



New England Secondary School Consortium Key Indicators

Phase II Technical Report

July 2011



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Report Information

This report is conducted under contract with the Nellie Mae Education Foundation (NMEF) in Quincy, Massachusetts. This work would not be possible without considerable cooperation and assistance from the data coordinators and their staffs in the five participating states comprising the New England Secondary School Consortium.

The University of Massachusetts Donahue Institute is the public service, outreach, and economic development unit of the University of Massachusetts President's Office. Established in 1971, UMDI strives to connect the Commonwealth with the resources of the University through services that combine theory and innovation with public and private sector applications.

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Executive Summary

Introduction

The following report represents the Data Strategic Action Team's efforts and progress in refining the indicators established in Phase I of the Consortium, and providing the data necessary to assess initial improvements in graduation and dropout rates. Additionally, this report describes the Data Team's substantial progress on the definition of "college readiness."

In order to verify the information and results presented herein, the UMass Donahue Institute (UMDI) provided an initial draft of the report to all Data Team members and/or their representatives for feedback and revisions. All of the Consortium's participating states verified the information and validated the data presented.

The Role of the UMass Donahue Institute

The role of UMDI during Phase II was to collect, organize, and report on NESSC 2016 key indicators from the 2009-10 school year, and compare these with baseline data (collected during Phase I) in order to measure progress toward the initiative's desired outcomes. The evaluation liaison also attended Data Team meetings, when possible. In order to account for Team activity and progress when absent, the evaluation liaison reviewed meeting summaries posted on the NESSC website and debriefed with the Team's facilitator.

Phase II Progress

The Data Team met six times between August 2010 and June 2011. At these meetings, the Team focused on the degree to which data collected and reported across the states is similar in structure, how differences across the states can/should be addressed, and the identification of measures to be included in the "college readiness" indicator. "Decision rules" related to data specification were developed and implemented during the first half of Phase II, while the Team focused on college readiness during the second half.

In addition, UMDI observed four additional findings in relation to Team development of the NESSC indicators and data submission.

1. The Team has Increased Leverage with External Organizations as a Result of its Multi-State Representation and Collective Expertise

As a result of its composition—having data representatives from five states working together on issues of data availability and specification—the Team has been empowered to leverage its collective expertise with external organizations. For example, in response to the Team's discussion regarding varying levels of access and quality within the data provided by the National Student Clearinghouse (NSC) to each of the states, the Team facilitator was able to schedule a NSC representative to attend one of the Data Team's meetings. Additionally, when the first NSC representative could not answer the Team's questions related to the variation of access and pricing across the five states, a second NSC representative met with the Team during another Data Team meeting.

Perhaps most exciting is the growing awareness nationally of the Team's work on a college readiness indicator. In the late spring, the Team's facilitator received calls for more information regarding this work from the College Board, the Council of Chief State School Officers (CCSSO), and others. Developments in early summer suggest that these organizations, and potentially others, are interested in partnering with NESSC to formalize a nationally recognized definition of "college readiness."

2. The Team Dug Deeper into Data Origin, Specification, and Interpretation

Through the late winter and spring, the Data Team was intensely focused on solidifying its “decision rules”—that is, the documentation of the level of specificity each state would adhere to for NESSC reporting purposes. In addition to agreement across the state data representatives, the Team also attempted to capture the unique specifications of each state regarding data summation and interpretation. The state-specific variations on data calculation/interpretation are not the result of a state’s (or states’) incorrect calculation or interpretation of the data, but rather these differences were the result of a lack of federal guidelines pertaining to the definition of each data point. In the absence of specific and consistent federal guidelines, the states have developed their own “decision rules” for calculating and reporting data. The work of the Data Team marks the first attempt to document those differences across a set of states.

3. The Team has Developed a Shared Understanding of Reporting Guidelines

Acknowledging the reality within which the five-state consortium operates allowed the Team to dig deeper into the data and share state-developed practices with their colleagues. As a result, the Team was able to deepen their individual members’ understanding of data variation at the individual state level, while agreeing to implement the developed decision rules when cross-state variation could have significant impact on cross-state comparisons of the NESSC indicators. Further research into the documentation of data specification beyond federal guidelines suggests that the Team’s work in this area may be unique.

4. The Team has Successfully Developed an Initial Index to Measure College Readiness

To date, there is no region-wide, reliable measure of college readiness, therefore the Team spent a considerable amount of time determining the most appropriate data to consider, as well as its availability. Early on, the Team dismissed the use of remedial course-taking trends at the post-secondary level as “the” measure of adequate preparation at the high school level. The team reached this conclusion based on the fact that remedial courses are not available at all colleges and universities, nor are those that are offered consistent in terms of content and/or level of rigor. Limiting the measure of success to this single indicator would, for example, exclude a significant number of students attending institutions that do not offer remedial courses, as well as significantly compromising the quality of the indicator.

In conjunction with partners from the Great Schools Partnership, representatives from higher education and the expertise of well known education improvement consultants, as well as a review of current research, the Team drafted an index of nine measures to determine college readiness. The nine measures were organized into four categories, representing dimensions of student preparedness, academic performance, behavioral patterns, and aspirations to attend a post-secondary institution.

<p style="text-align: center;">Preparatory Dimension</p> <p>Completion of four years of mathematics</p> <p>Completion of Algebra II</p> <p>SAT/ACT Participation Rates</p>	<p style="text-align: center;">Performance Dimension</p> <p>Course Completion and Scores from Dual Enrollment/Early College, Advanced Placement, and/or International Baccalaureate</p> <p>PSAT/SAT/SAT Scores</p> <p>State Assessment Results</p> <p>High School GPA</p>
<p style="text-align: center;">Behavioral Dimension</p> <p>High School Attendance Rate</p>	<p style="text-align: center;">Attitudinal Dimension</p> <p>Completion of the Free Application for Federal Student Aid (FAFSA)</p>

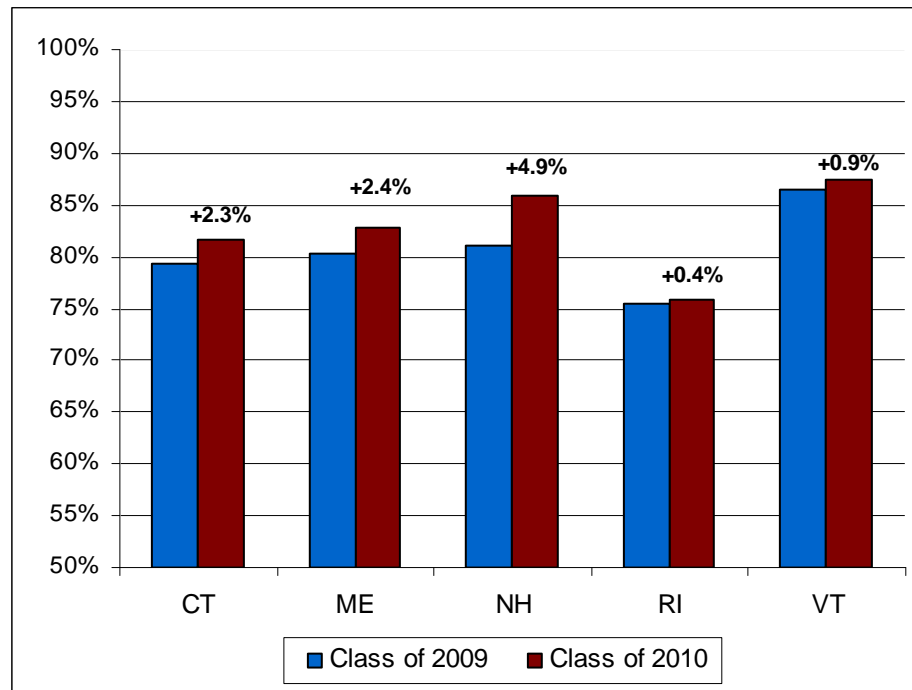
During the summer of 2011, the Team will present the index to the state education commissioners and the NESSC Council for feedback, refinement, and approval. It is anticipated that data collection for this indicator will begin in the spring of 2012.

Progress Towards 2016 Goals

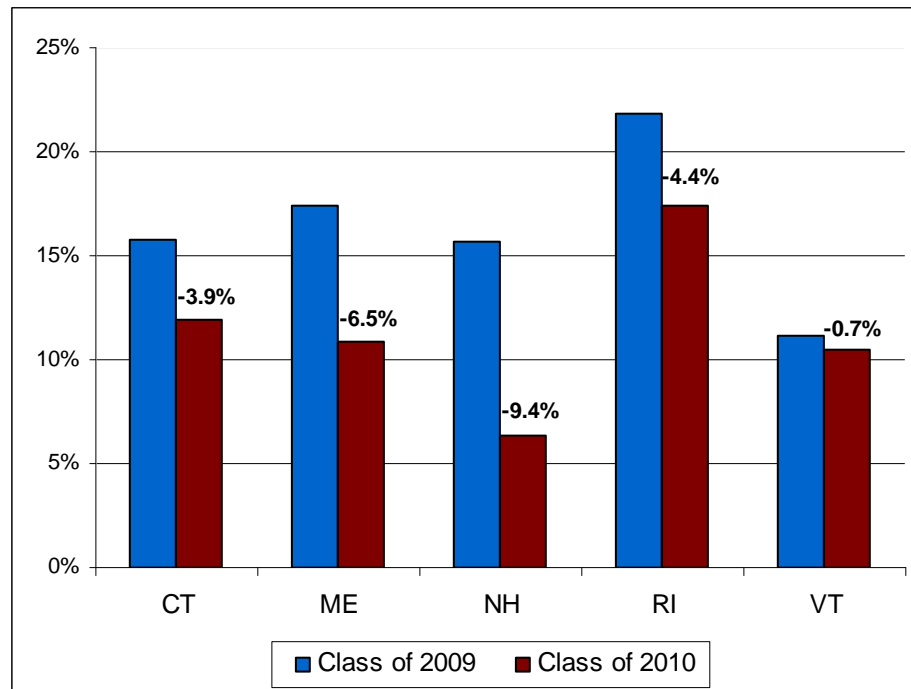
The NESSC indicators reported represent the hard work and dedication of the Data Team, as well as those responding to data requests within the five consortium states. The majority of states provided the complete set of graduation and dropout data required to establish initial progress towards the 2016 goals. All states are making steady gains in increasing graduation rates and decreasing the number of students dropping out. Review of the data indicates that New Hampshire reported the greatest gains, as their graduation rate for all students rose by 4.9% and their overall dropout rate decreased by 9.4%. Further review of the data suggests that some state data indicate a loss in relation to specific subgroups. However, it is important to note that the number of students within any given category is a significant factor in the calculation of that category’s gain or loss. Subgroups that contain a relatively small amount of students create a volatile environment for calculating averages. Therefore, the majority of reported losses presented should be interpreted with caution.

The following charts show graduation and dropout rates for each NESSC state for students from the classes of 2009 (baseline) and 2010.

NESSC Graduation Rates
Classes of 2009 (Baseline) and 2010



NESSC Dropout Rates
Classes of 2009 (Baseline) and 2010



Limitations of the Data

The extent to which these gains can be attributed specifically to the work of the NESSC is limited by the NESSC’s current level of activity within the states. Given that the Consortium’s work to date has focused on education policy development and implementation at the state level, it is difficult to make direct connections to students’ persistence through high school graduation, as there are many other interventions underway at the district and school levels in each of the states that may have more of a direct bearing on current student success.

At this time, the Team submits data for calculation at the state level, rather than at the district, school, or student level. State aggregation of the data does not allow for analysis or reporting of data across multiple characteristics, e.g., White males, LEP females, students of Hispanic origin with Individual Education Plans (IEP), etc. Without student-level data, it is impossible to disaggregate by the multiple characteristics for which the data is collected. While the Data Team acknowledged this as a limitation, their ability to share data at the student level is severely limited by the legality associated with sharing individually identifiable data across state lines. To compensate for this limitation, all states agreed to analyze data at the student level within their home states, as requested by NESSC leadership.

Looking Ahead

The results from the next round of data collection will mark an important milestone for NESSC’s indicators data. Inclusion of the class of 2011 data will provide opportunities for general estimations of future gains within each state, as well as inform the likelihood of each state’s attainment of the 2016 goals. Also of note, class of 2011 data will allow for further assessment of whether the gains realized for the class of 2010 will continue, and potentially establish a positive trend towards the Consortium’s 2016 goals.

While much of the data was provided to UMDI, some data is still missing (see Appendix B for greater detail). Most notably, two states did not provide post-secondary matriculation data, which will interfere with UMDI’s ability to report on progress made on this key indicator beginning in spring 2012.

I. Introduction

Purpose & Goals of the New England Secondary School Consortium (NESSC)

The NESSC is a five-state consortium, encompassing Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. As a regional consortium of five states collaborating to improve education at the secondary school level, NESSC is a pioneer of educational partnership committed to fostering forward-thinking innovations in secondary education across the New England region. The NESSC's purpose is to develop a secondary school environment that prepares *every* public high school student in the five NESSC states for success in college, career, and civic responsibility. To do so, the NESSC has committed to developing the organizational conditions required at the state and school levels to successfully prepare students for adult life in the interconnected global community of the 21st century.

In order to realize its vision, the NESSC intends to achieve the following four goals by 2016:¹

- Increase four-year, on-time graduation rates across the five states to 90% or higher;
- Decrease annual dropout rates to less than 1%;
- Increase the percentage of students enrolling in two- and four-year college-degree programs or pursuing industry-certified accredited post-secondary certificates to 80% or higher; and
- Reduce the number of students required to take remedial courses during their first year of college to 5% or less.

The Data Strategic Action Team

In order to track and measure progress in relation to its stated goals, as well as develop effective ways of communicating to the general public how its vision of a secondary education prepares today's students for future success, NESSC brought representatives with data experience together from each state to form the "Data Team." During Phase II, the NESSC further refined its organization to develop four Strategic Action Teams, or SATs: Policy, League of Innovative Schools, Messaging, and Data. The initial charge of the Data Strategic Action Team was to discuss data collection across the states, identify current methods used to analyze data, and specify how states could report common indicators of students' success in relation to the NESSC's four goals. More specifically, during Phase II, the Data Team focused on the four tasks outlined in NESSC's Phase II resubmission:

1. Convene the data coordinators' group six times in August 2010, October 2010, December 2010, February 2011, April 2011, and June 2011;
2. Build on the cross-state agreement drafted during Phase I regarding the metrics on high school graduation and dropouts, developing similar common metrics regarding post-secondary readiness, enrollment, and degree/certification completion by March 2011;
3. Create a document of NESSC defined metrics and disseminate by June 2011; and
4. Through their respective commissioners, make formal announcements in each state of the NESSC's common data agreement by April 2011.

¹ Intentions presented have been taken directly from NESSC's Phase II resubmission to Nellie Mae Education Foundation (NMEF) on August 23, 2010.

Role of the UMass Donahue Institute (UMDI) Evaluation Team

During Phase I, the UMass Donahue Institute (UMDI) actively participated and contributed to the Data Team's collaborative process of identifying common indicators and documenting cross-state agreements related to these data. As both a contributor and evaluator, the evaluation liaison to the Data Team documented, organized, assisted in indicator clarification, and developed the Phase I Technical Report. The evaluation liaison reported that, at times, serving both as the evaluator and as an engaged supporter of the Team's work blurred the line between external observer and contributor to the Team's progress.

In order to address a potential conflict of interest when engaging with the team as both an observer and contributor, the role of evaluation liaison changed as the NESSC began Phase II. The change in the role of the evaluation liaison was intentional and communicated to the NESSC as requested by the Consortium's main funder, Nellie Mae Education Foundation (NMEF). As a result, the evaluation liaison attended the Data Team's meetings on four occasions during Phase II. When unable to attend the Team's meeting, the evaluation liaison reviewed the meeting minutes posted on the NESSC website and debriefed with the Team's facilitator.

The evaluation liaison's modified role concerned Team members, as it highlighted the need for the identification of an individual to take on the role of technical assistant. Based on the communicated needs of the Team, NESSC was strongly encouraged to hire a consultant with expert knowledge of federal data guidelines, familiarity with state data systems, and previous experience working with states.

II. Process for Determining Key Indicators

Overview

In order to establish key indicators related to graduation rate, dropout rate, post-secondary matriculation, college readiness, and post-secondary success, the Data Team met regularly during both Phase I and Phase II. The Great Schools Partnership (GSP) facilitated all meetings. Additionally, other GSP representatives, representatives from NMEF, and the evaluation liaison were often in attendance. Over the course of the two Phases, consultants and data providers attended meetings, when requested by Team members.

Phase I Development and Process

During Phase I, the Data Team met on five occasions, beginning in June 2009 and continuing through March 2010. Over the course of these day-long meetings, the Team sought to determine explicit definitions and calculations in relation to high school graduation and dropout rates, and post-secondary readiness, matriculation, and success. The table presented on the following page represents a summary of the progress and a description of decisions reached by the Data Team during Phase I.

Key Indicators as Developed during Phase I			
Goal to be Reported	Key Decision Points	Method for Reporting	Comments
High School Graduation Rate	The calculation is done with a variation on the National Governors Association (NGA) formula. States will report four-, five-, and six-year rates, freezing the adjusted cohort in Year 4. No exemptions included for SpEd or LEP.	$(\# \text{ of graduating seniors}) \div (\# \text{ of first-time freshman} \pm \text{ transfers in or out})$	<ul style="list-style-type: none"> Data is disaggregated by NCLB categories, including a category for “multi-racial.” Students are referenced in the IEP or LEP statistics if they have been in these groups at any point in their high school career.
High School Dropout Rate	The rate recommended by the Data Team is conceptually similar to the Graduation Rate (see above) supported by the NGA. The rate reflects a count of students who have not graduated from a program aligned with state standards, or are not enrolled.	$(\# \text{ of students in adjusted freshman cohort}) - (\text{Graduates} + \text{students still enrolled} + \text{other completers of standards-aligned programs}) = \text{Dropouts}$ Dropout rate = dropouts \div adjusted freshman cohort	<ul style="list-style-type: none"> In this formula GED completers are listed as dropouts. Dropout rates will be computed and reported with and without including GED completers. GED completers and those students who enroll in college without finishing high school will be reported in this section with a separate table.
Post-Secondary Matriculation Rate	To include matriculation rates at two- and four-year colleges and one-year certificate programs. ¹ The rates will be calculated for the first two years after high school completion.	$(\# \text{ of students matriculating}) \div (\# \text{ of high school graduates})$	<ul style="list-style-type: none"> Data is disaggregated by matriculation in college or certificate program,¹ and by background as a high school graduate, GED completer, or early enrollment student. The National Student Clearinghouse (NSC) will provide data to the Consortium on post-secondary matriculation and completion.
College Readiness	The Team recommended using a variety of measures to provide a composite representation of college readiness.	Composite Measures on College Readiness: <ol style="list-style-type: none"> Attendance in remedial classes during the freshman year Scores on placement tests (Accuplacer) SAT scores in high school AP course participation and scores Participation in State Scholars program Early enrollment in college 	<ul style="list-style-type: none"> This is a difficult construct to capture, as no one measure is consistent across the Consortium. All the measures listed have some bias and must be interpreted as a group. The measure is an adaptation of the original grant measure that called for reporting only attendance in remedial classes.
Post-Secondary Success	The Team decided that students are counted as beginning college when they first matriculate. Success is defined as the proportion of students who graduate within six years of their initial enrollment date.	$(\# \text{ of students completing their program within six years}) \div (\# \text{ of students beginning post-secondary education in target year})$	<ul style="list-style-type: none"> Completion will be disaggregated by college degree and certificate program. No data source for one-year programs exists at present.

¹Not available. The National Student Clearinghouse is engaged in efforts to capture these data and make them available in the future.

Phase II Process and Progress

Digging Deeper into Data Origin, Specification, and Interpretation

Through the late winter and spring of Phase II, the Data Team was intensely focused on solidifying its “decision rules.” These decision rules served as the documentation of the level of data specificity each state would adhere to for NESSC reporting purposes. In addition to the agreed-upon decision rules, the Team also documented specific instances where states differed with regard to data summation and interpretation processes. Identification and documentation of the variation across states concluded that this was not an indication that any one state was incorrectly calculating and reporting data. Rather, the variation was the result of the absence of federal guidelines at the discrete level of specification the Team sought to document. In the absence of federal guidelines, Team members shared that they developed state-specific guidelines based on logic, and the capacities of their existing data systems. The decision rules reported herein demonstrate the first examination of differences across states in an effort to develop a set of regional guidelines.

Empowerment as a Result of Working Together

As a result of its collective work, the Team has been empowered to leverage its collective expertise to request information from organizations such as the National Student Clearinghouse (NSC), and to question NSC’s reporting rules and formats. Furthermore, developments in late May suggested that other national organizations, such as the College Board, had become aware of the Data Team’s work and were interested in partnering with NESSC to tackle defining such complex indicators as “college readiness.”

As a result of its multi-state composition and in-depth knowledge, the Team has leveraged its collective expertise and power with external data providers and organizations focused on secondary education data. The growing awareness of and respect for the Data Team has motivated external organizations to respond quickly and positively to requests or questions posed by the Team. For example, the Team facilitator was able to schedule a representative from the National Student Clearinghouse (NSC) to attend a meeting in response to the Team’s concerns regarding varying levels of access to and accuracy of NSC-provided post-secondary data to four of the five states. Additionally, when the first NSC representative was not able to answer the Team’s questions related to data access and cost, NSC sent a second representative with that specific knowledge to address the Team’s concerns in person.

Development of Common Reporting Guidelines

Having data representatives from five states in one room allowed the Team to examine the data collectively and share state-developed practices with their colleagues. As a result, the Team was able to acknowledge state differences, while agreeing to implement the developed decision rules in cases where these differences could have significant impact on cross-state comparisons of the NESSC indicators. Research into the existence of other instances of data-specification alignment across states (beyond federal guidelines) suggests that the Team’s work in this area is innovative.

Initial Specification of the College Readiness Indicator

During Phase II, the Team also spent a considerable amount of time researching and discussing the most appropriate data to consider, as well as its availability, to construct a measurable definition of “college readiness.” Early on, the Team dismissed Phase I conclusions that remedial course-taking trends at the post-secondary level could adequately measure preparation for post-secondary at the secondary level, citing the fact that remedial courses are not available at all colleges and universities, nor are those that are offered consistent in terms of enrollment specifications, content, and/or level of rigor. The Team concluded that limiting the measure of success to remedial course-taking trends would significantly compromise the validity of the indicator.

In the late spring the Data Team turned its focus to identifying potential measures that could inform the development of an index that could be used to determine college readiness. Team members worked in conjunction with David Ruff and Duke Albanese from Great Schools Partnership, J.P. Beaudoin from Research in Action, Mike Grady from the Annenberg Institute, David Silvernail from USM, and consulted with the Chief Council of State School Officers (CCSSO).

On May 26th, the Data Team convened to discuss the college readiness indicator. By way of a workshop format, each state team met separately to brainstorm possible metrics. Afterward, each state shared their ideas with the larger group. Based on all of the ideas presented, the full group developed an agreed-upon list, from which they would select the final metrics. The list included:

- % of students taking four years of math in high school
- Completion of Algebra II in high school
- % of students taking composition (writing) courses in high school
- % of students enrolled in performing arts at the high school level
- % of students enrolled in AP and/or IB courses
- Performance on AP/IB exams
- % of students enrolled in early college/dual enrollment courses
- Rigor of all courses taken
- State assessment scores
- High School GPA
- High school attendance rate
- High school class rank
- High school retention rate
- 9th-grade failure rates
- 10th-grade repeated failure rates (repeating 10th grade more than once)
- % of students utilizing their high school's multiple pathways
- % of students who show intent to go to college (admitted and reported to attend)
- % of students sitting for college entrance exams
- College entrance exam scores
- % of students completing a request for financial aid form (FAFSA)
- College persistence to 3rd semester
- % of students enrolled in college remedial courses
- # of credits earned during the first year of college
- GPA from the 1st semester of post-secondary

Using the list generated by the full group, David Ruff, J.P. Beaudoin, Mike Grady, David Silvernail, and Duke Albanese convened in early June to further explore the metrics listed, collect and review research related to college readiness, and draft an index for the larger group's consideration.

On June 28, 2011, the full group met again to review the research and drafted index. Based on the research and collective expertise of the group, J.P. Beaudoin drafted and presented a college readiness construct comprised of 25 measures categorized into four dimensions: Performance, Preparatory, Behavioral, and Attitudinal. Beaudoin discussed issues of objectivity, research, comparability, and availability associated with each the measures, and presented two hypothetical models of implementation.

While the group supported the construct as defined by Beaudoin, inclusion of 25 measures was viewed as a potential obstacle to complete data collection for the indicator. As a result the group reduced the number of measures from 25 to 9. The nine measures are presented below in relation to their dimensions.

Preparatory Dimension	Performance Dimension
Completion of four years of mathematics Completion of Algebra II SAT/ACT Participation Rates	Course Completion and Scores from Dual Enrollment/Early College, Advanced Placement, and/or International Baccalaureate PSAT/SAT/SAT Scores State Assessment Results High School GPA
Behavioral Dimension	Attitudinal Dimension
High School Attendance Rate	Completion of the Free Application for Federal Student Aid (FAFSA)

In order to calculate college readiness using the nine identified measures, the group determined data would be analyzed at the student level, and then aggregated as percentages at school and state levels for publication.

In order to refine and finalize the college readiness indicator, the Data Team planned to take the following actions over the course of the summer and early fall:

- Present the proposed index to state commissioners and the NESSC Council for reaction and consideration;
- Use the results of the commissioners’ and Council’s reviews to refine the measures and consider how they could be implemented;
- Finalize the index; and then;
- Test the index for validity using Rhode Island data provided by Mike Grady from the Annenberg Institute, and Maine data provided by David Silvermail from the University of Southern Maine.

III. Updated Key Indicators 2011

The following section provides a review of progress and a description of decisions reached based on recommendations from the Data Team for each of the five indicators. In future years, as data is made available, and/or reporting requirements change, the measures and contexts in this report will adjust as appropriate.

The following summary of indicators and specifications reflect the Team's collective work during Phase II to refine the metrics that will measure NESSC progress, as well as note existing variations across states. In conjunction with the Team's "decision rules," data specification and analysis follows all federal guidelines and the guidelines used by the National Student Clearinghouse (NSC) for reporting post-secondary data when available.

1. Graduation & Completion Rate

Graduation Rate Formulas

<= 4 Year Rate =

(# of students graduating in = < 4 years + Alternative completers) ÷ (# of first-time freshmen +/- transfers)

<= 5 Year Rate =

(# of students graduating in = < 5 years + Alternative completers) ÷ (# of first-time freshmen +/- transfers)

<= 6 Year Rate =

(# of students graduating in = < 6 years + Alternative completers) ÷ (# of first-time freshmen +/- transfers)

Completion Rate Formulas

<= 4 Year Rate =

(# of <= 4 year graduates + Alt. completers + GED completers) ÷ (# of first-time freshmen +/- transfers)

<= 5 Year Rate =

(# of <= 5 year graduates + Alt. completers + GED completers) ÷ (# of first-time freshmen +/- transfers)

<= 6 Year Rate =

(# <= 6 year graduates + Alt. completers + GED completers) ÷ (# of first-time freshmen +/- transfers)

Background

In addition to the common four-year rate, the Consortium will report five- and six-year graduation rates. Reporting these extended rates provides a better representation of high school completion. To provide the most accurate representation of graduation rates, the graduating cohort (i.e., total number of freshmen +/- transfers) is frozen at the four-year point. As a result, those students graduating in five or six years increase the overall rate of graduation.

Considerations

Significant discussion regarding high school graduates, GED completers, and alternative-program completers, led to a more explicit definition of “graduate.” Based on 2010 practices in several Consortium states, graduates are defined as those receiving a diploma via a program that meets state standards. Therefore, GED graduates are NOT counted as traditional graduates when data allows for their exclusion.²

While GED completers may not have completed a program that has met state standards, it is important to understand how the number of GED completers impacts the overall high school *completion rate*. That is, though GED students may not meet state standards for graduation, it is inaccurate to classify them as non-completers. As a result, these students are included in all calculations related to high school *completion rate*.

Data Reporting Rules

Data on graduation rates (and other NESSC measures) are reported using the most recent federal reporting formats. These groupings are disaggregated by ethnic group (e.g., Hispanic/non-Hispanic) and by gender, race, socioeconomic status, English proficiency status, and disability status. As of the 2010-11 school year, federal reporting requirements have evolved to include a “multi-racial” identification.

Reporting Students' Race

In 2010-11, states had the option of reporting students as “multi-racial,” when possible. States will report multi-racial students as their data systems evolve to include this category. The following describes each state’s reporting preference for the 2010-11 school year:

- New Hampshire will report multi-racial as multi-racial—these students will not be counted in any other race category.
- Connecticut will not report multi-racial, as to date they have asked students to select one option under race. However, the state is moving toward multi-racial identification, and plans to implement this category as soon as possible.
- Vermont, to date, has included multi-racial students in all of the race categories in which they self-identified (i.e., some students are counted in more than one category). Vermont has agreed to roll up these students and report them as part of the multi-racial category at their discretion.
- Rhode Island will report multi-racial as multi-racial—these students will not be counted in any other race category.
- Maine will report multi-racial as multi-racial—these students will not be counted in any other race category.

To date, the NESSC has combined the data on Asian and Pacific Islanders students into one category. While new federal guidelines require these groups be separated, not all states have moved to this format. For reporting

² Some NESSC states are unable to provide data related to GED completers separately from the overall number of completing students.

through 2011, the states will continue to report these students as one category: Asian/Pacific Islander. This categorization will be revisited during the 2011-12 school year.

Reporting Students with Limited English Proficiency (LEP)

As a result of discussion among the states, the Team determined that variation might exist across the states regarding how students are identified as LEP. The team concluded that four of the five states identify LEP students using the following definition: students are identified as LEP if they received services at any time during their secondary school years (9th through 12th grades). Students identified as being monitored for services received prior to 9th grade are not included. Maine is the only Consortium state to have a different method of identifying LEP students. In Maine, a student is identified as LEP at the time of graduation. That is, only actively identified LEP students are “counted” for graduation purposes.

Reporting Utilization of Special Education Services

As a result of discussion among the states, the Team determined that four of the five states identify students as utilizing Special Education services using the following definition: students are identified as Special Education if they received services or had an Individualized Learning Plan (IEP) at any time during their secondary school years (9th through 12th grades). Maine is the only Consortium state that does not conform to this definition. In Maine, a student is identified as utilizing Special Education services at the time of graduation. That is, only students with active IEPs and current utilization of services at the time of graduation are “counted” for that subgroup.

2. Dropout Rate

Formulas

Dropouts (including GED completers) =

$$(\# \text{ students in frozen cohort}) - (\text{graduates} + \text{students still enrolled} + \text{other completers})$$

Dropouts (NOT including GED completers) =

$$(\# \text{ students in frozen cohort}) - (\text{graduates} + \text{students still enrolled} + \text{other completers} + \text{GED completers})$$

Dropout rate =

$$\text{Dropouts (with or without GED completers)} \div \# \text{ students in frozen cohort}$$

Background

Recognizing differences across the states, the Consortium dropout rate is closely linked to the graduation rate. The NESSC dropout rate has been developed as suggested by the National Governor’s Association (NGA). NGA recommends that dropouts be counted as those students who have not completed high school and are not still in high school. The dropout rate is calculated using the same frozen freshman cohort used for the graduation rate.

The Data Team grappled with identifying GED completers as “dropouts,” as it could be argued that those students who complete a GED may intend to further their education, while those who simply drop out do not. At present, the Team has to report these students separately whenever possible.

3. Post-Secondary Matriculation

Formula

$$(\# \text{ of students matriculating}) \div (\# \text{ of high school graduates})$$

Background

The intention in capturing post-secondary matriculation is to determine the percentage of students who go on to further their education beyond high school. In some states this rate was previously captured using surveys given to high school seniors. However, while survey results demonstrated students' intentions regarding post-secondary education, their actual matriculation could not be tracked. Additionally, while there was data available regarding post-secondary acceptance rates, some local research suggested that a discrepancy exists between the number of students who are reported as accepted to college and those who actually attend. Therefore, the post-secondary matriculation rate is calculated based on the number of students who register and attend classes at a degree-granting institution.

To date, the National Student Clearinghouse (NSC) has been the only agency to provide detailed information on post-secondary attendance and completion at degree-granting institutions. In order to get the most accurate post-secondary attendance data available, those NESSC states that were not yet members of the NSC developed data agreements for NESSC reporting purposes.

Considerations

At a Phase I Council meeting, the desire was expressed that baseline data on post-secondary matriculation capture students who attend one-year certificate programs that may not be part of matriculation for a college degree. While these data are not currently available, the NESSC does plan to report on these programs when possible. Negotiations with the NSC to gain access to these data are ongoing.

In recognition of the fact that there are a small number of GED completers who do enroll and attend courses as part of a certificate or degree program, matriculation data by graduates/non-graduates will be disaggregated when possible.

Data Reporting Rules

Reporting College Enrollment

The Team has, on many occasions, discussed the validity of data related to college enrollment if decision rules beyond "any instance" of enrollment are not in place. That is, "any instance" could include students enrolled at any time and enrolled for ≤ 1 day. At their March 2011 meeting, the Team agreed to the "any instance" criteria, as most states received this data from NSC and therefore were subject to NSC's data reporting guidelines (unknown at the time). Subsequently, the Connecticut Data Team representatives contacted NSC, as Connecticut receives custom reports from NSC that include enrollment. NSC responded to Connecticut, resulting in the revised guidelines outlined below.

Immediate Enrollment in Post-Secondary

The NSC identifies students as part of the "Immediate Enrollment" subgroup when the student is enrolled in a two- or four-year post-secondary institution with an enrollment status of full-time, half-time, or less-than-half-time in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any term that begins before October 1st of the graduation year, and ends after October 1st of the graduation year. Therefore, the student must be enrolled by October 1st AND for at least 10 days.

Example of NSC Guideline for the Class of 2010:

- 'EnrollmentStatus' = F,H,L,blank
- 'EnrollBeginDate' ≤ 20101001
- 'EnrollEndDate' ≥ 20101001
- 'TermDuration' ≥ 10 days

Enrollment in Post-Secondary at a Later Date

The NSC identifies students as part of the “At a Later Date” subgroup when the student is enrolled in a two- or four-year post-secondary institution with an enrollment status of full-time, half-time or less-than-half-time between October 2nd of the fall immediately following graduation and August 15th of the second summer following high school graduation. This period includes the fall and spring academic terms in the year following graduation, as well as terms ending in the subsequent academic year (including all semesters, quarters, trimesters, and periodic collegiate terms within the two-year window). Therefore, the student must be enrolled by August 15th, two academic years post-high school graduation AND be enrolled for at least 10 days.

Example of NSC Guideline for the Class of 2010:

- 'EnrollmentStatus' = F,H,L,blank
- 'EnrollEndDate' ≥ 20101002
- 'EnrollEndDate' ≤ 20120814
- TermDuration ≥ 10 days

The NSC guidelines presented above differ from criteria specified by the Data Team during its conference call in March 2011. Specifically, the “immediate enrollment” metric has an added caveat of at least 10 days. The “at a later date enrollment” metric extends the enrollment period from a 16-month window to two full academic years following graduation.

Enrollment in College after the Attainment of a GED or Dropping Out

During the Data Team’s March 2011 meeting, there was some confusion regarding GED graduates and dropout students, given that the supplemental data request stated “early enrollment.” While it would be interesting to capture students who drop out and/or get their GEDs and go on to college early (the Team labeled these students as “accelerated students”), the data request format does not allow for this specificity at this time. The Team recommended that the larger NESSC Council should consider this issue, as identification of these students would be beneficial to track as post-secondary education moves from a four-year structure to an individualized pathway based on individual student need unconstrained by time. In order to facilitate future analyses regarding “accelerated students,” the Team decided to capture GED students and dropout students enrolling in college as separate from on-time graduates, using the same decision rules applied to on-time graduates.

4. College Readiness

Background

While originally conceptualized as the percentage of students entering college without the need for remedial course-taking, further investigation into this indicator revealed that remedial course-taking is not an accurate proxy for readiness. That is, not all institutions offer remedial courses; the basic competencies required to enroll in introductory courses without remediation varies; and, finally, the definition of and level of rigor across remedial offerings also varies.

Considerations

To date, there is no region-wide, reliable measure of college readiness. NESSC's Data Team spent a considerable amount of time researching and discussing the most appropriate data to consider for inclusion in this indicator. In conjunction with partners from higher education and well-known education improvement/data consultants, and a collective review of the research, the Team drafted an index of nine measures for usage in determining college readiness:

1. Completion of 4 Years of Mathematics
2. Completion of Algebra II
3. SAT/ACT Participation Rates
4. Course Completion and Scores from Dual Enrollment/Early College, Advanced Placement, and/or International Baccalaureate
5. PSAT/SAT/SAT Scores
6. State Assessment Results
7. High School GPA
8. High School Attendance Rate
9. Completion of the Free Application for Federal Student Aid (FAFSA)

During the summer of 2011, the Team will present the index to the commissioners and the NESSC Council for feedback, refinement, and approval. It is anticipated that data collection for this indicator will begin in the spring of 2012.

5. Post-Secondary Success

Formula

$$(\text{\# of students completing post-secondary programs within six years}) \div (\text{freshman college cohort})^3$$

Background

In order to account for graduates who do not enroll in post-secondary education immediately following their graduation/completion of high school, as well as those students who require more than four years to complete their course-taking, the formula for calculating post-secondary success is based on the number of students who attend post-secondary at any time and graduate within six years.

Considerations

While the six-year period for reporting post-secondary completion is appropriate for four-year college programs, other non-baccalaureate programs, such as one-year certificate programs and two-year associate degrees, may be misrepresented by such a long period for completion. As data on these programs become available, NESSC will work in conjunction with NSC to develop appropriate formulas for assessing successful programs.

³ Post-secondary success for students who enroll in one-year/certificate programs will be calculated using a similar formula as data become available.

IV. Presentation of Key Indicators by State

Progress Towards 2016 Goals

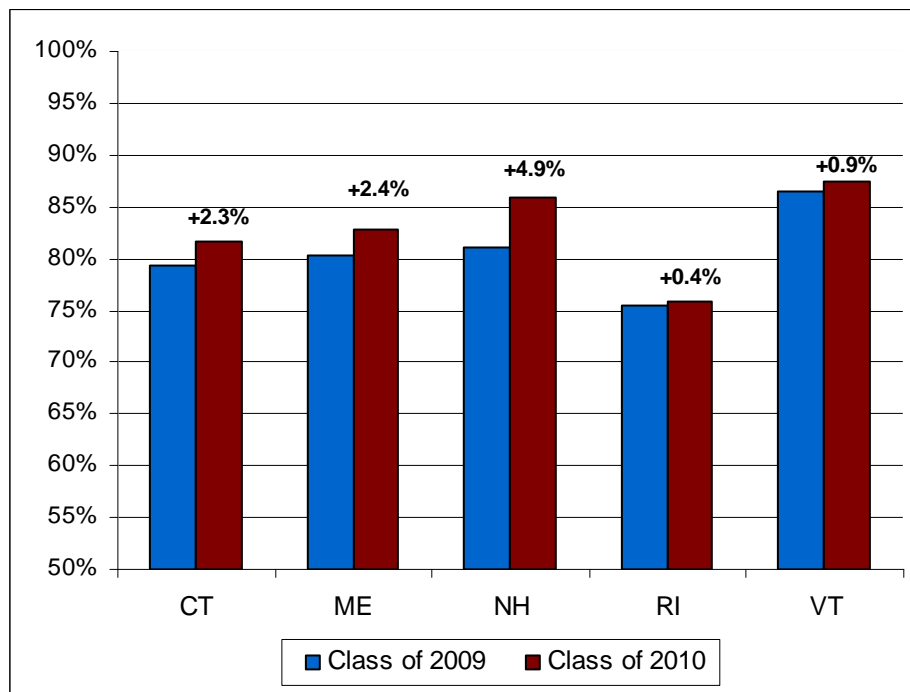
The NESSC indicators reported represent the hard work and dedication of the Data Team, as well as those responding to data requests within the five consortium states. The majority of states provided the complete set of graduation and dropout data required to establish initial progress towards the 2016 goals.

All states are making steady gains in increasing graduation rates and decreasing the number of students dropping out. Review of the data indicates that New Hampshire reported the greatest gains, as their graduation rate for all students rose by 4.9% and their overall dropout rate decreased by 9.4%.

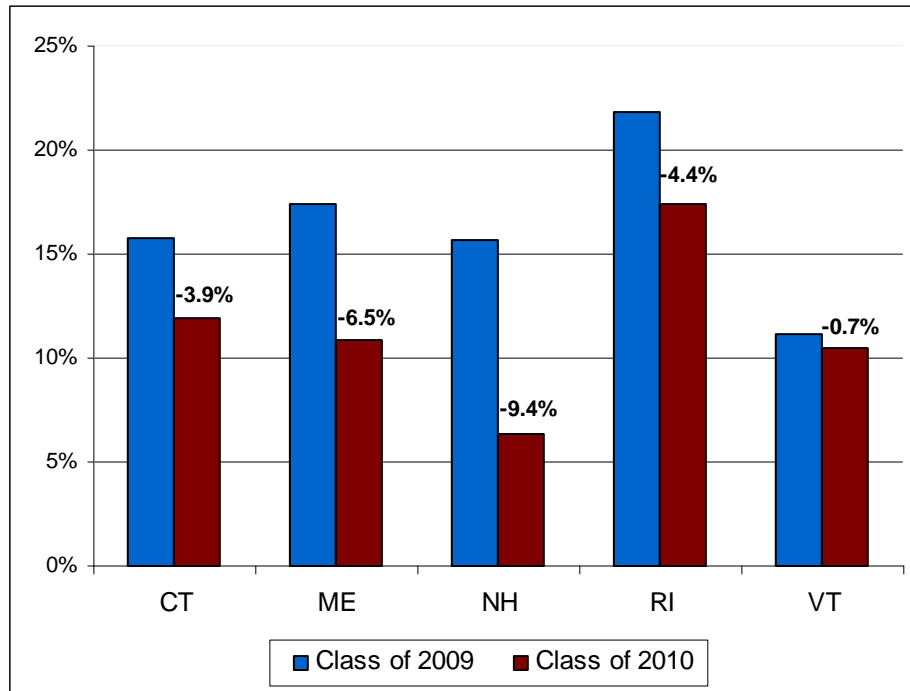
Upon review of each state’s submitted data, it is important to highlight that all states are making steady gains in increasing graduation rates for all students (between .4 and 5%) and decreasing the number of students dropping out (between .7 and 10%) across all subgroups. Review of the data indicates that New Hampshire reported the greatest gains, as their graduation rate for all students rose by 4.9%, and their overall dropout rate decreased by 9.4%. Further review of the data suggests that some state data indicate a loss in relation to specific subgroups. However, it is important to note that the number of students within any given category is a significant factor in the calculation of that category’s gain or loss. Subgroups that contain a relatively small amount of students create a volatile environment for calculating averages. Therefore, the majority of reported losses presented should be interpreted with caution.

The following charts show graduation and dropout rates for each NESSC state for students from class of 2009 (baseline) and class of 2010.

NESSC Graduation Rates
Classes of 2009 (Baseline) and 2010



NESSC Dropout Rates
Classes of 2009 (Baseline) and 2010



Limitations of the Data

The extent to which these gains can be attributed specifically to the work of the NESSC is limited by the NESSC’s current level of activity within the states. Given that the Consortium’s work to date has focused on education policy development and implementation at the state level, it is difficult to make direct connections to students’ persistence through high school graduation, as there are many other interventions underway at the district and school levels in each of the states that may have more of a direct bearing on student success at this time.

At this time, the Team submits data for calculation at the state level, rather than at the district, school, or student level. State aggregation of the data does not allow for analysis or reporting of data across multiple characteristics, e.g., White males, LEP females, students of Hispanic origin with Individual Education Plans (IEP), etc. Without student-level data, it is impossible to disaggregate by the multiple characteristics for which the data is collected. While the Data Team acknowledged this as a limitation, their ability to share data at the student level is severely limited by the legality associated with sharing individually identifiable data across state lines. To compensate for this limitation, all states agreed to analyze data at the student level within their home states, as requested by NESSC leadership.

The data reported provides a snapshot of each state’s progress in relation to the NESSC’s 2016 goals. Given that the variation in data calculations and reporting beyond what is federally defined and documented within this report, as well as the level of data reported (i.e., state level), the gains and losses reported across the states have not been analyzed to determine statistical significance.

Looking Ahead

The results from the next round of data collection will mark an important milestone for NESSC’s indicators data. Inclusion of the class of 2011 data will provide opportunities for general estimations of future gains within each state, as well as inform the likelihood of each state’s attainment of the 2016 goals. Class of 2011 data will allow for further assessment of whether the gains realized for the class of 2010 will continue, and potentially establish a positive trend towards the Consortium’s 2016 goals. These data will also enable reporting of gains and/or losses relative to five-year graduation rates and college enrollment. Finally, the Phase III technical report will include the initial collection of measures related to the new College Readiness Indicator.

While much of the data was provided to UMDI, some data is still missing (see Appendix B for greater detail). Most notably, two states did not provide post-secondary matriculation data, which will interfere with UMDI’s ability to report on progress made on this key indicator beginning in spring 2012.

Data Key

The following key can be used to interpret acronyms/notes within the data tables that follow:

Acronym/Note	Definition
-	At this time, the state does not report data for this category.
NA	At the time of reporting, data related to this category was <u>not available</u> , or is <u>not yet relevant</u> .
<10	Data suppressed as the small number of students included could result in individual student identification.
DATA NOT SUBMITTED	At the time of reporting, the state did not provide the data necessary to report on the category specified.

Connecticut

High School Indicators

	On Time/Early Graduation Rate (<=4 yrs)															
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	79.3%	75.9%	83.0%	58.0%	83.2%	86.9%	66.2%	73.8%	82.4%	-	59.9%	85.9%	53.4%	80.7%	61.3%	81.7%
Class of 2010	81.6%	78.3%	85.1%	63.6%	84.9%	88.5%	68.2%	72.4%	88.5%	-	62.4%	88.2%	58.9%	82.7%	61.9%	84.2%
% Change	2.3%	2.4%	2.1%	5.6%	1.8%	1.6%	2.0%	-1.4%	6.1%	-	2.5%	2.3%	5.6%	2.0%	0.5%	2.5%

	Overall Graduation Rate (<=5 yrs)															
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	83.9%	81.0%	87.0%	64.0%	87.5%	91.0%	71.9%	78.5%	85.3%	-	67.1%	89.7%	58.2%	85.3%	71.5%	85.6%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Drop Out Rate (GEDs counted as Drop Outs)															
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	15.8%	18.5%	12.9%	35.5%	12.2%	8.9%	27.2%	21.5%	14.7%	-	32.0%	10.3%	41.8%	14.4%	28.0%	14.2%
Class of 2010	11.9%	13.1%	10.7%	24.5%	9.6%	7.3%	20.1%	20.7%	8.0%	-	24.3%	7.6%	30.1%	11.1%	16.0%	11.4%
% Change	-3.9%	-5.4%	-2.2%	-10.9%	-2.6%	-1.6%	-7.1%	-0.8%	-6.6%	-	-7.6%	-2.6%	-11.8%	-3.4%	-12.0%	-2.8%

	Drop Out Rate (GEDs counted as Graduates)															
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	15.4%	18.1%	12.5%	35.0%	11.9%	8.6%	26.4%	21.5%	14.7%	-	31.2%	10.1%	41.7%	14.1%	27.6%	13.8%
Class of 2010	11.5%	12.6%	10.3%	24.0%	9.2%	7.0%	19.3%	20.0%	8.0%	-	23.5%	7.4%	29.8%	10.7%	15.6%	11.0%
% Change	-3.9%	-5.4%	-2.2%	-10.9%	-2.6%	-1.6%	-7.1%	-0.8%	-6.6%	-	-7.6%	-2.6%	-11.8%	-3.4%	-12.0%	-2.8%

Connecticut cont'd

Post-Secondary Indicators

College Readiness – Reporting to begin in 2012																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2010	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Enrollment Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	74.8%	70.7%	78.8%	64.0%	76.2%	80.1%	62.8%	65.5%	77.8%	-	54.6%	79.9%	28.0%	76.4%	40.4%	80.0%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Success Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Maine

High School Indicators

On Time/Early Graduation Rate (<=4 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	80.4%	77.8%	83.1%	71.2%	80.5%	80.8%	71.2%	65.4%	83.7%	-	68.2%	85.7%	77.4%	80.4%	64.7%	83.1%
Class of 2010	82.8%	80.4%	85.4%	77.1%	82.9%	83.2%	72.6%	67.2%	88.3%	-	71.0%	88.5%	79.6%	82.9%	65.1%	85.9%
% Change	2.4%	2.7%	2.2%	5.9%	2.3%	2.4%	1.4%	1.8%	4.6%	-	2.8%	2.9%	2.2%	2.4%	0.3%	2.8%

Overall Graduation Rate (<=5 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	82.6%	80.6%	84.7%	75.2%	82.7%	82.9%	75.0%	68.5%	84.5%	-	75.2%	85.8%	77.4%	82.7%	70.1%	84.7%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Drop Out Rate (Calculated via individual data points submitted by the state. GED was not submitted separately, therefore GED inclusion is unknown)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	17.4%	19.4%	15.3%	24.8%	17.3%	17.1%	25.0%	31.5%	15.5%	-	24.8%	14.2%	22.6%	17.3%	29.9%	15.3%
Class of 2010	10.9%	11.5%	10.3%	13.1%	10.9%	10.8%	11.9%	26.3%	6.8%	-	18.5%	7.2%	9.4%	11.0%	18.2%	9.7%
% Change	-6.5%	-7.9%	-5.0%	-11.7%	-6.4%	-6.3%	-13.1%	-5.3%	-8.8%	-	-6.2%	-7.0%	-13.2%	-6.4%	-11.7%	-5.6%

Drop Out Rate (Calculated via submitted # Drop Outs reported by the State. GED data was not submitted separately, therefore GED inclusion is unknown)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	19.1%	21.1%	16.9%	26.1%	19.0%	18.6%	27.6%	46.9%	17.9%	-	29.5%	14.6%	22.6%	19.0%	30.7%	17.1%
Class of 2010	18.0%	19.5%	16.4%	26.9%	17.9%	17.7%	22.7%	38.0%	13.9%	-	28.5%	12.9%	10.5%	18.2%	28.5%	16.2%
% Change	-1.1%	-1.7%	-0.5%	0.7%	-1.1%	-0.9%	-5.0%	-9.0%	-4.0%	-	-1.0%	-1.7%	-12.1%	-0.8%	-2.1%	-0.9%

Maine cont'd

Post-Secondary Indicators

College Readiness – Reporting to Begin in 2012																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2010	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Enrollment Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	***** DATA NOT SUBMITTED *****															
Class of 2010	***** DATA NOT SUBMITTED *****															
% Change																

Post-Secondary Success Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

New Hampshire

High School Indicators

On Time/Early Graduation Rate (<=4 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	81.0%	78.2%	84.0%	63.2%	81.6%	81.9%	62.6%	57.6%	89.3%	66.7%	65.7%	85.2%	66.7%	81.3%	67.9%	83.7%
Class of 2010	85.9%	82.7%	89.2%	70.1%	86.4%	86.6%	70.6%	73.3%	88.8%	86.2%	71.3%	90.3%	71.6%	86.2%	71.6%	88.9%
% Change	4.9%	4.5%	5.1%	6.9%	4.8%	4.7%	8.0%	15.7%	-0.5%	19.5%	5.6%	5.1%	5.0%	4.9%	3.7%	5.2%

Overall Graduation Rate (<=5 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	83.9%	81.6%	86.3%	70.7%	84.3%	84.5%	69.5%	64.4%	90.6%	77.8%	71.6%	87.3%	75.7%	84.0%	73.8%	85.9%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Drop Out Rate (GEDs counted as Drop Outs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	15.7%	17.9%	13.2%	28.0%	15.3%	15.1%	29.8%	35.6%	7.7%	22.2%	27.7%	12.4%	23.3%	15.5%	25.1%	13.8%
Class of 2010	6.3%	7.5%	5.0%	11.1%	6.1%	6.1%	9.1%	17.8%	3.9%	1.5%	12.3%	4.4%	9.8%	6.2%	10.5%	5.4%
% Change	-9.4%	-10.4%	-8.2%	-16.9%	-9.2%	-9.0%	-20.7%	-17.8%	-3.8%	-20.7%	-15.4%	-7.9%	-13.5%	-9.3%	-14.6%	-8.4%

Drop Out Rate (GEDs counted as Graduates)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	13.1%	14.9%	11.1%	25.0%	12.7%	12.5%	27.5%	32.2%	6.0%	16.7%	24.0%	10.1%	21.5%	12.9%	22.6%	11.2%
Class of 2010	4.4%	5.2%	3.6%	9.9%	4.3%	4.2%	7.9%	15.6%	3.2%	0.0%	9.0%	3.1%	9.5%	4.3%	8.2%	3.7%
% Change	-8.6%	-9.7%	-7.5%	-15.1%	-8.4%	-8.3%	-19.6%	-16.6%	-2.9%	-16.7%	-15.1%	-7.0%	-12.1%	-8.6%	-14.4%	-7.5%

New Hampshire cont'd

Post-Secondary Indicators

College Readiness – Reporting to Begin in 2012																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2010	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Enrollment Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	63.7%	57.6%	69.8%	49.9%	64.0%	64.1%	55.7%	42.1%	70.5%	57.1%	39.7%	69.1%	42.7%	64.0%	37.7%	68.1%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Success Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Rhode Island

High School Indicators

On Time/Early Graduation Rate (<=4 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	75.5%	71.1%	80.0%	64.0%	79.2%	79.6%	66.7%	70.7%	73.3%	-	63.4%	84.7%	63.3%	76.2%	58.7%	79.8%
Class of 2010	75.9%	72.3%	79.7%	66.4%	78.0%	79.5%	67.2%	61.3%	81.0%	-	65.0%	85.1%	65.6%	76.5%	57.4%	80.5%
% Change	0.4%	1.2%	-0.3%	2.4%	-1.3%	-0.1%	0.5%	-9.4%	7.6%	-	1.7%	0.3%	2.3%	0.3%	-1.3%	0.7%

Overall Graduation Rate (<=5 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	78.2%	74.8%	81.7%	67.4%	81.9%	81.8%	71.9%	76.8%	76.0%	-	67.5%	86.4%	67.6%	78.9%	64.1%	81.9%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Drop Out Rate (GEDs counted as Drop Outs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	21.8%	25.2%	18.3%	32.6%	18.1%	18.2%	28.1%	23.2%	24.0%	-	32.5%	13.6%	32.4%	21.1%	35.9%	18.1%
Class of 2010	17.4%	19.5%	15.3%	25.4%	15.7%	14.6%	23.1%	21.5%	15.3%	-	25.5%	10.6%	24.9%	17.0%	27.0%	15.0%
% Change	-4.4%	-5.8%	-3.0%	-7.2%	-2.5%	-3.6%	-5.0%	-1.7%	-8.7%	-	-7.0%	-3.0%	-7.5%	-4.2%	-8.9%	-3.1%

Drop Out Rate (GEDs counted as Graduates)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	16.8%	19.6%	13.9%	27.8%	13.1%	13.2%	22.3%	19.5%	20.5%	-	26.0%	9.8%	30.1%	16.0%	30.3%	13.4%
Class of 2010	13.9%	15.6%	12.2%	22.2%	12.1%	11.0%	19.5%	18.3%	12.3%	-	20.7%	8.2%	23.8%	13.3%	23.2%	11.6%
% Change	-2.9%	-4.1%	-1.8%	-5.6%	-0.9%	-2.2%	-2.9%	-1.2%	-8.3%	-	-5.3%	-1.7%	-6.3%	-2.7%	-7.1%	-1.8%

Rhode Island cont'd

Post-Secondary Indicators

College Readiness – Reporting to Begin in 2012																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2010	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Enrollment Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	***** DATA NOT SUBMITTED *****															
Class of 2010	***** DATA NOT SUBMITTED *****															
% Change																

Post-Secondary Success Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Vermont

High School Indicators

On Time/Early Graduation Rate (<=4 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	86.5%	84.5%	88.7%	81.3%	86.6%	86.7%	78.0%	74.7%	90.6%	-	74.2%	93.0%	81.6%	86.6%	64.6%	90.6%
Class of 2010	87.5%	85.4%	89.6%	80.6%	87.6%	87.8%	75.3%	74.2%	85.2%	-	77.2%	93.3%	75.7%	87.7%	71.5%	90.5%
% Change	0.9%	0.9%	0.9%	-0.8%	1.0%	1.1%	-2.7%	-0.6%	-5.4%	-	2.9%	0.3%	-6.0%	1.1%	6.9%	-0.1%

Overall Graduation Rate (<=5 yrs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	89.2%	87.8%	90.7%	79.4%	89.3%	89.2%	84.9%	78.2%	91.6%	-	79.2%	94.5%	89.7%	89.2%	72.0%	92.4%
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Drop Out Rate (GEDs counted as Drop Outs)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	11.2%	12.6%	9.4%	17.8%	11.0%	11.0%	14.5%	25.3%	5.4%	-	21.6%	5.5%	11.0%	11.1%	22.3%	9.0%
Class of 2010	10.5%	11.7%	8.9%	18.5%	10.2%	10.2%	18.5%	22.5%	10.8%	-	18.8%	5.6%	17.1%	10.2%	18.4%	8.8%
% Change	-0.7%	-0.9%	-0.6%	0.8%	-0.8%	-0.8%	4.1%	-2.8%	5.4%	-	-2.9%	0.1%	6.1%	-0.9%	-3.9%	-0.2%

Drop Out Rate (GEDs counted as Graduates)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	9.3%	10.5%	8.1%	14.0%	9.2%	9.2%	11.9%	21.8%	4.9%	-	18.5%	4.5%	9.6%	9.3%	21.0%	7.1%
Class of 2010	9.4%	10.8%	7.9%	16.7%	9.3%	9.3%	17.4%	20.2%	10.4%	-	17.2%	5.0%	14.5%	9.3%	17.6%	7.8%
% Change	0.1%	0.3%	-0.1%	2.6%	0.0%	0.0%	5.5%	-1.6%	5.5%	-	-1.3%	0.5%	4.9%	0.0%	-3.4%	0.7%

Vermont cont'd

Post-Secondary Indicators

College Readiness – Reporting to Begin in 2012																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2010	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Enrollment Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	61.0%	54.9%	67.3%	50.6%	61.1%	57.5%	61.9%	52.1%	53.5%	-	++	++	57.3%	61.0%	++	++
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Post-Secondary Success Rate																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	NA	NA	NA	NA	NA	NA
% Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Appendix A: Members of the Data Strategic Action Team

2010-2011 Members of the Data Strategic Action Team⁴

Great Schools Partnership	
Duke Albanese, Facilitator	
Nellie Mae Education Foundation	
Charlie Toulmin, Director of Policy	Eve Goldberg, Research & Policy Associate
UMass Donahue Institute	
Beth-Ann Tek, Research Manager and Evaluation Liaison	
Consultants	
JP Beaudoin, CEO Research in Action, Inc.	Michael Grady, Deputy Director Annenberg Institute for School Reform
Connecticut Representatives	
Karen Adesso	Jessica Andrews
Sarah Ellsworth	Jan Kiehne
Charles Martie	Malia Sieve
Barbara Beaudin	
Maine Representatives	
Bill Hurwitch	David Silvernail
Brian Snow	
New Hampshire Representatives	
Sallie Fellows	Heidi Hedegard
Irene Koffink	Amy Slattery
Suda Shama	
Michael Schwartz	
Rhode Island Representatives	
Margaret Votta	Janet Durfee -Hidalgo
Marcia Cross	Anne Seitsinger
Barbara Miller	
Vermont Representatives	
Glenn Bailey	David Buchdahl
Stephen Magill	Rae Ann Knopf
Stacey Murdock	

⁴ This list of individuals was downloaded from the NESSC website on June 13, 2011 and represents documentation of group membership as of March 1, 2011.

Appendix B: Data Submitted by the States

Connecticut

Connecticut High School Data

# First Time Freshmen																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	44,307	22,658	21,649	6,682	37,625	30,002	6,101	115	1,407	NA	11,417	32,890	1,750	42,557	5,474	38,833
Class of 2010	45,263	23,183	22,080	7,130	38,133	30,156	6,361	155	1,461	NA	11,645	33,618	1,759	43,504	5,384	39,879
# Students Transferred In or Out (+/-)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-659	-253	-406	<10	-665	-849	73	<10	119	NA	-343	-316	372	-1,031	-403	-256
Class of 2010	-649	-260	-389	-161	-488	-706	121	-10	107	NA	-206	-443	214	-863	-241	-408
# Graduating On Time <= 4 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	34,626	16,998	17,628	3,880	30,746	25,324	4,086	79	1,257	NA	6,635	27,991	1,133	33,493	3,110	31,516
Class of 2010	36,407	17,948	18,459	4,431	31,976	26,062	4,421	105	1,388	NA	7,134	29,273	1,163	35,244	3,182	33,225
# Cohort Students Enrolled in a 5th Year																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	2,890	1,862	1,028	627	2,263	1,560	631	<10	64	NA	1,220	1,670	158	2,732	992	1,898
Class of 2010	2,710	1,815	895	792	1,918	1,172	683	10	53	NA	1,369	1,341	217	2,493	1,097	1,613

Connecticut High School Data cont'd

# Cohort Students Graduating in 5 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	2,012	1,149	863	400	1,612	1,206	356	<10	45	NA	797	1,215	101	1,911	515	1,497
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Graduating in 6+ Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Obtaining GEDs																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	157	80	77	29	128	80	48	0	0	NA	91	66	<10	154	18	139
Class of 2010	184	96	88	36	148	97	49	<10	<10	NA	99	85	<10	179	24	160
# Alternative Certification/Completion																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	128	116	12	36	92	37	55	<10	<10	NA	100	28	<10	127	27	101
Class of 2010	181	167	14	36	145	69	75	<10	<10	NA	152	29	<10	181	40	141
# of Drop Outs as Reported by the State																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	6,004	3,429	2,575	2,145	3,859	2,232	1,402	20	205	NA	3,119	2,885	830	5,174	942	5,062
Class of 2010	5,349	3,003	2,346	1,722	3,627	2,156	1,315	30	126	NA	2,807	2,542	595	4,754	824	4,525

Connecticut Post-Secondary Data

Early Enrollment in Post-Secondary																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	819	358	461	178	641	355	225	<10	56	NA	342	477	24	795	49	770
Class of 2010	628	307	321	150	478	228	183	<10	62	NA	277	351	18	610	24	604

Connecticut Post-Secondary Data cont'd

# Enrolled in 2 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	6,495	3,225	3,270	1,011	5,484	4,257	1,019	19	189	NA	1,737	4,758	222	6,273	726	5,769
<i>Class of 2010</i>	6,655	3,308	3,347	1,182	5,473	4,234	996	31	212	NA	1,927	4,728	198	6,457	779	5,876
# Enrolled in 4 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	18,311	8,206	10,105	1,281	17,030	15,421	1,281	27	750	NA	1,497	16,814	41	18,270	488	18,311
<i>Class of 2010</i>	20,059	9,103	10,956	1,071	18,988	16,565	1,377	42	1,004	NA	1,915	18,144	62	19,997	641	19,418
# Enrolled in 2 Year Program/College at a later date																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	1,763	930	833	384	1,379	959	366	<10	47	NA	664	1,099	77	1,686	201	1,562
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Enrolled in 4 Year Program/College at a later date																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	828	462	366	62	766	615	122	<10	27	NA	159	669	<10	823	50	778
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Students Completing 2-Year Program/College																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Students Completing 4-Year College																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Connecticut Supplemental Data

Early Enrollment in Post-Secondary ON TIME GRADUATES ONLY

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/ Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	819	358	461	178	641	355	225	<10	56	NA	342	477	24	795	49	770
Class of 2010	628	307	321	150	478	228	183	<10	62	NA	277	351	18	610	24	604

Enrollment at any time in Post-Secondary GED COMPLETERS ONLY

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/ Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	52	35	17	14	38	30	<10	<10	<10	NA	20	32	<10	48	<10	51
Class of 2010	44	20	24	<10	36	22	13	<10	<10	NA	21	23	<10	42	<10	38

Connecticut Supplemental Data cont'd

Enrollment at any time in Post-Secondary IDENTIFIED "DROP OUTS" ONLY

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/ Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	733	364	369	160	573	362	161	<10	46	NA	260	473	39	694	57	676
Class of 2010	708	321	387	122	586	373	166	16	31	NA	224	484	42	666	46	662

Maine

Maine High School Data

# First Time Freshmen																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	16,835	8,570	8,265	157	16,678	16,029	301	130	218	NA	5,053	11,782	193	16,642	2,432	14,403
Class of 2010	17,068	8,888	8,180	180	16,888	16,092	403	138	255	NA	5,620	11,448	365	16,703	2,561	14,507
# Students Transferred In or Out (+/-)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	66	53	13	<10	NA	<10	39	<10	33	NA	49	17	59	<10	63	<10
Class of 2010	-533	-275	-258	<10	NA	-529	-24	<10	26	NA	-218	-315	<10	-530	-102	-431
# Graduating On Time <= 4 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	13,588	6,706	6,882	109	NA	12,942	242	85	210	NA	3,479	10,109	195	13,393	1,615	11,973
Class of 2010	13,692	6,929	6,763	135	NA	12,942	275	92	248	NA	3,836	9,856	288	13,404	1,600	12,092
# Cohort Students Enrolled in a 5th Year																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	369	243	126	<10	BLANK	344	13	<10	<10	NA	360	<10	0	369	133	236
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Graduating in 5 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	*** DATA NOT SUBMITTED***															
Class of 2010	*** DATA NOT SUBMITTED***															
# Cohort Students Graduating in 6+ Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Maine High School Data cont'd

# Cohort Students Obtaining GEDs																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															
# Alternative Certification/Completion																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															
# of Drop Outs as Reported by the State																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	3,225	1,822	1,403	40	BLANK	2,985	94	61	45	NA	1,505	1,720	57	3,168	765	2,460
<i>Class of 2010</i>	2,978	1,676	1,302	47	BLANK	2,754	86	52	39	NA	1,540	1,438	38	2,940	702	2,276

Maine Post-Secondary Data

Early Enrollment in Post-Secondary																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															
# Enrolled in 2 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															
# Enrolled in 4 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															

Maine Post-Secondary Data cont'd

# Enrolled in 2 Year Program/College at a later date																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	*** DATA NOT SUBMITTED***															
Class of 2010	*** DATA NOT SUBMITTED***															
# Enrolled in 4 Year Program/College at a later date																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	*** DATA NOT SUBMITTED***															
Class of 2010	*** DATA NOT SUBMITTED***															
# Students Completing 2-Year Program/College																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	*** DATA NOT SUBMITTED***															
Class of 2010	*** DATA NOT SUBMITTED***															
# Students Completing 4-Year College																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	*** DATA NOT SUBMITTED***															
Class of 2010	*** DATA NOT SUBMITTED***															

Maine Supplemental Data

******* Maine did not submit the required supplemental data in time for inclusion in this report*******

New Hampshire

New Hampshire High School Data

# First Time Freshmen																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	18,438	9,483	8,955	544	17,894	17,224	308	53	290	19	3,937	14,501	275	18,163	2,963	15,475
Class of 2010	17,591	8,869	8,722	506	17,085	16,446	253	50	275	61	4,080	13,511	305	17,286	3,005	14,586
# Students Transferred In or Out (+/-)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-428	-168	-260	-19	-409	-420	<10	<10	<10	<10	-69	-359	13	-441	27	-455
Class of 2010	-818	-317	-501	-21	-797	-805	<10	<10	10	<10	-170	-648	23	-841	-94	-724
# Graduating On Time <= 4 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	14,595	7,287	7,308	332	14,263	13,759	191	34	267	12	2,542	12,053	192	14,403	2,030	12,565
Class of 2010	14,407	7,075	7,332	340	14,067	13,547	178	33	253	56	2,787	11,620	235	14,172	2,083	12,324
# Cohort Students Enrolled in a 5th Year																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	1,193	704	489	74	1,119	1,054	45	<10	10	<10	528	665	38	1,155	451	742
Class of 2010	1,268	815	453	89	1,179	1,105	47	<10	16	<10	624	644	55	1,213	504	764
# Cohort Students Graduating in 5 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	512	312	200	39	473	442	21	<10	<10	<10	226	286	26	486	177	335
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Graduating in 6+ Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

New Hampshire High School Data cont'd

# Cohort Students Obtaining GEDs																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	465	280	185	16	449	434	<10	<10	<10	<10	142	323	<10	460	74	391
Class of 2010	305	194	111	<10	299	292	<10	<10	<10	<10	130	175	<10	304	66	239
# Alternative Certification/Completion																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	84	48	36	<10	77	70	<10	<10	<10	<10	28	56	<10	81	32	52
Class of 2010	48	23	25	<10	46	36	<10	<10	<10	<10	18	30	<10	42	19	29
# of Drop Outs as Reported by the State																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	1,673	996	677	96	1,577	1,487	60	17	12	<10	628	1,045	50	1,623	403	1,270
Class of 2010	745	445	300	48	697	661	20	<10	<10	<10	351	394	31	714	239	506

New Hampshire Post-Secondary Data

Early Enrollment in Post-Secondary																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	9,399	4,270	5,129	172	9,227	8,900	116	15	188	<10	1,036	8,363	88	9,311	790	8,609
Class of 2010	9,407	4,222	5,185	180	9,227	8,888	108	15	184	32	1,168	8,239	102	9,305	848	8,559
# Enrolled in 2 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	2,392	1,206	1,186	69	2,323	2,244	35	<10	36	<10	425	1,967	40	2,352	439	1,953
Class of 2010	2,405	1,243	1,162	64	2,341	2,247	46	<10	26	14	498	1,907	49	2,356	467	1,938

New Hampshire Post-Secondary Data cont'd

Enrolled in 4 Year Program/College Immediately

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	7,007	3,064	3,943	103	6,904	6,656	81	<10	152	<10	611	6,396	48	6,959	351	6,656
<i>Class of 2010</i>	7,002	2,979	4,023	116	6,886	6,641	62	<10	158	18	670	6,332	53	6,949	381	6,621

Enrolled in 2 Year Program/College at a later date

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrolled in 4 Year Program/College at a later date

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	212	105	107	13	199	193	<10	<10	<10	<10	62	150	<10	208	39	173
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Students Completing 2-Year Program/College

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Students Completing 4-Year College

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

New Hampshire Supplemental Data

Early Enrollment in Post-Secondary ON TIME GRADUATES ONLY																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	8,818	4,020	4,798	149	8,669	8,381	100	10	170	<10	950	7,868	80	8,738	750	8,068
Class of 2010	8,874	3,990	4,884	162	8,712	8,409	91	13	168	31	1,085	7,789	91	8,783	801	8,073
Enrollment at any time in Post-Secondary GED COMPLETERS ONLY																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	39	18	21	<10	36	33	<10	<10	<10	<10	12	27	<10	39	<10	36
Class of 2010	28	14	14	<10	28	27	<10	<10	<10	<10	<10	19	<10	28	<10	23
Enrollment at any time in Post-Secondary IDENTIFIED "DROP OUTS" ONLY																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Class of 2010	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

Rhode Island

Rhode Island High School Data

# First Time Freshmen																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	13,327	6,795	6,532	2,346	10,981	9,286	1,233	89	373	NA	5,815	7,512	740	12,587	2,828	10,499
Class of 2010	12,968	6,624	6,344	2,336	10,632	8,908	1,196	86	442	NA	5,966	7,002	669	12,299	2,653	10,315
# Students Transferred In or Out (+/-)																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-641	-366	-275	-153	-665	-396	-87	<10	<10	NA	-318	-323	<10	-639	-224	-417
Class of 2010	-515	-302	-213	-141	-374	-308	-30	<10	-43	NA	-285	-230	<10	-518	-192	-323
# Graduating On Time <= 4 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	9,576	4,573	5,003	1,403	8,173	7,076	764	58	275	NA	3,484	6,092	467	9,109	1,528	8,048
Class of 2010	9,456	4,570	4,886	1,458	7,998	6,835	783	57	323	NA	3,695	5,761	441	9,015	1,412	8,044
# Cohort Students Enrolled in a 5th Year																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	723	473	250	182	541	400	108	11	22	NA	497	226	71	652	335	388
Class of 2010	832	522	310	179	653	508	114	16	15	NA	539	293	64	768	384	448
# Cohort Students Graduating in 5 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	347	235	112	75	272	197	60	<10	10	NA	227	120	32	315	140	207
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Rhode Island High School Data cont'd

# Cohort Students Graduating in 6+ Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Obtaining GEDs																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	629	358	271	105	524	442	66	<10	13	NA	359	270	17	612	148	481
Class of 2010	435	245	190	70	365	308	42	<10	12	NA	271	164	<10	428	94	341
# Alternative Certification/Completion																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Class of 2010	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
# of Drop Outs as Reported by the State																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	1,263	735	528	373	890	702	139	<10	40	NA	858	405	138	1,125	427	836
Class of 2010	1,236	726	537	355	908	687	173	13	35	NA	901	362	123	1,140	425	838

Rhode Island Post-Secondary Data

Enrolled in 2 Year Program/College Immediately

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															

Enrolled in 4 Year Program/College Immediately

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															

Enrolled in 2 Year Program/College at a later date

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															

Enrolled in 4 Year Program/College at a later date

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	*** DATA NOT SUBMITTED***															
<i>Class of 2010</i>	*** DATA NOT SUBMITTED***															

Students Completing 2-Year Program/College

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Students Completing 4-Year College

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Rhode Island Supplemental Data

Early Enrollment in Post-Secondary ON TIME GRADUATES ONLY																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	5,077	2,239	2,838	454	4623	4,171	288	24	140	NA	914	4,163	51	5,026	396	4,681
Class of 2010	4,673	2,131	2,542	500	4173	3,682	306	20	165	NA	1080	3,593	42	4,631	340	4,333
Enrollment at any time in Post-Secondary GED COMPLETERS ONLY																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	52	35	17	10	42	36	<10	<10	<10	NA	29	23	<10	52	11	41
Class of 2010	48	26	22	<10	39	31	<10	<10	<10	NA	28	20	<10	47	13	35
Enrollment at any time in Post-Secondary IDENTIFIED "DROP OUTS" ONLY																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	52	35	17	10	42	36	<10	<10	<10	NA	29	23	<10	52	11	41
Class of 2010	48	26	22	<10	39	31	<10	<10	<10	NA	28	20	<10	47	13	35

Vermont

Vermont High School Data

# of Students in Cohort *The state accounted for Transfer Students (+/-) Prior to Submission																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	7,979	4,118	3,861	107	7,872	7,676	159	87	203	<10	2,753	5,226	136	7,843	1,248	6,731
Class of 2010	7,838	3,984	3,854	108	7,730	7,534	178	89	250	<10	2,826	5,012	152	7,686	1,261	6,577
# Graduating On Time <= 4 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	6,904	3,479	3,425	87	6,817	6,653	124	65	184	<10	2,044	4,860	111	6,793	806	6,098
Class of 2010	6855	3401	3454	87	6768	6612	134	66	213	<10	2181	4674	115	6740	902	5953
# Cohort Students Enrolled in a 5th Year																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	-43	-28	-15	<10	-39	-46	<10	<10	<10	<10	-20	-23	<10	-43	-21	-22
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Graduating in 5 Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	7,116	3,614	3,502	85	7,031	6,846	135	68	186	<10	2,180	4,936	122	6,994	899	6,217
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Graduating in 6+ Years																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# Cohort Students Obtaining GEDs																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	141	88	53	<10	137	136	<10	<10	<10	<10	87	54	<10	139	16	125
Class of 2010	74	37	37	<10	72	72	<10	<10	<10	<10	45	29	<10	70	10	64

Vermont High School Data cont'd

# Alternative Certification/Completion																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Class of 2010	12	<10	<10	<10	11	12	<10	<10	<10	<10	<10	<10	<10	12	<10	11
# of Drop Outs as Reported by the State																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	743	432	311	15	728	710	19	19	10	<10	509	234	13	730	262	481
Class of 2010	736	431	305	18	718	697	31	18	22	<10	485	251	22	714	222	514

Vermont Post-Secondary Data

Early Enrollment in Post-Secondary																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Class of 2010	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
# Enrolled in 2 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	459	217	242	<10	450	442	14	<10	11	<10	178	281	17	442	63	396
Class of 2010	500	210	290	<10	493	480	11	<10	24	<10	192	308	27	473	66	434
# Enrolled in 4 Year Program/College Immediately																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	3,364	1,532	1,832	29	3,335	3,258	58	24	73	<10	642	2,722	42	3,322	118	3,246
Class of 2010	3,322	1,468	1,854	41	6,817	3,235	52	14	90	<10	637	2,685	48	3,274	146	3,176
# Enrolled in 2 Year Program/College at a later date																
	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
Class of 2009	274	120	154	<10	269	262	10	<10	<10	<10	105	169	10	264	32	242
Class of 2010	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Vermont Post-Secondary Data cont'd

Enrolled in 4 Year Program/College at a later date

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	333	165	168	<10	331	318	<10	<10	13	<10	78	255	<10	331	18	315
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Students Completing 2-Year Program/College

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Students Completing 4-Year College

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Class of 2010</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Vermont Supplemental Data

Early Enrollment in Post-Secondary ON TIME GRADUATES ONLY

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	4,384	2,012	2,372	45	<10	4,237	84	34	102	<10	978	3,406	69	4,315	224	4,160
<i>Class of 2010</i>	3,809	1,671	2,138	48	<10	3,706	60	21	113	<10	821	2,988	72	3,737	209	3,600

Enrollment at any time in Post-Secondary GED COMPLETERS ONLY

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	14	<10	<10	<10	<10	13	<10	<10	<10	<10	<10	<10	<10	13	<10	13
<i>Class of 2010</i>	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

Enrollment at any time in Post-Secondary IDENTIFIED "DROP OUTS" ONLY

	All Students	Male	Female	Hispanic	Non-Hispanic	White	Black	Native American	Asian/Pacific Islander	Multi-Racial	F/R Lunch Eligible	Not F/R Lunch Eligible	LEP	Not LEP	IEP	Not IEP
<i>Class of 2009</i>	32	13	19	<10	<10	30	<10	<10	<10	<10	17	15	<10	31	<10	26
<i>Class of 2010</i>	11	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10