



Overview of P-20 Reports for K12

The purpose of these reports is to provide high schools and school districts with information about the postsecondary enrollment of their former high school graduates. These reports are being provided to high schools and districts across the state, free of charge. Production of these reports is funded through the ARRA P-20 grant and what we learn from developing these reports, as well as reports for the Community and Technical Colleges and the Six Public Baccalaureate institutions, will be used to inform the creation of the P-20W data warehouse. ERDC will continue to produce these reports on an annual basis after the end of the grant.

Overview of the reports

- The reports present data on postsecondary enrollment for 2004, 2005, 2006, 2007, 2008, 2009 and 2010 high school graduates at the high school, school district, and state level.
- The reports do not provide information on all high school students and they do not provide information about individual high school students. See the section on maintaining student privacy and FERPA for descriptions of the exclusions.
- The reports were developed with input from the K-12 stakeholder community, including school and district administrators, assessment coordinators, school counselors, data management staff, and OSPI staff.
- The intent of these reports is to complement other reports published by educational partners and to be used to promote collaborative discussions and decisions between K-12 and postsecondary institutions. The reports do not draw conclusions about the performance of individual high schools, districts and/or postsecondary institutions.
- The primary audience for these reports is high school principals and staff and school district administrators.
- Reports will be produced for schools, school districts and the state on an annual basis and will be modified and expanded based on data availability and school/district needs. Please see ***Future Enhancements*** for specific suggestions that have been made.

Maintaining Student Privacy and FERPA

ERDC has worked with OSPI and consulted national technical resources to develop suppression rules and data display techniques that meet the law and intent of the Family Educational Rights and Privacy Act (FERPA). These suppression rules are applied to the data before it is released to LEAP for display.

- Reports for high schools or school districts with fewer than 10 graduates will display no data other than the number of graduates. Additionally, high schools that have less than ten enrollments in post-secondary institutions will have limited data available for display in the tables.
- To comply with recommendations made by the Privacy Technical Assistance Center (PTAC), information is presented in percentages, or ranges of percentages rather than exact counts. This change to the display mitigates the release of personal identifiable information and is a strategy recommended in SLDS Technical Brief #3. In another compliance-related change, enrollment counts for out-of-state and private institutions are now presented in broad categories (private, out-of-state), and not by the individual institution.

For more information about FERPA or other privacy initiatives, please visit the Institute of Education Sciences (IES) National Center for Education Statistics Privacy Technical Center (PTAC) -

<http://nces.ed.gov/programs/Ptac/Home.aspx>

Next Steps

- Generate plan for incorporating modifications and expansions into next version of the P-20 for K12 reports.
- Generate datasets containing the individual-student level data used to create these reports to school districts.
- Enhance the web functionality of the reports to allow for comparisons between schools and districts as well as different ways to summarize the data and look across time.
- Continue outreach and education around reports.
- More timely generation of reports.



P-20 Feedback Report for High School Technical Notes

Data Sources & Definitions

High School Graduates: The Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210) were used to identify high school graduates. The graduate cohort is defined by the academic year data file in which they are reported as graduated. For the most part this corresponds to the September 1, 2008 – August 31, 2009 school year for the 2008-09 high school graduates and September 1, 2009 – August 31, 2010 for the 2009-10 high school graduates.

A student is included as a high school graduate if he/she was reported in OSPI's academic year enrollment summary file with student enrollment status indicating:

- "graduated with regular high school diploma" or Enrollment_Status_Type = 'G0',
- "confirmed completion of Individualized Education Program" or Enrollment_Status_Type = 'C2',
- "confirmed receipt of adult high school diploma" or Enrollment_Status_Type = 'C1'

If a student has more than one graduation record in the school year in the P210 file, the record associated with the school primarily responsible for the student is used (IsPrimary = '1'). If a student has 2 graduation records both indicated as the primary school responsible for the student, the record with the most recent entrance date is used.

The counts of high school graduates for each high school were verified against OSPI's graduate counts reported on their Report Card Website

(<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&year=2010-11>). Any discrepancies in counts were discussed and resolved with OSPI.

Postsecondary enrollment is determined by using the three data sources described below.

- 1. Washington Community and Technical College Enrollment:** Enrollment data from the state Board for Community and Technical Colleges (SBCTC), which includes student enrollment status by term for the 34 colleges in the state system. Students are considered enrolled if they are enrolled in:
 - courses preparing them for certificates or degrees
 - courses preparing them for transfer to academic programs in four-year institutions

Students who are identified as exclusively life-long learning (excl_ll = 'yes') or basic skills (excl_bs = 'yes') students for the entire academic year (Summer term – Spring term) are not included.

The status of life-long learning and basic skills is collected for every term. If a student is identified as a life-long learner or adult basic skills **and** enrolled in certificate, degree, or transfer preparation courses during the Summer 2009 – Spring 2010 terms they will be counted as enrolled for the purposes of this report.

2. **Washington Public 4-Year Higher Education Enrollment:** Enrollment data for the state’s six public baccalaureate higher education institutions from the Public Centralized Higher Education Enrollment System (PCHEES) maintained by the Office of Financial Management (OFM). A student is considered enrolled if they are enrolled in at least one credit-earning course at some point in the academic year (Summer 2009 – Spring 2010).
3. **Washington Private and Out-of-State Higher Education Institutions:** Enrollment data for institutions other than the Washington public institutions was obtained from the National Student Clearinghouse (NSC). The NSC captures 92 percent of postsecondary enrollment nationally (www.studentclearinghouse.org/about/pdfs/Clearinghouse_profile.pdf). NSC data does not include enrollment at military academies. Enrollment records were excluded if they were coded as ‘L’ indicating less than a 2 year degree program, if the start date came after the end date, or if they had the same start and end dates. The enrollment start and end dates were used to determine whether the student was enrolled in the academic year (Summer 2009 – Spring 2010 or Summer 2010 – Spring 2011). At this time, this is the best source of information about postsecondary enrollment in private higher education institutions within Washington and for all out-of-state institutions.

Data Suppression and Report Exclusion Rules

ERDC has worked with the Office of Superintendent and Public Instruction (OSPI) to develop suppression rules that meet the law and intent of the Family Educational Rights and Privacy Act (FERPA) and protect student privacy. ERDC has also followed the guidance of the Privacy Technical Assistance Center (PTAC) to display the data using a method to maximally protect individual privacy. These suppression rules and display methods are applied by ERDC to the data before it is released in summary format for web display.

The following rules have been applied to the reports:

- Reports for high schools or School Districts with fewer than 10 graduates are limited to providing only the number of high school graduates in these annual reports. Additionally, some information for high schools with more than ten graduates may be suppressed where the number of enrollments or subgroups of high school graduates falls below the necessary threshold of 10 used for calculating percentages.
- To comply with recommendations made by the Privacy Technical Assistance Center ([PTAC](#)), information is presented in percentages, or ranges of percentages rather than exact counts. This change to the display mitigates the release of personal identifiable information and is a strategy recommended in [SLDS Technical Brief #3](#). In another compliance-related change, enrollment counts for out-of-state and private institutions are now presented in broad categories (private, out-of-state), and not by the individual institution.

Table 1. Student enrollment by type of institution

Description

This table provides postsecondary enrollment information for high school graduates. For inclusion in this table, enrollment at a postsecondary institution had to occur *at some point* in the next academic year, which is defined as Summer term immediately following graduation through Spring term of the next year. Because students can enroll at more than one institution in an academic year, **this table counts enrollments not students**. If in one academic year a student enrolled at a 2-year community and technical college and a 4-year baccalaureate institution, they are counted in both institutions.

The last row of this table provides the unduplicated percent of students who enroll in postsecondary institutions (college-going rate).

Washington public 2-year and 4-year institution enrollment is from the PCHEES and SBCTC data described above. **Washington private and all out-of-state institution** enrollment is from the NSC data described above. The NSC data slightly undercounts the number of enrollments in private and out-of-state institutions because about 8% of the private and out-of-state institutions do not participate and students at participating institutions can opt out of having their information included in the NSC data.

- Washington public 2-year institutions with students enrolled in applied baccalaureate programs have institution codes that place them into the 4-year institution category. For example, if a student is enrolled at Bellevue Community College in an applied baccalaureate program their enrollment is counted under the 4-year institution category.
- The 2-year institutions with students enrolled in these programs in this report are: Bellevue Community College, Columbia Basin Community College, and Olympic College.

Table 2. Demographics for all 2008-2009 high school graduates by postsecondary status

This table provides the percent of students who are enrolled in 2-year and 4-year postsecondary institutions by high school performance characteristics. If a student enrolled at a 2-year and a 4-year institution in the year, they were only counted in the 4-year institution. Postsecondary institutions are reported in two categories:

2-year enrolled which includes all Washington and out-of-state private and publicly funded 2-year institutions. This uses the NSC data for private and out-of-state 2-year institutions and the SBCTC data for the publicly funded 2-year Washington institutions.

4-year enrolled which includes all Washington and out-of-state private and publicly funded 4-year institutions. This uses the NSC data for private and out-of-state 4-year institutions and the PCHEES data for the publicly funded 4-year Washington institutions.

Race/Ethnicity is the student’s race/ethnicity. It is provided by the Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210). Standards for the Classification of Federal Data on Race and Ethnicity can be found at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>. The Race/Ethnic descriptions are listed here for reference.

Race/Ethnicity Descriptions

Short Description	Long Description
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.
Caucasian or White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Of more than one race or Multiracial	A person of multiple race categories.
Not Provided	A person who has chosen not to provide information.

Gender is the student’s gender, female or M (male). It is provided by the Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210).

Free/Reduced-Price Meal Eligibility Status indicates whether or not the student is **eligible** for free or reduced price meal benefits. Data are provided by the Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210). If the student is eligible, the student is assigned the appropriate value from the list below (Valid Values 0-17).

- Valid Values:**
- 0 – Not eligible/not applicable
 - 1 – Free via household income/family size application
 - 2 – Free via DSHS direct certification
 - 3 – Free via migrant student status
 - 4 – Free via homeless liaison

- 5 – Free via runaway status
- 6 – Free via Medicaid direct certification (**currently not in use**)
- 7 – Free via Head Start income eligible participation
- 8 – Free via foster child income status
- 9 – Temporary free – strike/**emergency food assistance** (via household application)
- 10 – Temporary free – zero income (via household application)
- 11 – Reduced price via household application
- 12 – Reduced price via Medicaid direct certification (**currently not in use**)
- 13 – Temporary reduced price – strike (via household application)
- 14 – Free via ECEAP income eligibility participation
- 15 – Non-base-year students attending Provision 2 or Provision 3 schools
(These students are all in the “free” category for other Federal programs)
- 16 – Free via household application with Basic Food, TANF, or FDPIR case number
- 17 – Free via enrollment in a Residential Child-Care Institution (RCCI) (**requires a minimum of 24-hour residency**). **When the student re-enrolls in a non-residential school, the student may retain free meal eligibility status upon receipt by the non-residential school of documentation of enrollment in a RCCI during the current school year.**

Note: All students, other than day students (attend school only during the day), enrolled in **juvenile justice schools**/institutions are coded with [#17](#) above.

Table 3. Pre-graduation indicators by postsecondary status

This table displays the percent of students who are enrolled in 2-year and 4-year postsecondary institutions by high school performance characteristics. If a student enrolled at a 2-year and a 4-year institution in the year, they were only counted in the 4-year institution. Postsecondary institutions are reported in two categories:

2-year enrolled which includes all Washington and out-of-state private and publicly funded 2-year institutions. This uses the NSC data for private and out-of-state 2-year institutions and the SBCTC data for the publicly funded 2-year Washington institutions.

4-year enrolled which includes all Washington and out-of-state private and publicly funded 4-year institutions. This uses the NSC data for private and out-of-state 4-year institutions and the PCHEES data for the publicly funded 4-year Washington institutions.

High School GPA is from the Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210). GPA is one of the student characteristics contained in this file. There are between 4.0-5.5% of high school graduates who did not have GPA records. GPA is reported in two categories for the purpose of this report.

WASL/MSP/HSPE scores are from the Office of Superintendent of Public Instruction (OSPI).

- WASL/MSP/HSPE records were linked to the high school graduate cohort using OSPI's student identifier. If the identifier was not attached to the WASL/MSP/HSPE record the student's name and date of birth were used.
- The WASL/MSP/HSPE scores reported in this table represent whether the student met the proficiency level which equals level '3' or '4'.
- The number meeting proficiency differs somewhat from the OSPI report card because this report uses the student's most recent WASL/MSP/HSPE test.

For each high school graduate cohort there were between 1,500-2,000 students without a WASL/MSP/HSPE score.

Table 4. Postsecondary participation characteristics for students enrolled in Washington publicly funded institutions

This table provides the percent of students enrolled at publicly funded Washington 2-year or 4-year institutions by characteristics of their postsecondary experience. The three characteristics that are examined in this table are:

1. enrollment in precollege coursework
2. whether a student was continuously enrolled
3. how many credits the student enrolled in over the course of the academic year

Information on postsecondary course taking is only available for students who attended a publicly funded Washington institution because the NSC data does not have this level of detail about enrollments or course taking. Therefore, the counts of students enrolled in this table used to calculate the percentages will not match the counts used for calculations in table 1 or 4.

If a student enrolls at a 2-year and a 4-year institution in the academic year, they are only counted at the 4-year institution regardless. For example, if a student enrolls at Seattle Central Community College in fall of 2009 and takes pre-college math, but transfers to the University of Washington in Spring 2010 the student would be counted in the 4-year institution category and their enrollment in pre-college math would still be included but counted under the 4-year institution category.

Enrollment in pre-college coursework in Math is defined as any enrollment between summer term and spring term in remedial or developmental courses in math. For records from PCHEES data, pre-college courses in math were identified by course CIP code "320104" as well as remedial course flag "Y" combined with CIP code "27" (27.0101 through 27.9999). Records of pre-college courses in math from SBCTC data are identified by CIP code "330101."

Enrollment in pre-college coursework in English is defined as any enrollment between summer term and Spring term in remedial or development courses in English. For records from PCHEES data, pre-college English is from CIP code "320108" and remedial course flag "Y" combined with CIP code "23" (23.0101 through 23.9999). Records of pre-college course in English are identified by CIP codes "330102," "330103," and "330104."

Enrollment in any pre-college coursework is enrollment in either math or English pre-college courses from the PCHEES and SBCTC data.

Enrollment in both pre-college English and math coursework is enrollment in both math and English pre-college coursework between summer term and spring terms.

Pre-college coursework can also be referred to as developmental or remedial course work.

Continuously enrolled (fall -spring) was calculated by considering all Washington and out-of-state public and private enrollment records for a student and if they were enrolled in 3 or more quarters or 2 or more semesters within the academic year they were considered continuously enrolled.

Enrolled in 12 or more credits indicates the sum of credits attempted while enrolled between summer term and spring term. Records are from the PCHEES and SBCTC data.



P20 Reports for K-12 Frequently Asked Questions

1. What is the purpose of these reports?

The purpose of these reports is to inform schools or school districts about their students' endeavors following graduation. The current reports are restricted to postsecondary enrollment, but future reports will also include workforce participation. Please see our **Future Enhancements** document for enhancements we hope to make to these reports in the future.

2. Do we have to pay for these reports?

No, the development and production of these reports is paid for out of the ARRA P20 grant. When the grant ends ERDC will continue to produce the reports. You can find out more about this grant on ERDC's webpage - <http://www.erd.c.wa.gov/arraslds2009/>.

3. What are the sources for the data in the reports?

The data for the reports comes from many sources including:

- OSPI P210 Enrollment Summary for information about high school graduates
- State Board of Community and Technical Colleges (SBCTC) for enrollment and completions data for Washington Community and Technical Colleges (2-year institutions)
- PCHEES system for enrollment and completions data for the 4-year institutions
- National Student Clearing House for enrollment data for private and out-of-state institutions

4. Why can't I open the reports or the screen is blank when I try?

The reports are best viewed in Internet Explorer 9. If you are using an earlier version of IE, use the TOOLS drop down menu and check compatibility view. You can also select the 'HELP' button on the top left hand side of the screen for additional help in viewing the reports.

5. How were these reports developed?

These reports were initially developed by ERDC in 2010 in partnership with OSPI and using a stakeholder outreach and feedback process. The sample reports were presented at several statewide meetings of school and school district representatives, to school district administrators, to assessment coordinators, and to individual high school guidance counselors. Information about the reports also went out in the OSPI SIMON Newsletter and was communicated via the Association of Washington School Principals (AWSP) webpage to principals and the Washington Association of School Administrators (WASA) to superintendents. Suggestions for modifications were incorporated where possible and other suggestions were documented for future consideration. For a summary of suggested modifications please see the ***Future Enhancements*** section.

6. Why doesn't my high school or district have a report?

High schools that are not included in Adequate Yearly Progress (AYP) calculations do not have reports. A list of these schools was provided to ERDC by OSPI and can be found on their website - <http://www.k12.wa.us/ESEA/AYP/default.aspx>. High schools with less than 10 graduates also do not have a report in order to comply with the FERPA guidelines.

7. Why are only percentages displayed – no counts?

To comply with recommendations made by the Privacy Technical Assistance Center ([PTAC](#)), information is presented in percentages, or ranges of percentages rather than exact counts. This change to the display mitigates the release of personally identifiable information and is a strategy recommended in [SLDS Technical Brief #3](#). In another compliance-related change, enrollment counts for out-of-state and private institutions are now presented in broad categories (private, out-out-of-state), and not by the individual institution.

8. Why are percent ranges used and why do schools/districts have ranges with different widths?

The width of the percent range reported for schools or districts is based on their number of high school graduates or enrollments. The smaller the number of high school graduates/enrollments the larger the percent range. For example, high schools reporting 10-20 graduates/enrollments in a given year have percentages reported in interval widths of 20% (e.g., 0-20%, 21-39%); high schools reporting 41-100 graduates/enrollments in a given year have interval widths of 5% (e.g., 0-5%, 6-10%). This serves 2 purposes: 1) Prevents the accidental disclosure of student-level information and 2) conveys that the precision of rates for smaller schools or districts is lower than the precision of rates for schools or districts with larger numbers of graduates.

9. Are we allowed to share this information and who will have access to the reports?

The [Family Educational Rights and Privacy Act \(FERPA\)](#) guides the sharing of student information. The information provided in these reports is summarized for public display and no student-level data is provided. Therefore, there are no restrictions on who can access these reports. However, high school principals and school district superintendents are offered an opportunity to preview the reports before they are opened up to a broader audience.

10. How often will the reports be released?

The reports will be released annually. They will be modified and expanded as more data becomes available and to increase the reports' utility (see document with suggested modifications/expansions).

11. If we have questions about the reports or issues with the data, who do we contact?

Please send an email to ERDC at erdc@ofm.wa.gov with your question or issue and someone from ERDC will respond.



Stakeholder Suggestions for Modifications and Expansions to Future P-20 Reports for K12

The ongoing report development process includes seeking input into the content and design of the report from interested stakeholders. Often input arrives via email after someone has viewed a report or it is more actively solicited. Although we are not able to incorporate all the suggestions offered by those who provide feedback in the most recent version of the reports, we have been documenting the suggestions to consider them for inclusion in future reports or providing an explanation for why we have not been able to do so.

High School students and information about high school students:

1. Include dropouts in the reports. *We have considered this suggestion and we are currently developing a statewide research brief under our AARA P20 grant to explore the outcomes of K12 dropouts at the statewide level. After this exploratory work has been completed, we will reconsider whether this information is appropriate in this report or a different report needs to be developed.*
2. Include students who exit with IEP or adult diplomas in the reports. *With OSPI's guidance we have included students who exit with an IEP (OSPI enrollment code = 'C2') or adult diploma (OSPI enrollment code = 'C3') into our definition of high school graduates.*
3. Include special populations. For example, English Language Learners (ELL) and Homeless students. *This suggestion is still under consideration and might be better implemented in a statewide report. For many of the high school and district level reports, the number of graduates is too small to consider these types of breakouts.*
4. Provide more detail about high school graduates who are not going on to postsecondary education – CTC concentrators, students who participate in apprenticeships. *This suggestion is still under consideration and might be better implemented in a statewide report.*

5. Report student mobility. For example, length of time students are enrolled at the high school and number of schools attended so schools can see how much influence they had over the students' success. *This type of information would be well suited for Table 3 of the current report. In 2012-13 ERDC will develop a plan for including this information in future reports.*
6. Include information on coursework when it comes available in CEDARS – highest math course taken, number of math courses taken. *This type of information would be well suited for inclusion in Table 4 of the current report. This type of data is found in OSPI's CEDARS or Grade History data and the first year of data collection was 2009-10. If we assume the highest math course might be taken before a student's senior year, the earliest we could report this information would be for the 2010-11 or 2011-12 high school graduates.*
7. Include information from middle school – grades, test scores, course taking – as predictors of high school completion and postsecondary enrollment. *Currently, grades are only available for high school courses. Course taking is available for Middle School as are assessments for elementary and middle school students. The utility of including this information in future reports will be evaluated.*
8. Include data that is related to social/emotional preparedness for life, such as discipline and attendance as social/emotional/health indicators. *OSPI started to collect student level absences and discipline events in the 2012-13 school year. When this data becomes available its utility for the current report will be evaluated. Currently, there is no statewide data available to ERDC on social/emotional preparedness.*
9. Include data on school's community-level characteristics. For example, educational attainment and income. *ERDC published a statewide research brief that examined [postsecondary enrollment and included community characteristics](#). This type of information will be evaluated for inclusion in future reports.*

Pre-graduation indicators of postsecondary enrollment:

1. Whether student took the ACT or SAT and associated scores. *ERDC obtains this data from OSPI for limited purposes, but does not have the authority to share this information in public reporting.*
2. Whether the student applied for financial aid. *ERDC does not currently have access to this information for public reporting.*
3. Participation in running start, dual-enrollment, AP, IB, college in high school. *Participation in these programs became available in the OSPI CEDARS data in 2009-10. In 2012-13 ERDC will develop a plan for including this information in future reports.*

10. Online course-taking or enrollment at an online school. *This type of information would be well suited for Table 3 of the current report. In 2012-13 ERDC will develop a plan for including this information in future reports.*

Postsecondary participation characteristics:

1. Number of course credits completed. *The number of credits completed has recently become available for the 2 and 4-year public institutions in the State of Washington.*
2. Enrollment and completion of college-level math courses. *This information is available for the 2 and 4-year public institutions in the State of Washington.*
3. GPA in postsecondary. *This information is available for the 2 and 4-year public institutions in the State of Washington.*

The type of information described in items #1-3 would be well suited for Table 3 of the current report. In 2012-13 ERDC will develop a plan for including this information in future reports.

Workforce participation:

1. Information about number of hours worked, wages, and type of industry. *ERDC will develop a plan to include this information in future reports.*

Different methods of delivering information

1. Provide a file with student level data to high schools or districts to perform their own analysis. *ERDC can provide redacted student-level data to those with a data share agreement. Please visit our webpage - <http://www.erd.c.wa.gov/data/> - to learn about the process and fill out a request form if you are interested in obtaining additional information.*
2. A query based system where comparisons can be made between high schools and districts. *This functionality is currently being tested and should be released by April 1, 2013.*

If you have suggestions for future reports please email them to - erd.c@ofm.wa.gov;

Percent Ranges in ERDC/LEAP P-20 Reports

The width of the percent range reported for schools or districts is based on the size of the denominator, or base, used to calculate the percentages for each item in each table; high school graduates, enrollments, or students enrolled. The smaller the base, i.e., number of high school graduates/enrollments/enrolled, the larger the percent range. For example, high schools reporting 10-20 graduates/enrollments/enrolled for a particular item in a given year have percentages reported in interval widths of 20% (e.g., 0-20%, 21-39%); high schools reporting 41-100 graduates/enrollments/enrolled for a given item in a given year have interval widths of 5% (e.g., 0-5%, 6-10%). This serves 2 purposes: 1) Prevents the accidental disclosure of student-level information and 2) conveys that the precision of rates for smaller schools or districts is lower than the precision of rates for schools or districts with larger numbers of graduates.

Table 1 lists the Items and the Base (denominator) used for calculating each percentage. Each school or district may have several percent ranges reported in a single table, or varying percent ranges across tables. For example, if a high school has 41-100 graduates, but only 10-20 enrollments for Table 1, the %Going to College will be reported in 5% intervals, whereas the %Enrollments for Items Washington to Private 2-year will be reported in 20% interval widths.

Table 2 lists the Percent Interval Widths for the various size classes of base/denominator.

Table 1. Base/Denominators for Each Item in Tables 1-4

Table	Item	Base/Denominator						
Table 1. Student enrollment by type of institution Enrolled in Postsecondary Education	Washington	Enrollments						
	Public 4-year							
	Private 4-year							
	Public 2-year							
	Private 2-year							
	Out of State							
	Public 4-year							
	Private 4-year							
	Public 2-year							
	Private 2-year							
	% Going to College	High School Graduates						
Table 2a. Demographics for all 2010 high school graduates by postsecondary status	Race/Ethnicity	Enrolled in 2-year Program	Enrolled in 4-year Program	Not Enrolled	High School Graduates			
	Gender							
	Free or Reduced Price Lunch Program							
Table 2b. Demographics for all 2010 high school graduates by postsecondary status	Race/Ethnicity	Race/Ethnic Group (American Indian/Alaska Native, Asian/Native Hawaiian/Pacific Islander, Black, Hispanic, White, Two or More Races)						
	Gender	Gender (Male or Female)						
	Free or Reduced Price Lunch Program	Free or Reduced Price Lunch Program (Yes or No)						
Table 3. Pre-graduation indicators by postsecondary status	High School GPA less than 3.0	Enrolled in 2-year Program	Enrolled in 4-year Program	Not Enrolled	High School Graduates with GPA Less Than 3.0	High School Graduates with GPA Greater than or Equal to 3.0	High School Graduates Proficient in WASL Reading	High School Graduates Proficient in WASL Math
	High School GPA greater than or equal to 3.0							
	Met WASL Proficiency Standard in Reading							
	Met WASL Proficiency Standard in Math							
Table 4. Postsecondary participation characteristics for students enrolled in Washington public institutions	Enrollment in Pre-college coursework in Math	Enrolled in 2-year Program		Enrolled in 4-year Program				
	Enrollment in Pre-college coursework in English							
	Enrollment in Pre-college coursework in English and math							
	Enrollment in <u>any</u> pre-college coursework							
	Continuously enrolled (fall 2009-spring 2010)							
	Enrolled in less than 12 credits							
	Enrolled in 12 or more credits							

Table 2. Percent Ranges for Size Classes of Base/Denominators.

Size	Size_Co	Report Code	Value in Table
Size LT 10	0	1	!
Size = 10-20	1	1	0-20%
	1	2	21-39%
	1	3	40-59%
	1	4	60-79%
	1	5	80-100%
Size = 21-40	2	1	0-10%
	2	2	11-19%
	2	3	20-29%
	2	4	30-39%
	2	5	40-49%
	2	6	50-59%
	2	7	60-69%
	2	8	70-79%
	2	9	80-89%
	2	10	90-100%
Size = 41-100	3	1	0-5%
	3	2	6-9%
	3	3	10-14%
	3	4	15-19%
	3	5	20-24%
	3	6	25-29%
	3	7	30-34%
	3	8	35-39%
	3	9	40-44%
	3	10	45-49%
	3	11	50-54%
	3	12	55-59%
	3	13	60-64%
	3	14	65-69%
	3	15	70-74%
	3	16	75-79%
	3	17	80-84%
	3	18	85-89%
	3	19	90-94%
	3	20	95-100%
Size = 101-200	4	1	0-2%
	4	2	3-4%
	4	3	5-9%
	4	4	10-14%
	4	5	15-19%
	4	6	20-24%
	4	7	25-29%
	4	8	30-34%
	4	9	35-39%
	4	10	40-44%
	4	11	45-49%
	4	12	50-54%
	4	13	55-59%
	4	14	60-64%
	4	15	65-69%
	4	16	70-74%
	4	17	75-79%
	4	18	80-84%
	4	19	85-89%
	4	20	90-94%
	4	21	95-97%
	4	22	98-100%
Size = 200-300	5	1	0-2%
	5	2-96	3%, 4%, ..., 96%, 97%
	5	97	98-100%
Size = 300+	6	1	0-1%
	6	2-98	2%, 3%, ..., 97%, 98%
	6	99	99-100%