

Dover High School: Data Profiles of Barrington Students

Student Demographics

Demographic	All DHS Students	Barrington Students
% Female Enrollment	47.8% 650 students	47.6% 79 Students
% Male Enrollment	52.2% 710 students	52.4% 87 Students
% Minority Enrollment	18.5% 251 students	7.8% 13 Students
IEP Status	21.2% 288 Students	28.3% 47 Students
ESOL Status	3.0% 41 students	N < 10

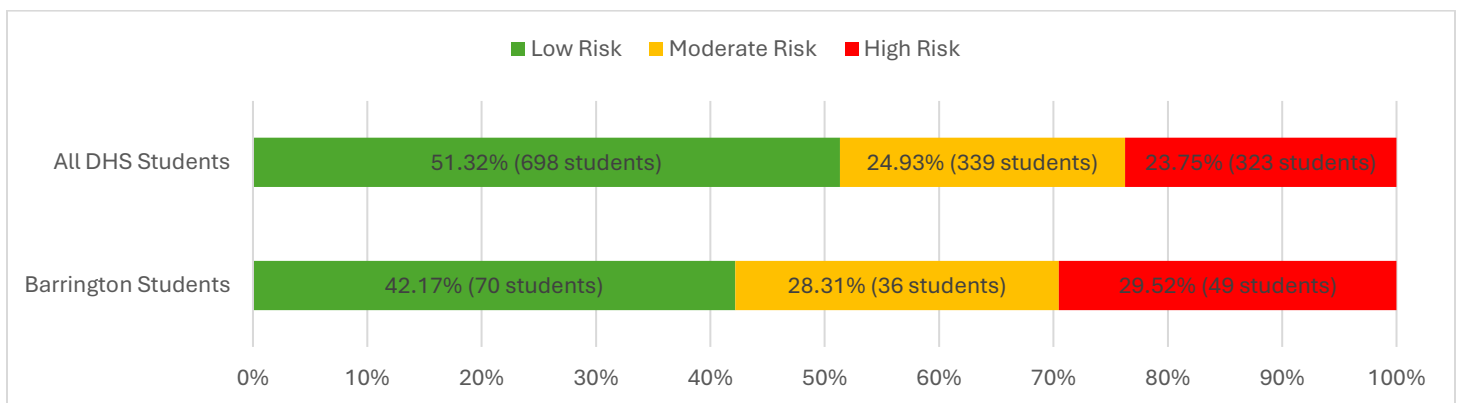
Early Warning System (EWS) Indicators

- Early warning systems (EWSs) aim to identify students at risk of not graduating on time, enabling schools to implement targeted interventions that reduce dropout rates and support positive student achievement.
- EWS monitors all students in attendance, behavior, and course performance to quickly identify those who may be at risk.

Attendance

Risk Type: % of School Days Present – includes unexcused/excused absences and tardies that contribute to the federal chronic absenteeism data field.

- Low Risk: 96% - 100% attendance
- Moderate Risk: 91% - 95% attendance
- High Risk: ≤ 90% attendance



Why this matters:

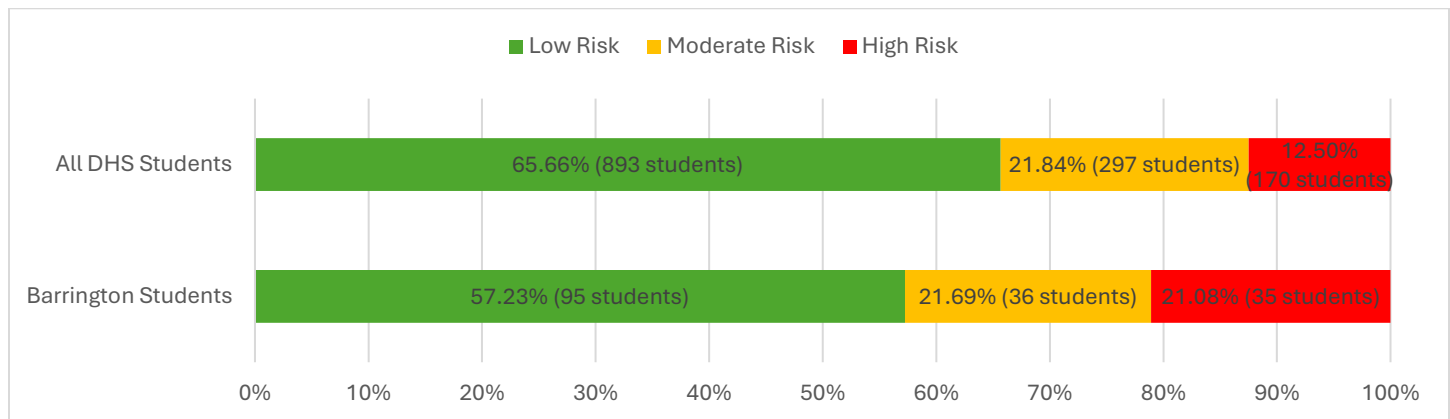
Using attendance as an EWS indicator has proven to be a consistent way of predicting graduation rates. Although the reasons students are absent can vary, high absenteeism rates mean students cannot participate in academic learning and other school activities. Students who missed 15 or more days of school were found to have an increased chance of not graduating.

Marshall, David T. "Course grades as actionable early warning indicators: predicting high school graduation in an urban school district." Preventing School Failure: Alternative Education for Children and Youth 66, no. 3 (2022).

Behavior

Risk Type: Count of any type of behavior incident occurrence (violation of schoolwide behavior expectations)

- Low Risk: 0 – 1 incident
- Moderate Risk: 2 – 5 incidents
- High Risk: 6+ incidents



Why this matters:

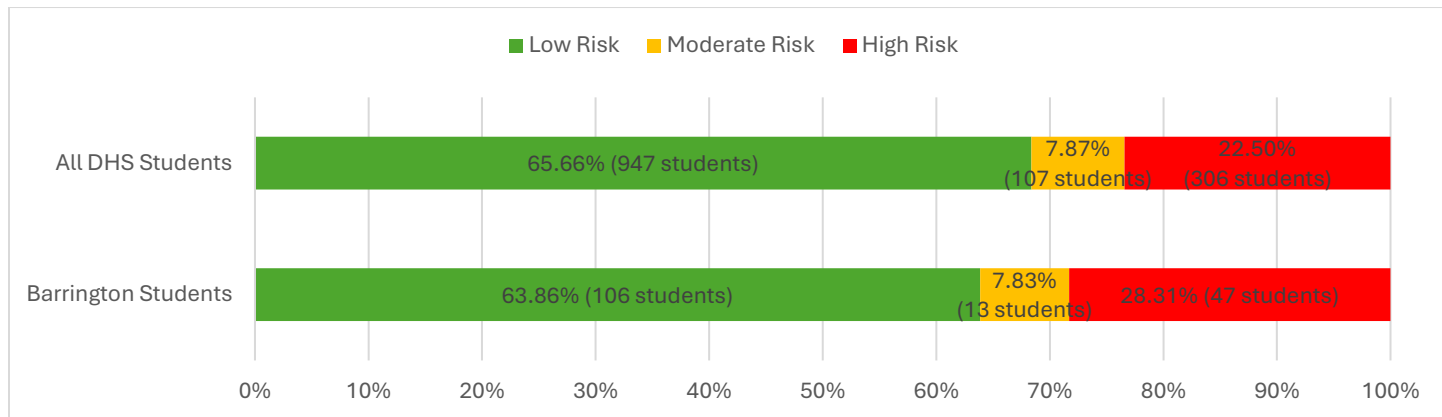
Behavior incidents, particularly out-of-school suspensions (OSS) and in-school suspensions (ISS), are predictors of academic performance, absenteeism, future suspensions, and graduation rates. Research has shown that students who were suspended from school for more than three days had less chance of graduating as they reached the end of high school, compared to students who had any one incident resulting in an OSS throughout their education.

Marshall, David T. "Course grades as actionable early warning indicators: predicting high school graduation in an urban school district." Preventing School Failure: Alternative Education for Children and Youth 66, no. 3 (2022).

Course Performance

Risk Type: Quarterly grades with a numeric grade less than 70

- Low Risk: 0 – 1 record
- Moderate Risk: 2 records
- High Risk: 3+ records



Why this matters:

Course Performance refers to the grade received in a course at the end of a marking period. Course performance is directly associated with high school completion, as students need to pass classes to graduate. Research shows that 85% of students with zero course failures graduated on time compared to only 55% of students with multiple course failures.

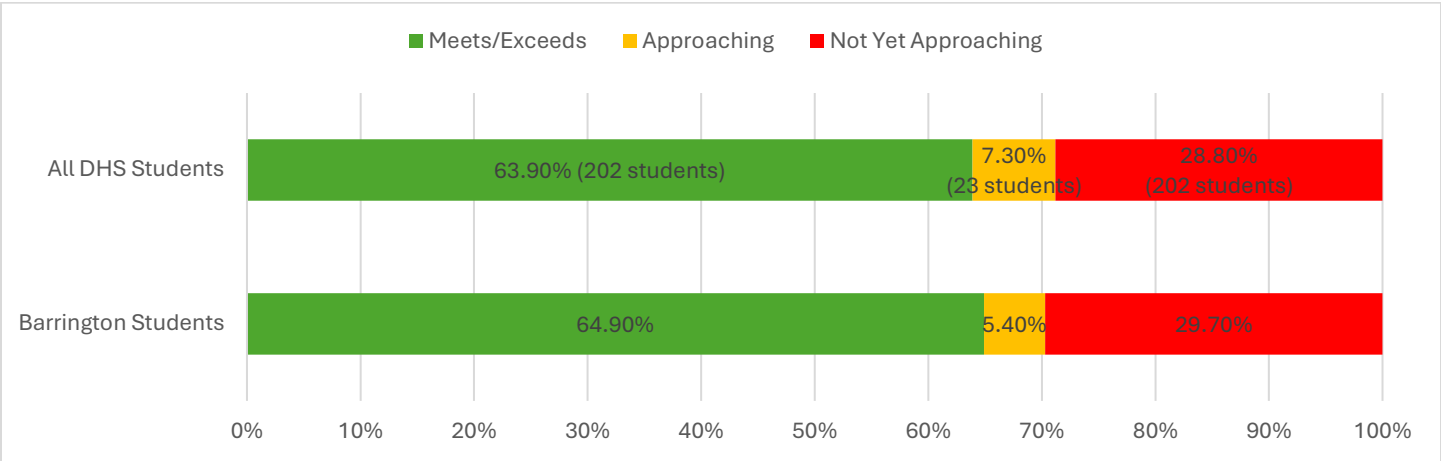
Heppen, Jessica B., and Susan Bowles Therriault. "Developing Early Warning Systems to Identify Potential High School Dropouts. Issue Brief." National High School Center (2008).

SAT School Day Spring 2025

Reading-Writing Benchmark

The school day SAT Reading and Writing benchmark measures college and career readiness in literacy, indicating a student's ability to read, analyze, and use information from text.

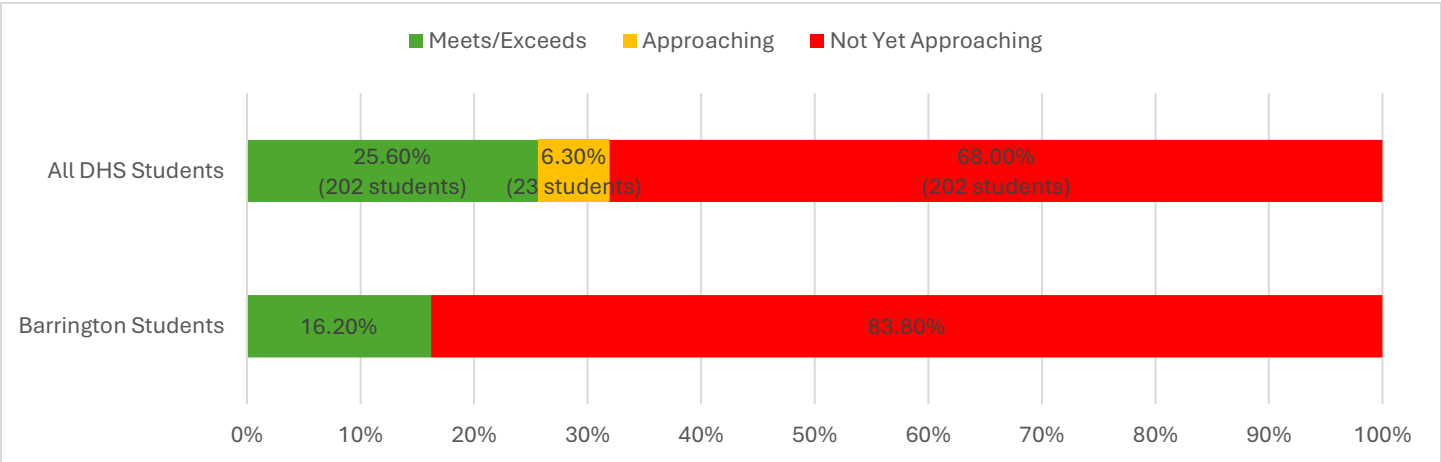
Note: The number of students for each category is masked for Barrington students because some categories have ≤ 10 students.



Math Benchmark

The school day SAT Math benchmark measures college and career readiness in algebra, problem-solving, data analysis, and geometry.

Note: The number of students for each category is masked for Barrington students because some categories have ≤ 10 students.



Why this matters:

The College and Career Readiness Benchmarks for the SAT predict a 75% likelihood of achieving a C or higher in related first semester, credit-bearing college courses. Students meeting or exceeding these benchmarks are considered on track to be college ready.

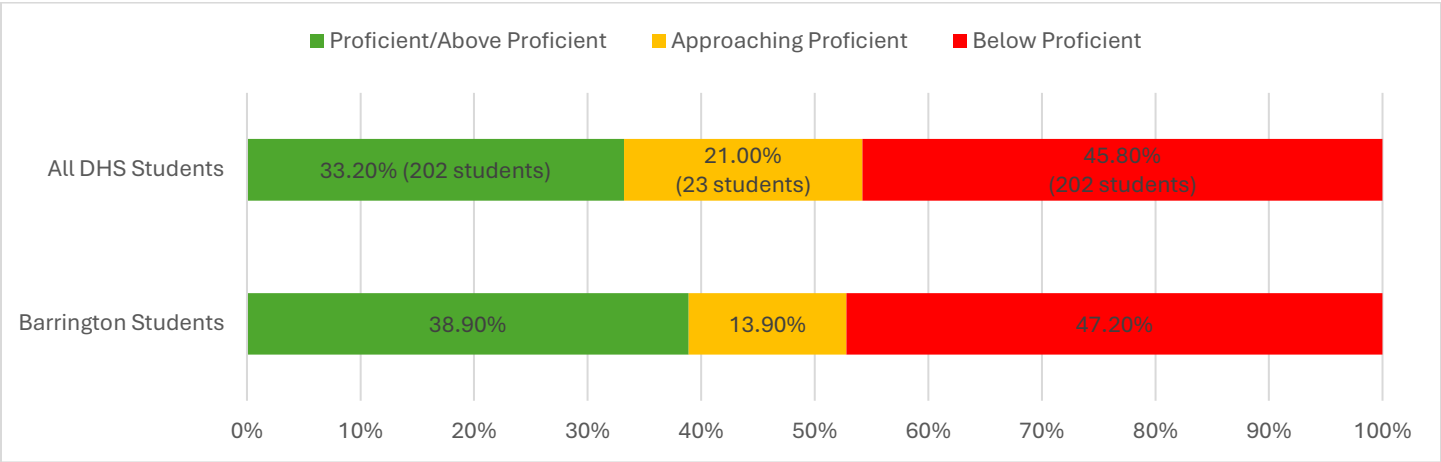
College Board. (2026). SAT School Day: Understanding scores for students and families.

NH SAS Science Summative

The NH SAS (statewide assessment system) science summative for grade 11 is a computer-based, spring assessment measuring proficiency in Earth-space sciences, life sciences, and physical sciences.

- Low Risk: Proficient or Above Proficient (Level 3 or Level 4)
- Moderate Risk: Approaching Proficient (Level 2)
- High Risk: Below Proficient (Level 1)

Note: The number of students for each category is masked for Barrington students because some categories have ≤ 10 students.



Why this matters:

The NH SAS measures student mastery of state standards and serves as a check for college and career readiness.