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David L. Silvernail

Maine Education Policy Research Institute, University of Southern Maine

James E. Sloan

Maine Education Policy Research Institute, University of Southern Maine

Chelsea R. Paul

Maine Education Policy Research Institute, University of Southern Maine

Sarah R. Linet

Maine Education Policy Research Institute, University of Southern Maine

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RESEARCH BRIEF

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David L. Silvernail

James E Sloan

Chelsea R. Paul

Sarah R. Linet

Maine Education Policy Research Institute

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

David L Silvernail

Chelsea R. Paul

James E. Sloan

Sarah R. Linet

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% |
| Mattawcook 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% |