



Common Data Project

2019 Annual Report
School Year 2017-2018

Improving the Quality and Comparability of State Educational Data across New England



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

About the NESSC Common Data Project

In 2009, the state education agencies participating in the New England Secondary School Consortium (NESSC) began collecting, calculating, and reporting data on key indicators using consistent procedures. To promote more accurate and reliable data comparability across member states, the NESSC Common Data Project develops and implements standardized procedures designed to minimize variance that may result from divergent data systems or computational errors. The Common Data Project also employs additional quality control mechanisms that further improve the reliability and comparability of state-reported data.

To our knowledge, the NESSC Common Data Project is the first initiative of its kind in the United States.



About the NESSC

The New England Secondary School Consortium (NESSC) is a regional partnership that promotes forward-thinking innovations in the design and delivery of secondary education across New England. All six New England states—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont—work together to close persistent achievement gaps and promote greater educational equity and opportunity for all students.



About the Great Schools Partnership

The Great Schools Partnership is a 501(c)(3) nonprofit school-support organization working to redesign public education and improve learning for all students. We are a team of passionate, committed educators and school leaders who bring decades of collective service in public schools. The Great Schools Partnership is the lead coordinator of the New England Secondary School Consortium and League of Innovative Schools.



About Plimpton Research

Plimpton Research offers data collection and analysis services to help organization leaders refine policies, assess impacts, and improve strategies. We offer expertise in education and community, workforce, and youth development. Plimpton Research serves as the data coordinator for the Common Data Project.



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Executive Summary

The New England Secondary School Consortium (NESSC) Common Data Project Annual Report provides transparent, comparable data about high school and college outcomes from across the New England states. We began tracking high school graduation and dropout rates in 2009. Since then, we have added extended high school graduation rates, as well as college enrollment, persistence, and completion measures.

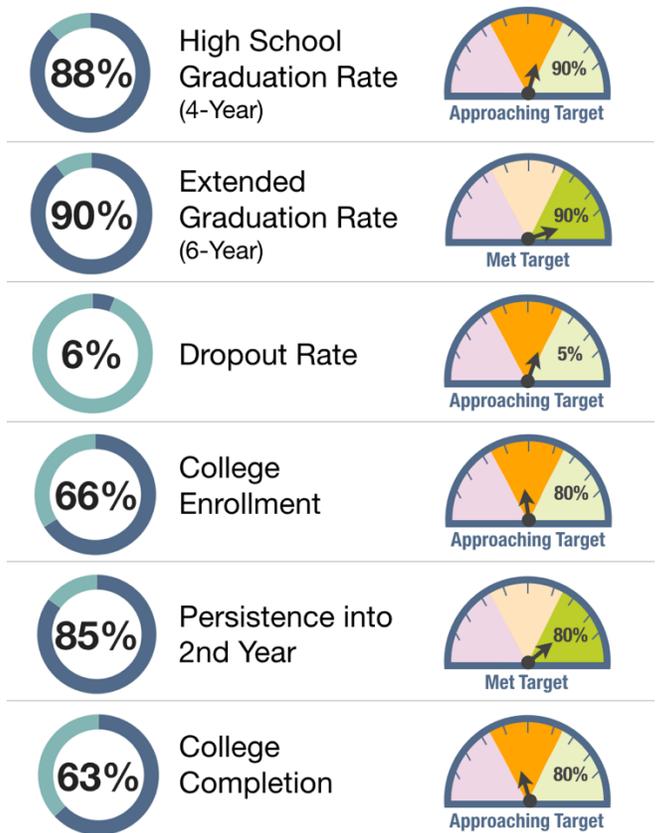
Five of the six New England states have shared comparable data through the NESSC Common Data Project that demonstrate evidence of progress in secondary school outcomes.* This report presents data trends across the region, as well as by state. The report also includes data disaggregated by student characteristics across six indicators, which allow us to examine educational equity in New England secondary school outcomes by economic disadvantage (ED), English learner status (EL), disability status, gender, and race/ethnicity.

There is much to celebrate in this year's high school graduation data for the class of 2018. Four-year graduation rates for many student groups have reached the NESSC target of 90%. One notable positive trend is a reduction in the graduation gap between economically disadvantaged students and their non-economically disadvantaged peers in New England. Moreover, the high school dropout rate for economically disadvantaged students has fallen by nearly half since 2009. However, the data also reveal persistent achievement gaps that disproportionately impact historically disadvantaged students. We examine achievement gaps for the region, as well as variations across states, in greater detail throughout the report.

Regionally, student achievement approaches, but has not yet met, targets for all high school and college outcomes. On average, NESSC states have not yet met the targets set by the Consortium for

high school graduation (4-year) or high school dropouts; however, extended high school graduation (6-year) rates meet the 90% target. College enrollment rates, too, have not yet met targets set by the NESSC. And while students persist into the second year at high rates, college completion rates for most student groups fall well below the 80% target.

NESSC Regional Averages (2018)



Note: The NESSC sets targets for each of the student achievement outcomes and monitors progress toward these targets annually.

* Vermont has been a longstanding member of the NESSC and contributor to the Common Data Project. Vermont was unable to provide updated data for the 2019 report; historic data have been included where possible.

Many student groups are approaching the NESSC targets for high school outcomes, but achievement gaps persist.

Since 2009, notable gains have been made in improving high school graduation rates and reducing high school dropout rates; however, some groups of students complete high school at rates far below the average.

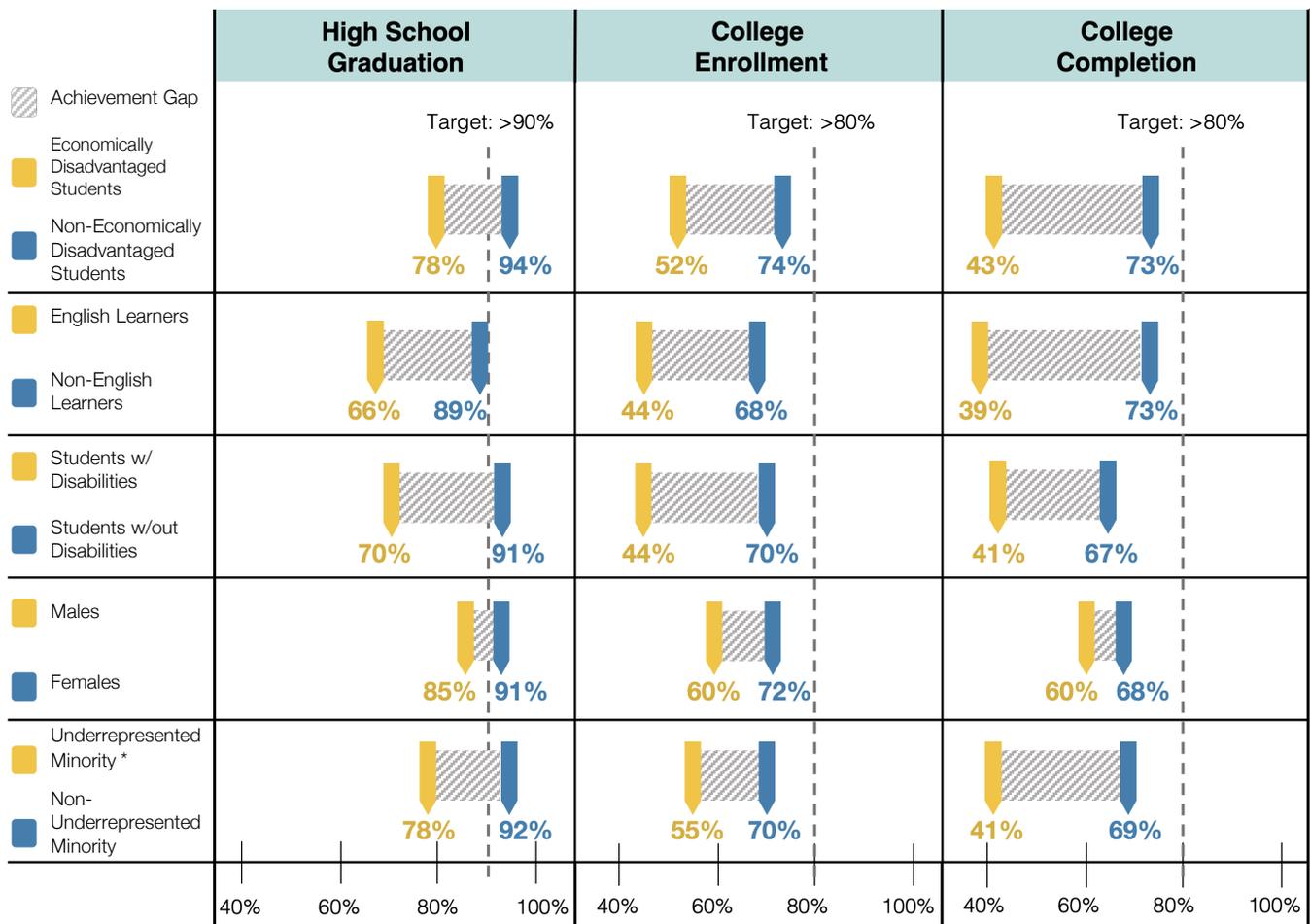
Economically disadvantaged students, English learners, students with disabilities, male students, and Black, Hispanic, Native American, and multiracial students across the region graduate high school at far lower rates as compared to their counterparts.

Disaggregating data by student characteristics, high school outcomes vary substantially:

- Dropout rates persist above the 5% target range from 17% for English learners to 7% for male and multiracial students.
- Non-economically disadvantaged, female, Asian, and White students have dropout rates below the 5% target.
- English learners are the only group with a high school graduation rate below 70%, whereas some groups are nearing the 90% target, with 85% of males and 86% of multiracial students graduating from high school.
- Non-economically disadvantaged, students without disabilities, female, Asian, and White students have met or exceeded the 90% high school graduation rate target.

Students with disabilities and English learners gain the most through the support of up to two

NESSC Student Outcomes by Subgroup (2018)



* Underrepresented minority is defined as students traditionally underrepresented in postsecondary education, including Black, Hispanic, Native American or Multiracial students. Non-underrepresented minority includes White and Asian/Pacific Islander students.

extra years to graduate from high school, and economically disadvantaged, male, Black, multiracial, and Native American students all achieve extended graduation (6-year) rates above 80%.

College enrollment and completion, particularly for students historically underrepresented in postsecondary education, remain far from NESSC targets. No student subgroups have met the NESSC targets for college enrollment or completion, and the outcomes vary widely across subgroups.

While college enrollment rates for students historically underrepresented in postsecondary education – which includes economically disadvantaged students, English learners, students with disabilities and Black, Hispanic, and Native American students – have risen in recent years, an enrollment gap persists.

College enrollment rates for male students also continue to be lower on average as compared to female students.

Students demonstrate notable variations in their trajectories through postsecondary education. For example:

- The only student groups with college enrollment rates below 50% are students with disabilities and English learners.
- The gap in college enrollment rates is quite pronounced for some subgroups. Enrollment rates for economically disadvantaged students, English Learners, and students with disabilities all fall at least 20 percentage points behind their counterparts.
- 56% of male students complete college, while Black and Hispanic students, as well as students with disabilities complete college at rates below 40%.

Note: We do not currently have a data source that captures information about students pursuing post-secondary credentials of value or industry certificates.

Once enrolled in college, many student groups meet the NESSC target for college persistence into the second year. High persistence rates may be one possible indicator that those who enroll in college are academically prepared for postsecondary education. Disaggregating college outcomes data reveals, however, that while certain student subgroups have met or exceed the NESSC target, others continue to lag behind. For example:

- College persistence rates range from 70% for economically disadvantaged students to 90% for Asian/Pacific Islander students.
- Economically disadvantaged students, English Learners, students with disabilities, and Black, Hispanic, and Native American students all fall below the NESSC persistence target of 80%.

It should be noted that college enrollment, persistence, and completion rates in this report are calculated based on the number of high school *graduates* who enroll in college. Gaps in college outcome rates for historically underrepresented groups are even more stark when we consider how high school outcomes impact a student's long-term college and career trajectory. For example, in a hypothetical class of ninth-graders, the data suggests that for every 10 Asian/Pacific Islander students in that class, 9 will graduate high school and 8 will enroll in college. By contrast, for every 10 Black students in that class, only 8 will graduate high school and only 5 will enroll in college. This trend continues with persistence in college; 7 Asian/Pacific Islander students will persist into a second year whereas only 3 Black students will do the same.

Many other comparisons are possible, and we encourage you to continue exploring the data. We hope this report will inform efforts to achieve the NESSC mission of closing persistent achievement gaps and promoting greater educational equity and opportunity for all students.

Introduction

All students deserve to have access to a high-quality education that readies them for college, careers, and life; they also deserve to be prepared to pursue and succeed in a career of their choosing while earning a living wage. Research finds that individuals with high school diplomas have greater financial stability and socio-emotional well-being as adults, have better health outcomes, and are less likely to be incarcerated as compared to those with less education.ⁱ

Earning a high school diploma is a gateway to a wide variety of career opportunities. More than ever, many career paths require a high school diploma as a basic necessity, with an increasing number of jobs also requiring postsecondary credentials. In fact, the Center of Education and the Workforce at Georgetown University projects that by 2020, most job openings will require education beyond high school, 35% of job openings will require at least a bachelor's degree, and 30% will require some college or an associate's degree.ⁱⁱ College-educated adults also are more likely to be employed full-time than their less-educated counterparts and less likely to be unemployed. According to the Bureau of Labor Statistics, in 2018, unemployment was 2.2% among adults with a bachelor's degree or higher as compared to 4% among adults with only a high school diploma.ⁱⁱⁱ

In recent years, schools across the nation have made a concerted effort to reduce high school dropout rates and increase students' access to postsecondary education opportunities. High school graduation rates nationwide have made a steady, but slowing, increase over the past decade.^{iv} Despite this progress, substantial achievement gaps remain, particularly for Black, Hispanic, and economically disadvantaged students, who continue to graduate high school at far lower rates as compared to their White and more affluent peers. Fewer English learners and students with disabilities, too, graduate as compared to their counterparts. The inequities persist at the postsecondary level; these historically underrepresented student groups are less likely to enroll, persist, and complete a postsecondary credential.^v

The disheartening reality for New England schools, similar to the rest of the nation, is that certain student groups are experiencing very different education outcomes – and ultimately have access to fewer opportunities – than their peers.

About the NESSC Common Data Project Annual Report

The New England Secondary School Consortium (NESSC) Common Data Project Annual Report provides transparent, comparable data about high school and college outcomes from the six New England states. We began tracking high school graduation and dropout rates in 2009. Since then, extended high school graduation rates have been added, as well as college enrollment, persistence, and completion measures. Further, these indicators are now presented disaggregated across key subgroups.

The NESSC sets targets for each of the student achievement outcomes and monitors progress toward these targets annually. The targets include: at least 90% high school graduation rate for all student groups from a given cohort; a high school dropout rate at or below five percent; at least 80% college enrollment rate for high school graduates; and for students who enrolled in college, 80% persistence and completion rates.

To promote more accurate and reliable data comparability across member states, the NESSC Common Data Project develops and implements standardized procedures designed to minimize variance that may result from divergent data systems or computational errors. The Common Data Project also employs additional quality control mechanisms that further improve the reliability and comparability of state-reported data.

This report is organized around six data indicators of student achievement: high school graduation (4-year), extended high school graduation (6-year), dropout rates, college enrollment, persistence into second year of college, and postsecondary degree completion rates. The report includes historical data since 2009 by state and aggregate rates across New England. Each indicator also includes disaggregated data by student characteristics, which allows us to examine educational equity in New England secondary and postsecondary school outcomes by economic disadvantage (ED), English learner status (EL), disability status, gender, and race/ethnicity.¹

Member states have shared comparable data through the NESSC Common Data Project that demonstrate evidence of progress in secondary school outcomes. Notable gains have been made in improving high school graduation rates and reducing high school dropout rates. But some groups of students complete high school at rates far below the average.² College enrollment and completion rates remain well below NESSC targets, and are alarmingly low for some groups of students.

The data presented on the following pages have implications for educators at all levels, employers, policymakers, and residents throughout New England and beyond. With the population in our region aging and workforce needs evolving quickly, it is critical that all of our young people succeed in secondary and postsecondary education. These data show where we are improving, and where there is still more work to do.

This report aims to support the NESSC mission to close achievement gaps, increase educational equity, and ensure opportunity for all students while also shedding light on persistent inequities and areas for growth across the region. We hope this report will serve as a helpful resource and might inspire reflection, conversation, and ultimately action to improve educational outcomes for all students.

¹ Detailed definitions of these subgroups are provided in Appendix 1 (page 60).

² NESSC averages are weighted averages. For example, NESSC graduation rates are calculated by summing the numbers of graduates in each state, and dividing that sum by the sum of the adjusted cohorts in each state. We do not report an NESSC average if the figures for two or more states are missing (unless data are missing because of data suppression for low numbers or in earlier years when Massachusetts was not yet reporting to this project).

How to Use This Report

We understand that different users turn to the NESSC Data Report for different reasons. With this in mind, we outline here some of the ways in which you might review the data contained in the following sections and provide support for interpreting data visualizations that might be less familiar to some readers. If you are a long-time user of the NESSC Common Data Project Annual Report, or if you know exactly what you're looking for, please feel free to skip ahead. Regardless of how you plan to use these data, we have also included demographic snapshots for the region and each of the New England states to help provide context for the report findings.

There are two primary ways of approaching the data contained within this report. The more common approach is to review the data sequentially by indicator. However, readers interested in a particular student subgroup may choose instead to skip around the report to review data for that subgroup across multiple indicators. Both approaches are outlined below.

Reviewing Data by Indicator

Each section of the data report corresponds with a different **indicator of student achievement**.³

- **High School Graduation Rate** (within four years);
- **Extended High School Graduation Rate** (within six years);
- **Dropout Rate** (i.e., students who have not completed high school and are no longer enrolled in high school four years after enrollment);
- **College Immediate Enrollment** (i.e., college enrollment by October 15 of the same year as high school graduation);
- **College Persistence into Second Year** (i.e., first-time college freshmen that remain enrolled in a college program in third semester after initial enrollment);
- **College Completion** (i.e., first-time college freshmen who earn a degree or credential within six years of initial enrollment).

Each section of the data report corresponds with a different indicator of student achievement (e.g., four-year high school graduation, college enrollment). The first page of each section describes the indicator and displays a regional trendline depicting the aggregate performance of all students. On the pages that follow, data for the same indicator are displayed by subgroup.

Each subgroup page includes a regional subgroup trendline, a bar or bubble graph showing the current year's data by state, and a data table that includes both the number and percent of students in that particular subgroup that achieved the specified indicator (see page 8 for an illustration of the standard page layout).

For instance, if you are interested in understanding regional dropout rates, you could turn to the first page of Section III to review the regional trend. Then you could compare the subgroup trendlines on

³ More detailed definitions for each of the student achievement indicators included in Appendix 2: (pg. 62)

subsequent pages to assess dropout rates for economically disadvantaged students against those for English learners.

Each section of the report corresponds with an indicator of student achievement (e.g., high school graduation, college enrollment). The data visualizations within each have standardized x- and y-axes to support comparison of data within that section.

Reviewing Data by Student Subgroup

The NESSC Common Data Project disaggregates data by five **student subgroup categories**:⁴

- **Economically disadvantaged (ED)**, defined by (1) student eligibility for free or reduced-price school meals (in five NESSC states) or (2) student participation in either the Supplemental Nutrition Assistance Program (SNAP), cash assistance, foster care, or Medicaid (Massachusetts only).
- **English learners (EL)**, defined as students who meet each state education agency’s English learner enrollment criteria.
- **Students with disabilities (SWD)**, defined as students with individual education plans (IEPs) under the Individuals with Disabilities Education Act (IDEA). Students with significant cognitive disabilities participating in statewide alternate assessments are also included.
- **Gender**, defined as student’s reported gender as either male or female.
- **Race/ethnicity**, which follows the race/ethnicity categories defined by the U.S. Department of Education for required state reporting. These include: Asian/Pacific Islander, Black, Hispanic, Multiracial, Native American, and White. Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting race/ethnicity and some students may not be included in a major racial or ethnic group, or may be counted as both a single race and as multiracial.

All sections of the report contain separate pages for data disaggregated by each student subgroup. For instance, if you are interested in seeing how achievement gaps change for students of different racial and ethnic backgrounds as they progress from high school into college, you could look at the Race/Ethnicity pages for Section I (4-year high school graduation) and Section IV (college enrollment).

The consistent layout of these pages is intended to assist readers in reviewing subgroup data across different indicators. Please take care, however, when comparing bar graphs across high school and college indicators. The scale used for bar graphs in depicting high school data (Sections I through III) is smaller than that used for graphs depicting college data (Sections IV through VI) because of the different ranges of data reported.

In addition to trendlines and data tables, we have incorporated some data visualizations that you may not have encountered before. The explanations below offer some tips for interpreting the bubble graphs.

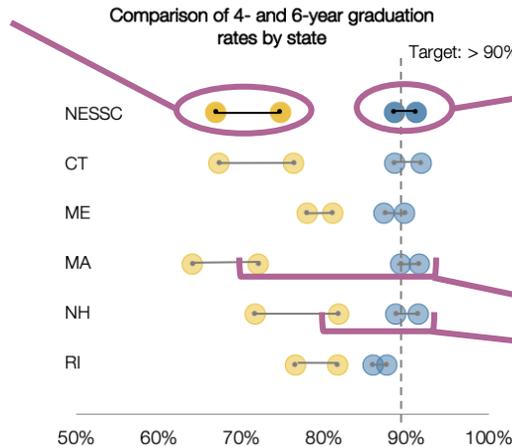
⁴ More detailed descriptions of each of student subgroup definition included in Appendix 1 (pg. 60).

Bubbles

We use bubble graphs to show differences in student achievement for different race/ethnicity subgroups in a single year.

We also use bubble graphs in Section II to highlight the difference between 4- and 6-year graduation rates and in Section IV to compare immediate and extended college enrollment rates. For example, the bubble graph below shows the 2018 4-year and 6-year high school graduation data for English learners (found on page 26). We can see that:

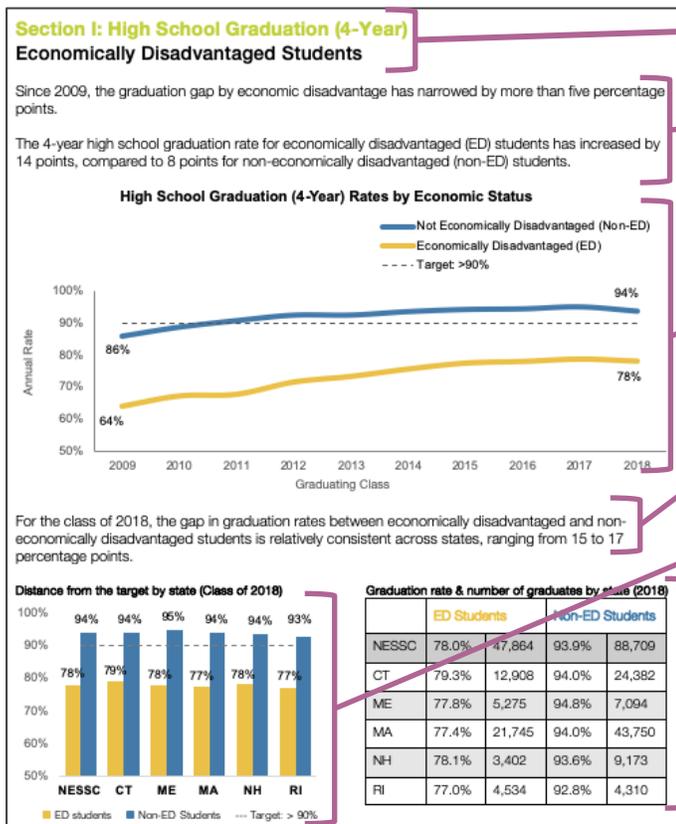
1. Having two extra years to meet graduation requirements increased graduation rates substantially for **English Learners** across the region.



2. While gains were smaller for **non-English Learners**.

3. The extended graduation rate gap was greater in **Massachusetts** than in **New Hampshire**.

Putting these pieces together, the data displayed on each page of the report progresses from being more general to more specific. Using the page on 4-year high school graduation for economically disadvantaged students (found on page 18) as an example, most pages flow like this:



1. Section header and student subgroup

2. Interpretive text for trends over time

3. Regional trendline

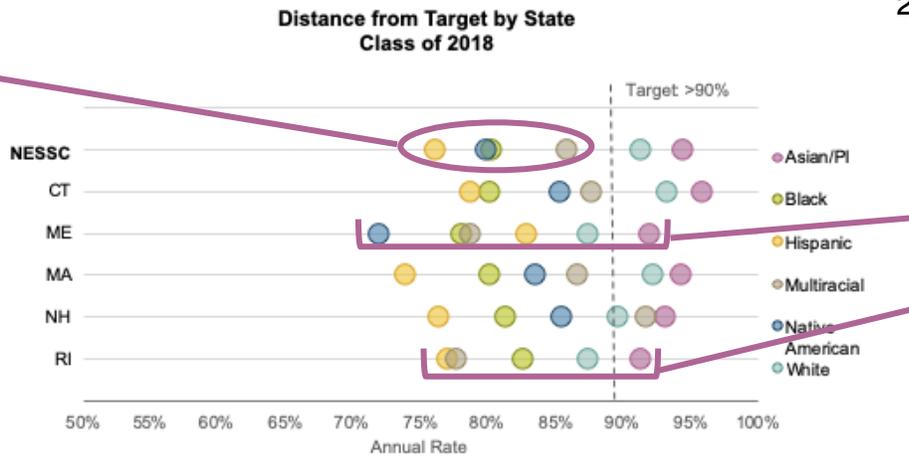
4. Interpretive text for a single year of data

5. Bar graphs show differences between subgroups and distance from the target for a single year of data

6. Data table for a single year of data

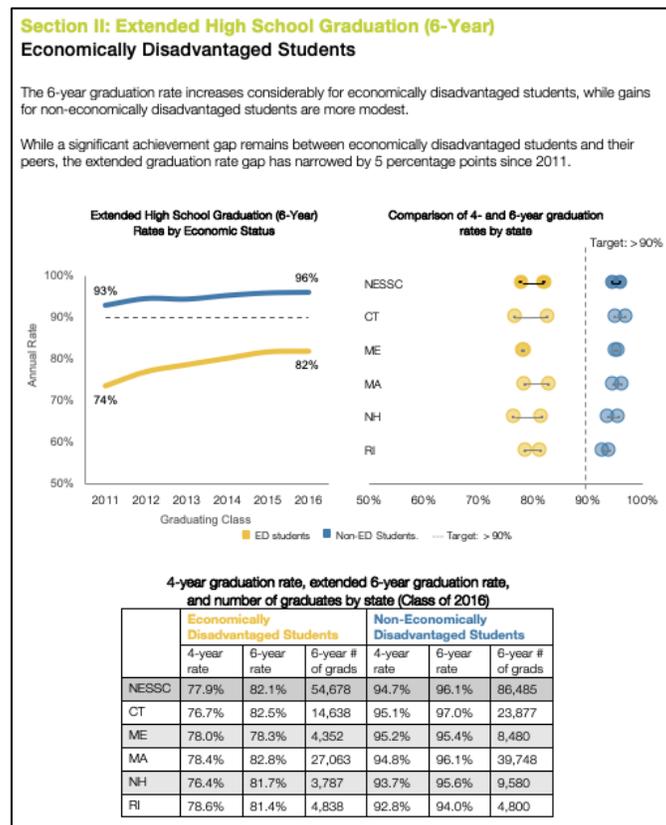
The last two pages of each section of the report review the data for racial/ethnic student subgroups. The data visualizations are split across two pages in order to clearly display data for all six subgroups, but present the same information as previous pages. In addition, instead of a bar chart, these sections use a bubble graph to show differences between racial/ethnic subgroups and distance from the target for a single year. The bubble graph below (found on page 23) shows 4-year high school graduation rates by racial/ethnic subgroups by state.

1. Across the region, four racial/ethnic subgroups have not yet met the NESSC 4-year high school graduation target (90%).



2. The 4-year high school graduation rate gap between lowest and highest performing racial/ethnic subgroups was greater in Rhode Island than in Maine.

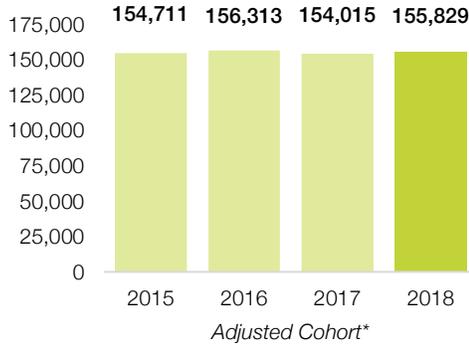
The pages in Section II look a little bit different, but follow the same general pattern. For example, the page on 6-year high school graduation for economically disadvantaged students (found on page 25) looks like this:



Regional and State Context Information

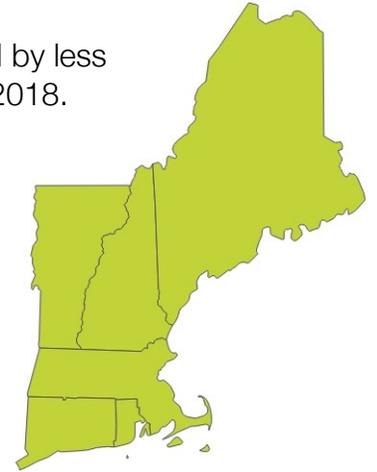
Regional Context

The number of students in the adjusted cohort increased by less than 1% between the class of 2015 and the class of 2018.



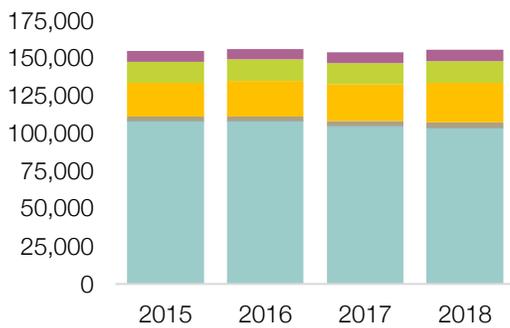
The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2014-15 is the class of 2018).



Race/Ethnicity

34% of students in the class of 2018 identified as students of color.

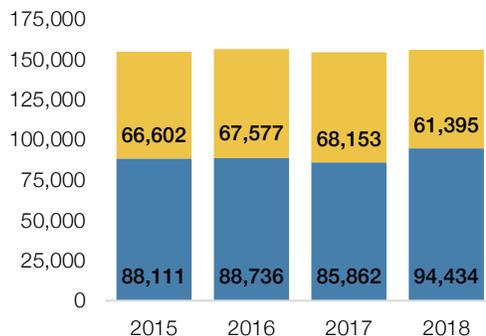


	Class Year (# of Students)			
	2015	2016	2017	2018
Asian/Pacific Islander	7,162	7,335	7,205	7,768
Black	14,160	14,388	14,490	14,441
Hispanic	22,476	23,764	24,383	26,078
Multiracial	2,863	3,056	3,451	3,683
Native American	647	654	566	495
White	113,863	113,481	110,159	103,364

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

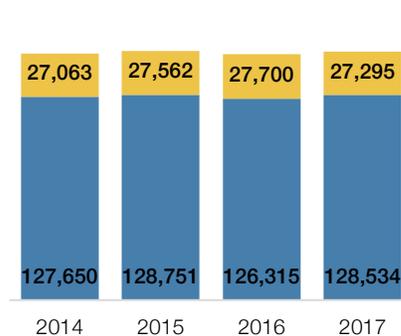
Economically Disadvantaged Students

39% of the class of 2018 qualified as economically disadvantaged.



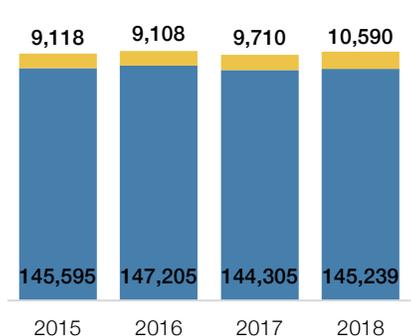
Students with Disabilities

18% of the class of 2018 qualified as having a disability.



English Learners

7% of the class of 2018 qualified as an English learner.

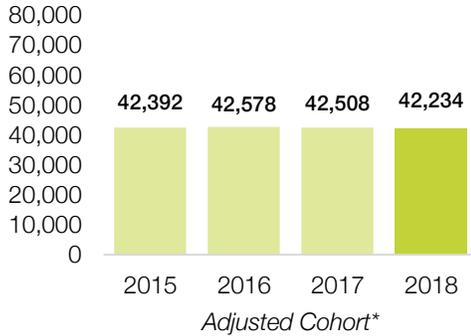


Note: To allow for comparability across years, Vermont data has been excluded from historical regional data.

Regional and State Context Information

Connecticut State Context

The number of students in the adjusted cohort decreased by **less than 1%** between the class of 2015 and the class of 2018.



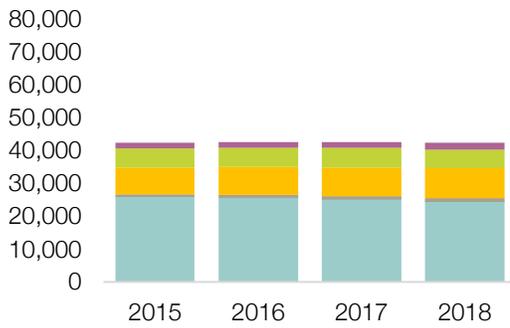
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2014-15 is the class of 2018).



Race/Ethnicity

43% of students in the class of 2018 identified as students of color.

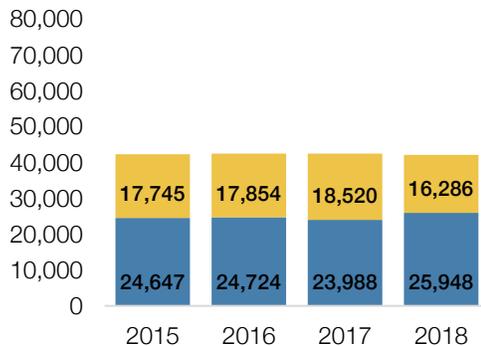


	Class Year (# of Students)			
	2015	2016	2017	2018
Asian/Pacific Islander	1,746	1,853	1,800	2,034
Black	5,850	5,682	5,844	5,680
Hispanic	8,177	8,614	8,842	9,110
Multiracial	675	797	856	1,006
Native American	124	136	116	136
White	25,820	25,496	25,050	24,268

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

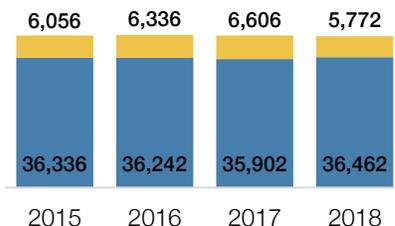
Economically Disadvantaged Students

39% of the class of 2018 qualified as economically disadvantaged.



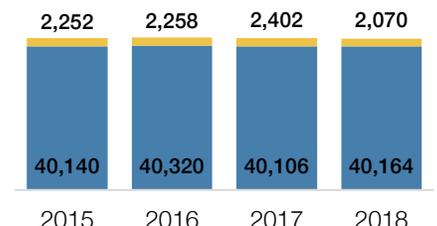
Students with Disabilities

14% of the class of 2018 qualified as having a disability.



English Learners

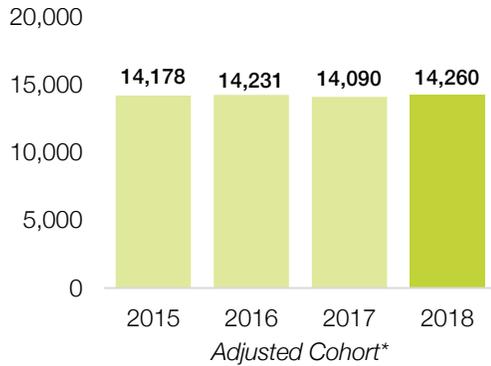
5% of the class of 2018 qualified as an English learner.



Regional and State Context Information

Maine State Context

The number of students in the adjusted cohort increased by **1%** between the class of 2015 and the class of 2018.



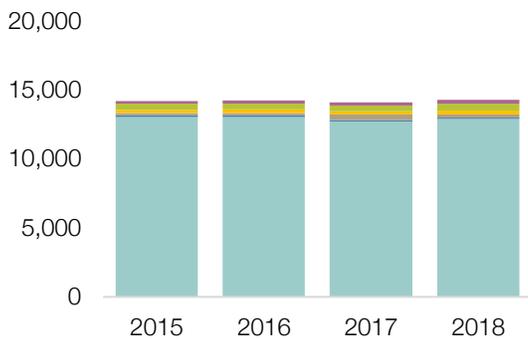
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2014-15 is the class of 2018).



Race/Ethnicity

10% of students in the class of 2018 identified as students of color.

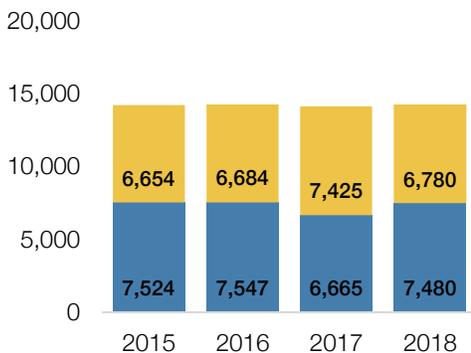


	Class Year (# of Students)			
	2015	2016	2017	2018
Asian/Pacific Islander	207	245	224	294
Black	469	436	454	509
Hispanic	210	252	227	250
Multiracial	156	159	388	263
Native American	108	106	87	89
White	13,028	13,033	12,702	12,855

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

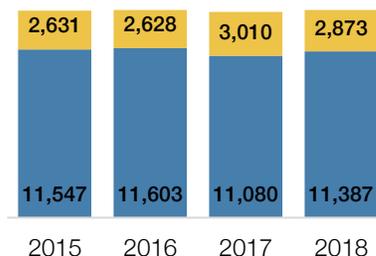
Economically Disadvantaged Students

48% of the class of 2018 qualified as economically disadvantaged.



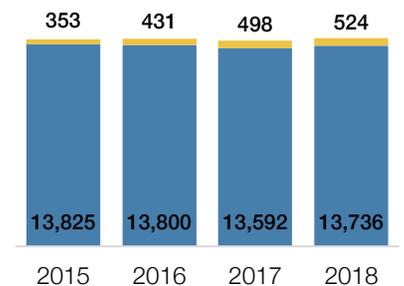
Students with Disabilities

20% of the class of 2018 qualified as having a disability.



English Learners

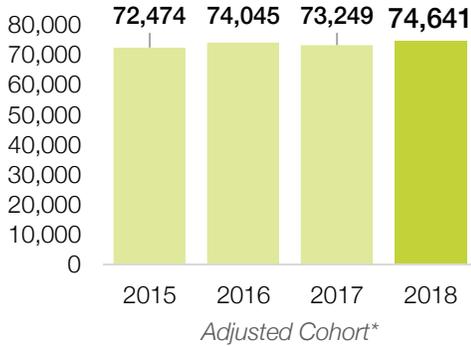
4% of the class of 2018 qualified as an English learner.



Regional and State Context Information

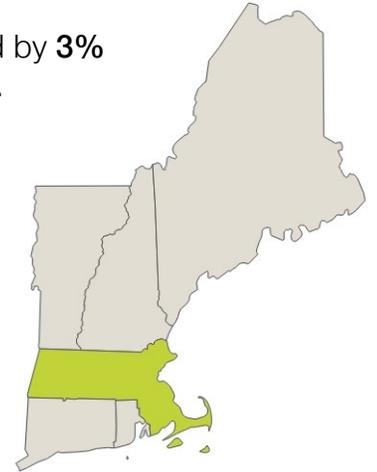
Massachusetts State Context

The number of students in the adjusted cohort increased by **3%** between the class of 2015 and the class of 2018.



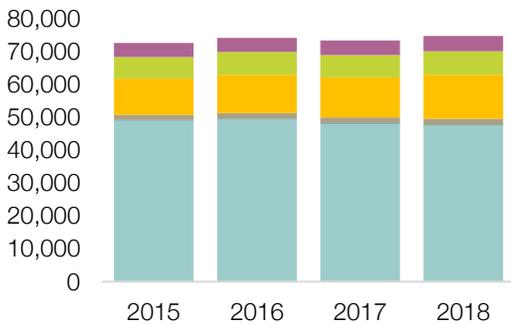
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2014-15 is the class of 2018).



Race/Ethnicity

36% of students in the class of 2018 identified as students of color.

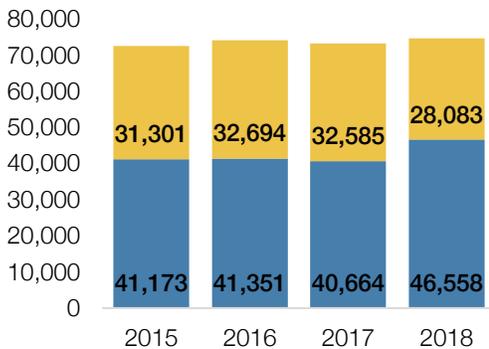


	Class Year (# of Students)			
	2015	2016	2017	2018
Asian/Pacific Islander	4,215	4,300	4,290	4,682
Black	6,468	6,826	6,809	7,019
Hispanic	11,040	11,675	12,274	13,365
Multiracial	1,555	1,639	1,702	1,910
Native American	195	185	167	151
White	49,001	49,420	48,007	47,514

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

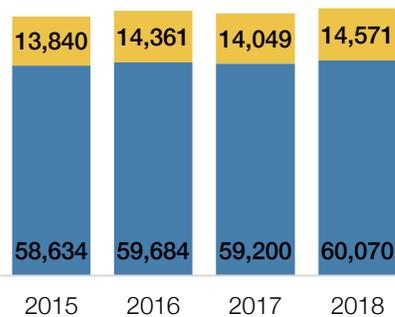
Economically Disadvantaged Students

38% of the class of 2018 qualified as economically disadvantaged.



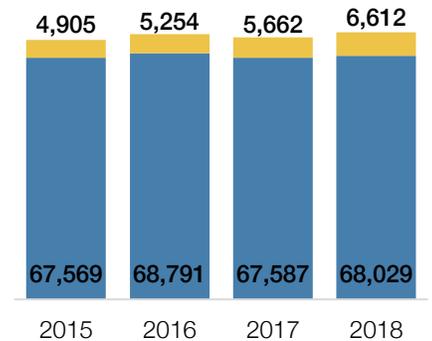
Students with Disabilities

20% of the class of 2018 qualified as having a disability.



English Learners

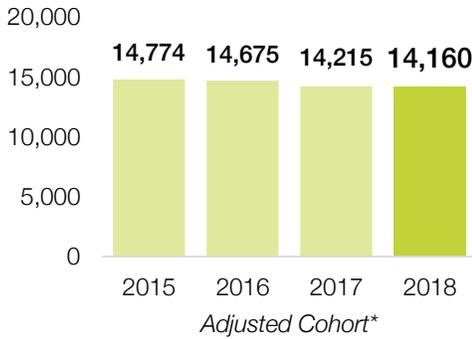
9% of the class of 2018 qualified as an English learner.



Regional and State Context Information

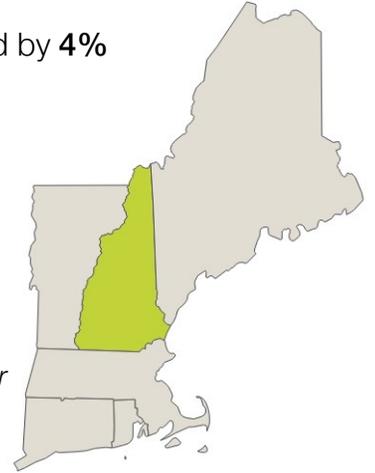
New Hampshire State Context

The number of students in the adjusted cohort decreased by **4%** between the class of 2015 and the class of 2018.



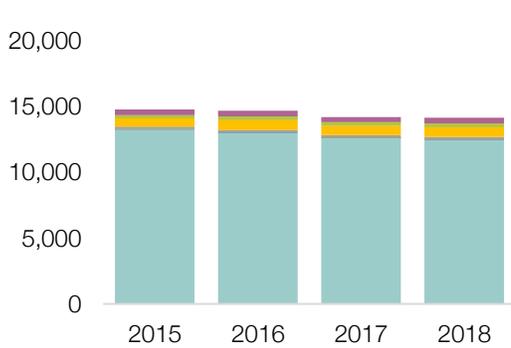
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2014-15 is the class of 2018).



Race/Ethnicity

12% of students in the class of 2018 identified as students of color.

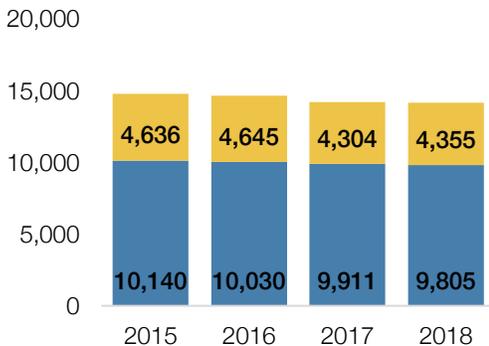


	Class Year (# of Students)			
	2015	2016	2017	2018
Asian/Pacific Islander	401	407	414	437
Black	289	311	288	318
Hispanic	603	714	673	715
Multiracial	182	197	220	192
Native American	40	50	32	41
White	13,250	12,987	12,580	12,457

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

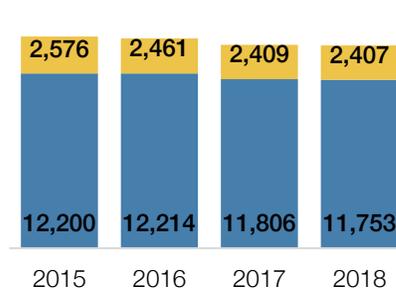
Economically Disadvantaged Students

31% of the class of 2018 qualified as economically disadvantaged.



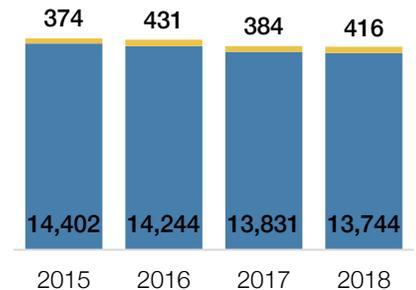
Students with Disabilities

17% of the class of 2018 qualified as having a disability.



English Learners

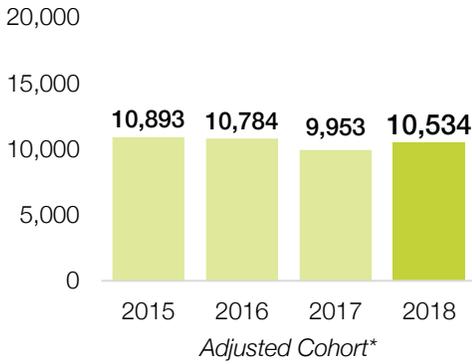
3% of the class of 2018 qualified as an English learner.



Regional and State Context Information

Rhode Island State Context

The number of students in the adjusted cohort decreased by **3%** between the class of 2015 and the class of 2018.



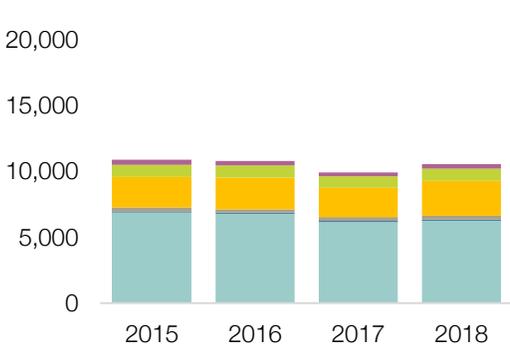
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2014-15 is the class of 2018).



Race/Ethnicity

41% of students in the class of 2018 identified as students of color.

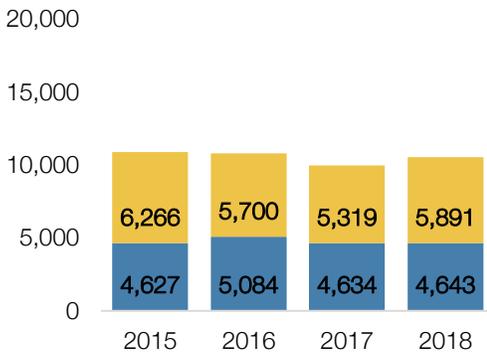


	Class Year (# of Students)			
	2015	2016	2017	2018
Asian/Pacific Islander	405	330	296	321
Black	891	936	870	915
Hispanic	2,332	2,390	2,249	2,638
Multiracial	295	264	285	312
Native American	82	85	74	78
White	6,888	6,779	6,179	6,270

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

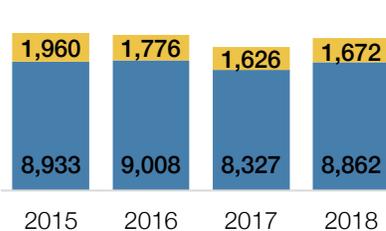
Economically Disadvantaged Students

56% of the class of 2018 qualified as economically disadvantaged.



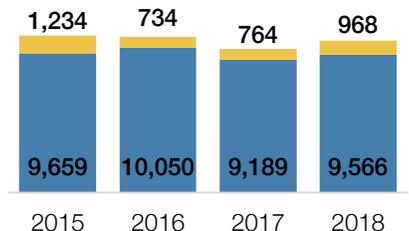
Students with Disabilities

16% of the class of 2018 qualified as having a disability.



English Learners

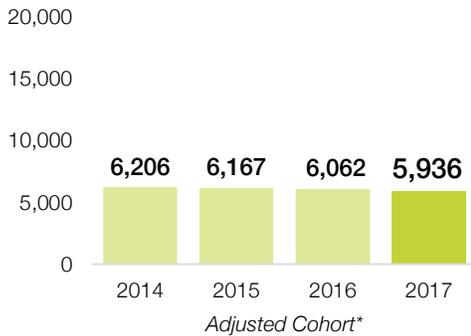
9% of the class of 2018 qualified as an English learner.



Regional and State Context Information

Vermont State Context

The number of students in the adjusted cohort decreased by **4.4%** between the class of 2014 and the class of 2017.



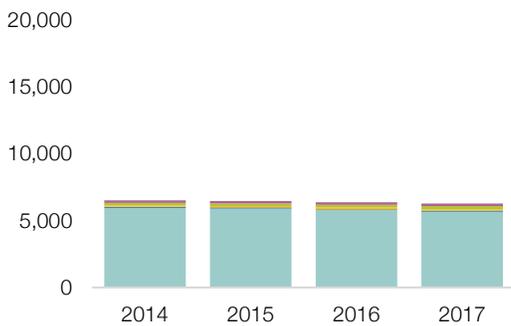
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013-14 is the class of 2017).



Race/Ethnicity

10.3% of students in the class of 2017 identified as students of color.

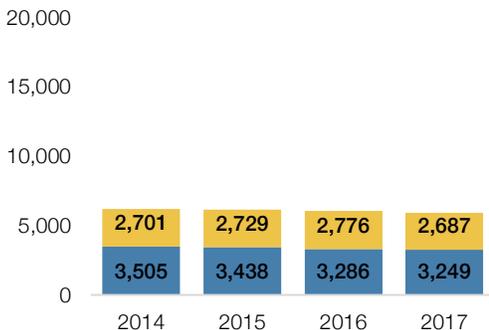


	Class Year (# of Students)			
	2014	2015	2016	2017
Asian/Pacific Islander	192	188	200	181
Black	181	193	197	225
Hispanic	85	114	119	118
Multiracial	Not submitted to NESSC			
Native American	92	98	92	90
White	5,932	5,876	5,766	5,641

** Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

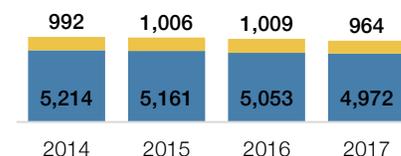
Economically Disadvantaged Students

45.3% of the class of 2017 qualified as economically disadvantaged.



Students with Disabilities

16.2% of the class of 2017 qualified as having a disability.



English Learners

1.9% of the class of 2017 qualified as an English learner.



Note: Vermont was unable to provide updated data for the 2018 report. As such, we have included historic state context data.

Section I: High School Graduation (Four-Year)

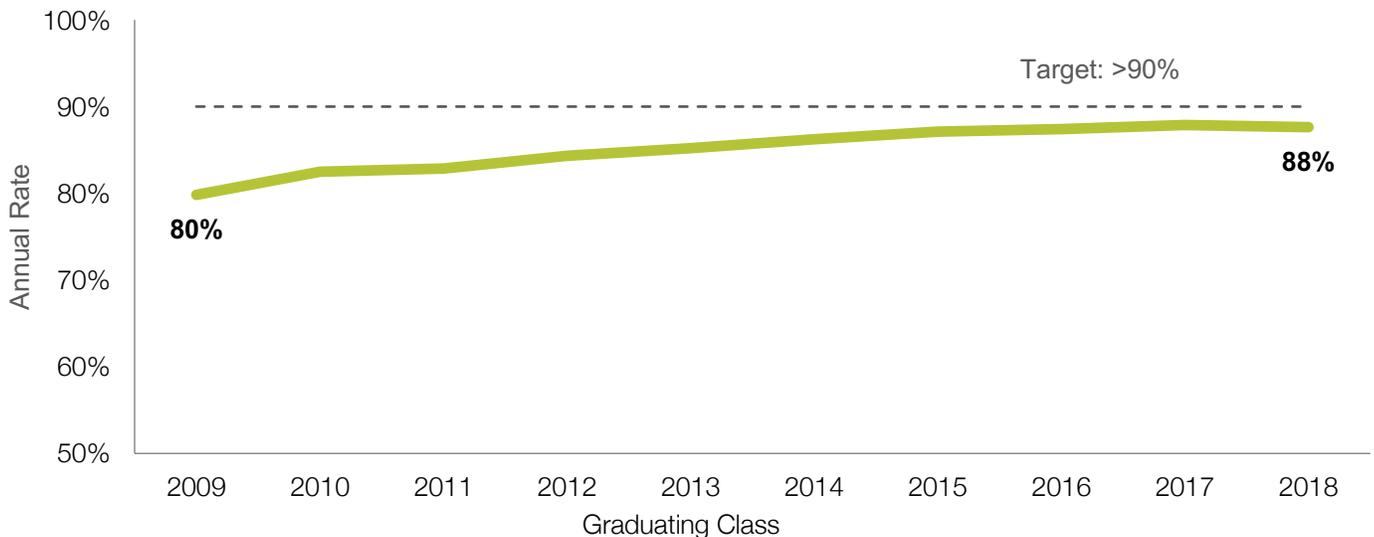
In this section, we explore how high school graduation rates have changed over time across the region, and highlight persistent achievement gaps between different groups of students.

The **NESSC regional graduation rate** decreased slightly in 2018, by less than half of one percentage point from 2017. The 2018 graduation rate remains higher than rates all years prior to 2017.

The growth in graduation rates was more dramatic in earlier years and slowed once the regional average surpassed 85% in 2013.

The upward trajectory of this trendline over the last decade is particularly noteworthy because many NESSC states have worked to implement more rigorous graduation requirements since 2009, and because the underlying data were collected and verified consistently across states and over time.

NESSC High School Graduation (4-Year) Rates



Graduation rate by state & high school graduation class

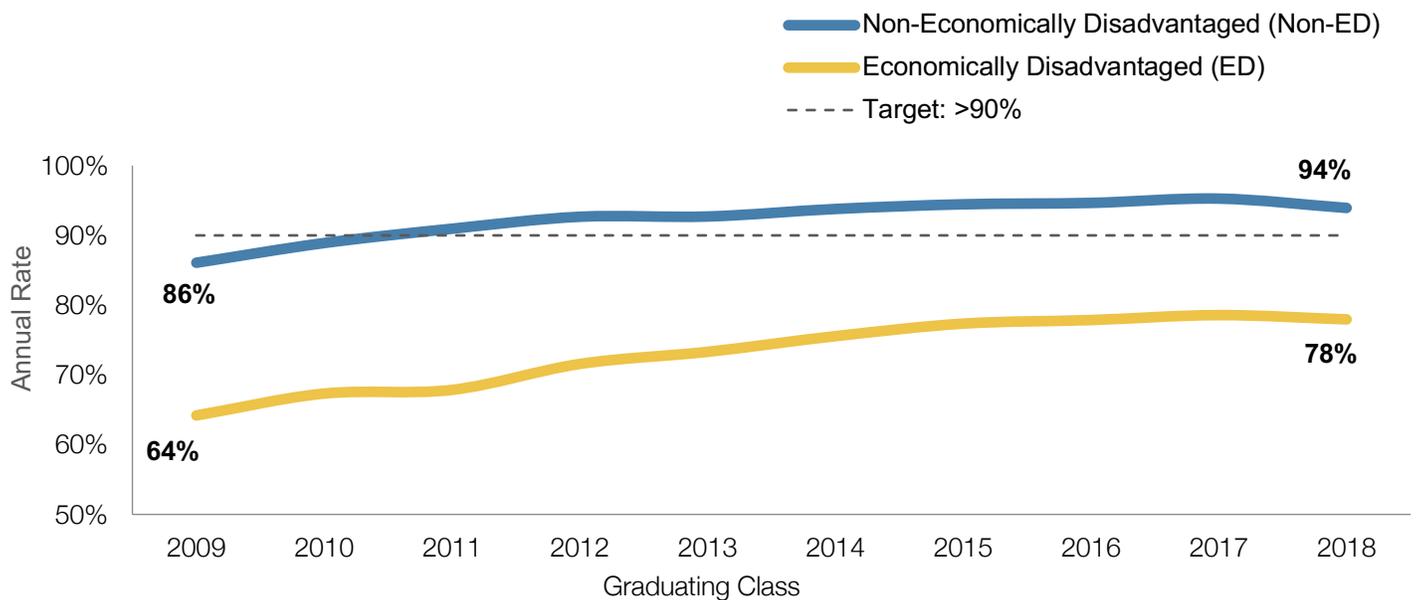
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
NESSC	79.6%	82.5%	82.9%	84.3%	85.2%	86.3%	87.1%	87.4%	87.9%	87.6%
CT	79.3%	81.9%	82.7%	84.8%	85.5%	87.0%	87.2%	87.4%	87.9%	88.3%
ME	80.4%	82.8%	81.5%	84.3%	85.1%	85.5%	87.2%	87.1%	86.9%	86.7%
MA	Not submitted to NESSC					86.1%	87.3%	87.5%	88.3%	87.7%
NH	81.0%	85.9%	86.6%	86.7%	87.9%	88.7%	88.1%	88.2%	88.9%	88.8%
RI	75.8%	76.8%	77.5%	77.3%	80.0%	80.8%	83.4%	85.3%	84.1%	84.0%
VT	85.5%	87.1%	87.9%	87.8%	86.6%	87.8%	87.7%	87.7%	89.1%	–

Section I: High School Graduation (4-Year) Economically Disadvantaged Students

Since 2009, the graduation gap by economic disadvantage has narrowed by more than five percentage points.

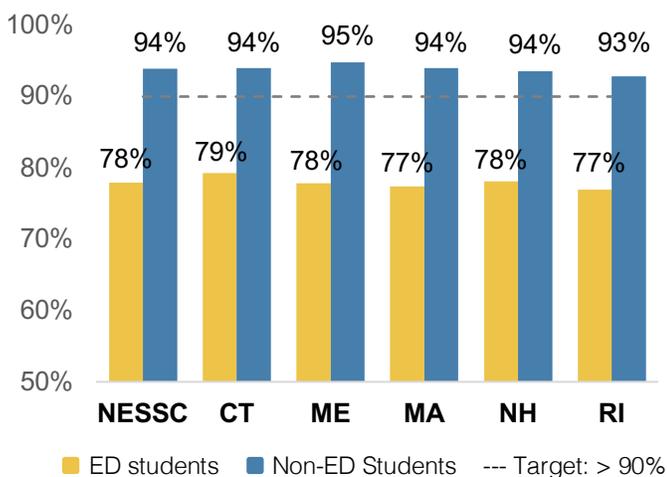
The 4-year high school graduation rate for economically disadvantaged (ED) students has increased by 14 points, compared to 8 points for non-economically disadvantaged (non-ED) students.

High School Graduation (4-Year) Rates by Economic Status



For the class of 2018, the gap in graduation rates between economically disadvantaged and non-economically disadvantaged students is relatively consistent across states, ranging from 15 to 17 percentage points.

Distance from the target by state (Class of 2018)



Graduation rate & number of graduates by state (2018)

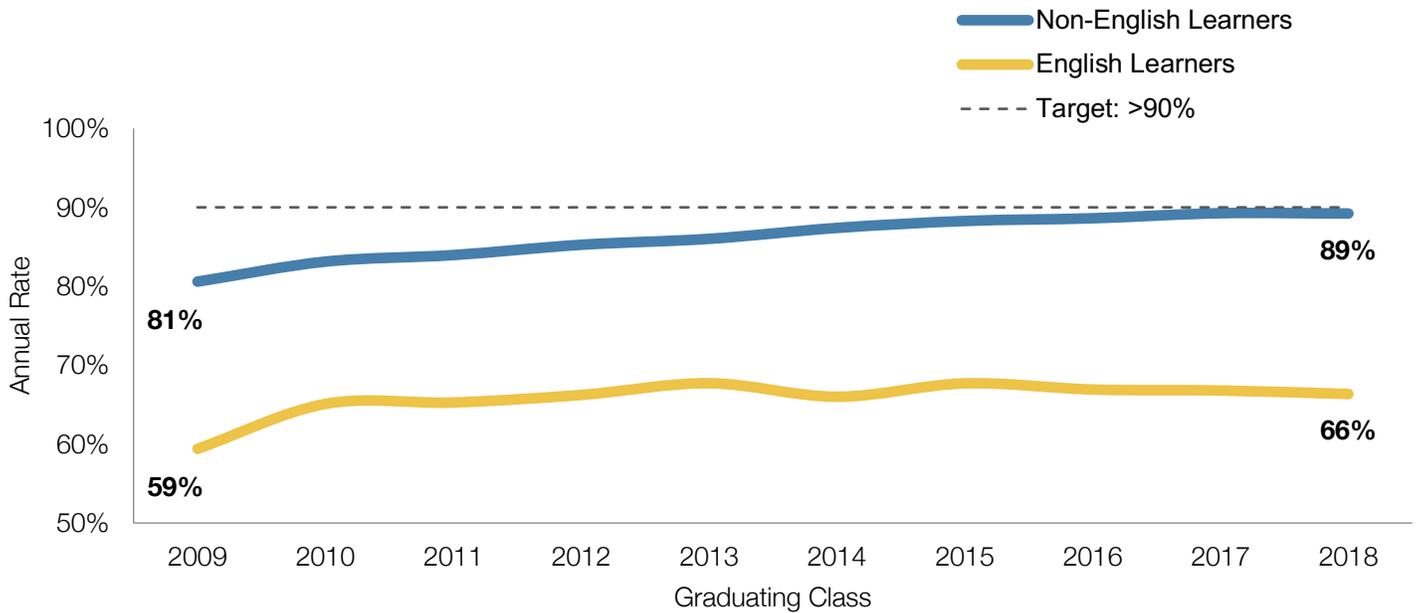
State	ED Students		Non-ED Students	
	Rate (%)	Number	Rate (%)	Number
NESSC	78.0%	47,864	93.9%	88,709
CT	79.3%	12,908	94.0%	24,382
ME	77.8%	5,275	94.8%	7,094
MA	77.4%	21,745	94.0%	43,750
NH	78.1%	3,402	93.6%	9,173
RI	77.0%	4,534	92.8%	4,310

Section I: High School Graduation (4-Year) English Learners

Graduation rates for English learners and non-English learners have increased comparably since 2009.

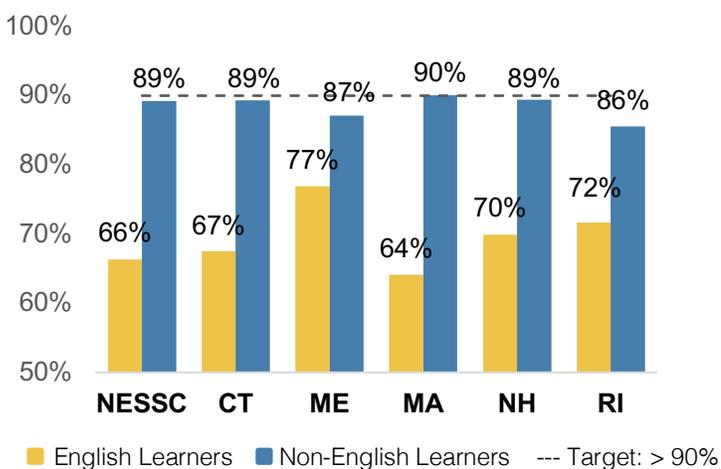
At 23 percentage points, the gap in graduation rates between English learners and non-English learners represents the largest disparity among student groups examined in this report.

High School Graduation (4-Year) Rates by English Learner Status



The NESSC average graduation rate for English learners masks wide variation across states for the class of 2018, ranging from 10 percentage points in Maine to 26 points in Massachusetts.

Distance from target by state (Class of 2018)



Graduation rate & number of graduates by state (2018)

	English Learners		Non-English Learners	
NESSC	66.3%	7,026	89.2%	129,577
CT	67.5%	1,397	89.4%	35,893
ME	76.9%	403	87.1%	11,966
MA	64.1%	4,241	90.0%	61,254
NH	70.0%	291	89.4%	12,284
RI	71.7%	694	85.5%	8,180

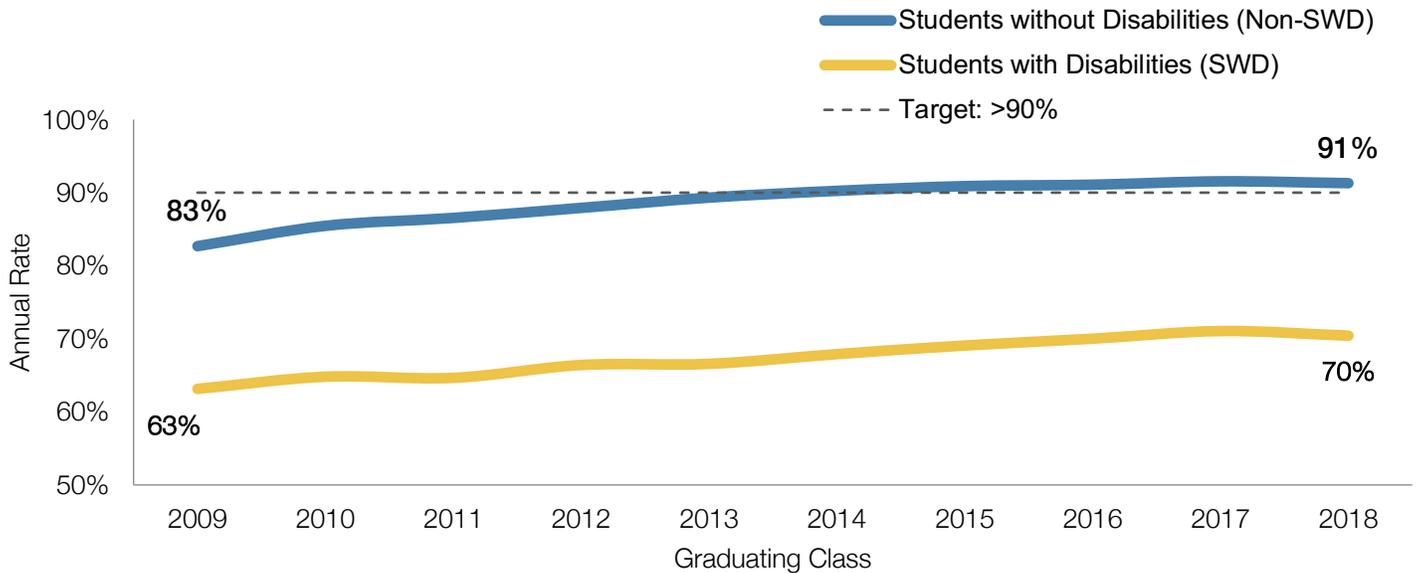
Section I: High School Graduation (4-Year)

Students with Disabilities

Graduation rates have increased comparably among students with disabilities (SWD) and students without disabilities (non-SWD) since 2009.

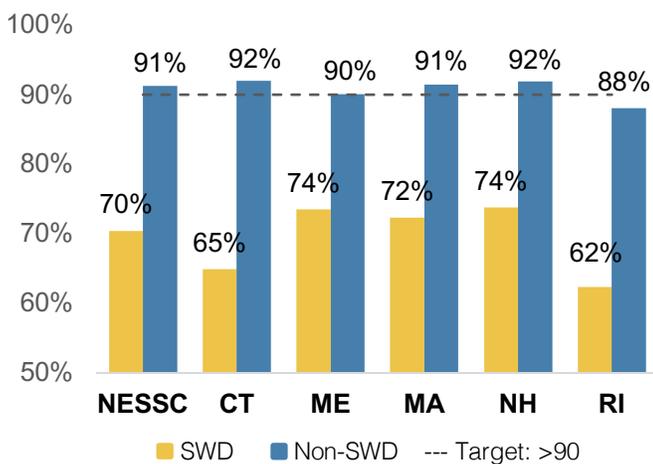
The graduation gap between students with disabilities and their non-disabled peers stood at 20 percentage points in 2009, and had increased slightly to 21 points by 2018.

High School Graduation (4-Year) Rates by Disability Status



Students with disabilities in the class of 2018 have 4-year graduation rates 19 points below the target on average, ranging from 18 points below the target in Massachusetts to 28 points below in Rhode Island.

Distance from target by state (Class of 2018)



Graduation rate & number of graduates by state (2018)

	Students w/ Disabilities		Students w/out Disabilities	
	Rate	Number	Rate	Number
NESSC	70.4%	19,223	91.3%	117,350
CT	64.9%	3,748	92.0%	33,542
ME	73.5%	2,113	90.1%	10,256
MA	72.4%	10,543	91.5%	54,952
NH	73.8%	1,776	91.9%	10,799
RI	62.4%	1,043	88.0%	7,801

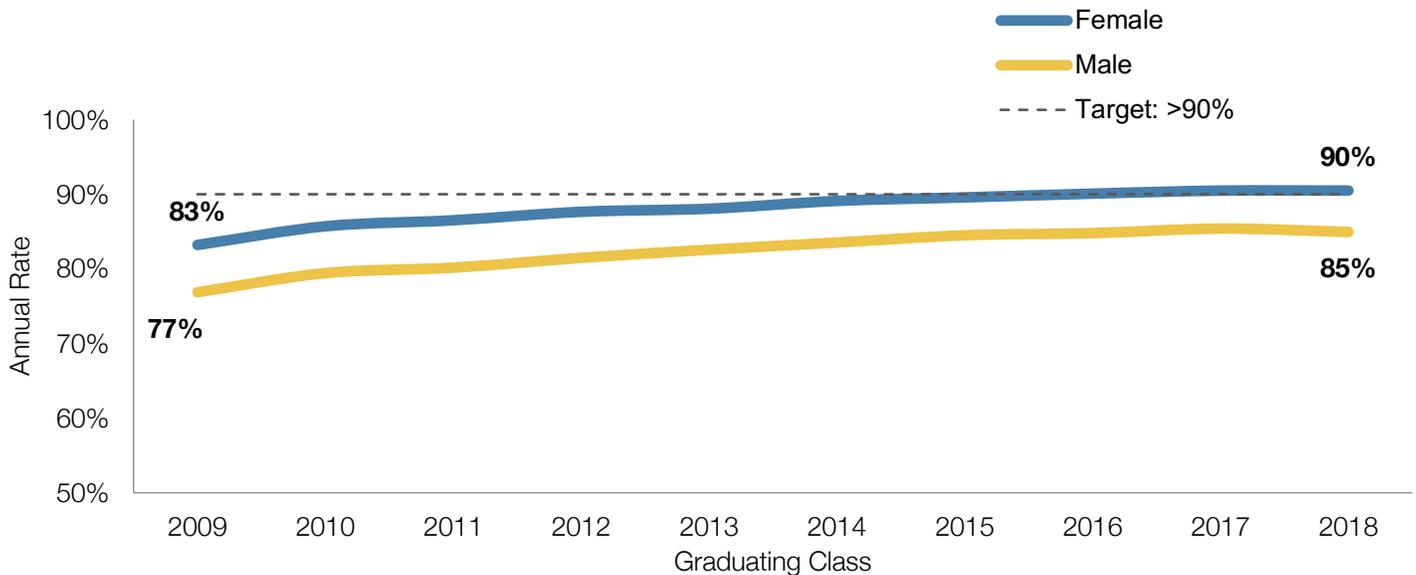
Section I: High School Graduation (4-Year)

Gender

Across New England, female students graduate from high school in four years at a higher rate than male students.

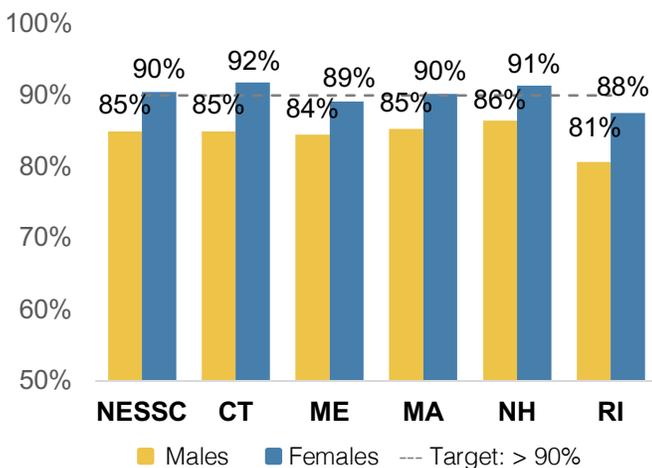
In 2018, the graduation gap between female and male students stood at 5 percentage points, down from 6 percentage points in 2009.

High School Graduation (4-Year) Rates by Gender



For the class of 2018, male students trailed the NEESC target for high school graduation by about 5 percentage points on average. In four NEESC states, female students met the NEESC target of 90% or higher.

Distance from target by state (Class of 2018)



Graduation rate & number of graduates by state (2018)

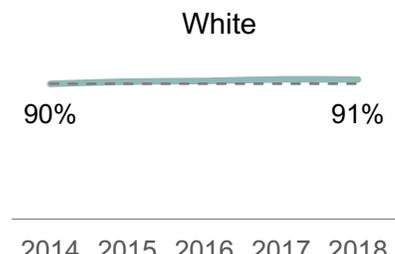
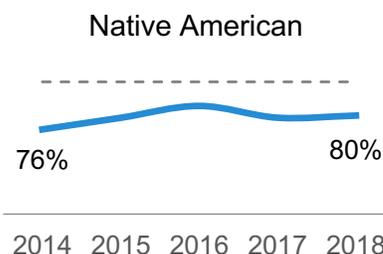
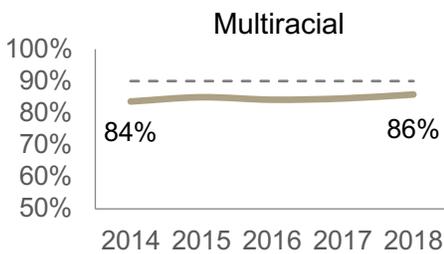
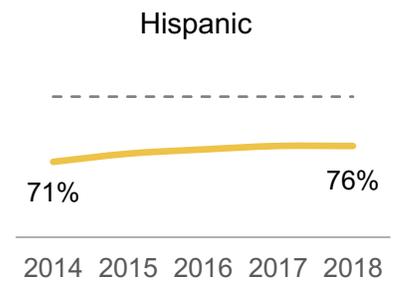
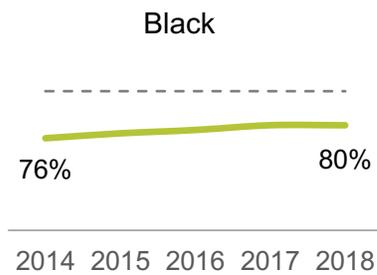
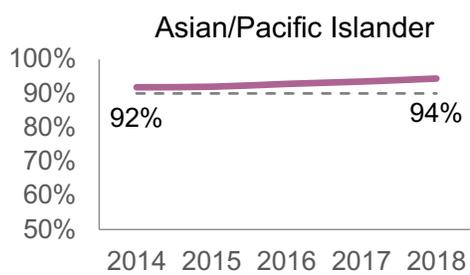
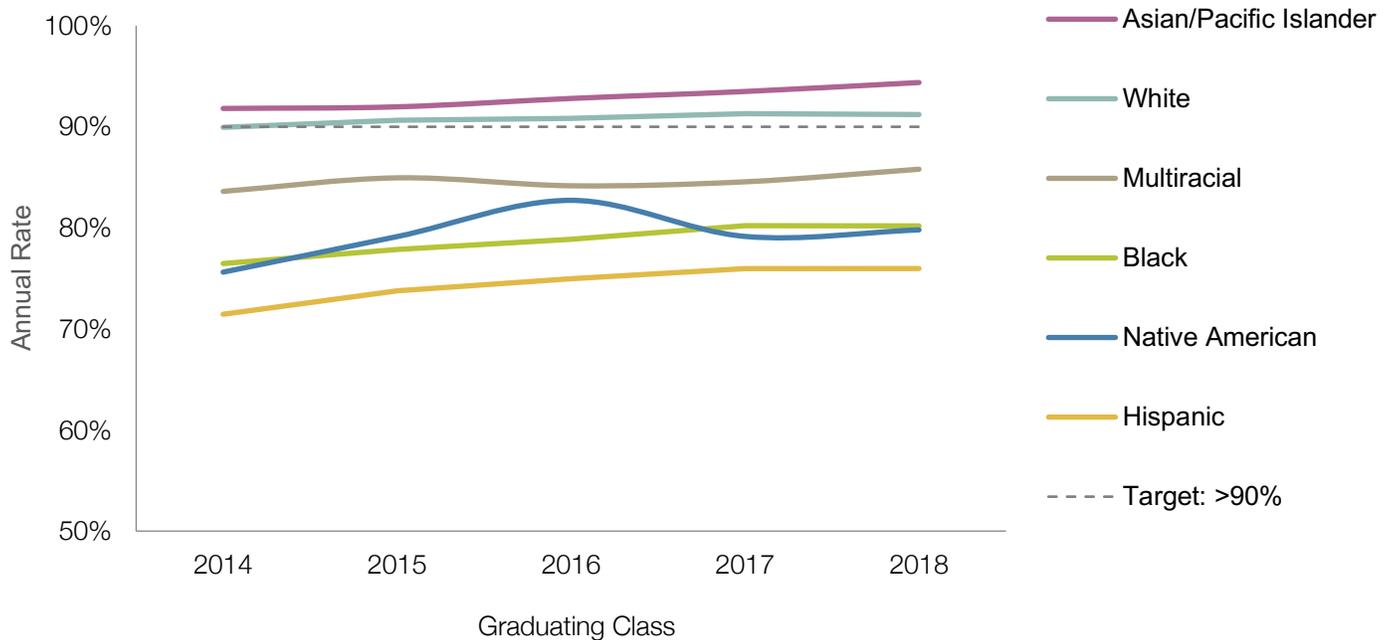
	Male Students		Female Students	
NEESC	85.0%	68,044	90.5%	68,512
CT	85.0%	18,515	91.8%	18,775
ME	84.5%	6,229	89.1%	6,140
MA	85.3%	32,473	90.3%	33,005
NH	86.5%	6,394	91.4%	6,181
RI	80.6%	4,433	87.6%	4,411

Section I: High School Graduation (4-Year)

Race/Ethnicity

Averaged across the region, Asian/Pacific Islander and White students have reached the 90% graduation target. Multiracial, Black, and Native American students are within 10 points of the target, while Hispanic students have graduation rates trailing the NESSC target by more than 10 percentage points.

High School Graduation (4-Year) Rates by Race/Ethnicity



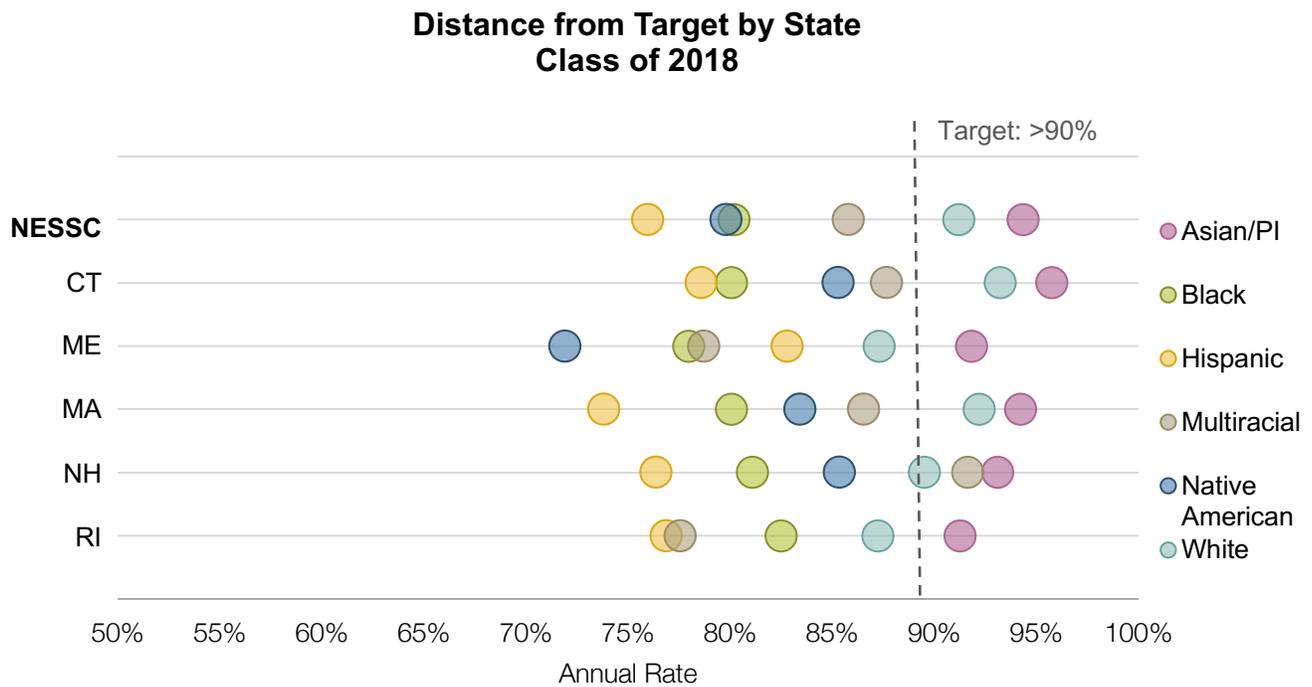
Section I: High School Graduation (4-Year)

Race/Ethnicity

Across the region, the gap between the racial/ethnic groups with the highest and lowest graduation rates in the class of 2018 is nearly 20 percentage points.

State-level graduation gaps by race/ethnicity range from 17 percentage points in Connecticut to 22 percentage points in Rhode Island.

Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.



Graduation rate & number of graduates by state (Class of 2018)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	94.4%	7,331	80.2%	11,582	76.0%	19,809	85.8%	3,160	79.8%	395	91.2%	94,296
CT	95.8%	1,948	80.1%	4,550	78.6%	7,160	87.7%	882	85.3%	116	93.3%	22,634
ME	91.8%	270	78.0%	397	82.8%	207	78.7%	207	71.9%	64	87.3%	11,224
MA	94.3%	4,413	80.1%	5,622	73.8%	9,868	86.5%	1,653	83.4%	126	92.2%	43,813
NH	93.1%	407	81.1%	258	76.4%	546	91.7%	176	85.4%	35	89.5%	11,153
RI	91.3%	293	82.5%	755	76.9%	2,028	77.6%	242	69.2%	54	87.3%	5,472

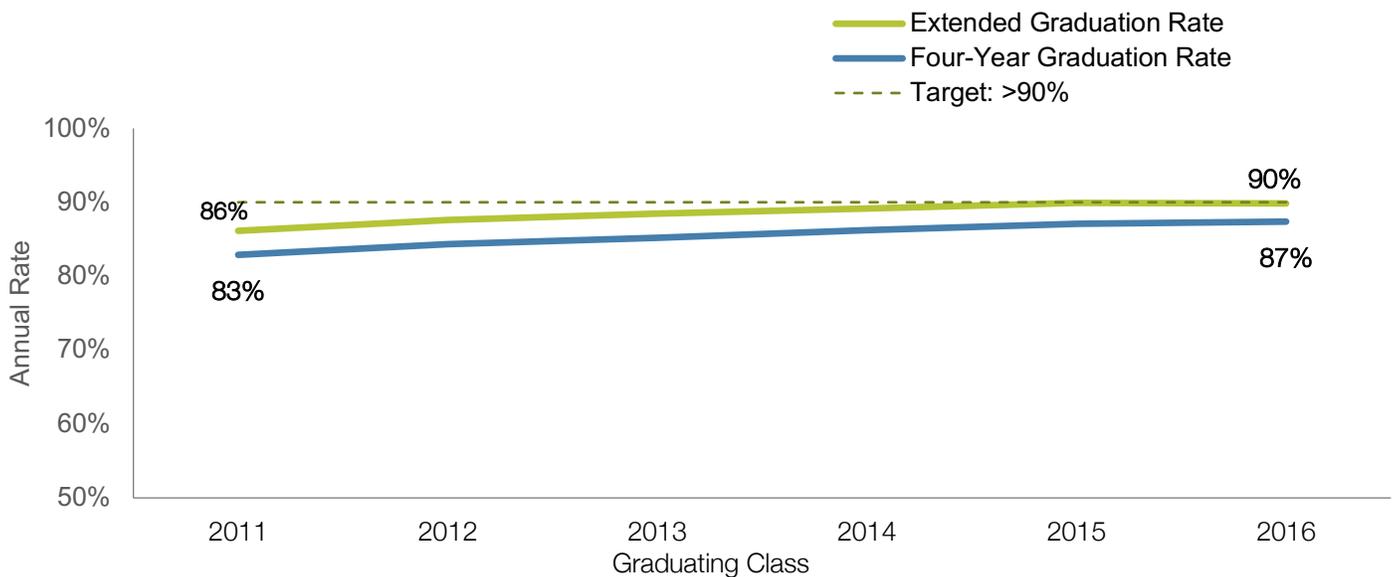
Section II: Extended High School Graduation

In this section, we examine how graduation rates change when students have up to two extra years to meet graduation requirements, as per federal regulations requiring that high schools continue to serve students until the year in which they turn 21. We pay particular attention to the effect of extended high school graduation on achievement gaps between student subgroups.

Extended graduation (6-year) rates across the region are consistently 3 percentage points higher than 4-year graduation rates. Extended graduation rates have grown comparably with 4-year rates over the past five years, increasing by 4 percentage points.

With the class of 2011, we began collecting data on graduates for up to two years after their traditional 4-year graduation date. Our most recent data are for the class that had completed four years of high school in 2016.

NESSC 4-Year and Extended (6-Year) High School Graduation Rates



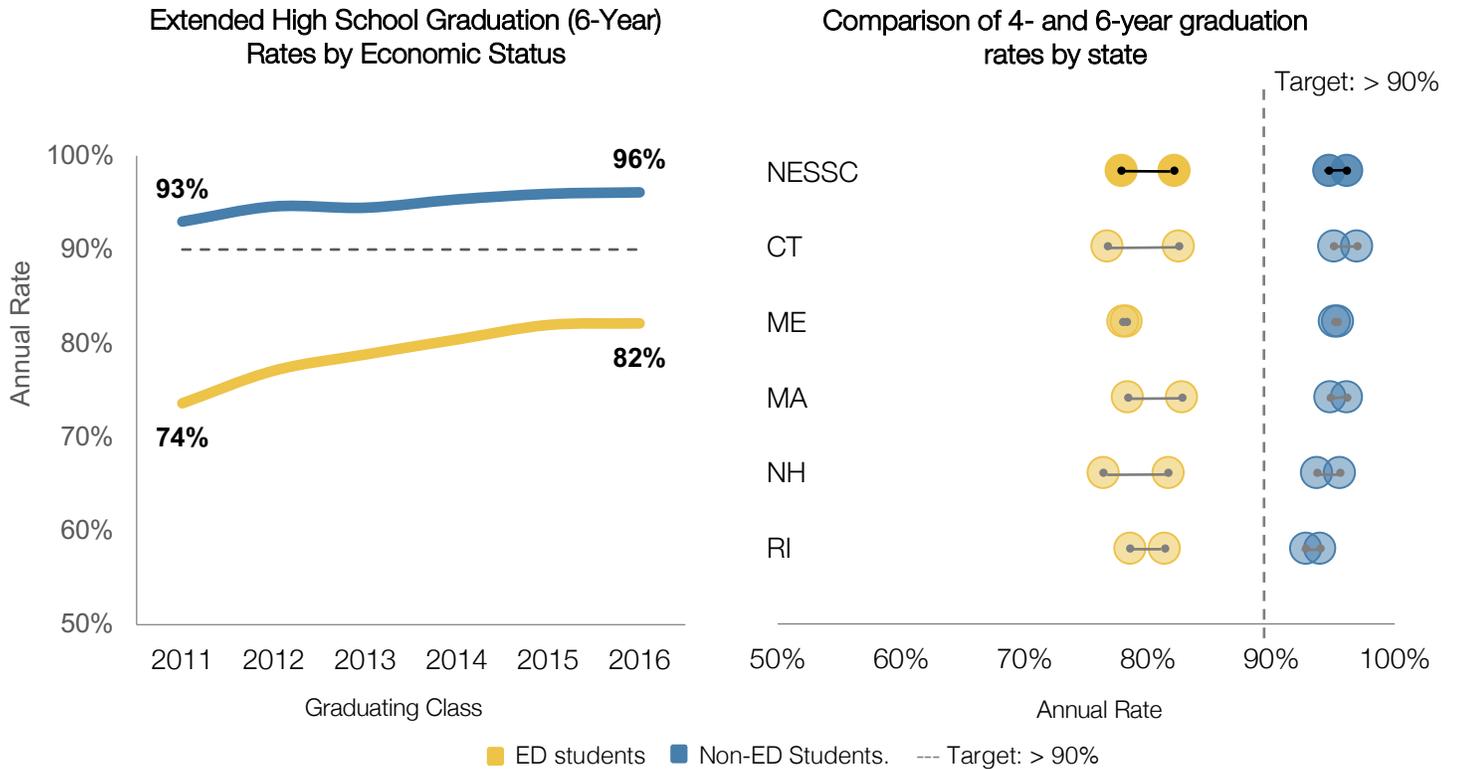
Graduation rate by state & high school graduation class

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
NESSC			86.1%	87.6%	88.4%	89.2%	89.9%	89.9%	<i>Extended graduation rate data is not yet available for students who entered high school as members of the class of 2016 or 2017.</i>	
CT	<i>The NESSC did not begin collecting data on the extended graduation rate until 2011.</i>		86.0%	88.1%	88.6%	90.0%	90.2%	90.9%		
ME			84.2%	86.7%	87.6%	87.7%	89.6%	88.8%		
MA						88.9%	89.8%	90.2%		
NH			89.8%	90.0%	90.9%	91.5%	91.1%	91.2%		
RI			81.3%	81.9%	84.4%	85.0%	87.5%	87.2%		
VT			91.1%	91.3%	90.5%	91.4%	91.2%	–		

Section II: Extended High School Graduation (6-Year) Economically Disadvantaged Students

The 6-year graduation rate increases considerably for economically disadvantaged students, while gains for non-economically disadvantaged students are more modest.

While a significant achievement gap remains between economically disadvantaged students and their peers, the extended graduation rate gap has narrowed by 5 percentage points since 2011.



4-year graduation rate, extended 6-year graduation rate, and number of graduates by state (Class of 2016)

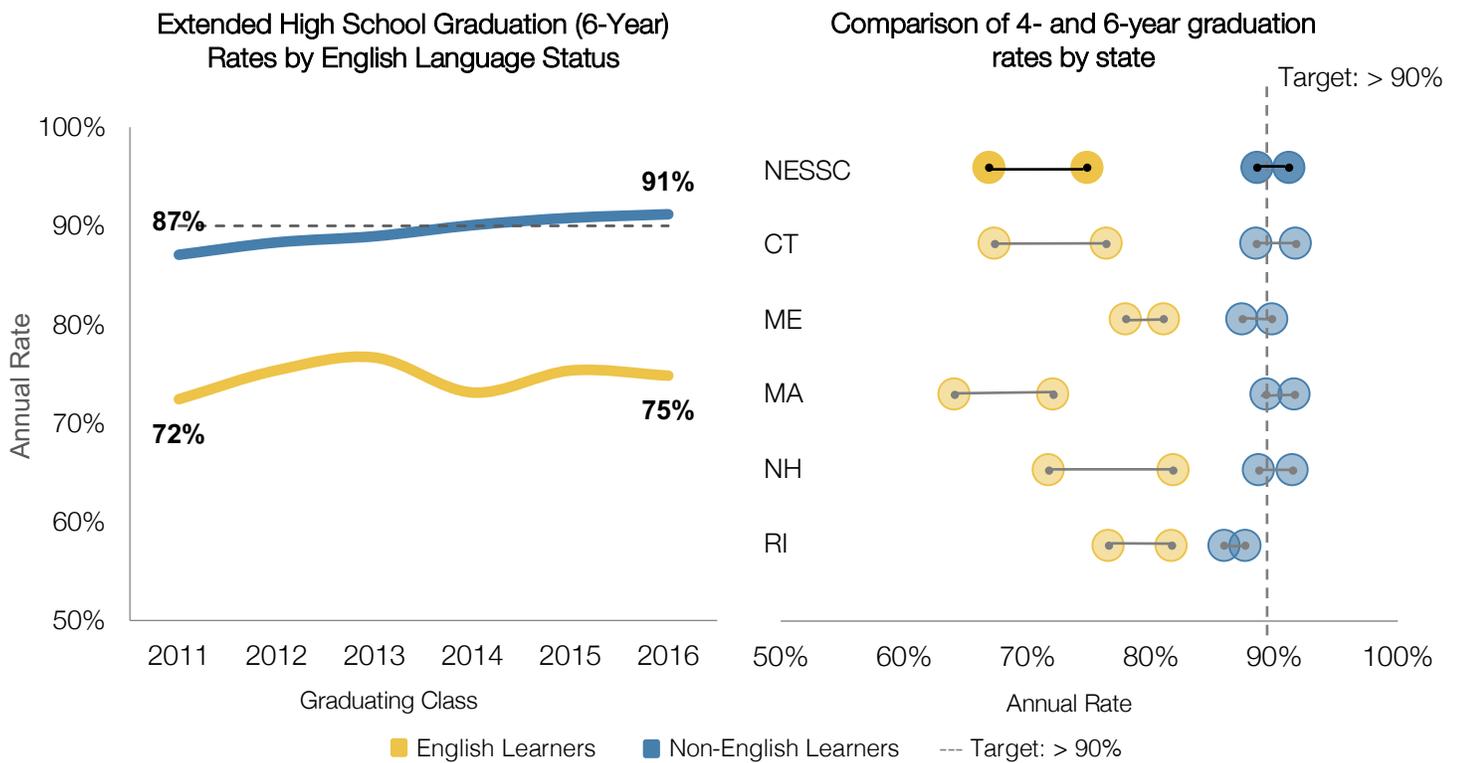
	Economically Disadvantaged Students			Non-Economically Disadvantaged Students		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	77.9%	82.1%	54,678	94.7%	96.1%	86,485
CT	76.7%	82.5%	14,638	95.1%	97.0%	23,877
ME	78.0%	78.3%	4,352	95.2%	95.4%	8,480
MA	78.4%	82.8%	27,063	94.8%	96.1%	39,748
NH	76.4%	81.7%	3,787	93.7%	95.6%	9,580
RI	78.6%	81.4%	4,838	92.8%	94.0%	4,800

Section II: Extended High School Graduation (6-Year)

English Learners

English learners are one of the student subgroups that gain the most when we examine extended graduation rates. Even so, the gap in extended graduation rates by English-learner status stands at 16 percentage points.

Overall, extended graduation rates for English learners have risen about 3 percentage points between 2011 and 2016; rates have fluctuated over time, with a two percentage points dip from 2013 to 2014. Extended graduation for non-English learners, on the other hand, increased steadily over this period.



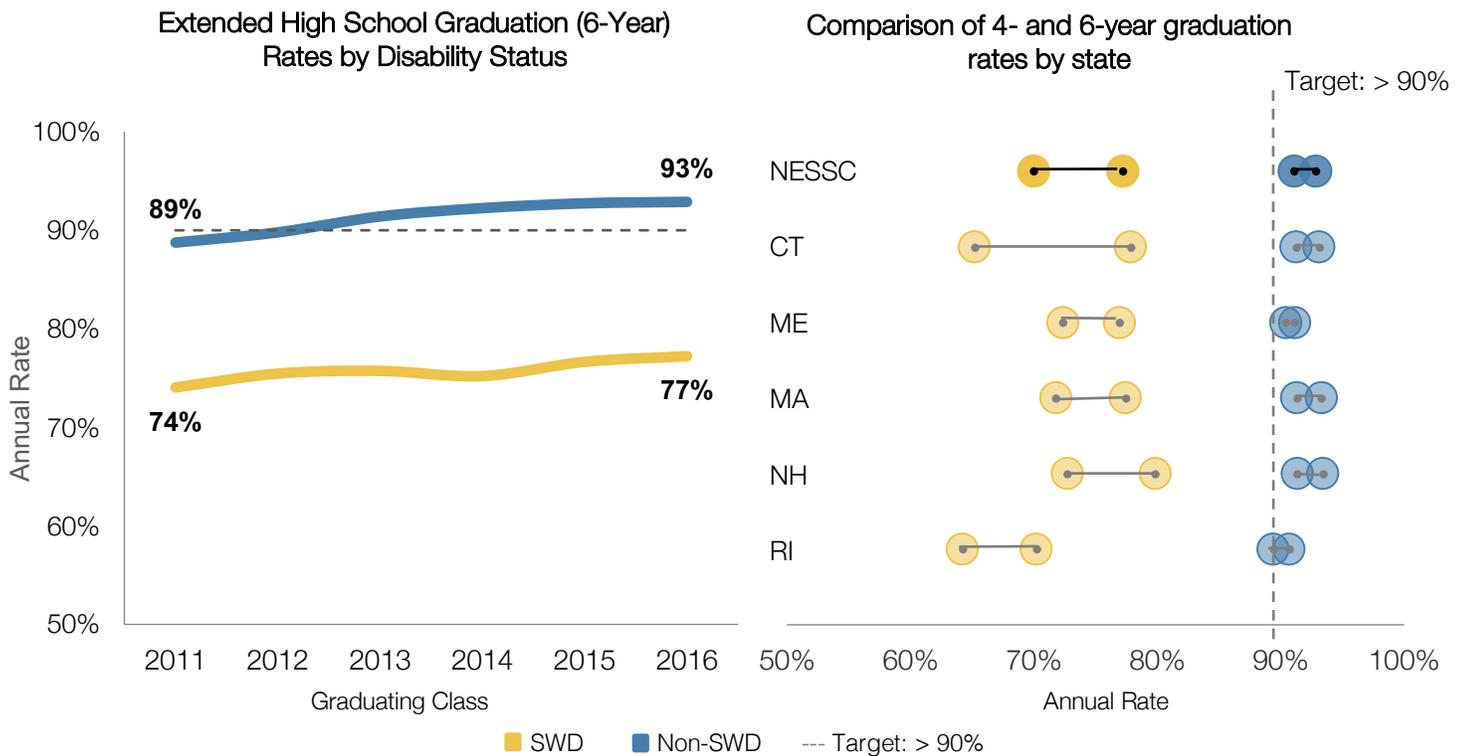
Class of 2016 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

	English Learners			Non-English Learners		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	66.3%	72.9%	5,026	88.6%	91.2%	134,428
CT	67.5%	76.4%	1,709	88.5%	91.7%	36,806
ME	76.9%	81.0%	363	87.4%	89.8%	12,570
MA	64.1%	72.1%	3,786	89.3%	91.6%	63,025
NH	70.0%	81.8%	355	88.7%	91.5%	13,012
RI	71.7%	81.7%	623	85.9%	87.6%	9,015

Section II: Extended High School Graduation (6-Year) Students with Disabilities

High school graduation rates among students with disabilities increase significantly with up to two extra years, but the gap in graduation rates by disability status has remained at 15 percentage points or more since 2011.

The regional high school graduation rate for students with disabilities (SWD) in the class of 2016 increased 7 percentage points from 70% (4-year rate) to 77% (6-year rate). Small increases in the graduation rate were also reported for students without disabilities (non-SWD).



Class of 2016 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

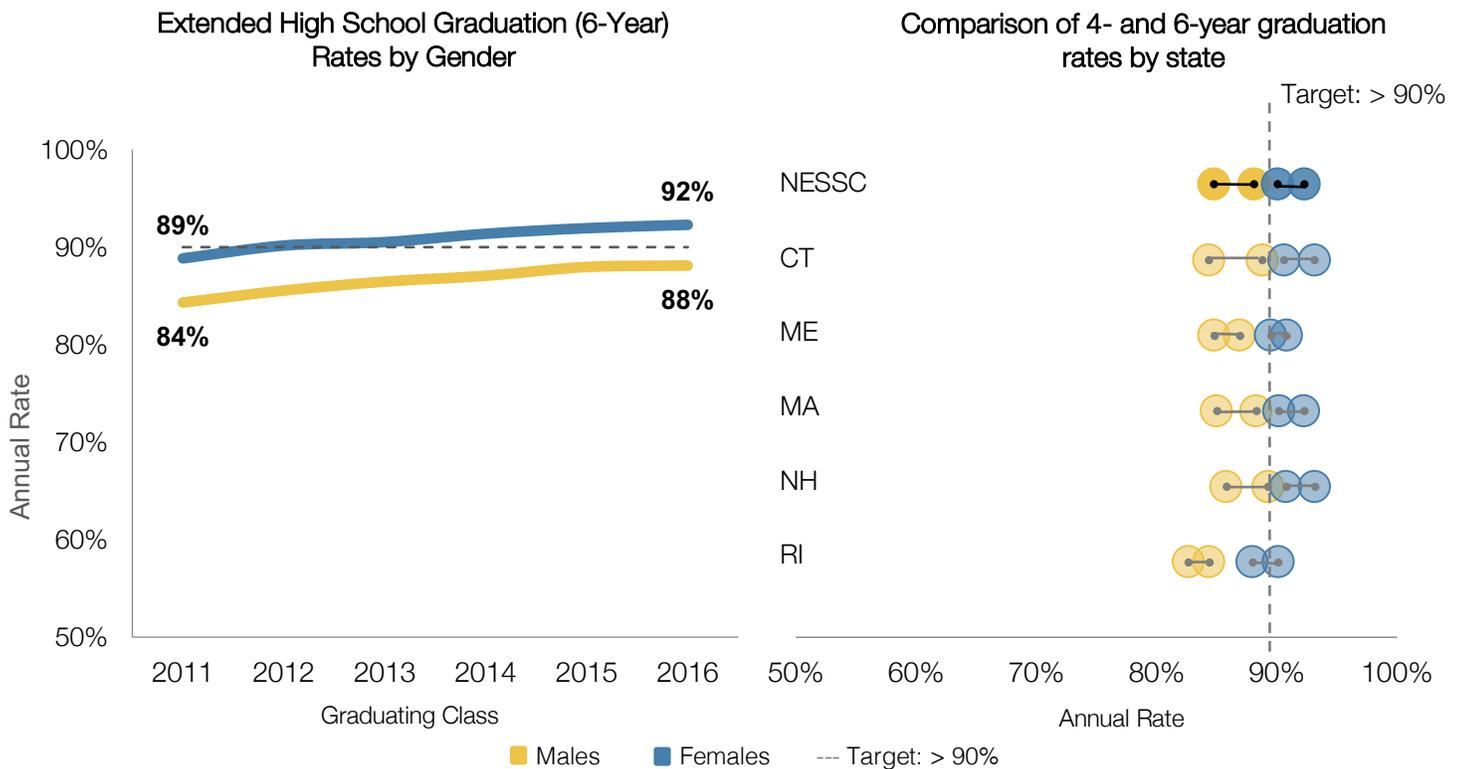
	Students w/ Disabilities			Students w/out Disabilities		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	70.0%	77.0%	16,244	91.1%	92.8%	86,404
CT	65.2%	77.9%	4,801	91.3%	93.1%	33,714
ME	72.4%	77.0%	1,823	90.4%	91.1%	11,009
MA	71.8%	77.5%	11,124	91.3%	93.3%	55,687
NH	72.7%	79.8%	1,965	91.4%	93.5%	11,402
RI	64.2%	70.2%	1,332	89.4%	90.7%	8,306

Section II: Extended High School Graduation (6-Year)

Gender

Across the region, the extended graduation rate for male students demonstrates slightly higher gains than that for female students.

For the class of 2016, female students improved their graduation rate by 2 percentage points by 2018, compared to 3 percentage points for male students. Female students in all six NESSC states now have extended graduation rates at or above the NESSC 90% target, while male students do not meet the target in any state.



Class of 2016 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

	Males			Females		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	84.8%	87.9%	51,117	90.1%	92.0%	51,531
CT	84.3%	88.8%	19,292	90.6%	93.1%	19,223
ME	84.8%	86.9%	6,418	89.5%	90.8%	6,414
MA	85.0%	88.3%	33,278	90.2%	92.3%	33,533
NH	85.8%	89.3%	6,685	90.8%	93.2%	6,682
RI	82.6%	84.4%	4,736	88.0%	90.1%	4,902

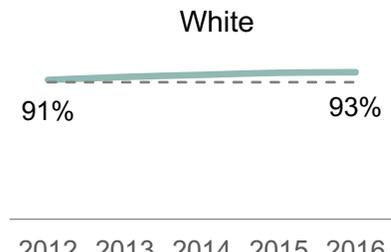
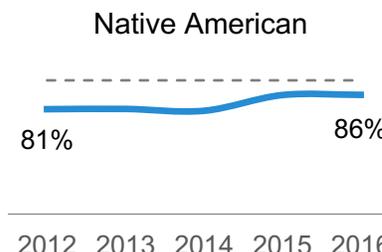
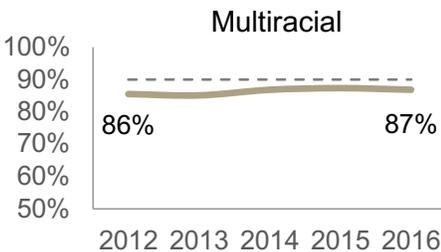
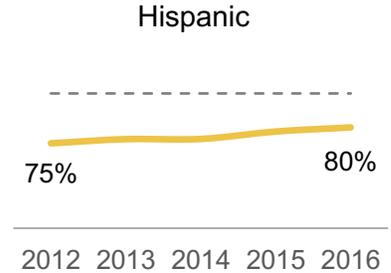
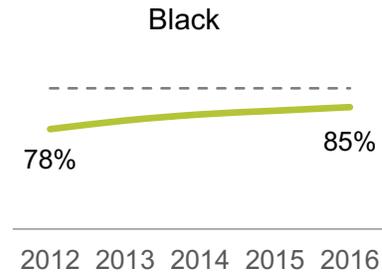
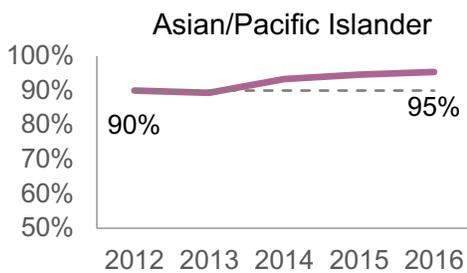
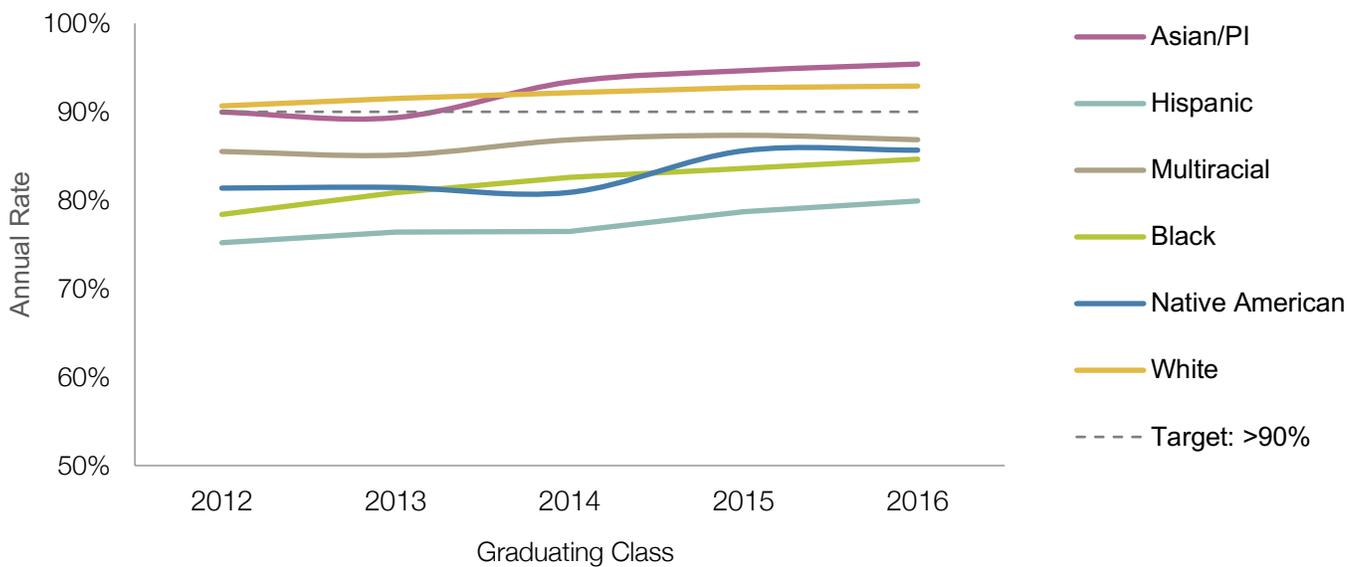
Section II: Extended High School Graduation (6-Year)

Race/Ethnicity

As with 4-year high school graduation rates, substantial variation exists in extended graduation rates by race/ethnicity. Race/ethnicity groups with lower four-year graduation rates—Hispanic, Native American, and Black students—tend to gain more from the additional time than Asian/Pacific Islander, Multiracial, and White students.

The NESSC has limited historical data on extended graduation rates by race/ethnicity since this is the second year that we have reported these data.

Extended High School Graduation (6-Year) Rates by Race/Ethnicity

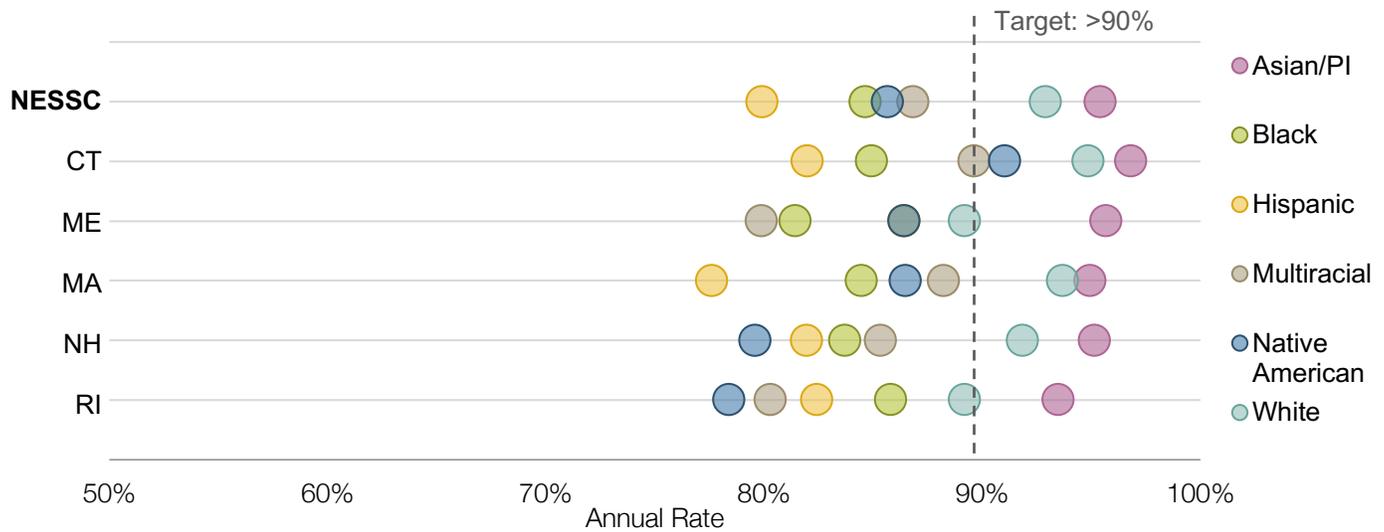


Section II: Extended High School Graduation (6-Year)

Race/Ethnicity

Asian/Pacific Islander students have met the NESSC target in all NESSC states. Student numbers for some race/ethnicity groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.

Extended High School Graduation (6-Year) Rates by Race/Ethnicity, by State
Class of 2016



Class of 2016 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

	Asian/Pacific Islander			Black			Hispanic		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	92.8%	94.9%	5,034	78.8%	84.4%	7,199	75.0%	78.7%	11,904
CT	94.4%	96.8%	1,787	78.8%	84.9%	4,795	76.4%	82.0%	7,015
ME	93.9%	95.7%	243	77.3%	81.4%	342	84.5%	86.4%	223
MA	92.7%	95.0%	4,083	78.9%	84.5%	5,766	72.7%	77.6%	9,060
NH	91.6%	95.1%	392	77.8%	83.7%	262	76.3%	82.0%	582
RI	91.2%	93.5%	316	80.7%	85.8%	829	78.6%	82.4%	2,039

	Multiracial			Native American			White		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	84.2%	85.9%	2,109	82.7%	83.9%	338	90.8%	92.3%	76,064
CT	87.7%	89.6%	709	89.0%	91.0%	122	92.5%	94.9%	24,087
ME	79.9%	79.9%	266	84.9%	86.4%	70	87.5%	89.2%	11,688
MA	84.3%	88.2%	1,446	84.9%	86.5%	160	91.9%	93.7%	46,296
NH	80.7%	85.4%	169	74.0%	79.6%	39	89.2%	91.9%	11,923
RI	77.7%	80.3%	228	77.6%	78.4%	69	88.4%	89.2%	6,157

Section III: High School Dropouts

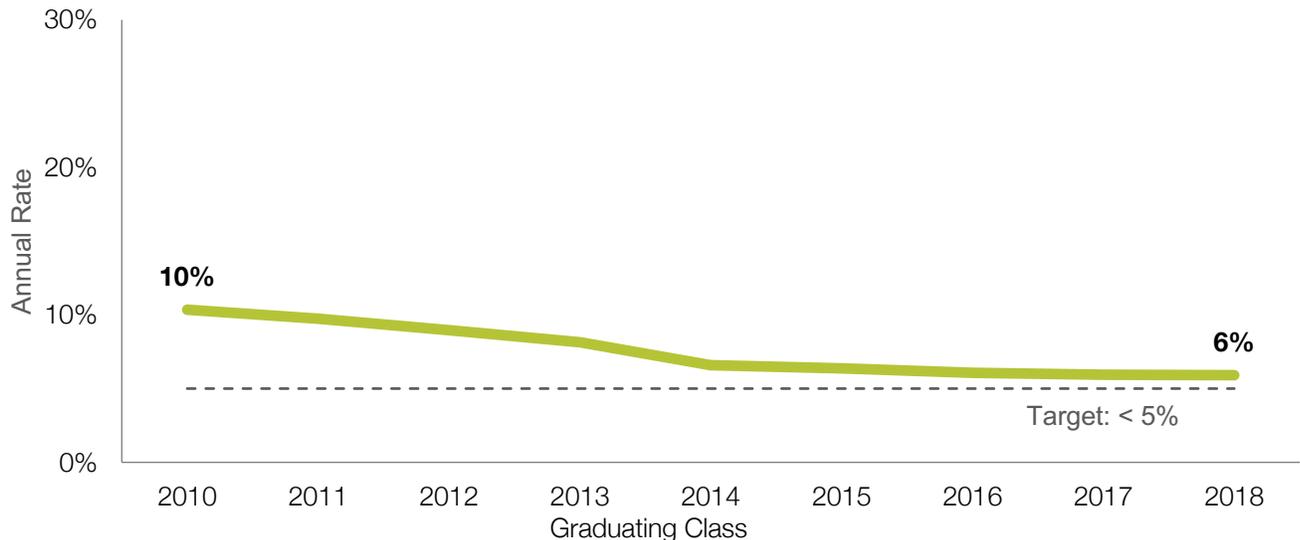
In this section, we explore how high school dropout rates have changed over time across New England. We also compare dropout rates for different student subgroups.

High school dropout rates across New England fell by 4 percentage points between 2010 and 2018.

State dropout rates vary substantially, but all states in the region have experienced declining dropout rates since 2012. Massachusetts and New Hampshire have achieved the NESSC target of dropout rates below 5%.

Dropouts are students who have not completed high school and are no longer enrolled in high school. The graduation rate and the dropout rate do not add up to 100% to the extent that students remain enrolled beyond four years. For additional information about how NESSC states calculate dropout rates, see Appendix 2.

NESSC High School Dropout Rates



Dropout rate by state & high school graduating class

	2010	2011	2012	2013	2014	2015	2016	2017	2018
NESSC	10.3%	9.8%	9.0%	8.1%	6.6%	6.4%	6.1%	5.9%	5.9%
CT	12.0%	10.7%	9.8%	8.8%	7.3%	8.1%	7.1%	6.5%	6.8%
ME	0.0%	10.7%	10.0%	8.8%	7.3%	8.8%	8.9%	8.8%	8.4%
MA	<i>Not submitted to NESSC</i>				0.0%	0.0%	0.0%	4.9%	4.8%
NH	6.3%	5.6%	5.6%	5.4%	6.6%	4.5%	5.1%	4.9%	4.4%
RI	10.5%	10.5%	9.2%	7.8%	6.6%	6.7%	5.9%	7.4%	8.7%
VT	9.2%	9.5%	8.8%	9.6%	5.0%	8.6%	9.2%	8.1%	–

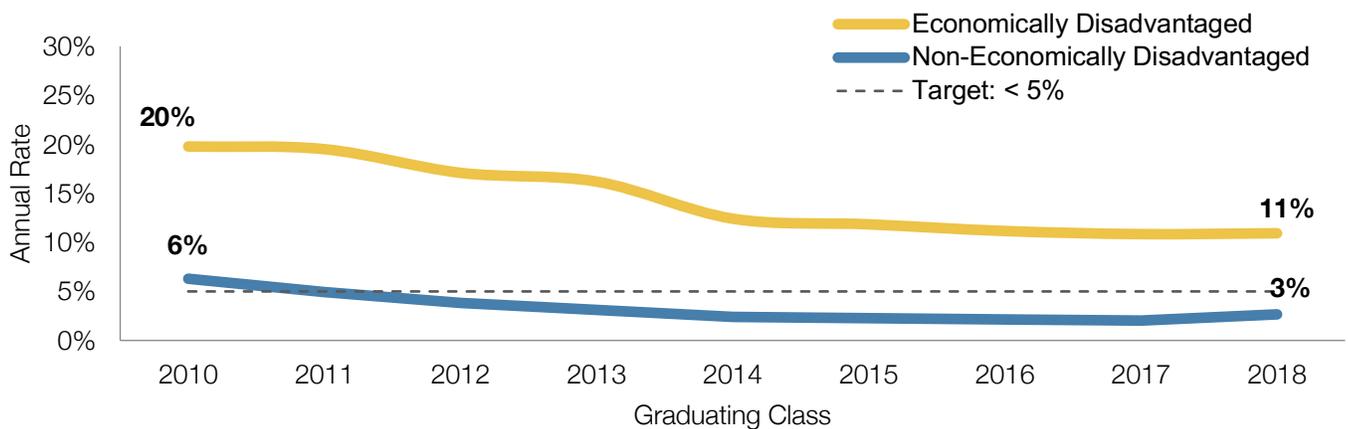
Section III: High School Dropouts

Economically Disadvantaged Students

The high school dropout rate among economically disadvantaged (ED) students has fallen by nearly half, from 20% in 2010 to 11% in 2018. For students who are not economically disadvantaged (non-ED), dropout rates have declined from 6% to 3%.

The gap in dropout rates for economically disadvantaged students has declined by 35%—from 14 to 8 percentage points—since 2010.

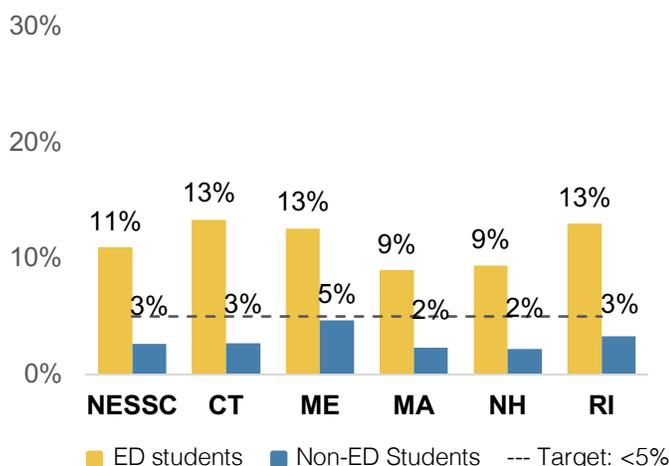
High School Dropout Rates by Economic Status



For the class of 2018, students who are not economically disadvantaged have met the NESSC target of dropout rates below the 5% target in all states except Maine. Dropout rates among economically disadvantaged students remain above the target, ranging from 4 to 8 percentage points above the target across the region.

Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.

Distance from target by state (Class of 2018)



Dropout rate & number of graduates by state (2018)

	ED Students		Non-ED Students	
NESSC	10.9%	6,713	2.6%	2,494
CT	13.3%	2,172	2.7%	704
ME	11.4%	771	5.7%	430
MA	9.0%	2,519	2.3%	1,071
NH	9.3%	407	2.2%	217
RI	13.0%	764	3.3%	152

Section III: High School Dropouts

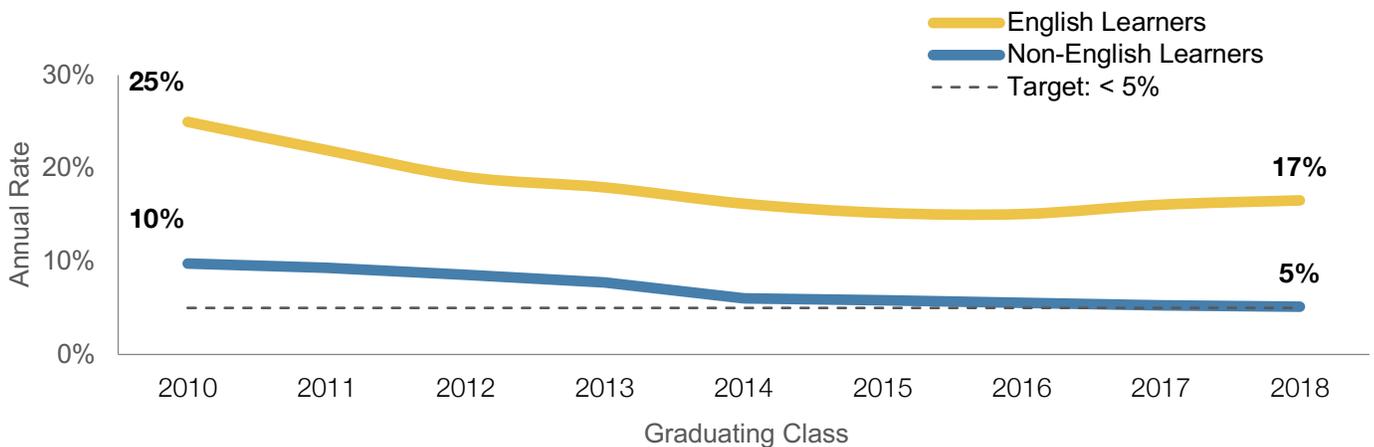
English Learners

Dropout rates among English learners in New England fell from 25% in 2010 to 15% in 2016, then rose slightly to 17% in 2018. For students who are not English learners, dropout rates have declined steadily from 10% in 2010 to 5% in 2018.

The gap in dropout rates by English learner status has dropped from 15 percentage points in 2010 to 12 percentage points in 2018.

Student numbers for English learners are very low in some states. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.

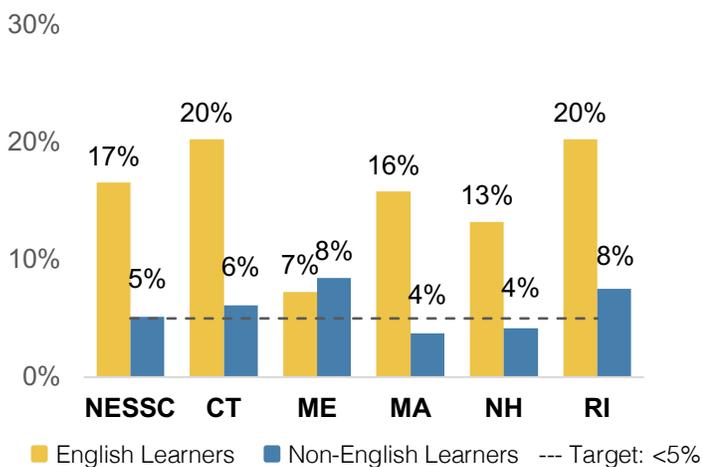
High School Dropout Rates by English Learner Status



The difference in dropout rates by English learner status for students in the class of 2018 varies significantly – by more than ten percentage points – across NESSC states.

Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target

Distance from target by state (Class of 2018)



Dropout rate & number of graduates by state (2018)

	English Learners		Non-English Learners	
NESSC	16.6%	10,590	5.1%	145,239
CT	20.2%	2,070	6.1%	40,164
ME	7.3%	524	8.5%	13,736
MA	15.8%	6,612	3.7%	68,029
NH	13.2%	416	4.1%	13,744
RI	20.2%	968	7.5%	9,566

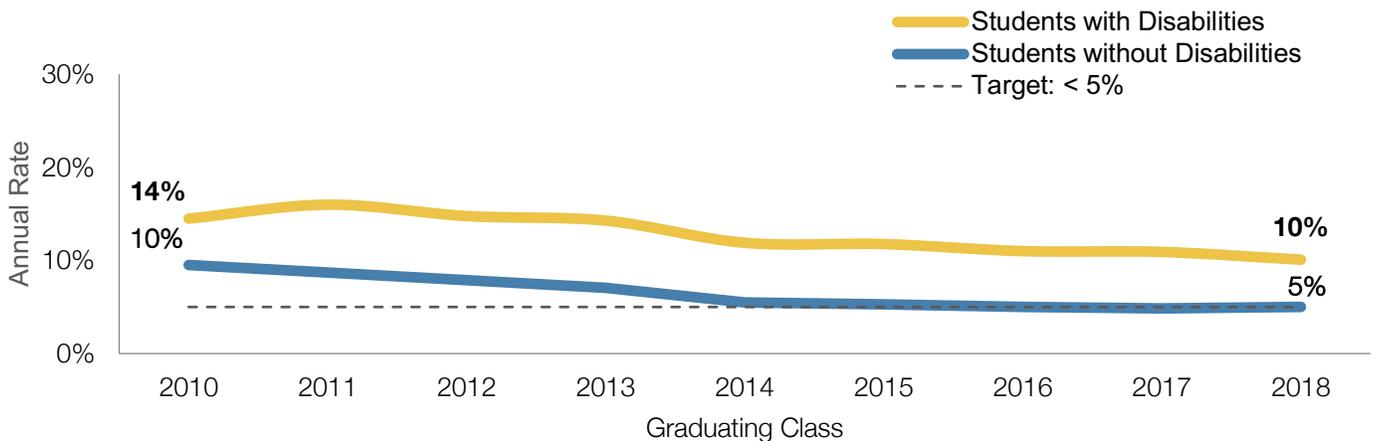
Section III: High School Dropouts

Students with Disabilities

Dropout rates for students with disabilities have been on the decline across the region, from 16% in 2011 to 10% in 2018. For students without disabilities, dropout rates have fallen steadily since 2010, from 10% to 5%.

The difference in dropout rates between students with disabilities and students without disabilities has remained stable regionally between 5 and 6 percentage points over the past eight years.

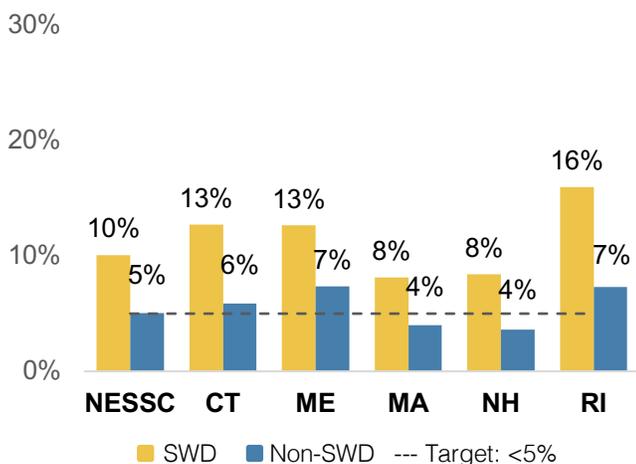
High School Dropout Rates by Disability Status



For students in the class of 2018, there is more variation among NESSC states in students with disabilities dropout rates than for students without disabilities. Dropout rates for non-disabled students in Massachusetts and New Hampshire have met the NESSC target of less than 5%.

Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.

Distance from target by state (Class of 2018)



Dropout rate & number of graduates by state (2018)

	Students w/ Disabilities		Students w/out Disabilities	
NESSC	10.1%	2,753	5.0%	6,454
CT	12.7%	732	5.9%	2,144
ME	12.6%	363	7.4%	838
MA	8.2%	1,189	4.0%	2,401
NH	8.4%	202	3.6%	422
RI	16.0%	267	7.3%	649

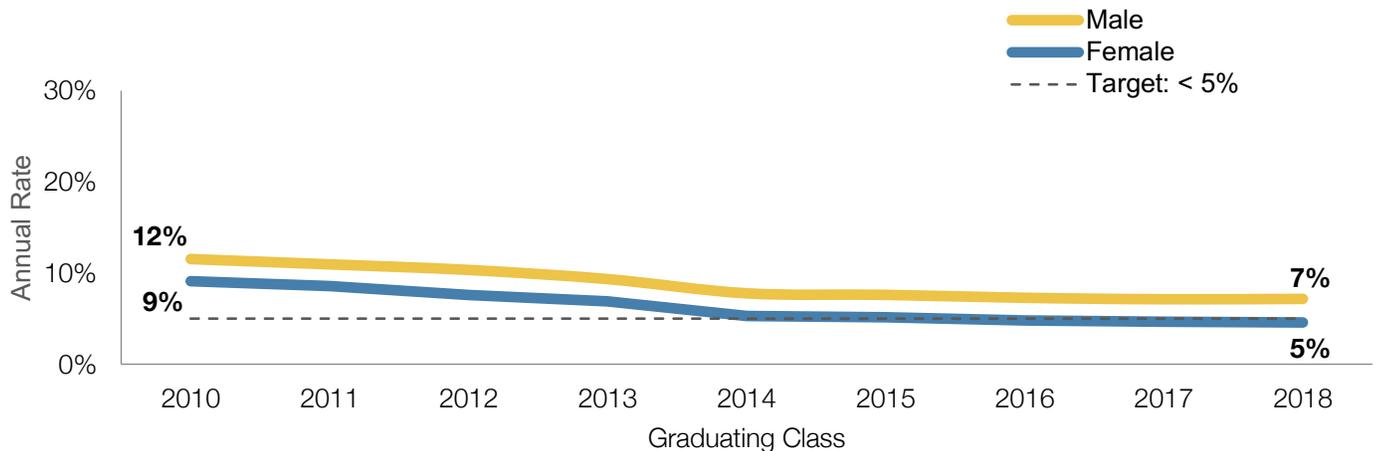
Section III: High School Dropouts

Gender

Dropout rates for female students in the region have fallen from 9% in 2010 to 5% in 2017, compared with a decline of 12% to 7% among male students.

Dropout rates for female and male students have declined at similar rates since 2010. The regional average gender gap in dropout rates has remained stable at 2 percentage points.

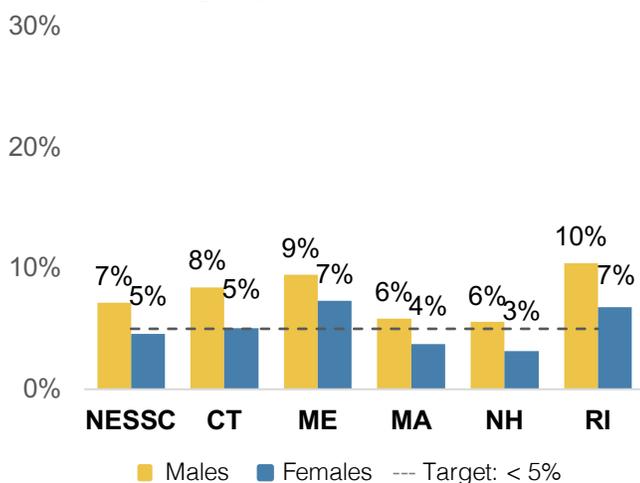
High School Dropout Rates by Gender



Three states—Connecticut, Massachusetts, and New Hampshire—reported dropout rates for female students in the class of 2017 at or below the NESSC’s target of 5%.

Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.

Distance from target by state (Class of 2018)



Dropout rate & number of graduates by state (2018)

	Male Students		Female Students	
NESSC	7.2%	5,739	4.6%	3,466
CT	8.4%	1,839	5.1%	1,037
ME	9.5%	697	7.3%	504
MA	5.8%	2,218	3.7%	1,370
NH	5.6%	411	3.1%	213
RI	10.4%	574	6.8%	342

Section III: High School Dropouts

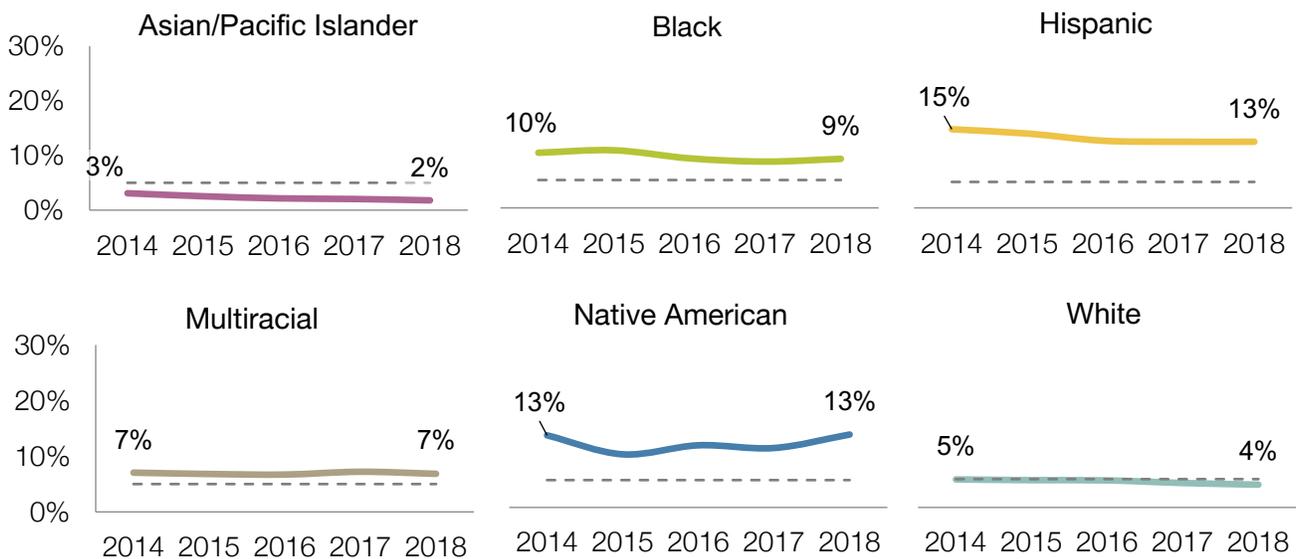
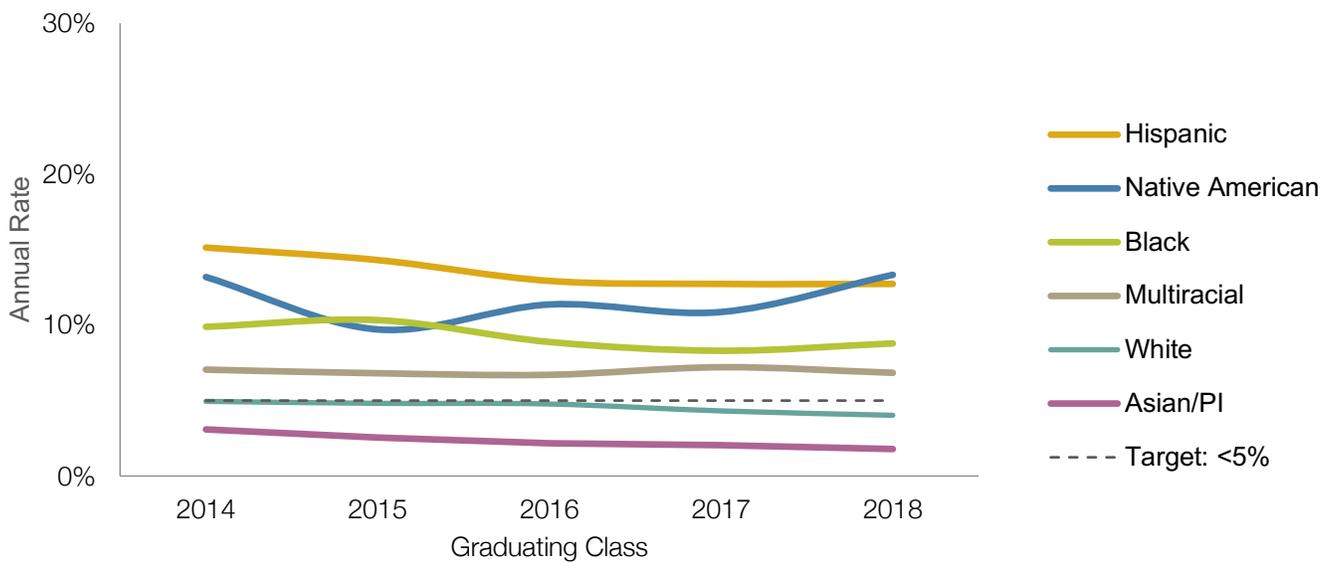
Race/Ethnicity

Dropout rates vary substantially by race/ethnicity in New England.

Since 2014, NESSC states have on average reported small decreases in dropout rates for students in most racial and ethnic groups.

Asian/Pacific Islander and White students meet the NESSC target of dropout rates below 5%. Multiracial and Black students have dropout rates two to three percentage points above the target, while Hispanic and Native American students have high school dropout rates above 10%.

High School Dropout Rates by Race/Ethnicity



Section III: High School Dropouts

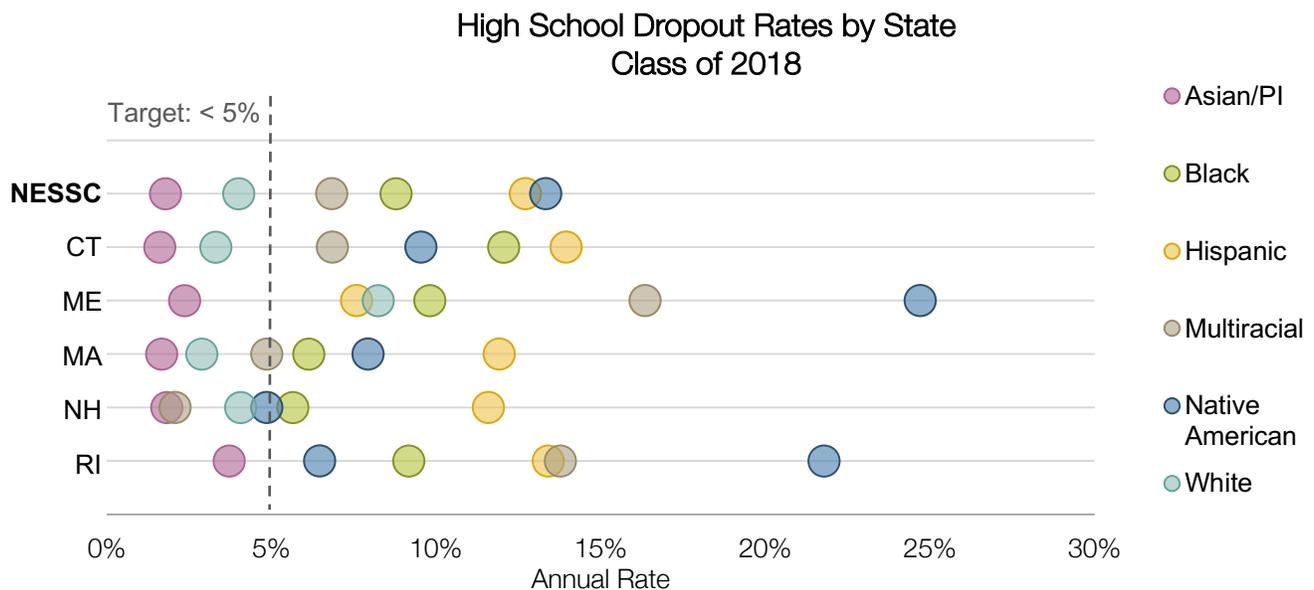
Race/Ethnicity

For students in the class of 2018, NESSC dropout rates by race/ethnicity exhibited some variation across states.

Regionally, the gap between the racial/ethnic groups with the highest and lowest dropout rates is 11 percentage points. State-level dropout gaps by race/ethnicity range from 8 percentage points in Rhode Island to 15 percentage points in Maine.

Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.

Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.



Dropout rate & number of dropouts by state (Class of 2018)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	1.8%	139	8.8%	1,269	12.7%	3,320	6.8%	252	13.3%	66	4.0%	4,161
CT	1.7%	33	12.1%	685	14.0%	1,271	6.9%	69	9.6%	13	3.3%	805
ME		*	9.8%	50	7.6%	19	16.3%	43	24.7%	22	8.2%	1,060
MA	1.7%	79	6.2%	432	11.9%	1,593	4.9%	93	7.9%	12	2.9%	1,381
NH		*	5.7%	18	11.6%	83		*		*	4.1%	509
RI	3.7%	12	9.2%	84	13.4%	354	13.8%	43	21.8%	17	6.5%	406

* data suppressed due to small numbers

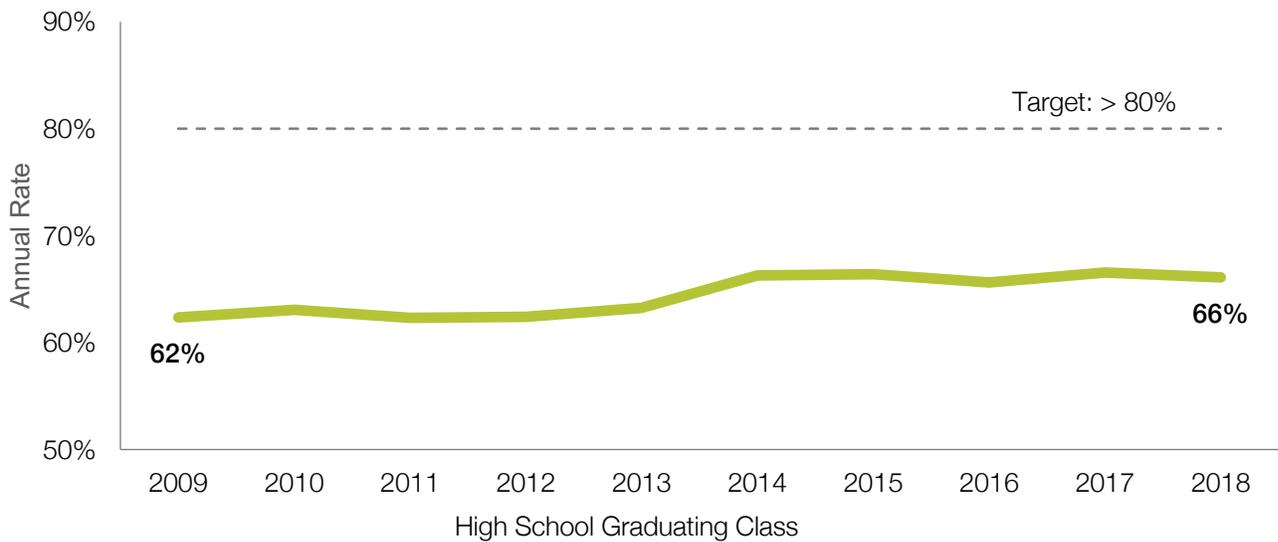
Section IV: College Enrollment

In this section, we examine the data about college enrollment across New England. For this section, college enrollment is defined as student who enrolled for the first time in college in the fall (by October 15) immediately following high school graduation. Note: The cohort years in this section refer to the high school graduation year.

Between 2009 and 2014, college enrollment in the region rose by 4 percentage points from 62%, and has remained stable at around 66% since 2014. State college enrollment rates vary substantially.

The National Student Clearinghouse matches state high school graduate records with college enrollment records that capture 98% of students enrolled in public and private postsecondary education institutions in the U.S. We use National Student Clearinghouse data as measures of college enrollment, persistence and completion.

NESSC College Enrollment Rates



College enrollment rate by state & year of high school graduation

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
NESSC	62.3%	63.1%	62.3%	62.4%	63.2%	66.3%	66.4%	65.6%	66.6%	66.1%
CT	66.8%	67.4%	67.1%	67.2%	68.0%	68.3%	68.4%	68.1%	66.5%	66.2%
ME	61.7%	63.2%	62.3%	63.3%	63.5%	63.0%	63.5%	62.3%	59.2%	58.0%
MA	<i>Not submitted to NESSC</i>					69.8%	69.8%	69.2%	70.3%	69.2%
NH	58.4%	58.6%	57.9%	57.2%	57.5%	58.2%	57.1%	54.3%	58.2%	57.5%
RI	60.0%	60.0%	58.0%	57.9%	59.2%	58.9%	60.6%	59.2%	61.3%	66.1%
VT	51.5%	52.7%	50.6%	50.9%	52.7%	52.1%	52.6%	52.3%	<i>Not submitted</i>	

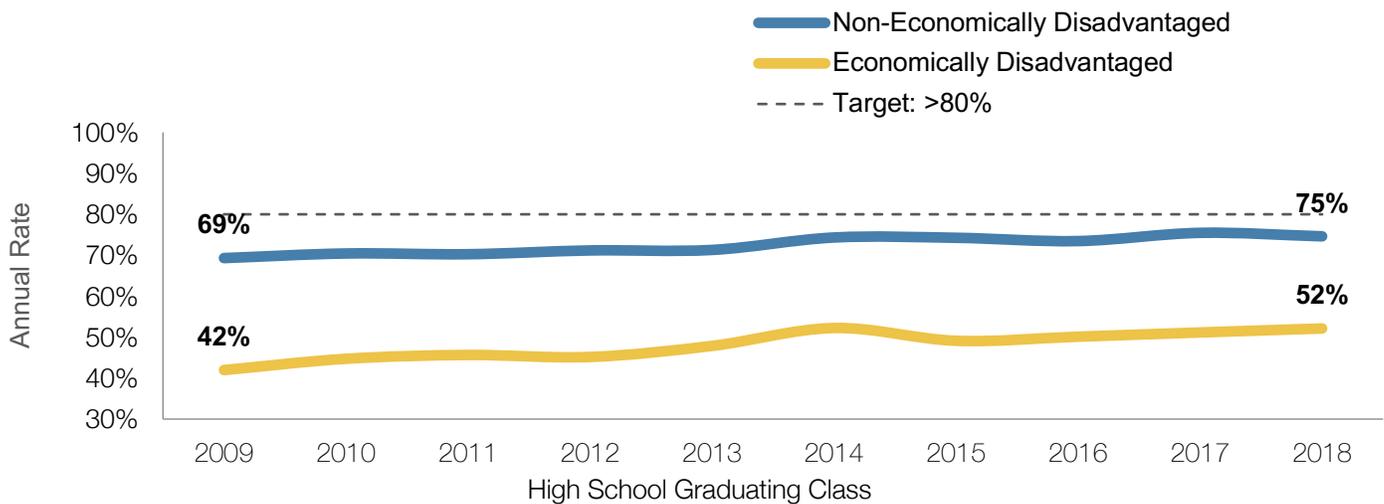
Section IV: College Enrollment

Economically Disadvantaged Students

The college enrollment rate for economically disadvantaged (ED) students in New England now stands at 52%, having grown by 10 percentage points since 2009. 74% of non-economically disadvantaged (non-ED) students enrolled in college in 2016, up 5 percentage points since 2009.

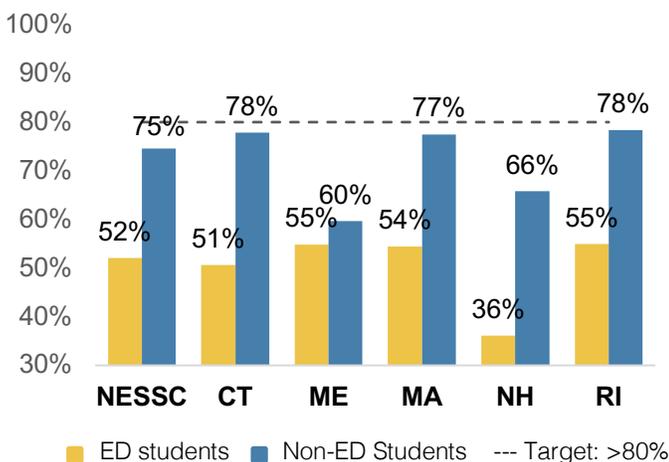
The gap in college enrollment between economically disadvantaged and non-economically disadvantaged students has dropped from 27 to 23 percentage points.

College Enrollment Rates by Economic Status



For the high school graduating class of 2016, no state met the NESSC 80% target of college enrollment for either student subgroup.

Distance from target by state (Class of 2018)



Enrollment rate & number of graduates by state (2018)

	ED Students		Non-ED Students	
	Rate (%)	Number	Rate (%)	Number
NESSC	52.3%	27,921	74.5%	65,726
CT	50.6%	8,335	77.8%	17,226
ME	57.3%	2,449	58.3%	5,074
MA	54.5%	13,186	77.4%	33,838
NH	36.1%	1,297	65.8%	6,159
RI	55.0%	2,654	78.4%	3,429

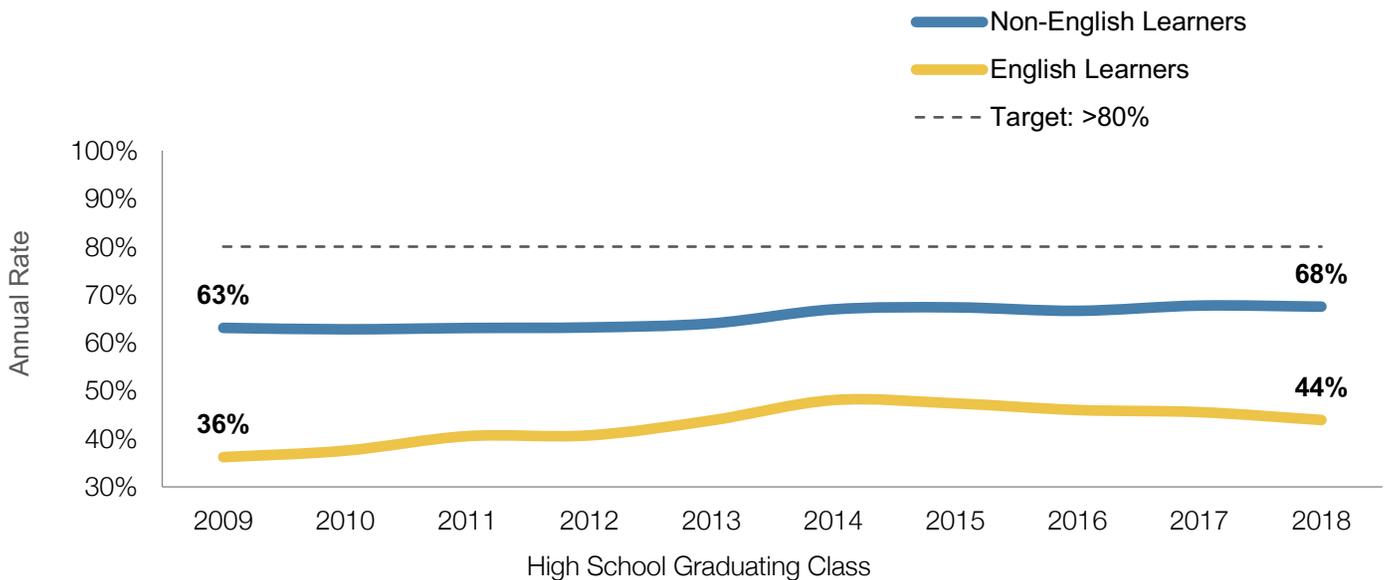
Section IV: College Enrollment

English Learners

While college enrollment rates among English learners trailed those of non-English learners by about 24 percentage points in 2018, the gap has nonetheless decreased by 4 percentage points since 2009.

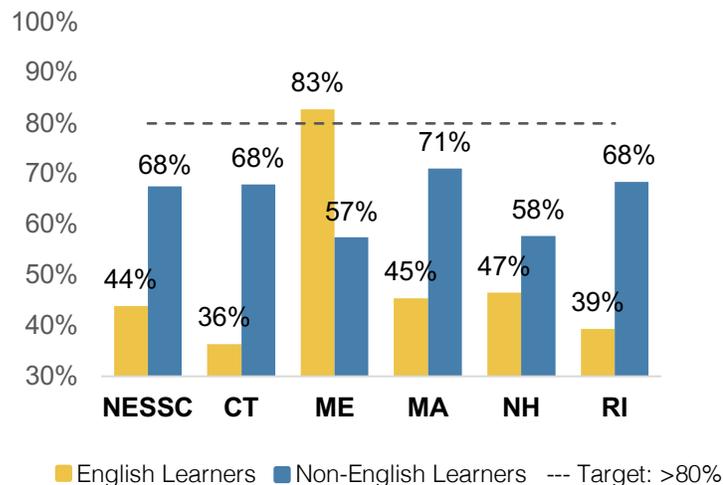
College enrollment by English learners has increased by about 8 percentage points since 2009—with the highest enrollment rate of 48% reported in 2014—compared with a 4-percentage point increase for non-English learners.

College Enrollment Rates by English Learner Status



College enrollment rates for both English learners and non-English learners alike fell below the target for students graduating high school in 2018. College enrollment rates for English learners by state can be unstable due to the small number of English learners in northern New England.

Distance from target by state (Class of 2018)



Enrollment rate & number of graduates by state (2018)

	English Learners		Non-English Learners	
	Rate	Number	Rate	Number
NESSC	43.9%	3,707	67.5%	89,940
CT	36.4%	759	67.9%	24,802
ME	82.8%	231	57.4%	7,292
MA	45.4%	2,275	71.1%	44,749
NH	46.6%	149	57.8%	7,307
RI	39.4%	293	68.5%	5,790

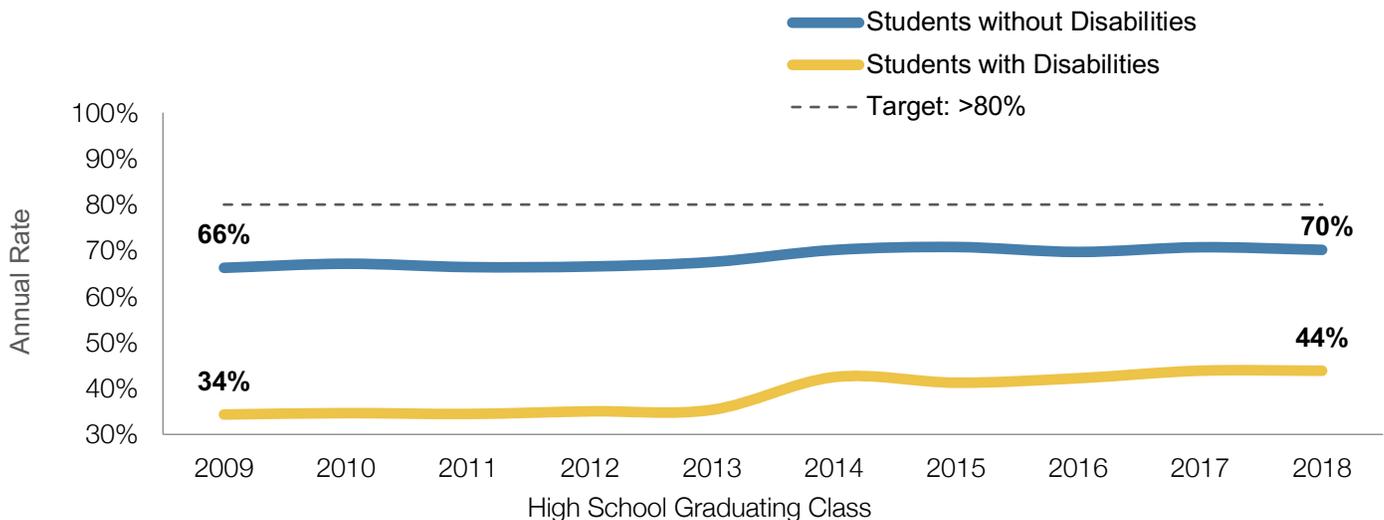
Section IV: College Enrollment

Students with Disabilities

College enrollment for students without disabilities increased by 4 percentage points between 2009 and 2016, while the enrollment rate for students with disabilities shows an increase of 8 percentage points.

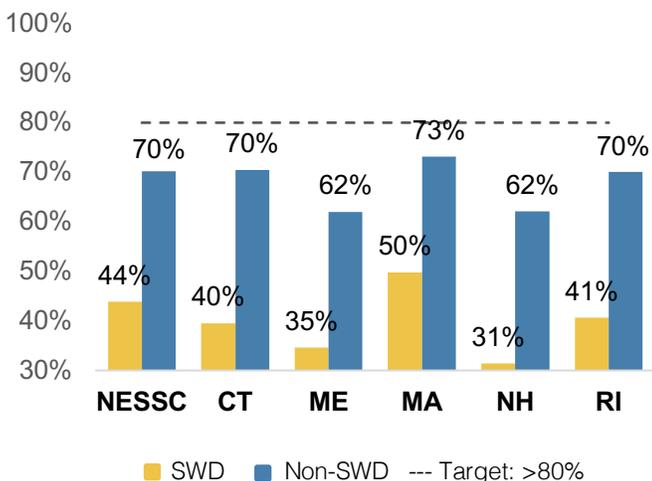
The gap in college enrollment between students with disabilities and students without disabilities has decreased from 32 to 26 percentage points

College Enrollment Rates by Student Disability



College enrollment rates for students with disabilities graduating in 2016 vary widely across states. Neither students with disabilities nor their peers have approached the NESSC target of 80% college enrollment.

Distance from target by state (Class of 2018)



Enrollment rate & number of graduates by state (2018)

	Students w/ Disabilities		Students w/out Disabilities	
NESSC	43.9%	9,544	70.2%	84,103
CT	39.5%	2,096	70.5%	23,465
ME	34.6%	659	62.0%	6,864
MA	49.8%	5,692	73.2%	41,332
NH	31.4%	600	62.1%	6,856
RI	40.6%	497	70.0%	5,586

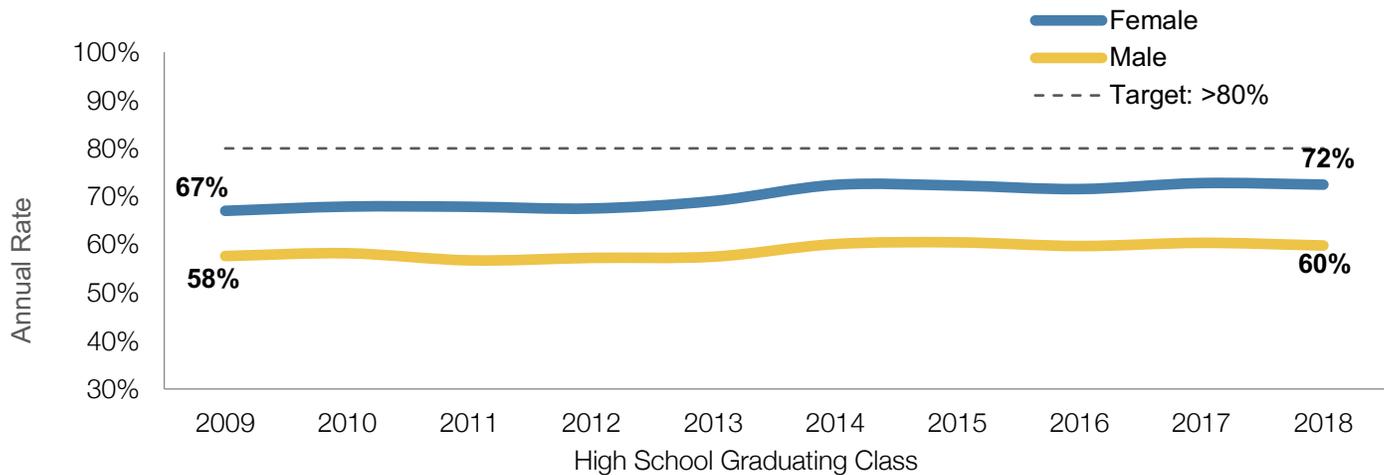
Section IV: College Enrollment

Gender

The college enrollment rate for female students across the region started out higher than that of male students in 2009. It has also increased faster, from 67% to 72% compared with 58% to 60% for males. The gap in college enrollment rates between female and male students has increased from 9 to 12 percentage points between 2009 and 2018.

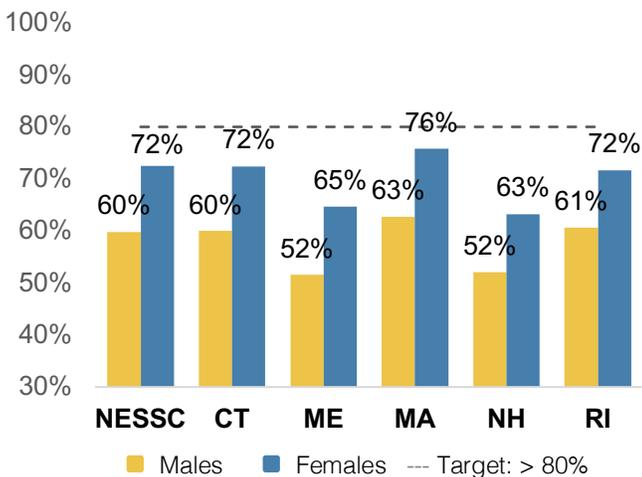
A small decrease in college enrollment rates of both female and male students was reported between 2015 and 2016 in nearly all NESSC states. Only Vermont saw a small increase in college enrollment during this time, and only for male students.

College Enrollment Rates by Gender



Female and male students from the high school graduating class of 2018 fell short of 80% NESSC college enrollment target. Female students come closer to meeting the target in all six New England states, though enrollment rates vary considerably across states.

Distance from target by state (Class of 2018)



Enrollment rate & number of graduates by state (2018)

	Males		Females	
	Rate	Number	Rate	Number
NESSC	59.8%	42,554	72.5%	51,084
CT	60.0%	11,573	72.4%	13,988
ME	51.5%	3,397	64.7%	4,126
MA	62.7%	21,319	75.8%	25,696
NH	52.0%	3,445	63.2%	4,011
RI	60.7%	2,820	71.6%	3,263

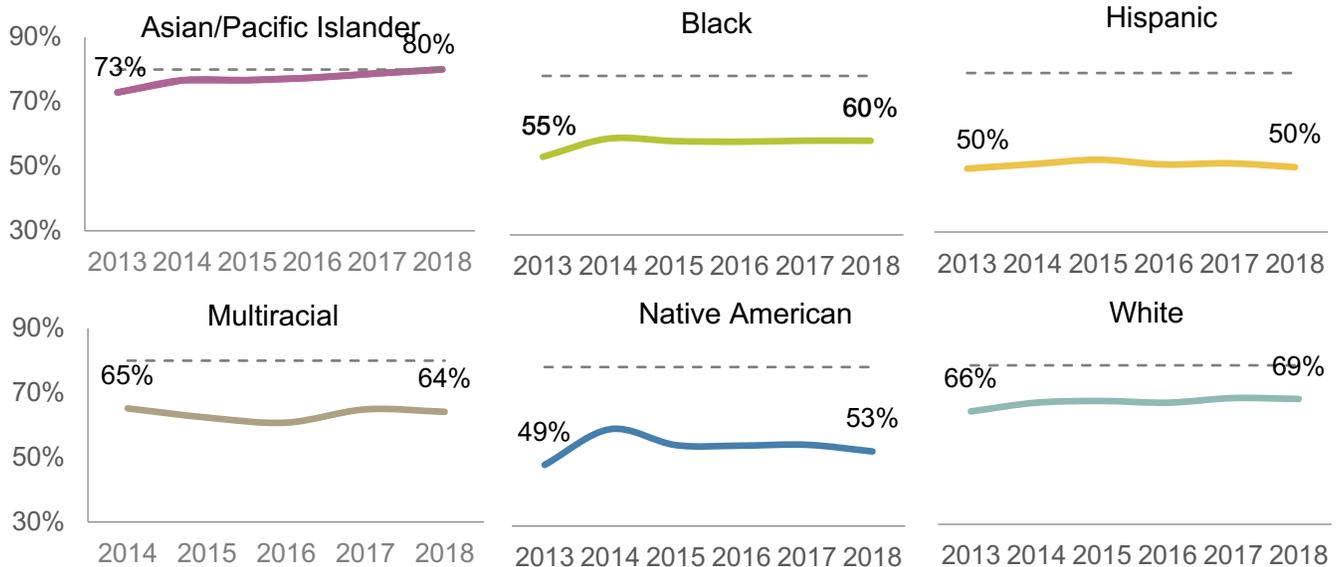
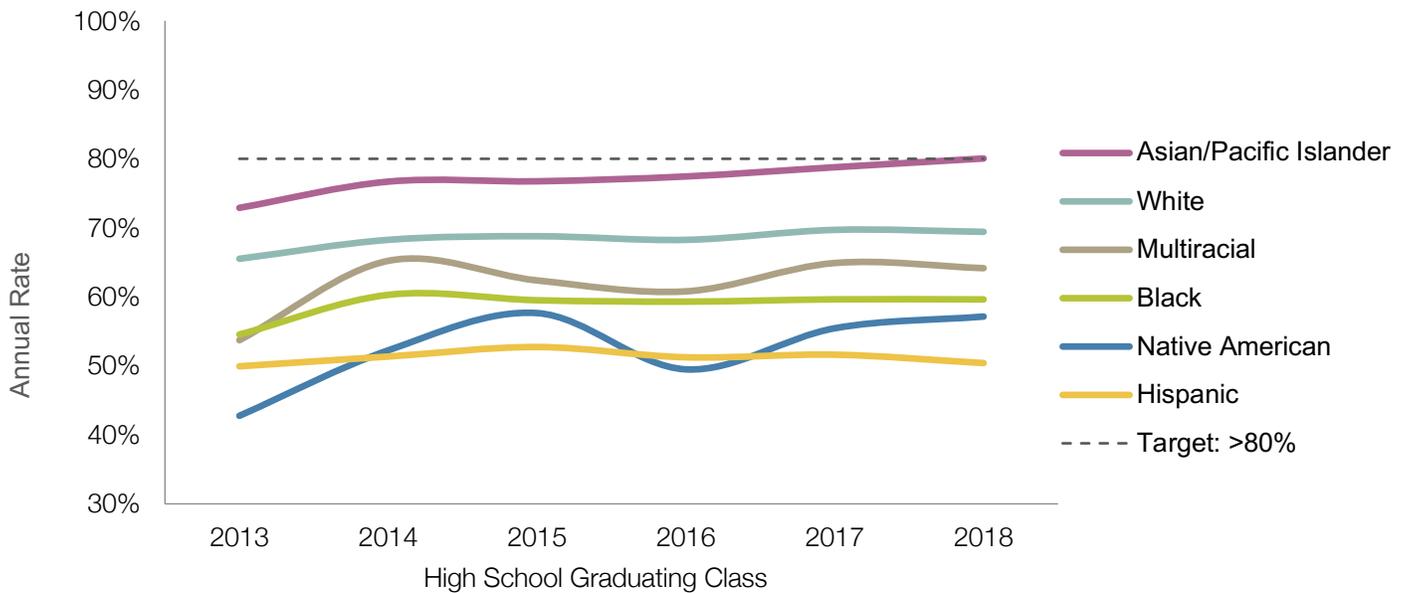
Section IV: College Enrollment

Race/Ethnicity

Significant differences in college enrollment by race are present across New England. Asian/Pacific Islander students enroll in college at the highest rates (80% in 2018), followed by White students (69%), Multiracial students (64%), Black students (60%), Native American students (53%), and Hispanic students (50%).

Asian/Pacific Islander and Black students have seen the largest increases in college enrollment rates since 2013 (7 and 5 percentage points, respectively), while college enrollment among Hispanic students has remained relatively constant around 50%.

College Enrollment Rates by Race/Ethnicity



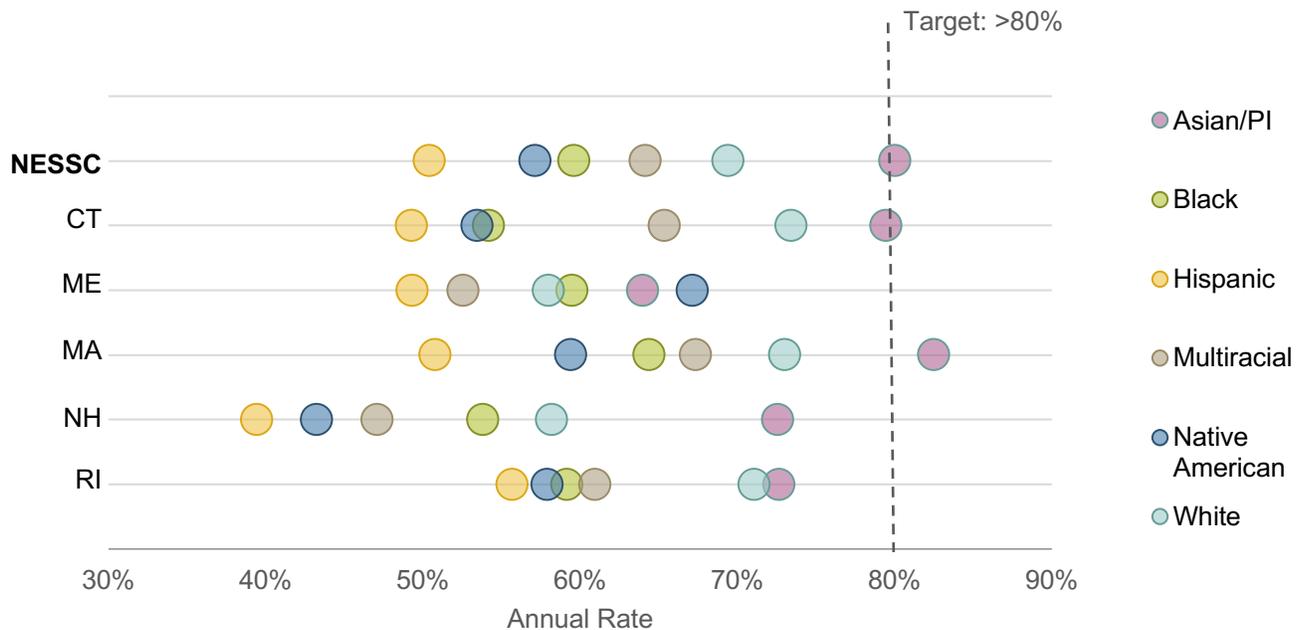
Section IV: College Enrollment

Race/Ethnicity

For students graduating from high school in 2018, college enrollment varied considerably both by race/ethnicity and across states.

Across the region, Rhode Island reported the smallest college enrollment gap by race/ethnicity (15 percentage points). Only Asian/Pacific Islander students in Massachusetts met the target.

**College Enrollment Rates by Race/Ethnicity
High School Class of 2018**



College enrollment rate & number of students by state (Class of 2018)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	80.0%	6,066	59.6%	7,524	50.4%	10,692	64.2%	2,058	57.1%	252	69.4%	67,055
CT	79.5%	1,637	54.2%	2,697	49.3%	3,790	65.4%	534	53.5%	77	73.4%	16,826
ME	64.0%	183	59.5%	254	49.3%	112	52.6%	112	67.1%	47	58.0%	6,815
MA	82.5%	3,729	64.4%	3,954	50.8%	5,356	67.3%	951	59.4%	79	73.0%	32,739
NH	72.6%	299	53.8%	148	39.5%	232	47.1%	89	43.2%	16	58.2%	6,672
RI	72.7%	218	59.2%	471	55.7%	1,202	60.9%	156	57.9%	33	71.1%	4,003

Section IV: College Enrollment

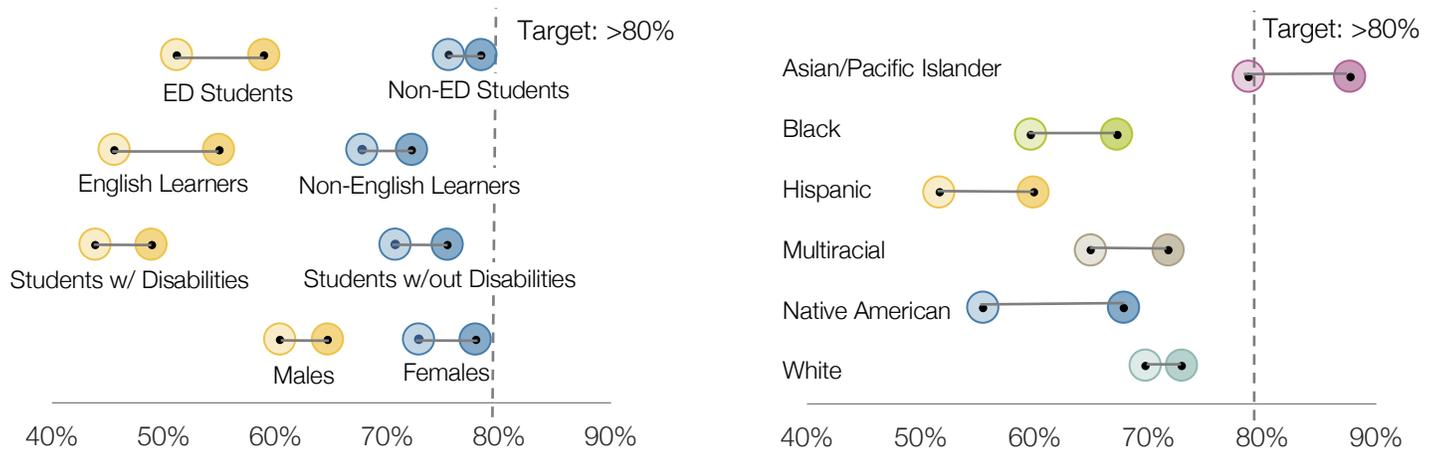
Extended College Enrollment (within 16 Months)

For the first time, we report both immediate college enrollment (fall after high school graduation) and extended college enrollment (within 16 months after graduation) for students from the Class of 2017. We examine variation in enrollment rates by subgroup and the degree to which college enrollment increased for each student groups over time.

College enrollment rates increased for all student groups during the period of time between fall 2017 (i.e., fall immediately after high school graduation) and fall 2018 (i.e., within 16 months of graduation).

Several subgroups saw sizeable gains in this time period; the rate of enrollment increased by 8 percentage points for economically disadvantaged students, 9 percentage points for English Learners, and 12 percentage points for Native American students.

Comparison of immediate and extended college enrollment rates by subgroup (Class of 2017)



	Immediate Enrollment (Fall 2017)	Extended Enrollment (Fall 2018)	# of HS Graduates (Class of 2017)	Difference (Percentage Points)
All Students	66.6%	71.2%	140,288	4.7
Non-Economically Disadvantaged	75.5%	78.4%	88,840	2.9
Economically Disadvantaged	51.1%	59.0%	51,448	7.8
Non-English Learners	67.7%	72.2%	132,799	4.4
English Learners	45.6%	54.9%	7,489	9.4
Students w/out Disabilities	70.7%	75.4%	118,518	4.6
Students w/ Disabilities	43.9%	48.9%	21,770	5.0
Male	72.8%	77.9%	69,847	5.1
Female	60.4%	64.6%	70,427	4.3
Asian/Pacific Islander	78.8%	87.7%	6,804	8.9
Black	59.6%	67.2%	12,437	7.6
Hispanic	51.6%	59.9%	19,827	8.3
Multiracial	64.9%	71.7%	3,003	6.8
Native American	55.4%	67.8%	404	12.4
White	69.7%	72.9%	97,813	3.2

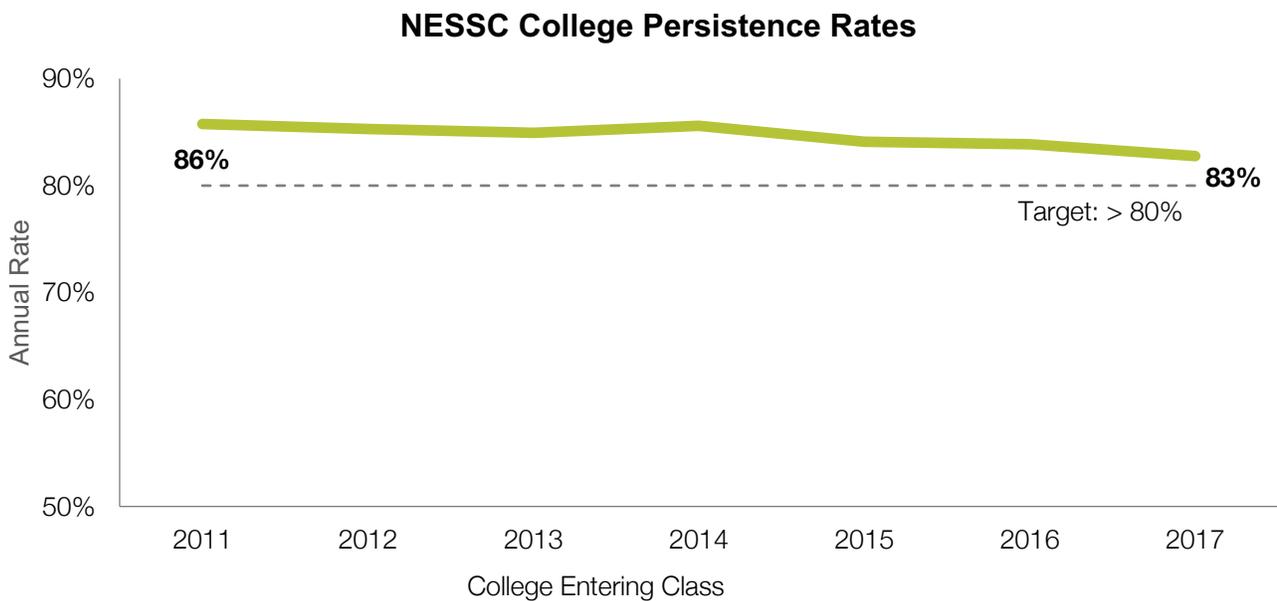
Section V: College Persistence

In this section, we explore the data about college persistence across New England, defined as the rate of college enrollees who are enrolled in college for a third semester in their second year. Some of the student subgroups discussed in the pages that follow have quite small populations. Consequently, in some cases apparently wide variations in persistence rates actually refer to a small number of students.

Note: The cohort years in this section refer to the year of college entry.

College persistence across the region has remained steady above the 80% target since we began measuring with the college entering class of 2011. The persistence rate has declined by 3 percentage points between 2011 and 2017.

College persistence rate trends have remained stable in some NESSC states, while states like Maine and Rhode Island have reported fluctuations in persistence rates from year to year.



College persistence rate by state & year of college entry

	2011	2012	2013	2014	2015	2016	2017
NESSC	85.8%	85.3%	85.0%	85.6%	84.1%	83.9%	82.8%
CT	84.9%	85.0%	84.7%	84.6%	84.1%	83.2%	83.2%
ME	90.6%	90.0%	89.9%	89.7%	76.8%	74.9%	75.9%
MA	<i>Not submitted to NESSC</i>			87.0%	87.0%	87.3%	85.0%
NH	81.9%	82.2%	81.7%	81.9%	79.8%	80.6%	82.4%
RI	89.8%	87.7%	85.7%	81.8%	81.5%	78.4%	74.3%
VT	83.7%	80.0%	81.9%	82.1%	80.4%	82.7%	–

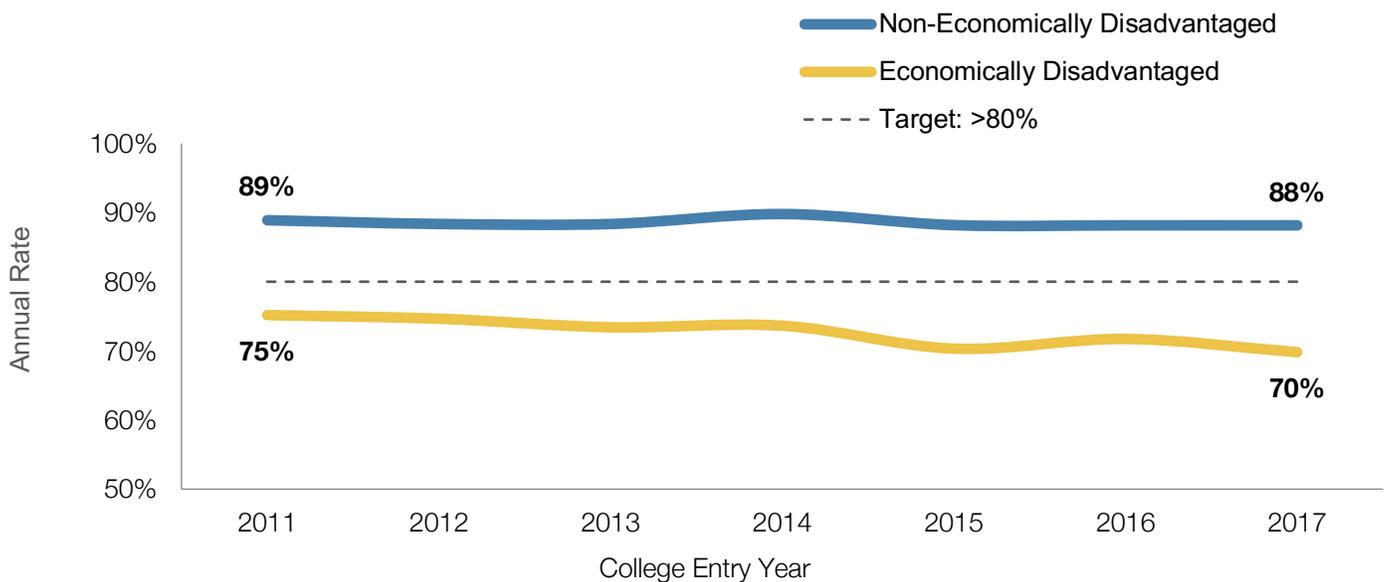
Section V: College Persistence

Economically Disadvantaged Students

The college persistence gap between economically disadvantaged (ED) and non-economically disadvantaged (non-ED) students has increased from 14 percentage points for students who entered college in 2011 to 18 percentage points for those who entered college in 2017.

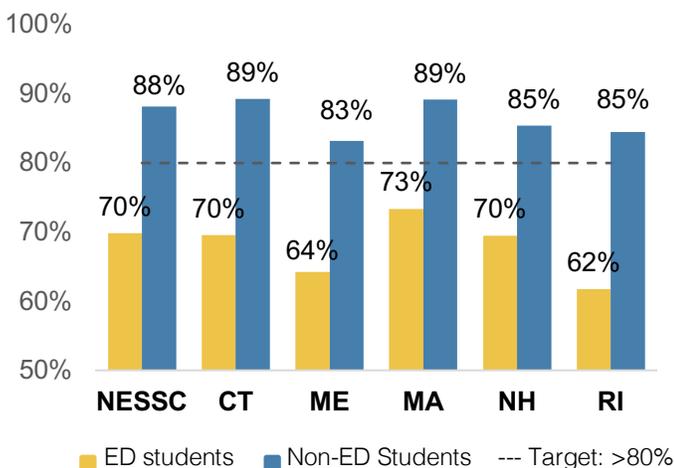
Economically disadvantaged students who entered college in 2017 persisted in college at lower rates across the region (70%) as compared to those who entered in 2011 (75%).

College Persistence Rates by Economic Status



Non-economically disadvantaged students who entered college in 2017 have met the NESSC college persistence target of 80% in all states. Economically disadvantaged students have not met that target in any state.

Distance from target by state (College Entry Year 2017)



Persistence rate & number of students by state (2017)

	ED Students		Non-ED Students	
	Rate	Count	Rate	Count
NESSC	69.8%	20,337	88.2%	61,679
CT	69.6%	6050	89.3%	17092
ME	64.2%	1990	83.2%	4107
MA	73.4%	9262	89.1%	31433
NH	69.5%	1099	85.4%	5765
RI	61.8%	1936	84.5%	3282

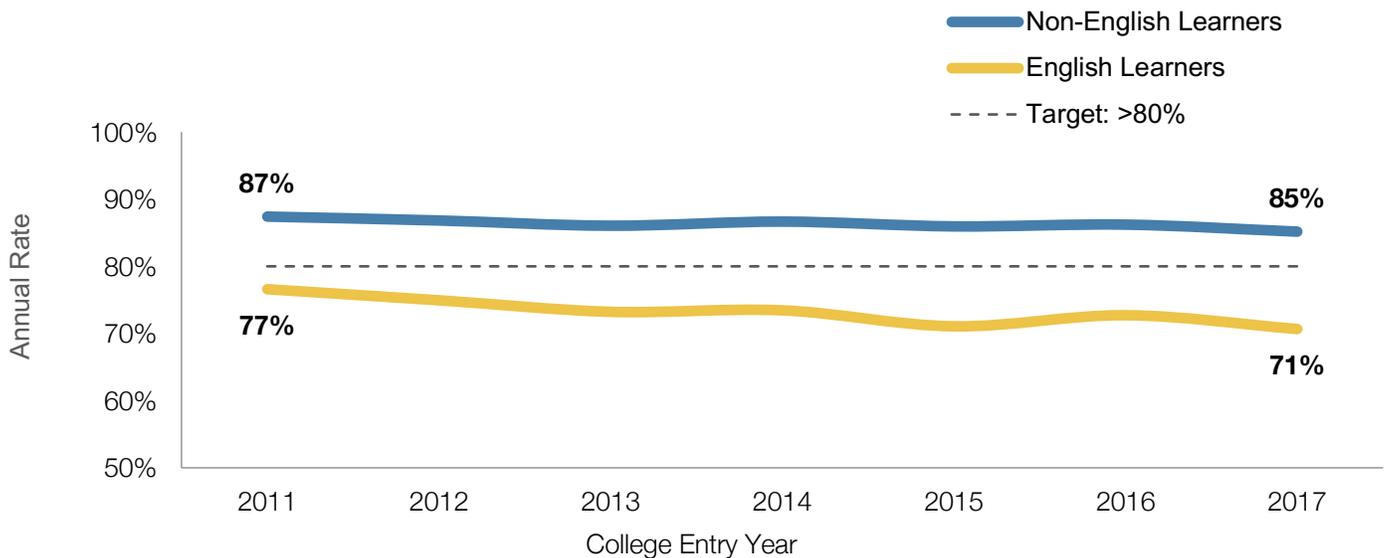
Section V: College Persistence

English Learners

English learners' college persistence rates have fallen by 6 percentage points, from 77% for the class entering college in 2011 to 71% for the class of 2017. College persistence of non-English learners decreased by 2 percentage points during the same period.

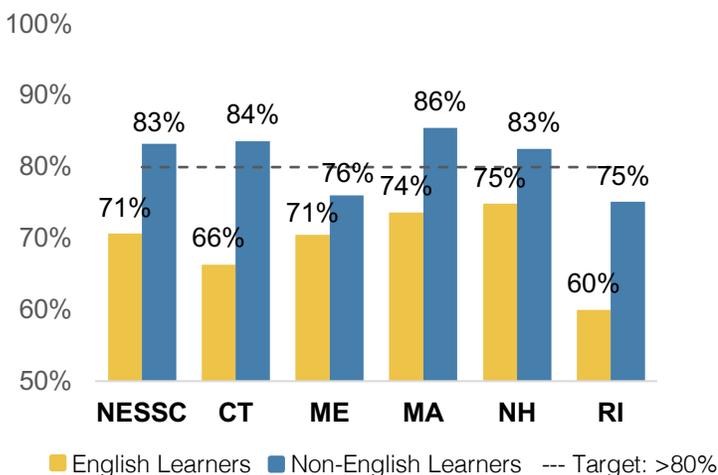
Persistence rates vary from year to year for English learners, in part, because the number of students in this subgroup is low—fewer than 250 students—in many New England states.

College Persistence Rates by English Learner Status



Non-English learners in the class of 2017 met the NESSC college persistence target of 80% in all states except Maine and Rhode Island, but English learners did not meet the target in any state.

Distance from target by state (College Entry Year 2017)



Persistence rate & number of students by state (2017)

	English Learners		Non-English Learners	
NESSC	70.7%	2,679	83.2%	79,337
CT	66.3%	524	83.6%	22,618
ME	70.5%	196	76.1%	5,901
MA	73.7%	1,606	85.5%	39,089
NH	74.9%	137	82.6%	6,727
RI	60.0%	216	75.1%	5,002

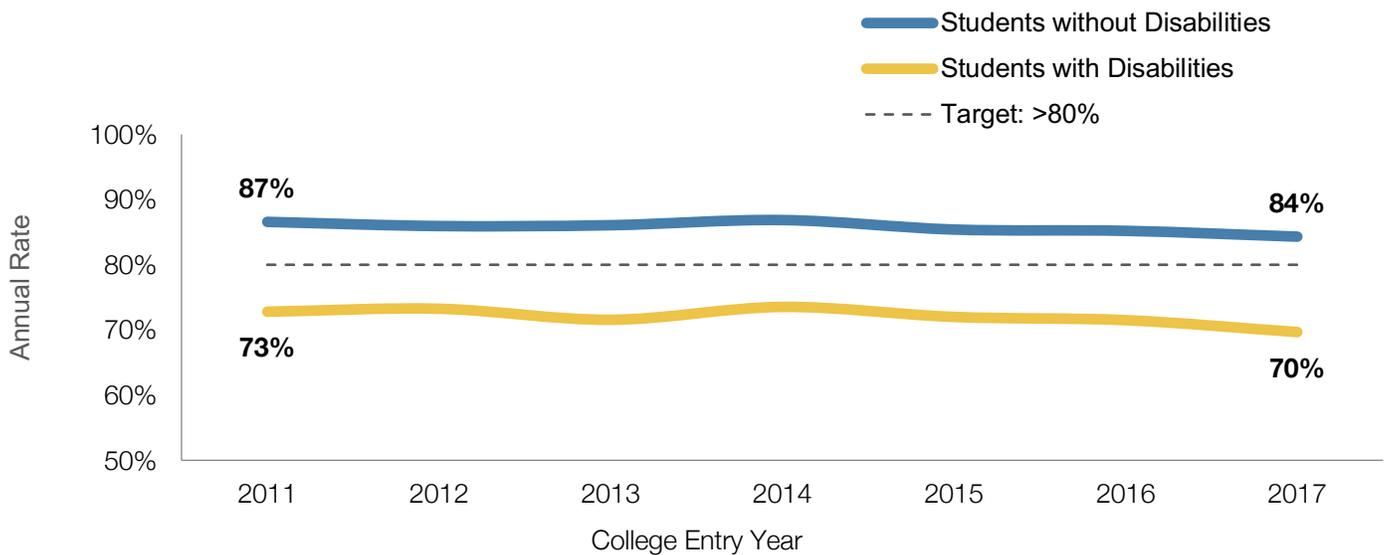
Section V: College Persistence

Students with Disabilities

Compared with 2011, average college persistence rates in 2017 dropped by 1 percentage point for students with disabilities across New England, and by 2 percentage points for students without disabilities.

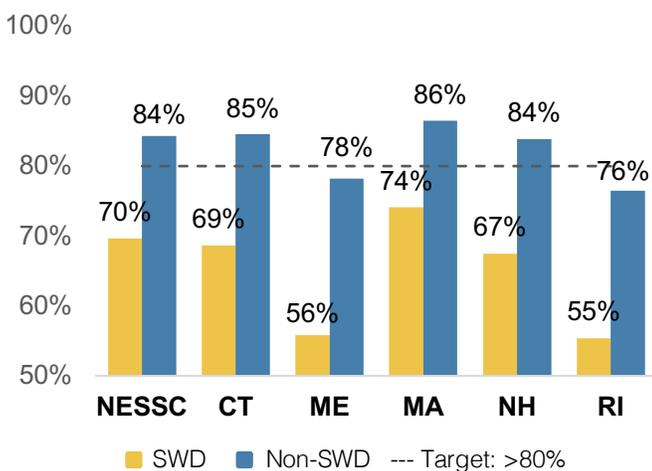
The college persistence gap by student disability status stands at 14 percentage points for students who entered college in 2017.

College Persistence Rates by Disability Status



Students without disabilities have met the NESSC college persistence target of 80% in all states except Maine and Rhode Island, while students with disabilities have not yet met the NESSC persistence target in any state.

Distance from target by state (College Entry Year 2017)



Persistence rate & number of students by state (2017)

	Students w/ Disabilities		Students w/out Disabilities	
NESSC	69.7%	7,325	84.3%	74,691
CT	68.6%	1,666	84.5%	21,476
ME	55.8%	462	78.2%	5,635
MA	74.1%	4,306	86.5%	36,389
NH	67.5%	504	83.9%	6,360
RI	55.4%	387	76.4%	4,831

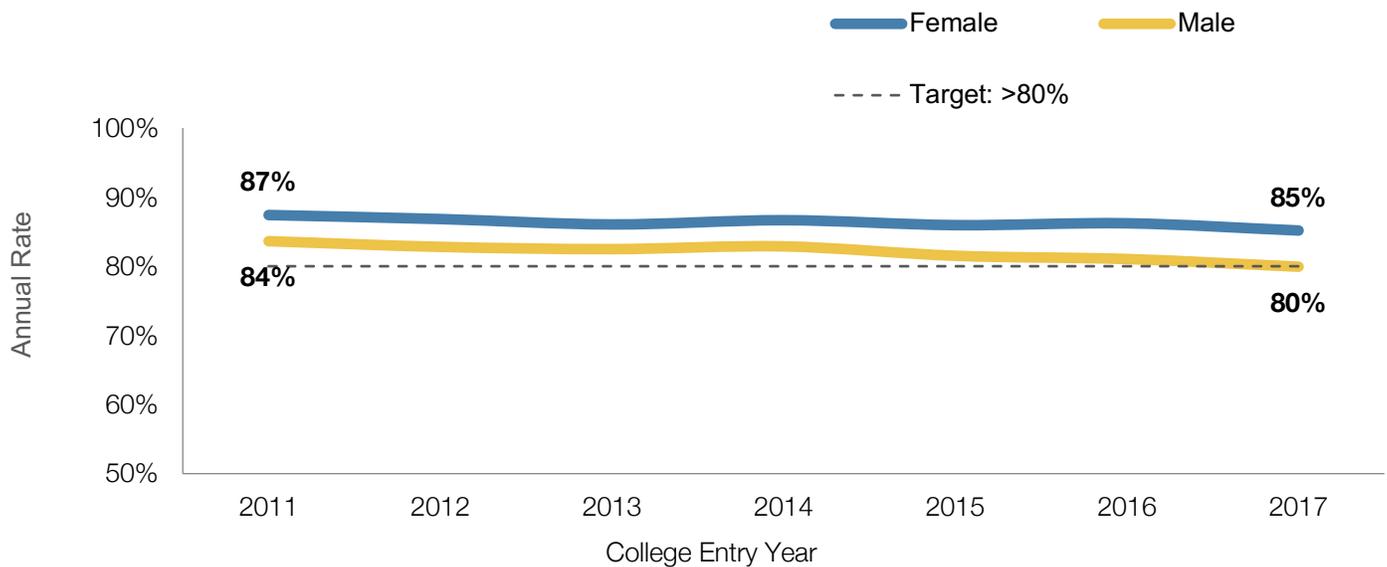
Section V: College Persistence

Gender

Across New England, female students persist in college at rates about 5 percentage points higher than male students.

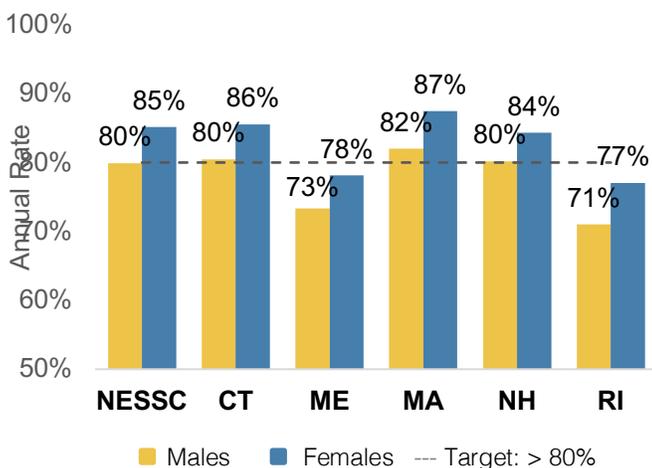
College persistence among female students across the region has remained steady near 87% since 2011, while persistence among male students fell by 3 percentage points between 2011 and 2017.

College Persistence Rates by Gender



Female students who entered college in 2017 met the NESSC college persistence target in all states except Maine and Rhode Island; male students also met the target in Connecticut and Massachusetts.

Distance from target by state (College Entry Year 2017)



Persistence rate & number of students by state (2017)

	Males		Females	
	Rate (%)	Number	Rate (%)	Number
NESSC	79.9%	36,400	85.2%	45,610
CT	80.5%	10,498	85.5%	12,644
ME	73.3%	2,748	78.1%	3,349
MA	82.0%	17,806	87.4%	22,883
NH	80.2%	3,087	84.4%	3,777
RI	71.1%	2,261	77.1%	2,957

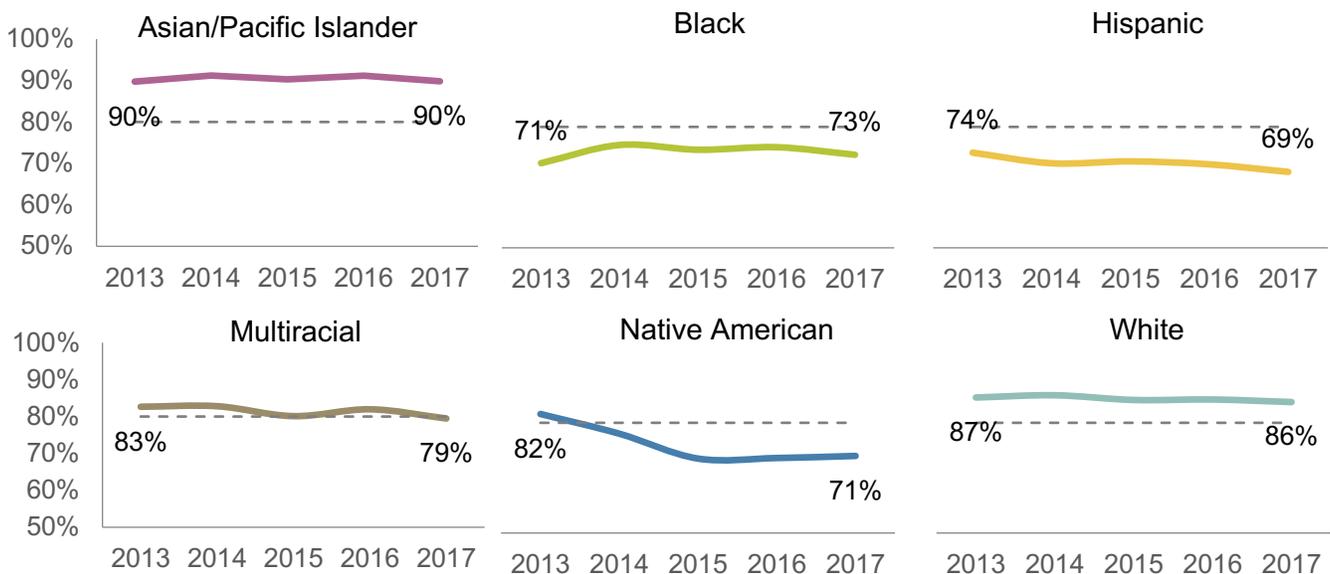
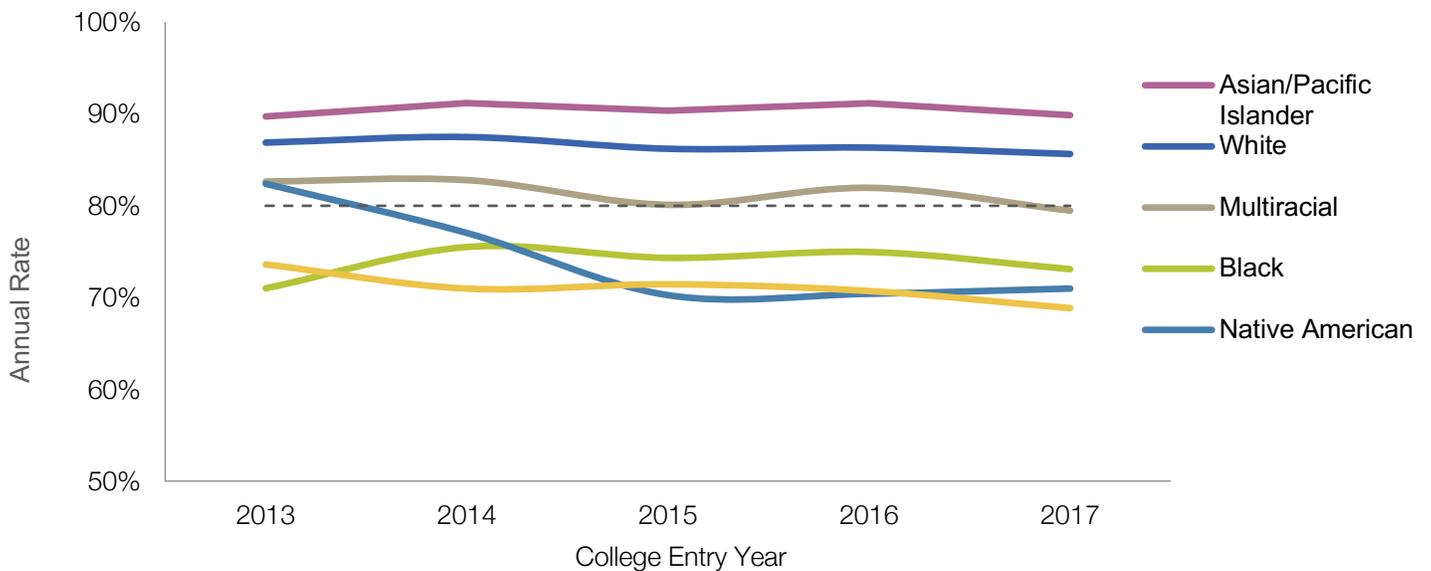
Section V: College Persistence

Race/Ethnicity

College persistence rates vary substantially by race/ethnicity in New England. Asian/Pacific Islander students consistently have the highest college persistence rates (90% for those who entered college in 2017), followed by White students (86%) and Multiracial students (79%). Black students had the fourth-highest college persistence rates in 2016 (73%), followed by Native American students (71%) and Hispanic students (69%).

With the exception of Black students – who have seen a 2 percentage point gain – all other race/ethnicity groups have had unchanging or declining rates in college persistence among students who entered in 2017 as compared to those who entered in 2011.

College Persistence Rates by Race/Ethnicity

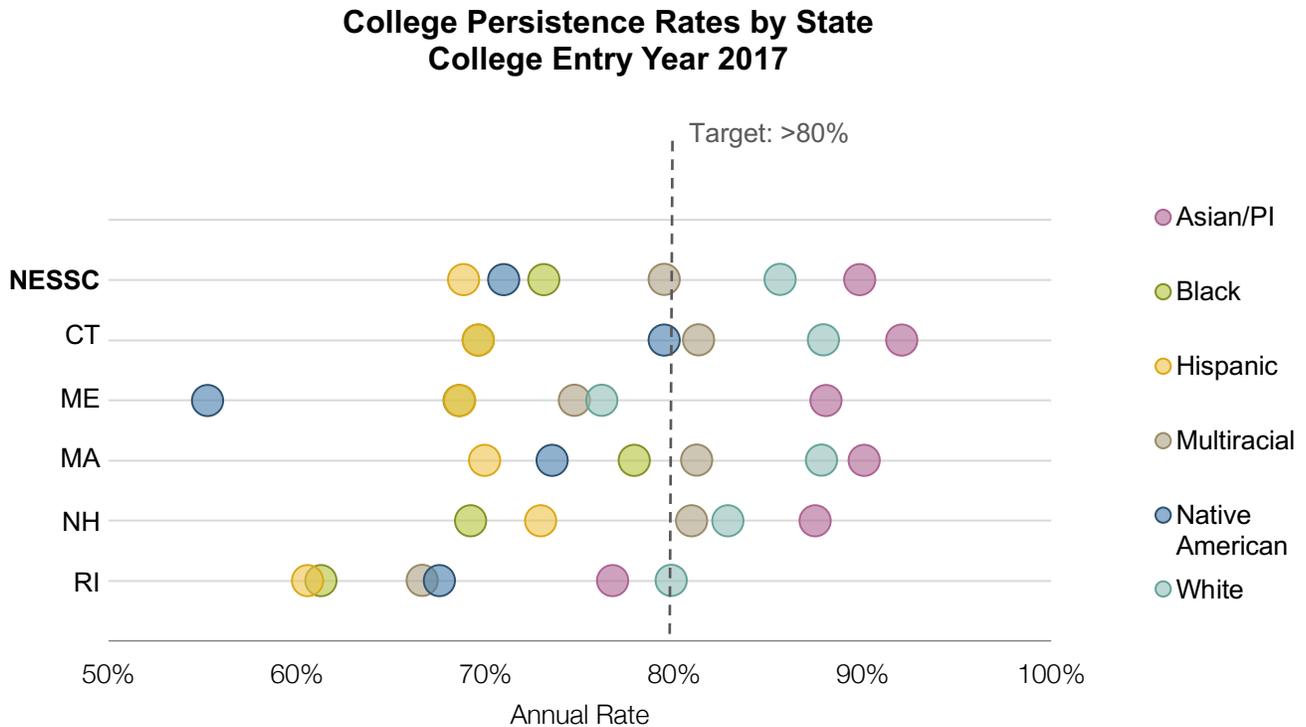


Section V: College Persistence

Race/Ethnicity

Asian/Pacific Islander students have met the college persistence target in all states except Vermont, and White students have met the target in all states except Maine.

Across the region, the college persistence gap by race/ethnicity stands at 21 percentage points in among students who entered college in 2017. New Hampshire reports the smallest persistence gap by race/ethnicity, at 19 percentage points.



Persistence rate & number of students by state (College Entry Year 2017)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	89.9%	4,959	73.1%	5,895	68.8%	7,837	79.5%	1,638	71.0%	181	85.6%	61,506
CT	92.1%	1,326	69.6%	2,156	69.6%	2,978	81.3%	422	79.5%	62	87.9%	16,198
ME	88.1%	133	68.6%	188	68.6%	81	74.7%	130	55.3%	21	76.2%	5,544
MA	90.1%	3,052	77.9%	3,102	70.0%	3,800	81.2%	887	73.6%	64	87.9%	29,790
NH	87.5%	273	69.2%	99	72.9%	202	81.0%	85		*	82.9%	6,196
RI	76.8%	175	61.3%	350	60.6%	776	66.7%	114	67.6%	25	79.9%	3,778

* data suppressed due to small numbers

Section VI: College Completion

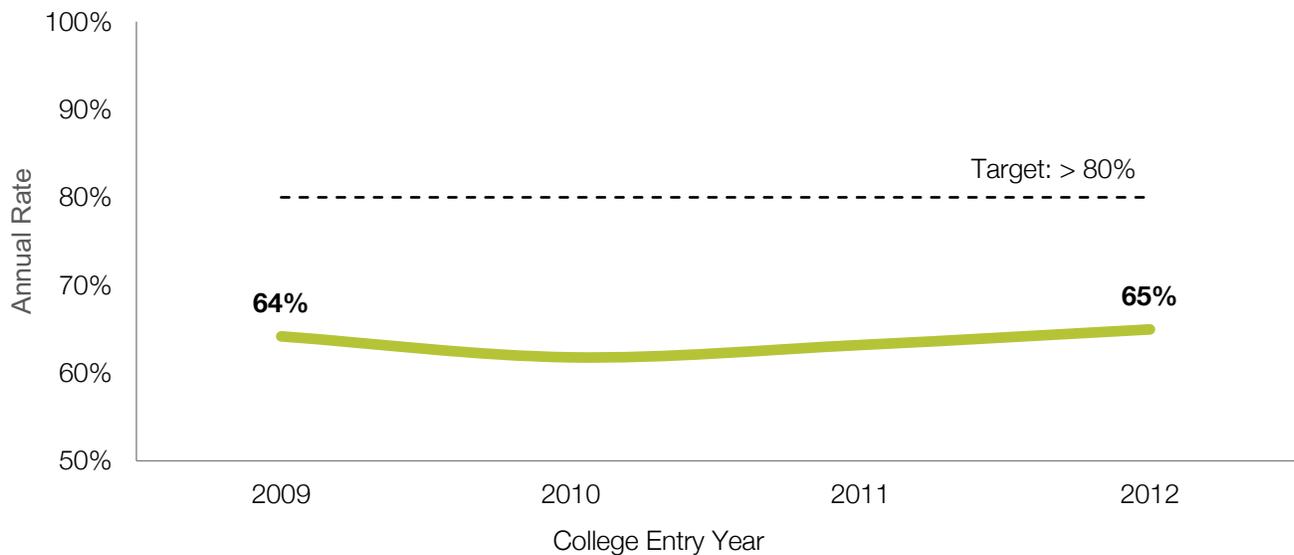
In this section, we explore the data about college completion across New England. The NESSC Common Data Project measures college completion by counting the number of students who earned a two-year or four-year college degree within six years of entering college. Some of the student subgroups discussed in the pages that follow have quite small populations. In some cases apparently wide variations in completion rates actually refer to a small number of students.

Note: The cohort years in this section refer to the year of college entry

In the college-entering class of 2012, 65% of students across five NESSC states completed a college degree by 2018.

The NESSC Common Data Project now has enough college completion data to show the beginning of a regional trend. State trends vary: completion rates have declined in Connecticut, while Maine, New Hampshire, and Rhode Island report increases in college completion. (Massachusetts data on college completion are not yet available through the Common Data Project.)

NESSC College Completion Rates



College completion rate by state & year of college entry

	2009	2010	2011	2012
NESSC	64.2%	61.8%	63.2%	65.0%
CT	69.9%	65.6%	64.4%	65.8%
ME	60.1%	56.2%	55.5%	64.4%
MA	Not submitted to NESSC			
NH	63.7%	59.7%	67.1%	70.5%
RI	49.7%	53.2%	58.5%	56.0%
VT	–	67.9%	69.9%	–

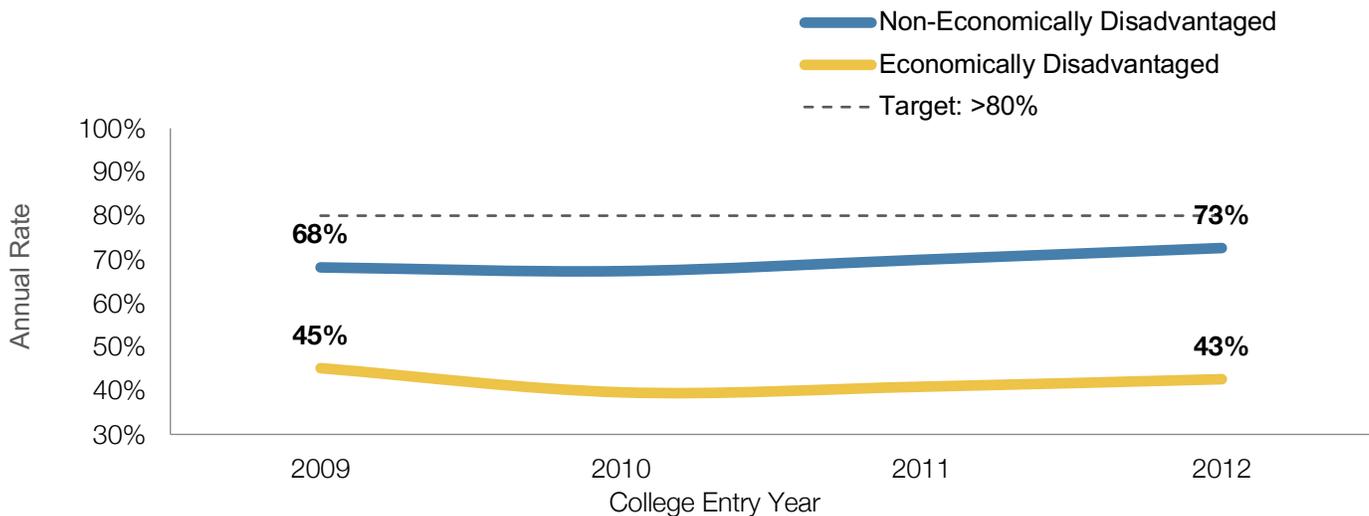
Section VI: College Completion

Economically Disadvantaged Students

College completion by economically disadvantaged (ED) students—41% of the college entering class across the region in 2011—trails that of their non-economically disadvantaged (non-ED) peers by about 30 percentage points.

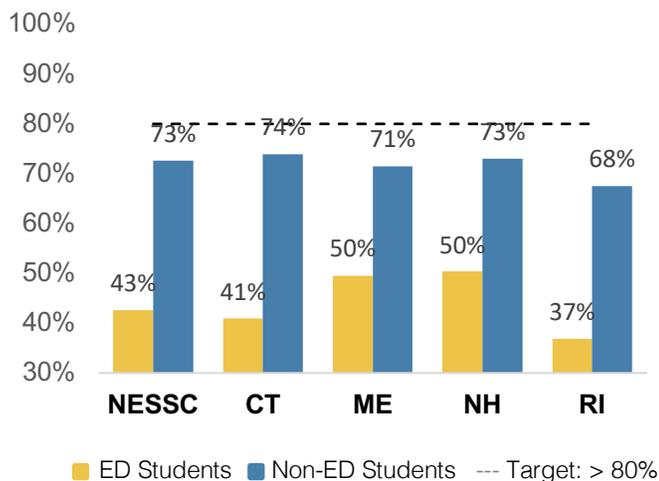
College completion rates for both economically disadvantaged students and non-economically disadvantaged students rose slightly between the college-entering classes of 2010 and 2011 in nearly every state.

College Completion Rates by Economic Status



Neither student subgroup met the NESSC college completion target of 80% for students entering college in 2011. The college completion gap between economically disadvantaged students and their peers ranges from 22 percentage points in Maine to 32 percentage points in Connecticut.

Distance from target by state (College Entry Year 2012)



Completion rate & number of graduates by state (2012)

	ED Students		Non-ED Students	
	Completion Rate (%)	Number of Graduates	Completion Rate (%)	Number of Graduates
NESSC	42.6%	5,639	72.6%	28,079
CT	40.9%	2,716	73.9%	15,166
ME	49.5%	1,422	71.5%	4,348
MA	<i>Not reported</i>			
NH	50.4%	484	73.0%	5,499
RI	36.9%	1,017	67.6%	3,066

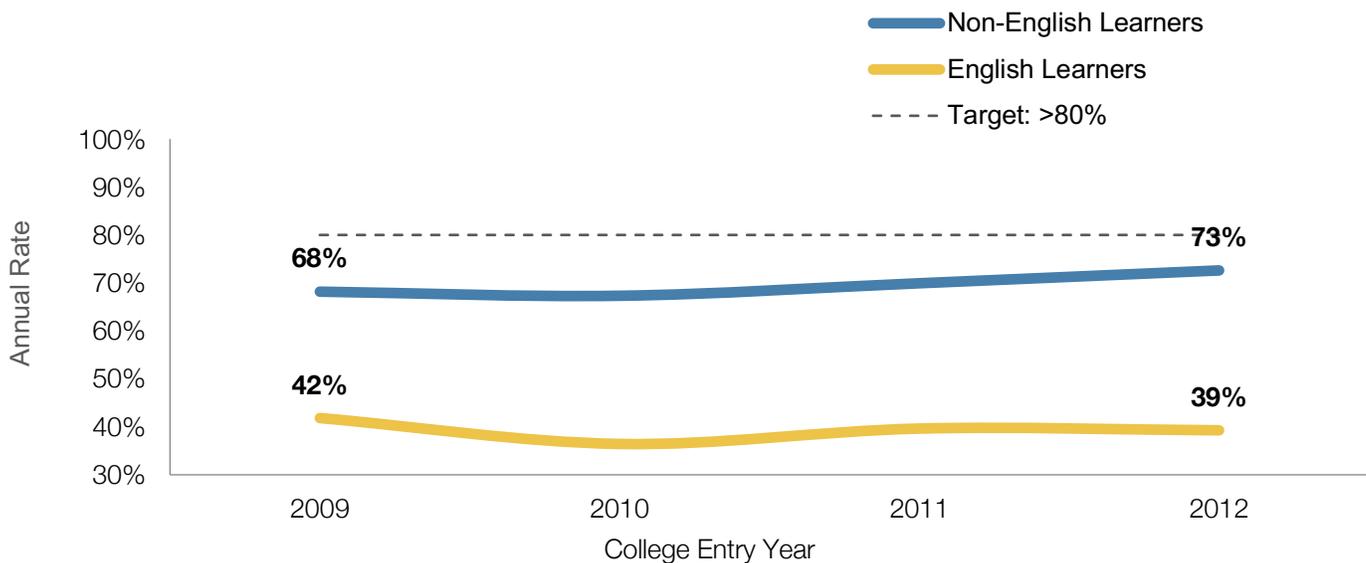
Section VI: College Completion

English Learners

Across the region, we see large differences in college completion by English-learner status. For the college-entering class of 2012, the completion gap between English learners and non-English learners exceeded 20 percentage points.

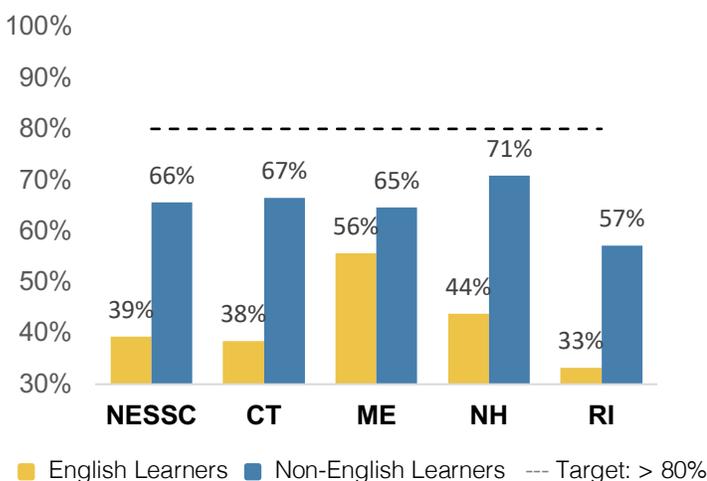
Each year, there are fewer than 500 college completers across the reporting NESSC states who qualified as English learners while in high school.

College Completion Rates by English Learners



For students entering college in 2012, college completion rates for English learners and non-English learners alike fell short of the NESSC target. The gap in college completion between these student subgroups varies considerably across states, from 9 percentage points in Maine to 28 percentage points in Connecticut.

Distance from target by state (College Entry Year 2012)



Completion rate & number of graduates by state (2012)

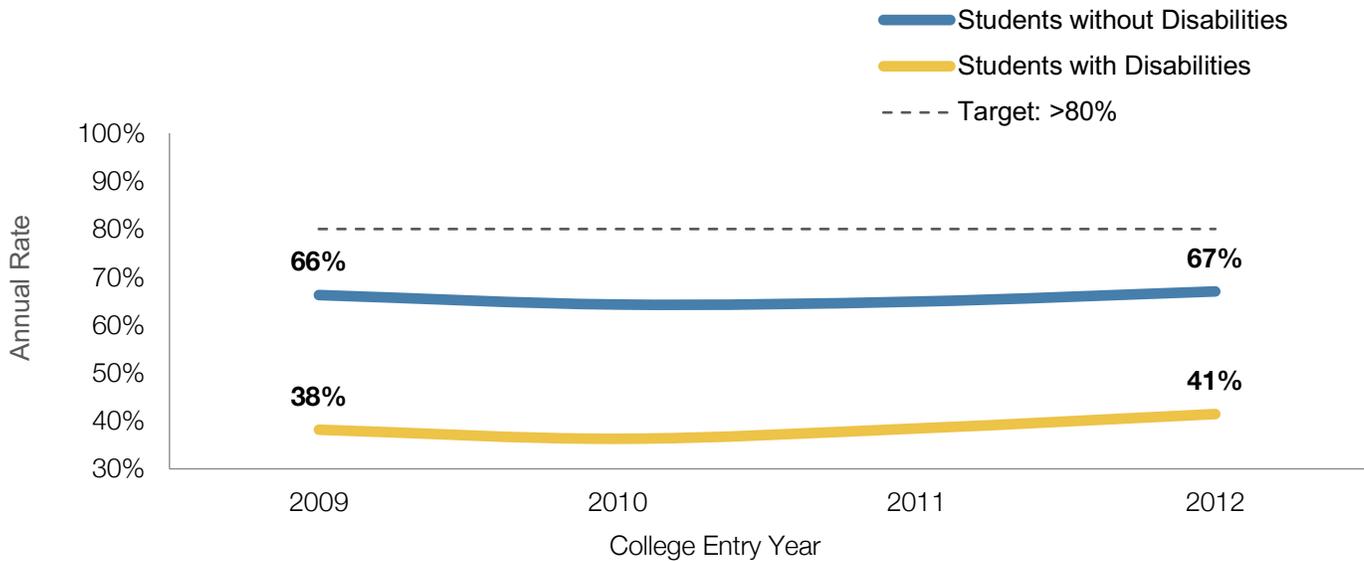
	English Learners		Non-English Learners	
	Rate	Number	Rate	Number
NESSC	39.3%	511	65.6%	33,207
CT	38.5%	262	66.5%	17,620
ME	55.6%	79	64.6%	5,691
MA	<i>Not reported</i>			
NH	43.8%	46	70.8%	5,937
RI	33.2%	124	57.2%	3,959

Section VI: College Completion

Students with Disabilities

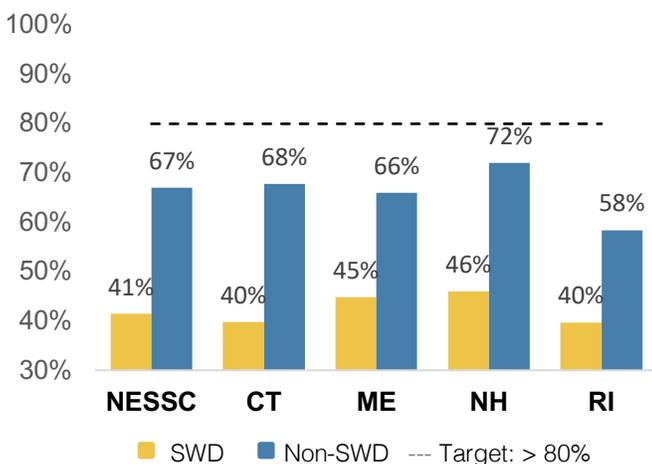
Students with disabilities complete college at a rate of 41% region-wide, varying from 40% in Connecticut and Rhode Island to 46% in New Hampshire. This is almost 30 percentage points lower than the college completion rate for students without disabilities.

College Completion Rates by Disability Status



All states reporting college completion data to the NESSC demonstrated substantial college completion gaps by disability status. The college completion rate for students with disabilities trails that of their peers by more than 20 percentage points in all states.

Distance from target by state (College Entry Year 2012)



Completion rate & number of graduates by state (2012)

	Students w/ Disabilities		Students w/out Disabilities	
NESSC	41.4%	1,704	67.0%	32,014
CT	39.9%	782	67.9%	17,100
ME	44.9%	301	66.0%	5,469
MA	<i>Not reported</i>			
NH	46.0%	243	72.1%	3,705
RI	39.7%	378	58.4%	3,705

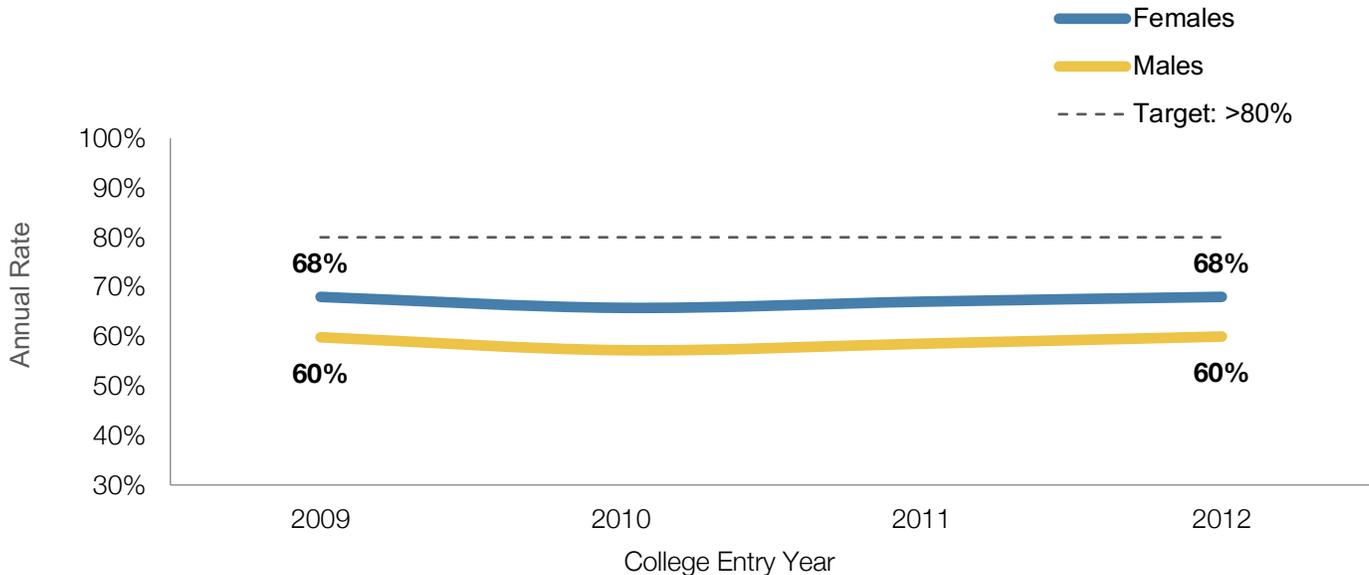
Section VI: College Completion

Gender

There is an 8 percentage point gender gap in college completion across the NESSC, with 68% of female students and 60% of male students who entered college in 2012 completing a college degree by 2018.

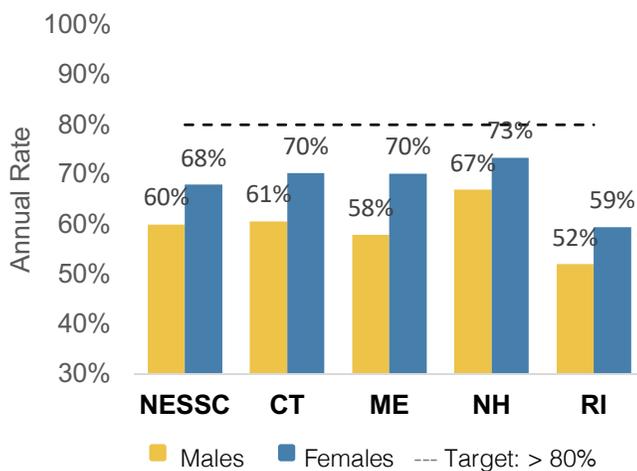
The emerging trendlines for female and male students depict similar increases over time.

College Completion Rates by Gender



For students entering college in 2012, New Hampshire and Rhode Island reported the smallest gender gap in college completion (5 and 7 percentage points, respectively). Maine has the largest gap at 12 percentage points.

Distance from target by state (College Entry Year 2012)



Completion rate & number of graduates by state (2012)

	Males		Females	
	Rate (%)	Number	Rate (%)	Number
NESSC	60.0%	14,480	68.0%	19,238
CT	60.7%	7,666	70.3%	10,216
ME	58.0%	2,449	70.2%	3,321
MA	<i>Not reported</i>			
NH	66.9%	2,578	73.4%	3,405
RI	52.0%	1,787	59.5%	2,296

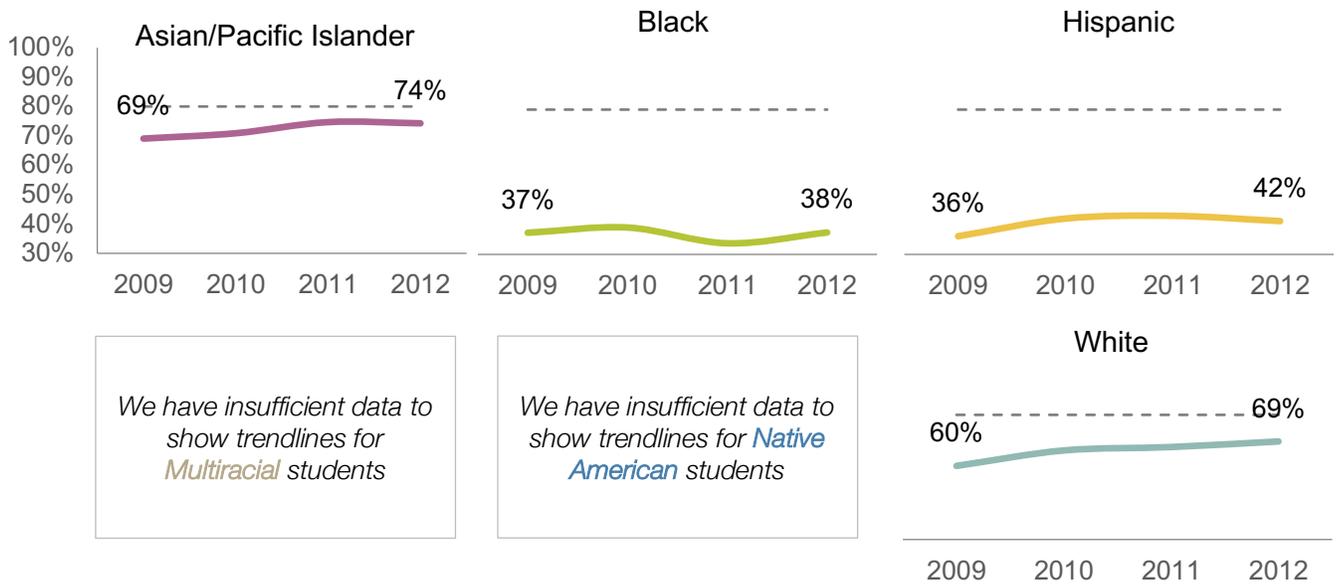
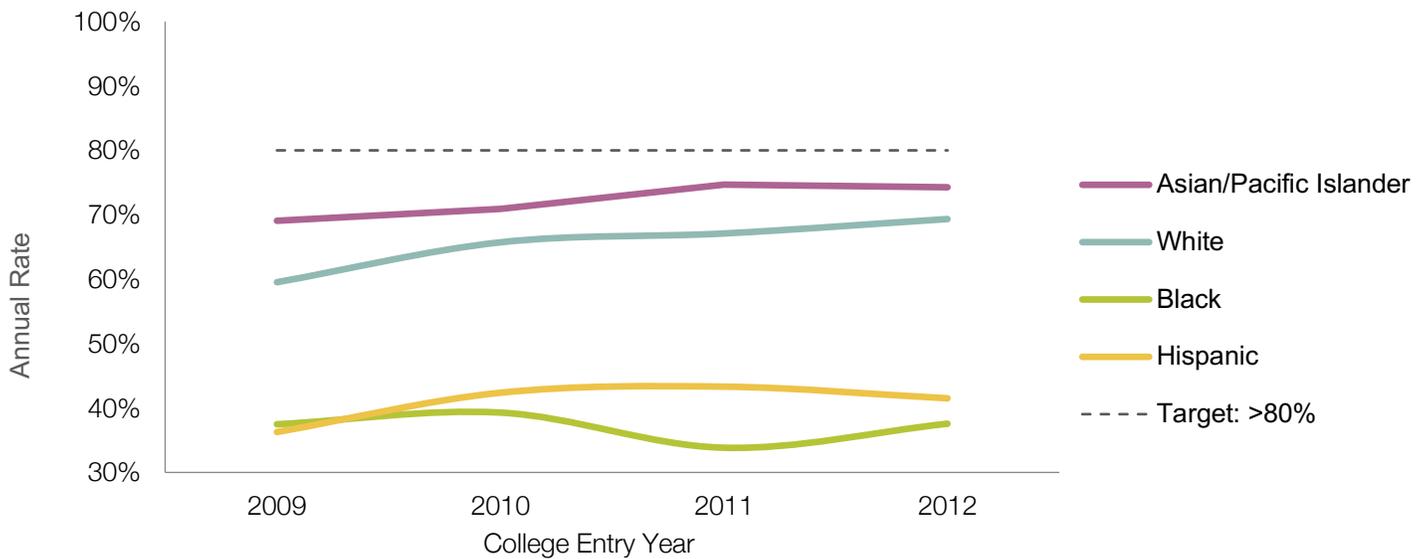
Section VI: College Completion

Race/Ethnicity

There are notable variations in college completion rates across New England by race/ethnicity. About three in four Asian/Pacific Islander students (75%) now complete college within six years, compared with two in three White students (67%), 43% of Hispanic students, and 34% of Black students.

Asian/Pacific Islander, White, and Hispanic students have experienced steady increases in college completion over the past three years, while college completion for Black students dropped slightly.

College Completion Rates by Race/Ethnicity

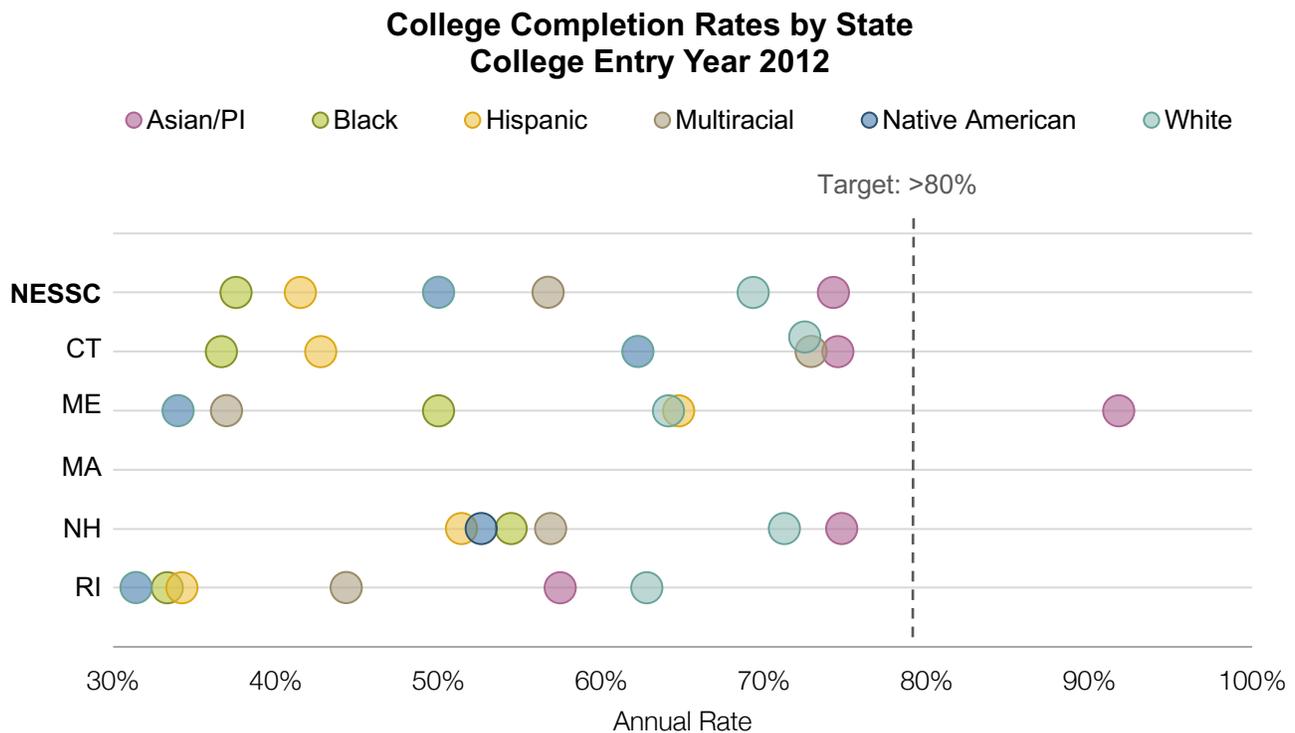


Section VI: College Completion

Race/Ethnicity

The completion gap by race/ethnicity varies widely across states for students entering college in 2012. New Hampshire reported the smallest gap (24 percentage points), while Maine reported the widest gap (58 percentage points).

Student numbers for some racial/ethnic groups are very low. For example, of students entering college in 2012 there were 109 Native American college completers across three states, while the number of Native American graduates in two states was too small to report. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.



College enrollment rate & number of students by state (College Entry Year 2012)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	74.3%	1,311	37.6%	1,302	41.5%	1,794	56.8%	269	50.0%	109	69.3%	28,926
CT	74.6%	882	36.7%	975	42.8%	1,255	72.9%	148	62.3%	71	72.5%	14,548
ME	91.8%	146	50.0%	96	64.8%	57	37.0%	37	34.0%	17	64.1%	5,413
MA	Not reported											
NH	74.8%	172	54.5%	67	51.4%	109	56.9%	37		*	71.3%	5,588
RI	57.5%	111	33.3%	164	34.3%	373	44.3%	47		*	62.8%	3,377

Appendix 1: Subgroup Definitions

The five student subgroups identified in the NESSC Common Data Project Annual Report are consistent with federal reporting requirements and statutes. Subgroups (e.g., English learners, economically disadvantaged) include any student who met the criteria for that group at any time during secondary school. To protect privacy, student counts of fewer than 12 in any category are not reported (i.e., “suppressed”).

State education agency data teams use the following shared definitions to identify students belonging to each subgroup.

Economically Disadvantaged Students

In five NESSC states, economic disadvantage is defined as eligibility for free or reduced-price school meals: family income below 185% of poverty (\$46,435 for a family of four) and migrant, homeless, runaway, and foster children.

Massachusetts uses a different method for determining economically disadvantaged status: student participation in either the Supplemental Nutrition Assistance Program (SNAP), cash assistance, foster care, or Medicaid is now its standard for determining “economic disadvantage.” The income eligibility limits for these programs are generally lower than for free or reduced-price school meals. The cutoff for Medicaid eligibility is 130% of the federal poverty guideline—\$32,630 for a family of four. Massachusetts implemented this change in 2015, and it resulted in a decrease of roughly one-third in the proportion of students identified as economically disadvantaged. For more information, see:

<http://www.doe.mass.edu/infoservices/data/ed.html>

English Learner

In this report, English learner students are defined as students who meet each state education agency’s English learner enrollment criteria. All English learner (EL) students participate in statewide assessments and are required to take language-proficiency assessments.

Students are counted as EL if: (a) they are determined by states to be “non-English proficient” (NEP); (b) they are eligible for EL services but parents have withdrawn them from these services; or (c) they are identified as “fully English proficient” (FEP) but are within the two-year transition period.

Students are identified as EL if they received or were eligible to receive English language services at any time during their secondary school years.

Note: Vermont identifies students as EL if they received services at any time between ninth and twelfth grades (the state does not include “monitoring”).

Students with Disabilities

Students with disabilities are defined as students with individual education plans (IEPs) under the Individuals with Disabilities Education Act (IDEA). Students with significant cognitive disabilities participating in statewide alternate assessments are also included.

Students are identified as students with disabilities if they received or were eligible to receive services at any time during their secondary school years.

Gender

A student's reported gender as either male or female.

Note: Maine identifies student gender at the time of graduation for its graduation-rate indicators.

Race/Ethnicity

Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting race/ethnicity and some students may not be included in a major racial or ethnic group, or may be counted as both a single race and as multiracial.

Asian/Pacific Islander

Students having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam), or having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Black

Students having origins in any of the black racial groups of Africa.

Hispanic

A student of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish culture or origin, regardless of race.

Multiracial (Two or More Races)

Students with a biracial or mixed-race heritage. The category also encompasses students with generationally distant genetic admixtures of more than one race in their DNA. During the period of NESSC reporting, state data systems have evolved to include this category.

Note: Vermont includes multiracial students in the race categories in which they self-identify (i.e., some students may be counted in more than one category). Vermont has agreed to aggregate these students and report them as part of the multiracial category at their discretion.

Native American (American Indian/Alaska Native)

Students having origins in any of the original peoples of North America and South America (including Central America) who maintain cultural identification through tribal affiliation or community attachment.

White

Students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Appendix 2: Common Data Project Methodology

This appendix describes the six indicators documented by this report, as well as the quality controls used to ensure data comparability across states.

Each NESSC member state has agreed to adhere to the guidelines and business rules outlined below and discussed in more detail in the Procedural Guidebook available on the NESSC website. The role of the data coordinator is to ensure that aggregated data submitted by states to the NESSC is both credible and comparable. All member states' data are reviewed against the same quality criteria using internal audit procedures.

The common metrics, in conjunction with a standardized set of business procedures and rules, ensures the comparability of data among NESSC states. To our knowledge, only the federal government, via the National Center for Educational Statistics (NCES), has attempted to provide the public with comparable metrics on key educational initiatives.

Indicator Descriptions

The National Center for Educational Statistics (NCES) publishes data definitions that are used by state education agencies (SEAs) to report on federal performance indicators. The Data Team uses data definitions consistent with federal reporting, except when noted otherwise.

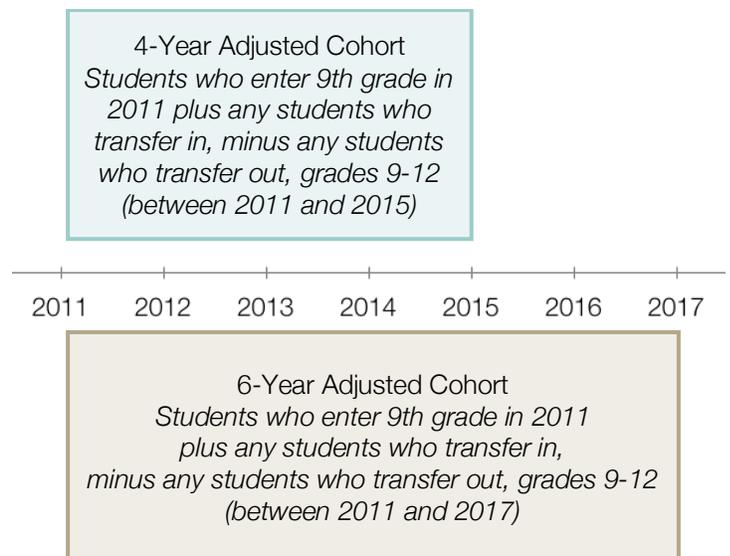
Graduation Rate (4-year)

All states in the Consortium currently report the federal graduation rate computed using the formula articulated in 34 C.F.R. §200.19. The graduation rate relies on the identification and tracking of a four-year graduation cohort. The following formula is used for calculating the graduation rate:

$$\frac{\# \text{ of Graduates with a Standard Diploma}}{\# \text{ Adjusted Cohort}}$$

The term “adjusted cohort” means the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9-12. Students who transfer into the cohort include students who enroll after the beginning of the entering cohort’s first year in high school, up to and including grade twelve. To remove a student from the cohort, a school or local education agency must confirm in writing that the student transferred out, emigrated to another country, or died. A student who is retained in a grade level, enrolls in a GED program, or leaves school for any other reason may not be counted as having transferred out and must, therefore, remain in the adjusted cohorts – for the purpose of calculating the graduation rate.

Illustration of Adjusted Cohort, Class of 2015



Extended Graduation Rate (6-year)

In addition to the common four-year graduation rate, the NESSC decided to report six-year graduation rates. The extended graduation rate is defined as the number of students who graduate in up to six years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year adjusted cohort graduation rate, with adjustments to account for any students who transfer into the cohort by the end of the graduation year minus the number of students who transfer out, emigrate to another country, or die by the end of that year.

Dropout Rate

The NESSC dropout data are closely linked to the data used in calculating the adjusted cohort graduation rate. Graduation rates and dropout rates are often reported using disparate methods; the NESSC Data Team decided that a clearer relationship between these measures would be helpful. The National Governors Association (NGA) offered guidance on the dropout rate by recommending that dropouts be counted as those students who have not completed high school and are no longer enrolled in high school. This rate is calculated as a cohort formula using the same adjusted freshmen cohort used for the graduation rate. The following formula is used for calculating dropout rate:

$$\text{Dropouts} = \# \text{ Adjusted Cohort} - (\text{Graduates} + \text{Students Still Enrolled} + \text{Other Completers})$$
$$\text{Dropout Rate} = \text{Dropouts} \div \text{Adjusted Cohort}$$

A student is considered a dropout if any one of the following occurs: (1) the student is over 16 years of age, withdraws from school, and does not enroll in any other school; (2) the student withdraws, and the school does not know where the student has gone; (3) the student withdraws and enrolls in a GED program; or (4) the student has not officially withdrawn and the school does not know where the student has gone.

College Enrollment Rate

The rationale for collecting college enrollment data is to determine the percentage of students who go on to further education after completing high school. All NESSC states use data collected by the National Student Clearinghouse (NSC) in order to calculate college enrollment, persistence and completion. NSC reports are run during a common reporting window to reduce variance associated with ongoing updating of the national NSC database.

This report includes data on both immediate college enrollment and extended college enrollment.

Immediate college enrollment includes the unduplicated number of students enrolled for the first time in college in the fall (by October 15) immediately following earning a standard diploma in the state. The following formula is used for calculating immediate college enrollment:

$$\# \text{ of Students Immediately Enrolled in College for the First Time} \div \# \text{ of High School Graduates}$$

Extended college enrollment includes the unduplicated number of students enrolled for the first time in college within 16 months (by October 15) after earning a standard diploma in the state. The following formula is used for calculating immediate college enrollment:

$$\# \text{ of Students Enrolled in College for the First Time within 16 Months of Graduation} \div \# \text{ of High School Graduates}$$

College Persistence Rate

College persistence is calculated by identifying the number of first-time college freshmen (by cohort) that remain enrolled in a college program in the third semester after initial enrollment. The first-time college freshmen cohort is defined as those high school graduates earning a standard diploma that enroll in college for the first time. The annual report combines both 2-year and 4-year college students that maintain their enrollment.

of Students Enrolled in 3rd Semester ÷ # of First-Time College Freshmen

College Completion Rate

College completion is determined by the percentage of the first-time college freshmen cohort who attend two- or four-year institutions of higher education and earn a college diploma within six years. The following formula is used for calculating college completion:

of Students Completing College within 6 Years ÷ # of First-Time College Freshmen

Quality Controls

Quality-control practices are critical to producing comparable and credible data across selected performance indicators. Quality approaches in most states constitute a combination of externally reported data, internal-review procedures, and data-verification techniques. These processes allow agency officials to assert that their performance statistics are valid representations of events within the state. Control procedures are used to evaluate data elements during the collection and production cycle, and mitigate unwanted variance and error. Without control procedures, valid inferences about performance cannot be made. The controls must be sensitive enough to detect slight changes in the performance indicators, while also discerning actual change from natural variability and non-systematic error.

All state data contain some anomalies—some are valid, while others are not. State and local officials have limited time and human resources to investigate and validate the data in their information systems. Accounting for every student within a state is a complex task made more difficult by diverse programs, student mobility, changing policies, political demands, and secondary/external data sources (e.g., the National Student Clearinghouse).

In examining the collection and production procedures necessary to report on each NESSC indicator, the first step is for the SEA to implement its own internal controls to identify and reduce error. In addition to these internal controls, the NESSC Data Team has developed a series of external and cross-state data quality checks. Each member state provides data in accordance with the guidelines and business rules agreed upon by the Data Team, and each state's data are reviewed by the data coordinator using consistent quality-control criteria.

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