RESEARCH BRIEF

Developing College Readiness Indices for Maine High Schools: An Exploratory Study

David L. Silvernail

James E Sloan

Chelsea R. Paul

Sarah R. Linet

Maine Education Policy Research Institute

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A Center of the
School of Education and
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140 School Street, Gorham, Maine 04038
(207) 780-5044; FAX (207) 228-8143; TTY (207) 780-5646
www.cepare.usm.maine.edu
A member of the University of Maine System

Developing College Readiness Indices for Maine High Schools: An Exploratory Study

David L Silvernail **Chelsea R. Paul**

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This **Research Brief** describes the results of an exploratory study of the development and potential uses of a set college readiness measures for Maine high schools. The study was designed to: (1) explore the viability of creating a series of school-level college readiness indices; (2) examine the relationships between the indices and other school level input factors; and (3) explore how the indices may be used at the state and local levels in assessing college readiness of high schools' graduates.

In recent years, considerable attention has been given nationwide to how well schools are preparing students to compete in the 21st Century global economy. The same is true here in Maine. The overarching goal of Maine's PK-12 public school system is to graduate students who are college, career and citizenship ready, and are poised for a productive future. In fact, the Maine State Board of Education has adopted this as their vision. As part of their strategic plan for meaningful change in Maine they state:

> *A central goal of PreK-12 education in Maine is that all students graduate from high school ready for college, career, citizenship, and life. Many Maine students do not graduate from high school with the education that the 21st Century demands. If our schools are not ready for the challenges and opportunities ahead, then our children cannot be. If our children are not ready, then they – and we – are destined to miss the great potential promises of the future. It will take all educational stakeholders working together to meet the urgent challenge of educating Maine students for the 21st Century.*

This overarching goal has many dimensions, all equally important, but this study focused on just one aspect of the goal: college readiness. In particular, it focused on high schools' success in preparing their graduates for college. Clearly, it is not realistic to assume that all high school graduates should and will immediately enroll in a 2- or 4-year college. Some graduates may delay college enrollment, some may pursue other post-secondary options, and still others may transition directly into careers. But, today, few people will question the wisdom that a majority of high school graduates should pursue some type of post-secondary education

sometime after graduating from high school. The U.S. Department of Labor predicts that over 90% of the fastest growing jobs in the future will require some type of post-secondary education or training. In the case of Maine this decade, the number of new jobs requiring some type of post-secondary education or training will outpace job growth in jobs requiring only a high school diploma by a 4 to 1 margin.[1]

Historically, Maine has prided itself on having a very good high school graduation rate. In fact, Maine's graduation rate is above the national average. However, Maine has not been as successful in getting large numbers of its high school graduates to pursue and persist in some type of post-secondary education.

So what does college readiness mean in Maine? What does it mean to say that a Maine high school has been successful in preparing its graduates to be college ready? What school characteristics contribute to college readiness? And what are the appropriate benchmarks to set for our high schools? This study was designed to explore preliminary answers to these types of questions by creating and analyzing a series of quantitative indices that might be used to profile the performance of Maine's high schools in preparing graduates who are college ready.

It is important to note that the findings of this preliminary study have been restricted to an analysis of participation in a particular type of post-secondary education opportunities. Participation in other post-secondary opportunities, such as direct entry to the job-market or enrollment in the military, is also important. However, data on these other opportunities were not available for this initial study. Once the data becomes available, the development of post-secondary indices for alternate pathways may be possible.

This exploratory study was done in three phases. Phase I entailed the creation of a series of potential high school-level college readiness indices. Phase II explored the relationships between these indices and how the indices may be related to each other, school poverty levels, school sizes, and other school level factors. The third and final phase of the study explored how the indices might be used statewide and at the local school district level in

[1] Maine Department of Labor (2010). The Maine Labor Market 2010: Trends and Issues. Retrieved March 20, 2014 from http://www.maine.gov/labor/workforce_dev/index.html.

assessing progress in promoting and increasing levels of college readiness in Maine's high schools. Ultimately, the goal was to identify school-level indicators that support students' success in applying and securing admission to college and performing well upon enrollment.

Before turning to the findings from Phase I, it is also important to make an additional distinction used in this study. The focus of the study is college readiness for high schools. The indices and subsequent analyses are designed to provide profiles of high schools, not individual students. In a technical sense, the unit of analysis is the school. Consequently, the indices developed in this study, along with the subsequent analyses, are designed to examine potential measures of high schools' success in preparing their students for college.

Phase I: Creating College Readiness Indices

The first phase of this study focused on the development of a set of indices of high school college readiness. A review of the current literature on college readiness suggests at least four dimensions that may be important to consider in determining if a high school has adequately prepared its students for college. For a high school to be considered successful, the students in the high school should: (1) graduate high school in a timely fashion; (2) be academically prepared for college; (3) act on their post-secondary aspirations; and (4) persist in college enrollment.

Accordingly, for purposes of this study, the four indices used to determine college readiness were operationally defined as follows:

1. ***Timely high school graduation*** for this study was the percent of students graduating high school in 4 to 4 1/2 years.
2. ***Academically prepared for college*** is the percent of students who are proficient in math and reading on the 11th grade Maine High School Assessment (MHSA).
3. ***Post-secondary aspirations*** is the percent of high school graduates who enroll in a 2-year or 4-year college in the fall semester immediately after high school graduation.
4. ***Academically persistent in college*** is the proportion of students who are continuously enrolled in four consecutive semesters of college.

In the case of the fourth index, being academically successful in college is defined by the US Department of Education and others as graduating college in 3 years for 2-year college students

and 6 years for 4-year college students. Based upon extant research, this index was defined by students' continual enrollment in college for four consecutive semesters.

Once the indices were operationally defined, the next step involved identifying the data and datasets that could be used in creating the four indices. An examination of the data available in Maine's newly developed state longitudinal data system revealed that all the data needed to create the various indices were available from the Maine Department of Education (MDOE) and through MDOE data from the National Student Clearinghouse (NSC).

To create the actual indices:

1. Data from the MDOE longitudinal data system was downloaded into a working file, and data in this file was then converted to percentages to create Indices 1 and 2.
2. Data from the NSC was added to the working file, converted to percentages and used to create Indices 3 and 4.

The working data file was then used to calculate the four indices for each Maine public high school. The indices were calculated for each of two academic years (2010-11 and 2011-12) and then a two-year average was calculated for each Maine public high school. Two-year averages were employed because an analysis of the individual year data for some schools revealed considerably wide fluctuations in indices from year-to-year. Thus, a two-year average allowed for the data to capture and adjust for such changes.

Appendix A reports the two-year indices scores (percentages) for each Maine public high school, along with the school level state averages. Table 1 reports the statewide averages

Table 1: Statewide Two-Year Average (2010 & 2011) College Readiness Indices

Factors	State Average
High School Enrollment	467
Percent Eligible for Free/ Reduced Lunch	42%
MHSA Math & Reading Proficiency	45%
On Time Graduation Rate	83%
Percent Enrolled	57%
Percent Enrolled & Persistent	41%

for each of the four indices, along with the statewide average size of high schools and the percent of high school students eligible for free or reduced lunch programs. As shown in the table, the average size of high schools in Maine is a little over 450 students, with actual 9-12 enrollments varying from 14 to 1,338. Of enrolled students in Maine public high schools, approximately 40% qualify for free or reduced price lunches, a widely used measure of school level poverty.

The data also show that approximately one-half (45%) of Maine's high school graduates in 2010 and 2011 were proficient (i.e., Index 2: academically prepared for college), and 83% graduated high school in 4 to 4 1/2 years (i.e., Index 1: timely high school graduation). Of the students who graduated from high school, 57% enrolled in college immediately after high school graduation, (i.e., Index 3: post-secondary aspirations) and 41% were still enrolled in college after four semesters (i.e., Index 4: academically persistent in college). A review of the individual high school data reveals a wide range of scores across Maine's public high schools for each of the four indices (see Appendix A).

To summarize the work completed during Phase I of the exploratory study, four possible indices of high school-level college readiness were defined and created. Data readily available through Maine's new state longitudinal data system was used to calculate both statewide and individual high school college readiness profiles at the school level. Further, the Phase I work suggested that it is feasible to create the four high school-level college readiness indices and profiles for Maine's high schools on a yearly basis. Future efforts would require combining and matching student level data from two large data sources (MDOE and NSC), and involve a series of calculations with these data using some basic descriptive statistics. In order to perform this work, financial and human resources would be necessary; however, with the development of the state longitudinal data system, the creation of the various indices appears to be very viable and doable.

Phase II: Exploring Relationships between Indices

The second phase of the study was designed to explore the relationships between the indices and other school level factors. This was done in three ways. First, correlation

coefficients were calculated between indices and selected school factors. Correlation coefficients are a statistical procedure used to establish a value that represents the degree of relationship between two or more variables. A correlation coefficient may range from r=-1.00 to r=+1.00, with values closer to 1.00 representing stronger relationships and values closer to 0.00 representing little or no relationships between variables. The symbol for correlation in this case is a small letter "r." The signs (+ or -) depict the direction of the relationship. A plus (+) value indicates that as one variable increases the other variable also increases. For example, as the temperature increases, ice cream sales increase. A minus (-) value indicates the opposite; as one variable increases the other variable decreases. As the temperature decreases, heating bills increase. Finally, for purposes of interpretation, small r's are converted to R^2 by using the following formula: R^2=r multiplied by r multiplied by 100%. Thus, a correlation of r=+0.80 is converted into a R^2=64% (i.e., +0.80 times +0.80 times 100%=64%). By way of interpretation, this would mean that two variables are directly related (correlated) 64% of the time.

Table 2 on the next page presents the correlation coefficients between the indices and several school factors. As may be seen from the table, the strongest correlations are between the Academically prepared for college index (Index 2) and other indices and factors. One of the single strongest positive correlations is between Index 2 (Academically prepared for college) and Index 4 (Academically persistent in college). Thus, a very strong predictor of college success is demonstrating proficiency in high school.

Being proficient (Index 2) and post-secondary enrollment (Index 3) are moderately correlated (i.e., r=+0.65) while post-secondary enrollment and academic persistence (Index 4) are highly correlated (i.e., r=+0.89). Using the correlation conversion formula described above, these correlations indicate that being proficient in high school is a good predictor of a student enrolling in a post-secondary institution immediately after high school graduation only about 42% of the time, but post-secondary enrollment is a very good predictor of college persistence (79%).

In addition, graduating high school is, at best, only moderately related to high school proficiency (r=+0.43) and post-secondary enrollment (r=+0.47). This suggests two phenomena. First, many students are graduating high school without demonstrating they are proficient.

Second, many high school graduates are choosing not to enroll in college immediately after

Table 2: Correlations Between School-Level College Readiness Indices

Factors	HS Graduation Rate 2010	Percent Enrolled in College	Percent Enrolled and Persistent	Percent Eligible for Free/ Reduced Lunch	High School Size (No. of students)
MHSA Proficiency Percentage	.427**	.647**	.736**	-.722**	.199*
HS Graduation Rate		.467**	.382**	-.347**	-.057
Percent Enrolled in College			.887**	-.370**	.234*
Percent Enrolled and Persistent				-.462**	.308**
Percent Eligible for Free/Reduced Lunch					-.425**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

graduation. The latter is understandable since students may choose many alternative paths after high school graduation (e.g., enter certificate programs, military, employment or delay post-secondary enrollment). But the first phenomena may be viewed as very problematic. It indicates many Maine high school students are graduating high school without being college or career ready. Regardless of which postsecondary path students choose, this finding has importance for policy and practice.

In the case of two other factors, the correlations reveal what many might be considered somewhat counter-intuitive. The correlations between high school size and the four indices are low. For example, the correlations between being proficient and the size of the high school is only r=+0.10, between enrolling in college and high school size it is r=+0.24, and between college persistence and high school size it is only r=+0.30. These correlations suggest high school size has only a small relationship to students demonstrating proficiency or choosing to enroll in college immediately after graduation, and only a slightly higher relationship to college persistence.

Last in the case of the correlations analysis is the examination of the relationships between school level poverty and college readiness. Students demonstrating proficiency and school level poverty are substantially correlated (r=-0.72) and negative, indicating that the

higher the school poverty level, the less likely students are able to demonstrate proficiency. School poverty levels are moderately related (r=-0.35) to graduating high school. Interestingly, school poverty levels have a small relationship to post-secondary enrollment (r=-0.37), but are moderately related to persistence in college (r=-0.46). This constellation of relationships between the college readiness indices and school size and poverty levels may be more easily discernable from the data in Tables 3 and 4.

Table 3: School Size and College Readiness

High School Enrollment Size	Percent Eligible for Free/Reduced Lunch	MHSA Math & Reading Proficiency Percentage	On Time Graduation Rate	Percent Enrolled in College	Percent Enrolled & Persistent
Under 200	54%	38%	85%	57%	39%
200-400	46%	41%	82%	54%	38%
400-900	33%	49%	84%	59%	44%
900 or More	35%	48%	81%	59%	43%
Total	**42%**	**45%**	**84%**	**57%**	**41%**

Table 3 reports the college readiness for four different high school sizes. As may be seen, poverty levels are higher in smaller schools (e.g., 54% in schools under 200 students and 35% in schools with 900 or more students) and there is a moderate range of proficiency levels (i.e., 38%-48%) for the different school sizes. On-time graduation rates vary little (e.g., 81%-85%), and the range of post-secondary enrollment rates is relatively small (6%) as well as college persistency rates (6%) in terms of different high school sizes. Thus, the data in Table 3 reinforce the general conclusion that high school size is not significantly related to college readiness.

Table 4 on the next page presents a breakdown of the indices based on three different school poverty levels. The data supports what was found in the correlation analysis. School poverty levels and proficiency are related. For example, the proficiency level in schools under approximately 26% poverty is 68%, whereas the proficiency level in school with poverty levels 64% or higher is only 38%. High school graduation rates between these two categories of schools vary as much as 11% (93-82%) and there is a similar variation in college enrollment

rates (63-51%), with an even larger variation in college persistence rates (50-35%). It is clear that the college readiness indices percentages vary depending upon school poverty levels. The percentages for all the indices are lower for higher poverty schools.

Table 4: Poverty Levels and College Readiness

Percent FRL Group	High School Enrollment Size	MHSA Math & Reading Proficiency Percentage	On Time Graduation Rate	Percent Enrolled in College	Percent Enrolled & Persistent
Under 26.5	580	68%	93%	67%	54%
26.5-64.5	469	43%	82%	57%	41%
64.5 or higher	327	38%	82%	51%	35%
Total	**459**	**45%**	**84%**	**57%**	**41%**

One final analysis was conducted as part of Phase II of this study. Based on the correlational and descriptive analyses, a follow up analysis was undertaken with small samples of two sets of schools. Schools included in Phase II: (1) schools with higher college readiness indices percentages and (2) a matched set of schools (in terms of poverty levels) with lower college readiness indices percentages. The goal of this analysis was to examine the relationships between another set of school level variables and college readiness. The new set of variables that were examined were what are often labeled as ***Input*** variables in economic production function analyses. That is to say, some variables may be classified as "inputs" into the schooling function. They may be important variables that influence a school's performance, and that of its students. These are variables such as community wealth and teacher characteristics.

Table on the next page 5 lists the input variables examined for the two categories of schools. As shown in the table, while the poverty levels of these two sets of schools are similar (i.e., 48.4% and 52.9%), and the percent of students in the school who are classified as special needs students is similar, community wealth in these two sets of schools varies by approximately $300,000 (i.e., $812.600 to $1,150,500). College readiness indices percentages are higher in more wealthy communities.

Table 5:
Sample Comparison of Schools with Different College Readiness Indices

	Persistent Schools	Comparison Schools
Teacher experience (Average Yrs.)	14.7	16.0
Teacher Education Level Percent Masters or Higher 2013	31.3%	32.9%
Student Teacher Ratio	10.2	10.5
% Special Ed (district)	20%	19%
%Free/Reduced Lunch	52.9%	48.4%
Per Pupil Expenditure	$12,311	$12,203
Per Pupil Valuation	$812,641	$1,150,533

The two sets of schools are very similar in other areas. The education experience levels of teachers as well as their education degree levels are very similar. Per pupil expenditures vary only approximately $100 ($12,311 vs. $12,203) and student-teacher ratios are almost exactly the same (i.e., 10.21 vs. 10.47). This analysis, albeit limited, suggests that outside of community wealth, these types of Input variables do not help explain the differences in college readiness levels of these two sets of high schools.

Thus, the analysis of these two sets of schools suggests that it may not be the Input variables themselves that determine college readiness levels, but possibly **how** these inputs are used in the school that determines in part, the difference in results. Although it is not apparent from the analyses of these variables, the results suggest it may be very important to examine the school and community cultures found in schools with higher college readiness indices as one attempts to understand "What Works" to improve a high schools college readiness profile.

Phase III: Viability of Indices as Accountability Measures

The third and final phase of this study explored if the indicators of college readiness developed in Phases 1 and 2 of this study should be used at the state and local levels in assessing and monitoring high school college readiness. If so, how should they be used? The results from Phase I indicate that creating a set of college readiness indices, such as the four developed in this study, is very feasible and doable at the state level. Given the new state

longitudinal data system, relatively small amounts of resources and time would be needed to produce the indices. In so doing, consideration should be given to creating two or three year averages to avoid large variations in indices percentages from year to year.

The results from Phase II of the study reveal that the college readiness indices scores may vary somewhat, depending on selected school factors. Thus, care should be taken in reporting indices within the context of other school level characteristics. For example, reporting the poverty levels of schools along with their indices would be important.

Similarly, several other factors should be considered when determining how to use and interpret the indices. First, the Phase II analyses indicate that it will be important to report and use the indices in context. Schools' academic outcomes may be linked to broader, community-based variables that may shed light on particular outcomes, and, thus, impact interpretations of the analyses. Second, college readiness was operationally defined in specific ways in this study. Other definitions may be important to factor in when creating college readiness indices. For example, this study employed a limited definition of "Timely Graduation" that included students who graduated in 4 to 4 ½ years. In certain situations, fifth-year graduation rates may also be important to include. Post-secondary aspirations were defined as enrolling in a college in the fall immediately following high school graduation. In some settings, and under certain conditions, including delayed college enrollment may significantly change an index for schools.

Third, there are no clear benchmarks, either in Maine or nationally, for what are considered good standards for some of the indices. While there may be widespread consensus on what constitutes a desired high school graduation rate, there is no clear consensus on what percent of high school graduates should pursue post-secondary opportunities immediately after high school graduation.

Fourth, there is a technical issue related to the data that is available in creating the third and fourth indices. The quality of data reported to the Maine Department of Education from Maine school districts may be considered to be very good and complete. But, there is an important limitation to the data from the National Student Clearinghouse (NSC). Approximately 90% of colleges and universities nationwide subscribe to NCS, meaning that they report

enrollment and persistence data to NCS. Thus, not all college enrollments are captured in the NCS data set and consequently could result in underestimating college enrollment for some Maine school districts.

Given the findings from this study, the conclusion reached by the MEPRI researchers is that a set of high school college readiness indices are appropriate to create—and could be created—with a limited level of resources, time, and technical expertise. But once developed, the indices should only be used at the state level as one set of indicators that may be useful profiling Maine's high schools. At the local school district level, the indices might be useful in self-monitoring of progress made in preparing students for college and careers. Reporting statewide averages might be useful as one more set of indicators of college readiness, but it is not recommended that these yearly averages be used as the lone measure of college readiness in Maine, nor that an evaluation scheme be developed to rate Maine schools. However, we conclude that the indices may be very useful for local school districts in establishing benchmarks and monitoring progress in reaching these benchmarks.

Appendix A

High School College Readiness Indices

School Name	Percent Eligible for Free/ Reduced Lunch	High School Enrollment	MHSA Math & Reading Proficiency Percentage	On Time Graduation Rate	Percent Enrolled	Percent Enrolled & Persistent
State Average	42%	467	45%	83%	57%	41%
Ashland District School	58%	91	N/A	93%	54%	41%
Bangor High School	36%	1269	58%	79%	63%	48%
Belfast Area High School	49%	634	39%	81%	47%	35%
Biddeford High School	40%	869	35%	85%	54%	39%
Blue Hill Harbor School	11%	10	N/A	90%	0%	0%
Bonny Eagle High School	35%	1243	45%	82%	60%	41%
Boothbay Region High School	42%	246	52%	87%	44%	34%
Brewer High School	25%	751	46%	85%	58%	43%
Brunswick High School	20%	993	62%	86%	62%	49%
Buckfield Jr-Sr High School	61%	196	N/A	78%	47%	25%
Bucksport High School	31%	370	34%	82%	48%	29%
Calais Middle/High School	52%	282	36%	77%	37%	23%
Camden Hills Regional H S	24%	663	61%	91%	64%	51%
Cape Elizabeth High School	3%	552	83%	96%	80%	66%
Caribou High School	39%	551	50%	80%	64%	50%
Carrabec High School	59%	268	33%	80%	40%	25%
Casco Bay High School	43%	263	49%	75%	56%	34%
Central Aroostook Jr-Sr H S	49%	136	N/A	79%	53%	35%
Central High School	50%	366	43%	73%	50%	37%
Cony	46%	865	41%	76%	56%	42%
Deer Isle-Stonington High Sch	33%	159	33%	77%	47%	34%
Deering High School	44%	1031	42%	83%	61%	46%
Dexter Regional High School	59%	300	41%	78%	51%	38%
Dirigo High School	46%	326	30%	84%	50%	38%
East Grand School	83%	47	N/A	84%	49%	38%
Easton Junior-Senior High Sch	46%	67	N/A	92%	80%	58%
Edward Little High School	42%	1052	43%	74%	50%	33%
Ellsworth High School	38%	584	44%	88%	57%	39%
Falmouth High School	4%	702	83%	94%	78%	69%
Forest Hills Consolidated School	49%	58	N/A	82%	50%	41%
Fort Fairfield Middle/High School	51%	159	45%	68%	60%	34%
Fort Kent Community High School	41%	331	43%	87%	62%	50%
Freeport High School	19%	458	57%	93%	63%	50%
Gardiner Area High School	37%	678	39%	76%	58%	43%
Georges Valley High School	37%	275	34%	90%	45%	33%
Gorham High School	19%	853	56%	89%	62%	48%
Gray-New Gloucester High School	23%	551	47%	80%	59%	47%
Greely High School	8%	693	77%	93%	79%	69%
Greenville Middle/High School	51%	87	N/A	92%	77%	55%
Hall-Dale High School	40%	329	46%	81%	66%	45%
Hampden Academy	20%	750	55%	90%	65%	49%

School Name	Percent Eligible for Free/ Reduced Lunch	High School Enrollment	MHSA Math & Reading Proficiency Percentage	On Time Graduation Rate	Percent Enrolled	Percent Enrolled & Persistent
Hermon High School	26%	543	42%	85%	55%	39%
Houlton High School	46%	381	46%	91%	62%	44%
Islesboro Central School	20%	32	N/A	94%	62%	42%
Jay High School	42%	238	38%	87%	59%	41%
Jonesport-Beals High School	59%	79	N/A	81%	54%	33%
Katahdin Middle/High School	62%	131	N/A	76%	66%	45%
Kennebunk High School	16%	766	58%	89%	60%	51%
Lake Region High School	48%	594	38%	78%	48%	30%
Lawrence High School	45%	782	34%	87%	56%	40%
Leavitt Area High School	32%	645	38%	89%	53%	34%
Lewiston High School	51%	1395	40%	66%	60%	45%
Limestone Community School	66%	105	N/A	78%	56%	37%
Lisbon High School	41%	422	36%	74%	58%	36%
Livermore Falls High School	54%	322	28%	86%	55%	33%
Machias Memorial High School	48%	132	N/A	80%	73%	42%
Madawaska Middle/High School	38%	211	43%	92%	69%	56%
Madison Area Memorial H S	58%	293	30%	83%	53%	39%
Maranacook Community High Sch	24%	436	47%	80%	65%	55%
Marshwood High School	2%	757	61%	90%	58%	47%
Massabesic High School	32%	1152	41%	80%	51%	33%
Mattanawcook Academy	51%	384	42%	73%	60%	41%
Medomak Valley High School	53%	585	43%	80%	42%	32%
Messalonskee High School	28%	821	45%	89%	59%	42%
Monmouth Academy	38%	232	45%	93%	64%	44%
Morse High School	32%	681	40%	80%	55%	43%
Mountain Valley High School	50%	469	35%	80%	56%	42%
Mt Abram Regional High School	56%	274	36%	88%	53%	39%
Mt Ararat High School	30%	896	51%	88%	57%	45%
Mt Blue High School	50%	758	43%	83%	58%	42%
Mt Desert Island High School	29%	546	57%	81%	57%	45%
Mt View High School	63%	468	42%	83%	48%	33%
Narraguagus High School	54%	219	41%	83%	51%	36%
Noble High School	31%	1013	49%	83%	55%	39%
Nokomis Regional High School	56%	735	31%	83%	40%	28%
North Haven Community School	N/A	17	N/A	100%	56%	31%
Oak Hill High School	43%	506	39%	72%	56%	39%
Old Orchard Beach High School	45%	300	46%	86%	62%	46%
Old Town High School	26%	564	37%	79%	57%	36%
Orono High School	24%	336	51%	81%	66%	53%
Oxford Hills Comprehensive H S	52%	1084	42%	79%	50%	35%
Penobscot Valley High School	59%	184	N/A	84%	57%	37%
Penquis Valley High School	47%	228	N/A	81%	39%	23%
Piscataquis Community Secondary Sch	63%	222	N/A	79%	46%	25%

School Name	Percent Eligible for Free/ Reduced Lunch	High School Enrollment	MHSA Math & Reading Proficiency Percentage	On Time Graduation Rate	Percent Enrolled	Percent Enrolled & Persistent
Poland Regional H S	25%	515	45%	85%	52%	35%
Portland High School	53%	925	41%	72%	57%	40%
Presque Isle High School	41%	563	50%	86%	69%	49%
Rangeley Lakes Regional School	46%	64	N/A	84%	66%	49%
Richmond High School	42%	152	N/A	82%	49%	35%
Robert W Traip Academy	25%	278	55%	88%	59%	46%
Rockland District High School	53%	422	35%	71%	44%	33%
Sacopee Valley High Sch	48%	401	40%	83%	59%	35%
SAD 70 Hodgdon High School	50%	159	N/A	85%	50%	38%
Sanford High School	44%	1256	39%	77%	58%	42%
Scarborough High School	17%	1085	66%	93%	73%	59%
Schenck High School	57%	170	38%	86%	63%	43%
Searsport District High School	59%	195	38%	90%	46%	29%
Shead High School	60%	121	N/A	85%	40%	24%
Skowhegan Area High School	50%	865	39%	75%	52%	39%
So Aroostook CSD School	70%	130	N/A	88%	58%	32%
South Portland High School	33%	894	53%	80%	68%	50%
Stearns High School	51%	197	36%	87%	67%	51%
Sumner Memorial High School	55%	267	32%	75%	50%	32%
Telstar High School	55%	279	38%	78%	58%	40%
Upper Kennebec Valley Senior HS	67%	80	N/A	95%	71%	54%
Van Buren District Secondary Sch	62%	119	N/A	76%	63%	43%
Vinalhaven School	41%	55	N/A	91%	44%	39%
Washburn District High School	42%	109	N/A	93%	47%	26%
Waterville Senior High School	44%	610	42%	75%	58%	43%
Wells High School	25%	444	61%	92%	63%	48%
Westbrook High School	42%	763	41%	79%	60%	42%
Windham High School	19%	1046	48%	88%	60%	42%
Winslow High School	31%	480	43%	78%	58%	45%
Winthrop High School	30%	247	54%	88%	69%	56%
Wiscasset High School	43%	214	41%	64%	64%	42%
Wisdom Middle High School	43%	94	N/A	94%	50%	41%
Woodland Jr-Sr High School	55%	191	34%	79%	45%	33%
Yarmouth High School	7%	479	82%	97%	74%	62%
York High School	13%	616	67%	92%	75%	57%