

Great Teaching and Leading Fund Final Annual Report FY16  
Northeastern Nevada Regional Professional Development  
Program (NNRPDP)

Northeastern Secondary Science Cohort

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## I. Summary

### a) Program Name & Overall Goals/Objectives of the Program

The Northeastern Secondary Science Cohort (NSSC), developed by the Northeastern Nevada Regional Development Program (NNRPDP), provided professional learning opportunities in relation to the Nevada Academic Content Science Standards (NVACSS) for secondary (9-12) science teachers in rural Nevada. The purpose of the Northeastern Secondary Science Cohort was to examine and support implementation of the Next Generation Science Standards, adopted by Nevada, by evaluating quality and alignment within lessons and units of study using a structure of analysis and collaboration. Within this learning, science teachers were guided to construct understanding of the integrated nature of the NEPF and the expectations of the NVACSS. Thus, the purpose and structure of the program aligned with the 2015-2016 priorities of the GTLF to 1) provide instruction in the standards of content and performance of the subject area of science, and 2) implement the Nevada Educator Performance Framework (NEPF) for teachers.

The primary priority of the program was *to provide instruction in the standards of content and performance of the subject area science*. Attending the NSTA conference provided the springboard for participants to launch into the examination and implementation of the NVACSS. Continued learning occurred with full-days of training three times during the 2015 – 2016 academic year. To facilitate collaboration and sustain and support professional learning, a private Twitter channel was prepared and teachers were encouraged to share among themselves their successes and challenges as well as professional articles, readings, etc. that are easily linked through this media.

Within the science priority, the focus was on implementation of the NVACSS understanding how the three dimensions (Science and Engineering

Practices, Disciplinary Core Ideas, and Cross Cutting Concepts) are integrated. Lessons and units of study were specifically analyzed and evaluated for alignment using the EQuIP rubric while collaborating with other secondary science teachers within the region. The EQuIP rubric, endorsed by Next Generation Science Standards (NGSS), Achieve, and the National Science Teachers Association, provided a common structure in which teachers shift their curriculum and instruction to align with the NVACSS expectations. Lessons and units of study were also collaboratively constructed over the course of the program.

The secondary priority of the program was *implementation of the Nevada Educator Performance Framework (NEPF) for teachers*. The NEPF is the umbrella under which all content and pedagogy must be viewed. Therefore, an opportunity for science teachers to collaborate and construct understanding of the NEPF Instructional Standards and Indicators while immersed in content was integrated throughout the NVACSS outcomes. Analysis and collaboration helped teachers answer questions related to the NEPF.

#### **b) Abstract and Results Overview**

Teachers from the northeast region (White Pine, Eureka, Humboldt, Elko, Lander, and Pershing school districts) were invited to participate in the Northeastern Secondary Science Cohort. The project served to provide the necessary first steps in supporting teachers with implementation and integration of the NVACSS and NEPF. By committing to this cohort, teachers in the region had the opportunity to attend the regional National Science Teachers Association conference held in Reno, Nevada and received three full-days of professional development throughout the year to ensure implementation of content and new practices in the classroom. The three cohort days of learning were co-led through partnership between an expert science content provider from the Southern Regional Professional

Development (SRPDP) and an expert from the NNRPDP. Each of the days included outcomes that provided opportunities for teachers to construct knowledge about the NVACSS under the umbrella of NEPF. Participants also participated in a Personal Learning Network (PLN) through a private Twitter channel in order to connect with cohort members between face-to-face training days.

The Standards for Professional Learning (Learning Forward, 2011) framed the design of this plan. All seven professional standards work in concert throughout the design, as is expected with the professional learning framework. The Learning Design standard expects that the plan be derived from intended learning outcomes. It is with these outcomes in mind that the decision was made to 1) facilitate content with expert guidance during full-days of learning, 2) require participants to bring their own examples of work to analyze and revise, and 3) enhance and extend the learning through the use of technology (Twitter).

Content experts identified in the grant demonstrate the Leadership standard through a commitment to participants' learning, communicating and establishing a persistent focus, and sharing and advocating for teachers' personal growth toward leadership in their content with the districts they serve. Districts demonstrate the Leadership standard by supporting teachers in their learning by providing time for travel and time for collaborative learning.

The collaborative group of science teachers meeting face-to-face around their own content from across many districts in the region provides a sense of the Professional Learning Communities standard. In addition, the learning community collaborated through the use of technology in order to remain focused and engaged between face-to-face meetings.

The Resource standard states, “Resources for professional learning include staff, materials, technology, and time, all dependent on available funding” (Learning Forward, 2011, p. 32). The grant application addressed staff needs through partnerships within the RPDPs, technology, and time (access for teacher time through substitute reimbursements).

Data from multiple sources offers a balanced and comprehensive analysis of performance. Therefore, multiple data sources were collected throughout the grant. The use of the data (both for teachers during the cohort and for the organization reporting) is critical for moving teachers and students forward. Teachers were afforded the opportunity throughout the year to align their own work, analyze and submit student work, and reflect on their learning in various formats.

Classroom implementation was a focus of this grant, and the Implementation standard guides the practice “to bridge the knowing-doing gap and integrate new ideas into practice...” (p. 45). “In order to meet the implementation standard, teachers are expected to practice, refine, give, and receive constructive feedback. Built into this learning design for secondary science teachers were opportunities to use their knowledge, bridge it to the “doing” in their classrooms, and receive and give feedback to their learning community.

Finally, the Outcomes standard guides us to use student learning expectations for our own learning. Therefore, the focus of the NVACSS (student learning expectations) and the NEPF Instructional Standards (identified and research based strategies for learning to stick) align to this standard. Collection of multiple data sources were integrated with the measurement of outcomes.

The measures used to assess the effect of the professional development in relation to the program’s goals to provide instruction in the

standards of content and performance for the subject area of science (Next Generation Science Standards) and support implementation of the statewide NEPF for teachers included teacher evaluations, reflections, analysis of student work, and student reflections. The selection of these measures were also informed by the Standards for Professional Learning and Thomas Guskey's (2002) levels of evaluation.

To assess the effectiveness of the NSTA Regional Conference activity, participants were asked to complete a Conference Note-Taker as a means to process learnings and reflect on how to transfer learnings to practice. During a conference debrief, held on-site of the regional conference, participants were asked to rate their level of satisfaction with impact of the activity on their learning. Each participant indicated a high level of satisfaction with the activity. The participants' Conference Note-Takers and the lessons/units the participants collaboratively designed over the course of the program were analyzed for evidence of transfer of learnings from the activity to the lessons/units. Each submitted lesson/unit evidenced transfer of the learnings to practice.

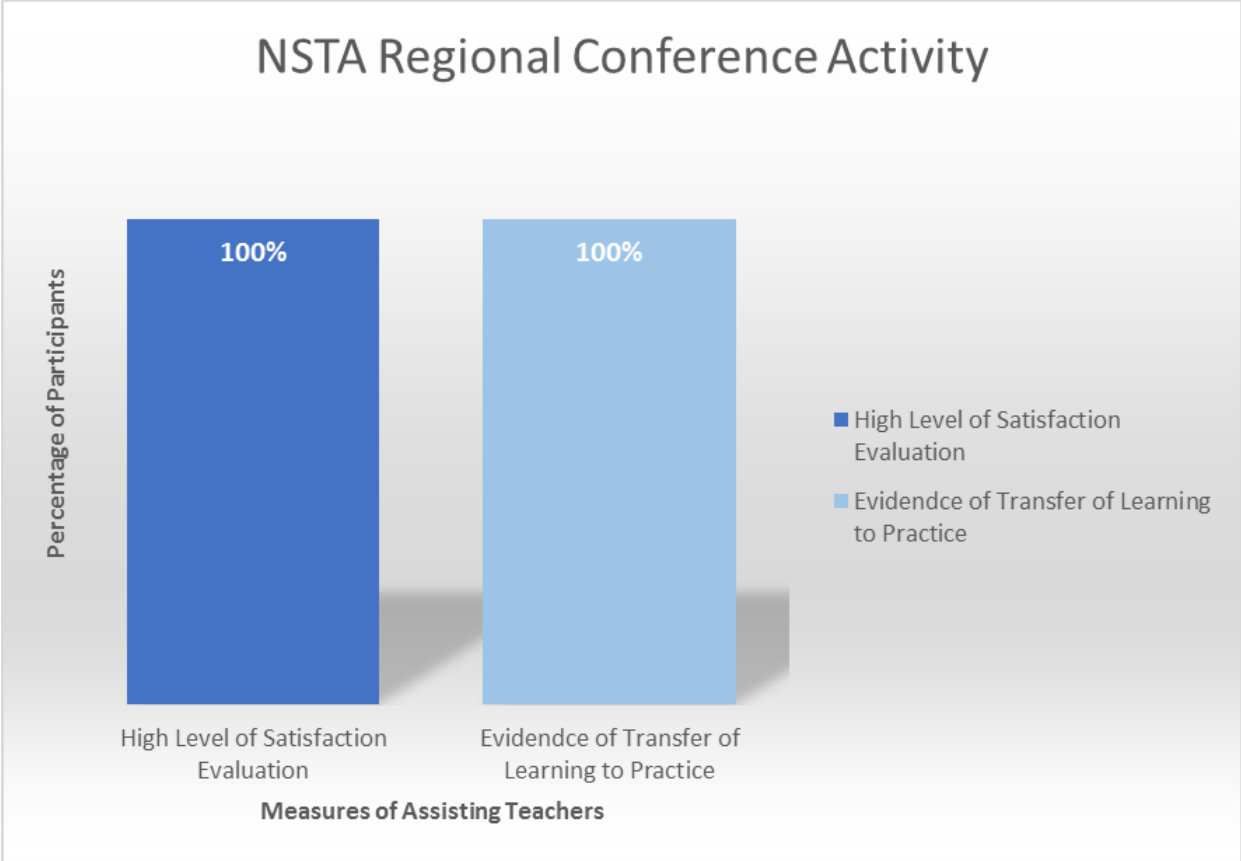
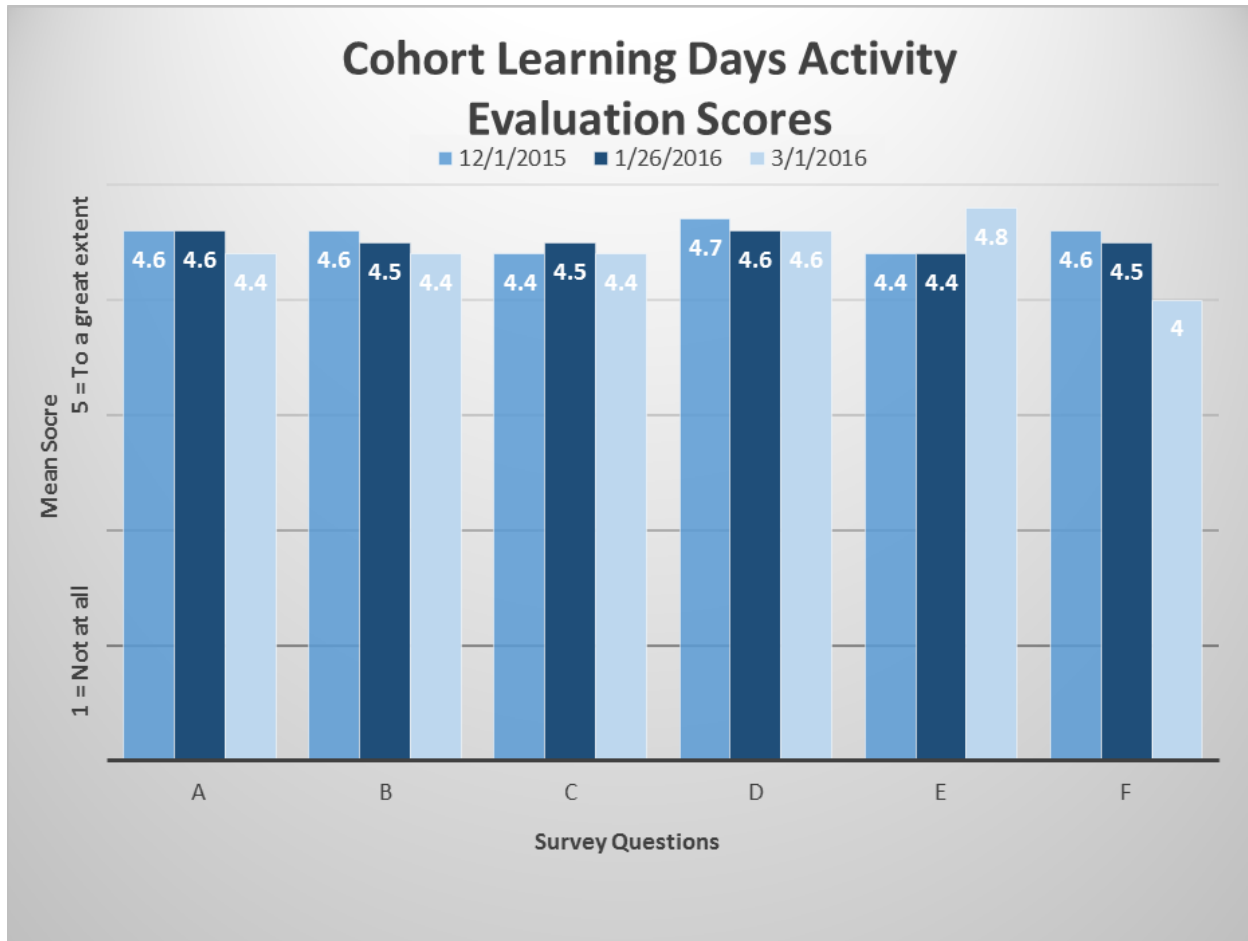


Table: NSTA Regional Conference Activity

	High Level of Satisfaction Evaluation	Evidence of Transfer of Learning to Practice
Percentage of Participants	100%	100%

To assess the effectiveness of the Cohort Learning Days, participants' evaluations and reflections were analyzed. Using a Likert scale where one indicated *not at all* and five indicated *to a great extent*, participants evaluated Survey Questions at the end of each of the three Cohort Learning Days.





A	The training matched my needs.
B	This training added to my knowledge of the standards and/or my skills in teaching subject matter content.
C	This training will improve my teaching skills.
D	I will use the knowledge and skills from this training in my classroom or professional duties.
E	My learning today has prompted me to change my practice.
F	My learning today will affect students' learning.

Table: Cohort Learning Days Activity Mean Evaluation Scores

Survey Question /Cohort Learning Day	12/1/2015	1/26/2016	3/1/2016
The training matched my needs.	4.6	4.6	4.4
This training added to my knowledge of the standards and/or my skills in teaching subject matter content.	4.6	4.5	4.4
This training will improve my teaching skills.	4.4	4.5	4.4
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7	4.6	4.6
My learning today has prompted me to change my practice.	4.4	4.4	4.8
My learning today will affect students' learning.	4.6	4.5	4

Results from the evaluations indicate the Cohort Learning Days impacted participants' knowledge, understanding, and practice to a great extent.

Participants also were also reflected on their learning at the conclusion of each of the three Cohort Learning Days. A qualitative review of participants' reflections indicate an impact on knowledge, understanding, and practice, reflecting the qualitative data from the evaluation. The following excerpts from participants provide a sampling of the program's impact:

*By starting my lessons with the practices (and artifacts), my lessons and units on a whole, will be more aligned with what I want students to be able to do!*

*With all of the new stuff going on in the field of education, having like-minded science teachers help develop and critique lessons will give me more confidence in creating my lessons and units.*

*I will be more thoughtful in the planning of lessons using the 3 dimensions as a result of the work today.*

To assess the impact the Cohort Learning Days in regard to supporting participants' understanding and ability to demonstrate the NEPF instructional standards, participants' reflection responses were analyzed for evidence of the ability to identify where unit plans afforded the ability to target NEPF standards and for evidence indicating an increased ability to demonstrate the NEPF instructional standards. The following excerpts are reflective of evidence in the responses indicating connections between the program and the participants' understanding and demonstration of NEPF instructional standards.

*Looking at the EQulP Rubric to evaluate a unit helps a teacher think about the NEPF standards because it is a reflective process – just as NEPF asks a teacher to be.*

*Making sure that all 3 parts of the NGSS parts of instruction are put properly into each lesson and unit helps to develop deeper understanding and build prior knowledge which is the basis of NEPF.*

*I can see that implementing the practices will increase the NEPF standards.*

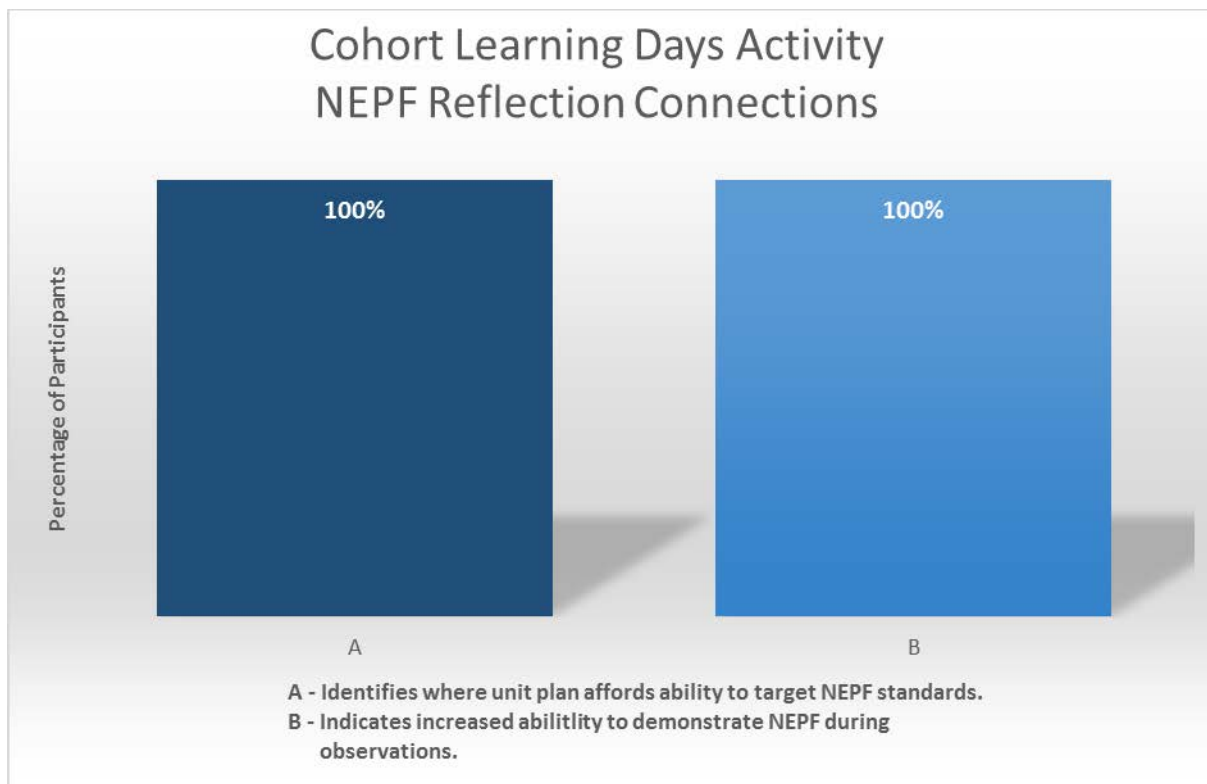


Table: Cohort Learning Days Activity NEPF Reflection Connections

	Identifies where unit plan affords ability to target NEPF standards.	Indicate increased ability to demonstrate NEPF during observations.
Percentage of Participants	100%	100%

Participants' analysis of student work and student reflections were used to evaluate the program's impact on improving student achievement. The qualitative data gathered from the analysis and reflections suggests a correlation between the participants' participation in the program and improved student achievement. The following excerpts support this conclusion:

*I noticed how much more retention there was in the follow-up work after this modeling lesson. The students had a better grasp of the*

*terminology I was using in class and when it came time to use this information in the following lesson, the students were overly prepared...The addition of a modeling self-assessment came from what I learned in class. I saw the importance of students assessing their models and how they are used in class. I found great info from what they thought they strength and weaknesses were in their models of mitosis. Participant*

*I did pretty good. I learned most from the model because it put the whole process in my head.... Student*



*My chemistry students are becoming more comfortable with open-ended discussions. In fact, they have come to expect it. They are not afraid of having only minimal information to reason or solve a problem. Additionally, there is very little resistance with inquiry reasoning....(As a result of my learning) students expect to have some kind of cross cutting information and engineering practices. I know this because now they ask questions that pertain to these different*

*sides of NGSS. And they appreciate the application and depth that these practices incorporate. It is evident to me that their leaning is more than a grade, is the actual knowledge and application of the content. Participant*

*In class now we are learning about gas laws and how gas reacts with itself on the molecular level....This concept, the relationship between pressure, temperature, and volume, is applicable all over the place! It has to do with basically everything. IT has to do with our atmosphere, with elevation and even with baking...(What new questions do you have) What does pressure have to do with swimming in deep water? Student*

Participants' evaluation responses to the survey question: *My learning today will affect students' learning* were also used to evaluate the program's impact on student achievement. At the end of each of the Cohort Learning Days, participants rated the statement using a Likert scale where one indicated not at all and a five indicated to a great extent. The mean for the participants' responses to the statement for the three Cohort Learning Days was 4.4.

The results of data accumulated through teacher evaluations, reflections, analysis of student work, and student reflections indicates the goals and objectives of the program were successfully achieved.

### **c) Next Steps**

Further support and professional development opportunities are needed to continue to advance the learnings and implementation of the NVACSS of the participants in the program as well as with the regions K – 12 educators in general. Participants will be encouraged to share their learnings with their colleagues and be ambassadors for the implementation of the NVACSS. Other professional development opportunities that build on

the strengths of this program need to be explored and developed so as to continue to expand the knowledge, understandings, and implementation of the NVACSS.

## **II. Grant Funded Activities**

National Science Teachers Association Reno, NV Regional Conference Activity

### **a) Overview**

Participants in the program attended a three-day National Science Teachers Association Regional Conference held in Reno, NV during October 2015. Participants completed a Conference Note-Taker for the sessions attended as a means to guide and reflect upon new learnings garnered from the conference attendance. Participants also met as a cohort during the conference to debrief and reflect upon learnings. Participants transferred new learnings throughout the program during the development and analysis of lessons/units over the course of the program.

### **b) Participant Information**

The program's participants were comprised of 9 – 12 science teachers from across northeast Nevada. Initially, there were 11 participants in the program; one from Owyhee, two from Ely, two from Wells, three from Winnemucca, and three from Elko. For demographics of these regions, please see Appendix A.

### **c) Areas of Effectiveness Measured**

The area of effectiveness for the National Science Teachers Association Reno, NV Regional Conference activity was assisting teachers in relation to changes in instructional practice.

### **d) Effectiveness Measure for Assisting Teachers and Rationale**

The effective measures included conference attendance, conference debriefing attendance and evaluation, conference learning reflections, and transfer of learning to lesson/unit designs. Conference attendance was 100%. Ten out of the 11 participants attended the debriefing, and the

average level of satisfaction was a 5 on a 1 – 5 Likert scale with one indicating a very low level of satisfaction and five indicating a very high level of satisfaction. Transfer of the learning to lesson/unit designs was assessed by comparing comments and reflections to the lessons/units the participants designed over the course of the program. Elements of the learnings noted in each participants' Conference Note-Taker were reflected in lesson/unit designs.

In addition to the Standards for Professional Learning (Learning Forward, 2011), the rationale for the measures were also informed by Thomas Guskey's levels of evaluation. Thomas Guskey (2002) proposes that professional development be developed and evaluated on several levels. At level one, an evaluation provides information with regard to initial satisfaction levels and assists with improvement of delivery, design, and/or activities. An oral evaluation occurred during the debriefing with the cohort during the conference that provided information with regard to initial satisfaction levels of the participants. Level two indicates the degree in which participants learned from the professional learning experience. This level was met through guided written reflections through the use of the Conference Note-Taker. Level three requires support from the organizations for the change. Districts demonstrated this through their support of this professional learning opportunity as did teachers through conference attendance.

#### **e) Implications for Future Implementation**

Conference attendance paired with the information processing and reflection tool and the debriefing provided opportunities for participants to increase knowledge and understandings and transfer these new learnings to practice. It also provide a common experience on which to build a collaborative cohort of learners. As a result of the benefits associated with



conference attendance, providing educators these opportunities in future programs is worthy of consideration.

## **Cohort Learning Days Activity**

### **a) Overview**

Over the course of December 2015 – March 2016, participants met three times for face-to-face full day sessions. The three Cohort Learning Days were co-led through a partnership between and expert science content provider from the Southern Regional Professional Development Program (SRPDP) and an expert from the NNRPDP. The foci of each of these three day sessions were on the implementation of the NVACSS, understanding how the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts) are integrated, and constructing understandings of the connections between the NVACSS and the NEPF. Lessons and units of study were specifically analyzed and evaluated for alignment using the EQuIP rubric, and participants collaborated to develop lessons/units to implement in their respective classrooms.

### **b) Participant Information**

The program's participants were comprised of 9 – 12 science teachers from across northeast Nevada. Seven participants were able to attend each of the three full-day cohort sessions; one from Owyhee, one from Ely, one from Wells, one from Winnemucca, and three from Elko. For demographics of these regions, please see Appendix A.

### **c) Areas of Effectiveness Measured**

The areas of effectiveness measured for the Cohort Learning Days activity were related to improving student achievement and assisting teachers.

#### **d) Effectiveness Measure for Improving Student Achievement and Assisting Teachers and Rationale**

The effectiveness measures for improving student achievement included teacher analysis of student work and student reflections derived from the implementation of the lessons/units designed by collaborative teams during the program.

The effectiveness measures for assisting teachers included teacher evaluation and reflections.

In addition to the Standards for Professional Learning (Learning Forward, 2011), the rationale for the measures were also informed by Thomas Guskey's (2002) levels of evaluation. At level one, an evaluation provides information with regard to initial satisfaction levels and assists with improvement of delivery, design, and/or activities. At the conclusion of each Cohort Learning Day, three evaluation questions answered on a Likert scale from 1-7 were specifically reviewed for teacher knowledge and understanding: 1) This training added to my knowledge of standards and/or my skills in teaching subject matter content, 2) I will use the knowledge and skills from this training in my classroom or professional duties, and 3) The training will improve my teaching skills. Level two indicates the degree in which participants learned from the professional learning experience. This level was met through guided written reflections at the conclusion of each Cohort Learning Day. Level three requires support from the organizations for the change. Districts demonstrated this through their support of this professional learning opportunity by supporting travel and permitting teachers to attend. Level four of the evaluation model requires a review of student achievement. Each participating teacher in the cohort analyzed student work, which demonstrates the impact of professional development on student learning.

### **e) Implications for Future Implementation**

It was a feat to bring participants from across such a vast region. However, the benefits of creating an avenue for 9 – 12 science educators to collaborate and build upon and expand each other's understandings of the NVACSS and NEPF connections was a worthwhile endeavor. The participants now form a cadre of ambassadors for NVACSS with their increased implementation knowledge of NVACSS. Extending the knowledge of the cohort through other programs is worthy of consideration for future implementation.

Another implication for future implementation include building upon and refining the program in order to continue to create opportunities to form other cohorts of science educators for various grade bands, creating the capacity to form region-wide cadres of ambassadors of the NVACSS across the K – 12 spectrum.

## **II. Budget Summary**

### **a) Narrative Overview of Use of GTL Funds Awarded**

Funds awarded were used in accordance with the accepted grant application to provide opportunities for teachers to attend the NSTA conference in Reno with additional follow-up days to delve deeper into the content.

### **b) Brief Description of Expenditure Categories and Description**

Fund categories included Salaries, Purchased Professional Service and Staff Travel. Each of those categories were spent according to the accepted grant application. In salaries, we budgeted for 35 participants' substitute costs for 5 days (October 22 and 23 for the NSTA-Reno conference and three days for the follow-up cohort learning in Elko).

Purchased Professional Services included a budget amount equivalent to 35 participants' memberships to NSTA (including the professional journal

and discounted conference fee among other membership benefits) and 35 participants' registration for the full NSTA conference in Reno.

Due to the large geographic area of our region, staff travel was budgeted to include participants' travel expenditures for hotels and meals for 35 participants staying 3 nights at the conference hotel and their meals and incidentals at the conference. In addition, the follow up days included some travel for teachers outside the GSA limits. Those hotel and meal expenses were included in the budget as well.

All auto travel for participants to and from the Reno NSTA conference and to and from the Elko follow-up days are provided through our partner districts.

The staff travel budget also included expenses for a secondary science content expert from the Southern Nevada Regional Professional Development Program to attend and co-facilitate the follow-up days in Elko.

**c) Awarded Funds vs. Unexpended Funds**

As noted above, the budget prepared included an estimated 35 participants. The program's actual number of participants ranged from 12 to 7 after a few were unable to complete the provided training for a variety of reasons. Fund categories were used consistently as outlined in the grant; unexpended funds were due to fewer participants.

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## Appendix A

### *Regional Demographics*

#### **Ely, Nevada**

As of the [census<sup>\[14\]</sup>](#) of 2000, there were 4,041 people, 1,727 households, and 1,065 families residing in the city. The [population density](#) was 566.8 people per square mile (218.8/km<sup>2</sup>). There were 2,205 housing units at an average density of 309.3 per square mile (119.4/km<sup>2</sup>). The racial makeup of the city was 89.14% [White](#), 0.32% [African American](#), 3.12% [Native American](#), 1.09% [Asian](#), 0.35% [Pacific Islander](#), 3.71% from [other races](#), and 2.28% from two or more races. [Hispanic](#) or [Latino](#) of any race were 12.35% of the population.

There were 1,727 households out of which 28.6% had children under the age of 18 living with them, 46.4% were [married couples](#) living together, 10.2% had a female householder with no husband present, and 38.3% were non-families. 33.7% of all households were made up of individuals and 13.1% had someone living alone who was 65 years of age or older. The average household size was 2.30 and the average family size was 2.94.

In the city the population was spread out with 25.7% under the age of 18, 6.3% from 18 to 24, 23.8% from 25 to 44, 27.0% from 45 to 64, and 17.2% who were 65 years of age or older. The median age was 41 years. For every 100 females there were 98.3 males. For every 100 females age 18 and over, there were 96.0 males.

The median income for a household in the city was \$36,408, and the median income for a family was \$42,168. Males had a median income of \$36,016 versus \$26,597 for females. The [per capita income](#) for the city was \$17,013. About 11.3% of families and 12.5% of the population were below the [poverty line](#), including 12.0% of those under age 18 and 9.2% of those aged 65 or over.

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### **Elko, Nevada**

As of the [census](#)<sup>[14]</sup> of 2000, there were 16,708 people, 8,505 households, and 5,287 families residing in the city. The [population density](#) was 1,153.3 people per square mile (445.2/km<sup>2</sup>). There were 6,948 housing units at an average density of 479.6 per square mile (185.1/km<sup>2</sup>). The racial makeup of the city was 83.2% [White](#), 0.3% [African American](#), 2.7% [Native American](#), 1.0% [Asian](#), 0.1% [Pacific Islander](#), 8.6% from [other races](#), and 2.94% from two or more races. [Hispanic](#) or [Latino](#) of any race were 17.4% of the population.

There were 8,505 households out of which 40.6% had children under the age of 18 living with them, 54.8% were [married couples](#) living together, 9.8% had a female householder with no husband present, and 29.8% were non-families. 23.5% of all households were made up of individuals and 5.7% had someone living alone who was 65 years of age or older. The average household size was 2.72 and the average family size was 3.26.

In the city the population was spread out with 31.1% under the age of 18, 9.8% from 18 to 24, 31.2% from 25 to 44, 21.0% from 45 to 64, and 7.6% who were 65 years of age or older. The median age was 31.5 years. For every 100 females there were 104.6 males. For every 100 females age 18 and over, there were 105.3 males.

The median income for a household in the city was \$48,656, and the median income for a family was \$52,263. Males had a median income of \$42,155 versus \$26,823 for females. The [per capita income](#) for the city was \$19,680. About 6.1% of families and 8.2% of the population were below the [poverty line](#), including 8.9% of those under age 18 and 8.4% of those age 65 or over.

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## Owyhee, Nevada

As of the [census<sup>\[6\]</sup>](#) of 2000, there were 1,017 people, 323 households, and 215 families residing in the CDP. The [population density](#) was 4.5 people per square mile (1.8/km<sup>2</sup>). There were 371 housing units at an average density of 1.7 per square mile (0.6/km<sup>2</sup>). The racial makeup of the CDP was 17.80% [White](#), 3.54% [African American](#), 75.02% [Native American](#), 0.59% [Asian](#), 0.10% [Pacific Islander](#), 0.88% from [other races](#), and 2.06% from two or more races. [Hispanic](#) or [Latino](#) of any race were 9.05% of the population.

There were 323 households out of which 35.3% had children under the age of 18 living with them, 33.7% were [married couples](#) living together, 22.6% had a female householder with no husband present, and 33.4% were non-families. 30.3% of all households were made up of individuals and 6.5% had someone living alone who was 65 years of age or older. The average household size was 2.65 and the average family size was 3.31.

In the CDP the population was spread out with 40.5% under the age of 18, 9.4% from 18 to 24, 22.8% from 25 to 44, 19.6% from 45 to 64, and 7.7% who were 65 years of age or older. The median age was 25 years. For every 100 females there were 138.7 males. For every 100 females age 18 and over, there were 105.8 males.

The median income for a household in the CDP was \$23,214, and the median income for a family was \$28,846. Males had a median income of \$31,250 versus \$27,917 for females. The [per capita income](#) for the CDP was \$9,869. About 27.7% of families and 32.4% of the population were below the [poverty line](#), including 41.0% of those under age 18 and 34.5% of those age 65 or over.

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## Wells, Nevada

As of the [census](#)<sup>[5]</sup> of 2000, there were 1,346 people, 525 households, and 352 families residing in the city. The [population density](#) was 195.6 people per square mile (75.5/km<sup>2</sup>). There were 633 housing units at an average density of 92.0 per square mile (35.5/km<sup>2</sup>). The racial makeup of the city was 80.24% [White](#), 6.76% [Native American](#), 0.30% [Asian](#), 0.15% [Pacific Islander](#), 9.06% from [other races](#), and 3.49% from two or more races. [Hispanic](#) or [Latino](#) of any race were 19.47% of the population.

There were 525 households out of which 35.4% had children under the age of 18 living with them, 52.6% were [married couples](#) living together, 9.7% had a female householder with no husband present, and 32.8% were non-families. 28.8% of all households were made up of individuals and 9.5% had someone living alone who was 65 years of age or older. The average household size was 2.56 and the average family size was 3.14.

In the city the population was spread out with 29.3% under the age of 18, 7.6% from 18 to 24, 27.9% from 25 to 44, 25.0% from 45 to 64, and 10.3% who were 65 years of age or older. The median age was 36 years. For every 100 females there were 107.7 males. For every 100 females age 18 and over, there were 106.5 males.

The median income for a household in the city was \$35,870, and the median income for a family was \$41,827. Males had a median income of \$31,250 versus \$20,852 for females. The [per capita income](#) for the city was \$16,835. About 8.6% of families and 11.9% of the population were below the [poverty line](#), including 18.9% of those under age 18 and 2.1% of those age 65 or over.

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### **Winnemucca, Nevada**

As of the census<sup>[17]</sup> of 2000, there were 7,174 people, 2,736 households, and 1,824 families residing in the city. The population density was 867.5 people per square mile (334.9/km<sup>2</sup>). There were 3,280 housing units at an average density of 396.6 per square mile (153.1/km<sup>2</sup>). The racial makeup of the city was 83.41% [White](#), 2.23% [African American](#), 0.89% [Native American](#), 0.32% [Asian](#), 0.03% [Pacific Islander](#), 9.60% from [other races](#), and 3.51% from two or more races. [Hispanic](#) or [Latino](#) of any race were 20.74% of the population.

There were 2,736 households out of which 37.8% had children under the age of 18 living with them, 53.9% were married couples living together, 8.6% had a female householder with no husband present, and 33.3% were non-families. 27.1% of all households were made up of individuals and 8.7% had someone living alone who was 65 years of age or older. The average household size was 2.60 and the average family size was 3.21.

In the city the population was spread out with 30.2% under the age of 18, 7.9% from 18 to 24, 30.6% from 25 to 44, 22.3% from 45 to 64, and 9.0% who were 65 years of age or older. The median age was 34 years. For every 100 females there were 105.1 males. For every 100 females age 18 and over, there were 104.5 males.

The median income for a household in the city was \$46,699, and the median income for a family was \$53,681. Males had a median income of \$47,917 versus \$26,682 for females. The per capita income for the city was \$21,441. About 7.5% of families and 9.5% of the population were below the poverty line, including 10.8% of those under the age of 18 and 8.1% of those 65 and older.

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