



MASSACHUSETTS
Department of
Higher Education



Massachusetts School-to-College Report

Beverly High, Beverly, MA
High School Class of 2005

About this report

This report, created collaboratively by the Massachusetts Department of Higher Education and the Massachusetts Department of Elementary and Secondary Education, provides postsecondary outcome data on students who graduated from your high school in 2005 and enrolled in a Massachusetts public college or university in fall 2005. Every public high school with 10 or more graduates enrolling in public colleges will receive its own report.

We hope that these data will serve as a catalyst for discussion and action among your fellow educators, school board, and community in understanding the relationship between high school and college academic performance. Ultimately, this dialogue should help us reach our goal of college and career readiness and success for every graduate.

Questions this report can answer

- How many of your graduates enrolled in public colleges and universities? Which institutions did they attend? (See pages 2 and 6.)
- How do enrollment patterns vary across student groups? (See pages 2 and 3.)
- How many of your graduates enrolled in developmental (remedial) courses in college, and in what subjects? (See page 4.)
- How many of your graduates re-enrolled for a second year? (See page 5.)

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Understanding Your Report

The *School-to-College Report* is drawn from a new database that links public K–12 and higher education data. This report contains information on high school students who graduated or obtained a certificate of attainment from a Massachusetts public high school in spring 2005 and enrolled in a Massachusetts public postsecondary institution in fall 2005. This group of students will be referred to as the 2005 School-to-College Cohort throughout the report.

Please note that the report does not include information on students who attended private high schools in Massachusetts, nor on any public high school graduates who enroll in a Massachusetts private college or an out-of-state college or university.

Measures have been taken to comply with the Family Educational Rights and Privacy Act (FERPA) so that no combinations of data found in this report can be easily traced to an individual student. Results based on counts of zero to five students have been suppressed and replaced with “na” (not available).

Please refer to Appendix A for additional information about the indicators and terms in this report and to Appendix B for frequently asked questions and answers.

Contact Information

For specific questions about the data and terminology used in this report, please e-mail school_to_college@bhe.mass.edu.

For general information concerning the School-to-College Report and college readiness initiatives, please contact:

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A state report summarizing statewide trends on these indicators is also available at <http://www.doe.mass.edu/research/reports/research.html> and at <http://www.mass.edu/reports/>.

A. Fall 2005 College Enrollment of 2005 Massachusetts Public High School Graduates

	School		District		State	
1. Number of public high school graduates in 2005	275		275		59,664	
2. Number and percentage of high school graduates who enrolled as new students in public postsecondary education in fall 2005	98	36%	98	36%	19,407	33%

B. Characteristics of the 2005 School-to-College Cohort

3. Characteristics of public high school graduates who enrolled at public postsecondary institutions as **new** students in fall 2005

	School	District	State
a. African American	na	na	7%
Asian/Pacific Islander	na	na	5%
Hispanic	na	na	7%
White	97%	97%	81%
b. Female	49%	49%	53%
Male	51%	51%	47%
c. Limited English Proficient	na	na	5%
d. Low Income	11%	11%	17%
e. Special Education	6%	6%	12%

4. Number and percentage who enrolled as **new** students at public postsecondary institutions in fall 2005 by institution segment

	School		District		State	
	#	%	#	%	#	%
State University	33	34%	33	34%	5,871	30%
State College	35	36%	35	36%	4,924	25%
Community College	30	31%	30	31%	8,612	44%

Notes:

Throughout the report, results based on fewer than six students (including both raw numbers and calculated percentages) have been suppressed and replaced with "na" (not available).

The School-to-College Cohort are the students who graduated from a Massachusetts public high school and enrolled in a Massachusetts public postsecondary education institution.

B. Characteristics of the 2005 School-to-College Cohort (continued)

5. Number and percentage who enrolled as **new** students at public postsecondary institutions in fall 2005 by institution segment and student characteristics

	School		District		State	
	#	%	#	%	#	%
African American						
State University	na	na	na	na	315	24%
State College	na	na	na	na	236	18%
Community College	na	na	na	na	766	58%
Asian/Pacific Islander						
State University	na	na	na	na	465	51%
State College	na	na	na	na	106	12%
Community College	na	na	na	na	349	38%
Hispanic						
State University	na	na	na	na	217	16%
State College	na	na	na	na	217	16%
Community College	na	na	na	na	946	69%
White						
State University	33	35%	33	35%	4,865	31%
State College	35	37%	35	37%	4,353	28%
Community College	27	28%	27	28%	6,533	41%

	School		District		State	
	#	%	#	%	#	%
Limited English Proficient						
State University	na	na	na	na	262	25%
State College	na	na	na	na	132	13%
Community College	na	na	na	na	635	62%
Low Income						
State University	na	na	na	na	764	23%
State College	na	na	na	na	534	16%
Community College	na	na	na	na	2,060	61%
Special Education						
State University	na	na	na	na	281	12%
State College	na	na	na	na	399	17%
Community College	na	na	na	na	1,733	72%

C. Academic Preparation of the 2005 School-to-College Cohort

	School	District	State
6. Average cumulative high school GPA	3.1	3.1	3.1
7. Average SAT scores			
Math	543	543	536
Verbal	546	546	526
Combined	1,089	1,089	1,061
8. Percent who took an AP course in high school	30%	30%	20%

Note: High school GPA and SAT scores are only available for those graduates who enrolled in a four-year public postsecondary institution.

D. Enrollment of the 2005 School-to-College Cohort in Developmental Coursework

9. Percentage enrolled in developmental coursework during fall 2005 overall and by subject

	School	District	State
Enrolled in one or more developmental subjects	29%	29%	37%
Enrolled in any developmental coursework by subject			
Math	22%	22%	29%
Reading	10%	10%	11%
Writing	14%	14%	15%

Note: Students may enroll in more than one developmental subject per semester.

10. Percentage enrolled in developmental coursework during fall 2005 by student characteristics

	School	District	State
a. African American	na	na	58%
Asian/Pacific Islander	na	na	33%
Hispanic	na	na	58%
White	27%	27%	33%
b. Limited English Proficient	na	na	50%
c. Low Income	na	na	52%
d. Special Education	na	na	62%

11. Percentage of students enrolled in developmental math by 10th grade MCAS mathematics performance level

	School	District	State
Advanced	4%	4%	4%
Proficient	13%	13%	20%
Needs Improvement	50%	50%	50%

12. Percentage of students enrolled in developmental reading by 10th grade MCAS ELA performance level

	School	District	State
Advanced	na	na	na
Proficient	5%	5%	4%
Needs Improvement	24%	24%	28%

E. College Outcomes of the 2005 School-to-College Cohort

13. Number enrolled as **first-time, full-time, degree-seeking**, students in fall 2005 by segment

	School	District	State
State University	33	33	5,725
State College	35	35	4,851
Community College	29	29	6,876
Total	97	97	17,452

Note: Counts may not match the counts in Item 4 because this table excludes students who initially enrolled as non-degree-seeking or less than full-time.

14. First-to-second year persistence rates of students who enrolled in fall 2005 as **first-time, full-time, degree-seeking** students

	School	District	State
Overall persistence rate	83%	83%	81%

By postsecondary segment of initial institution

State University	94%	94%	92%
State College	97%	97%	88%
Community College	54%	54%	67%

Note: Persistence refers to students who enroll one fall and return the next fall, whether at the same institution or another public, private, or out-of-state institution.

15. First-to-second year persistence rate by student characteristics

	School	District	State
a. African American	na	na	74%
Asian/Pacific Islander	na	na	83%
Hispanic	na	na	69%
White	84%	84%	82%
b. Limited English Proficient	na	na	80%
c. Low Income	73%	73%	71%
d. Special Education	50%	50%	74%

E. College Outcomes of the 2005 School-to-College Cohort (continued)

16. Average college GPA earned during first year by student characteristics

	School	District	State
Overall	2.8	2.8	2.8
a. African American	na	na	2.5
Asian/Pacific Islander	na	na	2.8
Hispanic	na	na	2.5
White	2.8	2.8	2.8
b. Limited English Proficient	na	na	2.7
c. Low Income	na	na	2.6
d. Special Education	na	na	2.4

17. Average number of college credits earned during first year by student characteristics

	School	District	State
Overall	27.5	27.5	26.5
a. African American	na	na	22.8
Asian/Pacific Islander	na	na	27.2
Hispanic	na	na	23.3
White	27.8	27.8	26.9
b. Limited English Proficient	na	na	24.5
c. Low Income	na	na	23.6
d. Special Education	na	na	22.3

Notes: College outcomes are reported for first-time, full-time, degree-seeking students who returned to their original institution in fall 2006. A typical full-time student enrolls in 12 to 15 credits per semester.

F. Enrollment by Institution of the 2005 School-to-College Cohort

18. Top public postsecondary institutions where your high school graduates enrolled

Postsecondary Institutions	Number of Students Enrolled
North Shore Community College	28
University of Massachusetts Amherst	21
Salem State College	20
University of Massachusetts Lowell	8
Westfield State College	5

Appendix A: Important definitions and notes

New students are defined as students who had never registered at their current postsecondary institution prior to 2005.

First-time, full-time, degree-seeking students are defined as first-time students who enrolled full-time in a degree program at a postsecondary educational institution in Massachusetts. This definition excludes new students who are non-degree-seeking or enrolled less than full-time.

Limited English Proficient students were identified as having limited English proficiency while in high school.

Low income students were eligible for free or reduced-price lunches in their senior year in high school.

Special education students received special education services while in high school.

Segment refers to the category of public institution attended: community college, state college, or state university.

Massachusetts Comprehensive Assessment System (MCAS) levels refer to a student's highest level of achievement on the grade 10 mathematics and English language arts (ELA) tests.

Average cumulative high school GPA is the GPA reported by the postsecondary institution at the time the student was admitted. High school GPA is not available for students enrolled at community colleges; these institutions have an open enrollment policy and therefore do not collect this information.

SAT scores are those reported at the time the student was admitted. If more than one set of SAT scores was received, the student's highest score is reported. SAT scores are not available for students enrolled at community colleges.

Advanced Placement (AP) courses shows whether or not a student took at least one AP course in high school, as reported to the Department of Elementary and Secondary Education.

Developmental courses are designed to prepare students for college-level work. Developmental course credits do not count toward a degree. Students generally enroll in these courses based on their performance on placement exams.

Enrolled in developmental coursework refers to students who were enrolled in at least one developmental course in the fall semester. Developmental courses may cover a single subject or multiple subjects and may meet for a full academic term or less.

Persistence (also called retention) refers to students who enroll one fall and return the next fall anywhere, whether at the same institution or another public, private or out-of-state institution. Persistence rates are available only for first-time, full-time, degree-seeking students.

Average college GPA is only reported for first-time, full-time, degree-seeking students who persisted at their original postsecondary institution and reflects the GPA earned during the first year. Data on transfer students are not included.

Average credits earned are only reported for first-time, full-time, degree-seeking students who persisted at their original postsecondary institution and reflect credits earned during the first year.

Enrollment by institution shows the top five public postsecondary institutions where new students enroll. The list may include up to eight schools because of ties.

Appendix B: Frequently Asked Questions

Why are we receiving class of 2005 data now? When will future reports be available?

To provide meaningful data on college outcomes, such as credits earned and persistence rates, we must follow students for at least one year after they have enrolled in college. Future reports will generally be delivered each spring approximately two years after the cohort's high school graduation.

Why doesn't this report include college graduation rates?

Most of the class of 2005 will not yet have completed their degree programs, so college graduation rates are not yet meaningful for this group.

A lot of information appears to be missing from my high school's report. Why is this?

In order to protect student confidentiality, results based on fewer than six students (including both raw numbers and calculated percentages) have been suppressed and replaced with "na" (not available).

Can I get my school's data in another format?

Schools are invited to request additional comparisons of aggregate data. Student data confidentiality laws prevent us from providing schools with college enrollment and performance data for individual students.

For the persistence indicator, how can you track the enrollment of students who transfer to an out-of-state or private institution? Can you track the enrollment of my school's graduates at these institutions?

The Department of Higher Education contracts with the National Student Clearinghouse to track students who enroll at public postsecondary institutions in Massachusetts and then leave to enroll at another institution of higher education including private and out-of-state institutions. High schools interested in tracking their own graduates should contact the National Student Clearinghouse at <http://www.studentclearinghouse.org/highschools/default.htm>.

How many public colleges and universities are there in Massachusetts?

Massachusetts has 29 public postsecondary institutions: 15 community colleges, 9 state colleges, and 5 University of Massachusetts campuses. Data for the University of Massachusetts Medical School in Worcester are not included in this report because it only enrolls graduate students.

Community Colleges (CC)

Berkshire CC, Bristol CC, Bunker Hill CC, Cape Cod CC, Greenfield CC, Holyoke CC, Massachusetts Bay CC, Massasoit CC, Middlesex CC, Mount Wachusett CC, North Shore CC, Northern Essex CC, Quinsigamond CC, Roxbury CC, Springfield Technical CC

State Colleges (SC)

Bridgewater SC, Fitchburg SC, Framingham SC, Massachusetts College of Art and Design, Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Salem SC, Westfield SC, Worcester SC

State University Campuses

University of Massachusetts Amherst, University of Massachusetts Boston, University of Massachusetts Dartmouth, University of Massachusetts Lowell, University of Massachusetts Worcester