

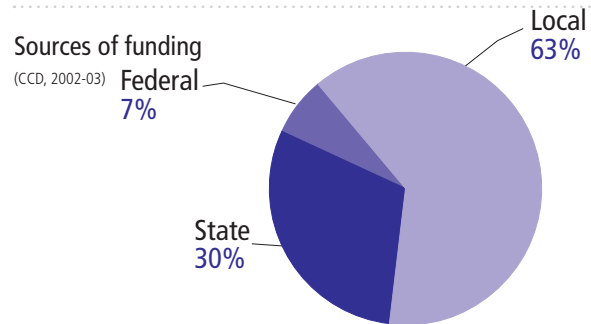
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	17	17
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Number of public schools (CCD)		
Elementary	261	334
Middle	57	86
High	71	99
Combined	8	21
Other	7	5
Total	404	545
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Number of charter schools (CCD)		14

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$834,595	\$1,408,570
Noninstructional	47,633	73,834
Support	518,990	768,641
Total	1,401,218	2,251,045

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,943	\$6,092



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$53,216,311

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,179	2,778
K-8	173,083	277,383
9-12	60,878	104,650
Total (K-12)	233,961	382,033

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	7
Black, non-Hispanic	9	11
Hispanic	14	30
White, non-Hispanic	70	51

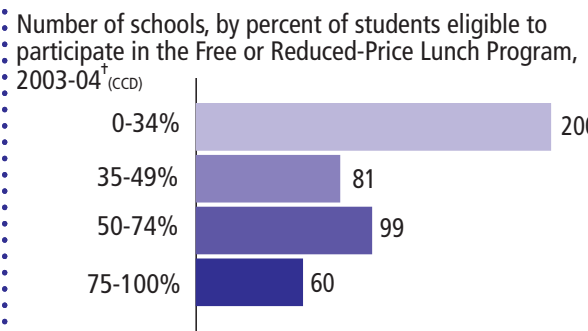
Students with disabilities (OSEP) 10% 10%

Students with limited English proficiency (NCELA) 6% 15%

Migrant students (OME) 1% *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 - 32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 129,774



[†]105 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	6,992	11,707
Middle	2,113	4,460
High	2,764	5,168
Combined	111	271
Other	174	202
Total	12,154	21,808

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	1,257	2,438
Instructional coordinators	87	524
Administrators	919	1,342
Other	7,576	9,521
Total	9,839	13,825

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	85%	70%
Mathematics	74	38
Science	88	78
Social studies	86	73

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	10%	5%
Avg. freshman graduation rate (NCES)	73	70
College-going rate (IPEDS/NCES)	38	40

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	-	21%
Basic level or above	-	52
Math, Grade 8		
Proficient level or above	-	21%
Basic level or above	-	60

Statewide Accountability Information

See Appendix B for Nevada's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.nevadareportcard.com/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Nevada Criterion Reference Tests

State student achievement levels: Approaches Standard, Developing/Emergent, Meets Standard, Exceeds Standard

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	32.4%	27.5%
	Mathematics	37.3	34.5
Grade 8	Reading	37	37
	Mathematics	38	32
High school	Reading	91	73.5
	Mathematics	58	42.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	70 (59%)	357 (63%)	8 (47%)
Identified for improvement:			
Year 1	31 (26%)	57 (10%)	6 (35%)
Year 2	16 (13%)	81 (14%)	3 (18%)
Corrective action	2 (2%)	2 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 50%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	252	1%
Supplemental educational services:	259	10%

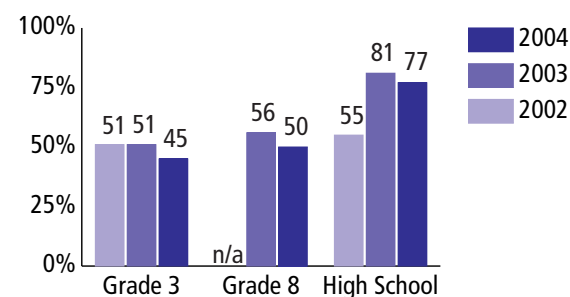
Student Achievement 2003-04

Nevada Criterion Reference Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	45%	50%	77%
Economically disadvantaged students	29	32	64
Migrant students	12	22	38
Students with disabilities	19	11	35
Students with limited English proficiency	14	9	37
Black, non-Hispanic	31	30	66
Hispanic students	26	30	62
White, non-Hispanic	59	64	86

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	45%	48%	58%
Economically disadvantaged students	32	32	41
Migrant students	26	29	19
Students with disabilities	22	9	14
Students with limited English proficiency	22	14	24
Black, non-Hispanic	27	27	36
Hispanic students	32	31	39
White, non-Hispanic	57	61	69

Student achievement trend: Mathematics percent proficient level or above

