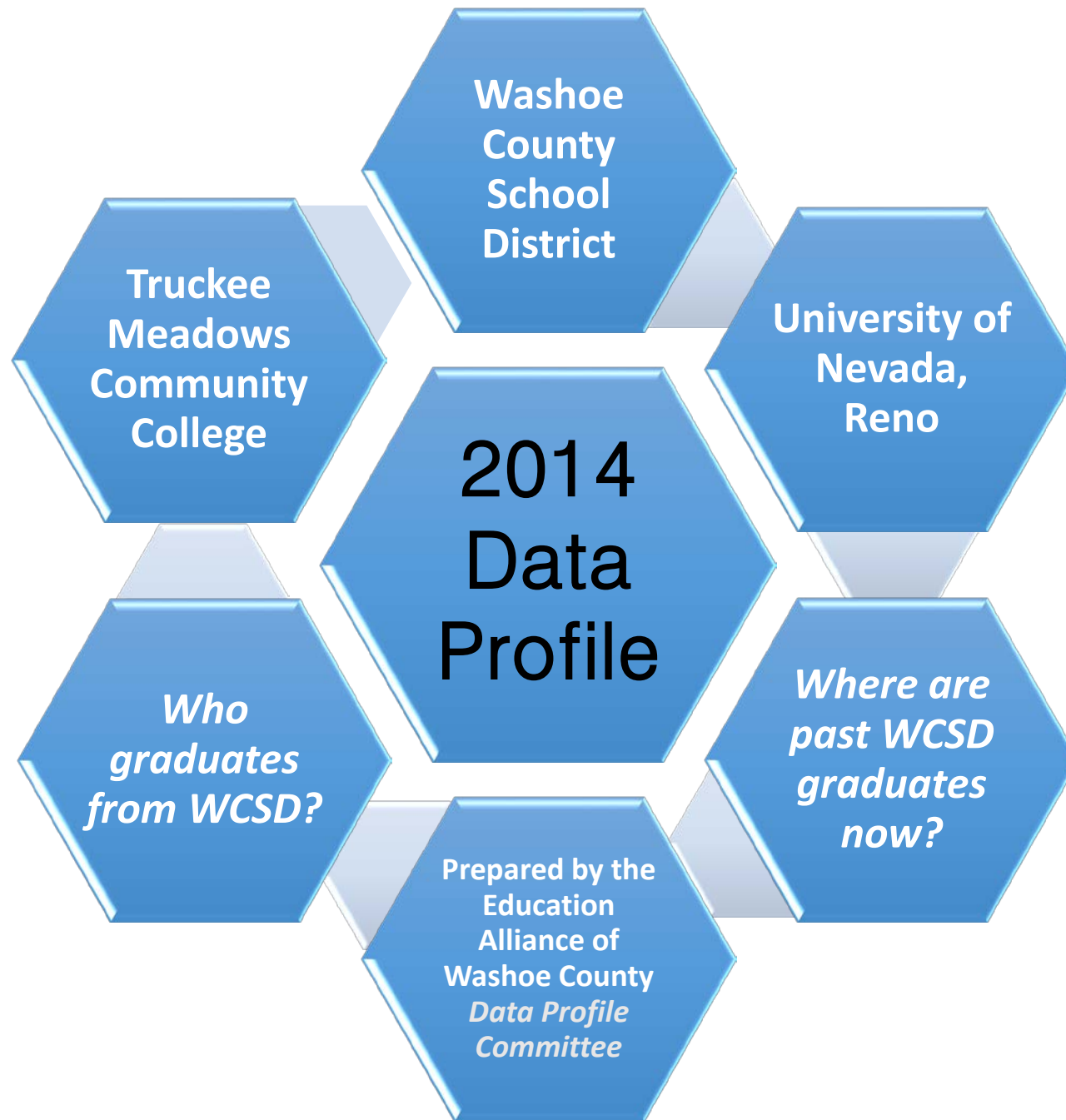




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DATA PROFILE 2014

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INTRODUCTION

When the Data Profile debuted in 1998, high school performance measures, college-going rates and college success metrics were essentially unavailable, except for basic state-wide measures reported by the Nevada Department of Education. Performance measures for individual school districts, if they existed at all, were sparse. Local secondary and post-secondary education administrators and community leaders believed that state-wide measures were not a valid indicator of student performance in the Washoe County School District (WCSD). In response to this concern, a collaborative committee, the Education Alliance P-16 Council was formed to compile and present statistics on high school performance, college enrollment, and college success of WCSD students. The resulting publication became known as the Data Profile.

For the past 17 years, the Washoe County School District, Truckee Meadows Community College, the University of Nevada, Reno and the Nevada System of Higher Education have worked in concert through the Education Alliance of Washoe County to continue annual production of the Data Profile, providing a consistent source of information for educators and community leaders on WCSD students' high school performance, college matriculation, and college success.

In addition to tracking the performance measures for each WCSD graduating class since 1998, the Data Profile has investigated and reported on key secondary and post-secondary education issues:

In 2002, the Data Profile published a startling report on WCSD students' need for English and math remediation upon entering college.

In 2007, the Data Profile reported on the six graduation rate formulas most commonly used throughout the United States at that time, and how they compared to the newly proposed *Cohort Graduation Rate* formula developed by the National Governors' Association. As part of that Data Profile initiative, WCSD became the first school district in Nevada to adopt the *Cohort Graduation Rate* formula, which became mandatory in 2011, under federal *No Child Left Behind* legislation.

In 2011, the Data Profile reported on WCSD's entry into the burgeoning number of U.S. school districts with minority-majority populations.

In contrast to 1998, student data are now ubiquitous in primary, secondary and post-secondary institutions. Consequently, the Data Profile is no longer the sole source of WCSD performance measures and longitudinal comparisons. Some of the data presented in this edition have been excerpted from the *WCSD Performance Framework*, *School Profiles* and the *Data Summit*, and from the Nevada System of Higher Education's *Remedial Placement & Enrollment Report*.

Data are subject to change and are current as of publication date.

The electronic version of this report is available at: <http://www.ed-alliance.org>

WCSD GRADUATES' COLLEGE AND CAREER READINESS

WCSD High School Graduation Rate – The high school Cohort Graduation Rate for the Class of 2014 of WCSD was 73%, with 3,474 graduates, an increase of 175 graduates, compared to 71% for the State of Nevada as a whole.

Diplomas - 50% of the 2014 WCSD graduates (1,730 students) earned Honors or Advanced Diplomas, compared to 48% (1,616 students) of the graduates of the Class of 2013.

Advanced Courses - 58% of 2014 WCSD graduates took one or more Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE) or Dual Credit courses, up two percentage points from the Class of 2013 (56%). 33% of those taking these advanced courses passed the exams, compared to 31% of the 2013 Cohort.

Career and Technical Education – In 2014, WCSD awarded 106 Nevada CTE Certificates and 224 WCSD students passed the Nevada Workplace Readiness Skills Assessment.

SAT/ACT Test Participation – 49% of all WCSD graduates took the SAT, up from 47% in 2013, and 45% took the ACT, compared to 37% in 2013.

ACT National Benchmark Scores – 30% of WCSD graduates taking ACT exams in 2014 reached National Benchmark scores in all four core subjects (English, Math, Reading and Science), indicating college readiness.

College-Going Rates for the Class of 2014 – The overall college-going rate for WCSD graduates (64%) remains stable as compared to the Class of 2013 (64%).

WCSD GRADUATES' COLLEGE SUCCESS

College Remediation – The need for remediation for WCSD 2013 graduates at UNR or TMCC was 56% in math, English or both.

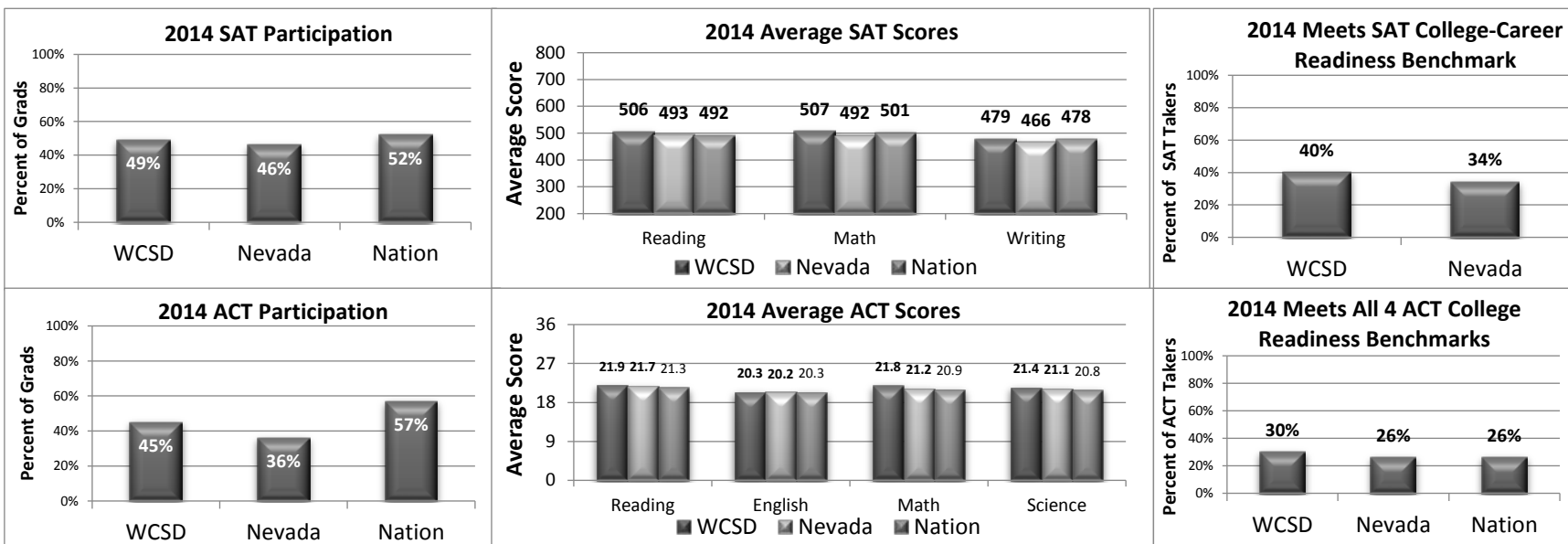
College Persistence - 94% of 2013 WCSD graduates who attended UNR in Fall 2013 continued on to spring semester 2014, compared to 92% of all UNR freshmen. 77% of 2013 WCSD graduates who attended TMCC in Fall 2013 continued on to spring semester 2014.

College Six-Year Grad Rates for UNR - 59% of WCSD graduates entering UNR in 2008 had obtained a degree by 2014, compared to 54% the previous year and the national average of 56%.

College Four-Year Grad Rates for UNR – 23% of WCSD graduates entering UNR in 2010 had obtained a degree by 2014, compared to 20% the previous year.

Community College Four-Year Grad Rates for TMCC - 33% of WCSD graduates entering TMCC in 2011 had obtained a degree by 2014, compared to 25% the previous year.

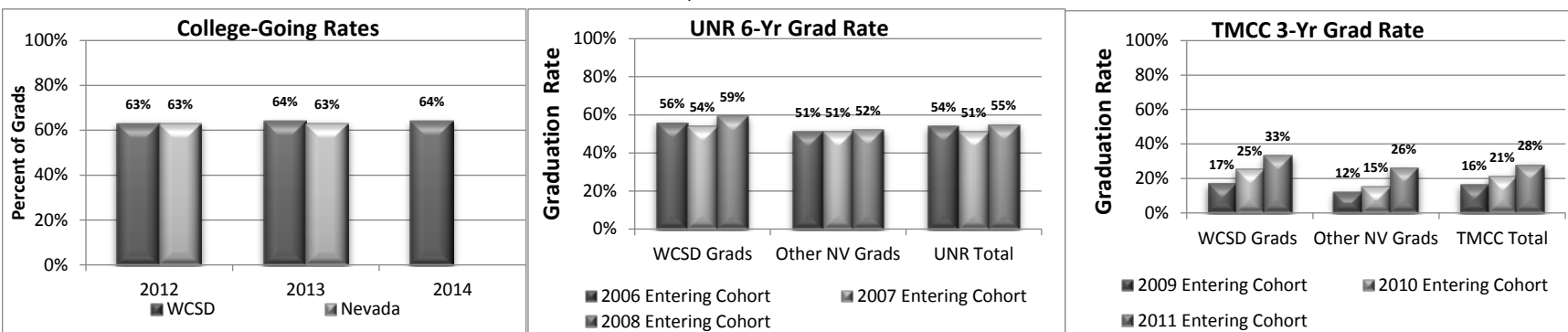
WCSD, STATE AND NATIONAL COMPARISONS



Cohort Graduation Rates 2012-2014

WCSD	Graduates	Non-Graduates	Nevada	Graduates	Non-Graduates
2012*	69%	31%	2012	63%	37%
2013*	73%	27%	2013	71%	29%
2014	73%	27%	2014	71%	29%

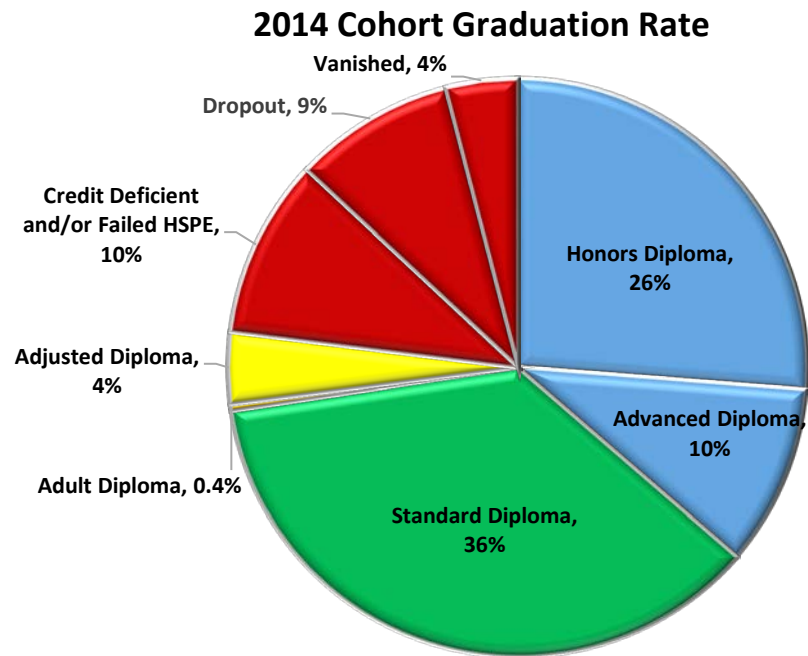
* WCSD 2012 and 2013 rates were calculated with the old method to make them comparable to the state calculations.



National and state college-going and college graduation rates are not available for all years.

WCSD COHORT GRADUATION RATE

The *Cohort Graduation Rate* tracks individual students in a given freshman class, including transfers in to and out of the cohort over their four high school years. For a detailed description of the *Cohort Graduation Rate* methodology, [follow this link](#) to open the 2007 edition of the Data Profile.



Final Status	2010		2011		2012		2013		2014	
	N	%	N	%	N	%	N	%	N	%
Graduate - Honors	951	19%	951	21%	1008	21%	1140	24%	1249	26%
Graduate - Advanced	500	10%	489	11%	504	11%	476	10%	481	10%
Graduate - Standard	1625	32%	1655	36%	1592	34%	1668	35%	1727	36%
Graduate - Adult	87	2%	75	1.6%	33	0.7%	37	0.8%	17	0.4%
Adjusted Diploma ¹	155	3%	177	4%	155	3%	183	4%	204	4%
Credit Deficient/Failed HSPE ²	661	13%	557	12%	619	13%	522	11%	480	10%
Dropout ³	588	12%	408	9%	398	8%	345	7%	410	9%
Vanished ⁴	508	10%	281	6%	409	9%	375	8%	198	4%
Full Cohort	6245		5809		5920		5928		5812	
Verified Transfer Out ⁵	1170		1216		1202		1182		1046	
Final Adjusted Cohort	5075		4593		4718		4746		4766	
Total Graduates	3163	62%	3170	69%	3137	66%	3321	70%	3474	73%

1. Adjusted diplomas are only available for students with disabilities and are not equivalent to a regular diploma. Students who receive adjusted diplomas are counted as non-grads.

2. As of 2014, *Certificates of Attendance* are no longer issued. Students who had enough credits to graduate but did not pass the High School Proficiency Exam (HSPE) are counted in the *Credit Deficient/ Failed HSPE* category.

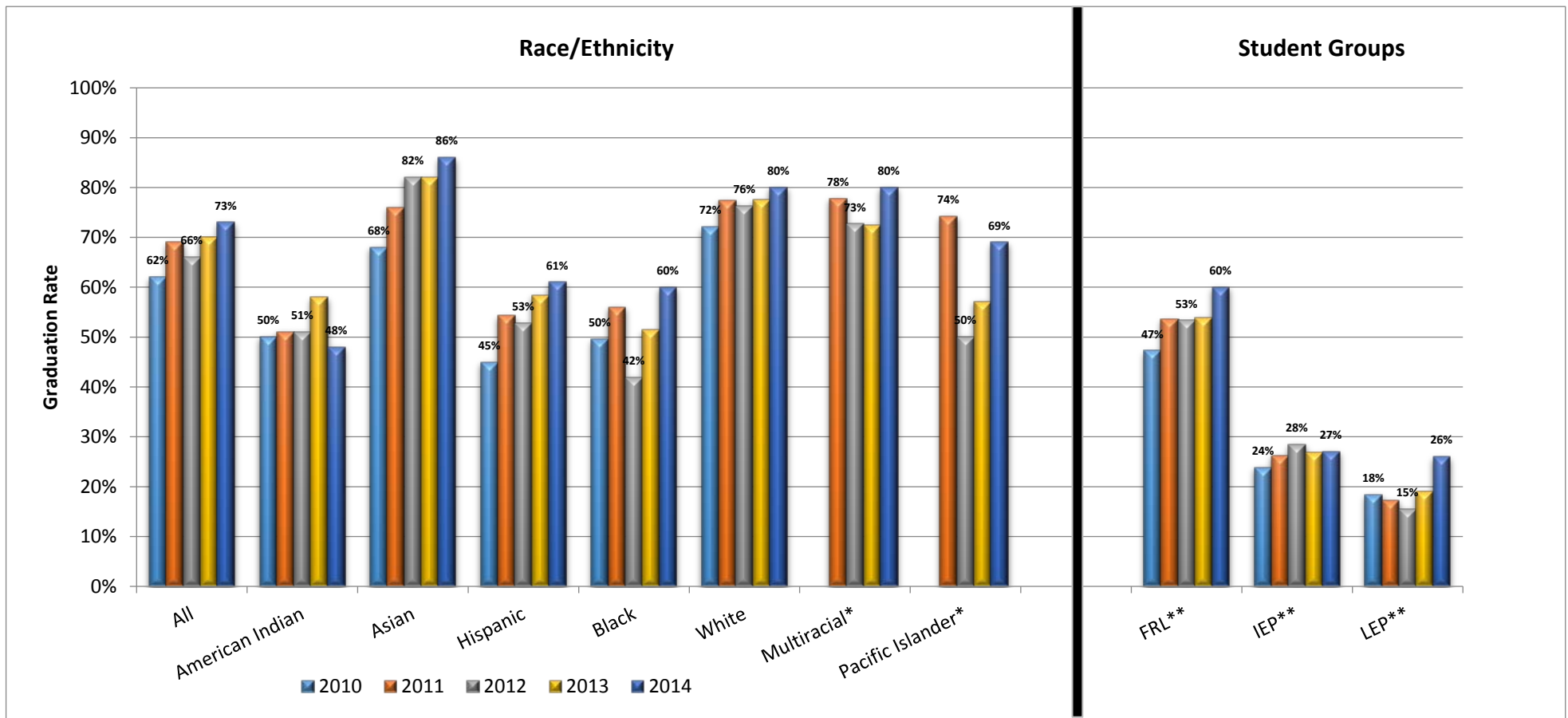
3. *Dropout* includes cohort members who withdrew before graduating and did not enroll in another school district, plus students who left with the intent to obtain a GED or other high school equivalency certificate.

4. *Vanished* consists of cohort members who were withdrawn after an absence of 10 or more days with whereabouts unknown, plus cohort members who withdrew to another district, but no transcript request was received from the new school.

5. *Verified Transfer Out* Includes all cohort members for whom enrollment in another school district was verified through an official transcript request or enrollment verification.

In 2014, the Nevada Department of Education (NDE) changed the methodology used to calculate the Cohort Graduation Rate. Previously, the NDE removed students from the cohort if they transferred to the Washoe Adult program. Now the NDE treats Washoe Adult transfers like transfers to any other WCSD school. If Washoe Adult transfers earn an adult diploma within four years of their first ninth grade enrollment, they are counted as graduates; if not, they are counted as non-grads. ***The 2010 through 2013 grad rates have been recalculated using the new method. Therefore, grad rates reported here for 2010 through 2013 differ from rates published in previous editions of the Data Profile.***

WCSD COHORT GRADUATION RATE



Number of 2014 Graduates	American Indian	Asian	Hispanic	Black	White	Multiracial	Pacific Islander	FRL	IEP	LEP
3474	33	224	996	89	1940	163	29	1032	155	80

In 2014, the Nevada Department of Education changed the methodology used to calculate the cohort graduation rate. Previously, the NDE removed students from the cohort if they transferred to the Washoe Adult program. Now the NDE treats Washoe Adult transfers like transfers to any other WCSD school. If Washoe Adult transfers earn an adult diploma within four years of their first ninth grade enrollment, they are counted as graduates; if not, they are counted as non-grads. ***The 2010 through 2013 grad rates have been recalculated using the new method. Therefore, grad rates reported here for 2010 through 2013 differ from rates published in previous editions of the Data Profile.***

* Multiracial and Pacific Islander groups were not identified prior to 2011.

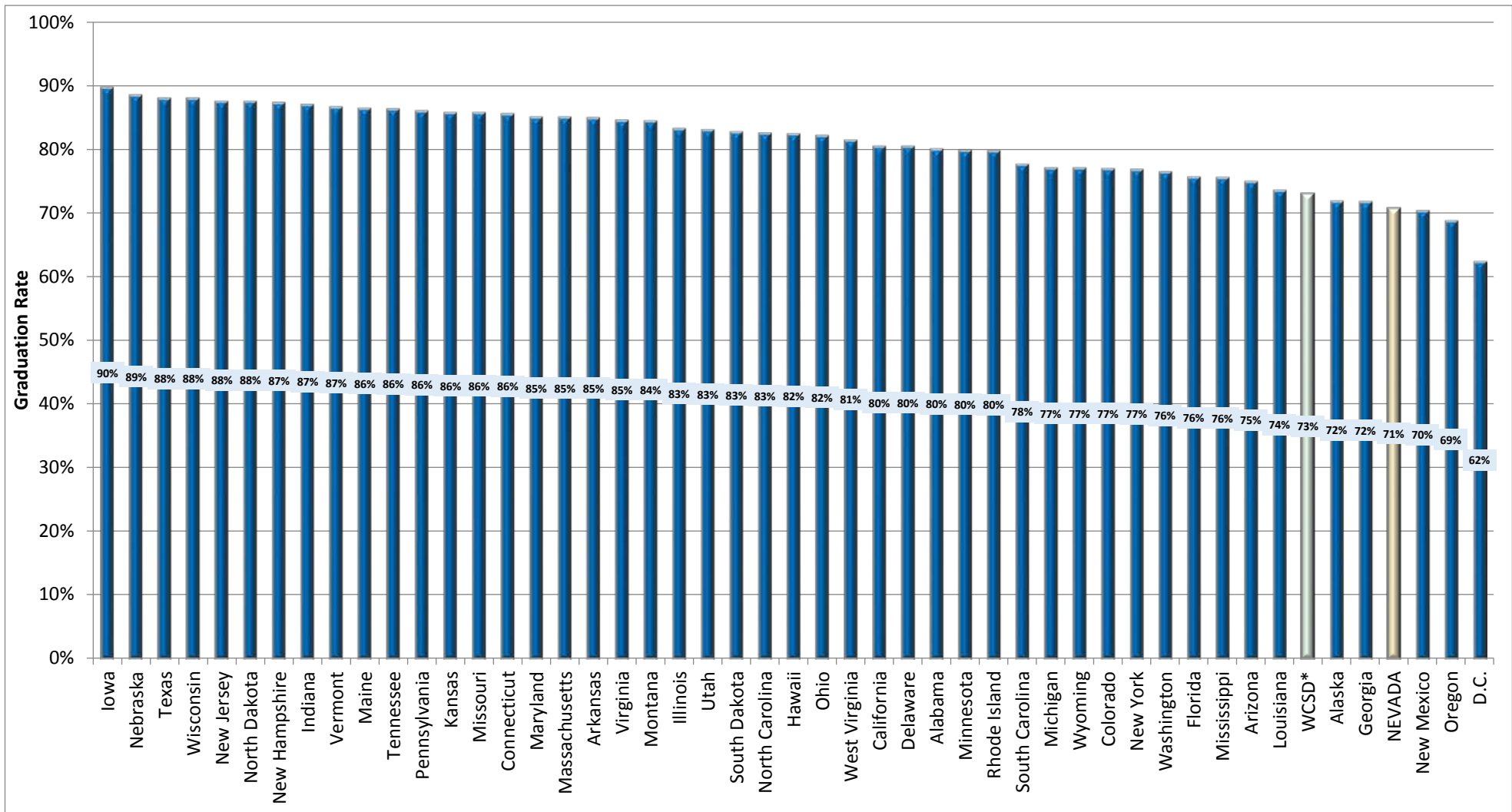
**FRL = Eligible for free or reduced-price lunch

IEP = Individualized Education Program

LEP = Limited English Proficiency

High School Data: Graduation Rate

COHORT GRADUATION RATE BY STATE: 2013



Source: <http://eddataexpress.ed.gov/data-element-explorer.cfm>

* WCSD rate was calculated with the old method to make it comparable to the state calculations.

COLLEGE ENTRANCE EXAMS: WCSD GRADUATES

The nationally standardized ACT and/or SAT tests are taken by students who plan to apply to a university. Many universities require ACT/SAT or similar test scores for admission and placement in introductory university courses. Average mathematics and English scores for states, school districts, and individual high schools are published and are frequently used as an indication of overall student preparation.

The Nevada System of Higher Education establishes ACT/SAT scores in mathematics and English below which students must do additional so-called remedial preparation before taking college credit courses. The objective is to ensure that students are adequately prepared to be successful in college credit courses.

Relative student interest in attending higher education is indicated by the percentage of graduates taking the ACT/SAT test.

Number and Percent of Graduates Taking the ACT or SAT

Grad Year	ACT		SAT	
	N	%	N	%
2010	1200	38%	1406	44%
2011	1188	37%	1524	49%
2012	1359	43%	1549	50%
2013	1274	38%	1597	47%
2014	1563	45%	1712	49%

Average ACT Scores

Grad Year	English	Math	Reading	Science	Composite
2010	21.3	22.4	22.3	21.8	22.1
2011	21.0	22.1	22.3	21.6	21.9
2012	20.9	21.9	22.1	21.6	21.7
2013	21.1	22.1	22.5	21.9	22.0
2014	20.3	21.8	21.9	21.4	21.5

Average SAT Scores

Grad Year	Reading	Math	Writing	Combined
2010	511	516	489	1516
2011	518	517	493	1528
2012	509	509	482	1500
2013	509	511	486	1506
2014	506	507	479	1492

ACT scores range from 0 to 36. SAT scores range from 200 to 800, except for combined SAT scores, which range from 600 to 2400

COLLEGE ENTRANCE EXAMS

WCSD, State and National Scores

ACT

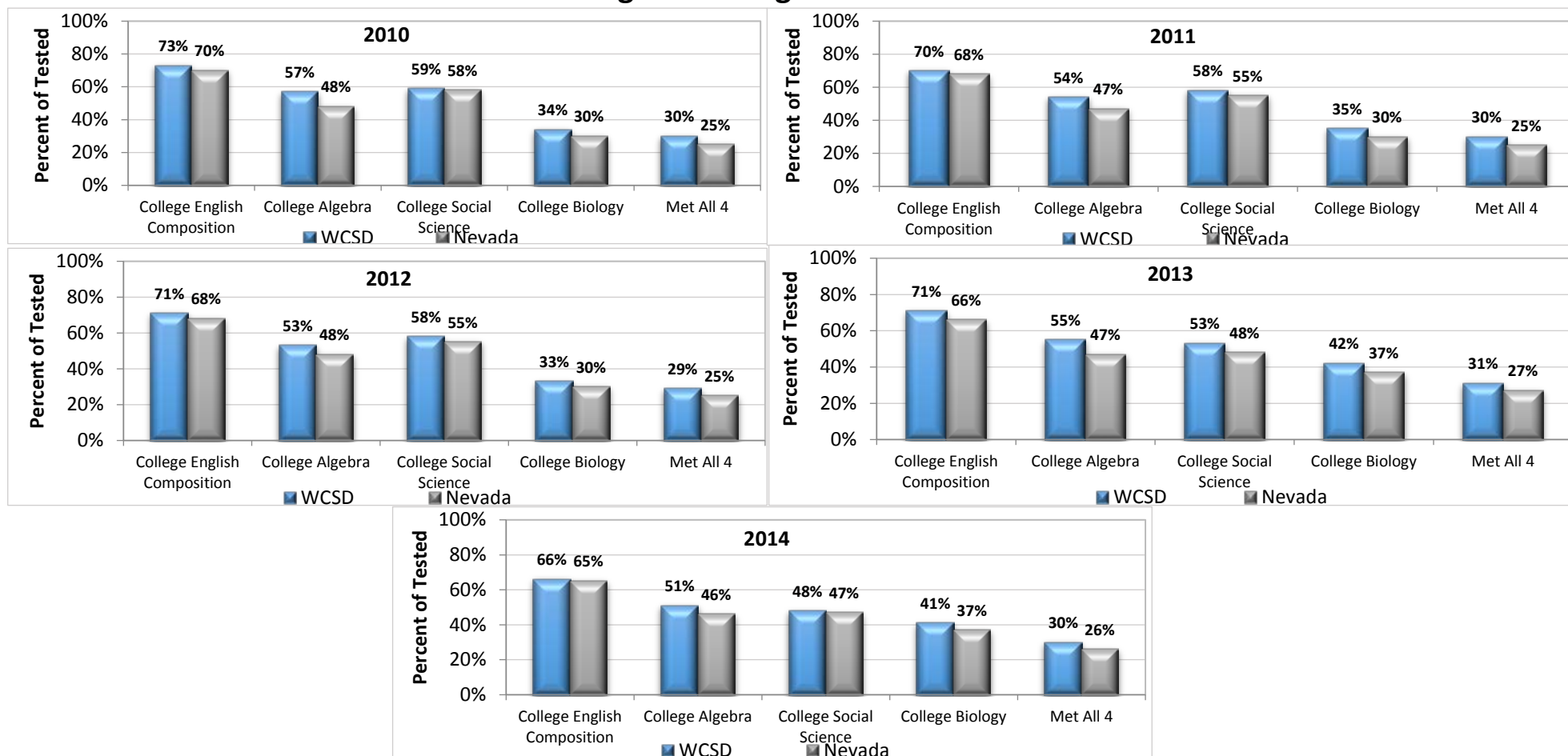
Grad Year	Reading			English			Math			Science		
	WCSD	Nevada	National	WCSD	Nevada	National	WCSD	Nevada	National	WCSD	Nevada	National
2010	22.3	22.0	21.3	21.3	20.8	20.5	22.4	21.5	21.0	21.8	21.3	20.9
2011	22.3	21.8	21.3	21.0	20.7	20.4	22.1	21.4	21.1	21.6	21.3	20.9
2012	22.1	21.6	21.3	20.9	20.5	20.5	21.9	21.4	21.1	21.6	21.1	20.9
2013	22.5	21.7	21.1	21.1	20.4	20.2	22.1	21.3	20.9	21.9	21.1	20.7
2014	21.9	21.7	21.3	20.3	20.2	20.3	21.8	21.2	20.9	21.4	21.1	20.8

SAT

Grad Year	Reading			Math			Writing		
	WCSD	Nevada	National	WCSD	Nevada	National	WCSD	Nevada	National
2010	511	496	501	515	501	516	489	473	492
2011	518	494	497	517	496	514	493	468	488
2012	509	489	491	509	491	505	483	463	481
2013	509	490	491	511	492	503	486	465	480
2014	506	493	492	507	492	501	479	466	478

COLLEGE ENTRANCE EXAMS

Percent of ACT-Tested Students Meeting ACT College-Readiness Benchmarks*



Benchmark Cut Scores	ACT Test Subject	2010-2012	2013-2014
College English Composition	English	18	18
College Algebra	Math	22	22
College Social Science	Reading	21	22
College Biology	Science	24	23

*The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Source: ACT.org

COLLEGE ENTRANCE EXAMS

Average ACT Scores for First-Time Freshmen Attending UNR

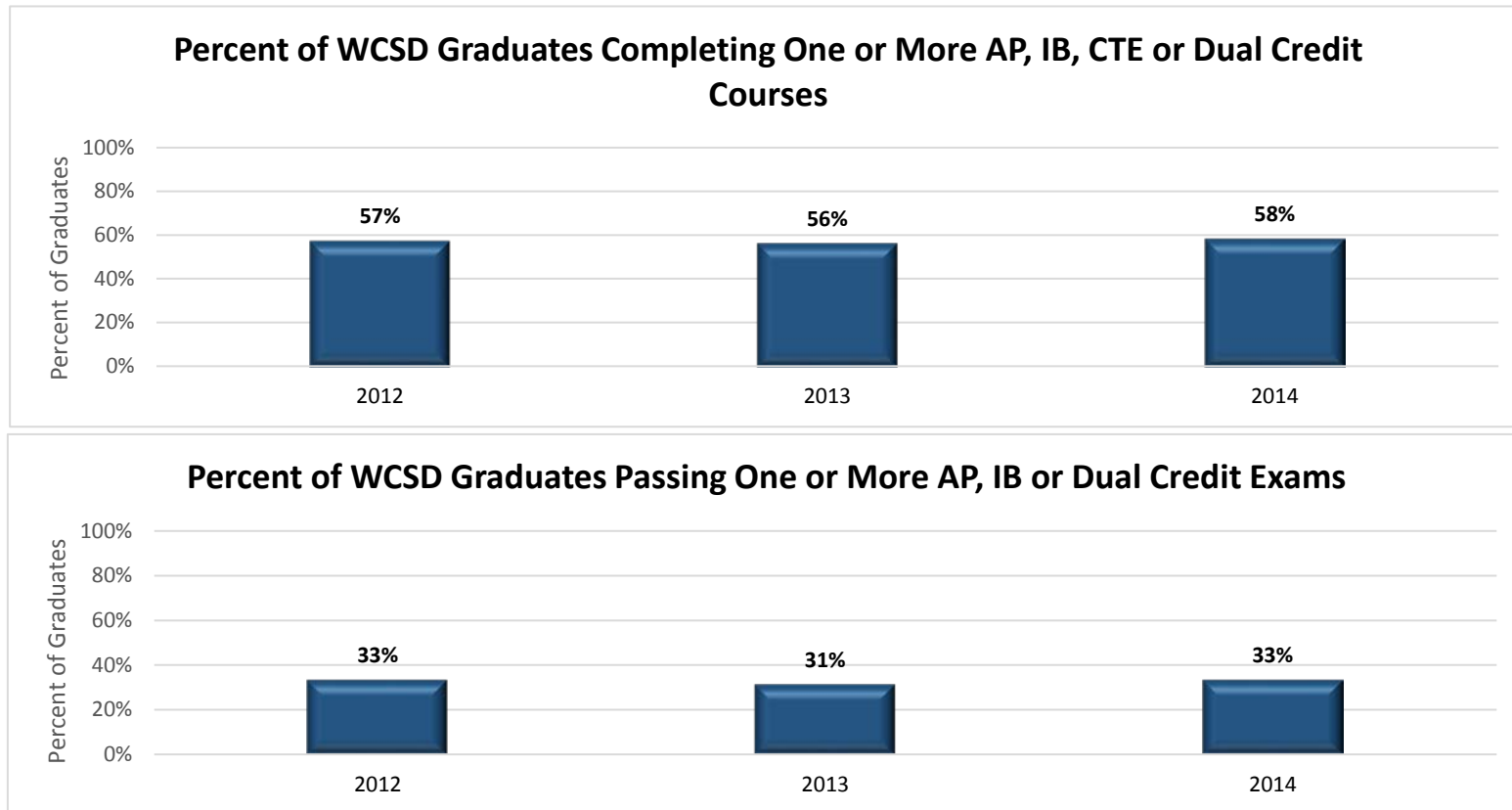
ACT Math	2010	2011	2012	2013	2014	Percent Change 2010 - 2014
WCSD Grads	23.5	23.1	23.2	22.9	23.4	-0.4%
Nevada Grads	22.7	23.0	23.4	23.6	23.2	2.2%
Out of State Grads	22.6	22.9	23.9	23.8	23.8	5.3%
All	23.0	23.0	23.4	23.5	23.5	2.2%

ACT English	2010	2011	2012	2013	2014	Percent Change 2010 - 2014
WCSD Grads	22.5	21.9	22.5	21.8	22.0	-2.2%
Nevada Grads	22.6	22.7	22.8	22.9	22.8	0.9%
Out of State Grads	21.9	22.2	23.1	23.2	23.2	5.9%
All	22.4	22.3	22.8	22.7	22.7	1.3%

ACT Composite	2010	2011	2012	2013	2014	Percent Change 2010 - 2014
WCSD Grads	23.1	22.7	23.1	22.7	22.7	-1.7%
Nevada Grads	23.0	23.1	23.3	23.6	23.4	1.7%
Out of State Grads	22.4	22.6	23.6	23.7	23.8	6.3%
All	23.0	22.9	23.3	23.4	23.4	1.7%

AP, IB, CTE AND DUAL CREDIT*

Advanced Placement and International Baccalaureate courses have nationally standardized curricula and are considered introductory college level. Many colleges and universities will award credit if students perform above an established score on national tests. Students may also take college/university courses which are approved as meeting high school graduation requirements. These are called dual credit courses. The percentage of graduates completing these college level courses at a high school is an indication of the extent to which the high school students are participating in a more rigorous academic program.



*AP: Advanced Placement IB: International Baccalaureate CTE: Career & Technical Dual Credit: College courses completed on college campus
AP exam passing score = 3; IB exam passing score = 4; CTE exams are not standardized, so are excluded from the bottom chart.

High School Data: AP, IB, CTE and Dual Credit

CAREER & TECHNICAL EDUCATION (CTE)

In the 2013-14 school year, 5,569 WCSO students were enrolled in CTE courses.

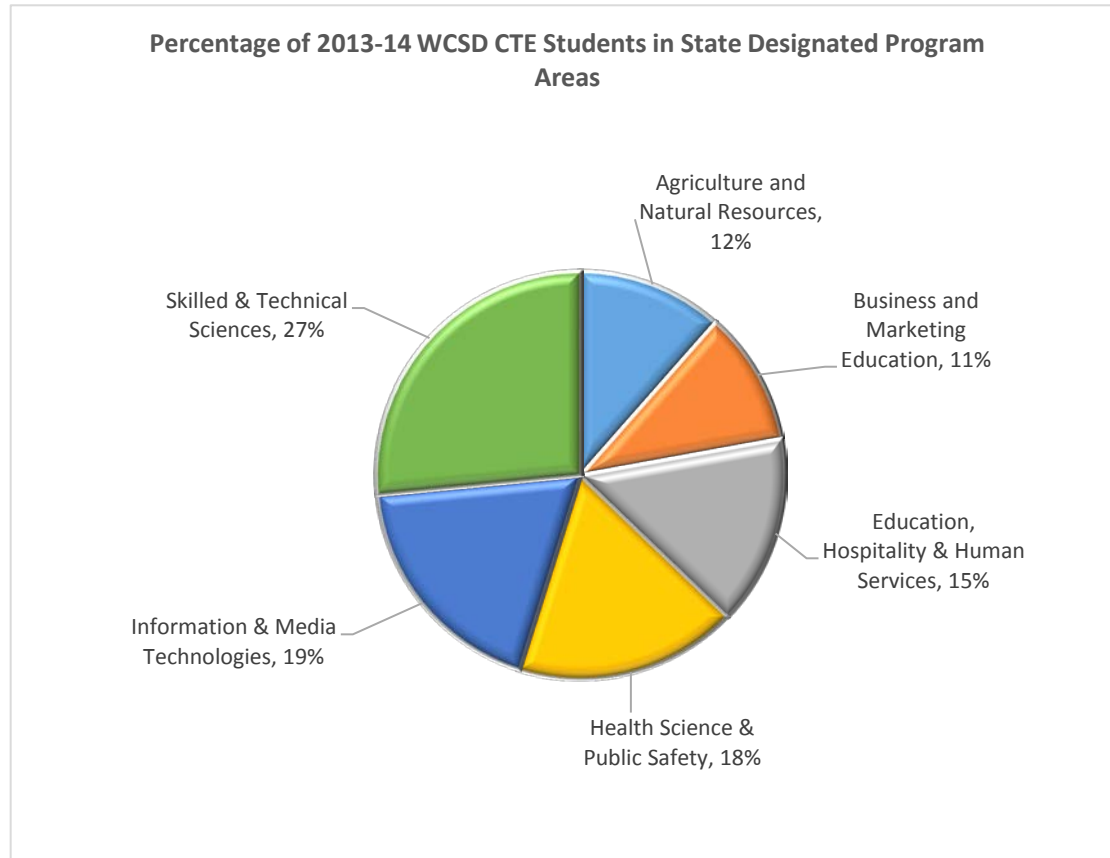
2013-14 Nevada CTE Certificates Earned	WCSO			Nevada		
	Number Eligible*	Certificates Awarded	Certificate Award Rate	Number Eligible	Certificates Awarded	Certificate Award Rate
	229	106	46%	5136	2047	40%

*Eligible: Number of students enrolled in a completion level course with an existing End-of-Program Technical assessment

2013-14 Nevada Workplace Readiness Skills Assessment	WCSO					Nevada				
	Number Registered	Number Participated	Number Passed	Participation Rate	Pass Rate	Number Registered	Number Participated	Number Passed	Participation Rate	Pass Rate
	303	278	224	92%	80%	5399	5091	4213	94.2	83%

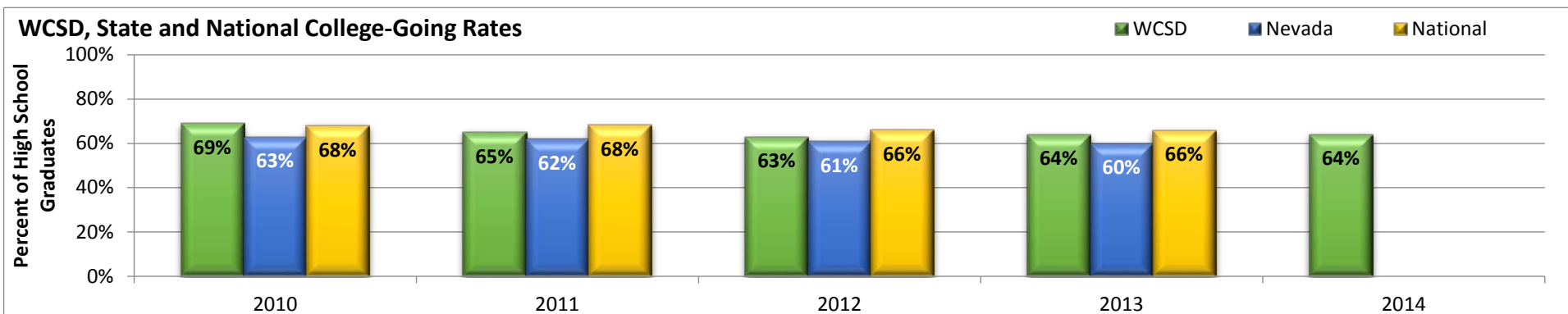
2013-14 Nevada End-of- Program Technical Assessment	WCSO					Nevada				
	Number Registered	Number Participated	Number Passed	Participation Rate	Pass Rate	Number Registered	Number Participated	Number Passed	Participation Rate	Pass Rate
	229	224	139	98%	62%	5136	4824	2669	93.9	55%

CAREER & TECHNICAL EDUCATION



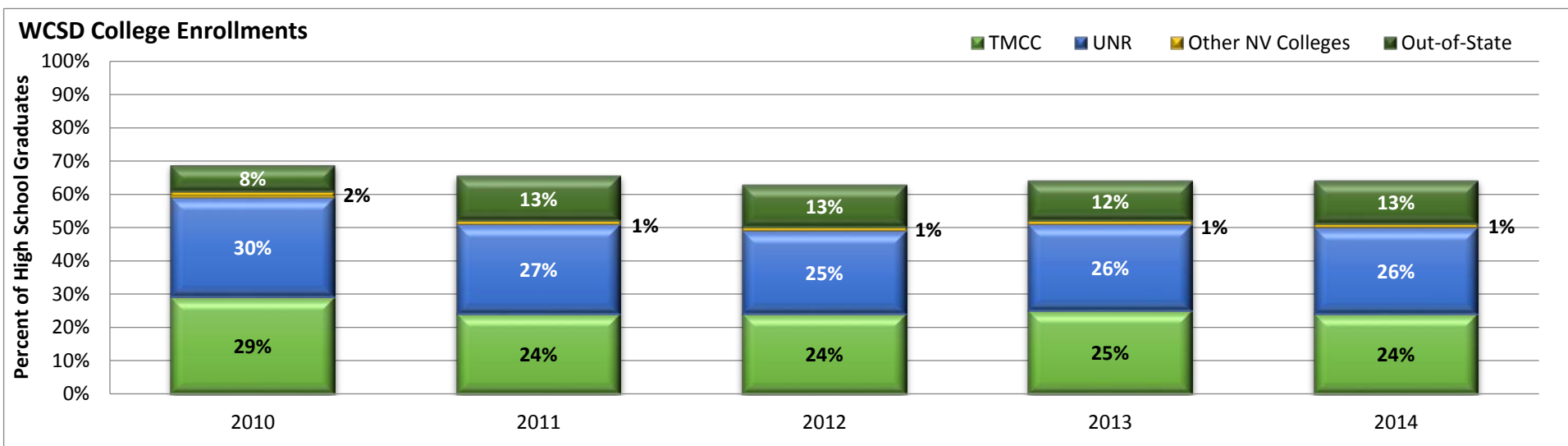
2013-14 Nevada CTE Certificates Earned by Career Cluster	Number of WCSD Students
Agriculture & Natural Resources	
Agricultural Leadership	13
Business & Marketing Education	
Business Management	12
Education, Hospitality & Human Services	
Baking & Pastry	5
Culinary Arts	2
Early Childhood Education	10
Health Science & Public Safety	
Emergency Medical Technician	9
Sports Medicine	11
Information & Media Technologies	
Animation	1
Graphic Design	3
IT Service & Support	4
Video Production	7
Web Design	6
Skilled & Technical Sciences	
Automotive Technology	7
Construction Technology	7
Drafting & Design	6
Furniture & Cabinet Making	1
Metalworking	4
Welding Technology	5

COLLEGE-GOING RATES

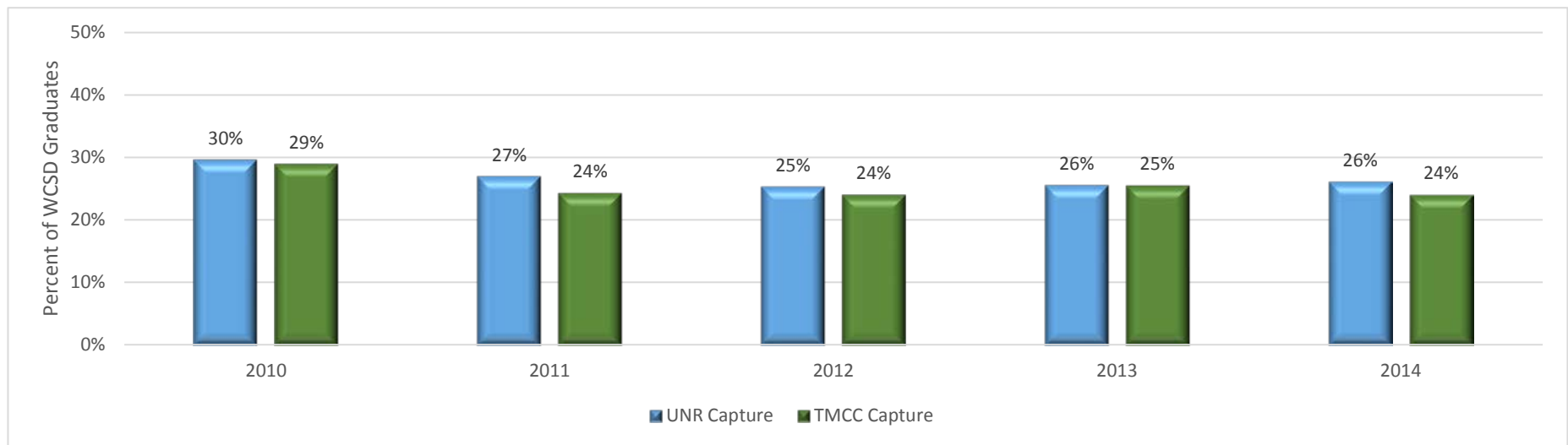


WCSD	2010	2011	2012	2013	2014
College Enrollments	2187	2074	1968	2137	2235
High School Graduates	3163	3170	3137	3321	3474
College-Going Rate	69%	65%	63%	64%	64%

State and national rates are not available for 2014.

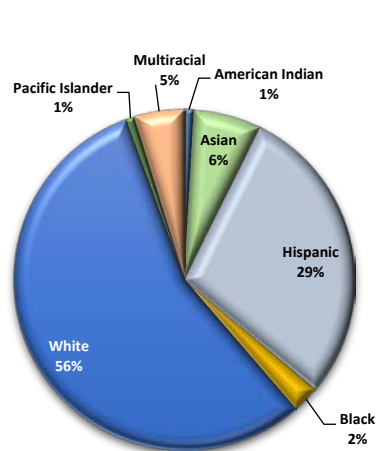


CAPTURE RATES: WCSD GRADUATES ATTENDING UNR OR TMCC

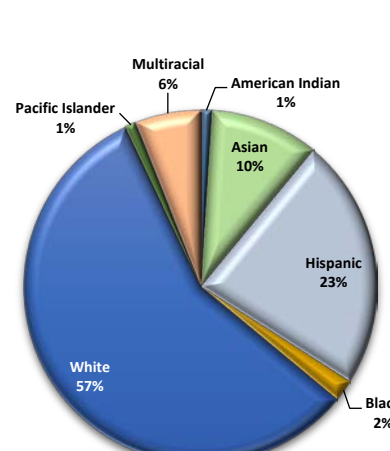


WCSD Grads Enrolled	2010	2011	2012	2013	2014
UNR	935	853	793	847	905
TMCC	916	770	754	846	828

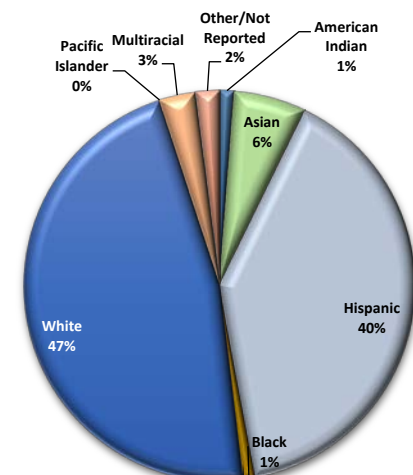
Racial/Ethnic Composition of WCSD Graduates Attending UNR and TMCC



WCSD Grads



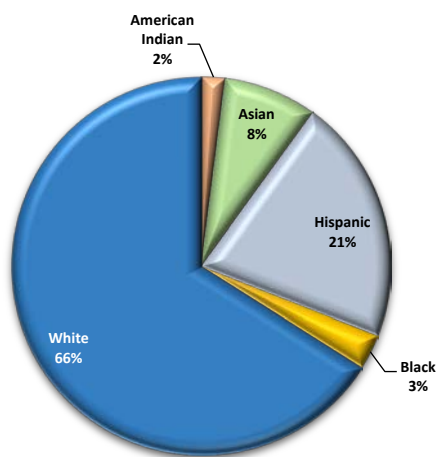
WCSD Grads Attending UNR



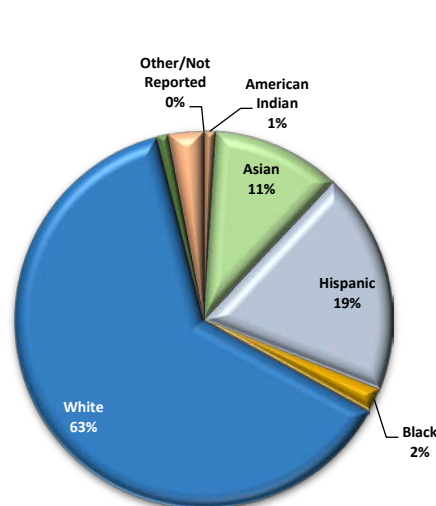
WCSD Grads Attending TMCC

College Data: Capture Rates

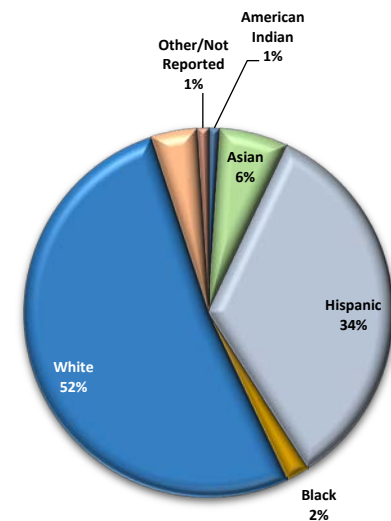
RACIAL/ETHNIC COMPOSITION OF WCCSD GRADUATES ATTENDING UNR OR TMCC 2014 Compared to 2010



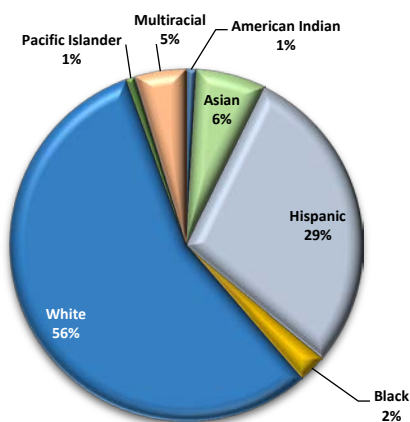
2010 WCCSD Grads



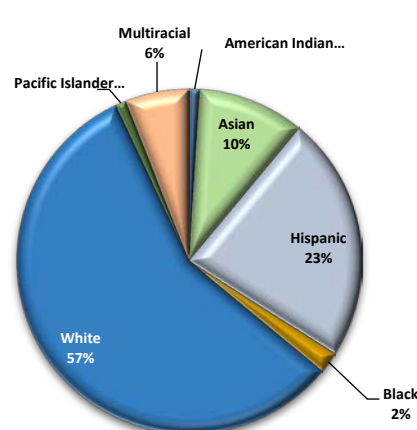
2010 WCCSD Grads Attending UNR



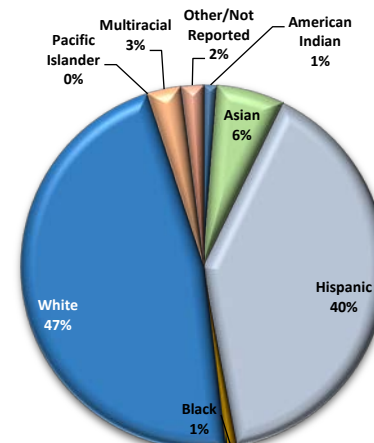
2010 WCCSD Grads Attending TMCC



2014 WCCSD Grads



2014 WCCSD Grads Attending UNR



2014 WCCSD Grads Attending TMCC

REMEDIAL PLACEMENT AND ENROLLMENT

Beginning with this edition, the Data Profile will report WCSD graduates' remediation need using data excerpted from the annual [Remedial Placement & Enrollment Report](#) compiled by the Nevada System of Higher Education (NSHE). New methodology adopted by NSHE incorporates a matrix of factors, which provides a more robust and reliable measure of true remediation need than can be estimated from single indicators (such as placement exam scores or remedial course enrollments).

Brief Summary of NSHE Methods for Determining Remediation Need

A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course. However, in addition to these scores, institutions may rely on other factors such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend placement.

English Placement Exams	Minimum Score
ACT English	18
SAT Critical Reading	440
Compass Writing Skills	69
Accuplacer Sentence Skills	80-86

Math Placement Exams	Minimum Score
ACT Math	18
SAT Math	440
Compass Mathematics	69
Accuplacer College Level Math	80-86

Due to the initiatives at NSHE institutions to improve the delivery of remedial instruction and the success of students placed into remedial courses, it is no longer sufficient to report enrollments only in traditional remedial courses (English and math courses below the 100-level) as reported in past reports. Therefore, this report includes enrollment in the following:

- **Skills labs and modules** that are an alternative to traditional remedial math courses enable the institutions to address specific deficiencies allowing students to move through their remedial sequences more quickly allowing a student to complete their college-level courses more quickly.
- **Co-requisite courses** that enable a student to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework. Co-requisite courses enable students to complete gateway courses faster than enrolling in a traditional remedial course sequence. Data show that students who complete a gateway course within the first year, regardless of the level of their first math or English course, persist and graduate at a higher rate than those who do not.
- **Technical courses** with no remedial co-requisites that provide English and math content to meet college-level English and math requirements for specific community college certificates and degrees.

Other changes in addition to those related to placement and the types of courses captured include:

- Enrollment into a remedial course for an additional semester beyond the summer and fall semesters included in past reports.
 - Including the subsequent spring semester allows NSHE to capture the enrollment of students who may defer their remedial coursework due to course availability, part-time enrollment or self advising.
- Enrollment of students who place into remedial coursework at one institution but enroll in a remedial course at another NSHE institution.
 - Reporting enrollments system wide enables NSHE to eliminate the effect "swirling" has on the enrollment rate using the old methodology.

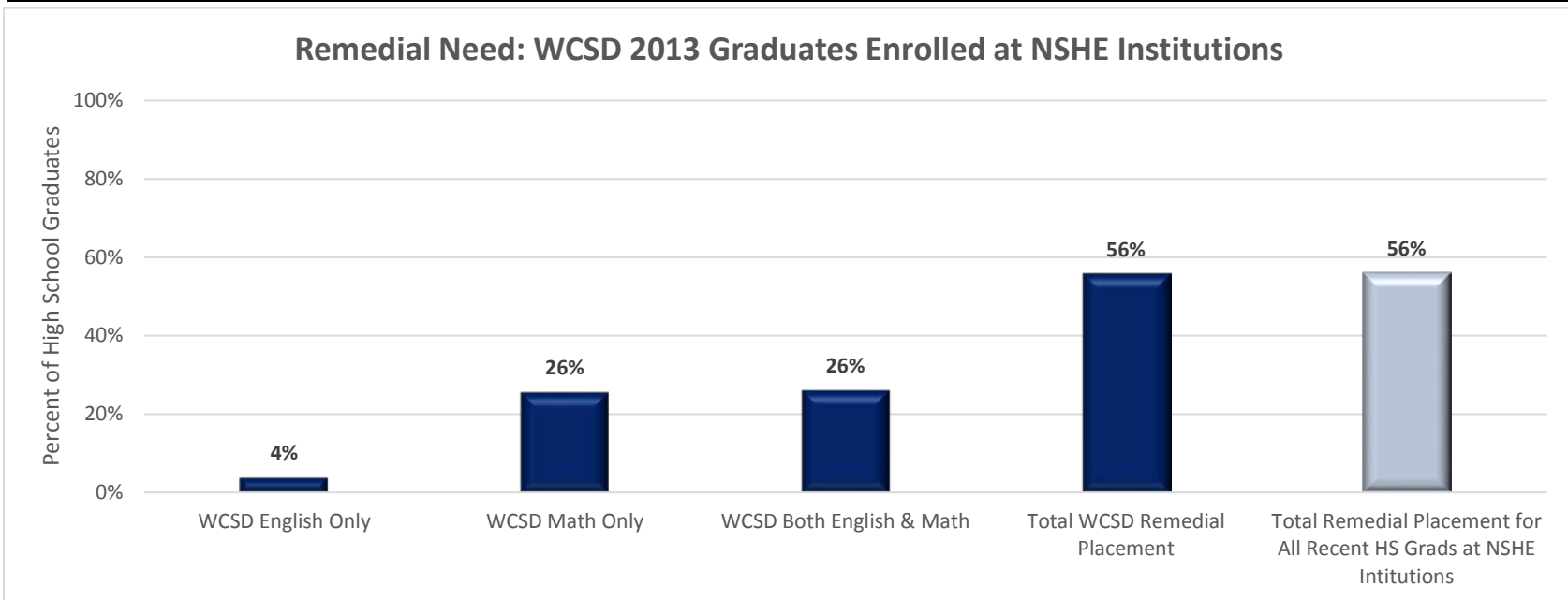
REMEDIAL PLACEMENT AND ENROLLMENT

2013 High School Graduates Enrolled in NSHE Institutions*

All higher education degree programs require quantitative and language skills at a more advanced level than typically provided by high school programs. Some students who are otherwise prepared for college may need to improve their mathematics or English skills to the high school level so that they can be successful in subsequent college courses in these critical subject areas. As a service for students most colleges and universities provide this coursework in the form of remedial courses that are designed to quickly achieve high school level proficiency but do not count toward a degree.

The Nevada System of Higher Education establishes criteria such as ACT or SAT scores to be used for placement into college credit courses or remedial courses in mathematics and English.

2013	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total	NSHE University Total	NSHE Comm. College
Percent of All Recent HS Grads Placed in Remediation	57%	34%	81%	54%	54%	77%	52%	56%	47%	58%

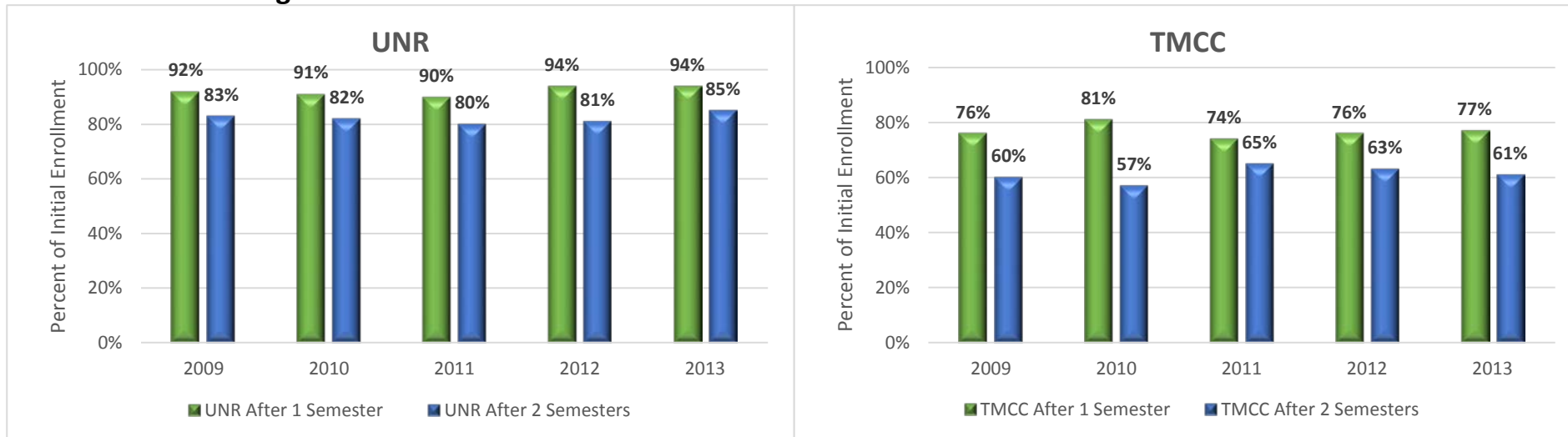


*NSHE Institutions: UNLV, UNR, NV State College, College of Southern NV, Great Basin College, TMCC, Western NV College

Source: https://www.nevada.edu/ir/Documents/RemedialEnrollment/2013_14_Remedial_Placement_&_Enrollment_Report.pdf

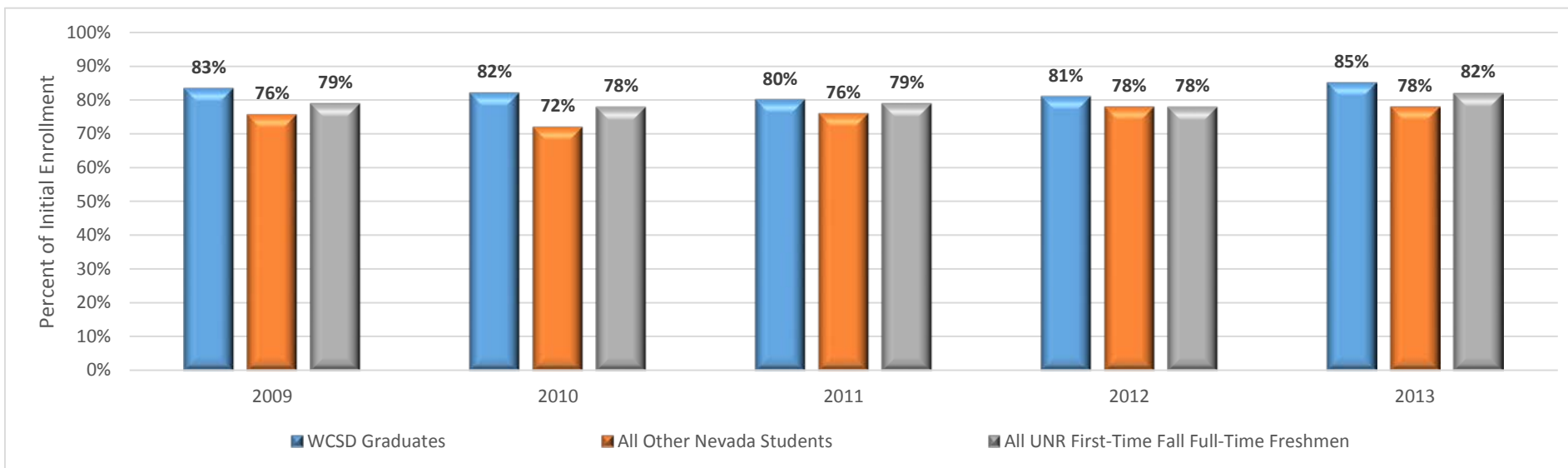
PERSISTENCE RATES: WCD Graduates Attending UNR or TMCC

Percent Returning After One and Two Semesters



Nationally, 64% will return after two semesters at universities and 55% at community colleges (Source: 2014 ACT, *National Collegiate Retention and Persistence to Degree Rates*)

UNR Persistence Comparisons: Percent Returning After Two Semesters



UNR STUDENT SUCCESS OVERVIEW

Success for students in four-year colleges or universities is completion of a degree. University programs are designed to be completed in 4 years; however, most students take longer and the typical measure of success for a university is graduation after 6 years or 150% of the design time.

Graduation rates in higher education are complex because not all students attend full time. Also some students transfer to other institutions and/or change their academic major, both of which can extend the time to graduation.

Recently published research by the National Student Clearinghouse¹ enables public institutions to also monitor the graduation and continuation of students that moved to other institutions. From this work it is noted that of the 2010-11 academic year students who started at UNR as first-time, full-time students in 2005-6, 51% had graduated from UNR, 9% graduated from other institutions (4- or 2-year), 10% were still enrolled at UNR, and 10% were still enrolled at other institutions (4- or 2-year).

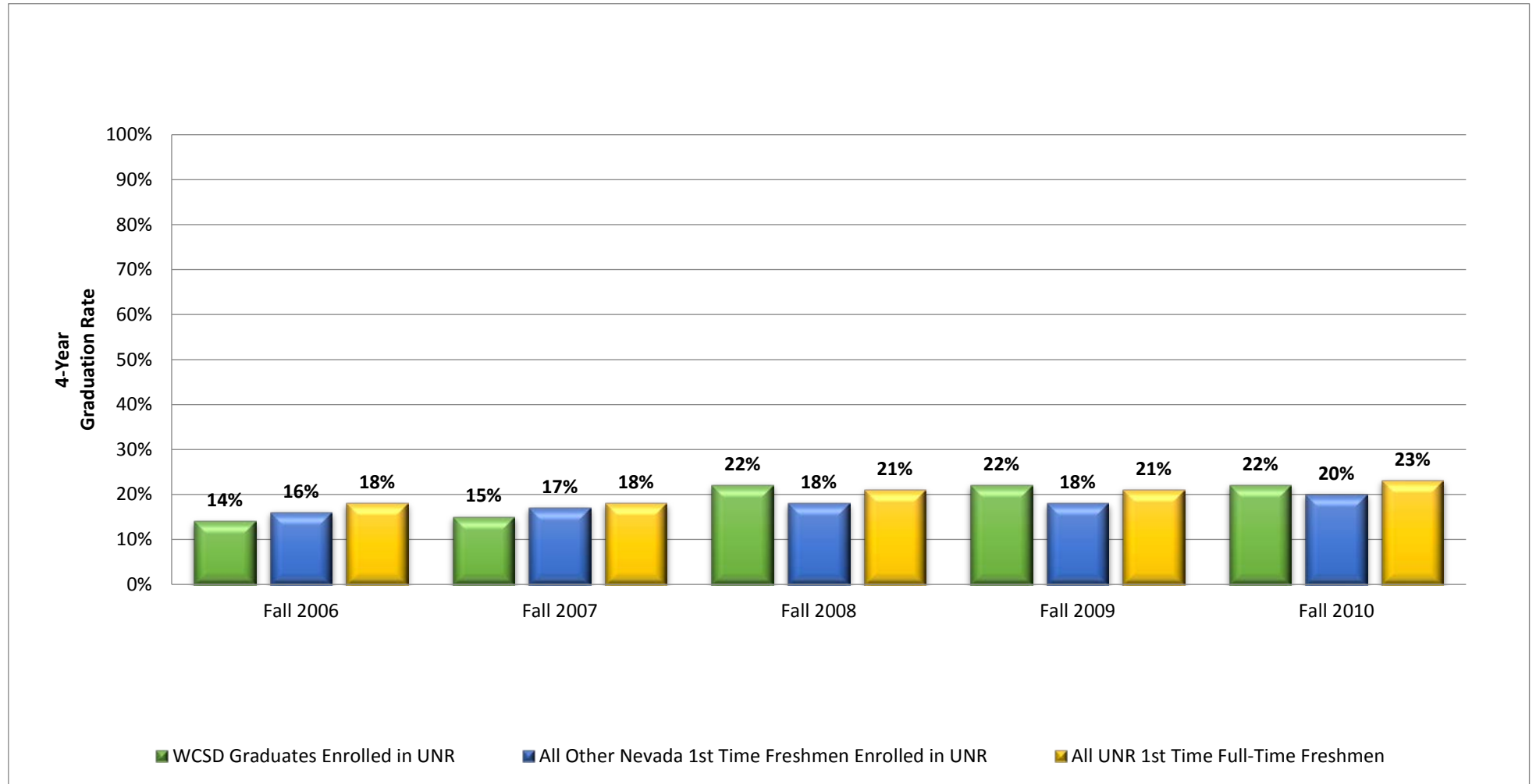
Consequently, after 6 years 60% of UNR's first-time, full-time 2005-6 freshmen had acquired a degree (the national average was 71%) and an additional 20% were still enrolled somewhere (national average was 16%) for a total of 80% who had achieved a degree or were still in progress.

While these UNR graduation statistics are typical for 4-year public institutions, there is room for improvement.

1. : National Student Clearinghouse Research Center Signature Report (http://www.studentclearinghouse.info/signature/4/NSC_Signature_Report_4.pdf)

UNR FOUR-YEAR GRADUATION RATES

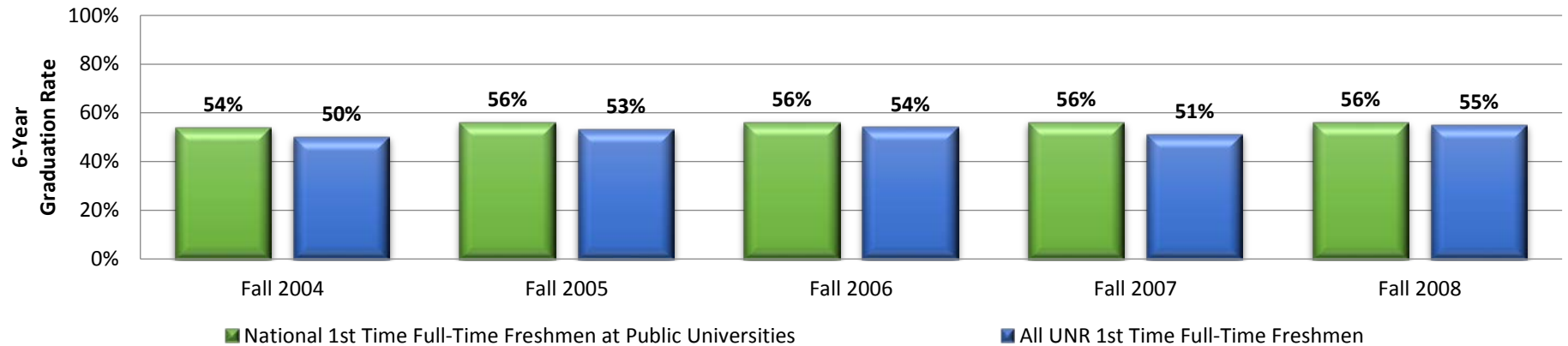
Percent of Students Awarded Degrees Within Four Years of Initial College Enrollment



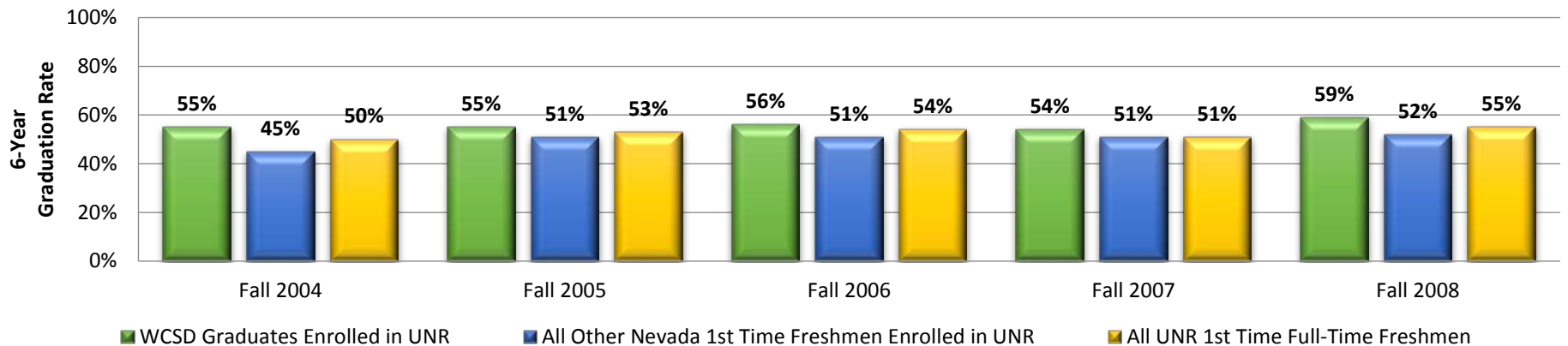
College Data: Success

UNR SIX-YEAR GRADUATION RATES

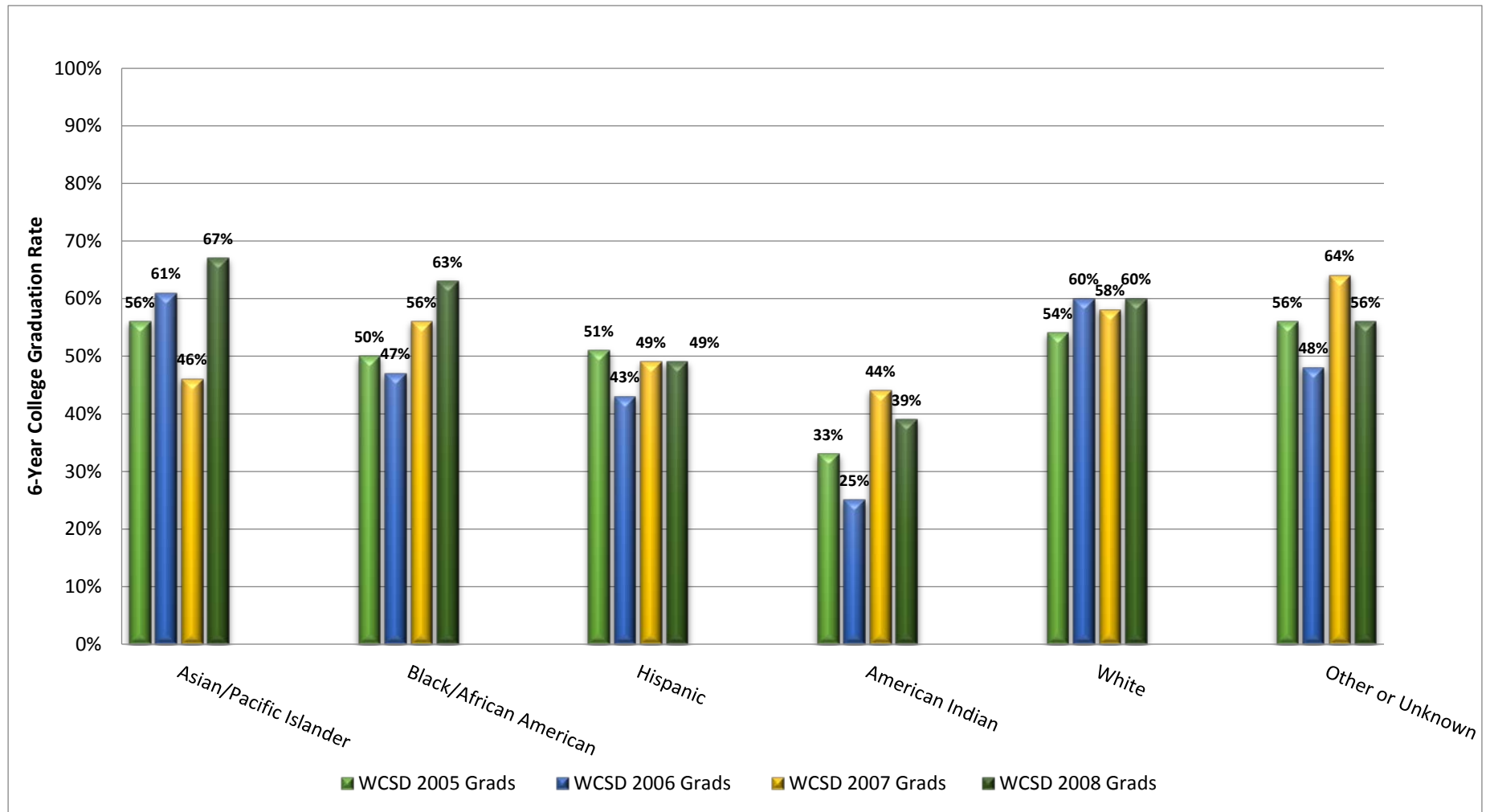
Percent of Students Awarded Degrees Within Six Years of Initial College Enrollment



WCSD Graduates Enrolled at UNR Compared to Other Nevadans and All First-Time Freshmen



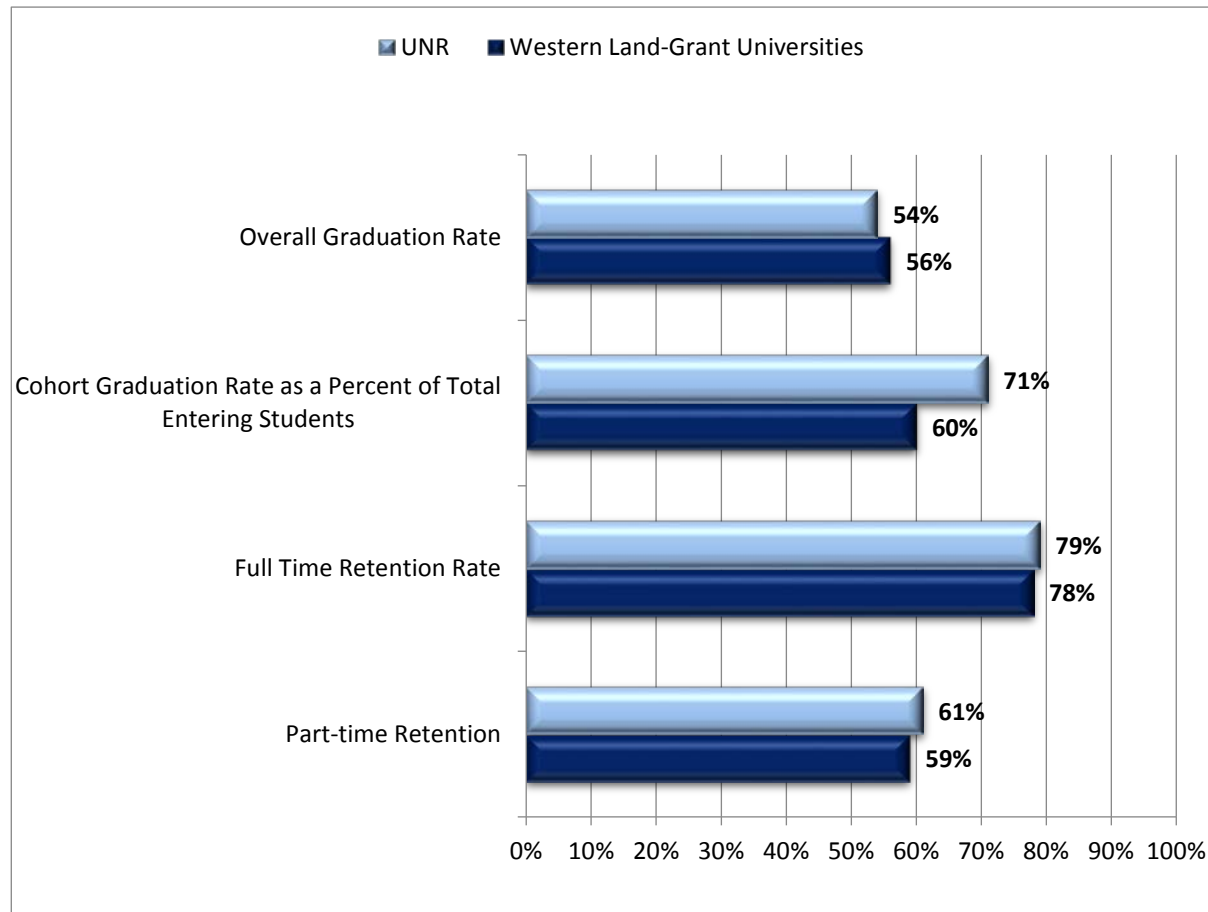
WCSD STUDENTS GRADUATING FROM UNR WITHIN SIX YEARS BY RACE/ETHNICITY



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

UNR STUDENT SUCCESS COMPARED TO ALL WESTERN LAND-GRANT UNIVERSITIES

First-Time Students Six Years After Initial Enrollment: 2012 Outcomes of the 2006 Cohort



Cohort graduation rate includes all full-time, first time, degree/certificate-seeking undergraduate students.

Retention rates are measured from the fall of first enrollment to the following fall.

Western Land-Grant Universities: Colorado State University, Montana State University, New Mexico State University, Oregon State University, University of Arizona, University of Hawaii at Manoa, University of Idaho, University of Wyoming, Utah State University, Washington State University

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Spring 2013

College Data: Success

TMCC STUDENT SUCCESS OVERVIEW

Typically, at community colleges, student success is measured by the percent of new degree-seekers who attend full-time and who graduate with a degree or certificate within “150% normal time to completion.” For an associate’s degree, which is designed to take two years, this means graduation within three years. However, new measures of student success are emerging.

Transfer-out rate is recognized to be an important alternative measure of success, as many students who don’t graduate from a community college, transfer and go on to graduate at another institution. Data on transfer patterns of students is now easily obtainable through use of the National Student Clearinghouse, and IPEDS is now tracking combined graduation/transfer-out rate.

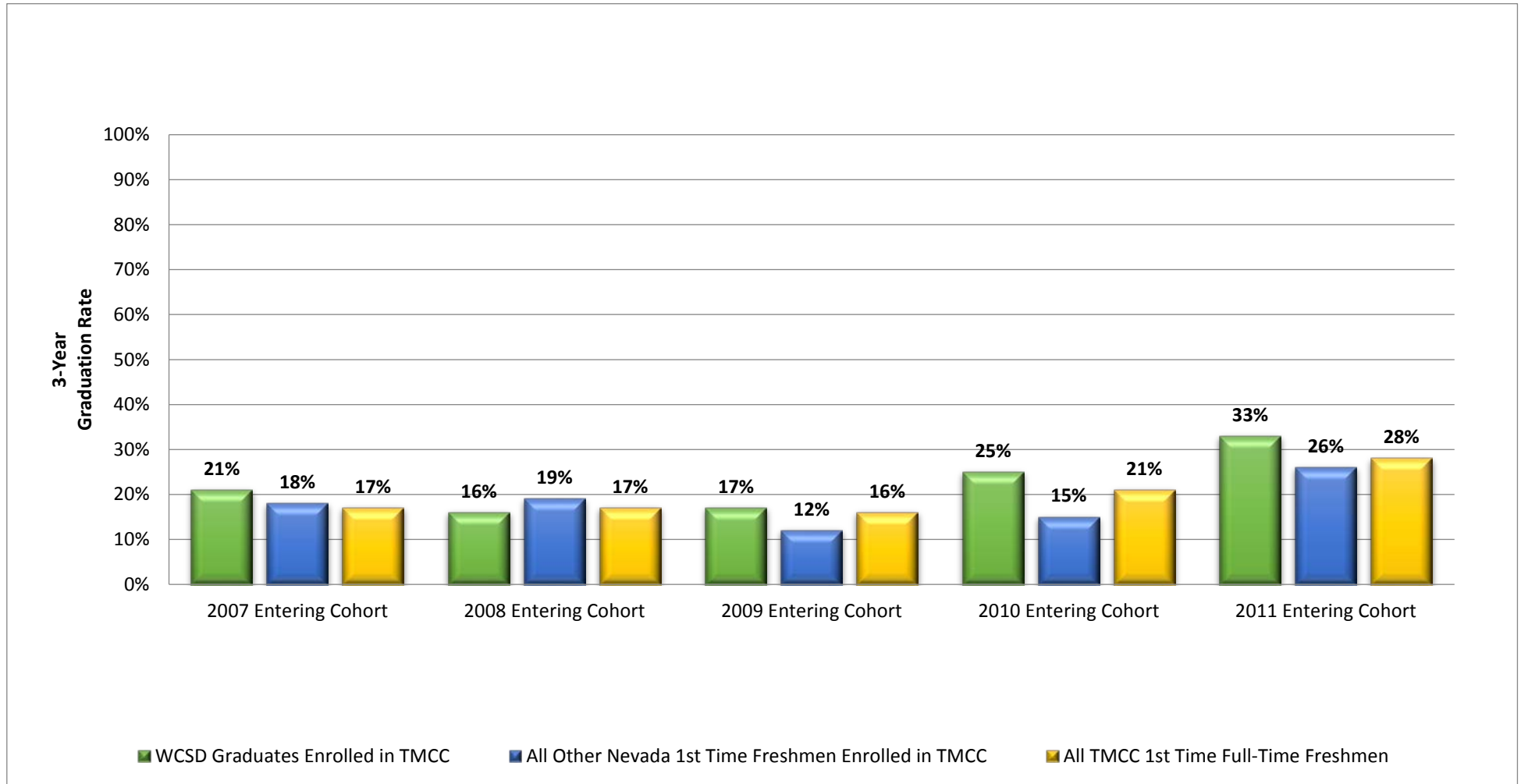
Many new students who start at community colleges and attend full-time, will drop to part-time for various reason, thereby extending their time to graduation. To account for this, IPEDS is now also tracking a “200% of normal time to completion” metric which allows students four years to graduate with an Associate’s Degree. At TMCC, the additional year results in an increase in graduation rate of about 5%.

Last year, the NSHE Institutional Research office adopted a new national benchmark called the Student Achievement Measure (SAM). SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the IPEDS graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Using the SAM methodology, we are able to track the academic progress of the majority of a first-time student cohort after six years. Specifically, 70% of our cohort either graduated from TMCC, were still enrolled at TMCC, or had transferred to another institution. By accounting for a greater number of students, SAM provides a more complete picture of student success.

TMCC offers a variety of short-term training and instructional opportunities for students related to basic skills, such as English as a Second Language (ESL) or industry-focused skills certificates leading to professional certification and employment. Examples of such skills certificates include certified nursing assistant (CNA), phlebotomy, automotive, welding, computer, and others. In the near future, TMCC will be incorporating these accomplishments into its success model. The result will be an even more accurate picture of student success at TMCC.

TMCC THREE-YEAR IPEDS* GRADUATION RATES

Percent of First-Time, Full-Time, Degree-Seeking Students Awarded Degrees Within Three Years



*IPEDS: Integrated Postsecondary Education Data System

College Data: Success

TMCC SIX-YEAR GRADUATION RATES*

Associate / Certificate Seeking Model

First-time-at-Institution, Full-Time Students Starting Fall 2007 i

Number of students: 762



WITHIN 6 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Graduated: Reporting institution
- Enrolled: Reporting institution
- Transferred: Other Institution
- Current Status Unknown

[view detail data for graph »](#)

First-time-at-Institution, Part-Time Students Starting Fall 2007 i

Number of students: 956



WITHIN 6 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Graduated: Reporting institution
- Enrolled: Reporting institution
- Transferred: Other Institution
- Current Status Unknown

[view detail data for graph »](#)

*This chart reflects the most recent data available.

DATA BY SCHOOL



COHORT GRADUATION RATE

School	Class of 2010		Class of 2011		Class of 2012		Class of 2013		Class of 2014	
	N	%	N	%	N	%	N	%	N	%
AACT	20	96%	-	-	-	-	84	98%	93	99%
Damonte Ranch	205	70%	222	83%	219	80%	273	83%	290	86%
Earl Wooster	225	55%	198	59%	268	75%	268	76%	298	81%
Edward C. Reed	411	76%	411	79%	387	77%	386	85%	385	84%
Galena	278	84%	246	85%	275	87%	258	88%	263	86%
Incline	78	75%	67	78%	70	77%	58	88%	59	79%
Innovations ¹	74	12%	72	17%	71	15%	72	16%	52	14%
North Star ²	(Previous years' data reported under Innovations)								37	60%
North Valleys	320	65%	334	69%	334	71%	352	73%	322	72%
Procter R. Hug	155	44%	158	47%	166	51%	171	59%	180	61%
Reno	360	82%	334	87%	321	87%	343	87%	343	88%
Robert McQueen	353	79%	386	87%	352	83%	349	87%	401	88%
Spanish Springs	376	75%	405	80%	388	79%	421	77%	460	81%
Sparks	141	53%	179	68%	172	64%	173	69%	199	68%
TMCC	91	95%	94	96%	88	94%	89	100%	79	100%
Washoe Inspire	Not Open				-	-	2	6%	2	5%
WCSD ^{3,4}	3163	62%	3170	69%	3137	66%	3321	70%	3474	73%

1. Innovations was renamed from 'Washoe Innovations'

2. North Star (previously 'WOLF') is now a stand-alone school. (WOLF data were reported under Innovations, so there are no North Star data for previous years.)

3. District grad rates have been recalculated for 2010-2013, using the new state methods. Individual school grad rates were not affected by the new methods.

4. Under the new state methodology, the number of WCSD grads includes graduates from the Washoe Adult program, which is not listed here, so the sum of grads from each listed school will not equal the WCSD total N.

'-' too few students to report

NON-GRADUATES

Dropout, Vanished, Credit Deficient⁵

SCHOOL	Class of 2010				Class of 2011				Class of 2012				Class of 2013				Class of 2014			
	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	%
AACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	-	1	1%
Damonte Ranch	38	13%	23	8%	21	8%	12	4%	15	6%	12	4%	17	5%	12	4%	11	3%	18	5%
Earl Wooster	102	25%	57	14%	60	18%	44	13%	36	10%	34	9%	23	6%	28	8%	17	5%	42	11%
Edward C. Reed	53	10%	41	8%	42	8%	31	6%	50	10%	26	5%	24	6%	15	3%	34	7%	25	5%
Galena	17	5%	24	7%	11	4%	18	6%	10	3%	14	4%	8	3%	14	5%	8	3%	14	5%
Incline	14	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Innovations ¹	289	46%	251	40%	275	66%	115	28%	250	51%	153	31%	224	48%	158	34%	190	53%	110	31%
North Star ²	(Previous years' data reported under Innovations)																18	29%	7	11%
North Valleys	88	18%	57	11%	59	12%	52	11%	49	10%	51	11%	33	11%	42	9%	44	10%	63	14%
Proctor R. Hug	94	26%	57	16%	79	24%	43	13%	54	17%	40	12%	27	9%	37	13%	40	13%	46	16%
Reno	48	11%	20	5%	21	5%	11	3%	18	5%	16	4%	12	4%	20	5%	21	5%	16	4%
Robert McQueen	33	7%	45	10%	19	4%	23	5%	17	4%	35	8%	20	6%	16	4%	20	4%	27	6%
Spanish Springs	55	11%	50	10%	31	6%	39	8%	25	5%	46	9%	39	7%	46	8%	34	6%	48	8%
Sparks	69	26%	23	9%	36	14%	25	9%	33	12%	35	13%	31	12%	12	5%	28	9%	38	13%
TMCC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washoe Inspire	Not Open								17	43%	-	-	21	66%	-	-	34	86%	4	10%
WCSD ^{3,4}	1096	22%	540	11%	689	15%	431	9%	807	17%	452	10%	720	15%	383	8%	608	13%	480	10%

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5. Fluctuations in the percentages of *Credit Deficient*, *Dropout* and *Vanished* across the years result from improvements in record-keeping and should not be interpreted as major changes in the types of non-grads.

¹- too few students to report

High School Data: Graduation

COLLEGE ENTRANCE EXAMS: PARTICIPATION AND PERFORMANCE

Participation (% of Graduates)	2010		2011		2012		2013		2014	
	ACT	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT	SAT
AACT	-	-	-	-	-	-	15%	47%	40%	73%
Damonte Ranch	20%	50%	24%	57%	36%	52%	26%	55%	40%	50%
Earl Wooster	25%	46%	29%	53%	60%	49%	35%	50%	48%	61%
Edward C. Reed	36%	38%	28%	39%	34%	46%	43%	47%	51%	42%
Galena	60%	65%	51%	67%	56%	69%	56%	68%	61%	68%
Incline	42%	68%	45%	72%	52%	85%	60%	59%	56%	54%
Innovations ¹	-	-	-	-	-	-	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)								-	-
North Valleys	30%	25%	28%	31%	26%	32%	34%	35%	38%	43%
Procter R. Hug	40%	38%	78%	27%	80%	22%	51%	34%	57%	42%
Reno	47%	67%	42%	67%	42%	70%	47%	70%	50%	64%
Robert McQueen	44%	52%	52%	64%	54%	62%	47%	49%	47%	56%
Spanish Springs	27%	46%	23%	57%	27%	53%	25%	51%	34%	53%
Sparks	49%	18%	43%	20%	56%	33%	39%	23%	53%	18%
TMCC	22%	28%	-	38%	17%	52%	24%	73%	37%	61%
Washoe Inspire	Not Open				-	-	-	-	-	-
WCSD	38%	44%	37%	49%	43%	50%	38%	47%	45%	49%
Average Scores	2010		2011		2012		2013		2014	
	ACT Composite	SAT Combined	ACT Composite	SAT Combined	ACT Composite	SAT Combined	ACT Composite	SAT Combined	ACT Composite	SAT Combined
AACT	-	-	-	-	-	-	20.4	1476	23.0	1463
Damonte Ranch	22.7	1491	22.1	1517	20.3	1439	22.6	1519	21.4	1490
Earl Wooster	23.5	1564	21.6	1563	21.9	1562	22.5	1581	23.5	1492
Edward C. Reed	21.0	1448	21.4	1488	21.6	1446	21.6	1443	20.4	1467
Galena	23.9	1613	24.3	1591	24.4	1564	23.5	1580	23.2	1547
Incline	21.9	1569	24.3	1572	24.5	1630	25.4	1672	24.6	1594
Innovations ¹	-	-	-	-	-	-	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)								-	-
North Valleys	20.7	1453	21.1	1408	21.1	1425	20.2	1422	20.0	1370
Procter R. Hug	16.8	1176	16.5	1264	16.3	1187	16.8	1204	16.1	1222
Reno	24.5	1623	24.2	1620	23.8	1583	24.1	1590	23.9	1588
Robert McQueen	23.4	1546	23.7	1551	23.3	1527	23.3	1560	23.1	1524
Spanish Springs	22.0	1456	22.6	1519	22.1	1461	21.4	1464	21.1	1448
Sparks	18.8	1386	18.7	1369	19.6	1408	18.7	1312	17.2	1322
TMCC	23.6		23.9		22.8		22.5		22.8	
Washoe Inspire	Not Open				-	-	-	-	-	-
WCSD	22.1	1515	21.9	1528	21.7	1500	22.0	1506	21.5	1492

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¹ too few students to report

COLLEGE ENTRANCE EXAMS: PERFORMANCE BY SUBJECT

English & Reading Average Scores	2010			2011			2012			2013			2014		
	ACT English	ACT Reading	SAT Reading	ACT English	ACT Reading	SAT Reading	ACT English	ACT Reading	SAT Reading	ACT English	ACT Reading	SAT Reading	ACT English	ACT Reading	SAT Reading
AACT	-	-	-	-	-	-	-	-	-	-	-	-	21.4	24.1	512
Damonte Ranch	22.1	23.4	504	21.7	22.4	509	19.5	20.5	489	21.6	23.0	507	20.4	21.2	502
Earl Wooster	22.9	23.5	521	21.0	21.2	526	21.0	22.1	526	21.5	22.6	532	22.1	23.9	536
Edward C. Reed	20.2	20.7	488	20.0	21.8	505	20.3	22.1	490	20.8	22.3	489	19.4	21.3	498
Galena	23.5	24.4	552	23.8	25.1	538	24.3	24.7	531	23.1	23.7	534	22.6	23.5	526
Incline	20.7	22.4	523	23.3	24.6	533	24.2	25.4	548	25.4	25.5	561	24.6	24.8	530
Innovations ¹	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)												19.8	19.0	558
North Valleys	20.2	21.1	500	20.4	22.0	485	20.0	21.5	490	18.7	20.8	493	18.0	20.8	468
Procter R. Hug	14.9	16.7	391	14.8	16.7	436	14.4	16.5	397	14.5	16.8	402	13.6	16.5	411
Reno	24.2	25.1	545	23.6	24.6	550	23.3	24.3	532	23.4	25.0	541	23.3	24.4	541
Robert McQueen	22.7	23.9	521	23.0	24.2	524	23.1	23.7	516	22.6	24.2	529	22.3	23.5	511
Spanish Springs	21.1	22.1	493	21.6	23.0	512	21.1	22.5	501	20.8	21.4	491	19.6	21.5	491
Sparks	17.7	18.4	458	17.7	19.1	469	18.3	19.7	472	17.7	19.4	436	15.8	17.3	456
TMCC	24.4	23.5	539	-	24.0	545	-	23.3	531	24.3	27.5	540	22.0	22.7	543
Washoe Inspire	Not Open						-	-	-	-	-	-	-	-	-
WCSD	21.3	22.3	513	21.0	22.3	518	20.9	22.1	509	21.1	22.5	509	20.3	21.9	506
Math & Science Average Scores	2010			2011			2012			2013			2014		
	ACT Math	ACT Science	SAT Math	ACT Math	ACT Science	SAT Math	ACT Math	ACT Science	SAT Math	ACT Math	ACT Science	SAT Math	ACT Math	ACT Science	SAT Math
AACT	-	-	-	-	-	-	-	-	-	20.3	21.5	500	22.6	23.3	488
Damonte Ranch	22.5	22.4	506	22.5	21.9	509	20.5	20.2	480	22.8	22.5	520	21.6	21.9	508
Earl Wooster	24.7	22.6	541	22.6	21.1	535	22.6	21.6	535	23.5	22.2	543	24.3	23.0	548
Edward C. Reed	21.4	21.2	494	21.4	21.4	513	21.9	21.6	497	21.3	21.5	486	20.2	20.3	494
Galena	23.8	23.3	546	24.3	23.7	538	24.2	23.9	524	23.4	23.2	530	23.2	23.0	519
Incline	22.3	21.7	526	23.7	24.6	529	24.2	23.8	552	25.4	24.9	567	24.7	23.9	541
Innovations ¹	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)												19.8	20.5	523
North Valleys	20.4	20.5	488	20.4	21.3	465	20.8	21.5	480	19.9	21.0	478	19.9	20.3	463
Procter R. Hug	17.6	17.7	411	16.9	17.0	425	16.9	17.0	395	17.6	17.6	417	17.0	16.7	415
Reno	24.7	23.3	552	24.7	23.5	542	24.1	23.1	541	24.4	23.2	538	24.3	23.4	539
Robert McQueen	23.9	22.8	528	24.2	22.9	531	23.0	22.9	513	23.2	22.8	532	23.2	22.8	524
Spanish Springs	23.0	21.6	493	23.0	22.2	509	22.5	21.9	496	21.4	21.6	498	21.6	21.0	491
Sparks	19.5	19.4	476	18.8	18.7	466	20.0	19.6	481	18.7	19.0	444	17.8	17.8	454
TMCC	23.0	23.2	530	-	22.4	506	-	22.3	507	24.7	24.8	530	23.6	22.8	537
Washoe Inspire	Not Open						-	-	-	-	-	-	-	-	-
WCSD	22.4	21.8	516	22.1	21.6	517	21.9	21.6	509	22.1	21.9	511	21.8	21.4	507

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'-' too few students to report

COLLEGE ENTRANCE EXAMS

WCSD Graduates Attending UNR

Composite/ Combined Scores	2010		2011		2012		2013		2014	
	ACT Composite	SAT Math & Reading Combined	ACT Composite	SAT Math & Reading Combined	ACT Composite	SAT Math & Reading Combined	ACT Composite	SAT Math & Reading Combined	ACT Composite	SAT Math & Reading Combined
AACT	-	-	-	-	-	-	21.9	1038	24.6	1030
Damonte Ranch	25.3	1061	23.2	1043	21.7	1032	24.5	1080	23.1	1077
Earl Wooster	25.0	1070	21.0	1111	22.3	1103	22.0	1096	24.6	1105
Edward C. Reed	22.5	1031	22.1	1058	22.7	1021	22.6	1016	21.7	1018
Galena	24.3	1113	24.9	1121	24.1	1057	23.7	1079	24.0	1070
Incline	22.7	1057	22.0	1063	26.0	1101	27.5	1260	24.0	970
Innovations ¹	-	-	-	-	-	-	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)								24.0	1183
North Valleys	23.2	1051	22.6	1030	22.9	1000	21.2	1052	22.0	1015
Procter R. Hug	17.2	911	18.3	895	19.2	819	17.2	857	18.7	886
Reno	24.2	1107	23.0	1084	24.9	1096	23.8	1093	24.6	1106
Robert McQueen	23.7	1091	23.9	1067	24.6	1050	23.9	1063	24.1	1059
Spanish Springs	22.9	1029	24.5	1059	23.4	1085	22.4	1027	22.0	1043
Sparks	20.8	1081	19.2	989	21.8	1001	20.2	986	20.0	925
TMCC	24.5	1115	20.0	926	24.3	1048	26.5	1059	22.7	1091
Washoe Inspire	Not Open				-	-	-	-	-	-
WCSD	23.1	1071	22.7	1062	23.1	1057	22.7	1054	22.7	1058

1. Innovations was renamed from 'Washoe Innovations'

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'-' too few students to report

AP, IB, CTE AND DUAL CREDIT*

Percent of Graduates Completing One or More Courses and Passing One or More Exams

School	2012		2013		2014	
	Completed Course	Passed Exam	Completed Course	Passed Exam	Completed Course	Passed Exam
AACT	-	-	69%	20%	85%	39%
Damonte Ranch	53%	22%	55%	29%	54%	24%
Earl Wooster	60%	39%	59%	37%	70%	43%
Edward C. Reed	46%	19%	49%	24%	52%	28%
Galena	72%	48%	77%	49%	73%	52%
Incline	66%	60%	72%	57%	56%	44%
Innovations ¹	-	-	16%	3%	-	-
North Star ²	(Reported under Innovations)				-	-
North Valleys	55%	18%	50%	19%	51%	17%
Procter R. Hug	63%	20%	63%	20%	56%	19%
Reno	50%	36%	52%	39%	53%	40%
Robert McQueen	53%	41%	52%	35%	54%	36%
Spanish Springs	61%	35%	56%	28%	64%	33%
Sparks	50%	20%	49%	12%	50%	15%
TMCC	100%	99%	100%	97%	100%	100%
Washoe Inspire	Not Open		-	-	-	-
WCSD	57%	33%	56%	31%	58%	33%

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*AP: Advanced Placement IB: International Baccalaureate CTE: Career & Technical Dual Credit: College courses completed on college campus
AP exam passing score = 3; IB exam passing score = 4; CTE exams are not standardized, so are excluded from the *Passed Exam* percent.

Completed Course means the student passed the course and earned credit.

Passed Exam means the student passed one or more AP, IB or Dual Credit exams.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

Number and Percent of Graduates Who Qualified

Nevada high school students are eligible for the Millennium Scholarship if they meet all of the following criteria (applicable to the Class of 2009 and later graduates):

1. Graduate with a diploma from a Nevada public or private high school.
2. Complete high school with at least a 3.25 overall grade point average.
3. Pass all areas of the Nevada High School Proficiency Exam.
4. Complete four high school English courses, four high school math courses including Algebra II, three natural science courses, and three social science or history courses.
5. Were residents of Nevada for at least two of their high school years.

School	Class of 2010		Class of 2011		Class of 2012		Class of 2013		Class of 2014	
	N	%	N	%	N	%	N	%	N	%
AACT	-	-	-	-	-	-	54	61%	64	69%
Damonte Ranch	88	42%	106	47%	104	47%	140	51%	148	51%
Earl Wooster	100	45%	98	49%	151	56%	149	55%	177	59%
Edward C. Reed	195	47%	190	46%	192	49%	186	48%	192	50%
Galena	175	62%	151	60%	174	63%	170	65%	174	66%
Incline	46	57%	36	53%	48	68%	37	64%	31	53%
Innovations ¹	-	-	-	-	12	11%	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)								-	-
North Valleys	108	34%	117	34%	123	36%	146	40%	123	38%
Procter R. Hug	56	34%	58	35%	72	41%	71	41%	63	35%
Reno	230	65%	196	58%	192	59%	221	64%	192	56%
Robert McQueen	198	56%	227	57%	201	56%	178	50%	221	55%
Spanish Springs	149	39%	210	50%	178	45%	193	45%	236	51%
Sparks	67	46%	76	41%	73	42%	60	34%	74	37%
TMCC	64	67%	55	59%	57	65%	71	79%	53	67%
Washoe Inspire	Not Open				-	-	-	-	-	-
WCSD	1458	46%	1525	48%	1577	49%	1683	49%	1757	50%

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High School Data: Millennium Scholarship

PERCENT OF WCSD GRADUATES ATTENDING UNR OR TMCC

School	2010			2011			2012			2013			2014		
	TMCC	UNR	Both	TMCC	UNR	Both	TMCC	UNR	Both	TMCC	UNR	Both	TMCC	UNR	Both
AACT	-	-	-	-	-	-	-	-	-	38%	30%	68%	32%	39%	71%
Damonte Ranch	30%	28%	58%	17%	25%	42%	26%	25%	51%	24%	26%	50%	25%	25%	50%
Earl Wooster	22%	30%	52%	26%	24%	50%	24%	38%	62%	26%	32%	58%	16%	30%	47%
Edward C. Reed	27%	32%	59%	19%	27%	46%	26%	22%	48%	29%	26%	55%	27%	22%	49%
Galena	24%	40%	64%	32%	37%	69%	21%	31%	52%	21%	34%	55%	24%	32%	55%
Incline	9%	23%	32%	7%	22%	29%	-	-	-	-	-	-	2%	8%	
Innovations ¹	-	-	-	-	-	-	18%	-	18%	20%	-	20%	0%	4%	4%
North Star ²	(Previous years' data reported under Innovations)												39%	14%	53%
North Valleys	35%	18%	53%	33%	18%	51%	28%	13%	41%	25%	17%	42%	30%	17%	46%
Procter R. Hug	25%	30%	55%	23%	28%	51%	25%	26%	51%	27%	21%	48%	23%	19%	42%
Reno	19%	38%	57%	14%	38%	52%	17%	34%	51%	18%	34%	52%	18%	34%	52%
Robert McQueen	30%	33%	63%	18%	34%	52%	26%	38%	64%	28%	26%	54%	19%	35%	54%
Spanish Springs	28%	25%	53%	28%	24%	52%	30%	24%	54%	27%	23%	50%	26%	25%	51%
Sparks	42%	28%	70%	26%	26%	52%	26%	20%	46%	24%	18%	42%	31%	18%	49%
TMCC	56%	19%	75%	39%	11%	50%	41%	19%	60%	34%	36%	70%	41%	34%	75%
Washoe Inspire	Not Open						-	-	-	-	-	-	-	-	-
WCSD	29%	30%	59%	24%	27%	51%	24%	25%	49%	25%	26%	51%	24%	26%	50%

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COLLEGE REMEDIAL PLACEMENT

WCSD 2013 Graduates Enrolled at NSHE Institutions*

School	Recent Grads Enrolled in NSHE	Remedial Placements				
		English Only	Math Only	Both English & Math	Total Remedial Placement	Percent Placed into Remediation
AACT	59	5	18	8	31	53%
Damonte Ranch	147	6	40	33	79	54%
Earl Wooster	157	6	28	42	76	48%
Edward C. Reed	209	10	57	59	126	60%
Galena	141	3	36	26	65	46%
Incline	9	1	2	0	3	33%
Innovations ¹	18	2	4	11	17	94%
North Star ²	7	0	1	4	5	71%
North Valleys	157	7	41	64	112	71%
Proctor R. Hug	82	4	21	41	66	80%
Reno	180	2	46	25	73	41%
Robert McQueen	199	4	56	48	108	54%
Spanish Springs	216	11	60	59	130	60%
Sparks	75	5	23	26	54	72%
TMCC	62	1	9	5	15	24%
WCSD	1718	67	442	451	960	56%

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*NSHE Institutions: UNLV, UNR, NV State College, College of Southern NV, Great Basin College, TMCC, Western NV College

Source: https://www.nevada.edu/ir/Documents/RemedialEnrollment/2013_14_Remedial_Placement_&_Enrollment_Report.pdf

COLLEGE PERSISTENCE RATES: UNR AND TMCC

Percent of WCSD Graduates/First-Time College Freshmen Returning After One Semester

School	2009		2010		2011		2012		2013	
	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR
AACT	-	-	-	-	-	-	-	-	85%	92%
Damonte Ranch	85%	87%	81%	72%	79%	72%	67%	74%	78%	90%
Earl Wooster	62%	94%	88%	90%	75%	90%	75%	91%	67%	98%
Edward C. Reed	76%	96%	85%	79%	73%	79%	73%	83%	70%	93%
Galena	75%	98%	85%	90%	76%	90%	83%	90%	78%	97%
Incline	76%	100%	71%	79%	80%	79%	-	-	-	-
Innovations ¹	-	-	-	-	-	-	-	-	-	-
North Star ²	(Previous years' data reported under Innovations)									
North Valleys	86%	85%	77%	75%	71%	75%	71%	78%	72%	91%
Procter R. Hug	91%	84%	80%	68%	64%	68%	71%	73%	75%	89%
Reno	74%	97%	82%	86%	77%	86%	77%	88%	94%	97%
Robert McQueen	81%	92%	88%	83%	76%	83%	74%	91%	80%	95%
Spanish Springs	72%	84%	78%	76%	85%	76%	85%	82%	81%	91%
Sparks	73%	89%	79%	83%	78%	83%	78%	81%	83%	90%
TMCC	85%	95%	85%	94%	74%	94%	74%	93%	90%	94%
Washoe Inspire	Not Open				-	-	-	-	-	-
WCSD	76%	92%	81%	91%	74%	90%	76%	94%	77%	94%

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DATA PROFILE PARTICIPANTS

WCSD High Schools

Academy of Arts, Careers & Technology
Damonte Ranch
Earl Wooster
Edward C. Reed
Galena
Incline
Innovations
North Star Online
North Valleys
Procter R. Hug
Reno
Robert McQueen
Spanish Springs
Sparks
TMCC High School
Washoe Inspire

Nevada System of Higher Education

Truckee Meadows Community College
University of Nevada, Reno

High school name changes: *Innovations* was formerly *Washoe Innovations* ; *North Star Online* was formerly *WOLF Online*

DATA PROFILE COMMITTEE

Washoe County School District

Ben Hayes
Chief Accountability Officer

University of Nevada, Reno

Joe Cline
Vice Provost, Professor of Chemistry
Serge Herzog
Director of Institutional Analysis
Arthur Chenin
Institutional Research Analyst

Truckee Meadows Community College

Elena Bubnova
Executive Director of Institutional Research Analysis and Effectiveness
Cheryl Scott
Assistant Director of Institutional Research Analysis and Effectiveness

Nevada System of Higher Education

Linda Heiss
Director of Institutional Research

Education Alliance of Washoe County

Kendall Inskip
Executive Director
Mindy Lokshin
Member of the Board of Directors
Bill Cathey
UNR Vice Provost, Professor of Physics, Emeritus
Ginny Jackson
Past President and Member of the Board of Directors

The End