



Common Data Project

2021 Annual Report
School Year 2019-2020

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 Abt Associates

Founded in Cambridge, Massachusetts in 1965, Abt provides applied research and consulting services to government agencies, philanthropic, nonprofit, and commercial organizations around the world. Abt's mission is to improve the quality of life and economic well-being of people worldwide. It applies its exceptional subject matter expertise, outstanding technical capabilities in applied research, and strategic planning to help local, national and international clients make better decisions and deliver better services.



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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.

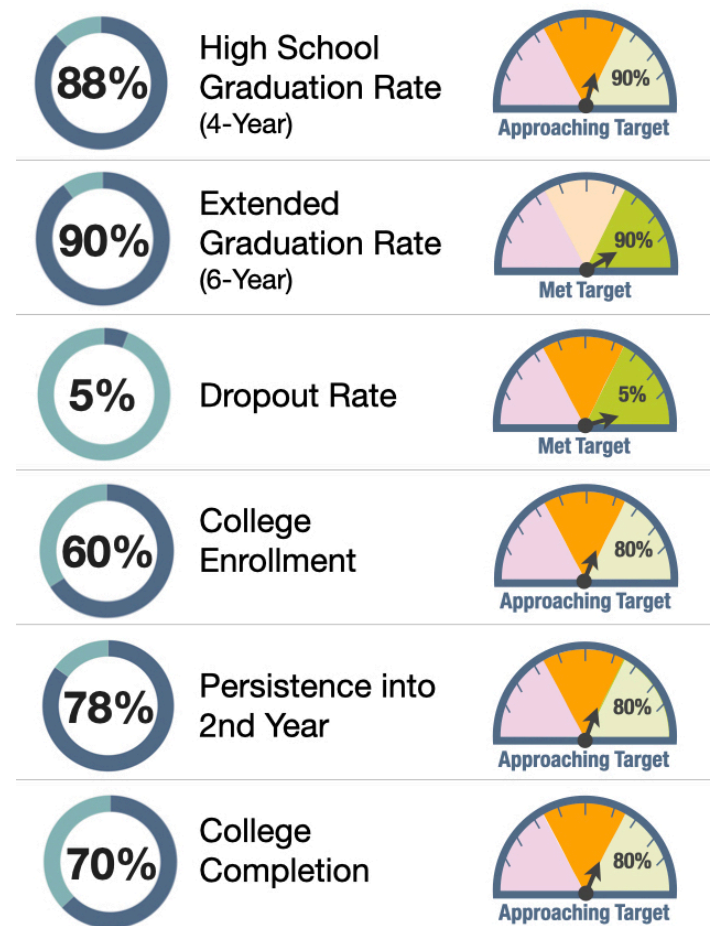
The six New England states have shared comparable data through the NESSC Common Data Project that demonstrate evidence of progress in secondary school outcomes. This report presents data trends across the region, as well as by state. The report also includes data disaggregated by student characteristics 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.

Over the last decade, the region has seen some noteworthy gains. For example, high school graduation rates across New England have been continuously trending up, and four-year graduation rates for multiple student groups have reached the NESSC target of 90%. Another positive trend is a reduction in the graduation rate gap between economically disadvantaged students and their non-economically disadvantaged peers. However, the data also reveal persistent achievement gaps that disproportionately impact historically disadvantaged students. Early data also suggest that the pandemic has exacerbated and deepened the existing disparities in educational opportunity and achievement. 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); however, regional extended high school graduation (6-year) rates met 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 (2020)



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

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. For the first time since the NESSC started collecting data, the regional dropout rate in 2020 met the target of 5%.

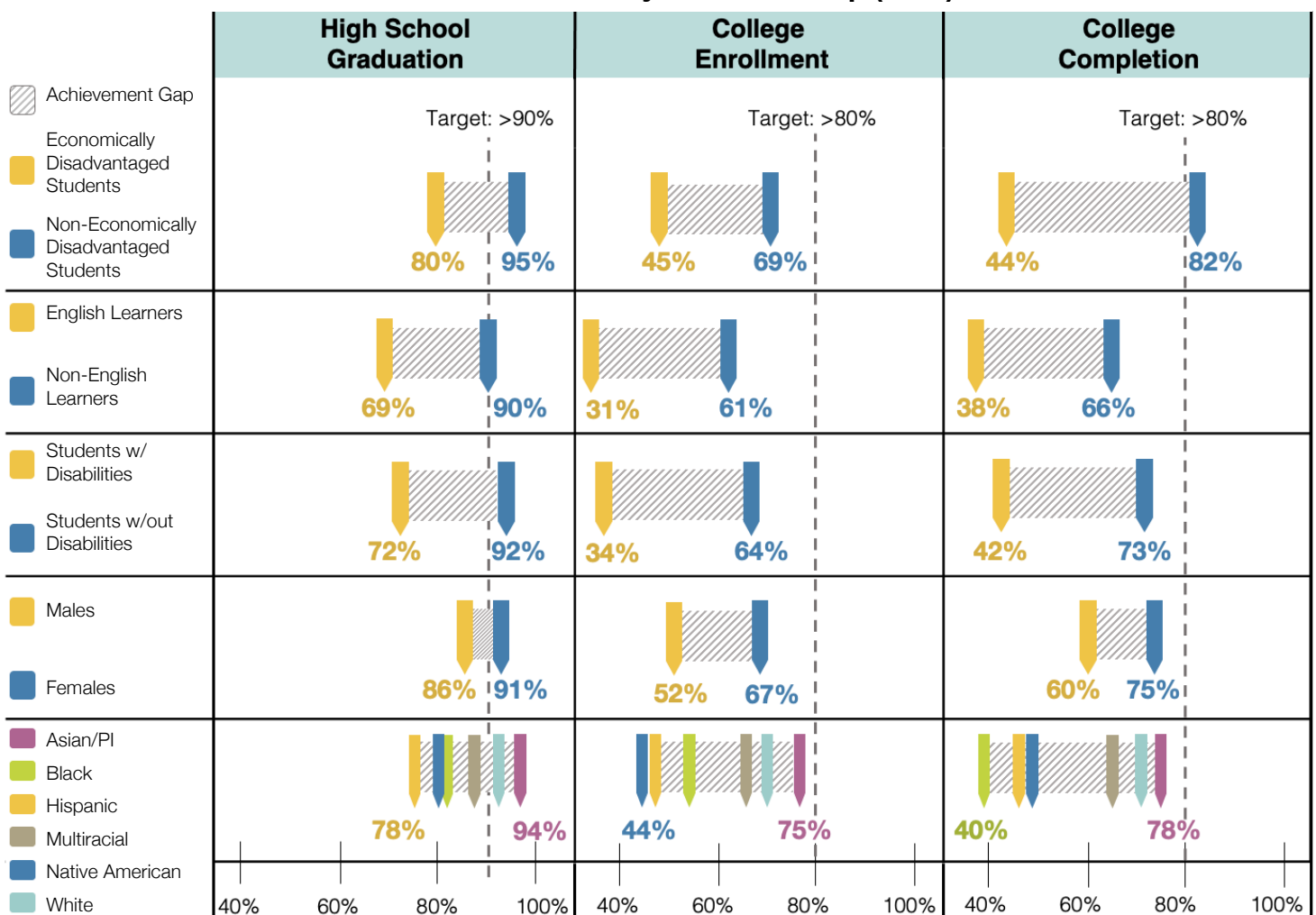
Despite these gains, some groups of students complete high school at rates far below the average.

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:

- English learners are the only group with a four-year high school graduation rate below 70%, whereas some groups are nearing the 90% target, with 86% of males and 87% 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.
- The regional dropout rate for economically disadvantaged students, while in decline over the last decade, stands at 8% in 2020; the dropout rate for non-economically disadvantaged students has hovered around 2% since 2014.

NESSC Outcomes by Student Group (2020)



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

While trends in high school outcomes remained relatively steady, college enrollment and persistent rates declined substantially in 2020 across the region.

Despite increasing rates prior to the COVID-19 pandemic in 2020, college enrollment rates dropped substantially in the fall of 2020 to just 60% for the region, the lowest enrollment rate in the last decade. Moreover, college persistence across the region had remained above the 80% target since we began measuring with the college entering class of 2011; however, the persistence rate fell below the target to 78% in 2020.

No student subgroups have met the NESSC targets for college enrollment and few met the target for college persistence; outcomes also 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. Moreover, enrollment rates across these student subgroups decreased by multiple percentage points in 2020 across the region, deepening the existing disparities. For example:

- Between 2019 and 2020, the enrollment rate for English learners decreased to 31%, an 11 percentage point decline, whereas non-English learners' enrollment declined from 68% in 2019 to 61% in 2020.
- Economically disadvantaged students, English Learners, and students with disabilities all have enrollment rates below

50% and enroll in college at a rate at least 20 percentage points behind their counterparts.

Moreover, persistence rates have been trending down in recent years, with rates decreasing most substantially in 2020. Disaggregating college outcomes data also reveals that while certain student subgroups have met or exceed the NESSC target, others continue to lag behind.

- Compared with the high school graduating class of 2011, average college persistence rates for the class of 2019 has dropped by 12 percentage point for students with disabilities and 8 points for students without disabilities across New England.
- Economically disadvantaged students, English Learners, students with disabilities, and Black, Hispanic, multiracial, and Native American students all fall below the NESSC persistence target of 80%.

Unlike enrollment and persistence rates, college completion rates did not decrease substantially in 2020.

Overall, college completion rates for the region stayed at 70% from 2019 to 2020. Completion rates across New England have been rising gradually over the last six years. As with enrollment and persistence, however, college completion rates vary across student subgroups. For example:

- College completion rates for economically disadvantaged students trail that of their non-economically disadvantaged peers by about 38 percentage points.
- Female students graduate from college at a higher rate as compared to male students, with 75% of female students and 65% of male students who entered college in 2014 completing a college degree by 2020.

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

Introduction

Across the globe, the COVID-19 pandemic has upended society and our educational systems in a myriad of ways, with many of the consequences most likely yet to be seen. Learning has been interrupted and disrupted for millions of students.

Data offers a tool to better understand the full impact of the pandemic on student learning and outcomes. The availability of data *over time*, in particular, provides insight not only about variation in opportunities and outcomes for different students prior to the pandemic, but also helps us understand the degree to which COVID-related learning disruptions disproportionately impact certain student groups.

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

More than ever, many career paths require a high school diploma, with an increasing number of jobs also requiring at least some postsecondary credentials. As automation and globalization have led to major structural changes in the global economy, economic opportunity has shifted toward more educated workers with higher skill levels, particularly those with postsecondary education and industry-recognized credentials.ⁱⁱ

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.ⁱⁱⁱ 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.^{iv}

Early data also suggest that the pandemic has exacerbated and deepened the existing disparities in educational opportunity and achievement.^v Emerging evidence shows student learning has suffered during the pandemic, including substantial academic lags in both English language arts and math across student groups.^{vi} The college enrollment rate in 2020-21 also decreased nationally, with students of color most likely to delay or change college-going plans.^{vii}

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, we added extended high school graduation rates, as well as college enrollment, persistence, and completion measures. Further, these indicators are now presented disaggregated across key student groups.

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. In recent years, 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 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 student groups 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 are 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 group may choose instead to skip around the report to review data for that student group 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 student group.

Each student group page includes a regional group 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 group 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 student group 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 Group

The NESSC Common Data Project disaggregates data by five **student group 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). (Note: Maine uses a different set of criteria to determine student eligibility for FRPL, listed in Appendix 1)
- **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 group. 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 student group 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.

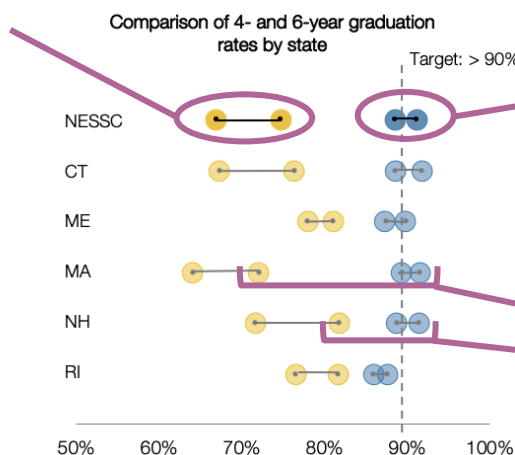
⁴ More detailed descriptions of each of student group definition included in Appendix 1 (pg. 60).

Bubbles

We use bubble graphs to show differences in student achievement for different race/ethnicity student groups 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 2020 4-year and 6-year high school graduation data for English learners (found on page 26). We can see that:

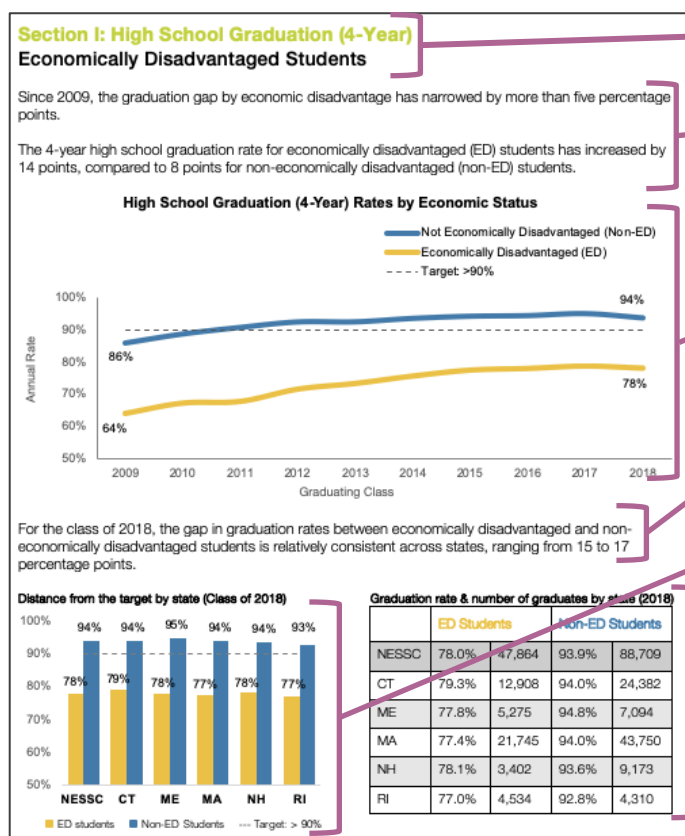
1. With two extra years to meet graduation requirements, graduation rates substantially increased for **English learners** across the region.



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

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

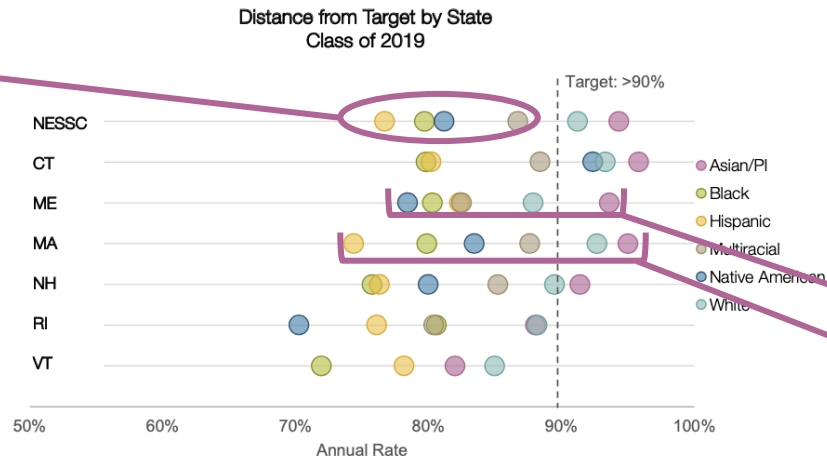
Putting these pieces together, the data displayed on each page of the report progresses from being more general to more specific. Using the page on 4-year high school graduation for economically disadvantaged students (found on page 18) as an example, most pages flow like this:



1. Section header and student group
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 groups and distance from the target for a single year of data
6. Data table for a single year of data

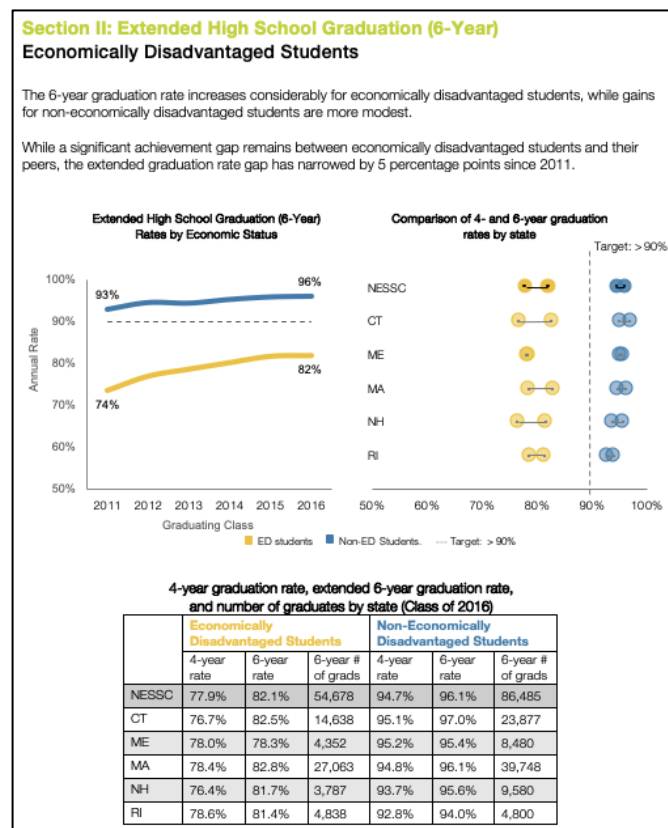
The last two pages of each section of the report review the data for student across different race/ethnicity groups. The data visualizations are split across two pages in order to clearly display data for all six student groups, but present the same information as previous pages. In addition, instead of a bar chart, these sections use a bubble graph to show differences among racial/ethnic student groups 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 student groups by state.

1. Across the region, four racial/ethnic groups did not meet 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 groups was greater in Massachusetts than in Maine.

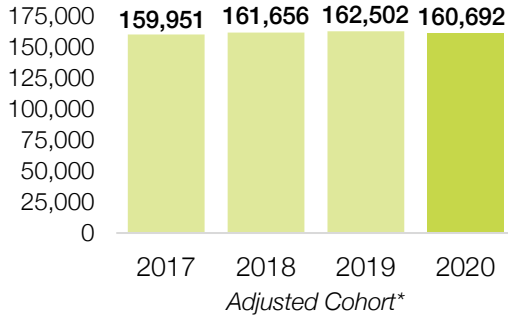
The pages in Section II look a little bit different but follow the same general pattern. For example, the page on 6-year high school graduation for economically disadvantaged students (found on page 25) looks like this:



Regional and State Context Information

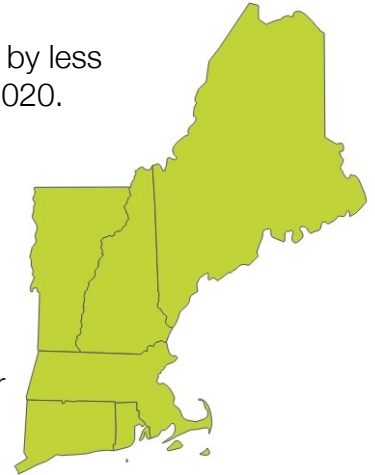
Regional Context

The number of students in the adjusted cohort increased by less than **1%** between the class of 2017 and the class of 2020.



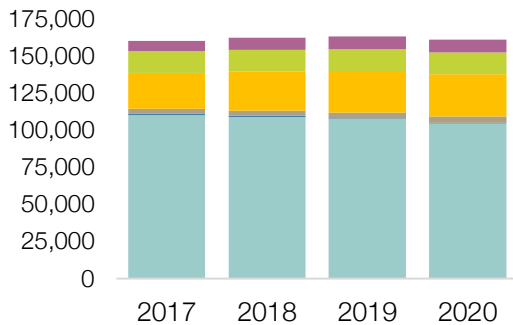
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016-17 is the class of 2020).



Race/Ethnicity

35% of students in the class of 2020 identified as students of color.

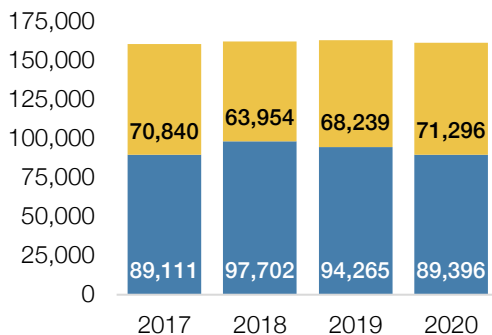


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	7,205	7,972	8,216	8,318
Black	14,490	14,691	14,945	14,700
Hispanic	24,383	26,222	27,733	28,663
Multiracial	3,451	3,683	4,080	4,165
Native American	566	581	600	594
White	110,159	108,881	107,275	104,323

** 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.

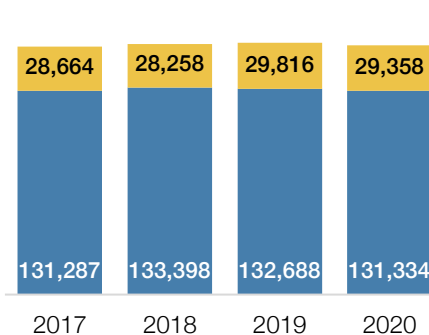
Economically Disadvantaged Students

44% of the class of 2020 qualified as economically disadvantaged.



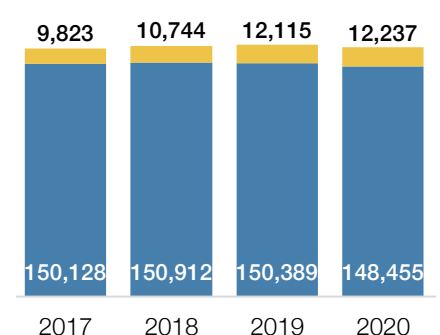
Students with Disabilities

18% of the class of 2020 qualified as having a disability.



English Learners

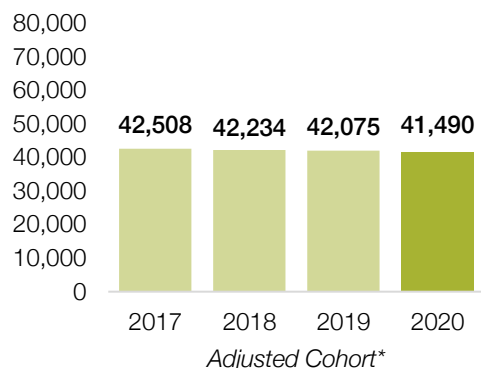
8% of the class of 2020 qualified as an English learner.



Regional and State Context Information

Connecticut State Context

The number of students in the adjusted cohort decreased by **2%** between the class of 2017 and the class of 2020.



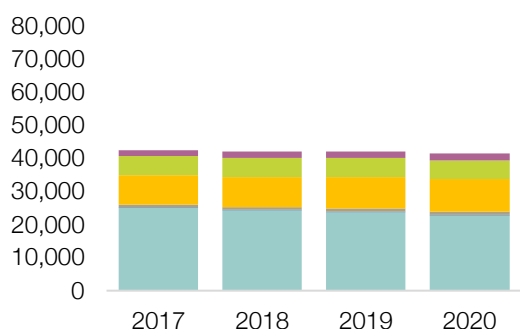
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016–17 is the class of 2020).



Race/Ethnicity

45% of students in the class of 2020 identified as students of color.

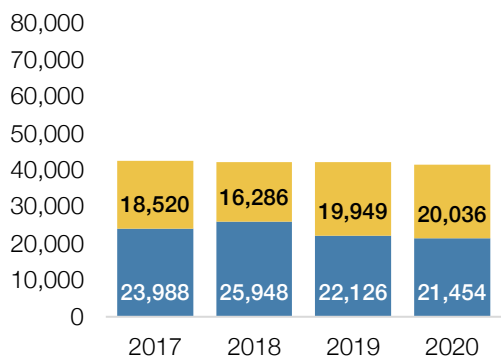


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	1,800	2,034	1,967	2,119
Black	5,844	5,680	5,694	5,543
Hispanic	8,842	9,110	9,473	9,898
Multiracial	856	1,006	1,094	1,127
Native American	116	136	105	97
White	25,050	24,268	23,742	22,706

** 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.

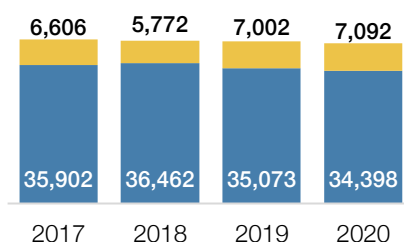
Economically Disadvantaged Students

48% of the class of 2020 qualified as economically disadvantaged.



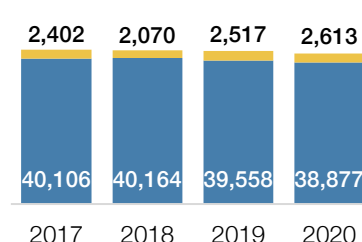
Students with Disabilities

17% of the class of 2019 qualified as having a disability.



English Learners

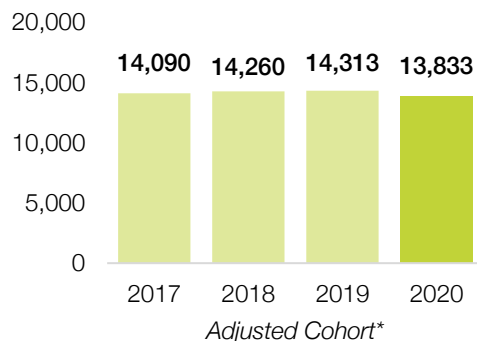
6% of the class of 2019 qualified as an English learner.



Regional and State Context Information

Maine State Context

The number of students in the adjusted cohort decreased by about 2% between the class of 2017 and the class of 2020.



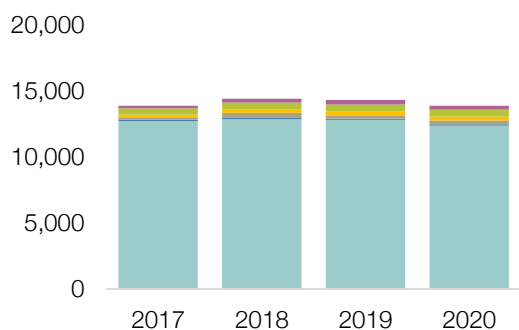
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016-17 is the class of 2020).



Race/Ethnicity

11% of students in the class of 2020 identified as students of color.

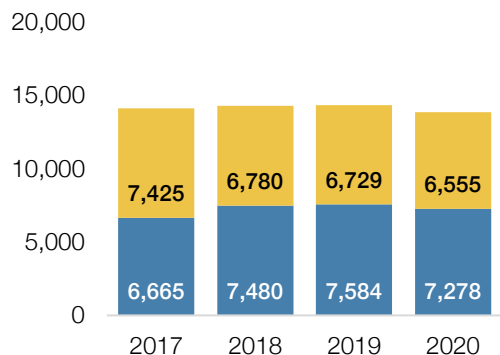


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	224	294	360	266
Black	454	509	493	526
Hispanic	227	250	306	310
Multiracial	388	263	257	261
Native American	87	89	116	115
White	12,702	12,855	12,781	12,355

** 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.

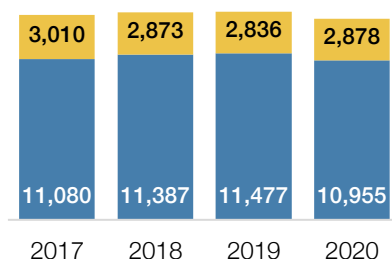
Economically Disadvantaged Students

47% of the class of 2020 qualified as economically disadvantaged.



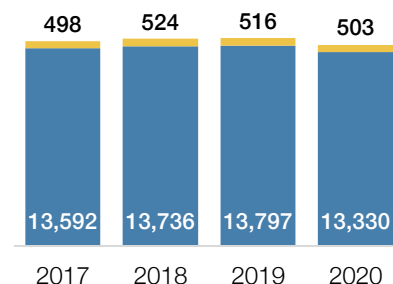
Students with Disabilities

21% of the class of 2020 qualified as having a disability.



English Learners

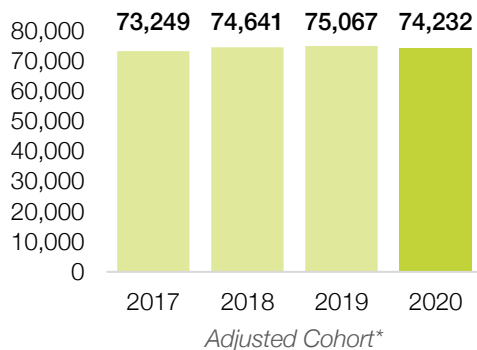
4% of the class of 2020 qualified as an English learner.



Regional and State Context Information

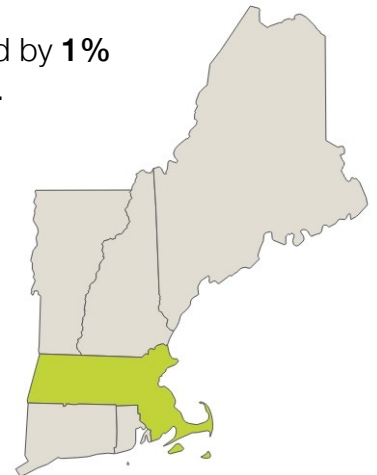
Massachusetts State Context

The number of students in the adjusted cohort decreased by **1%** between the class of 2017 and the class of 2020.



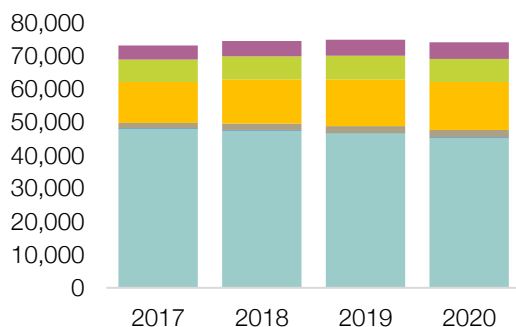
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016-17 the class of 2020).



Race/Ethnicity

39% of students in the class of 2019 identified as students of color.

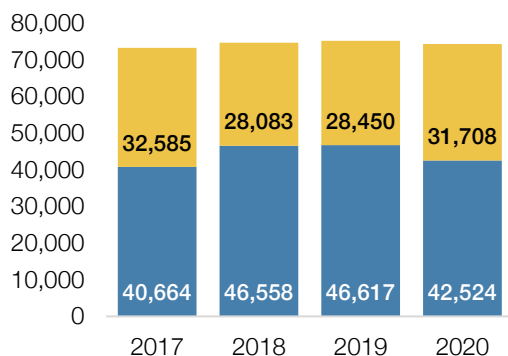


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	4,290	4,682	4,871	4,905
Black	6,809	7,019	7,180	7,049
Hispanic	12,274	13,365	14,043	14,483
Multiracial	1,702	1,910	2,135	2,105
Native American	167	151	169	153
White	48,007	47,514	46,669	45,454

** 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.

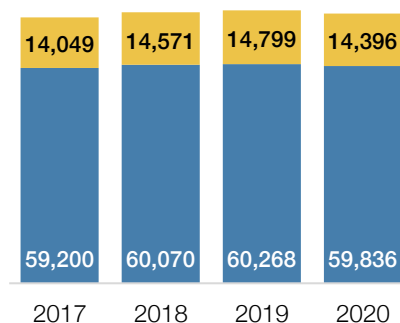
Economically Disadvantaged Students

43% of the class of 2020 qualified as economically disadvantaged.



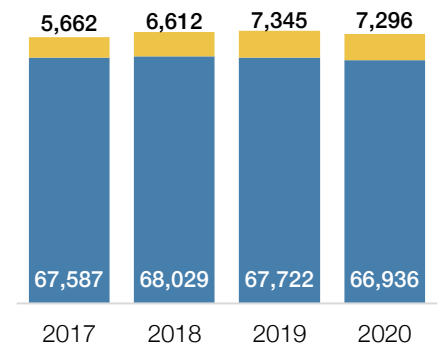
Students with Disabilities

19% of the class of 2020 qualified as having a disability.



English Learners

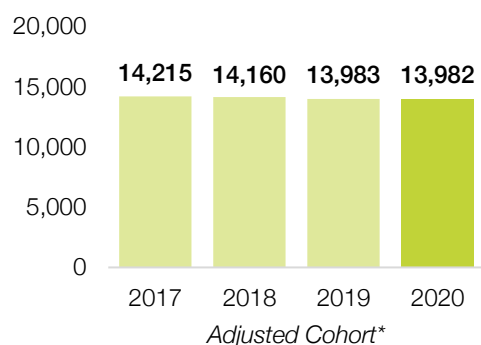
10% of the class of 2020 qualified as an English learner.



Regional and State Context Information

New Hampshire State Context

The number of students in the adjusted cohort decreased by **2%** between the class of 2017 and the class of 2020.



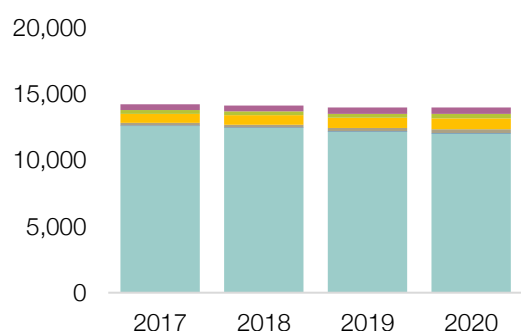
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016-17 is the class of 2020).



Race/Ethnicity

14% of students in the class of 2020 identified as students of color.

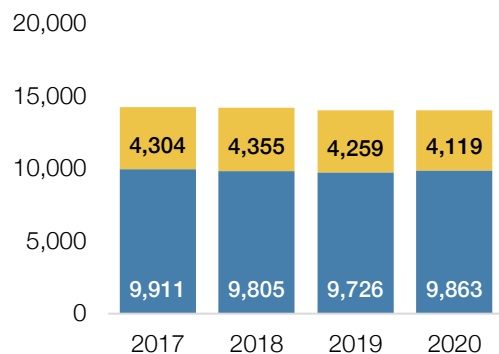


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	414	437	466	461
Black	288	318	326	342
Hispanic	673	715	760	829
Multiracial	220	192	237	280
Native American	32	41	30	39
White	12,580	12,457	12,164	12,031

** 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.

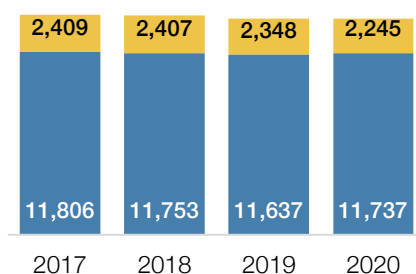
Economically Disadvantaged Students

30% of the class of 2020 qualified as economically disadvantaged.



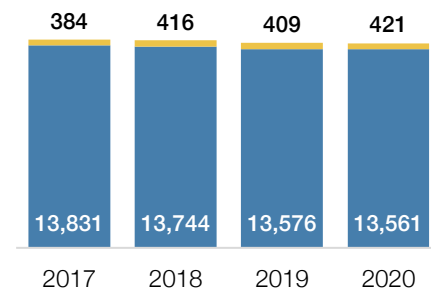
Students with Disabilities

16% of the class of 2020 qualified as having a disability.



English Learners

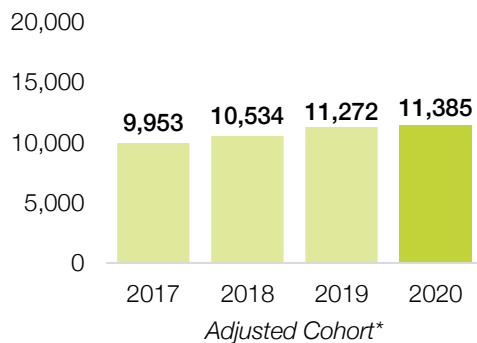
3% of the class of 2020 qualified as an English learner.



Regional and State Context Information

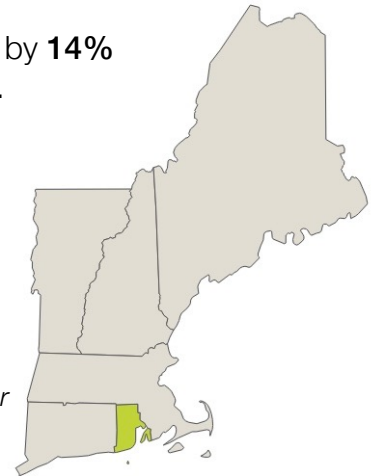
Rhode Island State Context

The number of students in the adjusted cohort increased by **14%** between the class of 2017 and the class of 2020.



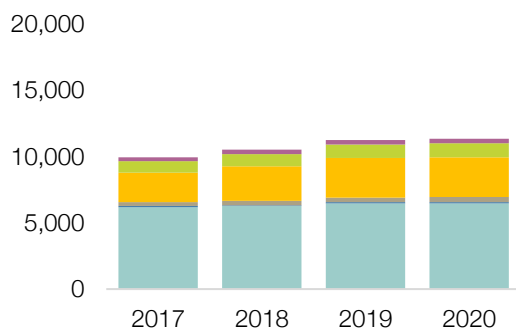
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016-17 is the class of 2020).



Race/Ethnicity

43% of students in the class of 2020 identified as students of color.

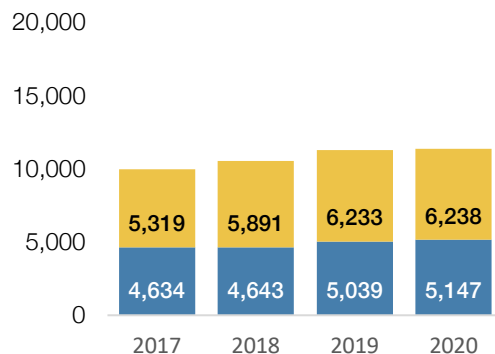


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	296	321	352	359
Black	870	915	1,006	1,038
Hispanic	2,249	2,638	3,009	3,014
Multiracial	285	312	357	392
Native American	74	78	74	101
White	6,179	6,270	6,474	6,481

** 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.

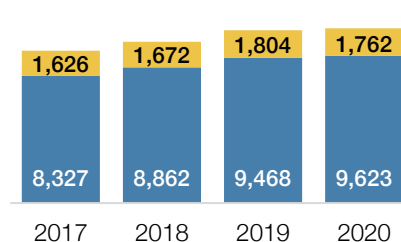
Economically Disadvantaged Students

55% of the class of 2020 qualified as economically disadvantaged.



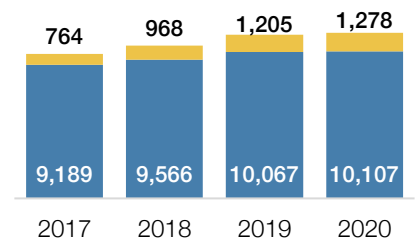
Students with Disabilities

15% of the class of 2020 qualified as having a disability.



English Learners

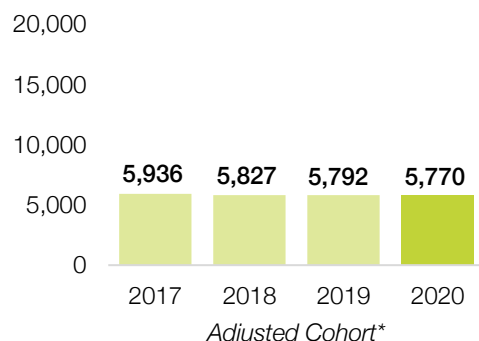
11% of the class of 2020 qualified as an English learner.



Regional and State Context Information

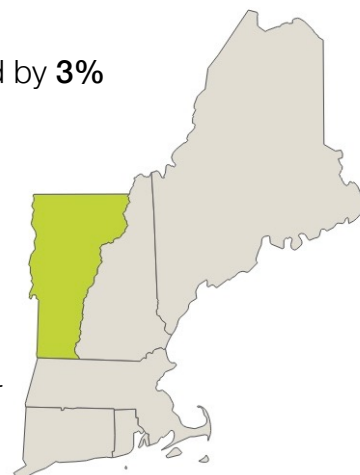
Vermont State Context

The number of students in the adjusted cohort decreased by **3%** between the class of 2017 and the class of 2020.



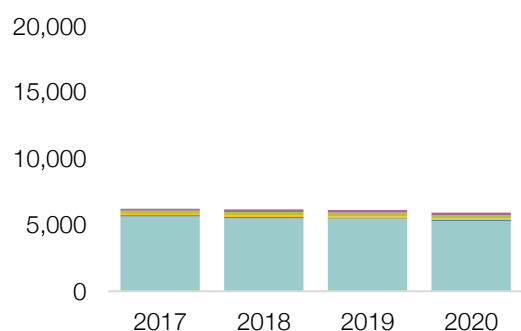
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

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 2016-17 is the class of 2020).



Race/Ethnicity

11% of students in the class of 2020 identified as students of color.

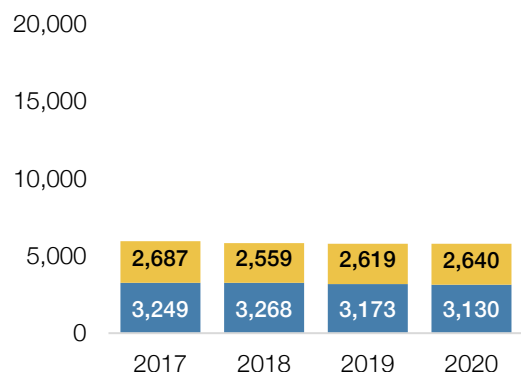


	Class Year (# of Students)			
	2017	2018	2019	2020
Asian/Pacific Islander	181	204	200	208
Black	225	250	246	202
Hispanic	118	144	142	129
Multiracial	Not submitted to NESSC			
Native American	90	86	106	89
White	5,641	5,517	5,445	5,296

** 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.

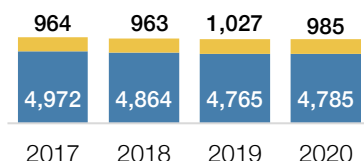
Economically Disadvantaged Students

46% of the class of 2020 qualified as economically disadvantaged.



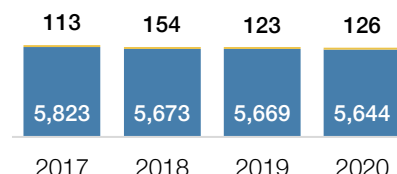
Students with Disabilities

17% of the class of 2020 qualified as having a disability.



English Learners

2% of the class of 2020 qualified as an English learner.



Section I: High School Graduation (Four-Year)

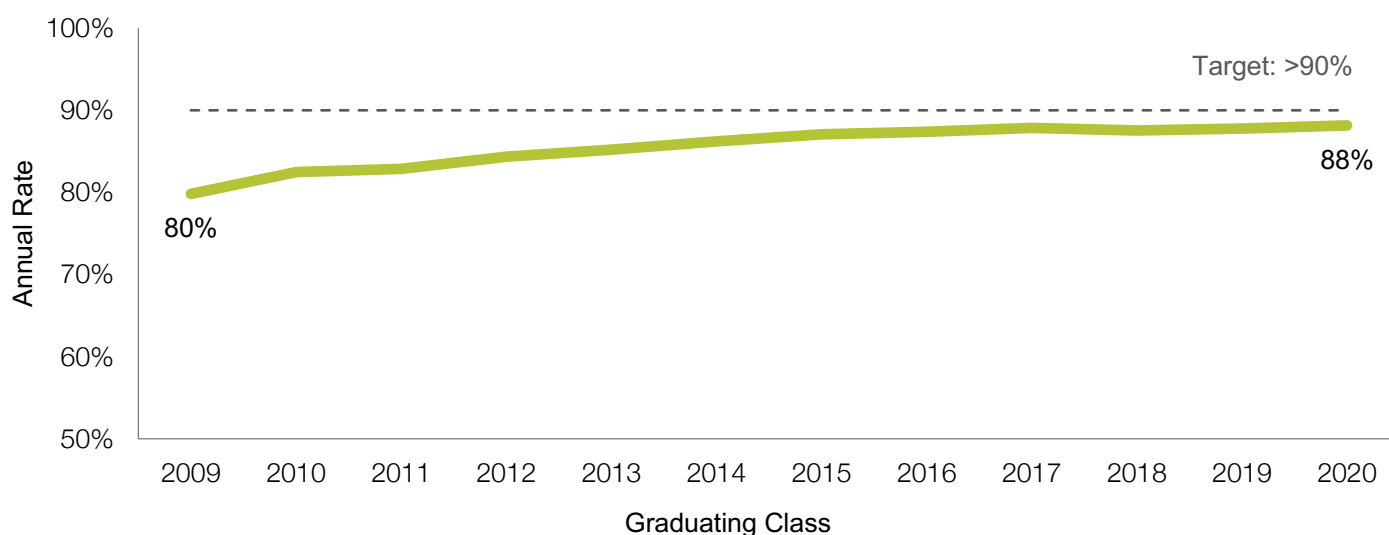
In this section, we explore how high school graduation rates have changed over time across the region, and highlight persistent achievement gaps between different groups of students.

The **NESSC regional graduation rate** increased slightly in 2020, by half of one percentage point from 2019. The overall 2020 graduation rate in New England is the highest it has been since the NESSC started collecting data in 2009.

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	2019	2020
NESSC	79.6%	82.5%	82.9%	84.3%	85.2%	86.3%	87.1%	87.4%	87.9%	87.5%	87.7%	88.2%
CT	79.3%	81.9%	82.7%	84.8%	85.5%	87.0%	87.2%	87.4%	87.9%	88.3%	88.5%	88.8%
ME	80.4%	82.8%	81.5%	84.3%	85.1%	85.5%	87.2%	87.1%	86.9%	86.7%	87.5%	87.4%
MA	Not submitted to NESSC					86.1%	87.3%	87.5%	88.3%	87.7%	88.0%	89.0%
NH	81.0%	85.9%	86.6%	86.7%	87.9%	88.7%	88.1%	88.2%	88.9%	88.8%	88.4%	88.1%
RI	75.8%	76.8%	77.5%	77.3%	80.0%	80.8%	83.4%	85.3%	84.1%	84.0%	83.9%	83.7%
VT	85.5%	87.1%	87.9%	87.8%	86.6%	87.8%	87.7%	87.7%	89.1%	85.0%	84.5%	83.0%

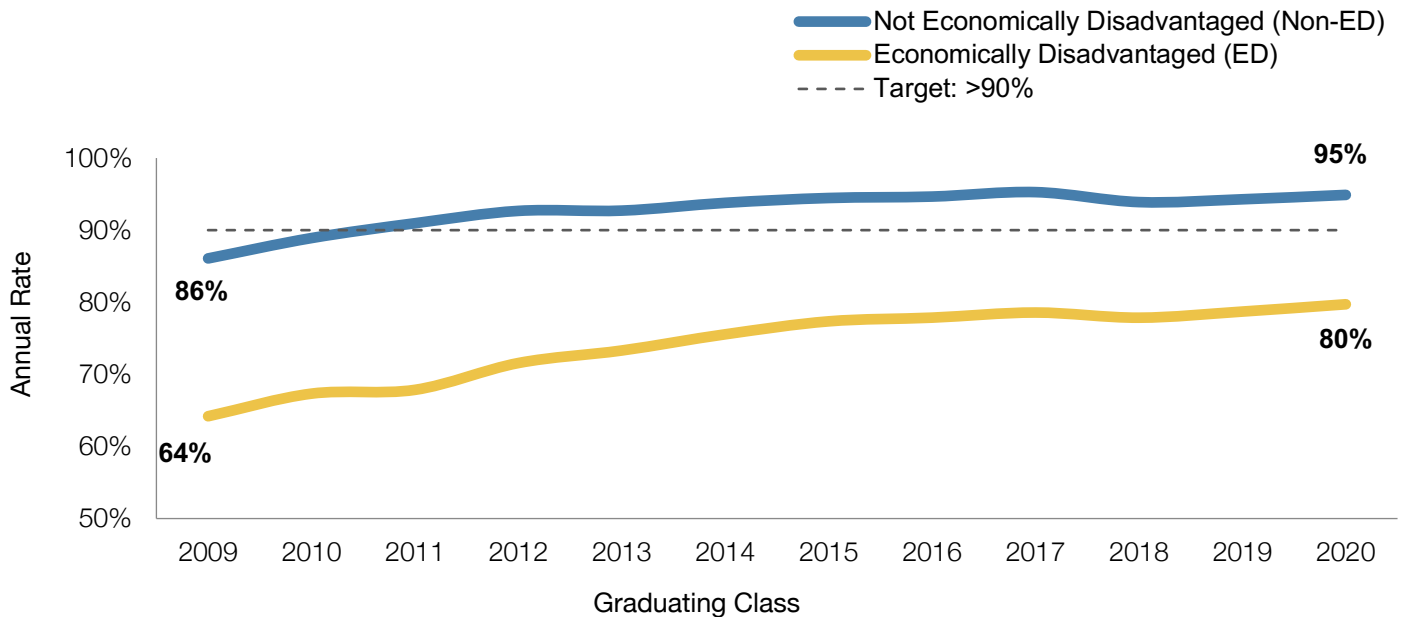
Section I: High School Graduation (4-Year)

Economically Disadvantaged Students

Since 2009, the graduation gap by economic disadvantage has narrowed by 7 percentage points.

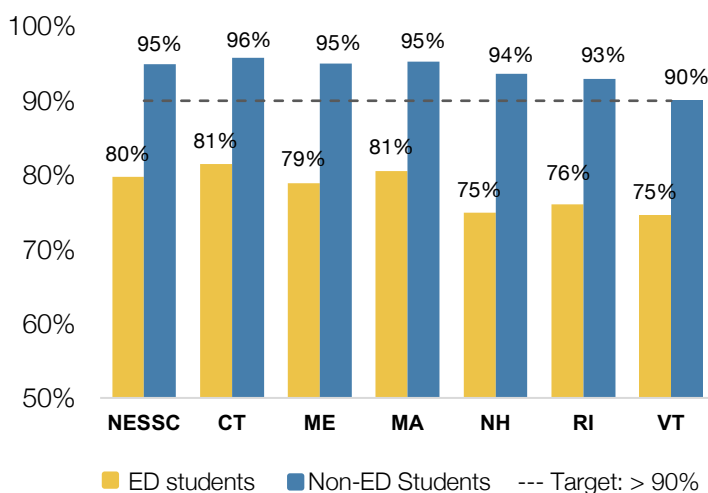
The 4-year high school graduation rate for economically disadvantaged (ED) students has increased by 16 points, compared to 9 points for non-economically disadvantaged (non-ED) students.

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



For the class of 2020, the gap in graduation rates between economically disadvantaged and non-economically disadvantaged students varied somewhat across states, ranging from 14 to 19 percentage points.

Distance from the target by state (Class of 2020)



Graduation rate & number of graduates by state (2019)

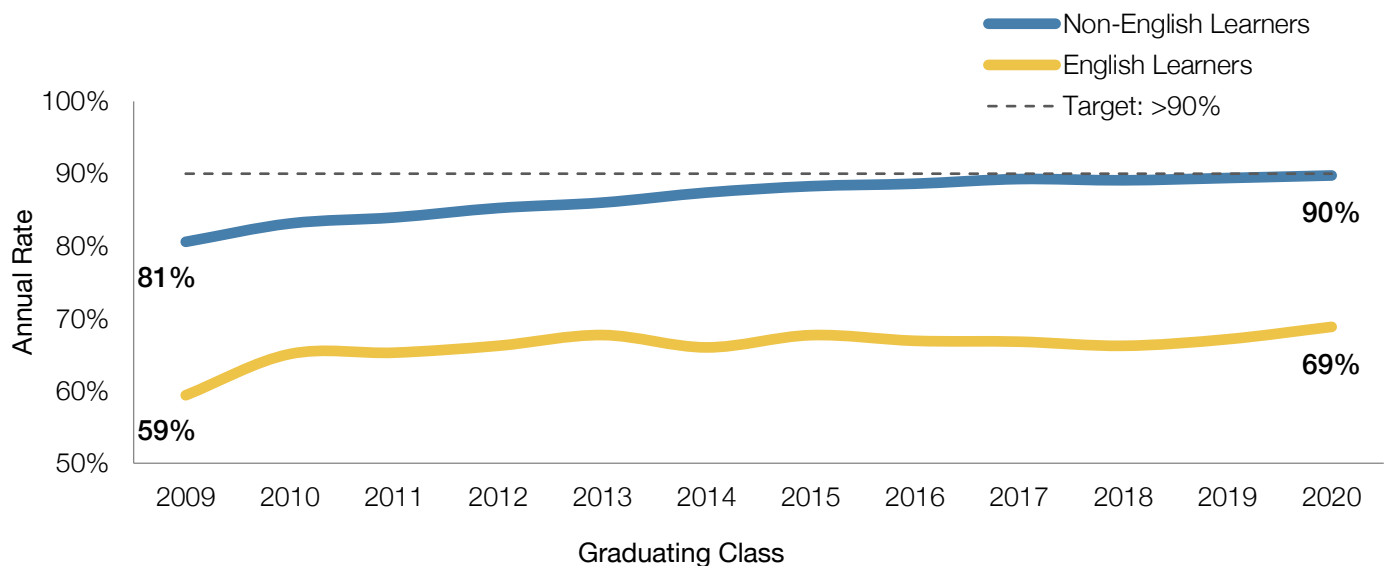
	ED Students		Non-ED Students	
NESSC	79.7%	56,836	94.9%	84,827
CT	81.4%	16,318	95.8%	20,545
ME	78.9%	5,173	95.0%	6,917
MA	80.6%	25,545	95.3%	40,523
NH	74.9%	3,086	93.7%	9,237
RI	76.1%	4,745	93.0%	4,785
VT	74.6%	1,969	90.1%	2,820

Section I: High School Graduation (4-Year)

English Learners

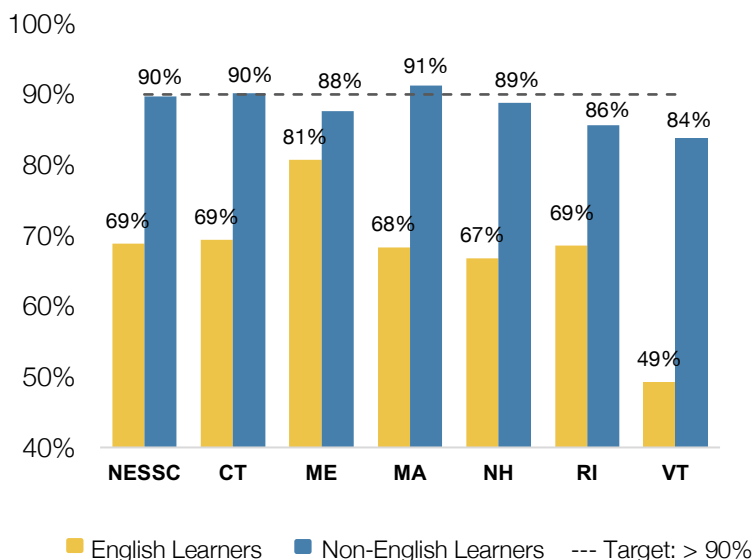
Graduation rates for English learners and non-English learners have increased comparably since 2009. At 21 percentage points, the gap in graduation rates between English learners and non-English learners represents the largest disparity among student groups examined in this report.

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 2020, ranging from a gap between student groups of 8 percentage points in Maine to 35 points in Vermont.

Distance from target by state (Class of 2020)



Graduation rate & number of graduates by state (2020)

	English Learners		Non-English Learners	
NESSC	68.8%	8,424	89.8%	133,242
CT	69.4%	1,813	90.2%	35,050
ME	80.7%	406	87.7%	11,684
MA	68.3%	4,985	91.3%	61,083
NH	66.7%	281	88.8%	12,042
RI	68.6%	877	85.6%	8,653
VT	49.2%	62	83.8%	4,730

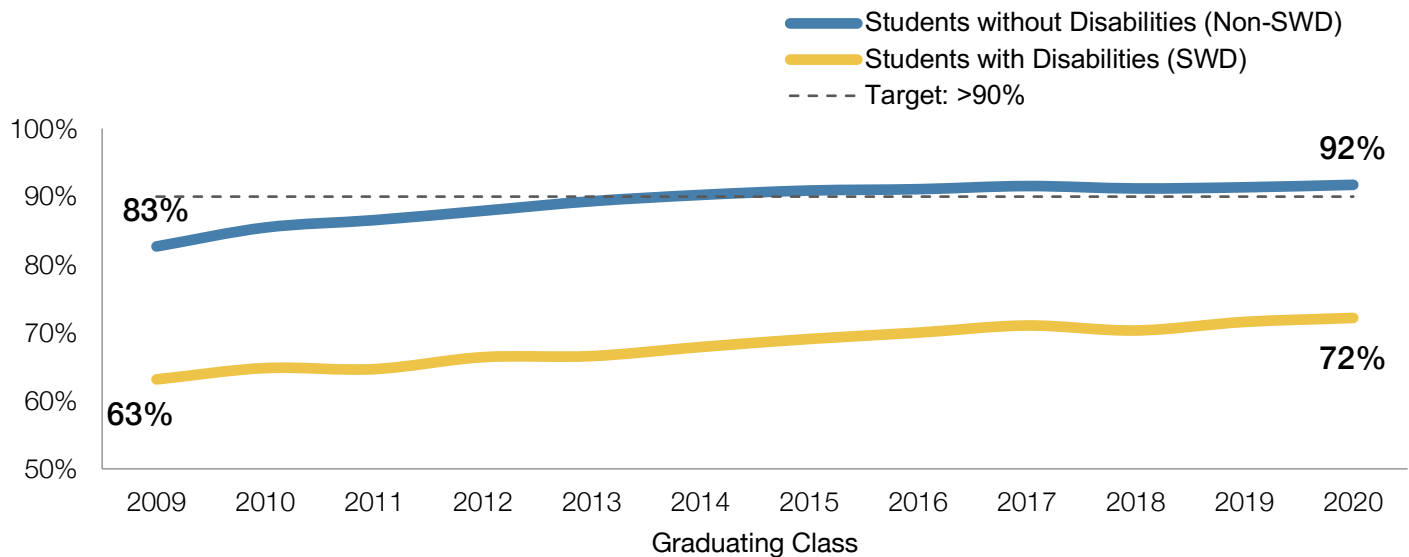
Section I: High School Graduation (4-Year)

Students with Disabilities

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

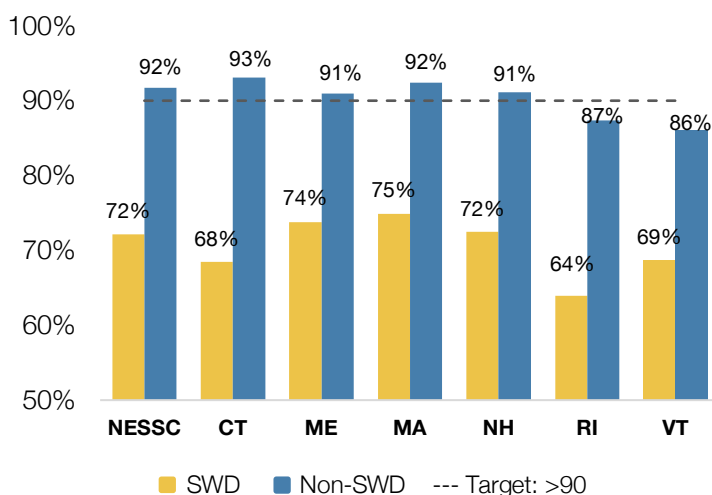
The graduation gap between students with disabilities and their non-disabled peers has remained around 20 percentage points since 2009.

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



Students without disabilities have met NESSC's high school graduation target of 90% in four of the six states. Students with disabilities in the class of 2020 have 4-year graduation rates 18 points below the target on average, ranging from 15 points below the target in Massachusetts to 26 points below in Rhode Island.

Distance from target by state (Class of 2020)



Graduation rate & number of graduates by state (2020)

	Students with Disabilities		Students without Disabilities	
NESSC	72.2%	21,189	91.7%	120,476
CT	68.4%	4,853	93.1%	32,010
ME	73.8%	2,124	91.0%	9,966
MA	74.9%	10,783	92.4%	55,285
NH	72.5%	1,627	91.1%	10,696
RI	63.9%	1,126	87.3%	8,404
VT	68.6%	676	86.0%	4,115

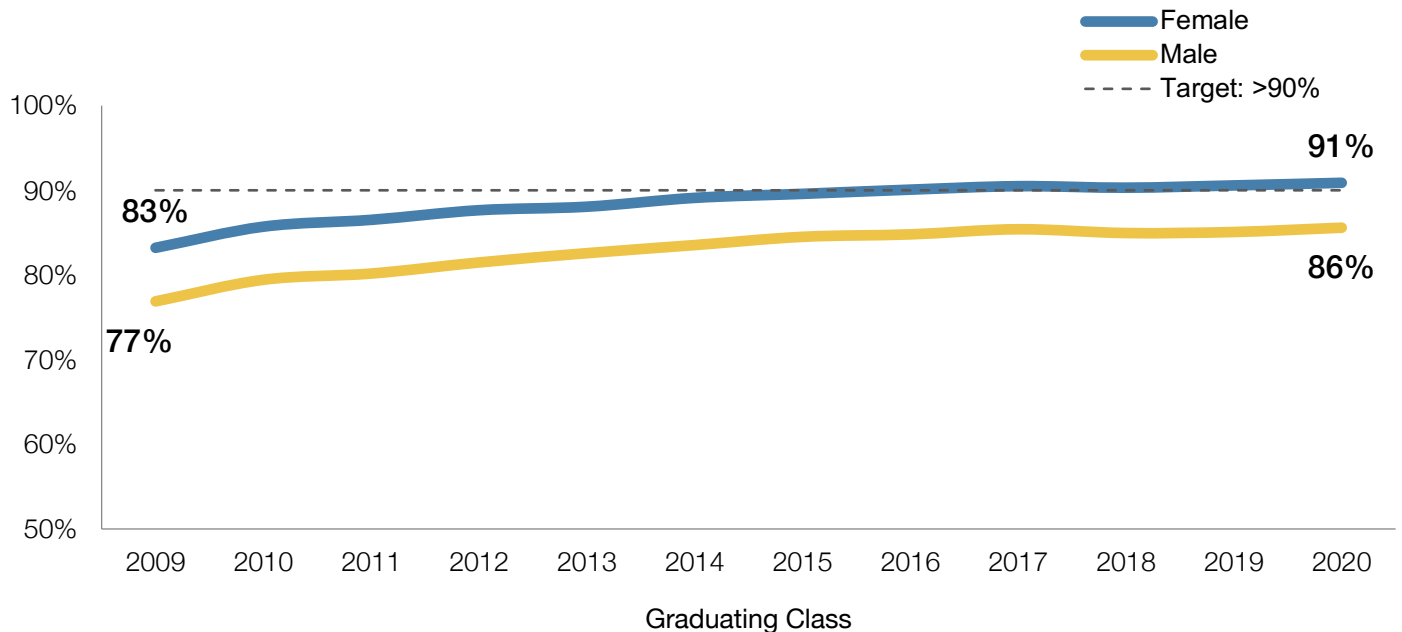
Section I: High School Graduation (4-Year)

Gender

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

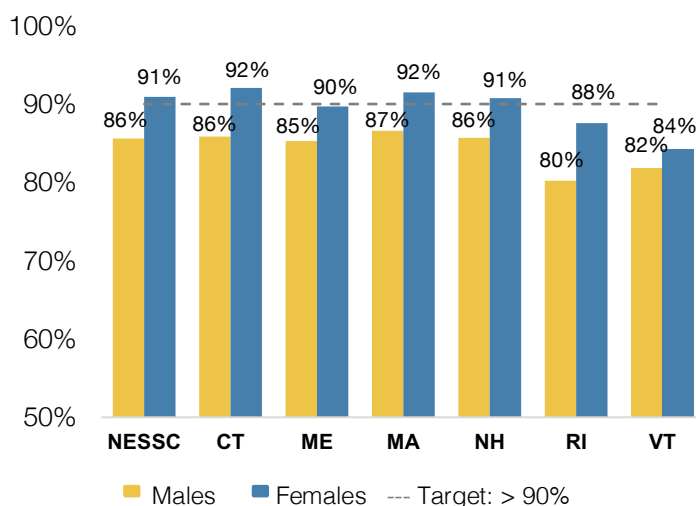
While graduation rates have increased for both groups since 2009, the graduation rate gap between female and male students has remained steady at 5 to 6 percentage points over time.

High School Graduation (4-Year) Rates by Gender



For the class of 2020, male students trailed the NESSC target for high school graduation by about 4 percentage points on average. In three NESSC states, female students met the NESSC target of 90% or higher.

Distance from target by state (Class of 2020)



Graduation rate & number of graduates by state (2020)

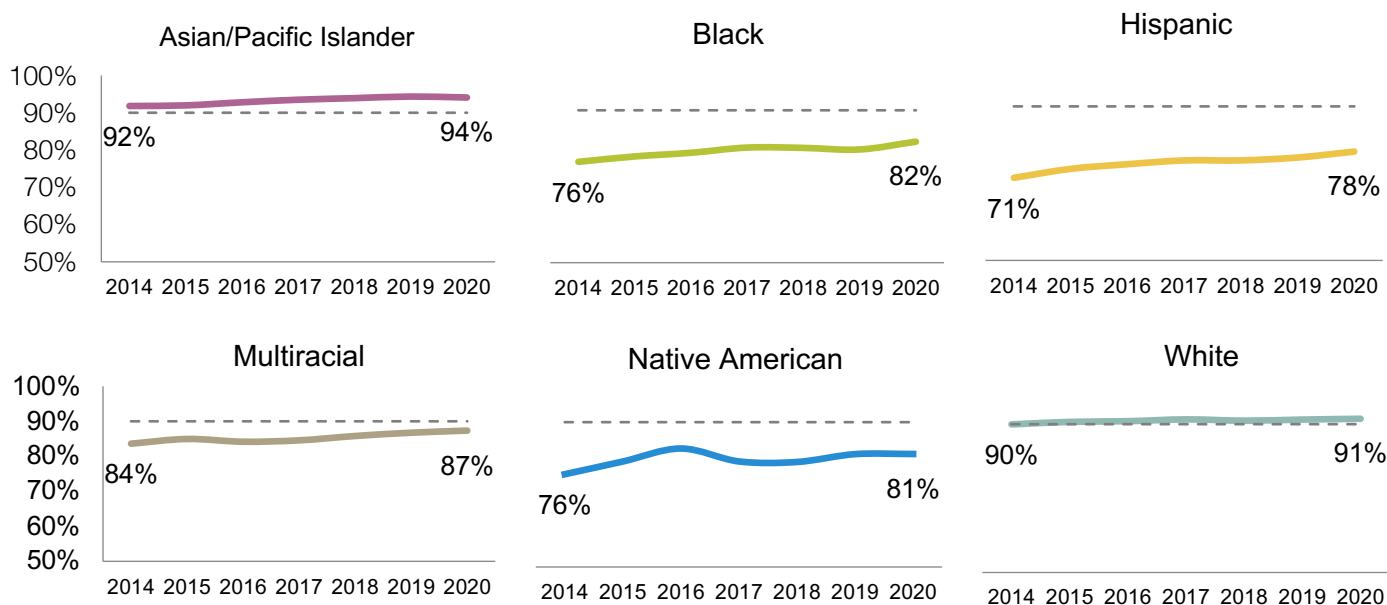
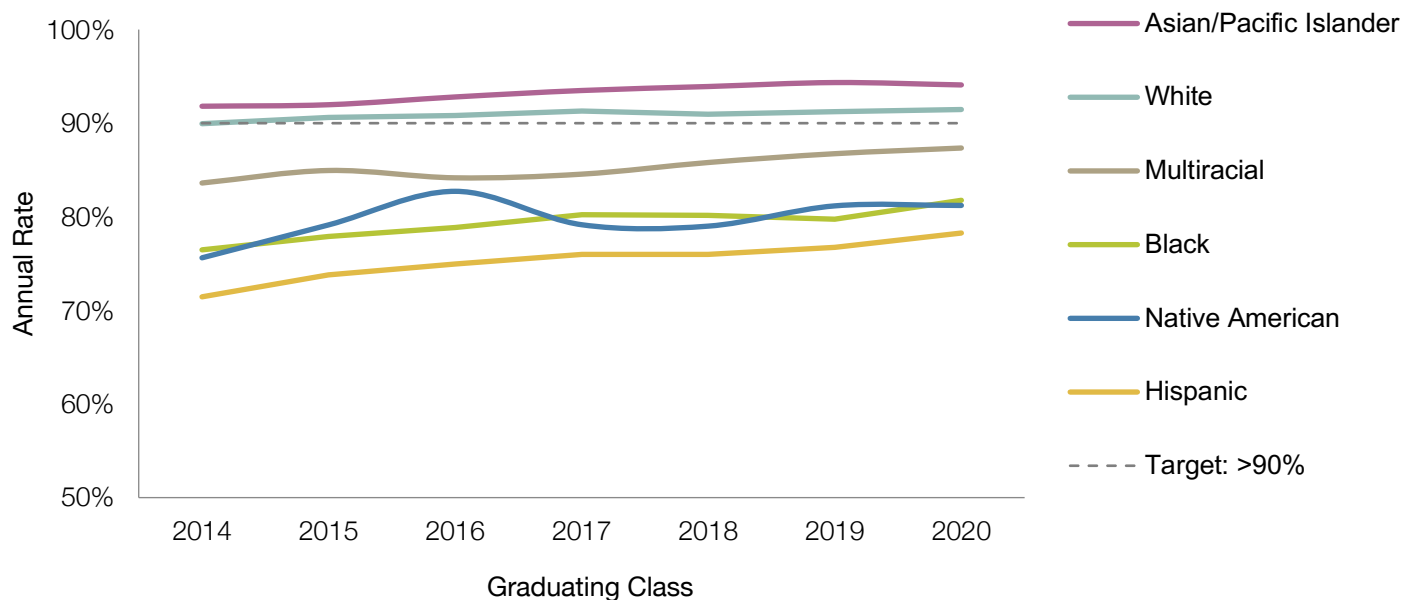
	Male Students		Female Students	
NESSC	85.6%	70,615	90.9%	70,981
CT	85.9%	18,420	92.0%	18,443
ME	85.2%	6,038	89.7%	6,052
MA	86.6%	32,789	91.5%	33,214
NH	85.6%	6,156	90.8%	6,167
RI	80.2%	4,810	87.6%	4,720
VT	81.8%	2,402	84.2%	2,385

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



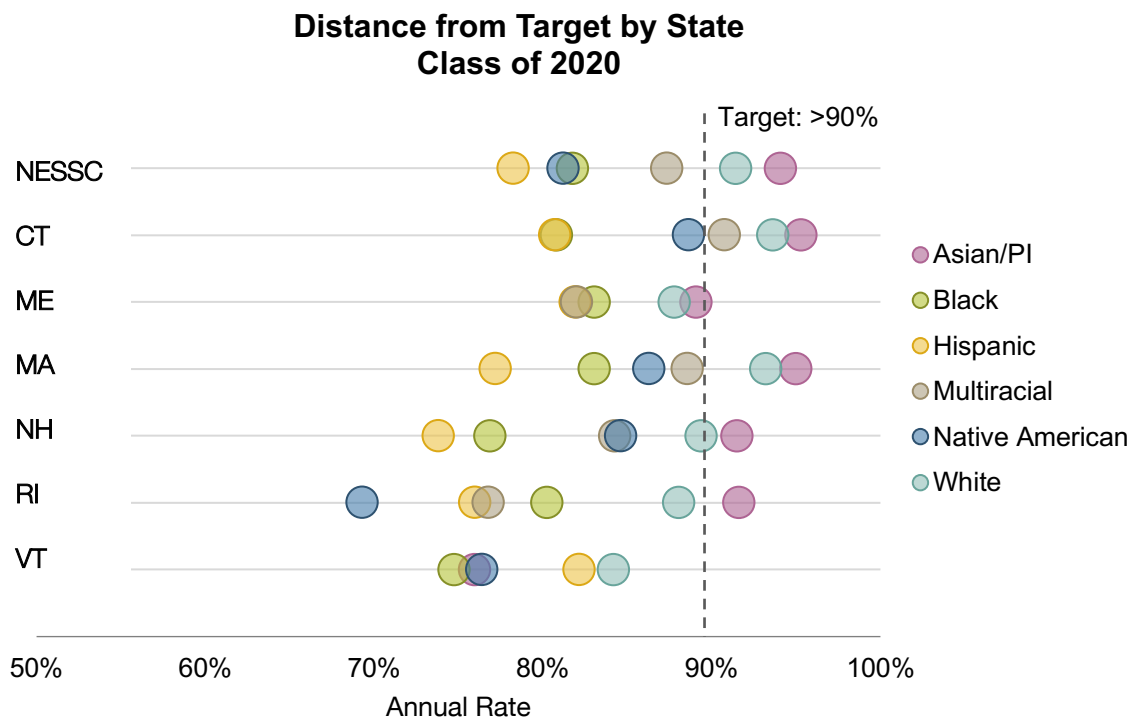
Section I: High School Graduation (4-Year)

Race/Ethnicity

Across the region, the gap between the racial/ethnic groups with the highest and lowest graduation rates in the class of 2020 is 16 percentage points.

State-level graduation gaps by race/ethnicity range from 7 percentage points in Maine to 19 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 2020)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	94.1%	7,826	81.8%	12,019	78.3%	22,433	87.3%	3,638	81.2%	389	91.5%	95,413
CT	95.3%	2,020	80.8%	4,480	80.7%	7,990	90.8%	1,023	88.7%	86	93.6%	21,264
ME	89.1%	237	83.1%	437	81.9%	254	82.0%	214		*	87.8%	10,851
MA	95.0%	4,660	83.1%	5,855	77.2%	11,181	88.6%	1,864	86.3%	132	93.2%	42,375
NH	91.5%	422	76.9%	263	73.8%	612	84.3%	236	84.6%	33	89.4%	10,757
RI	91.6%	329	80.3%	833	76.0%	2,290	76.8%	301	69.3%	70	88.1%	5,707
VT	76.0%	158	74.8%	151	82.2%	106	-	-	76.4%	68	84.2%	4,459

* data suppressed due to small numbers

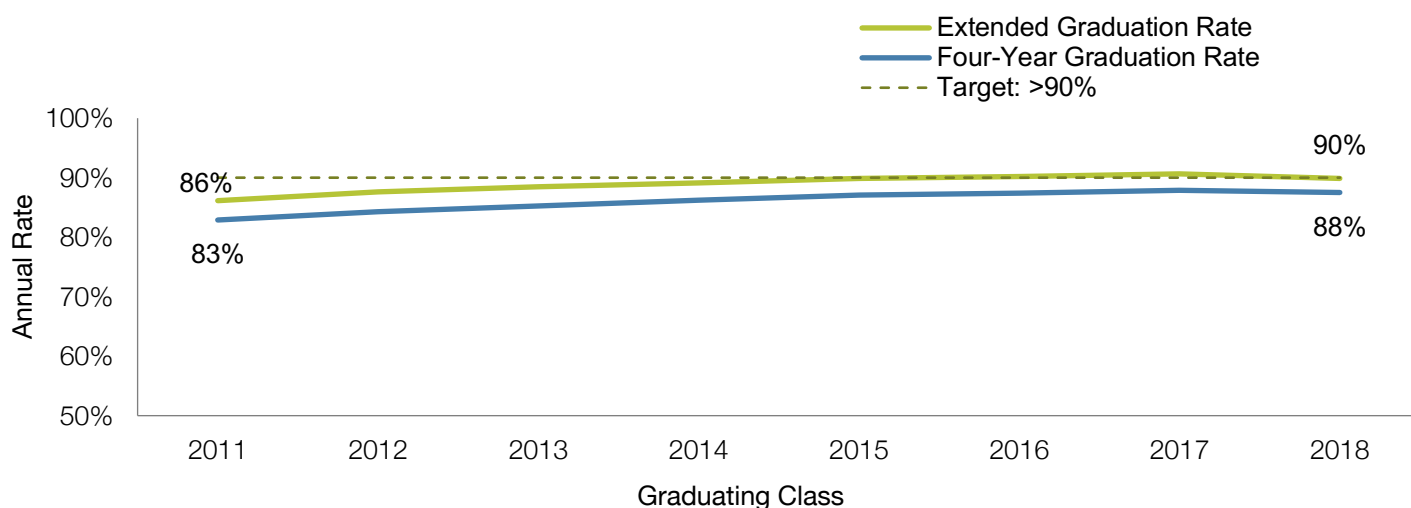
Section II: Extended High School Graduation

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 groups.

Extended graduation (6-year) rates across the region are consistently 2 to 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 5 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 2018.

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



Graduation rate by state & high school graduation class

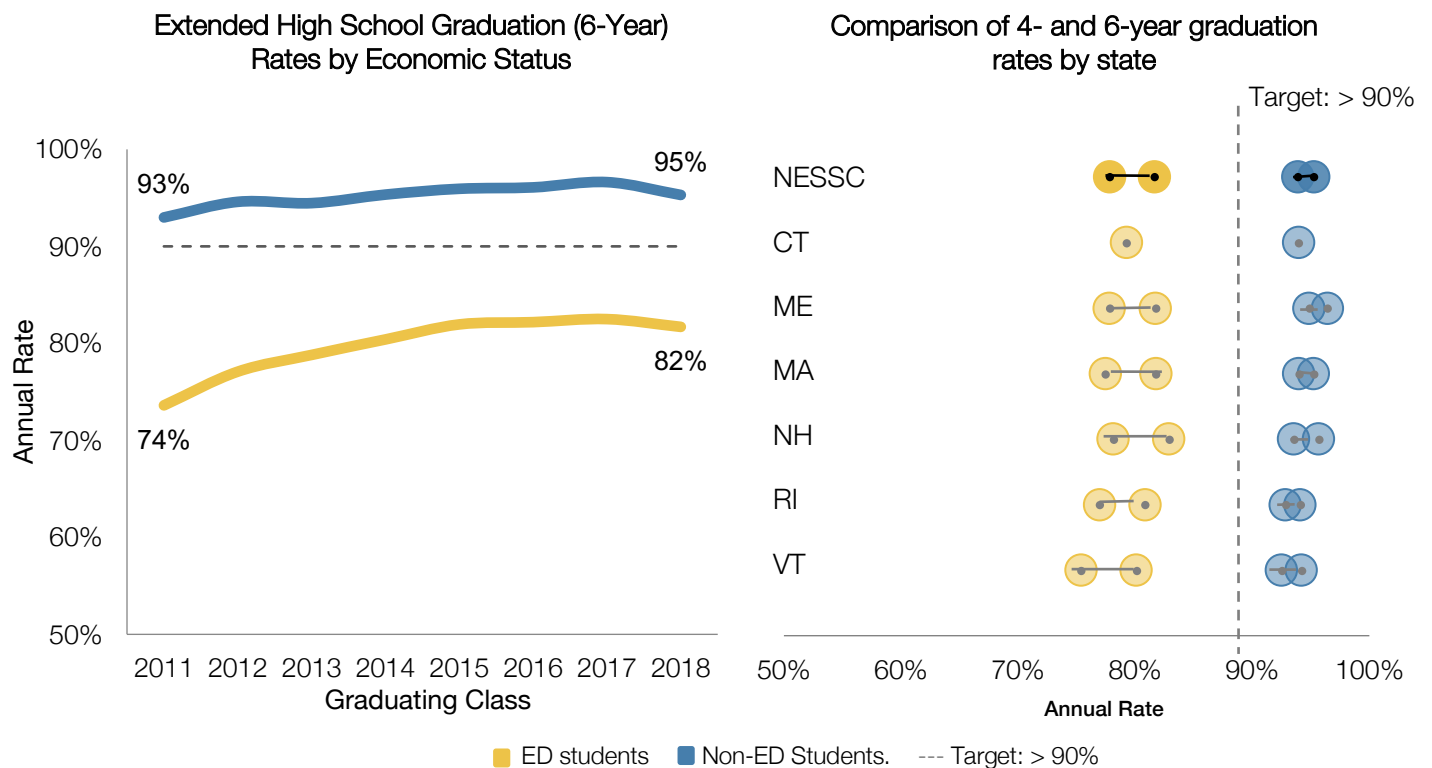
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
NESSC			86.1%	87.6%	88.4%	89.2%	89.9%	90.2%	90.6%	89.8%	Extended graduation rate data is not yet available for students who entered high school as members of the class of 2019 or 2020.	
CT	The NESSC did not begin collecting data on the extended graduation rate until 2011.		86.0%	88.1%	88.6%	90.0%	90.2%	90.9%	91.4%	*		
ME			84.2%	86.7%	87.6%	87.7%	89.6%	88.8%	89.0%	89.3%		
MA						88.9%	89.8%	90.2%	90.7%	90.2%		
NH			89.8%	90.0%	90.9%	91.5%	91.1%	91.2%	91.6%	91.7%		
RI			81.3%	81.9%	84.4%	85.0%	87.5%	87.2%	87.3%	86.7%		
VT			91.1%	91.3%	90.5%	91.4%	91.2%	90.5%	91.6%	88.3%		

* Extended high school graduation rate data not available for Connecticut at the time of report publication.

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 6 percentage points since 2011.



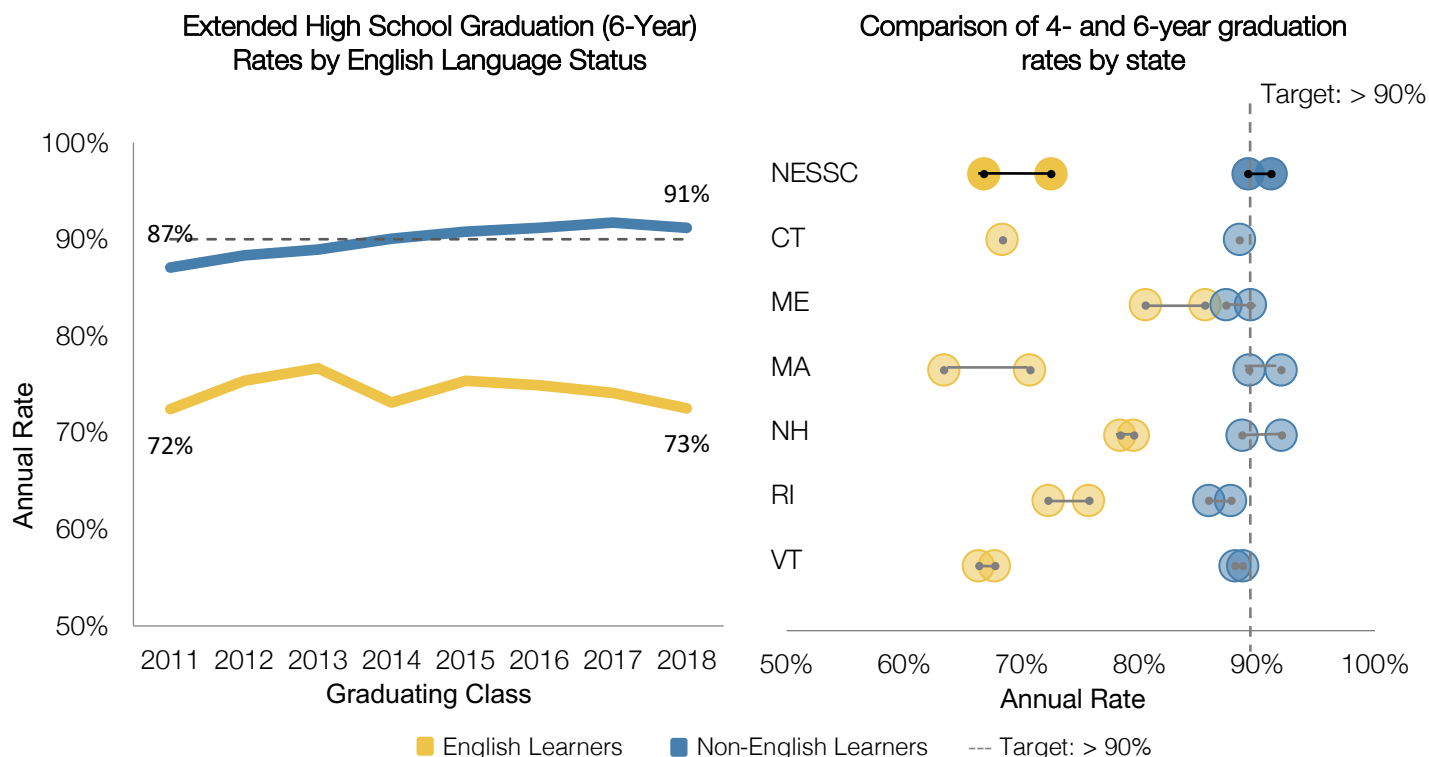
4-year graduation rate, extended 6-year graduation rate,
and number of graduates by state (Class of 2018)

	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%	81.7%	38,808	93.9%	95.3%	68,202
CT	79.3%	-	-	94.0%	-	-
ME	77.8%	81.7%	5,580	94.8%	96.4%	7,026
MA	77.4%	81.8%	22,958	94.0%	95.2%	44,336
NH	78.1%	82.9%	3,610	93.6%	95.7%	9,339
RI	77.0%	80.8%	4,754	92.8%	94.1%	4,362
VT	75.4%	80.1%	1,906	92.5%	94.2%	3,139

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

English learners are one of the student groups that gain the most when we examine extended graduation rates. For example, graduation rates for English Learners in New Hampshire and Vermont in the Class of 2018 gained more than ten points with two extra years.

Overall, extended graduation rates for English learners have risen about 2 percentage points between 2011 and 2017; rates have fluctuated over time, with a 2-percentage point dip from 2013 to 2014. Extended graduation for non-English learners, on the other hand, increased steadily over this period.



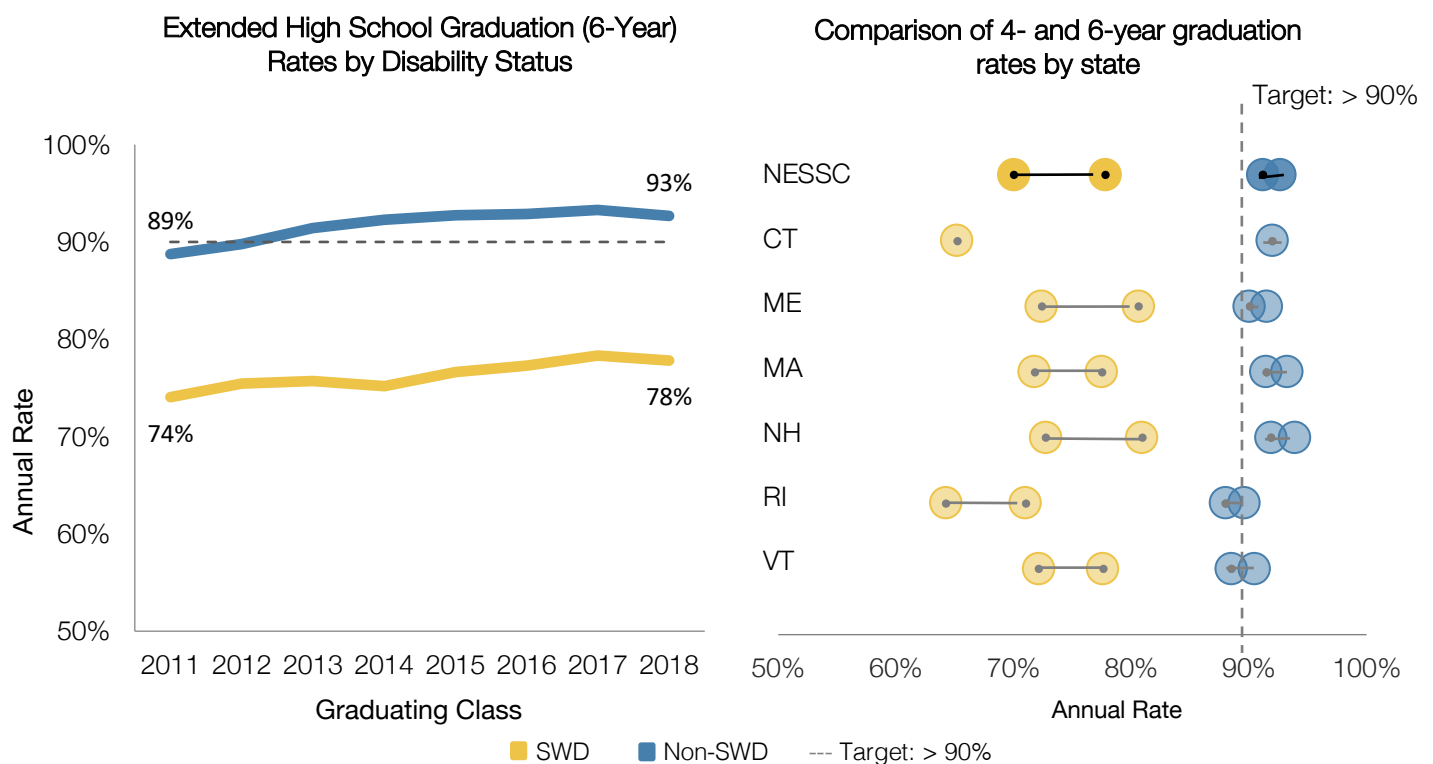
4-year graduation rate, extended 6-year graduation rate,
and number of graduates by state (Class of 2018)

	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	66.8%	72.5%	6,257	89.3%	91.2%	137,476
CT	68.4%	-	-	88.5%	-	-
ME	80.5%	85.6%	433	87.4%	89.4%	12,264
MA	63.4%	70.7%	4,675	89.3%	92.0%	62,440
NH	78.4%	79.5%	8,383	88.7%	92.1%	12,665
RI	72.3%	75.7%	733	85.9%	87.8%	8,084
VT	66.4%	67.7%	86	88.2%	88.8%	5,269

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 2018 increased 8 percentage points from 70% (4-year rate) to 78% (6-year rate). Small increases in the graduation rate were also reported for students without disabilities (non-SWD).



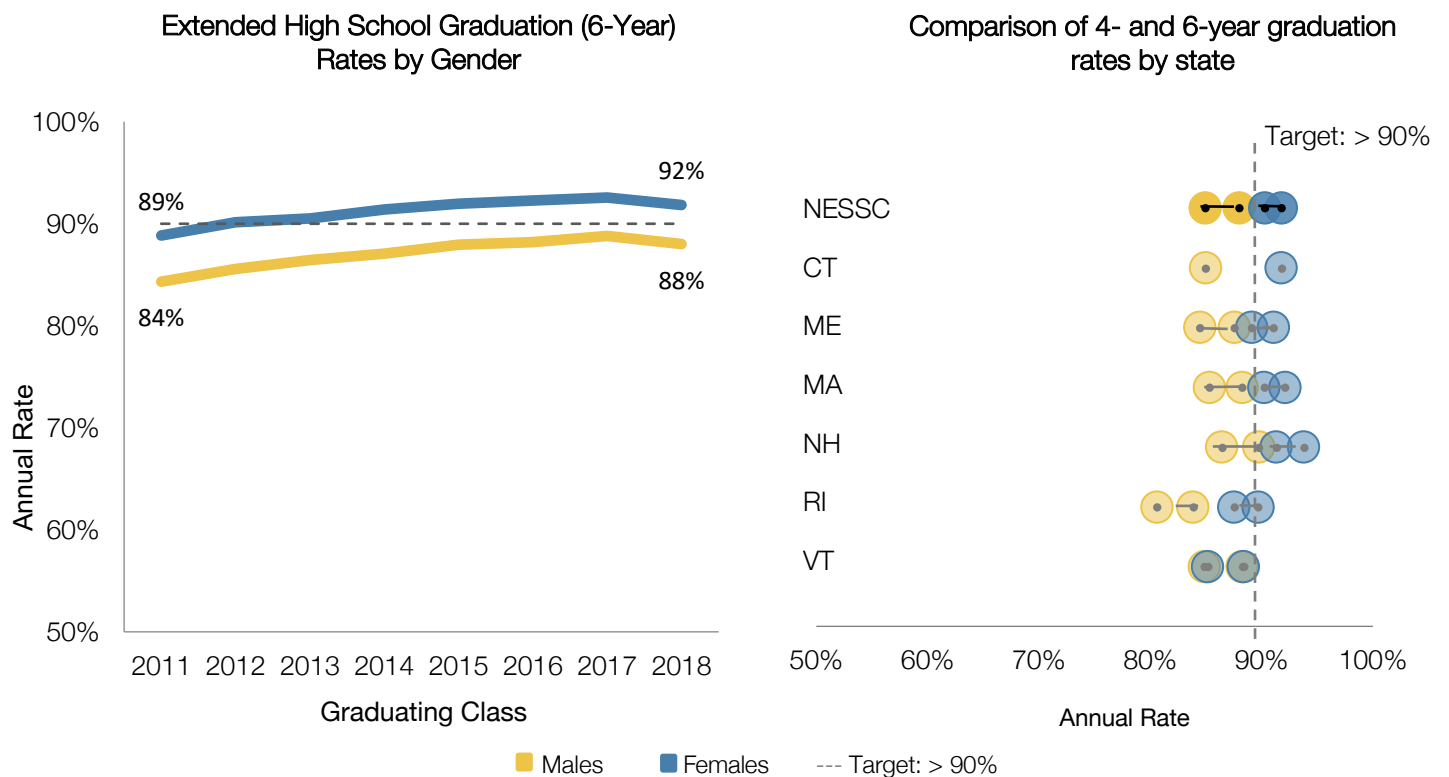
4-year graduation rate, extended 6-year graduation rate,
and number of graduates by state (Class of 2018)

	Students with Disabilities			Students without Disabilities		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	70.0%	77.8%	17,456	91.2%	92.6%	122,642
CT	65.2%	-	-	92.0%	-	-
ME	72.4%	80.6%	2,314	90.1%	91.5%	10,514
MA	71.8%	77.5%	11,291	91.5%	93.2%	55,428
NH	72.7%	80.9%	1,934	91.9%	93.9%	11,089
RI	64.2%	71.0%	1,182	88.0%	89.6%	7,521
VT	72.2%	77.6%	735	88.5%	90.5%	4,574

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



4-year graduation rate, extended 6-year graduation rate, and number of graduates by state (Class of 2018)

	Males			Females		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	85.0%	88.0%	53,840	90.3%	91.8%	53,153
CT	85.0%	-	-	91.8%	-	-
ME	84.5%	87.6%	6,383	89.1%	91.1%	6,223
MA	85.3%	88.3%	33,588	90.3%	92.1%	33,687
NH	86.5%	89.8%	6,617	91.4%	93.8%	6,332
RI	80.6%	83.9%	4,602	87.6%	89.7%	4,514
VT	84.9%	88.3%	2,650	85.2%	88.4%	2,397

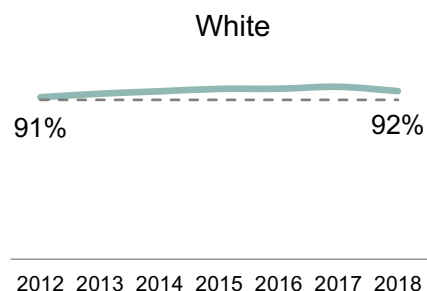
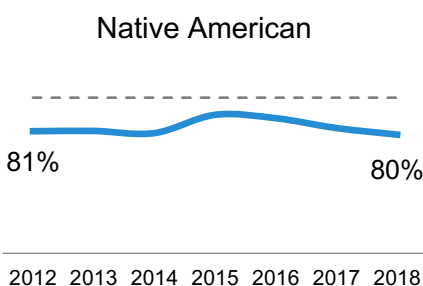
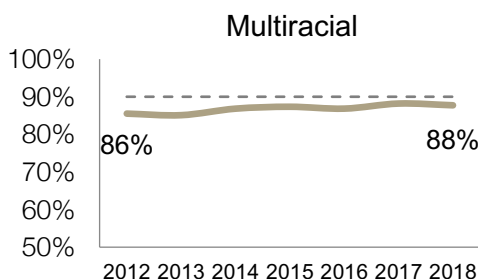
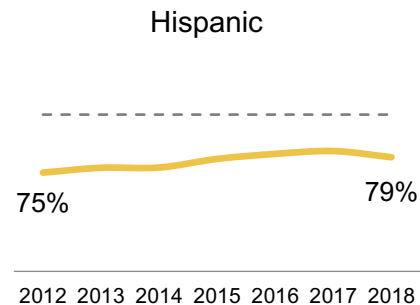
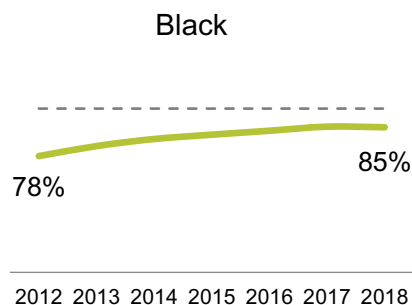
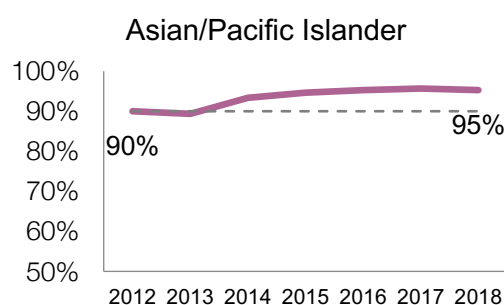
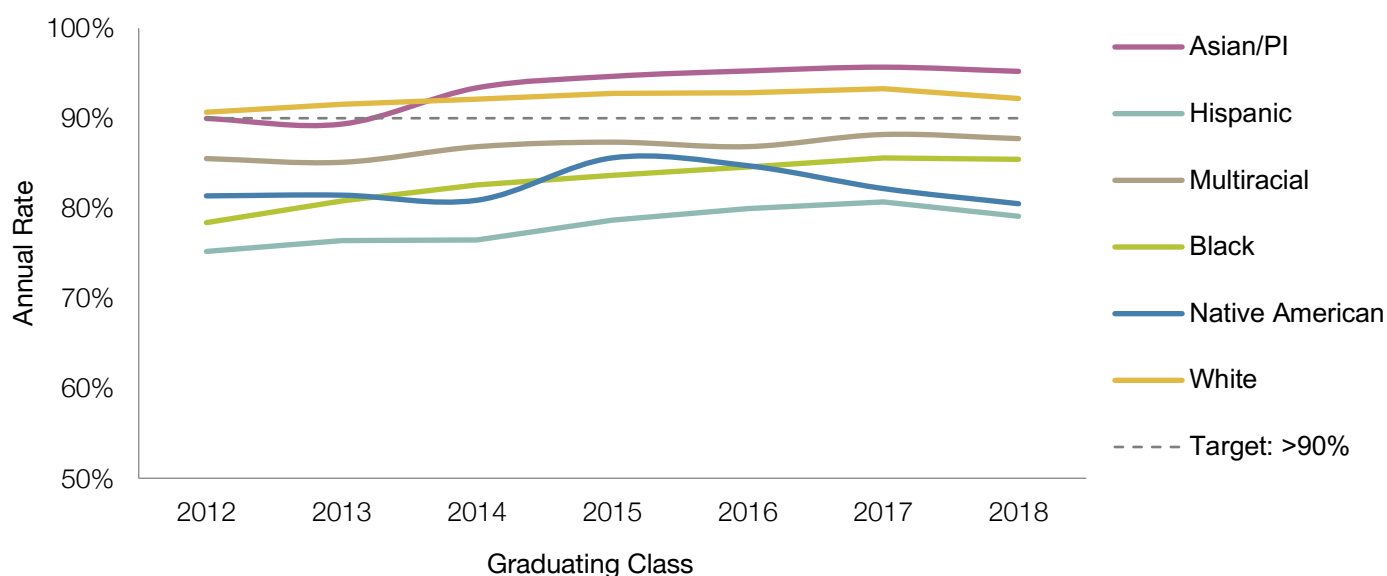
Section II: Extended High School Graduation (6-Year)

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.

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 because small samples make it difficult to accurately generalize for a larger group of students.

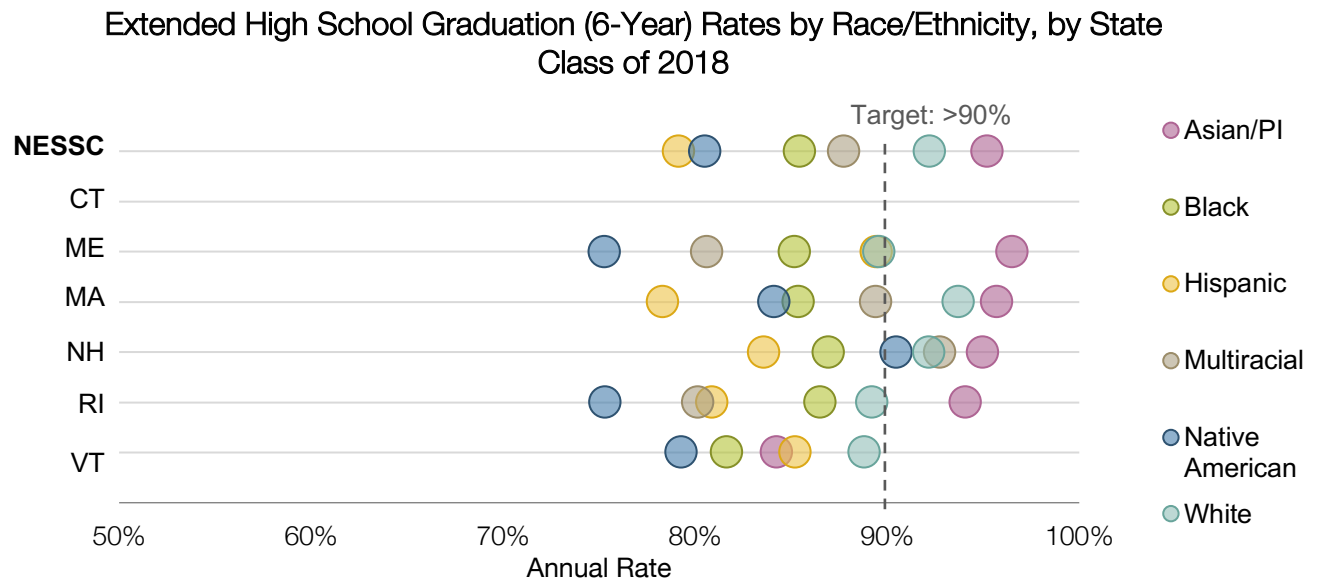
Extended High School Graduation (6-Year) Rates by Race/Ethnicity



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

Race/Ethnicity

The regional averages for Asian/Pacific Islander and White students have met the target. Asian/Pacific Islander students met the target in 4 of the 6 states. Native American and Hispanic students trail the target by 8 to 9 points: *Note: Student numbers for some race/ethnicity groups are very low.*



**4-year graduation rate, extended 6-year graduation rate,
and number of graduates by state (Class of 2018)**

	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	93.9%	95.2%	5,616	80.1%	85.4%	7,680	76.0%	79.1%	13,531
CT	95.8%	-	-	80.1%	-	-	78.6%	-	-
ME	91.8%	96.5%	248	78.0%	85.2%	425	82.8%	89.4%	220
MA	94.3%	95.7%	4,481	80.1%	85.4%	5,993	73.8%	78.3%	10,464
NH	93.1%	95.0%	415	81.1%	86.9%	273	76.4%	83.6%	596
RI	91.3%	94.1%	301	82.5%	86.5%	789	76.9%	80.9%	2,130
VT	76.5%	84.2%	171	76.0%	81.6%	200	79.2%	85.2%	121

	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	85.8%	87.7%	2,345	79.0%	80.5%	355	91.0%	92.2%	77,802
CT	87.7%	-	-	85.3%	-	-	93.3%	0.0%	-
ME	78.7%	80.6%	208	71.9%	75.3%	67	87.3%	89.6%	11,438
MA	86.5%	89.4%	1,708	83.4%	84.1%	127	92.2%	93.7%	44,521
NH	91.7%	92.7%	179	85.4%	90.5%	38	89.5%	92.2%	11,448
RI	77.6%	80.1%	250	69.2%	75.3%	58	87.3%	89.2%	5,588
VT	-	-	-	74.4%	79.3%	65	85.8%	88.8%	4,807

Section III: High School Dropouts

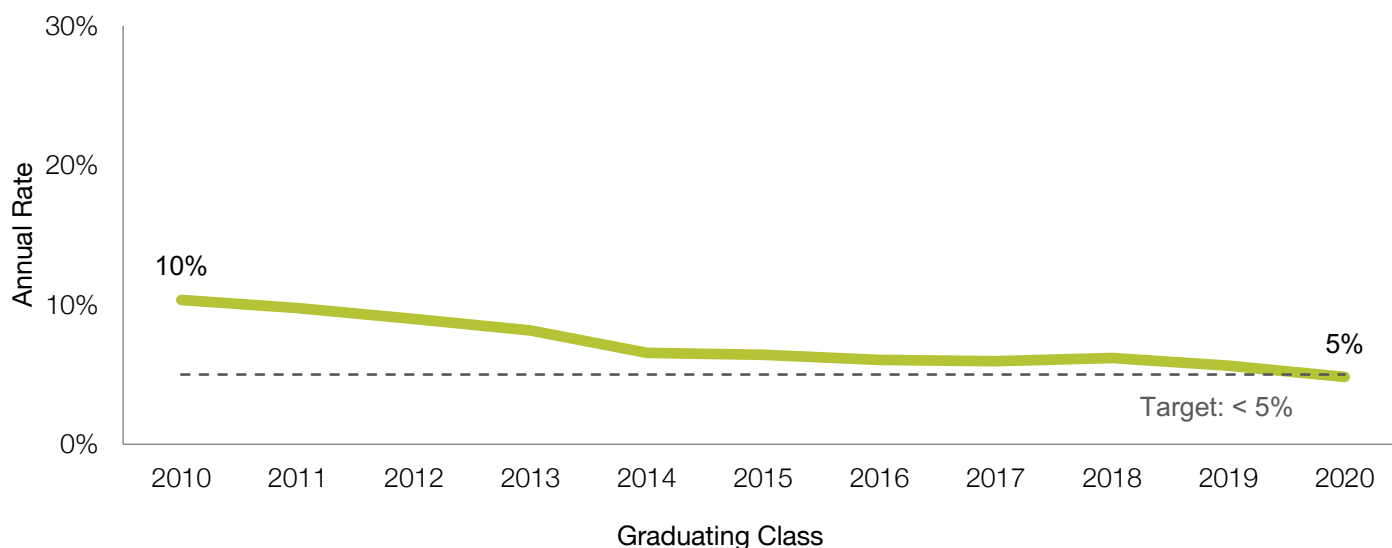
In this section, we explore how high school dropout rates have changed over time across New England. We also compare dropout rates for different student groups.

High school dropout rates across New England fell by 5 percentage points between 2010 and 2020, and the regional average met the NESSC target for the first time in 2020.

State dropout rates vary by a few percentage points across states, and several states in the region have experienced declining dropout rates since 2012. Massachusetts, Maine, and New Hampshire have currently met the NESSC target for dropout rates.

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	2019	2020
NESSC	10.3%	9.8%	9.0%	8.1%	6.6%	6.4%	6.1%	5.9%	5.9%	6.2%	4.8%
CT	12.0%	10.7%	9.8%	8.8%	7.3%	8.1%	7.1%	6.5%	6.8%	6.5%	5.7%
ME	-	10.7%	10.0%	8.8%	7.3%	8.8%	8.9%	8.8%	8.4%	-	3.4%
MA	Not submitted to NESSC				5.6%	5.1%	4.9%	4.9%	4.8%	5.3%	4.7%
NH	6.3%	5.6%	5.6%	5.4%	6.6%	4.5%	5.1%	4.9%	4.4%	4.3%	3.9%
RI	10.5%	10.5%	9.2%	7.8%	6.6%	6.7%	5.9%	7.4%	8.7%	8.3%	7.8%
VT	9.2%	9.5%	8.8%	9.6%	5.0%	8.6%	9.2%	8.1%	13.3%	15.4%	-

* Vermont changed the business rule used to calculate dropout rates, and therefore the state's dropout rate data have not been included for 2020.

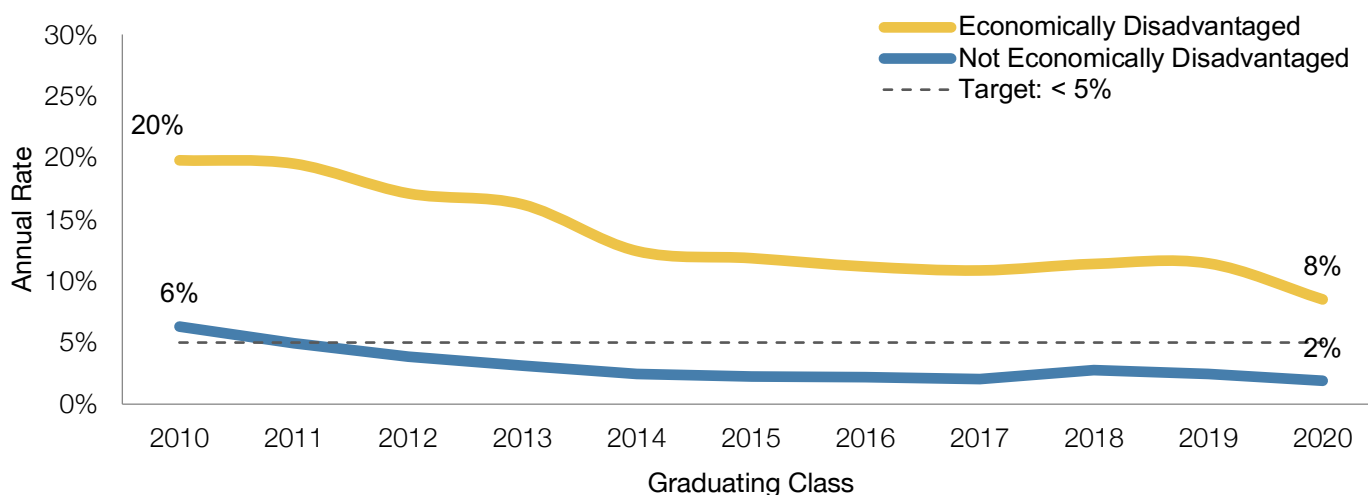
Section III: High School Dropouts

Economically Disadvantaged Students

The high school dropout rate among economically disadvantaged (ED) students has fallen by more than half, from 20% in 2010 to 8% in 2020. For students who are not economically disadvantaged (non-ED), dropout rates have declined from 6% to 2%.

The gap in dropout rates for economically disadvantaged students has declined by 57% —from 14 to 6 percentage points—since 2010.

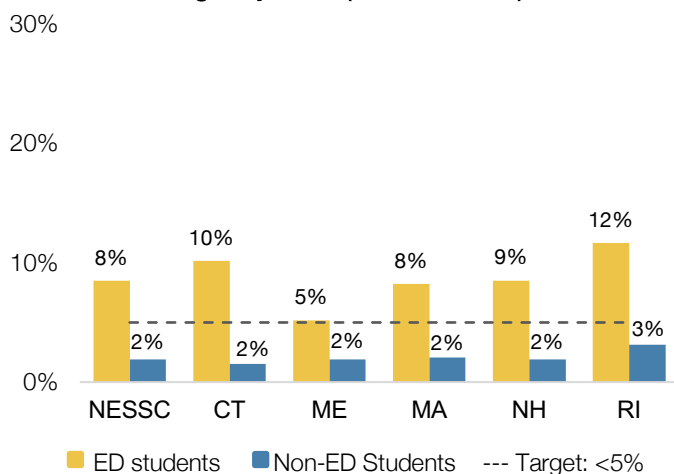
High School Dropout Rates by Economic Status



For the class of 2020, students who are not economically disadvantaged have met the NESSC target of dropout rates below the 5% target in all states. Dropout rates among economically disadvantaged students remain above the target, ranging from less than 1 to nearly 7 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 2020)



Dropout rate & number of dropouts by state (2020)

	ED Students		Non-ED Students	
NESSC	8.5%	6,060	1.9%	1,699
CT	10.2%	2,038	1.5%	328
ME	5.2%	340	1.9%	137
MA	8.2%	2,604	2.1%	883
NH	8.5%	351	1.9%	190
RI	11.7%	727	3.1%	161
VT	-	-	-	-

Section III: High School Dropouts

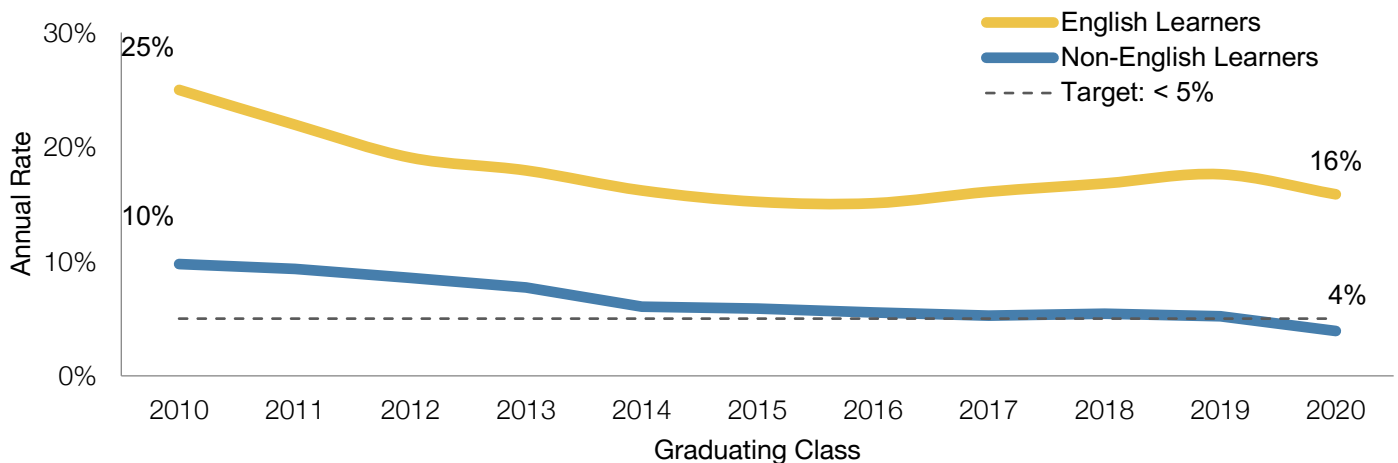
English Learners

Dropout rates among English learners in New England fell from 25% in 2010 to 15% in 2016, rose slightly between 2017 and 2019, and decreased to 16% in 2020. For students who are not English learners, dropout rates have declined steadily from 10% in 2010 to 4% in 2020.

The gap in dropout rates by English learner status has dropped from 15 percentage points in 2010 to 12 percentage points in 2020.

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 because small samples make it difficult to accurately generalize for a larger group of students.

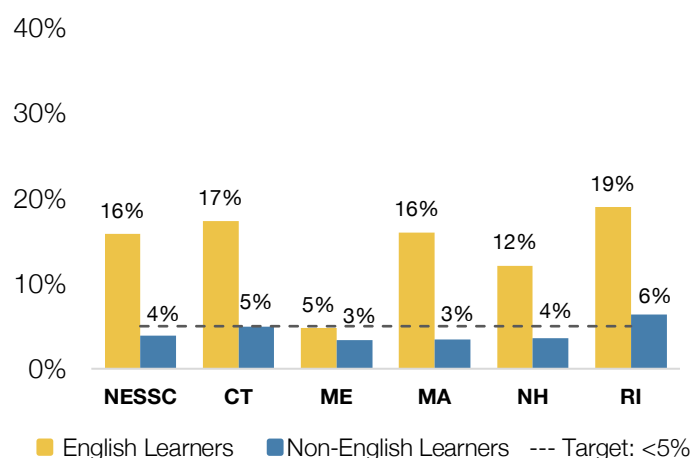
High School Dropout Rates by English Learner Status



The difference in dropout rates by English learner status for students in the class of 2020 varies significantly – by more than 10 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 2020)



Dropout rate & number of dropouts by state (2020)

	English Learners		Non-English Learners	
NESSC	15.9%	1,941	3.9%	5,818
CT	17.3%	453	4.9%	1,913
ME	4.8%	24	3.4%	453
MA	16.0%	1,170	3.5%	2,317
NH	12.1%	51	3.6%	490
RI	19.0%	243	6.4%	678
VT	-	-	-	-

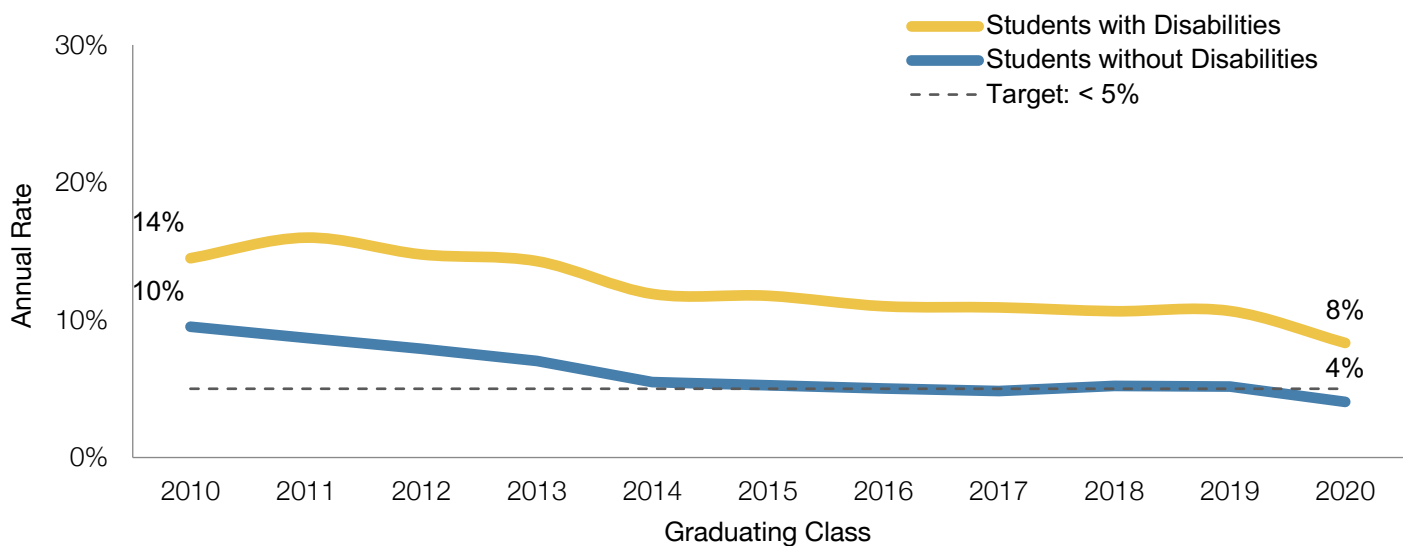
Section III: High School Dropouts

Students with Disabilities

Dropout rates for students with disabilities had been on the decline across the region, from 14% in 2010 to 8% in 2020, with a three percentage point decrease from 2019 to 2020. For students without disabilities, dropout rates have fallen steadily since 2010, from 10% to 4%.

The difference in dropout rates between students with disabilities and students without disabilities has remained stable regionally between 4 and 6 percentage points over the past ten years.

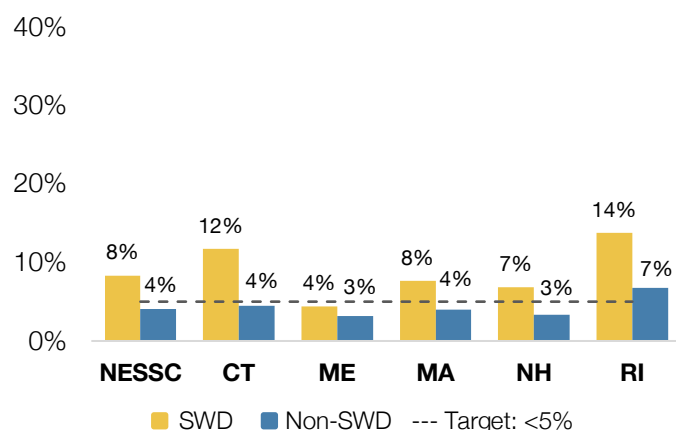
High School Dropout Rates by Disability Status



For students in the class of 2020, 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 Connecticut, Maine, 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 2020)



Dropout rate & number of dropouts by state (2020)

	Students with Disabilities		Students without Disabilities	
NESSC	8.3%	2,446	4.0%	5,313
CT	11.7%	829	4.5%	1,537
ME	4.4%	127	3.2%	350
MA	7.6%	1,095	4.0%	2,392
NH	6.8%	153	3.3%	388
RI	13.7%	242	6.7%	646
VT	-	-	-	-

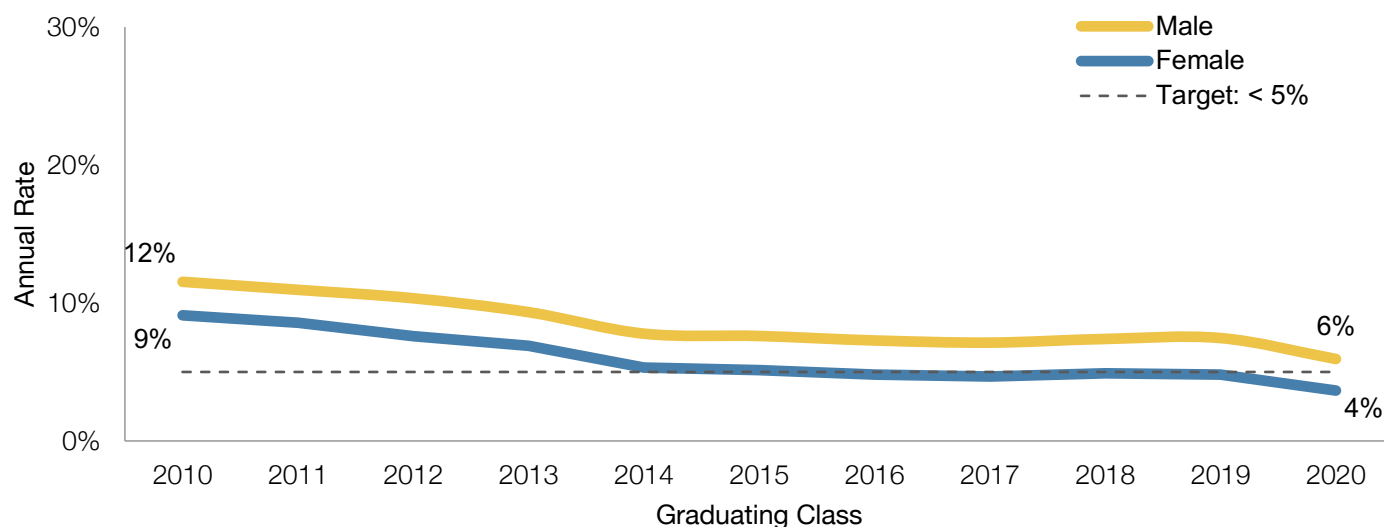
Section III: High School Dropouts

Gender

Dropout rates for female students in the region have fallen from 9% in 2010 to 4% in 2020, compared with a decline of 12% to 6% 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.

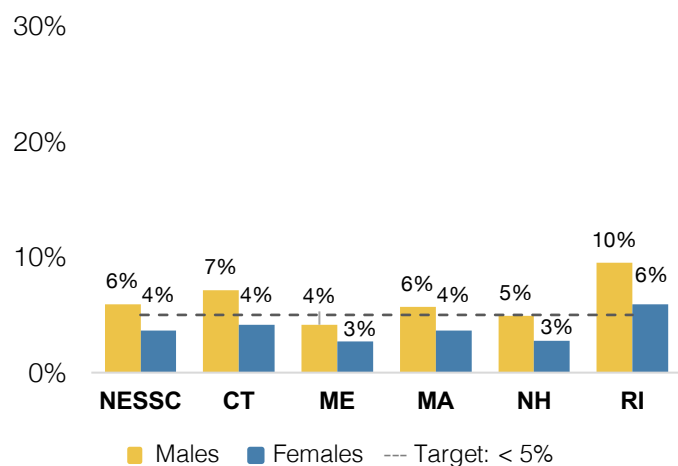
High School Dropout Rates by Gender



Four states—Connecticut, Maine, Massachusetts, and New Hampshire—reported dropout rates for female students in the class of 2020 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 2020)



Dropout rate & number of dropouts by state (2020)

	Male Students		Female Students	
NESSC	5.9%	4,901	3.7%	2,853
CT	7.1%	1,530	4.2%	836
ME	4.2%	294	2.7%	183
MA	5.7%	2,154	3.7%	1,328
NH	4.9%	353	2.8%	188
RI	9.5%	570	5.9%	318
VT	-	-	-	-

Section III: High School Dropouts

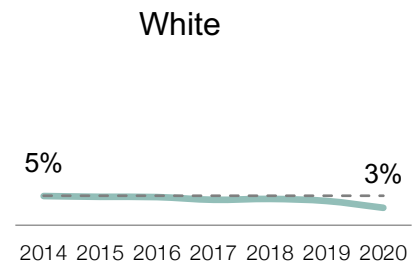
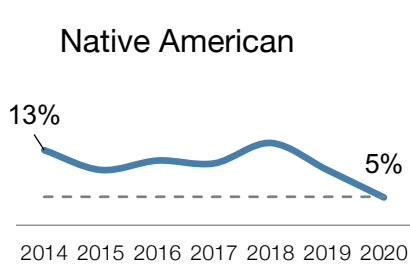
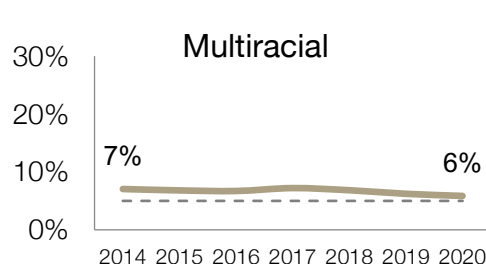
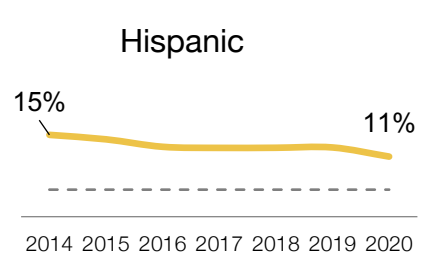
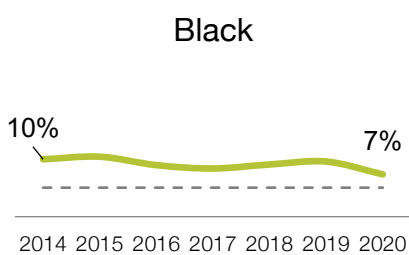
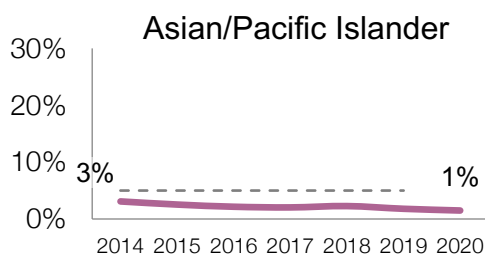
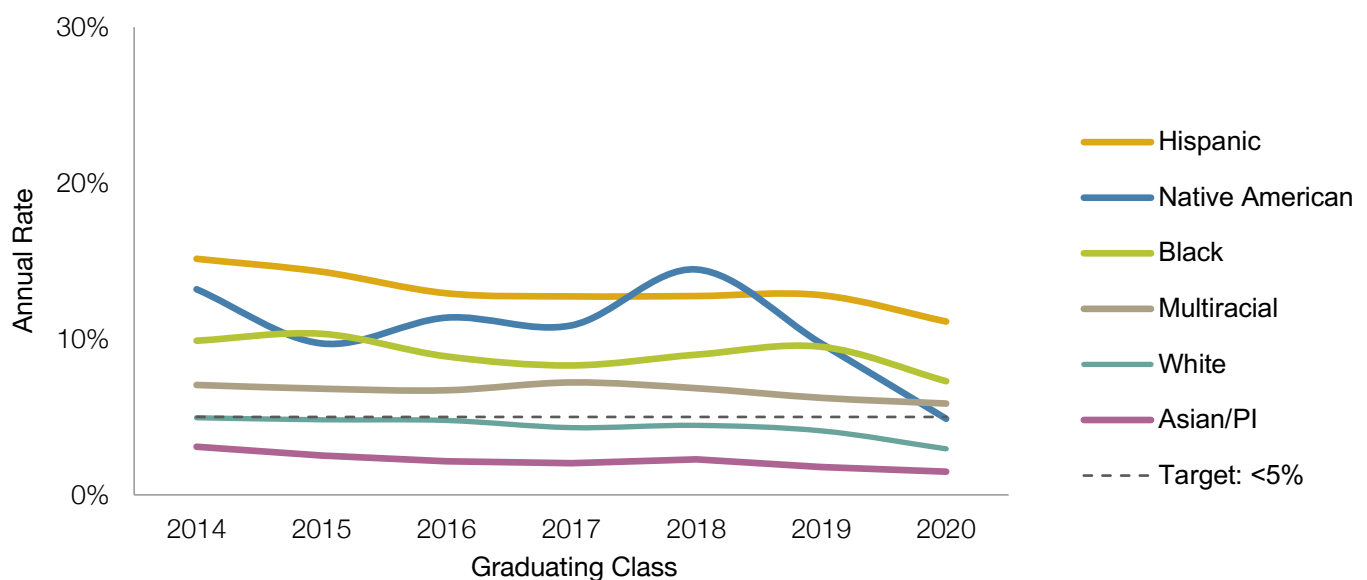
Race/Ethnicity

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, Native American, and White students have met the NESSC target of dropout rates of 5%. Black students are 2 percentage points above the target, while Hispanic students have high school dropout rates above 10%.

High School Dropout Rates by Race/Ethnicity



Section III: High School Dropouts

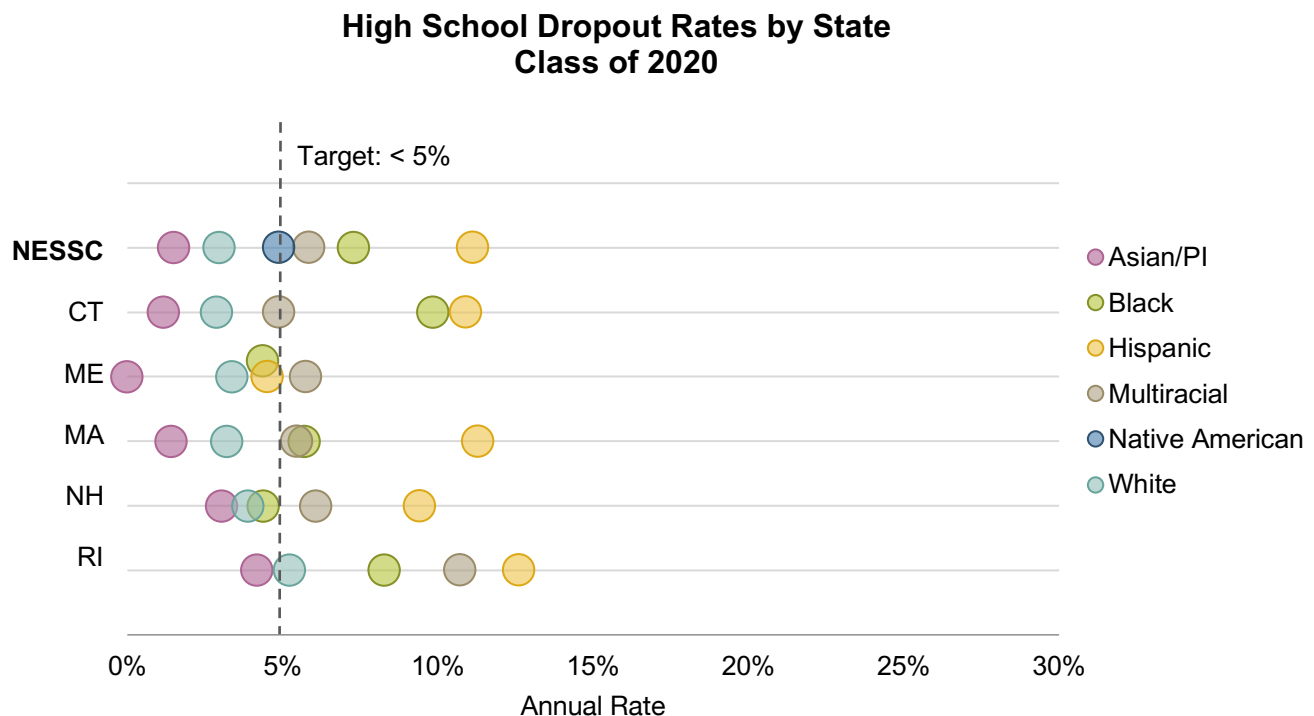
Race/Ethnicity

For students in the class of 2019, 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.

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 2020)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	1.5%	124	7.3%	1,072	11.1%	3,187	5.9%	244	4.9%	29	3.0%	3,082
CT	1.2%	25	9.9%	546	10.9%	1,079	4.9%	55		*	2.9%	652
ME		*	4.4%	23	4.5%	14	5.7%	15		*	3.4%	416
MA	1.4%	70	5.7%	402	11.3%	1,636	5.5%	115		*	2.8%	1,254
NH	3.0%	14	4.4%	15	9.4%	78	6.1%	17		*	3.4%	414
RI	4.2%	15	8.3%	86	12.6%	380	10.7%	42		*	5.3%	346
VT	-	-	-	-	-	-	-	-	-	-	-	-

* data suppressed due to small numbers

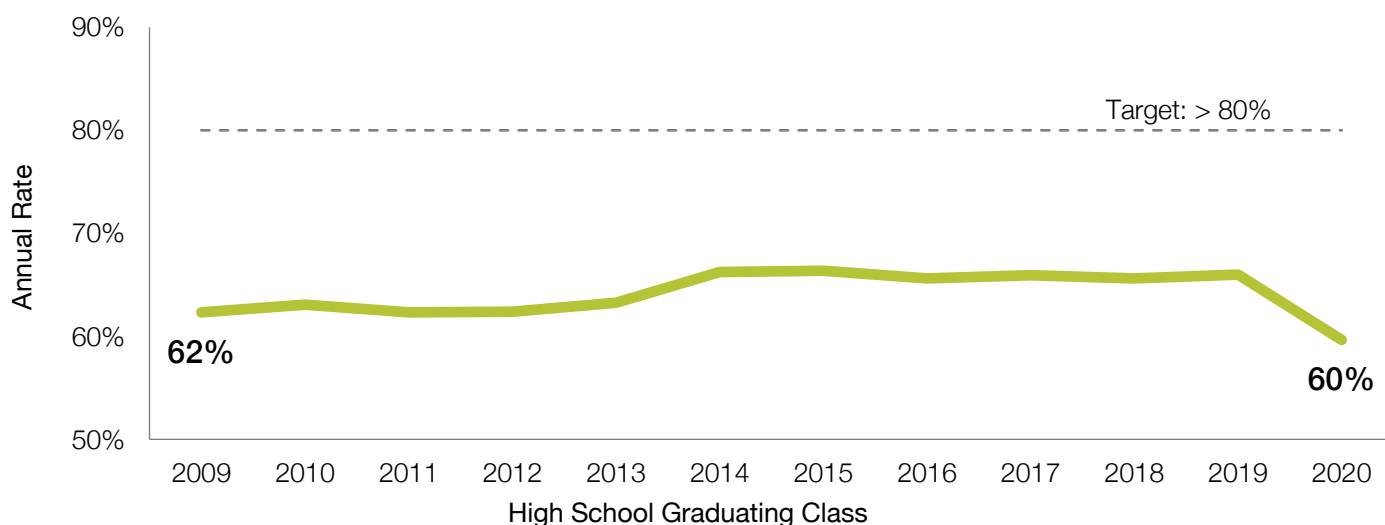
Section IV: College Enrollment

In this section, we examine the data about college enrollment across New England. For this section, college enrollment is defined as students 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, with a slight increase to 67% in 2019. College enrollment rates dropped substantially in the fall of 2020 to just 60% for the region, the lowest enrollment rate in the last decade. This reflects a similar pattern to decreasing enrollment rates nationwide in 2020.

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	2019	2020
NESSC	62.3%	63.1%	62.3%	62.4%	63.2%	66.3%	66.4%	65.6%	66.6%	66.1%	66.5%	59.6%
CT	66.8%	67.4%	67.1%	67.2%	68.0%	68.3%	68.4%	68.1%	66.5%	66.2%	66.7%	62.7%
ME	61.7%	63.2%	62.3%	63.3%	63.5%	63.0%	63.5%	62.3%	59.2%	58.0%	59.6%	55.2%
MA	Not submitted to NESSC					69.8%	69.8%	69.2%	70.3%	69.2%	69.1%	-
NH	58.4%	58.6%	57.9%	57.2%	57.5%	58.2%	57.1%	54.3%	58.2%	57.5%	59.1%	57.8%
RI	60.0%	60.0%	58.0%	57.9%	59.2%	58.9%	60.6%	59.2%	61.3%	66.1%	66.7%	61.3%
VT	51.5%	52.7%	50.6%	50.9%	52.7%	52.1%	52.6%	52.3%	52.2%	52.6%	51.2%	48.9%

* Massachusetts has been a longstanding member of the NESSC and contributor to the Common Data Project.

Massachusetts began providing college data in 2014, but was unable to provide updated college data for the 2021 report; historic data have been included where possible.

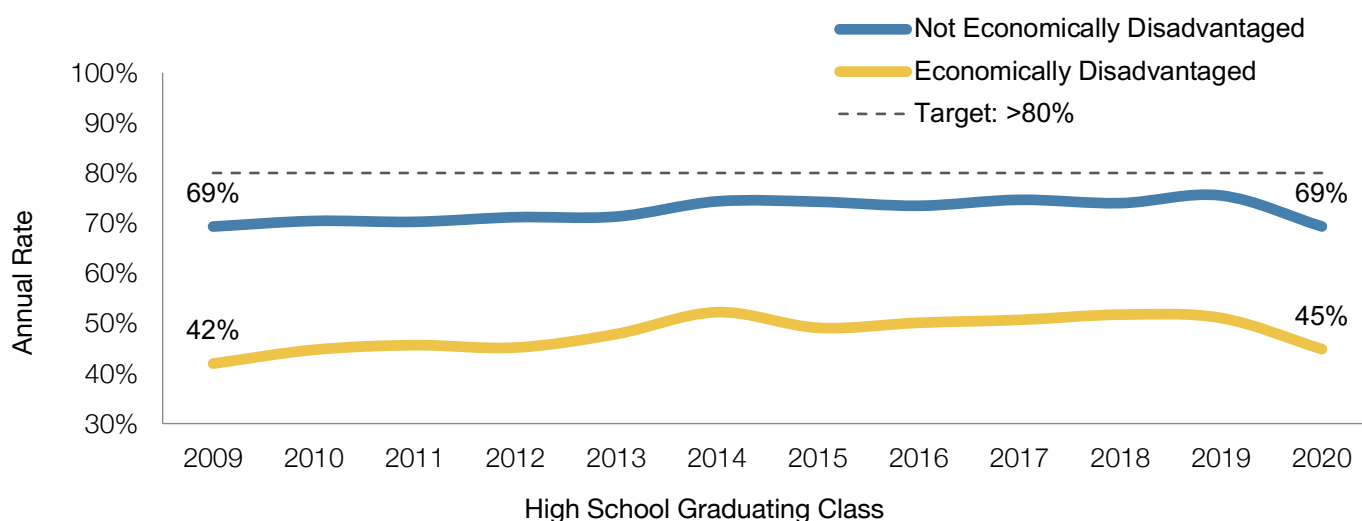
Section IV: College Enrollment

Economically Disadvantaged Students

The college enrollment rate for economically disadvantaged (ED) students in New England increased by 9 percentage points between 2009 and 2019, and then declined by 6 percentage points in 2020 to 45%. Rates for non-economically disadvantaged (non-ED) students enrolled in college has also been on the rise but declined by 6 percentage points in 2020.

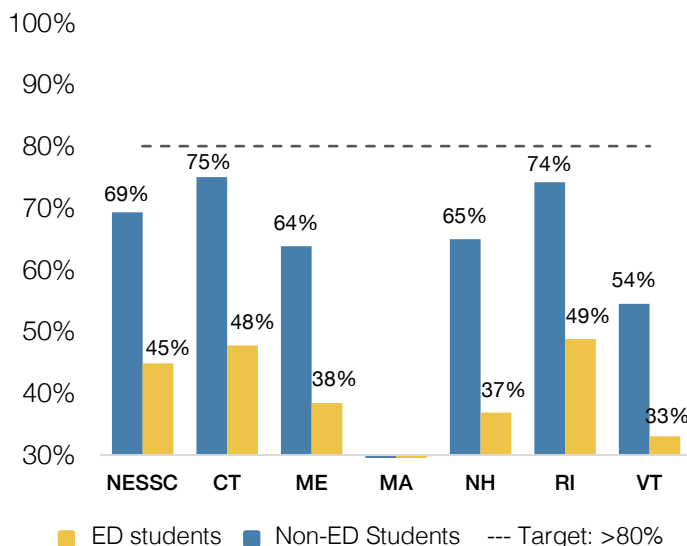
The gap in college enrollment between economically disadvantaged and non-economically disadvantaged students has dropped from 27 to 24 percentage points.

College Enrollment Rates by Economic Status



For the high school graduating class of 2020, no state met the NESSC 80% target of college enrollment for either student group.

Distance from target by state (Class of 2020)



Enrollment rate & number of students by state (2020)

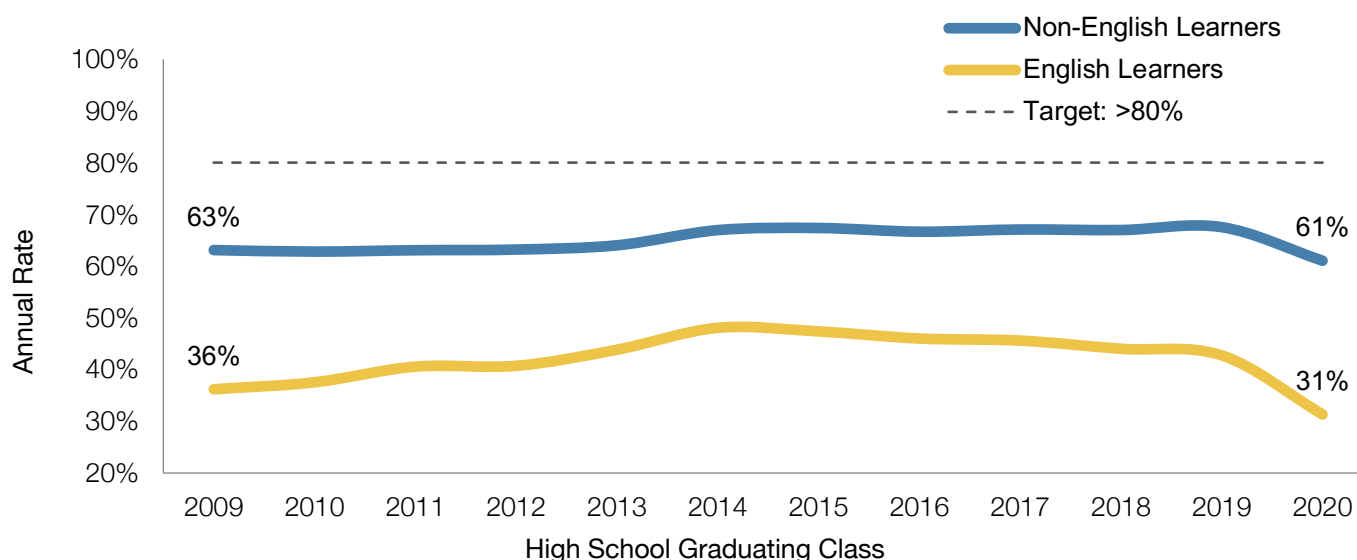
	ED Students		Non-ED Students	
NESSC	44.9%	13,820	69.3%	32,646
CT	47.7%	8,163	75.0%	15,697
ME	38.5%	1,623	63.8%	5,253
MA	-	-	-	-
NH	36.8%	1,170	64.9%	6,046
RI	48.7%	2,428	74.2%	3,600
VT	33.0%	436	54.5%	2,050

Section IV: College Enrollment

English Learners

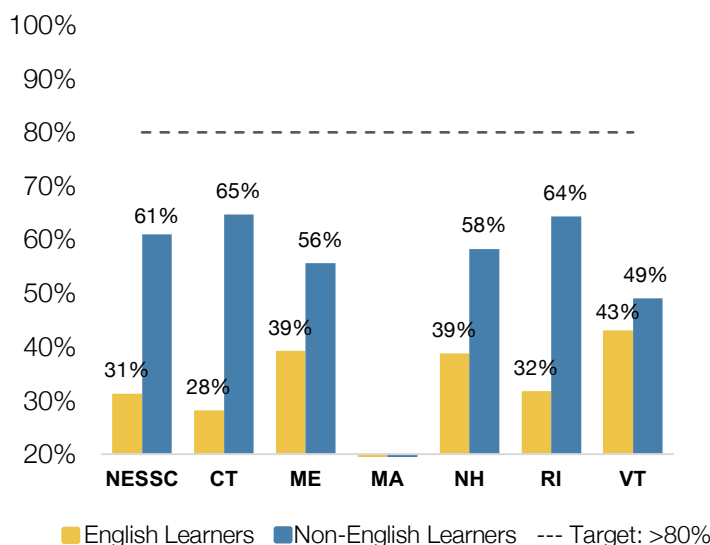
Between 2009 and 2019, college enrollment by English learners has increased by about 8 percentage points—with the highest enrollment rate of 48% reported in 2014—compared with a 5-percentage point increase for non-English learners. Between 2019 and 2020, the enrollment rate for English learners decreased to 31%, an 11 percentage point decline. Non-English learners' enrollment declined from 68% in 2019 to 61% in 2020.

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 2020. 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 2020)



Enrollment rate & number of students by state (2020)

	English Learners		Non-English Learners	
NESSC	31.3%	1,140	61.0%	45,326
CT	28.2%	564	64.6%	23,296
ME	39.2%	120	55.6%	6,756
MA	-	-	-	-
NH	38.8%	120	58.3%	7,096
RI	31.7%	292	64.4%	5,736
VT	43.1%	44	49.0%	2,442

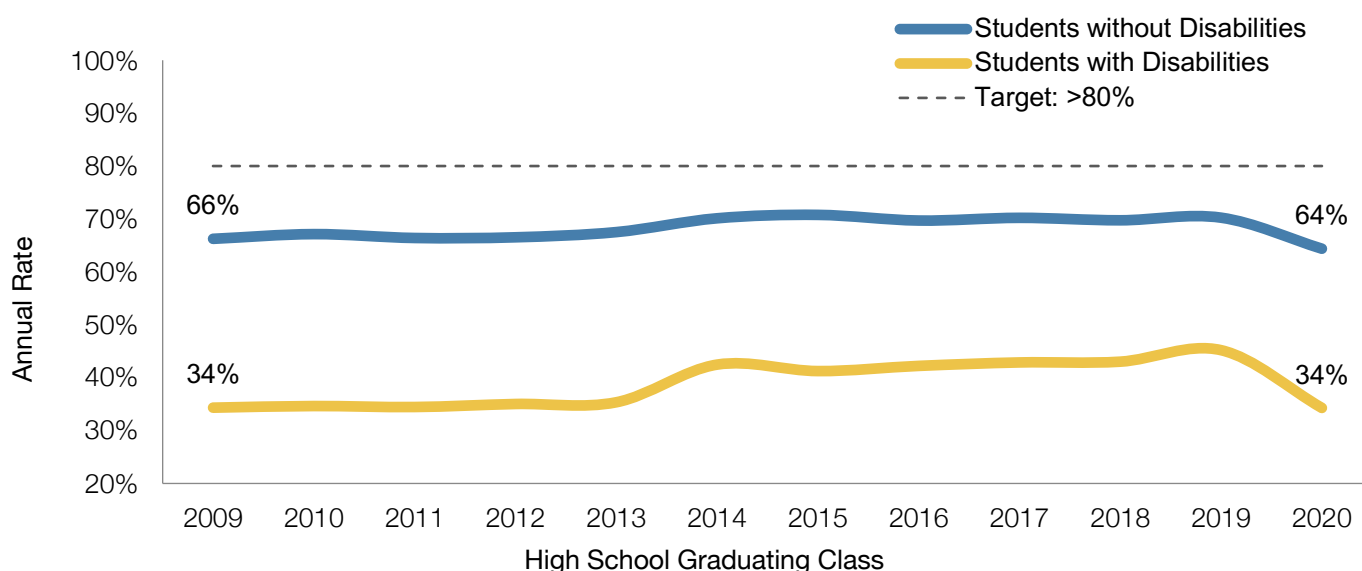
Section IV: College Enrollment

Students with Disabilities

College enrollment rates for students with disabilities increased by more than 10 percentage points between 2009 and 2019, but the enrollment rate decreased to 34% in 2020. 64% of students without disabilities enrolled in college in 2020, a six percentage point decrease from the previous year.

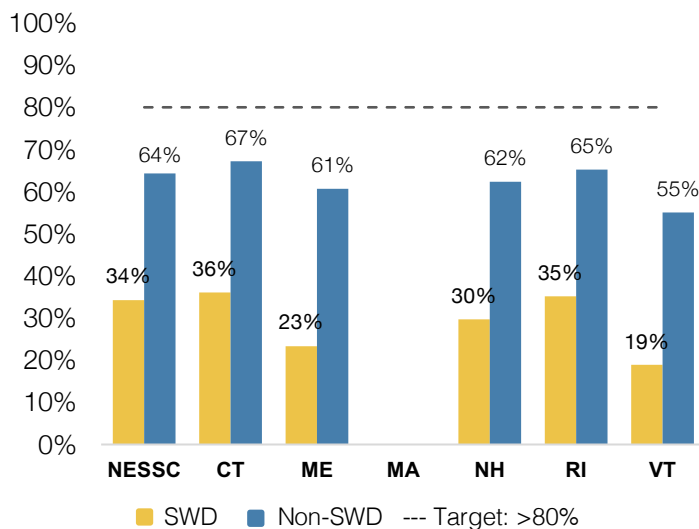
The gap in college enrollment between students with disabilities and students without disabilities has decreased from 32 to 30 percentage points.

College Enrollment Rates by Student Disability



College enrollment rates for students with disabilities graduating in 2020 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 2020)



Enrollment rate & number of students by state (2020)

	Students with Disabilities		Students without Disabilities	
NESSC	34.3%	3,557	64.4%	42,909
CT	36.1%	2,002	67.3%	21,858
ME	23.4%	424	60.6%	6,452
MA	-	-	-	-
NH	29.7%	515	62.3%	6,701
RI	35.2%	453	65.2%	5,575
VT	18.9%	163	55.1%	2,323

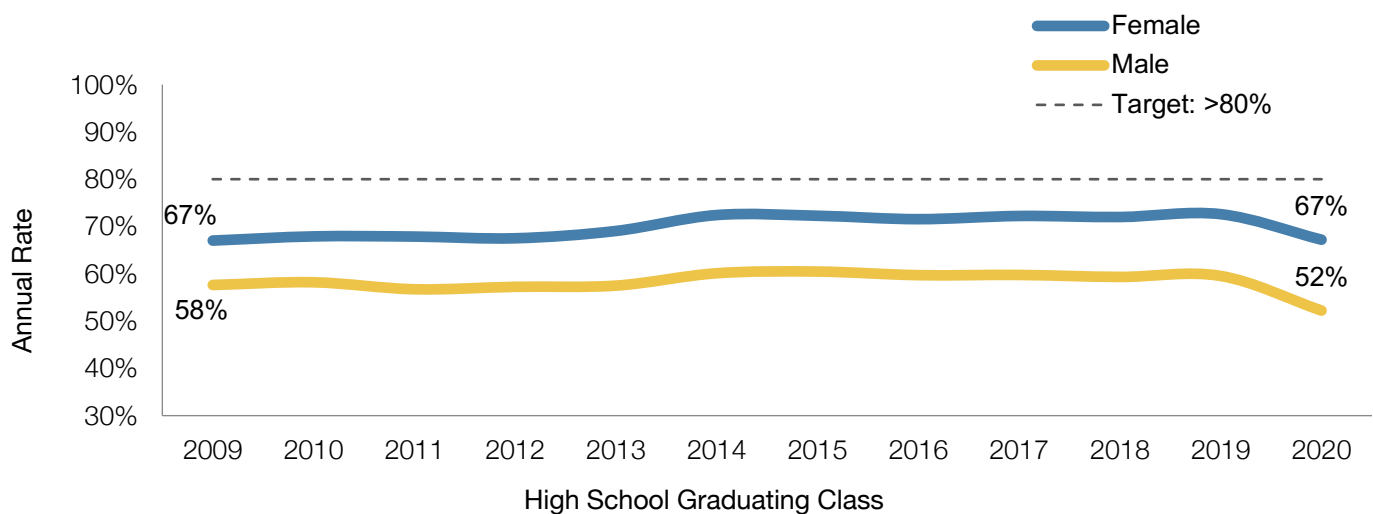
Section IV: College Enrollment

Gender

Between 2009 and 2019, the college enrollment rate for female students across the region started out higher than that of male students. It has also increased faster, from 67% to 73% compared with 58% to 60% for males. Both groups saw a decline in rates in 2020, by 5 percentage points for females and 7 percentage points for males.

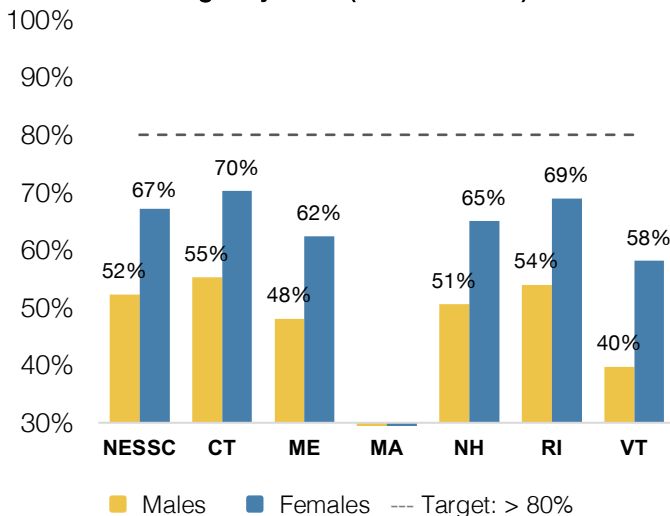
The gap in college enrollment rates between female and male students has increased from 9 to 15 percentage points between 2009 and 2020

College Enrollment Rates by Gender



Female and male students from the high school graduating class of 2020 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 2020)



Enrollment rate & number of students by state (2020)

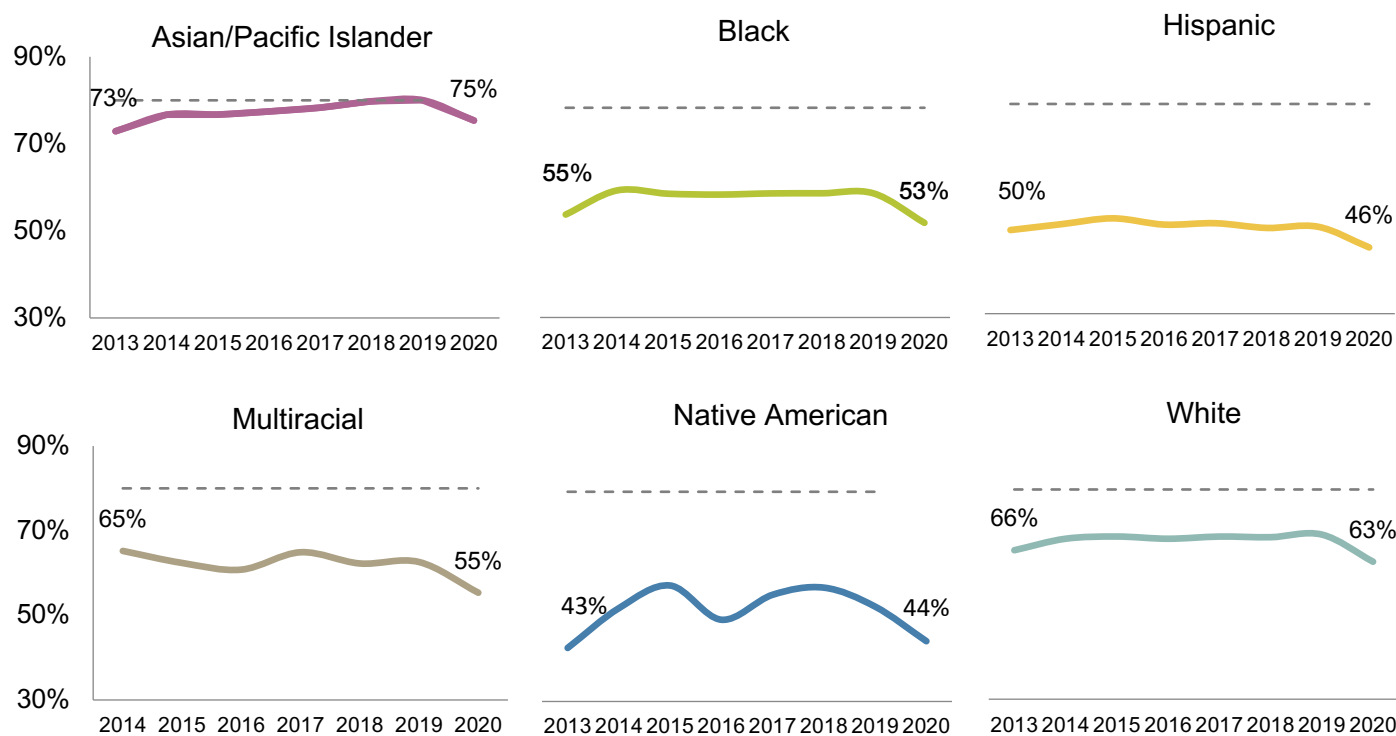
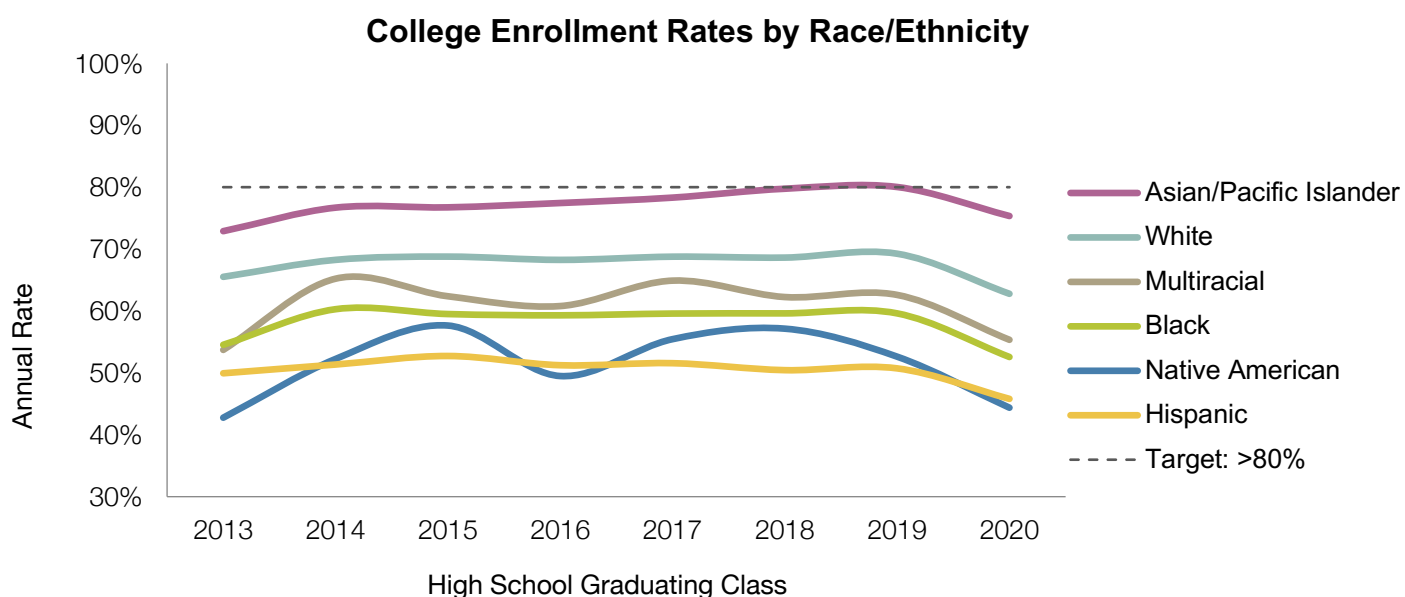
	Males		Females	
NESSC	52.2%	20,498	67.2%	25,968
CT	55.3%	10,587	70.2%	13,273
ME	48.1%	3,016	62.4%	3,860
MA	-	-	-	-
NH	50.6%	3,165	65.1%	4,051
RI	54.0%	2,715	69.0%	3,313
VT	39.8%	1,015	58.1%	1,471

Section IV: College Enrollment

Race/Ethnicity

All race/ethnicity student groups saw a decline in college enrollment rates in 2020. Substantial differences in college enrollment by race are present across New England. Asian/Pacific Islander students enroll in college at the highest rates (75% in 2020), followed by White students (63%), Multiracial students (55%), Black students (53%), Native American students (53%), and Hispanic students (46%).

Between 2019 and 2020, the groups that saw the most sizable decreases in enrollment rates included Black students (7 percentage points), Multiracial students (7 percentage points), and Native American students (8 percentage points).

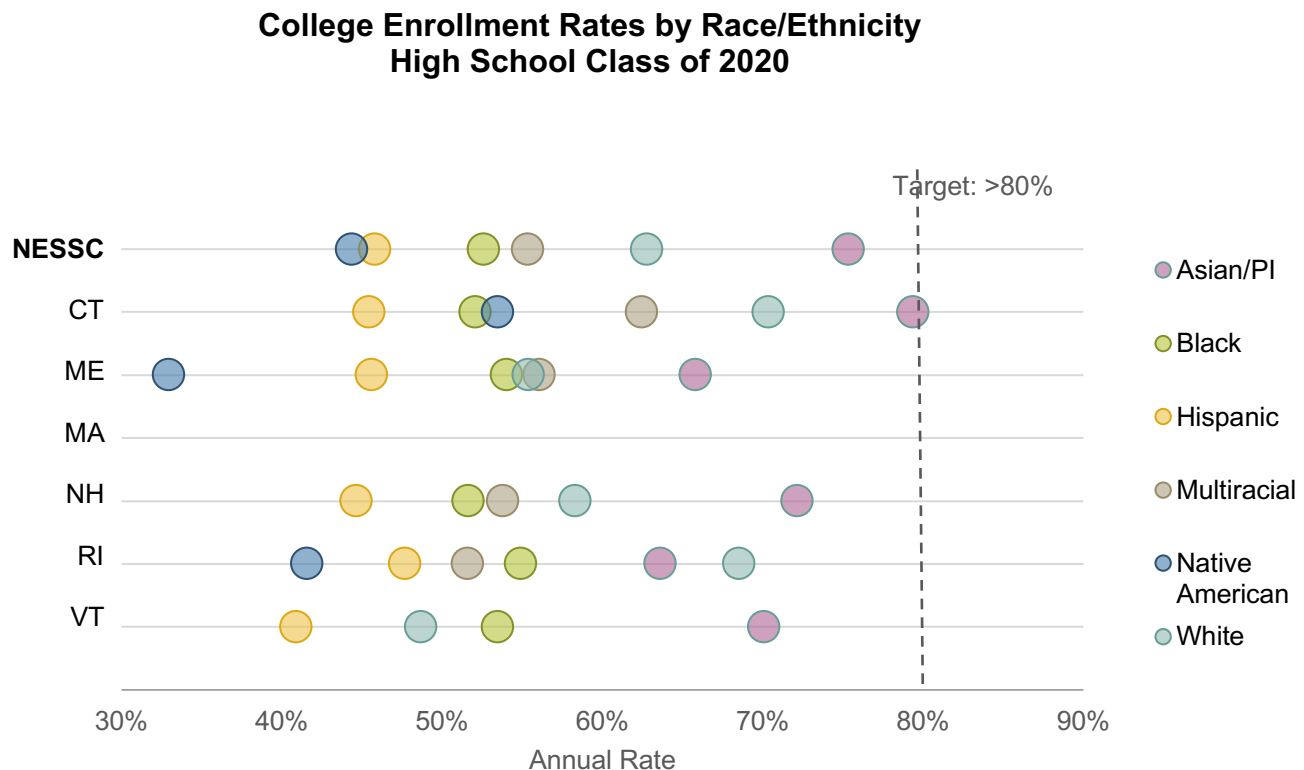


Section IV: College Enrollment

Race/Ethnicity

For students graduating from high school in 2020, college enrollment varied considerably both by race/ethnicity and across states. Across the region, the enrollment rate gap between race/ethnicity student groups ranged from five percentage points to more than 30 percentage points.

With the decline in overall enrollment rates from 2019 to 2020, no student race/ethnicity student group met the NESSC target.



College enrollment rate & number of students by state (Class of 2020)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	75.3%	2,472	52.6%	3,473	45.8%	5,420	55.3%	1,020	44.4%	138	62.8%	33,885
CT	79.4%	1,687	52.0%	2,541	45.4%	3,831	62.4%	602	53.4%	62	70.3%	15,137
ME	65.8%	173	54.0%	248	45.6%	119	56.1%	125	33.0%	29	55.4%	6,182
MA	-	-	-	-	-	-	-	-	-	-	-	-
NH	72.1%	308	51.6%	144	44.7%	284	53.8%	128	0.0%	15	58.3%	6,332
RI	63.6%	215	54.9%	478	47.7%	1,139	51.6%	165	41.6%	32	68.5%	3,999
VT	70.1%	89	53.4%	62	40.9%	47	-	-	*		48.7%	2,235

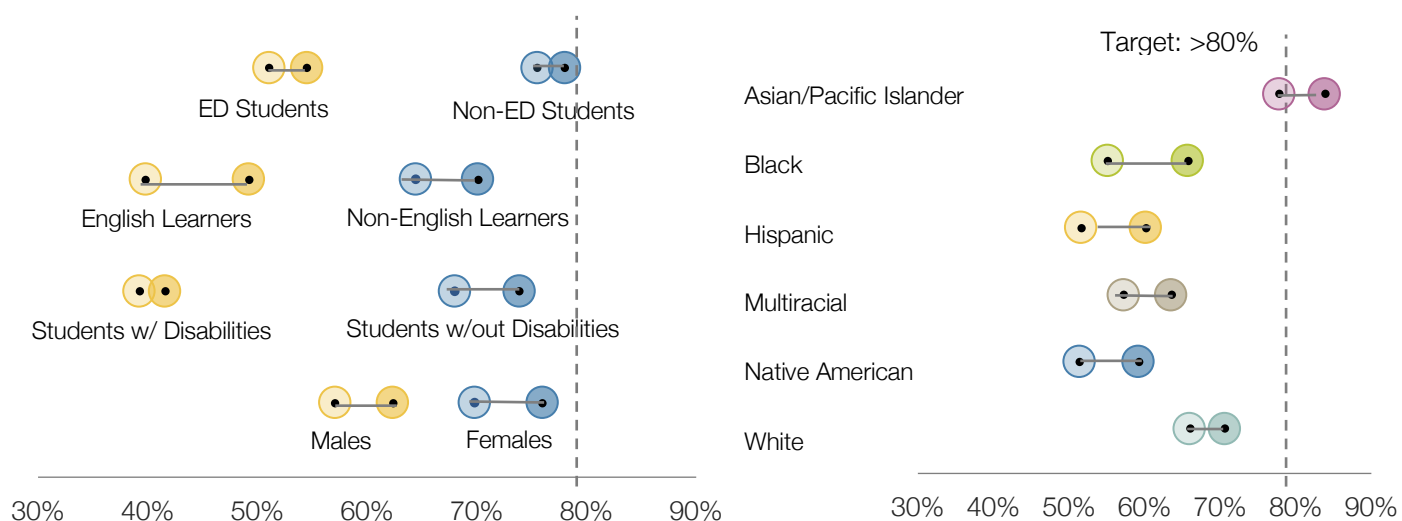
* data suppressed due to small numbers

Section IV: College Enrollment

Extended College Enrollment (within 16 Months)

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 2019. We examine variation in enrollment rates by student group 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 2019 (i.e., fall immediately after high school graduation) and fall 2020 (i.e., within 16 months of graduation). Student groups with the greatest gains in college enrollment are Black students (10 percentage points), English Learners (9 points), Hispanic students (9 points), and Native American students (8 points).



Comparison of immediate and extended college enrollment rates by student group (Class of 2019)

	Immediate Enrollment (Fall 2019)	Extended Enrollment (Fall 2020)	# of HS Graduates (Class of 2019)	Difference (Percentage Points)
All Students	66.0%	69.1%	78,964	3.1%
Non-Economically Disadvantaged	75.5%	78.0%	46,817	2.5%
Economically Disadvantaged	51.1%	54.5%	32,147	3.4%
Non-English Learners	64.4%	70.1%	75,267	5.7%
English Learners	39.8%	49.2%	3,603	9.4%
Students without Disabilities	68.0%	73.9%	67,224	5.8%
Students with Disabilities	39.2%	41.6%	11,740	2.3%
Female	69.8%	76.0%	38,888	6.2%
Male	57.1%	62.3%	40,076	5.3%
Asian/Pacific Islander	77.8%	83.8%	3,165	6.1%
Black	55.1%	65.7%	6,559	10.6%
Hispanic	51.5%	60.1%	11,436	8.6%
Multiracial	57.2%	63.5%	1,757	6.3%
Native American	51.4%	59.2%	294	7.8%
White	66.0%	70.6%	55,722	4.6%

Section V: College Persistence

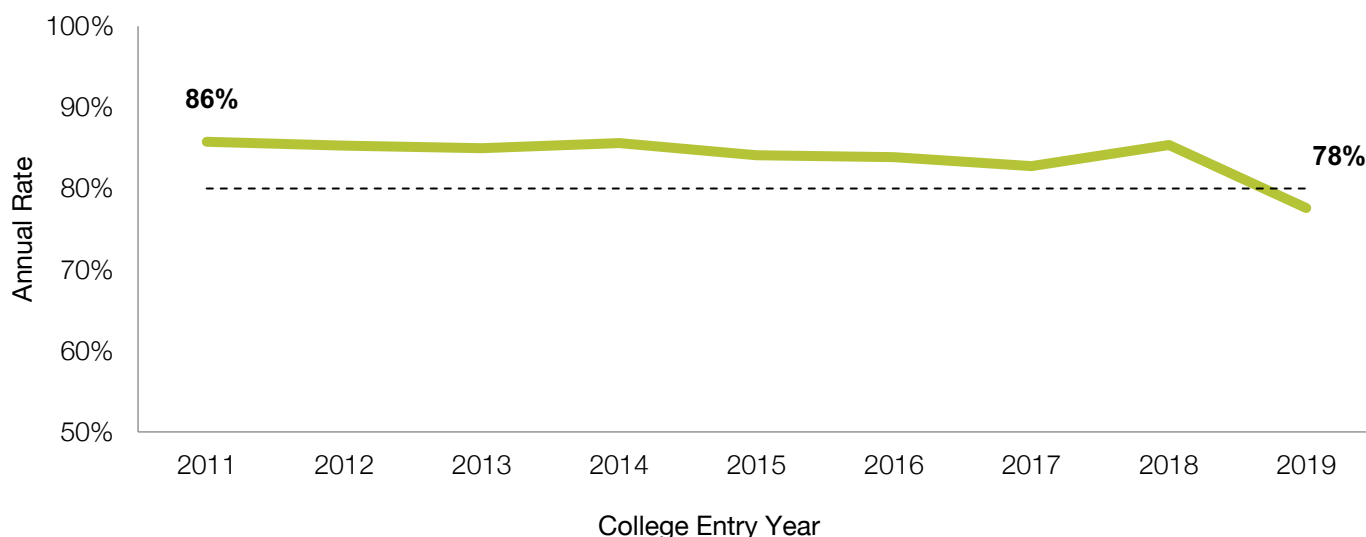
In this section, we explore the data about college persistence across New England, defined as the rate of college enrollees who are enrolled in college for a third semester in their second year. Some of the student groups discussed in the pages that follow have quite small populations. Consequently, 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 remained above the 80% target since we began measuring with the college entering class of 2011; however, the persistence rate fell below the target to 78% in 2020.

All states saw a decline in persistence rates in 2020, ranging from about a 2 percentage point decrease in New Hampshire and Rhode Island, and 5 percentage points in Connecticut.

NESSC College Persistence Rates



College persistence rate by state & year of college entry

	2011	2012	2013	2014	2015	2016	2017	2018	2019
NESSC	85.8%	85.3%	85.0%	85.6%	84.1%	83.9%	82.8%	82.5%	77.6%
CT	84.9%	85.0%	84.7%	84.6%	84.1%	83.2%	83.2%	83.8%	80.6%
ME	90.6%	90.0%	89.9%	89.7%	76.8%	74.9%	75.9%	67.0%	63.2%
MA	Not submitted to NESSC			87.0%	87.0%	87.3%	85.0%	85.0%	–
NH	81.9%	82.2%	81.7%	81.9%	79.8%	80.6%	82.4%	82.9%	81.2%
RI	89.8%	87.7%	85.7%	81.8%	81.5%	78.4%	74.3%	78.5%	76.7%
VT	83.7%	80.0%	81.9%	82.1%	80.4%	82.7%	–	89.0%	84.6%

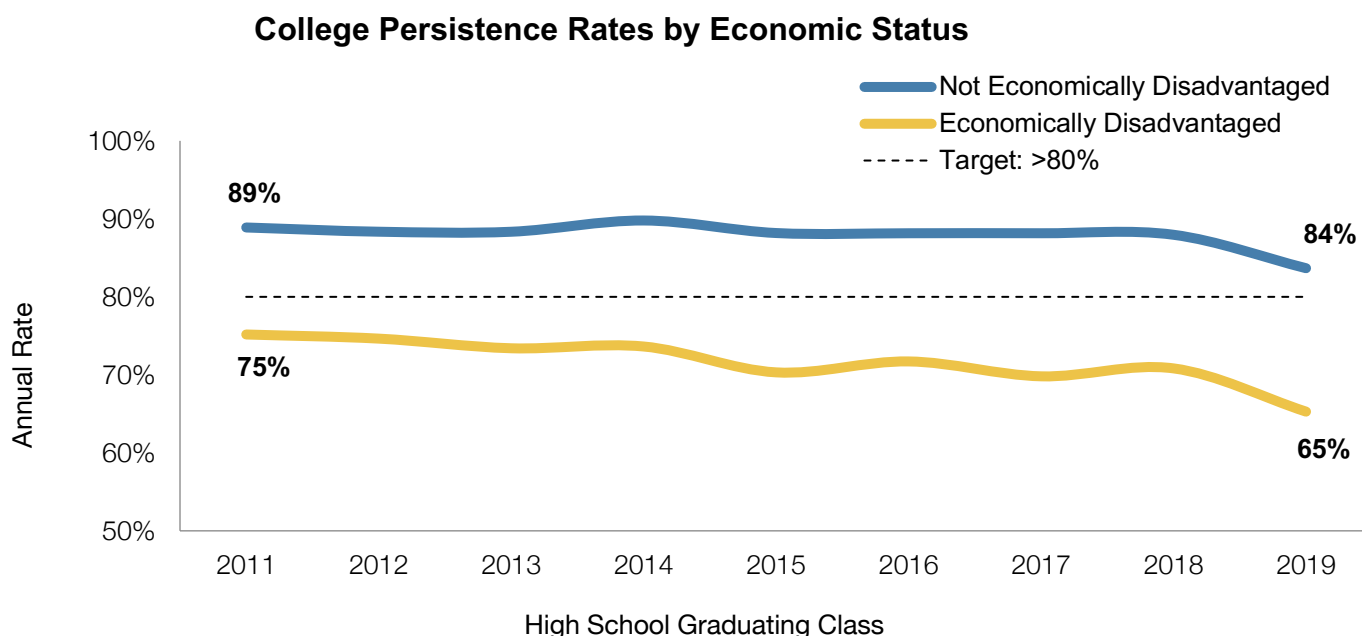
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Section V: College Persistence

Economically Disadvantaged Students

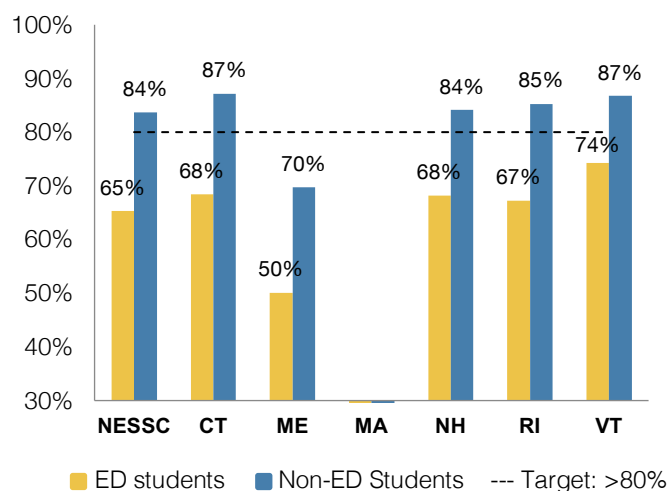
The college persistence gap between economically disadvantaged (ED) and non-economically disadvantaged (non-ED) students has worsened over the last decade, increasing from a difference of 14 percentage points for students who entered college in 2011 to 19 percentage points for those who entered college in 2019.

Economically disadvantaged students who entered college in 2019 persisted in college at lower rates across the region (65%) as compared to those who entered in 2011 (75%).



Non-economically disadvantaged students who entered college in 2019 have met the NESSC college persistence target of 80% in all states except Maine. Economically disadvantaged students have not met that target in any state.

Distance from target by state (College Entry Year 2019)



Persistence rate & number of students by state (2019)

	ED Students		Non-ED Students	
NESSC	65.3%	11,928	83.7%	30,618
CT	68.4%	6,526	87.2%	15,529
ME	50.1%	1,515	69.8%	4,002
MA	-	-	-	-
NH	68.2%	1,046	84.2%	5,580
RI	67.2%	2,460	85.3%	3,435
VT	74.3%	381	86.8%	2,072

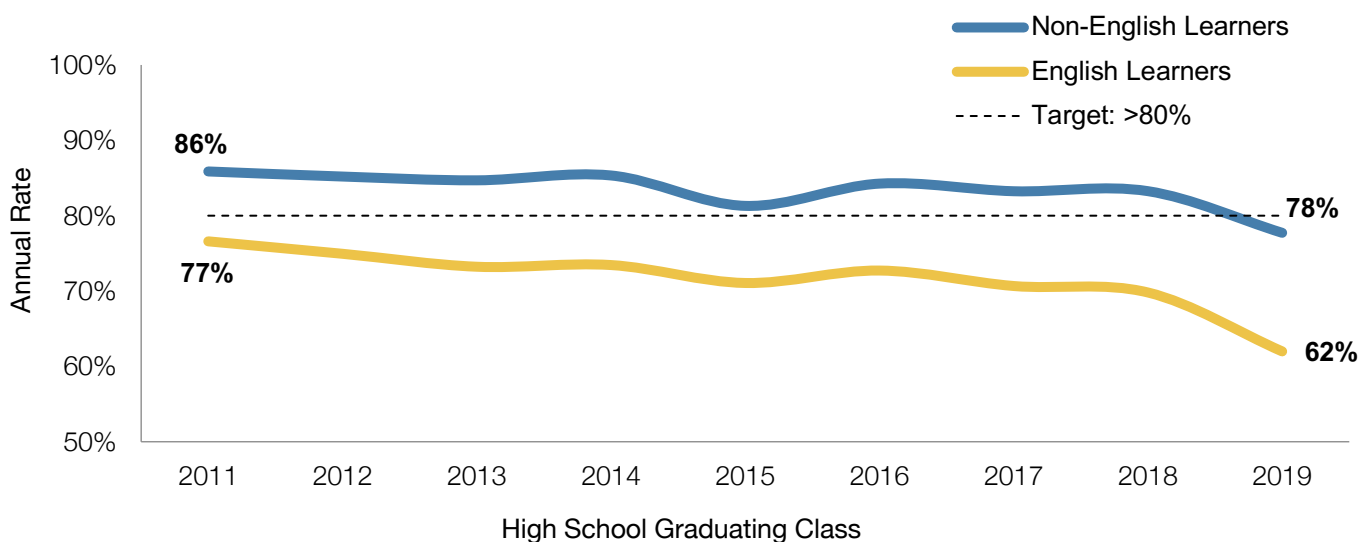
Section V: College Persistence

English Learners

English learners' college persistence rates have been trending down over the last decade, having fallen by 15 percentage points, from 77% for the class entering college in 2011 to 62% for the class entering in 2019. College persistence of non-English learners decreased by 8 percentage points during the same period, and the gap between the two groups has grown by 7 percentage points.

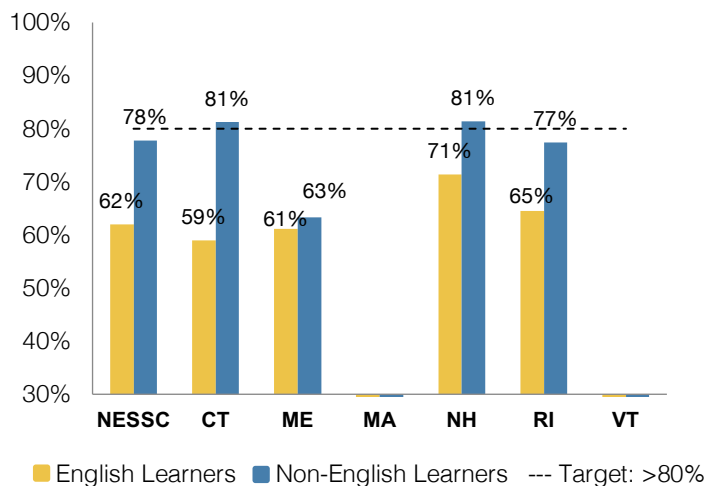
Persistence rates vary from year to year for English learners, in part, because the number of students in this group is low in many New England states.

College Persistence Rates by English Learner Status



Non-English learners in the class entering in 2019 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 2019)



Persistence rate & number of students by state (2019)

	English Learners		Non-English Learners	
NESSC	62.0%	1,065	77.7%	39,028
CT	58.9%	459	81.3%	21,596
ME	61.1%	206	63.3%	5,311
MA	-	-	-	-
NH	71.4%	120	81.4%	6,506
RI	64.5%	280	77.4%	5,615
VT	*		*	

* Numbers suppressed due to small sample size

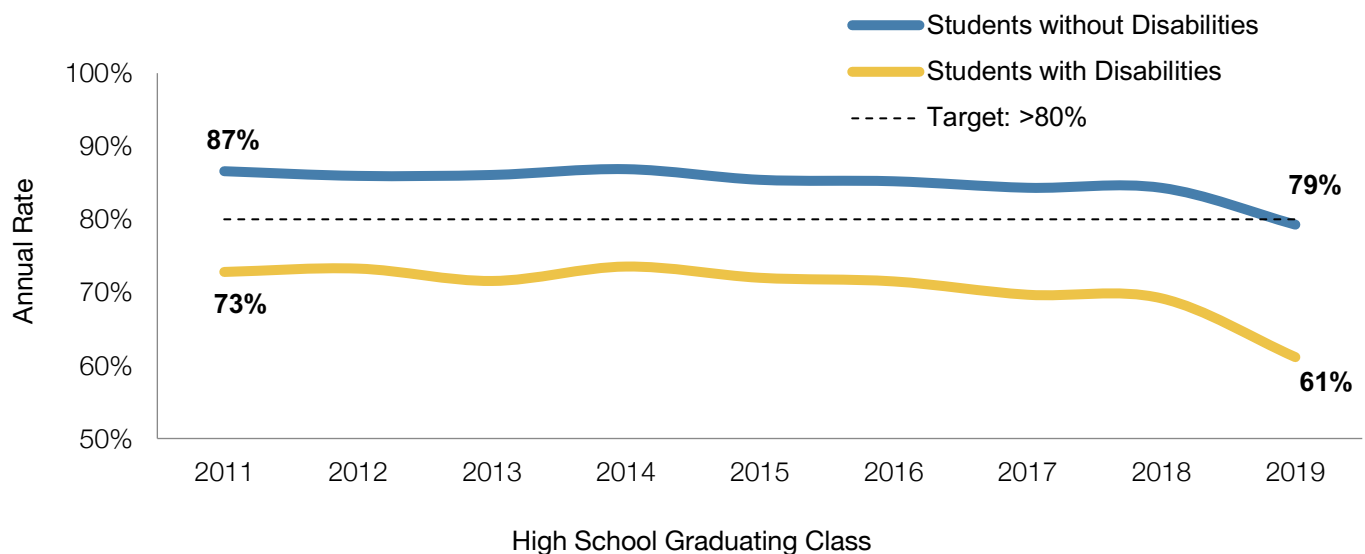
Section V: College Persistence

Students with Disabilities

Compared with the high school graduating class of 2011, average college persistence rates for the class of 2019 had dropped by 12 percentage points for students with disabilities and 8 points for students without disabilities across New England.

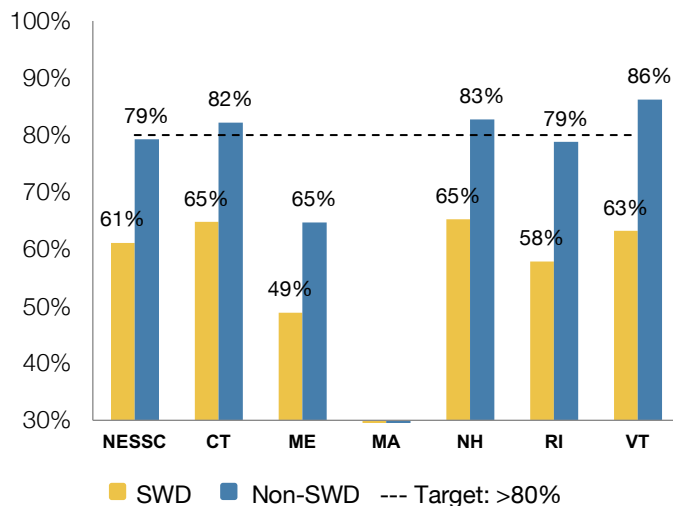
The college persistence gap by student disability status stands at 18 percentage points for students who entered college in 2019.

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 2019)



Persistence rate & number of students by state (2019)

	Students with Disabilities		Students without Disabilities	
NESSC	61.1%	3,096	79.3%	39,450
CT	64.8%	1,622	82.2%	20,433
ME	48.9%	405	64.7%	5,112
MA	-	-	-	-
NH	65.2%	488	82.8%	6,138
RI	57.9%	452	78.8%	5,443
VT	63.2%	129	86.2%	2,324

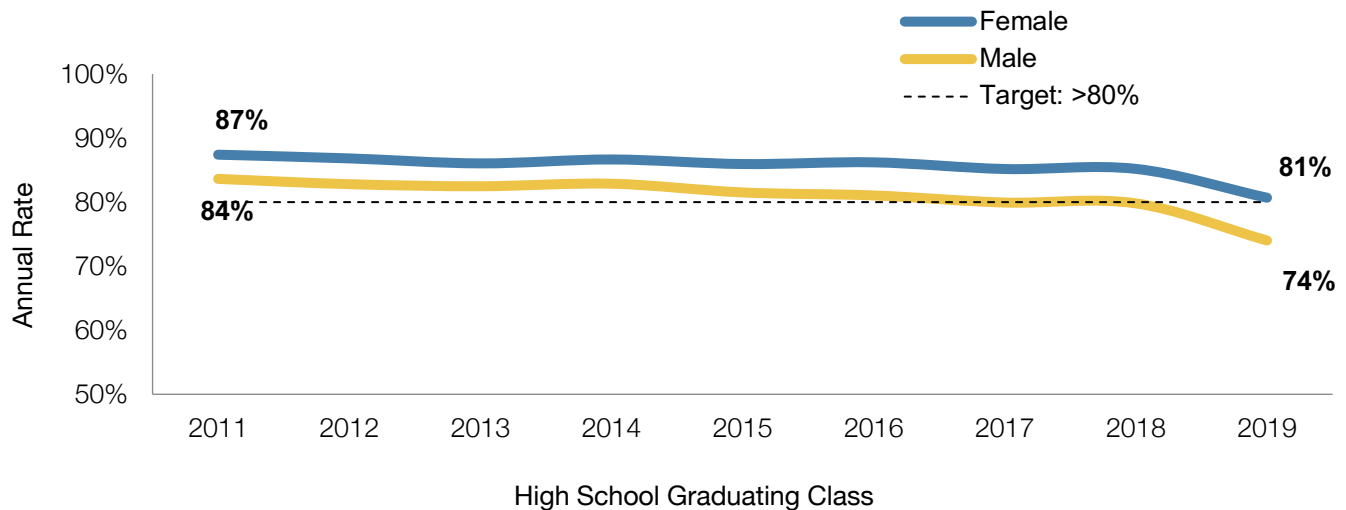
Section V: College Persistence

Gender

Across New England, female students persist in college at rates 7 percentage points higher than male students.

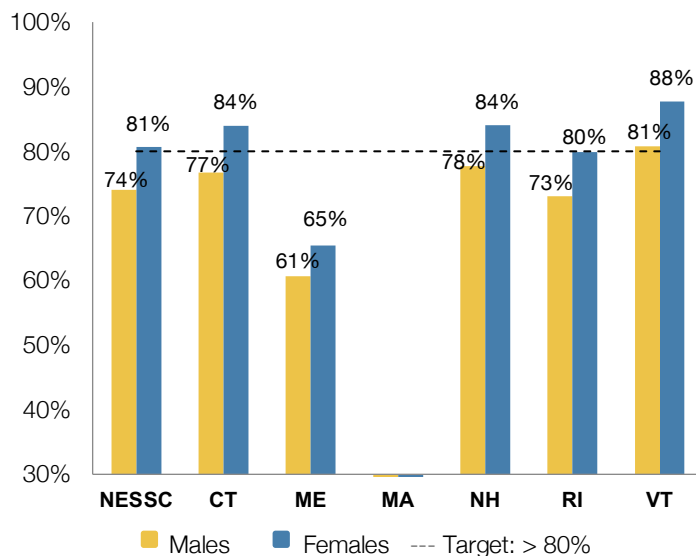
College persistence among female students across the region has declined 6 percentage points since 2011, while persistence among male students fell by 10 percentage points between 2011 and 2019.

College Persistence Rates by Gender



Female students who entered college in 2019 met the NESSC college persistence target in all states except Maine; male students also met the target in Vermont.

Distance from target by state (College Entry Year 2019)



Persistence rate & number of students by state (2019)

	Males		Females	
NESSC	74.0%	18,768	80.7%	23,778
CT	76.8%	9,762	84.0%	12,293
ME	60.7%	2,453	65.4%	3,064
MA	-	-	-	-
NH	77.7%	2,846	84.0%	3,780
RI	73.1%	2,651	79.9%	3,244
VT	80.7%	1,056	87.7%	1,397

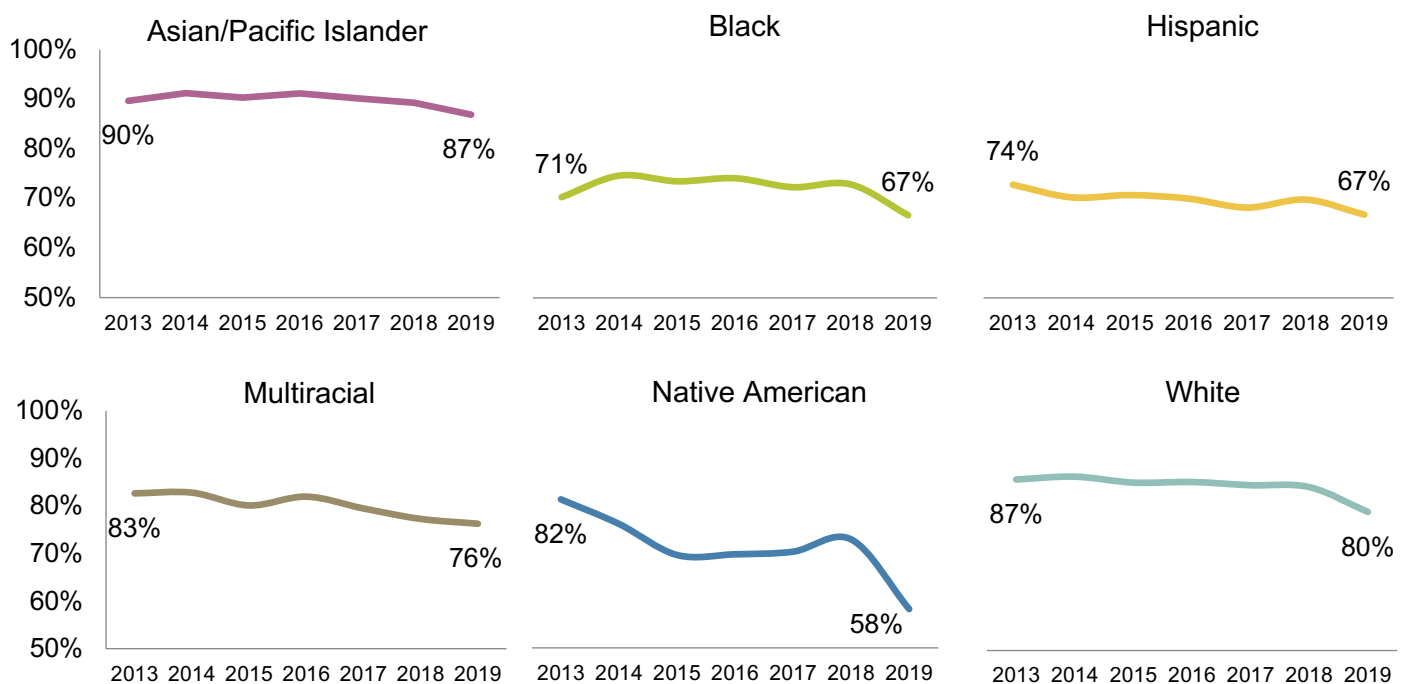
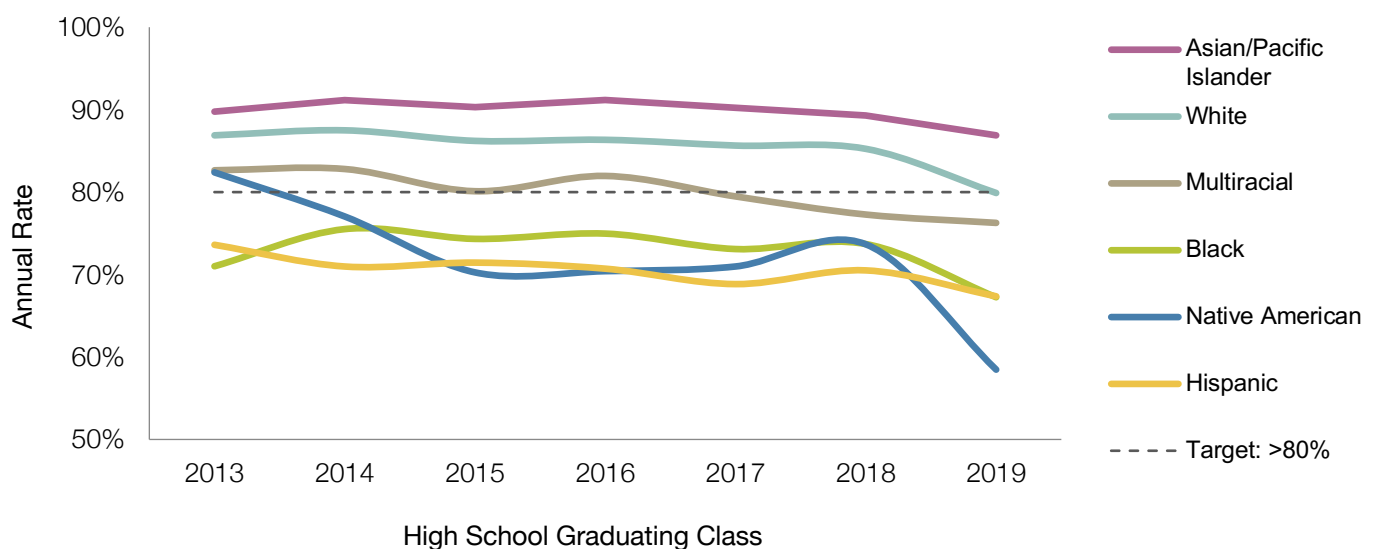
Section V: College Persistence

Race/Ethnicity

College persistence rates vary substantially by race/ethnicity in New England. Asian/Pacific Islander students consistently have the highest college persistence rates (89% for those who entered college in 2018), followed by White students (82%) and Multiracial students (77%). Black students had the fourth-highest college persistence rates in 2016 (73%), followed by Native American students (72%) and Hispanic students (70%).

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 2018 as compared to those who entered in 2011.

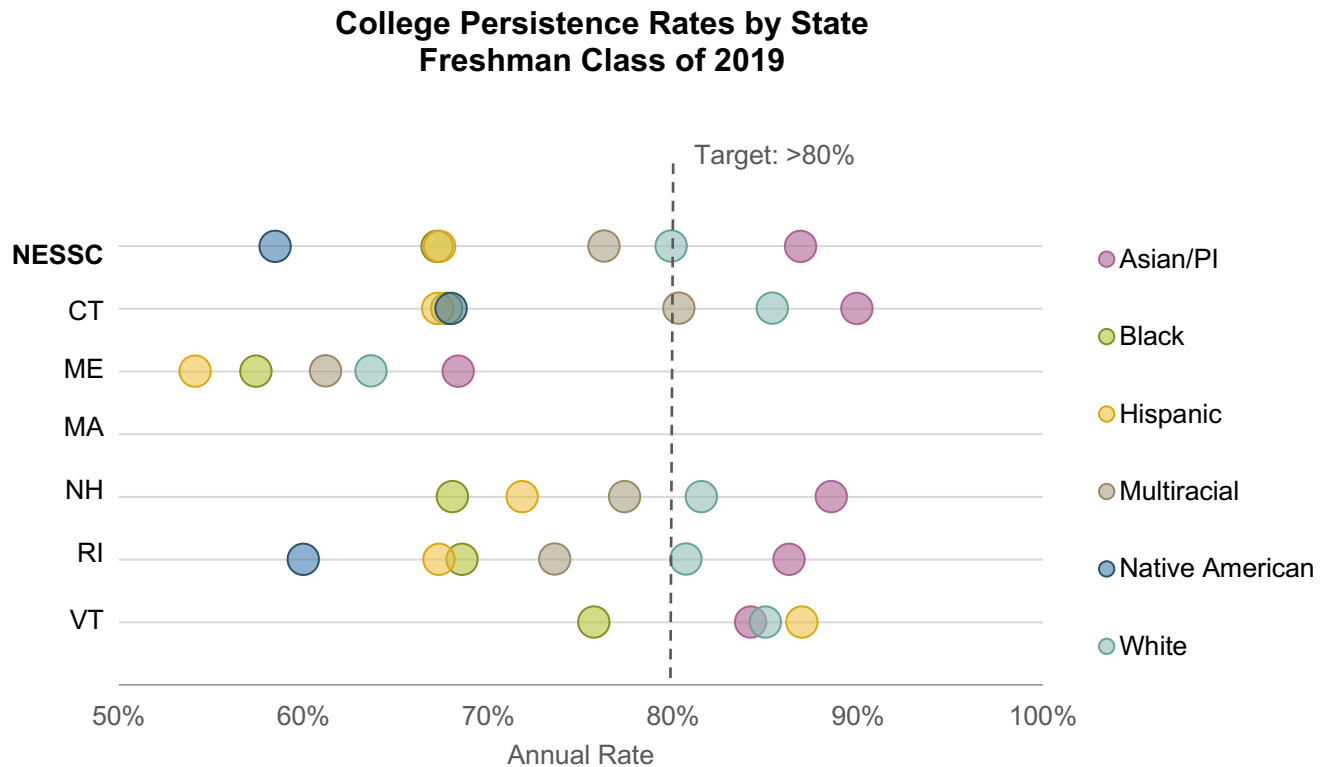
College Persistence Rates by Race/Ethnicity



Section V: College Persistence

Race/Ethnicity

Asian/Pacific Islander and White students have met the college persistence target in all states except Maine. Across the region, the college persistence gap by race/ethnicity stands at 29 percentage points among students who entered college in 2019. Vermont reports the smallest persistence gap by race/ethnicity, at 11 percentage points.



Persistence rate & number of students by state (College Entry Year 2019)

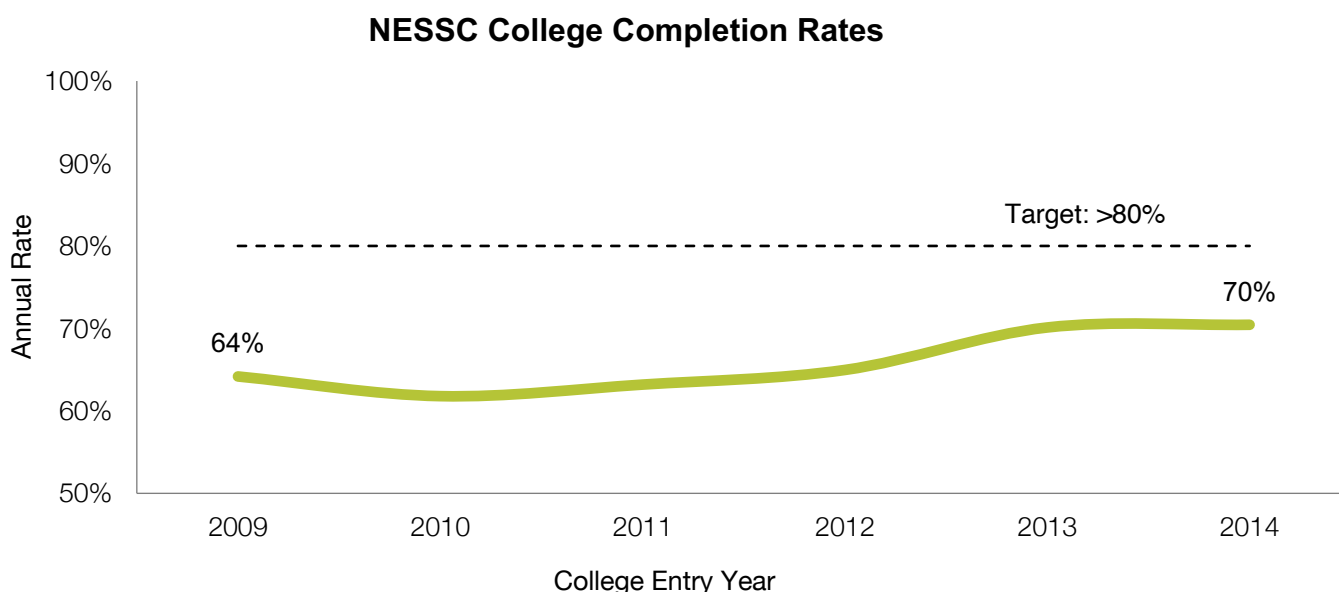
	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	86.9%	2,246	67.2%	2,776	67.4%	4,510	76.3%	842	58.5%	107	79.9%	32,001
CT	89.9%	1,456	67.7%	1,980	67.3%	3,021	80.3%	518	68.0%	51	85.4%	15,029
ME	68.4%	188	57.4%	178	54.1%	98	61.2%	90	46.0%	29	63.7%	4,934
MA	-	-	-	-	-	-	-	-	-	-	-	-
NH	88.6%	302	68.1%	98	71.8%	245	77.4%	89	-	-	81.6%	5,879
RI	86.3%	220	68.6%	467	67.3%	1,086	73.6%	145	60.0%	27	80.7%	3,950
VT	84.2%	80	75.7%	53	87.0%	60	-	-	-	-	85.0%	2,209

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 groups 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 2014, 70% of students across five NESSC states completed a college degree by 2020.



State rates vary, but completion rates either staying steady or increased in 2020 across all the states. (Massachusetts data on college completion are not yet available through the Common Data Project.)

College completion rate by state & year of college entry

	2009	2010	2011	2012	2013	2014
NESSC	64.2%	61.8%	63.2%	65.0%	70.1%	70.4%
CT	69.9%	65.6%	64.4%	65.8%	66.8%	66.7%
ME	60.1%	56.2%	55.5%	64.4%	62.9%	64.3%
MA	Not submitted to NESSC					
NH	63.7%	59.7%	67.1%	70.5%	65.7%	66.9%
RI	49.7%	53.2%	58.5%	56.0%	59.2%	60.2%
VT	–	67.9%	69.9%	–	71.1%	71.1%

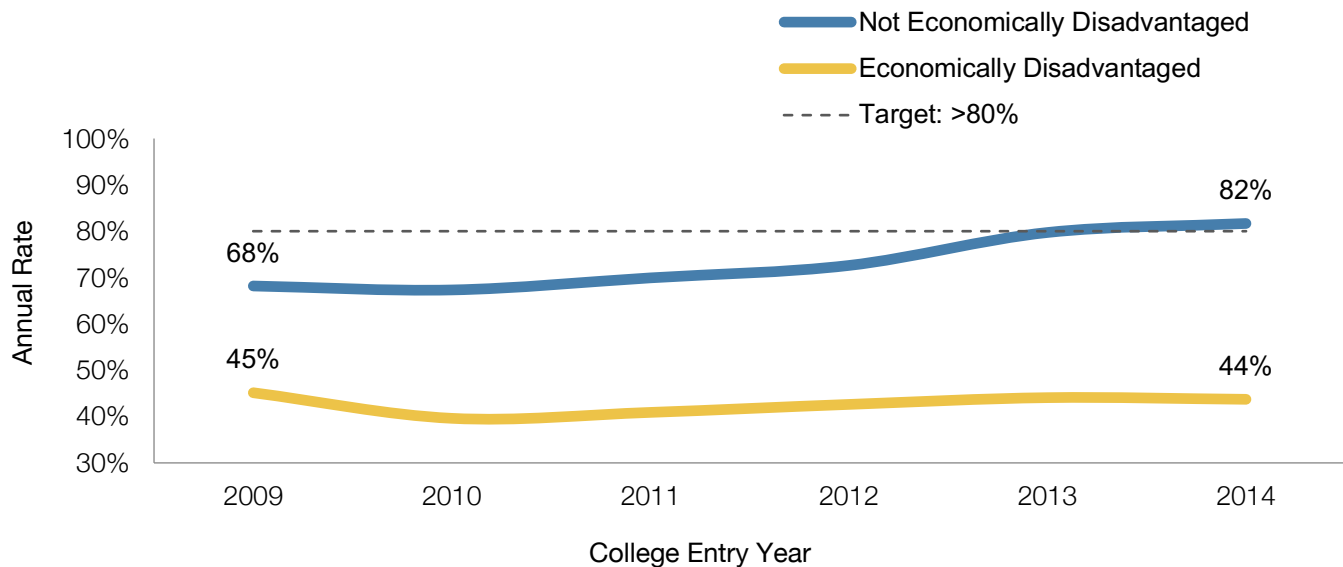
** Massachusetts has been a longstanding member of the NESSC and contributor to the Common Data Project. Massachusetts was unable to provide updated college data for the 2021 report; historic data have been included where possible.*

Section VI: College Completion

Economically Disadvantaged Students

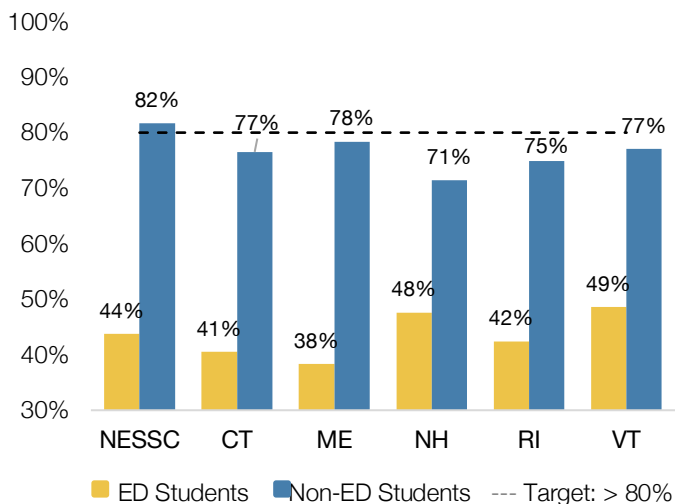
College completion by economically disadvantaged (ED) students—44% of the college entering class across the region in 2014—trails that of their non-economically disadvantaged (non-ED) peers by about 38 percentage points.

College Completion Rates by Economic Status



Non-economically disadvantaged students have met the NESSC target, whereas economically disadvantaged students have not. The college completion gap between economically disadvantaged students and their peers ranges from 24 percentage points in New Hampshire to 40 percentage points in Maine.

Distance from target by state (College Entry Year 2014)



Completion rate & number of graduates by state (2014)

	ED Students		Non-ED Students	
NESSC	43.7%	6,671	81.7%	30,222
CT	40.5%	3,083	76.5%	15,464
ME	38.3%	1,123	78.4%	4,238
MA	Not reported			
NH	47.6%	809	71.4%	5,202
RI	42.4%	1,279	74.9%	3,078
VT	48.6%	377	77.1%	2,240

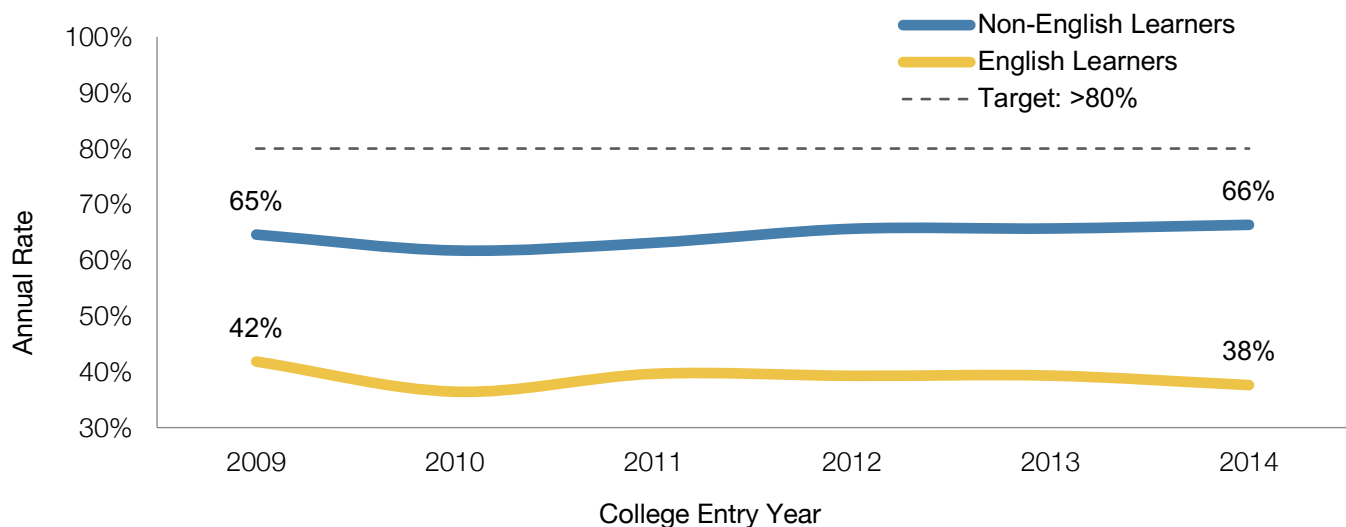
Section VI: College Completion

English Learners

Across the region, we see large differences in college completion by English-learner status. For the college-entering class of 2014, the completion gap between English learners and non-English learners exceeded 28 percentage points.

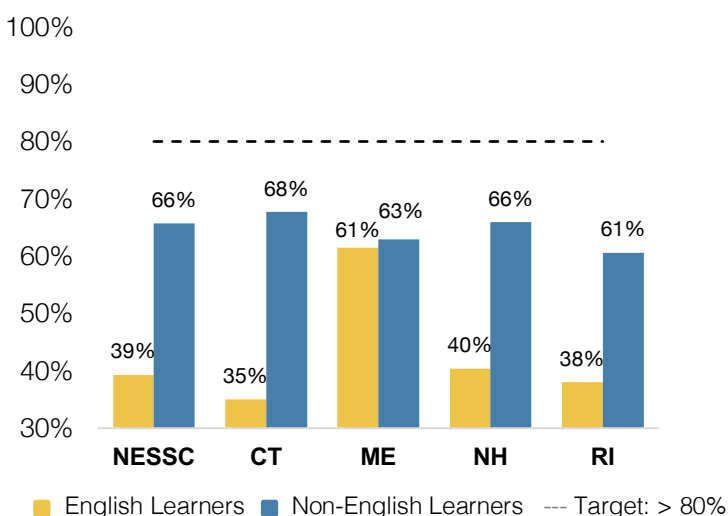
Each year, there are fewer than 600 college completers across the reporting NESSC states who qualified as English learners while in high school.

College Completion Rates by English Learner Status



For students entering college in 2014, 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 groups varies considerably across states, from about 1 percentage point in Maine to 33 percentage points in Connecticut.

Distance from target by state (College Entry Year 2013)



Completion rate & number of graduates by state (2013)

	English Learners		Non-English Learners	
NESSC	37.6%	594	66.3%	33,622
CT	31.0%	226	67.6%	18,321
ME	62.9%	95	64.3%	5,266
MA	Not reported			
NH	50.5%	93	67.2%	5,918
RI	35.0%	180	62.3%	4,117
VT	*		*	

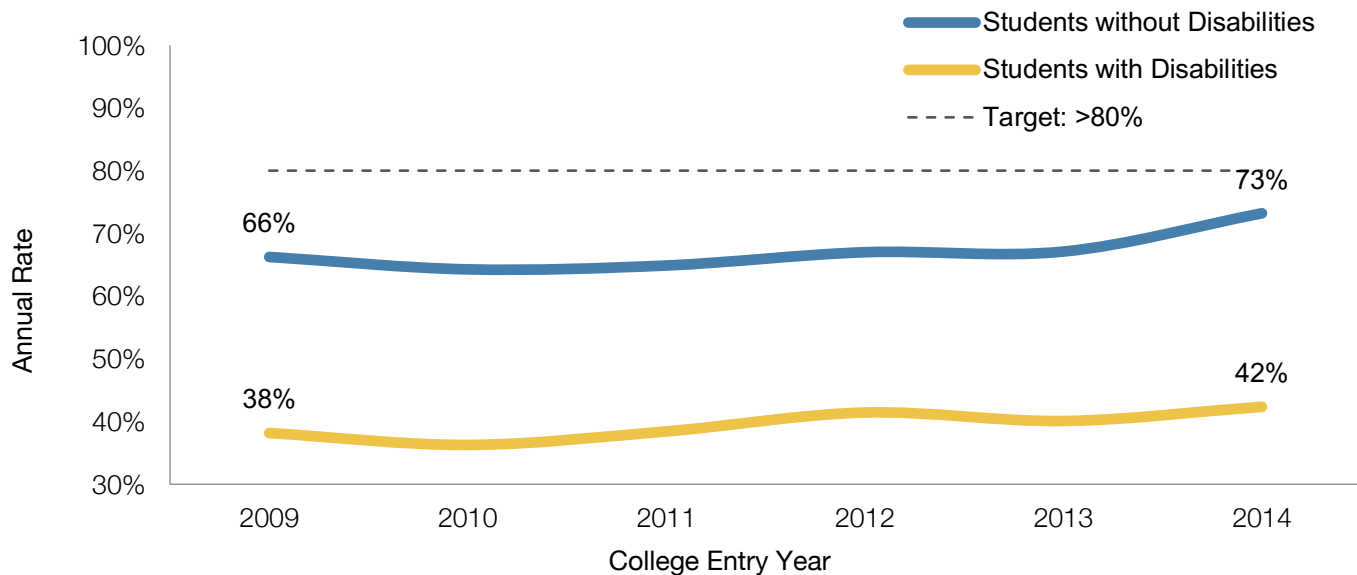
* Numbers suppressed due to small sample size

Section VI: College Completion

Students with Disabilities

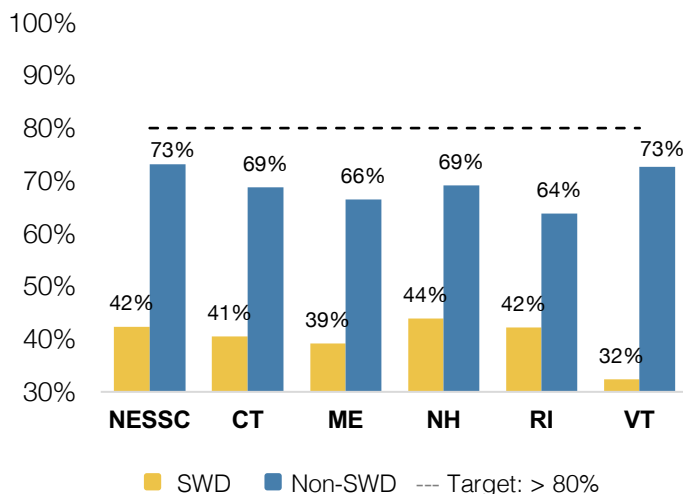
Students with disabilities complete college at a rate of 42% region-wide, varying from 32% in Vermont to 44% in New Hampshire. The regional average is 31 percentage points lower than the college completion rate for students without disabilities.

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 without disabilities by more than 18 percentage points in all states.

Distance from target by state (College Entry Year 2014)



Completion rate & number of graduates by state (2014)

	Students with Disabilities		Students without Disabilities	
NESSC	42.3%	1,883	73.2%	35,010
CT	40.5%	843	68.8%	17,704
ME	39.2%	257	66.5%	5,104
MA	Not reported			
NH	43.9%	357	69.1%	5,654
RI	42.3%	379	63.9%	3,978
VT	32.4%	47	72.6%	2,570

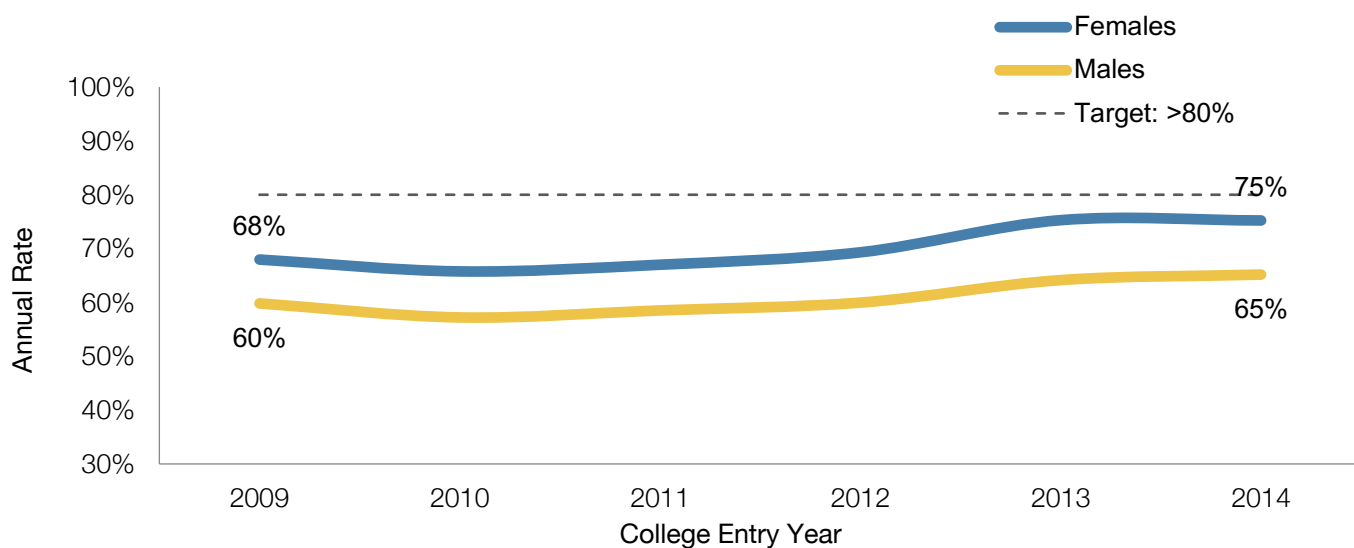
Section VI: College Completion

Gender

There is a 10 percentage point gender gap in college completion across the NESSC, with 75% of female students and 65% of male students who entered college in 2014 completing a college degree by 2020.

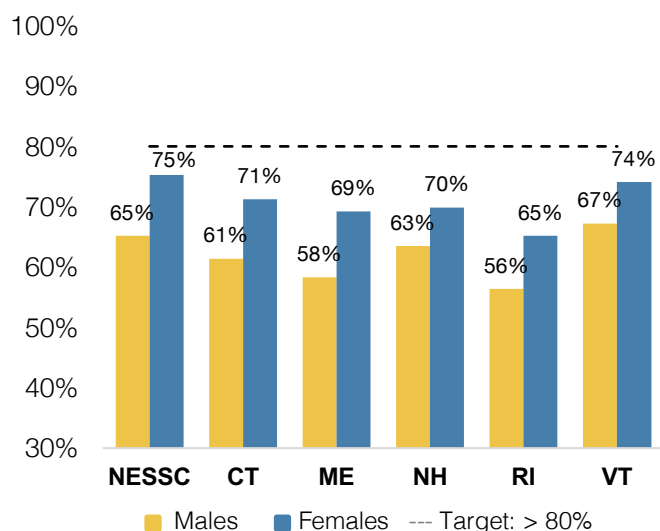
The emerging trendlines for female and male students depict similar increases over time, with rates for females increasing at a slightly faster rate.

College Completion Rates by Gender



For students entering college in 2014, New Hampshire reported the smallest gender gap in college completion at 6 percentage points. Maine has the largest gap at 11 percentage points.

Distance from target by state (College Entry Year 2014)



Completion rate & number of graduates by state (2014)

	Males		Females	
NESSC	65.2%	15,707	75.2%	21,186
CT	61.4%	7,946	71.3%	10,601
ME	58.3%	2,184	69.2%	3,177
MA	Not reported			
NH	63.5%	2,638	69.8%	3,373
RI	56.4%	1,838	65.2%	2,519
VT	67.3%	1,101	74.1%	1,516

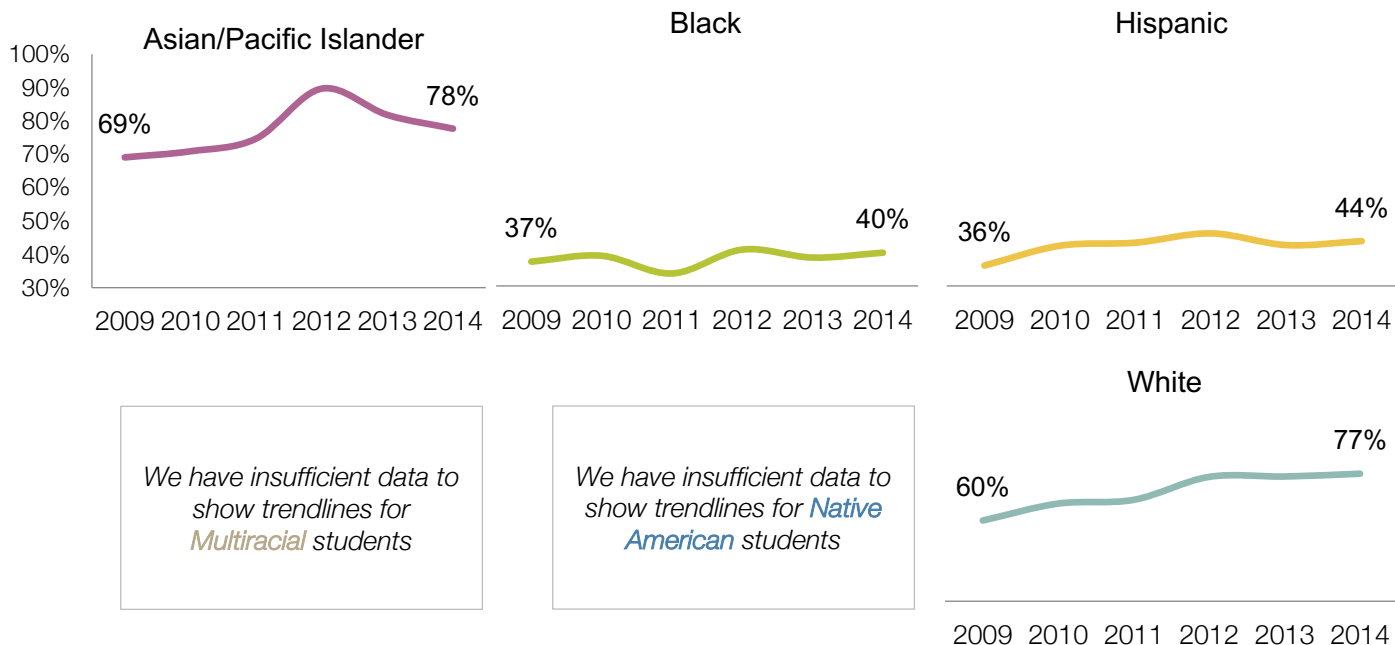
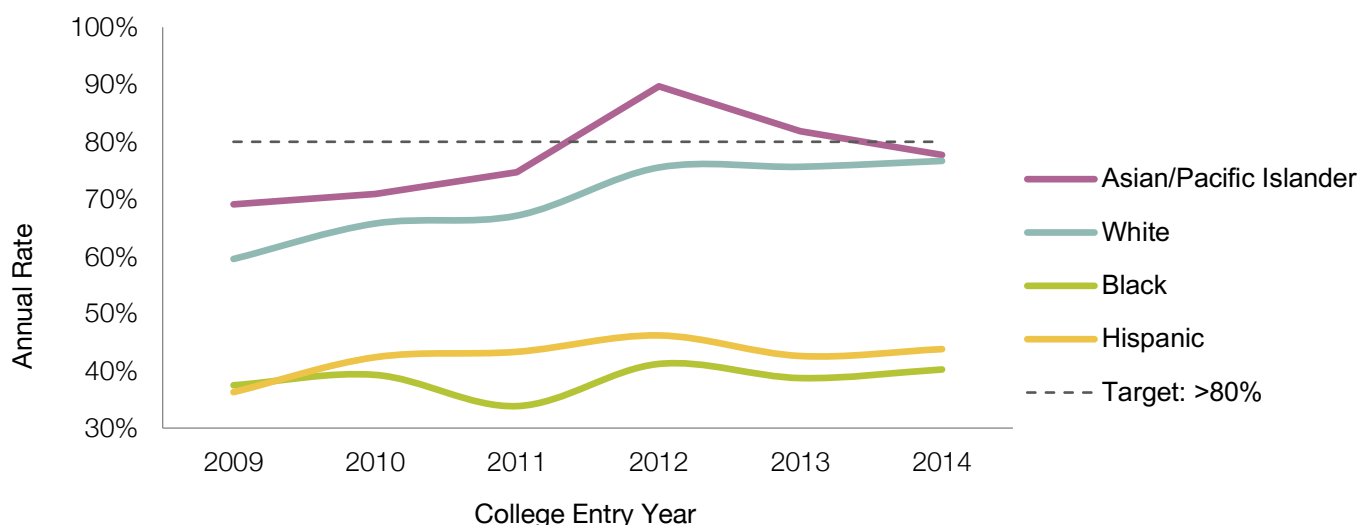
Section VI: College Completion

Race/Ethnicity

There are notable variations in college completion rates across New England by race/ethnicity. About three in four Asian/Pacific Islander students (78%) and White students (77%) now complete college within six years, compared with 43% of Hispanic students and 40% of Black students.

Over the last decade, graduation rates for Asian/Pacific Islander, Black, Hispanic, and White students have all increased, with some groups seeing substantially greater gains than others. For example, graduation rates for White students have increased by 17 percentage points since the college enrolling class of 2009 as compared to just 3 percentage points for Black students.

College Completion Rates by Race/Ethnicity

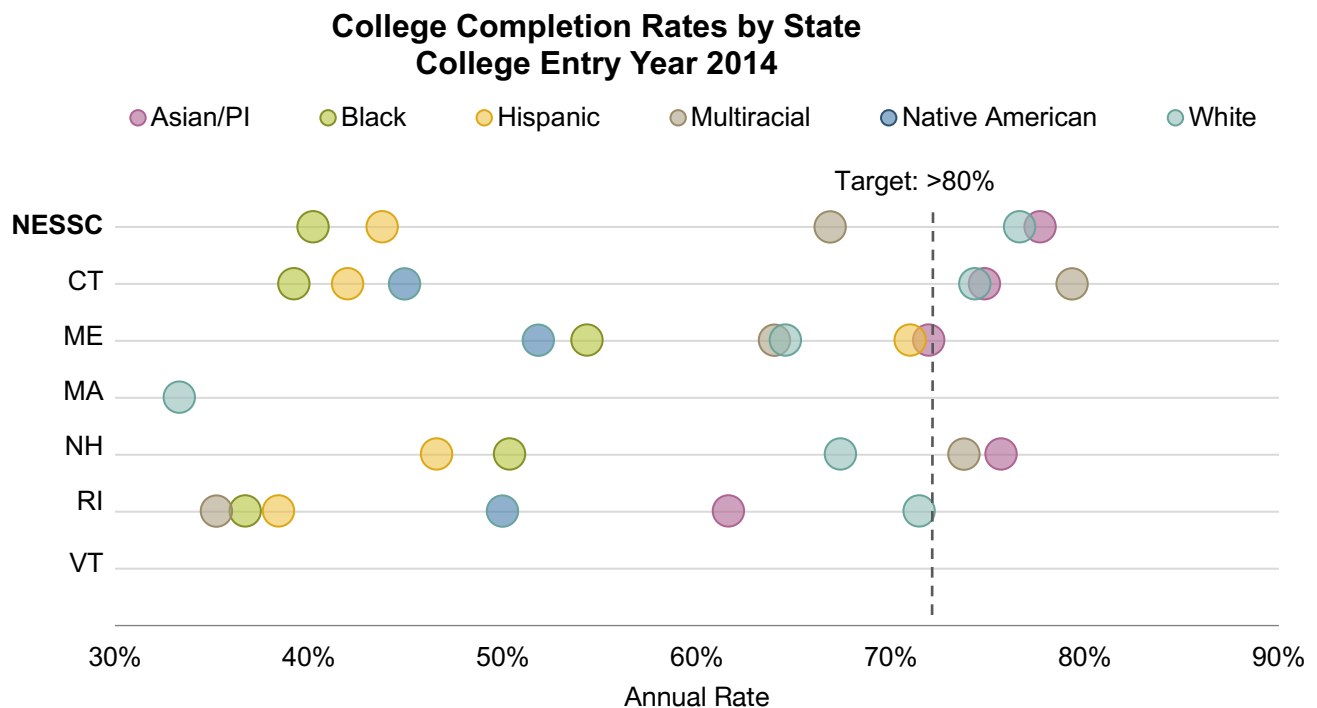


Section VI: College Completion

Race/Ethnicity

The completion gap by race/ethnicity varies widely across states for students entering college in 2014. New Hampshire reported the smallest gap (29 percentage points), while Connecticut reported the widest gap (40 percentage points).

Student numbers for some racial/ethnic groups are very low. For example, of students entering college in 2014 there were 80 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 since small samples make it difficult to accurately generalize for a larger group of students.



College completion rate & number of students by state (College Entry Year 2014)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	77.7%	1,567	40.2%	1,547	43.8%	2,113	66.9%	402	44.9%	80	76.7%	31,138
CT	74.8%	979	39.2%	1,174	42.0%	1,399	79.3%	219	51.9%	42	74.3%	14,734
ME	72.0%	136	54.3%	125	71.0%	71	64.0%	64	33.3%	17	64.6%	4,948
MA	Not reported											
NH	75.7%	218	50.4%	71	46.6%	116	73.8%	76	50.0%	11	67.4%	5,515
RI	61.6%	143	36.7%	177	38.4%	440	35.2%	43		*	71.5%	3,543
VT	-	-	-	-	-	-	-	-	-	-	-	-

Appendix I: Student Group Definitions

The five student groups identified in the NESSC Common Data Project Annual Report are consistent with federal reporting requirements and statutes. Student groups (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 student group.

Economically Disadvantaged Students

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

Maine uses a different method for calculating student FRPL status; a student can be deemed economically disadvantaged if: (1) student is listed on the Direct Certification list from the Maine Department of Health and Human Resources (DHHS); (2) student's parent or guardian has completed an Application for Free/Reduced Lunch Meals and the family income falls within the program guidelines; or (3) student's parent or guardian has completed a Parent/Guardian Economic Status Form and the family income falls within the program guidelines.

Massachusetts also 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/info/services/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 II: 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

4-Year Adjusted Cohort
Students who enter 9th grade in 2011 plus any students who transfer in, minus any students who transfer out, grades 9-12 (between 2011 and 2015)

2011 2012 2013 2014 2015 2016 2017

6-Year Adjusted Cohort
Students who enter 9th grade in 2011 plus any students who transfer in, minus any students who transfer out, grades 9-12 (between 2011 and 2017)

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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