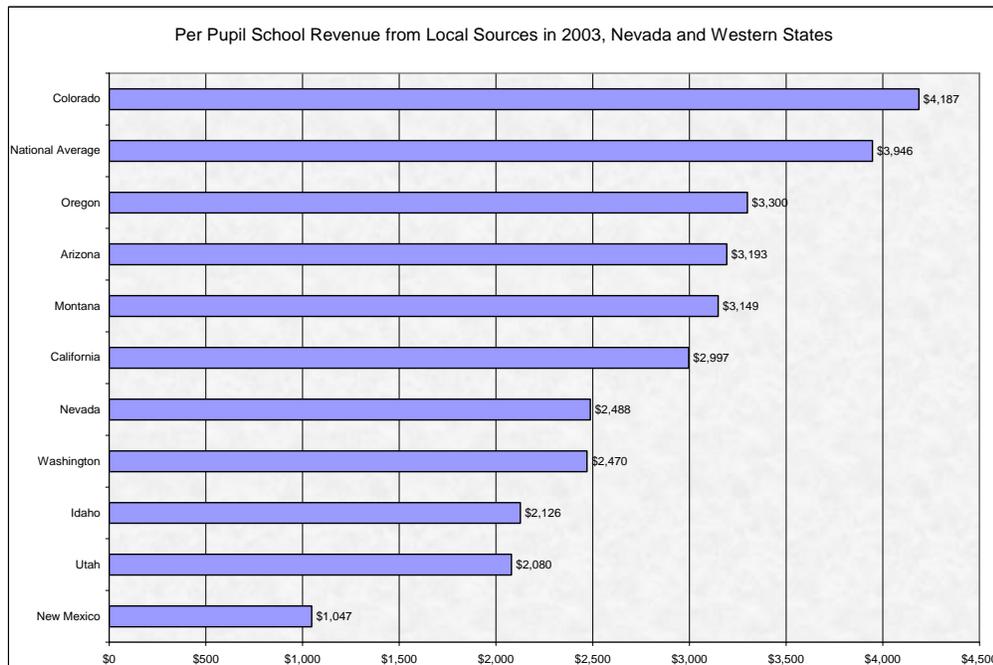
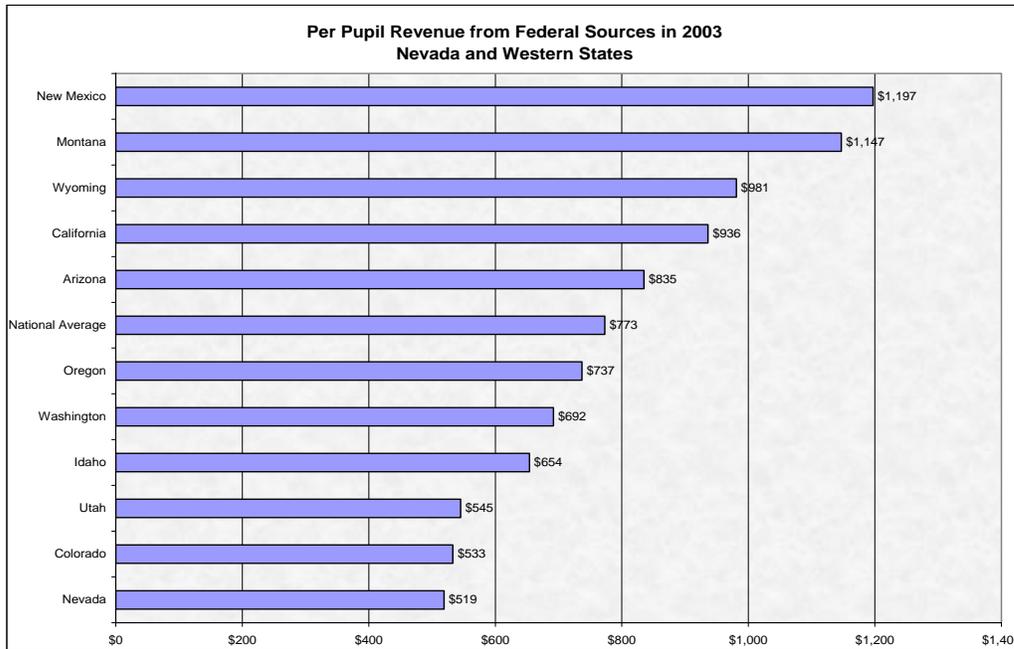
REVENUE SOURCES — NEVADA AND WESTERN STATES



Source: U.S. Census Bureau, "Public Education Finances, 2003."

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

REVENUE SOURCES — FEDERAL AND LOCAL SOURCES



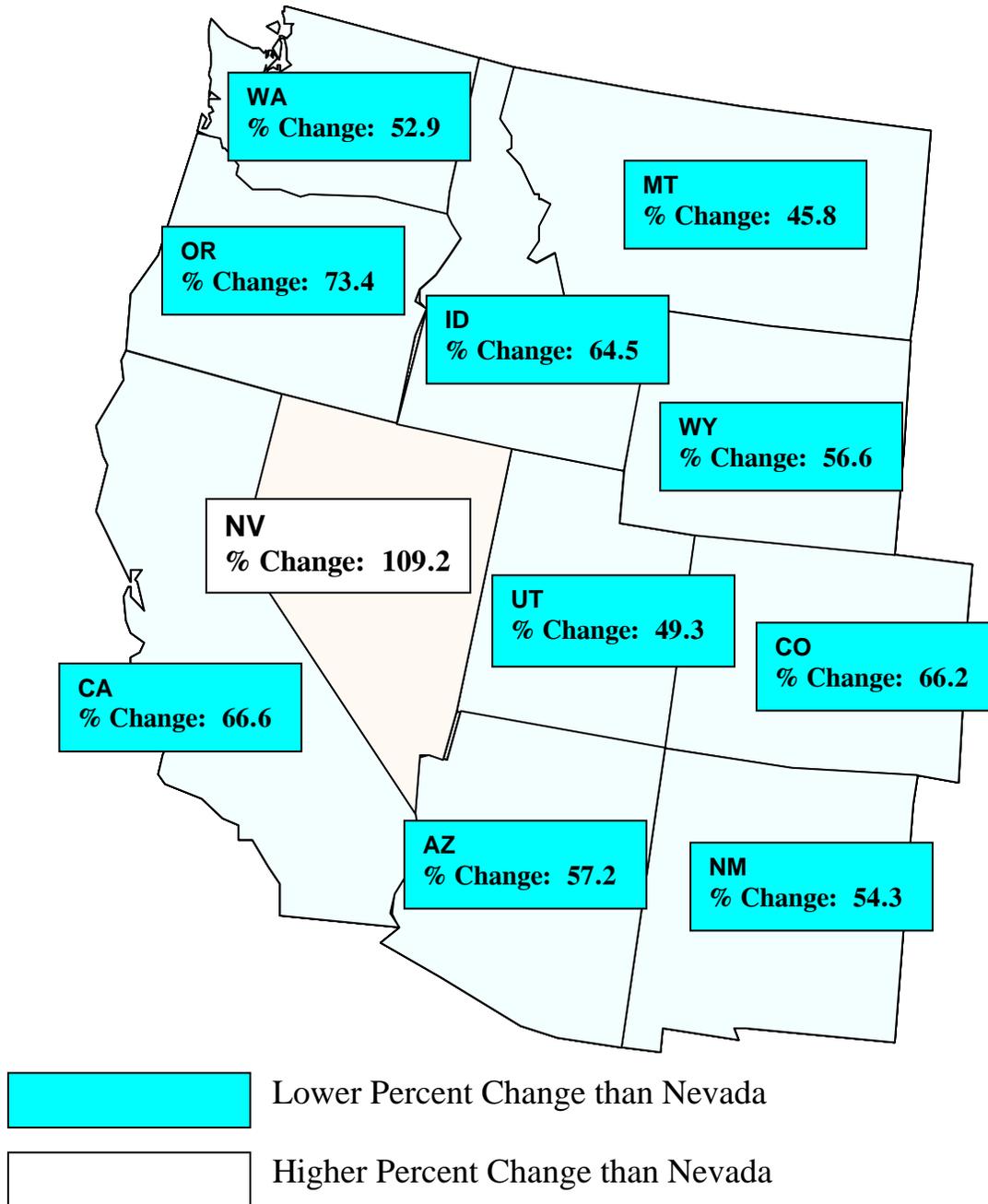
Source: U. S. Census Bureau, "Public Education Finances", 2003

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

FEDERAL FUNDING FOR NO CHILD LEFT BEHIND

Federal Funding for the No Child Left Behind Act (NCLBA)
Percent Change – Fiscal Years 2001-2005

United States – 56.9%

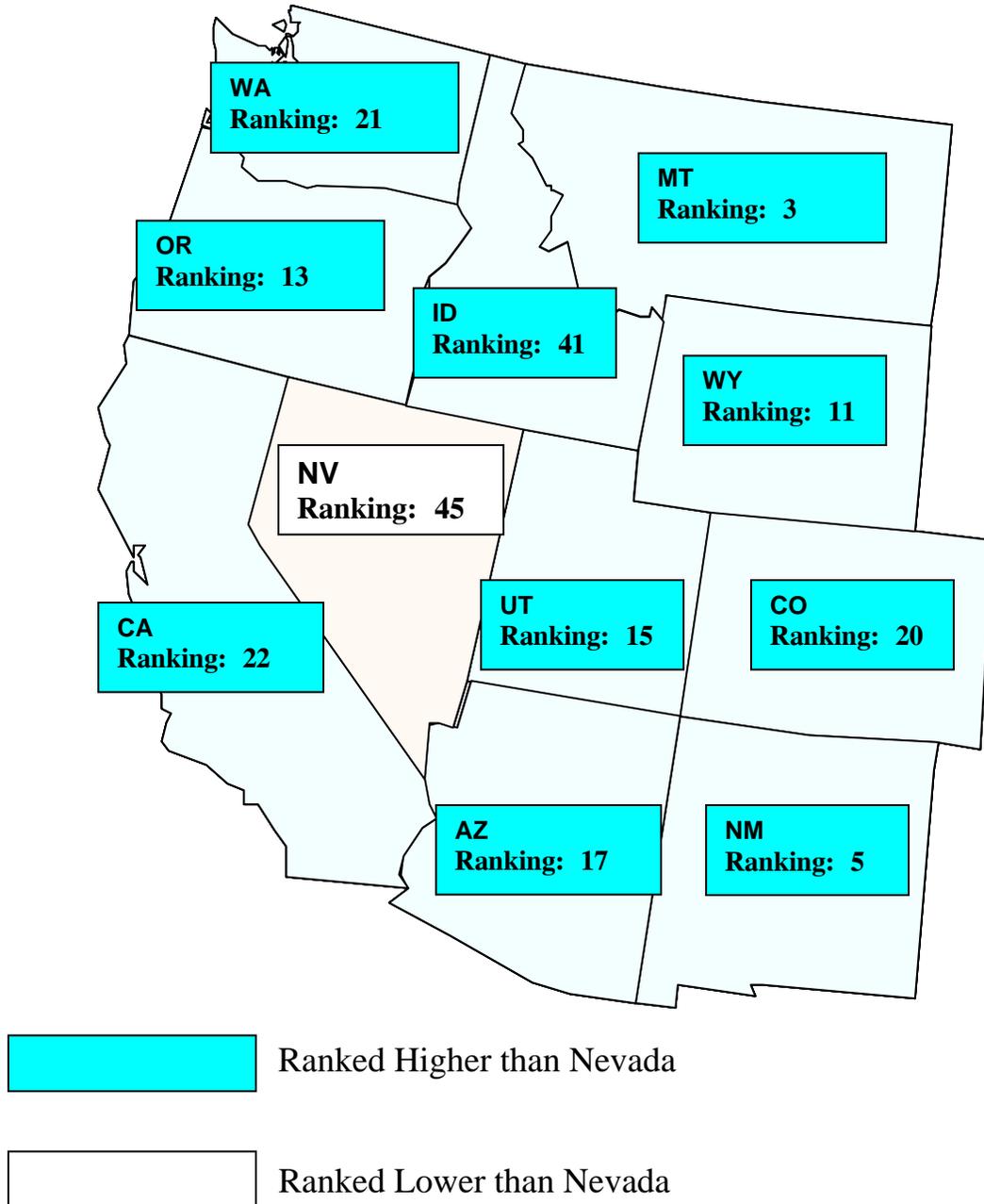


Source: US Department of Education, "State Budget Tables – 2005."

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

REVENUE SOURCES — FEDERAL GRANTS

Federal Competitive Grants for Education
Western States Per Capita Rankings



Source: Federal Funds Information for States (FFIS), "Special Analysis 04-01, May 12, 2004."

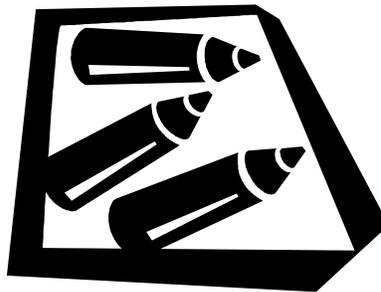
NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

LOCAL GOVERNMENT INDEBTEDNESS

LOCAL GOVERNMENT INDEBTEDNESS GENERAL OBLIGATION BONDS OF SCHOOL DISTRICTS AND OTHER LOCAL GOVERNMENT ENTITIES IN NEVADA June 30, 2004

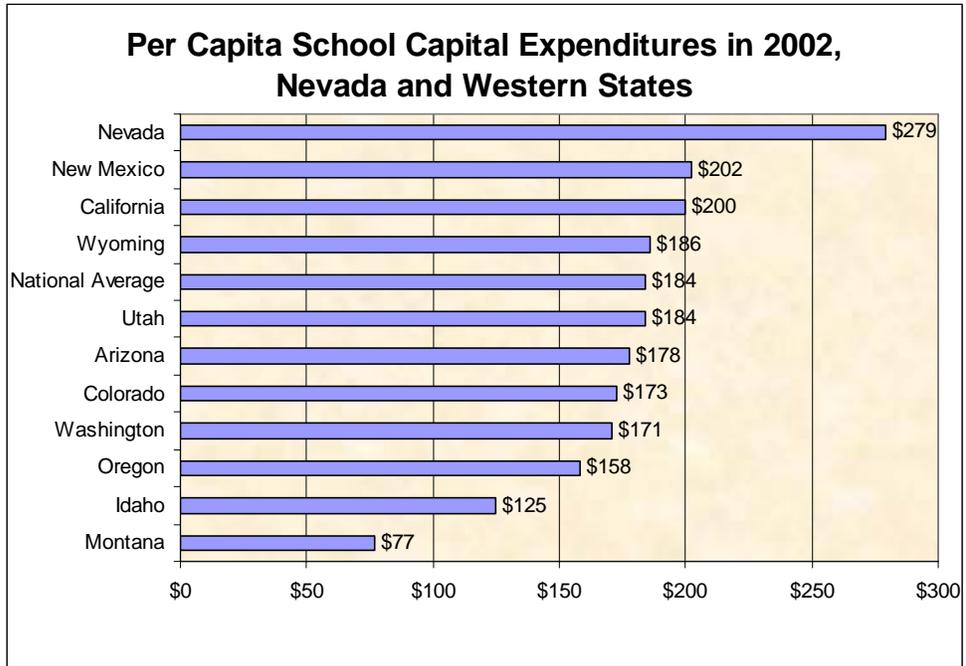
County	County Bond Amount	Schools Amount	Cities/Other Amount	Total	Percent of G.O. Bonds for Schools
Carson City	\$1,445,000	\$38,910,000		\$40,355,000	96.4%
Churchill		\$22,740,000		\$22,740,000	100.0%
Clark	\$121,845,000	\$2,144,909,191	\$200,127,531	\$2,466,881,722	86.9%
Douglas		\$16,434,590	\$690,000	\$17,124,590	96.0%
Elko			\$1,165,000	\$1,165,000	0.0%
Esmeralda				\$0	0.0%
Eureka				\$0	0.0%
Humboldt		\$4,705,000	\$3,844,000	\$8,549,000	55.0%
Lander	\$3,925,000			\$3,925,000	0.0%
Lincoln		\$2,880,000		\$2,880,000	100.0%
Lyon		\$48,015,000		\$48,015,000	100.0%
Mineral		\$5,070,000		\$5,070,000	100.0%
Nye		\$52,180,000	\$1,155,500	\$53,335,500	97.8%
Pershing		\$4,585,000		\$4,585,000	100.0%
Storey		\$730,000		\$730,000	100.0%
Washoe	\$78,320,000	\$385,155,000	\$31,680,000	\$495,155,000	77.8%
White Pine		\$6,990,000		\$6,990,000	100.0%
Statewide	\$205,535,000	\$2,733,303,781	\$238,662,031	\$3,177,500,812	86.0%

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

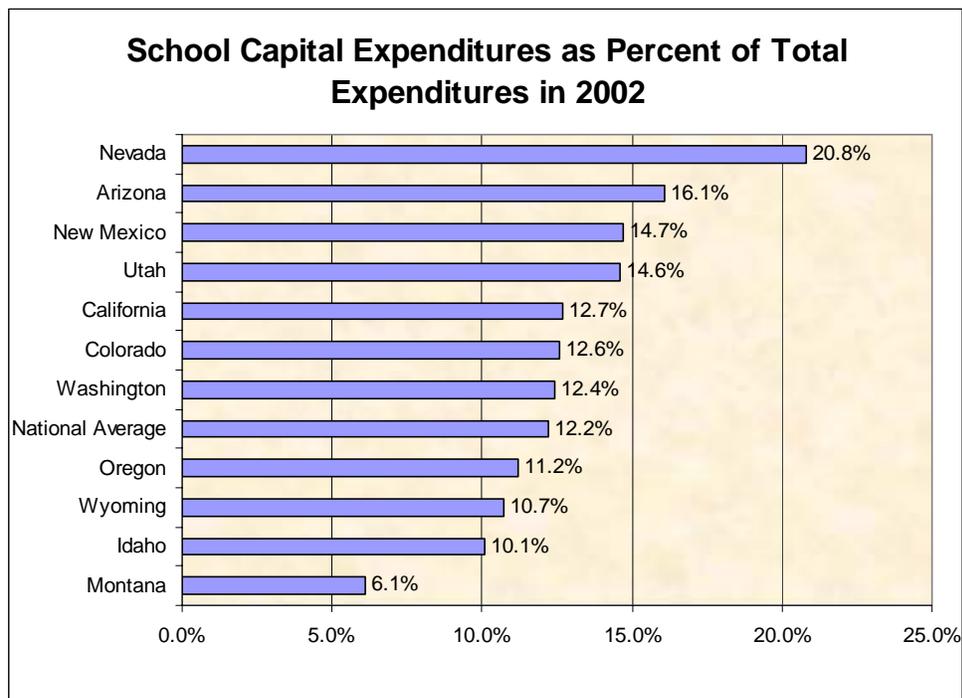


NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES — CAPITAL CONSTRUCTION



Source: U.S. Bureau of the Census, "Public Education Finances: 2002", in Morgan Quinto's *Education State Rankings 2004-2005*.



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES — CURRENT VS. TOTAL

Total – 2000-2001 School Year		
Rank	State	Per Pupil
1	New Jersey	\$12,617
2	New York	\$12,388
3	Connecticut	\$11,800
4	Alaska	\$10,542
5	Delaware	\$10,394
6	Massachusetts	\$10,084
7	Michigan	\$10,035
8	Vermont	\$9,943
9	Pennsylvania	\$9,830
10	Rhode Island	\$9,777
11	Wisconsin	\$9,726
12	Minnesota	\$9,487
13	Maryland	\$9,340
14	Illinois	\$9,241
15	Maine	\$9,190
16	Indiana	\$9,183
17	Ohio	\$8,898
18	Wyoming	\$8,709
19	Oregon	\$8,564
20	Virginia	\$8,464
21	Nebraska	\$8,310
22	New Hampshire	\$8,265
23	California	\$8,232
24	Georgia	\$8,211
25	West Virginia	\$8,201
26	South Carolina	\$8,177
27	Washington	\$8,114
28	Texas	\$8,101
29	Nevada	\$7,933
30	Iowa	\$7,916
31	Missouri	\$7,831
32	Arizona	\$7,790
33	Florida	\$7,702
34	North Carolina	\$7,668
35	Hawaii	\$7,649
36	Kansas	\$7,632
37	South Dakota	\$7,478
38	New Mexico	\$7,415
39	Colorado	\$7,275
40	Montana	\$7,256
41	Tennessee	\$6,908
42	Alabama	\$6,859
43	North Dakota	\$6,770
44	Louisiana	\$6,752
45	Oklahoma	\$6,552
46	Kentucky	\$6,518
47	Idaho	\$6,381
48	Arkansas	\$6,244
49	Mississippi	\$5,796
50	Utah	\$5,712

Current – 2000-2001 School Year		
Rank	State	Per Pupil
1	New Jersey	\$11,248
2	New York	\$10,716
3	Connecticut	\$10,127
4	Massachusetts	\$9,509
5	Rhode Island	\$9,315
6	Alaska	\$9,216
7	Vermont	\$9,153
8	Delaware	\$8,958
9	Michigan	\$8,278
10	Maryland	\$8,256
11	Wisconsin	\$8,243
12	Maine	\$8,232
13	Pennsylvania	\$8,210
14	Wyoming	\$7,835
15	Minnesota	\$7,645
16	Illinois	\$7,643
17	Indiana	\$7,630
18	Ohio	\$7,571
19	West Virginia	\$7,534
20	Oregon	\$7,528
21	New Hampshire	\$7,286
22	Virginia	\$7,281
23	Nebraska	\$7,223
24	California	\$6,987
25	Iowa	\$6,930
26	Georgia	\$6,929
27	Kansas	\$6,925
28	Washington	\$6,750
29	Montana	\$6,726
30	Missouri	\$6,657
31	South Carolina	\$6,631
32	Hawaii	\$6,596
33	Colorado	\$6,567
34	Texas	\$6,539
35	North Carolina	\$6,346
36	New Mexico	\$6,313
37	South Dakota	\$6,191
38	Florida	\$6,170
39	North Dakota	\$6,125
40	Kentucky	\$6,079
41	Louisiana	\$6,037
42	Oklahoma	\$6,019
43	Alabama	\$5,885
44	Nevada	\$5,807
45	Idaho	\$5,725
46	Tennessee	\$5,687
47	Arkansas	\$5,568
48	Arizona	\$5,278
49	Mississippi	\$5,175
50	Utah	\$4,674

NOTE

The NCES explains the differences between current and total as follows:

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

Source: National Center for Education Statistics. *Revenues and Expenditures for Public Elementary and Secondary Schools: School Year 2000-01*. Published May 2003. [Total expenditures are divided by student membership for fall 2000.]

III. TEACHER SALARY-BENEFIT COMPARISON DATA

BACKGROUND – TEACHER SALARIES

Teacher pay is often viewed as a major factor in attracting qualified people into the profession. According to the American Federation of Teachers' *2003 Survey & Analysis of Teacher Salary Trends*, the national average teacher salary for the 2002-2003 school year was \$45,771. California reported the highest average salary at \$55,693, and South Dakota reported the lowest average salary at \$32,414. In that same report, Nevada's \$41,795 average earned it a ranking of 26 among the 50 states and the District of Columbia. The National Education Association's *Fall 2004 Ranking & Estimates* also ranks Nevada as 26th for the 2003-2004 School Year.

With increasing frequency, states and school districts are considering 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 or hard-to-staff schools. Indeed, states' experience confirms that states and districts do successfully draw teachers from neighboring areas by paying higher beginning teacher salaries or offering attractive bonuses. In Nevada, during the 2001 Legislative Session, Senate Bill 458 provided a 3 percent retention pay bonus for teachers in the 2001-2002 Fiscal Year, and Senate Bill 427 set aside \$10 million in recruitment bonus money for new teachers. In 2003, Assembly Bill 553 renewed the \$10 million allocation in order to provide \$2,000 signing bonuses for newly hired teachers during the 2003-2005 biennium.

However, signing bonuses and improved salaries may not be sufficient measures in recruiting and retaining quality teachers. A 1998 national survey by the Education Commission of the States reported that although 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. Additionally, in a survey conducted by Public Agenda in 2000, new teachers said that if given a choice between two schools in otherwise identical districts, they would rather work in a school where student behavior and parental support were significantly better than in a school that paid a significantly higher salary (86 percent vs. 12 percent). They would also rather work in a school where administrators gave teachers strong support than in a school that paid a significantly higher salary (82 percent vs. 17 percent).

TEACHER SALARY-BENEFIT COMPARISON DATA

AVERAGE AND BEGINNING TEACHER SALARIES

Average Teacher Salary – 2002-2003 (AFT Survey)

United States Average Salary: \$45,771 United States Beginning Salary: \$29,564		
State	Average Salary and Ranking	Beginning Salary and Ranking
Arizona	\$39,955 (31)	\$23,548 (50)
California	\$55,693 (1) (Includes benefits where applicable)	\$34,805 (5)
Colorado	\$42,679 (22)	\$32,063 (16)
Idaho	\$39,784 (32)	\$26,072 (43)
Montana	\$35,754 (47)	\$23,052 (51)
Nevada	\$41,795 (26)	\$32,169 (15)
New Mexico	\$37,054 (46) (Includes health insurance where applicable)	\$28,120 (31)
Oregon	\$47,463 (14)	\$32,804 (14)
Utah	\$38,268 (38)	\$27,135 (36)
Washington	\$44,961 (18)	\$29,118 (24)
Wyoming	\$37,789 (42)	\$25,694 (44)

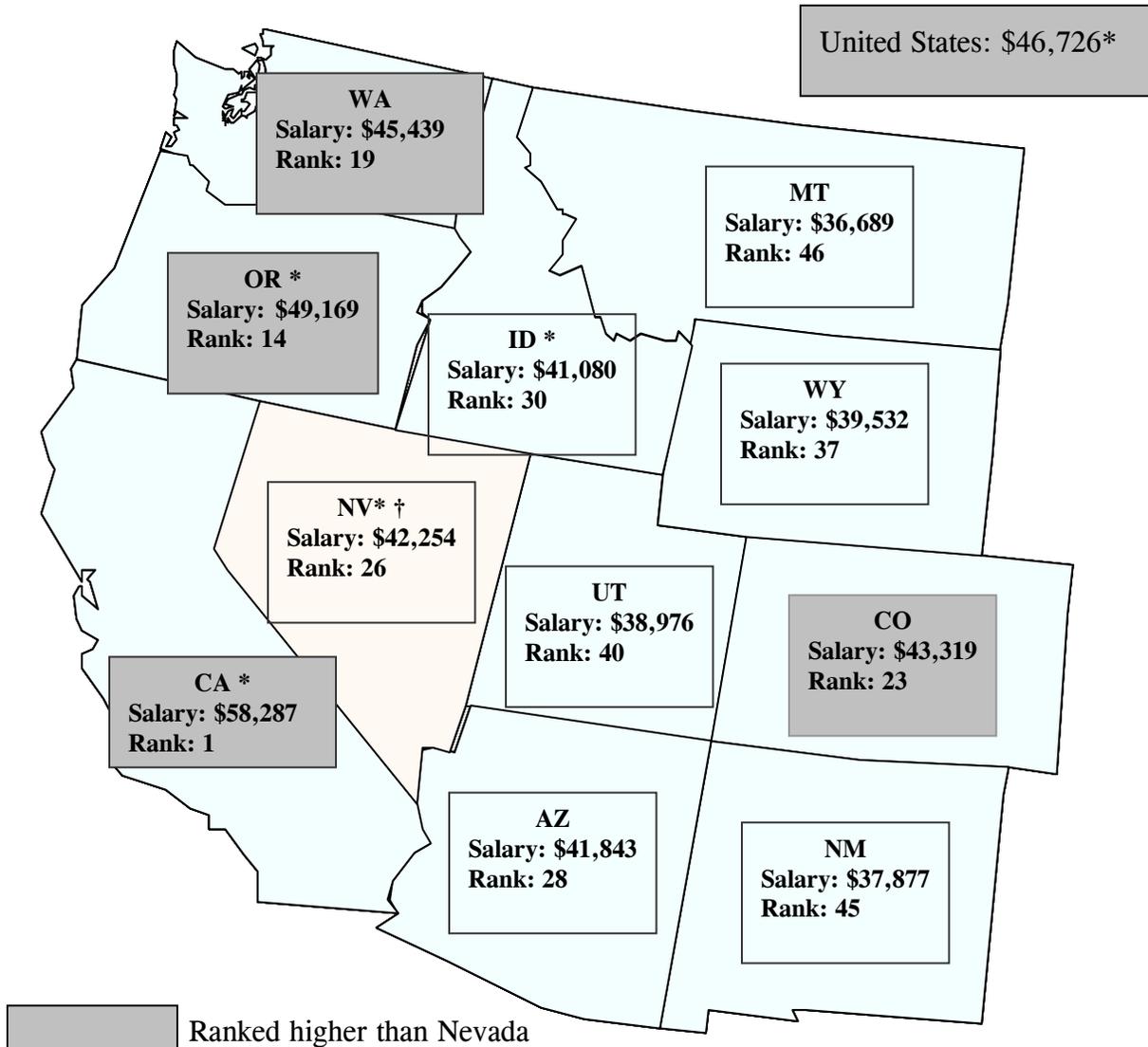
Source: *Survey and Analysis of Teacher Salary Trends 2003*, American Federation of Teachers



TEACHER SALARY-BENEFIT COMPARISON DATA

AVERAGE TEACHER SALARIES

Average Salaries of Public School Teachers – 2003-2004 (NEA Survey)



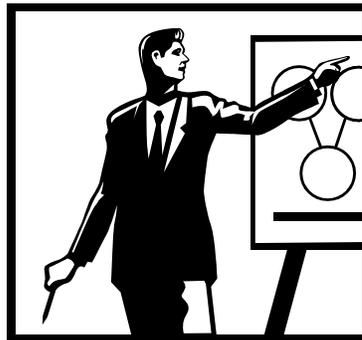
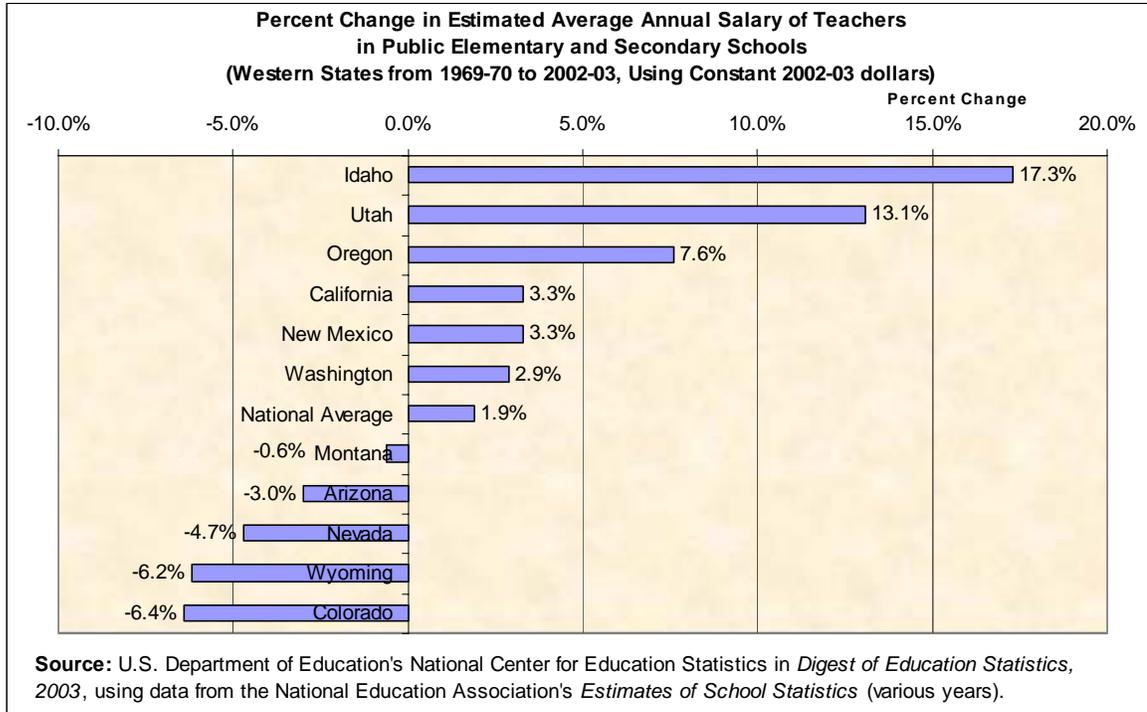
* Computed from NEA Research, Estimates Databank. Figures based on reports through August 2004.

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

Source: *Rankings and Estimates – Rankings of the States 2003 and Estimates of School Statistics 2004, May 2004, update Fall 2004*, National Education Association.

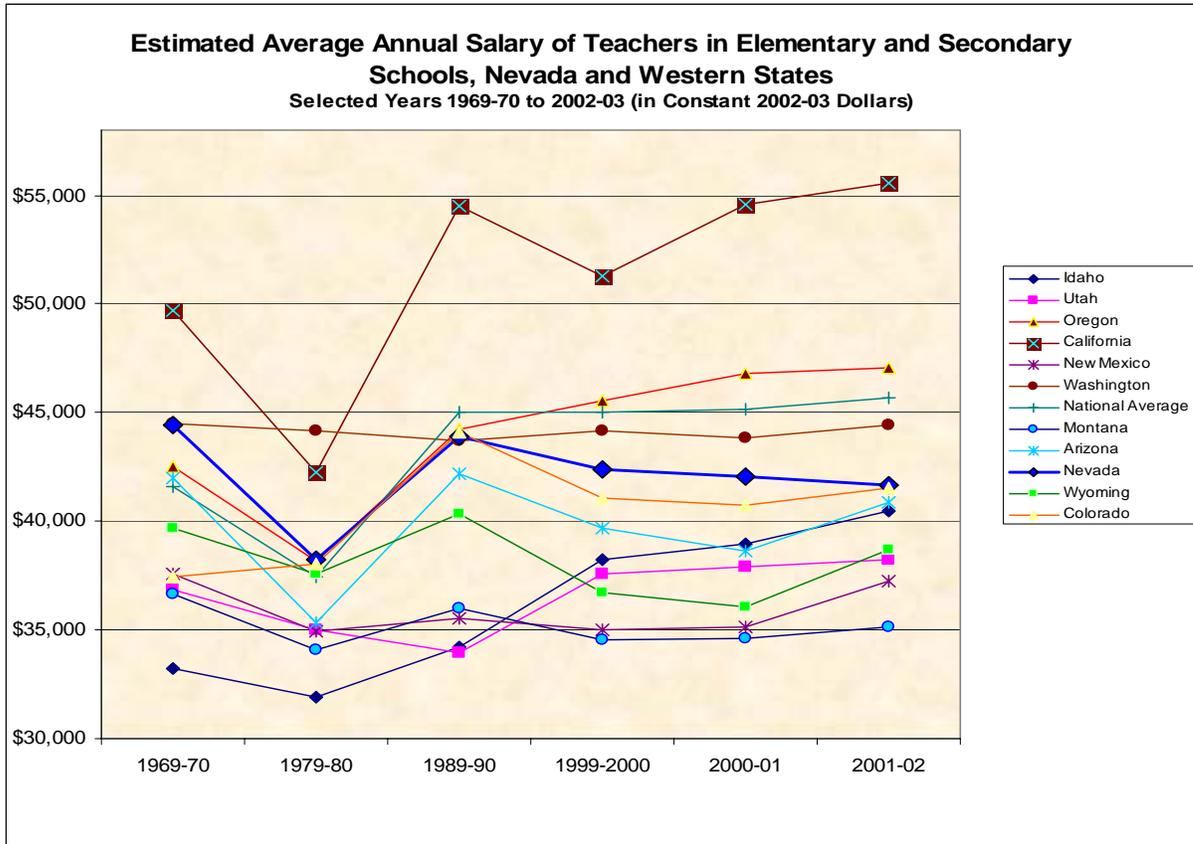
TEACHER SALARY-BENEFIT COMPARISON DATA

AVERAGE TEACHER SALARIES, WESTERN STATES



TEACHER SALARY-BENEFIT COMPARISON DATA

AVERAGE TEACHER SALARIES, WESTERN STATES



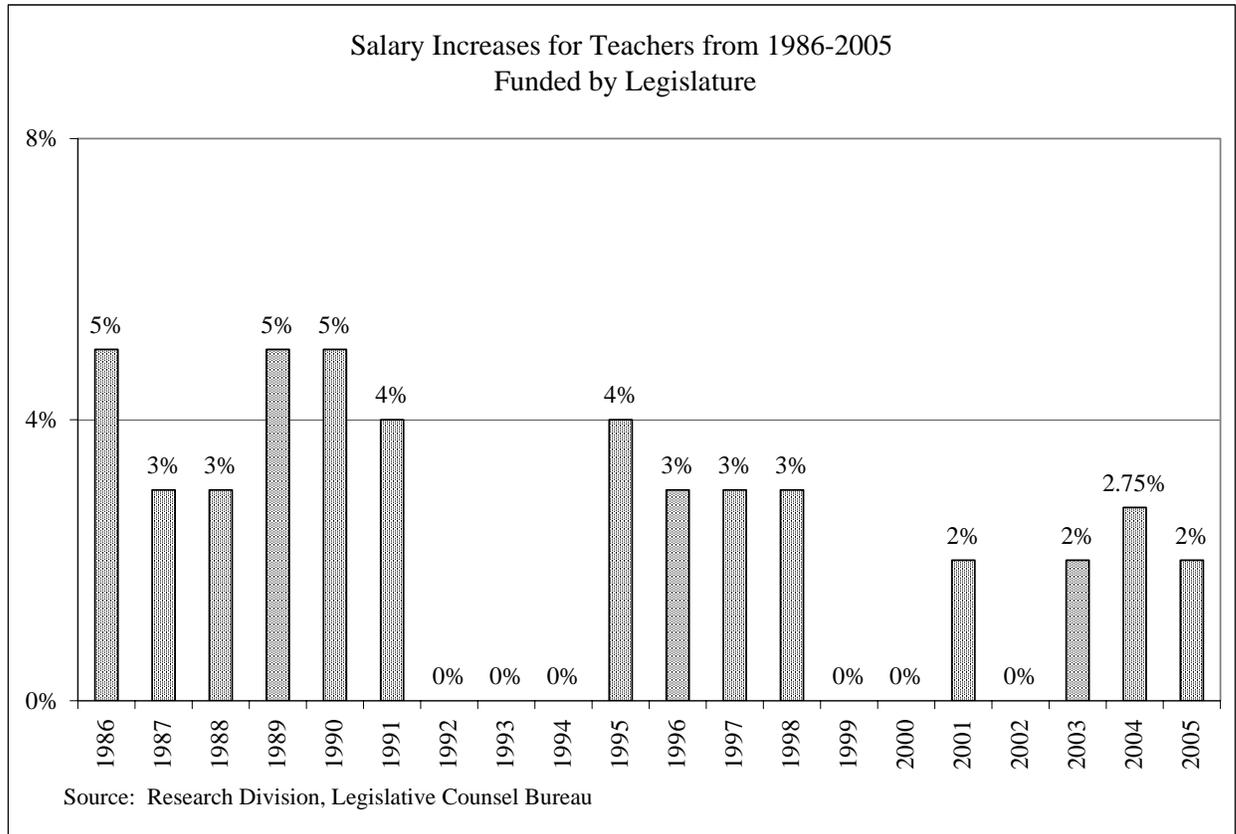
Estimated Average Annual Salary of Teachers in Public Elementary and Secondary Schools, Western States, Selected Years

	1969-70	1979-80	1989-90	1999-2000	2000-01	2001-02
Idaho	\$33,217	\$31,930	\$34,223	\$38,240	\$38,952	\$40,463
Utah	\$36,852	\$34,975	\$33,972	\$37,593	\$37,903	\$38,238
Oregon	\$42,512	\$38,158	\$44,233	\$45,543	\$46,794	\$47,096
California	\$49,730	\$42,273	\$54,499	\$51,292	\$54,585	\$55,545
New Mexico	\$37,585	\$34,923	\$35,507	\$35,020	\$35,140	\$37,243
Washington	\$44,475	\$44,149	\$43,684	\$44,152	\$43,828	\$44,421
National Average	\$41,587	\$37,463	\$44,989	\$44,996	\$45,141	\$45,667
Montana	\$36,669	\$34,102	\$35,973	\$34,554	\$34,583	\$35,136
Arizona	\$41,997	\$35,315	\$42,170	\$39,698	\$38,658	\$40,853
Nevada	\$44,426	\$38,226	\$43,874	\$42,374	\$42,066	\$41,662
Wyoming	\$39,687	\$37,562	\$40,362	\$36,712	\$36,069	\$38,670
Colorado	\$37,416	\$38,015	\$44,115	\$41,054	\$40,756	\$41,555

Source: U.S. Department of Education's National Center for Education Statistics in *Digest of Education Statistics, 2003*, using data from the National Education Association's *Estimates of School Statistics* (various years).

TEACHER SALARY-BENEFIT COMPARISON DATA

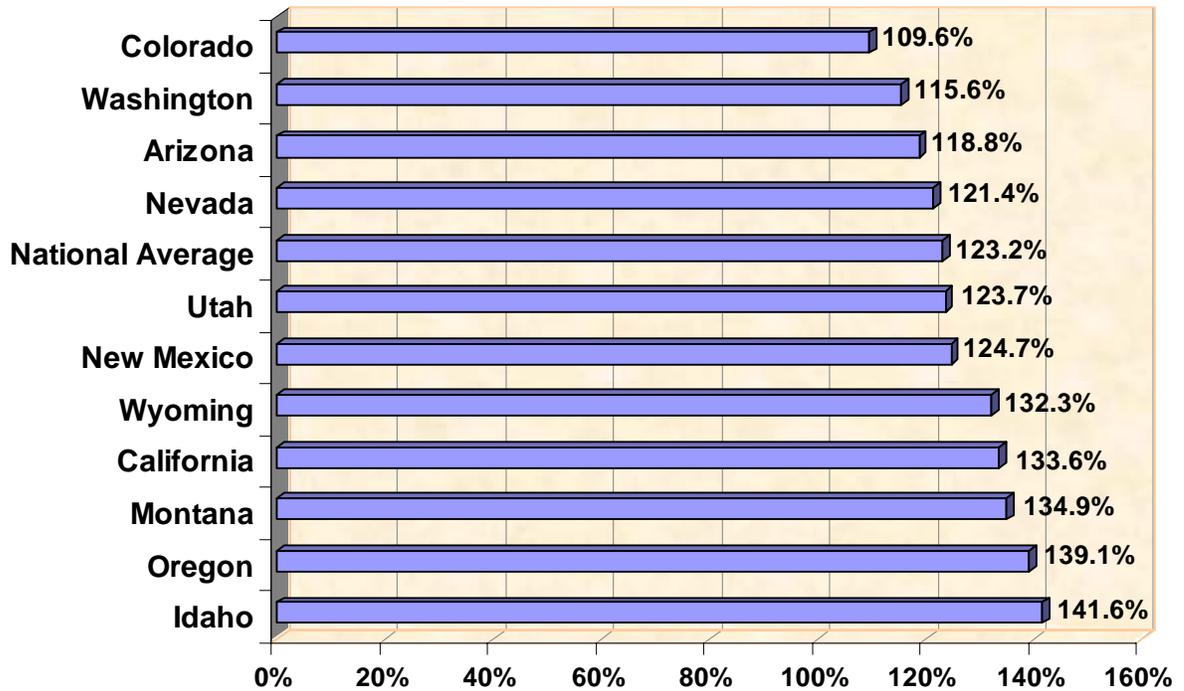
NEVADA TEACHER SALARY INCREASES



TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES & ALL WORKERS

AVERAGE TEACHER SALARY AS A PERCENT OF
AVERAGE ANNUAL PAY OF ALL WORKERS *



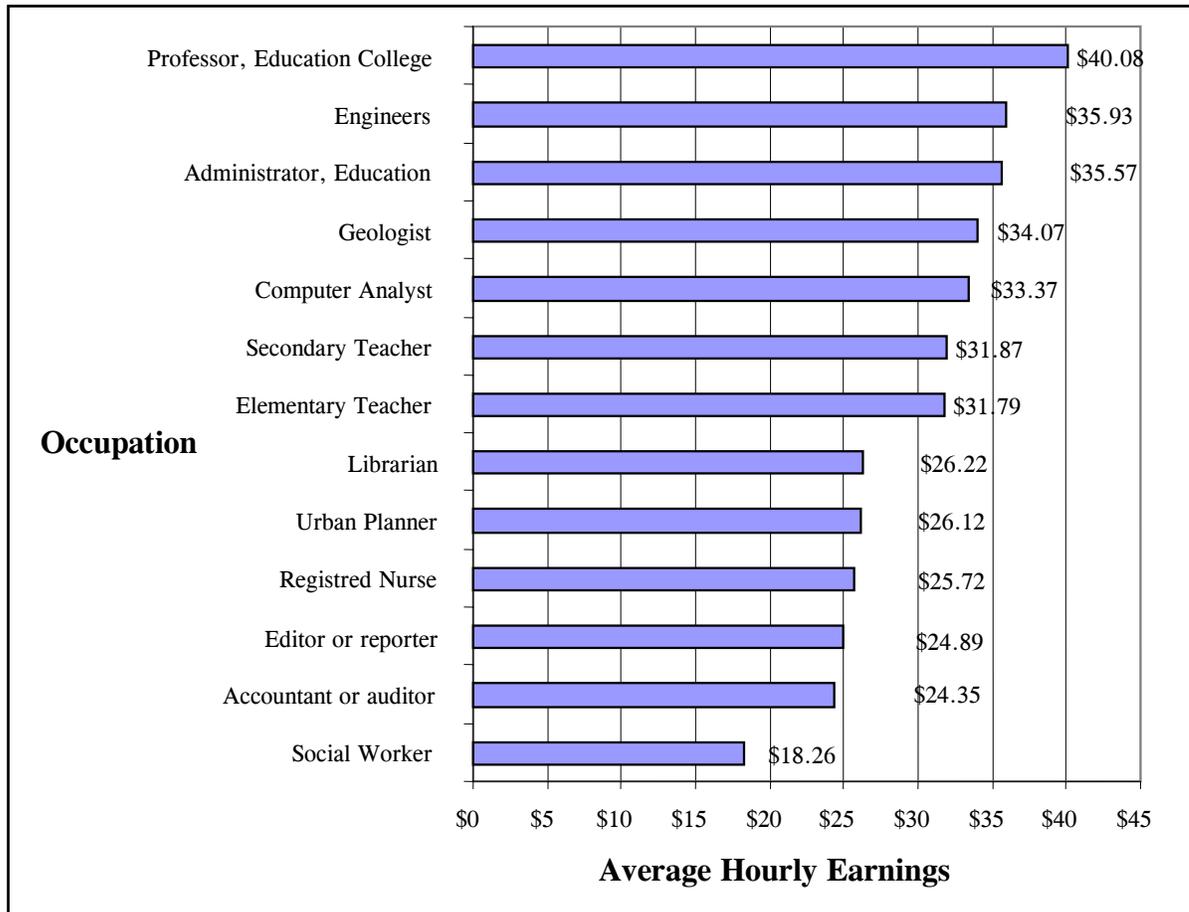
*Average of public elementary and secondary teacher salary for school years 2001-2002 and 2002-2003 compared to each state's 2002 average annual pay for all workers covered by federal unemployment.

Source: National Education Association *Rankings & Estimates 2002 & 2004*, and Bureau of Labor Statistics *Quarterly Census of Employment and Wages: Annual Data Tables in Education State Rankings 2004-2005*. Morgan Quinto, 2004.

TEACHER SALARY-BENEFIT COMPARISON DATA

AVERAGE HOURLY EARNINGS: WHITE COLLAR PROFESSIONALS

Average Hourly Earnings: White Collar Professions, 2003



Source: National Compensation Survey: Occupational Wages in the United States, July 2003, U.S. Department of Labor, Bureau of Labor Statistics, August 2004.

TEACHER SALARY-BENEFIT COMPARISON DATA

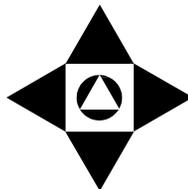
TEACHER SALARIES & PRIVATE SECTOR

WESTERN STATE COMPARISON: AVERAGE SALARY OF TEACHERS IN 2001-2002 SY COMPARED TO ANNUAL EARNINGS IN THE PRIVATE SECTOR, 2001

State	Average Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers to Private Sector	Rank		
				2001-2002	2000-2001	1991-1992
Arizona	\$38,510	\$33,162	1.16	40	44	28
California	\$54,348	\$40,973	1.33	19	25	15
Colorado	\$40,659	\$38,210	1.06	50	50	26
Idaho	\$39,194	\$27,475	1.43	4	13	42
Montana	\$34,379	\$24,126	1.42	5	4	7
Nevada	\$44,621	\$32,198	1.39	11	5	2
New Mexico	\$36,716	\$27,678	1.33	18	29	38
Oregon	\$46,033	\$32,750	1.41	6	8	10
Utah	\$38,153	\$29,699	1.28	26	30	46
Washington	\$43,470	\$37,419	1.16	39	43	14
Wyoming	\$37,853	\$27,607	1.37	12	21	9
United States	\$44,367	\$36,159	1.23	N/A	N/A	N/A

 Ranked Higher than Nevada - 2001-2002

American Federation of Teachers. *2002 Survey and Analysis of Teacher Salary Trends.*



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 9.9 percent of the total school population (ages 6 through 17). This 9.9 percent enrollment figure is lower than the nationwide average of 11.1 percent for special needs students.

According to In\$ite, Nevada's education financial analysis system, in 2002-2003, the average cost, statewide, for educating a disabled student in Nevada was \$14,687 per year, which includes the expenses for general education classes, special education programs, and related services. For the 2002-2003 school year, the total cost to educate students with disabilities (including general education costs) in Nevada was \$304.5 million paid from a combination of federal, state, and local dollars.

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

SPECIAL EDUCATION

BACKGROUND AND HISTORY

“roll-up” for salary increases and 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 2,615 units in Fiscal Year (FY) 2003-2004 at \$31,811 per unit for a total of \$83.2 million. In FY 2004-2005, 2,708 units were funded by the Legislature at \$32,447 per unit for a total appropriation of \$87.9 million.

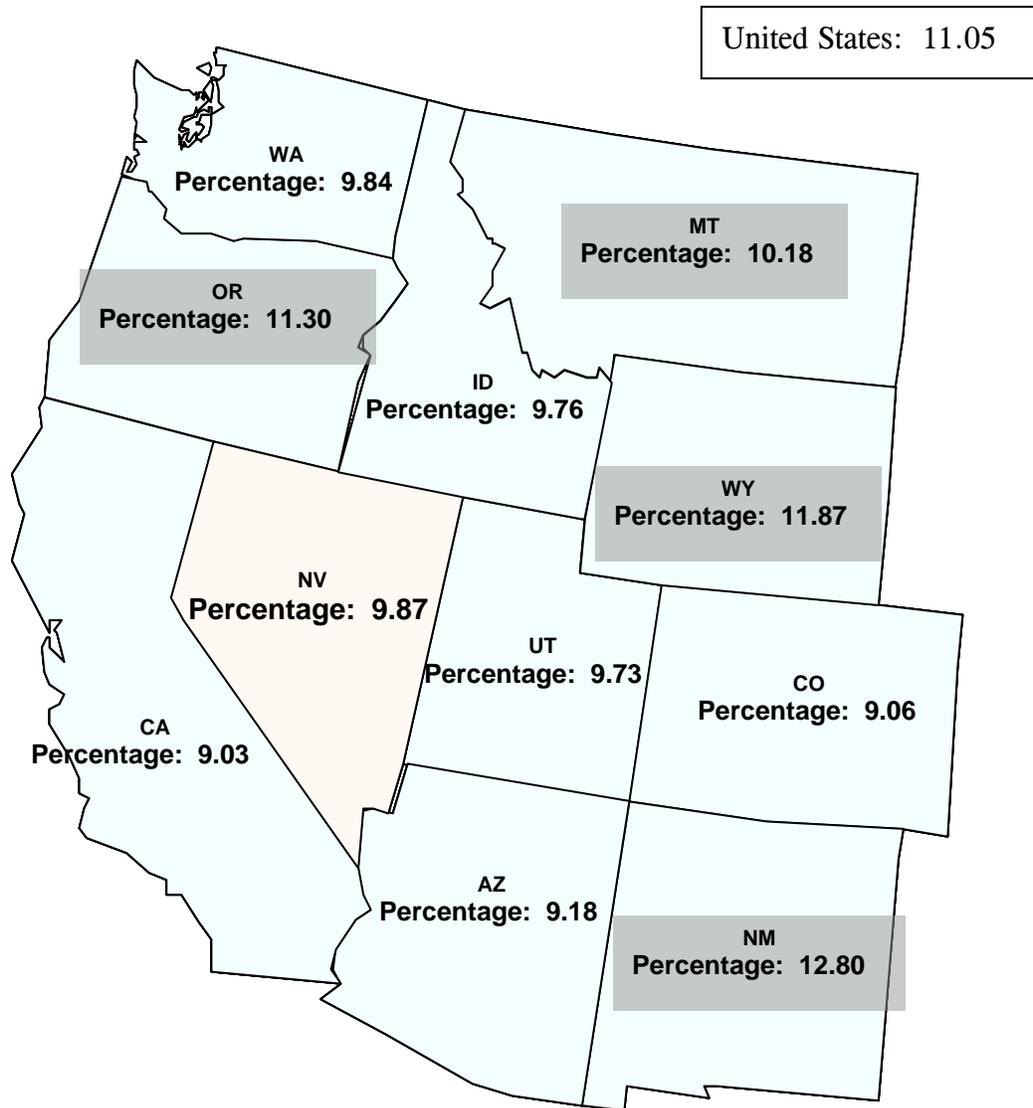
The amount allocated for each unit falls short of the actual costs of salaries and benefits for special education teachers, who normally have more education and experience than other teachers. This requires school districts to use money from the local general fund to pay the difference between the amount 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. Last year Congress funded 19 percent of the total cost – the most it has ever contributed; originally it promised the states that it would fund up to 40 percent of the cost.



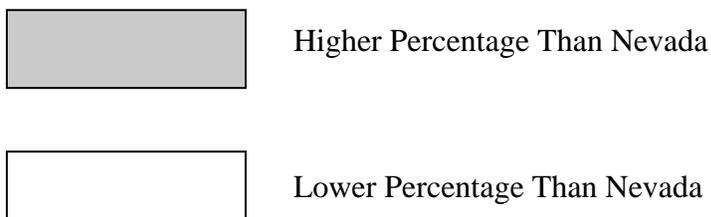
SPECIAL EDUCATION

PERCENTAGE SERVED

WESTERN STATE COMPARISON: PERCENTAGE OF SPECIAL EDUCATION CHILDREN (AGES 6-17) SERVED UNDER IDEA – 2000-2001 SCHOOL YEAR

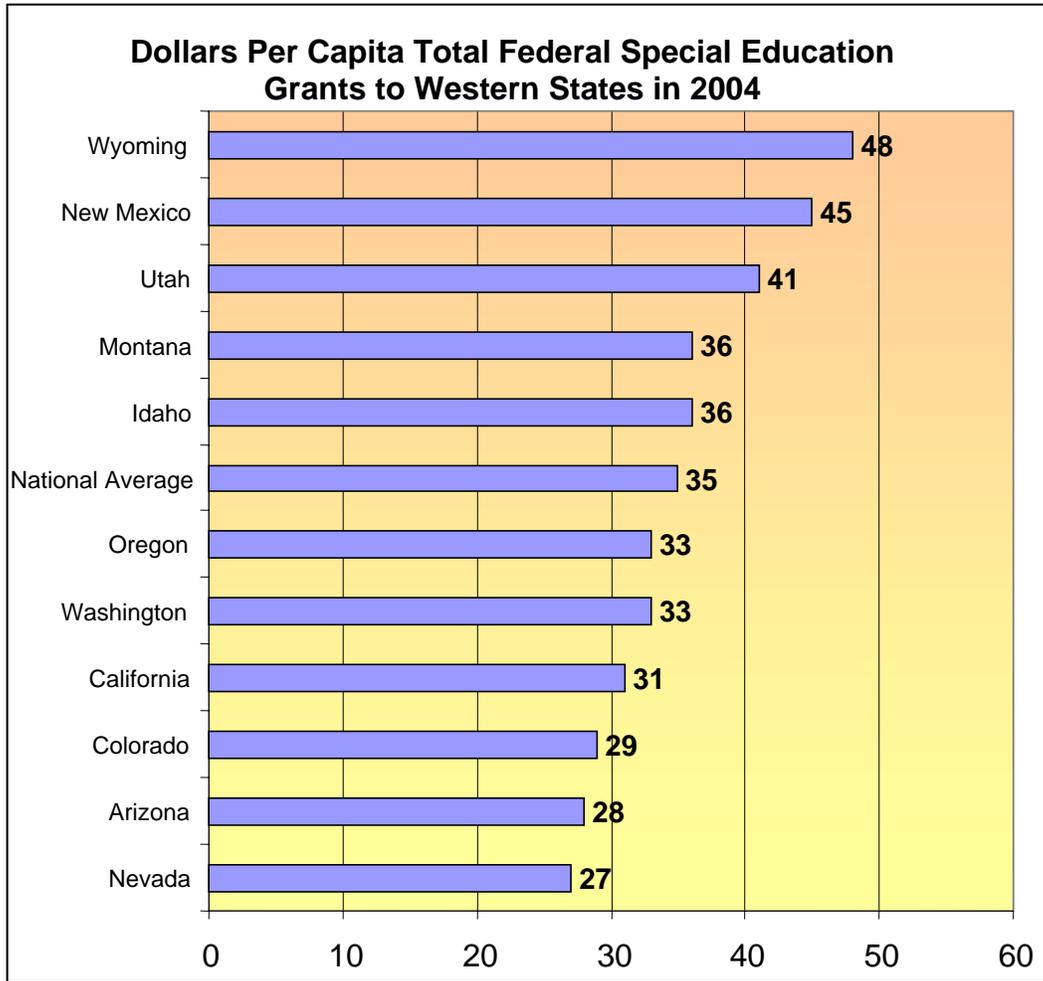


Source: 24th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), 2002.



SPECIAL EDUCATION

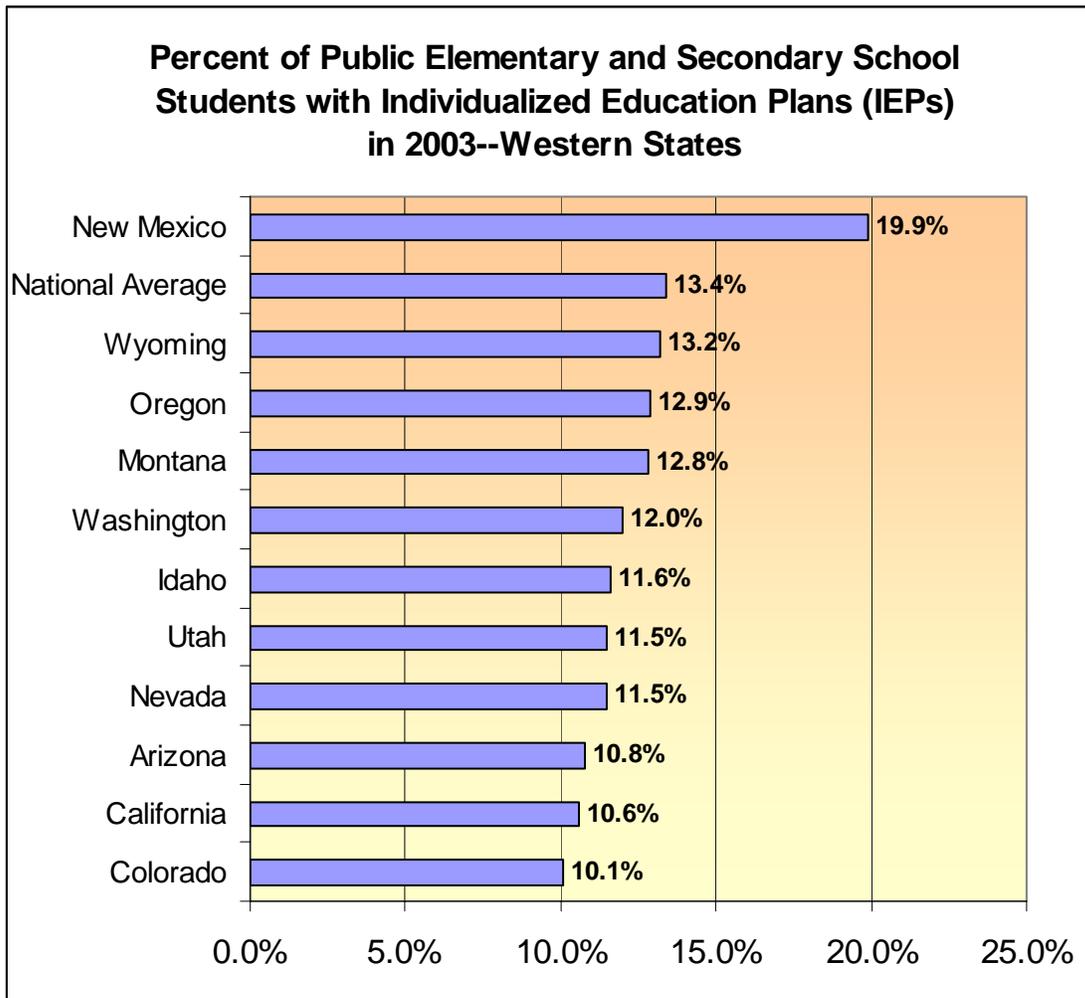
SPECIAL EDUCATION GRANTS



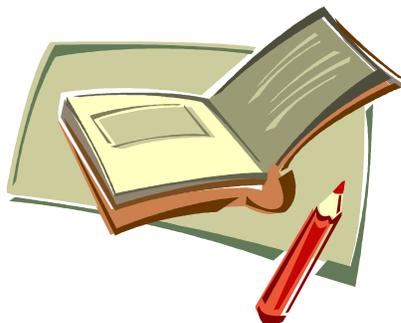
Source: U.S. Department of Education, *FY 2001-2005 State Tables*, in *Education State Rankings 2004-2005*.

SPECIAL EDUCATION

STUDENTS WITH IPES



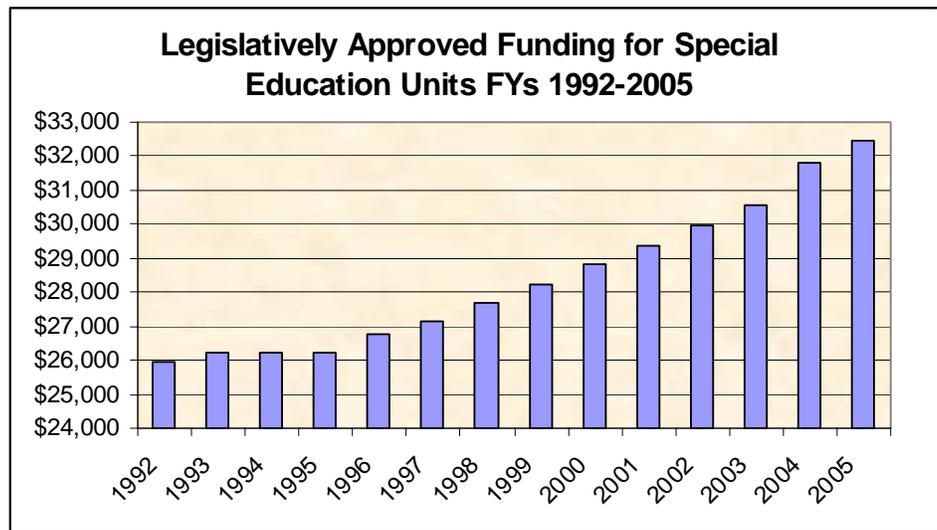
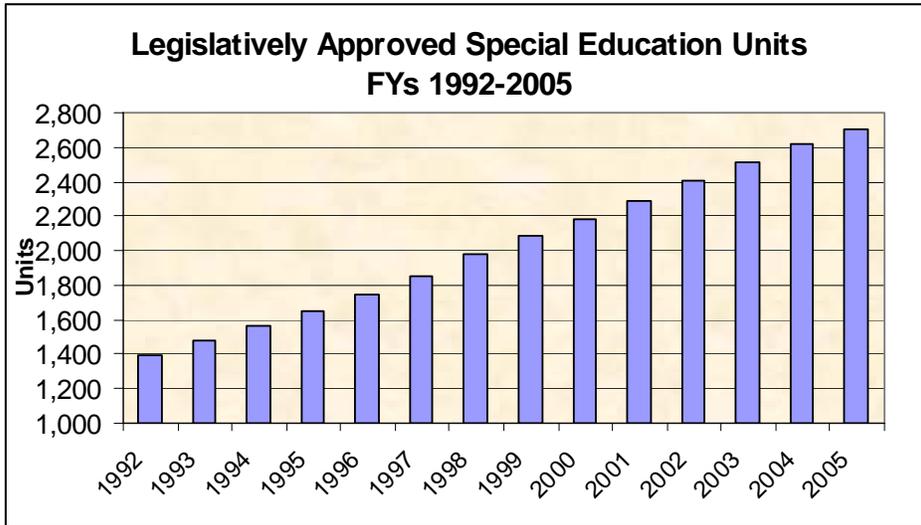
Source: U.S. Department of Education, NCES, "Overview of Public Elementary and Secondary Schools and Districts: School Year 2002-2003," in *Education State Rankings 2004-2005*.



SPECIAL EDUCATION

UNIT FUNDING

Nevada: Special Education Unit Funding Fiscal Years 1992-2005



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

SPECIAL EDUCATION

UNIT FUNDING

**Nevada: Special Education Unit Funding
Fiscal Years 1994 – 2005
(Number Approved and Unit Amount)**

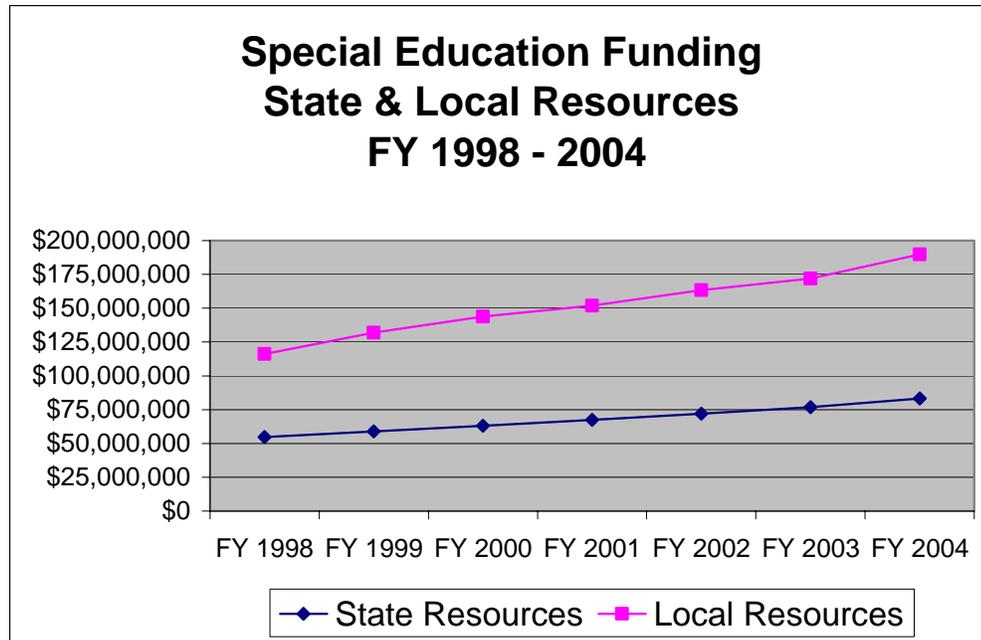
<u>Fiscal Year</u>	<u>Legislatively Approved</u>
2005	2,708 @ \$32,447
2004	2,615 @ \$31,811
2003	2,514 @ \$30,576
2002	2,402 @ \$29,977
2001	2,291 @ \$29,389
2000	2,186 @ \$28,813
1999	2,088 @ \$28,248
1998	1,976 @ \$27,694
1997	1,857 @ \$27,151
1996	1,746 @ \$26,740
1995	1,645 @ \$26,208
1994	1,560 @ \$26,208

Source: Nevada Legislative Appropriations Reports

SPECIAL EDUCATION

FUNDING

NEVADA: SPECIAL EDUCATION FUNDING STATE VS. LOCAL RESOURCES

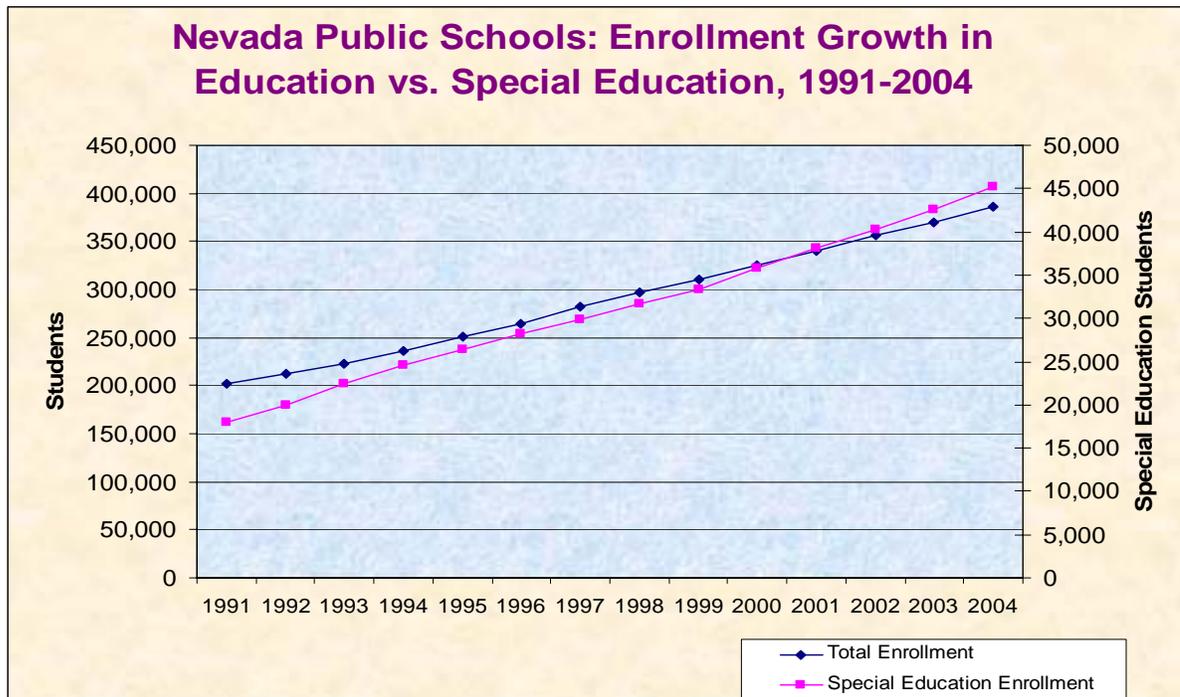


Fiscal Year	State Resources	Local Resources
FY 1998	\$54,723,344	\$116,198,395
FY 1999	\$58,981,824	\$132,014,493
FY 2000	\$62,985,216	\$143,861,090
FY 2001	\$67,330,199	\$151,949,548
FY 2002	\$72,004,752	\$163,313,519
FY 2003	\$76,868,064	\$171,829,968
FY 2004	\$83,185,765	\$189,815,149

Source: Nevada Department of Education, 387.303 Report.

SPECIAL EDUCATION

FUNDING



School Year	Total Enrollment	Percent Increase	Special Education Enrollment*	Percent Increase
1991	201,316	7.75	18,065	9.80
1992	211,810	5.21	19,957	10.47
1993	222,846	5.21	22,402	12.25
1994	235,800	5.81	24,624	9.92
1995	250,747	6.34	26,345	6.99
1996	265,041	5.70	28,174	6.94
1997	282,131	6.45	29,946	6.29
1998	296,621	5.14	31,726	5.94
1999	311,063	4.87	33,294	4.94
2000	325,610	4.68	35,847	7.67
2001	340,706	4.64	38,165	6.47
2002	356,814	4.73	40,196	5.32
2003	369,498	3.55	42,532	5.81
2004	385,414	4.31	45,201	6.28

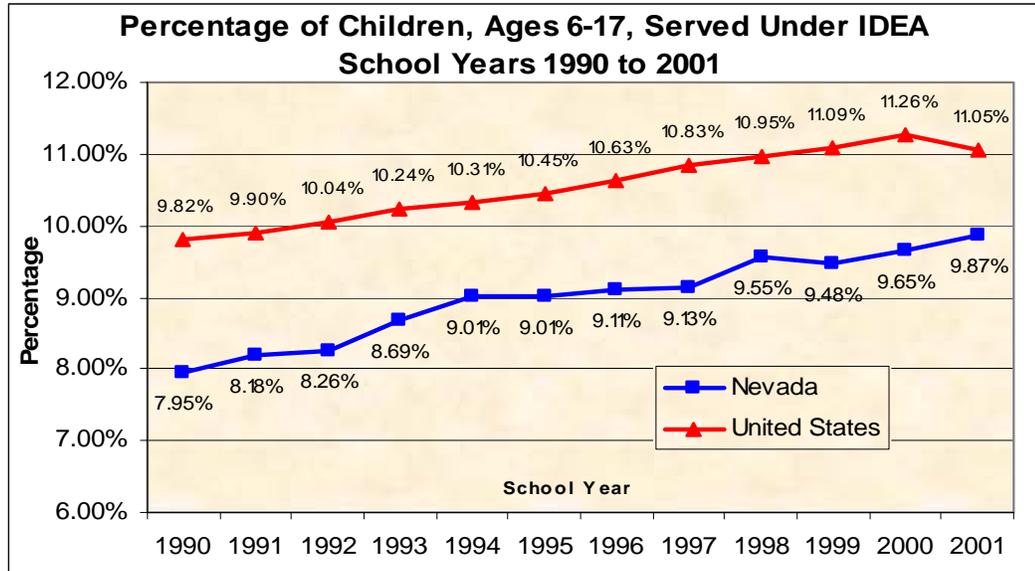
* Includes early childhood special education students.

Source: Nevada Department of Education. *Research Bulletin*, March 2004

SPECIAL EDUCATION

IDEA – CHILDREN SERVED

NEVADA PERCENTAGE OF CHILDREN (AGES 6-17) SERVED UNDER IDEA SCHOOL YEARS 1990-2001



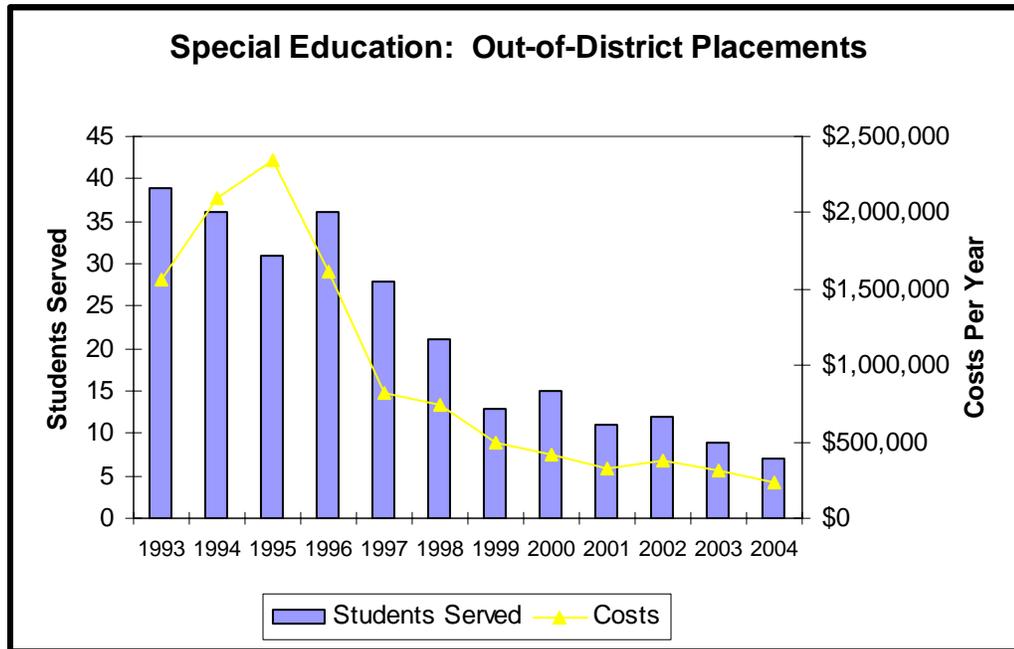
School Year	Nevada	United States
1990	7.95	9.82
1991	8.18	9.90
1992	8.26	10.04
1993	8.69	10.24
1994	9.01	10.31
1995	9.01	10.45
1996	9.11	10.63
1997	9.13	10.83
1998	9.55	10.95
1999	9.48	11.09
2000	9.65	11.26
2001	9.87	11.05

Source: U.S. Department of Education. 24th Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (IDEA), 2002.

SPECIAL EDUCATION

FUNDING

Nevada: Special Education – Out-Of-District Placements (Nevada Revised Statutes, Chapter 395)

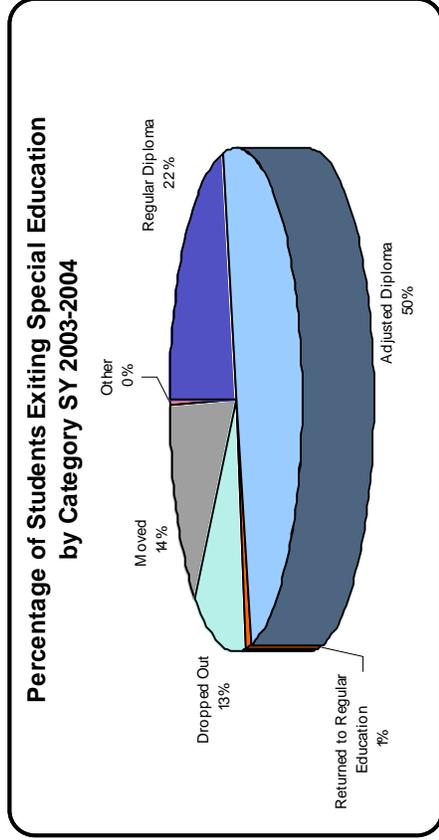
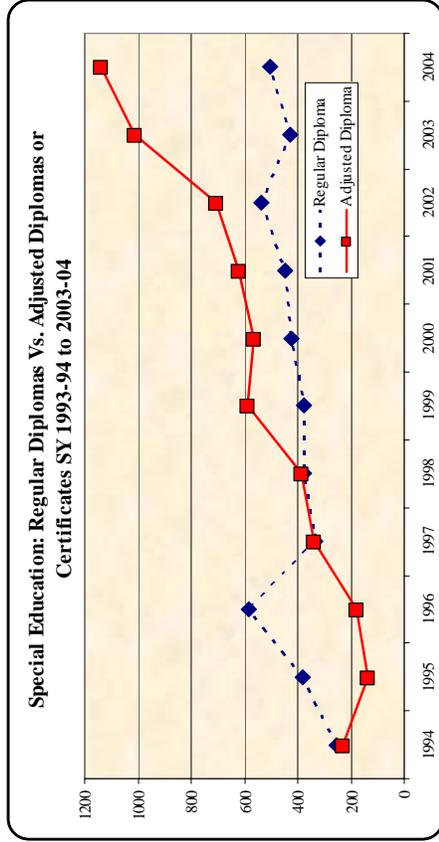


Fiscal Year	Students Served	Costs
2004	7	\$239,000
2003	9	\$310,000
2002	12	\$379,582
2001	11	\$325,560
2000	15	\$418,257
1999	13	\$494,989
1998	21	\$737,137
1997	28	\$814,228
1996	36	\$1,618,531
1995	31	\$2,345,885
1994	36	\$2,100,153
1993	39	\$1,568,065

Source: Nevada Department of Education

SPECIAL EDUCATION STUDENTS EXITING PROGRAM

NEVADA: NUMBERS AND PERCENTAGES OF STUDENTS WHO EXITED SPECIAL EDUCATION PROGRAMS SCHOOL YEARS 1993-94 TO 2003-04



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	697		254	36%	232	33%	14	2%	116	17%	81	12%
1995	763		381	50%	136	18%	15	2%	83	11%	148	19%
1996	1,097		584	53%	181	16%	17	2%	174	16%	141	13%
1997	1,194		332	28%	338	28%	23	2%	201	17%	300	25%
1998	1,061		376	35%	385	36%	28	3%	81	8%	191	18%
1999	1,636		375	23%	586	36%	55	3%	278	17%	342	21%
2000	1,883		422	22%	564	30%	51	3%	382	20%	464	25%
2001	2,222		447	20%	619	28%	74	3%	418	19%	664	30%
2002	2,349		536	23%	707	30%	79	3%	385	16%	642	27%
2003	2,005		426	21%	1,011	50%	19	1%	216	11%	333	17%
2004	2,290		503	22%	1,138	50%	21	1%	299	13%	329	14%

Source: Nevada Department of Education, Office of Special Education, March 2005.

V. IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

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

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

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

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

Federal Title I Funds

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

Comprehensive School Reform (CSR) Funds

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

State Remediation Funds for Low-Performing Schools

The NERA of 1997 first provided remediation funds for low-performing schools in 1998. This program has been continued each biennium since. 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

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

the subject areas of reading, writing, mathematics, and science. Schools must select such programs from Nevada's *List of Effective Remediation Programs*, published annually. As the standards movement in Nevada has evolved, so has the method of qualifying for remedial funding.

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

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

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

With the passage of Senate Bill 1 of the 19th Special Session, the qualifications for remediation funding were again changed. Since NCLB introduced the concept of AYP, all schools that failed to make AYP were considered eligible, as well as those schools where 40 percent of the pupils enrolled in a school scored in the bottom quarter in all four subject areas tested on the state-required norm-referenced test (NRT). The norm-referenced testing standard for remedial eligibility in S.B. 1 repealed the NRT eligibility provisions that had been passed during the 1999 and 2001 Legislatures. The provisions of NCLB and S.B. 1 have become the gauge for awarding state remediation funding, and the state is focused on helping each school make AYP.

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

BACKGROUND

Schools that are eligible for state remediation funds submit an application to the NDE on October 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.

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 were to be targeted to any age group, but must have been 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 have been used to provide remedial education programs or tutoring programs that have been approved by the NDE as being effective in improving pupil achievement.

Again, the passage of S.B. 1 during the 19th Special Session affected the scope and direction of this program. Since NCLB requires criterion-referenced tests yearly in grades 3 through 8, as well as once in high school, more students may need extra help to become proficient. The NCLB requires that Title I schools in need of improvement set aside some of their Title I allocations to provide supplemental services, or tutoring, to low-achieving, low socioeconomic level students. The 2003 Legislature approved funding for non-Title I schools' low-achieving students to receive funding for the same kind of tutoring. As more non-Title I schools are placed on the list of schools needing improvement, this state funding will become more important.

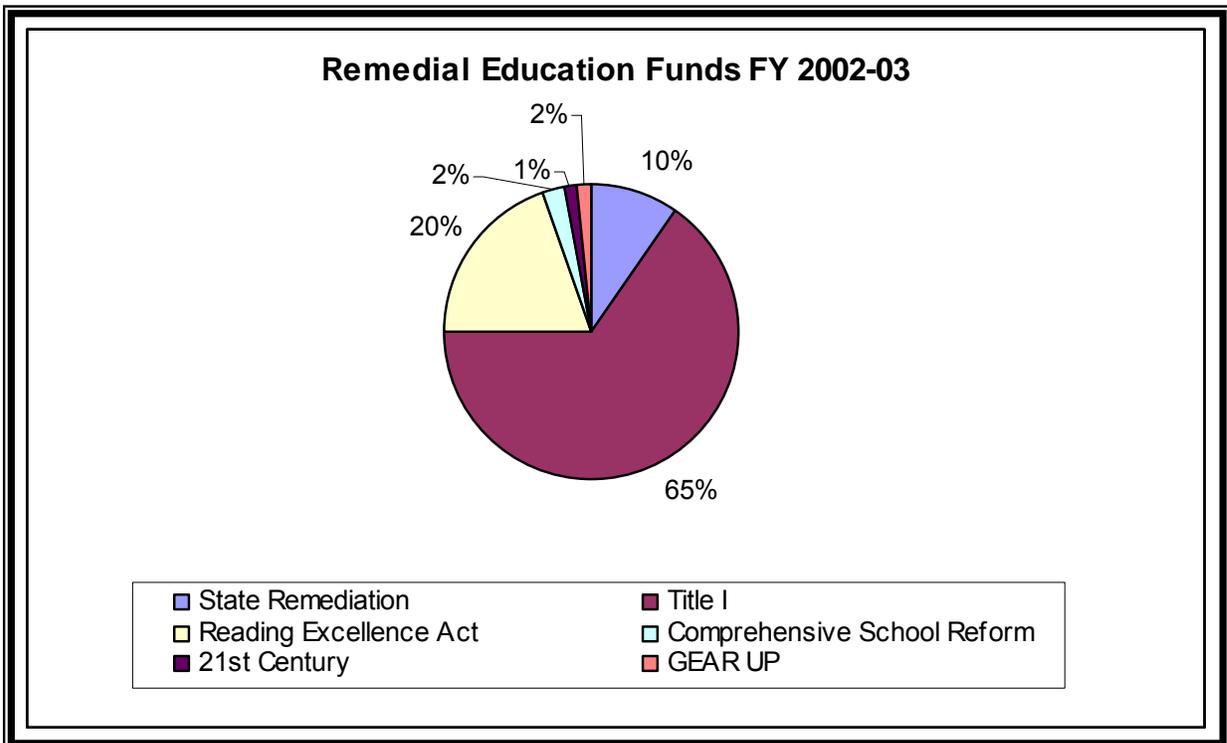
Any school or charter school in the State of Nevada is eligible to apply for state remediation funds for at-risk pupils. A review committee, similar to that convened for school remediation funds, examines the requests and makes recommendations on the amount of funding needed by each school. Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee.

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

REMEDATION FUNDING

Remedial Education Funds – State and Federal FY 2002-03

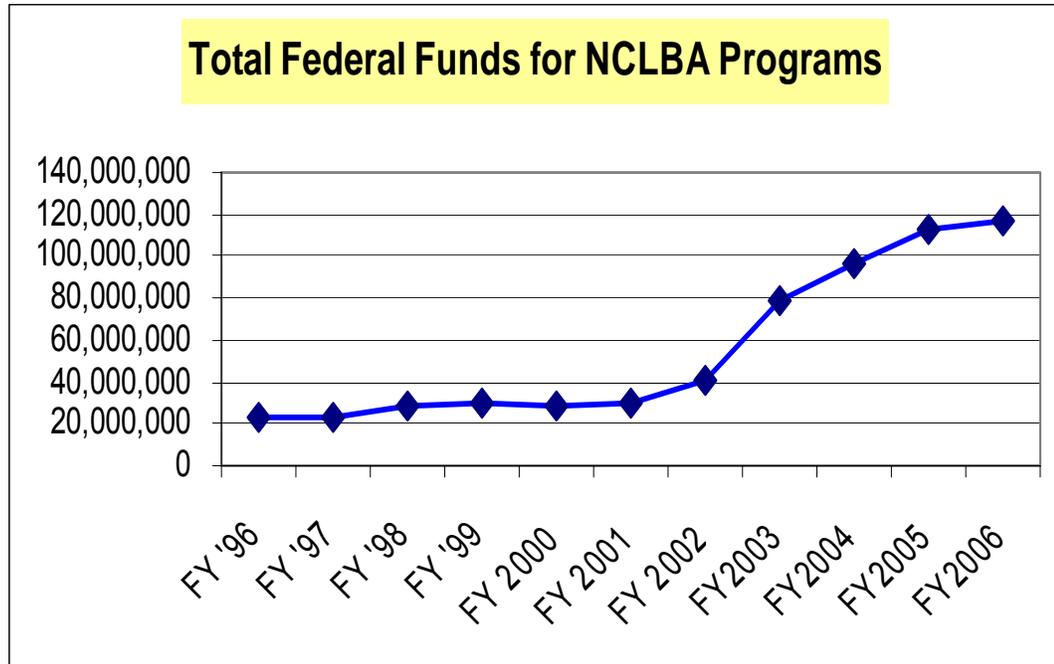
Fund Source	Amount
State Remediation Funds	\$ 5,993,565
Title I Funds	\$39,971,820
Reading Excellence Act	\$12,132,400
Comprehensive School Reform	\$ 1,303,433
21 st Century	\$ 880,706
GEAR UP	\$ 1,069,465
TOTAL	\$61,351,389



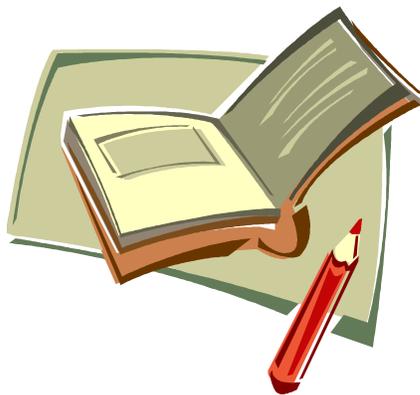
Source: Nevada Department of Education, 2005

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

FEDERAL FUNDS FOR NO CHILD LEFT BEHIND PROGRAMS



Source: Nevada Department of Education, 2005.



IMPROVING STUDENT ACADEMIC ACHIEVEMENT

FEDERAL FUNDS FOR NO CHILD LEFT BEHIND PROGRAMS

Updated: 3/1/2005	Actual Grants											Estimates	
	Program	FY '96	FY '97	FY '98	FY '99	FY 2000	FY 2001	FY 2002	FY2003	FY2004	FY2005	FY2006	
Title I Basic	18,315,034	18,391,587	21,880,788	22,122,167	22,831,797	23,321,774	32,281,713	40,690,971	53,216,311	64,007,130	67,770,315		
Migrant	508,948	484,668	348,437	284,284	363,744	325,537	339,308	319,670	231,644	226,096	224,240		
Migrant										226,096	226,096		
Neglect & Delinquent Community Service	190,360	171,164	169,695	164,023	147,206	153,677	153,779	169,800	233,939	263,053	268,067		
Drug Free Schools	1,721,118	1,721,118	2,073,186	2,073,272	1,721,192	1,714,346	1,714,346	1,983,397	1,952,718	2,009,640	1,708,024		
21st Century Learning Centers							0	1,550,946	2,776,857	4,895,445	5,086,819		
Title V-Innovative Programs	1,789,230	1,416,957	1,678,715	1,962,169	2,217,424	2,367,038	2,491,619	2,528,010	2,511,578	2,214,392	1,481,496		
Educational Technology							2,250,000	3,075,155	3,214,970	3,462,269	2,534,521		
Reading First							0	4,170,771	5,327,859	6,107,218	6,234,217		
Language Acquisition	239,141	274,067	719,456	1,048,625			0	3,678,101	4,701,878	5,706,721	8,454,264		
Improving Teacher Quality							0	13,705,174	14,570,528	15,136,323	15,073,431		
State Assessments	239,141	274,067	719,456	1,048,625			0	4,427,551	4,494,754	4,779,047	4,855,590		
Comp School Reform	N/A	N/A	N/A	513,304	516,331	841,096	994,868	1,382,720	1,376,520	1,582,219	989,986		
Fund for Improvement of Education	N/A	N/A	N/A	513,304	516,331	841,096	Inc in CSRSP	Inc in CSRSP	Inc in CSRSP	Inc in CSRSP	d/c		
Even Start	472,614	477,614	477,615	565,400	626,250	697,500	1,122,500	1,127,500	1,120,106	1,166,296	1,063,940		
Math & Science Partnerships									518,674	861,543	1,039,720		
TOTAL	23,475,586	23,211,242	28,067,348	30,295,173	28,940,275	30,262,064	41,348,133	79,080,584	96,515,585	112,643,488	117,010,726		

Source: Nevada Department of Education, 2005.

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

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

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

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

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

CONSEQUENCES OF FAILURE TO MAKE ADEQUATE YEARLY PROGRESS

Year of AYP Failure:

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
(Watch List)	(1st Year Needs Improvement)	(2nd Year Needs Improvement)	(3rd Year Needs Improvement)	(4th Year Needs Improvement)

NCLB
(applies to Title I schools)

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

Senate Bill 1
(applies to all schools)

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

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

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

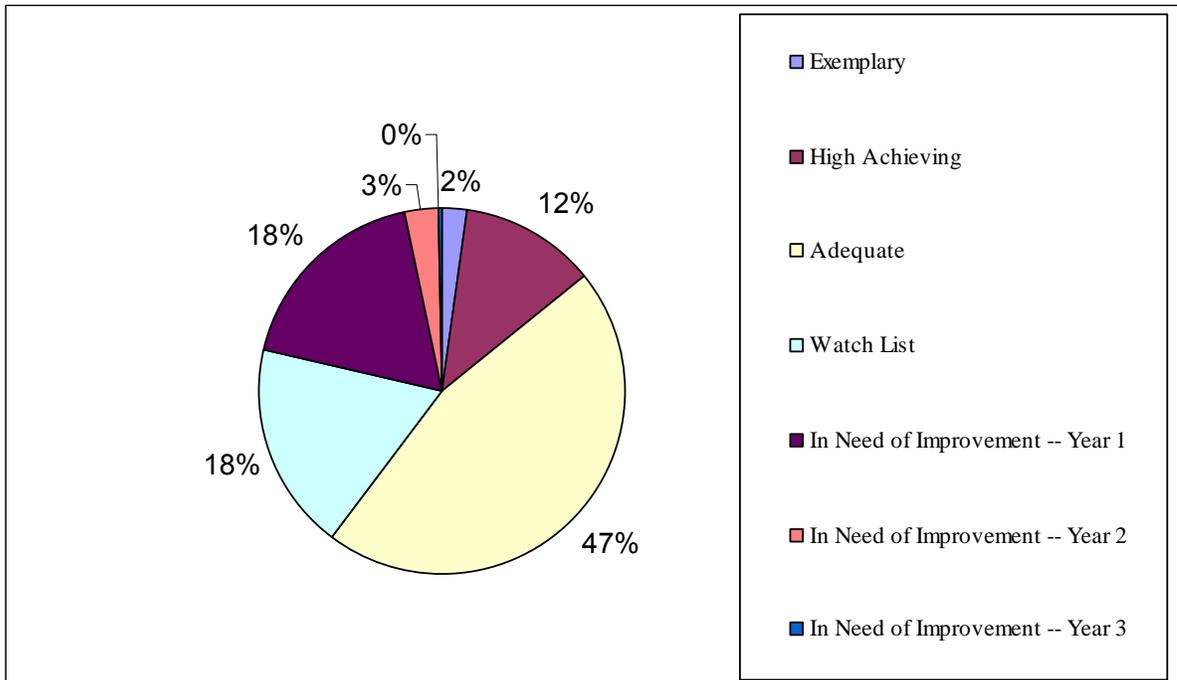
³ Alternative governance would involve any of the corrective actions identified in footnote 2, plus replacing all staff or contracting with a private education management company to run the school.

⁴ SEA = State Educational Agency

IMPROVING STUDENT ACADEMIC ACHIEVEMENT

SCHOOLS DESIGNATED

PROPORTION OF SCHOOLS IN EACH AYP CATEGORY 2003-2004 SCHOOL YEAR



Source: Nevada Department of Education

Note: 567 schools were evaluated in SY 2003-2004.



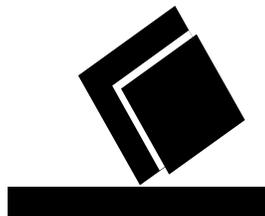
IMPROVING STUDENT ACADEMIC ACHIEVEMENT

STATE SUPPLEMENTAL SERVICES

Supplemental Educational Services Grants to Nevada Schools SY 2004-2005

<i>Total Schools Qualified for Funding*:</i>	43
<i>Total Schools Applied:</i>	37
 <u>Total Grants Awarded, by County:</u>	
Clark Co. SD	\$2,177,626
Douglas Co. SD	\$10,547
Washoe Co. SD	\$304,112
 <u>Statewide Total:</u>	 \$2,492,285
 Average Grant per School:	 \$67,359
Median Grant per School:	\$56,678

*Schools qualified must be designated as demonstrating need for improvement and may not receive Title I funds.



VI. PUPIL-TO-TEACHER RATIOS

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 Legislature enacted the Class-Size Reduction Act (Assembly Bill 964, Chapter 864, *Statutes of Nevada 1989*). The measure was designed to reduce the pupil-to-teacher ratio in public schools, particularly in the earliest grades where the core curriculum is taught.

The program was scheduled for implementation in several phases. The first step reduced the ratios in selected kindergartens and 1st grade for the 1990-1991 school year. The 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 to the 16 to 1 ratio. Due to budget shortfalls late in 1991 and the continuing state fiscal needs, the 3rd grade phase was delayed until Fiscal Year 1996-1997 when partial funding was provided at a 19 to 1 ratio. Those funding formulas continued throughout the 1999-2000 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.

In 2003, Senate Bill 8 of the 20th Special Session continued to address Class-Size Reduction. The bill appropriated approximately \$108.9 million in 2003-2004, and \$117.1 million in 2004-2005 for continued support of the program. The measure specifies that the funds will pay the salaries and benefits for teachers hired to reduce pupil-teacher ratios. These funds will provide for at least 1,887 teachers in the first year of the biennium and 1,953 teachers in the second year. The measure continues the flexibility previously allowed for the use of funding for 1st through 3rd grades. This flexibility allows school districts to carry out alternative programs for reducing the ratio of pupils per teacher, or to implement

PUPIL-TO-TEACHER RATIOS

BACKGROUND

remedial programs that have been found to be effective in improving pupil achievement.

For the first time, the bill provided flexibility in implementing pupil-teacher ratios in grades 1 through 6 for school districts other than Clark and Washoe. Pupil-teacher ratios would be limited to not more than 22 to 1 in grades 1 through 3, and not more than 25 to 1 in grades 4 through 6. Any school district implementing alternative pupil-teacher ratios would be required to evaluate the effectiveness of the alternative program on team-teaching, classroom discipline, and the academic achievement of pupils and report to the 2005 Legislature.

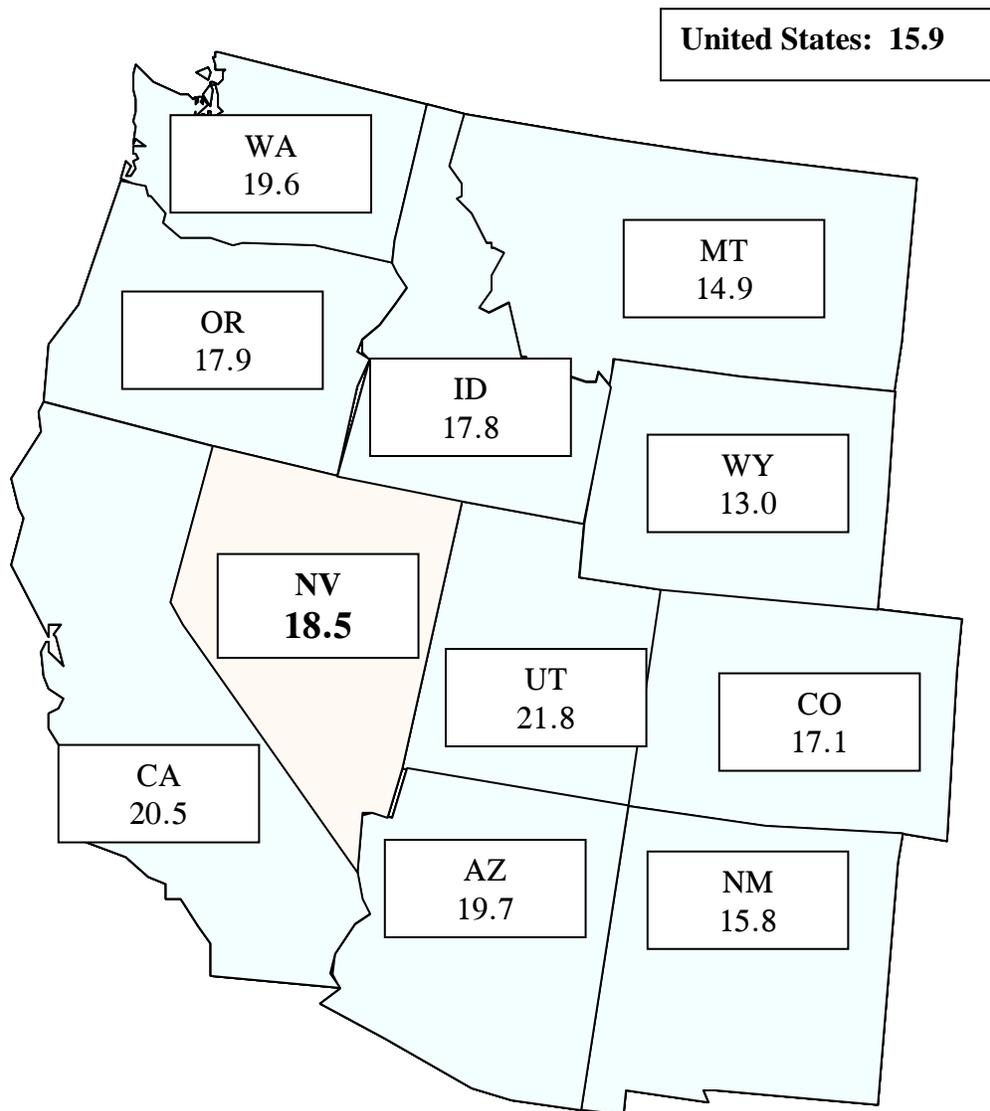
Finally, the bill required the Clark and Washoe County School Districts to study current class sizes during the 2003-2005 interim to determine alternative pupil-teacher ratios that may improve the academic achievement of pupils, decrease classroom discipline issues, and/or decrease or eliminate team teaching in grades 1 and 2. These school districts are required to report to the 2005 Legislature concerning any recommendations for revised pupil-teacher ratios, including the costs that would be associated with implementing the revised ratios.



PUPIL-TO-TEACHER RATIOS

PUPIL-TEACHER RATIOS

PUPIL-TEACHER RATIO FOR GRADES PRE-KINDERGARTEN THROUGH 12, SCHOOL YEAR 2001-2002 NEVADA AND WESTERN STATES



Source: NCES, *Education Statistics Quarterly* "Early Estimates: SY 2002-2003."

PUPIL-TO-TEACHER RATIOS

STATEWIDE PUPIL-TEACHER RATIOS

Statewide Pupil-Teacher Ratios Fiscal Years 1998 - 2004											
Grade	FY 1998-1999	FY 1999-2000	Difference FY 1999 and FY 2000	FY 2000-2001	Difference FY 2000 and FY 2001	FY 2001-2002	Difference FY 2001 and FY 2002	FY 2002-2003	Difference FY 2002 and FY 2003	FY 2003 and FY 2004	Difference FY 2003 and FY 2004
Kindergarten	22.7	23.7	1.0	23.6	(0.1)	23.7	0.1	22.5	(1.2)	23.2	(0.7)
1st Grade	15.8	15.9	0.1	16.0	0.1	16.1	0.1	16.2	0.1	16.1	(0.1)
2nd Grade	15.8	15.9	0.1	16.2	0.3	16.3	0.1	16.5	0.2	16.3	(0.2)
3 rd Grade	19.0	19.1	0.1	19.0	(0.1)	19.2	0.2	20.1	0.9	19.5	(0.6)

Note: Elko County School District's pupil-teacher ratios are not included in the statewide ratios shown in this table.
 Source: School District Reports to the Nevada Department of Education, 2004.
 Source: 2004 Variance Report, Nevada Department of Education

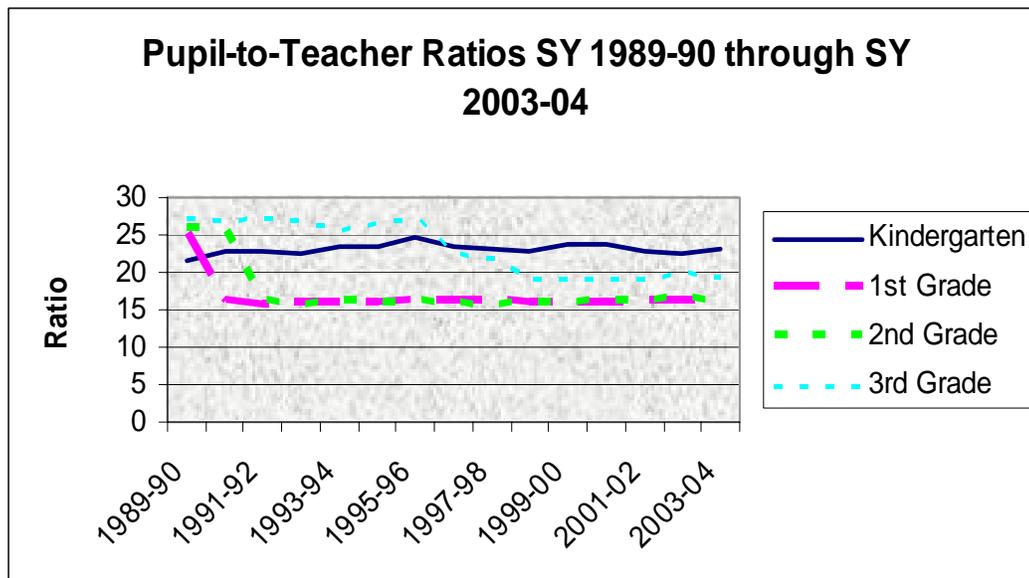
Pupil-Teacher Ratios for School Year 2003-2004 By Grade for Nevada and School Districts				
School District	Kindergarten	First	Second	Third
Carson City	21.0	15.5	15.1	18.4
Churchill	20.4	15.9	16.7	20.1
Clark	24.4	16.5	16.5	19.9
Douglas	23.6	16.1	16.4	19.2
Elko*				
Esmeralda	2.0	5.0	4.0	9.0
Eureka	10.0	8.5	4.3	8.0
Humboldt	17.8	13.0	13.5	19.5
Lander*				
Lincoln	13.6	11.4	13.3	18.0
Lyon	20.4	15.6	16.5	18.8
Mineral	16.0	11.8	16.7	11.8
Nye	17.6	17.3	17.0	18.0
Pershing	12.2	12.5	15.3	13.3
Storey	28.0	15.5	17.0	16.0
Washoe	21.1	14.9	15.9	18.8
White Pine*				
STATE	23.2	16.1	16.3	19.5

*Elko, Lander, and White Pine School Districts have been allowed to establish ratios of 22 to 1 in Grades 1 through 6.

PUPIL-TO-TEACHER RATIOS

CSR—RATIOS GRADES K-3

GRADE	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	21.5	22.9	22.8	22.4	23.3	23.5	24.6	23.4	23.2	22.7	23.7	23.6	22.7	22.5	23.2
1 st Grade	25.4	16.11	15.6	15.8	16	15.9	16.2	16.1	16.1	15.8	15.9	16	16.1	16.2	16.1
2 nd Grade	25.9	25.6	16.32	15.6	16.1	15.9	16.2	16	15.7	15.8	15.9	16.2	16.3	16.5	16.3
3 rd Grade	27.1	27	27.2	27.03	25.5	26.63	27.23	22.6	21.8	19	19.1	19	19.2	20.1	19.5



Source: Nevada Department of Education, 2004.



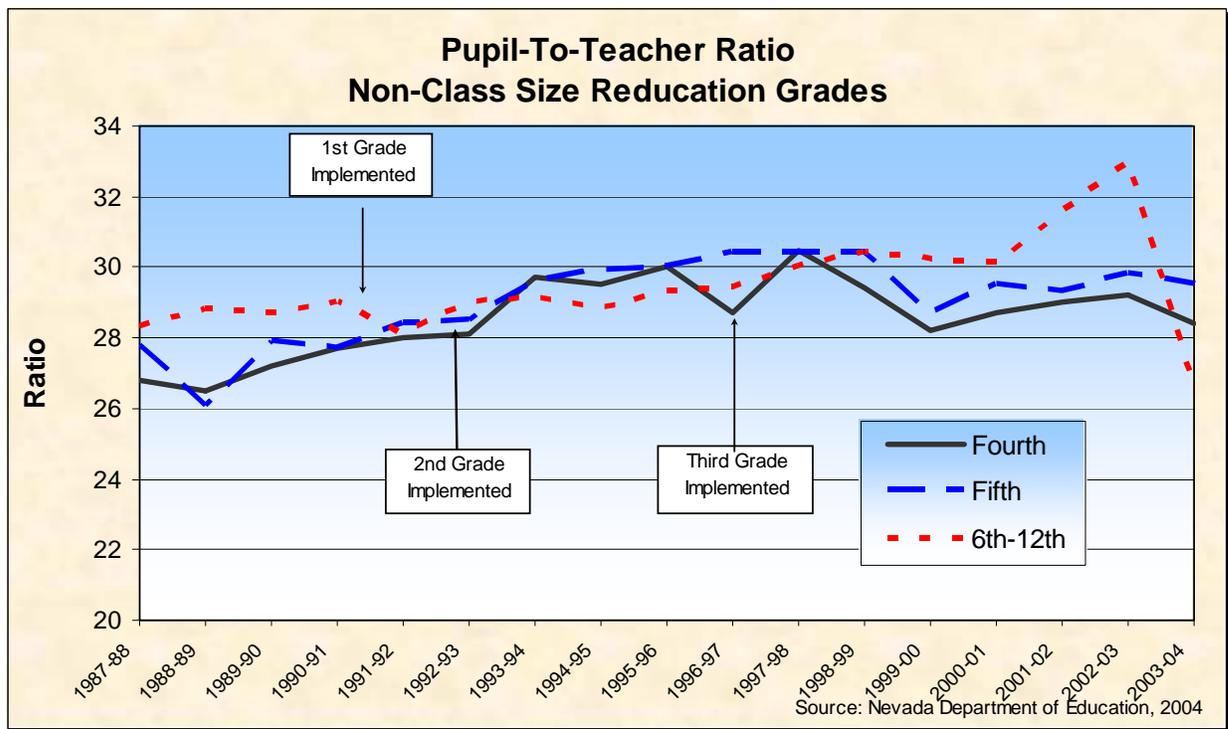
PUPIL-TO-TEACHER RATIOS

CSR—RATIOS GRADES 4–12

Nevada Pupil-to-Teacher Ratio Grades 4 Through 12 SY 1989-90 Through 2003-04

Grade	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Fourth	27.2	27.7	28	28.1	29.7	29.5	30	28.7	30.5	29.4	28.2	28.7	29.0	29.2	28.4
Fifth	27.9	27.7	28.4	28.5	29.6	29.9	30	30.4	30.4	30.4	28.7	29.5	29.3	29.8	29.5
6 th -12 th	28.7	29	28.1	29	29.1	28.8	29.3	29.4	30	30.4	30.2	30.1	31.6	33.0	26.5

Source: Nevada Department of Education, 2004.



Source: Nevada Department of Education, 2004.

PUPIL-TO-TEACHER RATIOS

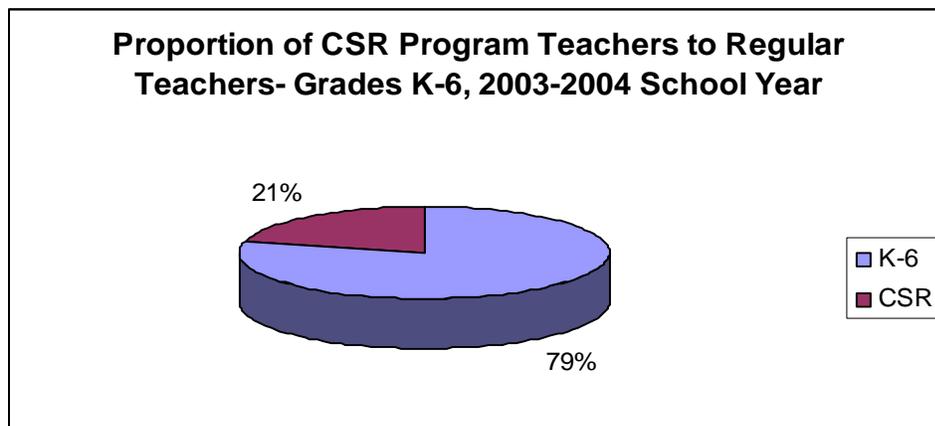
CSR TEACHERS

Number of Class-Size Reduction Teachers (FTE) Hired for School Year 2003-2004 by Grade, for Nevada and School Districts				
School District	Kindergarten	First	Second	Third
Carson City	2	20	16	9
Churchill	1	8	12.25	3
Clark	11	547	564	353
Douglas	.50	5	6	3
Elko*				
Esmeralda	0	0	0	0
Eureka	0	0	0	0
Humboldt	0	6	4	4
Lander*				
Lincoln	0	1	0	0
Lyon	.50	8	10.50	7.75
Mineral	1	0	2	.50
Nye	.50	5	7	3
Pershing	.25	2	1	1
Storey	0	1	0	2
Washoe	5	128	96	57
White Pine*				
STATE	21.75	731	718.75	443.25

* Elko, Lander, and White Pine Counties were allowed to establish pupil-teacher ratios of 22:1 in grades K through 6. Additional teachers listed below:

	K	First	Second	Third	Fourth	Fifth	Sixth	Total
Elko	0	14	11	8	5	9	8	55
Lander	.25	2	1	.25	0	0	0	3.5
White Pine	2	1.25	2	1	0	0	0	6.25
	Additional CSR Teachers 64.75							

Source: 2004 Variance Report, Nevada Department of Education



Source: Nevada Department of Education.

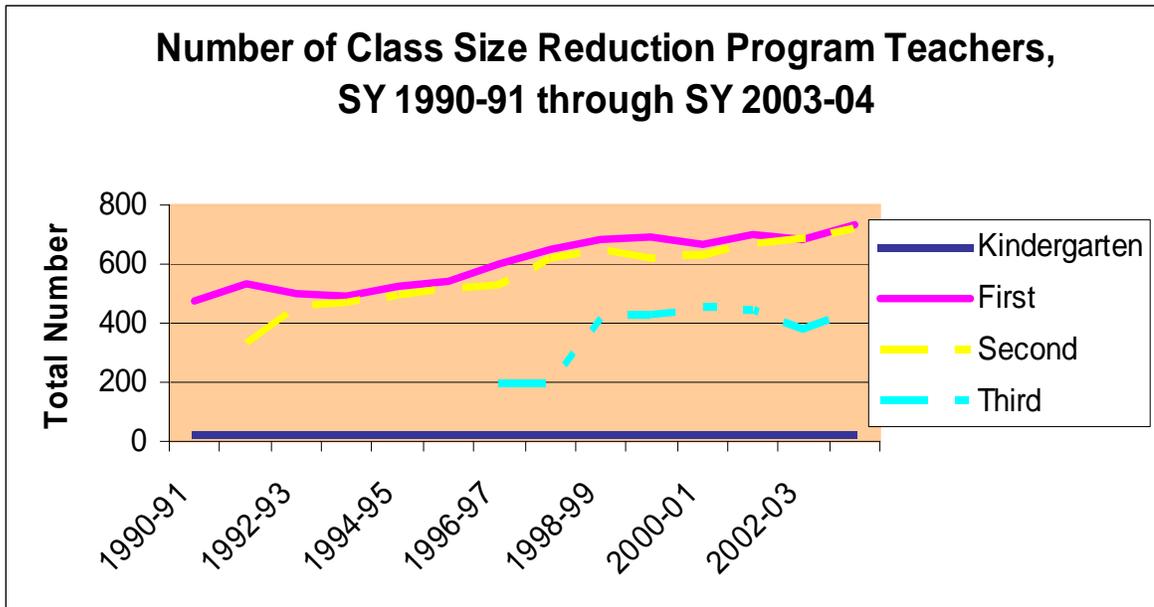
PUPIL-TO-TEACHER RATIOS

CSR TEACHERS

**NUMBER OF CSR PROGRAM TEACHERS HIRED
BY GRADE, BY SCHOOL YEAR (1990-91 TO 2002-03)**

Grade	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Kindergarten	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	22.5	21.75	21.5	21.75
First	498.5	489.5	521.5	539.5	599	653.3	681.3	690.8	663.0	697.0	686	731
Second	458.5	468	489	517	524.5	615.8	644.8	617.8	625	664.5	686.5	718.75
Third				0	195	194.3	415.3	428.8	448.5	445.25	375.25	443.25

In FY 2004, Nevada employed 1,982.5 CSR teachers. The growth in the numbers of these teachers reflected on these charts is a function of student growth in existing CSR grades, plus the addition of other grades as the program was phased in.

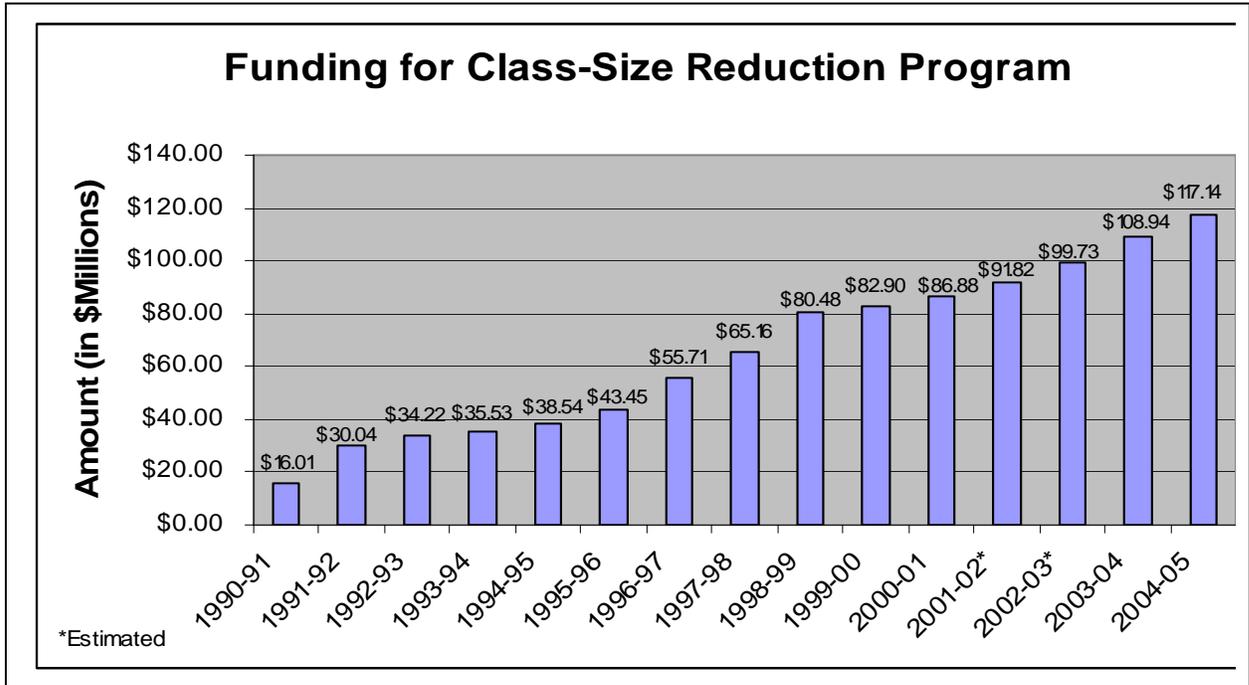


Source: 2004 Variance Report, Nevada Department of Education.

Note: The actual funding allocation for Nevada's CSR Program is calculated by projecting student growth, figuring in the number of teachers 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.

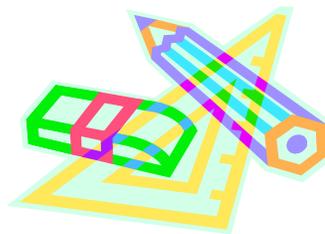
PUPIL-TO-TEACHER RATIOS

CSR EXPENDITURES



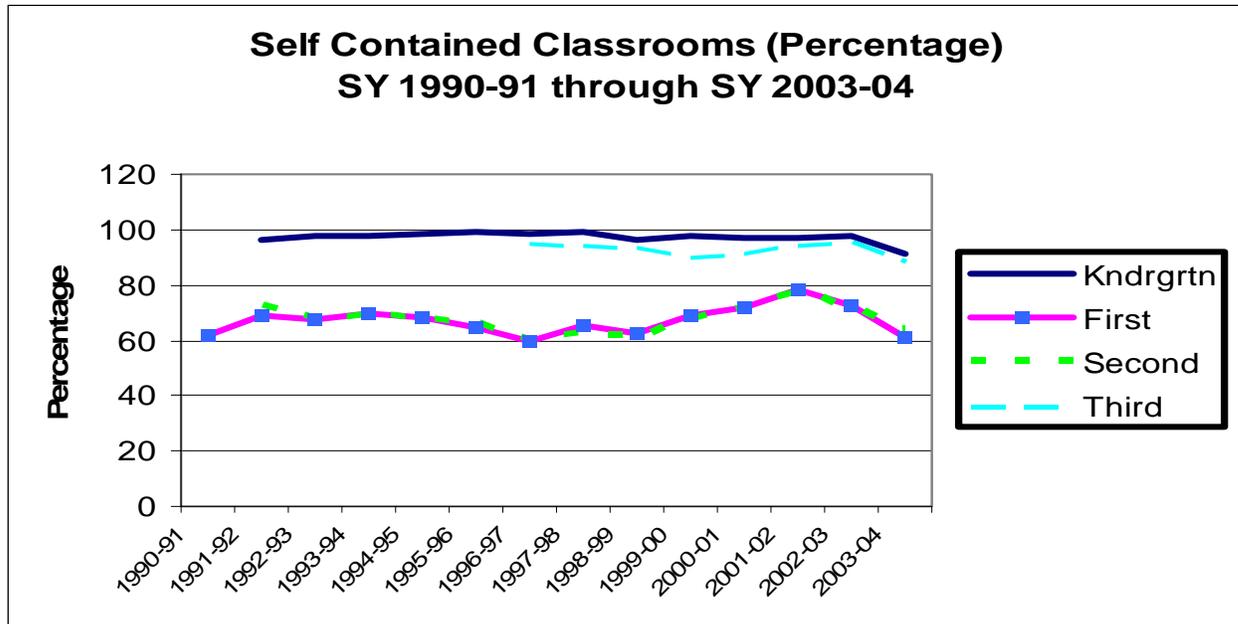
Source: Nevada Department of Education and Fiscal Analysis Division, Legislative Counsel Bureau, 2004

Note: By the end of the 2004-2005 Fiscal Year, Nevada will have expended approximately \$899.5 million for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.



PUPIL-TO-TEACHER RATIOS

CSR—CLASSROOM CONFIGURATION



Sources: 2004 Variance Report, Nevada Department of Education.

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

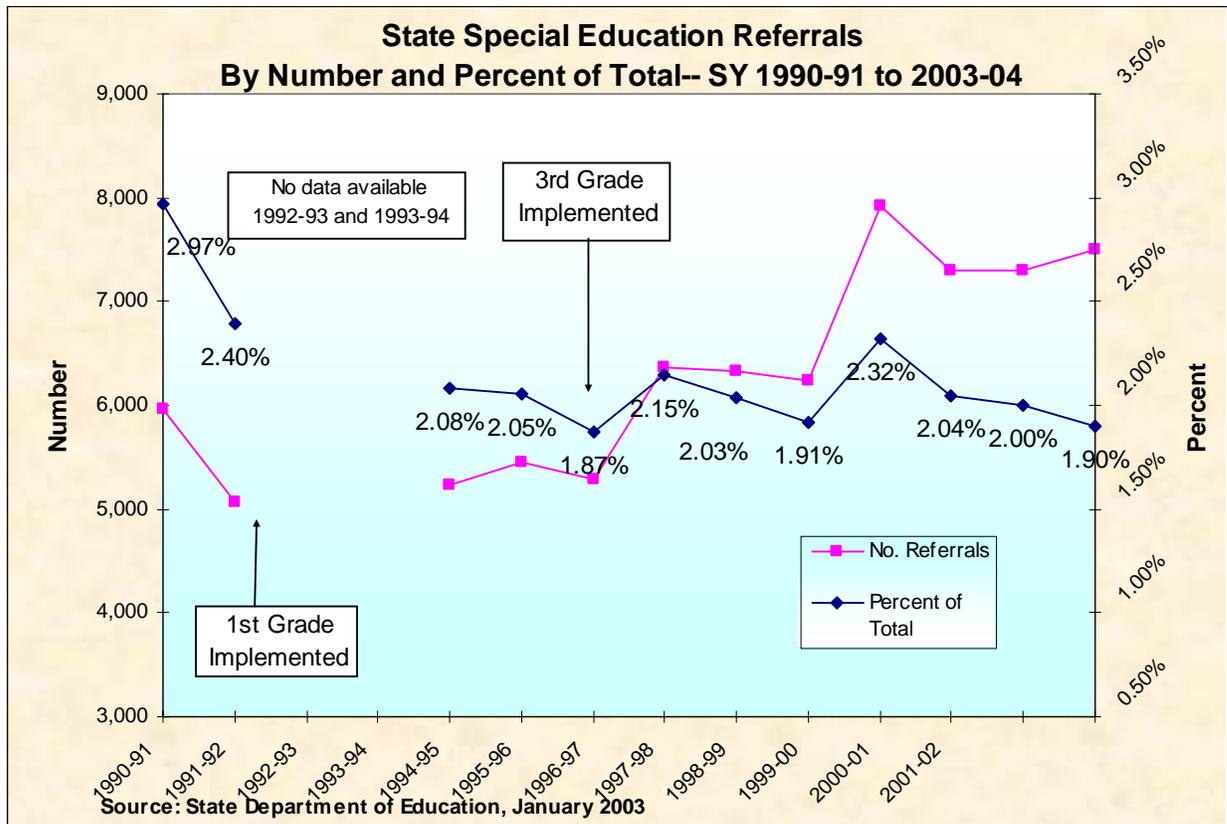
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten		96.1%	98%	97.7%	98.5%	99.1%	98.5%	99.1%	96.5%	97.9%	97.2%	96.8%	97.5%	91.3%
First	61.5%	68.7%	67.3%	70%	68.2%	64.7%	59.4%	65.2%	62.2%	69.1%	72%	78%	72.9%	61.3%
Second		72.6%	67.4%	69%	68.4%	66.2%	59.6%	62.8%	60.8%	67.5%	71.6%	77.3%	71.8%	63.6%
Third							94.5%	93.8%	93.3%	90%	91.5%	94%	95.7%	88.7%

Source: Nevada Department of Education

PUPIL-TO-TEACHER RATIOS

CSR—SPECIAL EDUCATION REFERRALS

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



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

Source: Nevada Department of Education.



PUPIL-TO-TEACHER RATIOS

ELKO DEMONSTRATION PROGRAM

**Elko County School District
Effect of
Alternative Class-Sizes
2002-03 School Year**

Alternative Plan

- Student-to-Teacher Ratio (grades 1-3): 22:1
- Student-to-Teacher Ratio (grades 4-6): 25:1

VARIABLE	2001-02 SCHOOL YEAR	2002-03 SCHOOL YEAR
Team Teaching	Eliminated	Eliminated
School Violence – Elementary Schools	98	58
Academic Achievement 3 rd Grade Math	46.3% Proficient	48.9% Proficient
Academic Achievement 3 rd Grade Reading	51.2% Proficient	53.0% Proficient
Academic Achievement 5 th Grade Math	43.6% Proficient	44.1% Proficient
Academic Achievement 5 th Grade Reading	47.6% Proficient	48.4% Proficient

Source: Elko County School District: Class Size Reduction Report, December 2003.

VII. DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

BACKGROUND

For the past three decades a primary focus of the state and many local governments has been the impact of Nevada’s explosive growth. The effect of this growth upon government services has been significant, and the impact of student growth upon public schools is an important part of that overall picture. From 1970 to 2002, Nevada’s school age population has grown by 244 percent, leading the western states and the nation.

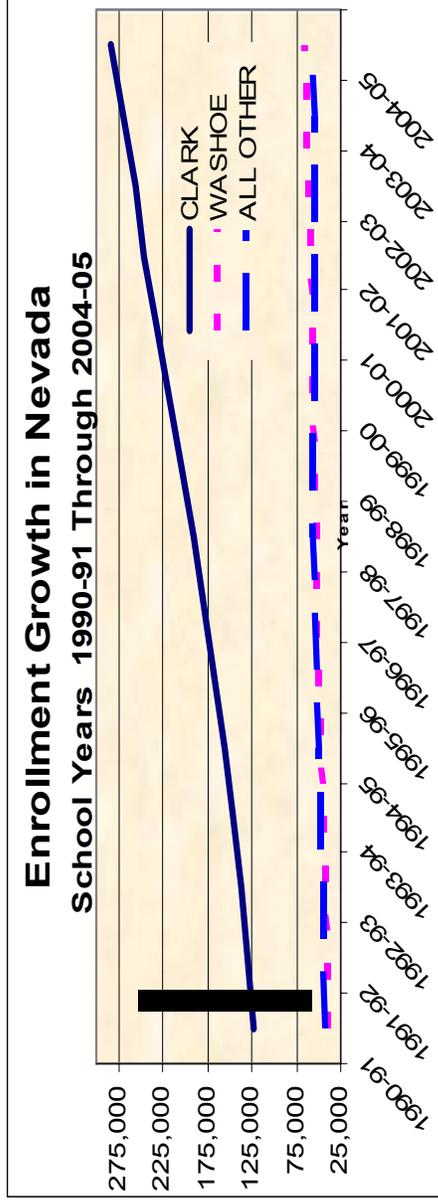
For the past 15 years, growth in student enrollment in Nevada public schools has averaged about 5 percent a year, nearly four times the national average. Of the Western states, only Arizona has experienced similar growth. Most of this increase is fueled by the two largest school districts, Clark and Washoe, with Clark outpacing most of the districts nationwide. Part of that growth involves an increase in ethnic minority student populations. The number of students classified as English Language Learners has increased over 325 percent in the last ten years. Over 95 percent of Nevada’s limited English proficient students speak Spanish as their first language.

The National Center for Education Statistics (NCES) has issued projections for the next decade that show Nevada continuing to lead the nation in enrollment growth, with a significant increase in the number of high school students – a projected increase of approximately 38 percent, the highest in the country. Such growth will have a profound impact upon both district staffing and infrastructure, especially in Clark County. At the same time, many rural districts have seen declining enrollments that, in some cases, have had a negative impact on staffing and programs. It is likely this that pattern will continue into the near future in many of the rural districts.

In addition, there are several areas of concern with regard to Nevada’s student population. The state’s dropout rate is one of the highest in the country. It also has a 73.5 percent high school completion rate; only Arizona is lower among the western states.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT GROWTH



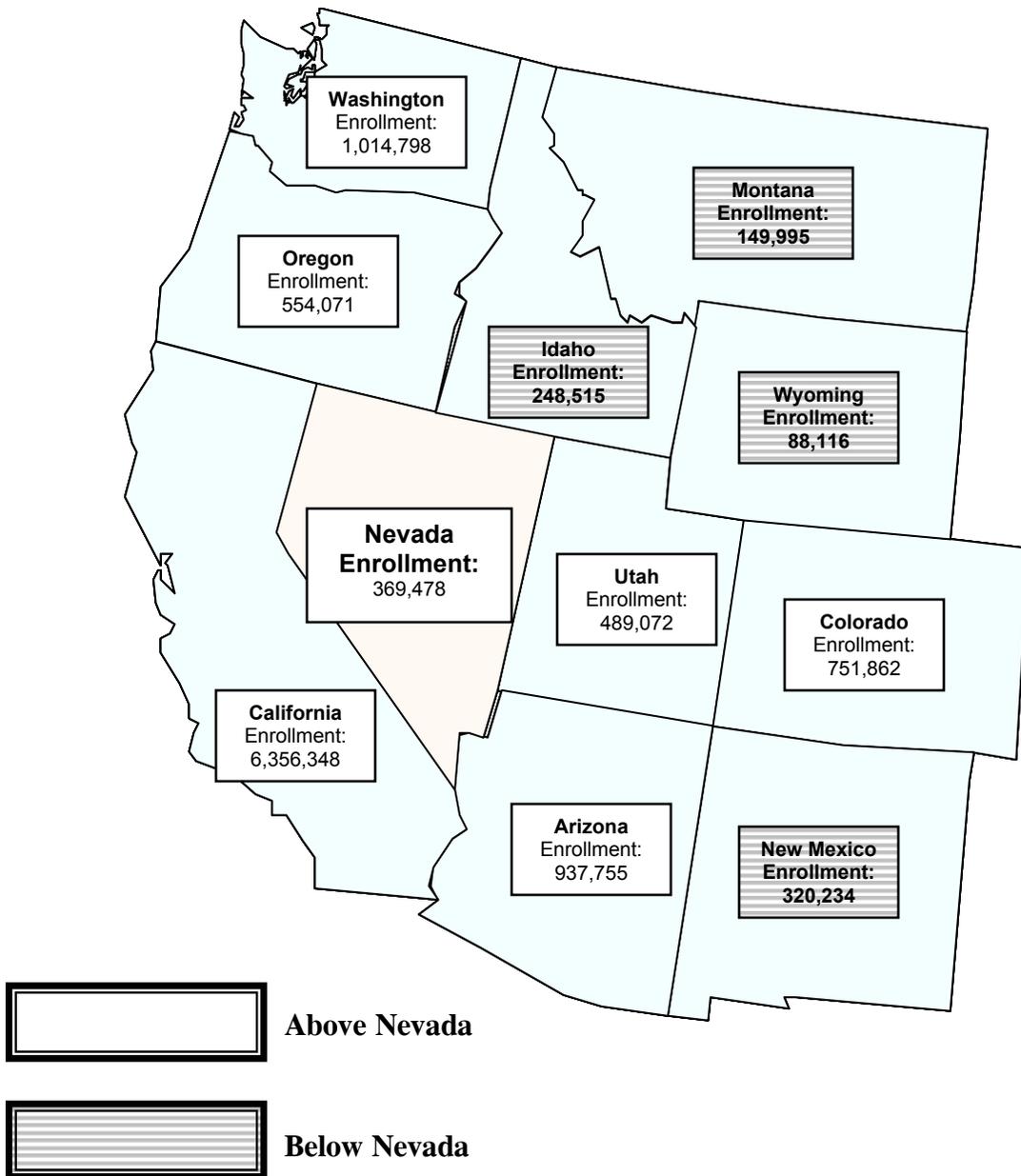
	CLARK	WASHOE	ALL OTHER	TOTAL
1990-91	121,984	38,466	40,866	201,316
1991-92	129,233	40,028	42,549	211,810
1992-93	136,188	42,061	44,597	222,846
1993-94	145,327	43,715	46,758	235,800
1994-95	156,348	45,752	48,647	250,747
1995-96	166,788	47,572	50,681	265,041
1996-97	179,106	49,671	53,354	282,131
1997-98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

Source: *Research Bulletin, 2004*, Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT

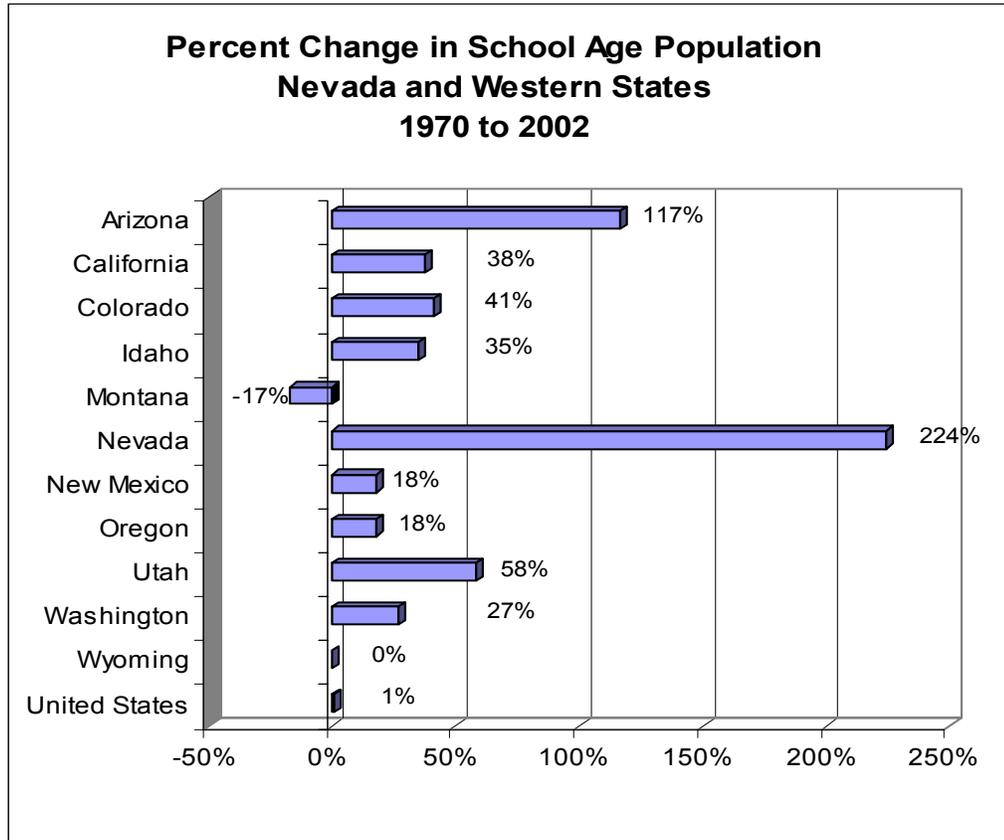
ESTIMATED ENROLLMENT IN PUBLIC SCHOOLS WESTERN STATES COMPARISON 2003



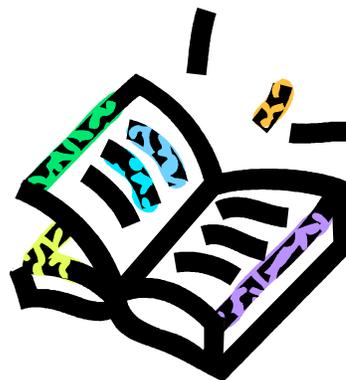
Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data Database 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT GROWTH



Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, 2003 Digest of Education Statistics, Table 17.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT PROJECTIONS

PERCENT CHANGE IN ENROLLMENT IN PUBLIC SCHOOLS NEVADA AND CONTIGUOUS WESTERN STATES PROJECTIONS—2001 TO 2013			
STATE	Projected % Change K-12 Enrollment in Public Schools 2001-2013	Projected % Change K-8 Enrollment in Public Schools 2001-2013	Projected % Change 9-12 Enrollment in Public Schools 2001-2013
Arizona	12.0 %	9.1 %	19.9 %
California	15.7 %	16.0 %	15.0 %
Colorado	8.8 %	8.0 %	10.6 %
Idaho	15.1 %	18.0 %	8.4 %
Montana	4.6 %	11.4 %	-9.5 %
Nevada	13.8 %	5.3 %	37.6 %
New Mexico	14.9 %	19.6 %	3.9 %
Oregon	5.4 %	7.4 %	0.9 %
Utah	12.7 %	15.8 %	5.7 %
Washington	5.7 %	8.0 %	0.5 %
Wyoming	13.1 %	23.6 %	-8.5 %
WESTERN U.S.	13.2 %	13.8 %	11.9 %
U.S.	4.3 %	4.4 %	4.2 %

Source: National Center for Education Statistics. *Projections of Education Statistics to 2013*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PUBLIC SCHOOL ENROLLMENT

Nevada Public School Enrollment by Grade and School District End of First School Month School Year 2003-2004						
	Pre - Kindergarten	Kindergarten	Elementary (1-6)	Secondary (7-12)	Ungraded*	Total
Carson City	35	621	3,976	4,166	0	8,798
Churchill	72	306	2,026	2,149	0	4,553
Clark	1,744	20,555	132,386	115,264	380	270,529
Douglas	48	426	3,065	3,651	0	7,190
Elko	42	751	4,377	4,393	19	9,582
Esmeralda	0	4	42	23	0	69
Eureka	0	20	109	91	0	220
Humboldt	58	254	1,580	1,631	0	3,523
Lander	10	99	526	612	8	1,255
Lincoln	22	68	361	559	2	1,012
Lyon	105	510	3,490	3,573	0	7,678
Mineral	9	48	326	360	0	743
Nye	78	392	2,508	2,465	28	5,471
Pershing	19	61	361	400	0	841
Storey	3	28	209	226	1	467
Washoe	431	4,368	29,464	27,688	152	62,103
White Pine	14	86	605	675	0	1,380
Statewide	2,690	28,597	185,611	167,926	590	385,414

Source: Nevada Department of Education. *Research Bulletin*, February 2004.

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

NOTE: Totals include special education students.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PRIVATE SCHOOL ENROLLMENT

Nevada Private School Enrollment By Grade and School District End of First School Month School Year 2003-2004						
	Kindergarten	Elementary (1-6)	Secondary (7-9)	Secondary (10-12)	Ungraded*	Total
Carson City	83	308	85	11	0	487
Churchill	23	75	8	2	0	108
Clark	2,474	6,949	2,410	1,523	0	13,356
Douglas	33	53	12	33	0	131
Elko	7	44	26	17	0	94
Esmeralda	0	0	0	0	0	0
Eureka	0	0	0	0	0	0
Humboldt	0	0	0	0	0	0
Lander	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0
Lyon	5	20	14	27	0	66
Mineral	0	0	0	0	0	0
Nye	19	99	38	10	0	166
Pershing	0	0	0	0	0	0
Storey	0	0	0	0	0	0
Washoe	707	1,161	614	455	549	3,486
White Pine	0	0	0	0	0	0
Statewide	3,351	8,709	3,207	2,078	549	17,894

Source: Nevada Department of Education *Research Bulletin*, February 2004.

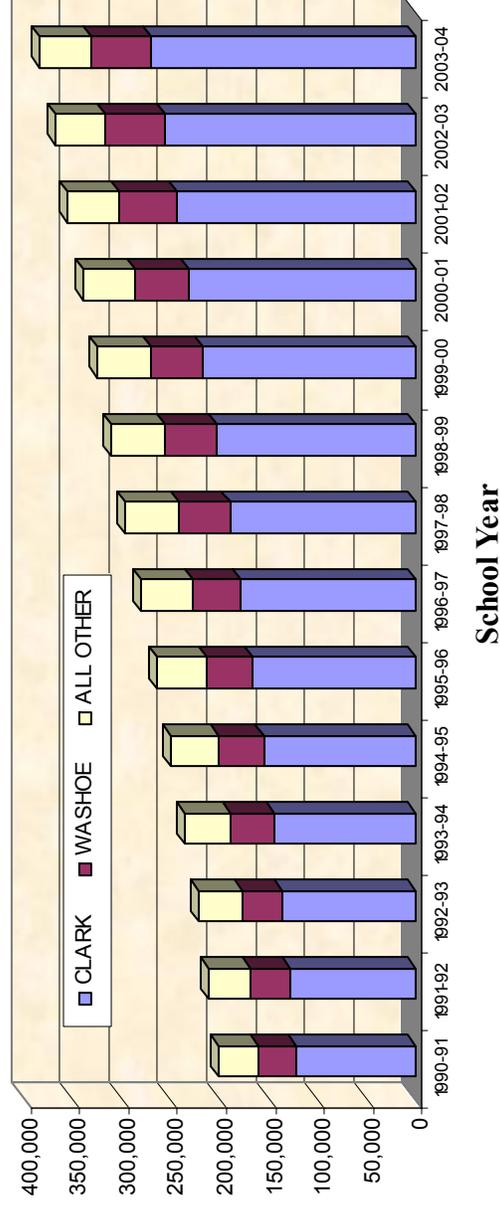
*Ungraded refers to a student enrolled in an ungraded class of special education or who cannot be assigned to his/her condition.

NOTE: Totals include special education students.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENT ENROLLMENT

NEVADA PUBLIC SCHOOL ENROLLMENTS: SCHOOL YEARS 1990-91 THROUGH 2003-04



PERCENT CHANGE IN STATEWIDE ENROLLMENT OVER PRIOR YEAR

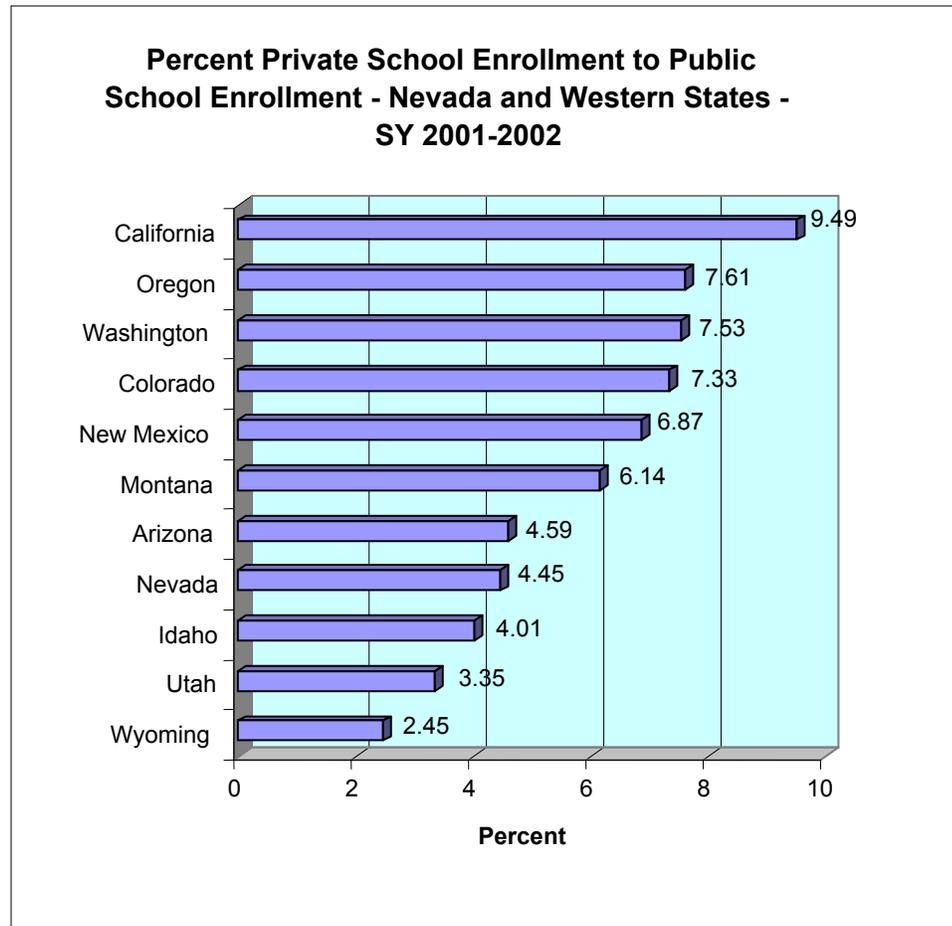
90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
7.7%	5.2%	5.2%	5.8%	6.3%	5.7%	6.4%	5.1%	4.9%	4.7%	4.6%	4.7%	3.6%	4.3%

Source: Nevada Department of Education, *Research Bulletin*, February 2004.

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

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PRIVATE SCHOOL ENROLLMENT



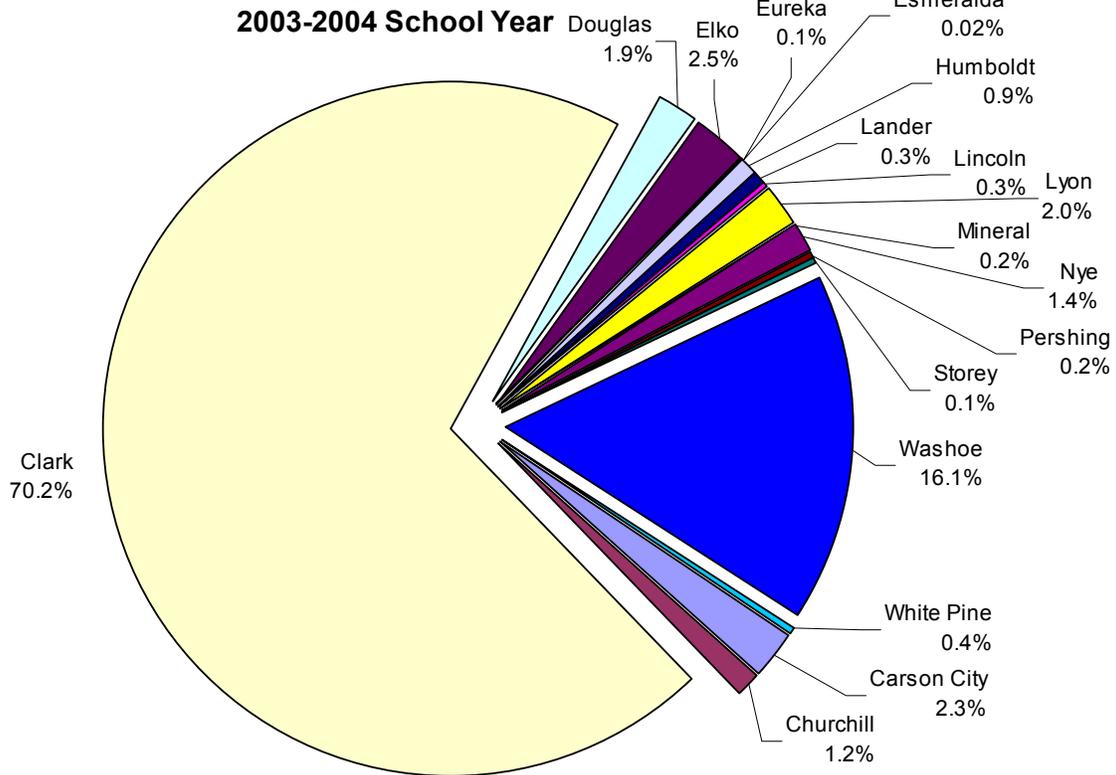
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Private School Universe Survey 2001-2002 and Public Elementary/Secondary School Universe Survey 2001-2002.

	Private Enrollment	Public Enrollment	Private as % Public
Arizona	44,360	922,180	4.59
California	655,502	6,248,610	9.49
Colorado	54,450	752,145	7.33
Idaho	10,291	246,521	4.01
Montana	9,941	151,947	6.14
Nevada	16,623	356,814	4.45
New Mexico	26,637	320,260	6.87
Oregon	45,448	551,480	7.61
Utah	16,814	484,677	3.35
Washington	82,189	1,009,200	7.53
Wyoming	2,209	88,128	2.45

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL DISTRICT ENROLLMENT

Enrollment as a Percentage of Statewide Total by District



District Enrollment 2003-2004 School Year

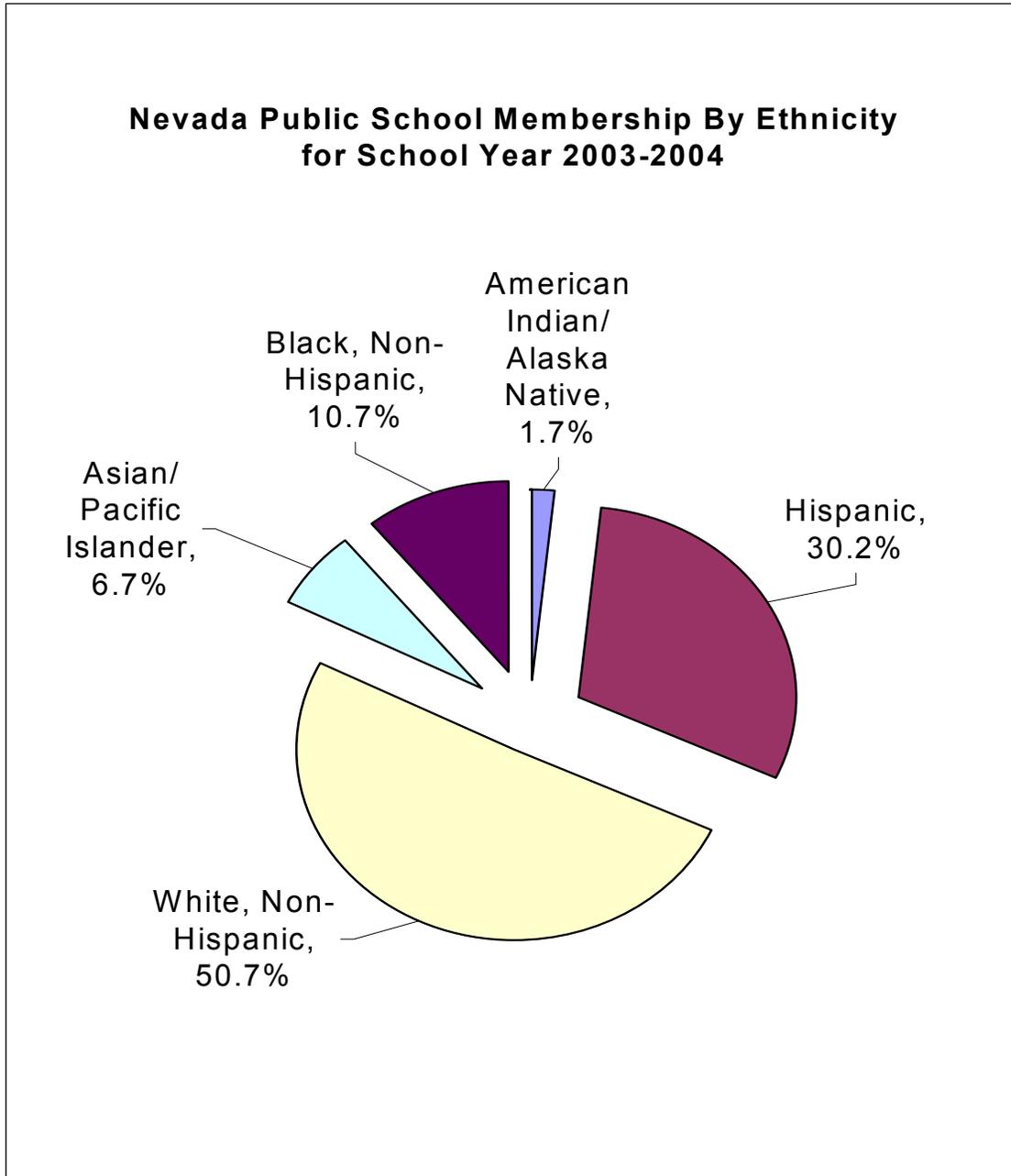
Carson City	8,798
Churchill	4,553
Clark	270,529
Douglas	7,190
Elko	9,582
Esmeralda	69
Eureka	220
Humboldt	3,523
Lander	1,255
Lincoln	1,012
Lyon	7,678

Mineral	743
Nye	5,471
Pershing	841
Storey	467
Washoe	62,103
White Pine	1,380
Statewide	385,414

Source: Nevada Department of Education, *Research Bulletin*, February 2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

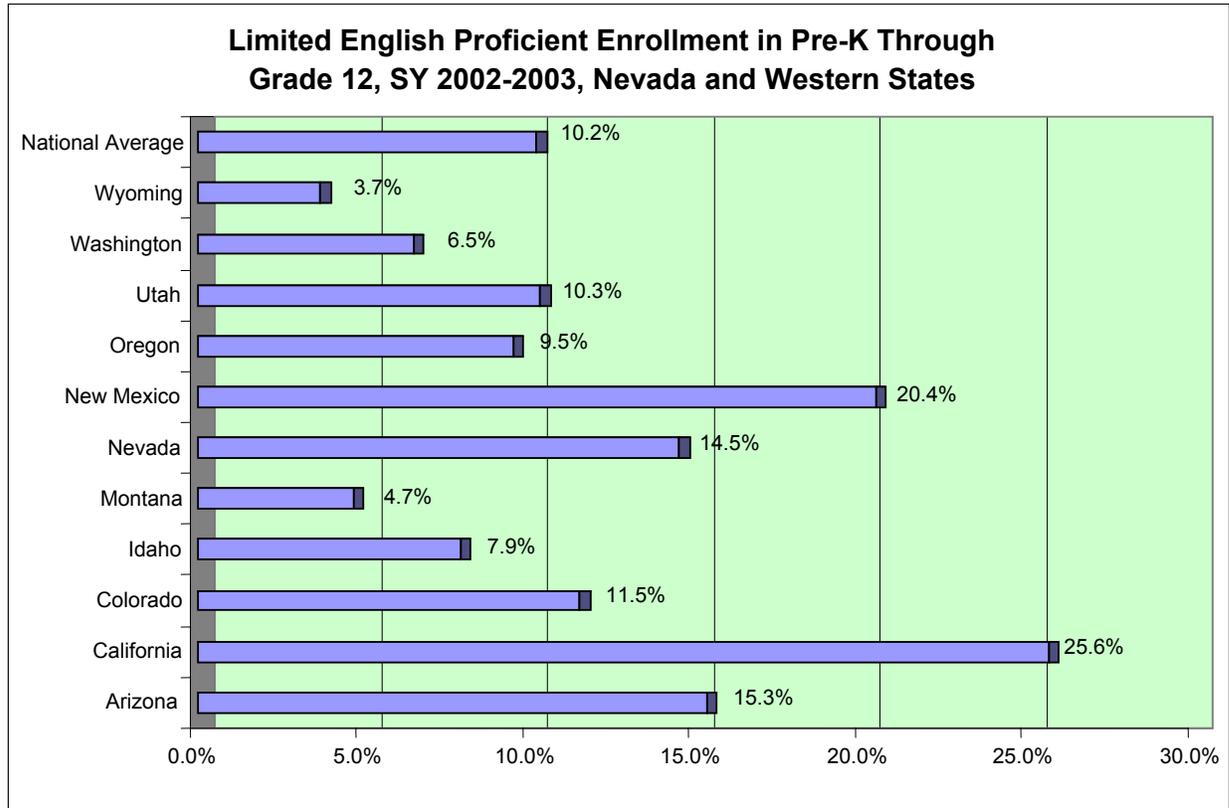
STUDENTS—ETHNICITY



Source: Nevada Department of Education. *Research Bulletin, February 2004.*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—LIMITED ENGLISH PROFICIENT – ENROLLMENT

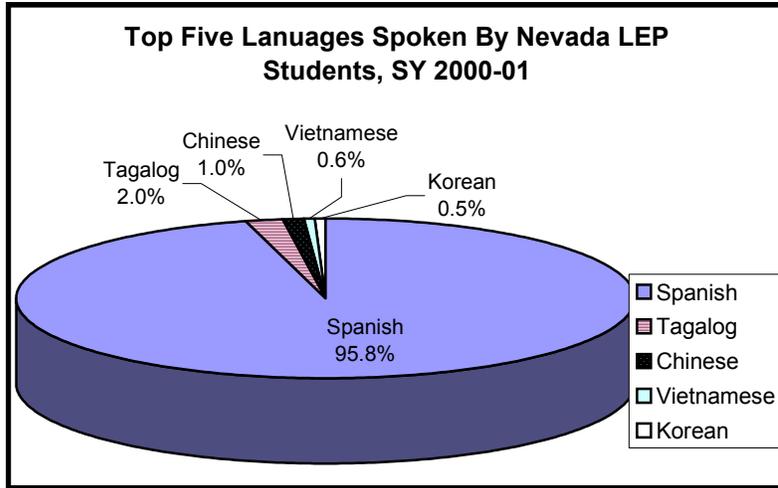


Source: National Clearinghouse for English Language Acquisition. State Limited English Proficient Growth 2002-2003, August 2004.

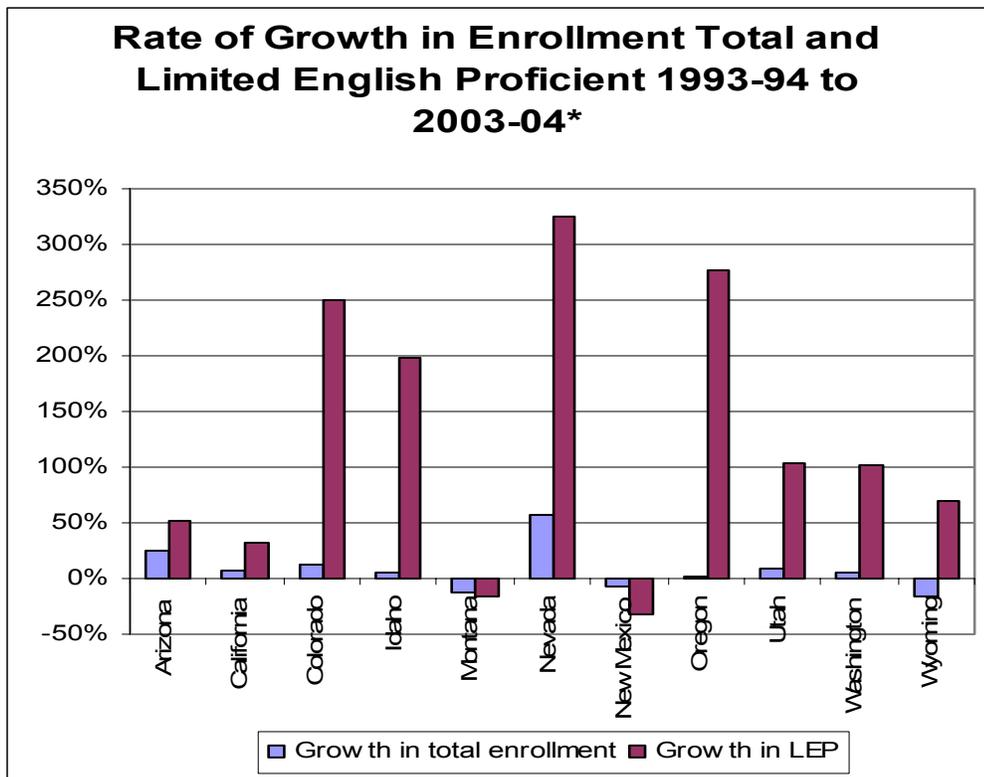


DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—LIMITED ENGLISH PROFICIENT – CHARACTERISTICS



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



Source: National Clearinghouse for English Language Acquisition. United States Department of Education, 2004.

* Data for Washington and Utah are from 2002-03.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENT ENROLLMENT – DISTRICT ENROLLMENTS

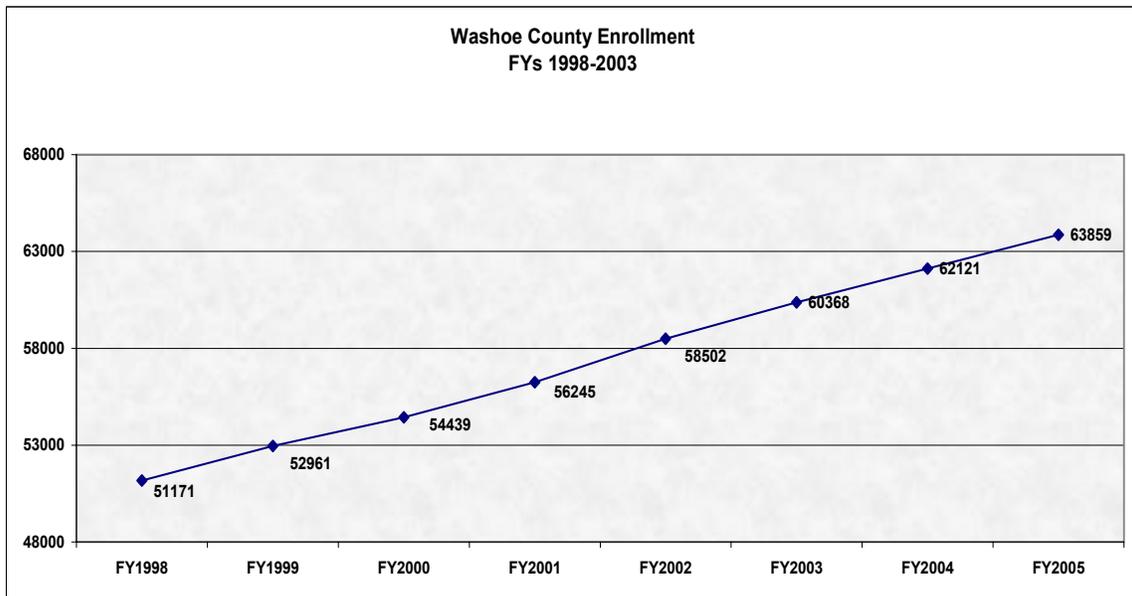
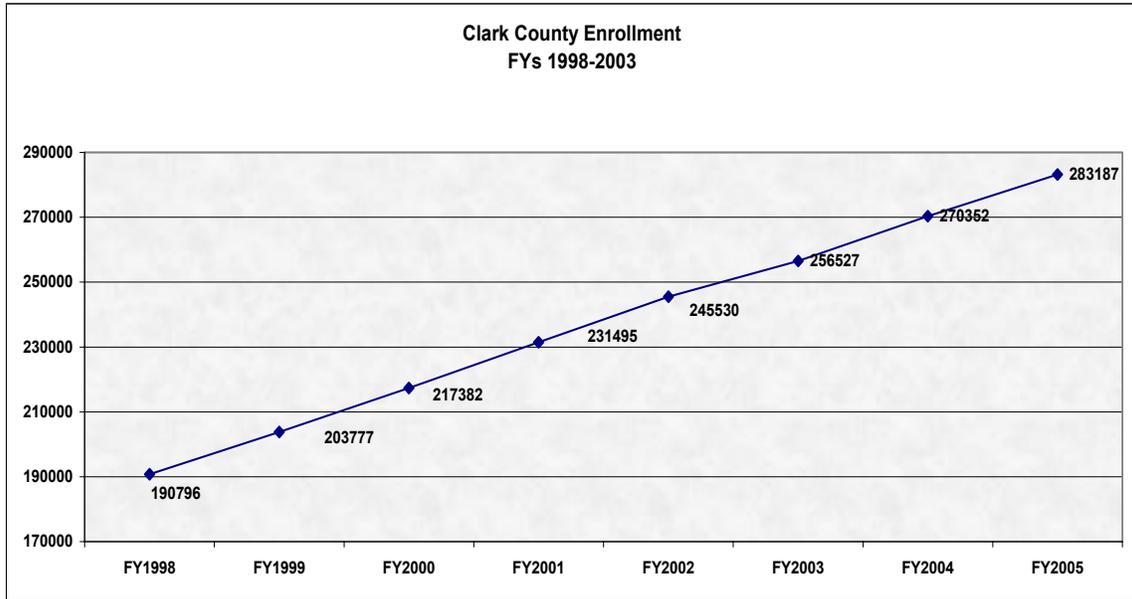
PUBLIC SCHOOL ENROLLMENT IN NEVADA, BY DISTRICT, SCHOOL YEARS 1999-2000 THROUGH 2003-2004

SCHOOL	ENROLLMENT					PERCENT CHANGE IN ENROLLMENT				
	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
DISTRICT	325,610	340,706	356,814	369,498	385,414	4.7	4.6	4.7	3.6	4.3
STATE	8,365	8,431	8,763	8,834	8,798	0.1	0.8	3.9	0.8	-0.4
CARSON CITY	4,860	4,808	4,724	4,610	4,553	0.5	-1.1	-1.7	-2.4	-1.2
CHURCHILL	217,526	231,655	245,659	256,574	270,529	6.7	6.5	6.0	4.4	5.4
CLARK	7,158	7,033	6,989	7,180	7,190	-2.2	-1.7	-0.6	2.7	0.1
DOUGLAS	10,161	10,100	9,847	9,694	9,582	-2.7	-0.6	-2.5	-1.6	-1.2
ELKO	105	107	89	74	69	-7.9	1.9	-16.8	-16.9	-6.8
ESMERALDA*	347	305	285	239	220	-3.1	-12.1	-6.6	-16.1	-7.9
EUREKA	4,034	3,805	3,616	3,504	3,523	-5.9	-5.7	-5.0	-3.1	0.5
HUMBOLDT	1,534	1,449	1,355	1,276	1,255	-9.9	-5.5	-6.5	-5.8	-1.6
LANDER	1,017	1,018	1,014	992	1,012	-3.3	0.1	-0.4	-2.2	2.0
LINCOLN	6,539	6,666	7,046	7,268	7,678	3.0	1.9	5.7	3.2	5.6
LYON	907	872	774	787	743	12.7	-3.9	-11.2	1.7	-5.6
MINERAL	5,444	5,290	5,279	5,322	5,471	3.4	-2.8	-0.2	0.8	2.8
NYE	963	900	898	875	841	-2.2	-6.5	-0.2	-2.6	-3.9
PERSHING	458	445	480	450	467	-9.7	-2.8	7.9	-6.3	3.8
STOREY	54,508	56,268	58,532	60,384	62,103	3.2	3.2	4.0	3.2	2.8
WASHOE	1,684	1,554	1,464	1,435	1,380	-9.2	-7.7	-5.8	-2.0	-3.8
WHITE PINE										

Source: *Research Bulletin, Volumes 41, 42, and 43.* Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

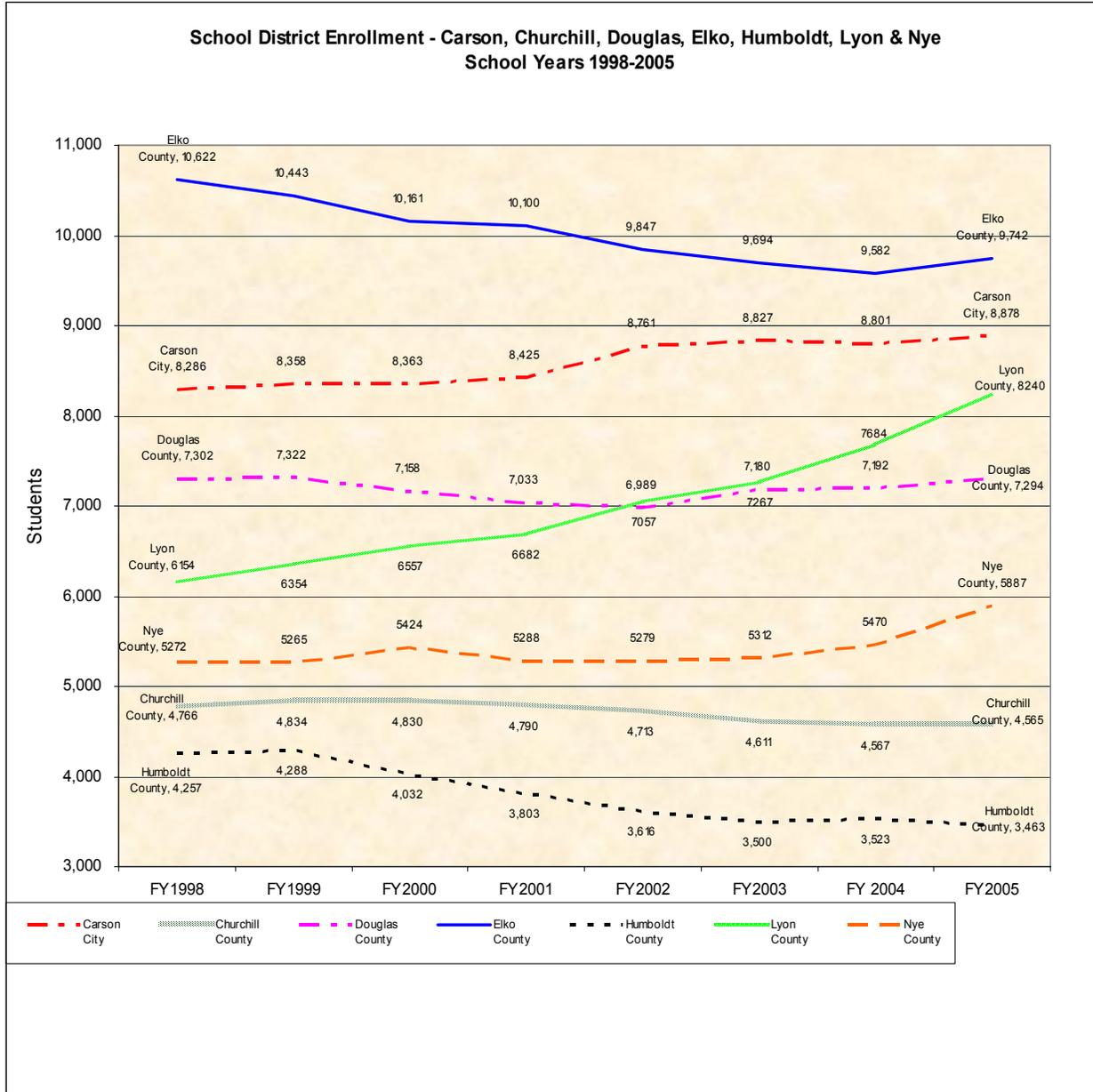
STUDENTS—DISTRICT ENROLLMENTS



Source: Nevada Department of Education. *School District Enrollment Forecast Model 2005.*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

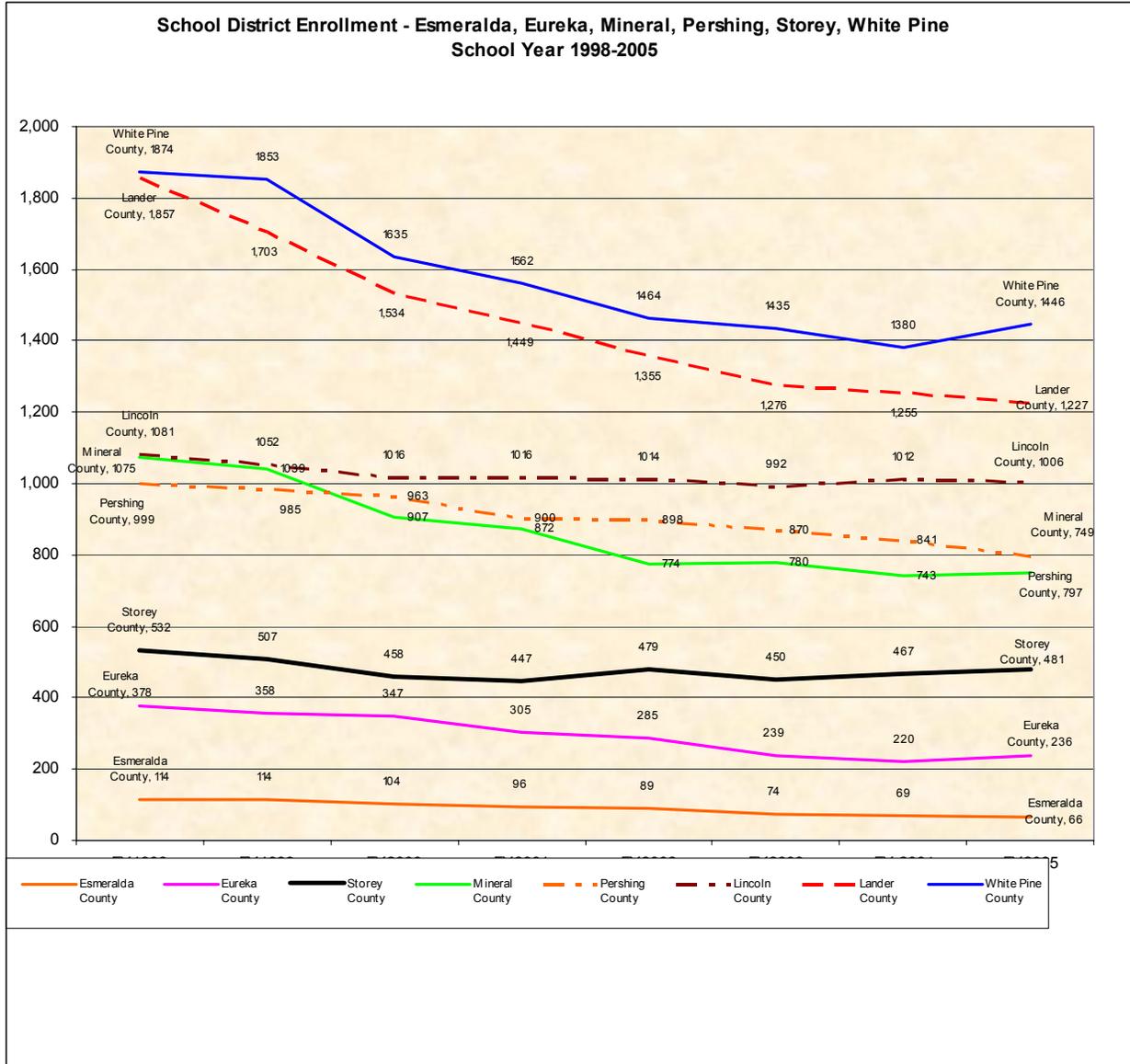
STUDENTS—DISTRICT ENROLLMENTS



Source: Nevada Department of Education. *School District Enrollment Forecast Model 2005.*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

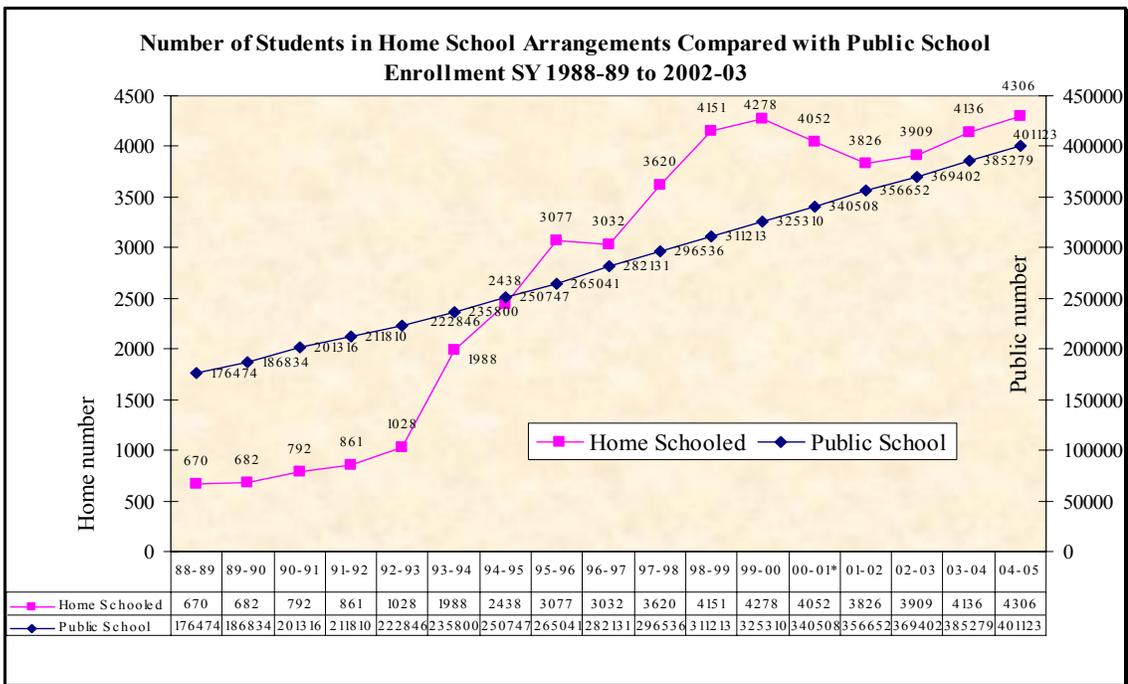
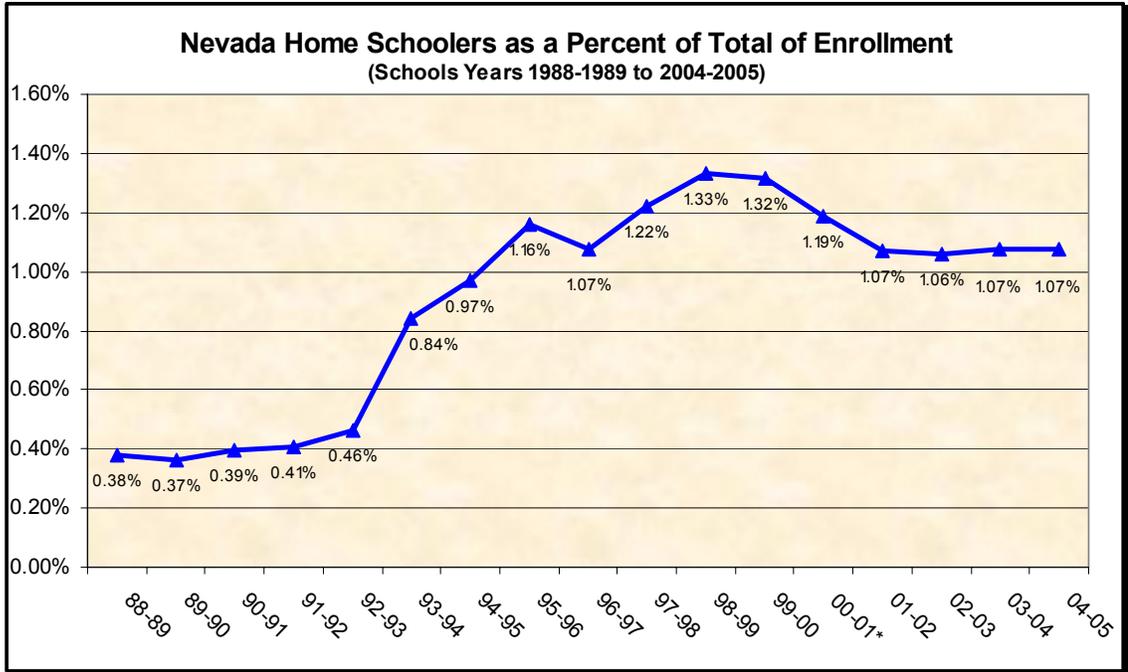
STUDENTS—DISTRICT ENROLLMENTS



Source: Nevada Department of Education. *School District Enrollment Forecast Model 2005.*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—ENROLLMENT – HOME SCHOOL

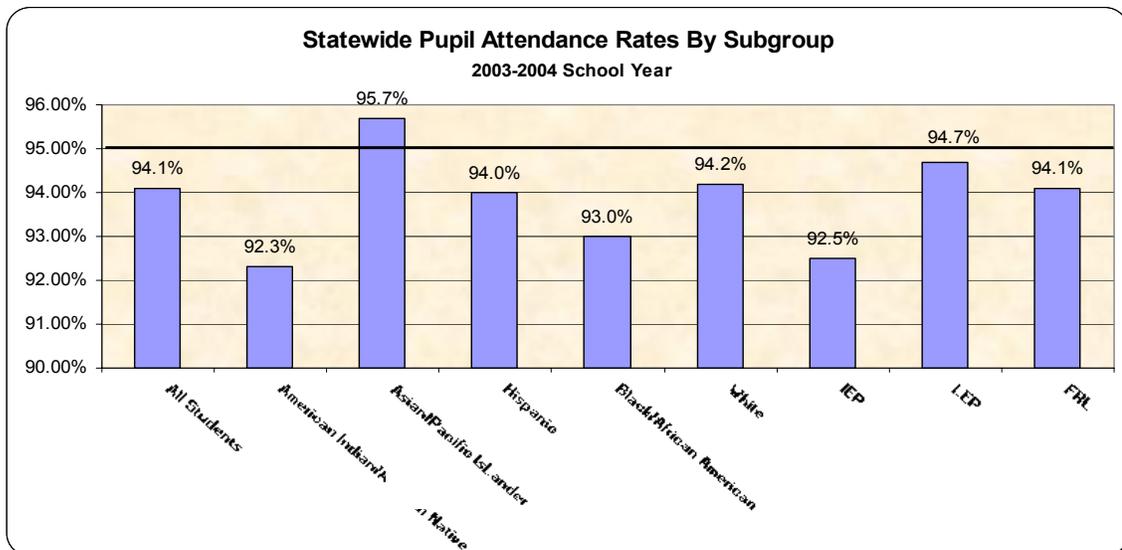
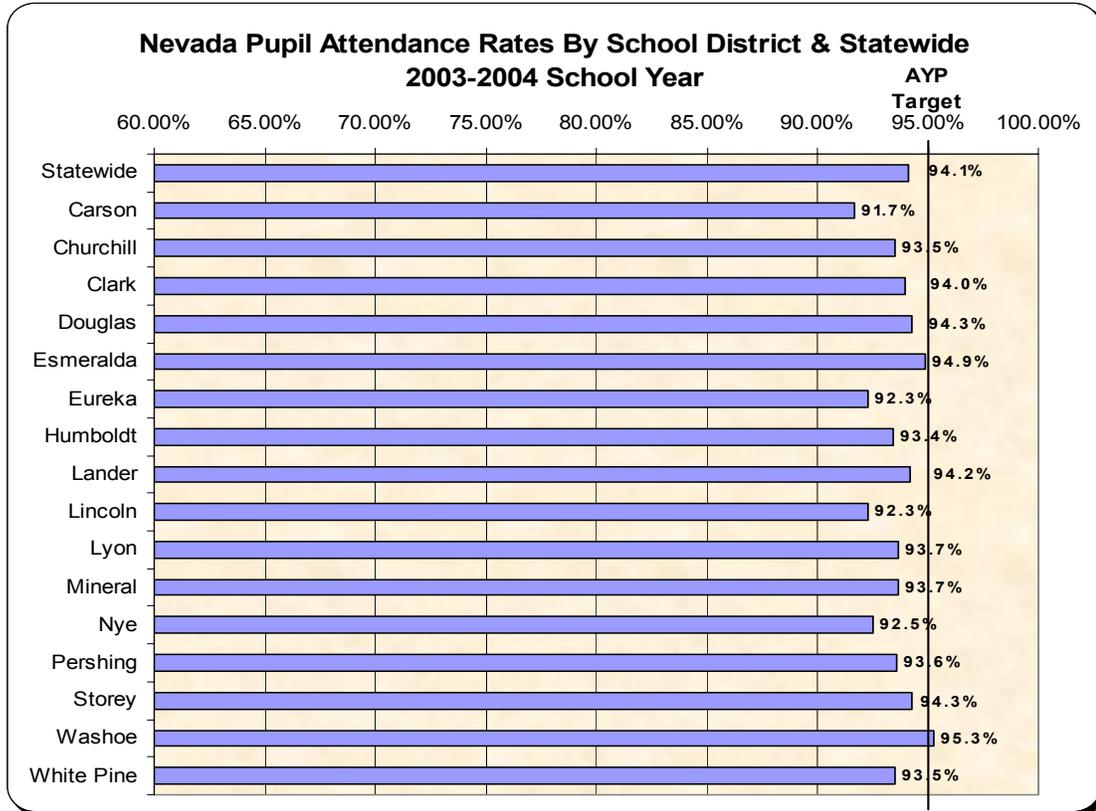


Source: Nevada Department of Education, 2005.

Note: Home school data for SY 2000-2001 was not collected. The number is an estimate based upon previous year and subsequent year average.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

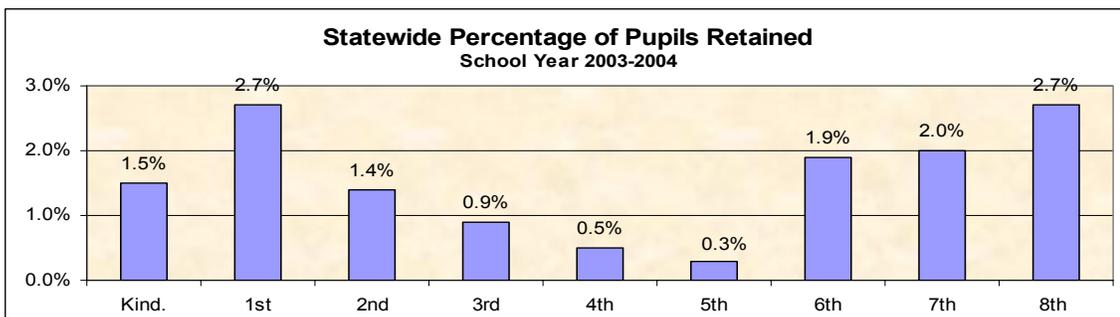
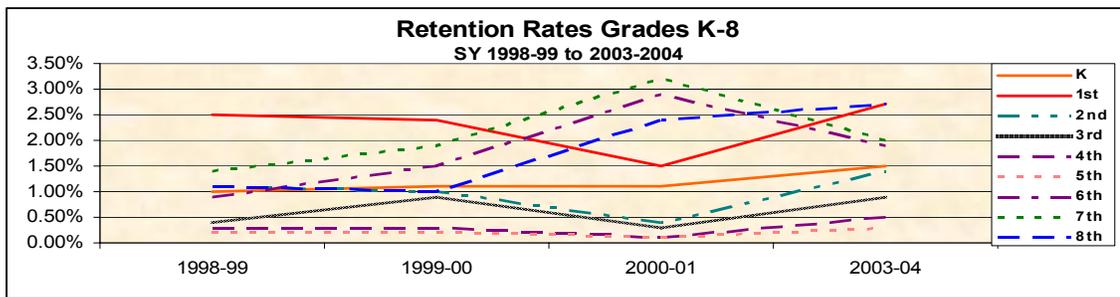
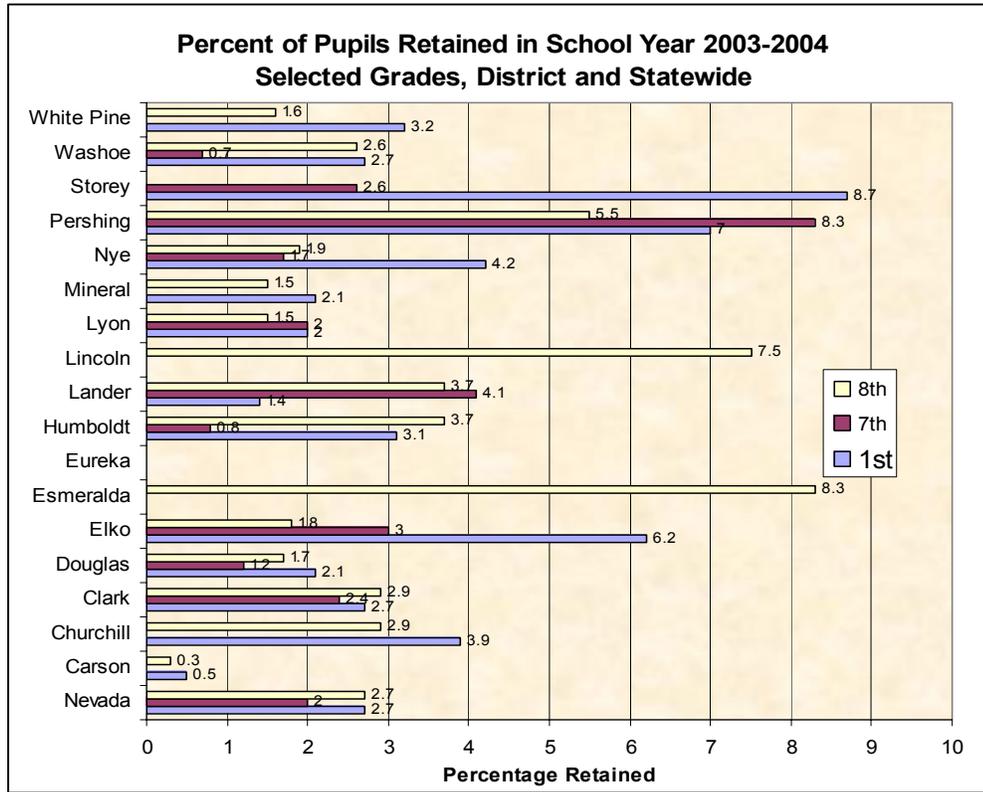
STUDENT ATTENDANCE



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

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS RETAINED

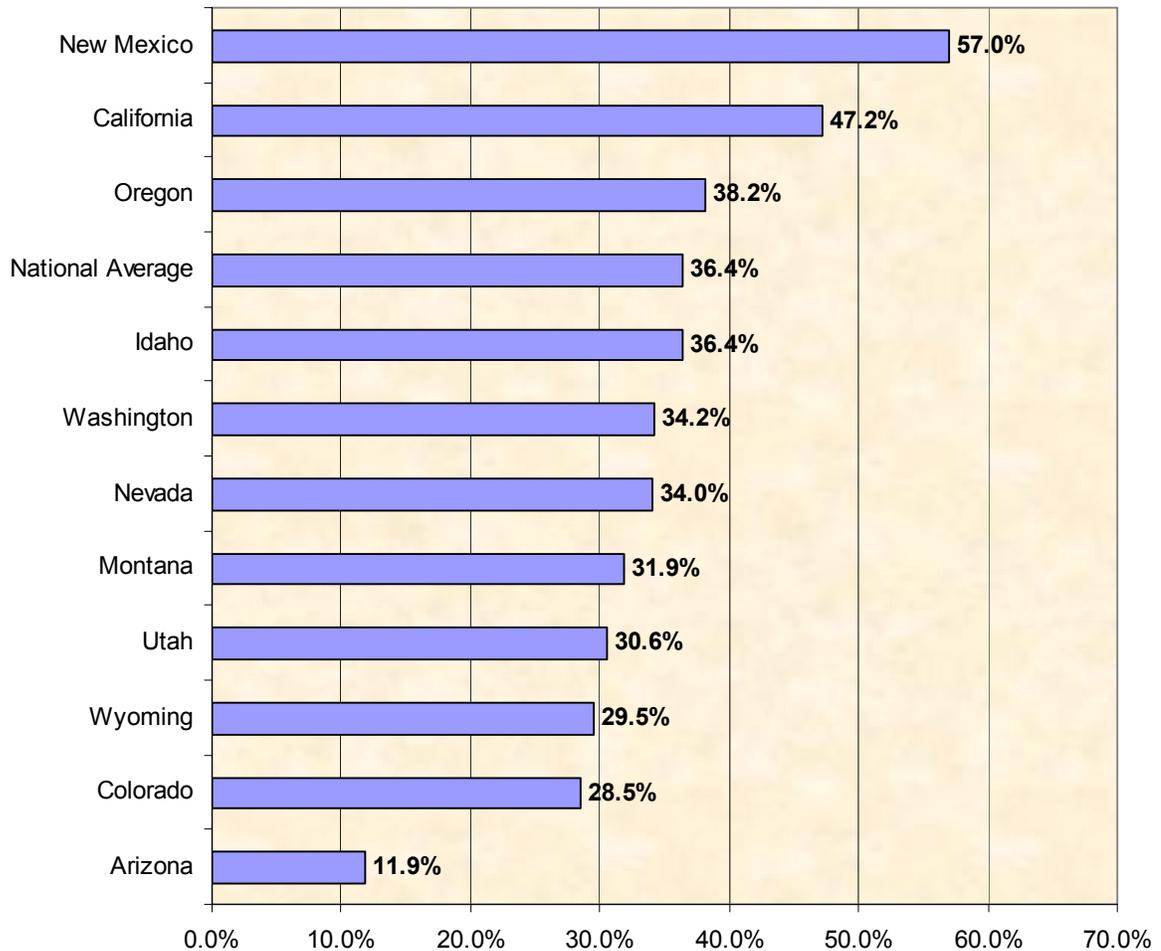


Source: Nevada Report Card Database: State Profile. Nevada Department of Education, March 2005.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICED MEALS

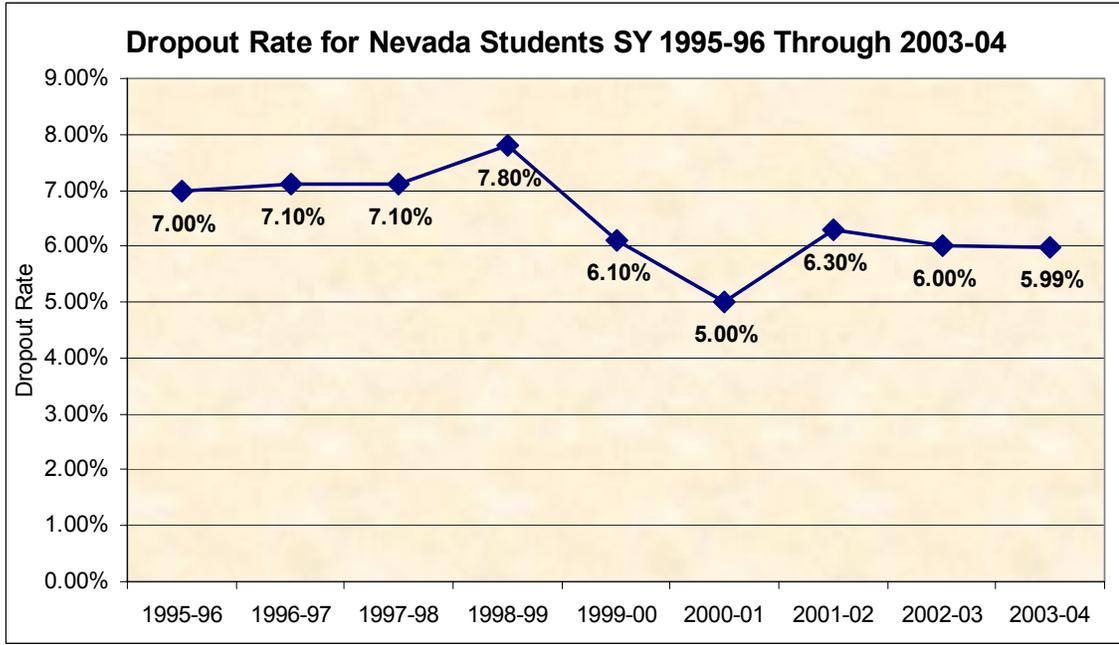
Percent of Elementary and Secondary School Students Eligible for Free and Reduced-Price Meals: 2003



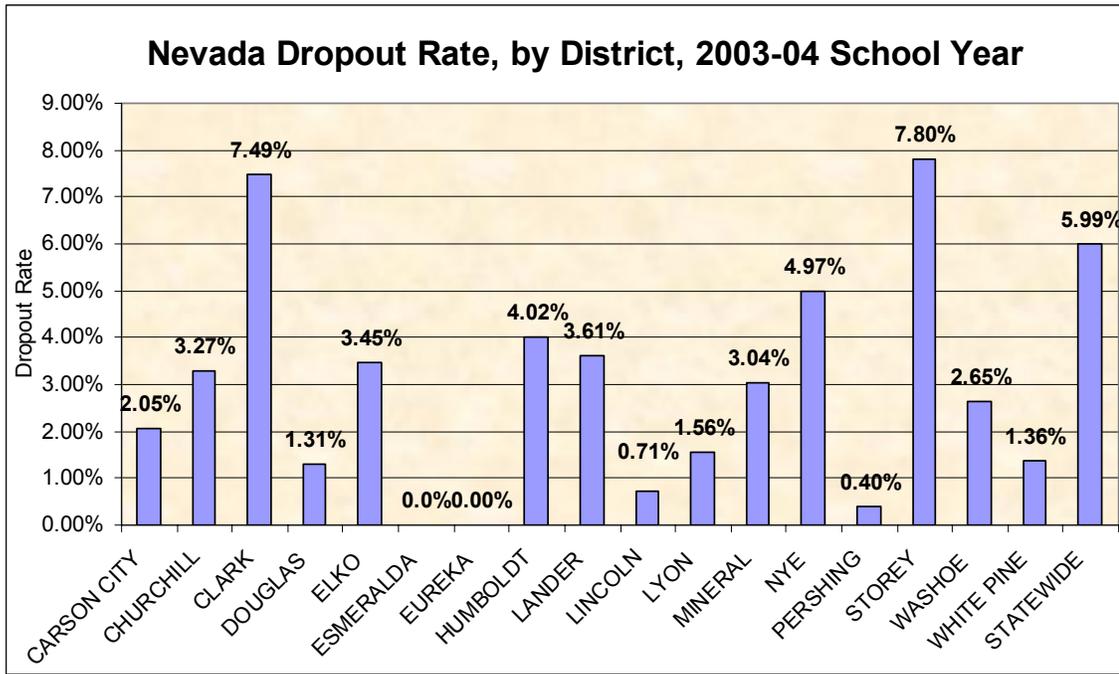
Source: U.S. Department of Education, NCES, Common Core of Data (CCD) Database; Preliminary data for 2002-2003 school year, in *Education State Rankings 2004-2005*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—DROPOUT RATE



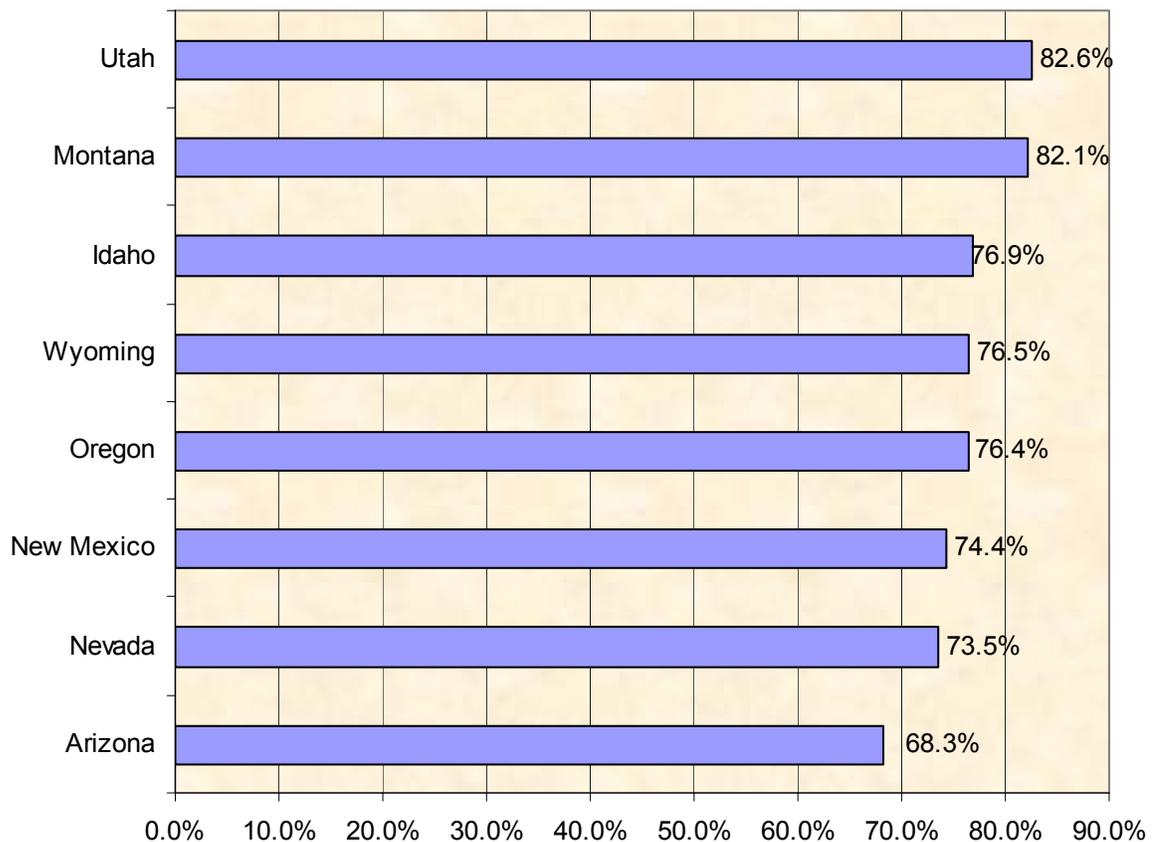
Source: Nevada Department of Education. Kimberly Vidoni, Ph.D., Office of Assessment, Program Accountability, and Curriculum. March 2005.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL COMPLETION RATES

**High School Completion Rates
Four Year Average, 1998-2001
Percentage of 18 to 24 Year-Olds Completing High School
Nevada and Western States**



Source: Phillip Kaufman. *Dropout Rates in the United States: 2001*. NCES. November 2004. Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Dropout and Completion Data File: School Year 2000-01.”

Note: Figures not available from some states. The 4-year completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over the preceding 4-year period. The term “high school completer” includes both diploma recipients and other high school completers. Thus, the 4-year high school completion rate includes both diploma recipients and other high school completers. This rate includes other high school completers but does not reflect those receiving a GED-based equivalency credential.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

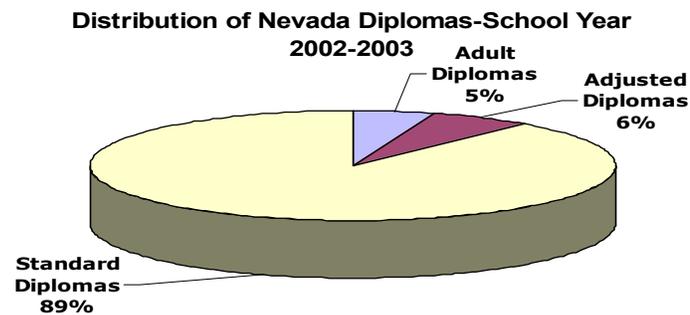
STUDENTS—HIGH SCHOOL DIPLOMAS

NUMBER OF HIGH SCHOOL DIPLOMAS ISSUED STATEWIDE FOR 1996-2003

Number of Diplomas	1996	1997	1998	1999	2000	2001	2002	2003
Adult Diplomas	620	787	535	633	728	815	935**	815
Adjusted Diplomas	367	339	443	573	745	669	926	1029
Standard Diplomas	10,374	11,299	11,975	12,633	13,265	13,463	14,282	14,337
Totals	11,361	12,425	12,953	13,839	14,738	14,947	16,143	16,181

** Number includes adult diplomas issued from institutions, correctional centers, prisons, etc.

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



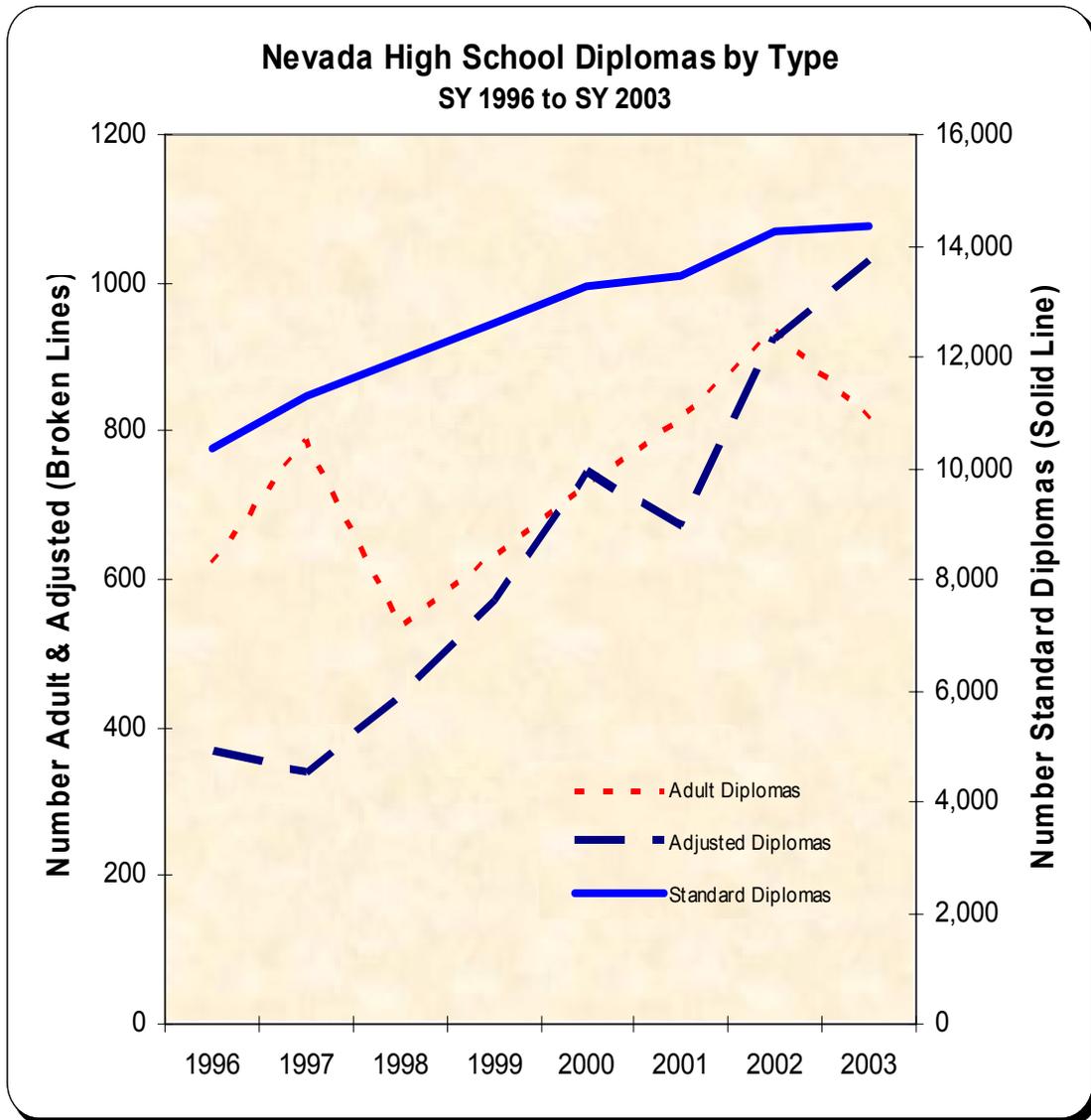
PERCENTAGE OF TYPES OF HIGH SCHOOL DIPLOMAS STATEWIDE FOR 1996-2003

Percent of Total Diplomas	1996	1997	1998	1999	2000	2001	2002	2003
Adult Diplomas	6%	6%	4%	5%	5%	5%	6%	5%
Adjusted Diplomas	3%	3%	3%	4%	5%	5%	6%	6%
Standard Diplomas	91%	91%	92%	91%	90%	90%	88%	89%

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

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

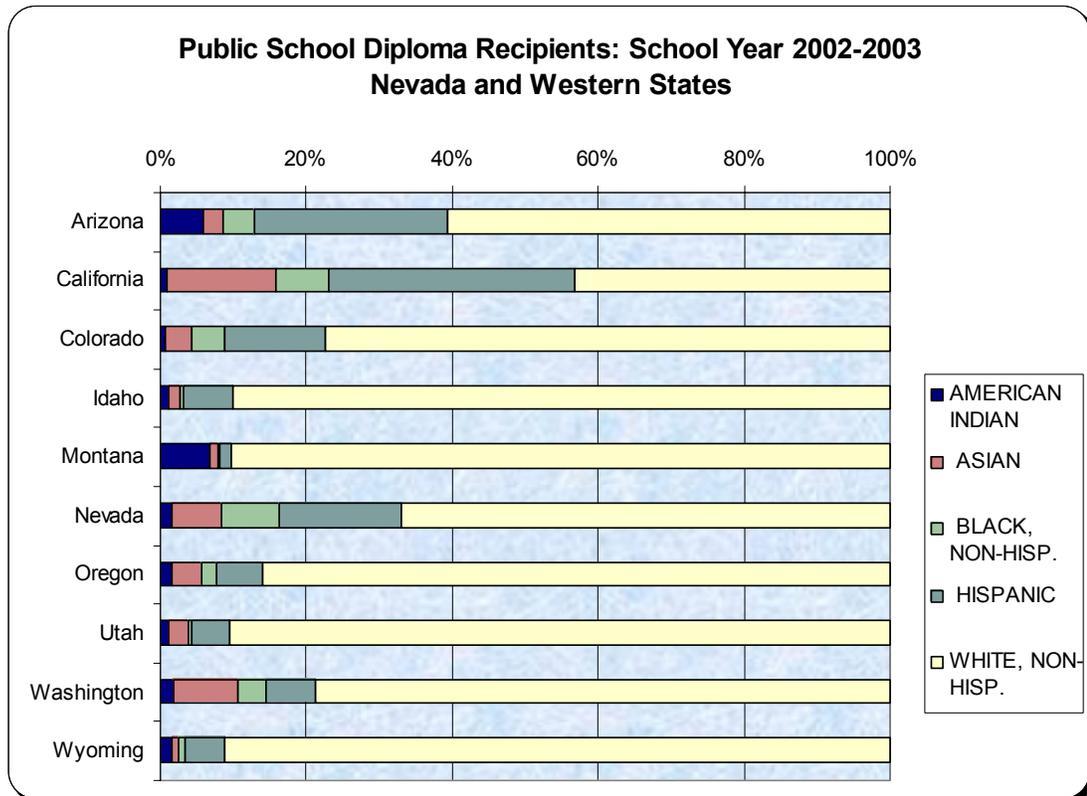
STUDENTS—HIGH SCHOOL DIPLOMAS



Source: 2002-2003 data from *Nevada Report Card Database: State Profile*. Nevada Department of Education, March 2005.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL DIPLOMAS - ETHNICITY



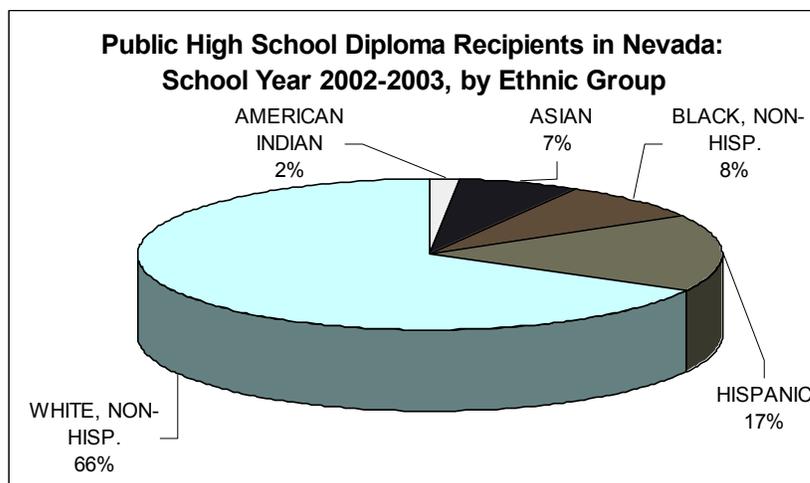
Public School Diploma Recipients for School Year 2002-2003*					
	American Indian	Asian	Black, Non-Hispanic	Hispanic	White, Non-Hispanic
Arizona	2,762	1,286	2,008	12,479	28,640
California	3,036	48,206	23,451	109,038	140,421
Colorado	314	1,442	1,798	5,700	31,506
Idaho	191	248	76	1,063	14,296
Montana	713	112	34	158	9,537
Nevada	255	1,123	1,285	2,728	10,879
Oregon	490	1,283	594	1,990	26,464
Utah	313	817	172	1,574	27,307
Washington	1,120	5,030	2,306	3,937	45,918
Wyoming	102	51	60	324	5,569

Source: NCES. *Build a Table*, on-line information extracted from the Common Core of Data, March 2005.

Note: 2002-2003 data are considered preliminary.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—HIGH SCHOOL DIPLOMAS – ETHNICITY



Source: NCES. *Common Core of Data for 2002-2003 School Year, Build a Table 2005.*

DISTRICT	AMERICAN INDIAN/ALASKAN	ASIAN/PACIFIC ISLAND	BLACK, NON-HISPANIC	HISPANIC	WHITE, NON-HISPANIC
Carson City School District	13	13	8	68	441
Churchill County School District	9	14	4	18	195
Clark County School District	82	871	1,178	2,005	6,079
Douglas County School District	4	5	2	21	394
Elko County School District	28	10	2	100	424
Esmeralda County School District*	0	0	0	0	0
Eureka County School District	2	1	0	1	15
Humboldt County School District	4	2	0	37	182
Lander County School District	1	1	0	14	64
Lincoln County School District	2	1	0	2	73
Lyon County School District	18	5	0	39	293
Mineral County School District	4	1	4	1	44
Nye County School District	5	9	4	30	245
Pershing County School District	3	0	0	10	37
Storey County School District	3	0	0	4	26
Washoe County School District	56	183	73	348	2,191
White Pine County School District	9	1	1	10	75
Statewide	243	1,117	1,276	2,708	10,778

* Esmeralda has not high school; the students attend high school in neighboring Nye County.

Source: NCES. *Common Core of Data for 2002-2003 School Year, Build a Table 2005.*

Note: The counts of graduates are for students receiving a standard diploma.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

GRADUATION RATES & COMPLETION INDICATORS

NEVADA PUBLIC SCHOOL GRADUATION RATES & COMPLETION INDICATORS SCHOOL YEAR 2002-2003

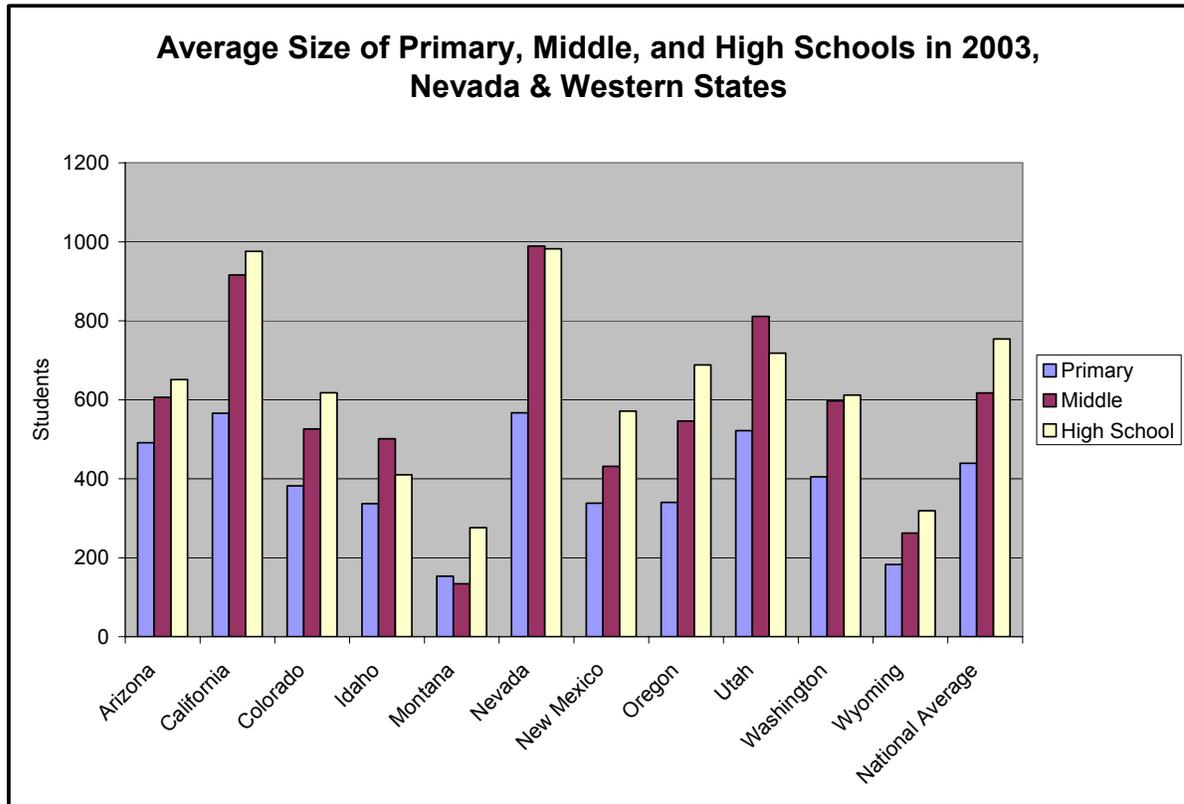
District	DROPOUT RATES – INDIVIDUAL GRADES 9 – 12 (SCHOOL YEAR 2002-2003)						GRADUATES		STANDARD DIPLOMA	ADULT DIPLOMA	ADJUSTED DIPLOMA	CERTIFICATE OF ATTENDANCE
	Total	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Number	2002-03 Rate					
NEVADA	5957	1552	1444	1145	1816	15152	74.8 %	14337	815	1029	871	
Carson	45	13	7	14	11	508	84.4 %	471	37	34	6	
Churchill	35	0	9	7	19	285	89.3 %	267	18	9	3	
Clark	5046	1260	1227	975	1584	9900	71.7 %	9259	641	636	708	
Douglas	17	0	2	2	13	432	90.9 %	425	7	26	0	
Elko	80	25	22	18	16	402	78.7 %	371	31	22	18	
Eureka	0	0	0	0	0	15	93.8 %	15	0	1	0	
Humboldt	58	10	20	17	11	186	81.2 %	186	0	18	5	
Lander	4	2	1	1	0	69	74.2 %	69	0	11	7	
Lincoln	2	0	1	0	1	74	81.3 %	67	7	3	7	
Lyon	53	14	9	19	11	369	83.1 %	325	44	32	8	
Mineral	0	0	0	0	0	38	76.0 %	38	0	5	0	
Nye	82	29	18	22	13	241	72.8 %	241	0	29	5	
Pershing	0	0	0	0	0	43	95.6 %	38	5	2	0	
Storey	12	4	1	5	1	17	70.8 %	17	0	7	0	
Washoe	467	179	112	48	128	2470	80.3 %	2445	25	190	99	
White Pine	5	0	1	2	2	96	81.4 %	96	0	3	1	

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

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

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY – SIZE OF SCHOOL FACILITIES



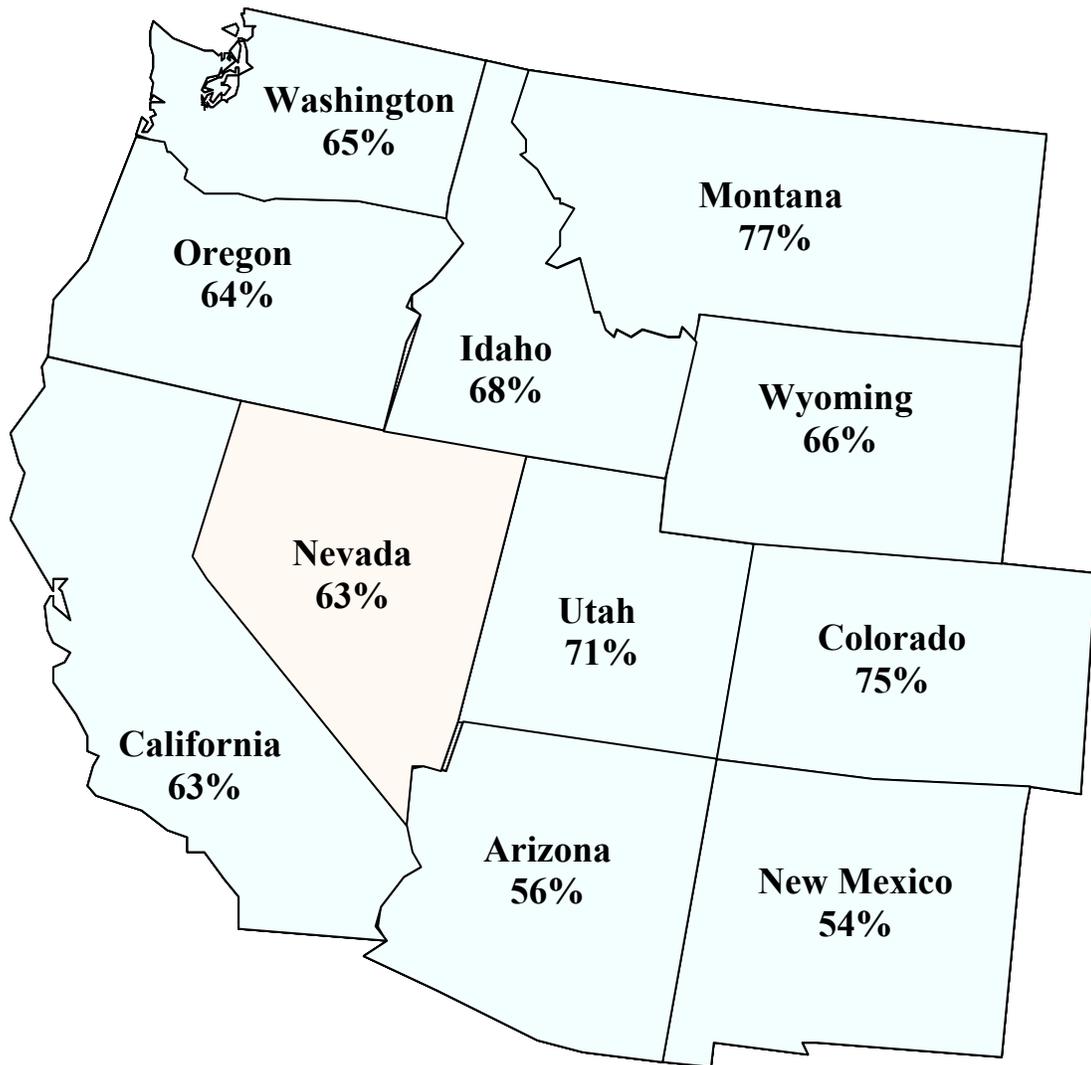
Source: U.S. Bureau of the Census, *Education State Rankings 2004-2005*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY

**PARENTAL INVOLVEMENT:
PERCENTAGE OF SCHOOL OFFICIALS REPORTING LACK OF
PARENTAL INVOLVEMENT IS NOT A PROBLEM OR A
MINOR PROBLEM IN 4TH GRADE
(FOR WESTERN STATES - 2003)**

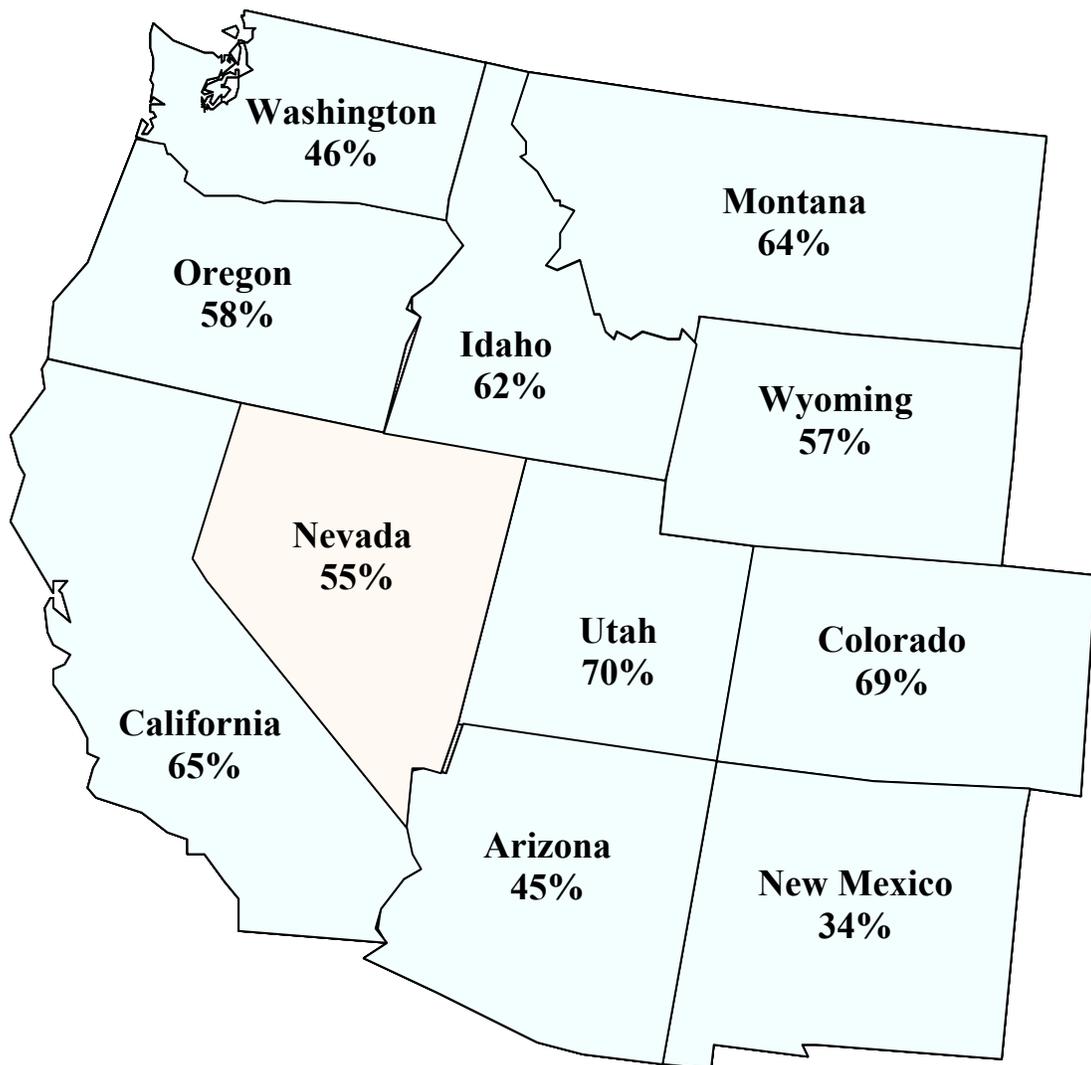


Source: School Climate, *Quality Counts 2004*, Education Week

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY

**PARENTAL INVOLVEMENT:
PERCENTAGE OF SCHOOL OFFICIALS REPORTING LACK OF
PARENTAL INVOLVEMENT IS NOT A PROBLEM OR A
MINOR PROBLEM IN 8TH GRADE
(FOR WESTERN STATES - 2003)**

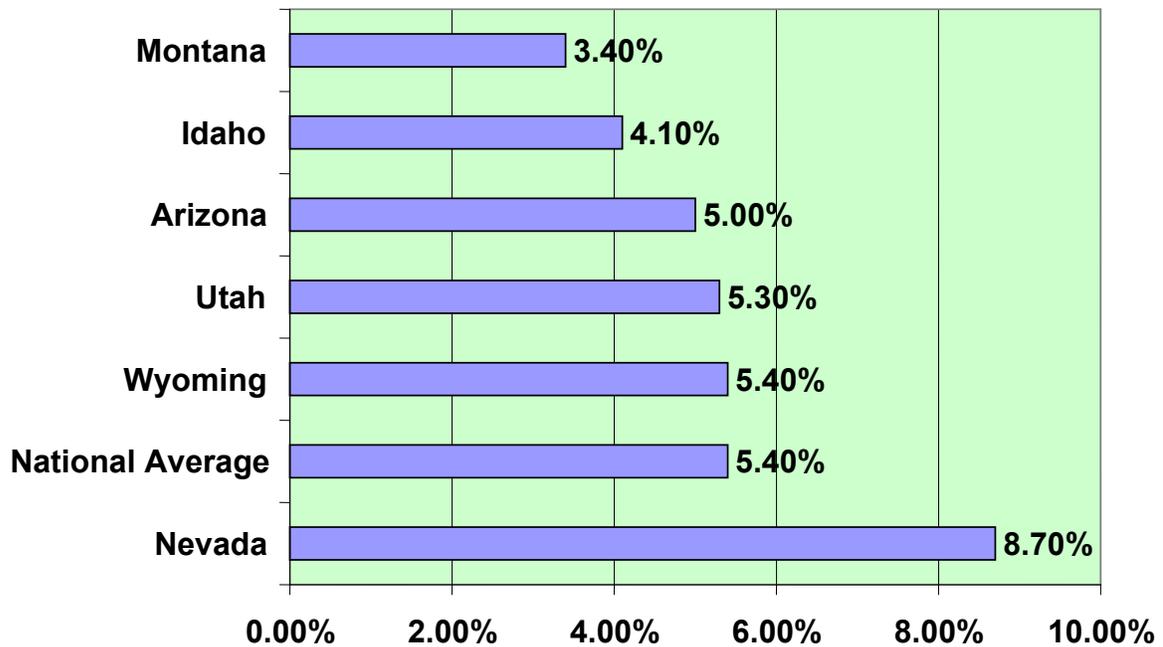


Source: School Climate, *Quality Counts 2004*, Education Week

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY

Percentage of High School Students Who Felt Too Unsafe to Go to School: 2003



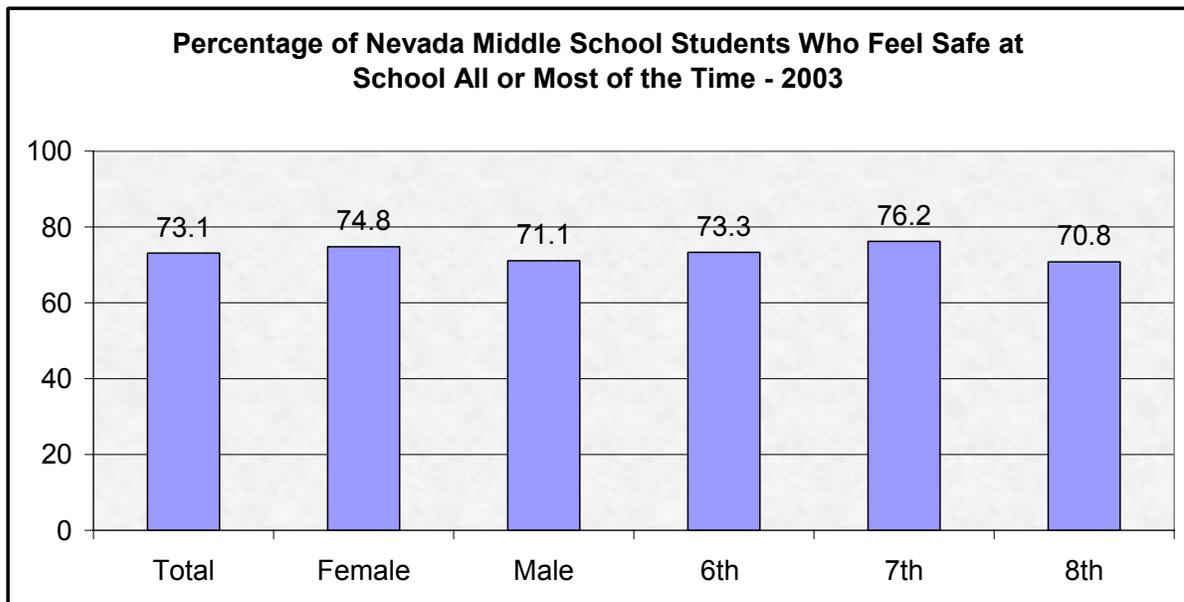
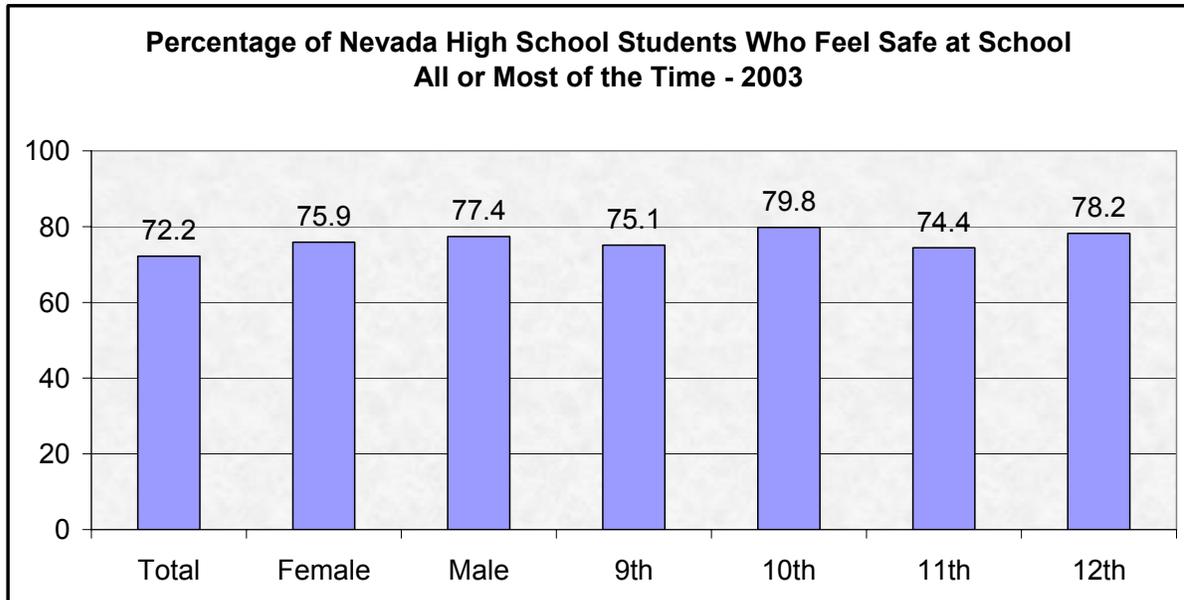
Note: Omitted Western states not reporting.

Source: U.S. Department of Health and Human Services, CDC, “Youth Risk Behavior Surveillance – U.S. 2003” in *Education State Rankings 2004-2005*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

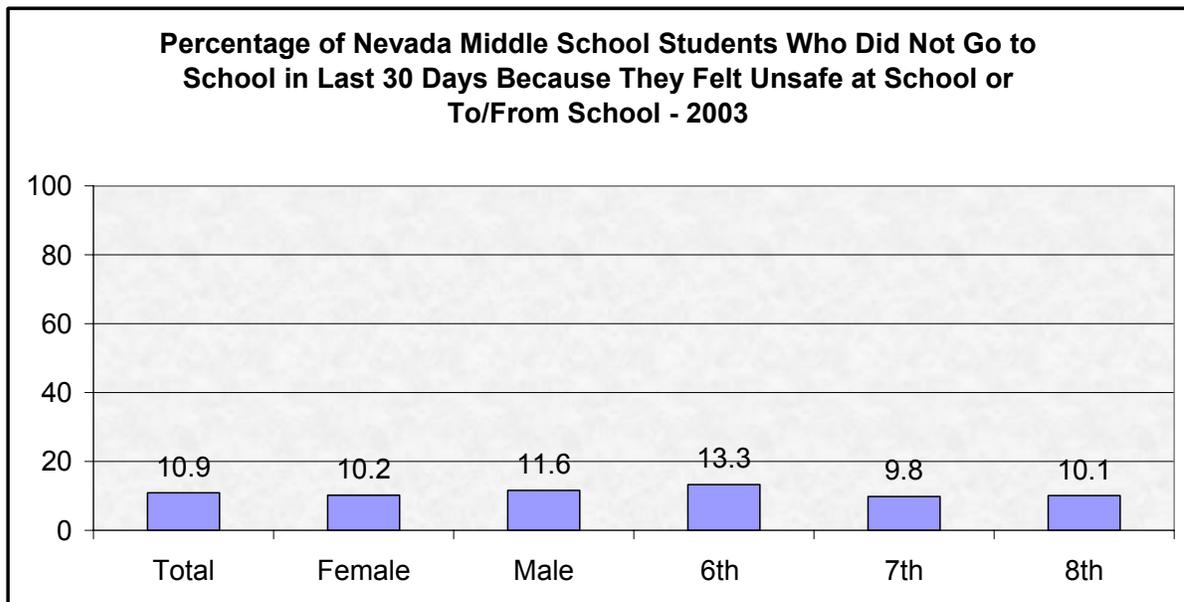
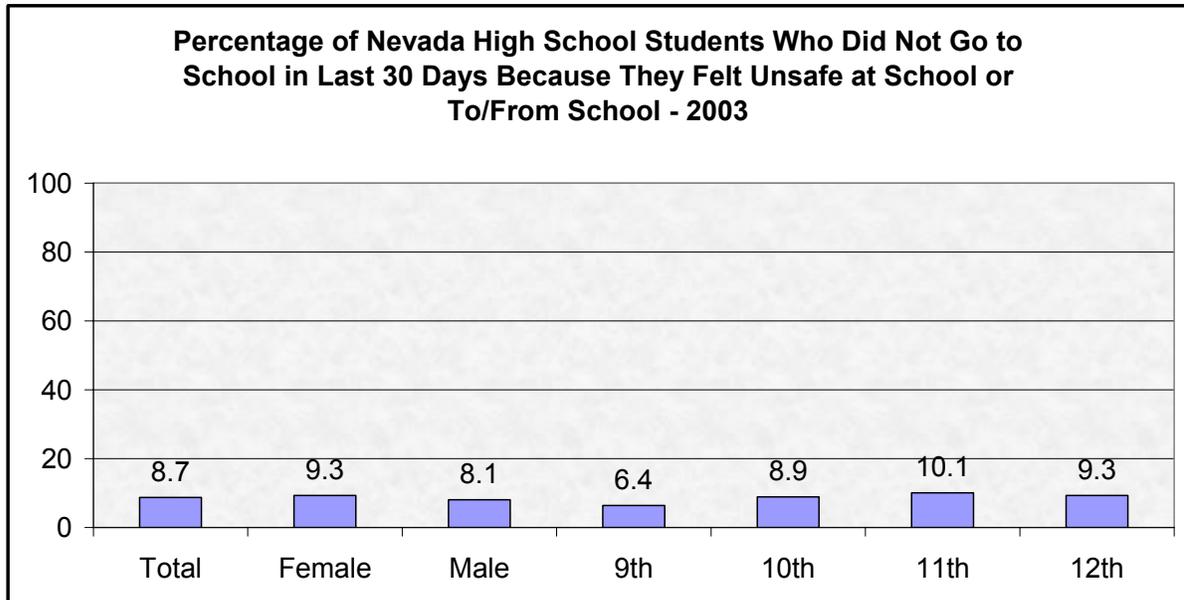
STUDENTS—SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2003*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

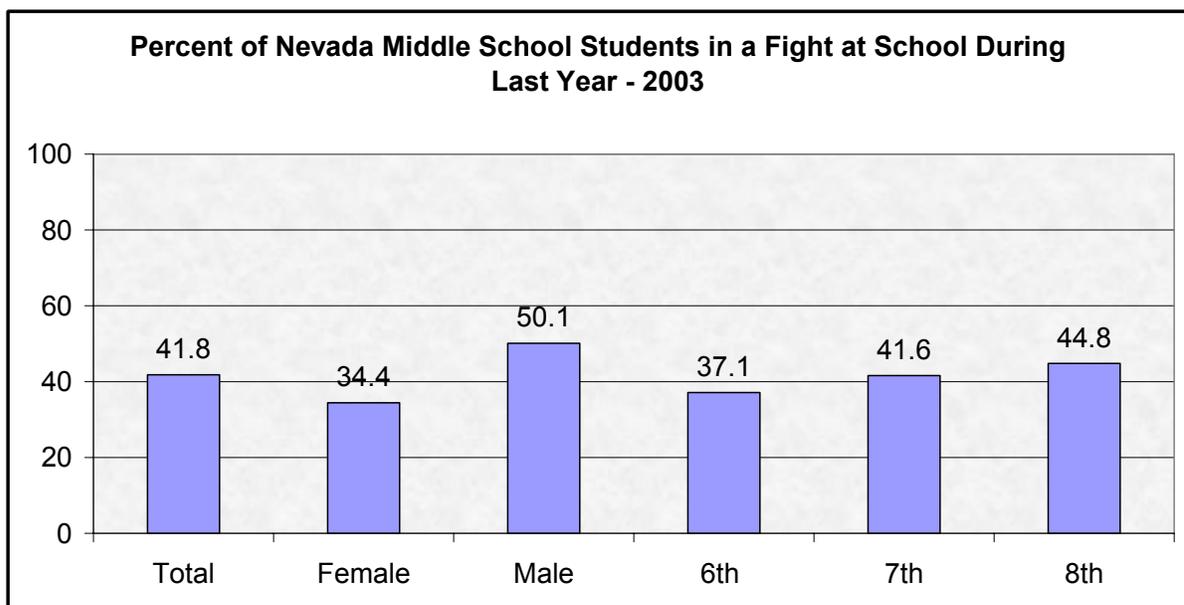
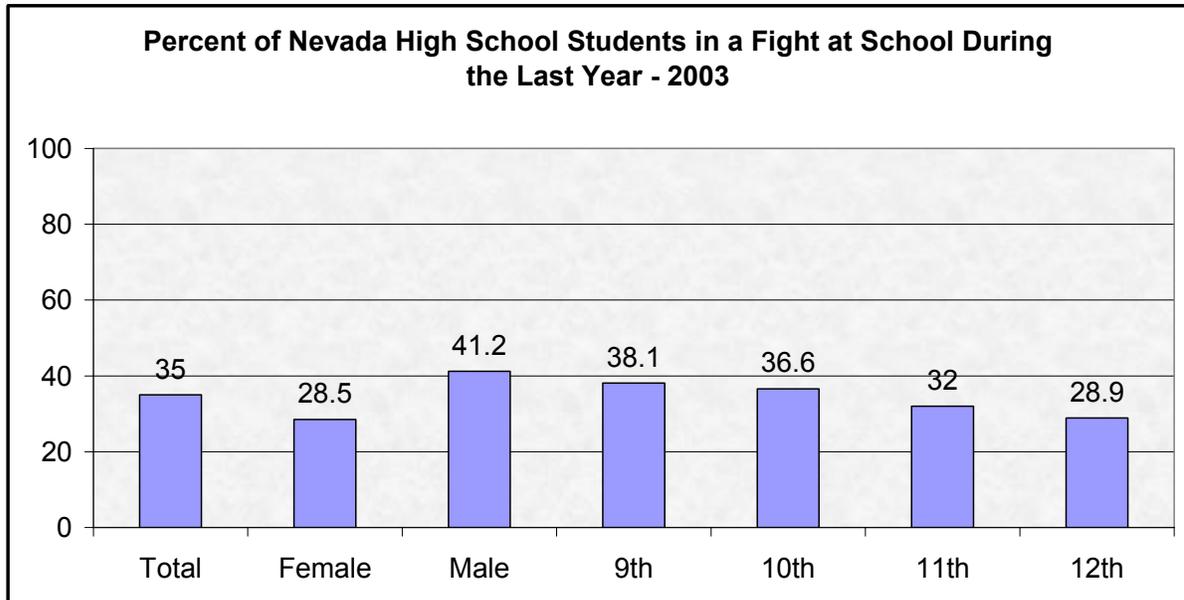
STUDENTS—SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2003*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

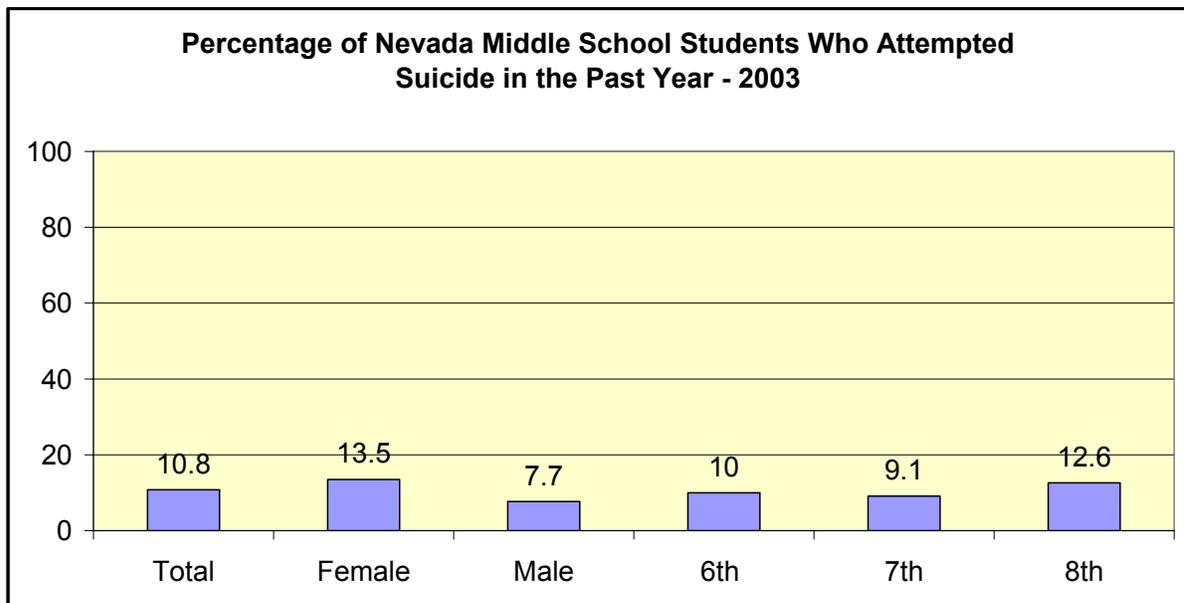
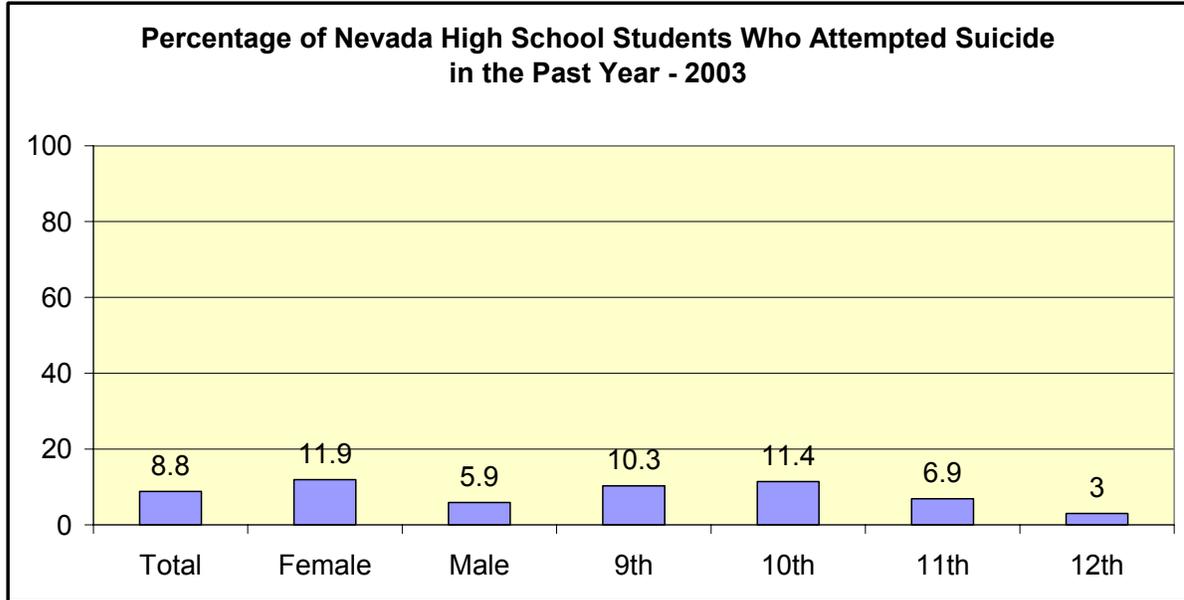
STUDENTS—SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2003*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—SCHOOL SAFETY

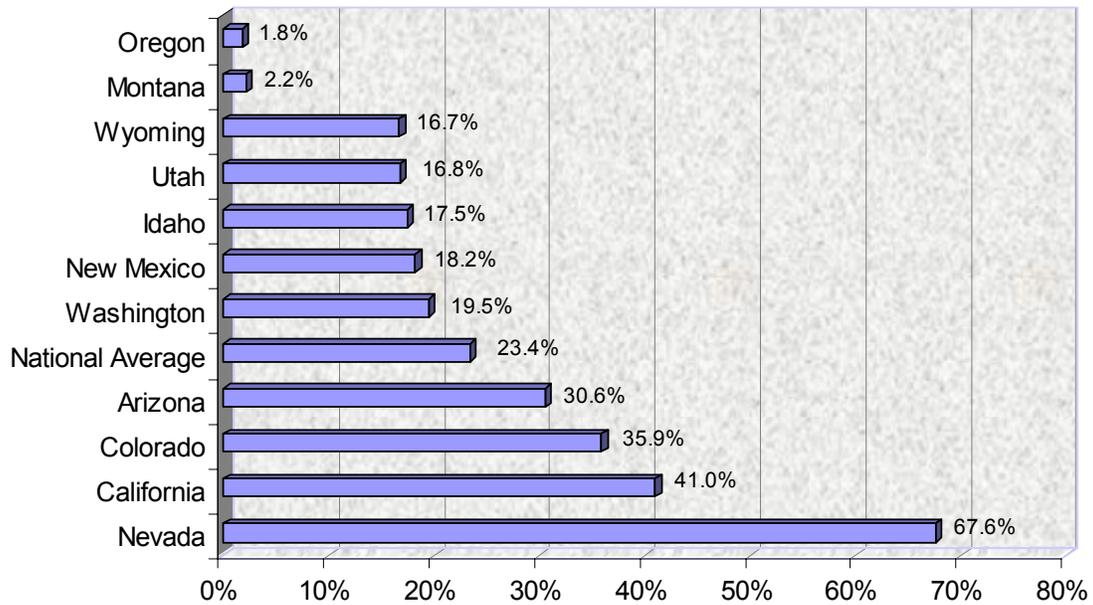


Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2003*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERCENT CHANGE IN NUMBER OF TEACHERS

PERCENT CHANGE IN NUMBER OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL TEACHERS OVER TEN YEARS: 1992-2002*



* 1992-1993 & 2002-2003 School Years, full time equivalent numbers.

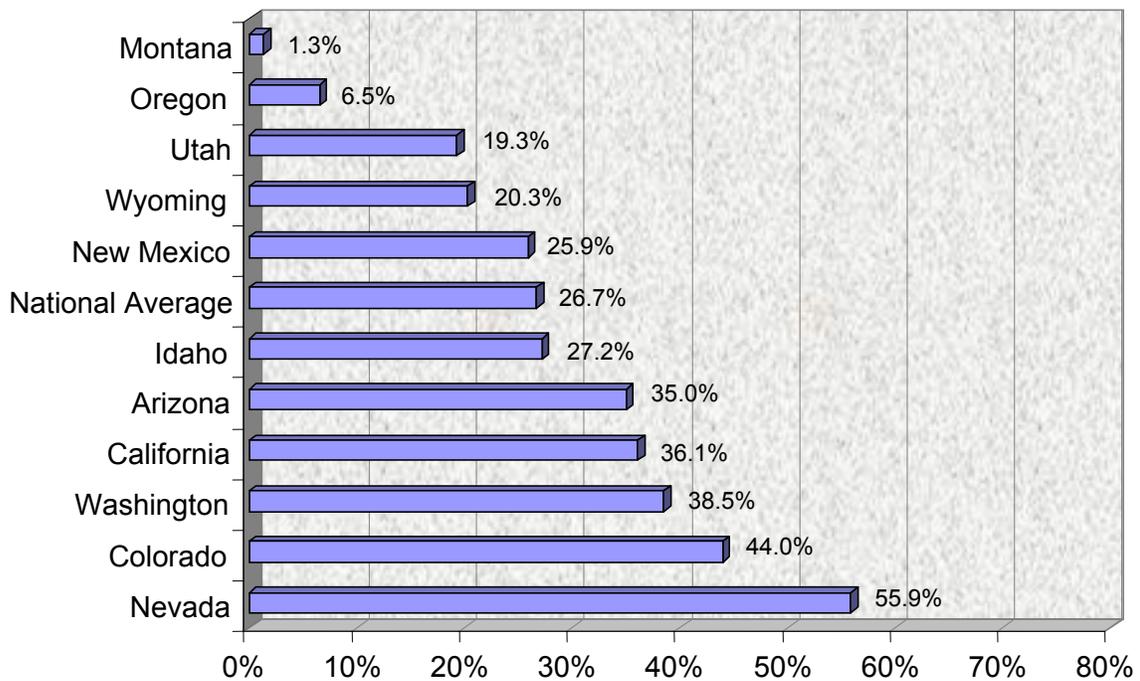
Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2004*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL – EMPLOYMENT GROWTH

PERCENT GROWTH IN NUMBER OF FTE PUBLIC ELEMENTARY AND SECONDARY SCHOOL STAFF OVER TEN YEARS: 1992-2002*



* 1992-1993 & 2002-2003 School Years, full time equivalent numbers.

Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2004*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL

PERCENT OF EDUCATIONAL STAFF FOR SELECTED CATEGORIES WESTERN STATES 2002-2003 SCHOOL YEAR

State	Teachers	School Administrators	District Administrators	Support Staff*	Instructional Aides	Counselors	Librarians
Arizona	49	2.3	0.2	24.2	14.1	1.3	0.9
California	53	2.3	0.5	19.7	12.4	1.1	0.2
Colorado	50	2.6	1.1	23.0	12.2	1.5	0.9
Idaho	56	2.9	0.5	20.6	10.6	2.4	0.7
Montana	54	2.6	0.8	19.5	12.2	2.2	1.8
Nevada	60	3.1	0.8	16.7	9.6	2.1	1.0
New Mexico	48	2.3	1.9	24.1	11.8	1.8	0.7
Oregon	49	2.9	1.3	19.1	15.1	2.1	0.9
Utah	54	2.4	0.4	19.2	13.5	1.6	0.7
Washington	47	2.4	0.9	29.8	9.0	1.7	1.2
Wyoming	49	2.5	2.0	21.7	13.0	2.8	1.0
National	51	2.8	1.1	23.8	11.2	1.7	0.9

Percentages rounded to the nearest whole number.

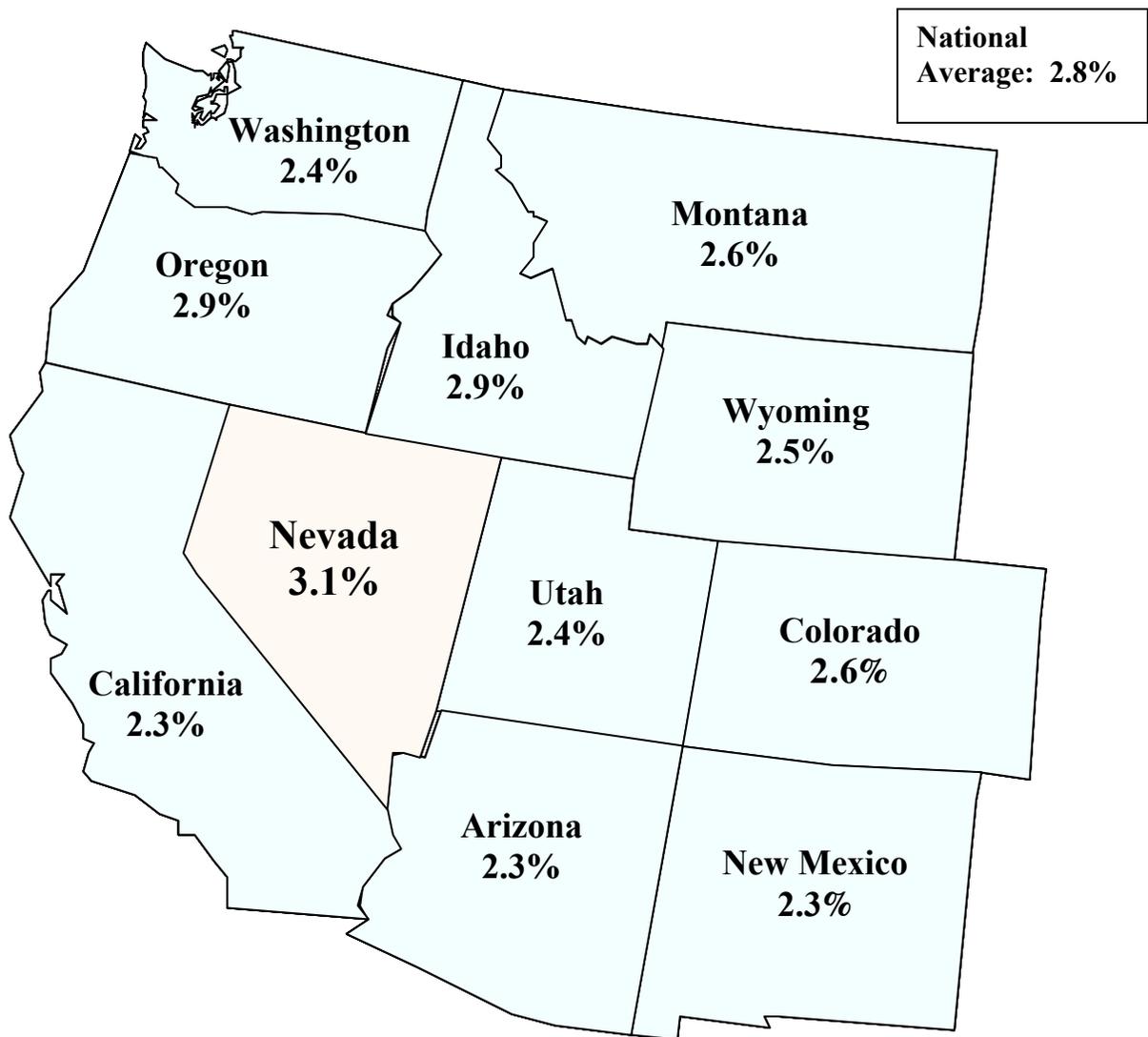
Support Staff includes: library support staff, student support services staff, and all other support staff.

Sources: U.S. Department of Education, National Center for Education Statistics *Digest of Education Statistics 2004*, and *Common Core of Data in Education State Rankings 2004-2005*. Morgan Quinto, 2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL – SCHOOL ADMINISTRATORS

PERCENT OF SCHOOL STAFF WHO ARE ADMINISTRATORS
IN ELEMENTARY/SECONDARY SCHOOL
FOR WESTERN STATES (SY 2002-2003)

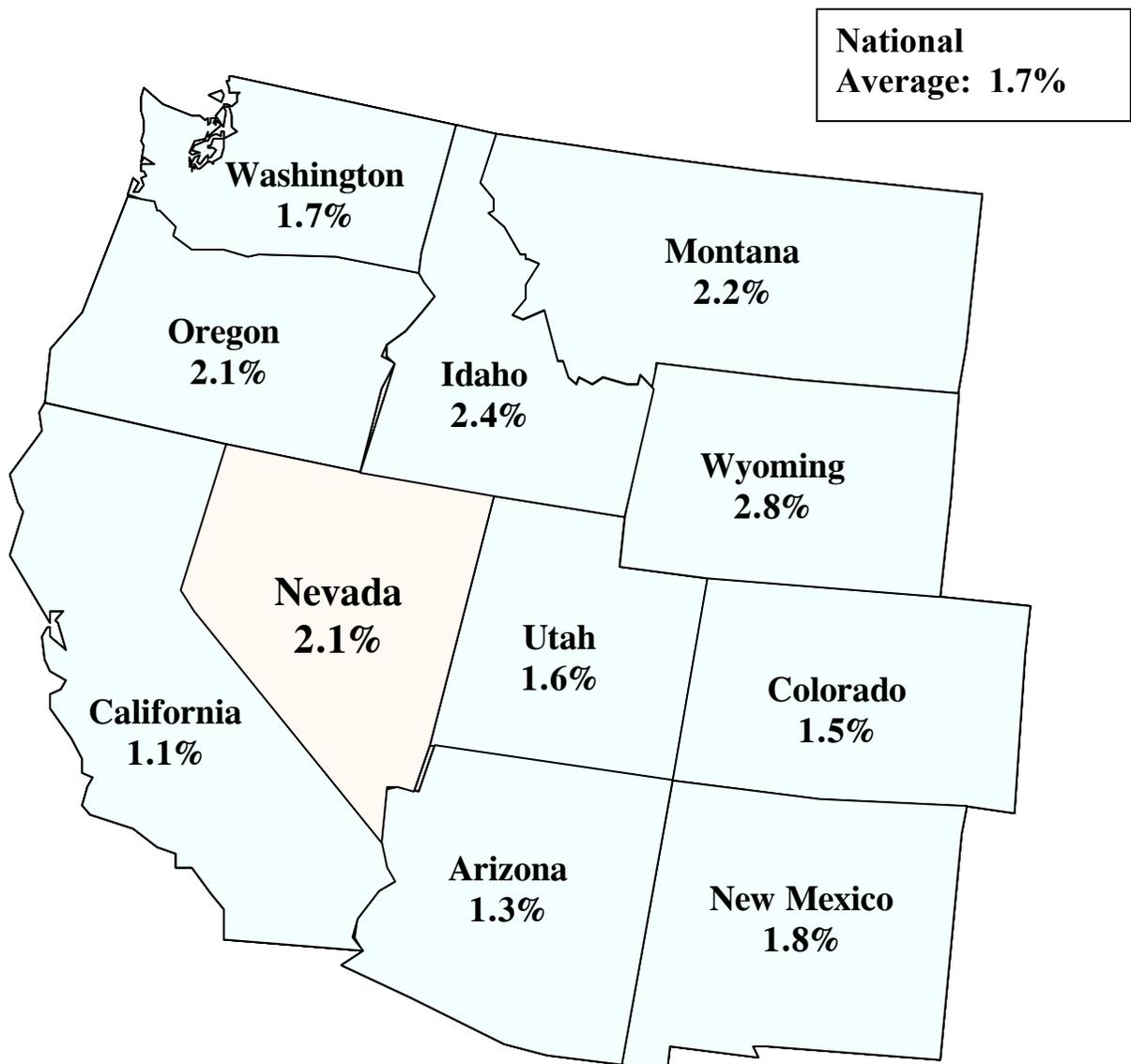


Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2004*, and *Common Core of Data in Education State Rankings 2004-2005*. Morgan Quinto, 2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL—GUIDANCE COUNSELORS

PERCENT OF SCHOOL STAFF WHO ARE GUIDANCE COUNSELORS
IN ELEMENTARY/SECONDARY SCHOOL
FOR WESTERN STATES (SY 2002-2003)

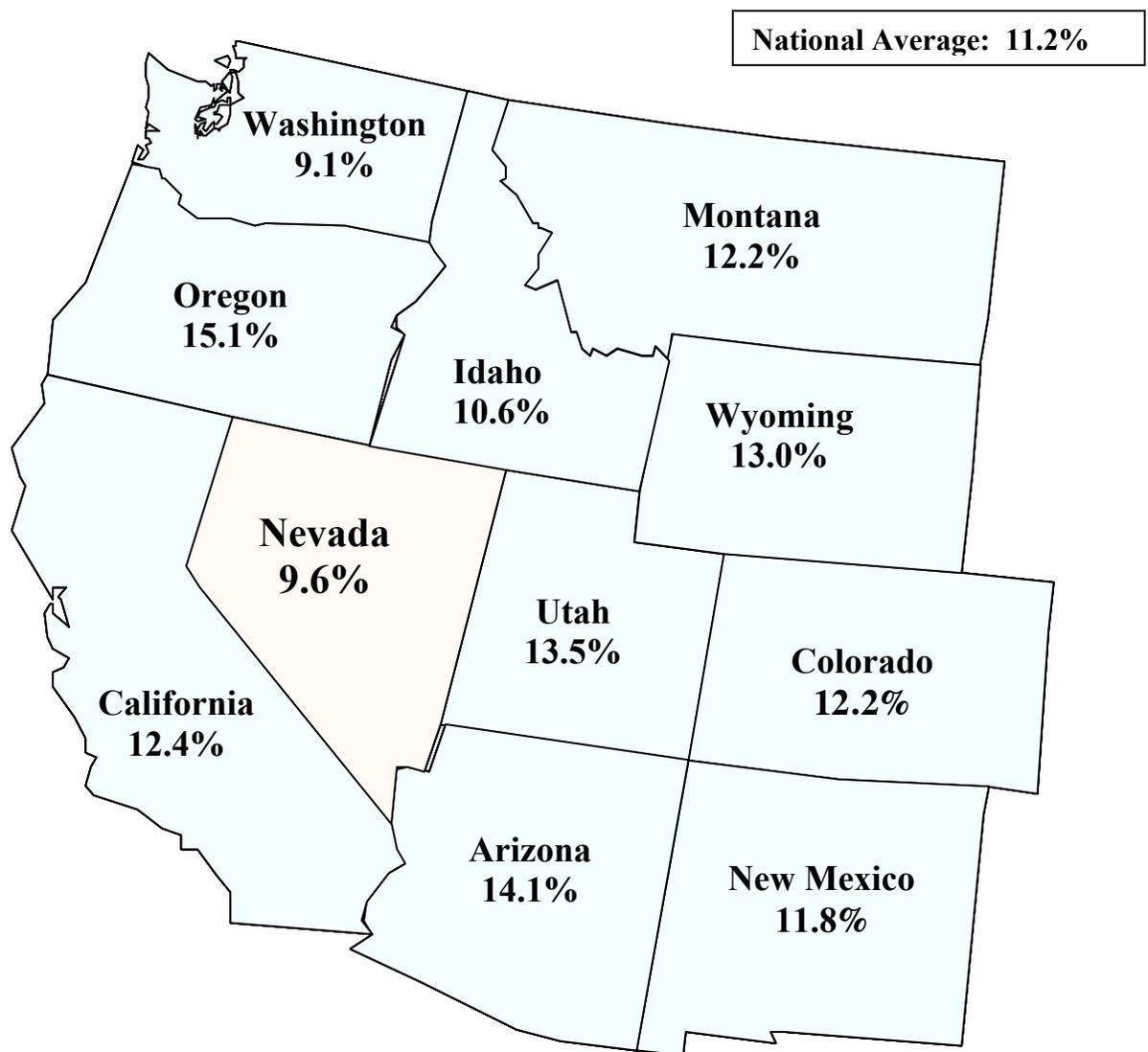


Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2004*, and *Common Core of Data in Education State Rankings 2004-2005*. Morgan Quinto, 2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL—INSTRUCTIONAL AIDES

PERCENT OF SCHOOL STAFF WHO ARE INSTRUCTIONAL AIDES
IN ELEMENTARY/SECONDARY SCHOOLS
FOR WESTERN STATES (SY 2002-2003)

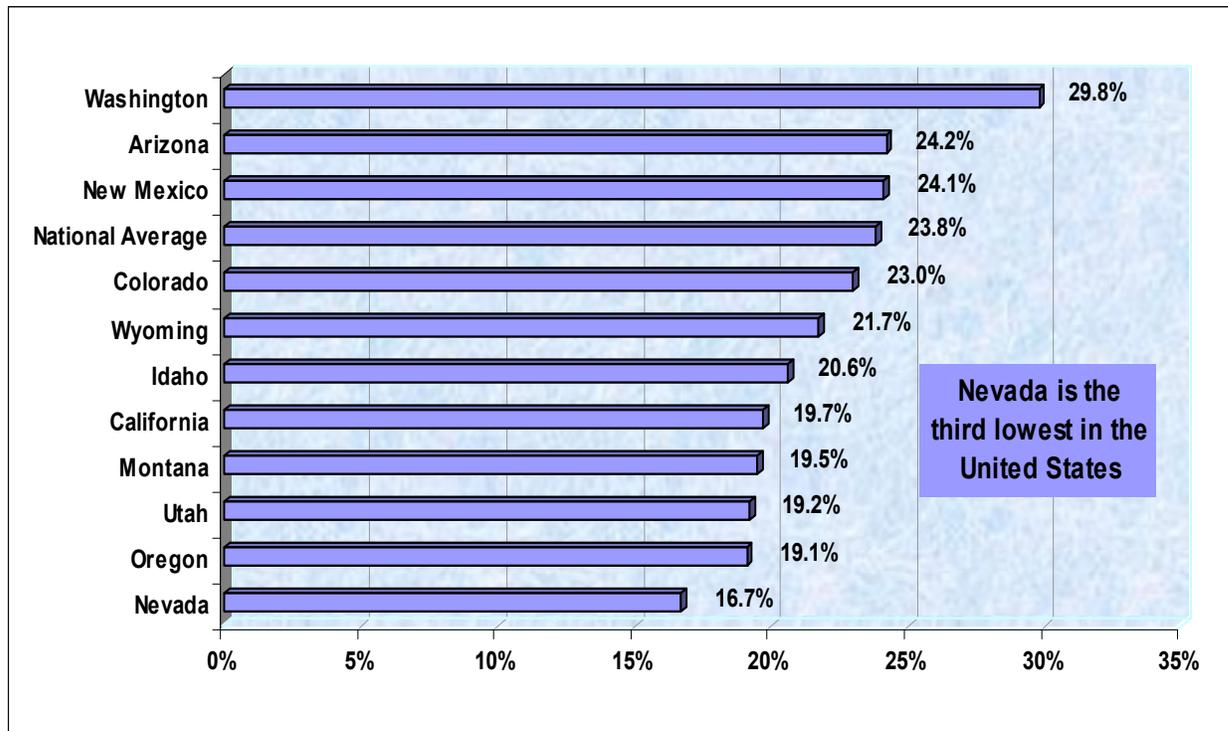


Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2004, and Common Core of Data in Education State Rankings 2004-2005.* Morgan Quinto, 2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL – SUPPORT STAFF

PERCENT OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL STAFF WHO ARE SUPPORT STAFF
2002-2003 SCHOOL YEAR



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

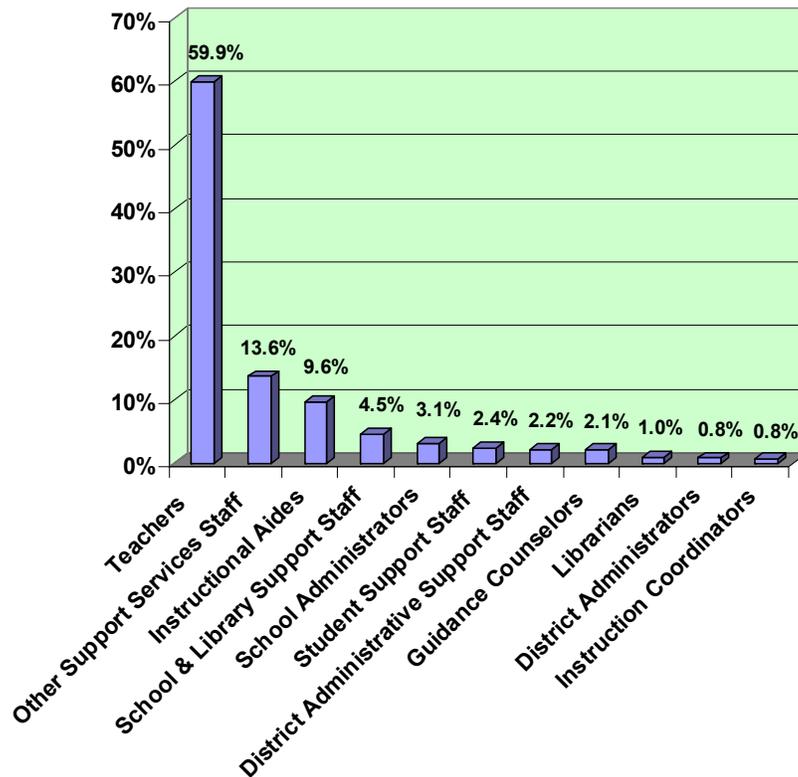
Source: U.S. Department of Education, National Center for Education Statistics in *Education State Rankings 2004-2005*. Morgan Quinto, 2004.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—PERSONNEL

PERCENT OF NEVADA EDUCATIONAL STAFF FOR SELECTED CATEGORIES 2002-2003 SCHOOL YEAR

Nevada: Percent of Educational Staff for Selected Categories 2002-2003 SY



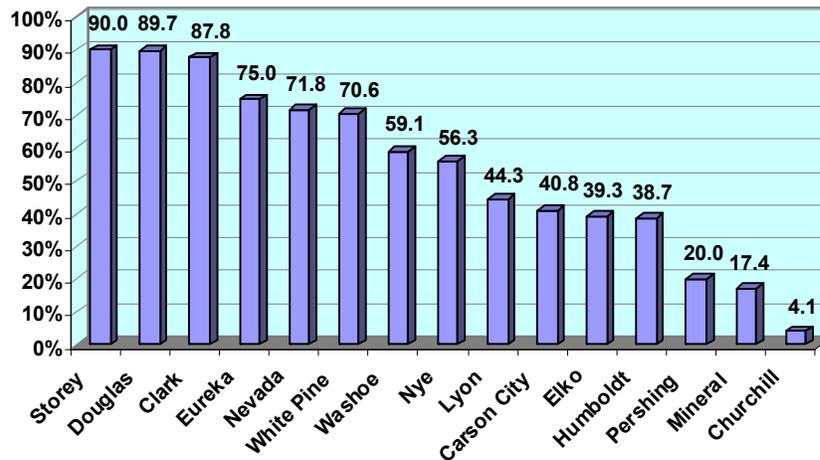
Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2002*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PARAPROFESSIONALS

PERCENT OF PARAPROFESSIONALS NOT NCLB QUALIFIED 2003-2004*



PARAPROFESSIONALS WORKING IN NEVADA SCHOOLS 2003-2004*

	Total Number Employed	Number NOT NCLB Qualified	Percent Not NCLB Qualified
Nevada	3,282	2,356	71.8%
Carson City	147	60	40.8%
Churchill	73	3	4.1%
Clark	1,834	1,610	87.8%
Douglas	97	87	89.7%
Elko	56	22	39.3%
Esmeralda	2	N/A	N/A
Eureka	4	3	75.0%
Humboldt	62	24	38.7%
Lander	17	N/A	N/A
Lincoln	13	N/A	N/A
Lyon	70	31	44.3%
Mineral	23	4	17.4%
Nye	87	49	56.3%
Pershing	20	4	20.0%
Storey	10	9	90.0%
Washoe	721	426	59.1%
White Pine	17	12	70.6%

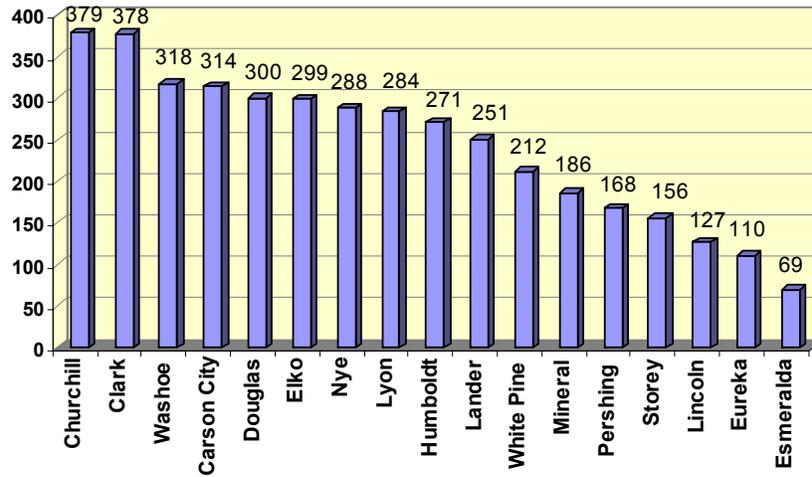
* **Paraprofessionals** are aides who work directly with children in classrooms, labs, and libraries. In order to satisfy the requirements of the federal No Child Left Behind (NCLB) Act, paraprofessionals must have a high school diploma or its equivalent, plus one of the following: 1. completed at least two years at an accredited institution of higher education, 2. obtained an associate's (or higher) degree, or 3. successfully completed a formal state or local academic assessment. Only those paraprofessionals employed at Title I schools are required to satisfy NCLB requirements. Percentages not available for Esmeralda, Lander, and Lincoln Counties.

Source: Nevada Department of Education 2003-2004 State Accountability Report.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

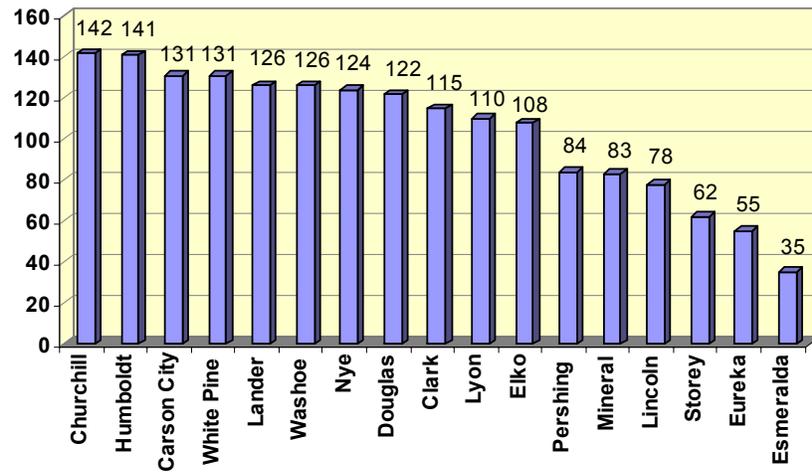
PERSONNEL/ADMINISTRATOR RATIOS IN NEVADA

Administrator-Student Ratio in Nevada School Districts 2003*



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

Non-Teaching Personnel-Student Ratio in Nevada School Districts 2003*



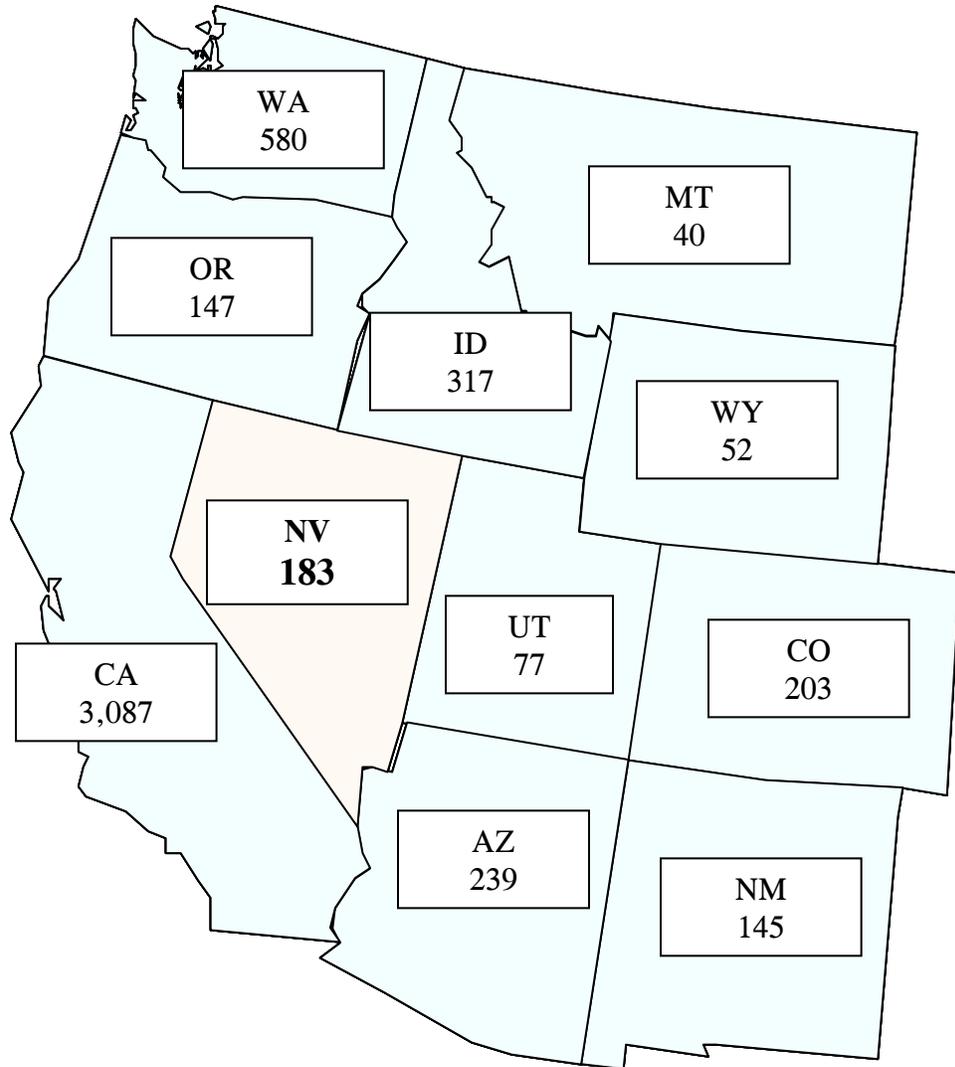
* **Non-Teaching Personnel** includes: Principals, Vice Principals, Pupil and School Service Personnel, Directors and Supervisory Personnel, Superintendents, and Assistant/Associate Superintendents

Source: Nevada Department of Education, 2004 Research Bulletin.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—NATIONAL BOARD CERTIFICATION

TOTAL NUMBER OF NATIONAL BOARD CERTIFIED TEACHERS IN NEVADA AND WESTERN STATES, 2003-2004



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

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHER ATTENDANCE

NEVADA TEACHER ATTENDANCE RATE STATEWIDE AND BY DISTRICT 1997-1998 THROUGH 2003-2004 SCHOOL YEARS*

School District	1997-1998	1998-1999	1999-2000	2000-2001	2003-2004
Carson City	93	95	94	95	95.9
Churchill	92.6	92.9	94.2	98.4	93.5
Clark	94	95	95	94.8	94.8
Douglas	94	96	96	96	95.8
Elko	94.3	94.9	94.8	92	95.7
Esmeralda	N/A	97.2	96	97	96.9
Eureka	93	96	95	95	94.8
Humboldt	94.8	6	95	92	94.2
Lander	92.8	4.6	93.9	93.9	94.2
Lincoln	95.3	5	95	96	97.7
Lyon	95	4.3	95.7	95.6	95.2
Mineral	93	4	92.8	94	96.7
Nye	92	4	94	94	96.9
Pershing	94.7	5.5	92.7	91.6	91.7
Storey	N/A	1	88	95	93.4
Washoe	94.4	5.3	N/R	95.4	97.3
White Pine	93.3	4.4	93	91.1	94.5
State	93.7	5	94.9	94.8	95.5

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

Source: Nevada Department of Education, *2003-2004 State Accountability Report*.
www.nevadareportcard.com.

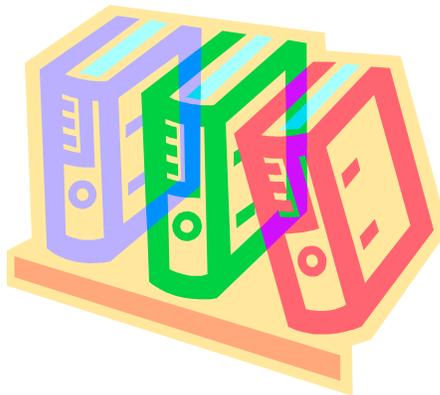
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS TEACHING WITHIN LICENSE

PERCENT OF NEVADA CLASSROOM TEACHERS TEACHING WITHIN LICENSE STATEWIDE AND BY DISTRICT 1997-2004

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

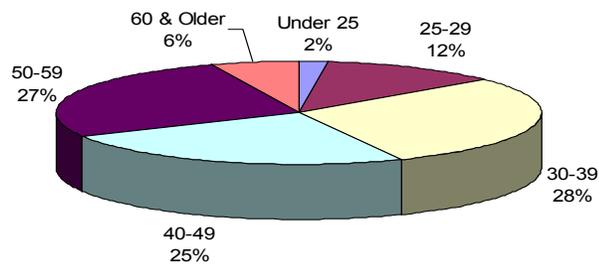
Source: Nevada Department of Education, Teacher Licensing Office, December 2005.



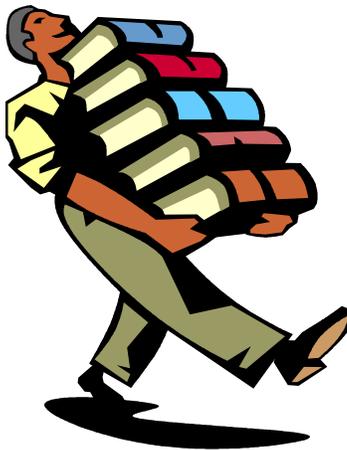
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—LICENSED PERSONNEL IN NEVADA SCHOOL DISTRICTS

AGES OF ALL LICENSED PERSONNEL IN NEVADA SCHOOL DISTRICTS 2003-2004 SCHOOL YEAR



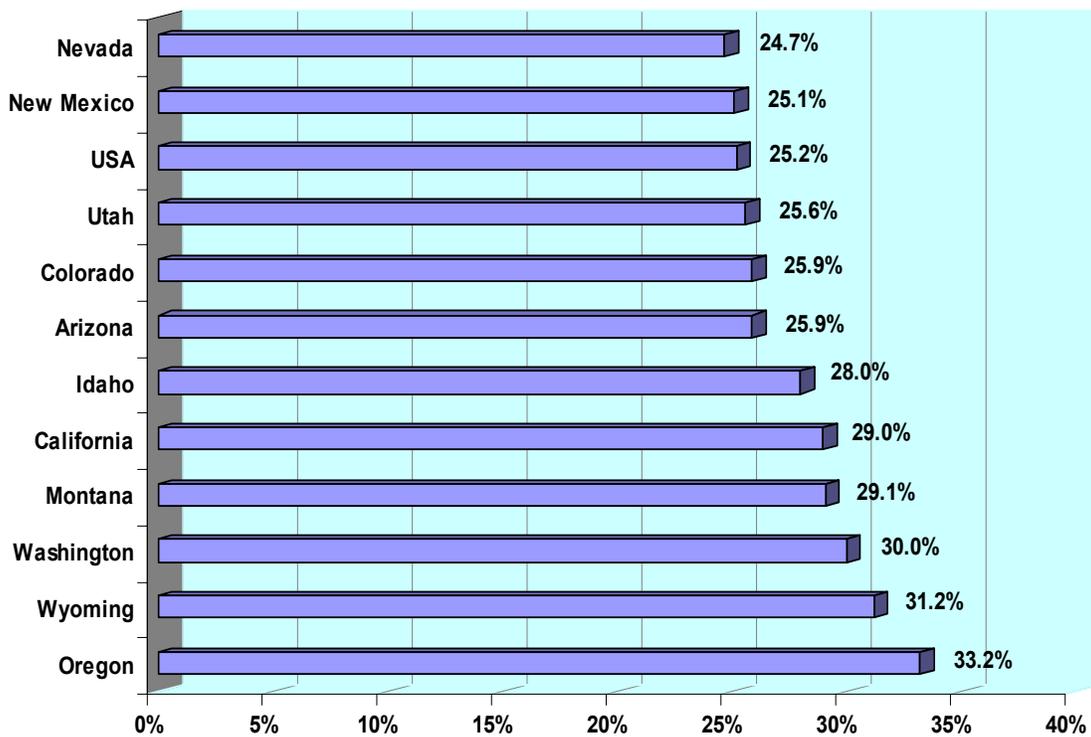
Source: Nevada Department of Education *2004 Research Bulletin*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—GENDER

Percent of Public Teachers Who are Men 2004 *



* 2003-2004 school year estimates.

Source: National Education Association, *Rankings & Estimates in Education State Rankings 2004-2005*. Morgan Quinto, 2004.

VIII. NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

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

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

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

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

Indicators of post secondary education plans are reflected in the percentage of high school students who take the college entrance examinations, the scholastic aptitude test (SAT), and the American College Test (ACT). While the average ACT scores for Nevada seniors have remained comparatively flat for the past several years, the percentage of students taking the ACT has decreased steadily since 1995. Over that same period, the percentage of seniors taking the SAT has fluctuated from a low of 32 percent to a high of 36 percent. The SAT scores peaked in 1999 and have been somewhat flat since that time.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

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



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

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

CURRENT SYSTEM (19 TESTS) 2005

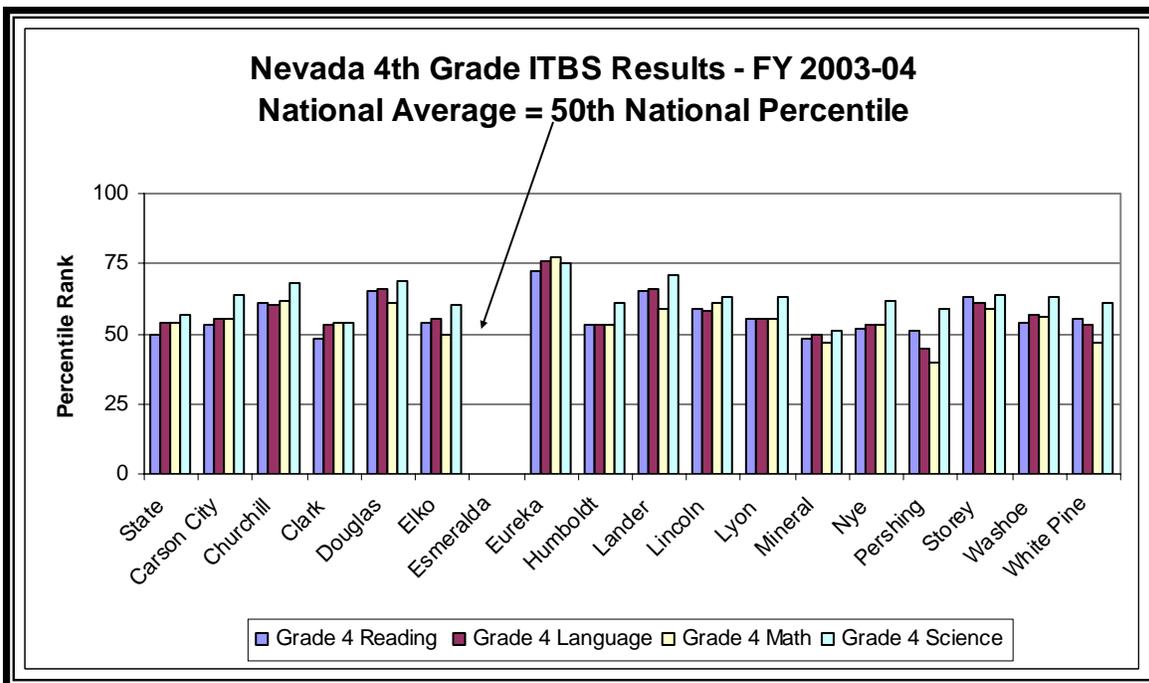
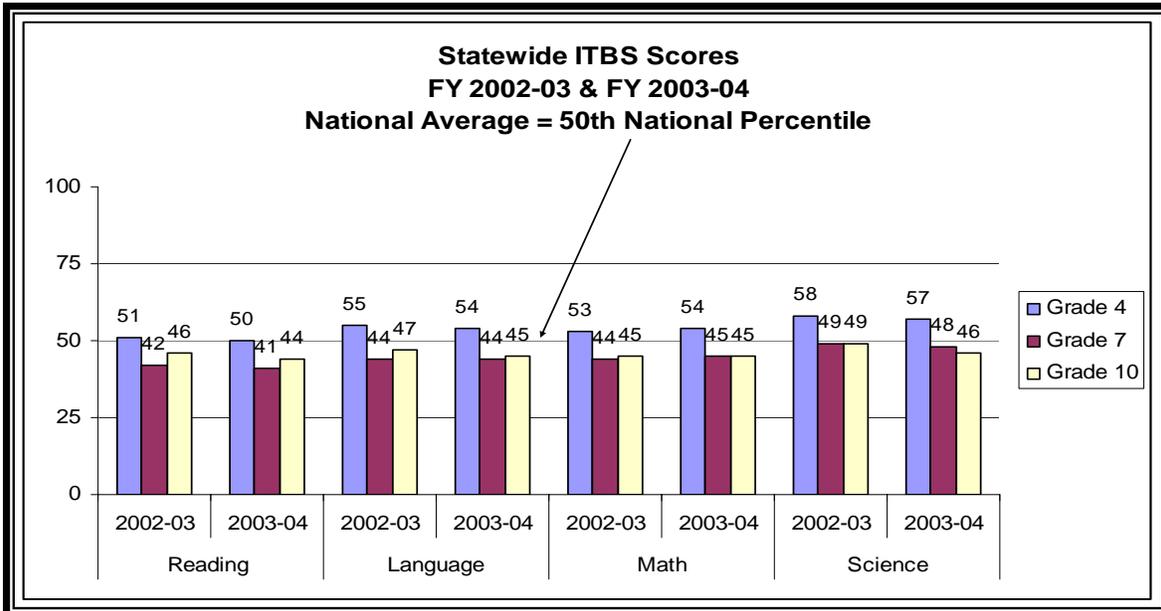
	3	4	5	6	7	8	9	10	11	12
Norm-Referenced Test– <i>Iowa Test of Basic Skills</i>		●			●			●		
National Assessment of Education Progress (<i>NAEP</i>) (sample only)		●				●				●
Writing Exam (4 th grade is diagnostic only)			●			●			●	●
High School Proficiency Exam								●	●	●
Nevada Criterion-Referenced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

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

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

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

IOWA TEST OF BASIC SKILLS (ITBS)

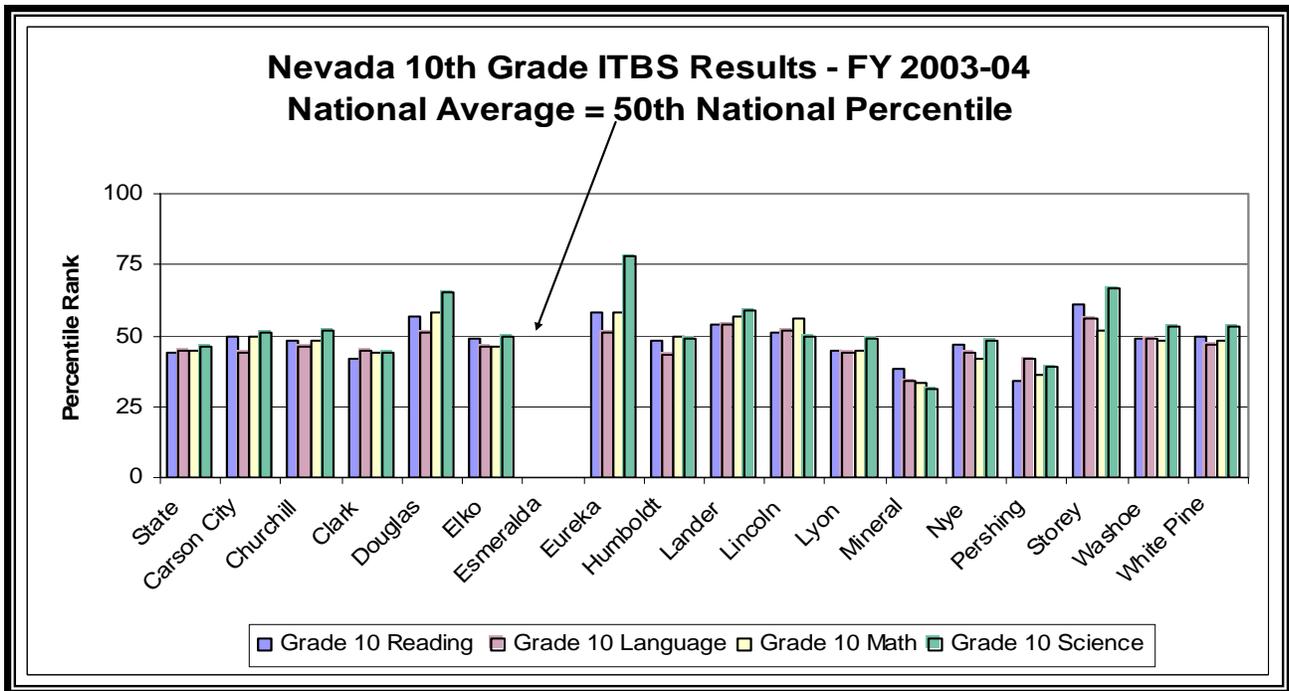
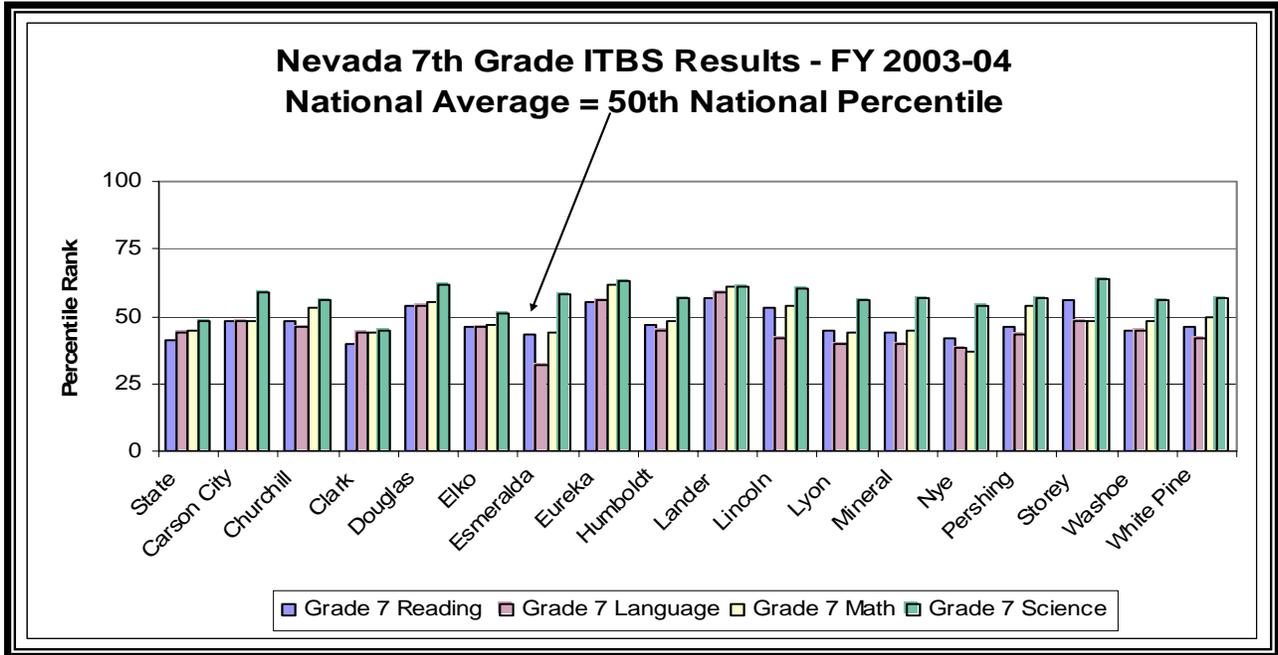


Note: Esmeralda County has fewer than 10 students to report on in 4th grade. Therefore, due to confidentiality factors there is no ranking for Esmeralda County.

Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

IOWA TEST OF BASIC SKILLS (ITBS)



Note: There is no high school in Esmeralda County; therefore, there is no 10th grade percentile ranking.

Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATIONS

Western States With an Exit Examination (Similar to the High School Proficiency Examination)



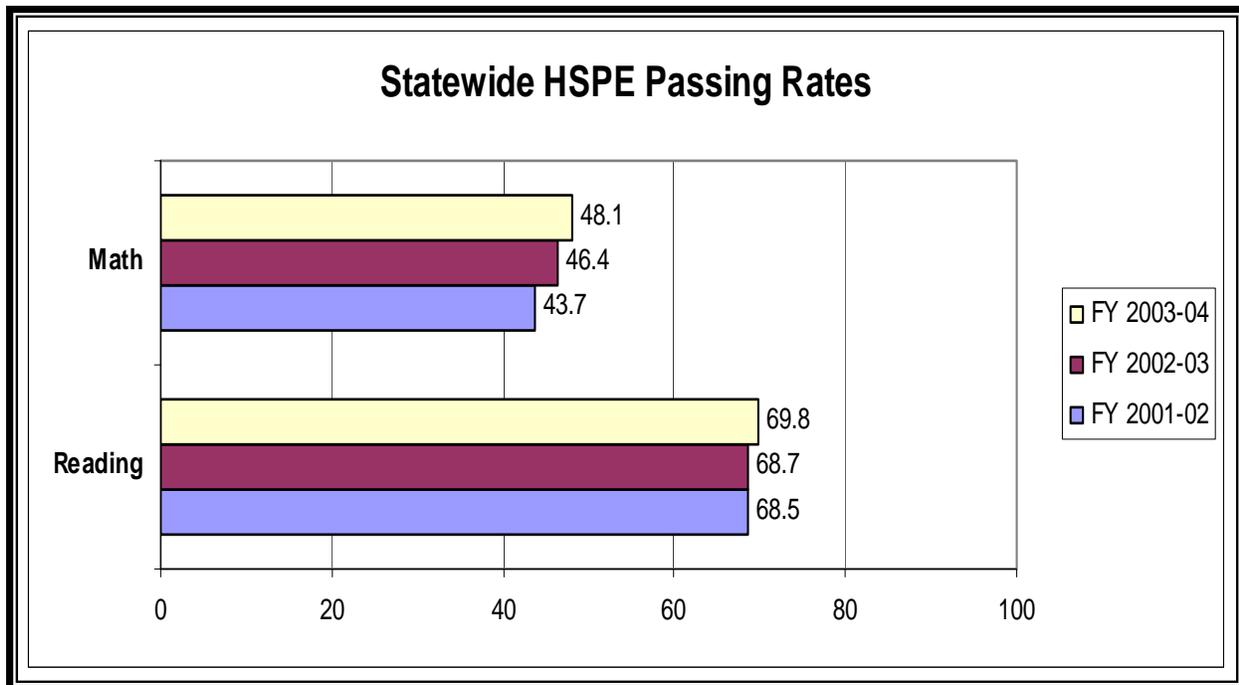
Source: Center on Education Policy: State High School Exit Exams, August 2004.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION (HSPE)

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

The chart below shows the HSPE passing rates in FYs 2001-02 through FY 2003-04 for pupils in grade 10. In addition, beginning with the 2001 administration of the HSPE, only those pupils who have sufficient credits are eligible to take the HSPE (*Nevada Administrative Code [NAC] 389.445*).

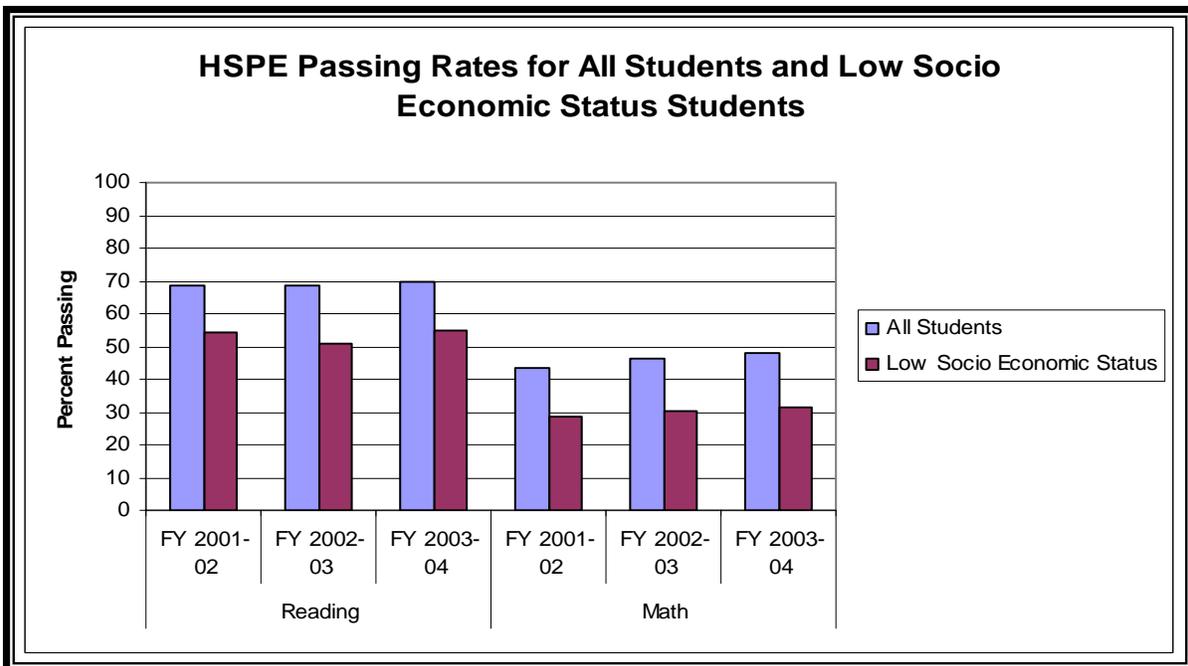
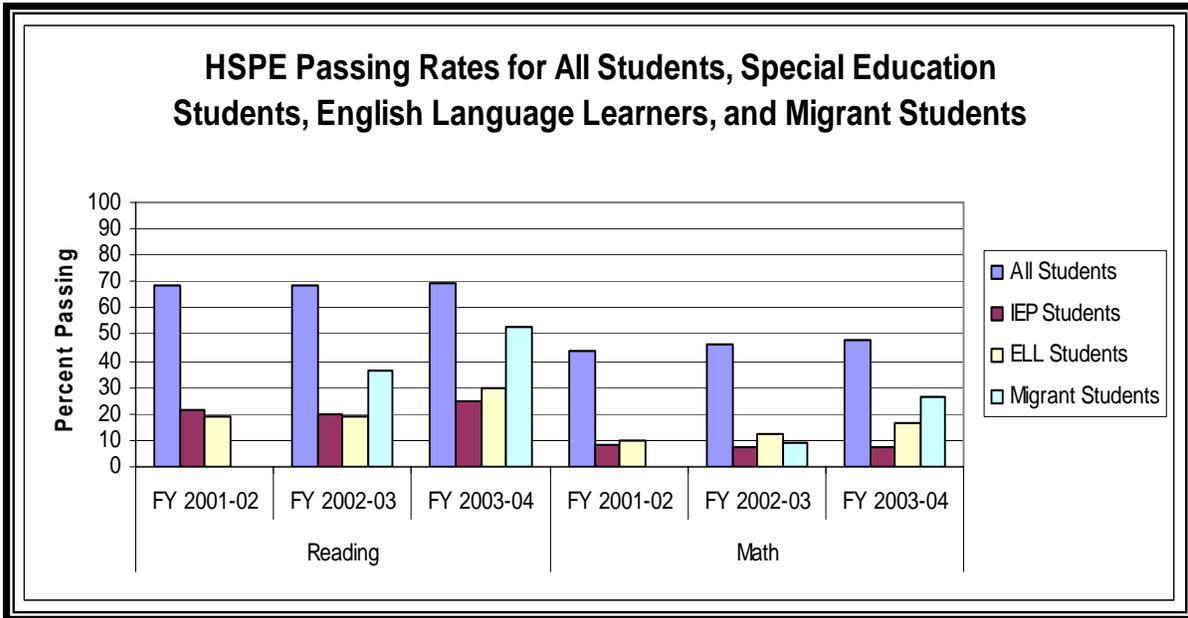


Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates by Population



Source: Nevada Department of Education.

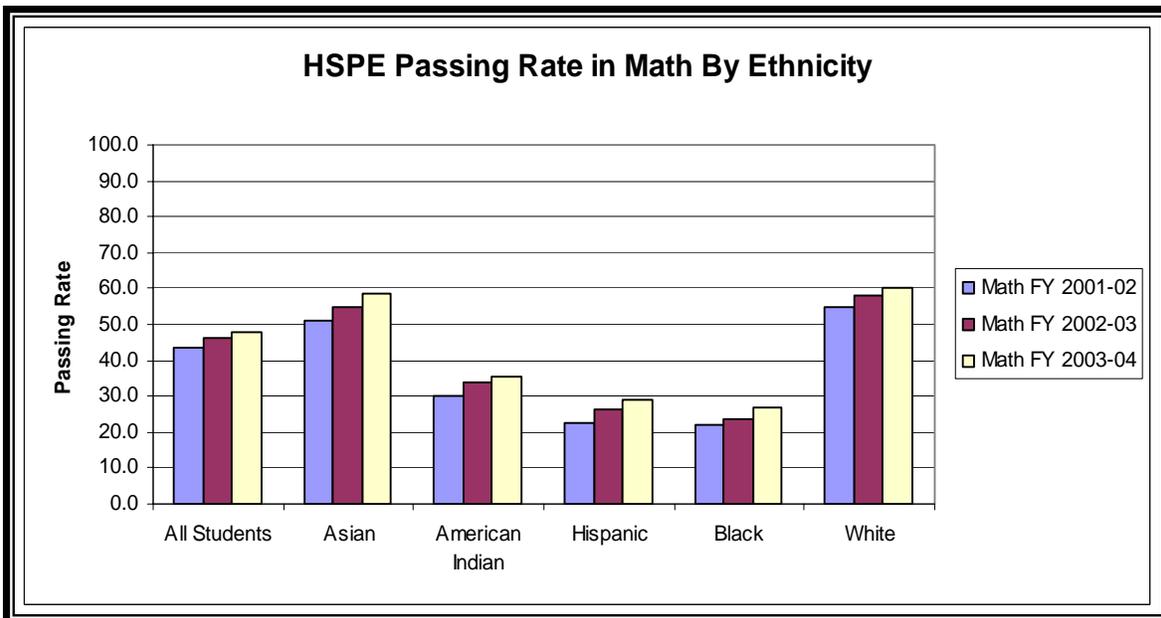
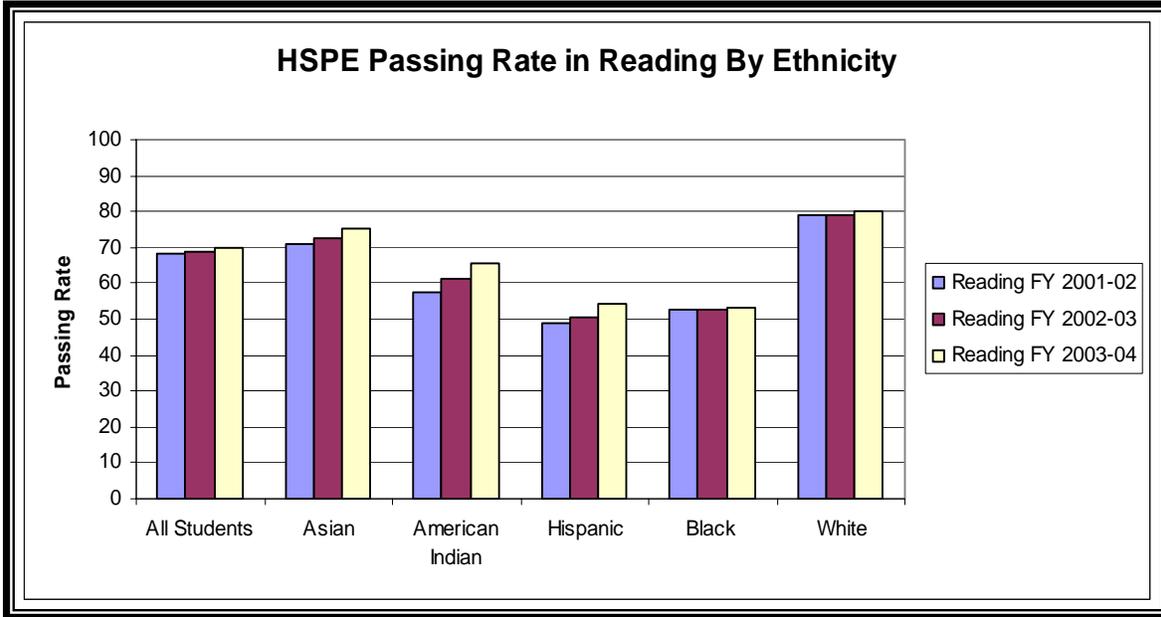
*Results based on the April administration to 10th grade pupils.

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

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates By Population



Source: Nevada Department of Education.

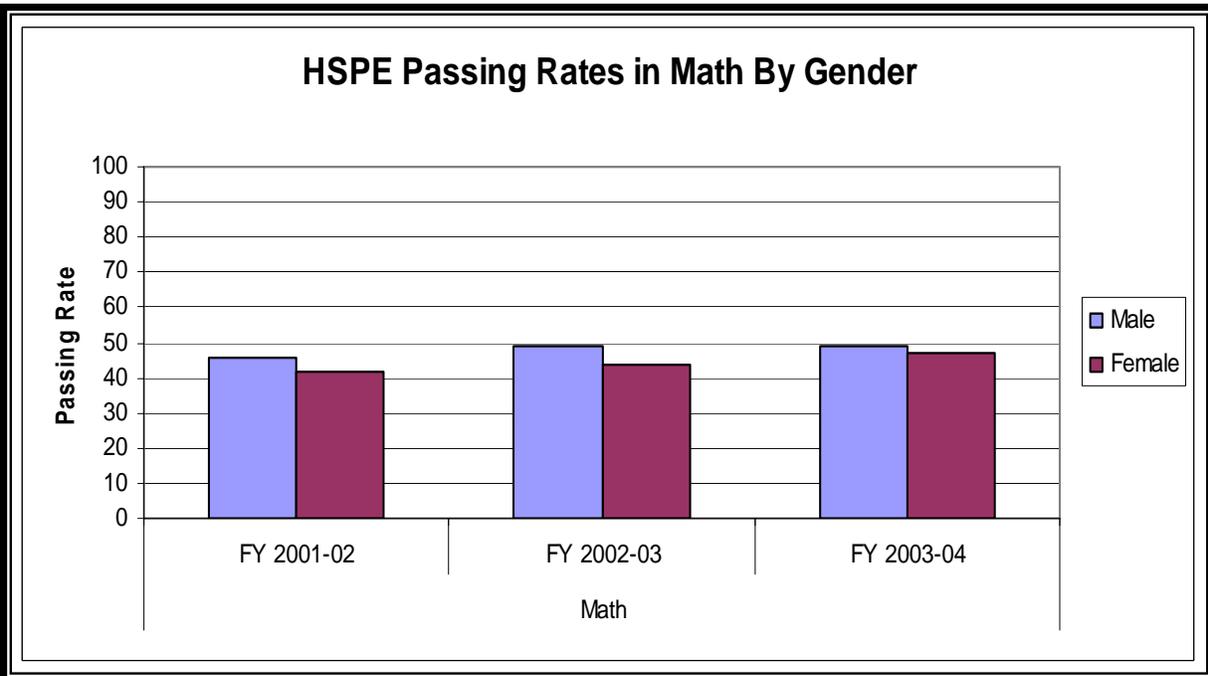
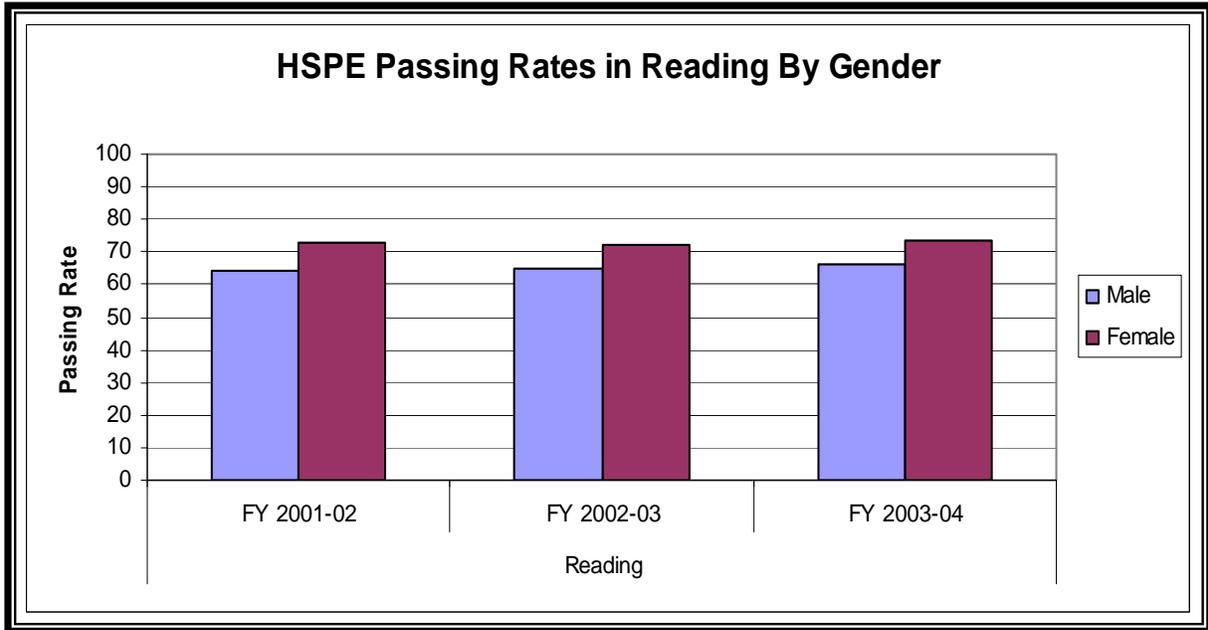
*Results based on the April administration to 10th grade pupils.

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

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates By Population

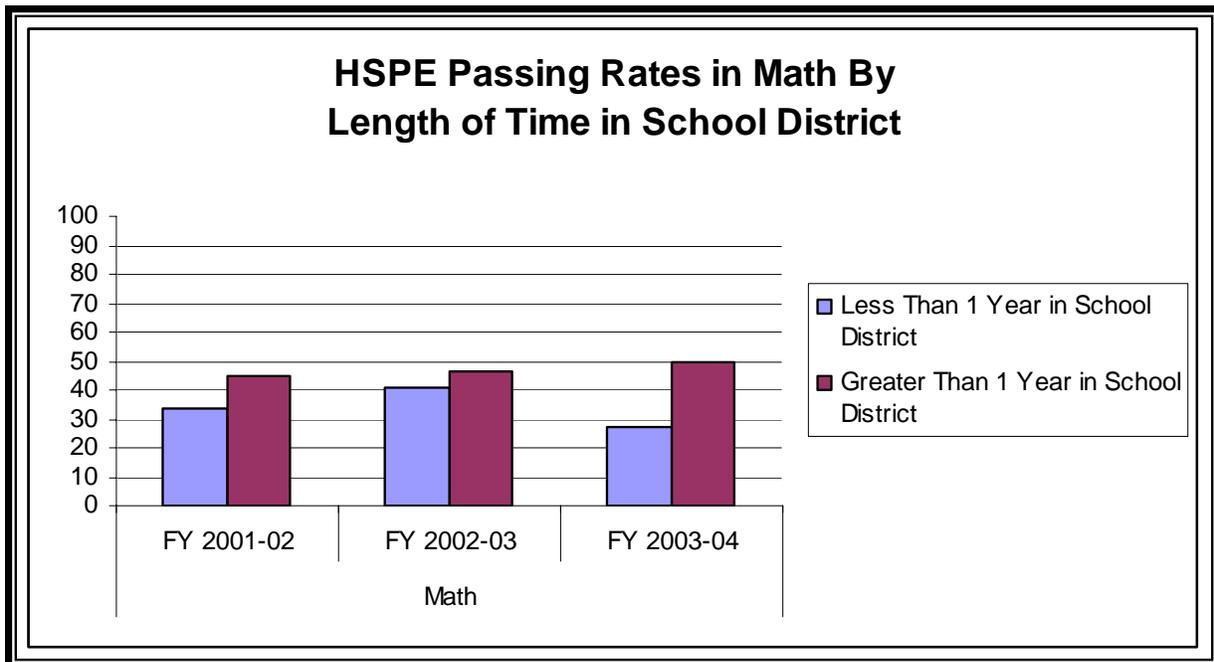
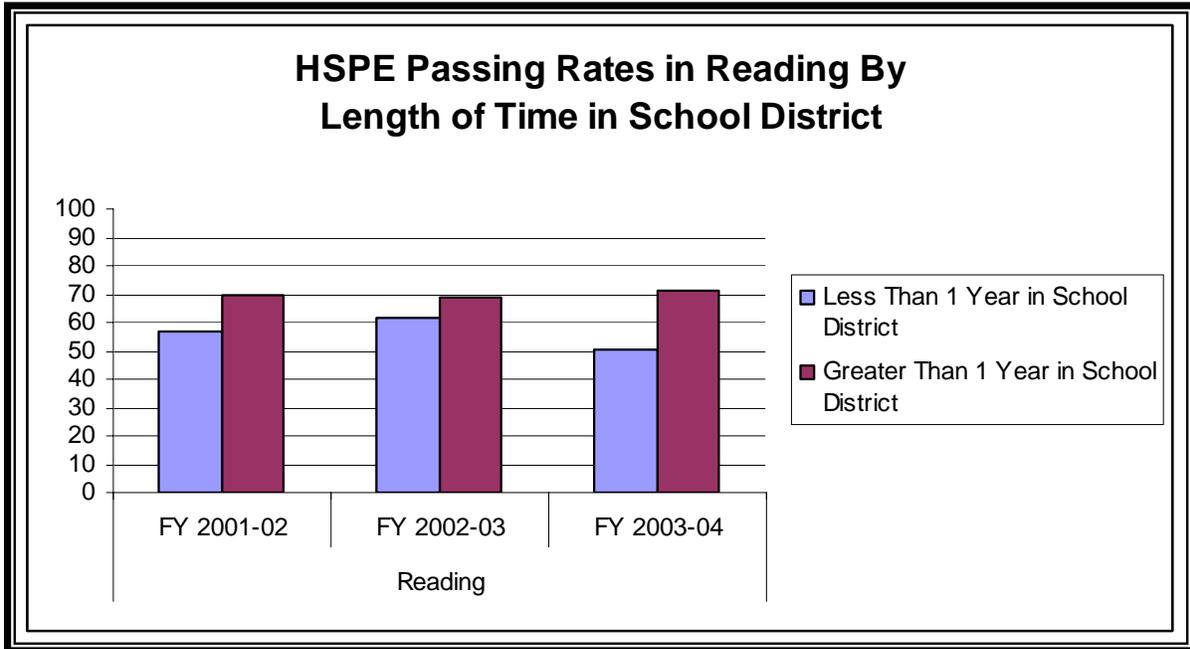


Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates By Population



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

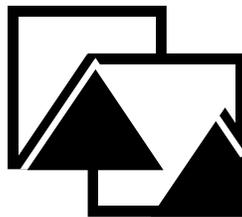
WRITING ASSESSMENT

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

WRITING ASSESSMENT HISTORY Grades Tested

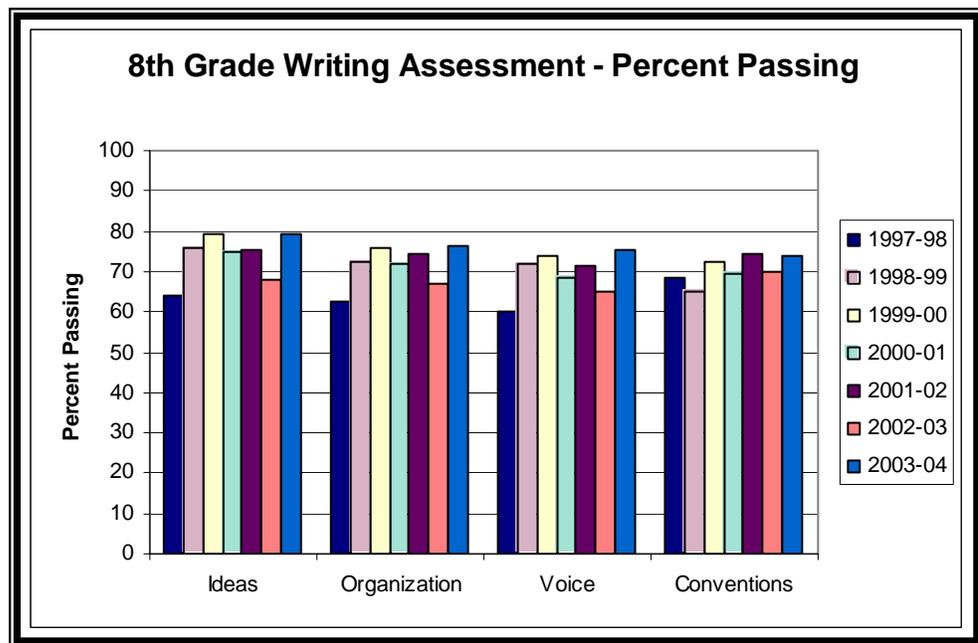
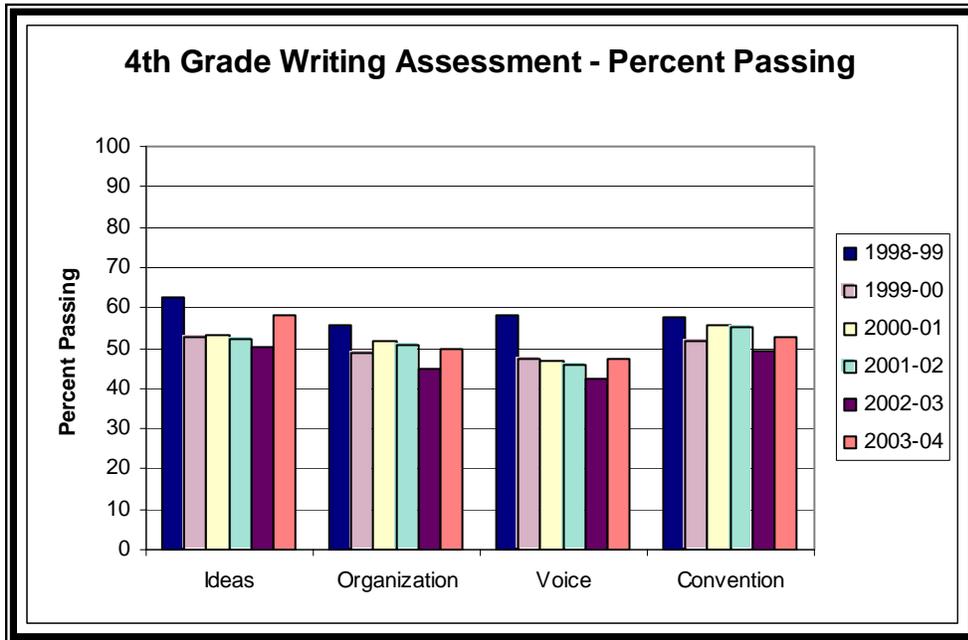
	Grade 4	Grade 8	Grade 9	Grade 11	Grade 12
1979					
1988					
1989					
1994					
1998					
To Present					

Source: Nevada Department of Education, 2004.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

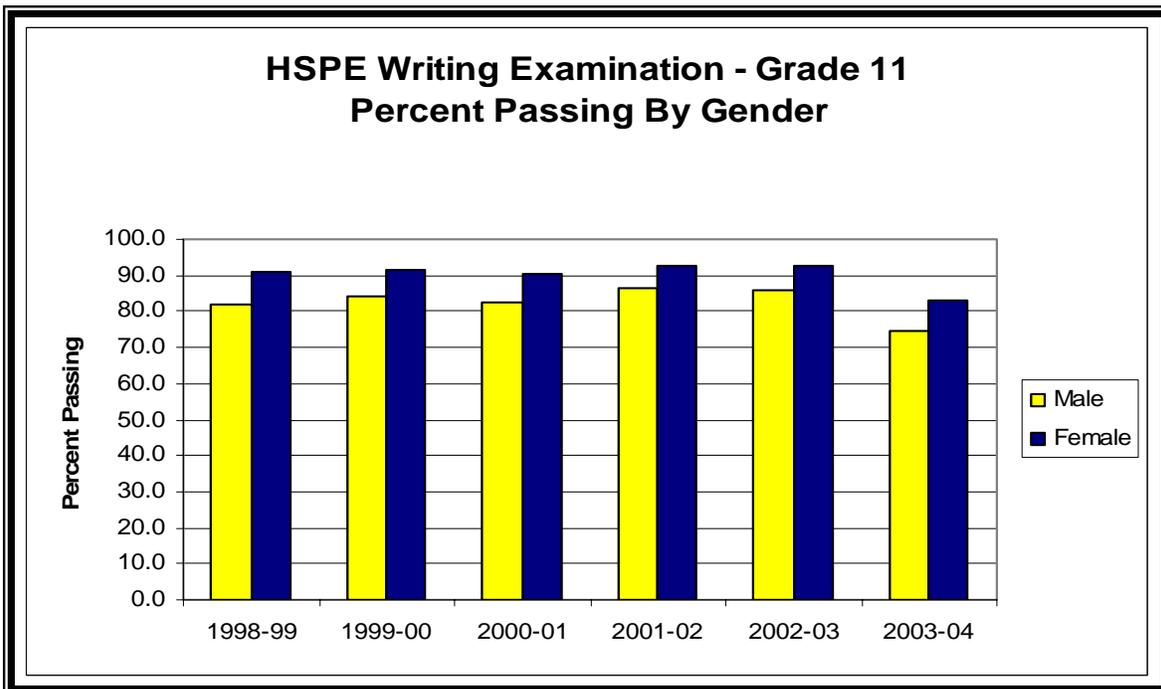
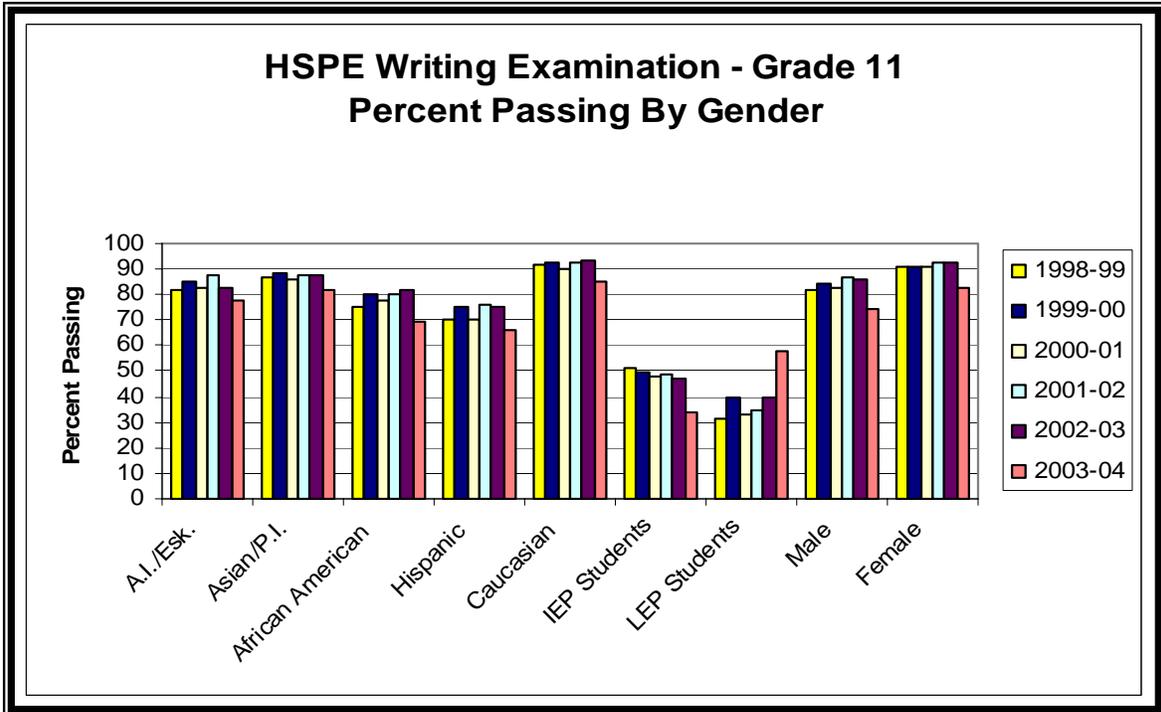
WRITING ASSESSMENT



Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

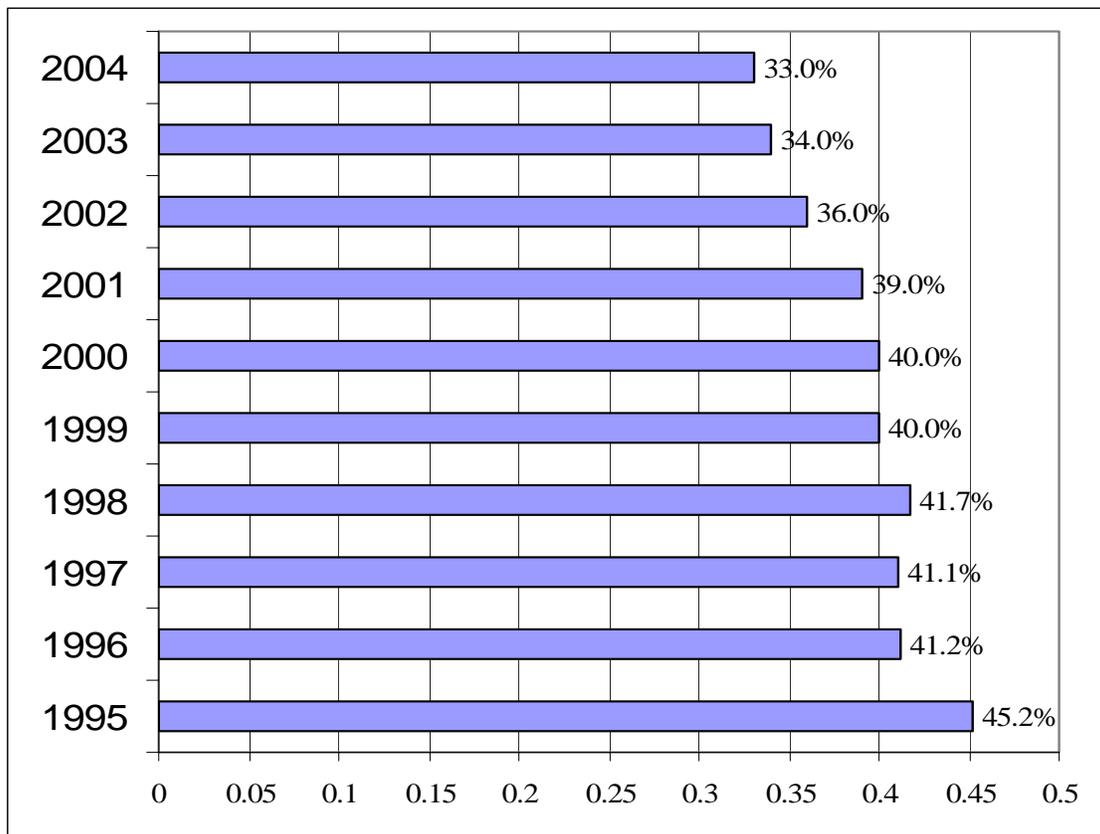


Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

PERCENT OF NEVADA HIGH SCHOOL GRADUATES
TAKING ACT FROM 1995 - 2004



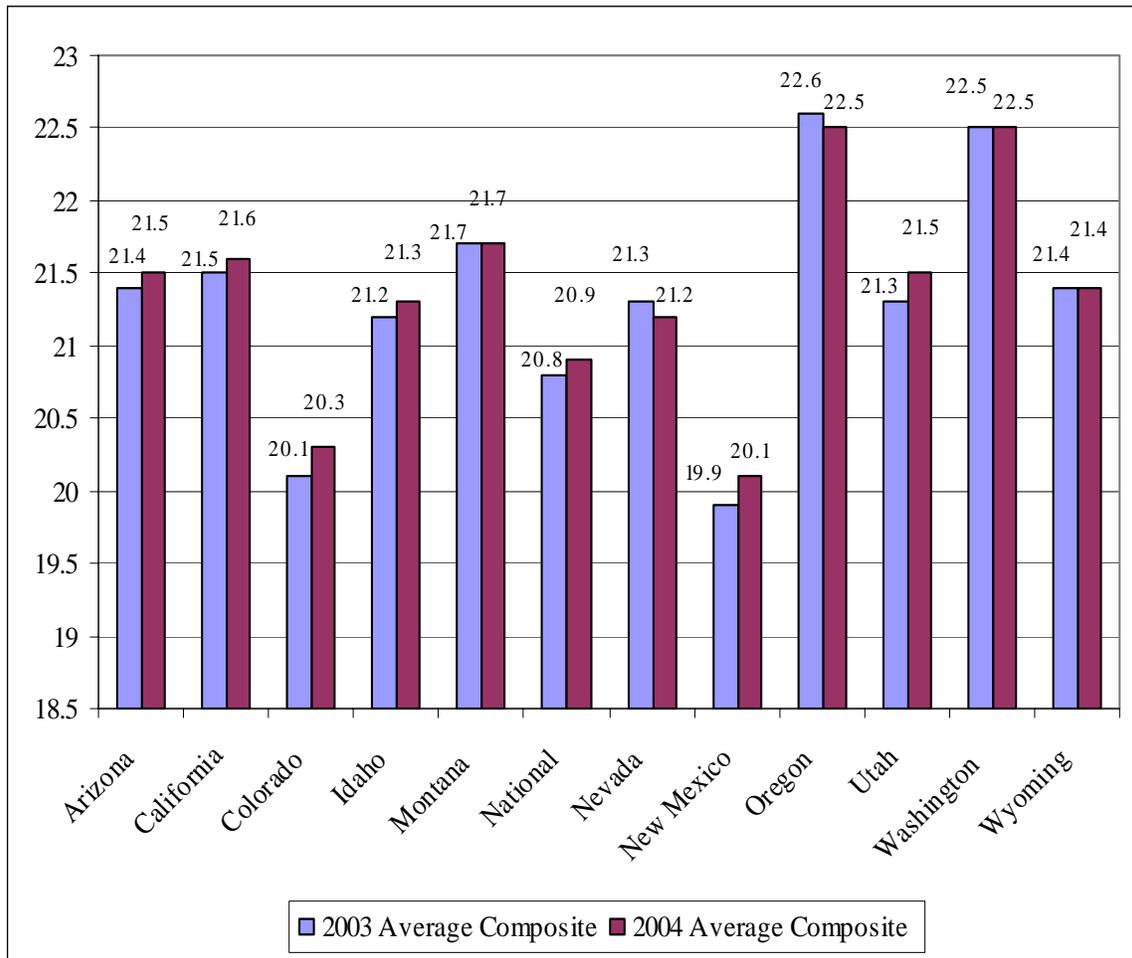
Source: ACT, Inc. 2004 ACT National and State Scores, www.act.org.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

AVERAGE COMPOSITE ACT SCORES FOR WESTERN STATES 2003 AND 2004

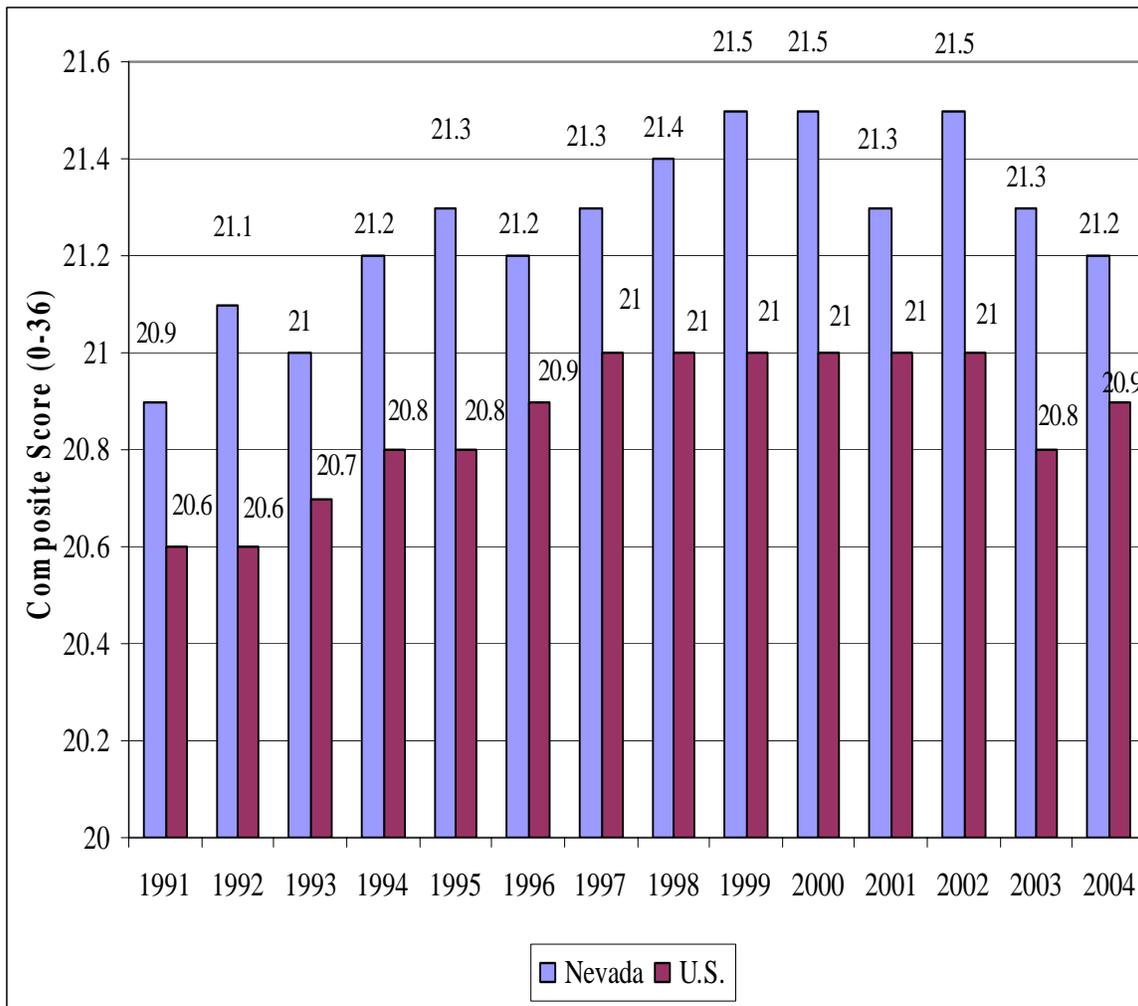


Source: ACT, Inc. 2004 ACT National and State Scores, www.act.org.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

AVERAGE ACT SCORES FOR NEVADA AND U.S. 1991-2004



Source: ACT, Inc. 2004 ACT National and State Scores, www.act.org



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

Average ACT Scores by Level of Academic Preparation 1994-2004

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

Source: ACT, Inc. 2004 ACT National and State Scores, www.act.org

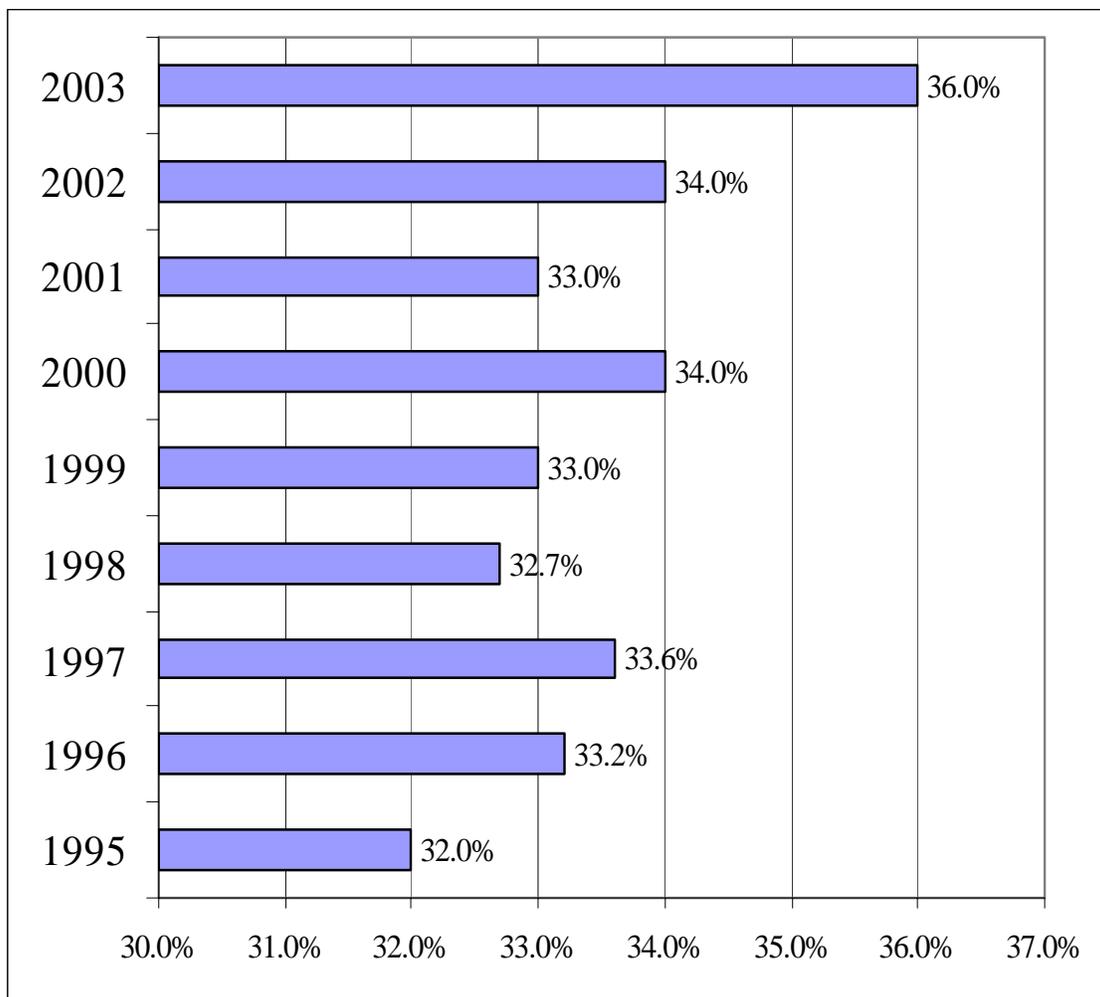
The ACT defines Core Course curriculum as at least four years of English and three years each of mathematics (algebra and above), social sciences, and natural sciences.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ACHIEVEMENT TEST (SAT)

PERCENT OF NEVADA STUDENTS TAKING SAT 1995-2003

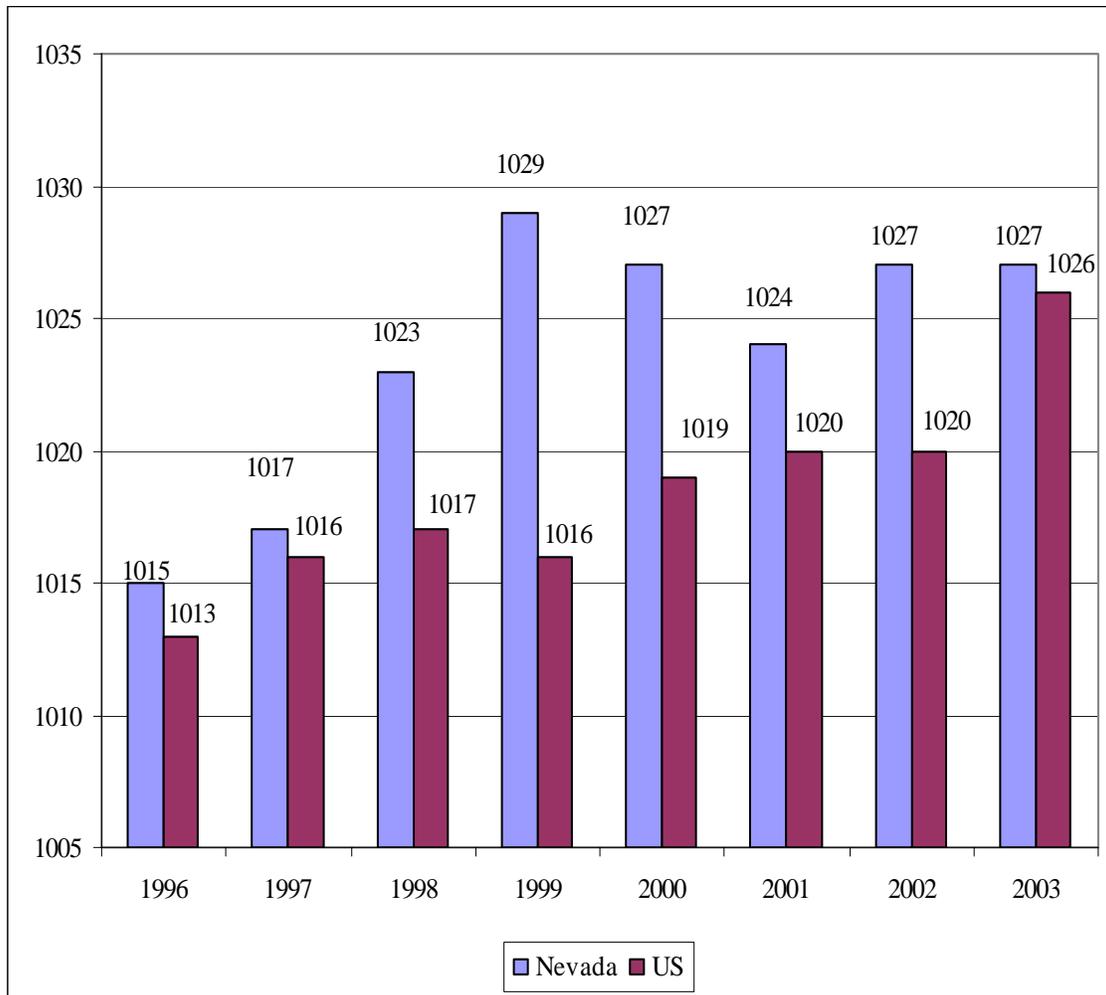


Source: The Digest of Education Statistics, National Center for Education Statistics, U.S. Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ACHIEVEMENT TEST (SAT)

SAT SCORES FOR NEVADA AND U.S. 1996 - 2003



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

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ACHIEVEMENT TEST (SAT)

SAT SCORES FOR WESTERN STATES VERBAL AND MATHEMATICS 2002 AND 2003

	2002			2003		
	Verbal	Math	Percent of Graduates Taking SAT	Verbal	Math	Percent of Graduates Taking SAT
Arizona	520	523	36	524	525	38
California	496	517	52	499	519	54
Colorado	543	548	28	551	553	27
Idaho	539	541	18	540	540	18
Montana	541	547	23	538	543	26
Nevada	509	518	34	510	517	36
New Mexico	551	543	14	548	540	14
Oregon	524	528	56	526	527	57
Utah	563	559	6	566	559	7
Washington	525	529	54	530	532	56
Wyoming	531	537	11	548	549	11
National	504	516	46	507	519	48

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



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

PSAT SCORES FOR COLLEGE-BOUND SOPHOMORES AND JUNIORS NEVADA AND NATIONAL — 2003-04

NEVADA SOPHOMORES AND JUNIORS TAKING PSAT

	Sophomores		Juniors	
	Number	Percent	Number	Percent
Male	2,930	45.9	2,471	42.5
Female	3,458	54.1	3,345	57.5

Source: The College Board, www.collegeboard.com

MEAN SCORES—NATIONAL AND NEVADA—SOPHOMORES AND JUNIORS

	Sophomores		Juniors	
	Nevada	National	Nevada	National
Verbal	41.8	43.0	47.3	47.2
Math	42.1	43.9	48.3	48.1
Writing	44.9	46.3	49.6	49.8

Source: The College Board, www.collegeboard.com

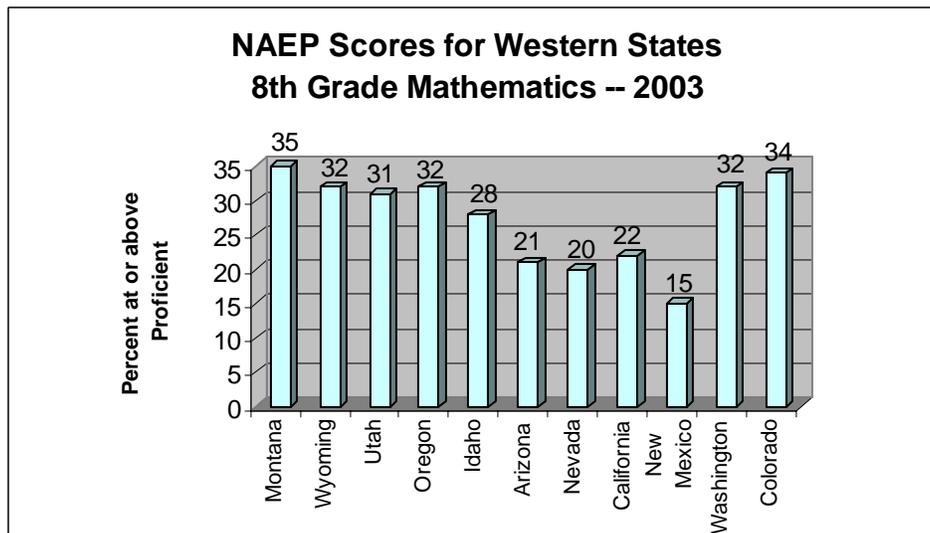
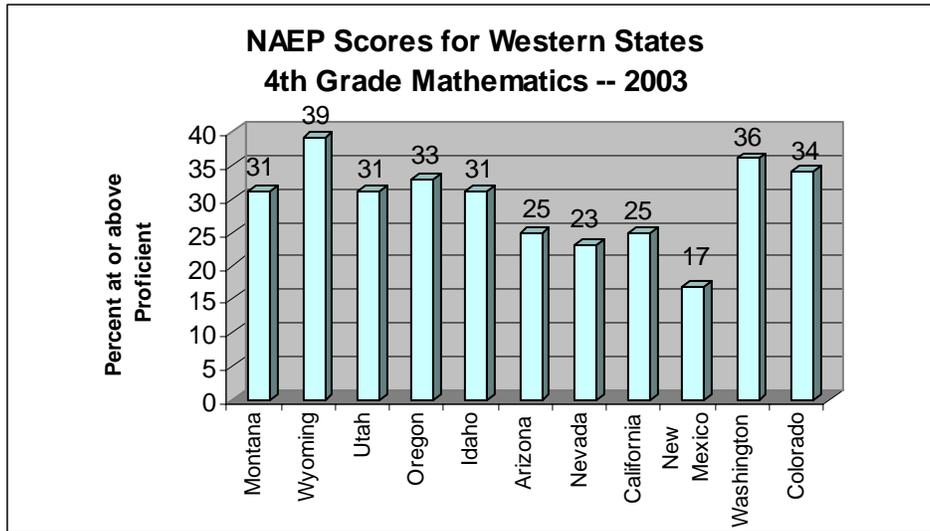
ETHNIC BACKGROUND—NEVADA SOPHOMORES AND JUNIORS

	Sophomores		Juniors	
	Number	Percent	Number	Percent
American Indian	95	1.5	71	1.2
Asian American	654	10.4	728	12.7
African American	321	5.1	335	5.8
Hispanic	903	14.4	698	12.1
White	4,109	65.5	3,745	65.1
Other	194	3.1	173	3.0
No Response	124		73	

Source: The College Board, www.collegeboard.com

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

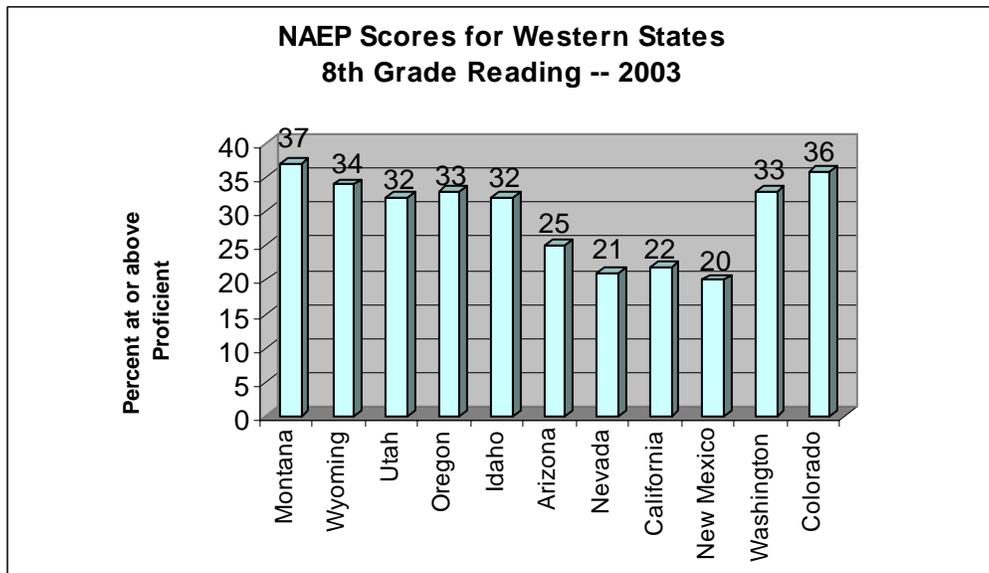
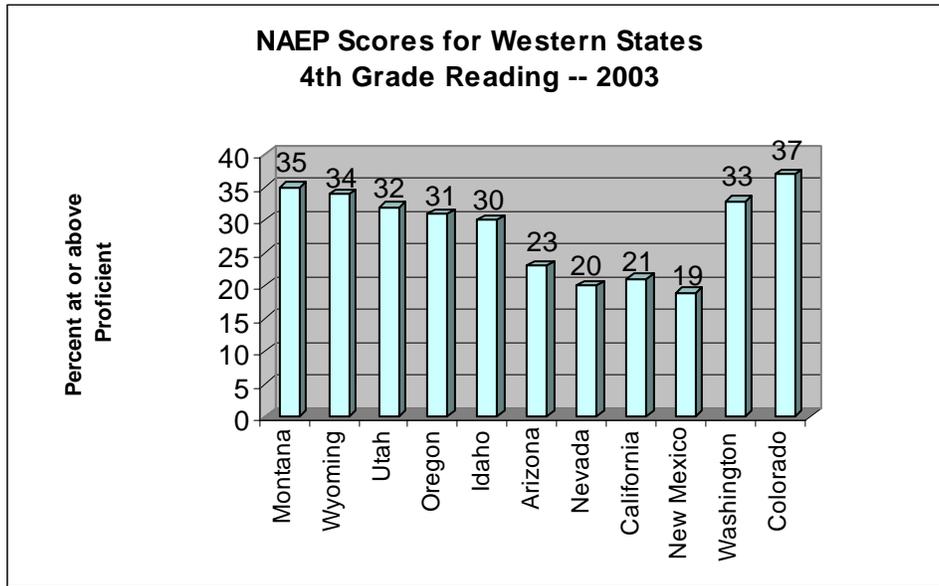
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)



Source: NAEP, State Reports 2003 (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

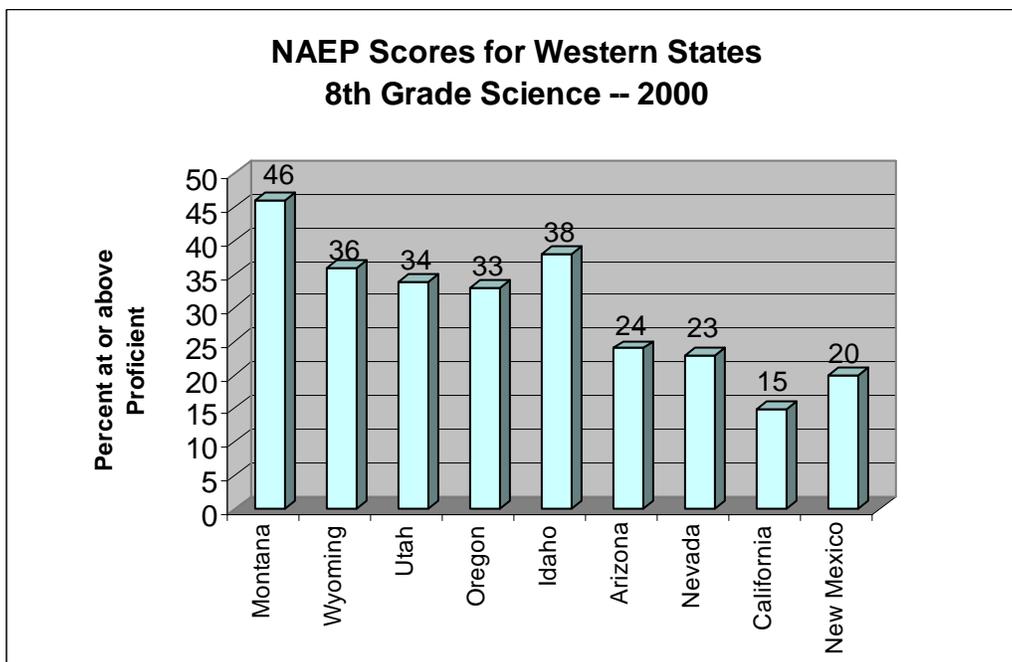
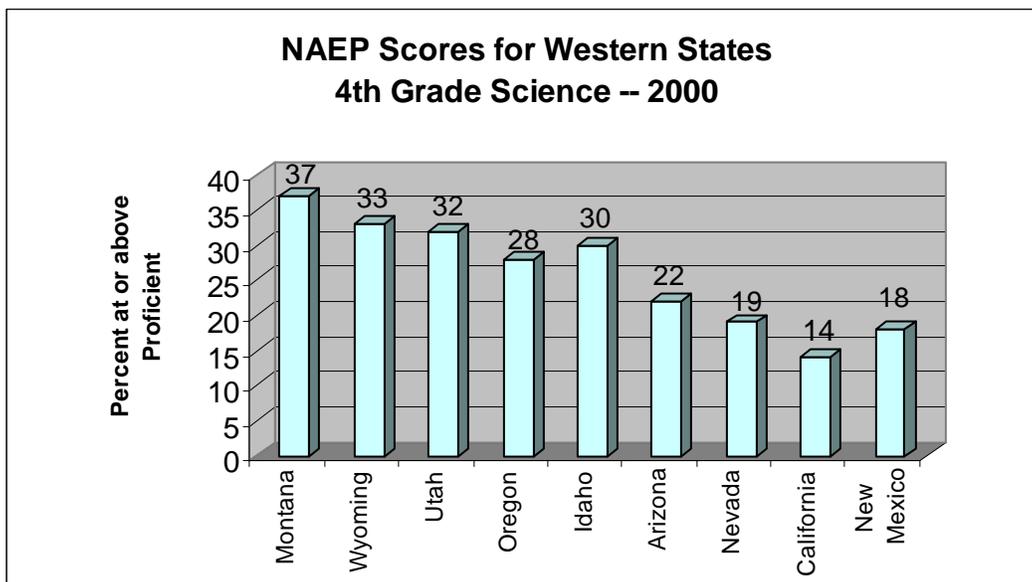
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)



Source: NAEP, State Reports 2003 (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

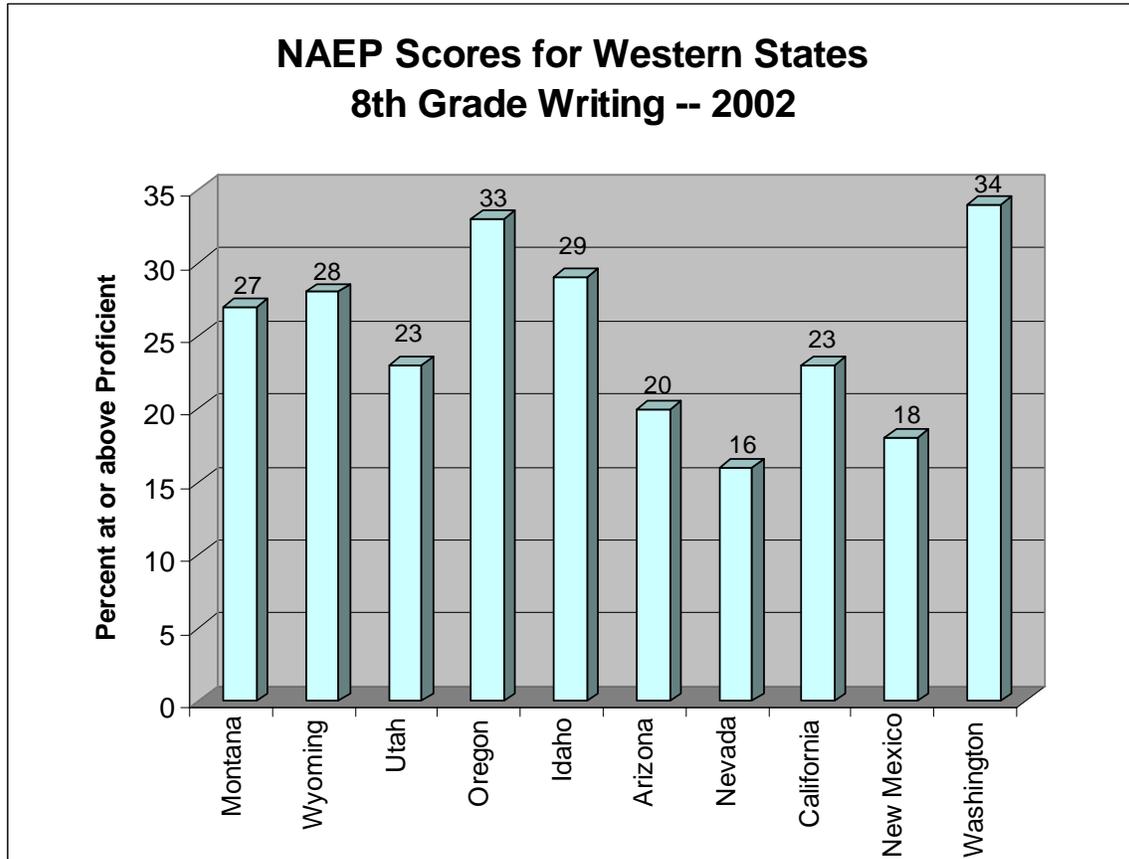
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)



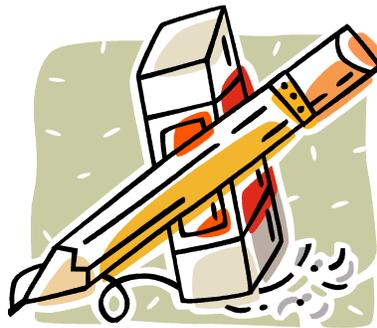
Source: NAEP, State Reports 2000 (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)



Source: NAEP, State Reports 2002 (<http://www.nces.ed.gov/nationsreportcard/states/profile.asp>)



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

STUDENTS — ADVANCED COURSES

Core Course-Taking Patterns Nevada and Participating Western States, 2000 and 2002

	Percent of Eighth Graders Taking Algebra I		Percent of Students Grades 9-12 Taking One or More Upper Level Math Course		Percent of Students Taking Physics by Graduation	
	2000	2002	2000	2002	2000	2002
California	33	39	59	54	16	16
Idaho	20	27	62	63	15	13
Nevada	13	13	55	47	22	17
New Mexico	17	15	52	55	11	8
Wyoming	16	23	56	76	21	21
Nation	20	22	70	73	23	25

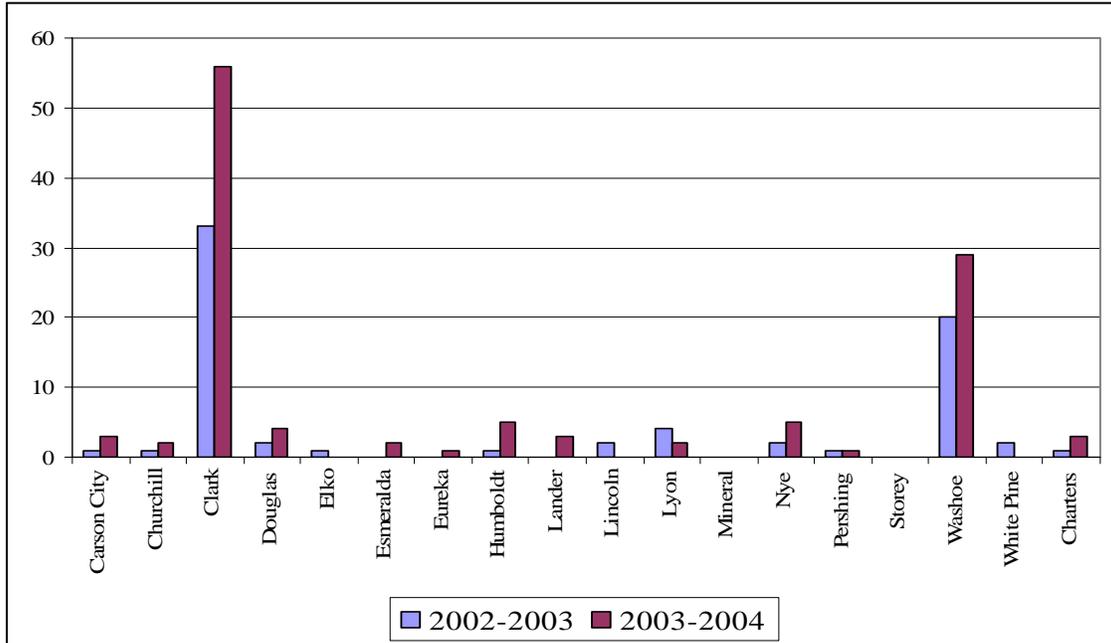
Source: Council of Chief State School Officers. State Indicators of Science and Mathematics Education, 2000 and 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

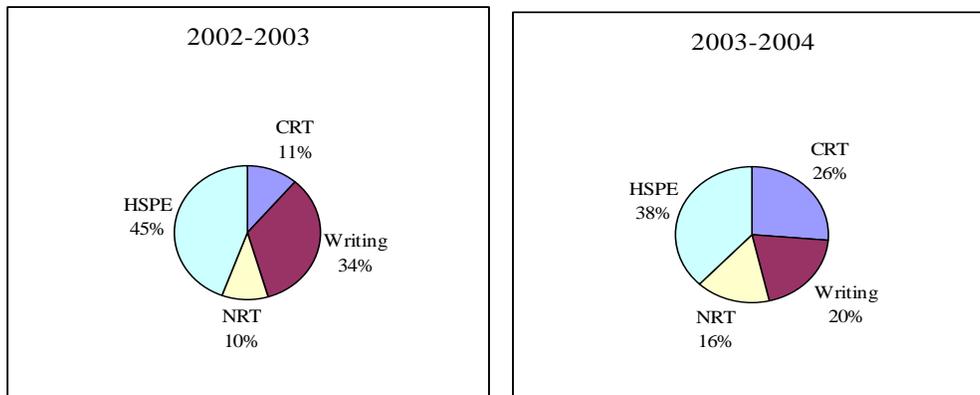
TESTING IRREGULARITIES IN SECURITY OR ADMINISTRATION

Testing Irregularities in Nevada Public Schools by District
2002-2003 and 2003-2004



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

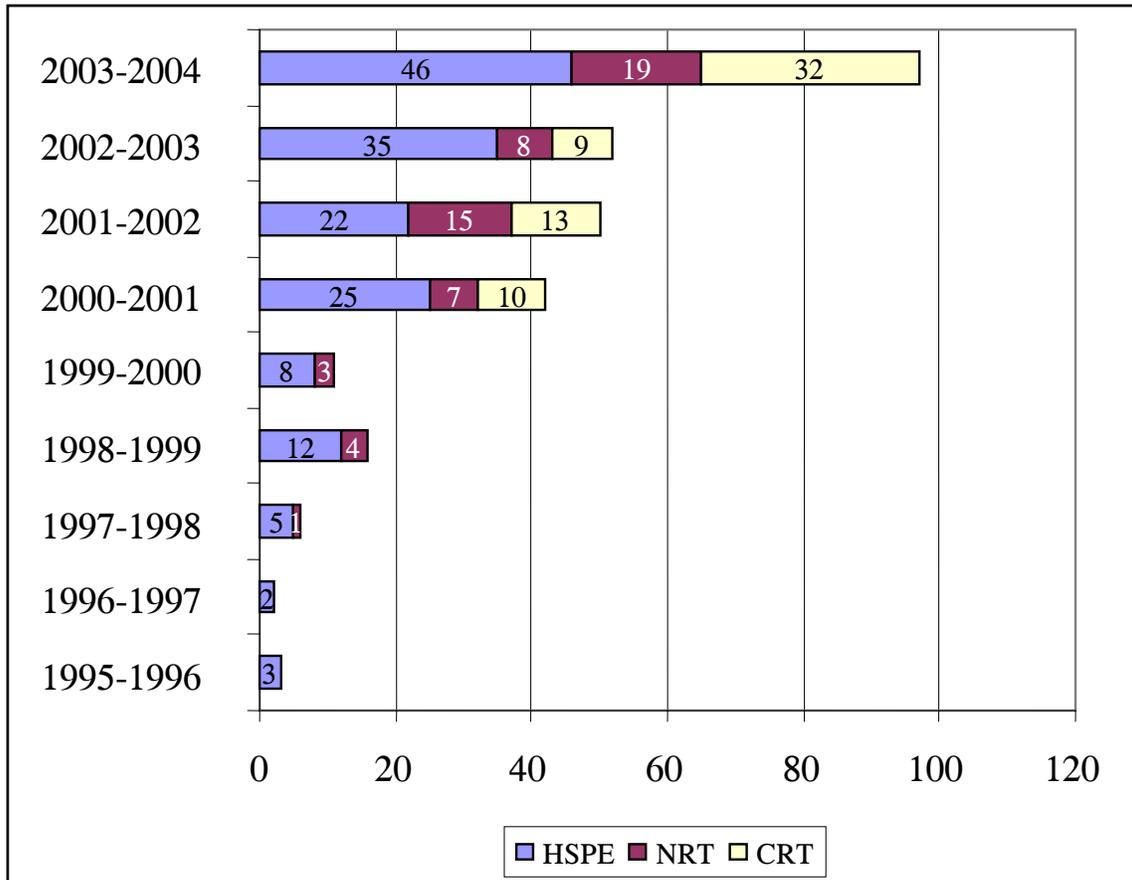
Testing Irregularities in Nevada Public Schools by Test Type
2002-2003 and 2003-2004



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TESTING IRREGULARITIES IN SECURITY OR ADMINISTRATION

**Number of Incidents of Testing Irregularities
High School Proficiency Examination, Norm-Referenced Tests,
and Criterion-Referenced Tests
1995-1996 through 2003-2004**

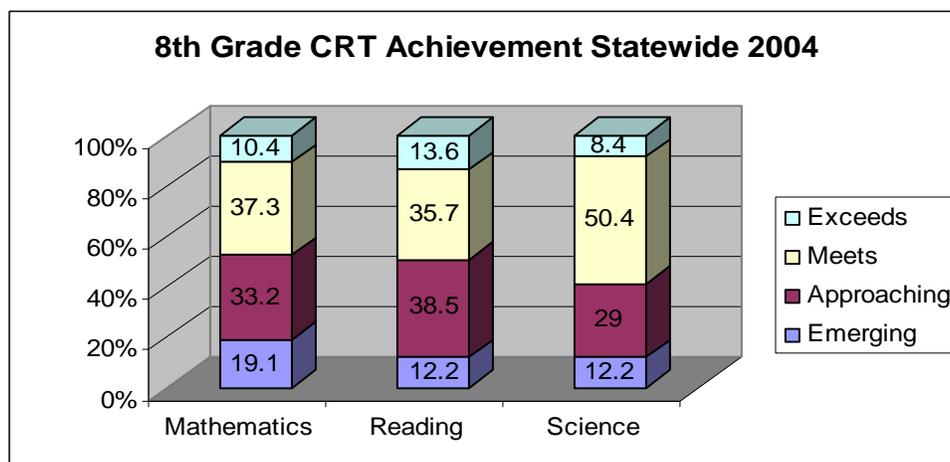
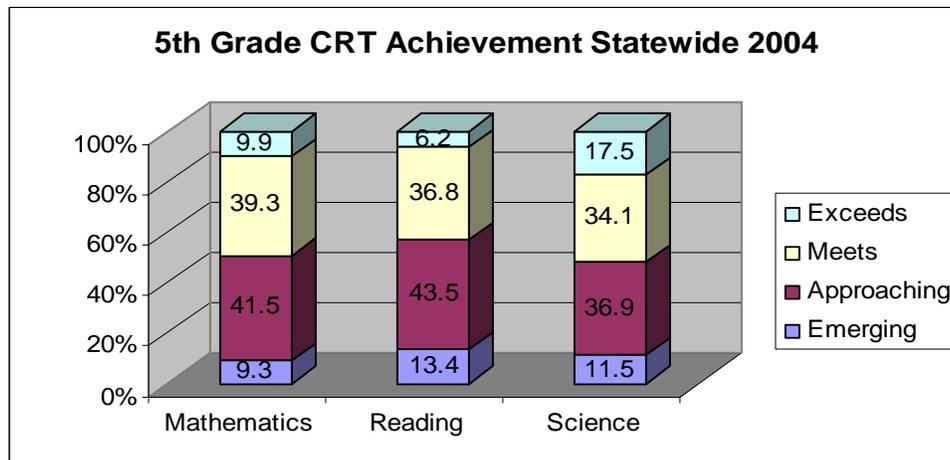
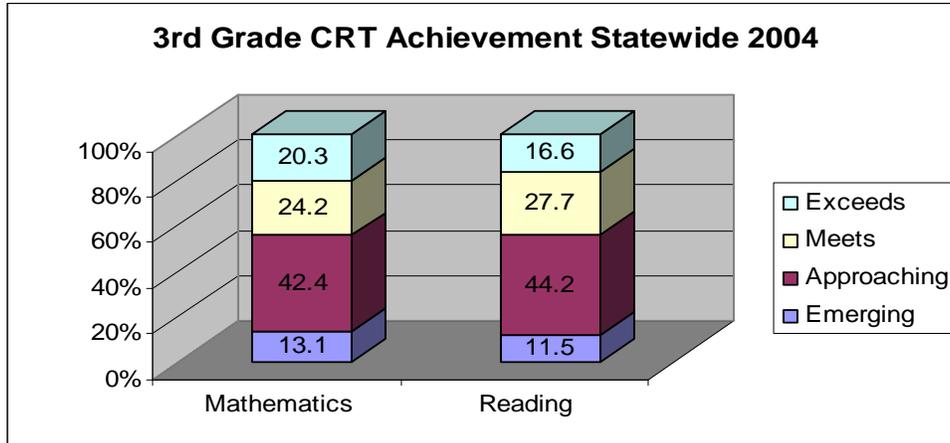


Source: Report of Test Security for Nevada Public Schools Pursuant to NRS 389.648, Nevada Department of Education

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

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

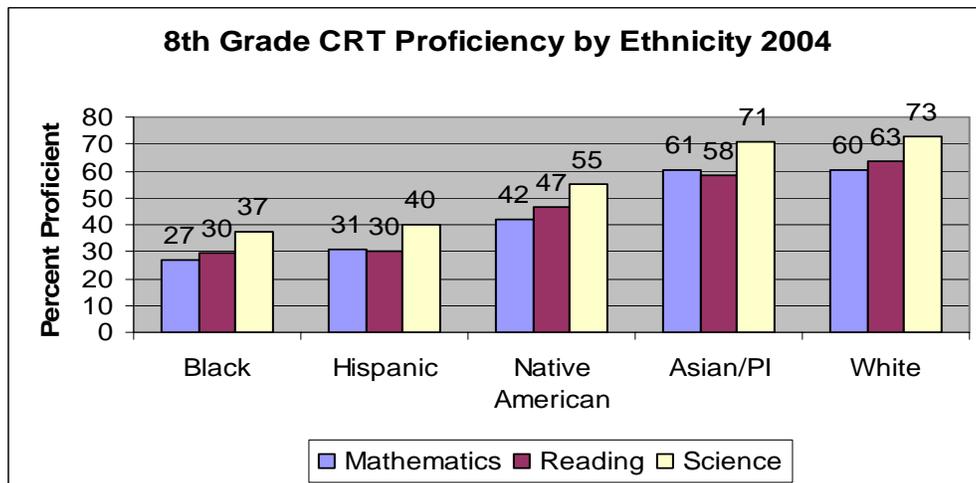
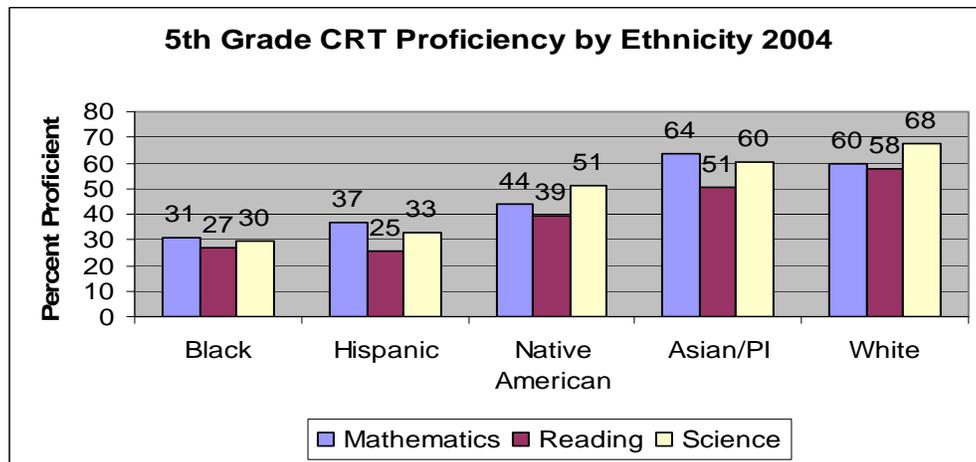
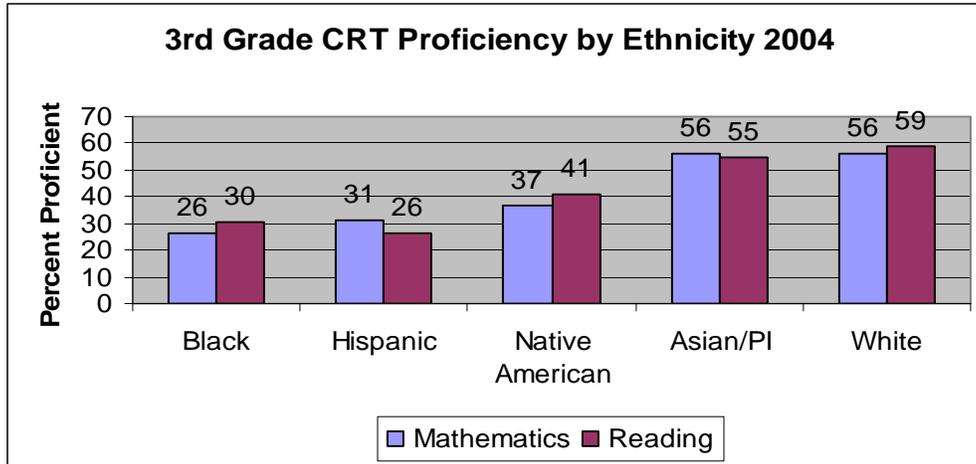
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

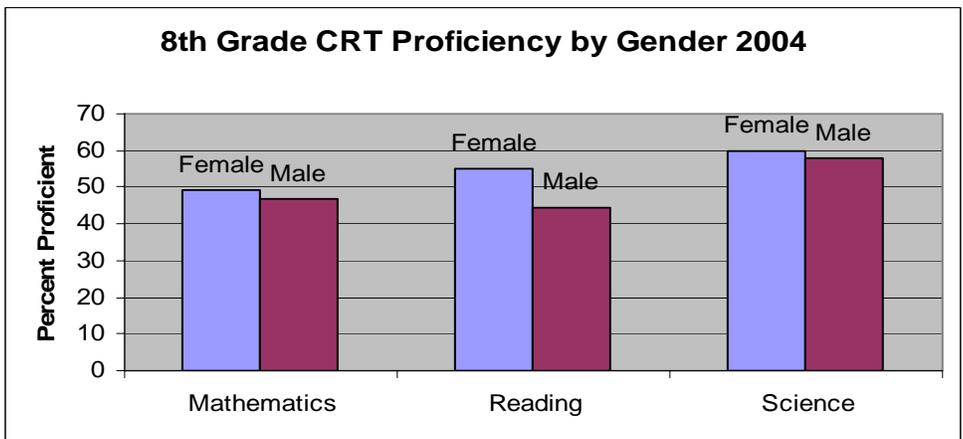
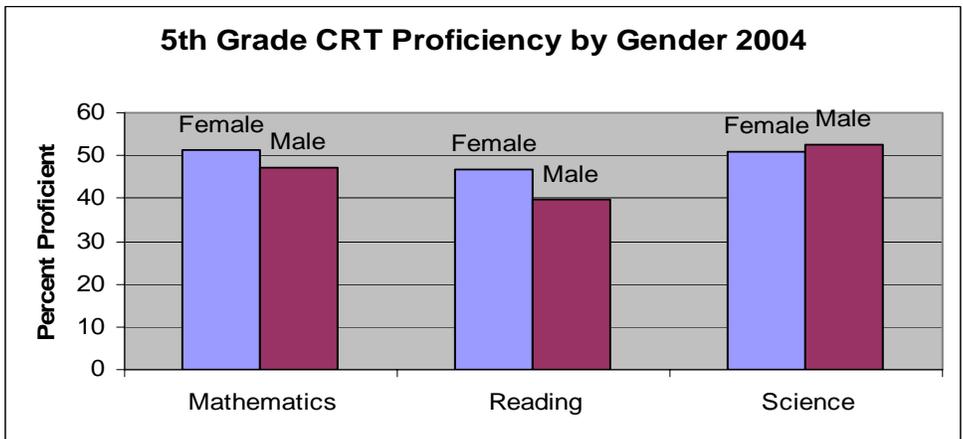
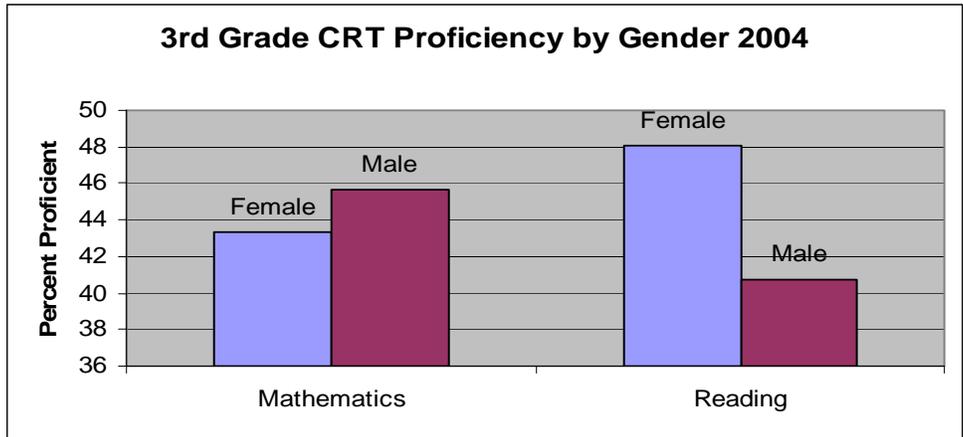
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

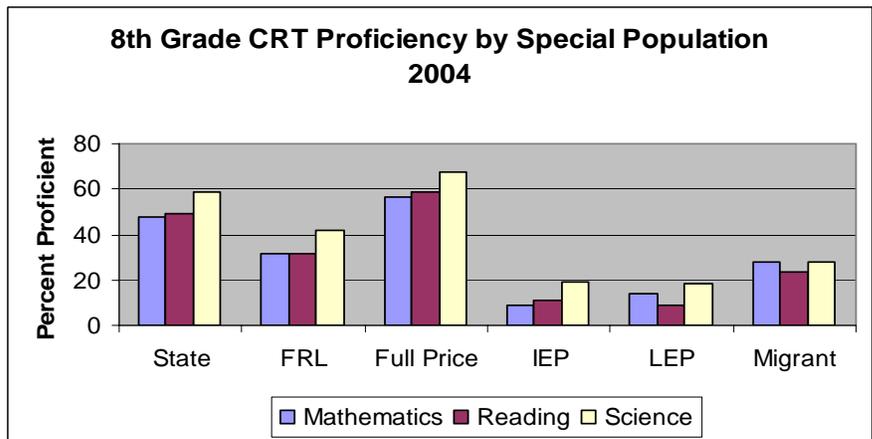
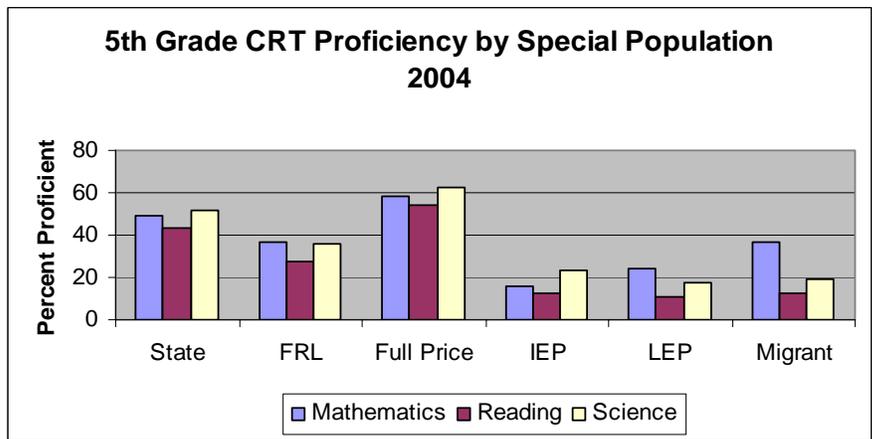
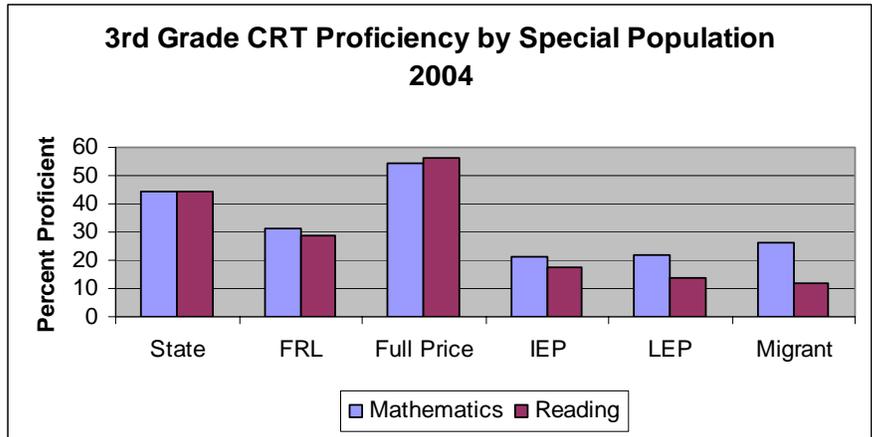
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

CRITERION-REFERENCED TESTS (CRTs)



KEY

State = total tested population

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

Full Price = not qualifying for FRL status

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

LEP = Limited English Proficient

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

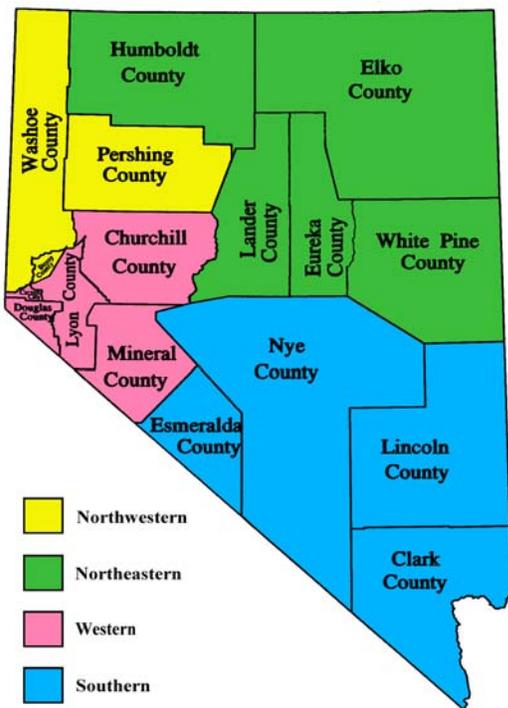
Source: Nevada Department of Education

IX. PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

BACKGROUND

Regional Professional Development Programs (RPDPs)

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



four regional training programs to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. The 2001 Legislature appropriated an additional \$10.2 million for FY 2002-03; the 2003 Legislature approved funding in the amount of \$17.7 million for the 2003-2005 biennium. The four regional training programs serve the school districts identified in the map.

NW = Pershing, Storey, and Washoe Counties.
NE = Elko, Eureka, Humboldt, Lander, and White Pine Counties.
Western = Carson, Churchill, Douglas, Lyon, and Mineral Counties.
Southern = Clark, Esmeralda, Lincoln, and Nye Counties.

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

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

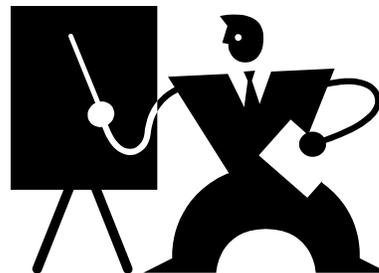
BACKGROUND

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

Nevada Early Literacy Intervention Program (NELIP)

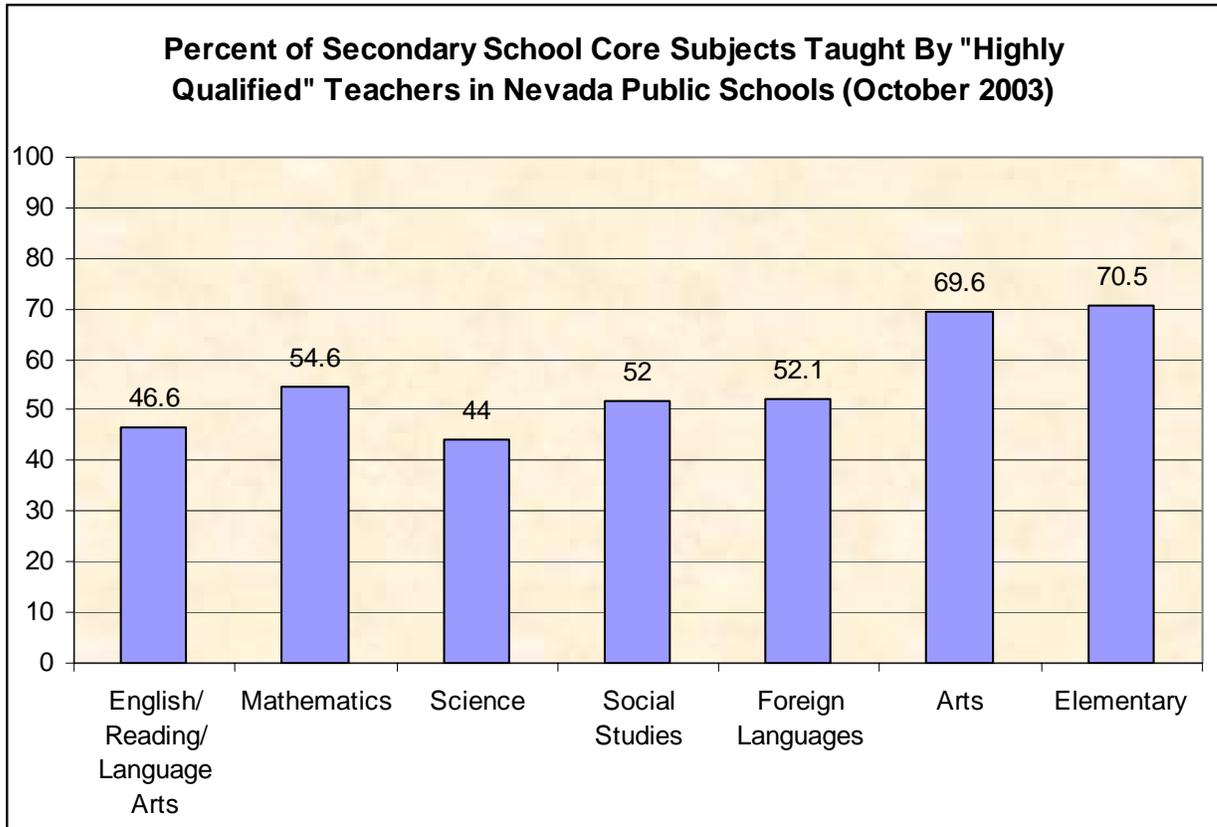
The RPDPs also are responsible for assisting the state in reaching the goal of all pupils reading at grade level by the end of 3rd grade through the Nevada Early Literacy Intervention Program (NELIP). This program is designed to provide training for teachers who teach kindergarten and grades 1, 2, and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

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

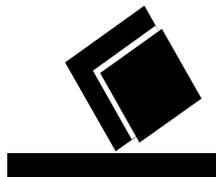


PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

QUALIFICATIONS—HIGHLY QUALIFIED TEACHERS



Source: Nevada Department of Education, *Nevada Annual Reports of Accountability-State Report* (on Web site: <http://www.nevadareportcard.com/>), November 5, 2004.



PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

TEACHER QUALIFICATIONS

Percentage of Class Periods per Day Taught by Teachers Teaching Out-of-Field, Statewide, 1998-1999 through 2002-2003

Periods per Day	1998-99	1999-00	2000-01	2001-02	2002-03
Total Periods	201	204	160	126	119
Percentage of Class Periods Taught by Teachers Out-of-Field					
1 to 2.25	61.2%	63.2%	71.9%	62.7%	69.7%
3 to 5.5	21.9%	26.5%	25.9%	31.0%	28.6%
6 to 8	16.9%	10.3%	3.1%	6.3%	1.7%

Source: Nevada Department of Education, Teacher Exception Reports, 1998-1999 and 2002-2003

Subjects with the Greatest Shortages of Licensed Endorsed Teachers Based on Courses Taught Out-of-Field, Statewide 1998-1999 to 2002-2003

Subject Area	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
TOTAL	193	249	167	118	115
Percentage of Courses by Subject Taught by Teachers Teaching Out-of-Field					
Science	16.1%	8.8%	13.2%	25.4%	19.1%
Math	12.4%	9.6%	12.6%	11.0%	13.9%
Languages/TESL*	11.9%	4.8%	5.4%	10.2%	11.3%
Social Studies	8.3%	9.2%	13.8%	6.8%	10.4%
English	14.5%	9.2%	12.6%	9.3%	9.6%
Computers	8.8%	9.6%	9.6%	11.0%	8.7%
Health	3.1%	5.2%	5.4%	8.5%	8.7%
Occupational Education	8.8%	29.7%	12.6%	5.1%	7.8%
Physical Education	6.7%	3.2%	4.8%	2.5%	6.1%
Arts/Humanities	9.3%	6.0%	3.6%	7.6%	3.5%
Miscellaneous	0	4.4%	6.6%	2.5%	0.9%

Source: Nevada Department of Education, Teacher Exception Reports 1998-1999 through 2002-2003

*TESL = Teaching English as a Second Language

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

QUALIFICATIONS—HIGHLY QUALIFIED TEACHERS

Core Courses Not Taught by Highly Qualified Teachers, 2003-2004

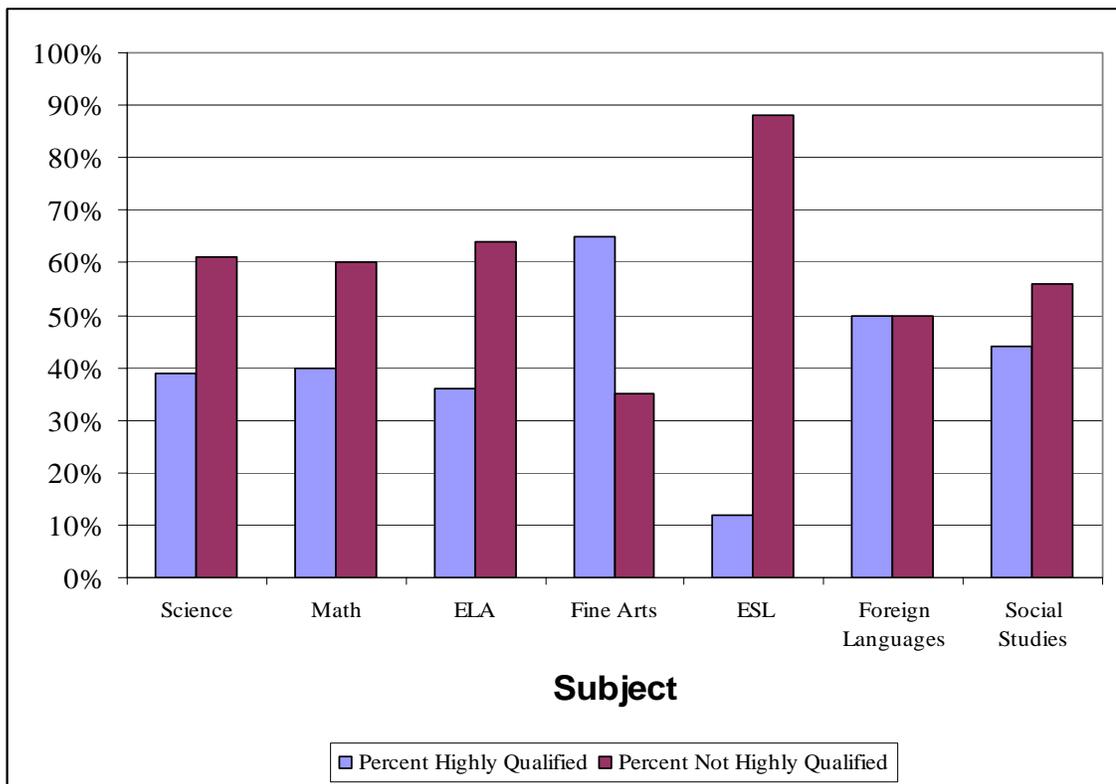
State/Districts	English/ Reading/ Language Arts		Mathematics		Science		Social Studies		Foreign Languages		Arts		Elementary	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Nevada	4661	53.4	2846	45.4	2986	56.0	2414	48.0	768	47.9	952	30.4	17497	29.5
Carson	74	29.6	57	30.8	13	7.9	34	23.4	12	30.0	10	13.2	133	9.8
Churchill	28	29.5	28	35.0	54	67.5	26	43.3	0	0.0	12	27.9	12	1.7
Clark	4013	70.3	2320	59.2	2725	83.0	2185	67.2	642	67.7	856	40.5	15876	38.6
Douglas	40	19.3	16	10.0	11	7.3	6	4.5	27	44.3	5	7.5	70	6.4
Elko	50	21.5	55	31.1	14	8.2	27	16.6	16	34.8	0	0.0	42	2.5
Esmeralda													0	0.0
Eureka	3	30.0	1	14.3	0	0.0	3	75.0	1	100.0	1	20.0	0	0.0
Humboldt	15	19.0	4	6.9	3	6.0	8	20.0	0	0.0	0	0.0	24	3.8
Lander	12	33.3	1	2.9	6	24.0	3	17.6	0	0.0	0	0.0	78	46.4
Lincoln	12	25.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Lyon	32	16.1	10	5.7	16	9.8	6	4.8	0	0.0	14	15.6	145	11.5
Mineral	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	30	19.5
Nye	7	4.7	1	0.8	12	10.8	12	12.1	2	9.5	4	7.5	8	1.0
Pershing	6	16.7	3	15.8	3	14.3	4	21.1	0	0.0	0	0.0	0	0.0
Storey	6	30.0	9	60.0	0	0.0	3	23.1	0	0.0	0	0.0	12	17.1
Washoe	323	21.3	303	26.5	105	11.3	82	9.8	58	15.7	44	9.9	952	10.2
White Pine	14	50.0	20	52.6	12	48.0	9	52.9	8	100.0	6	100.0	4	1.8

Source: Data for this table were submitted by the Office of Teacher Licensing as of October 1, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

TEACHER QUALIFICATIONS

Percentage of Middle School Teachers Meeting Highly Qualified Definition by Subjects Taught, Statewide, 2003-2004



Source: Nevada Department of Education, Teacher Licensing System, Statewide NCLB for School Year 2003-2004.

NOTE: ELA = English Language Arts; ESL = English as a Second Language

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING

FUNDING FOR REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (RPDPs)

RPDPs	FY 1999-00	FY 2000-01	FY 2001-02*	FY 2002-03*	FY 2003-04**	FY 2004-05**
Southern RPDP	\$1,284,603	\$1,354,311	\$4,884,383	\$ 5,254,795	\$4,532,532	\$4,552,361
Western RPDP	\$ 640,655	\$ 686,415	\$1,088,699	\$ 1,217,538	\$1,146,374	\$1,175,848
N. Western RPDP	\$ 832,993	\$ 921,360	\$1,872,646	\$ 2,041,748	\$1,847,128	\$1,913,468
N. Eastern RPDP	\$ 691,749	\$ 487,914	\$1,219,802	\$ 1,356,694	\$1,291,907	\$1,295,158
Evaluation	\$ 50,000	\$ 50,000	\$ 130,000	\$ 130,000	\$ 100,000	\$ 100,000
TOTAL	\$3,500,000	\$3,500,000	\$9,195,530	\$10,000,775	\$8,917,941	\$9,036,835

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

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

Source: Legislative Counsel Bureau, Fiscal Analysis Division.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING—RPDPs

Participation of Teachers and Administrators FY 2002-03 and 2003-04

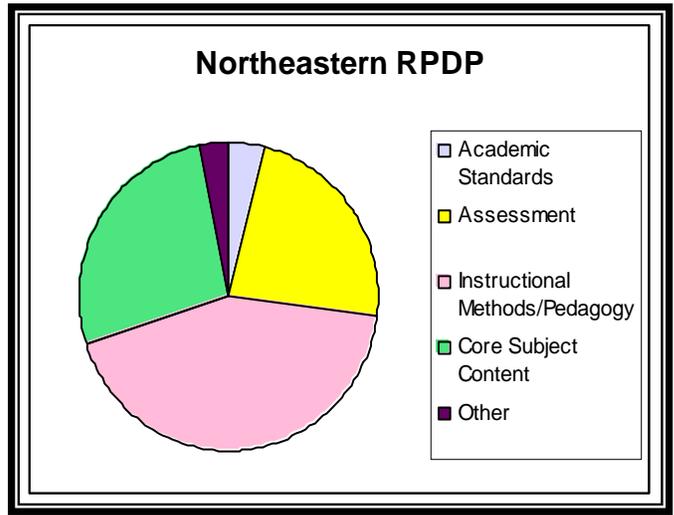
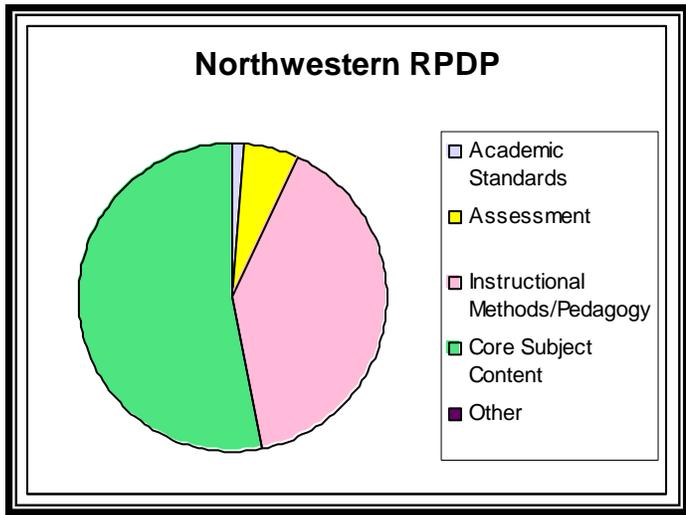
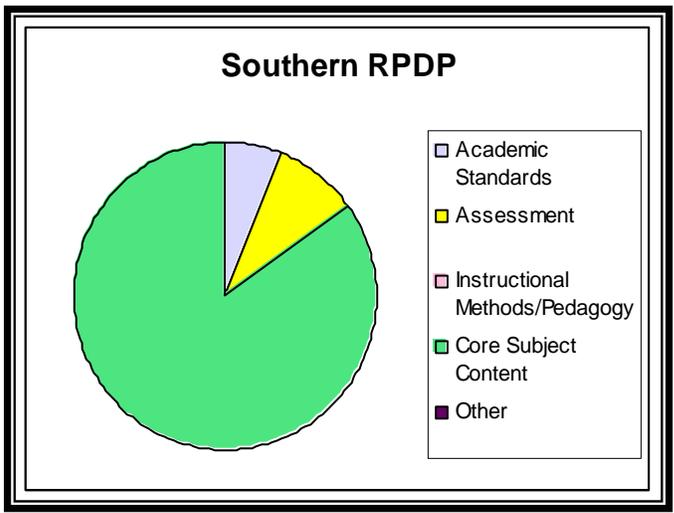
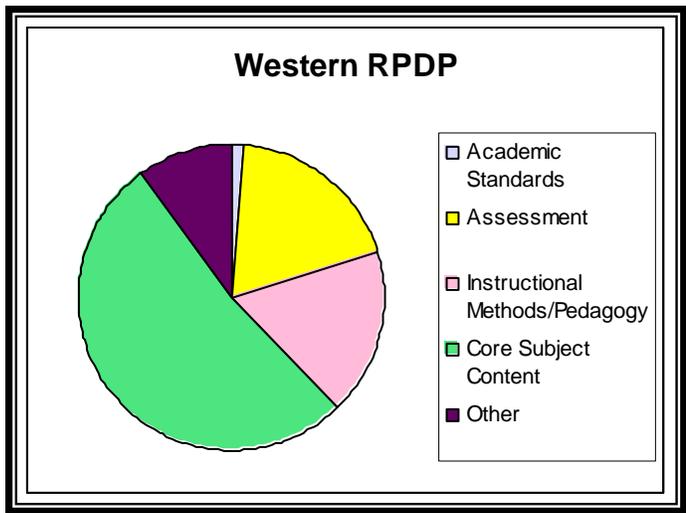
RPDPs	District	Teachers/ Administrators FY 2002-03	Teachers/ Administrators FY 2003-04	TOTAL
Southern RPDP	RPDP Teacher Training	0	0	0
	NELIP Teacher Training	0	0	0
	RPDP/NELIP Teacher Training	3,535	6,900	10,435
	Administrator Training	378	402	780
	TOTAL	3,913	7,302	11,215
Western RPDP	RPDP Teacher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

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

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

RPDP TRAINING

**Regional Professional Development Programs
Percent of Concentration of Training for Teachers/Administrators
FY 2003-2004**



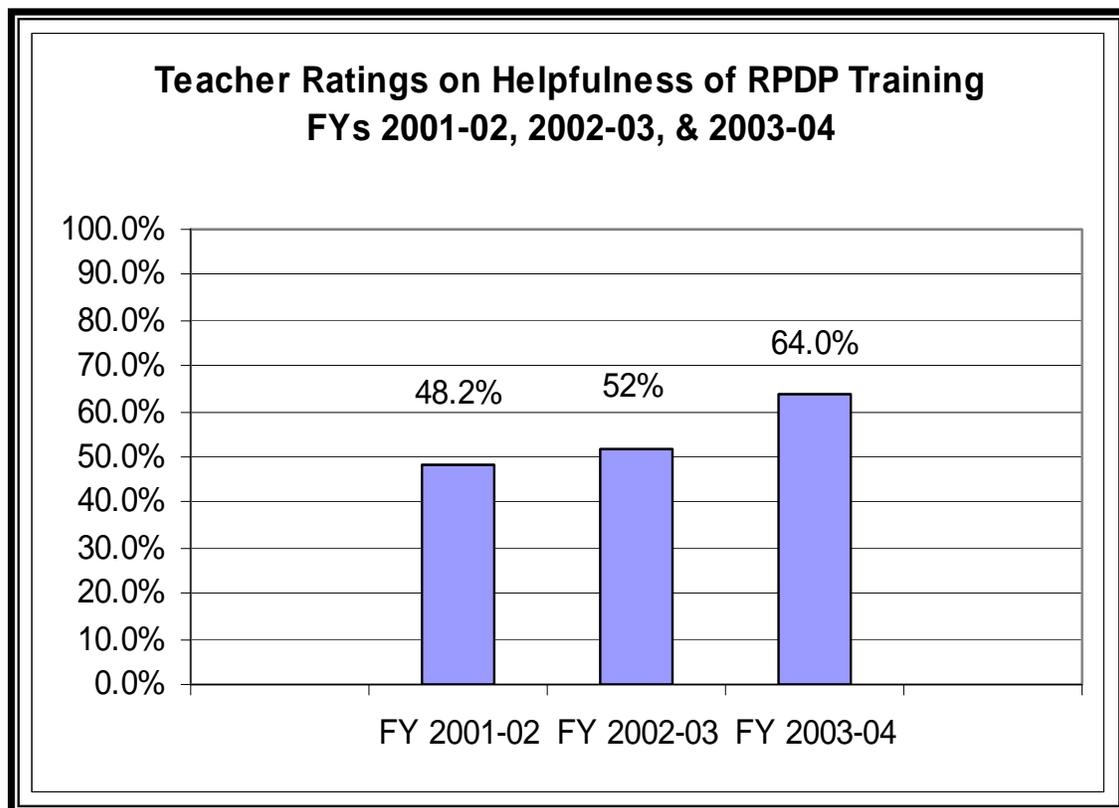
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2004.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs

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

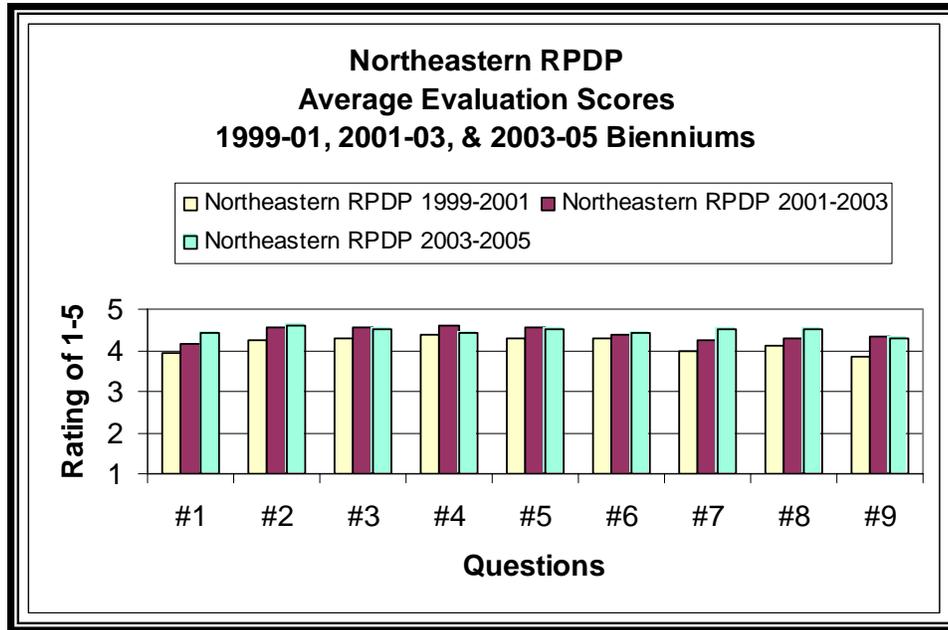
Three groups of teachers (54 in FY 2001-02, 70 in 2002-03, and 73 in FY 2003-04) were randomly selected for classroom observations and were interviewed immediately after each observation. The teachers were asked for the number of hours of RPDP/NELIP and other professional development training they received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



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

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs

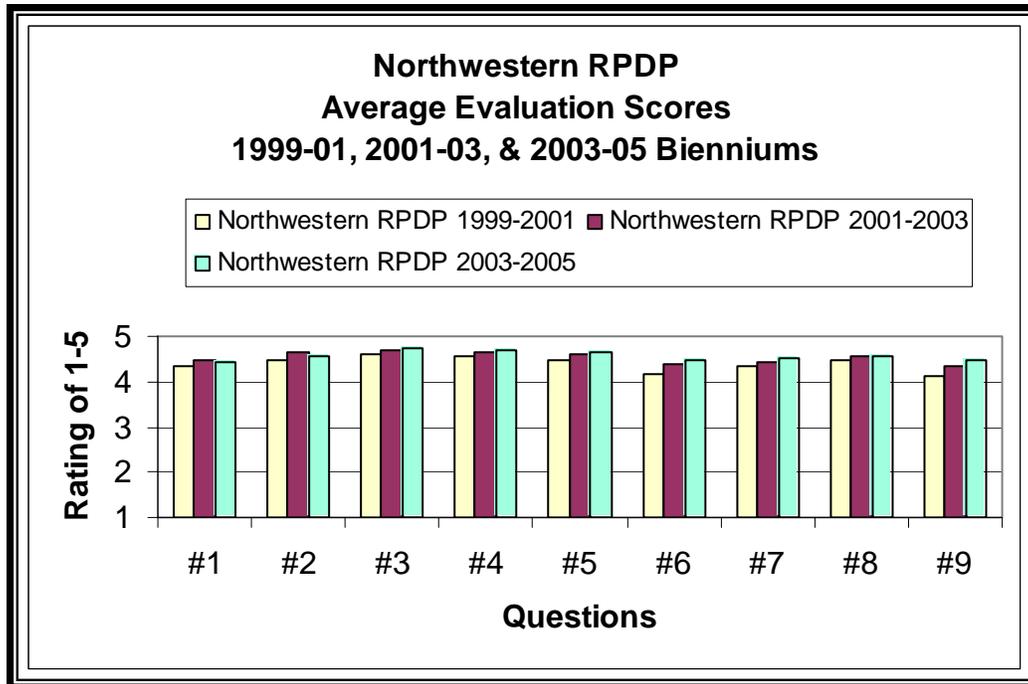


Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	3.92	4.16	4.40
2) The activity provided opportunities for interaction and reflections.	4.26	4.54	4.60
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.30	4.57	4.50
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.39	4.60	4.40
5) The presenter/facilitator modeled effective teaching strategies.	4.28	4.55	4.50
6) This activity added to my knowledge of standards and subject matter content.	4.30	4.38	4.40
7) The activity will improve my teaching skills.	3.99	4.26	4.50
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.11	4.28	4.50
9) This activity will help me meet the needs of diverse student populations.	3.84	4.35	4.30
Source: RPDP Evaluation, 2004			

* Scale of 1 to 5 with 5 being the highest.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPS

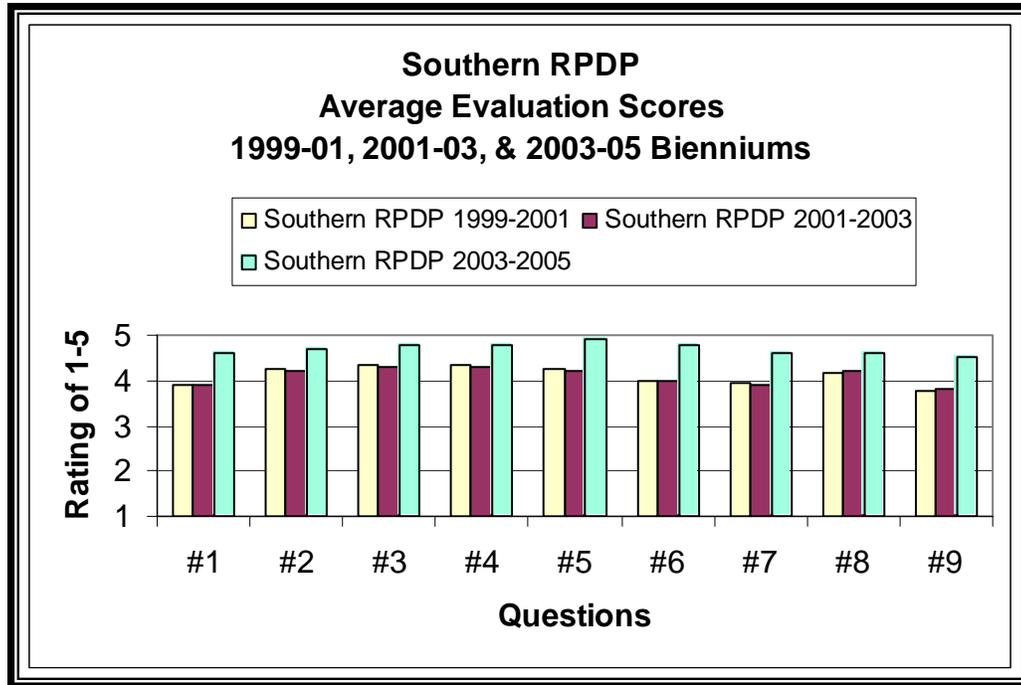


Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	4.33	4.47	4.44
2) The activity provided opportunities for interaction and reflections.	4.48	4.63	4.58
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.59	4.69	4.72
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.56	4.63	4.71
5) The presenter/facilitator modeled effective teaching strategies.	4.47	4.61	4.67
6) This activity added to my knowledge of standards and subject matter content.	4.17	4.40	4.49
7) The activity will improve my teaching skills.	4.33	4.45	4.50
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.47	4.54	4.54
9) This activity will help me meet the needs of diverse student populations.	4.14	4.35	4.48
Source: RPDP Evaluation, 2004			

* Scale of 1 to 5 with 5 being the highest.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs

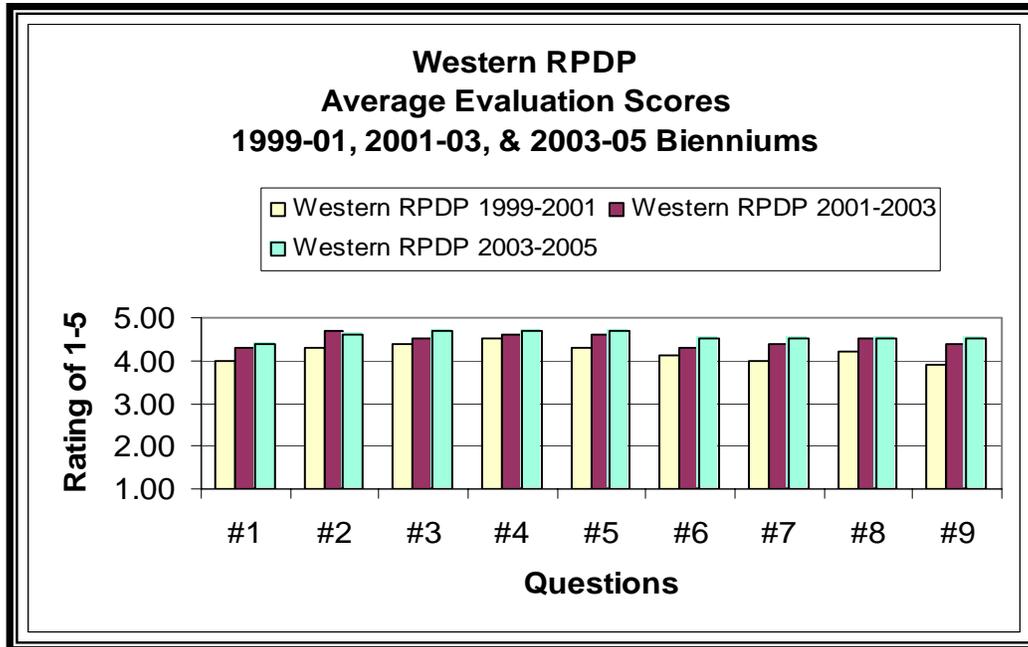


Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	3.89	3.90	4.60
2) The activity provided opportunities for interaction and reflections.	4.24	4.20	4.70
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.32	4.30	4.80
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.34	4.30	4.80
5) The presenter/facilitator modeled effective teaching strategies.	4.24	4.20	4.90
6) This activity added to my knowledge of standards and subject matter content.	4.00	4.00	4.80
7) The activity will improve my teaching skills.	3.93	3.90	4.60
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.16	4.20	4.60
9) This activity will help me meet the needs of diverse student populations.	3.77	3.80	4.50
Source: RPDP Evaluation, 2004			

* Scale of 1 to 5 with 5 being the highest.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs



Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	4.00	4.30	4.40
2) The activity provided opportunities for interaction and reflections.	4.30	4.70	4.60
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.40	4.50	4.70
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.50	4.60	4.70
5) The presenter/facilitator modeled effective teaching strategies.	4.30	4.60	4.70
6) This activity added to my knowledge of standards and subject matter content.	4.10	4.30	4.50
7) The activity will improve my teaching skills.	4.00	4.40	4.50
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.20	4.50	4.50
9) This activity will help me meet the needs of diverse student populations.	3.90	4.40	4.50
Source: RPDP Evaluation, 2004			

* Scale of 1 to 5 with 5 being the highest.

X. ACADEMIC STANDARDS AND INFORMATION SYSTEMS

BACKGROUND

Academic Standards

In 1997, the Legislature enacted Senate Bill 482 (Chapter 473, *Statutes of Nevada*), which created a Council to Establish Academic Standards for Public Schools. The Council, made permanent in 1999, consists of eight members, with four appointed by the Governor, including two parents and two licensed educators. The remaining four members are appointed by legislative leadership and include two legislators, one from each house, and two business or industry representatives.

The Council was required to review and recommend statewide standards in English, mathematics, and science before September 1, 1998. The panel convened a series of statewide writing teams for each of these topics, with team members consisting of educators, community members, parents, and others. The State Board of Education, in a joint meeting with the Council, adopted standards and the statewide tests linked to these standards in August 1998. The standards for English, mathematics, and science took effect during the 1999-2000 school year. During Phase II of the Council's activities, writing teams drafted standards in the arts, computer education, health/physical education, and social studies. The Council adopted standards for these subjects in March 2000, effective for the 2000-2001 school year.

As set forth in *Nevada Revised Statutes* 389.520, 389.540, and 389.570, the Council is charged with:

- Adopting standards of content and performance for the eight specified subjects;
- Assigning priorities to the standards;
- Establishing a schedule for the periodic review of the standards;
- Reviewing and evaluating the results of the examinations required to measure the achievement and proficiency of students in selected grades on the standards;
- Comparing the progress of students on the CRT's from year-to-year;
- Determining whether the standards require revision; and
- Working in cooperation with the State Board of Education to prescribe the required examinations.

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

BACKGROUND

The Council has addressed the periodic review of existing standards by linking the revision schedule to the textbook adoption cycle and targeting the science standards as the first standards to be reviewed in FY 2003-2004 so that recommendations can be incorporated into textbook decisions in 2004-2005. The Council continues to meet regularly, and has begun to establish priorities for the English/language arts and mathematics standards in grades 4, 6, and 7 to prepare for the requirements of the Federal No Child Left Behind Act of 2001.

Educational Technology

The Legislature's 1997 Nevada Educational Reform Act (NERA) also contained a significant commitment to technology in the classroom. The measure creates an 11-member Commission on Educational Technology charged with developing and updating a statewide plan for the use of educational technology within the public schools. Members serve two-year terms, and must have knowledge and experience in the use of educational technology. The Commission includes representatives of the private sector, public libraries, parents, Nevada System of Higher Education, educational personnel, and the Legislature. The Governor selects seven members, with the remaining four members appointed by legislative leadership. In addition, the Commission makes recommendations for the distribution of funds from the Trust Fund for Educational Technology and develops technical standards for educational technology and uniform specifications to ensure statewide compatibility. The initial plan was completed by December 1999 and annual updates are required.

The 1997 Legislature provided a \$27.5 million one-time appropriation for educational technology for schools for purchasing and installing hardware, software, and electrical wiring for computer laboratories; upgrading computer software; and purchasing additional computers and other technology for instructional purposes in the classroom. The 1997 appropriation contained an additional \$8.6 million for school districts for costs associated with educational technology including: (1) training; (2) repair; (3) maintenance; (4) replacement; and (5) contracting for technical support. The Commission distributed this funding based upon applications submitted by the school districts. The 1999 Legislature appropriated an additional \$4.2 million for the 1999-2000 biennium to be distributed by the Commission for assistance to local school districts in bringing schools up to a minimal technological level, for school library databases, and for maintenance contracts for software. That allocation also has been distributed to the districts.

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

BACKGROUND

The 2001 Legislature appropriated \$9.95 million to the Commission for hardware and software purchases to bring schools up to a minimal technological level for school library databases, and maintenance contracts for software. All allocations, except for the library database funding (\$500,000), were frozen by Governor Kenny C. Guinn due to revenue shortfalls in the state's 2001-2003 biennial budget.

The 2003 Legislature again continued support of educational technology programs by appropriating \$9.95 million to the Nevada Department of Education for school district educational technology.



ACADEMIC STANDARDS AND INFORMATION SYSTEMS

COUNCIL TO ESTABLISH ACADEMIC STANDARDS

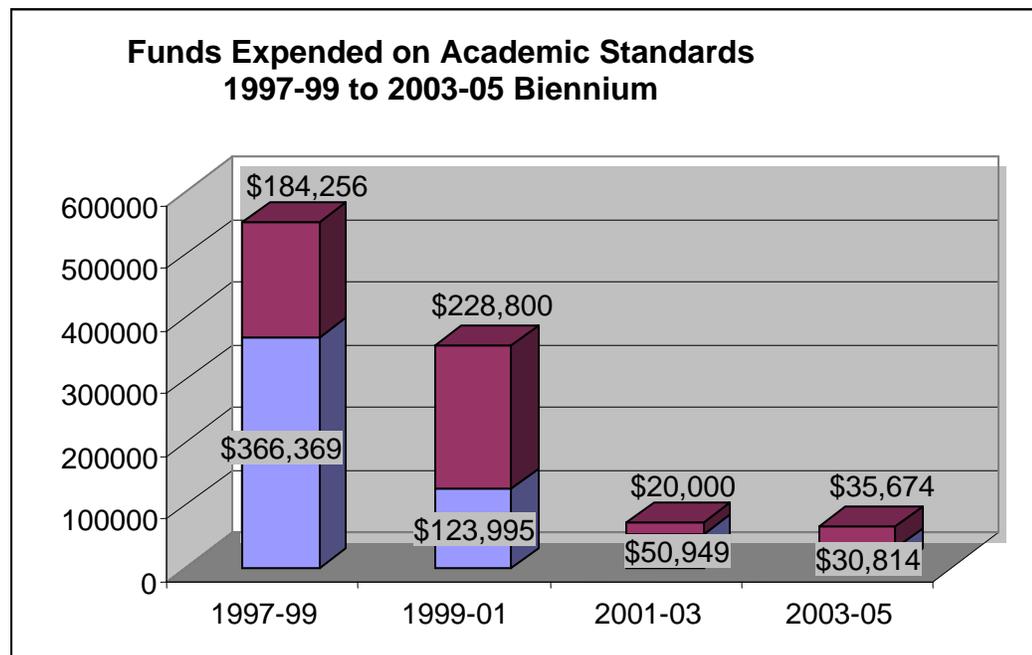
QUALITY COUNTS 2005 STANDARDS AND ACCOUNTABILITY GRADES FOR WESTERN STATES



Source: Education Week, Quality Counts, 2005

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

COUNCIL TO ESTABLISH ACADEMIC STANDARDS



Source: Nevada Department of Education

Note: Total funds for Biennium 1997-1999 were \$550,625.

Total funds for Biennium 1999-2001 were \$352,795.

Total funds for Biennium 2001-2003 were \$70,949.

Total funds for Biennium 2003-2005 were \$64,488

Quality Counts—Education Week Nevada’s Report Card 1997–2005									
Report Card Category	1997	1998	1999	2000	2001	2002	2003	2004	2005
Standards & Accountability*	C	B-	B	A-	B-	B-	B	B-	B
Improving Teacher Quality*	C-	D	C	C-	C-	C-	C-	C-	C
School Climate	D	?	?	F	F	N/R	D+	C-	C-
Resources: Adequacy	C	D	C-	C-	C-	C-	C-	D+	***
Resources: Equity	B	B-	B-	C	B	B	B	B	A
Resources: Allocation**	D+	D	D	D					

* Labels for the categories related to Standards & Accountability and Improving Teacher Quality have changed slightly over the seven years that Quality Counts has been issued.

** The category of “Resources: Allocation” was dropped in 2001.

*** In 2005, adequacy was ranked by number. Nevada was ranked 48th for education spending per student.

Note: “?” for “School Climate” is the result of a lack of participation by Nevada in certain surveys.

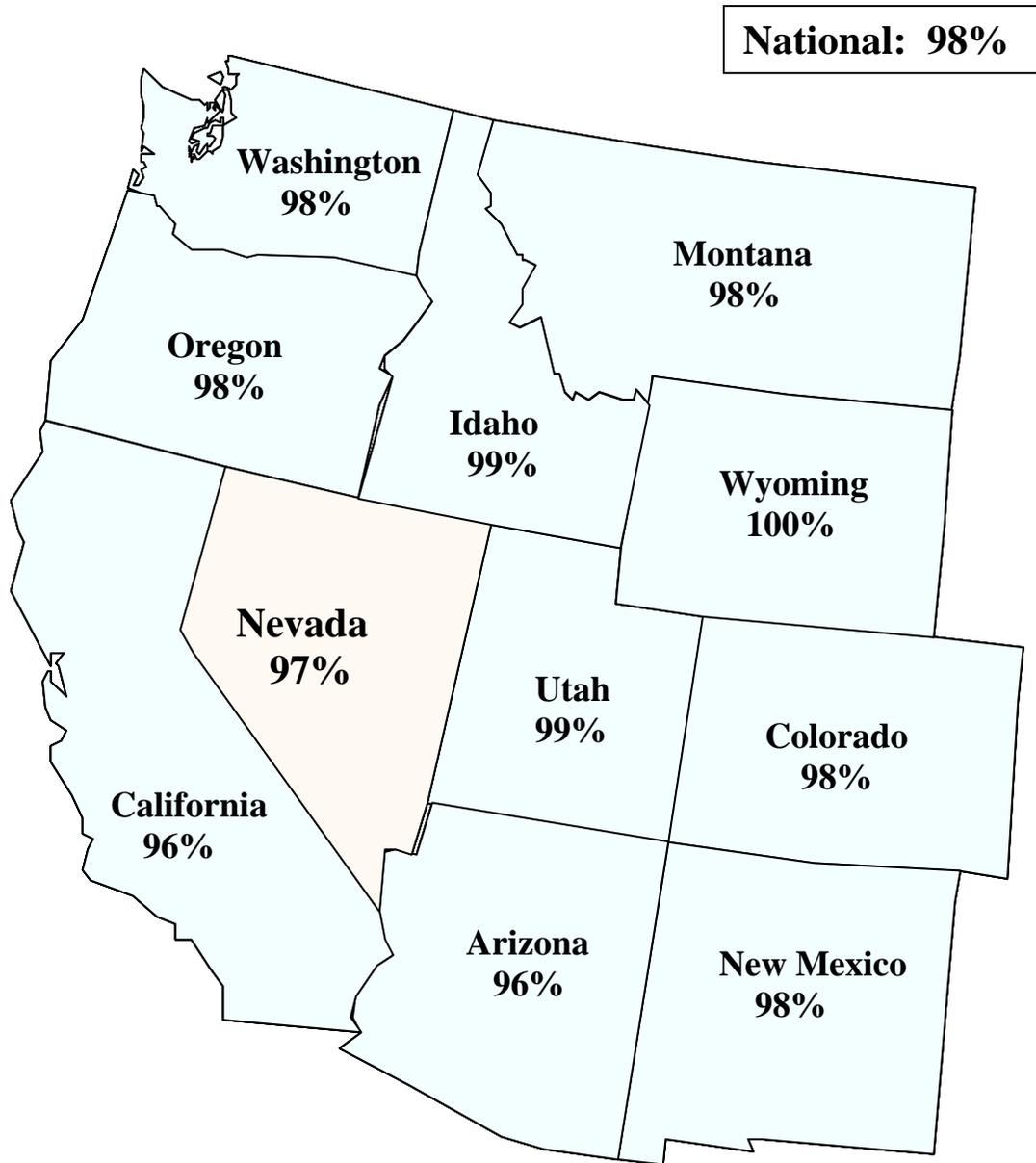
“N/R” for 2002 due to no states being graded for “School Climate that year.

Source: Quality Counts, *Education Week*

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

SCHOOLS WITH INTERNET ACCESS

PERCENT OF SCHOOLS IN WESTERN STATES WITH INTERNET ACCESS - 2003

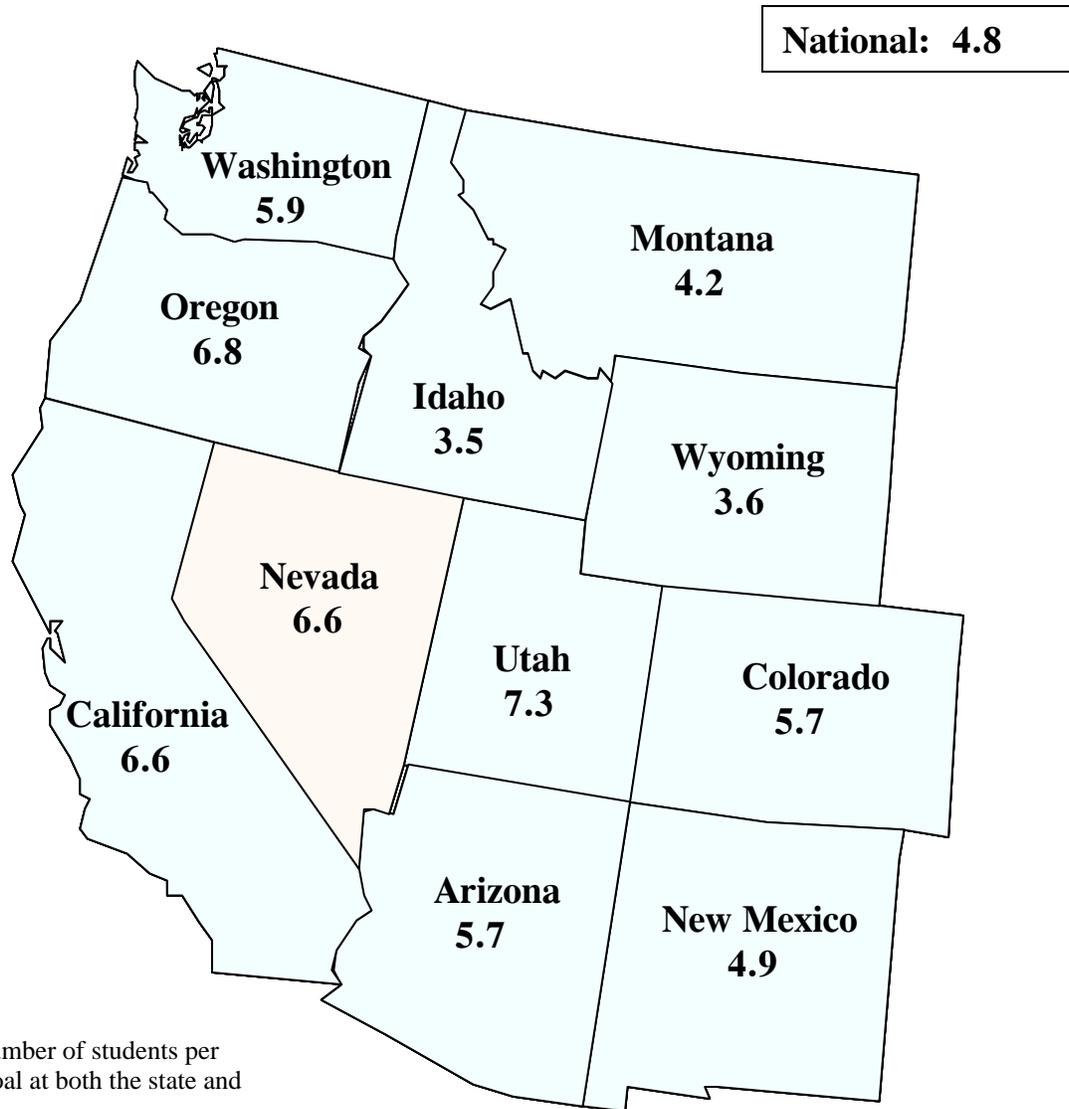


Source: *Education Week*, Technology Counts, 2004

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

Computers in Schools

STUDENTS PER INSTRUCTIONAL MULTIMEDIA COMPUTER IN WESTERN STATES - 2003

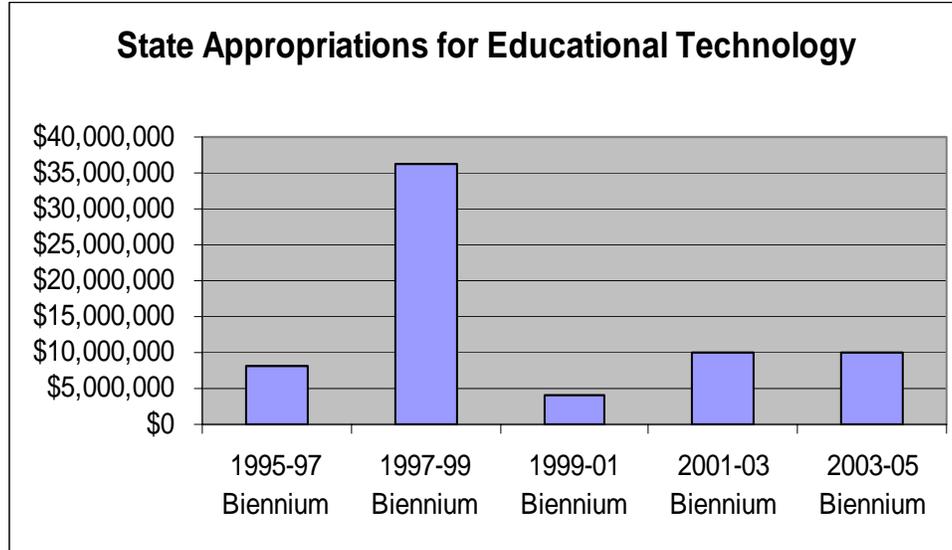


Note: A lower number of students per computer is the goal at both the state and national level.

Source: *Education Week*,
Technology Counts, 2004

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

TECHNOLOGY APPROPRIATIONS



*Governor Kenny Guinn froze all but \$500,000 of the appropriation for the 2001-2003 biennium, due to state budget considerations.

Note: The Commission has submitted a budget proposal in the amount of \$35 million for the 2003-2005 biennium.

Source: Legislative Counsel Bureau, State Appropriations Report, various years.



ACADEMIC STANDARDS AND INFORMATION SYSTEMS

SAIN EXPENDITURES BY DISTRICT (SYSTEM FOR ACCOUNTABILITY INFORMATION IN NEVADA)

Expenditures of the System for Accountability Information in Nevada (SAIN)
(Previously SMART*)
FY 2004 Actual

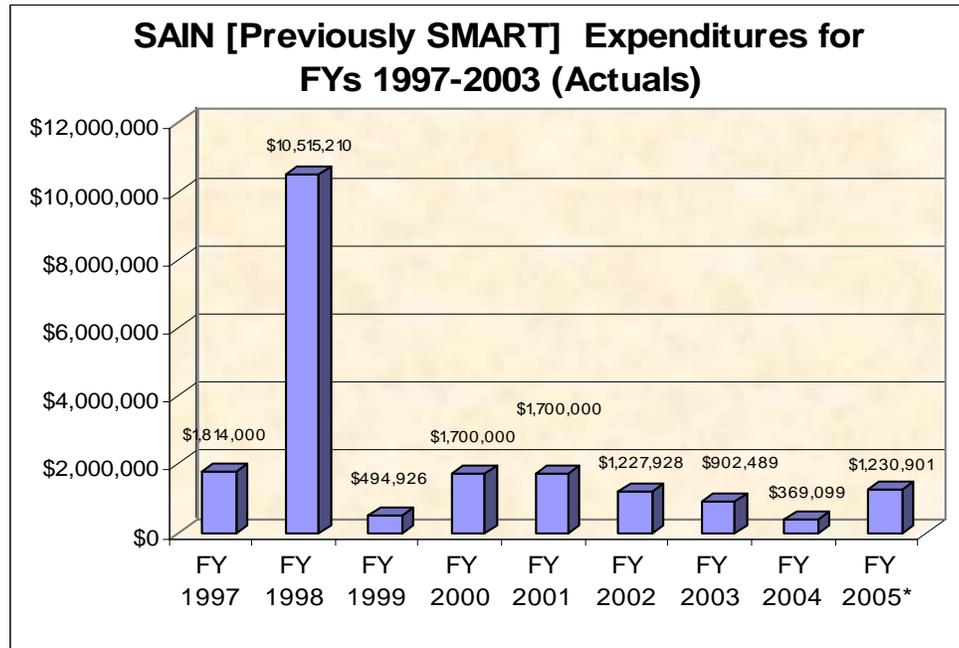
School District	Amount
Carson City	\$12,500
Churchill	\$12,500
Clark	\$50,000
Douglas	\$12,500
Elko	\$12,500
Esmeralda	\$12,500
Eureka	\$12,500
Humboldt	\$12,500
Lander	\$12,500
Lincoln	\$12,500
Lyon	\$12,500
Mineral	\$12,500
Nye	\$12,500
Pershing	\$12,500
Storey	\$12,500
Washoe	\$50,000
White Pine	\$12,500
TOTAL	\$287,500

Source: Nevada Department of Education

*In order to upgrade the previous program, the Statewide Management of Automated Record Transfer (SMART) program was upgraded to meet the requirements of the federal No Child Left Behind Act. This system was expanded to include not only student level data, but also individual educator data, school level data, and program and financial data.

ACADEMIC STANDARDS AND INFORMATION SYSTEMS

SAIN EXPENDITURES, 1997-2005



* FY 2004-05 is projected, based upon work program in Governor's budget.

Source: Nevada Department of Education



XI. HIGHER EDUCATION

BACKGROUND—HIGHER EDUCATION

The 2000 United States Census reported that Nevada was once again the fastest growing state in the nation during the 1990s. Nevada's population is becoming more diverse, with 20 percent of the population identifying itself as Hispanic/Latino; 7 percent as African American; 2 percent as American Indian/Alaska Native; 4.5 percent as Asian American; 0.5 percent as Hawaiian or Pacific Islander; and 63 percent as White Non-Hispanic. While diversity is increasing racially and ethnically, geographically nearly 92 percent of Nevada's population is classified as urban, making it the third most urban state in the nation.

Nevada's educational attainment through high school mirrors that of the nation and the western states. While the national average is 84.6 percent, 85.6 percent of Nevada's population over the age of 25 has achieved a high school diploma. Achievement of postsecondary education has not kept pace with the national rate of 27.2 percent. Only 21.2 percent of Nevada's population over the age of 25 had attained a bachelor's degree, making it the lowest in the western states.

The number of students qualifying for the Millennium Scholarship has increased each year since its inception with the graduating class of 2000. On average, approximately 8,500 students are eligible. About 60 percent of those eligible opt to utilize the scholarship. In fall 2003, more than 15,000 Nevadans were enrolled in the Nevada System of Higher Education (NSHE) institutions on the Millennium Scholarship¹. On the other hand, in fall 2003, approximately 39 percent of recent Nevada high school graduates were enrolled in one or more remedial courses at NSHE institutions. This number has increased from 26 percent since fall 1999.

The enrollment at the institutions of the NSHE has increased since 1990 from a headcount of just over 60,000 to around 98,000 in fall 2003. During that same period, the number of Nevada high school graduates enrolling in Nevada or anywhere in the United States, in any two-year or four-year institutions has increased to 44 percent.

¹ The University and Community College System of Nevada was renamed the *Nevada System of Higher Education* in the 2005 Legislative Session with passage and approval of Assembly Bill 527 (Chapter 119, *Statutes of Nevada 2005*).

HIGHER EDUCATION

BACKGROUND—HIGHER EDUCATION

Nevada public institutions of higher education rely more on tuition and fees and state appropriations as means of financing operations than the other western states. The NSHE institutions receive comparatively less funding from federal grants and contracts, federal appropriations, gifts, endowment, and other operations than the western state average. Typically, fees for credit hours have risen approximately 3 percent per year over the last decade; however, the last two fiscal years have seen increases of over 7 percent. The state appropriation for higher education operations per \$1,000 of personal income in Nevada now exceeds the national average.

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

Finally, in late 2000, the National Center for Public Policy and Higher Education released its report card on higher education titled *Measuring Up*. In late 2004, the Center updated its report card. The Center rated the performance of states on policies that affect higher education.

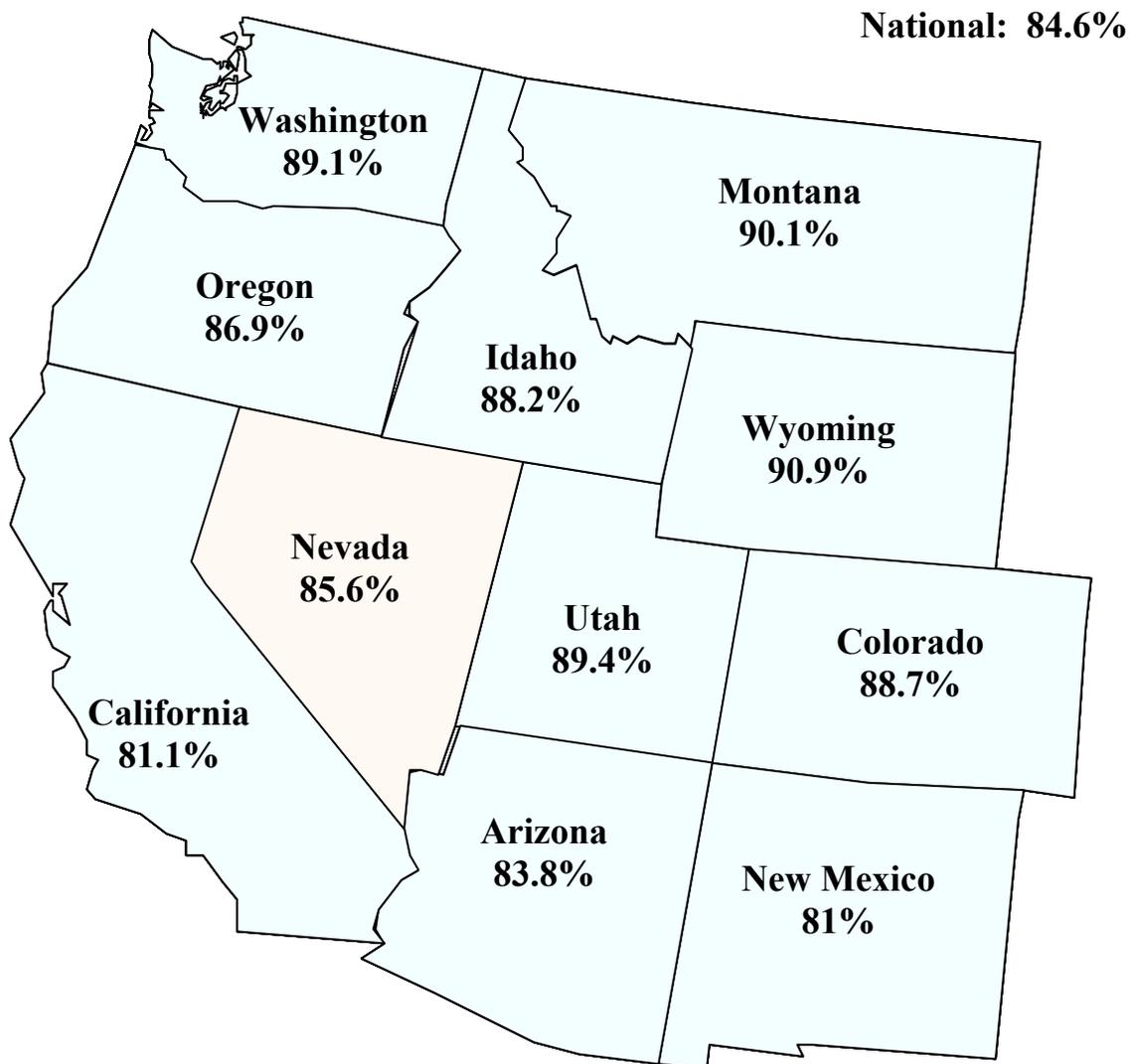
Measuring Up provides one set of benchmarks to spark policy discussion. The data in this section may serve to foster further discussion on higher education policy and its role in Nevada's future.

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

HIGHER EDUCATION

POPULATION OVER 25 WITH A HIGH SCHOOL DIPLOMA

PERCENT OF POPULATION OVER 25 WITH A HIGH SCHOOL DIPLOMA NEVADA AND WESTERN STATES, 2003

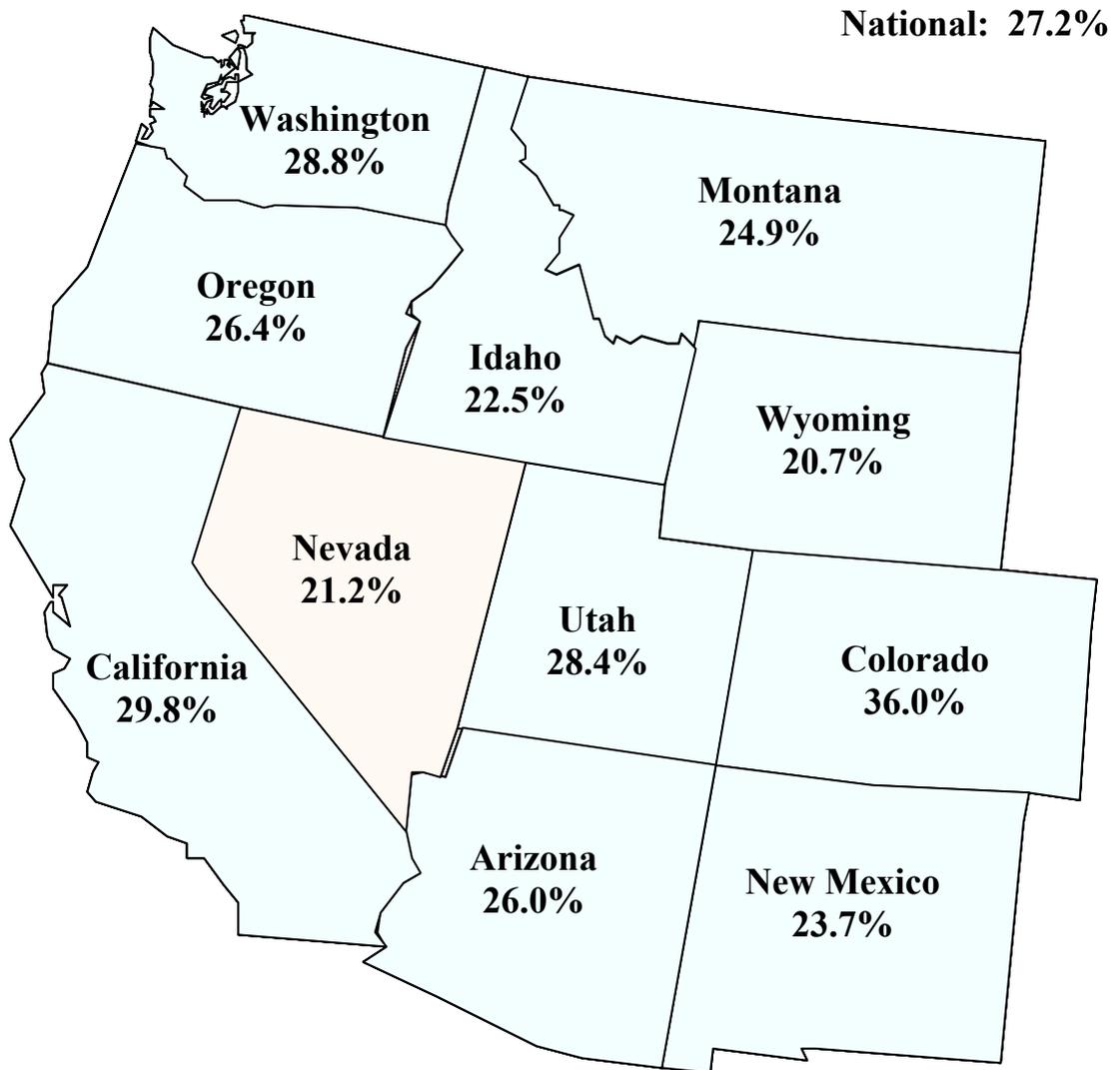


Source: State Rankings 2004, Morgan Quitno Press, U.S. Bureau of the Census, June 2004

HIGHER EDUCATION

POPULATION OVER 25 WITH A BACHELOR'S DEGREE OR MORE

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



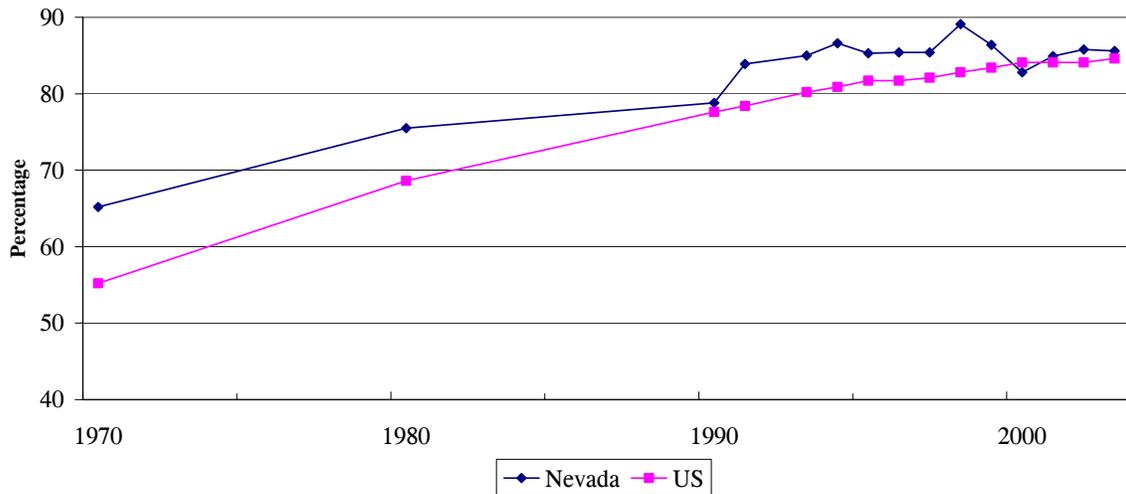
Source: State Rankings 2004, Morgan Quitno Press, U.S. Bureau of the Census, June 2004

HIGHER EDUCATION

EDUCATIONAL ATTAINMENT OF POPULATION OVER 25

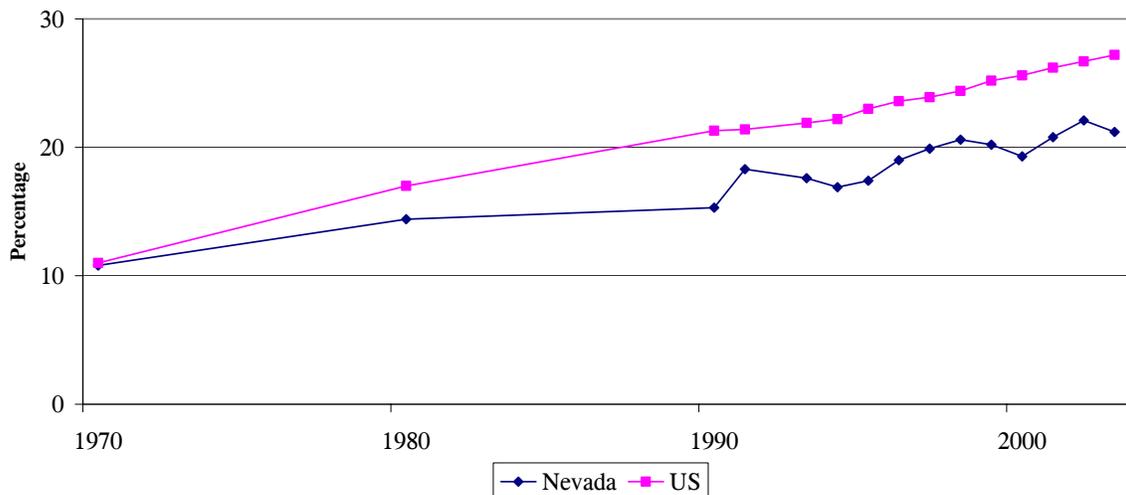
EDUCATIONAL ATTAINMENT OF ALL POPULATION OVER AGE 25 NEVADA AND UNITED STATES, 1970 TO 2003

Percentage Graduating High School



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

Percentage Earning Baccalaureate Degree



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

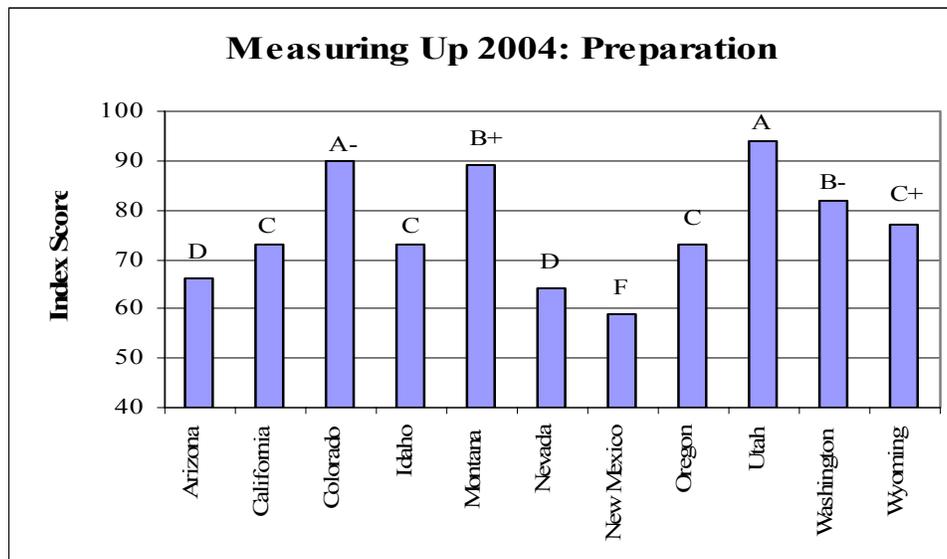
HIGHER EDUCATION

MEASURING UP 2004 STATE REPORT CARD: PREPARATION

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

	8 th Graders Scoring At or Above "Proficient" on National Assessment of Educational Progress			Number of Scores in the Top 20 Percent Nationally on SAT/ACT per 1000 High School Graduates	18 to 24 Year Olds with High School Credential*	7 th to 12 th Graders Taught by Teachers with Major in the Subject
	Math	Reading	Writing			
Arizona	21%	25%	20%	112	81%	59%
California	22%	22%	23%	137	87%	68%
Colorado	34%	36%	27%	250	85%	72%
Idaho	28%	32%	29%	157	89%	66%
Montana	35%	37%	29%	195	95%	70%
Nevada	20%	21%	16%	171	82%	61%
New Mexico	15%	20%	18%	123	85%	55%
Oregon	32%	33%	33%	160	86%	66%
Utah	31%	32%	23%	153	89%	69%
Washington	32%	33%	34%	168	89%	65%
Wyoming	32%	34%	28%	156	88%	72%
Top States	36%	39%	41%	227	94%	81%

*Credential includes diploma or alternative such as General Education Development (GED)



Source: *Measuring Up 2004, The State-by-State Report Card for Higher Education*, The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

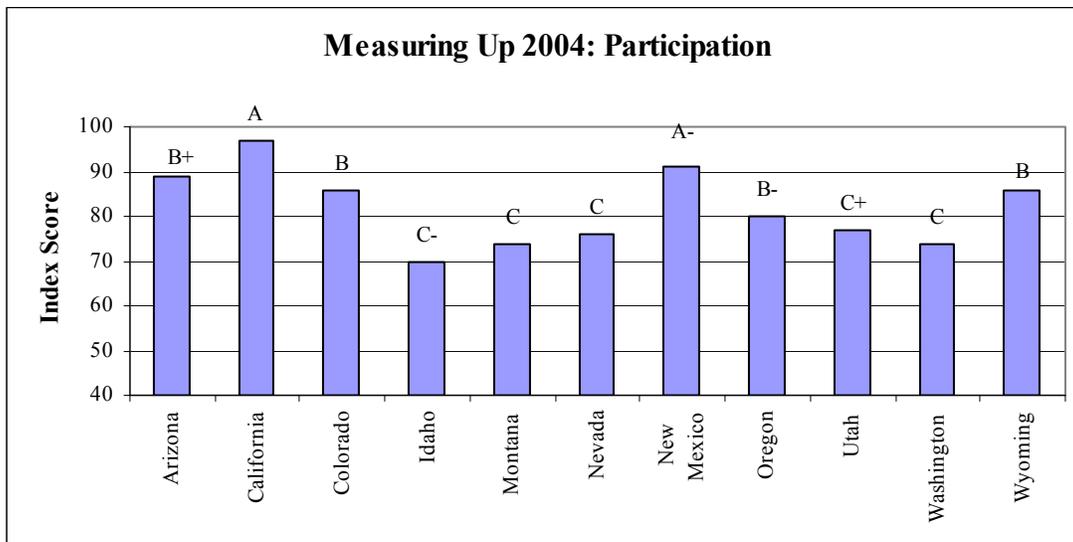
MEASURING UP 2004 STATE REPORT CARD: PARTICIPATION

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

	Young Adults		Working-Age Adults
	Chance for College by Age 19*	18- to 24-Year-Olds Enrolled in College**	25- to 49-Year-Old Residents Enrolled Part-time in Post-Secondary Education
Arizona	30%	33%	5.5%
California	32%	38%	5.8%
Colorado	37%	28%	4.7%
Idaho	34%	29%	3.0%
Montana	42%	40%	1.9%
Nevada	28%	28%	4.5%
New Mexico	33%	33%	5.4%
Oregon	34%	35%	3.7%
Utah	31%	35%	3.7%
Washington	32%	35%	3.4%
Wyoming	39%	31%	4.3%
Top States	52%	40%	5.4%

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

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



Source: *Measuring Up 2004, The State-by-State Report Card for Higher Education*, The National Center for Public Policy and Higher Education.

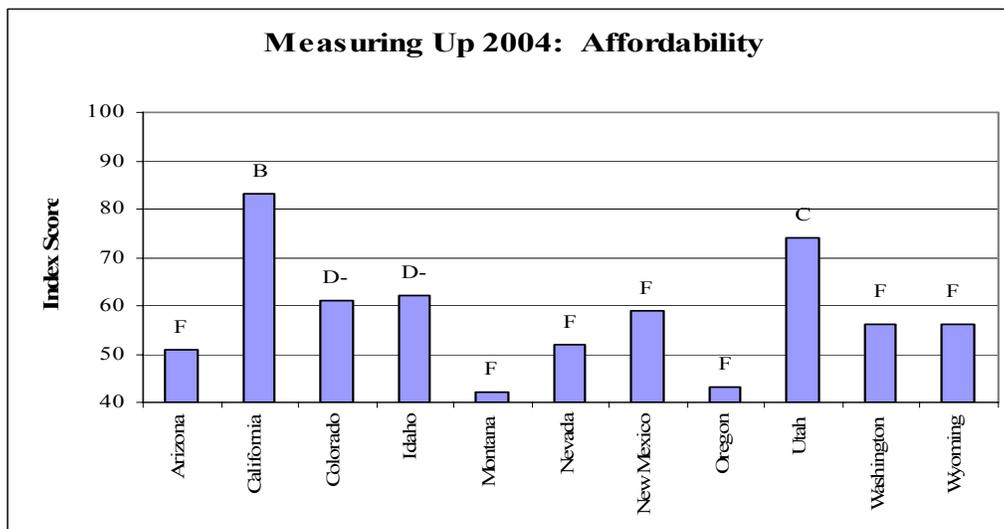
HIGHER EDUCATION

MEASURING UP 2004 STATE REPORT CARD: AFFORDABILITY

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

	Percent of Average Income Needed to Pay for College Minus Financial Aid		Strategies for Affordability		Undergraduate Student Average Annual Loan Amount
	Community College	Public Four-Year Institution	State Grant Aid Targeted as Percent of Federal Investment	Share of Income Poorest Need to Pay for Tuition	
Arizona	24%	30%	0%	10%	\$3,622
California	25%	32%	48%	4%	\$3,710
Colorado	21%	24%	41%	13%	\$3,495
Idaho	18%	22%	3%	14%	\$3,044
Montana	28%	31%	8%	26%	\$3,158
Nevada	25%	27%	0%	10%	\$3,490
New Mexico	22%	27%	20%	11%	\$2,990
Oregon	29%	34%	15%	20%	\$3,292
Utah	17%	18%	5%	13%	\$3,019
Washington	27%	31%	59%	19%	\$3,619
Wyoming	21%	24%	1%	12%	\$2,898
Top States*	15%	16%	89%	7%	\$2,619

*State Performance is measured against best performance in 1992; since then, state performance has declined overall.



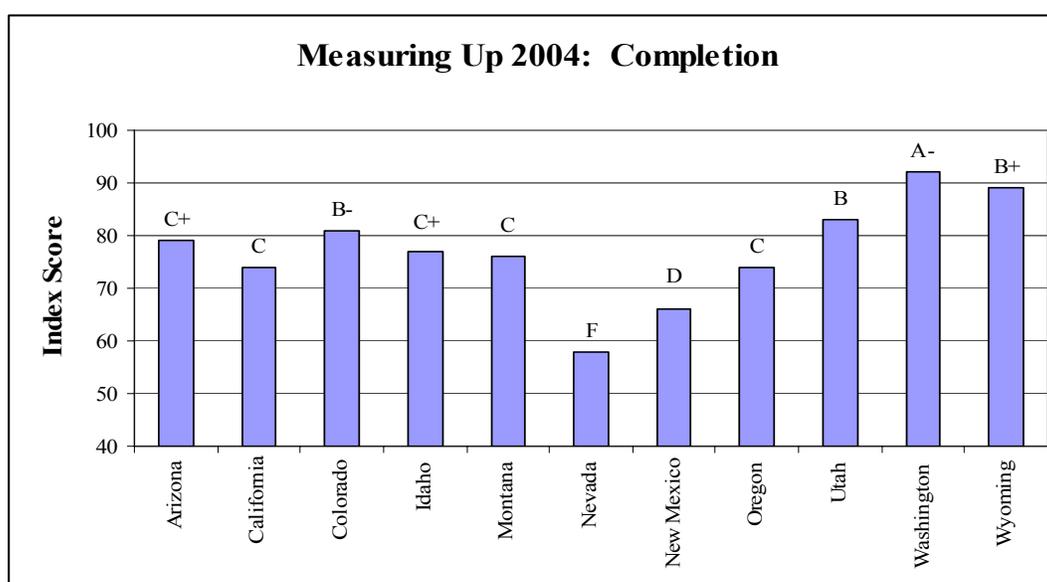
Source: *Measuring Up 2004, The State-by-State Report Card for Higher Education*, The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

MEASURING UP 2004 STATE REPORT CARD: COMPLETION

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

	Persistence: First-Year Students Returning for Second Year		Completion: Baccalaureate Degree by First-Time Full-Time Students within Six Years of College Entrance	Certificates, Degrees, Diplomas Awarded at all Institutions per 100 Undergraduate Students
	Community Colleges	Four-Year Colleges and Universities		
Arizona	50%	73%	48%	16
California	48%	84%	59%	12
Colorado	50%	75%	53%	16
Idaho	n/a	65%	43%	17
Montana	44%	67%	42%	17
Nevada	49%	73%	44%	9
New Mexico	52%	71%	41%	13
Oregon	43%	78%	52%	14
Utah	46%	72%	50%	18
Washington	52%	83%	63%	19
Wyoming	55%	78%	54%	19
Top States	63%	84%	64%	21



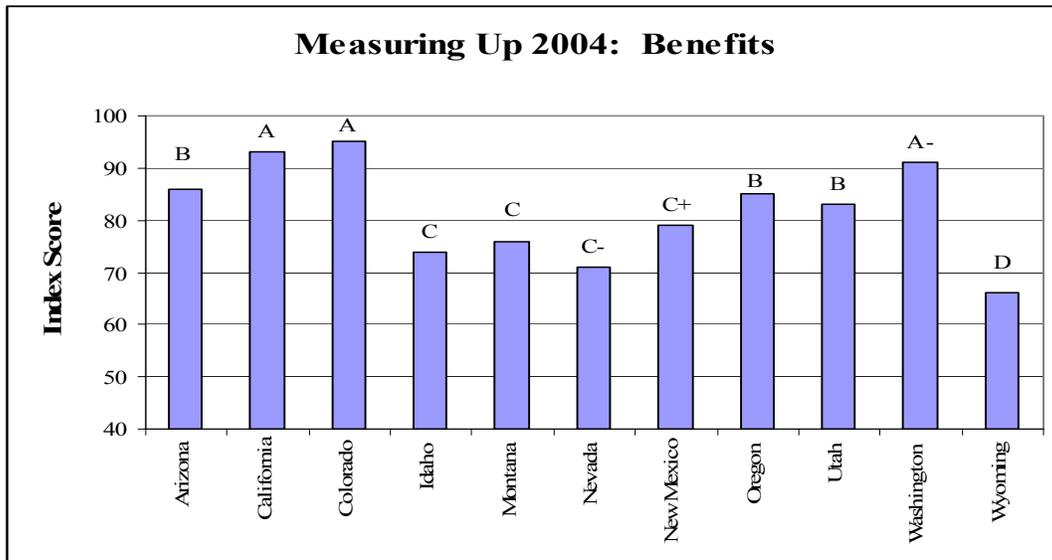
Source: *Measuring Up 2004, The State-by-State Report Card for Higher Education*, The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

MEASURING UP 2004 STATE REPORT CARD: BENEFITS

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

	Workforce Population Aged 25 to 65 with Baccalaureate Degree or Higher	Increase in Total Personal Income Resulting from Percentage of Population with Baccalaureate Degree	Residents Voting in National Elections	Percentage Adult Population with High-Level Literacy Skills	
				Quantitative	Prose
Arizona	30%	12%	40%	26%	26%
California	31%	12%	44%	24%	25%
Colorado	37%	11%	53%	34%	34%
Idaho	23%	7%	50%	30%	28%
Montana	27%	7%	58%	32%	31%
Nevada	22%	7%	40%	23%	22%
New Mexico	26%	8%	50%	23%	22%
Oregon	30%	8%	54%	31%	31%
Utah	28%	8%	48%	33%	32%
Washington	30%	10%	52%	33%	33%
Wyoming	23%	4%	58%	31%	30%
Top States	36%	12%	60%	33%	33%

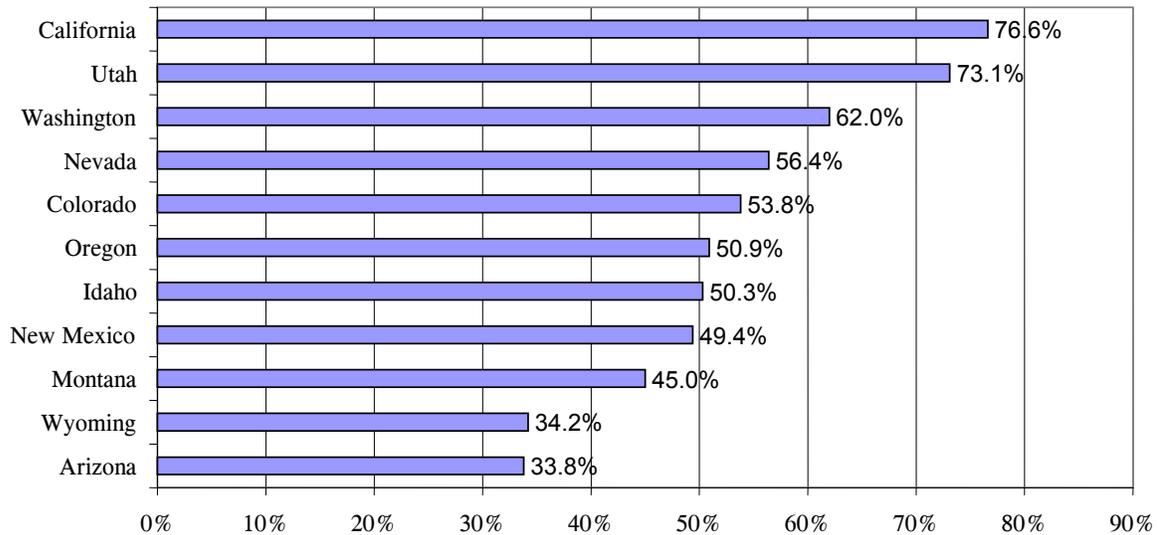


Source: *Measuring Up 2004, The State-by-State Report Card for Higher Education*, The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

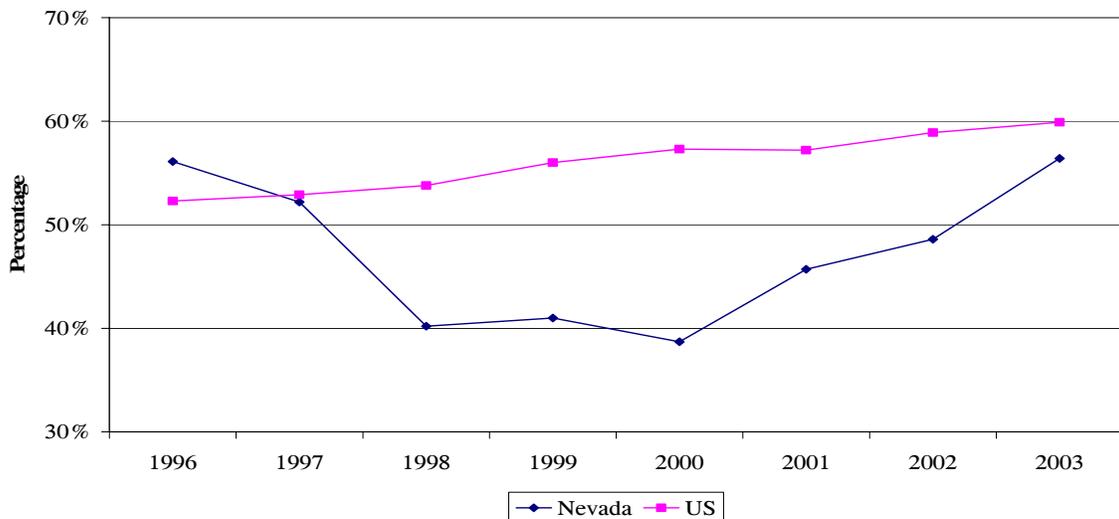
ADVANCED PLACEMENT

Percentage of High Schools Offering Advanced Placement Examinations in 2003, Nevada & Western States



Source: "State and National Summary Reports," The College Board

Percentage of Nevada High Schools Offering Advanced Placement Examinations, 1996 to 2003

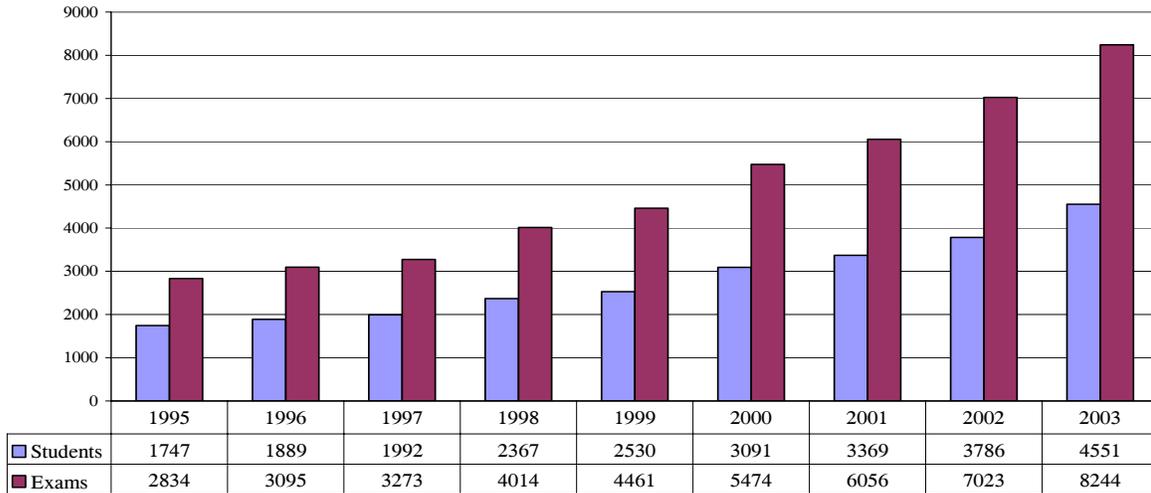


Source: "State and National Summary Reports," The College Board

HIGHER EDUCATION

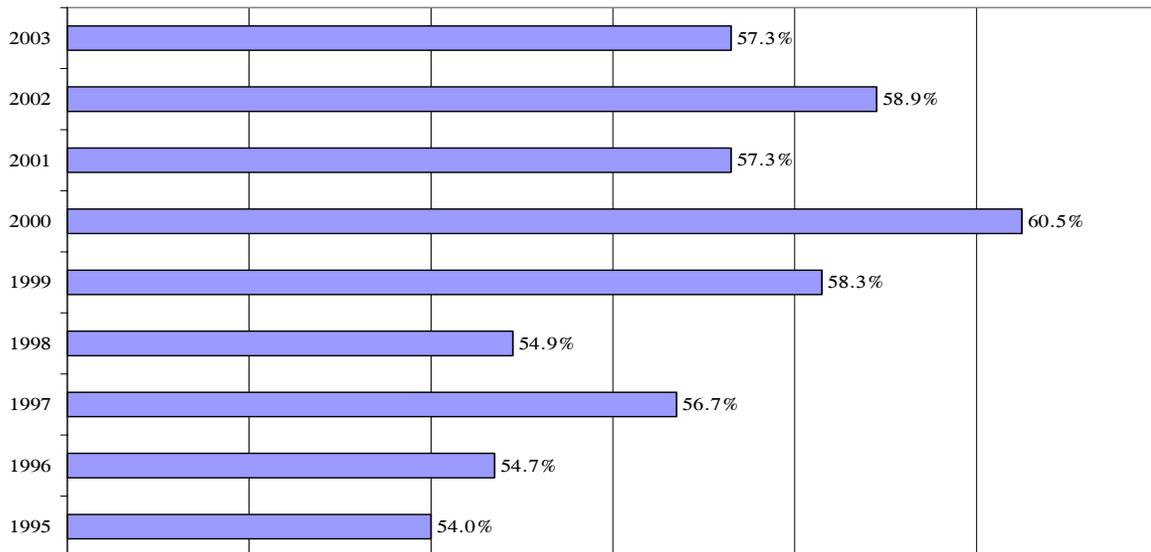
ADVANCED PLACEMENT

NEVADA 11TH AND 12TH GRADE STUDENTS TAKING ADVANCED PLACEMENT PROGRAM EXAMINATIONS 1995-2003



Source: The College Board

PERCENT OF NEVADA STUDENTS SCORING 3 OR HIGHER ON AP EXAMINATIONS 1995-2003

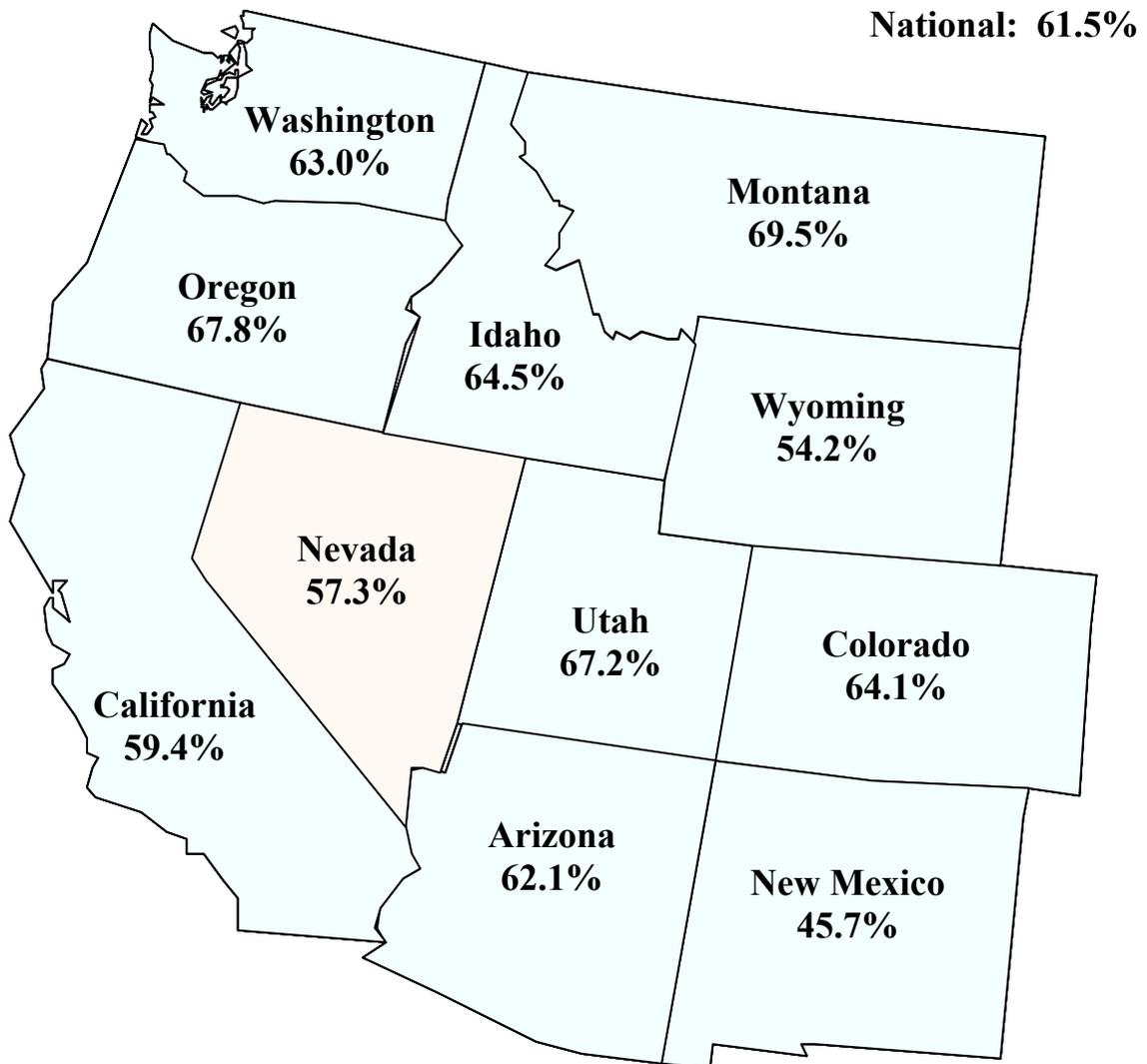


Source: The College Board

HIGHER EDUCATION

ADVANCED PLACEMENT

PERCENT OF SCORES OF 3 OR HIGHER ON THE ADVANCED PLACEMENT EXAMINATIONS PER 1,000 11TH AND 12TH GRADERS 2003

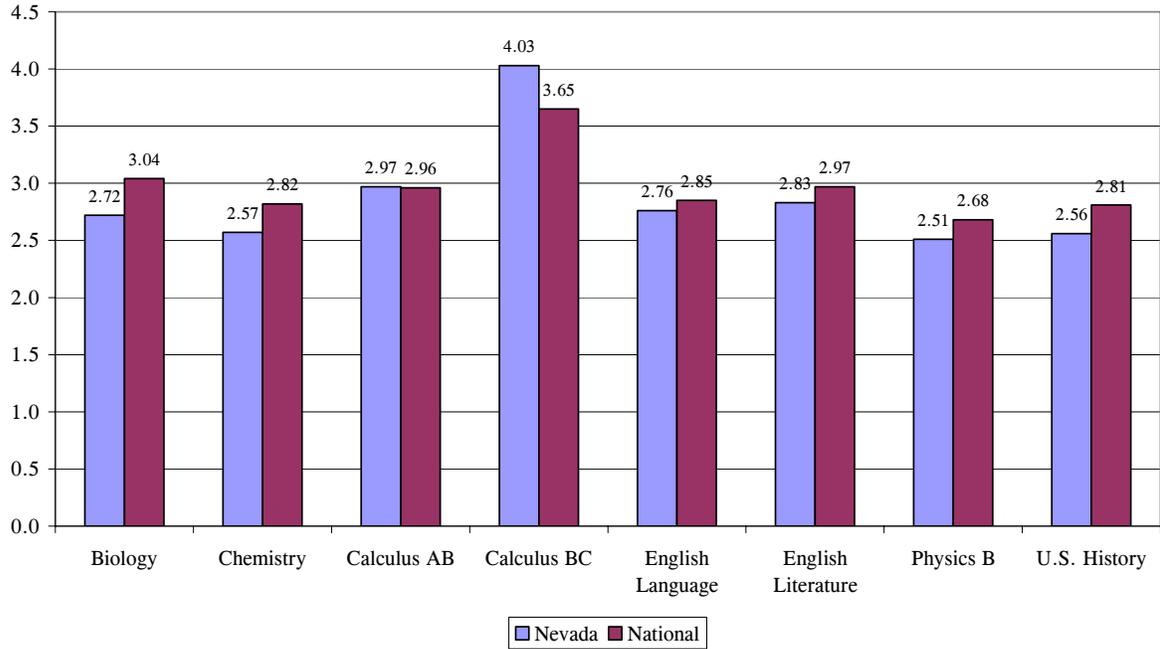


Source: The College Board 2003

HIGHER EDUCATION

ADVANCED PLACEMENT

NEVADA STUDENTS' AP SCORE DISTRIBUTION BY SUBJECT MAY 2003



NEVADA ADVANCED PLACEMENT SCORE DISTRIBUTION BY SUBJECT Mean Score

	Biology	Chemistry	Calculus AB	Calculus BC	English Language	English Literature	Physics B	U.S. History
Nevada	2.72	2.57	2.97	4.03	2.76	2.83	2.51	2.56
National	3.04	2.82	2.96	3.65	2.85	2.97	2.68	2.81

AP Scoring Interpretation

5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	Not qualified

Source: The College Board

HIGHER EDUCATION

COLLEGE CONTINUATION RATES

COLLEGE CONTINUATION RATE OF NEVADA PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN NSHE INSTITUTIONS 2001– 2003

	Public High School Graduates			Public High School Graduates Enrolled at NSHE Summer/Fall as a Percent of High School Graduates		
	2001	2002	2003	2001	2002	2003
Total	13,476	14,282	14,203	43.8%	44.7%	48.3%
Carson	404	479	471	48.3%	46.8%	50.7%
Churchill	251	267	267	39.4%	36.0%	43.1%
Clark	8,472	8,921	9,107	41.3%	44.0%	45.8%
Douglas	401	384	426	46.9%	54.7%	51.5%
Elko	517	505	371	36.4%	37.4%	53.6%
Esmeralda	–	–	–	–	–	–
Eureka	23	19	15	39.1%	52.6%	66.7%
Humboldt	202	201	187	30.2%	32.8%	34.2%
Lander	69	72	69	17.4%	41.7%	46.4%
Lincoln	65	60	67	21.5%	31.7%	17.9%
Lyon	289	327	325	46.4%	28.4%	38.5%
Mineral	29	49	38	34.5%	57.1%	28.9%
Nye	232	257	235	34.5%	31.9%	32.3%
Pershing	40	49	38	65.0%	34.7%	34.2%
Storey	26	28	17	57.7%	42.9%	64.7%
Washoe	2,342	2,578	2,474	57.2%	53.0%	62.0%
White Pine	114	86	96	29.8%	19.8%	29.2%

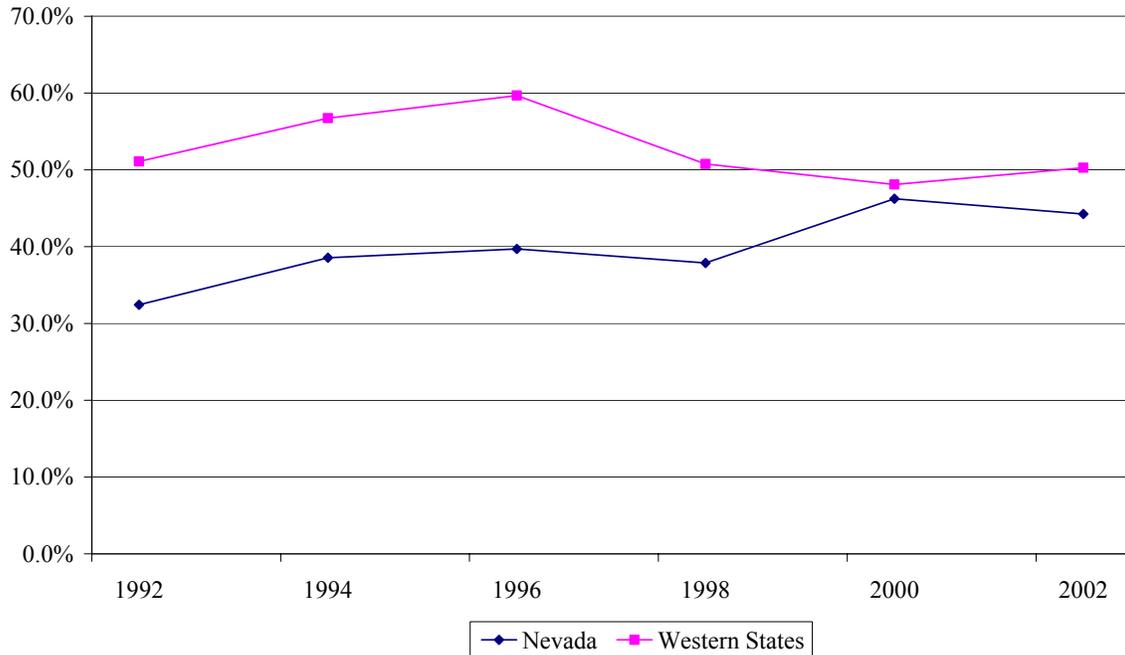
Source: NSHE, Office of Academic and Student Affairs, December 2004

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

HIGHER EDUCATION

COLLEGE CONTINUATION RATES

Percentage of Recent High School Graduates who Enrolled as First-Time Freshmen within 12 Months of High School Graduation, Nevada and Western States



Source: “Numbers of Recent High School Graduates and First-Time Freshmen, 1991-92, 1994-95, 1996-97, 1998-99, 2000-01, 2002-03,” WICHE, December 2004.

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



HIGHER EDUCATION

COLLEGE CONTINUATION RATES

POSTSECONDARY ENROLLMENT OF RECENT NEVADA HIGH SCHOOL GRADUATES IN NEVADA AND WESTERN STATES FALL 2002

Total = 6,626 continued in
postsecondary education
anywhere in U.S.



Source: U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS) "Fall Enrollment" Fall 2002.

HIGHER EDUCATION

MILLENNIUM SCHOLARSHIP PROGRAM

NEVADA MILLENNIUM SCHOLARSHIP PROGRAM: ELIGIBILITY AND UTILIZATION FALL 2000 – FALL 2003 CUMULATIVE

Term	Number of Students Eligible	Number of Students Utilizing	Percent Utilizing
Fall 2000	7,309	4,265	58.4%
Fall 2001	7,908	4,560	57.7%
Fall 2002	8,103	4,680	57.8%
Fall 2003	8,579	5,048	58.8%

Source: Office of the State Treasurer, January 2003

*Projected

STUDENTS ELIGIBLE BY COUNTY HIGH SCHOOL GRADUATING CLASSES

Year	GED			Home School			Nevada High School			Non-Nevada High School		
	02	03	04	02	03	04	02	03	04	02	03	04
Carson	0	0	0	0	1	0	258	290	247	0	0	0
Churchill	0	0	0	0	0	0	142	146	132	0	0	0
Clark	6	0	0	3	12	6	4908	5279	5828	2	11	6
Douglas	0	0	0	2	3	0	208	230	239	0	1	0
Elko	0	0	0	0	0	0	263	267	259	0	0	0
Eureka	0	0	0	0	0	0	16	11	10	0	0	0
Humboldt	0	0	0	0	0	0	97	99	97	0	1	0
Lander	1	0	0	0	0	0	44	44	48	0	0	0
Lincoln	0	0	0	0	0	0	36	37	39	0	0	0
Lyon	0	0	0	0	0	0	180	177	204	0	0	0
Mineral	0	0	0	0	0	0	29	21	9	0	0	0
Nye	0	0	0	0	1	0	129	119	111	0	0	0
Pershing	0	0	0	0	0	0	21	15	29	0	0	0
Storey	0	0	0	0	0	0	17	10	12	0	0	0
Washoe	1	1	1	8	1	4	1612	1775	1770	1	3	3
White Pine	0	0	0	0	0	0	63	80	46	0	0	0
Total	8	1	1	13	18	10	8023	8600	9080	3	16	9

Source: Office of the State Treasurer, January 2005

HIGHER EDUCATION

MILLENNIUM SCHOLARSHIP PROGRAM

NEVADA MILLENNIUM SCHOLARSHIP PROGRAM: SCHOLARS MAINTAINING ELIGIBILITY BY INSTITUTION FALL 2002 – FALL 2003

FALL 2002

Institution	Total Scholars		Maintaining Eligibility		Not Maintaining Eligibility	
	Number	Average GPA	Number	Percent	Number	Percent
NSC	31	2.54	23	74%	8	26%
Sierra NV	17	3.13	15	88%	2	12%
CCSN	2,558	2.93	2,125	83%	433	17%
TMCC	894	2.92	729	82%	165	18%
GBC	197	2.89	168	85%	29	15%
WNCC	328	3.05	275	84%	53	16%
UNLV	3,849	2.85	3,062	80%	787	20%
UNR	3,861	3.00	3,361	87%	500	13%
Total	11,735		9,758	83%	1,977	17%

FALL 2003

Institution	Total Scholars		Maintaining Eligibility		Not Maintaining Eligibility	
	Number	Average GPA	Number	Percent	Number	Percent
NSC	55	2.84	39	71%	16	29%
Sierra NV	22	3.31	19	86%	3	14%
CCSN	3,154	2.94	2,428	77%	726	23%
TMCC	1,241	2.95	947	76%	294	24%
GBC	259	2.85	207	80%	52	20%
WNCC	434	3.14	364	84%	70	16%
UNLV	5,301	2.92	4,022	76%	1,279	24%
UNR	4,987	3.02	4,068	82%	919	18%
Total	15,453		12,094	78%	3,359	22%

Source: Office of the State Treasurer, Millennium Scholarship Program

NOTE: Students attending multiple institutions are counted more than once. Students have six weeks after the end of the semester to regain eligibility by completing outstanding work.

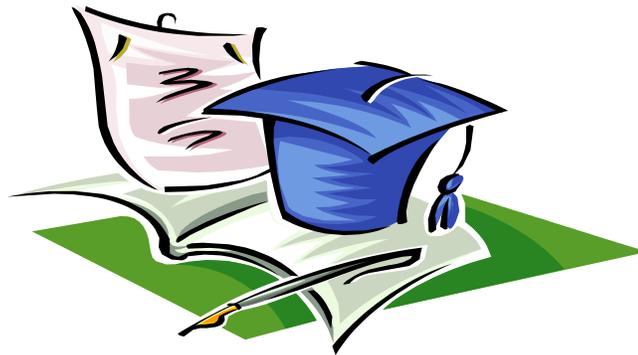
HIGHER EDUCATION

NSHE REMEDIATION RATES

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDICATION AS A PERCENT OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN NSHE 1999 – 2003

		UNLV	UNR	NSC	CCSN	GBC	TMCC	WNCC	NSHE Total
2003									
	Enrolled	2,072	1,742	54	1,922	162	855	340	7,147
	In Remediation	857	474	18	676	91	498	137	2,751
	Percentage	41%	27%	33%	35%	56%	58%	40%	39%
2002									
	Enrolled	1,582	1,752	51	2,161	118	772	289	6,725
	In Remediation	684	487	29	699	81	460	142	2,582
	Percentage	43%	28%	57%	32%	69%	60%	49%	38%
2001									
	Enrolled	1,634	1,688		1,733	147	690	284	6,176
	In Remediation	644	501		524	95	375	91	2,230
	Percentage	39%	30%		30%	65%	54%	32%	36%
2000									
	Enrolled	1,804	1,565		1,759	165	532	346	6,171
	In Remediation	605	380		464	63	288	93	1,893
	Percentage	34%	24%		26%	38%	54%	27%	31%
1999									
	Enrolled	1,485	1,151		2,232	149	601	303	5,921
	In Remediation	388	258		452	68	295	86	1,547
	Percentage	26%	22%		20%	46%	49%	28%	26%

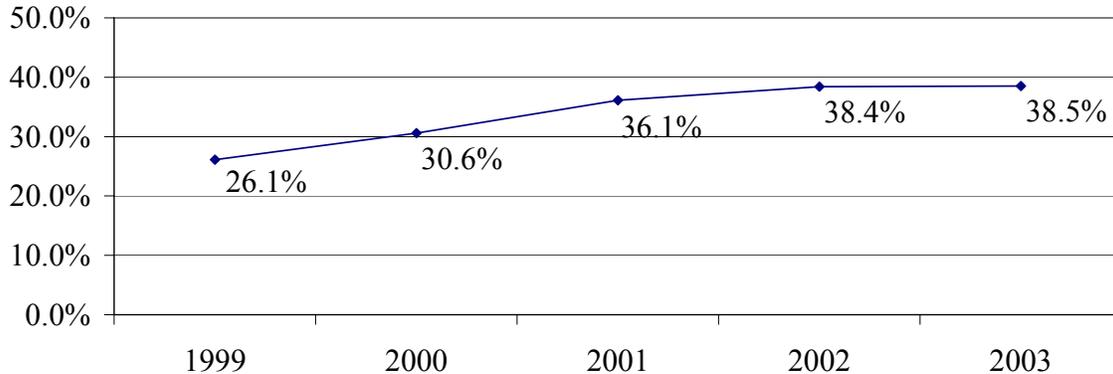
Source: NSHE, Remedial/Developmental Enrollments, Summer and Fall 2003, February 2004.



HIGHER EDUCATION

NSHE REMEDIATION RATES

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIATION AS A PERCENT OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN NSHE: CHANGE IN TOTAL, 1999-2003



Source: NSHE, Remedial/Developmental Enrollments, Summer and Fall 2003, February 2004.

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL COURSES AS PERCENT OF TOTAL NUMBER OF STUDENTS ENROLLED IN REMEDIATION, 2003

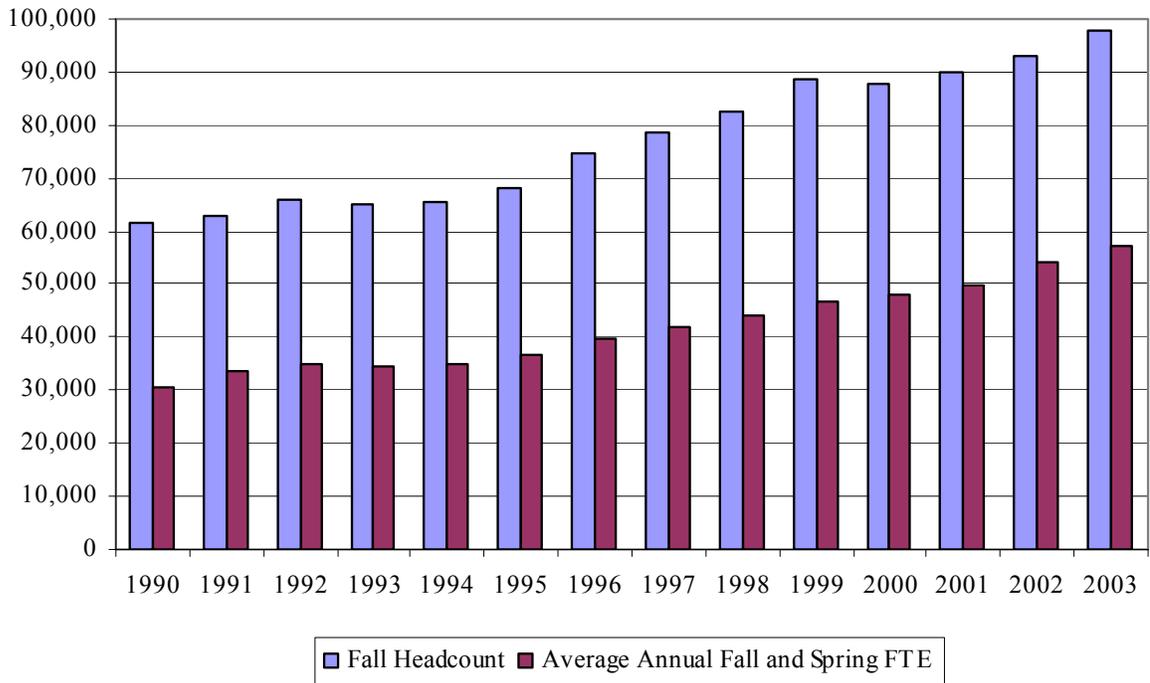
	UNLV	UNR	NSC	CCSN	GBC	TMCC	WNCC	NSHE Total
All students in remedial	2,262	732	65	5,551	508	2,353	621	12,092
Recent NV high school graduates in remedial	857	474	18	676	91	498	137	2,751
Recent NV high school graduates as percent of total in remedial	38%	65%	28%	12%	18%	21%	22%	23%

Source: NSHE, Remedial/Developmental Enrollments, Summer and Fall 2003, February 2004.

HIGHER EDUCATION

NSHE ENROLLMENT

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



Source: Nevada System of Higher Education

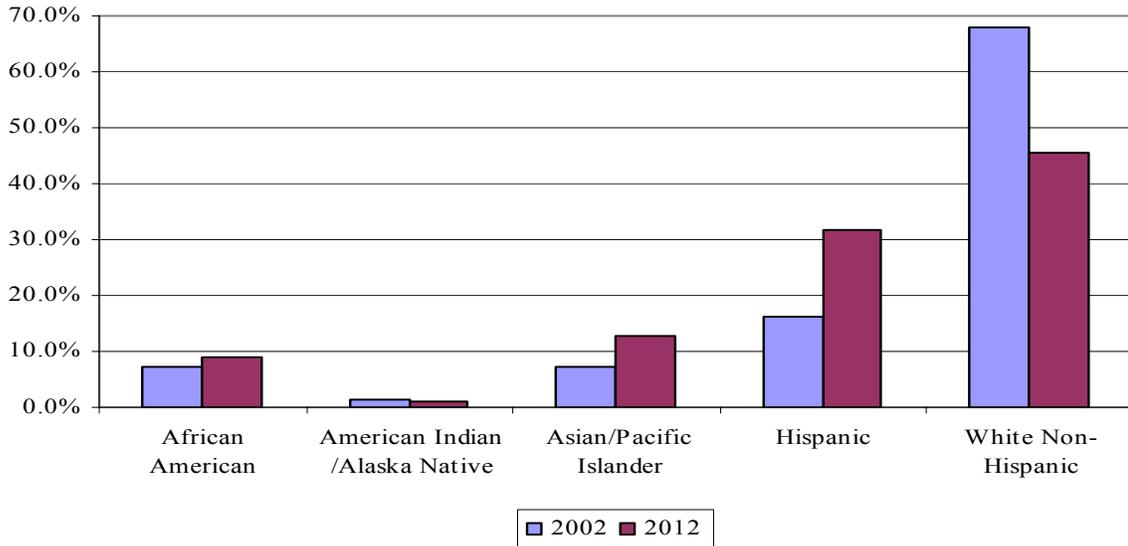
NOTE: Headcount is fall semester enrollment. FTE is average annual (average of fall and spring semester enrollment) except for 2001 through 2003, which are fall semester FTE only.



HIGHER EDUCATION

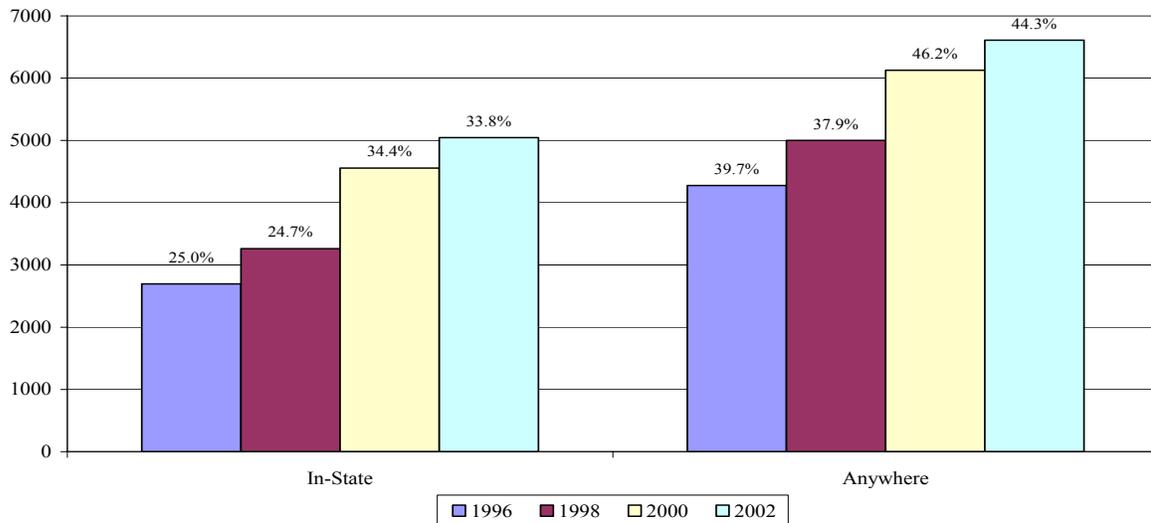
STUDENT PROFILE

DISTRIBUTION OF PROJECTED NEVADA PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY, 2001-02 AND 2011-12



Source: “Public High School Graduates: Percent of Graduates by Race/Ethnicity and State, 2002 (Actual) and 2012 (Projected),” WICHE, December 2004.

RECENT HIGH SCHOOL GRADUATES ENROLLED IN NEVADA AND TOTAL ENROLLED ANYWHERE

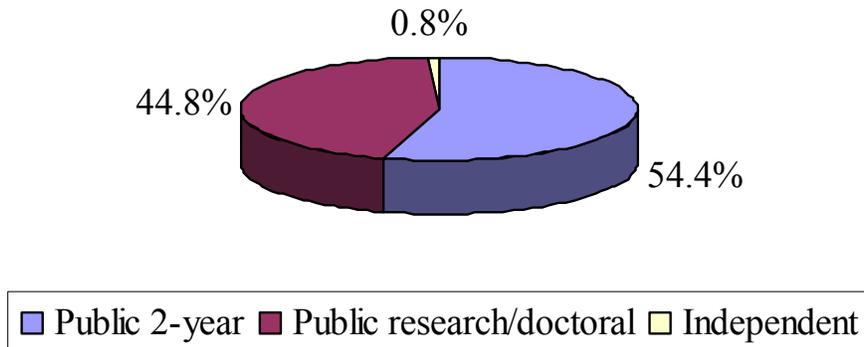


Source: “Numbers of Recent High School Graduates and First-Time Freshmen, 1991-92, 1994-95, 1996-97, 1998-99, 2000-01, 2002-03,” WICHE, December 2004.

HIGHER EDUCATION

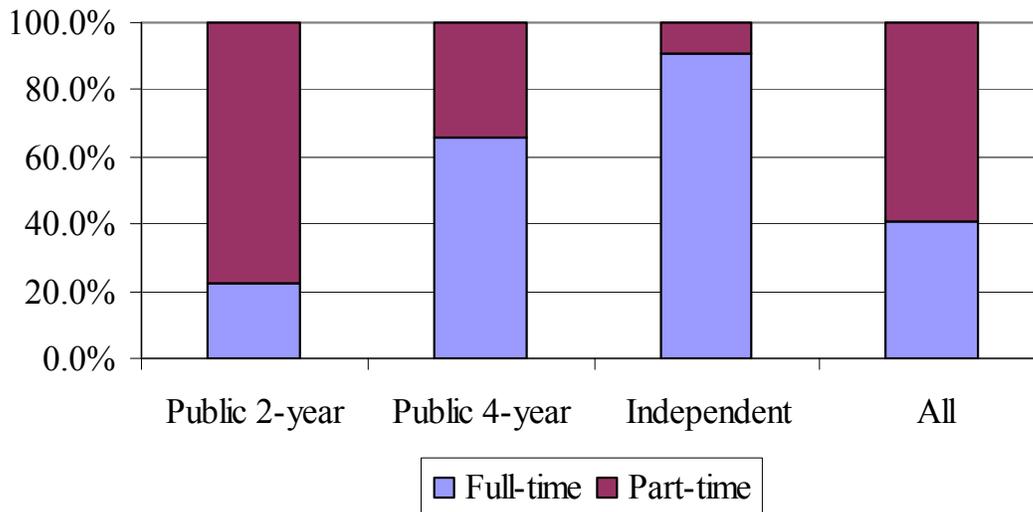
STUDENT PROFILE — UNDERGRADUATE ENROLLMENTS

UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENTS IN NEVADA INSTITUTIONS OF HIGHER EDUCATION BY SECTOR, 2000



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

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



Source: "Undergraduate Enrollment by Attendance Status and Sector, Fall 2003," WICHE, December 2004.

HIGHER EDUCATION

HISTORICAL TUITION AND FEES

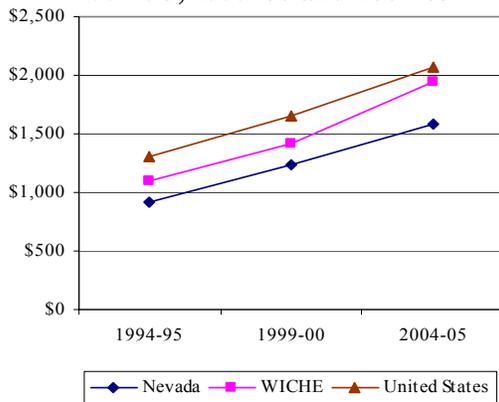
HISTORICAL FEE CHARGES PER SEMESTER FOR UNDERGRADUATE RESIDENT STUDENTS

Legislatively Approved Nevada System of Higher Education
Resident Undergraduate Credit Hour Fees, FY92 to FY05

	Community College	Annual Percent Increase	University	Annual Percent Increase
FY05	\$49.00	3.70%	\$91.00	7.10%
FY04	\$47.25	3.80%	\$85.00	7.60%
FY03	\$45.50	3.41%	\$79.00	3.27%
FY02	\$44.00	3.53%	\$76.50	3.38%
FY01	\$42.50	3.66%	\$74.00	3.50%
FY00	\$41.00	3.80%	\$71.50	3.62%
FY99	\$39.50	2.60%	\$69.00	3.76%
FY98	\$38.50	4.05%	\$66.50	3.91%
FY97	\$37.00	10.45%	\$64.00	4.92%
FY96	\$33.50	9.84%	\$61.00	5.17%
FY95	\$30.50	3.74%	\$58.00	4.50%
FY94	\$29.40	8.89%	\$55.50	8.82%
FY93	\$27.00	3.85%	\$51.00	4.08%
FY92	\$26.00		\$49.00	

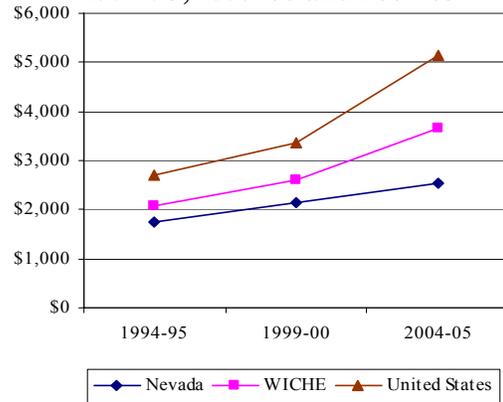
Source: Nevada Legislative Appropriations Report, Fiscal Years 1991-92 and 1992-93 through Fiscal Years 2003-04 and 2004-05, Fiscal Analysis Division, Legislative Counsel Bureau

Resident Tuition and Fees at Public Two-Year Institutions, 1994-95, 1999-00 and 2004-05



Source: "In-District/County Tuition and Fees at Public Two-Year Institutions in the WICHE Region, State Averages, 2004-05, 2003-04, 1999-2000, and 1993-94," WICHE, December 2004.

Undergraduate Resident Tuition and Fees at Public Four-Year Institutions, 1994-95, 1999-00 and 2004-05

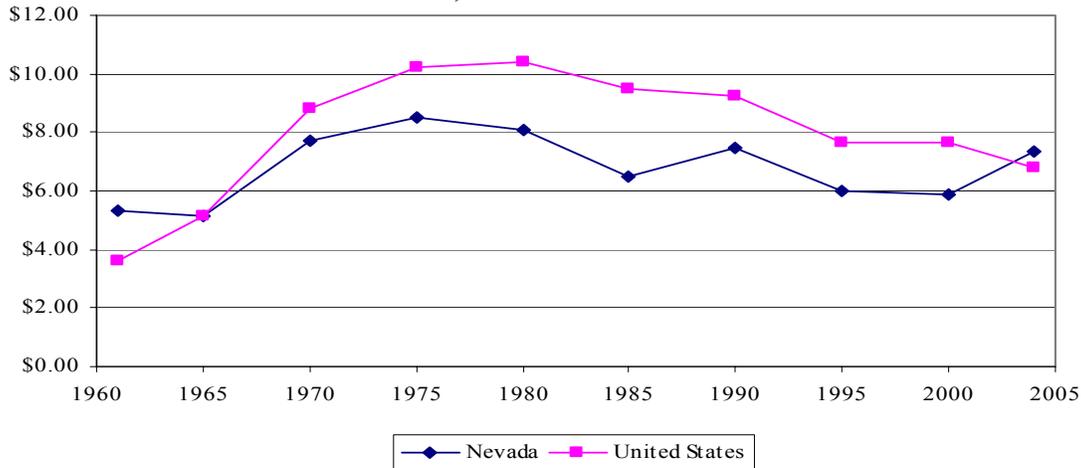


Source: "Resident and Non-Resident Undergraduate Tuition and Fees at Public Four-Year Institutions in the WICHE Region, State Averages, 2003-04, 1999-2000, and 1993-94," WICHE, December 2004.

HIGHER EDUCATION

BUDGET

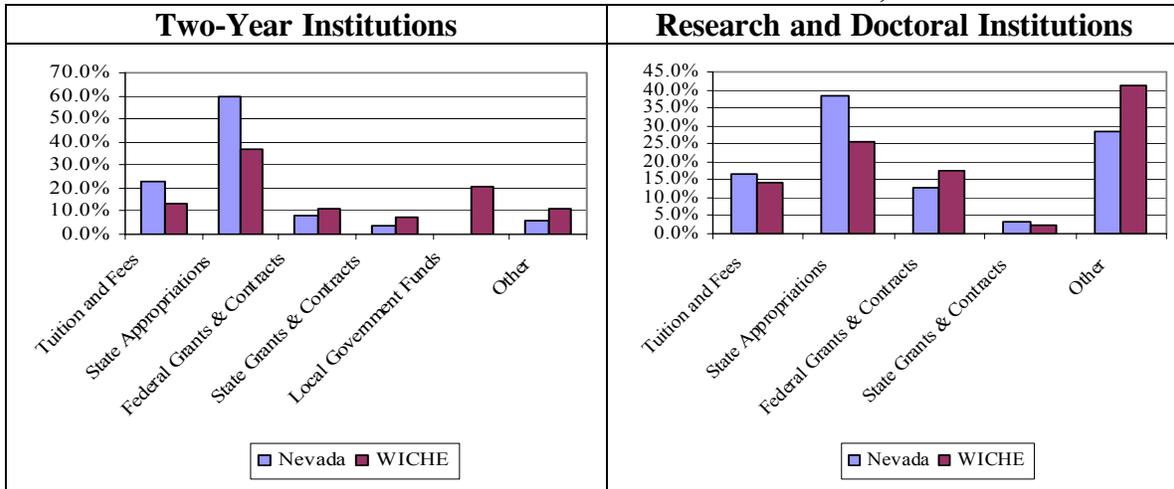
STATE TAX FUND APPROPRIATIONS FOR HIGHER EDUCATION PER \$1000 OF PERSONAL INCOME, FY 1961 TO FY 2004, NEVADA AND U.S. AVERAGE



Source: “State and Local Tax Fund Appropriations for Higher Education per \$1000 of State Personal Income,” Postsecondary Education OPPORTUNITY, January 2004.

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

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



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

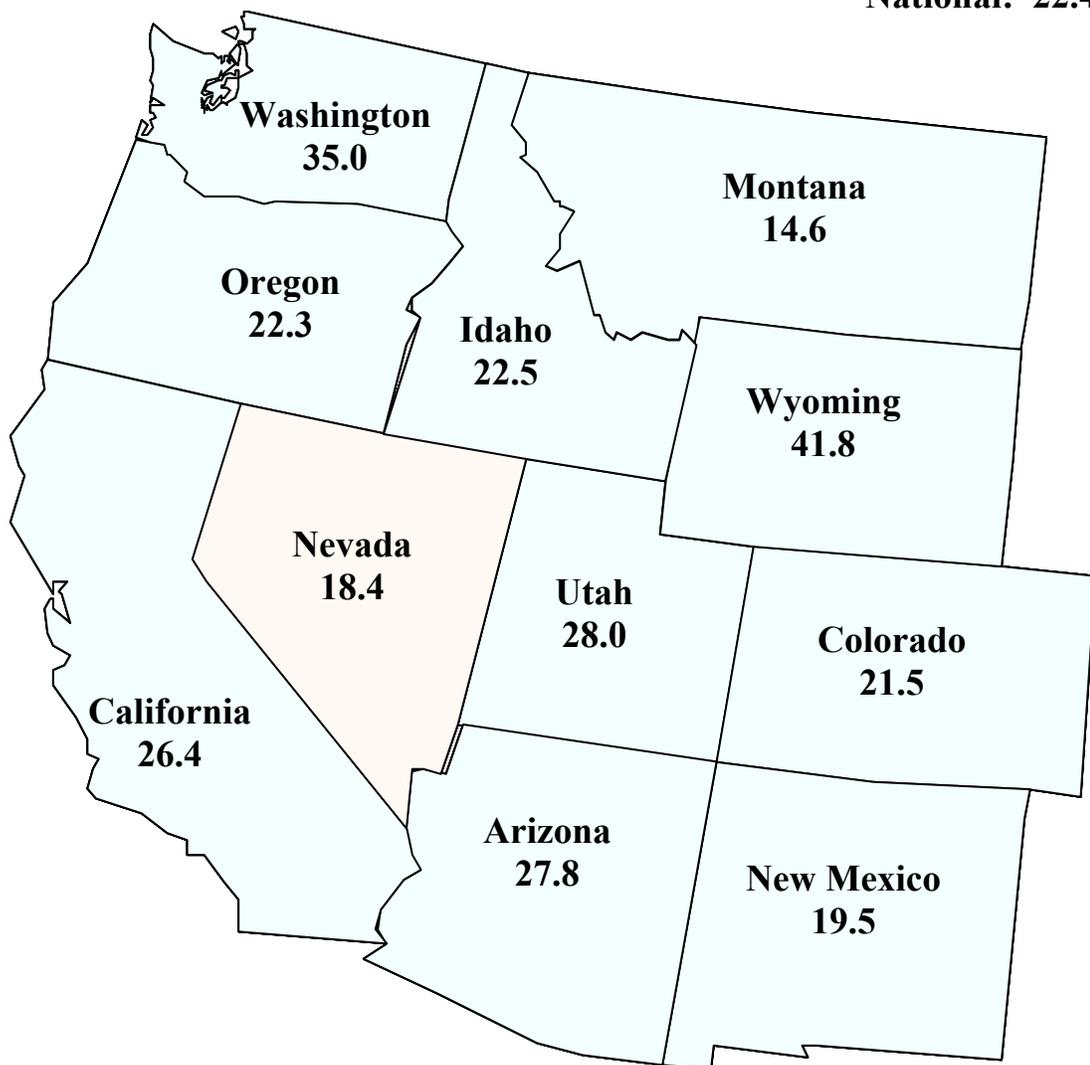
NOTE: “Other” includes federal appropriations, gifts, endowment income, sales, services, and auxiliary operations.

HIGHER EDUCATION

DEGREE TRENDS — ASSOCIATE DEGREES

DEGREE PRODUCTION PER 100 HIGH SCHOOL CLASS OF 2000 GRADUATES, PUBLIC INSTITUTIONS, ASSOCIATE DEGREES, 2002-2003 NEVADA AND WESTERN STATES

National: 22.4



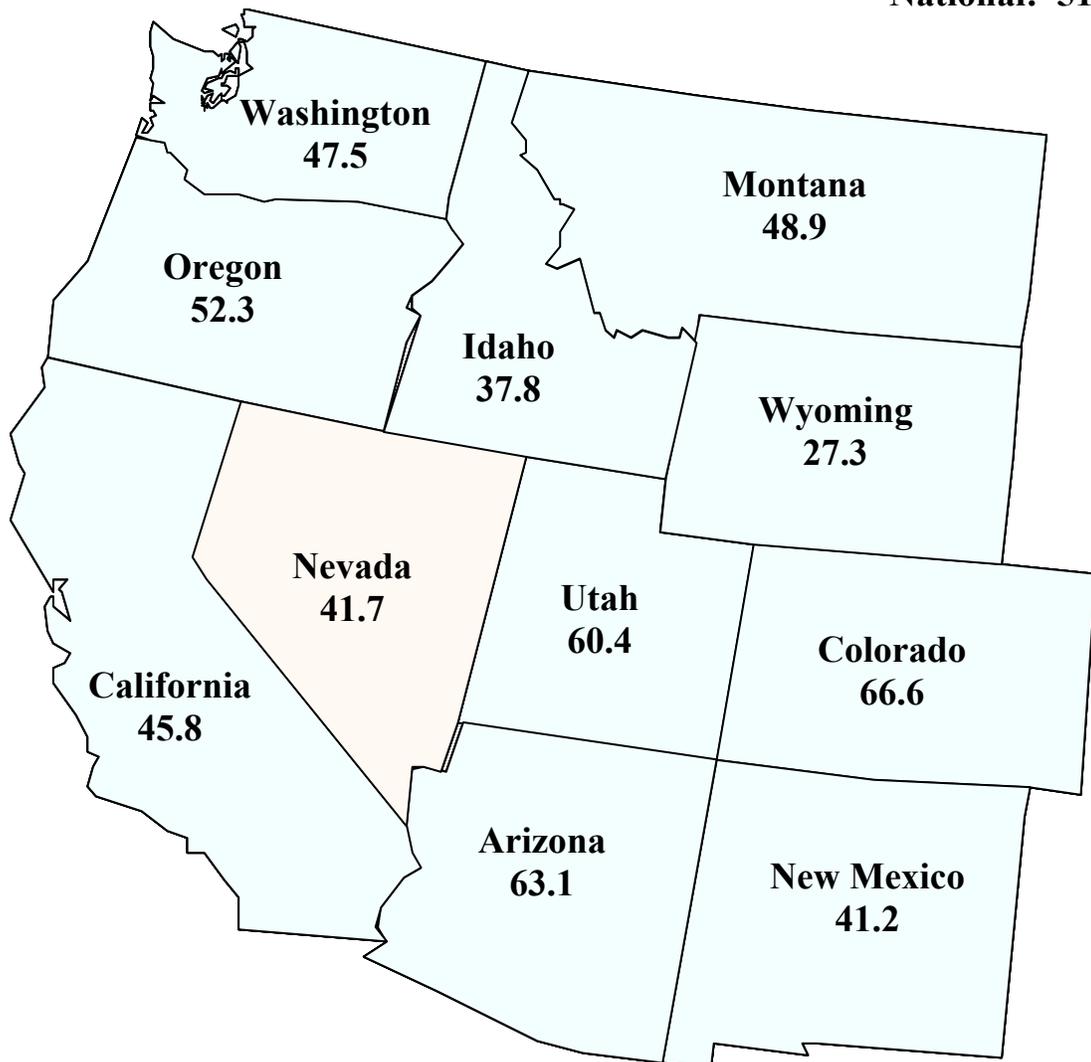
Source: "Associate Degrees Awarded per 100 High School Graduates 3 Years Earlier," The National Information Center for Higher Education Policymaking and Analysis, January 2005.

HIGHER EDUCATION

DEGREE TRENDS — BACCALAUREATE DEGREES

DEGREE PRODUCTION PER 100 HIGH SCHOOL CLASS OF 1997 GRADUATES PUBLIC INSTITUTIONS, BACCALAUREATE DEGREES, 2002-2003 NEVADA AND WESTERN STATES

National: 51.8

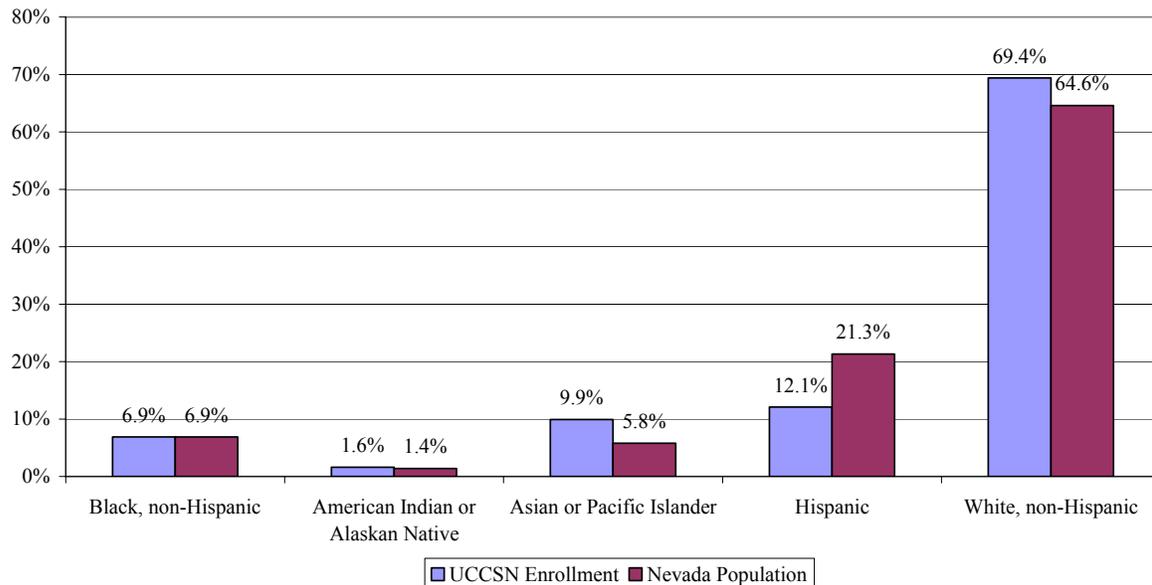


Source: "Bachelor's Degrees Awarded per 100 High School Graduates 6 Years Earlier," The National Information Center for Higher Education Policymaking and Analysis, January 2005.

HIGHER EDUCATION

FACULTY AND STUDENT RACE/ETHNICITY

ETHNIC/RACIAL DISTRIBUTION OF NSHE ENROLLMENT COMPARED TO NEVADA POPULATION, FALL 2002



Source: “Performance Indicator Report, 2003-2004,” NSHE, March 2004. IPEDS Fall Enrollment Survey, State of Nevada Demographer

NSHE ETHNIC/RACIAL ENROLLMENT GROWTH, 1992-93, 1997-98, AND 2002-2003

	Black, non- Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non- Hispanic
Fall 1992	3,185	993	3,314	4,082	50,227
Fall 1997	4,120	1,249	5,152	6,897	53,911
Fall 2002	5,609	1,324	8,065	9,780	56,292
10-year Absolute Growth	2,464	331	4,751	5,698	6,065
10-year Percent Growth	76.1%	33.3%	143.4%	139.6%	12.1%

Source: “Performance Indicator Report, 2003-2004,” NSHE, March 2004. IPEDS Fall Enrollment Survey, State of Nevada Department of Education

NOTE: Data on race/ethnicity are not available for students who are non-resident aliens or who report their race/ethnicity as “unknown.”

HIGHER EDUCATION

CRIMINAL ACTIVITY

Alleged Criminal Offenses Reported to Campus Security—On-Campus

Offense	UNLV		UNR		NSC		CCSN		GBC		TMCC		WNCC	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Murder/Non-negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible sex offenses	2	2	4	2	0	0	0	0	0	0	0	0	0	0
Non-forcible sex offenses	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Robbery	4	3	1	1	0	0	6	2	0	0	0	0	0	0
Aggravated assault	1	1	3	3	0	0	0	1	0	0	0	0	0	3
Burglary	80	125	39	26	0	0	14	32	0	0	6	5	0	0
Motor vehicle theft	53	70	6	10	0	0	26	30	0	0	0	0	0	0
Arson	5	0	1	1	0	0	1	0	0	0	0	0	0	0

Source: National Center for Education Statistics, U.S. Department of Education, IPEDS College Opportunity On-Line

Arrests On-Campus for Liquor, Drugs, and Weapons Violations

Arrests	UNLV		UNR		NSC		CCSN		GBC		TMCC		WNCC	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Liquor	30	25	22	34	0	0	0	0	0	0	0	0	0	0
Drugs	34	26	4	6	0	0	0	0	0	0	0	1	0	0
Weapons	2	6	0	0	0	0	1	0	0	0	0	0	0	0

Source: National Center for Education Statistics, U.S. Department of Education, IPEDS College Opportunity On-Line

NOTE: The statistics represent alleged criminal offenses reported to campus security authorities or local police agencies. Therefore, the data collected do not necessarily reflect prosecutions or convictions for crime. Because some statistics are provided by non-police authorities, the data are not directly comparable to data from the Federal Bureau of Investigation's Uniform Crime Reporting System, which only collects statistics from police authorities.

HIGHER EDUCATION

NEVADA GEAR-UP - FUNDING

The State of Nevada was awarded the GEAR UP federal grant in Fall 2001. The goal of Nevada GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is to help more low-income students become prepared academically and financially to enter into and succeed in college. Nevada GEAR UP is operated by the Nevada Department of Education, in conjunction with the Nevada Governor's Office, the Nevada Treasurer's Office, and the Nevada System of Higher Education (NSHE). Nevada has \$13 million to implement Nevada GEAR-UP from FY 2001-02 through FY 2006-07.

For FY 2001-02, Nevada GEAR UP targeted 7th grade students in 13 middle schools, all with a poverty level of at least 60 percent. Six schools are from Clark County School District, two schools are from Nye County School District, and one school each is from Elko, Esmeralda, Humboldt, Mineral, and Washoe County School Districts. GEAR UP services have followed this 7th grade cohort of students as they have proceed through their school career – from 7th to 8th grade, and so on. The following table provides a list of the 15 high schools by school district, the amount of funds each school received in FY 2003-04, and the respective college/university partners.

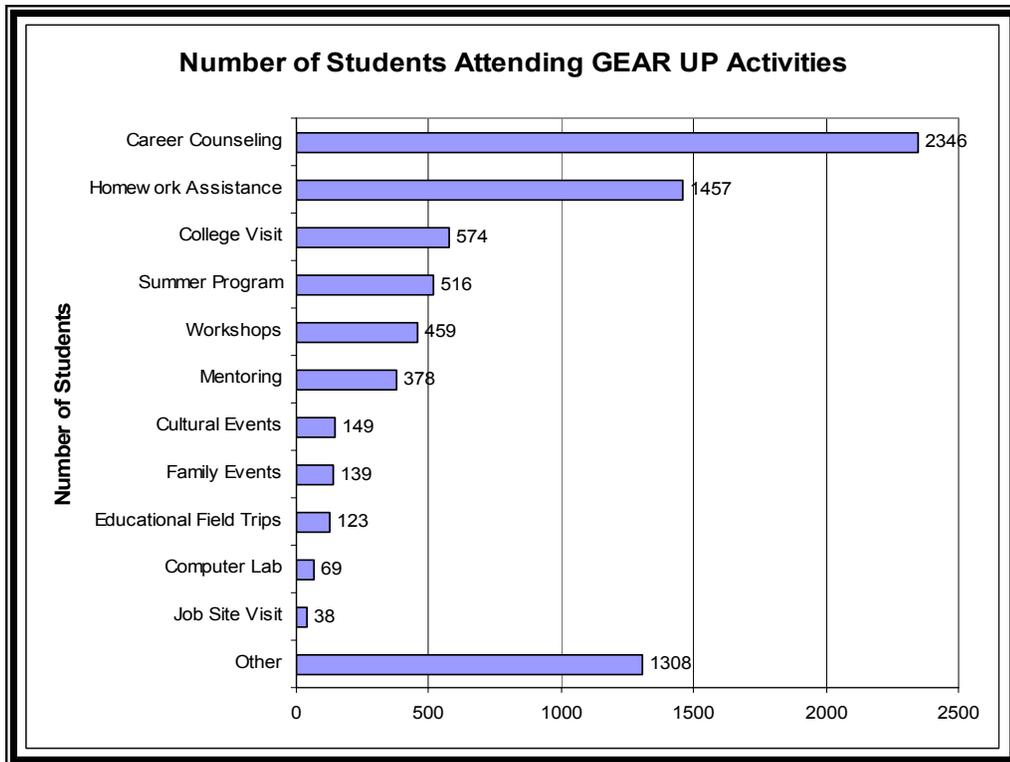
District/School	Allocation	Partner
Clark		
Clark	\$77,900	Community College of Southern Nevada (CCSN)/University of Nevada Las Vegas (UNLV)/Nevada State College (NSC)
Desert Pines	\$77,900	
Mojave	\$32,800	
Palo Verde	\$32,800	
Rancho	\$77,900	
Valley	\$77,900	
Western	\$32,800	
Elko		
Owyhee	\$25,000	Great Basin College (GBC)
Humboldt		
McDermitt	\$25,000	Great Basin College (GBC)
Lyon		
Yerington	Served thru Mineral County	Western Nevada Community College
Mineral		
Mineral	\$25,000	Western Nevada Community College
Nye		
Beatty	\$25,000	CCSN/WNCC/UNLV/NSC
Gabbs	\$25,000	
Tonopah	\$25,000	
Washoe		
Hug	\$57,455	University of Nevada Reno (UNR)/Truckee Meadow Community College
TOTAL	\$617,455	

Source: Evaluation of GEAR UP, Pacific Research Associates, 2003-04.

HIGHER EDUCATION

NEVADA GEAR-UP PARTICIPANTS AND ACTIVITIES

Program	Total Participants
Beatty High	34
Gabbs High	7
McDermitt Combined	18
Mineral County	1
Owyhee Combined	26
Tonopah High	28
Yerington High	9
Hug High	197
Clark High	397
Desert Pines High	353
Mojave High	140
Palo Verde High	75
Rancho High	424
Valley High	269
Western High	126
Other High Schools	710
Total	2,814



Source: Evaluation of GEAR UP, Pacific Research Associates, 2003-04.

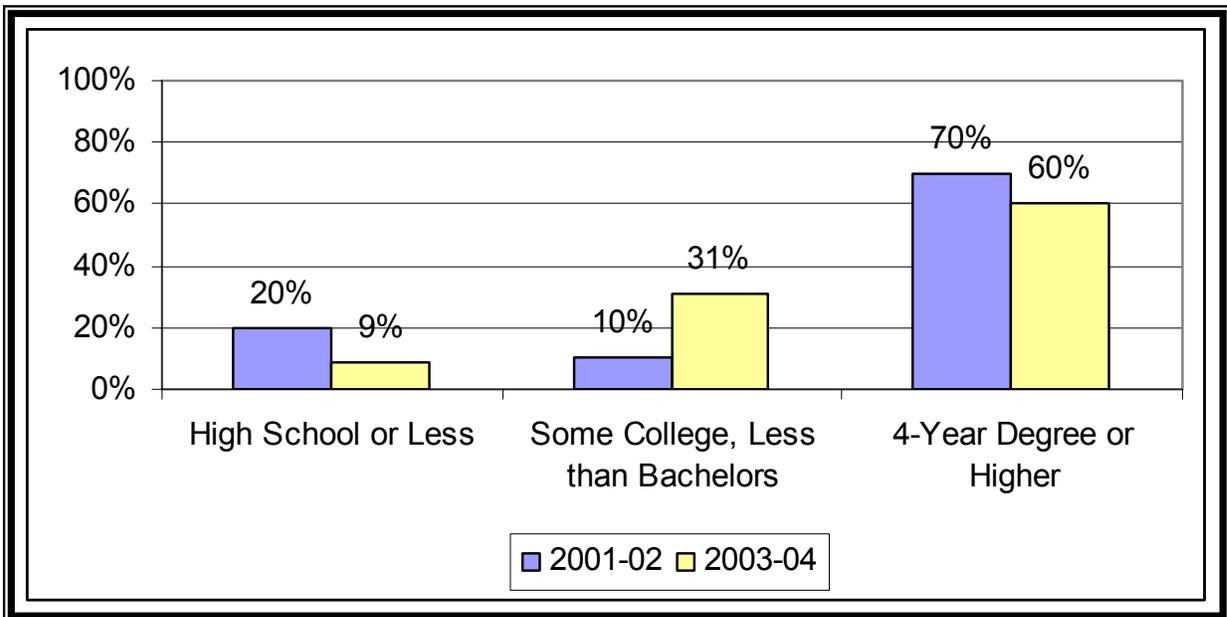
HIGHER EDUCATION

NEVADA GEAR-UP EVALUATION

Student Survey

The results to this question changed substantially from 2001-02 to 2003-04. A substantially smaller percent of students believe that they will obtain a high school degree or less (i.e., 20% in 2001-02 and 9% in 2003-04). Substantially more students plan to obtain some college education. When compared to whole group survey results, it is reasonable to suggest that GEAR UP may have contributed to part of this change.

Survey Question: *What is the highest level of education that you expect to obtain?* (n=598 for 2001-02, n=603 in 2003-04).



Source: Evaluation of GEAR UP, Pacific Research Associates, 2003-04.

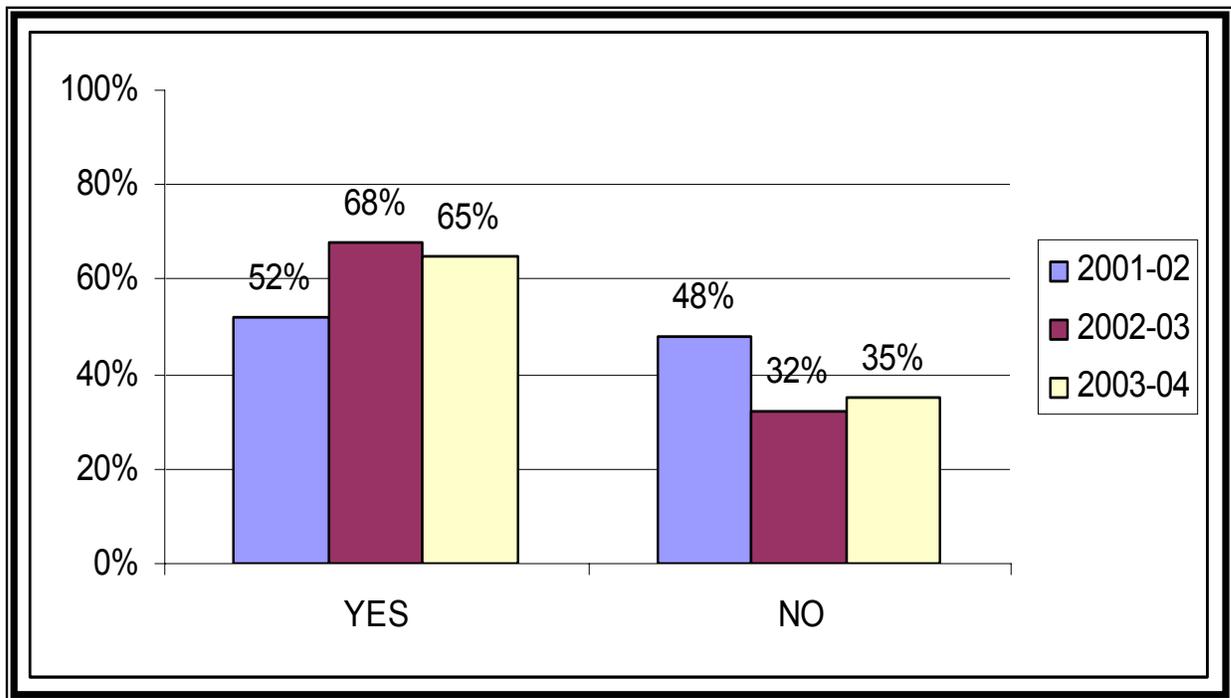
HIGHER EDUCATION

NEVADA GEAR-UP EVALUATION

Student Survey

The results to this question show a larger percent of students believed that their participation in GEAR UP changed their plans about attending college in 2002-03 (68%) than in 2001-02 (52%). In 2003-04, the percent of students (65%) who believed that their participation in GEAR UP changed their plans about attending college was similar to 2002-03.

Survey Question: *Has your participation in GEAR UP changed your plans about attending college?* (n=1003 for 2001-02, n=1483 for 2002-03, n=1672 for 2003-04)



Source: Evaluation of GEAR UP, Pacific Research Associates, 2003-04.

XII. MISCELLANEOUS PROGRAMS

BACKGROUND

Adult and Alternative Education — covers several distinct programs including the Adult High School Diploma (AHSD) program for students over 17 years of age (includes prison education programs); Adult Basic Education (ABE) for literacy and English as a Second Language (ESL) classes; General Educational Development (GED) tests for adults to obtain a high school diploma; and alternative education for students at risk of dropping out of high school.

Charter Schools — were initially authorized by Senate Bill 220 in the 1997 Session. The first charter school opened in Nevada in 1998. By the next year there were five operational charter schools and, for School Year (SY) 2003-2004, 16 charter schools were open in Nevada serving over 3,803 students. Statewide fiscal data were collected for charter schools and through In\$ite. In SY 2002-2003, total state expenditures for charter schools were approximately \$13 million.

Early Childhood Education — in Nevada is primarily provided through state funds for the Nevada Early Childhood education program. These projects promote early care and education programs for pre-schoolers. Senate Bill 8 of the 20th Special Session appropriated \$2.9 million in each year of the 2003-2005 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs.



Adult & Alternative Education

Current Data		Adult Basic Education		Adult High School Diploma		GED Testing		Alternative	
FY04 Funding	Federal	State		Federal	State	Federal	State	Federal	State
Amount	\$4,156,379	\$465,072		No State or Federal Funds Available	\$17,843,596	No State or Federal Funds Available	\$4,424	Statewide average per regular enrolled pupil.	
Source	USDOE/State Match Average per Student: \$420.65		Distributive School Account Average per Student: \$830.86	Applicant pays \$50 fee to local test center.		Distributive School Account			
Method	RFP (April)	Formula/RFP		District Determination					
Period	Fiscal Year	Fiscal Year		Calendar Year		Fiscal Year			
FY04 Count	8,732	21,476		3,854 GEDs issued in 2003		16,808 Estimated in FY04 (not identified in year-end data)			
Legislation									
Federal	WIA Title II		N/A	N/A		N/A		N/A	
State	Adult Literacy		NRS 385.080 NAC 389.017; 389.688	NAC 385		NRS 388.532, 537, 550-70 NAC 387, 388.500-520			
Requirements									
Age	17 or older		17 or older	NV Resident 16 or older		N/A		N/A	
Education	No high school diploma or GED		No High School Diploma	No High School Diploma Withdrawn		No High School Diploma Enrolled			
Income	N/A		N/A	N/A		N/A			
Target Population									
	Low income, disabled, single parent, displaced homemaker, multiple barriers, homeless, institutionalized, minority, limited literacy, without high school diploma.		Without High School Diploma	Without High School Diploma		Without High School Diploma		At risk of dropping out; (pregnant, parent, chronic illness, self-supporting, credit deficient, chronic absence special needs).	
Program Elements									
	(1) Provide basic skills including literacy and numeracy as well as preparation for transition to secondary education or job preparation classes; and (2) Provide instructional preparation for the GED test. Workplace literacy and family literacy are also components in all programs. Referrals are made to partner programs for assistance with childcare, transportation, and other potential barriers to class attendance. CASAS testing is required for assessment.		Core curriculum and electives. Many programs provide basic education, ESL, GED prep and testing, and dual credit courses. Most programs are self-paced and competency based with open enrollment/exit. Some programs provide flexibility for students who have difficulty attending class due to work, childcare, or transportation issues. Must pass proficiency exam for diploma.	GED test centers test anyone meeting above requirements.		Minimally include core curriculum for standard, adult or advanced HSD. May include flexible hours, childcare, transportation, correspondence or dual credit courses, or independent study. Must pass proficiency exam for diploma.			

Source: Nevada Department of Education, Office of Career, Technical and Adult Education, January 2005

MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM ENROLLMENT, DIPLOMAS, AND GED CERTIFICATES 2003-2004					
Program Name	Number Enrolled	Obtained A High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	449	27	6.01%	85	17.35%
Churchill County School District	149	14	9.39%	4	2.68%
Clark County School District	12,369	738	5.97%	1,226	9.91%
Douglas County School District	32	1	3.13%	4	12.50%
Elko County School District	175	23	13.14%	30	17.14%
Humboldt County School District	389	4	1.02%	26	6.68%
Lander County School District	64	1	1.56%	13	20.31%
Lincoln County School District	83	17	19.10%	53	63.86%
Lyon County School - Dayton	403	53	13.15%	107	26.55%
Mineral County School District	38	1	2.63%	14	36.84%
Nye County School District	269	9	3.35%	4	1.49%
Pershing County School District	72	3	4.17%	1	1.39%
Washoe High School	2,520	139	5.51%	172	6.83%
White Pine County School District	17	1	5.88%	5	29.41%
TOTAL	17,029	1,031	6.05%	1,744	10.24%

Source: Nevada Department of Education, January 3, 2005.



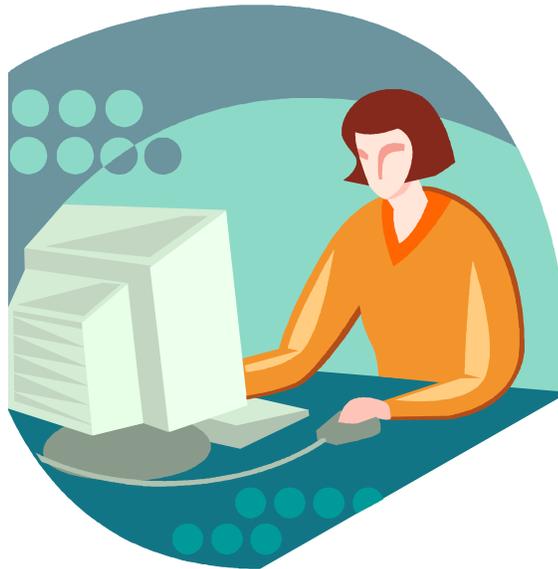
MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM – CORRECTIONS ENROLLMENTS, DIPLOMAS, AND GED CERTIFICATES 2003-2004					
Program Name	Number Enrolled	Obtained a High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	1,397	72	5.15%	87	6.22%
CCSD –Institutional Programs	1,950	114	5.85%	160	8.20%
Pershing County School District	497	0	0.00%	0	0.00%
White Pine County School District	594	24	4.00%	9	1.51%
TOTAL	4,438	210	4.73%	256	5.77%

CCSD = Clark County School District

SOURCE: Nevada Department of Education, Career, Technical, and Adult Education, January 03, 2005.



MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

NUMBER OF CHARTER SCHOOLS IN SPRING 2003 FOR THE WESTERN STATES



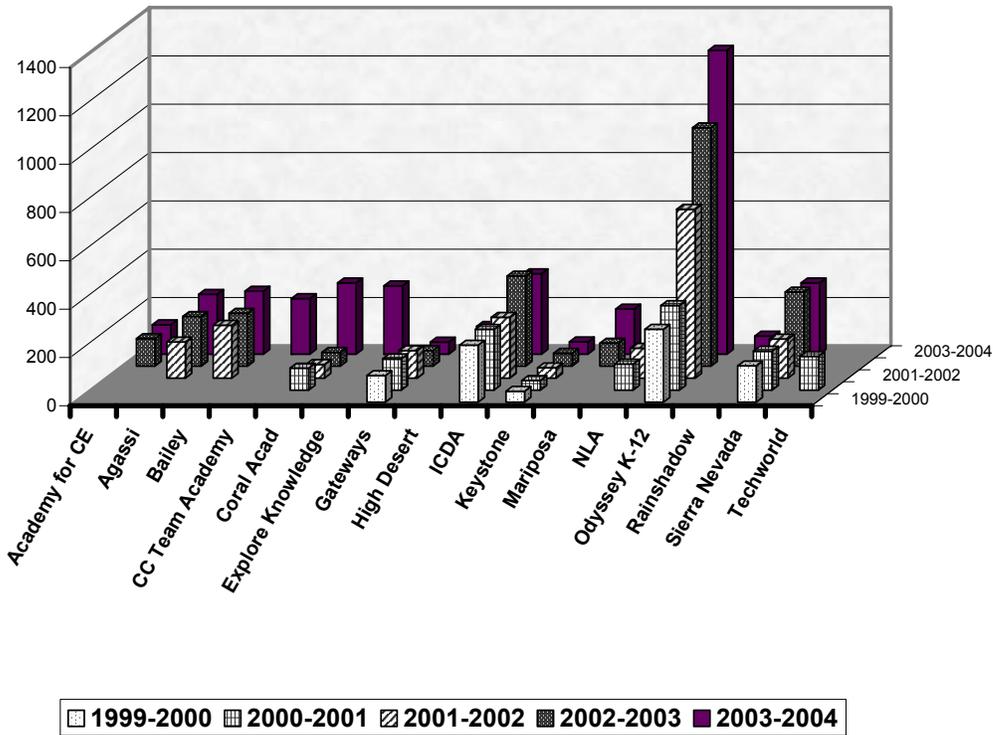
Source: Center for Education Reform

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

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

Charter School Enrollment



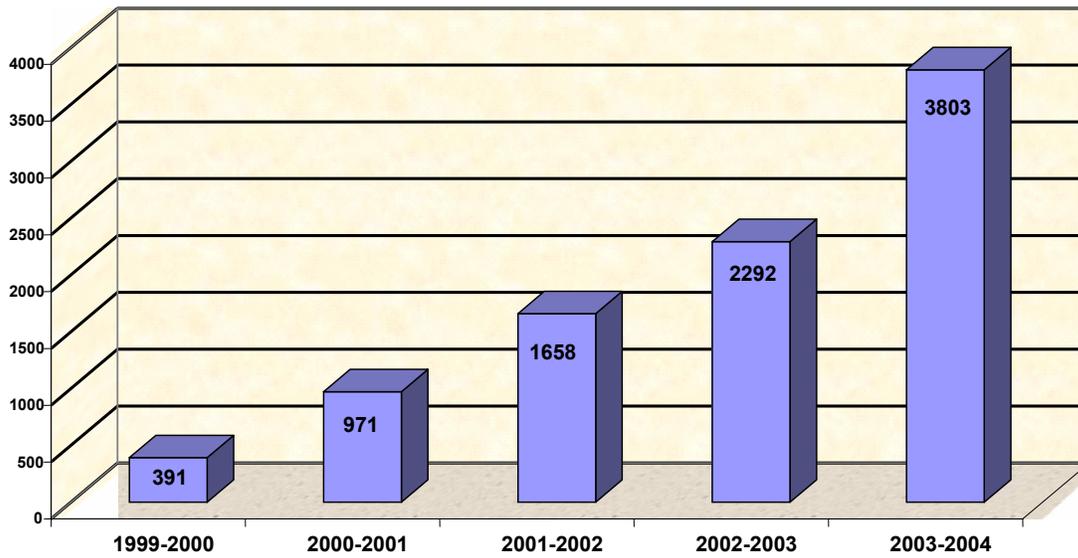
Source: Nevada Department of Education



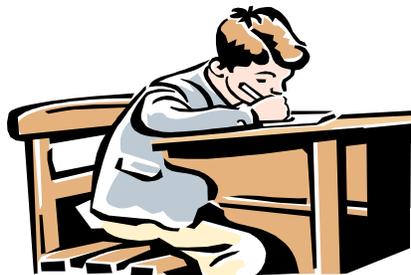
MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

**TOTAL CHARTER SCHOOL ENROLLMENT
STATEWIDE
1999-2004**

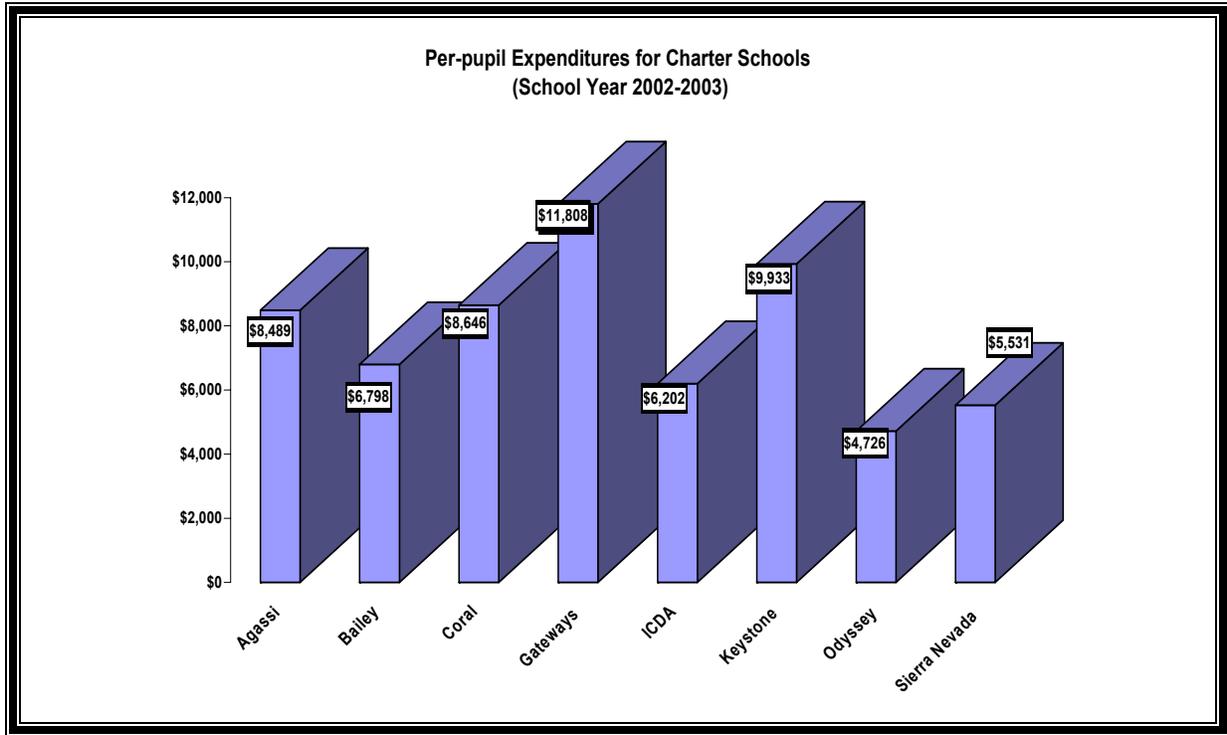


Source: Nevada Department of Education



MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS



Source: InSite Financial Report, 5-Function Data



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Senate Bill 8 of the 20th Special Session of the Nevada Legislature appropriated \$2.9 million in each year of the 2003-05 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs. The funding could be used either to initiate or expand pre-kindergarten education programs. The following table shows the ten sponsors that received funds during FY 2003-04, as well as information concerning the number sites and whether the programs were initiated or expanded programs.

Sponsor Agency/ Program Location	Number of Sites	Initiated Program	Expanded Program	FY 2001-02 Award
Carson City School District	2	1	1	\$220,000
Churchill County School District	1	1		\$108,000
Clark County School District	12	5	7	\$1,229,804
Classroom on Wheels (COW)	15	8	7	\$301,000
Douglas County School District	1	1		\$100,000
Great Basin College	1		1	\$105,000
Humboldt County School District	1	1		\$180,000
Pershing County School District	1	1		\$100,000
Washoe County School District	7	5	2	\$444,000
White Pine County School District	1	1		\$108,779
Total	42	24	18	\$2,896,583

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

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Participation – FY 2003-04

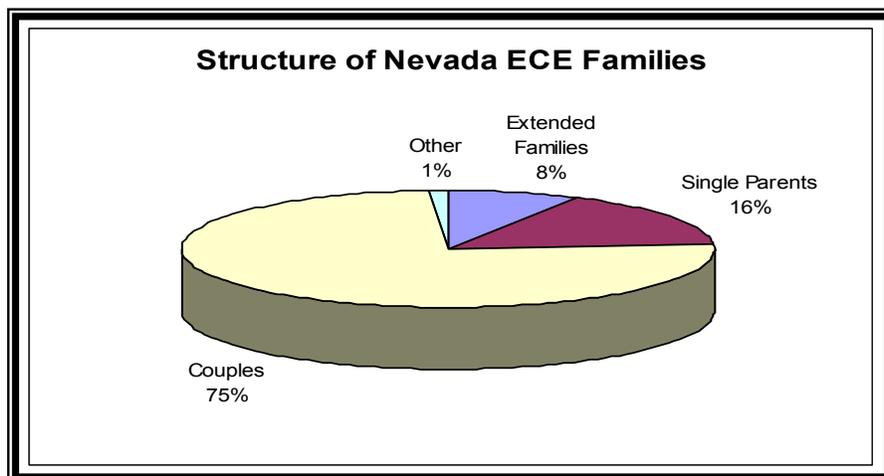
The characteristics of Nevada Early Childhood Education (ECE) participants are based upon data from ten projects that provided services to 1,027 families, including 1,054 children and 1,055 adults who participated in services from July 1, 2003, through June 30, 2004. The following table shows the number of families, adults, and children served by Nevada ECE projects during FY 2003-04:

Project	Families	Children	Adults	Total Participants
Carson City	84	84	86	170
Churchill County	35	35	39	74
Clark County	291	298	299	597
Classroom on Wheels	236	242	236	478
Douglas County	25	25	28	53
Great Basin College	34	35	35	70
Humboldt County	49	49	49	98
Pershing County	36	38	38	76
Washoe County	220	230	228	458
White Pine County	17	18	17	35
Total	1,027	1,054	1,055	2,109

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

Characteristics of Families – 2003-04

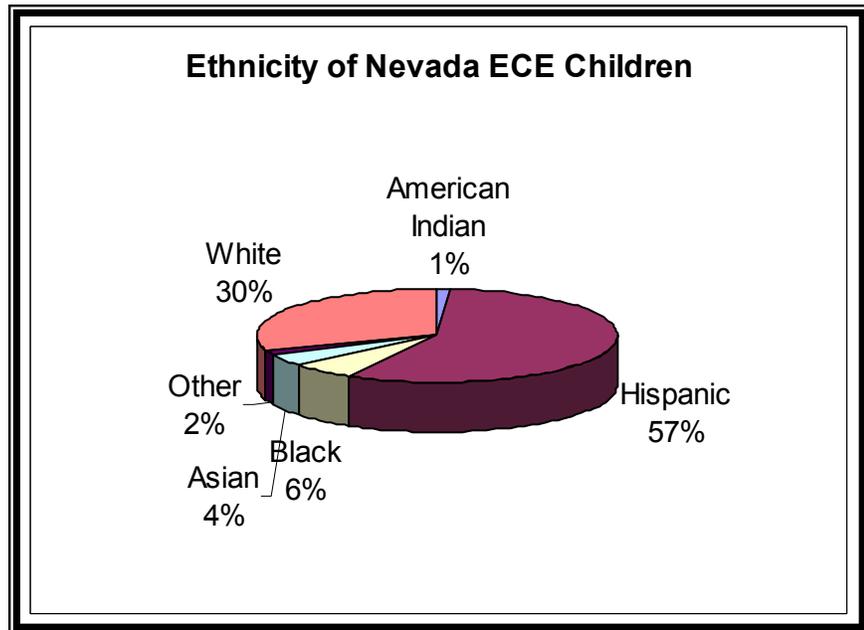
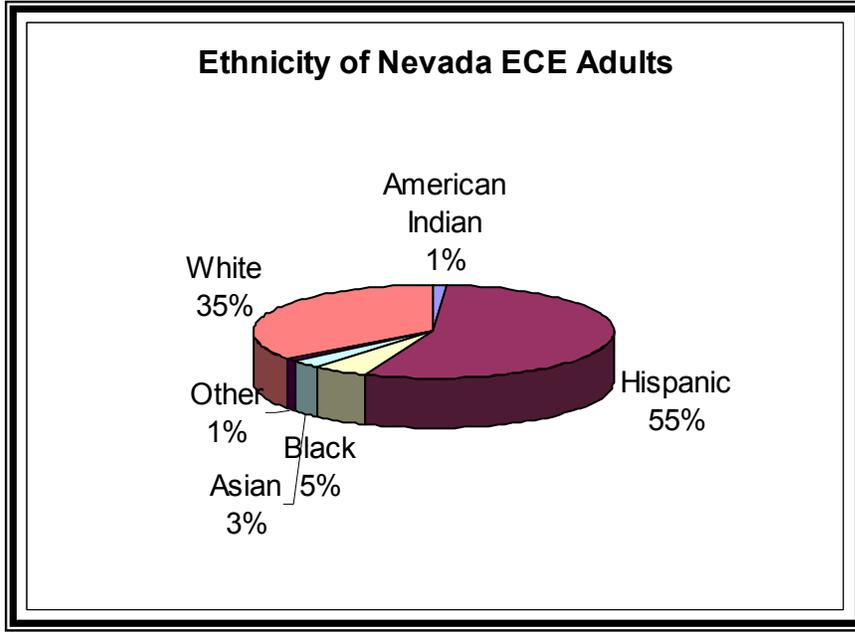
The largest percentage of families participating in Nevada ECE described themselves as couples (773 families or 75 percent), followed by single parent families (162 families or 16 percent), extended family households (81 families or 8 percent), and other (9 families or 1 percent).



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES – 2003-04 (CONTINUED)



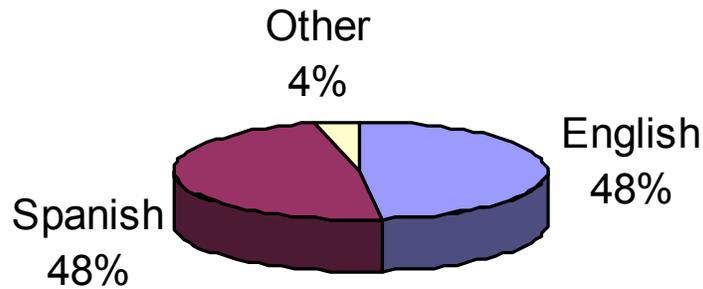
Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

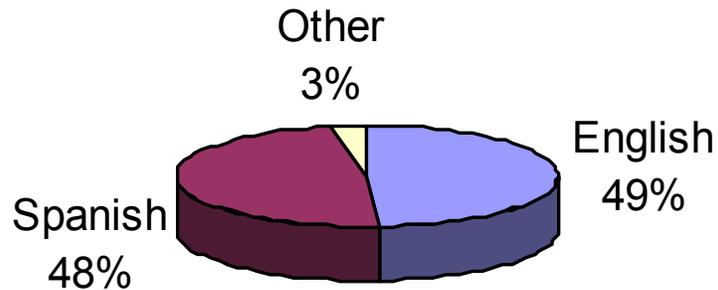
EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES – 2003-04 (CONTINUED)

Language of Nevada ECE Adults



Language of Nevada ECE Children



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

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Outcome Indicators — Pre- Post-Test Gains

Pre- and post-test measures for children participating in the Nevada ECE program were collected to determine overall impact of the program. The test utilized was the Preschool Language Scale-3 (PLS-3). The following table shows the pre- and post-test scores for children during FY 2001-02. To help interpret the overall impact of Nevada ECE on children as measured by the PLS-3, the mean gain scores were calculated. Results show that the 30 children tested made a mean gain of 6.3 standard score points on the Auditory Comprehension subtest and 29 children made a mean gain of 6.4 standard score points on the Expressive Communication subtest. These results show that, overall, Nevada ECE had a positive effect on the auditory comprehension and expressive communication of participating children; however, the gains were not consistent enough among the children to achieve the state outcome indicator of *“Seventy percent (70%) of ECE children from birth until they enter kindergarten with a minimum of four months of participation will increase their standard score on the auditory comprehension and expressive communication subtests of the PLS-3.”*

Subtest (n)	Pre-Test Mean	Post-Test Mean	Mean Gain
Auditory Comprehension (n=30)	95.3	101.6	6.3
Expressive Communication (n=29)	96.2	102.6	6.4

Parent/Child Reading Time Together (2001-02)

Another outcome indicator for the program was *“Thirty percent (30%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.”* Pre-test and post-test data were available for 743 children. The table below shows that parents of these children spent an average of 0.76 more hours (46 minutes) per week reading to or with their child (a gain of 45 percent) at the end of the evaluation period.

Pre-Test Mean	Post-Test Mean	Mean Gain
3.12	3.68	.56

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

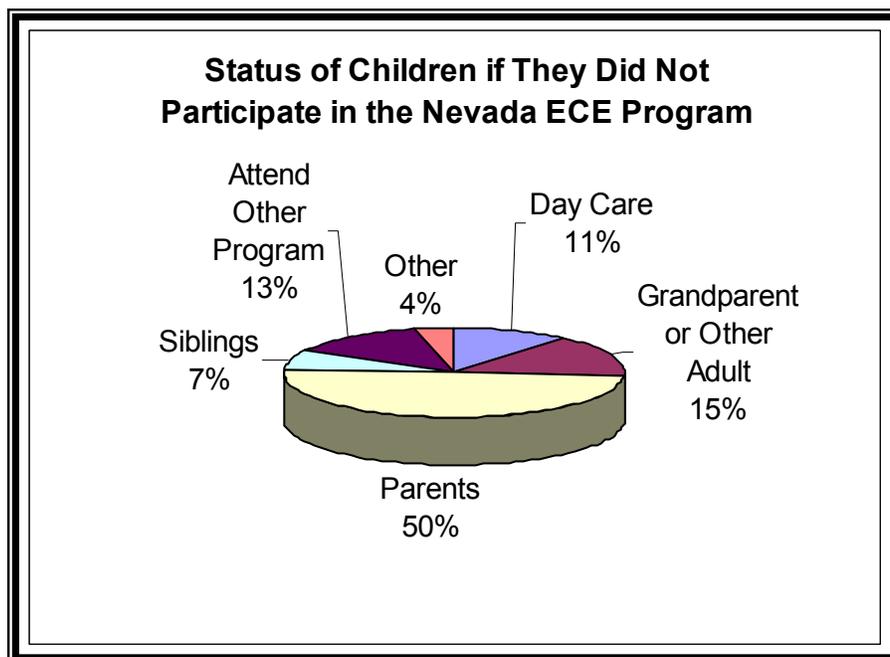
MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Status if Child Did Not Participate in Early Childhood Education Program (2003-04)

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

What would the child do if he/she did not participate in the Early Childhood Education Program?	Number and Percent of Children
a) Attend day care	144 (11%)
b) Stay with grandparents or other adult family member	196 (15%)
c) Stay at home with parents	641 (50%)
d) Stay at home with siblings	87 (7%)
e) Attend other preschool or infant/toddler program	166 (13%)
f) Other	48 (4%)



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