



# Washoe K-16 Data Profile

*Truckee Meadows Community College ~ University of Nevada, Reno ~ Washoe County School District*

## WCSD Graduates Attending UNR and TMCC in 2006-2007

Prepared By:

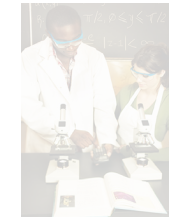
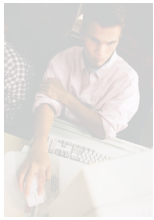
The Education Collaborative of Washoe County

*Joint Data Profile Committee*

**December 2007**



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University of Nevada, Reno

Truckee Meadows Community College

Nevada System of Higher Education

The Education Collaborative of Washoe County

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# Acknowledgments

The preparation of this report was made possible through the special assistance of:

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# Acknowledgements

The Committee extends special thanks to Washoe County School District Superintendent, Paul Dugan, for his support of the High School Graduation Rate study.

Special thanks are also extended to the following for their indispensable contributions to the High School Graduation Rate study.

Washoe County School District	<b>Kathy Butler</b> Program Services Technician
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# In Memory of Kendyl Depoali



Throughout her thirty-three year career with the Washoe County School District, Kendyl Depoali applied her energy and skill to the complex and often intense process of shifting public education to a higher level. We miss her innovative style, steady leadership and dynamic energy, but her legacy to the District will endure for years to come.

A fourth-generation Nevadan, Kendyl graduated from Sparks High School and earned Bachelor's and Master's degrees from the University of Nevada, Reno. She began her career as a teacher at Clayton Middle School, later moving to McQueen High School, where she taught standard and Advanced Placement courses as diverse as art, English, geography, German, government, history, home economics, math, speech and debate, science and sociology. In addition to her role as a secondary school teacher, she taught at the University of Nevada, Reno. A consummate teacher, Kendyl had an immeasurable impact on her students, steadfastly applying her incomparable skills and guiding philosophy:

*Teaching is an art and a science and is an extraordinarily creative process. You take the subject matter and present it in a compelling, effective manner. When it works, it is a joy to behold.*

As an administrator, Kendyl's influence on students was less direct, but even more profound. After serving as Vice Principal at Hug High School, Principal of Sparks High School, District Curriculum Coordinator and Assistant Superintendent of Secondary Education, she became the Superintendent for Public Policy, Special Projects and Legislation. In each of these roles, she committed

her intellect, experience and energy to continually advancing the quality of a WCSD education.

Kendyl's dedication to public education extended far beyond teaching and administration. She served on the national selection committee for the Horatio Alger Scholarship Program, served on the Board of Directors for the Education Collaborative of Washoe County, served as national faculty member for the National Geographic Society and received numerous awards and honors for her long and distinguished career as a preeminent educator.

In her final year with the District, Kendyl assumed the role of Superintendent for Public Policy, Special Projects and Legislation, which, among many other responsibilities, included participation in the WCSD K-16 Data Profile project. Her influence on the project was evident in the broader scope and cleaner presentation of the 2006 report – improvements that carried over into the present edition, and will undoubtedly continue to be reflected in future editions.

In an interview for the Reno Gazette Journal, Kendyl succinctly summarized her thoughts on her career, her family and her unsentimental view of the cancer that took her life:

*I'm proud of what I did in my career and I'm very proud of my family. You can make the best out of your circumstance. Don't ever take anyone or anything for granted. Life happens, so you want to make sure you appreciate every moment of it.*

# Data Profile Participants

## WCSD High Schools<sup>1</sup>

## Nevada System of Higher Education

**Damonte Ranch**  
**Galena**  
**Gerlach**  
**Hug**  
**Incline**  
**McQueen**  
**North Valleys**  
**Reed**  
**Regional Technical Institute**  
**Reno**  
**Spanish Springs**  
**Sparks**  
**TMCC HS**  
**Washoe**  
**Wooster**

**University of Nevada, Reno**  
**Truckee Meadows Community College**

<sup>1</sup> 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 (2003-04) and Regional Technical Institute (2005-06).

# Introduction

## Data Profile Milestones

### 1998 First Edition

- » Tracked and analyzed data from the 1997 WCSD graduating cohort
- » Established baseline data
- » Compared district trends with state and national trends

### 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 through 2005

### 2007 Tenth Edition

- » Reviews and compares six high school graduation rate formulas
- » Reports the results of a comprehensive cohort analysis of high school graduation rates for the WCSD 2002-2003 freshman cohort

For the past ten years, the Washoe County School District, Truckee Meadows Community College and the University of Nevada, Reno have worked in concert through the Education Collaborative of Washoe County to produce the Washoe K-16 Data Profile, formerly called the High School Data Profile. The Nevada Department of Education and the Nevada System of Higher Education have also participated 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. This tenth anniversary edition adds a comparison of methods used to calculate high school graduation rates, and the rates produced by each method for the WCSD Class of 2006.

The Education Collaborative 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.

# Washoe K-16 Data Profile 2007

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# Tenth Anniversary Special Report

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# Tenth Anniversary Special Report

## Washoe County School District High School Graduation Study Freshman Cohort of 2002-2003 – Who Graduated by 2006?

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# Special Report: High School Graduation Rate

## Washoe County School District High School Graduation Study Freshman Cohort of 2002-2003 Who Graduated by 2006?

Passage of the No Child Left Behind Act (NCLB), enacted in 2002, has drawn attention to the issue of high school graduation rates by requiring that all high schools, school districts, and states be held accountable for reporting and improving their rate of high school graduation. Most people consider “high school graduation rate” to signify the percentage of a freshman class that graduates four years later. Using that same concept, NCLB defined the high school graduation rate as the “percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a GED) in the standard number of years” <sup>(1)</sup>. Inherent in this definition of high school graduation rate is the expectation that there will be a student-by-student count of which high school freshman graduate. However, for very large school districts and for states, even with computers, such student-by-student accounting is challenging.

Given the difficulties in tracking large numbers of students over four years or more, researchers have devised various

formulas to provide measurements of graduation that do not require tracking of individual students. These formulas use annually reported totals of student enrollment by grade, numbers of graduates, and numbers of dropouts (often referred to as aggregated data) that are released by the National Center for Education Statistics (NCES). Some of these formulas attempt to estimate the percentage of a freshman class that graduates in four years, without actually following a freshman cohort on a student-by-student basis. Other formulas are surrogates, i.e. measurements of some aspect of graduation that are not and have never represented themselves to be “the percentage of a freshman class that graduates.”

With the reporting requirements of NCLB but recognizing that few states had the capability to report student-by-student data for a freshman cohort, the federal government gave states the flexibility to choose the formula they use to calculate graduation rate as well as to set goals and targets for improving their rate over time. This flexibility, coupled with the variety of formulas that had already been developed to estimate graduation rate, has led to a confusing

# Special Report: High School Graduation Rate

array of percentages, all purporting to represent the rate of high school graduation.

Recognizing this confusion and wanting to develop a single method for calculating high school graduation rates that would be comparable from state to state, the National Governors Association (NGA) assembled a task force to address the issue. The result was agreement in 2005 by the governors of all fifty states to move as quickly as possible to develop the capability of calculating a student-by-student, cohort high school graduation rate <sup>(2)</sup>. The governors also reached agreement on a common formula that each state would use as soon as the student data could be gathered. The NGA cohort formula differs from previous ones in relying on actual student cohort data rather than on aggregated counts of students. To date, most states, including Nevada, are not yet ready to report the NGA cohort graduation rate. About 16 states were able to report a cohort graduation rate in 2007.

The 2007 Data Profile has undertaken a two-part study of high school graduation rates for the Washoe County School District (WCSD). Part I compares the results of five common graduation rate formulas, calculated using aggregated WCSD data for the Class of 2006, and the NGA cohort formula, calculated

using student-by-student data from the WCSD 2002-2003 freshman cohort (whose four-year graduates would be part of the Class of 2006). It should be noted that “Class of 2006” as used in these formulas refers to all graduates in the 2005-2006 school year, regardless of when those students originally entered high school as freshmen. To distinguish that phrase from the graduates of the 2002-2003 freshman cohort, some of whom graduated in school years other than 2005-2006, the graduates in the NGA formula will be referred to as “graduates of the 2002-2003 freshman cohort.” Part II describes in detail calculation of the high school graduation rate for the cohort of students who were first-time freshmen in the 2002-2003 school year, using the NGA formula as further defined by the Education Collaborative of Washoe County and referred to as the EC/NGA cohort rate. Based on calculation of the EC/NGA cohort rate, Part III accounts for what happened to the non-graduates.

# Special Report: High School Graduation Rate

## Part I: Comparison of Graduation Rate Formulas

Attempting to calculate a cohort high school graduation rate remains beyond the capability of most large school districts and states at the present time due to various logistical challenges. This section describes five of the alternative formulas that have often been described as “high school graduation rates.” The Data Profile Group has calculated the rate for each of these formulas for WCSD using data for the Class of 2006 in order to compare the calculations and results with the “EC/NGA, 4-Year, Cohort, High School Graduation Rate for the 2002-2003 Freshman Cohort” that is based on the NGA formula; Part II describes calculation of the EC/NGA cohort rate in detail. The various calculations yield disparate results ranging from 44% to 75%. Those results that are closest to the EC/NGA cohort rate for WCSD (56%) appear to be close due to the complex offsetting effects of reclassified enrollees, growth, and the fact that all but the EC/NGA rate are not cohort formulas.

Table 1 summarizes the five alternative measures of high school graduation that have often been referred to as “high school graduation rate” and also includes a summary of the formula for the EC/NGA cohort rate for the 2002-2003 freshman cohort described in Part II of this report. Table 2 gives the calculated rates for WCSD using each formula.

### *Leaver Rate*

The Leaver Rate<sup>(1)</sup> was originally selected in 2002 by 33 states, including Nevada, to meet the requirement of NCLB for accountability for “high school graduation rate;” prior to NCLB, Nevada had also reported the Leaver Rate as its rate of high school graduation. The formula was developed by NCES. However, it was never intended to describe “the percentage of a freshman class that graduates in four years.” Rather it describes the percentage of those students in a given graduating class who officially leave school, either by completion or by dropping out, that leaves as graduates with an adult, standard, advanced, or honors diploma. Put simply, the Leaver Rate answers the question, “Of those students who officially leave, how many leave by graduating?” The denominator of this formula (3,664 students) is much smaller than the 2002-2003 freshman cohort (5,058 students) used in the EC/NGA cohort rate formula and is also smaller than the enrollment data used in the other formulas, which results in a much higher rate for the Leaver Rate (75%) compared to the other rates (Table 2). There are a variety of reasons for the smaller denominator of the Leaver Rate, including the fact that this calculation does not include students who did not officially leave school, e.g. credit-deficient students.

# Special Report: High School Graduation Rate

Table 1. Measures of High School Graduation

<p><b>Leaver Rate (Used by Nevada for Adequate Yearly Progress for No Child Left Behind)</b></p> <p><math display="block">\frac{[(\text{Standard} + \text{Advanced} + \text{Honors} + \text{Adult Diplomas } 05-06)]}{[(\text{Standard} + \text{Advanced} + \text{Honors} + \text{Adult Diplomas } 05-06) + \text{Certificates of Attendance } 05-06 + \text{Adjusted Diplomas } 05-06 + \text{12th grade dropouts } 05-06 + \text{11th grade dropouts } 04-05 + \text{10th grade dropouts } 03-04 + \text{9th grade dropouts } 02-03]}</math></p>
<p><b>Cumulative Promotion Index (enrollment includes reclassified 9th, 10th, and 11th graders and 5th yr seniors)</b></p> <p><math display="block">(\text{10th grade enroll. Fall } 06 \div \text{9th grade enroll. Fall } 05) \times (\text{11th grade enroll. Fall } 06 \div \text{10th grade enroll. Fall } 05) \times (\text{12th grade enroll. Fall } 06 \div \text{11th grade enroll. Fall } 05) \times \frac{[(\text{Standard} + \text{Advanced} + \text{Honors} + \text{Adult Diplomas } 06)]}{\text{12th grade enroll. Fall } 05}]</math></p>
<p><b>Completion Ratio (enrollment includes reclassified 9th graders)</b></p> <p><math display="block">(\text{Standard} + \text{Advanced} + \text{Honors} + \text{Adult Diplomas } 05-06) \div (\text{9th grade enrollment at count day } 02)</math></p>
<p><b>Manhattan Institute for Policy Research Method (enrollment includes reclassified 9th and 10th graders)</b></p> <p><math display="block">\frac{(\text{Standard} + \text{Adv} + \text{Hon} + \text{Adult diplomas } 2005-06)}{[(\text{8th enroll. fall } 01 + \text{9th enroll. fall } 02 + \text{10th enroll. fall } 03) \div 3] + ((\text{8th enroll. fall } 01 + \text{9th enroll. fall } 02 + \text{10th enroll. fall } 03) \div 3) \times ((\text{2005 census est. 17yr olds} - \text{2002 census est. 14 yr olds}) \div (\text{2002 census est. 14 yr olds}))}]</math></p>
<p><b>Averaged Freshman Graduation Rate (AFGR) (enrollment includes reclassified 9th and 10th graders)</b></p> <p><math display="block">(\text{Standard} + \text{Advanced} + \text{Honors} + \text{Adult Diplomas } 05-06) \div [(\text{8th enroll. fall } 01 + \text{9th enroll. fall } 02 + \text{10th enroll. fall } 03) \div 3]</math></p>
<p><b>Education Collaborative of Washoe County / National Governors Association (EC/NGA) Cohort Rate</b></p> <p><math display="block">[\text{On-time graduates in } 05-06] \div [(\text{first-time 9th graders } 02-03) + (\text{transfers in}) - (\text{transfers out})]</math></p>

# Special Report: High School Graduation Rate

Table 2. 2006 Graduation Rates by Method

<b>Leaver Rate</b>	75%
<b>Cumulative Promotion Index</b>	44%
<b>Completion Ratio</b>	49%
<b>Manhattan Institute for Policy Research Method</b>	
Using NV State Demographer's estimates of 2002 14 yr olds and 2005 17 year olds	48%
Using NV State Demographer's estimates of 2002 10-14 age range, and 2005 15-19 age range	48%
Using US Census Bureau's estimates of 2002 10-14 age range, and 2005 15-19 age range	55%
<b>Averaged Freshman Graduation Rate</b>	53%
<b>Education Collaborative of Washoe County / National Governors Association Cohort Rate</b>	56%

Unlike the Leaver Rate, the next four graduation formulas in Table 1 are based on aggregated enrollment data. For most states, annual aggregated enrollment figures for the various high school grades submitted to the NCES primarily include first-time students at that grade level. But there are about 11 states, including Nevada, for whom this is not the case. Since 1999 by action of the Nevada State Board of Education, status as a sophomore, junior, or senior is dependent on earning at least five, 11, and 17 credits, respectively. In Nevada, a second-year high school student who has not earned at least five credits by the start of the school year would be reclassified as a freshman and would be included in the enrollment data for freshmen reported that year to the NCES for Nevada, whereas in another state that did not have a reclassification policy, that same student would be counted as a sophomore.

States that reclassify students in this way have a much larger apparent freshman enrollment than other states because of inclusion of both reclassified and first-year freshman in their enrollment counts. Reclassification affects apparent enrollment at the other grade levels, too, but has the most dramatic effect on freshman enrollment.

## *Cumulative Promotion Index*

The Cumulative Promotion Index (CPI), originally developed by the Urban Institute<sup>(4)</sup>, was selected by the Editorial Projects in Education Research Center as their reported<sup>(1)</sup> “graduation rate” and forms the basis for the graduation studies published by Education Week<sup>(1)</sup>. Like the Leaver Rate, the CPI is a surrogate, never intended to describe

# Special Report: High School Graduation Rate

“the percentage of a freshman class that graduates in four years.” Instead the CPI estimates, given the conditions in a single school year, the chance that a ninth grader will be promoted to tenth, eleventh, and twelfth grades and then graduate.

For Nevada and WCSD, the 2006 CPI yields the lowest rate (44% for WCSD) (Table 2) for a variety of reasons. Because it only uses one year’s data (fall 2005 to fall 2006 for this study), it does not account for growth in student enrollment over four years. It also assumes that growth or decline in enrollment from one grade to the next over the year is due solely to promotion. The most significant problem with this formula is that it relies on enrollment data for each high school grade level and as a result is affected by reclassification in Nevada. The denominators in the CPI calculation, most significantly the 9th graders, fall 2005, are much larger than first-time enrollments.

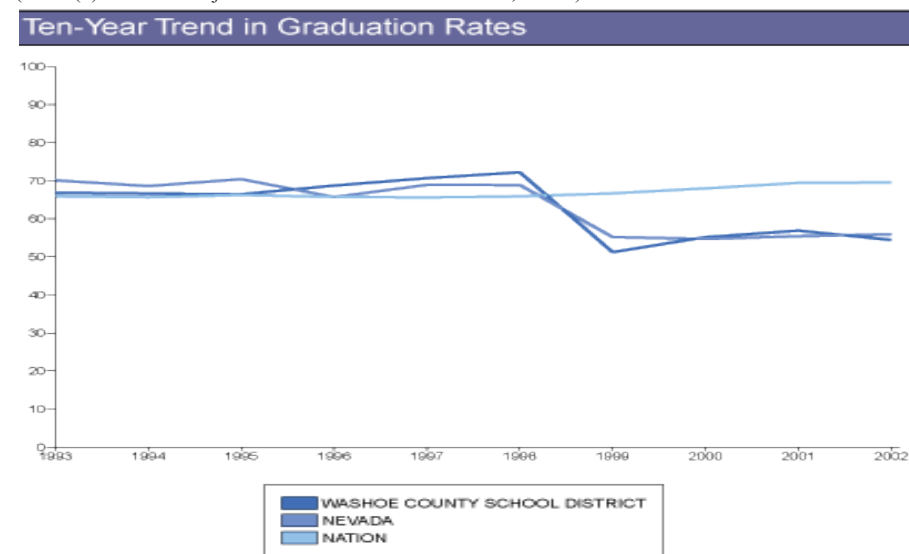
The effect of Nevada’s policy of reclassification of credit-deficient students on any graduation measure that relies on enrollment data cannot be overstated. Figure 1 shows the 10-year history of the CPI in WCSD and Nevada compared to the nation <sup>(1b)</sup>. Prior to 1999, WCSD’s and Nevada’s CPI was around 70%, slightly higher than the national average.

In 1999, when Nevada instituted reclassification, the CPI for WCSD and Nevada dropped 20 percentage points in a single

year. This drop was caused by the change in policy regarding credit-deficient students, which artificially deflated the CPI.

**Figure 1. Ten-Year Trend in the Cumulative Promotion Index for WCSD, Nevada, and the U.S.**

(From (1) Editorial Projects in Education Research Center, 2006b)



The precipitous drop in the Washoe County School District and Nevada rates in 1999 was the result of introduction of a policy of reclassifying credit-deficient students by the Nevada State Board of Education that changed enrollment data for Nevada used in this calculation.

# Special Report: High School Graduation Rate

## *Completion Ratio*

The Completion Ratio<sup>(1)</sup> is a rather simplified estimate of the percentage of freshmen that graduates four years later that also relies on enrollment data. For that reason, it has the same problem with an inflated denominator as the CPI. The Completion Ratio is the ratio of graduates in a given year to the ninth grade enrollment in the school year four years earlier. For districts or states with declining or increasing student enrollment, the Completion Ratio will under-report or over-report the rate respectively because students who have moved out of the district will not be reflected in the numerator and students who have moved in will not appear in the denominator. The Completion Ratio also seriously under-reports the rate for states like Nevada with reclassification (Table 2); the denominator of the Completion Ratio (5,637 students) includes both reclassified and first-time ninth graders. The 2006 Completion Ratio for WCSD is 49% (Table 2).

## *Manhattan Institute for Policy Research Method*

The Manhattan Institute for Policy Research method<sup>(5)</sup> (Manhattan rate) is an attempt to estimate the percentage of a freshman class that graduates in four years, taking into account both reclassification of credit-deficient students and population changes. The original freshman cohort is

estimated by averaging a class's enrollment in its eighth-grade year (not affected by reclassification), ninth-grade year (affected by reclassification), and tenth-grade year (affected by both reclassification and dropouts). Adjustments for population change are made based on the U.S. Census Bureau's annual estimated population of 17-year olds and 14-year olds by state. However, the Bureau does not make such estimates for counties, although it does annually estimate the population of 10-14 year olds and 15-19 year olds for counties. In Nevada, the State Demographer also makes annual population estimates of both the single ages and age spans used by the Census Bureau; however, because the Demographer uses different methods than the Census Bureau, their growth rates are very different. Table 2 gives the graduation rate using all three estimates for population change, resulting in a 2006 Manhattan rate for WCSD ranging from 48% to 55%. The Manhattan rate is usually reported only at the state level because the census data it requires are not available by school district in those states (most in the U.S.) where school districts cross county lines.

## *Averaged Freshman Graduation Rate*

Most recently, the National Center for Education Statistics<sup>(6)</sup> has developed the Averaged Freshman Graduation Rate (AFGR), which in a study of two states yielded the closest rate to a cohort high school graduation rate as computed in those states. The AFGR combines elements of the Comple-

# Special Report: High School Graduation Rate

tion Ratio and the Manhattan rate. The number of graduates receiving a regular diploma in a given school year is divided by the average of the eighth-grade enrollment four years previously, the ninth-grade enrollment three years previously, and the tenth-grade enrollment two years previously. The averaging is an attempt to mitigate the effects of reclassification. However, this method does not take into account enrollment growth over the four years. The 2006 AFGR for WCSD is 53% (Table 2).

## *Education Collaborative/National Governors Association Cohort Rate*

As described in detail in Part II of this report, the Data Profile Group undertook the first-ever attempt to calculate a student-by-student, cohort, four-year high school graduation rate based on the NGA formula as further defined by the Education Collaborative of Washoe County (EC/NGA cohort rate of Table 1 and Table 2). Unlike all five of the formulas just described, the EC/NGA cohort rate is based on a student-by-student analysis and not on aggregated data. The 2006 EC/NGA cohort rate for WCSD is 56%, higher than the AFGR, Manhattan rate, and Completion Ratio that are all estimates of the same concept of “percentage of a freshman cohort that graduates.” The EC/NGA cohort rate of 56% for WCSD is also significantly higher than the CPI but is significantly lower than the Leaver Rate, neither of which measures the “percentage of a freshman cohort that graduates.”

## *Causes of Different Results*

There appear to be four major contributors to the different results from these six formulas:

- Cohort as opposed to aggregated data
- Student population growth and whether it is factored into the formulas
- Whether or not students are reclassified based on the number of credits earned, which is reflected in aggregate enrollment data including both first-year and repeating students at a grade level
- What the formula is or is not measuring

Of the various formulas for high school graduation rate discussed in this report, only the EC/NGA cohort rate is based on a cohort of individually identified students using longitudinal student data. The other formulas use aggregated enrollment, dropout, and graduation data reported on an annual basis. This is a significant distinction in areas of population change and/or student mobility. Only by using longitudinal student cohort data will a formula accurately reflect what the student population of a district is doing. In contrast, aggregated data will mask what may have happened to students who enrolled in but later left the district or who entered the district after their freshman year. While this is an important philosophical distinction and one that is often cited to explain the results of the formulas that use aggregated data, its impact on the final calculation of graduation rates for WCSD

# Special Report: High School Graduation Rate

may not be high and is almost certainly much lower than that caused by the other different factors. Clearly some of the difference in the 2,750 graduates used as the numerator in the formulas that use aggregated data compared to the 2,848 graduates in the cohort formula is the result of not using or using cohort data, but most of the 2,750 Class of 2006 graduates are from the 2002-2003 freshman cohort. A major cause of this difference is that the Nevada Department of Education does not include students who earn an Adult Diploma through an adult program in the aggregated graduate data, even if those students belong to the 2002-2003 freshman cohort. There are also differences in the denominators resulting from using aggregated instead of cohort data, but they are probably smaller than differences caused by effects of reclassification and growth.

From fall of 2002 through spring of 2006, WCSD was experiencing rapid growth as it had for about 20 years; the rate of growth district wide declined significantly from 2004 to 2005. Neither the Cumulative Promotion Index, the Completion Ratio, nor the AFGR takes growth or decline in a district's student population into account in the calculation. This omission will be reflected in the different results to the extent a district is gaining or losing student population. For a growing district like WCSD, failure to account for growth will, by itself, tend to over-report the graduation rate. In the case of WCSD using the 2002-2003 freshman cohort and the Completion Ratio formula, failing to take

into account transfers in and out over three years would yield a graduation rate of 61% compared to the 56% calculated taking net growth into account. It should be noted that it is difficult to compensate for growth using aggregate enrollment data rather than cohort data as evidenced by the three different results for the Manhattan rate shown in Table 2 that use growth estimates from the U.S. Census Bureau and the Nevada State Demographer, which are very different estimates. The Nevada State Demographer estimated an 18% growth rate in the cohort covered by this study over three years, compared to an estimated 2% growth rate in the same cohort as estimated by the U.S. Census Bureau; this difference produced a seven percentage point difference in the resulting calculation of graduation rate.

Far more significant in its effect on the graduation rate calculation is whether a state and/or district reclassifies students based on credits earned and consequently includes repeating students in enrollment counts for a given grade level. Nevada is one of the few states that does assign students to grade levels based on reclassification. When Nevada then reports its enrollment figures by high school grade, the figures include both first-time and repeating students. As vividly illustrated in Figure 1, Nevada's policy of reclassification resulted in a 20 percentage point drop in the high school graduation rate in 1999 using the Cumulative Promotion Index compared to not using reclassification the year before. Based on using the 2002-2003 freshman cohort

# Special Report: High School Graduation Rate

and the Completion Ratio formula, it is estimated that the state policy of reclassification alone results in at least an 11 percentage point drop in the graduation rate compared to using only first-time freshmen in the calculations. The Manhattan Rate and AFGR try to compensate for reclassification by averaging eighth-, ninth-, and tenth-grade enrollments, but because two of the three grades averaged are impacted by reclassification, this is only a partial compensation.

Also very significant in causing differences in the results of the various calculations is the nature of each formula, including what each formula is trying to describe and the nature of the data used. By using aggregate data from the graduating class of 2006 for the number of graduates, the five non-cohort formulas all include graduates who have taken more than four years to graduate, in contrast to the four-year EC/NGA cohort calculation. This causes an over-reporting of the graduation rate of about one percentage point. More important are issues such as the basis of the Leaver Rate, which is based only on graduates, certified completers, and dropouts, ignoring other non-graduates. Because of the much smaller denominator in this formula, it significantly over-reports the “graduation rate.” The CPI also has assumptions in the formula that affect the resulting “graduation rate,” e.g. the assumptions that promotion is directly reflective of graduation and that the number of students in a grade compared to the number in the next-lower grade the previous year is due solely to promotion.

To summarize, the policy of reclassifying students based on credits earned, as Nevada and a few other states do, causes under-reporting of high school graduation rates by as much as 11 to 20 percentage points in formulas that use aggregate, annually reported enrollment data, such as the CPI, Completion Ratio, Manhattan Rate, and AFGR. Over-reporting or under-reporting of the graduation rate by a similar magnitude can be caused by assumptions and bases of various formulas that are used as surrogates for graduation-rate estimates, such as the Leaver Rate and CPI. Failure to take growth into account in formulas such as the CPI, Completion Ratio, or AFGR that use aggregated rather than cohort data causes over-reporting of graduation rates in growing districts, e.g. over-reporting by five percentage points in the case of the Completion Ratio. While using longitudinal student data in a cohort is, in and of itself, more accurate than using aggregate data, one of its real advantages may be that it is the only method that can effectively take into account change in student population, growth, and reclassification. Combined with an accurate formula that calculates a four-year graduation rate, longitudinal student data such as that used in the EC/NGA cohort rate yields the most accurate estimate of graduation rate. However, as discussed in Part II of this report, the longitudinal data must be accurate to be of value, especially in distinguishing dropouts from students who transfer out.

# Special Report: High School Graduation Rate

## Part II: Calculation of the EC/NGA High School Graduation Rate for the WCSD 2002-2003 Freshman Cohort

The Advocacy Committee of the Education Collaborative of Washoe County developed the following definition of high school graduation rate that is aligned to both the requirements of NCLB and the definition developed by the National Governors Association.

The high school graduation rate for the 2002-2003 freshman cohort is specifically defined as: Out of a freshman cohort made up of all first-time freshmen enrolled and present for at least one day in the 2002-2003 school year plus transfers into the cohort minus transfers out of the cohort over the next three years, the percentage who graduated with a standard, advanced, honors, or adult diploma by August of 2006. Transfers out of the cohort are limited to four groups of students:

- 1) Students who left to enroll in a Washoe County private, parochial, or charter school or who there was reasonable evidence to believe had moved from Washoe County and were attending school elsewhere inside or outside of Nevada, or
- 2) Students who withdrew to undertake a program of distance education from a provider other than WCSD or a program of home schooling, or
- 3) Students who were incarcerated outside of Washoe County and who had not returned to WCSD by the end of their fourth year of schooling, or
- 4) Students who died prior to graduation.

Reasonable evidence to count a student as a transfer-out enrolled in school outside of WCSD

must be one of the following: 1) Request for transcript by the receiving school to the WCSD school, or 2) Parent completion of a withdrawal form that included checking the box to indicate intention to enroll the child in a school at the new location, or 3) A statement by an adult upon investigation by WCSD who said that the student had moved from Washoe County and was believed to be in school elsewhere.

Expressed as a formula, the EC (Education Collaborative) / NGA (National Governors Association) cohort rate equals:

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

*4-Yr Graduates* includes standard, advanced, honors and adult diplomas.

*1st-Time Freshmen* includes 9th graders who transferred in during the 2002-03 school 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.

WCSD, as is true of most districts and states, has never before attempted to calculate a cohort high school graduation rate, i.e. a rate that follows a freshman class on an individual student basis to determine which students graduate. Other formulas use aggregated student data, i.e. counts of the number of graduates or enrollees in a given school year. This study represents the first attempt to calculate a cohort high school graduation rate for WCSD.

# Special Report: High School Graduation Rate

## Calculation of the Graduation Rate

The first step in this calculation is determination of the number of students in the 2002-2003 freshman cohort. Table 3 shows the calculation of the total number of students who enrolled in this cohort from the first day of the 2002-2003 school year through June 2006, regardless of whether the student continued enrollment through June 2006. There were 6,001 students enrolled in this cohort at some point of the four high school years. Although Nevada is known for having a highly transient student population, it should be noted that 77% of the total number of enrollees in this cohort entered WCSO for the first time as freshmen and 89% had entered WCSO for the first time by the end of their sophomore year.

**Table 3. Total Enrollees in the Freshman Cohort of 2002-2003**

<b>WCSO Freshman Cohort in 2002-2003 School Year Enrollees = First Time Freshman + Transfers In</b>	
Number of 1 <sup>st</sup> -Time Freshmen (2002-03)	4,641
Number of 2 <sup>nd</sup> Year Transfers In (2003-04)	682
Number of 3 <sup>rd</sup> Year Transfers In (2004-05)	431
Number of 4 <sup>th</sup> Year Transfers In (2005-06)	247
<b>Total Number of Enrollees</b>	<b>6,001</b>

To determine the total number of students in the 2002-2003 freshman cohort over their high school career, transfers-out must be subtracted from the number of total enrollees. The EC/NGA cohort rate formula limits transfers out to those categories described above, and Table 4 calculates the number of stu-

dents from the 2002-2003 freshman cohort who transferred out of WCSO before the end of the 2005-2006 school year and did not return. It is important to understand that there are undoubtedly additional students who left WCSO and enrolled in high school somewhere else, but for whom WCSO has no evidence of their having done so. In the absence of any of the three specific types of evidence for transfer out described above, these students are not subtracted from the cohort.

**Table 4. Transfers-Out from the Total Enrollees in the 2002-2003 Freshman Cohort**

<b>WCSO Freshman Cohort in 2002-2003 School Year Verified Transfers Out Over Four Years</b>	
In-State Transfer	407
Out-of-State Transfer	486
Transfer Out to Home School or Distance Education	33
Incarcerated Outside Washoe County	11
Died	6
<b>Total Verified Transfers-Out (2002-2006)</b>	<b>943</b>

To calculate the total number of students in the 2002-2003 freshman cohort over their high school career, the number of students who transferred out is subtracted from the total number of enrollees in the cohort. This calculation is shown in Table 5. There were 5,058 students in the 2002-2003 freshman cohort.

# Special Report: High School Graduation Rate

**Table 5. Total 2002-03 Freshman Cohort**

<b>WCSD Freshman Cohort in 2002-2003 School Year First Time Freshmen (2002-03) + Transfers-In - Transfers-Out</b>	
First Time Freshmen 2002-03	4,641
Transfers-In 2003-2006	1,360
Transfers-Out 2002-2006	943
<b>Total 2002-03 Freshman Cohort</b>	<b>5,058</b>

From this specific cohort of students, a total of 2,848 had graduated with a standard, advanced, honors, or adult diploma by August of 2006, as itemized in Table 6. These are considered on-time graduates, some of whom graduated in fewer than four years. It is important to understand that there are two additional categories of high school completers authorized by Nevada Revised Statutes but not included as “graduates” either in this study or in aggregated data used in national studies. They are students earning an Adjusted Diploma and those earning a Certificate of Attendance. An Adjusted Diploma, under Nevada law, can only be awarded to a Special Education student who completes whatever graduation requirements are determined to be appropriate for that student in the student’s Individualized Education Plan (IEP) by the IEP team. Such requirements are less than those required by the Nevada Department of Education for either a standard or adult diploma. For that reason and because federal law requires that for purposes of calculating the graduation rate a graduate must have met at least the minimum academic requirements for his/her state’s regular diploma, Adjusted Diploma graduates are not included in the calculation of high school graduation

rate. However, under Nevada law, Adjusted Diplomas carry the same graduation status as regular diplomas.

Under Nevada law, a student is awarded a Certificate of Attendance if he/she has completed all of the credits required for graduation but has failed to pass one or more sections of the High School Proficiency Examination; a student must pass all sections of the High School Proficiency Examination to be awarded a regular diploma. A Certificate of Attendance does not have the status of a diploma under Nevada law. Students earning a Certificate of Attendance are not included as “graduates” in calculating high school graduation rates.

**Table 6. On-Time, 4-Year Graduates from the 2002-2003 Freshman Cohort**

<b>WCSD Freshman Cohort in 2002-2003 School Year Graduates by August 2006</b>	
Adult Diploma	183
Standard Diploma	1,472
Advanced Diploma	541
Honors Diploma	652
<b>Total Graduates</b>	<b>2,848</b>

The EC/NGA cohort rate for the 2002-2003 freshman cohort is calculated by dividing the number of graduates within four years by the number of the freshman cohort. Table 7 shows that calculation. The EC/NGA 4-year cohort high school graduation rate for the 2002-2003 freshman cohort was 56%.

# Special Report: High School Graduation Rate

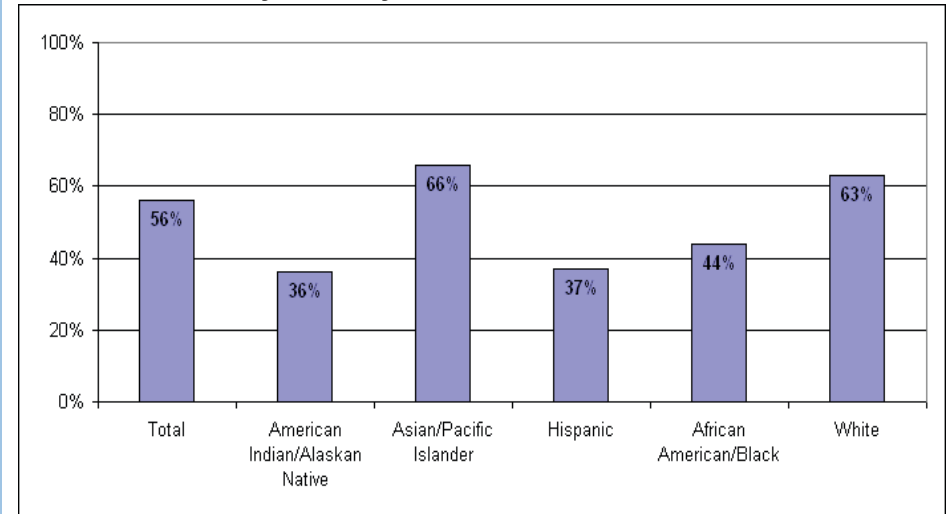
In accordance with recommendations from the Advocacy Committee of the Education Collaborative and aligned with recommendations of the National Governors Association (3), Table 7 also shows the 5-year graduation rate for the same freshman cohort, which is 58%. This includes students who earned one of the same recognized diplomas by the end of five, rather than four, years.

**Table 7. EC/NGA, 4-Year and 5-Year High School Graduation Rate for the 2002-2003 Freshman Cohort**

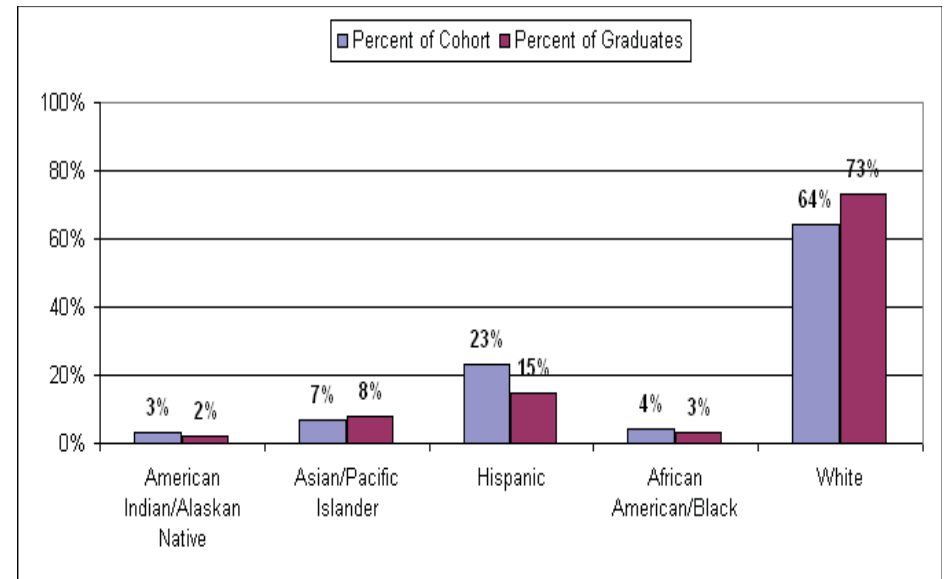
WCS D Freshman Cohort in 2002-2003 School Year EC/NGA Cohort High School Graduation Rate		
	4-Year Graduation Rate	5-year Graduation Rate
Standard, Advanced, Honors and Adult Diplomas	2,848	2,942
Total Freshman Cohort 2002-2003	5,058	5,058
<b>Graduation Rate</b>	<b>56%</b>	<b>58%</b>

Graduation rates for students of various ethnicities in the 2002-2003 freshman cohort vary significantly. Figure 2 compares the EC/NGA rate by ethnicity. Figure 3 displays the differing graduation rates in a different way by comparing the ethnic make-up of the 2002-2003 freshman cohort as a whole to the ethnic make-up of the graduates of the cohort. The lower graduation rates (Figure 2) of African-American, American Indian, and Hispanic students results in a lower percentage of those students among the graduates than among the original cohort (Figure 3).

**Figure 2. EC/NGA, 4-Year High School Graduation Rate for the 2002-2003 Freshman Cohort by Ethnicity**



**Figure 3. Distribution of Students by Ethnicity in the 2002-2003 Freshman Cohort Compared to the Distribution Among Graduates of the Cohort**



# Special Report: High School Graduation Rate

## Part III: Accounting for Non-Graduates from the 2002-2003 Freshman Cohort

An obvious question is what happened to those students who did not graduate within four years. Formulas using aggregated data cannot shed light on this critical question. Only an actual student-by-student count of a cohort can do that, and for WCSD the EC/NGA cohort rate shows that 44% of the 2002-2003 freshman cohort did not graduate within four years. As shown on Table 7, 2% of the cohort graduated in their fifth year. In addition (Table 8), 6% earned an Adjusted Diploma or a Certificate of Attendance within four years and “walked across the stage.” Some students (12%) dropped out over the four years, and WCSD was able to verify their status as dropouts. It should be noted that the “dropout rate” reported annually by WCSD in accordance with state and federal guidelines is an annual rate across all four grades of high school and does not reflect the four-year history of a given freshman cohort; it bears no relationship to the data in this report.

An estimated 11% of the students from the 2002-2003 freshman cohort were no longer enrolled in a WCSD high school by the end of the 2005-2006 school year, but there was no information to confirm whether they were dropouts or transfers-out (Table 8). These students, referred to as “vanished” by the National Governors Association<sup>(3)</sup> and given that same designation in this report, are kept in the cohort and therefore are assumed to be dropouts for the EC/NGA cohort rate calculation, but among these students are certainly

an indeterminable number who are legitimate transfers out. Included in this group are students who leave school between school years, but there is no record in the student information system of whether they transferred out or dropped out.

Finally there are students from the 2002-2003 freshman cohort who had not earned enough credits to graduate by the end of the 2005-2006 school year; some may also have failed to pass one or more sections of the High School Proficiency Examination, but regardless of that were credit deficient and could not graduate. These students are referred to as credit-deficient non-graduates in Table 8. They can be divided into two groups – credit-deficient seniors and reclassified underclassmen (as described in Part I). Credit-deficient seniors would have earned at least 17 credits by some time in their senior year but would have failed to earn the minimum of 22.5 credits needed to earn a standard diploma (20.5 for an adult diploma) by graduation. WCSD’s student information system is not currently configured to distinguish credit-deficient seniors from reclassified underclassmen easily. For purposes of this report, students classified as “credit deficient” include those whose records show they were credit-deficient at the end of the 2005-2006 school year; non-graduates with no fourth-year withdrawal data who enrolled in their fifth year; non-graduates who received an Adjusted Diploma or Certificate of Attendance after August, 2006 but before December, 2007; students shown as in-district transfers in

# Special Report: High School Graduation Rate

their fourth year who may or may not have actually enrolled in another WCSD school; and students enrolled at the start of the 2005-2006 year whose records show no evidence of withdrawal or dropping out but who did not graduate in 2006. It is acknowledged that this final category may include some students who transferred out or dropped out in their senior year, but no evidence exists in the student information system that the student left school. Credit-deficient students constitute the largest single group of non-graduates from the 2002-2003 freshman cohort – 13%, but comparable in size to the groups of students who were verified dropouts or who vanished.

Table 8 shows the number and percentage of the 2002-2003 freshman cohort who had failed to graduate by August 2006. Appendix A shows the breakdown of students in the Credit-Deficient, Vanished, and Verified Dropouts categories based on withdrawal codes used in Nevada.

**Table 8. Students from the Freshman Cohort of 2002-2003 Who Failed to Graduate**

WCSD Freshman Cohort in 2002-2003 School Year Non-Graduates by August 2006		
	Number of Students	Percent of Cohort
5th Year Graduates in 2007	94	2%
Adjusted Diploma 2006	185	4%
Certificate of Attendance 2006	115	2%
Credit-Deficient Non-Graduates (2006)	641	13%
Vanished Students (2002-2006)	578	11%
Verified Dropouts (2002-2006)	597	12%
<b>Total Non-Graduates</b>	<b>2,210</b>	<b>44%</b>

Figure 4 shows the status of all the students of the 2002-2003 freshman cohort as of August 2006, including on-time, four-year graduates and non-graduates. Of those members of the cohort who failed to graduate within four years, the largest group is credit-deficient students, closely followed by dropouts and by students for whom the district cannot verify whether they transferred out or dropped out (vanished).

## Graduation Rate of Reclassified Students

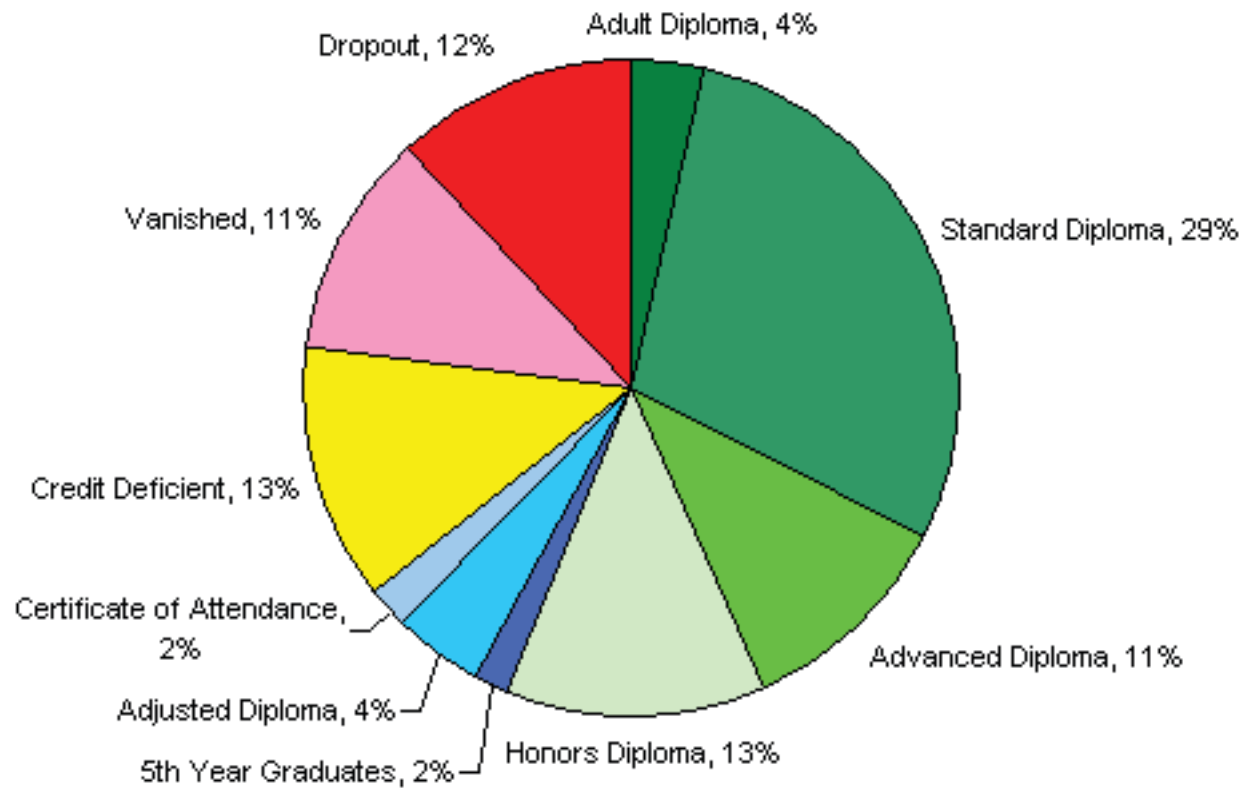
As discussed above, since 1999 in Nevada, students are classified by grade level according to the number of credits they have earned rather than their year in school (5 credits to be a sophomore; 11 to be a junior; 17 to be a senior). Students who do not meet these credit requirements are reclassified to the next lower grade or an even lower grade for severely credit-deficient students. Of the 5,058 students in the 2002-2003 freshman cohort, 1,247 or 25% were reclassified at least once at some point in their high school career, most of them reclassified to a lower grade rather than a higher one.

Figure 5 shows the status of these 1,247 reclassified students by August 2006. Compared to a four-year EC/NGA graduation rate of 56% for the entire freshman cohort, only 11% of reclassified students graduated within four years, and only an additional 4% graduated within five years.

# Special Report: High School Graduation Rate

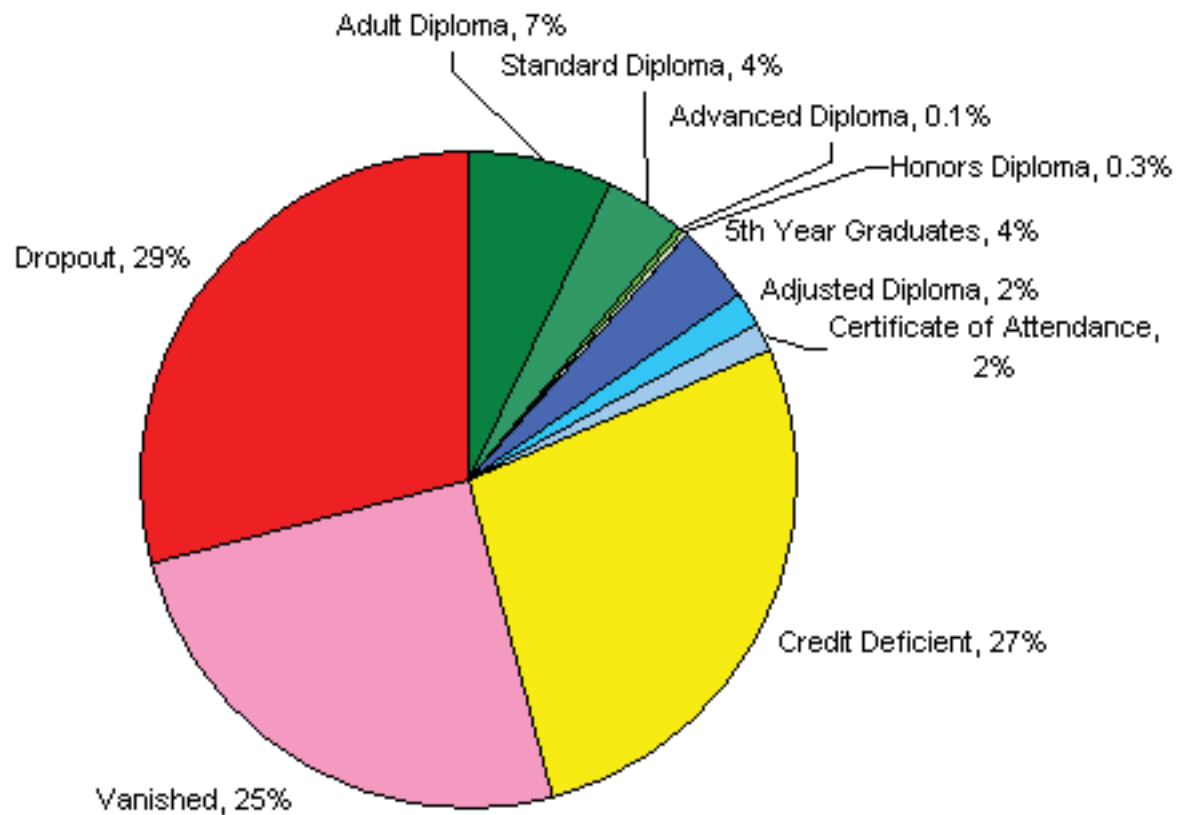
Figure 4. Status of the Freshman Cohort of 2002-2003 After Four Years

Graduates & Non-Graduates by August 2006 (5,058 Students)



# Special Report: High School Graduation Rate

Figure 5. Status of Reclassified Students of the 2002-2003 Freshman Cohort After Four Years



# Special Report: High School Graduation Rate

## Conclusions

Measurement of high school graduation rates is an important accountability indicator for high schools, school districts, and states. While most people consider “high school graduation rate” to signify the percentage of a freshman class that graduates in four years, that is a challenging statistic to measure directly for most large school districts and states.

There are a variety of formulas used to calculate high school graduation rate. Indirect formulas that rely on enrollment data, such as the Cumulative Promotion Index and Completion Ratio, seriously inflate the size of the “freshman class” by including reclassified, credit-deficient students in states like Nevada that base class assignment on the number of credits earned. Such formulas will understate the “graduation rate.” Other methods fail to consider population growth or decline. One method, the Leaver Rate, describes graduates as a percentage of those students who officially leave school, which does not consider students who stayed in school but failed to graduate; that rate is much higher than the other rates. The most accurate measure of high school graduation rate is a cohort study of a given freshman cohort, but most very large school districts and states, including Nevada, are not yet able to complete such a study.

This study calculated each of five commonly used indirect formulas as well as the National Governors Association cohort formula, further defined by the Education Collaborative (EC/NGA cohort rate), to measure the 2006 high school graduation rates for WCSD. Five of these formulas rely on annually reported, aggregated data rather than a cohort of individual students. Results ranged from a Cumulative Promotion Index of 44% to the Leaver Rate of 75%. The EC/NGA cohort rate was 56%.

In order to begin the work of increasing the graduation rate for WCSD students, it is important to identify what happened to those students who failed to graduate. Only a student-by-student cohort calculation can provide that information. Different reasons for not graduating could require different types of interventions, which make this information so valuable. It is often assumed, incorrectly, that all non-graduates are dropouts. Of the students in the 2002-2003 freshman cohort, 6% earned either of two completion credentials recognized by Nevada law, i.e., an Adjusted Diploma available only to Special Education students or a Certificate of Attendance for students who passed all of the credits required for graduation but who failed one or more sections of the High School Proficiency Examination; these students cannot be counted as graduates under federal criteria. Up to 13% of the cohort failed to graduate because after four years they still had not earned enough

# Special Report: High School Graduation Rate

credits to receive a diploma. A total of 12% of the cohort are known to have dropped out. At least 11% were no longer enrolled in school by graduation, but either the district has no information on whether these students transferred out or dropped out or such information cannot readily be retrieved through the student data management system.

This year's study of high school graduation rates for WCSD continues the efforts of the Data Profile to provide data that can help improve student achievement and the success of students, K-16. Graduation from high school is critical to the future success of students and to development of a skilled workforce in Washoe County. The Data Profile Group thanks Superintendent Paul Dugan and his staff for their efforts in completing the calculations for this study.

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# Special Report: High School Graduation Rate

## Appendix A: Final Status of 2002-2003 Freshman Cohort Members

Category	Code	Description	Number	Total	Percent
On-Time Graduates	B18	Standard Diploma	1472	2848	56%
	H	Honors Diploma	652		
	B19	Advanced Diploma	541		
	B24	Adult Diploma	183		
5th Year Graduates	B18	Standard Diploma	58	94	2%
	H	Honors Diploma	1		
	B19	Advanced Diploma	1		
	B24	Adult Diploma	34		
Adjusted Diploma or Certificate	B21	Adjusted Diploma 4th Year	185	300	6%
	B22	Certificate of Attendance 4th Year	115		
Credit Deficient	B21	Post 4th Year Adjusted Diploma	28	641	13%
	B22	Post 4th Year Certificate of Attendance	16		
	W11	Withdrawn: Credit Deficient	236		
	W1C	In-District Transfer in 4th Year: Assumed Credit Deficient 1	99		
	-	05-06 Grade = 12, No Withdrawal Data, Enrolled in 5th Year	11		
	-	05-06 Grade = 12, No Withdrawal Data, Not Enrolled in 5th Year	89		
	-	05-06 Grade = 9, 10, 11 or Adult, No Withdrawal Data Enrolled in 5th Year	19		
	-	05-06 Grade = 9, 10, 11 or Adult, No Withdrawal Data, Not Enrolled in 5th Year	127		
	-	Not Enrolled in 05-06, No Withdrawal Data, Dropout=N	16		
Vanished	W6	Withdrawn: 10 Consecutive Days Absent Whereabouts Unknown	124	578	11%
	W1C	In-District Transfer in 1st-3rd Year: Did Not Re-enroll 2	99		
	-	Not Enrolled 05-06, No Withdrawal Data, Dropout=Blank 3	355		
Dropout	W4	Withdrawn: Request of School 4	455	597	12%
	W5A	Withdrawn: Failing 2 or More Classes	2		
	W5B	Withdrawn: Pregnancy	1		
	W5C	Withdrawn: Marriage	2		
	W5D	Withdrawn: Employment	2		
	W5F	Withdrawn: Court Authorized (NRS 392.090)	1		
	W5G	Withdrawn: Self/Parent Support	17		
	W5I	Withdrawn: Other Parent/Student Request	52		
	W10	Withdrawn: Any Other Reason	24		
	-	No Withdrawal Data, Dropout=Y 5	41		
Total 2006 Cohort				5058	100%

# Special Report: High School Graduation Rate

## Appendix A (cont.): Final Status of 2002-2003 Freshman Cohort Members

Category	Code	Description	Number	Total	Percent
Transferred Out or Deceased	W2	Transfer: In-State	407	943	(Not Applicable)
	W3	Transfer: Out of State	486		
	W8	Transfer: Homeschool	33		
	W7	Transfer: Incarcerated Outside Washoe County	11		
	W9	Deceased	6		

1. Non-grad with an in-district transfer during 4th year (i.e. transfers to Washoe Adult, some ultimately enrolled, some didn't).
2. In-district transfer between fall 2002 and summer 2005, but did not re-enroll in a district school.
3. Includes undocumented summer transfers. (NOTE: Dropout field was instituted in 2005.)
4. Detailed description of W4 code: Use W4 when the school decides to withdraw the student for a reason other than those for which there are established codes. One example could be because the student will be gone for an extended period of time but does not fall in the not attending one day in a stat-month category. Must have documentation of why chose to use W4.
5. Includes only records with dropout=Y that did not have a withdrawal date or code . (NOTE: Dropout field was instituted in 2005.)

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# Summary of Data Trends

## WCSD Graduates Including the Class of 2006

### High School Trends

- » SAT participation rates surpassed ACT participation rates in 2006. In each school year between 1997 and 2004, a higher percentage of WCSD graduates took the ACT than took the SAT. In 2005, the percentage of students taking the SAT equaled the percentage taking the ACT (38%), and in 2006, the percentage taking the SAT (40%) surpassed the percentage taking the ACT (33%). [Pages 51 \(ACT\) and 58 \(SAT\)](#)
- » Over the thirteen years for which data are available, average ACT and SAT scores for WCSD graduates have been consistently higher than the national and state averages. Although participation is declining, ACT scores have remained steady over the past seven years. Conversely, SAT scores increased steadily between 1999 and 2003, but have declined over the past three years, as the percentage of students taking the SAT has increased. [Pages 46 \(ACT\) and 53 \(SAT\)](#)
- » Enrollment in Advanced Placement (AP) and International Baccalaureate (IB) courses has steadily increased from 15% of WCSD juniors and seniors in 1998 to 27% of WCSD juniors and seniors in 2006. [Page 62](#)
- » In 2005-06, all of WCSD's comprehensive high schools achieved national ranking status on the *Advanced Placement Challenge Index*. Nationally ranked schools have an index of 1.0 or greater and are in the top five percent of the nation's public schools on this measure. [Page 65](#)
- » The lower percentage of 2005 graduates eligible for the Millennium Scholarship - a reflection of the increased GPA requirements implemented in 2005 - carried over into the 2006 graduating class. Fifty-one percent of 2006 graduates were eligible. This is 12 percentage points below the 2003 high of 63%, and approaches the initial eligibility rate of 50% in 2000. [Page 66](#)

# Summary of Data Trends

## WCSD Graduates Including the Class of 2006

### College Trends

- » Over 70% of WCSD 2006 graduates went on to higher education in the fall immediately following graduation. This percentage is higher than the 2006 national average of 66% and the 2006 state average of 53%. [Page 68](#)
- » The percentage of WCSD graduates enrolling in UNR has increased overall, from 23% in 1997 to 30% in 2006. Given Washoe County population increases over the last ten years, the comparatively moderate percentage increases do not reflect the true magnitude of the number increases. In 1997, 465 WCSD graduates enrolled in UNR, compared to 865 graduates in 2006. [Pages 71-72](#)
- » The percentage of WCSD graduates enrolling in TMCC has also increased overall, from 14% in 1997 to 25% in 2006. As with UNR enrollments, the *number* of WCSD graduates enrolling in TMCC has increased dramatically, from 277 in 1997 to 732 in 2006. [Pages 71-72](#)
- » With the exception of the Hispanic population, the ethnic diversity of WCSD graduates who entered UNR or TMCC as freshmen in 2006 closely mirrored that of the WCSD Class of 2006. The percentage of WCSD Hispanic graduates who entered TMCC was higher than their percentage among graduates, and the percentage who entered UNR was lower than their percentage among graduates. [Page 76](#)
- » WCSD's graduates' need for remedial college classes has remained steady over the past three years. Thirty-three to thirty-nine per cent of WCSD graduates enrolling in UNR require remedial courses in English and/or math. Seventy-two to seventy-six percent of WCSD graduates enrolling in TMCC require remedial courses in English and/or math. [Page 78](#)
- » Persistence rates of WCSD graduates at TMCC and UNR have remained steady over the past six years. Approximately 70% of WCSD graduates attending TMCC return after one semester, and about 60% return after two semesters. Approximately 90% of WCSD graduates attending UNR return after one semester, and about 80% return after two semesters. [Page 83](#)

# Summary of Data Trends

## College Success Trends: WCSD Graduates

- » Twenty-eight percent of the students who graduated from WCSD in 1997 (the first cohort studied by the Data Profile project) have earned a college degree. [Page 91](#)
- » Similarly, 28% of WCSD students who graduated in 1998 have earned a college degree. [Page 91](#)
- » Twenty-six percent of WCSD students who graduated in 1999 have earned a college degree. [Page 91](#)
- » Forty-seven percent of WCSD students who graduated in 2001 and enrolled at UNR have earned a Bachelor's degree. This is slightly lower than the overall average of UNR 2001 freshmen (48%), and slightly higher than other Nevada students who enrolled in UNR in 2001 (45%). [Page 92](#)

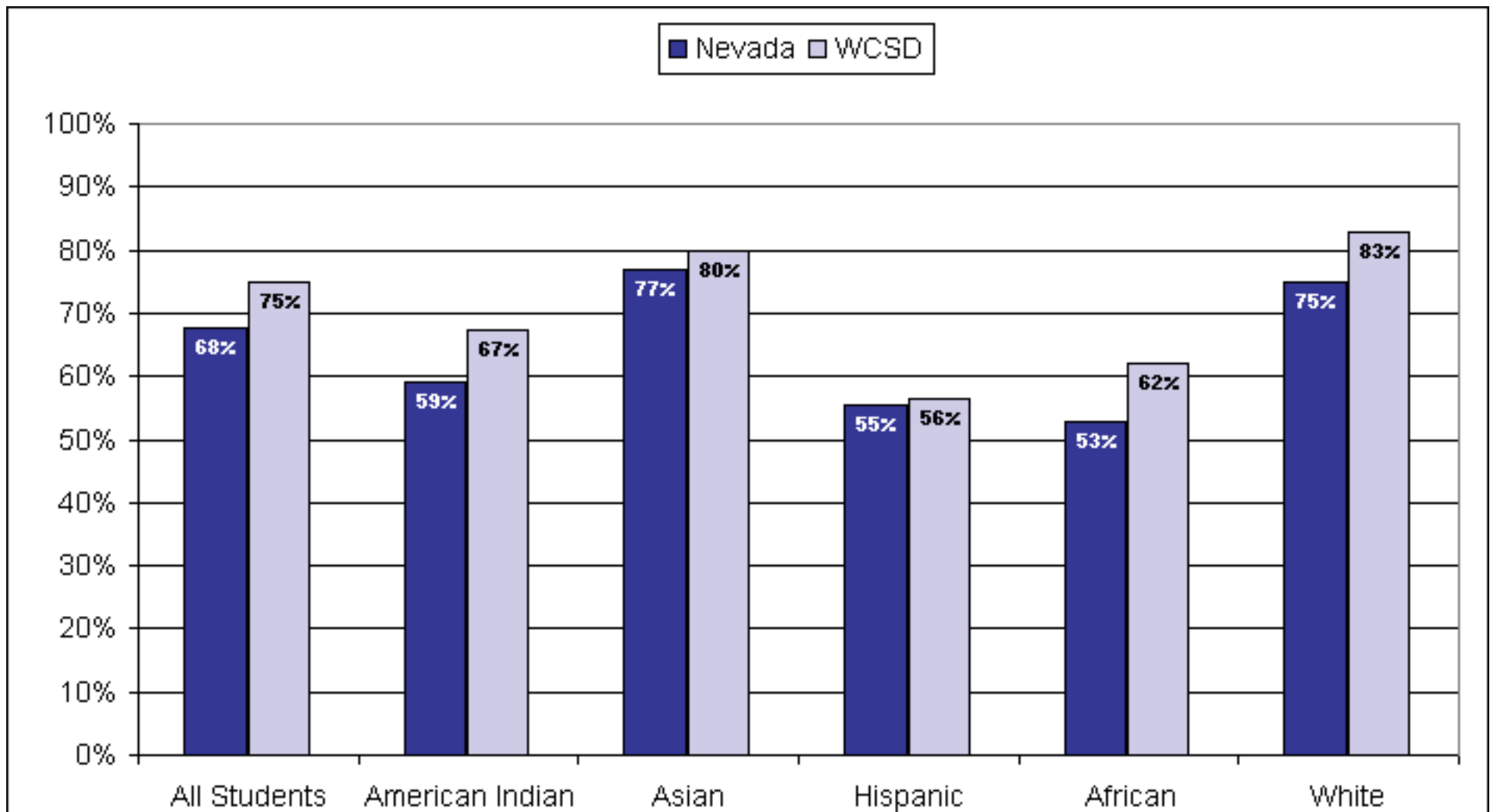
## Recommendations for Future Work

- » Extend the high school graduation rate study to include subsequent graduating classes.
- » Investigate factors that contribute to a student's failure to graduate from high school.
- » 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 ethnicity.
- » Continue to improve the capability to identify factors that promote or retard student success in higher education.

# State Reported Graduation Rate<sup>1</sup>

2006

Percentage of Graduates by Ethnicity



1. Leaver Rate

Nevada rate includes charter schools. Source: *Nevada Annual Reports of Accountability* (<http://www.nevadareportcard.com>)

WCSD rate does not include charter schools. Source: *WCSD Annual Graduation Report*

# State Reported Graduation Rate<sup>1</sup>

## Percentage of Graduates by Ethnicity

2006

HIGH SCHOOLS	All Students		American Indian		Asian		Hispanic		African American		White	
	%	N	%	N	%	N	%	N	%	N	%	N
Damonte Ranch <sup>3</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Galena	86%	303	-	-	92%	12	60%	31	-	-	90%	255
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	53%	151	-	-	44%	12	50%	68	46%	29	44%	39
Incline	85%	78	-	-	-	-	65%	18	-	-	92%	60
McQueen	84%	386	-	-	90%	45	60%	30	-	-	86%	301
North Valleys	71%	283	-	-	82%	20	63%	54	-	-	72%	196
Reed	78%	403	-	-	79%	40	63%	49	55%	15	84%	291
Reno	90%	378	-	-	90%	39	85%	37	-	-	91%	295
RTI	80%	34	-	-	-	-	-	-	-	-	85%	25
Spanish Springs	83%	324	92%	11	81%	14	77%	38	92%	12	83%	249
Sparks	67%	176	-	-	73%	10	54%	62	67%	12	75%	89
TMCC HS	97%	91	-	-	-	-	86%	13	-	-	99%	66
Washoe <sup>2</sup>	38%	115	-	-	-	-	35%	43	-	-	41%	59
Wooster	61%	192	-	-	-	-	39%	67	-	-	76%	95
WCSD Overall	76%	2669	67%	45	80%	209	56%	386	92%	79	83%	1928

1. Leaver Rate

2. Washoe High School is an alternative school.

3. The 2005-06 Nevada Annual Reports of Accountability did not list any data for Damonte Ranch High School

'-' Indicates fewer than 10 students in the population category

N = Number of adjusted, standard, advanced and honors diplomas

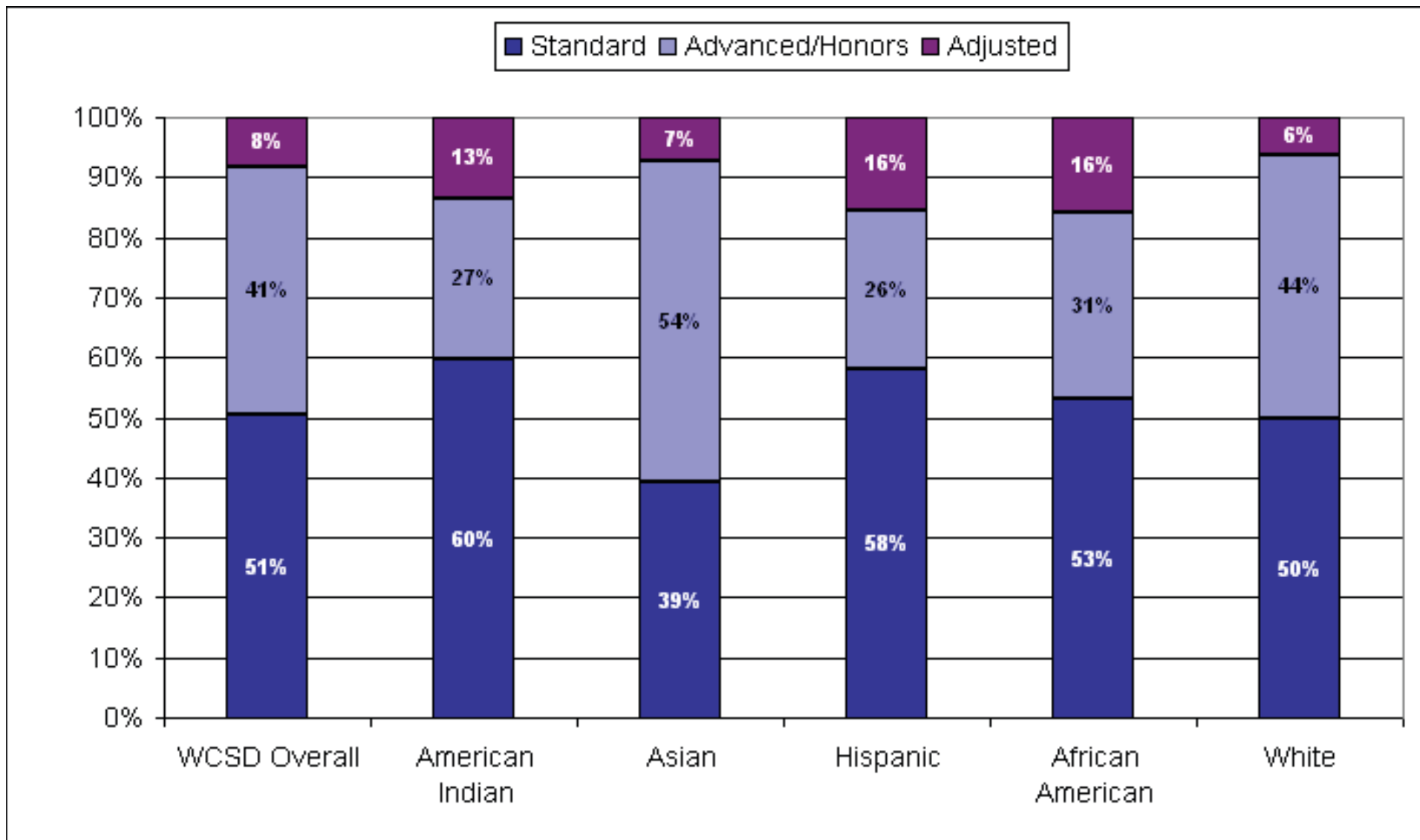
District averages include schools with fewer than 10 students in a population, and are therefore higher than the average of the column percentages.

Source: Nevada Reports of Accountability (<http://www.nevadareportcard.com/>)

# Types of Diplomas Awarded

2006

Percentage of Advanced, Honors, Standard and Adjusted Diplomas by Group



Example: Of the Hispanics who graduated from a WCSD high school in 2006, 58% earned standard diplomas, 26% earned advanced or honors diplomas and 16% earned adjusted diplomas.

# State Reported Dropout Rates

2006

**The Nevada Department of Education (NDE) calculates annual dropout rates for Nevada high schools and publishes the rates for each school, each district, and for the state overall.**

## **Dropout Defined<sup>1</sup>**

A dropout is a grade 9 through 12 student who:

- » Withdrew at the request of the school, or
- » Withdrew for personal reasons (i.e. employment, failing grades, incarceration), or
- » Has been absent for ten consecutive school days and his/her whereabouts are unknown, or
- » Completed the previous high school year, but failed to enroll as expected the following school year, and:
  - » has not graduated
  - » did not complete a state or district approved instructional program (GED recipients are not counted as dropouts)
  - » did not transfer to another school
  - » has not died

## **The Effects of Reclassification and Revised Methods for Tracking Dropouts**

In the 1999-2000 school year, Nevada instituted grade reclassification of students who had insufficient credits for their current grade level. This affected the population of dropouts, and resulted in a 1999-2000 dropout rate that is not comparable to previous years.

In 2002-2003, the NDE revised the method for counting dropouts by allowing verbal reports of students enrolling in another district to replace an official records request from the other district. This decreased the number of students who met the dropout criteria, so again, the 2002-2003 dropout rate is not comparable to previous years.

In 2004-2005, WCSO implemented a comprehensive process of tracking non-returning students, to determine which were true dropouts and which had actually transferred or completed a GED. This further decreased the number of students who met the dropout criteria for the 2004-2005 and 2005-2006 school years.

## **Nevada Dropout Rate Formula<sup>2</sup>**

$$\frac{\text{total number of dropouts} + \text{total number of non-returning students}}{\text{total enrollment} + \text{total number of non-returning students}}$$

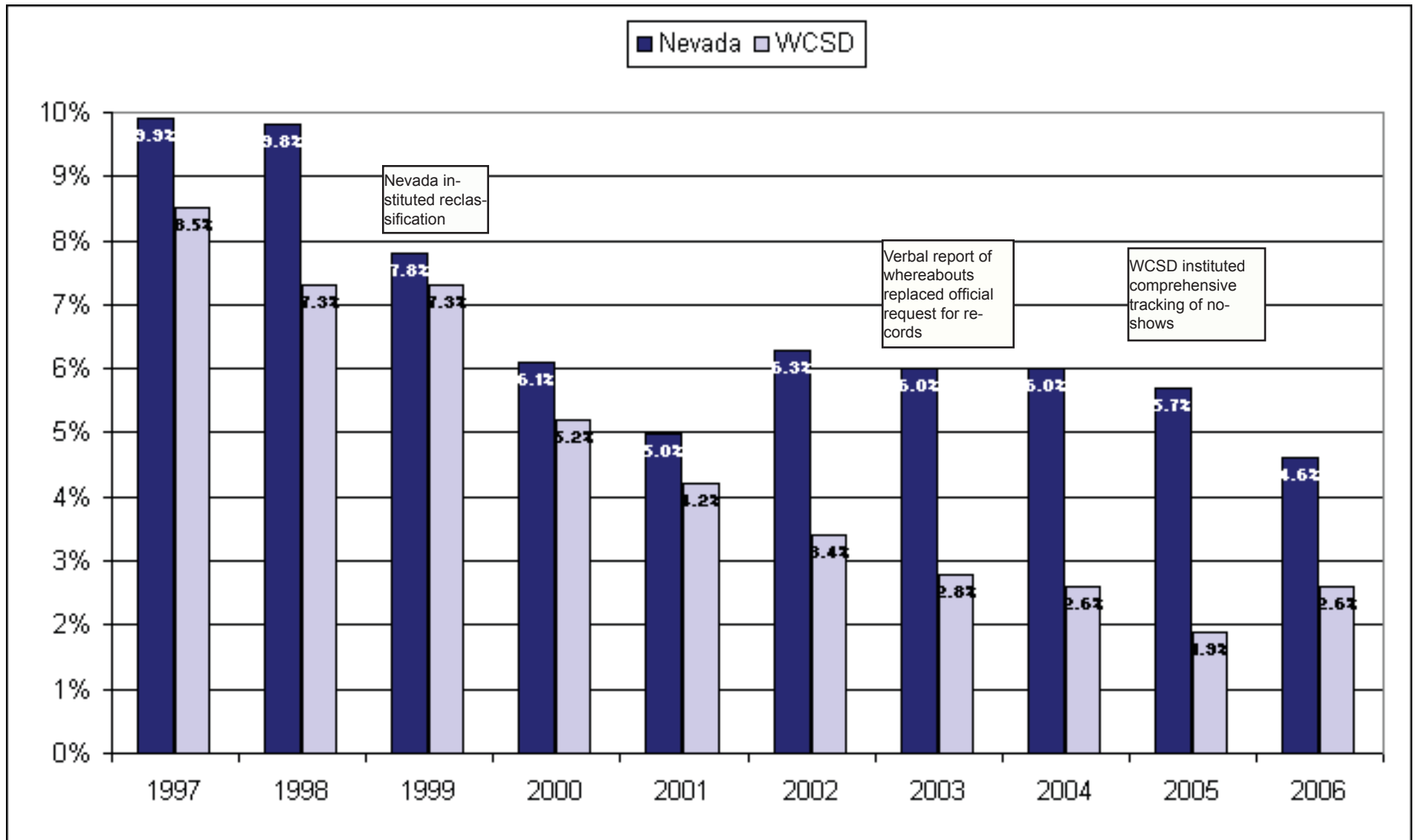
<sup>1</sup> Source: Nevada Department of Education presentation to the Legislative Committee on Education, April 12, 2006

<sup>2</sup> This formula is consistent with the National Center for Education Statistics, *Annual Student rate*

# State Reported Dropout Rates

2006

Percentage of Grade 9-12 Students Who Dropped Out During the School Year



# State Reported Dropout Rates by High School

Percentage of Grade 9-12 Students Who Dropped Out During the School Year

HIGH SCHOOLS	2001-02		2002-03		2003-04		2004-05		2005-06	
			Dropout definition revised by NDE <sup>2</sup>				WCSD begins to track no-shows <sup>3</sup>			
	%	N	%	N	%	N	%	N	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	1.6%	9	1.1%	10	1.5%	16
Galena	2.5%	47	1.9%	38	1.2%	21	1.4%	21	1.9%	29
Gerlach	2.9%	1	0.0%	0	6.5%	2	0.0%	0	8.0%	2
Hug	5.9%	78	7.2%	92	3.5%	44	2.8%	36	4.4%	52
Incline	2.7%	11	1.2%	5	0.5%	2	1.5%	6	0.8%	3
McQueen	1.7%	33	0.9%	17	2.5%	47	1.9%	37	1.6%	31
North Valleys	2.5%	35	2.5%	44	3.2%	63	1.7%	35	2.9%	62
Reed	1.3%	29	1.8%	40	3.7%	88	0.8%	20	0.9%	23
Reno	2.1%	35	1.7%	29	1.4%	25	1.3%	24	1.1%	21
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	2.9%	2
Spanish Springs	1.3%	15	1.7%	27	2.2%	40	1.1%	12	1.5%	32
Sparks	1.7%	23	1.9%	22	1.6%	19	0.9%	17	1.9%	20
TMCC HS	2.4%	5	0.6%	1	1.2%	2	1.7%	3	0.6%	1
Washoe <sup>1</sup>	26.2%	158	10.0%	53	13.8%	66	14.7%	97	18.4%	154
Wooster	4.0%	62	5.2%	80	1.8%	26	1.5%	23	2.2%	32
<b>WCSD Overall</b>	<b>3.4%</b>	<b>532</b>	<b>2.8%</b>	<b>448</b>	<b>2.6%</b>	<b>452</b>	<b>1.9%</b>	<b>341</b>	<b>2.6%</b>	<b>480</b>

<sup>1</sup> Washoe HS is an alternative learning site.

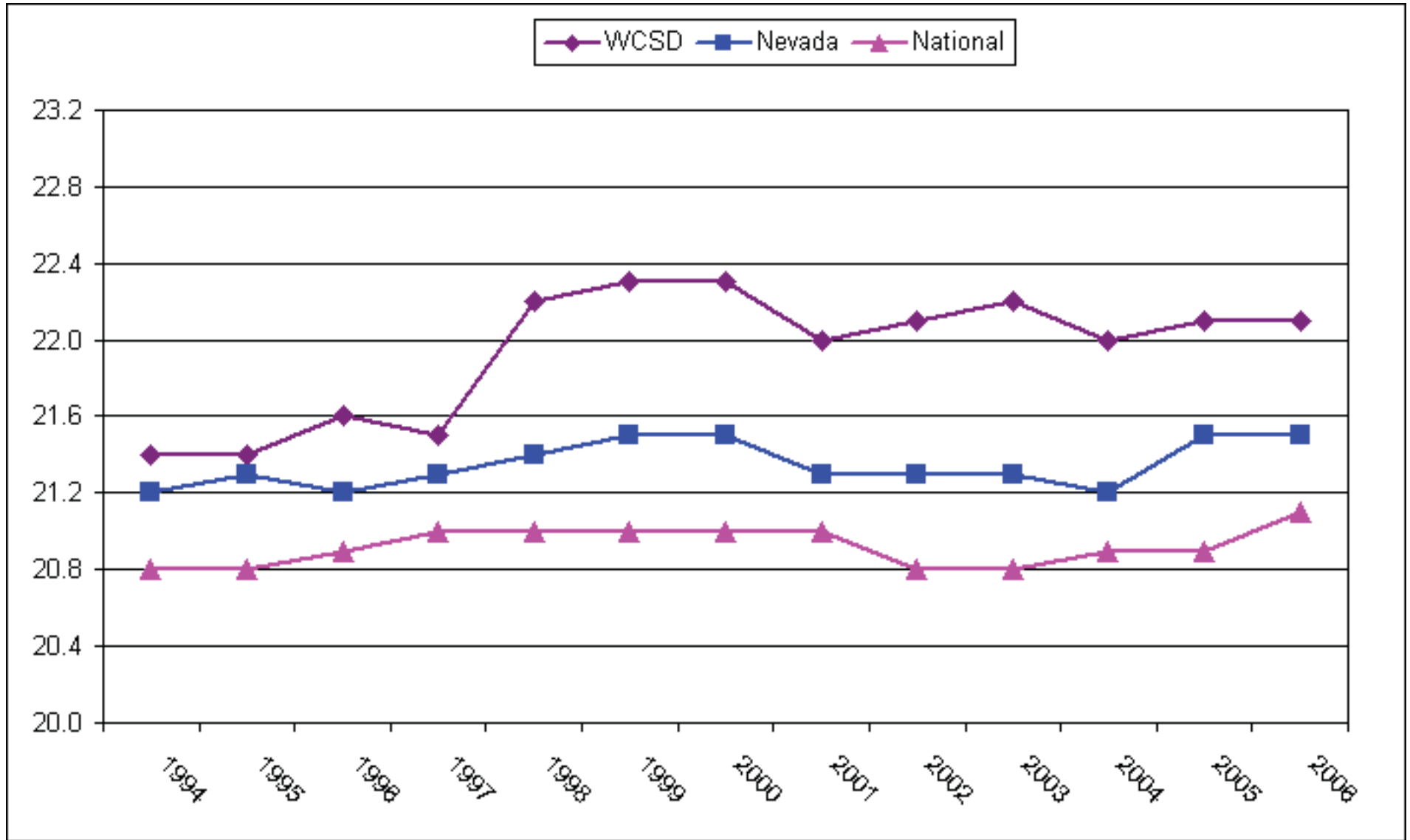
<sup>2</sup> In 2002-03 the NDE began allowing verbal reports of whereabouts to replace official records requests. Drop out rates are not comparable to previous years.

<sup>3</sup> Beginning with the 2004-2005 school year, WCSD instituted comprehensive tracking of no-shows, to determine which had transferred and which were true dropouts.

More details on dropout rates, including rates by ethnicity, are available at: <http://www.nevadareportcard.com>

# ACT Composite Score Longitudinal Trends

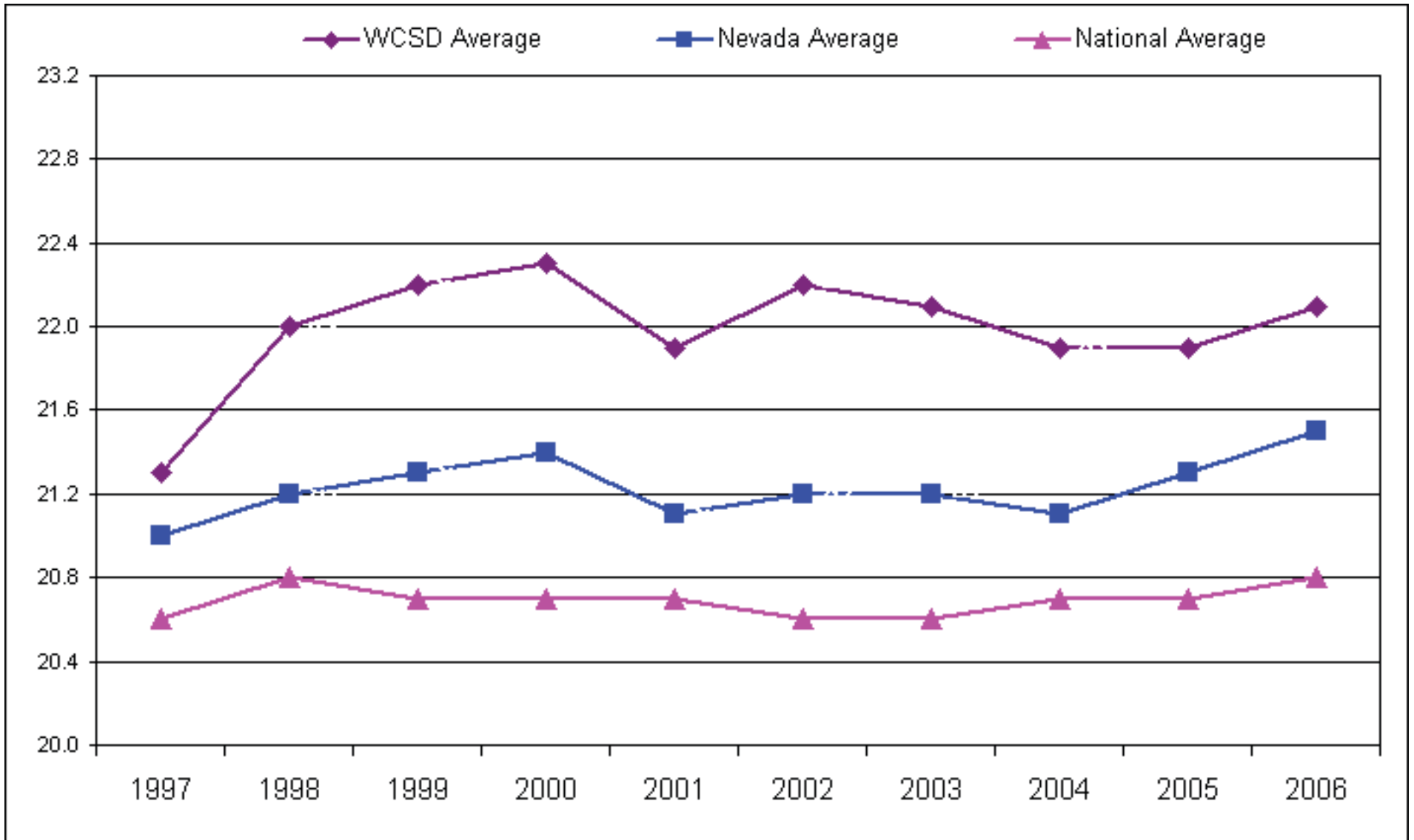
WCSD, Nevada and National 1993-2006



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.

# ACT Math Scores

## WCSD, Nevada and National Comparisons



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.

# ACT Math Scores by High School

High Schools	2001	2002	2003	2004	2005	2006
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	-	-
Galena	22.2	22.1	21.6	22.2	23.5	23.3
Gerlach	-	-	-	-	-	-
Hug	20.9	20.6	19.8	19.5	18.7	18.1
Incline	21.3	21.6	24.5	-	-	-
McQueen	23.3	23.3	23.7	23.3	22.4	22.6
North Valleys	Not Open	Not Open	19.7	20.7	20.1	21.8
Reed	21.1	21.7	22.0	21.1	21.6	22.1
Reno	23.0	24.6	24.5	23.2	23.2	22.8
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	-
Spanish Springs	Not Open	Not Open	20.2	20.4	21.6	20.8
Sparks	20.4	19.9	20.5	19.9	19.4	20.2
TMCC HS	22.4	20.8	-	-	-	-
Washoe	-	-	-	-	-	-
Wooster	22.1	23.1	22.7	22.8	22.9	22.2
<b>WCSD Average<sup>1</sup></b>	<b>21.9</b>	<b>22.2</b>	<b>22.1</b>	<b>21.9</b>	<b>21.9</b>	<b>22.1</b>

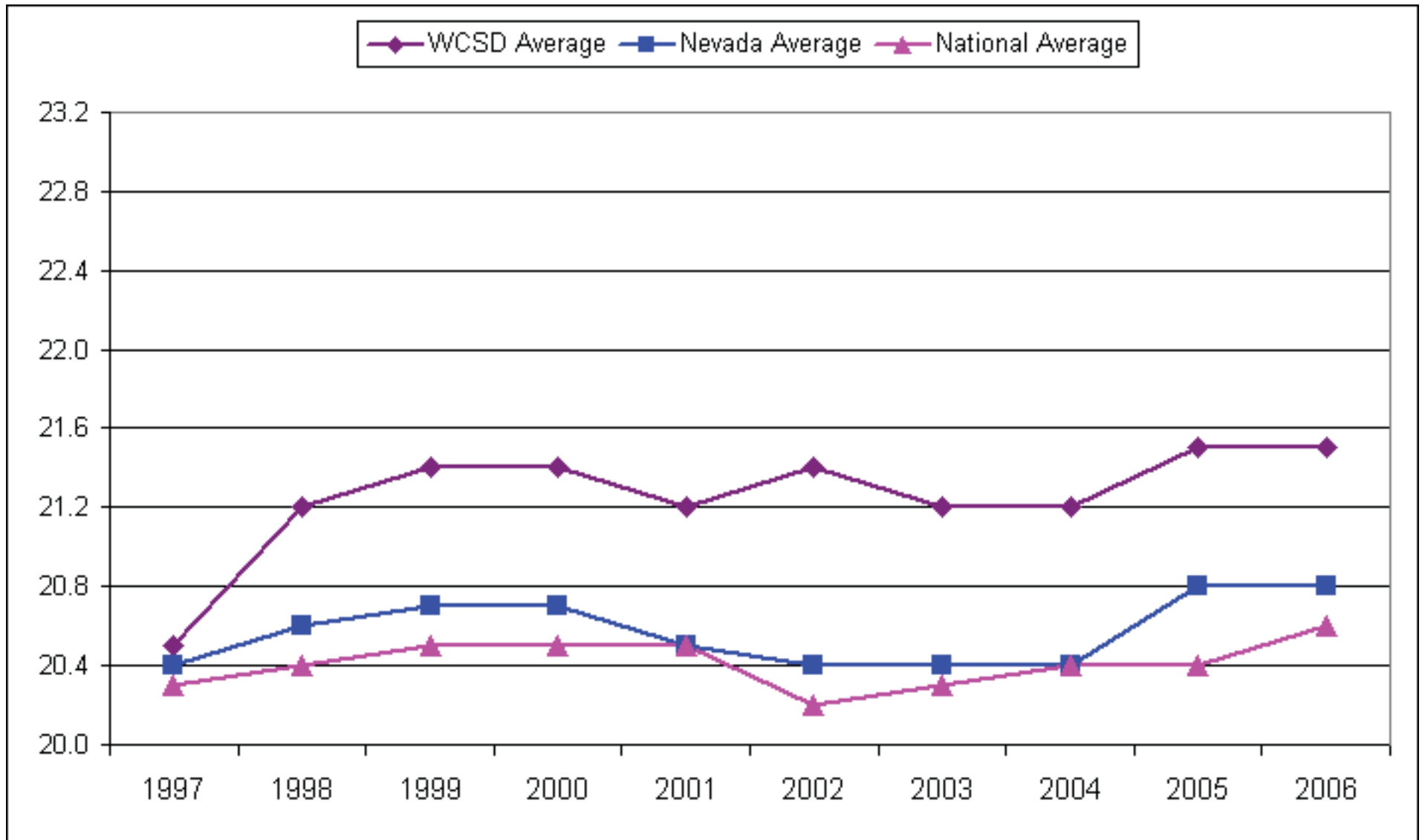
<sup>1</sup> The WCSD average is higher than the average of school scores listed in this table because Damonte Ranch, Gerlach, RTI, TMCC and Washoe had fewer than 30 students who took the ACT. Individual school test data are not published for schools with fewer than 30 ACT participants, but the participants' scores are included in district totals.

ACT-Math Scores are reported on a scale from 1 to 36

'-' Denotes too few students tested to report.

# ACT English Scores

## WCSD, Nevada and National Comparisons



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.

# ACT English Scores by High School

High Schools	2001	2002	2003	2004	2005	2006
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	-	-
Galena	21.9	21.9	20.8	22.3	22.9	23.3
Gerlach	-	-	-	-	-	-
Hug	19.3	18.5	18.8	17.8	17.9	17.2
Incline	21.7	22.7	24.0	-	-	-
McQueen	21.7	22.0	22.0	22.3	21.8	22.2
North Valleys	Not Open	Not Open	19.0	19.9	20.1	20.6
Reed	20.3	20.7	21.3	20.1	21	21.1
Reno	23.5	23.5	23.5	22.2	23.3	22.9
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	-
Spanish Springs	Not Open	Not Open	19.1	20.2	21.4	20.1
Sparks	20.3	19.9	20.5	19.1	19.8	19.8
TMCC HS	-	-	-	-	-	-
Washoe	-	-	-	-	-	-
Wooster	20.9	20.5	21.5	21.3	21.8	20.5
<b>WCSD Average*</b>	<b>21.2</b>	<b>21.4</b>	<b>21.2</b>	<b>21.2</b>	<b>21.5</b>	<b>21.5</b>

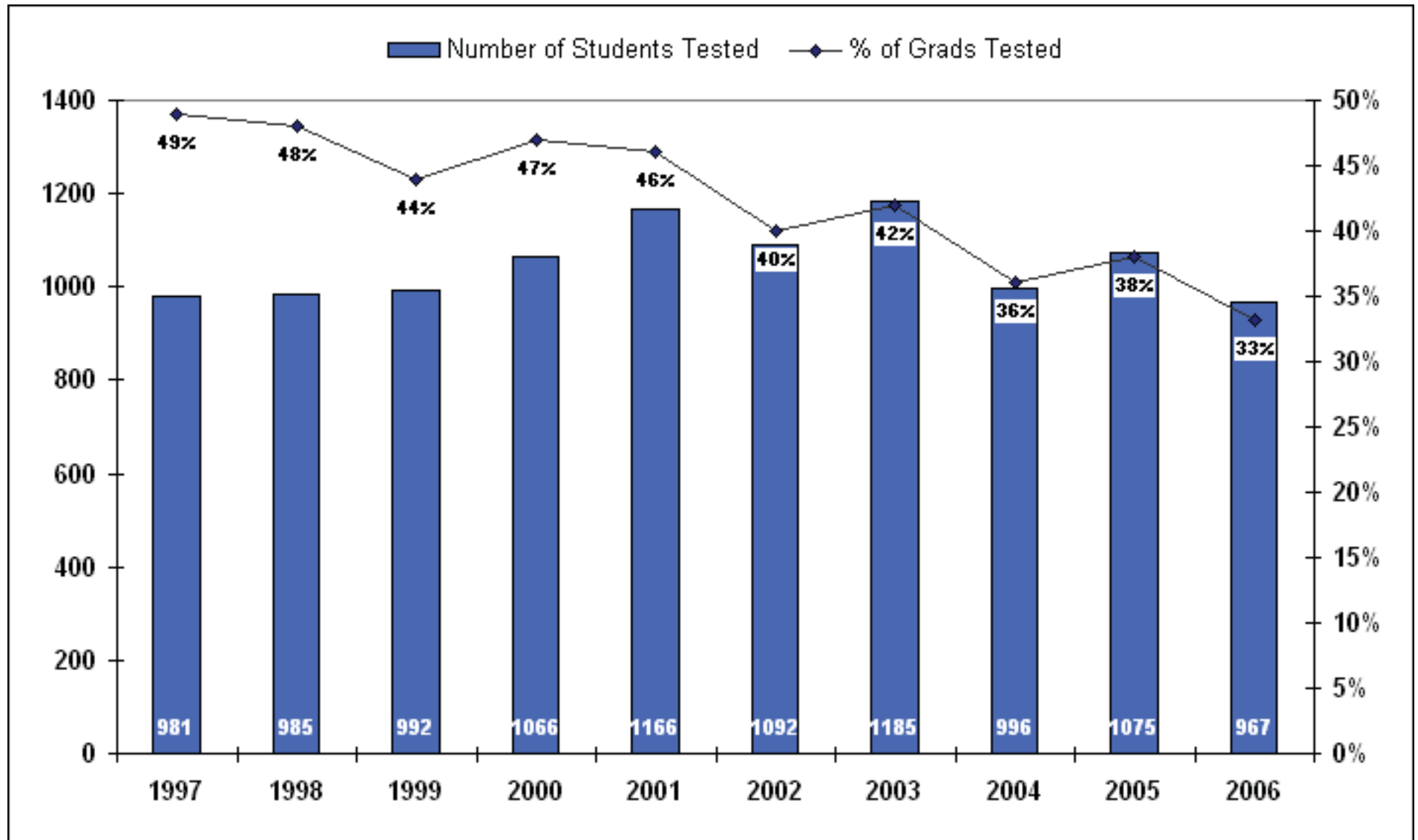
ACT-English Scores are reported on a scale from 1 to 36

\*The WCSD average is higher than the average of school scores listed in this table because Damonte Ranch, Gerlach, RTI, TMCC and Washoe had fewer than 10 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.

# ACT Participation

Number and Percentage of WCSD Graduates Who Took the ACT



# ACT Participation

## WCSD Graduates Who Took the ACT by High School

HIGH SCHOOLS	2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	-	-
Galena	133	46%	178	46%	183	55%	183	48%	164	52%	165	55%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	92	32%	78	25%	48	24%	34	23%	42	24%	38	28%
Incline	31	33%	27	33%	35	42%	-	-	-	-	-	-
McQueen	211	57%	228	55%	229	54%	188	49%	159	42%	163	43%
North Valleys	Not Open	Not Open	Not Open	Not Open	103	45%	101	41%	95	35%	73	27%
Reed	251	56%	225	49%	223	51%	155	40%	206	45%	172	45%
Reno	168	52%	137	43%	124	42%	107	33%	116	36%	118	32%
RTI	Not open	Not open	Not open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Spanish Springs	Not Open	Not Open	Not Open	Not Open	72	37%	62	23%	110	39%	60	19%
Sparks	138	48%	109	39%	66	36%	55	37%	48	36%	55	36%
TMCC HS	40	38%	37	30%	-	-	-	-	-	-	-	-
Washoe	-	-	-	-	-	-	-	-	-	-	-	-
Wooster	90	42%	64	28%	71	40%	65	34%	76	38%	55	31%
<b>Total<sup>1</sup></b>	<b>1166</b>	<b>46%</b>	<b>1092</b>	<b>40%</b>	<b>1185</b>	<b>42%</b>	<b>996</b>	<b>36%</b>	<b>1075</b>	<b>38%</b>	<b>967</b>	<b>33%</b>

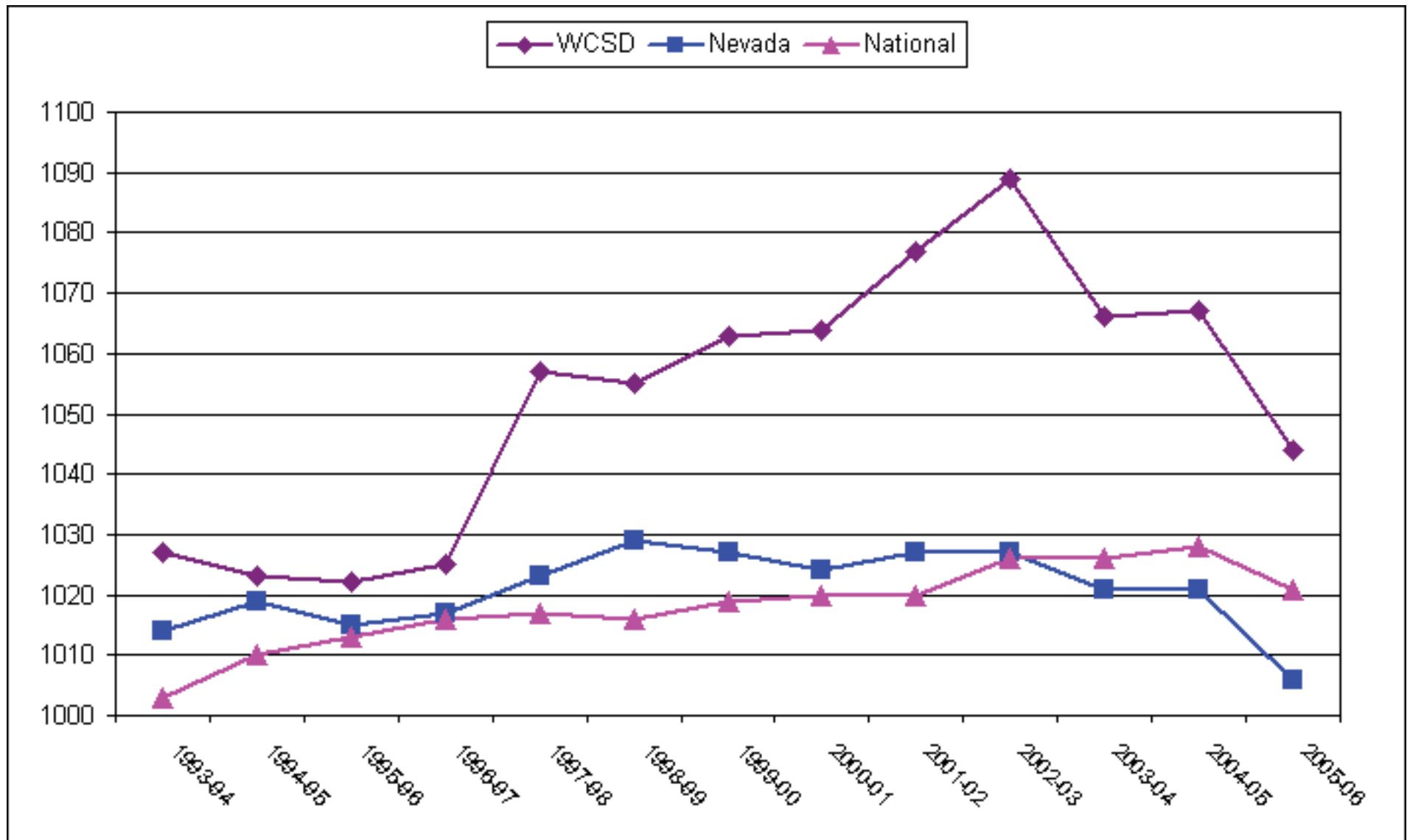
<sup>1</sup> Total numbers are higher than the sum of individual schools because Gerlach, TMCC and Washoe had too few students tested to report. Individual school test data are not published for schools with fewer than 30 ACT participants, but the participants are included in district totals.

Corrections have been made to data from previous years.

'-' Denotes too few students tested to report.

# SAT Combined Score Longitudinal Trends

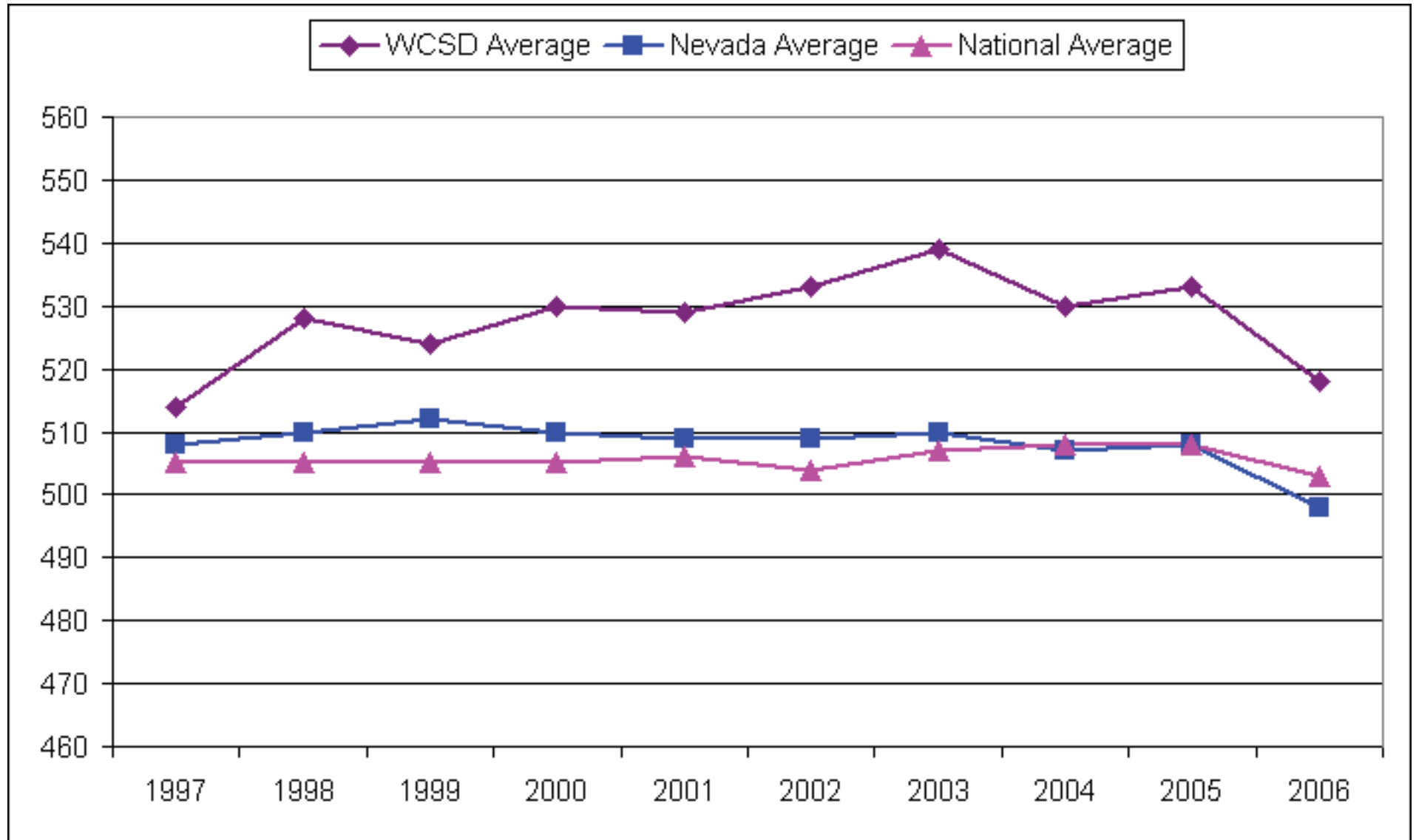
WCSD, Nevada and National 1993-2006



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.

# SAT Verbal Scores

## WCSD, Nevada and National Comparisons



SAT Verbal 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.

# SAT Verbal Scores by High School

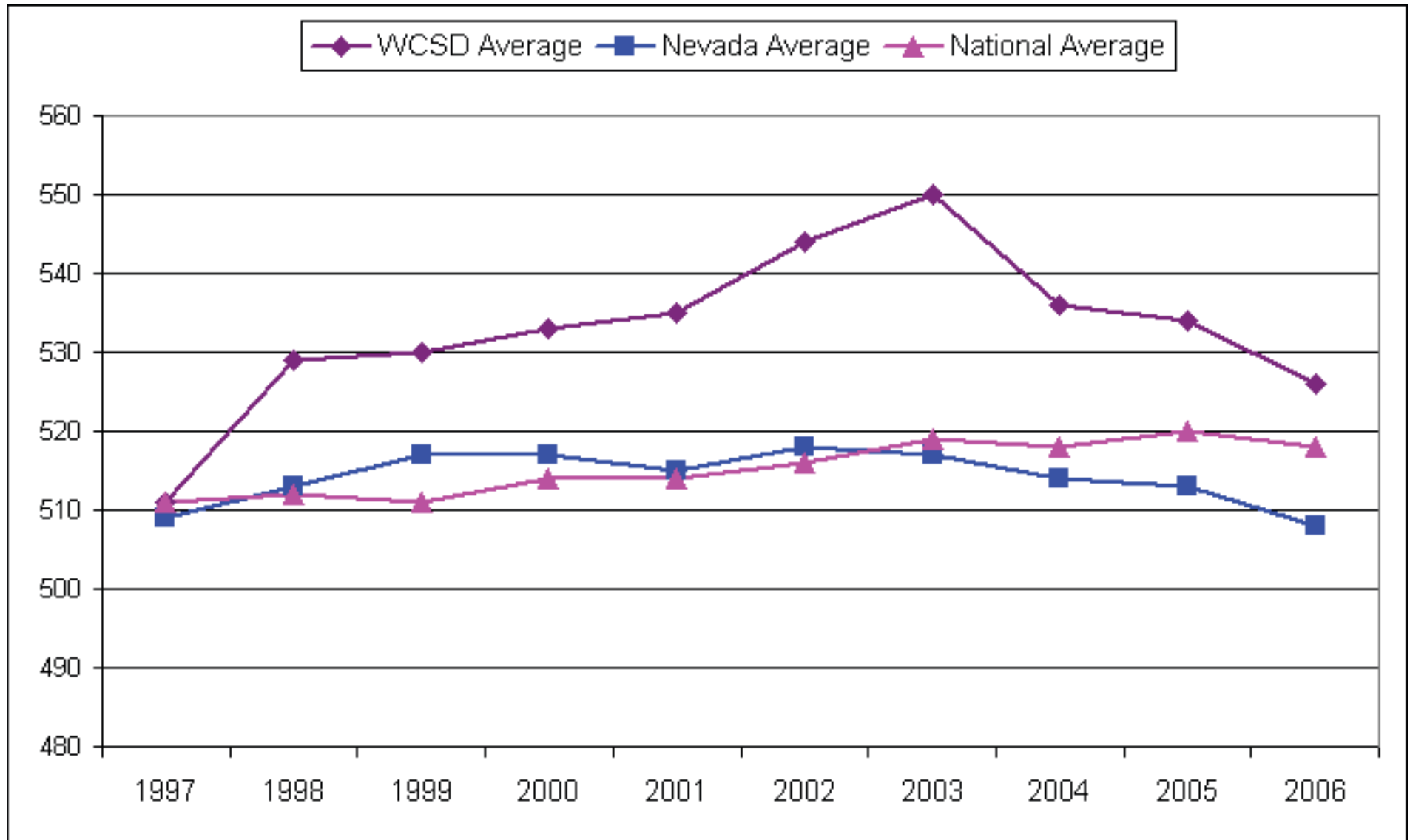
High Schools	2001	2002	2003	2004	2005	2006
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	-	-
Galena	526	519	531	533	544	539
Gerlach	-	-	-	-	-	-
Hug	515	479	-	-	-	457
Incline	540	526	533	545	534	549
McQueen	530	549	564	555	535	523
North Valleys	Not Open	Not Open	486	511	499	490
Reed	510	517	534	510	525	506
Reno	549	559	558	549	556	538
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	-
Spanish Springs	Not Open	Not Open	484	486	524	492
Sparks	492	532	-	-	-	-
TMCC HS	580	571	559	534	553	551
Washoe	-	-	-	-	-	-
Wooster	522	512	525	514	530	516
<b>WCSD Average<sup>1</sup></b>	<b>529</b>	<b>533</b>	<b>539</b>	<b>530</b>	<b>533</b>	<b>518</b>

<sup>1</sup> The WCSD average is higher than the average of school scores listed in this table because Damonte Ranch, Gerlach, Sparks and Washoe 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 fewer than 20 students tested

# SAT Math Scores

## WCSD, Nevada and National Comparisons



SAT-Math scores range from 200 to 800. 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.

# SAT Math Scores by High School

High Schools	2001	2002	2003	2004	2005	2006
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	-	-
Galena	527	529	534	535	547	550
Gerlach	-	-	-	-	-	-
Hug	523	522	-	-	-	450
Incline	549	530	564	553	544	554
McQueen	552	562	579	564	540	534
North Valleys	Not Open	Not Open	511	500	490	492
Reed	517	533	546	526	531	529
Reno	546	560	566	550	556	538
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	-
Spanish Springs	Not Open	Not Open	500	493	515	497
Sparks	514	536	-	-	-	-
TMCC HS	549	551	550	566	530	513
Washoe	-	-	-	-	-	-
Wooster	536	545	534	546	537	536
<b>WCSD Average</b>	<b>535</b>	<b>544</b>	<b>550</b>	<b>536</b>	<b>534</b>	<b>526</b>

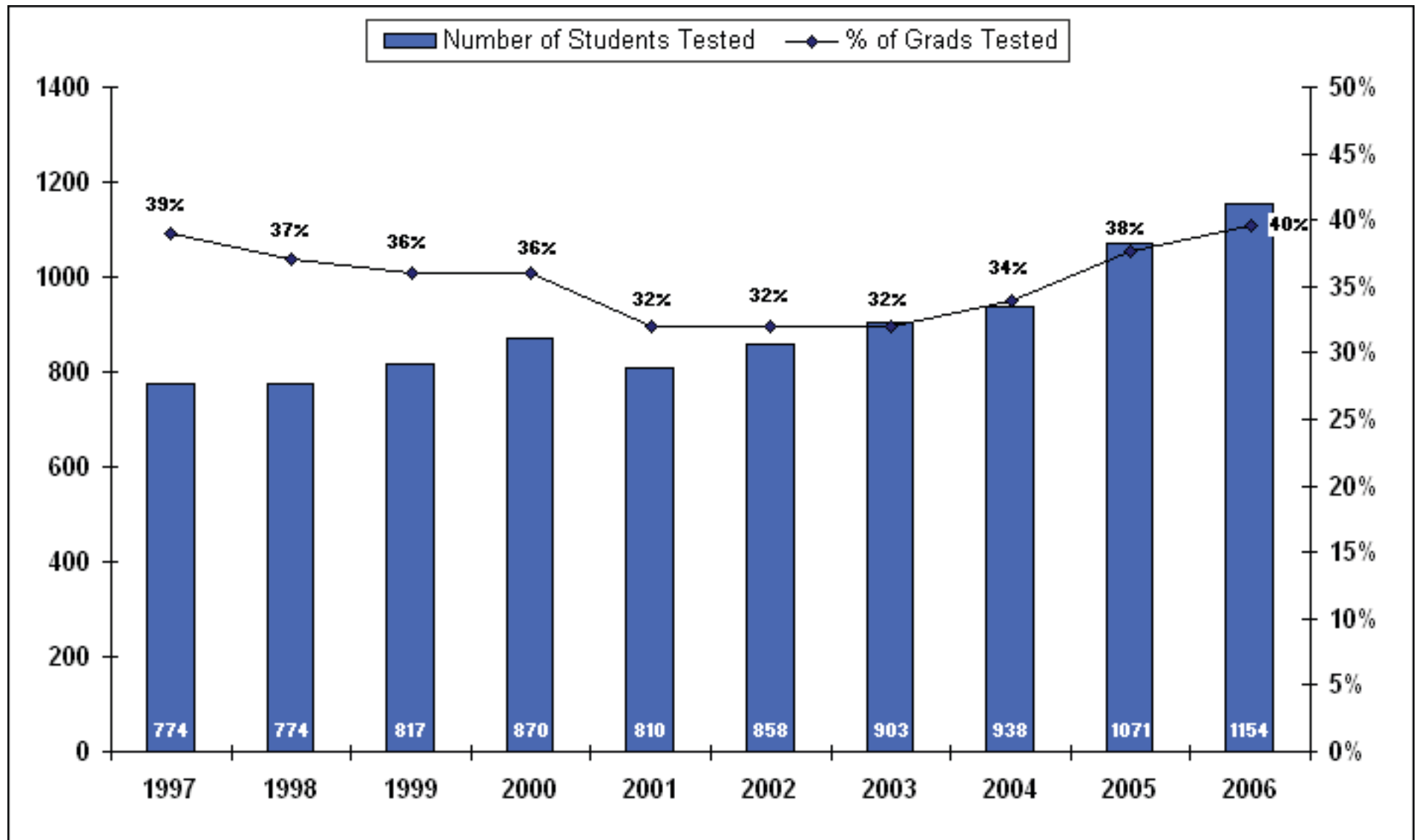
SAT-Math scores range from 200 to 800.

\*The WCSD average is higher than the average of school scores listed in this table because Damonte Ranch, Gerlach, Sparks and Washoe 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 fewer than 20 students tested.

# SAT Participation

Number and Percentage of WCSD Graduates Who Took the SAT



# SAT Participation by High School

HIGH SCHOOLS	2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-	53	49%
Galena	134	46%	190	49%	163	49%	166	43%	195	62%	155	51%
Gerlach	-	-	-	-	-	-	-	-	-	-	-	-
Hug	46	16%	32	10%	-	-	-	-	21	12%	28	21%
Incline	53	57%	48	59%	54	64%	45	55%	45	58%	38	50%
McQueen	121	32%	140	34%	152	36%	153	40%	172	46%	162	43%
North Valleys	Not Open	Not Open	Not Open	Not Open	39	17%	44	18%	67	25%	82	30%
Reed	125	28%	135	30%	119	27%	118	31%	162	36%	158	41%
Reno	191	69%	189	60%	211	72%	200	61%	192	59%	240	64%
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Spanish Springs	Not Open	Not Open	Not Open	Not Open	23	12%	95	35%	85	30%	134	42%
Sparks	43	15%	23	8%	-	-	-	-	-	-	-	-
TMCC HS	29	27%	34	28%	29	32%	21	23%	24	37%	20	22%
Washoe	-	-	-	-	-	-	-	-	-	-	-	-
Wooster	63	30%	61	26%	61	35%	69	36%	81	40%	68	38%
<b>Total<sup>1</sup></b>	<b>810</b>	<b>32%</b>	<b>858</b>	<b>32%</b>	<b>903</b>	<b>32%</b>	<b>938</b>	<b>34%</b>	<b>1071</b>	<b>38%</b>	<b>1154</b>	<b>40%</b>

<sup>1</sup> Total numbers are higher than the sum of individual schools because some schools had fewer than 20 students take the SAT. Individual school test data are not published for schools with fewer than 20 test participants, but the participants are included in district totals.

'-' Denotes fewer than 20 students tested.

# Gateway Curriculum

Percentage of 2004 through 2006 Graduates Who Met Gateway Science and Math Requirements

HIGH SCHOOLS	Earned 3 Science Credits			Earned 4 Math Credits			Earned Math Credit Beyond Algebra 3-4		
	Class of 2004	Class of 2005	Class of 2006	Class of 2004	Class of 2005	Class of 2006	Class of 2004	Class of 2005	Class of 2006
Damonte Ranch	No Seniors	51%	60%	No Seniors	18%	23%	No Seniors	18%	19%
Galena	80%	80%	74%	40%	60%	50%	32%	50%	45%
Gerlach <sup>1</sup>	44%	33%	86%	78%	33%	0%	44%	17%	0%
Hug	46%	50%	53%	24%	33%	26%	12%	17%	15%
Incline	56%	65%	70%	40%	42%	37%	35%	45%	33%
McQueen	72%	81%	75%	47%	56%	46%	38%	40%	37%
North Valleys	65%	69%	69%	35%	42%	42%	24%	33%	31%
Reed	71%	77%	74%	42%	50%	53%	39%	43%	49%
Reno	86%	89%	85%	56%	57%	59%	51%	50%	47%
RTI	No Seniors	No Seniors	40%	No Seniors	No Seniors	7%	No Seniors	No Seniors	3%
Spanish Springs	64%	66%	73%	26%	37%	41%	19%	33%	33%
Sparks	76%	60%	77%	60%	25%	29%	27%	21%	28%
TMCC HS	48%	54%	60%	5%	20%	21%	10%	45%	51%
Washoe <sup>2</sup>	9%	8%	25%	2%	2%	1%	1%	2%	3%
Wooster	53%	54%	37%	21%	43%	25%	18%	38%	25%
<b>Total</b>	<b>67%</b>	<b>69%</b>	<b>69%</b>	<b>38%</b>	<b>45%</b>	<b>41%</b>	<b>30%</b>	<b>37%</b>	<b>36%</b>

<sup>1</sup> Gerlach percentages are based on very small numbers of students (usually fewer than 10).

<sup>2</sup> Washoe High School is an alternative school.

# Gateway Curriculum

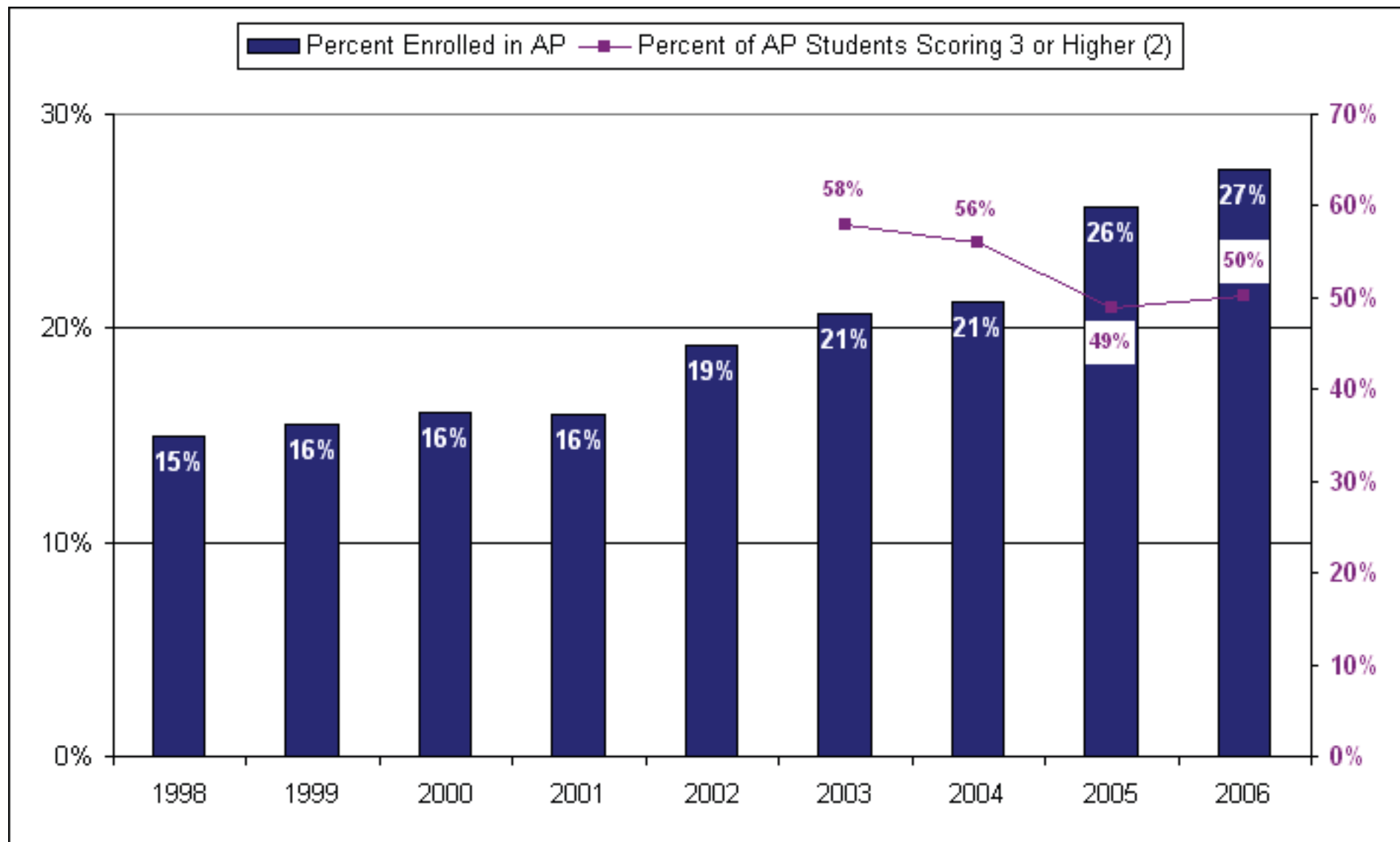
## Percentage of Seniors Taking Four, Five and Six or More Classes

HIGH SCHOOLS	Four Classes			Five Classes			Six or More Classes		
	Class of 2004	Class of 2005	Class of 2006	Class of 2004	Class of 2005	Class of 2006	Class of 2004	Class of 2005	Class of 2006
Damonte Ranch	No Seniors	3%	24%	No Seniors	11%	19%	No Seniors	86%	56%
Galena	25%	38%	36%	34%	30%	34%	41%	31%	30%
Gerlach	-	-	14%	-	-	0%	100%	100%	86%
Hug	6%	15%	29%	19%	23%	28%	75%	62%	43%
Incline	29%	22%	20%	33%	39%	26%	39%	39%	54%
McQueen	13%	28%	20%	34%	31%	35%	54%	42%	45%
North Valleys	8%	22%	20%	25%	36%	32%	67%	42%	48%
Reed	30%	5%	5%	32%	41%	37%	38%	53%	59%
Reno	24%	44%	41%	41%	31%	28%	35%	26%	31%
RTI	Not Open	No Seniors	NA	Not Open	No Seniors	NA	Not Open	No Seniors	NA
Spanish Springs	18%	32%	27%	27%	27%	36%	56%	41%	37%
Sparks	27%	4%	4%	31%	16%	18%	42%	80%	78%
TMCC HS <sup>1</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA
Washoe <sup>1</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA
Wooster	20%	32%	33%	36%	28%	31%	44%	41%	36%
<b>Total</b>	<b>22%</b>	<b>25%</b>	<b>24%</b>	<b>31%</b>	<b>31%</b>	<b>31%</b>	<b>46%</b>	<b>45%</b>	<b>45%</b>

<sup>1</sup> RTI, TMCC and Washoe high schools have unique scheduling options, so are not included.

# Enrollment in Advanced Placement Courses

Percentage of WCSD Juniors and Seniors Enrolled in Advanced Placement or IB<sup>1</sup> Courses

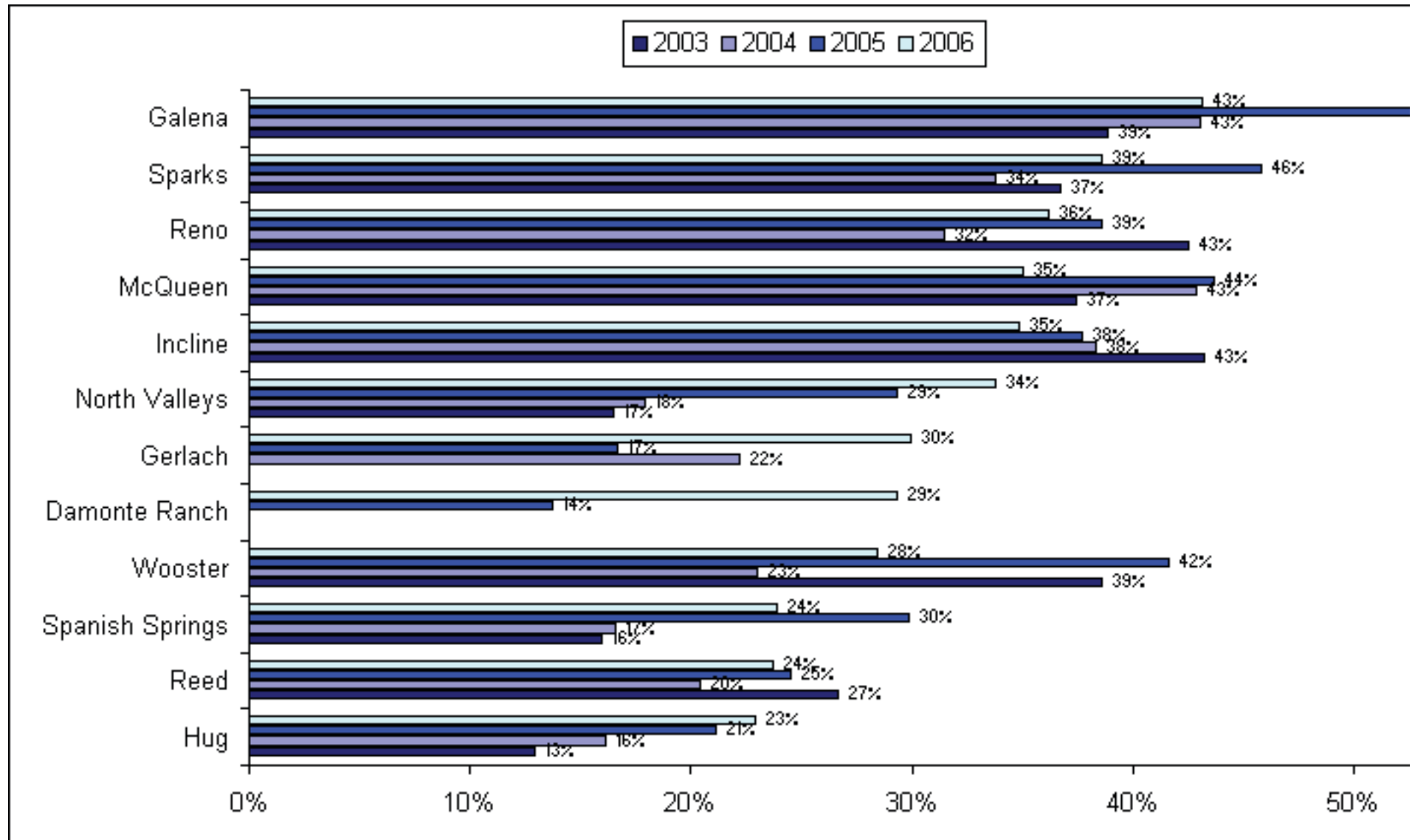


1 International Baccalaureate Program

2 Data on percentage scoring 3 or higher are not available prior to 2003; percentage includes IB scores of 4 or higher

# Advanced Placement Course Enrollment by School

Percentage of Graduates Who took At Least One Advanced Placement or IB<sup>1</sup> Exam as Juniors or Seniors



<sup>1</sup> International Baccalaureate Program  
AP classes are not offered at Washoe or TMCC

# Enrollment in Advanced Placement/IB<sup>1</sup> Courses

High Schools	Number of AP Candidates						Percentage of Juniors and Seniors Taking AP Exams						Percent- age of AP Students Scoring 3 or Higher on AP Exams <sup>2</sup>
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2006
Damonte Ranch	Not Open	Not Open	Not Open	-	60	91	Not Open	Not Open	Not Open	-	26%	29%	41%
Galena	188	205	235	290	267	277	24%	27%	30%	36%	39%	43%	69%
Gerlach	-	3	-	4	1	3	-	20%	-	24%	8%	30%	0%
Hug	62	34	41	31	56	78	7%	7%	11%	8%	15%	23%	7%
Incline	53	51	48	49	47	61	28%	29%	27%	29%	31%	35%	75%
McQueen	216	256	268	279	291	277	24%	29%	30%	34%	33%	35%	62%
North Valleys	Not Open	30	51	80	173	229	Not Open	12%	10%	13%	26%	34%	32%
Reed	103	163	141	143	180	214	9%	17%	16%	15%	18%	24%	47%
Reno	200	219	263	251	292	297	25%	32%	39%	35%	39%	36%	66%
Spanish Springs	Not Open	11	37	61	105	183	Not Open	4%	7%	10%	16%	24%	35%
Sparks	68	110	91	86	99	151	8%	20%	24%	23%	24%	39%	17%
TMCC HS	-	-	-	-	-	-	-	-	-	-	-	-	-
Washoe	-	-	-	-	-	-	-	-	-	-	-	-	-
Wooster	76	74	71	88	104	125	12%	15%	14%	15%	21%	28%	46%
<b>WCSD</b>	<b>967</b>	<b>1156</b>	<b>1246</b>	<b>1365</b>	<b>1675</b>	<b>1986</b>	<b>16%</b>	<b>19%</b>	<b>21%</b>	<b>21%</b>	<b>27%</b>	<b>29%</b>	<b>51%</b>

<sup>1</sup> International Baccalaureate Program

<sup>2</sup> Data are not available for 2001-2004; includes IB students scoring 4 or higher

Several corrections have been made to data from previous years to eliminate duplicate counting of students taking more than one exam.

AP courses are not offered at TMCC and Washoe high schools.

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

# Advanced Placement Challenge Index

## Ratio of AP-IB<sup>1</sup> Exams to Graduating Class Size

2006

The Challenge Index, developed by *Washington Post* education writer Jay Mathews, measures a public high school's effort to challenge its students. The Index is calculated by dividing the number of AP or IB exams taken by the number of seniors who graduated in June. Exam scores are not included in the calculation and exams taken by all students, not just seniors, are counted. The rating is not a measurement of the overall quality of the school but illuminates one factor that many educators and researchers consider important. For purposes of this calculation, the WCSD graduating class includes all students who earned a diploma plus those students who had enough credits to graduate but failed one or more sections of a state-mandated graduation exam. A Challenge Index of 1.0 or higher meets the benchmark defined by the measure's author.

SCHOOL	Number of 2006 June Graduates	Number of AP-IB Exams in 2006	Challenge Index	National Ranking <sup>2</sup>
Galena	301	559	1.86	509
Wooster	178	310	1.74	598
McQueen	379	611	1.61	684
Incline	76	122	1.61	690
Reno	374	586	1.57	732
North Valleys	269	420	1.56	736
Sparks	154	237	1.54	754
Damonte Ranch	108	133	1.23	1014
Reed	386	417	1.08	1162
Hug	136	143	1.05	1201
Spanish Springs	320	330	1.03	1219
Gerlach	-	-	-	-

<sup>1</sup> International Baccalaureate Program

<sup>2</sup> National rankings published in *Newsweek*. All of the ranked schools have an index of at least 1.0 and are in the top 5 percent of the nation's public schools on this measure.

Source: *The Complete List: 1,200 Top U.S. Schools*; <http://www.msnbc.msn.com/id/12532678/site/newsweek/>

The rankings do not include schools in the first or second year of operation, so RTI is not included in the results.

'-' Denotes fewer than 10 students in the graduating class.

AP classes are not offered at Washoe or TMCC high schools

# Millennium Scholarship

## Percentage of Graduates Eligible for the Millennium Scholarship by Year

High Schools	2000	2001	2002	2003	2004	2005 <sup>1</sup>	2006
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	37%	45%
Galena	64%	58%	65%	69%	69%	71%	65%
Gerlach	13%	67%	50%	67%	67%	67%	71%
Hug	33%	44%	42%	40%	49%	41%	40%
Incline	49%	71%	59%	59%	59%	61%	58%
McQueen	54%	59%	65%	63%	59%	58%	56%
North Valleys	Not Open	Not Open	Not Open	51%	53%	45%	48%
Reed	49%	61%	59%	71%	61%	52%	58%
Reno	68%	67%	67%	78%	70%	63%	62%
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	37%
Spanish Springs	Not Open	Not Open	Not Open	52%	54%	53%	48%
Sparks	44%	53%	56%	58%	47%	39%	45%
TMCC	66%	74%	75%	78%	74%	75%	73%
Washoe	16%	54%	44%	31%	24%	10%	8%
Wooster	43%	60%	51%	63%	63%	57%	46%
<b>WCSD</b>	<b>50%</b>	<b>59%</b>	<b>56%</b>	<b>63%</b>	<b>57%</b>	<b>52%</b>	<b>51%</b>

<sup>1</sup> The eligibility requirements for the Millennium Scholarship increased in 2005 to a GPA of 3.1, with no rounding allowed. Prior to 2005, the cut off was 3.0, and rounding up from 2.95 was allowed.

# WCSD Graduating Cohorts Analysis

The Tracking of WCSD Graduates<sup>1</sup> from High School to College

## Graduating Cohorts

- » 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
- » 1998-1999 Graduates = 2227
- » 1997-1998 Graduates = 2072
- » 1996-1997 Graduates = 2006

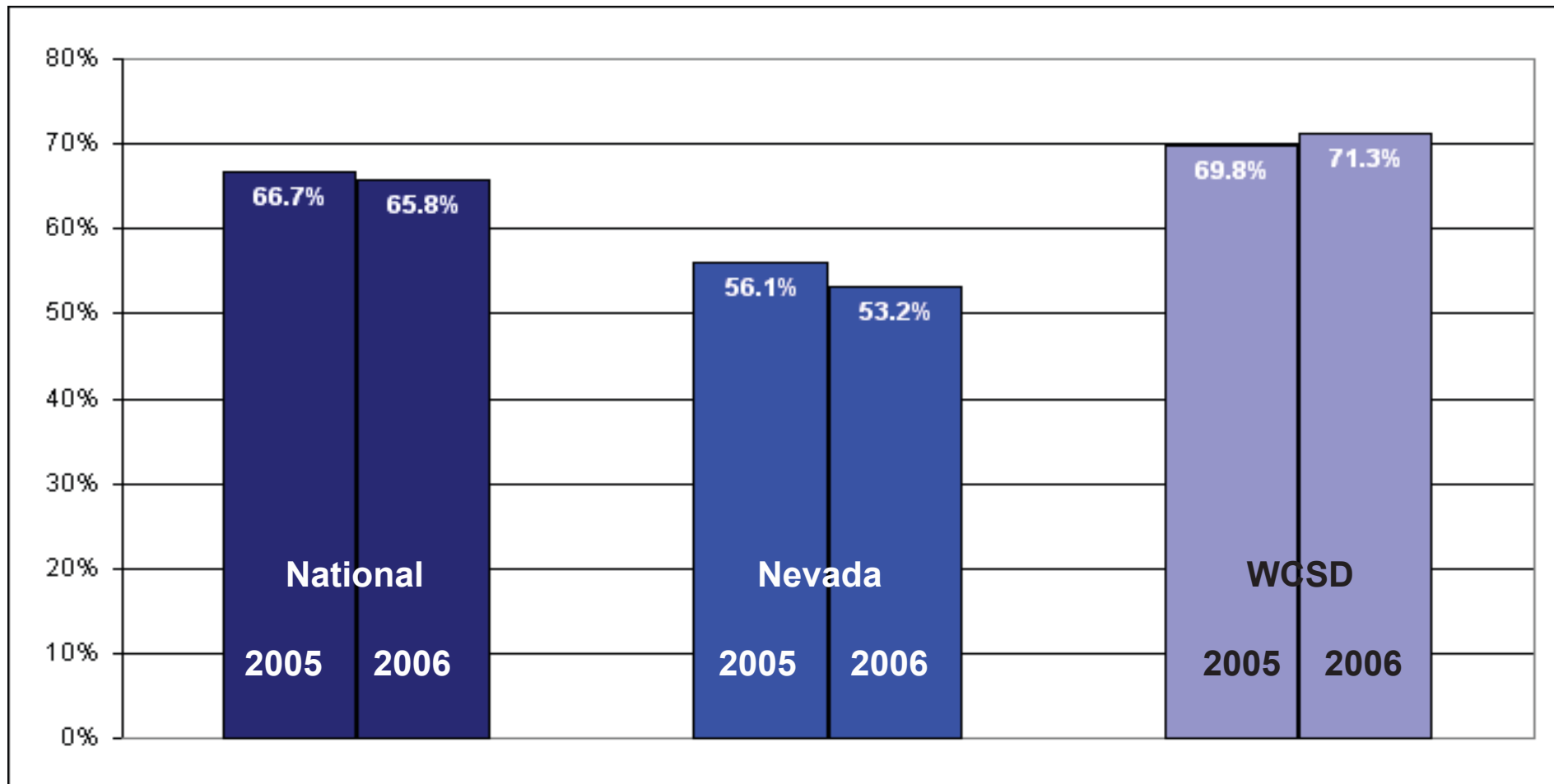
## College Measures

- » **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<sup>1</sup>.

<sup>1</sup> Includes standard and adjusted diplomas from District schools. Does not include Washoe Adult High School or the charter high schools (Academy for Career Education, Rainshadow and I Can Do Anything).

# Class of 2006 College-Going Rate

Percentage of 2005 and 2006 High School Graduates Immediately Enrolling in Post-Secondary Education<sup>1</sup>



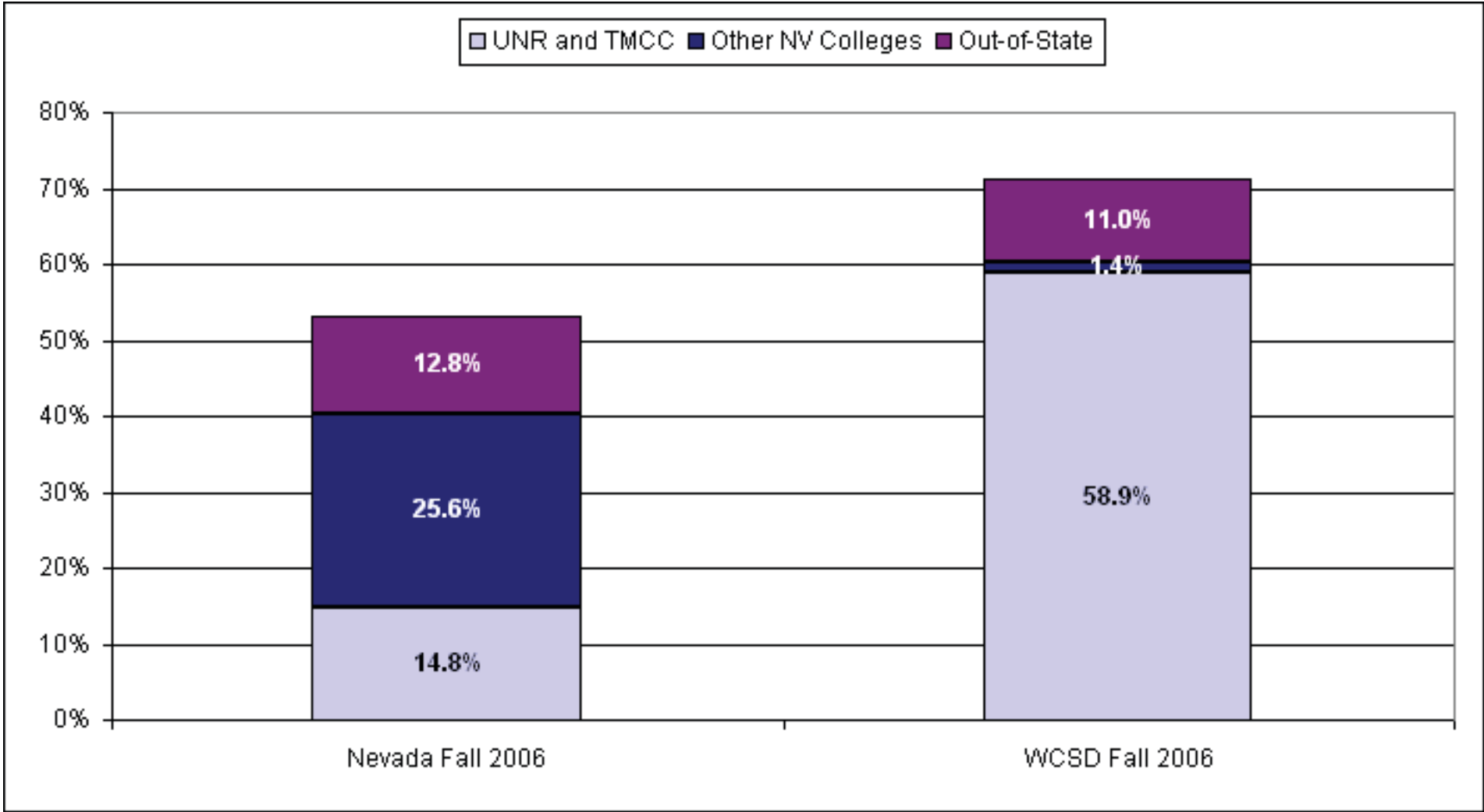
<sup>1</sup> To permit comparison with state and national rates, only WCSD graduates with standard, advanced and honors diplomas are included in the percentages depicted in the college-going rate charts. Students with adjusted diplomas were excluded. Additionally, the Nevada and national rates include charter and private high schools, but the WCSD rate does not. The national rate shown here is based on census data, and differs from the national rate reported in the 2003-04 Data Profile. ***New data sources and calculation methods were applied beginning with the 2006 edition. Therefore the college going rates reported here is not directly comparable to that reported for years prior to 2005.***

Sources: Postsecondary Education Opportunity; Nevada System of Higher Education 2007 Report on Nevada College Continuation Rates, WCSD Data Profile, National Student Clearinghouse Student Tracker Service

NOTE: Although not included in the WCSD rate shown here, 21% of the WCSD students who earned an *adjusted diploma* in 2006, enrolled in college in the summer or fall immediately following graduation. Ninety-four percent of these students enrolled in community colleges, 6% enrolled in four year institutions.

# Class of 2006 College-Going Rates

Percentage of Nevada and WCSD High School Graduates Enrolling in Local, In-State and Out-of-State Institutions<sup>1</sup>



<sup>1</sup> To permit comparison with state 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 rates include charter and private high schools, but the WCSD rate does not. Sources: Nevada System of Higher Education Annual Reports on College Continuation and College remediation. WCSD Data Profile, National Student Clearinghouse Student Tracker Service

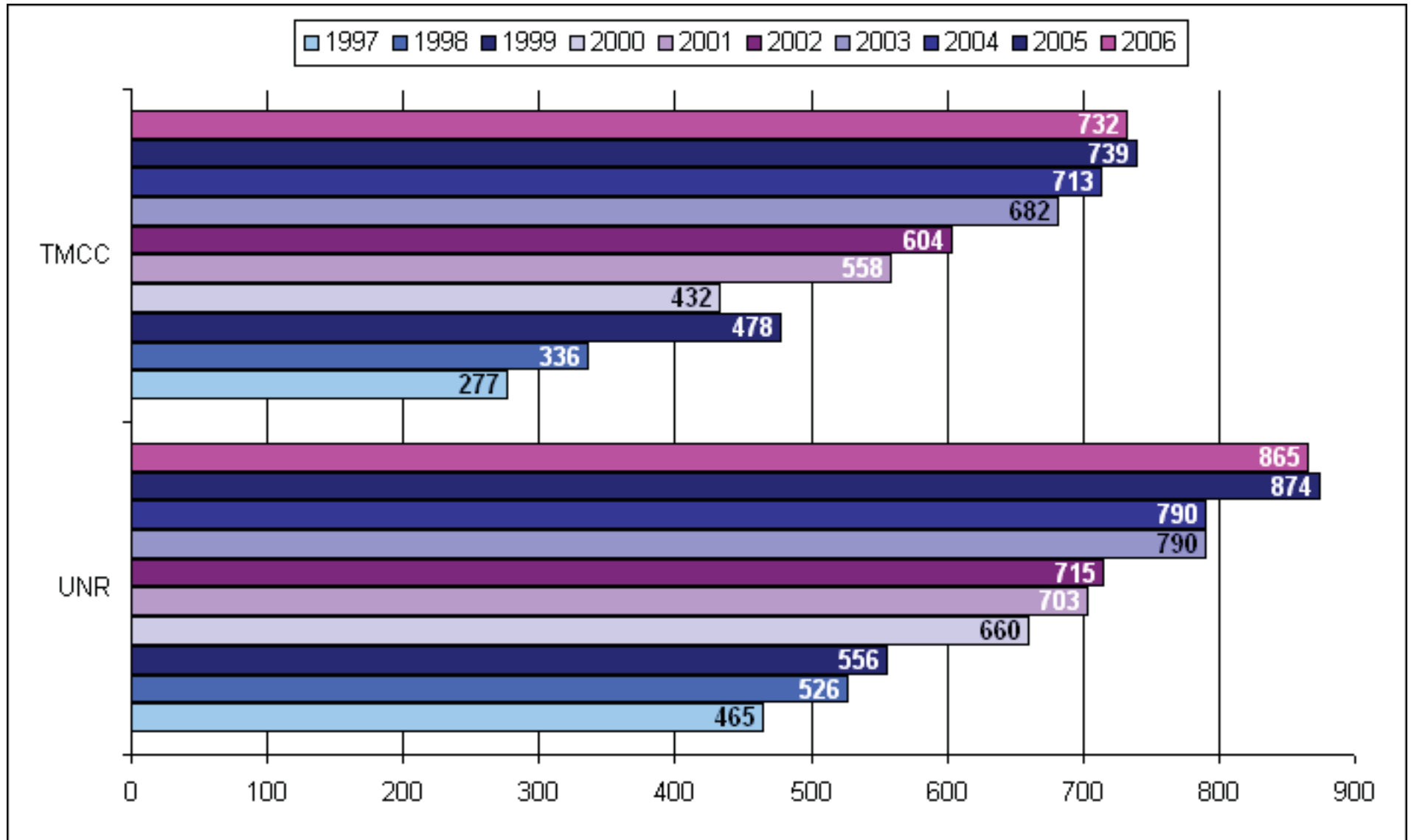
# Capture Rates Based on UNR and TMCC Enrollment Counts

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 pages 68 and 69 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

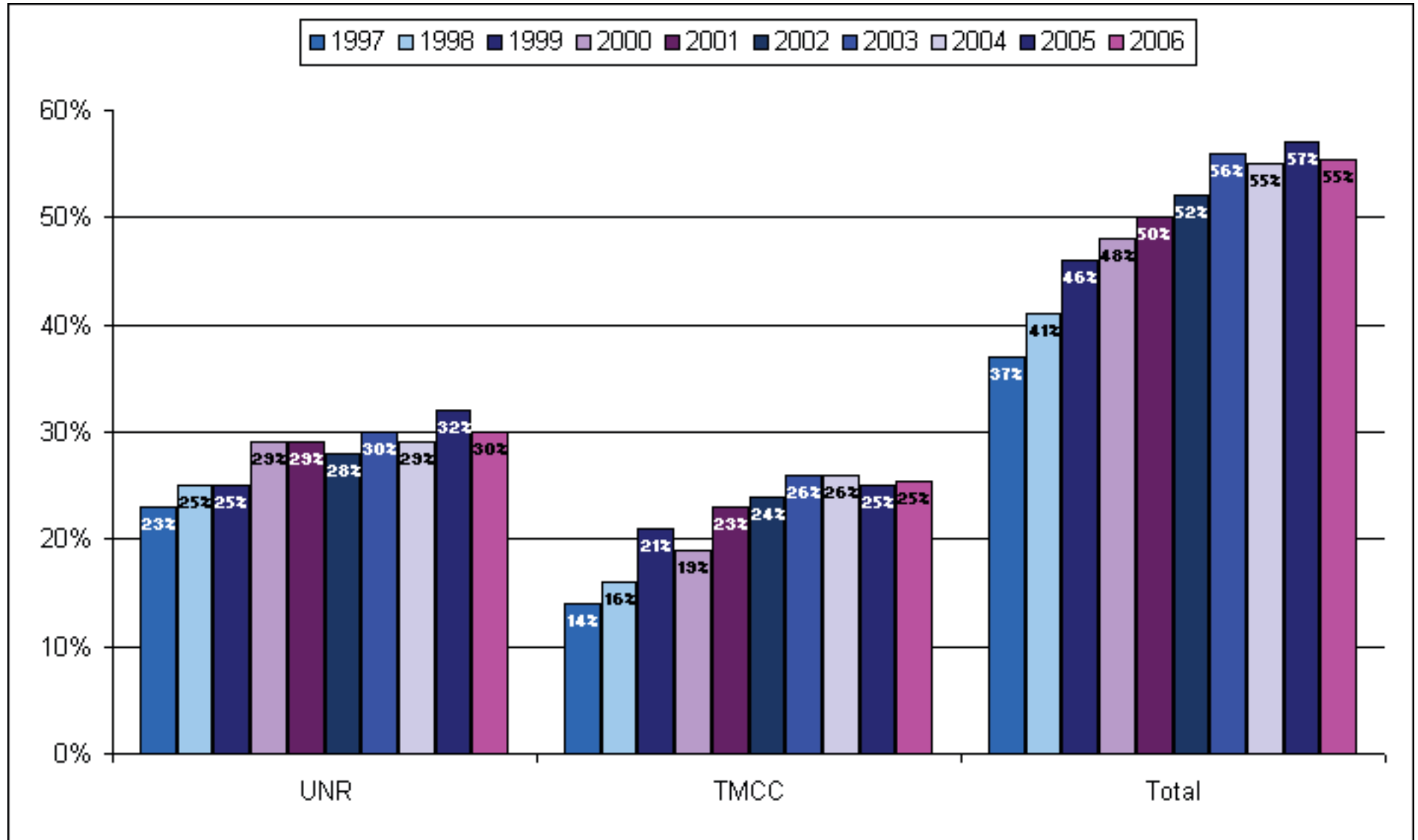
Number of WCSD Graduates Enrolling by Year



Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the college-going rates reported on pages 68 and 69.

# Capture Rates of High School Cohorts By UNR and TMCC

Percentage of WCSD Graduates Enrolling in UNR or TMCC by Year



Data have been corrected from previous years.

Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the college-going rates reported on pages 68 and 69.

# Combined UNR and TMCC Capture Rate by High School

HIGH SCHOOLS	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	38%	53%	57
Galena	47%	55%	57%	52%	61%	76%	65%	53%	161
Gerlach	33%	29%	42%	-	67%	67%	33%	43%	3
Hug	37%	39%	43%	36%	42%	36%	42%	40%	55
Incline	27%	33%	26%	37%	30%	31%	32%	39%	30
McQueen	53%	55%	61%	60%	62%	63%	62%	65%	245
North Valleys	Not Open	Not Open	Not Open	Not Open	42%	48%	55%	52%	141
Reed	49%	49%	49%	51%	55%	48%	56%	63%	244
Reno	40%	46%	52%	51%	58%	53%	66%	63%	236
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	37%	11
Spanish Springs	Not Open	Not Open	Not Open	Not Open	51%	48%	51%	47%	151
Sparks	40%	45%	44%	47%	56%	56%	60%	45%	69
TMCC HS	51%	66%	62%	78%	80%	92%	82%	68%	61
Washoe	66%	78%	33%	77%	57%	59%	46%	46%	36
Wooster	48%	37%	52%	45%	48%	46%	55%	54%	97
<b>Total</b>	<b>46%</b>	<b>48%</b>	<b>52%</b>	<b>52%</b>	<b>56%</b>	<b>55%</b>	<b>57%</b>	<b>55%</b>	<b>1597</b>

Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the college-going rates reported on pages 68 and 69.

'-' Denotes no graduates that year.

# TMCC Capture Rate by High School

HIGH SCHOOLS	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	26%	21%	23
Galena	17%	15%	25%	20%	26%	23%	24%	17%	51
Gerlach	0%	14%	25%	0%	67%	11%	0%	29%	2
Hug	23%	17%	26%	24%	29%	27%	25%	26%	35
Incline	6%	8%	10%	16%	14%	12%	13%	12%	9
McQueen	18%	15%	22%	18%	23%	21%	22%	23%	89
North Valleys	Not Open	Not Open	Not Open	Not Open	22%	31%	29%	28%	74
Reed	25%	23%	21%	24%	24%	27%	28%	27%	106
Reno	11%	12%	17%	18%	17%	16%	22%	23%	85
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	37%	11
Spanish Springs	Not Open	Not Open	Not Open	Not Open	27%	27%	19%	22%	70
Sparks	23%	20%	21%	23%	30%	32%	39%	25%	38
TMCC HS	43%	53%	46%	52%	60%	46%	53%	49%	44
Washoe	64%	78%	33%	77%	57%	71%	43%	46%	36
Wooster	23%	18%	22%	24%	23%	24%	25%	33%	59
<b>Total</b>	<b>21%</b>	<b>19%</b>	<b>23%</b>	<b>24%</b>	<b>26%</b>	<b>26%</b>	<b>25%</b>	<b>25%</b>	<b>732</b>

Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the college-going rates reported on pages 68 and 69.

‘-’ Denotes no graduates that year

# UNR Capture Rate by High School

HIGH SCHOOLS	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	12%	31%	34
Galena	30%	41%	33%	33%	37%	39%	41%	37%	110
Gerlach	33%	14%	17%	10%	0%	33%	33%	14%	1
Hug	14%	18%	18%	11%	13%	15%	17%	15%	20
Incline	21%	25%	17%	21%	16%	17%	19%	28%	21
McQueen	36%	41%	40%	43%	40%	41%	39%	41%	156
North Valleys	Not Open	Not Open	Not Open	Not Open	20%	21%	26%	25%	67
Reed	23%	27%	30%	28%	32%	29%	28%	36%	138
Reno	30%	34%	38%	34%	42%	37%	44%	40%	151
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	0%	0
Spanish Springs	Not Open	Not Open	Not Open	Not Open	24%	22%	32%	25%	81
Sparks	17%	25%	23%	24%	28%	18%	22%	20%	31
TMCC HS	8%	16%	18%	26%	30%	20%	28%	19%	17
Washoe	2%	0%	0%	0%	0%	0%	2%	0%	0
Wooster	25%	20%	30%	21%	25%	25%	30%	21%	38
<b>Total</b>	<b>25%</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>30%</b>	<b>29%</b>	<b>32%</b>	<b>30%</b>	<b>865</b>

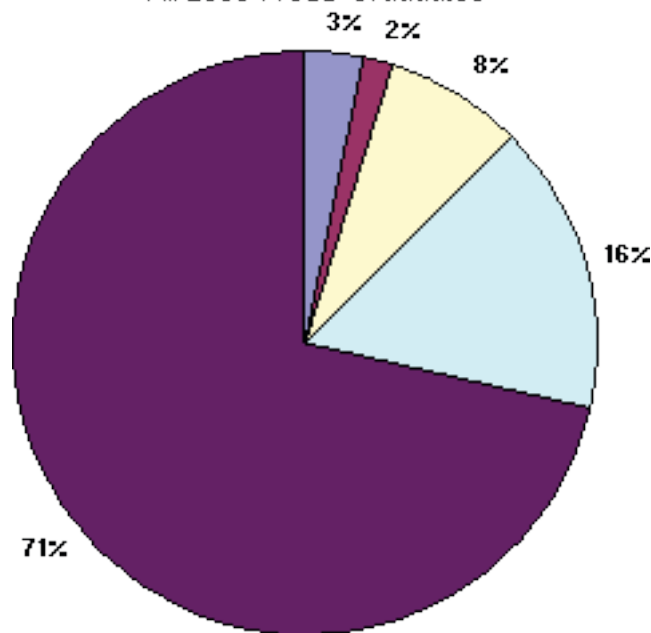
Numbers may include WCSD students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the college-going rates reported on pages 68 and 69.

'-' Denotes no graduates that year

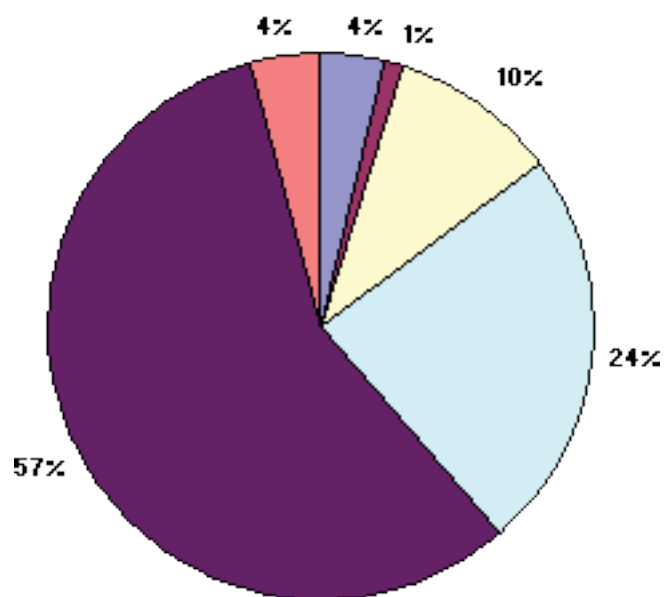
# Ethnic Composition of WCSD Graduates Attending UNR and TMCC

Fall 2006 Freshmen

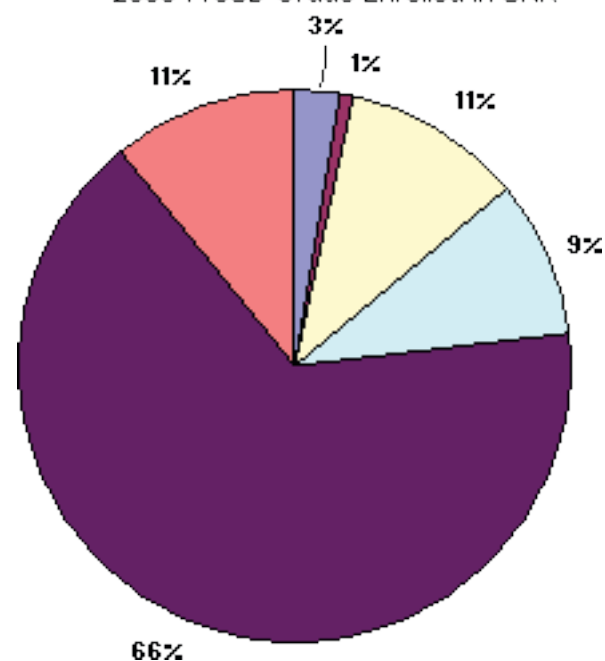
All 2006 WCSD Graduates



2006 WCSD Grads Enrolled in TMCC



2006 WCSD Grads Enrolled in UNR



■ African American    ■ American Indian  
■ Asian    ■ Hispanic  
■ White    ■ Other or Unspecified

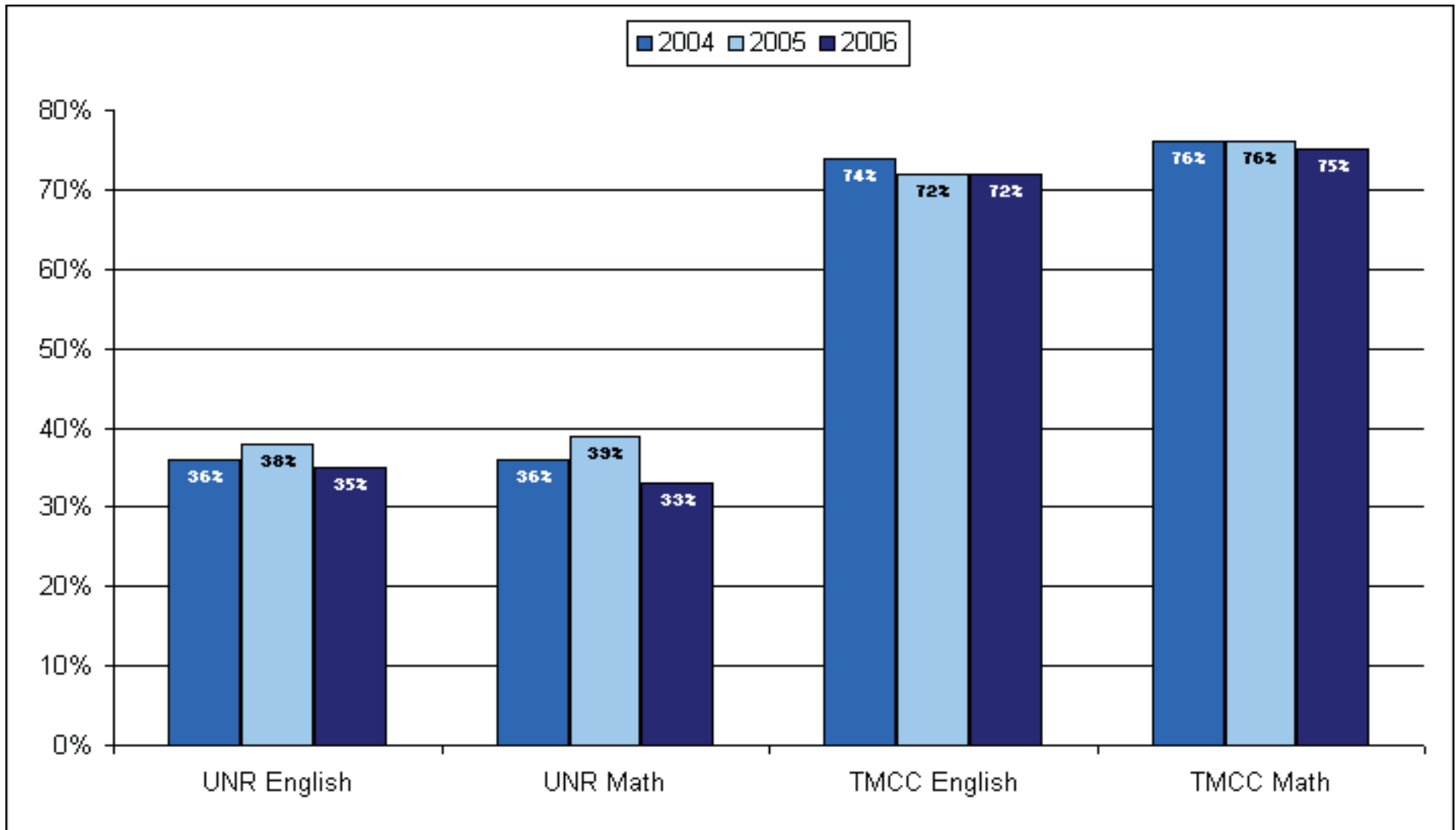
# WCSD Graduates' Need for Remediation

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.

# Need for Remediation Based on Exam Scores

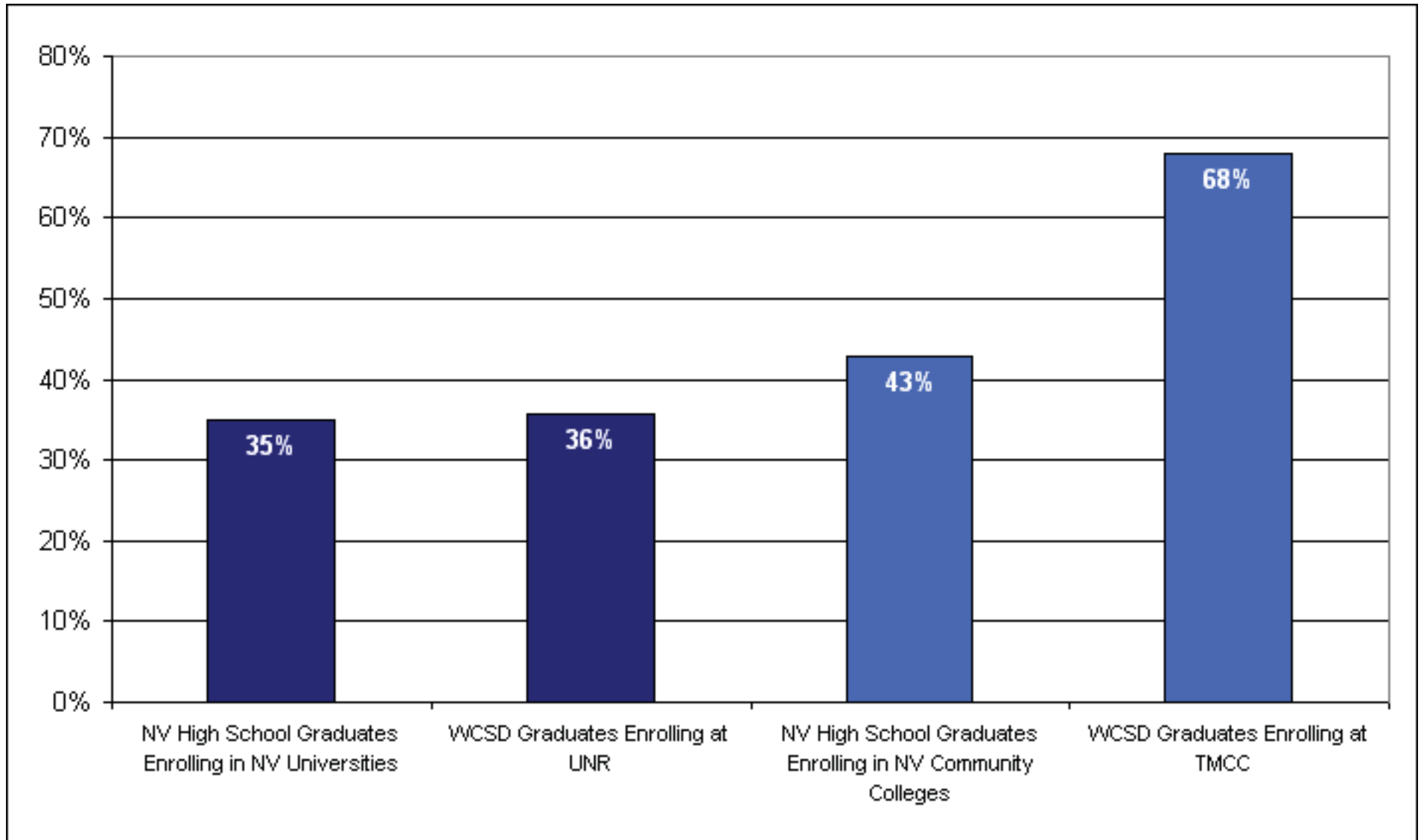
Percentage of WCSD Graduates With ACT, SAT or Accuplacer Scores Demonstrating a Need for Remedial Math or English Placement<sup>1</sup>



<sup>1</sup> 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. Placement exam cut-off scores: UNR English: ACT verbal <21; SAT verbal < 501; UNR Math: ACT math <21; SAT math <501; TMCC : Accuplacer, ACT or SAT score below cut for college level. Approximately 5% of UNR and 15% of TMCC WCSD freshmen do not have placement exam scores.

# Enrollment in Remedial Classes

Percentage of Nevada and WCSD 2006 High School Graduates Enrolling in Remedial Courses in Fall 2006<sup>1</sup>

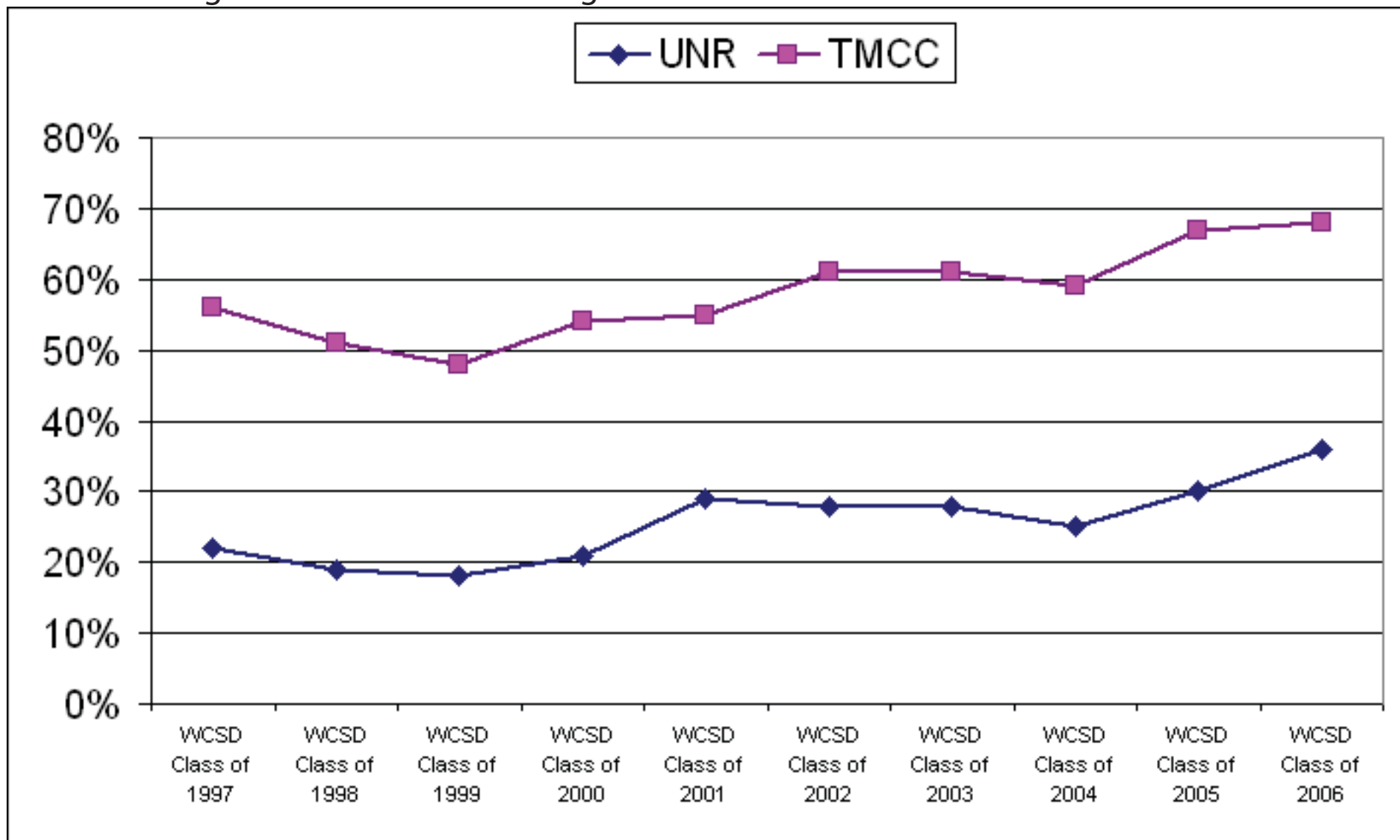


<sup>1</sup> Not all students who place at the remedial level enroll in English and/or math classes their freshman year. This chart depicts the percentage of high school graduates actually enrolling in remedial classes in Fall 2006. WCSD students are not included in the State (NV) percentages. The State percentages include charter schools, the WCSD percentages do not.

Sources: Nevada System of Higher Education January 2007 Remedial Report, WCSD Data Profile.

# Remediation Rates by Institution

Percentage of WCSD Graduates Registered in a Remedial Course



Sources: Nevada System of Higher Education January 2007 Remedial Report; WCSD Data Profile.

# Remediation by High School - TMCC

Percentage of WCSD Graduates Enrolled in a TMCC Remedial Course

HIGH SCHOOLS	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	58%	74%	17
Galena	37%	39%	49%	65%	59%	64%	65%	71%	36
Gerlach	-	-	-	-	-	-	-	-	-
Hug	52%	63%	68%	59%	80%	65%	89%	77%	27
Incline	-	100%	-	77%	55%	60%	50%	78%	7
McQueen	52%	56%	47%	73%	60%	55%	73%	64%	57
North Valleys	Not Open	Not Open	Not Open	Not Open	71%	66%	61%	74%	55
Reed	54%	52%	59%	69%	63%	71%	66%	71%	75
Reno	32%	55%	47%	62%	47%	46%	68%	58%	49
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Seniors	73%	8
Spanish Springs	Not Open	Not Open	Not Open	Not Open	71%	63%	79%	80%	56
Sparks	61%	66%	68%	67%	65%	65%	75%	76%	29
TMCC HS	26%	15%	29%	24%	35%	27%	40%	32%	14
Washoe	53%	57%	62%	62%	57%	45%	67%	69%	25
Wooster	42%	84%	65%	59%	66%	65%	59%	71%	42
<b>Total</b>	<b>48%</b>	<b>54%</b>	<b>55%</b>	<b>61%</b>	<b>61%</b>	<b>59%</b>	<b>67%</b>	<b>68%</b>	<b>498<sup>1</sup></b>

<sup>1</sup> Total includes schools with fewer than five students attending TMCC, and is therefore higher than the sum of individual schools.

- Denotes fewer than 5 students enrolled.

# Remediation by High School - UNR

Percentage of WCSD Graduates Enrolled in a UNR Remedial Course

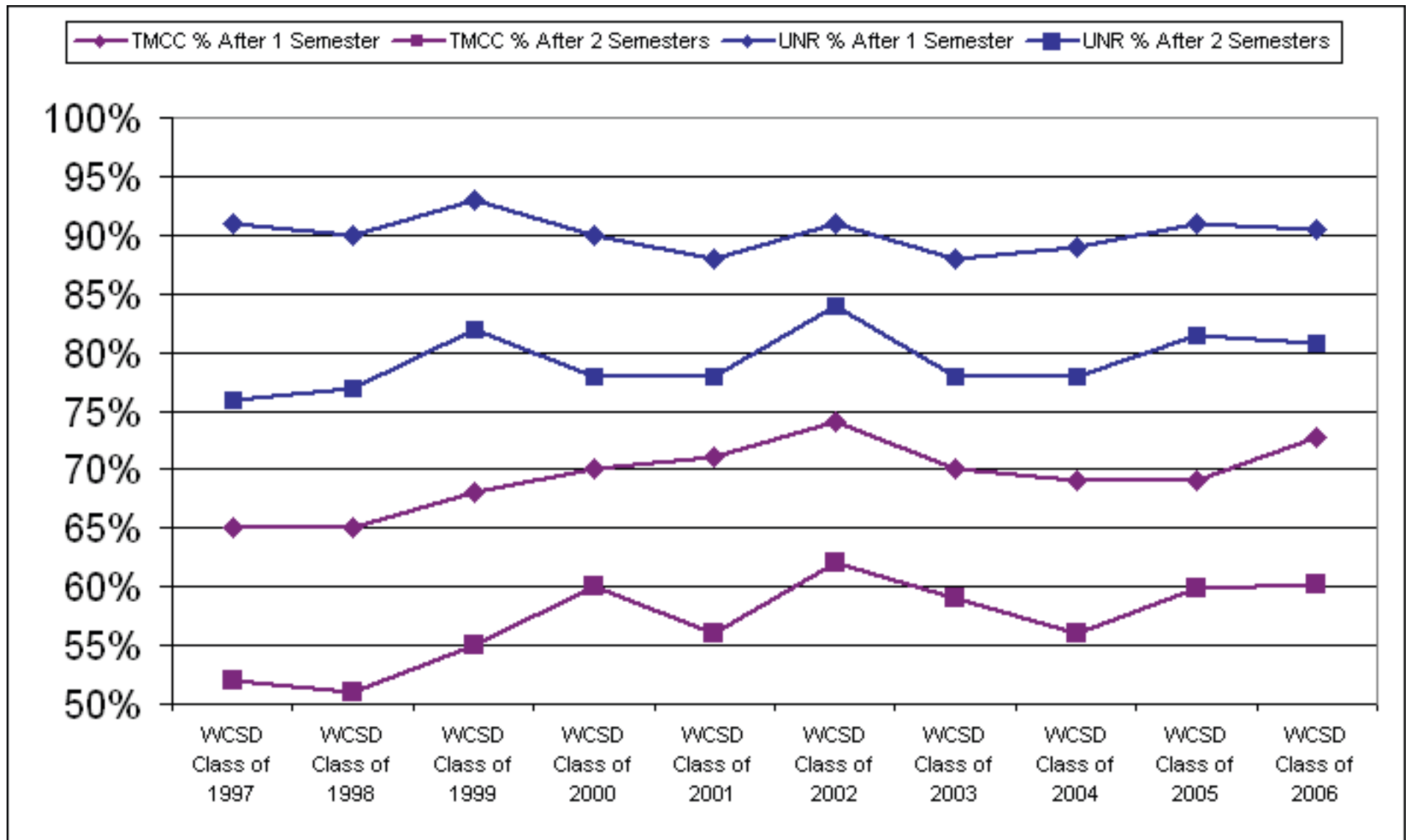
HIGH SCHOOLS	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	22%	51%	18
Galena	20%	17%	29%	30%	28%	28%	34%	26%	28
Gerlach	-	-	-	-	-	-	-	-	-
Hug	21%	28%	49%	47%	52%	43%	55%	61%	11
Incline	-	30%	47%	41%	38%	-	47%	35%	6
McQueen	16%	23%	26%	23%	24%	21%	31%	27%	39
North Valleys	Not Open	Not Open	Not Open	Not Open	30%	20%	28%	29%	19
Reed	12%	20%	30%	28%	28%	28%	28%	28%	37
Reno	20%	23%	26%	27%	21%	17%	27%	34%	51
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	No Seniors	-	-
Spanish Springs	Not Open	Not Open	Not Open	Not Open	43%	31%	24%	36%	28
Sparks	18%	21%	23%	29%	28%	48%	24%	38%	12
TMCC HS	-	-	-	-	-	-	-	-	-
Washoe	-	-	-	-	-	-	-	-	-
Wooster	30%	17%	30%	36%	29%	27%	18%	22%	8
<b>Total</b>	<b>18%</b>	<b>21%</b>	<b>29%</b>	<b>28%</b>	<b>28%</b>	<b>25%</b>	<b>29%</b>	<b>31%</b>	<b>262<sup>1</sup></b>

<sup>1</sup> Total includes schools with fewer than five 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



Nationally, 73.5% will return after 2 semesters at Universities and 55.8% at Community Colleges (2003, ACT Institutional Data Questionnaire).

# Persistence at TMCC by High School

## Percentage Returning After One Semester

HIGH SCHOOLS	WCSD Class of 1999	WCSD Class of 2000	WCSD Class of 2001	WCSD Class of 2002	WCSD Class of 2003	WCSD Class of 2004	WCSD Class of 2005	WCSD Class of 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	68%	65%	15
Galena	80%	65%	80%	77%	71%	77%	77%	71%	36
Gerlach	-	-	-	-	-	-	-	-	-
Hug	79%	73%	68%	74%	65%	60%	59%	51%	18
Incline	-	-	78%	62%	55%	50%	60%	67%	6
McQueen	65%	78%	59%	73%	74%	61%	68%	80%	71
North Valleys	Not Open	Not Open	Not Open	Not Open	67%	70%	71%	68%	50
Reed	70%	74%	75%	77%	69%	75%	76%	77%	82
Reno	56%	70%	72%	80%	73%	65%	68%	74%	63
RTI	Not Open	Not Open	Not Open	Not Open	Not open	Not Open	Not Open	73%	8
Spanish Springs	Not Open	Not Open	Not Open	Not Open	69%	100%	69%	76%	53
Sparks	65%	72%	82%	73%	71%	45%	65%	71%	27
TMCC HS	81%	66%	75%	75%	73%	79%	71%	77%	34
Washoe	44%	61%	48%	57%	65%	61%	42%	72%	26
Wooster	67%	65%	65%	73%	74%	72%	71%	73%	43
<b>Total</b>	<b>68%</b>	<b>70%</b>	<b>71%</b>	<b>74%</b>	<b>70%</b>	<b>69%</b>	<b>69%</b>	<b>73%</b>	<b>533</b>

Total numbers include schools with fewer than 5 students attending TMCC, and are therefore higher than the sums of individual schools.

- Denotes fewer than 5 students attended TMCC

# Persistence at UNR by High School

## Percentage Returning After One Semester

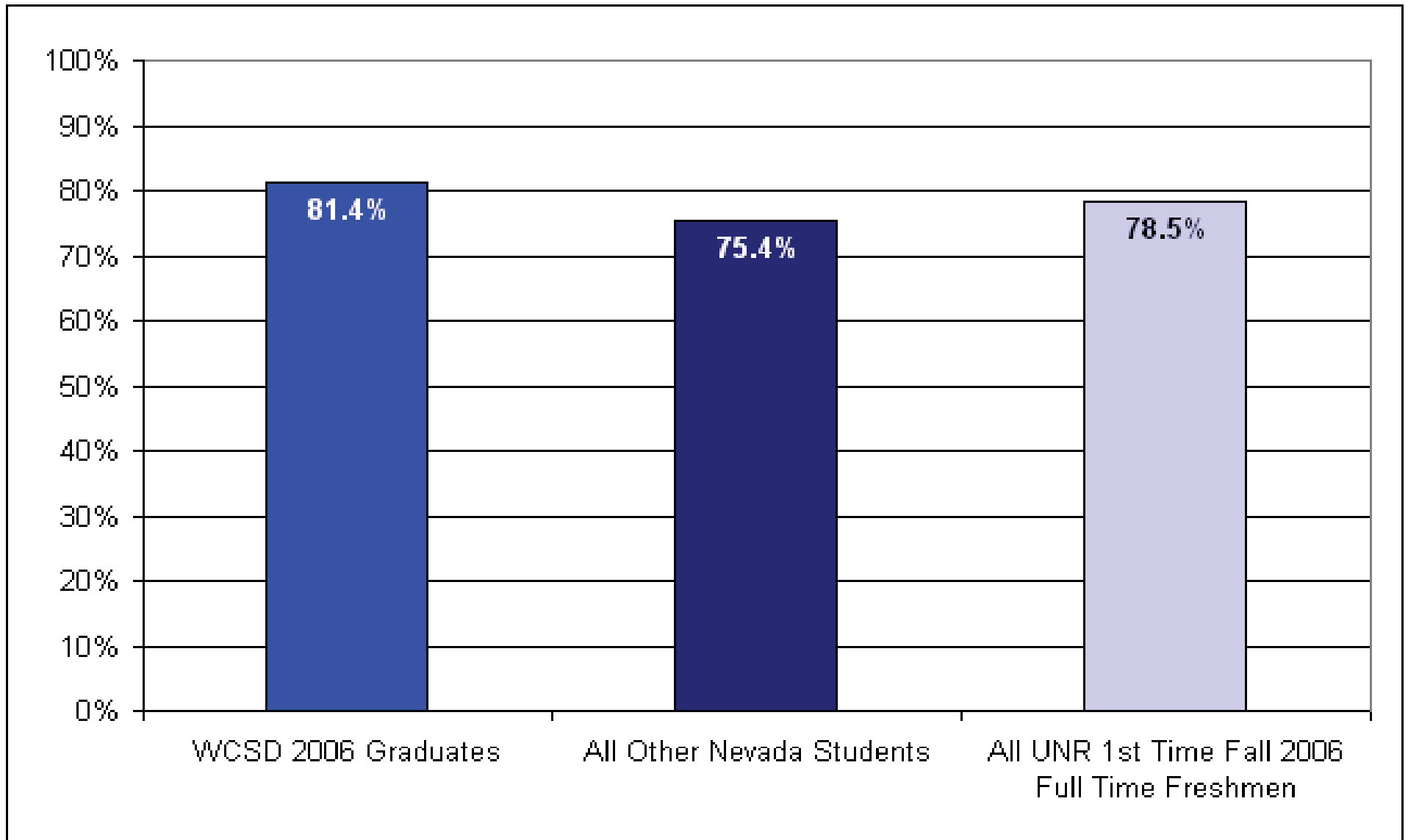
HIGH SCHOOLS	WCSD Class of 1999	WCSD Class of 2000	WCSD Class of 2001	WCSD Class of 2002	WCSD Class of 2003	WCSD Class of 2004	WCSD Class of 2005	WCSD Class of 2006	
	%	%	%	%	%	%	%	%	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	44%	79%	27
Galena	97%	90%	92%	90%	89%	91%	89%	95%	104
Gerlach	-	-	-	-	-	-	-	-	-
Hug	94%	81%	84%	88%	84%	87%	90%	80%	16
Incline	95%	95%	93%	71%	77%	100%	100%	86%	18
McQueen	93%	91%	95%	95%	92%	90%	95%	92%	144
North Valleys	Not Open	Not Open	Not Open	Not Open	82%	87%	86%	87%	58
Reed	95%	89%	81%	90%	87%	81%	91%	90%	124
Reno	94%	91%	88%	96%	90%	95%	90%	95%	143
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Spanish Springs	Not Open	Not Open	Not Open	Not Open	86%	84%	89%	85%	69
Sparks	86%	88%	85%	92%	90%	89%	83%	94%	29
TMCC HS	83%	92%	89%	81%	78%	89%	67%	88%	15
Washoe	-	-	-	-	-	-	-	-	-
Wooster	92%	93%	87%	86%	93%	85%	93%	89%	34
<b>Total</b>	<b>93%</b>	<b>90%</b>	<b>88%</b>	<b>91%</b>	<b>88%</b>	<b>89%</b>	<b>91%</b>	<b>90%</b>	<b>782</b>

Total numbers include schools with fewer than five students attending UNR, and are therefore higher than the sums of individual schools.

‘-’ Denotes fewer than 5 students attended UNR.

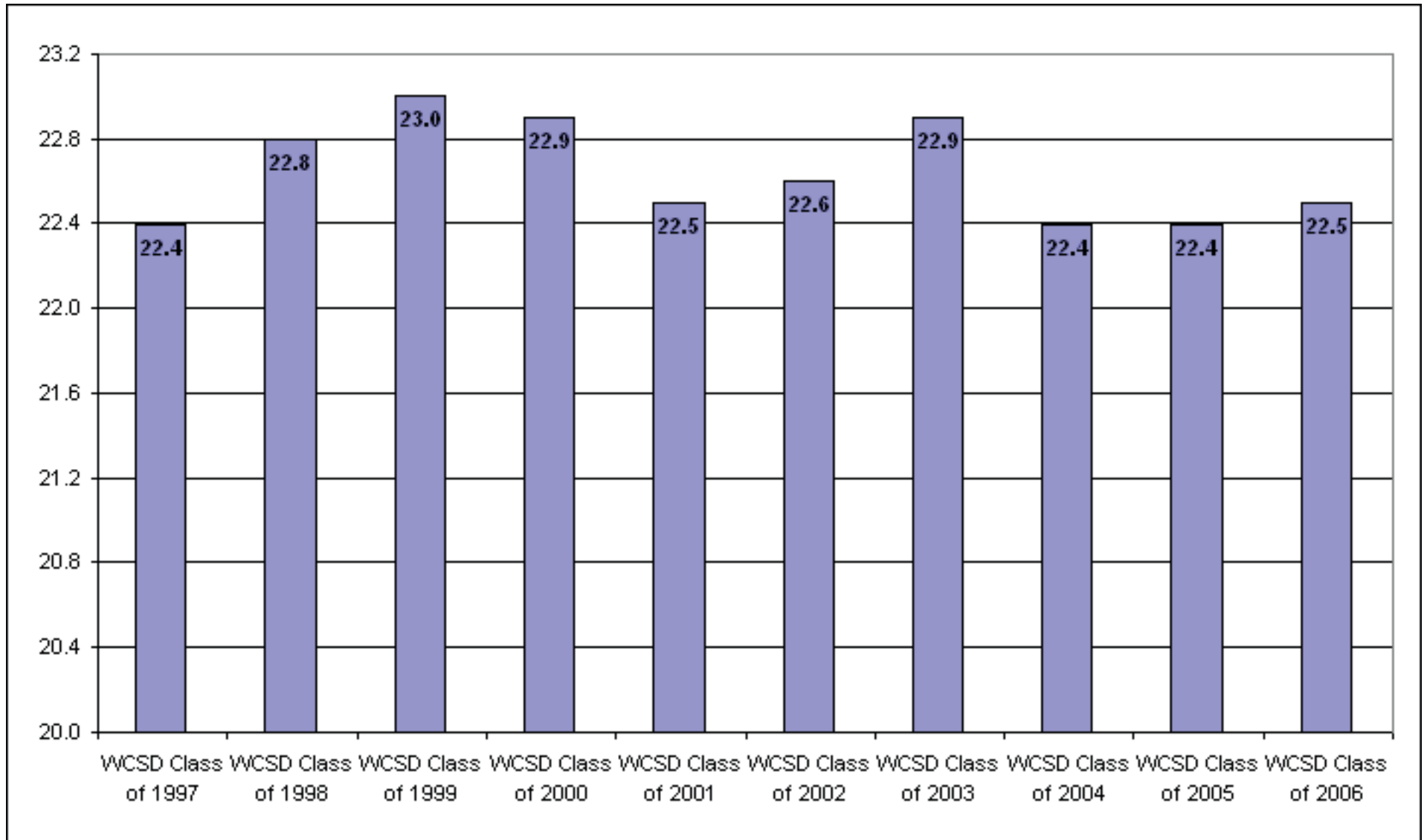
## Persistence at UNR

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 Scores by High School

## WCSD Graduating Cohorts Attending UNR

HIGH SCHOOLS	WCSD Class of 1999	WCSD Class of 2000	WCSD Class of 2001	WCSD Class of 2002	WCSD Class of 2003	WCSD Class of 2004	WCSD Class of 2005	WCSD Class of 2006	
	Score	Score	Score	Score	Score	Score	Score	Score	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	22.0	20.8	9
Galena	23.0	23.8	23.5	22.9	22.7	22.8	22.8	22.8	90
Gerlach	-	-	-	-	-	-	20.0	-	-
Hug	22.3	21.7	20.3	22.0	20.1	21.7	20.0	19.8	12
Incline	21.9	22.5	19.5	20.8	22.0	25.0	23.7	23.1	14
McQueen	24.5	23.5	22.9	23.0	23.5	23.1	22.7	23.1	110
North Valleys	Not Open	Not Open	Not Open	Not Open	21.8	22.3	22.1	23.3	40
Reed	23.3	23.2	22.0	22.6	23.2	21.6	22.1	22.5	109
Reno	21.9	22.1	23.1	23.4	23.7	22.8	22.7	22.2	68
RTI	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Spanish Springs	Not Open	Not Open	Not Open	Not Open	21.5	20.7	22.6	21.6	33
Sparks	22.3	21.6	22.0	21.3	21.6	21.5	21.5	21.8	29
TMCC HS	23.8	23.2	23.9	22.5	23.1	23.2	23.8	23.8	9
Washoe	-	-	-	-	-	-	21.0	-	-
Wooster	21.4	22.7	23.4	22.4	23.0	23.0	23.4	21.5	24
<b>Avg Score<sup>1</sup>   Total N</b>	<b>23.0</b>	<b>22.9</b>	<b>22.5</b>	<b>22.6</b>	<b>22.9</b>	<b>22.4</b>	<b>22.4</b>	<b>22.5</b>	<b>548</b>

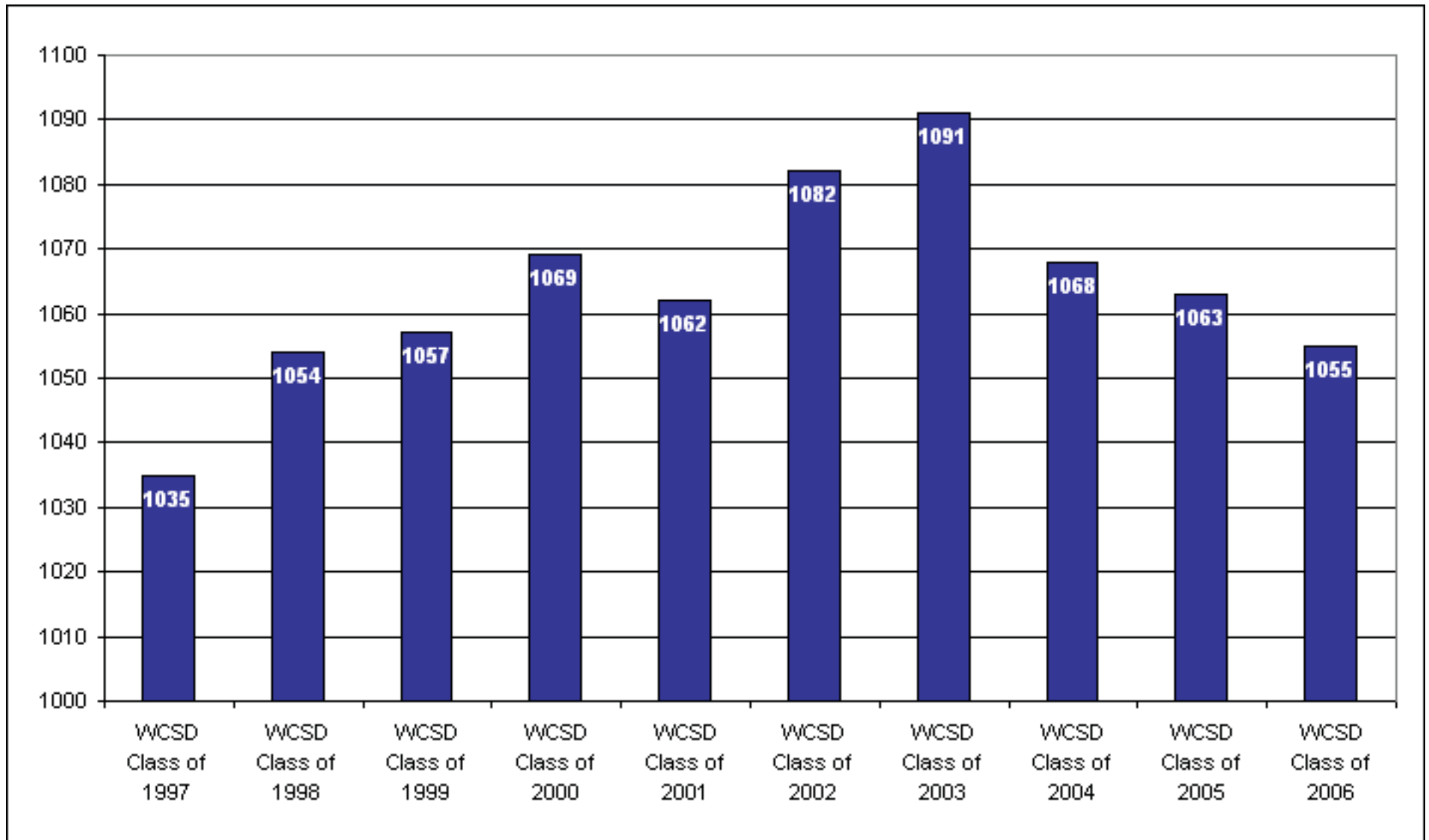
1. Weighted mean

2 Total numbers include schools with fewer than five students attending UNR, and are therefore higher than the sums of individual schools.

<sup>1,2</sup> Denotes fewer than 5 students attending UNR

# 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 Class of 1999	WCSD Class of 2000	WCSD Class of 2001	WCSD Class of 2002	WCSD Class of 2003	WCSD Class of 2004	WCSD Class of 2005	WCSD Class of 2006	
	Score	Score	Score	Score	Score	Score	Score	Score	N
Damonte Ranch	Not Open	Not Open	Not Open	Not Open	Not Open	-	964	1013	29
Galena	1065	1099	1061	1062	1043	1072	1066	1088	72
Gerlach	-	-	-	-	-	-	900	-	-
Hug	1095	1025	1053	992	1077	1077	978	896	11
Incline	1038	1008	1017	999	1034	1004	1051	1126	12
McQueen	1102	1115	1078	1113	1158	1122	1069	1080	89
North Valleys	Not Open	Not Open	Not Open	Not Open	1035	1038	1061	1039	47
Reed	1038	1058	1030	1058	1103	1055	1051	1065	94
Reno	1039	1053	1076	1095	1112	1071	1068	1053	120
RTI	Not Open	Not open	Not Open	Not Open	Not Open	Not Open	Not Open	-	-
Spanish Springs	Not Open	Not Open	Not Open	Not Open	1024	1023	1070	1038	68
Sparks	1115	1030	1068	1127	1019	1041	1030	892	5
TMCC HS	-	1061	1133	1155	1140	1040	1132	1033	12
Washoe	-	-	-	-	-	-	-	-	-
Wooster	1018	1039	1064	1098	1079	1064	1094	1047	21
<b>Avg Score1   Total N</b>	<b>1057</b>	<b>1069</b>	<b>1062</b>	<b>1082</b>	<b>1091</b>	<b>1068</b>	<b>1063</b>	<b>1055</b>	<b>581</b>

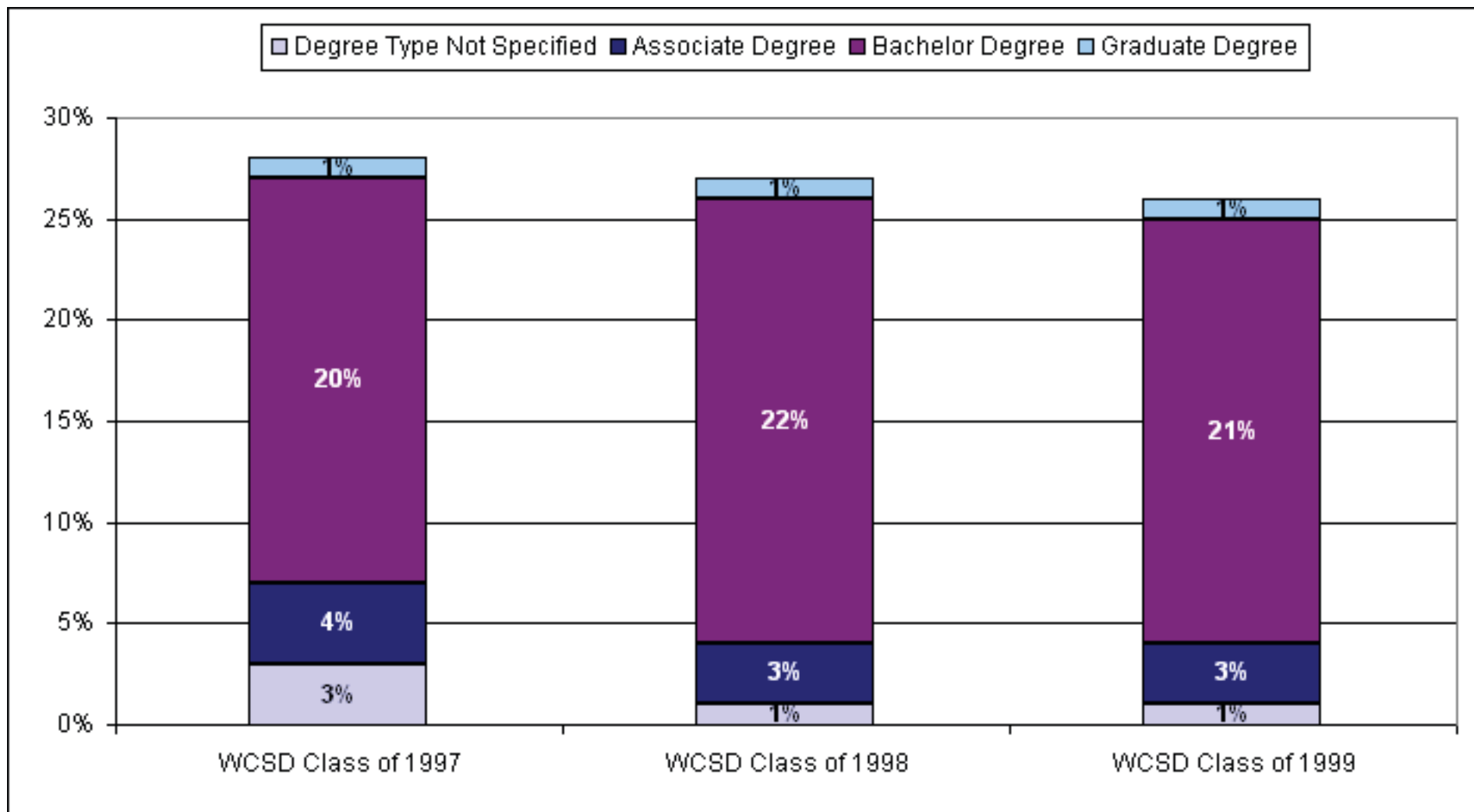
1. Weighted mean

2 Total numbers include schools with fewer than five students attending UNR, and are therefore higher than the sums of individual schools.

- Denotes fewer than 5 students attending UNR

# College Success of WCSD Graduates

Percentage of Students Awarded College Degrees<sup>1</sup>



<sup>1</sup> For WCSD Class of 1997, college degrees earned by March 2005; WCSD Class of 1998, college degrees earned by March 2006; WCSD Class of 1999, college degrees earned by March 2007.

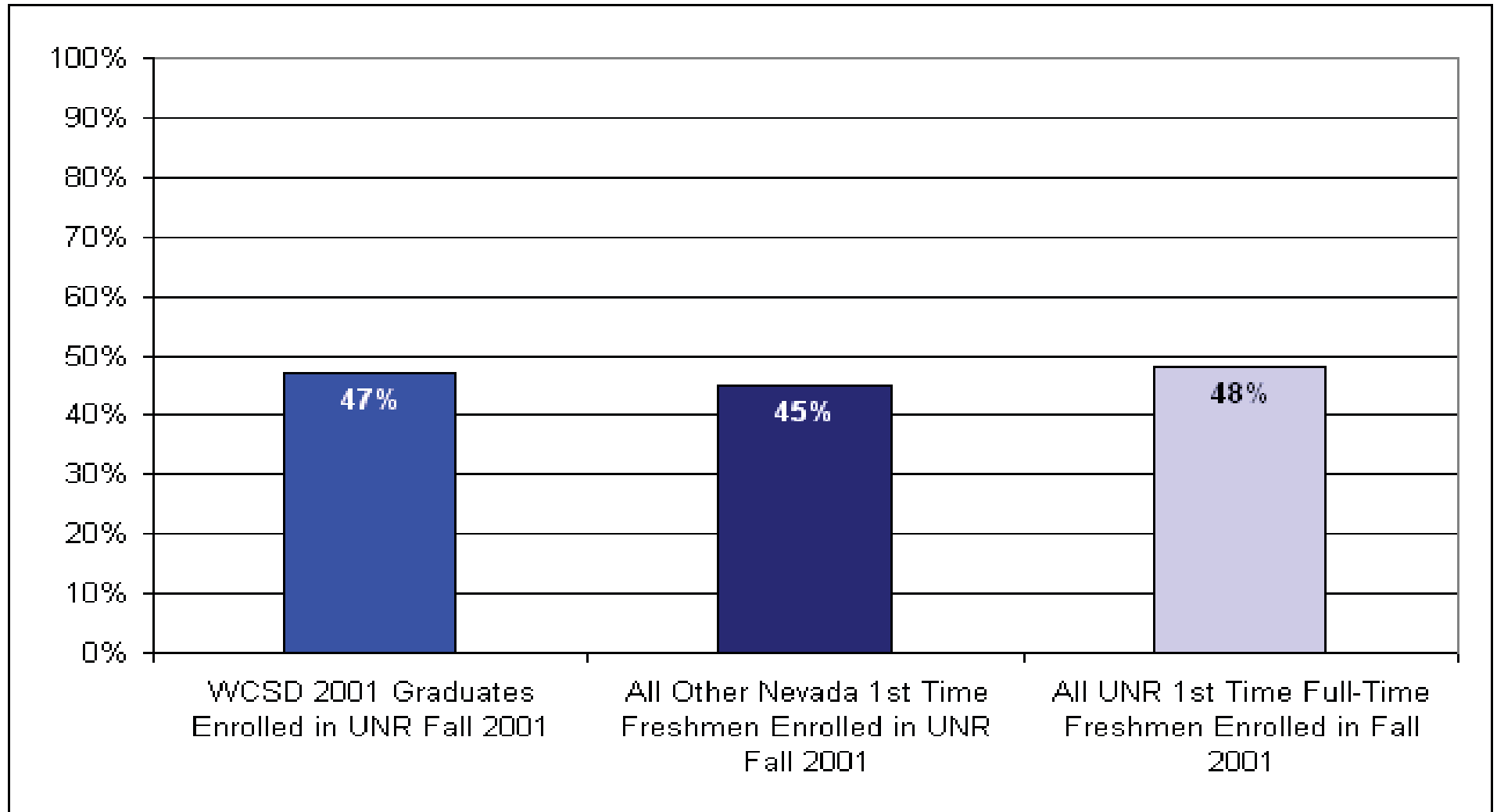
<sup>2</sup> "Unspecified" means the type of degree was not specified in the retrieved college data

To avoid artificially inflating the number of degrees, only the highest degree obtained by an individual was counted.

Source: National Student Clearinghouse Student Tracker Service

# College Success of WCSD Graduates at UNR

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



# College Success of WCSD Graduates

## Percentage of Students Awarded College Degrees<sup>1</sup>

HIGH SCHOOLS	Number of Grads			Unspecified <sup>2</sup>			Associate			Bachelor			Graduate			Totals		
				Percent			Percent			Percent			Percent			Percent		
	1997	1998	1999	1997	1998	1999	1997	1998	1999	1997	1998	1999	1997	1998	1999	1997	1998	1999
Galena	256	292	284	3%	-	1%	3%	4%	3%	18%	27%	26%	2%	3%	-	26%	34%	30%
Gerlach	5	10	9	-	-	-	-	-	-	-	10%	11%	-	-	-	-	10%	11%
Hug	188	238	241	2%	1%	-	5%	4%	5%	9%	11%	10%	1%	1%	-	16%	17%	15%
Incline	91	65	90	5%	8%	-	-	-	-	19%	26%	25%	1%	2%	1%	25%	35%	26%
McQueen	296	323	338	2%	-	2%	4%	5%	4%	22%	28%	29%	3%	1%	2%	31%	34%	37%
Reed	370	392	413	2%	-	-	4%	4%	3%	17%	18%	19%	1%	2%	1%	25%	24%	28%
Reno	299	320	318	6%	-	-	1%	1%	1%	27%	32%	31%	2%	10%	6%	36%	43%	38%
Sparks	236	206	253	2%	-	2%	5%	2%	1%	14%	16%	15%	1%	-	-	22%	18%	18%
Washoe	87	59	53	-	3%	-	1%	3%	2%	5%	8%	6%	-	2%	1%	-	17%	9%
Wooster	178	167	199	1%	1%	-	4%	4%	3%	14%	15%	15%	1%	1%	1%	20%	21%	19%
District	2006	2072	2227	3%	<1%	<1%	4%	3%	3%	20%	22%	21%	1%	1%	1%	28%	27%	26%

<sup>1</sup> For WCSD Class of 1997, college degrees earned by March 2005; WCSD Class of 1998, college degrees earned by March 2006, WCSD Class of 1999, college degrees earned by March 2007

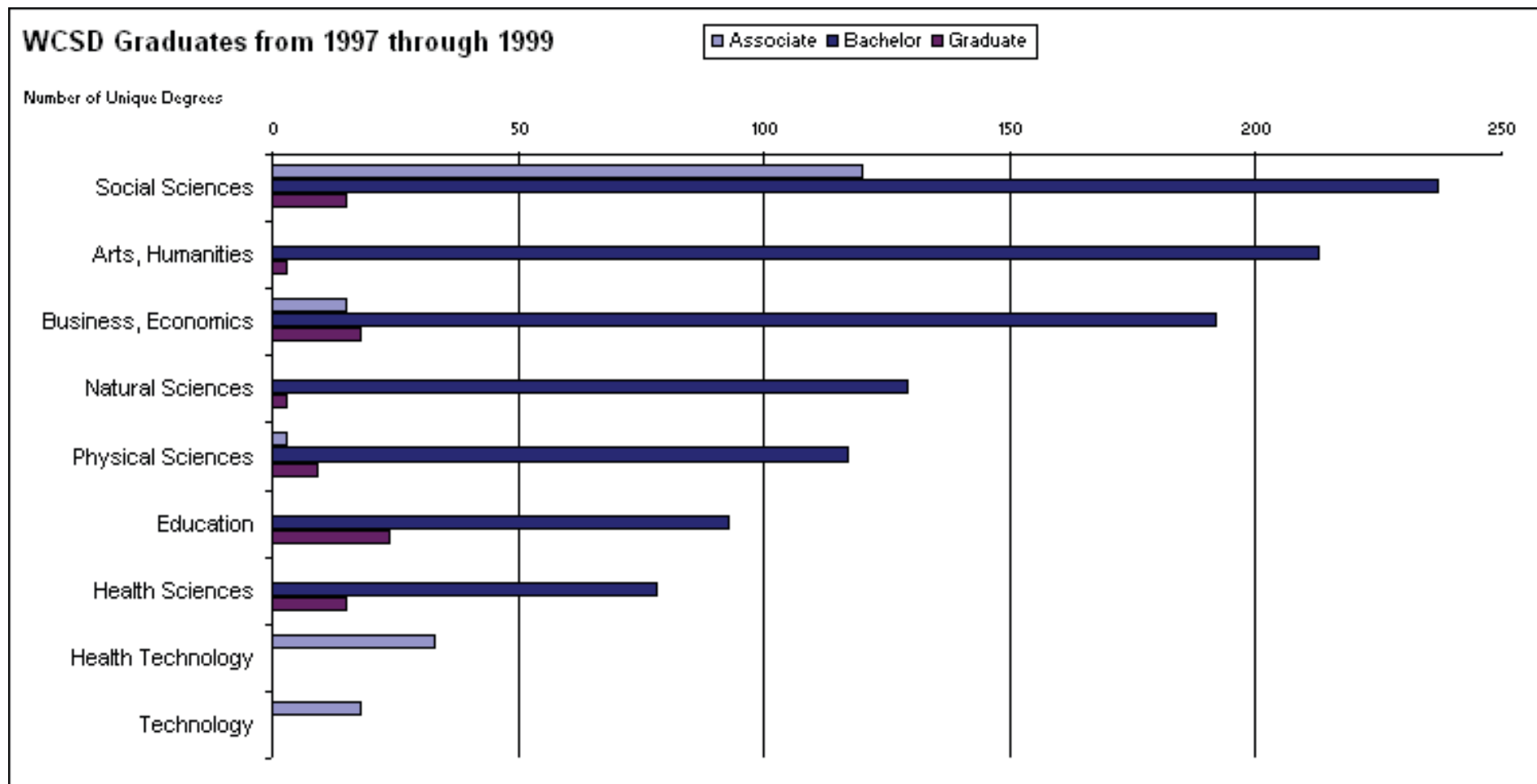
<sup>2</sup> "Unspecified" means the type of degree was not specified in the retrieved college data

To avoid artificially inflating the number of degrees, only the highest degree obtained by an individual was counted

Source: National Student Clearinghouse Student Tracker Service

# College Success of WCSD Graduates

## Major Areas of Study



To avoid artificially inflating the number of degrees, only the highest degree obtained by an individual was counted.  
 Math and engineering are included in the "Physical Sciences" category.  
 Source: National Student Clearinghouse Student Tracker Service