

Washoe K-16 Data Profile

WCSD Graduates Attending UNR and TMCC

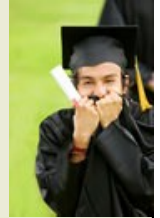
Includes WCSD 2012 Graduates

Prepared By:

The Education Alliance of Washoe County

Joint Data Profile Committee

2012



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WASHOE K-16 DATA PROFILE 2012

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- Academy of Arts, Careers & Technology
- Damonte Ranch
- Galena
- Hug
- Incline
- McQueen
- North Valleys
- Reed
- Reno
- Spanish Springs
- Sparks
- TMCC HS
- Washoe Innovations (including WOLF online)
- Washoe Inspire
- Wooster

Nevada System of Higher Education

- University of Nevada, Reno
- Truckee Meadows Community College

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), Academy of Arts, Career & Technology (2004-05), WOLF (2009-10), and Washoe Inspire (2011-12). Washoe Innovations was formerly Washoe High School. WOLF online became part of Washoe Innovations for 2011-12 and 2012-13 only; in 2013-14 it resumed as a separate school.

The Washoe K-16 Data Profile – 1998 to 2013

A 15th Anniversary Retrospective

Results of the *Washoe K-16 Data Profile* (the *Data Profile*) project were first published in 1998 as a report on the Class of 1997 in the Washoe County School District (WCSD). Impetus for such a project came from a national conference of The Education Trust held at Lake Tahoe in 1997. The Trust’s president, Kati Haycock, urged partnerships of K-12 school districts and higher education institutions to gather and report data on the preparation and matriculation of high school graduates to higher education and their subsequent success. The first edition of the *Data Profile* identified its purpose as “promoting student academic achievement through systemwide collaboration and planning.” The 2013 edition of the *Data Profile*, which reports on WCSD’s Class of 2012, is the 15th edition of the report.

The *Data Profile* is a project of the P-16 Advocacy Council of the Education Alliance of Washoe County, a collaboration of civic and business representatives from Washoe County, parents, WCSD, the University of Nevada, Reno (UNR), and Truckee Meadows Community College (TMCC), whose purpose is to support academic achievement, community partnerships, and workforce development in Washoe County. The *Data Profile* Committee oversees production of the annual report and includes the directors of research and other staff from the three educational institutions and the Nevada System of Higher Education as well as representatives from the Education Alliance. Tyler Trevor, former Executive Director of Institutional Research at TMCC, assembled the first reports and laid the groundwork for the data collection and collaboration among the educational institutions. Jan Hall, Data Analyst from WCSD’s Department of Accountability, has assembled the report in recent years and has transformed the final product to its current style. Interlocal agreements executed by WCSD, UNR, and TMCC allow the necessary exchange of data for this project and ensure that privacy of individual students is protected. Data are reported for the three institutions as a whole and, in many cases, by individual WCSD high schools. Some data are also disaggregated by various student groups, particularly racial/ethnic groups. Since 2003, the *Data Profile* has been available to the public on the WCSD website (<http://www.washoe.k12.nv.us/community/annual-reports-publications/data-profiles>), and since 2005, on the Education Alliance website (<http://www.ed-alliance.org/publications/>).

The *Data Profile* is focused on reporting data about WCSD students and their progress through high school graduation, entrance into college – primarily UNR and TMCC – in the fall after their high school graduation, and success in college. Although the overwhelming majority of WCSD grads who proceed immediately to college choose to attend UNR, TMCC, or other colleges of the Nevada System of Higher Education, some attend other in-state or out-of-state institutions. The *Data Profile* gathers some information on the latter students through the National Student Clearinghouse, although this information is limited in scope compared to that gathered for WCSD graduates who attend UNR or TMCC.

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The *Data Profile* Committee has always felt that it would also be of value to our community to gather data on high school graduates who choose to enter the workforce directly after their high school graduation rather than immediately pursuing postsecondary education. However, such research is severely hampered by the fact that data on the workforce are based on Social Security numbers of employees, while state law does not permit K-12 education institutions to identify students based on their Social Security numbers. This lack of a common identifying number makes data collection about WCSD graduates in the Nevada workforce unfeasible.

Over the past 15 years, the *Data Profile* Committee has dropped, added, and modified the types of data collected and reported. WCSD's pass rate on the Nevada high school proficiency examination and the district's transiency rate were included in the first and other early *Data Profile* reports along with comparison to State values but were found to have little relevance as measurements of student preparation for higher education and were dropped. Data on the percentage of WCSD teachers teaching in their area of licensure were gathered in the 2002 to 2005 editions of the *Data Profile*, but the percentages were so uniformly high that tracking of those data was discontinued. Selected data sets were disaggregated by student ethnicity beginning with the 2001 edition. The 2005 *Data Profile* began reporting on the college success of WCSD graduates, beginning with a report on college success of the first high school cohort tracked by the *Data Profile* – the WCSD Class of 1997. Following adoption of the Gateway Curriculum by the WCSD Board of Trustees in December 2004, the 2006 *Data Profile* began to gather baseline data on enrollment in math and science; the WCSD Class of 2010 was the first whose students were either enrolled in the Gateway Curriculum or chose to opt out with parent and administrator approval. Tracking of the percentage of WCSD graduates eligible for the Millennium Scholarship also began in 2006. Measurements for high school graduation and dropout rates were significantly improved in the 2007 *Data Profile* and now more accurately reflect what the public understands those measurements to mean. Measurements of the need for remediation in college have also changed, although as that issue has evolved, it has been difficult for the *Data Profile* to assemble consistent measurements over time.

Among the data reported since the first *Data Profile* in 1998 are ACT, SAT, and Advanced Placement participation and scores, college capture and persistence rates at UNR and TMCC for WCSD graduates, and data on remediation. Since the first edition, data have been displayed by high school as well as for the district as a whole. Despite growth and change, the mission of the *Data Profile* continues to be 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.”

Contributions and Value of the *Data Profile*

Although some of the data gathered by the three educational institutions has been generated specifically for the *Data Profile*, much of the data is reported by the separate institutions in other sources unique to them. One of the most valuable contributions of the *Data Profile* is that it gathers data sets that focus on a specific issue (movement of high school graduates into higher education) into a single reference and tracks WCSD graduates, as a group, among the three institutions. Having the relevant data in a single document that is publicly available allows educators, policy makers, and education advocates to use that data effectively to improve student academic achievement and success.

Action

Over the 15-year history of the *Data Profile*, there have been a number of initiatives that have been driven in whole or in part by data from this report. Notable examples include:

- WCSD began reporting its cohort graduation rate for the Class of 2006, before the federal government required states to use this formula beginning with the Class of 2011. WCSD has had seven years to work on the important goal of increasing high school graduation, driven by a much more accurate calculation of graduation rate than that formerly reported by the State, and took advantage of that opportunity to dramatically improve its graduation rate from around 55% to around 70%.
- Concerns about the high rates of remediation for college freshmen and data gathered on the issue by the *Data Profile* led to adoption of the Gateway Curriculum by the WCSD Board of Trustees in December 2004 and of Career and College Readiness guidelines developed by the Education Alliance and endorsed by the WCSD Board of Trustees in 2012.
- A necessary component of longitudinal data gathering within a state is a common student identifier that can be used to track an individual student's record if the student transfers across districts within the state. Based on its work on the *Data Profile*, the Education Alliance in conjunction with WCSD was able to successfully lobby the Nevada Legislature to mandate development of a common student identifier for Nevada's K-12 students, even before the federal mandate to use the cohort graduation rate which required this tool.

Myth Busters

Evidence from the *Data Profile* has dispelled numerous educational myths in Washoe County:

MYTH: WCSD's college-going rate, like Nevada's, has consistently ranked far below the national average.

DATA: From 2005 through 2008, WCSD's college-going rate was from one to five percentage points above the national rate and from 14 to 25 percentage points higher than Nevada's college-going rate. Because WCSD makes up only about 15% of the state's K-12 population, data reported for Nevada are influenced primarily by results from Clark County and may not reflect results for WCSD. In 2008, WCSD's college-going rate was 72%, compared to 69% nationally and 51% for Nevada. But WCSD's college-going rate has dropped steadily since 2008 and by 2012 is only 62%. The national and state rates are not available yet for 2012, but the national rate was 68% in 2011, and the state rate was 53% in 2010.

MYTH: The high percentage of WCSD alumni enrolled in remedial English or math classes at UNR and TMCC is the result of students choosing to take remedial classes when they do not really need to.

DATA: Over 80% of WCSD students enrolled in remedial English or math as college freshmen are there because of their placement exam scores and not because of self-selection.

MYTH: The very high rate of the need for remediation at TMCC is driven by students who enrolled at TMCC but never actually received a diploma from WCSD.

DATA: While it is true that approximately 22% of WCSD alumni in the 2011 freshmen class at TMCC did not indicate they had earned a regular high school diploma, those students actually had a lower rate of the need for remediation than the 78% who had earned a regular diploma from WCSD. Of the high school graduates at TMCC in 2011 from WCSD who had placement exam scores, 91% needed remediation in English or math or both.

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Myth Busters (continued)

MYTH: If WCSD's graduation rate is 69%, then WCSD has a 31% dropout rate.

DATA: Not all students who fail to graduate are dropouts. Of the 31% of WCSD's 2012 cohort who did not graduate, over half completed four years of high school but either failed to earn enough credits to graduate, or failed to pass all parts of the high school proficiency exam, or earned an adjusted diploma. Known dropouts constituted only 4% of the 2012 cohort, but some dropouts may also be part of the additional 9% of the cohort who did not complete four years but whose whereabouts at the end of four years is not known.

MYTH: Most WCSD graduates who go to college right after high school leave the state to do so.

DATA: Of the 2012 WCSD college-going graduates, 79% stayed in Nevada to attend colleges in the Nevada System of Higher Education, and by far most of them attended UNR or TMCC.

MYTH: WCSD's best and brightest graduates go out-of-state to college.

DATA: The combined average SAT math and verbal scores for WCSD students in 2012 was 1018. The average combined score of WCSD graduates who entered UNR in 2012 was 1057, or well above the district average.

Major Themes of the *Data Profile*

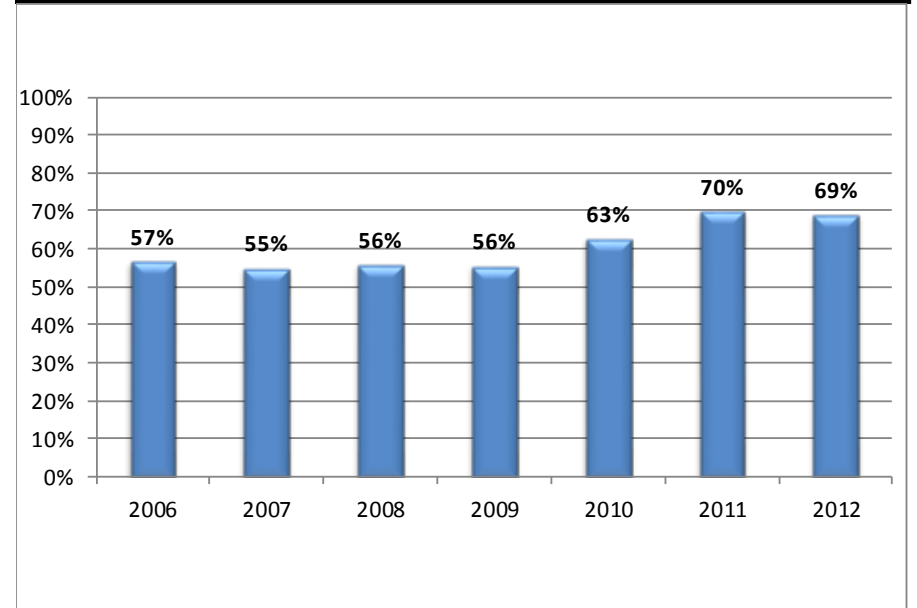
The major themes of the *Data Profile* have evolved over time and focus on the:

- high school graduation rate in WCSD;
- college-going rate of WCSD graduates;
- preparation of WCSD graduates for higher education;
- need for remediation of entering college freshmen from WCSD at UNR and TMCC; and
- college success of WCSD alumni, particularly at UNR and TMCC.

High School Graduation Rate in WCSD

From 1998 to 2007, the *Data Profile* reported WCSD’s high school graduation rate using the Leaver Rate, a method of calculating graduation success used by Nevada and many other states and reported annually to the federal government. In 2007, the *Data Profile* reported WCSD’s graduation rate using the 4-year cohort graduation rate, which tracks students individually from their freshman year through their fourth year in high school and reports how many had graduated with a regular diploma; WCSD then began to report the 4-year cohort graduation rate annually. WCSD now has seven years of data on the 4-year cohort graduation rate. The rate for the Class of 2006 was 57% (originally reported as 56% but subsequently revised as state criteria changed), rising to 63% in 2010, rising again to 70% in 2011, and retreating very slightly to 69% in 2012. This compares to a high of 88% for Iowa, a low of 59% for the District of Columbia, and 62% for the state of Nevada, as reported for the first time nationally by the U.S. Department of Education in 2013 for the Class of 2011.

| WCSD 4-Year Cohort Graduation Rate | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Graduates | 2,673 | 2,778 | 2,885 | 2,957 | 3,096 | 3,114 | 3,117 |
| Final Adjusted Cohort | 4,716 | 5,047 | 5,159 | 5,321 | 4,935 | 4,455 | 4,510 |
| Graduation Rate | 57% | 55% | 56% | 56% | 63% | 70% | 69% |



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Since introducing the 4-year cohort graduation rate for the Class of 2006, the *Data Profile* has disaggregated the data by student ethnicity. The graduation rate has risen for all ethnic groups except Black students from 2006 to 2012:

- 37% to 53% for American Indian students
- 66% to 80% for Asian and Pacific Islander students
- 37% to 56% for Hispanic students, and
- 64% to 79% for White students.

The rate for Black students was 46% in 2006 compared to 56% in 2011, but it fell back to 44% in 2012.

Significant improvement in the graduation rate has also been achieved by students with Individualized Education Plans from 15% to 31% and by students in poverty from 42% to 56%. However, the graduation rate for Limited English Proficient students has fallen over the same period, from 29% in 2006 to 17% in 2012.

The *Data Profile* also disaggregates the data by high school. The graduation rate has improved at every high school except Washoe High School (an alternative high school, called Washoe Innovations beginning in 2012) since 2006. From 2006 to 2012, the greatest improvement was shown by Damonte Ranch and Wooster high schools, whose graduation rates rose 25 percentage points each over the seven years. Wooster High School increased its graduation rate 16 percentage points from 2011 to 2012 from 59% to 75%, by far the single best improvement among all the high schools.

This method of calculating the rate of high school graduation provides rich data both on the graduates and the non-graduates. It distinguishes the percentage of a freshman cohort that receive an Honors, Advanced, Standard, or Adult diploma, who constitute “graduates” for the purposes of federal reporting, and it also identifies the percentage of the cohort that receive an Adjusted Diploma and Certificate of Attendance. Students who receive an Adjusted Diploma are considered “graduates” under Nevada law but are not included as graduates for statistical reports by the federal reporting regulations; students who received a Certificate of Attendance had enough credits to graduate but failed to pass all parts of Nevada’s high school proficiency examination. In addition, the calculation reveals that other non-graduates include dropouts, students who have left the district but the district has been unable to track where they went, and credit-deficient students who remained in high school for four years but failed to earn enough credits to graduate. In order to increase the graduation rate, the district must be able to identify what happened to those students who failed

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to graduate. Of those students who failed to graduate in 2012, the largest single group was made up of students who completed four years of high school but failed to earn enough credits to graduate.

Over the last seven years, the percentage of WCSD students graduating with an Honors or Advanced diploma has risen from 25% in 2006 to 33% in 2012. The district has successfully increased the overall graduation rate as well as the percentage of graduates receiving more rigorous diplomas.

College-Going Rates of WCSD Graduates

The *Data Profile* has tracked two types of data on WCSD students who go on to college in the fall immediately after high school graduation – the college-going rate and the TMCC and UNR capture rates. The college-going rate is the percentage of WCSD graduates who go on to college either within or outside of the state in the fall immediately following graduation and is based on matching student data on WCSD graduates with college data from the National Student Clearinghouse Student Tracker Service. Only students who received a regular diploma from WCSD are included in the percentage, and any students dual-enrolled in UNR and TMCC are only counted once. The college-going rate of the *Data Profile* is similar to the nationally reported “college-continuation rate.” In contrast, the UNR and TMCC capture rates include WCSD alumni who entered those higher education institutions and may have received adjusted diplomas, GEDs, or did not actually graduate as well as students who received a regular diploma; dual-enrolled students may be counted twice – once at each institution.

College continuation rate

The college-continuation rate for Nevada in 1996 was the lowest in the country at only 39%, compared to 58% for the nation as a whole and 71% for the highest performing states. While Nevada’s poor showing was a major concern for policy makers in the state at that time, we in Washoe County wondered how our college-continuation rate compared to state and national rates. During preparation of the first *Data Profile* report, there was no way for WCSD to estimate the number of graduates who attended colleges other than those in the Nevada System of Higher Education. But based on WCSD’s 36% capture rate by UNR and TMCC (subsequently revised to 37%) and a national estimate of 14% of recent Nevada high school graduates who attended college outside of Nevada, it was thought that WCSD’s college-continuation rate was significantly higher than the state average.

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The 2001 and 2002 editions of the *Data Profile* used a Senior Exit Survey as well as actual student enrollment in local colleges and estimated that the total in-state and out-of-state college-going rate for WCSD was 68%, exceeding the national college-continuation rate of 57%.

The 2004 *Data Profile* was the first to use National Student Clearinghouse data to determine the college-going rate of WCSD graduates, which allowed the district to track whether its graduates went to Nevada colleges or to colleges outside the state. This is the most reliable way to compare WCSD and national college-continuation rates. For the WCSD Class of 2003, 66.1% of WCSD graduates entered college in the fall after high school graduation compared to 65.2% nationally. Of WCSD's 2003 college-going graduates, 85% stayed in Nevada to attend college, with the overwhelming majority attending UNR or TMCC. For the WCSD Class of 2004, the college continuation rate was 72.0%, falling a bit for the next three years. By 2008, WCSD's rate had peaked again at 72%, compared to 69% nationally and 51% for Nevada as a whole. Of the WCSD college-going graduates in 2008, 75% stayed in Nevada to attend college, but that percentage had grown to 88% by 2010. However, since 2008, WCSD's college continuation rate has dropped dramatically to 62% in 2012, the lowest rate since Clearinghouse data were first used in 2003. In 2012, 81% of WCSD's college-going graduates chose to attend a Nevada college, but the percentage of WCSD graduates going to college both in and out of Nevada was below that of the peak year of 2008.

Capture rate

The WCSD capture rate reflects WCSD alumni who immediately enter UNR or TMCC but includes students who enter higher education without having earned a regular high school diploma and may double count some students who are dual-enrolled in both UNR and TMCC. The capture rate has increased from a combined rate of 37% for the Class of 1997 to a peak of 58% for the Class of 2010, dropping to 51% in both 2011 and 2012.

The number of WCSD alumni who immediately enrolled in UNR after graduation rose from 465 in 1997 to a peak of 916 in 2010, while those enrolling in TMCC rose from 277 to 904 from 1997 to 2010. Those numbers dropped in 2011, especially at TMCC; this was the first drop for UNR in the history of the *Data Profile* data collection and only the second but much larger drop for TMCC. In 2012, 830 WCSD alumni enrolled in UNR, and 794 in TMCC.

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In recent years, the *Data Profile* has compared the racial/ethnic make-up of the WCSD graduating class to the make-up of WCSD alumni who enrolled in UNR and TMCC in the fall after graduation. The 2012 edition compares these data for the WCSD Class of 2005 and Class of 2012. Over that period, WCSD's graduating class had become significantly more diverse, with the percentage of non-white students (including those not reporting or reporting "other") increasing from 28% in 2005 to 41% by 2012. The diversity of WCSD graduates enrolling in TMCC had a similarly large increase, from 39% in 2005 to 52% in 2012. The increasing proportion of Hispanic students drove these increases. Their percentage of WCSD's graduating class rose from 16% to 28% from 2005 to 2012. The percentage of Hispanic graduates from WCSD enrolling in UNR rose from 11% in 2005 to 21% in 2012 and in TMCC rose from 22% to 40% over the same period.

Preparation of WCSD Graduates for Higher Education

AP enrollment and success

Enrollment in Advanced Placement courses has been tracked since the first edition of the *Data Profile* in 1998, although the method of calculating the percentage has changed over time. In the 2005 *Data Profile*, students taking International Baccalaureate courses were added to the data set; the IB program is offered at Wooster High School and, like Advanced Placement, offers a very rigorous program of courses that can be applied for college credit at many colleges.

The 1998 *Data Profile* reported that 45% of the district's students who had taken an AP test in 1997 had scored a 3 or higher, rising to 54% in 1998, but tracking of these data was then discontinued. That score is used by many colleges as the cutoff for students to receive credit for or waive the college-level course represented by that test. The 2006 *Data Profile* began again to include the percentage of AP students scoring 3 or higher on an AP test, starting with the Class of 2003. All other factors being equal, the percentage of students receiving a 3 on an AP test would be expected to fall as the percentage of a class who takes the AP test rises; in WCSD, students who want to receive AP credit must take the AP test for that class. From 2003 to 2012, the percentage of juniors and seniors enrolled in AP or IB courses rose from 21% to 36%; over the same period, the percentage of AP students scoring 3 or higher dropped from 58% to as low as 49%, but by 2012 had risen to 57%. At Damonte Ranch High School, the AP participation rate has risen from 26% in 2005 to 36% in 2012, while the percentage of students scoring 3 or higher rose from 21% to 48% over the same period.

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District wide, the percentage of juniors and seniors enrolled in AP or IB has more than doubled, from 15% in 1998 to 36% in 2012. This is a reflection of increased emphasis on high-quality academic offerings.

Advanced math and science/*Gateway Curriculum*

Early editions of the *Data Profile* tracked the percentage of WCSD students who had earned credits in advanced math and science, but the methodology and what courses were considered “advanced” changed over time, which made comparisons difficult.

The 2006 *Data Profile* began to track the percentage of seniors who had earned four math credits and three science credits as a way to evaluate success of the *Gateway Curriculum*, in which high schools students were to be automatically enrolled in four years of math and three years of science unless the student opted out, with approval of their parent and an administrator. Although approved by the Board of Trustees in December 2004 and voluntary for schools in the meantime, implementation of the *Gateway Curriculum* started district-wide with freshmen in the fall 2006. Of the seniors of the Class of 2004, 67% earned three science credits; 38% earned four math credits; and 30% earned a math credit beyond Algebra 2 (then called Algebra 3-4). In the Class of 2010 (the first *Gateway* graduates), the percentage earning three science credits had risen to 77%, but fell back to 68% for the Class of 2011. The percentage of seniors earning four math credits had increased to 58% for the Class of 2011 – an increase of 20 percentage points in seven years. Changes in the master course file made in 2012 resulted in rates that are not comparable to prior years.

ACT/SAT participation and scores

The *Data Profile* has tracked ACT and SAT scores since the first edition. Because students self-select participation in these tests and because participation is biased toward college-bound students, the participation rate has a major influence on test scores. In general, as the participation rate increases, scores can be expected to decrease.

The past 15 years have seen a significant drop in ACT participation but a comparable increase in the participation rate in the SAT. To some extent, scores reflect these changes over time. However, there was a strong, steady increase in math scores from 1997 to 2003 for the SAT and from 1996 to 2000 on the ACT, despite relatively steady participation rates; since then, math scores have more closely mirrored participation rates. Verbal/English scores have been more erratic, although like math, there was a strong increase in the late 1990s.

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WCSD math scores rose well above state and national averages in the late 1990s on both the SAT and ACT. While they remain well above on the ACT, SAT math scores have returned to almost the state and national numbers since about 2006. Verbal/English scores were also considerably higher than state and national averages from around 1998 to 2006 but are closer to those averages now.

Need for Remediation at UNR and TMCC

Remediation is the need for entering college students to take pre-college-level English and/or mathematics classes before they are permitted to enroll in credit-bearing college-level courses because their skills in those subjects are not considered adequate to succeed in college-level work. Having to take remedial classes not only costs the student (or parent) additional money but can also cost the student additional time taking non-credit classes as he/she progresses toward college graduation. The extent of the need for remediation is often considered to be a measure of effectiveness of high school preparation.

In the early years of the *Data Profile*, the percentage of freshmen enrolled in remedial math or English classes at UNR and TMCC was used as the measure of remediation, which was the same measure that the Nevada Legislature mandated for reporting statewide by the Nevada System of Higher Education in 1997. However, by 2005, the *Data Profile* Committee had determined that enrollment in remedial classes was influenced by many factors not related to high school preparation, such as availability of enough remedial class sections in a student's first semester or the student's inclination to take or delay taking remedial classes. As such, enrollment in remedial classes significantly underestimated the need for remediation, which was a more accurate measurement of high school preparation. Starting with the 2005 edition, the *Data Profile* began to report the need for remediation in English and math as determined by placement scores of WCSD students who enrolled in TMCC and UNR, rather than enrollment in remedial classes. Of the WCSD graduates in the Class of 2004 who attended UNR, 36% needed remediation in English and 35% in math, compared to 74% and 76% in English and math, respectively, at TMCC. That far more freshmen at TMCC need remediation compared to freshmen at UNR is a function of the different missions and different entrance requirements at the two institutions. Only 25% of WCSD grads had enrolled in remedial classes at UNR that year, and 59% at TMCC, both significantly lower proportions than actually needed remediation.

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From the Class of 2004 through the Class of 2012, the need for remediation in math by WCSD graduates attending UNR had dropped from 36% to 30%, although there was a spike at 39% in 2011. The need for remediation in English had also dropped from 36% in 2004 to 31% in 2009, but in 2010, UNR significantly lowered the placement scores needed to enter college-level English and made other curricular changes, and the apparent need for remediation in English plummeted.

From the Class of 2004 through the Class of 2008, the need for remediation at TMCC ranged from 84% to 79% in English and from 74% to 77% in math. Beginning in 2009, the cut score for math placement was increased, and the percentage in need of remediation in math rose to 92%. However, the need for remediation in both English and math at TMCC has declined for the graduates of 2010, 2011, and 2012, which may be a reflection, in part, of implementation of the *Gateway Curriculum*.

Changes in cut scores for English and math placement tests and changes in curricular and other policies at both UNR and TMCC have made it difficult to draw conclusions about recent trends in the need for remediation. However, these changes reflect attempts by both higher education institutions to find the most accurate ways of guiding students into college-level classes and to support their academic success.

The disturbingly high percentages of WCSD alumni who need remediation when they enter TMCC, despite the acknowledged open-enrollment policy and inclusive mission of the community college, generated a significant question that was addressed in the 2011 *Data Profile* – To what extent is the high percentage needing remediation a function of students entering TMCC who had not graduated with a regular diploma from WCSD? And with regard to math, what were the highest math courses completed in high school by students who needed math remediation in college?

There were 771 WCSD alumni from the Class of 2011 who entered TMCC in the fall of 2011 and who had placement scores used to determine whether they needed remedial math and/or English or whether they were ready for college-level work. Of those, 605 or 78% had graduated from WCSD with a regular diploma; 14 or 2% had received an adjusted high school diploma; 86 or 11% had received a GED; and 66 or 9% either said they had not graduated or did not indicate whether they had received a diploma. What was remarkable was that of the 460 WCSD alumni entering TMCC with placement scores who had earned a standard diploma, 93% needed remediation. Of the 605 WCSD alumni who had earned an honors, advanced, standard, or adult diploma (the graduates with a regular diploma), 91% needed remediation in English or math or both. Of the 166 WCSD alumni who would not have been considered high school graduates, 86% needed remediation – a lower rate than students who had earned a regular diploma.

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There were 645 WCSD alumni from the Class of 2011 who placed into remedial math at TMCC and who could be matched to WCSD transcript data. Of those students who placed into remedial math, 413 (64%) had not completed high school math beyond the level of Geometry (the next higher math class, Algebra 3-4, is generally considered to be the minimum for college-level preparation). This finding corroborated data from earlier studies by the *Data Profile* committee on the level of high school math preparation needed for college success.

College Success at UNR and TMCC

Persistence rates – the percentage of college freshmen returning after one or two semesters – are harbingers of college success. Nationally 73.9% of freshmen will return after two semesters at universities and 55.9% at community colleges (2010, ACT, *National Collegiate Retention and Persistence to Degree Rates*). The *Data Profile* tracks the persistence of WCSD alumni returning to TMCC and UNR after one semester and after two semesters. That percentage at UNR has hovered around 90% going back to 1997 for students returning after one semester and has risen from a little over 75% to around 82% for students returning after two semesters, well above the national average. The percentage of WCSD graduates returning after two semesters at UNR is higher than that for other Nevada students and for all UNR first-time, full-time freshmen. At TMCC, the persistence rate for WCSD alumni after one semester has risen steadily from 65% in for the WCSD Class of 1997 to 81% for the Class of 2010. TMCC's two-semester persistence rate for WCSD alumni was about 52% for the Class of 1997, rising to a peak of 65% for the Class of 2008, falling back toward 56% by 2010, but then rising again to 65% for the Class of 2011.

For the first time, the 2005 *Data Profile* used the National Student Clearinghouse data to determine the percentage of WCSD graduates who earned a college degree (Associates degree or higher) from colleges inside or outside of Nevada. Based on the first WCSD cohort studied by the *Data Profile* project – the Class of 1997, 28% of WCSD graduates had earned a college degree by January 2005. Disaggregated by high school, the percentages ranged from a high of 36% of Reno High School grads to 16% of Hug High School grads. The largest number of degrees earned by WCSD graduates was in the social sciences. The percentage of the Class of 1998 who had earned a college degree by March 2006 dropped a bit to 27% and dropped again to 26% for the Class of 1999. The largest number of degrees earned continued to be in the social sciences for the classes of 1998 and 1999. However, the percentage of the Class of 2000 who had earned a college degree by March 2008 rose significantly to 38%.

15th Anniversary Retrospective

The 2007 *Data Profile* began to examine the college success of WCSD graduates at UNR. The 6-year college graduation rate for UNR in 2007 (students had entered college in 2001) was 48%, and for WCSD alumni at UNR, the rate was 47%. Over the next five years, the 6-year graduation rate at UNR had risen to 53%, with the rate for WCSD alumni rising slightly more to 55%. Nationally at public universities the percentage had hovered near 54% for students who had entered college from 2001 to 2005. The 2009 *Data Profile* also began to include data on the 4-year and 6-year graduation rates of students who began college at UNR and graduated either from UNR or another institution. After 6 years, approximately 60% of first-time, full-time students who had entered UNR graduated from some institution by 2009, and another 20% were still working toward a degree.

The “graduation rate” at a community college has a different meaning than at a four-year college because it includes earning a degree or a certificate within 3 years or 2 years, respectively, and it is based on a relatively small part of the community college student population who are first-time, full-time, degree-seeking students. Between 2006 and 2011 (students who had entered TMCC in 2003 to 2008), the overall TMCC graduation rate rose from 6% to 17%, and of WCSD alumni at TMCC, the graduation rate rose from 6% to 21%. Nationally at community colleges the rate ranged from 24% to 28% over the same period. While still having a ways to go to meet national rates, TMCC has demonstrated significant progress in improving its graduation rates, with WCSD alumni improving even more.

The 2011 *Data Profile* disaggregated UNR’s 6-year graduation rate for WCSD by race/ethnicity. The “achievement gap” between Asian/Pacific Islander and White students (56% and 54% UNR graduation rate, respectively) and between Hispanic and Black students (51% and 50% graduation rate, respectively) was far smaller than what is seen in K-12 measurements. American Indian students were the exception, with a 33% UNR graduation rate for WCSD alumni. These data demonstrate that students who are well prepared academically, as measured by requirements for UNR admissions, are almost equally likely to graduate from college regardless of race/ethnicity.

Special Reports of the *Data Profile*

On occasion, the annual *Data Profile* has included special reports. While some of these have been initiated to follow up on trends observed in the data on the major themes such as the need for remediation, other special reports have been undertaken in response to national data issues, such as conflicting methods used to calculate high school graduation rates, or in response to local issues, such as the changing demographics of Washoe County's student population. In some cases, results of a special report have spawned new data sets reported annually, of which a significant example is inclusion of the cohort graduation rate for WCSD beginning in the 2007 edition of the *Data Profile*.

Special reports have included:

- determination of the percentage of WCSD graduates who met the requirements for admission to Nevada's universities (1999 *Data Profile*)

Through analysis of transcripts of WCSD graduates in the Class of 1998, it was determined that 50% met the requirements for admission to UNR or UNLV. At that time a GPA of at least 2.5 was required for university admission; the GPA requirement has since been raised to 3.0. Of those admissible, 38% actually enrolled at UNR the following fall. The special report also found that there was a strong correlation between high school GPA of 3.0 or greater and college GPA.

- examination of course-taking patterns of students in high school and correlation to student success in college, including identification of factors related to the need for remediation in mathematics at the college freshmen level

A pilot study of Reed High School graduates in 2000 examined the highest level of math taken in high school and the need for remediation and persistence rates of those students at UNR and TMCC. Students who took Algebra 3/4 (now called Algebra 2) or higher in high school were less likely to take remedial math classes at UNR or TMCC than students who took less challenging high school math courses. Higher levels of math taken in high school correlated with higher persistence rates at UNR but not at TMCC (2002 *Data Profile*).

15th Anniversary Retrospective

Analysis of the transcripts of 773 new freshmen from WCSD at UNR in 2002 showed that the overwhelming majority of students enrolled in remedial English or math at UNR were there because of their placement exam scores and not because of self-selection. Only about 2% of the entering WCSD freshmen who had taken a math course beyond Algebra 3-4 in high school enrolled in remedial math in college, and none of the students who had taken Advanced Placement math in high school took remedial math at UNR. Students who had taken AP English were far less likely to enroll in remedial English at UNR than those who had not taken AP English (2003 *Data Profile*).

Analysis of transcripts of 346 WCSD graduates in the Class of 2003 provided a comprehensive profile of students enrolled in remedial math at UNR and TMCC. This study showed that of those WCSD graduates enrolled as freshmen in college-level remedial mathematics in 2003, only 16% at UNR and 2% at TMCC had taken four years of high school math including a course beyond Algebra 2; only 35% at UNR and only 20% at TMCC had taken four years of high school math; and 15% at UNR and 56% at TMCC had not passed Algebra 2 or higher math courses in high school. Of those enrolled in remedial math who had passed Algebra 2 in high school, 61% at UNR and 72% at TMCC had grades of C or lower in both semesters of Algebra 2, and their average cumulative math GPA in high school was 2.50 for UNR students and 2.38 for TMCC students (2004 *Data Profile*).

The 2002-2004 studies of remediation data for WCSD graduates enrolled as freshmen at UNR and TMCC showed that:

Over 80% of students enrolled in remedial English or math as freshmen are there because of their placement exam scores and not because of self-selection;

Enrollment in high school math beyond the level of Algebra 2 dramatically reduces the likelihood that a student will need math remediation in college;

Enrollment in Advanced Placement English and math courses in high school reduces the likelihood that a student will need remediation in those subjects in college;

Students who need remedial math in college are characterized by generally not having taken four years of high school math, not having taken math beyond Algebra 2, and often not even having taken and passed Algebra 2; and

Those students enrolled in remedial math in college who had completed Algebra 2 in high school were generally students who earned a C grade or lower in Algebra 2; the average cumulative math GPA in high school of these students was 2.43.

15th Anniversary Retrospective

- comparison of various ways used nationally to calculate high school graduation rates and how WCSD's graduation rate would look using the various methods

Until 2012, Nevada and many other states used a formula called the Leaver Rate to calculate the rate of high school graduation, and the first nine editions of the *Data Profile* reported WCSD's Leaver Rate as the measure of high school graduation. The 2007 *Data Profile* undertook a comparison of six methods of calculating the rate of high school graduation that were in use at the time, including the Leaver Rate, and calculated each formula for WCSD. The results ranged from graduation rates for WCSD of 44% to 75%.

Based on that study, WCSD began to report the 4-year cohort graduation rate each year because it was the only one of the formulas that uses student-by-student data and that describes the percentage of a freshman cohort that graduates from high school within four years. An additional advantage of the cohort graduation rate is that it can accurately identify the nature of the non-graduates.

In 2009, the federal government required states and school districts to adopt the 4-year cohort graduation rate beginning with the Class of 2011. By 2012 when Nevada first reported this calculation for Nevada, WCSD already had six years of data on its graduation rate using that formula and had effectively used these data to significantly improve the graduation rate of its students.

- examination of WCSD graduates who graduated from UNR between 2000 and 2007

Based on telephone surveys of bachelor and graduate degree recipients at UNR, results were disaggregated for WCSD graduates. Over half (53%) of the UNR degrees in that period were awarded to WCSD students. Of the WCSD alumni who graduated from UNR and responded to the survey:

89% were employed one year following commencement, including as teaching/graduate assistants

83% were working in Nevada, particularly northern Nevada

97% of those graduates working in Nevada were employed in Washoe and other northern Nevada counties

Education was the largest employer (30%) of those WCSD-UNR graduates working in northern Nevada, and health fields were the second largest employer (14%).

15th Anniversary Retrospective

- 2010 collaborative study of WCSD with the research group WestEd on whether statewide assessments of math and English in grade 8 and the high school proficiency exam were related to the likelihood that students were ready for college-level courses

Based on a non-representative sample of the 2008 and 2009 graduation cohorts, it appears that students who score in the higher part of the range of scores for “Meets Standards” or in the “Exceeds Standards” on the 8th grade statewide tests and the high school proficiency exam in math and English are likely to be ready for college-level math and English courses.

- 2010 collaborative study of WCSD with UNR on what high school curricular pathways tell us about college preparation and success based on WCSD students enrolling at UNR in 2001 through 2008

Completing calculus in high school reduces the need for math remediation at UNR 15 times compared to completing high school algebra only

Completing AP English in high school reduces the need for English remediation at UNR 3 times compared to completing regular high school English only

The more AP subjects a student takes in high school, the greater the academic success at UNR

Students from low-income high schools on average have significantly lower ACT/SAT scores than those from high-income high schools, even though they take the same level of math/English and receive comparable grades in each subject

- 2011 description of how the racial/ethnic make-up of WCSD students has changed since 1976

In 2011, WCSD became a minority-majority school district with no single racial or ethnic group making up more than half of the student population.

In 1976, 93% of WCSD students were White; in 2012, 48% were White. The White student enrollment peaked in 2002 and has decreased by about 10% since then.

Since 1976, the percentage of Hispanic students in WCSD has increased from 2% to 37%, with most of that growth occurring from 1992 to 2012. The proportion of other groups has remained steady or increased only incrementally.

WCSD has been working to address the implications of this demographic shift for some time and to create equitable learning environments that successfully engage its entire diverse population.

2012 Data Profile

WCSD Graduates Including the Class of 2012

INTRODUCTION

1998 - First Edition

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

2002

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

2006

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

2007 - Tenth Edition

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

2011

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

2012 - Fifteenth Edition

- ∞ First ever comparison of the high school Cohort Graduation Rate for WCSD with Nevada's and the other states .

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

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

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

SUMMARY OF DATA TRENDS

WCSD Graduates Including the Class of 2012

High School Trends

- While the 2012 graduation rate dropped just one percentage point from 70% to 69%, graduation rates for two of the most challenging populations – Special Education students and Free-and-Reduced-Lunch students – rose. The graduation rate for students with Individualized Education Plans has more than doubled since 2006 from 15% to 31%.
- The first-ever high school graduation rate data comparable from state to state for the Class of 2011 shows Nevada with the lowest graduation rate. WCSD's rate in 2011 was eight percentage points higher than Nevada's but still near the bottom compared with all the states reporting.
- 2012 participation in the SAT tied the record of 50% participation first set in 2007. The participation rate in the SAT has risen at all high school over the past 10 years (AACT and Washoe Innovations have too few students tested to report). The participation rate in the SAT surpassed that of the ACT in 2006.
- The percentage of AP students scoring 3 or higher on the AP tests in 2012 was comparable to the rate in 2003 and 2004 despite the increase in the percent of students enrolled in AP classes from 21% to 36% over the same period.
- AP enrollment dropped dramatically at Incline, North Valleys, Reno, and Wooster (IB) high schools in 2012.

SUMMARY OF DATA TRENDS

WCSD Graduates Including the Class of 2012

College Trends

- The college-going rate of WCSD graduates has steadily dropped from a high of 72% in 2008 to 62% in 2012. The percentage of WCSD grads attending out-of-state institutions dropped from 18% in 2008 to 11% in 2009 and 8% in 2010 but rose to 13% in 2011 and 2012. The percentage of WCSD grads attending UNR or TMCC rose from 51% in 2008 to 57% in 2009 and 58% in 2010, but dropped to 50% in 2011 and 49% in 2012.
- The number of WCSD graduates enrolling at both UNR and TMCC peaked in 2010 at 916 and 904, respectively. The number enrolled at UNR in 2011 and 2012 dropped to pre-2005 levels and at TMCC to pre-2009 levels. However, the total number of WCSD grads attending UNR and TMCC in 2012 is almost the same as in 2008 – 1,630 in 2008 and 1,624 in 2012.
- Ethnic and racial diversity of WCSD graduates has increased dramatically since 2005 as has the diversity of WCSD graduates entering UNR and TMCC. In 2005, 16% of WCSD graduates were Hispanic, increasing to 28% in 2012. Of WCSD graduates enrolling in UNR in 2005, 11% were Hispanic, compared to 21% in 2012. Of WCSD graduates enrolling in TMCC in 2005, 22% were Hispanic, compared to 40% in 2012.
- The percentage of WCSD Class of 2011 graduates returning to TMCC after one semester dropped notably, but the percentage returning after two semesters rose almost to the high of three years before.
- The percentage of WCSD Class of 2011 graduates returning to UNR after one and two semesters continued a three-year decline.
- The composite ACT score for WCSD 2012 graduates attending UNR tied the highest in the Data Profile history for the Class of 2010 at 23.1. The combined verbal and math SAT scores were the lowest of the last six years at 1057.

SUMMARY OF DATA TRENDS

WCSD Graduates Including the Class of 2012

College Success

- UNR's six-year graduation rate has been climbing steadily for the past three years. The graduation rate of WCSD graduates enrolled at UNR has exceeded the overall UNR graduation rate for four of the past six years.

Recommendations for Future Work

- Expand comparisons of WCSD data to state and national results
- Compile data on career and college readiness of WCSD graduates based on guidelines developed by the Education Alliance

COHORT GRADUATION RATE

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

Beginning with the Class of 2011, the U.S. Department of Education has required all states to use the same method to calculate high school graduation rates – a method called the 4-year Cohort Graduation Rate. (It should be noted that the 2011-2012 “District Report Card” reported by the Nevada Department of Education still uses the former method of calculating the high school graduation rate, although the accountability report on the state’s website also reports the 2011 Cohort Graduation Rate for Nevada’s school districts.) Developed in 2005 by the National Governors Association, the 4-year Cohort Graduation Rate is a formula that determines the percentage of first-time freshmen and transfer-in students who ultimately graduate with a regular diploma within four years. Because the cohort graduation rate is based on individual students and whether they graduated within four years, it is the most accurate measure of what most people think of as “the graduation rate.” The Education Alliance of Washoe County initiated WCSD’s first attempt to track individual students and produce a cohort graduation rate for the Class of 2006. A detailed report of this endeavor and the results were published in the 2007 edition of the *Washoe K-16 Data Profile*. (In that report, the method was referred to as the *EC/NGA Cohort High School Graduation Rate*. In this report, the name has been shortened to the *Cohort Graduation Rate*.)

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

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

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

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

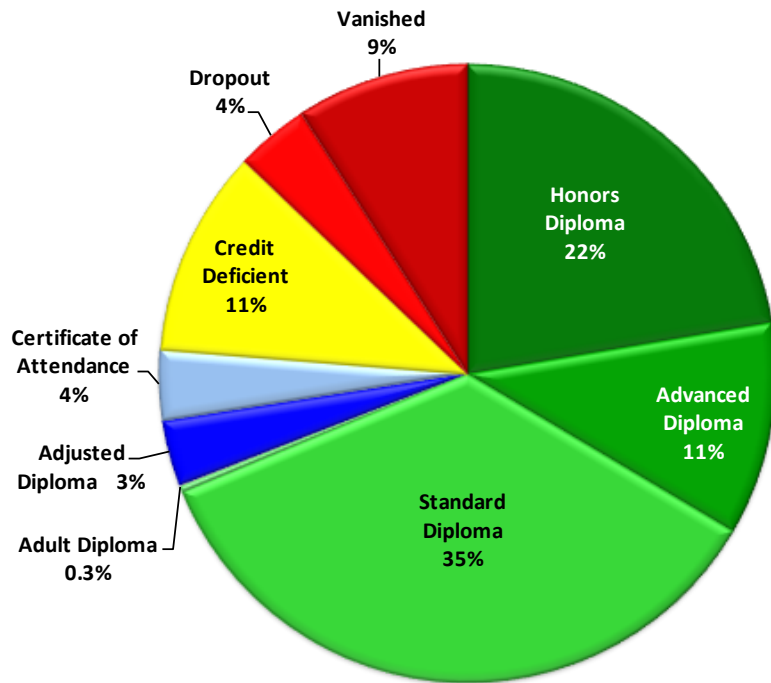
Total Transfers In includes all transfers in that occurred between the cohort’s sophomore and senior years.

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

All high school graduation rates reported in the following pages were calculated using the *Cohort Graduation Rate* method. In November 2012, the U.S. Department of Education first released the 4-year Cohort Graduation Rate for all the states for the 2010-2011 school year. Because of the collaboration between the Education Alliance and WCSD, the district had a five-year history of using this method prior to its being mandated for all states and districts in 2011. The district has provided help for students who were credit deficient to catch up and graduate on time, support for struggling students, and improved data gathering, all of which have contributed to an improved graduation rate .

COHORT GRADUATION RATE

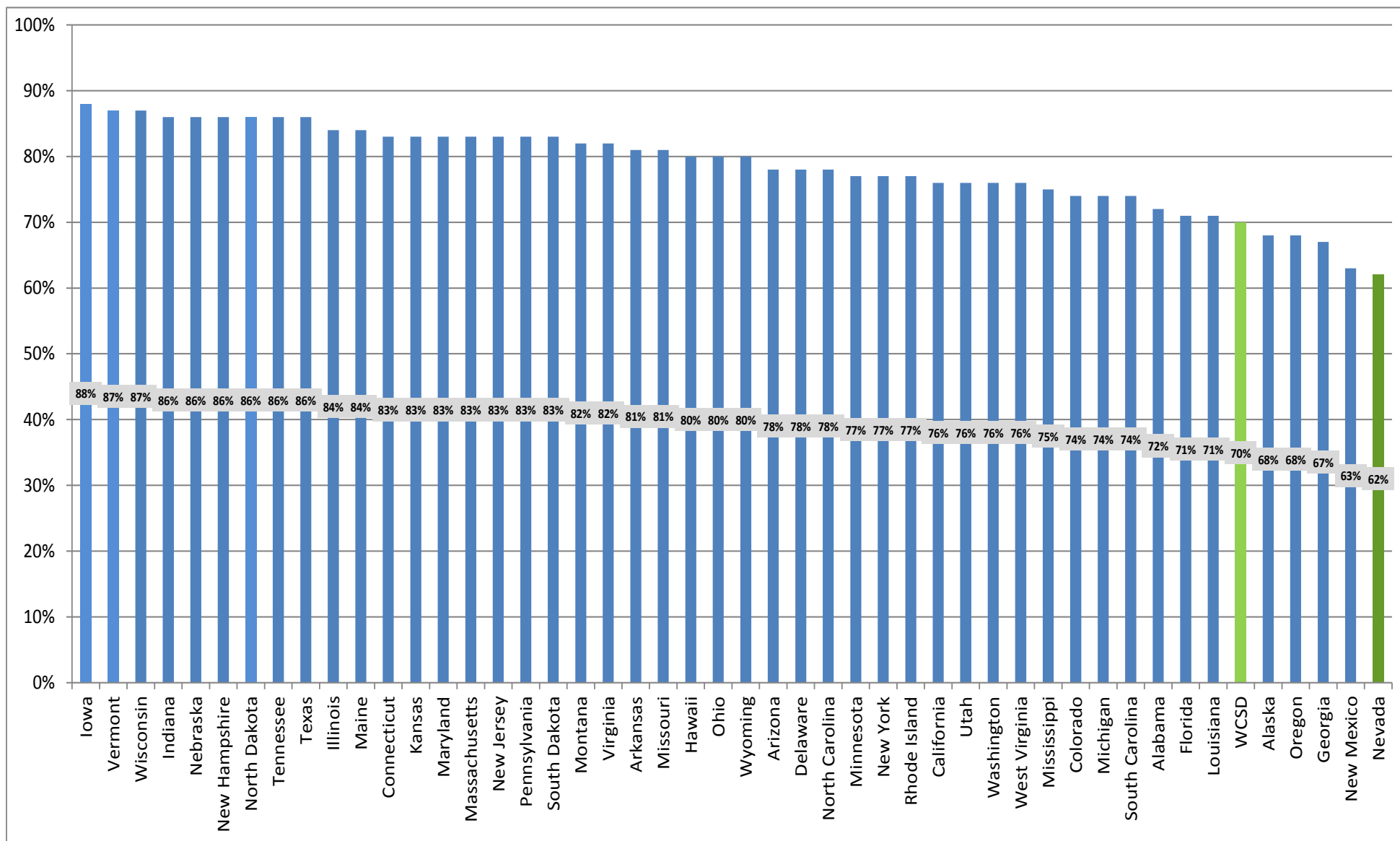
2012 Graduation Cohort



| Final Status of All Students in the Cohort | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | |
|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Graduate - Honors | 652 | 14% | 782 | 15% | 821 | 16% | 874 | 16% | 951 | 19% | 951 | 21% | 1007 | 22% |
| Graduate - Advanced | 539 | 11% | 580 | 11% | 512 | 10% | 631 | 12% | 500 | 10% | 488 | 11% | 504 | 11% |
| Graduate - Standard | 1441 | 31% | 1404 | 28% | 1519 | 29% | 1432 | 27% | 1625 | 33% | 1654 | 37% | 1591 | 35% |
| Graduate - Adult | 41 | 1% | 12 | 0.2% | 33 | 1% | 20 | 0.4% | 20 | 0.4% | 21 | 1% | 15 | 0.3% |
| Adjusted Diploma ¹ | 183 | 4% | 227 | 4% | 176 | 3% | 182 | 3% | 155 | 3% | 173 | 4% | 155 | 3% |
| Certificate of Attendance | 112 | 2% | 157 | 3% | 127 | 2% | 104 | 2% | 121 | 2% | 126 | 3% | 167 | 4% |
| Credit Deficient | 346 | 7% | 328 | 6% | 360 | 7% | 374 | 7% | 657 | 13% | 449 | 10% | 488 | 11% |
| Dropout ² | 600 | 13% | 749 | 15% | 786 | 15% | 799 | 15% | 363 | 7% | 192 | 4% | 173 | 4% |
| Vanished ³ | 802 | 17% | 808 | 16% | 825 | 16% | 905 | 17% | 543 | 11% | 401 | 9% | 410 | 9% |
| Full Cohort | 5802 | | 6036 | | 6144 | | 6295 | | 6245 | | 5867 | | 5927 | |
| Verified Transfer Out ⁴ | 1086 | | 989 | | 985 | | 974 | | 1310 | | 1412 | | 1417 | |
| Final Adjusted Cohort | 4716 | 100% | 5047 | 100% | 5159 | 100% | 5321 | 100% | 4935 | 100% | 4455 | 100% | 4510 | 100% |
| Total Graduates | 2673 | 57% | 2778 | 55% | 2885 | 56% | 2957 | 56% | 3096 | 63% | 3114 | 70% | 3117 | 69% |

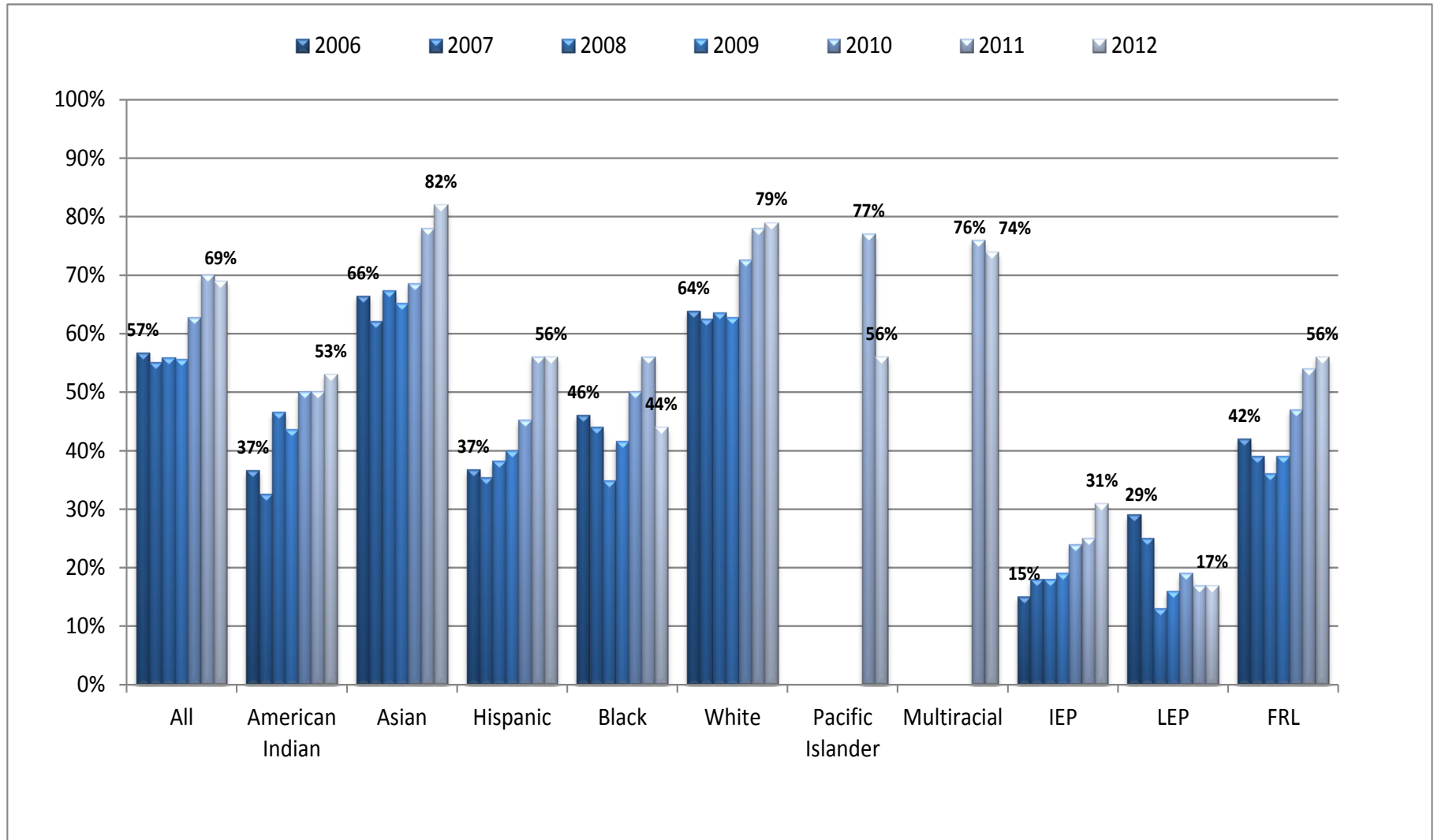
- Adjusted diplomas are only available for students with disabilities and are not equivalent to a Standard diploma. Students who receive Adjusted diplomas are counted as non-grads.
- Dropout includes cohort members who transferred to Washoe Adult HS before their 18th birthday to work toward obtaining a GED, and students who stated they were withdrawing to obtain a GED. WCSD cannot track how many students actually obtain a GED because they can test outside of the District.
- Vanished consists of cohort members with: 1) no withdrawal data; or 2) out-of-district transfer withdrawal codes, but no record of a transcript request; or 3) in-district transfer withdrawal codes, but no record of subsequent enrollment in a WCSD school; or 4) students absent an entire stat month or absent 10 days, whereabouts unknown.
- Per state guidelines *Verified Transfer Out* includes cohort members who transferred to the Washoe Adult Program on or after their 18th birthday. For the 2012 cohort, 209 students (4% of the full cohort) transferred to Washoe Adult after turning 18.
- Changes in the percentages of *Credit Deficient*, *Dropouts*, and *Vanished* across the years are a result of improvements in student accounting (such as new/expanded withdrawal codes), and should not be interpreted as major changes in the types of non-grads.

COHORT GRADUATION RATES BY STATE: 2011



Source: <http://eddataexpress.ed.gov/data-element-explorer.cfm/deid/127/>

COHORT GRADUATION RATE BY STUDENT GROUP



| Number of 2012 Graduates | American Indian | Asian | Hispanic | Black | White | Pacific Islander | Multiracial | IEP | LEP | FRL |
|--------------------------|-----------------|-------|----------|-------|-------|------------------|-------------|-----|-----|-----|
| 3117 | 41 | 193 | 860 | 61 | 1823 | 15 | 124 | 155 | 57 | 806 |

In 2010, federal reporting requirements for racial/ethnic categories were changed; the Asian/Pacific Islander category used previously was separated into two distinct categories, and a new category, *Multiracial*, was added. The American Indian, Black, Pacific Islander, Multiracial and LEP groups contain very small numbers of students, so year to year changes in percentages will be volatile. LEP = Students with limited English proficiency; IEP = Students with an Individualized Education Plan; FRL = Students receiving free or reduced priced lunches

COHORT GRADUATION RATE BY HIGH SCHOOL

| School | Class of 2006 | | Class of 2007 | | Class of 2008 | | Class of 2009 | | Class of 2010 | | Class of 2011 | | Class of 2012 | |
|---------------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| AACT | 26 | 70% | 32 | 84% | 32 | 76% | 47 | 90% | 20 | 96% | - | - | - | - |
| Damonte Ranch | 106 | 55% | 138 | 51% | 192 | 60% | 191 | 60% | 205 | 70% | 222 | 83% | 219 | 80% |
| Galena | 286 | 73% | 295 | 77% | 274 | 74% | 298 | 70% | 278 | 84% | 246 | 85% | 275 | 87% |
| Hug | 105 | 36% | 103 | 34% | 130 | 38% | 133 | 41% | 155 | 44% | 158 | 47% | 166 | 51% |
| Incline | 71 | 60% | 91 | 66% | 65 | 65% | 74 | 60% | 78 | 75% | 67 | 78% | 70 | 77% |
| McQueen | 347 | 70% | 342 | 72% | 352 | 71% | 375 | 71% | 353 | 79% | 386 | 87% | 352 | 83% |
| North Valleys | 243 | 49% | 262 | 48% | 267 | 50% | 298 | 55% | 320 | 65% | 334 | 69% | 334 | 71% |
| Reed | 361 | 66% | 401 | 62% | 414 | 64% | 379 | 62% | 411 | 76% | 411 | 79% | 387 | 77% |
| Reno | 358 | 76% | 383 | 76% | 343 | 73% | 338 | 74% | 360 | 82% | 334 | 87% | 321 | 87% |
| Spanish Springs | 300 | 65% | 326 | 62% | 345 | 63% | 349 | 66% | 376 | 75% | 405 | 80% | 388 | 79% |
| Sparks | 130 | 43% | 122 | 45% | 129 | 48% | 135 | 45% | 141 | 53% | 179 | 68% | 172 | 64% |
| TMCC | 90 | 81% | 80 | 85% | 82 | 86% | 92 | 92% | 91 | 95% | 94 | 96% | 88 | 94% |
| Washoe Innovations* | 84 | 18% | 43 | 9% | 84 | 16% | 58 | 10% | 74 | 12% | 72 | 17% | 71 | 15% |
| Washoe Inspire | Not Open | | | | | | | | | | | | - | - |
| Wooster | 159 | 50% | 159 | 45% | 170 | 43% | 184 | 46% | 225 | 55% | 198 | 59% | 268 | 75% |
| WCSD | 2673 | 57% | 2778 | 55% | 2885 | 56% | 2957 | 56% | 3096 | 63% | 3114 | 70% | 3117 | 69% |

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

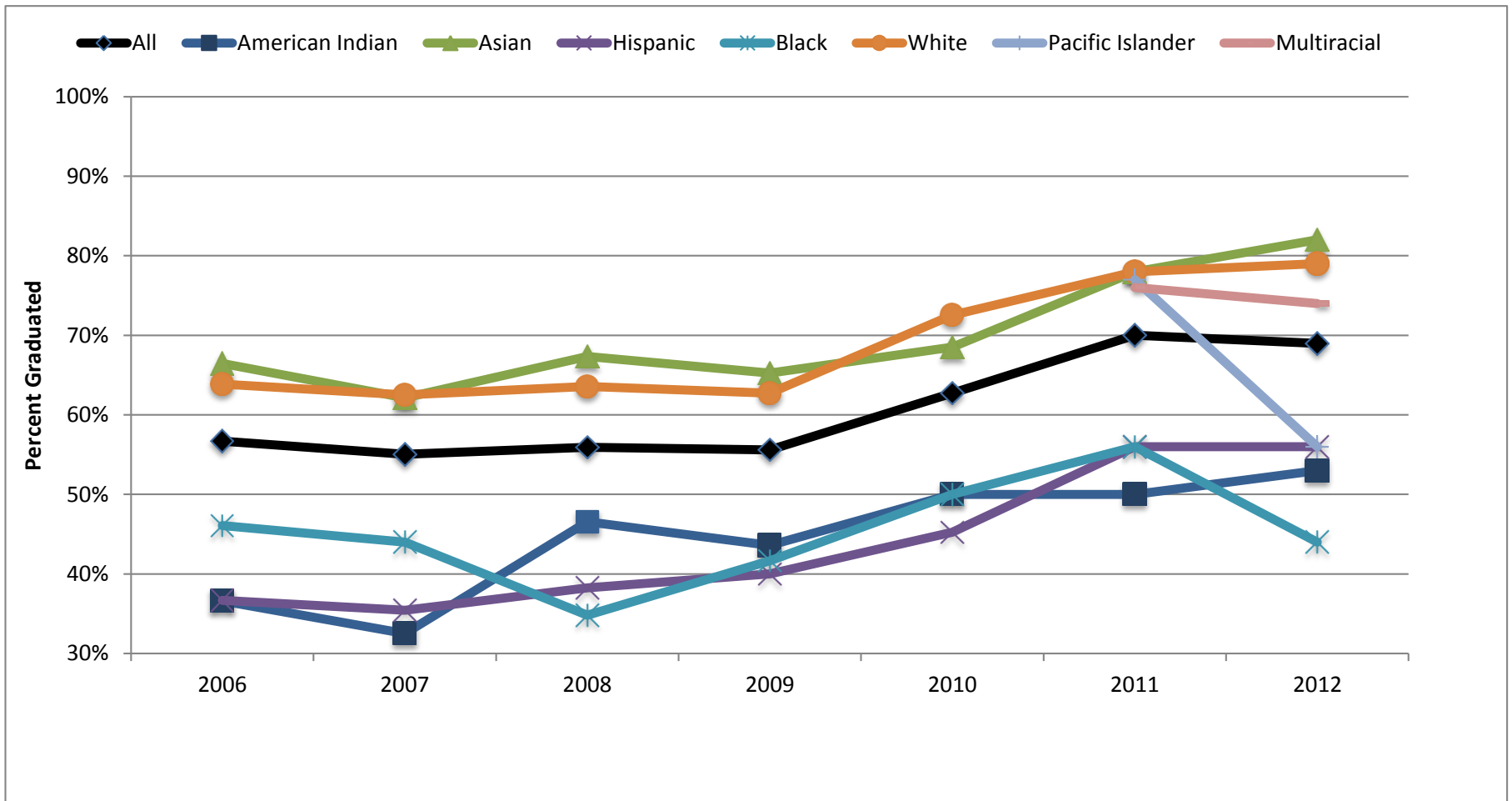
AACT had no 12th grade students in 2010-11 through 2011-12

'-' Denotes too few students to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

N = number of graduates

COHORT GRADUATION RATE BY RACE/ETHNICITY



In 2010, federal reporting requirements for racial/ethnic categories were changed; the Asian/Pacific Islander category used previously was separated into two distinct categories, and a new category, *Multiracial*, was added. The American Indian, Black, Pacific Islander and Multiracial groups contain very small numbers of students, so year to year changes in percentages will be volatile.

NON-GRADUATES

Dropout, Vanished, Credit Deficient

| SCHOOL | Class of 2006 | | | | Class of 2007 | | | | Class of 2008 | | | | Class of 2009 | | | | Class of 2010 | | | | Class of 2011 | | | | Class of 2012 | | | | |
|---------------------|----------------------|------------|---------------------|-----------|----------------------|------------|---------------------|-----------|----------------------|------------|---------------------|-----------|----------------------|------------|---------------------|-----------|----------------------|------------|---------------------|------------|----------------------|------------|---------------------|------------|----------------------|------------|---------------------|------------|---|
| | Dropout/ Vanished | | Credit Deficient | | Dropout/ Vanished | | Credit Deficient | | Dropout/ Vanished | | Credit Deficient | | Dropout/ Vanished | | Credit Deficient | | Dropout/ Vanished | | Credit Deficient | | Dropout/ Vanished | | Credit Deficient | | Dropout/ Vanished | | Credit Deficient | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |
| AACT | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Damonte Ranch | 65 | 33% | 10 | 5% | 101 | 38% | 14 | 5% | 88 | 28% | 13 | 4% | 78 | 25% | 29 | 9% | 38 | 13% | 23 | 8% | 21 | 8% | 12 | 4% | 15 | 6% | 12 | 4% | |
| Galena | 78 | 20% | 19 | 5% | 59 | 15% | 17 | 4% | 61 | 17% | 18 | 5% | 111 | 26% | - | - | 17 | 5% | 24 | 7% | 11 | 4% | 18 | 6% | 10 | 3% | 14 | 4% | |
| Hug | 98 | 37% | 44 | 15% | 122 | 40% | 25 | 9% | 126 | 38% | 32 | 9% | 125 | 39% | 32 | 10% | 94 | 26% | 57 | 16% | 79 | 24% | 43 | 13% | 54 | 17% | 40 | 12% | |
| Incline | 33 | 23% | - | - | 31 | 22% | - | - | 23 | 23% | - | - | 41 | 33% | - | - | 14 | 14% | - | - | - | - | - | - | - | - | - | - | |
| McQueen | 91 | 19% | 35 | 7% | 80 | 17% | 27 | 6% | 98 | 19% | 34 | 7% | 93 | 18% | 38 | 7% | 33 | 7% | 45 | 10% | 19 | 4% | 23 | 5% | 17 | 4% | 35 | 8% | |
| North Valleys | 194 | 39% | 32 | 6% | 200 | 37% | 40 | 7% | 208 | 38% | 34 | 6% | 164 | 31% | 47 | 9% | 88 | 18% | 57 | 11% | 59 | 12% | 52 | 11% | 49 | 10% | 51 | 11% | |
| Reed | 116 | 21% | 37 | 7% | 145 | 22% | 35 | 5% | 147 | 23% | 40 | 6% | 174 | 28% | 22 | 4% | 53 | 10% | 41 | 8% | 42 | 8% | 31 | 6% | 50 | 10% | 26 | 5% | |
| Reno | 88 | 18% | 12 | 3% | 80 | 16% | 20 | 4% | 98 | 21% | - | - | 97 | 21% | - | - | 48 | 11% | 20 | 5% | 21 | 5% | 11 | 3% | 18 | 5% | 16 | 4% | |
| Spanish Springs | 107 | 23% | 27 | 6% | 125 | 24% | 36 | 7% | 147 | 26% | 35 | 6% | 116 | 22% | 38 | 7% | 55 | 11% | 50 | 10% | 31 | 6% | 39 | 8% | 25 | 5% | 46 | 9% | |
| Sparks | 101 | 33% | 31 | 10% | 93 | 34% | 24 | 9% | 88 | 33% | 22 | 8% | 96 | 33% | 35 | 12% | 69 | 26% | 23 | 9% | 36 | 14% | 25 | 9% | 33 | 12% | 35 | 13% | |
| TMCC | 11 | 10% | - | - | - | - | - | - | 11 | 11% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Washoe Innovations* | 297 | 63% | 63 | 13% | 382 | 77% | 45 | 9% | 365 | 70% | 55 | 11% | 471 | 77% | 56 | 9% | 289 | 46% | 251 | 40% | 275 | 66% | 115 | 28% | 250 | 51% | 153 | 31% | |
| Washoe Inspire | Not Open | | | | | | | | | | | | | | | | | | | | | | | 17 | 43% | - | - | | |
| Wooster | 120 | 38% | 14 | 4% | 126 | 36% | 35 | 10% | 143 | 37% | 61 | 16% | 132 | 33% | 59 | 15% | 102 | 25% | 57 | 14% | 60 | 18% | 44 | 13% | 36 | 10% | 34 | 9% | |
| WCSD | 1402 | 30% | 324 | 7% | 1557 | 31% | 328 | 6% | 1611 | 31% | 360 | 7% | 1704 | 32% | 356 | 7% | 906 | 18% | 657 | 13% | 593 | 13% | 422 | 10% | 583 | 13% | 488 | 11% | |

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

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

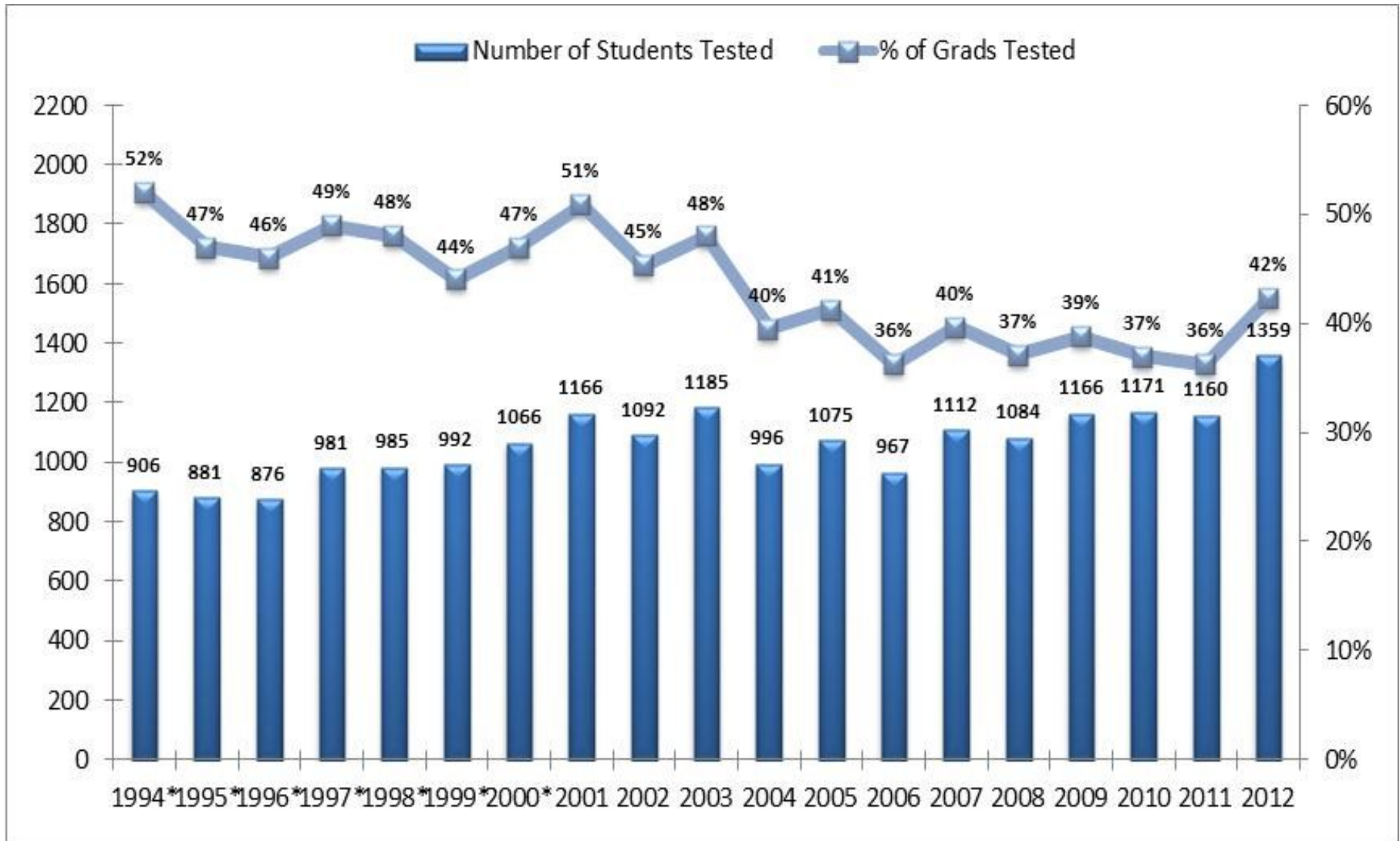
'-' denotes too few students to report

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

COLLEGE ENTRANCE EXAMS

ACT Participation

Number and Percentage of WCSD Graduates Who Took the ACT



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

COLLEGE ENTRANCE EXAMS

ACT Participation by High School

Number and Percentage of WCSD Graduates Who Took the ACT

| High Schools | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|
| | % | % | % | % | % | % | % | % | % | % | % | N | % |
| AACT | Not Open | | | | No Grads | - | - | - | - | | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | - | - | - | 21% | 27% | 20% | 24% | 81 | 36% |
| Galena | 49% | 49% | 59% | 50% | 54% | 58% | 46% | 71% | 68% | 60% | 51% | 154 | 56% |
| Hug | 36% | 29% | 32% | 29% | 29% | 34% | 42% | 46% | 44% | 40% | 78% | 139 | 80% |
| Incline | 36% | 33% | 47% | - | - | - | 42% | 49% | 48% | 42% | 45% | 37 | 52% |
| McQueen | 60% | 60% | 56% | 52% | 44% | 46% | 47% | 55% | 53% | 44% | 52% | 193 | 54% |
| North Valleys | Not Open | No Grads | 51% | 45% | 37% | 30% | 32% | 35% | 39% | 30% | 28% | 91 | 26% |
| Reed | 60% | 55% | 57% | 44% | 50% | 48% | 47% | 47% | 39% | 36% | 28% | 133 | 34% |
| Reno | 54% | 45% | 44% | 34% | 38% | 33% | 49% | 51% | 59% | 47% | 42% | 135 | 42% |
| Spanish Springs | Not Open | No Grads | 41% | 24% | 43% | 20% | 38% | 39% | 39% | 27% | 23% | 107 | 27% |
| Sparks | 55% | 47% | 43% | 45% | 46% | 42% | 60% | 45% | 79% | 49% | 43% | 97 | 56% |
| TMCC HS | 38% | 30% | - | - | - | - | - | - | 24% | 22% | - | 15 | 17% |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | - | - |
| Wooster | 49% | 33% | 46% | 38% | 43% | 35% | 21% | 10% | 22% | 25% | 29% | 164 | 60% |
| Total | 51% | 45% | 48% | 40% | 41% | 36% | 40% | 37% | 39% | 37% | 36% | 1359 | 42% |

Total numbers are higher than the sum of individual schools because some schools 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.

Adjusted diplomas are not included in the rates reported here.

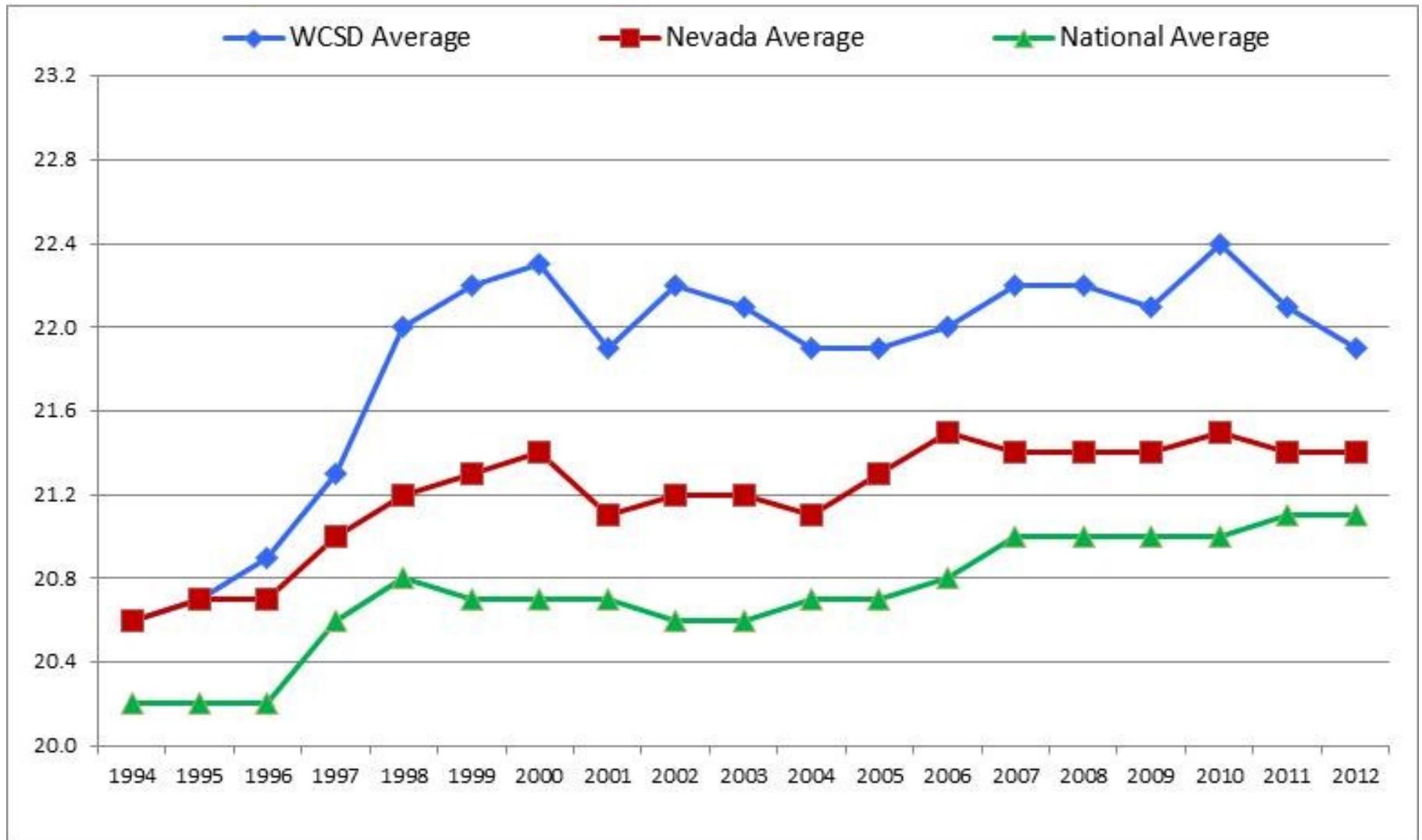
'-' Denotes too few students tested to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

COLLEGE ENTRANCE EXAMS

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.

COLLEGE ENTRANCE EXAMS

ACT Math Scores by High School

| High Schools | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AACT | Not Open | | | | | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | - | - | - | 22.4 | 22.6 | 22.5 | 22.5 | 20.5 |
| Galena | 22.2 | 22.1 | 21.6 | 22.2 | 23.5 | 23.3 | 23.7 | 22.6 | 22.9 | 23.8 | 24.3 | 24.2 |
| Hug | 20.9 | 20.6 | 19.8 | 19.5 | 18.7 | 18.1 | 17.8 | 17.9 | 17.8 | 17.6 | 16.9 | 16.9 |
| Incline | 21.3 | 21.6 | 24.5 | - | - | - | 22.7 | 22.7 | 20.9 | 22.3 | 23.7 | 24.2 |
| McQueen | 23.3 | 23.3 | 23.9 | 23.3 | 22.4 | 22.6 | 23.2 | 23.5 | 23.9 | 23.9 | 24.2 | 23.0 |
| North Valleys | Not Open | No Grads | 19.7 | 20.7 | 20.1 | 21.8 | 20.6 | 21.2 | 21.3 | 20.4 | 20.4 | 20.8 |
| Reed | 21.1 | 21.7 | 22.0 | 21.1 | 21.6 | 22.1 | 22.0 | 22.7 | 21.4 | 21.5 | 21.4 | 21.9 |
| Reno | 23.0 | 24.6 | 24.5 | 23.2 | 23.2 | 22.8 | 24.3 | 23.7 | 25.1 | 24.8 | 24.7 | 24.1 |
| Spanish Springs | Not Open | No Grads | 20.2 | 20.4 | 21.6 | 20.8 | 20.5 | 21.9 | 21.6 | 21.5 | 23.0 | 22.5 |
| Sparks | 20.4 | 19.9 | 20.5 | 19.9 | 19.4 | 20.2 | 18.9 | 18.9 | 18.4 | 19.5 | 18.8 | 20.0 |
| TMCC | 22.4 | 20.8 | - | - | - | 21.0 | 21.5 | 21.2 | 20.2 | 23.0 | - | - |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | |
| Wooster | 22.1 | 23.1 | 22.7 | 22.8 | 22.9 | 22.2 | 25.4 | 24.8 | 23.9 | 24.7 | 22.6 | 22.6 |
| WCSD Average | 21.9 | 22.2 | 22.1 | 21.9 | 21.9 | 22.1 | 22.2 | 22.2 | 22.1 | 22.4 | 22.1 | 21.9 |

The WCSD average is higher than the average of school scores listed in this table because some schools 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.

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

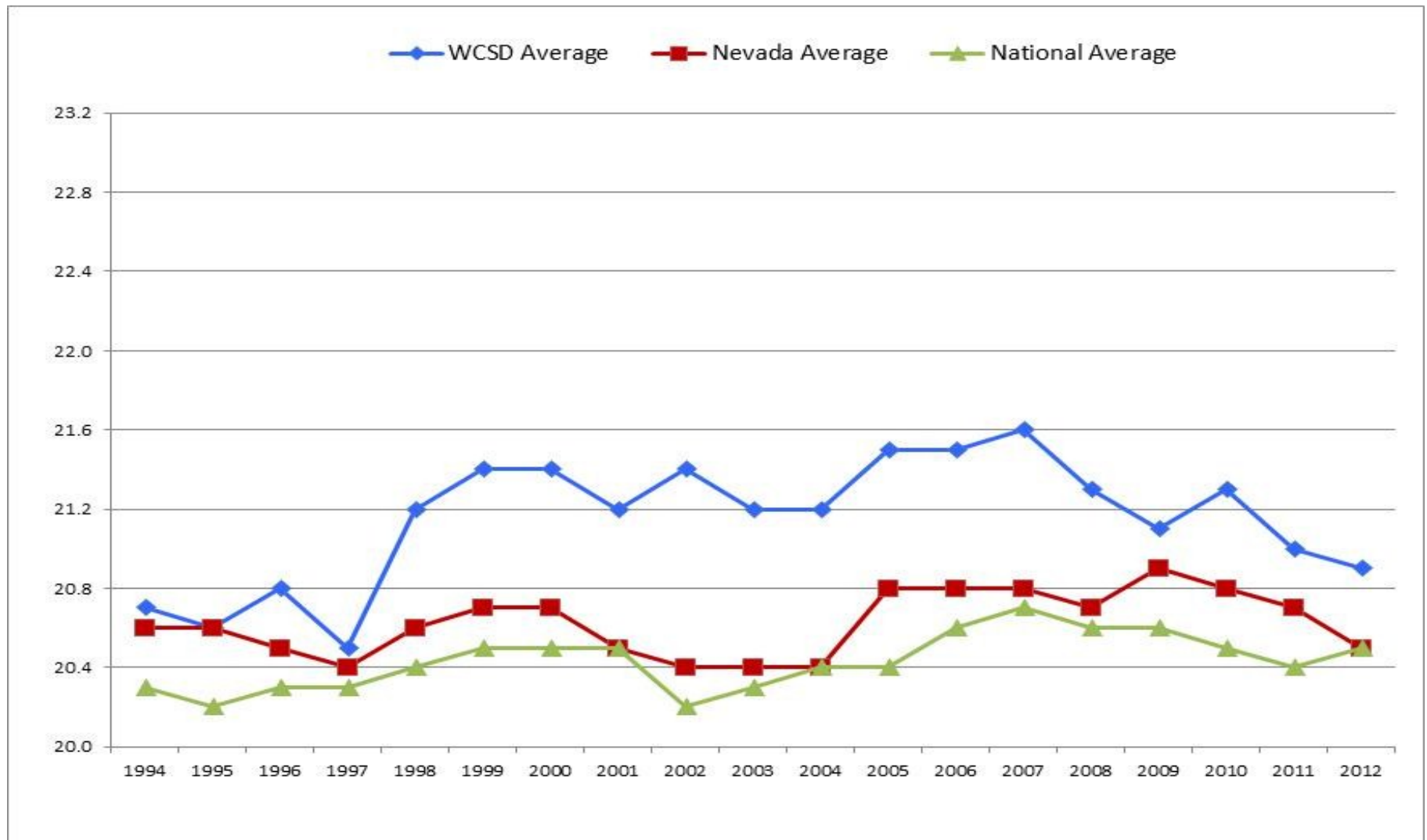
⌘ Denotes too few students tested to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

COLLEGE ENTRANCE EXAMS

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.

COLLEGE ENTRANCE EXAMS

ACT English Scores by High School

| High Schools | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AACT | Not Open | | | | No Grads | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | - | - | - | 21.6 | 21.1 | 22.1 | 21.7 | 19.5 |
| Galena | 21.9 | 21.9 | 20.8 | 22.3 | 22.9 | 22.9 | 23.3 | 22.3 | 22.8 | 23.5 | 23.8 | 24.3 |
| Hug | 19.3 | 18.5 | 18.8 | 17.8 | 17.9 | 17.9 | 15.8 | 15.6 | 15.3 | 14.9 | 14.8 | 14.4 |
| Incline | 21.7 | 22.7 | 24.0 | - | - | - | 22.1 | 23.2 | 20.5 | 20.7 | 23.3 | 24.2 |
| McQueen | 21.7 | 22.0 | 22.0 | 22.3 | 21.8 | 21.8 | 22.8 | 21.9 | 22.7 | 22.7 | 23.0 | 23.1 |
| North Valleys | Not Open | No Grads | 19.0 | 19.9 | 20.1 | 20.1 | 20.6 | 20.9 | 21.4 | 20.2 | 20.4 | 20.0 |
| Reed | 20.3 | 20.7 | 21.3 | 20.1 | 21.0 | 21.0 | 20.7 | 21.4 | 20.1 | 20.2 | 20.0 | 20.3 |
| Reno | 23.5 | 23.5 | 23.5 | 22.2 | 23.3 | 23.3 | 23.7 | 22.8 | 24.1 | 24.2 | 23.6 | 23.3 |
| Spanish Springs | Not Open | No Grads | 19.1 | 20.2 | 21.4 | 21.4 | 19.9 | 21.1 | 20.9 | 21.1 | 21.6 | 21.1 |
| Sparks | 20.3 | 19.9 | 20.6 | 19.1 | 19.8 | 19.8 | 18.9 | 18.2 | 16.8 | 17.7 | 17.7 | 18.3 |
| TMCC | - | - | - | - | - | 23.6 | 23.3 | 22.5 | 22.3 | 24.4 | - | - |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | - |
| Wooster | 20.9 | 20.5 | 21.5 | 21.3 | 21.8 | 21.8 | 24.5 | 23.2 | 22.9 | 22.9 | 21.0 | 21.0 |
| WCSD Average | 21.2 | 21.4 | 21.2 | 21.2 | 21.5 | 21.5 | 21.6 | 21.3 | 21.2 | 21.3 | 21.0 | 20.9 |

The WCSD average is higher than the average of school scores listed in this table because some schools 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.

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

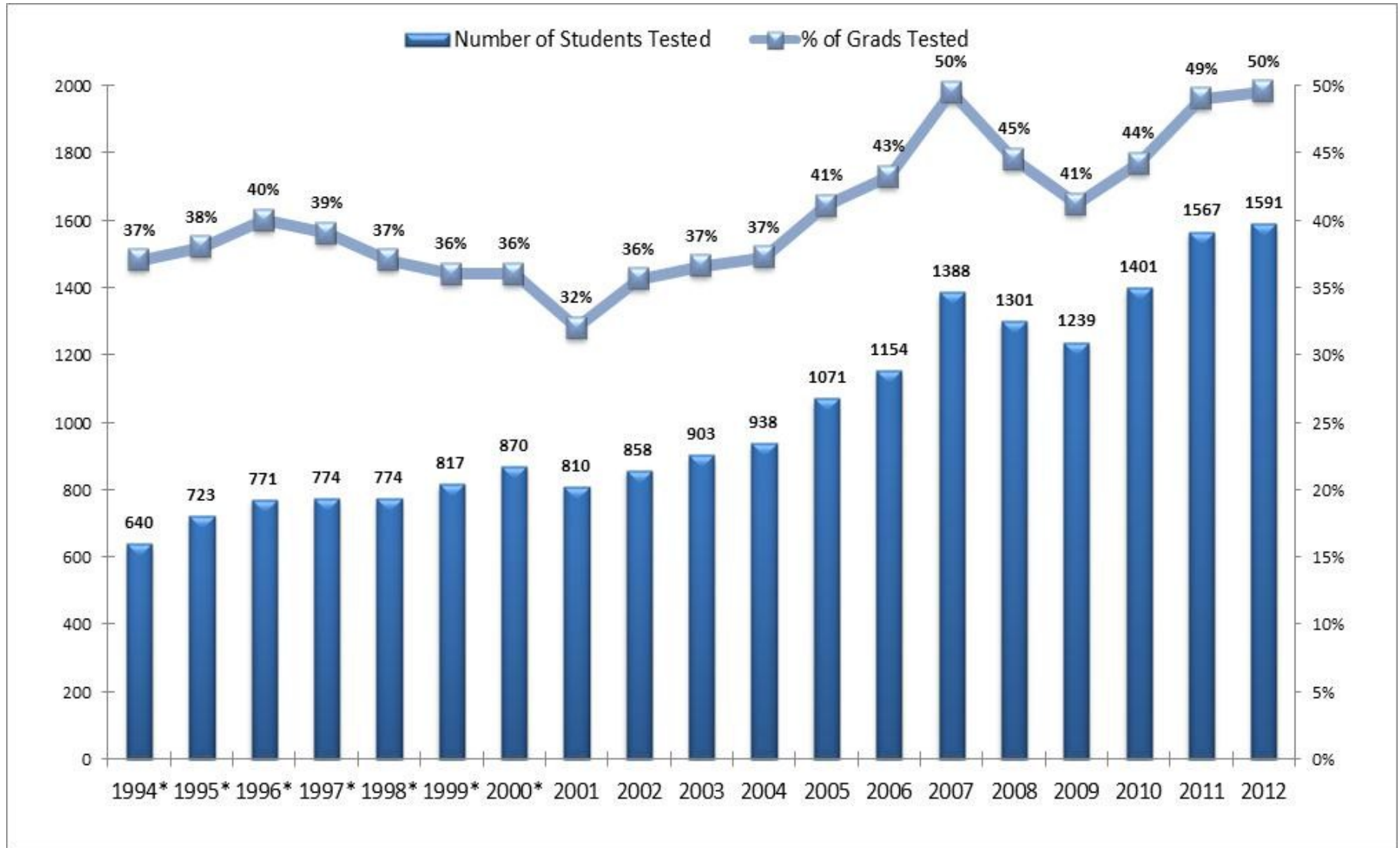
-' Denotes too few students tested to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

COLLEGE ENTRANCE EXAMS

SAT Participation

Number and Percentage of WCSD Graduates Who Took the SAT



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

COLLEGE ENTRANCE EXAMS

SAT Participation by High School

Number and Percentage of WCSD Graduates Who Took the SAT

| High Schools | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|
| | % | % | % | % | % | % | % | % | % | % | % | N | % |
| AACT | Not Open | | | | No Grads | - | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | - | 51% | 55% | 52% | 48% | 50% | 57% | 116 | 52% |
| Galena | 50% | 52% | 53% | 45% | 64% | 54% | 61% | 67% | 58% | 65% | 67% | 192 | 69% |
| Hug | 18% | 12% | - | - | 14% | 25% | 41% | 34% | 38% | 38% | 27% | 38 | 22% |
| Incline | 61% | 59% | 72% | 59% | 61% | 54% | 75% | 62% | 67% | 68% | 72% | 60 | 85% |
| McQueen | 34% | 37% | 37% | 42% | 48% | 46% | 51% | 53% | 54% | 52% | 64% | 219 | 62% |
| North Valleys | Not Open | No Grads | 19% | 20% | 26% | 34% | 35% | 31% | 24% | 25% | 31% | 110 | 32% |
| Reed | 30% | 33% | 30% | 34% | 39% | 44% | 48% | 37% | 34% | 38% | 39% | 180 | 46% |
| Reno | 62% | 62% | 76% | 64% | 63% | 67% | 75% | 64% | 62% | 67% | 67% | 226 | 70% |
| Spanish Springs | Not Open | No Grads | 13% | 37% | 33% | 45% | 43% | 41% | 37% | 46% | 57% | 209 | 53% |
| Sparks | 17% | 10% | - | - | - | - | 20% | 19% | 5% | 18% | 20% | 57 | 33% |
| TMCC HS | 28% | 28% | 32% | 23% | 38% | 22% | 25% | 24% | 22% | 28% | 38% | 46 | 52% |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | - | - |
| Wooster | 34% | 31% | 40% | 40% | 46% | 44% | 51% | 49% | 47% | 46% | 53% | 134 | 49% |
| Total | 32% | 36% | 37% | 37% | 41% | 43% | 50% | 45% | 41% | 44% | 49% | 1591 | 50% |

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

The number of graduates does not include Adjusted Diplomas

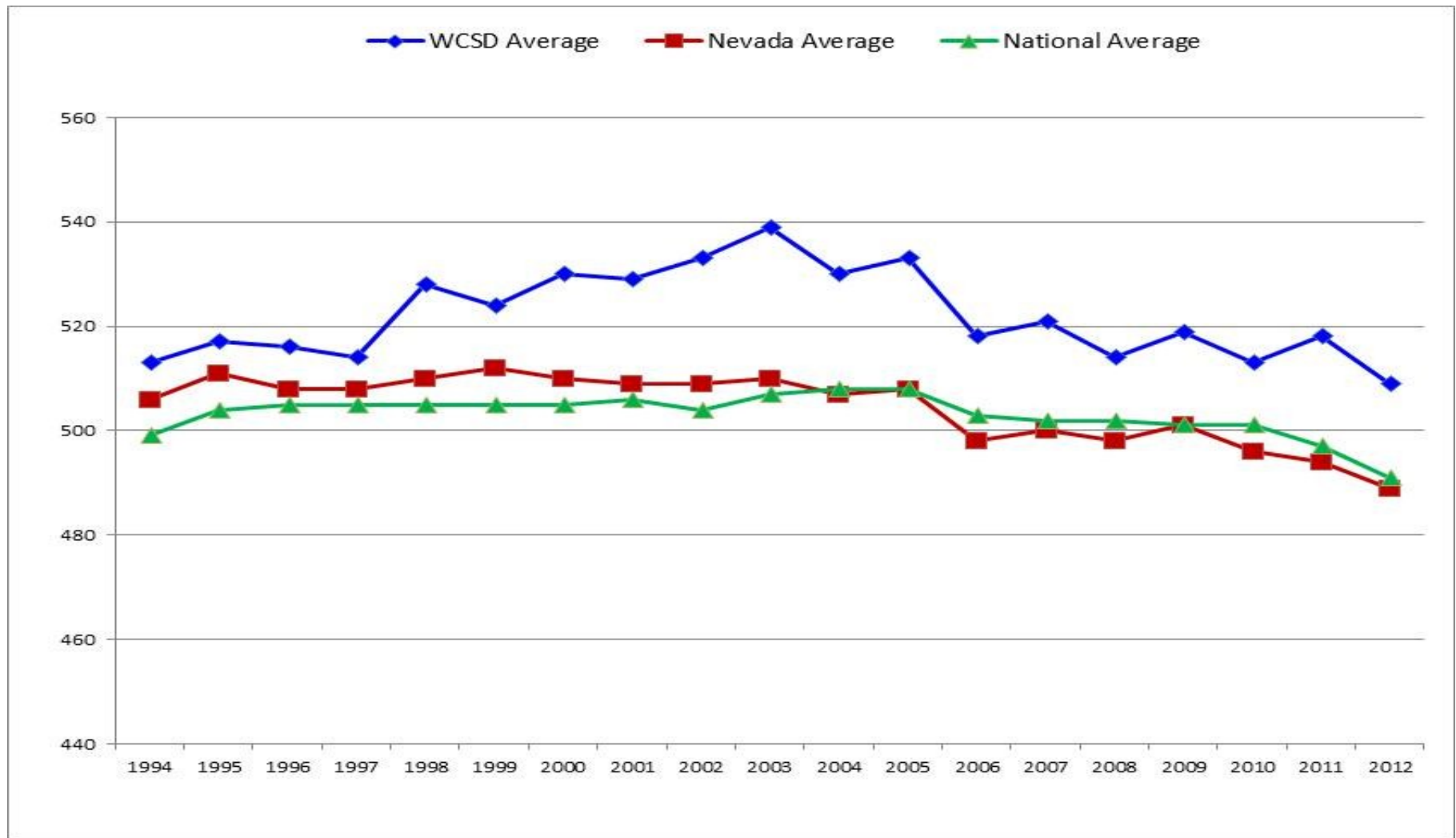
'-' Denotes too few students tested to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

COLLEGE ENTRANCE EXAMS

SAT Reading Scores

WCSD, Nevada and National Comparisons



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

COLLEGE ENTRANCE EXAMS

SAT Reading Scores by High School

| High Schools | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| AACT | Not Open | | | | No Grads | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | - | - | 496 | 508 | 494 | 504 | 509 | 489 |
| Galena | 526 | 519 | 531 | 533 | 533 | 539 | 544 | 528 | 533 | 552 | 538 | 531 |
| Hug | 515 | 479 | - | - | - | 457 | 414 | 418 | 390 | 391 | 436 | 397 |
| Incline | 540 | 526 | 533 | 545 | 545 | 549 | 523 | 547 | 491 | 523 | 533 | 548 |
| McQueen | 530 | 549 | 564 | 555 | 555 | 523 | 532 | 513 | 525 | 521 | 524 | 516 |
| North Valleys | Not Open | No Grads | 486 | 511 | 511 | 490 | 487 | 500 | 507 | 500 | 485 | 490 |
| Reed | 510 | 517 | 534 | 510 | 510 | 506 | 505 | 510 | 499 | 488 | 505 | 490 |
| Reno | 549 | 559 | 558 | 549 | 549 | 538 | 557 | 527 | 562 | 545 | 550 | 532 |
| Spanish Springs | Not Open | No Grads | 484 | 486 | 486 | 492 | 508 | 499 | 506 | 493 | 512 | 501 |
| Sparks | 492 | 532 | - | - | - | - | 475 | 437 | 472 | 458 | 469 | 472 |
| TMCC | 580 | 571 | 559 | 534 | 534 | 551 | 561 | 565 | 561 | 539 | 545 | 531 |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | - |
| Wooster | 522 | 512 | 525 | 514 | 514 | 516 | 511 | 549 | 539 | 521 | 526 | 526 |
| WCSD Average | 529 | 533 | 539 | 530 | 530 | 518 | 521 | 514 | 519 | 513 | 518 | 509 |

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

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

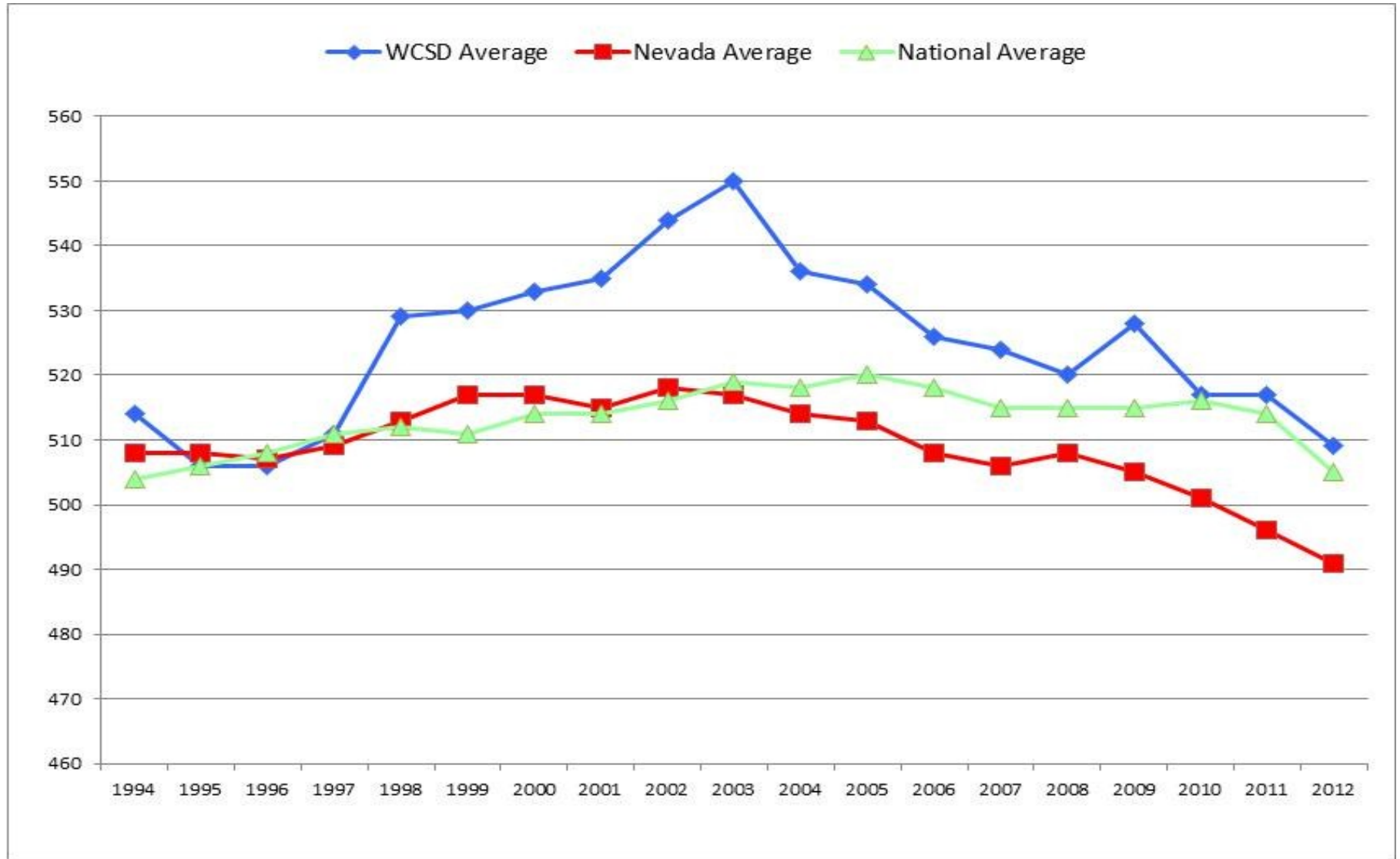
'-' Denotes too few students tested to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

COLLEGE ENTRANCE EXAMS

SAT Math Scores

WCSD, Nevada and National Comparisons



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

COLLEGE ENTRANCE EXAMS

SAT Math Scores by High School

| High Schools | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| AACT | Not Open | | | No Grads | - | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | - | - | 488 | 506 | 508 | 506 | 509 | 480 |
| Galena | 527 | 529 | 534 | 535 | 547 | 550 | 544 | 527 | 542 | 546 | 538 | 524 |
| Hug | 523 | 522 | - | - | - | 450 | 433 | 430 | 422 | 411 | 425 | 395 |
| Incline | 549 | 530 | 564 | 553 | 544 | 554 | 526 | 541 | 502 | 526 | 529 | 552 |
| McQueen | 552 | 562 | 579 | 564 | 540 | 534 | 537 | 533 | 543 | 528 | 531 | 513 |
| North Valleys | Not Open | No Grads | 511 | 500 | 490 | 492 | 485 | 503 | 488 | 488 | 465 | 480 |
| Reed | 517 | 533 | 546 | 526 | 531 | 529 | 525 | 521 | 516 | 494 | 513 | 497 |
| Reno | 546 | 560 | 566 | 550 | 556 | 538 | 554 | 539 | 562 | 552 | 542 | 541 |
| Spanish Springs | Not Open | No Grads | 500 | 493 | 515 | 497 | 505 | 500 | 519 | 493 | 509 | 496 |
| Sparks | 514 | 536 | - | - | - | - | 443 | 442 | 477 | 476 | 466 | 481 |
| TMCC | 549 | 551 | 550 | 566 | 530 | 513 | 556 | 554 | 513 | 530 | 506 | 507 |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | - |
| Wooster | 536 | 545 | 534 | 546 | 537 | 536 | 530 | 554 | 562 | 541 | 535 | 535 |
| WCSD Average | 535 | 544 | 550 | 536 | 534 | 526 | 524 | 520 | 528 | 517 | 517 | 509 |

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

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

⌘ Denotes too few students tested to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

THE GATEWAY CURRICULUM

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

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

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

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

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

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

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

GATEWAY CURRICULUM

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

| High School | Four Classes | | | | | | | | | Five Classes | | | | | | | | | Six or More Classes | | | | | | | | | | | |
|----------------------|--------------|------------|------------|------------|------------|------------|------------|-----------|------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|--|--|---|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | | | |
| AACT | Not Open | No Seniors | * | * | * | * | * | * | * | Not Open | No Seniors | * | * | * | * | * | * | * | Not Open | No Seniors | * | * | * | * | * | * | * | | | |
| Damonte Ranch | No Seniors | 3% | 24% | 17% | 14% | 12% | 18% | 13% | 16% | No Seniors | 11% | 19% | 23% | 30% | 14% | 27% | 23% | 19% | No Seniors | 86% | 56% | 60% | 56% | 73% | 55% | 63% | 63% | | | |
| Galena | 25% | 38% | 36% | 27% | 29% | 27% | 26% | 14% | 14% | 34% | 30% | 34% | 37% | 34% | 33% | 34% | 32% | 28% | 41% | 31% | 30% | 36% | 36% | 41% | 40% | 53% | 56% | | | |
| Hug | 6% | 15% | 29% | 2% | 13% | 10% | 9% | 2% | 1% | 19% | 23% | 28% | 15% | 16% | 0.14 | 19% | 1% | 1% | 75% | 62% | 43% | 83% | 71% | 76% | 72% | 91% | 96% | | | |
| Incline | 29% | 22% | 20% | 19% | 9% | 16% | 6% | 0% | 1% | 33% | 39% | 26% | 26% | 37% | 35% | 38% | 7% | 4% | 39% | 39% | 54% | 55% | 54% | 49% | 56% | 93% | 95% | | | |
| McQueen | 13% | 28% | 20% | 20% | 17% | 9% | 9% | 3% | 3% | 34% | 31% | 35% | 30% | 28% | 23% | 21% | 11% | 7% | 54% | 42% | 45% | 50% | 55% | 68% | 70% | 86% | 88% | | | |
| North Valleys | 8% | 22% | 20% | 22% | 23% | 19% | 18% | 8% | 6% | 25% | 36% | 32% | 27% | 30% | 27% | 28% | 18% | 17% | 67% | 42% | 48% | 51% | 47% | 55% | 54% | 68% | 76% | | | |
| Reed | 30% | 5% | 5% | 30% | 25% | 18% | 12% | 11% | 8% | 32% | 41% | 37% | 30% | 26% | 27% | 24% | 19% | 20% | 38% | 53% | 59% | 39% | 49% | 55% | 64% | 67% | 70% | | | |
| Reno | 24% | 44% | 41% | 39% | 32% | 29% | 29% | 12% | 14% | 41% | 31% | 28% | 33% | 33% | 33% | 29% | 28% | 34% | 35% | 26% | 31% | 28% | 35% | 38% | 42% | 57% | 50% | | | |
| Spanish Springs | 18% | 32% | 27% | 27% | 3% | 2% | 7% | 1% | 22% | 27% | 27% | 36% | 27% | 31% | 32% | 26% | 19% | 23% | 56% | 41% | 37% | 45% | 66% | 66% | 67% | 79% | 53% | | | |
| Sparks | 27% | 4% | 4% | 6% | 1% | 1% | 4% | 2% | 3% | 31% | 16% | 18% | 16% | 18% | 15% | 12% | 2% | 4% | 42% | 80% | 78% | 79% | 80% | 84% | 84% | 94% | 91% | | | |
| TMCC | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | | |
| Washoe Innovations** | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | | |
| Washoe Inspire | Not Open | | | | | | | | | * | Not Open | | | | | | | | | * | Not Open | | | | | | | | | * |
| Wooster | 20% | 32% | 33% | 2% | 24% | 13% | 7% | 1% | 1% | 36% | 28% | 31% | 23% | 19% | 21% | 20% | 13% | 1% | 44% | 41% | 36% | 75% | 57% | 66% | 73% | 81% | 95% | | | |
| Total | 23% | 24% | 24% | 23% | 20% | 17% | 14% | 9% | 10% | 31% | 31% | 31% | 28% | 28% | 26% | 26% | 16% | 15% | 46% | 45% | 45% | 49% | 52% | 59% | 60% | 69% | 70% | | | |

*AACT, TMCC, Washoe Innovations and Washoe Inspire have unique schedules that differ from the Gateway Curriculum

**Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

GATEWAY CURRICULUM

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

| High School | Enrolled in 4 Years of Math | | | | | Earned 4 Math Credits | | | | |
|-----------------------|-----------------------------|------------|------------|------------|------------|-----------------------|------------|------------|------------|------------|
| | 2008 | 2009 | 2010 | 2011 | 2012** | 2008 | 2009 | 2010 | 2011 | 2012** |
| AACT | * | * | * | * | * | * | * | * | * | * |
| Damonte Ranch | 44% | 62% | 58% | 75% | 65% | 40% | 52% | 58% | 60% | 50% |
| Galena | 66% | 74% | 80% | 80% | 86% | 58% | 68% | 69% | 70% | 68% |
| Hug | 40% | 51% | 55% | 70% | 81% | 35% | 48% | 48% | 50% | 52% |
| Incline | 36% | 51% | 56% | 62% | 69% | 32% | 42% | 50% | 53% | 54% |
| McQueen | 63% | 78% | 83% | 84% | 76% | 61% | 76% | 78% | 79% | 56% |
| North Valleys | 58% | 71% | 74% | 68% | 72% | 57% | 55% | 56% | 57% | 41% |
| Reed | 47% | 61% | 66% | 77% | 70% | 47% | 55% | 52% | 60% | 50% |
| Reno | 65% | 80% | 79% | 86% | 70% | 58% | 73% | 76% | 76% | 53% |
| Spanish Springs | 46% | 66% | 70% | 83% | 77% | 44% | 66% | 66% | 67% | 51% |
| Sparks | 49% | 52% | 56% | 81% | 77% | 43% | 45% | 51% | 58% | 44% |
| TMCC | * | * | * | * | * | * | * | * | * | * |
| Washoe Innovations*** | * | * | * | * | * | * | * | * | * | * |
| Washoe Inspire | Not Open | | | | * | Not Open | | | | * |
| Wooster | 33% | 51% | 54% | 56% | 70% | 10% | 25% | 32% | 32% | 46% |
| WCSD | 49% | 59% | 66% | 70% | 71% | 46% | 31% | 52% | 58% | 47% |

Includes both graduates and non-graduates

*AACT, TMCC, Washoe Innovations and Washoe Inspire have unique schedules that differ from the Gateway Curriculum

**Changes to the Master Course File required a change in how enrollment and pass counts are calculated. Consequently, 2012 data are not comparable to previous years.

*** Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

GATEWAY CURRICULUM

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

| High School | Enrolled in 3 Years of Science | | | | | Earned 3 Science Credits | | | | |
|-----------------------|--------------------------------|------------|------------|------------|------------|--------------------------|------------|------------|------------|------------|
| | 2008 | 2009 | 2010 | 2011 | 2012** | 2008 | 2009 | 2010 | 2011 | 2012** |
| AACT | * | * | * | * | * | * | * | * | * | * |
| Damonte Ranch | 98% | 89% | 92% | 93% | 80% | 79% | 81% | 83% | 82% | 69% |
| Galena | 85% | 92% | 92% | 89% | 80% | 81% | 85% | 84% | 80% | 72% |
| Hug | 73% | 62% | 68% | 85% | 89% | 54% | 49% | 57% | 70% | 79% |
| Incline | 94% | 92% | 96% | 72% | 76% | 83% | 76% | 81% | 59% | 56% |
| McQueen | 92% | 91% | 93% | 94% | 74% | 85% | 86% | 85% | 83% | 65% |
| North Valleys | 80% | 92% | 90% | 83% | 84% | 72% | 79% | 79% | 65% | 70% |
| Reed | 90% | 87% | 91% | 89% | 68% | 82% | 79% | 83% | 77% | 62% |
| Reno | 90% | 92% | 91% | 92% | 68% | 87% | 88% | 90% | 86% | 66% |
| Spanish Springs | 91% | 92% | 92% | 92% | 67% | 80% | 83% | 84% | 80% | 55% |
| Sparks | 84% | 82% | 86% | 90% | 71% | 73% | 72% | 74% | 82% | 61% |
| TMCC | * | * | * | * | * | * | * | * | * | * |
| Washoe Innovations*** | * | * | * | * | * | * | * | * | * | * |
| Washoe Inspire | Not Open | | | | * | Not Open | | | | * |
| Wooster | 67% | 79% | 81% | 66% | 69% | 62% | 68% | 70% | 71% | 59% |
| WCSD | 86% | 87% | 92% | 82% | 78% | 75% | 76% | 77% | 68% | 66% |

Includes both graduates and non-graduates

*AACT, TMCC, Washoe Innovations and Washoe Inspire have unique schedules that differ from the Gateway Curriculum

**Changes to the Master Course File required a change in how enrollment and pass counts are calculated. Consequently, 2012 data are not comparable to previous years.

*** Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

EARNED CREDITS IN ADVANCED MATH

Percentage of Graduates Earning Advanced Math Credits

| School | Algebra 2 | | | | | Trigonometry/Pre-Calculus | | | | | Probability/Statistics/ Discrete Math | | | | | Calculus and AP/IB Calculus | | | | | AP Statistics | | | | | Algebra 3 | | | | |
|-----------------------|-----------|------|------|------|--------|---------------------------|------|------|------|--------|---------------------------------------|------|------|------|--------|-----------------------------|------|------|------|--------|---------------|------|------|------|------|-----------|------|------|--------|---|
| | 2008 | 2009 | 2010 | 2011 | 2012** | 2008 | 2009 | 2010 | 2011 | 2012** | 2008 | 2009 | 2010 | 2011 | 2012** | 2008 | 2009 | 2010 | 2011 | 2012** | 2008 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012** | |
| AACT | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Damonte Ranch | 69% | 68% | 71% | 75% | 66% | 23% | 33% | 30% | 32% | 30% | 15% | 28% | 32% | 22% | 32% | 6% | 10% | 10% | 15% | 0% | 0% | 5% | 0% | 8% | 0% | 0% | 11% | 3% | 27% | |
| Galena | 76% | 81% | 84% | 90% | 54% | 34% | 37% | 45% | 40% | 44% | 39% | 46% | 46% | 31% | 45% | 15% | 17% | 19% | 6% | 10% | 5% | 14% | 12% | 10% | 10% | 0% | 19% | 16% | 49% | |
| Hug | 50% | 70% | 71% | 82% | 86% | 20% | 25% | 25% | 38% | 36% | 0% | 12% | 18% | 15% | 19% | 5% | 5% | 7% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 14% | 13% | 4% | 46% | |
| Incline | 86% | 82% | 84% | 81% | 57% | 26% | 42% | 44% | 48% | 44% | 0% | 0% | 0% | 0% | 0% | 15% | 8% | 13% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 9% | 29% | 73% | | |
| McQueen | 87% | 89% | 92% | 78% | 70% | 45% | 57% | 54% | 50% | 44% | 6% | 8% | 10% | 13% | 18% | 18% | 17% | 22% | 21% | 12% | 6% | 6% | 8% | 13% | 12% | 10% | 14% | 1% | 38% | |
| North Valleys | 76% | 83% | 87% | 87% | 79% | 31% | 36% | 39% | 32% | 31% | 37% | 41% | 48% | 21% | 39% | 8% | 7% | 10% | 2% | 7% | 7% | 3% | 3% | 10% | 7% | 11% | 16% | 10% | 24% | |
| Reed | 63% | 67% | 67% | 65% | 71% | 33% | 30% | 38% | 33% | 34% | 13% | 20% | 24% | 18% | 13% | 16% | 12% | 14% | 4% | 15% | 7% | 7% | 9% | 6% | 15% | 4% | 5% | 17% | 37% | |
| Reno | 82% | 86% | 90% | 83% | 66% | 36% | 49% | 56% | 46% | 39% | 23% | 22% | 24% | 30% | 36% | 9% | 17% | 20% | 9% | 12% | 14% | 23% | 19% | 15% | 12% | 8% | 6% | 16% | 34% | |
| Spanish Springs | 76% | 76% | 75% | 77% | 69% | 32% | 34% | 43% | 39% | 41% | 9% | 10% | 14% | 23% | 29% | 7% | 7% | 10% | 1% | 11% | 0% | 11% | 7% | 16% | 11% | 11% | 17% | 14% | 36% | |
| Sparks | 83% | 82% | 83% | 84% | 68% | 34% | 27% | 34% | 25% | 30% | 17% | 15% | 34% | 34% | 47% | 11% | 9% | 14% | 4% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 14% | 42% | |
| TMCC | 82% | 70% | 88% | 86% | 66% | 11% | 8% | 7% | 2% | 13% | 0% | 2% | 1% | 0% | 0% | 0% | 1% | 0% | 2% | 0% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 32% | |
| Washoe Innovations*** | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Washoe Inspire | Not Open | | | | * | Not Open | | | | * | Not Open | | | | * | Not Open | | | | * | Not Open | | | | * | Not Open | | | | * |
| Wooster | 30% | 40% | 47% | 54% | 65% | 16% | 22% | 36% | 25% | 40% | 0% | 8% | 16% | 13% | 13% | 8% | 10% | 12% | 9% | 6% | 1% | 1% | 1% | 1% | 6% | 0% | 7% | 13% | 19% | |
| Total | 72% | 76% | 79% | 77% | 68% | 31% | 36% | 37% | 35% | 36% | 16% | 20% | 21% | 20% | 26% | 11% | 11% | 13% | 7% | 8% | 5% | 7% | 7% | 9% | 8% | 6% | 9% | 11% | 35% | |

Algebra Courses have been renumbered. Algebra 3-4 is now Algebra 2; Algebra 5-6 is now Algebra 3

Includes both graduates and non-graduates

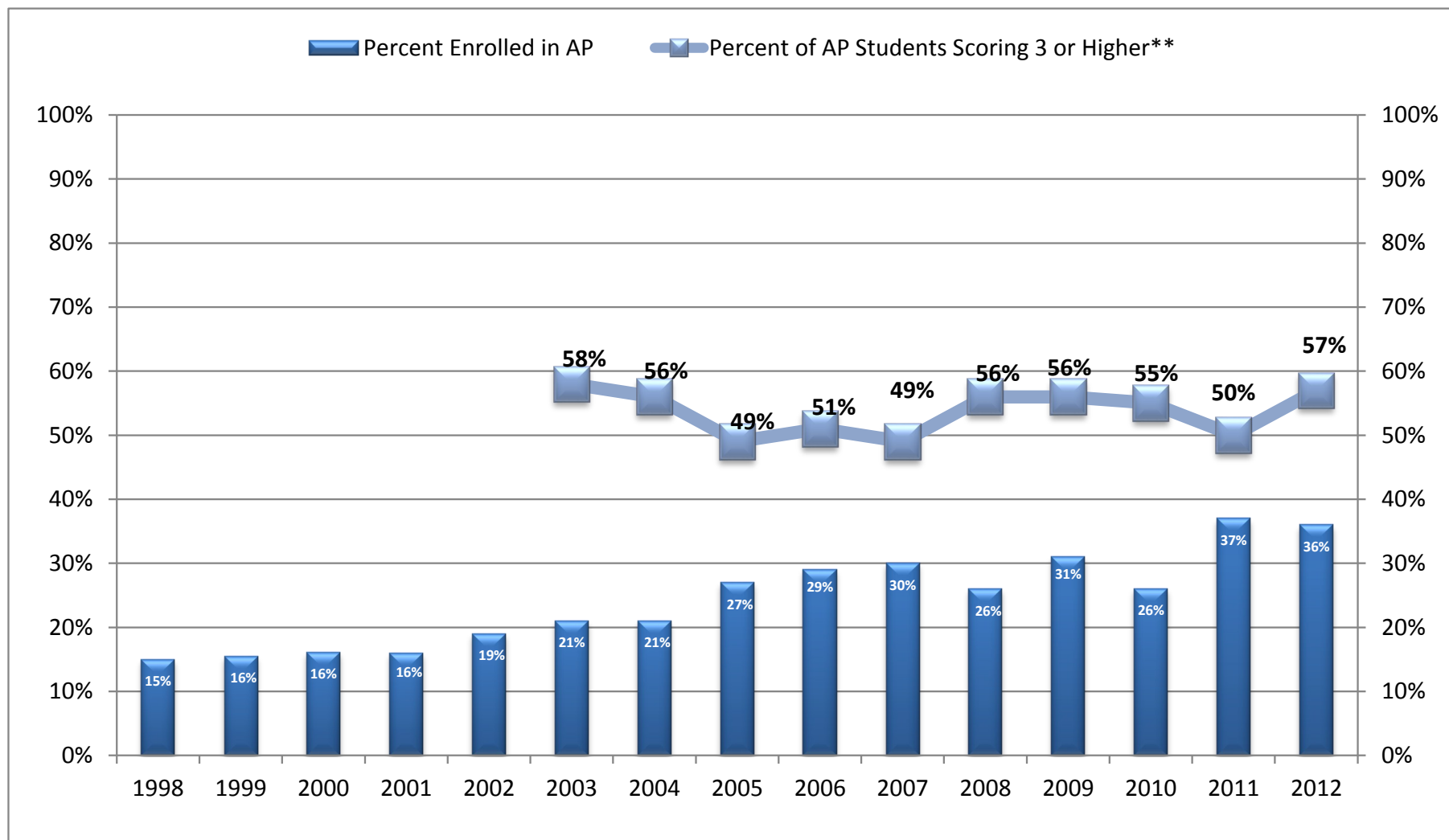
*AACT, TMCC, Washoe Innovations and Washoe Inspire have unique schedules that differ from the Gateway Curriculum

** Changes to the Master Course File required a change in how enrollment and pass counts are calculated. Consequently, 2012 data are not comparable to previous years.

***Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

ADVANCED PLACEMENT / IB

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



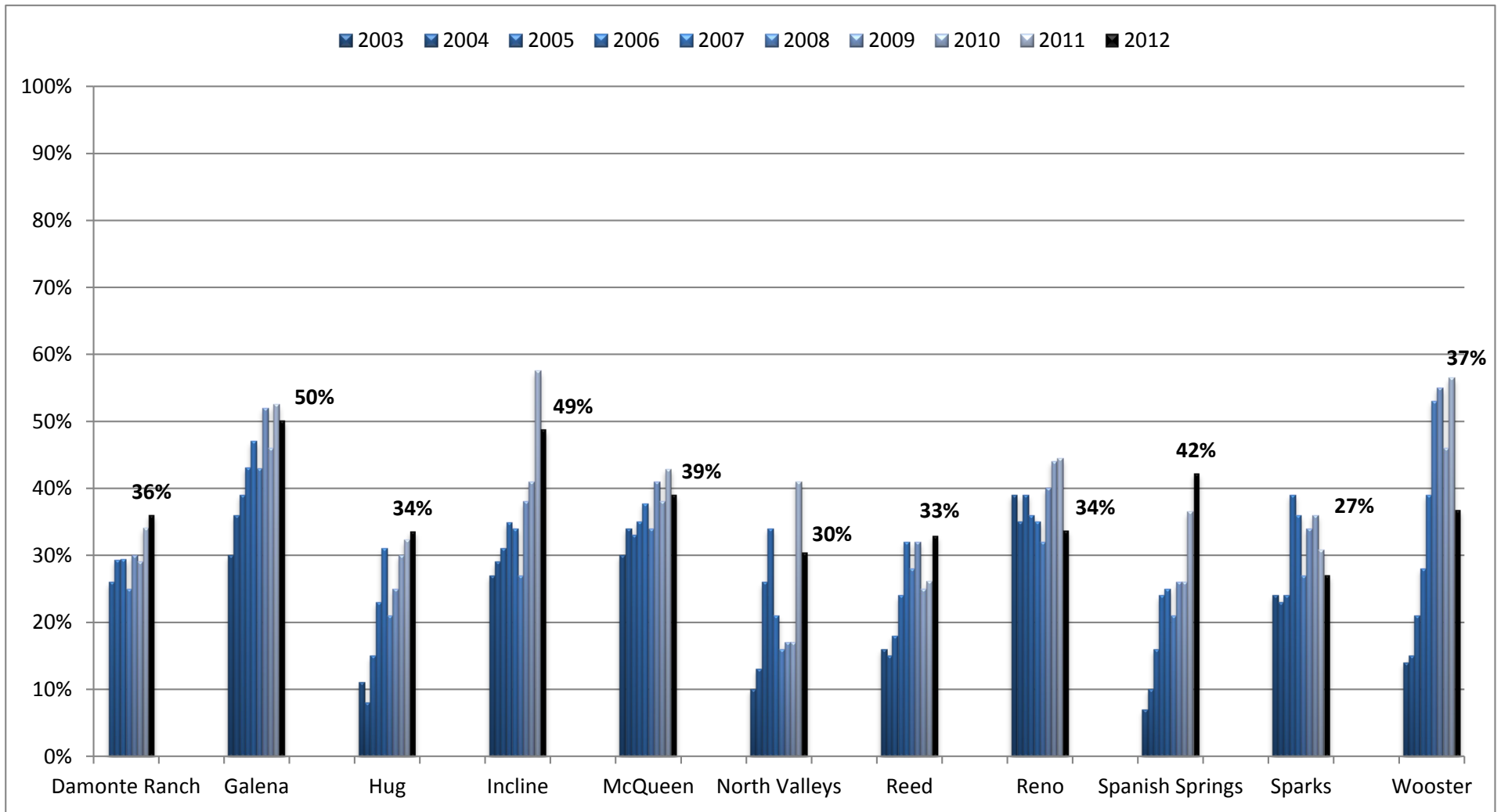
AACT, TMCC, Washoe Innovations and Washoe Inspire do not offer AP or IB courses.

* International Baccalaureate Program

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

ADVANCED PLACEMENT / IB

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



AACT, TMCC, Washoe Innovations and Washoe Inspire do not offer AP or IB courses.

* International Baccalaureate Program

ENROLLMENT IN ADVANCED PLACEMENT / IB

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

| High School | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|
| | % | % | % | % | % | % | % | % | % | % | % | N | % |
| Damonte Ranch | Not Open | | | - | 26% | 29% | 29% | 25% | 30% | 29% | 34% | 216 | 36% |
| Galena | 24% | 27% | 30% | 36% | 39% | 43% | 47% | 43% | 52% | 46% | 52% | 329 | 50% |
| Hug | 7% | 7% | 11% | 8% | 15% | 23% | 31% | 21% | 25% | 30% | 32% | 215 | 34% |
| Incline | 28% | 29% | 27% | 29% | 31% | 35% | 34% | 27% | 38% | 41% | 58% | 77 | 49% |
| McQueen | 24% | 29% | 30% | 34% | 33% | 35% | 38% | 34% | 41% | 38% | 43% | 338 | 39% |
| North Valleys | Not Open | 12% | 10% | 13% | 26% | 34% | 21% | 16% | 17% | 17% | 41% | 321 | 30% |
| Reed | 9% | 17% | 16% | 15% | 18% | 24% | 32% | 28% | 32% | 25% | 26% | 338 | 33% |
| Reno | 25% | 32% | 39% | 35% | 39% | 36% | 35% | 32% | 40% | 44% | 44% | 269 | 34% |
| Spanish Springs | Not Open | 4% | 7% | 10% | 16% | 24% | 25% | 21% | 26% | 26% | 36% | 469 | 42% |
| Sparks | 8% | 20% | 24% | 23% | 24% | 39% | 36% | 27% | 34% | 36% | 31% | 137 | 27% |
| Wooster | 12% | 15% | 14% | 15% | 21% | 28% | 39% | 53% | 55% | 46% | 56% | 288 | 37% |
| All High Schools | 16% | 19% | 21% | 21% | 27% | 29% | 30% | 26% | 31% | 32% | 37% | 2997 | 36% |

AACT, TMCC, Washoe Innovations and Washoe Inspire do not offer AP or IB courses.

* International Baccalaureate Program

‘-’ indicates too few to report.

PERFORMANCE IN ADVANCED PLACEMENT / IB* COURSES

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

| High School | Percent of AP Students Scoring 3 or Higher on AP Exams | | | | | | | | |
|-----------------|--|------------|------------|------------|------------|------------|------------|------------|------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Damonte Ranch | - | 21% | 41% | 37% | 43% | 50% | 49% | 43% | 48% |
| Galena | 59% | 61% | 69% | 68% | 62% | 67% | 78% | 62% | 69% |
| Hug | 25% | 20% | 7% | 8% | 9% | 13% | 19% | 19% | 31% |
| Incline | 70% | 70% | 75% | 75% | 73% | 79% | 81% | 67% | 87% |
| McQueen | 71% | 58% | 62% | 63% | 72% | 63% | 73% | 65% | 78% |
| North Valleys | 26% | 28% | 32% | 32% | 44% | 44% | 28% | 27% | 41% |
| Reed | 55% | 47% | 47% | 39% | 45% | 34% | 45% | 40% | 38% |
| Reno | 65% | 65% | 66% | 66% | 70% | 75% | 78% | 68% | 85% |
| Spanish Springs | 49% | 51% | 35% | 43% | 56% | 57% | 59% | 46% | 53% |
| Sparks | 19% | 10% | 17% | 14% | 15% | 21% | 33% | 23% | 44% |
| Wooster | 32% | 40% | 46% | 44% | 68% | 68% | 71% | 70% | 74% |
| WCSD | 56% | 49% | 51% | 49% | 56% | 56% | 55% | 50% | 57% |

AACT, TMCC, Washoe Innovations and Washoe Inspire do not offer AP or IB courses.

⌊ Denotes no students enrolled or too few students to report.

* International Baccalaureate Program

**4 or higher for IB exams

MILLENNIUM SCHOLARSHIP

Percentage of Graduates Qualified for the Millennium Scholarship by Year

| SCHOOL | Percent of 2000 Graduates Who Qualified | Percent of 2001 Graduates Who Qualified | Percent of 2002 Graduates Who Qualified | Percent of 2003 Graduates Who Qualified | Percent of 2004 Graduates Who Qualified | Percent of 2005 Graduates Who Qualified | Percent of 2006 Graduates Who Qualified | Percent of 2007 Graduates Who Qualified | Percent of 2008 Graduates Who Qualified | Percent of 2009 Graduates Who Qualified | Percent of 2010 Graduates Who Qualified | Percent of 2011 Graduates Who Qualified | Percent of 2012 Graduates Who Qualified |
|------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AACT | Not Open | | | | | No Grads | 37% | 27% | 21% | - | - | - | - |
| Damonte Ranch | Not Open | | | | No Grads | 37% | 45% | 33% | 46% | 46% | 42% | 47% | 47% |
| Galena | 64% | 58% | 65% | 69% | 69% | 71% | 65% | 62% | 65% | 80% | 62% | 60% | 63% |
| Hug | 33% | 44% | 42% | 40% | 49% | 41% | 40% | 30% | 30% | 29% | 34% | 35% | 41% |
| Incline | 49% | 71% | 59% | 59% | 59% | 61% | 58% | 48% | 39% | 36% | 57% | 53% | 68% |
| McQueen | 54% | 59% | 65% | 63% | 59% | 58% | 56% | 53% | 52% | 60% | 56% | 57% | 56% |
| North Valleys | Not Open | | No Grads | 51% | 53% | 45% | 48% | 40% | 40% | 40% | 34% | 34% | 36% |
| Reed | 49% | 61% | 59% | 71% | 61% | 52% | 58% | 49% | 43% | 40% | 47% | 46% | 49% |
| Reno | 68% | 67% | 67% | 78% | 70% | 63% | 62% | 61% | 59% | 61% | 65% | 58% | 59% |
| Spanish Springs | Not Open | | No Grads | 52% | 54% | 53% | 48% | 49% | 45% | 41% | 39% | 50% | 45% |
| Sparks | 44% | 53% | 56% | 58% | 47% | 39% | 45% | 49% | 41% | 31% | 46% | 41% | 42% |
| TMCC | 66% | 74% | 75% | 78% | 74% | 75% | 73% | 70% | 63% | 62% | 67% | 59% | 65% |
| Washoe Innovations* | 16% | 54% | 44% | 31% | 24% | 10% | 8% | 15% | 11% | 8% | - | - | 11% |
| Washoe Inspire | Not Open | | | | | | | | | | | | - |
| Wooster | 43% | 60% | 51% | 63% | 63% | 57% | 46% | 56% | 53% | 52% | 45% | 49% | 56% |
| WCSD | 50% | 59% | 56% | 63% | 57% | 52% | 51% | 48% | 45% | 47% | 46% | 48% | 49% |
| GPA Requirement | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.10 | 3.10 | 3.25 | 3.25 | 3.25 | 3.25 | 3.25 | 3.25 |

'-' Denotes too few to report.

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

WCSD GRADUATING COHORTS ANALYSIS

The Tracking of WCSD Graduates* from High School to College

Graduating Classes

- 2011-2012 Graduates = 3211
- 2010-2011 Graduates = 3471
- 2009-2010 Graduates = 3424
- 2008-2009 Graduates = 3292
- 2007-2008 Graduates = 3151
- 2006-2007 Graduates = 2922
- 2005-2006 Graduates = 2887
- 2004-2005 Graduates = 2842
- 2003-2004 Graduates = 2742
- 2002-2003 Graduates = 2635
- 2001-2002 Graduates = 2560
- 2000-2001 Graduates = 2429

College Measures

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

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

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

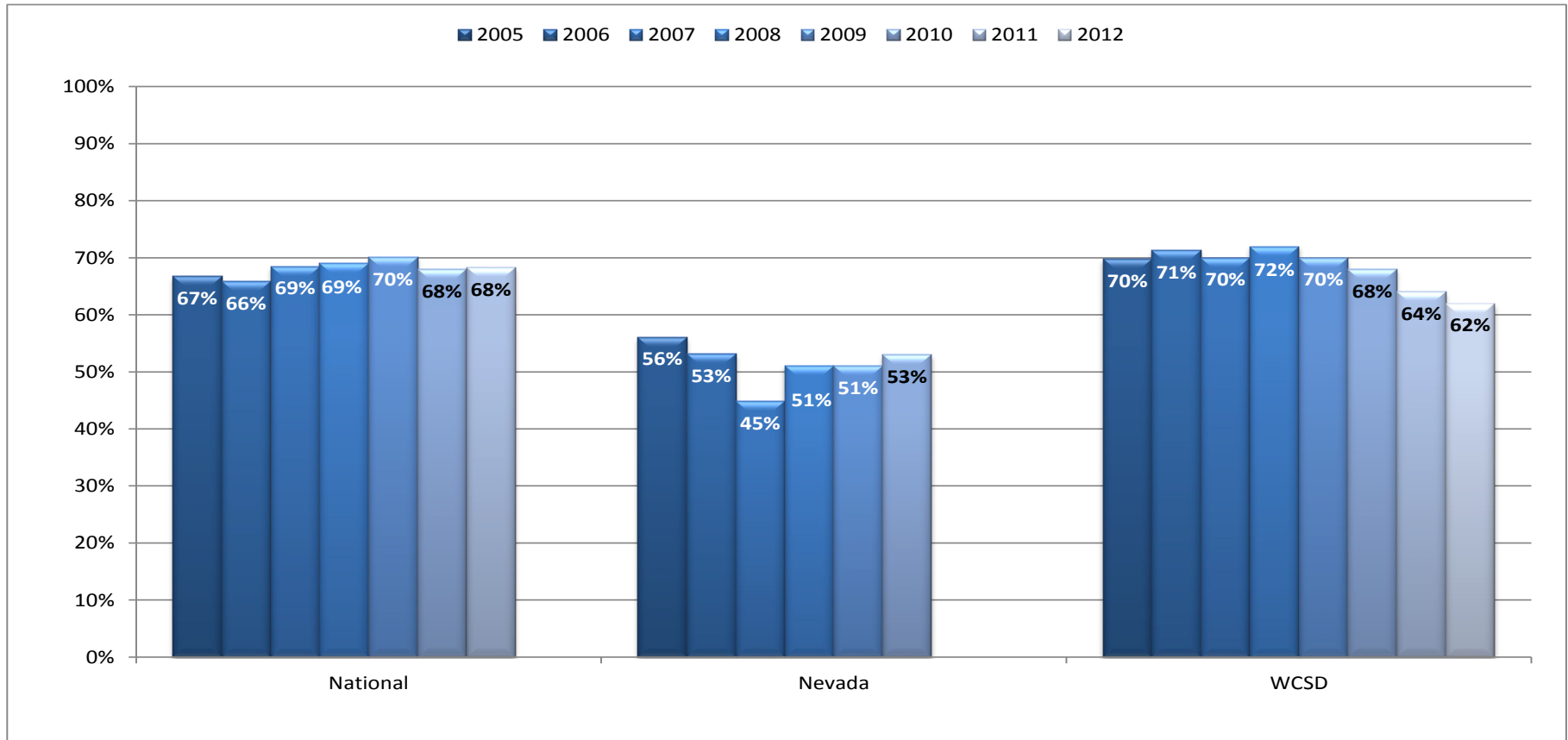
∞ **SAT and ACT Exams:** SAT and ACT scores of WCSD graduates* attending the University of Nevada, Reno.

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

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

WCSD COLLEGE-GOING RATE FOR 2005-2012

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

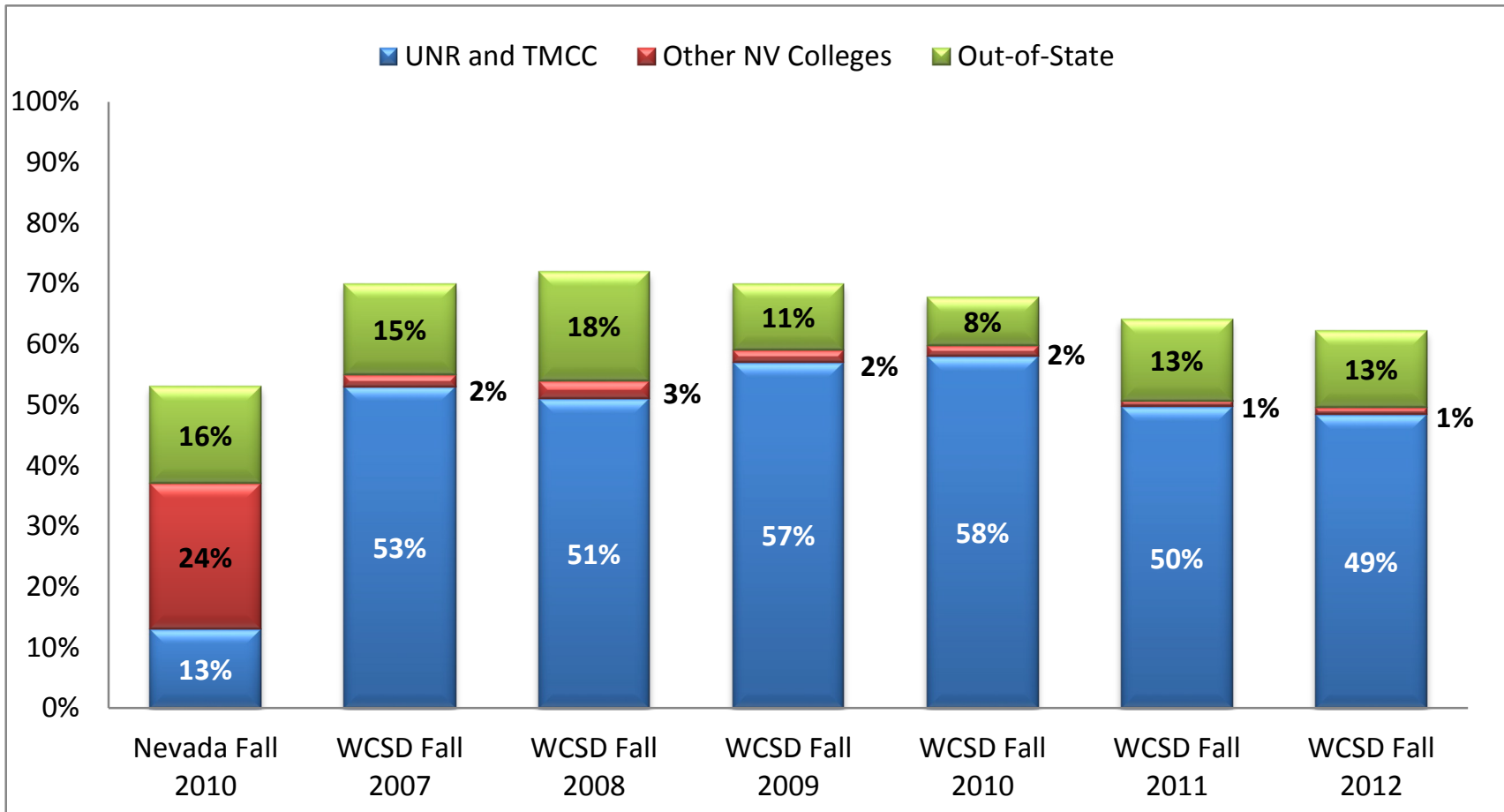


| WCSD | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Number of College Enrollments | 1989 | 2050 | 2045 | 2269 | 2304 | 2328 | 2221 | 1991 |
| Number of HS Grads | 2842 | 2887 | 2922 | 3151 | 3292 | 3424 | 3471 | 3211 |
| College-Going Rate | 70% | 71% | 70% | 72% | 70% | 68% | 64% | 62% |

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

CLASS OF 2007 Through 2012

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



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

Sources: The National Student Clearinghouse Student Tracker Service

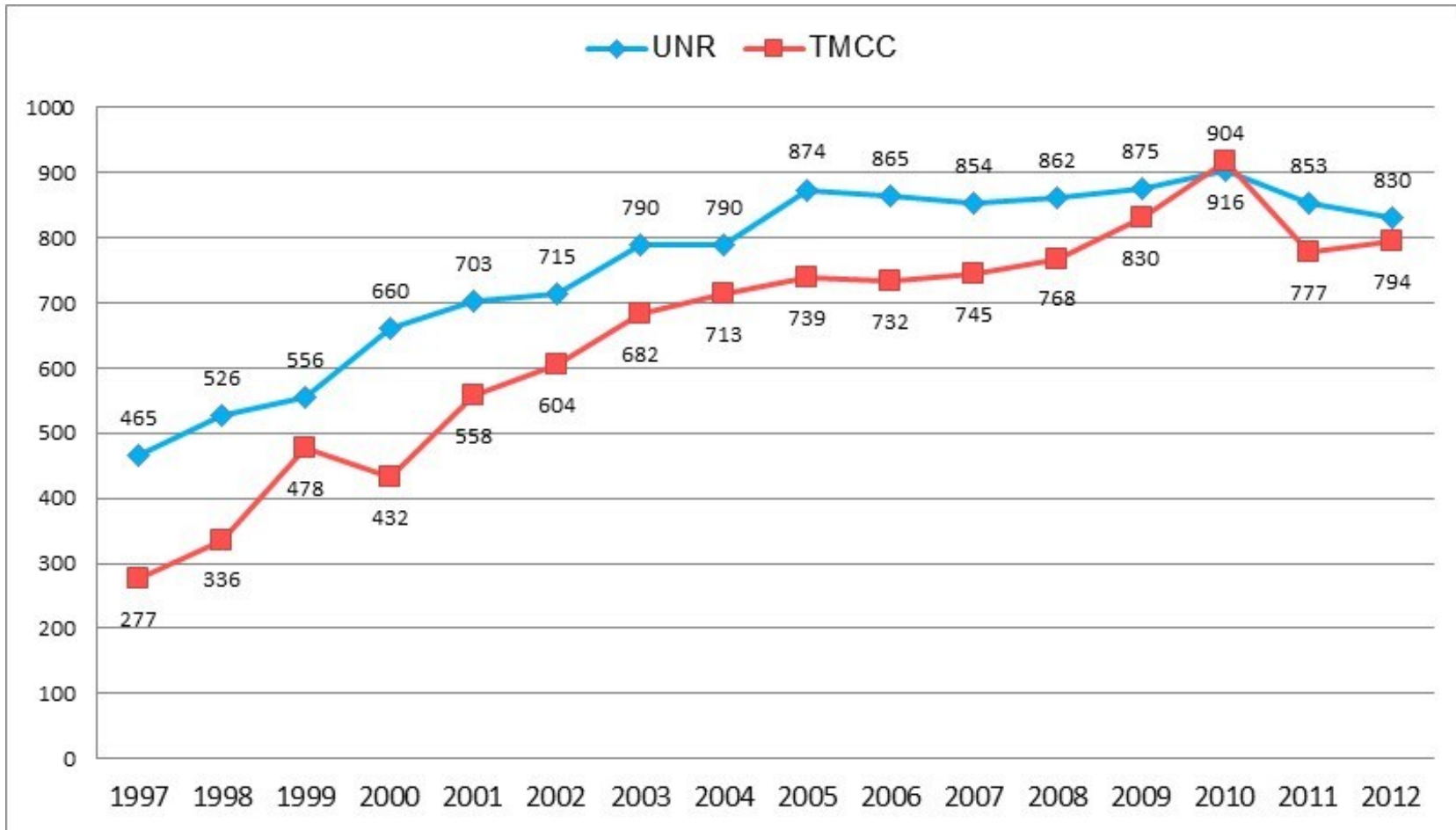
CAPTURE RATES BASED ON UNR & TMCC ENROLLMENT COUNTS

The college-going rate for the Washoe County School District reported on 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. dropouts and students who received a certificate of attendance), but nevertheless enrolled in college, can be identified and excluded from the analysis. Additionally, students who are dual-enrolled (i.e. taking classes at both UNR and TMCC during the same term) can be identified so that they are only counted once in the college going-rate.

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

WCSD HIGH SCHOOL GRADUATES ATTENDING UNR OR TMCC

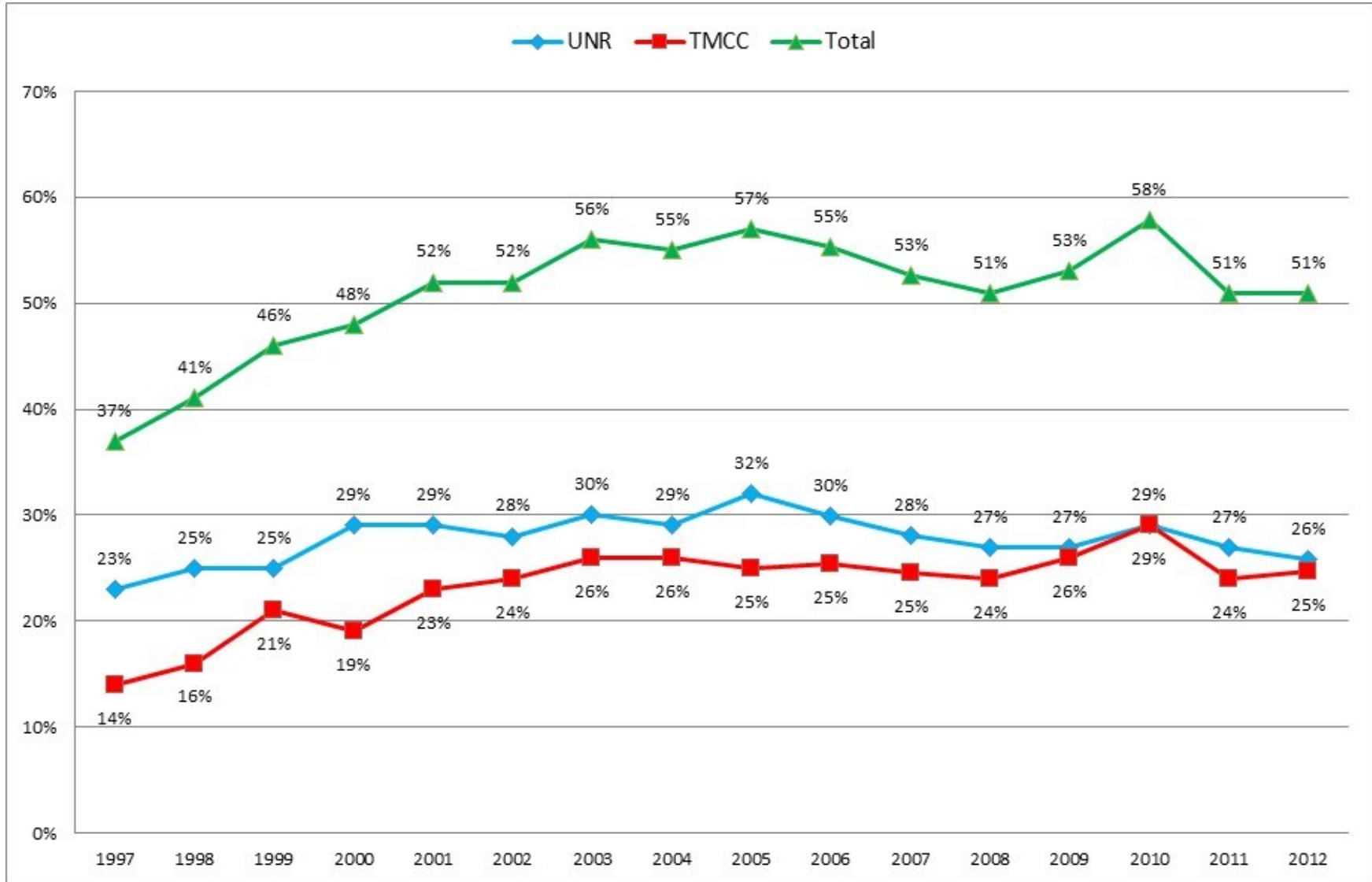
Number of WCSD Graduates Enrolling by Year



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

CAPTURE RATES OF HIGH SCHOOL COHORTS BY UNR & TMCC

Percentage of WCCSD Graduates Enrolling in UNR and TMCC by Year



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

COMBINED UNR & TMCC CAPTURE RATE BY HIGH SCHOOL

| High Schools | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|
| | % | % | % | % | % | % | % | % | % | % | % | N | % |
| AACT | Not Open | | | | No Grads | 37% | 58% | 25% | 30% | 37% | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | 38% | 53% | 49% | 53% | 52% | 58% | 42% | 114 | 51% |
| Galena | 57% | 52% | 61% | 76% | 65% | 53% | 55% | 64% | 65% | 64% | 69% | 146 | 53% |
| Hug | 43% | 36% | 42% | 36% | 42% | 40% | 43% | 48% | 57% | 55% | 50% | 90 | 52% |
| Incline | 26% | 37% | 30% | 31% | 32% | 39% | 32% | 37% | 39% | 32% | 29% | 12 | 17% |
| McQueen | 61% | 60% | 62% | 63% | 62% | 65% | 60% | 63% | 66% | 63% | 52% | 227 | 64% |
| North Valleys | Not Open | No Grads | 42% | 48% | 55% | 52% | 49% | 54% | 51% | 53% | 51% | 142 | 41% |
| Reed | 49% | 51% | 55% | 48% | 56% | 63% | 53% | 54% | 55% | 61% | 45% | 191 | 48% |
| Reno | 52% | 51% | 58% | 53% | 66% | 63% | 51% | 62% | 62% | 56% | 52% | 166 | 51% |
| Spanish Springs | Not Open | No Grads | 51% | 48% | 51% | 47% | 54% | 59% | 49% | 52% | 53% | 214 | 54% |
| Sparks | 44% | 47% | 56% | 56% | 60% | 45% | 65% | 48% | 75% | 70% | 52% | 81 | 47% |
| TMCC | 62% | 78% | 80% | 92% | 82% | 68% | 64% | 79% | 65% | 75% | 49% | 53 | 60% |
| Washoe Innovations* | 33% | 77% | 57% | 71% | 43% | 46% | 48% | 35% | 28% | 30% | - | 22 | 20% |
| Washoe Inspire | Not Open | | | | | | | | | | | - | - |
| Wooster | 52% | 45% | 48% | 46% | 55% | 54% | 48% | 62% | 53% | 52% | 50% | 166 | 61% |
| Total | 52% | 52% | 56% | 55% | 57% | 55% | 53% | 51% | 53% | 58% | 51% | 1624 | 51% |

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

'-' Indicates too few to report

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

TMCC CAPTURE RATE BY HIGH SCHOOL

| High Schools | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----|
| | % | % | % | % | % | % | % | % | % | % | % | N | % |
| AACT | Not Open | | | | No Grads | 37% | 55% | 24% | 27% | 33% | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | 26% | 21% | 21% | 27% | 24% | 30% | 17% | 58 | 26% |
| Galena | 25% | 20% | 26% | 23% | 24% | 17% | 20% | 20% | 21% | 24% | 32% | 59 | 21% |
| Hug | 26% | 24% | 29% | 27% | 25% | 26% | 25% | 26% | 28% | 25% | 23% | 44 | 25% |
| Incline | 10% | 16% | 14% | 12% | 13% | 12% | 9% | 13% | 21% | 9% | 7% | 3 | 4% |
| McQueen | 22% | 18% | 23% | 21% | 22% | 23% | 23% | 24% | 25% | 30% | 18% | 91 | 26% |
| North Valleys | Not Open | No Grads | 22% | 31% | 29% | 28% | 30% | 29% | 29% | 35% | 33% | 96 | 28% |
| Reed | 21% | 24% | 24% | 27% | 28% | 27% | 23% | 22% | 29% | 27% | 19% | 104 | 26% |
| Reno | 17% | 18% | 17% | 16% | 22% | 23% | 14% | 19% | 16% | 19% | 14% | 56 | 17% |
| Spanish Springs | Not Open | No Grads | 27% | 27% | 19% | 22% | 27% | 22% | 22% | 28% | 28% | 117 | 30% |
| Sparks | 21% | 23% | 30% | 32% | 39% | 25% | 44% | 20% | 39% | 42% | 26% | 46 | 26% |
| TMCC | 46% | 52% | 60% | 46% | 53% | 49% | 47% | 61% | 44% | 56% | 39% | 36 | 41% |
| Washoe Innovations* | 33% | 77% | 57% | 71% | 43% | 46% | 48% | 35% | 28% | - | - | 20 | 18% |
| Washoe Inspire | Not Open | | | | | | | | | | | - | - |
| Wooster | 22% | 24% | 23% | 24% | 25% | 33% | 19% | 28% | 24% | 22% | 26% | 64 | 24% |
| Total | 23% | 24% | 26% | 26% | 25% | 25% | 25% | 24% | 26% | 29% | 24% | 794 | 25% |

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

'-' Indicates too few to report

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

UNR CAPTURE RATE BY HIGH SCHOOL

| High Schools | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | % | % | % | % | % | % | % | % | % | % | % | N | % |
| AACT | Not Open | | | | No Grads | - | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | No Grads | 12% | 31% | 28% | 22% | 27% | 28% | 25% | 56 | 25% |
| Galena | 33% | 33% | 37% | 39% | 41% | 37% | 35% | 43% | 44% | 40% | 37% | 87 | 31% |
| Gerlach | 17% | 10% | - | 33% | 33% | 14% | 50% | - | - | - | - | - | - |
| Hug | 18% | 11% | 13% | 15% | 17% | 15% | 18% | 14% | 23% | 30% | 28% | 46 | 26% |
| Incline | 17% | 21% | 16% | 17% | 19% | 28% | 24% | 22% | 16% | 23% | 22% | - | - |
| McQueen | 40% | 43% | 40% | 41% | 39% | 41% | 37% | 37% | 40% | 33% | 34% | 136 | 38% |
| North Valleys | Not Open | No Grads | 20% | 21% | 26% | 25% | 19% | 23% | 20% | 18% | 18% | 46 | 13% |
| Reed | 30% | 28% | 32% | 29% | 28% | 36% | 30% | 29% | 23% | 32% | 27% | 87 | 22% |
| Reno | 38% | 34% | 42% | 37% | 44% | 40% | 37% | 42% | 44% | 38% | 38% | 110 | 34% |
| Spanish Springs | Not Open | No Grads | 24% | 22% | 32% | 25% | 27% | 35% | 26% | 25% | 24% | 97 | 24% |
| Sparks | 23% | 24% | 28% | 18% | 22% | 20% | 21% | 29% | 28% | 28% | 26% | 35 | 20% |
| TMCC | 18% | 26% | 30% | 20% | 28% | 19% | 17% | 15% | 22% | 19% | 11% | 17 | 19% |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | | | | - | - |
| Wooster | 30% | 21% | 25% | 25% | 30% | 21% | 29% | 33% | 27% | 30% | 24% | 102 | 38% |
| Total | 29% | 28% | 30% | 29% | 32% | 30% | 28% | 27% | 27% | 29% | 27% | 830 | 26% |

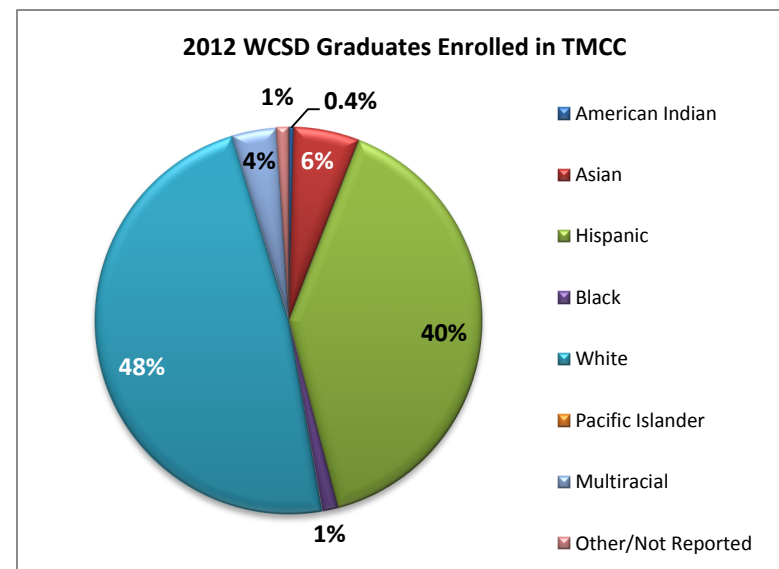
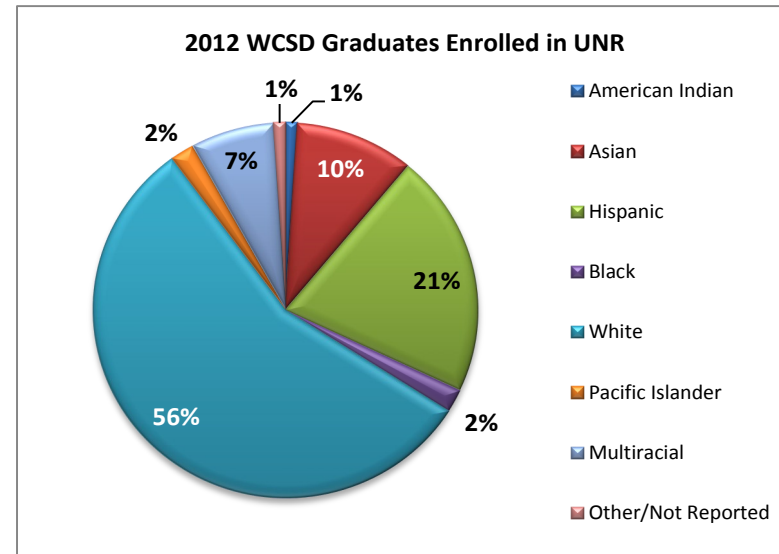
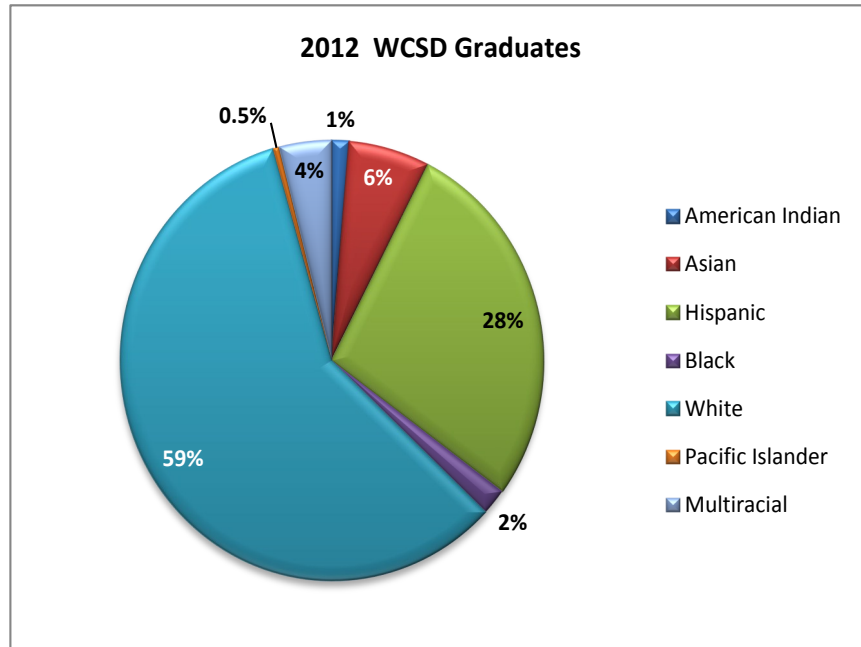
Numbers may include WCSO students who did not receive a diploma and students co-enrolled at both institutions, and are not comparable to the reported college-going rates.

'-' Indicates too few to report

* Washoe Online (WOLF) data from 2010 through 2012 have been combined with Washoe Innovations data.

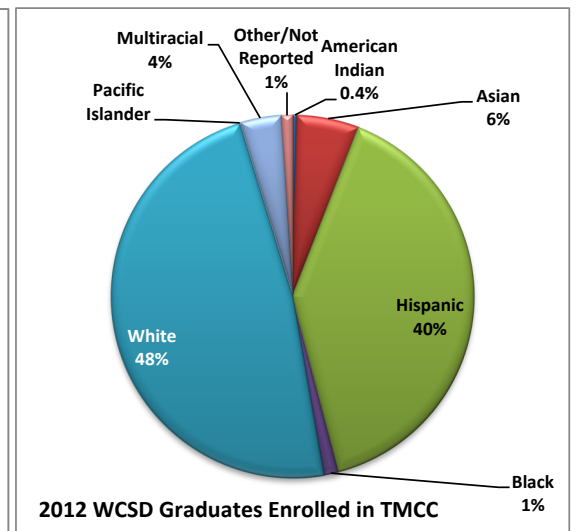
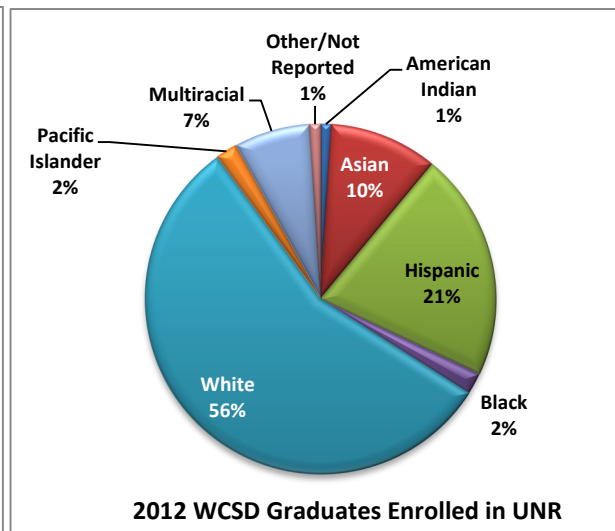
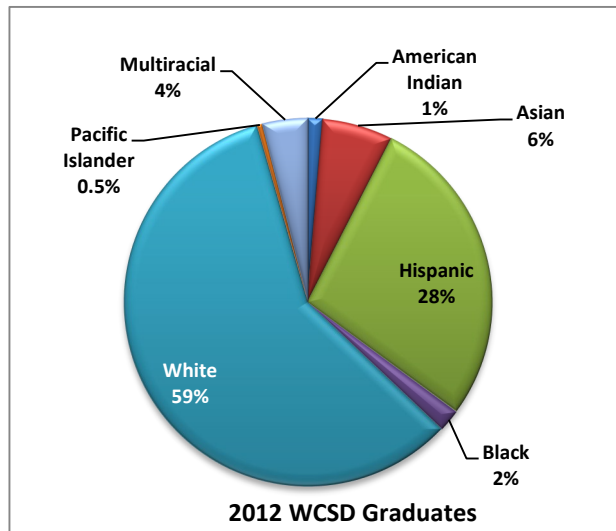
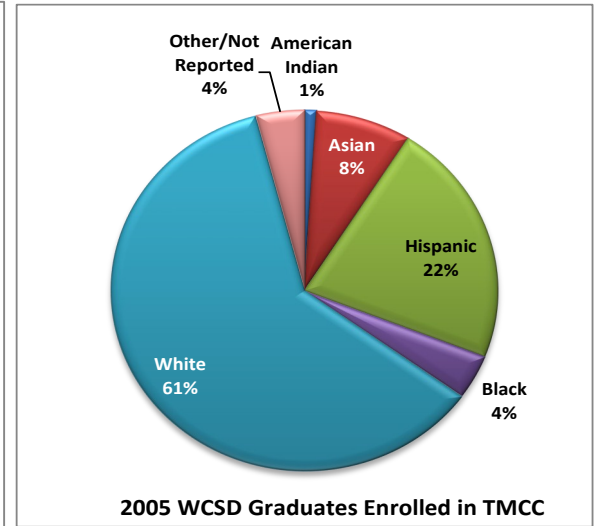
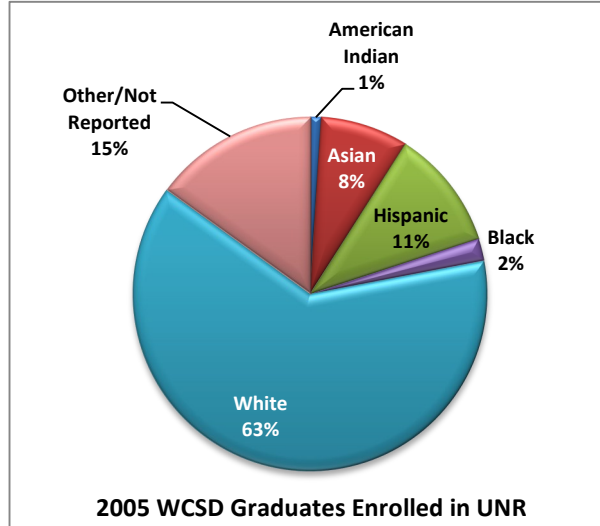
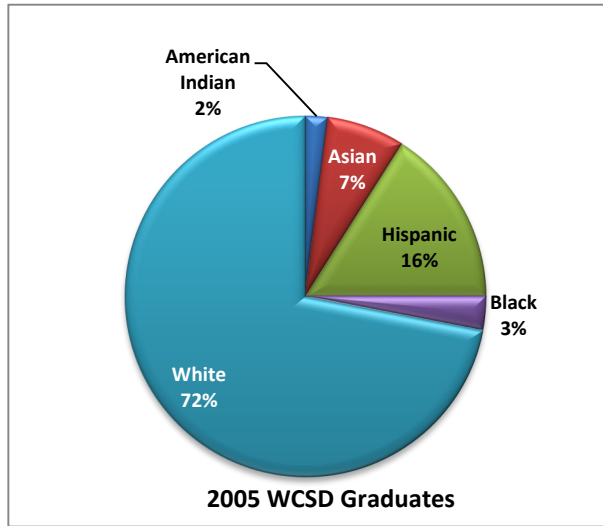
RACIAL/ETHNIC COMPOSITION OF WCSD GRADUATES ATTENDING UNR & TMCC

Fall 2012 College Freshmen



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

COMPARISON OF RACIAL/ETHNIC COMPOSITION OF WCS D GRADUATES ATTENDING UNR AND TMCC, 2005 AND 2012



TMCC and UNR ethnicity categories were changed in Fall 2009 to align with new IPEDS and NSHE reporting requirements

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

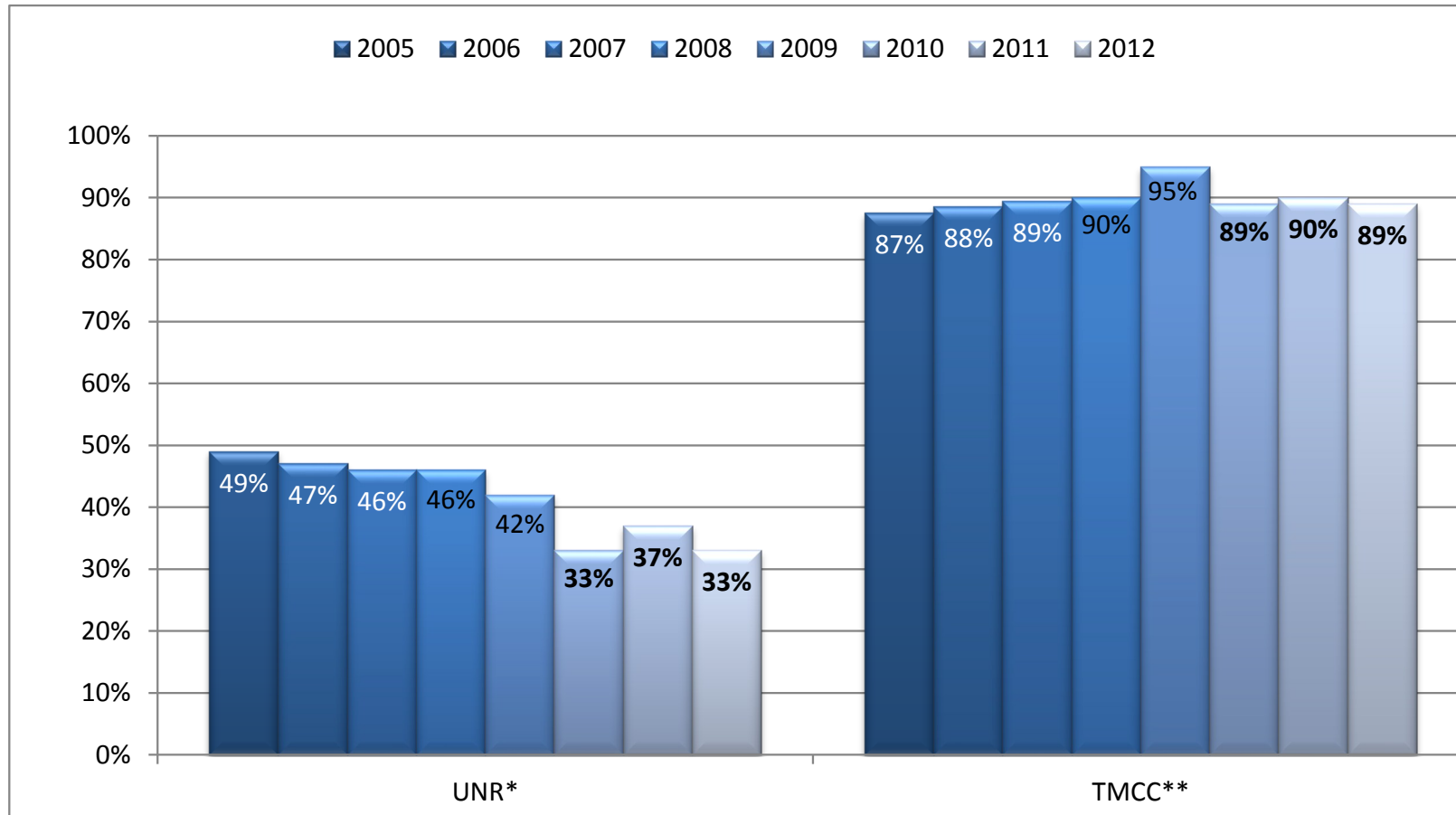
- ∞ The percentage of students enrolled in remedial English or math as freshmen at UNR and TMCC is lower than the percentage of students who need remedial English or math based on their placement scores.
- ∞ Over 80% of students enrolled in remedial English or math as freshman are there because of their placement exam scores and not because of self-selection.
- ∞ Enrollment in high school mathematics beyond the level of Algebra 3-4 (Algebra 3-4 was recently renamed Algebra 2) 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 2 (previously called Algebra 3-4), and often not even having taken and passed Algebra 2.
- ∞ Those students enrolled in remedial math in college who had completed Algebra 2 (previously called Algebra 3-4) in high school were generally students who earned a C grade or lower in Algebra 2 (previously called Algebra 3-4). The average cumulative math GPA in high school of these students was 2.43.

Differences Between Remedial Enrollment and Remedial Need

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

NEED FOR REMEDIATION BASED ON PLACEMENT SCORES

Percentage of college freshmen from WCS D with ACT, SAT or Accuplacer Scores Demonstrating a Need for Remediation in Math, or English, or Both



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

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

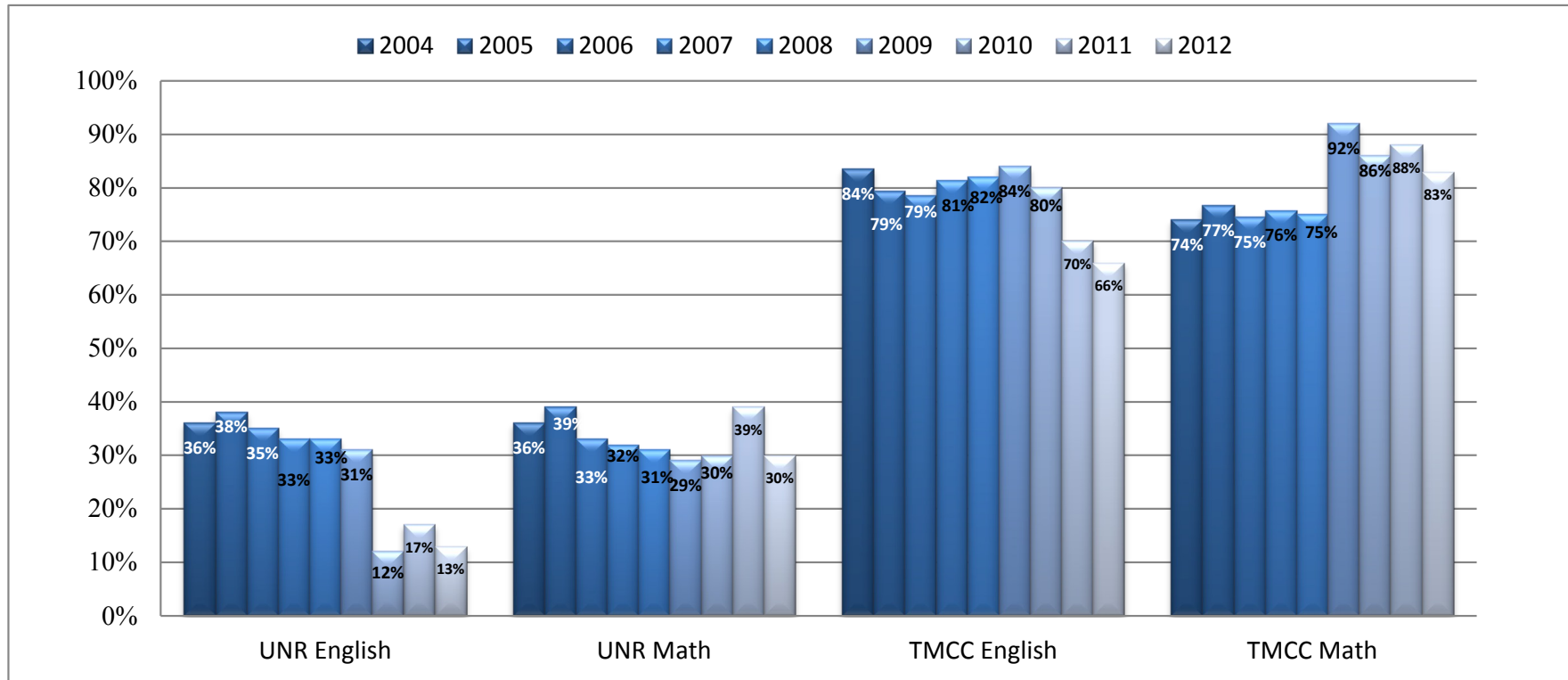
Approximately 5% of UNR and 15% of TMCC WCS D freshmen do not have placement exam scores.

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

NOTE: TMCC 2012 percentages were corrected on 01/09/2014, after the initial publication of this 2012 edition

NEED FOR REMEDIATION BASED ON PLACEMENT SCORES

Percentage of college freshmen from WCSD with ACT, SAT or Accuplacer Scores Demonstrating a Need for Remediation in Math, or English, or Both



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

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

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

REMEDICATION NEED AT TMCC BY HIGH SCHOOL

Percentage of college freshmen from WCSD with ACT, SAT or Accuplacer Scores Demonstrating a Need for Remediation in Math, or English, or Both

| Washoe County High Schools | TMCC Remediation Need Determined by Placement Exam | | | | | | | | | |
|----------------------------|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | |
| | N | % | N | % | N | % | N | % | N | % |
| AACT | - | - | 14 | 100% | - | - | - | - | - | - |
| Damonte Ranch | 55 | 94% | 48 | 100% | 40 | 90% | 34 | 89% | 48 | 92% |
| Galena | 56 | 95% | 60 | 93% | 57 | 94% | 75 | 91% | 52 | 91% |
| Hug | 44 | 100% | 44 | 98% | 31 | 98% | 39 | 100% | 42 | 98% |
| Incline | - | - | 15 | 88% | - | - | - | - | - | - |
| McQueen | 84 | 94% | 87 | 88% | 78 | 88% | 62 | 87% | 76 | 89% |
| North Valleys | 76 | 92% | 87 | 95% | 55 | 97% | 106 | 95% | 88 | 95% |
| Reed | 87 | 85% | 115 | 96% | 58 | 92% | 69 | 88% | 92 | 92% |
| Reno | 60 | 85% | 51 | 88% | 46 | 84% | 43 | 90% | 42 | 86% |
| Spanish Springs | 73 | 90% | 78 | 96% | 73 | 88% | 108 | 92% | 95 | 90% |
| Sparks | 23 | 92% | 63 | 100% | 45 | 98% | 49 | 98% | 40 | 93% |
| TMCC | * | * | * | * | * | * | * | * | * | * |
| Washoe Innovations** | 38 | 95% | 41 | 97% | 41 | 94% | 34 | 100% | 14 | 82% |
| Washoe Inspire | Open | Open | Open | Open | - | - | - | - | - | - |
| Wooster | 44 | 89% | 43 | 91% | 27 | 96% | 49 | 94% | 54 | 90% |
| TOTAL | 691 | 90% | 789 | 95% | 815 | 89% | 697 | 90% | 653 | 89% |

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

* Denotes fewer than 5 students enrolled.

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

**Washoe Online (WOLF) is now part of Washoe Innovations. WOLF data from 2010 and 2011 have been combined with Washoe Innovations data.

NOTE: TMCC 2012 percentages were corrected on 01/09/2014, after the initial publication of this 2012 edition

REMEDICATION NEED AT UNR BY HIGH SCHOOL

Percentage of college freshmen from WCSD with ACT, SAT or Accuplacer Scores Demonstrating a Need for Remediation in Math, or English, or Both

| Washoe County High Schools | UNR Remediation Need Determined by Placement Exam | | | | | | | | | |
|----------------------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | |
| | N | % | N | % | N | % | N | % | N | % |
| AACT | - | - | - | - | - | - | - | - | - | - |
| Damonte Ranch | 25 | 60% | 28 | 54% | 21 | 38% | 19 | 33% | 15 | 27% |
| Galena | 46 | 40% | 47 | 36% | 23 | 21% | 20 | 22% | 15 | 17% |
| Hug | 13 | 72% | 23 | 74% | 28 | 85% | 29 | 63% | 25 | 54% |
| Incline | - | - | - | - | - | - | - | - | - | - |
| McQueen | 59 | 45% | 51 | 34% | 28 | 24% | 39 | 29% | 28 | 21% |
| North Valleys | 27 | 46% | 24 | 41% | 17 | 31% | 26 | 42% | 15 | 33% |
| Reed | 51 | 44% | 42 | 47% | 49 | 40% | 44 | 40% | 20 | 23% |
| Reno | 53 | 38% | 57 | 38% | 32 | 25% | 45 | 36% | 19 | 17% |
| Spanish Springs | 56 | 47% | 42 | 47% | 30 | 35% | 35 | 35% | 23 | 24% |
| Sparks | 24 | 67% | 21 | 55% | 15 | 52% | 28 | 58% | 10 | 29% |
| TMCC | - | - | - | - | - | - | - | - | - | - |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - |
| Washoe Inspire | Not Open | | | | | | | | - | - |
| Wooster | 27 | 49% | 15 | 30% | 22 | 38% | 18 | 38% | 23 | 23% |
| TOTAL | 395 | 46% | 367 | 42% | 276 | 33% | 314 | 37% | 193 | 23% |

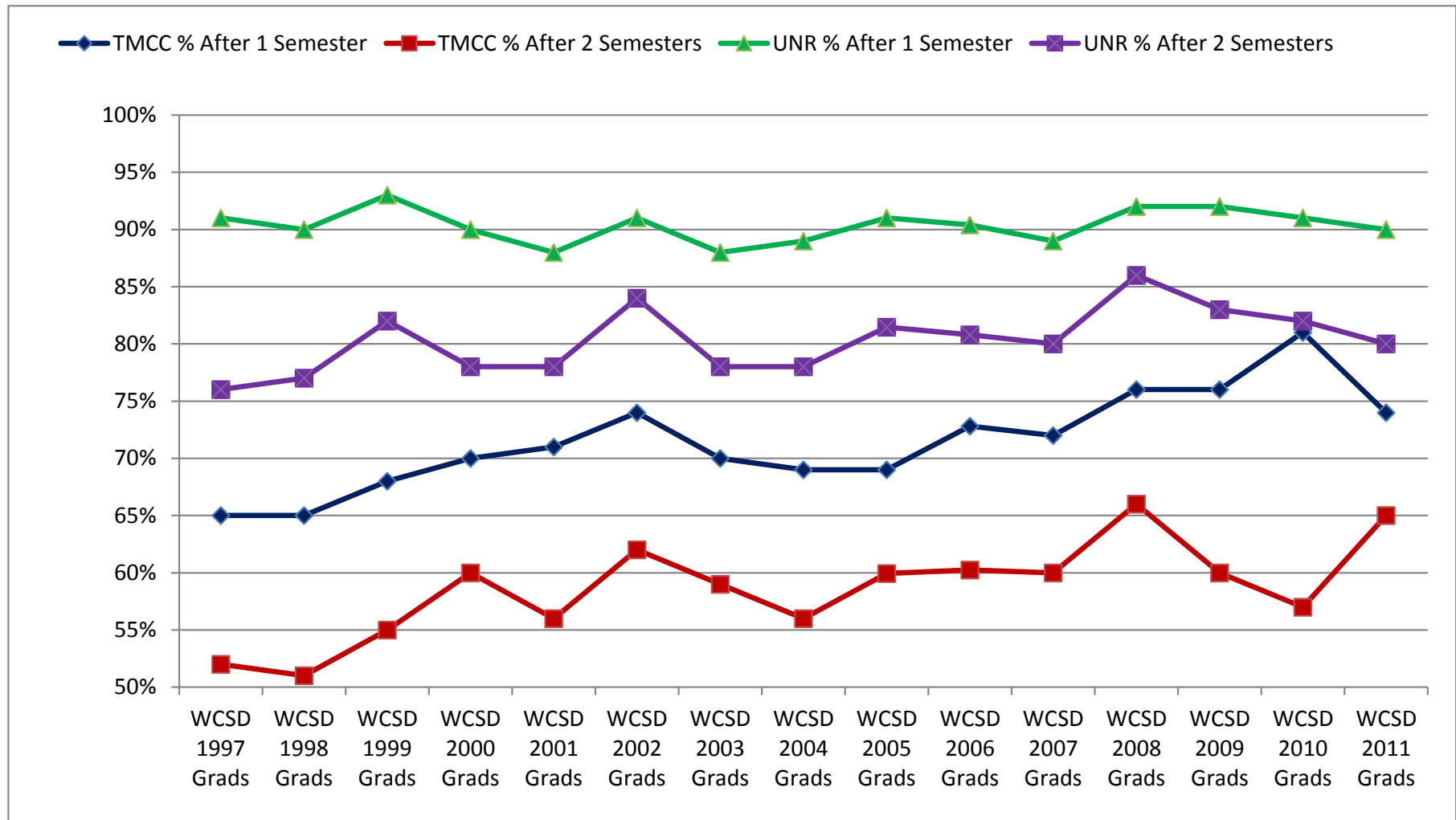
Total includes schools with fewer than 5 students attending UNR, and is therefore higher than the sum of individual schools.

'-' Denotes fewer than 5 students enrolled.

*Washoe Online (WOLF) is now part of Washoe Innovations. WOLF data from 2010 and 2011 have been combined with Washoe Innovations data.

TMCC AND UNR PERSISTENCE RATES

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



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

PERSISTENCE AT TMCC BY HIGH SCHOOL

Percentage Returning After One Semester

| High School | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| AACT | Not Open | | | | | | No Grads | 73% | 61% | 75% | 64% | 56% | 67% |
| Damonte Ranch | Not Open | | | | | No Grads | 68% | 65% | 63% | 71% | 85% | 81% | 79% |
| Galena | 80% | 65% | 80% | 77% | 71% | 77% | 77% | 71% | 66% | 76% | 75% | 85% | 76% |
| Hug | 79% | 73% | 68% | 74% | 65% | 60% | 59% | 51% | 71% | 75% | 91% | 80% | 64% |
| Incline | - | - | 78% | 62% | 55% | 50% | 60% | 67% | 78% | 80% | 76% | 71% | 80% |
| McQueen | 65% | 78% | 59% | 73% | 74% | 61% | 68% | 80% | 77% | 80% | 81% | 88% | 76% |
| North Valleys | Not Open | | | No Grads | 67% | 70% | 71% | 68% | 72% | 82% | 86% | 77% | 71% |
| Reed | 70% | 74% | 75% | 77% | 69% | 75% | 76% | 77% | 74% | 80% | 76% | 85% | 73% |
| Reno | 56% | 70% | 72% | 80% | 73% | 65% | 68% | 74% | 74% | 70% | 74% | 82% | 77% |
| Spanish Springs | Not Open | | | No Grads | 69% | 100% | 69% | 76% | 80% | 70% | 72% | 78% | 85% |
| Sparks | 65% | 72% | 82% | 73% | 71% | 45% | 65% | 71% | 67% | 76% | 73% | 79% | 78% |
| TMCC | 81% | 66% | 75% | 75% | 73% | 79% | 71% | 77% | 76% | 92% | 85% | 85% | 74% |
| Washoe Innovations* | 44% | 61% | 48% | 57% | 65% | 61% | 42% | 72% | 47% | 60% | 52% | 67% | 38% |
| Washoe Inspire | Not Open | | | | | | | | | | | | |
| Wooster | 67% | 65% | 65% | 73% | 74% | 72% | 71% | 73% | 82% | 76% | 62% | 88% | 75% |

*Washoe Online (WOLF) is now part of Washoe Innovations. WOLF data from 2010 and 2011 have been combined with Washoe Innovations data.

PERSISTENCE AT UNR BY HIGH SCHOOL

Percentage Returning After One Semester

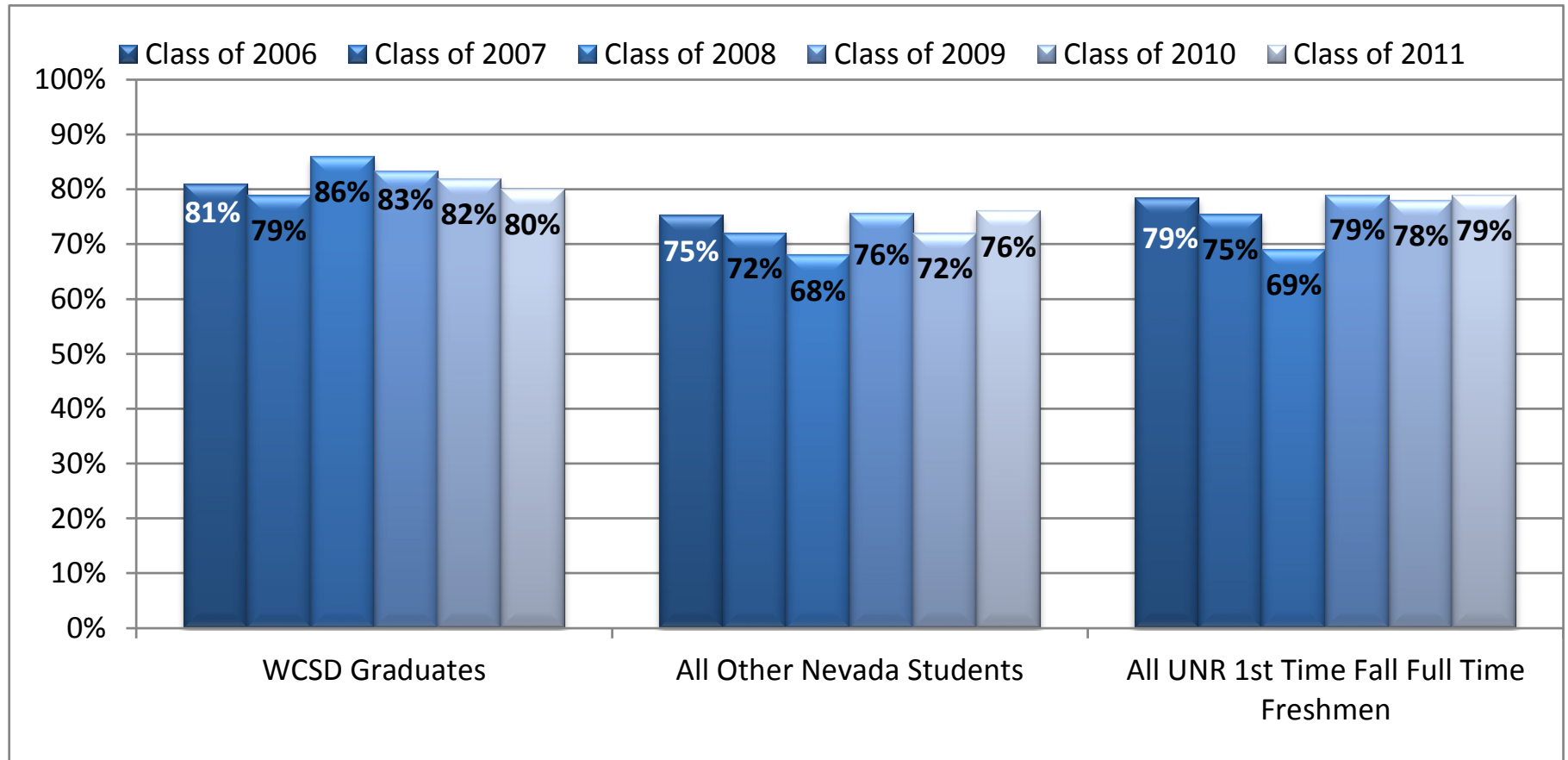
| High School | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|
| AACT | Not Open | | | | | | No Grads | - | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | | | No Grads | 44% | 79% | 83% | 98% | 87% | 72% | 72% | 74% | |
| Galena | 97% | 90% | 92% | 90% | 89% | 91% | 89% | 95% | 95% | 90% | 98% | 90% | 90% | 90% | |
| Hug | 94% | 81% | 84% | 88% | 84% | 87% | 90% | 80% | 80% | 94% | 84% | 68% | 68% | 73% | |
| Incline | 95% | 95% | 93% | 71% | 77% | 100% | 100% | 86% | 96% | 93% | 100% | 79% | 79% | 77% | |
| McQueen | 93% | 91% | 95% | 95% | 92% | 90% | 95% | 92% | 93% | 97% | 92% | 83% | 83% | 91% | |
| North Valleys | Not Open | | | No Grads | 82% | 87% | 86% | 87% | 80% | 86% | 85% | 75% | 75% | 78% | |
| Reed | 95% | 89% | 81% | 90% | 87% | 81% | 91% | 90% | 86% | 91% | 96% | 79% | 79% | 83% | |
| Reno | 94% | 91% | 88% | 96% | 90% | 95% | 90% | 95% | 93% | 91% | 97% | 86% | 86% | 88% | |
| Spanish Springs | Not Open | | | No Grads | 86% | 84% | 89% | 85% | 86% | 93% | 84% | 76% | 76% | 82% | |
| Sparks | 86% | 88% | 85% | 92% | 90% | 89% | 83% | 94% | 90% | 97% | 89% | 83% | 83% | 81% | |
| TMCC | 83% | 92% | 89% | 81% | 78% | 89% | 67% | 88% | 86% | 100% | 95% | 94% | 94% | 93% | |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Washoe Inspire | Not Open | | | | | | | | | | | | | - | |
| Wooster | 92% | 93% | 87% | 86% | 93% | 85% | 93% | 89% | 88% | 93% | 94% | 90% | 90% | 91% | |
| Total | 93% | 90% | 88% | 91% | 88% | 89% | 91% | 90% | 89% | 92% | 92% | 91% | 91% | 90% | |

⌋ Denotes too few students to report.

*Washoe Online (WOLF) is now part of Washoe Innovations. WOLF data from 2010 and 2011 have been combined with Washoe Innovations data.

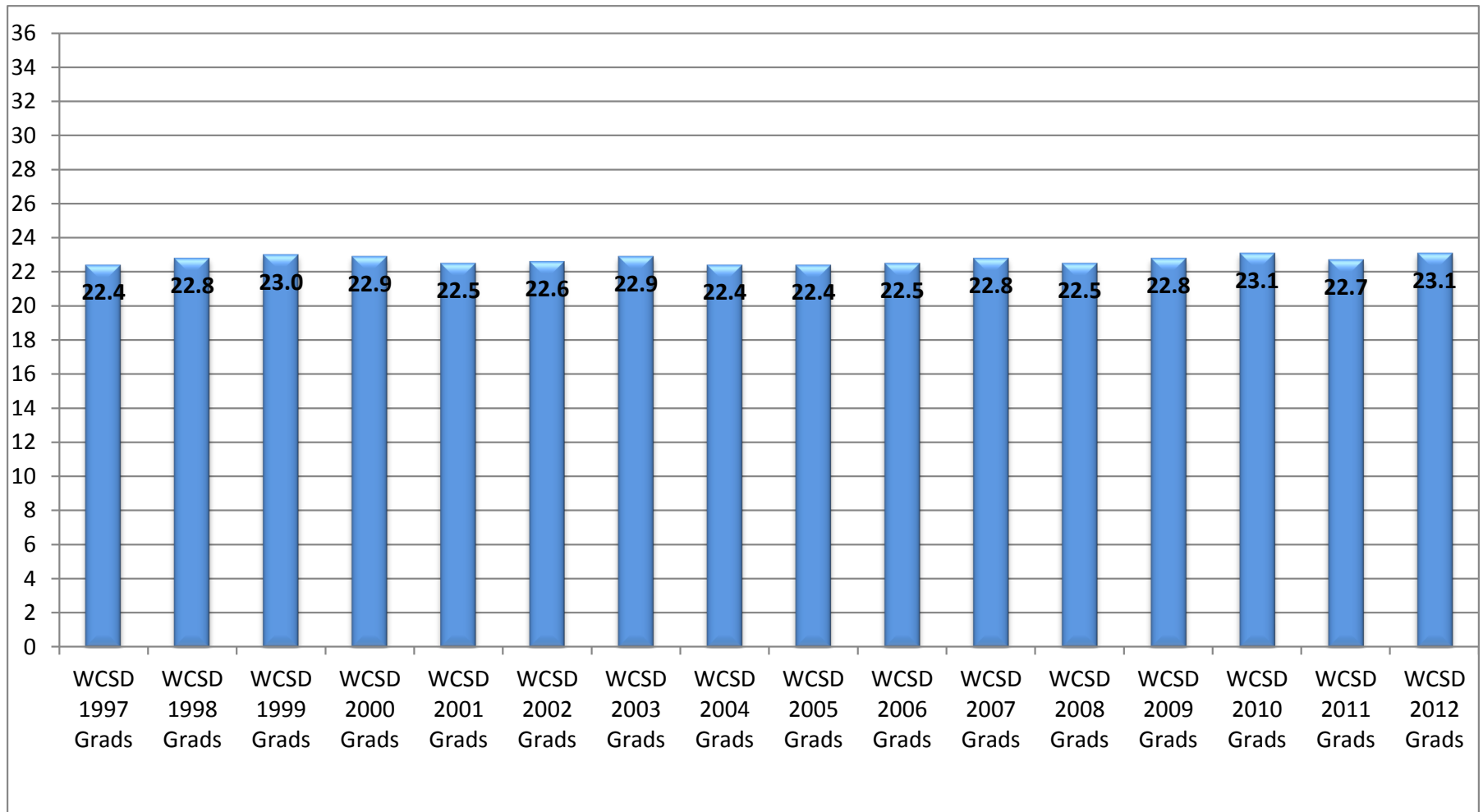
PERSISTENCE AT UNR

Percentage Returning After Two Semesters



ACT SCORES - UNR

ACT Composite Scores of WCSD Graduating Cohorts Attending UNR



The maximum composite ACT score is 36.

AVERAGE ACT COMPOSITE SCORES BY HIGH SCHOOL

WCSD Graduating Cohorts Attending UNR

| High Schools | WCSD 1999 Grads | WCSD 2000 Grads | WCSD 2001 Grads | WCSD 2002 Grads | WCSD 2003 Grads | WCSD 2004 Grads | WCSD 2005 Grads | WCSD 2006 Grads | WCSD 2007 Grads | WCSD 2008 Grads | WCSD 2009 Grads | WCSD 2010 Grads | WCSD 2011 Grads | WCSD 2012 Grads |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| AACT | Not Open | | | | | | No Grads | - | - | - | - | 22.0 | - | - |
| Damonte Ranch | Not Open | | | | | No Grads | 22.0 | 20.8 | 24.3 | 22.3 | 22.5 | 25.3 | 23.2 | 21.7 |
| Galena | 23.0 | 23.8 | 23.5 | 22.9 | 22.7 | 22.8 | 22.8 | 22.8 | 23.5 | 22.5 | 23.3 | 24.3 | 24.9 | 24.1 |
| Hug | 22.3 | 21.7 | 20.3 | 22.0 | 20.1 | 21.7 | 20.0 | 19.8 | 18.6 | 19.6 | 18.6 | 17.2 | 18.3 | 19.2 |
| Incline | 21.9 | 22.5 | 19.5 | 20.8 | 22.0 | 25.0 | 23.7 | 23.1 | 21.2 | 22.2 | 20.2 | 22.7 | 22.0 | 26.0 |
| McQueen | 24.5 | 23.5 | 22.9 | 23.0 | 23.5 | 23.1 | 22.7 | 23.1 | 23.4 | 23.2 | 23.9 | 23.7 | 23.9 | 24.6 |
| North Valleys | Not Open | | | No Grads | 21.8 | 22.3 | 22.1 | 23.3 | 23.1 | 23.1 | 23.8 | 23.2 | 22.6 | 22.9 |
| Reed | 23.3 | 23.2 | 22.0 | 22.6 | 23.2 | 21.6 | 22.1 | 22.5 | 23.2 | 22.3 | 22.7 | 22.5 | 22.1 | 22.7 |
| Reno | 21.9 | 22.1 | 23.1 | 23.4 | 23.7 | 22.8 | 22.7 | 22.2 | 22.9 | 23.4 | 23.5 | 24.2 | 23.0 | 24.9 |
| Spanish Springs | Not Open | | | No Grads | 21.5 | 20.7 | 22.6 | 21.6 | 21.4 | 22.1 | 21.8 | 22.9 | 24.5 | 23.4 |
| Sparks | 22.3 | 21.6 | 22.0 | 21.6 | 21.6 | 21.5 | 21.5 | 21.8 | 21.6 | 20.3 | 21.5 | 20.8 | 19.2 | 21.8 |
| TMCC | 23.8 | 23.2 | 23.9 | 22.5 | 23.1 | 23.2 | 23.8 | 23.8 | 25.4 | 23.7 | 21.9 | 24.5 | 20.0 | 24.3 |
| Washoe Innovations* | - | - | - | - | - | - | 21.0 | - | - | 22.0 | 26.0 | - | 23.0 | 26.0 |
| Washoe Inspire | Not Open | | | | | | | | | | | | | - |
| Wooster | 21.4 | 22.7 | 23.4 | 22.4 | 23.0 | 23.0 | 23.4 | 21.5 | 22.6 | 24.2 | 20.8 | 25.0 | 21.0 | 22.3 |
| Average Score** | 23.0 | 22.9 | 22.5 | 22.6 | 22.9 | 22.4 | 22.4 | 22.5 | 22.8 | 22.5 | 22.8 | 23.1 | 22.7 | 23.1 |

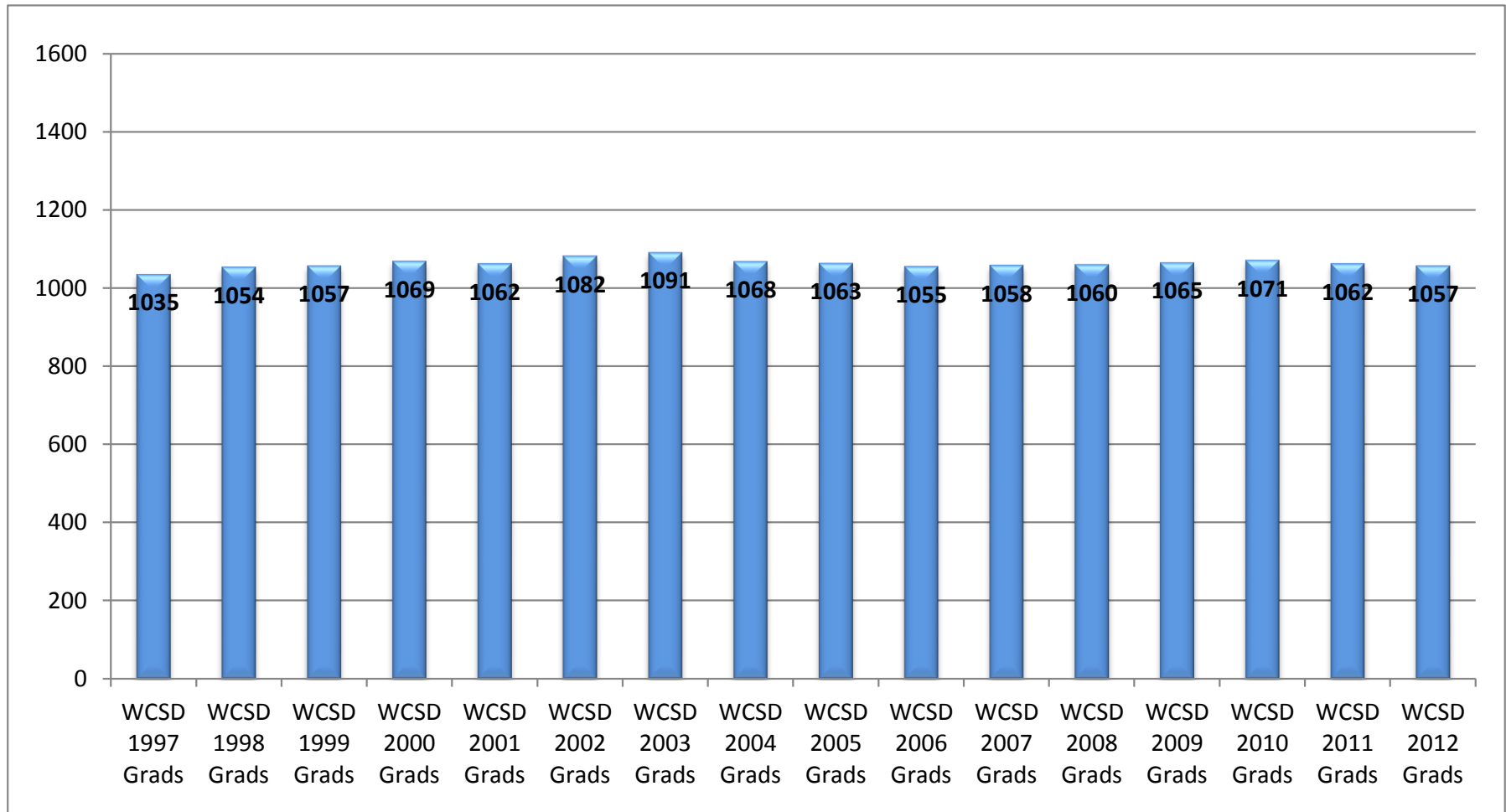
*Washoe Online (WOLF) is now part of Washoe Innovations. WOLF data from 2010 and 2011 have been combined with Washoe Innovations data.

** Weighted average

'-' Denotes fewer than 5 students enrolled.

SAT SCORES - UNR

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



The maximum combined SAT score is 1600.

AVERAGE SAT SCORES BY HIGH SCHOOL

WCSD Graduating Cohorts Attending UNR

| High Schools | WCSD 1999 Grads | WCSD 2000 Grads | WCSD 2001 Grads | WCSD 2002 Grads | WCSD 2003 Grads | WCSD 2004 Grads | WCSD 2005 Grads | WCSD 2006 Grads | WCSD 2007 Grads | WCSD 2008 Grads | WCSD 2009 Grads | WCSD 2010 Grads | WCSD 2011 Grads | WCSD 2012 Grads | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| AACT | Not Open | | | | | | No Grads | - | - | - | - | - | - | - | - |
| Damonte Ranch | Not Open | | | | | No Grads | 964 | 1013 | 1060 | 1038 | 1025 | 1061 | 1043 | 1032 | |
| Galena | 1065 | 1099 | 1061 | 1062 | 1043 | 1072 | 1066 | 1088 | 1082 | 1081 | 1070 | 1113 | 1121 | 1057 | |
| Hug | 1095 | 1025 | 1053 | 992 | 1077 | 1077 | 978 | 896 | 888 | 957 | 941 | 911 | 895 | 819 | |
| Incline | 1038 | 1008 | 1017 | 999 | 1034 | 1004 | 1051 | 1126 | 998 | 1045 | 1019 | 1057 | 1063 | 1101 | |
| McQueen | 1102 | 115 | 1078 | 1113 | 1158 | 1122 | 1069 | 1080 | 1076 | 1071 | 1091 | 1091 | 1067 | 1050 | |
| North Valleys | Not Open | | | No Grads | 1035 | 1038 | 1061 | 1039 | 1037 | 1025 | 1024 | 1051 | 1030 | 1000 | |
| Reed | 1038 | 1058 | 1030 | 1058 | 1103 | 1055 | 1051 | 1065 | 1056 | 1067 | 1029 | 1031 | 1058 | 1021 | |
| Reno | 1039 | 1053 | 1076 | 1095 | 1112 | 1071 | 1068 | 1053 | 1089 | 1077 | 1096 | 1107 | 1084 | 1096 | |
| Spanish Springs | Not Open | | | No Grads | 1024 | 1023 | 1070 | 1038 | 1031 | 1036 | 1054 | 1029 | 1059 | 1085 | |
| Sparks | 1115 | 1030 | 1068 | 1127 | 1019 | 1041 | 1030 | 892 | 943 | 909 | 1032 | 1081 | 989 | 1001 | |
| TMCC | - | 1061 | 1133 | 1155 | 1140 | 1040 | 1132 | 1033 | 1132 | 1170 | 1037 | 1115 | 926 | 1048 | |
| Washoe Innovations* | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Washoe Inspire | Not Open | | | | | | | | | | | | | - | |
| Wooster | 1018 | 1039 | 1064 | 1098 | 1079 | 1064 | 1094 | 1047 | 1066 | 1095 | 1115 | 1070 | 1111 | 1103 | |
| Average Score** | 1057 | 1069 | 1062 | 1082 | 1091 | 1068 | 1063 | 1055 | 1058 | 1060 | 1065 | 1071 | 1062 | 1057 | |

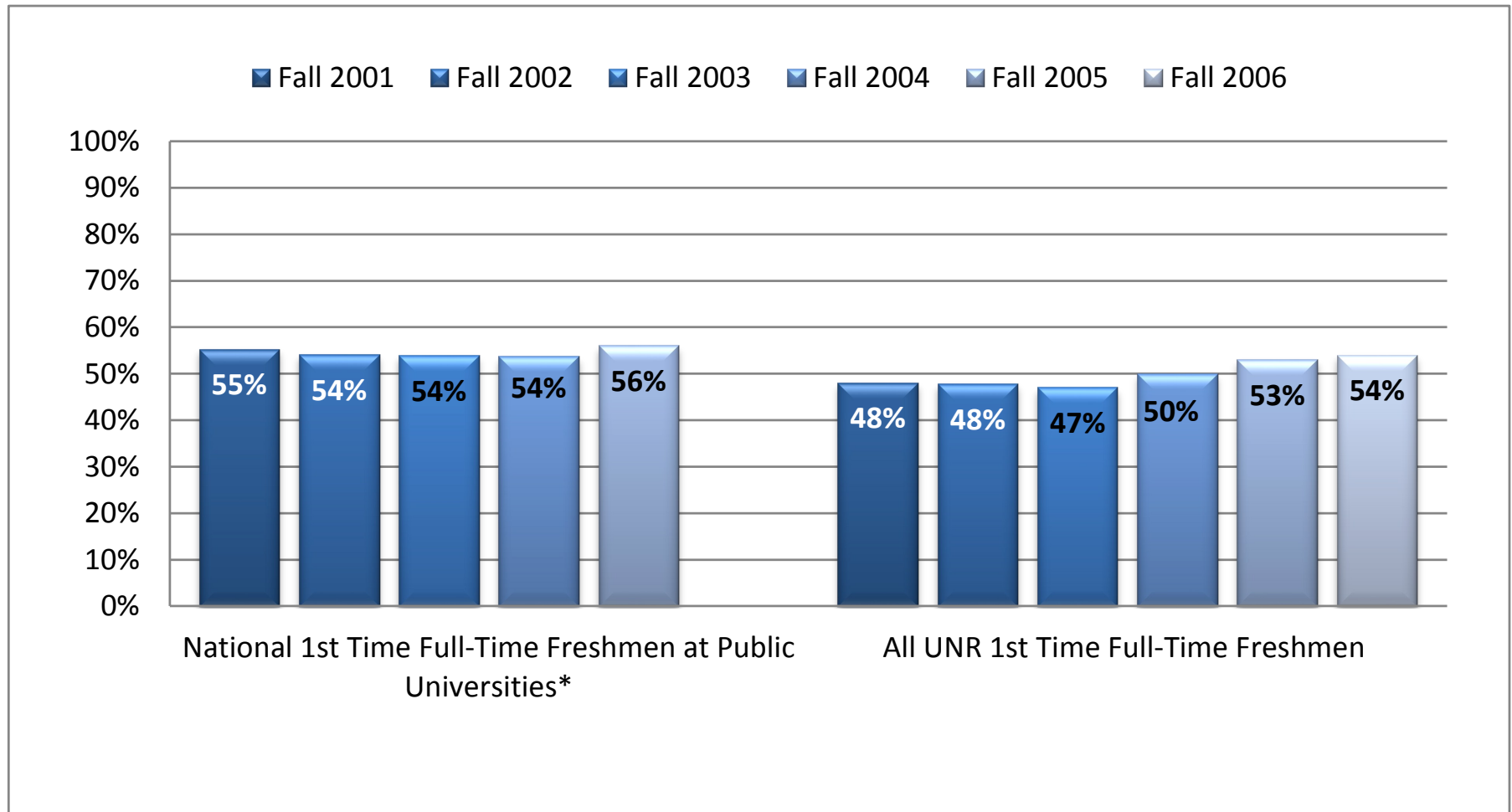
⌚ Denotes fewer than 5 students enrolled.

*Washoe Online (WOLF) is now part of Washoe Innovations. WOLF data from 2010 and 2011 have been combined with Washoe Innovations data.

** Weighted average

COLLEGE SUCCESS NATIONALLY AND AT UNR

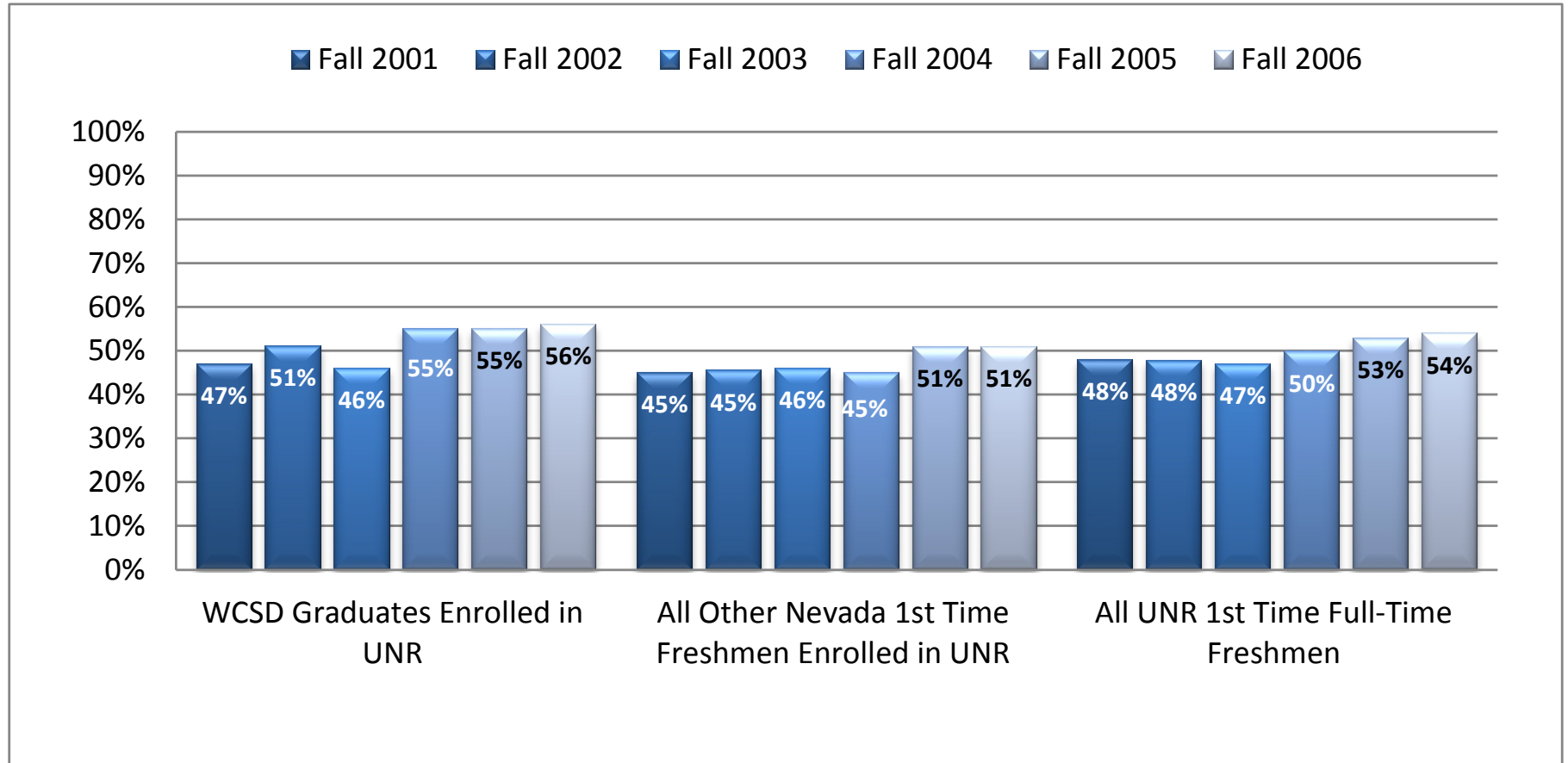
Percentage of Students Awarded Degrees From Any U.S. College Within Six Years of Initial College Enrollment



*National 6-year graduation rates for 2006 first-time freshmen are not available.

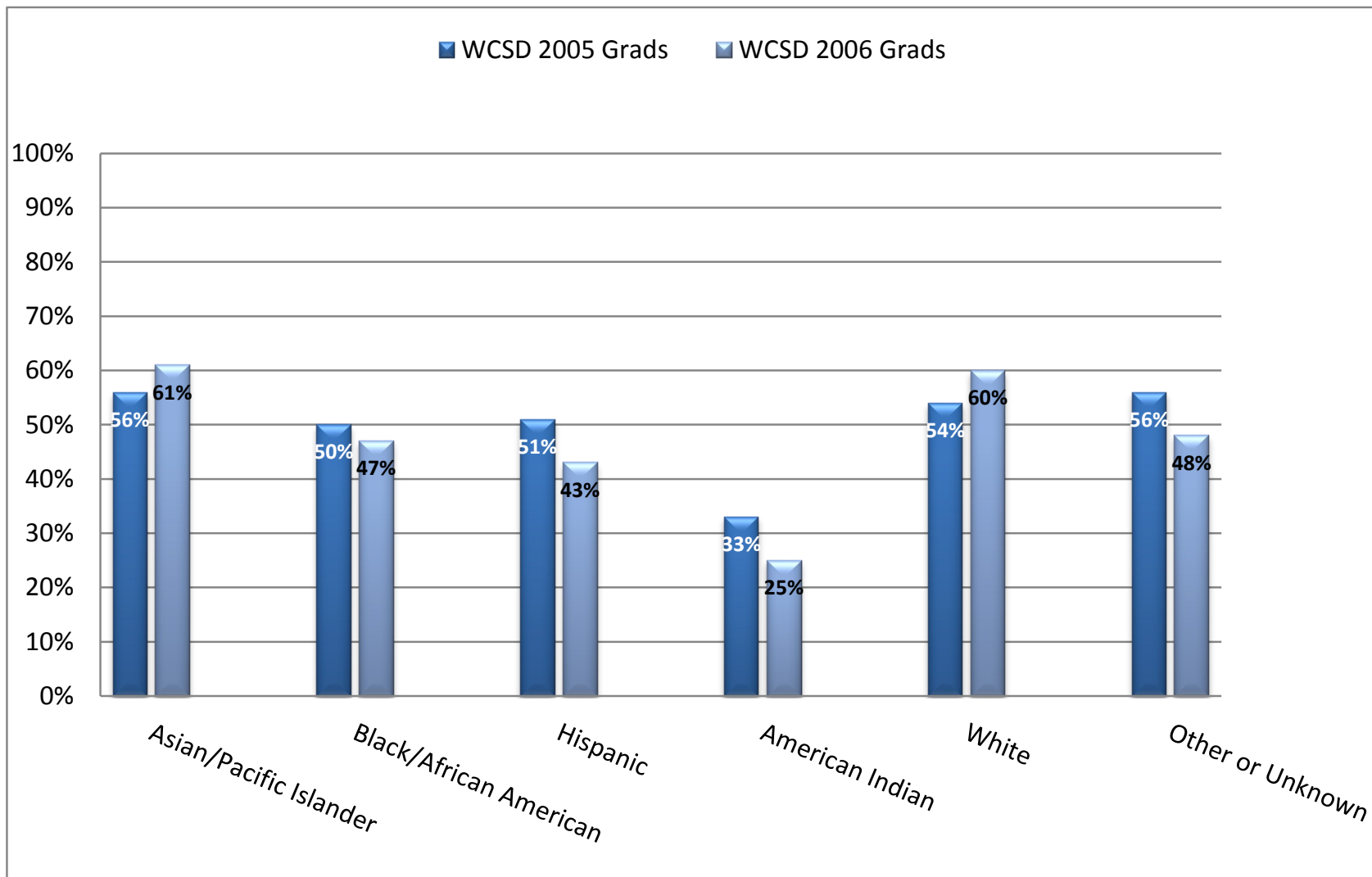
COLLEGE SUCCESS OF WCSD GRADUATES AT UNR

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



WCSD STUDENT SUCCESS AT UNR BY RACE/ETHNICITY

WCSD Graduates Who Graduated from UNR Within Six Years



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

UNR STUDENT SUCCESS OVERVIEW

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

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

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

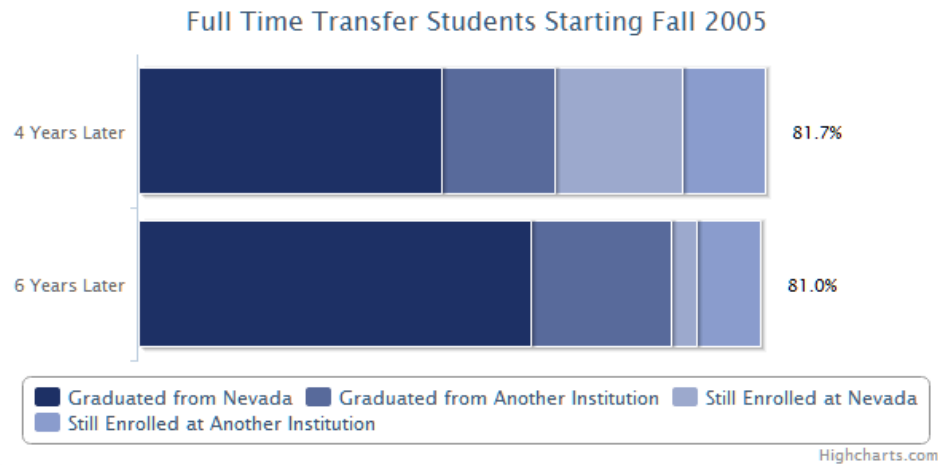
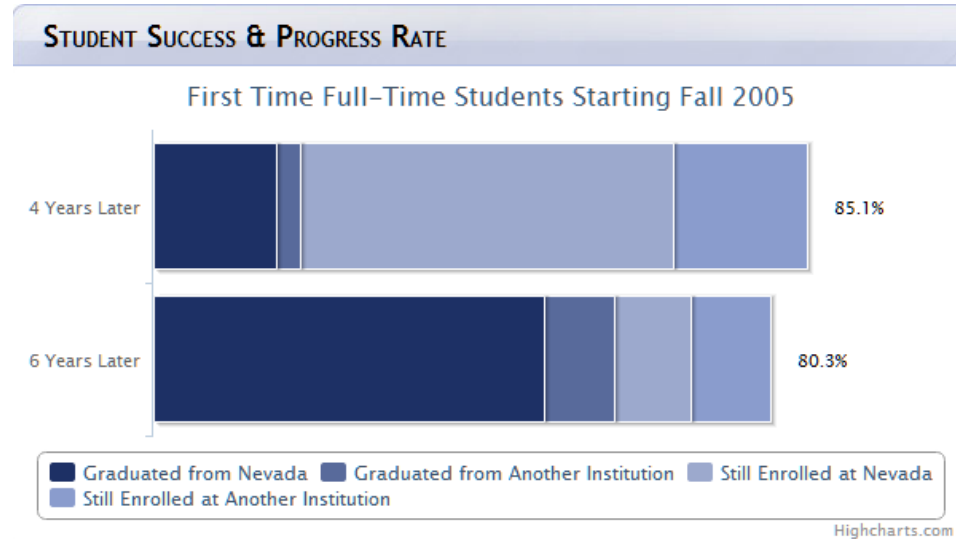
Consequently, after 6 years 60% of UNR's first-time, full-time 2005-6 freshmen had acquired a degree (the national average was 71%) and an additional 20% were still enrolled somewhere (national average was 16%) for a total of 80% who had achieved a degree or were still in progress.

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

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

COLLEGE SUCCESS AT UNR

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



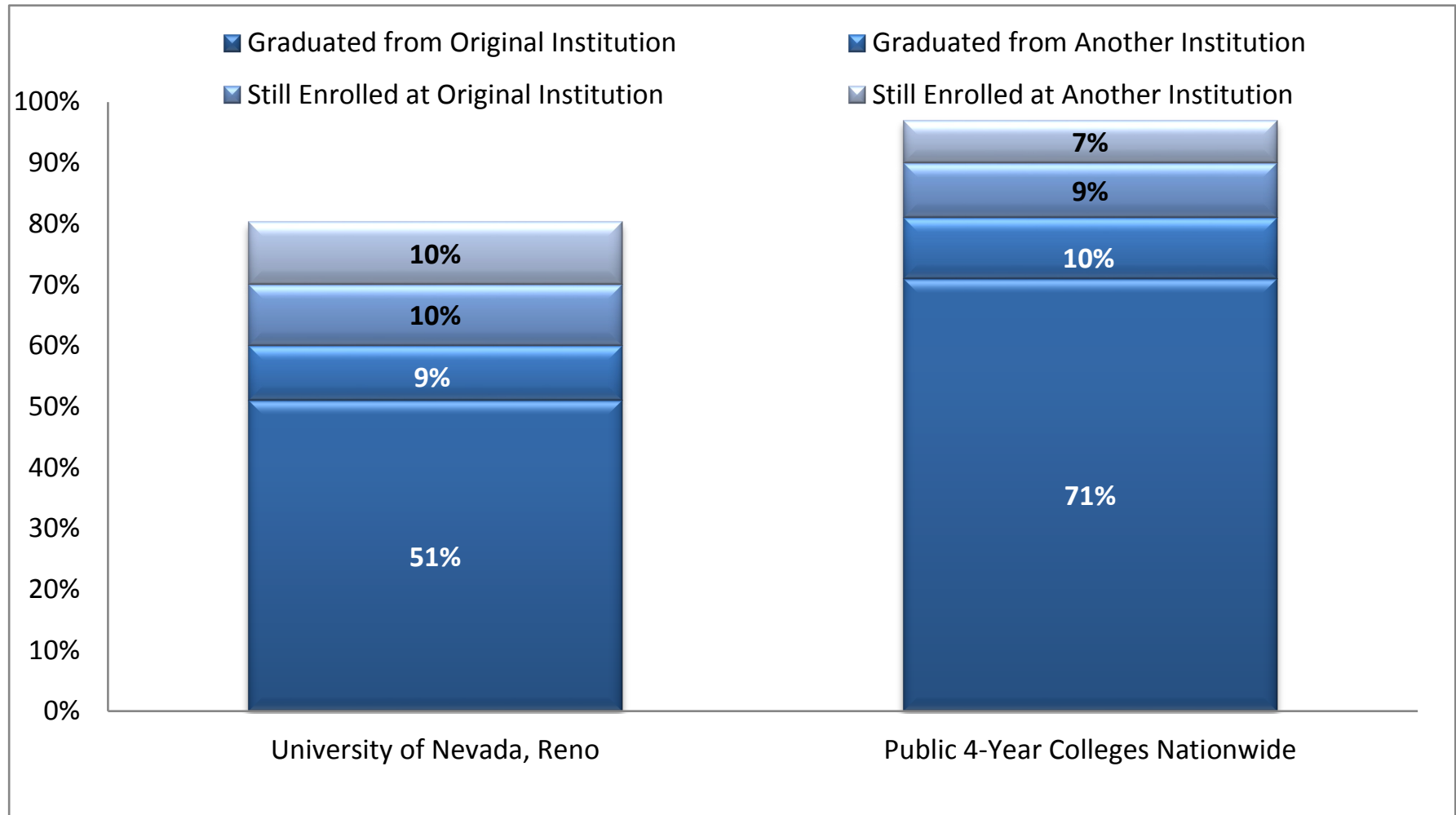
A 85% four-year success and progress rate means that 85% of students starting in Fall 2005 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2005 entering class shown in the graph above.

- 2,362 First-Time, Full-Time Students
- 746 Full-Time Transfer Students

UNR STUDENT SUCCESS COMPARED TO PUBLIC 4-YEAR COLLEGES NATIONWIDE

First Time Full-Time Students Six Years After Initial Enrollment



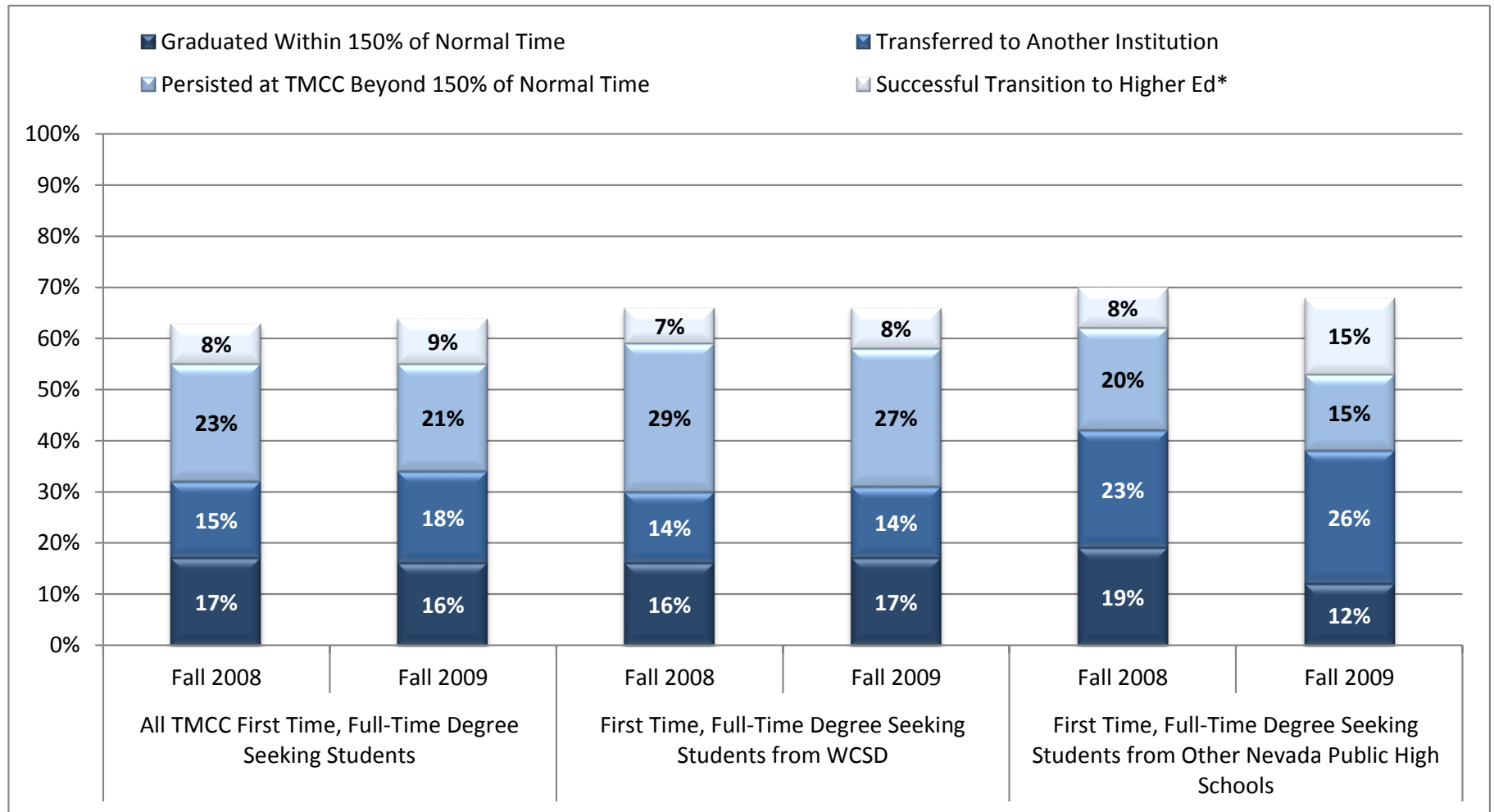
Sources: UNR College Portrait (http://www.collegeportraits.org/NV/UNR/undergrad_success); and National Student Clearinghouse Research Center Signature Report (http://www.studentclearinghouse.info/signature/4/NSC_Signature_Report_4.pdf)

TMCC THREE-YEAR SUCCESS

| Measure of Success | Fall 2008 Cohort | | | | | | Fall 2009 Cohort | | | | | |
|---|--|------------|-------------------------|------------|---|------------|--|------------|-------------------------|------------|---|------------|
| | All TMCC First Time, Degree Seeking Students | | TMCC Students from WCSD | | TMCC Students from Other Nevada Public High | | All TMCC First Time, Degree Seeking Students | | TMCC Students from WCSD | | TMCC Students from Other Nevada Public High | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Number of Full-Time, First Time Degree Seekers | 718 | | 354 | | 75 | | 901 | | 410 | | 85 | |
| Graduated Within 150% of Normal Time | 120 | 17% | 57 | 16% | 14 | 19% | 142 | 16% | 68 | 17% | 10 | 12% |
| Transferred to Another Institution | 110 | 15% | 50 | 14% | 17 | 23% | 158 | 18% | 57 | 14% | 22 | 26% |
| Persisted at TMCC | 162 | 23% | 101 | 29% | 15 | 20% | 191 | 21% | 109 | 27% | 13 | 15% |
| Successful Transition to Higher Ed* | 60 | 8% | 26 | 7% | 6 | 8% | 80 | 9% | 34 | 8% | 13 | 15% |
| Total Successful or Persistent After Three Years | 452 | 63% | 234 | 66% | 52 | 69% | 271 | 63% | 268 | 65% | 58 | 68% |

* Completed 30+ credits in good standing with GPA 2.0 or better

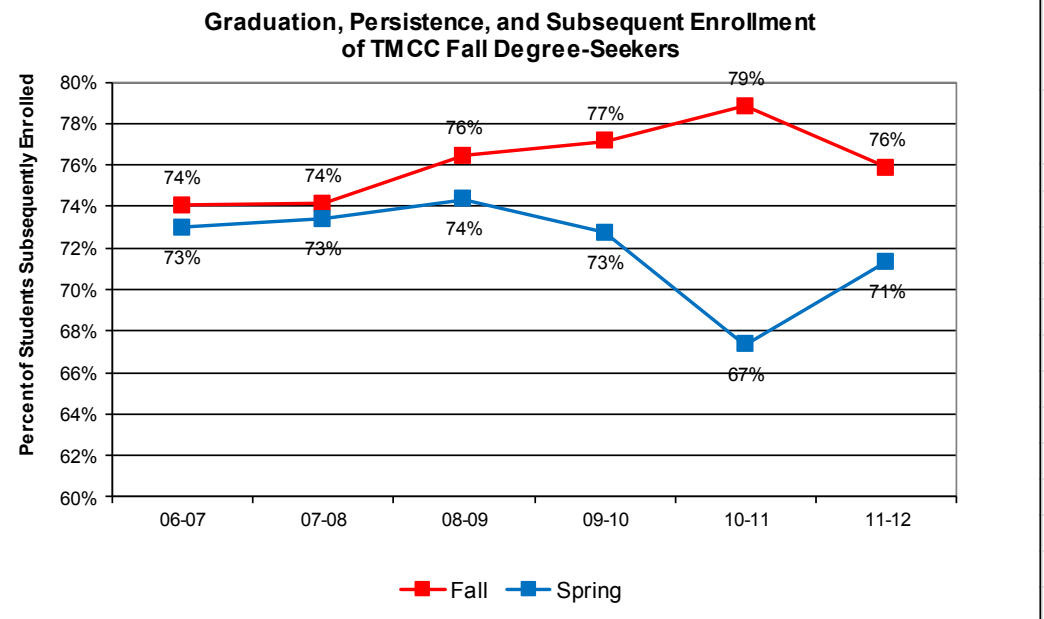
TMCC THREE-YEAR SUCCESS



* Completed 30+ credits in good standing with GPA 2.0 or better

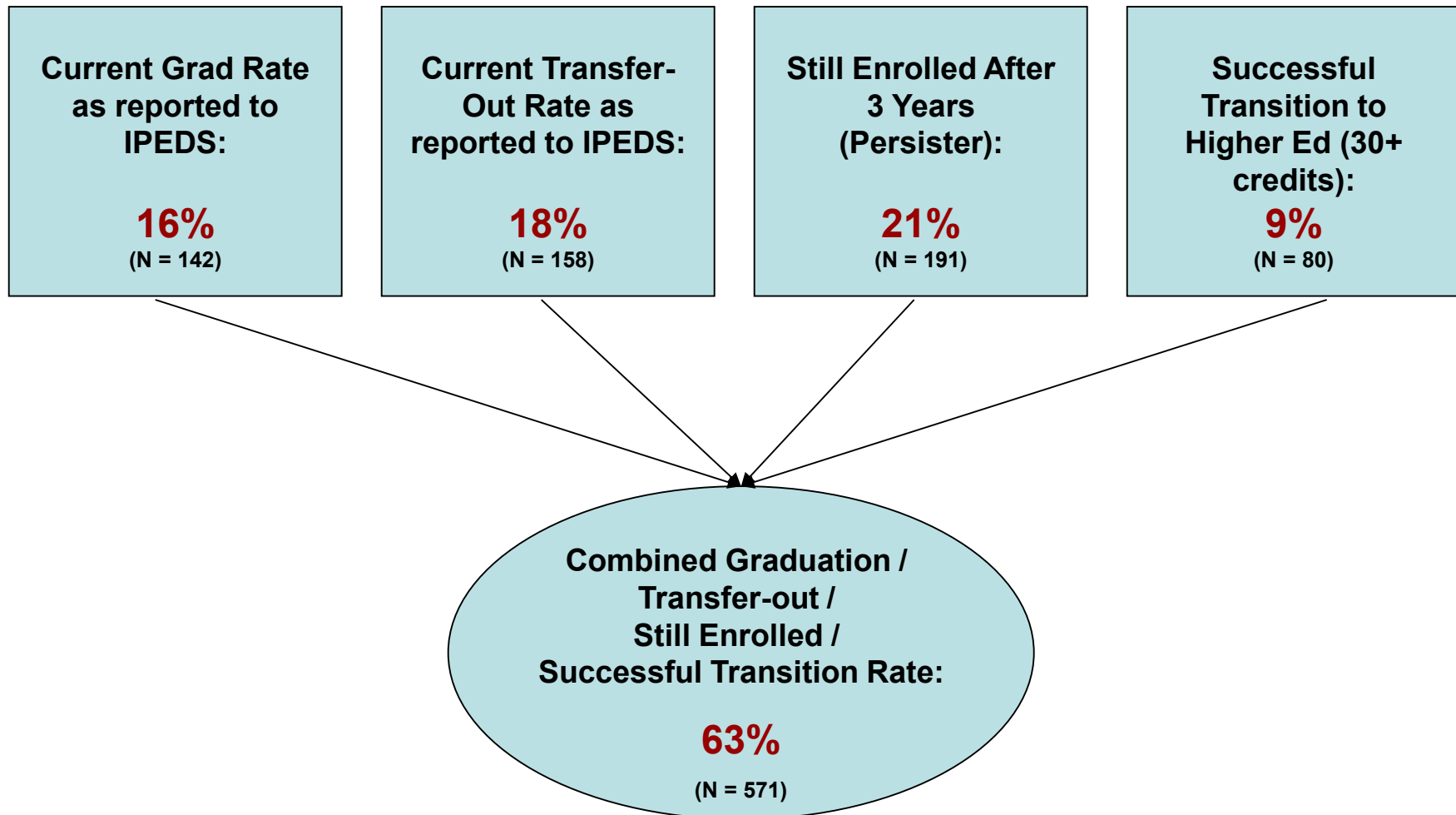
TMCC DEGREE-SEEKING STUDENT OUTCOMES: GRADUATED, PERSISTED TO NEXT TERM, OR ENROLLED ELSEWHERE NEXT TERM

| Cohort Term | TMCC Degree-Seeking Students | Graduated Following Cohort Term | Persisted to Next Term (did not graduate) | Enrolled at Another Institution Next Term (did not graduate or persist) | | | | Total Degree-Seekers who Graduated, Persisted, or Transferred | |
|-------------|------------------------------|---------------------------------|---|---|----------|--------------|-------|---|-----|
| | | | | UNR | Other NV | Out of State | Total | # | % |
| | | | | | | | | | |
| Fall 06 | 9,432 | 154 | 6,215 | 456 | 86 | 75 | 617 | 6,986 | 74% |
| Spr 07 | 9,444 | 417 | 5,624 | 573 | 111 | 167 | 851 | 6,892 | 73% |
| Fall 07 | 9,845 | 156 | 6,520 | 439 | 90 | 94 | 623 | 7,299 | 74% |
| Spr 08 | 9,670 | 437 | 5,829 | 558 | 107 | 165 | 830 | 7,096 | 73% |
| Fall 08 | 10,074 | 182 | 6,792 | 522 | 92 | 112 | 726 | 7,700 | 76% |
| Spr 09 | 9,966 | 527 | 6,133 | 498 | 89 | 163 | 750 | 7,410 | 74% |
| Fall 09 | 10,648 | 221 | 7,344 | 474 | 61 | 113 | 648 | 8,213 | 77% |
| Spr 10 | 10,466 | 574 | 6,296 | 468 | 94 | 179 | 741 | 7,611 | 73% |
| Fall 10 | 11,955 | 232 | 8,449 | 548 | 87 | 107 | 742 | 9,423 | 79% |
| Spr 11 | 11,869 | 715 | 6,473 | 542 | 87 | 177 | 806 | 7,994 | 67% |
| Fall 11 | 10,432 | 279 | 7,160 | 345 | 53 | 76 | 474 | 7,913 | 76% |
| Spr 12 | 10,609 | 668 | 6,291 | 381 | 76 | 153 | 610 | 7,569 | 71% |



TMCC NEW, FULL-TIME, DEGREE-SEEKING STUDENTS 3-YEAR OUTCOMES

Fall 2008 Cohort N=718



The End