

Data Profile 2015

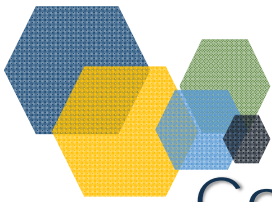
For the 2014-2015 School Year



University of Nevada, Reno

Prepared By

Education Alliance of Washoe County Data Profile Committee



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The Education Alliance of Washoe County is a community partnership that fosters educational excellence and student achievement in Washoe County through leadership, advocacy, and resource development. Education Alliance's Board of Directors has always drawn a majority of its members from businesses and the community. The P-16 Advocacy Council of the Education Alliance, formerly called the Washoe K-16 Council, is a collaboration of public education institutions, the business community, and the community at large that works to improve student achievement in K-12 and higher education in Washoe County so all students graduate and are prepared for productive careers. The P-16 includes representatives from the University of Nevada Reno (UNR), Truckee Meadows Community College (TMCC), the Washoe County School District (WCSD), businesses, and the community, resulting in a more comprehensive approach to education. In 1997, the Washoe K-16 Council initiated the Data Profile project to compile and present statistics on high school performance, college enrollment, and college success of WCSD students and to compare the results to statewide data for Nevada. The resulting publication, known as the "Data Profile", debuted in 1998. Since then, the P-16 Advocacy Council has continued to produce an annual Data Profile, expanding and modifying its contents as needed.

In addition to tracking the performance measures for each WCSD graduating class since the Class of 1997, the Data Profile has investigated and reported on key secondary and post-secondary education issues:

- In 2002, the Data Profile published a startling report on WCSD students' need for English and math remediation upon entering college;
- In 2007, the Data Profile reported on the six graduation rate formulas most commonly used throughout the United States at that time, and how they compared to the newly proposed Cohort Graduation Rate formula developed by the National Governors' Association. As part of that Data Profile initiative, WCSD became the first school district in Nevada to adopt the Cohort Graduation Rate formula, which became mandatory in 2011, under federal No Child Left Behind legislation;
- In 2011, the Data Profile reported on WCSD's entry into the burgeoning number of U.S. school districts with minority-majority populations.

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

New for 2015

The 2015 Data Profile contains new sections to develop the bridge between educational opportunities in Northern Nevada with the business community. We have expanded the traditional information on student demographics and performance to include some information from Charter and private schools.

A new initiative for the 2015 Data Profile is making the connection between educational opportunities and workforce preparation needs. This Data Profile report contains an overview of career categories used by various groups to describe the workforce as well as beginning to identify the need for various career opportunities in northern Nevada.

Additionally, in an effort to increase awareness of the multitude of support programs available to students, the 2015 Data Profile provides an overview of the remediation program, support programs available in high schools for low income/first generation students, and online educational options.

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

The electronic version of this report is available at:

<http://www.ed-alliance.org/>



Washoe County School District

425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
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Board of Trustees: Angela Taylor, President * John Mayer, Vice President * Veronica Frenkel, Clerk * Ryan Gonda
Diane Nicolet * Howard Rosenberg * Lisa Ruggerio * Traci Davis, Superintendent

June 2016

Congratulations Data Profile Committee,

Our goal at the Washoe County School District is a 90% graduation rate by the year 2020. How will we achieve this goal? By focusing on the data that will enlighten our instruction and efforts to help every child, by name and face, to graduation.

The Data Profile has been reporting information about our students as they transition up the pathway to college and career readiness since 1998 and tells an important story about our graduates. Information in the Data Profile can specifically help inform our community on the achievements and challenges facing not only Pre-Kindergarten through 12th grade educators, but our higher education partners and employers as well.

WCSD's mission is to create an education system where all students achieve academic success, develop personal and civic responsibilities, and achieve college and career-readiness for the 21st century. The stories and numbers within this report demonstrate our collective commitment to achieving our goal of *90 by 20*. Thank you to the Education Alliance and our partners, the University of Nevada Reno, Truckee Meadows Community College, for supporting this commitment.

Sincerely yours,

Traci Davis
Superintendent



Certificate No. 85433



J. Kyle Dalpe, Ph.D.
Acting President
kdalpe@tmcc.edu

June 1, 2016

Kendall Inskip
Education Alliance
P.O. Box 30425
Reno NV 89520-3425

Dear Kendall:

Truckee Meadows Community College is committed to providing viable pathways to career training, degree completion, transfer and lifelong learning to members of our diverse community. Partnerships with the Washoe County School District and University of Nevada, Reno are important and valuable to ensure all levels of education are working together. We are invested in the success of our students, many of whom started at the school district and continue on to TMCC or UNR.

Having timely, relevant and accurate data is critical for effective decision making in both K-12 and higher education, and also for decision makers outside of education. The Data Profile is an example of a P-16 partnership that serves all levels as a comprehensive resource of student success and other data for students, parents, community, legislators and others.

I am proud that TMCC participates in this important collaboration, which strengthens the partnership between TMCC, WCSD and UNR. As we continue to work more collaboratively and effectively, the entire community will continue to benefit.

Sincerely,

A handwritten signature in black ink that reads "J. Kyle Dalpe". The signature is written in a cursive, flowing style.

J. Kyle Dalpe, Ph.D.
President

Office of the President

Dandini Campus - 7000 Dandini Boulevard - Reno, Nevada 89512-3999
775-673-7025 - www.tmcc.edu
Nevada System of Higher Education - Dedicated to Equal Opportunity



University of Nevada, Reno

Marc A. Johnson

President

June 13, 2016

Executive Director
Education Alliance of Washoe County
425 East Ninth Street
Reno, NV 89512

Dear Kendall,

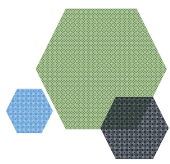
The mission of the University of Nevada, Reno encompasses learning, discovery, and engagement. As Nevada's Land Grant University, we are committed to improving the lives of Nevadans generally and to collaborating with our local partners, the Washoe County School District and Truckee Meadows Community College. The Education Alliance's Data Profile has long provided essential information to leaders in government, business, and education for planning and decision making. The 2014-2015 edition continues to document the successes of our joint enterprise, and to direct attention to the challenges faced by our community.

I thank the Data Profile Committee for their efforts in assembling this year's Data Profile, and I am delighted to have UNR contribute to this effort. I also thank WCSD and TMCC staff for their collaboration.

Sincerely,

Marc Johnson

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Graduation Rate



75%

3467 Students Graduated
Class of 2015

- ↑ 2% Increase from previous year
- ↑ 5% Higher than State of Nevada

Page 2



3 Year IPEDS Graduation Rate

32%

of WCSD Graduates
Enrolled at TMCC Awarded
Degrees Within Three Years

Entering Cohort - 2012

- ↑ Increased diversity

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4 Year Graduation Rate

23%

of WCSD Graduates
Enrolled at UNR Awarded
Degrees Within Four Years
of Initial Enrollment

Entering Cohort - 2011

Page 23

Advanced Courses



63% of 2015 WCSD
graduates completed one or more AP, IB, CTE or
Dual Credit courses.

- ↑ 5% Increase from previous year

42% of 2015 WCSD graduates passed one or more
AP, IB Exam or earned Dual Credit

- ↑ 8% Increase from previous year

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SAT/ACT Test Participation

In 2015, **50%** of all WCSD graduates took the SAT,
up from 49% in 2014.

In Spring 2015, **Universal ACT testing** was started
in the 11th grade.

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College Going Rates



Class of 2015
The overall college going rate for WCSD
graduates decreased to 61%,
compared to 64% for the class of 2014

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Where do WCSD graduates enroll?

The proportion of 2-year College and 4-year
College enrollments all over Nevada has
remained relatively steady over the years

Page 20

Alternative Pathways

Beginning Fall 2013, WCSD high school
graduates can use "Alternate Pathways" for
placement into entry-level college courses.

Page 18

College Remediation

The need for remediation in Math, English or
both for WCSD graduates at UNR, TMCC or other
NSHE Institutions was 58%, up from 56% for the
2013 Cohort

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CPI

College Preparedness Initiative (CPI) was
developed by WCSD to lower remediation rates

**(Fall 2015) Higher Math 120/126 pass rates in students who
took Math 096 during High School**

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Support Programs

Support Programs to help close the
achievement gap for underrepresented
students

*AVID * Dean's Future Scholars *Upward Bound

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Career Clusters

This Data Profile report contains an overview of
career categories used by various groups
to describe the workforce as well as baseline to
identify the need for various career
opportunities in northern Nevada.

WCSD - 39% CTE Certificate Earners

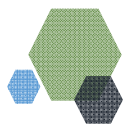
TMCC - 2355 Degrees, Certificates of
Achievement and Skills Certificates
were awarded during the 14-15 SY

UNR - 6495 students earned a Degree or
Certificate of Achievement during Fall 2015

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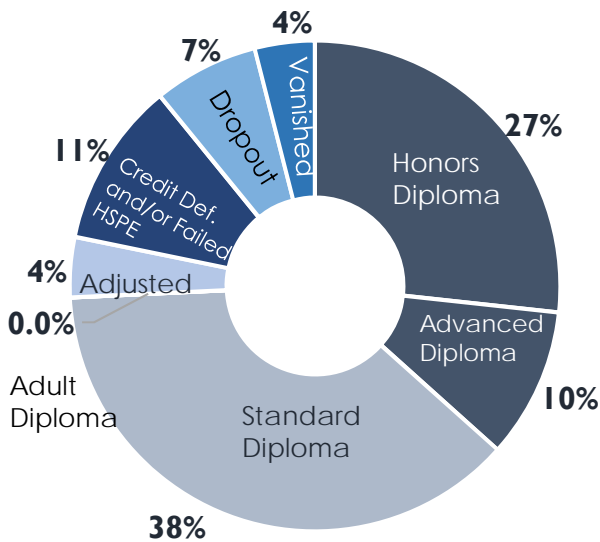
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Summary of High School Data



Graduation Rate

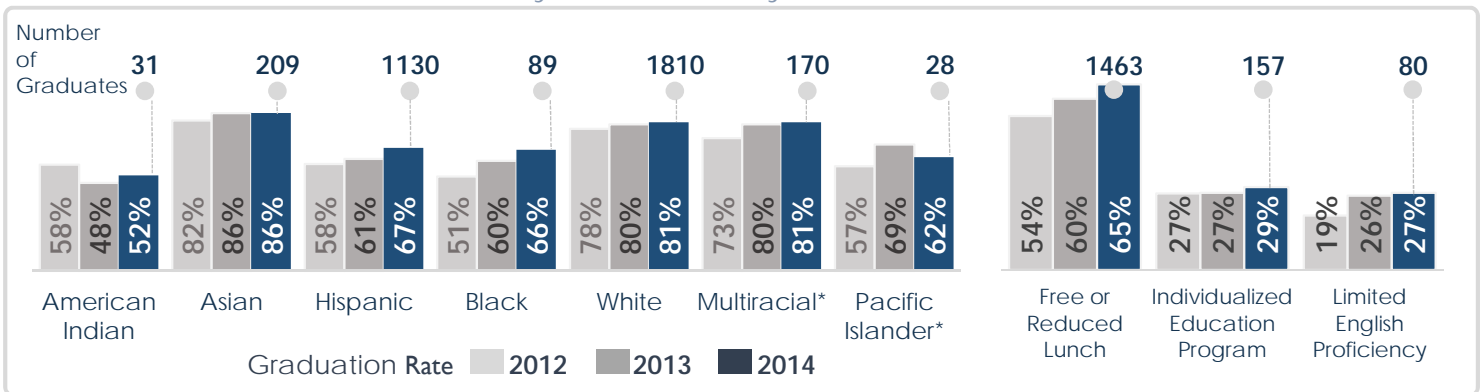
WCSD - 2015 Cohort



	2013		2014		2015	
	%	# Students	%	# Students	%	# Students
Total Graduates	70%	3321	73%	3474	75%	3467
Honors	24%	1140	26%	1249	27%	1247
Advanced	10%	476	10%	481	10%	472
Standard	35%	1668	36%	1727	38%	1735
Adult	1%	37	0%	17	0%	13
Adjusted Diploma	4%	183	4%	204	4%	169
Credit Deficient/Failed HSPE	8%	383	10%	410	11%	492
Dropout	7%	345	9%	410	7%	308
Vanished	8%	375	4%	198	4%	188
Full Cohort		5928		5812		5713
Verified Transfer Out		1182		1046		1089
Final Adjusted Cohort		4746		4766		4624

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

Cohort 4-Year Graduation Rate by Race/Ethnicity



- Adjusted diplomas** are only available for students with disabilities and are not equivalent to a regular diploma. Students who receive adjusted diplomas are counted as non-grads.
 - Certificates of Attendance**, as of 2014 certificates of attendance are no longer issued. Students who had enough credits to graduate but did not pass the High School Proficiency Exam (HSPE) are counted in the Credit Deficient/ Failed HSPE category.
 - Dropout** includes cohort members who withdrew before graduating and did not enroll in another school district, plus students who left with the intent to obtain a GED or other high school equivalency certificate.
 - Vanished** consists of cohort members who were withdrawn after an absence of 10 or more days with whereabouts unknown, plus cohort members who withdrew to another district, but no transcript request was received from the new school.
 - Verified Transfer Out** includes all cohort members for whom enrollment in another school district was verified through an official transcript request or enrollment verification.
- In 2014, the Nevada Department of Education (NDE) changed the methodology used to calculate the Cohort Graduation Rate. Previously, the NDE removed students from the cohort if they transferred to the Washoe Adult program. Now the NDE treats Washoe Adult transfers like transfers to any other WCSD school. If Washoe Adult transfers earn an adult diploma within four years of their first ninth grade enrollment, they are counted as graduates; if not, they are counted as non-grads.

The 2010 through 2013 grad rates have been recalculated using the new method. Therefore, grad rates reported here for 2010 through 2013 differ from rates published in previous editions of the Data Profile.

*2007 Data Profile Source

http://www.washoeschools.net/cms/lib08/NV01912265/Centricity/Domain/166/Data%20Profiles/DP_Class_of_2006.pdf

Charter Schools - 2015 Cohort

	Graduation Rate		
	2013	2014	2015
Coral Academy Charter School	86%	81%	79%
Academy of Career Education	72%	79%	91%

Private Schools - 2015 Cohort

	Graduation Rate		
	2013	2014	2015
Bishop Manogue	100%*	100%*	98.72%*
Sage Ridge	100%*	100%*	100%*

*Data has not been verified by NDOE but it has been verified by the school


State high school graduation requirements are defined by each state's statutes and regulations. There is significant variation between the states regarding course requirements, total credit requirements and high school proficiency exams. State assessments, which are used to measure student achievement in reading, math, and science, are designed by each state to measure the content the state has determined appropriate for that grade and subject. As a result, both the content on the tests and achievement standards students must meet to be considered "proficient" vary widely across states, so proficiency rates should not be compared across states. Many states have also changed their standards and assessments at some point in the process of measuring their students, so it is often not possible to create a trend line that looks at changes in achievement across years, since a change could actually reflect a change in the assessment.

Source: www.eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/5320/

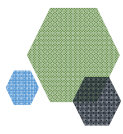
Graduation Rate by State and District- 2014 Cohort

Iowa	91%	Delaware	87%	North Carolina	84%	New York	78%
Nebraska	90%	Arkansas	87%	Utah	84%	Mississippi	78%
New Jersey	89%	Maine	87%	South Dakota	83%	Colorado	77%
Wisconsin	89%	Maryland	86%	Hawaii	82%	Florida	76%
Texas	88%	Alabama	86%	Ohio	82%	Arizona	76%
New Hampshire	88%	Massachusetts	86%	Minnesota	81%	Louisiana	75%
Indiana	88%	Illinois	86%	California	81%	Georgia	73%
Vermont	88%	Kansas	86%	Rhode Island	81%	Oregon	72%
Missouri	87%	Pennsylvania	86%	South Carolina	80%	Alaska	71%
Tennessee	87%	Montana	85%	Michigan	79%	NEVADA	70%
North Dakota	87%	Virginia	85%	Wyoming	79%	New Mexico	69%
Connecticut	87%	West Virginia	85%	Washington	78%	D.C.	61%

4 Year Adjusted Cohort Graduation Rate by District

 <p>WCSD 75%</p>	Carson City	74 %	Mineral	89 %
	Churchill	67 %	Nye	69 %
	Clark	72 %	Pershing	83 %
	Douglas	91 %	State Charters	46 %
	Elko	80 %	Storey	80 %
	Eureka	100 %	University Schools*	100 %
	Humboldt	83 %	Washoe	75 %
	Lander	75 %	White Pine	81 %
	Lyon	73 %		

* Davidson Academy



SAT

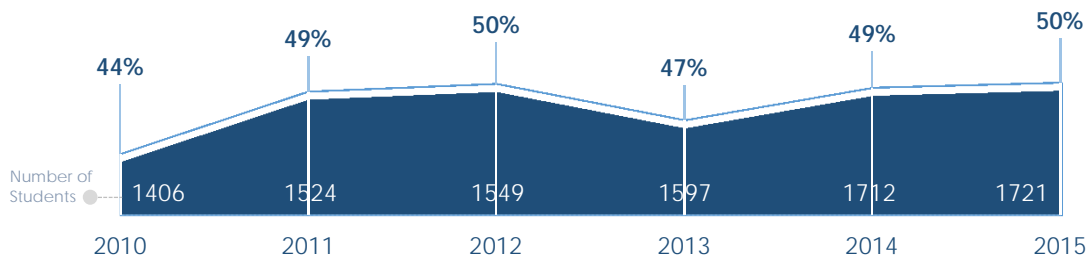
Many factors can contribute to fluctuations in SAT school participation levels and mean scores, including efforts to foster a college-going culture, the academic preparedness of test-takers and changes in student self-reported information during SAT registration.

Increases or decreases in the percentage of students providing their high school's unique code can influence year-over-year differences in school participation and mean scores. A decline in the number of students providing their high school's unique code among the classes of 2009 and 2010 resulted in a decline in reported public school participation in many states for those years.

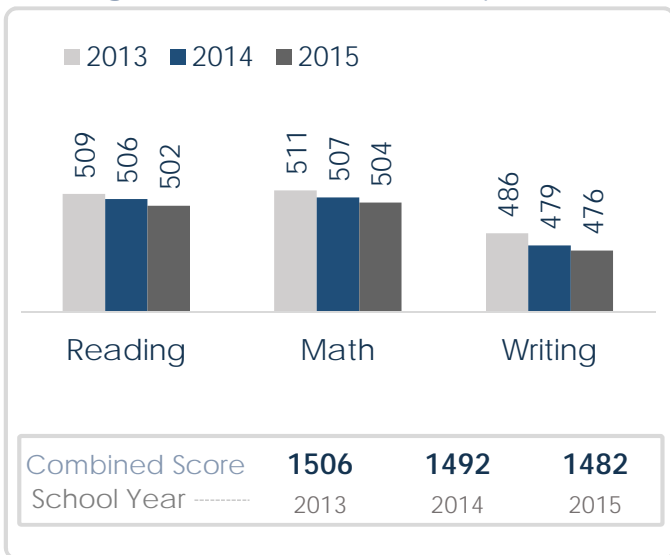
The College Board carefully monitors changes in student data and has enhanced the registration process to require students to report their school affiliation. As a result, the percentage of students reported by school type in the classes of 2011 through 2015 has increased. As with any data, fluctuations from year to year should be interpreted with appropriate consideration.

Source: District Integrated Summary 2014-2015

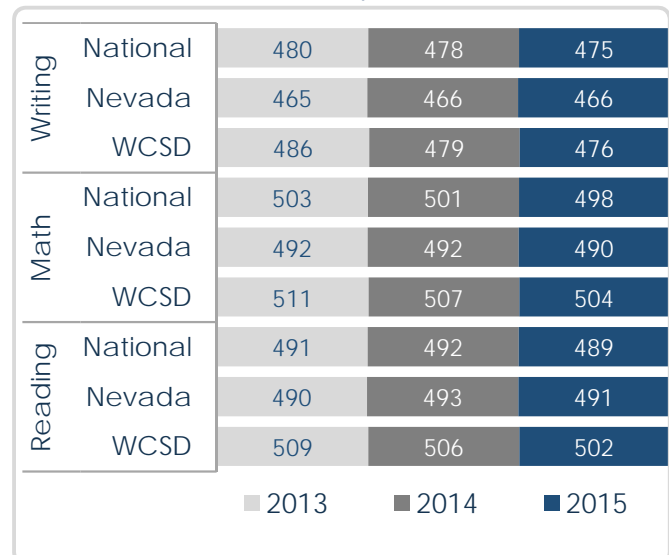
Percent of Graduates Taking the SAT



Average Scores for WCSD Participants



State and National Comparison



ACT

All juniors must take Nevada's College and Career Readiness (CCR) assessment. However, only participation in the assessment is required. For school year 2015-16, the State Board of Education chose the ACT as Nevada's CCR assessment. A student's ACT scores will not be used to determine graduation eligibility, but they can be submitted with college applications.

Nevada juniors will take the ACT Plus Writing, which consists of a 30-minute writing test and 215 multiple-choice questions in four subject areas: English, mathematics, reading and science. The test will be administered at the student's school during the regular school day.

All Nevada juniors will take the ACT free of charge. This gives all Nevada students the opportunity to take a nationally recognized college admissions exam.

Why is this requirement important?

Studies show that students who take the ACT are more likely to apply to and attend college. Parents and guardians can look at a student's ACT results and work together to determine the best college and career paths.

Source: www.doe.nv.gov

ACT Benchmarks*

English Composition

- * Score Range: 13-36
- * The benchmark for college and career readiness: 18
- * Topic development in terms of purpose and focus
- * Organization, unity, and cohesion
- * Knowledge of language
- * Sentence structure and formation
- * Usage conventions
- * Punctuation conventions

Reading

- * Score Range: 13-36
- * The benchmark for college and career readiness: 22
- * Close reading
- * Central ideas, themes, and summaries
- * Relationships
- * Word meanings and word choice
- * Text structure
- * Purpose and point of view
- * Arguments
- * Multiple texts

Mathematics

- * Score Range: 13-36
- * The benchmark for college and career readiness: 22
- * Number and quantity
- * Algebra
- * Functions
- * Geometry
- * Statistics and probability

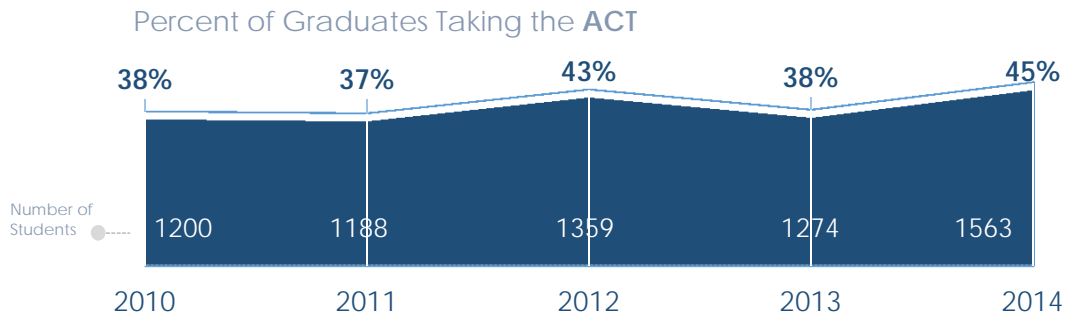
Science

- * Score Range: 13-36
- * The benchmark for college and career readiness: 23
- * Interpretation of data
- * Scientific investigation
- * Evaluation of models, inferences, and experimental results
- * ACT CCR's are measured in rich and authentic contexts based on science content that students encounter in the following science courses: Life Science, Biology, Physical Science, Chemistry, Physics,

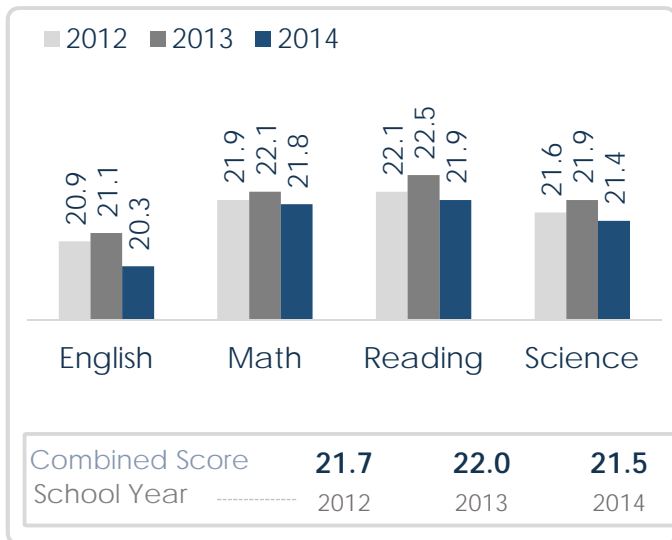
Detailed information on the scoring rubric can be found at: www.act.org/standard/

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

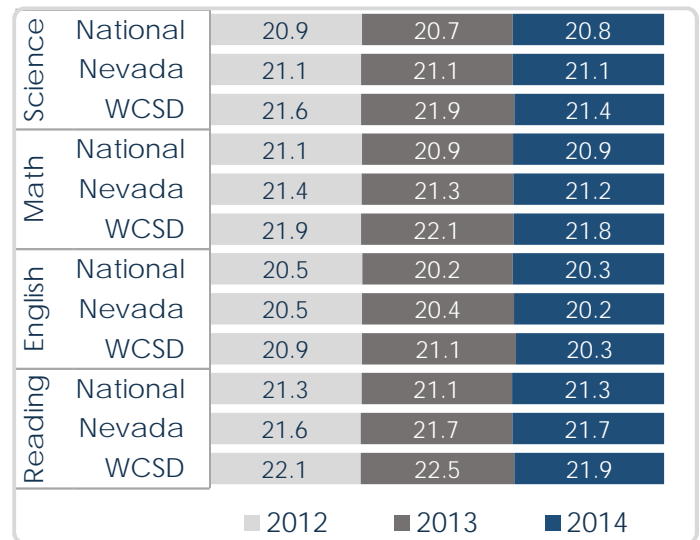
ACT Historical Data - 2012 to 2014 Cohort



Average Scores



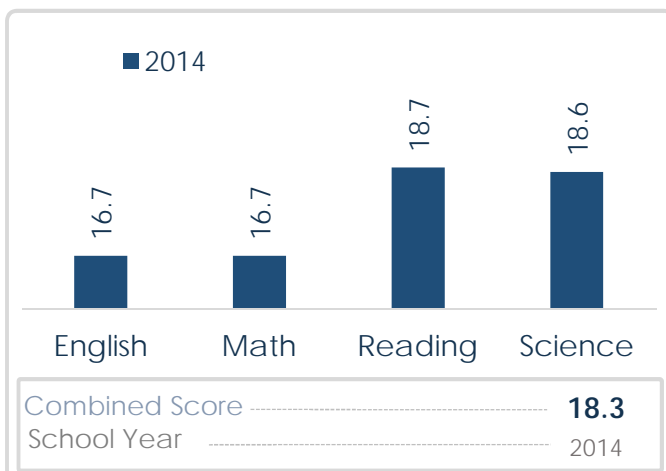
State and National Comparison



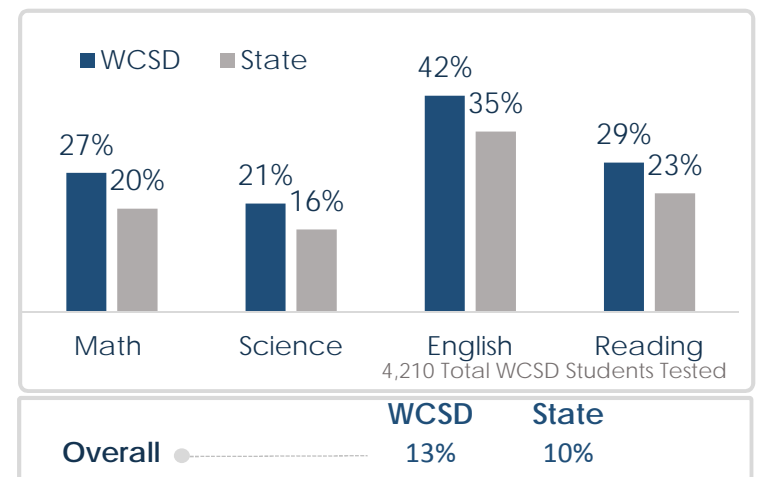
Grade 11 Universal ACT- 2014-2015

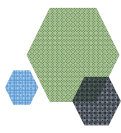
The Grade 11 Universal ACT scores will be expected to be significantly lower than scores reported in the past because the past scores were primarily of 12th grade students who selected to take the test for college entrance and therefore were an older, self-selected college-going group of students.

Average Scores



Percent of Students Meeting ACT Career/College Ready Benchmarks





WCS D

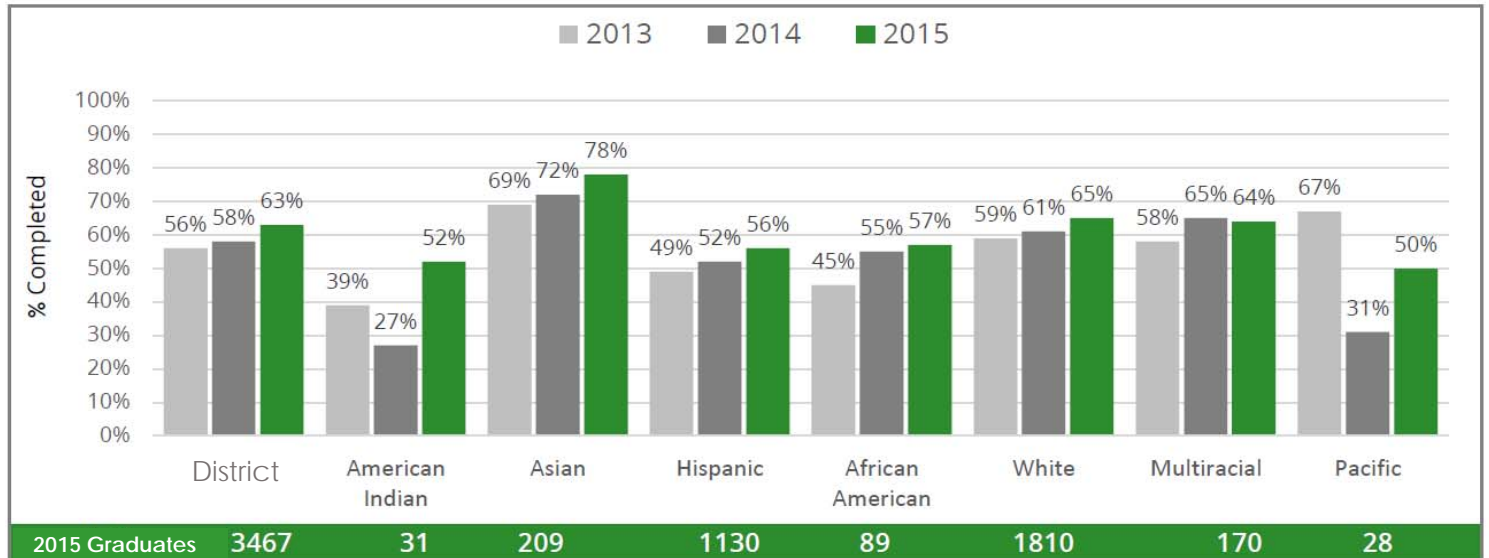
12th Grade Advanced Placement/International Baccalaureate/Career and Technical Education/Dual Credit

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

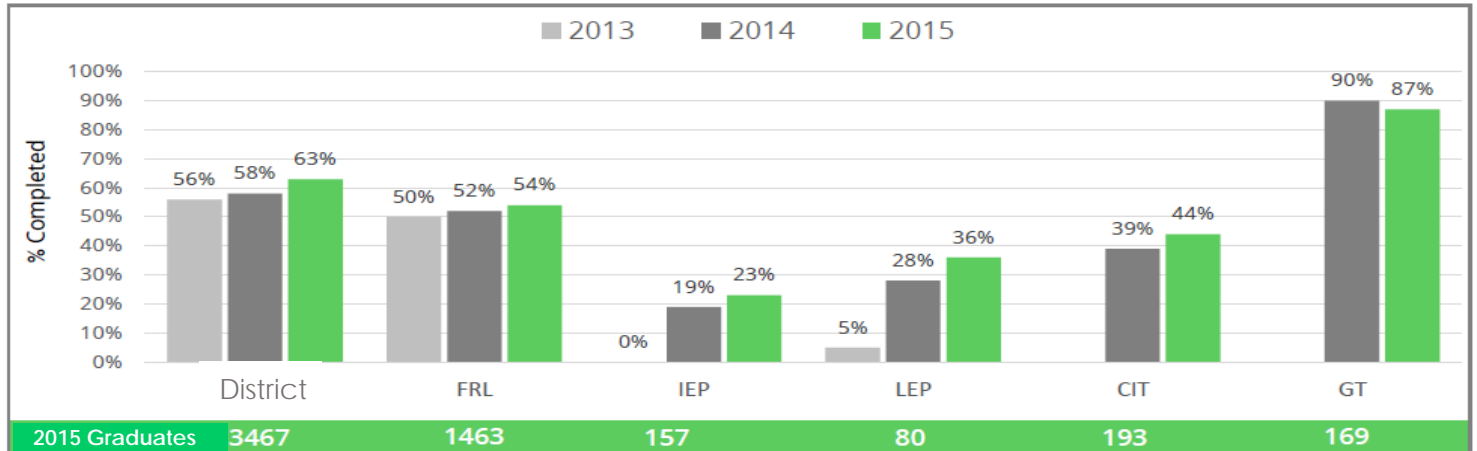
Completion

Percent of students who completed at least one AP, IB, or Dual Credit course with a C or better, or CTE course with a B or better by graduation. The denominator is the number of 2014-2015 graduates.

Graduate AP/IB/CTE/Dual Credit Completion by Race/Ethnicity



Graduate AP/IB/CTE/Dual Credit Completion by Special Program



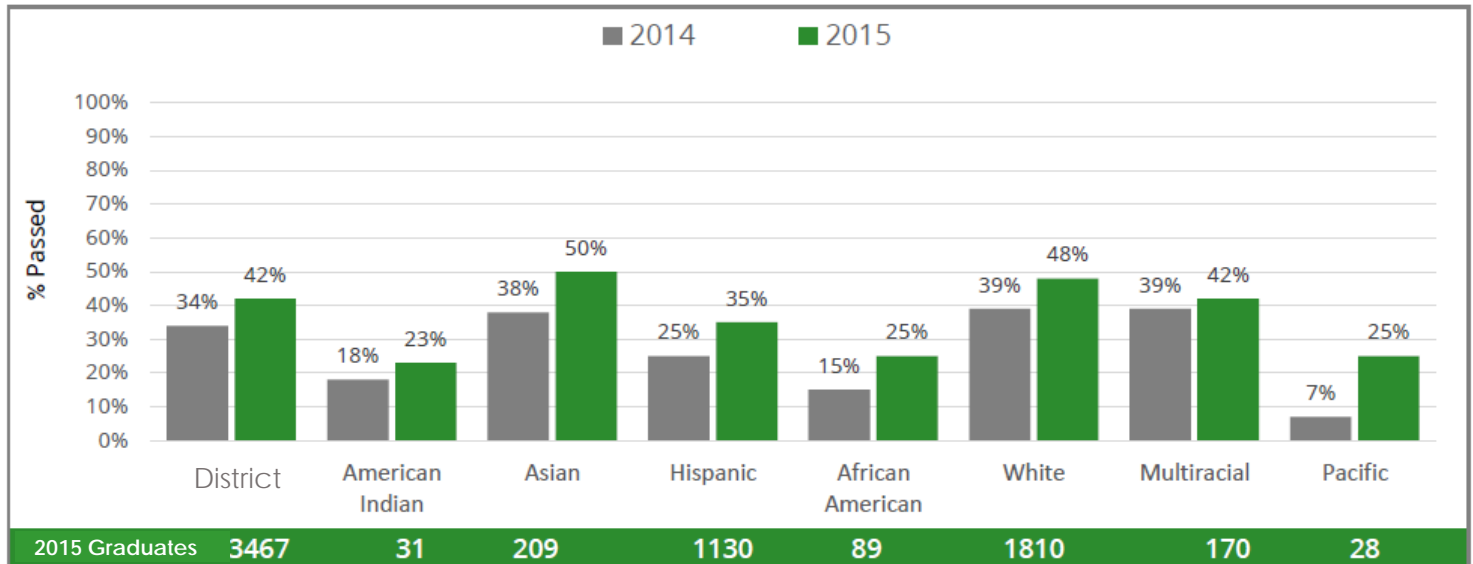
Please refer to the glossary section regarding acronyms and terminology

WCSD - 12th Grade AP/IB

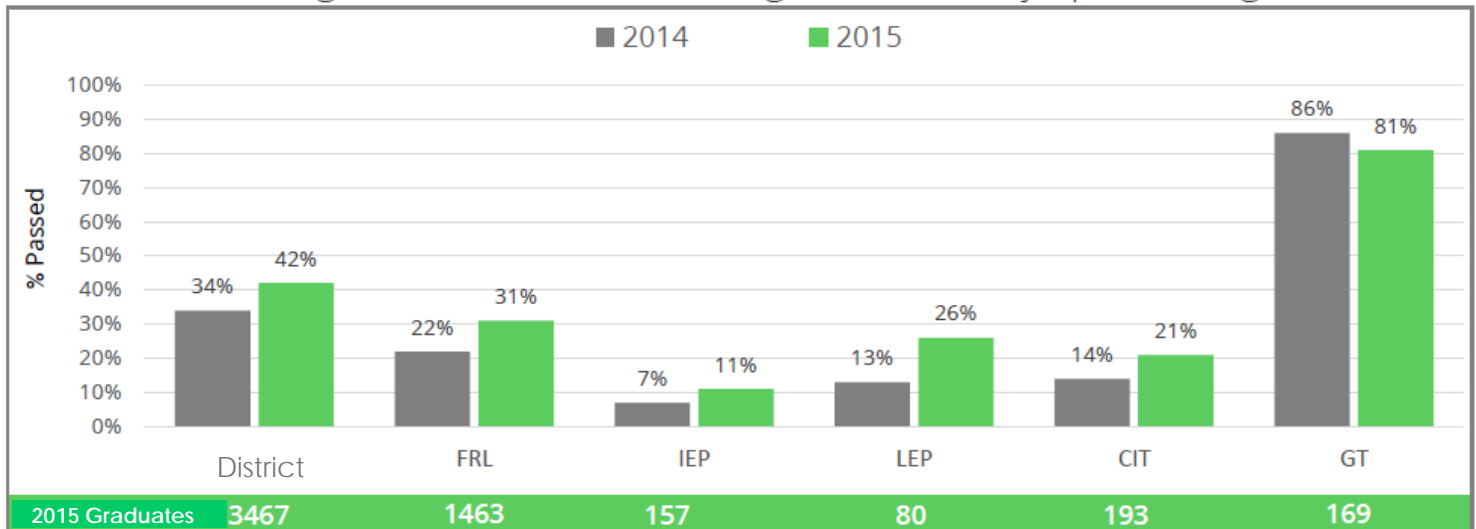
Performance

Percent of graduates who passed at least one AP or IB exam or Earned Dual Credit in a Dual Credit Course by graduation. The denominator is the number of 2014-2015 graduates.

Graduates Passing an AP/IB Exam or Earning Dual Credit by Race/Ethnicity



Graduates Passing an AP/IB Exam or Earning Dual Credit by Special Program



Career & Technical Education (CTE)

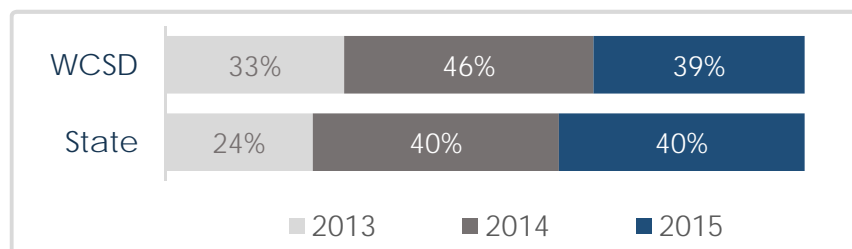
Program of Study Sequence

Level 1 (L1)	●	1st Year	Introductory
Level 2 (L2)	●	2nd Year	Intermediate
Level 3 (L3)	●	3rd Year	Advanced - State Test
Advanced Studies (AS)	●	3rd or 4th Year	Special Projects
Work Experience (WE)	●	3rd or 4th Year	Internship

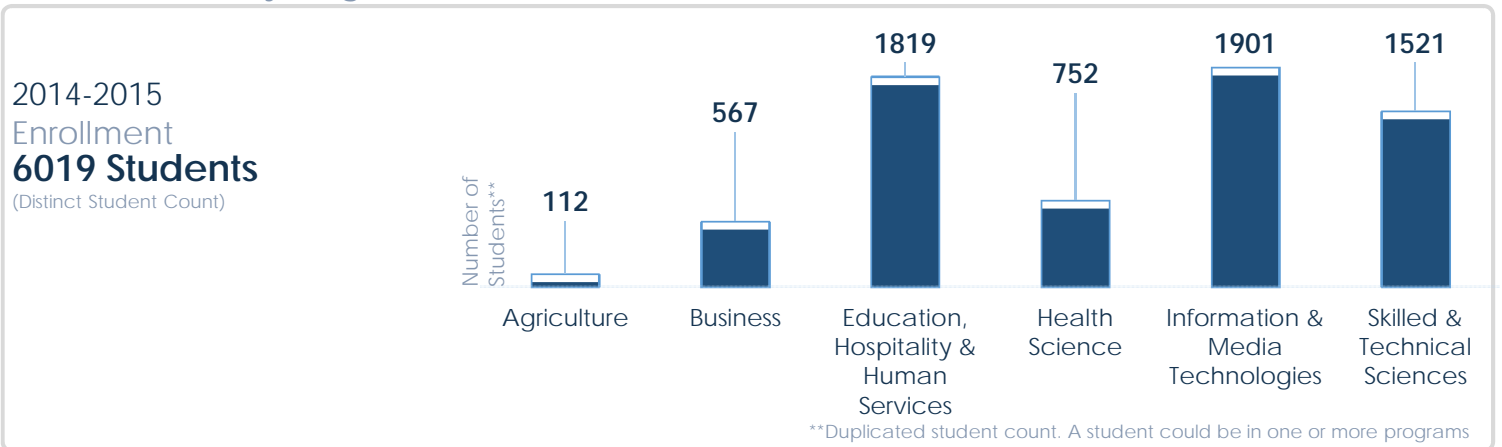
What is CTE?

Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, or an individual.

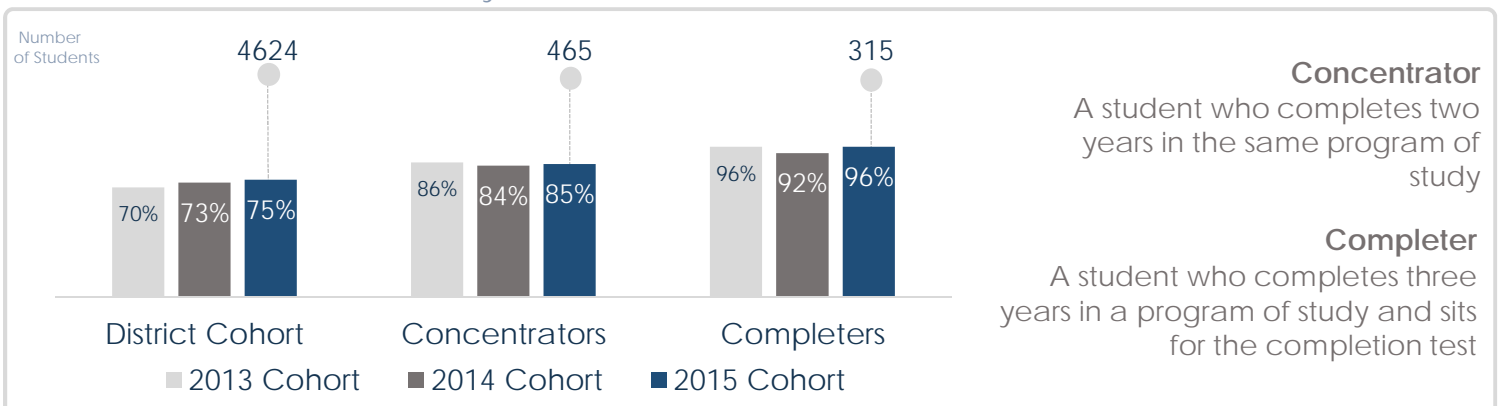
CTE Certificates Earners



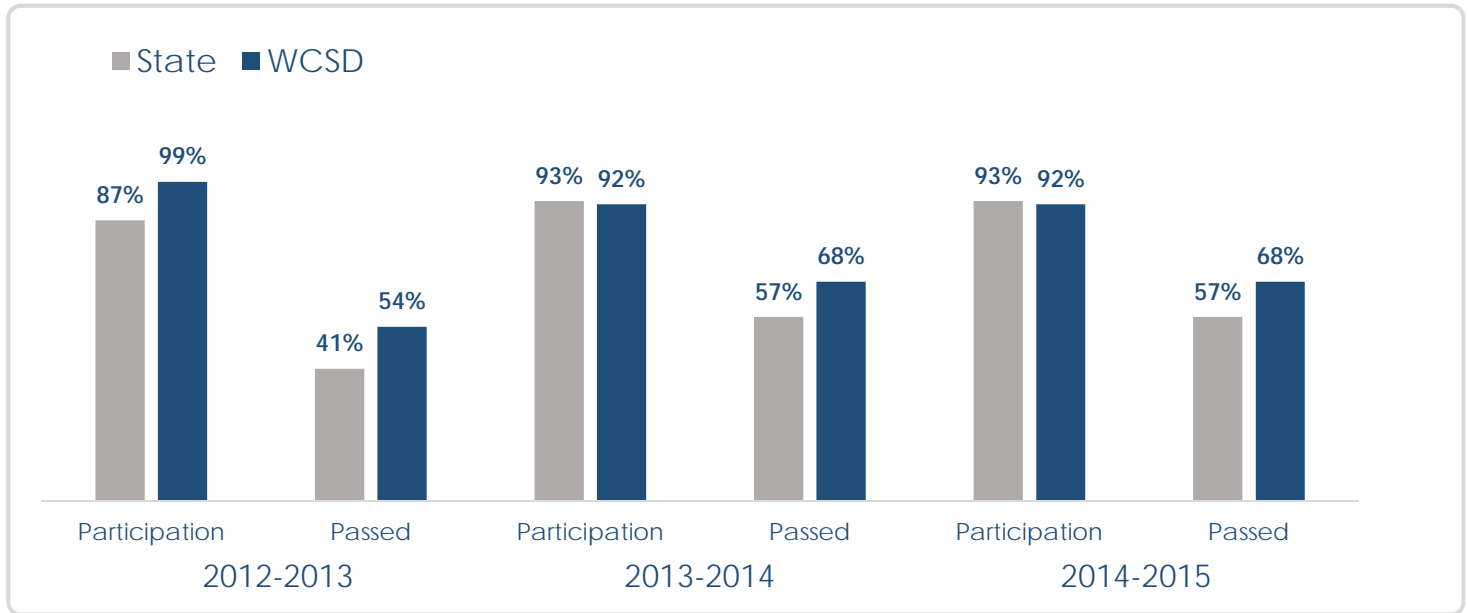
CTE Enrollment by Program



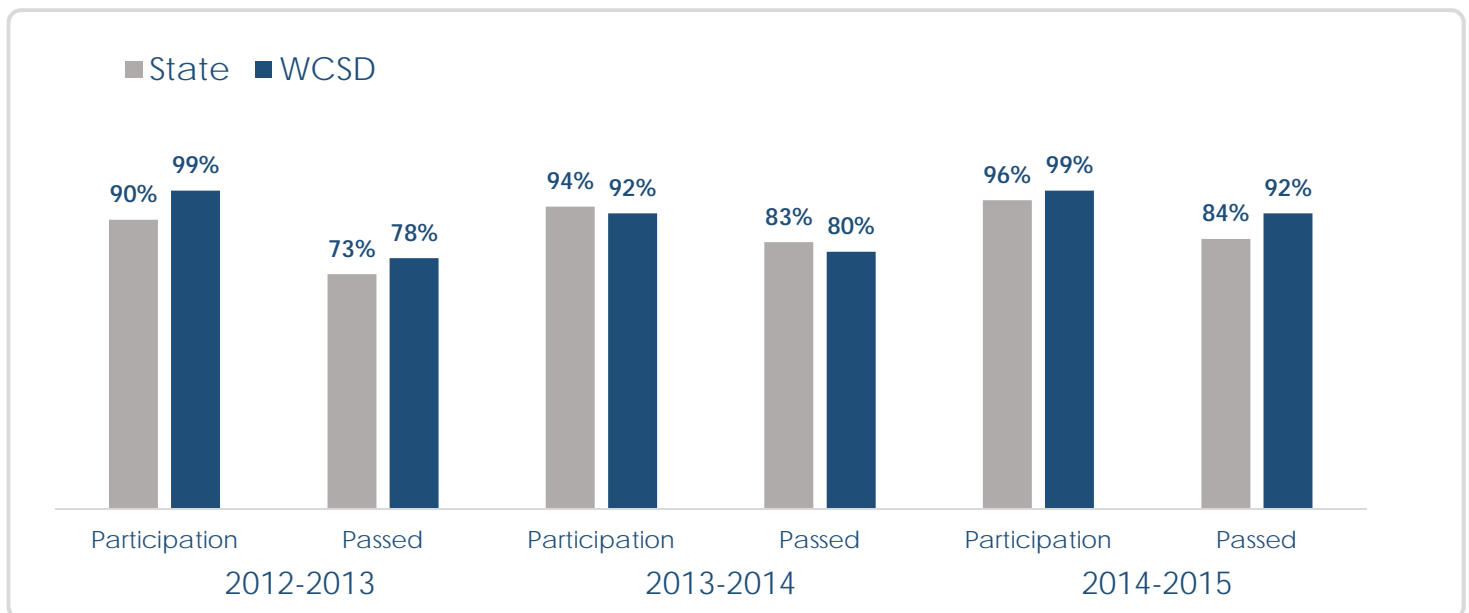
CTE Cohort Graduation Rate by Year

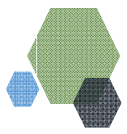


CTE End- of- Program Technical Assessment Data



CTE Workplace Readiness Skills Assessment Data





Support Programs

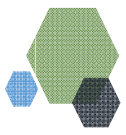
First-generation college students are generally defined as students where neither parent has earned a bachelor's degree. These students commonly experience a variety of barriers throughout their educational careers, especially those who come from low-income households. Strong collaborations between school districts and support programs are necessary in order to improve high school graduation rates and college access.

In WCSD, there are a variety of support programs that help close the achievement gap for underrepresented students and while each program has its own unique approach to supporting students, they all have made a big difference in changing the educational trajectory of hundreds of Northern Nevada families. These support programs utilize best practices such as academic advising/counseling, mentoring, tutoring, career exploration, financial literacy, parent engagement, college visits, and assistance with college matriculation and financial aid to generate successful student outcomes.

AVID Selection Criteria	Grades Served	Location	Funding
<ul style="list-style-type: none"> * Students are recommended by Sparks and Dilworth Middle Schools counselors * First-generation college student * Low-Income (<i>qualifies for free and reduced lunch</i>) * Or special circumstances 	9th - 12th	Sparks High School	<ul style="list-style-type: none"> *WCSD *Grants *Private Donors
Current Students Served	HS Seniors 2015 Cohort	Graduation Rate 2015 Cohort	College Enrollment 2015 Cohort
225	31	92%	90%

Dean's Future Scholars Selection Criteria	Grades Served	Location	Funding
<ul style="list-style-type: none"> * Students recommended by 18 Title I elementary schools in WCSD * First-generation college students * Low-income (qualify for free and reduced lunch) 	6th - College	30 different WCSD schools and UNR	<ul style="list-style-type: none"> *WCSD *UNR *Grants *Private Donors
Current Students Served	HS Seniors 2015 Cohort	Graduation Rate 2015 Cohort	College Enrollment 2015 Cohort
362	54	92%	65%

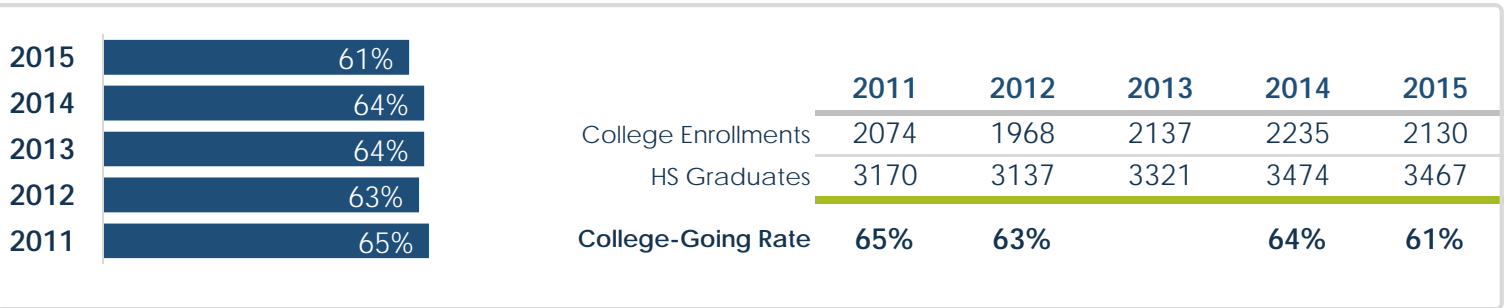
Upward Bound Selection Criteria	Grades Served	Location	Funding
<ul style="list-style-type: none"> * Income-qualified (based on US Department of Education Federal TRiO Guidelines) * First-generation college students * U.S. citizen, naturalized, or permanent resident * Between the ages of 14-18 years of age * Attending one of six target high schools in Washoe or Lyon counties 	9th - 12th	<ul style="list-style-type: none"> * Hug HS * North Vales HS * Sparks HS * Spanish Springs HS * Fernley HS * Silver Stage HS 	*Federal grants
Current Students Served	HS Seniors 2015 Cohort	Graduation Rate 2015 Cohort	College Enrollment 2015 Cohort
186	58	100%	86%



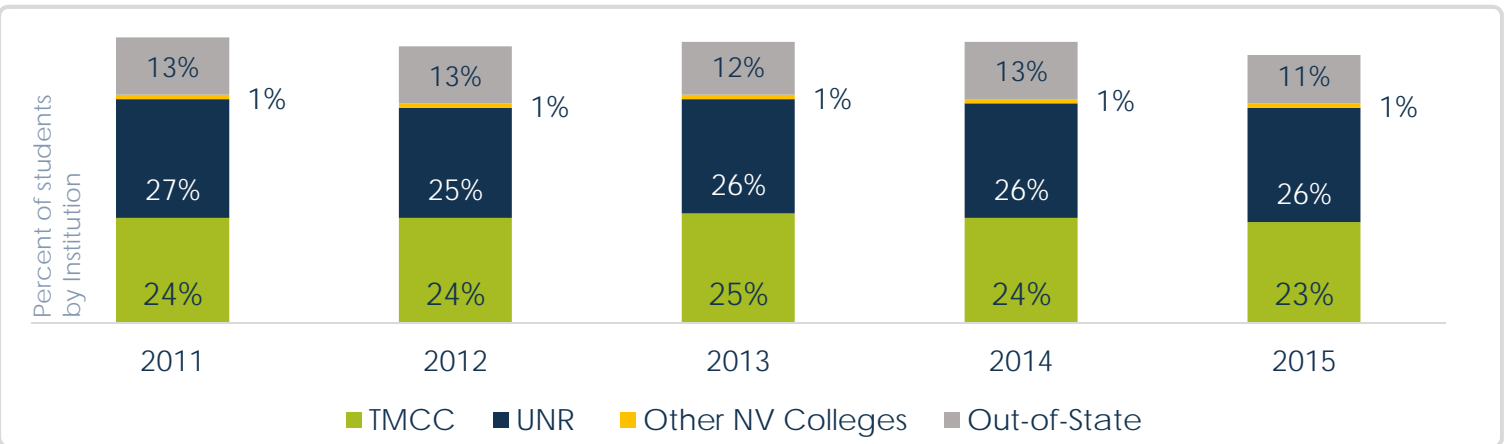
College Going Rates

WCSD - 2015 Cohort

WCSD College Going Rates

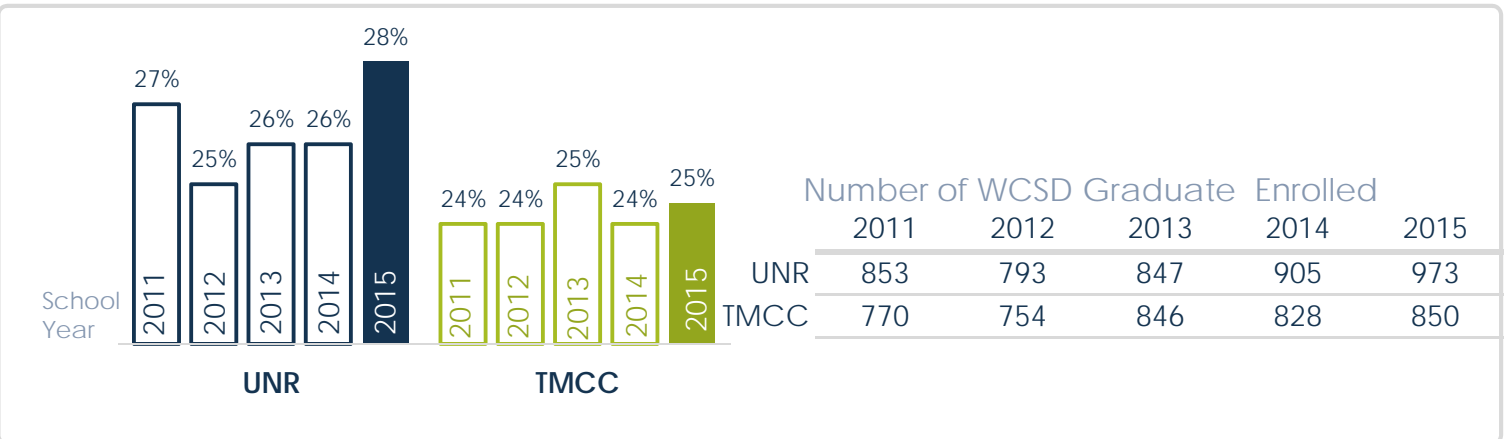


WCSD College Going Enrollment



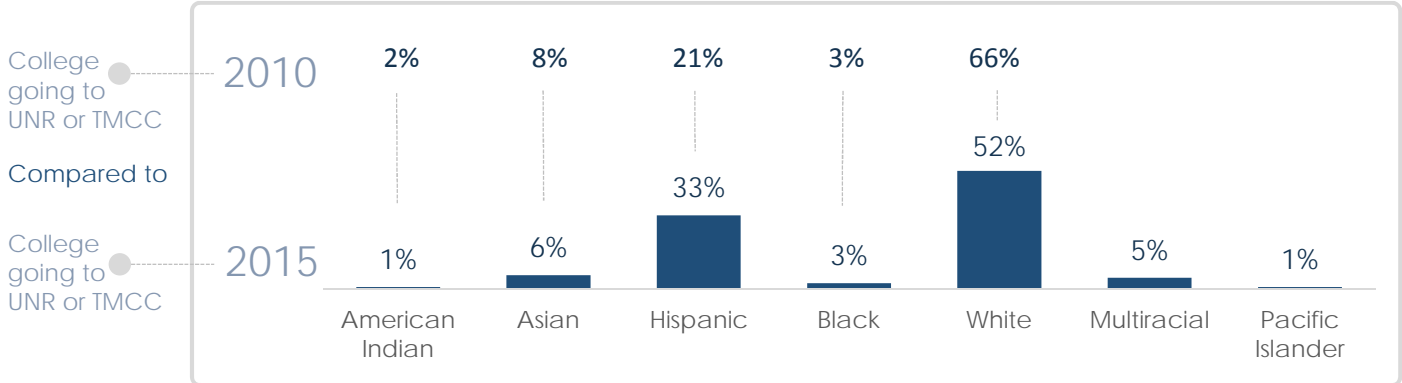
Source: www.bls.gov

Capture Rates - WCSD Graduates Attending UNR or TMCC

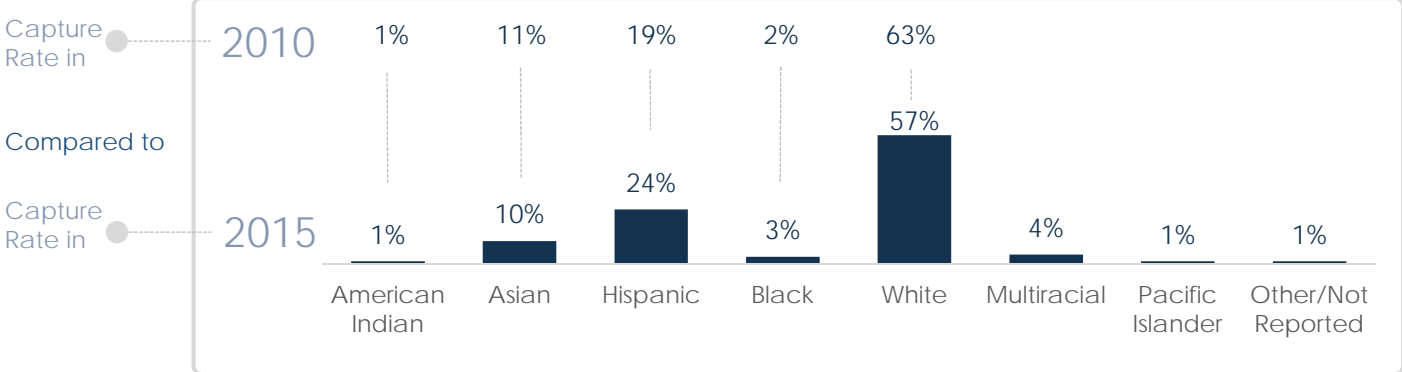


Capture Rates - Racial/Ethnic Composition

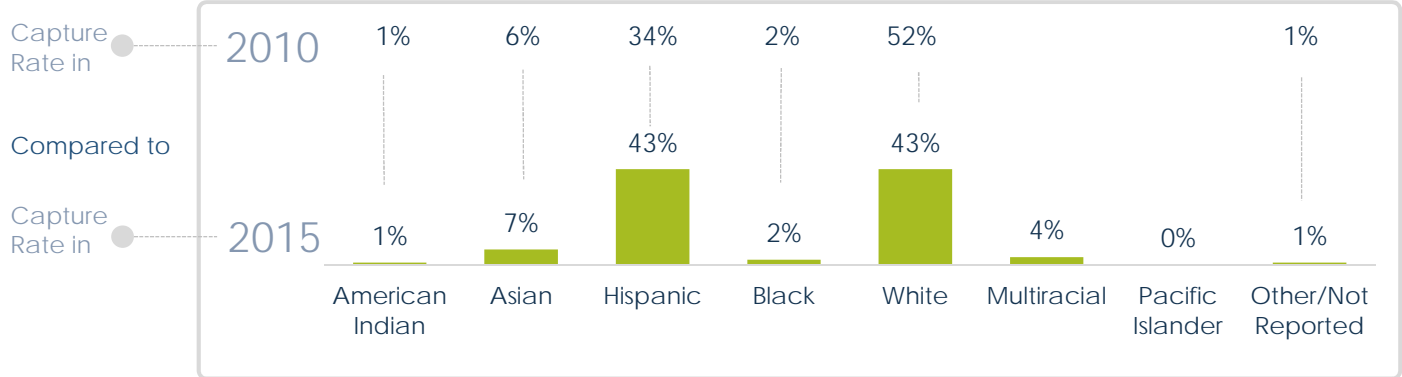
WCSD WCSD Graduates Attending UNR or TMCC



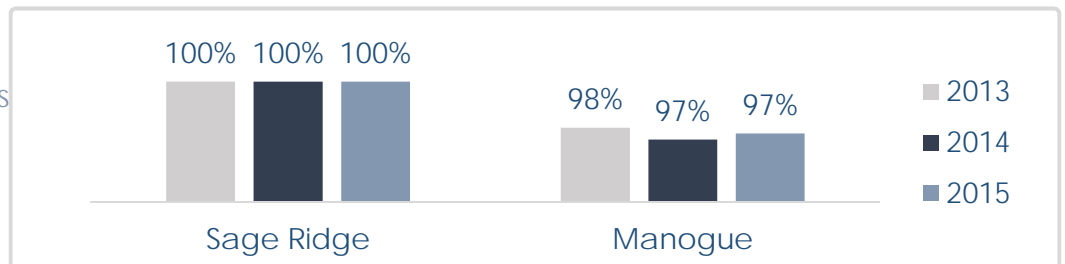
UNR



TMCC



College - going rates for private schools*



* Schools who agreed to participate in this years data profile. Data has not been verified by NDOE but it has been verified by the school

Average ACT Scores- First-Time Freshmen Attending UNR

ACT Mathematics	2011	2012	2013	2014	2015	Percent Change 2011 - 2015
WCSD Grads	23.1	23.2	22.9	23.4	23.6	0.5
Nevada Grads	23	23.4	23.6	23.2	23.6	0.6
Out of State Grads	22.9	23.9	23.8	23.8	23.6	0.7
All	23	23.4	23.5	23.5	23.6	0.6

ACT English	2011	2012	2013	2014	2015	Percent Change 2011 - 2015
WCSD Grads	21.9	22.5	21.8	22	22.6	0.7
Nevada Grads	22.7	22.8	22.9	22.8	23	0.3
Out of State Grads	22.2	23.1	23.2	23.2	23.4	1.2
All	22.3	22.8	22.7	22.7	23.1	0.8

ACT Composite	2011	2012	2013	2014	2015	Percent Change 2011 - 2015
WCSD Grads	22.7	23.1	22.7	22.7	23.4	0.7
Nevada Grads	23.1	23.3	23.6	23.4	23.6	0.5
Out of State Grads	22.6	23.6	23.7	23.8	23.7	1.1
All	22.9	23.3	23.4	23.4	23.7	0.8

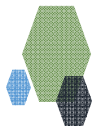
NSHE minimum score for placement into credit bearing college level courses*

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

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

*For a complete NSHE report on remediation, see:

https://www.nevada.edu/ir/Documents/Remedial_Enrollment/NSHE_Remedial_Reports/2014_15_Remedial_Placement_and_Enrollment_Report.pdf



Remedial Placement and Enrollment

Brief Summary of Nevada System of Higher Education (NSHE) Methods for Determining Remediation Need

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

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

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

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

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

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

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

For a complete NSHE report on remediation, see:

https://www.nevada.edu/ir/Documents/Remedial_Enrollment/NSHE_Remedial_Reports/2014_15_Remedial_Placement_and_Enrollment_Report.pdf

2014 High School Graduates Enrolled in NSHE Institutions *

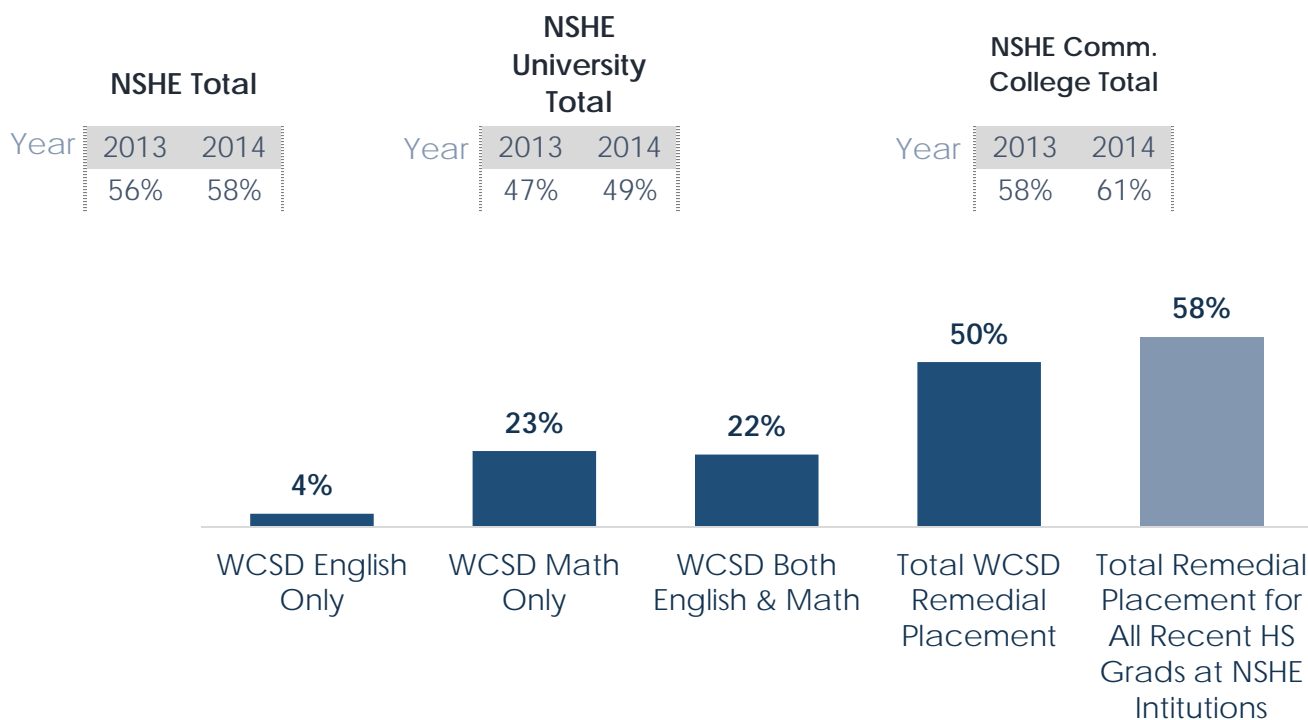
All higher education degree programs require quantitative and language skills at a more advanced level than typically provided by high school programs. Some students who are otherwise prepared for college may need to improve their mathematics or English skills to the high school level so that they can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

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

Percent of All Recent HS Grads Placed in Remediation

Year	UNLV		UNR		NSC		CSN		GBC		TMCC		WNC	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	57%	58%	34%	33%	81%	81%	53%	60%	54%	68%	77%	68%	52%	57%

Remedial Need: WCSD 2014 Graduates Enrolled at NSHE Institutions



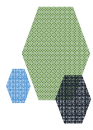
*Reporting data in this section is always one year behind

Source: www.nevada.edu/ir/Documents/Remedial_Enrollment/NSHE_Remedial_Reports/2014_15_Remedial_Placement_and_Enrollment_Report.pdf

Other available NSHE Remediation Reports

* **Highest Math:** https://www.nevada.edu/ir/Page.php?p=hs_cont&sel=hi_math

* **Diploma Type:** https://www.nevada.edu/ir/Page.php?p=hs_cont&sel=dip_type



College Preparedness Initiative

In 2011, upper administration officials from UNR, TMCC, and WCSD gathered and brought together mathematics and English faculty to discuss the high rates of remediation among WCSD graduate students, and began a discussion of ideas on how to lower the remediation rate. By 2013, a model (known as the College Preparedness Initiative or CPI) was developed by which WCSD teachers teach the exact same content in NSHE Math 95 and Math 96 courses to high school seniors who have been identified as not yet meeting the benchmarks for college readiness. These teachers are trained and supervised by UNR faculty, using the same curriculum and materials and the same grading method. (A similar program to offer remedial English content under the supervision of TMCC English faculty was also part of the CPI initially, but has been discontinued.)

Students who reach 75% overall score on the assessments provided by the UNR faculty in the Math 96-aligned WCSD courses are granted admission into gateway baccalaureate-credit-bearing courses at UNR or TMCC without further need for placement testing, and students who reach that level in Math 95-aligned courses are granted admission into Math 96 courses at either institution.

The WCSD courses offered through the CPI are paid for by the school district, and offered at no cost to the students (saving up the student many hundreds of dollars over taking these courses at TMCC or UNR). The courses count for high school credit (and count towards the math requirements for Millennium Scholarship eligibility at NSHE institutions), and are part of the normal student schedule.

Furthermore, a 3-institution Memo of Understanding allows for all data regarding placement of the students into the CPI courses, performance in the CPI courses, and subsequent placement and performance in first year mathematics courses to be shared between the institutions, for continuing assessment and improvement of the program.

WCSD Students Enrolled in Math 120 or 126 at TMCC and UNR via the College Preparedness Initiative vs. All Others who meet the College Math Pre-Requisite with successful completion of Math 096

TMCC	Pre-Requisite for MATH 120 / 126	Fall 2015 Cohort MATH 120			Fall 2015 Cohort MATH 126			Fall 2015 Cohort Either MATH 120 or 126		
		#enrolled	# Passed	Pass Rate	#enrolled	# Passed	Pass Rate	#enrolled	# Passed	Pass Rate
		MATH 096 WCSD Content Course	9	7	78%	32	23	72%	41	30
MATH 096 at TMCC After High School Graduation	123	92	75%	661	356	54%	784	448	57%	

UNR	Pre-Requisite for MATH 120 / 126	Fall 2015 Cohort MATH 120			Fall 2015 Cohort MATH 126			Fall 2015 Cohort Either MATH 120 or 126		
		#enrolled	#Passed	Pass Rate	#enrolled	#Passed	Pass Rate	#enrolled	#Passed	Pass Rate
		MATH 096 WCSD Content Course	2	2	100%	29	27	93%	31	29
MATH 096 at UNR After High School Graduation	144	109	76%	482	393	82%	626	502	80%	

Beginning Fall 2013, WCSD high school graduates can use "Alternate Pathways" for placement into entry-level college courses. Alternate Pathways allows students to enroll in college Math and English in lieu of qualifying test scores. It is open to students who graduate from a WCSD high school in Spring with a 3.0 GPA or better (and in addition get a grade of B or better in Intermediate Algebra for the math pathway) and who enroll at TMCC in the first summer or fall following their graduation. The data in the tables below represents the first English or math course taken at TMCC following graduation from high school.

"All Other WCSD recent graduates" are students who graduate from WCSD high schools in Spring who did not qualify for entry level math and/or English via Alternative Pathways, and so have qualified in some other way such as test scores. The data in the tables below represents the first English or math course taken at TMCC following graduation from high school.

"All Students enrolled in the course" includes students who are not necessarily recent high school grads, and who may have gone through a sequence of remedial instruction prior to enrolling in college English or math.

English

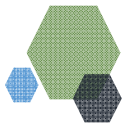
	Fall 2014			Fall 2015		
	# Enrolled	# Retained	% Retained	# Enrolled	# Retained	% Retained
ENG 101	216	195	90%	182	164	90%
ENG 102	7	7	100%	13	13	100%

	Fall 2014			Fall 2015		
	Alternative Pathways	All other WCSD Recent Grads	All Students Enrolled in Course	Alternative Pathways	All other WCSD Recent Grads	All Students Enrolled in Course
ENG 101	90%	68%	78%	90%	72%	76%
ENG 102	100%	80%	77%	100%	82%	75%

Mathematics

	Fall 2014			Fall 2015		
	# Enrolled	# Retained	% Retained	# Enrolled	# Retained	% Retained
MATH 120	13	13	100%	8	7	88%
MATH 126	75	55	73%	85	67	79%

	Fall 2014			Fall 2015		
	Alternative Pathways	All other WCSD Recent Grads	All Students Enrolled in Course	Alternative Pathways	All other WCSD Recent Grads	All Students Enrolled in Course
MATH 120	100%	70%	74%	88%	73%	77%
MATH 126	73%	62%	66%	79%	61%	59%

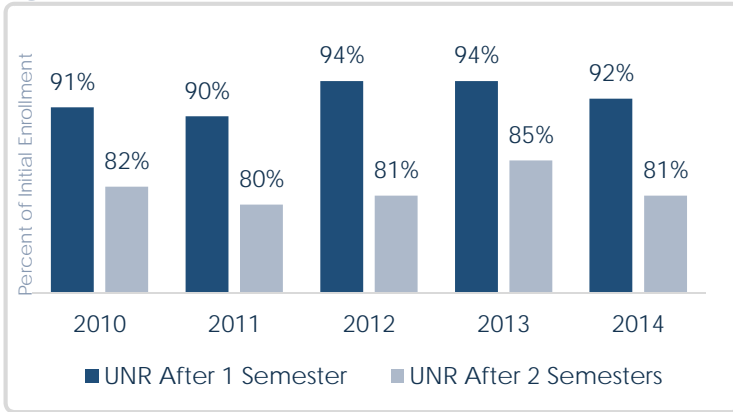


Persistence Rates

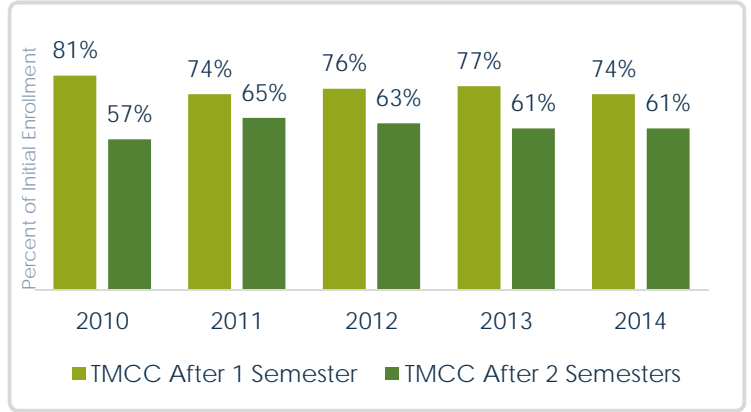
WCSD Graduates - Attending UNR or TMCC

Percent Returning After One and Two Semesters

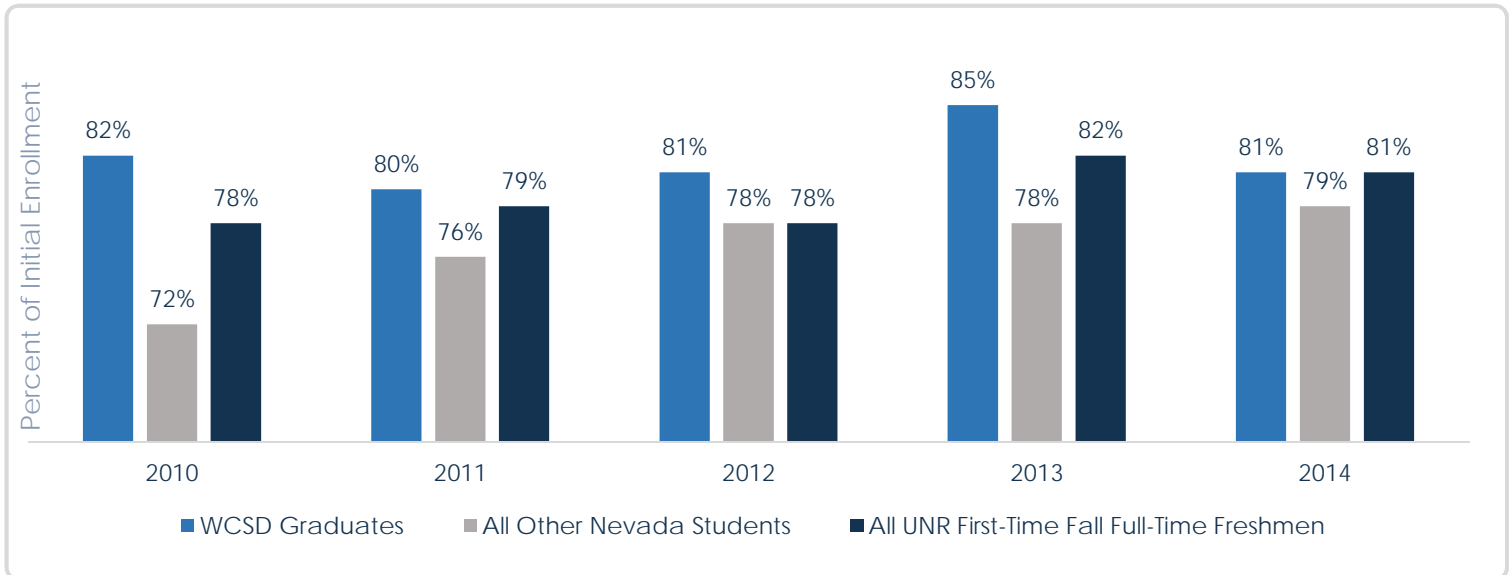
UNR



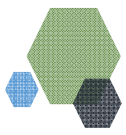
TMCC



UNR Persistence Comparisons: Percent Returning After Two Semesters



*Reporting data in this section is always one year behind

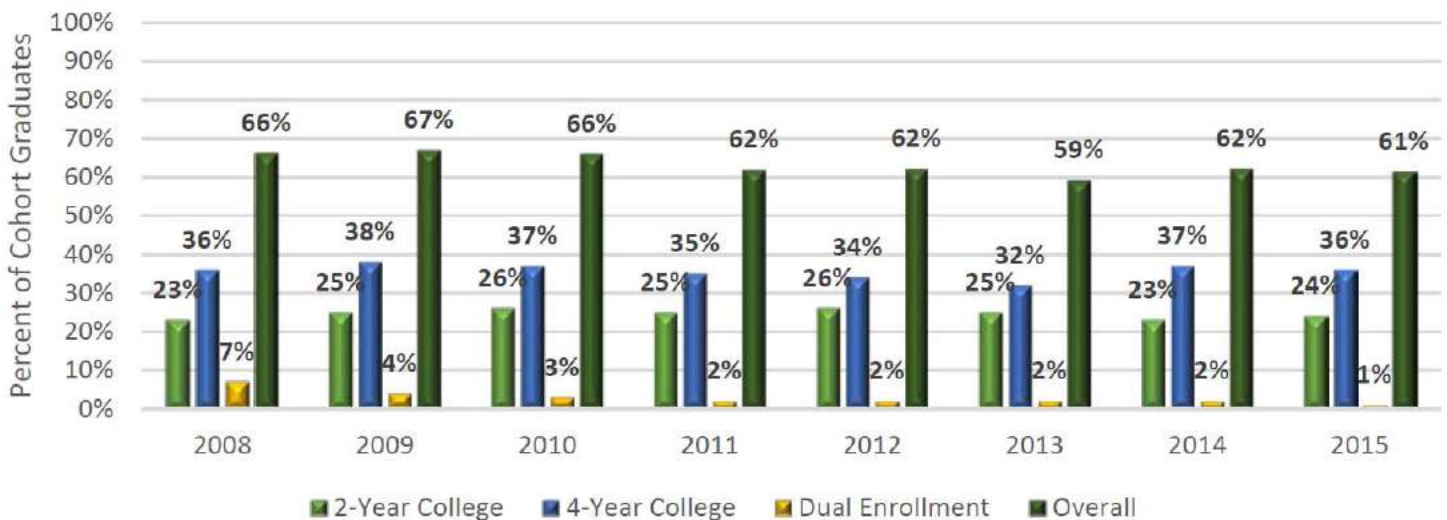


Overall college-going rates held steady at around 66% for the 2008 through 2010 graduating cohorts, then dropped in following years. The college-going rate for the 2015 cohort was 61%. The proportion of 2-year college and 4-year college enrollments has remained relatively steady over the years, with about 24% of graduates enrolling in 2-year colleges, and 36% enrolling in 4-year colleges/universities for their freshman year. Dual enrollment rates, where students enroll in both a 2- and 4-year college in their freshman year, have decreased from 7% of grads from the 2008 cohort, to only 1% of the 2015 cohort.

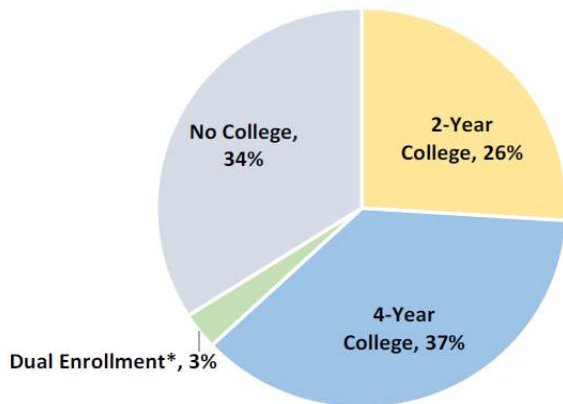
WCSD Cohort	WCSD Grads	First College Enrollment: 2-Year College	2-Year College-Going Rate	First College Enrollment: 4-Year College	4-Year College-Going Rate	First College Enrollment: Dual 2-Year/4-Year*	Dual Enrollment College-Going Rate*	Overall College Enrollment	Overall College-Going Rate
Year	N	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads
2008	2884	674	23%	1028	36%	211	7%	1913	66%
2009	2957	761	25%	1112	38%	107	4%	1980	67%
2010	3095	810	26%	1141	37%	92	3%	2043	66%
2011	3115	775	25%	1077	35%	76	2%	1928	62%
2012	3119	814	26%	1068	34%	56	2%	1938	62%
2013	3299	642	25%	1045	32%	63	2%	1954	59%
2014	3474	813	23%	1269	37%	78	2%	2160	62%
2015	3467	868	24%	1238	36%	23	1%	2129	61%

* Students who were dually enrolled in both a 2-year and 4-year college during their first college year.

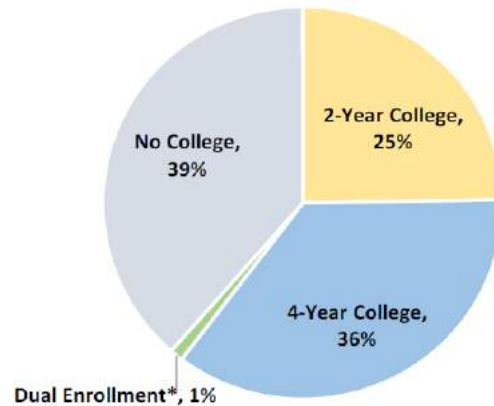
WCSD Graduates College Enrollment: 2008-2015



WCS D 2010 Grad Cohort



WCS D 2015 Grad Cohort



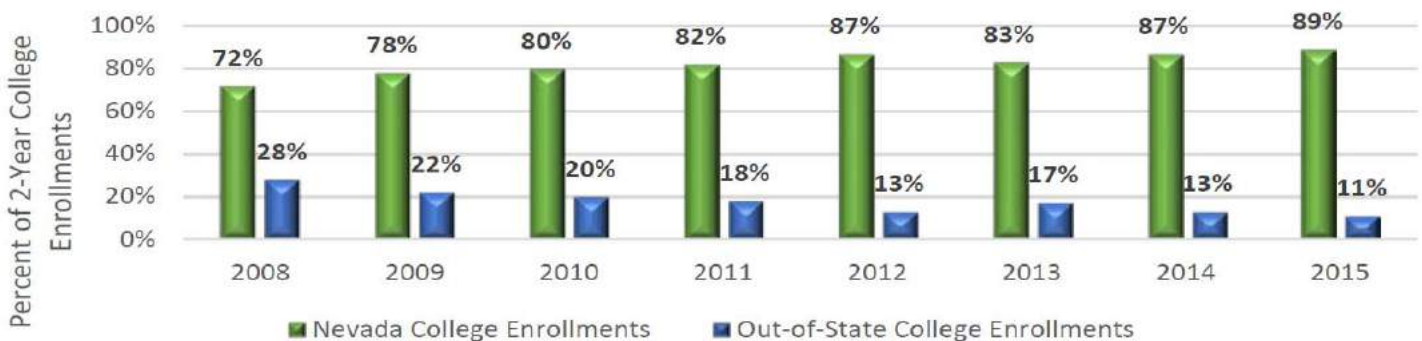
*Students who were dually enrolled in both a 2-year and a 4-year college during their first college year.

Where Do Our Graduates Enroll?

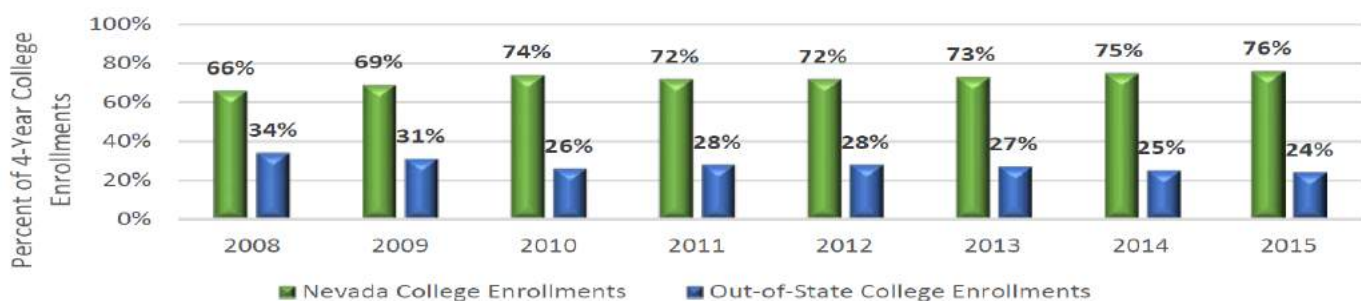
The proportion of enrollments in Nevada institutions versus out-of-state institutions has steadily increased from 2008 to 2015 for both 2-year and 4-year college enrollments.

WCS D Cohort	2-Year College Enrollments		4-Year College Enrollments	
	% Nevada Colleges	% Out of State Colleges	% Nevada Colleges	% Out of State Colleges
2008	72%	28%	66%	34%
2009	78%	22%	69%	31%
2010	80%	20%	74%	26%
2011	82%	18%	72%	28%
2012	87%	13%	72%	28%
2013	83%	17%	73%	27%
2014	87%	13%	75%	25%
2015	89%	11%	76%	24%

2-Year College In-State and Out-of-State Enrollments

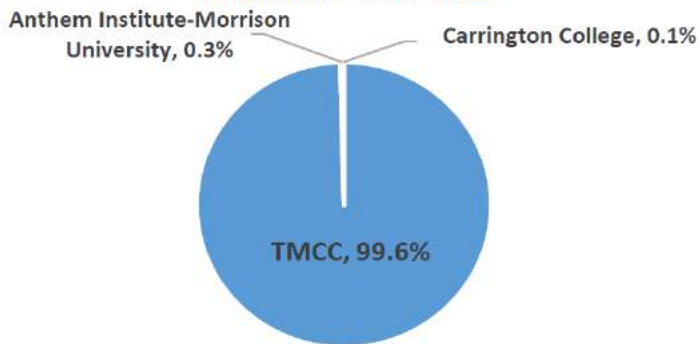


4-Year College In-State and Out-of-State Enrollments

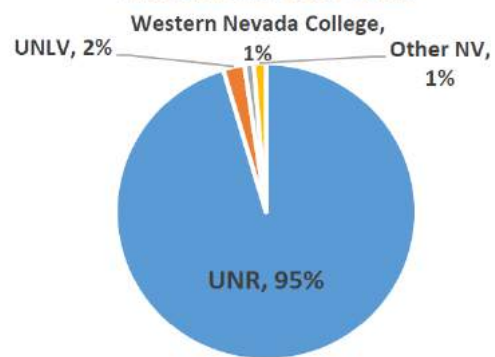


A majority of WCSD graduates who attend in-state colleges or universities enroll at TMCC or UNR.

In-State 2-Year College Enrollment: Top 3 Institutions 2008-2015

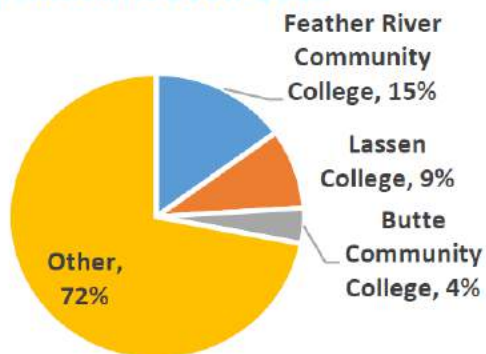


In-State 4-Year College Enrollment: Top 3 Institutions 2008-2015

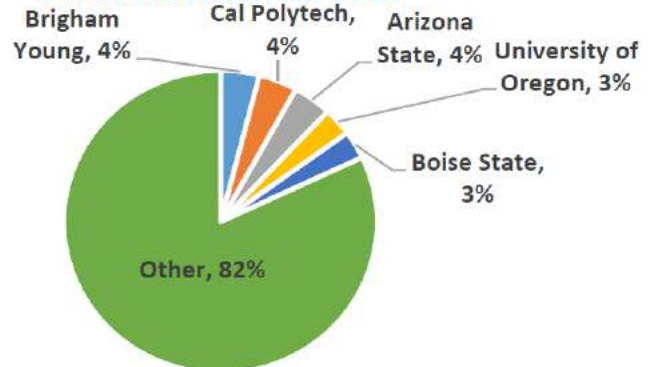


Although most WCSD graduates who enroll in out-of-state institutions attend in near-by states, our graduates enroll in colleges and universities all over the United States.

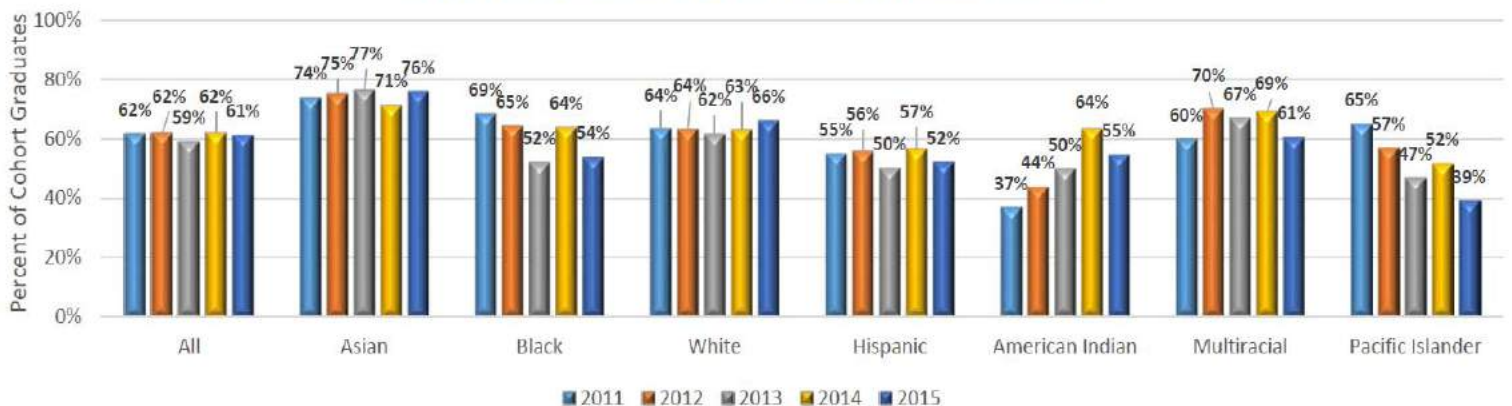
Out-of-State 2-Year College Enrollment: Top 3 Institutions 2008-2015



Out-of-State 4-Year College Enrollment: Top 5 Institutions 2008-2015



WCSD Overall College-Going Rates by Race/Ethnicity



4

**University of Nevada
Reno (UNR)**

Overview

Success for students in four-year colleges or universities is completion of a degree. University programs are designed to be completed in four years; however, most students take longer and the typical measure of success for a university is graduation after six 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 may 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 2005-06, 51% 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).

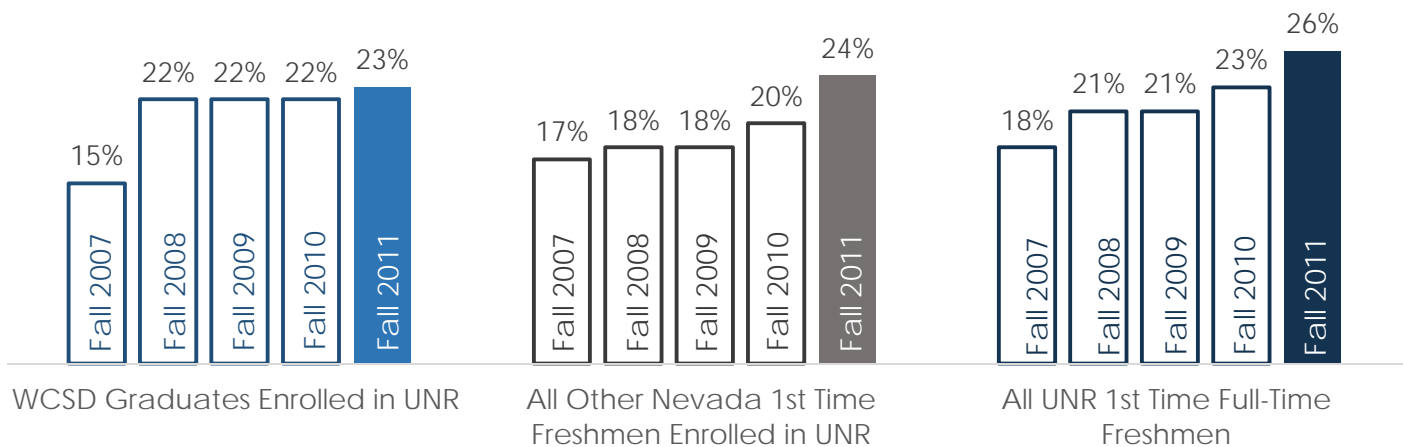
Consequently after six years, 60% of UNR's first-time, full-time 2005-06 freshmen had acquired a degree (the national average was 71%) and an additional 20% were still enrolled somewhere (national average was 16%) for a total of 80% who had achieved a degree or were still in progress.

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

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

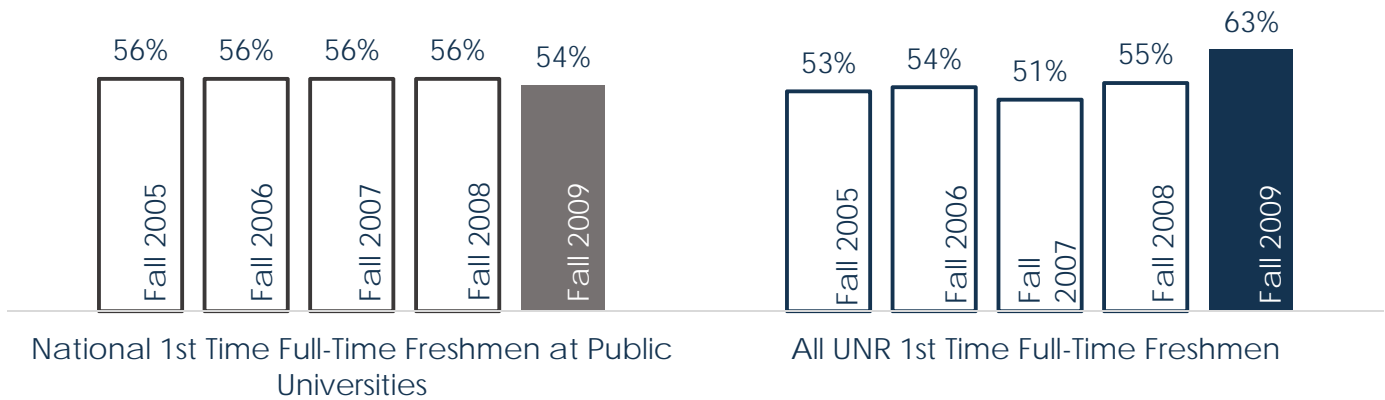
UNR Four Year Graduation Rates

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

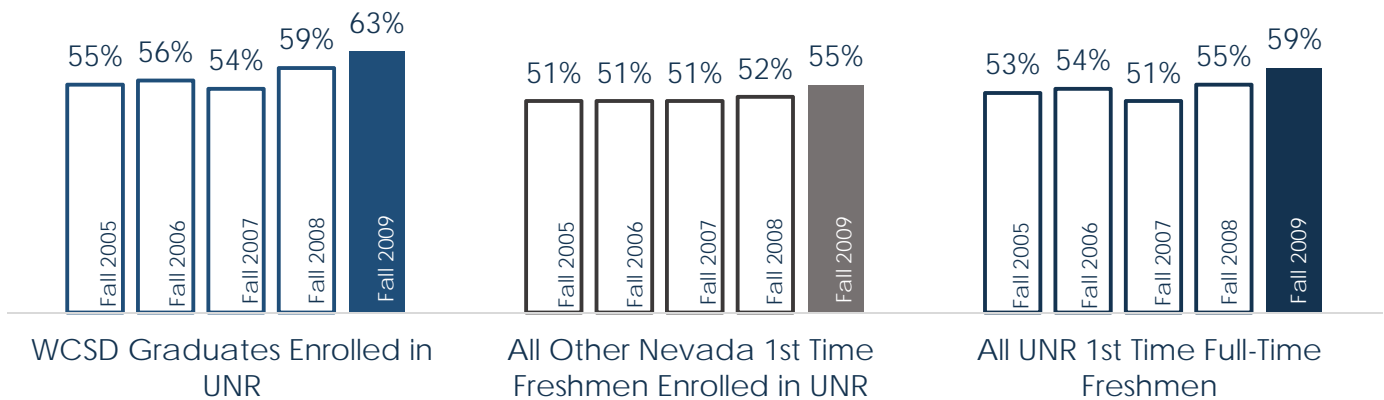


UNR Six Year IPEDS Graduation Rates

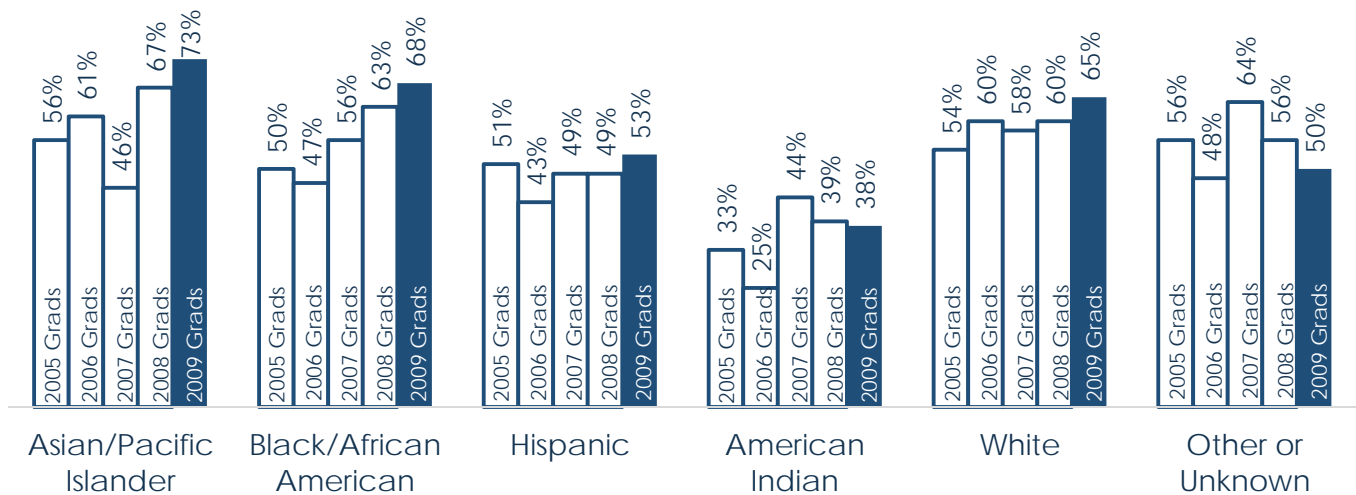
Percent of Students Awarded Degrees Within Six Years of Initial College Enrollment



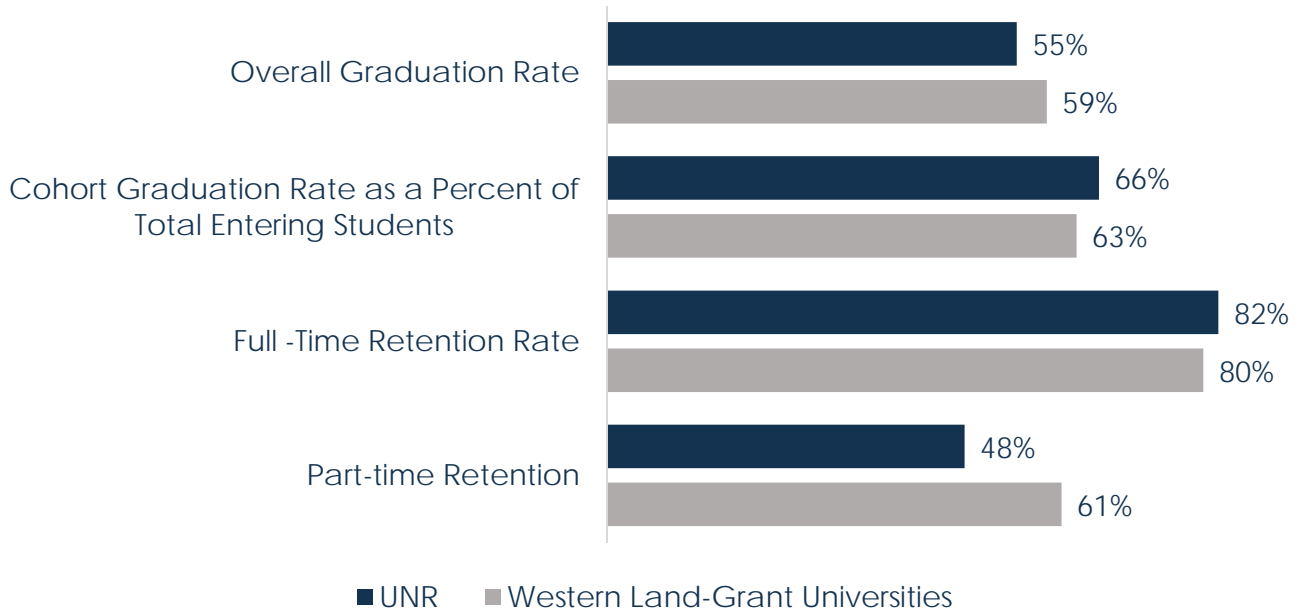
WCSD Graduates Enrolled At UNR Compared to Other Nevadans and All 1st Time Freshman



WCSD Students Graduating From UNR Within Six Years by Race/Ethnicity



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



Source: National Center of Education statistics, IPEDS Data Feedback Report 2015

Cohort graduation rate includes all full-time, first time, degree/certificate-seeking undergraduate students. Retention rates are measured from the fall of first enrollment to the following fall. Western Land-Grant Universities: Colorado State University, Montana State University, New Mexico State University, Oregon State University, University of Arizona, University of Hawaii at Manoa, University of Idaho, University of Wyoming, Utah State University, Washington State University

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); 2015

UNR Six - Year IPEDS* Graduation Rates of WCSD Graduates by Race/Ethnicity

	Fall 2006 Entering Cohort	Fall 2007 Entering Cohort	Fall 2008 Entering Cohort
American Indian	33%	44%	39%
Asian/Pacific Islander	62%	45%	67%
Black	43%	56%	64%
Hispanic	48%	47%	49%
Unknown	47%	62%	56%
Caucasian	59%	56%	60%
Not a Pell Recipient*	52%	51%	61%
Pell Recipient	52%	51%	61%

*Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion

5

**Truckee Meadows
Community College
(TMCC)**

Overview

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

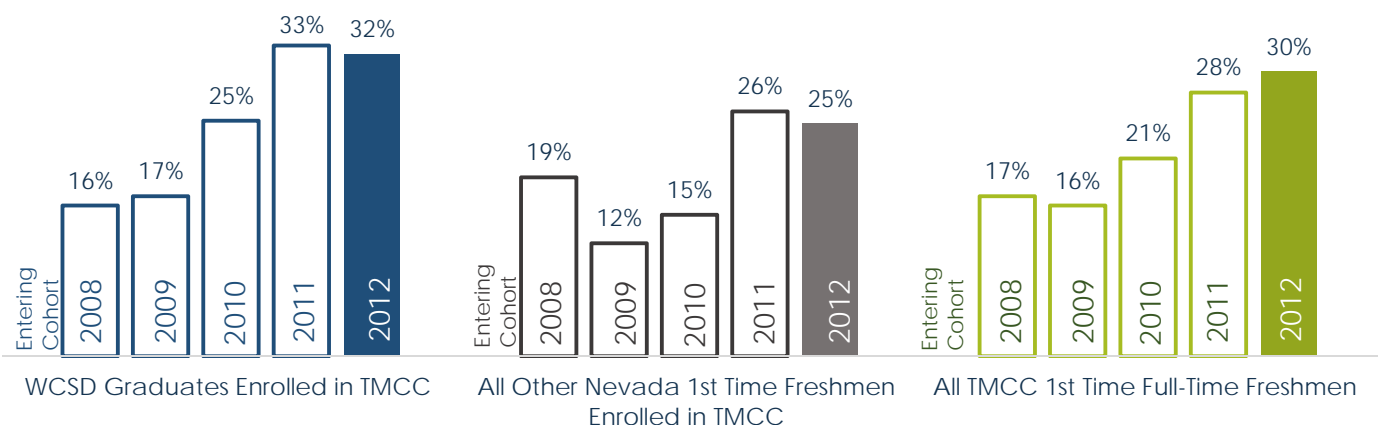
Transfer-out rate is recognized to be an important alternative measure of success, as many students who don’t graduate from a community college, transfer and go on to graduate at another institution. Data on transfer patterns of students is now easily obtainable through use of the National Student Clearinghouse,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

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

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

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

TMCC Three - Year IPEDS Graduation Rates



TMCC Three - Year IPEDS Graduation Rates of WCSD Graduates

TMCC is a large, urban community college offering two-year associate degrees, certificates of achievement and short-term workforce development training. TMCC students take a variety of different pathways to earn a degree, certificate or a skill-based credential that do not always fit traditional graduation rate methodology. Close proximity to a four-year institution allows many of our students to ‘swirl’ between the two schools, which often prolongs their degree attainment. TMCC’s student population is more than 80% part-time, which makes it difficult for the majority to graduate within two or three years.

TMCC Three - Year IPEDS Graduation Rates of WCSD Graduates by Race/Ethnicity

	Fall 2009 Entering Cohort	Fall 2010 Entering Cohort	Fall 2011 Entering Cohort	Fall 2012 Entering Cohort
American Indian	n < 6	14%	n < 6	n < 6
Asian	23%	25%	44%	35%
Black	8%	0%	n < 6	43%
Hispanic	16%	23%	34%	35%
Hawaiian or Pacific Islander	n < 6	n < 6	n/a	n/a
Two or more races	11%	35%	18%	30%
Unknown	22%	n < 6	n < 6	n < 6
Caucasian	17%	23%	27%	30%
Not a Pell Recipient*	17%	22%	30%	26%
Pell Recipient	17%	24%	28%	37%

*A Federal Pell Grant, unlike a loan, does not have to be repaid. Eligibility is determined from the Free Application for Federal Student Aid (FAFSA), which takes into account family income, household size and available financial resources, among other items. The FAFSA produces the Expected Family Contribution (EFC) which is the amount that the government expects the family to contribute towards their cost of education. The EFC remains the same regardless of the institution the student attends. Students whose total family income is \$50,000 a year or less may generally qualify for the Pell Grant but most Pell Grant money goes to students with a total family income below \$20,000. The EFC also works as an index to determine the level of Pell Grant the student receives, which is also dependent upon enrollment level. The maximum award for the 2015-2016 academic year was \$5,775.

<https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

Using information about Pell Grant recipients is therefore a close approximation for poverty, and is used as a designator for low income students in most grant applications and by the Nevada System of Higher Education.

TMCC Student Achievement Measure (SAM)

First-time-at-Institution, All Students Starting Fall 2009

Number of students: 2,030



WITHIN 6 YEARS



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

OUTCOMES FOR STUDENT STARTING AT TRUCKEE MEADOWS COMMUNITY COLLEGE IN FALL 2009 BY SUMMER 2015		
	Associate degree from Truckee Meadows Community College	9%
+	Associate degree from Truckee Meadows Community College - with later transfer to another institution	12%
+	Certificate award from Truckee Meadows Community College	2%
+	Certificate award from Truckee Meadows Community College - with later transfer to another institution	1%
=	Total Graduated from Truckee Meadows Community College	23%

	Enrolled at Truckee Meadows Community College	6%
	Transferred with no degree or certificate from Truckee Meadows Community College*	43%
	Current Status Unknown	28%

* Students who transferred may have subsequently earned a degree or award or be still enrolled; their status is not tracked after their transfer from Truckee Meadows Community College.

Source: <http://www.studentachievementmeasure.org/participants/182500>

TMCC Graduates (coming from Washoe County high schools)
and Their Attendance at UNR Before and After Graduation

Academic Year	Number of WCSD High-School Graduates who Received a Degree or Certificate from TMCC During the Academic Year	Number of WCSD Students Attending UNR Within a 3-year window Prior to Graduating from TMCC		Number of WCSD Students Attending UNR Within a 3-year window After Graduating from TMCC		Number of WCSD Students Attending UNR Within a 3-year window either Before or After Graduating from TMCC	
		Number	Percentage	Number	Percentage	Number	Percentage
2010-2011	649	166	26%	294	45%	348	54%
2011-2012	563	78	14%	263	47%	294	52%
2012-2013	530	86	16%	245	46%	276	52%



Online Courses

Online education has expanded and is expected to continue growing rapidly in time along with technological innovations. Fully online courses are being taught in the K-12 level as well as throughout higher education. According to a national survey, the number of higher education students taking at least one distance education course in 2014 was up 3.7 percent from the previous year, accounting for nearly three-quarters of all US higher education's enrollment increases in last year. source: (<http://onlinelearningconsortium.org/press-release-online-learning-survey-report-2014/>)

This is the first report for the Data Profile regarding the use of online courses in order to begin to track the trend of online course usage in the Washoe County educational systems.

WCSD - Online Courses

North Star Online School is a tuition-free full-time virtual public school providing students in grades K-12 with the flexibility to learn how they need, with a curriculum that meets rigorous state education standards, taught by local, highly-skilled teachers. Our curriculum is fully accredited, even by the National Collegiate Athletic Association (NCAA), and correlates to the curriculum taught in Washoe County School District's traditional schools.

**2014-2015
Enrollment**

191 Students

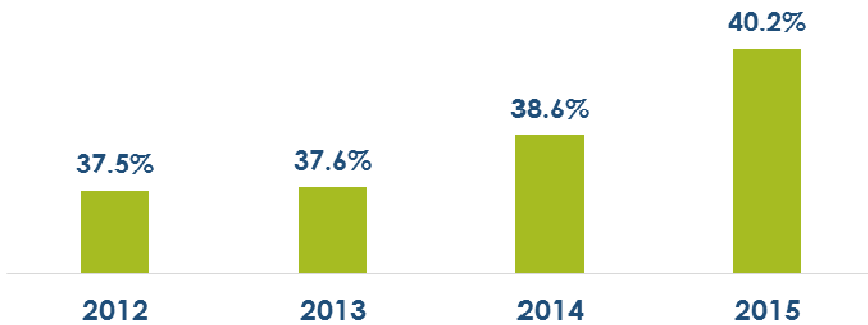
**2015 Graduation
Rate**

65%

All WCSD high schools offer online education throughout various programs

TMCC - Online Courses

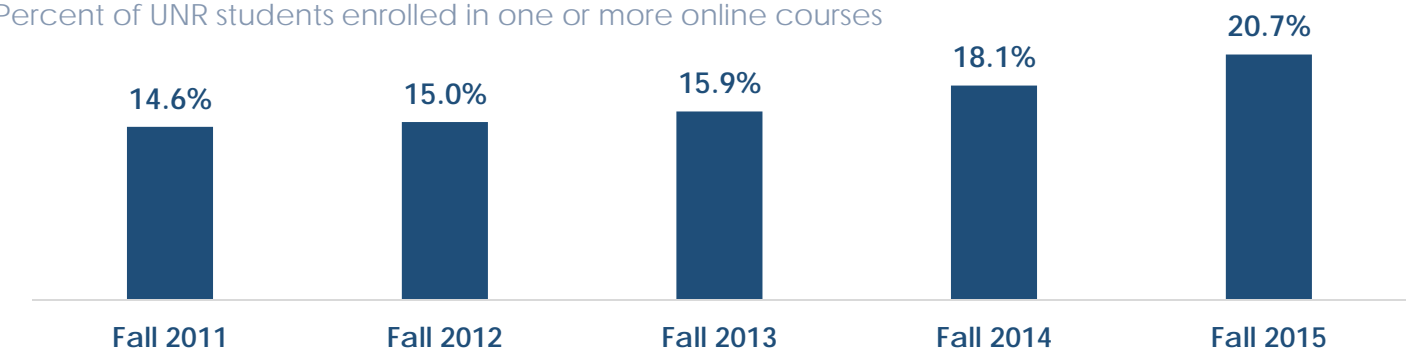
Percent of TMCC students enrolled in one or more online courses (Fall 2012 - Fall 2015)



NOTE: As stated, this graph represents the percent of TMCC students enrolled in one or more online courses. It does not represent the percent of credit hours or sections that TMCC teaches online. For example in Fall 2015, 40.2% of students took at least one online class, while the percent of credit hours taught online that Fall was only 18%

UNR - Online Courses

Percent of UNR students enrolled in one or more online courses





Workforce Connection

Education connection to workforce needs

As employers look to build their workforce, they are increasingly aware they also must encourage specific traits and trades in our education system that fulfill their future workforce requirements and provide adequate education opportunities to their prospective employees. To meet this need, the Governor and various education-related entities have requested the school systems track and promote growth of education specializing in trades and expected needed workforce resource areas in the short future.

As such, a new highlight of the 2015 Data Profile is making the connection between educational opportunities and workforce preparation needs. This Data Profile report contains an overview of career categories used by various groups to describe the workforce as well as baseline to identify the need for various career opportunities in northern Nevada.

National level

History of Career Clusters National Initiative

The Career Clusters Initiative began in 1996 in the U.S. as the Building Linkages Initiative and was a collaborative effort between the U.S. Department of Education, the Office of Vocational and Adult Education (OVAE), the National School-to-Work Office (NSTWO) and the National Skill Standards Board (NSSB). The purpose of the Initiative was to establish linkages among state educational agencies, secondary and postsecondary educational institutions, employers, industry groups, other stakeholders and federal agencies. The goal was to create curricular frameworks in broad career clusters designed to prepare students to transition successfully from high school to postsecondary education and employment in a career area.

The creation of curricular models within the context of broad career clusters ensures the alignment of academic and technical instructional strategies with the requirements of postsecondary education and the expectations of employers in increasingly academic and technologically demanding careers. The vocational education field has historically responded to the needs of the national economy by preparing individuals to enter jobs in demand.

Each Career Cluster has within it several Career Pathways, which include numerous Career Specialties - each layer requires more specific and advanced skill learning, but skills learned at the Cluster level are usually transferable to most of the Pathways and Specialties within the Cluster

There are 16 career clusters
in the U.S. DOE model:

- * Agriculture, Food & Natural Resources
- * Architecture & Construction
- * Arts, Audio/Video Technology & Communications
- * Business, Management & Administration
- * Education & Training
- * Finance
- * Government & Public Administration
- * Health Science
- * Hospitality & Tourism
- * Human Services
- * Information Technology
- * Law, Public Safety & Security
- * Manufacturing
- * Marketing, Sales & Service
- * Science, Technology, Engineering & Mathematics - STEM
- * Transportation, Distribution & Logistics

State of Nevada Level

Nevada Governor's Office of Economic Development (GOED)

In 2012, Nevada Governor's Office of Economic Development (GOED) developed a plan to encourage identified employment sectors which would best meet the needs and opportunities for growth in Nevada

GOED's industry specialists work closely with the regional development agencies and the private sector as they maximize development of these sectors:

- *Agriculture
- *Logistics & Operations
- *Information Technology
- *Manufacturing
- *Mining & Materials
- *Aerospace & Defense
- *Health & Medical Services
- *Clean Energy
- *Tourism, Gaming Entertainment

According to the GOED report, an important part of Nevada's business ecosystem is a quality educational system to prepare students for college, graduate school, career, and some combination of the three. GOED will work closely with the State Department of Education and local districts to focus policies and efforts for high-quality instruction and student achievement with the intent that all Nevada children have the opportunity to be educated to the highest level of excellence.

NSHE is also considering its programs in order to position the State to have the educated workforce required for supporting and maintaining economic development and diversification. The Board of Regents of NSHE recently adopted an updated master plan that is based on the critical role public higher education must play if Nevada is to have a brighter economic future. This plan will build on the many partnerships and sector initiatives already underway. In NSHE's plan, the primary goal is student success, which is defined as significant increases in students completing academic and workforce programs with meaningful degrees and certificate.

Nevada Department of Employment, Training and Rehabilitation (DETR)

NRS 232.935 requires the Governor's Workforce Investment Board (GWIB) to establish industry sector councils to identify job training and educational programs that best meet regional economic development goals. It also requires the Board to identify and seek federal funding to provide grants to fund those job training and educational programs.

The mission of the GWIB is to bring together decision makers from business, government, education, labor, and industry professional groups, to identify and address the delivery of industry-specific training and workforce development initiatives in support of the economic development goals of the state.

The Sector Councils are:

- * Aerospace & Defense
- * Agriculture
- * Clean Energy
- * Health Care & Medical Service
- * Information Technology
- * Logistics & Operations
- * Manufacturing
- * Mining & Materials
- * Natural Resources
- * Tourism, Gaming & Entertainment

Nevada Career and Technical Education (CTE)

Nevada organizes its secondary CTE programs into six program areas based on The National Career Clusters® Framework. Each area includes a number of specific programs organized by Career Cluster and into one or more career pathways.

Nevada's CTE programs are the following:

- * Agriculture and Natural Resources
- * Business and Marketing Education
- * Education, Hospitality and Human Services
- * Health Science & Public Safety
- * Information & Media Technologies
- * Skilled & Technical Sciences

For more information, see: Data Profile 2015 High School CTE section and:
http://cteae.nv.gov/Career_and_Technical_Education/Career_and_Technical_Education_Home
Nevada System of Higher Education (NSHE)

The Nevada P-20 to Workforce Research Data System (NPWR) is a state of the art research tool that provides Nevadans with unparalleled access to the knowledge needed to understand the trends shaping our state's education and workforce outcomes. Using state of the art technology and best-in-class security, NPWR is designed to inform education and workforce policies and initiatives across Nevada.

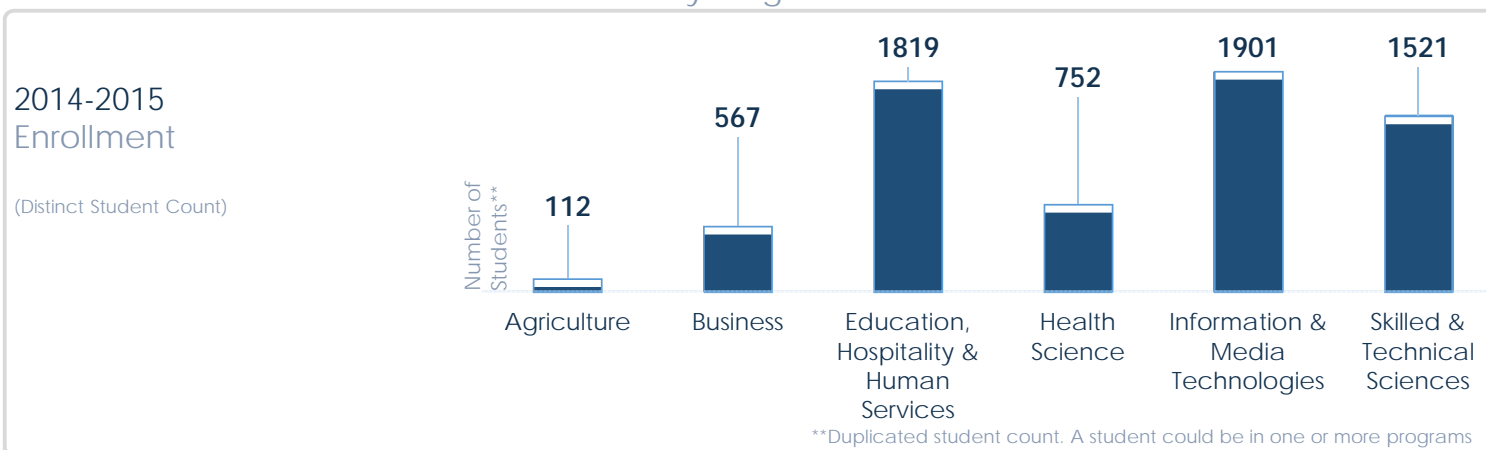
NPWR is the result of a collaborative effort by the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE), the Department of Employment, Training and Rehabilitation (DETR), and the Center for Innovative Technology (CIT), a nonprofit technology organization. NPWR's dynamic reporting functionality provides Nevadans with unprecedented insight into education and workforce outcomes. To explore the reports, see: <http://npwr.nv.gov/reports>

Economic Development Authority of Western Nevada (EDAWN) EPIC Report:
The Economic Planning Indicators Committee (EPIC) of the EDAWN reported the Northern Nevada Regional Growth Study 2015-2019. The purpose of the study is to forecast how many jobs and residents will potentially be located in the Study Areas by 2020, based on current and anticipated growth trends. It projects a population jump of 7.1 percent during the five-year study period from 2015 through 2019, or 1.4 percent growth per year for the five counties: Carson City, Douglas, Lyon, Storey and Washoe. For full report, see <http://edawn.org/epic-report/>

Career Clusters

WCSD

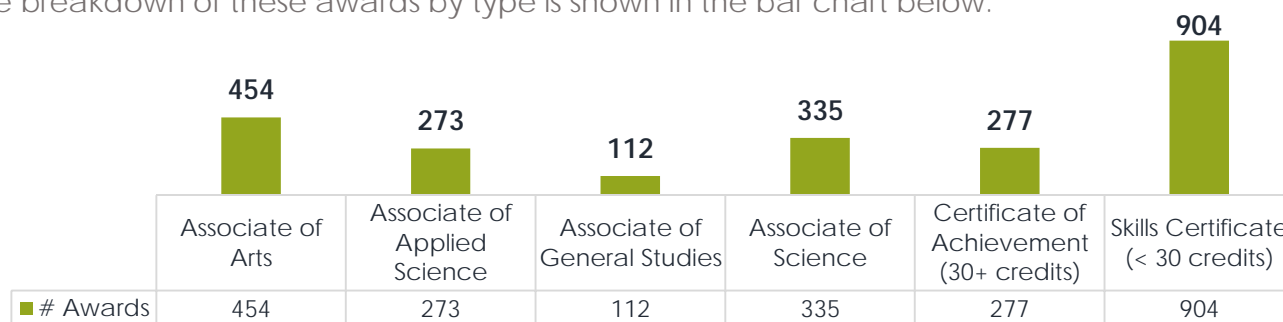
Career & Technical Education Enrollment by Program



TMCC

Degrees, Certificate of Achievement, and Skills Certificates AY 2014-2015 and Alignment to Nevada Governors Industry Sectors

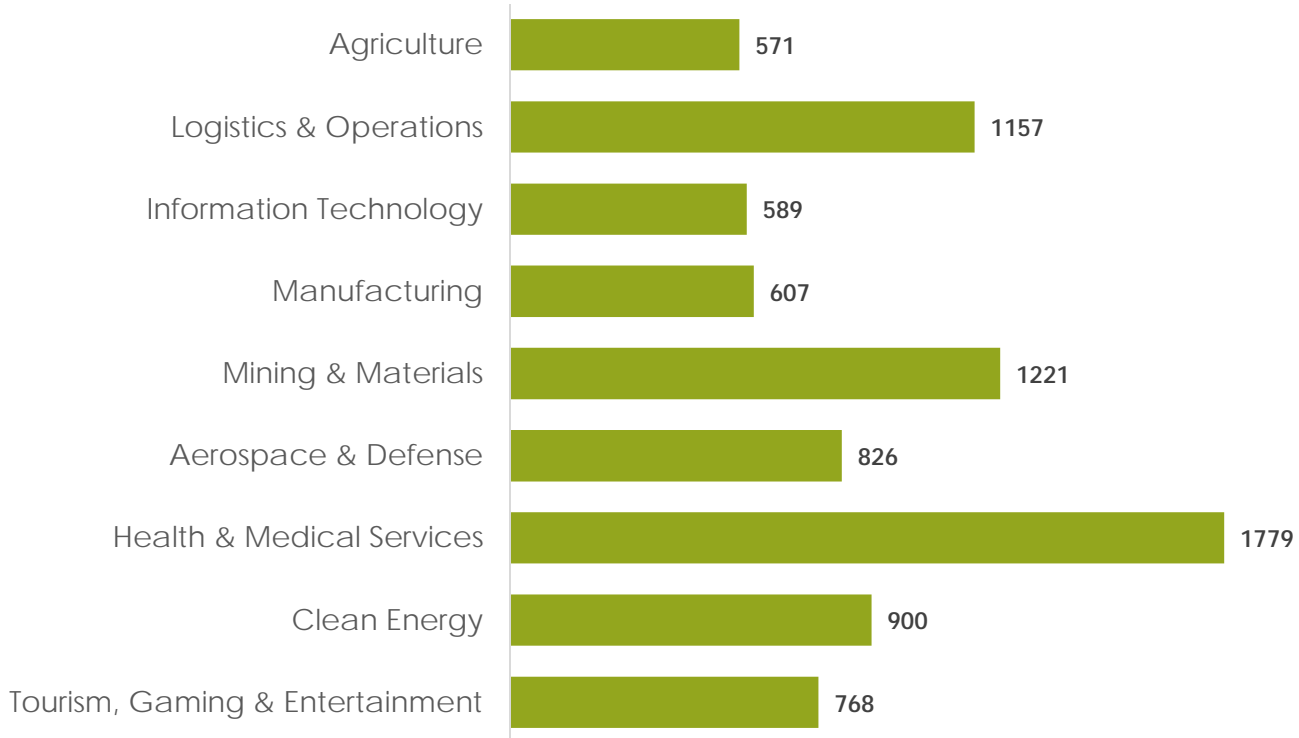
A total of 2355 Degrees, Certificates of Achievement, and Skills Certificates were awarded to TMCC students during the 2014-15 academic year which includes summer and fall '14 and spring '15. The breakdown of these awards by type is shown in the bar chart below.



In 2013, the Governor's Workforce Development Board established nine Industry Sector Councils, one for each industry sector, to identify job training and educational programs that best meet regional economic development goals. In 2015, all NSHE institutions were tasked with identifying how the degrees and certificates we award are aligned with and support these 9 industry sectors.

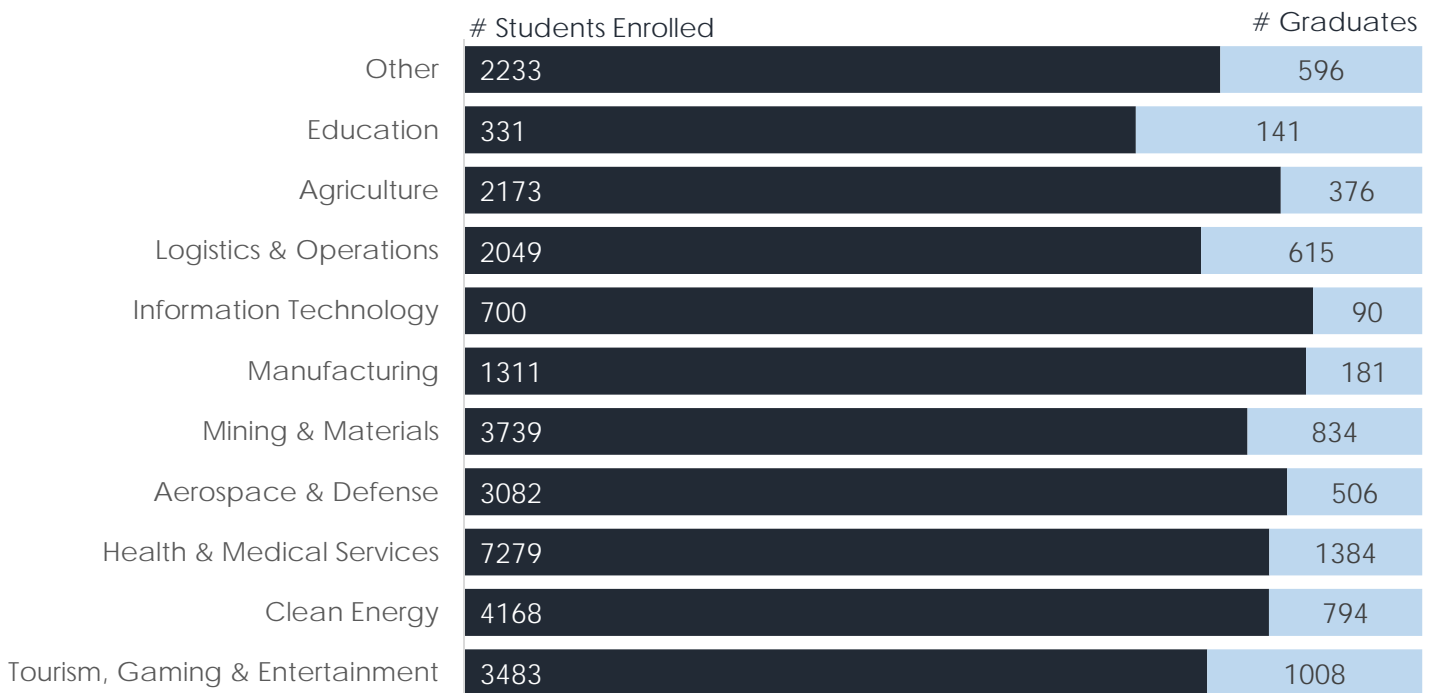
Any degree or certificate can support multiple industry sectors. This means that a count of sector "flags" is a much larger number than the 2,355 distinct degrees and certificates TMCC awarded last year. We decided to display the data as a percent of the total number of sector alignment flags corresponding to each of the nine industry sectors, thereby demonstrating the relative weighting of our graduate pool as it relates to these nine areas.

Degrees, Certificate of Achievement, and Skills Certificates Awarded during 2014-2015 and Alignment to Nevada Governor's Industry Sectors



UNR

Undergraduate enrollment and graduation by academic program/degree or certificate (Fall 2015)



The Partners in Education (PiE) program of the Education Alliance provides opportunities for relationship-building between schools and community, focusing on using community resources to strengthen academics. Businesses and organizations are partnered with K-12 schools to provide classroom supplies, expertise, donations, volunteers, and other resources.

PiE has been in existence for 25 years and in 1999 was brought under the Education Alliance organization. The Partners in Education Task Force within the Education Alliance organizational structure was established in 2015 as a resource to help engage new businesses/community members as partners. Staff consists of Kendall Inskip (Executive Director) and Sean McCaffrey (Collaborative Coordinator).

There are 223 recognized partners, ranging from small local businesses to major companies with local branches. The breakdown by grade level and activity category is shown in graphs below. More than 94% of the Washoe County School District (WCSD) schools have at least one partner; and multiple partners are encouraged. A complete list of Partners in Education participants is available upon request.

Current indicators of performance include the number of signed Partner Agreements. Work is underway to include more in-depth measures such as volunteer hours, in-kind donations, financial contributions, and program impact. Partnerships are also categorized into Career Clusters that mirror the Signature Academy/CTE programs within WCSD.

Examples of highly effective partnerships include:

1) Renown is wholly supportive of the Education Alliance PiE program as they are keenly interested in partnering with specific schools aligning with their mission, including the CTE programs emphasizing health-related curricula. For example, there is follow-up conversation between Renown and AACT regarding the development of a Medical Assistant program; Renown is currently partnering with Reno High School on the feasibility of piloting a Tele-Med program, where students would have access to a virtual health care model. Renown is also partnered with

2) Mathnasium (Sparks) has formalized partnerships with Whitehead and Diedrichsen Elementary Schools. Through Principal/Executive for a Day, they are formalizing relationships with Mendive Middle and Reed High Schools. These partnerships include pro-bono math intervention sessions on-site at the schools, and scholarship opportunities to students of high need and desire to improve their math skills. This company understands the value of vertical integration and creating a continuum of support for students in elementary through high school.

3) Faith-Based Organizations are taking an active role in supporting WCSD schools. Grace Church (Grace Warner Elementary), Sparks Christian Fellowship (Greenbrae Elementary) and 360 Blueprint (Rita Cannan Elementary) each participated and are working on not only providing support for each of these schools, but also working with the Education Alliance to create a larger model of support for the many neighboring schools. Support includes volunteers, financial, use of space, leveraging of expertise, etc.

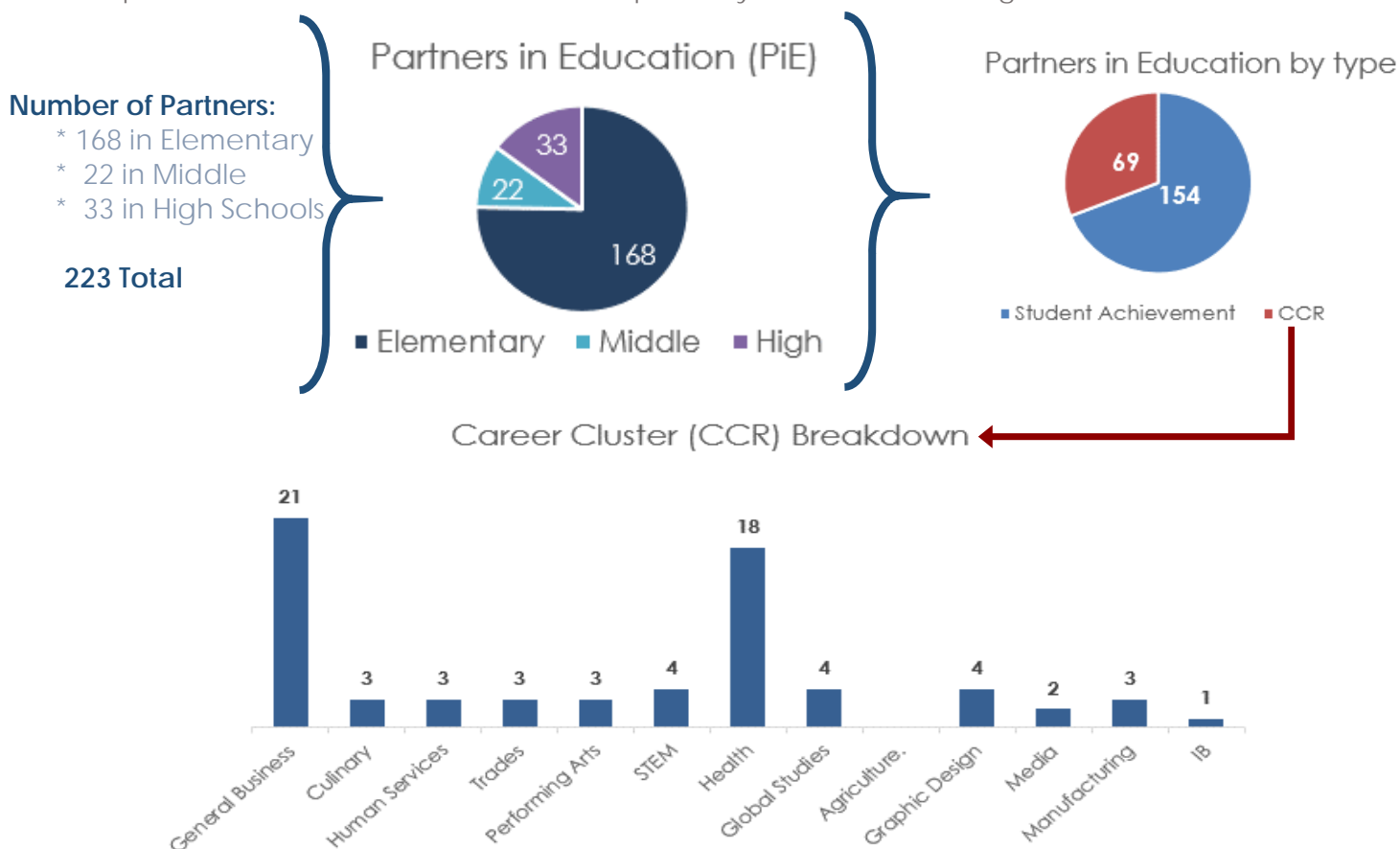
4) Northern Nevada Medical Center (NNMC) toured Spanish Springs High School with the Sports Medicine staff. NNMC is currently providing expertise and services to their Sports Med program. From Principal/Exec for a Day, this conversation has advanced rapidly and NNMC wants to formalize their relationship with this school and pilot a job shadowing program for these Sports Med students.

5) North Valleys Nine (NV9) are Desert Heights, Gomes, Lemmon Valley, Silver Lake, Alice Smith, Stead ES, Cold Springs and O'Brien MS, North Valleys HS) – Each of these nine schools had strategic partners from the North Valleys business community participate in Principal/Exec for a Day. These community members all bought into the idea of creating a larger ecosystem of support for the 7,200+ students in the North Valleys community. Principals are working together to identify priorities for the Education Alliance to present to the interested businesses for the purpose of elevating the educational experience for NV9 students.

6) Home Depot – By leveraging resources with their company suppliers, Home Depot has revitalized school gardens throughout several school communities (Mendive Middle School, Sarah Winnemucca Elementary, Spanish Springs Elementary)

7) Reno Rotary (Downtown Club) – For the last four years, Rotarians have volunteered weekly to read to their student population.

8) Washoe County – Staff leads classroom activities onsite at Glenn Duncan Elementary School providing volunteers and expertise in various aspects of county management. As well, students tour departments to better understand career pathways available in local government.



College and Career Readiness (CCR) partners, for the purposes of the chart above, are defined as entities providing resources directly impacting college/career readiness to our student population. Resources include internship opportunities, onsite visits of facilities, guest speakers in the classrooms to share industry knowledge, etc.

These Career Clusters mirror the Signature Academy/CTE programs offered throughout WCSD. Some programs are more advanced than others, which contributes to fewer recognized partners. Healthcare occupies the largest percentage of this chart because Renown is by far our largest and most comprehensive Partner in Education. We have been working on an MOU that will provide accessibility/internships to each of our 14 high schools, in addition to resources at middle and primary schools. We are working on a similar model with the VA Medical Center, which would also provide resources to a broader WCSD population.

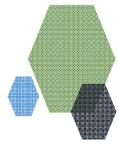
For more information or to become a Partner in Education, contact the Education Alliance, 775-353-6950.



Data by High School

Data by High School



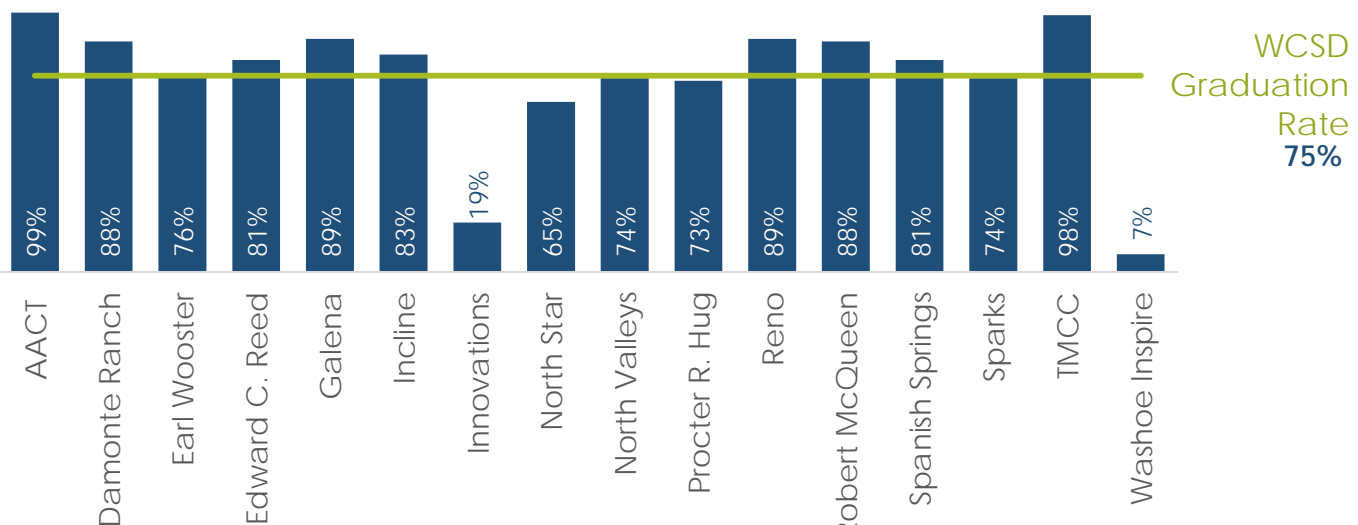


Cohort Graduation Rate

WCSD Graduates - 2015 Cohort

	Class of 2011		Class of 2012		Class of 2013		Class of 2014		Class of 2015	
	N	%	N	%	N	%	N	%	N	%
AACT	-	-	-	-	84	98%	93	99%	106	99%
Damonte Ranch	222	83%	219	80%	273	83%	290	86%	284	88%
Earl Wooster	198	59%	268	75%	268	76%	298	81%	282	76%
Edward C. Reed	411	79%	387	77%	386	85%	385	84%	376	81%
Galena	246	85%	275	87%	258	88%	263	86%	274	89%
Incline	67	78%	70	77%	58	88%	59	79%	69	83%
Innovations¹	72	17%	71	15%	72	16%	52	14%	46	19%
North Star²	(Previous years data reported under Innovations HS)						37	60%	32	65%
North Valleys	334	69%	334	71%	352	73%	322	72%	364	74%
Procter R. Hug	158	47%	166	51%	171	59%	180	61%	243	73%
Reno	334	87%	321	87%	343	87%	343	88%	311	89%
Robert McQueen	386	87%	352	83%	349	87%	401	88%	366	88%
Spanish Springs	405	80%	388	79%	421	77%	460	81%	416	81%
Sparks	179	68%	172	64%	173	69%	199	68%	205	74%
TMCC	94	96%	88	94%	89	100%	79	100%	80	98%
Washoe Inspire	Not Open		-	-	2	6%	2	5%	3	7%
WCSD^{3,4}	3170	69%	3137	66%	3321	70%	3474	73%	3467	75%

Class of 2015

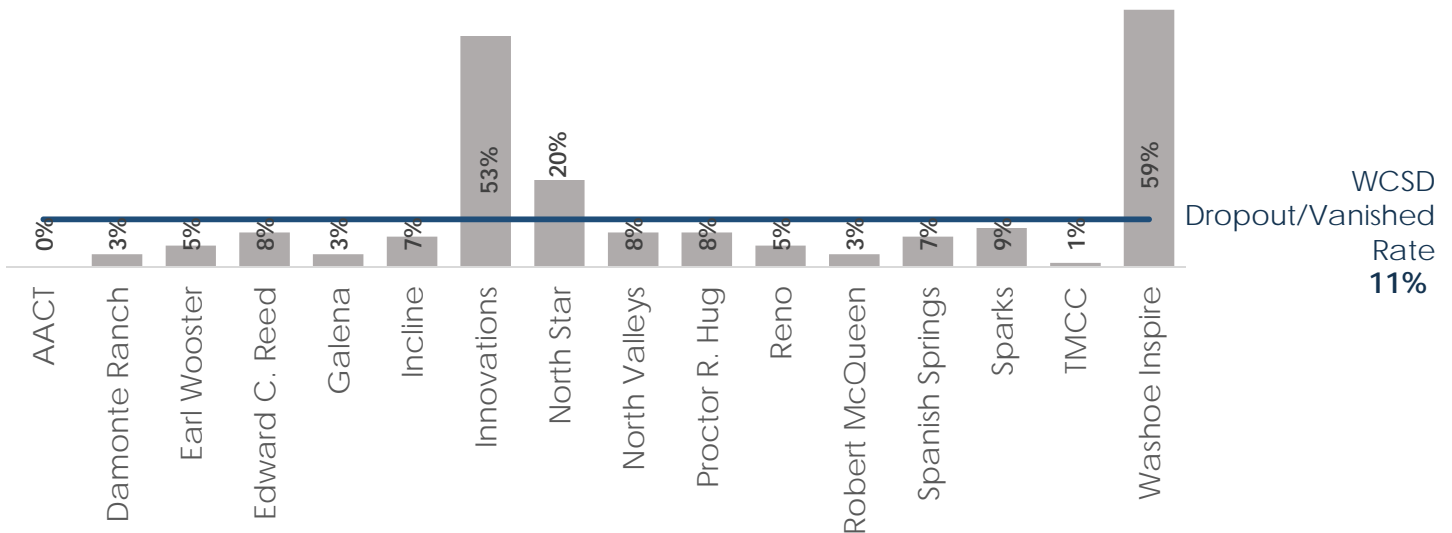


1. Innovations was renamed from 'Washoe Innovations'
 2. North Star (previously 'WOLF') is now a stand-alone school. (WOLF data were reported under Innovations, so there are no North Star data for previous years.)
 3. District grad rates have been recalculated for 2010-2013, using the new state methods. Individual school grad rates were not affected by the new methods.
 4. Under the new state methodology, the number of WCSD grads includes graduates from the Washoe Adult program, which is not listed here, so the sum of grads from each listed school will not equal the WCSD total N.
- '-' too few students to report

Dropout and Vanished

	Class of 2011		Class of 2012		Class of 2013		Class of 2014		Class of 2015	
	N	%	N	%	N	%	N	%	N	%
AACT	-	-	-	-	1	1%	0	0%	0	0%
Damonte Ranch	21	8%	15	6%	17	5%	11	3%	11	3%
Earl Wooster	60	18%	36	10%	23	6%	17	5%	20	5%
Edward C. Reed	42	8%	50	10%	24	6%	34	7%	38	8%
Galena	11	4%	10	3%	8	3%	8	3%	10	3%
Incline	7	8%	6	7%	2	3%	3	4%	6	7%
Innovations¹	173	50%	250	51%	224	48%	190	53%	130	53%
North Star²	(Previous years data reported under Innovations HS)						18	29%	10	20%
North Valleys	59	12%	49	10%	33	11%	44	10%	39	8%
Procter R. Hug	79	24%	54	17%	27	9%	40	13%	27	8%
Reno	21	5%	18	5%	12	4%	21	5%	29	5%
Robert McQueen	19	4%	17	4%	20	6%	20	4%	14	3%
Spanish Springs	31	6%	25	5%	39	7%	34	6%	34	7%
Sparks	36	14%	33	12%	31	12%	28	9%	24	9%
TMCC	1	1%	1	1%	0	0%	0	0%	1	1%
Washoe Inspire	Not Open		17	43%	21	66%	34	86%	26	59%
WCSD^{3,4}	689	15%	807	17%	720	15%	608	13%	496	11%

Class of 2015



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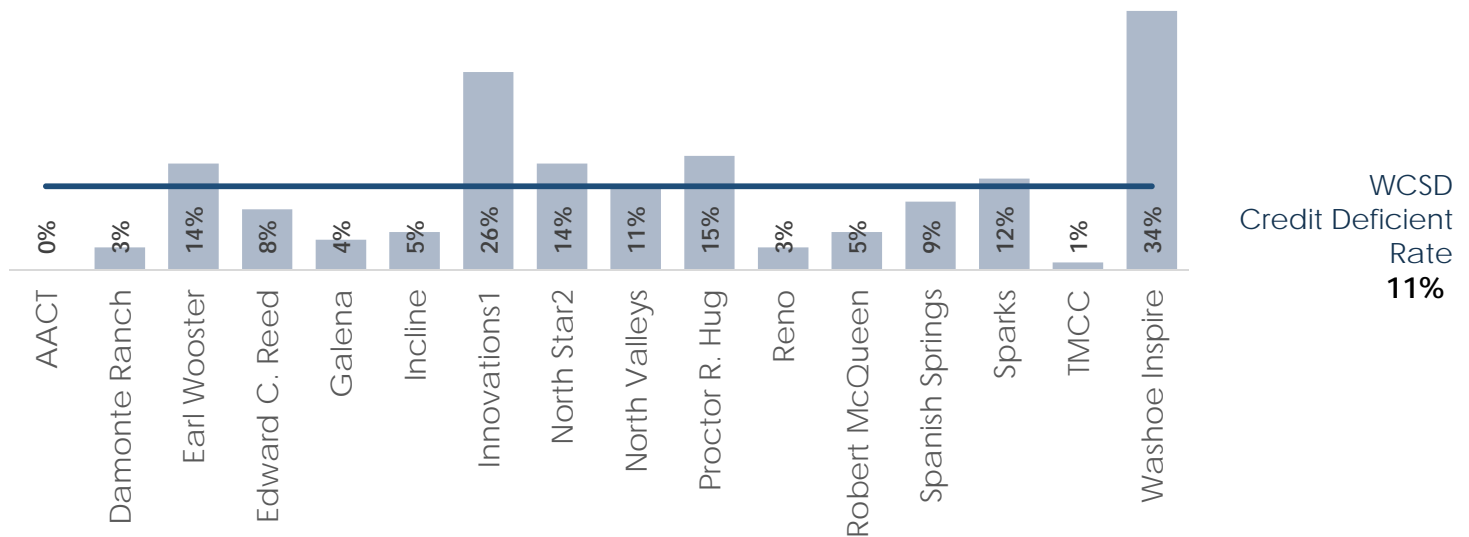
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Credit Deficient⁵

	Class of 2011		Class of 2012		Class of 2013		Class of 2014		Class of 2015	
	N	%	N	%	N	%	N	%	N	%
AACT	-	-	-	-	-	0%	1	1%	0	0%
Damonte Ranch	12	4%	12	4%	12	4%	18	5%	11	3%
Earl Wooster	44	13%	34	9%	28	8%	42	11%	51	14%
Edward C. Reed	31	6%	26	5%	15	3%	25	5%	38	8%
Galena	18	6%	14	4%	14	5%	14	5%	12	4%
Incline	6	7%	7	8%	4	6%	8	11%	4	5%
Innovations¹	102	30%	153	31%	158	34%	110	31%	64	26%
North Star²	(Previous years data reported under Innovations HS)						7	11%	7	14%
North Valleys	52	11%	51	11%	42	9%	63	14%	56	11%
Proctor R. Hug	43	13%	40	12%	37	13%	46	16%	50	15%
Reno	11	3%	16	4%	20	5%	16	4%	9	3%
Robert McQueen	23	5%	35	8%	16	4%	27	6%	22	5%
Spanish Springs	39	8%	46	9%	46	8%	48	8%	48	9%
Sparks	25	9%	35	13%	12	5%	38	13%	34	12%
TMCC	3	3%	3	3%	0	0%	0	0%	1	1%
Washoe Inspire	Not Open		9	23%	7	22%	4	10%	15	34%
WCSD^{3,4}	431	9%	452	10%	383	8%	480	10%	492	11%

Class of 2015



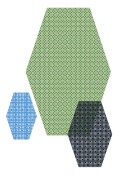
1. Innovations was renamed from 'Washoe Innovations'

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

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

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

'-' too few students to report



College Entrance Exams

WCSD Graduates - Attending UNR

Data Profile
2015

	2011		2012		2013		2014		2015	
	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+
AACT	-	-	-	-	21.9	1038	24.6	1030	22.9	1013
Damonte Ranch	23.2	1043	21.7	1032	24.5	1080	23.1	1077	23.3	1061
Earl Wooster	21.0	1111	22.3	1103	22.0	1096	24.6	1105	24.0	1141
Edward C. Reed	22.1	1058	22.7	1021	22.6	1016	21.7	1018	22.7	1064
Galena	24.9	1121	24.1	1057	23.7	1079	24.0	1070	24.0	1103
Incline	22.0	1063	26.0	1101	27.5	1260	24.0	970	25.0	1146
Innovations¹	-	-	-	-	-	-	-	-	-	-
North Star²	(Previous years' data reported under Innovations)						24.0	1183	N/A	N/A
North Valleys	22.6	1030	22.9	1000	21.2	1052	22.0	1015	23.1	1050
Procter R. Hug	18.3	895	19.2	819	17.2	857	18.7	886	19.2	901
Reno	23.0	1084	24.9	1096	23.8	1093	24.6	1106	24.6	1118
Robert McQueen	23.9	1067	24.6	1050	23.9	1063	24.1	1059	24.1	1083
Spanish Springs	24.5	1059	23.4	1085	22.4	1027	22.0	1043	24.1	1074
Sparks	19.2	989	21.8	1001	20.2	986	20.0	925	20.7	1045
TMCC	20.0	926	24.3	1048	26.5	1059	22.7	1091	25.1	1120
Washoe Inspire	Not Open		-	-	-	-	-	-	-	-
WCSD^{3,4}	22.7	1062	23.1	1057	22.7	1054	22.7	1058	23.4	1074

* ACT Composite

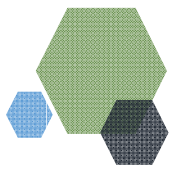
+ SAT Math and Reading combined

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2. North Star (previously 'WOLF') is now a stand-alone school.

(WOLF data were reported under Innovations, so there are no North Star data for previous years.

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College Remedial Placement

Data Profile
2015

WCSD 2014 Graduates - Enrolled at NSHE Institutions*

School	Recent Grads Enrolled in NSHE	Remedial Placements				Total Remedial Placement	Percent Placed into Remediation
		English Only	Math Only	Both English & Math			
AACT	67	1	28	9	38	56.7%	
Damonte Ranch	151	6	30	31	67	44.4%	
Earl Wooster	141	4	17	37	58	41.1%	
Edward C. Reed	189	3	56	50	109	57.7%	
Galena	150	3	35	30	68	45.3%	
Incline	10	2	1	1	4	40.0%	
Innovations ¹	13	0	1	7	8	61.5%	
Inspire	1	0	1	0	1	100.0%	
North Star ²	15	0	7	2	9	60.0%	
North Valleys	155	11	44	40	95	61.3%	
Proctor R. Hug	76	6	18	31	55	72.4%	
Reno	178	2	39	25	66	37.1%	
Robert McQueen	225	10	45	29	84	37.3%	
Spanish Springs	241	14	56	61	131	54.4%	
Sparks	94	4	28	39	71	75.5%	
TMCC	61	1	7	3	11	18.0%	
WCSD	1767	67	413	395	875	49.5%	

Source:

https://www.nevada.edu/ir/Documents/Remedial_Enrollment/NSHE_Remedial_Reports/2014_15_Remedial_Placement_and_Enrollment_Report.pdf

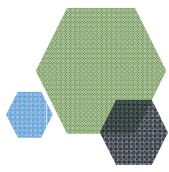
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(WOLF data were reported under Innovations, so there are no North Star data for previous years.)

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



College Persistence Rates UNR and TMCC

Data Profile
2015

Percent of graduates-First time college freshman
returning after one semester

School	2010		2011		2012		2013		2014	
	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR
AACT	-	-	-	-	-	-	85%	92%	87%	89%
Damonte Ranch	81%	72%	79%	72%	67%	74%	78%	90%	71%	76%
Earl Wooster	88%	90%	75%	90%	75%	91%	67%	98%	87%	79%
Edward C. Reed	85%	79%	73%	79%	73%	83%	70%	93%	77%	75%
Galena	85%	90%	76%	90%	83%	90%	78%	97%	87%	89%
Incline	71%	79%	80%	79%	-	-	-	-	-	-
Innovations ¹	-	-	-	-	-	-	-	-	44%	-
North Star ²	-	-	-	-	-	-	-	-	-	-
North Valleys	77%	75%	71%	75%	71%	78%	72%	91%	80%	88%
Procter R. Hug	80%	68%	64%	68%	71%	73%	75%	89%	56%	62%
Reno	82%	86%	77%	86%	77%	88%	94%	97%	77%	82%
Robert McQueen	88%	83%	76%	83%	74%	91%	80%	95%	68%	86%
Spanish Springs	78%	76%	85%	76%	85%	82%	81%	91%	77%	81%
Sparks	79%	83%	78%	83%	78%	81%	83%	90%	71%	74%
TMCC	85%	94%	74%	94%	74%	93%	90%	94%	78%	84%
Washoe Inspire	-	-	-	-	-	-	-	-	-	-
WCSD	81%	91%	74%	90%	76%	94%	77%	94%	74%	81%

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Graduates -Number and Percent of students who qualified

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

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

Source: <https://nevadatreasurer.gov/documents/millennium/Doc-FactSheet.pdf>

	Class of 2011		Class of 2012		Class of 2013		Class of 2014		Class of 2015	
	N	%	N	%	N	%	N	%	N	%
AACT	-	-	-	-	54	61%	64	69%	69	65%
Damonte Ranch	106	47%	104	47%	140	51%	148	51%	145	51%
Earl Wooster	98	49%	151	56%	149	55%	177	59%	153	54%
Edward C. Reed	190	46%	192	49%	186	48%	192	50%	171	45%
Galena	151	60%	174	63%	170	65%	174	66%	188	69%
Incline	36	53%	48	68%	37	64%	31	53%	37	54%
Innovations¹	-	-	12	11%	-	-	-	-	-	-
North Star²	(Previous years' data reported under Innovations)						-	-	-	-
North Valleys	117	34%	123	36%	146	40%	123	38%	136	37%
Procter R. Hug	58	35%	72	41%	71	41%	63	35%	95	39%
Reno	196	58%	192	59%	221	64%	192	56%	181	58%
Robert McQueen	227	57%	201	56%	178	50%	221	55%	195	53%
Spanish Springs	210	50%	178	45%	193	45%	236	51%	206	50%
Sparks	76	41%	73	42%	60	34%	74	37%	64	31%
TMCC	55	59%	57	65%	71	79%	53	67%	70	88%
Washoe Inspire	Not Open		-	-	-	-	-	-	-	-
WCSD	1525	48%	1577	49%	1683	49%	1757	50%	1719	50%

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Glossary

Academic Support The term **academic support** may refer to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school.

Accountability **Accountability** means holding key individuals and groups responsible for student achievement through the systematic collection, analysis, use, and reporting of valid and reliable information.

ACT The **ACT** is a 3 hour multiple choice test of 215 questions which measures achievement in English, Mathematics, Reading and Science. The ACT Plus includes a 30 minute writing test. Scores on each section are averaged to create a composite score. Scores range from 13 to 36.

Advanced Placement (AP) The **Advanced Placement** Program is a cooperative educational endeavor between secondary schools and colleges/universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school.

Assessment In education, the term **assessment** refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood.

Benchmarks Educators use the term **benchmarks** to indicate a detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade.

Charter Schools In education, the term **charter schools** is used to describe publicly funded schools that are exempt from many state laws and regulations for school districts. They are run by groups of teachers, parents, and/or foundations.

Cluster This term is used by educators to describe placing small groups of students together for instruction.

Cohort Often used in research literature and technical reporting, the term **cohort** refers to a group of individuals who have something in common. In education, cohort is typically applied to students who are educated at the same period of time—a grade level or class of students

College Entrance Exams A **college entrance exam** refers to any standardized test which is needed in order to be considered eligible for application by a post-secondary institution or placement into college credit bearing courses

Dropout Rate According to the Nevada Department of Education's informational materials, the overall school/program **dropout rate** is based upon 9–12 grade students who dropped out of school during the previous school year. The dropout statistic applies to schools/programs with any of grades 9-12.

ELL **English Language Learners (ELL)** are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

FERPA **The Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

FRL **Free and reduced price lunches** are provided to students whose families fall below a minimum income threshold as determined by the federal government.

Graduation Rate The four-year adjusted cohort **graduation rate** is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (i)-(iv).

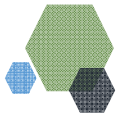
IEP The **individualized education program (IEP)** is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc.) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan must be reviewed and updated yearly. It describes how the child is presently doing, specifies the child's learning needs, and describes what services the child will need.

LEP Limited English Proficient (LEP) students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

Participation Rate This term is applied to the percentage of students who participate in the assessment when compared to the number of eligible students. NCLB requires that 95% of all children in each subgroup be tested.

SAT The **SAT** reasoning test is a four hour multiple choice test, comprised of a 70 minute critical reading section, a 70 minute mathematics section and a 60 minute writing section. Scoring on each section ranges from 200 to 800 points. Scores on the essay range from 1-6 points. The SAT is usually taken at the end of 11th grade or the fall of the 12th grade.

Title I This term describes a federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers.



Data Profile Participants

WCSD High Schools

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

Charter Schools

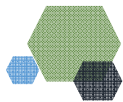
Coral Academy Charter School	Academy of Career Education
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Private Schools

Bishop Manogue	Sage Ridge
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Nevada System of Higher Education

Truckee Meadows Community College	University of Nevada, Reno
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Data Profile Committee

Washoe County School District

Ben Hayes

Chief Accountability Officer

Laura Davidson

Director of Research and Evaluation

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Joe Cline

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Arthur Chenin

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Truckee Meadows Community College

Elena Bubnova

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Mariah Evans

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