Dropout and Graduation Rates in Nevada

Sandra D. Owens-Kane

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Dropout and Graduation Rates in Nevada

Introduction

This report spotlights the high school graduation and dropout rates in Nevada, shows how the trends in our state compared to the trends in other states, and outlines community resources available to Nevadans seeking to improve their educational achievements. High school dropout and graduation rates are key indicators by which we judge an educational system. The importance of these indicators stems from the fact that higher educational achievement correlates positively with individual and community social health – e.g., the higher the graduation rates of individuals within a community, the greater the level of personal fulfillment and community development. Conversely, high school dropout rates correlate inversely with individual and community social health in that individuals who don’t complete high school are often left behind on the social ladder of success, especially in economic terms. We study dropout rates, along with other social indicators like teen pregnancies and juvenile arrests, in order to understand why, and to change the fact that, some groups and communities fare better in our society than others.

There is more than one way to measure high school dropout rates, and thus the rates will vary depending on the definition and measurement criteria of the reporting agency. The Annie E. Casey Foundation defines High School Dropouts as the percentage of 16 – 19-year-olds who are not enrolled in school and who are not high school graduates. Students who earn the General Education Degree (GED) are considered graduates of high school. Using this measuring rod, the Casey Foundation highlighted the following trends in its 2004 study:

- The national average dropout rate was 9% in the year 2001.
- Nevada’s high school dropout rate was 14% – the second worst in the nation after Arizona, which posted a 16% dropout rate in 2001.
- In 2001, the states with the lowest dropout rates were North Dakota with a dropout rate of 4%, followed by Iowa, New Jersey and Minnesota which all had a 5% dropout rate.

The good news as evidenced in the Casey report is that Nevada’s dropout rate decreased in recent years:

- The high school dropout rate in Nevada was 17% in 1996 and 14% in 2001, i.e., the Silver State experienced an 18% decrease in the percentage of high school dropouts.
• Nationally, there was a 10% decrease in the dropout rate in the same period – from 10% in 1996 to 9% in 2001.
• Thus, the dropout rate decreased almost twice as much in Nevada as in the rest of the nation.

**Historical Overview**

These national dropout data fluctuate each year, but what doesn’t change is that fact that as a nation we are failing to help all of the youth of America successfully complete the minimum mandatory education requirements of our nation’s Department of Education. Among key reasons for the alarming dropout and graduation rates in the U.S. are high-poverty, poorly designed curriculum, the low pay teachers receive compared to other professionals, and a substandard training which allows educators to teach curriculum subjects that they have not studied in depth during their undergraduate years.

Each of these factors contributes to the disturbing high school graduation trends in Nevada. In addition to these well known factors, there are several other reasons affecting the state’s high school dropout rates:

• Readily available service industry jobs with limited entry level skills which attract young people, especially those from poor families
• A substantial number of unskilled service positions that do not require English literacy or English proficiency
• The low housing costs that for a long time attracted to Nevada people with limited skills and education (the housing prices in Nevada went up dramatically beginning in 2004)
• Sizeable populations of Mexican Americans and Native Hawaiians who have developed community services and support systems for new immigrants

The booming populations in Clark County and Washoe County will have a strong impact on the future high school dropout and graduation rates in the state of Nevada. Both metropolitan counties have become more ethnically diverse, and if the current trends continue, Nevada may one day join California, Hawaii, New Mexico, and Texas as a “majority-minority” state where non-whites and Hispanics account for more than 50% of the population. Presently, ethnic minorities make up 39% of the state’s population (Casey, 2004). As the population in the Silver State increases and grows more ethnically diverse with Hispanic youth, we are likely to see the dropout rates of these youth contributing disproportionately to the state’s overall dropout rate.
High School Completion Rates

The National Center for Education Statistics uses the term “high school completer” broadly to include diploma recipients as well as those who received a certificate of attendance or a General Education Diploma (Table 1). According to the 2004 data from the National Center for Education Statistics:

- The 4-year completion rates for the U.S. was 80.5 in the 2000-2001 school year, ranging from a high of 90.1% in North Dakota to a low of 65.0% in Louisiana.
- Seven states had 4-year completion rates above 85% – Connecticut, Iowa, Maine, Massachusetts, New Jersey, North Dakota, and Wisconsin.
- Five states had 4-year completion rates below 75% – Arizona, Georgia, Louisiana, Nevada, and New Mexico.
- The National Center for Education Statistics reports that between 1996-2001, the changes in completion rates, both increases and decreases, were relatively small – less than 2 percentage points in 18 states.
- Two states, Idaho and Nevada, increased their 4-year high school completion rates by more than 9 percentage points during the 1996-97 and 2000-01 school years.
- In 2000-01, 73.5% of Nevada high school students completed their education by securing the high school diploma, its equivalent, or receiving the certificate of attendance, which ranked Nevada above only three reporting states (Georgia had a 71.1% completion rate, Arizona had a 69.3%, and Louisiana had a 65% completion rate).
- Rural areas in Nevada, as well as small and large towns with less than 25,000 residents, had completion rates of 85-87%; midsize cities had 77% completion rates; and urban fringes of large cities had the lowest completion rate of 70%.
- Nevada ranks low (#47) among states in terms of college matriculation, with only 37% of Nevada’s high school graduates pursuing post-secondary education (NV Department of Education, 2005).
- In the United States in 2003, 28% of high school graduates age 25 – 29 had completed a bachelor’s degree or higher, whereas only 17% of Nevadans age 25 – 29 had completed a bachelor’s degree or higher.

Ethnic Disparities in High School Dropout Rates

In 2002, 187,297 young adults (ages 18-24) lived in Nevada. Of these youth, 55% (103,013) were White, 29% (54,316) – Latino, 7% (13,111) –
African American, 5% (9,365) – Asian and Pacific Islander, and 1% – American Indian, Alaskan Native, Native Hawaiian, or other Pacific Islander respectively. There were significant differences in high school dropout rates among these groups (Casey, 2005):

- Fourteen percent of Nevada teens aged 16-19 were high school dropouts in 2001. This total is comprised of the 9% Latino teens and 9% of African American teens who dropped out, followed by 6% of Native American/Alaskan Native teens who dropped out, and 5% of White and 5% Asian/Pacific Islander teen dropouts.
- Nine percent of teens aged 16-19 dropped out of high school nationally in 2001. This total is comprised of the 17% of Latino teens who dropped out, 10% of both African American and American Indian teen dropouts, 6% of White teen dropouts, and 5% of Asian and Pacific Islander teen dropouts.

While the 9% Nevada Latino high school dropout rate is almost half of the 17% national Latino dropout rate, the total number of Latino teens dropping out (4,888) is quite high, reflecting the large population of Latino teens in Nevada. With nearly 5,000 Latino youth dropping out of high school every year, we have reasons to be concerned, for poor showing in this area tends to push up mortality and delinquency rates. Although state level data by race is not available, we should note that nationally Latino dropouts are more likely to be working than their African American and American Indian dropout counterparts.

- Ten percent of young Nevadans who are not in school do not hold a job, compared to the national average of 8% of teen dropouts without a job.
- Nationally, 87% of the Latino high school dropouts are employed, which means that some 13% are neither in school nor in the workforce.
- Comparatively, 83% of American Indian and 86% of African American high school dropouts are working full time or part time.

**Educational Achievement and Earning Capacity**

Although it is good news that many high school dropouts are working, their general well-being is likely to suffer due to the fact that the individual’s earning capacity, both initial and long-term, is lower for those who failed to secure high school diplomas and more advanced degrees. The U.S. Census Bureau (2002) estimates that:
• High school graduates earned on average $7,000 more per year ($30,400)) and than high school dropouts ($23,400), and 20% more over the lifetime than high school dropouts.
• Estimated lifetime earnings for a school dropout employed full time for 40 years are about $1.0 million (in 1999 dollars), compared to $1.2 million for someone with a high school diploma.
• A person with bachelor degree working full time for 40 years will earn on average $2.1 million – more than twice as much as a high school dropout.
• An individual with a master’s degree working full time will earn $2.5 million over the same time span.
• A doctoral degree holder working full time will earn $3.4 million over the same period of time.
• And a person with a professional degree will earn a $4.4 million over the course of his or her working life – four and a half times the $1.0 million dollar life-time earnings of a high school dropout.
• New information from the U.S. Census Bureau (2005) reinforces the value of a college education: workers 18 and over with a bachelor’s degree earn an average of $51,206 a year, while those with a high school diploma earn $27,915. Workers with an advanced degree make an average of $74,602, and those without a high school diploma average $18,734.

While money may not buy you happiness, it certainly helps fend off troubles by putting food on your table, paying for housing needs, getting adequate health care, and expanding the range of options for your leisure activities. And the way to insure that your financial needs are met is to get as much education as possible, starting with the nationally mandated and economically rewarding high school diploma.

**Enrollment and Graduation Rates by Ethnicity**

The 2005 Nevada Report Card compares the student body enrollments of Clark County School District and Washoe County School Districts as follows:

• In the 2004-2005 academic year, the Clark County student body enrollment of 280,840 students was 41% White, 35% Hispanic, 14% Black, 8% Asian and Pacific Islander, and 1% American Indian and Alaskan Native.
• In the 2004-2005 academic year, the Washoe County student body enrollment of 61,755 students was 58% White, 29% Hispanic, 4% Black, 6% Asian and Pacific Islander, and 3% American Indian and Alaskan Native.
In the 2004-2005 academic year, Clark County and Washoe County both had average daily attendance rates of 95%; student/teacher ratios of 22:1; and average class sizes of 25.

Clark and Washoe School Districts differed in the type and degree of discipline events. For example, even after making adjustments for their respective enrollment numbers, Clark County was overrepresented as compared to Washoe County in the number of violence related and weapons related discipline events.

Conversely, Washoe County was overrepresented, even after making adjustments for their respective enrollment numbers, as compared to Clark County in the number of substance related discipline events, and the number of habitual offenders and habitual truants.

Lastly, the dropout and graduation rates for the two Counties are markedly different in that Clark had a 2004 – 2005 dropout rate of 7.2% whereas Washoe has a rate of 2.7%; and Clark had a graduation rate of 62.7% and Washoe had a graduation rate of 77.7%

There are undoubtedly many reasons (e.g., varying accessibility to urban night clubs, employment, methamphetamines, etc.) for these variances in student discipline events, graduation and dropout rates between these two school districts. However, an investigation of these reasons is beyond the purpose and scope of this report.

The following are the statewide high school enrollment figures by race and ethnicity contained in the Nevada Annual Reports of Accountability (Table 2):

In the 2002-2003 academic year, the Nevada high school student body was 51% White, 30% Hispanic, 11% Black, 7% Asian and Pacific Islander, and 2% American Indian and Alaskan Native.

The Nevada total graduation rate was 75% in the 2002-2003 school year.

White and Asian/Pacific Islander students had a graduation rate of 81%, American Indian/Alaskan Native students – 69%, Hispanic students – 63%, and African American students – 60%.

The low graduation rates for African Americans and Hispanics, the two largest ethnic minority groups in Nevada, correspond to the relatively high dropout rates in these groups. While we should address the poor dropout and graduation indicators for the state as a whole, we need to pay special attention to the ethnic minority students who are most likely to drop out of school and fail to complete their secondary education. Additionally, we need to concentrate our immediate efforts on the large and increasing proportion of African and Hispanic youth currently enrolled in the two largest school
districts in Nevada – Clark and Washoe. If we don’t target our efforts it is likely that many of these youth will make up a large portion of the unemployed and marginalized young adults in Nevada. Even when such ethnic group members find a job, they are likely to see their earning capacity stagnate as they embark on their working career. The difficulties that people in low skilled, low paying jobs face are severe and warrant ongoing attention.

**Causes of Truancy and the Ways to Combat It**

There are many reasons why a student starts skipping school and eventually drops out. The Colorado Foundation for Family and Children (2005) asked young men and women what turns them against the school, and the answers included the following:

- School is boring
- Schoolwork is hard
- I am going to fail anyway
- Teachers are picking on me
- I can’t find my place in school
- The new school I moved to is disappointing
- I’ve been suspended and I am not going back

If you take a closer look at the student’s social and family situation, you will discover more specific factors that make school attendance difficult:

- Little support for education at home
- Abuse or neglect in the family
- Unsafe environment at school
- Pressures of juggling school and work
- Need to help the family financially
- Being pregnant, having a child, getting married
- Hanging out with friends who are not in school
- Getting involved with drugs or alcohol

The Casey Foundation studied successful schools and suggests several measures for helping combat truancy and keeping at-risk children in school:

- Reduce the school population to create an environment where children and adults can develop stable relations.
- Foster high expectations about education goals on the part of students, teachers, and parents.
- Promote innovative curriculum and creative methods of teaching.
Treat parents and community members as partners in the educational process.

The Colorado Foundation for Families and Children offer some useful clues on how to cut down on truancy and dropout rates:

- Make students and their families feel welcome. Greet them when they arrive. Post signs in their native languages. This communicates to both parents and students that they are valued members of the school community.
- When a student is absent, immediately talk to a family member by personal phone call during the day or evening.
- Let students know that when they are not in school, they are missed. Talk to them about why they were gone, and if there is anything you or the school can do to help.
- Reward and recognize good attendance, not just perfect attendance. Post signs and announcements on the school Web site, in libraries and in community center.
- Create an environment of mutual respect in which students are comfortable speaking up. When students are afraid of being ridiculed or criticized by either teachers or other students, or if they are afraid of making mistakes, they are less likely to want to come to school or do schoolwork.
- Seek referrals to other agencies or district support when students face challenging family problems.
- Provide high expectations for all students. Help them focus on their strengths, and challenge all children to work to their full potential. This is especially important for children of diverse cultures, who in the past may have encountered teachers who had low expectations of them.
- Don’t rely on rewards as the only strategy for increasing attendance. Research shows a rewards-only approach produces mixed results.
- Create learning opportunities for students to work together – either during whole-group or small-group lessons, or with peer tutoring. Research indicates that this encourages students’ motivation and engagement.

(Please consult the community resources section below if you wish to find out about the Nevada adult education opportunities).

**Agenda for the Future**

The Bureau of Labor Statistics projects that by the year 2020, there will be a 22% nationwide increase in the number of jobs requiring post-secondary education. This projection, along with the alarming high school dropout rates
in Nevada, has prompted state officials to plan a series of actions to improve the education trends in Nevada.

- In 2002, the Department of Education launched a program called **Nevada’s Statewide 18 – 24 Year Old Credential Initiative**. This five-year plan seeks to mobilize business, labor unions, education officials, and community activists in a joint effort to increase the number of young adults with basic education skills by 10%.
- The state is spending $21.5 per year on the **18 – 24 Initiative** to address education problems, improve literacy rates, and increase the number of Nevadans with a high school diploma or an equivalent.
- Implemented in 15 school districts, the programs offer adults in Nevada an opportunity to improve their English language skills, earn high school diplomas, or obtain GEDs.
- In 2005, the **18 – 24 Initiative** featured programs benefiting Nevadans aged 18 through 64.

Besides helping high school dropouts to improve their educational status, the Education Department has devised and funded several high school dropout prevention programs, including:

- Independent study programs
- Alternative high school education programs
- Credit retrieval programs
- Home schooling
- Virtual high school distance education
- Apprenticeship programs.

Appended to this report is a list of state programs and organizations that help people with credit deficiency to improve their educational status. It is important to stress, however, that to achieve significant results in this area, we need to combine local initiatives with the macro-economic and statewide social programs. Here are some of the long-term objectives I believe our state needs to pursue in order to combat low graduation rates in Nevada:

- Lower the percentage of children living in poverty. In 2001, the state of Nevada ranked 22 in the nation with its children-in-poverty rate of 14% compared to the national average of 16%.
- Increase per pupil spending, particularly in low performing schools and those with a large percentage of students living in impoverished families. As is done in other states, Nevada should adjust the state’s funding formula to accommodate the differential needs of students in particular schools within the districts. The formula adjustments will
provide districts/schools with the necessary resources to provide appropriate services and programs.

- Improve core curriculum at all grade levels, especially English as a Second Language Programs, to accommodate the large number of people with limited English skills residing in the state.
- Bring the salaries of primary and secondary level educators in line with the national average. In 2002-2003, an average teacher in our state earned $41,795, which ranked Nevada 26 in the U.S., whereas the average teacher salary was $45,771.
- Recruit and retain highly qualified teachers whose effectiveness has been certified by their supervisors and written evaluations from parents.
- Increase the ethnic diversity of Nevada teachers by developing Student to Teacher Enlistment Projects and other minority educator recruitment programs.

**Conclusion**

For several years, Nevada has fared poorly compared to other states in the area of high school graduation and dropout rates. The causes and consequences of high school dropout are numerous, and they strongly impact the quality of life in the Silver State. People without a high school diploma or an equivalency certificate will drastically limit their lifetime earnings. As the state population continues to expand and diversify ethnically, many minority teens, particularly Hispanic and African Americans, will see their life chances diminish unless they find ways to complete their high school education. Recent actions by state officials and community activists designed to counter the negative trends provide grounds for modest optimism. We have the programs and services in place that promise to improve the educational achievement levels in Nevada. We cannot let up in our efforts. For education is one of the most precious things in life – once achieved, it can’t be taken away. And every step forward we make in this area improves the life situation for individuals residing here, for the various communities within the state, and for the state of Nevada as a whole.

**Data Sources and Suggested Readings**


Nevada’s Statewide 18-24 Year Old Credential Initiative. Available at [http://www.nevada1824.com/Main.htm](http://www.nevada1824.com/Main.htm).


**Community Resources**
Adult Education is an educational program designed to serve out of school youth 17 years of age or older who wish to earn a high school diploma. The Adult Education Program may award an adult standard diploma to a person who (a) withdrew from high school before his/her graduation and was not eligible to graduate with his/her class; (b) has earned a total of 20½ credits of which 13 are credits for required courses and 7½ are credits of elective courses; (c) has passed the Nevada Proficiency examinations; (d) is 17 years of age or older at the time of the award; and (e) has established residency in the Adult Education Program. For additional information contact Adult Education at 702-799-8630 or Desert Rose High School at 702-799-6240.

The Burk Academic Preparatory Center is a credit retrieval program for high school students who are considered at risk of dropping out of school, or who have already dropped out. Students can take classes that will lead them toward a standard high school diploma or an Adult Standard Diploma. Burk is located at 4560 W. Harmon Ave., Las Vegas, NV 89103 799-8150, on the corner of Harmon and Cameron, just north of The Orleans Hotel. For information regarding registration procedures please call 702-799-8150.

Clark County School District offers a variety of alternative high school education services, including (a) continuation school, (b) correctional education, (c) home school, (d) Indian education (e) Juvenile Court School, (f) Young Adult Program, (g) college preparation course work, (h) programs for expelled students, (i) curricular resource support K-12, (j) evening high school program, (k) program for low achievers, and (l) pregnant teen program. CCSD offices are located at 2832 East Flamingo, Las Vegas, NV 89121. Tel. 702-799-5011.

The Nevada State Certificate of High School Equivalency is an alternative degree earning program. In the absence of a high school diploma, the General Education Development Test is used as a measure of an individual’s basic competencies in the areas of English (writing and literature), social studies, science and mathematics. For further information contact the testing center at 702-799-8630, ext. 341.

Independent Study Program is designed for students unable to attend a comprehensive high school. Independent Study is a competency-based program. Credit is issued once the student completes all requirements for the course. The student will attend weekly classes and complete an accelerated schedule that will let them earn credits at their own pace. Classes may be taken at the Independent Study office or other available satellite sites. The program is located at 2701 East St. Louis Ave., Las
Jeffrey Academy Center is the credit retrieval program designed for students who are credit deficient or who have experienced high absenteeism in their home high school. Credit retrieval students may apply for admission with the registrar’s office, and if admitted, will be asked to sign a behavior contract indicating that they agree to abide by school rules. For additional information, please call 702-799-8375. JAC is located at 602 W. Brooks Ave, NLV.

Nevada Adult Education includes several divisions: Adult Basic Education/English as a Second Language, Adult High School Diploma Programs, and General Educational Development. The purpose of this program is to provide educational services that help Nevada adults aged 17 and older who have less than a high school diploma. Programs are available in 15 school districts. If you would like more information, please dial 775-687-9167 or go to www.literacynet.org/nvadulted/home.html.

New Horizon Academy is a special place of learning that offers nontraditional teaching programs and methods for students. NHA has a program for bright students with processing or focusing issues. Founded and licensed in 1974, NHA is Nevada's only nonprofit, private school specifically designed to assist students with learning differences. School’s motto is that all children can learn, but not in the same way, on the same day. The academy is located at 6701 West Charleston, Las Vegas, NV, 89146. Tel. 702-876-1181. More information is available on the web at http://www.NHALV.ORG.

Odyssey Charter School is a technology-based public institution (K-12th grade), sponsored by the Clark County School District and funded by the State of Nevada. Having received its charter approval in 1999, Odyssey Charter School began to offer students and parents an alternative to the traditional setting for education. Odyssey Charter School does not charge tuition. Its enrollment is open to all students residing in Clark County. The school is located at 2605 S. Decatur , Las Vegas , NV 89102 . Tel. 702-312-3244.

The Peterson Center is a technology rich educational setting for high school students of all grades considered at-risk of not graduating on time. The curriculum is focused on project based learning and individualized learning plans. The school is not designed as a school for students with discipline problems, but as an alternative for students who will be more successful with small classes and a small school environment. For additional
information call 702-799-6610. The address for Peterson Center is 10250 W. Centennial Parkway, Las Vegas, NV 89149.

**Sunset Cowan Campus** is an evening school for students who need a more individualized program, work during the day hours, need evening hours for health reasons, and/or need low-cost day care for their young children SHS offers the second year ninth grader or second or third year senior a new smaller environment in which success is possible. SHS is located at 5300 Russell Road, Las Vegas, NV 89122. Tel. 702-799-6370.

**The Sunset Morris Academy Center** is an alternative educational setting for high school students who are considered at-risk of dropping out of school, or who have already dropped out and are under 18 years old and on target to graduate in the current school year. The school is not designed as a discipline program, but as an educational alternative to the comprehensive high schools. Interested students can be referred to 702-799-8850. This campus is located at 3801 E. Washington, Las Vegas, NV 89110.

**Virtual High Distance Education** is a program of the Clark County School District that provides students educational opportunities through interactive online courses, televised instruction, and DVDs/videotapes. Students can take these courses from any location, as long as they have access to the necessary technology. All classes are curriculum based and meet or exceed the standards established by the Nevada Department of Education. Information about this program is available at [www.ccsdde.net](http://www.ccsdde.net). You can also call at 702-855-8435.

State Approved Alternatives to Compulsory School Attendance allow Nevada students who are 17 or younger to be excused from attending school with parent permission. The program has two options. Option 1 offers parents a chance to request that their child be excused from compulsory attendance because of employment. To receive a work exemption, the student must be between the ages of 14 and 17, have completed 8th grade, have an offer of employment, and provide employer information. Work exemptions are processed in person through the Independent Study/Credit-by-Exam/Home Schooling office located at 2701 E. St. Louis, Door E., Las Vegas, NV 89104. Please call 799-8636, ext. 330, if you have additional questions. Option 2 is designed for students who are at least 16 years of age and who are allowed, with parental permission, to pursue the General Education Development Test (GED) in lieu of attending high school. Students and parents may be counseled on a walk-in or an appointment basis at 2701 E. St. Louis, Door A, Las Vegas, NV 89104. Please call, 799-8630, ext. 341, for additional information.
Apprenticeship Programs offer an “earn while you learn” training opportunity. Apprentices are employees who are paid to learn a trade, and the training includes on the job experience as well as related classroom instruction. For more information, call the Nevada Apprenticeship Council at 702-486-2738, or visit the website www.laborcommissioner.com. Additional information is available at the Nevada State Apprenticeship Council 555 E. Washington, #4100 Las Vegas, NV 89101. Tel. 702-486-273.

Nevada Adult Education, Carson City School District, Post Office Box 603, Carson City, Nevada 89702. Tel. 775-283-1350.

Nevada Adult Education, Churchill County School District, 590 South Maine Street, Fallon, Nevada 89406. Tel. 775-423-1191.

Nevada Adult Education, Douglas County School District, Post Office Box 1888, Minden, Nevada 89423. Tel. 775-782-7179.

Nevada Adult Education, Elko County School District, Post Office Box 1012, Elko, Nevada 89803. Tel. 775-738-5196.

Nevada Adult Education, Humboldt County School District, 310 East Fourth Street, Winnemucca, Nevada 89445. Tel. 775-623-8100.

Nevada Adult Education, Lander County School District, Post Office Box 1360, Battle Mountain, Nevada 89820. Tel. 775-635-2349 (a.m.) and 775-635-2021 (p.m.).

Nevada Adult Education, Lincoln County School District, Post Office Box 118, Panaca, Nevada 89042. Tel. 775-728-4471.

Nevada Adult Education, Lyon County School District, 1300 Hwy. 95A, Fernley, NV 89408. Tel. 775-575-3340.

Nevada Adult Education, Mineral County School District, Post Office Box 938, Hawthorne, Nevada 89415. Tel. 775-945-3332.

Nevada Adult Education, Nye County School District, 484 S. West Street, Pahrump, Nevada 89048. Tel 775-751-6822.

Nevada Adult Education, Pershing County School District, Post Office Box 389, Lovelock, Nevada 89419. Tel. 775-273-4994.
Nevada Adult Education, Coal Canyon High School, Pershing County School District, Post Office Box 389, Lovelock, Nevada 89419. Tel. 775-273-1300 (ext. 311).

Nevada Adult Education, Washoe High School, Washoe County School District, 777 West Second Street, Reno, Nevada 89503. Tel. 775-333-5150/5122.

Nevada Adult Education, Director State & Federal Programs, Washoe County School District, PO Box 30425. Reno, NV 89520-0254. Tel. 775-348-0332.

Nevada Adult Education, Nova Center, White Pine County School District, 700 Aultman Ave., Ely, NV 89301. Tel. 775-289-2999.


This report was prepared by Dr. Sandra Owens-Kane, LCSW, Assistant Professor, UNLV School of Social Work. Tel. 895-2898. Email: sandra.owens@ccmail.nevada.edu.

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Supplementary Materials

Table 1.

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<td>Georgia</td>
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<td>6,716</td>
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<tr>
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<td>80</td>
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<tr>
<td>Illinois</td>
<td>110,624</td>
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<tr>
<td>Indiana</td>
<td>60,464</td>
<td>2,141</td>
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<td>135</td>
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<tr>
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<td>982</td>
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<tr>
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<td>19</td>
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<tr>
<td>Maryland</td>
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<tr>
<td>Massachusetts</td>
<td>54,393</td>
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<tr>
<td>Michigan</td>
<td>97,124</td>
<td>634</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>†</td>
</tr>
<tr>
<td>Nebraska</td>
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<tr>
<td>Nevada</td>
<td>15,880</td>
<td>680</td>
</tr>
<tr>
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<td>—</td>
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<tr>
<td>New Jersey</td>
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<tr>
<td>New Mexico</td>
<td>18,354</td>
<td>155</td>
</tr>
<tr>
<td>New York</td>
<td>147,305</td>
<td>5,421</td>
</tr>
<tr>
<td>North Carolina</td>
<td>63,954</td>
<td>666</td>
</tr>
<tr>
<td>North Dakota</td>
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<td>†</td>
</tr>
<tr>
<td>Ohio</td>
<td>113,973</td>
<td>5,251</td>
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<td>37,448</td>
<td>†</td>
</tr>
<tr>
<td>Oregon</td>
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<td>2,637</td>
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<tr>
<td>Rhode Island</td>
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<td>14</td>
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<tr>
<td>South Carolina</td>
<td>30,577</td>
<td>835</td>
</tr>
<tr>
<td>South Dakota</td>
<td>8,881</td>
<td>†</td>
</tr>
<tr>
<td>Tennessee</td>
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<td>4,021</td>
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<tr>
<td>Texas</td>
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<td>†</td>
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<tr>
<td>Utah</td>
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<td>120</td>
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<tr>
<td>Vermont</td>
<td>6,876</td>
<td>20</td>
</tr>
<tr>
<td>Virginia</td>
<td>68,593</td>
<td>2,526</td>
</tr>
<tr>
<td>Washington</td>
<td>55,337</td>
<td>452</td>
</tr>
<tr>
<td>West Virginia</td>
<td>18,452</td>
<td>12</td>
</tr>
</tbody>
</table>

**Notes:**
- † indicates data is preliminary.
- ‡ indicates data is rounded to the nearest 10.
Wisconsin  59,341  59,341 —  90.0  90.0 —
Wyoming  6,067  6,067 —  76.5  76.5 —

Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas

DoD schools (overseas)  2,621  2,621 † — — — —
DoD schools (domestic)  568  568 † — — — —
Bureau of Indian Affairs — — — — — — —
American Samoa  726  724  2  90.0  89.7  0.2
Guam  1,371  1,371 † — 51.2  51.2 †
Northern Marianas  361  361 † — 64.5  64.5 †
Puerto Rico  32,574  30,154 2,420  94.6  87.5  7.0
Virgin Islands  966  966 † — 72.3  72.3 †

—Not available.
†Not applicable.

1Includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED).
Total completers may be different than reported on the state-level file.
2The 4-year completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a 4-year period.
3Other completers data are missing for the following states: New Hampshire, Wisconsin, and Wyoming.
4Values for 1 year of the 4-year completion rate denominator are imputed. See the Technical Notes for more details.
5States that reported completers but not 4 consecutive years of dropout data cannot have a 4-year high school completion rate.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000-01" Version 1a.


Table 2.

Demographic Profile of Nevada Student Enrollment 2002-2003

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total</th>
<th>American Indian/Alaskan Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>384230</td>
<td>6682  1.7 %</td>
<td>25816  6.7 %</td>
<td>115865  30.2 %</td>
<td>40854  10.6 %</td>
<td>195024  50.8 %</td>
</tr>
<tr>
<td></td>
<td>8798</td>
<td>286</td>
<td>3.3 %</td>
<td>232</td>
<td>2.6 %</td>
<td>2171</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Carson</td>
<td>4500</td>
<td>314</td>
<td>7.0 %</td>
<td>198</td>
<td>4.4 %</td>
<td>509</td>
</tr>
<tr>
<td>Churchill</td>
<td>267858</td>
<td>2352</td>
<td>0.9 %</td>
<td>21057</td>
<td>7.9 %</td>
<td>89417</td>
</tr>
<tr>
<td>Clark</td>
<td>7117</td>
<td>205</td>
<td>2.9 %</td>
<td>166</td>
<td>2.3 %</td>
<td>790</td>
</tr>
<tr>
<td>Douglas</td>
<td>9581</td>
<td>676</td>
<td>7.1 %</td>
<td>93</td>
<td>1.0 %</td>
<td>2322</td>
</tr>
<tr>
<td>Elko</td>
<td>69</td>
<td>8</td>
<td>11.6 %</td>
<td>1</td>
<td>1.4 %</td>
<td>20</td>
</tr>
<tr>
<td>Esmeralda</td>
<td>220</td>
<td>15</td>
<td>6.8 %</td>
<td>4</td>
<td>1.8 %</td>
<td>18</td>
</tr>
<tr>
<td>Eureka</td>
<td>3507</td>
<td>163</td>
<td>4.6 %</td>
<td>28</td>
<td>0.8 %</td>
<td>905</td>
</tr>
<tr>
<td>Humboldt</td>
<td>1255</td>
<td>67</td>
<td>5.3 %</td>
<td>9</td>
<td>0.7 %</td>
<td>255</td>
</tr>
<tr>
<td>Lander</td>
<td>866</td>
<td>14</td>
<td>1.6 %</td>
<td>24</td>
<td>2.8 %</td>
<td>47</td>
</tr>
<tr>
<td>Lincoln</td>
<td>7660</td>
<td>397</td>
<td>5.2 %</td>
<td>90</td>
<td>1.2 %</td>
<td>1163</td>
</tr>
<tr>
<td>Lyon</td>
<td>733</td>
<td>121</td>
<td>16.5 %</td>
<td>4</td>
<td>0.5 %</td>
<td>65</td>
</tr>
<tr>
<td>Mineral</td>
<td>5353</td>
<td>141</td>
<td>2.6 %</td>
<td>104</td>
<td>1.9 %</td>
<td>825</td>
</tr>
<tr>
<td>Nye</td>
<td>841</td>
<td>63</td>
<td>7.5 %</td>
<td>10</td>
<td>1.2 %</td>
<td>209</td>
</tr>
<tr>
<td>Pershing</td>
<td>467</td>
<td>8</td>
<td>1.7 %</td>
<td>16</td>
<td>3.4 %</td>
<td>35</td>
</tr>
<tr>
<td>Storey</td>
<td>60125</td>
<td>1676</td>
<td>2.8 %</td>
<td>3641</td>
<td>6.1 %</td>
<td>16229</td>
</tr>
<tr>
<td>Washoe</td>
<td>1366</td>
<td>74</td>
<td>5.4 %</td>
<td>12</td>
<td>0.9 %</td>
<td>155</td>
</tr>
</tbody>
</table>

" - " indicates data not presented for groups fewer than 0.
"N/A" indicates that this population was not present.
"*" indicates that this data was not available.


*This report stems from the J & D forum on the Leading Social Indicators in Nevada that took place on November 5, 2004, at the William S. Boyd School of Law. The report, the first of its kind for the Silver State, has been a collaborative effort of the University of Nevada faculty, Clark County professionals, and state of Nevada officials. The Social Health of Nevada report was made possible in part by a Planning Initiative Award that the Center for Democratic Culture received from the UNLV President's office for its project "Civic Culture Initiative for the City of Las Vegas." Individual chapters are brought on line as they become available. For further inquiries, please contact authors responsible for individual reports or email CDC Director, Dr. Dmitri Shalin shalin@unlv.nevada.edu.