

Particulars of the High School Profile Reports

Updated: 4/29/2002

CHAPTER 02

Characteristics of Recent Ohio High School Graduates Attending Colleges and Universities in Ohio

- 1) Students selected from Ohio Public campuses are:
 - a) Enrolled AU 1999 or AU 2000 (corresponding to the initial collection of the HG file)
 - b) Not POP in these terms
 - c) UND Admission Area
 - d) Year and Term of First Enrollment of SM or AU in the year they were enrolled in AU term.
This can come from the SE or RF
 - e) First Time Ever in College SW = Y
 - f) State of Entrance = OH
 - g) Year of birth > 1980 if the year of enrollment is 2000 and > 1979 if year of enrollment is 1999. Also, year of birth is not UNKN.
- 2) Students selected from Independent Institutions were:
 - a) Enrolled as a Choice recipient in FY 2000 or 2001
 - b) Did not attend Rio Grande (we're counting it as a CC)
 - c) Have a Rank of FR in the Choice record
 - d) Did not have a previous Choice record
 - e) Did not have a public enrollment preceding AU term of the Year for which they have Choice, unless the previous public enrollment was as a POP student.
- 3) We select only one record per student per year so that when the data is aggregated by sending school district, we do not count the same student more than once. We use the following priority from lowest to highest, independent, 2-year public, public university main campus including university branches.
- 4) To relate each student to a High School District, we join with the ACT data, the SAT data, and the HG file for any year. If a student maps to more than one year within a source we use the latest year. If a student maps to a High School District from more than one source, we use the following order of preference: HG, ACT, SAT. In general we do not have referential integrity between the tables in this query:
 - a) Not all enrolled first year Ohio students from step 1 above have high school data in the ACT, SAT, or HG.
 - b) Not all high school codes (we use the ACT high school code in the ACT file, the SAT file and in the HG) map to a district (we use the DOE district ir code).
 - c) Not all districts map to a typology.
 - d) Not all districts map to a county.

In all of these cases we keep the data and tag it with a default attribute for the missing data: County Unknown, High School Unknown or District Unknown. Also, some districts map to MULTIPLE COUNTIES.

- 5) We aggregate these students by:
 - a) County, Typology, District Name, College Sector, Year
 - i. College Sector is: Public 2 year (CC, SC, TC), Public 4 year (UB and UM), and Independent.
 - ii. Typology is an attribute of a district supplied by DOE, see O:\Data Queries\HS Perform 2002\District Attributes table.xls for a list or see the Performance Report. In the printed reports, the following typologies have been omitted: Charter School, Home School, Island School, JVSD.

- iii. District Name is the name form the District ir file, except when the District Name is INDEPENDENT SCHOOLS, then we use the high school name from the ACT, SAT, or HG file.
- b) Year, College Sector, Typology
- c) Year, College Sector
- d) Year, Typology
- e) Year
- 6) For each aggregation, we show:
 - a) Number of students selected
 - b) The number who took the ACT or SAT and of those the number who completed a Core Curriculum for high school.
 - c) Number of graduates in the high school senior class, data from the CCD. Notice this is not broken down by the college sector attended.
- 7) Spreadsheet is in O:\DataQueries\HS Preform 2002\Chapt_2_2002.xls.

CHAPTER 03

High School Students Attending Colleges and Universities in Ohio While Still in High School

- 1) Students selected from Ohio Public campuses are:
 - a) Enrolled AU 2000
 - b) In POP A or B
- 2) To relate each student to a High School District, we join with the ACT, SAT, and PSAT data for any year. If a student maps to a High School District from more than one source we use the following priority from highest to lowest: ACT, SAT, PSAT
- 3) We aggregate these students by:
 - a) County, Typology , District Name, College Sector
 - i. College Sector is: Public 2 year (CC, SC, TC), Public 4 year (UB and UM).
 - ii. Typology is an attribute of a district supplied by DOE, see O:\Data Queries\HS Perform 2002\District Attributes table.xls for a list or see the Performance Report. In the printed reports, the following typologies have been omitted: Charter School, Home School, Island School, JVSD.
 - iii. District Name is the name form the District ir file, except when the District Name is INDEPENDENT SCHOOLS, then we use the high school name from the ACT or HG file.
 - b) College Sector, Typology
 - c) College Sector
 - d) County, Typology, District Name
 - e) Typology
 - f) Statewide
- 4) For each aggregation we show:
 - a) number of students
 - b) number of 1999 graduates in the high school senior class, data from the CCD
- 5) We select only one record per student per year so that when the data is aggregated by sending school district, we do not count the same student more than once. We use the following priority from lowest to highest: 2-year public, public university main campus including university branches.
- 6) Spreadsheet with SQL is in O:\DataQueries\POP Enrollments\PR_2002_by_High_School_ver2-PSOP.xls.

CHAPTER 04

Diversity of Recent Ohio High School Graduates Attending Public Colleges and Universities in Ohio

- 1) Students selected from Ohio public campuses are:
 - a) Enrolled in AU 2000
 - b) Admission Area = UND
 - c) Not POP,
 - d) Year and term of first enrollment of either SM 2000 or AU 2000 and it can come from either the SE or RF,
 - e) First Time Ever in College SW = Y,
 - f) Year of birth > 1980 and is not UNKN.
 - g) State of Entrance = OH.
- 2) To relate each student to a High School District, we join with the ACT data, the SAT data, and the HG file for any year. If a student maps to more than one year within a source we use the latest year. If a student maps to a High School District from more than one source, we use the following order of preference: HG, ACT, SAT.
- 3) We aggregate these students by:
 - a) County, Typology , District Name, College Sector
 - i. College Sector is: Public 2 year (CC, SC, TC), Public 4 year (UB and UM).
 - ii. Typology is an attribute of a district supplied by DOE, see O:\Data Queries\HS Perform 2002\District Attributes table.xls for a list or see the Performance Report. In the printed reports, the following typologies have been omitted: Charter School, Home School, Island School, JVSD.
 - iii. District Name is the name form the District ir file, except when the District Name is INDEPENDENT SCHOOLS, then we use the high school name from the ACT, SAT, or HG file.
 - b) College Sector, Typology
 - c) College Sector
 - d) Typology
 - e) Statewide
- 4) For each aggregation, we show:
 - a) Number of students.
 - b) number of 1999 graduates in the high school senior class, data from the CCD
 - c) % of students who took either the ACT or SAT and of those the % who completed a Core Curriculum in high school
 - d) % of students that are part-time (enrolled less than 12 credit hours for all SCH from the CN in AU 1999), % of students that are full-time, % of students that are male and % of students that are female
 - e) % of part-time students that completed a core curriculum in high school
 - f) % of part-time students that did not complete a core curriculum in high school
 - g) % of part-time students that did not take either the ACT or SAT
 - h) % of full-time students that completed a core curriculum in high school
 - i) % of full-time students that did not complete a core curriculum in high school
 - j) % of full-time students that did not take either the ACT or SAT
 - k) % of male students that completed a core curriculum in high school
 - l) % of male students that did not complete a core curriculum in high school
 - m) % of male students that did not take either the ACT or SAT
 - n) % of female students that completed a core curriculum in high school
 - o) % of female students that did not complete a core curriculum in high school
 - p) % of female students that did not take either the ACT or SAT
- 5) We select only one record per student so that when the data is aggregated by sending school district, we do not count the same student more than once. We use the following priority from

- lowest to highest, independent, 2-year public, public university main campus including university branches.
- 6) Spreadsheet with SQL is in O:\DataQueries\HS Preform 2002\Chapt_4_2002.xls.

CHAPTER 05

Academic Success of High School Graduates Enrolling Their First Term in College

- 1) Students selected from Ohio public campuses are:
 - a) Enrolled in AU 2000,
 - b) Admission Area = UND,
 - c) Not POP,
 - d) Year and term of first enrollment of either SM 1999 or AU 1999 and it can come from either the SE or RF,
 - e) First Time Ever in College SW = Y,
 - f) State of Entrance = OH
 - g) Year of birth > 1980 and is not UNKN.
- 2) To relate each student to a High School District, we join with the ACT data, the SAT data, and the HG file for any year. If a student maps to more than one year within a source we use the latest year. If a student maps to a High School District from more than one source, we use the following order of preference: HG, ACT, SAT.
- 3) We aggregate these students by:
 - a) County, Typology , District Name, College Sector
 - i. College Sector is: Public 2 year (CC, SC, TC), Public 4 year (UB and UM).
 - ii. Typology is an attribute of a district supplied by DOE, see O:\Data Queries\HS Perform 2002\District Attributes table.xls for a list or see the Performance Report. In the printed reports, the following typologies have been omitted: Charter School, Home School, Island School, JVSD.
 - iii. District Name is the name from the District ir file, except when the District Name is INDEPENDENT SCHOOLS, then we use the high school name from the ACT, SAT, or HG file.
 - b) College Sector, Typology
 - c) College Sector
 - d) Typology
 - e) Statewide
- 4) For each aggregation, we show:
 - a) Number of students.
 - b) % of students who took either the ACT or SAT and of those the % who completed a Core Curriculum in high school
 - c) Average GPA of all students. Average GPA is the quotient of points / hours for the aggregation, not the average of the student's GPAs. GPA Hours and Points are from the AU 2000 SN. For most students this is the AU 2000 GPA but for a few who started in SM 2000 or had POP experience, it is the cumulative as of AU 2000.
 - d) Average GPA of students who completed a core curriculum in high school.
 - e) Average GPA of students who did not complete a core curriculum in high school.
 - f) Average GPA of students who did not take either the ACT or SAT.
- 5) We select only one record per student per year so that when the data is aggregated by sending school district, we do not count the same student more than once. We use the following priority from lowest to highest, independent, 2-year public, public university main campus including university branches.
- 6) Spreadsheet with SQL is in O:\DataQueries\HS Preform 2002\Chapt_5_2002.xls.

CHAPTER 06

The Preparedness of Recent High School Graduates Entering Ohio's State-Supported Colleges and Universities

- 1) Developmental coursework in FY 2001 is defined as:
 - a) Developmental sections selected from all terms of FY 2001 are those with Level of V,
 - b) Subject Code that maps to either the English or Math Subject Field. The mapping of Subject Code to Subject Field is on the WWW at <http://www.regents.state.oh.us/hei/datasubdoc/vertables/subjcodes.html>. Include Subject Code of 320101 or 320199 (Basic Skills) together with LIT, READ, COMPO, WRIT, SPELLING, or VOCABULARY, or GRAMMAR or (ENG, but without SEC) or (ENG, but without STATIONARY) as part of the Course Title in the English Subject Field and Subject Code of 320101 or 320199 (Basic Skills) together with MATH, GEOMETRY or ALGEBRA as part of the Course Title in the Math Subject Field.
 - c) Courses that are part remedial and part not remedial are included in a special list. So far we have only ENGL1100 at TLDO.
 - d) Course Enrollment Attempt of Academic Credit other than C.
- 2) Students selected are:
 - a) Enrolled in any term of FY 2001
 - b) Admission Area = UND,
 - c) Not POP when enrolled in FY 2001,
 - d) Year and term of first enrollment of either SM 2000 or AU 2000 and it can come from either the SE or RF,
 - a) First Time Ever in College SW = Y,
 - b) State of Entrance = OH
 - c) Year of birth > 1980 and is not UNKN
- 3) To relate each student to a High School District, we join with the ACT data, the SAT data, and the HG file for any year. If a student maps to more than one year within a source we use the latest year. If a student maps to a High School District from more than one source, we use the following order of preference: HG, ACT, SAT.
- 4) We aggregate these students by:
 - a) County, Typology, District Name, College Sector
 - i. College Sector is: Public 2 year, Public 4 year, and Independent.
 - ii. Typology is an attribute of a district supplied by DOE, see O:\Data Queries\HS Perform 2002\District Attributes table.xls for a list or see the Performance Report. In the printed reports, the following typologies have been omitted: Charter School, Home School, Island School, JVSD.
 - iii. District Name is the name from the District ir file, except when the District Name is INDEPENDENT SCHOOLS, then we use the high school name from the ACT, SAT, or HG file.
 - b) College Sector, Typology
 - c) College Sector
 - d) Typology
 - e) Statewide
- 5) For each aggregation, we show:
 - a) Number of students selected,
 - b) Number of the selected students who took the ACT or SAT test and of those, the number who completed a core curriculum in high school.
 - c) % of all students selected that took a developmental math course in any term of FY 2001.
 - d) % of students who completed a core curriculum that took a developmental math course in any term of FY 2001.
 - e) % of students who did not complete a core curriculum that took a developmental math course in any term of FY 2001.

- f) % of students who did not take either the ACT or SAT that took a developmental math course in any term of FY 2001.
 - g) % of all students selected that took a developmental English course in any term of FY 2001.
 - h) % of students who completed a core curriculum that took a developmental English course in any term of FY 2001.
 - i) % of students who did not complete a core curriculum that took a developmental English course in any term of FY 2001.
 - j) % of students who did not take either the ACT or SAT that took a developmental English course in any term of FY 2001.
 - k) % of all students selected that took a developmental math or English course in any term of FY 2001.
 - l) % of students who completed a core curriculum that took a developmental math or English course in any term of FY 2001.
 - m) % of students who did not complete a core curriculum that took a developmental math or English course in any term of FY 2001.
 - n) % of students who did not take either the ACT or SAT that took a developmental math or English course in any term of FY 2001.
 - o) % of all students selected that took a developmental math and English course in any term of FY 2001.
 - p) % of students who completed a core curriculum that took a developmental math and English course in any term of FY 2001.
 - q) % of students who did not complete a core curriculum that took a developmental math and English course in any term of FY 2001.
 - r) % of students who did not take either the ACT or SAT that took a developmental math and English course in any term of FY 2001.
- 6) We select only one record per student per year so that when the data is aggregated by sending school district, we do not count the same student more than once. We use the following priority from lowest to highest: 2-year public, public university main campus including university branches.
- 7) Spreadsheet with SQL is in O:\DataQueries\HS Preform 2002\Chapt_6_2002.xls

CHAPTER 07

Year-to-Year Persistence, First to Second Year in College for Recent Ohio High School Graduates

- 1) Students selected from Ohio public campuses are:
 - a) Enrolled in AU 1999 (we used 1999 because AU 2000 enrollments have not been reported yet)
 - b) Admission Area = UND,
 - c) Not POP in AU 1999,
 - d) Year and term of first enrollment of either SM 1999 or AU 1999 and it can come from either the SE or RF,
 - e) First Time Ever in College SW = Y,
 - f) State of Entrance = OH
 - g) Year of birth > 1979 and is not UNKN.
- 2) To relate each student to a High School District, we join with the ACT data, the SAT data, and the HG file for any year. If a student maps to more than one year within a source we use the latest year. If a student maps to a High School District from more than one source, we use the following order of preference: HG, ACT, SAT.
- 3) We aggregate these students by:
 - a) County, Typology, District Name, College Sector
 - i. College Sector is: Public 2 year, Public 4 year, and Independent.
 - ii. Typology is an attribute of a district supplied by DOE, see O:\Data Queries\HS Perform 2002\District Attributes table.xls for a list or see the Performance Report. In the printed

- reports, the following typologies have been omitted: Charter School, Home School, Island School, JVSD.
- iii. District Name is the name from the District file, except when the District Name is INDEPENDENT SCHOOLS, then we use the high school name from the ACT, SAT, or HG file.
 - b) College Sector, Typology
 - c) College Sector
 - d) Typology
 - e) Statewide
- 4) For each aggregation, we show:
 - a) Number of students selected
 - b) % of Full Time, First Time, Degree Seeking First year Students (FTFTDSFR). These are the first year students as selected above with the additional characteristics of:
 - i. Full time meaning they took at least 12 SCH in AU 1999,
 - ii. Intending on a degree meaning their Intention Code in the SE is 06, 07, or 08, except for enrollments at University Main Campuses or Branches where degree intention is assumed for full time students, and except for RGCC where 04 is also considered a degree seeking intention.
 - c) % of FTFTDSFR who took either the ACT or SAT, and of those the % that completed a core curriculum in high school
 - d) The % of FTFTDSFR who enrolled in any public campus in AU 2000 or were a Choice recipient in FY 2001 (persistence rate for all FTFTDSFR)
 - e) The % of FTFTDSFR that completed a core curriculum who enrolled in any public campus in AU 2000 or were a Choice recipient in FY 2001 (persistence rate of FTFTDSFR with core)
 - f) The % of FTFTDSFR that did not complete a core curriculum who enrolled in any public campus in AU 2000 or were a Choice recipient in FY 2001 (persistence rate of FTFTDSFR without core)
 - g) The % of FTFTDSFR that did not take the ACT or SAT who enrolled in any public campus in AU 2000 or were a Choice recipient in FY 2001 (persistence rate of FTFTDSFR with no ACT or SAT)
 - 5) We select only one record per student per year so that when the data is aggregated by sending school district, we do not count the same student more than once. We use the following priority from lowest to highest, independent, 2-year public, public university main campus including university branches.
 - 6) Spreadsheet with SQL is in <O:\DataQueries\HS Preform 2002\Chapt 7 2002.xls>.