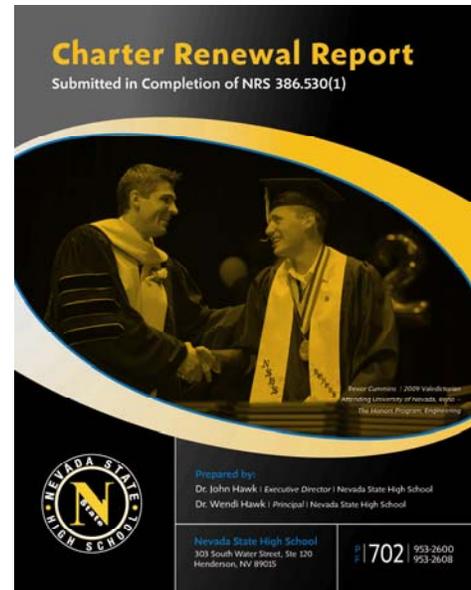


## Charter Renewal Report: NRS 386.530(1)

### EXECUTIVE SUMMARY

*This is a report submitted to the Nevada State Board of Education for sponsorship renewal of a six-year charter granted to the Nevada State High School Governing Body. This report seeks to provide information about the school's previous five years of service to the community and its commitment to successfully transitioning students to college personally, academically, and socially.*

*The report is comprised of application requirements for charter renewal under NAC 386.300, data on 317 graduates, and information from the following student surveys: My Thoughts Count, Two-week Course Evaluation, and weekly Study Skills Evaluations.*



### Vision of Nevada State High School:

"To lead the State of Nevada in transitioning high school students to college."

### What is a charter school?

Charter schools are independent public schools that are free to be more innovative and are held accountable for improved student achievement (*Communications and Media Relations Playbook*, The National Alliance for Public Charter Schools – 2008).

### What is the model used at Nevada State High School?

Nevada State High School uses a concurrent enrollment model that allows 11th and 12th grade students to finish their high school requirements using a dual-credit system. Students must have a minimum GPA of 2.0 and complete their high school requirements while taking real college classes, with real college professors, for a real college experience. NSHS supports these students by paying for their college tuition and textbooks, offering a two-week introduction to college course and another college transitioning course for all first year students. The school also supplies students with free tutoring, college planning, and essential college transitioning skills.

### How has Nevada State High School performed on Nevada Proficiency Exams?

Nevada State High School has consistently performed at or well above the State and local school district results ranking in the top 10% or higher each year (see Appendix D, Chart 3 and 4).

### What determines college readiness?

According to the American Diploma Project and the Nevada System of Higher Education, Algebra II is an overall critical course necessary for successful college readiness. When comparing Table 4 to Table 5 (see Appendix D), it is evident that students taking Algebra II or higher was not an indicator for college level math placement. Over the period of the school's charter, the anticipated college remedial rate (incoming transcripts showing a student's highest completed math course as less than Algebra II) was 43%; whereas, nearly 68% of students enrolling into NSHS actually placed into college remedial math (less than MATH 120) (see Appendix D, Table 4 and 5). After graduation, only 11% of NSHS graduates needed remedial math (see Appendix D, Table 13).

### **What is the readiness of incoming NSHS students?**

Nevada State High School analyzed the results of the 687 students who registered with the school. These students are currently enrolled, withdrew from the school, or graduated. NSHS assigned each student a GPA value of zero to 4.5 (with increments of 0.5) for their college placement scores in MATH 091, 093, 095, 097, 096, 120, 124, 126, 128, and 181. The average incoming GPA score was plotted along with an average math placement score and results are shown on Chart 7 of Appendix D. The college placement exams for math are showing a downward trend indicating that students are less prepared as they leave their high school experience even though their incoming GPA's remain steady.

### **How has Nevada State High School helped preparing students for college?**

After graduating from Nevada State High School, 100% of the students have completed their college English remedial requirements and 89% have completed their college math remedial requirements (see Appendix D, Table 13). Some of the limitations with completing these requirements have rested on the number of semesters students actually attended Nevada State High School. For example, 8% of the 11% needing remediation attended NSHS for only two semesters (see Appendix D, Table 14). Table 17 (see Appendix D) shows that students also earned an average of 11 college credits per semester and reported finishing their college core classes and beginning their major requirements prior to high school graduation.

### **Can students handle the rigor of college courses?**

Yes, students are showing success at meeting the requirements of their college courses. Nevada State High School uses a growth model comparing incoming GPA's with GPA's upon graduation. Table 33 (see Appendix D) demonstrates that 83% of NSHS graduates have increased their GPA. For more GPA information, see Appendix D and the following: plot 2, plot 3, and chart 5.

### **How has Nevada State High School tracked students beyond high school?**

Nevada State High School pays the National Student Clearing House to search colleges across the country to see the post secondary status of each student students. Additionally, the school also uses its own internal tracking system to monitor alumni by student interviews and transcript requests.

### **Where are Nevada State High School graduates attending college?**

Nevada State High School graduates are attending colleges across the country. For the most part, 68.77% of the graduates are staying in-state for their education; whereas, 18.61% and 12.62% are attending college/military out-of-state or are unknown respectively (see Appendix D, Table 44).

### **What are students saying about Nevada State High School?**

Nevada State High School students are receiving a positive experience at the school. Students feel that the support systems at the school are helping them stay on track for a successful transition to college. Moreover, they feel that the school is socially providing them with a mature environment, building personal confidence, and exposing them to new friends with common goals. Upon initially registering with the school, some students become disgruntled over starting school two weeks earlier than their traditional high school peers; however, by the end of the year, students report the two-week course as one of their most memorable experiences. Students also changed their way of thinking when it came to their teachers. Students reported how their college professors really cared and helped them improve, defend their opinions, and develop ways to think more positively about education as noted by a student, "the professors I've had have helped me grow and develop as a student and free thinker."