

ENDS 2: Academics and Foundations
October 30, 2013

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

Interpretation

- We interpret **students** to mean each student in the previous graduating class.
- We interpret **graduation** to mean meeting the district's established graduation requirements and earning a diploma.
- We interpret **academically prepared** to mean meeting the state's high school proficiency exam (HSPE/EOC) and meeting Washington state public universities' or community/technical colleges' minimum entrance requirements.
- We interpret **confident** to mean a feeling of self-assurance about one's ability to accomplish his/her personal plan for post-secondary pursuits.
- We interpret **to pursue higher education** to mean post-secondary education institutions including two- and four-year colleges and universities.
- We interpret **specialized career training** to mean programs that prepare students for a particular career, including apprenticeships, technical schools, military service, and specialized training programs.

Reasonable progress: We have confidence that students are meeting the targets of E2 when they navigate our educational system and earn a diploma and affirm their high school experiences have prepared them for a wide range of post-graduate opportunities of their choosing. For graduation, the Issaquah School District requires that a student pass the state's proficiency exams, earn credits in courses that satisfy community/technical college entrance, and establish and implement a post-graduation plan of action. Additionally, students have the opportunity to earn credits in courses that meet four year college and university entrance requirements. Under this definition, monitoring will focus on three major areas: (1) ensuring the graduation requirements meet the requirements of E2, (2) ensuring students have ample opportunities to take classes that help better prepare them for post-secondary education, and (3) tracking our students' enrollment and need for remediation in post-secondary education and other programs that prepare our students for a career.

Students will:

2.1 think and solve problems using both creative and critical thinking skills;

We interpret 2.1 to mean students will have the ability to synthesize, analyze and evaluate information, in order to draw conclusions and/or solve real life problems.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs and in the new Common Core State Standards.

- Post-high school enrollment information Remediation Data
- High School Proficiency Exam (HSPE/EOC) % meeting standard in reading, writing, math, and science
- Confidence measure: Question 20 of Decision Research Survey
 - 3- Numerical problems and finances
 - 5- Using research and study methods
 - 10- Informed consumerism
- Graduation rate/Breakdown of students not graduating on time
- Senior Exit Survey

2.1, 2.2, 2.4, 2.5, 2.6, 2.7

2011 Non-grad report:

<http://www.issaquah.wednet.edu/documents/E2/nongrad2011.pdf>

2012 Non-grad report is still under development as of 10/30/13.

Grads immediately after graduation of the students who took the survey

Source: Decision Research Survey (administered bi-annually)

Graduation Year	% School Full Time	% School FT Work FT	% School FT Work PT	% School PT Only	% School PT Work PT	% Work FT Only	% Work PT Only	% Military	% Unemployed	% Other
2007 N=324	58	4	19	1	3	8	2		1	2
2009 N=332	63	1	18	1	4	4	2	1	2	4
2011* N=333	59	1	13	3	5	4	4	2	4	5

*Of the students who responded to the 2011 survey, 81% reported they are in school full or part time.

Post secondary enrollment of the students who took the survey

Source: Decision Research Survey

Graduation Year	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007 N=324	69	27	3	1
2009 N=332	68	27	4	1
2011* N=333	68	28	3	1

*Of the 81% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

HSPE Grade 10 - percent meeting standard

Source: OSPI Report Card

School Year	Reading	Writing	Math	Science
2010-2011	94.7	96.0	See EOC Results	77.9
2011-2012	93.5	95.6	See EOC Results	See EOC Results
2012-2013	94.1	95.9	See EOC Results	See EOC Results

End of Course Exams

Source: OSPI Report Card

School Year	Math EOC 1	Math EOC 2	Biology
2010-2011	86.7	91.0	N/A
2011-2012	82.4	92.4	84
2012-2013	78.3	93.7	90.2

Confidence measure: Question 20

Source: Decision Research Survey of the students who took the survey (in 2011 N = 333)

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?

Graduation Year	% Prepared			% Not Sure			% Not Prepared		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
Numerical Problems and Finances	67	72	68	9	10	14	24	16	17
Using Research and Study Methods	79	82	86	13	7	8	8	10	7
Informed Consumerism	60	77	72	24	12	16	16	10	12

Graduation Rate

E-2.1, 2.2, 2.4, 2.5, 2.6, 2.7

Source: OSPI School Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2010/Baseline	92.7	93.7 (Class of 2009)
Class of 2011	91.1	94.5 (Class of 2010)
Class of 2012	91.8	93.3 (Class of 2011)

Confidence/Preparedness to Pursue Question 11

Source: Senior Exit Survey

<i>I feel prepared for and am hopeful and optimistic about my future (Senior Exit Survey)</i>				
Strongly Agree/Agree	Issaquah High	Liberty	Skyline	Tiger Mountain
2012 Baseline	94%	89%	95%	80%
2013	96%	97%	96%	100% of 11

2.2 read, write and speak the English language effectively for a wide range of purposes;

We interpret 2.2 to mean each student will be able to adequately communicate in the English language in order to pursue the post-secondary education goals of their choosing. These choices include two- and four-year colleges and universities and *specialized career training* in programs that prepare students for a particular career, such as apprenticeships, technical schools, and military service.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs.

- MSP/HSPE District Comparisons
- Graduation requirements: Students are required to take 4 credits of English to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, college remediation rate-(Education Research & Data Center – Base Year Data 2009) WASL/HSPE trends, English SAT, English ACT, enrollment AP/IB English and numbers enrolled/taking test/number passing exam, enrollment in Honors courses.
- Confidence measure: Question 20 of Decision Research Survey

- 1- Reading for information and pleasure
- 2- Writing reports, letters, and notes
- 4- Speaking proper English

Link to HS LA Adoption Charter on website:

<http://www.issaquah.wednet.edu/documents/E2/9.2010/2.2.pdf>

Link to High School LA Adoption page on website:

<http://www.issaquah.wednet.edu/academics/adoption/HSLA/Default.aspx>

Link to the 2013 MSP/HSPE District Comparison Chart:

www.issaquah.wednet.edu/documents/board/docs/RevisedBdOtherDistrictComparison-MSP-HSPE-EOC-2013.pdf

Source: OSPI Report Card

HSPE 3 years- grade 10 percent meeting standard

Source: OSPI Report Card

School Year	Reading	Writing
2010-2011	94.7	96
2011-2012	93.5	95.6
2012-2013	94.1	95.9

SAT Reading and Writing Mean Scores

Source: College Board

School Year	Count			Critical Reading			Writing		
	Nat'l	State	ISD	Nat'l	State	ISD	Nat'l	State	ISD
2010- 2011	1,647,123	38,972	909	497	523	564	489	508	560
2011- 2012	1,664,479	39,019	857	496	519	570	488	503	562
2012-2013	1,660,047	40,254	925	496	515	576	488	499	565

ACT English Mean Scores

Source: College Readiness

School Year	Count			English		
	Nat'l	State	ISD	Nat'l	State	ISD
2010- 2011	1,623,112	13,677	396	20.6	22.3	24.7
2011- 2012	1,666,017	13,929	420	20.5	22.3	25.4
2012-2013	1,799,243	14,316	467	20.2	22.1	25.3

AP/IB English Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
AP Lang. and Comp (11th Grade)	249 36.2*	277 36.5*		235	275		212	250		90.2%	91%	
IHS			151 31.6*			149			141			94.6%
LHS			111 41*			110			73			66.3%
AP Lang. and Lit. (12th grade)	138 20.6*	147 22.0*		113 (17 from SHS)	126		96	101		85%	80.2%	
IHS			113 25*			76			68			89.5%
LHS			17 6*			17			17			100%
IB Eng. 11	125 30.3*	153 31.7*	146 31*									
IB Eng. 12	97 26.1*	129 32.2*	134 30*	62	99	116	60	97	114	96.8%	98%	98.2%

*% overall of enrollment by grade level

**The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

Other English Courses w/ Enrollment

Source: Skyward

School Year	Honors English 9	Enrollment	% of Enrollment	Honors English 10	Enrollment	% of Enrollment
2010-2011	503	1312	38.3%	484	1316	36.8%
2011-2012	568	1345	42.2%	517	1304	39.6%
2012-2013	543	1401	38.8%	525	1335	39.3%

Post-Grad Remedial Rates

Source: Education Research and Data Center

Graduation Year	Total Grad.	Total Enrolled in Post-Secondary	Enrolled in Pre-College Eng.
2009	1143	957	56 (2yr) + 0 (4yr) = 56 or 5.9%
2010	1224	1028	56 (2yr) + 0 (4yr) = 56 or 7.8%
2011	1085	890	50 (2yr) + 13 (4yr) = 63 or 7.0%

Confidence Measure: Question 20

Source: Decision Research Survey of students who took survey (in 2011 N = 333)

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?

Graduation Year	% Prepared			% Not Sure			% Not Prepared		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
Read for information and pleasure	76	85	85	15	4	4	8	10	11
Write reports, letters, notes	82	88	84	8	4	8	9	7	9
Speaking proper English	87	91	93	8	3	3	4	5	4

2.3 communicate effectively in oral and written form in another world language;

We interpret 2.3 to mean each student will communicate adequately in a language other than English in order to pursue post-secondary opportunities of his/her choosing: including two and four-year colleges and universities and programs that prepare students for a particular career, including apprenticeships, technical schools, military service, and specialized training programs.

Evidence

Alignment: World language classes are recognized by state universities; they define high-school proficiency as two years of a world language. **Note: universities do not define proficiency as fluency.*

- University World Language entrance requirements (2-years): percentage passing two years of a world language

World Language Participation

Source: Skyward

School Year	Number of students in graduating class	Number of Students in graduating class with 2 or more credits of a world language	% of graduating class with 2 or more credits of world language
2010-2011	1108	949	85.6%
2011-2012	1050	967	92.1%
2012-2013	1175	1032	87.8%

AP/IB World Language Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
French AP/IB												
AP- IHS						15			14			93.3%
AP- LHS						2			1			50%
IB - HL						2			2			100%
IB - SL						26			25			96%
Japanese												
AP - IHS						9			4			44.4%
IB - SL - SHS						6			6			100%
Spanish												
AP - IHS						27			22			81.4%
AP - LHS						1			1			100%
IB - HL - SHS						9			8			88.8%
IB - SL - SHS						37			35			94.5%

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2.4 know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices

We interpret 2.4 to mean each student adequately demonstrates and applies mathematical proficiency to pursue post-graduate goals of his/her choosing, including: post-secondary education at two and four-year colleges and universities, *specialized career training* programs such as apprenticeships, technical schools, and military service.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the Performance Expectations formerly EALRs/GLEs

- MSP/HSPE District Comparisons
- Graduation requirements: Students are required to take 3 credits of Math in high school to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, college remediation rate math - (Education Research & Data Center – Base Year Data 2009), HSPE trends, Math SAT, Math ACT, enrollment in AP/IB Math and numbers passing AP/IB exams.
- Confidence measure: Question 20 item of Decision Research Survey (3)
 - #3-numerical problems and finances

Link to: [HS Math Adoption Charter](#)

MSP/HSPE District Comparisons

Link to the MSP/HSPE District Comparison Chart:

www.issaquah.wednet.edu/documents/board/docs/RevisedBdOtherDistrictComparison-MSP-HSPE-EOC-2013.pdf

Source: OSPI Report Card

Post-Grad Remedial Rates

Source: Educational Research and Data Center

Graduation Year	Total Grad.	Total Enrolled in Post-Secondary	Enrollment in Pre-Col. Math
2009	1143	957	92 (2yr) + 13 (4yr) = 105 or 11%
2010	1224	1028	75 (2yr) + 23 (4yr) = 97 or 13.5%
2011	1085	890	60 (2yr) + 19 (4yr) = 79 or 8.9%

Math End of Course-1/End of Course-2 percent meeting standard

Source: OSPI Report Card

School Year	EOC-1	EOC-2
2010-2011	86.7%	91.0%
2011-2012	82.4%	92.4%
2012-2013	78.3%	93.7%

SAT Math Mean Scores

Source: College Board

School Year	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2010- 2011	1,647,123	38,972	909	514	529	582
2011- 2012	1,664,479	39,019	857	514	530	586
2012-2013	1,660,047	40,254	925	514	523	590

ACT Math Mean Scores

Source: College Readiness

School Year	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2011	1,623,112	13,677	396	21.1	22.9	25.7
2012	1,660,017	13,929	420	21.1	23.1	26.2
2013	1,799,243	14,316	467	20.9	22.8	25.6

AP/IB Math Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
AP Calculus AB	185	177		79 (3 from SHS)	85		58	77		73.4%	90.6%	
IHS			120			114			106			92.9%
LHS			39			38			16			42.1%
AP Calculus BC	61	60		39 (3 for SHS)	52		31	37		79.5%	71.1%	
IHS			36			35			35			100%
LHS			36			29			18			62%
IB Math Methods 1	114	131	144	3			3			100%		
IB Math Methods 2	53	80	109	20	44	54	16	42	54	80%	95.4%	100%
IB Math Methods 3	21	25	34	16	21	33	15	18	29	93.8%	85.7%	87.8%
AP Statistics		51			47			39			83%	
IHS AP Statistics			32			32			28			87.5%
LHS AP Statistics			0									

*Did not offer prior to 2011-201

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**2013 Graduates who have Math above Algebra 2
(does not include Algebra 2 classes in data)**

School	Number in students in graduating class	Number of Students in Graduating class with Math above Algebra 2	% of graduating class with Math above Algebra 2
Issaquah HS	440	337	76.6%
Liberty HS	254	198	78.0%
Skyline HS	481	383	79.6%
Total	1175	918	78.1%

2.5 use analytic and scientific principles to draw sound conclusions

We interpret 2.5 to mean each student is able to identify and apply the scientific method to formulate a hypothesis, apply processes and procedures, collect and analyze data to test the hypothesis, take into account variables, and infer and draw informed conclusions.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs

- MSP/HSPE District Comparisons
- Graduation requirements: Students are required to take 2 credits of Science in high school to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, WASL/HSPE trends, enrollment in AP/IB Science and numbers passing AP/IB exams.

Link to the Elementary Science Adoption Charter:

<http://www.issaquah.wednet.edu/documents/E2/9.2010/2.5.pdf>

Link to the Science Adoption Webpage:

<http://www.issaquah.wednet.edu/academics/adoption/ElemScience/Default.aspx>

Link to the 2012 MSP/HSPE District Comparison Chart:

<http://www.issaquah.wednet.edu/documents/E2/EOC2012comp.pdf>

Link to the 2013 MSP/HSPE District Comparison Chart:

www.issaquah.wednet.edu/documents/board/docs/RevisedBdOtherDistrictComparison-MSP-HSPE-EOC-2013.pdf

Source: OSPI Report Card

Biology EOC

Source: OSPI Report Card

School Year	Biology
2011-2012	84%
2012-2013	90.2%

AP/IB Science Course Enrollment and Exams

Source: Skyward, College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
AP Physics	15	19		18	21		18	19		100%	90.5%	
IHS			25			22			22			100%
LHS			0									
AP Biology	53*	74*		49 (1 from SHS)	71		34	29		69.4%	40.8%	
IHS			36			32			31			96.8%
LHS			26			26			17			65.3%
AP Chemistry	27	25		27	26		16	18		59.3%	69.2%	
IHS			34			28			17			60.7%
IB Biology 1	85	126	142									
IB Biology 2	34	36	64	31	31	62	31	28	55	100%	90.3%	88.7%
IB Chemistry 1	119	126	136	34	47	51	28	28	29	82.4%	59.6%	56.8%
IB Chemistry 2	16	24	30	6	19	21	6	14	15	100%	73.7%	71.4%
IB Physics 1	88	103	110	22	27	38	21	17	23	95.5%	63%	60.5%
IB Physics 2	23	237	51	15	29	32	14	16	25	93.3%	55.2%	78.1%
IB Envir. & Soc Systems						8			5			62.5%
AP Envir. Science	21	52		21	45		18	21		85.8%	46.7%	
**IHS												
LHS			26			27			22			81.5%

Only IHS offered AP Biology**currently offered for the 2013-14 school year.*

Other Science Courses w/ Enrollment-College in the High School Courses

Source: Skyward

School Year	Adv. Biology (IHS)	Honors Physics (LHS)
2010-2011	79	32
2011-2012	28*	34
2012-2013	64	46

*IHS offered AP Biology

Number of Students with 3 or more Science Credits

Source: Skyward

School Year	Number of students in graduating class	Number of Students in graduating class with 3 or more credits of science	% of students in graduating class with 3 or more credits of science
2010-2011	1106	953	86.2%
2011-2012	1051	881*	83.3%
2012-2013	1175	968*	82.4%

*These statistics do not include students who may have taken Material Science as a third science class.

Material Science is a CTE course that has equivalency for science. While not a standard course- the students that take this course includes students who have 5 and 6 credits in science. NOTE: It may not meet college entrance requirements in its current form but it does meet graduation requirements.

ACT Science Mean Scores

Source: College Readiness

School Year	Count			Science		
	Nat'l	State	ISD	Nat'l	State	ISD
2010-2011	1,623,112	13,677	396	20.9	22.3	24.2
2011-2012	1,666,017	13,929	420	20.9	22.4	24.9
2012-2013	1,799,243	14,316	467	20.7	22.5	24.9

2.6 understand geography, natural resources, and their shaping effect on government, economics and social patterns;

We interpret 2.6 to mean each student will understand the five themes of geography (location, place, human environmental interactions, movement, and regions) and their impact on systems, cycles, relationships, and interdependence.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs.

- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating (for reasons including not meeting this requirement) because of this requirement.
- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams.

Link to Social Studies Curriculum on webpage:

<http://www.issaquah.wednet.edu/academics/core/social.aspx>

AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
AP US Government	90	96		38	84		33	80		86.7%	95.2%	
IHS			42			32			31			96.8%
LHS			62			61			53			86.8%
IB History of 20th Century	39	51	69	0	49	63	0	44	60	N/A	89.8%	95.2%

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AP Euro Studies

Source: Source: College Board

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
AP Euro Studies												
IHS						122			104			85.2%

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2.7 understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions;

We interpret 2.7 to mean each student is able to identify and understand why people organize to meet human needs at the local, national and international levels.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs

- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams

AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013	2010 2011	2011 2012	2012 2013
AP US History	106	133		103 (1 from SHS)	138		88	127		85.4%	92%	
IHS			63			63			59			93.6%
LHS			50			49			40			81.6%
IB American Studies	125	160	146	34			33			97.1%		

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Other Social Studies Courses w/ Enrollment

Source: Skyward

School Year	Honors World (9 th Grade) Course	Enrollment	% of Enrollment	Honors European (10 th Grade)	Enrollment	% of Enrollment
2010-2011	508	1312	38.7%	456	1316	34.7%
2011-2012	607	1345	45.1%	385 LHS/SHS	812	47.4%
2012-2013	641	1401	45.8%	518	1335	38.8%

2.8 apply academic skills to life situations;

We interpret 2.8 to mean each student will be able to demonstrate their ability to access multiple sources of information, evaluate that information, and make informed decisions to extend their personal abilities and productivity.

- Percentage of students with successful admission to post secondary education opportunities
- Graduation requirements
- Applicable post-graduation survey results
- Confidence measure: Question 20 of Decision Research Survey (1, 2, 3, and 5)
- College persistence rate
- Graduates Meeting Washington 4-Year College Admissions Requirements

[High school course guides](#)

Post Secondary Enrollment

Source: Decision Research Survey of students who took survey (in 2011 N = 333)

Graduation Year	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007	69	27	3	1
2009	68	27	4	1
2011	68	28	3	1

Confidence Measure: Question 20

Source: Decision Research Survey (This Chart applies to 2.1, 2.2, and 2.4)

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?

	% Prepared			% Not Sure			% Not Prepared		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
Reading for Information and Pleasure	76	85	85	15	4	4	8	10	11
Writing Reports, Letters, Notes	82	88	84	8	4	8	9	7	9
Numerical Problems and Finances	67	72	68	9	10	14	24	16	17
Using Research and Study Methods	79	82	86	13	7	8	8	10	7

Persistence Rate

Source: College Tracking Data Services (BERC Group)

Graduation Year	% College Direct	% To Two Year College	% To Four Year College	% Persistence Rate
2010	75.3 (74.7%)	19.5 (20.0%)	57.2 (56.1%)	67.8*(94.3%)
2011	74.7%	25.4%	56.7%	-- not provided --
2012				

**In 2010 a new method of measuring persistence rate was implemented. We are using this as our baseline year*

*** Persistence rate data will be available for the most recent class two years after high school graduation.*

Graduates Meeting Washington 4-Year College Admissions Requirements

Source: Education Research and Data Center

Graduation Year	Total # of Graduates	% Students Meeting 4-year College Requirements
2010	1,180	78.2
2011	1,053	75.5
2012	1,049	75.7

Board approval: October 30, 2013