



2011 Nevada Education Data Book



2011 NEVADA EDUCATION DATA BOOK



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Introduction

Chapter 1

The material contained within the *2011 Nevada Education Data Book* represents a compilation of sources that are of potential use to State and local policymakers. The concept for this document was the brainchild of the late Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau (LCB).

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

As a rule, the sections present information concerning the State as a whole, district level information, and, when available, comparisons with the United States and the other ten western states surrounding Nevada. The table located on the following page presents general education data profiles for Nevada and comparison states.

The data contained in this document were selected and compiled by the staff of the LCB's Research Division. By necessity, this report represents a snapshot in time, listing the most current data that could be identified with regard to the selected topics. Often, additional information and more up-to-date statistics will become available, and those using the document are cautioned to seek revised information from the cited sources.

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

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

School Year 2008-2009

STATES	NUMBER OF SCHOOLS					TOTAL STUDENTS	TOTAL TEACHERS	PUPIL-TEACHER RATIO
	Total Schools	School Type						
		Regular	Special Ed	Voc Ed	Alternative			
United States	98,706	88,801	2,289	1,409	6,207	49,053,786	3,221,917	15.2
Arizona	2,186	1,908	20	172	86	1,085,822	54,696	19.9
California	10,029	8,451	145	76	1,357	6,240,184	303,647	20.8
Colorado	1,779	1,672	10	5	92	817,605	48,692	16.8
Idaho	735	629	11	11	84	274,672	15,148	18.2
Montana	830	823	2	0	5	141,899	10,467	13.6
Nevada	617	579	7	1	30	433,371	21,993	19.7
New Mexico	853	808	6	1	38	328,420	22,825	14.5
Oregon	1,304	1,261	3	0	40	556,380	30,152	18.5
Utah	1,029	849	81	6	93	559,687	23,657	23.7
Washington	2,321	1,883	106	12	320	1,037,018	54,428	19.1
Wyoming	360	332	3	0	25	87,153	7,000	12.5

Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data, 2008-2009*.



Chapter 2 Demographic Data—Students, Educational Personnel, and State Administrative Personnel

Background

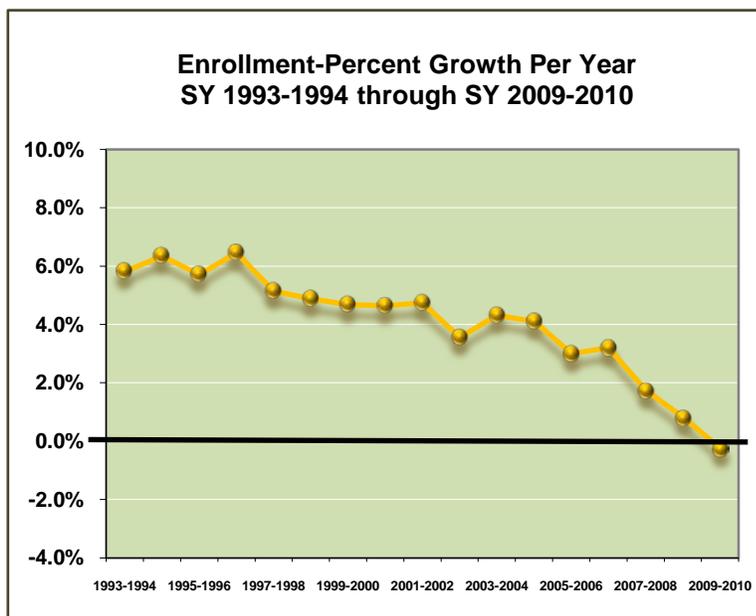
For the past three decades a primary focus of the State and many local governments has been the impact of Nevada's explosive growth. The effect of this growth upon government services has been significant, and the associated increase in student enrollment upon public schools is an important part of that overall picture. According to the United States Department of Education, National Center for Education Statistics (NCES), from 2000 to 2006, Nevada's PK-12 enrollment in public schools grew by 24.5 percent, leading the nation. The NCES has issued projections that show Nevada second only to Arizona in the nation in enrollment growth, with a projected percent increase of approximately 40 percent from 2006 through 2018.

Although past enrollment growth has had a profound impact upon both district staffing and infrastructure in Nevada, especially in Clark County, review of more recent enrollment growth percentages shows enrollment growth leveling off. Throughout the 1990s until School Year (SY) 2001-2002, enrollment growth in Nevada averaged 5 percent per year. Beginning with SY 2002-2003, enrollment growth began to level off, with 4 percent growth in SY 2003 and declining to 0 percent growth for SY 2009-2010.

Part of Nevada's large enrollment growth has involved an increase in ethnic minority student populations. According to the U.S. Department of Education—National Clearinghouse for

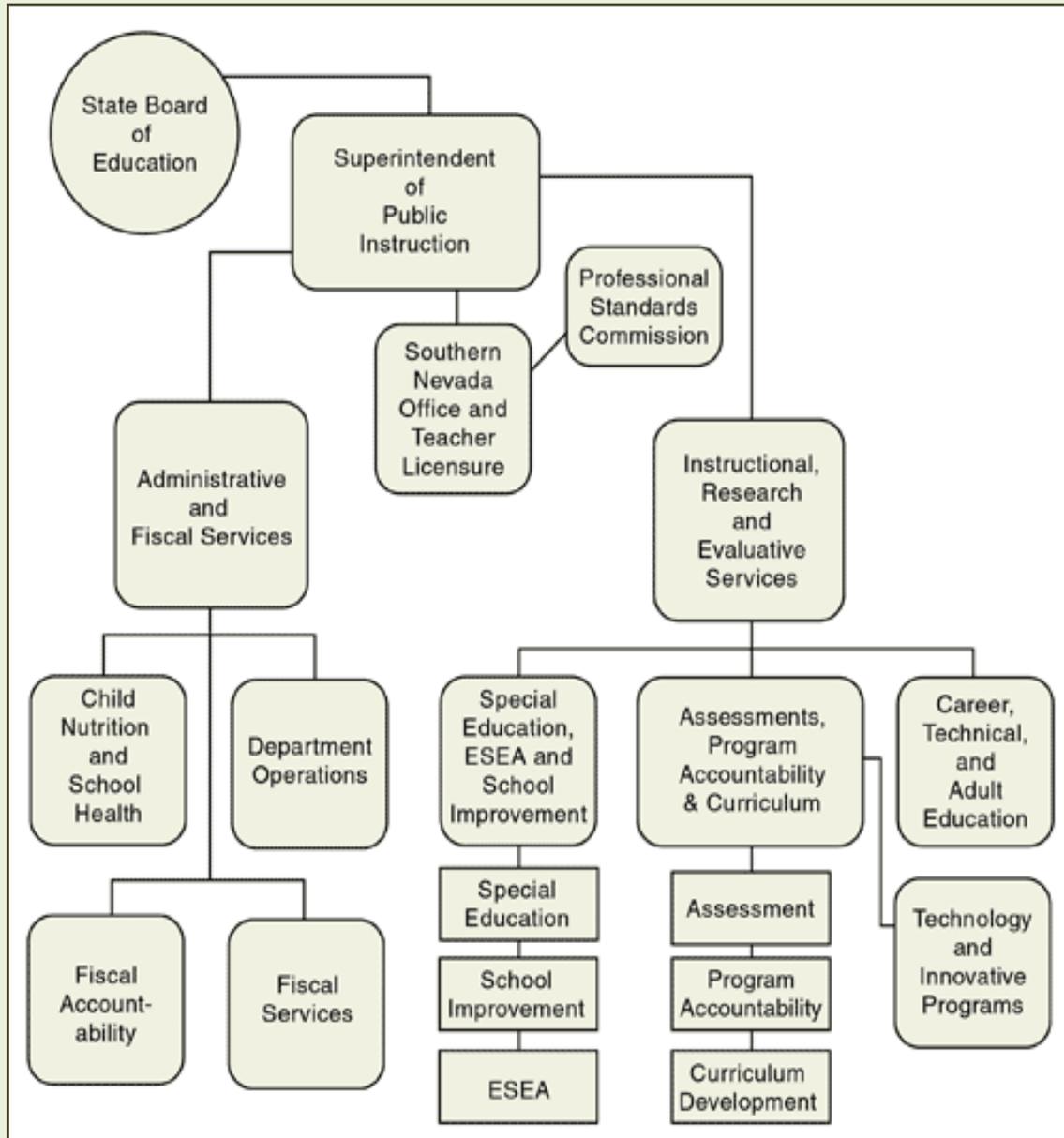
English Language Acquisition, from 1998 to 2008, the number of enrolled students classified as English Language Learners in Nevada increased over 200 percent.

There are several areas of concern with regard to Nevada's student population. According to the NCES, for SY 2007-2008, Nevada had the lowest graduation rate in the U.S. at 51.3 percent. The State's annual dropout rate for SY 2007-2008 was 5.1 percent, which is one of the highest dropout rates in the country.



State Administrative Personnel—Department of Education

Department of Education—Organizational Structure



Source: Department of Education (DOE).

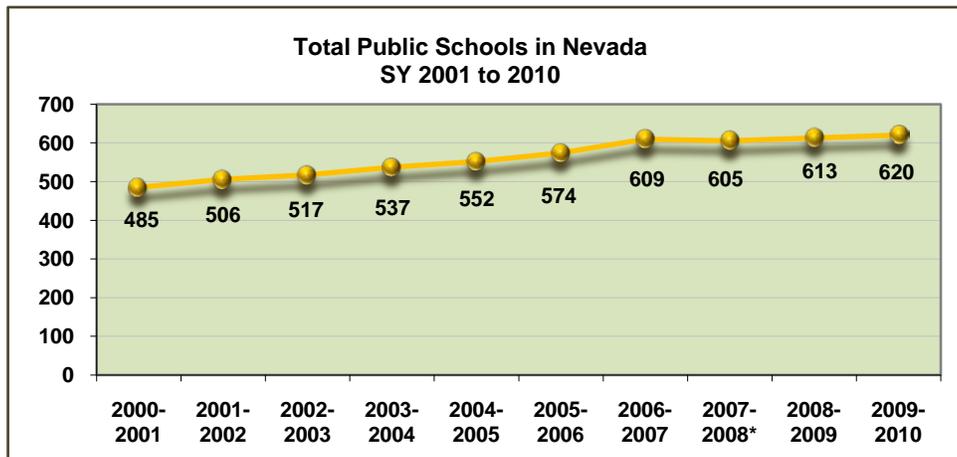
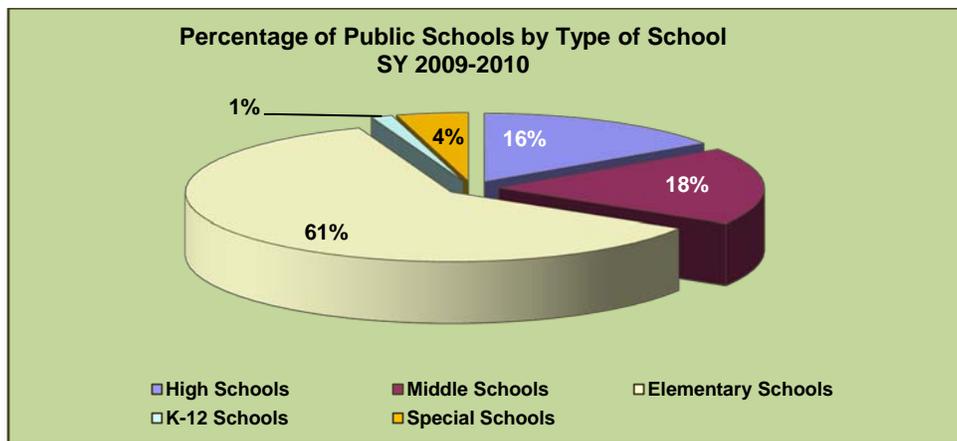
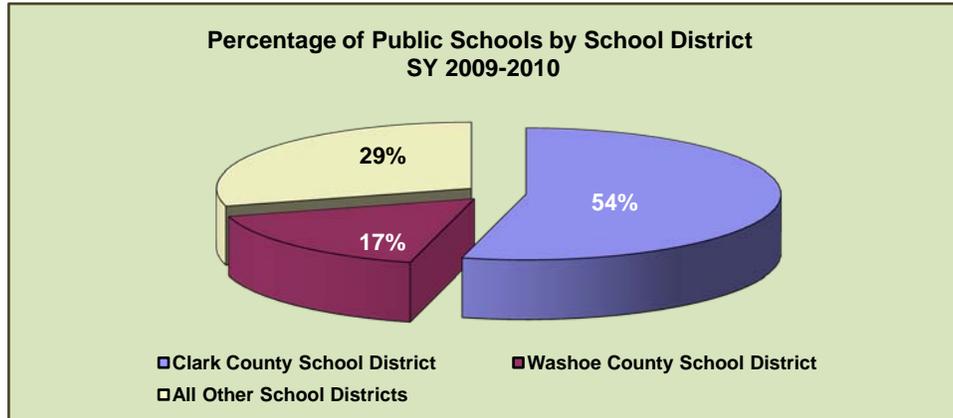
Nevada's Public Education System—Nevada School Districts

Nevada's School Districts and Superintendents SY 2010-2011

<p>Carson City School District Richard Stokes, Superintendent Telephone: (775) 283-2100 E-mail: rstokes@carson.k12.nv.us</p>	<p>Lincoln County School District Nykki Holton, Superintendent Telephone: (775) 728-4471 E-mail: nholton@nsn.k12.nv.us</p>
<p>Churchill County School District Dr. Carolyn Ross, Superintendent Telephone: (775) 423-5184 E-mail: rossc@churchill.k12.nv.us</p>	<p>Lyon County School District Caroline McIntosh, Superintendent Telephone: (775) 463-6800, Ext. 131 E-mail: cmcintosh@lyon.k12.nv.us</p>
<p>Clark County School District Dwight Jones, Superintendent Telephone: (702) 799-5310 E-mail: waltr@ccsd.net</p>	<p>Mineral County School District Teri White, Superintendent Telephone: (775) 945-2403, Ext. 10 E-mail: white@mineral.k12.nv.us</p>
<p>Douglas County School District Dr. Lisa Noonan, Superintendent Telephone: (775) 782-5134 E-mail: lnoonan@dcsd.k12.nv.us</p>	<p>Nye County School District Dr. William (Rob) Roberts, Superintendent Telephone: (775) 764-1388 E-mail: roberts@nye.k12.nv.us</p>
<p>Elko County School District Jeff Zander, Superintendent Telephone: (775) 738-5196 E-mail: jzander@elko.k12.nv.us</p>	<p>Pershing County School District Daniel Fox, Superintendent Telephone: (775) 273-7819 E-mail: dfox@pershing.k12.nv.us</p>
<p>Esmeralda County School District Robert Aumaugher, Superintendent Telephone: (775) 485-6382 E-mail: raumaugher@esmeralda.k12.nv.us</p>	<p>Storey County School District Dr. Robert Slaby, Superintendent Telephone: (775) 847-0983 E-mail: rslaby@storey.k12.nv.us</p>
<p>Eureka County School District Ben Zunino, Superintendent Telephone: (775) 237-5373 E-mail: bzunino@eureka.k12.nv.us</p>	<p>Washoe County School District Dr. Heath Morrison, Superintendent Telephone: (775) 348-0374 E-mail: hmorrison@washoe.k12.nv.us</p>
<p>Humboldt County School District Mike Bumgartner, Superintendent Telephone: (775) 623-8103 E-mail: mbumgartner@humboldt.k12.nv.us</p>	<p>White Pine County School District Robert Dolezal, Superintendent Telephone: (775) 289-4851 E-mail: bobdolez@whitepine.k12.nv.us</p>
<p>Lander County School District Curtis Jordan, Superintendent Telephone: (775) 635-2886 E-mail: cjordan@lander.k12.nv.us</p>	

Source: DOE.

Nevada's Public Education System—Nevada Schools



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

Source: DOE, Research Bulletin, Volume 51, February 2010.

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

Nevada's Public Education System—Common Abbreviations and Acronyms

Nevada's Public Education System Common Abbreviations and Acronyms

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

AFT	American Federation of Teachers
ARRA	Federal American Recovery and Reinvestment Act of 2009
AYP*	Adequate Yearly Progress
CBE	Council for Basic Education
CCSSO	Council of Chief State School Officers
CRT*	Criterion-Referenced Test
CSR	Class-Size Reduction
DOE*	Department of Education
DSA	Distributive School Account
ECE	Early Childhood Education
ECS	Education Commission of the States
ELA	English Language Arts
ELL	English Language Learners (used interchangeably with ESL and LEP)
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language (used interchangeably with ELL and LEP)
ETS	Educational Testing Service
FERPA	Family Educational Rights and Privacy Act
FRL	Free and Reduced-Price Lunch
GTE	Gifted and Talented Education
HOUSSE	High Objective Uniform State Standard of Evaluation (applied to teachers)
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ITBS	Iowa Test of Basic Skills
LAS	Language Assessment Scales
LBEAPE	Legislative Bureau of Educational Accountability and Program Evaluation
LEA	Local Education Agency
LEP	Limited English Proficiency (used interchangeably with ELL and ESL)
LSST	Local School Support Tax
NAEP	National Assessment of Educational Progress
NASA	Nevada Association of School Administrators
NASB	Nevada Association of School Boards
NASS	Nevada Association of School Superintendents
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NCLB*	No Child Left Behind Act of 2001
NEA	National Education Association

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

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

Adequate Yearly Progress (AYP)

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

Criterion-Referenced Tests (CRTs)

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

Department of Education (DOE)

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

Nevada Education Reform Act (NERA)

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

No Child Left Behind (NCLB)

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

Nevada's Public Education System—Common Abbreviations and Acronyms
*(continued)***Norm-Referenced Tests (NRTs)**

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

Source: Department of Education (DOE).

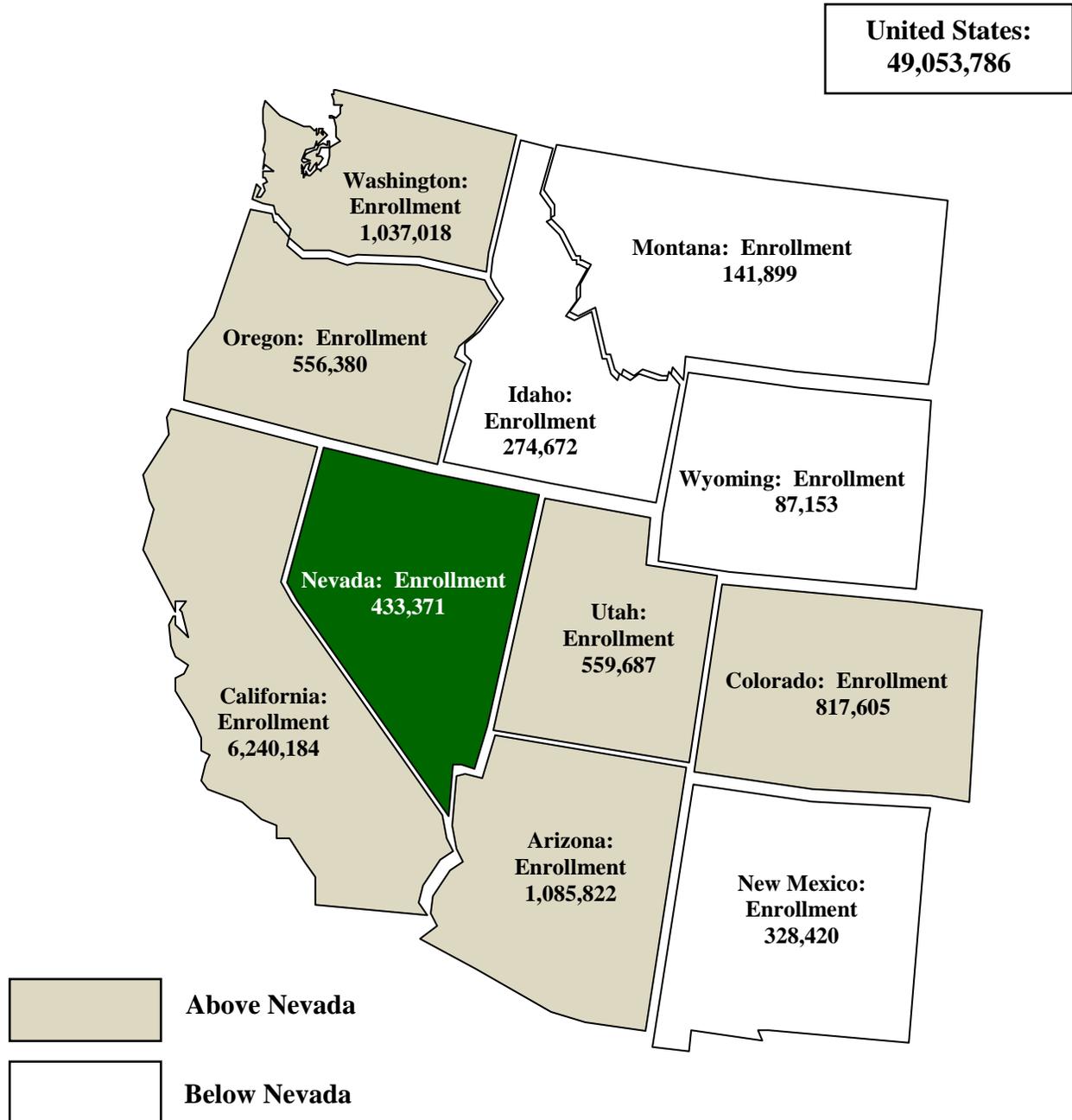


Education forms the common mind. Just as the twig is bent, the tree's inclined.

Alexander Pope

Students—Enrollment

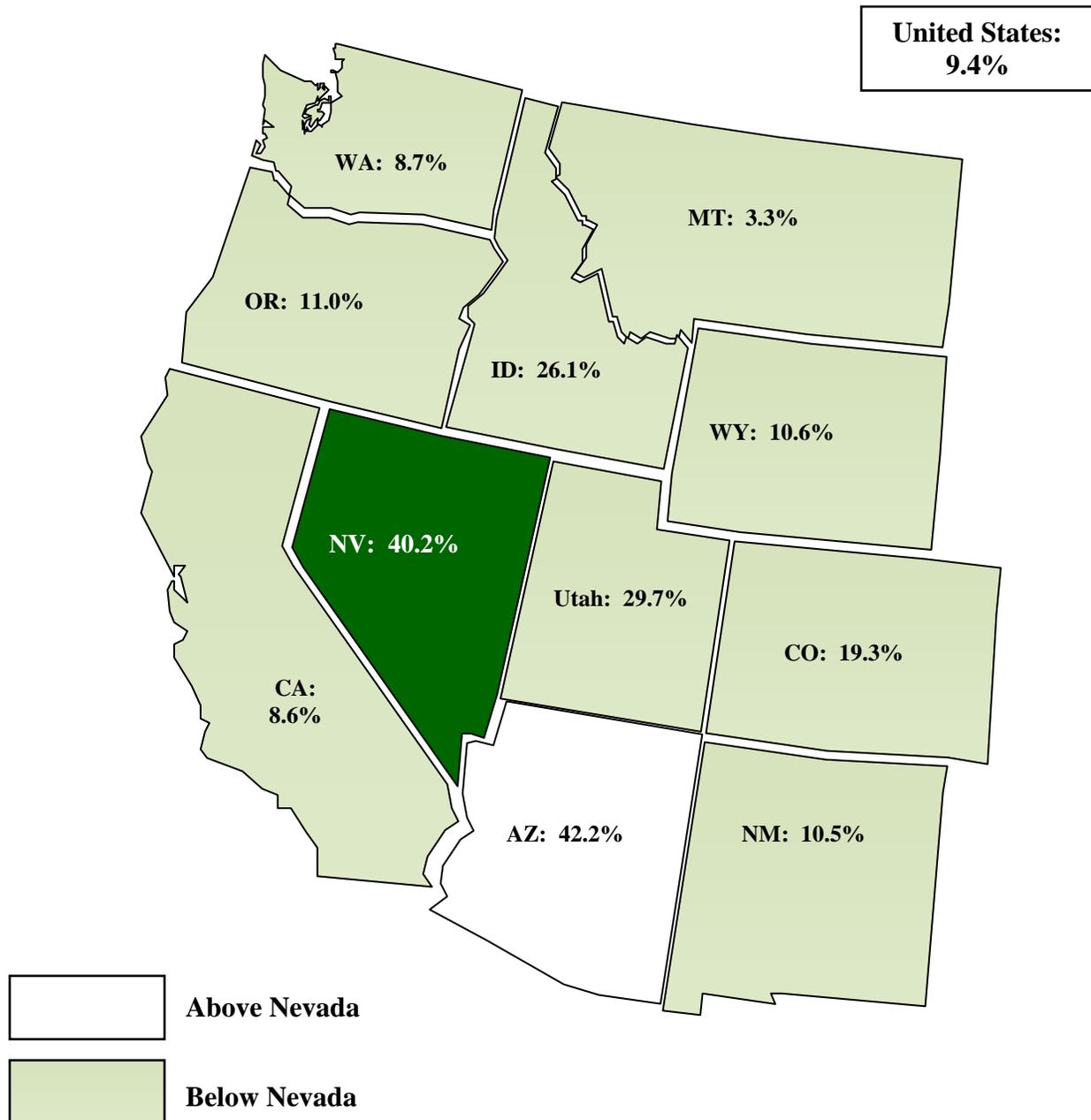
Enrollment in Public Schools Western States Comparison SY 2008-2009



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

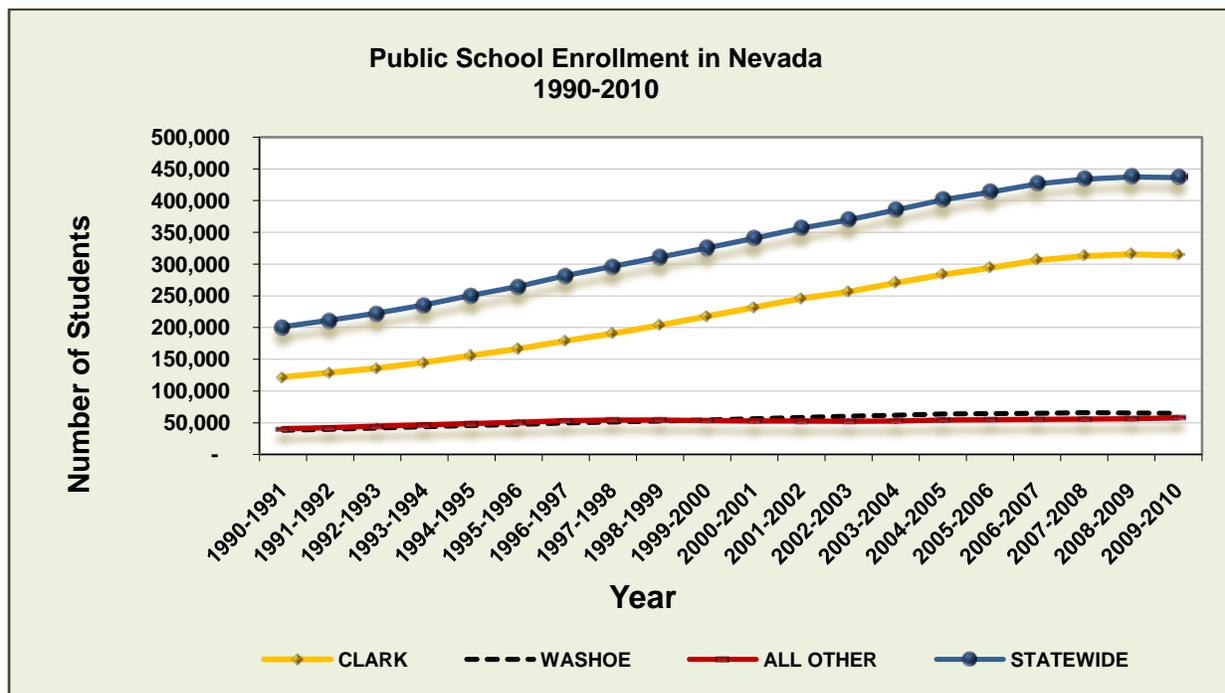
Students—Enrollment Projections

Projected Percentage Change in Public School Enrollment Western States Comparison 2006-2018



Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2018*, September 2009.

Students—Nevada Public School Enrollment

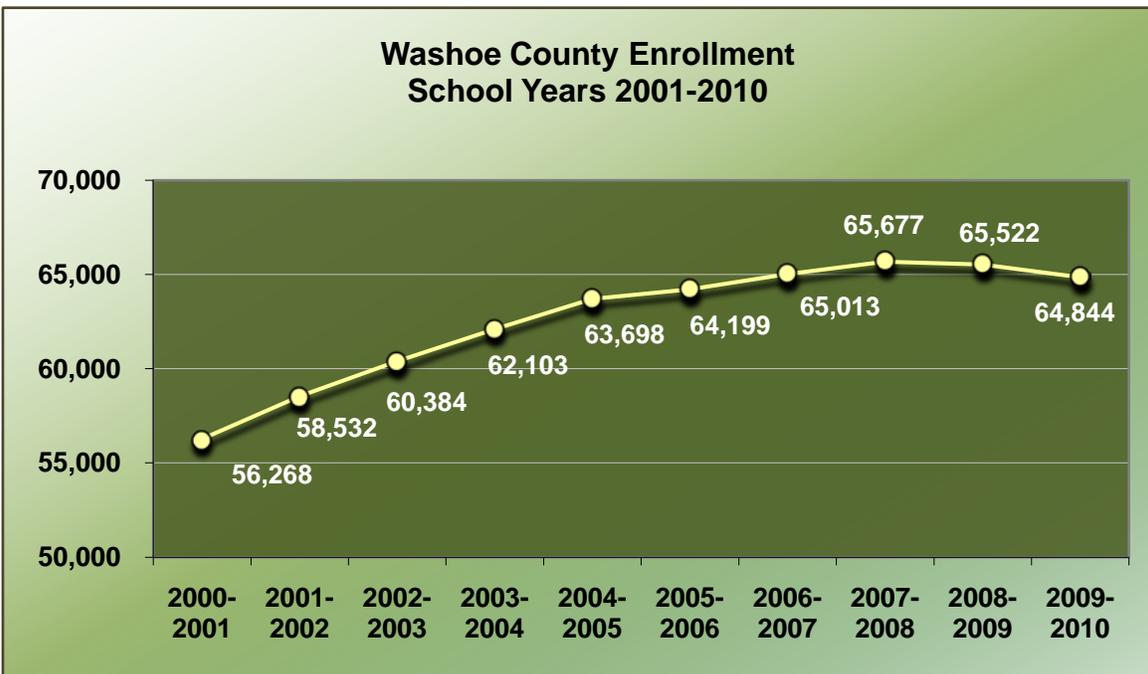
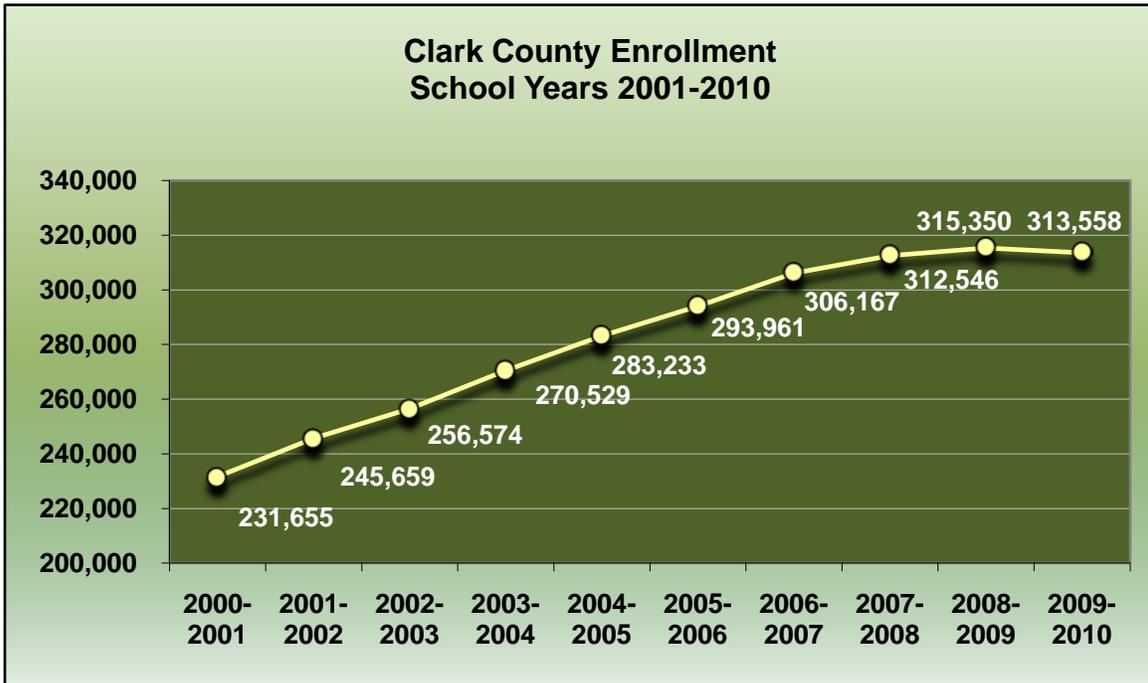


	CLARK	WASHOE	ALL OTHER	TOTAL
1990-1991	121,984	38,466	40,866	201,316
1991-1992	129,233	40,028	42,549	211,810
1992-1993	136,188	42,061	44,597	222,846
1993-1994	145,327	43,715	46,758	235,800
1994-1995	156,348	45,752	48,647	250,747
1995-1996	166,788	47,572	50,681	265,041
1996-1997	179,106	49,671	53,354	282,131
1997-1998	190,822	51,205	54,594	296,621
1998-1999	203,777	52,813	54,473	311,063
1999-2000	217,526	54,508	53,576	325,610
2000-2001	231,655	56,268	52,783	340,706
2001-2002	245,659	58,532	52,623	356,814
2002-2003	256,574	60,384	52,540	369,498
2003-2004	270,529	62,103	52,782	385,414
2004-2005	283,233	63,698	54,280	401,211
2005-2006	293,961	64,199	55,092	413,252
2006-2007	306,167	65,013	55,256	426,436
2007-2008	312,546	65,677	55,662	433,885
2008-2009	315,350	65,522	56,561	437,433
2009-2010	313,558	64,844	57,966	436,368

Source: DOE, Research Bulletin, Volume 51, February 2010.

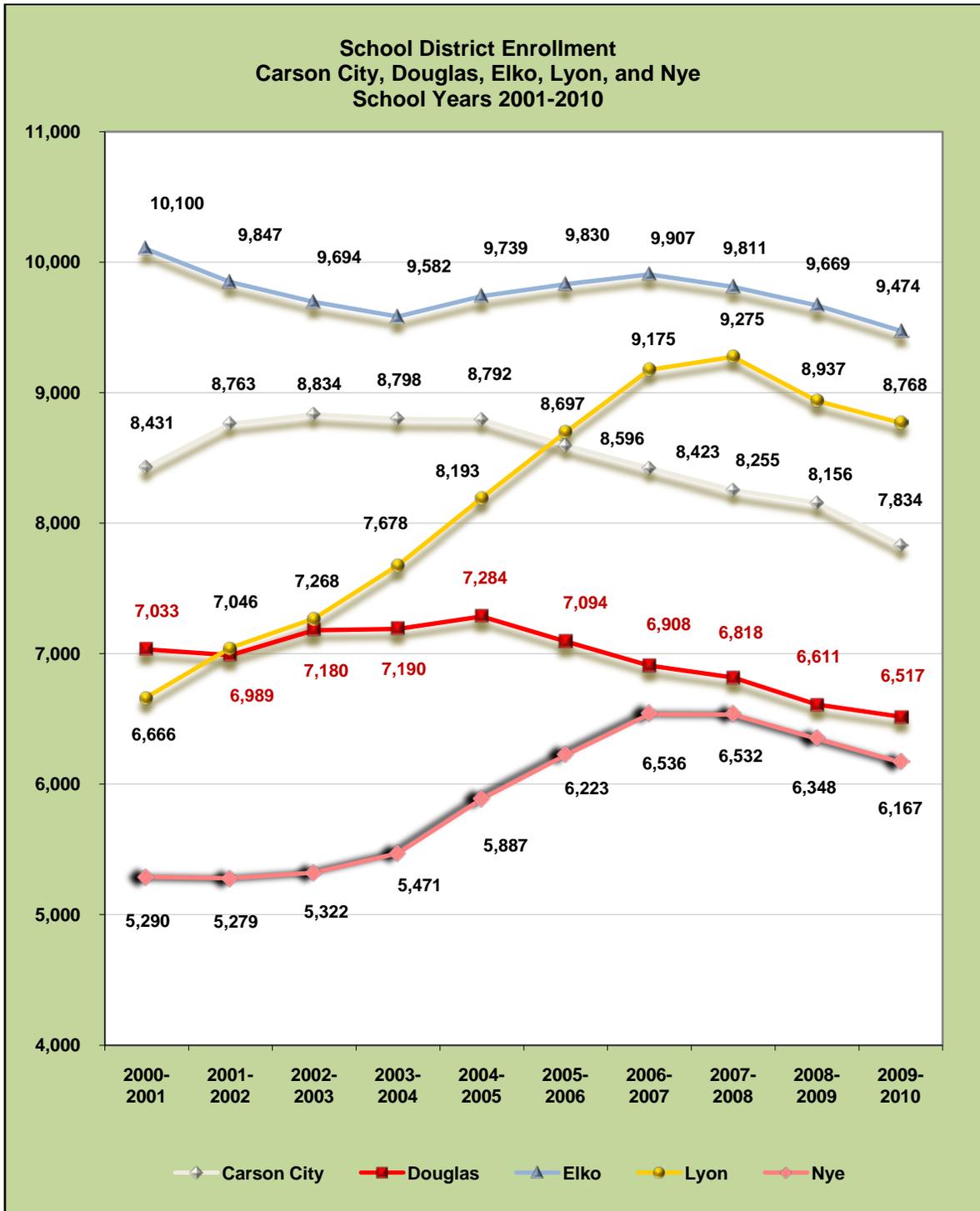
Note: The data reflected in the chart and table contains total (full) enrollment figures. Enrollment used for apportionment purposes (paid enrollment) weights each kindergartener as a 0.6 pupil and is, therefore, a slightly lower number.

Students—Nevada School District Enrollment



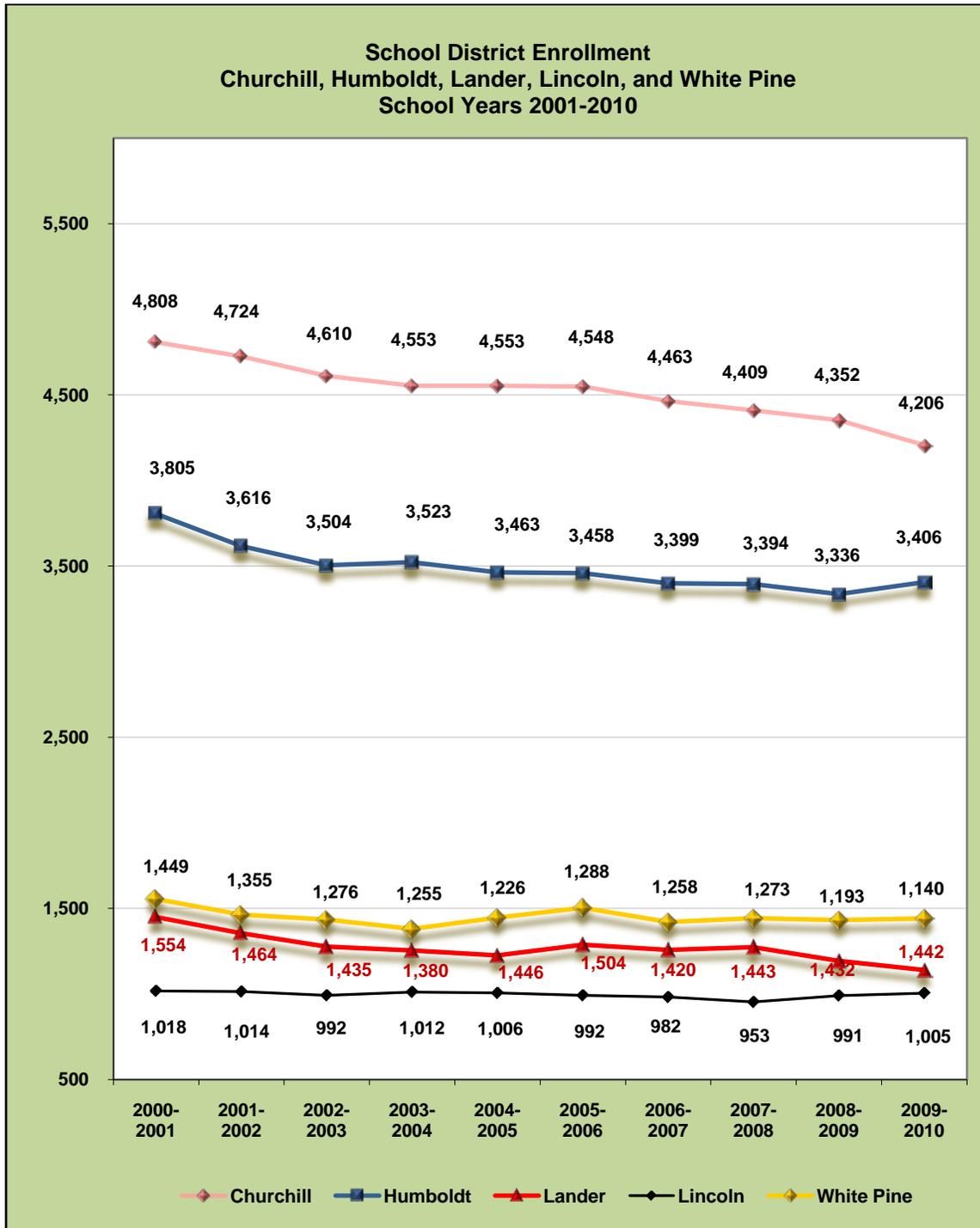
Source: DOE, Research Bulletin, Volume 51, February 2010.

Students—Nevada School District Enrollment (*continued*)



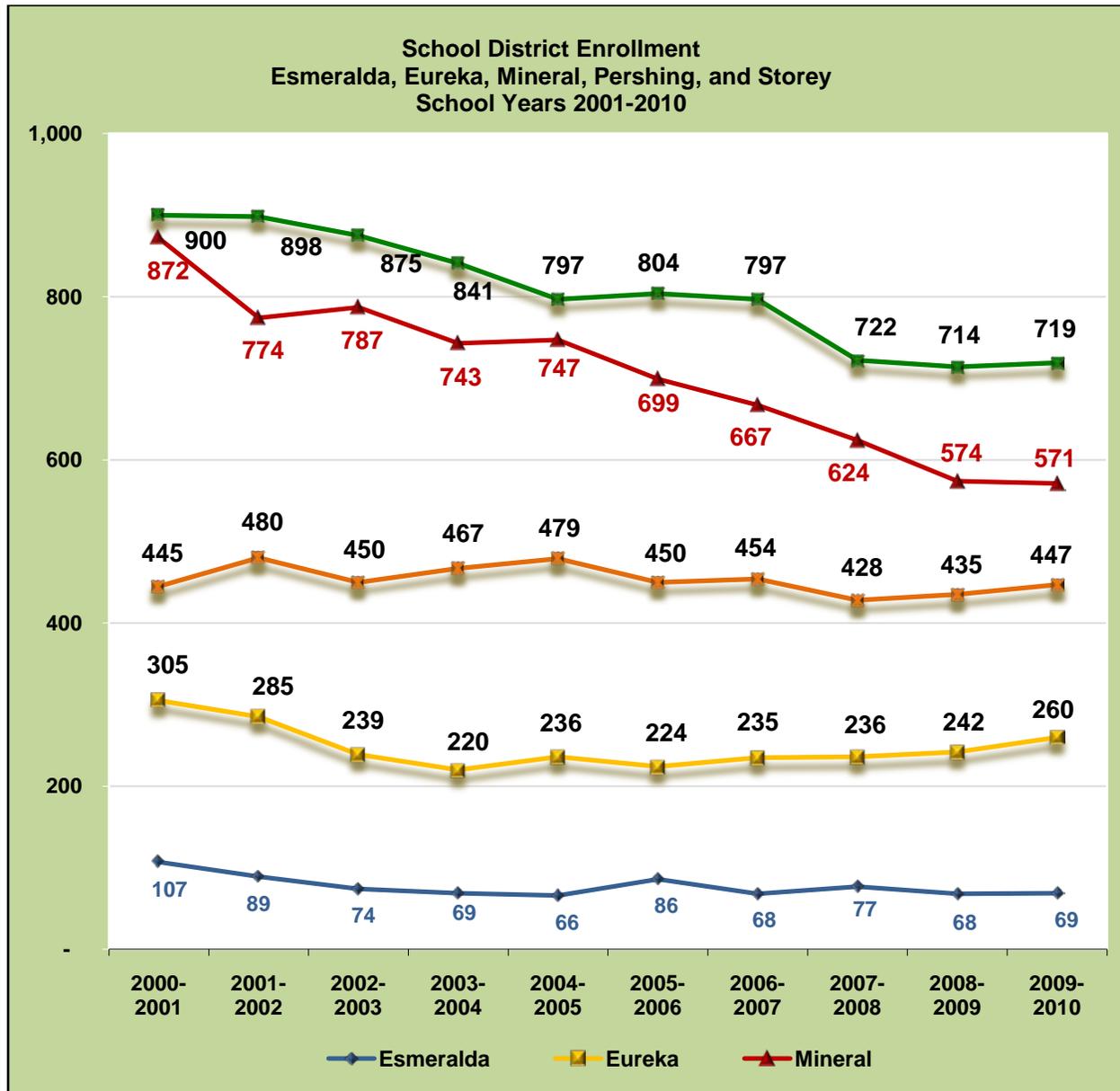
Source: DOE, Research Bulletin, Volume 51, February 2010.

Students—Nevada School District Enrollment (*continued*)



Source: DOE, Research Bulletin, Volume 51, February 2010.

Students—Nevada School District Enrollment (*continued*)



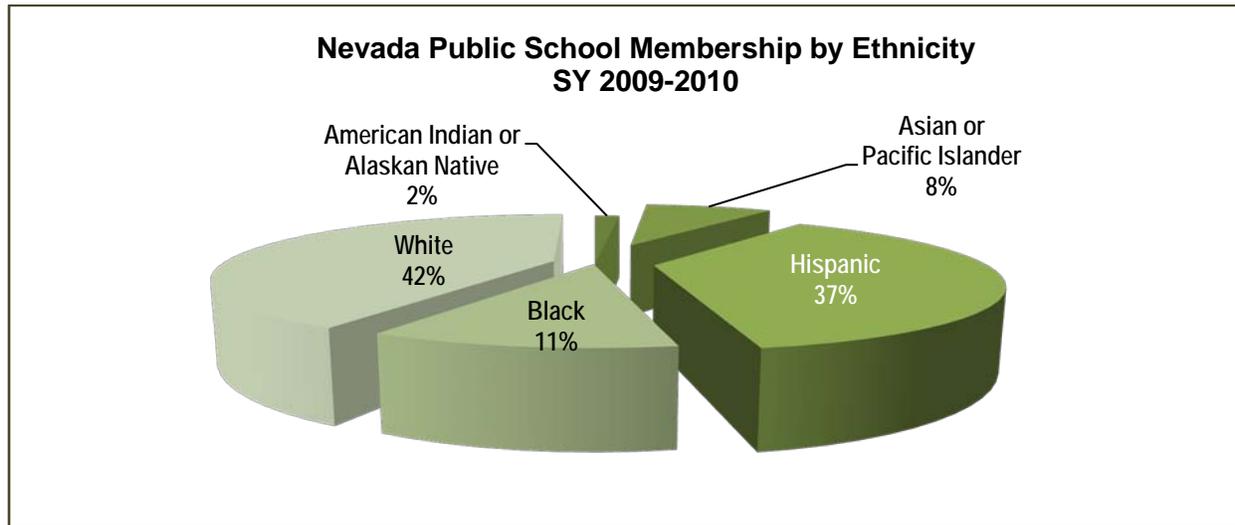
Source: DOE, Research Bulletin, Volume 51, February 2010.



Education is a method whereby one acquires a higher grade of prejudices.

Laurence J. Peter

Students—Enrollment by Ethnicity

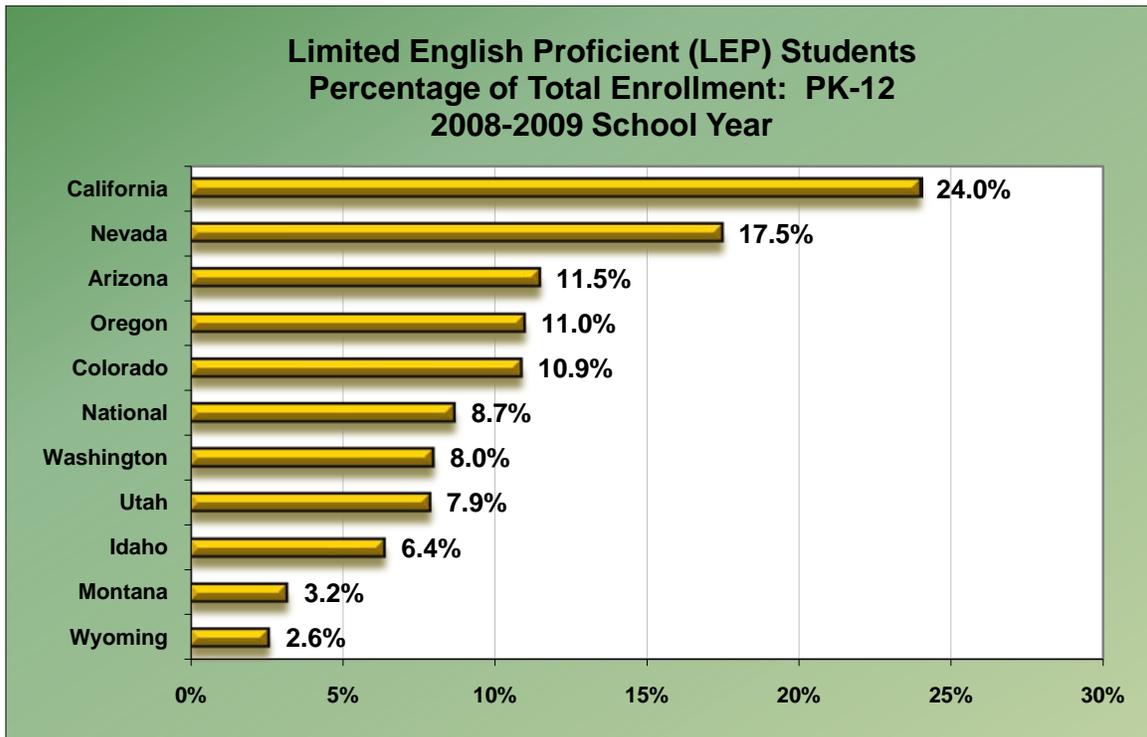


Nevada Public School Membership by Ethnicity School District Profiles for SY 2009-2010					
School District	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White
Carson City	3.27%	2.82%	35.26%	1.42%	57.24%
Churchill	7.44%	4.90%	15.48%	2.78%	69.40%
Clark	0.73%	9.54%	40.67%	14.40%	34.66%
Douglas	3.64%	3.08%	16.10%	1.38%	75.80%
Elko	6.43%	1.19%	28.33%	1.02%	63.03%
Esmeralda	4.35%	2.90%	31.88%	1.45%	59.42%
Eureka	3.08%	0.77%	13.08%	0.00%	83.08%
Humboldt	4.55%	1.15%	30.97%	0.79%	62.54%
Lander	6.75%	0.53%	25.35%	1.23%	66.14%
Lincoln	2.09%	2.19%	8.76%	7.26%	79.70%
Lyon	4.49%	2.41%	21.45%	2.03%	69.62%
Mineral	17.34%	1.05%	9.63%	9.98%	62.00%
Nye	2.37%	2.77%	22.12%	3.78%	68.96%
Pershing	9.87%	2.92%	27.54%	0.97%	58.69%
Storey	1.34%	2.01%	6.71%	2.69%	87.25%
Washoe	2.48%	6.67%	33.79%	3.91%	53.15%
White Pine	6.59%	1.18%	13.04%	1.25%	77.95%
State Board of Education*	2.39%	7.07%	13.82%	10.25%	66.47%
Statewide Percentages	1.50%	8.23%	37.27%	11.31%	41.70%

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

Source: DOE, Research Bulletin, Volume 51, February 2010.

Students—Enrollment by Special Populations



Note: No data was reported for the State of New Mexico.

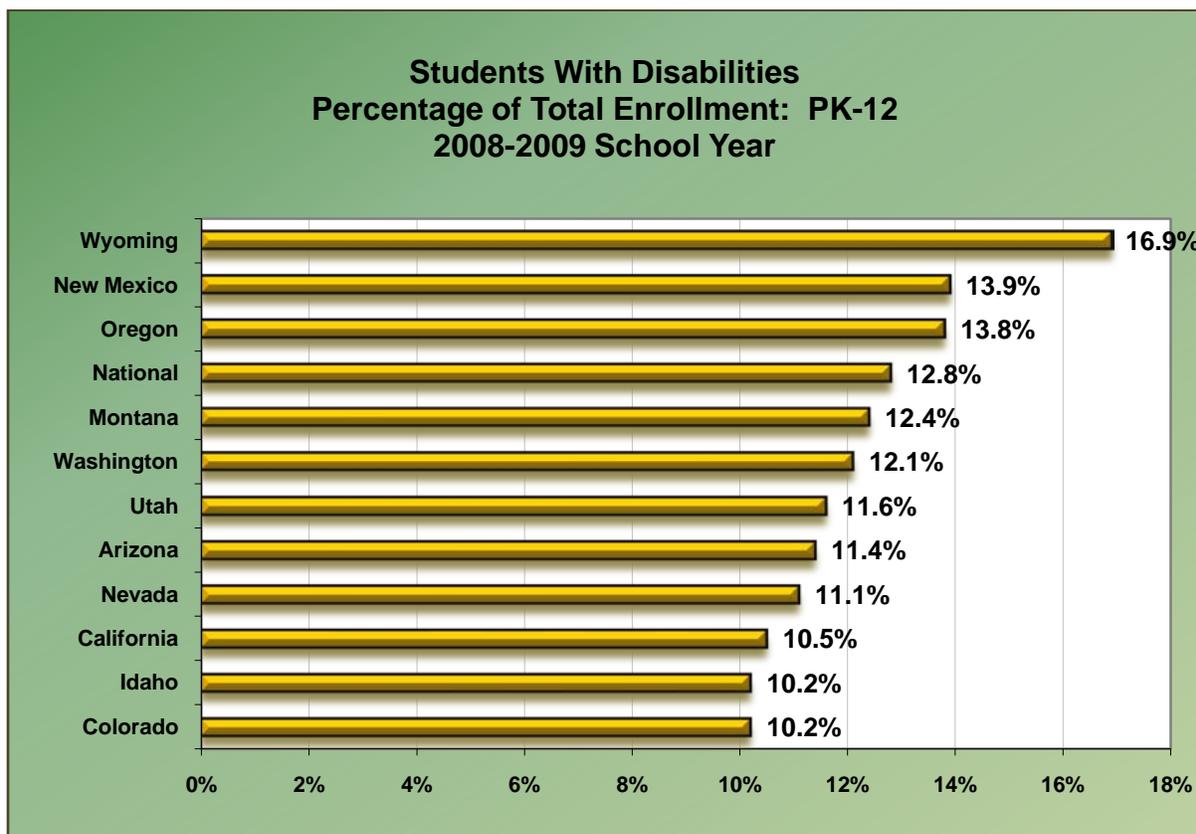
Percent Limited English Proficient Students (LEP): 2008-2009

Description: The percentage of students served in programs of language assistance, such as: English as a second language, high-intensity language training, and bilingual education.

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

Source: Ed.gov, *Ed Data Express*, 2008-2009.

Students—Enrollment by Special Populations (*continued*)



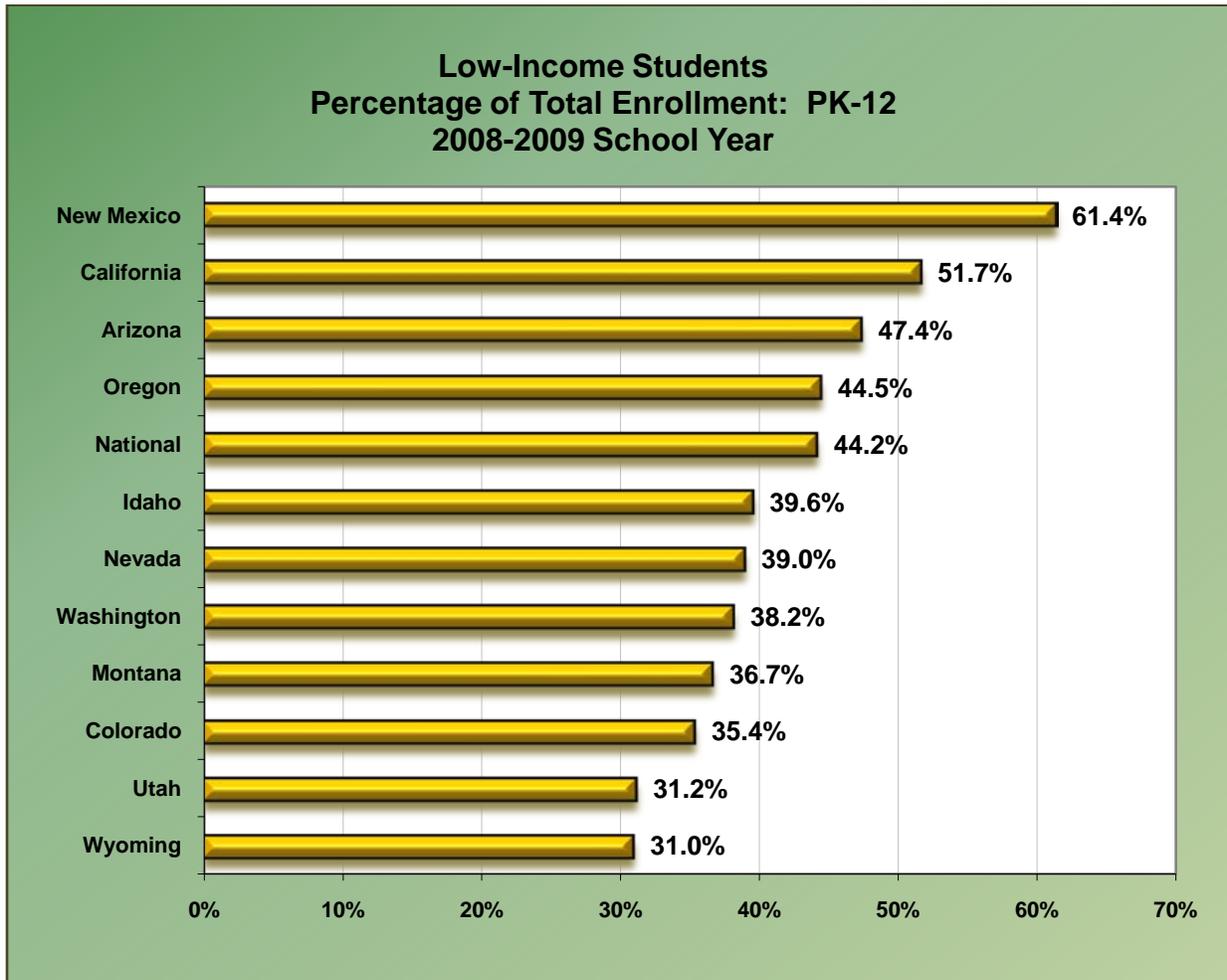
Percent Students With Disabilities: 2008-2009

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

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

Source: Ed.gov, *Ed Data Express*, 2008-2009.

Students—Enrollment by Special Populations (*continued*)



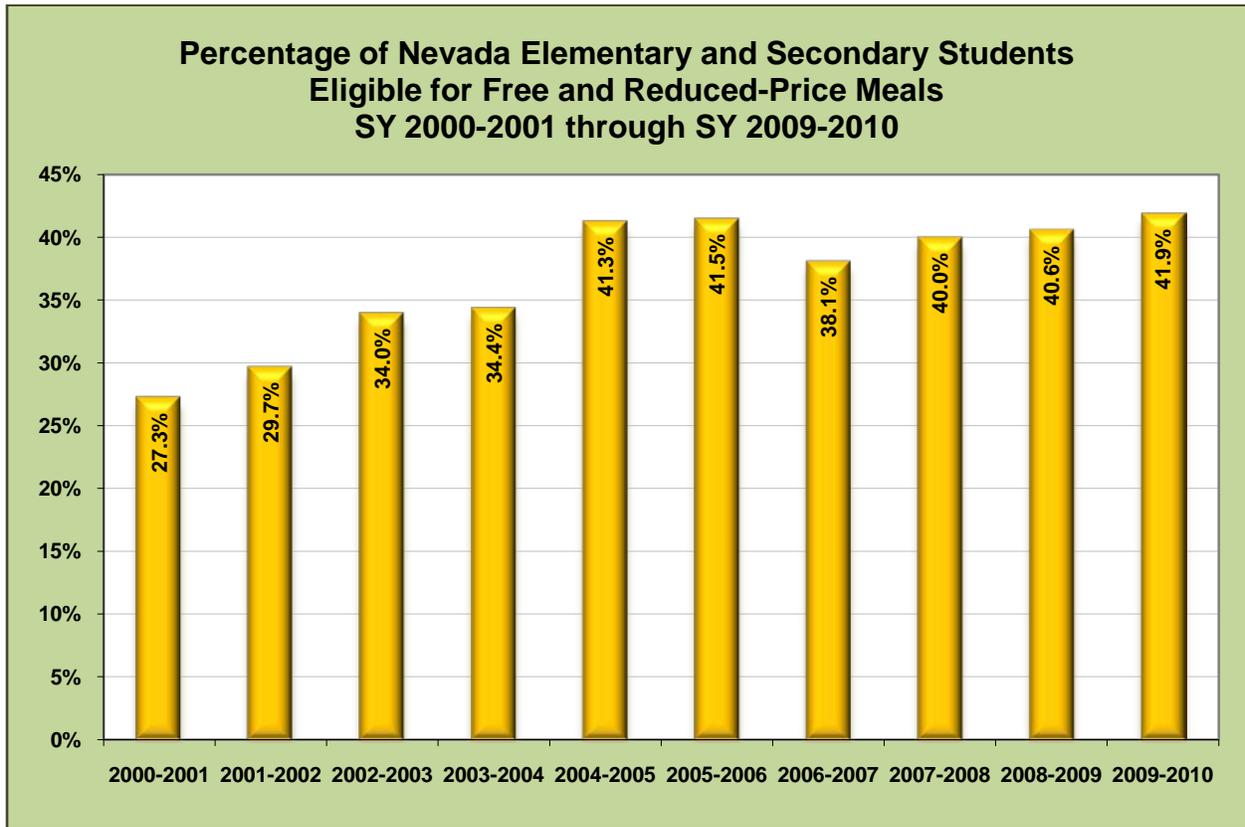
Percent Low-Income Students: 2008-2009

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

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

Source: Ed.gov, *Ed Data Express*, 2008-2009.

Students—Enrollment by Special Populations (*continued*)



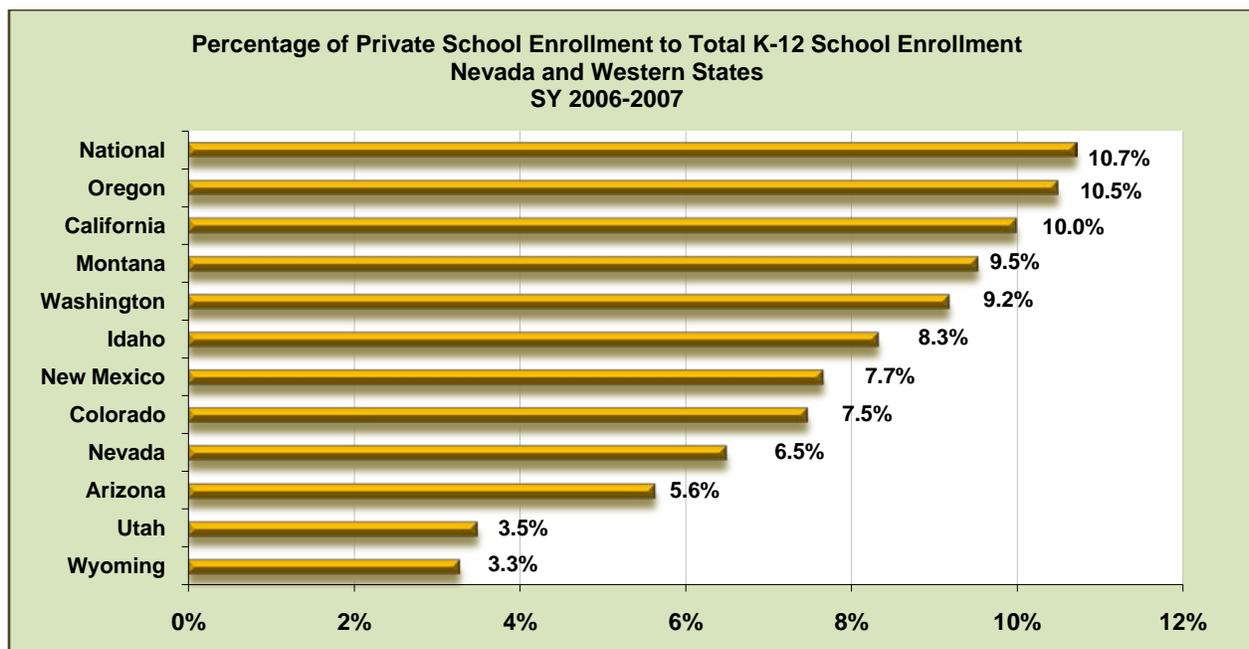
Source: DOE, *Nevada Report Card Database: State Profile*, 2001 through 2010.



Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

Oscar Wilde

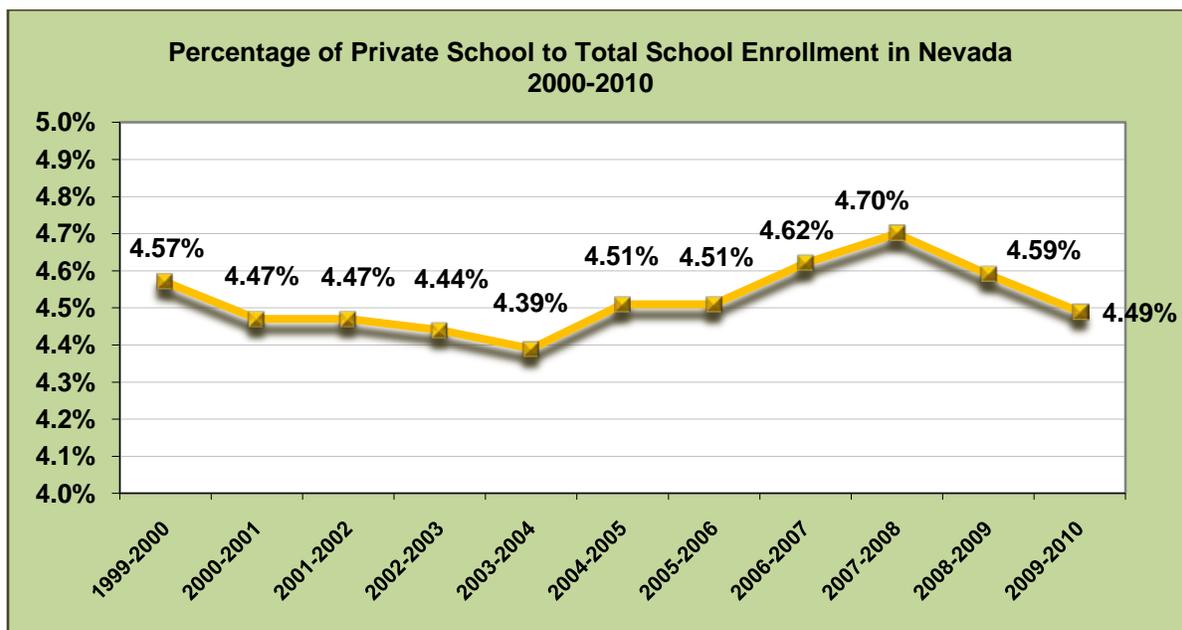
Students—Private School Enrollment



	Private K-12 Enrollment	Public K-12 Enrollment	Total K-12 Enrollment	Private School Enrollment as a Percent of Total Enrollment
Arizona	64,910	1,087,447	1,152,357	5.6%
California	703,810	6,343,471	7,047,281	10.0%
Colorado	64,740	801,867	866,607	7.5%
Idaho	24,700	272,119	296,819	8.3%
Montana	15,030	142,823	157,853	9.5%
National	5,910,210	49,292,507	55,202,717	10.7%
Nevada	29,820	429,362	459,182	6.5%
New Mexico	27,290	329,040	356,330	7.7%
Oregon	66,260	565,586	631,846	10.5%
Utah	20,860	576,244	597,104	3.5%
Washington	104,070	1,030,247	1,134,317	9.2%
Wyoming	2,930	86,422	89,352	3.3%

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2009.

Students—Private School Enrollment (*continued*)



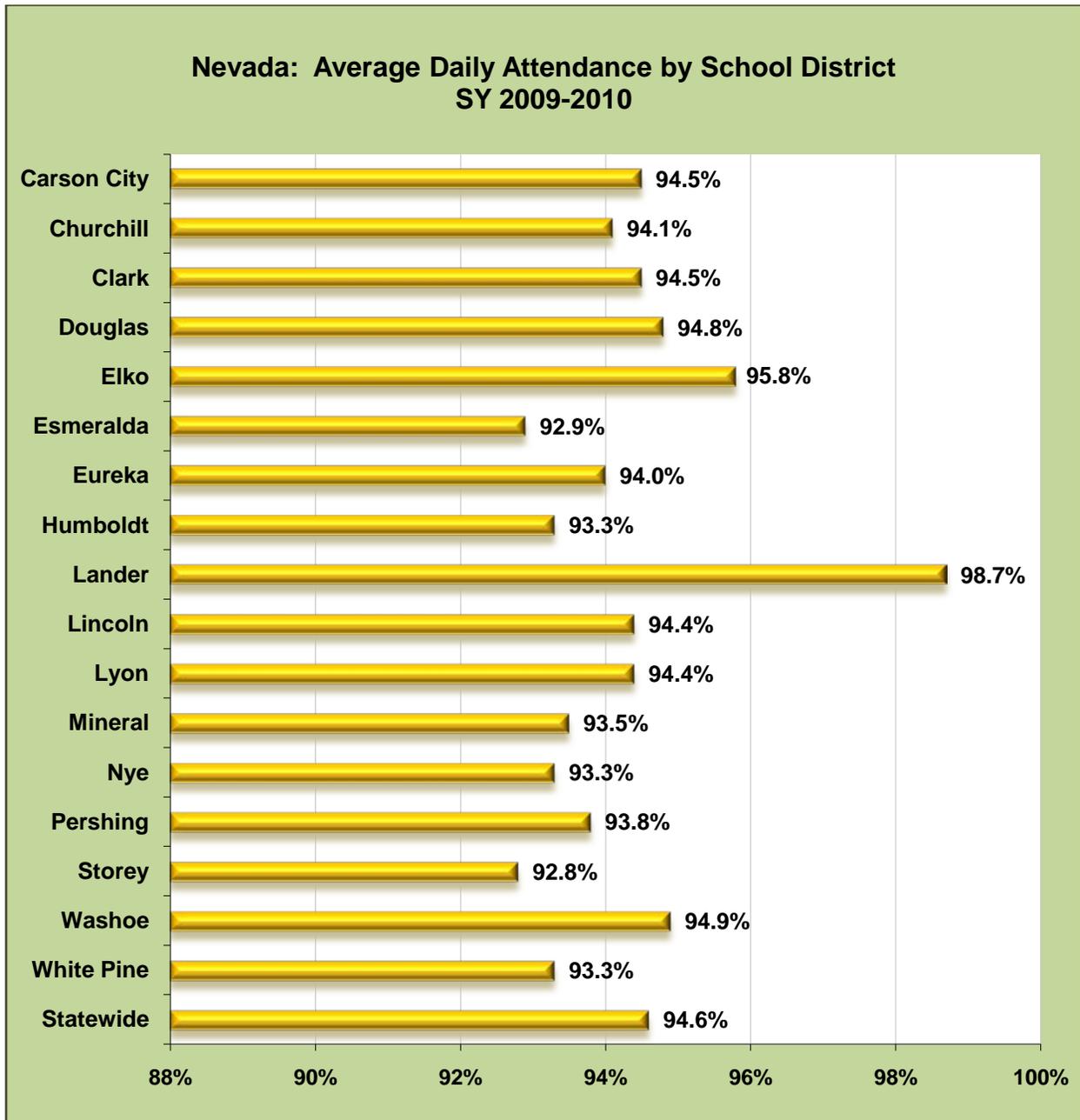
Nevada Private School Enrollment by Grade and School District—SY 2009-2010

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

*Ungraded for Private Schools refers to multiple grade grouping.

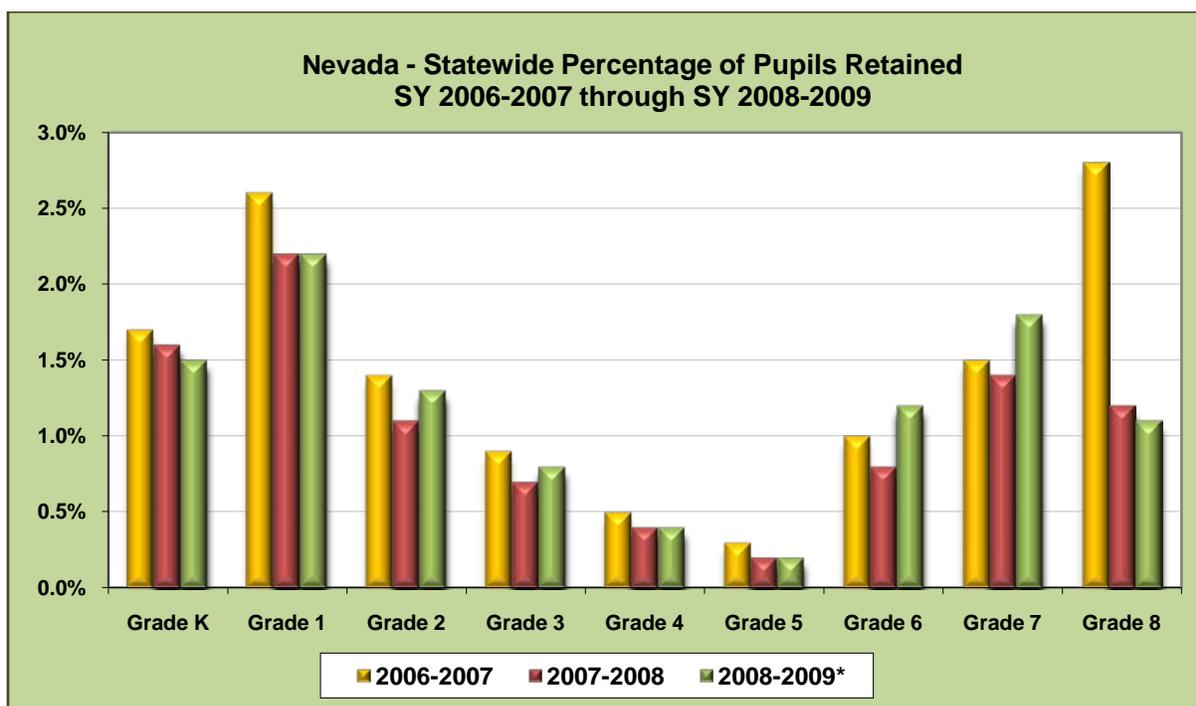
Source: DOE, Research Bulletin, Volume 51, February 2010.

Student Attendance



Source: DOE, Nevada Report Card Database: State Profile, 2010.

Students—Retention

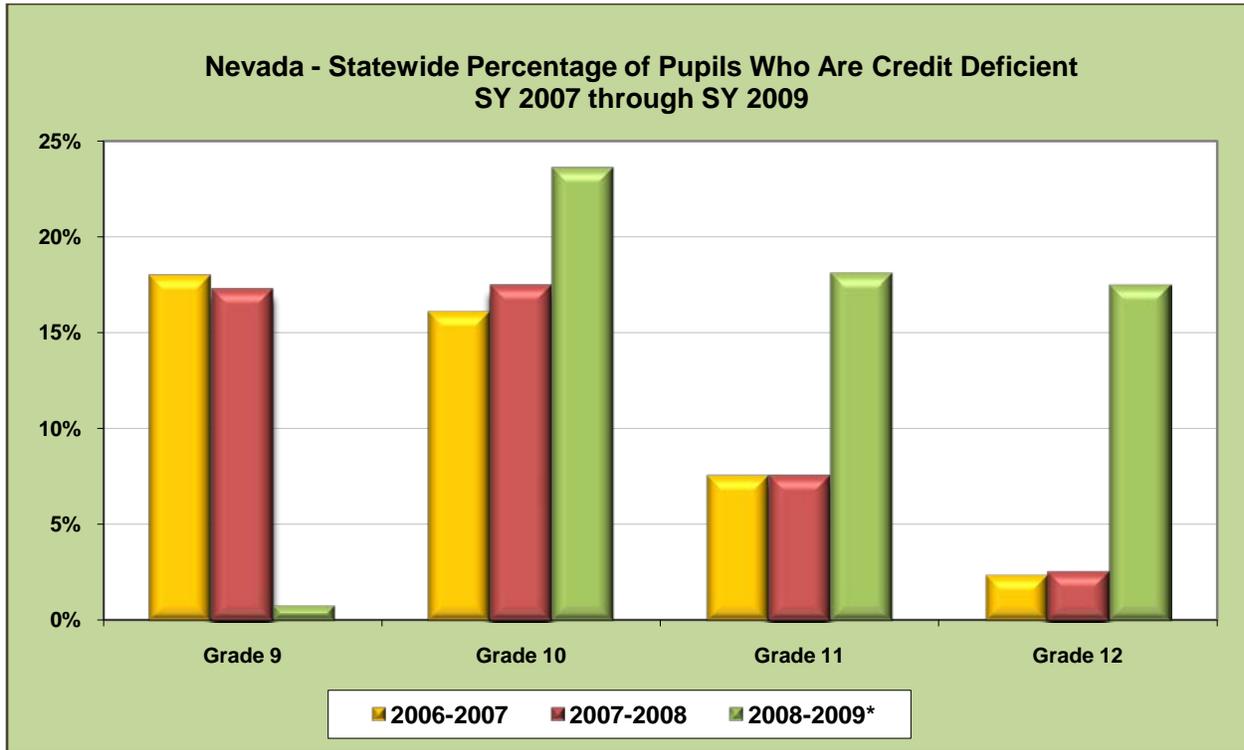


Nevada - Statewide Percentage of Pupils Retained					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009*
Grade K	1.6%	1.9%	1.70%	1.6%	1.5%
Grade 1	2.8%	2.7%	2.60%	2.2%	2.2%
Grade 2	1.1%	1.4%	1.40%	1.1%	1.3%
Grade 3	0.8%	0.8%	0.90%	0.7%	0.8%
Grade 4	0.5%	0.5%	0.50%	0.4%	0.4%
Grade 5	0.3%	0.3%	0.30%	0.2%	0.2%
Grade 6	1.1%	1.1%	1.00%	0.8%	1.2%
Grade 7	1.5%	2.0%	1.50%	1.4%	1.8%
Grade 8	2.4%	3.2%	2.80%	1.2%	1.1%

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

Source: DOE, *Nevada Report Card Database: State Profile*, 2005 through 2010.

Students—Credit Deficiencies

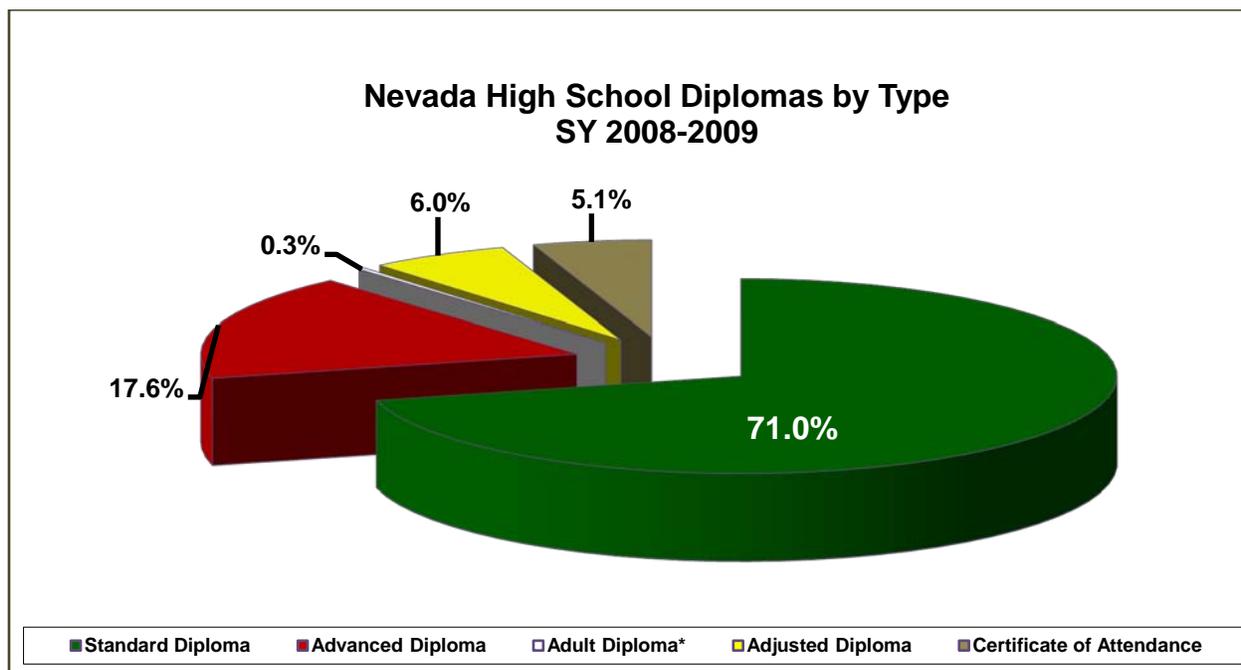


	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009*
Grade 9	13.9%	17.0%	18.0%	17.3%	0.8%
Grade 10	11.3%	16.7%	16.1%	17.5%	23.6%
Grade 11	5.2%	7.8%	7.6%	7.6%	18.1%
Grade 12	6.1%	3.0%	2.4%	2.6%	17.5%

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

Source: DOE, *Nevada Report Card Database: State Profile*, 2005 through 2010.

Students—High School Diplomas



**Statewide Percentage of Types of High School Diplomas
SY 2004 through SY 2009**

	Standard Diploma	Advanced Diploma	Adult Diploma*	Adjusted Diploma	Certificate of Attendance
2008-2009	71.0%	17.6%	0.3%	6.0%	5.1%
2007-2008	63.5%	24.6%	0.5%	6.2%	5.2%
2006-2007	62.2%	24.8%	0.3%	6.6%	6.1%
2005-2006	62.9%	25%	0.5%	6.6%	5%
2004-2005	60.9%	24.4%	1%	7.7%	6%
2003-2004	63.2%	23.3%	1.1%	6.9%	5.5%

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

Source: DOE, Nevada Report Card Database: State Profile, 2001 through 2010.

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

The following discussion refers to the table beginning on page 29.

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

For SY 2007-2008, the State of Nevada had the lowest graduation rate in the U.S. at 51.3 percent. The State of Wisconsin had the highest graduation rate at 89.6 percent, followed closely by Vermont at 89.3 percent; Minnesota and Iowa followed at an 86.4 percent graduation rate.

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

For SY 2007-2008, the State of Louisiana had the highest dropout rate in the country at 7.5 percent. The State of Alaska came in second with a dropout rate of 7.3 percent; the states that follow were Arizona (6.7 percent), Colorado (6.4 percent), Michigan (6.2 percent) and Delaware (6.0 percent). The State of Nevada had a 5.1 percent dropout rate for SY 2007-2008. The states with the lowest dropout rate for SY 2007-2008 were Indiana and New Jersey, both with dropout rates of 1.7 percent.

Source: U.S. Department of Education, National Center for Education Statistics, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, First Look*, June 2010.

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

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

High School Exit Exam: Approximately one-half of the states require a high school exit examination (26 states, including Nevada) and one-half do not (25 states).

Source: Education Commission of the States, *Exit Exams* (50-state database), March 2008.

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

	GRADUATION RATE SY 2007-2008	DROPOUT RATE (GRADES 9-12) SY 2007-2008	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					HIGH SCHOOL EXIT EXAM
			TOTAL CREDITS	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	YES/NO
UNITED STATES	74.9	4.1	N/A	N/A	N/A	N/A	N/A	NA
ALABAMA	69.0	2.2	24	4	4	4	4	YES
ALASKA	69.1	7.3	21	4	2	3	2	YES
ARIZONA	70.7	6.7	20	4	2	2.5	2	YES
ARKANSAS	76.4	4.7	21	4	3	3	3	YES
CALIFORNIA	71.2	5.0	13	3	2	3	2	YES
COLORADO	75.4	6.4	ESTABLISHED BY LOCAL BOARDS			.5		NO
CONNECTICUT	82.2	2.8	20	4	3	3	2	NO
D. C.	56.0	5.5	23.5	4	3	3.5	3	NO
DELAWARE	72.1	6.0	22	4	3	3	3	NO
FLORIDA	66.9	3.3	24	4	3	3	3	YES
GEORGIA	65.4	4.3	22	4	4	3	3	YES
HAWAII	76.0	5.4	22	4	3	4	3	NO
IDAHO	80.1	2.0	21	4.5	2	2.5	2	YES
ILLINOIS	80.4	5.2	16	3	2	2	1	NO
INDIANA	74.1	1.7	20	4	2	2	2	YES
IOWA	86.4	2.9	13	4	3	3	3	NO
KANSAS	79.1	2.5	21	4	2	3	2	NO
KENTUCKY	74.4	2.8	22	4	3	3	3	NO
LOUISIANA	63.5	7.5	23	4	3	3	3	YES
MAINE	79.1	4.4	16	4	2	2	2	NO
MARYLAND	80.4	3.6	21	4	3	3	3	YES
MASSACHUSETTS	81.5	3.4	ESTABLISHED BY LOCAL BOARDS					YES
MICHIGAN	76.3	6.2	16	4	4	3	3	NO
MINNESOTA	86.4	2.8	21.5	4	3	3.5	3	YES
MISSISSIPPI	63.9	4.6	20	4	3	3	3	YES
MISSOURI	82.4	4.9	22	3	2	2	2	NO
MONTANA	82.0	5.2	20	4	2	2	2	NO
NEBRASKA	83.8	2.5	ESTABLISHED BY LOCAL BOARDS					NO
NEVADA	51.3	5.1	22.5	4	3	2	2	YES
NEW HAMPSHIRE	83.4	3.0	19.75	4	2	2.5	2	NO
NEW JERSEY	84.6	1.7	22	4	3	3	3	YES
NEW MEXICO	66.8	5.2	23	4	3	3	2	YES
NEW YORK	70.8	3.9	22	4	3	4	3	YES
N. CAROLINA	72.8	5.2	20	4	4	3	3	YES
N. DAKOTA	83.8	2.4	21	NO STATE REQUIREMENTS				NO
OHIO	79.0	4.3	20	4	3	3	3	YES
OKLAHOMA	78.0	3.1	23	4	3	3	3	YES

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

	GRADUATION RATE SY 2007-2008	DROPOUT RATE (GRADES 9-12) SY 2007-2008	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					HIGH SCHOOL EXIT EXAM
			TOTAL CREDITS	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	YES/NO
OREGON	76.7	3.8	22	3	2	3	2	NO
PENNSYLVANIA	82.7	2.6	ESTABLISHED BY LOCAL BOARDS					NO
RHODE ISLAND	76.4	5.3	20	4	4	3	3	NO
S. CAROLINA	NR	3.9	24	4	4	3	3	YES
S. DAKOTA	84.4	2.3	22	4	3	3	2	NO
TENNESSEE	74.9	3.9	20	4	3	3	3	YES
TEXAS	73.1	4.0	24	4	3	4	3	YES
UTAH	74.3	4.2	15	3	2	2.5	2	NO
VERMONT	89.3	NR	20	4	3	3	3	NO
VIRGINIA	77.0	2.7	22	4	3	3	3	YES
WASHINGTON	71.9	5.7	19	3	2	2.5	2	YES
WEST VIRGINIA	77.3	4.4	24	4	3	3	3	NO
WISCONSIN	89.6	2.3	13	4	2	3	2	NO
WYOMING	76.0	5.0	13	4	3	3	3	NO

Graduation in the United States

According to *Diplomas Count 2010*, slightly fewer than 69 percent of all public school students in the nation graduated from high school with a regular diploma in the class of 2007. A gap of more than 40 percentage points separates the best-performing and worst-performing states. The national leaders, Iowa, New Jersey, North Dakota, Vermont, and Wisconsin, each graduate at least 80 percent of their students. By contrast, the graduation rate falls below 60 percent in the District of Columbia, Georgia, Louisiana, Nevada, New Mexico, North Carolina, and South Carolina.

	TEN-YEAR GRADUATION TREND (ALL STUDENTS)		
	CLASS OF 2007	CLASS OF 1997	CHANGE 1997-2007 (percentage point)
UNITED STATES	68.8	65.7	+3.1
ALABAMA	62.5	56.9	+5.7
ALASKA	65.2	66.4	-1.2
ARIZONA	68.2	59.8	+8.4
ARKANSAS	69.3	68.6	+0.6
CALIFORNIA	62.7	67.4	-4.7
COLORADO	73.2	69.4	+3.9
CONNECTICUT	77.7	75.1	+2.6
D.C.	59.5	52.9	+6.6
DELAWARE	65.0	59.2	+5.7

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

	TEN-YEAR GRADUATION TREND (ALL STUDENTS)		
	CLASS OF 2007	CLASS OF 1997	CHANGE 1997-2007 (percentage point)
FLORIDA	62.1	54.2	+7.8
GEORGIA	57.8	55.1	+2.7
HAWAII	65.1	58.4	+6.7
IDAHO	73.5	73.2	+0.3
ILLINOIS	74.6	71.3	+3.3
INDIANA	72.4	69.2	+3.2
IOWA	80.2	78.9	+1.3
KANSAS	75.1	73.8	+1.3
KENTUCKY	71.8	69.6	+2.2
LOUISIANA	57.4	52.1	+5.3
MAINE	77.6	74.8	+2.8
MARYLAND	73.7	74.5	-0.8
MASSACHUSETTS	77.3	74.4	+3.0
MICHIGAN	77.8	72.0	+5.7
MINNESOTA	77.2	77.3	-0.1
MISSISSIPPI	62.5	56.1	+6.4
MISSOURI	75.3	70.6	+4.6
MONTANA	75.2	76.7	-1.5
NEBRASKA	74.3	79.7	-5.5
NEVADA	41.8	65.7	-23.9
NEW HAMPSHIRE	76.2	66.4	+9.8
NEW JERSEY	83.3	80.6	+2.6
NEW MEXICO	54.9	56.3	-1.4
NEW YORK	70.6	60.3	+10.3
N. CAROLINA	57.8	58.3	-0.5
N. DAKOTA	80.9	80.1	+0.8
OHIO	74.6	68.3	+6.3
OKLAHOMA	71.8	68.9	+2.9
OREGON	74.1	69.0	+5.1
PENNSYLVANIA	77.6	74.7	+2.9
RHODE ISLAND	71.1	67.1	+4.0
S. CAROLINA	54.9	53.5	+1.5
S. DAKOTA	75.4	79.5	-4.1
TENNESSEE	65.8	52.6	+13.2
TEXAS	65.1	59.3	+5.8
UTAH	77.1	79.0	-1.9
VERMONT	82.3	76.4	+5.9
VIRGINIA	69.9	72.3	-2.3
WASHINGTON	67.9	70.6	-2.7
WEST VIRGINIA	71.6	75.5	-3.9
WISCONSIN	81.0	76.9	+4.1
WYOMING	72.6	74.4	-1.8

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

Projection of Graduates and Nongraduates

According to *Diplomas Count 2010*, nationally, 1.3 million members of the public high school class of 2010 will fail to graduate with a diploma. That amounts to a loss of 7,200 students from the U.S. graduation population each school day, or one student every 25 seconds.

	PROJECTION OF GRADUATES AND NONGRADUATES			
	NINTH GRADERS 2006-2007	PROJECTED OUTCOMES 2009-2010		TOTAL Students Lost Each School Day
		Graduates	Nongraduates	
UNITED STATES	4,155,418	2,857,791	1,297,628	7,209
ALABAMA	64,943	40,615	24,328	135
ALASKA	11,233	7,324	3,909	22
ARIZONA	77,621	52,947	24,674	137
ARKANSAS	38,787	26,861	11,926	66
CALIFORNIA	534,357	334,911	199,446	1,108
COLORADO	64,559	47,284	17,275	96
CONNECTICUT	44,975	34,962	10,013	56
D.C.	5,127	3,053	2,074	12
DELAWARE	11,004	7,151	3,853	21
FLORIDA	238,582	148,094	90,488	503
GEORGIA	145,806	84,289	61,517	342
HAWAII	16,419	10,688	5,731	32
IDAHO	21,843	16,054	5,789	32
ILLINOIS	179,053	133,493	45,560	253
INDIANA	85,486	61,921	23,565	131
IOWA	39,988	32,069	7,919	44
KANSAS	38,382	28,833	9,549	53
KENTUCKY	57,252	41,086	16,166	90
LOUISIANA	57,171	32,794	24,377	135
MAINE	15,988	12,407	3,581	20
MARYLAND	78,874	58,108	20,766	115
MASSACHUSETTS	62,442	48,282	14,160	79
MICHIGAN	145,748	113,339	32,409	180
MINNESOTA	66,738	51,527	15,211	85
MISSISSIPPI	41,948	26,205	15,743	87
MISSOURI	80,759	60,782	19,977	111
MONTANA	12,792	9,616	3,176	18
NEBRASKA	24,411	18,127	6,282	35
NEVADA	41,055	17,147	23,908	133
NEW HAMPSHIRE	18,227	13,881	4,346	24
NEW JERSEY	107,828	89,807	18,021	100
NEW MEXICO	29,606	16,254	13,352	74
NEW YORK	247,787	174,901	72,886	405

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

	PROJECTION OF GRADUATES AND NONGRADUATES			
	NINTH GRADERS 2006-2007	PROJECTED OUTCOMES 2009-2010		TOTAL Students Lost Each School Day
		Graduates	Nongraduates	
N. CAROLINA	127,683	73,835	53,848	299
N. DAKOTA	8,262	6,685	1,577	9
OHIO	154,556	115,354	39,202	218
OKLAHOMA	51,048	36,654	14,394	80
OREGON	45,441	33,670	11,771	65
PENNSYLVANIA	153,179	118,854	34,325	191
RHODE ISLAND	12,130	8,625	3,505	19
S. CAROLINA	66,578	36,576	30,002	167
S. DAKOTA	10,371	7,815	2,556	14
TENNESSEE	82,343	54,173	28,170	157
TEXAS	387,440	252,319	135,121	751
UTAH	37,806	29,162	8,644	48
VERMONT	7,535	6,203	1,332	7
VIRGINIA	107,577	75,215	32,362	180
WASHINGTON	90,199	61,236	28,963	161
WEST VIRGINIA	24,331	17,420	6,911	38
WISCONSIN	74,984	60,743	14,241	79
WYOMING	7,164	5,198	1,966	11

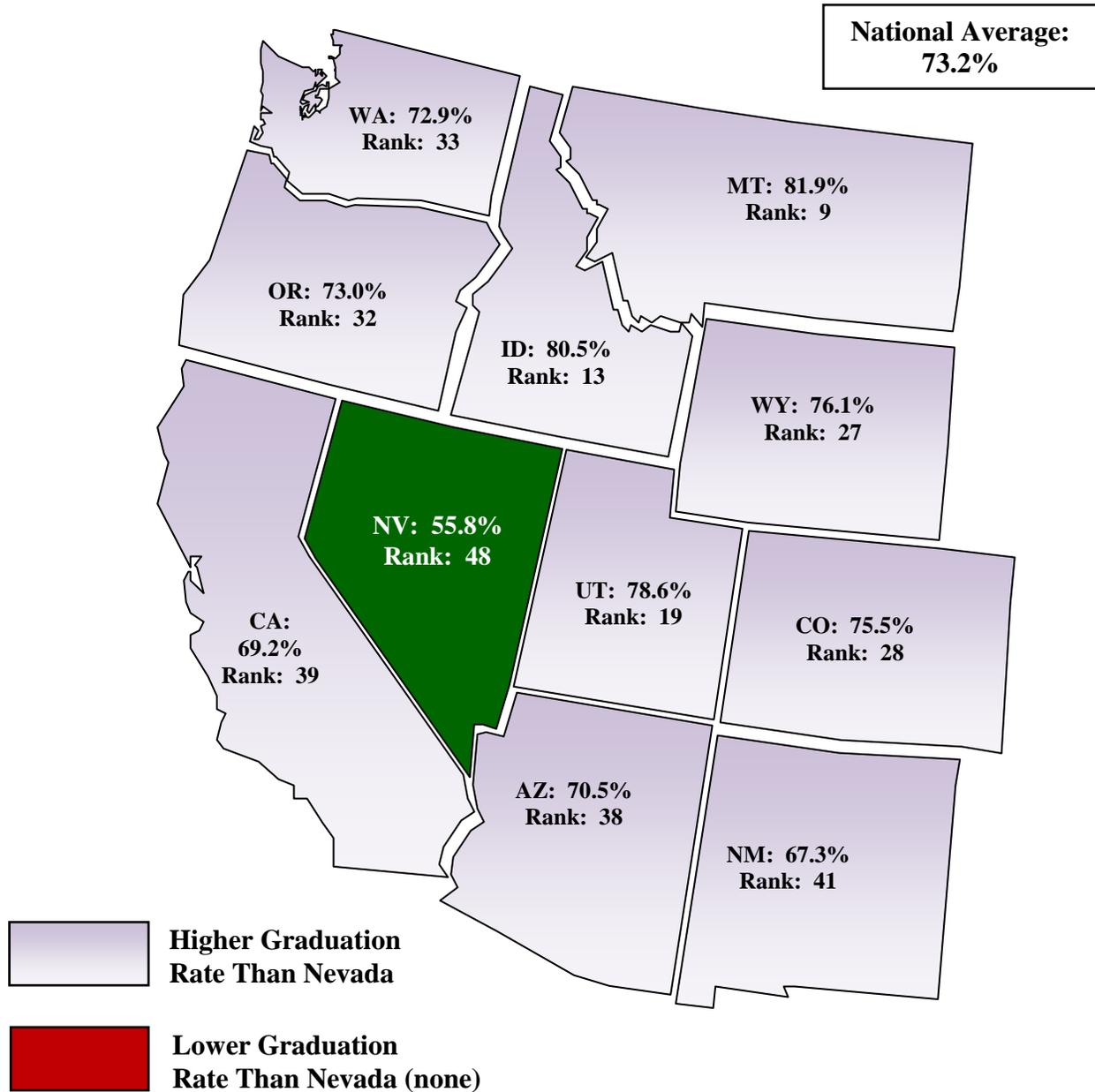


[education is] One of the few things a person is willing to pay for and not get.

William Lowe Bryan

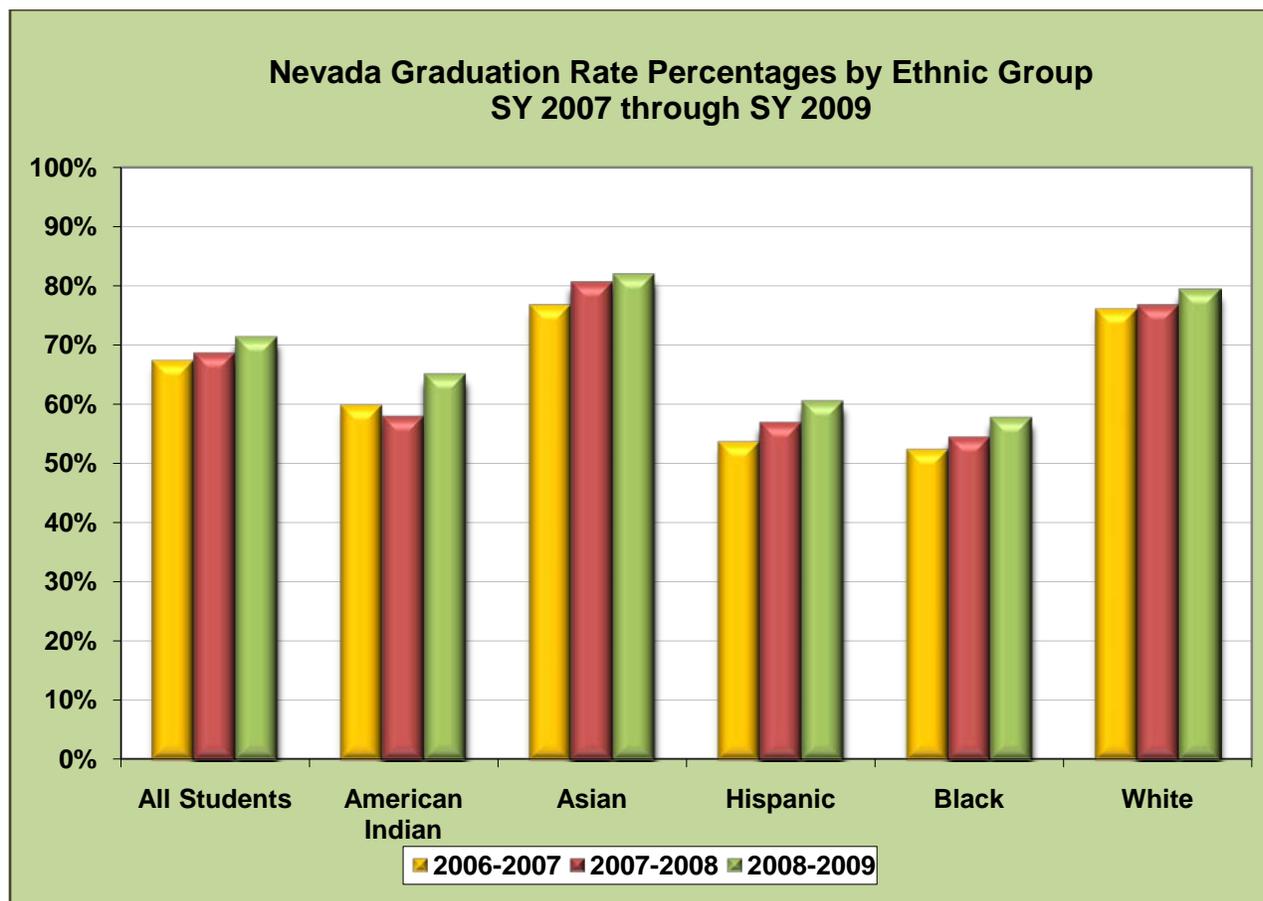
Students—Graduation Rate

Averaged Freshman Graduation Rates for Public High Schools Western States Comparison SY 2005-2006



Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

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

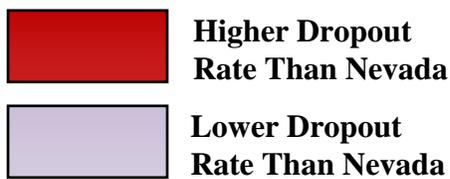
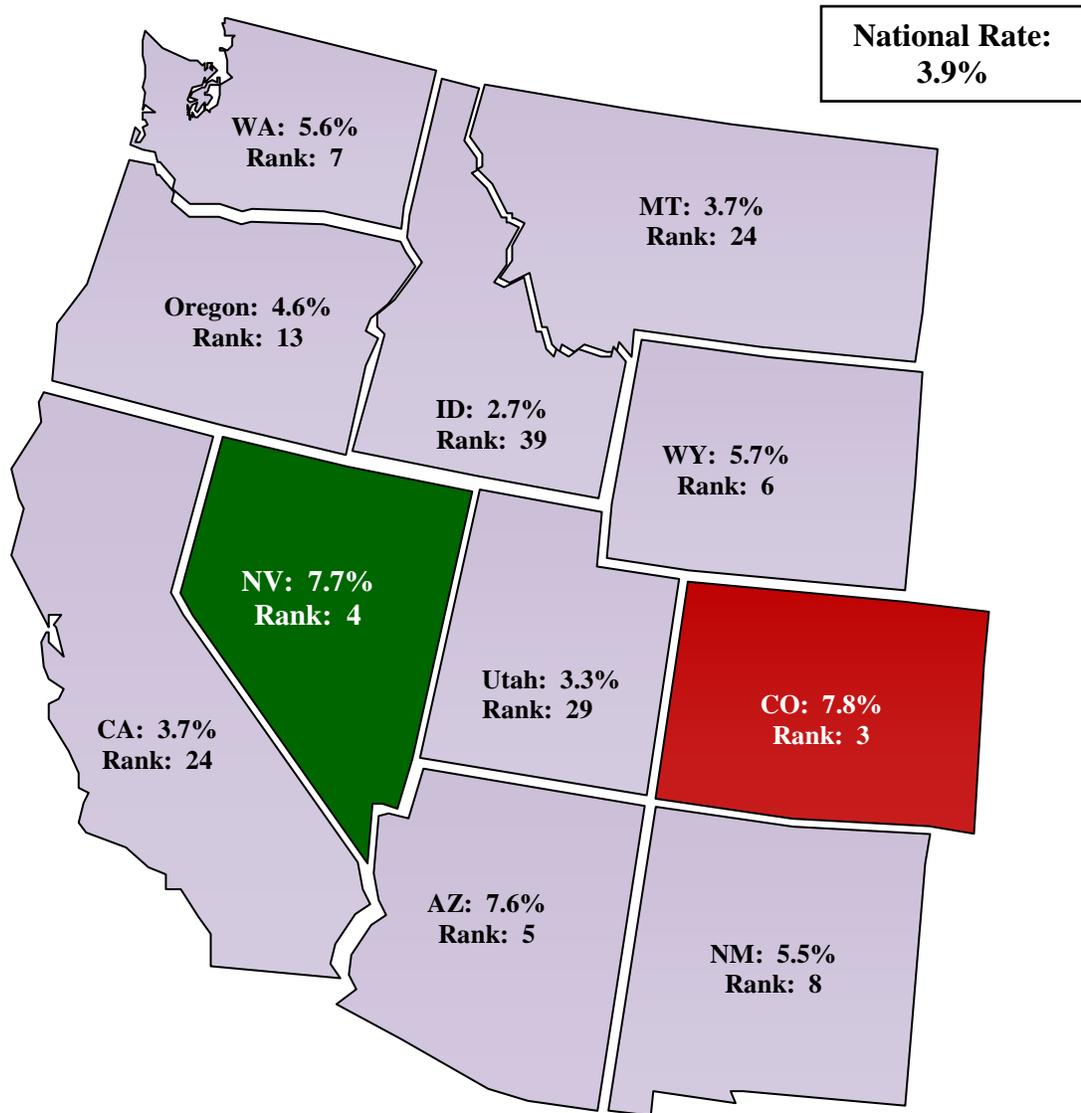
Students—Graduation Rate (*continued*)

Graduation Rate Percentages by Ethnic Group						
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	67.0%	64.9%	67.5%	67.4%	68.7%	71.4%
American Indian	58.2%	55.5%	59.2%	59.9%	58.0%	65.1%
Asian	73.4%	73.8%	76.8%	76.8%	80.7%	82.0%
Hispanic	52.6%	50.7%	55.3%	53.7%	57.0%	60.6%
Black	50.5%	49.7%	52.7%	52.4%	54.5%	57.8%
White	74.7%	72.8%	75.0%	76.1%	76.8%	79.4%

Source: DOE, Nevada Report Card Database: State Profile, 2004 through 2010.

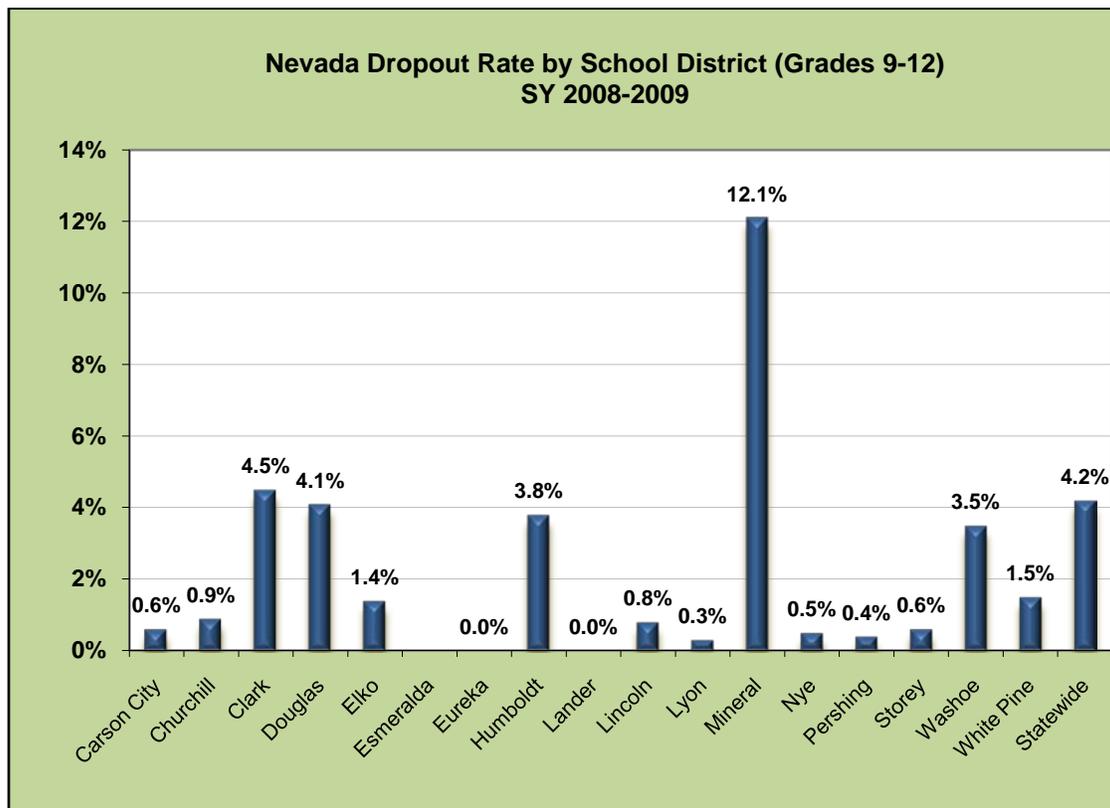
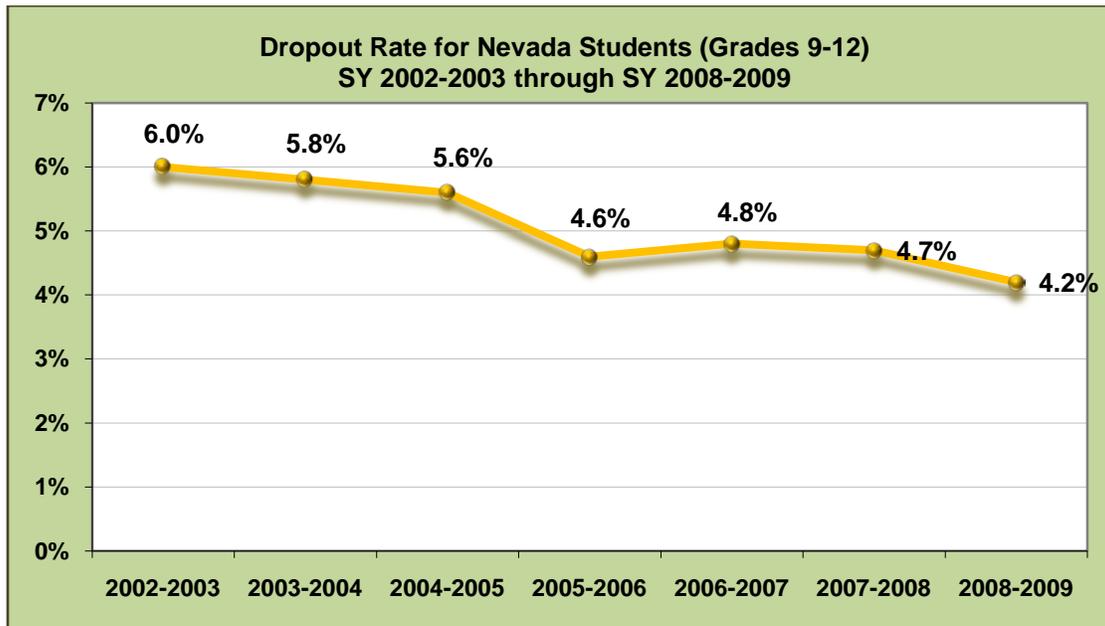
Students—Dropout Rate

Dropout Rates For Public High Schools Western States Comparison SY 2005-2006



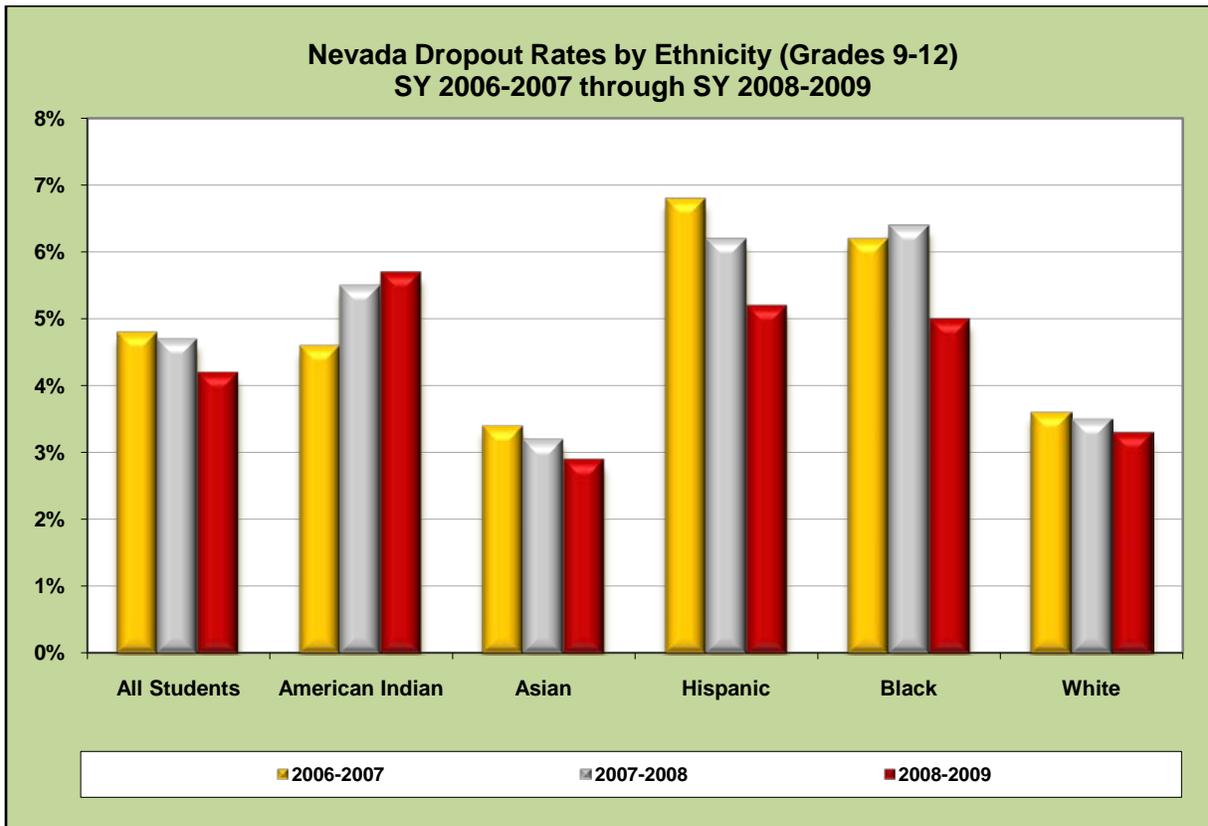
Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Students—Dropout Rate (*continued*)



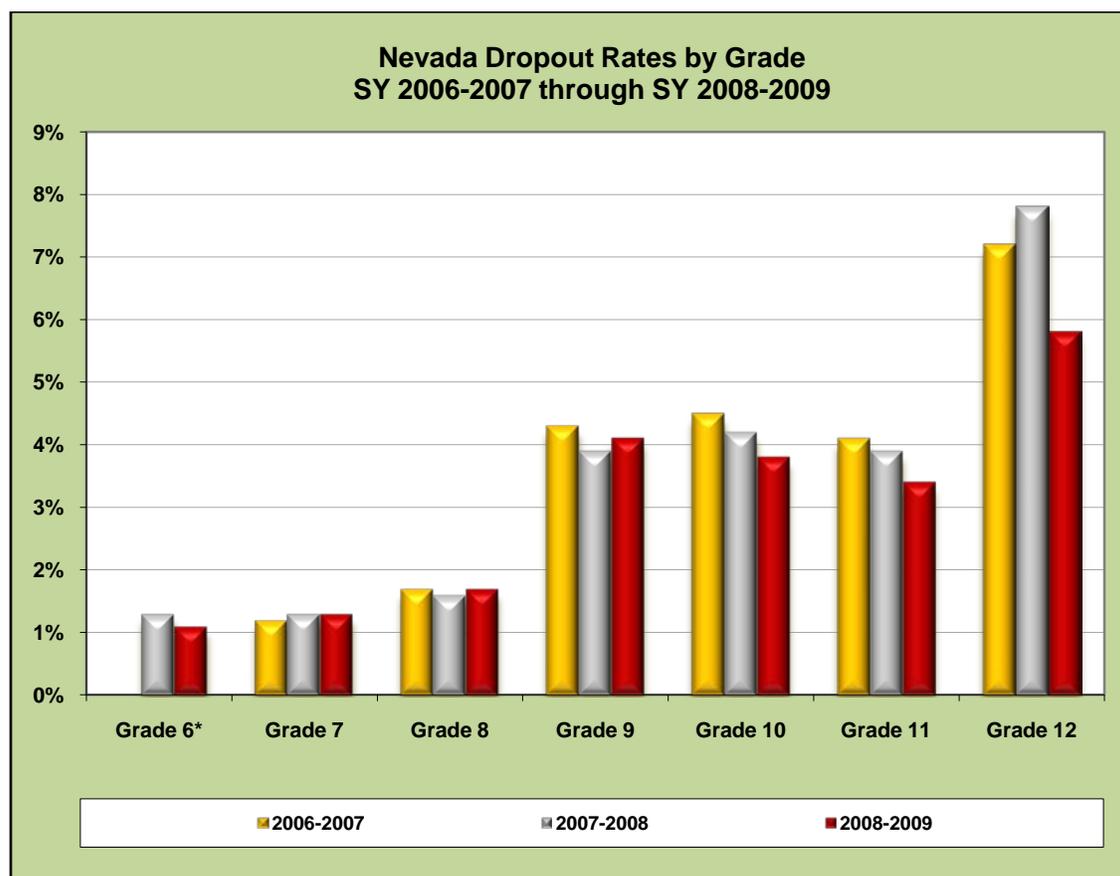
Source: DOE, Nevada Report Card Database: State Profile, 2003 through 2010.

Students—Dropout Rate (*continued*)



Dropout Rate Percentages by Ethnic Group						
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	5.8%	5.7%	4.6%	4.8%	4.7%	4.2%
American Indian	7.4%	7.3%	4.2%	4.6%	5.5%	5.7%
Asian	4.9%	3.8%	3.2%	3.4%	3.2%	2.9%
Hispanic	8.2%	7.8%	6.5%	6.8%	6.2%	5.2%
Black	7.4%	7.3%	5.8%	6.2%	6.4%	5.0%
White	4.5%	4.5%	3.5%	3.6%	3.5%	3.3%

Source: DOE, Nevada Report Card Database: State Profile, 2004 through 2010.

Students—Dropout Rate (*continued*)

Nevada Dropout Rate Percentages by Grade			
	2006-2007	2007-2008	2008-2009
Grade 6*		1.3%	1.1%
Grade 7	1.2%	1.3%	1.3%
Grade 8	1.7%	1.6%	1.7%
Grade 9	4.3%	3.9%	4.1%
Grade 10	4.5%	4.2%	3.8%
Grade 11	4.1%	3.9%	3.4%
Grade 12	7.2%	7.8%	5.8%

*Data for Grade 6 was not reported until SY 2007-2008.

Source: DOE, Nevada Report Card Database: State Profile, 2007 through 2010.

Educational Personnel—2009 State Teacher Policy Yearbook

Background

The 2009 edition of the *State Teacher Policy Yearbook* is the National Council on Teacher Quality’s third annual review of state laws, rules, and regulations that govern the teaching profession. Each state was reviewed against its success in meeting five goals:

Goals

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

Results—National

- The average overall state grade for the *2009 State Teacher Policy Yearbook* is a “D.”
- States fare worst in the area of “Identifying Effective Teachers,” with an average grade of “D-.”
- The highest average grades are in the areas of “Retaining Effective Teachers” and “Expanding the Teaching Pool,” with a D+.
- The State of Florida received the highest overall grade, with a “C.” Seven other states received a “C-”: Alabama, Arkansas, Georgia, Louisiana, South Carolina, Tennessee, and Texas.
- Three states received an overall grade of “F”: Maine, Montana, and Vermont.

Average State Grades

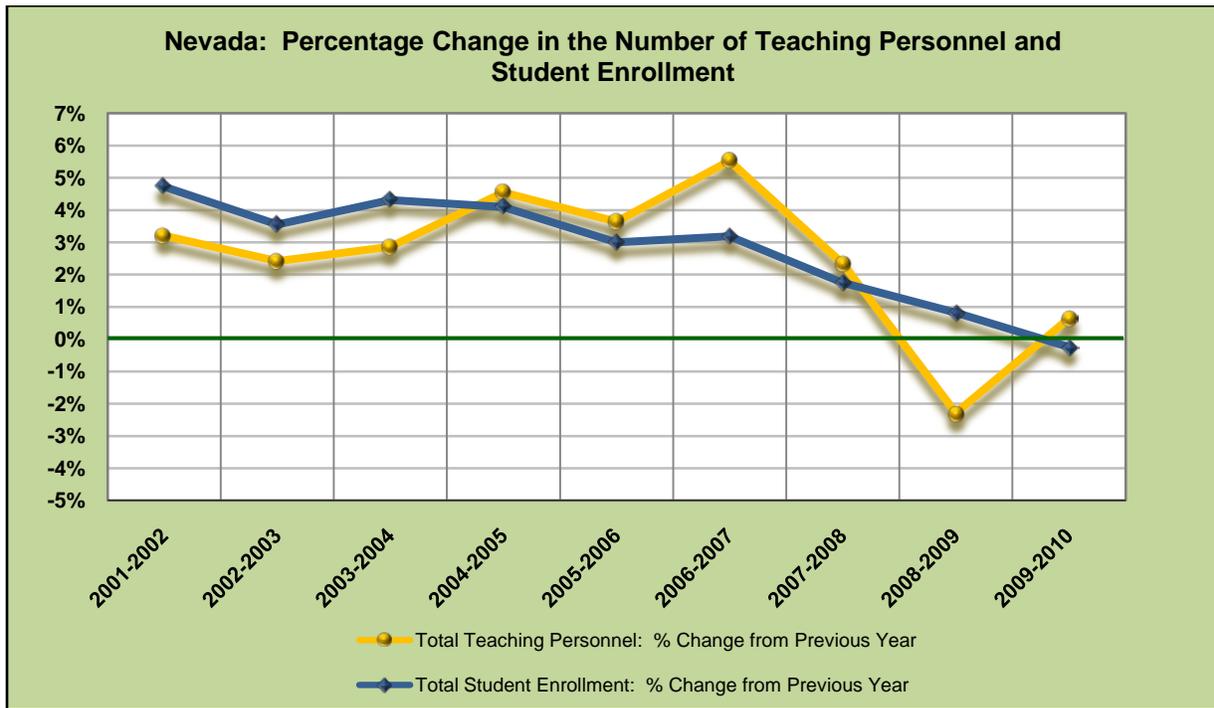
Delivering Well-Prepared Teachers	D
Expanding the Pool of Teachers	D+
Identifying Effective Teachers	D-
Retaining Effective Teachers	D+
Exiting Ineffective Teachers	D
Average Overall Grade	D

Educational Personnel—2009 State Teacher Policy Yearbook (*continued*)

**Summary Grade Table
Western States**

States	GOALS						
	Rank	Delivering Well-Prepared Teachers	Expanding the Pool of Teachers	Identifying Effective Teachers	Retaining Effective Teachers	Exiting Ineffective Teachers	Average Overall Grade
Arizona	9	D	C-	D	D+	C-	D+
California	10	C	D+	D-	C+	D-	D+
Colorado	11	D-	D+	D-	C-	B-	D+
Idaho	39	D	D	D-	D+	F	D-
Montana	50	D-	D-	F	D	F	F
National		D	D+	D-	D+	D	D
Nevada	44	D-	D-	D-	D	D+	D-
New Mexico	18	D+	D	C-	D	B-	D+
Oregon	47	D+	F	F	D+	D-	D-
Utah	35	D-	D	D	C	D-	D
Washington	24	D+	C-	D	C	D+	D+
Wyoming	48	D-	D	D	D	D-	D-

Educational Personnel—FTEs



Total Change in Teaching Personnel and Student Enrollment SY 2000-2001 through SY 2009-2010										
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Teaching Personnel (FTE)*	18,408	18,999	19,459	20,015	20,925	21,687	22,885	23,421	22,886	23,034
Total Teaching Personnel: % Change from Previous Year		3.2%	2.4%	2.9%	4.5%	3.6%	5.5%	2.3%	-2.3%	0.7%
Total Public Student Enrollment	340,706	356,814	369,498	385,414	401,211	413,252	426,436	433,885	437,433	436,368
Total Student Enrollment: % Change from Previous Year		4.7%	3.6%	4.3%	4.1%	3%	3.2%	1.7%	0.8%	-0.2%

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

Source: DOE, Research Bulletin, Volume 51, February 2010.

Educational Personnel—FTEs (*continued*)

Percentage of Educational Staff for Selected Categories Western States SY 2006-2007

State	Teachers	School Administrators*	District Administrators**	Student and Other Support Staff***	Instructional Aides	School Counselors	Librarians
Arizona	51.4% Rank: 23	2.3% Rank: 38	0.4% Rank: 44	22.7% Rank: 25	14.7% Rank: 11	1.4% Rank: 44	0.8% Rank: 35
California	53.0% Rank: 15	2.5% Rank: 28	0.5% Rank: 41	20.2% Rank: 34	11.7% Rank: 28	1.1% Rank: 48	0.2% Rank: 50
Colorado	48.2% Rank: 37	2.7% Rank: 19	1.1% Rank: 17	19.9% Rank: 36	13.8% Rank: 16	2.0% Rank: 15	0.9% Rank: 26
Idaho	56.1% Rank: 8	2.8% Rank: 13	0.5% Rank: 41	20.6% Rank: 32	10.8% Rank: 33	2.3% Rank: 9	0.6% Rank: 45
Montana	54.7% Rank: 9	2.8% Rank: 13	0.9% Rank: 25	23.0% Rank: 24	10.6% Rank: 35	2.4% Rank: 7	2.0% Rank: 1
National	51.6%	2.5%	1.0%	22.8%	11.4%	1.7%	0.9%
Nevada	67.5% Rank: 1	3.1% Rank: 7	0.6% Rank: 39	6.0% Rank: 49	12.3% Rank: 26	2.5% Rank: 5	1.0% Rank: 21
New Mexico	47.3% Rank: 39	2.4% Rank: 31	1.6% Rank: 10	26.7% Rank: 6	11.3% Rank: 29	1.5% Rank: 40	0.6% Rank: 45
Oregon	51.8% Rank: 20	3.2% Rank: 4	0.5% Rank: 41	17.4% Rank: 42	8.6% Rank: 47	2.0% Rank: 15	0.8% Rank: 35
Utah	49.9% Rank: 31	2.4% Rank: 31	0.9% Rank: 25	20.7% Rank: 31	15.9% Rank: 5	1.5% Rank: 40	0.6% Rank: 45
Washington	52.2% Rank: 18	2.7% Rank: 19	1.2% Rank: 16	24.4% Rank: 17	9.8% Rank: 41	2.0% Rank: 15	1.2% Rank: 16
Wyoming	44.4% Rank: 48	2.3% Rank: 38	2.1% Rank: 5	24.8% Rank: 14	13.9% Rank: 15	3.0% Rank: 4	0.9% Rank: 26

*School Administrators include primarily principals and assistant principals.

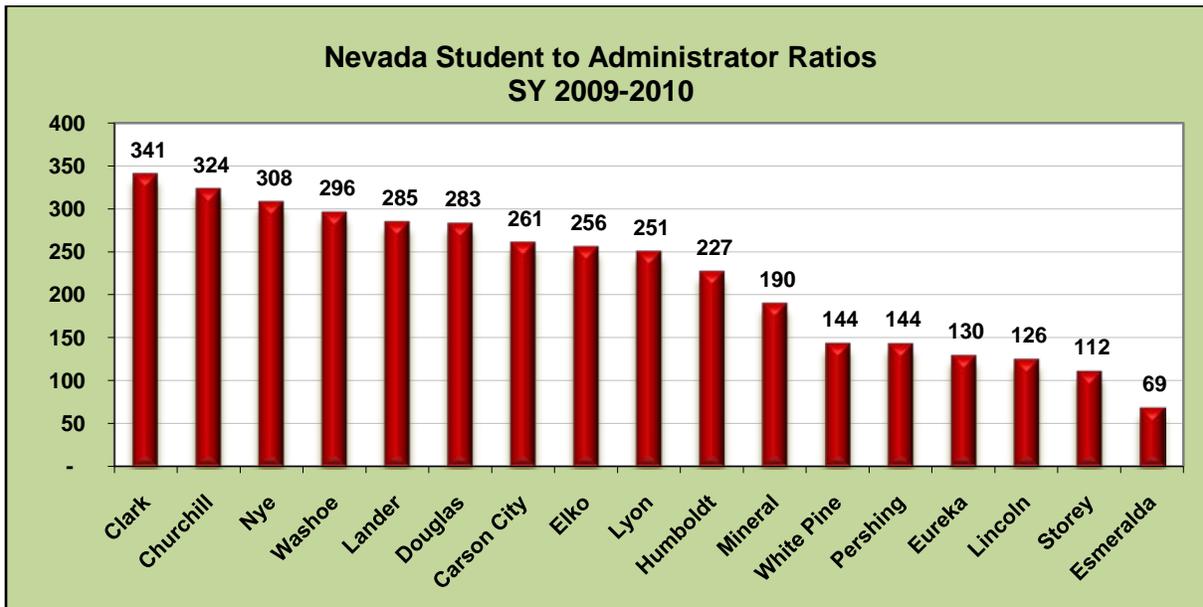
**District Administrators include primarily superintendents, assistant superintendents, and other district administrators.

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

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

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

Educational Personnel—FTEs (*continued*)

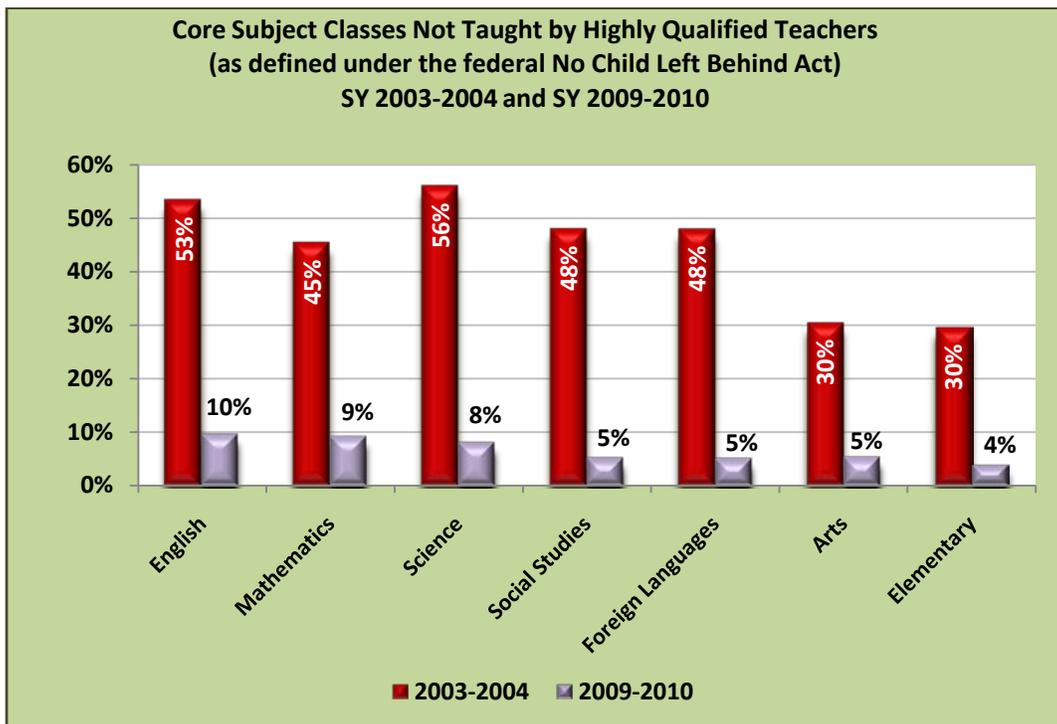
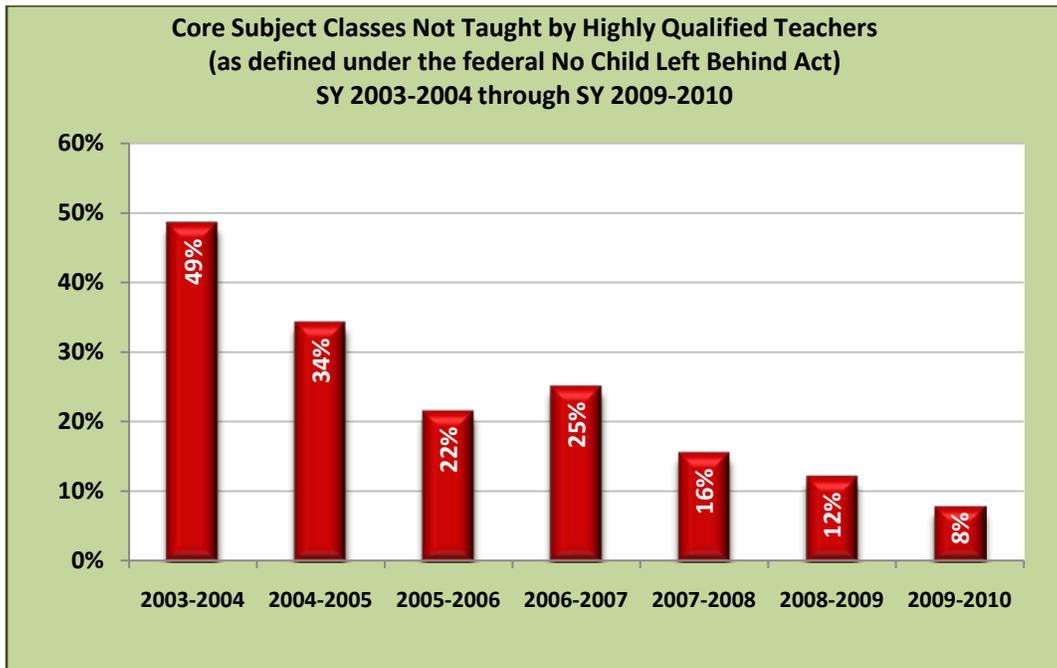


State of Nevada Student to Administrator Ratios—SY 2009-2010			
School Districts	Enrollments	Administrators*	Administrator Ratio
Carson City	7,834	30	261
Churchill	4,206	13	324
Clark	313,558	920	341
Douglas	6,517	23	283
Elko	9,474	37	256
Esmeralda	69	1	69
Eureka	260	2	130
Humboldt	3,406	15	227
Lander	1,140	4	285
Lincoln	1,005	8	126
Lyon	8,768	35	251
Mineral	571	3	190
Nye	6,167	20	308
Pershing	719	5	144
Storey	447	4	112
Washoe	64,844	219	296
White Pine	1,442	10	144

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

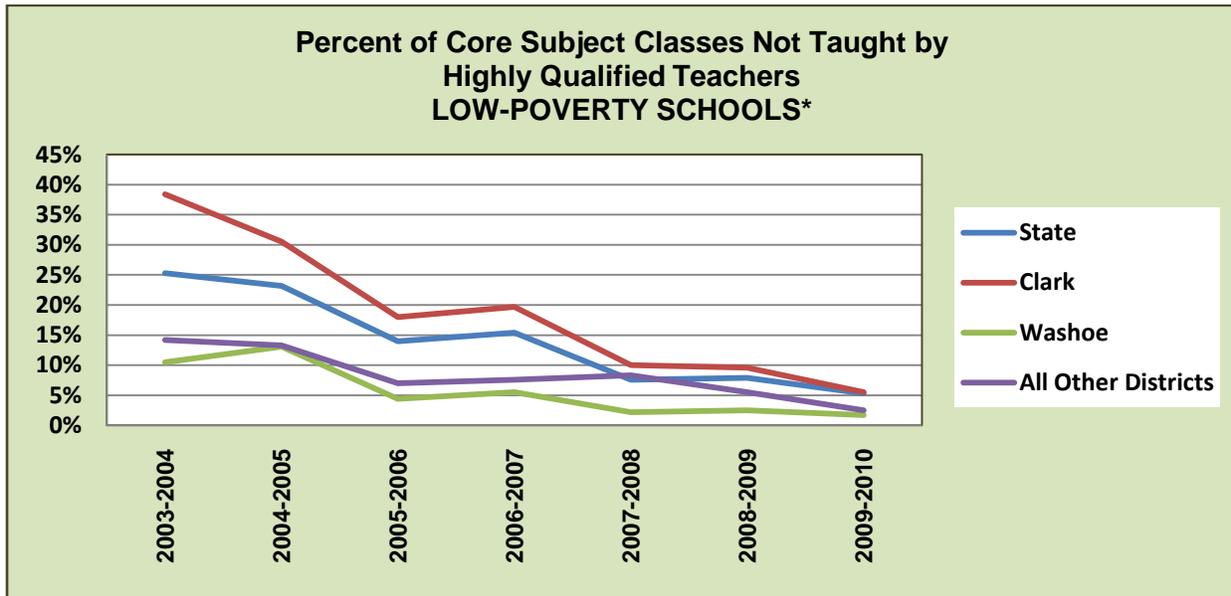
Source: DOE, Research Bulletin, Volume 51, February 2010.

Teachers—Not NCLB Highly Qualified

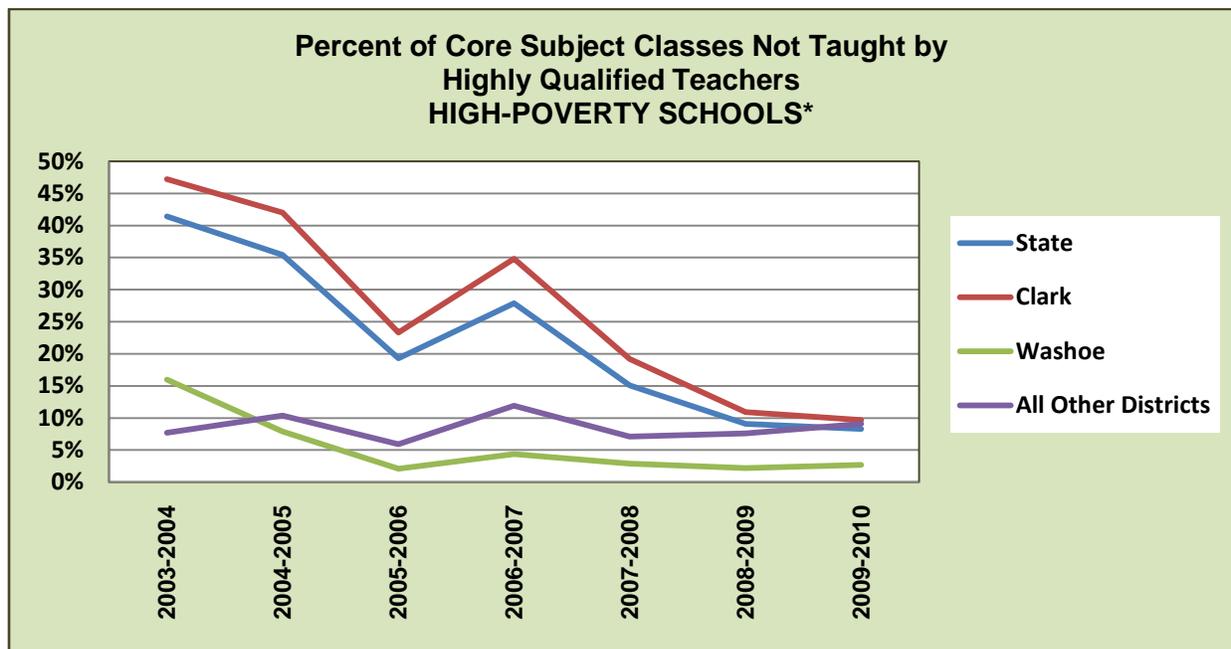


Source: DOE, Nevada Report Card Database: State Profile, 2010.

Teachers—Not NCLB Highly Qualified (*continued*)



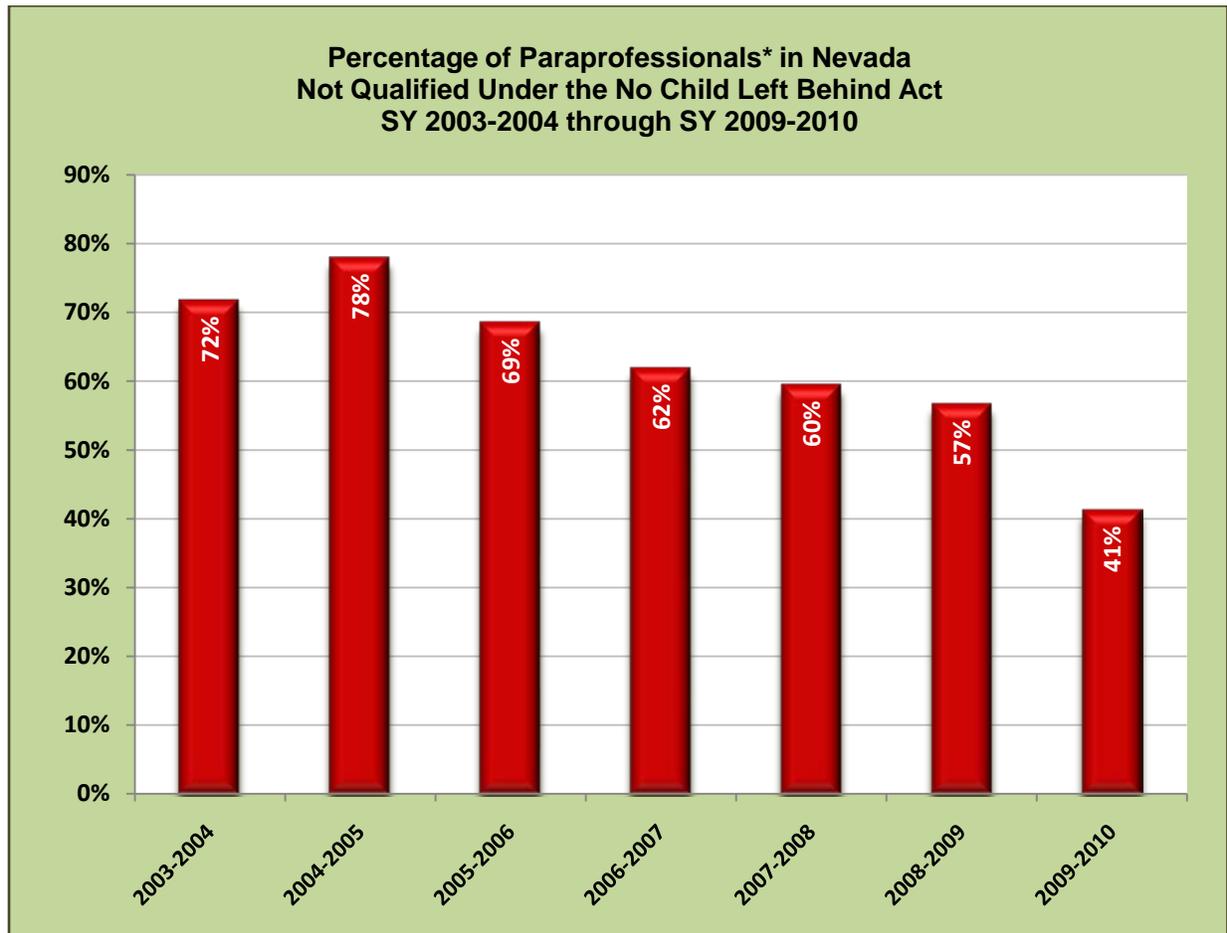
*Low-Poverty School: Defined as being within the top quartile throughout the State for percentages of students who qualify for free or reduced price lunch.



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

Source: DOE, Nevada Report Card Database: State Profile, 2004 through 2010.

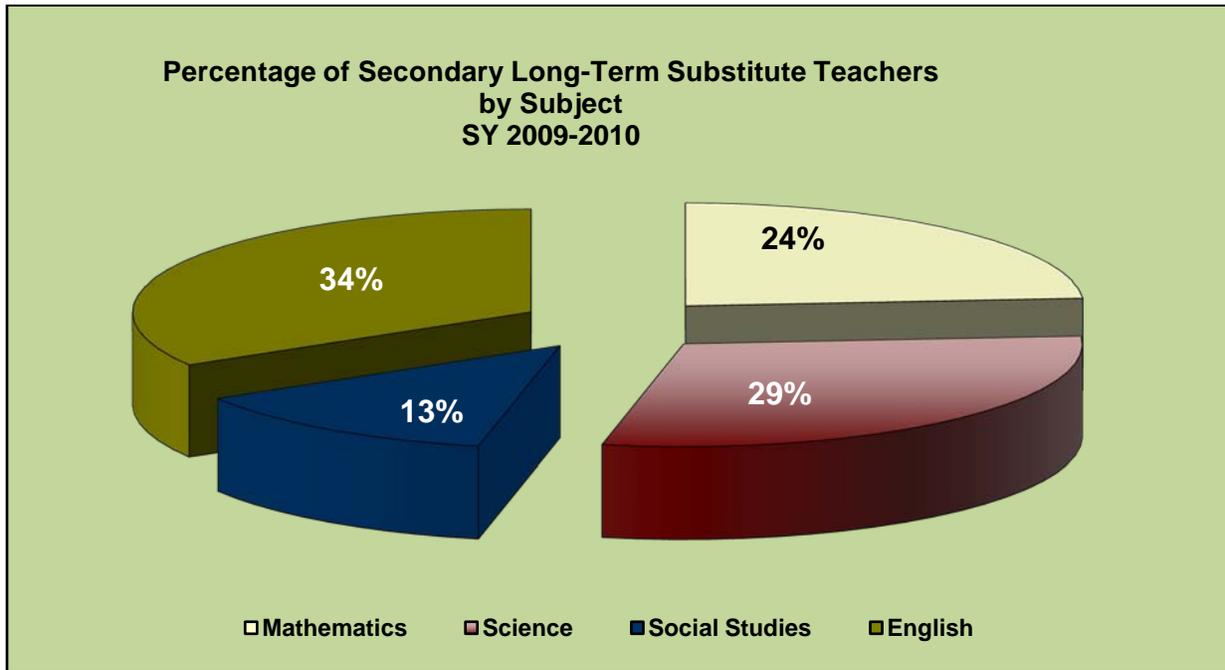
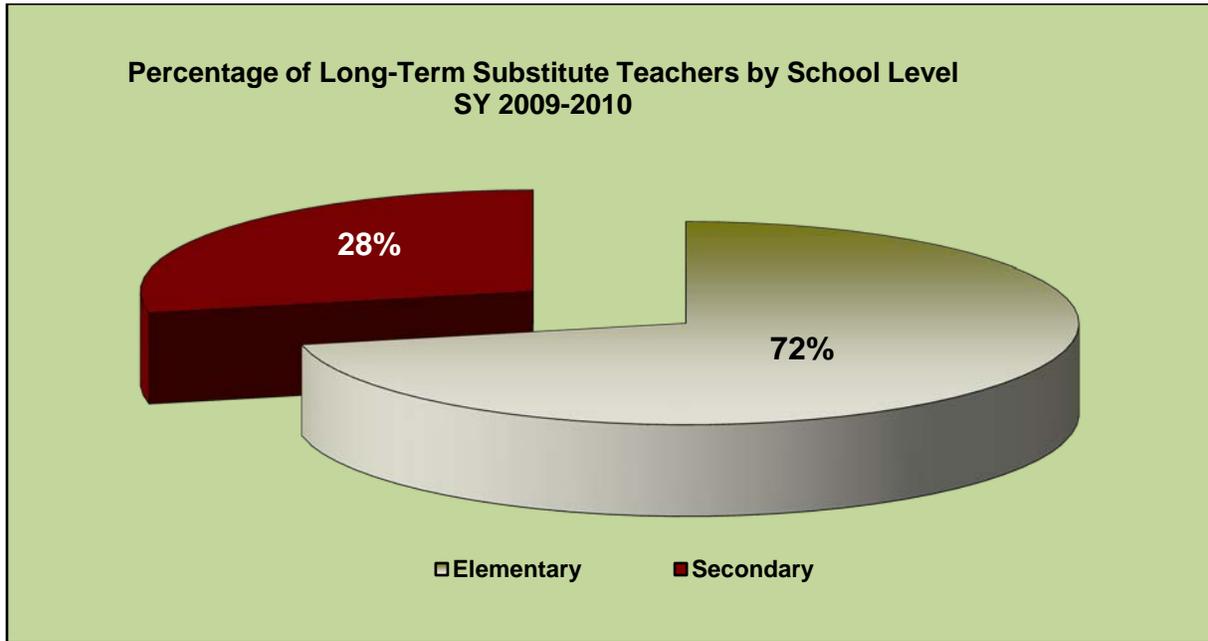
Paraprofessionals—Not NCLB Highly Qualified



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

Source: DOE, *Nevada Report Card Database: State Profile*, 2004 through 2010.

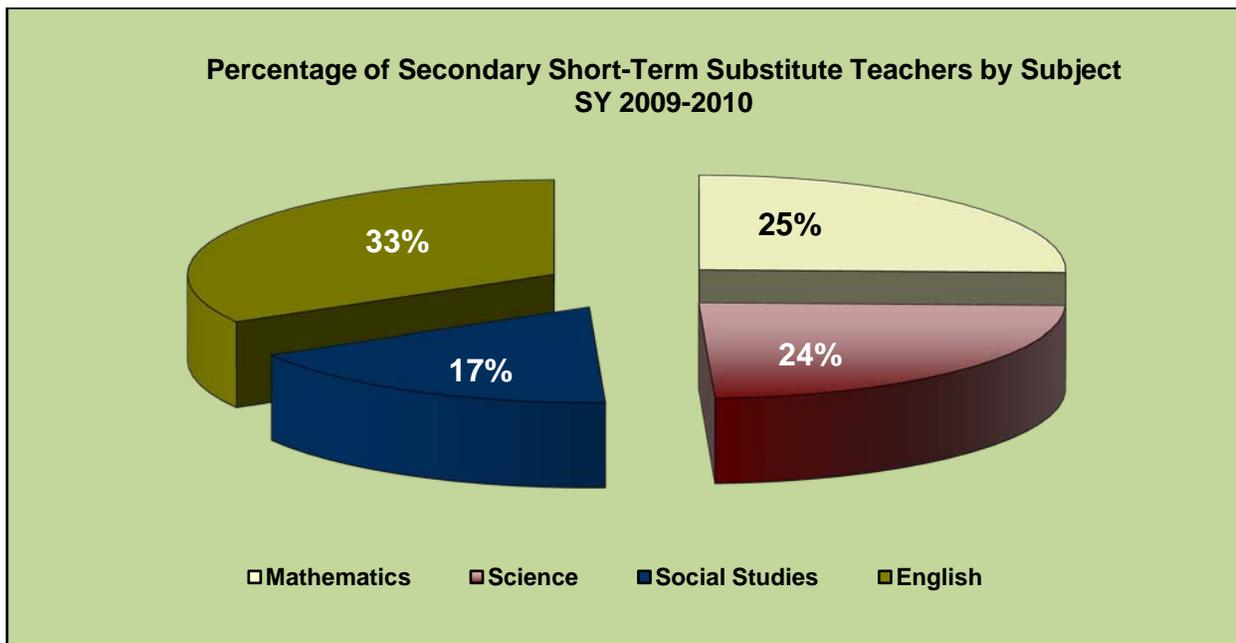
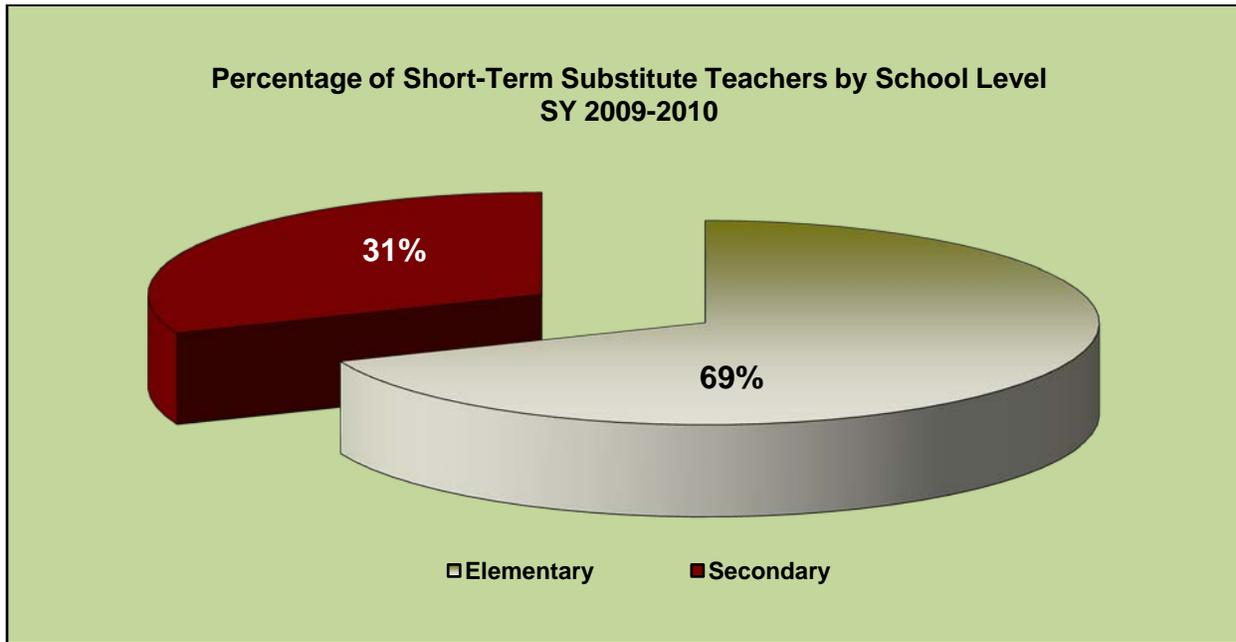
Substitute Teachers—Long-Term



Source: DOE, *Nevada Report Card Database: State Profile*, 2010.

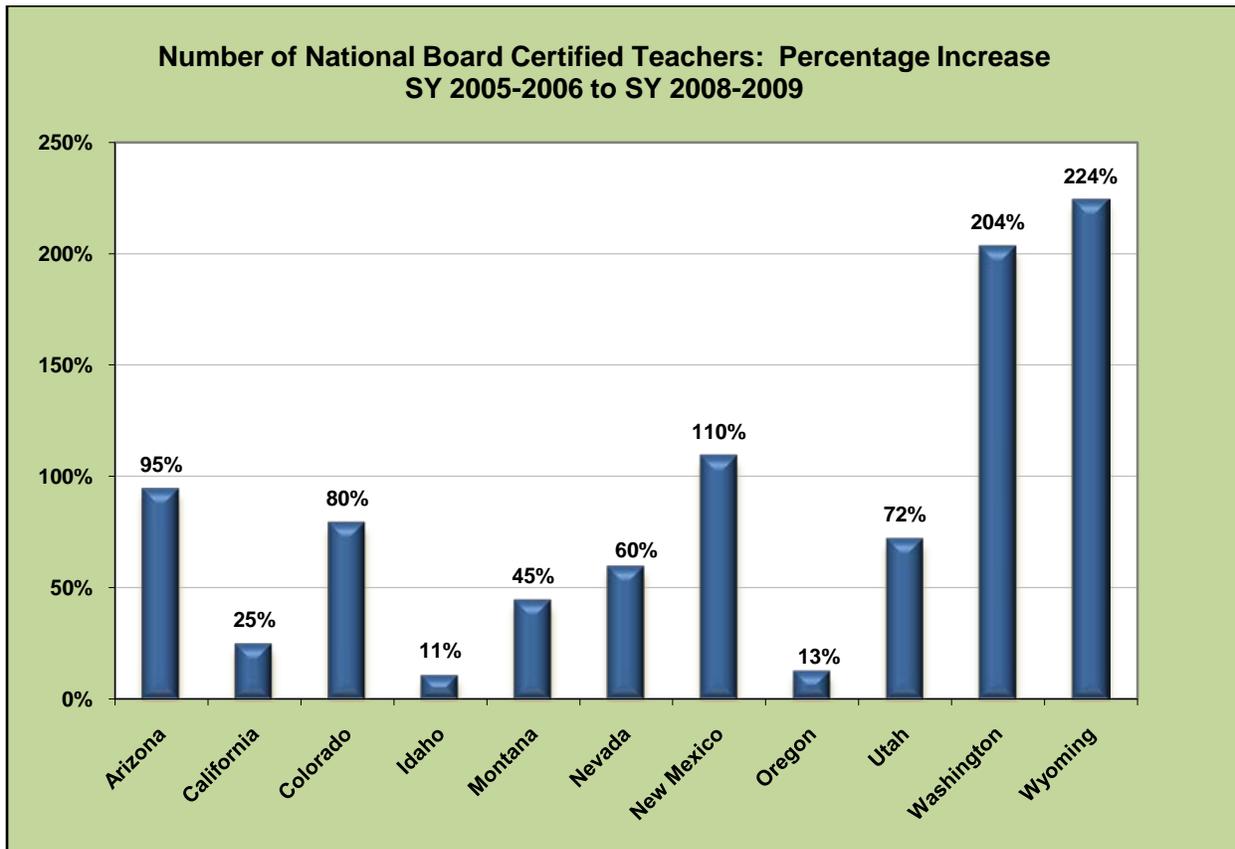
Note: Long-term substitute teachers are defined as those teaching 20 consecutive days or more in the same classroom or assignment.

Substitute Teachers—Short-Term



Source: DOE, Nevada Report Card Database: State Profile, 2010.

Teachers—National Board Certification



**Number of National Board Certified Teachers:
Nevada and Western States**

	2005-2006	2007-2008	2008-2009	% Increase 2006 to 2009
Arizona	348	452	678	95%
California	3,659	3,882	4,581	25%
Colorado	266	332	478	80%
Idaho	326	339	362	11%
Montana	58	64	84	45%
Nevada	278	337	445	60%
New Mexico	230	310	482	110%
Oregon	207	220	234	13%
Utah	105	124	181	72%
Washington	1,306	1,792	3,964	204%
Wyoming	78	145	253	224%

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



Chapter 3

Nevada Plan for School Finance and Education Revenues and Expenditures

Background—The *Nevada Plan*

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

NOTE: The 2009 Legislature, through the passage of Senate Bill 429 (Chapter 395, *Statutes of Nevada*), temporarily increased the LSST from 2.25 percents to 2.60 percent for the 2009-2011 Biennium.

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

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

To protect districts during times of declining enrollment, *Nevada Revised Statutes* contains a "hold harmless" provision. The guaranteed level of funding is based on the higher of the current or the previous year's enrollment, unless the decline in enrollment is more than 5 percent, in which case the funding is based on the higher of the current or the previous two years' enrollment.

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

Chapter 3

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

Special Education is funded on a “unit” basis, with the amount per unit established by the Legislature. These units provide funding for licensed personnel who carry out a program of instruction in accordance with minimum standards prescribed by the State Board of Education. Special education unit funding is provided in addition to the Basic Per-Pupil Support Rate.

The difference between total guaranteed support and local resources is State aid, which is funded by the DSA. Revenue received by the school district from the 2.25 percent LSST (2.60 percent for the 2009-2011 Biennium) and 25 cents of the property tax is deducted from the school district’s Total Basic Support Guarantee to determine the amount of State aid the district will receive. If local revenues from these two sources are less than anticipated, State aid is increased to cover the total guaranteed support. If these two local revenues come in higher than expected, State aid is reduced.

In addition to revenue guaranteed through the *Nevada Plan*, school districts receive other revenue considered “outside” the *Nevada Plan*. Revenues outside the formula, which are not part of the guarantee but are considered when calculating each school district’s relative wealth, include the following: 50 cents of the Ad Valorem tax on property; the share of basic government services tax distributed to school districts; franchise tax; interest income; tuition; unrestricted federal revenue, such as revenue received under Public Law 81-874 in lieu of taxes for federally impacted areas; and other local revenues.

In addition to revenues recognized by the *Nevada Plan*, school districts receive “categorical” funds from the federal government, State, and private organizations that may only be expended for designated purposes. Examples include the State-funded Class-Size Reduction program, Early Childhood Education, remediation programs, and student counseling services. Federally funded programs include the Title I program for 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 (LCB), 2010.

The Nevada Plan Example—Summary

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

Revenue received by the school district from the 2.25 percent LSST (2.60 percent for the 2009-2011 Biennium) and 25 cents of the property tax (6) is deducted from the school district's total guaranteed basic support to determine the amount of State aid the district will receive (7). If local revenues from these two sources are less than anticipated, State aid is increased to cover the total basic support guarantee. If these two local revenues come in higher than expected, State aid is reduced. The difference between total guaranteed support and local resources is State aid, and it is funded by the DSA.

An amount for any specific programs funded by the Legislature through the DSA, such as the Adult High School Education Program, is added to a school district's total State aid to determine the total amount of revenue the school district will receive from the DSA (9).

Sources of revenue "outside" the formula (10-14) are summed (15) and are added to total guaranteed basic support (5) and the amount provided for Adult High School Diploma programs and other legislatively approved programs (8), to determine the school district's total available resources (16).



Education would be so much more effective if its purpose were to ensure that by the time they leave school every boy and girl should know how much they don't know, and be imbued with a lifelong desire to know it.

Sir William Haley

The Nevada Plan Example—Summary (continued)

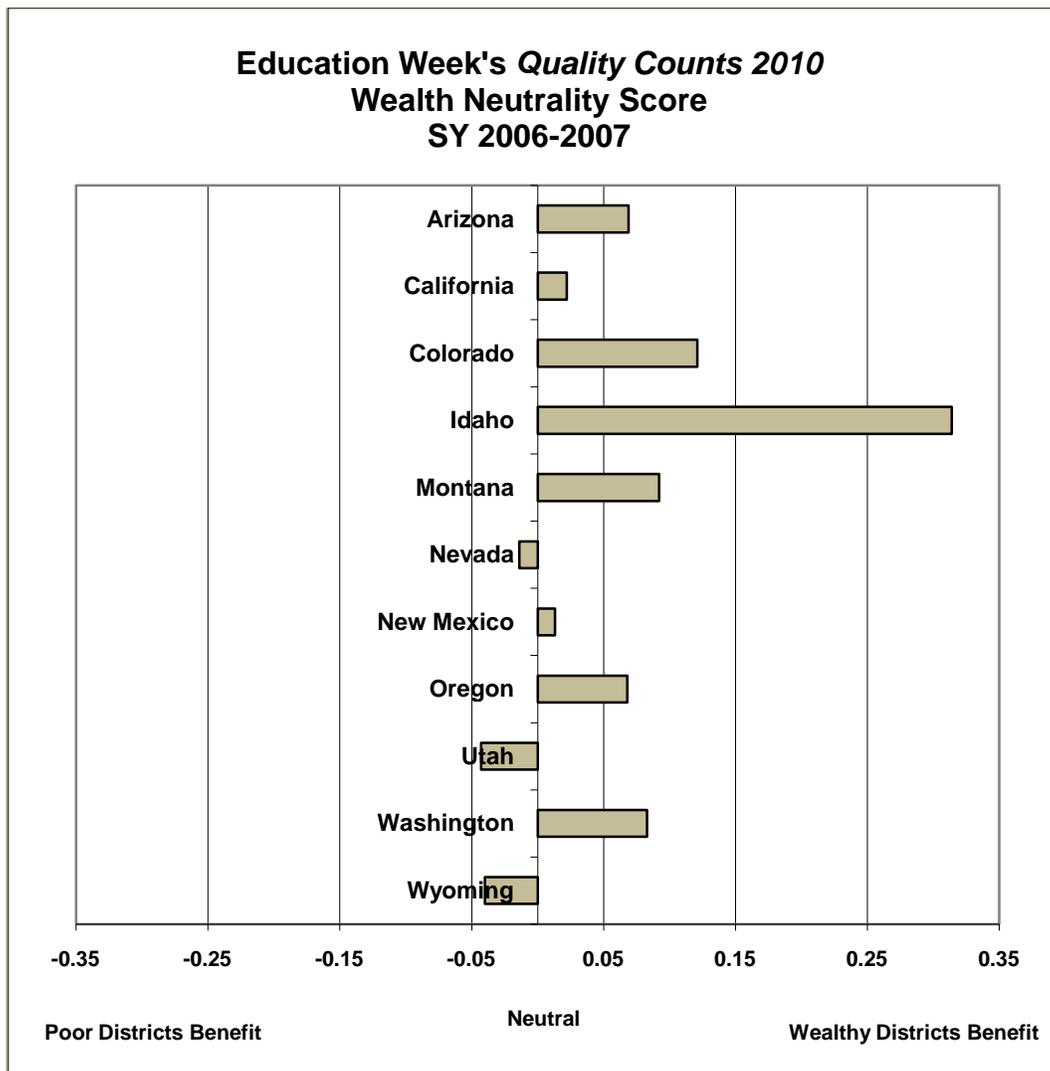
The following example illustrates the guaranteed funding process based on the revenue of a hypothetical district and, in addition, shows other revenue outside of the guarantee, making up the total resources included in an operating budget.

Basic Support Guarantee		
1	Number of Pupils (Weighted Enrollment*)	8,000
2	x Basic Support Per Pupil	<u>\$ 4,700</u>
3	= Guaranteed Basic Support	\$ 37,600,000
4	+ Special Education Allocation (40 units @ \$32,000 per unit)	<u>\$ 1,280,000</u>
5	= Total Guaranteed Support	\$ 38,880,000
	- Local Resources	
6	2.25-cent Local School Support (sales) Tax	(\$ 15,540,000)
	25-cent Ad Valorem (property/mining) Tax	<u>(\$ 4,600,000)</u>
7	= State Responsibility	\$ 18,740,000
8	+ Adult High School Diploma Funding	<u>\$ 35,000</u>
9	= Total Revenue from Distributive School Account	\$ 18,775,000
Resources in Addition to Basic Support		
10	50-cent Ad Valorem (property) Tax	\$ 9,200,000
11	Motor Vehicle Privilege Tax	\$ 1,700,000
12	Federal Revenues (Unrestricted)	\$ 150,000
13	Miscellaneous Revenues	\$ 10,000
14	Opening Fund Balance	<u>\$ 2,000,000</u>
15	Total Resources in Addition to Basic Support	<u>\$ 13,060,000</u>
16	Total Resources Available (Add lines 5, 8, and 15)	\$ 5,975,000

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

Source: Fiscal Analysis Division, LCB, 2010.

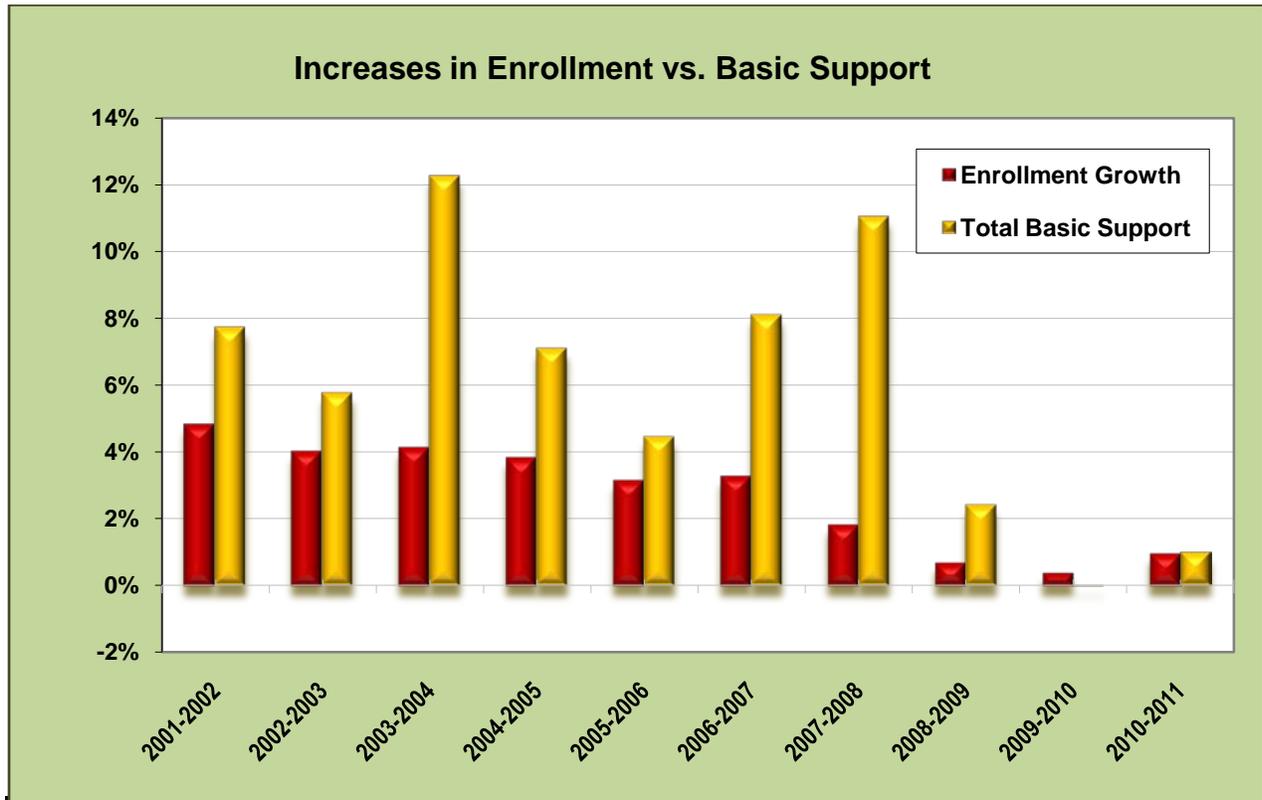
School Finance Systems—Fiscal Neutrality



Source: *Quality Counts 2010*, Education Week, January 14, 2010.

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

Basic Support



	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*
Enrollment Growth	4.83%	4.02%	4.14%	3.84%	3.16%	3.29%	1.83%	0.71%	0.41%	0.98%
Total Basic Support	7.73%	5.79%	12.27%	7.1%	4.47%	8.11%	11.05%	2.43%	-0.02%	1.01%

*2010-2011 reflects current projections.

Source: Fiscal Analysis Division, LCB, 2010.

Nevada Budget Reductions for K-12 Education

Revenue Shortfall and Its Impact on Public Education 2007-2009 Biennium

Budget Reductions Round 1

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

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

Nevada Budget Reductions for K-12 Education (*continued*)

Budget Reductions Round 2

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

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

Budget Reductions Round 3

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

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

Budget Reductions Round 4

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

Nevada Budget Reductions for K-12 Education (*continued*)

Budget Reductions—Grand Total

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

2009-2011 Biennium

Budget Reductions Round 1

In preparation for the 2009 Legislative Session, the Governor requested agencies to submit 14 percent reductions to their budgets. Statewide, for Nevada's 17 school districts, that amounted to almost \$189 million in each fiscal year.

Based upon the work of the Legislature and Governor, funding for established elementary and secondary education programs was continued including the State's class-size reduction program, full-day kindergarten in certain schools, retirement credits and incentives for teachers, career and technical education programs, and early childhood education programs. In addition, sufficient State General Funds were appropriated to meet projected enrollment increases and provide for the basic support at a level slightly higher than the FY 2008-2009 per pupil amount.

Although funding was continued for the regional training programs for teachers and administrators, the Legislature, through the passage of Assembly Bill 560 (Chapter 320, *Statutes of Nevada 2009*) downsized the regional training programs from four to three, eliminating the Western Nevada Regional Training Program.

Further, due to the economic downturn, no funding was appropriated to the Account for Programs for Innovation and the Prevention of Remediation for allocation by the Commission on Educational Excellence to schools for remedial and innovative programs to increase the academic achievement of pupils.

Finally, funding for teacher salaries was reduced 4 percent to help meet the projected revenue shortfalls; however, the actual salaries of teachers continue to be subject to local collective bargaining agreements. Therefore, it is not known if the reduction will result in actual pay decreases for teachers in any of the school districts.

NOTE: For all other State employees, 12-day furloughs were approved by the Legislature in each fiscal year of the 2009-2011 Biennium; this results in a reduction in pay of approximately 4.6 percent. In addition, longevity pay and merit pay increases for State employees have been temporarily suspended.

Nevada Budget Reductions for K-12 Education (*continued*)

Budget Reductions Round 2

In response to the continuing economic crisis, the Governor called the Legislature into the 26th Special Session on February 23, 2010. Through this Session, the Legislature reduced the basic support guarantee of all school districts for the 2009-2011 Biennium. The guaranteed amount was lowered from an average of \$5,251 to \$5,186 in FY 2009-2010 and from \$5,395 to \$5,192 in FY 2010-2011. This change will require school districts to make corresponding reductions in their budgets.

In an effort to allow school districts flexibility in addressing budget shortfalls, the Legislature approved Assembly Bill 4 (Chapter 7, *Statutes of Nevada 2010, 26th Special Session*), which temporarily revises provisions governing class-size reduction. For SY 2010-2011, this measure authorizes a school district to increase class sizes in grades 1, 2, and 3 by no more than two pupils per teacher in each grade, to achieve pupil-teacher ratios of 18 to 1 in grades 1 and 2 and 21 to 1 in grade 3. If a school district elects to increase class sizes in this manner, all money that would have otherwise been expended by the school district to achieve the lower class sizes in grades 1 through 3 must be used to minimize the impact of budget reductions on class sizes in grades 4 through 12. For reporting purposes, school districts that elect to increase class sizes in grades 1 through 3 will be required to report the pupil-teacher ratios achieved for each grade level from grade 1 through grade 12. The provisions of this bill expire by limitation on June 30, 2011.

2011-2013 Biennium

Budget Reductions 2011-2013 Biennium

At this time, it is not clear what the economic outlook is for the 2011-2013 Biennium. Nevada's Economic Forum will meet in December 2010 to formally make its projections for the coming biennium.

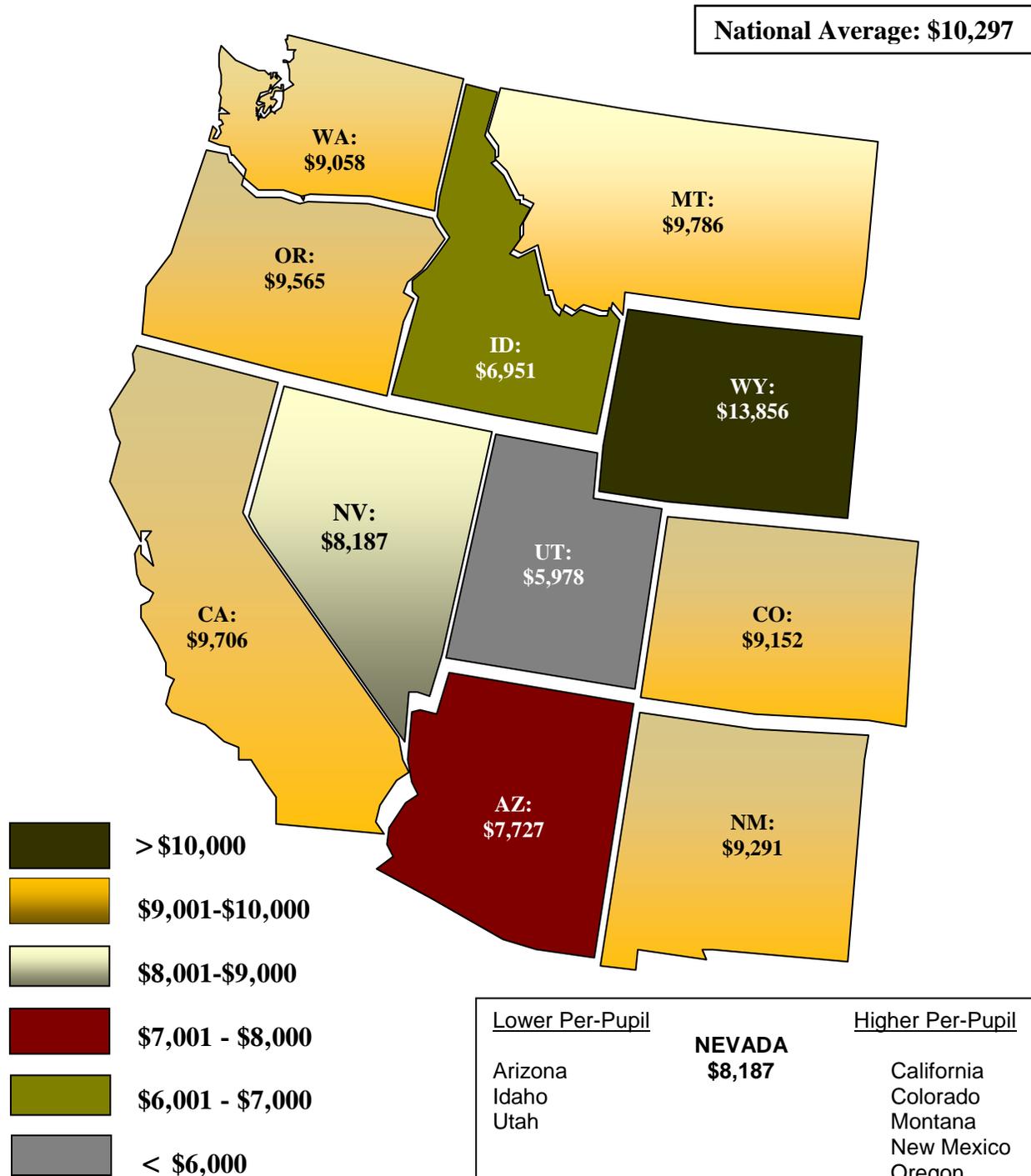


Judge a man by his questions rather than his answers.

Voltaire

Per-Pupil Expenditures

Per-Pupil Current Expenditures for Elementary and Secondary Schools SY 2007-2008



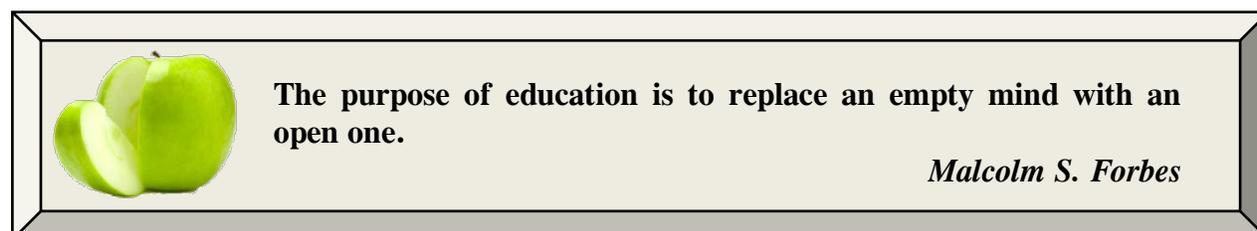
Source: United States Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08, First Look*, May 2010.

Per-Pupil Expenditures (continued)

Per-Pupil Expenditures for Elementary and Secondary Schools by Function Western States Comparison SY 2007-2008

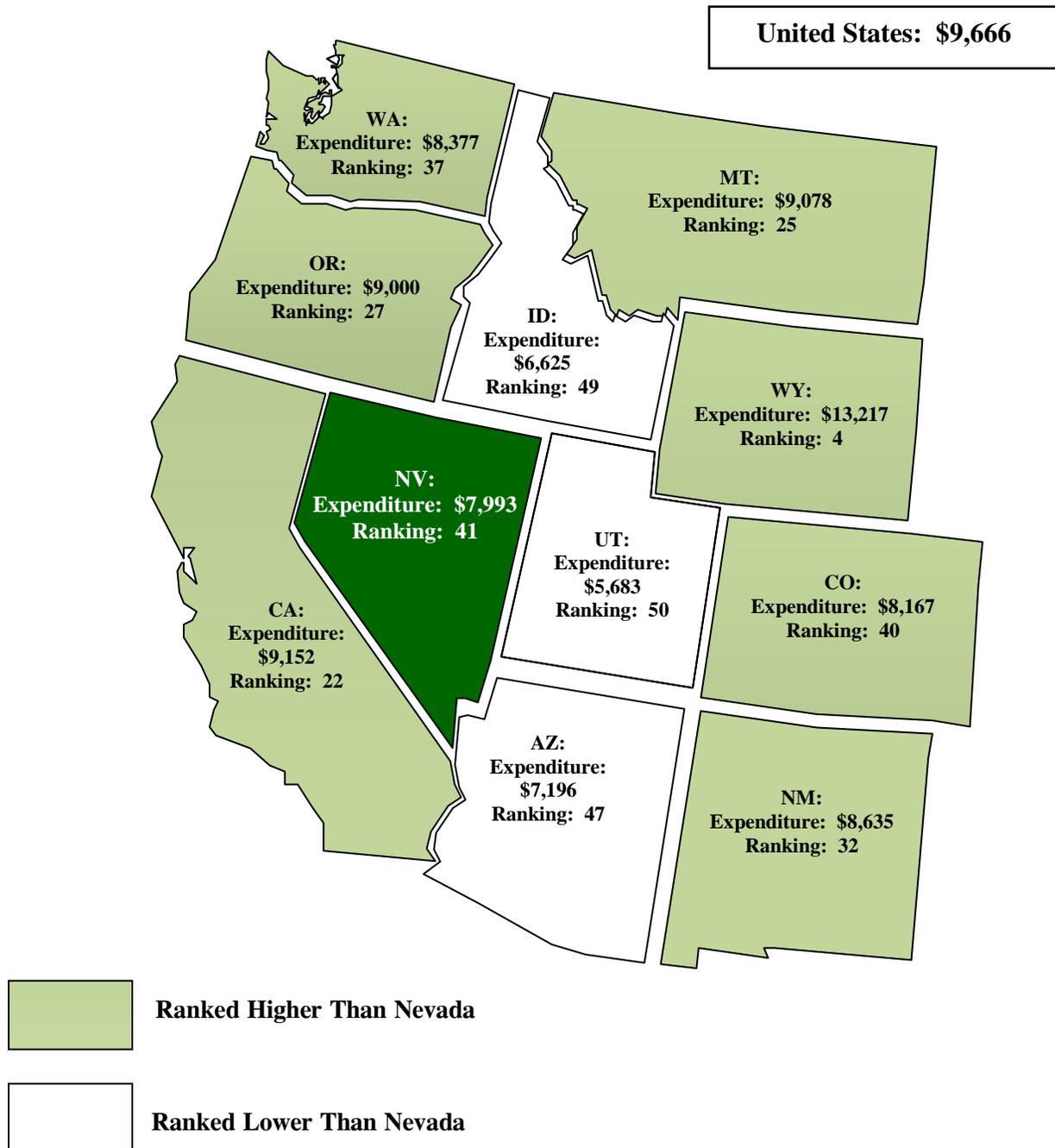
Current Per Pupil Expenditures					
State	Total	Instruction	Student Support	Operations	Administration
National Average	\$10,297	\$6,262	\$556	\$1,003	\$778
Arizona	\$7,727	\$4,369	\$829	\$851	\$485
California	\$9,706	\$5,824	\$483	\$983	\$733
Colorado	\$9,152	\$5,299	\$428	\$878	\$819
Idaho	\$6,951	\$4,238	\$396	\$656	\$549
Montana	\$9,786	\$5,900	\$543	\$1,056	\$814
Nevada	\$8,187	\$4,866	\$383	\$870	\$744
New Mexico	\$9,291	\$5,345	\$957	\$944	\$759
Oregon	\$9,565	\$5,584	\$662	\$811	\$747
Utah	\$5,978	\$3,886	\$220	\$543	\$419
Washington	\$9,058	\$5,392	\$594	\$824	\$701
Wyoming	\$13,856	\$8,195	\$806	\$1,357	\$1,027

Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08, First Look*, May 2010.



Per-Pupil Expenditures (continued)

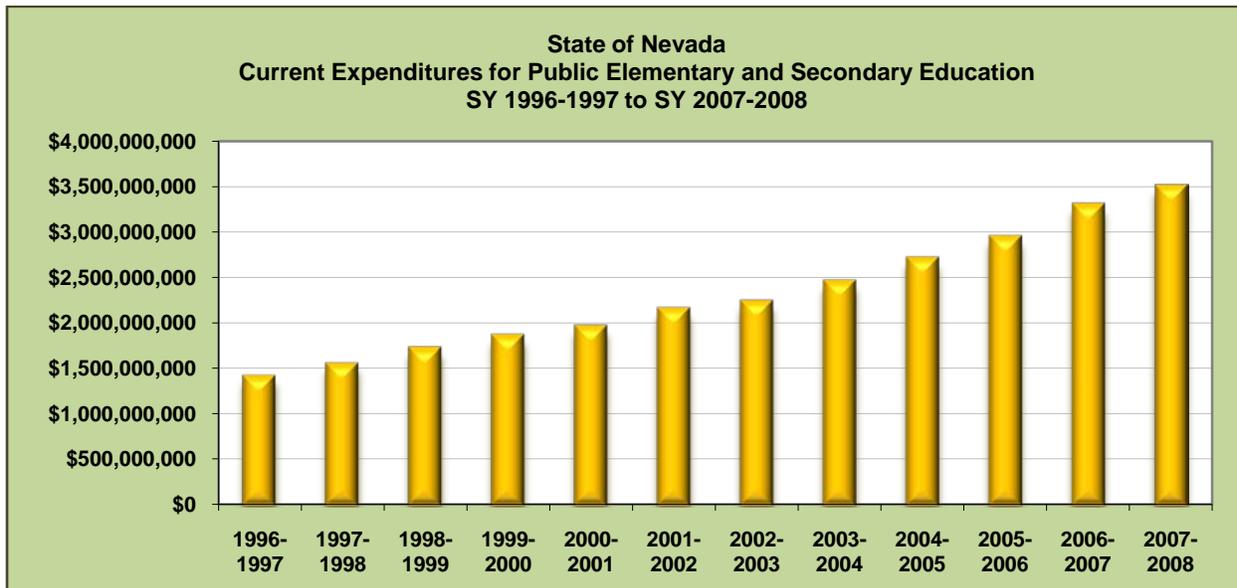
**Per-Pupil Current Expenditure Rankings*
SY 2006-2007**



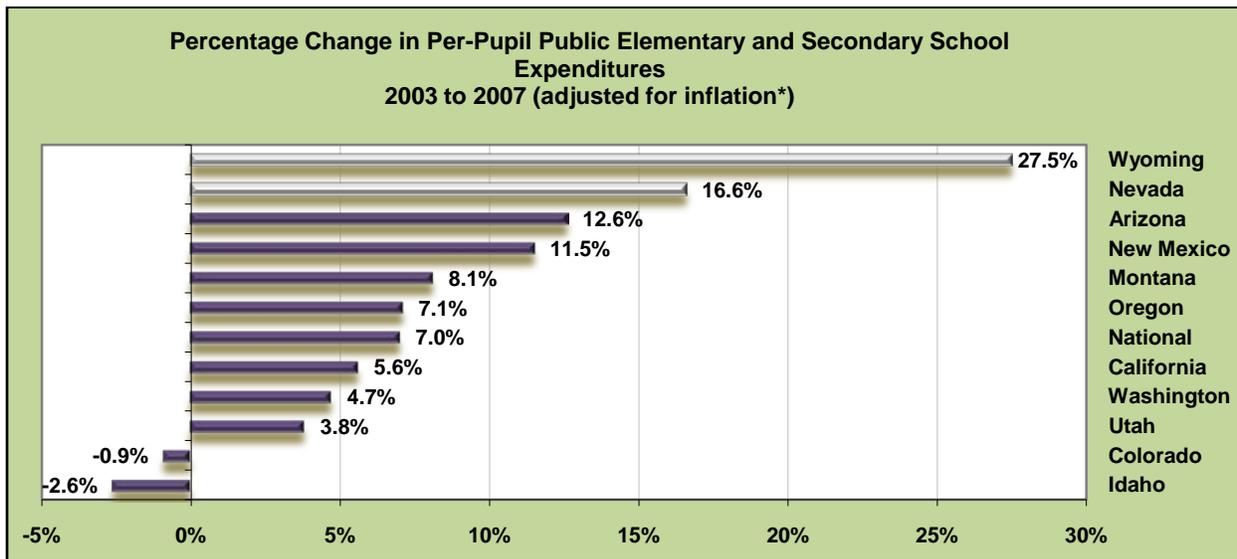
*Expenditures include salaries, benefits, services, and supplies. Excluded expenditures include those for adult education, community services, and other non-elementary-secondary programs.

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Public School Expenditures



Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08, First Look*, May 2010.



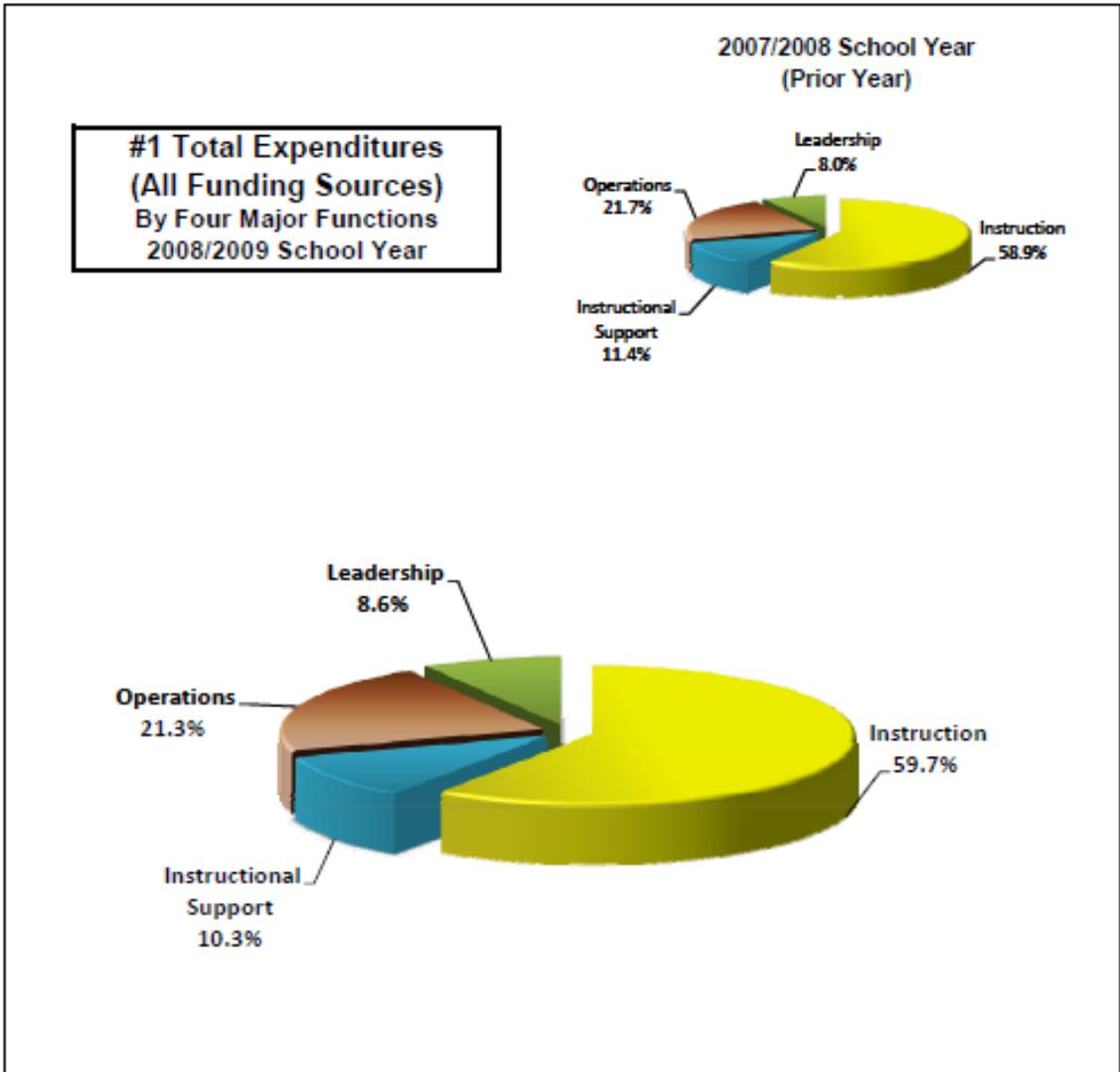
State Rankings			
Wyoming	Rank 1	California	Rank 31
Nevada	Rank 6	Washington	Rank 37
Arizona	Rank 17	Utah	Rank 39
New Mexico	Rank 19	Colorado	Rank 48
Montana	Rank 26	Idaho	Rank 50
Oregon	Rank 30		

*Adjusted for inflation to 2007 dollars using 1982-1984 as the index base period.

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Public School Expenditures In\$ite Financial Analysis System

Nevada School Districts & Charter Schools



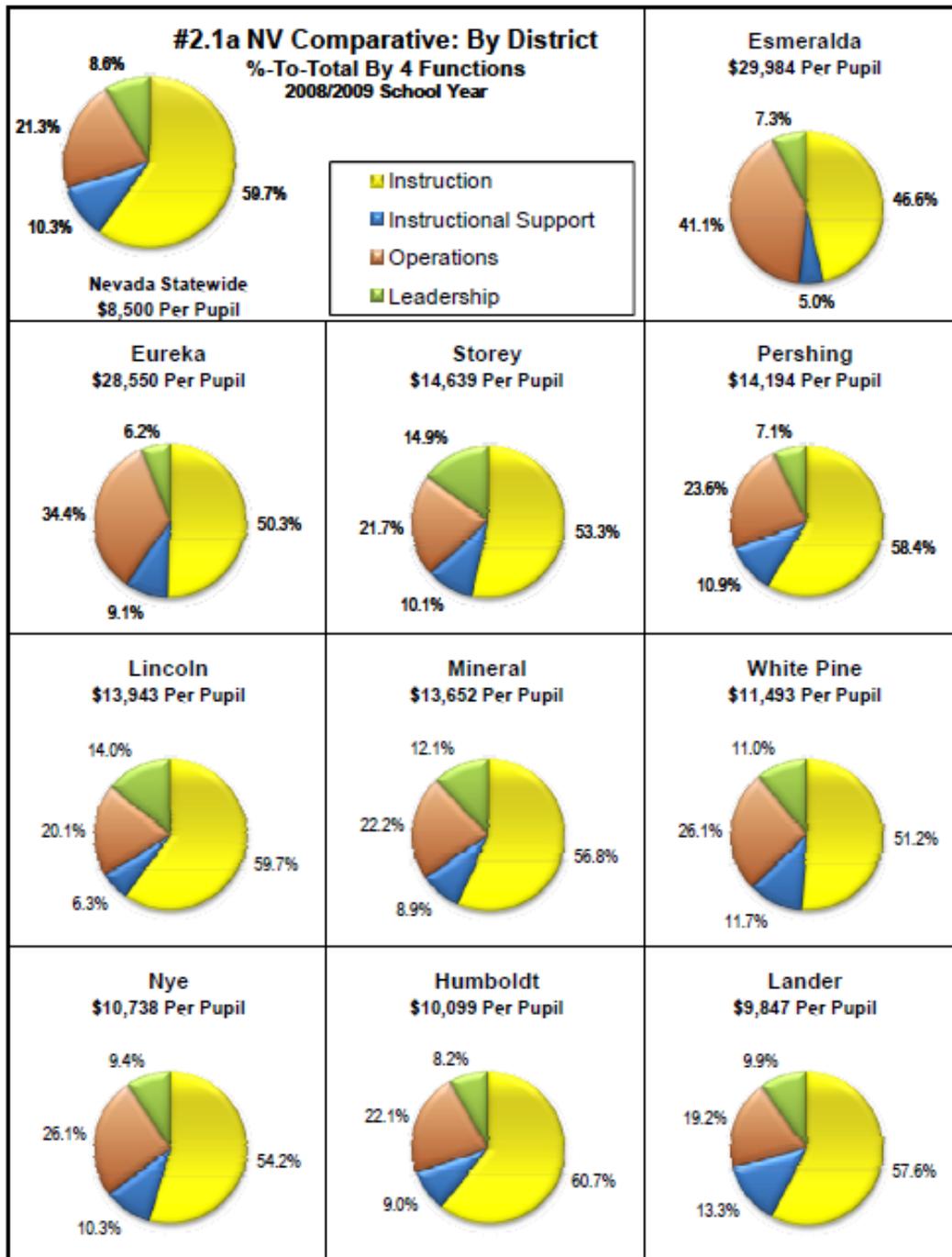
Weighted Enrollment: 421,457	Amount	Per Pupil	%-To-Total
Instruction	\$2,139,555,607	\$5,077	59.7%
Instructional Support	\$369,727,281	\$877	10.3%
Operations	\$764,667,033	\$1,814	21.3%
Leadership	\$308,349,797	\$732	8.6%
Total Expenditures	\$3,582,299,718	\$8,500	100.0%

2009-NV-01-01 (4)

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

Source: <http://edmin.com>

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

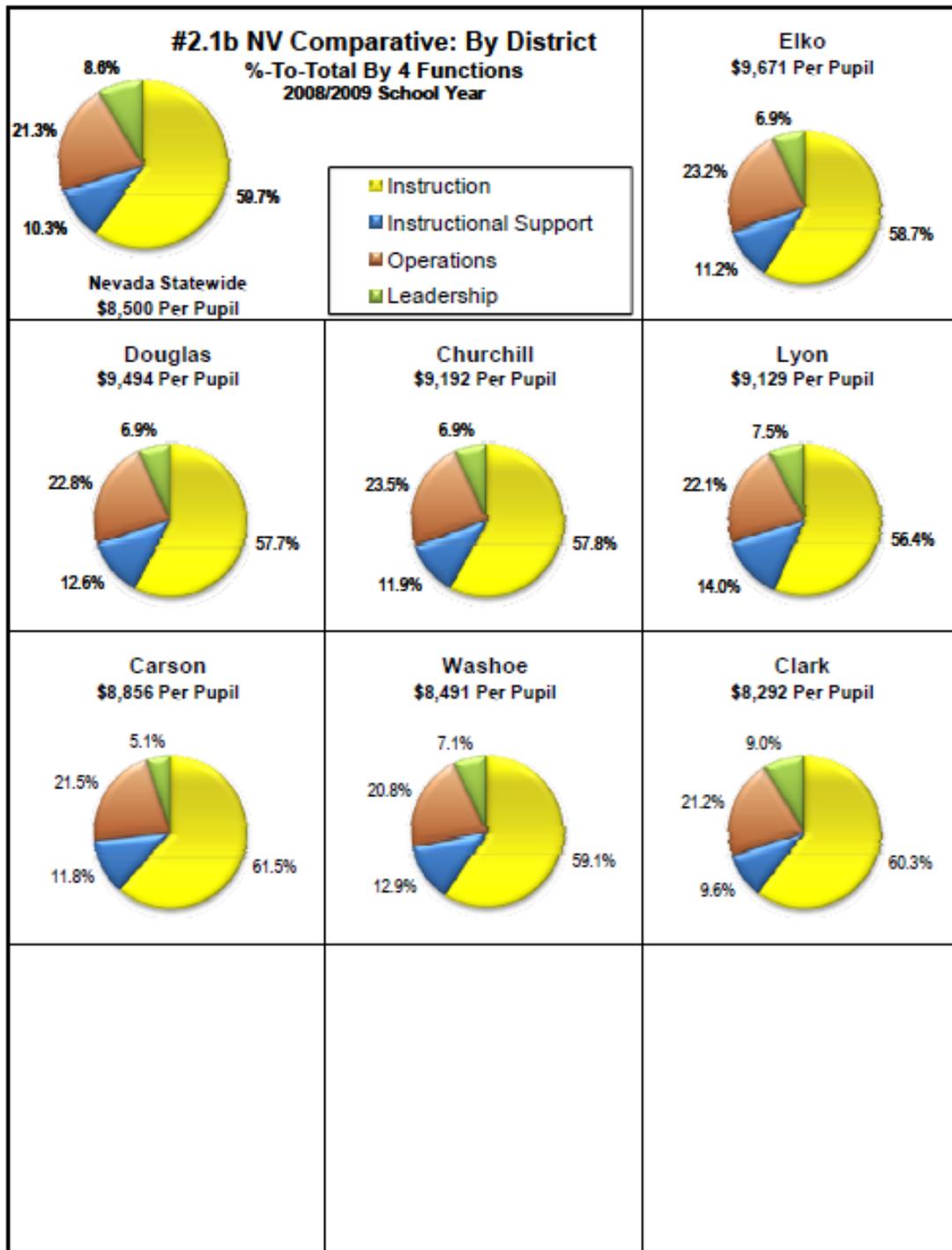


4-COMP-2.1a

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

Source: <http://edmin.com>

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

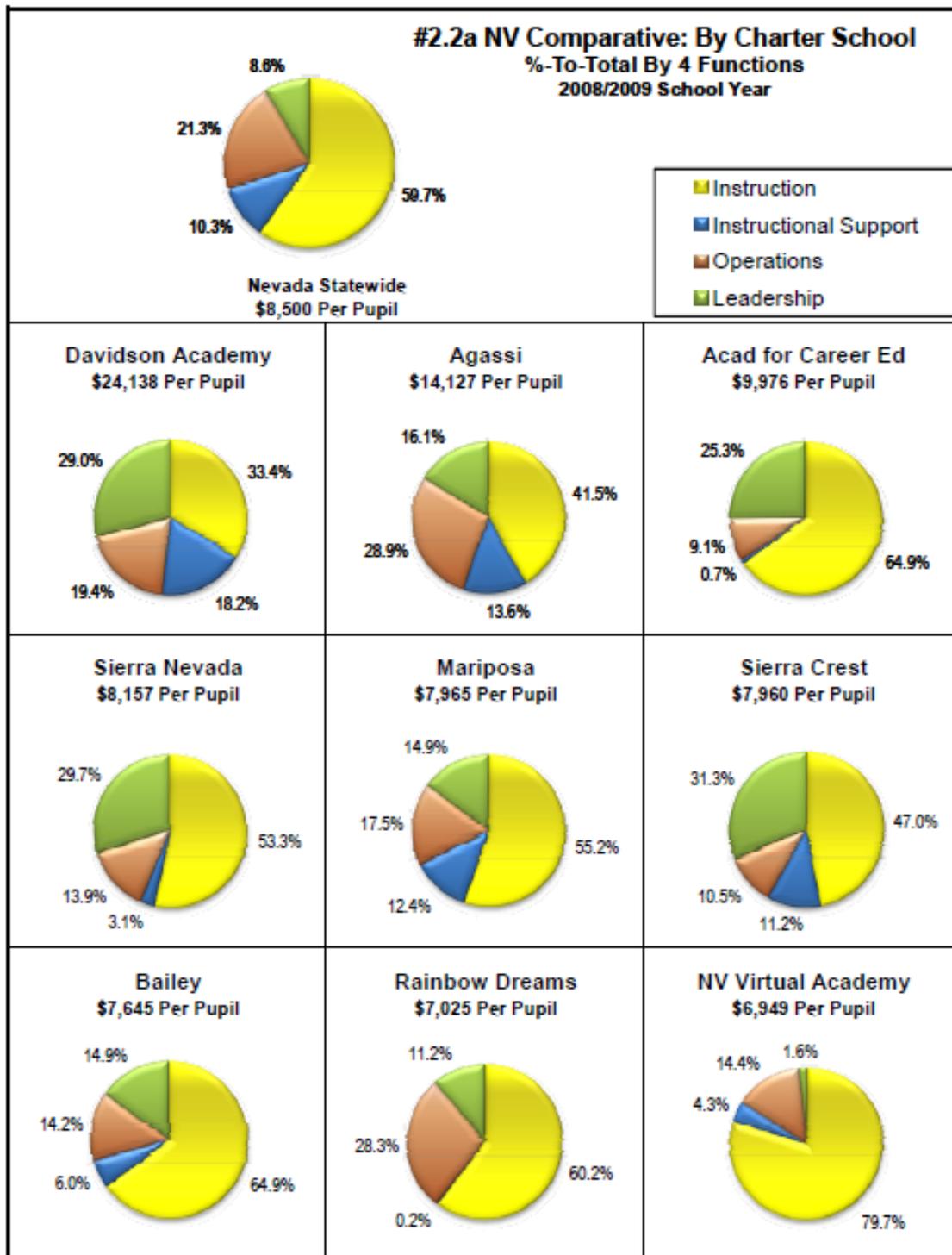


4-COMP-2.1b

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

Source: <http://edmin.com>

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

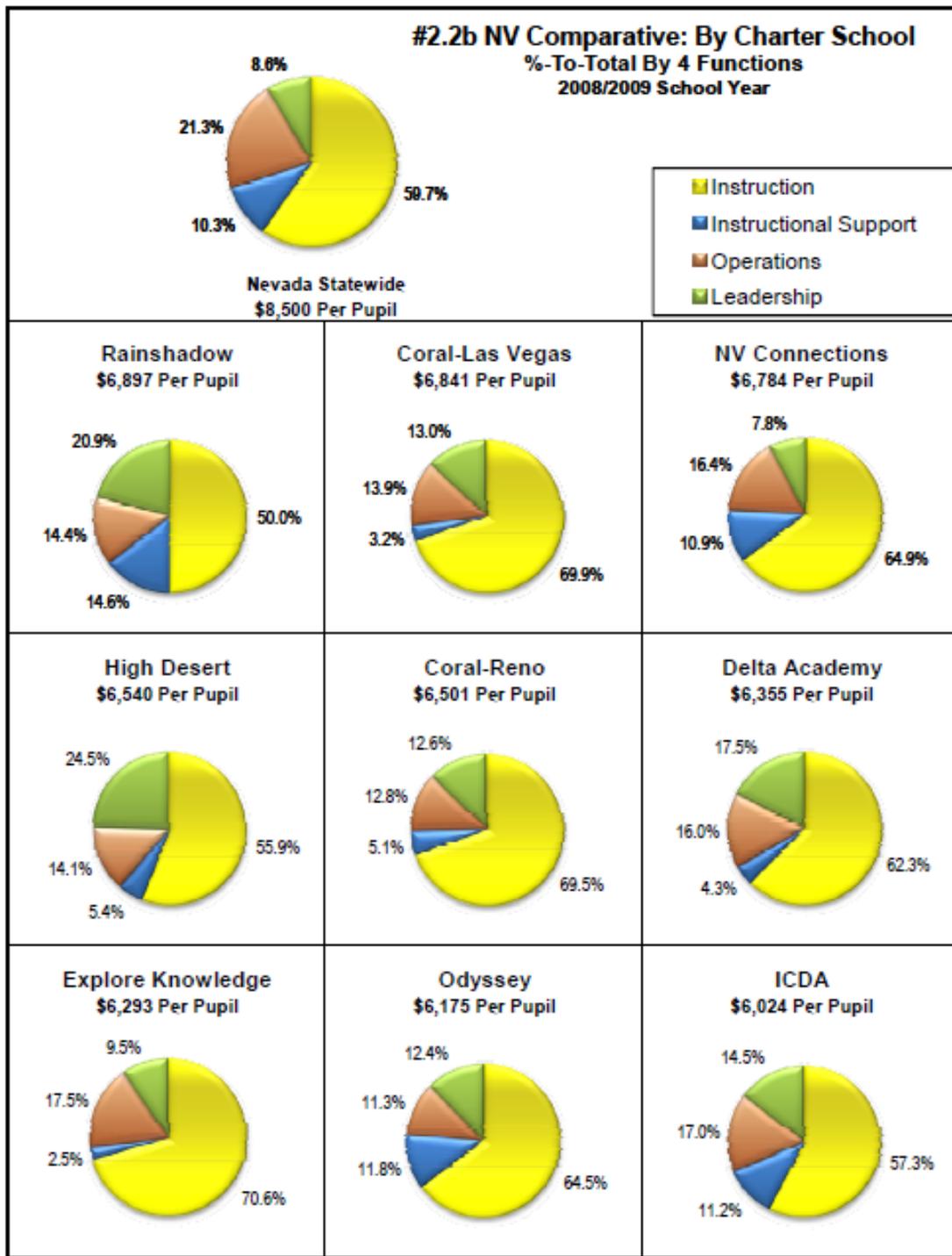


4-COMP-2.2a

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

Source: <http://edmin.com>

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

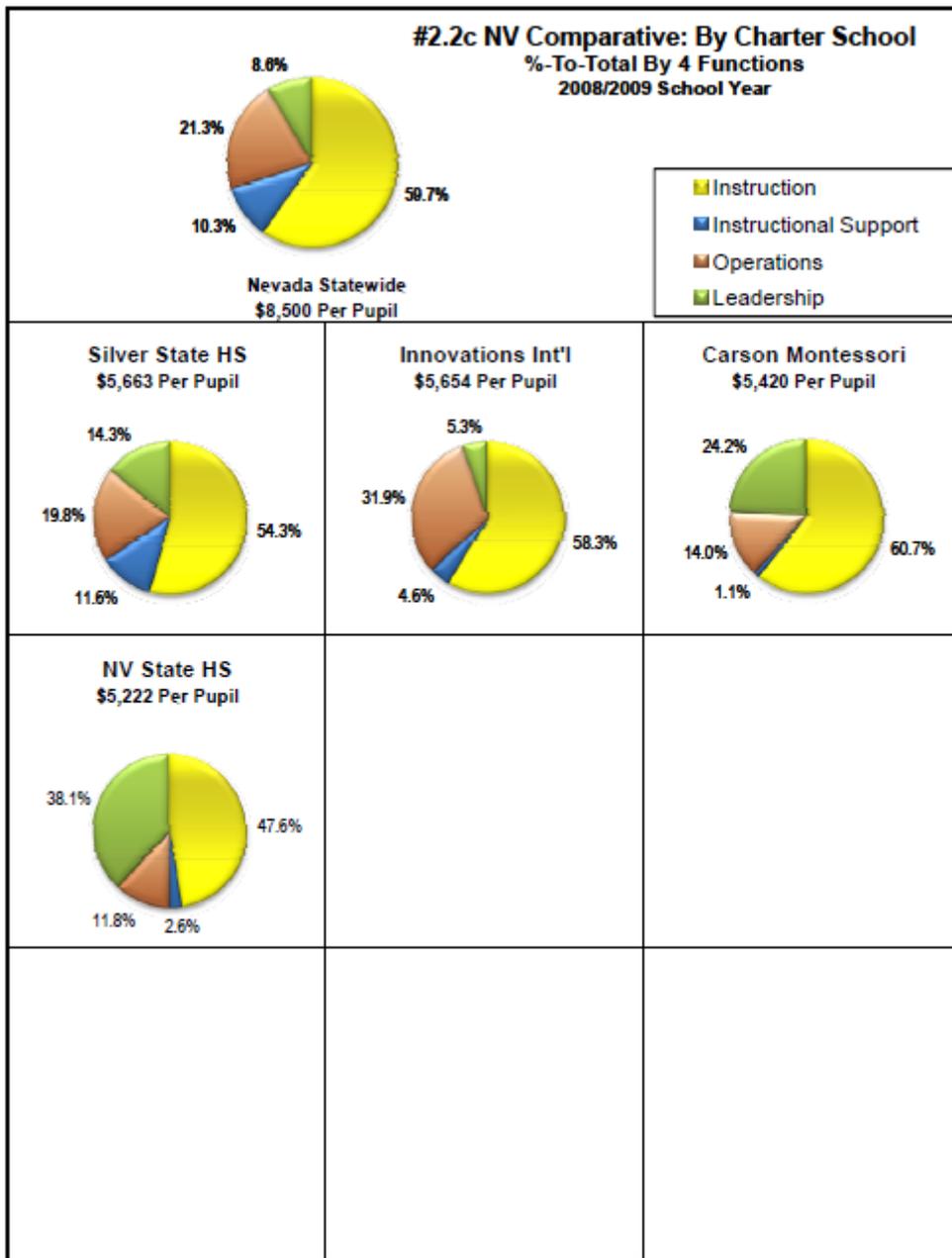


4-COMP-2.2b

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

Source: <http://edmin.com>

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



4-COMP-2.2c

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

Source: <http://edmin.com>

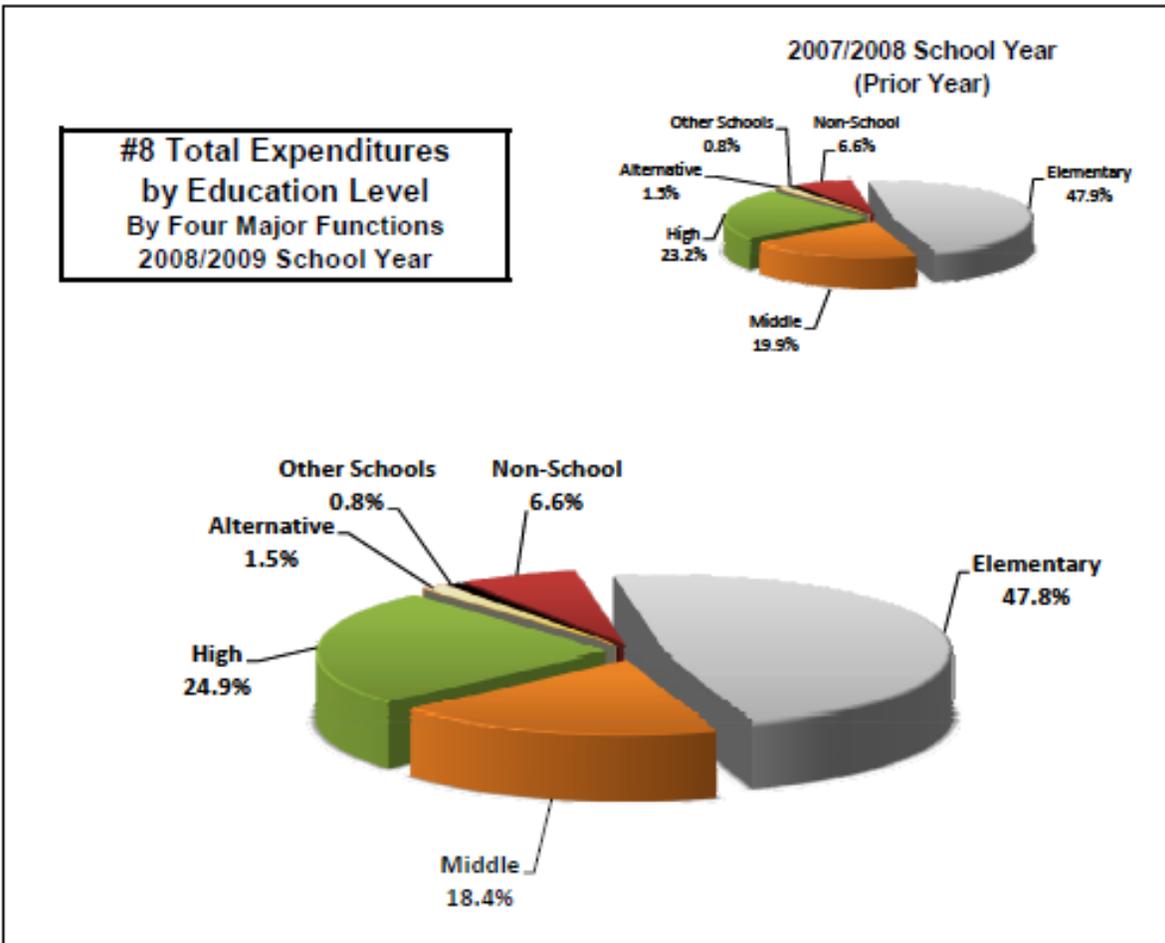


I have never let my schooling interfere with my education.

Mark Twain

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

Nevada School Districts & Charter Schools



Education Level	Weighted Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	199,233	\$1,712,816,982	\$8,597	47.8%
Middle	99,049	\$657,945,332	\$6,643	18.4%
High	119,832	\$893,320,735	\$7,455	24.9%
Alternative	3,266	\$52,389,151	\$16,041	1.5%
Other Schools ¹	77	\$28,420,394	N/A	0.8%
Non-School	N/A	\$237,407,123	N/A	6.6%
Total	421,457	\$3,582,299,718	\$8,500	100.0%

2008-NV-10-08 (4)

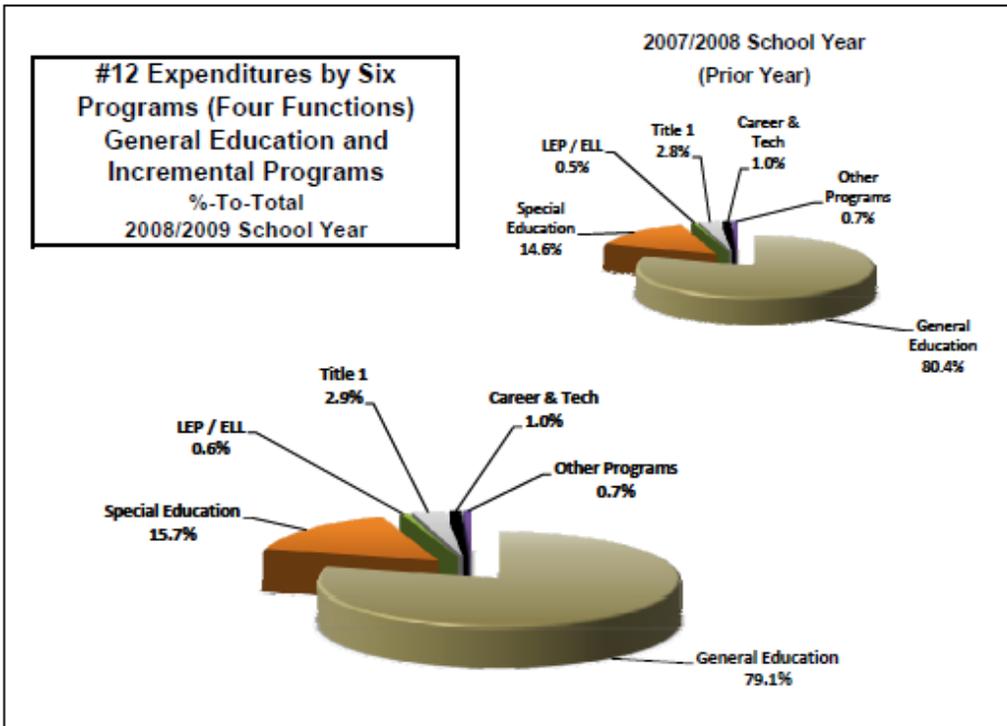
In\$ite, U. S. Patent No. 5,991,741

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

Source: <http://edmin.com>

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

Nevada School Districts & Charter Schools



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	421,453.00	\$2,832,604,093	\$6,721	\$6,721	79.1%
Special Education	48,126.00	\$562,639,613	\$11,691	\$18,412	15.7%
LEP / ELL	68,328.00	\$22,437,426	\$328	\$7,049	0.6%
Title 1	80,466.60	\$105,147,495	\$1,307	\$8,028	2.9%
Career & Tech	61,036.00	\$34,096,540	\$559	\$7,280	1.0%
Other Programs ²	N/A	\$25,374,550	N/A	N/A	0.7%
Total	421,457	\$3,582,299,718	N/A	\$8,500	100.0%

2009-NV-15-12 (4)

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

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

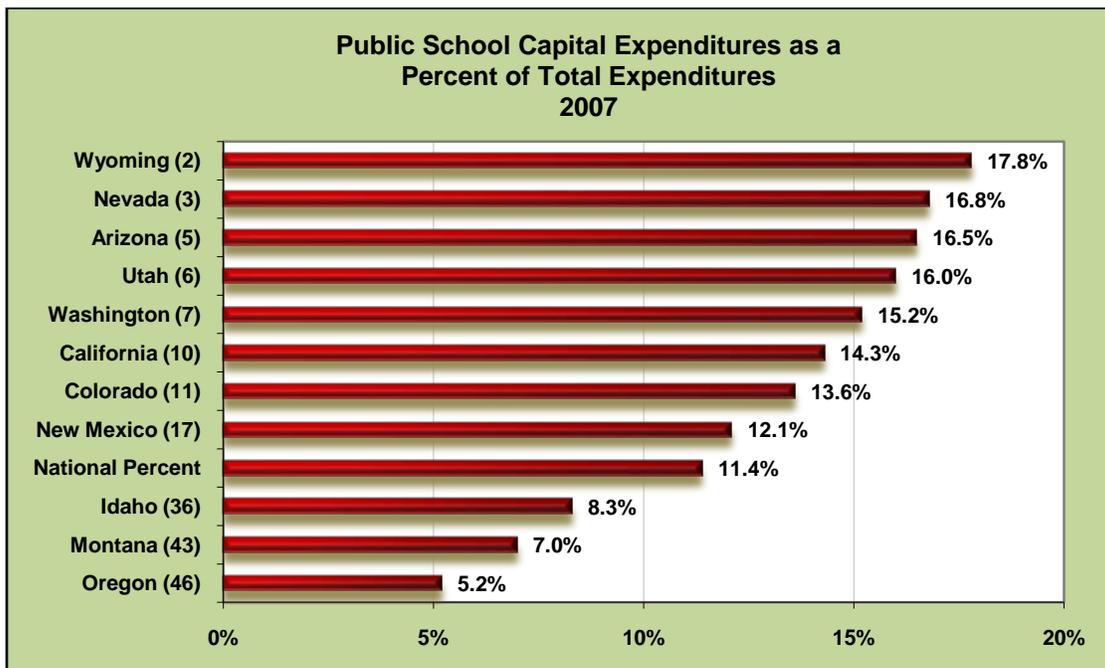
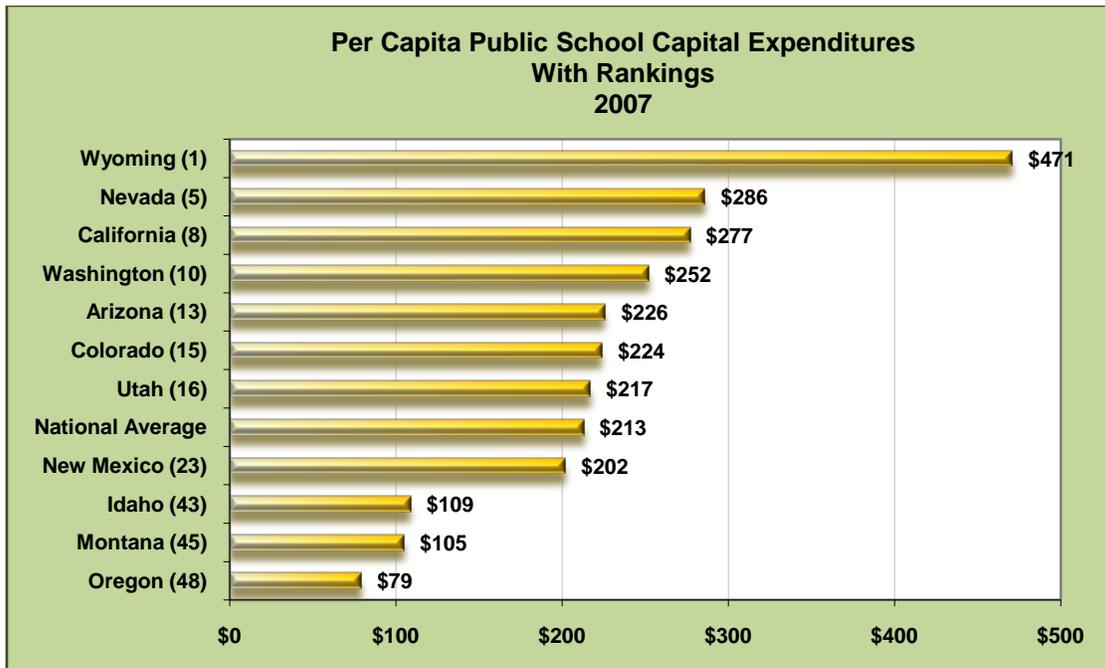
Source: <http://edmin.com>



Respect the child. Be not too much his parent. Trespass not on his solitude.

Ralph Waldo Emerson

Expenditures—Capital



Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Expenditures—With and Without Capital Outlays and Debt Service

Expenditures With and Without Capital Outlays and Debt Service FY 2006-2007				
	Rank	Total Expenditures*	Rank	Current Expenditures**
National Average		\$11,257		\$9,683
Arizona	46	\$8,904	48	\$7,338
California	25	\$10,761	29	\$8,952
Colorado	32	\$10,092	40	\$8,286
Idaho	49	\$8,020	50	\$6,648
Montana	34	\$10,026	25	\$9,191
Nevada	33	\$10,028	45	\$7,806
New Mexico	38	\$9,863	31	\$8,849
Oregon	37	\$9,872	28	\$8,958
Utah	51	\$7,097	51	\$5,706
Washington	27	\$10,484	37	\$8,524
Wyoming	4	\$16,183	7	\$13,266

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

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

Source: National Center for Education Statistics, *Digest of Education Statistics: 2009*, April 2010.

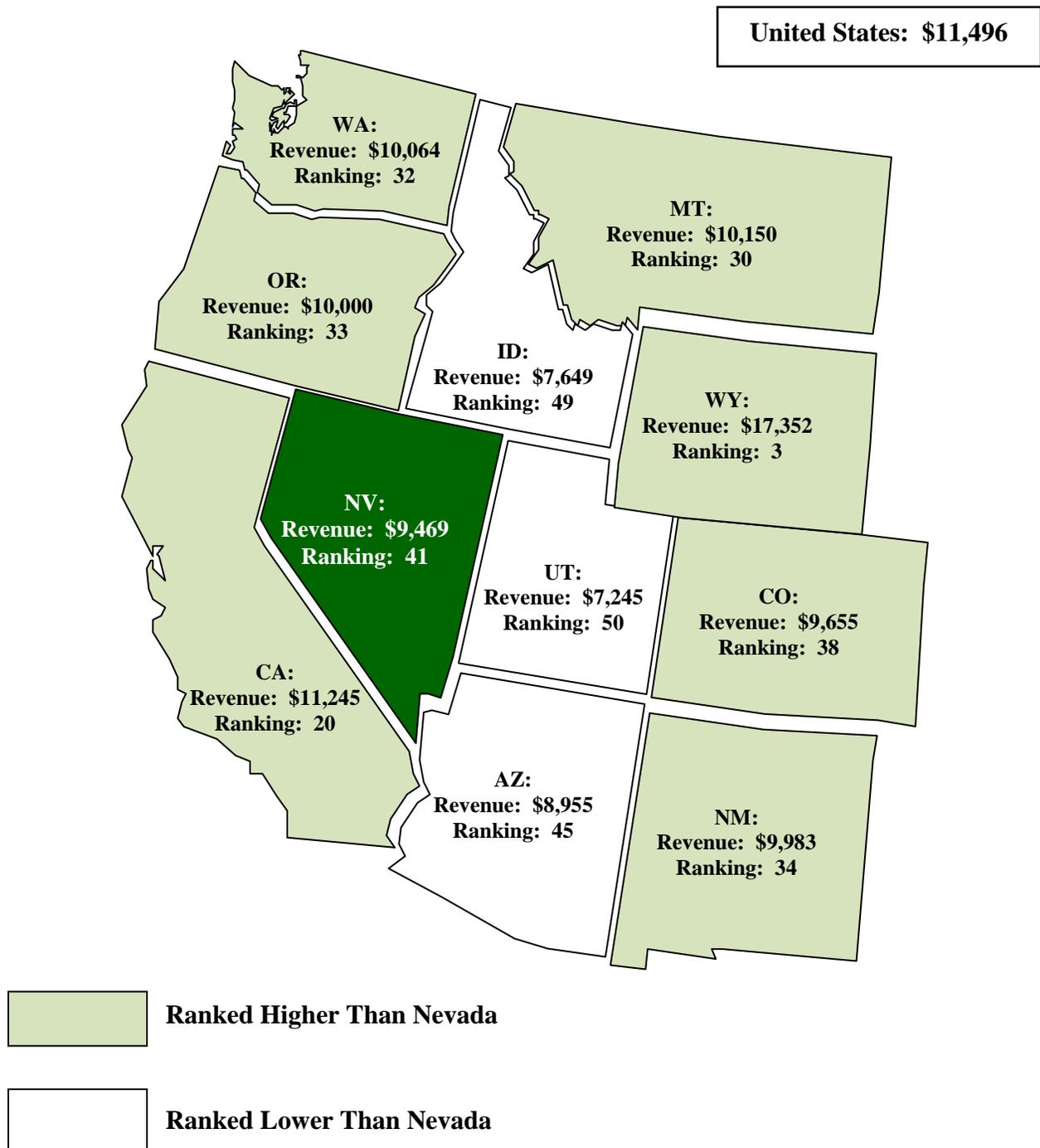


It is possible to store the mind with a million facts and still be entirely uneducated.

Alec Bourne

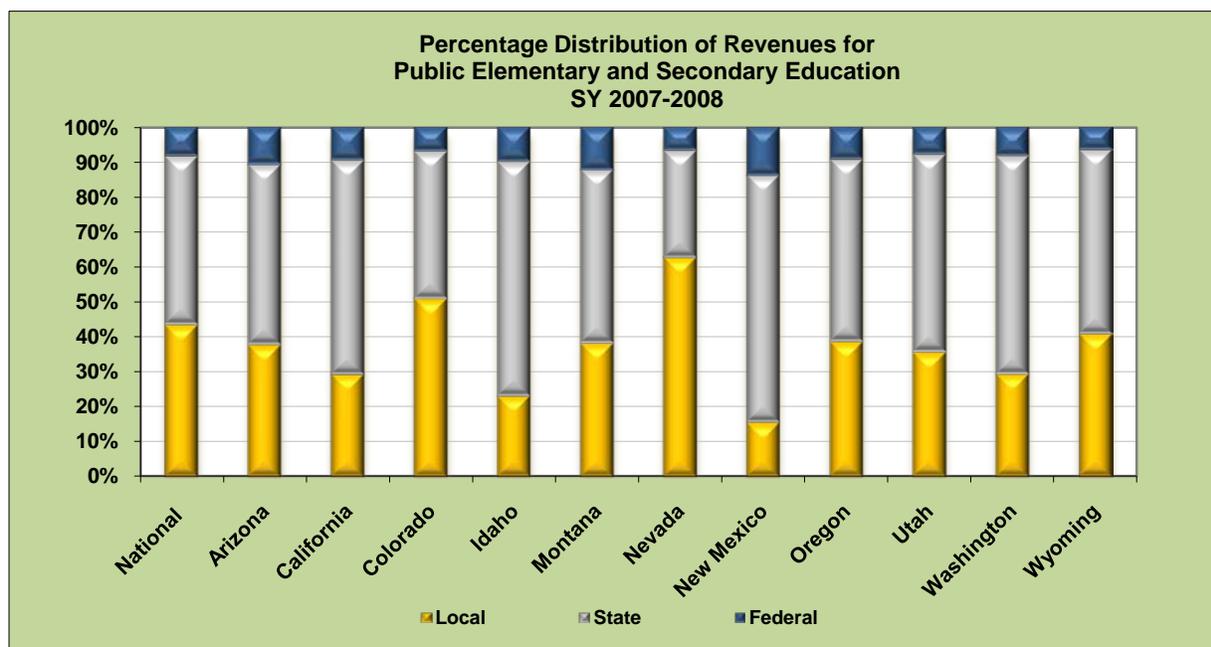
Per-Pupil Revenue

Per-Pupil Revenue Rankings SY 2006-2007



Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Revenue Sources—Nevada and Western States



Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08, First Look*, May 2010.

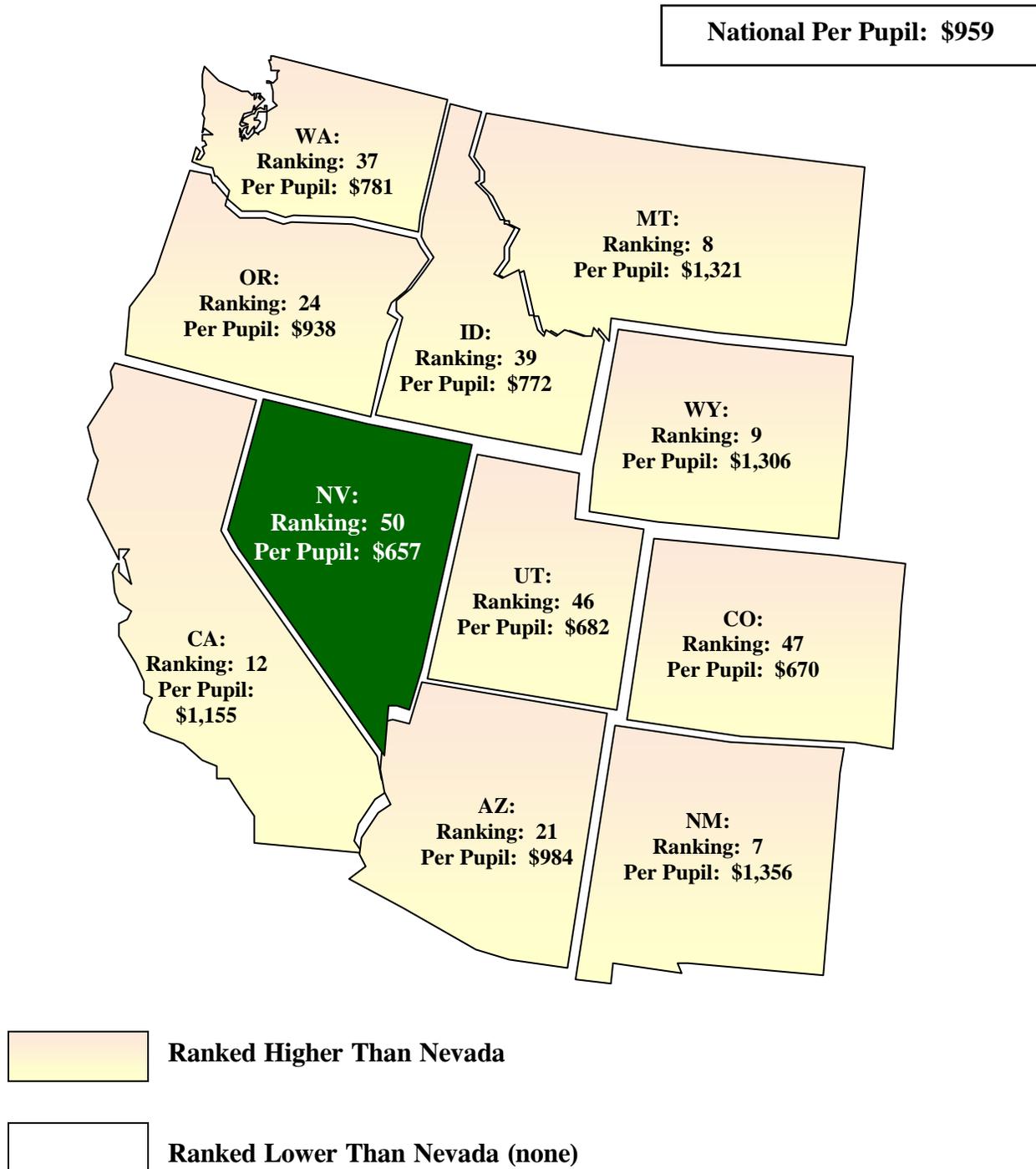
LOCATION	LOCAL	STATE	FEDERAL
National Average	43.5%	48.3%	8.2%
Arizona	37.7%	51.7%	10.6%
California	29.3%	61.3%	9.4%
Colorado	50.9%	42.2%	6.9%
Idaho	23.1%	67.1%	9.8%
Montana	38.2%	49.7%	12.1%
Nevada	62.6%	30.8%	6.6%
New Mexico	15.6%	70.8%	13.6%
Oregon	38.6%	52.3%	9.1%
Utah	35.6%	56.7%	7.7%
Washington	29.4%	62.5%	8.1%
Wyoming	40.8%	52.8%	6.4%

Note: The revenues raised in support of public elementary and secondary education in the United States are used to support the operations of schools, as well as capital construction, equipment costs, and debt financing. These revenues come from a combination of local, state, and federal sources, with most coming from local and state tax revenues. The figure above demonstrates the approximate percentage of funding contributed by each of these sources in the State of Nevada, nationwide, and in the western states.

When reviewing the information, note that due to the differing financing mechanisms utilized in each state, there are tremendous differences between the nationwide averages and the percentages found in some states, thus making it difficult to make meaningful comparisons. For example, among states with more than one school district, local contributions to the funding mix vary from 15.6 percent in New Mexico to 62.6 percent in Nevada. However, a large portion of the local funding in Nevada is derived from the State-mandated sales tax—Local School Support Tax—and property and mining taxes.

Revenue Sources—Federal

Per-Pupil Revenue from Federal Sources Western States with Rankings SY 2006-2007



Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Race to the Top—Federal Competitive Revenue

Background

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA). This legislation was designed to stimulate the economy, support job creation, and invest in critical sectors, including education.

The ARRA provides \$4.35 billion for the Race to the Top (RTTT) Fund, a competitive grant program designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Timetable and Awards

Phase I applications for funding were due on January 19, 2010. Forty states applied for funding, as did the District of Columbia; the State of Nevada did not apply for funding in Phase I. The Phase I winners were announced on March 29, 2010. The states of Delaware and Tennessee were named as the only winners of the first round of the RTTT; Delaware will receive \$100 million and Tennessee will receive \$500 million.

Phase II applications were due on June 1, 2010. Thirty-five states (including Nevada) applied for funding, as did the District of Columbia. The Phase II winners were announced August 24, 2010—District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Rhode Island.

Race to the Top—Federal Competitive Revenue (*continued*)

Criteria for Funding

State applications for funding were scored on selection criteria worth a total of 500 points. In order of weight, the criteria are:

- **Great Teachers and Leaders (138 total points)**
 - 58 Points—Improving teacher and principal effectiveness based on performance;
 - 25 Points—Ensuring equitable distribution of effective teachers and principals;
 - 21 Points—Providing high-quality pathways for aspiring teachers and principals;
 - 20 Points—Providing effective support to teachers and principals; and
 - 14 Points—Improving the effectiveness of teacher and principal preparation programs.
- **State Success Factors (125 total points)**
 - 65 Points—Articulating the State’s education reform agenda and local education agencies’ (LEAs) participation in it;
 - 30 Points—Building strong statewide capacity to implement, scale up, and sustain proposed plans; and
 - 30 Points—Demonstrating significant progress in raising achievement and closing gaps.
- **Standards and Assessments (70 total points)**
 - 40 Points—Developing and adopting common standards (from the Common Core State Standards Initiative);
 - 20 Points—Supporting the transition to enhanced standards and high-quality assessments; and
 - 10 Points—Developing and implementing common, high-quality assessments.
- **General Selection Criteria (55 total points)**
 - 40 Points—Ensuring successful conditions for high-performing [charters](#) and other innovative schools;
 - 10 Points—Making education funding a priority; and
 - 5 Points—Demonstrating other significant reform conditions.
- **Turning Around the Lowest-Achieving Schools (50 total points)**
 - 40 Points—Turning around the lowest-achieving schools; and
 - 10 Points—Intervening in the lowest-achieving schools and LEAs.
- **Data Systems to Support Instruction (47 total points)**
 - 24 Points—Fully implementing a statewide longitudinal data system;
 - 18 Points—Using data to improve instruction; and
 - 5 Points—Accessing and using state data.

In addition to the 485 possible points from the criteria above, the prioritization of Science, Technology, Engineering, and Math (STEM) education is worth another 15 points for a possible total of 500.

Race to the Top—Federal Competitive Revenue (*continued*)

Results

The following table provides the final results for those states that applied and were awarded the RTTT funds (highlighted in green) and the western states that applied for the funds but were not awarded the funds.

**Race to the Top: Grant Winners and Western States:
Scores and Rankings***

States	Final Score	Rank
Arizona	435.4	12
California	423.6	16
Colorado	420.2	17
Delaware (Phase I)	454.6	1
District of Columbia	450.0	6
Florida	452.4	4
Georgia	446.4	8
Hawaii	462.4	3
Idaho (Phase I)	331.0	28
Maryland	450.0	6
Massachusetts	471.0	1
Montana	238.4	35
Nevada	381.2	24
New Mexico	366.2	28
New York	464.8	2
North Carolina	441.6	9
Ohio	440.8	10
Oregon (Phase I)	292.6	35
Rhode Island	451.2	5
Tennessee (Phase I)	444.2	2
Utah	379.0	25
Washington	290.6	32
Wyoming (Phase I)	318.6	32

*For those states that applied in both Phase I and Phase II, the score and ranking is reported from the Phase II review.

Source: U.S. Department of Education, Race to the Top Program: <http://www2.ed.gov/programs/racetothetop/index.html>.

Local Government Indebtedness

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

County	County Bond Amount	Schools Amount	Cities/Other Amount	Total	Percentage of G.O. Bonds for Schools
Carson City		\$43,394,000		\$43,394,000	100%
Churchill		\$17,235,000		\$17,235,000	100%
Clark	\$65,125,000	\$3,717,700,000	\$138,410,000	\$3,921,235,000	95%
Douglas		\$5,245,000		\$5,245,000	100%
Elko		\$0	\$225,000	\$225,000	0%
Esmeralda		\$0		\$0	0%
Eureka		\$1,918,000		\$1,918,000	100%
Humboldt		\$3,795,000		\$3,795,000	100%
Lander	\$2,640,000	\$0		\$2,640,000	0%
Lincoln		\$5,738,000		\$5,738,000	100%
Lyon		\$63,685,000		\$63,685,000	100%
Mineral		\$3,475,000		\$3,475,000	100%
Nye		\$67,660,000		\$67,660,000	100%
Pershing		\$4,425,000		\$4,425,000	100%
Storey		\$10,610,000		\$10,610,000	100%
Washoe	\$56,790,000	\$515,520,000	\$7,795,000	\$580,105,000	89%
White Pine		\$4,590,000		\$4,590,000	100%
Statewide	\$124,555,000	\$4,464,990,000	\$146,430,000	\$4,735,975,000	94%

Source: Department of Taxation, *Annual Local Government Indebtedness as of June 30, 2009*.



Chapter 4 Teacher Compensation

Background—Teacher Salaries

Average Teacher Salaries

Teacher pay is often viewed as a major factor in attracting qualified people into the profession. The National Education Association's (NEA) *2009 Rankings and Estimates* reported Nevada's average teacher salary at \$50,067; the national average was reported at \$54,319. State average public school teacher salaries ranged from those in New York (\$69,118), California (\$68,093), and Massachusetts (\$66,712) at the high end to South Dakota (\$35,070), North Dakota (\$41,654), and Utah (\$42,335) at the low end. According to the NEA report, Nevada received a ranking of 22 for School Year (SY) 2008-2009. Please note that the NEA estimates do not include the compensation package that contains the employee portion of retirement contributions, which the local school districts pay for employees.

Collective Bargaining

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

2009-2011 Budget Reductions: Teacher and State Employee Salaries

The 2009 Legislature reduced funding for teacher salaries 4 percent in each fiscal year of the 2009-2011 Biennium to help meet projected revenue shortfalls. However, as noted previously, the actual salaries of teachers continue to be subject to local collective bargaining agreements. Therefore, it is not known if the reduction will result in actual pay decreases for teachers in any of the school districts.

Chapter 4

For all other State employees, 12-day furloughs were approved by the 2009 Legislature in each fiscal year of the 2009-2011 Biennium; this results in a reduction in pay of approximately 4.6 percent. In addition, longevity pay and merit pay increases for State employees have been temporarily suspended. The furlough provisions are outlined in Senate Bill 433 (Chapter 391, *Statutes of Nevada 2009*).

Senate Bill 433 provides that State employees who are subject to furloughs are held harmless in the accumulation of retirement service credit. In addition, during the 2009-2011 Biennium, the Interim Finance Committee will project the balance in the State General Fund and the Distributive School Account. If the projected balance of the General Fund is at least \$390 million, the bill provides for General Fund and State Highway Fund appropriations to reduce unpaid furlough leave from 12 days to 9 days, along with funding sufficient to increase the salaries for personnel employed by school districts by 1 percent. If the projected balance of the General Fund is \$425 million, the bill provides for General Fund and Highway Fund appropriations to reduce unpaid furlough days from 12 days to 7 days with funding sufficient to increase the salaries for personnel employed by the school districts by 2 percent.

Teacher Recruitment—Financial Incentives

With increasing frequency, states and school districts are using financial incentives as part of a comprehensive recruitment strategy for teachers. According to the Education Commission of the States, the most common incentives include giving college scholarships or deferring payment of college loans in exchange for teaching in shortage areas. Other common approaches include free or discounted training programs, signing bonuses, housing allowances, moving expenses, and salary increases to teach in high-demand subjects or hard-to-staff schools. Indeed, states' experience confirms that states and districts do successfully draw teachers from neighboring areas by paying higher beginning teacher salaries or offering attractive bonuses. Historically, in Nevada, funding has been appropriated for recruitment bonuses.

Teacher Retention—Diversified Compensation Plans

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

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

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

Note: Due to budget reductions, State funding appropriated to continue the pilot program of performance pay and enhanced compensation during the 2007-2009 Biennium was subsequently reverted; continued funding was not approved by the 2009 Legislature.

In addition, NRS 391.166 creates the Grant Fund for Incentives for Licensed Educational Personnel. This fund was approved by the 2007 Legislature through the enactment of A.B. 1 (Chapter 8, *Statutes of Nevada, 23rd Special Session*) to assist in the attraction and retention of licensed teachers, school psychologists, school librarians, school counselors, and administrators who are employed in at-risk schools.

Note: The Grant Fund for Incentives for Licensed Educational Personnel replaced the previous one-fifth year retirement credit program (previously described in NRS 391.165).

Incentives are also included for certain teachers with endorsement in mathematics, science, special education, English as a second language, or other areas of high need, as determined by the Superintendent of Public Instruction. Five years' experience in the identified position category is required.

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



**A man who has never gone to school may steal from a freight car;
but if he has a university education he may steal the whole
railroad.**

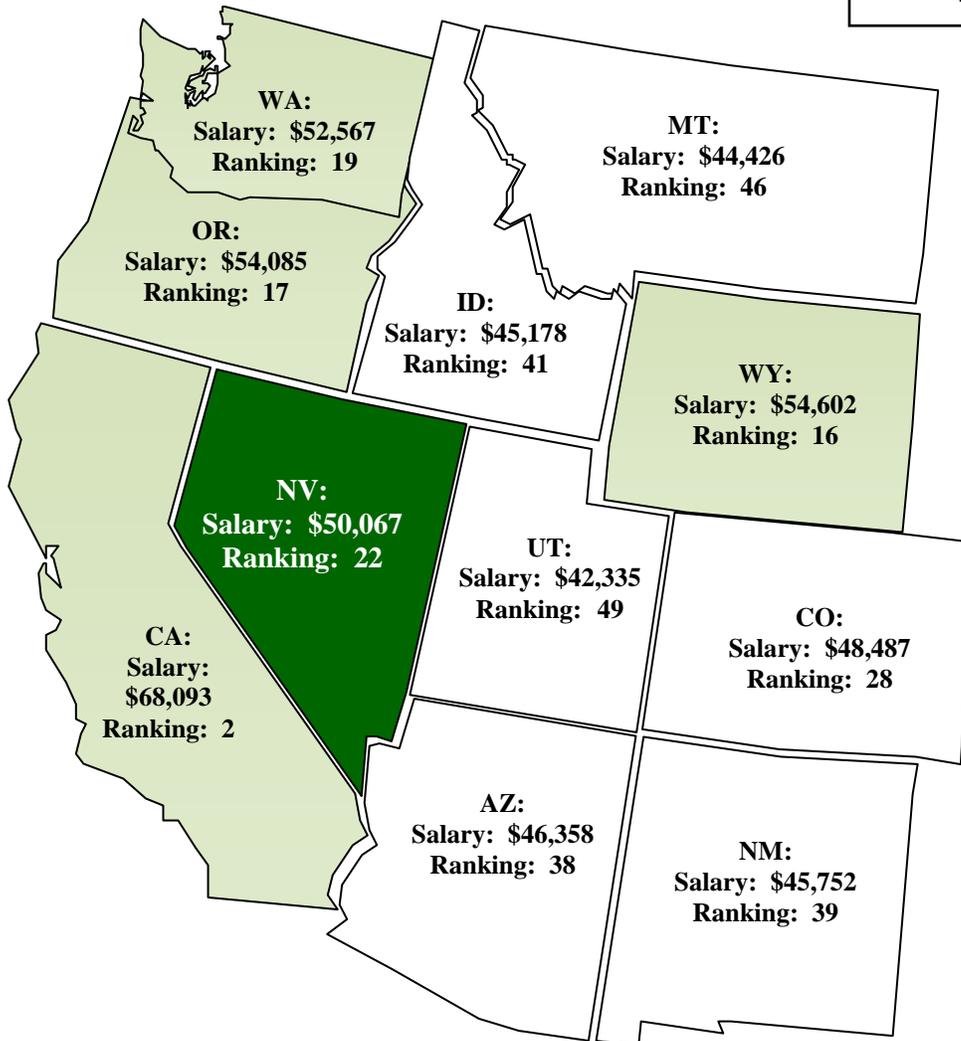
Theodore Roosevelt

Teacher Salaries

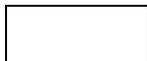
Average Salaries of Public School Teachers Rankings 2008-2009

National Average:

\$54,319



 Ranked Higher Than Nevada

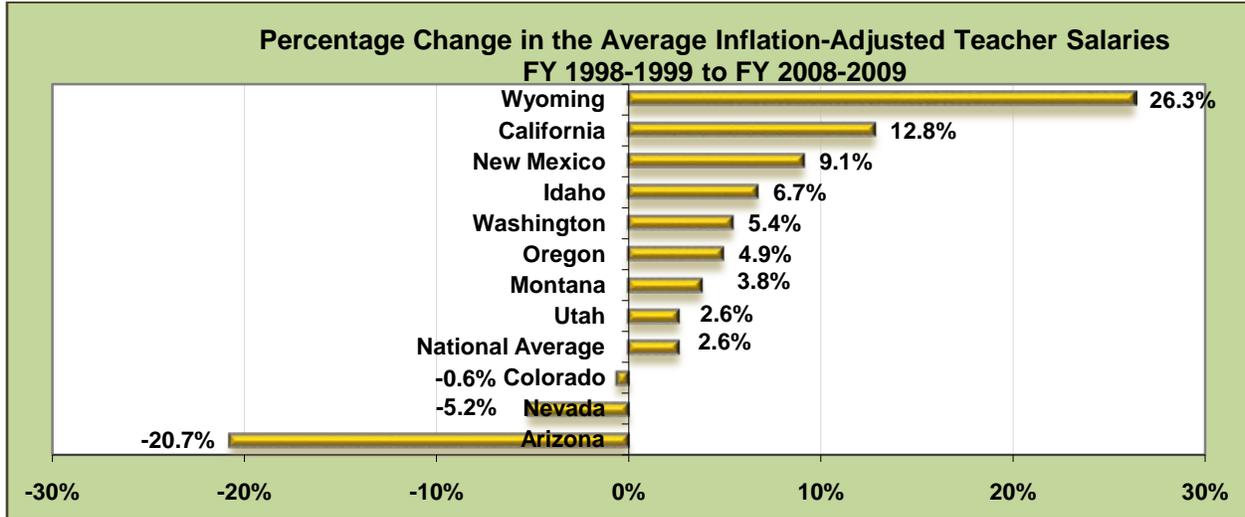
 Ranked Lower Than Nevada

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

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

Source: NEA, *Rankings & Estimates, Rankings of the States 2009 and Estimates of School Statistics 2010, 2010.*

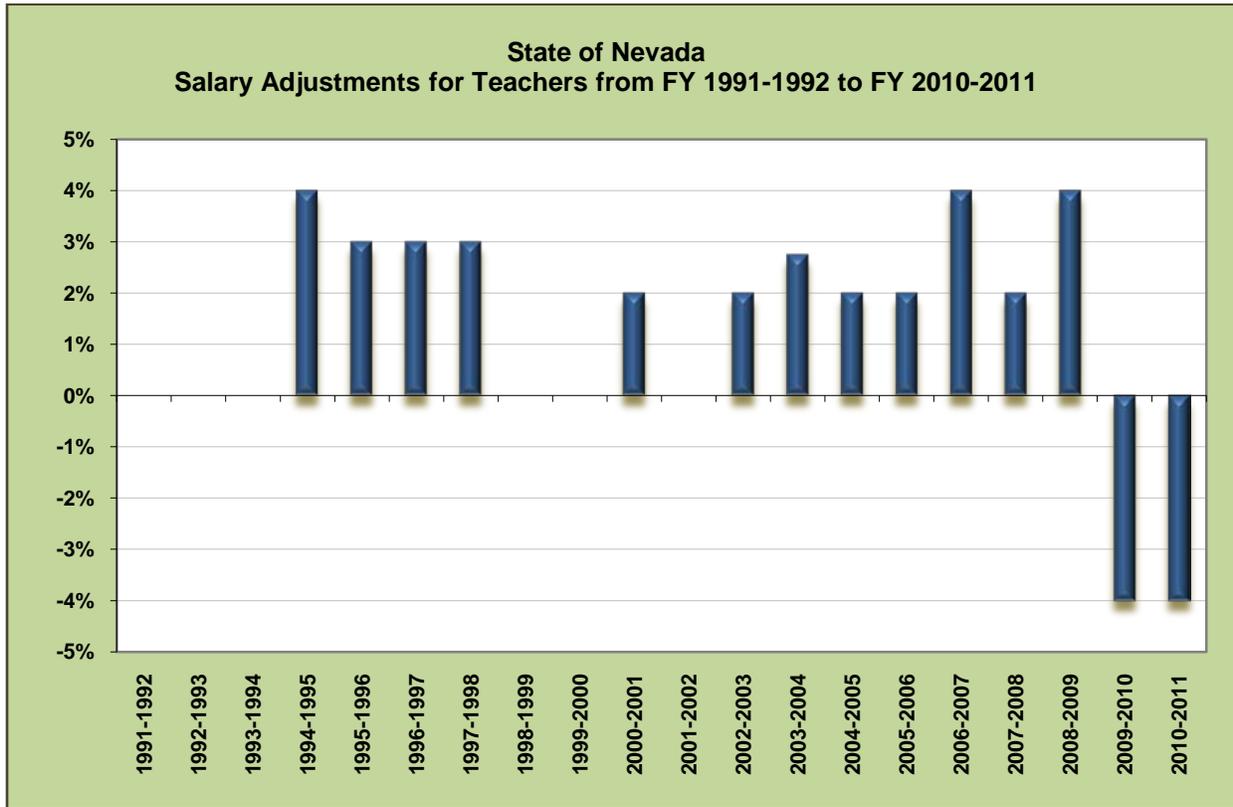
Teacher Salaries (*continued*)



State	1998-1999 to 2008-2009	Rank
National Average	2.6%	
Arizona	-20.7%	51
California	12.8%	5
Colorado	-0.6%	37
Idaho	6.7%	16
Montana	3.8%	24
Nevada	-5.2%	46
New Mexico	9.1%	9
Oregon	4.9%	21
Utah	2.6%	30
Washington	5.4%	20
Wyoming	26.3%	1

Source: NEA, *Rankings & Estimates, Rankings of the States 2009 and Estimates of School Statistics 2010, 2010.*

Teacher Salaries (continued)



Source: Fiscal Analysis Division, Legislative Counsel Bureau. *Nevada Legislative Appropriations Report, 75th Legislature, FY 2009-2010 and FY 2010-2011.*

Note: The 2009 Legislature reduced funding for teacher salaries 4 percent in each fiscal year of the 2009-2011 Biennium to help meet projected revenue shortfalls. However, the actual salaries of teachers continue to be subject to local collective bargaining agreements. Therefore, it is not known if the reduction will result in actual pay decreases for teachers in any of the school districts.



I am entirely certain that twenty years from now we will look back at education as it is practiced in most schools today and wonder how we could tolerated anything so primitive.

John W. Gardner

Teacher Salaries and Private Sector

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

Comparable Occupations	2002 Annual Mean Wage	2007 Annual Mean Wage	Percent Change
Atmospheric and Space Scientists	\$61,000	\$78,960	29.4%
Financial Managers	\$83,080	\$106,200	27.8%
Surveyors	\$42,630	\$54,450	27.7%
Social and Community Service Managers	\$46,900	\$59,070	26%
Sales Engineers	\$69,200	\$86,350	24.8%
Public Relations Specialists	\$46,590	\$57,100	22.6%
Cartographers and Photogrammetrists	\$45,180	\$54,480	20.6%
Computer Software Engineers, Systems Software	\$75,840	\$90,780	19.7%
Landscape Architects	\$52,050	\$62,250	19.6%
Writers and Authors	\$50,300	\$60,120	19.5%
Civil Engineers	\$63,010	\$75,230	19.4%
Medical and Public Health Social Workers	\$38,920	\$46,320	19%
Database Administrators	\$59,080	\$70,260	18.9%
Zoologists and Wildlife Biologists	\$49,250	\$58,480	18.7%
Accountants and Auditors	\$53,230	\$63,180	18.7%
Environmental Engineers	\$63,440	\$74,820	17.9%
Architects, except Landscape and Naval	\$62,530	\$73,650	17.8%
Child, Family and School Social Workers	\$35,640	\$41,920	17.6%
Editors	\$47,010	\$55,020	17%
Computer Software Engineers, Applications	\$73,800	\$85,660	16.1%
Personal Financial Advisors	\$78,460	\$89,220	13.7%
Athletic Trainers	\$36,070	\$40,720	12.9%
Market Research Analysts	\$60,260	\$66,980	11.2%
Average	\$61,041	\$72,678	19.1%
Median	\$59,080	\$66,980	13.4%
Teacher Average	\$44,367	\$51,009	15.0%

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

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

Teacher Signing Bonus

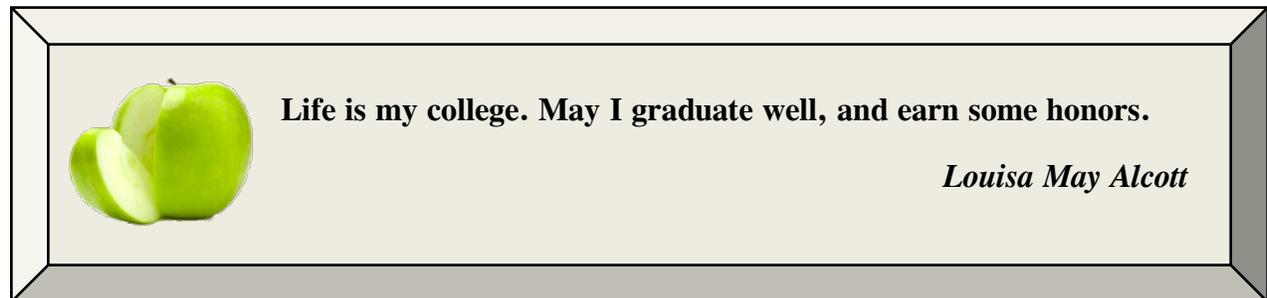
Since the 2001 Legislative Session, the Nevada Legislature has approved funding for signing bonuses of \$2,000 for teachers newly hired by school districts. The following table shows total State funds and recipients for this program since inception of the program in FY 2001-2002.

New Teacher Signing Bonus Program

Fiscal Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total Recipients	2,402	2,378	2,299	2,919	3,272	3,407	2,391	2,173	0	0
Total State Funds (in millions)	\$4.80	\$4.76	\$4.60	\$5.84	\$6.54	\$6.81	\$4.78	\$4.23	\$0	\$0

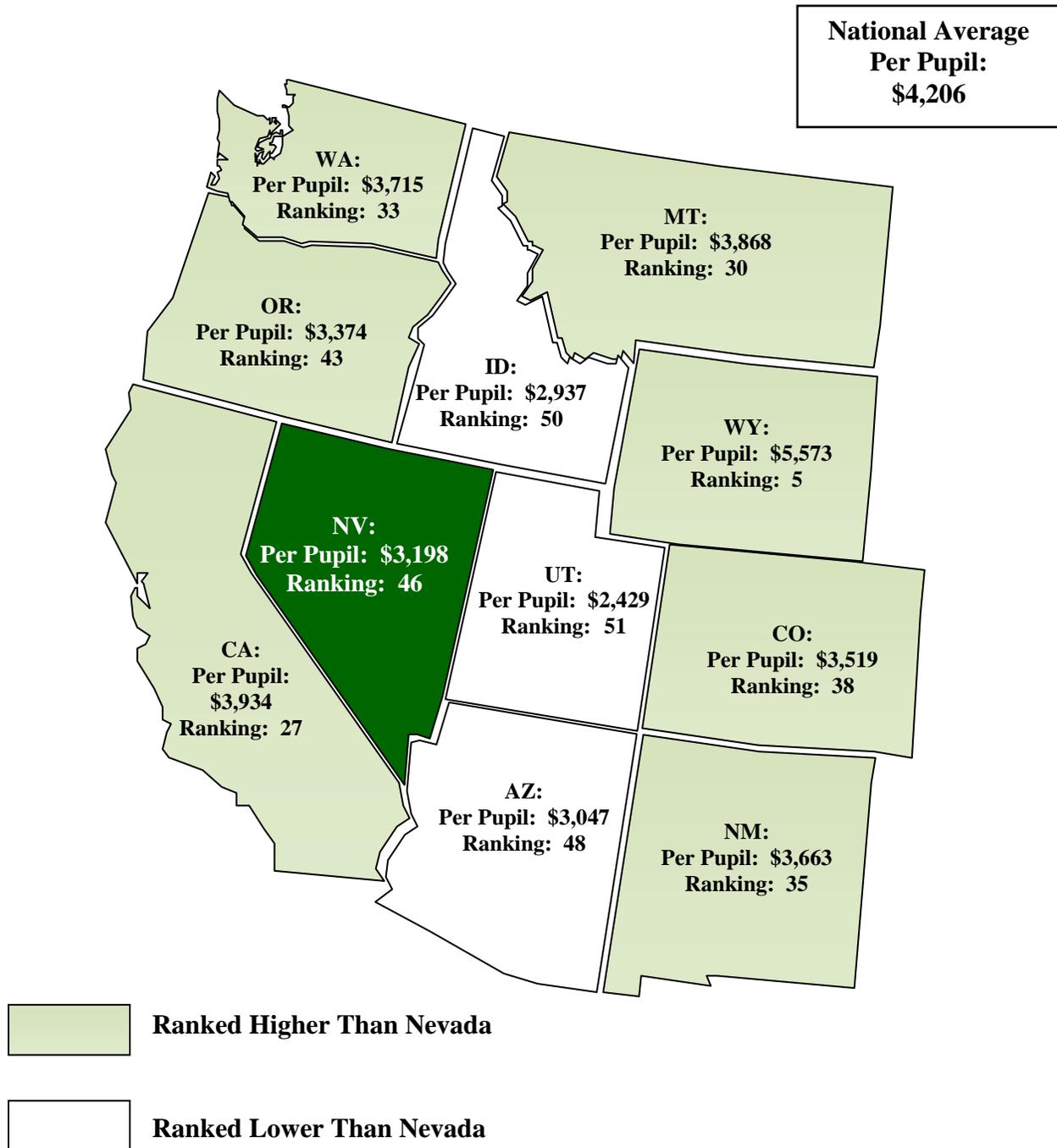
Source: DOE, 2010.

Note: Due to State budget reductions, funding to support the new teacher signing bonus program was not approved by the 2009 Legislature.



Instruction—Salaries

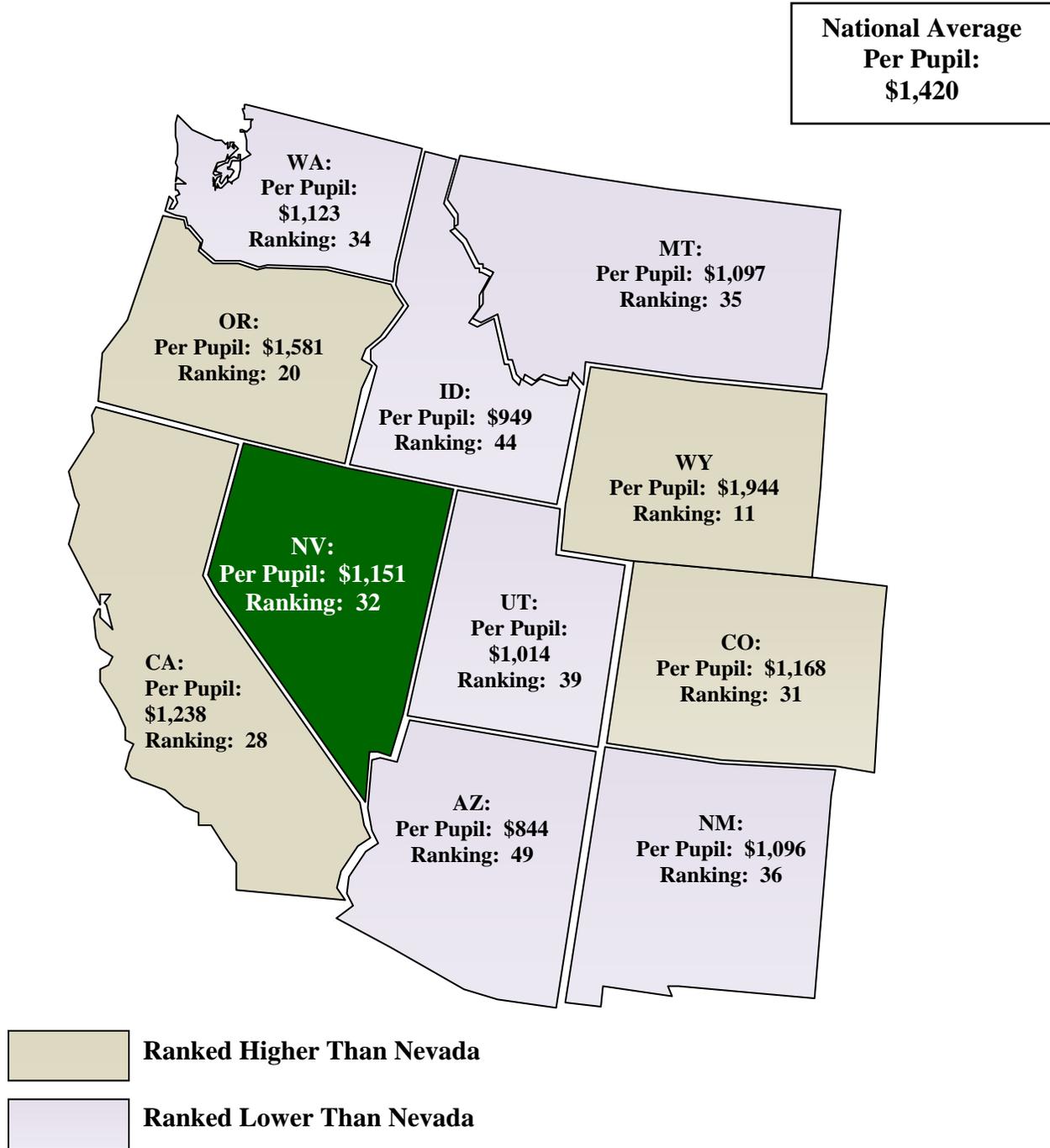
**Current Per-Pupil Spending on Instruction—Salaries (No Benefits)
Rankings 2007-2008**



Source: U.S. Census Bureau, *Public Education Finances 2008*, June 2010.

Instruction—Benefits

Current Per-Pupil Spending on Instruction—Benefits Only (No Base Salary) Rankings 2007-2008



Source: U.S. Census Bureau, *Public Education Finances 2008*, June 2010.

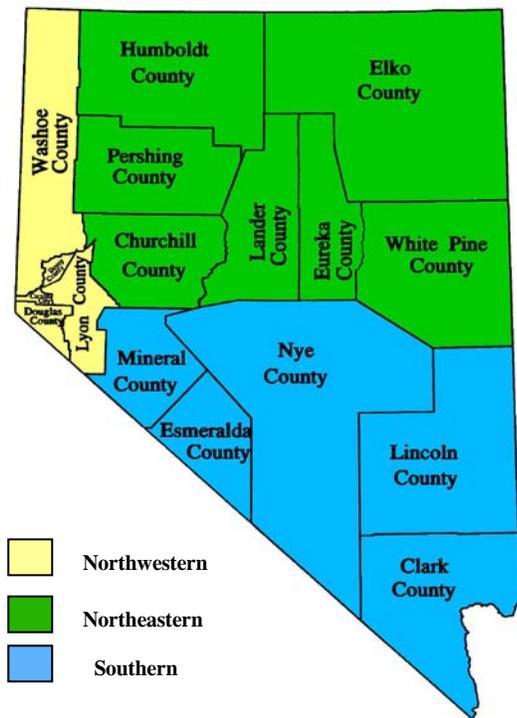


Chapter 5 Professional Development for Educational Personnel

Background

Regional Professional Development Programs

In response to a series of regional workshops conducted by the Legislature during the 1997-1998 Interim period, teachers, administrators, and others proposed a regional professional development model to help educators teach the new State academic standards. The 1999 Legislature appropriated \$3.5 million in each year of the biennium to establish and operate four regional training programs to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. Each biennium since, inclusive of the 2009-2011 Biennium, the State has continued to support the programs through State General Fund appropriations.



During the 2009 Legislative Session, the Governor recommended suspending funding support for the programs for the 2009-2011 Biennium. Instead, the Legislature approved the consolidation of the four existing professional development program regions to three. In so doing, the Legislature restored State General Funds of \$7.9 million each fiscal year of the 2009-2011 Biennium to continue the Regional Professional Development Programs (RPDPs). The funding includes \$100,000 in each fiscal year of the Biennium for Statewide administrator training. The three regional training programs serve the school districts identified in the map.

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

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

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

Chapter 5

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

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Council for the Coordination of the Regional Training Programs. The Council consists of the RPDP coordinator from each of the 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

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

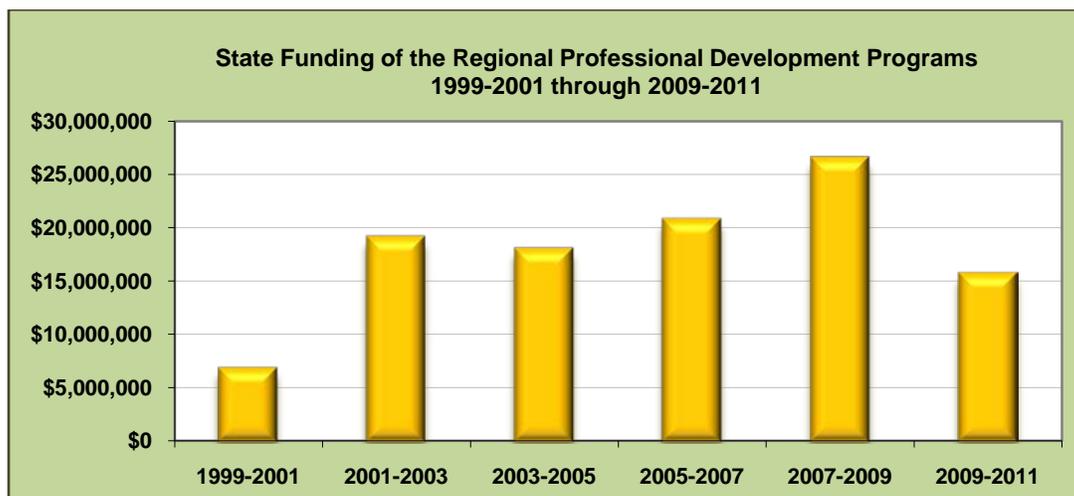
- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.



Most people are willing to pay more to be amused than to be educated.

Robert C. Savage

RPDPs—Funding



Funding for Regional Professional Development Programs (RPDPs)

RPDP	1999-2001	2001-2003 ¹	2003-2005 ²	2005-2007	2007-2009 ³	2009-2011
Southern RPDP	\$2,638,914	\$10,139,178	\$9,084,893	\$10,504,192	\$14,201,041	\$8,326,404
Western RPDP ⁴	\$1,327,070	\$2,306,237	\$2,322,222	\$3,290,748	\$3,432,840	\$0
Northwestern RPDP	\$1,754,353	\$3,914,394	\$3,760,596	\$4,030,195	\$5,302,630	\$4,477,118
Northeastern RPDP	\$1,179,663	\$2,576,496	\$2,587,065	\$2,617,650	\$3,266,585	\$2,792,086
Statewide Administrative Training	NA	NA	\$160,000	\$200,000	\$200,000	\$200,000
Statewide Evaluation	\$100,000	\$260,000	\$200,000	\$200,000	\$200,000	\$0
TOTAL	\$7,000,000	\$19,196,305	\$18,114,776	\$20,842,785	\$26,603,096	\$15,795,608

Source: Fiscal Analysis Division, Legislative Counsel Bureau.

¹ For the 2001-2003 Biennium, funding for the Nevada Early Literacy Intervention Program (NELIP) was provided by the Legislature. Although the RPDP and NELIP programs were funded separately, the amounts shown in this table represent the combined total of funding for the RPDPs and the NELIP.

² For the 2003-2005 Biennium, funding for NELIP was consolidated with the RPDPs; this resulted in a State General Fund savings of approximately \$1.2 million when compared to the amount appropriated for the 2001-2003 Biennium. In addition, funding for statewide administrator training was provided for the first time. This funding was previously provided to Project LEAD (Leadership in Educational Administration Development) for statewide administrator training.

³ Beginning with the 2007-2009 Biennium, funding for the statewide evaluation was subsequently eliminated through budget reductions.

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

RPDPs—Internal Evaluations

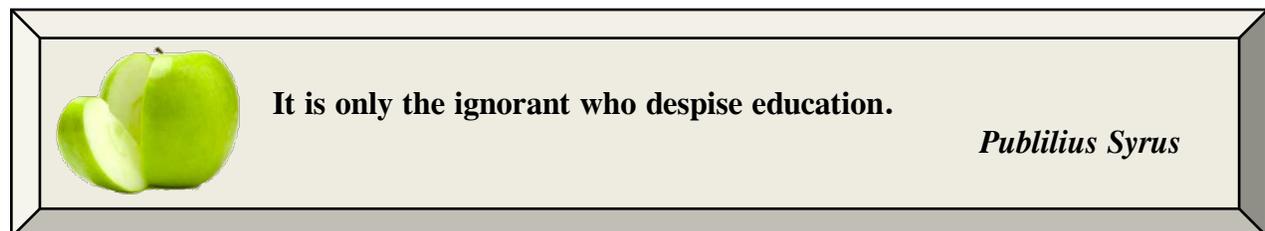
Due to the economic downturn and resulting budget crisis, no statewide evaluation of the RPDPs has been conducted since the 2007-2009 Biennium. However, pursuant to *Nevada Revised Statutes* 391.552, the governing body of each regional training program must submit an annual self-evaluation report that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

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

Highlights of the self-evaluations submitted by each region for School Year (SY) 2009-2010 follow. To obtain an evaluation in its entirety, please contact the appropriate RPDP:

RPDP Contact Information	
Northeastern Nevada.....	775-753-3879
Northwestern Nevada	775-861-1242
Southern Nevada.....	702-799-3832

Source: RPDP Annual Reports, 2009-2010.



RPDPs—Internal Evaluations (*continued*)

Northeastern Nevada RPDP: Internal Evaluation

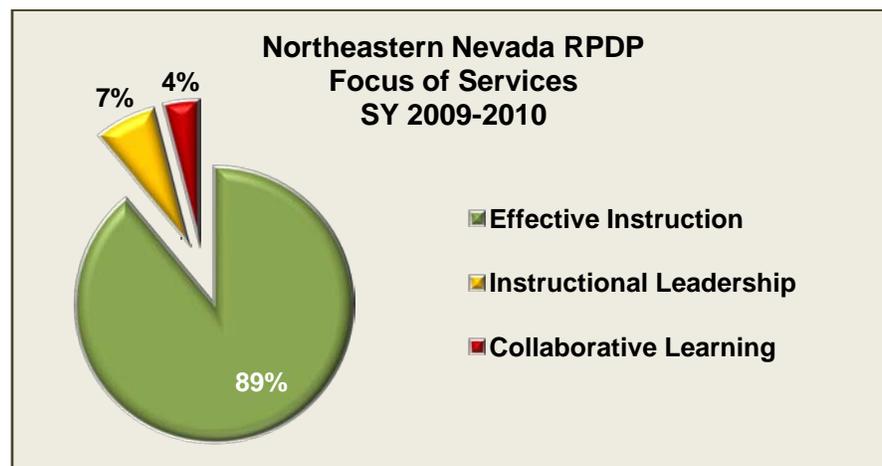
The Northeastern Nevada RPDP (NERPDP) serves teachers and administrators in Churchill, Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties. The NERPDP services continue to be based on needs expressed in School Improvement Plans and have been refined over the last five years based on feedback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

Unduplicated Participant Counts

During SY 2009-2010, the NERPDP trainings reached an unduplicated count of 1,419 educators, including 1,144 teachers (80 percent), 53 administrators (4 percent), and 222 paraprofessionals, staff, and substitutes (16 percent). Duplicated counts indicate total attendance reached 4,455 participants (including teachers, administrators, and other school personnel).

Trainings Sessions

In total, 248 separate trainings sessions were conducted by the NERPDP. The trainings sessions were chiefly conducted by regional coordinators, site facilitators (Elko), NELIP facilitators, and instructional coaches. The following chart presents the focus of services provided by the NERPDP during SY 2009-2010. The chart indicates that approximately 89 percent of the trainings sessions focused on effective instruction for the academic standards, 7 percent focused on instructional leadership, and 4 percent focused on collaborative learning.



RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from NERPDP participants during SY 2009-2010.

**Northeastern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Trainings Sessions
SY 2009-2010**

Question	Rating*
The activity matched my needs.	4.56
The activity provided opportunities for interactions and reflections.	4.38
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.61
The presenter/facilitator efficiently managed time and pacing of activities.	4.29
The presenter/facilitator modeled effective teaching strategies.	4.67
This activity added to my knowledge of standards and/or my skills in teaching subject matter content.	4.80
The activity will improve my teaching skills.	4.36
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.86
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.27

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

Source: *Northeastern Nevada RPDP Annual Report, 2009-2010*, August 2010.

RPDPs—Internal Evaluations (*continued*)

Northwestern Nevada RPDP: Internal Evaluation

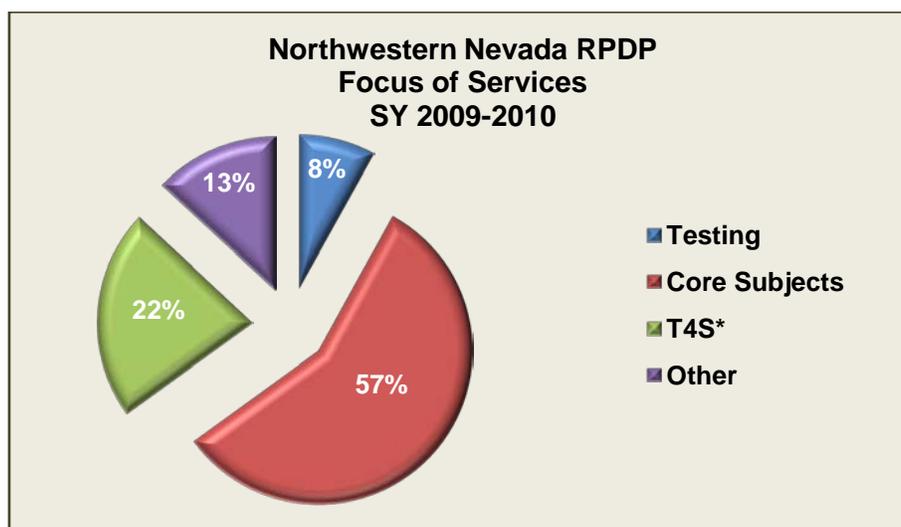
The Northwestern Nevada RPDP (NWRPDP) provides professional development for the Carson City, Douglas, Lyon, Storey, and Washoe County School Districts. During SY 2009-2010, the NWRPDP region focused on research-based professional learning through the following three goals designed to address the recommendations from last year's evaluation report: (1) improve communication for common ends and purposes; (2) engage as a community of learners with common ends and purposes; and (3) increase and improve upon the scalability and sustainability of teacher learning.

Unduplicated Participant Counts

During SY 2009-2010, the NWRPDP trainings reached an unduplicated count of 3,736 educators, including 2,890 teachers, 275 administrators, and 571 paraprofessionals, staff, substitutes, parents, and community members. Duplicated counts indicate total attendance reached 7,702 participants (including teachers, administrators, and other school personnel).

Trainings Sessions

The following chart presents the focus of services provided by the NWRPDP during SY 2009-2010. The chart indicates that approximately 57 percent of the trainings sessions focused on the academic standards in support of the core subject areas of English language arts, mathematics, and science. The Teach for Success program (T4S) encompassed another 22 percent of the trainings sessions and testing (Depth of Knowledge) was the focus in 8 percent of the trainings sessions.



*Teach for Success Program

RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2009-2010.

**Northwestern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Trainings Sessions
SY 2009-2010**

Question	Rating*
The activity matched my needs.	4.42
The activity provided opportunities for interactions and reflections.	4.65
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.70
The presenter/facilitator efficiently managed time and pacing of activities.	4.67
The presenter/facilitator modeled effective teaching strategies.	4.64
This activity added to my knowledge of standards and/or my skills in teaching subject matter content.	4.36
The activity will improve my teaching skills.	4.50
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.57
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.48

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

Source: *Northwestern Nevada RPDP Annual Report, 2009-2010*, August 2010.

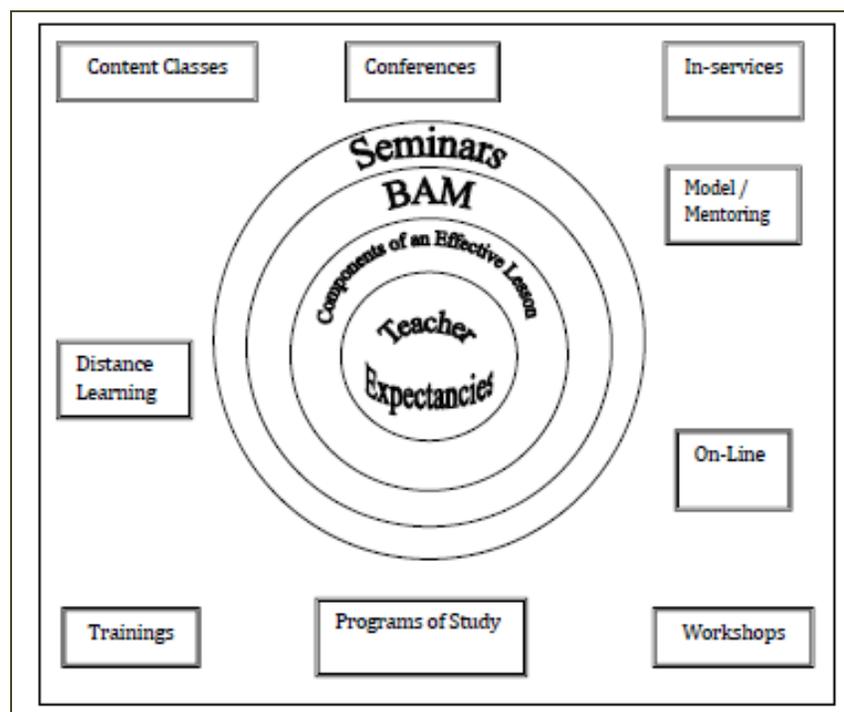
RPDPs—Internal Evaluations (*continued*)

Southern Nevada RPDP: Internal Evaluation

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

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

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



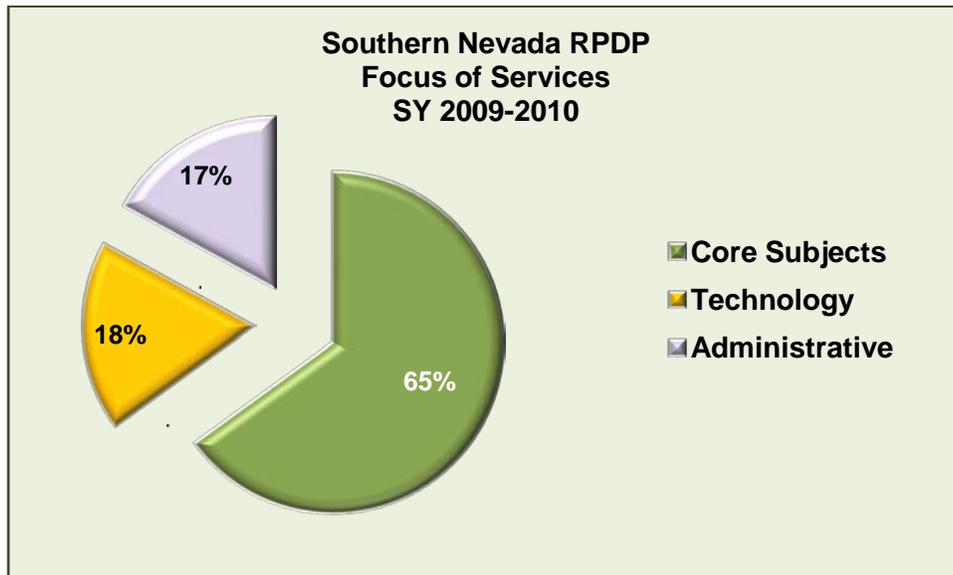
RPDPs—Internal Evaluations (*continued*)

Unduplicated Participant Counts

During SY 2009-2010, the SNRPDP trainings reached an unduplicated count of approximately 4,800 teachers and administrators. Duplicated counts indicate total attendance reached 9,609 participants (including teachers, administrators, and other school personnel). It is estimated that as many as 25,098 teachers and administrators were impacted by the SNRPDP trainers.

Trainings Sessions

The following chart presents the focus of services provided by the SNRPDP during SY 2009-2010. The chart indicates that approximately 65 percent of the trainings sessions focused on the academic standards in support of the core subject areas of English language arts, mathematics, and science. The areas of technology, including distance and online education, encompassed approximately 18 percent of the trainings sessions. Finally, 17 percent of the trainings sessions focused on administrative topics.



RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2009-2010.

**Southern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Trainings Sessions
SY 2009-2010**

Question	Rating*
The activity matched my needs.	4.50
The activity provided opportunities for interactions and reflections.	4.60
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.80
The presenter/facilitator efficiently managed time and pacing of activities.	4.80
The presenter/facilitator modeled effective teaching strategies.	4.70
This activity added to my knowledge of standards and/or my skills in teaching subject matter content.	4.50
The activity will improve my teaching skills.	4.40
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.40

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

Source: Southern Nevada *RPDP Annual Report, 2009-2010*, August 2010.



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Class-Size Reduction Program

Background

A key reform initiative for nearly two decades is Nevada's program to reduce pupil-to-teacher ratios, commonly known as the Class-Size Reduction Program (CSR). Following a review of the topic by a 1988 Interim legislative study, the 1989 Legislature enacted the Class-Size Reduction Act (Assembly Bill 964, Chapter 864, *Statutes of Nevada*). The measure was designed to reduce the pupil-to-teacher ratio in public schools, particularly in the earliest grades where the core curriculum is taught. By the end of Fiscal Year (FY) 2010-2011, Nevada will have expended approximately \$1.83 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.

Implementation of the CSR Program in the State of Nevada

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

After achieving the target ratio of 15 pupils to 1 teacher in the primary grades, the original program proposed that the pupil-to-teacher ratio be reduced to 22 pupils per class in grades 4, 5, and 6, followed by a reduction to no more than 25 pupils per class in grades 7 to 12. Until the 2005 Legislative Session, only the primary grades (K through 3) had been addressed.

Flexibility in the Pupil-to-Teacher Ratios

Based upon a pilot program in Elko County, the 2005 Legislature enacted Senate Bill 460 (Chapter 457, *Statutes of Nevada*) [NRS 388.720], which provides flexibility in implementing pupil-to-teacher ratios in grades 1 through 6 for school districts other than Clark and Washoe. Pupil-to-teacher ratios are limited to not more than 22 to 1 in grades 1 through 3, and not more than 25 to 1 in grades 4 through 6. During SY 2005-2006, the Churchill, Douglas, Elko, and White Pine County School Districts were approved to carry out an alternative CSR program. Since then, the Churchill, Douglas, Elko, and Nye County School Districts have continued the alternative program.

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In addition to the flexibility provided to certain school districts to implement alternative pupil-to-teacher ratios in grades 1 through 6, the Legislature has authorized all school districts, subject to the approval of the State's Superintendent of Public Instruction, to operate alternative programs for reducing the ratio of pupils per teacher or to implement programs of remedial education that have been found to be effective in improving pupil achievement in grades 1, 2, and 3.

Temporary Revisions to the CSR Program (26th Special Session of the Nevada Legislature (2010))

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

- For SY 2010-2011, this measure authorizes a school district to increase class sizes in grades 1, 2, and 3 by no more than two pupils per teacher in each grade, to achieve pupil-to-teacher ratios of up to 18 to 1 in grades 1 and 2 and up to 21 to 1 in grade 3.
- If a school district elects to increase class sizes in this manner, all money that would have otherwise been expended by the school district to achieve the lower class sizes in grades 1 through 3 must be used to minimize the impact of budget reductions on class sizes in grades 4 through 12.
- For reporting purposes, school districts that elect to increase class sizes in grades 1 through 3 will be required to report the pupil-teacher ratios achieved for each grade level from grade 1 through grade 12.

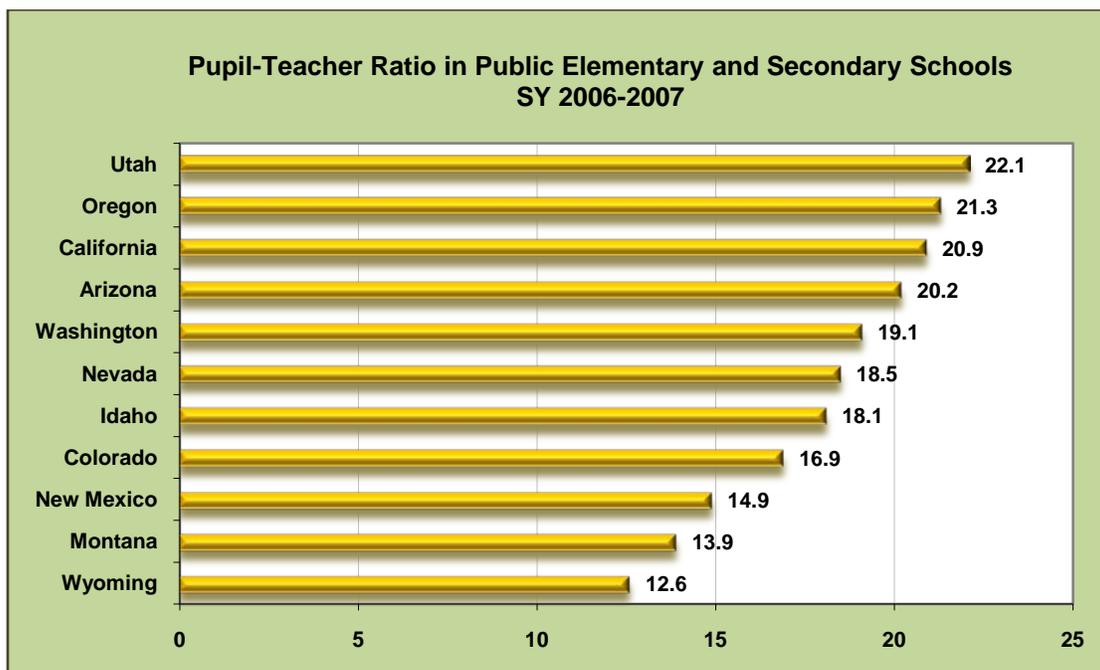
This legislation is effective on March 10, 2010, and expires by limitation on June 30, 2011.



**The average Ph.D. Thesis is nothing but a transference of bones
from one graveyard to another.**

James Frank Dobie

CSR: Pupil-to-Teacher Ratio



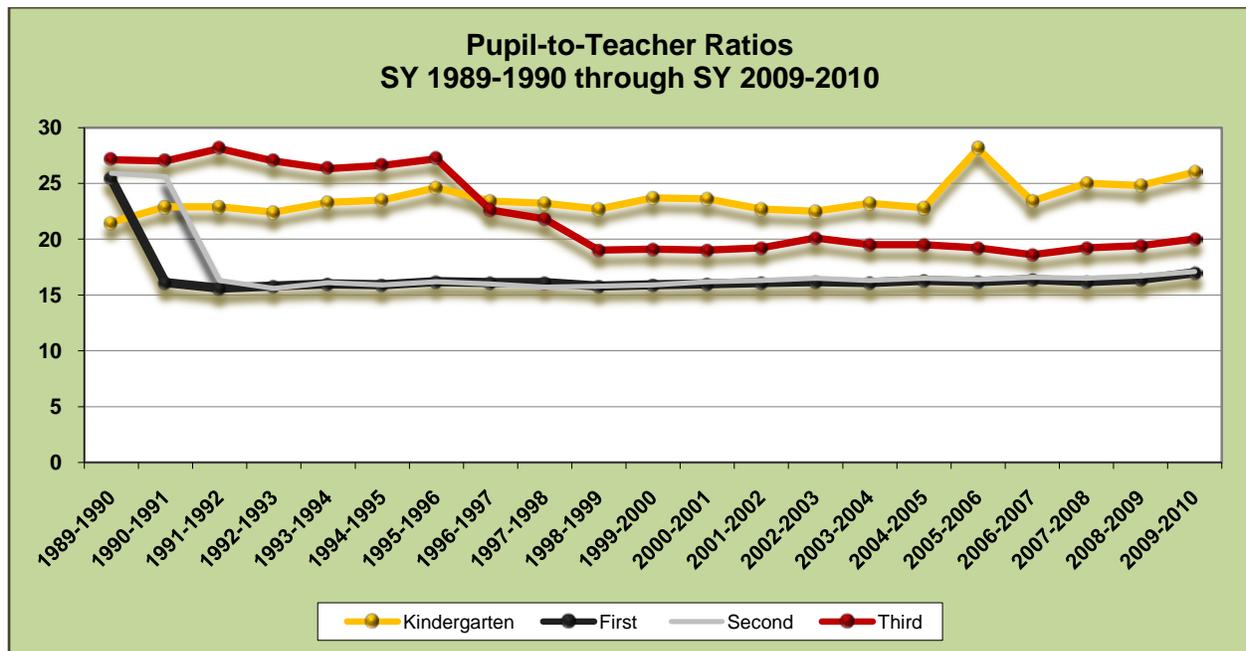
**Pupil-Teacher Ratio in Public Elementary and Secondary Schools
SY 2006-2007**

	Ratio	Rank
National Average	15.5	
Wyoming	12.6	6
Montana	13.9	19
New Mexico	14.9	28
Colorado	16.9	41
Idaho	18.1	44
Nevada	18.5	45
Washington	19.1	46
Arizona	20.2	47
California	20.9	48
Oregon	21.3	49
Utah	22.1	50

Source: *State Rankings 2009-2010*, CQ Press, 2010.

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

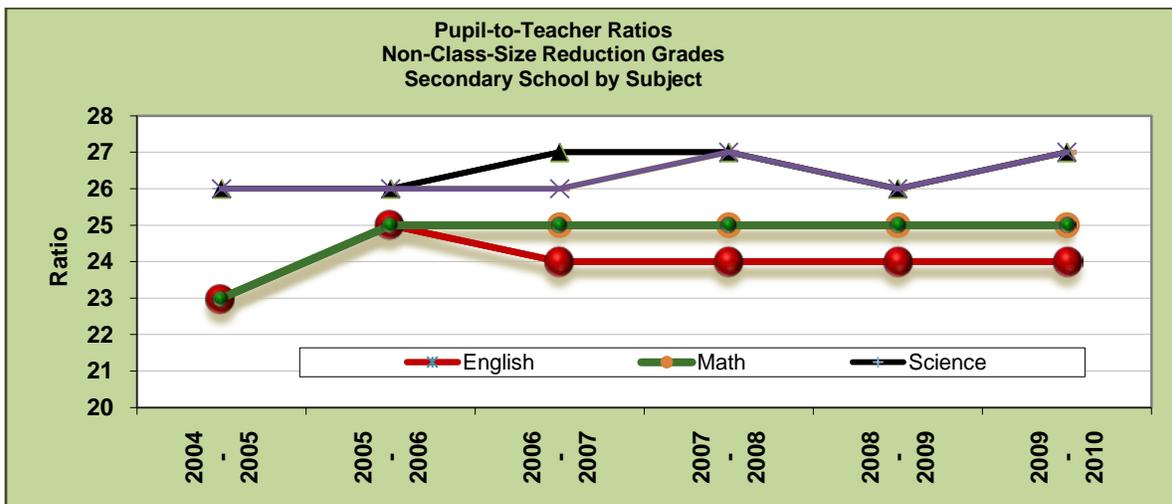
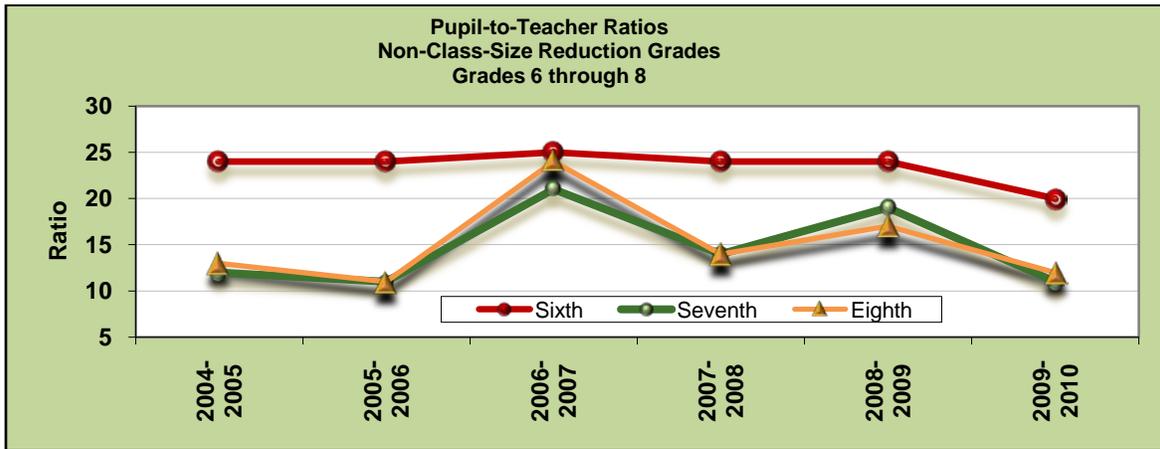
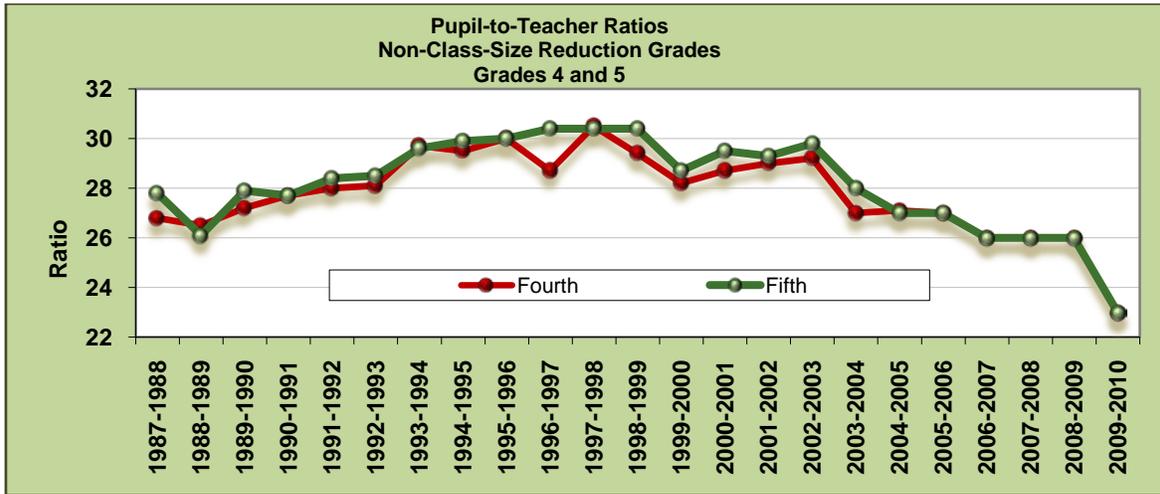
	Kindergarten	Grade 1	Grade 2	Grade 3
1989-1990	21.5	25.4	25.9	27.1
1990-1991	22.9	16.1	25.6	27
1991-1992	22.9	15.6	16.3	28.1
1992-1993	22.4	15.8	15.6	27
1993-1994	23.3	16	16.1	26.3
1994-1995	23.5	15.9	15.9	26.6
1995-1996	24.6	16.2	16.2	27.2
1996-1997	23.4	16.1	16	22.6
1997-1998	23.2	16.1	15.7	21.8
1998-1999	22.7	15.8	15.8	19
1999-2000	23.7	15.9	15.9	19.1
2000-2001	23.6	16	16.2	19
2001-2002	22.7	16.1	16.3	19.2
2002-2003	22.5	16.2	16.5	20.1
2003-2004	23.2	16.1	16.3	19.5
2004-2005	22.8	16.3	16.5	19.5
2005-2006	28.1	16.2	16.4	19.2
2006-2007	23.4	16.4	16.6	18.6
2007-2008	25.0	16.2	16.5	19.2
2008-2009	24.8	16.4	16.7	19.4
2009-2010	26.0	17.0	17.1	20.0



Source: Department of Education (DOE), *Class-Size Reduction Report, 2009-2010*.

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

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



Source: DOE, Nevada Report Card Database: State Profile, 2010.

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

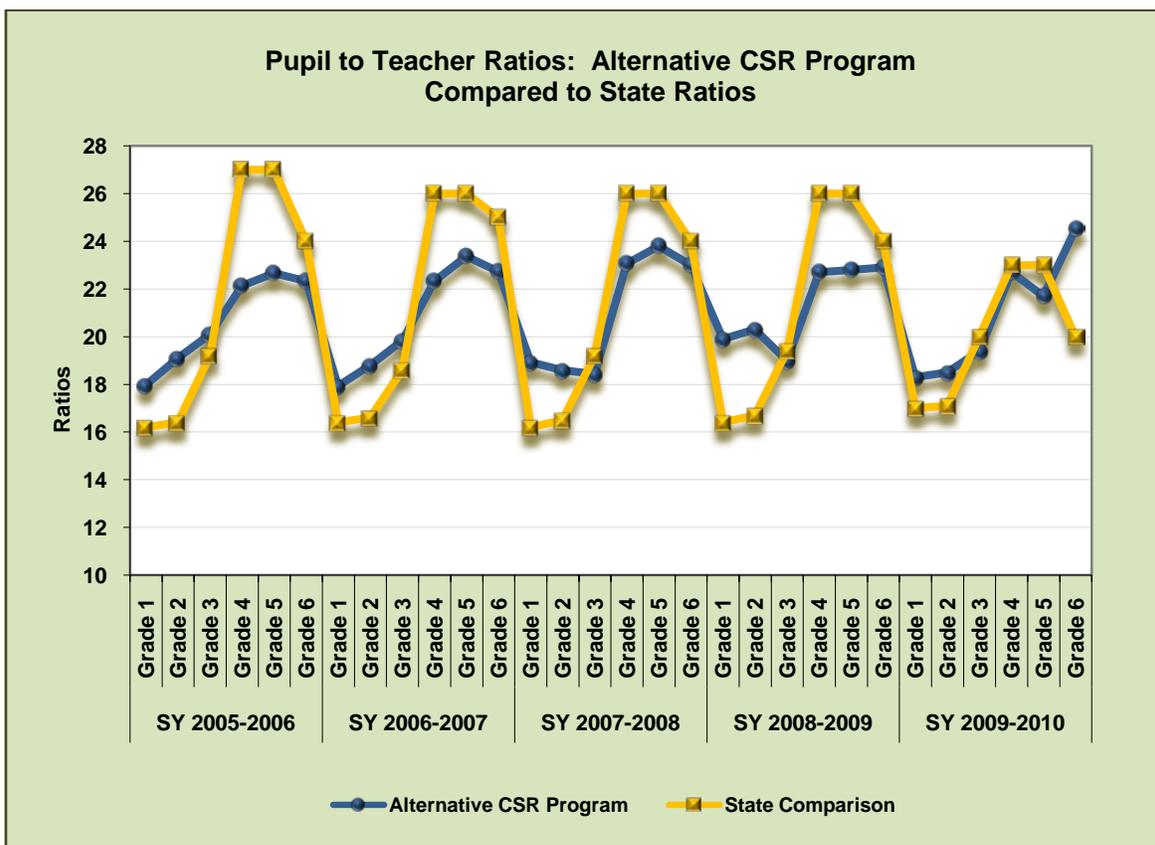
		Alternative CSR Program*	State Comparison**
SY 2005-2006	Grade 1	18.0	16.2
	Grade 2	19.1	16.4
	Grade 3	20.1	19.2
	Grade 4	22.1	27.0
	Grade 5	22.7	27.0
	Grade 6	22.3	24.0
SY 2006-2007	Grade 1	17.9	16.4
	Grade 2	18.8	16.6
	Grade 3	19.8	18.6
	Grade 4	22.3	26.0
	Grade 5	23.4	26.0
	Grade 6	22.7	25.0
SY 2007-2008	Grade 1	18.9	16.2
	Grade 2	18.6	16.5
	Grade 3	18.4	19.2
	Grade 4	23.1	26.0
	Grade 5	23.8	26.0
	Grade 6	23.0	24.0
SY 2008-2009	Grade 1	19.9	16.4
	Grade 2	20.3	16.7
	Grade 3	19.0	19.4
	Grade 4	22.7	26.0
	Grade 5	22.8	26.0
	Grade 6	22.9	24.0
SY 2009-2010	Grade 1	18.3	17.0
	Grade 2	18.5	17.1
	Grade 3	19.4	20.0
	Grade 4	22.7	23.0
	Grade 5	21.7	23.0
	Grade 6	24.5	20.0

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

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

Sources: DOE, *Class-Size Reduction Report, 2009-2010*, and *Nevada Report Card Database: State Profile, 2010*.

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



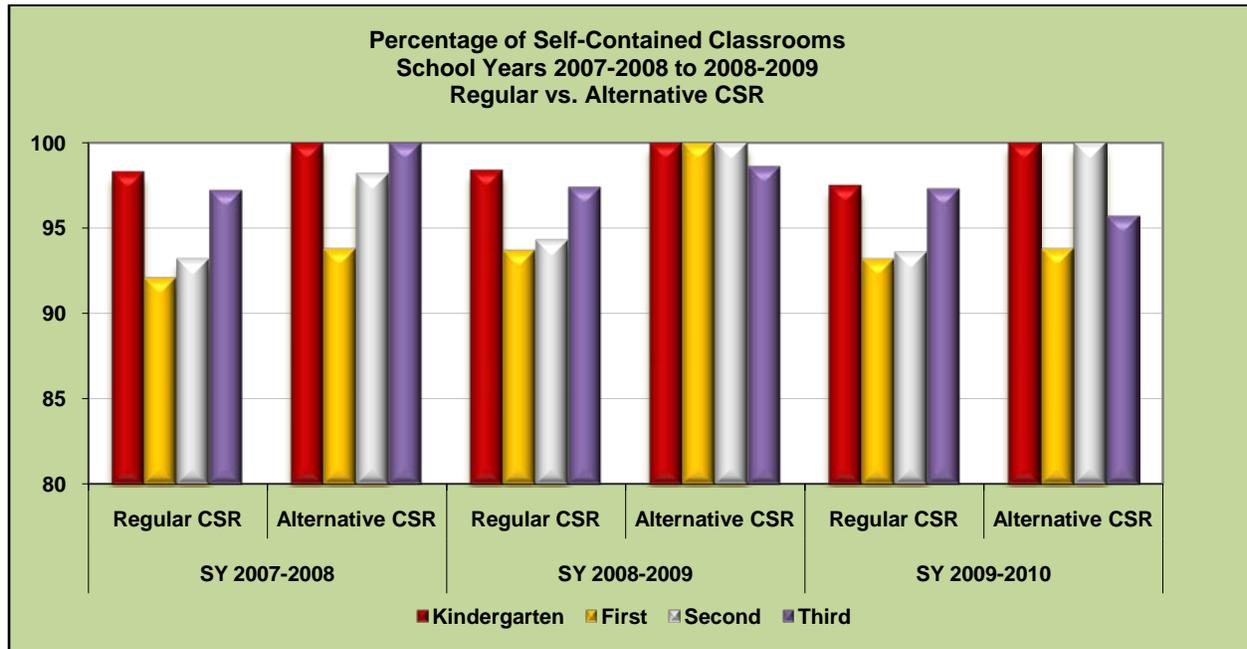
Sources: DOE, *Class-Size Reduction Report, 2009-2010*, and *Nevada Report Card Database: State Profile, 2010*.



Some men are graduated from college *cum laude*, some are graduated *summa cum laude*, and some are graduated *mirabile dictu*.

William Howard Taft

CSR—Self-Contained Classrooms



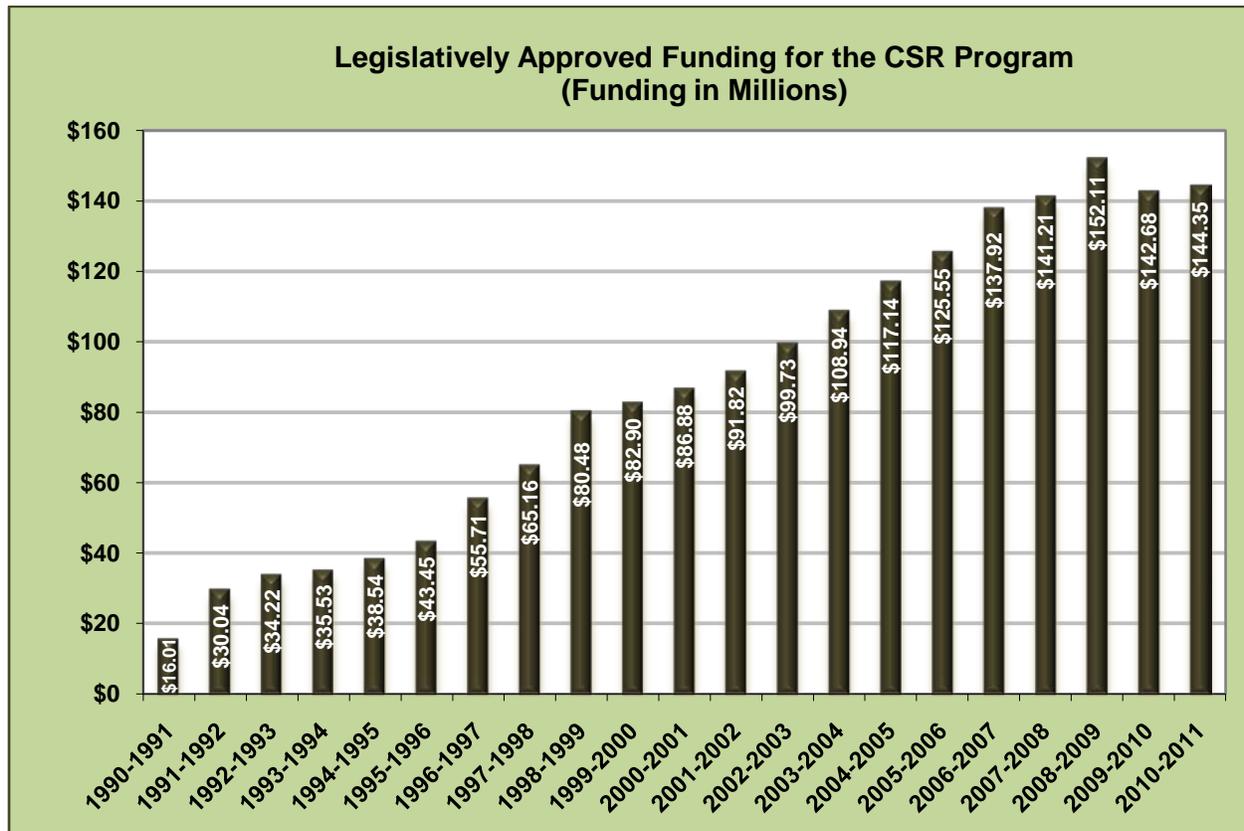
Percentage of Self-Contained Classrooms: Regular vs. Alternative CSR SY 2005-2006 to SY 2007-2008						
	SY 2007-2008		SY 2008-2009		SY 2009-2010	
	<u>Regular CSR</u>	Alternative CSR	<u>Regular CSR</u>	Alternative CSR	<u>Regular CSR</u>	Alternative CSR
Kindergarten	98.3	100	98.4	100	97.5	100
Grade 1	92.1	93.8	93.7	100	93.2	93.8
Grade 2	93.2	98.2	94.3	100	93.6	100
Grade 3	97.2	100	97.4	98.6	97.3	98.9

Source: DOE, *Class-Size Reduction Report, 2009-2010*.

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

CSR—Funding

By the end of FY 2010-2011, Nevada will have expended approximately \$1.83 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.



Source: Fiscal Analysis Division, Legislative Counsel Bureau. *Nevada Legislative Appropriations Report, 75th Legislature, FY 2009-2010 and FY 2010-2011.*



Spoon feeding in the long run teaches us nothing but the shape of the spoon.

Edward M. Forster



Chapter 7 Improving Student Academic Achievement

Background

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

With the passage of the No Child Left Behind Act of 2001 (NCLB), the standards movement begun by the NERA developed even further. The NCLB sets deadlines for states to expand the scope and frequency of testing, revamp accountability systems, and guarantee that every classroom is staffed by a teacher qualified to teach in his or her subject area. In addition, it requires states to make demonstrable progress from year to year in raising the percentage of students who are proficient in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students.

During the 2003 Legislative Session, the NCLB was codified in State statutes through Senate Bill 1 (Chapter 1, *Statutes of Nevada, 19th Special Session*). Senate Bill 1 adopted the federal mandate that each school demonstrate Adequate Yearly Progress (AYP), test students yearly in math and English, hire highly qualified teachers, and develop accountability reports that show the progress of identified subpopulations of students. In addition, each school in Nevada was charged with developing an improvement plan to identify student needs and instructional improvements, based on school-specific data from the State's Criterion-Referenced Test (CRT). Schools that do not make AYP receive technical assistance and qualify for remediation funding. Schools that continue to fail to make AYP may be subject to greater district and State oversight, as well as sanctions. Elsewhere in this section, the reader will find charts that explain the progression of NCLB consequences.

Today, the federal government is reviewing the components of the NCLB and making recommendations for the reauthorization of the federal Elementary and Secondary Education Act (ESEA). A Blueprint for Reform has been issued by the federal government to build upon reforms made in the NCLB. The reauthorization is anticipated to be approved in the 2011-2013 Biennium. The Blueprint for Reform is built around four areas:

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

1. Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader;
2. Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning;
3. Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and
4. Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions.

With the blending of the accountability frameworks of the NERA, the NCLB, and the upcoming reauthorization of the ESEA, remediation and school improvement funding has become more important, as schools and districts try to assist each student in meeting the standards. The following describes federal and State funding made available specifically to schools and school districts for remediation purposes.

Federal Title I Funds: Formula Based

Title I programs provide federal assistance to improve instructional programs for educationally disadvantaged students. The programs are directed toward schools with a high concentration of low-income families or schools with educationally disadvantaged students such as English Language Learners. 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.

Federal Title I Funds: Competitive Funding (Race to the Top Program)

The Race to the Top (RTTT) Program is part of the American Recovery and Reinvestment Act of 2009 (ARRA). The RTTT Program was proposed by the federal government as a competitive grant program to award approximately \$4.35 billion to states to encourage and reward those states that are creating the conditions for education innovation and reform,

implementing ambitious plans in education reform areas, and achieving significant improvement in student outcomes. The United States Department of Education developed nonbinding budget ranges which placed each state into one of five categories with an estimated range of money that such a state may be eligible to receive if it is awarded a competitive grant. The State of Nevada was placed in Category 4, which had a budget range of \$60 million to \$175 million.

Phase I applications for RTTT funding were due on January 19, 2010. Forty states applied for funding, as did the District of Columbia; the State of Nevada did not apply for funding in Phase I. The Phase I winners were announced on March 29, 2010. The states of Delaware and Tennessee were named as the only winners of the first round of the RTTT; Delaware will receive \$100 million and Tennessee will receive \$500 million.

Phase II applications were due on June 1, 2010. Thirty-five states (including the State of Nevada) applied for funding, as did the District of Columbia. The Phase II winners were announced August 24, 2010—District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Rhode Island. Although the State of Nevada was not awarded RTTT federal funds, it will continue to strive toward meeting the components outlined in its application for funds.

Note: Additional information concerning the federal RTTT program is contained in Chapter 3 – “*Nevada Plan for School Finance and Education Revenues and Expenditures.*”

State Remediation Funds for Low-Performing Schools

The NERA of 1997 first provided remediation funds for low-performing schools in 1998. This program has been continued in some form each biennium since. Until the 2005-2007 Biennium these funds were used to purchase programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics, and science. Schools selected such programs from Nevada’s *List of Effective Remedial 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 were made when more than 40 percent of the pupils enrolled in a school score in the bottom quarter in all four subject areas tested on the State-required norm-referenced test [NRT]).

During the 1999 Legislative Session, funding was expanded to include certain schools that were designated as having adequate achievement but were still determined to be in need of assistance, as follows: (1) a school that did not receive a designation because the school had too few pupils enrolled in a grade level that is tested, but the test scores of the pupils indicate that the school would have received a designation as demonstrating need for improvement; (2) a school that has more than 40 percent of the pupils enrolled in the school with an average

Chapter 7

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 (SY).

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

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

In an effort to close the achievement gap across the State, the 2005 Legislature approved funding of \$100 million over the 2005-2007 Biennium to establish the School Remediation Trust Fund. Unexpended funding in the account does not revert at the end of the year and is carried forward to the following year. Components of the School Remediation Trust Fund include the Account for Programs for Innovation and the Prevention of Remediation, funding for full-day kindergarten, and funding for the Program of Empowerment Schools.

Note: Although the 2007 Legislature approved \$165.79 million to continue the programs included in the School Remediation Trust Fund, most of the funding was returned to the State due to budget reductions. For the 2009-20011 Biennium, the Governor recommended and the 2009 Legislature approved the suspension of funding for all of the programs included in the School Remediation Trust Fund, except to continue the full-day kindergarten program in certain schools.



We learn simply by the exposure of living. Much that passes for education is not education at all but ritual. The fact is that we are being educated when we know it least.

David P. Gardner

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

Nevada's Compliance With the Federal NCLB

	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		▲		
School Support Team*		▲		
Corrective Action Required			▲	
Corrective Action Option				▲
Restructuring Required			▲	
Restructuring Optional				▲
Educational Improvement Process:				
State Improvement Plan	▲			
District Improvement Plan	▲			
School Improvement Plan	▲			
Educational Personnel:				
Highly Qualified Teachers	▲			
Qualified Paraprofessionals	▲			
Licensed Middle School Teachers	▲			
SAIN (System of Accountability Information for Nevada):				
School Accountability Reports	▲			
District Accountability Reports	▲			
State Accountability Report	▲			

*Senate Bill 389 (Chapter 422, *Statutes of Nevada 2009*) eliminates the requirement to establish a school support team for schools that have been designated as demonstrating need for improvement for three consecutive years. The measure authorizes the Department of Education (DOE) to establish a school support team only for those schools where it is deemed necessary. In order to determine the need for a school support team, the measure requires the school district or governing body of a charter school to conduct a comprehensive audit for an eligible school, including an audit of the curriculum implemented at the school. The audit of the curriculum, at a minimum, must include a review of the methods of instruction and the assessments administered by the school.

Source: Chapter 385 of *Nevada Revised Statutes (NRS)*.

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

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

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

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

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

⁴School Support Team: Senate Bill 389 (Chapter 422, *Statutes of Nevada 2009*) eliminates the requirement to establish a school support team for schools that have been designated as demonstrating need for improvement for three consecutive years. The measure authorizes the DOE to establish a school support team only for those schools where it is deemed necessary.

⁵SEA = State Educational Agency, which is the DOE in Nevada.

Source: Chapter 385 of NRS.

NCLB—Annual Measurable Objectives

School Year	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
Baseline 2002-2003 2003-2004	27.5%	34.5%	37%	32%	73.5%	42.8%
2004-2005 2005-2006 2006-2007	39.6%	43.3%	39.6%	43.3%	77.9%	52.3%
2007-2008 2008-2009	51.7%	54.6%	51.7%	54.6%	82.3%	61.8%
2009-2010 2010-2011	63.8%	65.9%	63.8%	65.9%	86.7%	71.3%
2011-2012	75.9%	77.2%	75.9%	77.2%	91.1%	80.8%
2012-2013	88.0%	88.5%	88.0%	88.5%	95.5%	90.3%
2013-2014	100%	100%	100%	100%	100%	100%

Source: DOE, 2009 Nevada State Improvement Plan.

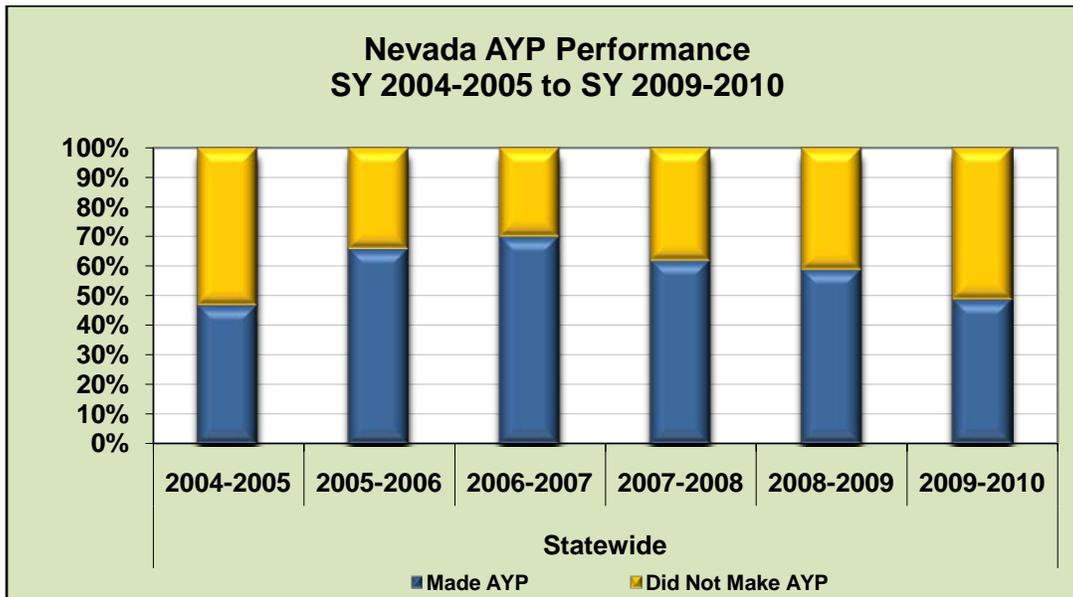
Note: Annual Measurable Objectives (AMOs) are a measurement used to determine compliance with the federal NCLB. States must develop annual AMOs that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by SY 2013-2014.



The secret in education lies in respecting the student.

Ralph Waldo Emerson

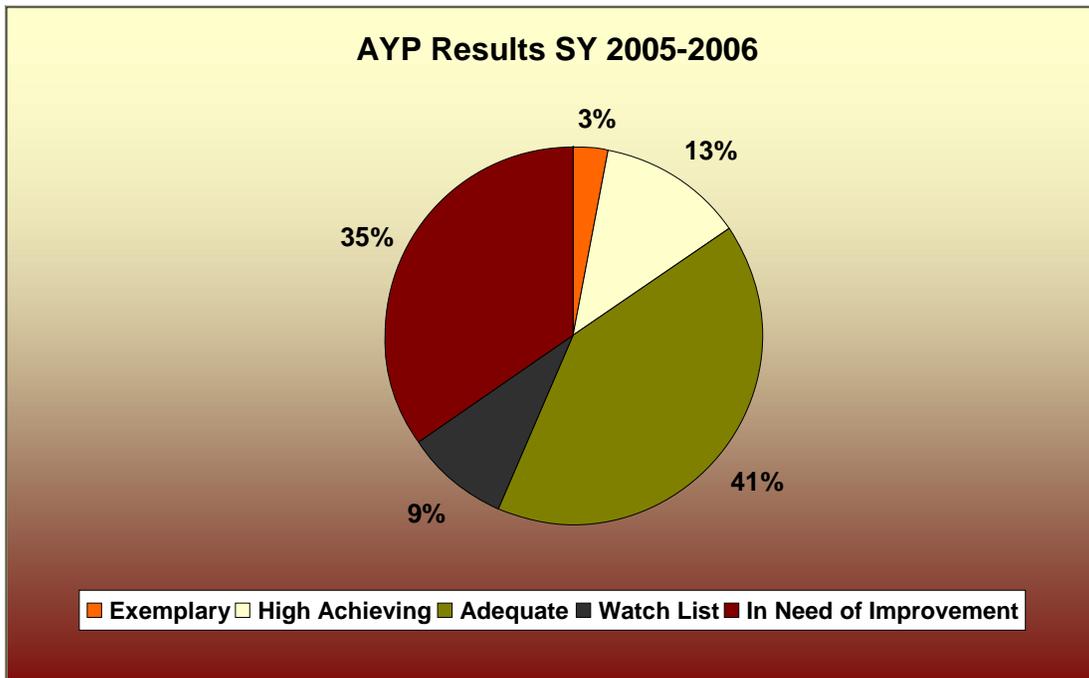
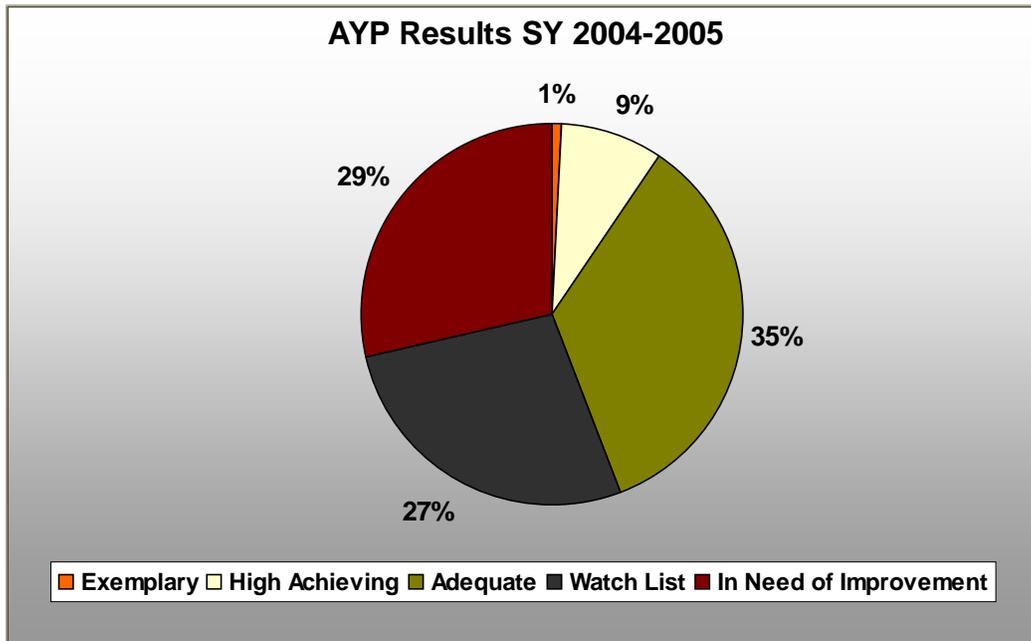
NCLB—Adequate Yearly Progress (AYP)



AYP Results: A Breakout in Numbers of Schools and Programs																
AYP RESULTS	SY 2006-2007				SY 2007-2008				SY 2008-2009				SY 2009-2010			
	ES	MS	HS	NV												
Number of Schools	58%	21%	21%	100%	57%	22%	20%	100%	57%	21%	21%	100%	57%	21%	22%	100%
AYP School Classification																
Made AYP	79%	58%	57%	70%	57%	60%	79%	62%	64%	49%	61%	59%	45%	37%	72%	49%
Did Not Make AYP	21%	42%	43%	30%	43%	40%	21%	38%	37%	51%	40%	41%	55%	63%	28%	51%
AYP School Designation																
Exemplary	5%	1%	2%	4%	1%	0%	2%	1%	0%	0%	6%	1%	0%	0%	5%	1%
High Achieving	18%	13%	10%	15%	6%	7%	19%	9%	6%	7%	9%	7%	7%	1%	12%	7%
Adequate	43%	33%	40%	40%	48%	39%	38%	44%	51%	36%	45%	47%	32%	31%	47%	35%
Watch List	8%	13%	13%	10%	22%	17%	10%	18%	12%	14%	17%	14%	25%	20%	8%	20%
In Need of Improvement	25%	40%	36%	30%	23%	37%	31%	28%	31%	43%	24%	32%	35%	48%	28%	36%

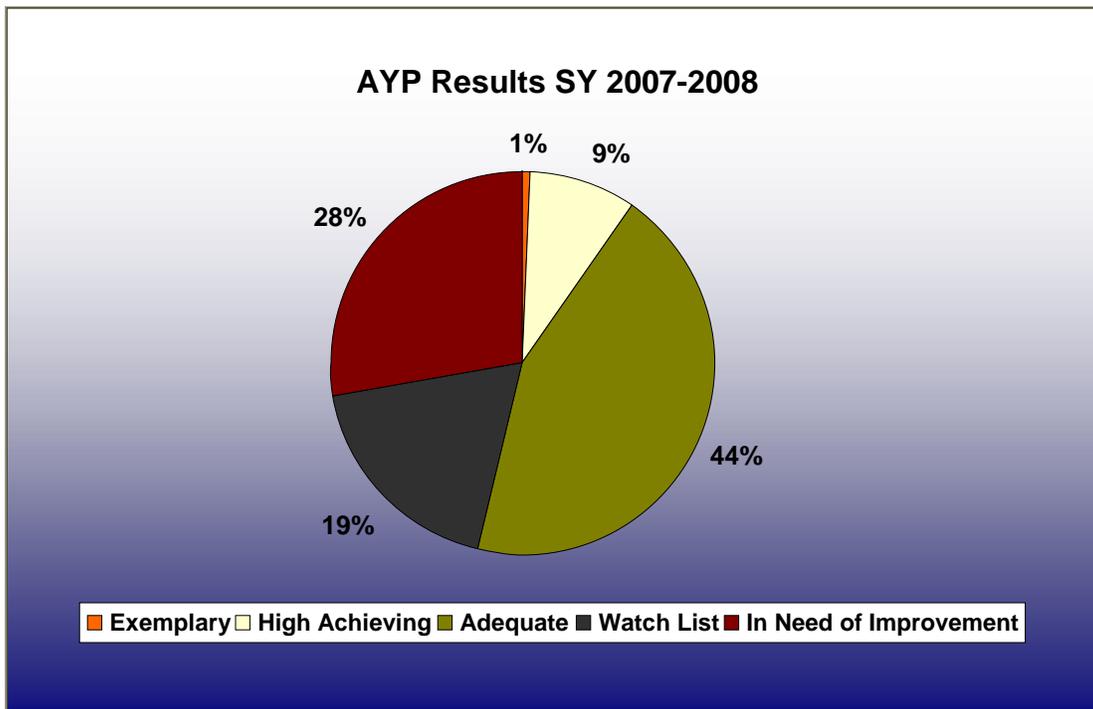
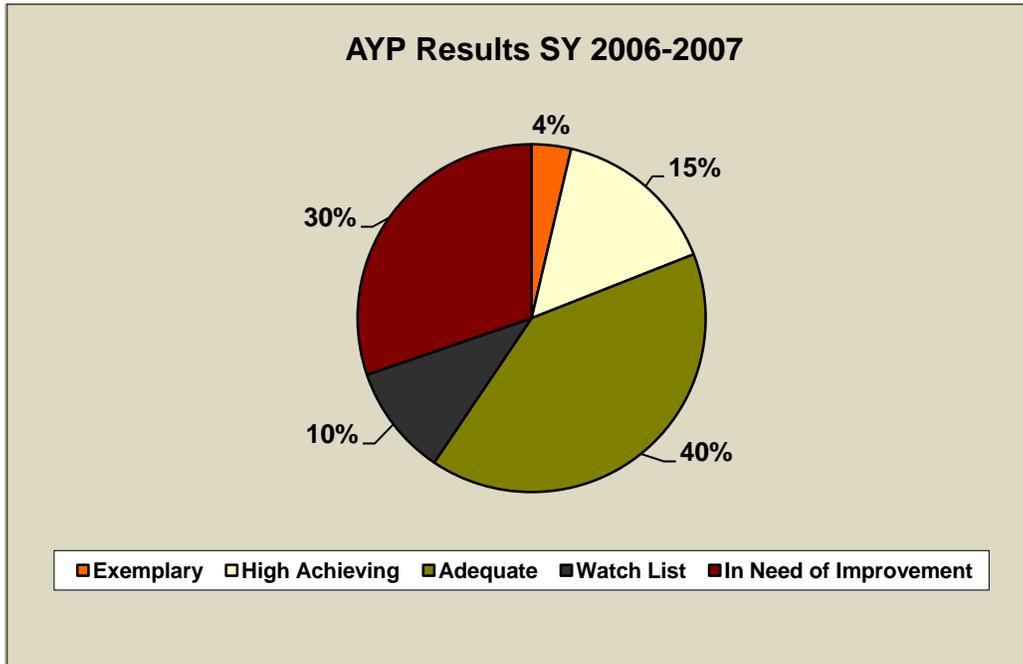
Source: DOE, 2010.

NCLB—Adequate Yearly Progress (AYP) (continued)



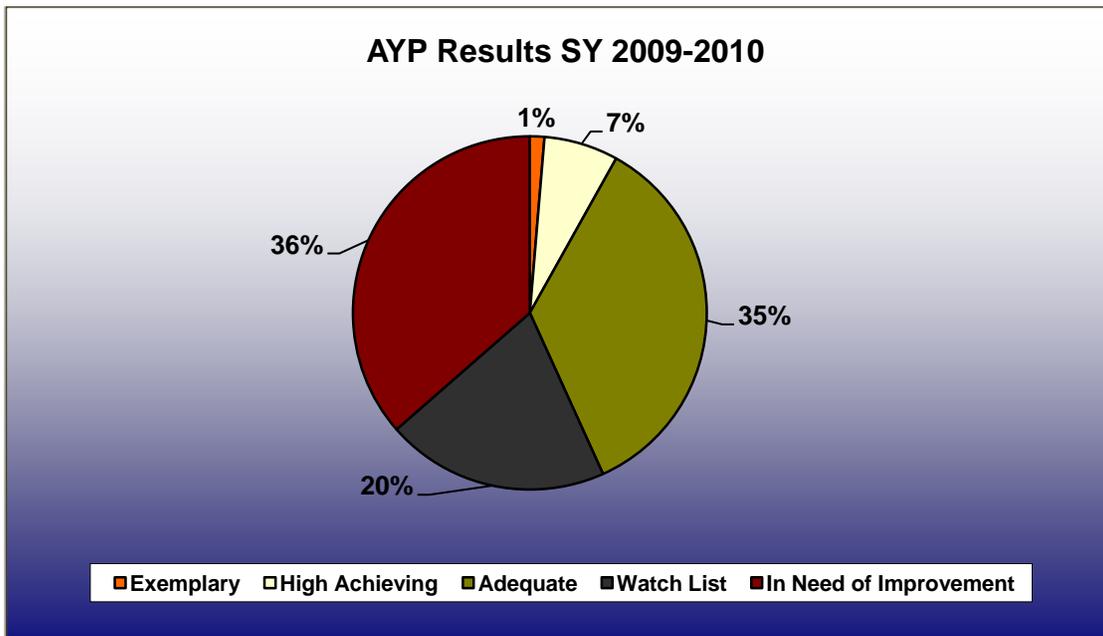
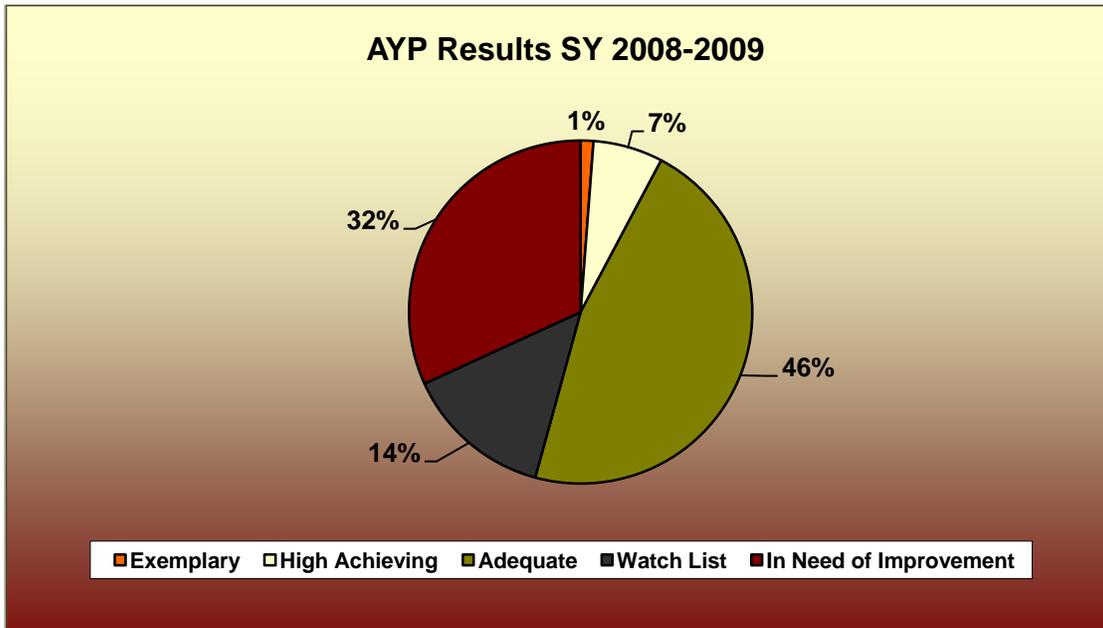
Source: DOE, 2010.

NCLB—Adequate Yearly Progress (AYP) (continued)



Source: DOE, 2010.

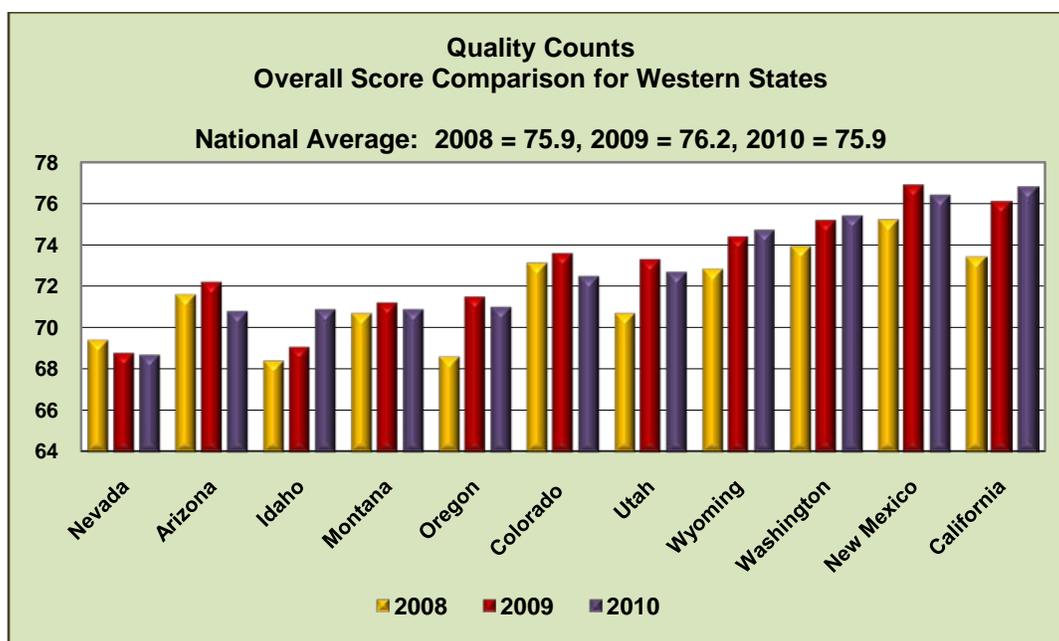
NCLB—Adequate Yearly Progress (AYP) (continued)



Source: DOE, 2010.

Quality Counts State Report Card

For 14 years, the Editorial Projects in Education (EPE) Research Center has conducted surveys of all states; findings are included in Education Week’s *Quality Counts*. In *Quality Counts*, states are awarded overall letter grades based on their ratings across six areas of performance and policy: (1) chance for success (state data concerning family income, parent education, parental employment, linguistic integration, preschool enrollment, and kindergarten enrollment); (2) K through 12 achievement (state data concerning performance on the National Assessment of Educational Progress); (3) standards, assessment and accountability (state data concerning state academic standards); (4) transitions and alignment (state data concerning early childhood education and college readiness.); (5) teaching profession (state data concerning initial licensure requirements and out-of-field teaching); and (6) school finance (state data concerning equity and spending).



Quality Counts: Nevada								
YEAR	OVERALL STATE GRADE		COMPONENTS OF THE OVERALL STATE GRADE					
	Grade	Total Score*	Chance for Success	K-12 Achievement	Standards, Assessment, and Accountability	Transitions and Alignment	Teaching Profession	School Finance
2010	D+	68.7	D+	D-	C+	D+	C-	D
2009	D+	68.8	D+	D-	C+	D+	C-	D
2008	D+	69.4	D+	D-	C+	D+	C-	D+

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

Source: Education Week’s *Quality Counts 2008, 2009, 2010*.

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

The 2005 Legislature, through the passage of S.B. 404 (Chapter 437, *Statutes of Nevada*), created the Commission on Educational Excellence (Commission) and the Account for Programs for Innovation and the Prevention of Remediation (Account) in the State General Fund.

The Commission consists of nine members serving two-year terms, eight of which are appointed by the Governor with the remaining member being the Superintendent of Public Instruction. The Commission is responsible for activities related to increasing student achievement including:

- Establishing grant requirements;
- Reviewing and approving grant fund requests; and
- Allocating money from the Account to the various schools and consortiums of schools.

This Account supports remedial programs aimed at closing the achievement gap and encourages innovative programs to prevent the need for remediation.

Note: The 2007 Legislature appropriated \$79.3 million to the Account. Of this amount, \$73.6 million was awarded to schools and consortiums of schools. Due to the economic downturn, in Fiscal Years 2007-2008 and 2008-2009, schools and consortiums of schools spent \$38.4 million of these funds; the remaining funds were returned to the State due to budget reductions. For the 2009-2011 Biennium, due to the continued economic downturn, no funds were approved to continue the program.

Source: Legislative Auditor, *Audit Report, Programs for Innovation and the Prevention of Remediation*, September 14, 2010 (Report No. LA10-20).



You can always tell a Harvard man, but you can't tell him much.

Anonymous

Full-Day Kindergarten

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

Funding

Through the passage of Assembly Bill 4 (Chapter 3, *Statutes of Nevada 2005, 22nd Special Session*), the Legislature appropriated \$22 million from the State General Fund to provide full-day kindergarten in certain schools in SY 2006-2007. The funds were utilized to implement full-day kindergarten in 114 at-risk schools across the State. These schools were determined to be at risk based upon a free and reduced-price lunch count of pupils of at least 55.1 percent of the student enrollment. The 2007 Legislature, through the passage of A.B. 627 (Chapter 343, *Statutes of Nevada*) appropriated \$25.6 million in FY 2007-2008 to provide for the ongoing costs of the teachers in the 114 schools. For FY 2008-2009, \$40.8 million was appropriated to expand the program to approximately 166 schools or to a free and reduced-price lunch count of pupils of at least 40.75 percent. However, due to the economic downturn, funding to expand the program was ultimately returned to the State General Fund. For the 2009-2011 Biennium, the Legislature approved approximately \$51 million to support the ongoing cost of full-day kindergarten in the 114 schools.

Research

Clark County School District

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

In a follow-up report concerning findings from the longitudinal study, titled *Full/Extended Day Kindergarten Longitudinal Study – Effects of Full-Day Kindergarten in Subsequent Years: Third Grade (Feds-L3)*, the CCSD found that the positive effects of attending full-day kindergarten remain through third grade. It was found that students who attend full-day kindergarten continue to outperform students who attended half-day kindergarten in both reading and mathematics. The following summarizes the findings relating to student performance on the State's CRTs.

Full-Day Kindergarten (*continued*)

State CRT Results – Percent Proficient and Average Scale Scores (Mathematics and Reading)

- ❖ In both reading and mathematics, students who attended a full-day kindergarten program were more likely to be proficient on the State’s third grade CRT than students who attended a half-day kindergarten program.

State CRT Results for Third Grade Percent Proficient by Program					
CRT Average Score	Half-Day Kindergarten		Full-Day Kindergarten		Difference Between Full-Day and Half-Day
	Percent Proficient	N	Percent Proficient	N	
Reading	47.88%	N=79	59.20%	N=103	+11.32% (Full-Day)
Math	54.82%	N=91	64.94%	N=113	+10.12% (Full-Day)

- ❖ In both reading and mathematics, students who attended a full-day kindergarten program, on average, outperformed students on the State’s third grade CRT than students who attended a half-day kindergarten program.

State CRT Results for Third Grade Average Scale Scores by Program					
CRT Average Score	Half-Day Kindergarten		Full-Day Kindergarten		Difference Between Full-Day and Half-Day
	Average Scale Score	N	Average Scale Score	N	
Reading	297.59	N=165	305.48	N=174	+7.89 (Full-Day)
Math	294.55	N=166	307.90	N=174	+13.34 (Full-Day)

Source: Clark County School District, *Full/Extended Day Kindergarten Longitudinal Study – Effects of Full-Day Kindergarten in Subsequent Years: Third Grade (Feds-L3)*, February 24, 2009.

Full-Day Kindergarten (*continued*)

Washoe County School District

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

Other Research Concerning Full-Day Kindergarten

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



When a subject becomes totally obsolete we make it a required course.

Peter F. Drucker

Empowerment Program in Nevada

Although funding for the State Empowerment Program was eliminated due to budget reductions, the Clark County School District (CCSD) has continued its empowerment schools through grants and school district general funds. The following provides a summary of the Empowerment Program in the CCSD.

For additional information, please see the Research Brief on the Empowerment Schools Program in Nevada published by the Research Division of the Legislative Counsel Bureau. The document may be accessed at: <http://leg.state.nv.us/Division/Research/Publications/ResearchBriefs/HistoryEmpowerment.pdf>.

Concept of Empowerment

According to CCSD's *2010 Empowerment Overview*, the concept of empowerment is anchored in the belief that, if schools are to be held accountable for student achievement, they should be given the freedom to determine what will best accomplish their goals and to deploy the resources that they have been allocated to implement their choices.

According to the report, empowerment in the CCSD involves four elements: engagement, autonomy, resources, and accountability.

1. Engagement

Empowerment schools operate on the belief that it takes a united effort to meet achievement standards and prepare students to participate in democracy.

2. Autonomy

- *Governance:* To create the most effective programs for students, each empowerment school creates a School Empowerment Team (SET) comprised of administrators, teachers, support staff, students, parents, and community members.
- *Instruction:* Empowerment schools select the instructional programs and materials, the assessment practices, and the schedules best suited to their students' needs, within the parameters provided by the State of Nevada and CCSD.
- *Staffing:* Empowerment schools have the flexibility to set staffing patterns (types and number of positions and job descriptions) within the parameters set by contractual agreements and State law to create the best learning environment for students.
- *Budget:* Empowerment schools ensure that maximum dollars reach students in the classroom.

Empowerment Program in Nevada *(continued)*

3. Resources

An additional per-pupil funding is provided to empowerment schools (\$400 to \$600 per pupil). Community partners have teamed with empowerment schools to provide additional support, including monetary support (\$50,000 per year). The Lincy Foundation has also provided a grant of \$13.5 million to assist with per-pupil funding over a three-year period (FY 2008-2009 through FY 2010-2011).

4. Accountability

Outcomes are expected from the autonomy granted and money invested. Empowerment schools are required to:

- Make annual progress toward goals for student achievement and school environment.
- Expend resources within approved budget levels and in accordance with their Empowerment Plan and School Improvement Plan (SIP).
- Comply with all CCSD policies and regulations, all State and federal requirements, and all contractual and legal mandates, unless specific waivers have been granted.
- Reduce the achievement gap that exists among races and social classes.

Empowerment Schools in the Clark County School District

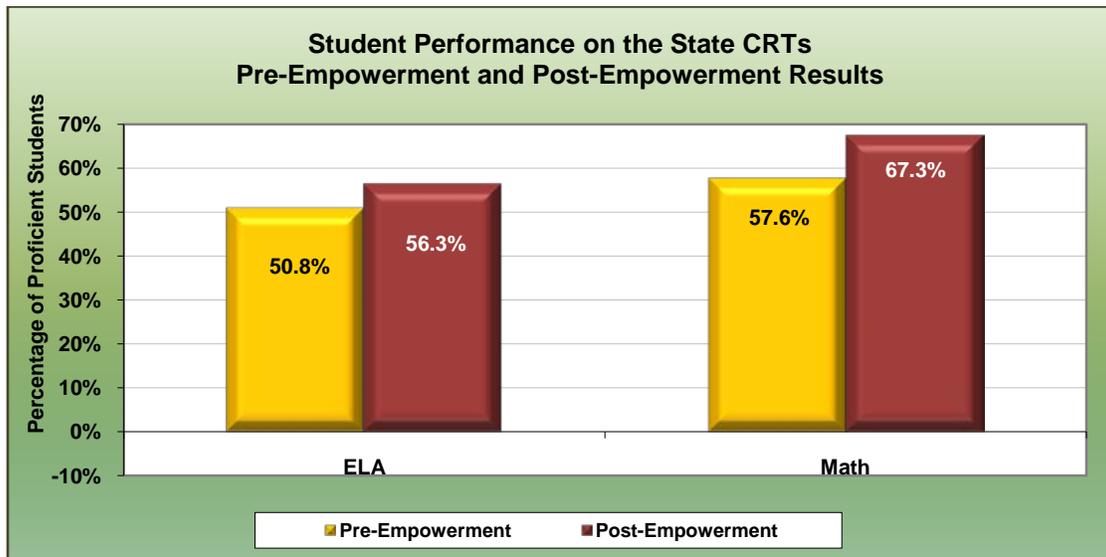
The CCSD currently has 30 Empowerment Schools, 23 elementary, 3 middle, and 4 high schools.

2006-2007	Clark County School District (CCSD) operates first 4 empowerment schools.
2007-2008	2007 Legislature approves laws governing empowerment schools. (NRS 386.700 to 386.780) CCSD operates 8 empowerment schools.
2008-2009	CCSD operates 14 empowerment schools.
2009-2010	CCSD operates 17 empowerment schools.
2010-2011	CCSD operates 30 empowerment schools.

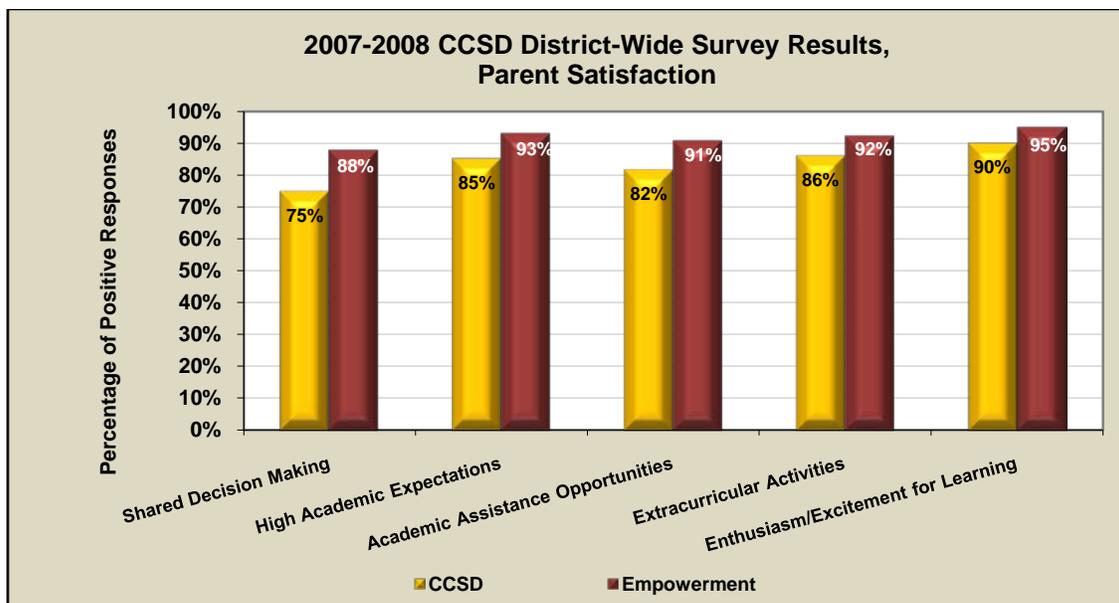
Empowerment Program in Nevada (continued)

Empowerment Results—Clark County School District: SY 2007-2008

- ❖ Student Performance: Empowerment schools have increased the percentage of proficient students in mathematics by 9.7 percent and in English Language Arts by 5.5 percent when compared to their pre-empowerment proficiency percentages.



- ❖ Parent Satisfaction: All empowerment schools received higher parent satisfaction scores on a district-wide parent satisfaction survey.



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

NCLB Supplemental Educational Services

Under the NCLB, low-income families can enroll their child in supplemental educational services if their child attends a Title I school that has been designated as demonstrating need for improvement for more than one year. The term “supplemental educational services” refers to free extra academic help, such as tutoring or remedial instruction, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer. Title I schools are required to set aside up to 20 percent of their total Title I formula distribution for the provision of supplemental educational services.

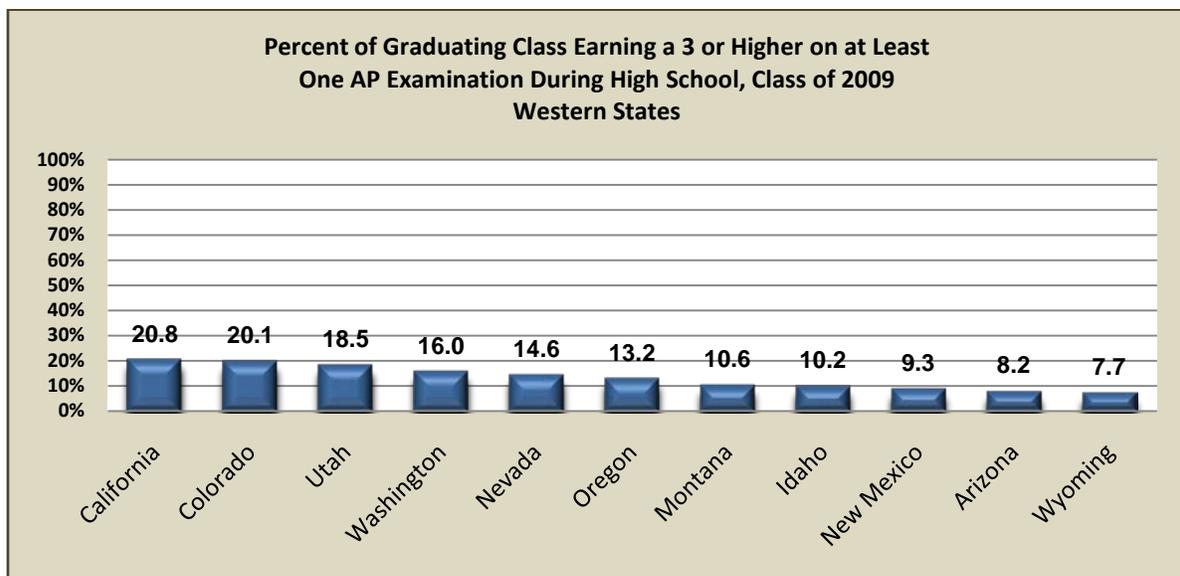
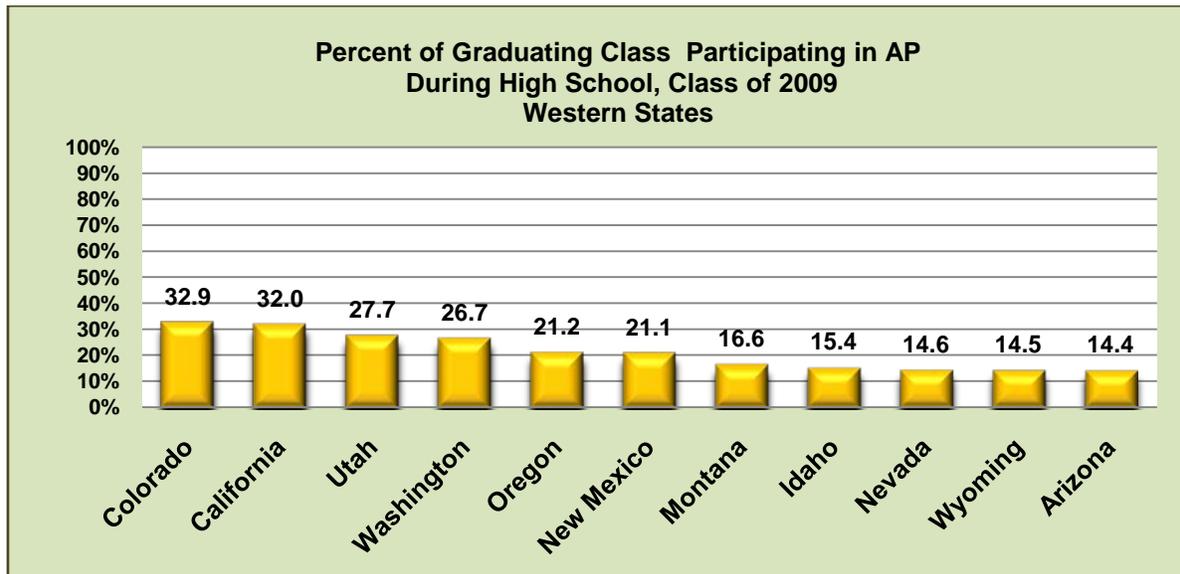
Providers of supplemental educational services may include nonprofit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions of higher education, and faith-based organizations.

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

Number/Percentage of Students Served With Supplemental Educational Services SY 2004-2005 to SY 2009-2010			
SY	Number Served	Number Eligible	Percentage Served
2004-2005	1,976	10,877	18.2
2005-2006	3,748	33,608	11.2
2006-2007	4,863	31,265	15.6
2007-2008	5,002	29,702	16.8
2008-2009	6,376	35,486	18.0
2009-2010	8,284	35,236	23.5
TOTAL	30,249	176,174	17.2

Source: DOE, 2010.

Advanced Placement (AP) Examinations

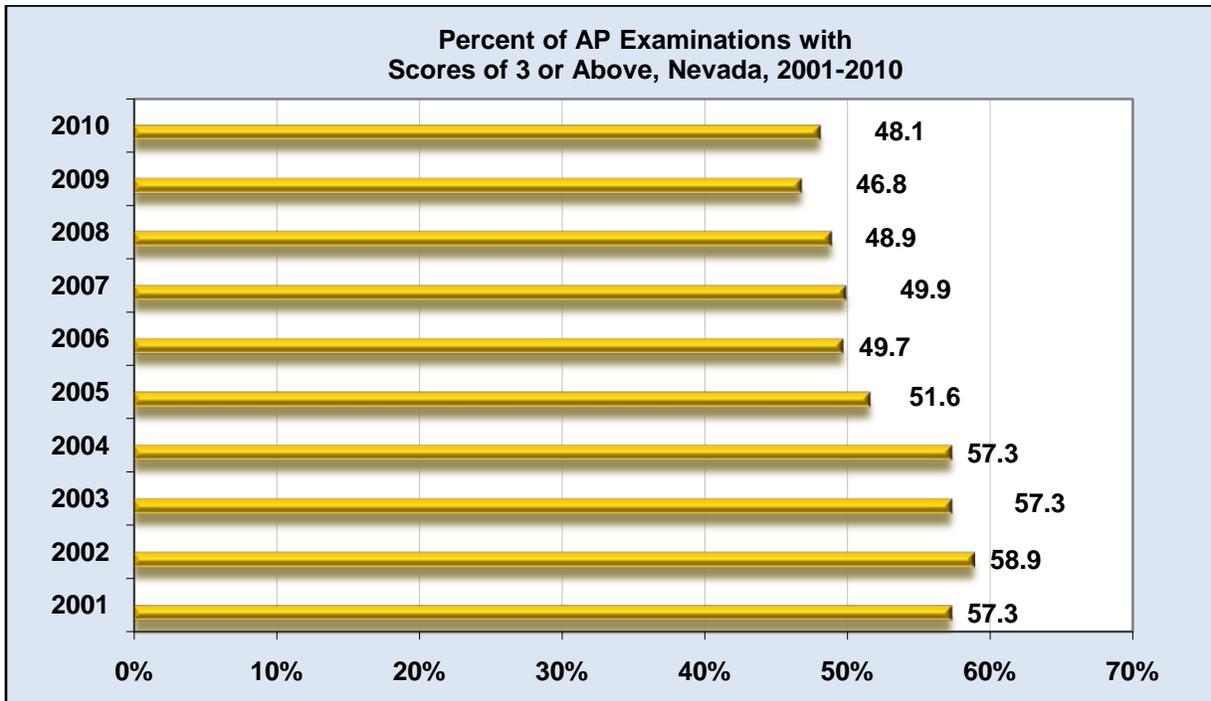
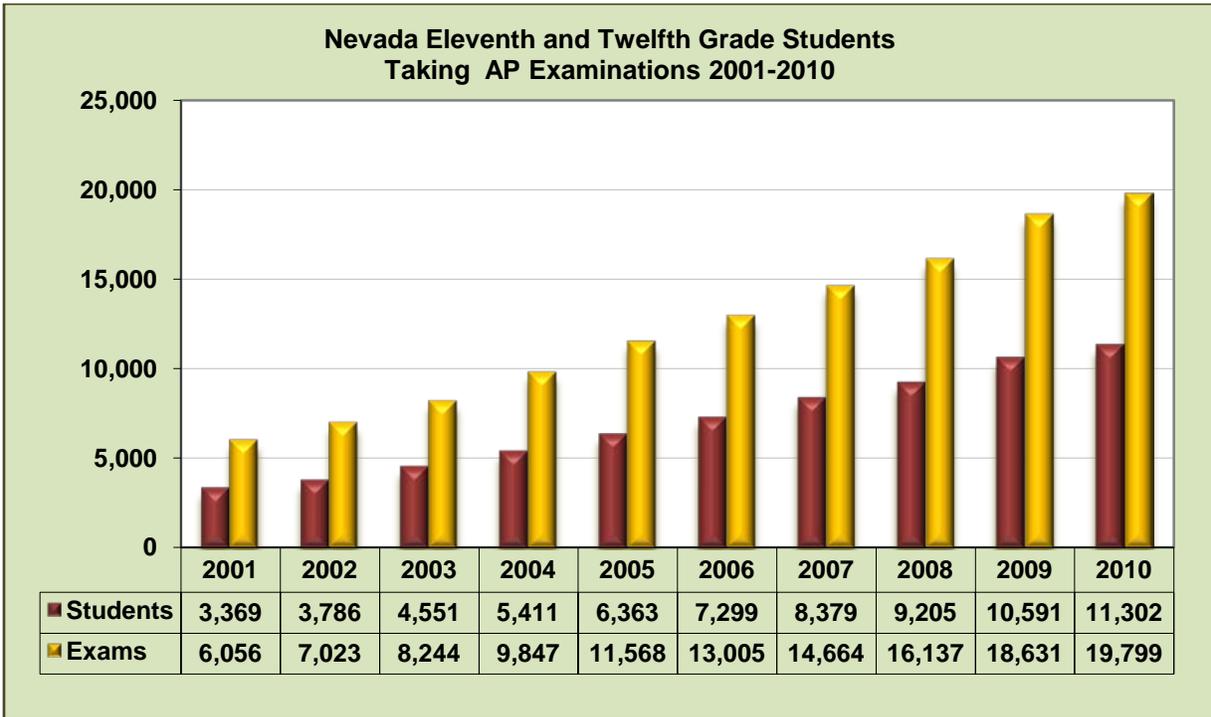


AP Scoring Interpretation

5 Extremely Well Qualified	4 Well Qualified	3 Qualified	2 Possibly Qualified	1 Not Qualified
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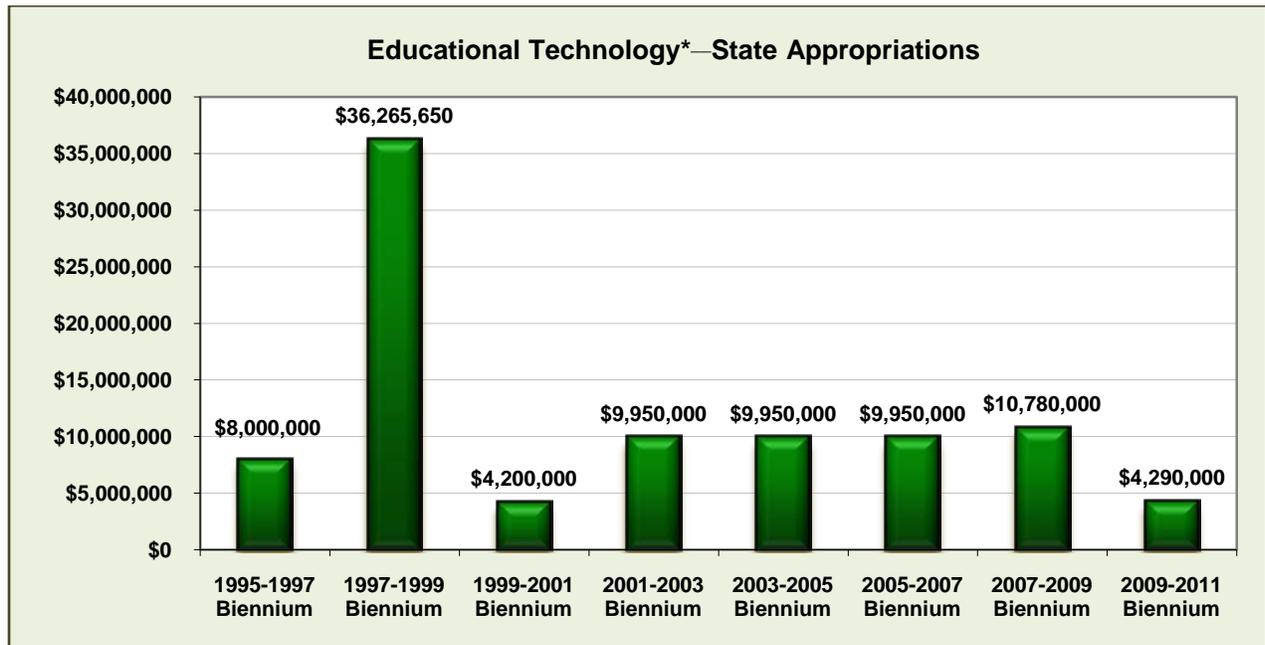
Source: The College Board, *The 6th Annual AP Report to the Nation*, February 10, 2010.

Advanced Placement (AP) Examinations (continued)



Source: The College Board, "School Report of AP Examinations 2009-2010 (By State)."

Educational Technology—State Appropriations



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

Source: Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Report, Seventy-Fifth Legislature, Fiscal Years 2009-10 and 2010-11*, October 2009.

Note: Due to State budget considerations during the 2001-2003 Biennium, all but \$500,000 of the \$9.95 million appropriation was reverted to the State General Fund. Additionally, due to mandatory budget reductions during the 2007-2009 Biennium, all but \$770,000 of the \$10.78 million appropriation was reverted to the State General Fund.



The aim of education should be to convert the mind into living fountain, and not a reservoir.

John Mason

Educational Technology—Technology Counts State Report Card

For 12 years, the EPE Research Center has conducted surveys of all states; findings are included in Education Week's *Technology Counts 2009*. In *Technology Counts*, states are awarded overall letter grades based on their technology performance ratings across three areas of performance and policy:

- Access to Technology (2007-2008)—Percentage of fourth and eighth grade students with access to computers.
- Use of Technology (2008-2009)—State standards for students include technology; state tests students on technology; state has established a virtual school; and state offers computer-based assessments.
- Capacity to Use Technology (2008-2009)—State standards for teachers and administrators include technology; requirements for initial licensure include technology coursework or a test; and state requires technology training or testing for recertification, or requires participation in technology-related professional development.

The following table displays how Nevada and the western states performed in *Technology Counts 2009*:

STATE	PERFORMANCE RATINGS					
	Access Grade	Access Percent	Use Grade	Use Percent	Capacity Grade	Capacity Percent
United States	NR	NR	B	82.7	C+	76.6
Arizona	D-	62.0	A	100	C	72.7
California	F	59.0	D+	69.3	B-	79.5
Colorado	D	65.0	D+	69.3	C	72.7
Idaho	C+	78.5	A-	89.8	F	59.0
Montana	B	83.5	D+	69.3	F	59.0
Nevada	D	64.5	D+	69.3	F	59.0
New Mexico	B	85.0	B-	79.5	B	86.3
Oregon	F	59.0	A-	89.8	C	72.7
Utah	D	63.0	A	100	F	59.0
Washington	D+	67.0	D+	69.3	B-	79.5
Wyoming	A	93.8	B-	79.5	D	65.8

Source: Education Week's *Technology Counts 2009*.



Chapter 8 Testing in Nevada Public Schools

Background

Following several sessions of discussion, in 1977 the Legislature adopted a mandated student testing program—the Nevada Proficiency Examination—to provide a statewide measure of student accountability that was not previously available. Since 1977, the Legislature has required statewide testing.

Nevada Education Reform Act

The 1997 Nevada Education Reform Act (NERA) increased testing requirements as a part of the revised accountability program for public schools. A grade 10 standardized test was added, as was a writing test for grade 4. Science was added as a subject to be tested at grades 4, 8, 10, and 11. The NERA also established a policy linkage between the proficiency testing program and school accountability by creating a procedure for ranking schools on the basis of their average test scores. Schools designated “in need of improvement” were required to prepare plans for improvement and to adopt proven remedial education programs based upon needs identified using the average test scores. In the 1999 Session, the Legislature added a requirement for criterion-referenced tests (CRTs) linked to the academic standards for selected grades and required that the High School Proficiency Examination (HSPE) be revised to measure the performance of students on the newly adopted academic standards starting with the class graduating in 2003.

No Child Left Behind Act of 2001

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

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

Chapter 8

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

The 2007 Legislature, through the passage of S.B. 312 (Chapter 289, *Statutes of Nevada*), which was codified in *Nevada Revised Statutes* (NRS) 389.015, now allows a pupil who has failed to pass the HSPE at least three times to pursue an alternative route to receive a standard high school diploma. To be eligible, a pupil must pass the mathematics and reading subject areas of the HSPE, earn an overall grade point average (GPA) of at least 2.75 on a 4.0 grading scale, and satisfy alternative criteria that demonstrate proficiency in the subject areas on the examination that the pupil failed to pass.

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

Current System of Statewide Examinations for <i>All Students</i> (19 Tests) 2010-2011 Testing Schedule										
	3	4	5	6	7	8	9	10	11	12
Norm-Referenced Test (NRT) ¹ —currently Iowa Tests of Basic Skills and Iowa Tests of Educational Development		▲			▲			▲		
National Assessment of Education Progress (NAEP) ² (sample only)		▲				▲				▲
Writing Exam ³			▲			▲			▲	▲
High School Proficiency Examination (HSPE) ⁴ (reading, math, and science)								▲	▲	▲
Nevada Criterion-Referenced Tests (CRTs) ⁵ (reading, math, and science)	▲	▲	▲	▲	▲	▲				
Current System of Statewide Examinations for <i>Special Student Populations</i>										
Nevada Alternate Assessment ⁶	▲	▲	▲	▲	▲	▲			▲	
English Language Proficiency Assessment (ELPA) ⁷	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

¹Due to budget reductions, the NRT has been temporarily suspended since School Year 2008-2009.

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

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

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

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

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

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

Norm-Referenced Tests (NRTs)—Grades 4, 7, and 10

Due to budget reductions, the administration of the State’s norm-referenced testing program has been temporarily suspended. Pursuant to Senate Bill 416 (Chapter 423, *Statutes of Nevada 2009*), the temporary suspension expires on June 30, 2011. The following describes the norm-referenced tests (NRTs) in place for grades 4, 7, and 10 prior to the suspension:

Iowa Tests of Basic Skills (ITBS) – Grades 4 and 7

The Iowa Tests of Basic Skills (ITBS) are the State’s NRTs for grades 4 and 7. Student performance is reported by a National Percentile Rank (NPR), which indicates a student’s standing within a nationally representative group of students in the same grade who were tested at the same time of year.

Iowa Tests of Educational Development

The Iowa Tests of Educational Development (ITED) is the State’s NRTs for grade 10. Student performance is reported by a NPR, which indicates a student’s standing within a nationally representative group of students in the same grade who were tested at the same time of year.

Source: Department of Education (DOE), 2010.



My problems all started with my early education. I went to a school for mentally disturbed teachers.

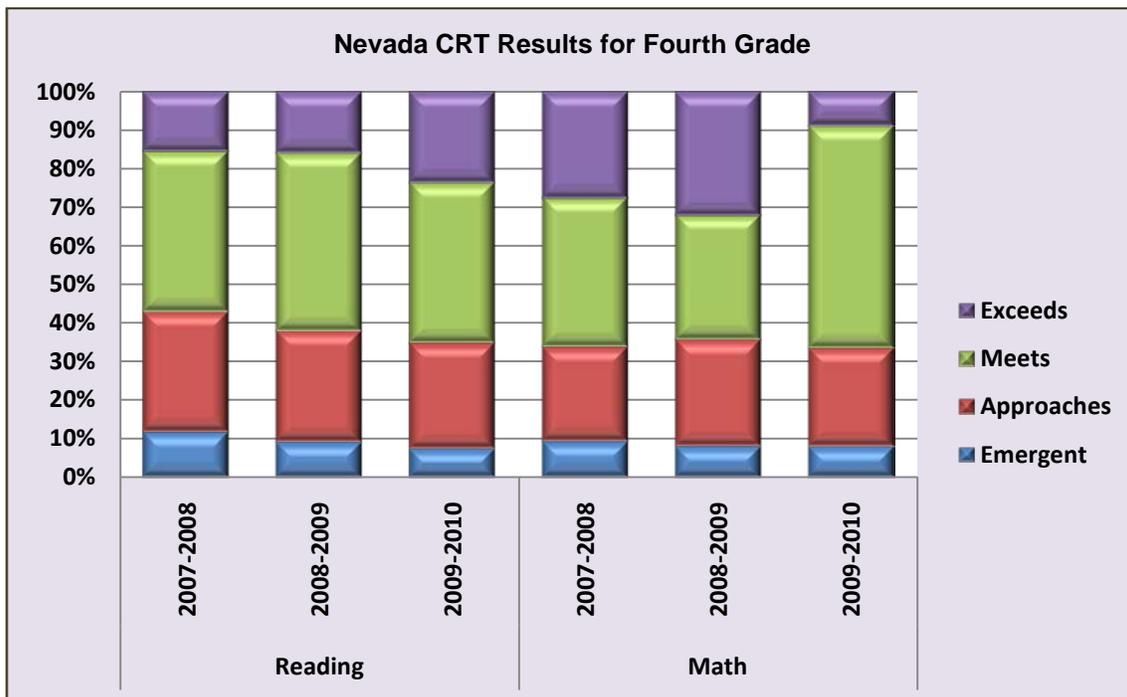
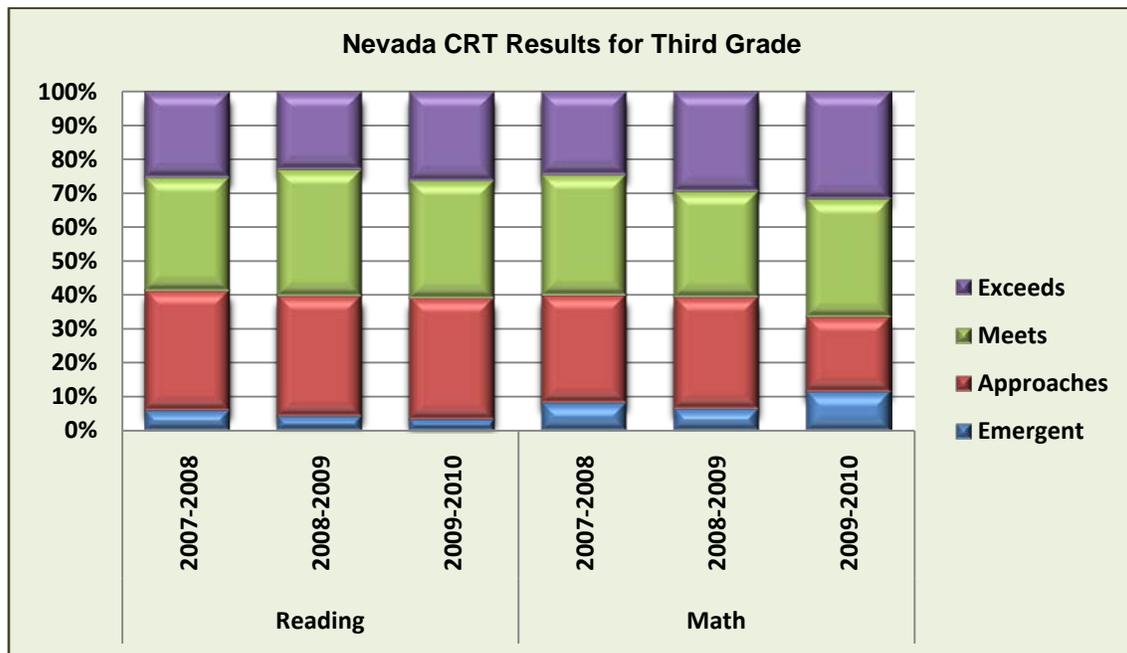
Woody Allen

Criterion-Referenced Tests (CRTs)

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

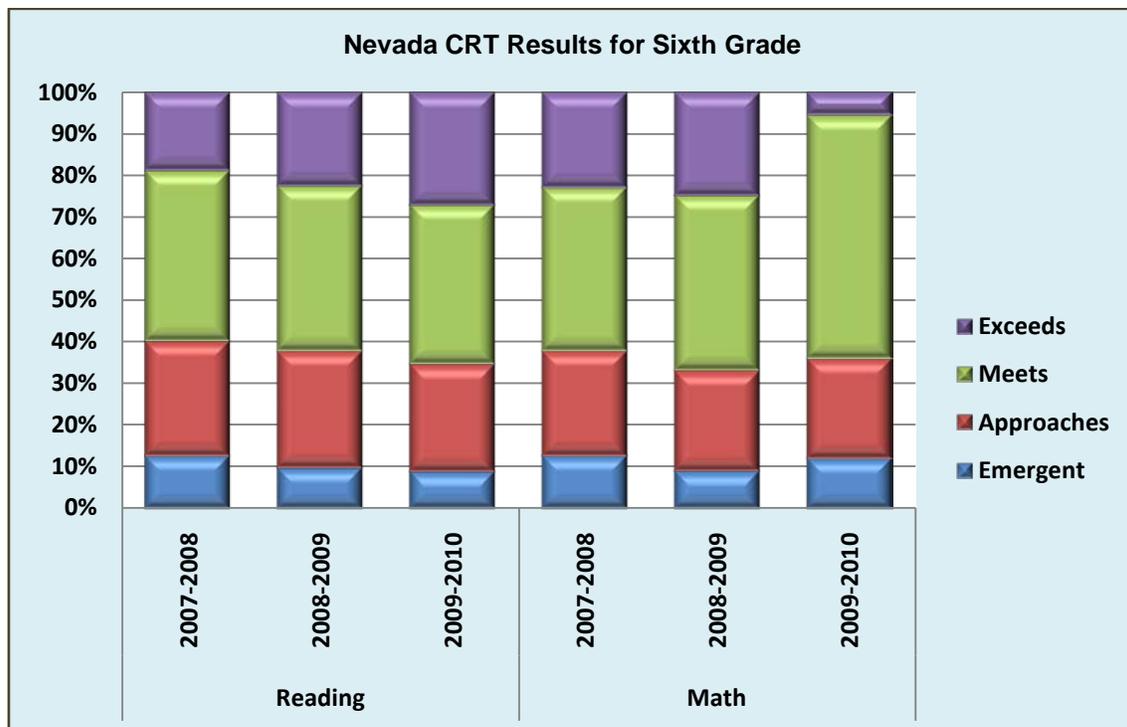
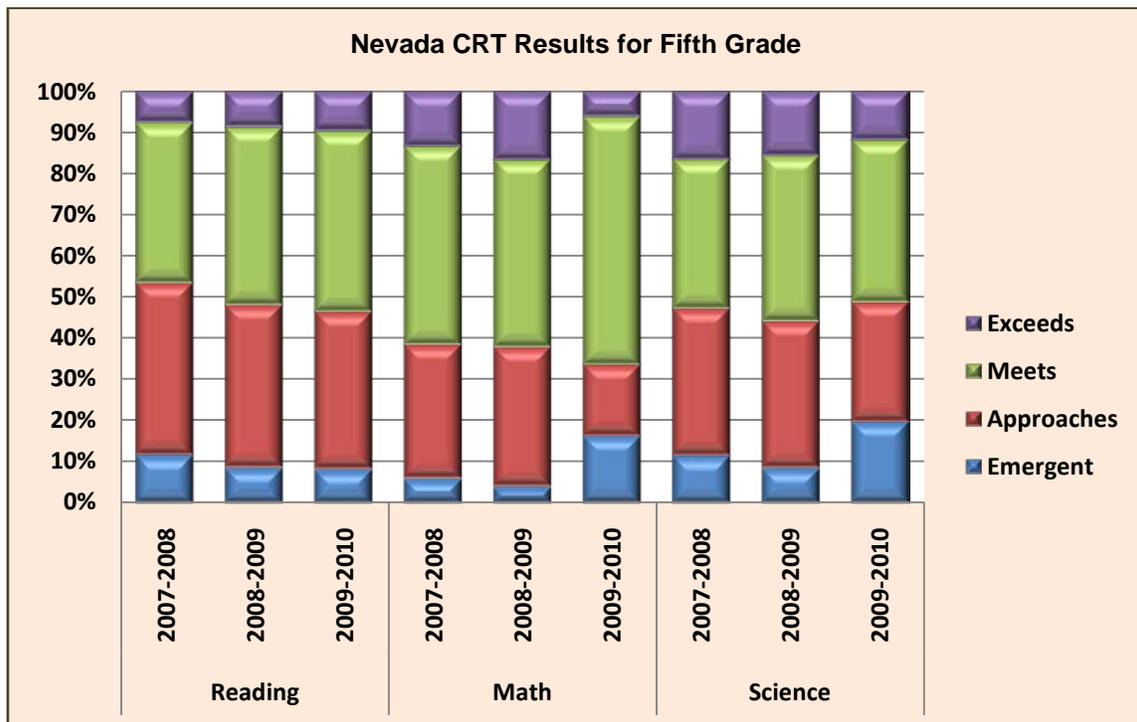
Emergent/Developing <ul style="list-style-type: none">• Student occasionally/does not apply skills/strategies and requires extensive remediation.
Approaches Standard <ul style="list-style-type: none">• Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
Meets Standard <ul style="list-style-type: none">• Student consistently applies skills/strategies without need for remediation.
Exceeds Standard <ul style="list-style-type: none">• Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

Criterion-Referenced Tests (CRTs)—Grades 3 and 4



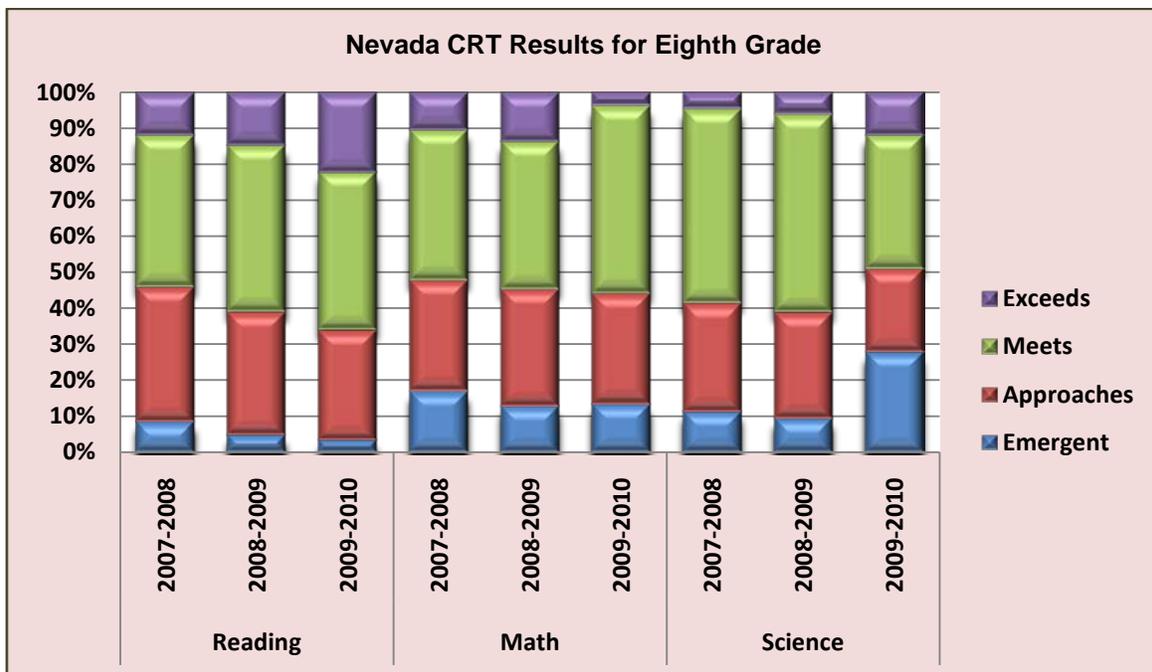
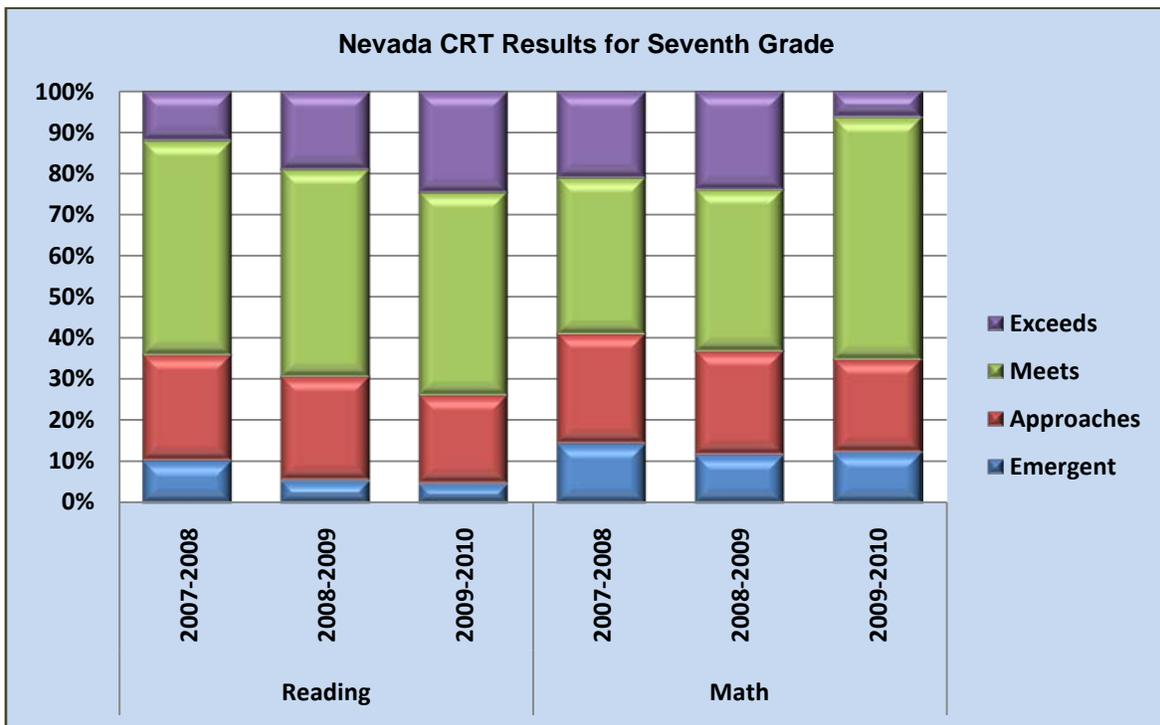
Source: DOE, Nevada Report Card Database: State Profile, various years.

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



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

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



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

High School Proficiency Examination (HSPE)

High School Proficiency Examination (HSPE) High Stakes Test

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

OR

As an alternative: If a student has failed to pass the HSPE at least three times, the student must pass the mathematics and reading subject areas of the HSPE, earn an overall grade point average (GPA) of at least 2.75 on a 4.0 grading scale, and satisfy alternative criteria that demonstrate proficiency in the subject areas on the examination that the pupil failed to pass.

The Nevada High School Proficiency Examination (HSPE) is aligned to Nevada's Content Academic Standards. The HSPE has four sections: reading, writing, mathematics, and science.

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

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

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

- Narrative or descriptive; and
- Persuasive or expository.

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

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

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

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

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

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

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

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

Source: DOE, 2008-2009 Nevada High School Proficiency Examination Program brochure.



If we all did the things we are capable of, we would astound ourselves.

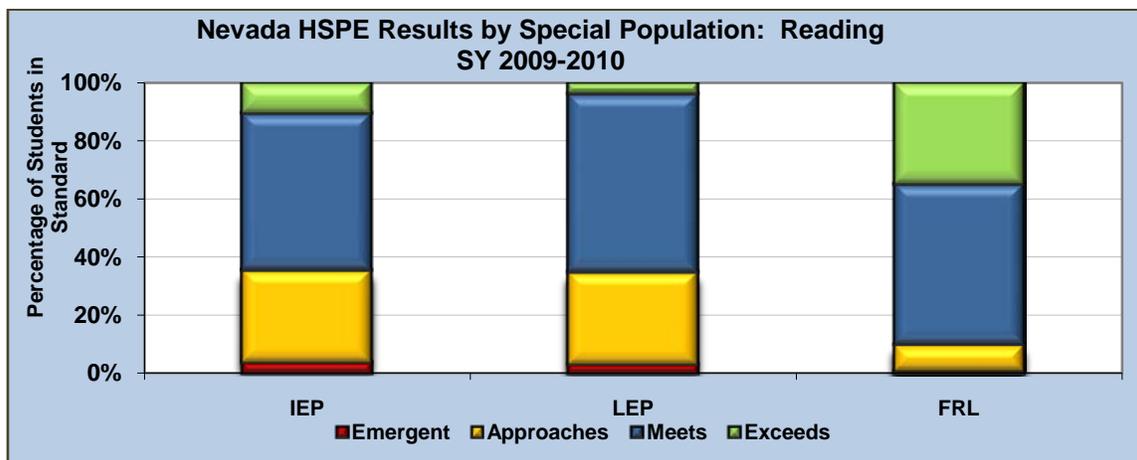
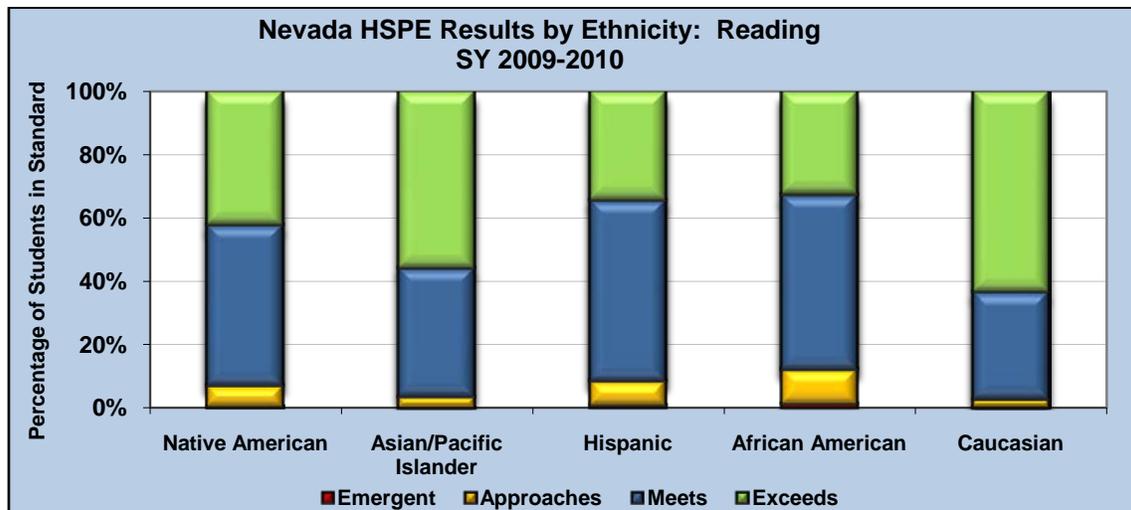
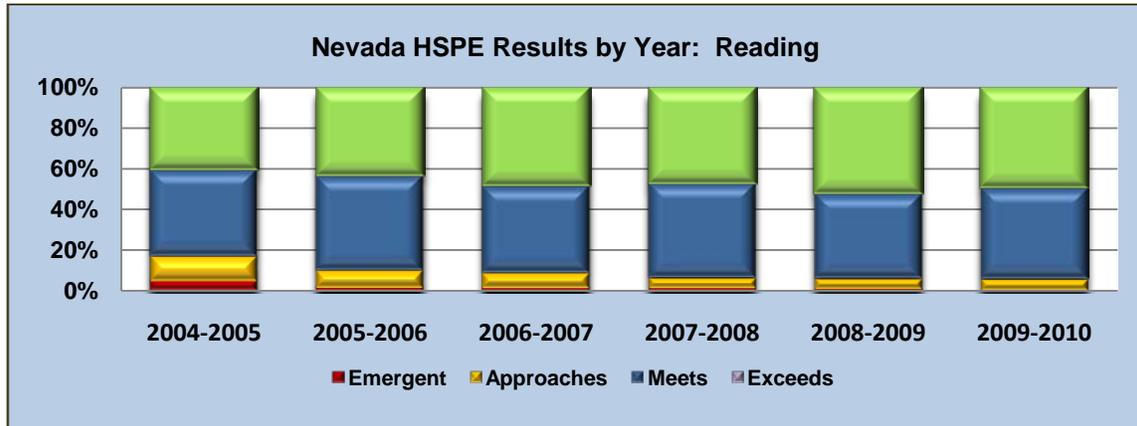
Thomas Edison

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



Source: Center on Education Policy, *State High School Exit Exams: Trends in Test Programs, Alternate Pathways, and Pass Rates*, November 2009.

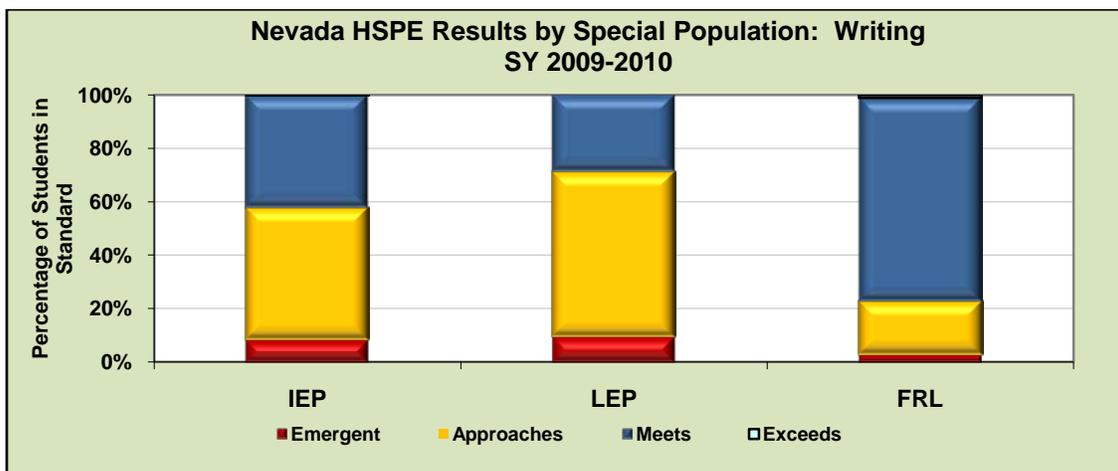
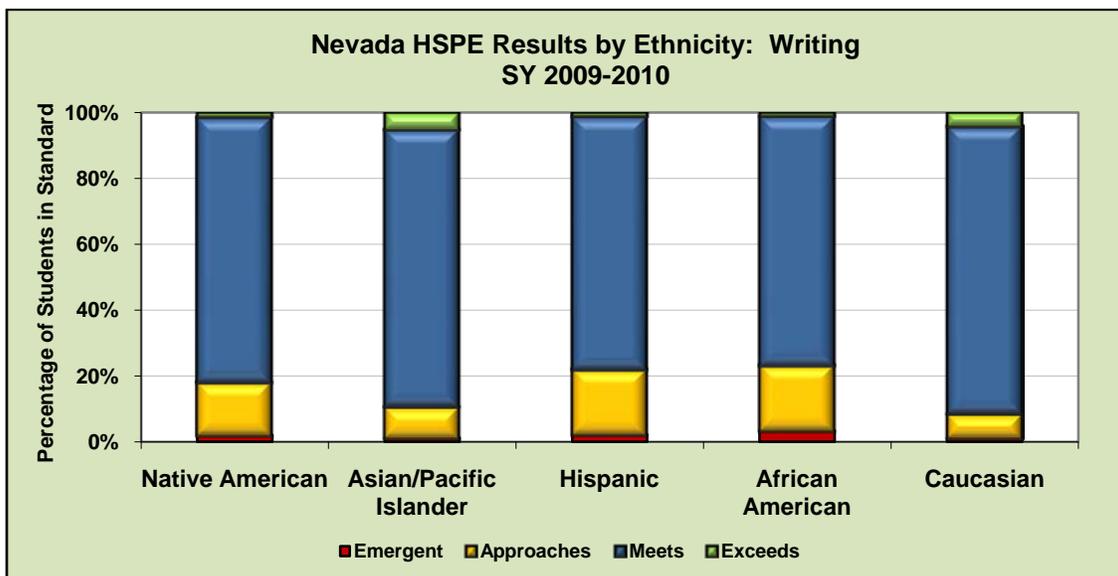
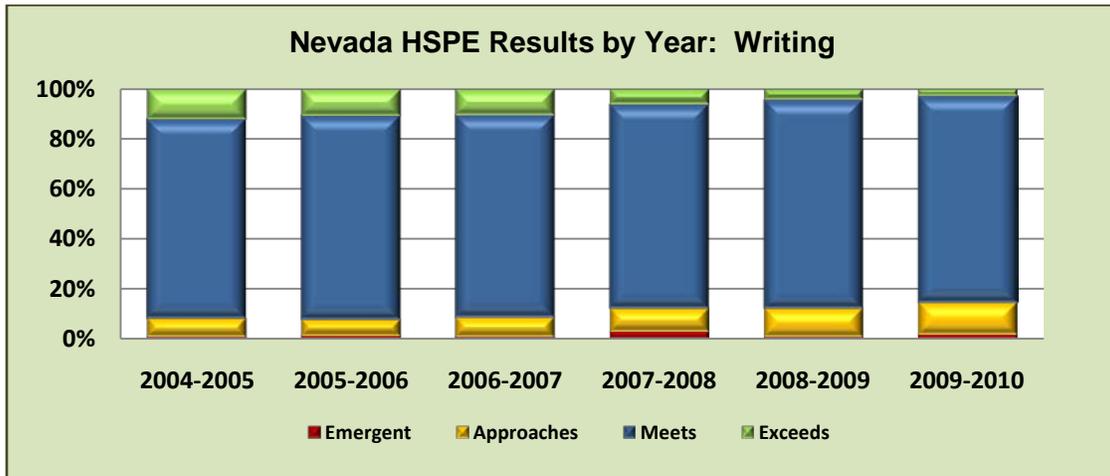
High School Proficiency Examination (HSPE)—Reading



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

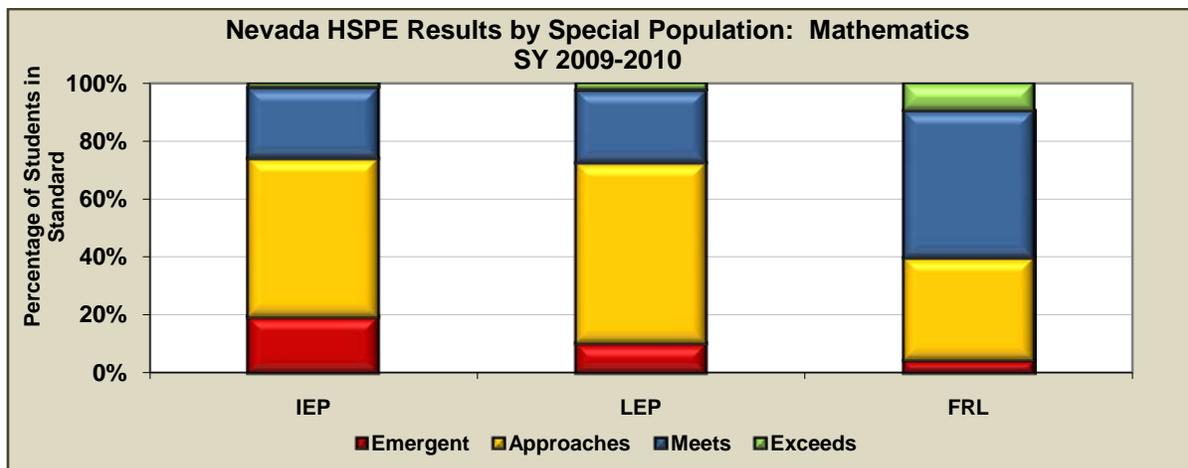
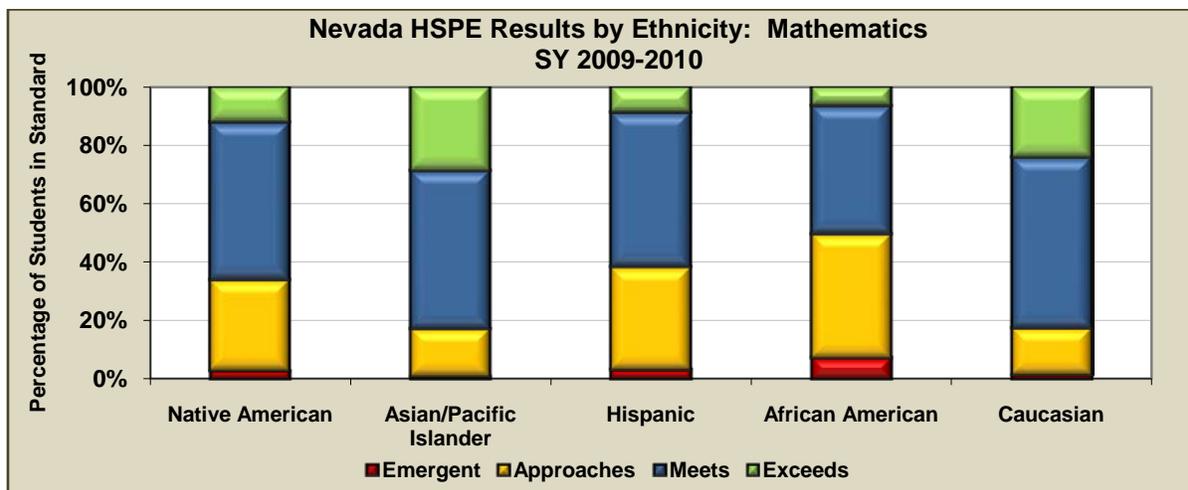
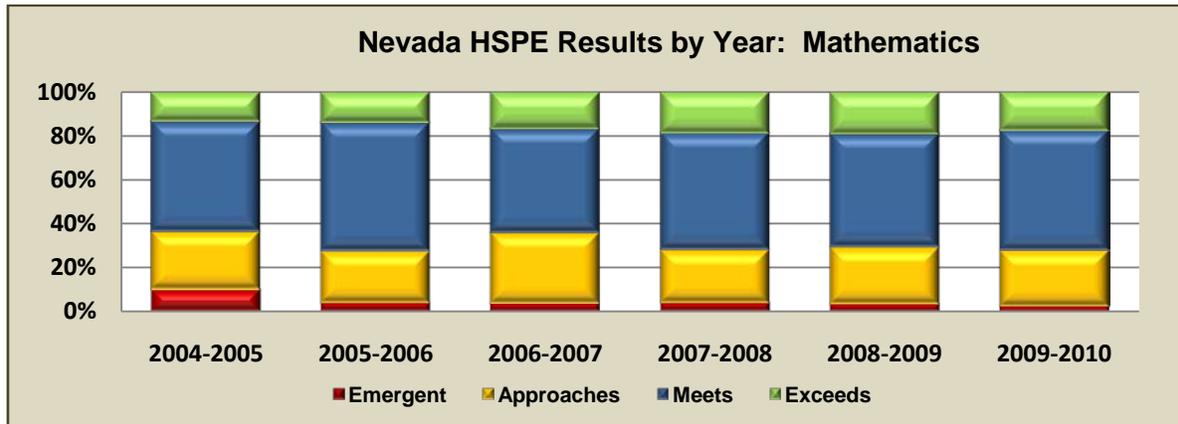
Note: The proficiency rates for the HSPE in reading represent cumulative data from a student's first opportunity to pass the assessments in grade 10 through the student's second opportunity in grade 11.

High School Proficiency Examination (HSPE)—Writing



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

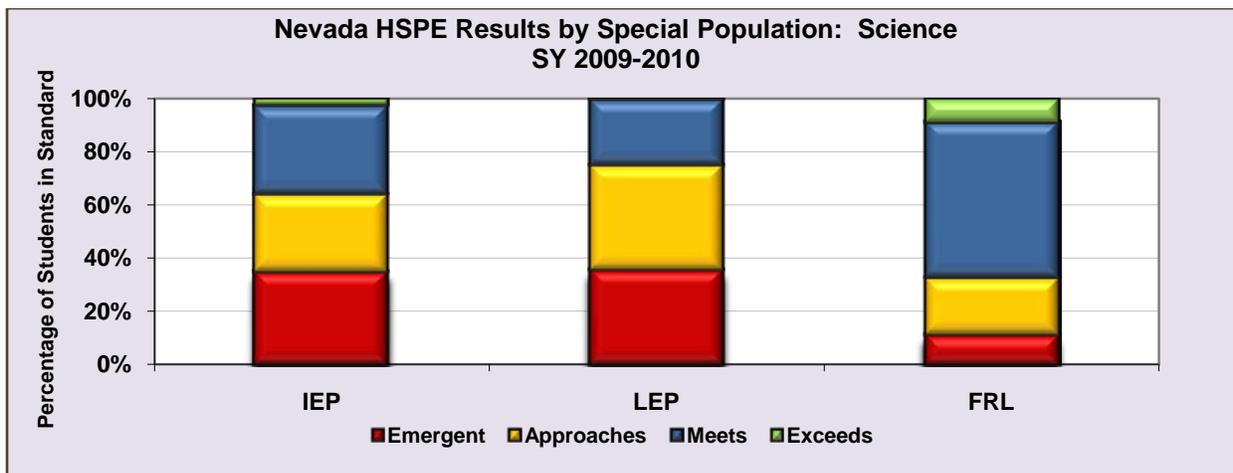
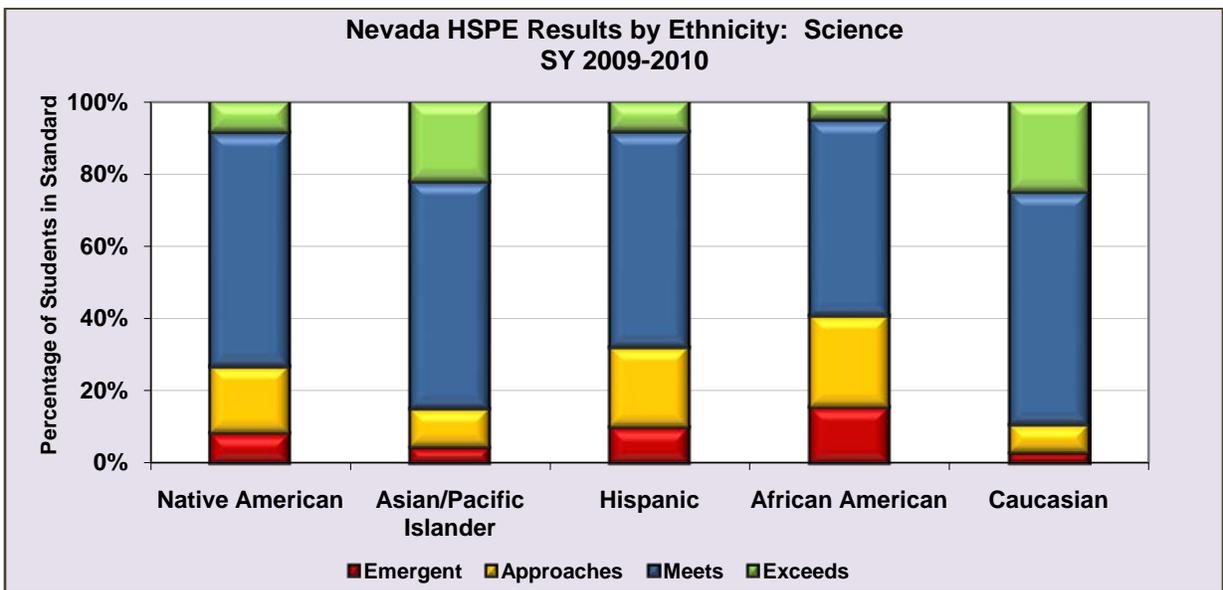
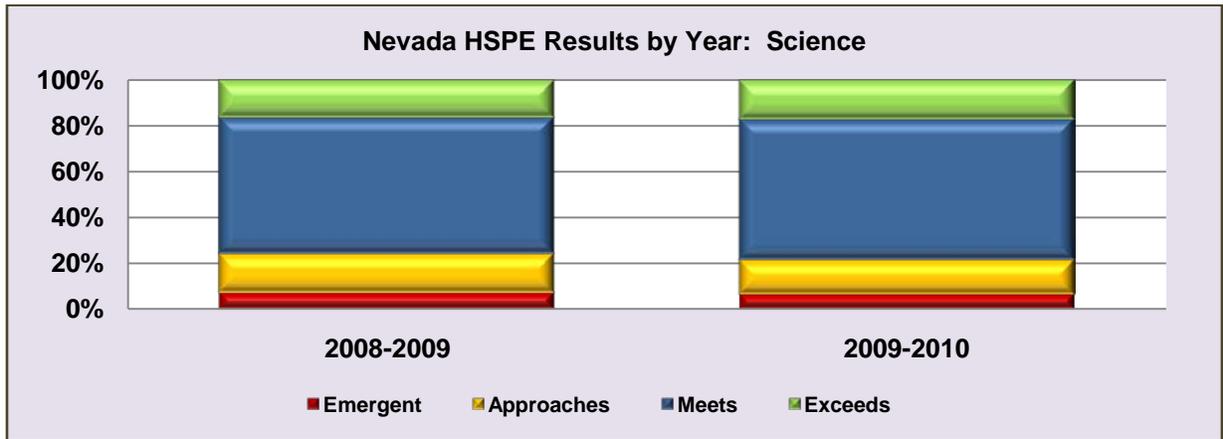
High School Proficiency Examination (HSPE)—Mathematics



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

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

High School Proficiency Examination (HSPE)—Science



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

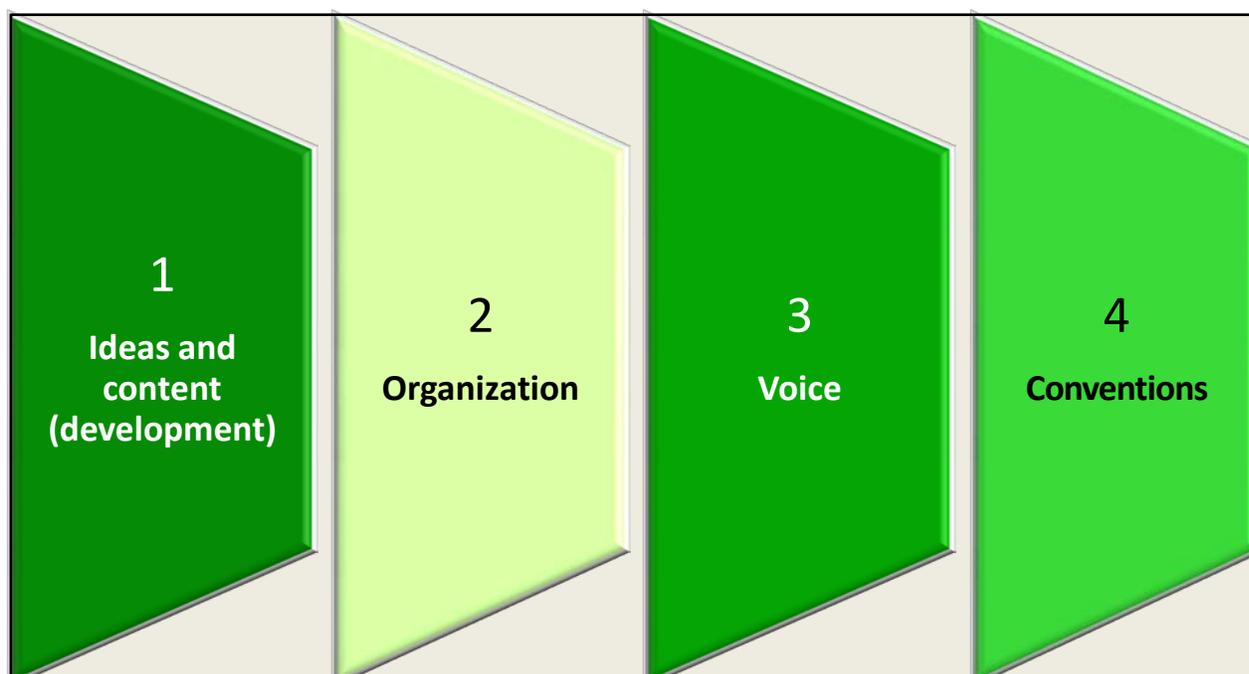
Nevada Analytical Writing Examination (NAWE)

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

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

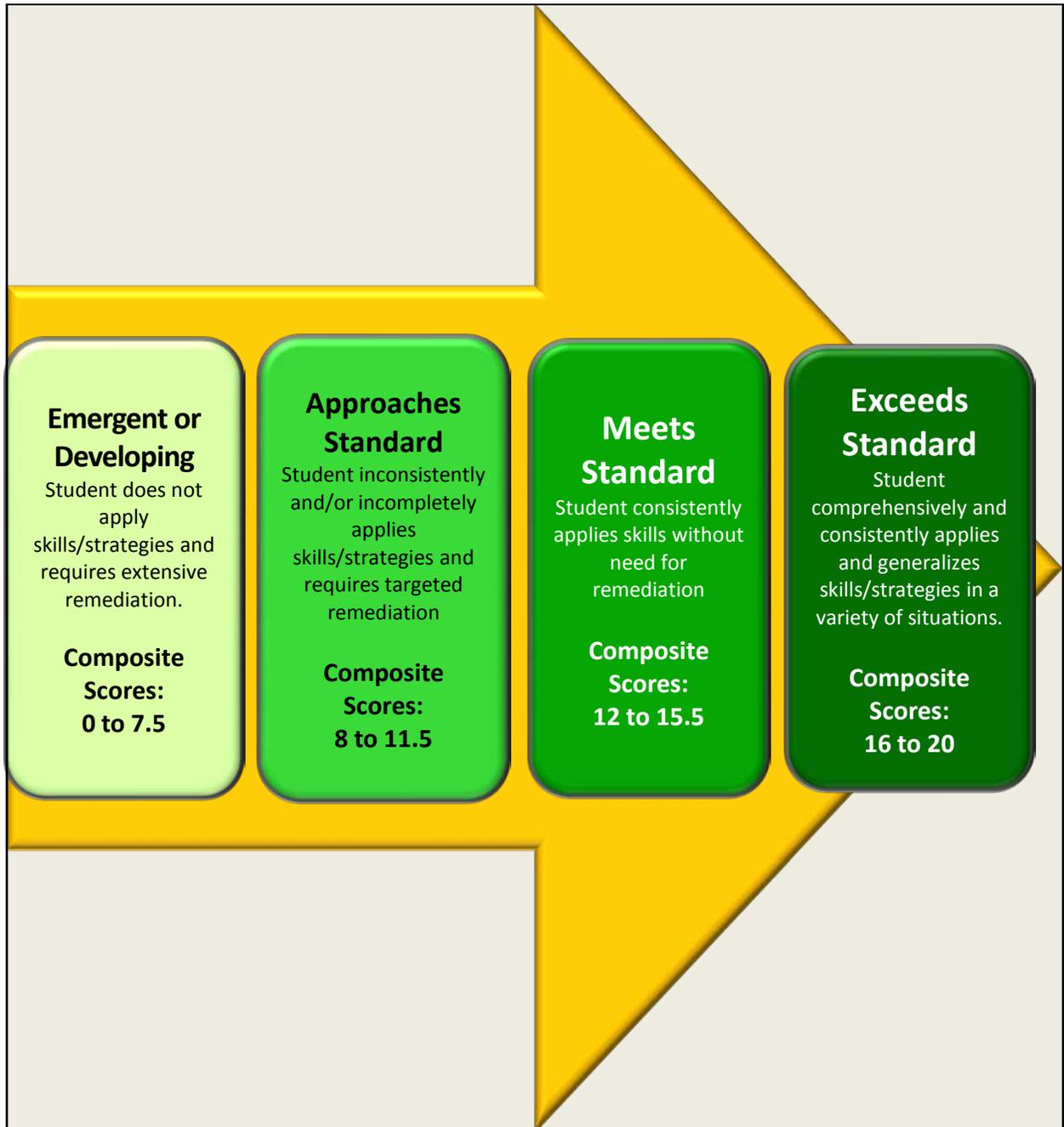
Grade 8 Writing Assessment—The purpose of the NAWE at grade 8 is to provide administrators, teachers, parents, and students with information about student proficiency in writing. Specifically, Nevada law mandates that a student who fails to demonstrate adequate achievement in writing may be promoted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

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



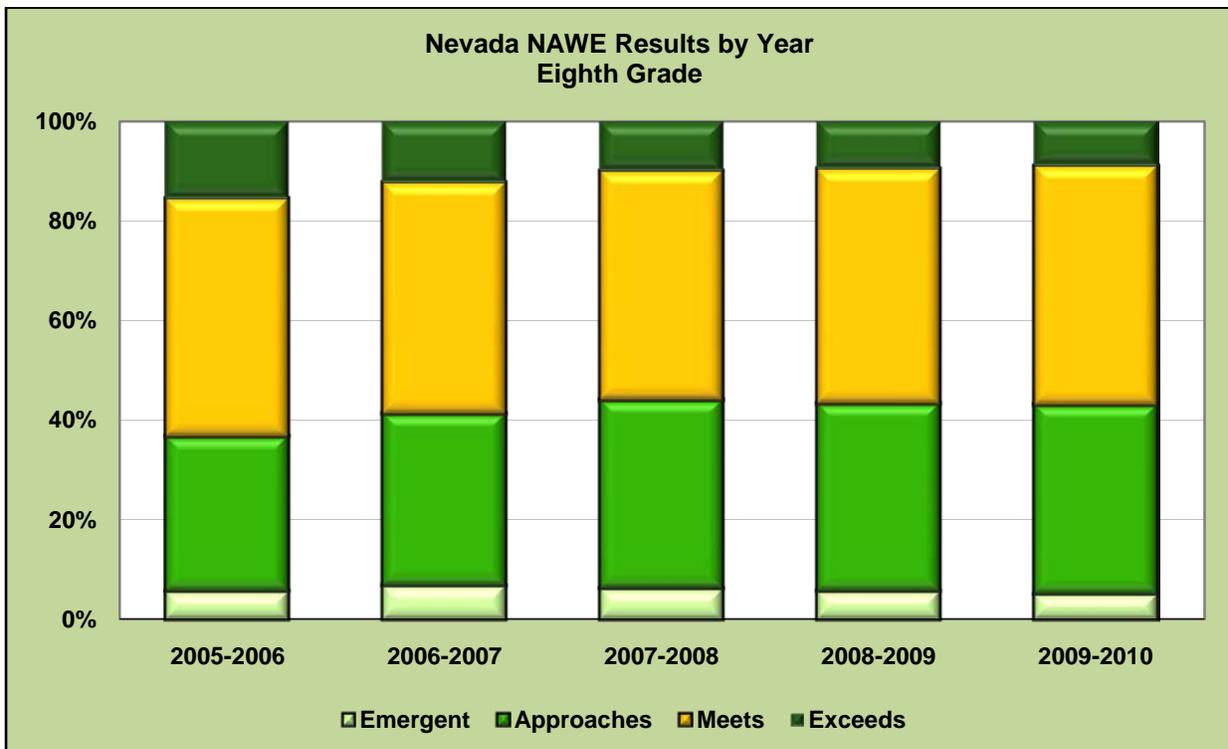
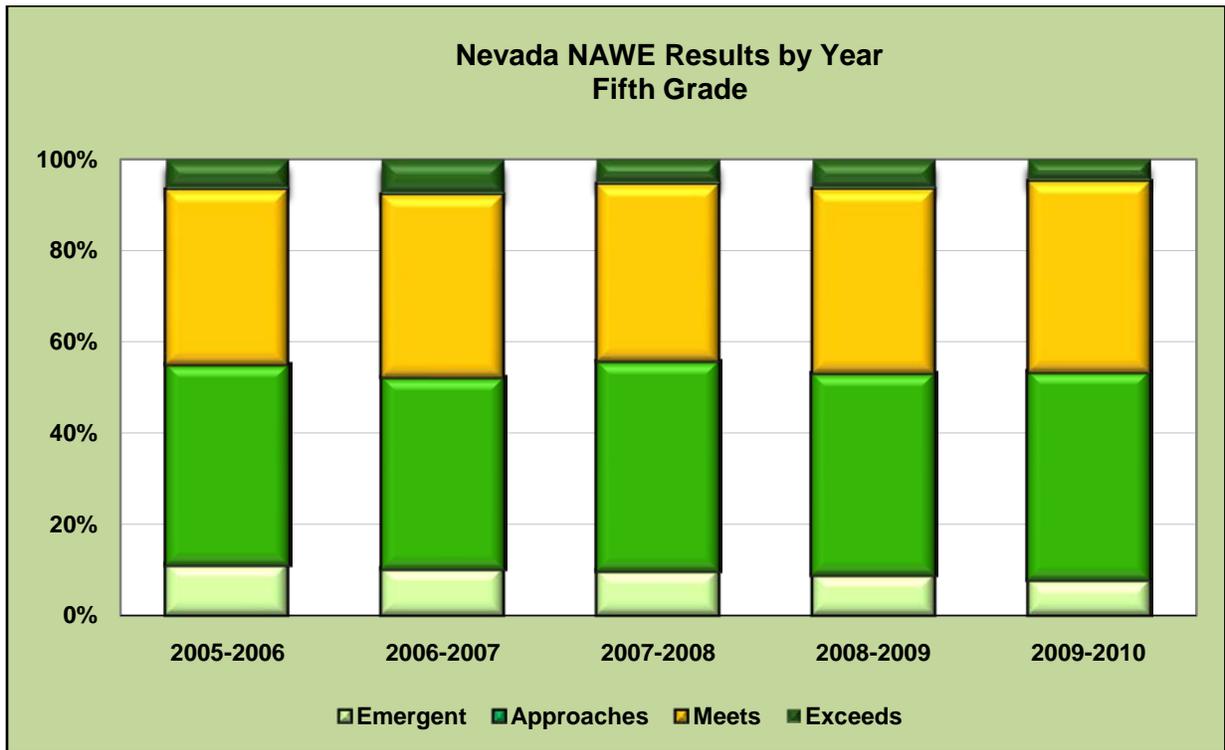
Nevada Analytical Writing Examination (NAWE) (*continued*)

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



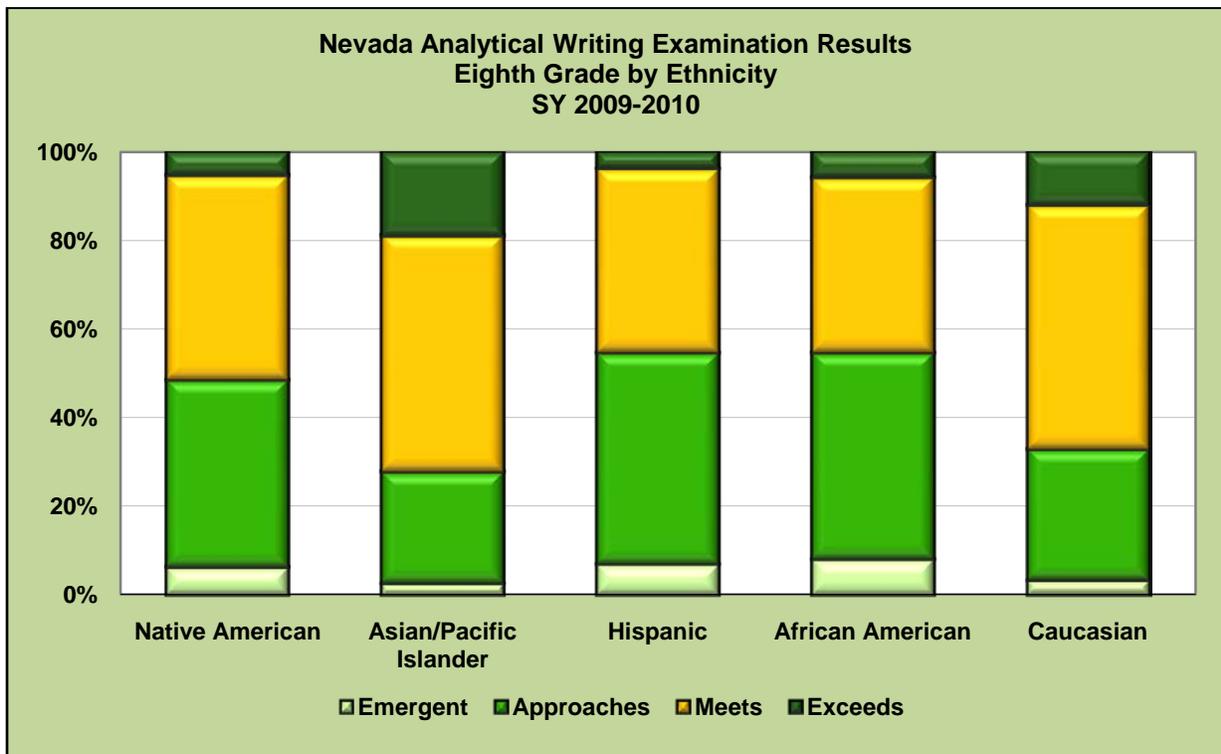
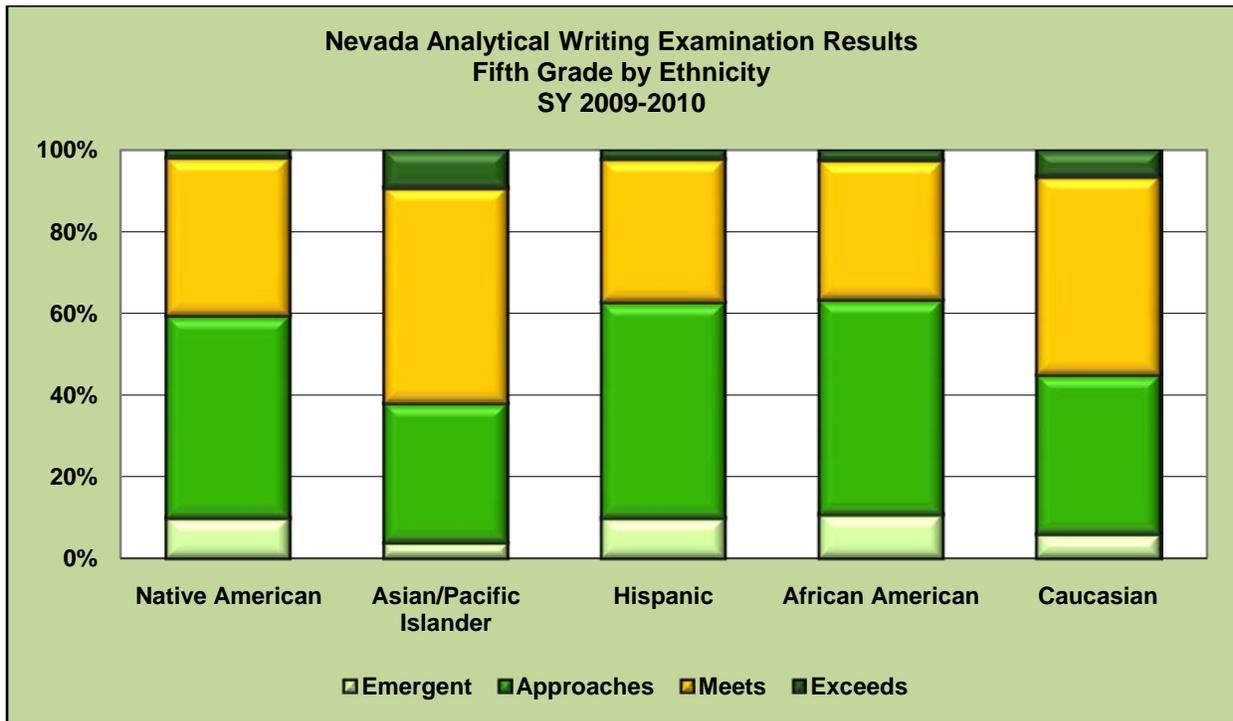
Source: DOE, 2010.

Nevada Analytical Writing Examination (NAWE)—By Year



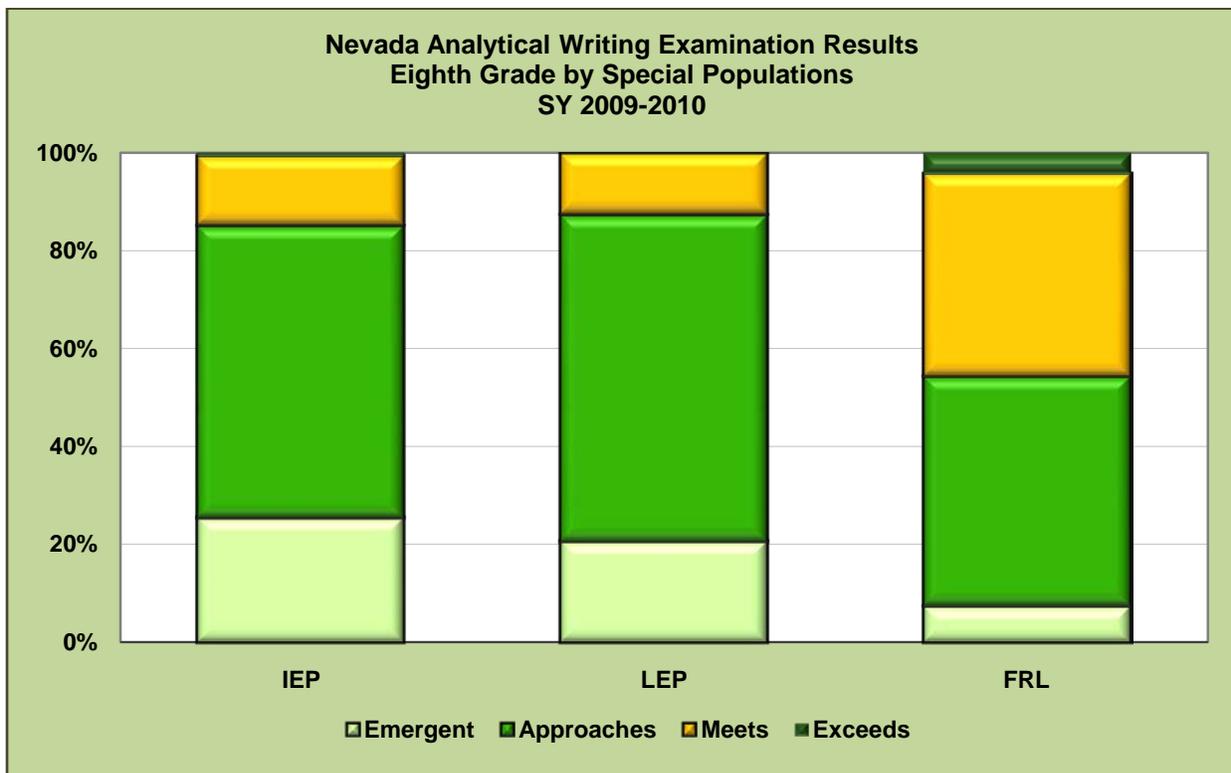
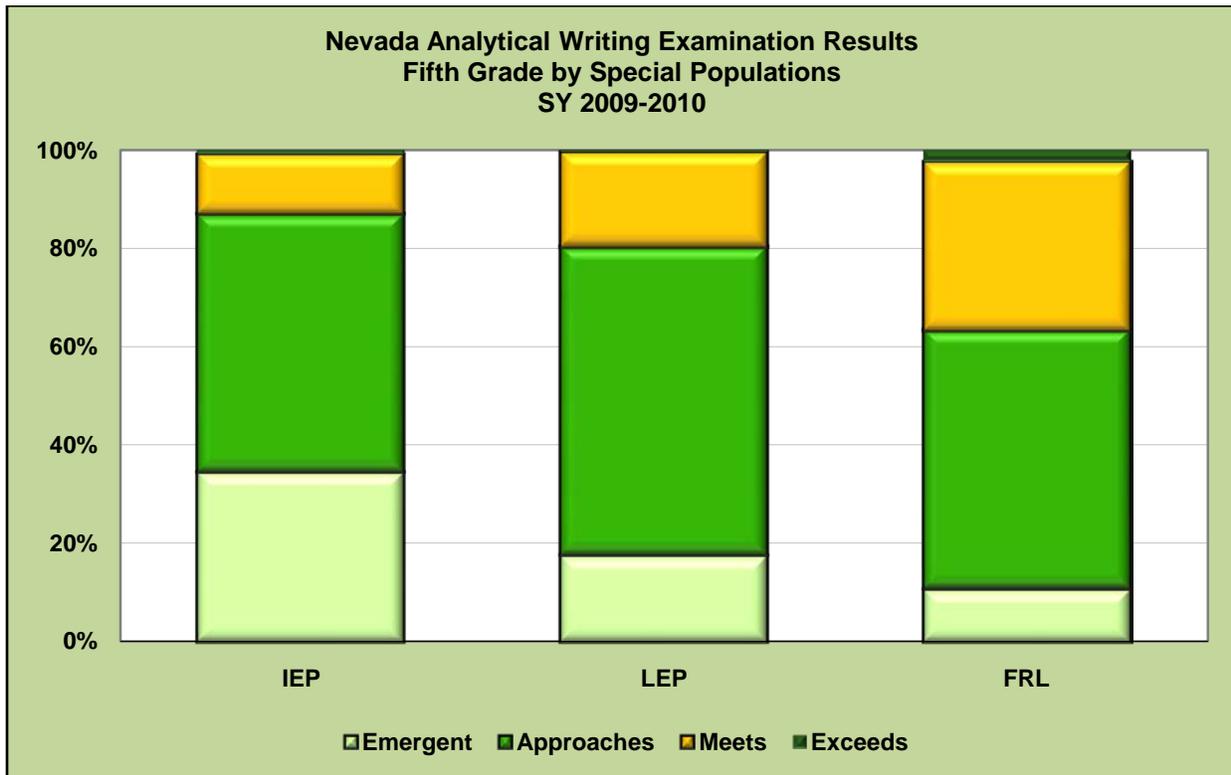
Source: DOE, Nevada Report Card Database: State Profile, various years.

Nevada Analytical Writing Examination (NAWE)—Ethnicity



Source: DOE, Nevada Report Card Database: State Profile, 2009-2010.

Nevada Analytical Writing Examination (NAWE)—Special Populations



Source: DOE, Nevada Report Card Database: State Profile, 2009-2010.

National Assessment of Educational Progress (NAEP)

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

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

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

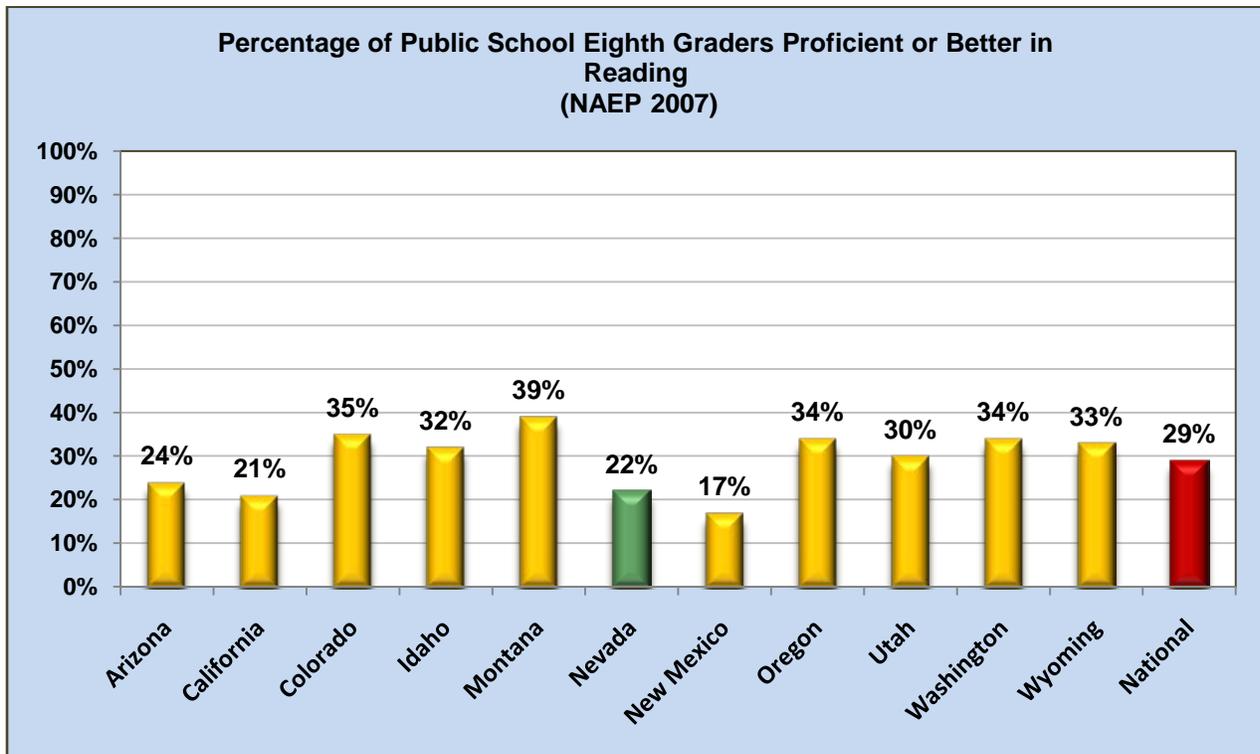
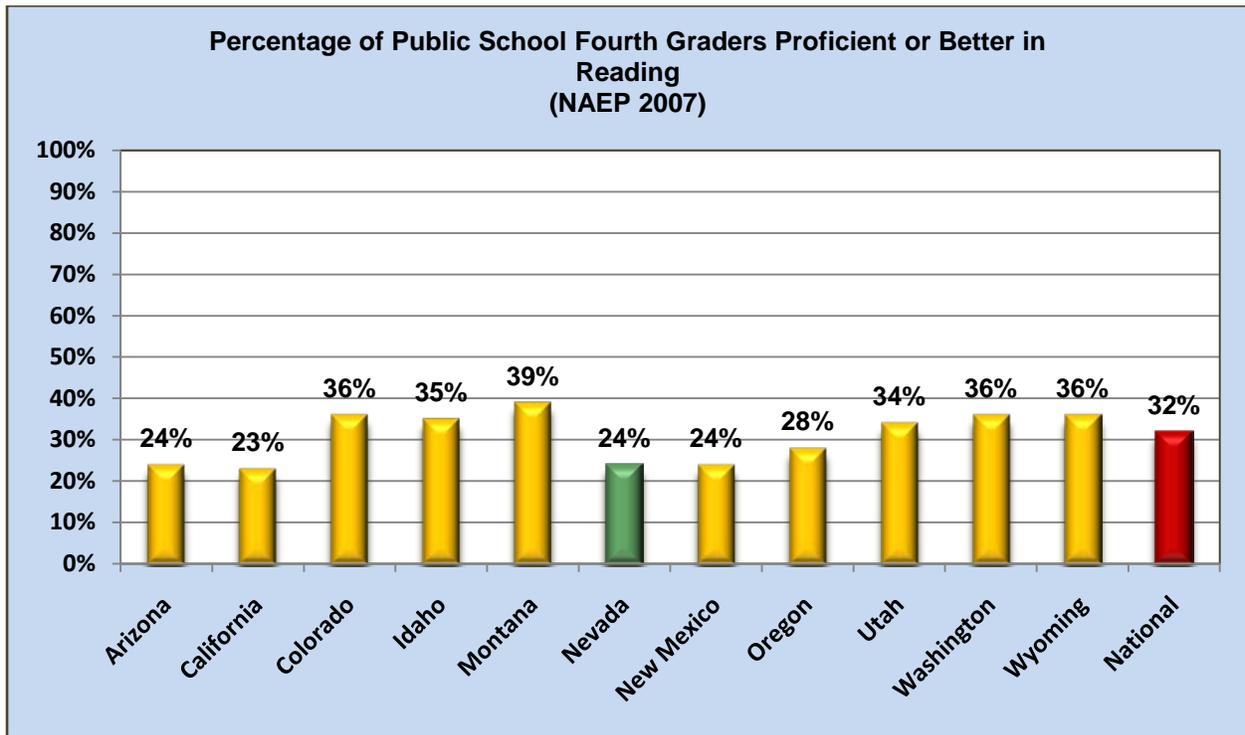
Note: The NAEP does not provide scores for individual students or schools.



We are dealing with the best-educated generation in history. But they’ve got a brain dressed up with nowhere to go.

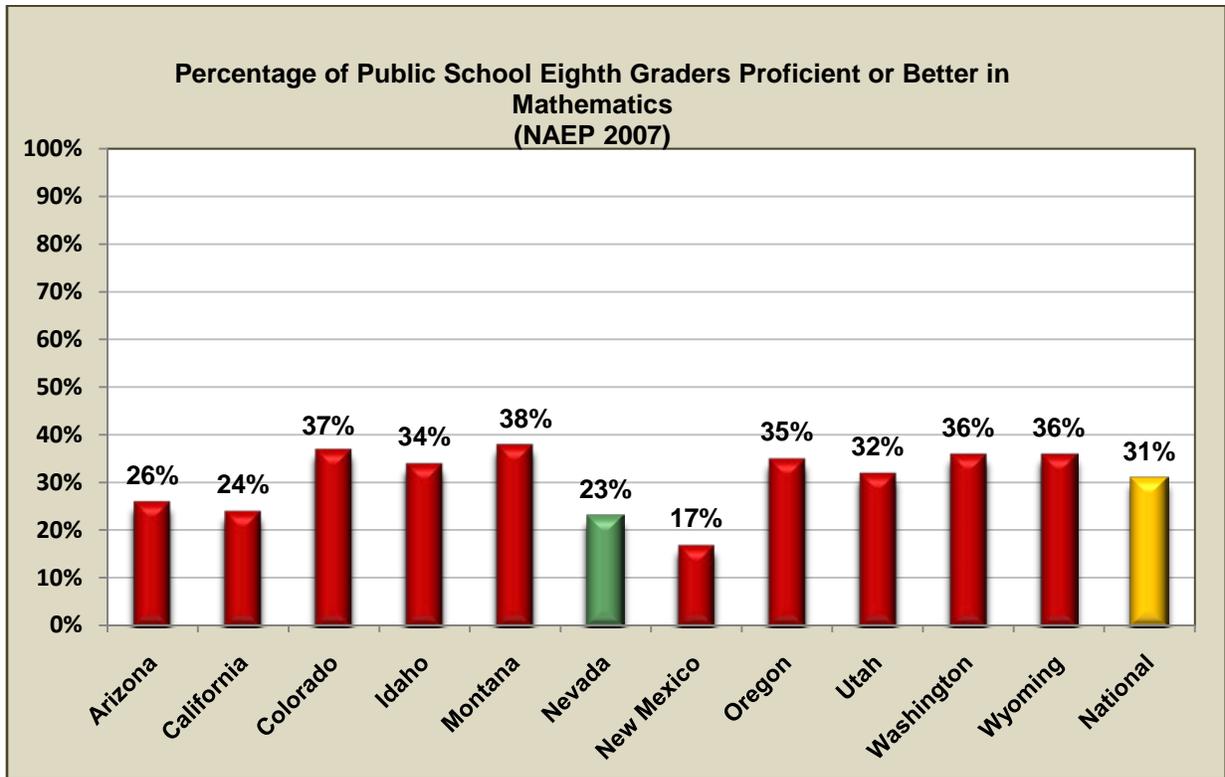
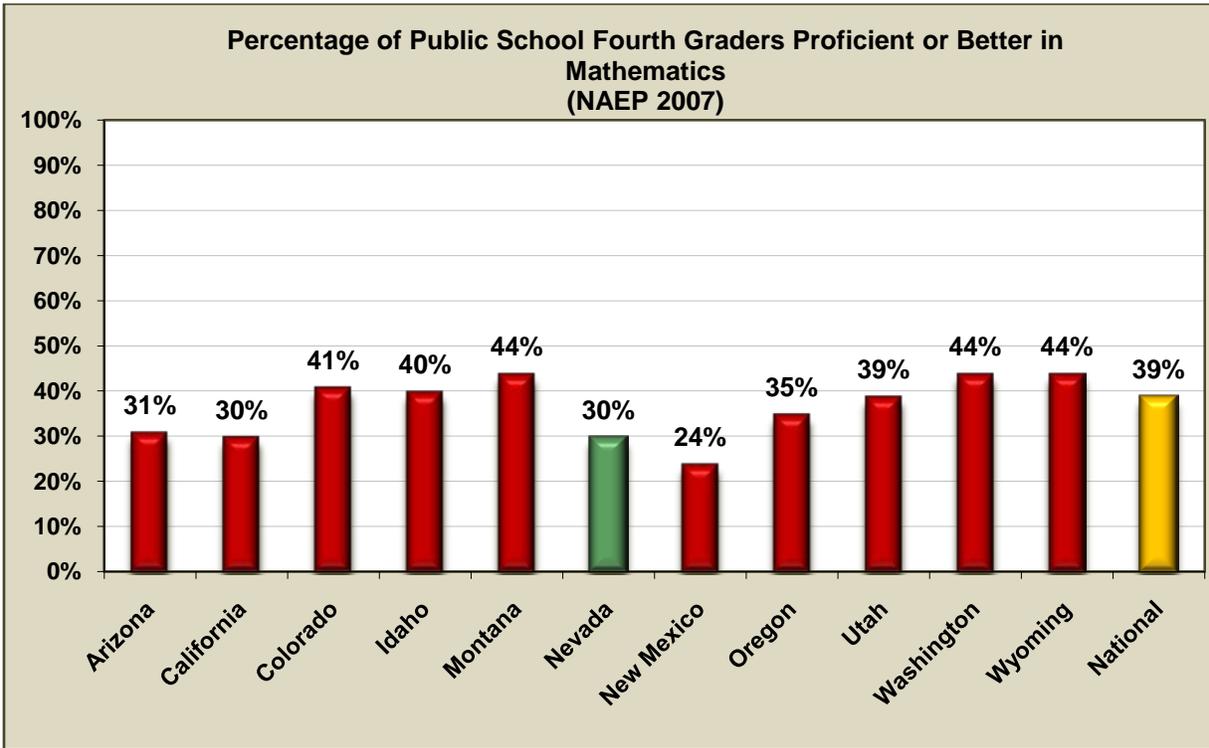
Timothy Leary

National Assessment of Educational Progress (NAEP)—Reading



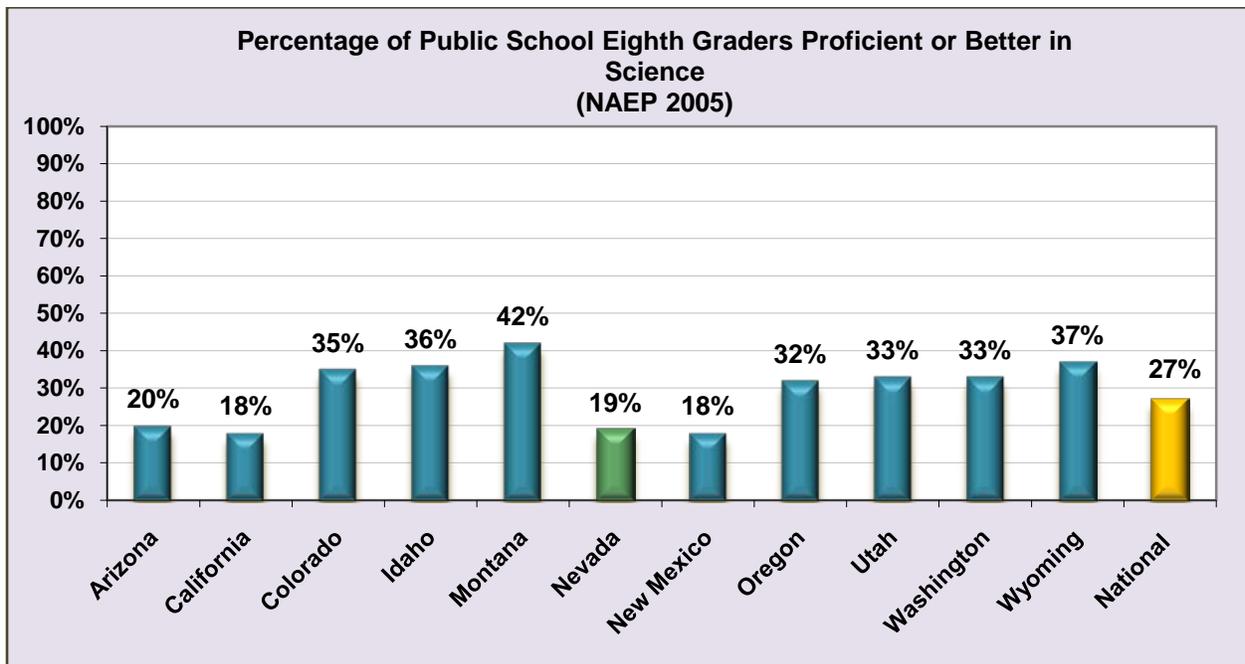
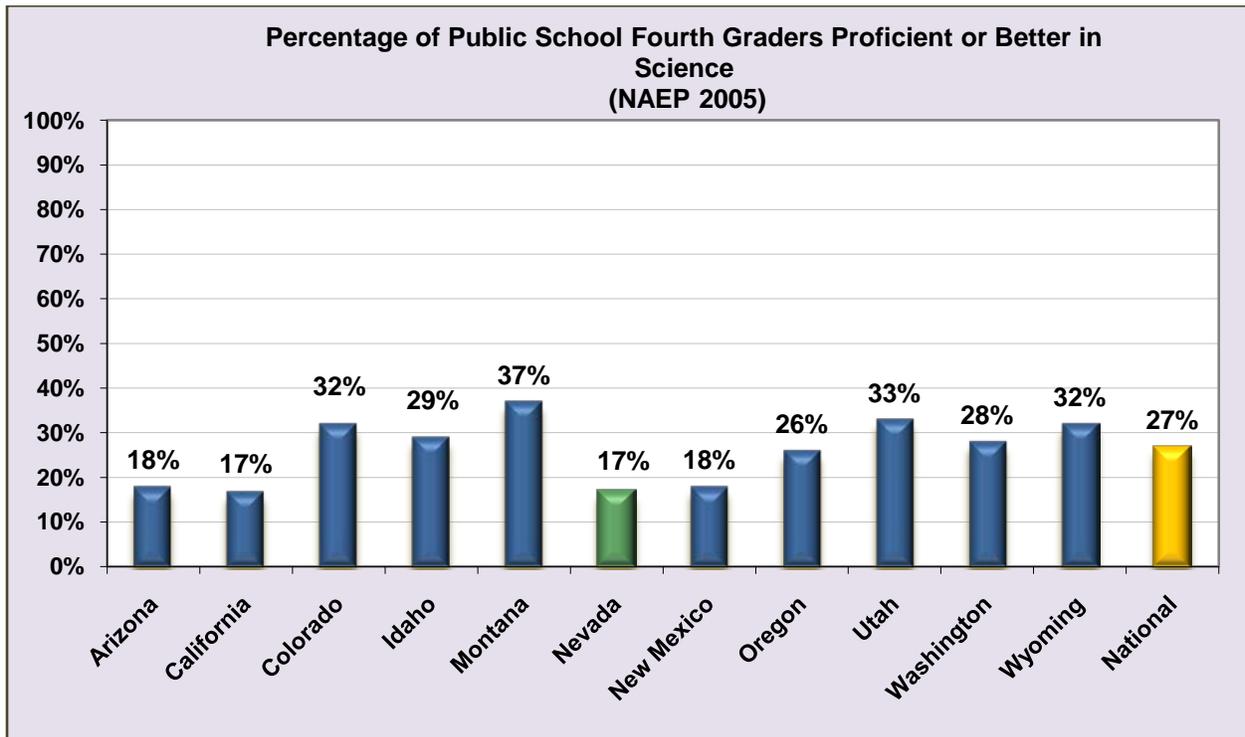
Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

National Assessment of Educational Progress (NAEP)—Mathematics



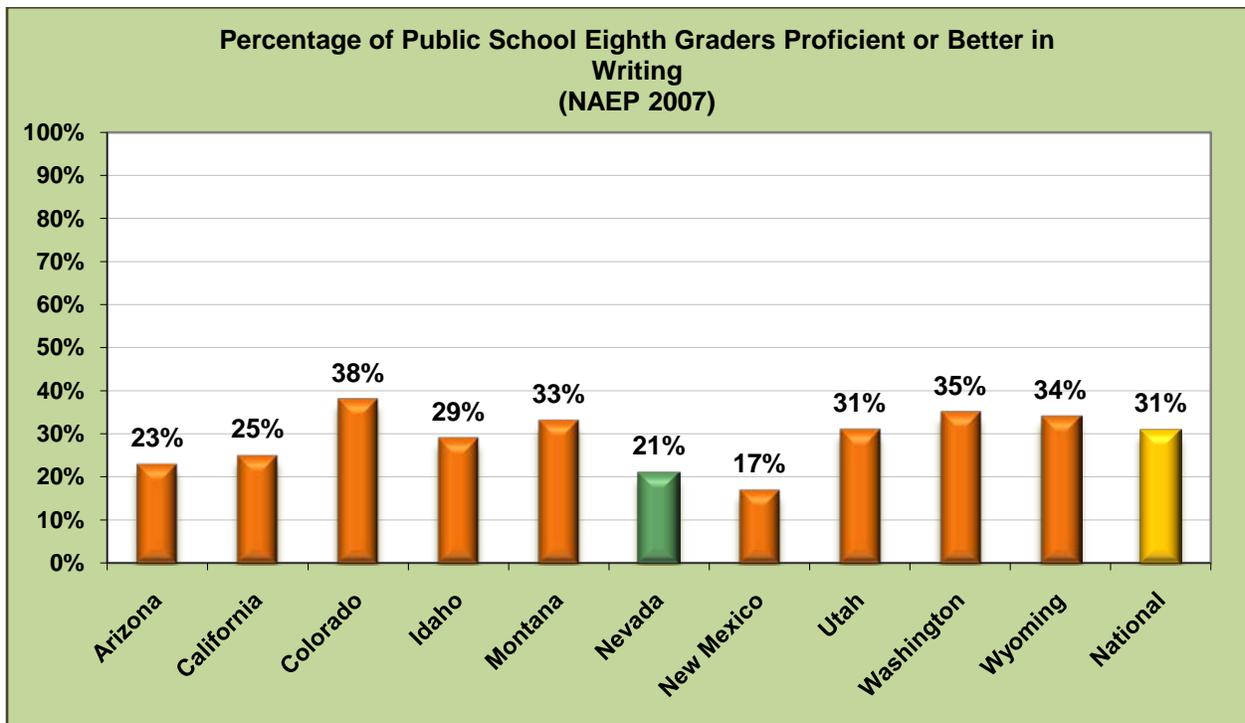
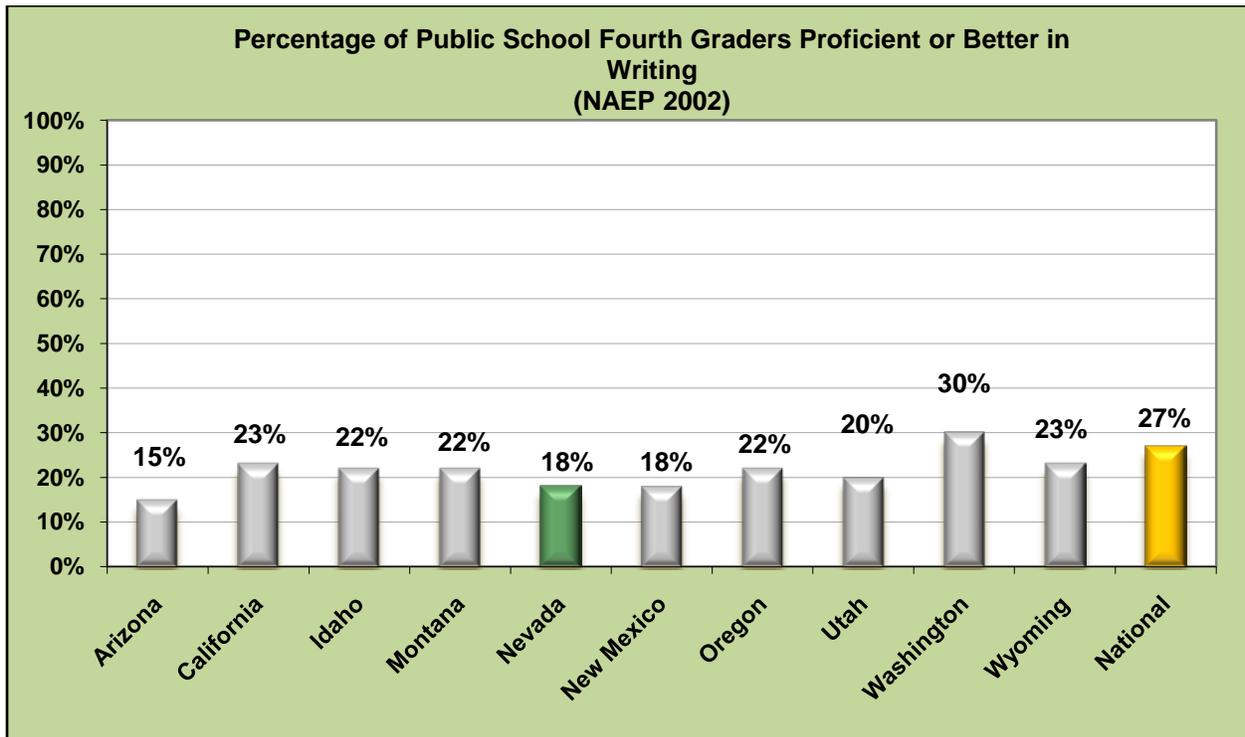
Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

National Assessment of Educational Progress (NAEP)—Science



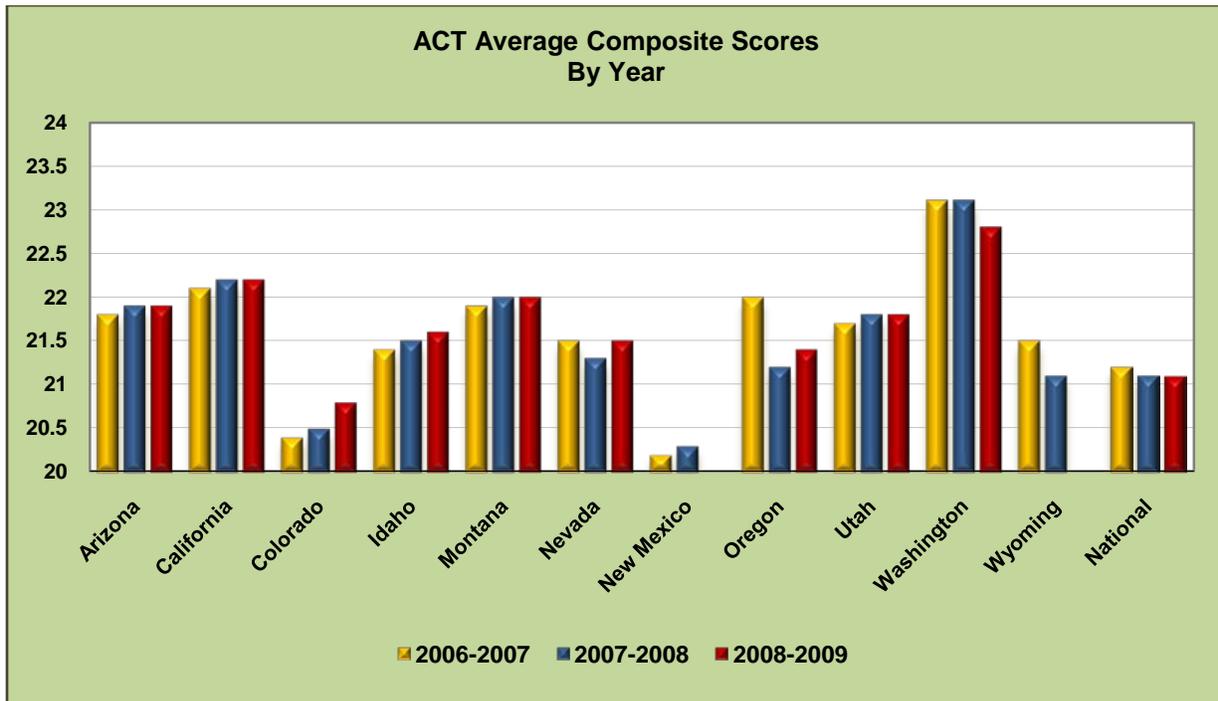
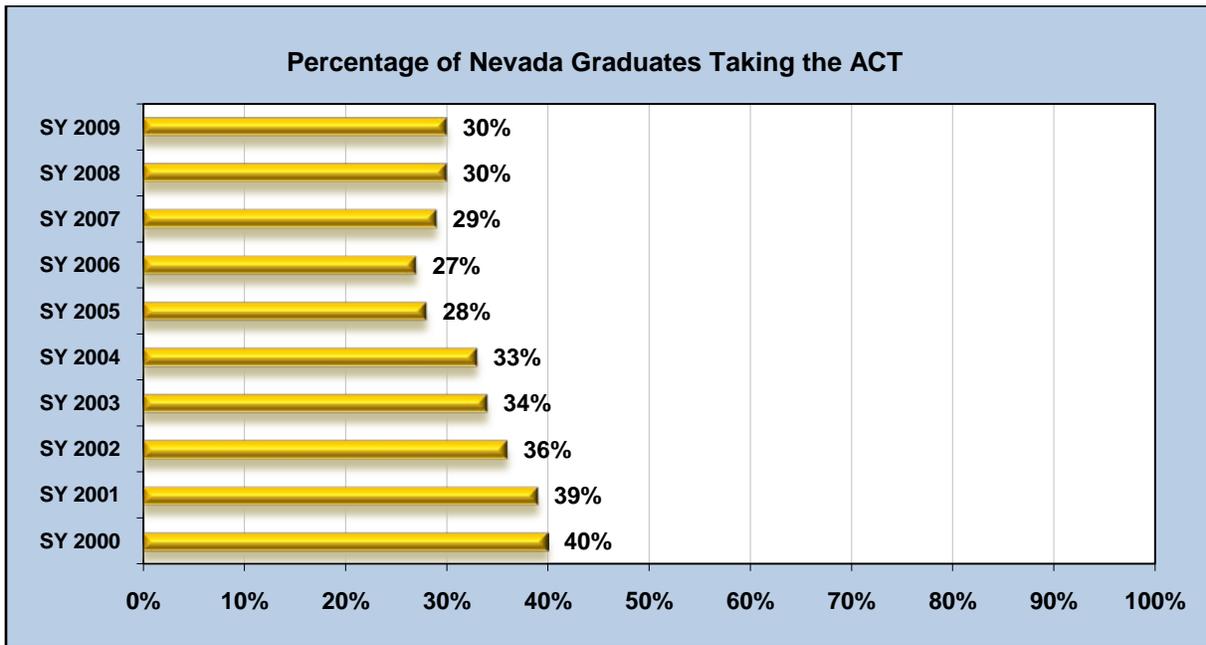
Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

National Assessment of Educational Progress (NAEP)—Writing



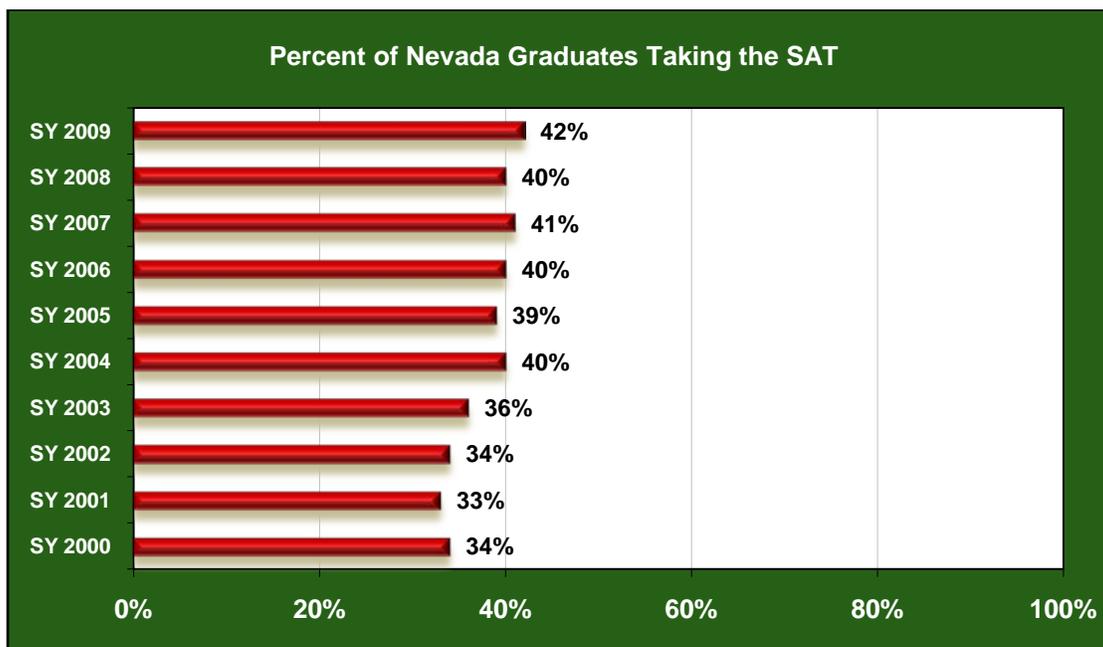
Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

American College Test (ACT)



Source: <http://ACT.Org>, ACT National and State Scores for 2009.

Scholastic Assessment Test (SAT)



Source: U.S. Department of Education, National Center for Education Statistics, *The Digest of Education Statistics*, 2009.

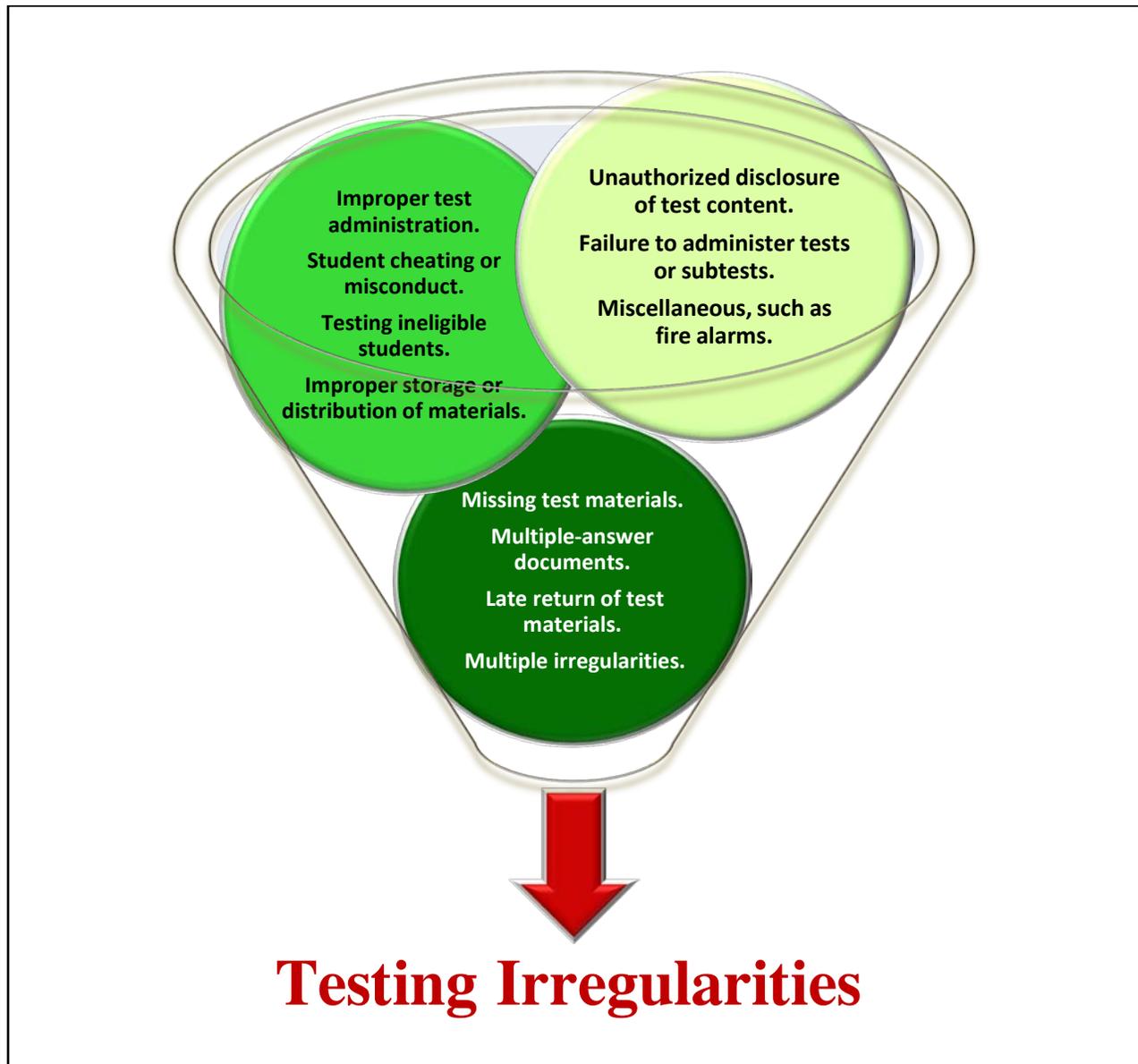
**SAT Scores for Reading, Mathematics, and Writing
Western States
2007 and 2008**

State	Reading		Mathematics		Writing	
	2007	2008	2007	2008	2007	2008
Arizona	519	516	525	522	502	500
California	499	499	516	515	498	498
Colorado	560	564	565	570	549	553
Idaho	541	540	539	540	519	517
Montana	538	541	543	548	522	523
Nevada	500	498	506	506	480	478
New Mexico	555	557	546	548	540	540
Oregon	522	523	526	527	502	502
Utah	558	561	556	557	544	543
Washington	526	526	531	533	510	509
Wyoming	565	562	571	574	544	541
National	502	502	515	515	494	494

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

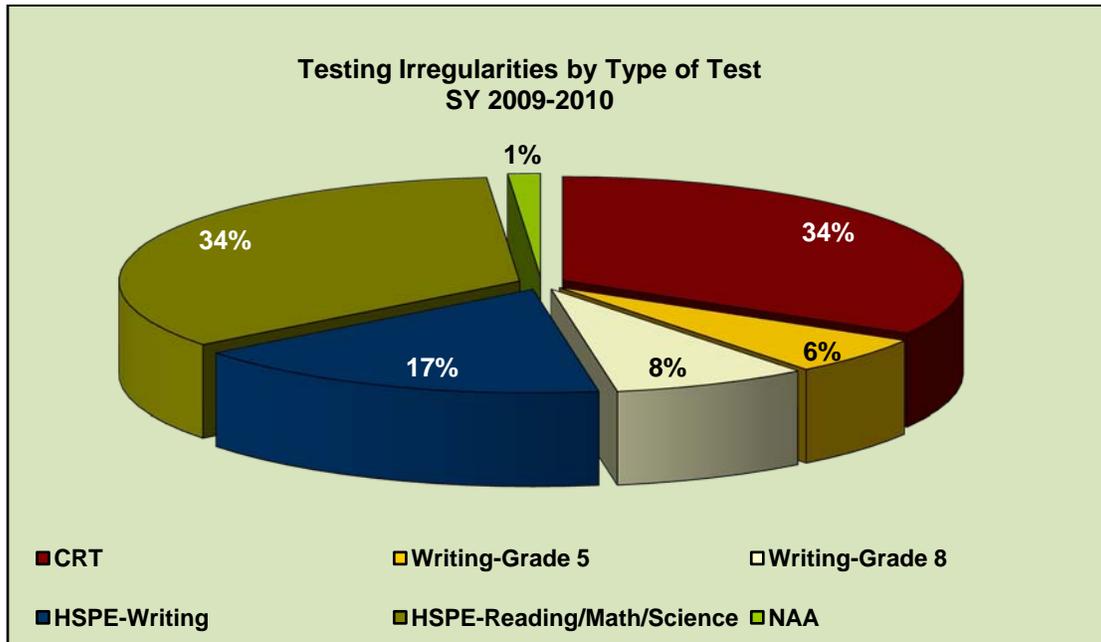
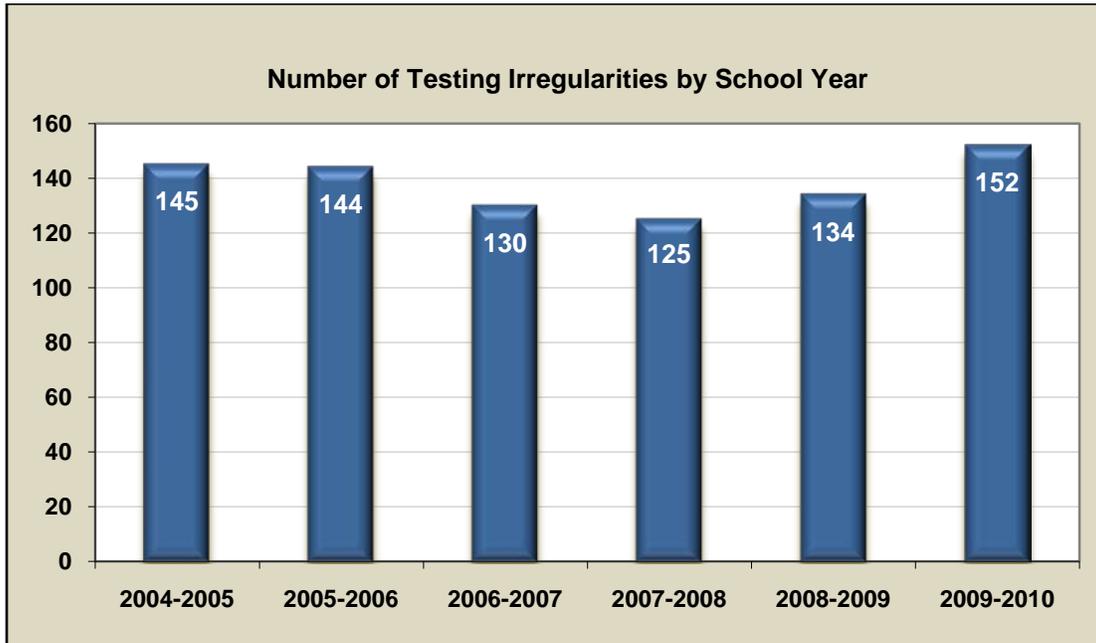
Testing Irregularities

The DOE establishes test security and administration protocol for the purpose of upholding the integrity of State-mandated assessments. During SY 2009-2010, approximately 300,000 students participated in multiple assessments that were administered in grades 3 through 8, 10 through 12, and in adult programs. Although more than 600,000 separate tests were administered in more than 600 locations, a total of 152 reported testing irregularities occurred.



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2009-2010*.

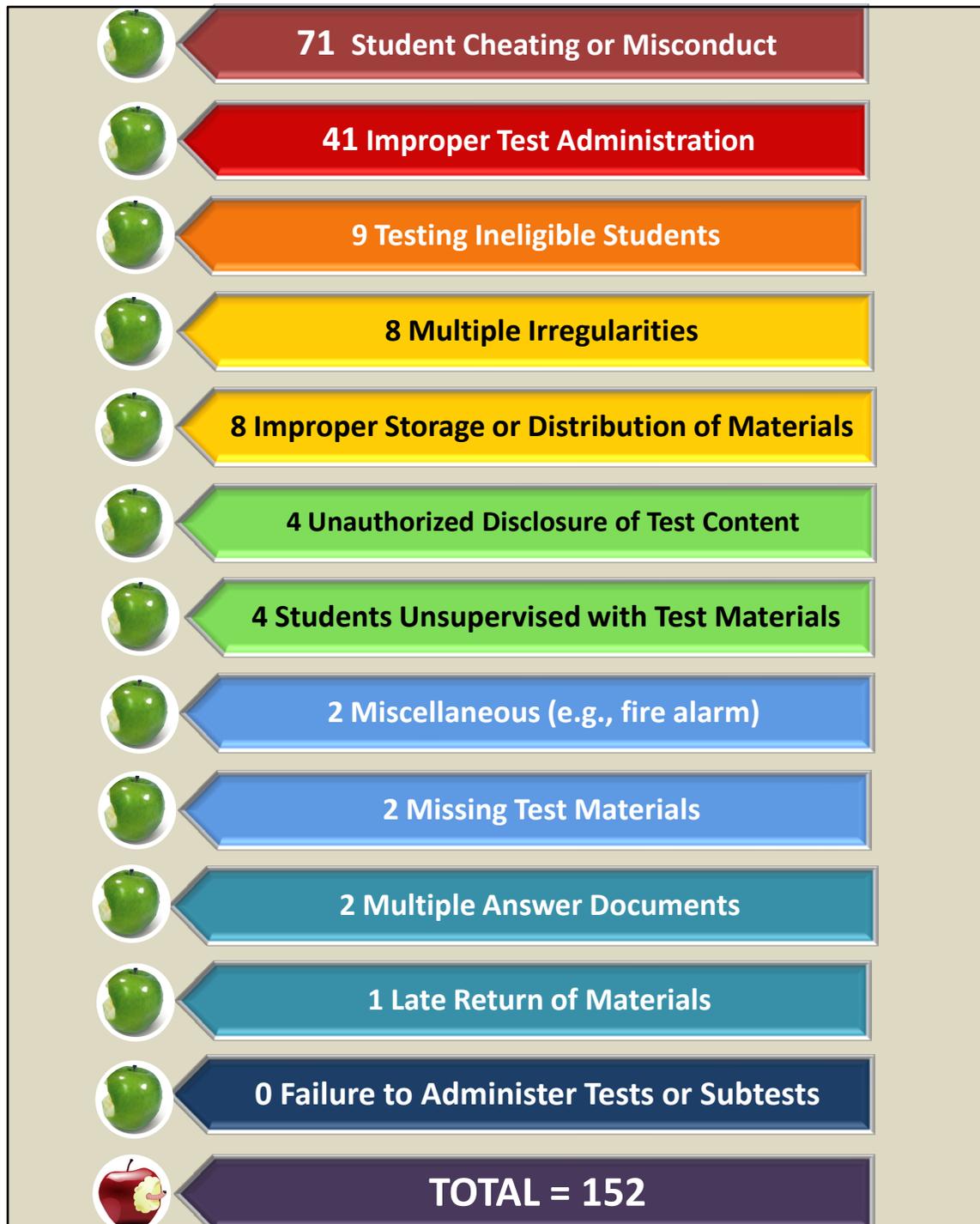
Testing Irregularities (continued)



Source: DOE, Report of Test Security Activity for Nevada Public Schools, School Year 2009-2010.

Testing Irregularities (*continued*)

Number of occurrences and types of testing irregularities:



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2009-2010*.



Chapter 9

Higher Education

Background

The 2010 *Statistical Abstract*, compiled by the United States Census Bureau, U.S. Department of Commerce, reports that in 2007 Nevada's educational attainment through high school (83.7 percent) approached the national average (84.5 percent). However, achievement of postsecondary education has not kept pace with the national rate of 27.5 percent. Only 21.8 percent of Nevada's population over the age of 25 had attained a bachelor's degree, making it the lowest among the western states.

Enrollment and Completion

The enrollment at the institutions of the Nevada System of Higher Education (NSHE) has increased since 1990 from a headcount of just over 60,000 to nearly 114,000 in Fall 2009. Although the number of high school graduates has increased by approximately 50 percent since the beginning of the decade, the percentage of recent high school graduates enrolling in an NSHE institution directly following high school has fluctuated between 45 percent and 50 percent each year throughout the same period. Further, based on statistics from the *Common Core of Data*, National Center for Education Statistics, only 10 percent of a Nevada class of 100 ninth graders is projected to complete an associate or baccalaureate degree within the expected number of years of enrollment.

Governor Guinn Millennium Scholarship Participation

In 2004 and 2010, over 9,000 students qualified to receive the Governor Guinn Millennium Scholarship, the highest number of eligible students by graduating class. The number of years that a student may obtain scholarship funds varies by year of high school graduation. Students may extend the years of scholarship activation, however, if they have been serving in the U.S. Armed Forces or other public service or religious assignment, pursuant to the provisions of Senate Bill 209 (Chapter 192, *Statutes of Nevada 2009*). The number of total scholars in NSHE institutions peaked at just over 18,000 in Fall 2005.

Remedial Coursework

In Fall 2009, approximately 33 percent of recent Nevada high school graduates were enrolled in one or more remedial courses at NSHE institutions. This number has declined from a high in Fall 2004 and Fall 2005 of just over 40 percent.

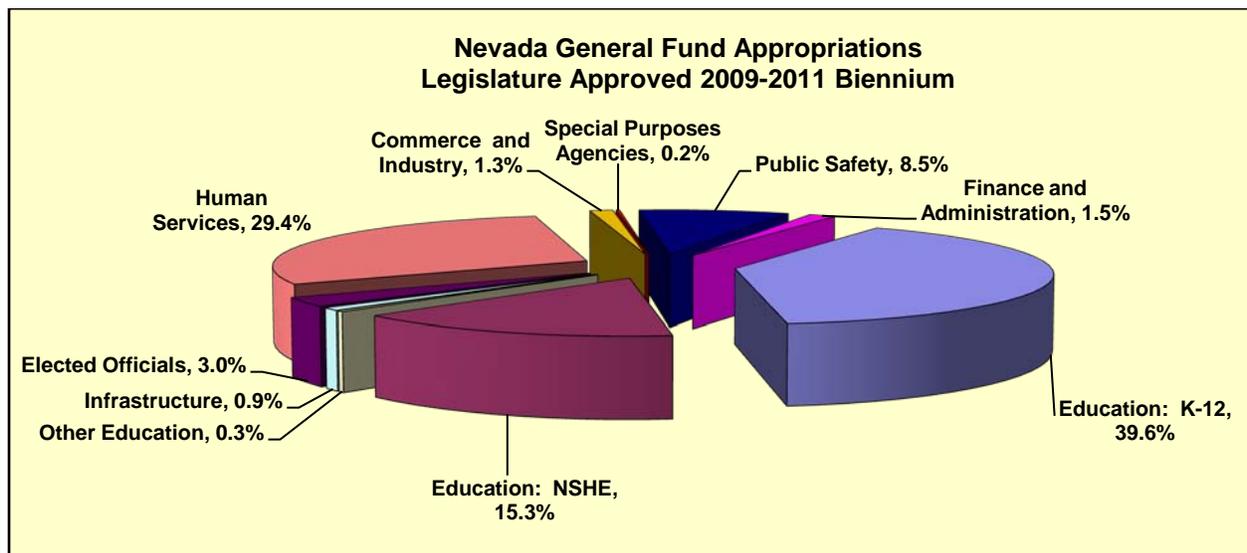
Tuition and Fees

Nevada public institutions of higher education rely more on tuition and fees and State appropriations as means of financing operations than the other western states. The NSHE institutions receive comparatively less funding from federal grants and contracts, federal appropriations, gifts, endowments, and other operations than the western state average. From Fiscal Year (FY) 1998 to FY 2003, fees for credit hours increased, on average, 4 percent each year. Beginning in FY 2004 and ending in FY 2007, the fees grew approximately 7 percent each year. For FYs 2008 and 2009, fees were raised nearly 11 percent each year.

Although fees for FY 2010 and FY 2011 were increased approximately 5 percent, a surcharge was applied to registration fees. In FY 2010, the surcharge ranged from \$3.00 per credit hour at the community colleges to \$6.50 per credit hour for university undergraduates. In FY 2011, the surcharges were \$6.25 per credit hour at the community colleges, \$10.00 per credit hour at the state college, and \$14.00 per credit hour at the university undergraduate level.

General Fund Appropriations and Budget Reductions

In its 75th Session, the Nevada Legislature approved a General Fund operating budget for the 2009-2011 Biennium in excess of \$6.5 billion. Appropriations to public education totaled \$3.6 billion or 55.2 percent of the budget; the share marked for NSHE was \$1 billion or 15.3 percent of all General Fund appropriations. This amount does not include approximately \$184 million in funds from the American Recovery and Reinvestment Act of 2009 (Public Law 111-5).



Due to continued decline in General Fund revenues, during the 26th Special Session, the Legislature reduced the FY 2010 appropriation to the NSHE by approximately \$11.5 million and the FY 2011 appropriation by approximately \$34.5 million.

Reduction to the Millennium Scholarship Trust Fund

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

During the 25th Special Session, effective December 8, 2008, \$5 million was transferred from the Millennium Scholarship Trust Fund to the State General Fund. In addition, during the 26th Special Session in February 2010, Assembly Bill 3 (Chapter 3, *Statutes of Nevada 2010, 26th Special Session*) suspended the transfer of money from the Abandoned Property Trust Account for FY 2009-2010 and FY 2010-2011 and another \$5 million is to be transferred in FY 2011 from the Millennium Scholarship Trust Fund to the State General Fund.

Nevada Universities and Colleges

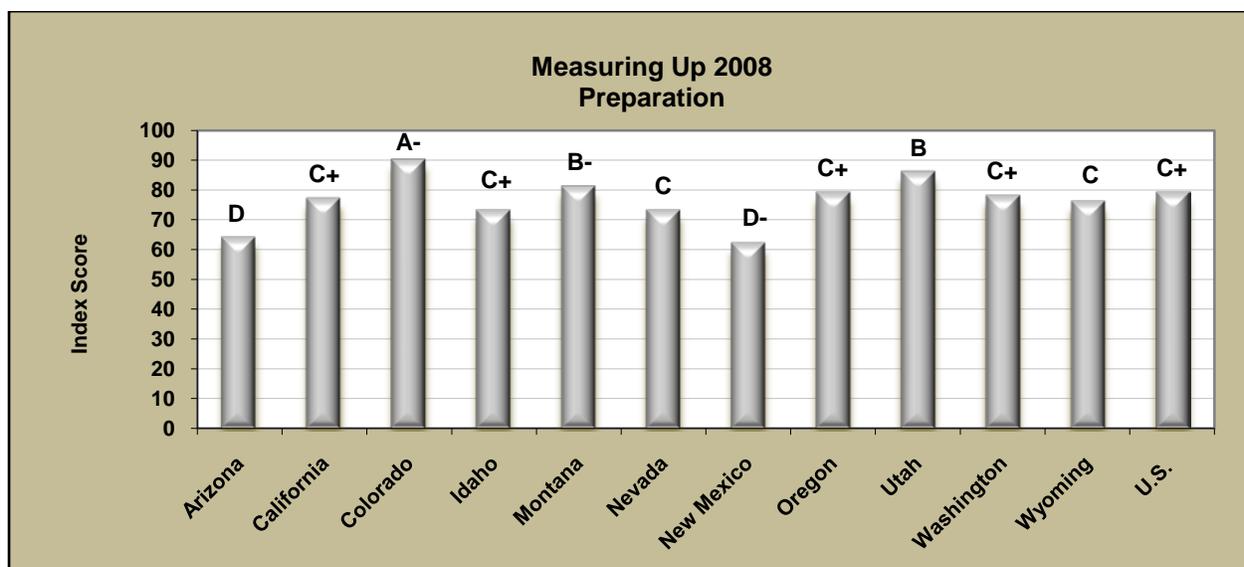


Measuring Up 2008 State Report Card: Preparation

Preparing Students for Education and Training Beyond High School Nevada and Western States

	Percentage of 8th Graders Scoring At or Above "Proficient" on National Assessment of Educational Progress			Number of Scores in the Top 20 Percentile Nationally on SAT/ACT per 1,000 High School Graduates	Percentage of 18- to 24-Year-Olds With High School Credential*	Percentage of 7th to 12th Graders Taught by Teachers With Major in the Subject
	Math	Reading	Writing			
Arizona	26	24	23	94	83	63
California	24	21	25	151	86	72
Colorado	37	35	38	305	87	79
Idaho	34	32	29	190	89	69
Montana	38	39	33	228	87	76
Nevada	23	22	21	136	84	69
New Mexico	17	17	17	156	84	58
Oregon	35	34	33	175	87	78
Utah	32	30	31	201	91	77
Washington	36	34	35	172	88	70
Wyoming	36	33	34	227	91	70
Top States	41	39	46	265	95	83

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



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

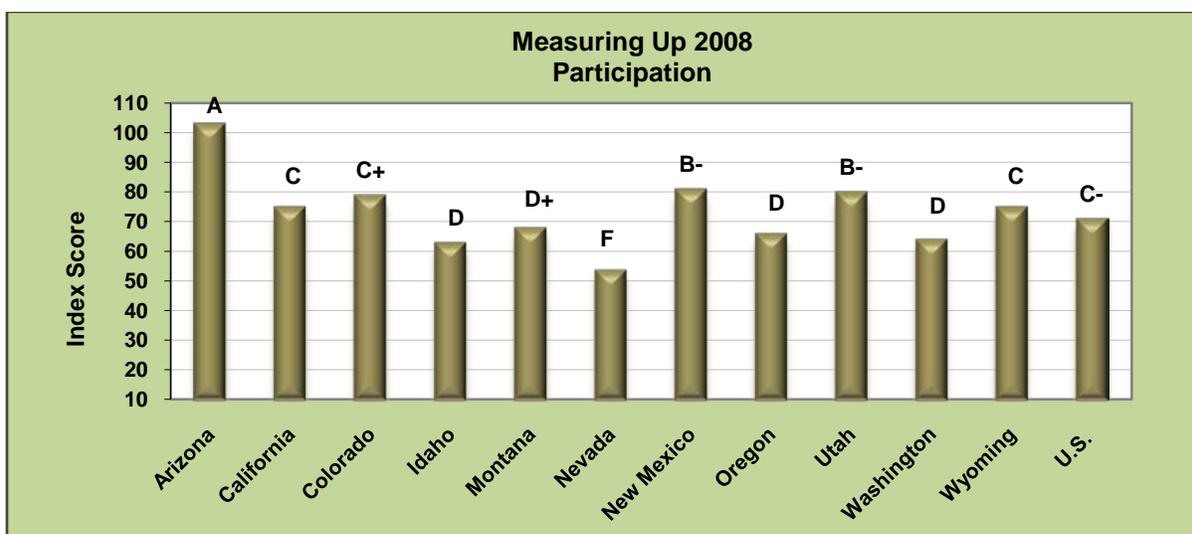
Measuring Up 2008 State Report Card: Participation

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

	Young Adults		Working-Age Adults
	Percentage of Chance for College by Age 19*	Percentage of 18- to 24-Year-Olds Enrolled in College†	Percentage of 25- to 49-Year-Old Residents Enrolled Part-Time in Postsecondary Education
Arizona	30	38	15.1
California	36	35	7.2
Colorado	44	35	7.3
Idaho	36	31	5
Montana	46	32	4.5
Nevada	26	27	5
New Mexico	44	30	8.6
Oregon	34	33	5.7
Utah	36	34	8.9
Washington	33	29	6
Wyoming	43	35	6.1
Top States	57	44	8.9

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

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



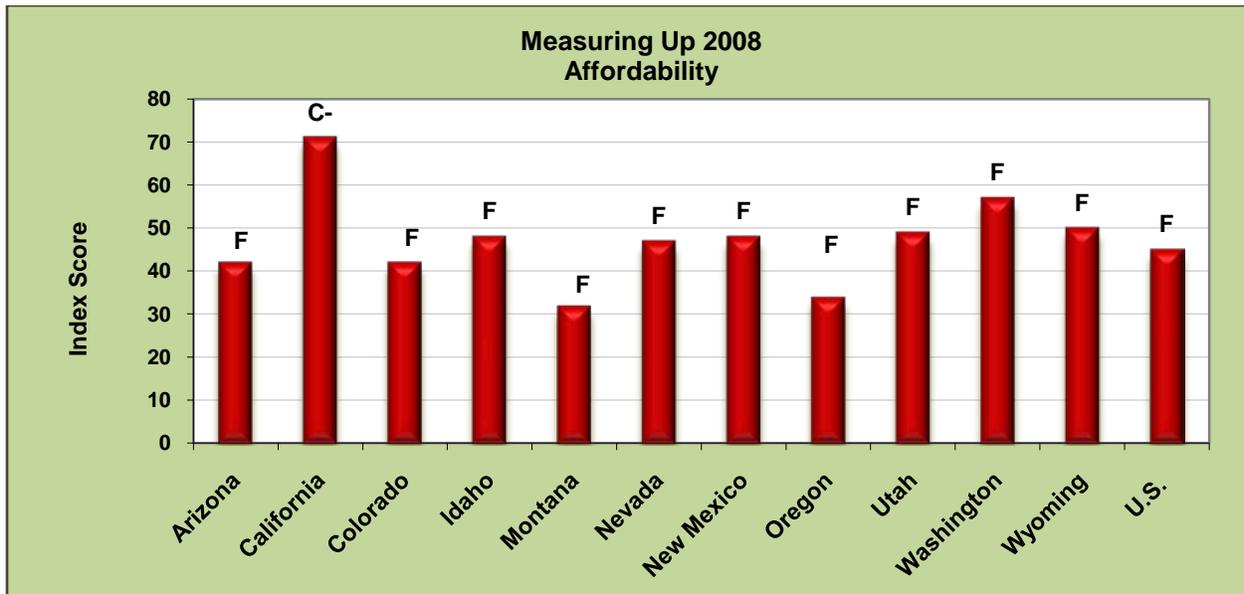
Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Measuring Up 2008 State Report Card: Affordability

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

	Percentage of Average Income Needed to Pay for College Minus Financial Aid		Strategies for Affordability*		Undergraduate Student Average Annual Loan Amount
	Community College	Public Four-Year Institution	State Grant Aid Targeted as Percent of Federal Investment	Share of Income Poorest Need to Pay for Tuition	
Arizona	21	24	3	12	\$5,074
California	25	28	56	5	\$4,437
Colorado	23	30	41	17	\$4,821
Idaho	20	24	5	18	\$4,357
Montana	23	32	9	29	\$4,611
Nevada	27	27	48	13	\$4,573
New Mexico	19	21	20	14	\$5,201
Oregon	30	36	24	27	\$4,681
Utah	20	21	8	17	\$5,070
Washington	25	31	108	23	\$4,572
Wyoming	18	15	1	16	\$4,181
Top States*	13	10	89	7	\$2,619

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

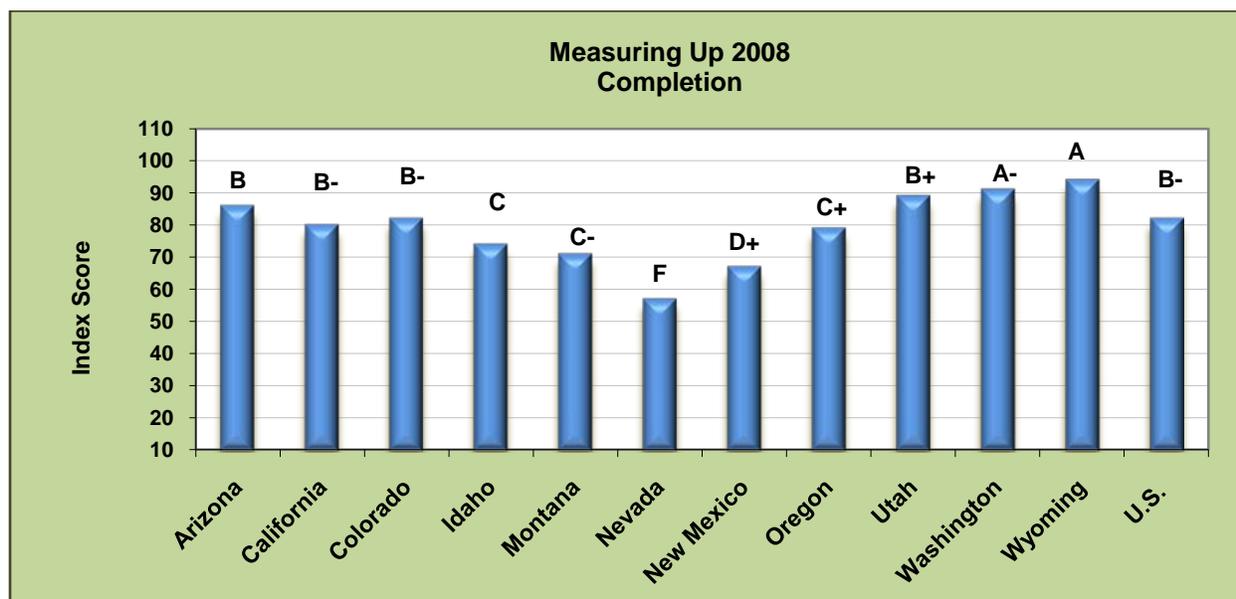


Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Measuring Up 2008 State Report Card: Completion

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

	Percentage of Persistence: First-Year Students Returning for Second Year		Percentage of Completion: Baccalaureate Degree by First-Time Full-Time Students Within Six Years of College Entrance	Certificates, Degrees, Diplomas Awarded at All Institutions per 100 Undergraduate Students
	Community College	Four-Year Colleges and Universities		
Arizona	53	71	43	18
California	54	82	62	15
Colorado	47	66	53	18
Idaho	55	66	43	18
Montana	40	68	43	17
Nevada	61	66	38	11
New Mexico	50	69	42	14
Oregon	46	77	57	17
Utah	49	71	49	19
Washington	54	80	63	20
Wyoming	67	74	57	20
Top States	66	82	65	21



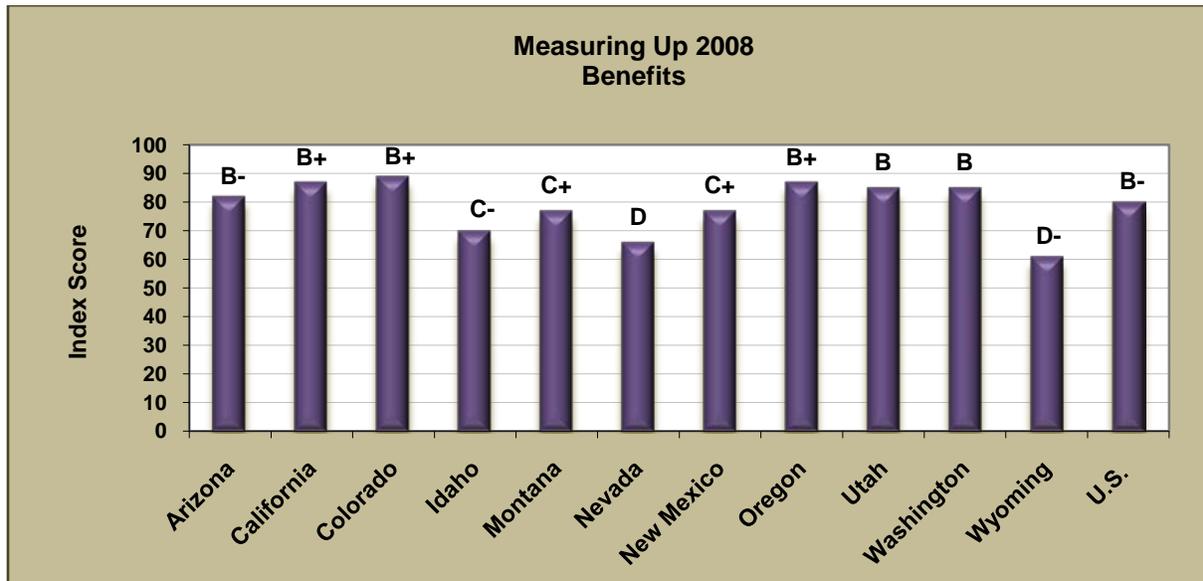
Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Measuring Up 2008 State Report Card: Benefits

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

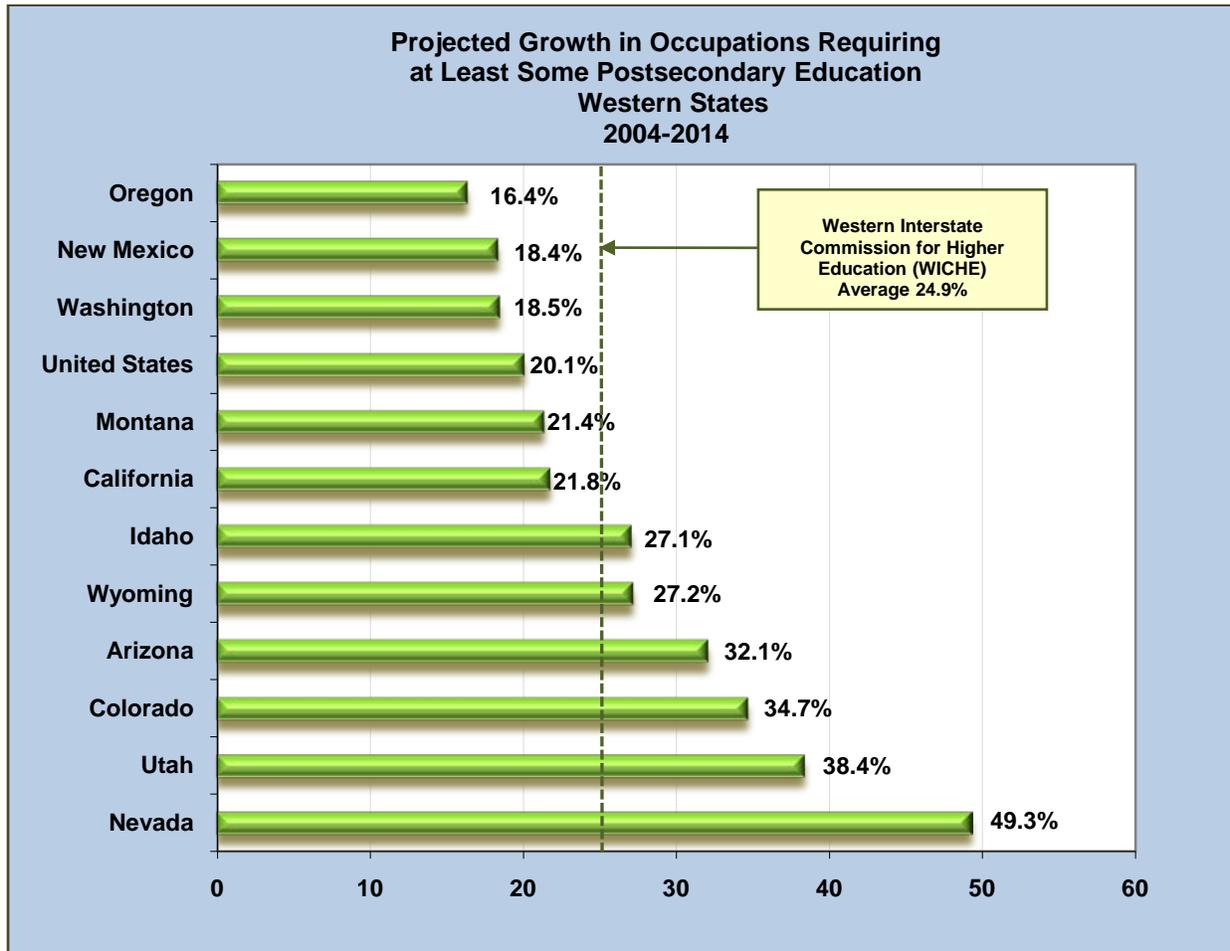
	Percentage of Workforce Population Aged 26 to 64 with Baccalaureate Degree or Higher	Percentage of Increase in Total Personal Income Resulting from Percentage of Population with Baccalaureate Degree	Percentage of Residents Voting in National Elections	New Economy Index Measuring Extent of Participation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

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

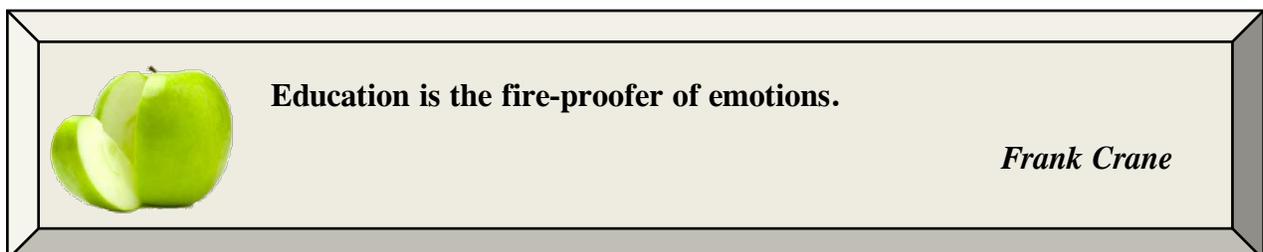


Source: *Measuring Up 2008: The National Report Card on Higher Education. State Report Cards.* The National Center for Public Policy and Higher Education.

Occupations Requiring Some Postsecondary Education



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

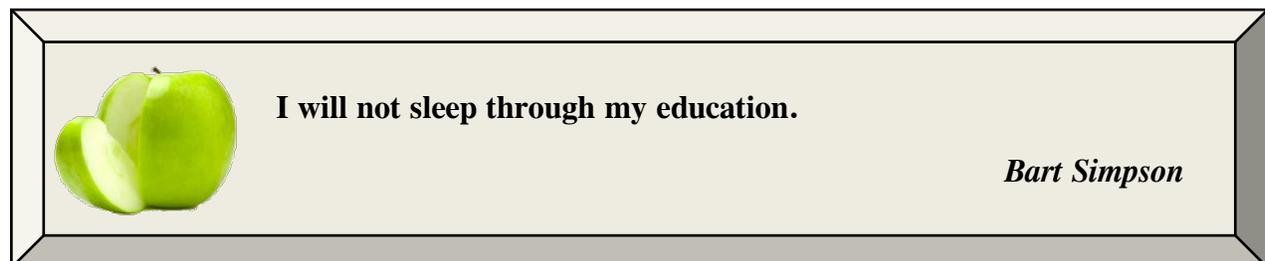


Transition and Completion Rates

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

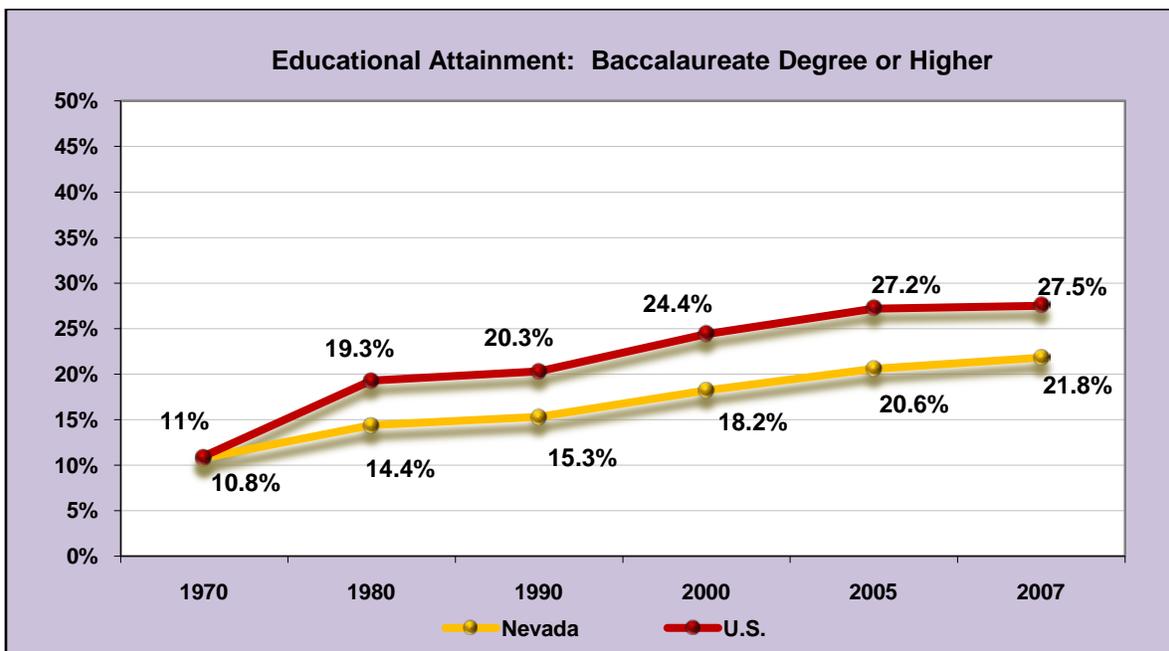
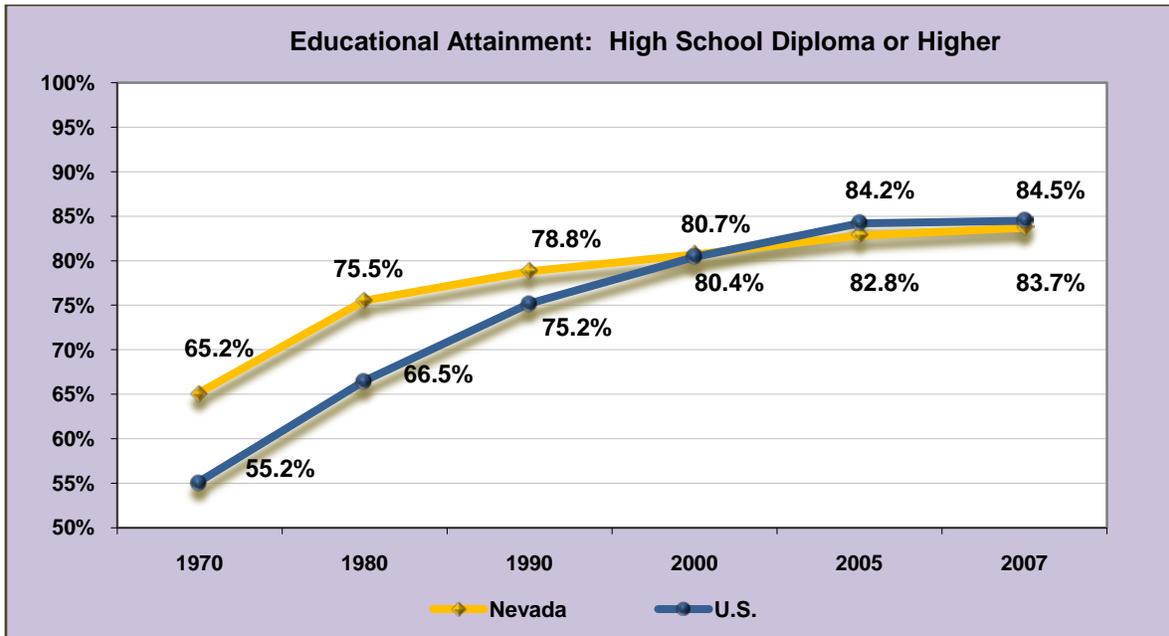
	For Every 100 Ninth Graders	Number Who Graduate from High School	Number Who Enter College	Number Who are Still Enrolled Their Sophomore Year	Number Who Graduate Within 150 Percent of Time
Arizona	100	67.8	30.4	19.5	13.8
California	100	65.8	36.7	25.5	20.1
Colorado	100	70.4	44.3	26.2	22
Idaho	100	78.7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

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



Educational Attainment

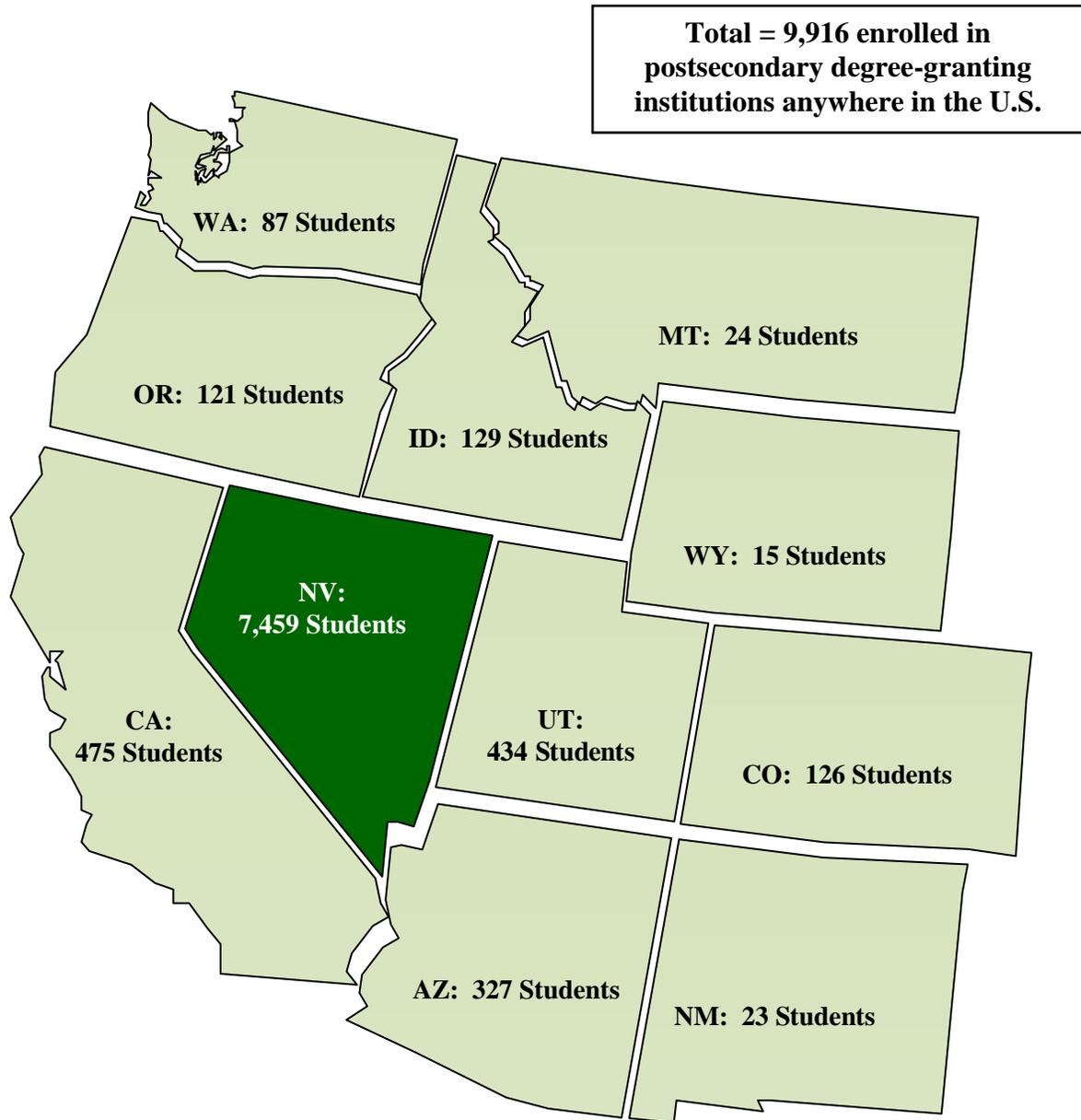
**Educational Attainment of All Population Over Age 25
Nevada and the U.S.
1970 to 2007**



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

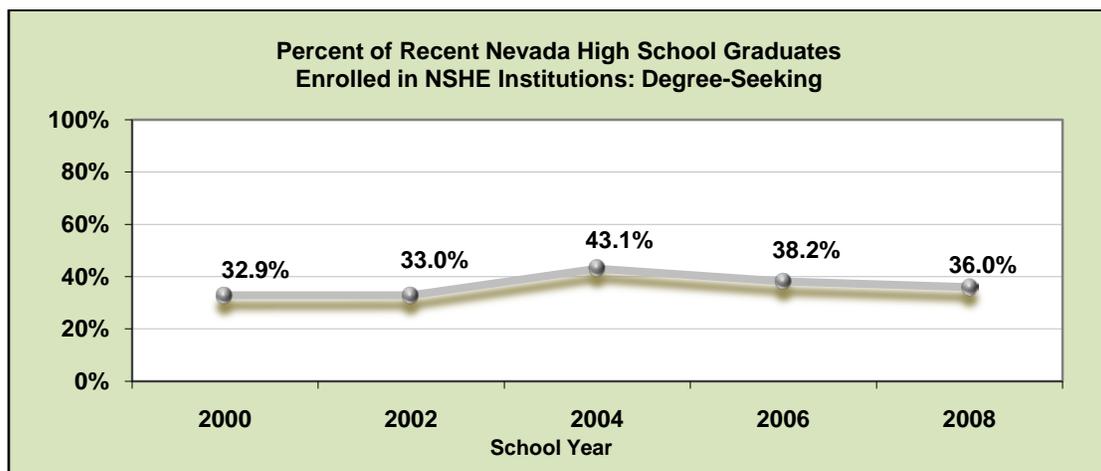
College Continuation Rates

Postsecondary Enrollment of Recent Nevada High School Graduates in Nevada and Western States Fall 2008



Source: Postsecondary Education OPPORTUNITY, Residence and Migration for College Freshmen by State, April 2010 (from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, Fall 2008).

College Continuation Rates (*continued*)



Nevada Public High School Graduates Enrolled in NSHE Institutions (Includes Degree-Seeking and Non-Degree-Seeking Students)

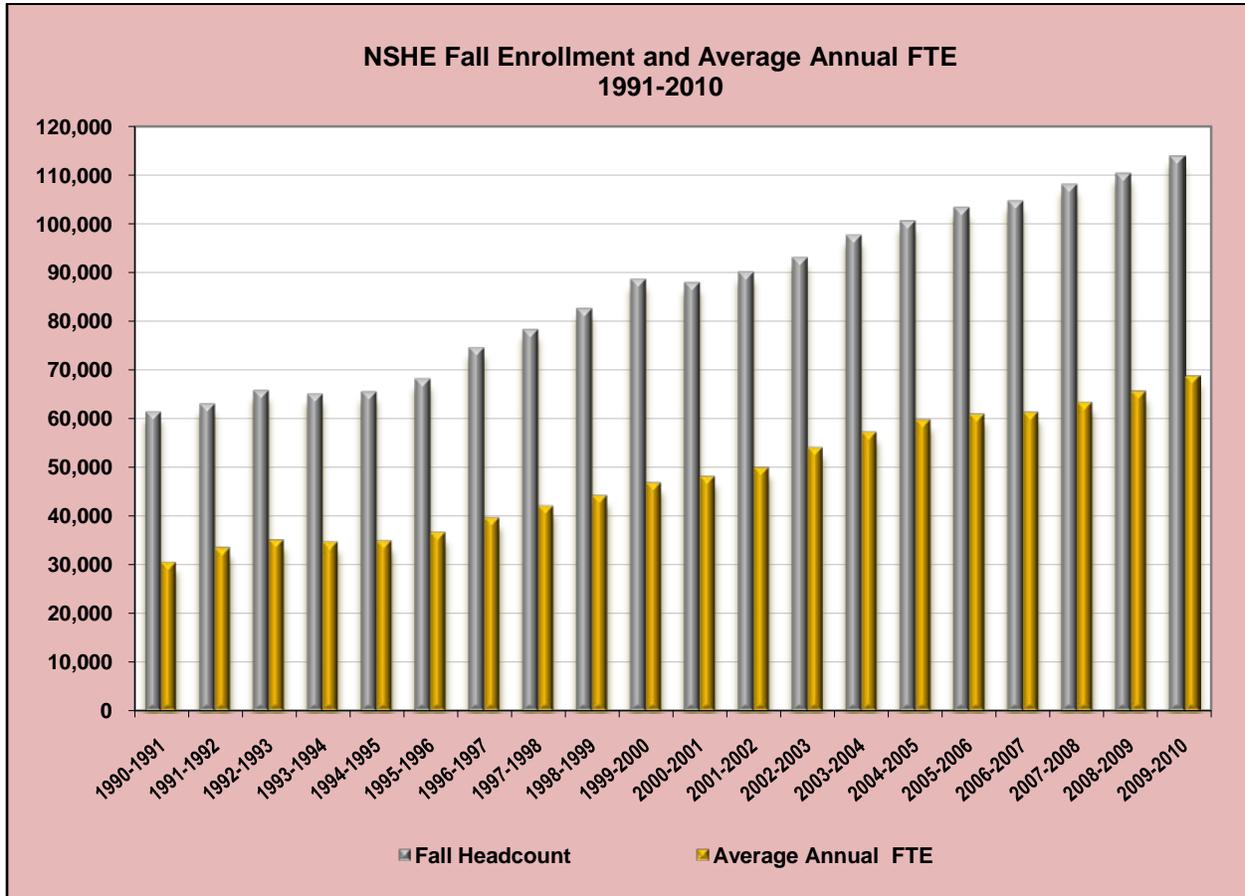
	2004		2005		2006		2007		2008	
	Total Graduates	Enrolled in NSHE								
Total*	15,005	45.3%	15,551	50.2%	16,979	46.8%	17,762	44.8%	18,715	45.7%
Carson City	426	57.7%	457	58%	431	60.6%	398	64.3%	446	56.7%
Churchill	236	47%	252	40.1%	259	38.6%	300	37.7%	302	35.8%
Clark	9,722	41.3%	10,226	47.5%	10,915	44.1%	11,317	41.7%	12,658	44.0%
Douglas	446	52.9%	406	55.7%	414	56.8%	411	54%	432	57.4%
Elko	496	46.4%	522	47.5%	491	41.8%	496	45.6%	550	38.2%
Eureka	16	50%	18	77.8%	16	81.3%	15	73.3%	12	66.7%
Humboldt	239	28.9%	175	43.4%	180	28.9%	175	36%	177	32.8%
Lander	66	40.9%	45	40%	71	39.4%	77	36.4%	82	31.7%
Lincoln	56	37.5%	49	36.7%	60	25%	52	17.3%	63	22.2%
Lyon	357	48.7%	363	48.5%	372	42.2%	400	45.3%	440	40.9%
Mineral	32	28.1%	34	35.3%	23	34.8%	29	51.7%	23	65.2%
Nye	209	29.7%	194	37.6%	244	29.9%	235	28.5%	246	27.6%
Pershing	57	33.3%	43	53.5%	46	32.6%	39	35.9%	50	42.0%
Storey	17	64.7%	21	71.4%	29	58.6%	33	24.2%	33	57.6%
Washoe	2,560	60%	2,628	62.5%	2,702	60.2%	2,793	59.5%	2,983	56.4%
White Pine	70	31.4%	96	31.3%	90	21.1%	93	25.8%	99	33.3%

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

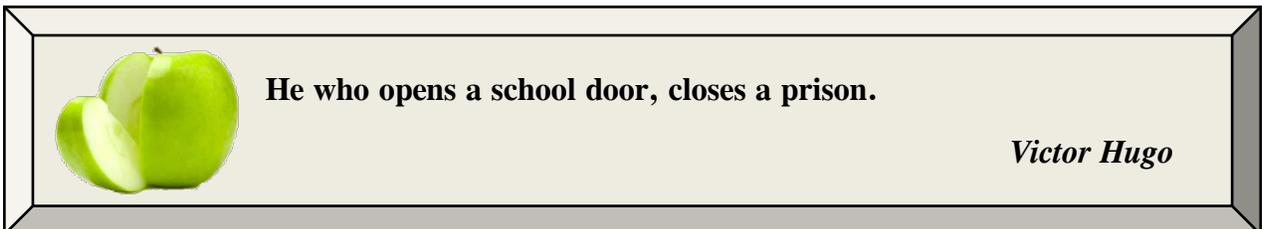
Note: Nevada high school graduates enrolled at a NSHE institution are students who graduated from high school within 12 months preceding their enrollment at the NSHE for the year indicated. Data are based on the enrollment of graduates without regard to their status as degree-seeking or non-degree-seeking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

NSHE Enrollment

NSHE Historical Fall Headcount and Average Annual FTE Enrollment



Source: Nevada System of Higher Education, Office of Academic and Student Affairs, Annual Average Full-time Equivalent Enrollment, 1986-1987 through 2009-2010 (<http://system.nevada.edu/Chancellor/Academic-A1/Under-Deve/index.htm>).



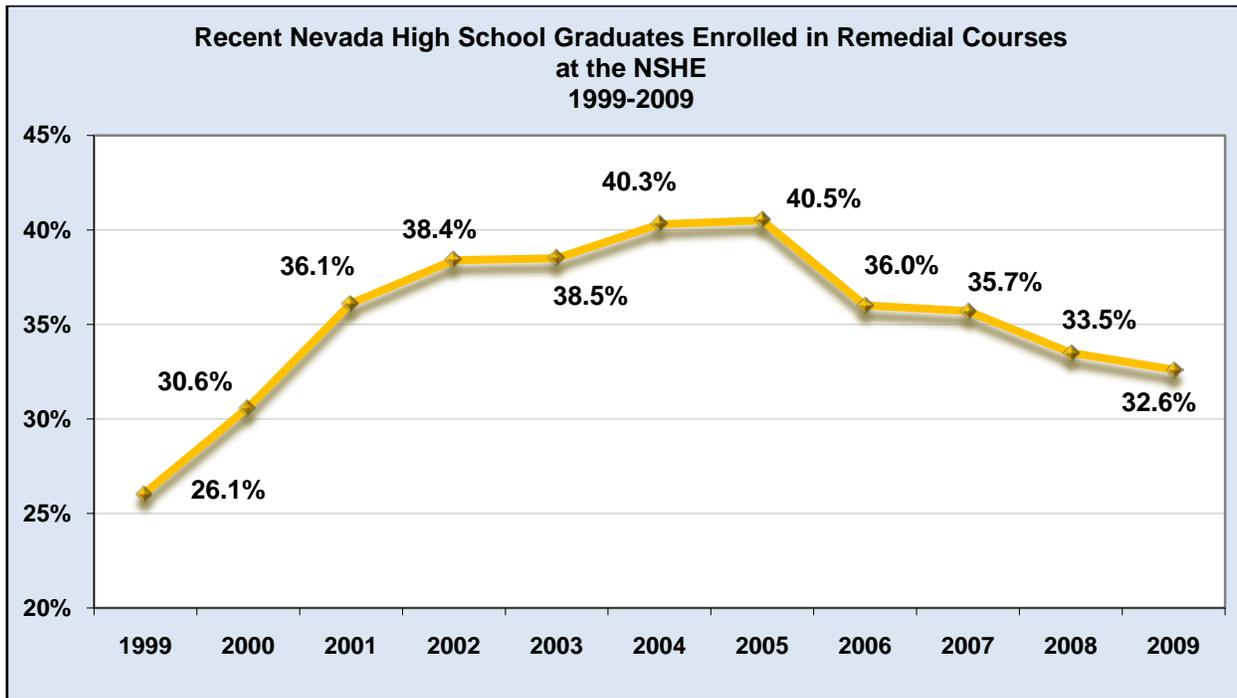
NSHE Remediation Rates

Recent Nevada High School Graduates Enrolled in Remedial Classes as a Percentage of All Recent Nevada High School Graduates Enrolled in the NSHE 2000-2009

		UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
2009	Enrolled	2,517	1,708	103	2,954	299	1,013	552	9,029
	In Remediation	416	541	75	731	194	697	299	2,943
	Percentage	16.5%	31.7%	72.8%	24.7%	64.9%	68.8%	54.2%	32.6%
2008	Enrolled	2,422	1,806	135	2,835	282	965	444	8,707
	In Remediation	174	613	71	1,002	179	643	255	2,917
	Percentage	7.2%	33.9%	52.6%	35.3%	63.5%	66.6%	57.4%	33.5%
2007	Enrolled	1,999	1,802	141	2,319	257	960	489	7,781
	In Remediation	118	652	77	888	153	637	275	2,779
	Percentage	5.9%	36.2%	54.6%	38.3%	59.5%	66.4%	56.2%	36%
2006	Enrolled	1,863	1,763	241	2,526	190	947	412	7,702
	In Remediation	157	578	122	980	109	635	208	2,773
	Percentage	8.4%	32.8%	50.6%	38.8%	57.4%	67.1%	50.5%	36%
2005	Enrolled	2,180	1,891	90	2,361	232	928	429	8,111
	In Remediation	822	572	36	882	135	616	206	3,269
	Percentage	37.7%	30.2%	40%	37.4%	58.2%	66.4%	48%	40%
2004	Enrolled	2,255	1,693	75	1,636	174	901	354	7,088
	In Remediation	1,018	467	27	568	108	524	159	2,871
	Percentage	45.1%	27.6%	36%	34.7%	62.1%	58.2%	44.9%	41%
2003	Enrolled	2,072	1,742	54	1,922	162	855	340	7,147
	In Remediation	857	474	18	676	91	498	137	2,751
	Percentage	41%	27%	33%	35%	56%	58%	40%	39%
2002	Enrolled	1,582	1,752	51	2,161	118	772	289	6,725
	In Remediation	684	487	29	699	81	460	142	2,582
	Percentage	43%	28%	57%	32%	69%	60%	49%	38%
2001	Enrolled	1,634	1,688		1,733	147	690	284	6,176
	In Remediation	644	501		524	95	375	91	2,230
	Percentage	39%	30%		30%	65%	54%	32%	36%
2000	Enrolled	1,804	1,565		1,759	165	532	346	6,171
	In Remediation	605	380		464	63	288	93	1,893
	Percentage	34%	24%		26%	38%	54%	27%	31%

Source: Nevada System of Higher Education (NSHE), *Summer and Fall 2008, Remedial/Developmental Report*, various years.

NSHE Remediation Rates (continued)



Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percentage of the Total Number of Students Enrolled in Remediation 2009

	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
All students in remedial	1,639	956	334	6,418	873	3,537	1,296	15,053
Recent Nevada high school graduates in remedial	416	541	75	731	194	697	299	2,943
Recent Nevada high school graduates as percentage of total in remedial	25.4%	56.6%	22.5%	11.4%	22.2%	19.7%	23.1%	19.6%

Source: NSHE, Nevada System of Higher Education (NSHE), *Summer and Fall 2008, Remedial/Developmental Report*, January 2010.

Governor Guinn Millennium Scholarship Program

Millennium Scholarship Trust Fund Tobacco Master Settlement Agreement Revenues

Interest and FY Ending Fund Balances			
FY	Tobacco Revenue	Interest Revenue	FY Ending Fund Balance
2000	\$17,166,864	\$ 378,143	\$17,426,528
2001	15,295,247	1,066,940	26,612,643
2002	17,755,833	875,464	31,082,831
2003	17,800,485	589,112	28,722,905
2004	15,231,231	312,194	17,461,914
2005	15,459,270	100,649	38,044,642
2006	14,106,876	894,676	31,634,416
2007	14,778,081	888,473	29,141,940
2008	18,196,213	854,187	29,770,881
2009	19,799,800	417,891	18,753,461
2010	16,586,869	71,062	12,193,881**

Source: Office of the State Treasurer, October 2010.

Projected Obligations of the Millennium Scholarship Trust Fund

FY 2010-2011	<p>Ending Fund Balance \$485,139</p> <ul style="list-style-type: none"> •Scholarship Payments=\$24,313,742 •Administration Costs*=\$11,500
FY 2009-2010	<p>Ending Fund Balance \$12,193,881**</p> <ul style="list-style-type: none"> •Scholarship Payments=\$25,506,259 •Administration Costs*=\$11,251
FY 2008-2009	<p>Ending Fund Balance \$18,753,461</p> <ul style="list-style-type: none"> •Scholarship Payments=\$25,847,622 •Administration Costs*=\$390,208

*Beginning in FY 2012, all administrative costs will be paid by the Nevada College Savings Program's Endowment Account.

**The FY 2010 Ending Fund Balance includes \$2.3 million which was transferred from the Nevada College Savings Program's Endowment Account. In July 2010, the Endowment Account was approved by the Interim Finance Committee to transfer \$4,206,183 to the Millennium Scholarship Trust Fund. In FY 2010, \$2.3 million was transferred and in FY 2011 the balance of \$1,906,183 will be transferred from the Endowment Account to the Millennium Scholarship Trust Fund. The FY 2011 Ending Fund Balance also includes a projection of \$100,000 collected for the Kenny Guinn Memorial Millennium Scholarship Fund.

Source: Office of the State Treasurer, October 2010.

Governor Guinn Millennium Scholarship Program (continued)

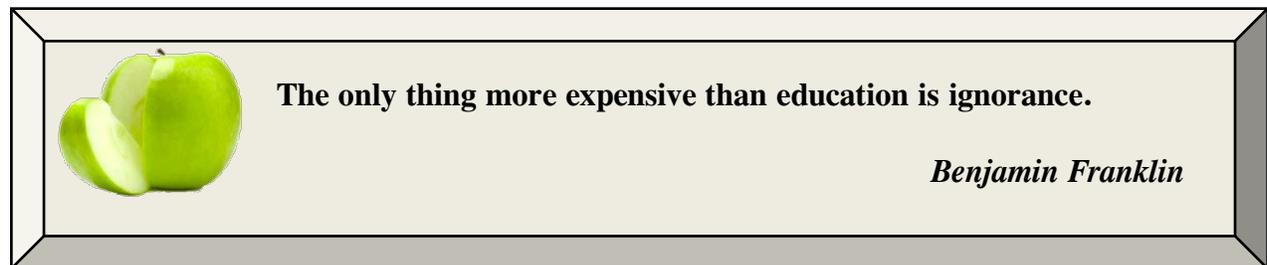
**Nevada Millennium Scholarship Program: Eligibility and Utilization
Term Year 2000 to 2010 Cumulative**

Term Year*	Number of Students Eligible	Number of Students Utilizing*	Percentage Utilizing
2000	7,361	5,657	76.80
2001	7,909	6,025	76.10
2002	8,204	6,221	75.80
2003	8,702	6,553	75.30
2004	9,086	6,622	72.90
2005	8,630	6,133	71.10
2006	8,753	6,123	69.90
2007	8,171	5,581	68.30
2008	8,785	5,765	65.60
2009	8,455	5,198	61.50
2010**	9,079	180	1.98

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

**The complete 2010 Fall Semester numbers of students will not be available until December 2010, when the semester ends; 5,734 students or 63 percent of those eligible have acknowledged their award from the 2010 graduating class as of October 2010.

Source: Office of the State Treasurer, October 2010.



Governor Guinn Millennium Scholarship Program *(continued)*

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

	2003	2004	2005	2006	2007	2008	2009	2010
Carson City	288	247	242	206	174	174	197	189
Churchill	145	131	110	137	112	111	80	79
Clark	5,324	5,777	5,573	5,690	5,450	6,002	5,739	6,281
Douglas	229	236	216	218	173	189	163	182
Elko	267	259	276	250	196	191	211	195
Eureka	11	10	8	8	7	5	6	13
Humboldt	99	97	69	78	42	76	54	57
Lander	44	48	27	48	23	31	32	42
Lincoln	37	40	36	48	37	40	25	31
Lyon	177	203	173	172	147	162	143	155
Mineral	21	9	14	6	11	9	7	4
Nye	116	111	102	127	100	81	89	98
Pershing	15	29	22	23	14	28	20	17
Storey	10	12	10	15	6	15	10	20
Washoe	1,774	1,766	1,640	1,633	1,613	1,578	1,607	1,688
White Pine	80	46	54	43	32	35	28	21
Total	8,637	9,021	8,572	8,702	8,137	8,727	8,411	9,072

Students Eligible for the Millennium Scholarship: Nonstandard High School Programs

	2003	2004	2005	2006	2007	2008	2009	2010
GED	2	3	1	1	1	0	1	1
Homeschool	20	20	21	27	13	37	17	6
Non-Nevada High School	21	14	10	9	7	7	2	0

Source: Office of the State Treasurer, October 2010.

Governor Guinn Millennium Scholarship Program *(continued)*

Nevada Millennium Scholarship Program Fall 2002 to Fall 2009

Total Scholars by Institution

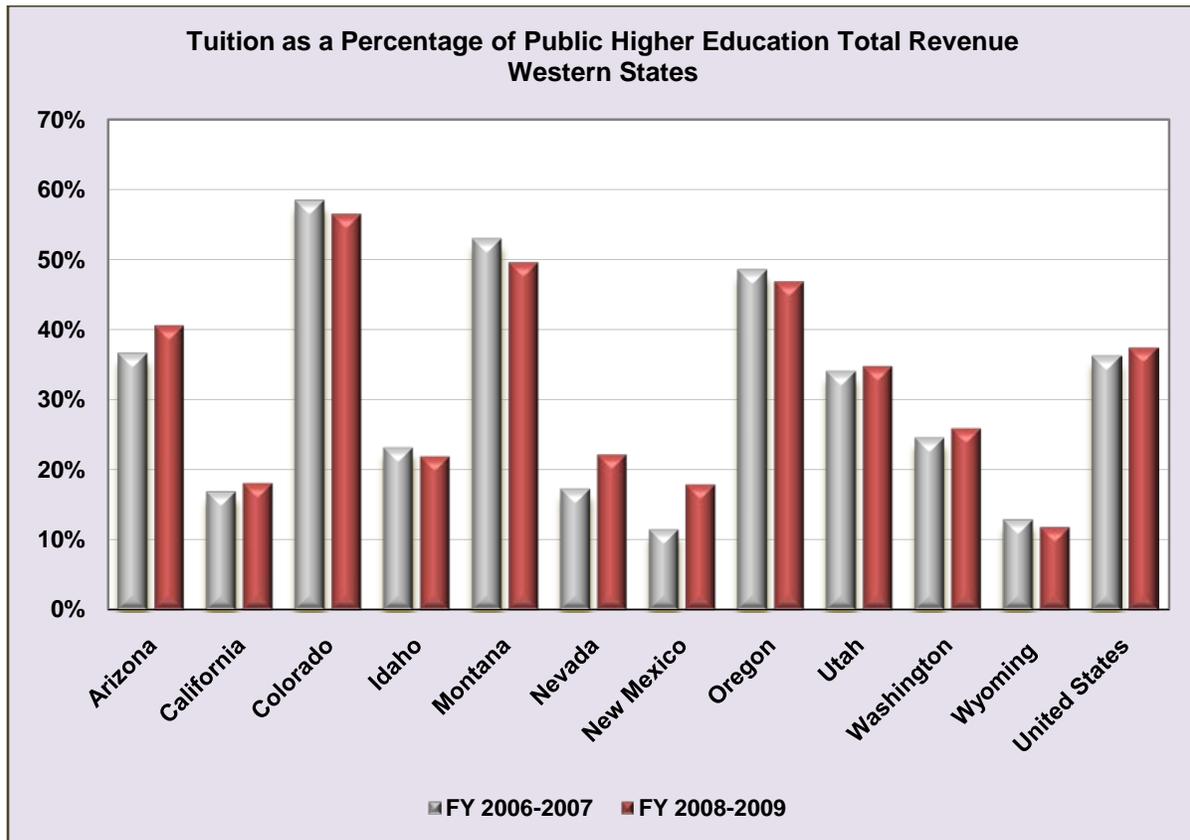
		CSN	GBC	TMCC	WNC	NSC	UNLV	UNR	SNC	USN	Total
2002	Number	2,558	197	894	328	31	3,848	3,861	17	n/a	11,734
	Av.GPA	2.93	2.89	2.92	3.05	2.54	2.85	3.00	3.13	n/a	
2003	Number	3,154	259	1,241	434	56	5,300	4,987	22	n/a	15,453
	Av.GPA	2.94	2.79	2.95	3.13	2.78	2.92	3.01	3.31	n/a	
2004	Number	3,379	293	1,467	493	128	6,201	5,493	22	n/a	17,476
	Av.GPA	2.96	2.96	2.96	3.03	3.02	2.97	3.04	2.71	n/a	
2005	Number	3,297	322	1,550	495	190	6,486	5,775	32	n/a	18,147
	Av.GPA	3.02	2.92	3.05	3.08	2.88	2.99	3.05	3.18	n/a	
2006	Number	3,022	298	1,369	466	270	6,095	5,596	16	n/a	17,132
	Av.GPA	3.00	2.92	3.05	3.14	2.99	3.02	3.10	3.51	n/a	
2007	Number	2,981	269	1,317	459	242	6,043	5,475	25	n/a	16,811
	Av.GPA	3.09	3.12	3.13	3.22	3.21	3.05	3.12	3.34	n/a	
2008	Number	2,913	286	1,235	446	248	6,226	5,373	22	n/a	16,749
	Av.GPA	3.11	3.11	3.13	3.18	3.24	3.06	3.18	3.57	n/a	
2009	Number	2,958	286	1,137	430	278	6,120	5,159	19	2	16,389
	Av. GPA	3.13	3.05	3.21	3.27	3.23	3.11	3.22	3.53	4.00	

Scholars Maintaining Eligibility by Institution

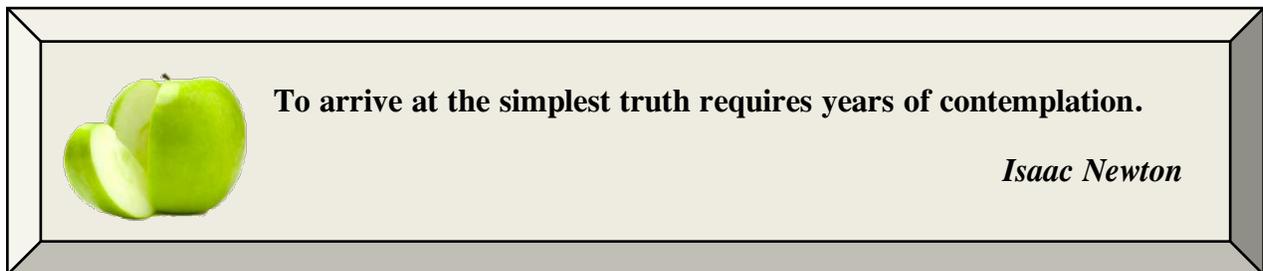
		CSN	GBC	TMCC	WNC	NSC	UNLV	UNR	SNC	USN	Total
2002	Number	2,125	168	729	275	23	3,062	3,361	15	n/a	9,758
	Percent	83%	85%	82%	84%	74%	80%	87%	88%	n/a	83%
2003	Number	2,428	207	947	364	39	4,021	4,068	19	n/a	12,093
	Percent	77%	80%	76%	84%	70%	76%	82%	86%	n/a	79%
2004	Number	2,572	243	1,103	385	97	4,555	4,421	18	n/a	13,394
	Percent	76%	83%	75%	78%	76%	73%	80%	82%	n/a	78%
2005	Number	2,478	247	1,180	391	129	4,951	4,628	29	n/a	14,033
	Percent	75%	77%	76%	79%	68%	76%	80%	91%	n/a	78%
2006	Number	2,091	206	963	342	192	4,317	4,274	16	n/a	12,401
	Percent	69%	69%	70%	73%	71%	71%	76%	100%	n/a	75%
2007	Number	2,065	193	944	374	182	4,408	4,175	22	n/a	12,363
	Percent	69%	72%	72%	81%	75%	73%	76%	88%	n/a	76%
2008	Number	2,044	207	931	346	193	4,524	4,282	21	n/a	12,548
	Percent	70%	72%	75%	78%	78%	73%	80%	95%	n/a	78%
2009	Number	2,127	207	828	330	210	4,585	4,123	19	2	12,431
	Percent	72%	72%	73%	77%	76%	75%	80%	100%	100%	81%

Source: Office of the State Treasurer, October 2010.

Tuition and Fees



Source: State Higher Education Executive Officers, *State Higher Education Finance, FY 2009*.



Tuition and Fees (continued)

**Resident Undergraduate Tuition and Fees at Selected Public Four-Year Institutions
Nevada and Western States
2009-2010 and 1999-2000**

	2009-2010	1999-2000	Percentage Change
Arizona			
State Universities	\$6,798	\$2,259	200.9%
California			
California State University System	\$4,893	\$1,830	167.3%
Colorado			
State Universities	\$7,125	\$3,086	130.9%
Idaho			
State Universities	\$4,921	\$2,343	110.0%
Montana			
State Universities	\$5,667	\$2,966	91.1%
Nevada			
University of Nevada	\$4,939	\$2,145	130.3%
New Mexico			
State Universities	\$4,998	\$2,466	102.7%
Oregon			
State Universities	\$6,973	\$3,616	92.8%
Utah			
State Universities	\$5,287	\$2,552	107.2%
Washington			
State Universities	\$8,091	\$3,584	125.8%
Wyoming			
University of Wyoming	\$3,726	\$2,416	54.2%
Simple Average			
All Institutions – WICHE States	\$5,828	\$2,811	111.1%

Source: Tuition & Fees In Public Higher Education in the West: 2009-2010 Detailed Tuition & Fees Tables, Western Interstate Commission for Higher Education, November 2009.

Tuition and Fees (*continued*)

Historical Fee Charges per Semester for Undergraduate Resident Students

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

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



I had just received my degree in Calcium Anthropology. . .
the study of milkmen.

Steven Wright

Tuition and Fees (continued)

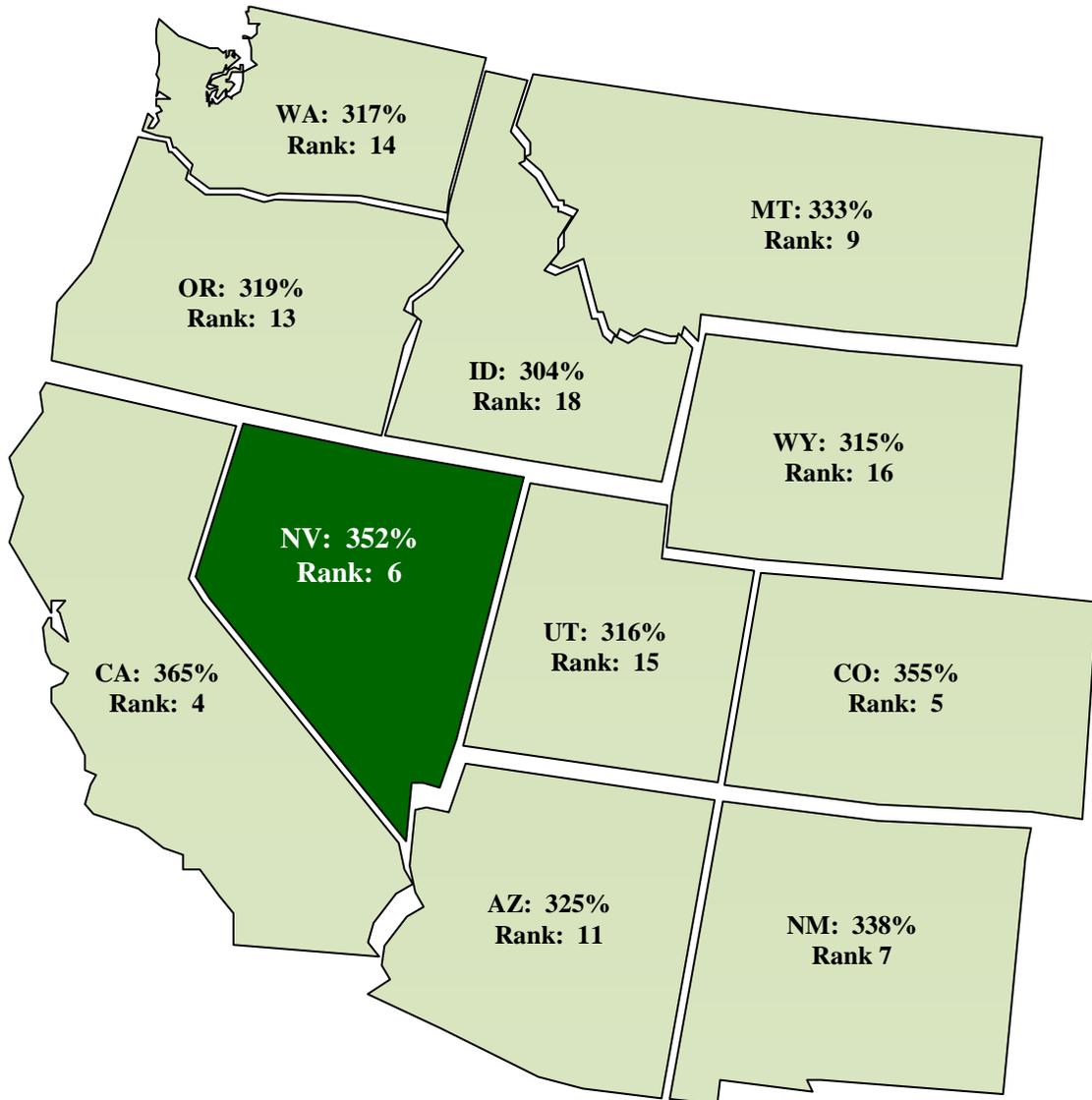
**Nonresident Undergraduate Tuition and Fees at Selected Public Four-Year Institutions
Nevada and Western States
2009-2010 and 1999-2000**

	2009-2010	1999-2000	Percentage Change
Arizona			
State Universities	\$19,796	\$9,204	115.1%
California			
California State University System	\$16,053	\$9,210	74.3%
Colorado			
State Universities	\$25,213	\$13,319	89.3%
Idaho			
State Universities	\$14,550	\$8,383	73.6%
Montana			
State Universities	\$17,664	\$8,396	110.4%
Nevada			
University of Nevada	\$17,279	\$8,492	103.5%
New Mexico			
State Universities	\$16,202	\$8,669	86.9%
Oregon			
State Universities	\$21,522	\$12,424	73.2%
Utah			
State Universities	\$15,969	\$7,749	106.1%
Washington			
State Universities	\$21,966	\$11,297	94.4%
Wyoming			
University of Wyoming	\$11,646	\$7,684	51.6%
Simple Average			
All Institutions – WICHE States	\$16,046	\$8,931	79.0%

Source: Tuition & Fees In Public Higher Education in the West: 2009-2010 Detailed Tuition & Fees Tables, Western Interstate Commission for Higher Education, November 2009.

Tuition and Fees (continued)

**Out-of-State Tuition as a Percent of In-State Tuition:
Flagship Public Universities
Nevada and Western States
FY 2009-2010**

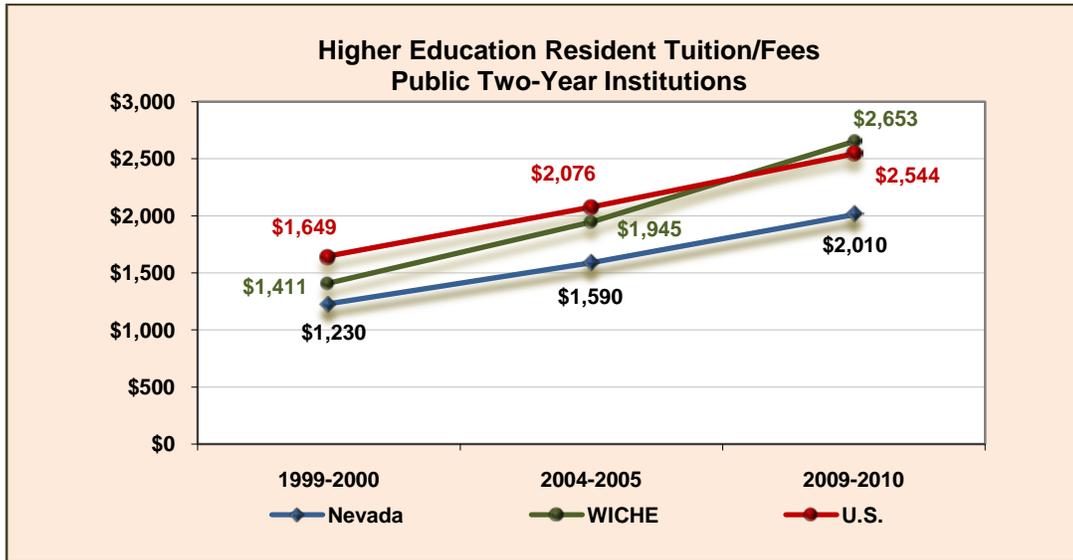


Source: State Policy Reports, Volume 27, Issue 22, 2009.

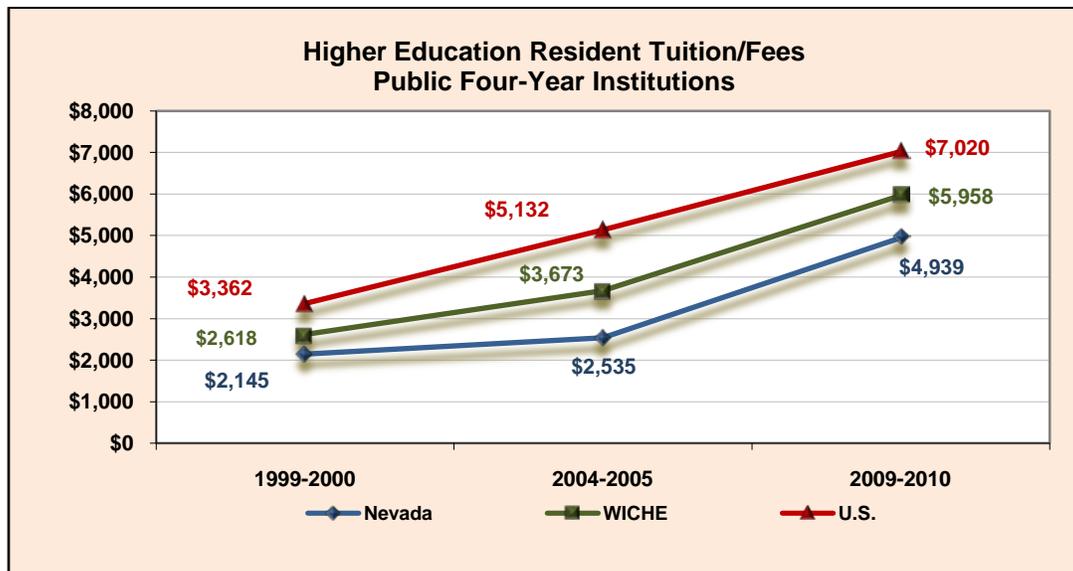
Tuition and Fees (continued)

**Undergraduate Resident Fees
Nevada and WICHE States**

Two-Year Institutions



Four-Year Institutions



Source for Nevada and WICHE: WICHE *Tuition and Fees in Public Higher Education in the West, 2009-2010*.

Source for U.S. Average: The College Board, *Trends in College Pricing, 2009*.

Student Financial Aid

Total Student Financial Aid Awarded by State Nevada and Western States 2008-2009

	Need-Based Grant Aid	Non-Need-Based Grant Aid	Non-Grant Aid	Total
Arizona	\$20,625,000	\$208,000	\$2,700,000	\$23,533,000
California	\$875,794,000	-	\$18,557,000	\$894,351,000
Colorado	\$78,142,000	\$10,218,000	\$18,061,000	\$106,421,000
Idaho	\$2,741,000	\$5,477,000	\$194,000	\$8,411,000
Montana	\$5,138,000	\$729,000	\$743,000	\$6,610,000
Nevada	\$17,775,000	\$25,662,000	\$19,598,000	\$63,034,000
New Mexico	\$23,733,000	\$53,594,000	\$11,317,000	\$88,644,000
Oregon	\$68,836,000	\$45,000	\$47,522,000	\$116,403,000
Utah	\$7,416,000	\$3,235,000	\$52,459,000	\$63,109,000
Washington	\$219,014,000	\$3,725,000	\$34,106,000	\$256,844,000
Wyoming	\$163,000	-	-	\$163,000

Source: National Association of State Student Grant and Aid Programs, *40th Annual Survey Report on State Sponsored Student Financial Aid, 2008-2009 Academic Year*.



You can't learn in school what the world is going to do next year.

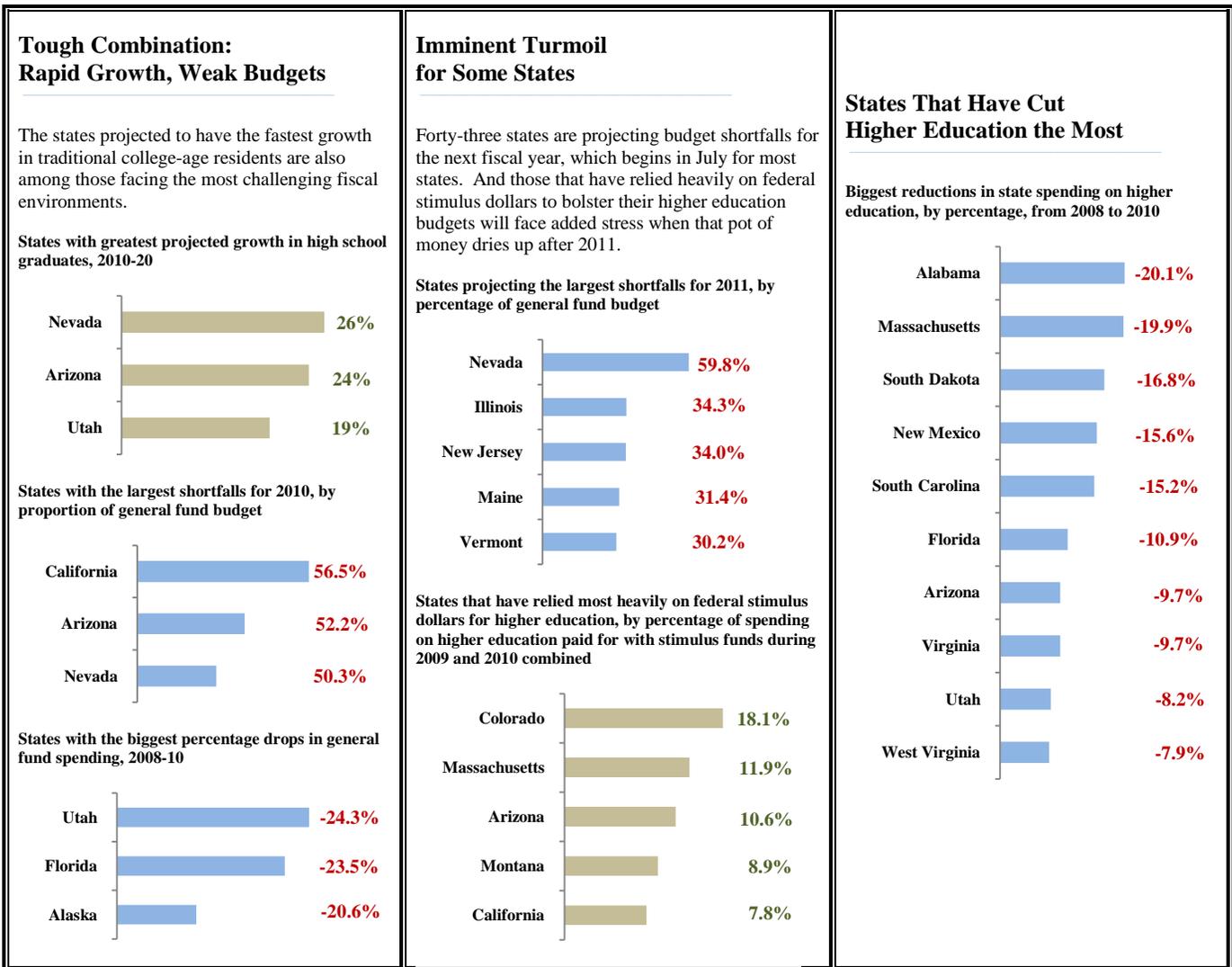
Henry Ford

Funding

Budget Shortfalls

According to an article in *The Chronicle of Higher Education*, “State Cuts Are Pushing Public Colleges Into Peril,” “. . . in no state do prospects look bleaker for public higher education than in Nevada, where fiscal, demographic, and academic challenges all rank among the toughest in the nation.”

According to the article, Nevada’s projected budget gap for next year is the country’s largest, measured by proportion of general fund budget, a shortfall expected to equal nearly 60 percent of Nevada’s total budget.

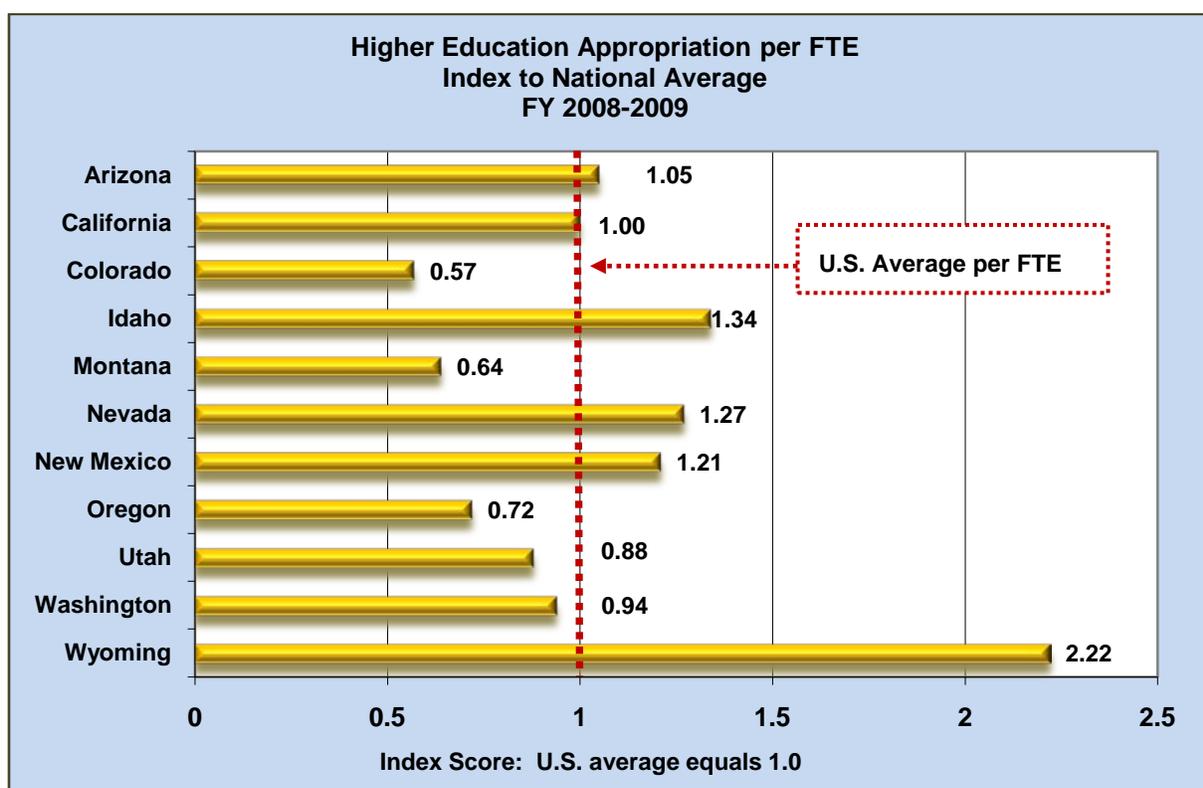


Source: *The Chronicle of Higher Education*, “State Cuts Are Pushing Public Colleges Into Peril,” Sara Hebel, March 14, 2010.

Funding (continued)

**Educational Appropriations Per Full-Time Equivalent Student
Public Higher Education
Nevada and Western States
FY 2004 and FY 2009**

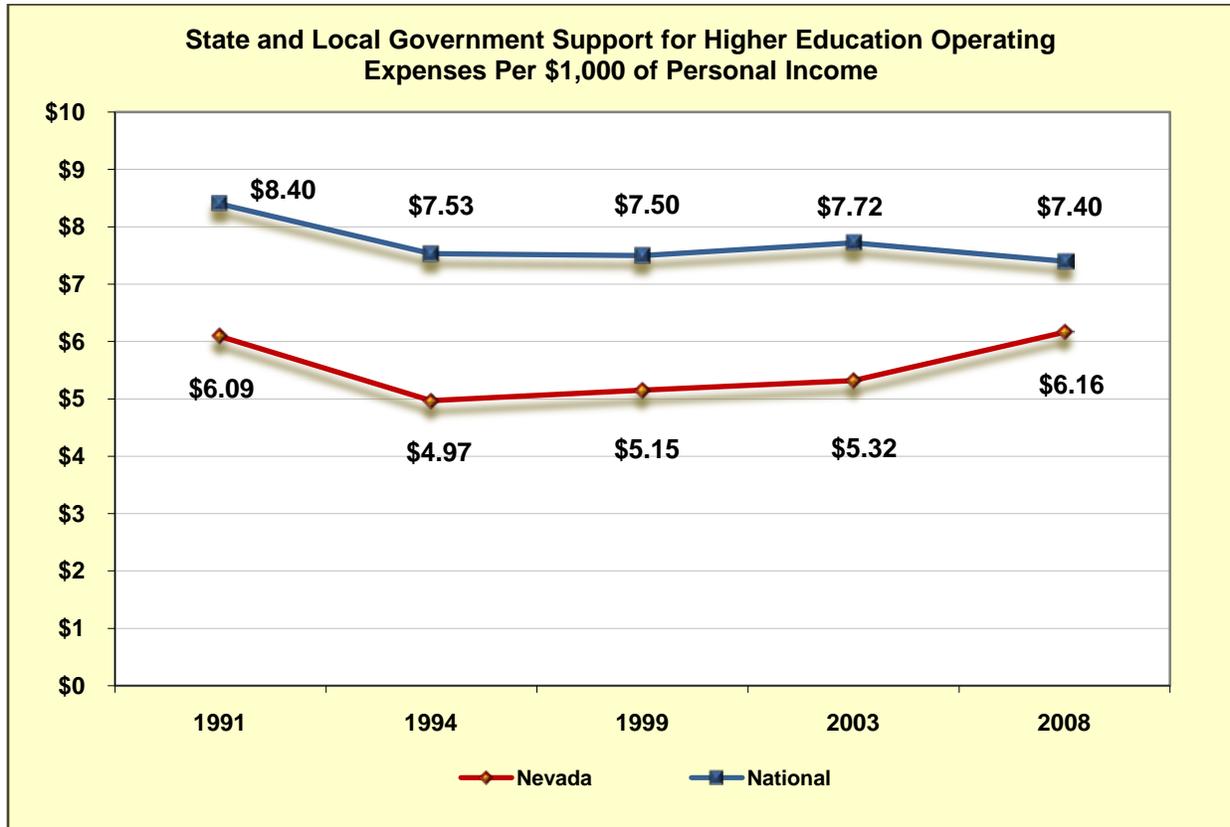
State	FY 2004	FY 2009	Five-Year Percentage Change
Arizona	\$6,240	\$7,301	17.0
California	\$6,859	\$6,899	0.6
Colorado	\$3,087	\$3,929	27.3
Idaho	\$8,567	\$9,255	8.0
Montana	\$3,798	\$4,465	17.6
Nevada	\$9,012	\$8,781	-2.6
New Mexico	\$9,210	\$8,359	-9.2
Oregon	\$5,107	\$5,020	-1.7
Utah	\$5,448	\$6,103	12.0
Washington	\$6,053	\$6,483	7.1
Wyoming	\$11,668	\$15,391	31.9
U.S.	\$6,661	\$6,928	4.0



Source: State Higher Education Executive Officers, *State Higher Education Finance, FY 2009*.

Funding (continued)

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



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

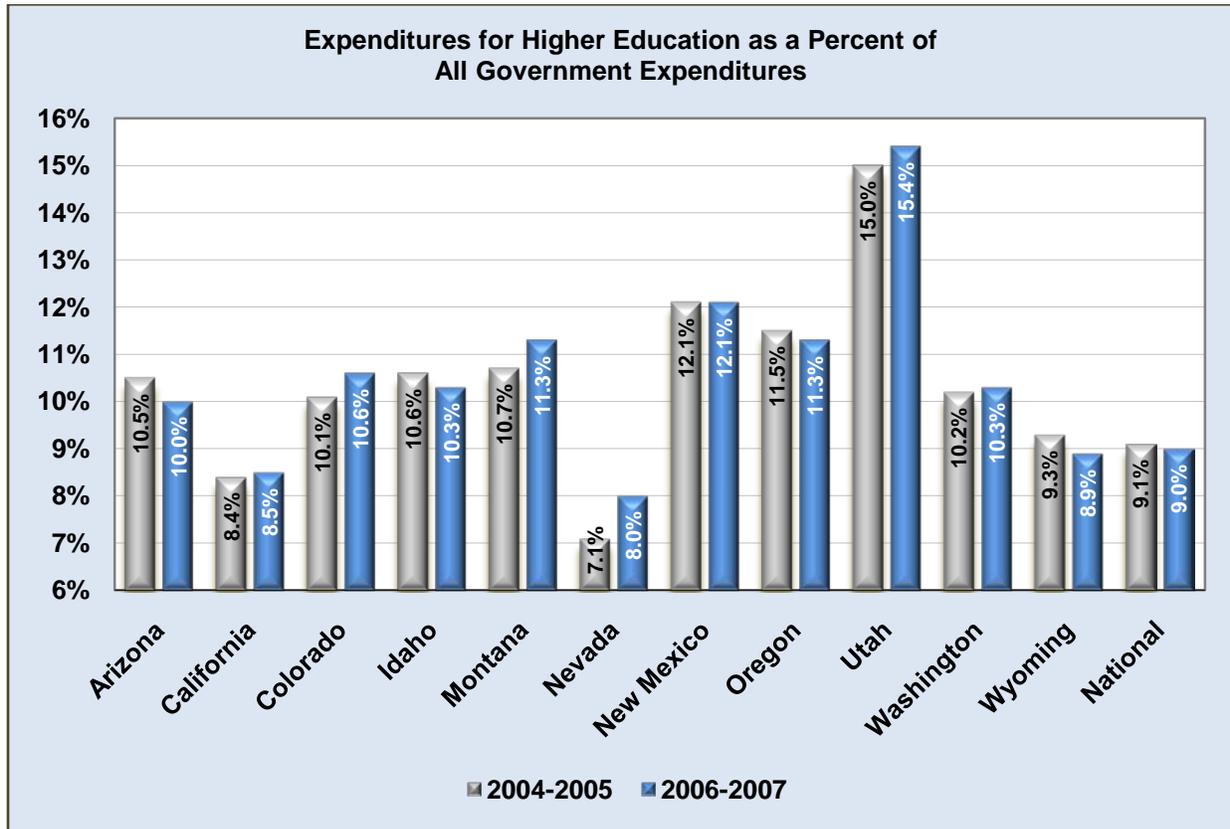
Source: "State and Local Support for Higher Education Operating Expenses Per \$1,000 of Personal Income," NCHEMS Information Center for Higher Education Policymaking and Analysis, various years (<http://www.higheredinfo.org/dbrowser/index.php?measure=49>).



It is a miracle that curiosity survives formal education.

Albert Einstein

Expenditures



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



One can always tell it's summer when one sees school teachers hanging about the streets idly, looking like cannibals during a shortage of missionaries.

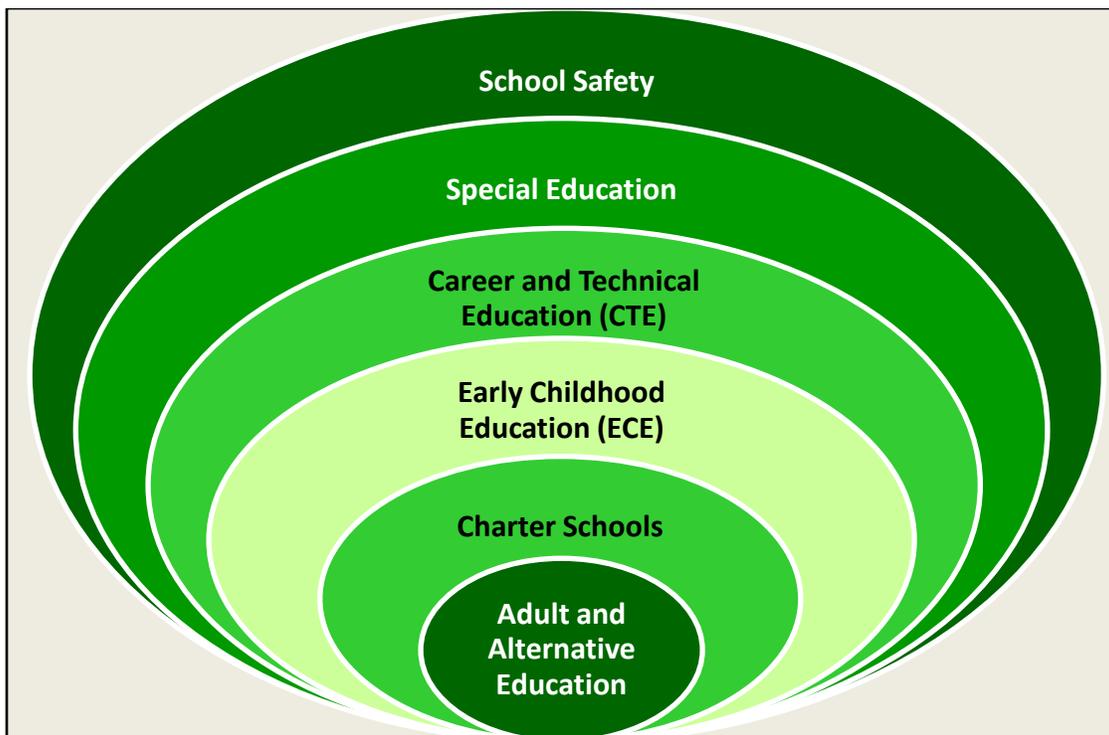
Robertson Davies



Chapter 10 Other Education Programs

Background

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



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



**The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates. The great teacher inspires.**

William Arthur Ward

School Safety—Background

School Safety in Nevada—Background

The Nevada Legislature approved bills addressing safe schools in 2001, 2005, and 2009.

- The 2001 Legislature enacted Assembly Bill 459 (Chapter 400, *Statutes of Nevada*) prohibiting harassment and intimidation in public schools and requiring each school district to include information about this prohibition in the school rules, which are to be provided to all pupils.
- The 2005 Legislature enacted A.B. 202 (Chapter 217, *Statutes of Nevada*), which requires the Department of Education (DOE) to adopt a policy for safe and respectful learning environments, including relevant training for school personnel. The measure further requires each school district board of trustees to adopt a policy in conformance with the Department policy, which was effective beginning with School Year (SY) 2006-2007. The districts must report policy violations resulting in personnel actions or pupil suspensions or expulsions to the Superintendent of Public Instruction, who must submit a compilation of these reports to Nevada’s Attorney General on or before October 1 of each year.
- The 2009 Legislature enacted Senate Bill 163 (Chapter 188, *Statutes of Nevada*), which revises the provisions governing safe and respectful learning environments for all school districts and public schools to include a prohibition on bullying and cyber-bullying. Bullying is defined as a willful act that exposes a pupil repeatedly to negative actions that are highly offensive and intended to cause harm or emotional distress. Cyber-bullying is defined as bullying through the use of electronic communication. In addition, this measure requires the Council to Establish Academic Standards for Public Schools to include a policy in the academic standards for courses in computer education and technology for the ethical, safe, and secure use of computers and other electronic devices.

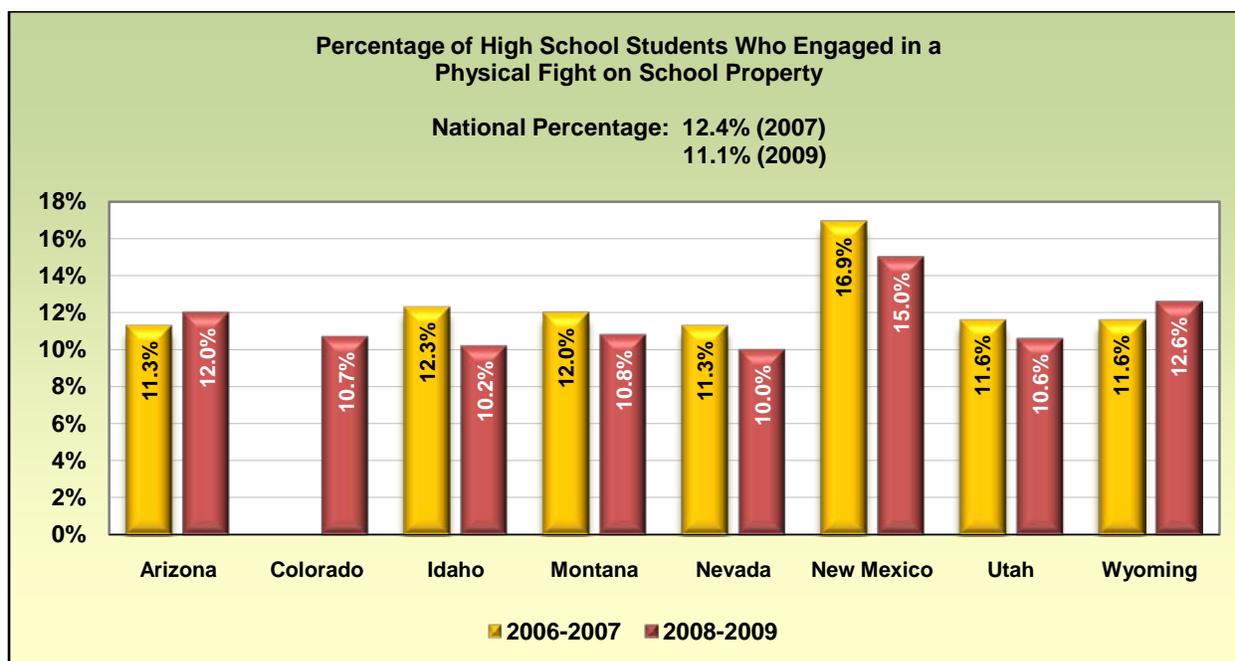
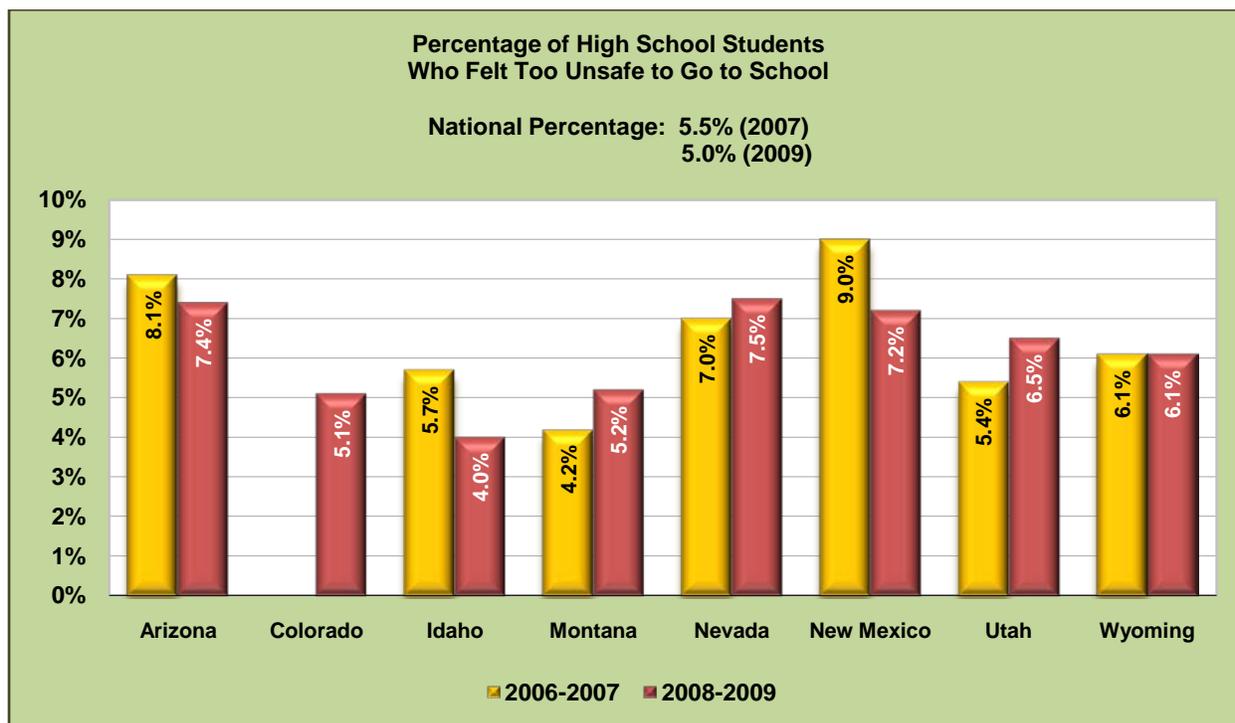
The bills are codified in *Nevada Revised Statutes* (NRS) 388.121 through 388.139.



My education was interrupted only by my schooling.

Winston Churchill

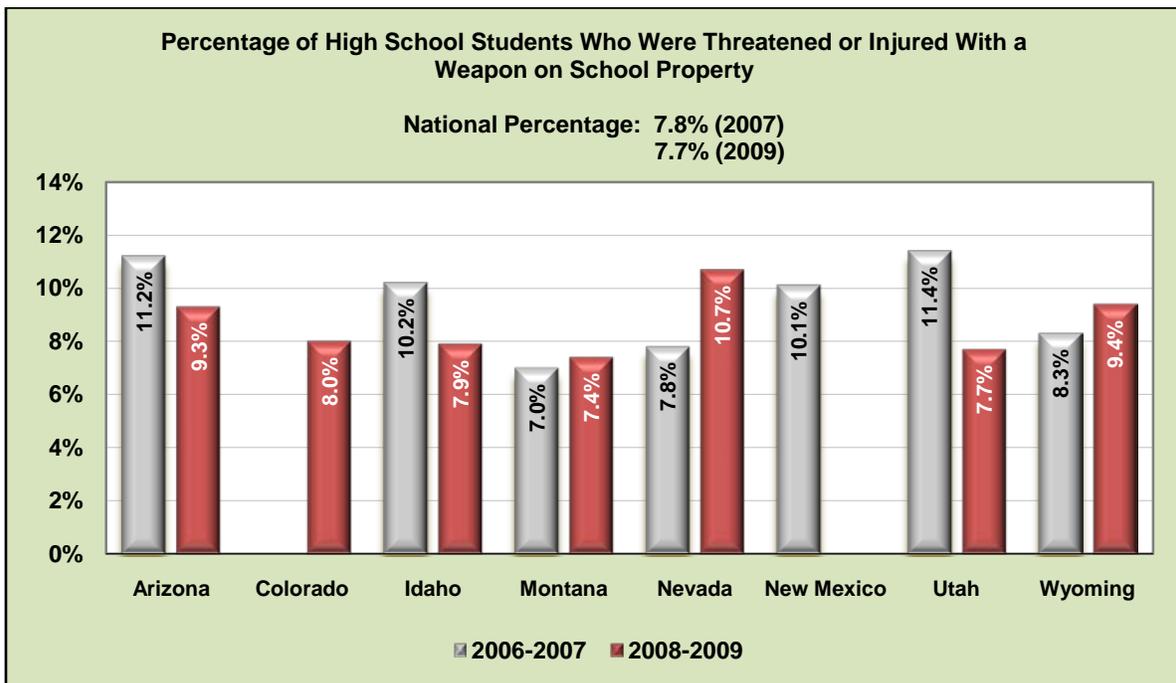
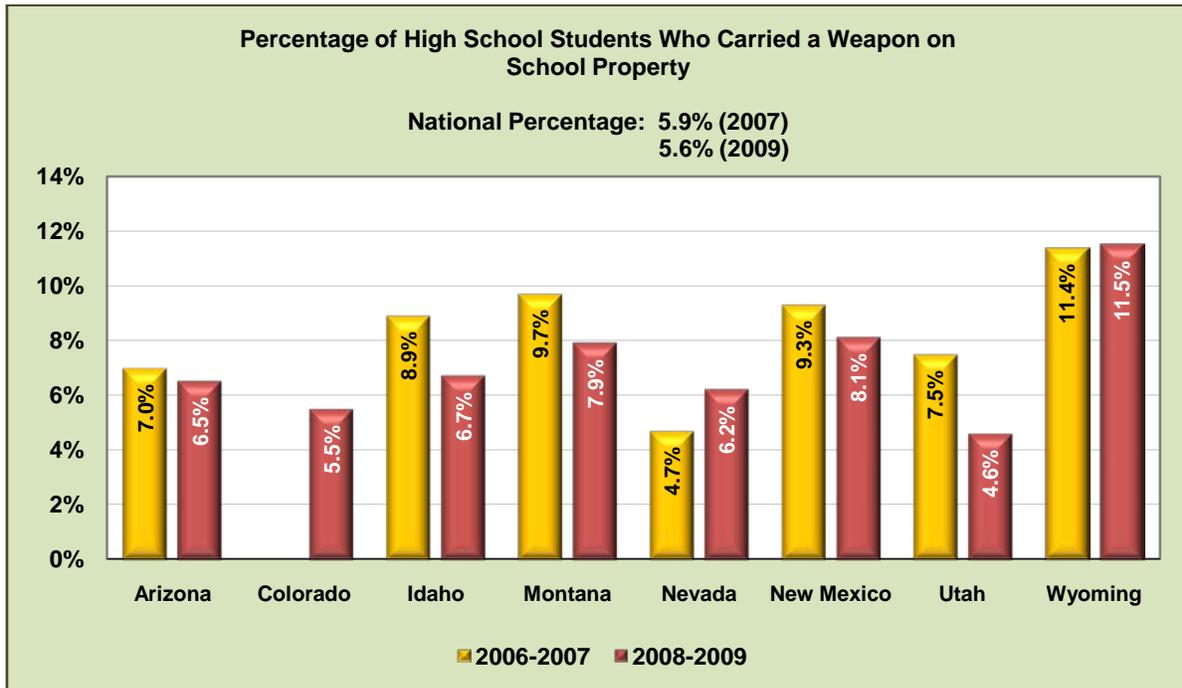
School Safety



Source: United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Online: High School Youth Risk Behavior Survey, 2009*.

Note: California, Oregon, and Washington did not report. The State of Colorado reported only for SY 2008-2009.

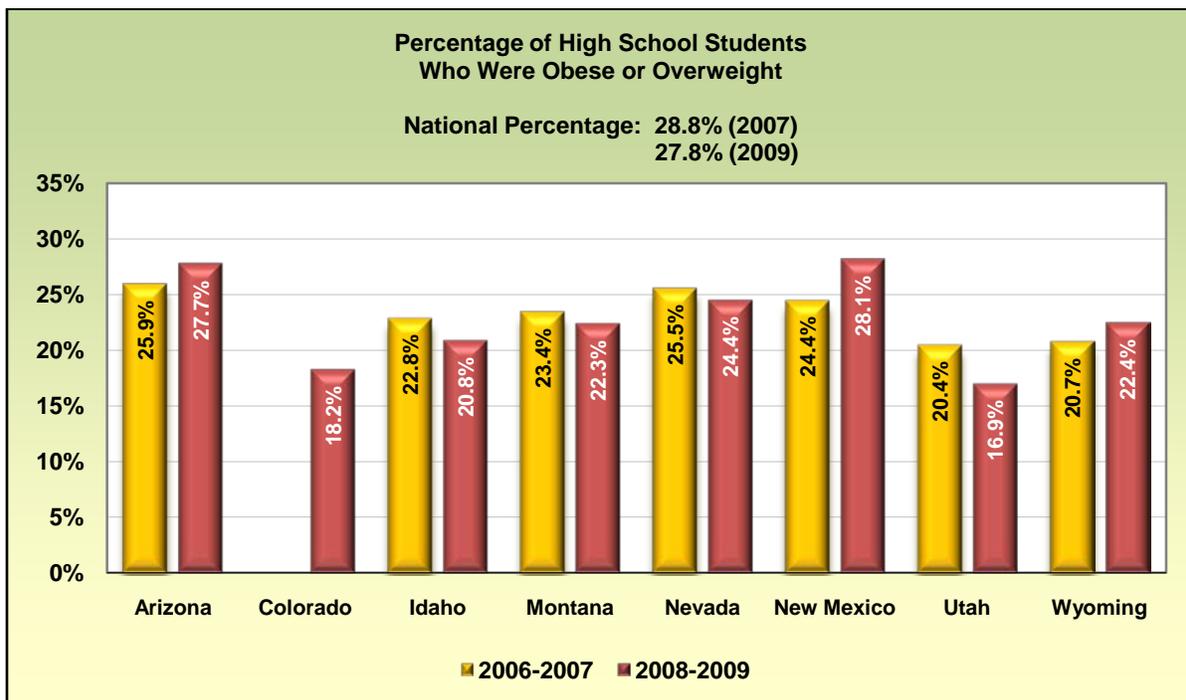
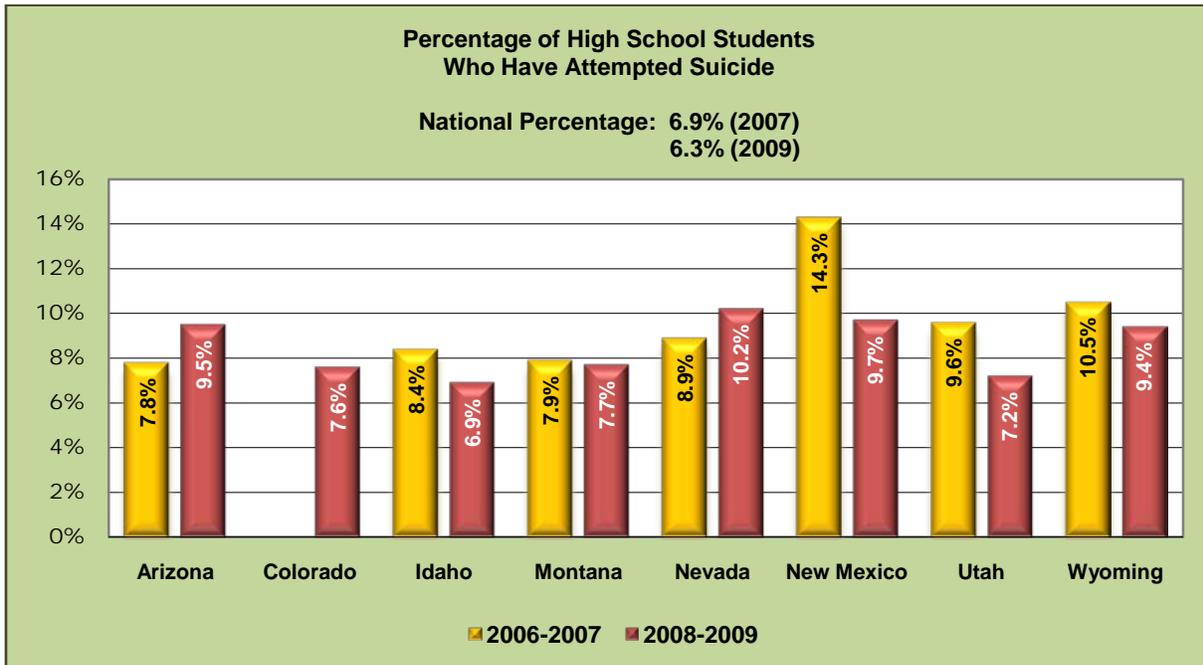
School Safety (continued)



Source: United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Online: High School Youth Risk Behavior Survey*, 2009.

Note: California, Oregon, and Washington did not report. The States of Colorado and New Mexico reported certain data only for one school year.

School Safety (continued)



Source: United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Online: High School Youth Risk Behavior Survey, 2009*.

Note: California, Oregon, and Washington did not report. The State of Colorado reported only for SY 2008-2009.

Special Education—Background

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

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

Until Fiscal Year (FY) 2004-2005, the special education student population in Nevada grew at an annual rate of 5 percent or more. From FY 1997-1998 to FY 2003-2004 the special education student population increased at a faster rate than the growth in the general student population. Beginning in FY 2004-2005, the special education student population growth rate started to decrease. Since FY 2006-2007, the annual growth rate has been less than 1 percent. In FY 2007-2008, special needs students comprised about 9.5 percent of the total school population (ages 6 through 17); this figure is lower than the nationwide average of 11.3 percent for special needs students.

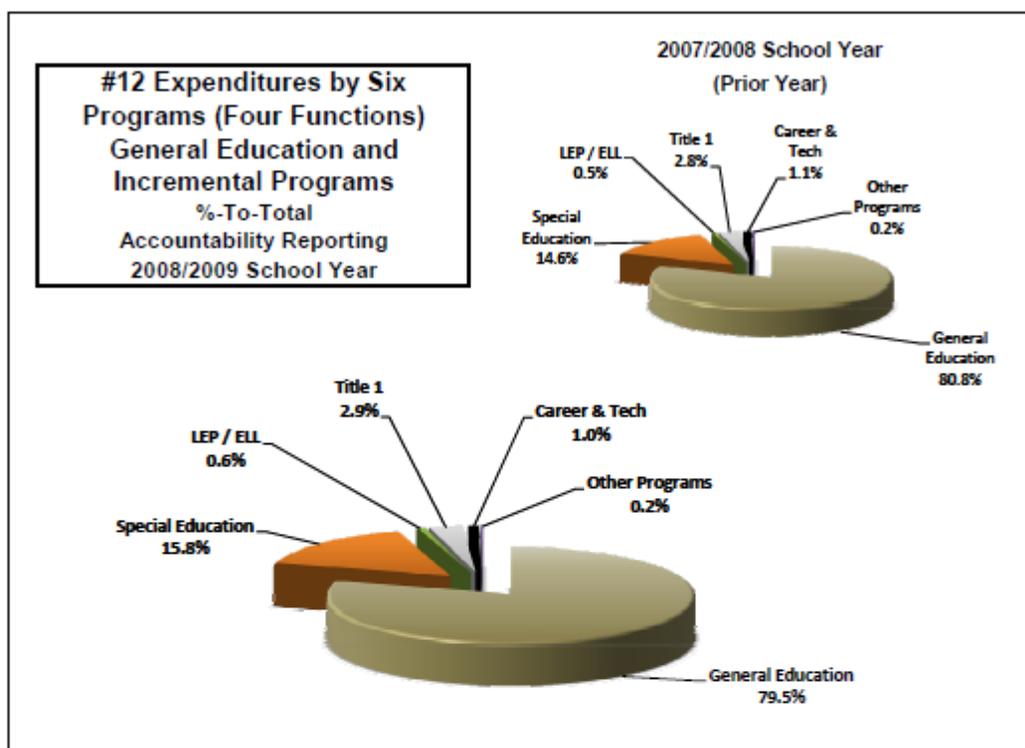
According to In\$ite, Nevada’s education financial accountability system, in SY 2008-2009, the average expenditure statewide for educating a special education student in Nevada was \$18,411 per year, which includes the expenses for general education classes (\$6,721) and special education programs (\$11,690). For SY 2008-2009, the total cost to educate students with disabilities (including general education costs) in Nevada was \$885.90 million paid from a combination of federal, State, and local dollars.

In Nevada, the Legislature funds a certain number of “units” for special education allocated to school districts each year. A unit is defined as the salary and benefits for one special education teacher. The unit funding can only be used to support special education teacher salaries and benefits. For each fiscal year of the 2009-2011 Biennium, the Legislature funded 3,049 units at \$39,768 per unit for a total of \$121.3 million in each year.

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

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

Nevada School Districts & Charter Schools



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	421,356.00	\$2,832,019,853	\$6,721	\$6,721	79.5%
Special Education	48,118.00	\$562,500,791	\$11,690	\$18,411	15.8%
LEP / ELL	68,328.00	\$22,437,426	\$328	\$7,050	0.6%
Title 1	80,466.60	\$105,020,243	\$1,305	\$8,026	2.9%
Career & Tech	61,005.00	\$34,096,540	\$559	\$7,280	1.0%
Other Programs ²	N/A	\$7,286,639	N/A	N/A	0.2%
Total	421,360	\$3,563,361,491	N/A	\$8,457	100.0%

2009-NV-15-12 (A)

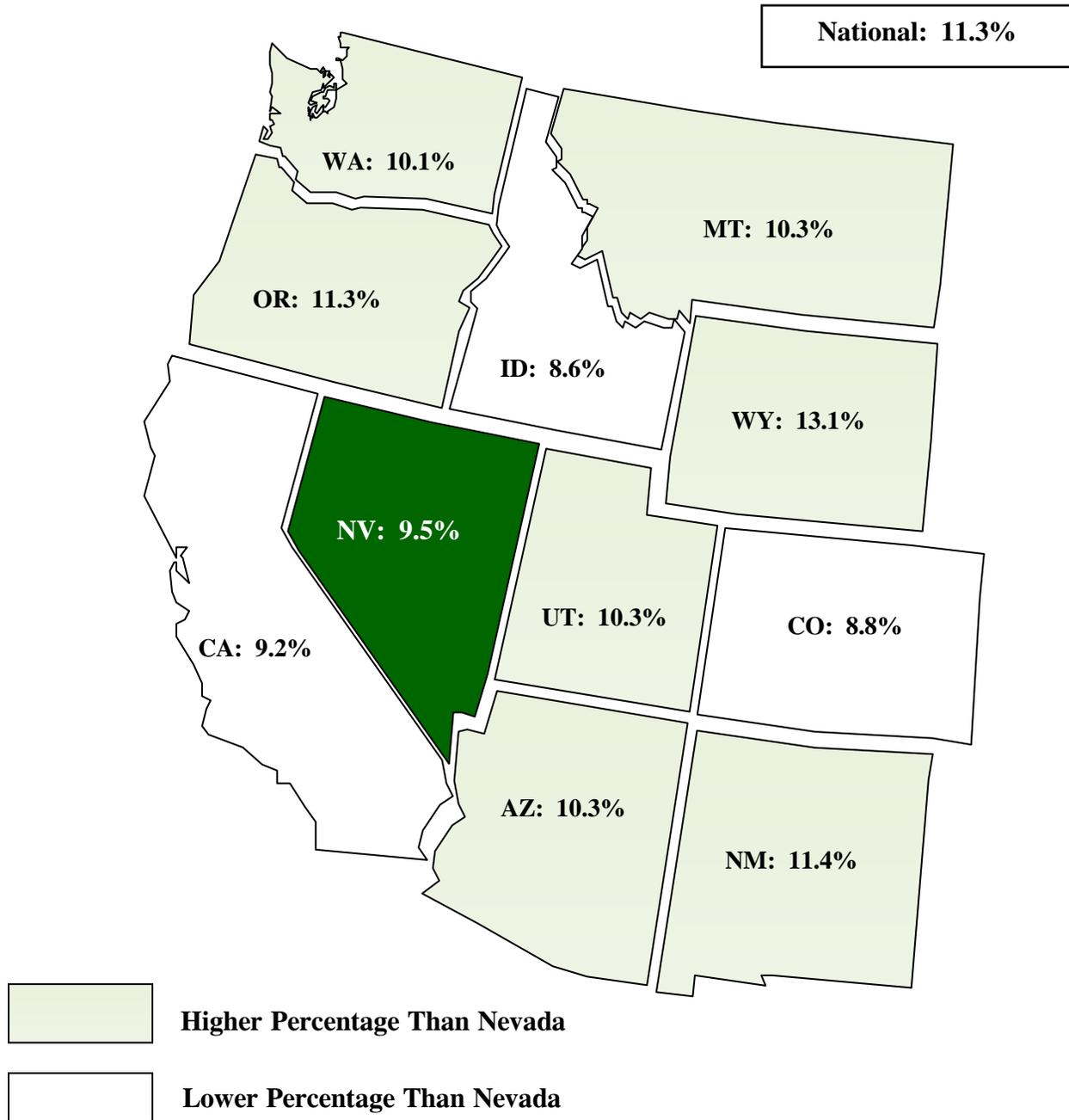
In\$ite, U. S. Patent No. 5,991,741

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

Source: <http://edmin.com>

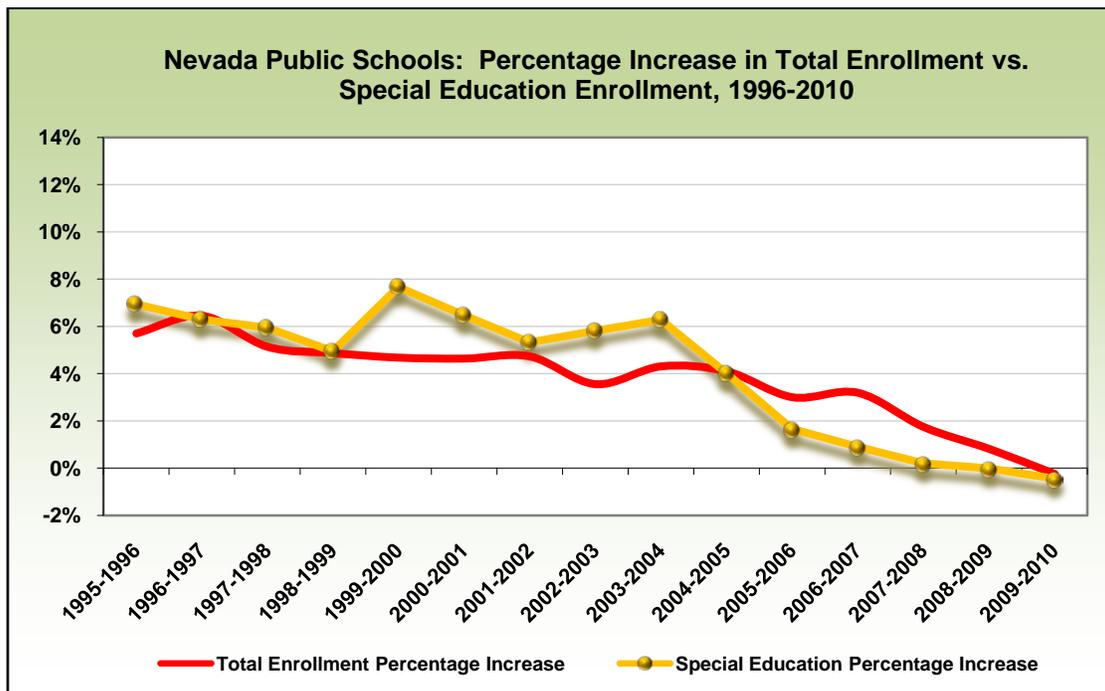
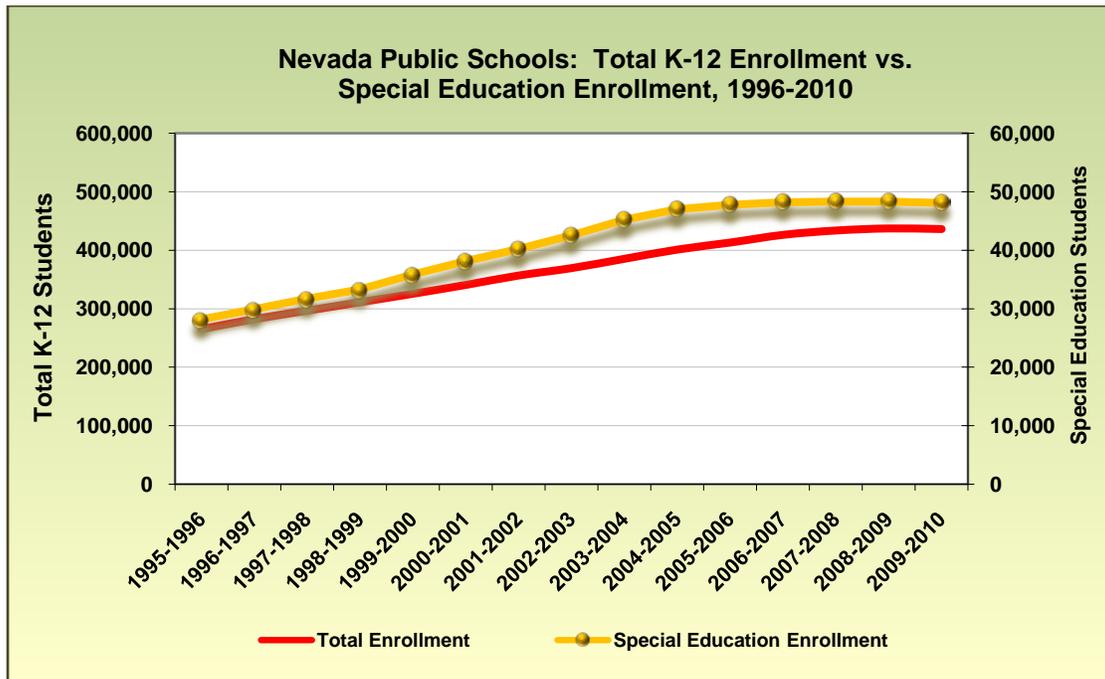
Special Education—Percentage Served

Children (Ages 6 through 17) Served Under the Individuals With Disabilities Education Act (IDEA) as a Percentage of Public School Enrollment
Comparison of Western States
SY 2007-2008



Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Special Education—Enrollment

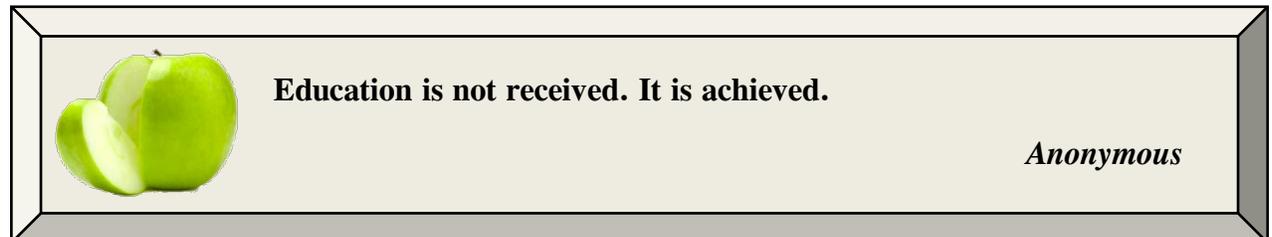


Source: DOE, *Research Bulletins*, various years.

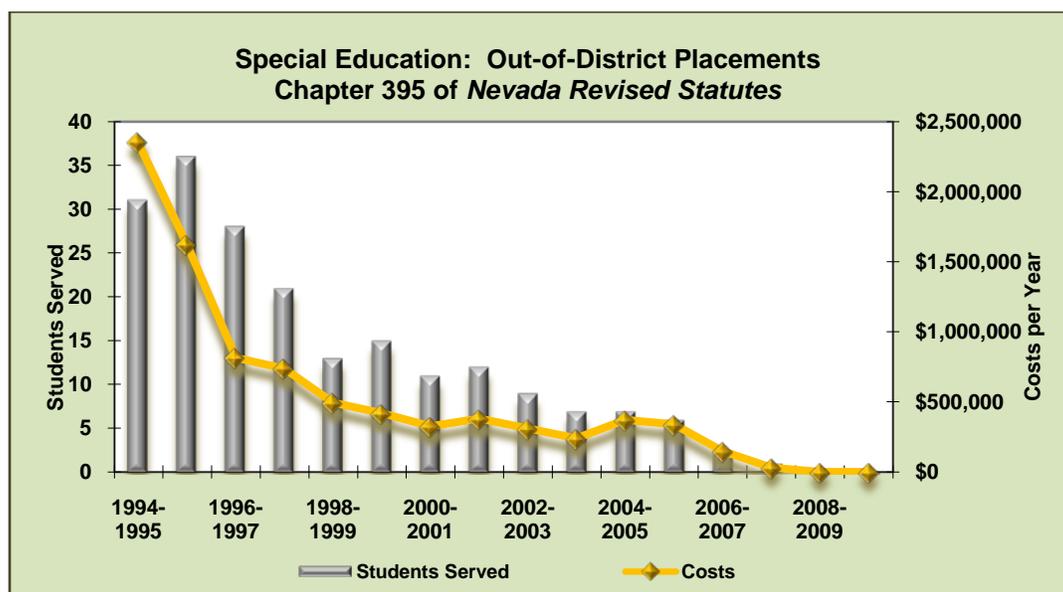
Special Education—Enrollment (*continued*)

School Year	Total Enrollment	Total Enrollment Percent Increase	Special Education Enrollment	Special Education Percent Increase
1990-1991	201,316	7.75%	18,065	9.8%
1991-1992	211,810	5.21%	19,957	10.47%
1992-1993	222,846	5.21%	22,402	12.25%
1993-1994	235,800	5.81%	24,624	9.92%
1994-1995	250,747	6.34%	26,345	6.99%
1995-1996	265,041	5.7%	28,174	6.94%
1996-1997	282,131	6.45%	29,946	6.29%
1997-1998	296,621	5.14%	31,726	5.94%
1998-1999	311,063	4.87%	33,294	4.94%
1999-2000	325,610	4.68%	35,847	7.67%
2000-2001	340,706	4.64%	38,165	6.47%
2001-2002	356,814	4.73%	40,196	5.32%
2002-2003	369,498	3.55%	42,532	5.81%
2003-2004	385,414	4.31%	45,201	6.28%
2004-2005	401,211	4.1%	47,015	4.01%
2005-2006	413,252	3%	47,794	1.66%
2006-2007	426,436	3.19%	48,230	0.91%
2007-2008	433,885	1.75%	48,332	0.21%
2008-2009	437,433	0.82%	48,328	-0.01%
2009-2010	436,368	-0.24%	48,115	-0.44%

Source: DOE, *Research Bulletins*, various years.



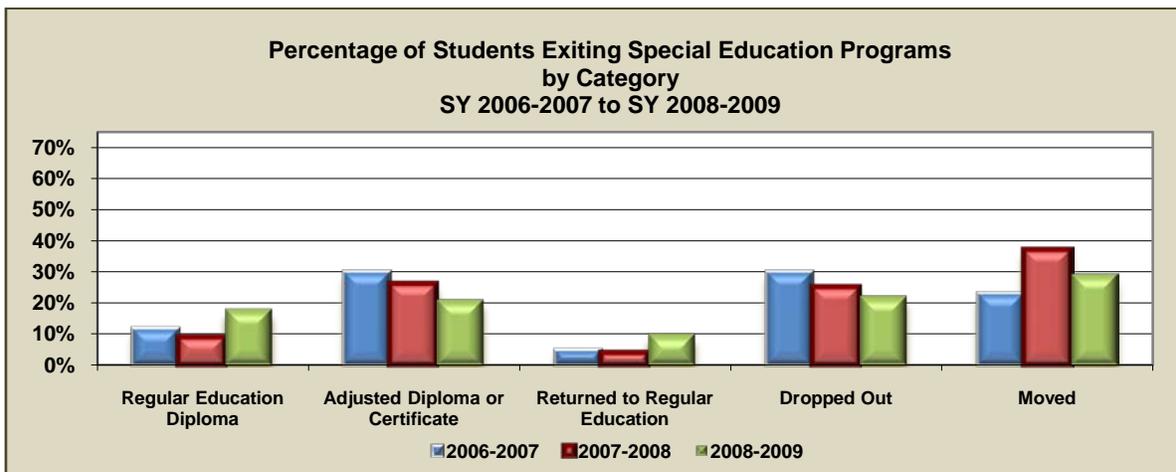
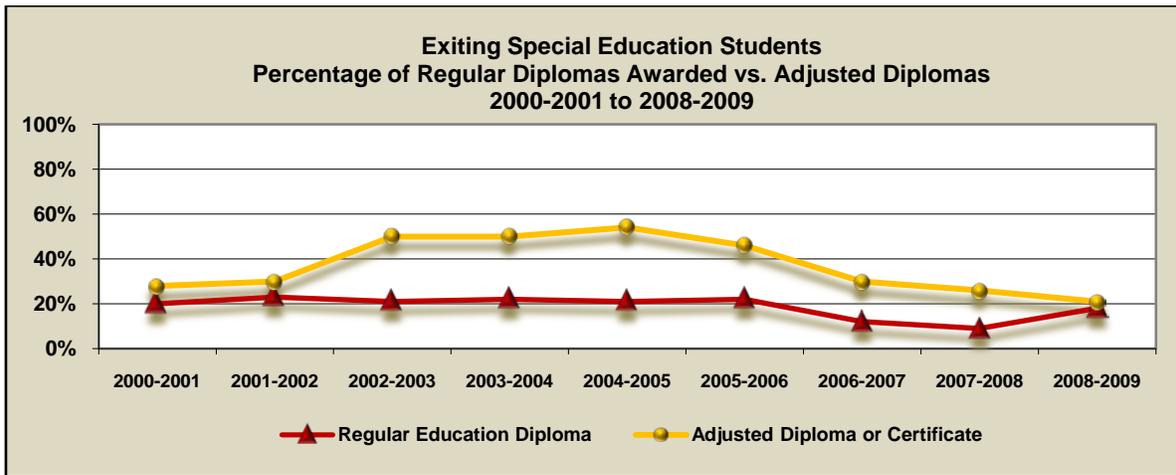
Special Education—Out-of-District Placements



Fiscal Year	Students Served	Costs
1994-1995	31	\$2,345,885
1995-1996	36	\$1,618,531
1996-1997	28	\$814,228
1997-1998	21	\$737,137
1998-1999	13	\$494,989
1999-2000	15	\$418,257
2000-2001	11	\$325,560
2001-2002	12	\$379,582
2002-2003	9	\$310,000
2003-2004	7	\$239,000
2004-2005	7	\$372,246
2005-2006	6	\$339,489
2006-2007	2	\$148,046
2007-2008	1	\$30,000
2008-2009	0	\$0
2009-2010	0	\$0

Source: DOE, October 2010.

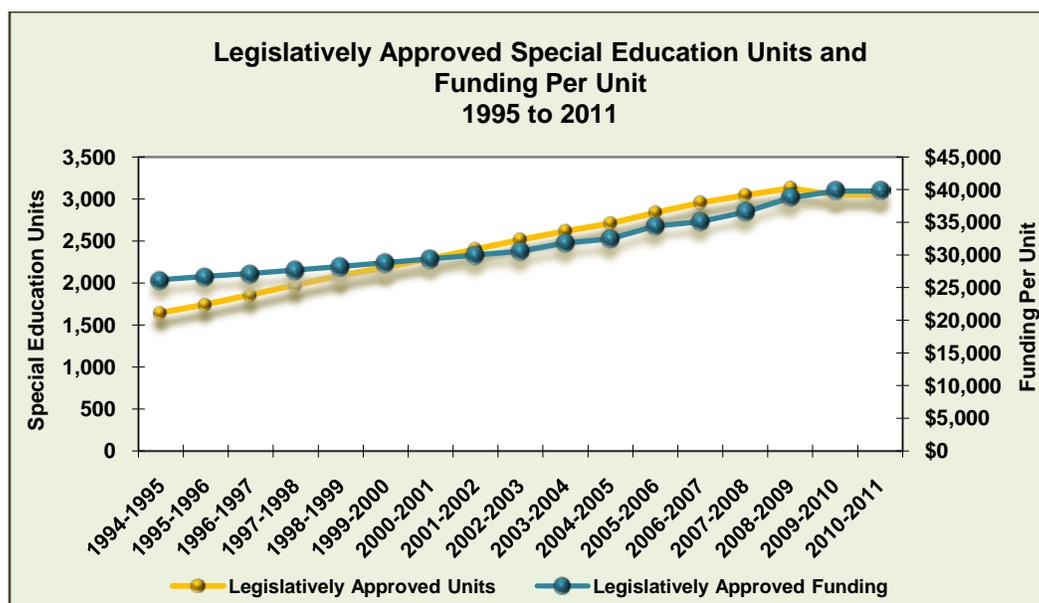
Special Education—Students Exiting the Program



SY	Total Students Who Exited Special Education	Regular Education Diploma		Adjusted Diploma or Certificate		Returned to Regular Education		Dropped Out (Federal Definition)		Moved	
		#	%	#	%	#	%	#	%	#	%
2000-2001	2,222	447	20%	619	28%	74	3%	418	19%	664	30%
2001-2002	2,349	536	23%	707	30%	79	3%	385	16%	642	27%
2002-2003	2,005	426	21%	1,011	50%	19	1%	216	11%	333	17%
2003-2004	2,290	503	22%	1,138	50%	21	1%	299	13%	329	14%
2004-2005	2,389	494	21%	1,293	54%	26	1%	327	14%	249	10%
2005-2006	2,636	592	22%	1,203	46%	38	1%	539	20%	264	10%
2006-2007	3,737	458	12%	1,121	30%	200	5%	1,113	30%	845	23%
2007-2008	4,936	437	9%	1,287	26%	186	4%	1,219	25%	1,807	37%
2008-2009	4,002	703	18%	841	21%	415	10%	870	22%	1,173	29%

Source: DOE, Office of Special Education, October 2010.

Special Education—State Unit Funding

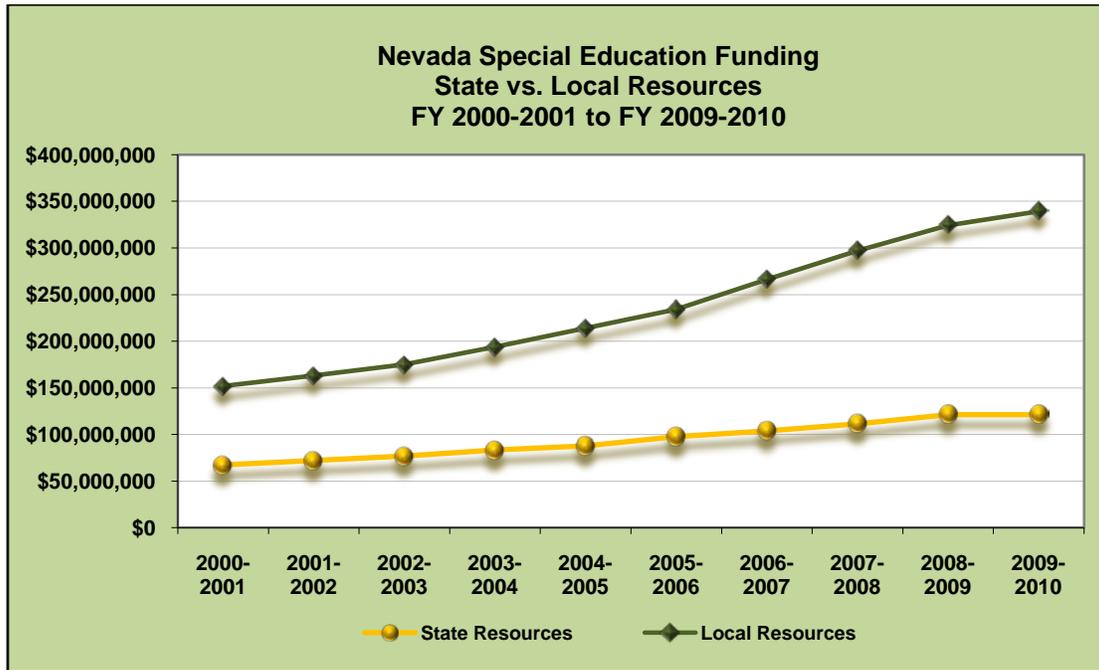


Fiscal Year	Legislatively Approved Units	Legislatively Approved Funding
1994-1995	1,645	\$26,208
1995-1996	1,746	\$26,740
1996-1997	1,857	\$27,151
1997-1998	1,976	\$27,694
1998-1999	2,088	\$28,248
1999-2000	2,186	\$28,813
2000-2001	2,291	\$29,389
2001-2002	2,402	\$29,977
2002-2003	2,514	\$30,576
2003-2004	2,615	\$31,811
2004-2005	2,708	\$32,447
2005-2006	2,835	\$34,433
2006-2007	2,953	\$35,122
2007-2008	3,046	\$36,541
2008-2009	3,128	\$38,763
2009-2010	3,049	\$39,768
2010-2011	3,049	\$39,768

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

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

Special Education—State vs. Local Resources



Fiscal Year	State Resources	Local Resources
1997-1998	\$54,723,344	\$116,198,395
1998-1999	\$58,981,824	\$132,014,493
1999-2000	\$62,985,218	\$143,861,090
2000-2001	\$67,330,199	\$151,949,548
2001-2002	\$72,004,754	\$163,313,519
2002-2003	\$76,868,064	\$175,025,638
2003-2004	\$83,185,765	\$193,915,875
2004-2005	\$87,866,476	\$214,087,930
2005-2006	\$97,617,555	\$234,142,483
2006-2007	\$103,715,266	\$266,124,337
2007-2008	\$111,303,886	\$296,926,735
2008-2009	\$121,250,664	\$324,372,632
2009-2010	\$121,252,632	\$339,197,530*

*Budgeted local resources.

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

Career and Technical Education—Background

In Nevada, CTE courses are organized under six major program areas, as follows:

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

Within each major program area, a series of courses are offered. For SY 2009-2010, there were a total of 683 CTE courses offered across the State.

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

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

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

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

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

Career and Technical Education—Background (*continued*)

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

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

All Nevada school districts with high schools offer CTE courses within the traditional high school setting. Until SY 2009-2010, enrollment in CTE courses remained constant with approximately 47 percent of Nevada high school students enrolling in one or more CTE courses. For SY 2009-2010, the percent of Nevada high school students enrolling in one or more CTE courses decreased to 41 percent. According to the DOE, this decrease is most likely due to factors such as increased graduation requirements and changes affecting course-taking opportunities. For example, in the Clark County School District, most high schools changed from an eight-period day in SY 2008-2009 to a six-period day in SY 2009-2010; this change resulted in a drop in elective course offerings, including CTE courses.

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

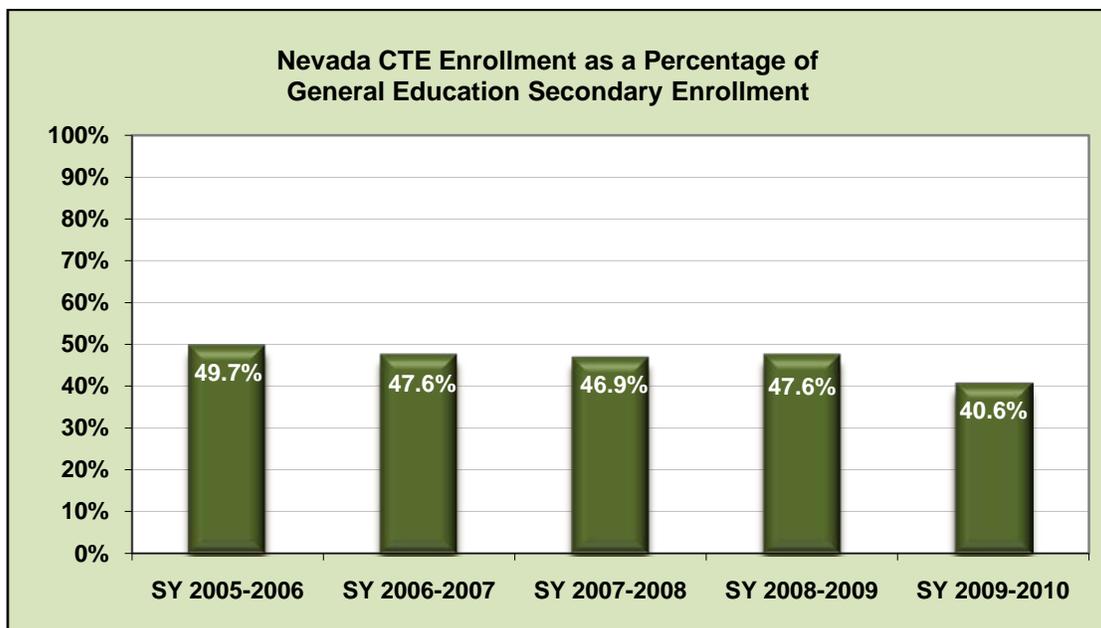
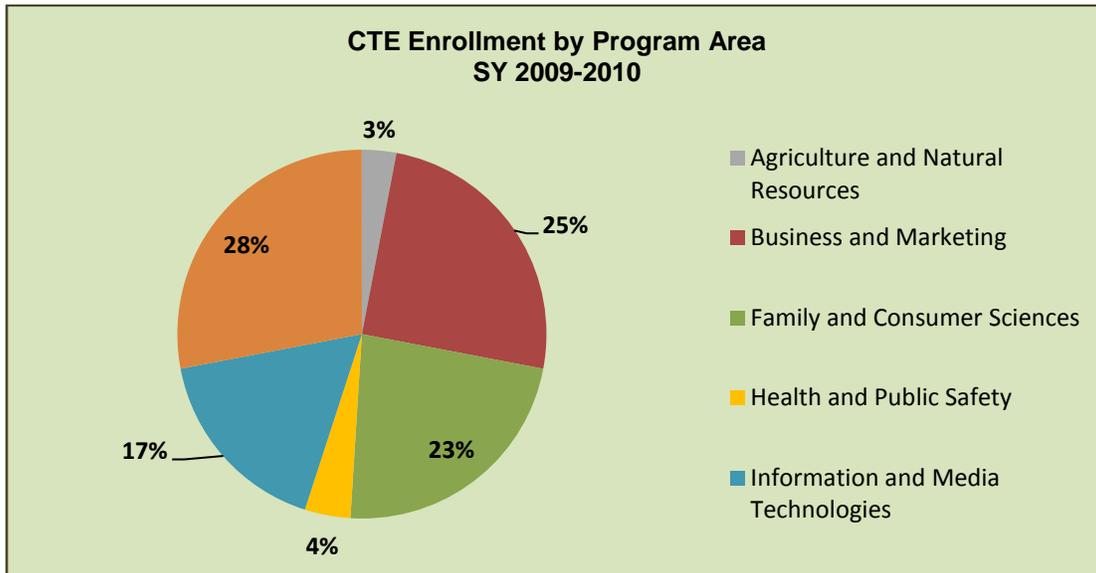
For additional information concerning CTE programs in Nevada, please see the Research Brief on Career and Technical Education, published by the Research Division of the Legislative Counsel Bureau; the document may be obtained online at: <http://leg.state.nv.us/Division/Research/Publications/ResearchBriefs/CareerTechnicalEducation.pdf>.



The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson.

Tom Bodett

Career and Technical Education—Enrollment



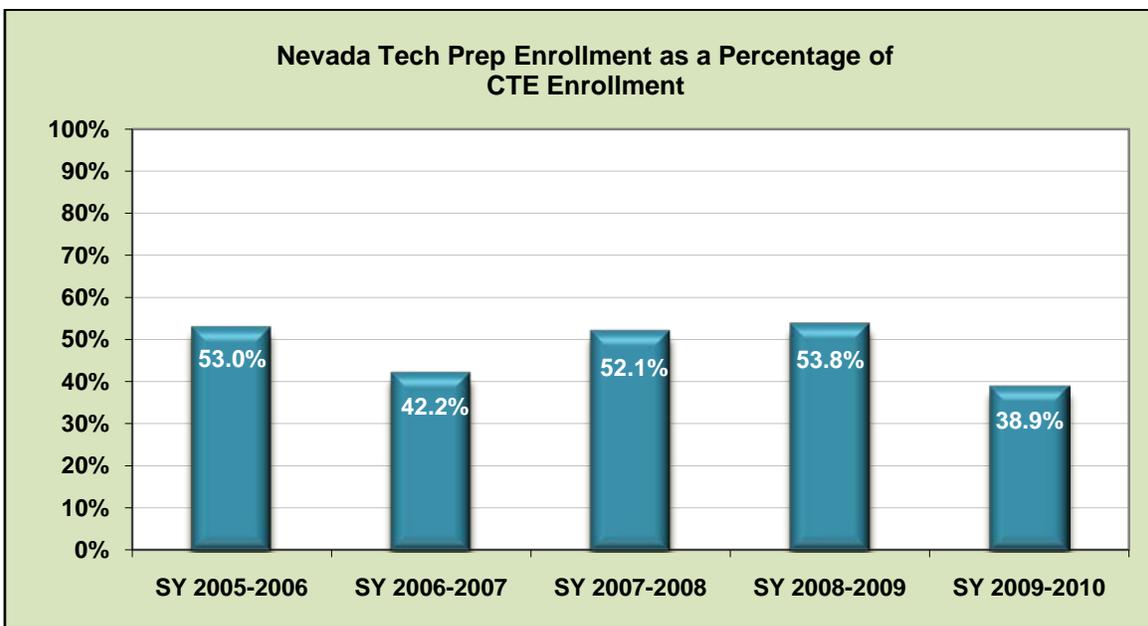
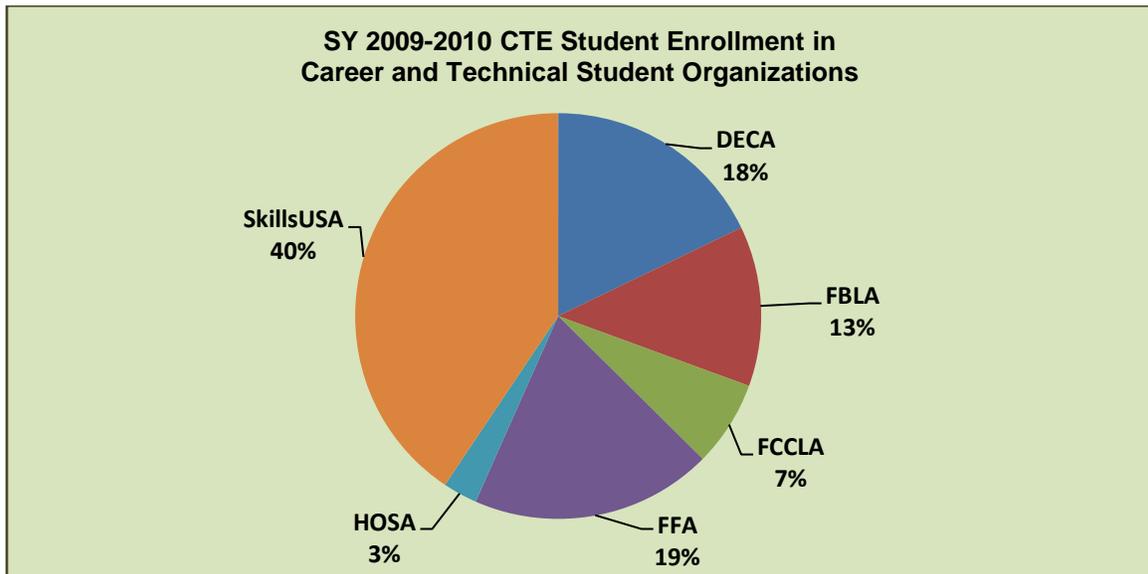
Source: DOE, 2010.



Education is what remains after one has forgotten everything he learned in school.

Albert Einstein

Career and Technical Education—Enrollment (*continued*)

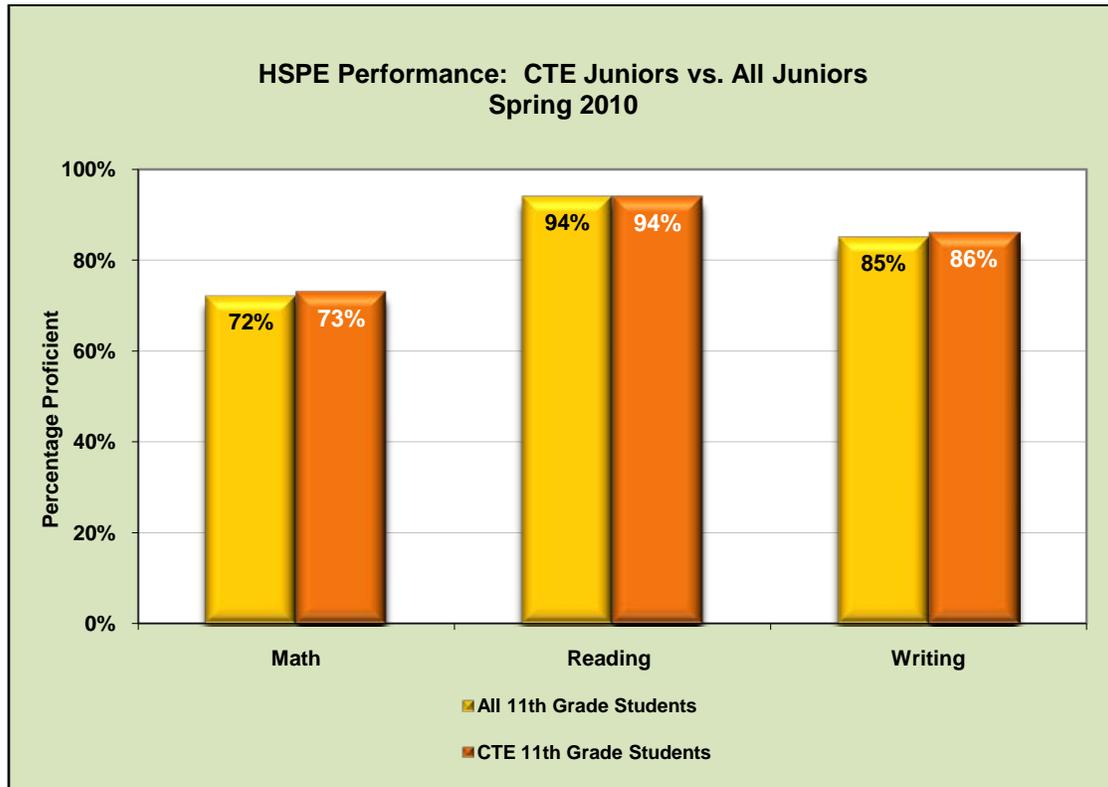


Source: DOE, 2010.

Note: For SY 2006-2007, Tech Prep enrollment counts dropped by over 6,100 students due to the deletion of Tech Prep courses in the Clark County School District (CCSD) after the College of Southern Nevada (CSN) reevaluated the articulations. The Tech Prep enrollments increased in SY 2007-2008 due to the most recent Tech Prep courses articulated through the CSN in the CCSD. The Tech Prep enrollments decreased again in SY 2009-2010 due to the deletion of 87 Tech Prep courses articulated through the CSN in the CCSD.

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

The following chart examines the academic proficiency in each area of Nevada's High School Proficiency Examination (HSPE) by comparing performance of high school juniors enrolled in CTE programs with juniors who were not enrolled in CTE programs.



Source: DOE, 2010.



The difficulty is to try and teach the multitude that something can be true and untrue at the same time.

Arthur Schopenhauer

Early Childhood Education (ECE) Program—Background

Early Childhood Education Programs

Since 2001, the Nevada Legislature has appropriated funds for Early Childhood Education (ECE) programs through school funding legislation. The 2009 Legislature, through the passage of A.B. 563 (Chapter 389, *Statutes of Nevada*), appropriated \$3.3 million in each fiscal year of the 2009-2011 Biennium to the DOE to continue the competitive grants ECE program for school districts and community-based organizations. The funding could be used either to initiate or expand prekindergarten education programs. The following table shows the ten sponsors that received funds during FY 2008-2009, as well as information concerning the number of sites and whether the programs were initiated or expanded programs.

**Nevada Early Childhood Education Projects
SY 2008-2009**

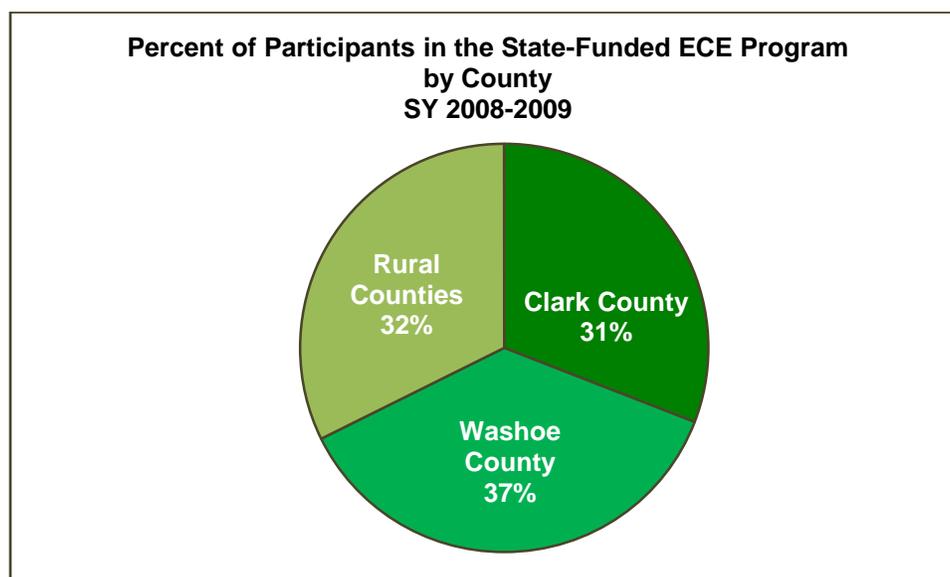
Sponsor Agency/ Program Location	Number of Sites	Monetary Award
Carson City School District	2	\$256,713
Churchill County School District	1	\$125,697
Clark County School District	10	\$1,469,441
Elko County School District	1	\$117,710
Great Basin College	1	\$123,354
Humboldt County School District	1	\$134,209
Nye County School District	1	\$138,616
Pershing County School District	1	\$135,599
Washoe County School District	14	\$714,694
White Pine County School District	1	\$122,842
Total	33	\$3,338,875

Source: *Nevada Early Childhood Education Program, 2008-2009, Evaluation Report*, Pacific Research Associates, April 2010.

Early Childhood Education (ECE) Program

Participation—FY 2008-2009

The characteristics of Nevada ECE participants are based upon data from ten projects that provided services to 1,089 families, including 1,123 children and 1,130 adults who participated in services from July 1, 2008, through June 30, 2009. The following chart and table presents the percent of participants by county, as well as the number of families, adults, and children served by Nevada ECE projects during SY 2008-2009:



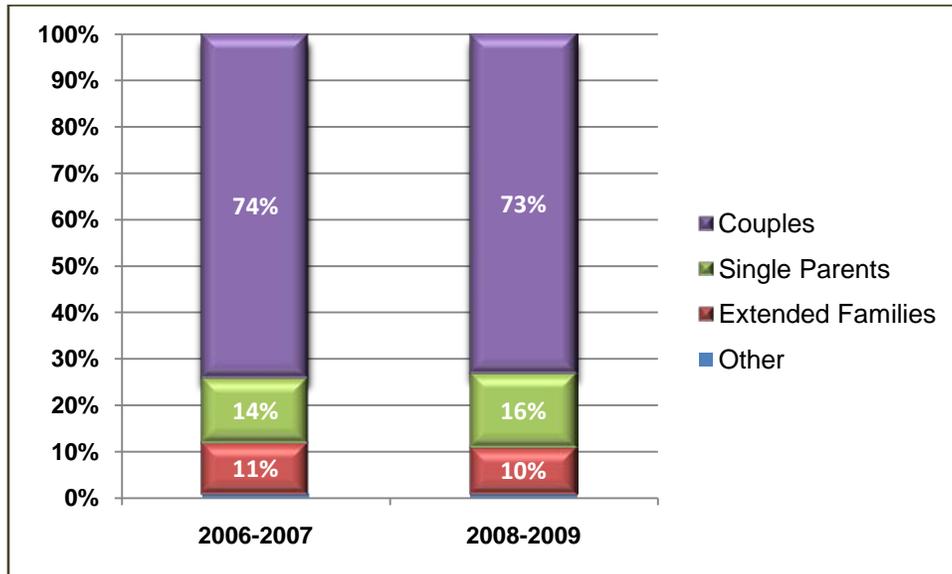
Project	Families	Children	Adults	Total Participants
Carson City	85	85	86	256
Churchill County	41	41	41	123
Clark County	337	355	341	1,033
Elko County	39	39	39	117
Great Basin College	31	33	32	96
Humboldt County	38	39	71	148
Nye County	50	53	52	155
Pershing County	41	42	41	124
Washoe County	407	414	407	1,228
White Pine County	20	22	20	62
Total	1,089	1,123	1,130	3,342

Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.

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

Characteristics of Families—FY 2006-2007

The families participating in Nevada ECE described themselves as:



Family Characteristics

Family Structure	Number of Families	Percent Families
Couples	792	73%
Single Parent	174	16%
Extended Families	113	10%
Other	10	1%

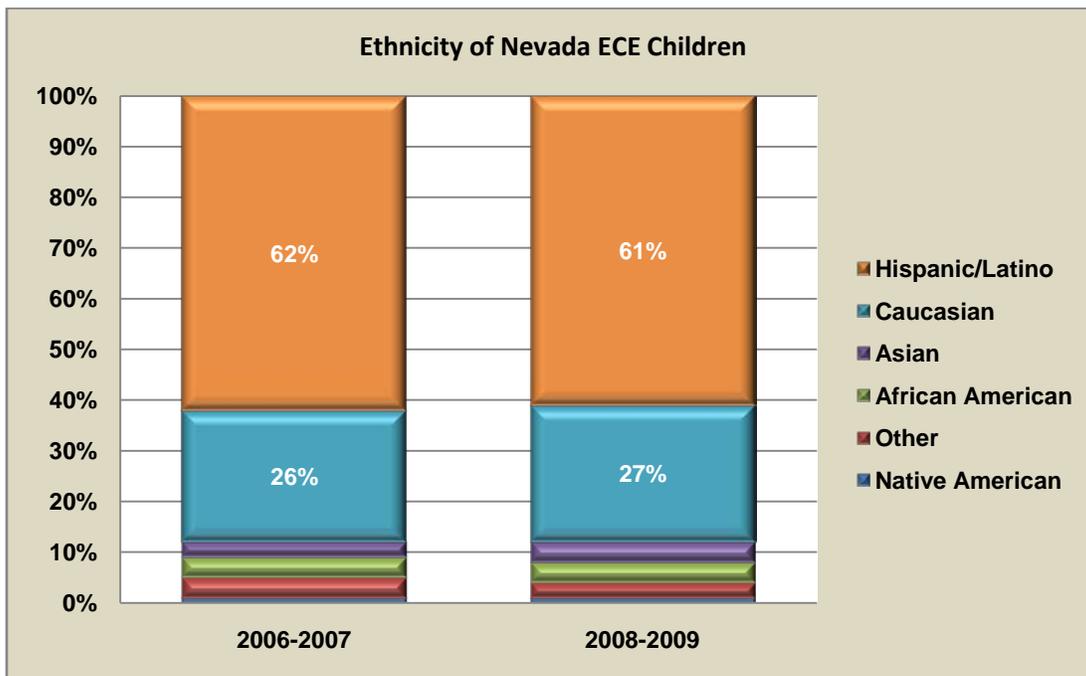
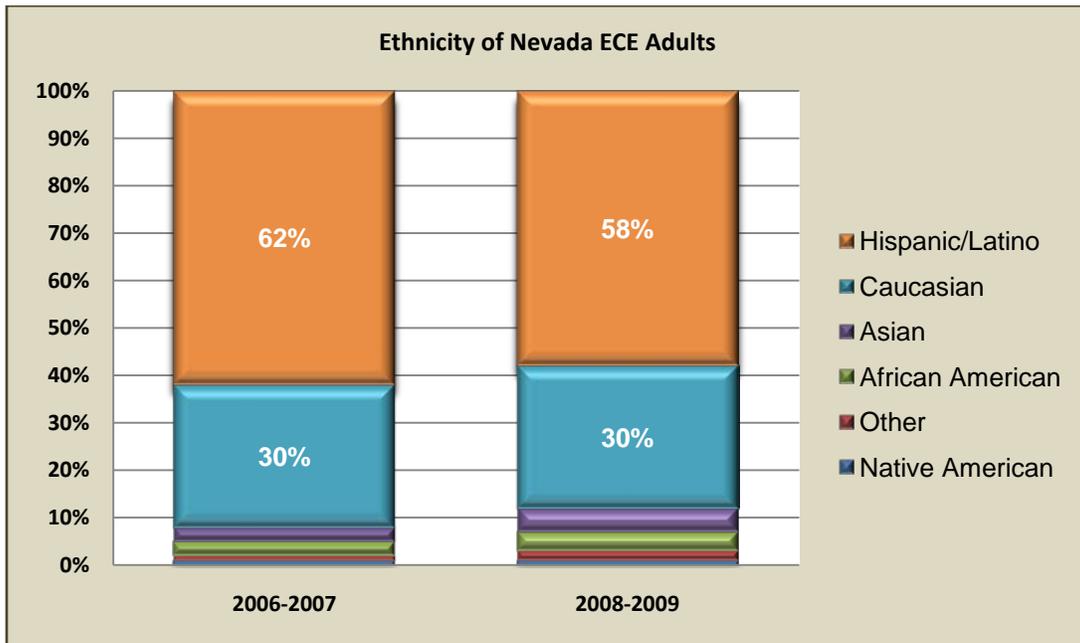
Source: *Nevada Early Childhood Education Program, 2008-2009, Evaluation Report*, Pacific Research Associates, April 2010.



The task of the modern educator is not to cut down jungles, but to irrigate deserts.

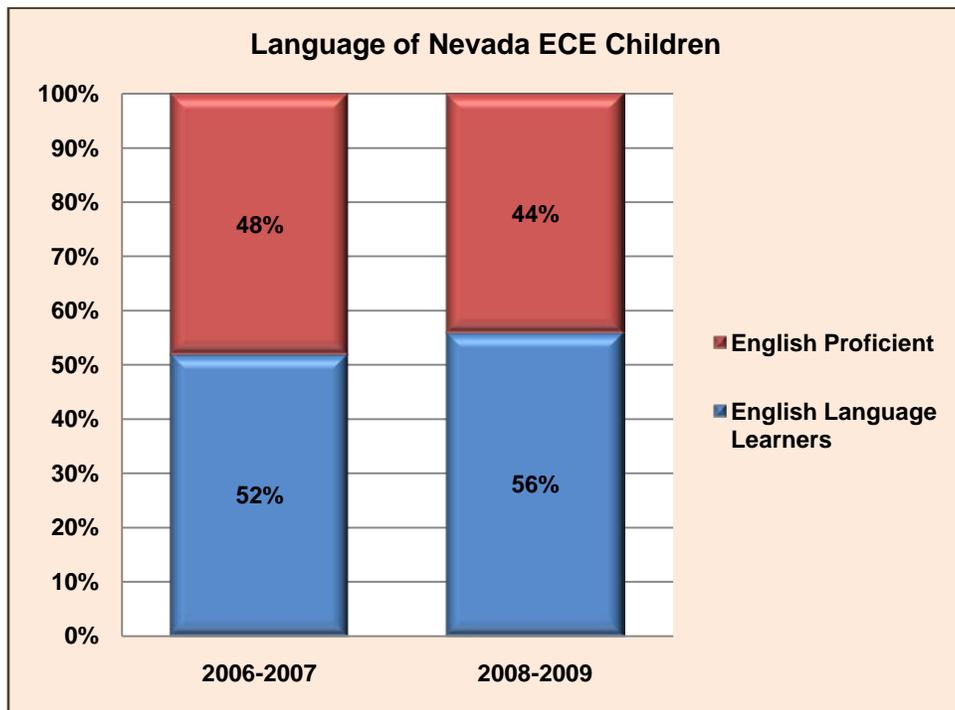
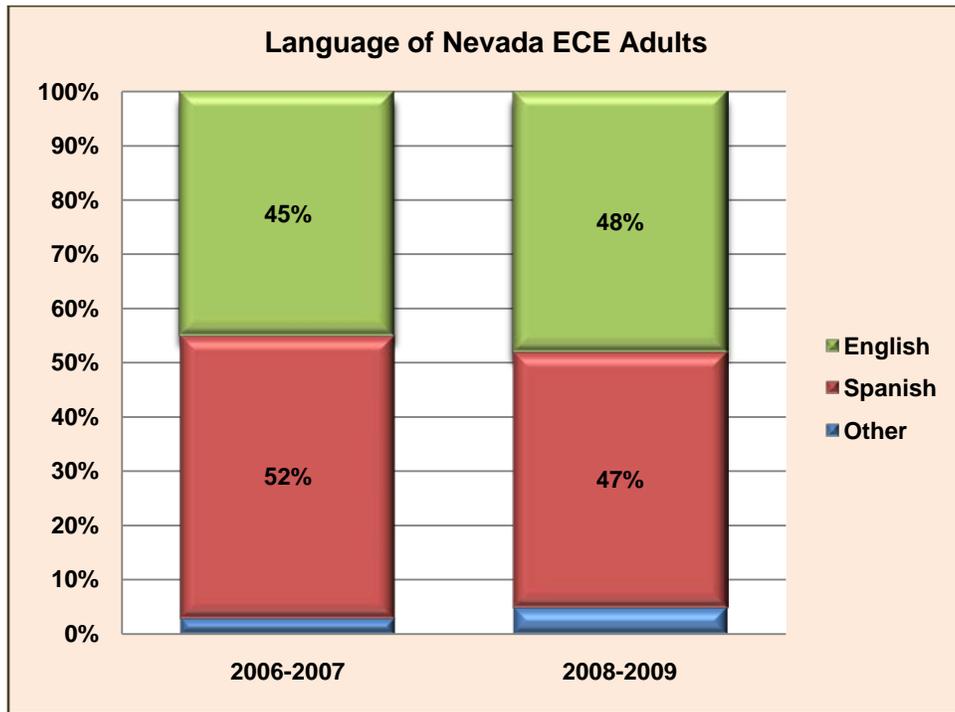
C.S. Lewis

Early Childhood Education (ECE) Program (continued)



Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.

Early Childhood Education (ECE) Program (continued)



Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.

Early Childhood Education Program—Evaluation

The evaluation of Nevada’s ECE Program includes a review of short-term effects and long-term effects. The following summarizes the findings from the 2008-2009 annual evaluation. The complete report may be obtained from the DOE.

Short-Term Effects

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

Early Childhood Education Program Evaluation: SY 2008-2009

Outcome Indicator	Actual	Status
Developmental Progress of Children		
Indicator 1: Reading Readiness: Individual Student Gain Eighty percent of ECE children from 3 years old until they enter kindergarten with a minimum of four months of participation in the ECE program will show improvement in auditory comprehension and expressive communication.	Auditory Comprehension=87.6% Expressive Comprehension=90.5%	Met/Exceeded
Indicator 2: Reading Readiness: Average Gain ECE children from birth until they enter kindergarten with a minimum of four months of participation in the program will make an average gain of seven standard score points in auditory comprehension and ten standard score points in expressive communication.	Auditory Comprehension=11.1 points Expressive Comprehension=14.3 points	Met/Exceeded
Parental Involvement		
Indicator 1: Individual Parenting Goals Ninety-two percent of participating adults enrolled in the ECE program for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	99.2%	Met/Exceeded
Indicator 2: Time with Children Seventy percent of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.	94.8%	Met/Exceeded
Indicator 3: Reading with Children Seventy percent of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.	94.4%	Met/Exceeded

Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.

Early Childhood Education Program—Evaluation (*continued*)

The longitudinal evaluation of the ECE program followed two cohorts of Nevada's ECE children:

- **Cohort 1:** Four-year-old children who participated in Nevada's ECE Program during 2003-2004 and entered grade 4 in 2008-2009.
- **Cohort 3:** Four-year-old children who participated in Nevada's ECE Program during 2005-2006 and entered grade 2 in 2008-2009.

Similar to the short-term evaluation of the ECE program, the longitudinal evaluation centers its findings on the developmental progress of children and parental involvement. The findings from the 2008-2009 longitudinal evaluation are as follows:

Developmental Progress of Children

After preschool, it appears Nevada ECE children improved on some of the significant learning gains they achieved in preschool through grade 2, and maintained the gains achieved in preschool through grade 4.

Parental Involvement

After preschool, the parents of Nevada ECE children continued to be involved in their children's learning. The parents of Nevada ECE children were found to be more involved than their schoolmates' parents during kindergarten. After kindergarten, the parents of ECE children continued to be involved in their children's learning in grade 2 and grade 4 at a level commensurate with schoolmates' parents.

Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.



Education is hanging around until you've caught on.

Robert Lee Frost

Charter Schools—Background

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

There were 28 charter schools operating in Nevada for SY 2009-2010. Local school boards sponsored 18 of the charter schools and the State Board of Education sponsored 10 of the charter schools. Fourteen schools are located in the Clark County School District, ten in the Washoe County School District, two in the Carson City School District, one in the Douglas County School District, and one in the Elko County School District.

Sponsors

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

Governance

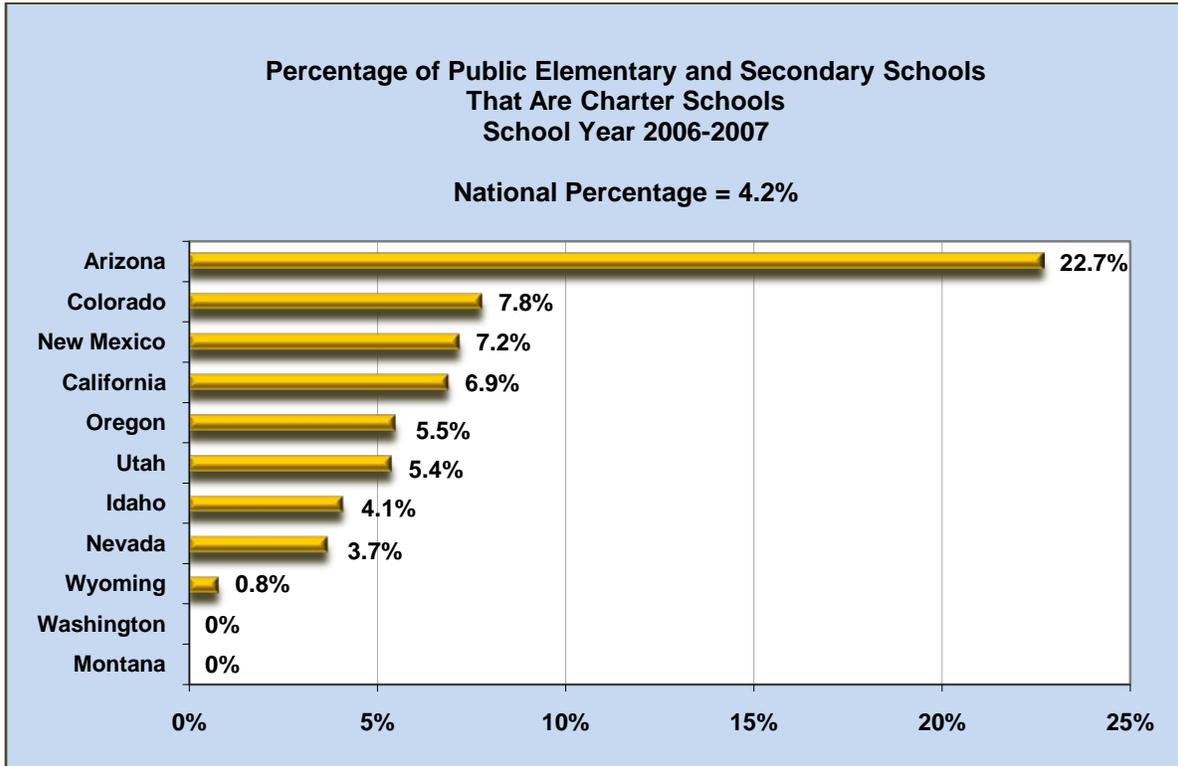
Each charter school is overseen by a governing body, which must include teachers and may include parents, or representatives of nonprofit organizations, businesses, or higher education institutions.

Revenue and Expenditures

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

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

Charter Schools—Western States

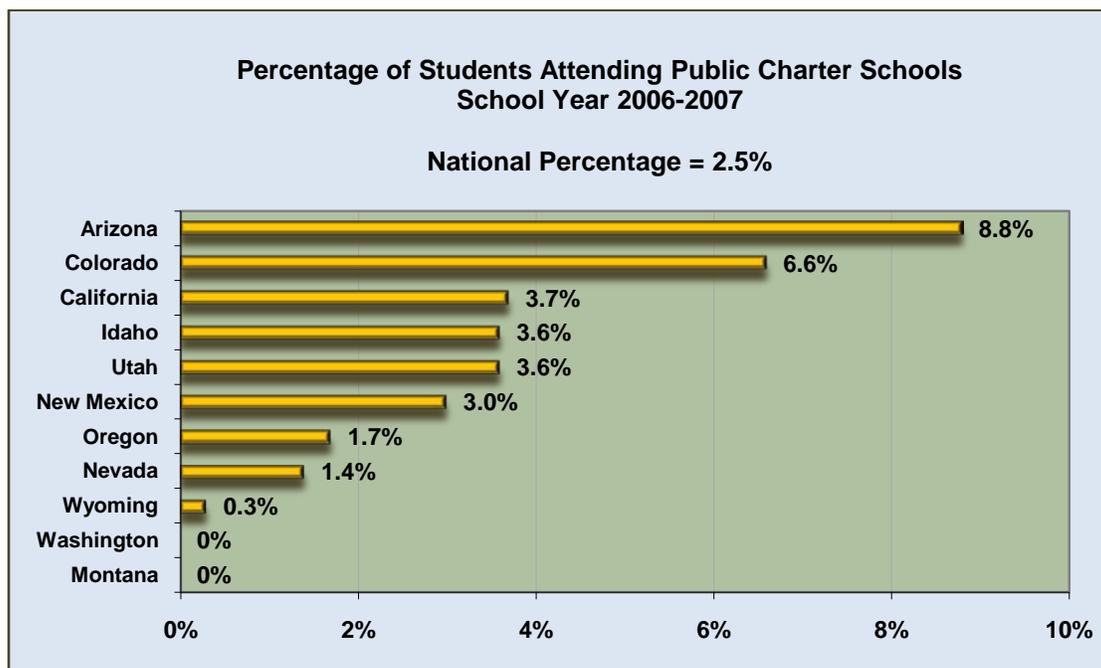


**Number and Percentage of Public Elementary and Secondary Schools That Are Charter Schools
2006-2007**

Western States	Number	Percentage
Montana	0	0%
Washington	0	0%
Wyoming	3	0.8%
Nevada	22	3.7%
Idaho	30	4.1%
Utah	54	5.4%
Oregon	70	5.5%
California	693	6.9%
New Mexico	60	7.2%
Colorado	135	7.8%
Arizona	468	22.7%
National Total/Percentage	4,132	4.2%

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

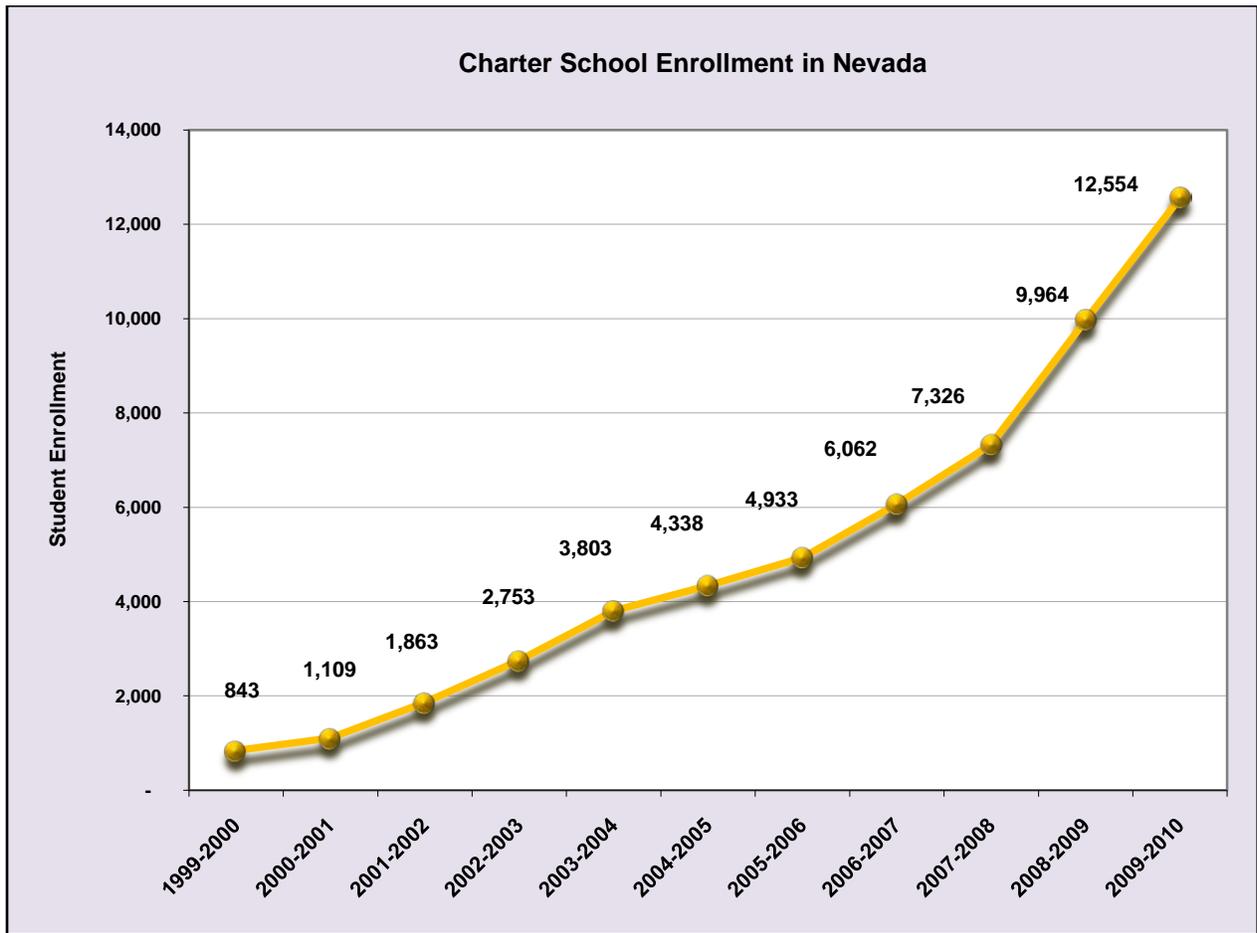
Charter Schools—Western States Enrollment



Number and Percentage of Students Attending Public Charter Schools SY 2006-2007		
Western States	Number	Percentage
Montana	-	0%
Washington	-	0%
Wyoming	242	0.3%
Nevada	5,879	1.4%
Oregon	9,390	1.7%
New Mexico	9,744	3.0%
Utah	19,098	3.6%
Idaho	9,543	3.6%
California	231,004	3.7%
Colorado	52,332	6.6%
Arizona	93,881	8.8%
National Total/Percentage	1,157,359	2.5%

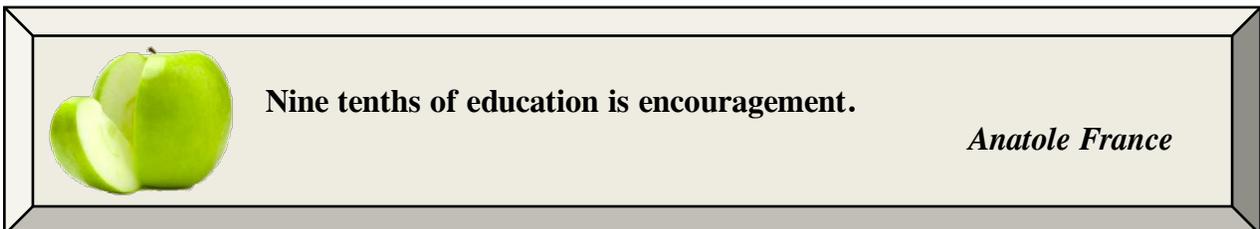
Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Charter Schools—Nevada Enrollment

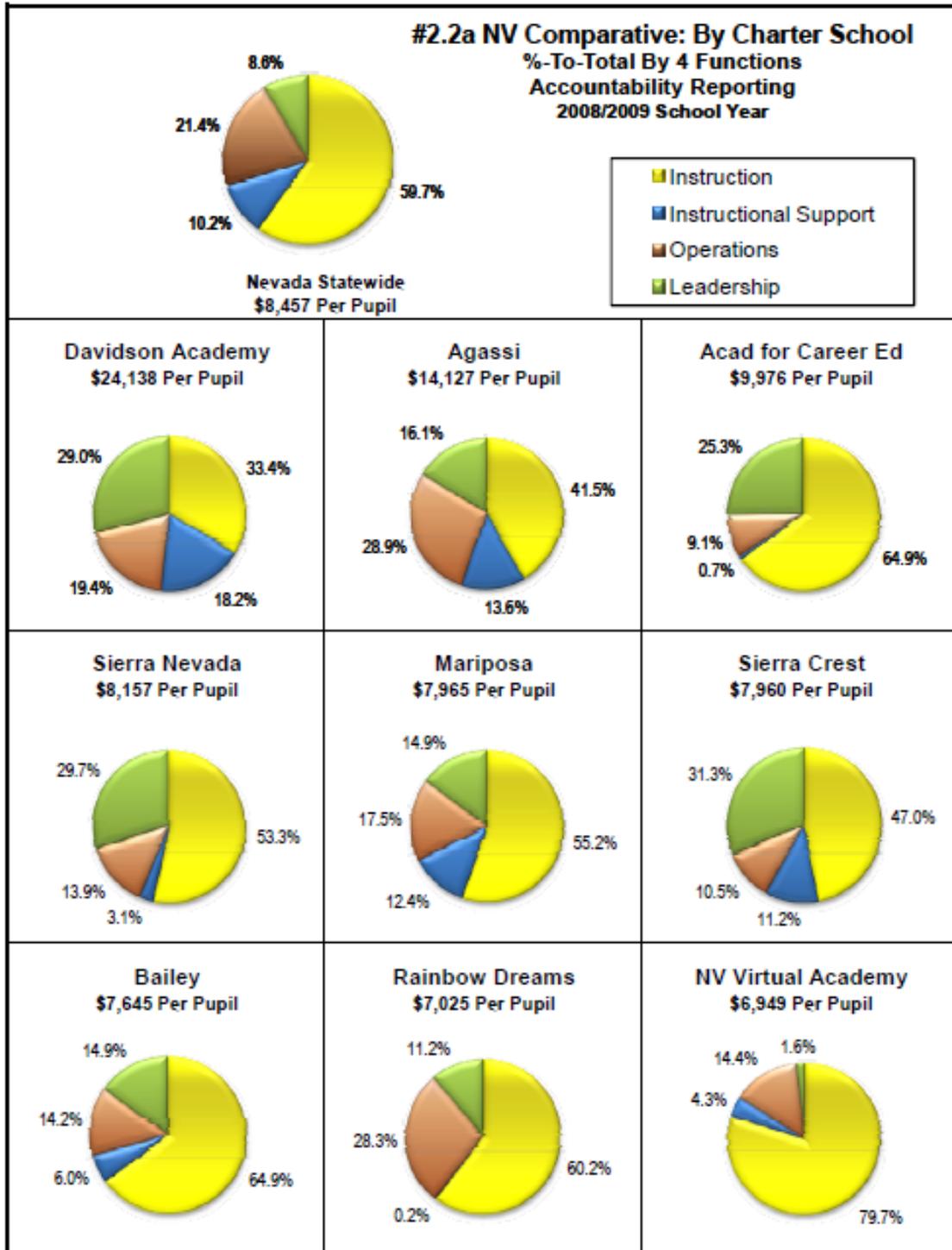


Source: DOE, 2010.

Note: Beginning in FY 2007-2008, the totals do not include enrollment for the University School for Profoundly Gifted Pupils.



Charter Schools—Expenditures Per Pupil

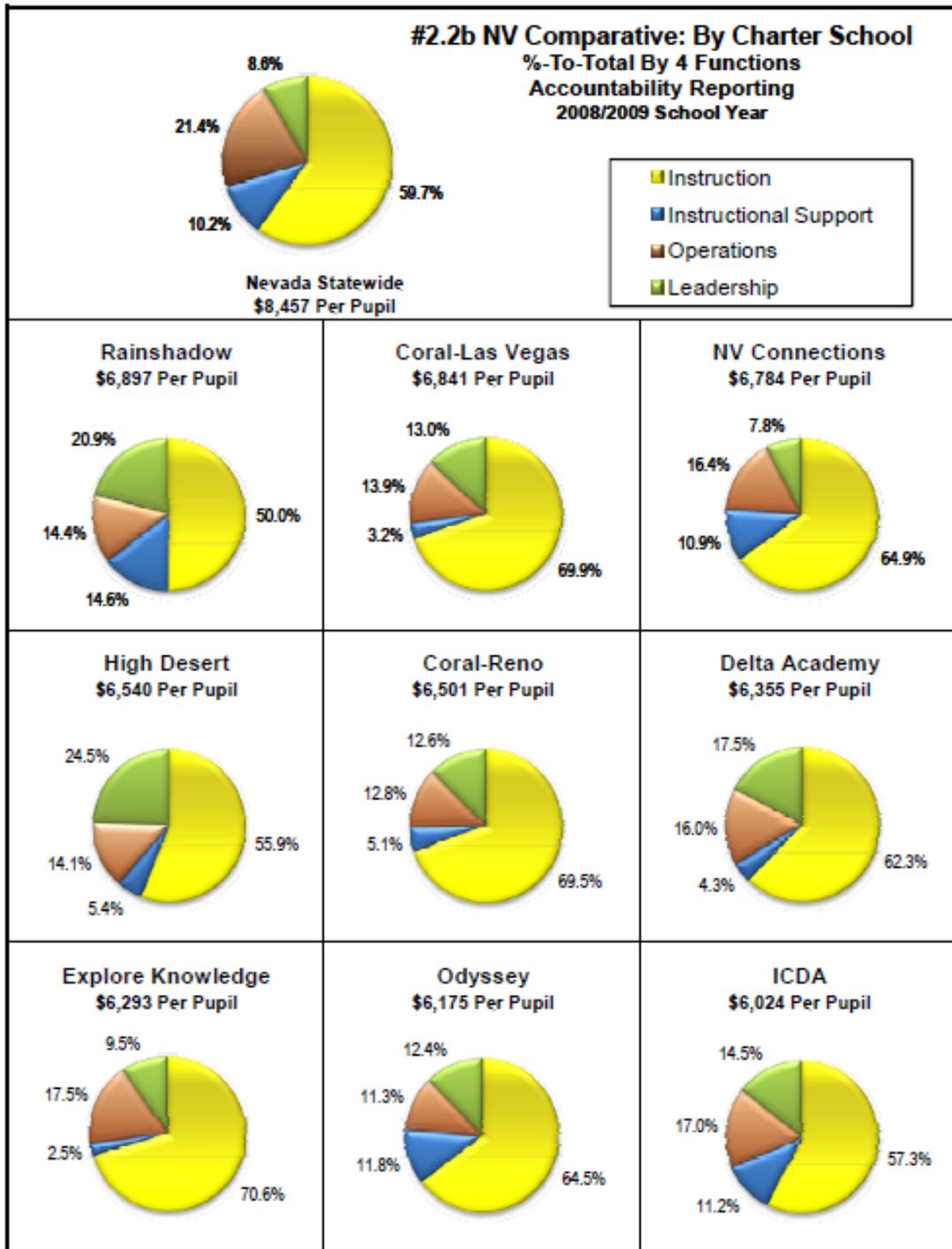


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InSite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Charter Schools—Expenditures Per Pupil (*continued*)

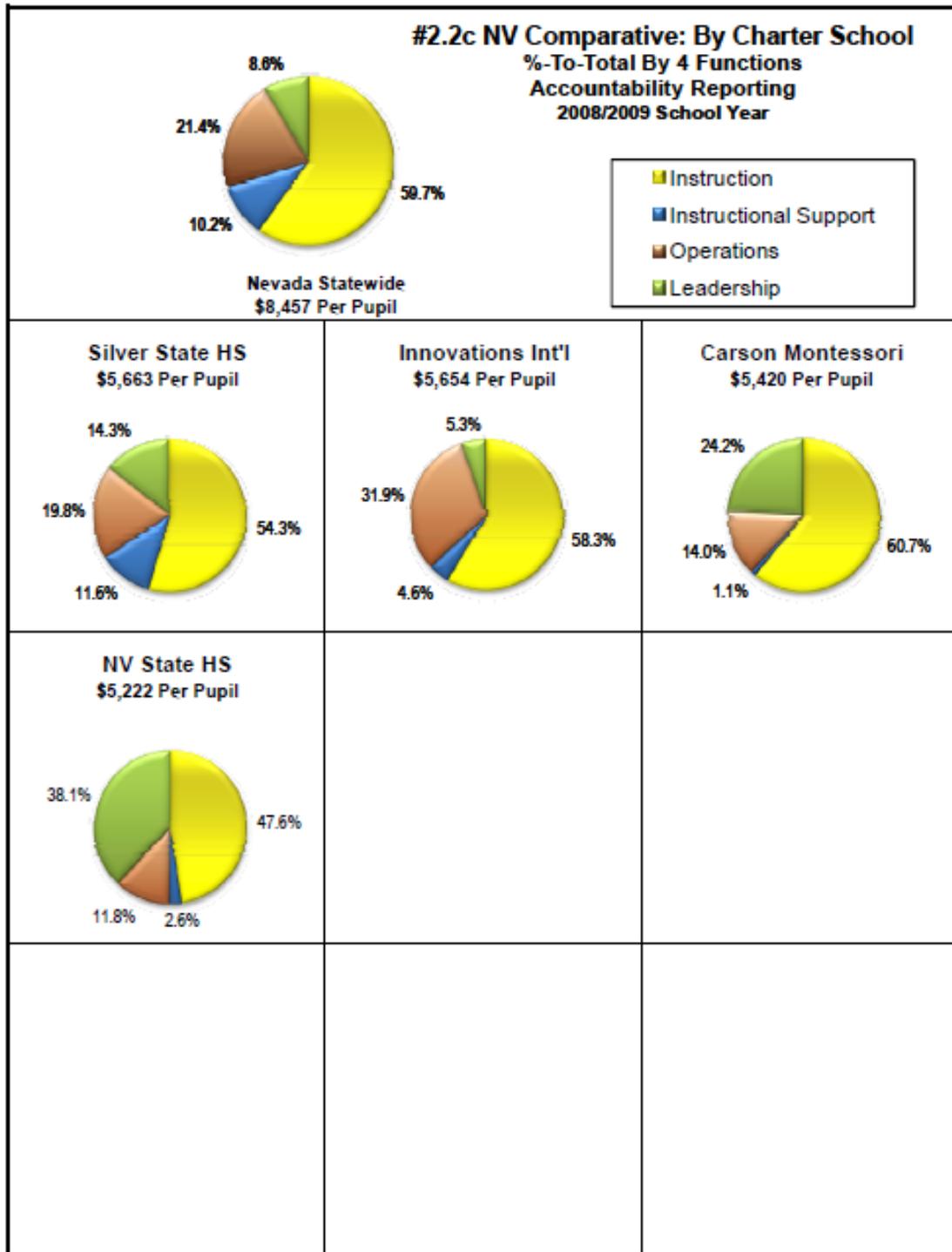


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Source: <http://edmin.com>

Charter Schools—Expenditures Per Pupil (*continued*)



A-COMP-2.2c

InSite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Charter Schools—Laws

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

- Multiple Authorizers (15 points): Does the state permit entities other than traditional school boards to create and manage charter school independently, and does the existence of such a provision actually lead to the active practice of independent authorizing?
- Number of Charter Schools Allowed (10 points): How many charter schools are allowed to open, whether annually, in total throughout the state, or on a local level?
- Operations (15 points): How much independence from existing state and district operational rules and procedures is codified in law and results in that practice as intended?
- Equity (15 points): Fiscal equity requires that not only is the amount of money allotted for each charter student the same, but that charter schools receive monies from the identical streams and routes as other public schools.

The following illustrates western state performance for SY 2009-2010.

The Center for Education Reform: Review of Charter School Laws Across the States

Western States	Overall Grade	Rank	Review Components: Total Points				
			Multiple Authorizers (15 points)	Number of Charter Schools (10 points)	Operations (15 points)	Equity (15 points)	Implementation Points*
Arizona	B	5	8	10	13	6.5	0
California	A	3	10	9	13	11	0
Colorado	B	7	4	10	12	8	+1
Idaho	C	24	5	4	11	5	0
Montana	No Charter Schools						
Nevada	C	21	4	6	9	8	-1
New Mexico	C	22	4	5	10	6	0
Oregon	C	20	3	10	8	5	0
Utah	B	4	11	9	9	10	0
Washington	No Charter Schools						
Wyoming	D	37	1	10	2	2	-5

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

Source: The Center for Education Reform, *Charter School Laws Across the States, Rankings and Scorecard*, 11th Edition, 2009.

Adult Education Programs—Background and Enrollment

Adult Education Background

Adult Education Programs: Mission Statement

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

Implementation History

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

Eligibility Requirements

Eligible students for adult education programs include:

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

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

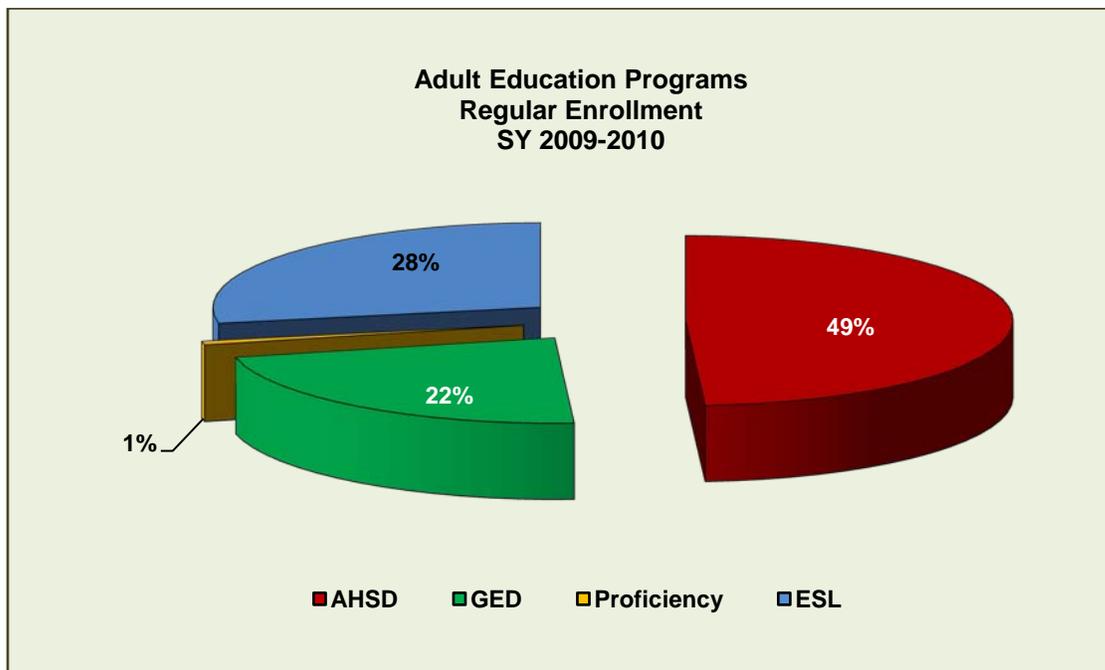
Adult Education Programs—Background and Enrollment (*continued*)

Adult Education Programs

Adult education programs cover several distinct programs, including:

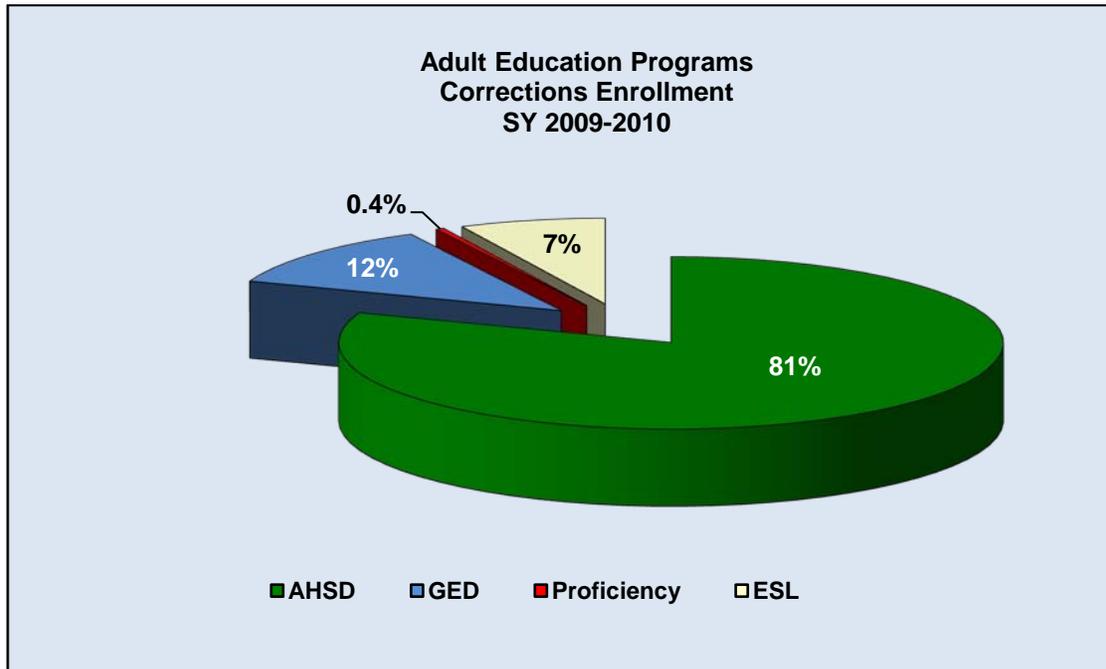
- **Adult High School Diploma (AHSD):** This program provides services to individuals with an educational level of ninth grade or higher who are working toward their adult high school diploma.
- **GED:** This program provides services to individuals who are pursuing a General Education Diploma, rather than an adult high school diploma.
- **English as a Second Language (ESL):** This program provides services to those individuals whose primary language is not English, but who are interested in working toward English proficiency.
- **Proficiency Only:** This program provides services for those individuals who have completed the necessary credits to graduate from high school, but have not yet passed the High School Proficiency Examination.

The following presents enrollment figures for adult education programs during SY 2009-2010.

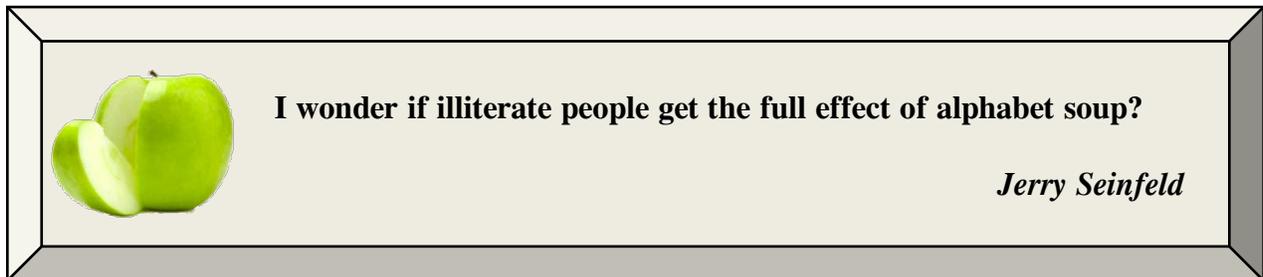


Source: DOE, 2010.

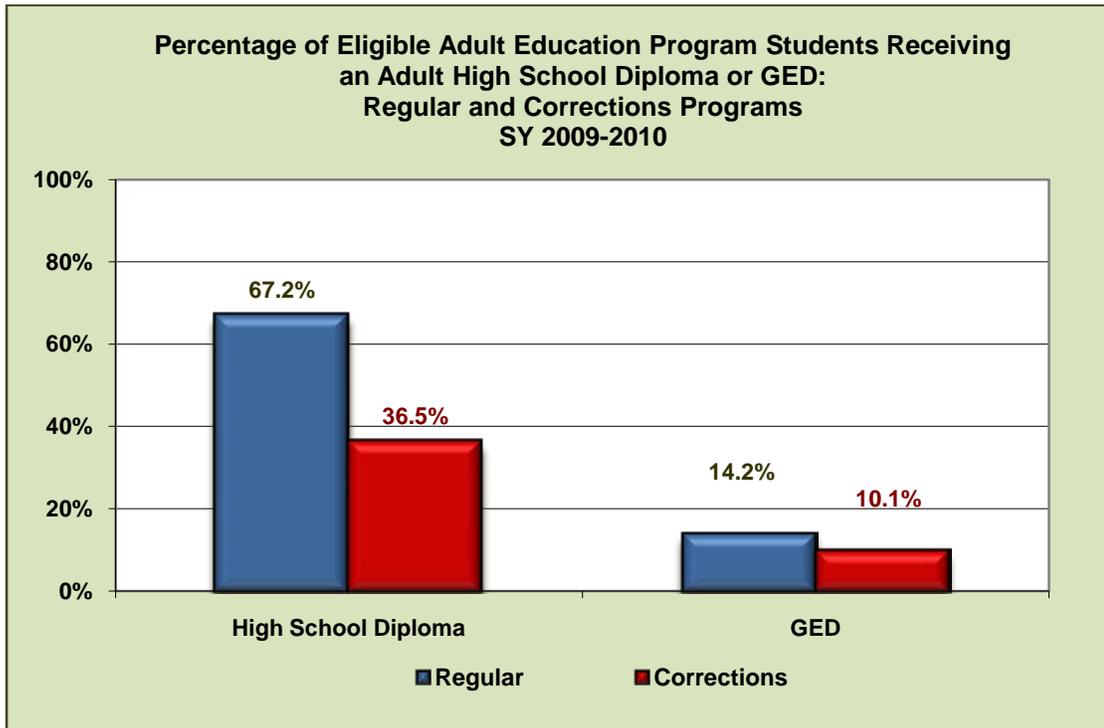
Adult Education Programs—Background and Enrollment (*continued*)



Source: DOE, 2010.



Adult Education Programs—Completers



Source: DOE, 2010.



Sex education may be a good idea in the schools, but I don't believe the kids should be given homework.

Bill Cosby



**Questions regarding this Data Book can be answered by contacting the
Research Division of the Legislative Counsel Bureau at:**

Telephone: (775) 684-6825

Toll-free from Las Vegas: 486-2626

Toll-free from other Nevada areas: (800) 992-0973

or

E-mail: research@lcb.state.nv.us