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ABSTRACT

This statistical report describes the successes and shortcomings of education in Nevada and compares some statistics concerning education in Nevada to national norms. The report, which provides a comprehensive array of information helpful to policy makers and citizens, is divided into three sections. The first section presents statistics about K-12 education in Nevada and covers seven topics: (1) student characteristics, including enrollment, high school graduation, student assessment, student dropout rates, and teenage pregnancies; (2) professionals in education, including teachers, counselors, school psychologists, and nurses; (3) classrooms and buildings; (4) financial support; (5) curriculum, including the areas of reading, computers, physical education, special education, occupational education, and math and science; (6) rural Nevada; and (7) the National Education Goals. Statistics on health and social issues presented in Section B relate to: (1) child welfare and child abuse; (2) youth injury and mortality; (3) homeless youth; (4) infant healthcare; (5) mental health and suicide; (6) substance abuse; (7) infectious and sexually transmitted diseases and AIDS; and (8) juvenile delinquency. The final section lists Nevada's national ranking in selected areas. (Contains 50 references.)

(TJQ)

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NEVADA'S CHILDREN:

**SELECTED EDUCATIONAL
AND SOCIAL STATISTICS**

Nevada and National

Compiled by
Mary P. Homer, M.A.



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This report represents a collaborative effort of the:

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Planning, Research & Evaluation Branch
Carson City, Nevada

and the

University of Nevada, Reno
College of Education
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DEPARTMENT OF EDUCATION

INTRODUCTION

The condition of children is a critical issue confronting contemporary society. Children who are abused, malnourished, mentally or physically ill, delinquent, or intellectually or geographically isolated cannot take advantage of even the most generous educational opportunities. And if the educational opportunities are not available or are at best meager, the problem is exacerbated.

The following statistical report creates a picture of some of the issues confronting our children here in Nevada and it provides both comparative and descriptive indicators of our successes and shortcomings in educating our children.

It should be noted that the schools cannot, and should not, be responsible for all of the factors, positive or negative that impact on children. The family, the church, social service agencies of all kinds as well as citizens in general have a duty and a responsibility to provide care, love, and education for all children.

When our children are at risk we must each look to ourselves to determine what we can do individually. To cast blame is futile. To join together for common purpose is productive.

This report provides a comprehensive array of information which will be helpful to policy makers and citizens alike. The report will be produced on a biennial basis and should be used as a benchmark to determine if we are making improvements. I look forward to dramatic changes as we reach out to make the lives of our children better.

Respectfully,

A handwritten signature in cursive script, appearing to read "Eugene T. Paslov".

Eugene T. Paslov
Superintendent of Public Instruction

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A: FACTS ABOUT K - 12 EDUCATION IN NEVADA

A1. STUDENTS

Time magazine recently portrayed the following statistics about a class of 26 students. The picture is applicable to a Nevada class of 26 students:

- One will become pregnant**
- Three will require special education**
- Six will live in poverty**
- Seven are from single parent households**
- One doesn't speak English**
- Six won't graduate**
- Fourteen will drink weekly or monthly**
- Seven will smoke cigarettes**
- Five will smoke marijuana**
- One will use cocaine**
- Thirteen will have televisions in their bedrooms**
- Only three, by 12th grade will have abstained from experimenting with alcohol or drugs**
- Together, all students will be absent an average of 20 days (Gibbs, 1990).**

ENROLLMENT

Nevada's elementary and secondary public school enrollment was 211,810 students in 1991-92, a 5.2% increase over the previous year. (Nevada Department of Education [NDE], 1992-C).

Nevada's public school enrollment is growing at a faster rate than Nevada's general population. Elementary school enrollment is growing at a faster rate than secondary enrollment (NDE, 1991-A).

Nevada had the 13th lowest enrollment nationwide with 211,810 students in 1990-91, yet enrollment continues to grow at the fastest rate, at 5.2% in the nation (National Education Association [NEA], 1991,92).

Growth rates for Nevada's youngest citizens are significantly greater than the total population. In the last decade the growth rate for Nevada's teenagers (ages 13-17) was just 8%, while elementary school population (ages 6-12) grew by 39.6% and the preschool population (birth to age 5) grew by 65.8% suggesting the new baby 'boom' population trends (Nevada Department of Human Resources [NDHR], 1992).

Private school enrollments in Nevada increased from 8973 in 1990 to 9425 in 1991. The percentage of private school enrollments to public school enrollments decreased slightly from 4.8 in 1990 to 4.7 in 1991 (NDE, 1992-C).

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Occupational education enrollment increased by 5% in 1990 over 1989 in 11 Nevada school districts participating in the federally funded occupational education programs (NDE, 1991).

Special Education students in Nevada numbered 19,957 in 1991, up from 16,323 in 1990. They accounted for 9.9% of total student enrollment in 1991. In 1990, 82% were mainstreamed (NDE, 1992-C, NDE, 1991-A).

Gifted and Talented students identified in Nevada numbered 8,874 in 1991, up from 7,183 in 1990 (NDE, 1992-C).

Hispanic student population comprises the largest minority in Nevada schools, with a 131% increase from 1980 to 1990. In 1991, students were 74.25% white, 11.27% Hispanic, 9.01% Black, 3.47% Asian, and 2% American Indian. Caucasian and black students enrollment continue to decrease. American Indians numbers have stayed the same (NDE, 1992-C).

Nationally, Hispanic students are attending schools which have high minority enrollments, while black students are more ethnically and racially integrated (Report on Education Research, 1992).

HIGH SCHOOL GRADUATES

Nevada had the 4th highest percent of increase of graduates in the nation for the ten year period of 1980-81 to 1990-91 (NEA, 1991).

In 1990, 9462 students graduated from Nevada high schools. This represents 83.8% of the twelfth grade fall enrollment of 11,297. In addition, adult diplomas were granted to 759 students and 22 received certificates of attendance. In 1990, there were 2216 students who qualified for a GED (General Educational Development Test which qualifies individuals 17 years of age or older for a High School Equivalency Certificate) (NDE, 1991-A).

In Nevada, 14.4% of all adults are college educated compared to the national average of 16.2%. A recent education commission suggested that 35% of adults would need to be college educated by the year 2001 in order for the nation to remain competitive (NDE, 1992-A).

In the United States, three out of five Americans age 20-25 are in college (NEA, 1992).

A 1990 survey of Nevada high school seniors found that students are more likely to intend to enroll in college as family income levels increase, as students' high school grade point average increases, and as their mothers' level of education increases (Harris, 1991).

STUDENT ASSESSMENT

American College Test (ACT) composite scores in Nevada were 21.0 in 1990, up from 19.0 in 1988 and 1989. ACT scores for Nevada students have remained slightly above the national average each year since 1986. 33% of the 1990 senior class took the ACT exam (NDE, 1991-A).

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Nevada's 1990 Scholastic Aptitude Test (SAT) scores in math matched 1989 scores of 487, while verbal scores decreased by five points to 434. Nevada SAT scores continue to remain higher than the national average. 18% of the 1990 senior class took the SAT exam (NDE, 1991-A).

Nevada does not have a meaningful measure of academic achievement for high school seniors. ACT and SAT test results are available, however only approximately 33% and 18% of seniors, respectively, take these exams each year. While these exams may be used as a measure of college bound students, they do not measure all Nevada seniors (NDE, 1991-A).

In the 1990 school year, the Nevada Proficiency Examination Program changed over from the Stanford Achievement Test to the Comprehensive Test of Basic Skills (CTBS/4) for testing the academic proficiency of students in grades three, six and nine. The percentage of students failing to demonstrate adequate basic skills achievement peak at sixth grade:

	<u>Reading</u>	<u>Language</u>	<u>Math</u>
Grade 3	10.9%	15.6%	12.6%
Grade 6	16.7%	27.7%	21.3%
Grade 9	14.9%	—	19.8%

(NDE, 1991-A)

In 1990-91, approximately 85% of juniors who took the Nevada High School Proficiency Examination passed reading and mathematics and 95% passed the writing portion. Considering the high percentage passing in their junior year, the existing examinations are not considered an indicator of later high school achievement. To address this concern efforts are under way to develop entirely new examinations while at the same time increasing the minimum passing score on the existing examinations (see below) (Elliott, 1992).

The minimum passing score on the writing portion of the ninth grade Nevada Proficiency Exam increased in 1992 for the first time. This raising of the minimum passing score resulted in a passing rate which decreased from 89% to 77%, or failing an additional 2,098 students (Crowe, 1992-A).

Nationally, girls are more likely than boys to attend college and earn higher grades in high school and college, but boys get twice as many scholarships based on test scores (Research Report on Education Research, 1992).

By the year 2002, women are expected to increase their share of college enrollment to 56% and will continue to receive more master's degrees than those awarded to men (NCES -Projections, 1991).

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STUDENT DROPOUTS

Overall dropout rates for individual school districts in Nevada varied greatly during the 1990-91 school year, from 0.4% to 11.5%. Twelve of 16 school districts with grades 9-12 showed a lower dropout rate than in the previous year (Smith, 1992).

The eventual cost to the taxpayer over the course of a Nevada dropout's lifetime in a single year, 1989, was estimated conservatively at \$124 million (Smith & Ament, 1990). The cost to Nevada's taxpayers will continue to rise due to enrollment increases despite fluctuations in dropout rates and inflation.

In the 1990-91 school year, 4788 individuals dropped out of high school in Nevada. The overall dropout rate was 9.3%, down from the 9.8 percent rate the previous year. Dropouts included:

Twelfth grade:	1560	(13.3%)
Eleventh grade:	1438	(11.6%)
Tenth grade:	1070	(8.0%)
Ninth grade:	720	(5.1%)
16.1%	(856)	Hispanics
13.5%	(130)	American Indians/Alaskan Natives
11.5%	(544)	Blacks
8.1%	(3111)	Whites
6.5%	(147)	Asians/Pacific Islanders

Males comprise 51.6% of enrollment and 53.2% of dropouts
Females comprise 48.4% of enrollment and 46.8% of dropouts
(Smith, 1992).

During the 1991 school year, 1458 students withdrew but returned to the same grade in the following fall. They are not classified as dropouts and the group tends to include more males, blacks, and Hispanics (Smith, 1992).

The national dropout rate of 4.5% for students in grades 10-12 challenges Nevada to continue its dropout prevention programs instituted in the schools in 1989-90 (Kaufman, McMillen, & Whitener, 1991). Note: National percentages are expected to rise since their method of calculation is undergoing an updated formula that is currently used in Nevada.

Nationally, dropout rates have been declining for blacks and whites, but not for Hispanics. Generally, dropout rates are higher in cities and in the South and West, and for Hispanics and blacks (Kaufman, McMillen, & Whitener, 1991).

Nationally, Hispanic adults are almost eight times as likely as non-Hispanics to be illiterate, limiting their ability to participate in their children's education. Hispanics are less likely to enter school ready to learn and more likely than other students to leave high school without graduating (Report on Education Research, 1992).

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Evidence indicates that being held back (repeating a grade) significantly increases the probability the individual will drop out before high school graduation. In addition, some studies show that those students who will fail to complete their education can be identified as early as the third grade (McPartland & Slavin, 1990).

Nationally, nearly one-fourth of females said they dropped out of school due to pregnancy. Other reasons for dropping out include: boredom, academic failure, health problems and family problems (NDHR- Health, 1991).

TEENAGE PREGNANCIES

The number of births to Nevada teens increased by 20% between 1970 and 1988, compared with a 26% decrease nationwide. This was the 2nd largest increase in the nation (Moore, 1991).

Nevada has one of highest teen pregnancy/parenthood rates in the nation and the United States has a teen pregnancy rate that is almost double the rate found in most other developed countries (Nevada Department of Human Resources [NDHR], 1991).

In 1988 and 1990, 12.5% of all babies were born in Nevada to teens. For every ten teenage pregnancies, two will be having their second pregnancy, four will end their pregnancy, one will place their baby up for adoption and five girls will keep their baby (NDHR-Health, 1992, Larson, 1992).

In 1990, of the 2742 teen births, 24 (8.7%) resulted in fetal deaths, 35 (12.8%) resulted in infant deaths, and 275 (10%) had low birth weights (Larson, 1992).

The percentage of Nevada females who give birth before age 19 has fluctuated in recent years between 5.5% and 6.5%. Statistics suggest that 10-20% of teens in grades 7-12 become pregnant, which include miscarriages and induced abortions (Crowe, 1992).

Programs are available for pregnant students in Nevada in 6 of the 13 districts responding to a 1989 study. No active plans to offer district-wide programs was reported by the remaining 5 districts (Crowe, 1992).

District-wide programs tend to be multifaceted, involving educational programming, counseling, and usually homebound services. Clark and Washoe Counties provide day care programs in addition to services for Mothers. In 1988 the two counties served 115 women, or only 5.1% of the number of teen births reported in Nevada. It is concluded that possibly less than 1 in 10 pregnant teens are afforded the opportunity to receive benefits from district services (Crowe, 1992).

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Despite mandatory sex education in Nevada schools, more than a third of teenage pregnancies occurred among teens younger than age 18. Between 1989 and 1990, births to those less than age 20 increased by 7.8% to a total of 2525. Of these:

53	(3%)	births to age 0-14
818	(32%)	births to age 15-17
1654	(65%)	births to age 18-19.

Births to Hispanic and black teenagers, less than age 15, saw the greatest proportional increase (NDHR, 1991).

Teen pregnancy often initiates a cycle that includes failure to continue education, dependence on welfare, creation of unstable families and repeat pregnancies. Lack of available child care further hinders education and job training (NDHR, 1991).

Adolescent pregnancy rates found in the United States are not the result of more prevalent sexual activity. Most other developed countries with readily available contraceptives for youth have lower teen pregnancy rates and lower rates of sexual activity than found in this country (NDHR, 1991).

Half of all first pregnancies among adolescents occur within six months of the first intercourse. Teens tend to view clinics (that dispense contraceptives) negatively and they delay an average of 11.5 months between initiating sexual activity and attending a clinic (NDHR, 1991).

Studies have shown that girls in grades 7-9 who reported having intercourse tended to show lower self-esteem, lower basic skills, and come from financially disadvantaged families (NDHR, 1991).

MISCELLANEOUS

Nationally, two-thirds of fourth- and eighth-graders watch an average of 3-5 hours of television a night throughout the year, while most of them spend less than an hour a night on schoolwork (Report on Education Research, 1992). Note: Since students attend school less than half the days of the year, it can be concluded that more time is spent watching television than attending school or doing schoolwork.

A recent Census report said that overall education attainment is rising, even though education levels of young adults have remained stagnant. However, current data portend that the educational completion rates of children of the "baby boom" generation may not match those achieved by members of their better educated parents (Report on Education Research, 1992).

A2. TEACHERS

Nationally, teachers STRONGLY AGREE with the following statements:

I love to teach.

All children can learn.

I can really make a difference in the lives of my students.

Most teachers are dedicated to their work.

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My training has prepared me to teach students from a variety of backgrounds.
I favor mentor teacher programs.
Leadership committees of principals, teachers, and students should set and enforce school rules.
Integrated, collaborative education and social services in schools would help keep at-risk students from slipping through the cracks.
Overall government funding for education is not sufficient.
More money should be designated to general education and less money should go to mandated programs.
(Taylor and Leitman, 1989).

Statewide, Nevada public school teachers received a 6% increase in salaries in 1990 and a 4% increase in 1991 over the previous years. For 1990, the average Nevada teacher earned \$30,587. According to NEA data, Nevada ranks 12th in the teacher salaries in the nation (NDE, 1991-A).

An advanced degree, beyond the bachelor, was held by 25% of elementary and 37% of secondary Nevada teachers in 1990. Many new education professionals are starting at higher than entry level salaries (NDE, 1991-A).

The number of classroom teachers in Nevada showed a one year 5% increase to 9175 in 1990. (This compares to a student enrollment increase of 6% the same year.) There were 4646 elementary teachers, 3250 secondary, 1065 special education and 214 occupational teachers (NDE, 1991-A).

Nevada teacher and student percentages in 1991 for ethnic population were:

	<u>Teachers</u>	<u>Students</u>
White	89.4%	74.25%
Hispanic	3.0%	11.27%
Black	5.5%	9.01%
Asian	1.0%	3.47%
American Indian	1.0%	2.00%

(NDE, 1992-C).

Females and racial/ethnic minorities are severely under-represented among math and science teachers nationally and in the state of Nevada (NDE, 1991-A).

In Nevada, 39% of kindergarten teachers surveyed think children are unprepared to begin school. Nationally 35% of 7,000 kindergarten teachers surveyed agree (NEA Today, 1992).

Nationally, teachers are getting older. In 1976-77 only one in five teachers were in the 35-44 age group while ten years later it was one in three (Harris & Harris, 1986).

Nationally, teachers staying in the profession have increased since 1990. Teachers see smaller classes and better supplies and educational materials as the key factors for effective teaching. In addition, teachers overwhelmingly support need-based school financing over performance-based school financing (Metropolitan Life Survey of the American Teacher, 1991).

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Nationally, the number of nonteaching staff employed by public schools has grown at a faster rate than the number of pupils and teachers (NCES, 1991).

Although women comprise three-quarters of the nation's teaching force, they make up fewer than a third of principals and less than 5% of superintendents (Report on Educational Research, 1992).

COUNSELORS

Guidance and counseling programs in Nevada's schools have expanded in recent years in terms of diversity of content and in numbers of students served. Overall, the majority of counselors are assigned between 300 and 600 students and most elementary school counselors are assigned over 600 students (Gribble, Loesch-Griffin & Snow, 1989).

Counselors in Nevada spend approximately 40% of their time on crisis or demand counseling and 19% of their time on clerical/administrative activities (Gribble, Loesch-Griffin & Snow, 1989).

In 1990, 92.8% of Nevada school counselors had received some form of alcohol and drug abuse training. Counselors received their training from a wide variety of sources and a full 78.2% received their training within the last two years (Smith & Gribble, 1991).

Training in identifying substance abuse is considered a top priority among Nevada school counselors when listing components of substance abuse training that they consider important. Training in intervention techniques, family considerations, prevention/education, referral sources and legal/ethical issues also are considered important (Smith & Gribble, 1991).

SCHOOL PSYCHOLOGISTS

There were 111 school psychologists in Nevada in 1990-91 (Snow, 1992).

In Nevada, 81.5% of school psychologists feel their professional opinion has a great deal of influence related to selecting appropriate services to students while only 12.5% extend this influence to budget preparation and planning. (Snow, 1992).

Nationally, school psychologists spend approximately half of their time (52.3%) in special education assessment related activities, with an additional 9.3% in assessment that is not special education related (Graden & Curtis, 1991).

NURSES

The National School Nurse Association established an ideal standard for nurse-student ratio at 1:750. By this standard, Clark County would have to triple its 1990-91 current staffing to about 162 in order to provide adequate services. Washoe County would need to more than double its staffing (NDHR, 1991).

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A3. CLASSROOMS/BUILDINGS

There were 323 Nevada public schools in operation in 1990, increasing by 23 schools in three years:

SCHOOLS	<u>1987</u>	<u>1989</u>	<u>1990</u>	<u>%Change 1987-90</u>
Elementary	195	208	219	+ 12.3%
Middle	42	41	42	no change
High	53	5	55	+ 3.8%
Special	10	6	7	- 30%
TOTAL (NDE, 1991-A)	300	310	323	+ 7.7%

Nevada's elementary school student/teacher ratio dropped from 26.6:1 in 1989 to 22.3:1 in 1990 (NDE, 1991-A). The Class Size Reduction Act of 1989 reduced first grade and high-risk kindergarten student/teacher ratios. Its impact will be reflected in 1991 ratios.

Nationally, one in eight school buildings are reportedly so decrepit as to hinder students' learning (Report on Education Research, 1992) and over half of our nation's school buildings are 30 years old or older (NEA, 1992).

A4. FINANCIAL SUPPORT

Nevada citizens ranked 10th highest nationally in per capita personal income in 1989. Nevada is ranked #1 in the country as having enjoyed the highest percentage increase in personal income from 1988-89. These rankings do not, however, result in increases toward education, as Nevada ranked 50th out of 51 when spending for public schools as calculated per \$1000 of personal income (NEA, 1991).

In Nevada, approximately \$4299 was spent on average per student in 1990. Rural students averaged \$6003, yet ranged from a high of 10,794 in Eureka to a low of \$4356 in Elko. Urban students in Clark and Washoe counties averaged only \$4140. The national average of \$5097 compares well overall with Nevada's rural districts but is well above our state's urban student allotment (NDE, 1991-A).

Nationally, an estimated \$213.2 billion was spent on K - 12 public education in 1991-92, almost twelve billion more than the previous year. \$5,097 was spent on the average per student, compared to \$4885 in 1990-91, although spending can vary from \$3,400 in some rural areas to almost \$9000 in some urban areas (Report on Education Research, 1992).

Nationally, expenditures to public education are forecast to increase from 30% in constant dollars between 1976-77 and 1990-91 to 37% between 1990-91 and 2001-2002 (NCES-Projections, 1991).

Nationally, states are the largest funding source for public elementary and secondary schools. Nationally in 1988-89 48% of school funding came from the State, 46% from local and 6% from

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the federal government. In contrast, 36.7% of Nevada's school funding came from the state, 59.1% came from local and other sources, and 4.2% came from the federal government. (NEA, 1991).

Nevada ranked 48th in the country during 1990-91 for the percent of elementary and secondary school revenues from the federal government (NEA, 1991).

During 1990-91, Nevada teachers were paid at about the national average. Yet Nevada ranks 46th in the percent change in average instructional staff salaries for the last ten year period, 1980-81 to 1990-91 (NEA, 1991).

In 1989, per capita expenditures of state and local governments rank Nevada for the following: (NEA, 1991)

2nd	Fire protection
3rd	Police protection
17th	Highways
29th	Health and Hospitals
38th	Elementary and secondary Schools
51st	Public Welfare

Experts agree that \$1 invested in quality preschool education returns \$4.75 because of lower costs associated with special education, public assistance and crime. However, these programs reach less than one in six eligible youngsters (NDHR, 1991).

Nevada currently provides no state revenues to supplement federal Head Start funds or to finance its own state preschool education program. In 1985 only 7.5% of Nevada's poor children were enrolled in a Head Start program. (NDHR, 1991).

The Children's Defense Fund ranks Nevada lowest in the nation in terms of adequate investment in early childhood education (NDHR, 1991).

Currently, Nevada provides no state funded scholarship assistance. Of the two department administered scholarship programs, only one, The Robert C. Byrd Program provides financial support using 100% federally funded dollars. In 1992, only 23 \$1500 awards were provided on a statewide basis. The other program, Nevada High School Scholarship, is privately funded and provides only a certificate, but no financial awards. Five percent (624) students of the senior class were so identified (Crowe, 1992).

A5. CURRICULUM

READING

Children who read for fun, and high school students who read books, newspapers or magazines are decreasing in numbers (Report on Education Research, 1992).

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In 1989 approximately 88% of Nevada third graders and 81% of sixth graders read at or above grade level (NDHR, 1991).

COMPUTERS

Virtually all of Nevada's public schools use computers. However, many of the machines are outdated and do not have sufficient memory for software currently available to schools. Teacher training is uneven and not always related to specific classroom instruction (NDE, 1992-B).

Nevada's school computers are in laboratories 65.8% of the time wherein students are exposed to computers less than one hour per week. Computers are used about equally for drill/practice/remedial work as for use as a problem solving tool that integrates with class lessons (NDE, 1992-B).

PHYSICAL EDUCATION

Nationally, almost one-third of all children are overweight and 50% do not get enough exercise to develop healthy cardiorespiratory systems. 50% of girls and one-third of boys age 6-17 cannot run a mile in less than ten minutes (NDHR, 1991).

The American Medical Association and the President's Council on Physical Fitness and Sports recommend schools provide daily gym classes. Yet nationally, only 6% of schools have daily physical education classes and only 37% have classes one or two days a week. Recess is often used as a substitute for physical education (NDHR, 1991).

In Nevada, no statewide evaluation of physical fitness of our youth is conducted and school district participation in the President's Physical Fitness Award program has been quite low (NDHR 1991 and NDE, 1991-A).

SPECIAL EDUCATION

During school year 1991-92, approximately 9.4% of Nevada's students were identified and receiving special education and related services in the local school districts. According to the most recent statistics available (13th Annual Report to Congress), approximately 10% of students enrolled nationally are served in programs for special education (NDE 1992-C).

Students who are served as learning disabled accounted for 55.4% of Nevada's special education students (NDE 1992-C). Nationally approximately 50% of special education students are served as learning disabled.

Students served as seriously emotionally handicapped accounted for 5.1% of Nevada's special education students, compared to about 8% nationally (NDE 1992-C).

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Nevada's statistics for serving other handicaps include: Speech/language (22.2% of special education students); mental (6.5%); aural (1.1%); visual (0.5%); physical (2.4%); deaf-blind (0.1%); multiple (1.3%); developmentally delayed (5.4%) (NDE 1992-C).

OCCUPATIONAL EDUCATION

Nevada's secondary schools offer a wide array of occupational courses. All or most districts offer courses in the following program areas: business/office, consumer/homemaking, industrial arts, precision production, mechanics/repair, and agricultural production (NDE, 1991-C).

In 1990-91 there were 19,054 students enrolled in occupational education courses. Of these, 8484 (44.5%) were occupational specific, 4552 (23.9%) were introductory occupational classes, 2452 (12.9%) were industrial arts and 3566 (18.7%) were consumer and homemaking (NDE, 1991-C).

MATH and SCIENCE

The percentage of Nevada's eighth graders enrolled in algebra 1 or in accelerated math compared well with other states in 1989-90 school year. However, Nevada was near the bottom of the states studied on the percent of public school students enrolled in any mathematics courses in grades 9-12. There exists a large variability among districts, ranging from as few as 68% to as many as 95% of students enrolled in math courses (Smith & Carpenter, 1991).

Nevada ranked near the bottom nationally in 1989-90 for students enrolled in upper level mathematics courses (e.g. geometry, algebra 2, trigonometry, and calculus). While 92% of Nevada's students are projected to have taken algebra 1 by graduation, only 33% have taken algebra 2 by graduation (Smith, & Carpenter, 1991).

Enrollments in Nevada's public high school science courses in 1989-90 were lower than enrollment in math courses and ranked near the bottom of the states studied for students enrolled in any science class and also enrolled in upper level science courses (Smith, & Carpenter, 1991).

Nevada had few teachers teaching science without proper certification in 1989-90. However, 17% of Nevada teachers assigned to teach mathematics were not certified in math. This was nearly double the percentages of other states. Yet none of the other 39 states reporting required fewer credits in math for math certification than does Nevada (minimum of 16 semester credits in math) (Smith, & Carpenter, 1991).

Nevada's 1989-90 class sizes for high school math and science (and English) round to 22 which are average nationally. Smaller, rural districts tend to have lower average numbers per class than urban districts (Smith & Carpenter, 1991).

Nevada high school female students were well represented in the percentages of students

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taking initial classes in formal mathematics and science in 1989-90, but their percentages dropped for more advance classes in these two subject areas. In fact, no females were reported to be enrolled in second year physics in Nevada in 1989-90 (Smith & Carpenter, 1991).

Nevada's elementary schools time spent on mathematics and science compared well with other states, although time spent on science education in grades 1-3 was relatively low (Smith & Carpenter, 1991).

INTERNATIONAL COMPARISONS IN MATH, SCIENCE, OTHER

In 1991, a project called the International Assessment of Educational Progress (IAEP) conducted a random sample of 3,300 students from about 110 schools in twenty countries. This IAEP study assessed 9-year-old and 13-year-old students in math and science and found the following:

Thirteen-year-olds are much more likely to spend their time watching television than studying. The international norm is two to four hours of television viewing each DAY, while one hour or less each WEEK is spent in each of math and science home study.

Greater frequency of teacher presentation and independent work are associated with higher performance for the majority of participants.

The amount of leisure reading and time spent on all homework is positively related to mathematics achievement, while amount of time spent watching television is negatively related.

Students in China were highest performing in mathematics while the United States scored just below average. Note: China's sample was restricted to grades and provinces with only in-school population sampled, while the United States' sample was not restricted. The average days of instruction in the U.S. is 178 days while China reported 251 days.

In almost all populations students felt that math and science are for boys and girls equally. In about one-third of the population 13-year-old boys performed significantly better than girls that age.

The United States and Canada were the only countries without a national curriculum (International Assessment of Educational Progress, 1992).

The United States ranks first in the world in newspaper production and third in books published (NDE, 1992-A).

Students in the United States and Israel watch twice as much television as students from other industrialized nations (NDE, 1992-A).

A6. RURAL NEVADA

Of the 17 county school districts in Nevada, 15 are rural and only Washoe and Clark Counties, where 82% of the state's residents reside, are urban. The federal government owns

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more than 85% of the 110,561 square miles of Nevada land area (Berliner, Brown, & Coe, 1989).

In general, rural counties experience greater unemployment than residents in urban areas. Even with the current "gold rush" in several counties, the poverty rate of families throughout all of rural Nevada was higher than in the two urban areas during the 1980's (Berliner, Brown, & Coe, 1989).

The size of Nevada's rural schools vary from just a few students to several hundred. In 1988 25 schools had fewer than 100 students and six schools had ten or less students enrolled. There were 12 one-teacher elementary schools located in small towns like Tuscarora and Denio (Berliner, Brown, & Coe, 1989).

All rural Nevada school districts offer upper level classes in math (e.g., geometry, algebra 2, trigonometry, calculus) and science (e.g., chemistry, physics, advanced science). The percent of rural students enrolled in these classes compares well with the urban areas (Smith & Carpenter, 1991).

Compared to rural schools nationally, Nevada's rural schools fare relatively well financially overall. The state formula attempts to equalize funding between urban and rural districts. Yet Eureka County is over 90% locally funded which boosts their per pupil expenditure to \$10,794, compared to Elko's \$4,356 in 1990. Equal or greater dollars per rural pupil still cannot buy what urban districts can in pupil services (Berliner, Brown, & Coe, 1989).

The incidence of graduates and dropouts in rural Nevada fluctuates among the districts. Rural districts, like urban areas, are experiencing an increase in numbers of students at-risk of falling school due to poverty, limited-English language skills, substance abuse, youth gangs, and teen pregnancy (Berliner, Brown, & Coe, 1989).

Over 4000 rural students in Nevada with special learning needs have access to specialized staff and are rarely placed in self-contained classrooms. Rural schools generally have smaller class sizes and a greater number of multiple grade grouping. Teachers often have greater responsibilities in rural districts and sometimes assume non-instructional janitor or bus duties (Berliner, Brown, & Coe, 1989).

Attracting and retaining teachers to rural schools is often difficult because of social and cultural isolation. Incentives like subsidized housing and utilities or an isolation bonus do not make up for the fact that salaries for rural teachers are generally less than their urban counterparts. The overwhelming majority of novice teachers are hired in Washoe and Clark urban districts (Berliner, Brown, & Coe, 1989).

Nationally, rural children are poorer and attend poorer schools where teachers have less training, have less experience, and have fewer educational resources (Report on Education Research, 1992).

Nationally, rural teachers are nearly twice as likely to have fewer than five years' experience than teachers in other areas (Report on Educational Research, 1992).

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A7. NATIONAL EDUCATION GOALS REPORT

The nation's governors and the President met at the National Education Summit in 1989 to initiate a decade-long campaign to increase educational performance at all levels. At the center of this campaign are six National Education Goals. The National Education Goals Report: Building a Nation of Learners, 1991, presents the most recent quality indicators currently available to answer the question of how well the nation and individual states are doing in achieving each of the Goals. The following data and conclusions are included in the report:

THE NATIONAL EDUCATIONAL GOALS STATE THAT BY THE YEAR 2000:

GOAL 1. ALL CHILDREN IN AMERICA WILL START SCHOOL READY TO LEARN.

At present, there are no direct ways to measure the nation's progress toward achieving this Goal. We need to know whether children are ready to learn when they start school in terms of their physical, emotional, social, and intellectual development.

Birthweights and prenatal care are limited indicators for child development. In Nevada, in 1988, there were 925 births per 1,000 at or above 5.5 pounds, 63 births between 3.3 and 5.5 pounds and 12 below 3.3 pounds. In the same year 906 mothers has some prenatal care before the 3rd trimester of pregnancy, 57 had their first prenatal care during the 3rd trimester, and 37 had no prenatal care.

GOAL 2. THE HIGH SCHOOL GRADUATION RATE WILL INCREASE TO AT LEAST 90 PERCENT.

Nationally, the high school completion rate in 1990 was 83% for 19- to 20-year-olds. Rates for white and black students were substantially higher than the rate for Hispanics.

Nationally, between 1975 and 1990, high school completion rates improved 12% for blacks, 2% for whites and overall. However, completion rates for Hispanics have remained consistently lower than the rates for other groups.

Nationally, nearly half of the 1980 sophomores who dropped out returned and completed high school within the following six years.

Nevada's 11/90 high school completion rate was 77%.

GOAL 3. AMERICAN STUDENTS WILL LEAVE GRADES FOUR, EIGHT, AND TWELVE HAVING DEMONSTRATED COMPETENCY IN CHALLENGING SUBJECT MATTER INCLUDING ENGLISH, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY; AND EVERY SCHOOL IN AMERICA WILL ENSURE THAT ALL STUDENTS LEARN TO USE THEIR MINDS WELL, SO THEY MAY BE PREPARED FOR RESPONSIBLE CITIZENSHIP, FURTHER LEARNING, AND PRODUCTIVE EMPLOYMENT IN OUR MODERN ECONOMY.

Fewer than one out of every five students in grades 4, 8, and 12 has reached the National Education Goal of demonstrating competency in mathematics. Mathematics competency varied considerably among race/ethnic groups.

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For every 1,000 11th and 12th graders enrolled in 1991, 70 Advanced Placement examinations were taken in the core subjects; over 60% of the grades were generally high enough to make students eligible for college credit.

The number of Advanced Placement examinations taken in core subjects has increased 51% over the past five years. Rates of increase have been greatest among minority students.

Nearly all 12th graders in 1988 had a basic knowledge of civics, such as election, laws, and constitutional rights. However, only about half understood specific government structures and functions, such as separation of powers, and only 6% had a detailed knowledge of institutions of government, such as the Cabinet and the judiciary.

Slightly less than half of 18- to 20-year-olds were registered to vote in 1988, compared to 70% of all U.S. citizens 18 or older.

In Nevada, the estimated percent of public high school students in 1989-90 school year taking upper level math courses was 26%, taking upper level science courses was 17%.

In Nevada the number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991) was 62 with 29 having scores high enough for college credit.

GOAL 4. U.S. STUDENTS WILL BE FIRST IN THE WORLD IN SCIENCE AND MATHEMATICS ACHIEVEMENT.

American 13-year-olds scored substantially lower than students from three out of four other countries (Korea, Spain, United Kingdom) in science in 1988.

American students scored lowest among 13-year-olds from five nations (Ireland, Korea, Spain, United Kingdom) on an international mathematics test in 1988.

American 13-year-olds were outperformed by students in Japan and the Netherlands in all areas tested on an international mathematics assessment in the 1980's.

GOAL 5. EVERY ADULT AMERICAN WILL BE LITERATE AND WILL POSSESS THE KNOWLEDGE AND SKILLS NECESSARY TO COMPETE IN A GLOBAL ECONOMY AND EXERCISE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP.

While most Americans have mastered the most basic functional literacy skills, few are able to perform more complex literacy tasks requiring them to process and synthesize many pieces of information.

White adults aged 21 to 25 were more likely than blacks or Hispanics to have mastered increasingly difficult literacy tasks.

GOAL 6. EVERY SCHOOL IN AMERICA WILL BE FREE OF DRUGS AND VIOLENCE AND WILL OFFER A SAFE, DISCIPLINE ENVIRONMENT CONDUCIVE TO LEARNING.

About three out of ten high school seniors reported in 1989 that alcohol and marijuana were easy to obtain in their schools.

At-school drug use is not widespread. Seven percent of 12th graders reported using alcohol at school, 6% reported using marijuana, 1% reported using cocaine.

Use of alcohol, marijuana, and cocaine at school has dropped sharply since 1980.

Substantial numbers of 12th graders are victims of violent acts, theft, and vandalism at school.

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Black students are much more likely than white or Hispanic students to be victims of violent acts at school involving weapons.

Threats and injuries to students and theft and vandalism of student property have been on the rise during the last ten years.

Most teachers feel safe in their schools during the day, but teachers in cities are more likely than teachers in other areas to feel unsafe in their buildings after hours.

Teachers in cities are more likely than teachers in other areas to be victims of verbal abuse and threats.

In Nevada, in 1988, 49% of high school teachers surveyed reported that the level of student misbehavior in their school interfered with their teaching. A full 71% felt the amount of student tardiness and class-cutting interfered with their teaching, and 35% said rules for student behavior are consistently enforced by teachers in their school, even for students who are not in their classes. A response of serious or moderate problems in their schools was reported by 11% for physical abuse, 65% for verbal abuse, 53% for robbery or theft, and 63% for vandalism. The teacher sample size was 97 with an additional 42 teachers who did not respond to questions. Unfortunately, this sample size was inadequate to be able to generalize to the Nevada teacher corps. We are hopeful that future surveys will include statistically valid random samples.

B. RELATED STATISTICS ON HEALTH/SOCIAL ISSUES

B1. CHILD WELFARE/CHILD ABUSE

In Nevada in 1990, 15.2% of children lived in poverty; a figure that increased 54% during the 1980's (NDHR-Health, 1992).

Almost a fourth of Nevada's children are not covered by health insurance (The Center for the Study of Social Policy, 1991).

Reports of child abuse and/or neglect in Nevada increased from 5,054 in 1983 to 12,286 in 1990, or 143% in seven years. In 1990, alcohol and/or drug dependency was a contributing factor in nearly half of the 4754 substantiated cases (NDHR, 1992).

The number of Nevada children removed from their homes and placed in substitute care has increased 162.6% over the past decade. This increase from 863 in 1980 to 2266 children in fiscal year 1990 is numerically small but is even more dramatic than the 65.8% increase of the youngest population during the same period (NDHR, 1992).

The Aid to Dependent Children (ADC) program, the principal cash assistance program for low income families with children in Nevada, is inadequate. The program sets its monthly cash benefit level at \$330 for a family of three, which is 37.5% of the federal poverty level. In 1990, a total of 14,936 children in Nevada benefit from ADC; about one-third of those estimated to be living in poverty (NDHR-Health, 1991).

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The 1992 one-year growth rate for recipients of ADC, 23.3%, and Food Stamp benefits, 21%, provided through the Nevada Welfare Division has increased significantly faster than the state's population, 4.6% (NDHR, 1992).

Aid to Dependent Children rolls have increased more than estimated and benefits have been cut in order to balance the Nevada Welfare Division's budget. The number of Food stamps and Medicaid recipients also continue to increase in Nevada, indicating an increase of children living in poverty in the state (NDHR, Welfare).

Nevada continues to have the highest female labor force in the country per capita. Nevada female heads of households are the fastest growing segment of the population. Female headed families with children comprise 50% of Nevada's families living in poverty (NDE, 1992-A).

B2. YOUTH INJURY and MORTALITY

In Nevada, more than half of all deaths among youth age one to 19, are caused by accidents; more than half of those involve automobiles. For youth age 15-17, motor vehicle deaths account for 51% of all deaths (NDHR, 1991).

Nationally, accidents are the leading cause of death for youth.

In 1990 the leading causes of death of Nevada youth included:

	Age 1-14	15-17	18-19
Heart Disease	2	0	0
Malignant Neoplasms	2	3	0
Motor Vehicle Accidents	17	23	27
Other Accidents	20	4	1
Cerebrovascular Disease	0	0	1
Respiratory Disease	1	0	0
Suicides	5	5	10
Flu and Pneumonia	7	1	1
Disease of Arterioles	1	1	1
Homicide	7	0	6
Congenital Anomalies	6	0	0
Other	20	0	0
TOTAL	88	36	46

(Larson, 1992)

Nevada does not collect or maintain statistics for injury rates, but data from Emergency Medical Services suggest the following for Nevada: automobile accidents are the leading cause of injury for youths, followed by being hit by an automobile while on foot or while riding a bicycle (NDHR, 1991).

Among youth age one to 19, homicide in Nevada ranks as the third leading cause of death (NDHR, 1991).

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B3. HOMELESS YOUTH

There are approximately 1,300 known and suspected homeless youth in Nevada. As of December, 1990, the breakdown for homeless youth was as follows:

Clark County had 352 definite and 233 suspected
Washoe County had 272 definite and 61 suspected
The 15 rural counties had 187 definite and 215 suspected.
(Homeless Youth Education Office, 1991).

Homeless youth are enrolled in schools at a greater number than at any previous time. One in four elementary teachers in both urban and rural Nevada has a homeless student in his classroom. (Homeless Youth Education Office, 1991).

Nevada is systematically tracking school enrollment for homeless youth and more than 300 homeless youth advocates have been trained since 1990 who are working with the youth in their schools to see that they succeed. (Homeless Youth Education Office, 1991).

B4. INFANT HEALTHCARE

Infant mortality rates are considered one of the best overall indicators of a state's health. The nation's and Nevada's infant mortality rate has declined steadily while the numbers of premature and low birth-weight babies have increased (NDHR- Health, 1992).

Low birthweight babies require expensive, neonatal intensive care that cost Nevada citizens \$82 million in 1988 alone. Lifelong costs in medical, social, and educational amelioration are estimated at about \$400,000 for each of these infants. In contrast, \$2 million could provide obstetrical services if Nevada's Medicaid plan included all pregnant women with family incomes up to 185% of poverty. This would result in overall cost saving by reducing neonatal intensive care services (NDHR, 1991).

Brought on by alcohol during pregnancy, fetal alcohol syndrome (FAS) is believed to be the leading cause of mental retardation, surpassing both Down's syndrome and spina bifida. According to data submitted by Washoe Pregnancy Center to the Nevada State Health Division for 1990, almost 40% of low income women delivering babies in Washoe County admitted to drug and alcohol use (NDHR, 1991).

Nevada estimated 18 FAS infants, 17 drug addicted infants and 33 drug and alcohol addicted infants in 1989. Of 80 newborns admitted to hospital ICU's 20-25% were from substance abusing mothers (Grundman, 1992).

Nationally, it is estimated that at least 20% of newborns in urban areas are exposed in the womb to one or more illicit drugs. In Nevada, more than 60% of births occur in Clark County. Based on a figure of 23,000 births statewide, it's reasonable to estimate almost 3,000 infants born in Clark County each year are drug exposed (NDHR, 1991).

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B5. MENTAL HEALTH AND SUICIDE

While some children and adolescents have serious chronic illness, the prevalence and fatality of many diseases among youth have been reduced. Today, the real health threats are of psychological rather than natural causes (NDHR, 1991).

In 1990, 20 Nevada youth under age 20 committed suicide, of which 5 were younger than age 15. Firearms was the method used in 16 of the 20 suicides. (Larson, 1992).

To estimate mental distress and mental disorders among adolescents, experts often rely on the prevalence of alcohol and drug abuse, suicide and homicide and other health problems. Nevada is among the highest in all such categories (NDHR, 1991).

Suicide is the third leading cause of death among adolescents nationally. In Nevada, it is the second leading cause of death among youth, age 15-19 and the sixth leading cause of death among those age one to 14 (NDHR, 1991).

Nationwide, suicides among those age 15-19 have almost tripled since 1960. Nevada has the highest suicide rate among adolescents in the nation. Furthermore, the age at which children are exhibiting mental problems is increasingly younger (NDHR, 1991).

B6. SUBSTANCE ABUSE

Nevada ranks first in the nation for all age groups in per capita alcohol consumption rate and second for hard core cocaine addicts and wine consumption (Grundman, 1992).

An estimated 403,000 Nevadans have used illegal drugs and between 83,000 and 97,000 Nevadans are alcoholics or alcohol abusers (Grundman, 1992).

Primary substance abuse problem at admission for adults in Bureau of Alcohol and Drug Abuse (BADA) funded treatment programs in Nevada was 50.4% for alcohol and 49.6% drugs; for adolescents, 24.7% for alcohol and 75.3% drugs (Grundman, 1992).

During fiscal year, 1990, 525 youth under age 19 received treatment from BADA funded treatment programs, or 6.1% of the total clients served. In addition, 38,510 youth received prevention services through 32 statewide funded community prevention programs (Grundman, 1992).

In Nevada, 90% of high school seniors use or have used alcohol and/or drugs, and more than half report that it is easy to obtain cocaine/crack. Almost a fifth use marijuana regularly (NDHR, 1991).

In Nevada, 52% of sixth graders have used alcohol and/or drugs and almost half of sixth graders responding indicated drug education should begin in third grade or earlier (NDHR, 1991).

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Alcohol far surpasses all other drugs as the drug of choice for Nevada's youth (Grundman, 1992). Almost half of the seniors drink beer regularly, more than a third drink wine regularly and more than a fourth drink hard liquor regularly (NDHR, 1991).

More than half of Nevada twelfth graders report that their parents would either approve or not care if they attended drinking parties. 44.2% of heavy abusers in 12th grade perceive no risk or slight risk to drinking 5 or more drinks 1 to 2 times per weekend (Grundman, 1992).

There is a tendency among Nevada students to attribute more alcohol and drug use to their friends than they report for themselves (Soule, 1992).

Tobacco use is far less prevalent among Nevada students than use of alcohol. In 1991, approximately 15% of 6th graders and over 50% of 12th graders reported at least experimental use of tobacco (Soule, 1992).

Nevada industries lose over \$200 million annually because of alcohol related problems, and an additional \$96 million because of other drugs used by individuals employed in the state. Nevada has approximately 524,000 employed individuals of which an estimated 37,742 experience an alcohol and/or drug abuse problem (Grundman, 1992).

At any given time, approximately 750 Nevadans are on "waiting lists" for treatment services for their alcohol and drug abuse. Many addicts do not pursue treatment services when the wait is an average of 40 days until space is available for them in a residential program (Grundman, 1992).

Nationally, youths are using less illicit drugs. However, data also suggests that substances that are legal for adults but not for minors, like alcohol and tobacco, are attracting more experimentation, regular use, and possibly problem use among youth (NDHR, 1991).

In 1991, Nevada had 260 traffic accidents with 297 deaths. 121 traffic accidents in which 141 persons were killed were alcohol related (Nevada Department of Motor Vehicles, 1992).

B7. INFECTIOUS and SEXUALLY TRANSMITTED DISEASES, AIDS

Measles (especially in Clark County) and other contagious childhood diseases, once almost eradicated in the U.S., are returning at an alarming rate (NDHR, 1991).

The number of women and children infected with HIV, which causes AIDS, is on the increase, especially in Clark County. Some of the women are less than age 20, which means they contracted the disease as teenagers. They're having children and the children are infected (NDHR, 1991).

Total pediatric cases of AIDS/HIV in Nevada as of December 15, 1990, was eight and as of June 5, 1992 was eleven. Two cases were infected by blood transfusions and nine had a parent with AIDS/HIV. Total cumulative cases of all ages as of June 5, 1992 was 997, of which 60% have died. Of the 997, 93% were males and 7% were females (Grundman, 1992, NDHR-Health-B, 1992).

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Only 22% of sexually active females age 15-19 use condoms, which is the only known protection against AIDS and sexually transmitted diseases (NDHR, 1991).

The fastest growing group of AIDS cases is the intravenous (IV) drug user. Nationally, this group comprises 28%, or 40,890 cases versus 20%, or 108 cases, in Nevada as of August 15, 1990. Almost all the women and children with AIDS in Nevada are IV related - either drug users or they contracted the disease from a sexual partner who is an IV drug user. The federal government provides monies to states to provide services to IV drug users in order to reduce the AIDS risk (Grundman, 1992).

B8. JUVENILE DELINQUENT OFFENDER

In 1987, Nevada had the highest juvenile detention rate in the country, with the exception of Washington D.C. At 407 Nevada youth per 100,000 incarcerated, almost a 50% increase over the past decade was realized. Additionally, Nevada has the second highest adult incarceration rate in the nation. The United States has one of the highest incarceration rates in the world (NDHR-Health, 1991).

Nevada does not yet have a secure, state funded institution for housing convicted, habitual violent and serious juvenile offenders. The Nevada Youth Training Center in Elko, and the Callente Youth Center, both state facilities, are being used to the maximum and do not offer the controlled environment required for the more serious and dangerous youths (NDHR-Health, 1991).

Callente staff say the biggest problem youth at the facility suffer is a lack of foster homes or community based programs for options. Lack of appropriate placements contributes more to the recidivism rate than any other single factor (NDHR-Health, 1991).

About 80% of the girls and 70% of the boys at Callente have been sexually abused prior to coming to the facility. In fact, studies substantiate that youth end up at the facility because of abuse. Up to 70-80% of youth arriving at Callente have experimented or have used drugs (NDHR-Health, 1991).

Almost 60% of Nevada's adult prison population is illiterate, with math, spelling and reading levels at the 6th grade for males and the 5th grade for females (Governor's Commission on Substance Abuse, 1990).

More than half of all youth entering detention facilities have health related problems. Most frequently cited problems include alcohol and drug abuse, depression, suicidal behavior, physical and sexual abuse, learning disabilities and sexually transmitted diseases. (American Academy of Pediatrics, 1989). About 90% of youth confined at Elko need extensive dental work (NDHR-Health, 1991).

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C. NEVADA STATISTICS and NATIONAL RANKINGS

Nevada's 1992 estimated population is 1,348,654; a 4% increase over 1991. A five year forecast predicts increases for the next five years in the 3.1 to 3.5% range. Nevada counties showing the greatest population increase over the past decade, 1980-90, include Nye (96.5%), Elko (94.2%), Esmeralda (73%), Storey (68.1%) and Clark (60.1%) (State Demographer's Office, 1991).

Clark County has the largest percentage of Nevada's population (62.5%). An estimated 5,000 persons are relocating to Clark County monthly. If this trend continues, the county's population will top one million by the year 2000 (NDHR-Health, 1992).

NEVADA RANKS AT OR NEAR THE HIGHEST IN THE NATION:

- Teenage and adult incarceration rate
- Teenage suicide rate
- Teenage pregnancy rate
- Female labor force rate
- Total personal income increase rate
- High school graduates increase rate
- Per capita expenditures for fire protection
- Per capita expenditures for police protection
- Alcohol consumption rate
- Cocaine addicts rate
- Student enrollment increase rate
- Resident population increase rate
- Resident 65 years and older increase rate

NEVADA RANKS AT OR NEAR THE LOWEST IN THE NATION:

- Public school revenue per \$1000 of personal income
- State and local government expenditures for all education per \$1000 of personal income AND percent of total general expenditures
- Percent of school revenues from federal government
- Per capita expenditures for public welfare
- Preschool education expenditures
- High school enrollment rates in upper level math and science classes
- Percent change in average instructional staff salaries over ten years
- Total resident population and student enrollment
- Total resident population per square mile
- Number of school districts (17) in state

Specific statistical information found within report.

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GLOSSARY OF ACRONYMS

NCES - National Center for Education Statistics

NDE - Nevada Department of Education

NDHR - Nevada Department of Human Resources

NEA - National Education Association

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