

Washoe K-16 Data Profile

WCSD Graduates Attending UNR and TMCC

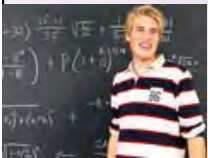
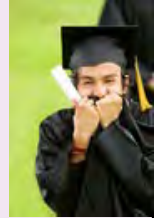
Includes WCSD 2011 Graduates

Prepared By:

The Education Alliance of Washoe County

Joint Data Profile Committee

2011



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WASHOE K-16 DATA PROFILE 2011

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- Gerlach
- Hug
- Incline
- McQueen
- North Valleys
- Reed
- Reno
- Spanish Springs
- Sparks
- TMCC HS
- Washoe
- WOLF (Washoe Online Learning for the Future)
- Wooster

Nevada System of Higher Education

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* Data are limited for high schools that opened after the initial year of this project: North Valleys (2001-02), Spanish Springs (2001-02), Damonte Ranch (2003-4), Academy of Arts, Careers & Technology (2004-05), and WOLF (2009-10).

Special Report



Minorities Become the Majority in the Washoe County School District

Following in the footsteps of many school districts across the nation, the Washoe County School District emerged as a minority-majority district in 2011, when students of color first comprised more than half of its population. This report briefly chronicles that shift and compares it to similar state and national trends.

Special Report

Racial and Ethnic Shifts Across the Nation

The growth of minorities in big cities is really a large part of our nation's history, especially at the turn of the previous century when "minorities" were thought of as Irish, Italians, and Eastern Europeans. Then we had somewhat of a lull between the 1940s and the 1960s when immigration was at a low point. Since then, and especially in the last two decades, the "new" minorities (Hispanics and Asians) have immigrated to the U.S. in larger numbers and tended to settle in our large metro areas. Now, at least for Hispanics, the major source of growth is natural increase, not immigration, increasing the size of these settlements. (Frey, 2011a)

∞ William Frey ∞

Demographer, The Brookings Institution

Definition of

Hispanic or Latino Origin as used by the U.S. Census Bureau, as well as other federal, state and local reporting agencies, including WCSD:

"Hispanic or Latino" refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

According to the U.S. Census Bureau, more than half of the growth in the total population of the United States between 2000 and 2010 was driven by increases in the Hispanic population. (Humes, 2011) The number of Hispanics grew from 35.3 million in 2000, to 50.5 million in 2010, a 43% increase.

In contrast, the non-Hispanic population experienced much lower growth, with a 5% increase between 2000 and 2010 for all non-Hispanics, and a 1% increase for non-Hispanic Whites.

Among the racial categories (see sidebar for an explanation of the distinction between ethnicity (i.e. Hispanic) and race (i.e. Asian, Black, White)). Asians showed the highest growth, with a 43% increase between 2000 and 2010, followed by 35% for Pacific Islanders, 18% for American Indians/Alaskan Natives; 12% for Blacks/African Americans; and 6% for Whites.

The population changes cited above reflect changes across all ages within a group, from birth to 100+, but these changes are not uniform across age groups – increases in minority populations are much higher in younger age groups than in adults. Consequently the impact of the shifting demographics in school-age children is likely to be more profound than the cited numbers suggest.

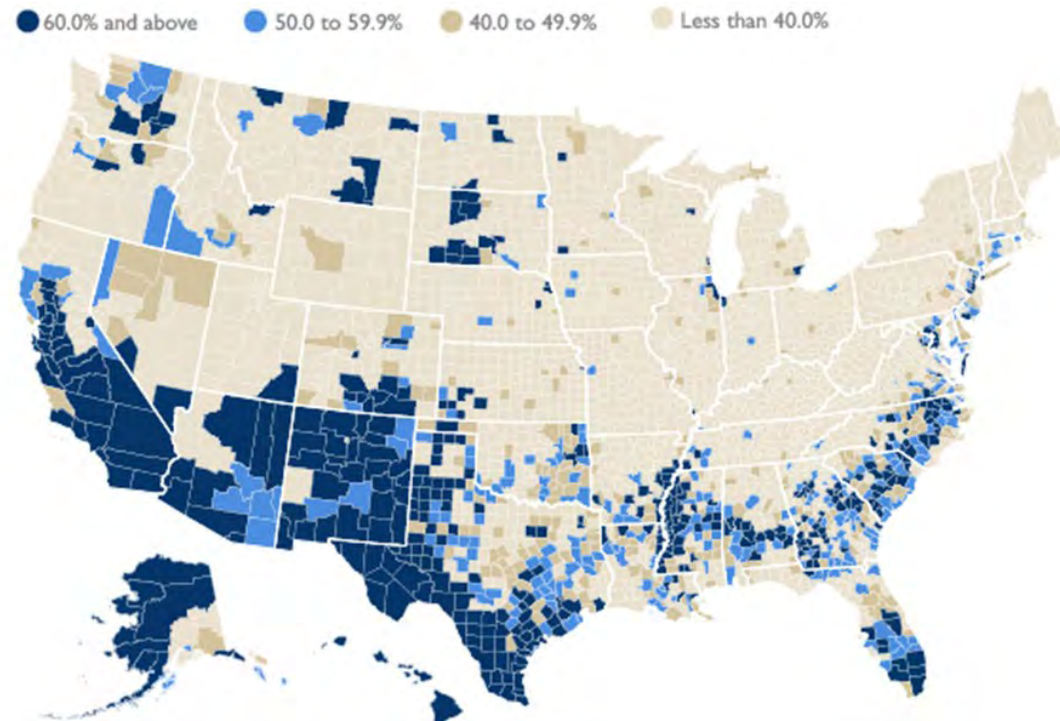
Special Report

In the 2010 Census data, 50% of infants under the age of one year were members of a racial/ethnic minority. According to William Frey, a demographer with the Brookings Institution:

Given this trajectory, and the fact that the Census was taken well over a year ago, it is almost certain we have now “tipped” racially, and more than half of all national births are minorities. More than a quarter of infants are Hispanic, Blacks and Asians comprise 13.6 and 4.2 percent, respectively. Nearly one in twenty births were reported to be two or more races. (Frey, 2011b)

Although most reports focus on the emergence of minority-majority populations in major metropolitan areas, double-digit increases in non-White birth rates are not limited to large urban centers. In southern and western states, small cities and even rural areas already have non-White birth rates that exceed 50% (see Figure 1).

Figure 1. Percentage of Infants Under Age 1 Who Are Non-White



Source: 2010 U.S. Census Data Analysis, conducted by The Brookings Institution (Frey, 2011b)

Special Report

Racial and Ethnic Shifts in Nevada

Nevada has been racially and ethnically diverse from its beginnings. When it achieved statehood in 1864, the United States had begun to diversify its immigration sources, and that trend was reflected in Nevada's population. The 1870 Census found that 44.2% of the new state's population was foreign-born, the highest figure of any state and over three times the national percentage of immigrants. The figure dropped to 41.2% ten years later. In the heyday of the Comstock Lode, Virginia City's population was a potpourri of nationalities. Of the 2,770 men employed there in mining in 1880, only 770 (27.8%) were native-born.

- *Chileans were found in Nevada as early as 1870. Chinese constituted 8.6% of Nevada's population in 1880. Greeks made up 5.8% of the state's population in 1910 and 10% of White Pine County's residents.*

Today, Nevada mirrors national trends in immigration and ethnic diversification, and in some categories, leads the country. (Wright, 2005)

∞ Thomas C. Wright ∞

Distinguished Professor of History, UNLV

According to 2010 Census statistics published by the Nevada State Demographer, the state population in 2010 was comprised of 60% Whites, 25% Hispanics, 7% Blacks/African Americans, 7% Asians/Pacific Islanders, and 1% American Indians. (Hardcastle, 2011)

The 2017 population projections, based on the 2010 data and calculated by the Nevada State Demographer's Office, suggest that the White population will decrease four percentage points to 56%, the Hispanic population will increase two percentage points to 27%, while the Asian, Black and American Indian populations will stay at their current proportions of 7%, 7% and 1%, respectively.

Special Report

As was true with the national data cited previously, these projections reflect an average across all age groups, from birth to 100+, which is likely to result in a substantial underestimate of the proportion of Hispanics that will be school-age or younger in 2017. Frey's analysis of the 2010 Census Data showed that Nevada's major population centers already have non-White birth rates above 50%, with Clark County in the *60% and above* range, and Washoe County in the *50% to 59%* range (see *Figure 1*). (Frey, 2011b) This suggests that over the next decade, Nevada will experience a much more profound change in the school-age population than in the general population.

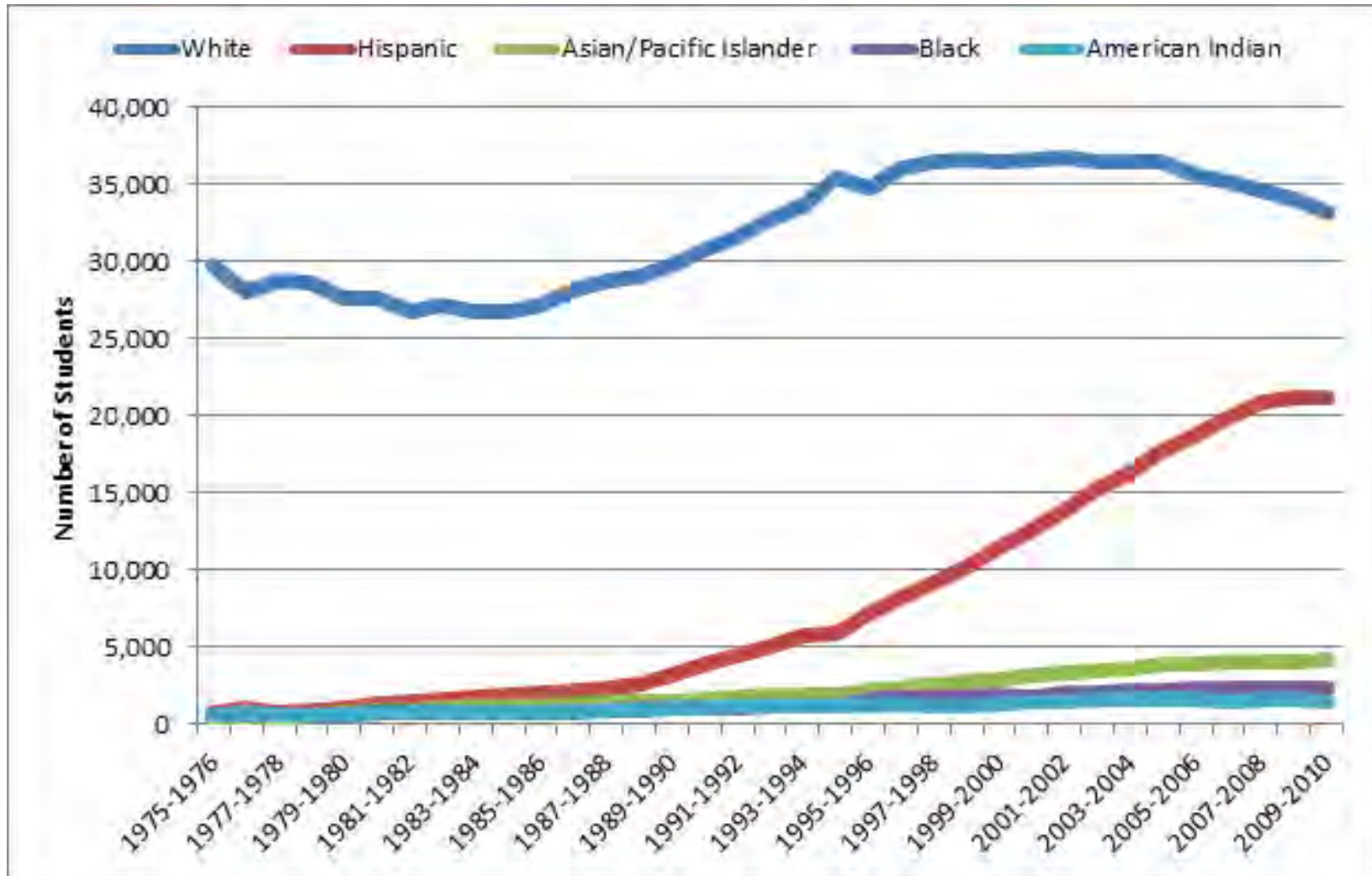
Racial and Ethnic Shifts in the Washoe County School District

The Washoe County School District student population nearly doubled between 1976 (32,253 students enrolled) and 2008, when the population peaked at 63,635 students. Since 2008, there has been a consistent decline in enrollment, with 62,220 students enrolled in 2012. The overall enrollment growth over the past 36 years has been accompanied by fundamental shifts in the racial/ethnic composition of the WCSD population. The White student enrollment peaked at 36,714 in 2002, followed by a steadily decreasing trend through 2010, when 33,150 WCSD students were White. American Indian and Black/African American enrollment numbers remained steady between 2004 and 2010, while Hispanic and Asian counts increased slightly (see *Figure 2*).

In 2011, the percentage of WCSD White students dropped below 50% for the first time, and WCSD joined the rapidly expanding list of U.S. school districts with a minority-majority population. In 1976, 93% percent of WCSD students were White; in 2012, 48% are White. The addition of the *Multiracial* category in 2011 may have bumped WCSD into minority-majority status a year or two early. Four percent of WCSD students were self- or parent-identified as Multiracial in 2011 and 2012. Prior to 2011, these students might have been counted in any of the other race categories, and the populations in those original race categories subsequently decreased when the Multiracial category was introduced. The biggest effect was in the White population, which dropped four percentage points in 2011, while the Asian, American Indian and Black populations each dropped one percentage point.

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Figure 2. Washoe County School District Enrollment by Race/Ethnicity 1976 – 2010

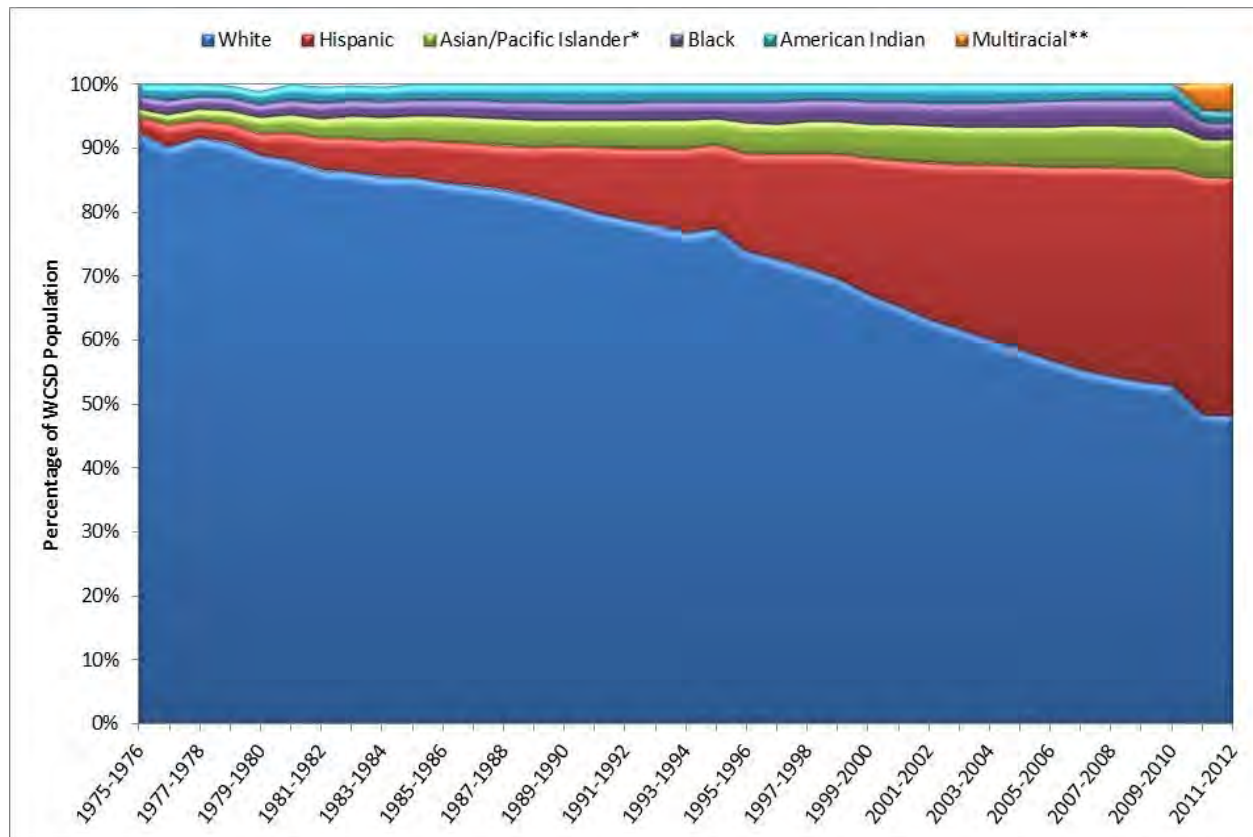


In 2011 and 2012, race category counts were affected by the addition of the *Multiracial* category; 2011 and 2012 data were omitted from this chart for clarity.

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Shifts in the Hispanic student population are driving nearly all of the District's minority growth; the proportion of Hispanics in the District population increased from 2% in 1976, to 37% in 2012 (see *Figure 3*). In contrast, the proportion of other groups has remained steady, or increased only incrementally. The proportion of Asians and Pacific Islanders increased from 3% in 1976, to 6% in 2012, but the proportion of American Indians and Blacks/African Americans is the same today as it was thirty-six years ago, 2% and 3%, respectively.

Figure 3. Racial/Ethnic Shifts in the Washoe County School District Population, 1976 to 2012



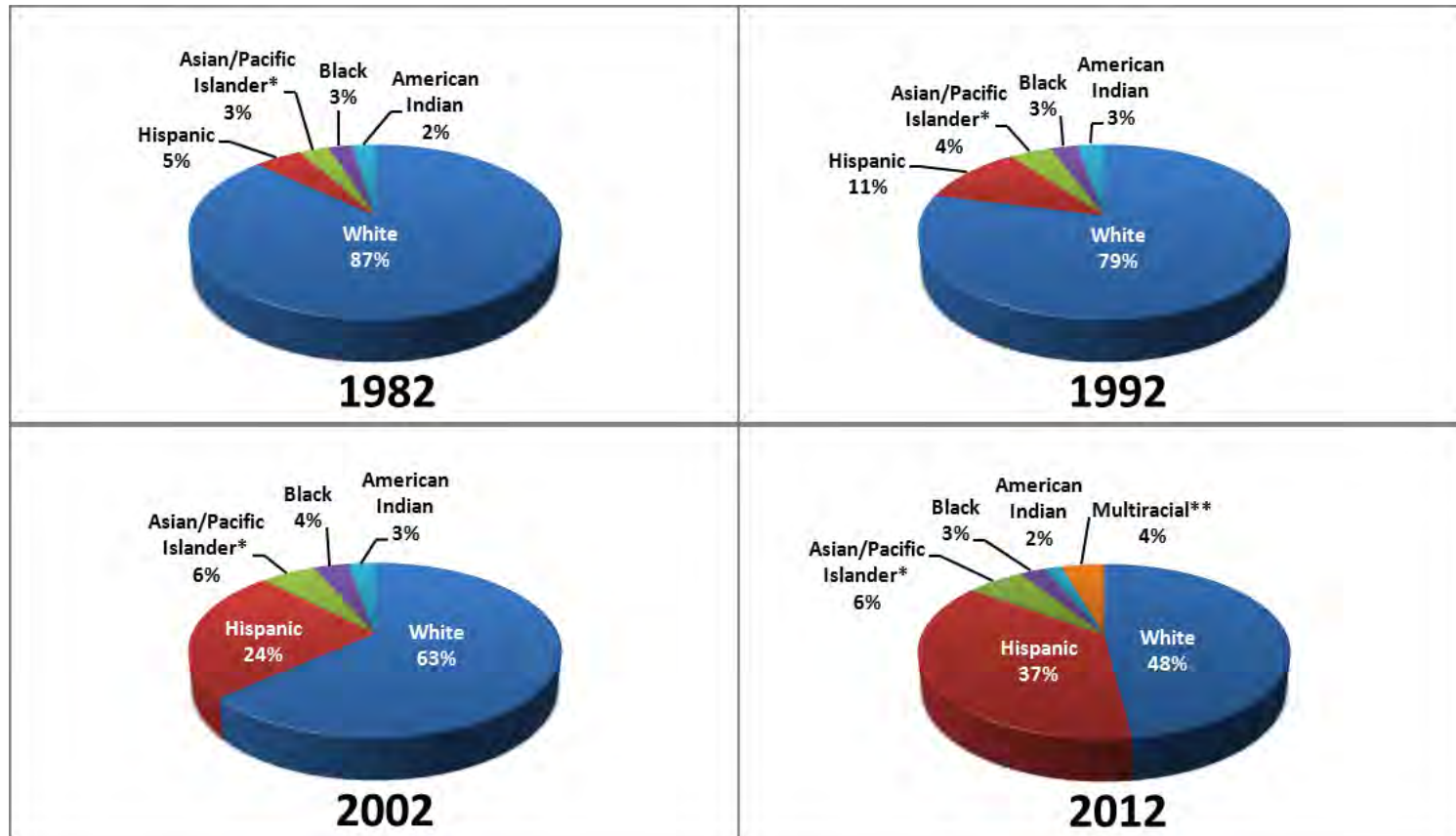
*In 2010, the Asian/Pacific Islander group was separated into two distinct categories. For continuity, Asian and Pacific Islander are combined in this chart over all reported years.

** The *Multiracial* category was also added in 2010.

Special Report

Between 1976 (the earliest year for which data are available) and 1982, the proportion of Hispanic students increased by three percentage points, from 2% to 5% of the District's population. In the following decade (1982 to 1992) the proportion increased by six percentage points (from 5% to 11%); a thirteen percentage-point increase occurred between 1992 and 2002 (from 11% to 24%); and the last decade (2002-2012) showed a similar thirteen percentage-point increase (from 24% to 37%). (See Figure 4).

Figure 4. Racial/Ethnic Composition of the Washoe County School District Population by Decade, 1982 to 2012



*In 2010, the Asian/Pacific Islander group was separated into two distinct categories. For continuity, Asian and Pacific Islander are combined in these charts.

** The *Multiracial* category was also added in 2010.

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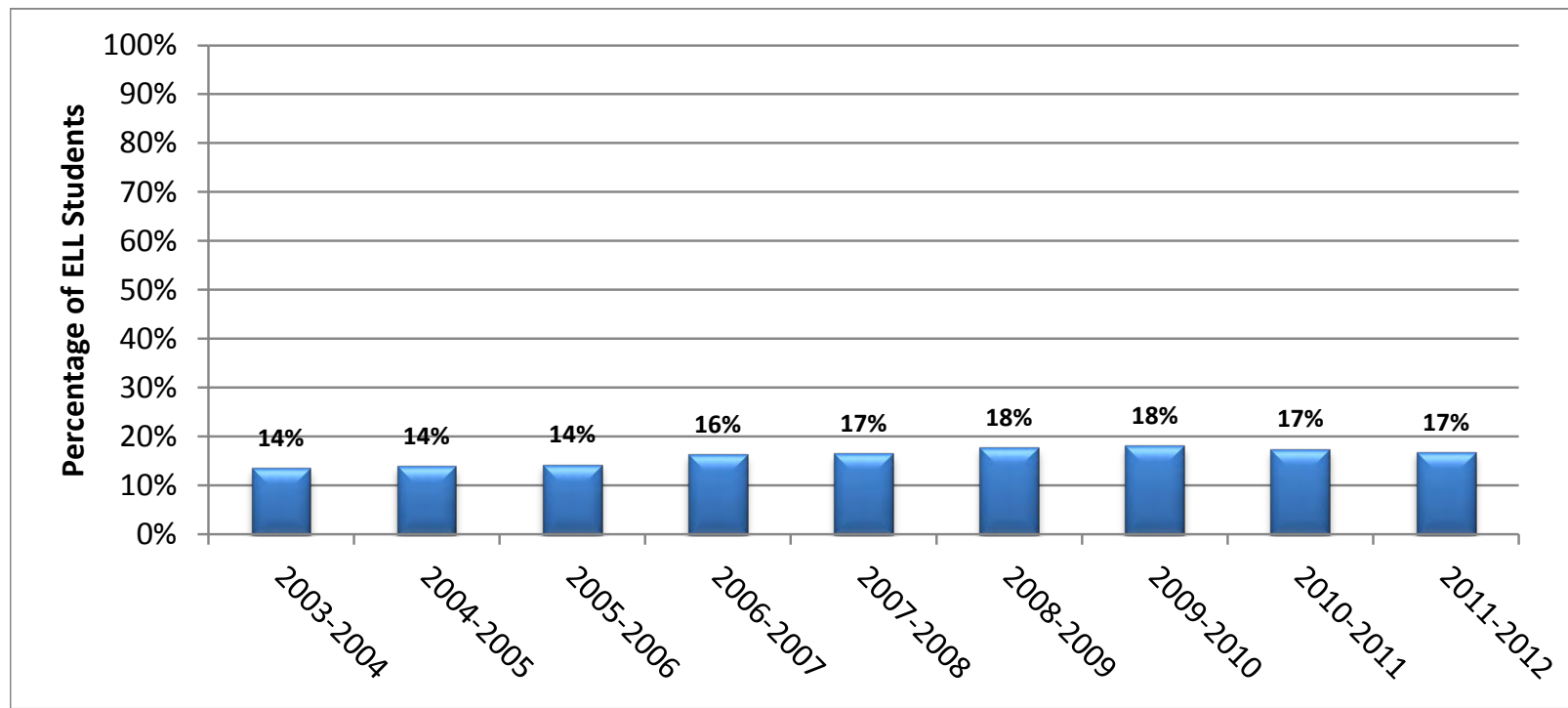
Effects of the Changing District Population

Changes in the racial/ethnic makeup of the student population have far reaching effects, both tangible and intangible. Volumes have been written on these topics. A comprehensive discussion is beyond the scope of this report, which will focus instead on the two most salient issues arising from the District's changing demographic: addressing the needs of students who are not yet proficient in English, and closing the academic achievement gaps among racial and ethnic groups.

Services for English Language Learners

Over the last decade, the proportion of WCSD students in need of *English Language Learner* services (ELL) has increased slightly, from 14% in 2004 to 17% in 2012, with a peak of 18% in 2010 (see Figure 5).

Figure 5. Percentage of WCSD Students Receiving *English Language Learner* Services

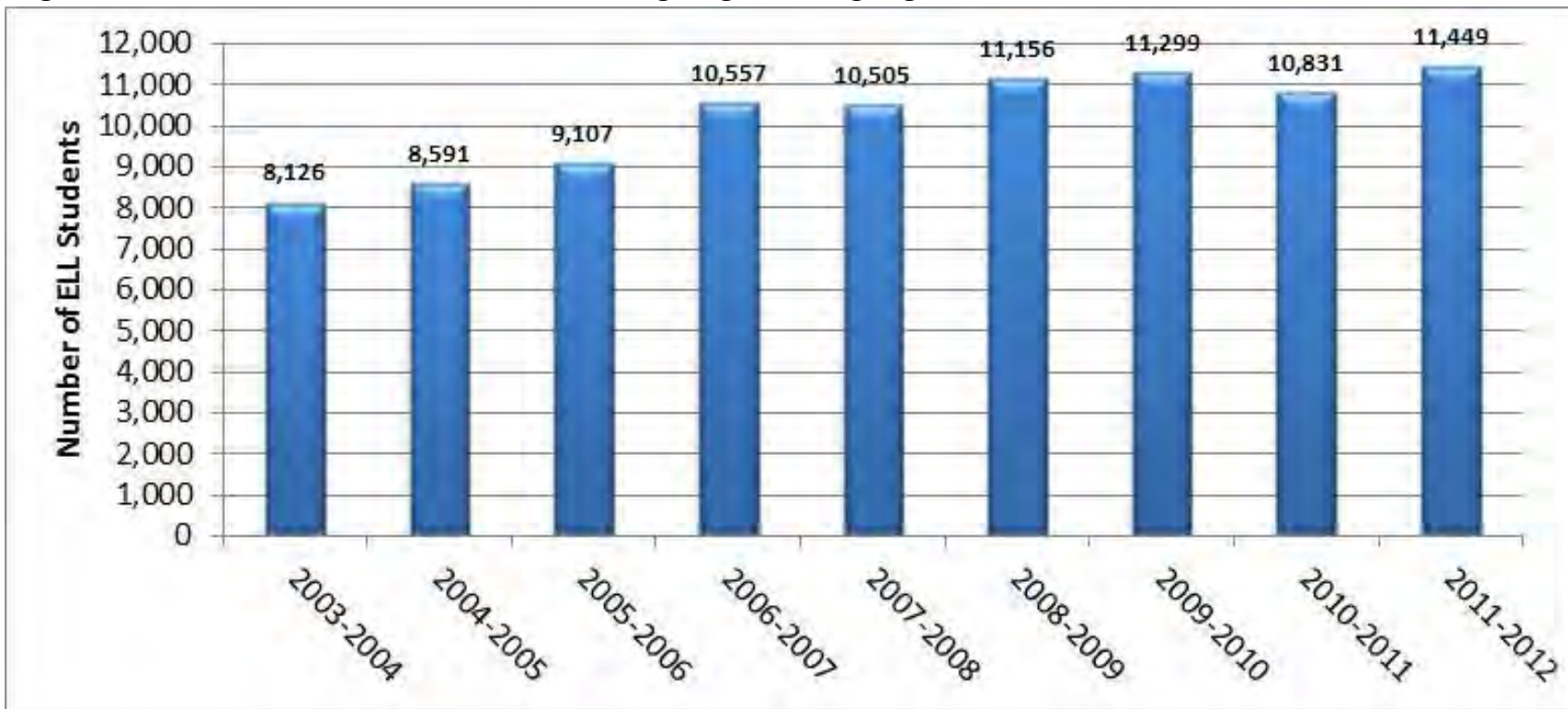


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Ninety percent of WCSD students with limited English proficiency speak Spanish as their primary language, but over fifty different languages are spoken by the District's ELL students. More than 400 WCSD students speak Tagalog as their primary language, and each of the following has more than 100 WCSD students for whom it is the primary language: Cantonese, Vietnamese¹, Zhongwen², Tonga, Bengali, Punjabi and Korean.

The numbers that underlie the percentages cited above provide a better sense of the District resources required to provide services to students with limited English proficiency. In 2012, over 11,000 WCSD students received ELL services (see Figure 6). The need for ELL services will continue to grow as the WCSD student population grows.

Figure 6. Number of WCSD Students Receiving *English Language Learner* Services



¹ One of two Filipino languages

² A Chinese dialect

Special Report

Achievement Gaps

The charts that follow demonstrate the persistence of achievement gaps (i.e. differences in academic performance) across racial/ethnic groups from kindergarten through high school graduation (see figures 7a through 7e).

Figure 7a. 2011 Kindergarten Developmental Reading Assessment

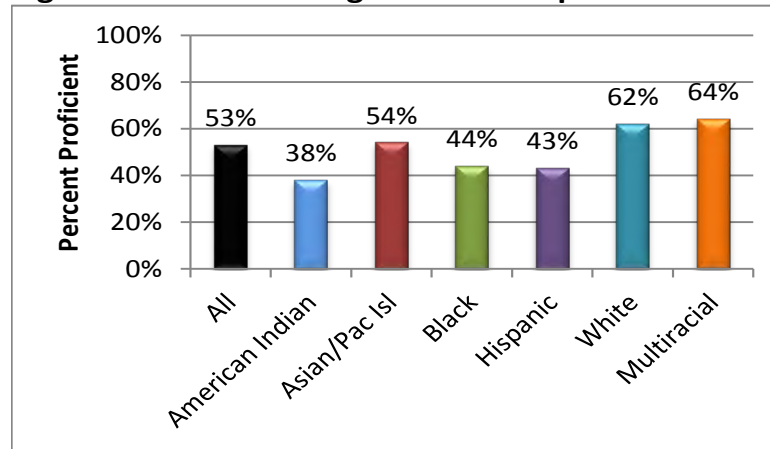
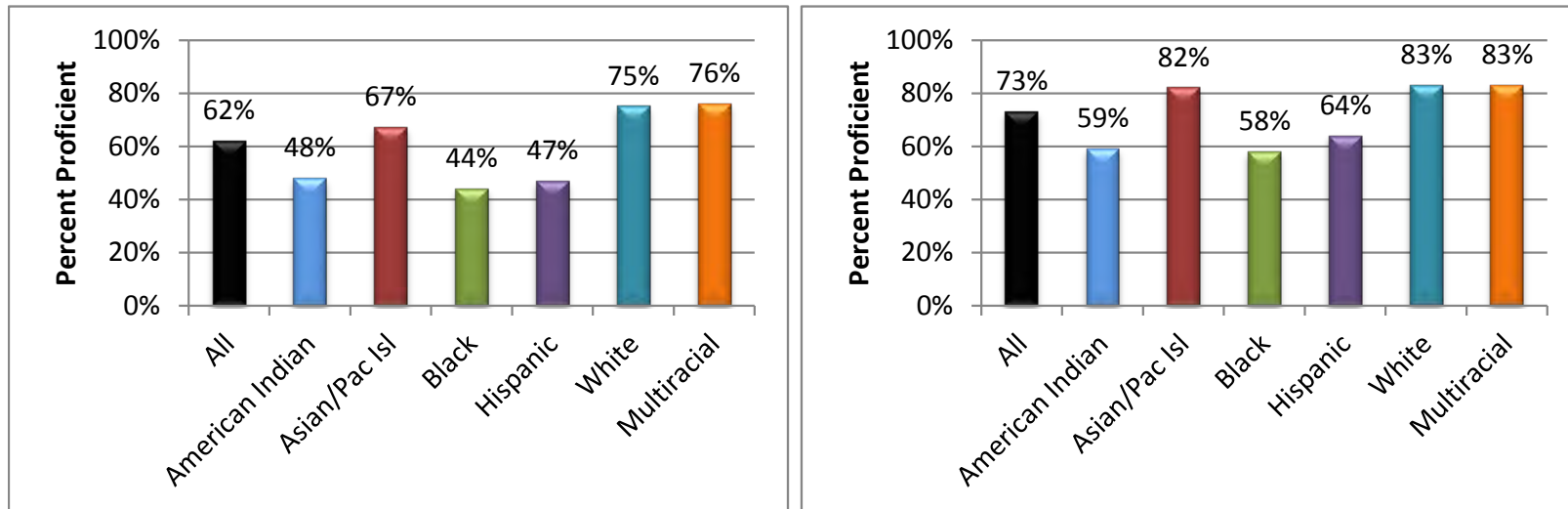


Figure 7b. 2011 Third Grade Standardized Test Performance: Reading (left) and Math (right)



Special Report

Figure 7c. 2011 Eighth Grade Standardized Test Performance: Reading (left) and Math (right)

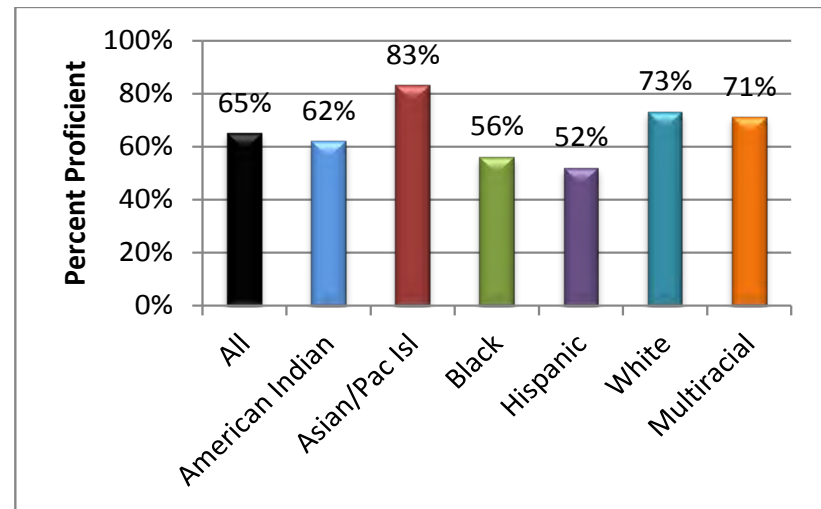
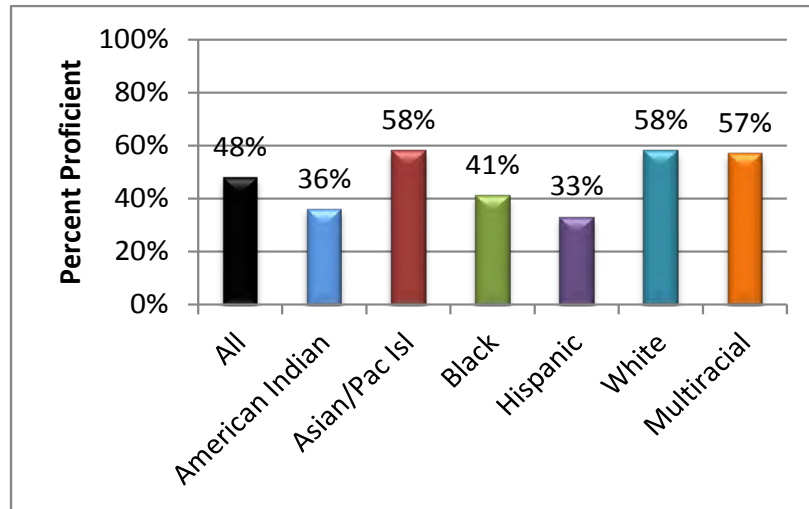
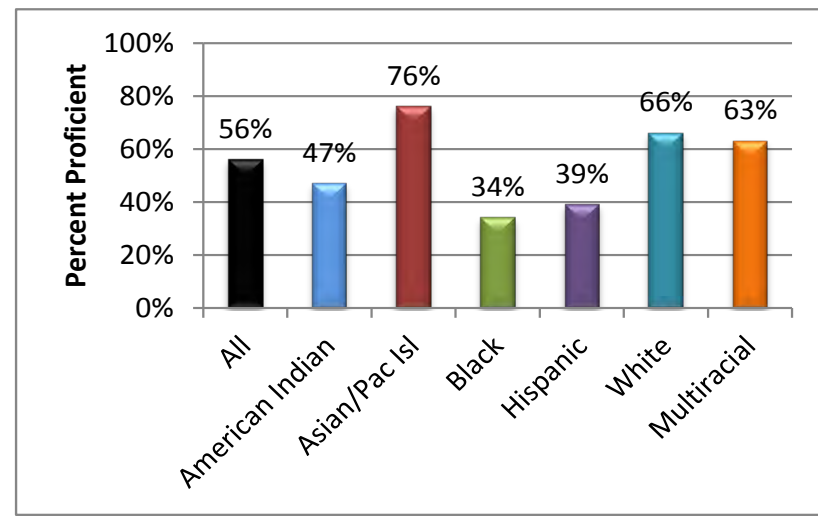
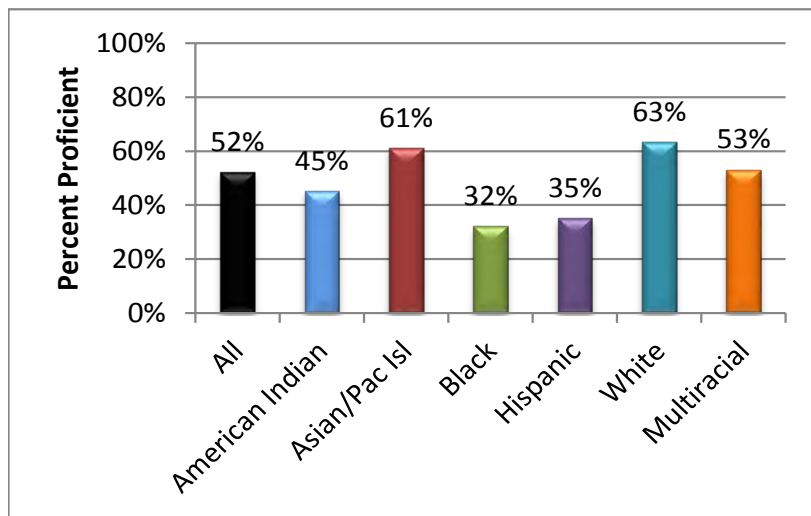
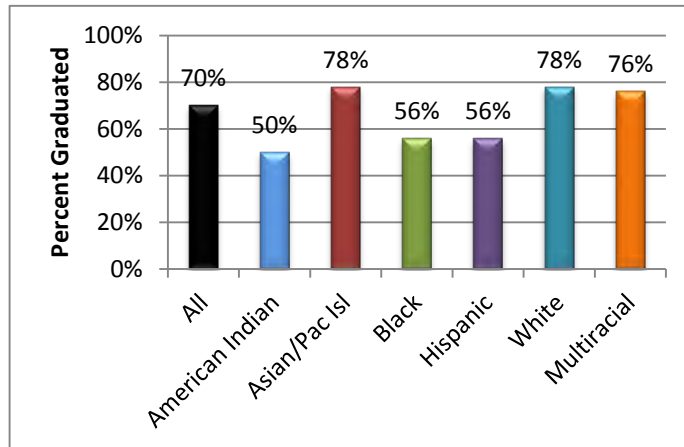


Figure 7d. 2011 First Time High School Proficiency Test Performance: Reading (left) and Math (right)



Special Report

Figure 7e. 2011 Graduation Rates



The District has made progress toward closing achievement gaps. For example, the graduation rate for Hispanics increased from 45% in 2010 to 56% in 2011, which was the largest increase seen among racial/ethnic groups. This brought the Hispanic graduation rate closer to the White graduation rate, but the difference is still unacceptably high, with 56% of Hispanics graduating, compared to 78% of Whites.

As the demographics of WCSD's student population shift, with minority students forming the majority of the population, continuation of the existing achievement gaps will reduce the overall academic performance of the District's students. The long term impact of that decrease will be felt most keenly in the readiness of our community's future workforce. It is imperative that the achievement gaps be closed.

Special Report

Response to the Changing District Population

An important objective in WCSD's strategic plan, Envision WCSD 2015 – Investing In Our Future, is to increase diversity and the number of bilingual and biliterate personnel in our workforce. As our student population changes, it is important that our workforce adapts to meet the needs of our children and parents. As one of the steps toward this goal, WCSD's Office of Human Resources is continuing a major initiative that is geared toward our current classified employees. The Diversity Scholarship Program for Education Support Professionals will provide interested classified employees a pathway into the teaching profession. (Morrison, 2012)

*∞ Heath Morrison ∞
Superintendent, Washoe County School District*

The Washoe County School District recognized and began to address the trend toward a more diverse population many years before it actually reached minority-majority status. In 1998, Sparks High School adopted the AVID (Advancement Via Individual Determination) program, which provided academic instruction and other support to prepare first generation and underrepresented students for eligibility to four-year colleges and universities. In 2000, Dr. William Sparkman, then Dean of the College of Education at UNR, founded the Dean's Future Scholars program. In collaboration with WCSD, the College recruited 6th grade students and mentored them through middle school, high school, and college. More recently that program has reached out to recruit high school students from high schools with the lowest graduation rates.

Based in large part on evidence that minority students were disproportionately under-enrolled in rigorous academic classes at the high school level, WCSD's Board of Trustees adopted the Gateway Curriculum in December 2004, taking effect in the fall of 2006. All students were to be enrolled automatically in four years of mathematics, including at least Algebra 2, and in three years of science, but with the opportunity to opt out with the approval of their parents and school administrators. This was a major effort to close the achievement gap – and the opportunity gap – that negatively affected minority students.

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More recently, the implementation of *Envision WCSD 2015 – Investing In Our Future*, the District’s strategic plan, codified and expanded on existing endeavors. In addition to directly addressing needs generated by the shifting demographic -- i.e. through initiatives that aim to increase diversity in the District’s teaching staff -- the strategic plan also addresses the shifting demographic globally by integrating an emphasis on *every child* into all dimensions of the District’s functional architecture. The strategic plan lays out an academic Pathway with achievement benchmarks at kindergarten and grades 3, 5, 8, 9, and 11 plus graduation that advance WCSD toward its goal: *every child, by name and face, to graduation*.

Establishing a global intent to embrace and support a diverse and inclusive culture in the District has provided a solid foundation for developing and implementing strategies to address the achievement gap and other inequities that hinder students’ optimal performance. Not all such strategic initiatives specifically target racial/ethnic groups, but they nevertheless can have a positive impact on those groups.

For example:

- A District-wide focus on *Cultural Competency Professional Development*, beginning in the 2010-2011 school year.
- Collaboration with the *Nevada Partnership for Inclusive Education*, a statewide initiative that endeavors to, “...strengthen public school education that is respectful of and responsive to the many cultures, languages and diverse learning styles of Nevada’s children and youth.” (NVPIE, 2012)
- Dropout prevention efforts that incorporate *Re-engagement Centers*³ to keep students in school and progressing toward meeting graduation requirements.

³ The Re-engagement Centers identify, locate, enroll, and provide support for students who have dropped out, or are at high risk of dropping out. These centers provide the means through which struggling students can earn a high school diploma. Programmatically housed within Washoe Innovations High School, there are six re-engagement centers regionally located throughout Reno and the North Valleys.

Special Report

- Concentrated intervention at key transition points where students are more likely to shift from *on-track* to *at-risk* (i.e. transitions from elementary to middle and/or middle to high).
- The introduction of new Signature Academies⁴, in addition to existing high school models that help to keep students engaged, such as the Academy of Arts, Careers and Technology and TMCC Magnet School.

Fully evolving into a district that wholly embraces its entire population – including students of color, culturally and linguistically diverse students, students from low income families, and students with special needs – requires commitment at all levels and support from throughout the community. It requires a commitment to welcome diversity for the vibrant opportunity it offers, and a determination to eliminate gaps in educational opportunity and academic achievement. The District is moving in the right direction. With continued persistence and hard work, WCSD will create equitable learning environments district-wide that fully and successfully engage its entire diverse population.

The next generation of Washoe County's doctors, teachers, scientists and builders will need to reflect the diversity of today's school children. Our challenge is to ensure that WCSD students are prepared to step into those roles.

⁴ Washoe County School District's Signature Academies are an innovative approach to ensuring college and career readiness for all students. This initiative creates career- and industry-based programs at each comprehensive high school over the next four years. The Signature Academies focus on specific programs, topics and distinguishing themes to prepare all students for the workforce of tomorrow.

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2011 Data Profile

WCSD Graduates Including the Class of 2011

INTRODUCTION

1998 - First Edition

- ∞ Tracked and analyzed data from the 1997 WCSD graduating cohort
- ∞ Established baseline data
- ∞ Compared district trends with state and national trends
- ∞ Reported the first college-going rate ever calculated for WCSD, which showed that the WCSD college-going rate was comparable to the national rate, and much higher than the average rate for Nevada overall

2002

- ∞ Reported eye-opening statistics on the English and math remediation needs of WCSD graduates attending UNR and TMCC

2006

- ∞ Added analyses of college admissions and college success of WCSD graduates from 1997 to 2005

2007 - Tenth Edition

- ∞ Reviewed and compared six high school graduation rate formulas
- ∞ Reported the results of a comprehensive cohort analysis of high school graduation rates for the WCSD 2002-2003 freshman cohort

2011

- ∞ Includes a special report on WCSD's entry into the burgeoning number of school districts with minority-majority populations.

For the past fourteen years, the Washoe County School District, Truckee Meadows Community College and the University of Nevada, Reno have worked in concert through the Education Alliance of Washoe County to produce the Washoe K-16 Data Profile, formerly called the High School Data Profile. The Nevada System of Higher Education also participates in this effort. The Data Profile is the collection and presentation of data about Washoe County School District high school students and their matriculation into college, with special emphasis on the graduates who attend the University of Nevada, Reno and Truckee Meadows Community College. Through this effort, we hope to identify factors that can increase the success of our students as they proceed from high school to post-secondary education.

The Data Profile has expanded in scope each year. The 2002 edition reported a two-year increasing trend in the percentage of Washoe County School District graduates enrolled in remedial English and/or mathematics courses at both UNR and TMCC. Concern about this trend and its potential impact on students led to an increased focus on the remediation issue for the 2003 through 2005 editions of the Data Profile. The 2006 edition included college success data for the first and second cohorts tracked by the Data Profile, the WCSD 1997 and 1998 graduating classes. The tenth anniversary edition added a comparison of methods used to calculate high school graduation rates and, for the first time, began reporting the cohort graduation rate for the Washoe County School District. The 2011 edition reports on the District's changing population, which has evolved from 93% White in 1975-76 to 48% White in 2011-2012.

The Education Alliance of Washoe County hopes that this and future issues of the Data Profile will continue to help educators, parents, students, and our community better prepare our graduates for a successful transition into higher education and for continued success throughout their college careers.

SUMMARY OF DATA TRENDS

WCSD Graduates Including the Class of 2011

High School Trends

- The 2011 Cohort Graduation Rate reached 70%, reflecting gains of seven percentage points for each of the previous two years. The rate had previously hovered around 56% from 2006 to 2009.
- Hispanics showed the greatest improvement in graduation rates, increasing 11 percentage points from 2010 to achieve a 2011 rate of 56%; the rate for Asian students improved by 10 percentage points over 2010, from 68% to 78%.
- The percentage of graduates receiving an Honors Diploma – the most academically rigorous diploma – rose to 21% in 2011, compared to 14% in 2006.
- The Class of 2011 was the second cohort to complete high school with the Gateway Curriculum. However, the percentage earning three science credits dropped to the lowest level since 2004.
- The percentage of graduates successfully completing calculus – the most rigorous math class – dropped by almost half, from 13% in 2010 to 7% in 2011.
- Enrollment in AP/IB courses has more than doubled in 10 years to 37% in 2011.
- ACT English scores are on a four-year downward trend, and SAT Reading and Math scores are on an eight-year downward trend; all are below the level of 1998 scores.

SUMMARY OF DATA TRENDS

WCSD Graduates Including the Class of 2011

College Trends

- Fifty-one percent of WCSD 2011 graduates enrolled in either TMCC or UNR in the summer or fall following high school graduation, a seven percentage point decrease from 2010 and the largest one year drop since the Data Profile began recording capture rates in 1997.
- Eighty-two percent of WCSD 2010 graduates who enrolled at UNR continued their enrollment into the second semester, compared to 72% of all other Nevada students who enrolled in UNR in 2010 as first-time freshmen.
- The graduation rate of WCSD alums at TMCC has risen from 6% to 21% over the past five years.
- Of the 460 WCSD graduates with a Standard Diploma who entered TMCC in the fall of 2011, 93% needed remediation in either English, math, or both subjects. Of the 119 WCSD graduates with an Advanced Diploma who entered TMCC at the same time, 83% needed remediation in either English, math, or both.

College Success

- Fifty-five percent of 2005 WCSD graduates who attended UNR completed a Bachelor's degree within 6 years of high school graduation, compared to 53% of all UNR 2005 first-time freshmen and 51% of all other Nevada first-time freshmen.
- Eighty percent of all first-time, full-time freshmen who enrolled in UNR in the Fall of 2005 either graduated or were still enrolled at a higher education institution six years later.
- Twenty-one percent of WCSD 2008 alums who enrolled at TMCC as full-time degree-seeking freshmen immediately after high school earned an Associate's Degree within three years or a program Certificate within two years, compared to only 17% of all TMCC first-time, full-time, degree-seeking freshmen who enrolled in TMCC in the fall of 2008 .

SUMMARY OF DATA TRENDS

WCSD Graduates Including the Class of 2011

Recommendations for Future Work

- Identify potential effects of the Gateway Curriculum on college enrollment, need for remediation and college persistence beyond the first semester.
- Investigate factors that contribute to a student's failure to graduate from high school.
- Analyze apparent decreases in 2011 calculus and science enrollments.
- Continue to examine Washoe County data at the four key transition points from high school to completion of a college degree: high school graduation rate, college-going rate, persistence rate after two college semesters, college graduation rate.
- Continue to disaggregate selective data sets by student race/ethnicity.
- Continue to improve the capability to identify factors that promote or retard student success in higher education.

COHORT GRADUATION RATE VS. STATE GRADUATION RATE

Graduation Rate Calculations: *Cohort Rate Versus Leaver Rate*

As described in detail in the 2007 edition of the *Washoe K-16 Data Profile*, researchers have used many different methods to measure high school graduation rates. Some methods attempt to estimate the percentage of a freshman class that graduates four years later. Others measure some other aspect of graduation. The various formulas yield disparate results and often describe very different relationships.

Currently, the method known as the *Leaver Rate* is used to produce the official graduation rate reported by the Nevada Department of Education. The *Leaver Rate* measures the percentage of students in a given senior class who leave school as graduates – that is, leave school with a standard, advanced, or honors diploma. The *Leaver Rate* answers the question, “Of those students who officially leave, how many leave by graduating?” The majority of states, including Nevada, have used the *Leaver Rate* to produce the graduation rate used for Federal accountability reporting required by the No Child Left Behind act. Graduation rates produced by the *Leaver Rate* method are typically higher than graduation rates calculated by other methods.

The Class of 2010 graduation rate, as calculated using the *Leaver Rate* formula, was **72%** for WCSD.

In 2005, the National Governors Association (NGA) developed a formula for calculating a longitudinal cohort high school graduation rate that determines the percentage of first-time freshmen and transfer-in students who ultimately graduate with a regular diploma within four years. The Education Alliance of Washoe County (formerly the Education Collaborative of Washoe County) initiated WCSD’s first attempt to track individual students and produce a cohort graduation rate for the Class of 2006. A detailed report of this endeavor and the results were published in the 2007 edition of the *Washoe K-16 Data Profile*. (In that report, the method was referred to as the *EC/NGA Cohort High School Graduation Rate*. In this report, the name has been shortened to the *Cohort Graduation Rate*.)

The *Cohort Graduation Rate* consists of the longitudinal tracking of individual students in a given freshman class, including transfers in and out of the cohort, over their four years in high school. Expressed as a formula, the *Cohort Graduation Rate* equals:

$$\frac{\text{Number of 4-Year Graduates}}{(1^{\text{st}}\text{-Time Freshmen}) + (\text{Total Transfers In}) - (\text{Total Transfers Out})}$$

The *Number of 4-Year Graduates* includes students who earned standard, advanced, honors and adult diplomas by August of their fourth year.

1st-Time Freshmen includes 9th graders who transferred in during their freshman year.

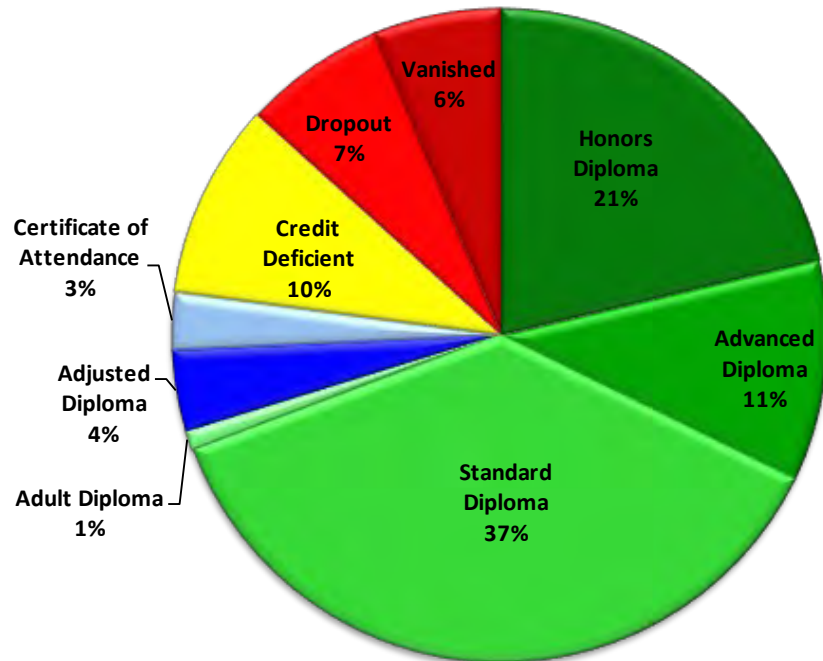
Total Transfers In includes all transfers in that occurred between the cohort’s sophomore and senior years.

Total Transfers Out includes all transfers out that occurred between the cohort’s freshman and senior years.

All high school graduation rates reported in the following pages were calculated using the *Cohort Graduation Rate* method.

COHORT GRADUATION RATE

2011 Graduation Cohort



Final Status of All Students in the Cohort	2006		2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduate - Honors	652	14%	782	15%	821	16%	874	16%	951	19%	951	21%
Graduate - Advanced	539	11%	580	11%	512	10%	631	12%	500	10%	489	11%
Graduate - Standard	1441	31%	1404	28%	1519	29%	1432	27%	1625	33%	1655	37%
Graduate - Adult	41	1%	12	0.2%	33	1%	20	0.4%	20	0.4%	21	1%
Adjusted Diploma ¹	183	4%	227	4%	176	3%	182	3%	155	3%	177	4%
Certificate of Attendance	112	2%	157	3%	127	2%	104	2%	121	2%	126	3%
Credit Deficient	346	7%	328	6%	360	7%	374	7%	657	13%	429	10%
Dropout ²	619	13%	761	15%	792	15%	683	13%	557	11%	313	7%
Vanished ³	783	17%	796	16%	819	16%	1021	19%	349	7%	280	6%
Full Cohort	5802		6036		6144		6295		6245		5822	
Verified Transfer Out ⁴	1086		989		985		974		1310		1379	
Final Adjusted Cohort	4716		5047		5159		5321		4935		4443	
Total Graduates	2673	57%	2778	55%	2885	56%	2957	56%	3096	63%	3116	70%

- Adjusted diplomas are only available for students with disabilities and are not equivalent to a Standard diploma. Students who receive Adjusted diplomas are counted as non-grads.
- Dropout includes cohort members who transferred to Washoe Adult HS before their 18th birthday to work toward obtaining a GED, and students who stated they were withdrawing to obtain a GED. WCS D cannot track how many students actually obtain a GED because they can test outside of the District.
- Vanished consists of cohort members with: 1) no withdrawal data; or 2) out-of-district transfer withdrawal codes, but no record of a transcript request; or 3) in-district transfer withdrawal codes, but no record of subsequent enrollment in a WCS D school; or 4) students absent an entire stat month or absent 10 days, whereabouts unknown.
- Per state guidelines *Verified Transfer Out* includes cohort members who transferred to the Washoe Adult Program on or after their 18th birthday. For the 2011 cohort, 150 students (3% of the full cohort) transferred to Washoe Adult after turning 18.
- Changes in the percentages of *Credit Deficient*, *Dropouts*, and *Vanished* across the years are a result of improvements in student accounting (such as new/expanded withdrawal codes), and should not be interpreted as major changes in the types of non-grads.

COHORT GRADUATION RATE BY HIGH SCHOOL

School	Class of 2006		Class of 2007		Class of 2008		Class of 2009		Class of 2010		Class of 2011	
	N	%	N	%	N	%	N	%	N	%	N	%
AACT **	26	70%	32	84%	32	76%	47	90%	20	96%	-	-
Damonte Ranch	106	55%	138	51%	192	60%	191	60%	205	70%	222	83%
Galena	286	73%	295	77%	274	74%	298	70%	278	84%	246	85%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	105	36%	103	34%	130	38%	133	41%	155	44%	158	47%
Incline	71	60%	91	66%	65	65%	74	60%	78	75%	67	78%
McQueen	347	70%	342	72%	352	71%	375	71%	353	79%	386	87%
North Valleys	243	49%	262	48%	267	50%	298	55%	320	65%	334	69%
Reed	361	66%	401	62%	414	64%	379	62%	411	76%	411	79%
Reno	358	76%	383	76%	343	73%	338	74%	360	82%	334	87%
Spanish Springs	300	65%	326	62%	345	63%	349	66%	376	75%	405	80%
Sparks	130	43%	122	45%	129	48%	135	45%	141	53%	179	68%
TMCC	90	81%	80	85%	82	86%	92	92%	91	95%	94	96%
Washoe	84	18%	43	9%	84	16%	58	10%	43	8%	48	14%
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	31	34%	24	35%
Wooster	159	50%	159	45%	170	43%	184	46%	225	55%	198	59%
WCSD	2673	57%	2778	55%	2885	56%	2957	56%	3096	63%	3116	70%

The 2006 through 2008 rates have been recalculated to conform to the NDE's Adjusted Cohort Graduation Rate Method. Consequently, numbers reported here differ from previously reported numbers .

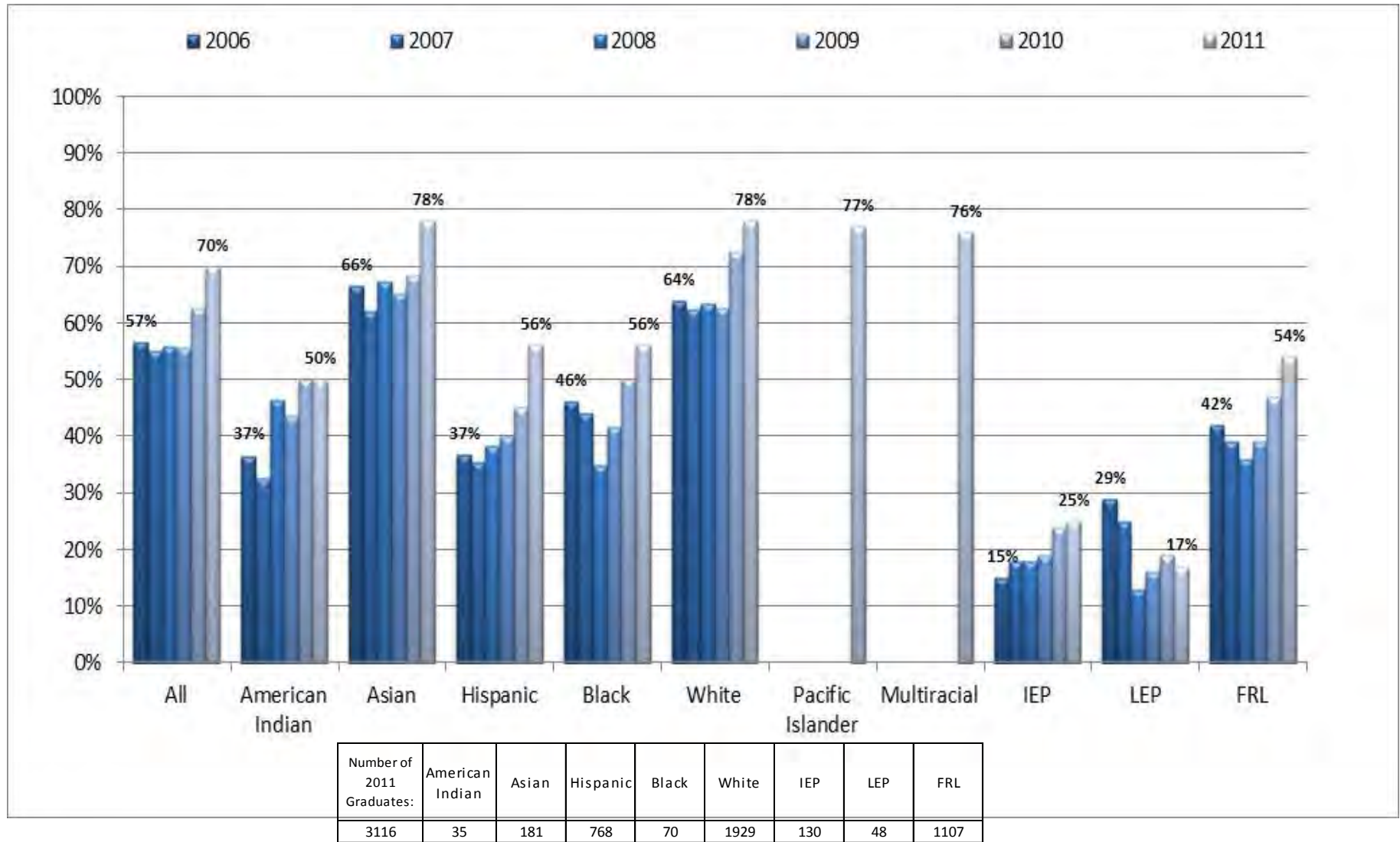
District Totals include schools with fewer than 10 students in a population, and are therefore higher than the total of the column percentages.

** AACT had no 12th grade students in 2010-11.

'-' Denotes too few students to report.

N = number of graduates

COHORT GRADUATION RATE BY STUDENT GROUP



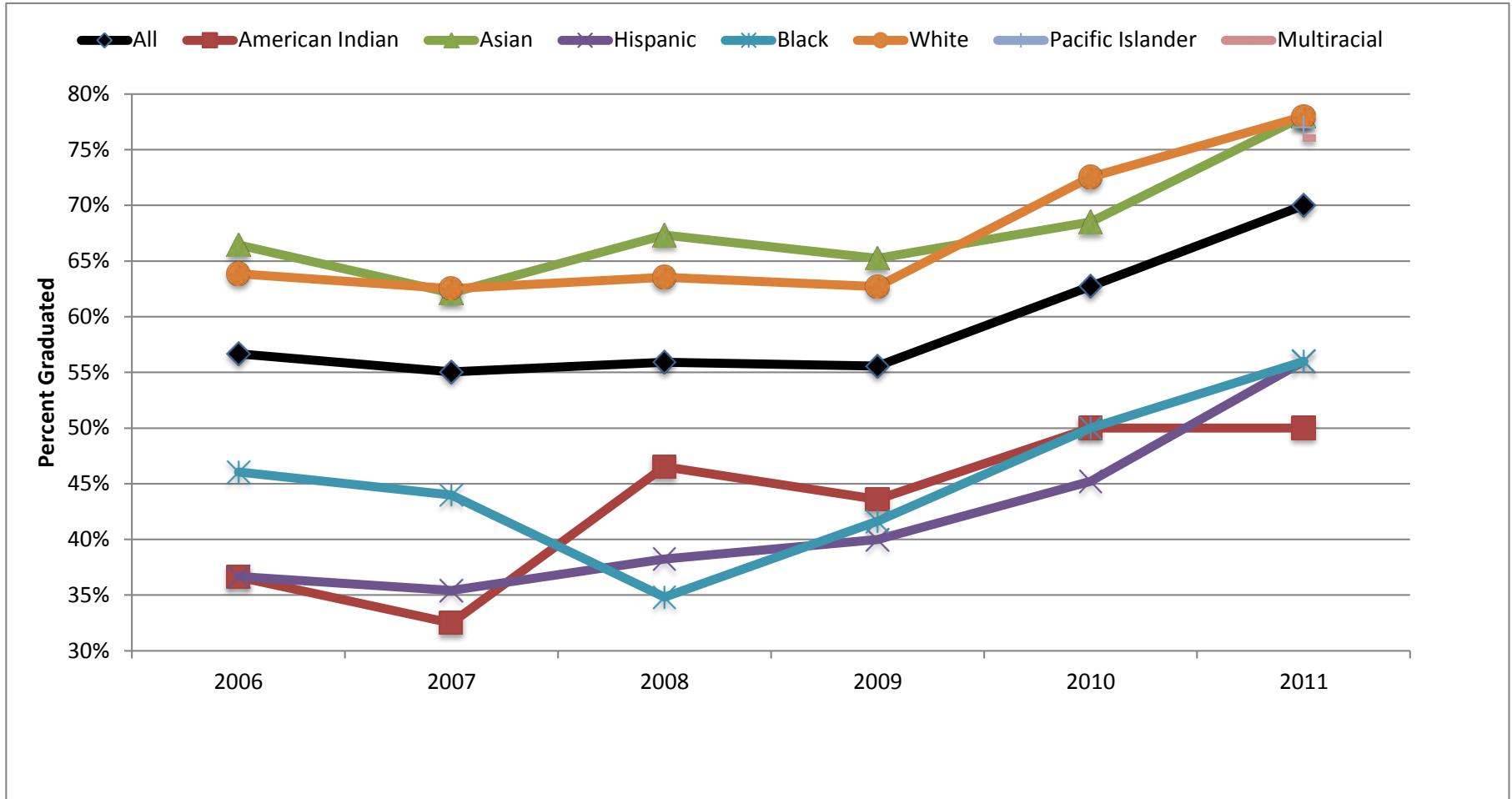
In 2010, federal reporting requirements for racial/ethnic categories were changed; the Asian/Pacific Islander category used previously was separated into two distinct categories, and a new category, *Multiracial*, was added.

LEP = Students with limited English proficiency

IEP = Students with an Individualized Education Plan

FRL = Students receiving free or reduced priced lunches

COHORT GRADUATION RATE BY RACE/ETHNICITY



In 2010, federal reporting requirements for racial/ethnic categories were changed; the Asian/Pacific Islander category used previously was separated into two distinct categories, and a new category, *Multiracial*, was added.

NON-GRADUATES

Dropout, Vanished, Credit Deficient

SCHOOL	Class of 2006				Class of 2007				Class of 2008				Class of 2009				Class of 2010				Class of 2011			
	Dropout/ Vanished		Credit Deficient		Dropout/ Vanished		Credit Deficient		Dropout/ Vanished		Credit Deficient		Dropout/ Vanished		Credit Deficient		Dropout/ Vanished		Credit Deficient		Dropout/ Vanished		Credit Deficient	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
AACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Damonte Ranch	65	33%	10	5%	101	38%	14	5%	88	28%	13	4%	78	25%	29	9%	38	13%	23	8%	21	8%	12	4%
Galena	78	20%	19	5%	59	15%	17	4%	61	17%	18	5%	111	26%	-	-	17	5%	24	7%	11	4%	18	6%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hug	98	37%	44	15%	122	40%	25	9%	126	38%	32	9%	125	39%	32	10%	94	26%	57	16%	79	24%	43	13%
Incline	33	23%	-	-	31	22%	-	-	23	23%	-	-	41	33%	-	-	14	14%	-	-	-	-	-	-
McQueen	91	19%	35	7%	80	17%	27	6%	98	19%	34	7%	93	18%	38	7%	33	7%	45	10%	19	4%	23	5%
North Valleys	194	39%	32	6%	200	37%	40	7%	208	38%	34	6%	164	31%	47	9%	88	18%	57	11%	59	12%	52	11%
Reed	116	21%	37	7%	145	22%	35	5%	147	23%	40	6%	174	28%	22	4%	53	10%	41	8%	42	8%	31	6%
Reno	88	18%	12	3%	80	16%	20	4%	98	21%	-	-	97	21%	-	-	48	11%	20	5%	21	5%	11	3%
Spanish Springs	107	23%	27	6%	125	24%	36	7%	147	26%	35	6%	116	22%	38	7%	55	11%	50	10%	31	6%	39	8%
Sparks	101	33%	31	10%	93	34%	24	9%	88	33%	22	8%	96	33%	35	12%	69	26%	23	9%	36	14%	25	9%
TMCC	11	10%	-	-	-	-	-	-	11	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washoe	297	63%	63	13%	382	77%	45	9%	365	70%	55	11%	471	77%	56	9%	264	49%	217	40%	176	52%	94	28%
WOLF	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	Not Oper	25	27%	34	38%	32	46%	12	17%
Wooster	120	38%	14	4%	126	36%	35	10%	143	37%	61	16%	132	33%	59	15%	102	25%	57	14%	60	18%	44	13%
WCSD	1402	30%	324	7%	1557	31%	328	6%	1611	31%	360	7%	1704	32%	356	7%	906	18%	657	13%	593	13%	422	10%

In accordance with the Nevada Department of Education, cohort members who transferred to the Washoe Adult HS program before the age of 18 are included in the 'Dropout' category.

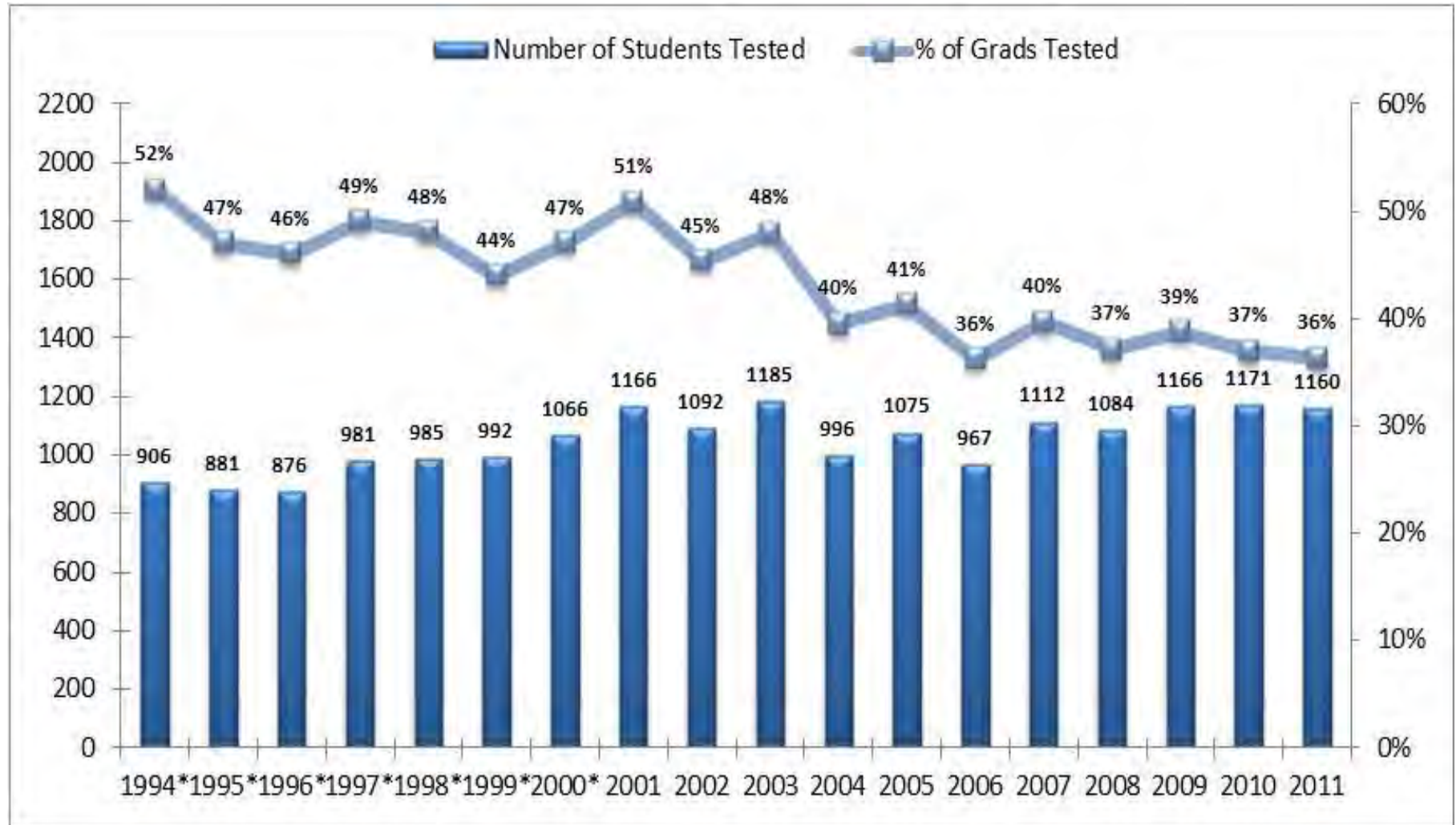
Changes in the percentages of Credit Deficient, Dropouts, and Vanished across the years are a result of improvements in student accounting (such as new/expanded withdrawal codes), and should not be interpreted as major changes in the types of non-grads.

'-' denotes too few students to report

COLLEGE ENTRANCE EXAMS

ACT Participation

Number and Percentage of WCSD Graduates Who Took the ACT



*Prior to 2001, the percentage of grads tested included adjusted diplomas; for 2001 and beyond, the percentages do not include adjusted diplomas.

COLLEGE ENTRANCE EXAMS

ACT Participation by High School

Number and Percentage of WCSD Graduates Who Took the ACT

High Schools	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
	%	%	%	%	%	%	%	%	%	%	N	%
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-		-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	-	-	-	21%	27%	20%	53	24%
Galena	49%	49%	59%	50%	54%	58%	46%	71%	68%	60%	128	51%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	36%	29%	32%	29%	29%	34%	42%	46%	44%	40%	131	78%
Incline	36%	33%	47%	-	-	-	42%	49%	48%	42%	31	45%
McQueen	60%	60%	56%	52%	44%	46%	47%	55%	53%	44%	206	52%
North Valleys	Not Open	No Grads	51%	45%	37%	30%	32%	35%	39%	30%	95	28%
Reed	60%	55%	57%	44%	50%	48%	47%	47%	39%	36%	116	28%
Reno	54%	45%	44%	34%	38%	33%	49%	51%	59%	47%	141	42%
Spanish Springs	Not Open	No Grads	41%	24%	43%	20%	38%	39%	39%	27%	97	23%
Sparks	55%	47%	43%	45%	46%	42%	60%	45%	79%	49%	82	43%
TMCC HS	38%	30%	-	-	-	-	-	-	24%	22%	-	
Washoe	-	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-	-
Wooster	49%	33%	46%	38%	43%	35%	21%	10%	22%	25%	59	29%
Total	51%	45%	48%	40%	41%	36%	40%	37%	39%	37%	1160	36%

Total numbers are higher than the sum of individual schools because AACT, Gerlach, TMCC, Washoe and WOLF had too few students tested to report. Individual school test data are not published for schools with fewer than 30 ACT participants, but the participants are included in district totals.

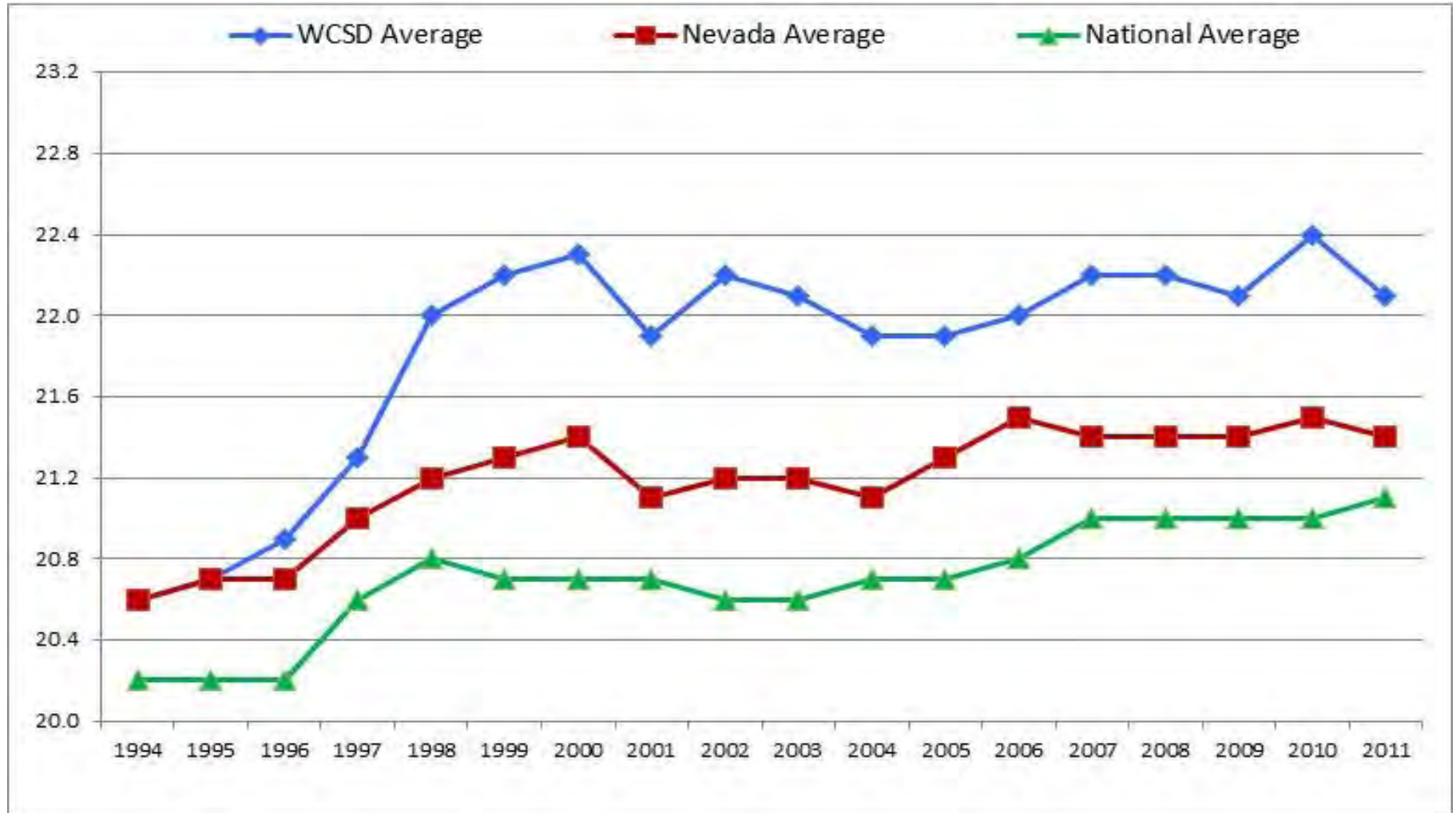
“-” Denotes too few students tested to report.

Adjusted diplomas are not included in the rates reported here.

COLLEGE ENTRANCE EXAMS

ACT Math Scores

WCSD, Nevada and National Comparisons



Previous years' data have been corrected.

ACT scores are reported on a scale from 1 to 36. For purposes of this comparison the scale has been reduced to enhance visual discrimination.

COLLEGE ENTRANCE EXAMS

ACT Math Scores by High School

High Schools	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	-	-	-	22.4	22.6	22.5	22.5
Galena	22.2	22.1	21.6	22.2	23.5	23.3	23.7	22.6	22.9	23.8	24.3
Gerlach	-	-	-	-	-	-	-	-	-	-	-
Hug	20.9	20.6	19.8	19.5	18.7	18.1	17.8	17.9	17.8	17.6	16.9
Incline	21.3	21.6	24.5	-	-	-	22.7	22.7	20.9	22.3	23.7
McQueen	23.3	23.3	23.9	23.3	22.4	22.6	23.2	23.5	23.9	23.9	24.2
North Valleys	Not Open	No Grads	19.7	20.7	20.1	21.8	20.6	21.2	21.3	20.4	20.4
Reed	21.1	21.7	22.0	21.1	21.6	22.1	22.0	22.7	21.4	21.5	21.4
Reno	23.0	24.6	24.5	23.2	23.2	22.8	24.3	23.7	25.1	24.8	24.7
Spanish Springs	Not Open	No Grads	20.2	20.4	21.6	20.8	20.5	21.9	21.6	21.5	23.0
Sparks	20.4	19.9	20.5	19.9	19.4	20.2	18.9	18.9	18.4	19.5	18.8
TMCC	22.4	20.8	-	-	-	21.0	21.5	21.2	20.2	23.0	-
Washoe	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Wooster	22.1	23.1	22.7	22.8	22.9	22.2	25.4	24.8	23.9	24.7	22.6
WCSD Average	21.9	22.2	22.1	21.9	21.9	22.1	22.2	22.2	22.1	22.4	22.1

The WCSD average is higher than the average of school scores listed in this table because AACT, Damonte Ranch, Gerlach, TMCC, Washoe and WOLF had fewer than 30 students who took the ACT. Individual school test data are not published for schools with fewer than 30 ACT participants, but the participants' scores are included in district totals.

'-' Denotes too few students tested to report.

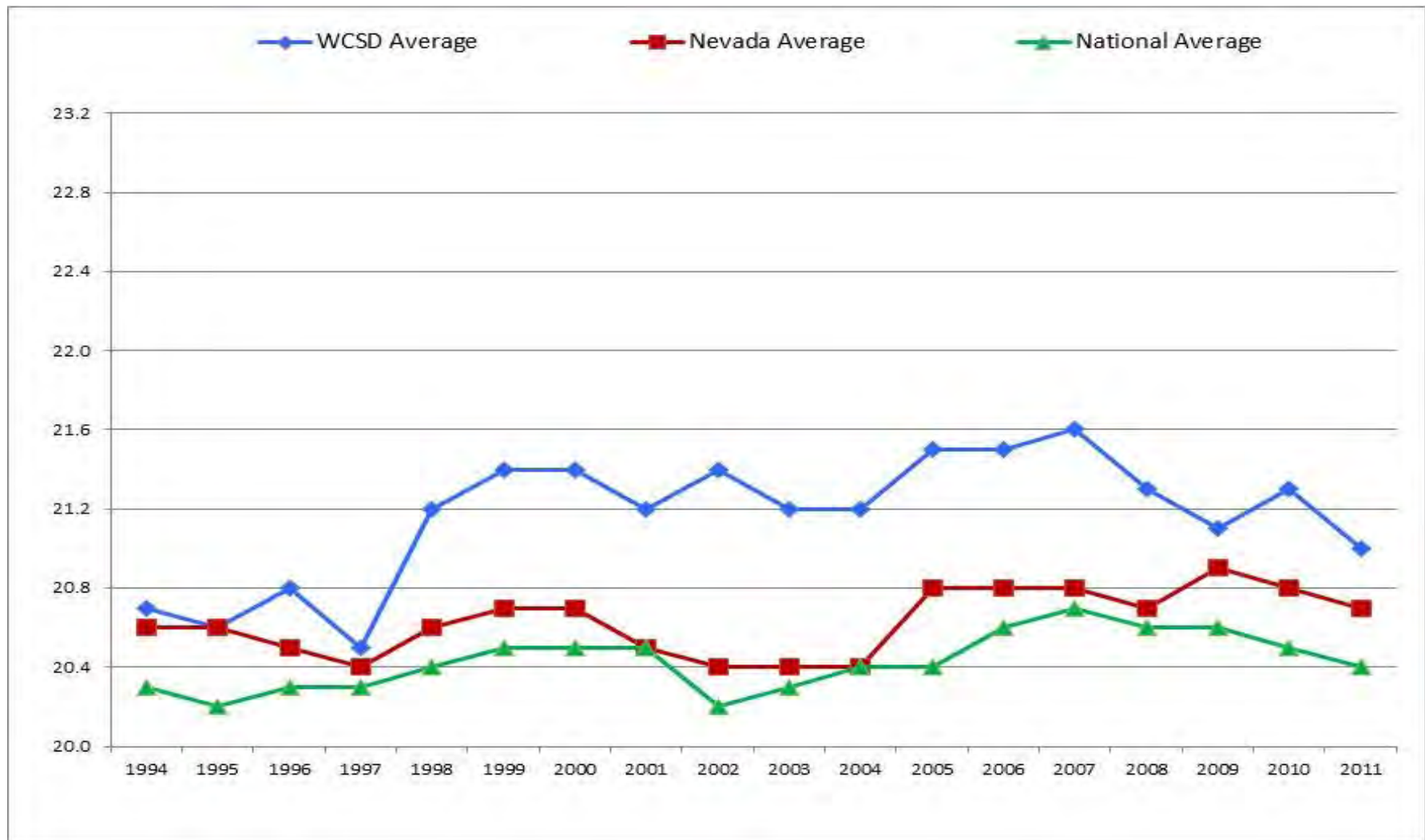
Previous years' data have been corrected.

These are average scores for all seniors who tested, regardless of graduation status.

COLLEGE ENTRANCE EXAMS

ACT English Scores

WCSD, Nevada and National Comparisons



Previous years' data have been corrected.

ACT scores are reported on a scale from 1 to 36. For purposes of this comparison the scale has been reduced to enhance visual discrimination.

COLLEGE ENTRANCE EXAMS

ACT English Scores by High School

High Schools	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	-	-	-	21.6	21.1	22.1	21.7
Galena	21.9	21.9	20.8	22.3	22.9	22.9	23.3	22.3	22.8	23.5	23.8
Gerlach	-	-	-	-	-	-	-	-	-	-	-
Hug	19.3	18.5	18.8	17.8	17.9	17.9	15.8	15.6	15.3	14.9	14.8
Incline	21.7	22.7	24.0	-	-	-	22.1	23.2	20.5	20.7	23.3
McQueen	21.7	22.0	22.0	22.3	21.8	21.8	22.8	21.9	22.7	22.7	23.0
North Valleys	Not Open	No Grads	19.0	19.9	20.1	20.1	20.6	20.9	21.4	20.2	20.4
Reed	20.3	20.7	21.3	20.1	21.0	21.0	20.7	21.4	20.1	20.2	20.0
Reno	23.5	23.5	23.5	22.2	23.3	23.3	23.7	22.8	24.1	24.2	23.6
Spanish Springs	Not Open	No Grads	19.1	20.2	21.4	21.4	19.9	21.1	20.9	21.1	21.6
Sparks	20.3	19.9	20.6	19.1	19.8	19.8	18.9	18.2	16.8	17.7	17.7
TMCC	-	-	-	-	-	23.6	23.3	22.5	22.3	24.4	-
Washoe	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Wooster	20.9	20.5	21.5	21.3	21.8	21.8	24.5	23.2	22.9	22.9	21.0
WCSD Average	21.2	21.4	21.2	21.2	21.5	21.5	21.6	21.3	21.2	21.3	21.0

The WCSD average is higher than the average of school scores listed in this table because AACT, Damonte Ranch, Gerlach, TMCC, Washoe and WOLF had fewer than 30 students who took the ACT. Individual school test data are not published for schools with fewer than 30 ACT participants, but the participants' scores are included in district totals.

'-' Denotes too few students tested to report.

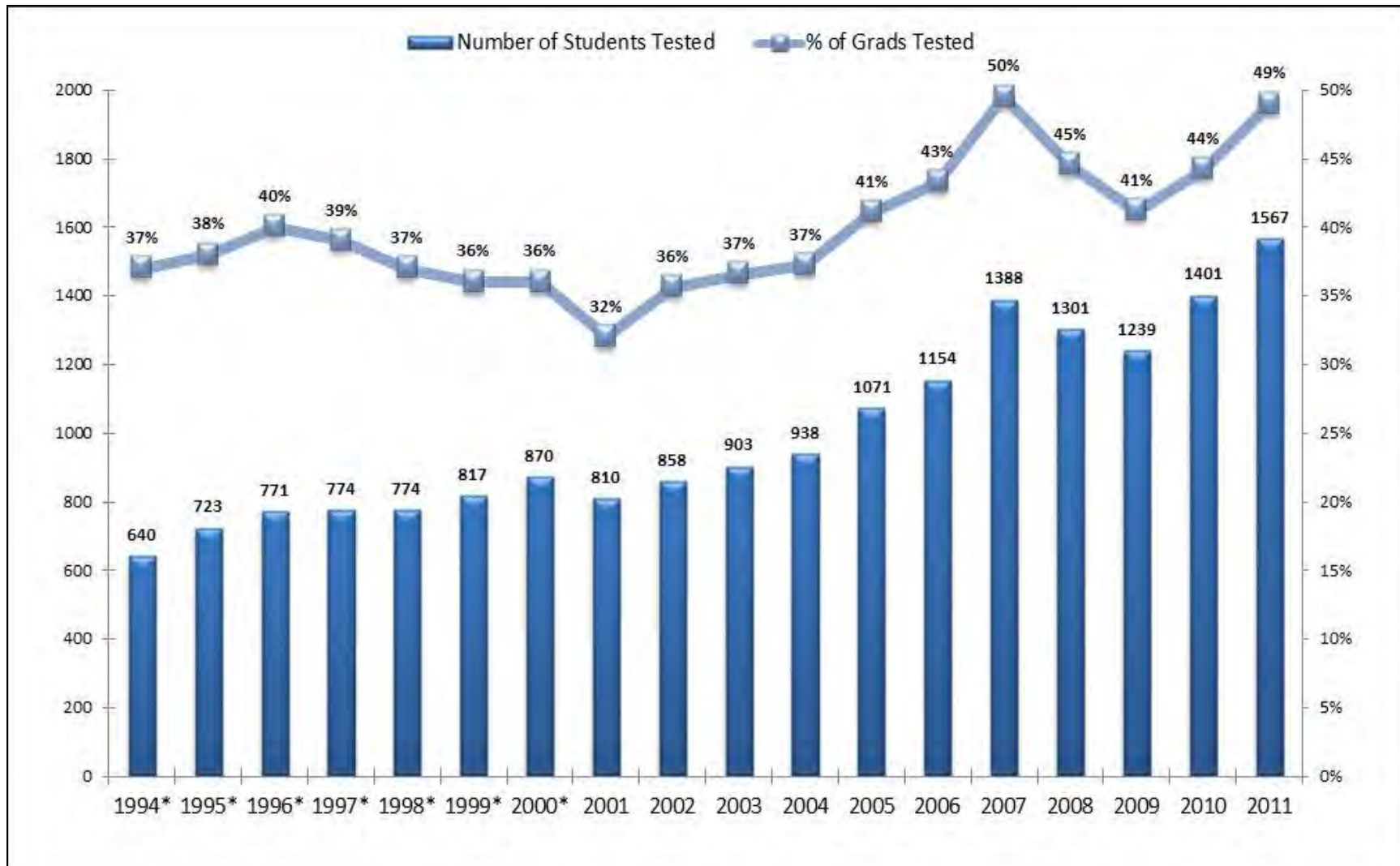
These are average scores for all seniors who tested, regardless of graduation status.

Previous years' data have been corrected.

COLLEGE ENTRANCE EXAMS

SAT Participation

Number and Percentage of WCSD Graduates Who Took the SAT



*Prior to 2001, the percentage of grads tested included adjusted diplomas; for 2001 and beyond, the percentages do not include adjusted diplomas.

Previous years' data have been corrected.

COLLEGE ENTRANCE EXAMS

SAT Participation by High School

Number and Percentage of WCSD Graduates Who Took the SAT

High Schools	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
	%	%	%	%	%	%	%	%	%	%	N	%
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	-	51%	55%	52%	48%	50%	128	57%
Galena	50%	52%	53%	45%	64%	54%	61%	67%	58%	65%	170	67%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	18%	12%	-	-	14%	25%	41%	34%	38%	38%	46	27%
Incline	61%	59%	72%	59%	61%	54%	75%	62%	67%	68%	50	72%
McQueen	34%	37%	37%	42%	48%	46%	51%	53%	54%	52%	255	64%
North Valleys	Not Open	No Grads	19%	20%	26%	34%	35%	31%	24%	25%	106	31%
Reed	30%	33%	30%	34%	39%	44%	48%	37%	34%	38%	163	39%
Reno	62%	62%	76%	64%	63%	67%	75%	64%	62%	67%	225	67%
Spanish Springs	Not Open	No Grads	13%	37%	33%	45%	43%	41%	37%	46%	238	57%
Sparks	17%	10%	-	-	-	-	20%	19%	5%	18%	37	20%
TMCC HS	28%	28%	32%	23%	38%	22%	25%	24%	22%	28%	37	38%
Washoe	-	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-
Wooster	34%	31%	40%	40%	46%	44%	51%	49%	47%	46%	106	53%
Total	32%	36%	37%	37%	41%	43%	50%	45%	41%	44%	1567	49%

* Total numbers are higher than the sum of individual schools because AACT, Gerlach, Washoe and WOLF had too few students tested to report. Individual school test data are not published for schools with fewer than 20 SAT participants, but the participants are included in district totals.

'-' Denotes too few students tested to report.

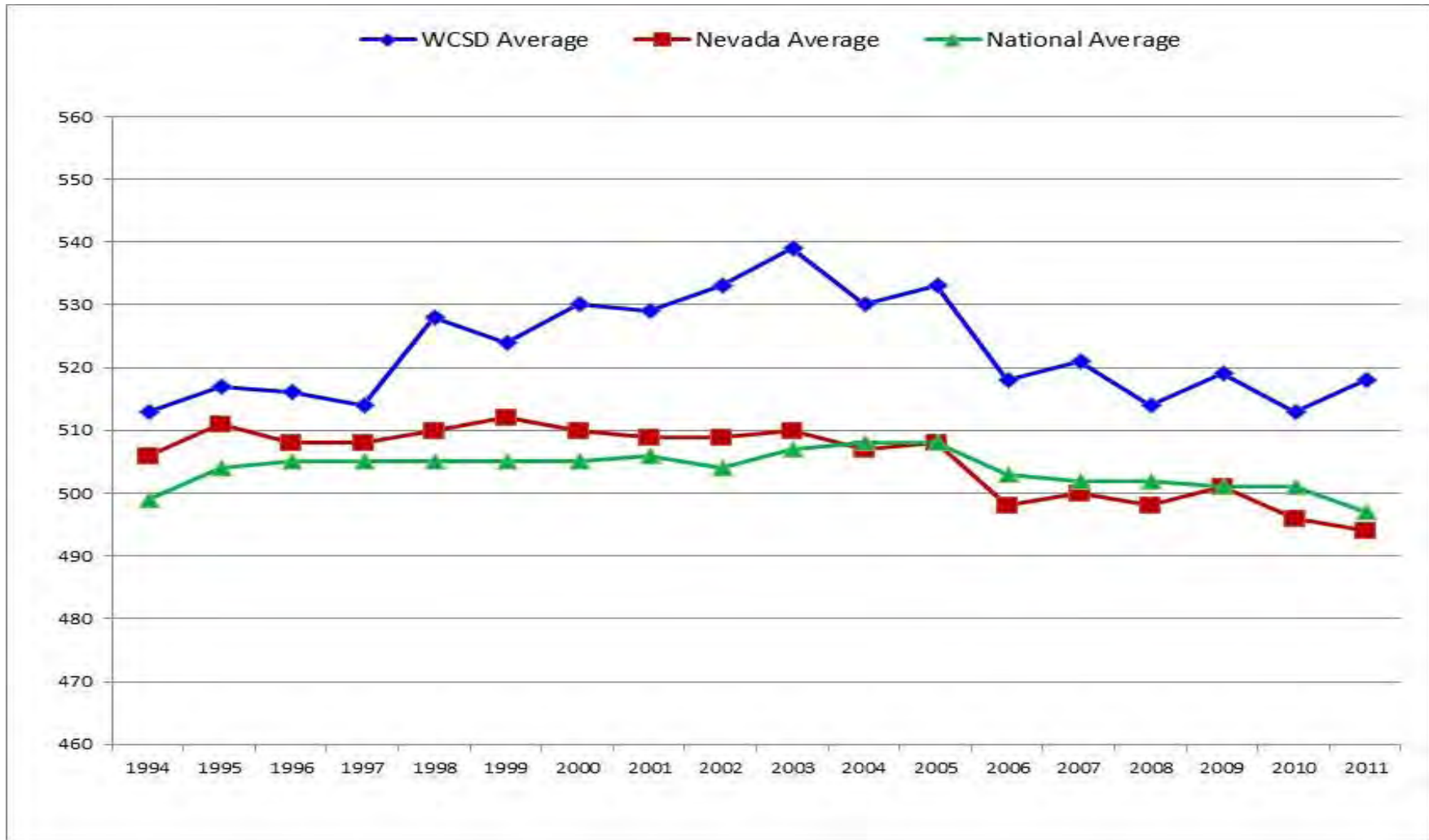
The number of graduates does not include Adjusted Diplomas

Previous years' data have been corrected.

COLLEGE ENTRANCE EXAMS

SAT Reading Scores

WCSD, Nevada and National Comparisons



SAT Reading scores range from 200 - 800, with 500 considered average. For purposes of this comparison, the scale has been reduced to enhance visual discrimination. The SAT was re-centered for the 1993-1994 and 1994-1995 school years; score comparisons from previous years are not valid. Substantial changes to the SAT format and content were instituted in March 2005 and are first reflected in the 2005-2006 scores.

COLLEGE ENTRANCE EXAMS

SAT Reading Scores by High School

High Schools	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	-	-	496	508	494	504	509
Galena	526	519	531	533	533	539	544	528	533	552	538
Gerlach	-	-	-	-	-	-	-	-	-	-	-
Hug	515	479	-	-	-	457	414	418	390	391	436
Incline	540	526	533	545	545	549	523	547	491	523	533
McQueen	530	549	564	555	555	523	532	513	525	521	524
North Valleys	Not Open	No Grads	486	511	511	490	487	500	507	500	485
Reed	510	517	534	510	510	506	505	510	499	488	505
Reno	549	559	558	549	549	538	557	527	562	545	550
Spanish Springs	Not Open	No Grads	484	486	486	492	508	499	506	493	512
Sparks	492	532	-	-	-	-	475	437	472	458	469
TMCC	580	571	559	534	534	551	561	565	561	539	545
Washoe	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Wooster	522	512	525	514	514	516	511	549	539	521	526
WCSD Average	529	533	539	530	530	518	521	514	519	513	518

The WCSD average is higher than the average of school scores listed in this table because AACT, Gerlach, Washoe and WOLF had fewer than 20 students who took the SAT. Individual school test data are not published for schools with fewer than 20 SAT participants, but the participants' scores are included in district totals.

'-' Denotes too few students tested to report.

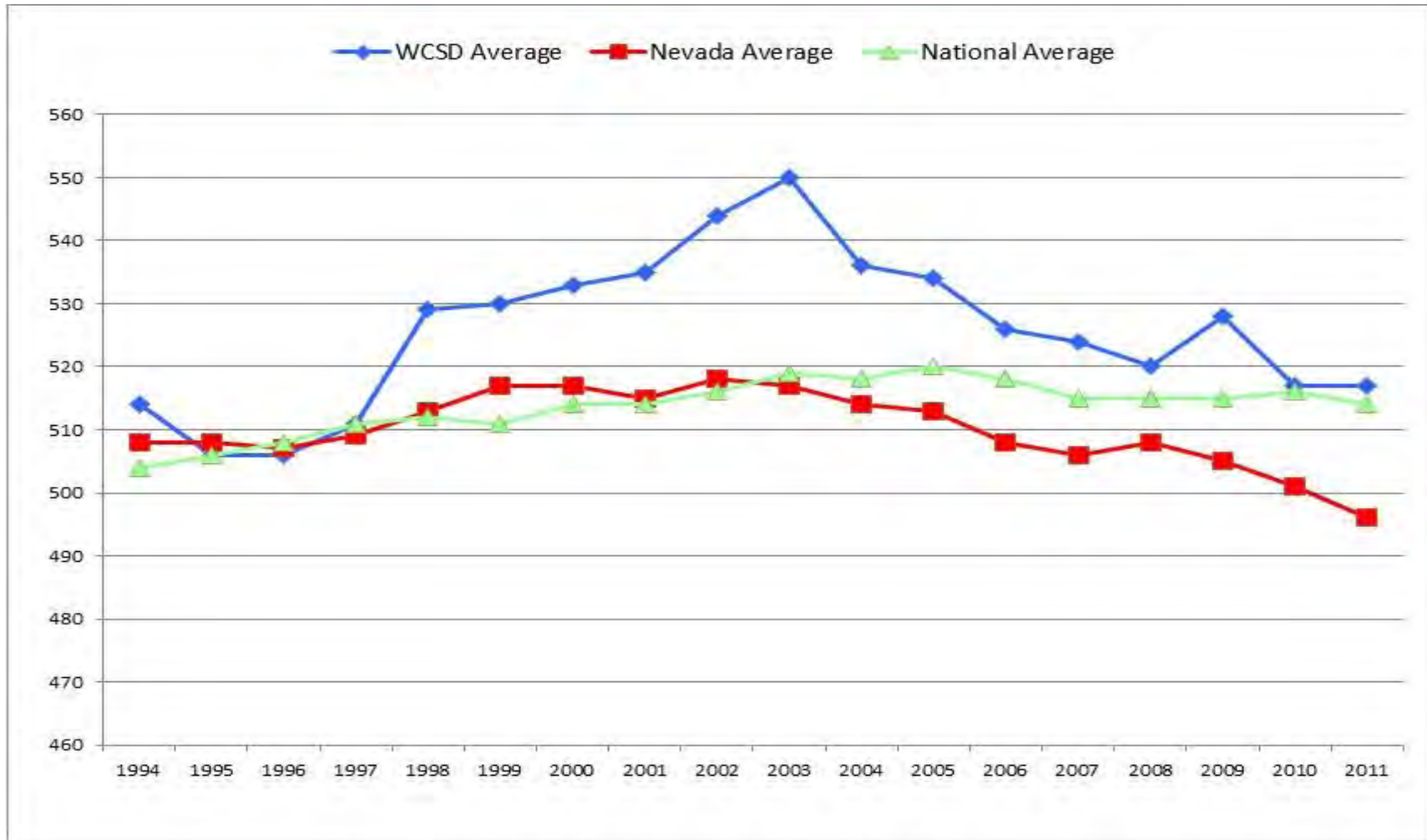
These are average scores for all seniors who tested, regardless of graduation status.

Previous years' data have been corrected.

COLLEGE ENTRANCE EXAMS

SAT Math Scores

WCSD, Nevada and National Comparisons



SAT Math scores range from 200 - 800, with 500 considered average. For purposes of this comparison, the scale has been reduced to enhance visual discrimination. The SAT was re-centered for the 1993-1994 and 1994-1995 school years; score comparisons from previous years are not valid. Substantial changes to the SAT format and content were instituted in March 2005 and are first reflected in the 2005-2006 scores.

COLLEGE ENTRANCE EXAMS

SAT Math Scores by High School

High Schools	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	-	-	488	506	508	506	509
Galena	527	529	534	535	547	550	544	527	542	546	538
Gerlach	-	-	-	-	-	-	-	-	-	-	-
Hug	523	522	-	-	-	450	433	430	422	411	425
Incline	549	530	564	553	544	554	526	541	502	526	529
McQueen	552	562	579	564	540	534	537	533	543	528	531
North Valleys	Not Open	No Grads	511	500	490	492	485	503	488	488	465
Reed	517	533	546	526	531	529	525	521	516	494	513
Reno	546	560	566	550	556	538	554	539	562	552	542
Spanish Springs	Not Open	No Grads	500	493	515	497	505	500	519	493	509
Sparks	514	536	-	-	-	-	443	442	477	476	466
TMCC	549	551	550	566	530	513	556	554	513	530	506
Washoe	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Wooster	536	545	534	546	537	536	530	554	562	541	535
WCSD Average	535	544	550	536	534	526	524	520	528	517	517

The WCSD average is higher than the average of school scores listed in this table because some schools had fewer than 20 students who took the SAT in a given year. Individual school test data are not published for schools with fewer than 20 SAT participants, but the participants' scores are included in district totals.

'-' Denotes too few students tested to report.

These are average scores for all seniors who tested, regardless of graduation status.

Previous years' data have been corrected.

THE GATEWAY CURRICULUM

In December 2004, the Washoe County School District Board of Trustees adopted the Gateway Curriculum as the default course of study for high school students. The Gateway Curriculum requirement took effect with freshmen entering in the fall of 2006.

All high school students are automatically enrolled in the Gateway Curriculum, but provisions for exemptions are available. Potential exemptions include:

- ∞ Special Education students whose *Individualized Education Plan (IEP)*, specifies exemption from the Gateway Curriculum.
- ∞ Students actively receiving *English as a Second Language (ESL)* services may be exempt, if it is determined that the Gateway Curriculum is educationally inappropriate for them.
- ∞ Students who transfer into a WCSD high school in their junior or senior year who would not be able to enroll in the required fourth math and/or third science courses during their remaining school year(s).
- ∞ Students exempted through the formal opt-out procedure established by the Office of Secondary Education.

The Gateway Curriculum requires students to enroll in four math courses and three science courses in addition to the other courses required for graduation, and further requires that students enroll in at least six courses during their senior year.

The intended Gateway math enrollment sequence is Algebra 1-2, Geometry, Algebra 3-4, and one post-Algebra 3-4 course. Students who enroll but fail to earn credits in any of the math sequence courses adhere to the Gateway Curriculum by re-enrolling in the failed course or obtaining approval to enroll in a different math course the following year.

The intended Gateway science enrollment sequence is Biology, Physical Science or Chemistry, plus one additional third or fourth year science course. As with the math sequence, students who enroll but fail to earn credits in any of the science sequence courses adhere to the Gateway Curriculum by re-enrolling in the failed course or obtaining approval to enroll in a different science course the following year.

Seniors may meet the Gateway requirement of enrolling in at least six courses by combining required, elective, online, correspondence, work-study and dual-credit college courses, or by enrolling in other courses approved by the Office of Secondary Education.

GATEWAY CURRICULUM

Percentage of Seniors Taking Four, Five and Six or More Classes

High School	Four Classes								Five Classes								Six or More Classes								
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	
AACT	Not Open	No Seniors	.	*	*	*	*	*	Not Open	No Seniors	.	*	*	*	*	*	Not Open	No Seniors	.	*	*	*	*	*	*
Damonte Ranch	No Seniors	3%	24%	17%	14%	12%	18%	13%	No Seniors	11%	19%	23%	30%	14%	27%	23%	No Seniors	86%	56%	60%	56%	73%	55%	63%	
Galena	25%	38%	36%	27%	29%	27%	26%	14%	34%	30%	34%	37%	34%	33%	34%	32%	41%	31%	30%	36%	36%	41%	40%	53%	
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hug	6%	15%	29%	2%	13%	10%	9%	2%	19%	23%	28%	15%	16%	14%	19%	1%	75%	62%	43%	83%	71%	76%	72%	91%	
Incline	29%	22%	20%	19%	9%	16%	6%	0%	33%	39%	26%	26%	37%	35%	38%	7%	39%	39%	54%	55%	54%	49%	56%	93%	
McQueen	13%	28%	20%	20%	17%	9%	9%	3%	34%	31%	35%	30%	28%	23%	21%	11%	54%	42%	45%	50%	55%	68%	70%	86%	
North Valleys	8%	22%	20%	22%	23%	19%	18%	8%	25%	36%	32%	27%	30%	27%	28%	18%	67%	42%	48%	51%	47%	55%	54%	68%	
Reed	30%	5%	5%	30%	25%	18%	12%	11%	32%	41%	37%	30%	26%	27%	24%	19%	38%	53%	59%	39%	49%	55%	64%	67%	
Reno	24%	44%	41%	39%	32%	29%	29%	12%	41%	31%	28%	33%	33%	33%	29%	28%	35%	26%	31%	28%	35%	38%	42%	57%	
Spanish Springs	18%	32%	27%	27%	3%	2%	7%	1%	27%	27%	36%	27%	31%	32%	26%	19%	56%	41%	37%	45%	66%	66%	67%	79%	
Sparks	27%	4%	4%	6%	1%	1%	4%	2%	31%	16%	18%	16%	18%	15%	12%	2%	42%	80%	78%	79%	80%	84%	84%	94%	
TMCC	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Washoe	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	*	*	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	*	*	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	*	*	
Wooster	20%	32%	33%	2%	24%	13%	7%	1%	36%	28%	31%	23%	19%	21%	20%	13%	44%	41%	36%	75%	57%	66%	73%	81%	
Total	23%	24%	24%	23%	20%	17%	14%	9%	31%	31%	31%	28%	28%	26%	26%	16%	46%	45%	45%	49%	52%	59%	60%	69%	

*AACT, TMCC, Washoe and WOLF have unique course options that do not follow the Gateway Curriculum

'-' denotes too few to report

GATEWAY CURRICULUM

Percentage of Seniors* Enrolling in Four or More Math Courses and Percentage of Seniors Passing Four or More Math Courses

High School	Enrolled in 4 Years of Math				Earned 4 Math Credits			
	2008	2009	2010	2011	2008	2009	2010	2011
AACT	**	**	**	**	**	**	**	**
Damonte Ranch	44%	62%	58%	75%	40%	52%	58%	60%
Galena	66%	74%	80%	80%	58%	68%	69%	70%
Gerlach	-	-	-	-	-	-	-	-
Hug	40%	51%	55%	70%	35%	48%	48%	50%
Incline	36%	51%	56%	62%	32%	42%	50%	53%
McQueen	63%	78%	83%	84%	61%	76%	78%	79%
North Valleys	58%	71%	74%	68%	57%	55%	56%	57%
Reed	47%	61%	66%	77%	47%	55%	52%	60%
Reno	65%	80%	79%	86%	58%	73%	76%	76%
Spanish Springs	46%	66%	70%	83%	44%	66%	66%	67%
Sparks	49%	52%	56%	81%	43%	45%	51%	58%
TMCC	**	**	**	**	**	**	**	**
Washoe	**	**	**	**	**	**	**	**
WOLF	Not Open	Not Open	**	**	Not Open	Not Open	**	**
Wooster	33%	51%	54%	56%	10%	25%	32%	32%
WCSD	49%	59%	66%	70%	46%	31%	52%	58%

* Includes both graduates and non-graduates

**AACT, TMCC, Washoe and WOLF have unique course options that do not follow the Gateway Curriculum

'-' Indicates too few to report

Previous years' data have been corrected.

GATEWAY CURRICULUM

Percentage of Seniors* Enrolling in Three or More Science Courses and Percentage of Seniors Passing Three or More Science Courses

High School	Enrolled in 3 Years of Science				Earned 3 Science Credits			
	2008	2009	2010	2011	2008	2009	2010	2011
AACT	**	**	**	**	**	**	**	**
Damonte Ranch	98%	89%	92%	93%	79%	81%	83%	82%
Galena	85%	92%	92%	89%	81%	85%	84%	80%
Gerlach	-	-	-	-	-	-	-	-
Hug	73%	62%	68%	85%	54%	49%	57%	70%
Incline	94%	92%	96%	72%	83%	76%	81%	59%
McQueen	92%	91%	93%	94%	85%	86%	85%	83%
North Valleys	80%	92%	90%	83%	72%	79%	79%	65%
Reed	90%	87%	91%	89%	82%	79%	83%	77%
Reno	90%	92%	91%	92%	87%	88%	90%	86%
Spanish Springs	91%	92%	92%	92%	80%	83%	84%	80%
Sparks	84%	82%	86%	90%	73%	72%	74%	82%
TMCC	**	**	**	**	**	**	**	**
Washoe	**	**	**	**	**	**	**	**
WOLF	Not Open	Not Open	**	**	Not Open	Not Open	**	**
Wooster	67%	79%	81%	66%	62%	68%	70%	71%
WCSD	86%	87%	92%	82%	75%	76%	77%	68%

* Includes both graduates and non-graduates

**AACT, TMCC, Washoe and WOLF have unique course options that do not follow the Gateway Curriculum

‘-’ Indicates too few to report

Previous years’ data have been corrected.

EARNED CREDITS IN ADVANCED MATH

Percentage of Graduates Earning Advanced Math Credits

School	Algebra 3-4				Trigonometry/Pre-Calculus				Probability/Statistics/ Discrete Math				Calculus and AP/IB Calculus				AP Statistics				Advanced Algebra 5-6*		
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2009	2010	2011
AACT	76%	65%	No Seniors	No Seniors	3%	14%	No Seniors	No Seniors	3%	4%	No Seniors	No Seniors	0%	0%	No Seniors	No Seniors	0%	0%	No Seniors	No Seniors	0%	No Seniors	No Seniors
Damonte Ranch	69%	68%	71%	75%	23%	33%	30%	32%	15%	28%	32%	22%	6%	10%	10%	15%	0%	5%	0%	8%	0%	11%	3%
Galena	76%	81%	84%	90%	34%	37%	45%	40%	39%	46%	46%	31%	15%	17%	19%	6%	5%	14%	12%	10%	0%	19%	16%
Gerlach	75%	86%	100%	67%	25%	29%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hug	50%	70%	71%	82%	20%	25%	25%	38%	0%	12%	18%	15%	5%	5%	7%	0%	0%	0%	0%	0%	14%	13%	4%
Incline	86%	82%	84%	81%	26%	42%	44%	48%	0%	0%	0%	0%	15%	8%	13%	0%	0%	0%	0%	0%	0%	9%	29%
McQueen	87%	89%	92%	78%	45%	57%	54%	50%	6%	8%	10%	13%	18%	17%	22%	21%	6%	6%	8%	13%	10%	14%	1%
North Valleys	76%	83%	87%	87%	31%	36%	39%	32%	37%	41%	48%	21%	8%	7%	10%	2%	7%	3%	3%	10%	11%	16%	10%
Reed	63%	67%	67%	65%	33%	30%	38%	33%	13%	20%	24%	18%	16%	12%	14%	4%	7%	7%	9%	6%	4%	5%	17%
Reno	82%	86%	90%	83%	36%	49%	56%	46%	23%	22%	24%	30%	9%	17%	20%	9%	14%	23%	19%	15%	8%	6%	16%
Spanish Springs	76%	76%	75%	77%	32%	34%	43%	39%	9%	10%	14%	23%	7%	7%	10%	1%	0%	11%	7%	16%	11%	17%	14%
Sparks	83%	82%	83%	84%	34%	27%	34%	25%	17%	15%	34%	34%	11%	9%	14%	4%	0%	0%	0%	0%	0%	0%	14%
TMCC	82%	70%	88%	86%	11%	8%	7%	2%	0%	2%	1%	0%	0%	1%	0%	2%	1%	0%	0%	1%	0%	0%	0%
Washoe	0%	0%	0%	39%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%
WOLF	Not Open	Not Open	51%	45%	Not Open	Not Open	12%	18%	Not Open	Not Open	1%	9%	Not Open	Not Open	1%	5%	Not Open	Not Open	1%	0%	Not Open	0%	5%
Wooster	30%	40%	47%	54%	16%	22%	36%	25%	0%	8%	16%	13%	8%	10%	12%	9%	1%	1%	1%	1%	0%	7%	13%
Total	72%	76%	79%	77%	31%	36%	37%	35%	16%	20%	21%	20%	11%	11%	13%	7%	5%	7%	7%	9%	6%	9%	11%

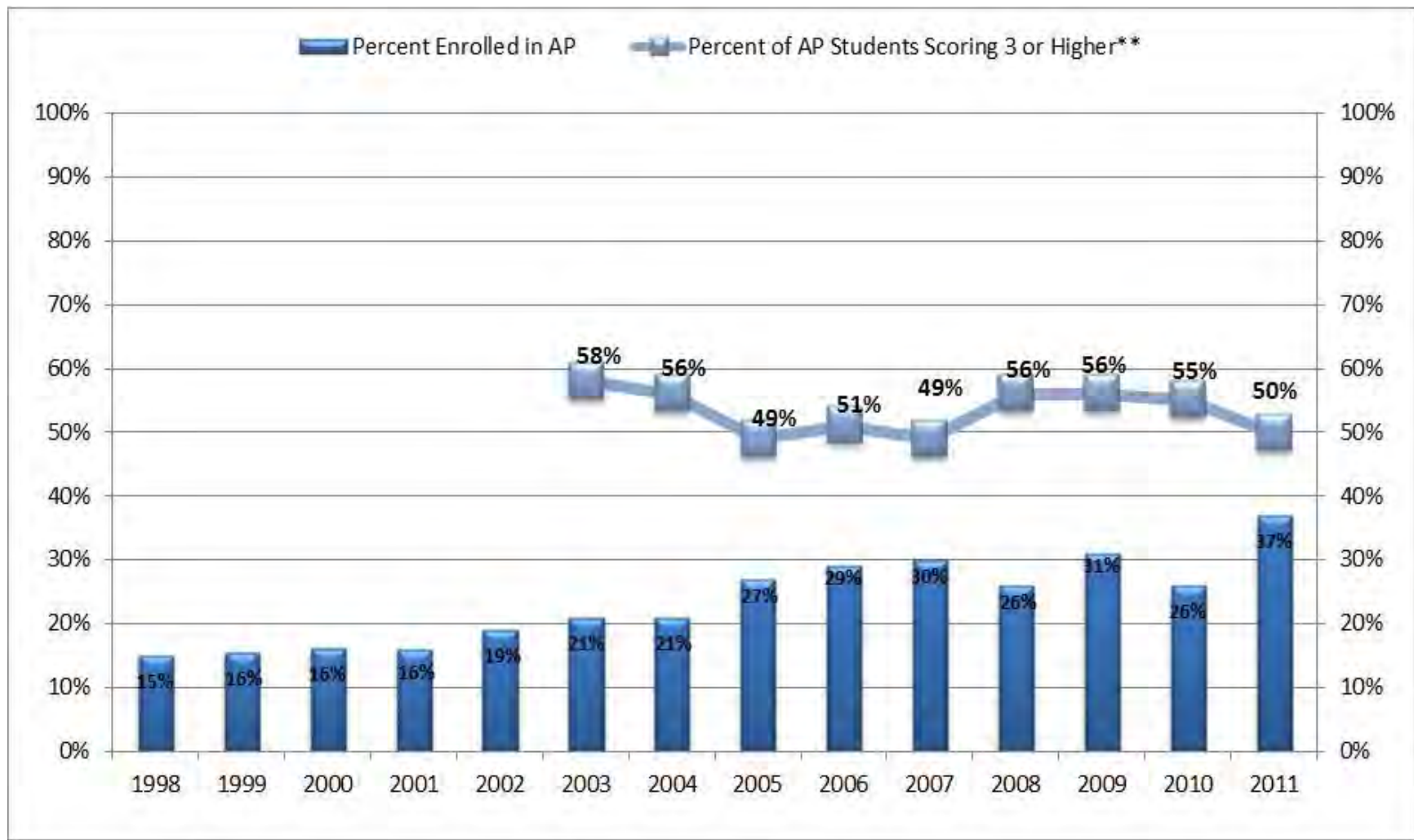
Gerlach percentages are based on very small numbers of students (usually fewer than 10)

AACT, TMCC, Washoe and WOLF have unique course options that do not follow the Gateway Curriculum

*Advanced Algebra 5-6 was not offered until the 2008-2009 school year

ADVANCED PLACEMENT / IB

Percentage of WCSD Juniors and Seniors Enrolled in Advanced Placement or IB* Courses



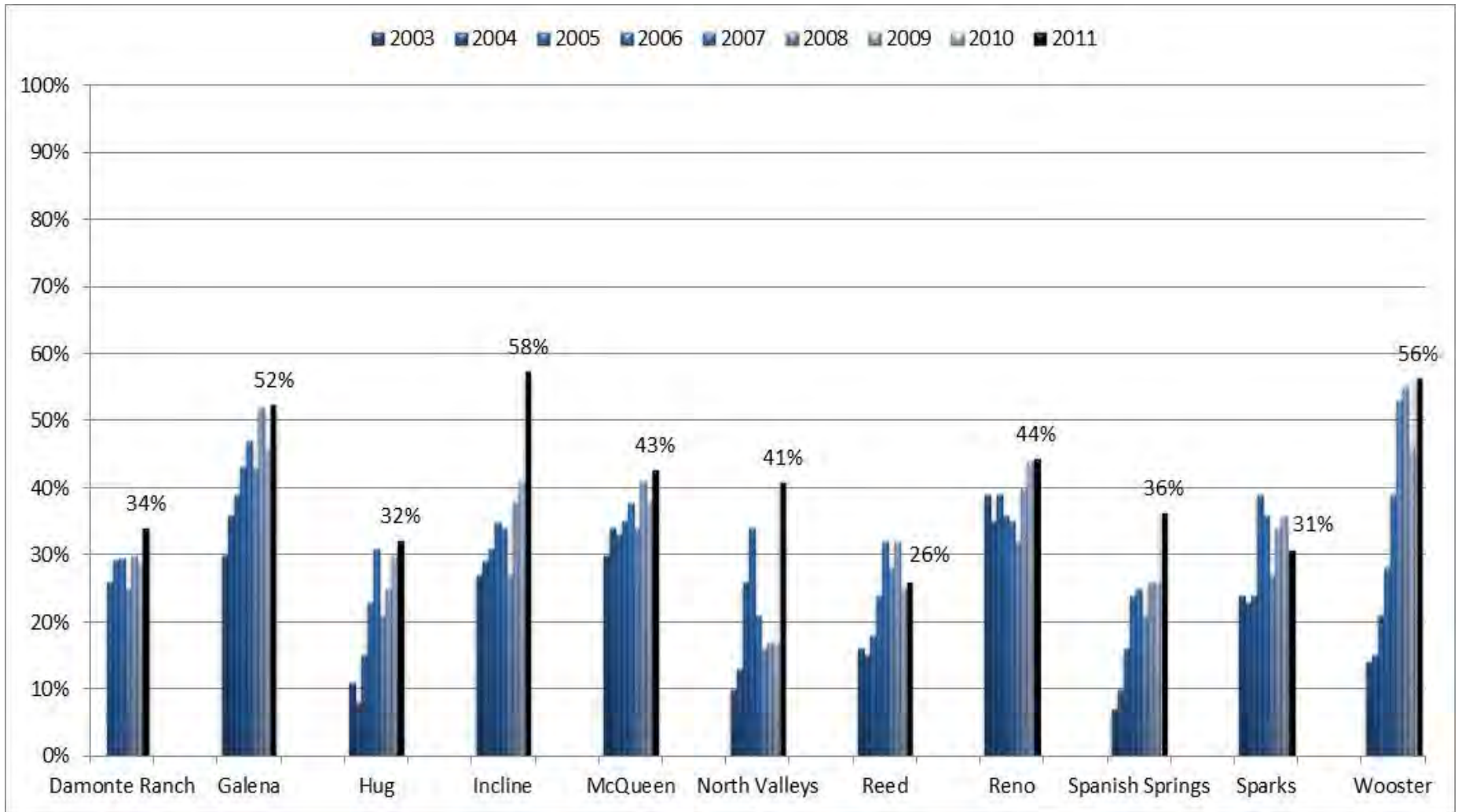
* International Baccalaureate Program

** Data on percentage scoring 3 or higher are not available prior to 2003; percentages include IB scores of 4 or higher.

Data have been corrected for previous years.

ADVANCED PLACEMENT / IB

Percentage of WCSD Juniors and Seniors Enrolled in Advanced Placement or IB* Courses



* International Baccalaureate Program
Data have been corrected for previous years.

ENROLLMENT IN ADVANCED PLACEMENT / IB

Percentage of WCSD Juniors and Seniors Enrolled in Advanced Placement or IB* Courses

High School	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
	%	%	%	%	%	%	%	%	%	%	N	%
Damonte Ranch	Not Open	Not Open	Not Open	-	26%	29%	29%	25%	30%	29%	194	34%
Galena	24%	27%	30%	36%	39%	43%	47%	43%	52%	46%	337	52%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	7%	7%	11%	8%	15%	23%	31%	21%	25%	30%	214	32%
Incline	28%	29%	27%	29%	31%	35%	34%	27%	38%	41%	107	58%
McQueen	24%	29%	30%	34%	33%	35%	38%	34%	41%	38%	386	43%
North Valleys	Not Open	12%	10%	13%	26%	34%	21%	16%	17%	17%	415	41%
Reed	9%	17%	16%	15%	18%	24%	32%	28%	32%	25%	279	26%
Reno	25%	32%	39%	35%	39%	36%	35%	32%	40%	44%	346	44%
Spanish Springs	Not Open	4%	7%	10%	16%	24%	25%	21%	26%	26%	381	36%
Sparks	8%	20%	24%	23%	24%	39%	36%	27%	34%	36%	158	31%
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-
Wooster	12%	15%	14%	15%	21%	28%	39%	53%	55%	46%	405	56%
All High Schools	16%	19%	21%	21%	27%	29%	30%	26%	31%	32%	3225	37%

* International Baccalaureate Program.

^ indicates too few to report.

Data have been corrected for previous years.

AACT, TMCC, and Washoe High School do not offer AP or IB courses.

PERFORMANCE IN ADVANCED PLACEMENT / IB* COURSES

Percent of Students Scoring 3 or Higher on AP Exams**

High School	Percent of AP Students Scoring 3 or Higher on AP Exams							
	2004	2005	2006	2007	2008	2009	2010	2011
Damonte Ranch	-	21%	41%	37%	43%	50%	49%	43%
Galena	59%	61%	69%	68%	62%	67%	78%	62%
Gerlach	-	-	-	-	-	-	-	-
Hug	25%	20%	7%	8%	9%	13%	19%	19%
Incline	70%	70%	75%	75%	73%	79%	81%	67%
McQueen	71%	58%	62%	63%	72%	63%	73%	65%
North Valleys	26%	28%	32%	32%	44%	44%	28%	27%
Reed	55%	47%	47%	39%	45%	34%	45%	40%
Reno	65%	65%	66%	66%	70%	75%	78%	68%
Spanish Springs	49%	51%	35%	43%	56%	57%	59%	46%
Sparks	19%	10%	17%	14%	15%	21%	33%	23%
WOLF	-	-	-	-	-	-	-	-
Wooster	32%	40%	46%	44%	68%	68%	71%	70%
WCSD	56%	49%	51%	49%	56%	56%	59%	50%

* International Baccalaureate Program

**4 or higher for IB exams

AP classes are not offered at AACT, TMCC, or Washoe. WOLF did not offer AP courses in 2009-10.

'-' Denotes no students enrolled or too few students to report.

MILLENNIUM SCHOLARSHIP

Percentage of Graduates Qualified for the Millennium Scholarship by Year

SCHOOL	Percent of 2000 Graduates Who Qualified	Percent of 2001 Graduates Who Qualified	Percent of 2002 Graduates Who Qualified	Percent of 2003 Graduates Who Qualified	Percent of 2004 Graduates Who Qualified	Percent of 2005 Graduates Who Qualified	Percent of 2006 Graduates Who Qualified	Percent of 2007 Graduates Who Qualified	Percent of 2008 Graduates Who Qualified	Percent of 2009 Graduates Who Qualified	Percent of 2010 Graduates Who Qualified	Percent of 2011 Graduates Who Qualified
AACT	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	37%	27%	21%	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	No Grads	37%	45%	33%	46%	46%	42%	47%
Galena	64%	58%	65%	69%	69%	71%	65%	62%	65%	80%	62%	60%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	33%	44%	42%	40%	49%	41%	40%	30%	30%	29%	34%	35%
Incline	49%	71%	59%	59%	59%	61%	58%	48%	39%	36%	57%	53%
McQueen	54%	59%	65%	63%	59%	58%	56%	53%	52%	60%	56%	57%
North Valleys	Not Open	Not Open	No Grads	51%	53%	45%	48%	40%	40%	40%	34%	34%
Reed	49%	61%	59%	71%	61%	52%	58%	49%	43%	40%	47%	46%
Reno	68%	67%	67%	78%	70%	63%	62%	61%	59%	61%	65%	58%
Spanish Springs	Not Open	Not Open	No Grads	52%	54%	53%	48%	49%	45%	41%	39%	50%
Sparks	44%	53%	56%	58%	47%	39%	45%	49%	41%	31%	46%	41%
TMCC	66%	74%	75%	78%	74%	75%	73%	70%	63%	62%	67%	59%
Washoe	16%	54%	44%	31%	24%	10%	8%	15%	11%	8%	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Data	-
Wooster	43%	60%	51%	63%	63%	57%	46%	56%	53%	52%	45%	49%
WCSD	50%	59%	56%	63%	57%	52%	51%	48%	45%	47%	46%	48%
GPA Requirement	3.00	3.00	3.00	3.00	3.00	3.10	3.10	3.25	3.25	3.25	3.25	3.25

“-” Denotes too few to report.

Previous years' data have been corrected

WCSD GRADUATING COHORTS ANALYSIS

The Tracking of WCSD Graduates* from High School to College

Graduating Classes

- 2010-2011 Graduates = 3471
- 2009-2010 Graduates = 3424
- 2008-2009 Graduates = 3292
- 2007-2008 Graduates = 3151
- 2006-2007 Graduates = 2922
- 2005-2006 Graduates = 2887
- 2004-2005 Graduates = 2842
- 2003-2004 Graduates = 2742
- 2002-2003 Graduates = 2635
- 2001-2002 Graduates = 2560
- 2000-2001 Graduates = 2429
- 1999-2000 Graduates = 2243

College Measures

∞ **Capture Rate:** The percentage of WCSD graduates enrolling at UNR, TMCC, other in-state colleges and universities and out-of-state institutions immediately following high school graduation.

∞ **Remediation:** Student enrollment in developmental English or math courses (intermediate algebra and below).

∞ **Persistence:** The rate at which a cohort returns to college with each advancing semester.

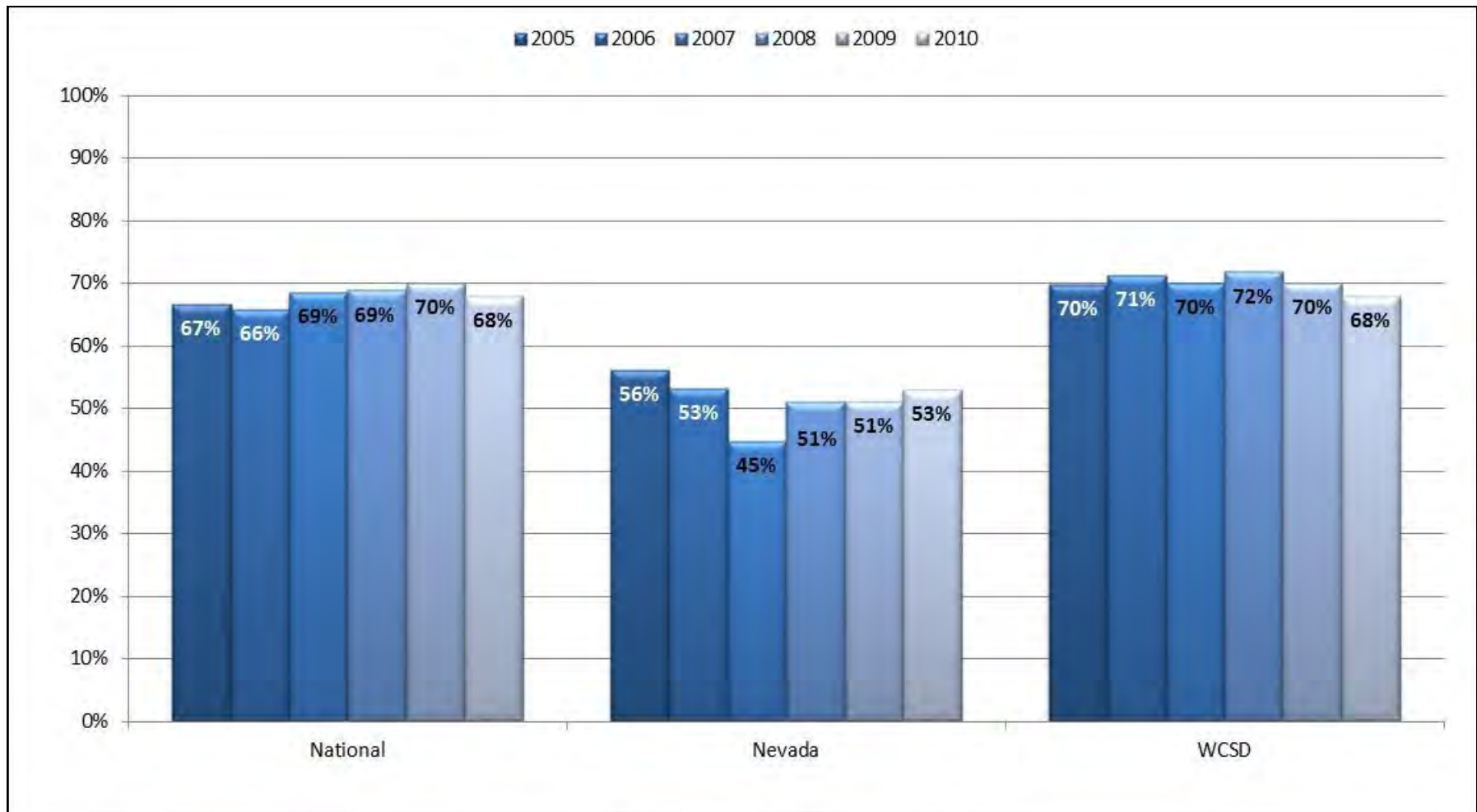
∞ **SAT and ACT Exams:** SAT and ACT scores of WCSD graduates* attending the University of Nevada, Reno.

*Includes all regular diplomas from District schools. Does not include Washoe Adult High School or the Charter Schools.

Graduate numbers include all students who graduated in the given year, including 5th year seniors and beyond. Consequently these counts differ from the *Cohort Graduation Rate* graduate counts.

WCSD COLLEGE-GOING RATE FOR 2005-2010

Percentage of High School Graduates Immediately Enrolling in Post-Secondary Education*

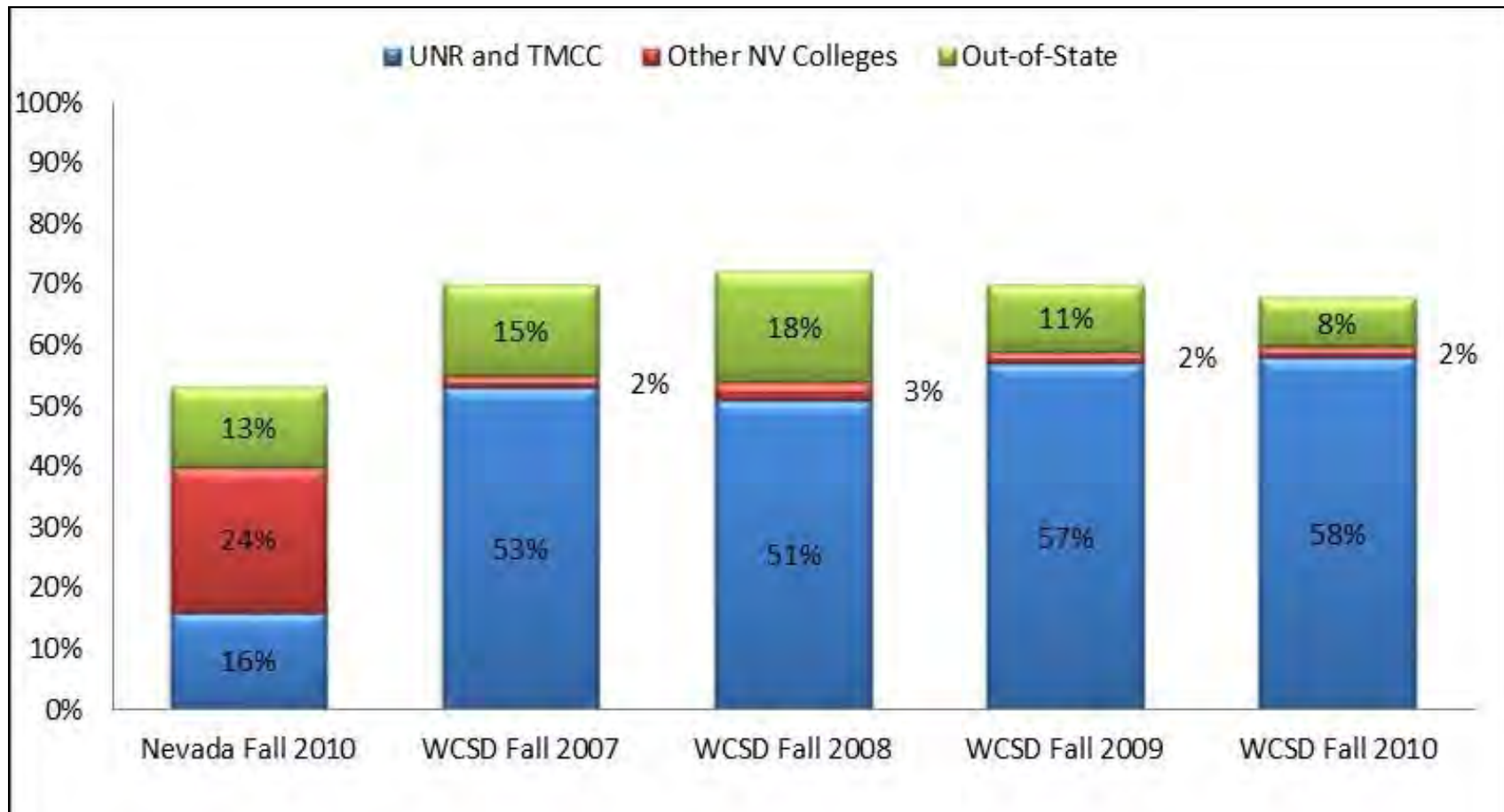


Previous years' data have been corrected.

* To permit comparison with state and national rates, only WCSD graduates with standard, advanced and honors diplomas are included in the percentages depicted in the college-going rate charts. Students with adjusted diplomas were excluded. Additionally, the Nevada and national rates include charter and private high schools, but the WCSD rate does not.

CLASS OF 2007 Through 2010

Percentage of Nevada and WCSD High School Graduates Enrolling in Local, In-State and Out-of-State Institutions



Only high school graduates with standard diplomas were included in the percentages depicted in the college-going rate charts.

Sources: The National Student Clearinghouse Student Tracker Service

Data have been corrected for previous years.

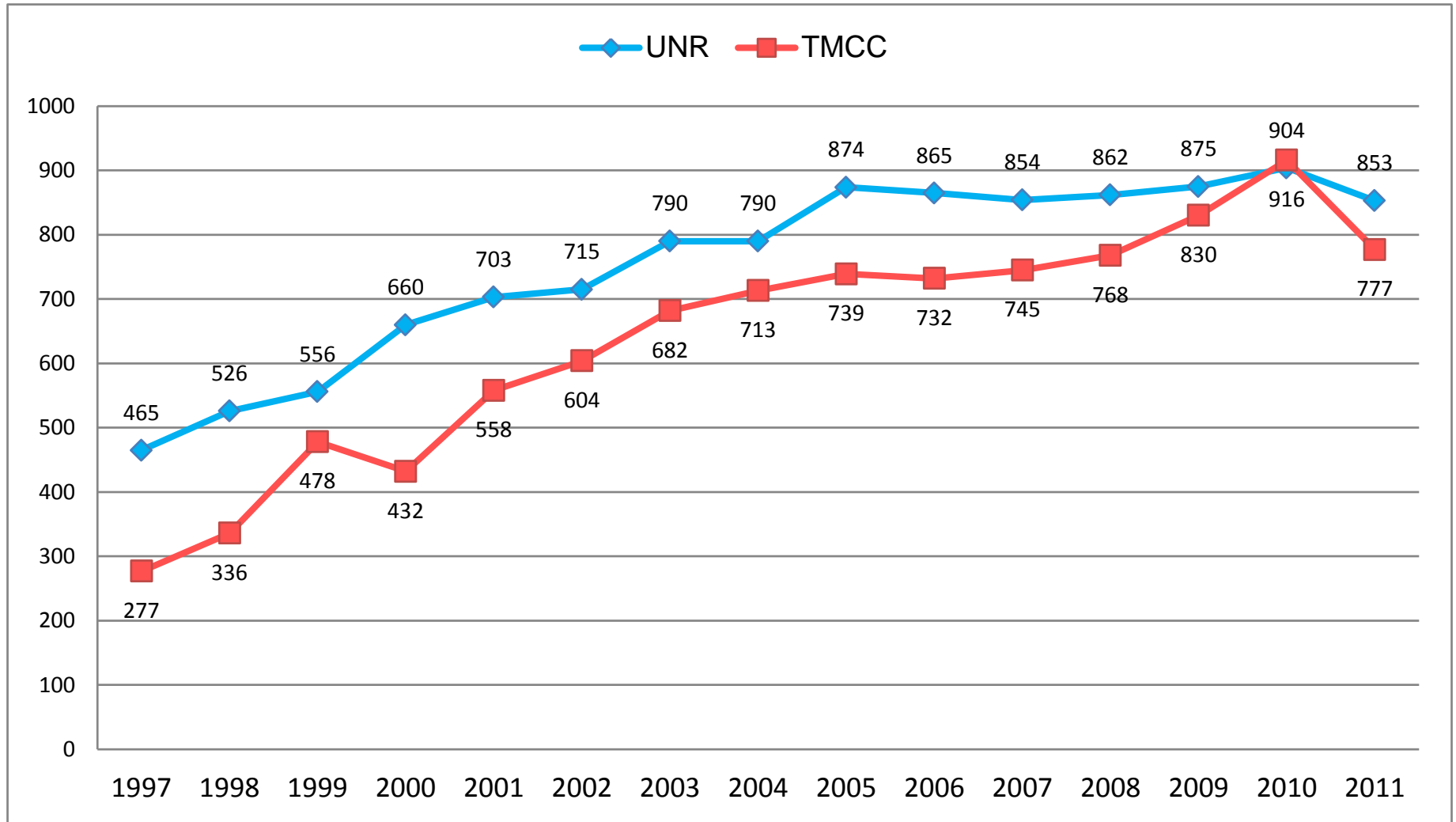
CAPTURE RATES BASED ON UNR & TMCC ENROLLMENT COUNTS

The college-going rate for Washoe County School District reported in the previous two pages was calculated using student-matched data collected by the National Student Clearinghouse Student Tracker Service. The student-matched data generate a more precise college-going rate than the rates published in previous Data Profile reports. Using student-matched data, WCSD students who received an adjusted diploma or did not graduate (i.e. drop outs and students who received a certificate of attendance), but nevertheless enrolled in college, can be identified and excluded from the analysis. Additionally, students who are dual-enrolled (i.e. taking classes at both UNR and TMCC during the same term) can be identified so that they are only counted once in the college-going rate.

The TMCC and UNR capture rates reported on the following pages differ from the college-going rates reported on previous pages in that they may include WCSD students who received an adjusted diploma, students who did not graduate, and/or students dual-enrolled at UNR and TMCC.

WCSD HIGH SCHOOL GRADUATES ATTENDING UNR OR TMCC

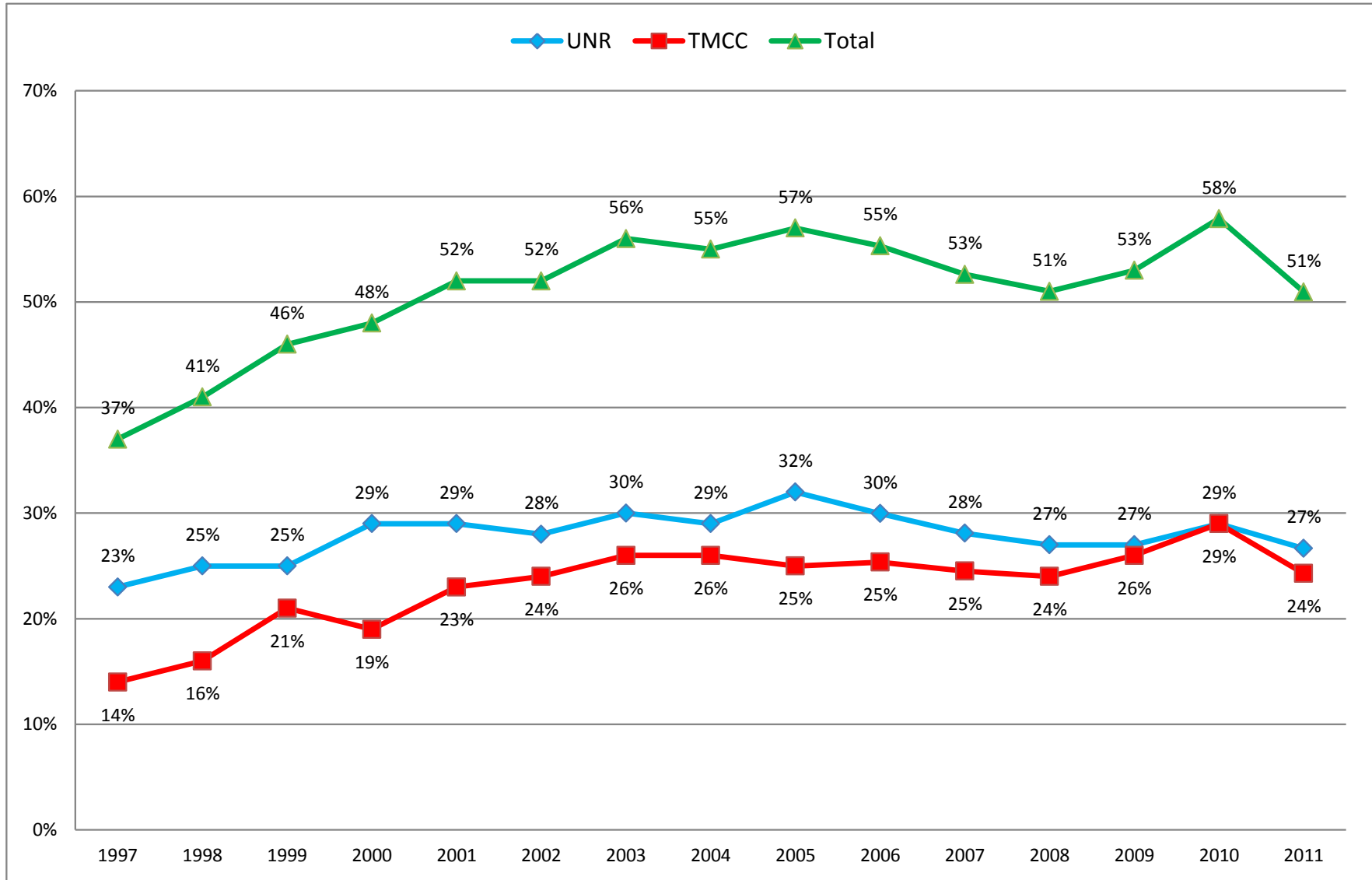
Number of WCSD Graduates Enrolling by Year



Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions.

CAPTURE RATES OF HIGH SCHOOL COHORTS BY UNR & TMCC

Percentage of WCS D Graduates Enrolling in UNR and TMCC by Year



Data have been corrected from previous years.

Numbers may include WCS D students who did not receive a diploma and students co-enrolled at both institutions.

COMBINED UNR & TMCC CAPTURE RATE BY HIGH SCHOOL

High Schools	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
	%	%	%	%	%	%	%	%	%	%	N	%
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	37%	58%	25%	30%	37%	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	38%	53%	49%	53%	52%	58%	95	42%
Galena	57%	52%	61%	76%	65%	53%	55%	64%	65%	64%	174	69%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	43%	36%	42%	36%	42%	40%	43%	48%	57%	55%	85	50%
Incline	26%	37%	30%	31%	32%	39%	32%	37%	39%	32%	20	29%
McQueen	61%	60%	62%	63%	62%	65%	60%	63%	66%	63%	204	52%
North Valleys	Not Open	No Grads	42%	48%	55%	52%	49%	54%	51%	53%	174	51%
Reed	49%	51%	55%	48%	56%	63%	53%	54%	55%	61%	189	45%
Reno	52%	51%	58%	53%	66%	63%	51%	62%	62%	56%	174	52%
Spanish Springs	Not Open	No Grads	51%	48%	51%	47%	54%	59%	49%	52%	218	53%
Sparks	44%	47%	56%	56%	60%	45%	65%	48%	75%	70%	98	52%
TMCC	62%	78%	80%	92%	82%	68%	64%	79%	65%	75%	48	49%
Washoe	33%	77%	57%	71%	43%	46%	48%	35%	28%	30%	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-
Wooster	52%	45%	48%	46%	55%	54%	48%	62%	53%	52%	100	50%
Total	52%	52%	56%	55%	57%	55%	53%	51%	53%	58%	1630	51%

Numbers may include WCSO students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the reported college-going rates.

-- Indicates too few to report

Data have been corrected for previous years.

TMCC CAPTURE RATE BY HIGH SCHOOL

High Schools	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
	%	%	%	%	%	%	%	%	%	%	N	%
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	37%	55%	24%	27%	33%	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	26%	21%	21%	27%	24%	30%	38	17%
Galena	25%	20%	26%	23%	24%	17%	20%	20%	21%	24%	82	32%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	26%	24%	29%	27%	25%	26%	25%	26%	28%	25%	39	23%
Incline	10%	16%	14%	12%	13%	12%	9%	13%	21%	9%	5	7%
McQueen	22%	18%	23%	21%	22%	23%	23%	24%	25%	30%	71	18%
North Valleys	Not Open	No Grads	22%	31%	29%	28%	30%	29%	29%	35%	112	33%
Reed	21%	24%	24%	27%	28%	27%	23%	22%	29%	27%	78	19%
Reno	17%	18%	17%	16%	22%	23%	14%	19%	16%	19%	48	14%
Spanish Springs	Not Open	No Grads	27%	27%	19%	22%	27%	22%	22%	28%	117	28%
Sparks	21%	23%	30%	32%	39%	25%	44%	20%	39%	42%	50	26%
TMCC	46%	52%	60%	46%	53%	49%	47%	61%	44%	56%	38	39%
Washoe	33%	77%	57%	71%	43%	46%	48%	35%	28%	30%	34	56%
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-
Wooster	22%	24%	23%	24%	25%	33%	19%	28%	24%	22%	52	26%
Total	23%	24%	26%	26%	25%	25%	25%	24%	26%	29%	777	24%

Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions.

'-' Indicates too few to report

Data have been corrected for previous years.

UNR CAPTURE RATE BY HIGH SCHOOL

High Schools	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
	%	%	%	%	%	%	%	%	%	%	N	%
AACT	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	No Grads	12%	31%	28%	22%	27%	28%	57	25%
Galena	33%	33%	37%	39%	41%	37%	35%	43%	44%	40%	92	37%
Gerlach	17%	10%	-	33%	33%	14%	50%	-	-	-	-	-
Hug	18%	11%	13%	15%	17%	15%	18%	14%	23%	30%	46	28%
Incline	17%	21%	16%	17%	19%	28%	24%	22%	16%	23%	15	22%
McQueen	40%	43%	40%	41%	39%	41%	37%	37%	40%	33%	133	34%
North Valleys	Not Open	No Grads	20%	21%	26%	25%	19%	23%	20%	18%	62	18%
Reed	30%	28%	32%	29%	28%	36%	30%	29%	23%	32%	111	27%
Reno	38%	34%	42%	37%	44%	40%	37%	42%	44%	38%	126	38%
Spanish Springs	Not Open	No Grads	24%	22%	32%	25%	27%	35%	26%	25%	101	24%
Sparks	23%	24%	28%	18%	22%	20%	21%	29%	28%	28%	48	26%
TMCC	18%	26%	30%	20%	28%	19%	17%	15%	22%	19%	10	11%
Washoe	-	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-
Wooster	30%	21%	25%	25%	30%	21%	29%	33%	27%	30%	48	24%
Total	29%	28%	30%	29%	32%	30%	28%	27%	27%	29%	853	27%

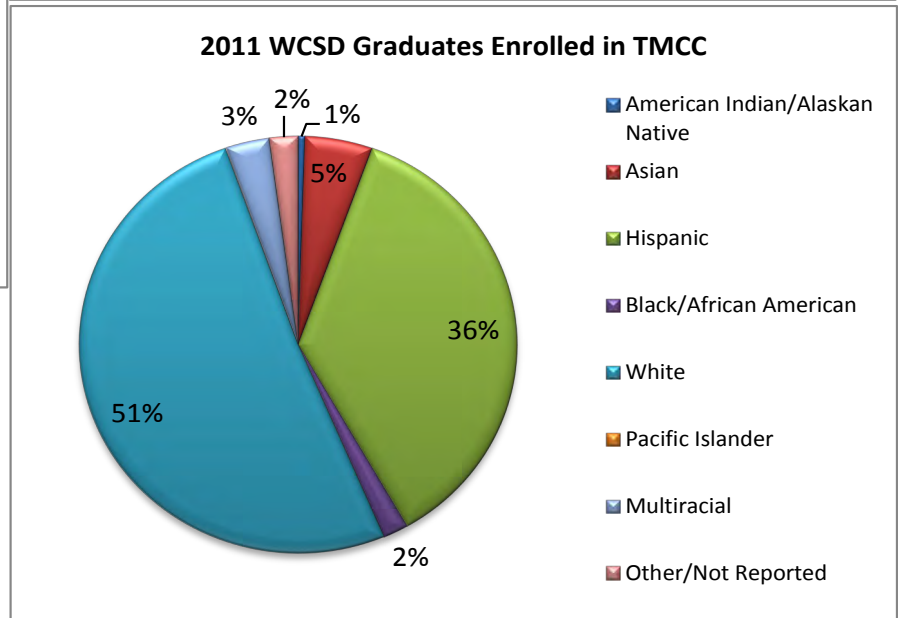
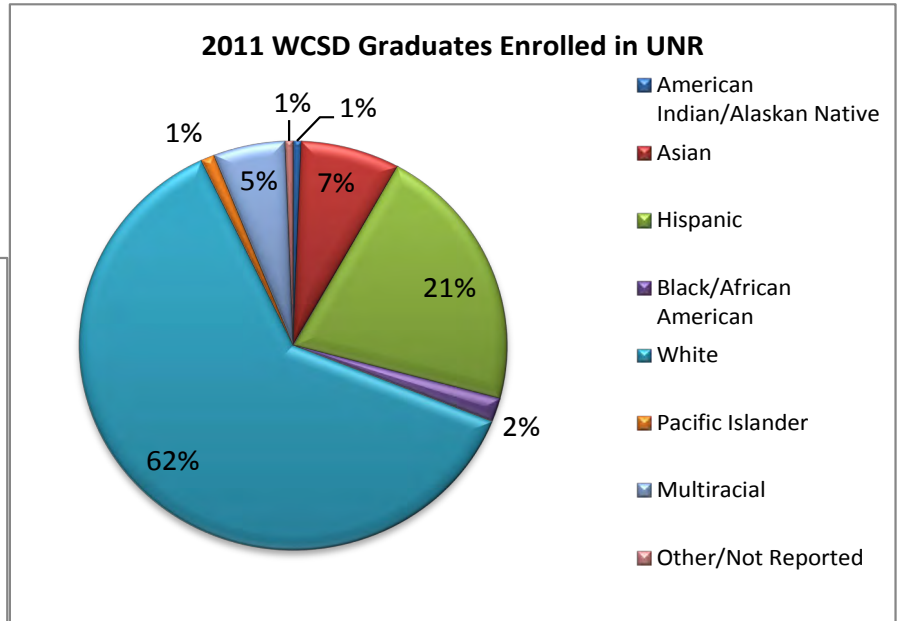
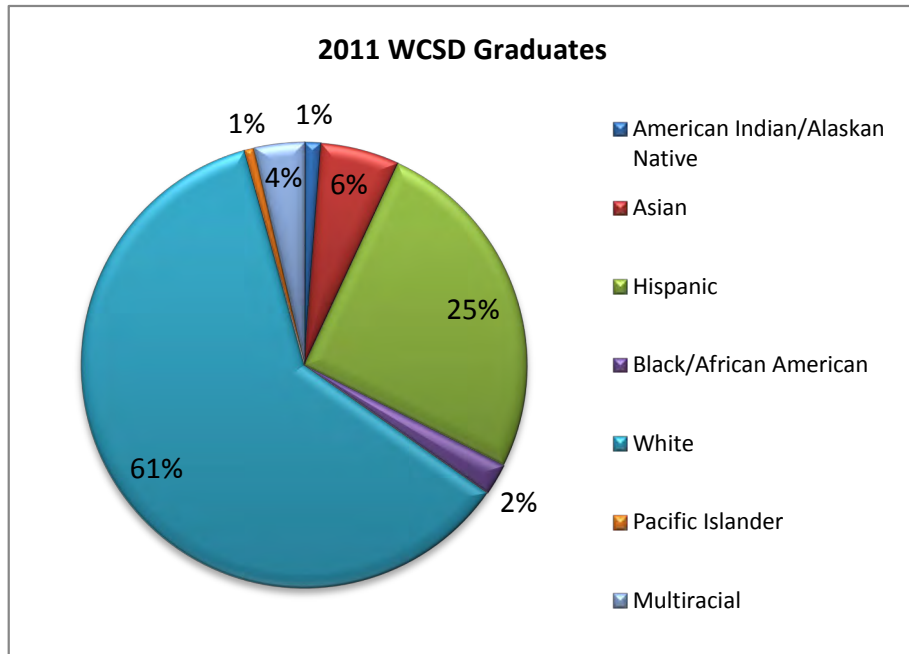
Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions.

⌘ Indicates too few to report

Data have been corrected for previous years.

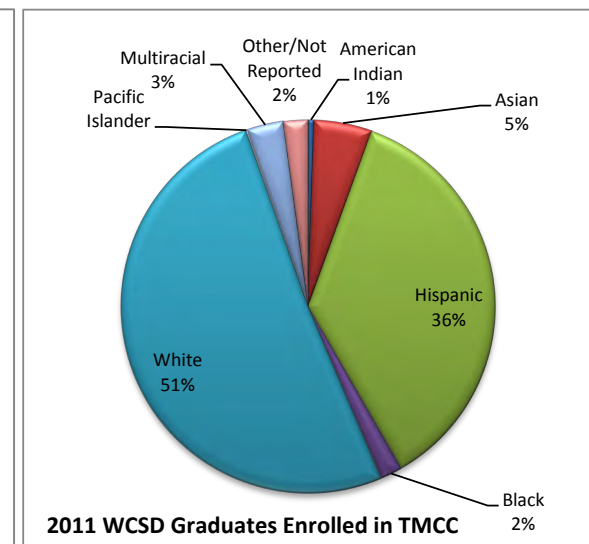
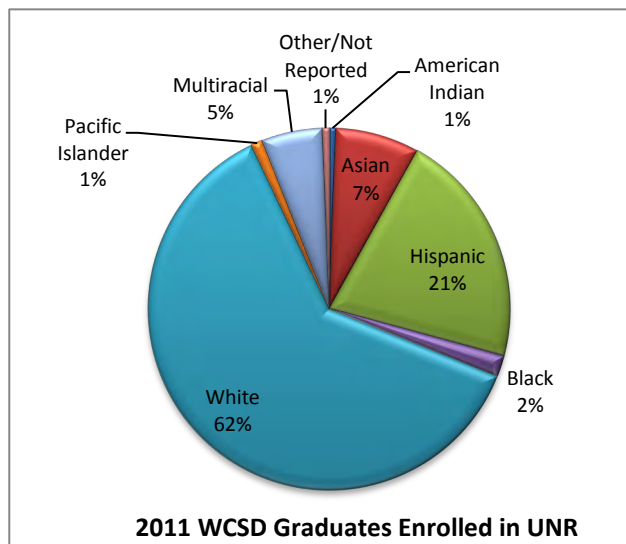
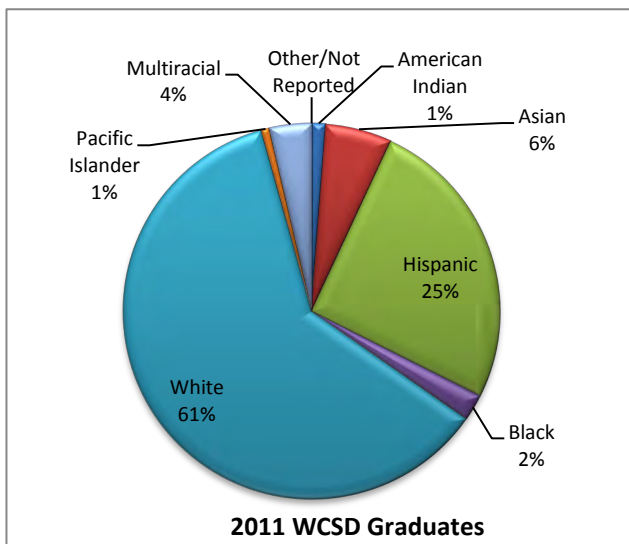
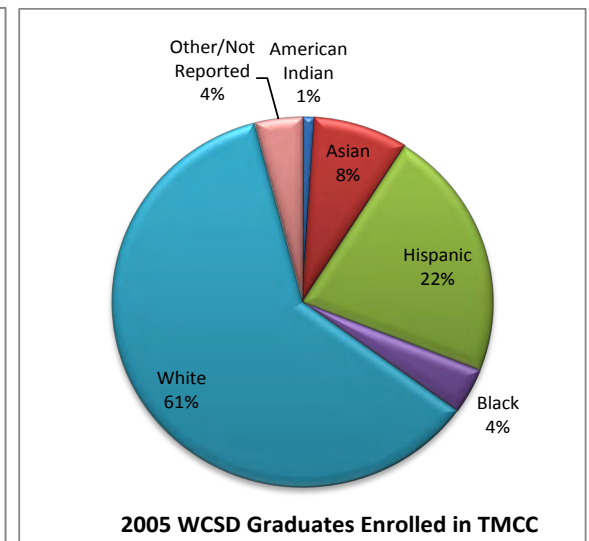
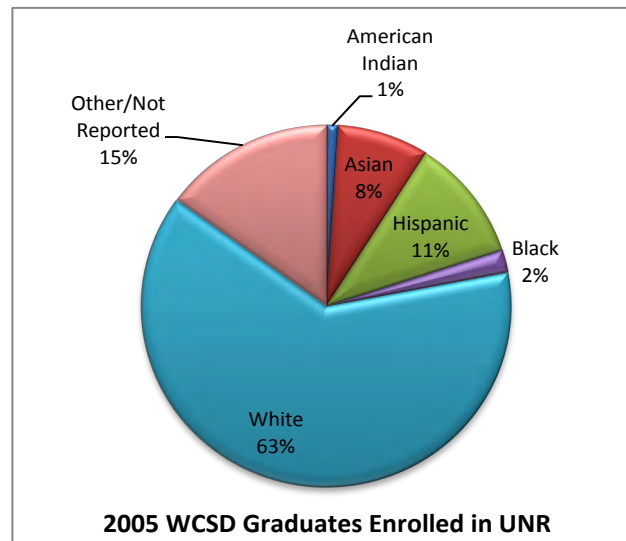
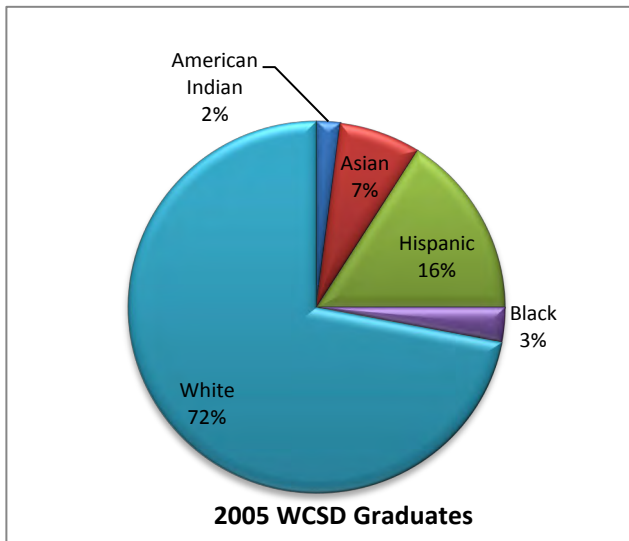
RACIAL/ETHNIC COMPOSITION OF WCSD GRADUATES ATTENDING UNR & TMCC

Fall 2011 College Freshmen



In the 2010 Data Profile, the Black and Hispanic enrollments in the UNR chart were inadvertently switched, showing 19% for Blacks and 2% for Hispanics. The true enrollment percentages at UNR for 2010 were 19% for Hispanics and 2% for Blacks.

COMPARISON OF RACIAL/ETHNIC COMPOSITION OF WCD GRADUATES ATTENDING UNR AND TMCC, 2005 AND 2011



WCSD GRADUATES' NEED FOR REMEDIATION

Prior Conclusions of 4-Year Review of Remediation Data for WCSD Graduates Enrolled as Freshmen at UNR and TMCC

Remediation Study Conducted Between 2002 and 2005

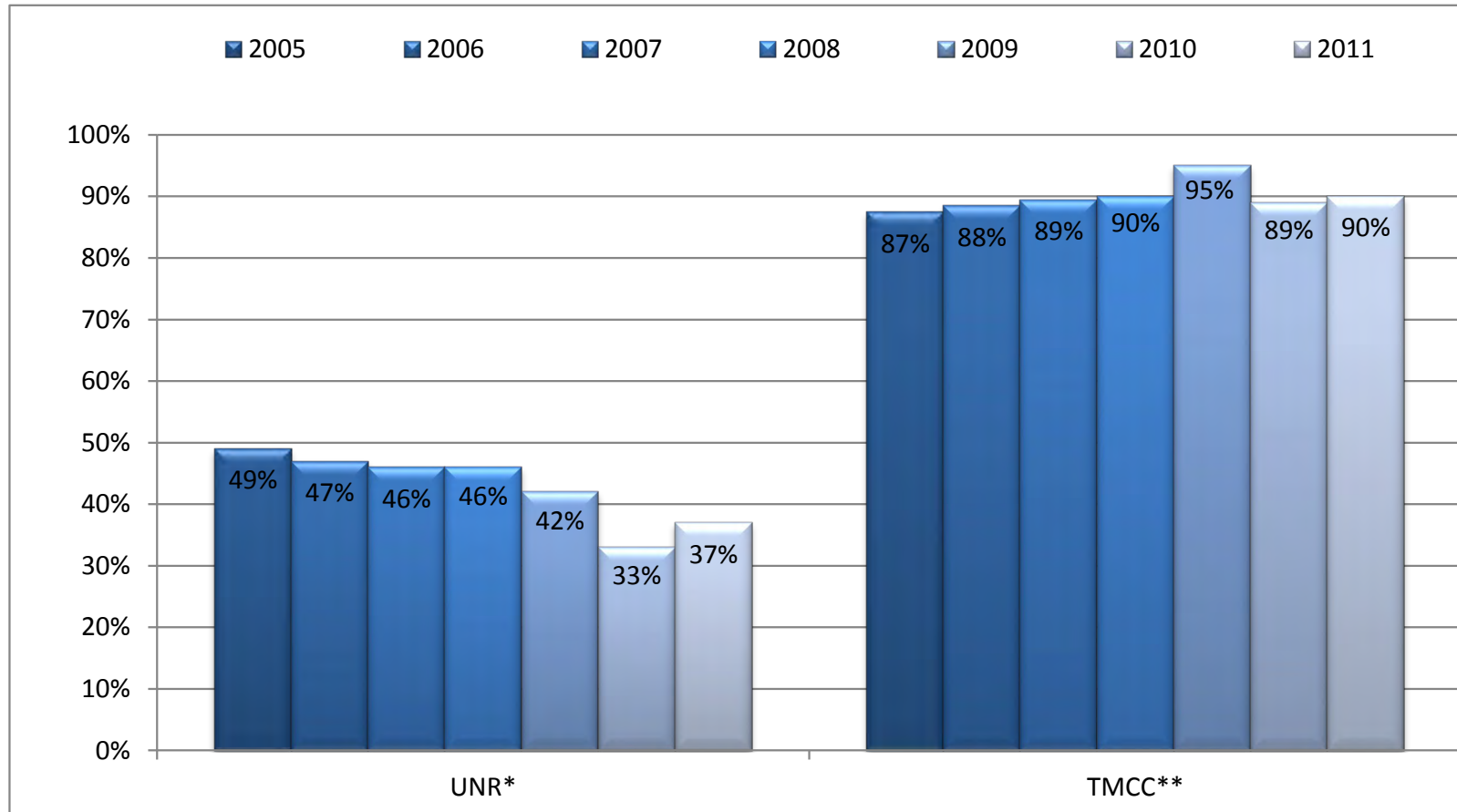
- ∞ The percentage of students enrolled in remedial English or math as freshmen at UNR and TMCC is lower than the percentage of students who need remedial English or math based on their placement scores.
- ∞ Over 80% of students enrolled in remedial English or math as freshman are there because of their placement exam scores and not because of self-selection.
- ∞ Enrollment in high school mathematics beyond the level of Algebra 3-4 dramatically reduces the likelihood that a student will need math remediation in college. Enrollment in Advanced Placement English and mathematics courses in high school also appears to reduce the likelihood that a student will need remediation in those content areas in college.
- ∞ In general, students who registered for remedial math in college are characterized by not having taken four years of high school math, not having taken math beyond Algebra 3-4, and often not even having taken and passed Algebra 3-4.
- ∞ Those students enrolled in remedial math in college who had completed Algebra 3-4 in high school were generally students who earned a C grade or lower in Algebra 3-4. The average cumulative math GPA in high school of these students was 2.43.

Differences Between Remedial Enrollment and Remedial Need

- ∞ Past issues of the Data Profile reported WCSD graduates' enrollment in remedial courses at UNR and TMCC. Remedial enrollment is an important indicator on its own, but it underreports the true need for remediation. Many students who demonstrate a need for remediation based on placement scores postpone enrolling in remedial classes until sometime later in their college career, and are therefore not included in remedial enrollment counts, which are based on first-time freshman fall enrollment numbers.
- ∞ Now the Data Profile only reports remediation need based on placement scores. Remedial enrollment is no longer reported in the Data Profile .

NEED FOR REMEDIATION BASED ON PLACEMENT SCORES

Percentage of WCCS Graduates with ACT, SAT or Accuplacer Scores Demonstrating a Need for Remediation in Math, or English, or Both



*UNR changed their math and English cut scores in 2010, resulting in lower percentages of students being placed into remedial courses. UNR cut scores: English went from ACT verbal < 21 and SAT verbal < 510 to ACT verbal < 18 and SAT verbal < 440. For math, from ACT < 21 and SAT < 510 to ACT < 22 and SAT < 500

**TMCC changed their remedial placement cut scores in 2009, and again in 2010, resulting in higher percentages of students being placed into remedial courses. As of September 2011, the TMCC cut scores for college level English placement are: Accuplacer reading 86, and writing 5; SAT verbal 440; ACT English 18. College level math cut scores are: Accuplacer 63, SAT math 500, ACT math 22.

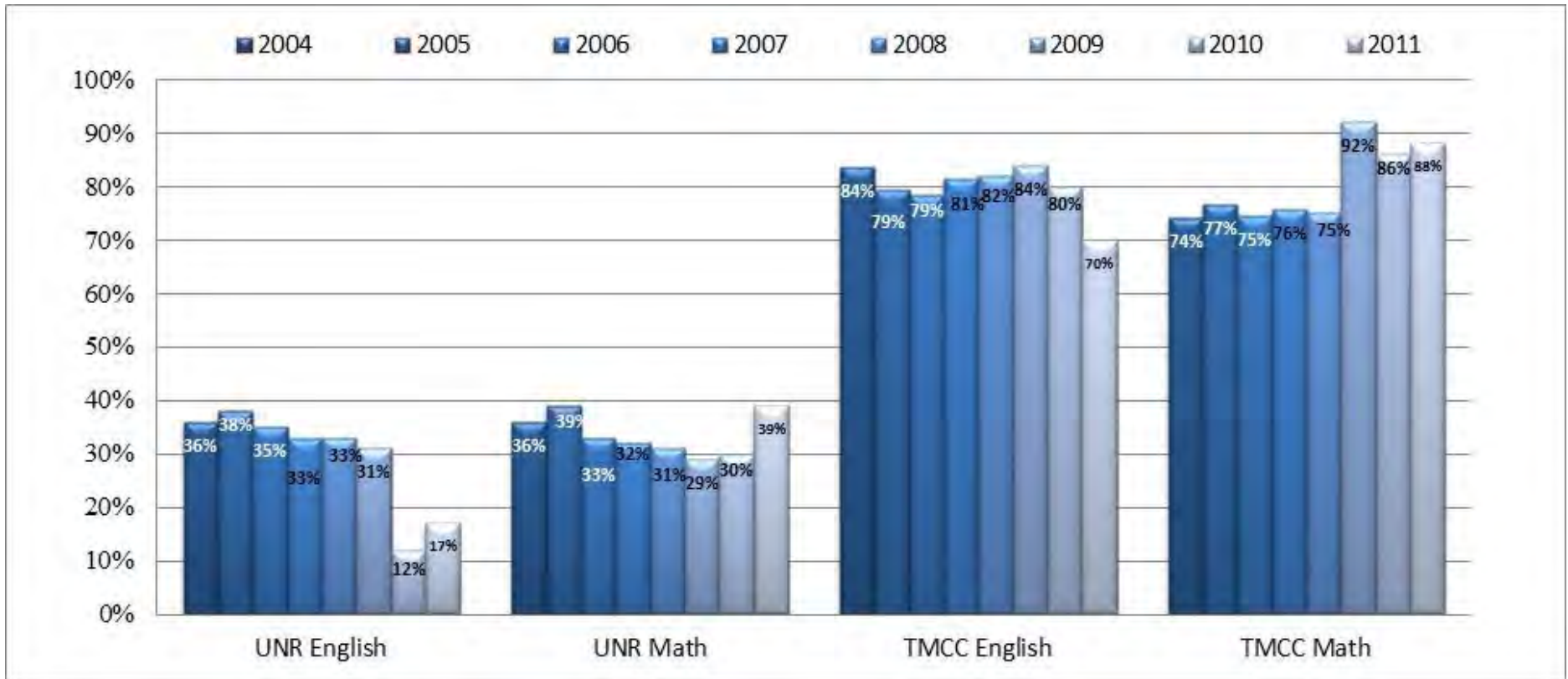
Approximately 5% of UNR and 15% of TMCC WCCS freshmen do not have placement exam scores.

This chart depicts students whose scores on placement exams were below the cut-off for college level work. Not all of these students enrolled in English or math in their first semester at UNR or TMCC.

Previous years' data have been corrected.

NEED FOR REMEDIATION BASED ON PLACEMENT SCORES

Percentage of WCSD Graduates with ACT, SAT or Accuplacer Scores Demonstrating a Need for Remedial Math or English Placement



UNR changed their math and English cut scores in 2010, resulting in lower percentages of students being placed into remedial courses. As of November 2010, UNR cut scores were: SAT verbal 440, ACT English 18; SAT math 500, ACT math 22.

As of September 2011, the TMCC cut scores for college level English placement are: Accuplacer reading 86, and writing 5; SAT verbal 440, ACT English 18. College level math cut scores are Accuplacer 63, SAT math 500, ACT math 22. The English placement writing cut score dropped from 6 to 5, resulting in a lower percentage of students in need of English remediation. The new placement formulas include prior course completion in remedial or college level English and math, which also lowered the English remediation need for WCSD students at TMCC.

NOTE: In 2010, UNR instituted combined remedial/college level courses, which allow students to bring deficient English skills up to college level without enrolling in a true remedial course. (The combined courses are not classified as remedial courses.) Remedial placement and enrollment are likely to decrease as a result of this change, but the lower placement/enrollment numbers do not necessarily reflect a true decrease in remedial need.

Previous years' data have been corrected.

REMEDICATION NEED AT TMCC BY HIGH SCHOOL

Percentage of WCSD Graduates With Placement Exam Scores Indicating a Need for Remediation in English and/or Math

Washoe County High Schools	TMCC Remediation Need Determined by Placement Exam							
	2008		2009		2010		2011	
	N	%	N	%	N	%	N	%
AACT	-	-	14	100%	-	-	-	-
Damonte Ranch	55	94%	48	100%	40	90%	34	89%
Galena	56	95%	60	93%	57	94%	75	91%
Gerlach	-	-	-	-	-	-	-	-
Hug	44	100%	44	98%	31	98%	39	100%
Incline	-	-	15	88%	-	-	-	-
McQueen	84	94%	87	88%	78	88%	62	87%
North Valleys	76	92%	87	95%	55	97%	106	95%
Reed	87	85%	115	96%	58	92%	69	88%
Reno	60	85%	51	88%	46	84%	43	90%
Spanish Springs	73	90%	78	96%	73	88%	108	92%
Sparks	23	92%	63	100%	45	98%	49	98%
TMCC	*	*	*	*	*	*	14	37%
Washoe	38	95%	41	97%	41	94%	34	100%
WOLF	Not Open	Not Open	Not Open	Not Open	-	-	-	-
Wooster	44	89%	43	91%	27	96%	49	94%
TOTAL	691	90%	789	95%	815	89%	697	90%

Previous years' data have been corrected.

Total includes schools with fewer than 5 students attending TMCC, and is therefore higher than the sum of individual schools.

'-' Denotes fewer than 5 students enrolled.

* TMCC High School students complete all TMCC remedial requirements prior to high school graduation.

HIGHEST MATH COURSE COMPLETED IN HIGH SCHOOL

2011 WCSD High School Alums Placed into TMCC Remedial Math

Highest Math Course Completed In High School*	Number Placed Into TMCC Remedial Math	Percent of All Remedial Math Placements
Algebra 1-2	206	32%
Geometry	186	29%
Probability/Statistics/Discrete Math	133	21%
Algebra 3-4	43	7%
Trigonometry/Precalculus	18	3%
AP Statistics	17	3%
Algebra 1B	17	3%
AP Calculus	13	2%
Advanced Algebra 5-6	8	1%
Algebra 2B	2	0.3%
Business Math	1	0.2%
Algebra Foundations	1	0.2%
Total	645**	100%

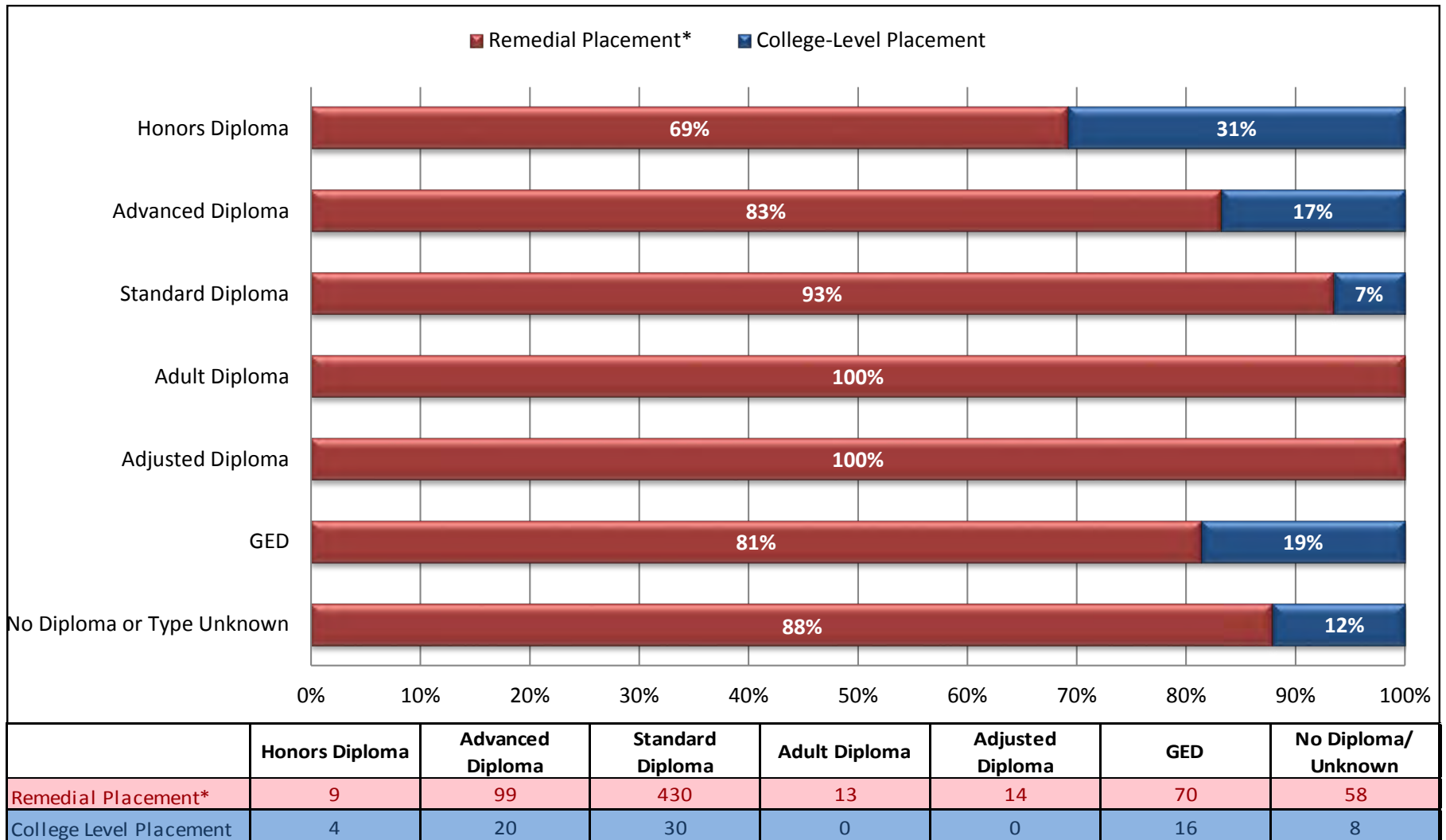
Example: Of all the 2011 WCSD high school alums who placed into TMCC remedial math, 32% had Algebra 2 as the highest math course completed in high school.

* Completed means the student earned credit in the course. Students who enrolled, but did not earn credit in the listed course were not included in that course's count.

**Depicts the total number of WCSD students placed into TMCC remedial math who could be matched to WCSD transcript data. Not all records could be matched. Consequently the total is lower than the number of WCSD alums placed into TMCC remedial math reported on previous pages.

REMEDIAL AND COLLEGE-LEVEL PLACEMENT BY TYPE OF HIGH SCHOOL DIPLOMA

2011 WCCSD High School Alums Attending TMCC



* Remedial placement includes English, math, or both.

REMEDICATION NEED AT UNR BY HIGH SCHOOL

Percentage of WCSD Graduates With Placement Exam Scores Indicating a Need for Remediation in English and/or Math

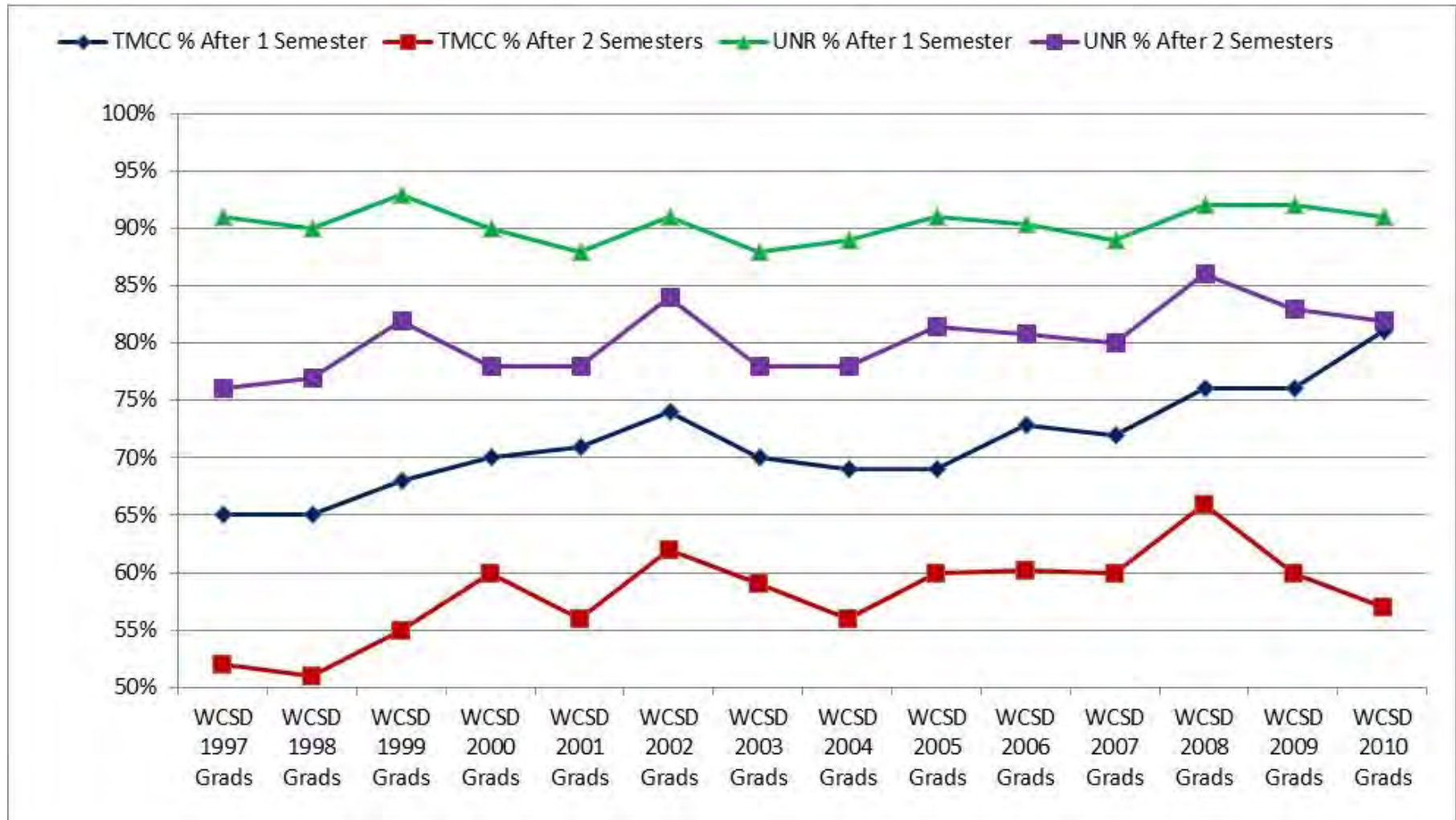
Washoe County High Schools	UNR Remediation Need Determined by Placement Exam							
	2008		2009		2010		2011	
	N	%	N	%	N	%	N	%
AACT	-	-	-	-	-	-	-	-
Damonte Ranch	25	60%	28	54%	21	38%	19	33%
Galena	46	40%	47	36%	23	21%	20	22%
Gerlach	-	-	-	-	-	-	-	-
Hug	13	72%	23	74%	28	85%	29	63%
Incline	7	50%	6	50%	7	39%	5	33%
McQueen	59	45%	51	34%	28	24%	39	29%
North Valleys	27	46%	24	41%	17	31%	26	42%
Reed	51	44%	42	47%	49	40%	44	40%
Reno	53	38%	57	38%	32	25%	45	36%
Spanish Springs	56	47%	42	47%	30	35%	35	35%
Sparks	24	67%	21	55%	15	52%	28	58%
TMCC	6	50%	10	50%	-	-	5	-
Washoe	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	-	-	-	-
Wooster	27	49%	15	30%	22	38%	18	38%
TOTAL	395	46%	367	42%	276	33%	314	37%

Total includes schools with fewer than 5 students attending UNR, and is therefore higher than the sum of individual schools.

⌊ Denotes fewer than 5 students enrolled.

TMCC AND UNR PERSISTENCE RATES

WCSD Graduating Cohorts Returning to TMCC or UNR After One Semester, and After Two Semesters



Nationally, 73.9% will return after 2 semesters at Universities and 55.9% at Community Colleges (2010, ACT, *National Collegiate Retention and Persistence to Degree Rates*)

PERSISTENCE AT TMCC BY HIGH SCHOOL

Percentage Returning After One Semester

High School	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
AACT	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	73%	61%	75%	64%	56%
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	68%	65%	63%	71%	85%	81%
Galena	80%	65%	80%	77%	71%	77%	77%	71%	66%	76%	75%	85%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	79%	73%	68%	74%	65%	60%	59%	51%	71%	75%	91%	80%
Incline	-	-	78%	62%	55%	50%	60%	67%	78%	80%	76%	71%
McQueen	65%	78%	59%	73%	74%	61%	68%	80%	77%	80%	81%	88%
North Valleys	Not Open	Not Open	Not Open	No Grads	67%	70%	71%	68%	72%	82%	86%	77%
Reed	70%	74%	75%	77%	69%	75%	76%	77%	74%	80%	76%	85%
Reno	56%	70%	72%	80%	73%	65%	68%	74%	74%	70%	74%	82%
Spanish Springs	Not Open	Not Open	Not Open	No Grads	69%	100%	69%	76%	80%	70%	72%	78%
Sparks	65%	72%	82%	73%	71%	45%	65%	71%	67%	76%	73%	79%
TMCC	81%	66%	75%	75%	73%	79%	71%	77%	76%	92%	85%	85%
Washoe	44%	61%	48%	57%	65%	61%	42%	72%	47%	60%	52%	67%
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	67%
Wooster	67%	65%	65%	73%	74%	72%	71%	73%	82%	76%	62%	88%
Total	68%	70%	71%	74%	70%	69%	69%	73%	72%	76%	76%	81%

⌚ Denotes too few students to report.

Previous years' data have been corrected..

PERSISTENCE AT UNR BY HIGH SCHOOL

Percentage Returning After One Semester

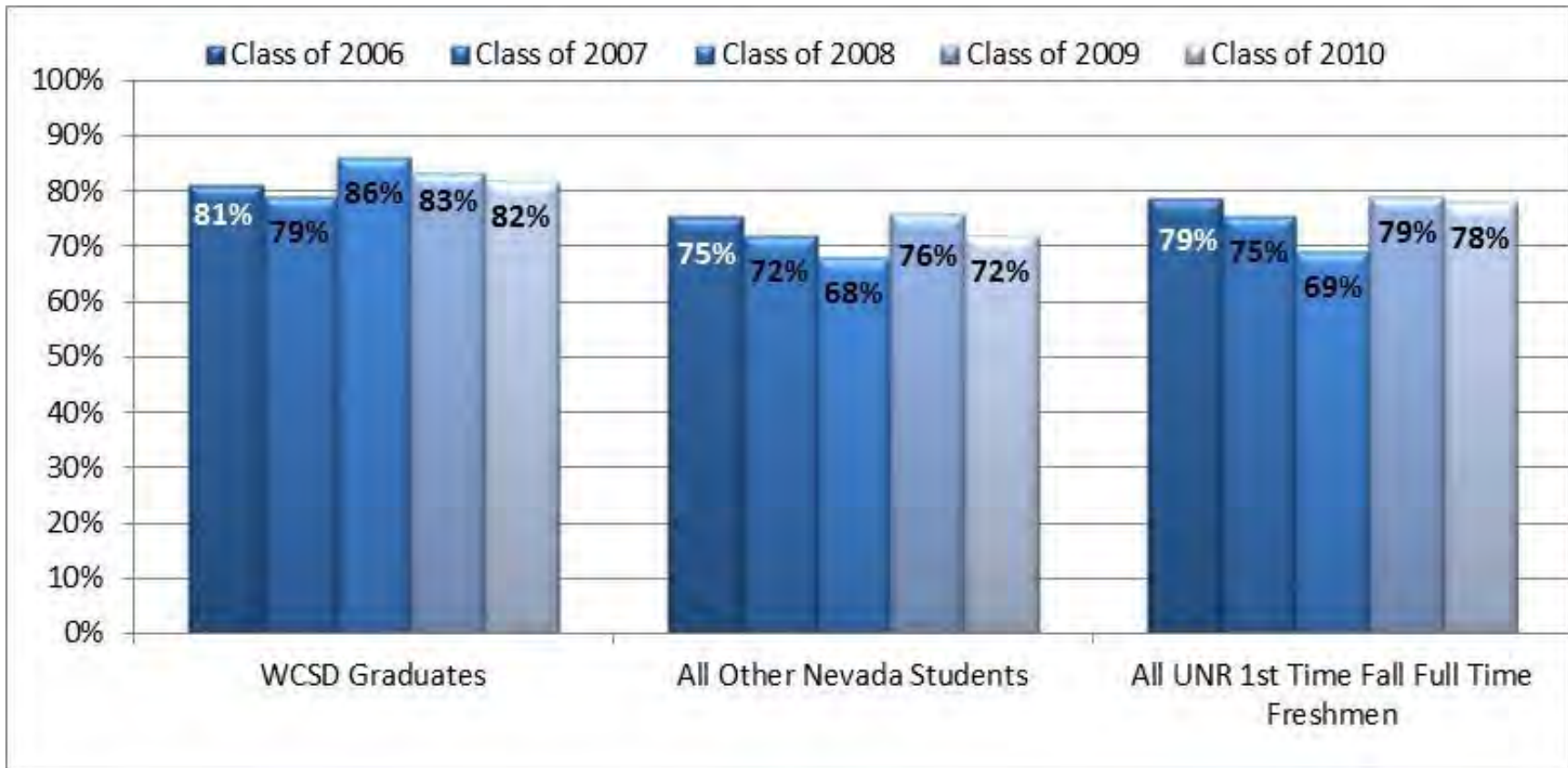
High School	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
AACT	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	44%	79%	83%	98%	87%	72%
Galena	97%	90%	92%	90%	89%	91%	89%	95%	95%	90%	98%	90%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	94%	81%	84%	88%	84%	87%	90%	80%	80%	94%	84%	68%
Incline	95%	95%	93%	71%	77%	100%	100%	86%	96%	93%	100%	79%
McQueen	93%	91%	95%	95%	92%	90%	95%	92%	93%	97%	92%	83%
North Valleys	Not Open	Not Open	Not Open	No Grads	82%	87%	86%	87%	80%	86%	85%	75%
Reed	95%	89%	81%	90%	87%	81%	91%	90%	86%	91%	96%	79%
Reno	94%	91%	88%	96%	90%	95%	90%	95%	93%	91%	97%	86%
Spanish Springs	Not Open	Not Open	Not Open	No Grads	86%	84%	89%	85%	86%	93%	84%	76%
Sparks	86%	88%	85%	92%	90%	89%	83%	94%	90%	97%	89%	83%
TMCC	83%	92%	89%	81%	78%	89%	67%	88%	86%	100%	95%	94%
Washoe	-	-	-	-	-	-	-	-	-	-	-	-
Wooster	92%	93%	87%	86%	93%	85%	93%	89%	88%	93%	94%	90%
Total	93%	90%	88%	91%	88%	89%	91%	90%	89%	92%	92%	91%

- Denotes too few students to report.

Previous years' data have been corrected..

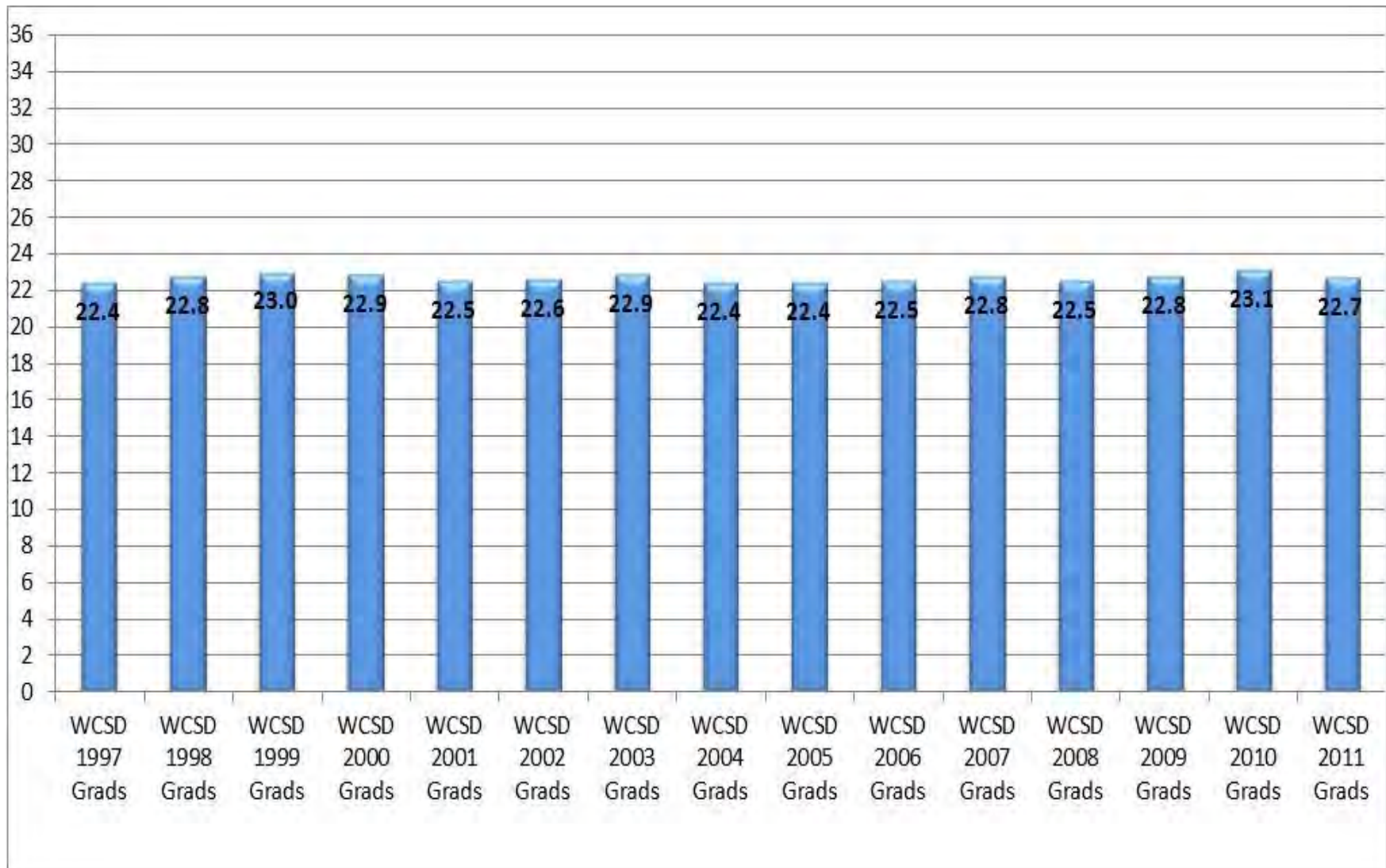
PERSISTENCE AT UNR

Percentage Returning After Two Semesters



ACT SCORES - UNR

ACT Composite Scores of WCSD Graduating Cohorts Attending UNR



The maximum composite ACT score is 36.

AVERAGE ACT COMPOSITE SCORES BY HIGH SCHOOL

WCSD Graduating Cohorts Attending UNR

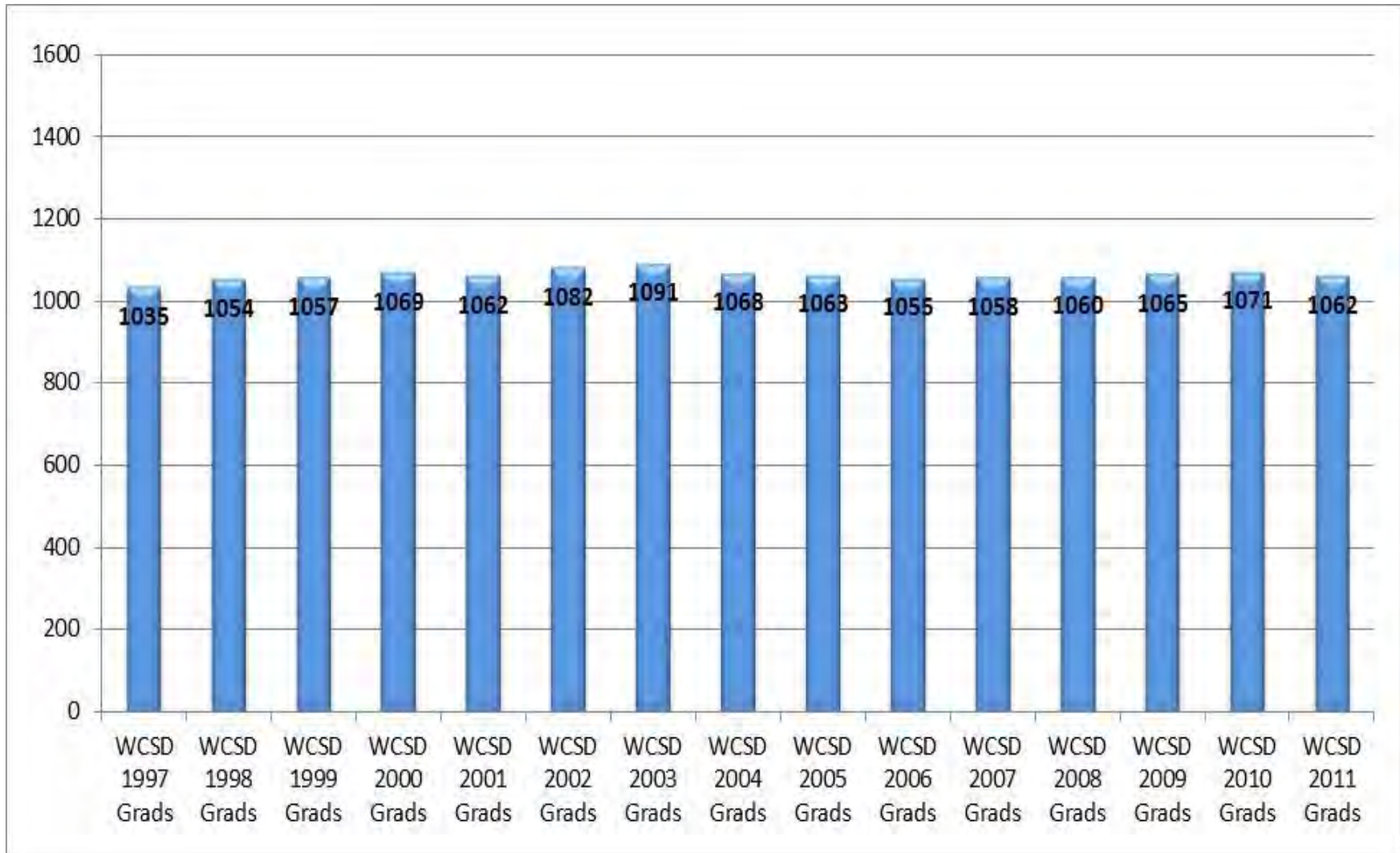
High Schools	WCSD 1999 Grads	WCSD 2000 Grads	WCSD 2001 Grads	WCSD 2002 Grads	WCSD 2003 Grads	WCSD 2004 Grads	WCSD 2005 Grads	WCSD 2006 Grads	WCSD 2007 Grads	WCSD 2008 Grads	WCSD 2009 Grads	WCSD 2010 Grads	WCSD 2011 Grads
AACT	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	22.0	-
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	22.0	20.8	24.3	22.3	22.5	25.3	23.2
Galena	23.0	23.8	23.5	22.9	22.7	22.8	22.8	22.8	23.5	22.5	23.3	24.3	24.9
Gerlach	-	-	-	-	-	-	20.0	-	-		23.0	-	-
Hug	22.3	21.7	20.3	22.0	20.1	21.7	20.0	19.8	18.6	19.6	18.6	17.2	18.3
Incline	21.9	22.5	19.5	20.8	22.0	25.0	23.7	23.1	21.2	22.2	20.2	22.7	22.0
McQueen	24.5	23.5	22.9	23.0	23.5	23.1	22.7	23.1	23.4	23.2	23.9	23.7	23.9
North Valleys	Not Open	Not Open	Not Open	No Grads	21.8	22.3	22.1	23.3	23.1	23.1	23.8	23.2	22.6
Reed	23.3	23.2	22.0	22.6	23.2	21.6	22.1	22.5	23.2	22.3	22.7	22.5	22.1
Reno	21.9	22.1	23.1	23.4	23.7	22.8	22.7	22.2	22.9	23.4	23.5	24.2	23.0
Spanish Springs	Not Open	Not Open	Not Open	No Grads	21.5	20.7	22.6	21.6	21.4	22.1	21.8	22.9	24.5
Sparks	22.3	21.6	22.0	21.6	21.6	21.5	21.5	21.8	21.6	20.3	21.5	20.8	19.2
TMCC	23.8	23.2	23.9	22.5	23.1	23.2	23.8	23.8	25.4	23.7	21.9	24.5	20.0
Washoe	-	-	-	-	-	-	21.0	-	-	22.0	26.0	-	23.0
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-
Wooster	21.4	22.7	23.4	22.4	23.0	23.0	23.4	21.5	22.6	24.2	20.8	25.0	21.0
Avg Score*	23.0	22.9	22.5	22.6	22.9	22.4	22.4	22.5	22.8	22.5	22.8	23.1	22.7

The average score is a weighted mean.

⌚ Denotes fewer than 5 students enrolled.

SAT SCORES - UNR

Combined Verbal and Math SAT Scores of WCSD Graduating Cohorts Attending UNR



The maximum combined SAT score is 1600.

AVERAGE SAT SCORES BY HIGH SCHOOL

WCSD Graduating Cohorts Attending UNR

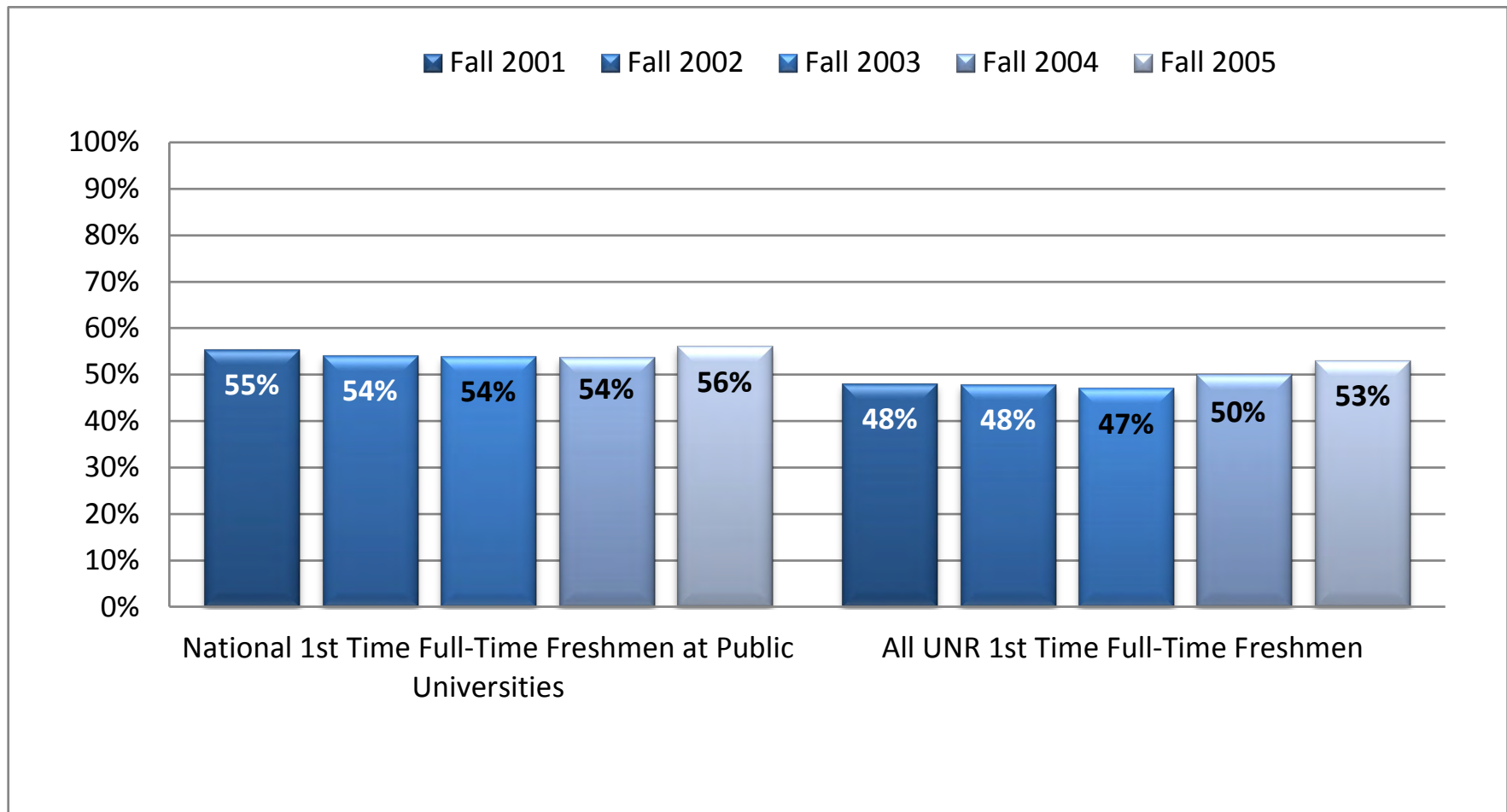
High Schools	WCSD 1999 Grads	WCSD 2000 Grads	WCSD 2001 Grads	WCSD 2002 Grads	WCSD 2003 Grads	WCSD 2004 Grads	WCSD 2005 Grads	WCSD 2006 Grads	WCSD 2007 Grads	WCSD 2008 Grads	WCSD 2009 Grads	WCSD 2010 Grads	WCSD 2011 Grads
AACT	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	-	-	-	-	-	-
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	No Grads	964	1013	1060	1038	1025	1061	1043
Galena	1065	1099	1061	1062	1043	1072	1066	1088	1082	1081	1070	1113	1121
Gerlach	-	-	-	-	-	-	900	-	-	1210	1170	-	-
Hug	1095	1025	1053	992	1077	1077	978	896	888	957	941	911	895
Incline	1038	1008	1017	999	1034	1004	1051	1126	998	1045	1019	1057	1063
McQueen	1102	115	1078	1113	1158	1122	1069	1080	1076	1071	1091	1091	1067
North Valleys	Not Open	Not Open	Not Open	No Grads	1035	1038	1061	1039	1037	1025	1024	1051	1030
Reed	1038	1058	1030	1058	1103	1055	1051	1065	1056	1067	1029	1031	1058
Reno	1039	1053	1076	1095	1112	1071	1068	1053	1089	1077	1096	1107	1084
Spanish Springs	Not Open	Not Open	Not Open	No Grads	1024	1023	1070	1038	1031	1036	1054	1029	1059
Sparks	1115	1030	1068	1127	1019	1041	1030	892	943	909	1032	1081	989
TMCC	-	1061	1133	1155	1140	1040	1132	1033	1132	1170	1037	1115	926
Washoe	-	-	-	-	-	-	-	-	-	-	-	-	-
WOLF	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-
Wooster	1018	1039	1064	1098	1079	1064	1094	1047	1066	1095	1115	1070	1111
Avg Score	1057	1069	1062	1082	1091	1068	1063	1055	1058	1060	1065	1071	1062

The average score is a weighted mean.

⌚ Denotes fewer than 5 students enrolled.

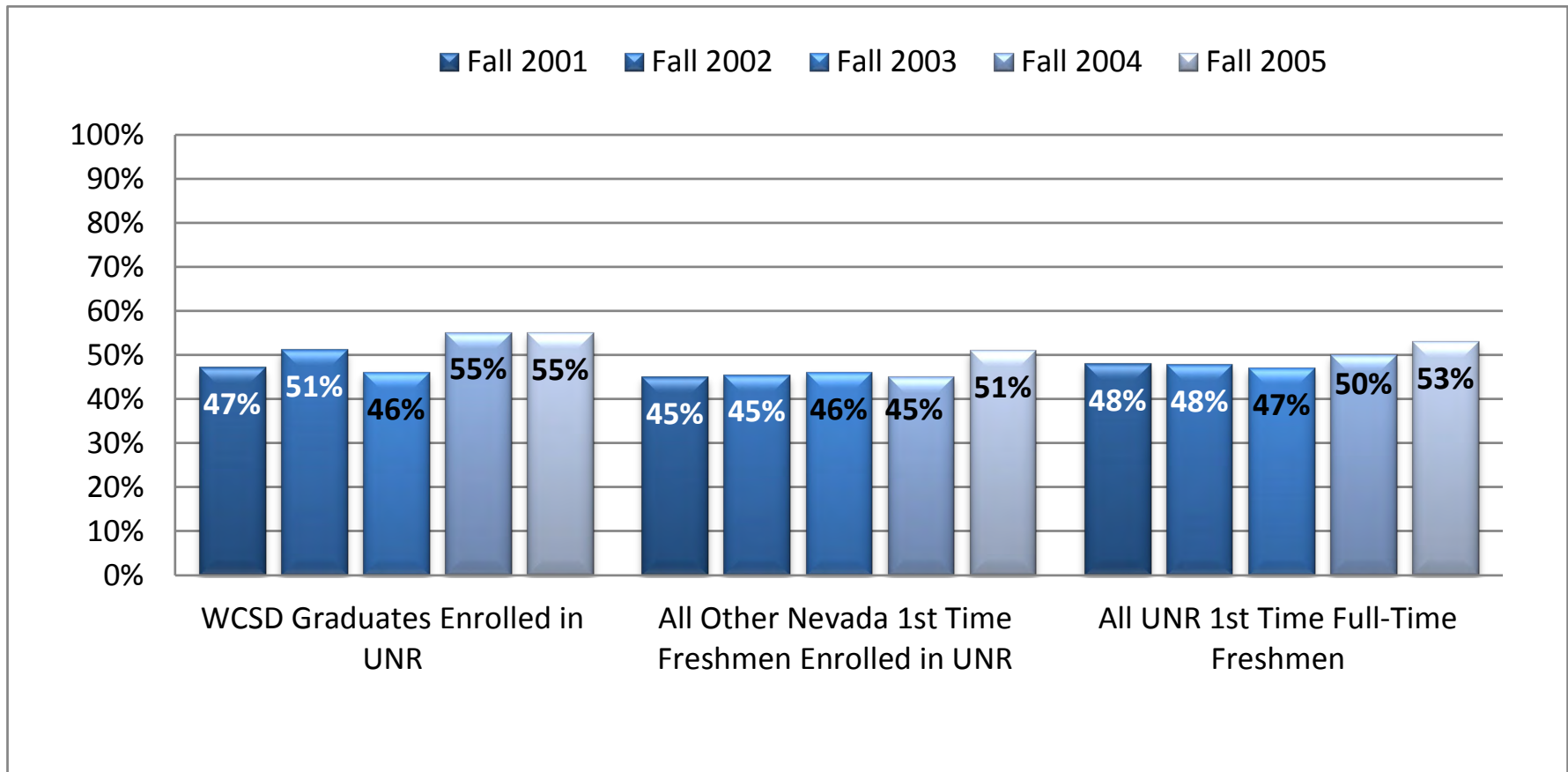
COLLEGE SUCCESS NATIONALLY AND AT UNR

Percentage of Students Awarded Degrees From Any U.S. College Within Six Years of Initial College Enrollment



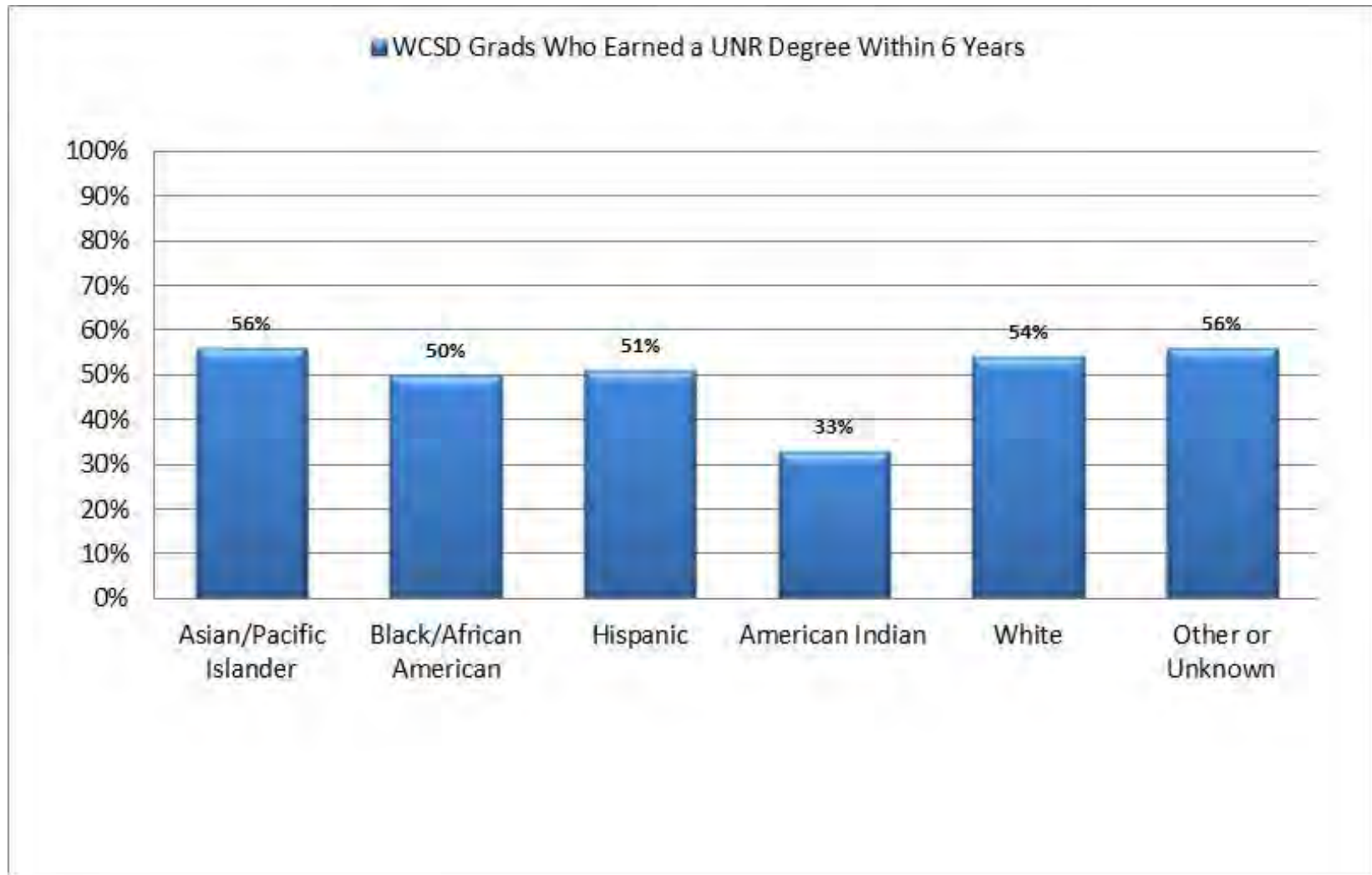
COLLEGE SUCCESS OF WCSD GRADUATES AT UNR

Percentage of Students Awarded College Degrees Within Six Years of Initial College Enrollment



WCSD STUDENT SUCCESS AT UNR BY RACE/ETHNICITY

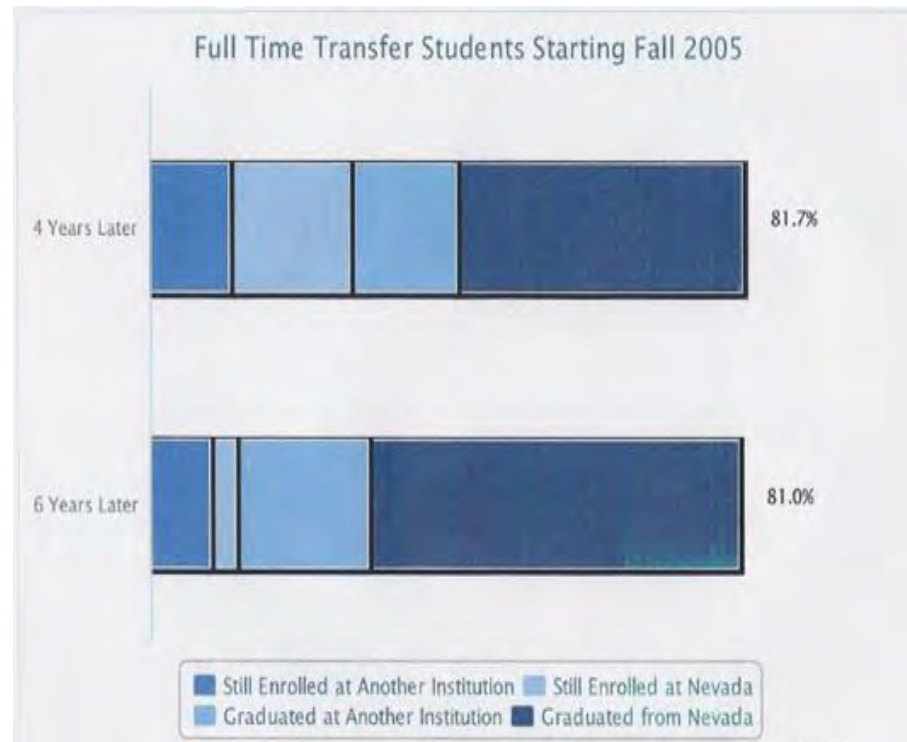
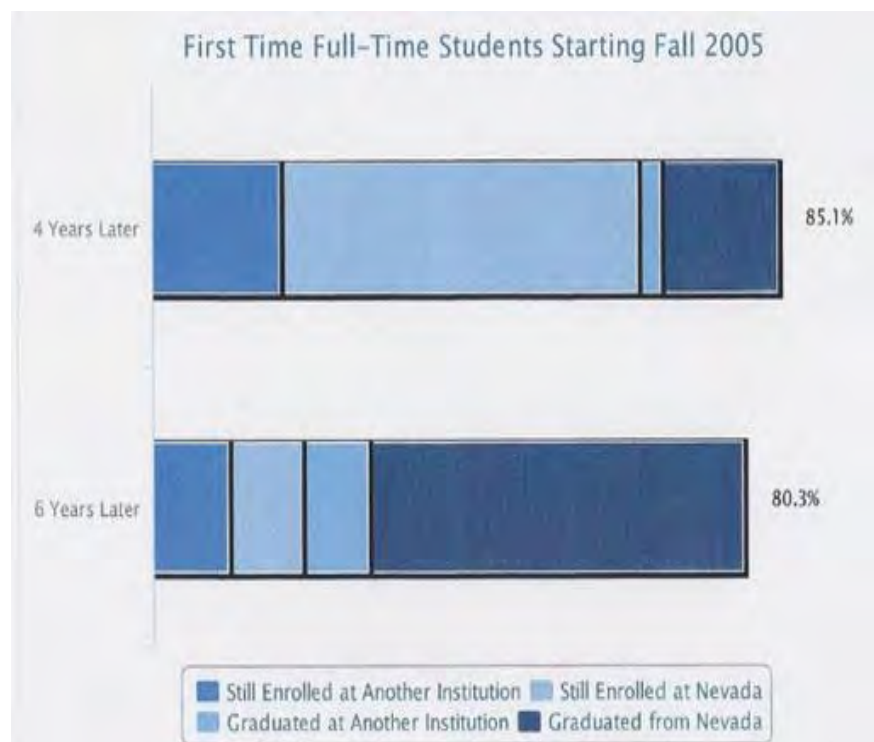
WCSD 2005 Graduates Who Earned a Degree from UNR Within Six Years



Example: Of all the 2005 WCSD Hispanic graduates who enrolled in UNR, 51% graduated from UNR within 6 years of high school graduation.

COLLEGE SUCCESS AT UNR

UNR Undergraduate Success and Progress Rate - Fall 2005 Entering Class (All)



An 85% four-year success and progress rate means that 85% of students starting in fall 2005 either graduated or are still enrolled at a higher education institution four years later.

Counts for the fall 2005 entering class shown in the charts above:

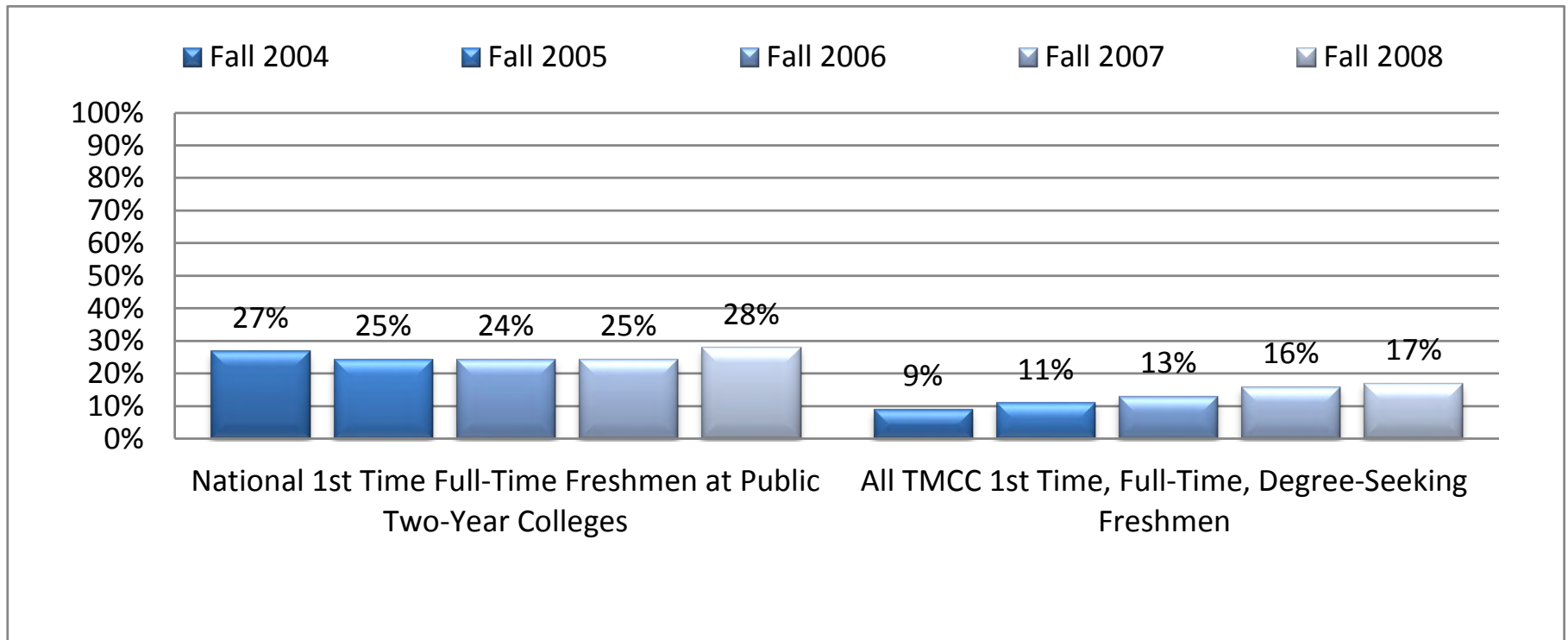
2,362 First-Time, Full-Time Freshmen

746 Full-Time Transfer Students

Source: University of Nevada, Reno College Portrait, http://www.collegeportraits.org/NV/UNR/undergrad_success.

COLLEGE SUCCESS NATIONALLY AND AT TMCC

New Full-Time Freshmen 3-Year Graduation Rate

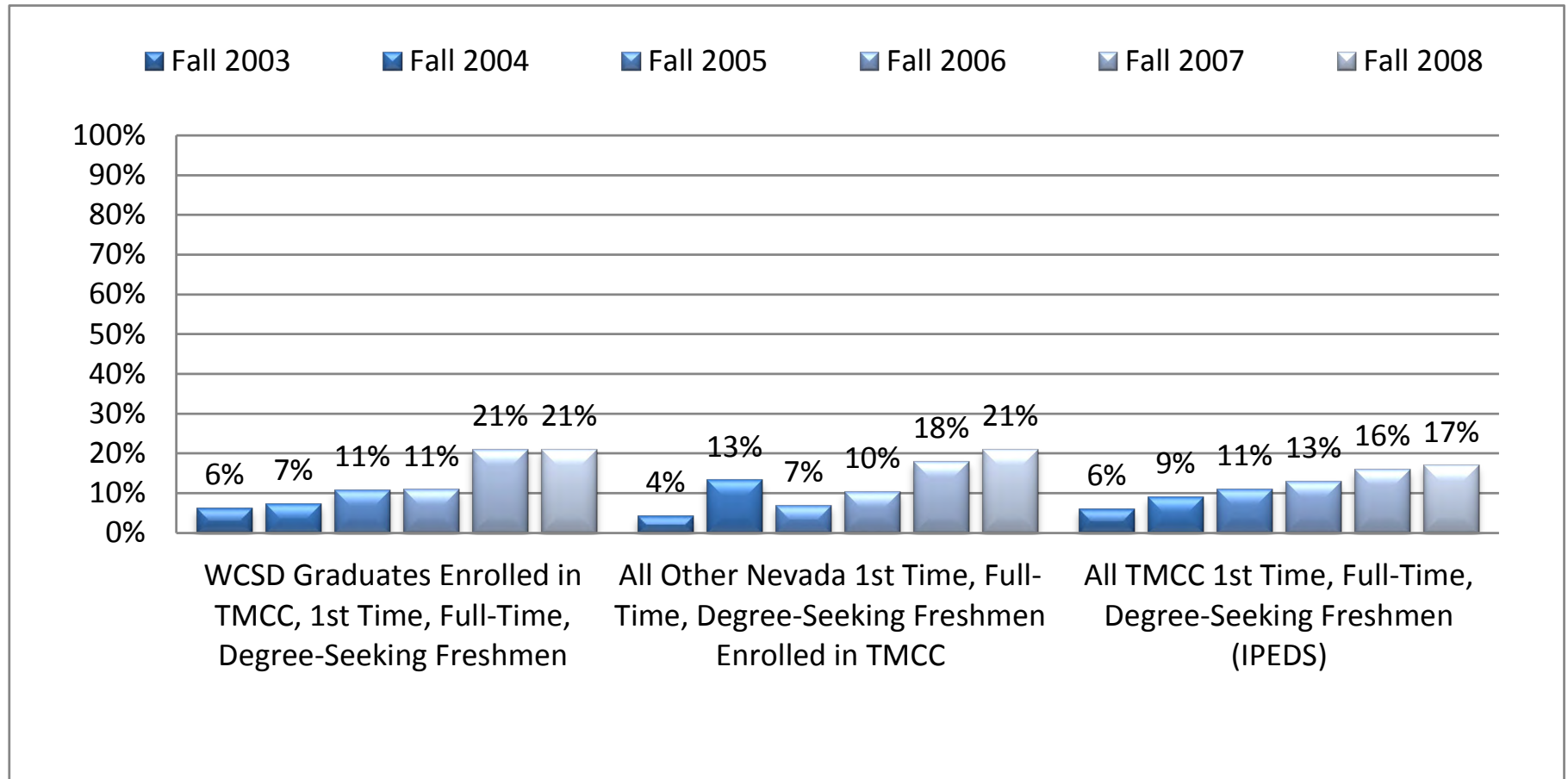


Graduation cohorts consist of students who are first-time, full-time, and degree-seeking. The graduation rate reported here is the rate of earning a degree or certificate for first-time, full-time degree-seeking students within 150% of normal time (3 years for degrees, 2 years for certificates from the first fall semester attended).

Source: ACT Institutional Data Files 2007 through 2011.

COLLEGE SUCCESS OF WCSD GRADUATES AT TMCC

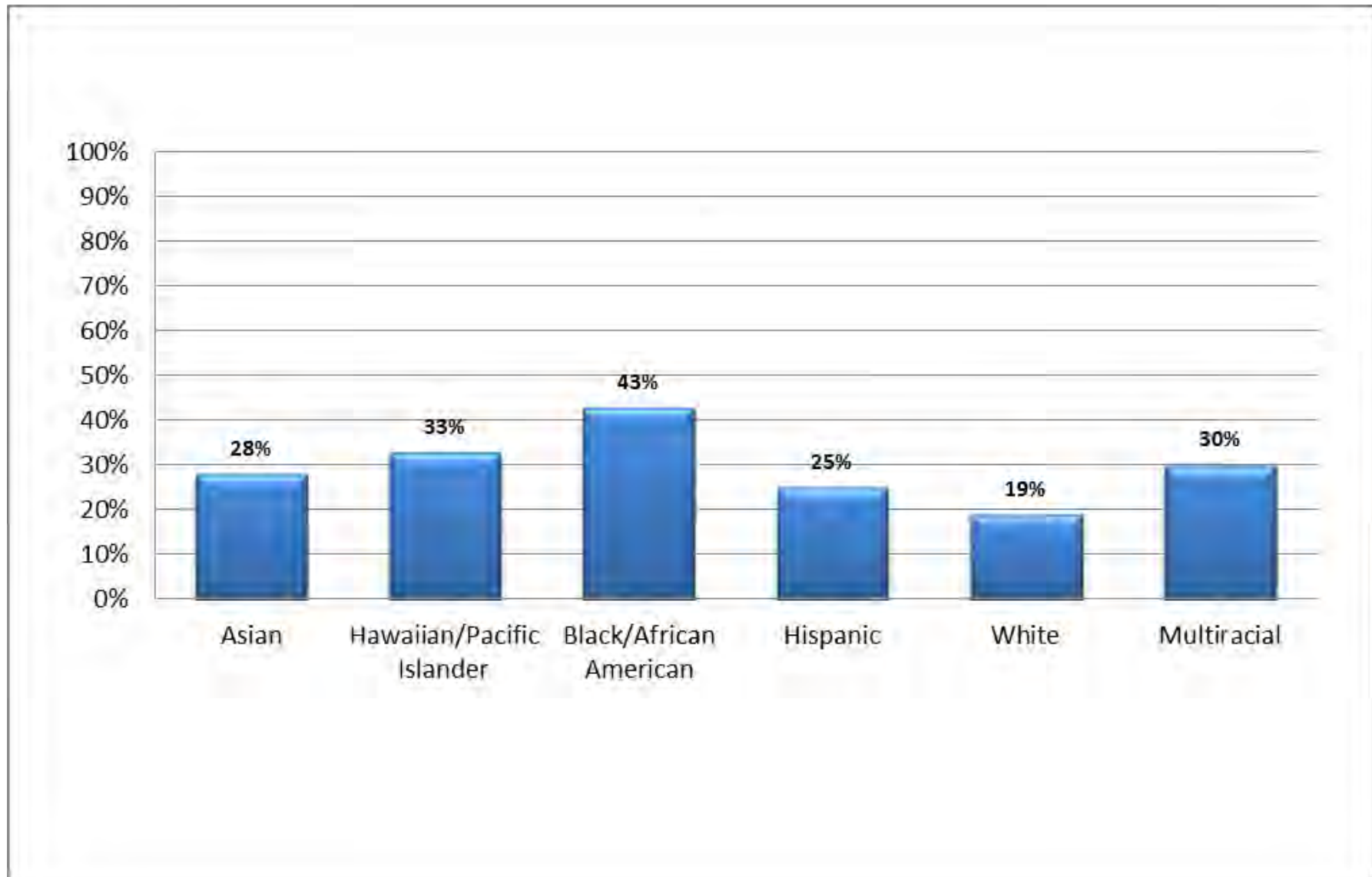
Percentage of Students Earning a Degree in 3 Years or a Certificate in 2 Years



Graduation cohorts consist of students who are first-time, full-time, and degree-seeking. The graduation rate reported here is the rate of earning a degree or certificate for first-time, full-time degree-seeking students within 150% of normal time (3 years for degrees, 2 years for certificates from the first fall semester attended).

WCSD STUDENT SUCCESS AT TMCC BY RACE/ETHNICITY

Members of the WCSD Class of 2008 Who Earned a Degree from TMCC within Three Years



Example: Of all the 2008 Hispanic WCSD alums who enrolled in TMCC in the fall immediately following their expected high school graduation date, 25% earned a degree or certificate within three years .

The End